



**M.E.S. KALLADI COLLEGE, MANNARKKAD**

**Palakkad (Dt), Kerala**

**Pin 678583**

# **EMPLOYER FEEDBACK ANALYSIS REPORT 2024-25**

**Prepared by**

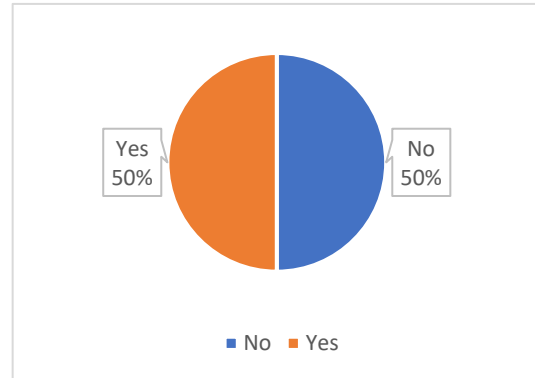
**INTERNAL QUALITY ASSURANCE CELL**

**MES Kalladi College Mannarkkad**

## **EMPLOYER FEEDBACK 2024-25**

### **1) Was the curriculum well designed?**

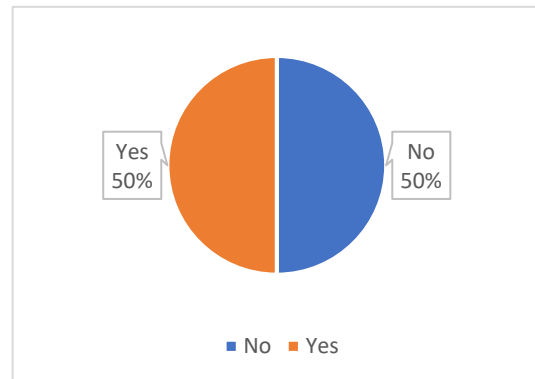
	Frequency	Percent
No	1	50
Yes	1	50
Total	2	100



The feedback on curriculum design is evenly divided, with one employer considering it well-designed and the other expressing dissatisfaction. This split suggests that while the curriculum may meet the expectations of some industry stakeholders, it might lack structure or relevance for others. A deeper review with more respondents could help identify specific areas for improvement.

### **2) Does the curriculum has enough content for a student to acquire sufficient knowledge to secure a subject related job?**

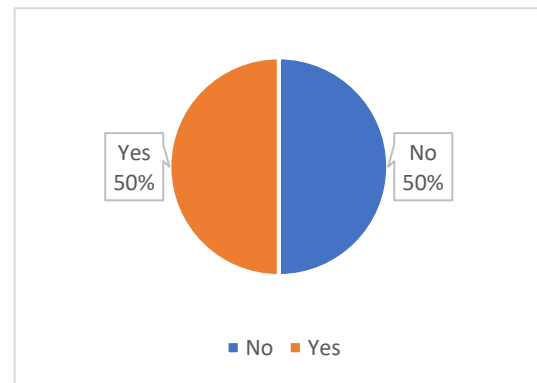
	Frequency	Percent
No	1	50
Yes	1	50
Total	2	100



With 50% of employers agreeing and 50% disagreeing, opinions are divided on whether the curriculum sufficiently equips students for job readiness. This indicates that although some aspects of the curriculum may support career preparation, there is room to enhance the depth and job relevance of the academic content.

### 3) Does the curriculum has good balance between theory and applications?

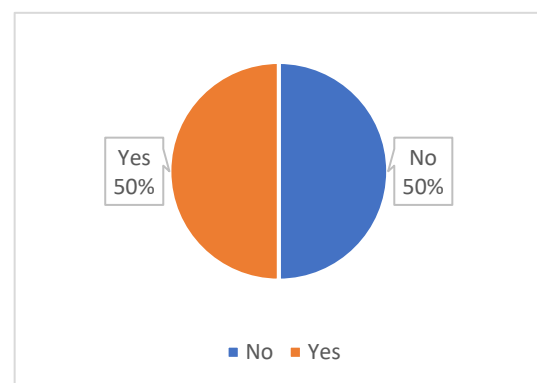
	Frequency	Percent
No	1	50
Yes	1	50
Total	2	100



Half of the employers believe the curriculum strikes the right balance between theory and practical application, while the other half disagree. This mixed feedback points to potential inconsistencies in how theory is being translated into real-world application, suggesting a need for better integration of industry-oriented projects or experiential learning.

### 4) Does the syllabus has content for developing skills to handle work place problems?

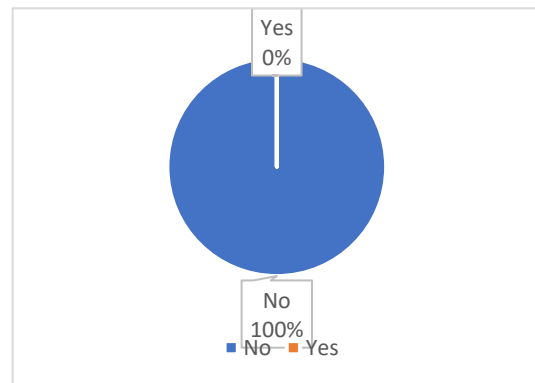
	Frequency	Percent
No	1	50
Yes	1	50
Total	2	100



Employer feedback is again split, with 50% agreeing that the syllabus supports workplace problem-solving and 50% not seeing such alignment. This reveals a possible gap in teaching critical thinking, adaptability, or real-life scenario handling, all of which are essential in today's professional environment.

**5) Does the curriculum design has focus on employability?**

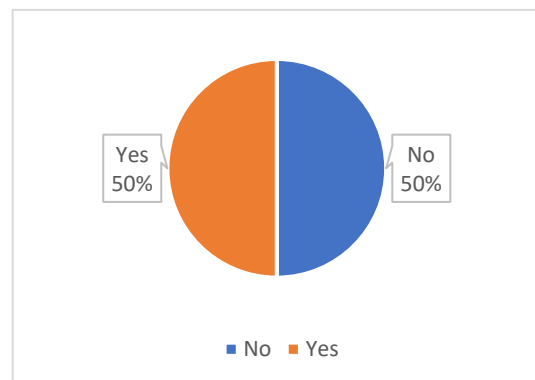
	Frequency	Percent
No	2	100
Yes	0	0
Total	2	100



In this case, both employers unanimously agreed (100%) that the curriculum lacks a clear focus on employability. This strong consensus indicates an urgent need to revisit the curriculum with an emphasis on career readiness, soft skills, industry exposure, and practical training modules aligned with employer expectations.

**6) Does the subject/courses help in developing personality of students?**

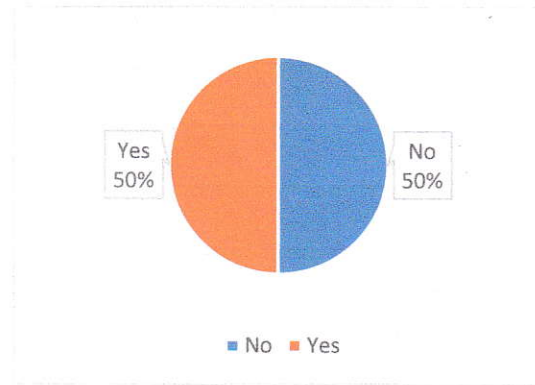
	Frequency	Percent
No	1	50
Yes	1	50
Total	2	100



Half of the employers agreed that the curriculum contributes to personality development, while the other half did not observe significant impact. This suggests that personality-building elements like communication, leadership, and interpersonal skills may be present but not sufficiently emphasized or uniformly developed across the program.

**7) As an employer, are you satisfied with the performance of the student?**

	Frequency	Percent
No	1	50
Yes	1	50
Total	2	100



Employer satisfaction with student performance is also evenly split. One employer is satisfied, indicating that the academic training translated well into workplace competence, while the other is not, possibly pointing to gaps in professional readiness or practical application. This highlights the need for stronger industry-academia alignment.

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