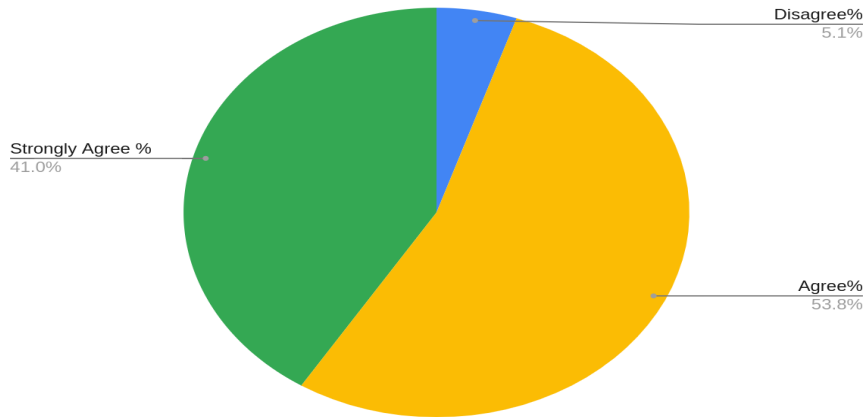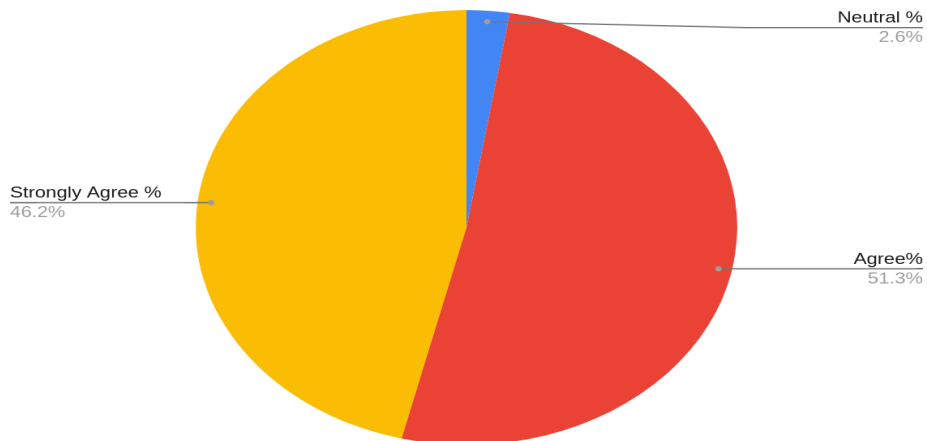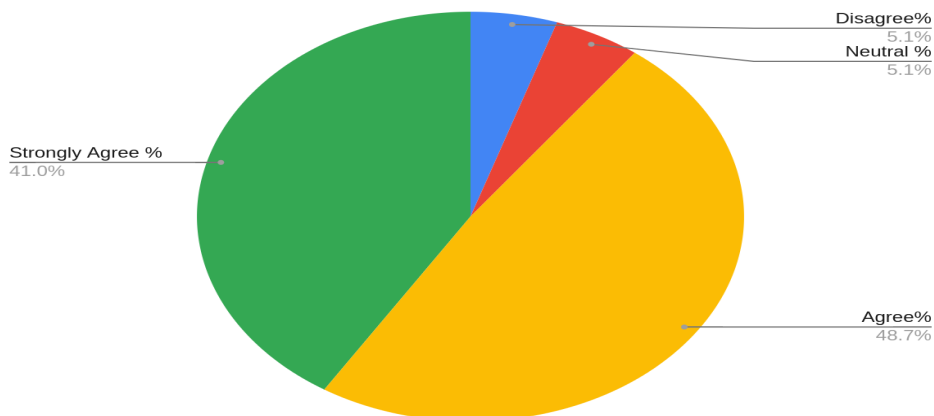# Feedback Analysis Report of Employer 2018-19

1. Exhibit ability to apply engineering knowledge to solve complex engineering problems at work.
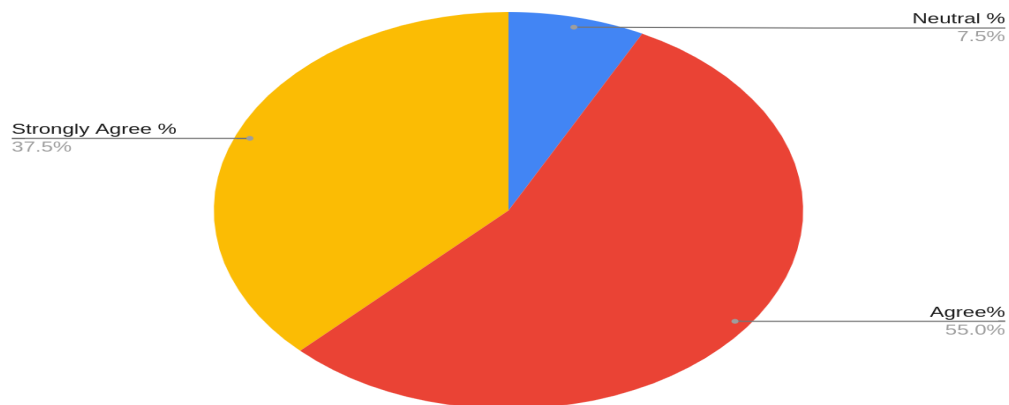

3. Show keen interest to analyze and interpret the complex engineering problems as per industry requirement

4.
   Exhibit ability to design solutions for complex engineering Problems.

5.Are able to effectively conduct investigations of complex problems.

Neutral %
7.5%

Strongly Agree %
37.5%

Agree%
55.0%

5. Are familiar with or understand use of modern engineering tools/software.

Disagree%
2.5%

Neutral %
5.0%

Strongly Agree %
27.5%

Agree%
65.0%
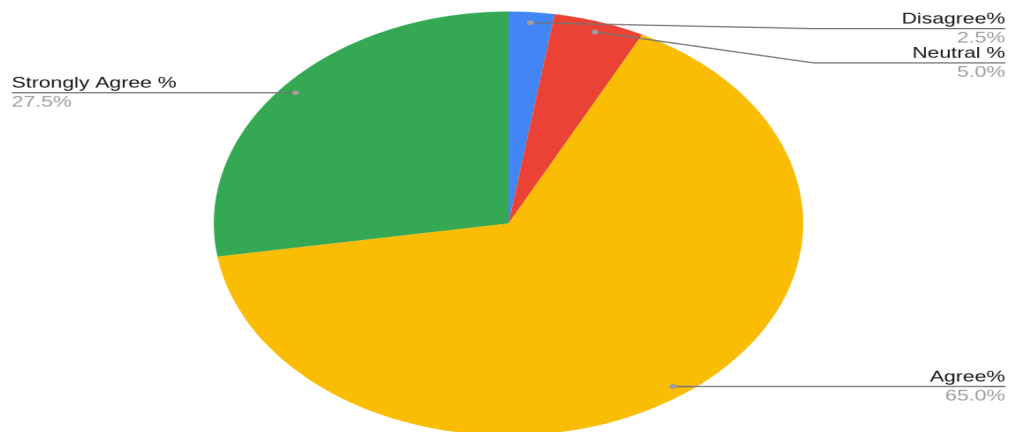
6. Exhibit use of his/ her engineering knowledge for the betterment of society.

Neutral %
2.4%

Strongly Agree %
28.6%

Agree%
69.0%
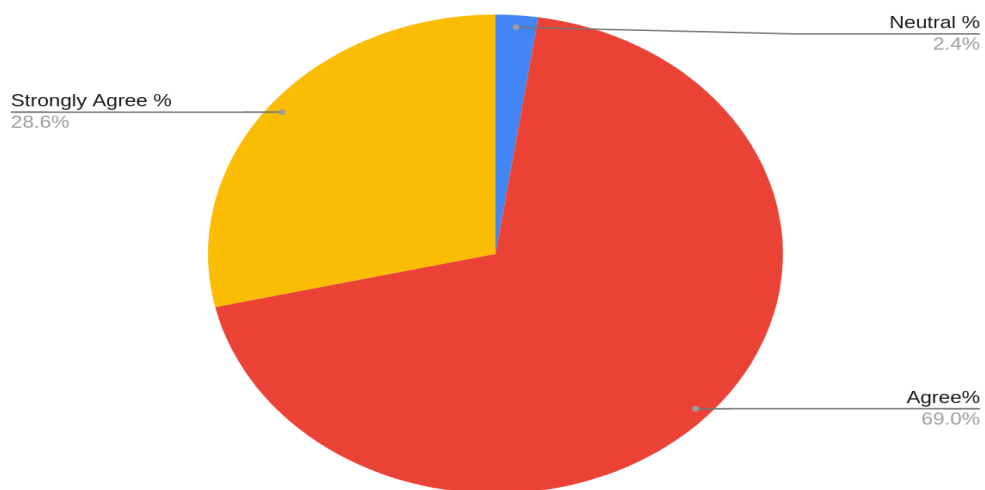
7. Are aware of how engineering solutions have an impact on environment context and are keen towards sustainable

Development.

Strongly Agree %
15.0%

Disagree%
5.0%

Neutral %
2.5%

Agree%
77.5%
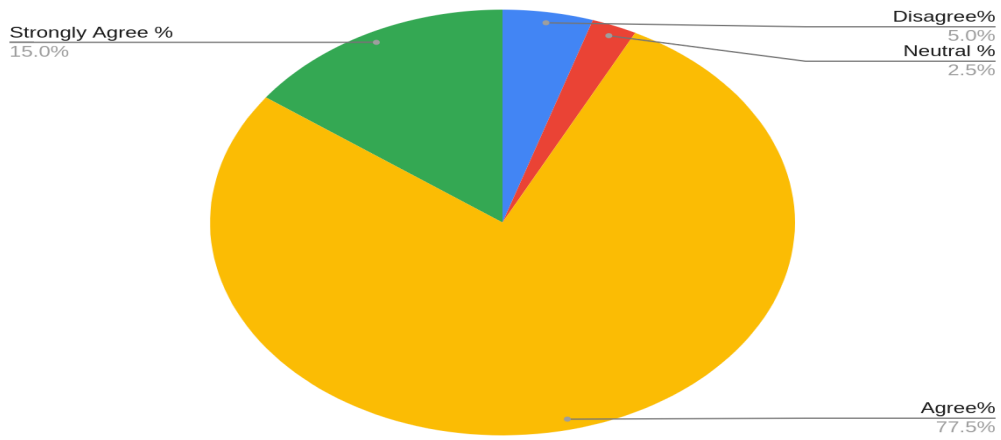
8. Fulfil professional and ethical responsibility.

Neutral %
5.0%

Strongly Agree %
32.5%

Agree%
62.5%
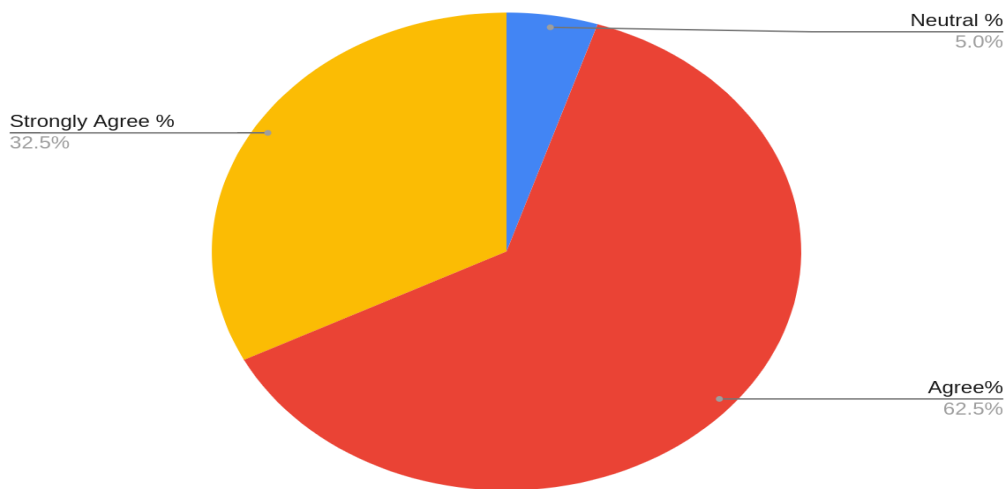
9. Show needed skill to work in a team and function effectively as an individual.

Disagree%
2.4%

Neutral %
4.9%

Strongly Agree %
53.7%

Agree%
39.0%
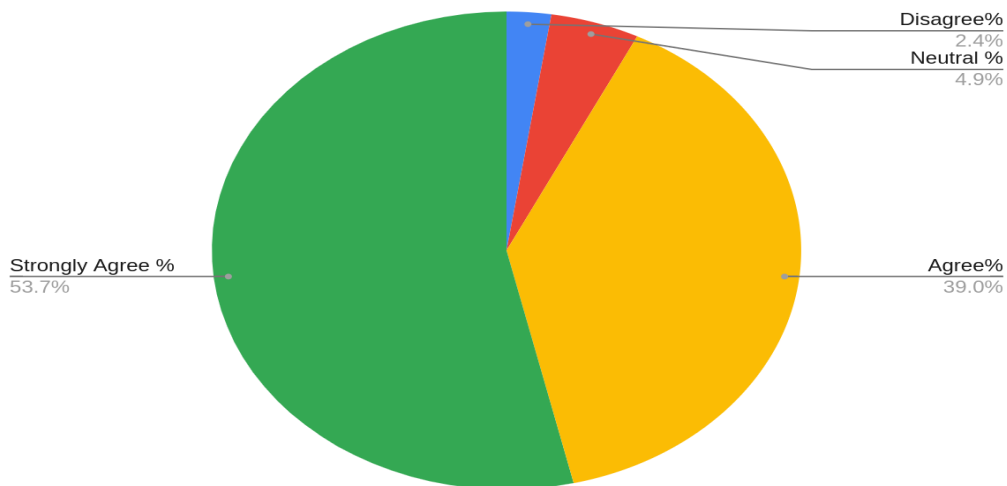
10. Exhibit essential interpersonal and communication skills.

Neutral %
2.6%

Agree%
41.0%

Strongly Agree %
56.4%
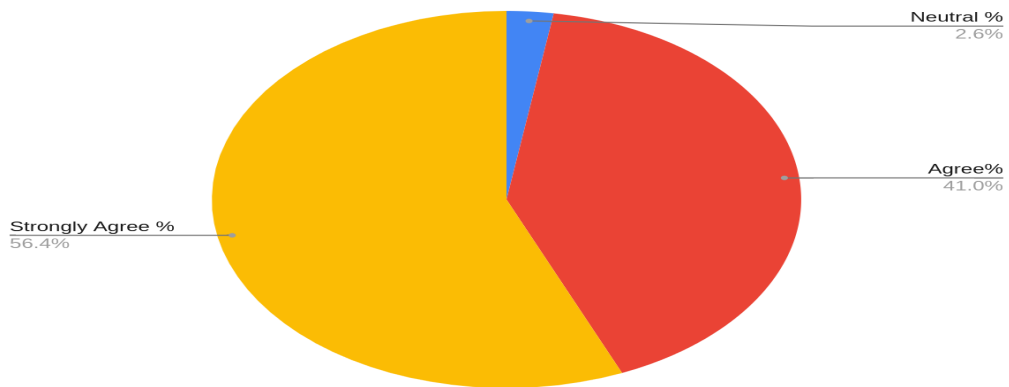
11. Able to choose and apply appropriate resource management

Techniques.

Neutral %
10.0%

Strongly Agree %
42.5%

Agree%
47.5%
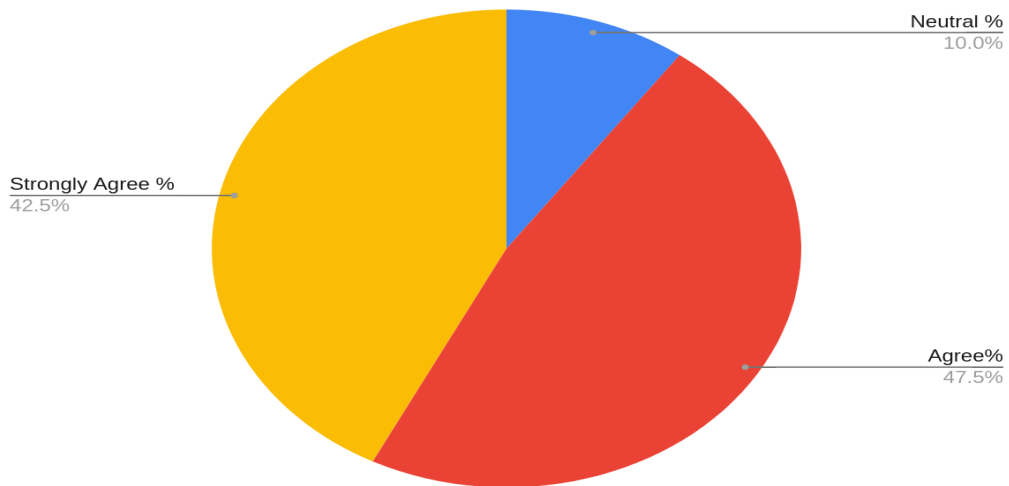
12. Are independent and life-long learners.

Neutral %
2.5%

Strongly Agree %
45.0%
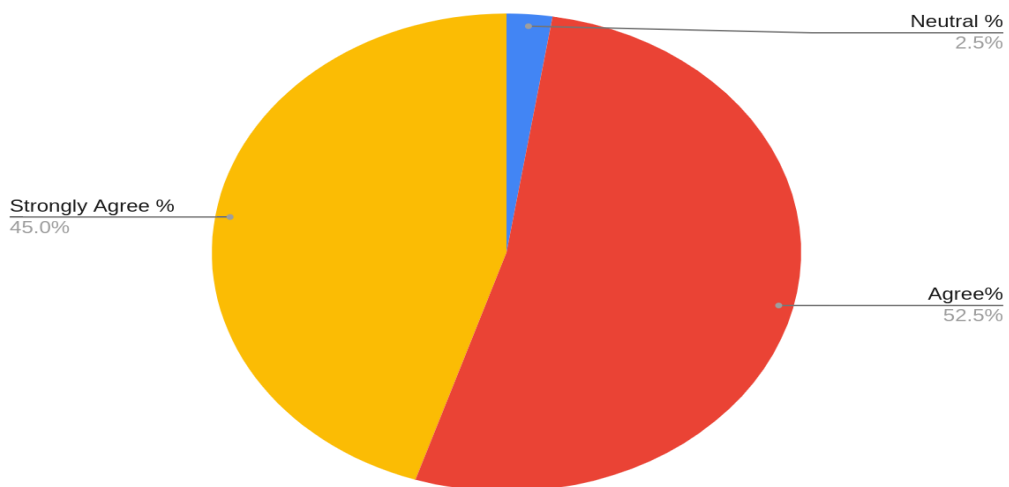
Agree%
52.5%

Summary of Employer Feedback Analysis (2018-19)

At SJCET, a feedback mechanism is in place where action is initiated if over 40% of employers disagree with a specific question on the feedback form. The institution adheres to Outcome-Based Education (OBE) principles and places a strong emphasis on enhancing the quality of course delivery and students' skill sets. Even when some questions receive feedback below the 40% threshold, the analysis serves as a valuable tool for identifying areas that require attention.

Based on the employer feedback analysis, the following actions are suggested:

1. Introduce value-added courses to bridge the gap between course outcomes and desired targets.

2. Provide students with internships and design projects to offer real-world experiences.

3. Incorporate case studies and problem-based learning to enhance students' analytical and

   interpretative skills for addressing complex engineering challenges.

4. Create opportunities for students to collaborate in interdisciplinary teams.

These recommended actions align with SJCET's commitment to continuous improvement. By implementing these measures, the institution can ensure that its students receive a high-quality education and are well-prepared for future professional challenges, in line with its OBE framework and dedication to excellence.

Managed by the **Catholic Diocese of Palai** • Approved by AICTE • Affiliated to APJ Abdul Kalam Technological University, Kerala

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ACTION TAKEN REPORT BASED ON THE FEEDBACK FROM EMPLOYER

FOR THE ACADEMIC YEAR 2018-19

This institution is affiliated to APJ Abdul Kalam Technological University. The Board of studies prepares the curriculum based on the feedback and suggestions from the affiliated colleges through the conduct of meetings with Principals before preparing the curriculum.

For continuous improvement in the quality of course delivery, institution obtains feedback on curriculum design, course delivery and the support required by the students from the department and the institution. Based on the feedback collected from the Employer, Following are the decisions taken by the institution.

1. It was decided to conduct gap filling courses and talks by the individual department. One Expert talk is to be organized during the current semester by each department. (Notice dated 21/02/2019).

2. It was decided to incorporate more hands-on, project-based learning opportunities to the students. This includes internships, co-op programs (Co-op - short for cooperative education, is a program that balances classroom theory with periods of practical, hands-on experience prior to graduation) and capstone design projects. This provides a real-world experience to the students in solving complex engineering problems.

3. Decided to incorporate more case studies and problem-based learning during the course delivery. This helps students to develop the skills necessary to analyse and interpret complex engineering problems.

4. Decided to provide opportunities for students to work in interdisciplinary teams, where they can collaborate with students from other fields, can help them gain a broader perspective on the problem-solving process and learn how to apply their technical skills in a wider context.

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