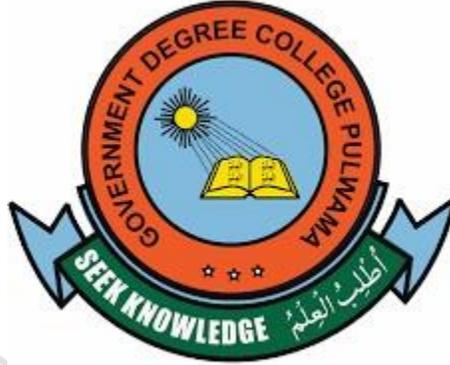




INTERNAL QUALITY ASSURANCE CELL

ALUMNI FEEDBACK 2024-25



GOVERNMENT DEGREE COLLEGE PULWAMA

NAAC ACCREDITED GRADE A

Introduction:

Alumni feedback is a vital component of institutional quality assurance and continuous improvement. As key stakeholders who have experienced the academic environment and subsequently transitioned into professional and social spheres, alumni offer valuable insights into the long-term relevance, effectiveness, and impact of institutional practices.



Office of the Principal
Govt. Degree College Pulwama, Kashmir

Newa Road, Near District Sports Stadium Pulwama - 192301

NAAC Re-Accredited Grade "A"



گورنمنٹ ڈگری کالج پلوامہ کشمیر

Model College under RUSA 2.0

Star College Status by DBT- Govt. of India

The Alumni Feedback for the academic session 2024–25 was systematically collected to assess the quality of academic programmes, curriculum relevance, teaching–learning processes, infrastructure, student support services, placement mechanisms, and overall institutional environment. The feedback aims to evaluate how effectively the institution has prepared its graduates for professional careers, higher education, and societal responsibilities.

Alumni perspectives are particularly significant because they reflect both retrospective academic experience and current professional realities. Their responses help identify strengths that contribute to institutional reputation and areas that require modernization, especially in relation to employability, industry alignment, digital infrastructure, and curriculum enrichment.

The alumni feedback was obtained from 23 alumni based on 19 questions designed by the IQAC team. Questions were designed to assess various aspects, such as the long-term effectiveness of academic programmes, alignment between curriculum and job market demands, to evaluate infrastructure and support services during the alumni's period of study, and to strengthen alumni engagement and institutional networking.

After evaluating the data, recommendations from IQAC were forwarded to the worthy Principal for necessary action.

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Annexure I: Alumni Feedback Metrics (2024–25)

1. How do you rate the general courses that you have studied					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	8.7	8.7	8.7
	Excellent	11	47.8	47.8	56.5
	Good	6	26.1	26.1	82.6
	Poor	2	8.7	8.7	91.3
	Very Good	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

2. How do you rate the learning experience in terms of teaching and learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	8.7	8.7	8.7
	Excellent	14	60.9	60.9	69.6
	Good	3	13.0	13.0	82.6
	Poor	2	8.7	8.7	91.3
	Very Good	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

3. Content learnt in relation to your current job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	5	21.7	21.7	21.7
	Excellent	7	30.4	30.4	52.2
	Good	9	39.1	39.1	91.3
	Very Good	2	8.7	8.7	100.0
	Total	23	100.0	100.0	





4. Courses--their application and relevance to real-life situations					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	4.3	4.3	4.3
	Excellent	6	26.1	26.1	30.4
	Good	13	56.5	56.5	87.0
	Poor	1	4.3	4.3	91.3
	Very Good	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

5. Infrastructure: Laboratory facilities for course transaction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	13.0	13.0	13.0
	Excellent	10	43.5	43.5	56.5
	Good	9	39.1	39.1	95.7
	Poor	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

6. How much modification is needed in curriculum and syllabi					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25%-50%	8	34.8	34.8	34.8
	50%-75%	7	30.4	30.4	65.2
	Less than 25%	7	30.4	30.4	95.7
	More than 75%	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

7. Do you think improvement is needed in the teaching and learning process					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Desperately Required	3	13.0	13.0	13.0
	Moderately Required	12	52.2	52.2	65.2
	Not Required at all	4	17.4	17.4	82.6
	Required	4	17.4	17.4	100.0
	Total	23	100.0	100.0	





8. Do you feel proud to be associated with our institution as an Alumni					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	4.3	4.3	4.3
	Yes	22	95.7	95.7	100.0
	Total	23	100.0	100.0	

9. How do you rate development activities organised by the department/College/Institution for your overall development					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	4.3	4.3	4.3
	Excellent	8	34.8	34.8	39.1
	Good	10	43.5	43.5	82.6
	Poor	2	8.7	8.7	91.3
	Very Good	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

10. Are you willing to participate in the alumni activities for the development of the institute					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	17.4	17.4	17.4
	Yes	19	82.6	82.6	100.0
	Total	23	100.0	100.0	

11. Were your grievances handled properly at the department/institution as a Student					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite a Bit	2	8.7	8.7	8.7
	To Some Extent	12	52.2	52.2	60.9
	Very Little	3	13.0	13.0	73.9
	Very Much	6	26.1	26.1	100.0
	Total	23	100.0	100.0	





12. Were your grievances properly handled at the department/institution as an alumni					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite a Bit	3	13.0	13.0	13.0
	To Some Extent	9	39.1	39.1	52.2
	Very Little	5	21.7	21.7	73.9
	Very Much	6	26.1	26.1	100.0
	Total	23	100.0	100.0	

13. Rate the adequacy of the following as they were during your period as a student at your campus					
a) Laboratories & Equipment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	13	56.5	56.5	56.5
	Needs Improvement	8	34.8	34.8	91.3
	Not Adequate	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

b) Library/Seminar/Reading Room					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	17	73.9	73.9	73.9
	Needs Improvement	6	26.1	26.1	100.0
	Total	23	100.0	100.0	

c) Computer Facilities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	15	65.2	65.2	65.2
	Needs Improvement	7	30.4	30.4	95.7
	Not Adequate	1	4.3	4.3	100.0
	Total	23	100.0	100.0	





d) Sports and Cultural facilities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	18	78.3	78.3	78.3
	Needs Improvement	5	21.7	21.7	100.0
	Total	23	100.0	100.0	

14. Overall rating of academic programs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	13.0	13.0	13.0
	Excellent	13	56.5	56.5	69.6
	Good	4	17.4	17.4	87.0
	Poor	1	4.3	4.3	91.3
	Very Good	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

15. Library resources					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	4	17.4	17.4	17.4
	Excellent	12	52.2	52.2	69.6
	Good	6	26.1	26.1	95.7
	Poor	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

16. Training & Placement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	13.0	13.0	13.0
	Excellent	9	39.1	39.1	52.2
	Good	7	30.4	30.4	82.6
	Poor	4	17.4	17.4	100.0
	Total	23	100.0	100.0	





17. Overall capability of students passing out of this University					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	4.3	4.3	4.3
	Excellent	11	47.8	47.8	52.2
	Good	7	30.4	30.4	82.6
	Poor	2	8.7	8.7	91.3
	Very Good	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

18. College ambience and environment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	14	60.9	60.9	60.9
	Good	7	30.4	30.4	91.3
	Poor	1	4.3	4.3	95.7
	Very Good	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

19. Special Training Classes/Seminars/Guest Lectures/Workshops conducted during your period as a student for bridging the gap between Industry and Academia					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	12	52.2	52.2	52.2
	Needs Improvement	9	39.1	39.1	91.3
	Not Adequate	2	8.7	8.7	100.0
	Total	23	100.0	100.0	





Annexure II: Detailed Analysis of Alumni Feedback Metrics (2024–25) & Action Taken Report (ATR) On Alumni Feedback (Academic Year 2024–25)

Detailed Analysis of Alumni Feedback Metrics (2024–25)

1. Overall Perception of Academic Programmes

1.1 General Courses Studied

- 82.6% rated courses as Good/Very Good/Excellent.
- 8.7% rated them Poor.

The majority of alumni are satisfied with the quality of general courses. However, the presence of "Average" and "Poor" responses indicates the need for curriculum enrichment.

1.2 Overall Academic Programmes

- 82.6% rated academic programmes as Good to Excellent.
- 4.3% rated them Poor.

This reflects strong academic credibility and sustained learning outcomes.

1.3 Learning Experience (Teaching & Learning)

- 82.6% positive responses
- 8.7% Poor

The high percentage of "Excellent" (60.9%) indicates that teaching methodology has had a lasting positive impact on alumni.

2. Curriculum Relevance and Employability

2.1 Content Learnt in Relation to Current Job

- 78.2% positive
- 21.7% Average

This suggests moderate alignment between curriculum and job market requirements.





2.2 Courses – Application & Real-Life Relevance

- 91.3% rated Good or above
- Only 4.3% Poor

Alumni largely acknowledge the practical applicability of the courses.

2.3 Curriculum Modification Requirement

- 34.8% suggested 25–50% modification.
- 30.4% suggested 50–75% modification.
- 30.4% suggested less than 25%.
- 4.3% suggested more than 75%.

Approximately **65% of alumni feel 25–75% modification is required**, indicating a clear need for curriculum modernization to match evolving academic and professional standards.

3. Teaching–Learning Process

3.1 Need for Improvement

- 52.2% – Moderately Required
- 13% – Desperately Required
- Only 17.4% – Not Required

While overall satisfaction is high, alumni perceive room for enhancement in pedagogy, digital integration, and applied learning.

4. Infrastructure and Learning Resources

4.1 Laboratory Facilities

- 82.6% rated Good/Excellent
- 4.3% Poor

However:

- 34.8% feel labs “Need Improvement”
- 8.7% rated as “Not Adequate”

This suggests infrastructure was functional but could benefit from modernization.





4.2 Library Resources

- 78.3% rated Good/Excellent
- 17.4% Average
- 4.3% Poor

Additionally:

- 73.9% rated library as Adequate
- 26.1% feel improvement needed

Overall, library facilities are satisfactory but digital expansion and updated resources are required.

4.3 Computer Facilities

- 65.2% Adequate
- 30.4% Need Improvement
- 4.3% Not Adequate

This indicates scope for technological upgradation.

4.4 Sports and Cultural Facilities

- 78.3% Adequate
- 21.7% Need Improvement

This is one of the stronger infrastructural areas.

4.5 College Ambience & Environment

- 91.3% rated Good or Excellent

This is a major institutional strength, reflecting positive campus culture and emotional attachment.





5. Development, Training and Placement

5.1 Development Activities

- 78.3% positive
- 8.7% Poor

Indicates satisfactory extracurricular engagement.

5.2 Training & Placement

- 69.5% positive
- 17.4% Poor

This is one of the weaker indicators. Alumni perceive placement support as moderate rather than strong.

5.3 Industry-Academia Bridging Activities

- 52.2% Adequate
- 39.1% Need Improvement
- 8.7% Not Adequate

This is a critical area requiring attention.

6. Grievance Redressal Mechanism

6.1 As Students

- 78.3% responses indicate grievances handled to some extent or very much.

6.2 As Alumni

- 65.2% feel grievances handled adequately.
- 21.7% feel handled "Very Little."

This indicates functioning grievance mechanisms but scope for strengthening alumni redressal systems.



7. Institutional Pride and Alumni Engagement

7.1 Pride in Institution

- **95.7% feel proud to be associated with the institution.**

This is a highly positive indicator of institutional reputation.

7.2 Willingness to Participate in Alumni Activities

- **82.6% willing to contribute**

This reflects strong alumni engagement potential.

8. Overall Capability of Graduates

- **86.9% rated students as Good/Very Good/Excellent**

This demonstrates strong academic output and confidence in graduate quality.

Conclusion

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The Alumni Feedback 2024–25 reflects a largely positive institutional image with strong alumni loyalty and satisfaction. While core academic delivery and campus environment are highly appreciated, alumni have clearly indicated the need for curriculum modernization, enhanced placement support, and stronger industry linkage.



Action Taken Report (ATR) On Alumni Feedback (Academic Year 2024–25)

1. Action Taken on Curriculum and Academic Enrichment

1.1 Issue Identified

- Approximately 65% of alumni suggested 25%–75% modification in curriculum and syllabi.
- Moderate concern regarding alignment of content with evolving job market demands.

1.2 Action Taken

(a) Curriculum Enrichment Initiatives

- Departments were instructed to integrate applied components, case studies, and project-based learning.
- Emphasis on Outcome-Based Education (OBE).

(b) Introduction of Skill-Based Add-on Courses

- Skill-Oriented courses were introduced in employability-oriented areas.
- Focus on digital literacy, communication skills, entrepreneurship, and emerging technologies.

(c) Internship Framework Strengthened

- Structured internship guidelines prepared.
- Departments were encouraged to facilitate industry exposure and community engagement projects.

(d) Guest Lecture and Expert Interaction Series

- Regular lectures by industry professionals and subject experts was institutionalized.

1.3 Expected Outcome

- Improved curriculum relevance.
- Enhanced employability and job readiness.
- Positive shift in alumni feedback in the subsequent cycle.





2. Action Taken on Teaching–Learning Process

2.1 Issue Identified

(a) 65% of alumni indicated that improvement in teaching–learning process is required (Moderate to Desperate).

2.2 Action Taken

(a) Faculty Development Programmes (FDPs)

- Workshops were conducted on ICT-enabled teaching.
- Training on blended learning and digital pedagogy.
- Sessions on research-based teaching practices.

(b) Enhanced ICT Integration

- Increased use of smart classrooms.
- Promotion of LMS platforms and online assessment tools.

(c) Academic Monitoring

- Structured lesson plan submission made mandatory.
- Internal Academic Audit strengthened.

(d) Student-Centric Pedagogical Practices

- Encouragement of seminars, group discussions, and participatory learning methods.

2.3 Expected Outcome

- Improved instructional delivery.
- Greater student engagement.
- Enhanced learning outcomes.

3. Action Taken on Infrastructure and Learning Resources

3.1 Laboratory and Equipment Facilities

(a) Issue Identified

- 34.8% indicated that laboratories need improvement.
- 8.7% rated them as not adequate.





3.2 Action Taken

- Department-wise audit of laboratory equipment conducted.
- Procurement proposals submitted for new and upgraded equipment.
- Annual maintenance and calibration schedule introduced.

3.3 Expected Outcome

- Modernized lab facilities.
- Improved practical learning experience.

4. Library and Digital Resources

4.1 Issue Identified

- 26.1% indicated the library needs improvement.
- Moderate "Average" responses recorded.

4.2 Action Taken

- Updated editions of core textbooks procured.
- Expanded access to INFLIBNET and e-resources.
- Strengthened digital reading facilities with improved internet connectivity.

4.3 Expected Outcome

- Enhanced academic research support.
- Improved student and faculty satisfaction.

5. Computer Facilities

5.1 Issue Identified

- 30.4% indicated need for improvement.
- 4.3% rated facilities not adequate.

5.2 Action Taken

- Additional computers sanctioned for computer labs.
- Upgradation of existing systems and installation of updated software.
- Wi-Fi bandwidth enhancement initiated.





5.3 Expected Outcome

- Improved digital learning infrastructure.
- Better ICT integration across departments.

6. Action Taken on Training, Placement, and Industry Linkage

6.1 Issue Identified

- (a) 17.4% rated training & placement as poor.
- (b) 39.1% indicated that industry–academia bridging activities need improvement.

6.2 Action Taken

(a) Strengthening of Career Counselling & Placement Cell

- Dedicated placement coordinator assigned.
- Database of recruiters initiated.

(b) Industry Collaboration Initiatives

- MoUs proposed with local industries and institutions.
- Increased number of industry-oriented seminars and workshops.

(c) Competitive Examination Guidance

- Structured coaching sessions and career awareness programmes were introduced.

(d) Entrepreneurship Awareness Programmes

- Collaboration with entrepreneurship development cells.

6.3 Expected Outcome

- Improved placement support.
- Stronger industry-academia interface.
- Enhanced career readiness.





7. Action Taken on Grievance Redressal Mechanism

7.1 Issue Identified

21.7% of alumni felt grievances were handled "Very Little" as alumni.

7.2 Action Taken

(a) Strengthening Alumni Grievance Portal

- A dedicated email and contact system created for alumni concerns.

(b) Structured Grievance Review Mechanism

- Alumni grievances to be reviewed quarterly by committee.

(c) Transparency Measures

- Response timelines were defined and monitored by IQAC.

7.3 Expected Outcome

- Improved alumni satisfaction.
- Transparent and responsive institutional governance.

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8. Action Taken on Alumni Engagement

8.1 Issue Identified

82.6% alumni expressed willingness to participate in institutional development.

8.2 Action Taken

(a) Strengthening Alumni Association

- Formal Alumni Association structure reinforced.
- Alumni registration drive initiated.





(b) Annual Alumni Meet Institutionalized

- Calendarized alumni interaction events.

(c) Alumni Mentorship Programme

- Alumni invited to mentor final-year students.
- Alumni participation in guest lectures was encouraged.

8.3 Expected Outcome

- Strong alumni network.
- Enhanced institutional reputation and support.

Conclusion

Alumni feedback reflects strong institutional loyalty and positive academic perception. Identified areas of improvement have been systematically addressed through targeted, structured interventions. Continuous monitoring under IQAC ensures sustained quality enhancement aligned with NAAC standards. The institution remains committed to transforming alumni insights into measurable institutional progress.

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(b) Annual Alumni Meet Institutionalized

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 NAAC Re-Accredited Grade "A"

COORDINATOR-IQAC