

3. Alumni's Feedback on Curriculum 2025-2026

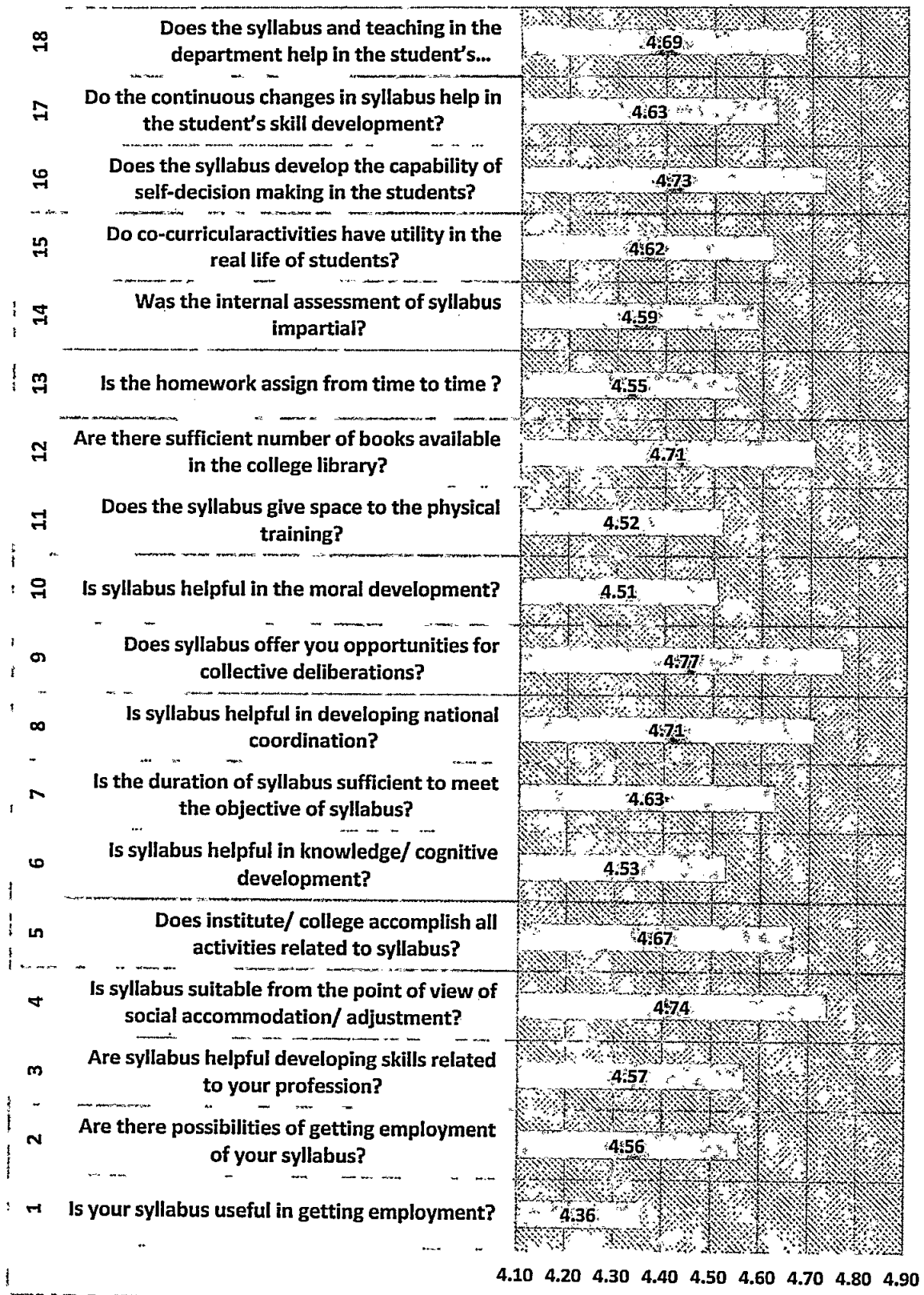
Alumni constitute an important group of stakeholders in any educational institution. As former students who have spent three to five formative academic years at the college and are now engaged in various professional roles, their perspectives provide valuable insights into the relevance, effectiveness, and applicability of the curriculum. Their experiences in the professional world enable them to assess the usefulness of the syllabus in terms of employability, skill development, and overall personality growth.

Alumni contribute significantly to institutional development through their professional expertise, industry exposure, and social networks. Their feedback serves as a reliable source for evaluating curriculum relevance, teaching methodologies, and institutional support systems.

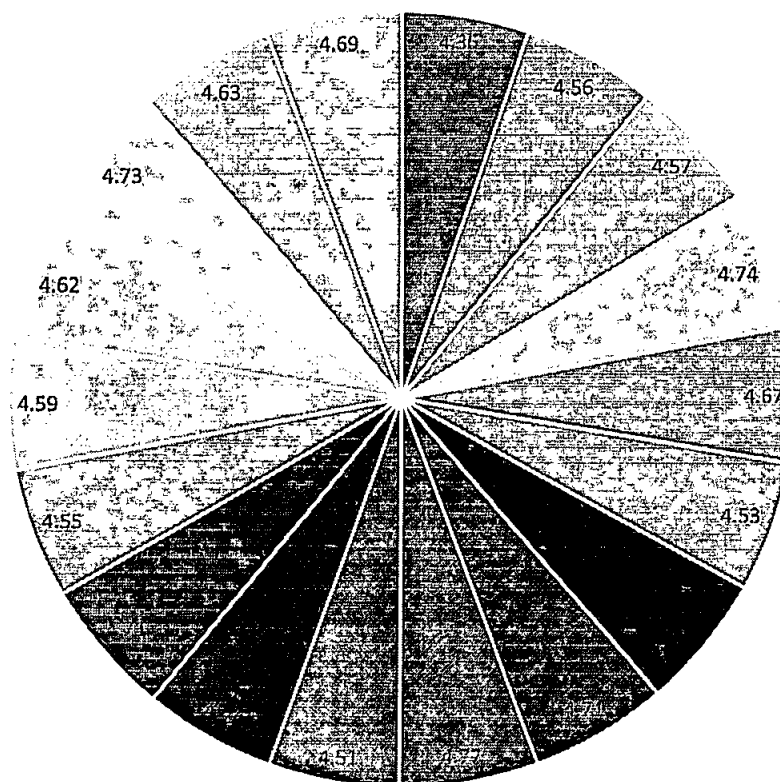
For the academic year 2025-2026, alumni feedback was collected using a structured questionnaire consisting of 18 parameters covering academic, professional, and developmental aspects of the curriculum. Responses were recorded on a five-point Likert scale, where: 5 = Satisfied, 4 = Partially Satisfied, 3 = Neutral, 2 = Partially Dissatisfied, and 1 = Dissatisfied. The collected feedback was systematically compiled and analysed, and average scores were calculated for each parameter. The summary of alumni feedback is presented in the table below, followed by graphical representation.

S.N.	PARAMETERS	SCORE
1	Is your syllabus useful in getting employment?	4.56
2	Are there possibilities of getting employment of your syllabus?	4.61
3	Is syllabus helpful developing skills related to your profession?	4.57
4	Is syllabus suitable from the point of view of social accommodation/ adjustment?	4.59
5	Does institute/ college accomplish all activities related to syllabus?	4.75
6	Is syllabus helpful in knowledge/ cognitive development?	4.79
7	Is the duration of syllabus sufficient to meet the objective of syllabus?	3.99
8	Is syllabus helpful in developing national coordination?	4.81
9	Does syllabus offer you opportunities for collective deliberations?	4.56
10	Is syllabus helpful in the moral development?	4.59
11	Does the syllabus give space to the physical training?	4.64
12	Are there sufficient number of books available in the college library?	4.59
13	Is the homework assign to you from time to time?	4.56
14	Was the internal assessment of syllabus impartial?	4.61
15	Do co-curricular activities have utility in the real life of students?	4.57
16	Does the syllabus develop the capability of self-decision making in the students?	4.59
17	Do the continuous changes in syllabus help in the student's skill development?	4.75
18	Do the syllabus and teaching in the department help in the student's personality development?	4.79
AVERAGE SCORE		4.65

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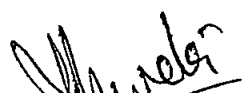
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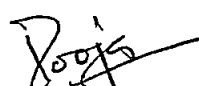
Observations and Interpretation

The analysis of alumni feedback reveals a high level of satisfaction with the curriculum and teaching-learning processes. The highest scores were recorded for parameters related to national integration (4.81), knowledge and cognitive development (4.79), and overall personality development (4.79), indicating strong academic and developmental outcomes. Institutional support for syllabus-related activities and continuous curriculum updates also received high appreciation, with scores of 4.75, reflecting effective academic planning and responsiveness to changing educational needs. The comparatively lower score was observed for the adequacy of syllabus duration (3.99), suggesting scope for reviewing the time allocation for certain courses. Despite this, the overall average score of 4.65 clearly indicates that alumni are highly satisfied with the curriculum structure, teaching quality, and institutional support.


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