

IQAC Feedback Form for Alumni/Old Students (On Curricular Aspects)

Dear Alumnus/Old Student of Centre of Excellence, Govt. College Sanjauli, your valuable feedback is sought by the Internal Quality Assurance Cell (IQAC) to enhance the quality of teaching at the college. Please take out a minute from your busy schedule to help your alma mater.

1. Email

2. Name

3. Mobile Number

4. Year of Admission

5. Name of the Program Studied (BA/BSc/B.Com/any other)

6. Present Work Profile/Place of working and post

7. The curriculum and syllabus content were appropriate for higher education/placement.

Mark only one oval.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

8. A sufficient number of co-curricular and extra-curricular activities were arranged during my study period.

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. Applicability/relevance to real-life situations

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. The institution offers sufficient scholarships to meritorious and deserving students.

Mark only one oval.

Strongly Agree

Agree

Neutral

Disagree

Strongly agree

11. The learning ambience at the institution is good.

Mark only one oval.

Strongly Agree

Agree

Neutral

Disagree

Strongly agree

12. All the academic processes of the institution are transparent.

Mark only one oval.

Strongly Agree

Agree

Neutral

Disagree

Strongly agree

13. The institution is student-centric in all its initiatives.

Mark only one oval.

Strongly Agree

Agree

Neutral

Disagree

Strongly agree

14. Your valuable suggestions for improvement, if any.

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Google Forms

Alumni Feedback Report

Govt. College Sanjauli, District Shimla

Academic Year: 2024–25

Summary

This report presents a comprehensive analysis of alumni feedback received through a structured Google Form survey conducted during 2024–25. A total of 117 responses were collected from alumni across various admission years (spanning from 1982 to 2025) and academic programmes (BA, BSc, B.Com, BBA, B.Voc, and postgraduate courses).

The survey evaluated seven key dimensions of institutional performance using a five-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree):

- Curriculum and syllabus appropriateness
- Co-curricular and extra-curricular activities
- Applicability/relevance to real-life situations
- Sufficiency of scholarships
- Learning ambience
- Transparency of academic processes
- Student-centric institutional initiatives

The overall findings are overwhelmingly positive, with 75–82% of respondents indicating agreement or strong agreement across all dimensions. However, notable suggestions for improvement centre on curriculum modernization, infrastructure enhancement, and greater practical/experiential learning opportunities.

1. Response Profile

Total Responses: 117 alumni

Programme Distribution

Programme	Number of Respondents
BA (all variants)	69
B.Com (all variants)	17

BSc (all variants)	10
BBA	6
B.Voc	2
MA/M.Com/M.A.	8
Others/Unspecified	5

Alumni Career Status

A significant majority of respondents have progressed successfully in their careers:

- Assistant Professors and Lecturers in universities and colleges
- School educators (principals, TGT, PGT staff)
- Corporate professionals (banks, IT, HR, business sectors)
- Entrepreneurs and self-employed
- Pursuing higher studies (M.A., M.Com., MBA, M.Ed., B.Ed., LLB)
- Government service employees

This demonstrates that alumni are not only employable but hold responsible positions in academics, administration, and industry.

2. Question-wise Analysis

Q1: Curriculum and Syllabus Appropriateness

Question: The curriculum and syllabus content were appropriate for higher education/placement.

Response	Count	Percentage (%)
Strongly Agree	28	23.9
Agree	61	52.1
Neutral	19	16.2
Disagree	4	3.4
Strongly Disagree	2	1.7
No Response	3	2.6

KEY FINDING: 76.0% of alumni agree or strongly agree. Key Insight: A notable minority suggests syllabi need periodic updates (every 1–3 years) to remain aligned with NEP 2020, particularly in AI, data science, and skill-based components.

Q2: Co-curricular and Extra-curricular Activities

Question: A sufficient number of co-curricular and extra-curricular activities were arranged during my study period.

Response	Count	Percentage (%)
Strongly Agree	34	29.1
Agree	63	53.8
Neutral	11	9.4
Disagree	5	4.3
Strongly Disagree	3	2.6
No Response	1	0.9

KEY FINDING: 82.9% are satisfied. One of the strongest feedback areas. Respondents appreciate sports events and cultural performances. Suggestions: better coordination, wider participation, and more career-oriented events.

Q3: Applicability and Relevance to Real-life Situations

Question: Applicability/relevance to real-life situations

Response	Count	Percentage (%)
Agree	59	50.4
Neutral	27	23.1
Strongly Agree	17	14.5
Disagree	8	6.8
Strongly Disagree	4	3.4
No Response	2	1.7

KEY FINDING: 64.9% positive. CRITICAL AREA FOR IMPROVEMENT. Higher neutrality (23.1%) and disagreement (10.2%). Need: experiential learning, internships, field projects, practical workshops, and vocational components.

Q4: Sufficiency of Scholarships

Question: The institution offers sufficient scholarships to meritorious and deserving students.

Response	Count	Percentage (%)
Strongly Agree	35	29.9
Agree	53	45.3

Neutral	21	17.9
Disagree	5	4.3
No Response	1	0.9

KEY FINDING: 75.2% positive. However, 17.9% neutral and 5.2% dissatisfied. Suggestions: better awareness, merit-based scholarships, special support for first-generation learners, and transparent criteria.

Q5: Learning Ambience at the Institution

Question: The learning ambience at the institution is good.

Response	Count	Percentage (%)
Strongly Agree	38	32.5
Agree	57	48.7
Neutral	19	16.2
Disagree	1	0.9
No Response	2	1.8

KEY FINDING: 81.2% positive. One of the strongest areas! Alumni praise supportive faculty, friendly peer environment, and overall campus culture. Concerns: classroom infrastructure and library space.

Q6: Transparency of Academic Processes

Question: All the academic processes of the institution are transparent.

Response	Count	Percentage (%)
Agree	63	53.8
Strongly Agree	33	28.2
Neutral	17	14.5
Disagree	2	1.7
No Response	2	1.7

KEY FINDING: 82.0% positive with minimal disagreement. Alumni have strong confidence in institutional integrity, fair grading, accessible administration, and regular feedback mechanisms.

Q7: Student-centric Institutional Initiatives

Question: The institution is student-centric in all its initiatives.

Response	Count	Percentage (%)
Agree	61	52.1
Strongly Agree	37	31.6
Neutral	15	12.8
Disagree	1	0.9
No Response	2	1.7

KEY FINDING: 83.7% positive with negligible disagreement. Strong institutional commitment to student welfare reflected in flexible options, mentoring support, and staff accessibility.

3. Thematic Analysis of Suggestions and Comments

A. Curriculum and Pedagogy Enhancement

- Introduction of NEP 2020-aligned, skill-based courses (AI, data science, climate resilience)
- Regular curriculum review (1–3 years) to stay aligned with industry standards
- Integration of vocational training and applied components
- Inclusion of communication skills, digital literacy, and data analysis
- More case-based and problem-based learning

B. Experiential and Practical Learning

- Mandatory internship programmes with industrial partners and NGOs
- Field projects and community engagement activities
- Industrial visits and workplace exposure
- Student exchange programmes with national and international institutions
- Practical workshops aligned to each discipline

C. Infrastructure and Facilities

- Expansion of campus, playgrounds, and sports facilities
- Significant enlargement of library with improved seating and digital resources
- Renovation of classrooms: heating systems, water/sanitation facilities
- Development of girls' hostel and improved facilities
- Dedicated spaces for research, seminars, and collaborative learning

D. Faculty Development and Support Systems

- Regular faculty development programmes in pedagogy and research
- Incentives for faculty research in Himalayan and regional studies
- Merit-based recruitment and promotions
- Collaboration with central universities for knowledge transfer
- Mentoring support for first-generation and at-risk students

E. Administrative and Governance

- Enhanced scholarship schemes with merit-based aid
- Regular feedback sessions between stakeholders
- Promotion of eco-friendly practices and green campus
- Transparent and frequent communication on policies

4. Overall Strengths and Opportunities

✓ Institutional Strengths

- Supportive, dedicated faculty with genuine care for student development
- Good learning ambience and overall campus culture
- Transparent and fair academic processes
- Reasonable diversity of co-curricular and extra-curricular activities
- Strong alumni network with alumni in prestigious positions
- Appropriate curriculum aligned with higher education
- Student-centric institutional philosophy

⚡ Key Areas for Development

- Curriculum modernization and industry alignment in emerging disciplines
- Expansion of infrastructure (library, sports, classrooms, hostels)
- Integration of experiential learning and internship pathways
- Research-based academic culture (Himalayan and regional studies)
- Specialized support for marginalized and first-generation students
- Faculty capacity building and research support
- Digital transformation and emerging pedagogies

5. Recommendations for Institutional Action

IMMEDIATE

- Establish a Curriculum Review Committee (CRC) for periodic syllabi updates aligned to NEP 2020.
- Initiate dialogue with industry and research institutions for skill modules.
- Launch awareness campaign on scholarship schemes and eligibility.
- Conduct faculty development workshops on pedagogy and technology.
- Set up mentoring support for first-generation and struggling students.

SHORT-TERM

- Establish partnerships/MOUs with 5–10 industries for internships.
- Launch 2–3 pilot skill modules (digital literacy, communication skills).
- Execute infrastructure improvements: library expansion, classroom renovation.
- Develop research policy for Himalayan studies and regional relevance.
- Create formal feedback mechanism with quarterly alumni dialogues.

MEDIUM-TERM

- Integrate experiential learning into all programmes.
- Establish research centres (Himalayan Studies, Climate Resilience, Tourism).
- Formalize student and faculty exchange programmes.
- Enhance postgraduate infrastructure and mentoring.
- Promote faculty research through grants, sabbaticals, and incentives.

6. Conclusion

The alumni feedback for Govt. College Sanjauli reflects an institution that has successfully built strong teaching–learning relationships, maintained transparent and fair processes, and fostered a supportive campus culture. The vast majority of alumni (75–82%) perceive the college positively across all assessed dimensions.

However, the institution stands at a critical juncture where strategic investments in curriculum modernization, experiential learning, infrastructure, and research-based academic culture will be essential to meet evolving national priorities (NEP 2020) and alumni expectations.

The suggestions provided by alumni—many of whom are now academics, administrators, and professionals—offer invaluable insights. By systematically addressing the key development areas identified in this report, Govt. College Sanjauli can emerge as a benchmark institution for holistic, inclusive, and industry-aligned higher education in Himachal Pradesh.

Regular feedback cycles (annual or biennial surveys) are recommended to track progress.

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Govt. College Sanjauli, Shimla, Himachal Pradesh

Link for responses received from the Alumni:

https://docs.google.com/spreadsheets/d/1gihZtqKs3gDD9cAyT-INr4aCmdQwqHUTyPpOSPGQCqs/edit?usp=drive_link