



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

Analysis Report

2016-17 to 2020-21

The Graduate Attributes Feedback, collected from alumni, serves as a cornerstone in evaluating the effectiveness of our Outcome-Based Education (OBE) framework. This initiative aligns with the Programme Outcomes (POs) and Course Outcomes (COs) established at both institutional and departmental levels, ensuring that our curriculum fosters academic and professional excellence.

Specialized certificate and value-added courses are integral to fulfilling POs and COs, tailored to meet evolving industry demands and enhance employability. These objectives are collaboratively reviewed by the Academic Council, comprising the principal, IQAC, department heads, and domain experts. Faculty members receive training on these objectives during development programs, while new students are introduced to them during the admission process, inaugural ceremonies, and induction programs.

A key aspect of assessing graduate attributes involves exit feedback from alumni, capturing their growth in Subject Knowledge, Reading Habits, Technical Skills, Extra-Curricular Abilities, Character Development, Confidence, Social Commitment, and Career Networking. Based on the survey responses—categorized as "No Change," "Improved," and "Exceptionally Improved"—data from 121 alumni is analyzed to identify strengths and gaps.

This feedback-driven approach enables the institution to refine its strategies, ensuring that students graduate with a well-rounded skill set that supports their academic, professional, and personal growth.



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Question No.	Improved (%)	Exceptionally Improved (%)	No Change (%)
1. Do you think your subject knowledge increased during graduation?	32.77%	65.55%	3.36%
2. Did your reading habits improve during graduation?	22.03%	63.56%	16.95%
3. Did your technical skills improve during graduation?	25.93%	57.41%	28.70%
4. Did your participation in extracurricular activities help you to develop skills/ create better networking/ interpersonal relationships in college?	49.21%	39.68%	7.14%
5. Do you believe that you imbibed qualities to improve your character in college?	40.80%	47.20%	8.80%
6. Did participation in college activities improve your confidence?	43.09%	46.34%	8.94%
7. Did your level of social commitment improve due to participation in socially driven activities?	35.83%	56.67%	8.33%
Q8. Did you make friends that led to better career connections in life?	38.66%	42.02%	21.01%
Q9. Do you think that this degree improved your employability skills?	26.23%	59.02%	13.93%



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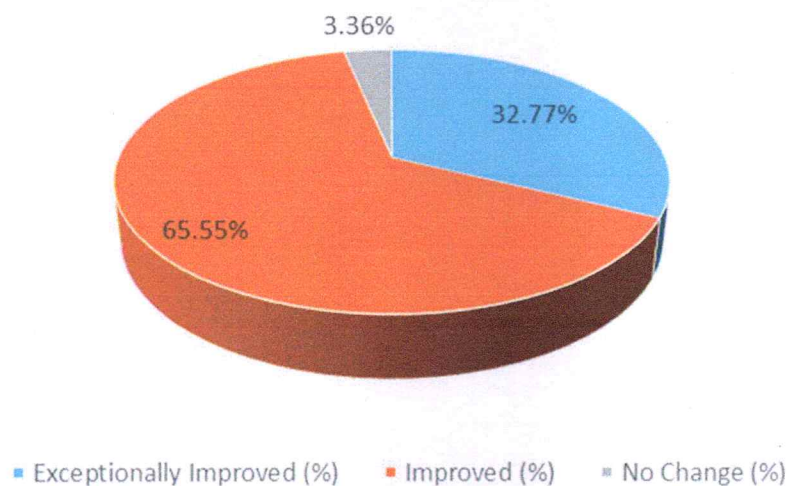
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1. Do you think your subject knowledge increased during graduation?



1. Subject Knowledge

A significant majority of respondents (65.55%) indicated that their subject knowledge was exceptionally improved during graduation, with an additional 32.77% reporting general improvement. This suggests that the academic environment was effective in enhancing core disciplinary knowledge, leaving only 3.36% who felt no change. The overwhelming positive response reflects the strong focus on academic rigor in the curriculum.



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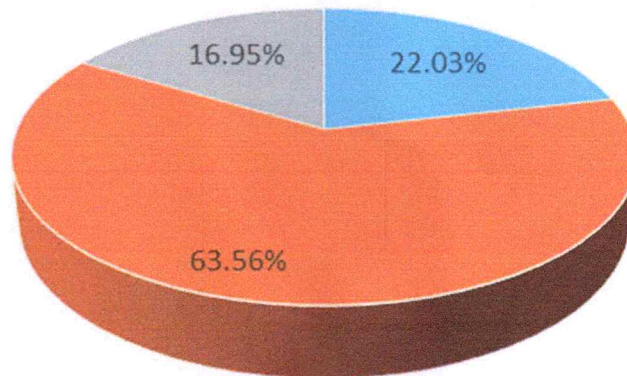
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2. Did your reading habits improve during graduation?



■ Exceptionally Improved (%) ■ Improved (%) ■ No Change (%)

2. Reading Habits

The data shows that 63.56% of students felt their reading habits were exceptionally improved, while 22.03% reported a general improvement. However, 16.95% felt no change in this aspect, highlighting a potential area for enhancement. Encouraging a reading culture beyond academic texts through book clubs or library initiatives might address this gap.



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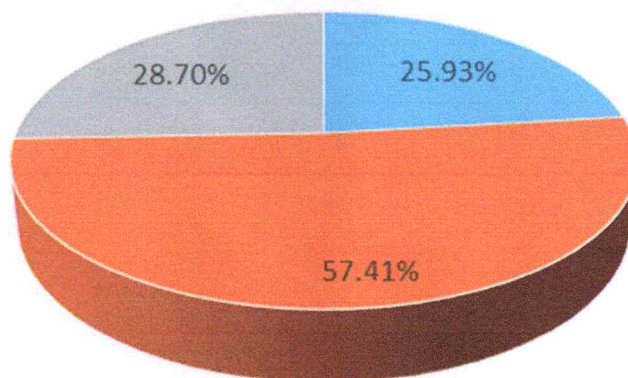
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3. Did your technical skills improve during graduation?



■ Exceptionally Improved (%) ■ Improved (%) ■ No Change (%)

3. Technical Skills

Improvements in technical skills were reported by 57.41% of students as exceptional and 25.93% as moderate. A notable 28.70% experienced no change, suggesting that technical skill-building could be better integrated into the curriculum. More hands-on workshops and technical certifications might help bridge this gap.



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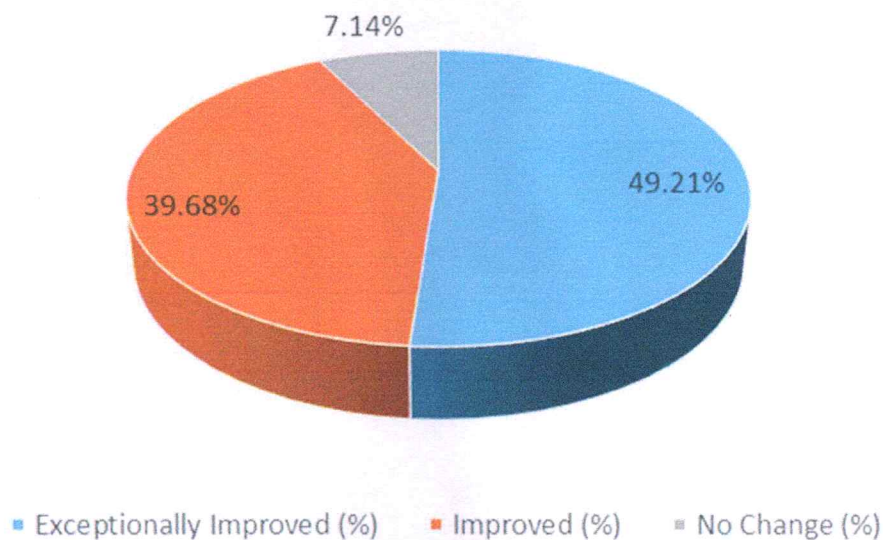
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4. Did your participation in extracurricular activities help you develop skills/relationships?



4. Extracurricular Activities

Participation in extracurricular activities had a strong impact on skill development and interpersonal relationships, with 49.21% reporting general improvement and 39.68% stating exceptional improvement. Only 7.14% indicated no change, showing that extracurricular engagement was largely beneficial in developing networking and interpersonal skills.



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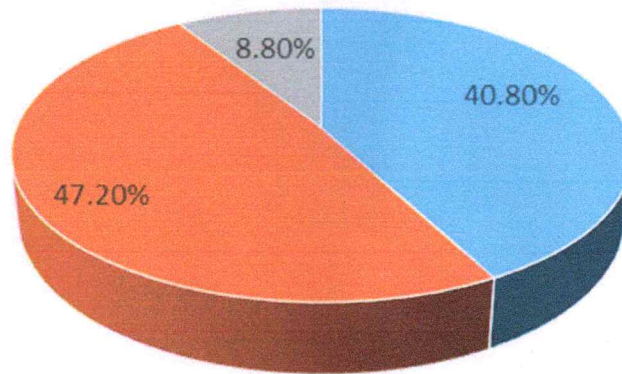
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5. Do you believe that you imbibed qualities to improve your character in college?



■ Exceptionally Improved (%) ■ Improved (%) ■ No Change (%)

5. Character Development

Character building emerged as a key outcome, with 47.20% reporting exceptional improvement and 40.80% indicating general improvement. Only 8.80% experienced no change, demonstrating that college provided ample opportunities for personal growth and ethical development.



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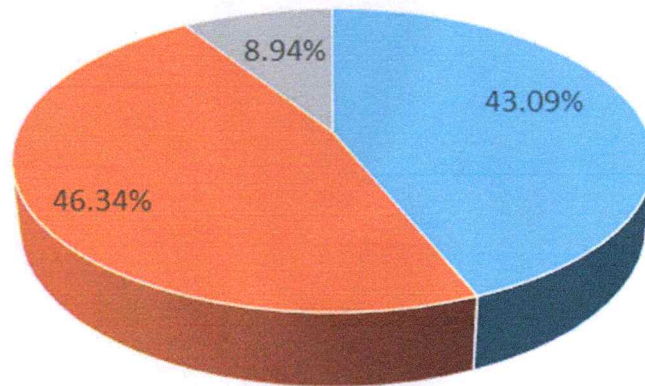
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6. Did participation in college activities improve your confidence?



■ Exceptionally Improved (%) ■ Improved (%) ■ No Change (%)

6. Participation in College Activities



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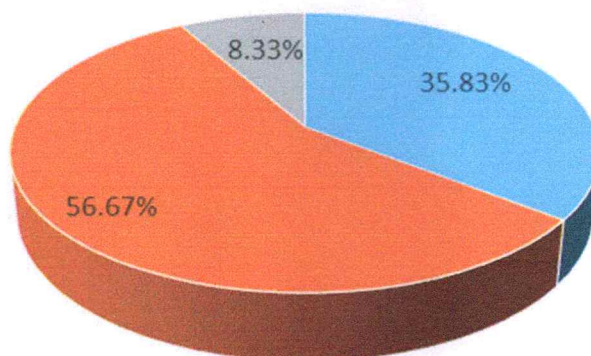
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7. Did your level of social commitment improve due to participation in socially driven activities?



■ Exceptionally Improved (%) ■ Improved (%) ■ No Change (%)

7. Social Commitment

The degree's role in enhancing social commitment was noteworthy, with 56.67% of students reporting exceptional improvement and 35.83% general improvement. A small percentage (8.33%) saw no change. This highlights the positive impact of socially driven initiatives on fostering civic responsibility.



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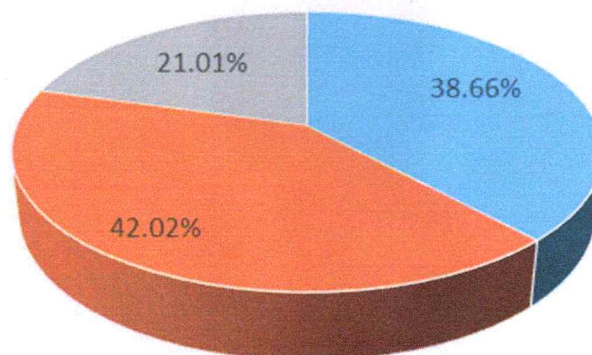
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8. Did you make friends that led to better career connections in life?



■ Exceptionally Improved (%) ■ Improved (%) ■ No Change (%)

8. Career Connections through Friendships

Friendships formed during college significantly contributed to better career connections, with 42.02% reporting exceptional improvement and 38.66% general improvement. However, 21.01% saw no change, suggesting that further emphasis on alumni networks and peer mentorship could enhance this outcome.



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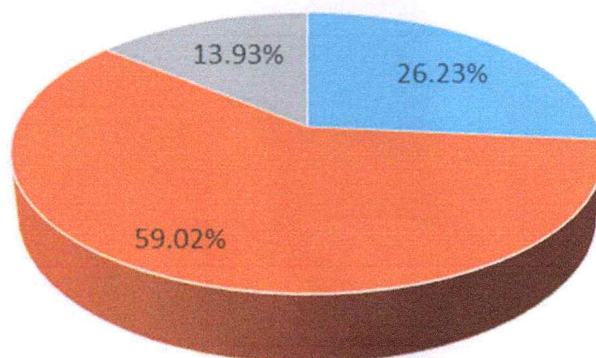
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9. Do you think that this degree improved your employability skills?



■ Exceptionally Improved (%) ■ Improved (%) ■ No Change (%)

9. Employability Skills

Regarding employability, 59.02% of students felt their skills had improved exceptionally, while 26.23% reported moderate improvement. However, 13.93% experienced no change, indicating a need for targeted skill-development programs like internships, mock interviews, and professional workshops.



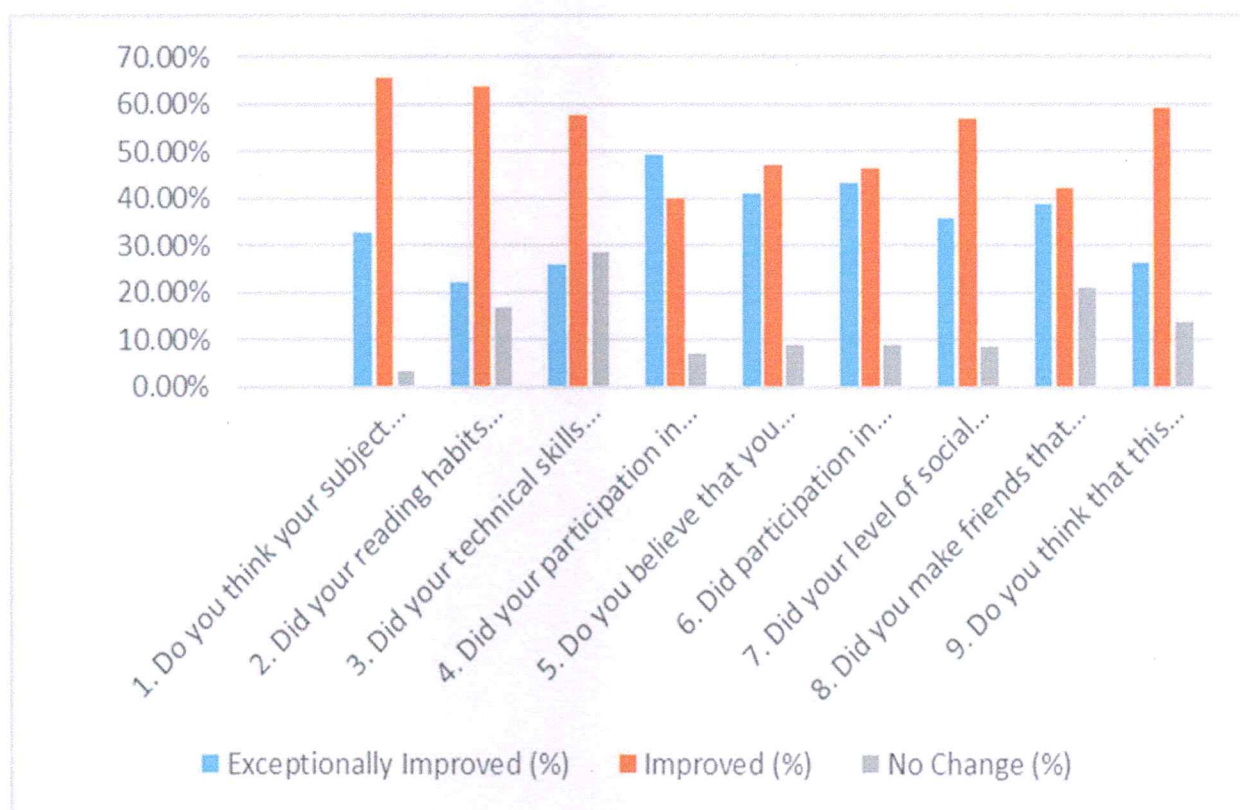
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Conclusion

The survey reflects an overwhelmingly positive impact of graduation on students' academic, personal, and professional development. While areas such as technical skill-building and fostering reading habits could be strengthened, the overall outcomes emphasize the holistic growth enabled by the institution's academic and extracurricular framework.

Finally, the degree's impact on employability skills was evident, with 35.87% of graduates experiencing exceptional improvement and 50.00% reporting moderate enhancement. However, 18.47% observed no change, highlighting the importance of aligning academic programs with industry needs.

The presented data provides insights into the perceptions of graduates regarding their development in various domains during their college years. It evaluates their experiences and the extent to which their graduation contributed to knowledge acquisition, personal development, and employability skills.

Conclusion

The data demonstrates that graduation significantly contributes to personal and professional growth, particularly in subject knowledge, extracurricular participation, and confidence building. However, areas like reading habits, technical skills, and employability demand greater focus to ensure holistic development. Institutions should leverage this feedback to refine their curricula and extracurricular programs to maximize the impact on students' lives.

Action Taken Report

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.	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 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, and

Category	Initiatives	Action Taken
		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.
3. Enhance Technical Skills		
a. Technical workshops	Conducted specialized workshops to build technical expertise.	Technical workshops on topics such as coding, 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.
6. Enhance Confidence Level		
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	Encouraged student	Students were provided with platforms for co-

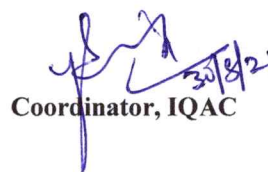
Category	Initiatives	Action Taken
students in different activities	participation in diverse events.	curricular and extracurricular activities, enhancing their presentation and teamwork skills.
7. Social Commitment		
a. Increasing the number of extension activities	Added more outreach and extension programs.	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, focusing on resume building, interview preparation, and workplace communication.



Principal

St. Xavier's College Jaipur
Nevta-Mahapura Road, Jaipur

Dated: 30/8/2021



Coordinator, IQAC



Principal

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