EMPLOYER FEEDBACK ON CURRICULUM

2015-2016

About the survey

Curriculum is a key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Employers can contribute with a number of good suggestions enriching the curriculum content and improving its effective delivery. Here in Darunnajath Arabic College, we have collected structured feedback from employers of the college alumni regarding syllabus and its transaction through offline questionnaire. The collected data are analysed using tables, graphs, percentage etc. in order to draw conclusions. The analysis reports are generally provided to the universities for further actions. The result of feedback on syllabus from employers as below.

1 Profile of the employee and employer

1.1 Gender wise distribution of the employee

Table1.1 Gender of the employee

		Frequency	Percentage
Valid	Female	9	64.28
	Male	5	35.71
	Total	14	100

Table 1.1 shows that out of 14 responses received 64.28 percentages are male employees and 35.71 percentages are female employees.

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1.2Programme wise distribution of the respondents

Table. 1.2 Programme studied

	Frequency	Percentage
B.A Afzal ul Ulama	3	21.42
B.Com	0	0
M.A in Arabic	11	78.57

Table 1.2 depicts that 21.42 % employees are from B A and 78.57% employees are from MA.

2 Responses towards Curriculum

In order to assess employer feedback on curriculum, nine variables are identified and the employers were asked to mark their responses to this statement in five-point agreement scale. The summary of the analysis is presented in the following frequency tables.



2.1 Syllabus is need based

Table. 2.1.1 Syllabus in need based

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	2	14.28	14.28
Agree	4	28.57	28.57
Strongly Agree	8	57.14	57.14
Total	14	100	100

Table 1.4 shows that most of the employers strongly agree to the statement that syllabus is need based.

2.2 Balance between theory and practice

Table 2.2.1 the syllabus has good balance between theory and practice

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	0	0	0
Agree	8	57.14	57.14
Strongly Agree	6	42.85	42.85
Total	14	100	100

Table 2.2.1 depicts that majority of the respondents strongly agree with the statement that the syllabus has good balance between theory and practice.

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2.3 competence / outcomes in relation to the course content

Table 2.3.1. Competence / outcomes in relation to the course content

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	3	21.42	21.42
Agree	5	35.71	35.71
Strongly Agree	6	42.85	42.85
Total	14	100	100

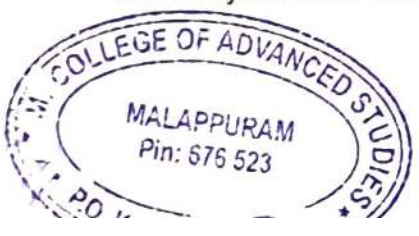
Table 2.3.1 shows that the employers agree to the statement that the syllabus generates Competence / outcomes in relation to the course content

2.4 syllabus generates interest in subject area

Table 2.4.1 the syllabus generates interest in the subject area.

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	4	28.57	28.57
Agree	4	28.57	28.57
Strongly Agree	6	42.85	42.85
Total	14	100	100

Table 2.4.1 indicates that most of the employers stay agree to the statement that the syllabus generates interest in the subject field to the students.



2.5 The curriculum has prospects for higher education / employment

Table 2.5.1. The curriculum has prospects for higher education / employment

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	2	14.28	14.28
Agree	6	42.85	42.85
Strongly Agree	6	42.85	42.85
Total	14	100	100

Table 2.5.1 reveals that a good number of employers agree to the statement that the curriculum has prospects for higher education / employment.

2.6 Awareness on the development in the field

Table 2.6.1. Awareness on the recent development in the field is provided

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	4	28.57	28.57
Agree	5	35.71	35.71
Strongly Agree	5	35.71	35.71
Total	14	100	100

Table 2.6.1 shows that, a good number of employers agree to the statement that the awareness on the recent development in the field is provided.

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2.7 Curriculum makes the students competent

Table 2.7.1, the curriculum makes the student competent in the field

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	4	28.57	28.57
Agree	6	42.85	42.85
Strongly Agree	4	28.57	28.57
Total	14	100	100

Table 2.7.1 shows that the curriculum makes the students competent in the field.

2.8 Scope of internship/ training/ research

Table 2.8.1. The Curriculum has scope of internship/ training/ research

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	9	64.28	64.28
Agree	2	14.28	14.28
Strongly Agree	3	21.42	21.42
Total	14	100	100

Table 2.8.1 Depicts that most of the employers agree that the curriculum has good scope on internship/ training/ research.



2.9 Proficiency of students

Table 2.9.1 Proficiency of our students working with you

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	1	7.14	7.14
Neutral	4	28.57	28.57
Agree	4	28.57	28.57
Strongly Agree	5	35.71	35.71
Total	14	100	100

Table 2.9.1 shows that, most of the employees agree with the proficiency of students working with.

3 Conclusion

The analysis of the feedback data of the employers, it can be observed that most of the employers agree to the various statements set for assessing the quality of curriculum. It indicates that employers have confidence and good belief in the contents and methods of the curriculum.

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EMPLOYER FEEDBACK ON CURRICULUM

2016-2017

About the survey

Curriculum is a key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Employers can contribute with a number of good suggestions enriching the curriculum content and improving its effective delivery. Here in Darunnajath College, we have collected structured feedback from employers of the college alumni regarding syllabus and its transaction through offline questionnaire. The collected data are analysed using tables, graphs, percentage etc. in order to draw conclusions. The analysis reports are generally provided to the universities for further actions. The result of feedback on syllabus from employers as below.

1 Profile of the employee and employer

1.1 Gender wise distribution of the employee

Table1.1 Gender of the employee

		Frequency	Percentage
Valid	Female	7	31.81
	Male	15	68.18
	Total	22	100

Table 1.1 shows that out of 22 responses received 68.18 percentages are male employees and 31.81 percentages are female employees.

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1.3Programme wise distribution of the respondents

Table. 1.2 Programme studied

	Frequency	Percentage
B.A Afzal ul Ulama	11	50
B.Com	8	36.36
M.A in Arabic	3	13.63

Table 1.2 depicts that, out of 22 respondents, 50% employees are from B A, 36.36% are from B Com, and only 13.63% are from MA.

2 Responses towards Curriculum

In order to assess employer feedback on curriculum, nine variables are identified and the employers were asked to mark their responses to this statement in five-point agreement scale. The summary of the analysis is presented in the following frequency tables.



2.1 relevance of the course in relation to the programme

Table. 2.1.1 relevence of the courses in relation to the programme

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	9	40.90	40.90
Agree	2	9.09	9.09
Strongly Agree	11	50	50
Total	22	100	100

Table 1.4 shows that most of the employers strongly agree to the statement that relevance of the courses in relation to the programme.

2.2 Balance between theory and application

Table 2.2.1 The syllabus has good balance between theory and application

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	3	13.63	13.63
Agree	13	59.09	59.09
Strongly Agree	6	27.27	27.27
Total	22	100	100

Table 2.2.1 depicts that majority of the respondents strongly agree with the statement that the syllabus has good balance between theory and practice.



2.3 competencies/ outcome in relation to the course content

Table 2.3.1. Competency/outcome in relation to the course content.

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	1	4.54	4.54
Neutral	6	27.27	27.27
Agree	7	31.81	31.81
Strongly Agree	8	36.36	36.36
Total	22	100	100

Table 2.3.1 shows that the employers agree to the statement that the syllabus has Competency/outcome in relation to the course content.

2.4 Relevance of the topic to the industry

Table 2.4.1 the relevance of the topic to the industry.

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	3	13.63	13.63
Neutral	4	18.18	18.18
Agree	11	50	50
Strongly Agree	4	18.18	18.18
Total	22	100	100

Table 2.4.1 indicates that most of the employers stay agree to the statement that the curriculum topic has relevance to the industry.

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2.5 Awareness on the development in the field

Table 2.5.1. Awareness on the recent development in the field is provided

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	1	4.54	4.54
Neutral	7	31.81	31.81
Agree	10	45.45	45.45
Strongly Agree	4	18.18	18.18
Total	22	100	100

Table 2.5.1 reveals that a good number of employers agree to the statement that the awareness on the recent development in the field is provided.

2.6 Offering of electives in relation to the technological advancements

Table 2.6.1. The offering of the electives in relation to the technological advancements

	Frequency	Percent	Valid Percentage
Strongly Disagree	1	4.54	4.54
Disagree	5	22.72	22.72
Neutral	4	18.18	18.18
Agree	10	45.45	45.45
Strongly Agree	2	9.09	9.09
Total	22	100	100

Table 2.6.1 shows that the curriculum offers electives in relation to the technological advancements.



2.7 prospects for higher education/ employability

Table 2.7.1 Curriculum has prospects for higher education/ employability

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	2	9.09	9.09
Neutral	8	36.36	36.36
Agree	4	18.18	18.18
Strongly Agree	8	36.36	36.36
Total	22	100	100

Table 2.7.1 depicts that most of the employers agree that the curriculum has prospects for higher education/ employability.

2.8 relevance of experiments to the real life application

Table 2.8.1 rate the experiments in terms of their relevance in to the real life application

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	2	9.09	9.09
Neutral	5	22.72	22.72
Agree	9	49.90	49.90
Strongly Agree	6	27.27	27.27
Total	22	100	100

Table 2.8.1 shows that, most of the employers agree with the statement says that experiments have relevance in to the real life applications.

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2.9 proficiency of the students

Table 2.9.1 proficiency of the students working with you

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	3	13.63	13.63
Neutral	2	9.09	9.09
Agree	9	40.90	40.90
Strongly Agree	8	36.36	36.36
Total	22	100	100

Table 2.9.1 shows that the employers agree with the proficiency of students working with.

3 Conclusion

The analysis of the feedback data of the employers, it can be observed that most of the employers agree to the various statements set for assessing the quality of curriculum. It indicates that employers have confidence and good belief in the contents and methods of the curriculum.

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EMPLOYER FEEDBACK ON CURRICULUM

2017-2018

About the survey

Curriculum is a key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Employers can contribute with a number of good suggestions enriching the curriculum content and improving its effective delivery. Here in Darunnajath College, we have collected structured feedback from employers of the college alumni regarding syllabus and its transaction through offline questionnaire. The collected data are analysed using tables, graphs, percentage etc. in order to draw conclusions. The analysis reports are generally provided to the universities for further actions. The result of feedback on syllabus from employers as below.

1 Profile of the employee and employer

1.1 Gender wise distribution of the employee

Table1.1 Gender of the employee

		Frequency	Percentage
Valid	Female	6	30
	Male	14	70
	Total	20	100

Table 1.1 shows that out of 20 responses received 70 percentages are male employees and 30 percentages are female employees.

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1.4Programme wise distribution of the respondents

Table. 1.2 Programme studied

	Frequency	Percentage
B.A Afzal ul Ulama	4	20
B.Com	8	40
M.A in Arabic	8	40

Table 1.2 depicts that the 40% employees in the list are from M.A and B Com and 20% are from BA.

2 Responses towards Curriculum

In order to assess employer feedback on curriculum, nine variables are identified and the employers were asked to mark their responses to this statement in five-point agreement scale. The summary of the analysis is presented in the following frequency tables.

2.1 relevance of the course in relation to the programme

Table. 2.1.1 Relevance of the courses in relation to the programme

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	1	5	5
Neutral	3	15	15
Agree	10	50	50
Strongly Agree	6	30	30
Total	20	100	100

Table 1.4 shows that most of the employers strongly agree to the statement that syllabus has relevance in relation to the programme.

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2.2 Balance between theory and application

Table 2.2.1 the syllabus has good balance between theory and application

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	1	5	5
Neutral	4	20	20
Agree	7	35	35
Strongly Agree	8	40	40
Total	20	100	100

Table 2.2.1 depicts that majority of the respondents strongly agree with the statement that the syllabus has good balance between theory and practice.

2.3 competencies/ outcome in relation to the course content

Table 2.3.1. Competency/outcome in relation to the course content.

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	2	10	10
Neutral	6	30	30
Agree	6	30	30
Strongly Agree	6	30	30
Total	20	100	100

Table 2.3.1 shows that the employers agree to the statement that the syllabus has Competency/outcome in relation to the course content.

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2.4 Relevance of the topic to the industry

Table 2.4.1 the relevance of the topic to the industry.

	Frequency	Percent	Valid Percentage
Strongly Disagree	1	5	5
Disagree	1	5	5
Neutral	6	30	30
Agree	5	25	25
Strongly Agree	7	35	35
Total	20	100	100

Table 2.4.1 indicates that most of the employers stay agree to the statement that the topic has relevance to the industry.

2.5 Awareness on the development in the field

Table 2.5.1. Awareness on the recent development in the field is provided

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	3	15	15
Neutral	6	30	30
Agree	6	30	30
Strongly Agree	5	25	25
Total	20	100	100

Table 2.5.1 reveals that a good number of employers agree to the statement that the awareness on the recent development in the field is provided.

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2.6 Offering of electives in relation to the technological advancements

Table 2.6.1. The offering of the electives in relation to the technological advancements

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	8	40	40
Agree	6	30	30
Strongly Agree	6	30	30
Total	20	100	100

Table 2.6.1 shows that the curriculum offering electives in relation to the technological advancements.

2.7 prospects for higher education/ employability

Table 2.7.1 Curriculum has prospects for higher education/ employability

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	3	15	15
Neutral	7	35	35
Agree	8	40	40
Strongly Agree	2	10	10
Total	20	100	100

Table 2.7.1 depicts that most of the employers agree that the curriculum has prospects for higher education/ employability.

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2.8 relevance of experiments to the real life application

Table 2.8.1 rate the experiments in terms of their relevance in to the real life application

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	1	5	5
Neutral	5	25	25
Agree	10	50	50
Strongly Agree	4	20	20
Total	20	100	100

Table 2.8.1 shows that, most of the employees agree with the experiments in terms of their relevance in to the real life application.

2.9 proficiency of the students

Table 2.9.1 proficiency of the students working with you

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	2	10	10
Neutral	4	20	20
Agree	5	25	25
Strongly Agree	9	45	45
Total	20	100	100

Table 2.9.1 depicts that they agree with the proficiency of students working with.

3 Conclusion

The analysis of the feedback data of the employers, it can be observed that most of the employers agree to the various statements set for assessing the quality of curriculum. It indicates that employers have confidence and good belief in the contents and methods of the curriculum.

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EMPLOYER FEEDBACK ON CURRICULUM

2018-2019

About the survey

Curriculum is a key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Employers can contribute with a number of good suggestions enriching the curriculum content and improving its effective delivery. Here in KTM College, we have collected structured feedback from employers of the college alumni regarding syllabus and its transaction through offline questionnaire. The collected data are analysed using tables, graphs, percentage etc. in order to draw conclusions. The analysis reports are generally provided to the universities for further actions. The result of feedback on syllabus from employers as below.

1 Profile of the employee and employer

1.1 Gender wise distribution of the employee

Table1.1 Gender of the employee

		Frequency	Percentage
Valid	Female	8	72.72
	Male	3	27.27
	Total	11	100

Table 1.1 shows that out of 11 responses received 27.27 percentages are male employees and 72.72 percentages are female employees.



1.5Programme wise distribution of the respondents

Table. 1.2 Programme studied

	Frequency	Percentage
B.A Afzal ul Ulama	2	18.18
B.Com	6	54.54
M.A in Arabic	3	27.27

Table 1.2 depicts that out of 11 responses received, 54.54% are from B Com, 27.27 % from MA Arabic and only 18.18% from BA.

2 Responses towards Curriculum

In order to assess employer feedback on curriculum, nine variables are identified and the employers were asked to mark their responses to this statement in five-point agreement scale. The summary of the analysis is presented in the following frequency tables.

2.1 relevance of the courses in relation to the programme

Table. 2.1.1 Relevance of the courses in relation to the programme

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	0	0	0
Agree	6	54.54	54.54
Strongly Agree	5	45.45	45.45
Total	11	100	100

Table 2.1.1. Shows that most of the employers strongly agree to the statement that the Relevance of the courses in relation to the programme.

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2.2 sufficiency of the courses related to industry that is included in the programme

Table 2.2.1 sufficiency of the courses related to industry that is included in the programme

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	1	9.09	9.09
Neutral	0	0	0
Agree	4	36.36	36.36
Strongly Agree	6	54.54	54.54
Total	11	100	100

Table 2.2.1 depicts that majority of the respondents strongly agree with the statement that the courses are sufficient related to industry as it included in the programme.

2.3 competency outcomes in relation to the course content

Table 2.3.1. Competency outcomes in relation to the course content

	Frequency	Percent	Valid Percentage
Strongly Disagree	1	9.09	9.09
Disagree	0	0	0
Neutral	3	27.27	27.27
Agree	5	45.45	45.45
Strongly Agree	2	18.18	18.18
Total	11	100	100

Table 2.3.1 shows that the employers agree to the statement that the syllabus generates Competency outcomes in relation to the course content.



2.4 relevance of the topics of the industry

Table 2.4.1 relevance of the topics of the industry

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	0	0	0
Agree	8	72.72	72.72
Strongly Agree	3	27.27	27.27
Total	11	100	100

Table 2.4.1 indicates that most of the employers stay agree to the statement that the curriculum has relevance in the topics of the industry.

2.5 Offering of the syllabus in specialization streams

Table 2.5.1. Offerings of the syllabus in relation to the specialization streams

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	1	9.09	9.09
Neutral	2	18.18	18.18
Agree	4	36.36	36.36
Strongly Agree	4	36.36	36.36
Total	11	100	100



Table 2.5.1 reveals that a good number of employers agree to the statement that the syllabus offering specialization streams.

2.6 offering of the electives in relation to the technological advancements

Table 2.6.1. Offering of the electives in relation to the technological advancements

	Frequency	Percent	Valid Percentage
Strongly Disagree	1	9.09	9.09
Disagree	1	9.09	9.09
Neutral	0	0	0
Agree	5	45.45	45.45
Strongly Agree	4	36.36	36.36
Total	11	100	100

Table 2.6.1 shows that the curriculum Offering electives in relation to the technological advancements.

2.7 Applicability of the domains and tools used.

Table 2.7.1 Applicability of the domains and the tools used for designing the experiments in terms of existing practices in the industry

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	1	9.09	9.09
Neutral	5	45.45	45.45
Agree	2	18.18	18.18
Strongly Agree	3	27.27	27.27
Total	11	100	100

Table 2.7.1 depicts that most of the employers agree that the Applicability of the domains and the tools used for designing the experiments in terms of existing practices in the industry.

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2.8 relevance of experiments

Table 2.8.1 experiments in terms of their relevance to the real life application

	Frequency	Percent	Valid Percentage
Strongly Disagree	1	9.09	9.09
Disagree	1	9.09	9.09
Neutral	6	54.54	54.54
Agree	2	18.18	18.18
Strongly Agree	1	9.09	9.09
Total	11	100	100

Table 2.8.1 shows the experiments in terms of their relevance to the real life application.

2.9 Proficiency of students working with you

Table 2.9.1 proficiency of students working with you

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	4	36.36	36.36
Agree	2	18.18	18.18
Strongly Agree	5	45.45	45.45
Total	11	100	100

Table 2.9.1 depicts that, the proficiency of students working with.

3 Conclusion

The analysis of the feedback data of the employers, it can be observed that most of the employers agree to the various statements set for assessing the quality of curriculum. It indicates that employers have confidence and good belief in the contents and methods of the curriculum.

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EMPLOYER FEEDBACK ON CURRICULUM

2019-2020

About the survey

Curriculum is a key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Employers can contribute with a number of good suggestions enriching the curriculum content and improving its effective delivery. Here in KTM College, we have collected structured feedback from employers of the college alumni regarding syllabus and its transaction through offline questionnaire. The collected data are analysed using tables, graphs, percentage etc. in order to draw conclusions. The analysis reports are generally provided to the universities for further actions. The result of feedback on syllabus from employers as below.

1 Profile of the employee and employer

1.1 Gender wise distribution of the employee

Table1.1 Gender of the employee

		Frequency	Percentage
Valid	Female	1	11.11
	Male	8	88.88
	Total	9	100

Table 1.1 shows that out of 9 responses received 88.88 percentages are male employees and 11.11 percentages are female employees.

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1.6Programme wise distribution of the respondents

Table. 1.2 Programme studied

	Frequency	Percentage
B.A Afzal ul Ulama	02	22.22
B.Com	03	33.33
M.A in Arabic	4	44.44

Table 1.2 depicts that out of 9 responses received, 22.22 % employees are from BA, 33.33% are from B com, and 44.44% are from M A.

2 Responses towards Curriculum

In order to assess employer feedback on curriculum, nine variables are identified and the employers were asked to mark their responses to this statement in five-point agreement scale. The summary of the analysis is presented in the following frequency tables.

2.1 relevance of the courses in relation to the programme

Table. 2.1.1 Relevance of the courses in relation to the programme

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	1	11.11	11.11
Agree	3	33.33	33.33
Strongly Agree	5	55.55	55.55
Total	9	100	100

`Table 1.4 shows that most of the employers strongly agree to the statement that the courses are relevant in relation to the programme.



2.2 sufficiency of the courses related to industry that is included in the programme

Table 2.2.1 sufficiency of the courses related to industry that is included in the programme

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	1	11.11	11.11
Agree	5	55.55	55.55
Strongly Agree	3	33.33	33.33
Total	9	100	100

Table 2.2.1 depicts that majority of the respondents agree with the statement that the courses are sufficient related to the industry.

2.3 competency outcomes in relation to the course content

Table 2.3.1. Competency outcomes in relation to the course content

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	3	33.33	33.33
Agree	2	22.22	22.22
Strongly Agree	4	44.44	44.44
Total	9	100	100

Table 2.3.1 shows that the employers strongly agree to the statement that the syllabus has Competency outcomes in relation to the course content.

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2.4 relevance of the topics of the industry

Table 2.4.1 relevance of the topics of the industry

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	1	11.11	11.11
Agree	4	44.44	44.44
Strongly Agree	4	44.44	44.44
Total	9	100	100

Table 2.4.1 indicates that most of the employers stay agree to the statement that the curriculum has relevance of the topics of the industry.

2.5 Offering of the syllabus in specialization streams

Table 2.5.1. Offerings of the syllabus in relation to the specialization streams

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	3	33.33	33.33
Agree	3	33.33	33.33
Strongly Agree	3	33.33	33.33
Total	9	100	100

Table 2.5.1 reveals that a good number of employers agree to the statement that syllabus offering specialization streams.



2.6 offering of the electives in relation to the technological advancements

Table 2.6.1. Offering of the electives in relation to the technological advancements

	Frequency	Percent	Valid Percentage
Strongly Disagree	1	11.11	11.11
Disagree	0	0	0
Neutral	4	44.44	44.44
Agree	0	0	0
Strongly Agree	4	44.44	44.44
Total	9	100	100

Table 2.6.1 shows that the curriculum Offering electives in relation to the technological advancements.

2.7 Applicability of the domains and tools used.

Table 2.7.1 Applicability of the domains and the tools used for designing the experiments in terms of existing practices in the industry

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	2	22.22	22.22
Agree	1	11.11	11.11
Strongly Agree	6	66.66	66.66
Total	9	100	100

Table 2.7.1 depicts that most of the employers strongly agree that the curriculum has Applicability of the domains and the tools used for designing the experiments in terms of existing practices in the industry.

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2.8 relevance of experiments

Table 2.8.1 experiments in terms of their relevance to the real life application

	Frequency	Percent	Valid Percentage
Strongly Disagree	1	11.11	11.11
Disagree	0	0	0
Neutral	1	11.11	11.11
Agree	5	55.55	55.55
Strongly Agree	2	22.22	22.22
Total	9	100	100

Table 2.8.1 shows that, most of the employees agree to the statement that, experiments in terms of their relevance to the real life application.

2.9 Proficiency of students working with you

Table 2.9.1 proficiency of students working with you

	Frequency	Percent	Valid Percentage
Strongly Disagree	0	0	0
Disagree	0	0	0
Neutral	1	11.11	11.11
Agree	2	22.22	22.22
Strongly Agree	6	66.66	66.66
Total	9	100	100

Table 2.9.1 shows that, majority of the employees strongly agree with the proficiency of students working with.

3 Conclusion

The analysis of the feedback data of the employers, it can be observed that most of the employers agree to the various statements set for assessing the quality of curriculum. It indicates that employers have confidence and good belief in the contents and methods of the curriculum.

