

**ST. XAVIER'S COLLEGE JAIPUR** Nevta - Mahapura Road, Jaipur - 302029, Rajasthan, India Affiliated to the University of Rajasthan Approved under Section 2(f) & 12(B) of the UGC Act, 1956 A Christian Minority Jesuit Institution

# Internal Quality Assurance Cell GRADUATE ATTRIBUTES SURVEY ALUMNI FEEDBACK Assessment of Attainment of POs and COs <u>Analysis Report</u>

#### 2022-23

The Graduate Attributes Feedback is collected from the students who have graduated and are now part of the college's alumni. Aligned with the objectives of Outcome Based Education (OBE), evaluating the effectiveness of our programmes (POs) and courses offered (COs) is a pivotal aspect of our institution's performance indicators. Each department is meticulously adhering to the institutional-level POs and COs of the courses featured on our college website. The institution tries to fulfil POs and COs by introducing specialized certificate and value-added courses, tailored to meet industry demands and employability.

#### **Implementation Methods**

At the outset, discussions are held within the academic Council, comprising the principal, IQAC, and department heads, to review the institutional-level POs and COs. Department heads, teachers, and domain experts collaborate to establish department-specific POs and COs. Once finalized, these objectives are communicated to teachers during the faculty development program at the start of the academic year. Admission Committee and teaching staff counsellors, involved in the admission process, elucidate these objectives to prospective students through detailed prospectus and department brochures. Additionally, these objectives are elaborated upon during the inaugural ceremony for first-year students and during their induction program.

#### **Assessment of POs and COs**

A crucial method of assessing POs and COs is through student exit feedback on Graduate Attributes. A comprehensive questionnaire covering various aspects, including Subject Knowledge, Reading Habits, Technical Skills, Extra-Curricular Abilities, Changes in Character and Attitude, Confidence Levels, Social Commitment, and Academic/Career Connections, is distributed to a random sample of 110 alumni from various departments. Responses are categorized as 'No Change,' 'Improved,' and 'Exceptionally Improved.' Data collected from graduating students is analysed, and appropriate actions are undertaken to enhance graduate attributes based on the feedback received. Below is a summary of the survey responses:

Question	Exceptionally Improved (%)	Improved (%)	No Change (%)
1. Do you think your subject knowledge increased during graduation?	34.55%	61.82%	3.64%
2. Did your reading habits improve during graduation?	25.45%	55.45%	19.09%
3. Did your technical skills improve during graduation?	33.64%	48.18%	18.18%
4. Did your participation in extracurricular activities help you to develop skills/ create better networking/ interpersonal relationships in college?	50.91%	41.82%	7.27%
5. Do you believe that you imbibed qualities to improve your character in college?	38.18%	51.82%	10.00%
6. Did participation in college activities improve your confidence?	43.64%	45.45%	10.91%
7. Did your level of social commitment improve due to participation in socially driven activities?	39.09%	51.82%	9.09%
8. Did you make friends that led to better career connections in life?	45.45%	40.91%	13.64%
9. Do you think that this degree improved your employability skills?	30.00%	41.82%	20.91%



## Subject Knowledge

A strong academic foundation was evident, with 61.82% of respondents reporting an improvement in subject knowledge, and 34.55% experiencing exceptional progress. Only 3.64% observed no change, highlighting that the majority of students benefited from their academic curriculum. This underscores the efficacy of institutional efforts to strengthen subject-specific understanding.



#### **Reading Habits**

Graduation had a moderate impact on enhancing reading habits, with 55.45% reporting improvement and 25.45% experiencing significant growth. However, 19.09% indicated no change, pointing to the need for targeted initiatives, such as book clubs or reading-focused workshops, to nurture a consistent reading culture among students.



## **Technical Skills**

The data suggests that technical skills saw notable improvement, with 48.18% of students reporting progress and 33.64% experiencing exceptional development. Nonetheless, 18.18% observed no change, indicating that institutions need to strengthen technical training programs and ensure accessibility to practical learning resources for all students.



## **Extracurricular Activities**

Extracurricular participation was a significant contributor to skill development and networking. An impressive 50.91% of respondents stated that extracurricular activities led to exceptional growth in interpersonal relationships and networking, while 41.82% reported moderate improvement. Only 7.27% noticed no change, demonstrating the crucial role of such activities in fostering personal and professional skills.



## **Character Building**

College life contributed meaningfully to character development, with 38.18% of respondents reporting exceptional improvement and 51.82% showing moderate progress. However, 10.00% felt no change, suggesting that institutions could integrate more value-based education or mentorship programs to further enhance students' ethical and personal growth.



#### **Confidence Enhancement**

Participation in college activities was instrumental in boosting confidence, with 43.64% of graduates experiencing exceptional growth and 45.45% reporting improvement. However, 10.91% did not see any change, pointing to the potential need for more inclusive and varied platforms to help all students build confidence.



## **Social Commitment**

Engagement in socially driven activities improved social commitment among graduates, with 39.09% reporting exceptional growth and 51.82% observing moderate improvement. Only 9.09% reported no change, indicating that participation in community-oriented programs positively influenced students' sense of social responsibility.



## **Networking and Career Connections**

Friendships and connections formed during college contributed significantly to career opportunities, with 45.45% of respondents noting exceptional benefits and 40.91% showing improvement. Yet, 13.64% felt no change, suggesting that institutions could enhance networking opportunities through alumni networks and career fairs.





The degree had a noticeable impact on employability skills, with 41.82% of respondents reporting improvement and 30.00% experiencing exceptional growth. However, 20.91% observed no change, highlighting the need to align academic programs more closely with industry demands and job market expectations.

## Conclusion

The data underscores the holistic development of graduates during their college years, particularly in subject knowledge, confidence building, and interpersonal skills. However, areas such as employability skills, reading habits, and technical expertise require greater attention to ensure comprehensive growth. Institutions can leverage these findings to enhance their academic and cocurricular offerings, fostering well-rounded and career-ready graduates.

Category	Initiatives	Action Taken
1. Initiatives to Strengthen the Content Delivery System		
a. Faculty Development Trainings	Conducted training sessions for faculty to enhance teaching methods and content delivery keeping in mind NEP 2020.	Multiple Faculty Development Programs (FDPs) were organized, focusing on modern pedagogy, effective ICT integration, and experiential learning methods.
b. Strengthen the ICT facilities	Upgraded ICT infrastructure in classrooms and laboratories.	Smart classrooms equipped with more projectors, interactive boards, and improved internet facilities were established.
c. More experiential learning	Incorporated hands-on and field-based learning strategies.	New experiential learning modules like internships, case studies, industrial visits by different departments, and fieldwork were introduced in various courses.
2. Enhance Library Services		
a. Upgrading Library Services	Enhanced library resources with the latest technology and additional books.	Added a significant number of academic books, journals, e-resources, and databases to the library collection.
b. Dynamic Library Web	Developed an engaging and	A revamped library webpage now provides

# Action Taken Report (ATR)

Category	Initiatives	Action Taken
Page	informative library web portal.	quick access to resources, updates, and user- friendly navigation.
c. RFID Self Circulation Kiosk	Installed an RFID-enabled self- service kiosk for ease of circulation.	The RFID self-circulation kiosk was introduced, enabling students and faculty to borrow and return books independently.
d. Library Web OPAC	Enabled online public access catalog (OPAC) for easy resource discovery.	Implemented a Library Web OPAC, providing a seamless search experience for students and faculty.
3. Enhance Technical Skills		
a. Technical workshops	Conducted specialized workshops to build technical expertise.	Technical workshops on topics such as coding, AI tools, data analysis, and industry- relevant software were organized.
4. Extra-Curricular Skills and Capacities		
a. Enhance skill bank activities	Expanded the range and scope of skill bank activities.	Additional skill-building activities like debates, creative writing, and problem- solving tasks were integrated into the curriculum.
b. More activities by club/cell/forums	Increased student engagement through clubs, cells, and forums.	Various clubs and forums conducted competitions, workshops, and events, encouraging broader student participation.
5. Character and Attitude		
a. Mentoring system	Introduced or strengthened the mentoring system.	A formal mentoring framework was implemented, pairing students with faculty mentors for academic, personal, and professional guidance.
6. Enhance Confidence Level		

Category	Initiatives	Action Taken
a. Conducting more student-centric activities	Increased opportunities for students to take initiative and participate.	Student-centric activities such as mock interviews, public speaking sessions, and talent showcases were held, significantly boosting student confidence.
b. Opportunities to students in different activities	Encouraged student participation in diverse events.	Students were provided with platforms for co-curricular and extracurricular activities, enhancing their presentation and teamwork skills.
7. Social Commitment		
a. Increasing the number of extension activities	Added more outreach and extension programs.	Extension activities such as tree plantation drives, health camps, and awareness campaigns were conducted under NSS and UBA programs.
b. UBA and NSS activities	Strengthened UBA and NSS initiatives for social impact.	The UBA and NSS wings organized multiple community development projects, focusing on rural upliftment, sanitation, and literacy.
8. Employability Skills		
a. Introduced certificate courses	Added industry-relevant certification programs.	Certificate courses on soft skills, communication, and technical skills were introduced in collaboration with external training partners.
b. Soft Skills Training	Conducted workshops to improve communication, leadership, and interpersonal skills.	Regular soft skills training sessions were held by TIPC and departments, focusing on resume building, interview preparation, and workplace communication.

Principal

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Coordinator, IQAC