

Students' Feedback

2023-24

Feedback Collected

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Feedback Analysis

Gujarat Commerce College, Ellisbridge, Ahmedabad

Report on Analysis of Student feedback

Year 2023-24

Each year, the institution actively solicits input from its student body, aiming to capture a comprehensive view that spans overarching themes and granular insights into the curriculum and syllabi. Students are urged to share their thoughts openly and honestly, aiming to pinpoint any areas for improvement in the curriculum and adapt it to meet current demands. This feedback mechanism serves to not only assess students' perceptions of the college but also to gauge their opinions on faculty members and other pertinent aspects of their educational experience.

After gathering the suggestions, the college consolidates them for further review. These insights undergo meticulous examination and discussion before being relayed to the Internal Quality Assurance Cell (IQAC). The IQAC then channels these compiled suggestions to the affiliated University for potential enhancements to the syllabus. It's essential to recognize that, being an affiliated institution, the college can only propose these suggestions to the university, with the ultimate decision lying within the university's jurisdiction. Nevertheless, the IQAC strives to align with the overarching feedback received and implements changes accordingly.

METHOD OF FEEDBACK COLLECTION AND ANALYSIS:

The feedback collection process utilized Google Forms as its primary tool, enabling efficient data gathering. Responses were downloaded for thorough analysis, with total scores computed and averages calculated for questions featuring a rating system. To streamline interpretation and calculation, figures were rounded off.

The detailed analysis focused on interpreting the final average scores, extracting valuable insights to formulate suggestions. Delving into nuanced aspects, the analysis identified trends in feedback and pinpointed areas for improvement. These insights informed the development of informed recommendations and enhancements for the relevant areas.

This method facilitated a comprehensive examination of the feedback data, ensuring detailed and accurate analysis. The use of rounded figures enhanced the clarity of interpretation, contributing to the effectiveness of the overall feedback analysis process.



SECTION -1 GENERAL

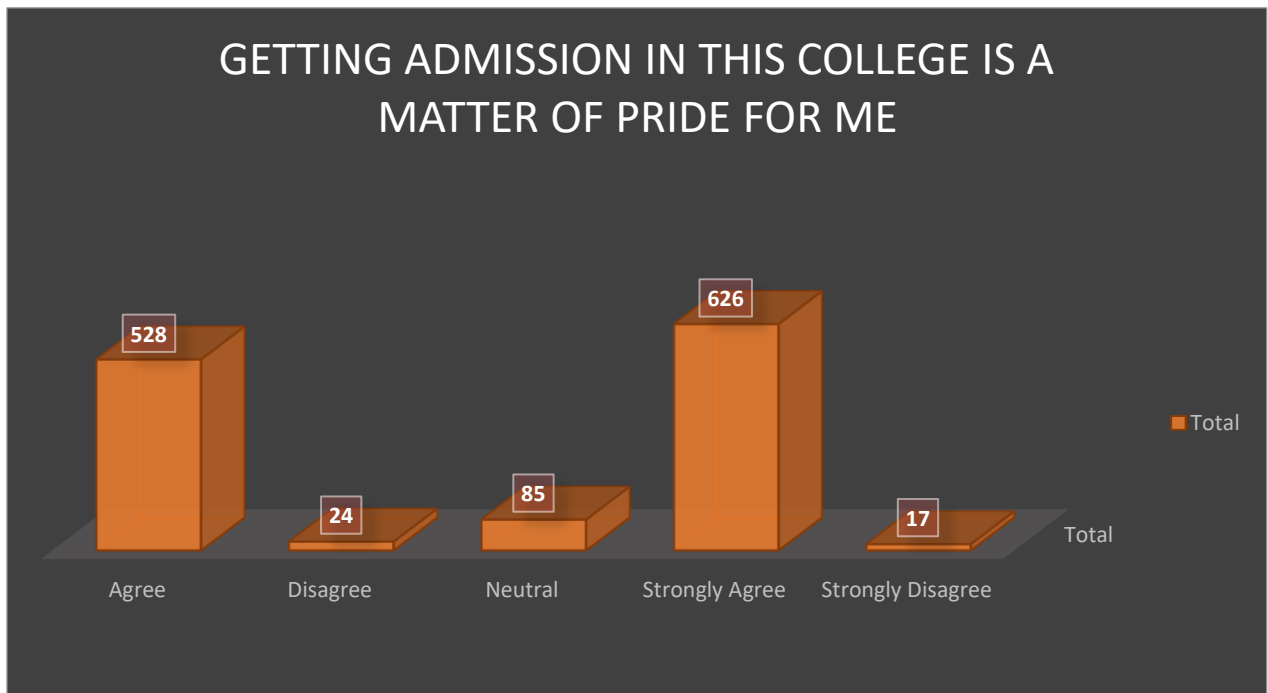
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Sr. No	Particulars	Score	Score
1	Getting admission in this college is a matter of pride for me	4	AGREE
2	admission process in the college is fair and accurate	4	AGREE
3	I am improving in this college (learning/confidence, other)	4	AGREE
4	atmosphere in the college is conducive for learning	4	AGREE
5	There is positive change in the behaviour in me after joining the college	4	AGREE
6	college conveys all information	4	AGREE
7	College website is very informative and regularly updated	4	AGREE
8	Employability is given focus in the teaching learning process	4	AGREE
9	Examination results are declared timely	4	AGREE
10	college teachers are cooperative	4	AGREE
11	college's admin staff are cooperative	4	AGREE
12	The syllabus is completed on time	4	AGREE
13	Evaluation of answer sheets is fair enough	4	AGREE
14	Teachers come well prepared in the class	4	AGREE
15	There is a good Teacher-student relationship at college	4	AGREE
16	teachers encourage for extra-curricular activities	4	AGREE
17	My time at the college has been intellectually enriching	4	AGREE



ANALYSIS AND INTERPRETATION OF THE FEEDBACK RECEIVED

1	Getting admission in this college is a matter of pride for me
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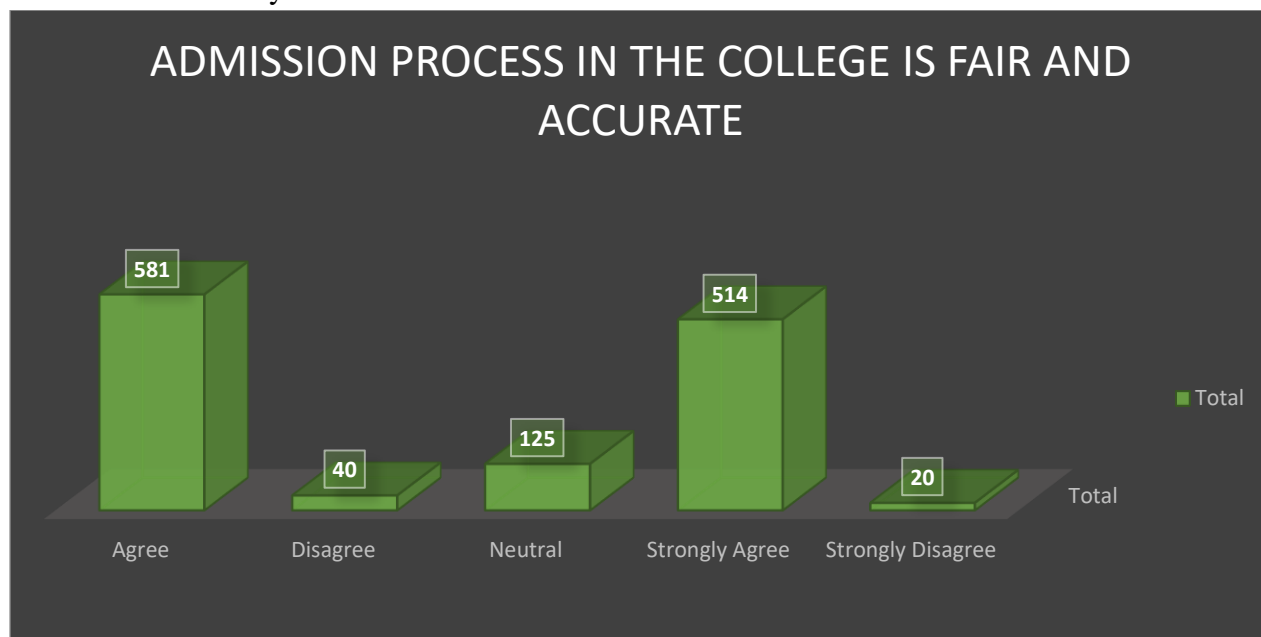
The data represents feedback collected from students regarding their perception of admission to the college. Among the 1,280 responses, a significant majority of 626 students strongly agreed that getting admission to the college is a matter of pride. Additionally, 528 students agreed with this sentiment. Only a small fraction of 24 students disagreed, and an even smaller number of 17 students strongly disagreed. A moderate number of 85 students expressed a neutral stance on the matter. Overall, the overwhelming majority of students perceive admission to the college as a source of pride, indicating a positive sentiment towards their affiliation with the institution.

2	Admission process in the college is fair and accurate
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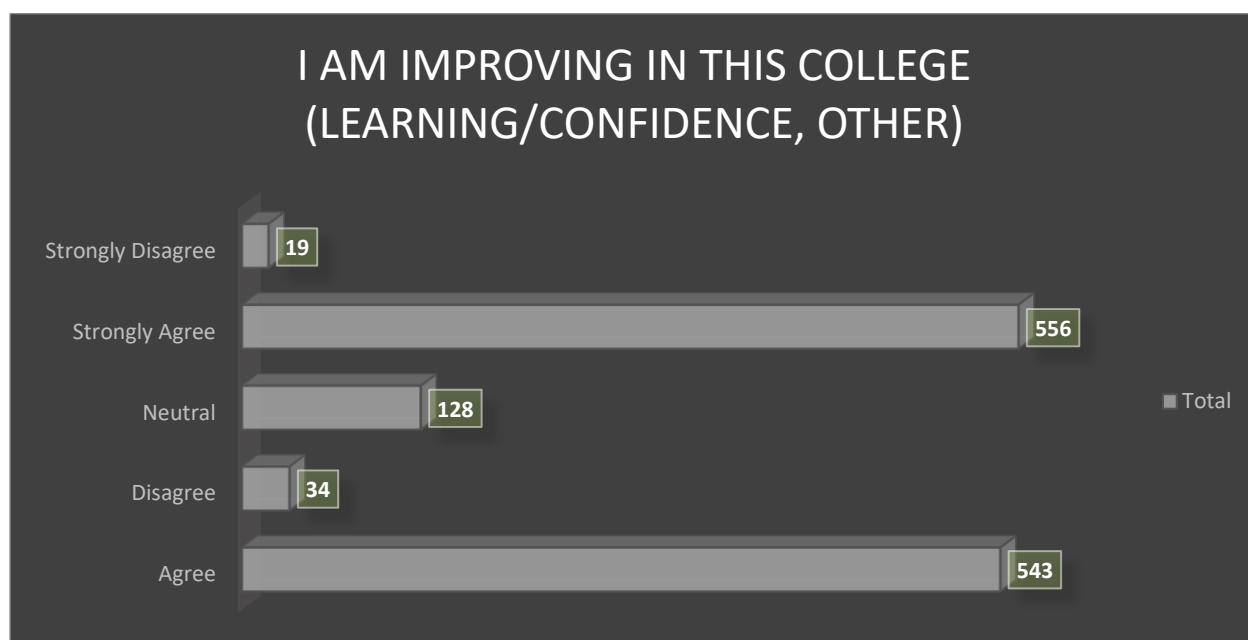
The data reflects student feedback on the fairness and accuracy of the college's admission process. Among the 1,280 responses, a substantial portion of 514 students strongly agreed that the admission process is fair and accurate. Additionally, 581 students agreed with this sentiment. Conversely, only a minority of 40 students disagreed, and an even smaller number of 20 students strongly disagreed. A moderate number of 125 students expressed a neutral



stance on the fairness and accuracy of the admission process. Overall, the majority of students perceive the admission process in the college positively, indicating confidence in its fairness and accuracy.



3	I am improving in this college (learning/confidence, other)
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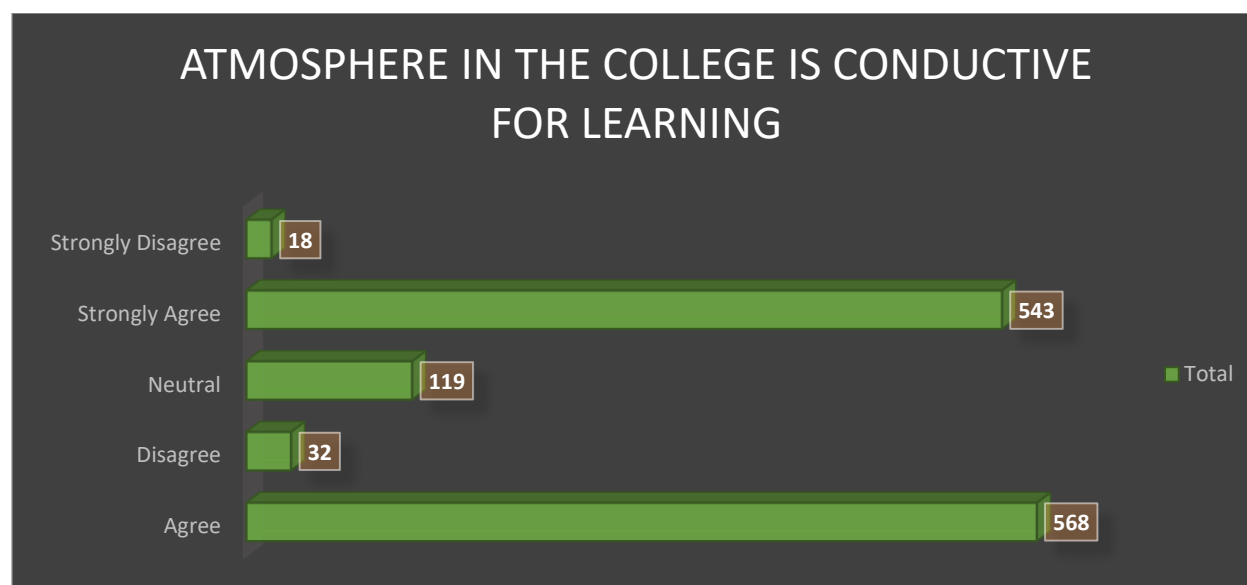


The data presents student perceptions regarding their improvement while attending the college, encompassing aspects such as learning, confidence, and other areas. Among the 1,280 responses, a considerable number of 556 students strongly agreed that they are improving in the college. Additionally, 543 students agreed with this sentiment. Conversely, only a minority of 34 students disagreed, and an even smaller number of 19 students strongly



disagreed. A moderate number of 128 students expressed a neutral stance on their improvement in the college. Overall, the majority of students perceive positive growth and improvement during their time at the college, reflecting a favorable educational experience.

4	Atmosphere in the college is conducive for learning
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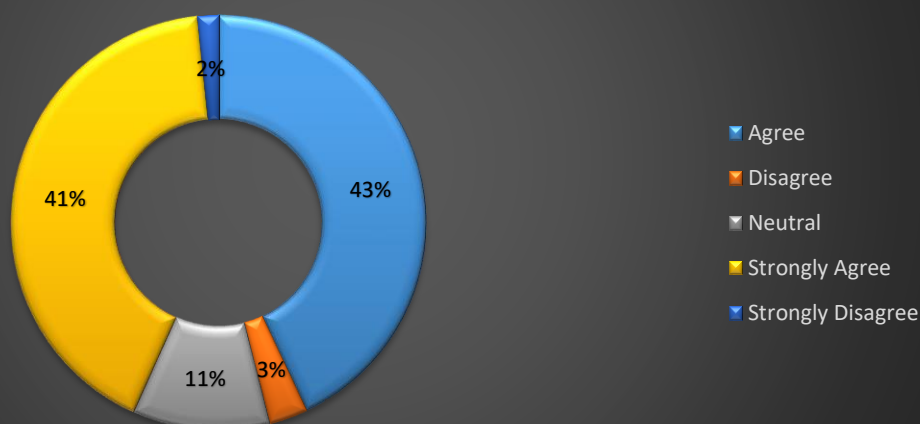


The data indicates student perceptions of the learning environment within the college. Among the 1,280 responses, a significant majority of 543 students strongly agreed that the atmosphere in the college is conducive for learning. Additionally, 568 students agreed with this sentiment. Conversely, only a small minority of 32 students disagreed, and an even smaller number of 18 students strongly disagreed. A moderate number of 119 students expressed a neutral stance on the conduciveness of the learning atmosphere. Overall, the overwhelming majority of students perceive the college environment positively, regarding it as supportive and conducive for learning, which is indicative of a favorable educational setting.

5	There is positive change in the behaviour in me after joining the college
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There is positive change in the behavior in me after joining the college

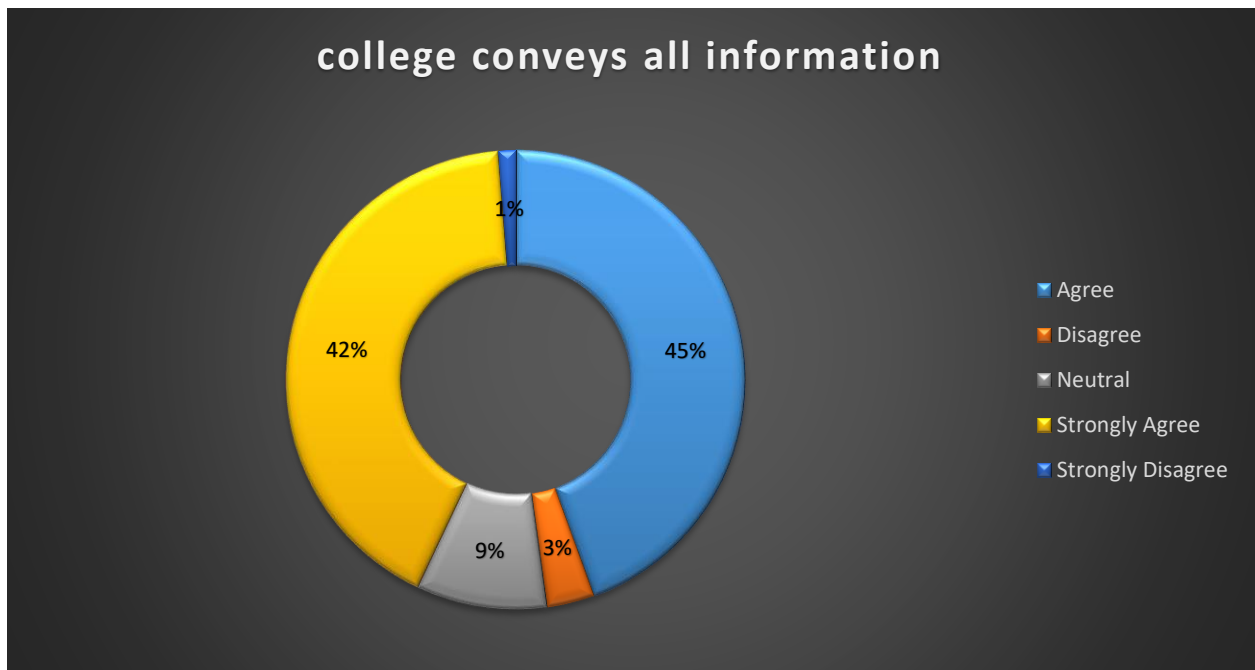


The data reflects student perceptions regarding changes in behavior since joining the college. Among the 1,280 responses, a significant number of 533 students strongly agreed that they have experienced a positive change in behavior after joining the college. Additionally, 550 students agreed with this sentiment. Conversely, only a minority of 39 students disagreed, and an even smaller number of 21 students strongly disagreed. A moderate number of 137 students expressed a neutral stance on whether there has been a positive change in their behavior. Overall, the majority of students perceive that joining the college has positively influenced their behavior, indicating a beneficial impact on personal development within the educational environment.

6	College conveys all information
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The data illustrates student perceptions regarding the adequacy of information dissemination within the college. Among the 1,280 responses, a significant majority of 534 students strongly agreed that the college effectively conveys all necessary information. Additionally, 569 students agreed with this sentiment. Conversely, only a minority of 43 students disagreed, and an even smaller number of 16 students strongly disagreed. A moderate number of 118 students expressed a neutral stance on whether the college conveys all information. Overall, the majority of students perceive that the college adequately communicates information, suggesting a satisfactory level of transparency and communication within the institution.

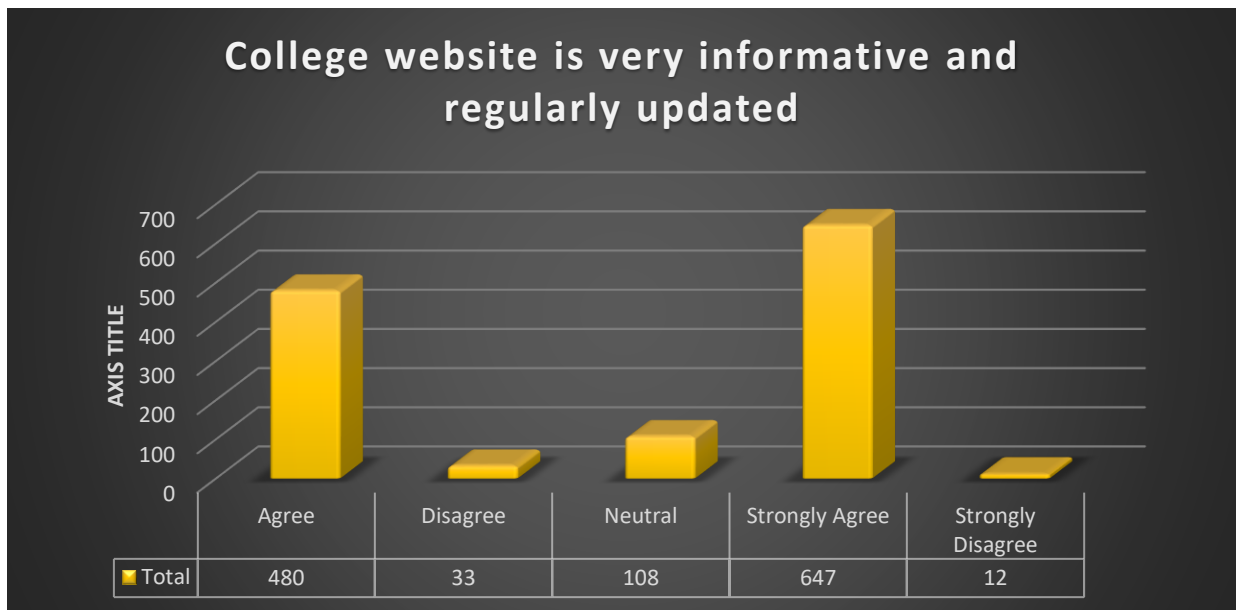




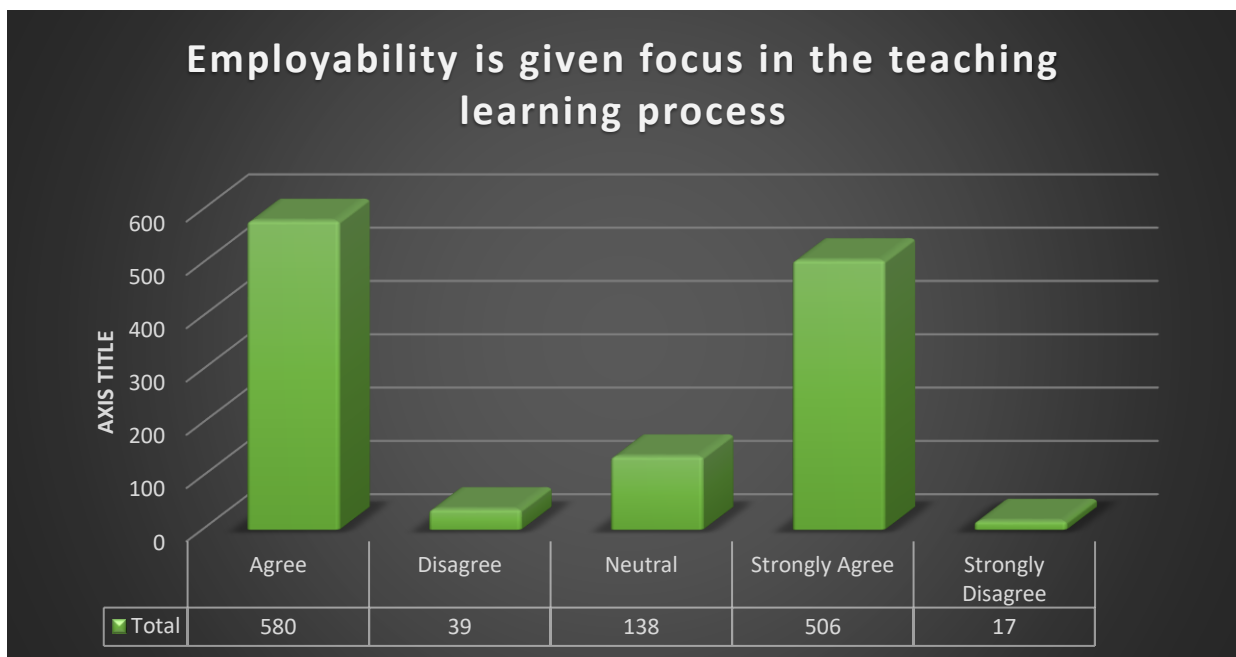
7	College website is very informative and regularly updated
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The data reflects student opinions on the informativeness and regular updating of the college website. Among the 1,280 responses, a substantial majority of 647 students strongly agreed that the college website is very informative and regularly updated. Additionally, 480 students agreed with this sentiment. Conversely, only a minority of 33 students disagreed, and an even smaller number of 12 students strongly disagreed. A moderate number of 108 students expressed a neutral stance on the informativeness and regular updating of the college website. Overall, the majority of students perceive the college website positively, indicating satisfaction with its informative content and consistent updates, which contributes to a positive user experience.





8 | Employability is given focus in the teaching learning process



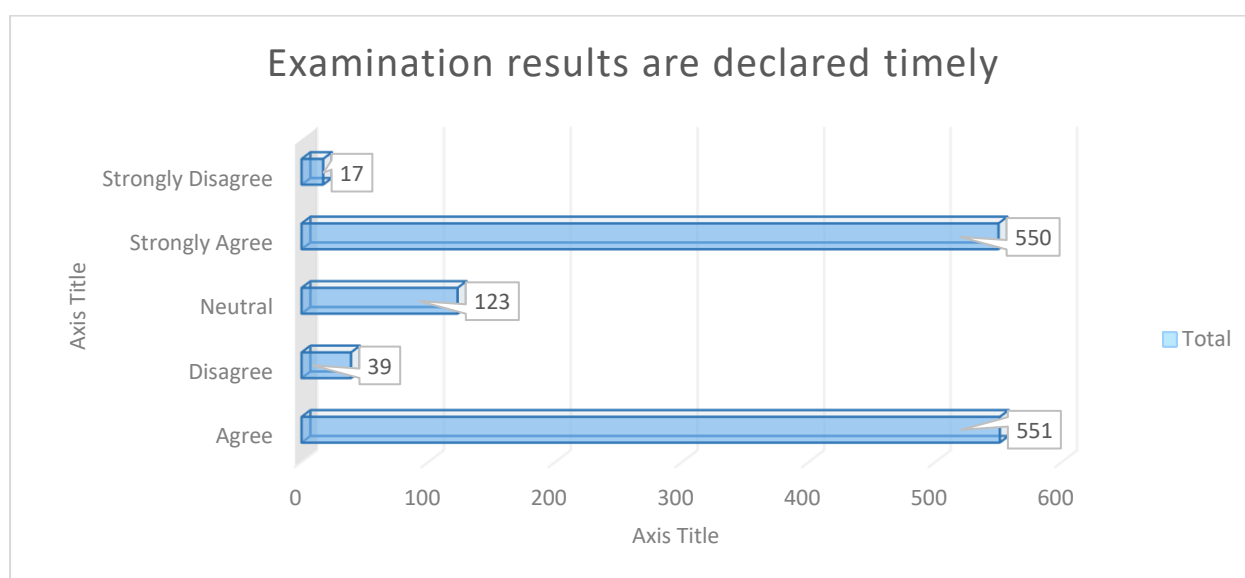
The data presents student perceptions regarding the emphasis placed on employability within the teaching-learning process. Among the 1,280 responses, a considerable majority of 506 students strongly agreed that employability is given focus in the teaching-learning process. Additionally, 580 students agreed with this sentiment. Conversely, only a minority of 39 students disagreed, and an even smaller number of 17 students strongly disagreed. A moderate number of 138 students expressed a neutral stance on whether employability is given focus in the teaching-learning process. Overall, the majority of students perceive that



the college prioritizes employability within its educational approach, indicating a commitment to preparing students for the workforce.

9	Examination results are declared timely
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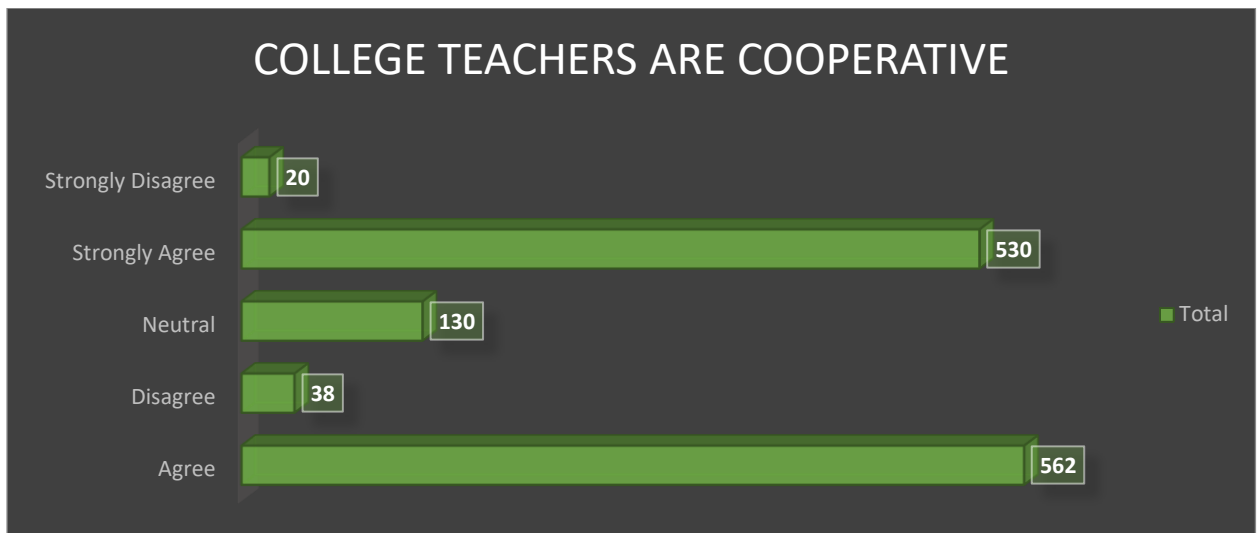
The data reveals student perceptions regarding the timeliness of examination result declarations. Among the 1,280 responses, a significant majority of 550 students strongly agreed that examination results are declared timely. Additionally, 551 students agreed with this sentiment. Conversely, only a minority of 39 students disagreed, and an even smaller number of 17 students strongly disagreed. A moderate number of 123 students expressed a neutral stance on whether examination results are declared timely. Overall, the majority of students perceive that examination results are declared in a timely manner, indicating satisfaction with the efficiency of the result declaration process.



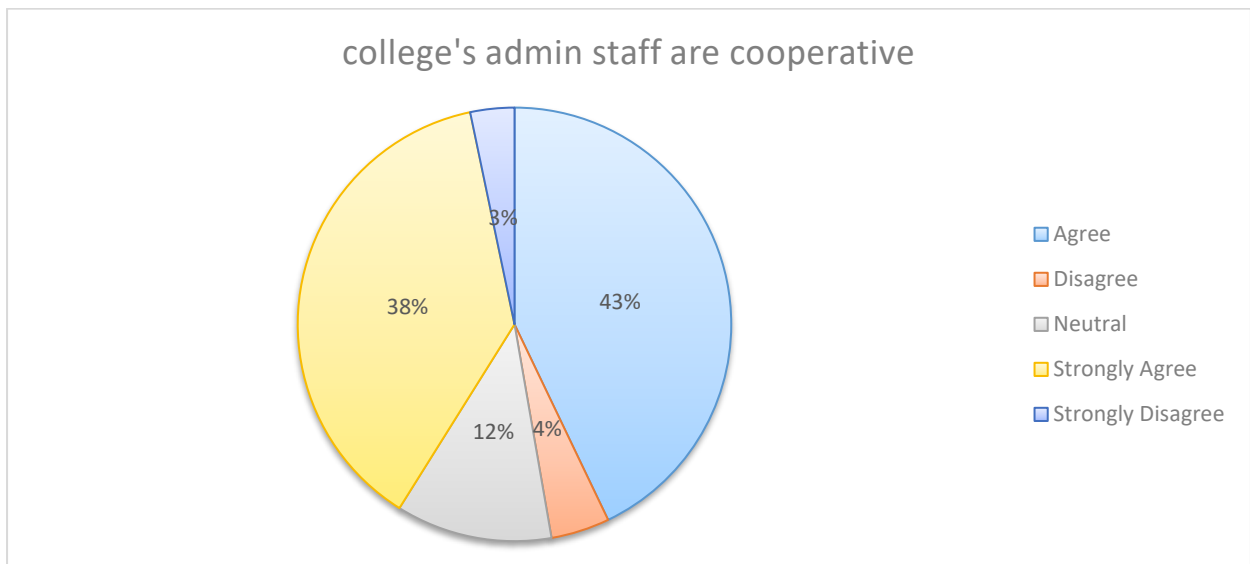
10	College teachers are cooperative
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The data represents student perceptions regarding the cooperativeness of college teachers. Among the 1,280 responses, a significant majority of 530 students strongly agreed that college teachers are cooperative. Additionally, 562 students agreed with this sentiment. Conversely, only a minority of 38 students disagreed, and an even smaller number of 20 students strongly disagreed. A moderate number of 130 students expressed a neutral stance on whether college teachers are cooperative. Overall, the majority of students perceive college teachers as cooperative, indicating satisfaction with the level of cooperation and support received from their educators.





11	College's admin staff are cooperative
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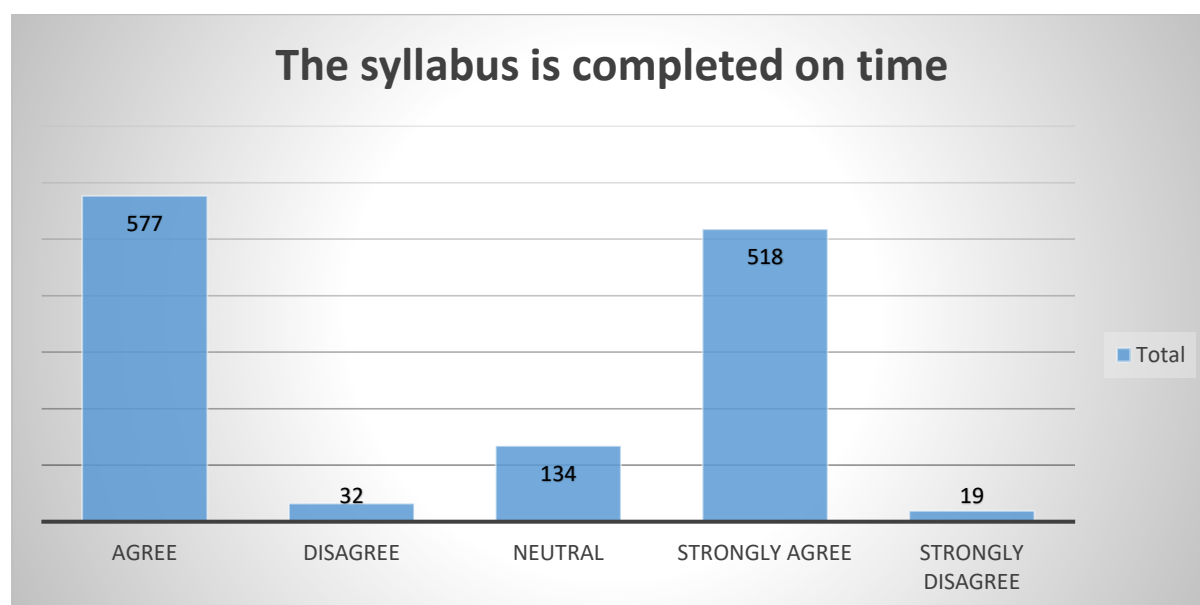


The data presents student perceptions regarding the cooperativeness of the college's administrative staff. Among the 1,280 responses, a significant majority of 484 students strongly agreed that the college's administrative staff are cooperative. Additionally, 549 students agreed with this sentiment. Conversely, a minority of 56 students disagreed, and an even smaller number of 42 students strongly disagreed. A moderate number of 149 students expressed a neutral stance on whether the college's administrative staff are cooperative. Overall, the majority of students perceive the administrative staff as cooperative, indicating satisfaction with the level of support and cooperation received in administrative matters.

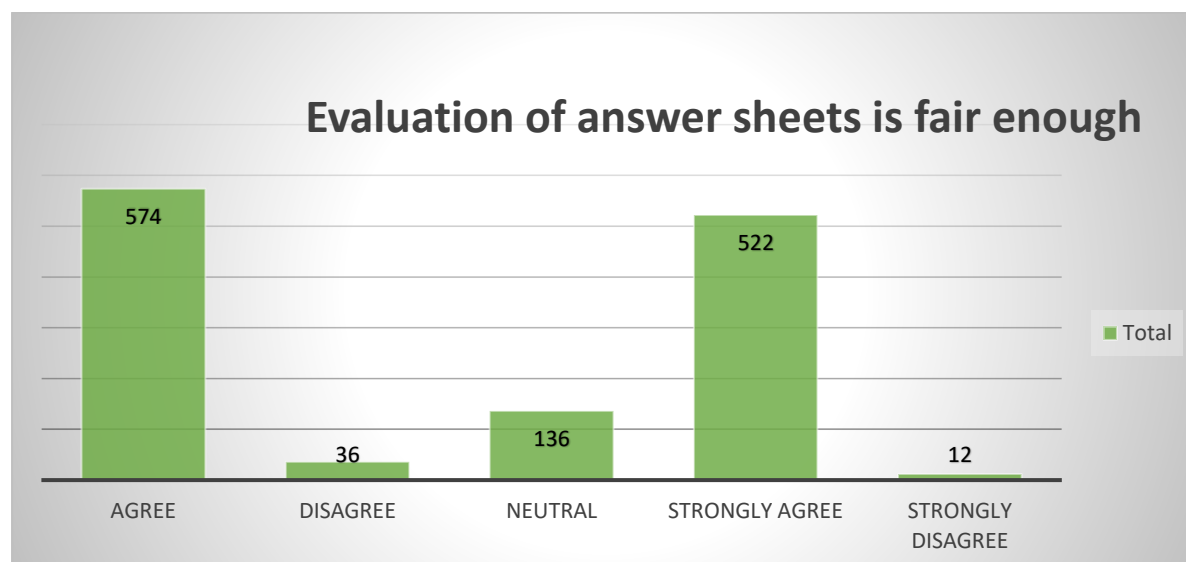
12	The syllabus is completed on time
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The data reflects student opinions on the timely completion of the syllabus. Among the 1,280 responses, a significant majority of 518 students strongly agreed that the syllabus is completed on time. Additionally, 577 students agreed with this sentiment. Conversely, only a minority of 32 students disagreed, and an even smaller number of 19 students strongly disagreed. A moderate number of 134 students expressed a neutral stance on whether the syllabus is completed on time. Overall, the majority of students perceive that the syllabus is completed within the designated timeframe, indicating satisfaction with the pace and efficiency of academic progress.

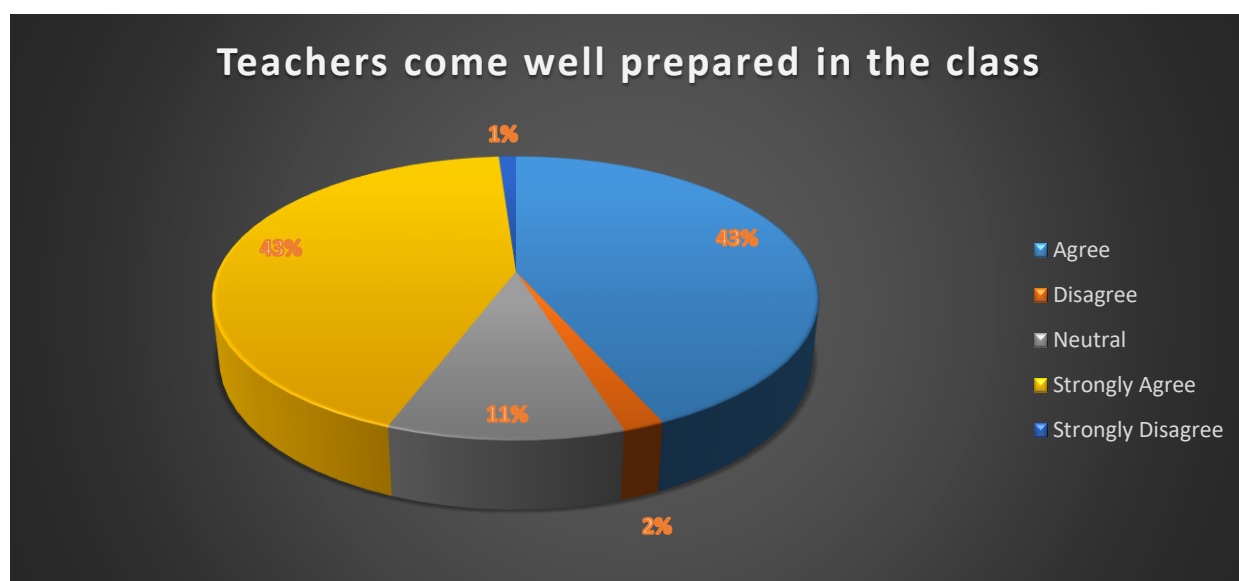


13	Evaluation of answer sheets is fair enough
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The data represents student perceptions regarding the fairness of answer sheet evaluation. Among the 1,280 responses, a significant majority of 522 students strongly agreed that the evaluation of answer sheets is fair enough. Additionally, 574 students agreed with this sentiment. Conversely, only a minority of 36 students disagreed, and an even smaller number of 12 students strongly disagreed. A moderate number of 136 students expressed a neutral stance on whether the evaluation of answer sheets is fair enough. Overall, the majority of students perceive that the evaluation process is fair, indicating satisfaction with the fairness and objectivity of assessment procedures.

14	Teachers come well prepared in the class
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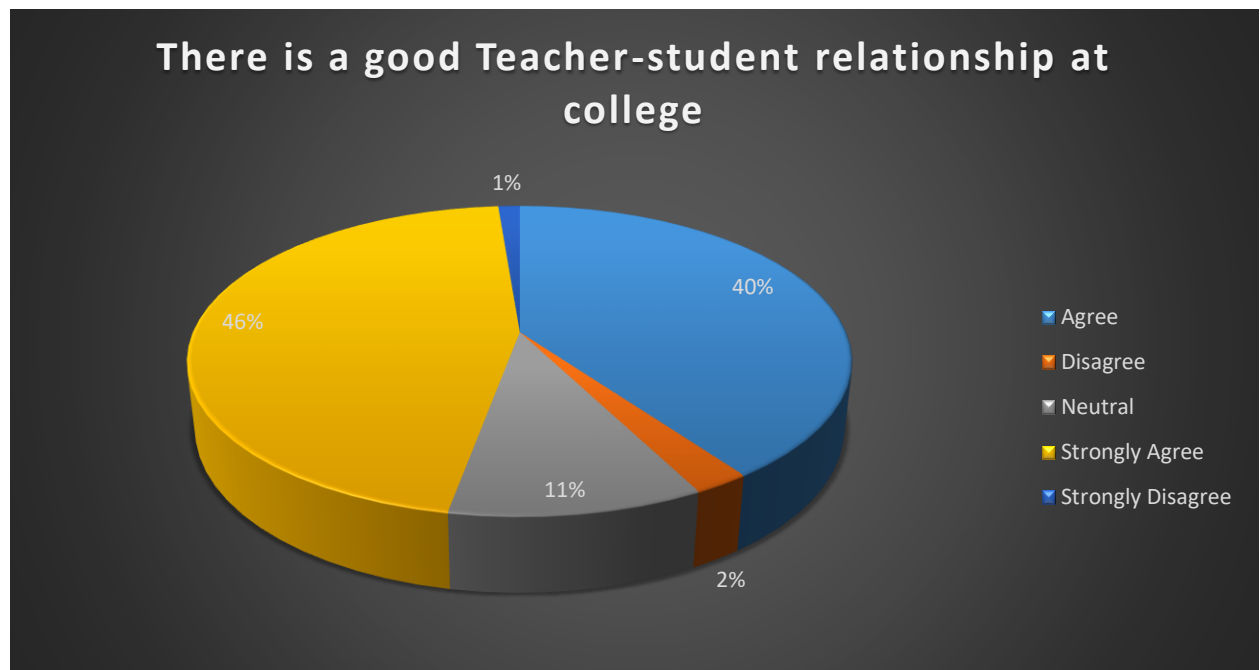
The data presents student opinions on the preparedness of teachers for classes. Among the 1,280 responses, a substantial majority of 552 students strongly agreed that teachers come well prepared for class. Additionally, 554 students agreed with this sentiment. Conversely, only a small minority of 24 students disagreed, and an even smaller number of 14 students strongly disagreed. A moderate number of 136 students expressed a neutral stance on whether teachers come well prepared for class. Overall, the majority of students perceive that teachers are adequately prepared for their classes, indicating satisfaction with the level of preparation and engagement in the learning process.

15	There is a good Teacher-student relationship at college
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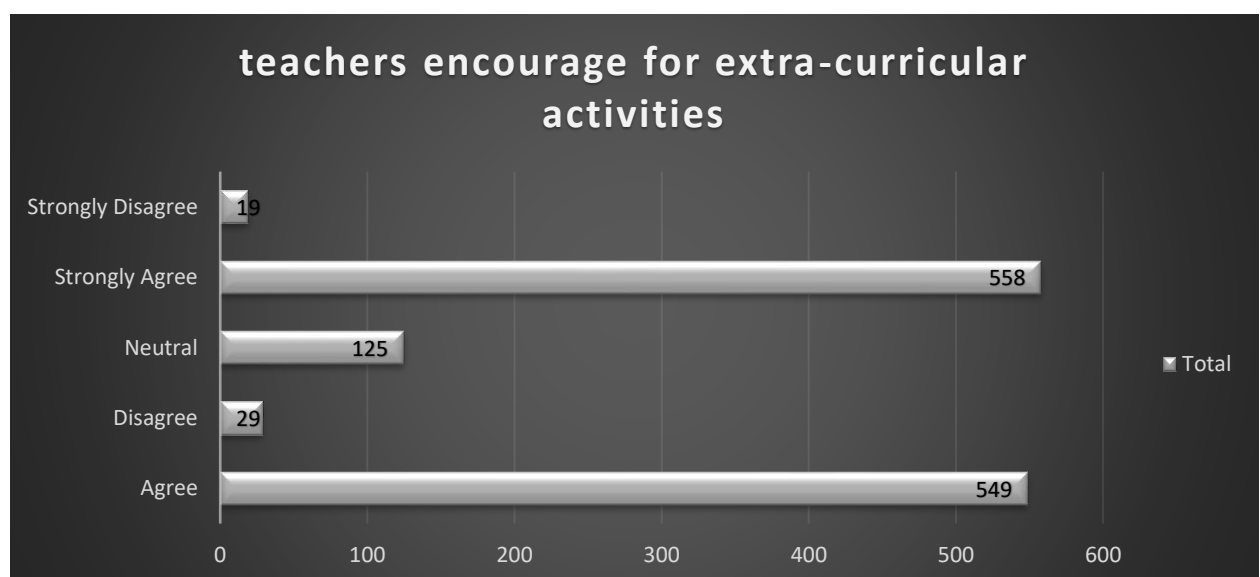
The data reflects student perceptions regarding the quality of teacher-student relationships at the college. Among the 1,280 responses, a significant majority of 587 students strongly agreed that there is a good teacher-student relationship at the college. Additionally, 513 students agreed with this sentiment. Conversely, only a small minority of 30 students disagreed, and an even smaller number of 16 students strongly disagreed. A moderate number



of 134 students expressed a neutral stance on the quality of teacher-student relationships. Overall, the majority of students perceive a positive and supportive relationship between teachers and students at the college, indicating satisfaction with the interpersonal dynamics within the educational environment.



16	Teachers encourage for extra-curricular activities
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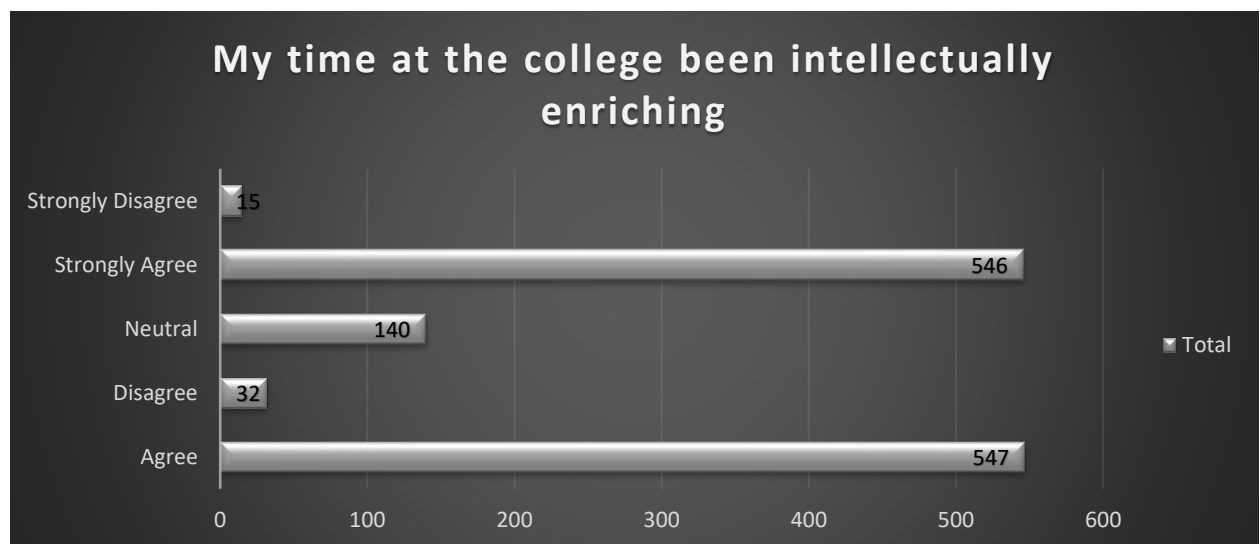
The data represents student perceptions regarding teachers' encouragement for extra-curricular activities. Among the 1,280 responses, a significant majority of 558 students strongly agreed that teachers encourage extra-curricular activities. Additionally, 549 students agreed with this sentiment. Conversely, only a minority of 29 students disagreed, and an even



smaller number of 19 students strongly disagreed. A moderate number of 125 students expressed a neutral stance on whether teachers encourage extra-curricular activities. Overall, the majority of students perceive that teachers actively support and encourage participation in extra-curricular endeavors, indicating a positive influence beyond academic pursuits.

17	My time at the college has been intellectually enriching
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The data reflects student perceptions regarding the intellectual enrichment gained during their time at the college. Among the 1,280 responses, a substantial majority of 546 students strongly agreed that their time at the college has been intellectually enriching. Additionally, 547 students agreed with this sentiment. Conversely, only a minority of 32 students disagreed, and an even smaller number of 15 students strongly disagreed. A moderate number of 140 students expressed a neutral stance on whether their time at the college has been intellectually enriching. Overall, the majority of students perceive their college experience as intellectually stimulating and enriching, indicating satisfaction with the academic and intellectual opportunities provided by the institution.



GENERAL INTERPRETATION:

The data from Section 1 indicates a consistently positive perception among students regarding various aspects of their college experience. Across all parameters assessed, including admission processes, learning environment, faculty engagement, and extracurricular support, the majority of students strongly agree that their college provides a conducive atmosphere for learning and personal growth. Furthermore, students express satisfaction with the fairness of evaluations, timely communication of information, and the enriching nature of their academic journey. These findings suggest a robust educational



ecosystem where students feel valued, supported, and intellectually stimulated, contributing to a fulfilling college experience characterized by pride, progress, and holistic development.

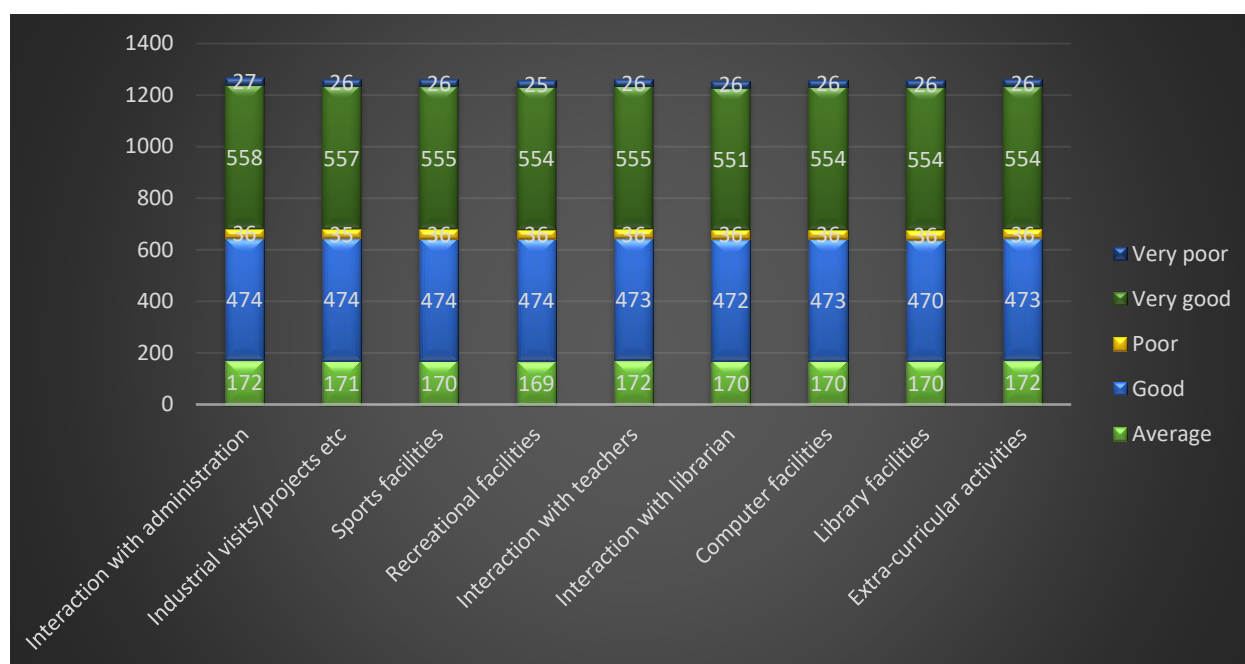
SECTION-2 COLLEGE FACILITIES AND INFRASTRUCTURE

Excellent	Very good	Good	Average	Poor	Very poor
6	5	4	3	2	1

Sr. No	Particulars	Score	Score
1	Interaction with administration	4	GOOD
2	Interaction with teachers	4	GOOD
3	Interaction with librarian	4	GOOD
4	Computer facilities	4	GOOD
5	Library facilities	4	GOOD
6	Extra-curricular activities	4	GOOD
7	Recreational facilities	4	GOOD
8	Sports facilities	4	GOOD
9	Industrial visits/projects etc	4	GOOD



ANALYSIS AND INTERPRETATION OF THE FEEDBACK RECEIVED



The data represents students' perceptions of various aspects of their college experience, categorized into different parameters. Each parameter is rated on a scale from 1 to 6, where 1 represents "Very poor" and 6 represents "Excellent." The average scores for each parameter indicate the overall satisfaction level among students. Across all parameters, the average scores is 4, indicating a generally positive perception. Specifically, interactions with administration, teachers, and librarians, as well as facilities such as industrial visits/projects, sports, recreation, computer, and library facilities, all receive average scores above 4, suggesting a high level of satisfaction. Additionally, students express satisfaction with extra-curricular activities, albeit slightly lower compared to other parameters. Overall, the data suggests that students perceive their college environment favorably, with positive ratings across various aspects of their experience.

GENERAL INTERPRETATION

In Section 2, which focuses on college facilities and infrastructure, students consistently rate various aspects of their college experience as "Good" on a scale from 1 to 6, where 6 represents "Excellent" and 1 represents "Very poor." Across parameters such as interaction with administration, teachers, librarian, computer facilities, library facilities, extra-curricular activities, recreational facilities, sports facilities, and industrial visits/projects, students assign an average score of 4. This indicates a positive perception of the college's facilities and infrastructure, with students expressing satisfaction with the resources and opportunities available to them. Overall, the data suggests that the college provides a conducive



environment for learning, engagement, and personal development, with students rating its facilities and infrastructure as good or above.

SECTION -3 CURRICULUM FEEDBACK

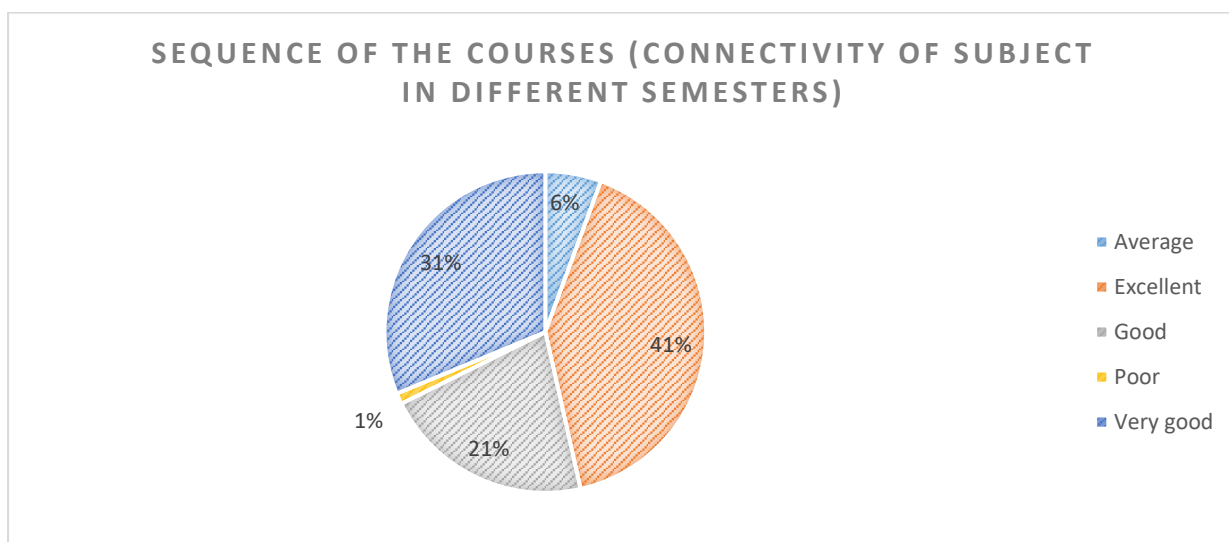
Excellent	Very good	Good	Average	Poor	Very poor
6	5	4	3	2	1

Sr. No	Particulars	Score	Score
1	Rate the sequence of the courses (connectivity of subject in different semesters)	5	VERY GOOD
2	Syllabus of the courses in relation to the competencies expected out of the course	5	VERY GOOD
3	Relevance of the units in syllabus relevant to the course	5	VERY GOOD
4	Sequence of the units in the course	5	VERY GOOD
5	Allocation of the credits to the course	5	VERY GOOD
6	Time allotted to complete the syllabus	5	VERY GOOD
7	Offering of the electives in terms of their relevance to the specialization streams	5	VERY GOOD
8	Electives offered in relation to the Technological advancements	5	VERY GOOD
9	Relevance of reference books	5	VERY GOOD
10	Rate the size of the syllabus in terms of the load on the student	5	VERY GOOD
11	Rate the courses in terms of extra learning or self-learning considering the design of the courses	5	VERY GOOD
12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.	5	VERY GOOD
13	Loading of the courses in a semester	5	VERY GOOD
14	Evaluation scheme designed for each of the course	5	VERY GOOD
15	Objectives stated for each of the course	5	VERY GOOD
16	Competencies expected out of the course	5	VERY GOOD
17	Composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.	5	VERY GOOD
18	Course in relation to the real-life applications	5	VERY GOOD
19	Does this course help your child earn money	5	VERY GOOD



20	Does this course helps in making your child a good human being	5	VERY GOOD
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1	Rate the sequence of the courses (connectivity of subject in different semesters)
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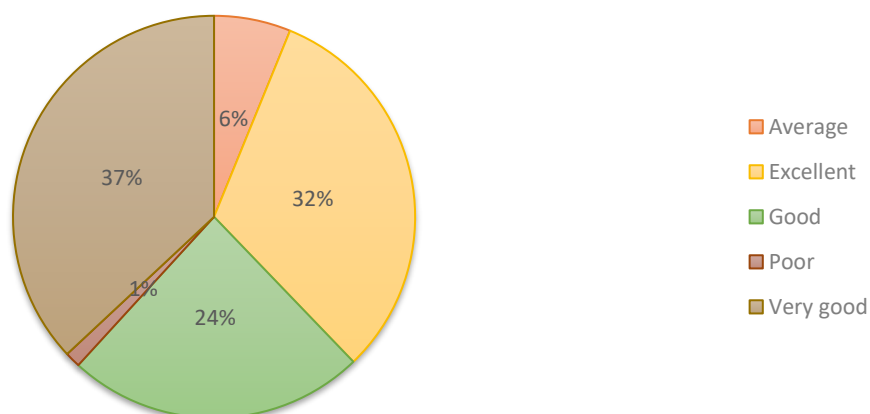


The majority of students rate the sequence of courses in terms of the connectivity of subjects across different semesters as either "Excellent" or "Very good," comprising a total of 923 responses. Additionally, 271 students rated the sequence as "Good," while 72 students rated it as "Average." A smaller proportion of students, 14 in total, rated the sequence as "Poor." Overall, the data suggests a positive perception among students regarding the coherence and connectivity of subjects throughout their academic journey, with a notable majority considering it either excellent or very good.

2	Syllabus of the courses in relation to the competencies expected out of the course
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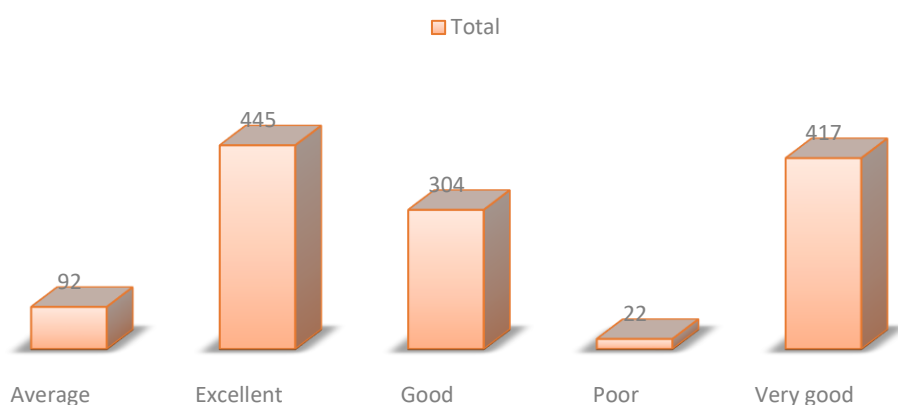
syllabus of the courses in relation to the competencies expected out of the course



Students' opinions on the alignment of course syllabi with expected competencies vary, with a notable majority rating it as "Excellent" or "Very good," totaling 878 responses. Additionally, 307 students rated the syllabus as "Good," while 79 students rated it as "Average." A smaller proportion of students, 16 in total, rated the syllabus as "Poor." Overall, the data indicates a positive perception among students regarding the adequacy of course syllabi in relation to expected competencies, with a significant majority considering it excellent or very good.

3	Relevance of the units in syllabus relevant to the course
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Relevance of the units in syllabus relevant to the course

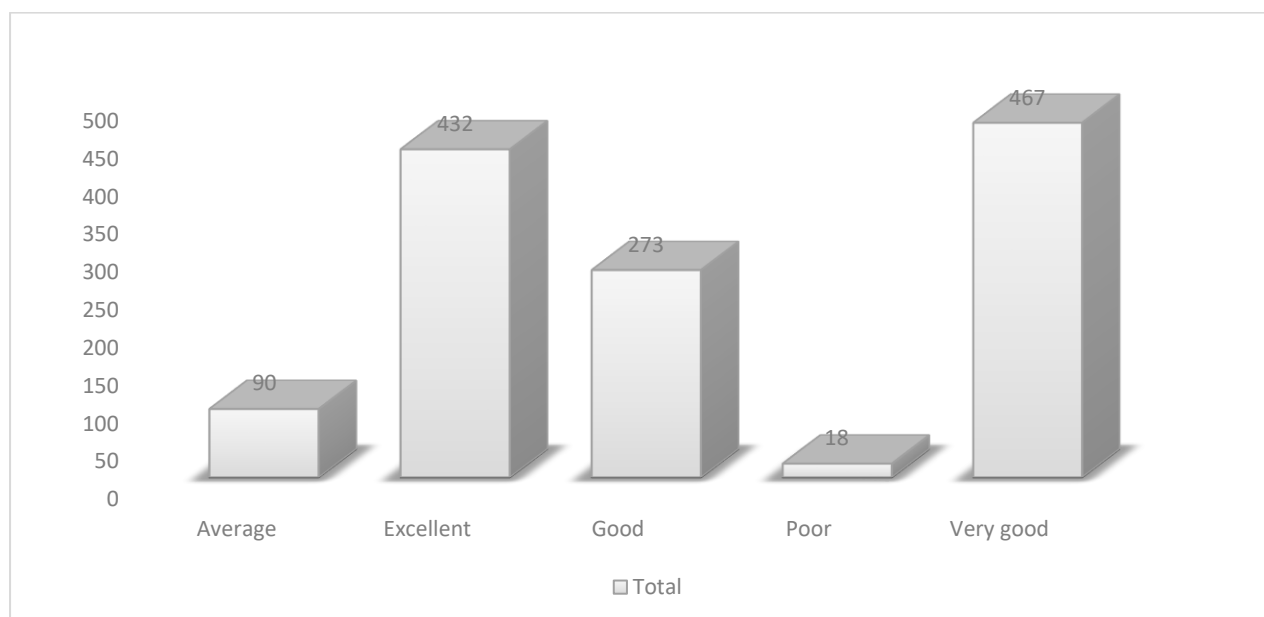


Students' perceptions of the relevance of syllabus units to the course vary, with a significant majority rating it as "Excellent" or "Very good," totaling 862 responses. Additionally, 304 students rated the relevance as "Good," while 92 students rated it as "Average." A smaller proportion of students, 22 in total, rated the relevance as "Poor." Overall, the data suggests a



positive perception among students regarding the alignment of syllabus units with the course, with a notable majority considering it excellent or very good.

4	Sequence of the units in the course
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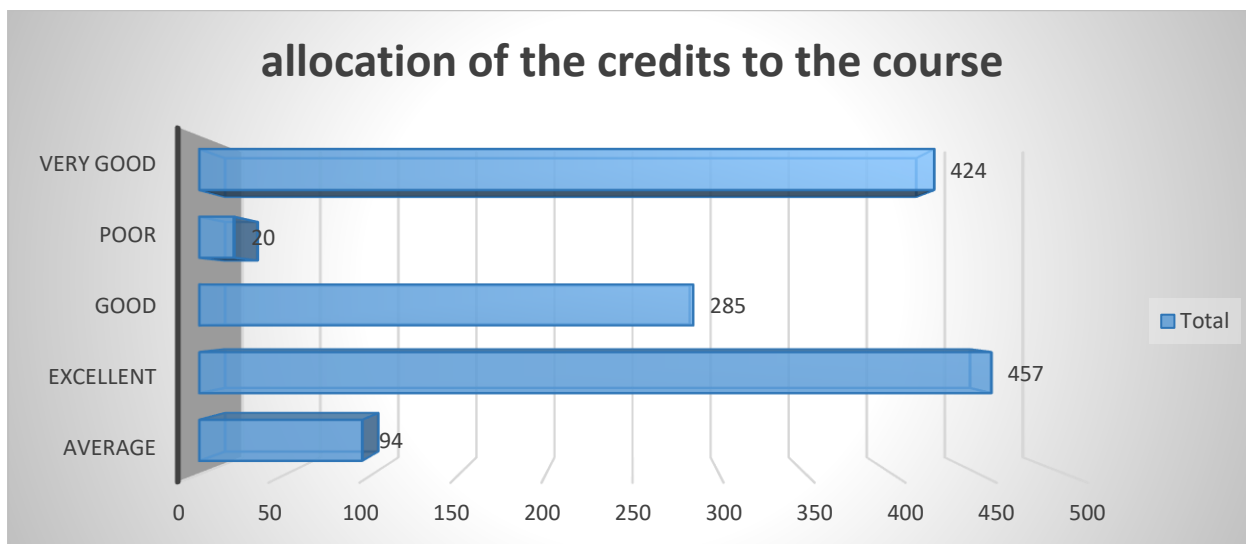


Students' opinions on the sequence of units in the course vary, with a notable majority rating it as "Excellent" or "Very good," totaling 899 responses. Additionally, 273 students rated the sequence as "Good," while 90 students rated it as "Average." A smaller proportion of students, 18 in total, rated the sequence as "Poor." Overall, the data suggests a positive perception among students regarding the arrangement of units within the course, with a significant majority considering it excellent or very good.

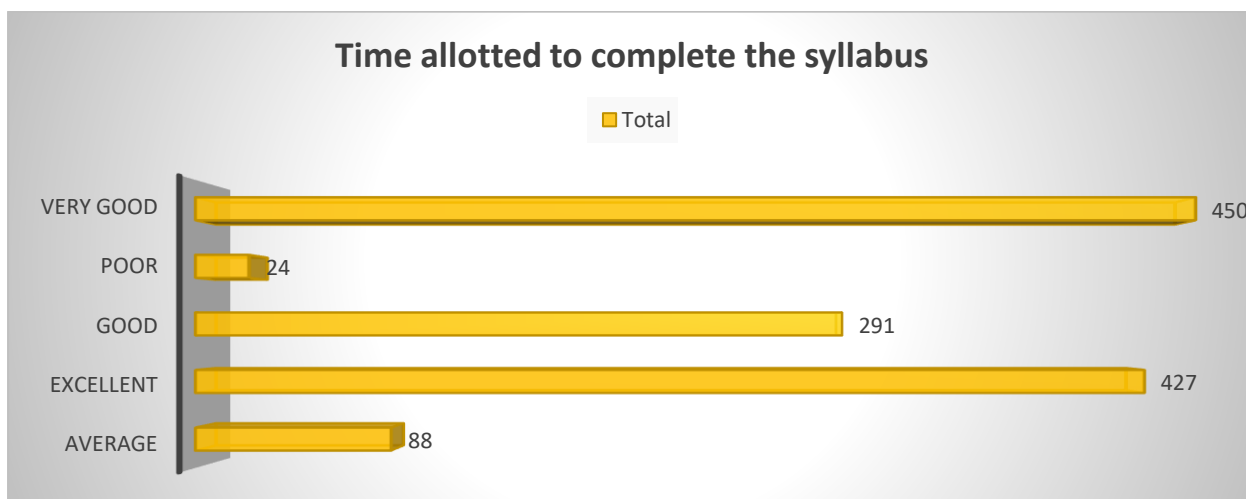
5	Allocation of the credits to the course
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Students' opinions on the allocation of credits to the course vary, with a significant majority rating it as "Excellent" or "Very good," totaling 881 responses. Additionally, 285 students rated the allocation as "Good," while 94 students rated it as "Average." A smaller proportion of students, 20 in total, rated the allocation as "Poor." Overall, the data suggests a positive perception among students regarding the distribution of credits for the course, with a notable majority considering it excellent or very good.





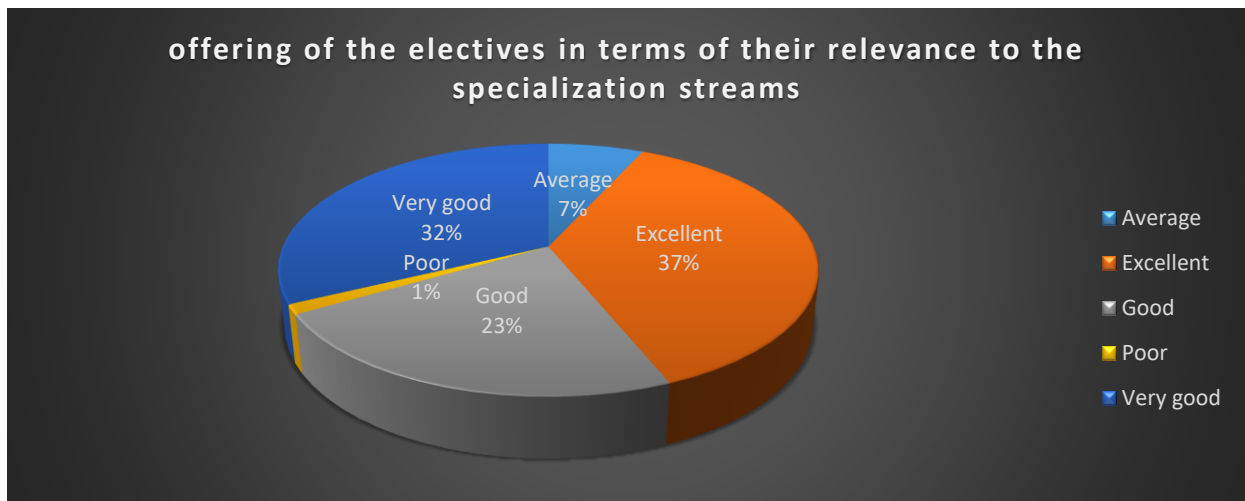
6	Time allotted to complete the syllabus
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Students' opinions on the time allotted to complete the syllabus vary, with a significant majority rating it as "Excellent" or "Very good," totaling 877 responses. Additionally, 291 students rated the time allotment as "Good," while 88 students rated it as "Average." A smaller proportion of students, 24 in total, rated the time allotment as "Poor." Overall, the data suggests a positive perception among students regarding the time allotted to complete the syllabus, with a notable majority considering it excellent or very good.

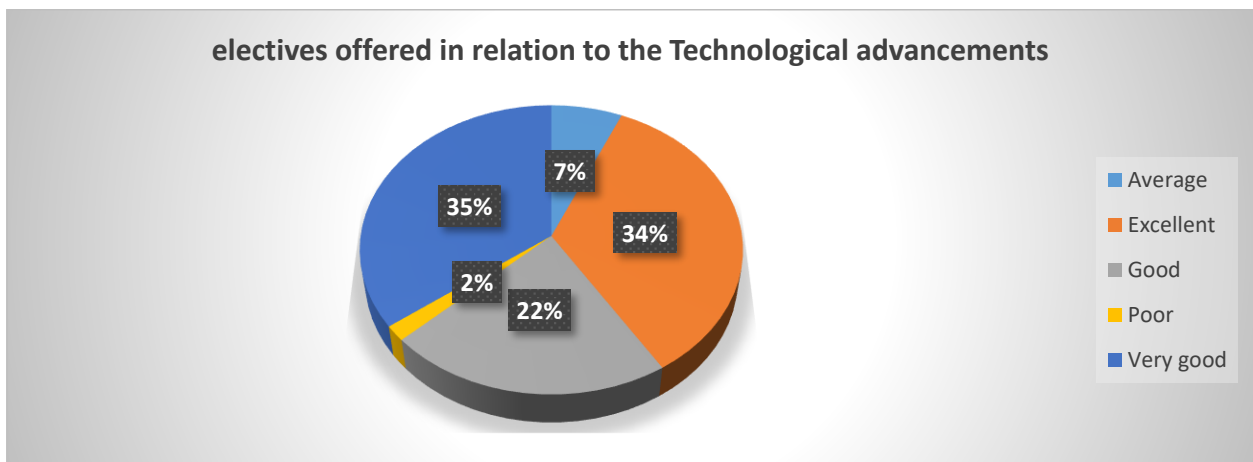
7	Offering of the electives in terms of their relevance to the specialization streams
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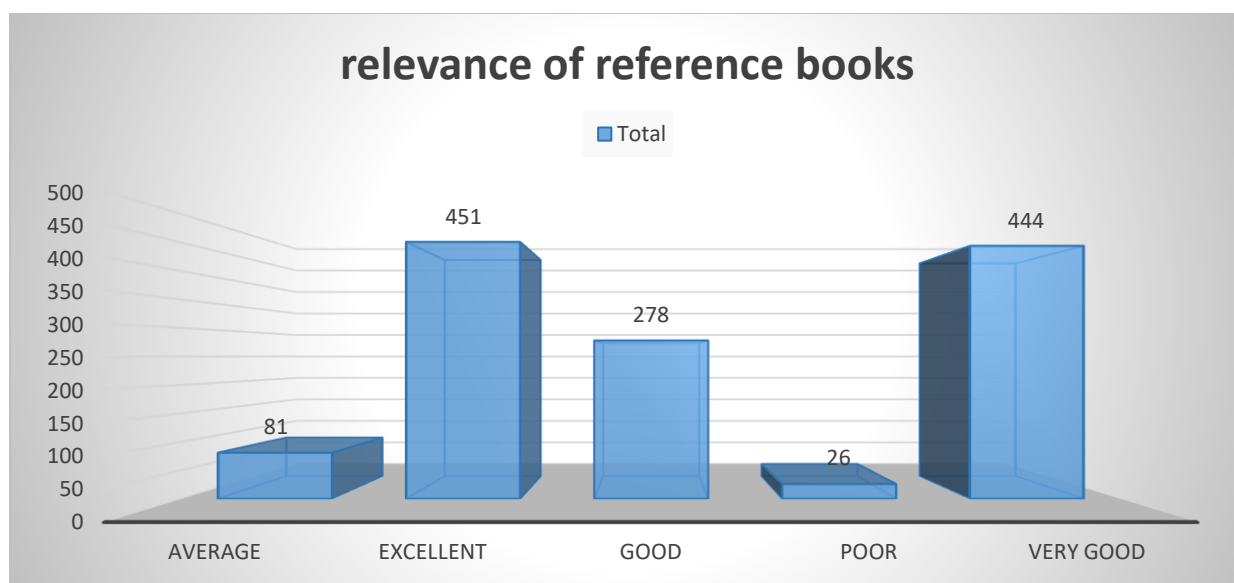
Students' opinions on the offering of electives in terms of their relevance to specialization streams vary, with a significant majority rating it as "Excellent" or "Very good," totaling 886 responses. Additionally, 291 students rated the offering as "Good," while 87 students rated it as "Average." A smaller proportion of students, 16 in total, rated the offering as "Poor." Overall, the data suggests a positive perception among students regarding the relevance of electives to specialization streams, with a notable majority considering it excellent or very good.

8	Electives offered in relation to the Technological advancements
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Students' opinions on the electives offered in relation to technological advancements vary, with a significant majority rating it as "Excellent" or "Very good," totaling 891 responses. Additionally, 283 students rated the offering as "Good," while 84 students rated it as "Average." A smaller proportion of students, 22 in total, rated the offering as "Poor." Overall, the data suggests a positive perception among students regarding the alignment of electives with technological advancements, with a notable majority considering it excellent or very good.

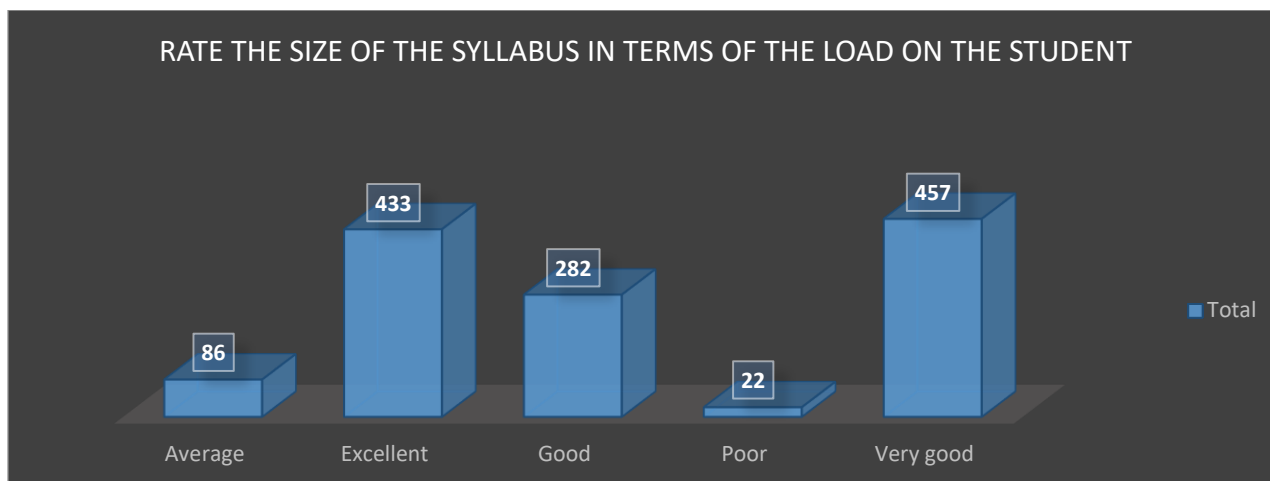




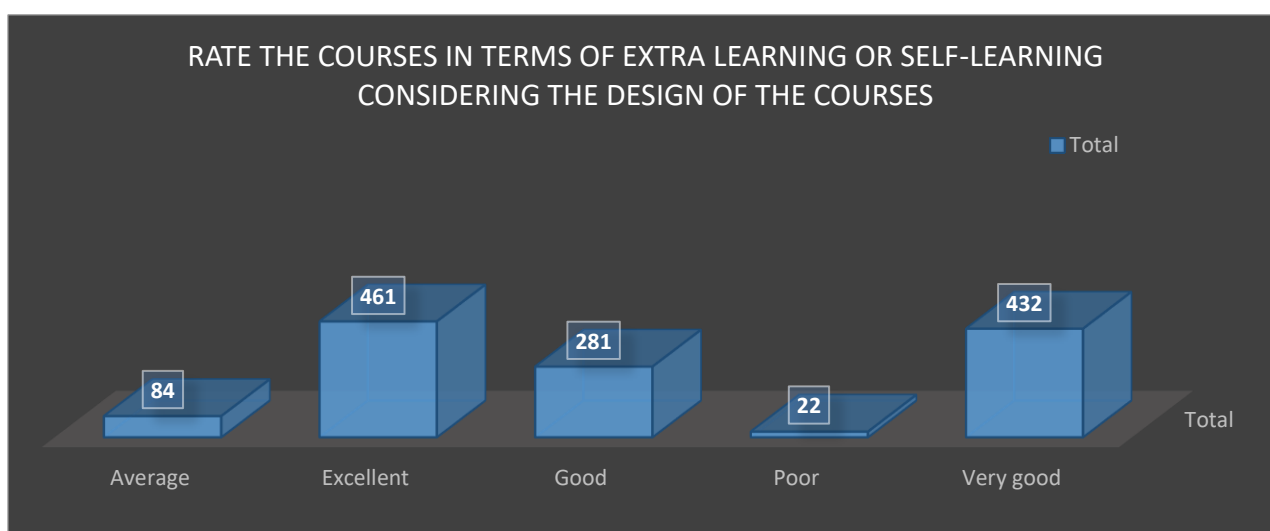
Students' opinions on the relevance of reference books vary, with a significant majority rating it as "Excellent" or "Very good," totaling 895 responses. Additionally, 278 students rated the relevance as "Good," while 81 students rated it as "Average." A smaller proportion of students, 26 in total, rated the relevance as "Poor." Overall, the data suggests a positive perception among students regarding the relevance of reference books, with a notable majority considering it excellent or very good.

Students' opinions on the size of the syllabus in terms of the load on the student vary, with a significant majority rating it as "Excellent" or "Very good," totaling 890 responses. Additionally, 282 students rated the size of the syllabus as "Good," while 86 students rated it as "Average." A smaller proportion of students, 22 in total, rated the size of the syllabus as "Poor." Overall, the data suggests a positive perception among students regarding the size of the syllabus and its impact on the student's workload, with a notable majority considering it excellent or very good.





11	Rate the courses in terms of extra learning or self-learning considering the design of the courses
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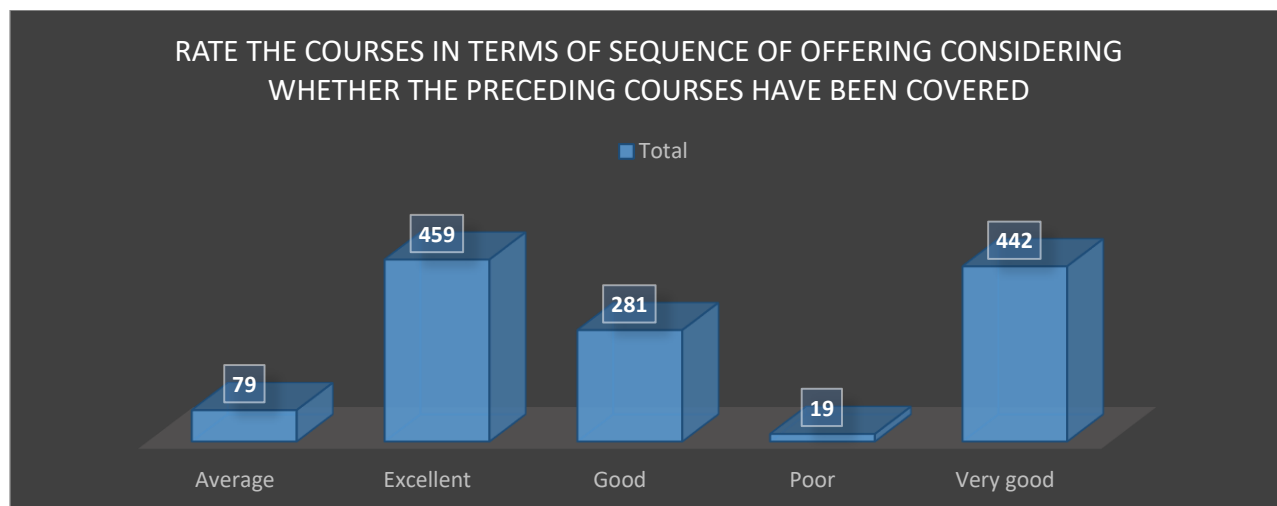
Students' opinions on the courses in terms of extra learning or self-learning, considering the design of the courses, vary. A significant majority rated the courses as "Excellent" or "Very good," totaling 893 responses. Additionally, 281 students rated the courses as "Good," while 84 students rated them as "Average." A smaller proportion of students, 22 in total, rated the courses as "Poor." Overall, the data suggests a positive perception among students regarding the opportunities for extra learning or self-learning within the course design, with a notable majority considering it excellent or very good.

12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.
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Students' opinions on the courses in terms of the sequence of offering, considering whether the preceding courses have been covered, vary. A significant majority rated the courses as

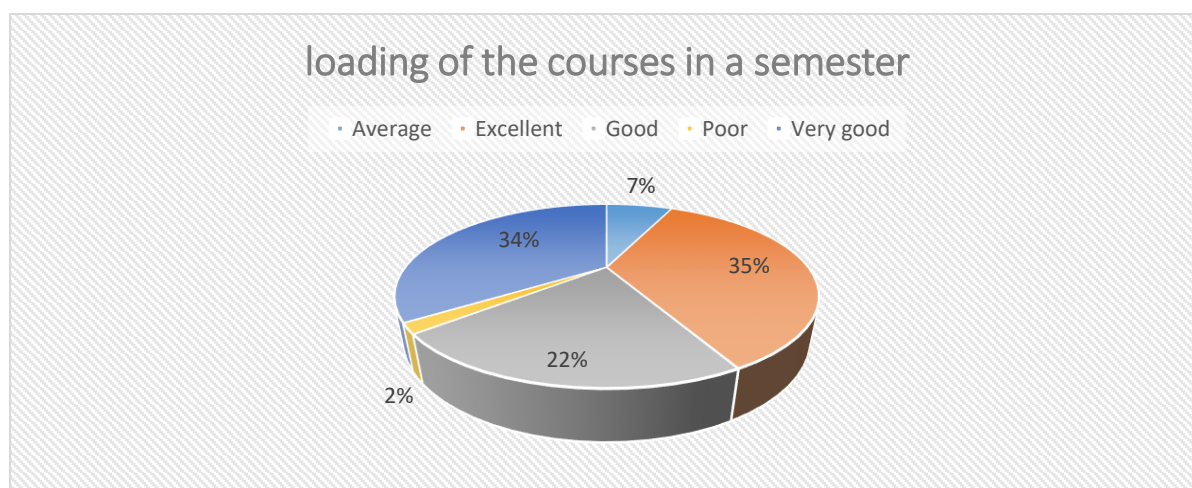


"Excellent" or "Very good," totaling 901 responses. Additionally, 281 students rated the courses as "Good," while 79 students rated them as "Average." A smaller proportion of students, 19 in total, rated the courses as "Poor." Overall, the data suggests a positive perception among students regarding the sequence of offering and its alignment with prerequisite courses, with a notable majority considering it excellent or very good.



13	Loading of the courses in a semester
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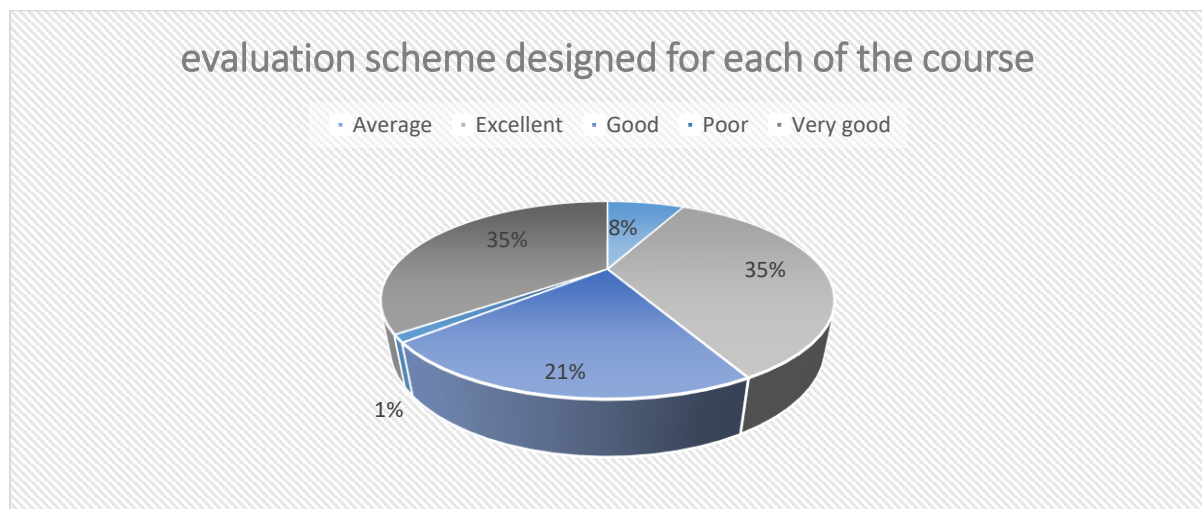
Students' opinions on the loading of courses in a semester vary. A significant majority rated the loading as "Excellent" or "Very good," totaling 893 responses. Additionally, 277 students rated the loading as "Good," while 87 students rated it as "Average." A smaller proportion of students, 23 in total, rated the loading as "Poor." Overall, the data suggests a positive perception among students regarding the distribution of courses within a semester, with a notable majority considering it excellent or very good.



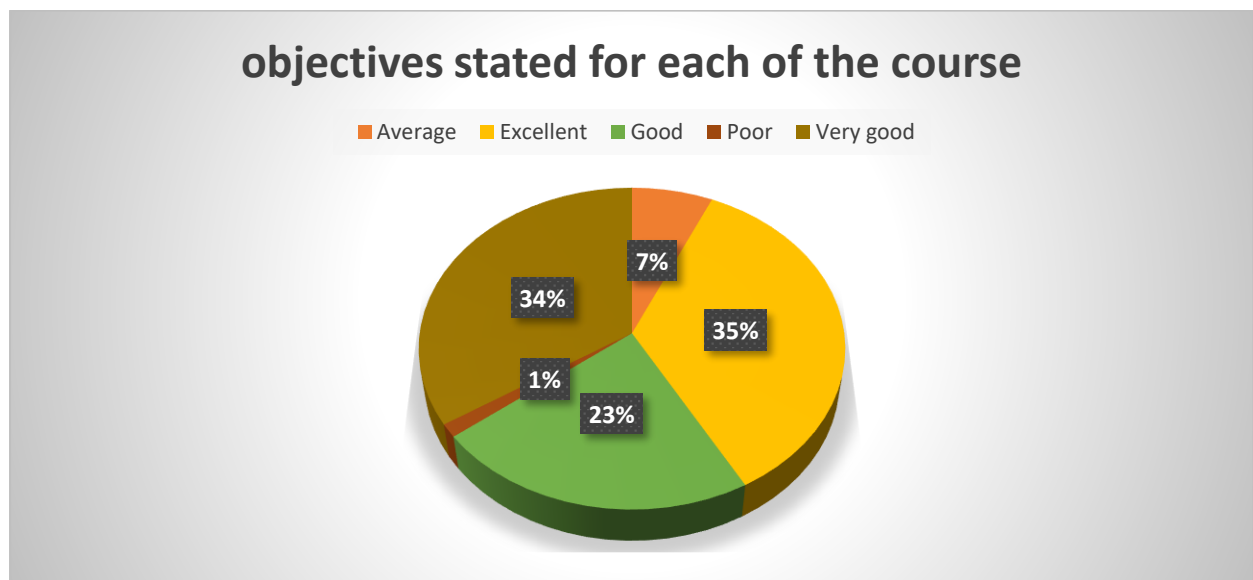
14	Evaluation scheme designed for each of the course
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Students' opinions on the evaluation scheme designed for each course vary. A significant majority rated the evaluation scheme as "Excellent" or "Very good," totaling 896 responses. Additionally, 274 students rated the scheme as "Good," while 95 students rated it as "Average." A smaller proportion of students, 15 in total, rated the evaluation scheme as "Poor." Overall, the data suggests a positive perception among students regarding the design of the evaluation scheme for each course, with a notable majority considering it excellent or very good.



15	Objectives stated for each of the course
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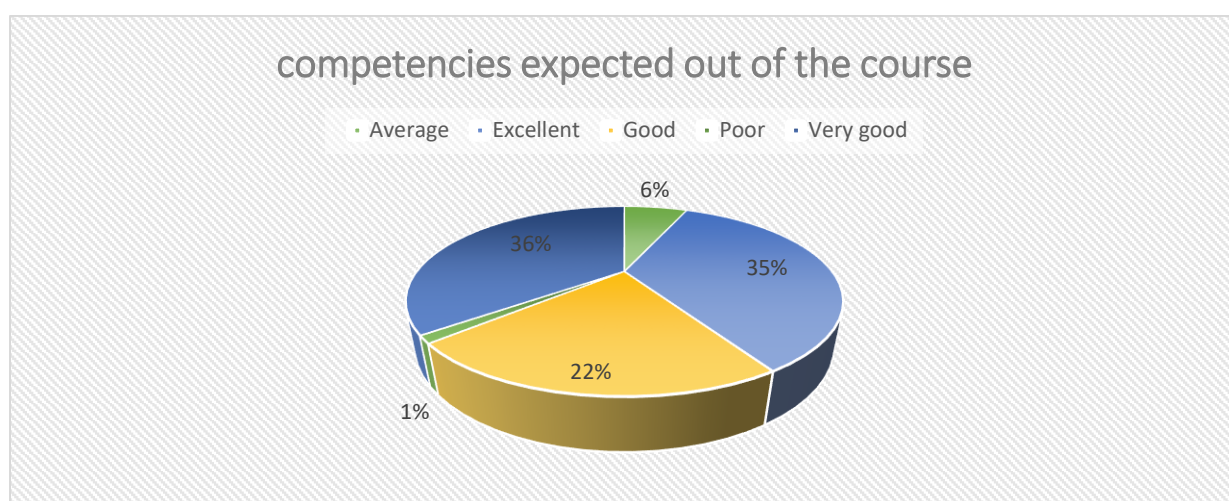
Students' opinions on the stated objectives for each course vary. A significant majority rated the objectives as "Excellent" or "Very good," totaling 887 responses. Additionally, 290 students rated the objectives as "Good," while 86 students rated them as "Average." A



smaller proportion of students, 17 in total, rated the objectives as "Poor." Overall, the data suggests a positive perception among students regarding the clarity and relevance of the stated objectives for each course, with a notable majority considering them excellent or very good.

16	Competencies expected out of the course
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Students' opinions on the competencies expected out of the course vary. A significant majority rated the expected competencies as "Excellent" or "Very good," totaling 900 responses. Additionally, 283 students rated the competencies as "Good," while 81 students rated them as "Average." A smaller proportion of students, 16 in total, rated the expected competencies as "Poor." Overall, the data suggests a positive perception among students regarding the clarity and relevance of the competencies expected from each course, with a notable majority considering them excellent or very good.

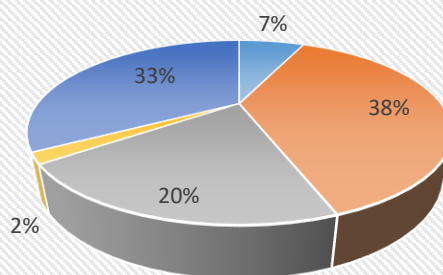


17	Composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.
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composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc

• Average • Excellent • Good • Poor • Very good

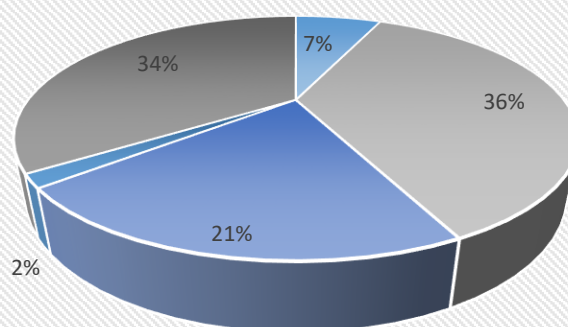


Students' opinions on the composition of courses in terms of various components such as social science and humanities, discipline core, discipline elective, open elective, project, etc., vary. A significant majority rated the composition as "Excellent" or "Very good," totaling 909 responses. Additionally, 261 students rated the composition as "Good," while 86 students rated it as "Average." A smaller proportion of students, 24 in total, rated the composition as "Poor." Overall, the data suggests a positive perception among students regarding the structure and variety of components within the courses, with a notable majority considering it excellent or very good.

18	Course in relation to the real-life applications
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course in relation to the real life applications

• Average • Excellent • Good • Poor • Very good



Students' opinions on the relation of courses to real-life applications vary. A significant majority rated the relation as "Excellent" or "Very good," totaling 903 responses. Additionally, 270 students rated the relation as "Good," while 85 students rated it as



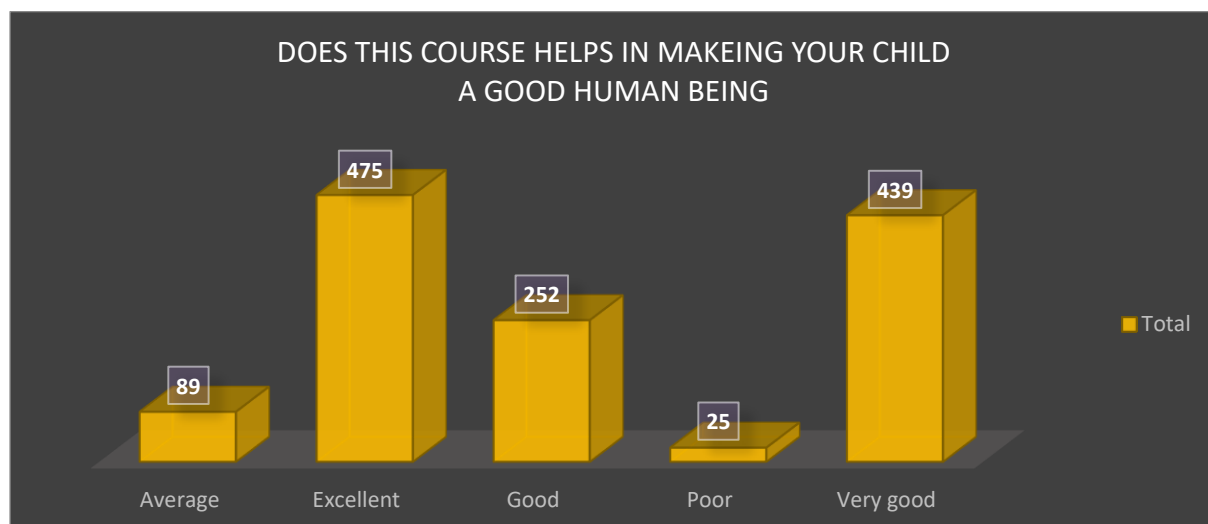
"Average." A smaller proportion of students, 22 in total, rated the relation as "Poor." Overall, the data suggests a positive perception among students regarding the alignment of courses with real-life applications, with a notable majority considering it excellent or very good.

19	Does this course help your child earn money
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Students' opinions on whether the course helps them earn money vary. The data shows a range of responses, with the majority rating it as "Excellent" or "Very good," totaling 887 responses. Additionally, 266 students rated the course as "Good," while 99 students rated it as "Average." A smaller proportion of students, 28 in total, rated the course as "Poor." Overall, the data suggests mixed perceptions among students regarding the course's potential for earning money, with a notable majority still considering it positively impactful in this aspect.

20	Does this course help in making your child a good human being
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Students' opinions on whether the course helps in making their child a good human being vary. The data shows a range of responses, with the majority rating it as "Excellent" or "Very good," totaling 914 responses. Additionally, 252 students rated the course as "Good," while 89 students rated it as "Average." A smaller proportion of students, 25 in total, rated the course as "Poor." Overall, the data suggests positive perceptions among students regarding the course's potential to contribute to the moral and ethical development of their child, with a notable majority considering it positively impactful in this aspect.

GENERAL INTERPRETATION:

In Section 3, which focuses on curriculum feedback, students overwhelmingly rate various aspects of the curriculum as "Very good" or "Excellent." Across parameters such as the sequence of courses, syllabus relevance to expected competencies, allocation of credits, and course design for extra learning and self-learning, students consistently assign the highest ratings. Additionally, aspects like the offering of electives, relevance of reference books, and the course's real-life applications also receive top marks. Moreover, students perceive the curriculum as not only academically enriching but also valuable for personal and professional development, with high ratings given to its potential for earning money and fostering good human qualities. Overall, the data portrays a curriculum that is well-designed, relevant, and supportive of students' holistic growth and success.

OTHER SUGGESTIONS FROM STUDENTS:

It seems like there's a mix of positive feedback and some areas where improvement could be considered. Here's a summary of the feedback provided:

POSITIVE ASPECTS:

1. Syllabus Content:

Many students appreciate the content of the syllabus and find it relevant and well-structured.

2. Faculty:

The majority of students commend the faculty for their teaching methods and helpfulness.

3. Overall Experience:

Students generally have a positive overall experience at the college, citing good learning environments and supportive staff.

AREAS FOR IMPROVEMENT:



Based on the provided suggestions by students, relevant points for improvement in curriculum and academics include:

1. Enhance Curriculum:

Some students recommended including vocational education alongside regular academic courses. Integrating practical skills training and industry-relevant certifications can better prepare students for employment opportunities and career advancement.

2. Encourage Practical Learning:

Several students mentioned a preference for practical learning over theoretical knowledge. Implementing more hands-on activities, case studies, and real-world applications into the curriculum can enhance students' practical skills and make learning more engaging.

3. Practical Implications in Curriculum:

Many students expressed a desire for practical implications in the curriculum. Integrating real-life applications, case studies, and opportunities for practical implementation can enhance students' understanding and application of theoretical concepts.

4. Enhanced Curriculum:

Update the curriculum to include vocational education alongside academic courses, ensuring students are equipped with practical skills relevant to the industry.

5. Reduce Course Load:

Streamline the curriculum by reducing unnecessary topics and focusing on deeper knowledge in specific subjects, allowing students to specialize according to their interests and career goals.

6. Incorporate Technology:

Utilize technology more effectively in teaching methods, including the use of projectors and online resources to enhance learning experiences.

7. Improve Library Facilities:

Some students suggested adding novels and other reading materials to the library in addition to study materials. Enhancing the library's collection can provide students with a broader range of resources for both academic and leisure reading.

8. Time Management:

A few students mentioned the need for better time management, particularly in terms of fee collection, admission forms, and overall scheduling. Streamlining administrative processes and providing clear timelines can help improve time management for both students and staff.



9. Online Payment Facilities:

Many students expressed a need for online payment facilities for fees collection. Implementing online payment options can streamline the fee collection process and provide convenience to students and parents.

10. Student Behavior and Discipline:

Addressing concerns about student behavior and discipline, particularly regarding attendance and classroom engagement, is important. Implementing stricter rules and enforcement measures, as well as fostering a culture of academic focus, can help create a more conducive learning environment.

11. Stricter Attendance and Discipline:

Addressing concerns about student attendance and discipline, some students recommended implementing stricter rules and enforcement measures. This can create a more disciplined learning environment and foster a culture of academic focus among students.

12. Student Feedback and Communication:

Encouraging open communication channels for student feedback and suggestions can help identify areas for improvement and address student concerns more effectively. Regular feedback mechanisms and platforms for student input can facilitate continuous improvement in curriculum and academic processes.

8. Video Lecture Facilities:

Some students suggested providing video lecture facilities for recorded lectures. This can offer flexibility to students in accessing course materials and revisiting lectures for better understanding.

9. Language Diversity in Teaching:

Provide course materials and instructions in multiple languages to cater to students from diverse linguistic backgrounds, ensuring better comprehension and inclusivity.

10. Sports Participation:

Encourage increased participation in sports activities, including a wider variety of sports to cater to different interests and abilities.

11. Enhance Communication Skills:

Provide opportunities for students to improve their communication skills, particularly in English, to better prepare them for the professional world.



By addressing these areas for improvement while continuing to build on the positive aspects, the college can further enhance the overall educational experience for its students.



Principal
Gujarat Commerce College
Ahmedabad

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GUJARAT COMMERCE COLLEGE
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**Internal Quality Assurance Cell,
Gujarat Commerce College,
Ahmedabad**

**Action Taken Report
On Feedback
Year: 2023-24**



Action Taken Report of the IQAC Review Meeting

Held on 11/04/2023 at 10.00 AM at IQAC Office, Gujarat Commerce College, Ahmedabad

IQAC Consolidated Action Taken Report Based on Feedback on curriculum collected from different stake holders:

Sr. No	Agenda	Action Taken
1	<p>Inclusion of practical skills and sessions</p> <p>Change traditional evaluation to presentations and orals</p> <p>Increase the use of video lectures</p>	<p>The committee suggested the faculty members to include more practical sessions and hands-on training in classes.</p> <p>It was also suggested to Shift towards evaluation methods that include presentations, orals, and practical assignments.</p> <p>It was further suggested to implement more video lectures as part of the teaching methodology to cater to student preferences and enhance learning experiences.</p>
2	Offer courses that help students earn (e.g., Earn while you learn)	The committee suggested to Launch "Earn While You Learn" program with on-campus job opportunities and partnerships with local businesses for internships.
3	Emphasize other vocational courses	The Chairperson suggested adding vocational courses in digital marketing, graphic design, hospitality management, and other fields to enhance employability in RUSA C-12, UDISHA and finishing school.
4	More activities by English club and English department to improve spoken English and public speaking	The Chairperson suggested increasing activities such as debates, public speaking workshops, and conversation clubs to improve communication skills and English.
5	Basic computer-based learning after college hours	The Chairperson suggested Implementing after-hours computer literacy classes covering essential software and basic programming.
6	Introduce Life Skills curriculum	The Chairperson suggested to develop Life Skills curriculum including modules on time management, stress management, financial literacy, and interpersonal skills etc.



Sr. No	Agenda	Action Taken
7	More industrial visits	The committee suggested organizing more industrial visits by partnering with local industries, allowing students to gain real-world experience.
8	Real-life examples and computer-based accounting in Accountancy	The committee suggested to incorporate real-life case studies and computer-based accounting software in the curriculum.



Bhadani
Co-ordinator
IQAAC Committee
Gujarat Commerce College
Ahmedabad