

**GOVERNMENT DEGREE COLLEGE, NAIDUPET**

**SPSR NELLORE DIST-524321**

**ALUMNI FEEDBACK**

**2017-18**

SN	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum and syllabus content were appropriate for my placement/higher education	35	9	0	0	0
2	Sufficient number of co curricular activities were arranged during my study period	21	23	0	0	0
3	The institute-industry tie ups were useful for me	23	21	0	0	0
4	The institute/faculty helped me in placement/higher education	28	16	0	0	0
5	The institute offers sufficient scholarships to merit students and deserving students	17	27	0	0	0
6	The learning ambience at the institute is good	24	20	0	0	0
7	The institute provides sufficient opportunity to participate in extra curricular activities	26	18	0	0	0
8	The curriculum accomodates courses with experiential learning	16	28	0	0	0
9	All the academic processes of the institute is transparent	24	20	0	0	0
10	The institute is student-centric in all its academic initiatives	24	20	0	0	0

**Total respondents=44**

To obtain Alumni Feedback on Curriculum during the academic year 2017- 18, IQAC of this college designed a questionnaire. This printed questionnaire was distributed to the alumni.

## Observations:

### **Alumni Feedback analysis:**

Feedback questions for alumni are structured with ten in number. The questions are to be answered on five rating scale beginning with Strongly Agree, Agree, Disagree and Strongly Disagree.

### **The curriculum and syllabus content were appropriate for my placement/higher education:**

The syllabus should provide enough detail for students to understand what is expected of them and how the course proceeds. Optimally, the course syllabus should generate interest and motivate students to take responsibility to learn the contents of the course.

The above table depicts that around 80% of the respondents strongly agreed and 20% agreed that the curriculum and syllabus content were appropriate for their placement/higher education. Cumulatively all the alumni response is highly positive.

### **Sufficient number of co curricular activities were arranged during my study period:**

Majority of the respondents 47% strongly agreed and 52% agreed that co curricular activities were properly arranged during their study period. And all the alumni agreed that there are sufficient number of co curricular activities like Student Seminars, Student Quiz, Students Group Discussion, Project Work etc available in the institute.

### **The institute-industry tie ups were useful for me:**

The above table depicts that half of the respondents strongly agreed and half of them agreed that the institute has tie up with industries. Industry tie up facilitates in allowing students to take advantage of apprenticeship or internship while preparing them for real world scenarios. Student project or internship gives students hands on experience with real time problems. Jawahar knowledge centre of this institute is the forerunner in successful institute-industry tie ups

### **The institute/faculty helped me in placement/higher education:**

The institute curriculum is excellent that it provides competitive exams and also post graduate entrance exam training for better future and placement.

Around 63% respondents Strongly Agreed and 36% Agreed that the institute or faculty trained them for higher education or placements.

### **The institute offers sufficient scholarships to merit students and deserving students:**

A merit based scholarships in particular is meant for students who are academically meritorious to encourage them to pursue their education. It acts as a reward for them and motivates them to fulfill their dream.

Around 38% respondents Strongly Agreed and 61% Agreed that the institute provides sufficient number of merit scholarships to the students. However 61% respondents are not strongly agreed. Hence, the institute taken note of this and will act accordingly.

### **The curriculum accommodates courses with experiential learning:**

Experiential learning is an engaged learning process whereby students “learn by doing” and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships and field trips. Learning that is considered “experiential” contain all the following elements:

- Reflection, critical analysis and synthesis.
- Opportunities for students to take initiative, make decisions, and be accountable for the results.
- Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.
- A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.

The above table depicts that around 36% of the respondents strongly agreed and 63% agreed that the curriculum accommodates courses with experimental learning. Despite this, this institute believes that 63% of the respondents are not strongly agreed and hence looking forward to enhance the experimental learning component in the curriculum.

### **All the academic processes of the institute are transparent:**

Proper procedures are strictly followed according to Govt. norms. The annual academic plan, is prepared in advance, communicated and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodies and committees and records and minutes of the meetings maintained meticulously.

The elaborate system of various committees and bodies coupled with a strong multiple-level feedback mechanism from all stakeholders also ensures the dynamism required to keep pace with the changing educational environment.

The credits of each programme and outcomes are clearly specified. And the internal assessment, comprising various components, ensures that students receive their evaluated answer sheets and monitor their progress, performance and fairness in the evaluation. There is provision for re-evaluation, remedial classes and grievance redressal system.

The above table depicts that around 54% of the respondents strongly agreed and 45% agreed that all the academic processes of the institute are transparent.

### **The institute is student-centric in all its academic initiatives:**

Student-centred learning is an approach in which students influence the content, activities, materials and pace of learning. This learning model places the students at the centre of the learning process. The faculty provides students with opportunities to learn independently, and from one another, and facilitates the development of skills that they need to do so effectively.

The institute adopts many student centric methods to enable the learner meet their learning goals, academic success with required competencies. Methods such as experiential learning and participative learning are used at various stages to enhance learning opportunities to the students.

The above table depicts that around 54% of the respondents strongly agreed and 45% agreed that the institute is student-centric in all its academic initiatives.

The elaborate system of various committees and bodies coupled with a strong multiple-level feedback mechanism from all stakeholders also ensures the dynamism required to keep pace with the changing educational environment.

The credits of each programme and outcomes are clearly specified. And the internal assessment, comprising various components, ensures that students receive their evaluated answer sheets and monitor their progress, performance and fairness in the evaluation. There is provision for re-evaluation, remedial classes and grievance redressal system.


The above table depicts that around 54% of the respondents strongly agreed and 45% agreed that all the academic processes of the institute are transparent.

**The institute is student-centric in all its academic initiatives:**

Student-centred learning is an approach in which students influence the content, activities, materials and pace of learning. This learning model places the students at the centre of the learning process. The faculty provides students with opportunities to learn independently, and from one another, and facilitates the development of skills that they need to do so effectively.

The institute adopts many student centric methods to enable the learner meet their learning goals, academic success with required competencies. Methods such as experiential learning and participative learning are used at various stages to enhance learning opportunities to the students.

The above table depicts that around 54% of the respondents strongly agreed and 45% agreed that the institute is student-centric in all its academic initiatives.

  
PRINCIPAL  
Govt. Degree College  
NAIDUPET, SPSR Nellore Dt.

# GOVERNMENT DEGREE COLLEGE, NAIDUPET

(Re-Accredited with 'B' by NAAC)

## IQAC Feedback Form / Satisfaction Survey for Alumni (On Curriculum, Course, Teaching-Learning and Evaluation)

2017

Dear Alumnus,

The Internal Quality Assurance Cell seeks your valuable feedback for enhancing the quality of education at GDC, Naidupet.

Name :

: V. Krishna Priya.

Mobile number & email ID:

Year of Admission: ✓

: 2016-2019

Name of the programme studied:

BSC [MBC]

Present Designation and Work Profile:

MSC Chemistry

S. No.	Descriptor	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The curriculum and syllabus content were appropriate for my placement / higher education	✓				
2	Sufficient number of co-curricular activities were arranged during my study period	✓				
3	The institute-industry tie ups were useful for me	✓				
4	The institute / faculty helped me in placement / higher education	✓				
5	The institute offers sufficient scholarships to merit students and deserving students	✓				
6	The learning ambience at the institute is good	✓				
7	The institute provides sufficient opportunity to participate in extracurricular activities	✓				
8	The curriculum accommodates courses with experiential learning (hands-on)	✓				
9	All the academic processes of the institute is transparent	✓				
10	The institute is student-centric in all its academic initiatives	✓				

Other suggestions / remarks:

V. Krishna Priya

Signature with name