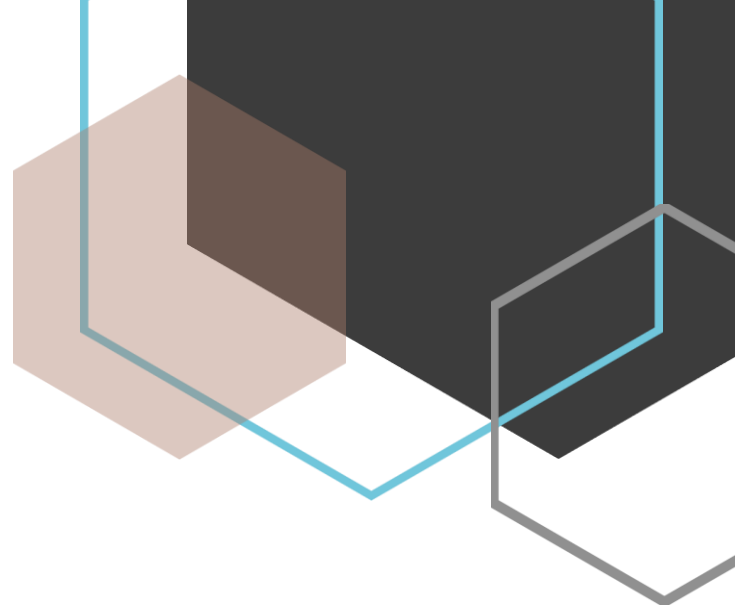




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## INITIAL STAKEHOLDER PERCEPTION SURVEY

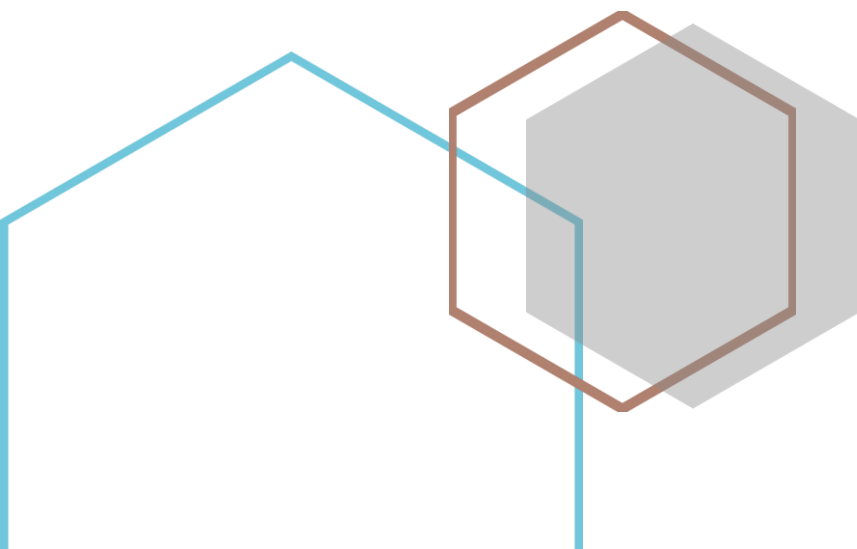
Results

**DR. BABASAHEB AMBEDKAR MARATHWADA  
UNIVERSITY, INDIA**

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**Integrating Talent Development into Innovation Ecosystems in Higher Education  
Ecosystems in Higher Education**

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Each INNOTAL Partner University in Asia has carried out a survey campaign aimed at mapping the initial positions and perceptions of key University stakeholders on issues of relevance to the project.

Representatives of administration and management have been asked to give their opinion about the way graduates' employability and relations with external stakeholders are currently handled at their University.

Students have provided feedback about the state of current student representation at the University, which is an important determinant of the ability of the institution to attract and retain talent.

Faculty members have been asked to share their interest in, and expectations from, future plans to embed employability in the various activities and operations at the University, to further develop talent development and improve the quality and relevance of education.

This document presents and analyses the results from this survey.

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## Alfa

The survey was conducted to find out the perceptions of various stakeholders in the University. For this task the total number of respondents approached with respective questionnaires were 235, subsuming 10 working in both Managerial and Administrative capacity, 11 serving in exclusively Managerial positions, 190 rendering services as faculty members, in the capacity of Assistant Professors, Associate Professors, Professors and Heads of Department in various disciplines offering courses on the Campus, and the rest 34 from students fraternity mainly representing the Science Faculty. For proper understanding and to maintain accuracy the data collected from each group is analysed separately with the help of suitable technology.



### Data analysis based on the responses gathered from administrative and managerial categories

For persons occupying key positions in the University management and administration like for example Vice Chancellor, Pro-Vice-Chancellor, Registrar, Deans, Director Board of Examinations and Evaluations, Finance and Accounts Officer, who are also ex officio Members of the Management Council, the apex body of University Administration, total eight issues were chosen and questions were asked. On the responses gathered and analysed following findings have been summarized.

For the question whether the University is actively looking for instances of best practices ensuring increase in graduates employability, 45% of members serving in Managerial capacity have stated that they are actively researching over the best practices in order to learn for their betterment, whereas, 27% have responded that although they are interested they have neither adequate resources nor capacity to carry out quality research in this regard.

On the same question, 90% of staff serving in both Administrative and Managerial capacity have concurred with the opinion expressed above by the majority of the Managerial personnel, whereas, a trivial 10% have joined the minority above.

On the question regarding the extent to which the University administration is able to ensure the employability of graduates and how well cooperation is extended to business, 100% of Administrative/Managerial members have expressed the opinion that the University assesses graduates' employability, and that cooperation is also extended to the business circle but it is done occasionally. Further, 55% of Managerial members also agreed to this. However, rest of the 45% of Managerial staff begs to differ from this and stated that they do it regularly.

When a query was asked about the awareness of University regarding weaknesses, if any, in relation to employability of graduates and cooperation of University with business group, 60% of Managerial/Administrative Members have confessed that there are such weaknesses and they have identified them. The remaining 40% stated that they are relatively satisfied with the current performance but they also welcome some further improvement on this issue.

On the same question, 45% of the Managerial staff preferred to go with the 60% of the respondents above and the equal percentage i.e., 45% opted to support the 40% of the respondents referred to above. However 10% of the remaining respondents did not answer at all.

Regarding keeping watch on external conditions pertaining to economy and society likely to affect graduates employability, a considerable majority of 80% Managerial/ Administrative Members have accepted that the University is doing it, whereas, 20% are of the opinion that the University does it but to a limited extent. For the same question, 73% of those in Managerial capacity concurred with 80% above and 27% have preferred to support 20% minority opinion mentioned above.

With regard to developing a more coherent internal strategy for improving graduates employability and linkages with Business/ Industry, 60% of Administrative/Managerial personnel have stated that they have already started working towards these goals. 30% are of the opinion that presently they do not have any coherent strategy but it is better to have one. However, the remaining 10% stated that reliance ought to be placed upon Government/Public agencies to chart out strategic directions on this subject.

For the same question, 45% of the Managerial group has responded in the same way as the 60% majority above. Yet another 45% has taken the stand similar to that of 30% minority above and the remaining 10% have answered in the same way as 10% of minority referred to above on this issue.

50% Administrative and Managerial as well as 73% of Managerial members have stated that the University has already involved external stakeholders in the design, delivery and evaluation of curricula and that the efforts could be increased if such move would help increase graduates employability. However, 40% of Administrative/Managerial along with 27% of Managerial members beg to differ and stated that there is insufficient involvement of the external stakeholders. These respondents believe that the University would definitely get benefits if the involvement of external stakeholders in increased. The remaining 10% of our Administrative/Managerial Staff are of the opinion that there is already sufficient involvement of external stakeholders and there is no any need for further action in this regard.

The opinion that more active involvement of external stakeholders, notably from business groups, in the development of students' talent would benefit the University is shared by 60% of Administrative/Managerial but also by 45% of the Managerial group. However, a 55% majority from the Managerial group stated that the University has already achieved sufficient involvement of external stakeholders but there is no any harm in further increasing their involvement if such a move would facilitate improvements in graduates' employability. In addition, 40% of the Administrative/Managerial group also voted in favour of this view.

Both Administrative/Managerial and Managerial groups in majority, i.e. 80% and 64% respectively, have stated that they are trying to introduce a more students-centric approach in teaching and learning but there is a long way to go. Minorities comprising of 20% and 36% stated that they have already achieved this goal in the University.



### Data analysis based on the responses gathered from faculty

A total of 190 Faculty Members comprising of Assistant Professors, Associate Professors, Professors and Heads of Departments responded to the survey online or offline. The findings are the following:

On the question whether the University is making adequate efforts to guarantee the employability of its graduates, 59% have stated that the University has a clear and consistent strategy for improving graduates employability whereas, 34% are expecting more efforts for better results in this context. Further, 4% of the faculty members are of the opinion that the University has good strategy but the efforts to implement it are not sufficient. 2% have stated that the University does not have any clear and consistent strategy. Moreover, it needs to be mentioned that 1% respondents have not cared to answer this question.

When asked if the University would benefit from developing more coherent internal strategy for establishing links with business and industry for improving graduates employability, 84% of our teaching fraternity has answered positively whereas, 12% are of the opinion that enough is already done. 4% have failed to answer.

Regarding faculty willingness to contribute to efforts of the University to increase graduates' employability and further develop students' talent, 58% have volunteered to support but 21% opined that they would do it only if their workload would not be significantly increased. Moreover, 17% are also ready to support such efforts only if it counts towards their attestation by the University. 4% have failed to answer.

The next question posed to faculty members related to benefiting students by involving external stakeholder in the design, delivery and evaluation of academic programs and courses. 70% of the respondents stated that it is worthwhile and would result in better work preparedness amongst graduates and they are ready even if it requires some additional efforts from their side. 23% were also positive but were at the same time apprehensive about resultant disruption in teaching. They were of the opinion that such initiatives should not be overdone. 3% gave a negative answer, apprehending that it would reduce their academic freedom. Finally, 1% have not responded at all.

With regard to willingness to adopt student-centric approach in teaching, 56% of the faculty stated that they are ready to do it if they receive clear instructions by the University pointing at what to change. 28% were open to adopt it without any conditions, whereas 13% of them expressed their willingness to do it provided that their workload would remain the same. 1.5% were of the opinion that such a step would disrupt their teaching routine. Yet another 1.5% have not responded to this query.

When asked whether external stakeholders' involvement in the development of students' talent in the University need to be increased, 50% stated that they were in favour of this because according to them it would increase students' employability. For the remaining 43%, such a move would help positively only if there are clear rules and if such involvement of the stakeholders is limited and academics retain their academic freedom. 3.32% have rejected this idea and are of the opinion that this can only be done outside the University. Further, 1.58% also rejected this idea but for a different reason: their apprehension is that it may significantly complicate the teaching process. On this question 2.10% have shown no interest to answer.

On the issue whether faculties are willing to develop and deliver innovation and entrepreneurship training, 50% are willing to train and preferred to have separate elective course(s) within the program for the same. Also 43% fallen in line with the majority but they opine that some topic(s) on this ought to be incorporated within the existing courses. 1.58% also is ready to train but only as short extra-curricular training(s). However, a small minority of 3.32% rejected this idea stating

that unless it is a requirement, it should not be thrust upon the faculties to train. Here too 2.10% of respondents remained silent and preferred not to answer.

A further question was asked to determine faculty members' familiarity with and attitude to concepts of involving students and external stakeholders in live innovation projects. 60% of faculty members are ready and willing unconditionally to get engaged in such projects, whereas 33% are okay only with a limited involvement of students. However, a 4% of minority is not ready at all for such activities and 3% did not bother to answer.

When asked about the willingness of faculty to organize and facilitate students' and stakeholders' involvement in live innovation projects, 51% expressed their ever readiness, whereas 43% have confessed that they did not feel prepared to do so, although they would support university-level initiatives taken in this regard. 5% of the faculty members are unwilling to get engaged for the reason that it is not part of their job at the University. Further, 1% of the respondents remained silent.

Regarding faculty members' willingness for introducing innovative teaching methods in their teaching, only 33% are open to this idea. 57% are generally willing but only on condition that some guidance and support is provided by the University at Departmental level. However, 7% stated that they are unwilling unless it is a formal requirement at University level. Similarly, 1% are not ready to introduce innovative methods because they are worried that they will not be able to meet the formal requirements of University teaching. 2% of respondents failed to opine on this idea.





## Data analysis based on the responses gathered from students

The questionnaire on students' involvement in the decision making process, employability promotion and harnessing innovation capacity has been circulated amongst the students of our University. However, the students belonging to Social Sciences and Humanities, at that point of time, were unavailable as they were engaged in their Projects and field work. So the data collected is from students enrolled by and large in various subjects of Science stream. These respondents are more likely to be employable after graduation, which may have influenced the results. Students in the Social Sciences and Humanities on the other hand come from financially poor strata. They rely heavily on self-study. Since they have trouble financially sustaining themselves during their studies, the majority of these students seek part-time jobs (which in itself often results in underemployment). Such students are busy and are not regularly present in classes, unlike their counterparts from the Science stream. As a result, the majority of these students cannot get scholarships and on the other hand, their parents are not in a position to finance their education. Furthermore, the courses offered in Social Sciences and Humanities were until recently more theoretical and did not promote employability; research components were negligible. Presently, the University is attempting to introduce Outcome Based Education (OBE) by revamping the course curriculum. The University has also taken the initiative to make Research Methodology and project writing compulsory in the majority of subjects, including Social Sciences and Humanities. In light of these facts, a possible bias in the survey results needs to be considered.

A total number of 34 student responses participated in the survey online or offline. The results are as follows:

On the question whether students are properly represented in official decision-making bodies at the University, 68% of students stated that their representation is very satisfactory, whereas 26% agreed that they are given a voice but expect this voice to count more. However, 6% of students alleged that they are not sufficiently involved or consulted on governance matters.

When asked whether students are consulted on the quality of the programs and teaching, 50% of them answered that they are regularly consulted and are given chances to express their opinion and voice complaints. From the rest of respondents, 24% stated that they are sometimes consulted but not on a regular basis. However, the remaining 20% have mentioned that they are not sufficiently involved or consulted on the quality of the programs and teaching. 6% have complained that they are rarely consulted and as such, they are not able to really influence the quality of teaching.

On issues pertaining to students support services like e.g. financial assistance, accommodation, health services and social life, 41% of the students have stated that they are regularly consulted and so could give their opinions and voice their complaints. To the contrary, 32% of students stated that they are sometimes consulted but not on a regular basis. A minority of 15% said that they are rarely consulted and as a consequence, they could not really influence student support services. To top it all, the remaining 12% have expressed their ire for not being sufficiently involved or consulted on student support matters.

When asked whether the University attracts and retains talented students, 82% have answered in positive, whereas the remaining 18% answered negatively.

Next, 79% of the students feel confident and prepared to be involved in innovation projects or research projects together with their Professors. A further 15% of the total number of respondents are willing to do this provided they receive proper training before their induction. 6% have plainly rejected this idea.





The last question - with a choice of multiple options - was posed to the students in order to determine the different types of activities that in their opinion serve to improve graduates' employability. Out of 34 students 16, i.e. 49.47%, have stated that internship/training placement in Business/Industry would be of great help, whereas 7 out of the remaining lot, that is 30.85%, also stressed the demand for an internship but in a non-governmental organization.

The twist here is with the remaining 9 respondents, i.e. 26% of respondents, who have opted for more than one option. Out of those, 2.47% have stated that job fairs and meetings with potential employers during their studies will also be helpful in improving employability. A similar percentage of 2.47% are of the opinion that courses and assignments based on case studies and practical tasks are of potential importance for improving employability. Further, 13.54% of the respondents preferred international mobility or periods of study abroad as a way of improving their employability. A very small percentage of 1.2% stated that volunteering facilitates employability



## Omega

In view of the above, the survey has acted as an eye opener and the findings herein have compelled the relevant university stakeholders to introspect and take concrete steps in the right direction. It is an honest observation that capacity building projects sponsored by European Union, such as the INNOTAL project, are inspiring and provide a solid platform to Indian Universities like ours to think and act out of the box for building up confidence amongst the graduates by multiplying the ways and means of their employability. India needs more job generators rather than job seekers. Initiatives like INNOTAL will even assist in addressing the challenges faced by start-ups and their sustainability. In this endeavour it is also evident that efforts need to be made to promote co-creative activities that inspire our graduates to dare taking up responsibilities as entrepreneurs by establishing their own start-ups.

To top it all, exchange of valuable inputs amongst European Union Universities and Asian Universities is a major breakthrough that can be achieved through such projects, which is one of the essential components for mitigating shortcomings in education and employability in India.



## Questions, figures and tables on administrative/managerial and managerial categories

**Q1. Around the globe, universities are becoming increasingly focused on ensuring the employability of their graduates and on establishing mutually beneficial links with business and industry. Is our university actively looking for examples and best practices in this area?**

- a. Yes, we are actively researching the best practices in order to learn
- b. We are interested but we have had no resources and capacity to carry out a good research on the best practices
- c. We are guided by the government strategy for higher education. We have no capacity to research good practices from other countries
- d. We do not think good practices from other countries would be useful for us.

Designation	a.	b.	c.	d.
Administrative/Managerial Respondents: 10	90%	73%	----	----
Managerial Respondents: 11	10%	27%	----	----

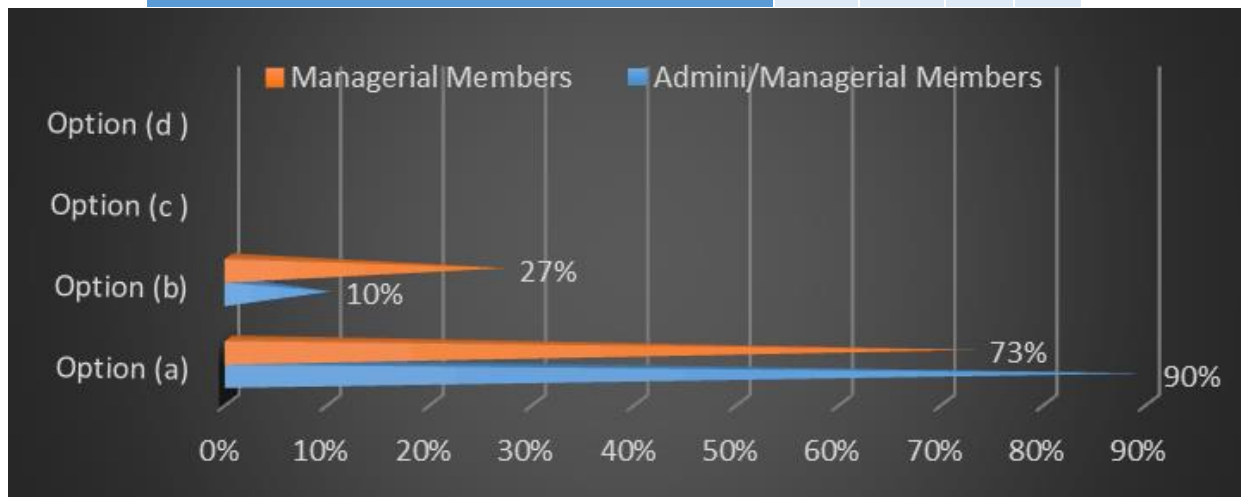


Figure (1) the responses of Administrative/Managerial and the Managerial Members

**Q2. Does our university assess to what extent we are able to ensure the employability of our graduates and how well we cooperate with business?**

- a. Yes, regularly.
- b. Yes, but only occasionally.
- c. No, this is not part of our job. The university is being evaluated by the responsible public agencies.

Designation	a.	b.	c.
Administrative/Managerial:	----	100%	----
Managerial:	45%	55%	----

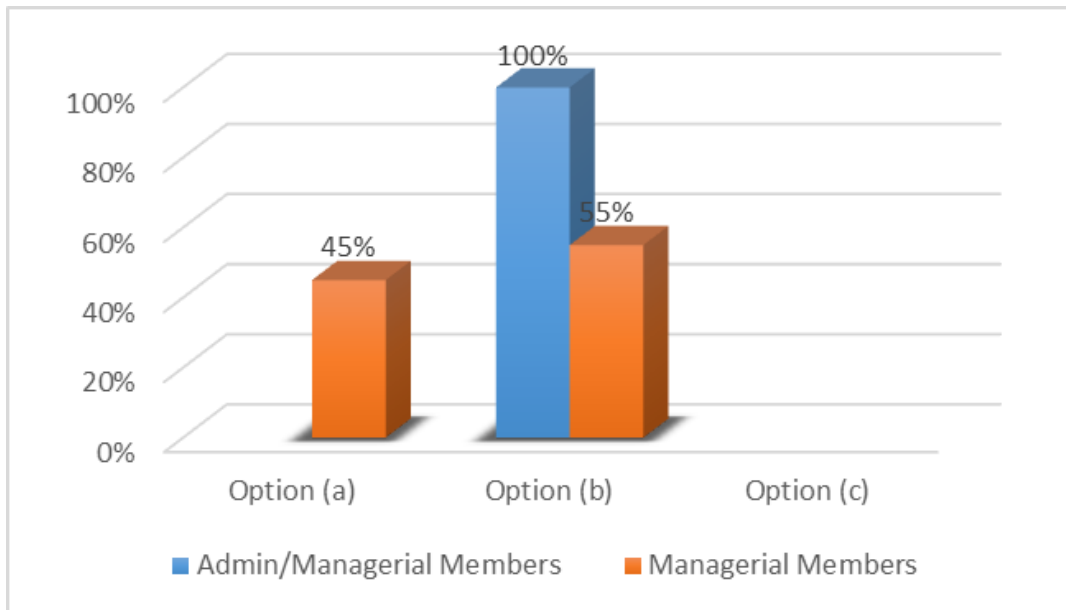


Figure (2) explains the percentage of responses of Administrative/ Managerial Members

**Q3. Is our university aware of any weaknesses in relation to the employability of our graduates and our cooperation with business?**

- a) Yes, we have identified weaknesses.
- b) We are relatively happy with our current performance but some improvements will be welcome.
- c) We are very happy with our performance.
- d) We are not evaluating these areas at all. It is up to public agencies to do it.

Designation	a.	b.	c.	d.
Administrative/Managerial:	60%	40%	----	----
Managerial:	45%	45%	10%	----

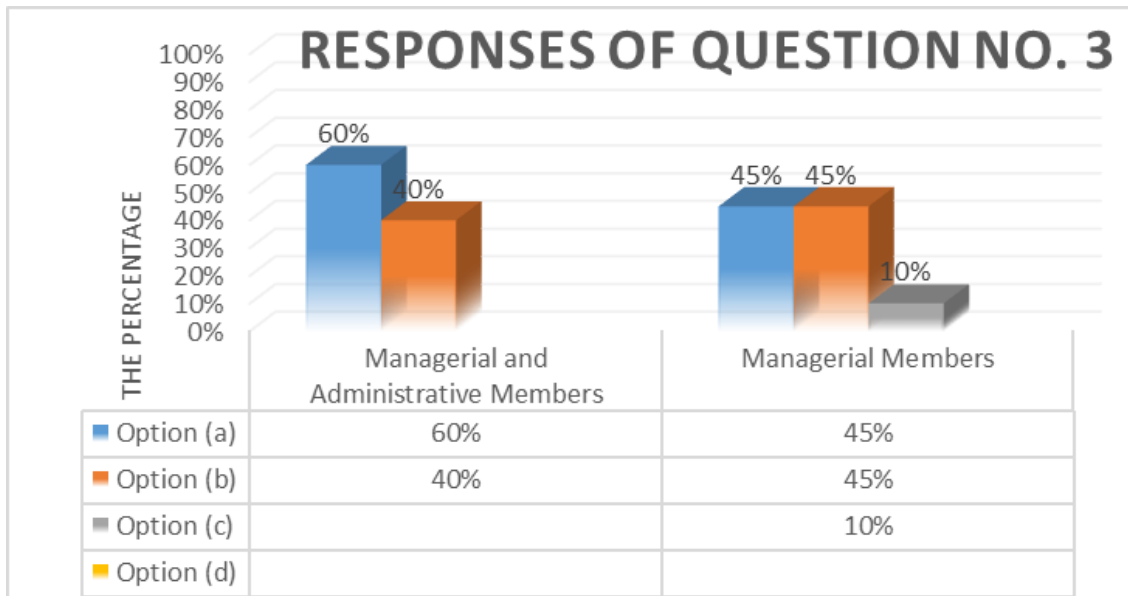


Figure (3) shows the percentage of the responses of Managerial and Administrative Members

**Q4. Is the university monitoring the external conditions in the economy and society that may affect the employability of our graduates?**

- a) Yes.
- b) Only to a limited extent.
- c) No, we rely on the government and the responsible public agencies to do it.

Designation	a.	b.	c.
Administrative/Managerial:	80%	20%	----
Managerial:	73%	27%	----

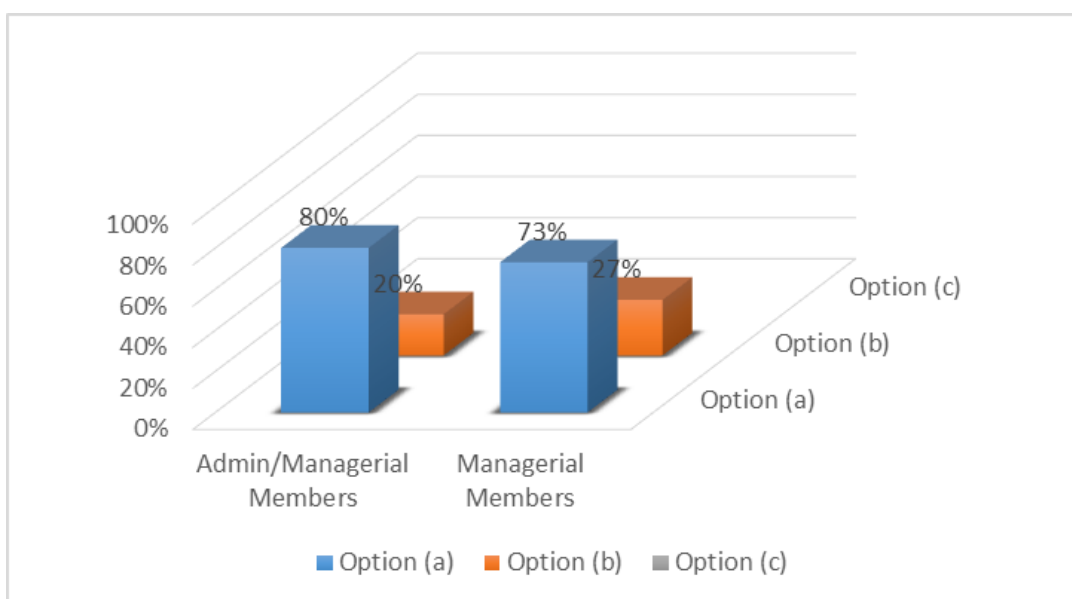


Figure (4) explains the percentage of responses of Administrative/Managerial Members

**Q5. Would our university benefit from developing a more coherent internal strategy for improving graduates’ employability and links with business and industry?**

- a) Yes, we have already started working toward these goals and it would be good to improve the strategy.
- b) We have no coherent strategy at this time and it would be good to start working on it.
- c) We can think about some improvements but we mostly need to rely on the government and the responsible public agencies to chart strategic directions.

Designation	a.	b.	c.
Administrative/Managerial:	60%	30%	10%
Managerial:	45%	45%	10%

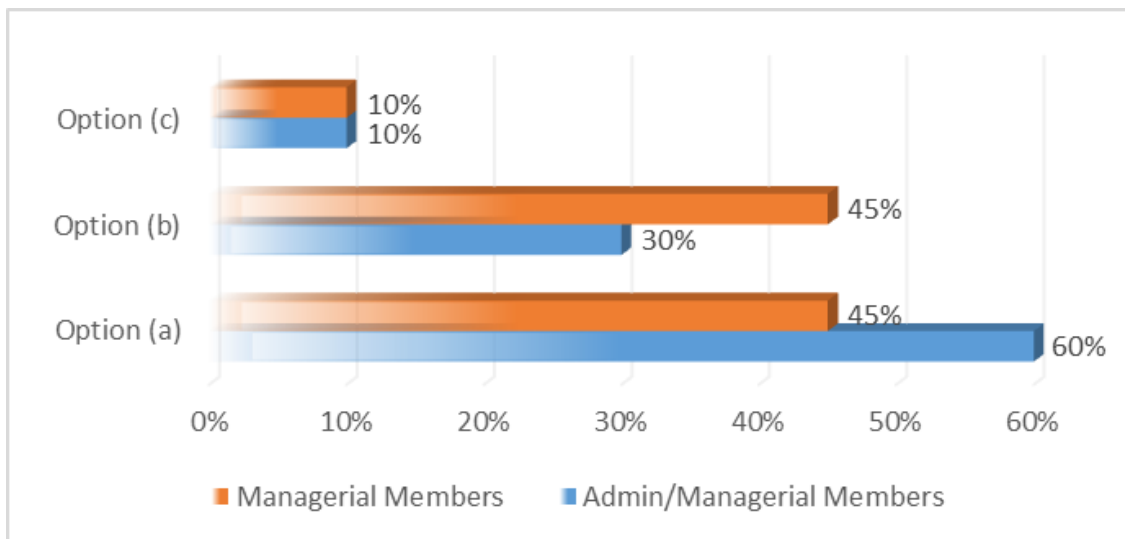


Figure (5) explains the percentage of responses of Administrative/ Managerial Members

**Q6. Would our university benefit from involving external stakeholders more actively in the design, delivery and evaluation of curricula?**

- a) External stakeholders are already involved but their involvement could be increased if this will help improve graduates’ employability.
- b) External stakeholders are not sufficiently involved yet and the university would definitely benefit from increasing their involvement.
- c) External stakeholders are already sufficiently involved and no further action is needed.

Designation	a.	b.	c.
Administrative/Managerial:	50%	40%	10%
Managerial:	73%	27%	---



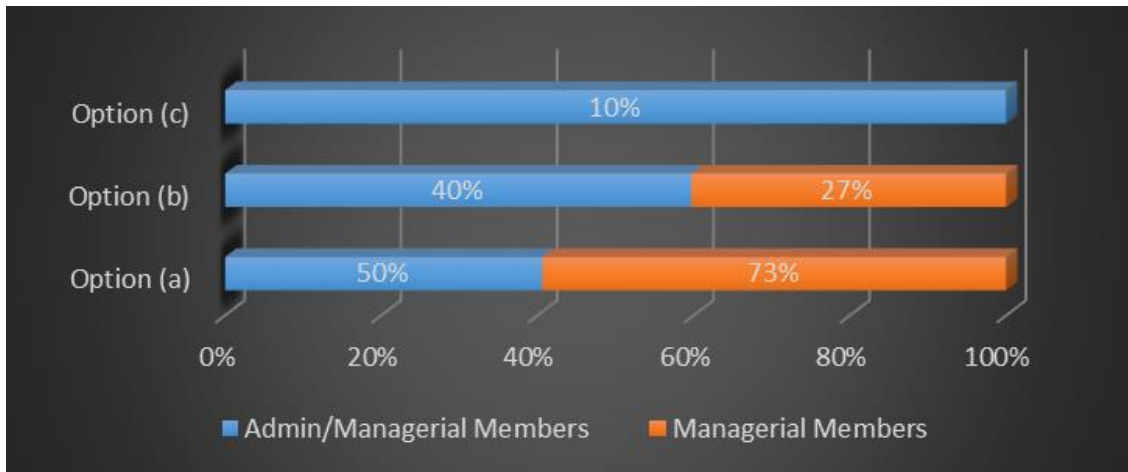


Figure (6) explains the percentage of responses of Administrative/ Managerial Members

**Q7. Would our university benefit from involving external stakeholders (notably business) more actively in the development of student talent?**

- a) External stakeholders are not sufficiently involved yet and the university would definitely benefit from increasing their involvement
- b) External stakeholders are already involved but their involvement could be increased if this will help improve graduates' employability
- c) External stakeholders are already sufficiently involved in the development of student talent and no further action is needed
- d) External stakeholders have no particular relevance to the development of students' talent. Developing students' talents is the job of the university itself

Designation	a.	b.	c.	d.
Administrative/Managerial:	60%	40%	----	----
Managerial:	45%	55%	----	----

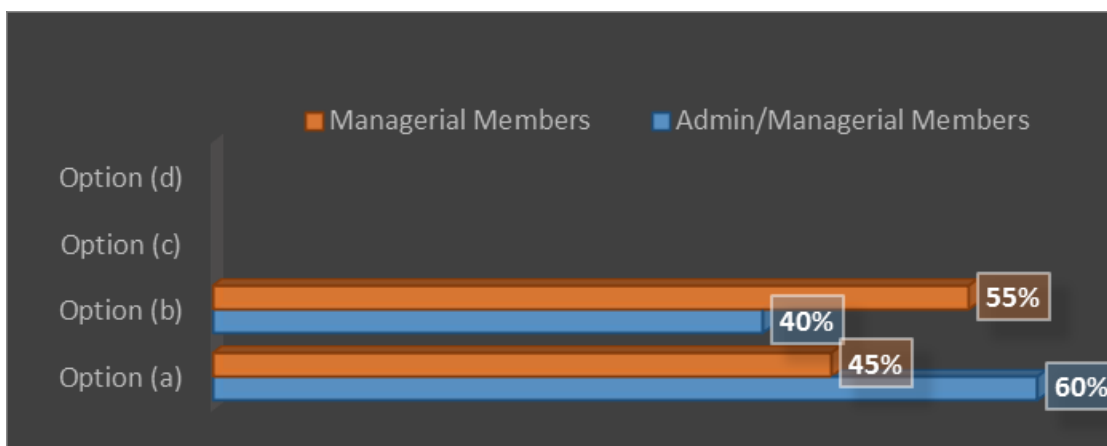


Figure (7) explains the percentage of responses of Administrative/ Managerial Members

**Q8. Is the approach to teaching and learning at the university sufficiently student-centred?**

- a) Yes, we have achieved substantial success in introducing student-centred teaching and learning.
- b) We are trying to introduce a more student-centred approach to teaching and learning but there is a long way to go.
- c) No, but we would support the introduction of a more student-centred approach in teaching and learning, if we feel we have the capacity and resources to do it.
- d) No and we are not ready to modify the existing teaching and learning processes unless this is a formal requirement by the accreditation agency.

Designation	a.	b.	c.	d.
Administrative/Managerial:	20%	80%	----	----
Managerial:	36%	64%	----	----

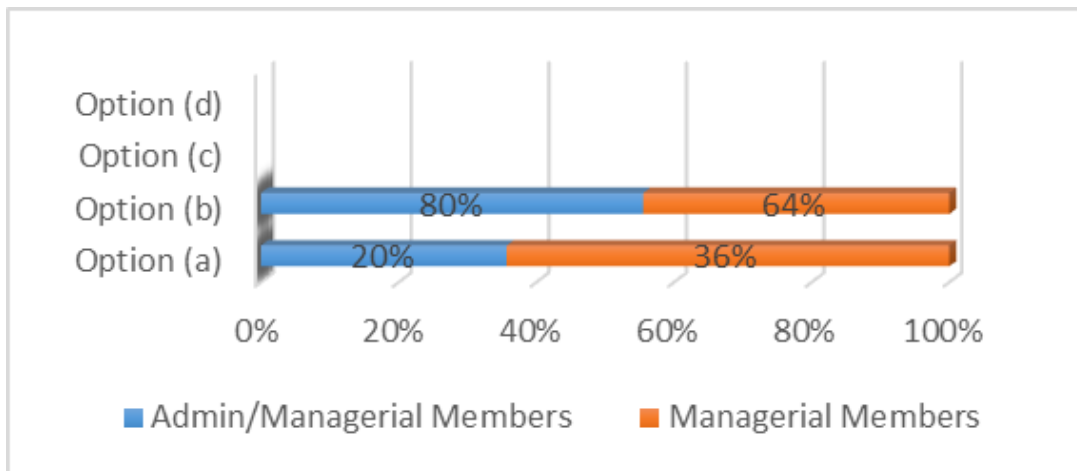


Figure (8) explains the percentage of responses of Administrative/ Managerial Members

### Questions, figures and tables on faculty

Designation	No. of Respondents
Faculty	190

A total number of 190 Faculty Members comprising of Assistant Professors, Associate Professors, Professors and Heads of Departments gave their response on/offline. The findings are as follows:

**Q1. Do you think that our university is doing enough to guarantee the employability of our graduates?**

- a. Yes, we have a very clear and consistent strategy for improving graduates’ employability.
- b. I think we are doing a lot, but more efforts would achieve even better results.
- c. No, we have a good strategy but not enough effort is put in this area.
- d. No, we don’t have a clear and consistent strategy.

Designation	a.	b.	c.	d.
Faculty	59%	34%	2%	4%

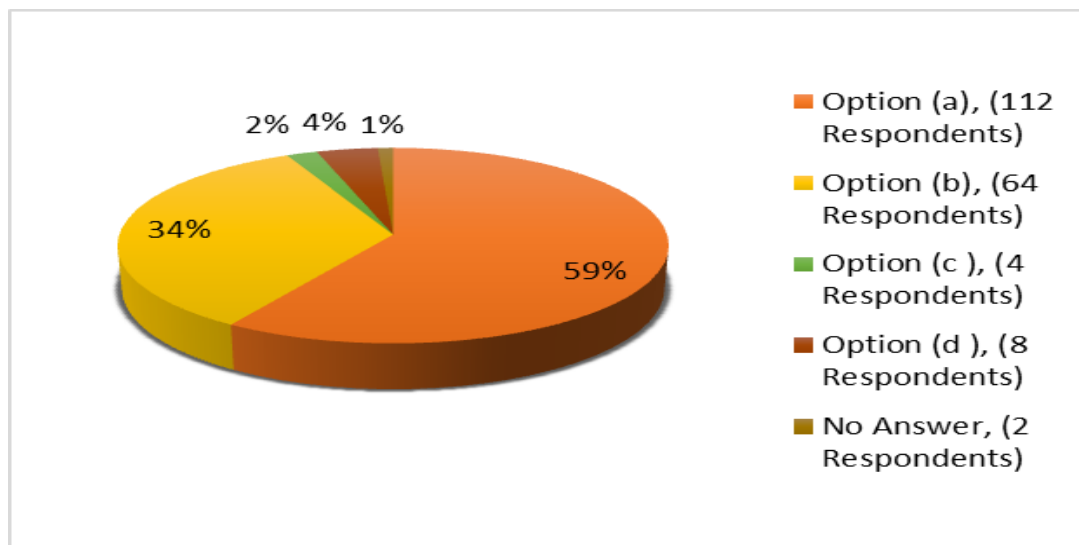


Figure (9) the responses of Faculty Members

**Q2. Would our university benefit from developing a more coherent internal strategy for improving graduates’ employability and links with business and industry?**

- a) Yes
- b) No, enough is done already

Designation	a.	b.	No Answer
Faculty	84%	12%	4%

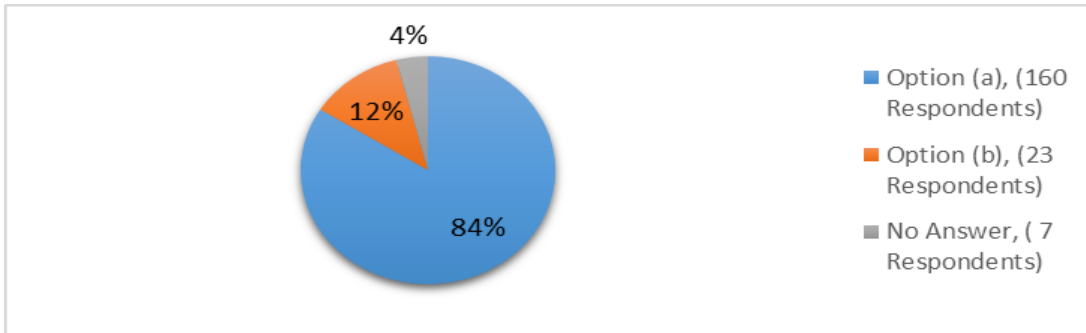


Figure (10) explains the percentage of responses of Faculty Members

**Q3. Would you be willing to contribute to university efforts to increase the employability of students and to improve the development of their talent?**

- a) Yes
- b) Yes, but only if my workload is not significantly increased
- c) Yes, but only if these efforts count toward my attestation at the university
- d) No

Designation	a.	b.	c.	No Answered
Faculty	58%	21%	4%	17%

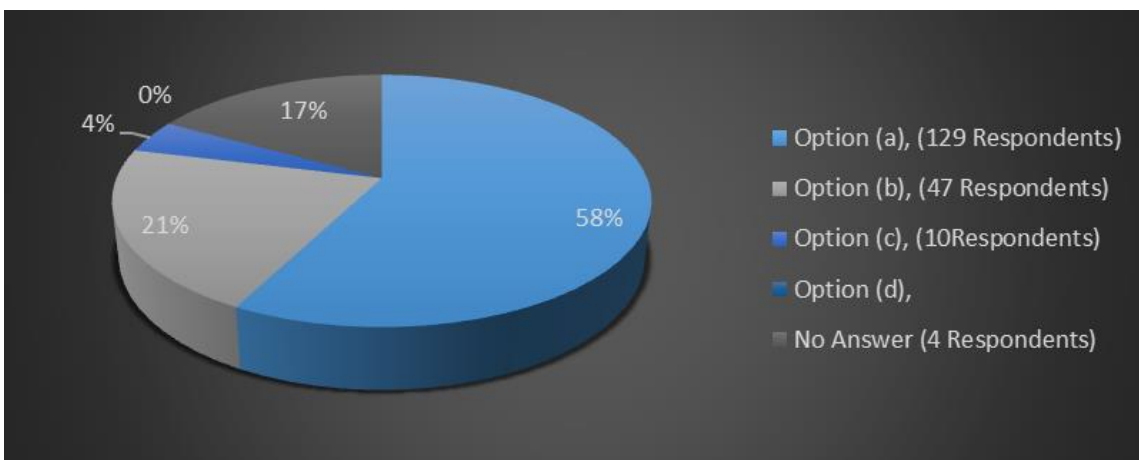


Figure (11) shows the percentage of the responses of Managerial and Administrative Members

**Q4. Do you think involving external stakeholders more actively in the design, delivery and evaluation of the programmes and courses that you are teaching would be beneficial for your students?**

- a) Yes, it would make sure they are better prepared for work and it is worth some additional efforts
- b) Yes, but it would disrupt the teaching process and should not be overdone
- c) No, it would disrupt my teaching routine
- d) No, it would reduce my academic freedom



Designation	a.	b.	c.	No Answered
Faculty	70%	23%	3%	1%

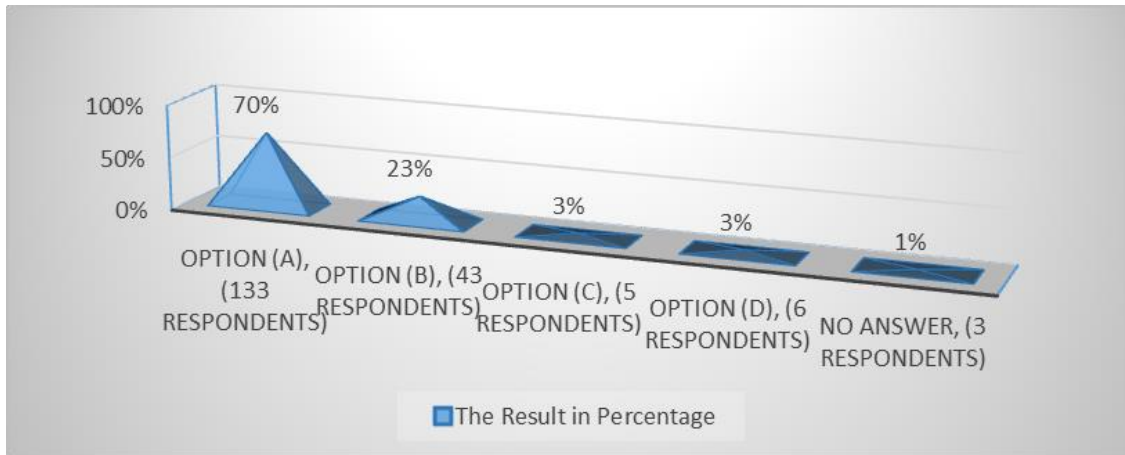


Figure (12) explains the percentage of responses of Admin/Managerial Members

**Q5. Would you be willing to introduce a more student-centred approach in your teaching?**

- a) Yes
- b) Yes, but only if I receive clear instructions what to change
- c) Yes, but only if it does not significantly increase my workload
- d) It is not necessary because I have already done this
- e) No, it would disrupt my teaching routine

Designation	a.	b.	c.	d.	No Answered
Faculty	28%	56%	13%	---	1%

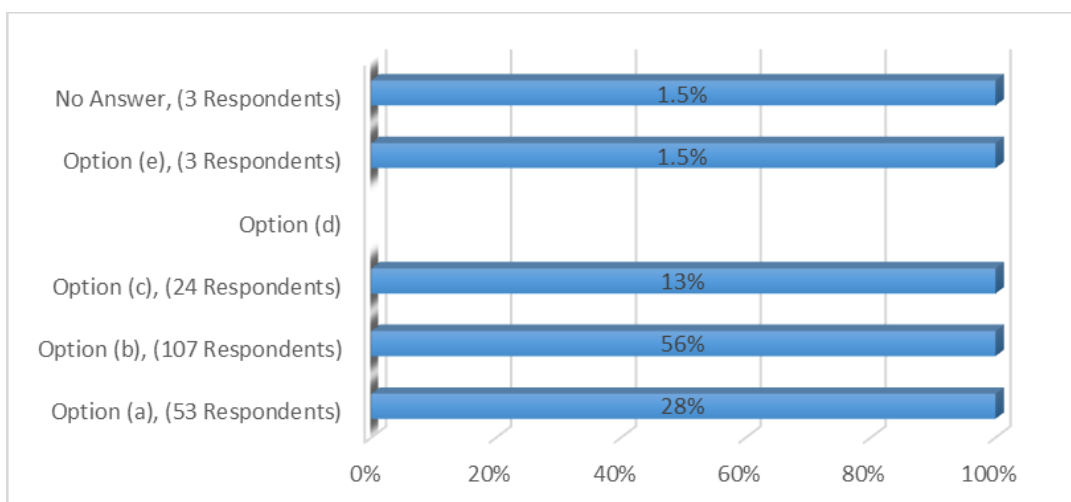


Figure (13) explains the percentage of responses of Admin/Managerial Members

**Q6. Do you think external stakeholders should be more involved in the development of student talent?**

- a) Yes, this would increase the employability of students
- b) Yes, but only if there are clear rules and limits to involvement, so that academics retain their academic freedom
- c) No, this would significantly complicate the teaching process
- d) No, this can only be done outside the university

Designation	a.	b.	c.	d.	No Answered
Faculty	50%	43%	1.58%	3.32%	2.10%

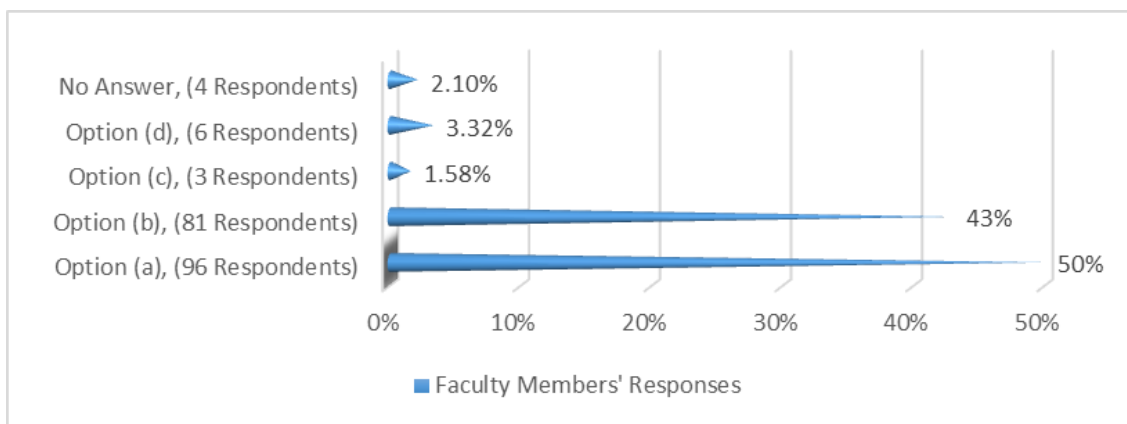


Figure (14) explains the percentage of responses of Admin/Managerial Members

**Q7. Would you be willing to develop and deliver innovation and entrepreneurship training?**

- a) Yes, as separate elective course(s) within the program
- b) Yes, but only as topic(s) within existing courses
- c) Yes, but only as short extra-curricular training(s)
- d) No, unless it is a requirement
- e) No, these topics are not relevant to my field of teaching

Designation	a.	b.	c.	d.	No Answered
Faculty	28%	56%	13%	----	1%

**Q8. Are you familiar with the practice of involving students in live innovation projects that also involve external stakeholders?**

- a) Yes
- b) Not in detail
- c) No



Designation	a.	b.	c.	No Answered
Faculty	60%	33%	4%	3%

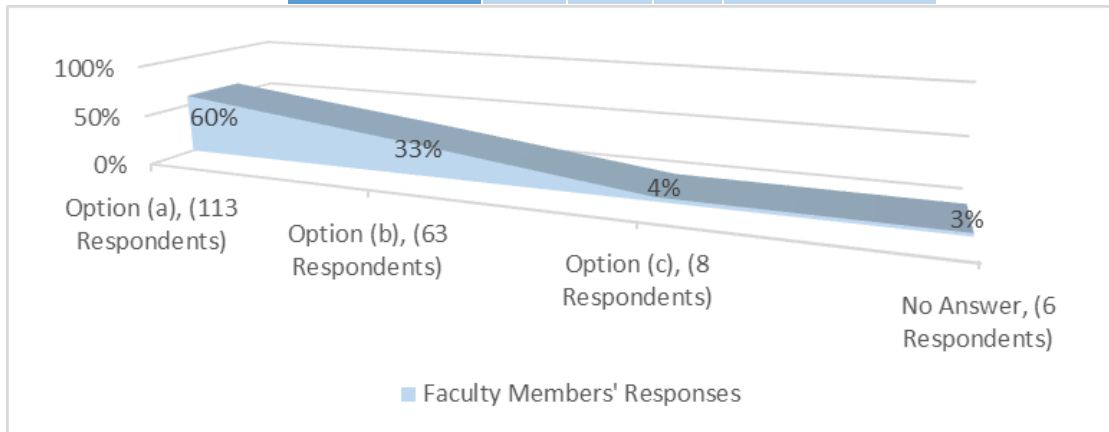


Figure (16) explains the percentage of responses of Admin/Managerial Members

**Q9. Would you be willing to organize and facilitate the involvement of your students in live innovation projects that also involve external stakeholders?**

- a) Yes
- b) I don't feel up to it, but if something is done at university level, I would support it
- c) No, this is outside my competences at the university

Designation	a.	b.	c.	No Answered
Faculty	51%	43%	5%	1%

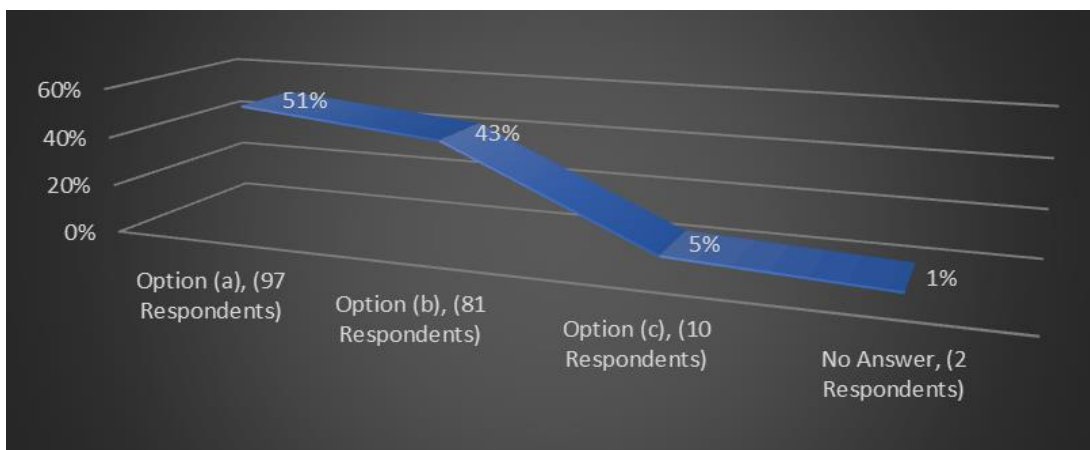


Figure (17) explains the percentage of responses of Admin/Managerial Members

**Q10. Would you be willing to introduce more innovative teaching methods in your own teaching?**

- a) Yes
- b) Yes, but only if some guidance is provided at university or Department level or if there is a support structure within the university that could assist me

- c) No, unless it is a requirement at university level
- d) No, because I risk not meeting the formal requirements for university teaching

Designation	a.	b.	c.	d.	No Answered
Faculty	33%	57%	7%	1%	2%

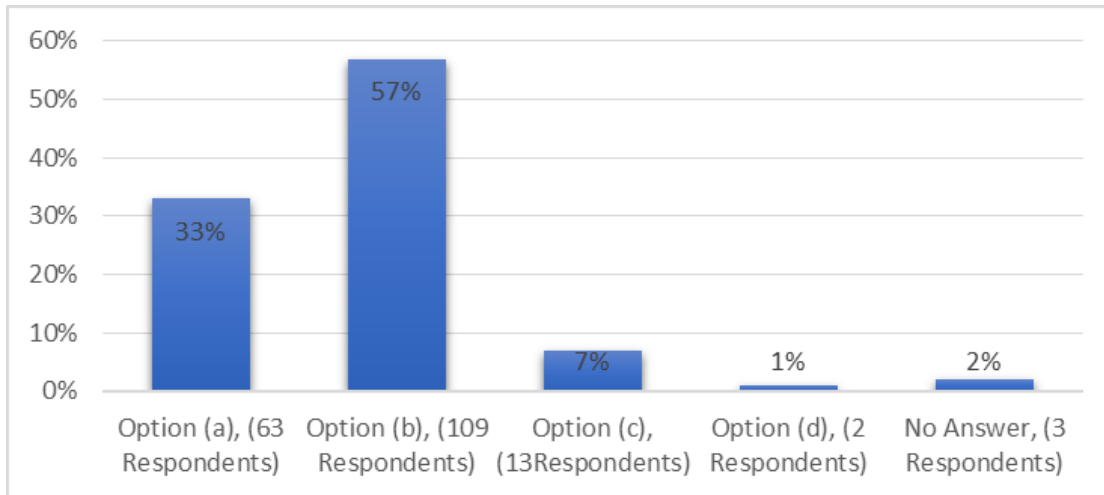


Figure (18) explains the percentage of responses of Admin/Managerial Members

## Questions, figures and tables on students

Designation	No. of Respondents
Student	34

A total number of 34 Students responses were collected on/offline. They have been summarized and put forth in the form of the following findings:

### Q1. Do you think students are properly represented in official decision-making bodies at the University?

- a) Yes, our representation is very satisfactory
- b) Yes, but our voice could count more
- c) No, we are not sufficiently involved or consulted on governance matters

Designation	a.	b.	c.
Student	68%	6%	26%

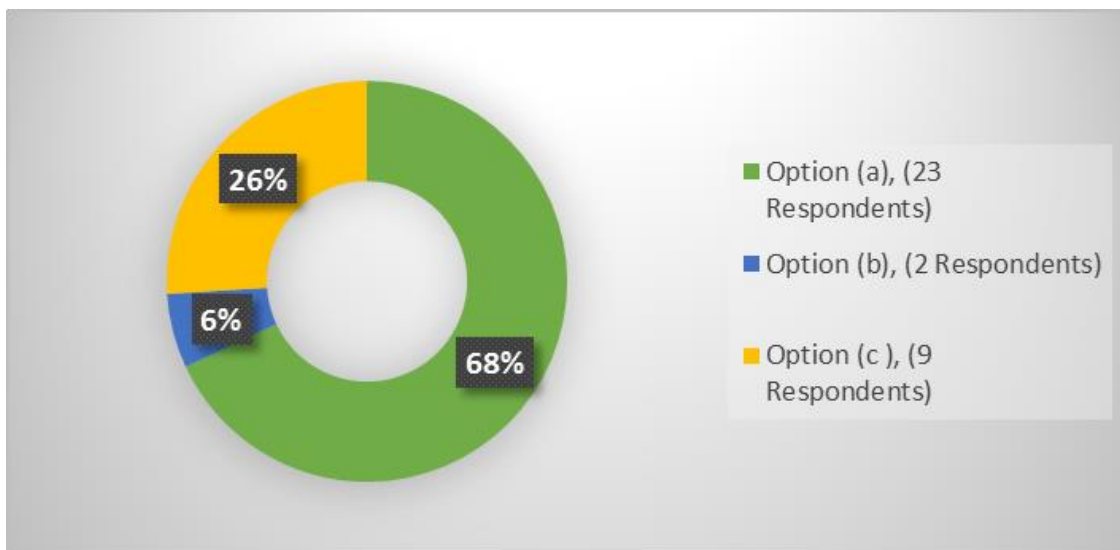


Figure (29) the responses of Students

### Q2. Do you feel that students are consulted on the quality of the programmes and teaching?

- a) We are regularly consulted and we can give our opinion and voice our complaints
- b) We are sometimes consulted but not on a regular basis
- c) We are rarely consulted and we are not able to really influence the quality of teaching
- d) No, we are not sufficiently involved or consulted on the quality of the programs and teaching

Designation	a.	b.	c.	d.
Student	50%	24%	6%	20%

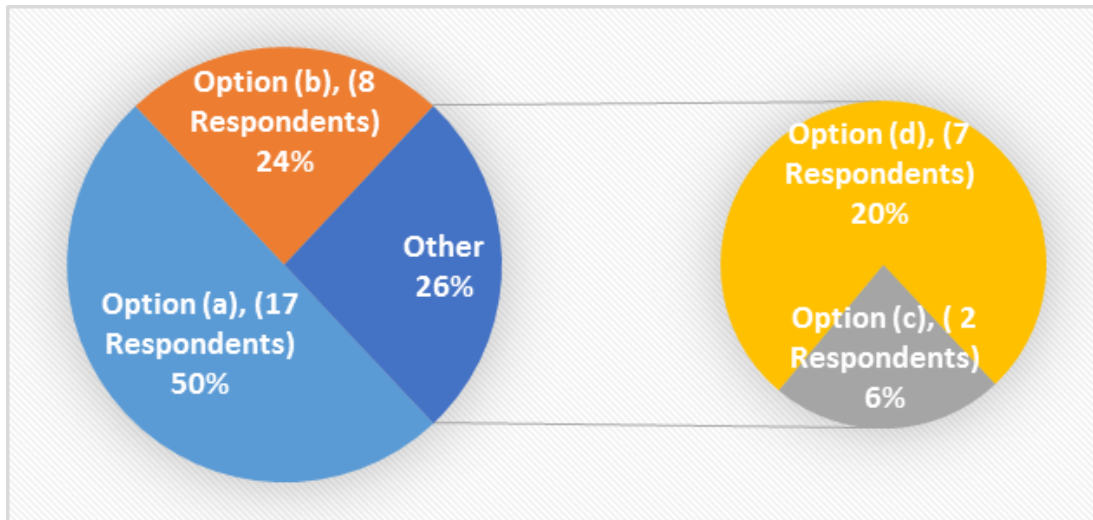


Figure (20) the responses of Students

**Q3. Do you feel that students are consulted on student support services at the university, including financial assistance, accommodation, health services and social life?**

- a) We are regularly consulted, we could give our opinion and voice our complaints
- b) We are sometimes consulted but not on a regular basis
- c) We are rarely consulted and we cannot really influence the student support services
- d) No, we are not sufficiently involved or consulted on student support matters

Designation	a.	b.	c.	d.
Students	41%	32%	15%	12%

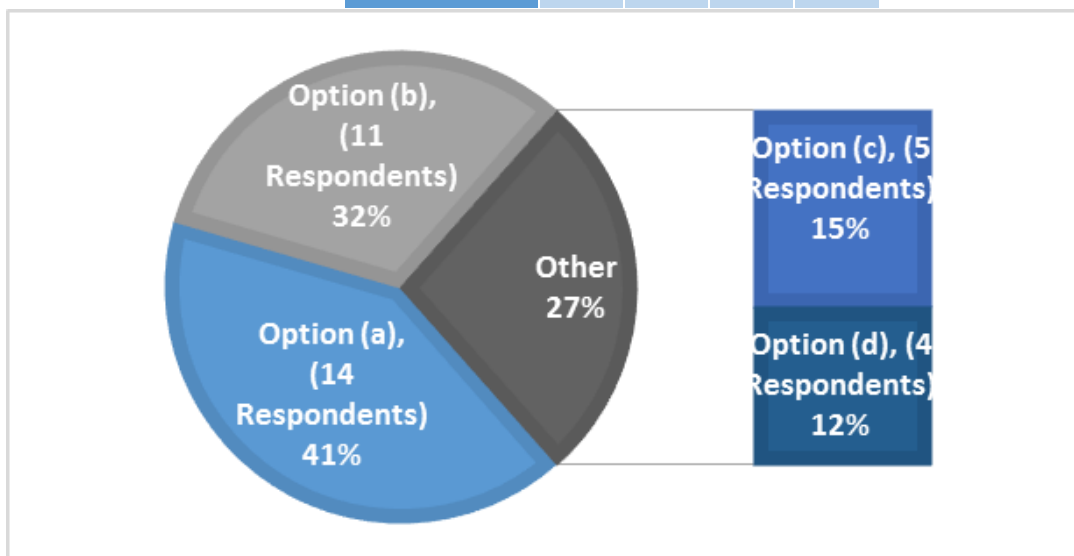


Figure (21) the responses of Students

**Q4. Do you feel that your university attracts and retains talented students?**

- a) Yes
- b) No

Designation	a.	b.
Student	82%	18%

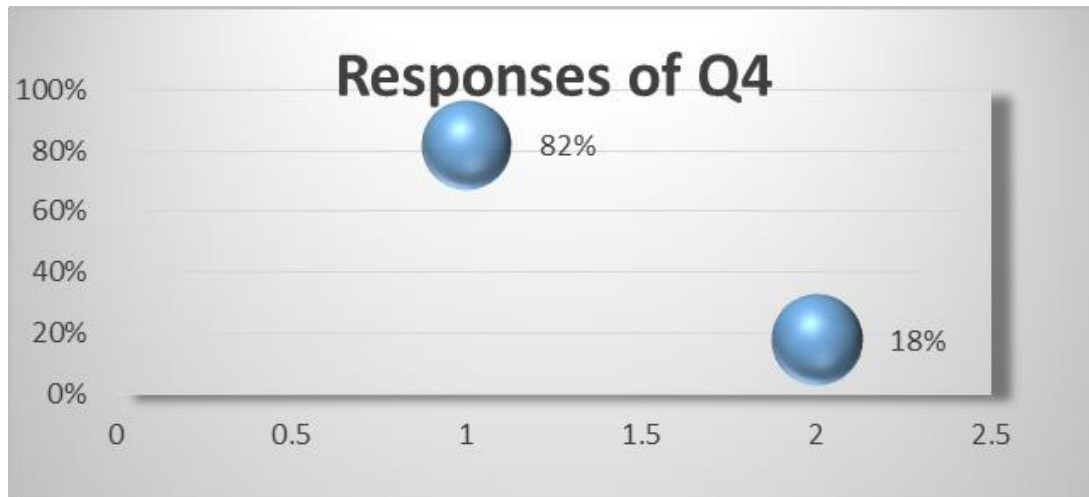


Figure (22) the responses of Students

**Q5. Do you feel confident and prepared to become involved in an innovation or research project together with your professors?**

- a) Yes
- b) Yes, but only if I receive proper training before that
- c) No

Designation	a.	b.	c.
Student	79%	15%	6%

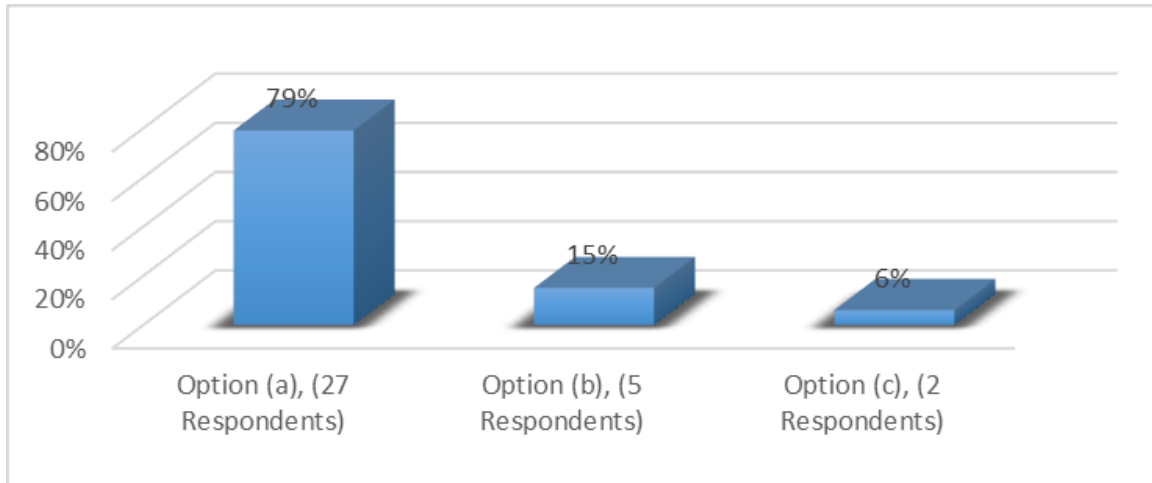


Figure (23) the responses of Students

**Q6. What type of activities do you think would best serve to improve your employability? (more than one answer is possible)**

- a) Internship or training placement in business/industry
- b) Internship or training placement in a non-governmental organization
- c) An innovation or applied research project at the university that is developed in cooperation with business or industry, with support from the faculty
- d) Job fairs and meetings with potential employers during my studies
- e) Courses and assignments based on case studies and practical tasks
- f) International mobility or periods of study abroad
- g) Volunteering

Designation	a.	b.	c.	d.	e.	f.	g.
Student	49.47%	----	30.85%	2.47%	2.47%	13.54%	1.2

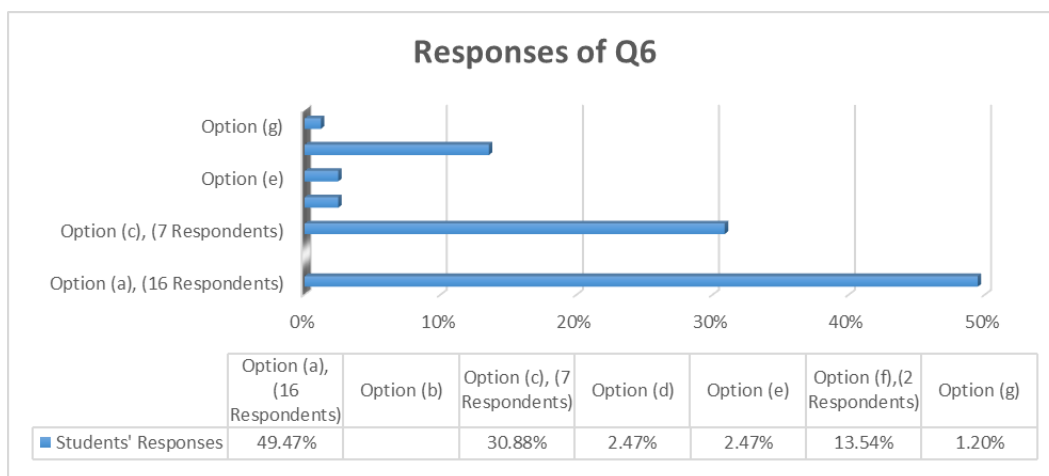


Figure (24) the responses of Students