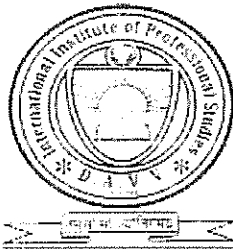




DEVI AHILYA VISHWAVIDYALAYA, INDORE
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International Institute of Professional Studies



**I I P S
D A V V**

International Institute
of Professional Studies

ALUMNI FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

Academic Session : 2019-20

International Institute of Professional Studies,
DAVV, Indore

Alumni Feedback Analysis and Action Taken Report
Year 2019-20

Active involvement of former students plays a crucial role in the success of educational institutions, particularly at the International Institute of Professional Studies, DAVV, where students come from diverse backgrounds and are geographically dispersed. The institute highly values the remarkable accomplishments of its alumni in various fields and their strong ties to their alma mater. They consistently make improvements to procedures and processes based on student expectations, enhancing the academic experience and preparing students for successful careers and community engagement. The institute carefully considers alumni feedback when making policy adjustments and designing curricula, as demonstrated by the Feedback Analysis Report, which gathers alumni responses through online surveys and official as well as informal communication channels. This active alumni engagement underscores the active participation of students in their educational journey, rather than being passive recipients.

	Statements	Very good	Good	Average	Poor	Very poor
1	How do you rate the program offered in terms of the load of the course in different semester ?	38.8	37.2	16.9	6.8	0.3
2	How do you rate the availability of the text and other resource material?	38.7	29.8	15.2	14.8	1.5
3	How do you rate the quality and relevance of the courses included into the curriculum?	40.2	38.7	11.1	5.6	4.4
P4	How do you rate the treatment of the students irrespective of the background (gender, cast, community, creed etc.) in teaching and evaluation?	69.8	14.7	13.8	1.7	0
5	How do you rate the ambience of the department for effective delivery of the academic process?	42.7	16.2	30.6	6.4	4.1
6	Relevance of programme for career avenues in future?	48.1	19.6	18.2	7.9	6.2
7	How do you rate the outcomes that student has achieved from the courses?	40.8	20.1	25.5	7.6	6.0
8	How do you rate the transparency of the evaluation system in the department?	36.4	26.8	20.5	13.4	2.9
9	How do you rate the institute activities that help in getting jobs	48.4	24.9	10.0	9.6	7.1

	and placements?					
10	How do you rate the transformation of students after the completion of the course?	46.8	30.2	15.5	4.9	2.6

FEEDBACK TABLE ANALYSIS:

1. Load of the course in different semesters: The majority of respondents rated the program offered as "Good" (37.2%) or "Very good" (38.8%), indicating that they found the course load to be manageable and reasonable. A smaller percentage of respondents rated it as "Average" (16.9%), while only a few considered it "Poor" (6.8%) or "Very poor" (0.3%).

2. Availability of text and other resource material: The ratings for the availability of resources were more evenly distributed. The highest percentage of respondents rated it as "Very good" (38.7%), followed by "Good" (29.8%), "Average" (15.2%), "Poor" (14.8%), and "Very poor" (1.5%). This suggests that while a significant portion of respondents found the resources to be easily accessible, there is room for improvement in this area.

3. Quality and relevance of courses in the curriculum: The majority of respondents rated the quality and relevance of the courses included in the curriculum positively. The highest percentage of respondents rated it as "Very good" (40.2%), followed by "Good" (38.7%). A smaller percentage rated it as "Average" (11.1%), "Poor" (5.6%), or "Very poor" (4.4%). This indicates that most respondents found the courses to be of high quality and relevant to their studies.

4. Treatment of students irrespective of background in teaching and evaluation: The treatment of students irrespective of their background received the highest rating for this category. The majority of respondents rated it as "Very good" (69.8%), indicating that they felt treated fairly and without bias. A smaller percentage rated it as "Good" (14.7%), "Average" (13.8%), "Poor" (1.7%), or "Very poor" (0%).

5. Ambience of the department for effective delivery of the academic process: The ratings for the ambience of the department were somewhat mixed. The highest percentage of respondents rated it as "Good" (42.7%), followed by "Average" (30.6%), "Poor" (16.2%), "Very good" (6.4%), and "Very poor" (4.1%). This suggests that while a significant portion of respondents found the ambience favorable, there is room for improvement to create a more conducive environment for academic activities.

6. Relevance of the program for future career avenues: The highest percentage of respondents rated the relevance of the program for future career avenues as "Very good" (48.1%). A smaller percentage rated it as "Good" (19.6%), "Average" (18.2%), "Poor" (7.9%), or "Very poor" (6.2%). This indicates that most respondents found the program to be relevant and valuable for their future careers.

7. Outcomes achieved by students from the courses: The ratings for the outcomes achieved by students from the courses were relatively positive. The highest percentage of respondents rated it as "Very good" (40.8%), followed by "Average" (25.5%), "Good" (20.1%), "Poor" (7.6%), and "Very poor" (5.6%). This suggests that the majority of respondents felt that the courses led to favorable outcomes.

8. Transparency of the evaluation system in the department: The ratings for the transparency of the evaluation system were distributed across different categories. The highest percentage

of respondents rated it as "Good" (26.8%), followed by "Average" (20.5%), "Poor" (13.4%), "Very good" (36.4%), and "Very poor" (2.9%). This indicates that while a significant portion of respondents considered the evaluation system to be transparent, there is room for improvement in enhancing transparency.

9. Institute activities for job placements: The ratings for the institute activities related to job placements were generally positive. The highest percentage of respondents rated it as "Very good" (48.4%), followed by "Good" (24.9%), "Average" (10.0%), "Poor" (9.6%), and "Very poor" (7.1%). This indicates that a majority of respondents found the institute's activities helpful in securing jobs and placements.

10. Transformation of students after course completion: The ratings for the transformation of students after completing the course were predominantly positive. The highest percentage of respondents rated it as "Very good" (46.8%), followed by "Good" (30.2%), "Average" (15.5%), "Poor" (4.9%), and "Very poor" (2.6%). This suggests that most respondents felt that the course had a positive impact on their personal and professional development.

SUGGESTIONS:

1. The alumni expressed the need for improved access to resources. To address this, the institute should consider increasing the availability of textbooks, reference materials, and other resources required for the courses.
2. Some respondents mentioned that the ambience of the department could be improved to create a more conducive environment for effective delivery of the academic process. The institute should take steps to enhance the infrastructure, facilities, and overall ambience of the department to provide a better learning environment for the students.
3. Respondents indicated that there is room for improvement in the transparency of the evaluation system. The institute should work towards implementing more transparent evaluation processes, providing clear assessment criteria, and ensuring that students have a clear understanding of how they are being evaluated.
4. While the majority of respondents rated the institute's activities for job placements positively, some suggested that more efforts should be made in this area. The institute should explore additional initiatives such as career counseling, networking events, internships, and industry collaborations to further support students in securing jobs and placements.
5. The alumni highlighted the importance of regularly reviewing and updating the curriculum to ensure its quality and relevance. The institute should engage in ongoing curriculum evaluation, seek feedback from industry professionals, and incorporate emerging trends and technologies into the courses to better prepare students for future career avenues.

ACTION TAKEN:

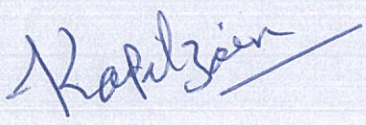
1. The institute recognized the need for improved access to textbooks and other resource materials. As a result, expanded the library collection, established online databases and digital resources, and collaborated with publishers to provide students with a wider range of resources.
2. The institute initiated a renovation project to enhance the infrastructure and ambience of the department. This included upgrading classrooms, laboratories, and study areas, creating more

student-friendly spaces, and improving ventilation and lighting for a better learning environment.

3. The institute implemented measures to improve the transparency of the evaluation system. Established clear assessment criteria for each course, provided rubrics and guidelines to students, and ensured that evaluation processes were consistently applied and communicated to students.

4. In response to the feedback, the institute expanded its activities related to job placements. Strengthened their career services department, organized job fairs and recruitment drives, facilitated industry interactions and internships, and established alumni networks to provide students with more opportunities for job placement and career development.

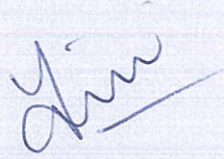
5. The institute formed a curriculum review committee comprising faculty members, industry experts, and alumni. The committee conducted a comprehensive review of the curriculum, identified areas for improvement, and implemented changes to incorporate the latest industry trends, technologies, and best practices. Also introduced elective courses and interdisciplinary modules to provide students with a more diverse and relevant educational experience.



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