# Students' Feedback

2022-23

# Feedback Collected

# Feedback Analysis

# Gujarat Commerce College, Ellisbridge Ahmedabad
## Report on Analysis of Student feedback
### Year 2022-23

The institution annually gathers feedback from its students, encompassing both general aspects and specific feedback on the curriculum and syllabus. Students are encouraged to provide candid and open responses to identify any deficiencies in the curriculum and enhance it according to contemporary needs. The feedback process also gauges students' perspectives on the college, its faculty, and other relevant aspects.

The collected suggestions are then compiled and consolidated at the college level. Following this, the feedback is thoroughly examined and discussed, after which it is forwarded to the Internal Quality Assurance Cell (IQAC). Subsequently, the IQAC forwards the consolidated suggestions to the affiliated University for potential improvements to the syllabus. It's important to note that as an affiliated college, the institution can only propose suggestions to the university, and the final decision rests with the university authorities. The IQAC endeavours to implement changes in line with the general feedback received.

## METHOD OF FEEDBACK COLLECTION AND ANALYSIS:

The feedback collection process utilized Google Forms as the primary tool. Responses obtained through the forms were downloaded for further analysis. Total scores were computed, and averages were calculated for questions where a rating system was employed. For ease of interpretation and calculation, figures were rounded off.

The detailed analysis involved interpreting the final average scores. Based on these interpretations, suggestions were formulated. The analysis delved into nuanced aspects, offering insights into the feedback trends and identifying areas of improvement. These findings were then used to provide informed recommendations and enhancements for the areas under consideration.

This method allowed for a comprehensive examination of the feedback data, ensuring that the analysis was both detailed and accurate. The rounded figures facilitated a more straightforward interpretation of the results, contributing to the clarity 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 conductive 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 |
|---|---|
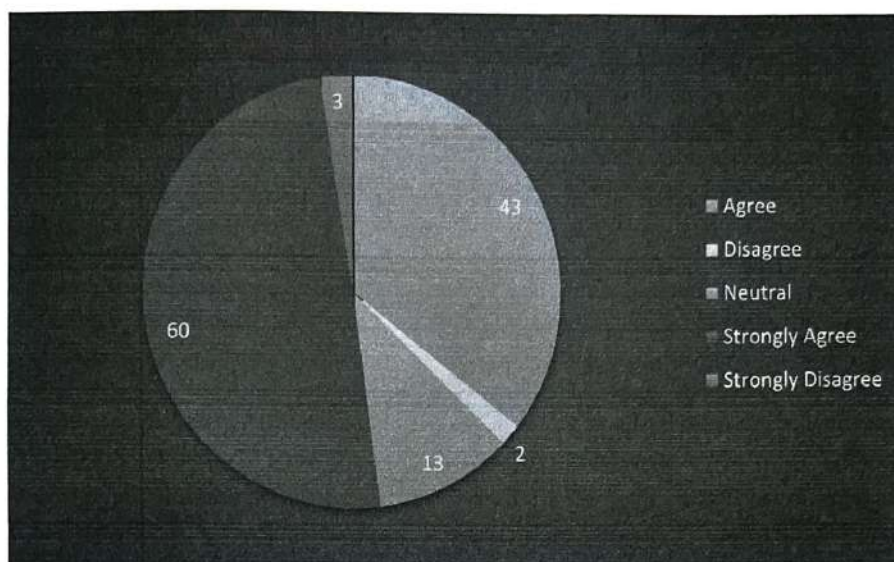


The distribution of responses to the statement "Getting admission in this college is a matter of pride for me" is visually represented in a pie chart. The chart reveals that a substantial portion, nearly half, strongly agrees, reflecting a prevalent positive sentiment toward the pride associated with admission to the institution. An additional significant portion agrees, contributing to an overall favorable perception among participants. In contrast, only a minimal slice of the chart represents those who disagree or strongly disagree with the statement. This visual representation emphasizes the dominant positive perception regarding the pride linked to admission in the college, making it a noteworthy aspect according to the survey participants.

| 2 | Admission process in the college is fair and accurate |
|---|---|

The distribution of responses to the statement "Admission process in the college is fair and accurate" is presented in terms of percentages among student respondents. A significant percentage of student respondents strongly agrees, indicating a prevalent positive sentiment towards the fairness and accuracy of the admission process. Additionally, a considerable percentage agrees, contributing to an overall favorable perception among student respondents. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would

highlight a dominant positive perception among student respondents regarding the fairness and accuracy of the admission process in the college, emphasizing the confidence and satisfaction of the students in this aspect.
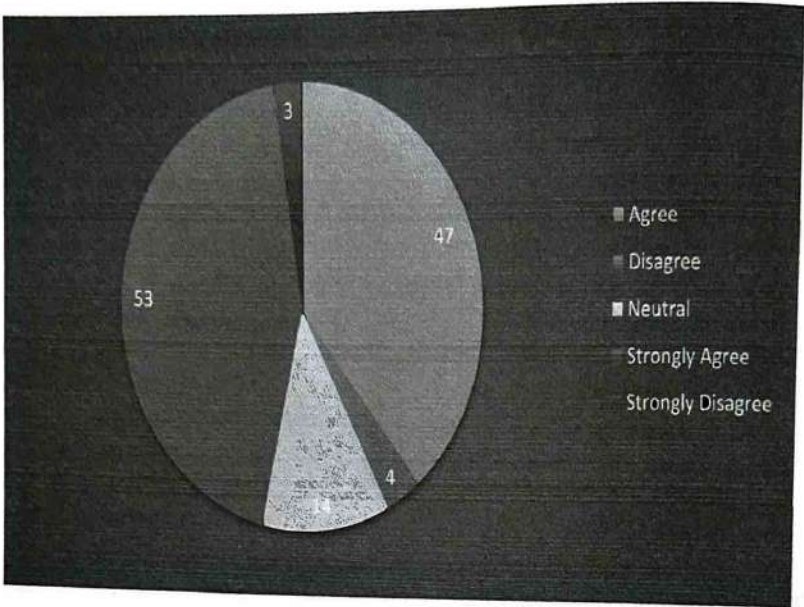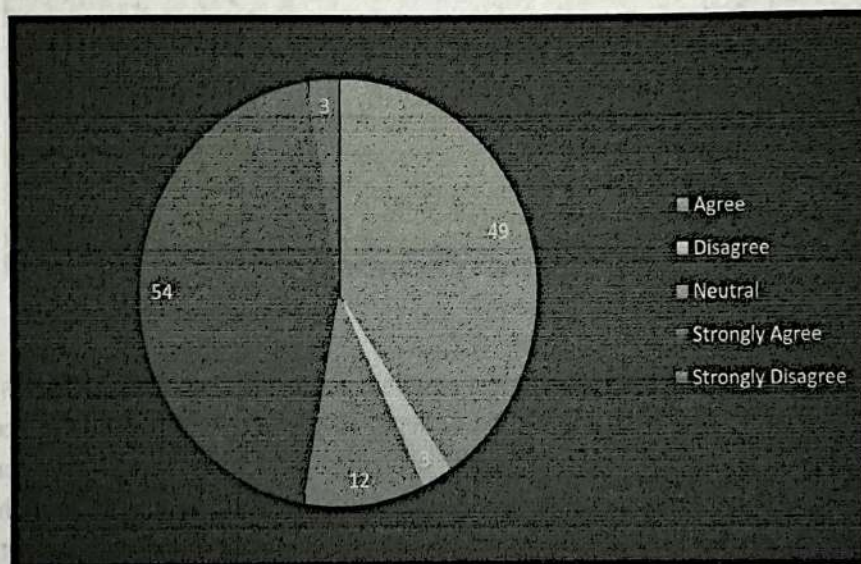


| 3 | I am improving in this college (learning/confidence, other) |
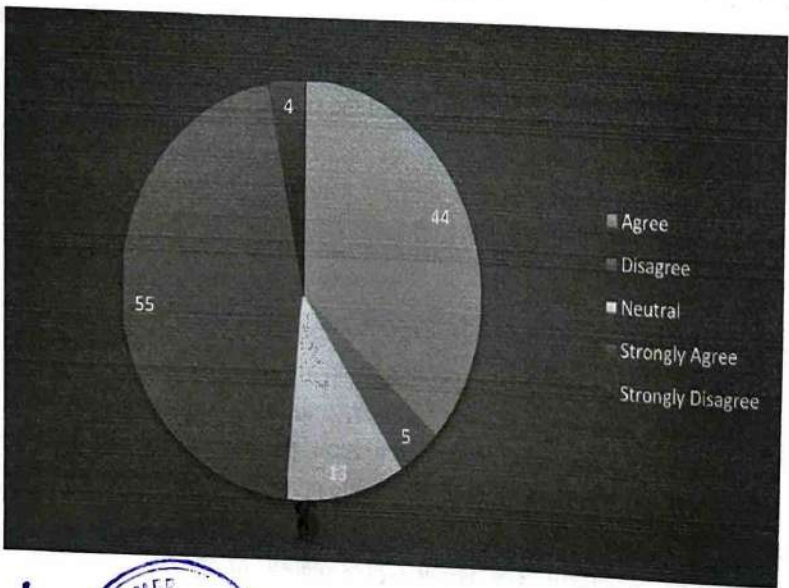
The distribution of responses among student respondents to the statement "I am improving in this college (learning/confidence, other)" is depicted in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards improvement in various aspects, including learning and confidence, within the college. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding their personal development. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would underscore a dominant positive perception among student respondents regarding their improvement in this college, emphasizing the confidence and positive experiences of students in their academic and personal growth.

| 4 | Atmosphere in the college is conductive for learning |
|---|---|



The distribution of responses among student respondents to the statement "The atmosphere in the college is conducive for learning" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the learning environment within the college. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the conducive atmosphere for learning. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would emphasize a dominant positive perception among student respondents

concerning the college's conducive atmosphere for learning, underscoring their satisfaction with the educational environment.

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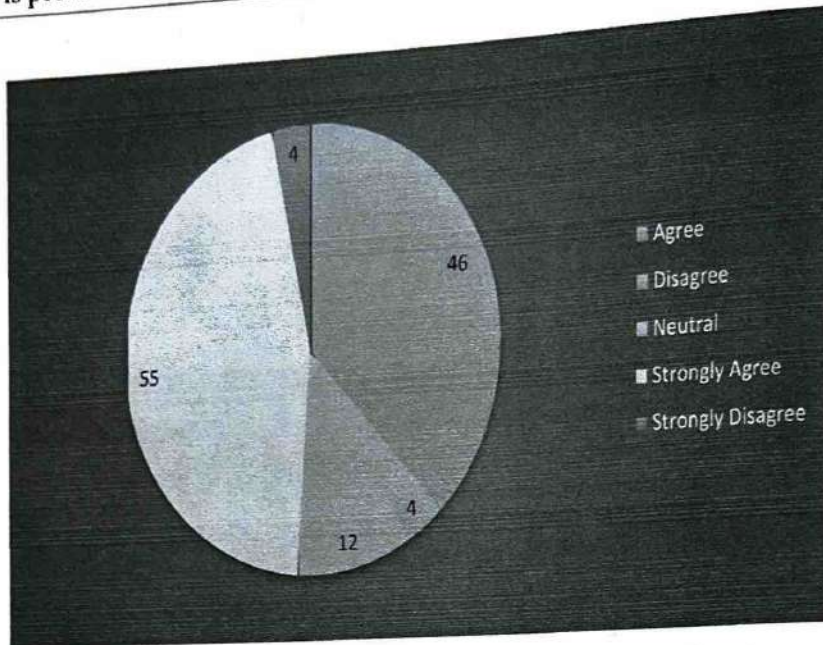


The distribution of responses among student respondents to the statement "There is a positive change in behavior in me after joining the college" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards experiencing a positive change in behavior after joining the college. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding personal growth and behavioral changes. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would highlight a dominant positive perception among student respondents regarding the transformative impact of the college on their behavior, emphasizing their satisfaction with the developmental aspects of their educational journey.
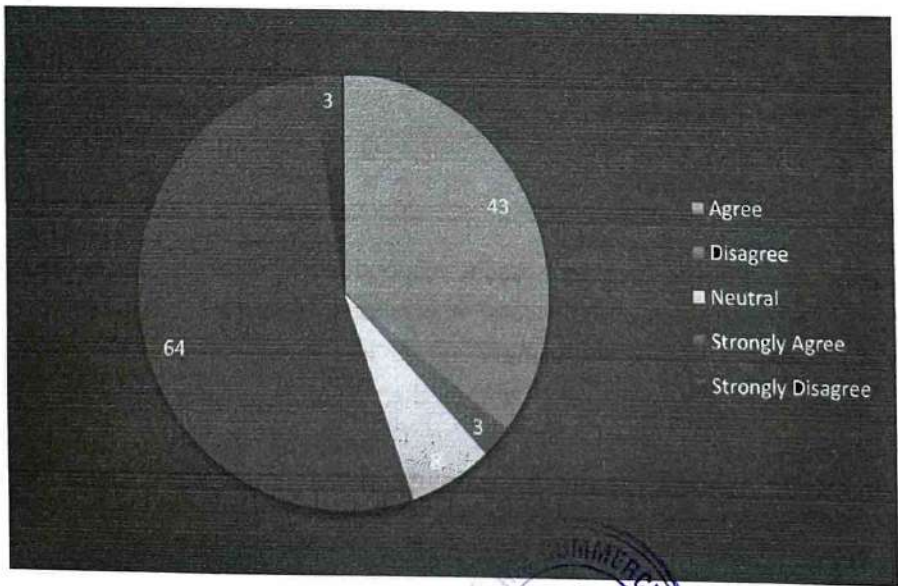
| 6 | College conveys all information |

The distribution of responses among student respondents to the statement "College conveys all information" is depicted in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the effectiveness of the college in conveying all necessary information. Additionally, a notable percentage agrees, contributing

to an overall positive perception among student respondents regarding the communication of information by the college. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would underscore a dominant positive perception among student respondents regarding the college's efficacy in conveying information, highlighting their satisfaction with the communication processes within the educational institution.
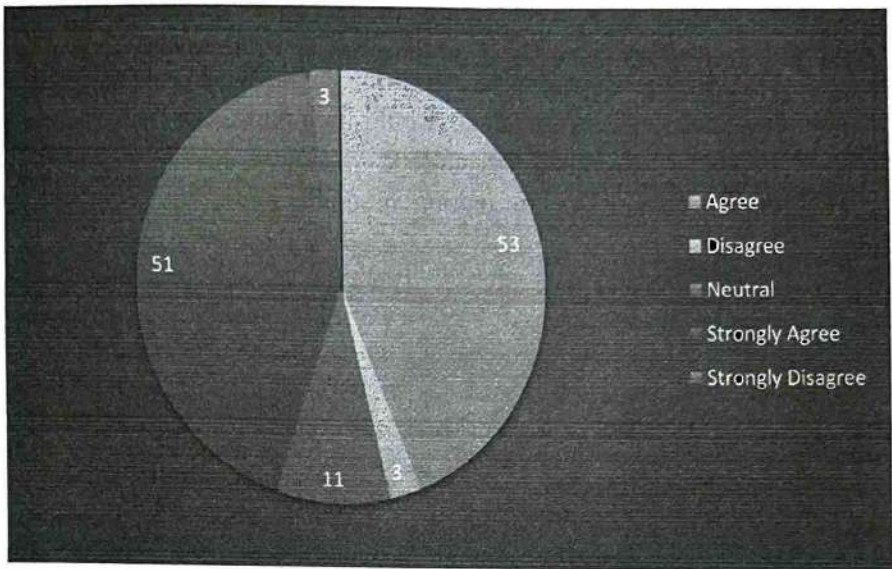


| 7 | College website is very informative and regularly updated |

The distribution of responses among student respondents to the statement "College website is very informative and regularly updated" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the informativeness and regular updating of the college website. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the effectiveness of the college website. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would highlight a dominant positive perception among student respondents regarding the college website's quality and regular updating, emphasizing their satisfaction with the information dissemination through this online platform.

| 8 | Employability is given focus in the teaching learning process |
|---|---|
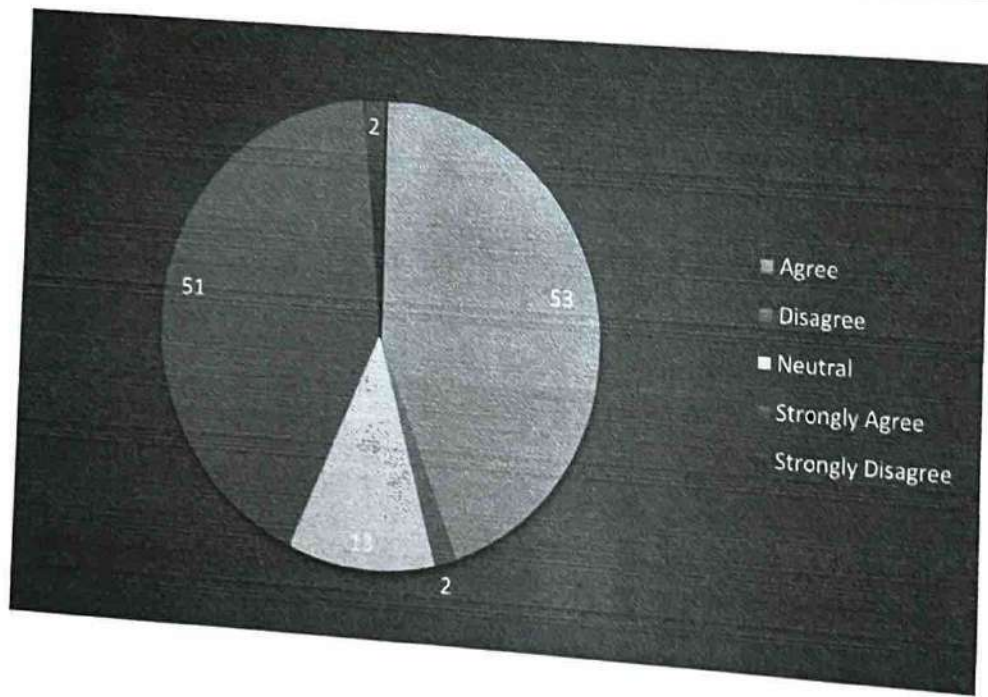


The distribution of responses among student respondents to the statement "Employability is given focus in the teaching-learning process" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the emphasis on employability within the teaching-learning process. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the integration of employability-focused elements in their academic experience. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would underscore a dominant positive perception among student respondents regarding the college's commitment to enhancing employability through the teaching-learning process, emphasizing their satisfaction with the educational approach.

| 9 | Examination results are declared timely |
|---|---|
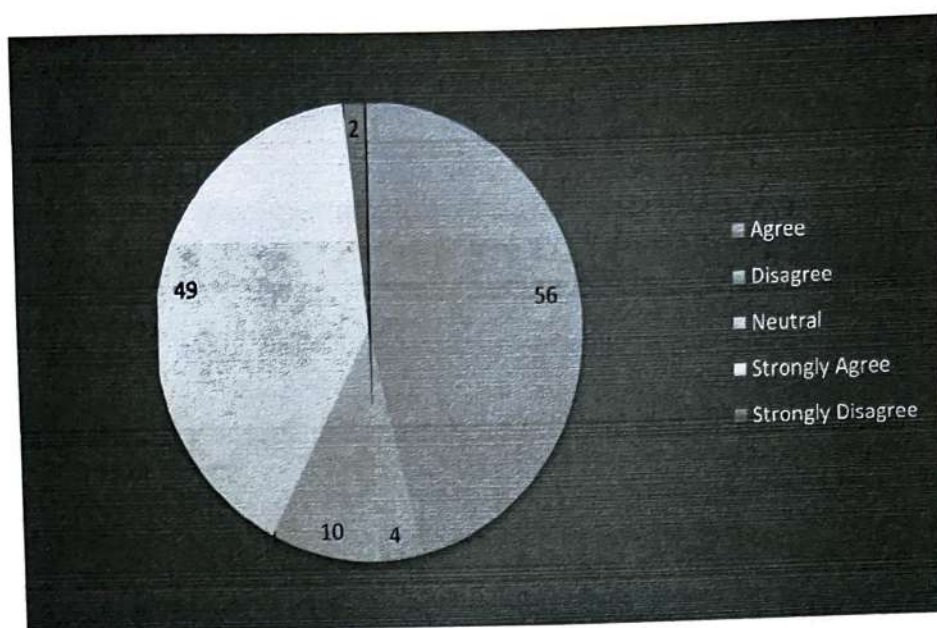


The distribution of responses among student respondents to the statement "Examination results are declared timely" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the timely declaration of examination results. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the efficiency of the examination result declaration process. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would emphasize a dominant positive perception among student respondents regarding the punctuality in announcing examination results, highlighting their satisfaction of the academic evaluation process.

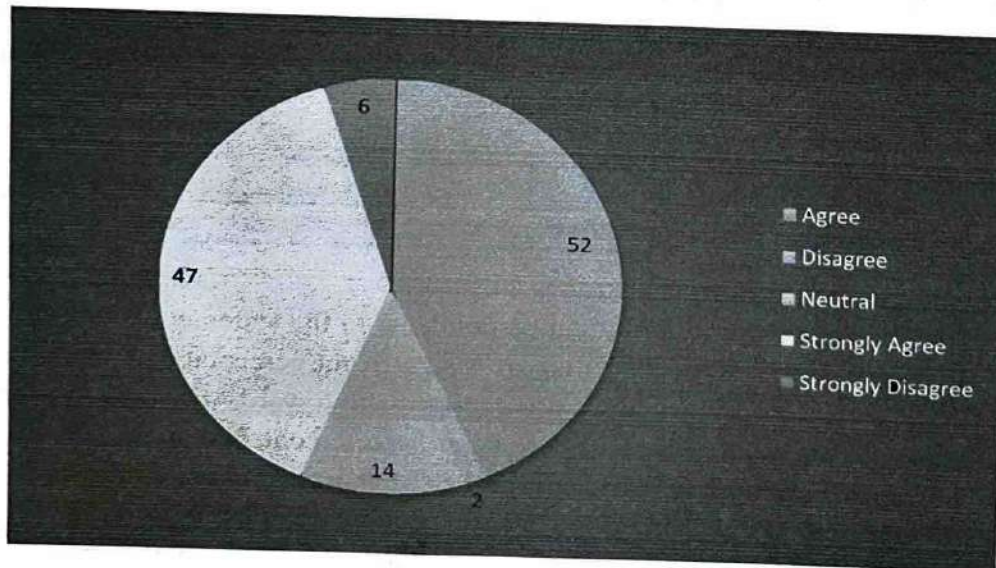| 10 | College teachers are cooperative |
|---|---|

The distribution of responses among student respondents to the statement "College teachers are cooperative" is depicted in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the cooperative nature of college teachers. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the collaborative approach of their teachers. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would highlight a dominant positive perception among student respondents regarding the cooperative

attitude of college teachers, emphasizing their satisfaction with the supportive learning environment fostered by the teaching staff.
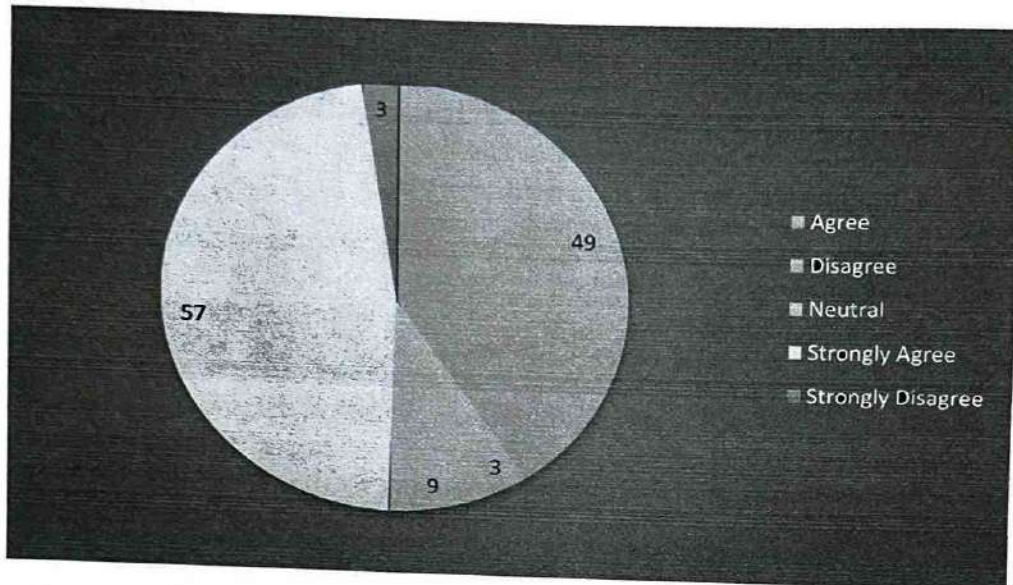


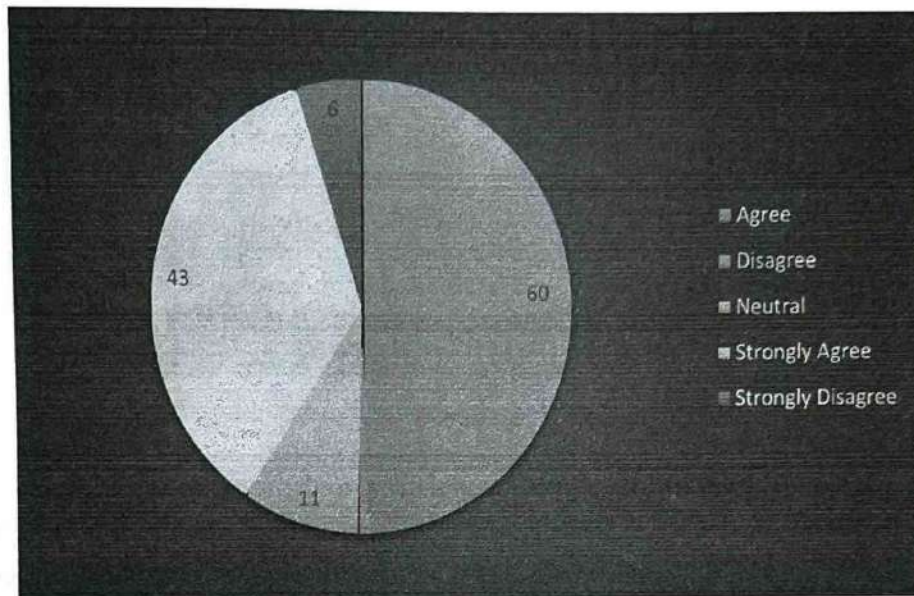| 11 | College's admin staff are cooperative |
|---|---|



The distribution of responses among student respondents to the statement "College's admin staff are cooperative" is presented in terms of percentages. A significant percentage of student

respondents strongly agree, indicating a prevalent positive sentiment towards the cooperative nature of the administrative staff. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the helpful and cooperative demeanor of the administrative team. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would emphasize a dominant positive perception among student respondents regarding the cooperation of the college's administrative staff, underscoring their satisfaction with the support and assistance provided by the administrative team.

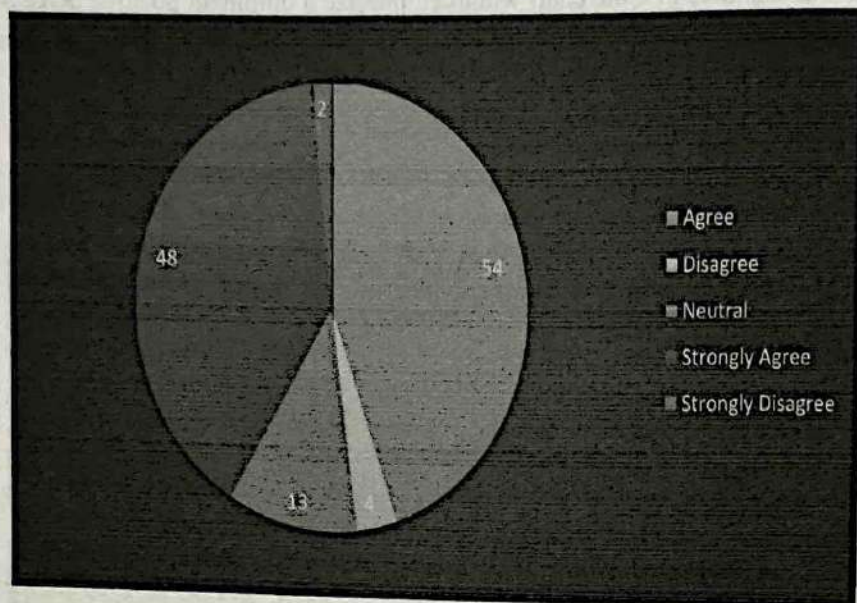| 12 | The syllabus is completed on time |
|----|-----------------------------------|



The distribution of responses among student respondents to the statement "The syllabus is completed on time" is presented in terms of percentages. A substantial percentage of student respondents agree, indicating a prevalent positive sentiment towards the timely completion of the syllabus. Additionally, a notable percentage strongly agrees, contributing to an overall positive perception among student respondents regarding the adherence to the academic schedule. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would highlight a dominant positive perception among student respondents regarding the punctual completion of the syllabus, emphasizing their satisfaction with the academic planning and execution.

| 13 | Evaluation of answer sheets is fair enough |
|---|---|



The distribution of responses among student respondents to the statement "Evaluation of answer sheets is fair enough" is depicted in terms of percentages. A significant percentage of student respondents agree, indicating a prevalent positive sentiment towards the fairness of the evaluation process for answer sheets. Additionally, a notable percentage strongly agrees, contributing to an overall positive perception among student respondents regarding the equitable assessment of their academic performance. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would emphasize a dominant positive perception among student respondents regarding the fairness of answer sheet evaluation, underscoring their satisfaction with the assessment practices within the academic context.

| 14 | Teachers come well prepared in the class |
|---|---|

The distribution of responses among student respondents to the statement "Teachers come well prepared in the class" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the preparedness of teachers in the classroom. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the thorough preparation demonstrated by their teachers. By contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would underscore a dominant positive perception among student respondents

regarding the preparedness of teachers, highlighting their satisfaction with the quality of instruction and engagement in the learning process.
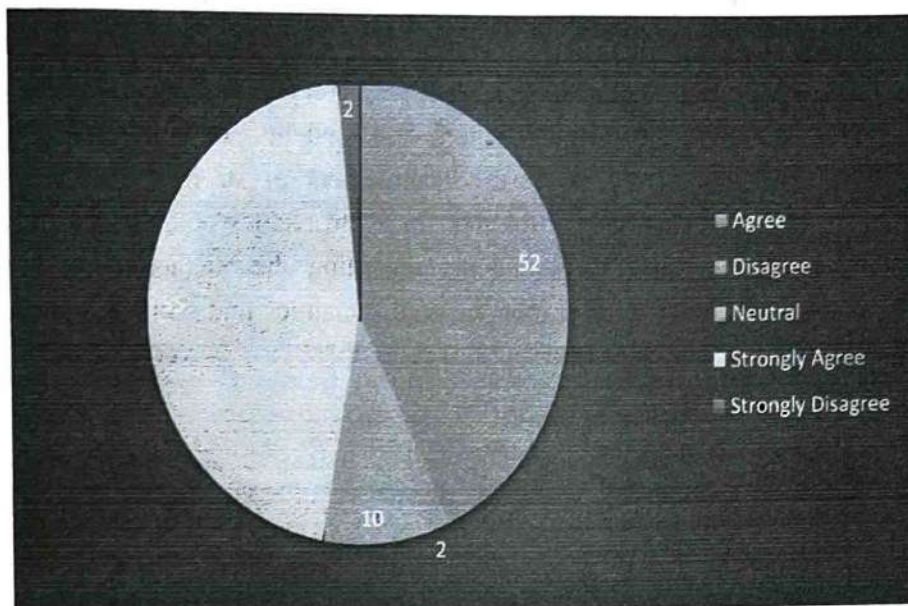


| 15 | There is a good Teacher-student relationship at college |
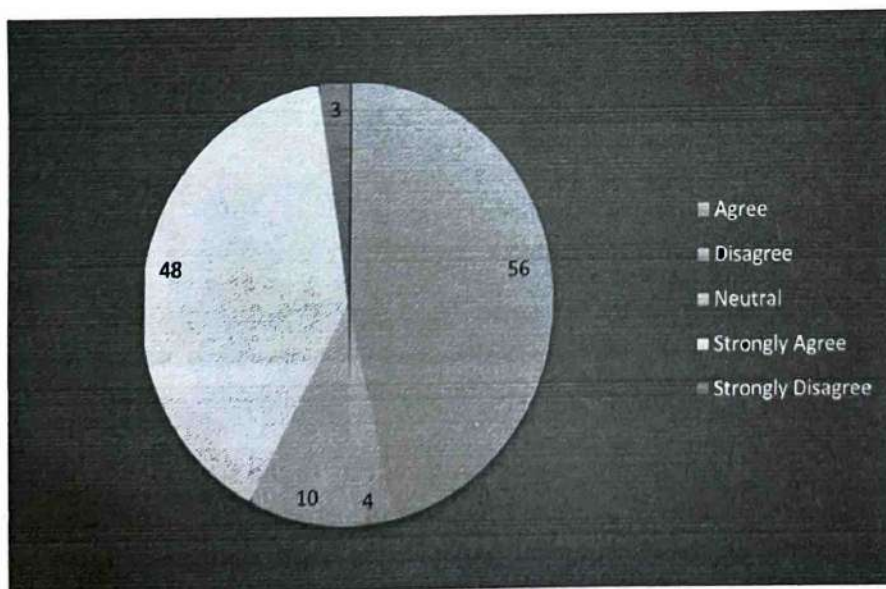


The distribution of responses among student respondents to the statement "There is a good teacher-student relationship at college" is presented in terms of percentages. A significant
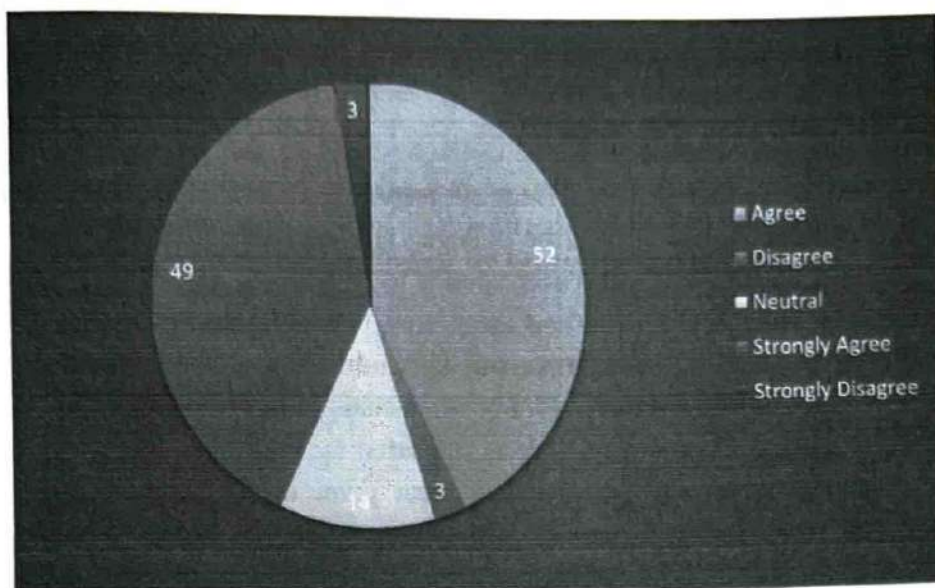
percentage of student respondents agree, indicating a prevalent positive sentiment towards the quality of the teacher-student relationships within the college. Additionally, a notable percentage strongly agrees, contributing to an overall positive perception among student respondents regarding the positive rapport between teachers and students. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would emphasize a dominant positive perception among student respondents regarding the teacher-student relationships, underscoring their satisfaction with the interpersonal dynamics and communication within the academic environment.

| 16 | Teachers encourage for extra-curricular activities |
|----|---|
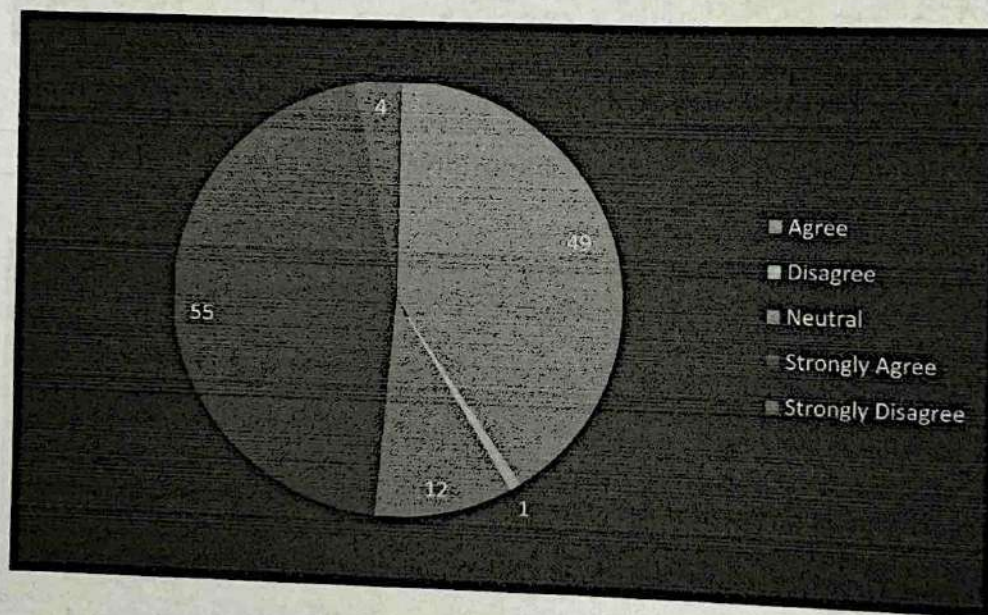


The distribution of responses among student respondents to the statement "Teachers encourage for extra-curricular activities" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the encouragement of extra-curricular activities by teachers. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the support and motivation provided by their teachers for engaging in extra-curricular pursuits. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would underscore a dominant positive perception among student respondents regarding the encouragement for extra-curricular activities by teachers, emphasizing their satisfaction with the holistic development opportunities facilitated by the teaching staff.

The distribution of responses among student respondents to the statement "My time at the college has been intellectually enriching" is presented in terms of percentages. A significant percentage of student respondents agree, indicating a prevalent positive sentiment towards the intellectual enrichment experienced during their time at the college. Additionally, a notable percentage strongly agrees, contributing to an overall positive perception among student respondents regarding the intellectual value gained in their academic journey. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would highlight a dominant positive perception among student respondents regarding the intellectual enrichment provided by the college, emphasizing their satisfaction with the academic and intellectual aspects of their educational experience.

## GENERAL INTERPRETATION:

The table from section 1 presents a set of feedback responses from students, each associated with a specific aspect of their experience at the college. The respondents were asked to rate their agreement on a scale of 1 to 5, where 4 corresponds to "AGREE." The majority of the students expressed positive sentiments across various categories. Notably, they take pride in being part of the college, considering the admission process as fair and accurate. The learning environment is perceived as conducive to improvement, with positive changes in behavior reported. The college is commended for effective communication, as indicated by informative and regularly updated websites. Employability is acknowledged as a focal point in the teaching-learning process. Timely declaration of examination results, cooperation from both teachers and administrative staff, and the completion of the syllabus on time are other notable positive feedback points. Additionally, teachers are recognized for their preparedness, fostering a positive teacher-student relationship, and encouraging extra-curricular activities. Overall, the feedback underscores a positive and enriching experience for students at the college, reflecting satisfaction with various facets of their academic journey.

# 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

| 1 | Interaction with administration |
|---|---|
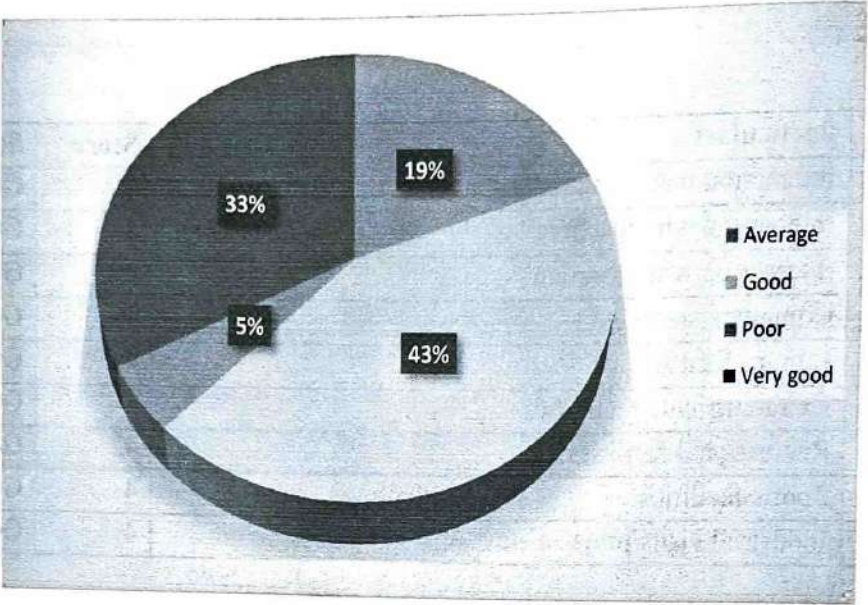


The data illustrates positive feedback for "Interaction with administration," with the majority rating it as "Good" (43.0%) and a significant portion as "Very Good" (33.1%). A moderate percentage found it "Average" (19.0%), while a small percentage marked it as "Poor" (4.96%). Overall, the data indicates a prevailing positive perception of administrative interactions among respondents.
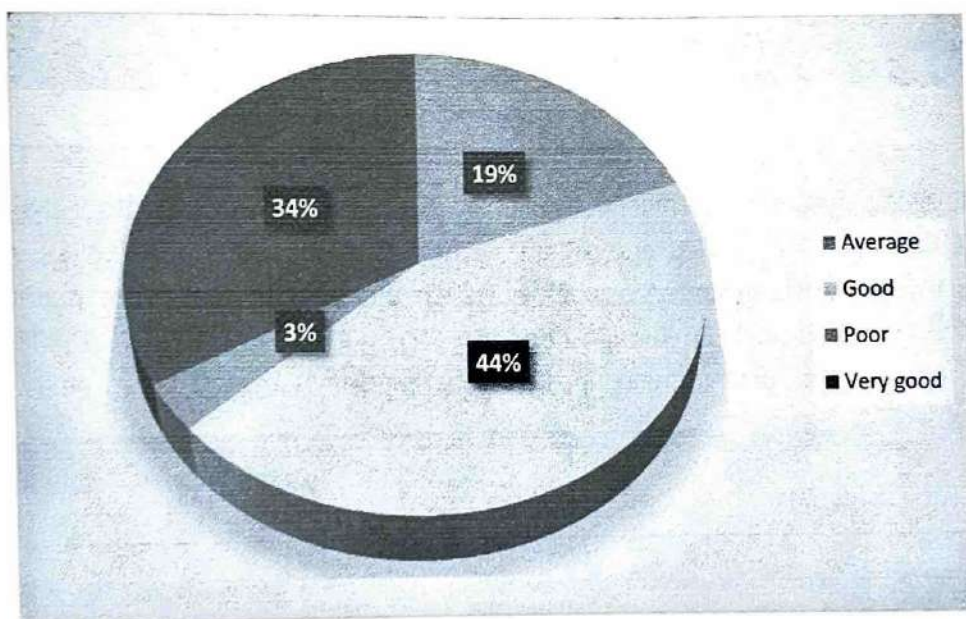
| 2 | Interaction with teachers |
|---|---|

The data indicates positive feedback for "Interaction with teachers," with a majority rating it as "Good" (45.5%) and a significant portion as "Very Good" (37.2%). A moderate percentage found it "Average" (15.7%), while a minimal percentage marked it as "Poor" (1.65%). Overall, the data suggests a predominant positive perception of interactions with teachers among respondents.
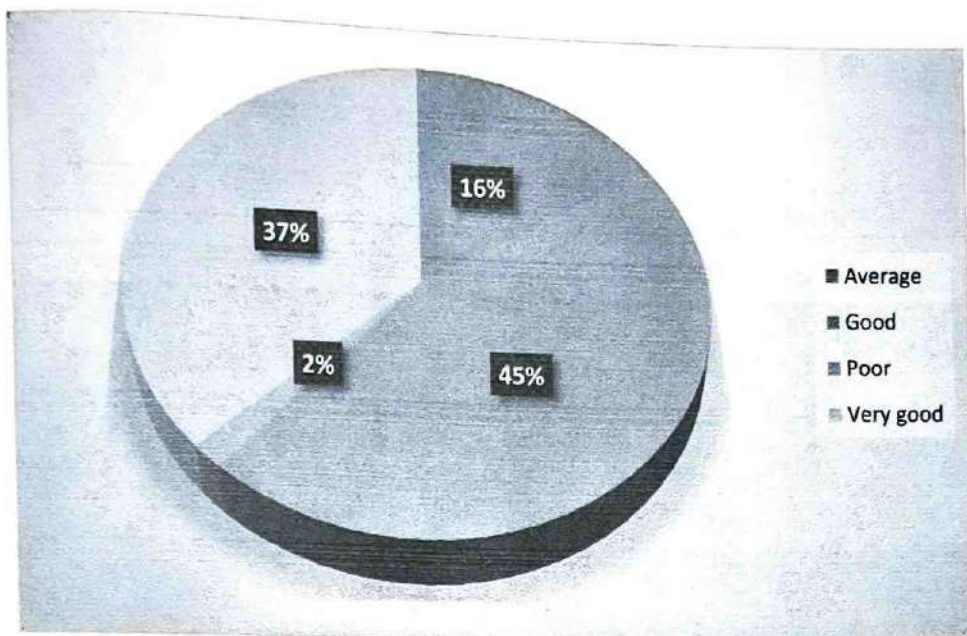
| 3 | Interaction with librarian |
|---|---|



The data reveals positive feedback for "Interaction with librarian," with a majority rating it as "Good" (44%) and a significant portion as "Very Good" (34%). A moderate percentage found it "Average" (19%), while a small percentage marked it as "Poor" (3%). Overall, the data indicates a prevalent positive perception of interactions with the librarian among respondents.
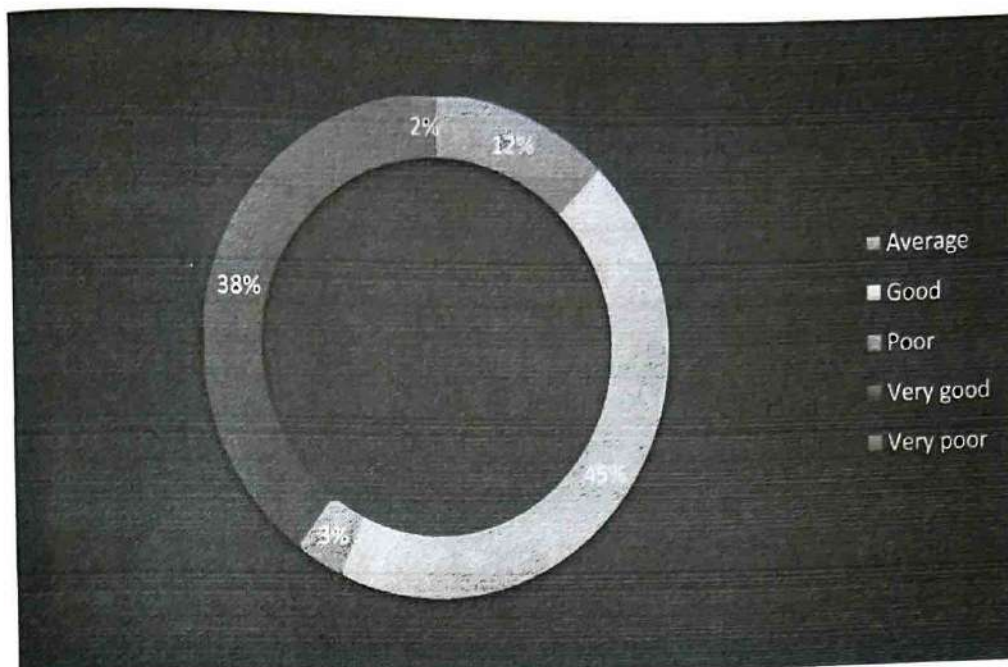
| 4 | Computer facilities |
|---|---|
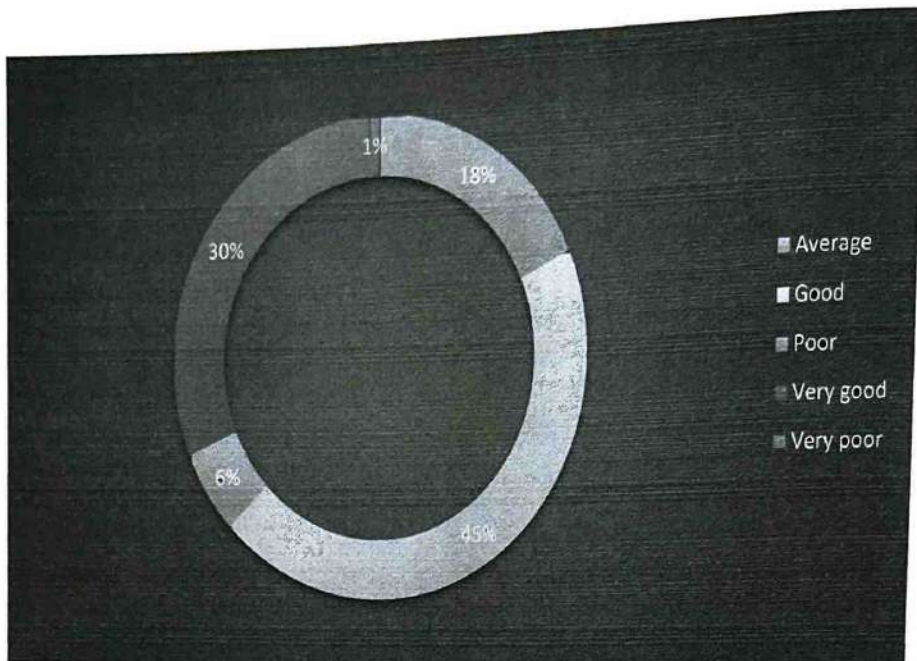


The data suggests positive sentiments regarding "Computer facilities," with a majority rating them as "Good" (44.6%) and a significant portion as "Very Good" (30.6%). A moderate percentage found the facilities "Average" (18.2%), while a smaller count marked them as "Poor" (5.79%). A minimal percentage rated the facilities as "Very Poor" (0.83%). Overall, the data indicates a predominant positive perception of computer facilities among respondents.
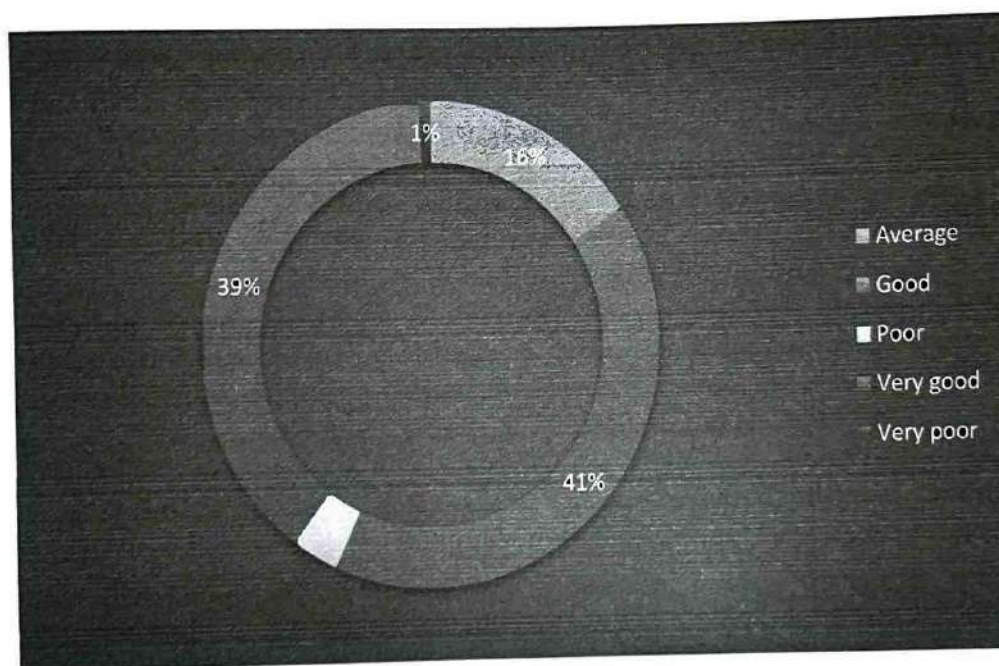
| 4 | Library facilities |
|---|---|

The data suggests positive sentiments regarding "Library facilities," with a majority rating them as "Good" (44.6%) and a significant portion as "Very Good" (37.2%). A moderate percentage found the facilities "Average" (12.4%), while a smaller count marked them as "Poor" (3.31%). A minimal percentage rated the facilities as "Very Poor" (1.65%). Overall, the data indicates a predominant positive perception of library facilities among respondents.
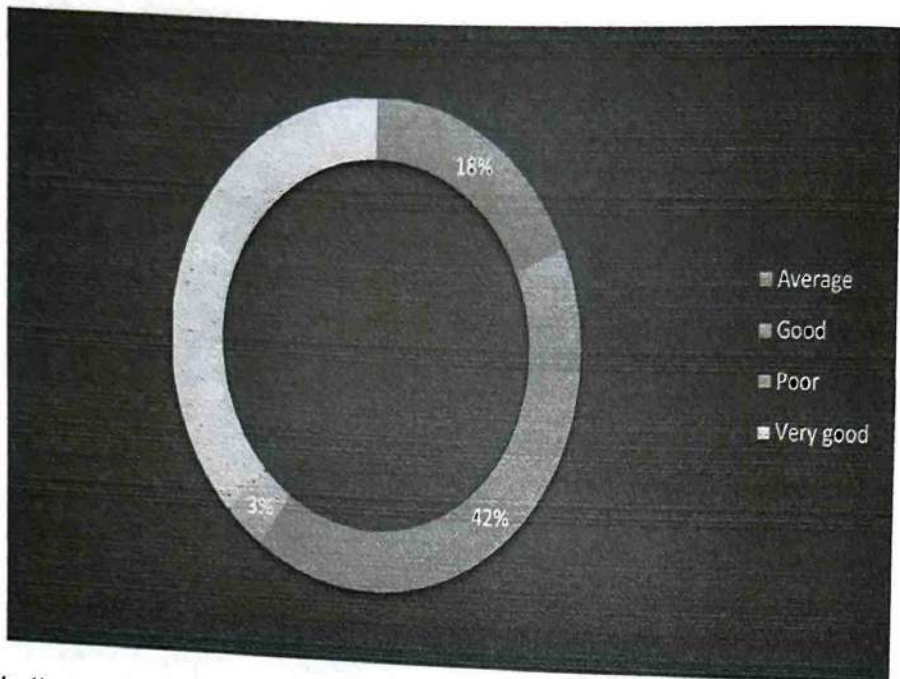
| 6 | Extra-curricular activities |
|---|---|



The data suggests positive sentiments regarding "Extra-curricular activities," with a majority rating them as "Good" (41.3%) and a significant portion as "Very Good" (38.8%). A moderate percentage found the activities "Average" (15.7%), while a smaller count marked them as "Poor" (3.31%). A minimal percentage rated the activities as "Very Poor" (0.83%). Overall, the data indicates a predominant positive perception of extra-curricular activities among respondents.
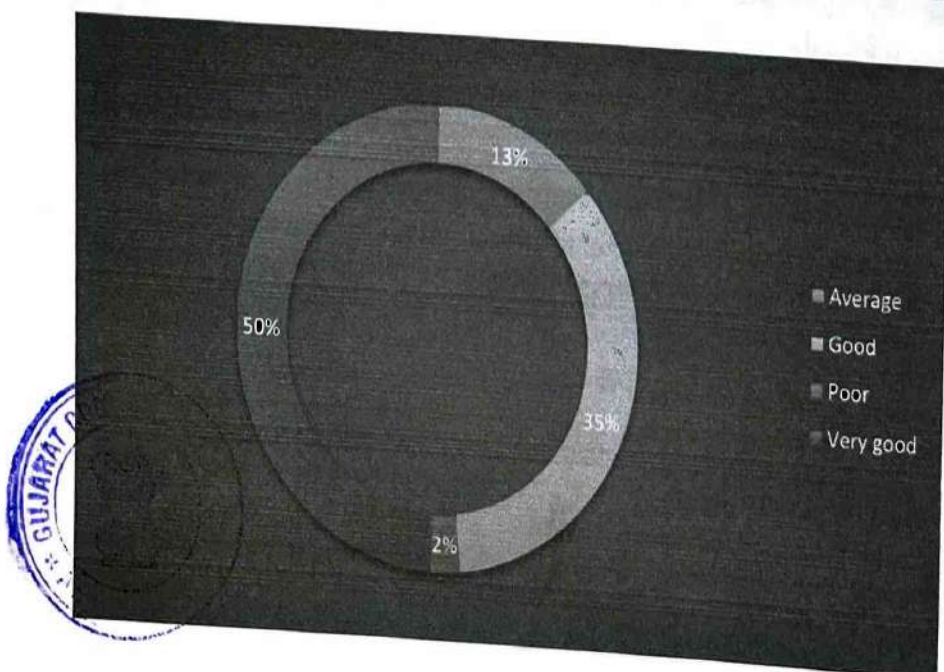
| 7 | Recreational facilities |
|---|---|



The data indicates positive sentiments regarding "Recreational facilities," with a majority rating them as "Good" (41.3%) and a significant portion as "Very Good" (37.2%). A moderate percentage found the facilities "Average" (18.2%), while a smaller count marked them as "Poor" (3.31%). Overall, the data suggests a predominant positive perception of recreational facilities among respondents.

| 8 | Sports facilities |
|---|---|

The data indicates overwhelmingly positive sentiments regarding "Sports facilities," with a vast majority rating them as "Very Good" (49.6%) and a significant portion as "Good" (34.7%). A moderate percentage found the facilities "Average" (13.2%), while a smaller count marked them as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of sports facilities among respondents.

| 9 | Industrial visits/projects etc |
|---|---|
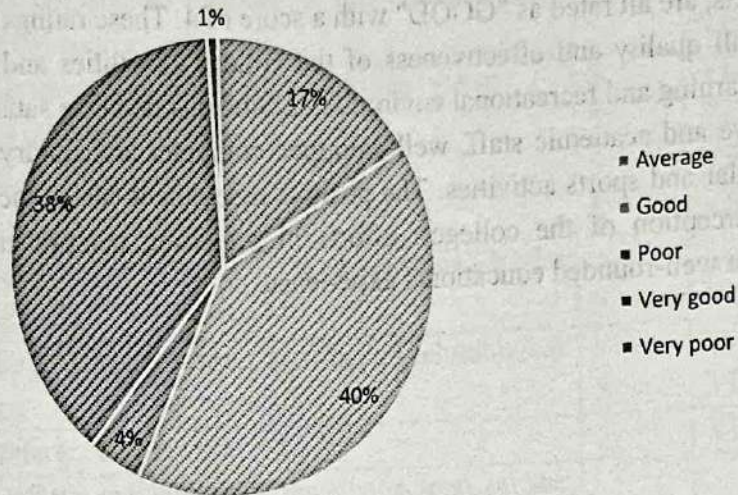


The data suggests positive sentiments regarding "Industrial visits/projects etc," with a majority rating them as "Good" (40.5%) and a significant portion as "Very Good" (37.2%). A moderate percentage found the experiences "Average" (16.5%), while a smaller count marked them as "Poor" (4.13%). A minimal percentage rated the experiences as "Very Poor" (0.83%). Overall, the data indicates a predominant positive perception of industrial visits and projects among respondents.

# GENERAL INTERPRETATION

The table outlines the evaluation of college facilities and infrastructure in Section-2, where ratings range from Excellent to Very Poor. Various aspects, such as Interaction with Administration, Teachers, and Librarian, along with Computer Facilities, Library Facilities, Extra-curricular Activities, Recreational Facilities, Sports Facilities, and Industrial Visits/Projects, are all rated as "GOOD" with a score of 4. These ratings reflect positive feedback on the overall quality and effectiveness of the college's facilities and activities in fostering a conducive learning and recreational environment. Students perceive satisfactory interactions with administrative and academic staff, well-equipped computer and library facilities, and engaging extra-curricular and sports activities. The positive assessment across these categories indicates a favorable perception of the college's efforts in providing comprehensive infrastructure and facilities for a well-rounded educational experience.
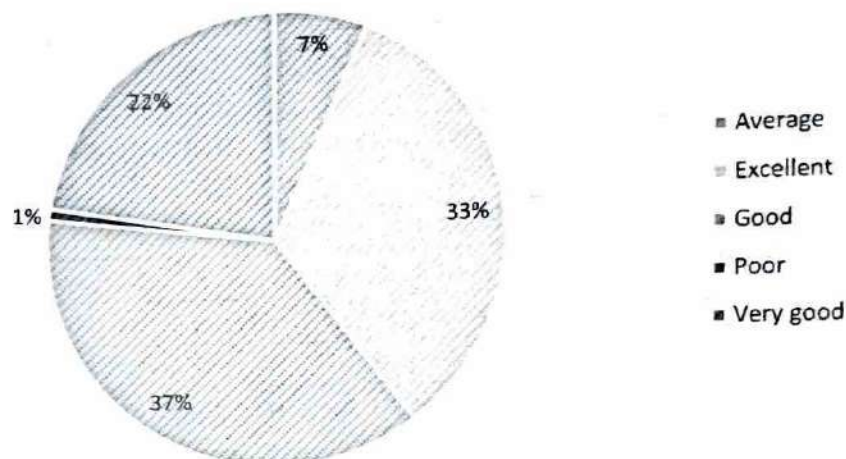
# SECTION -3 CURRICULUM FEEDBACK

| 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 |

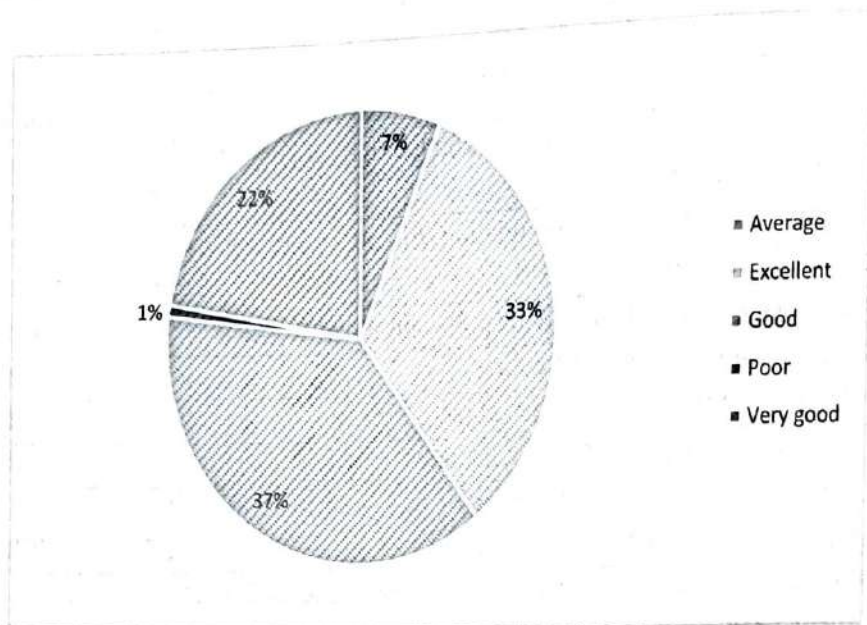| 1 | Rate the sequence of the courses (connectivity of subject in different semesters) |
|---|---|



The data indicates favorable feedback for the "Sequence of the courses (connectivity of subjects in different semesters)," with the majority rating it as "Good" (37.2%) and a significant portion as "Excellent" (33.1%). A notable percentage found the sequence "Very Good" (22.3%), while a smaller count marked it as "Average" (6.6%). A minimal percentage rated the sequence as "Poor" (0.83%). Overall, the data suggests a predominant positive perception of the connectivity and sequencing of subjects across different semesters among respondents.

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

The data reveals positive sentiments regarding the "Syllabus of the courses in relation to the competencies expected out of the course," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent" (30.6%). A notable percentage found the syllabus "Very Good" (25.6%), while a smaller count marked it as "Average" (9.9%). A minimal percentage rated the syllabus as "Poor" (1.65%). Overall, the data indicates a predominant positive perception of the alignment between the syllabus and expected competencies among respondents.

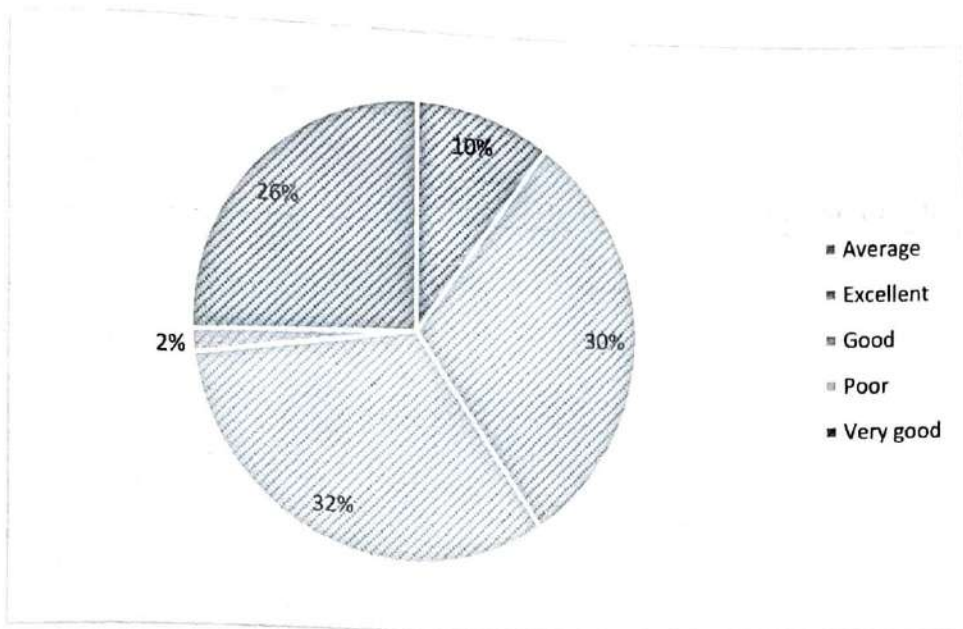| 1 | Rate the sequence of the courses (connectivity of subject in different semesters) |
|---|---|



The data indicates favorable feedback for the "Sequence of the courses (connectivity of subjects in different semesters)," with the majority rating it as "Good" (37.2%) and a significant portion as "Excellent" (33.1%). A notable percentage found the sequence "Very Good" (22.3%), while a smaller count marked it as "Average" (6.6%). A minimal percentage rated the sequence as "Poor" (0.83%). Overall, the data suggests a predominant positive perception of the connectivity and sequencing of subjects across different semesters among respondents.

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

The data reveals positive sentiments regarding the "Syllabus of the courses in relation to the competencies expected out of the course," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent" (30.6%). A notable percentage found the syllabus "Very Good" (25.6%), while a smaller count marked it as "Average" (9.9%). A minimal percentage rated the syllabus as "Poor" (1.65%). Overall, the data indicates a predominant positive perception of the alignment between the syllabus and expected competencies among respondents.

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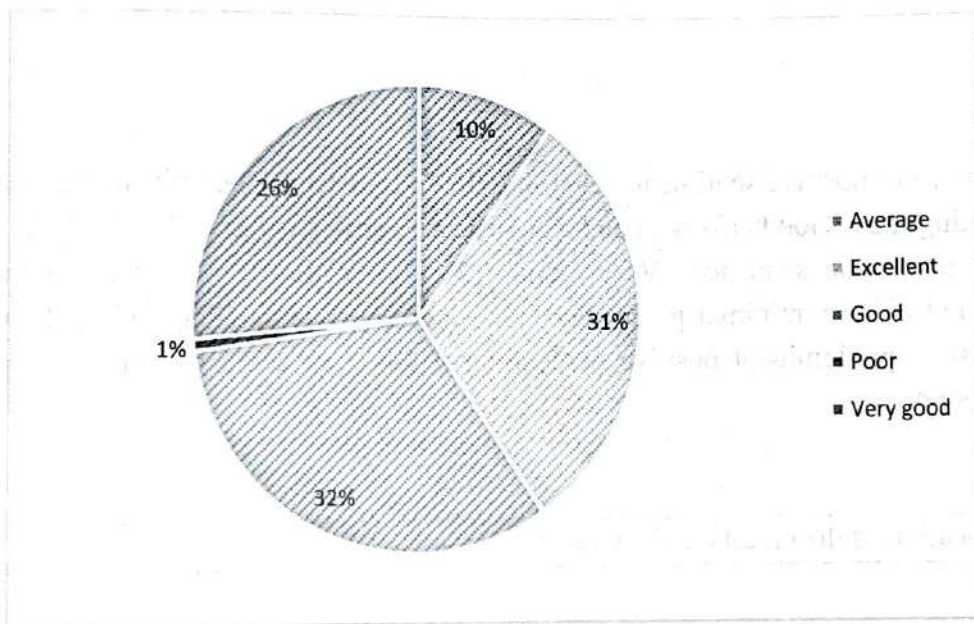


The data reflects positive sentiments regarding the "Relevance of the units in syllabus relevant to the course," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent" (30.6%). A notable percentage found the relevance "Very Good" (26.4%), while a smaller count marked it as "Average" (9.9%). A minimal percentage rated the relevance as "Poor" (0.83%). Overall, the data indicates a predominant positive perception of the alignment between syllabus units and the course's relevance among respondents.

| 4 | Sequence of the units in the course |
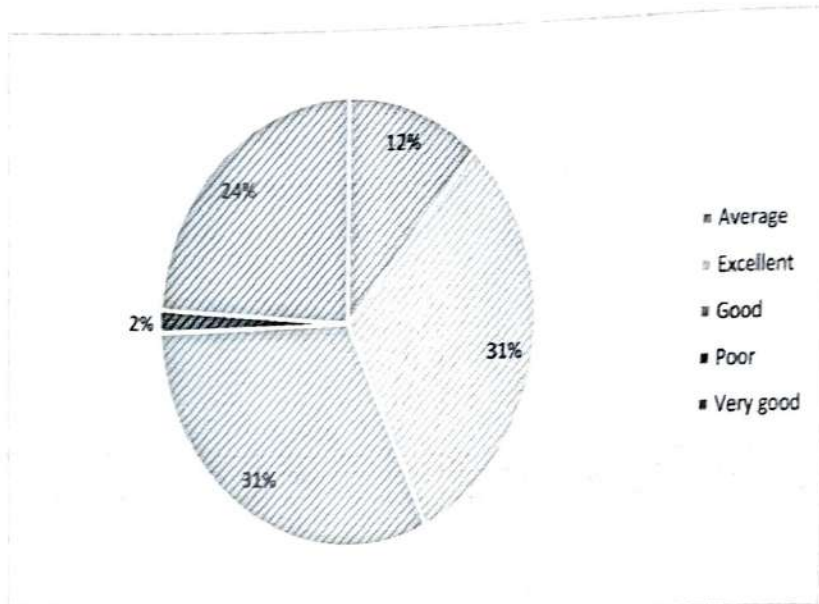


The data indicates positive sentiments regarding the "Sequence of the units in the course," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (31.4%). A notable percentage found the sequence "Very Good" (23.9%), while a smaller count marked it as "Average" (11.6%). A minimal percentage rated the sequence as "Poor" (1.65%). Overall, the data suggests a predominant positive perception of the sequencing of units within the course among respondents.
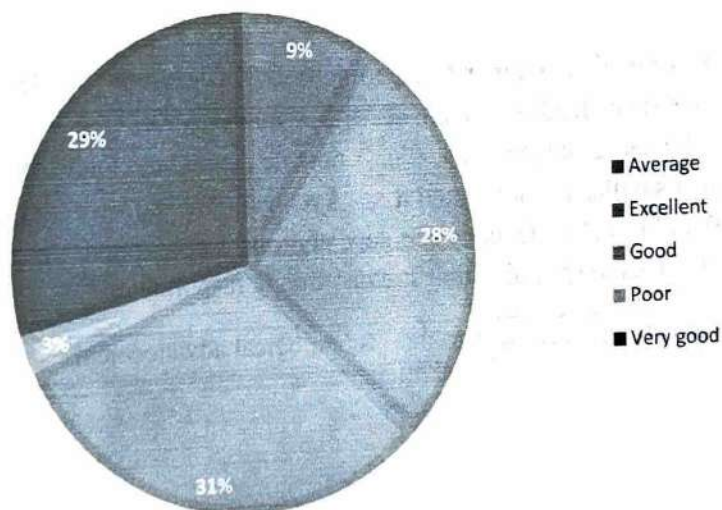
| 5 | Allocation of the credits to the course |

The data reveals positive sentiments regarding the "Allocation of the credits to the course," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.9%). A notable percentage found the credit allocation "Very Good" (29.8%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the allocation as "Poor" (1.65%). Overall, the data indicates a predominant positive perception of how credits are allocated to the course among respondents.
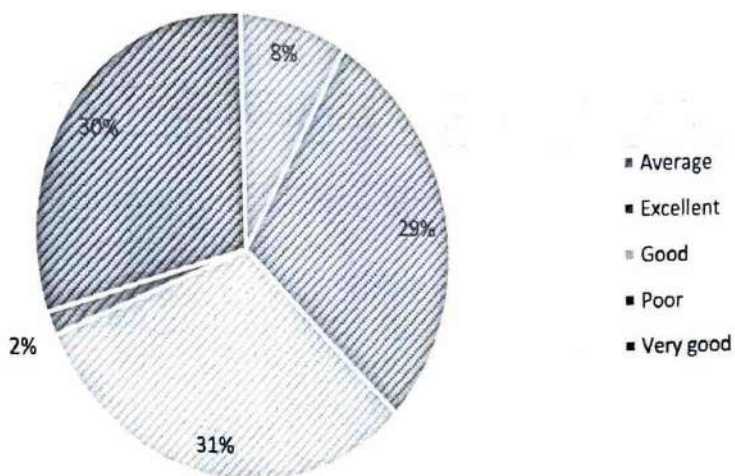
| 6 | Time allotted to complete the syllabus |



The data suggests positive sentiments regarding the "Time allotted to complete the syllabus," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.1%). A notable percentage found the time allocation "Very Good" (28.9%), while a smaller count marked it as "Average" (9.09%). A minimal percentage rated the allocation as "Poor" (2.48%). Overall, the data indicates a predominant positive perception of the time allotted to complete the syllabus among respondents.

| 7 | Offering of the electives in terms of their relevance to the specialization streams |
|---|---|
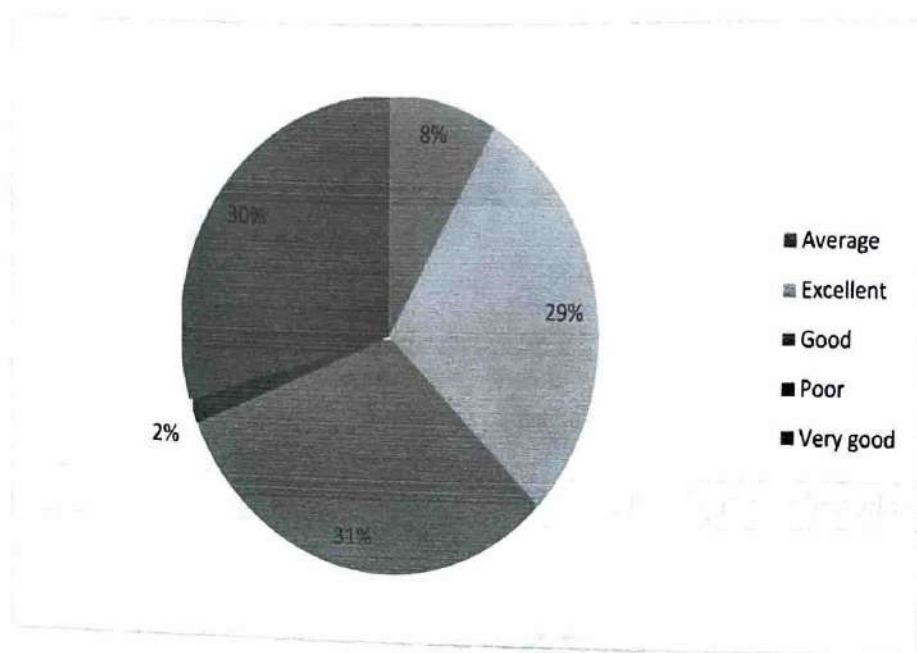


The data reflects positive sentiments regarding the "Offering of the electives in terms of their relevance to the specialization streams," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.9%). A notable percentage found the offering "Very Good" (29.8%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the offering as "Poor" (1.65%). Overall, the data suggests a predominant positive perception of the relevance of electives to specialization streams among respondents.

| 8 | Electives offered in relation to the Technological advancements |
|---|---|
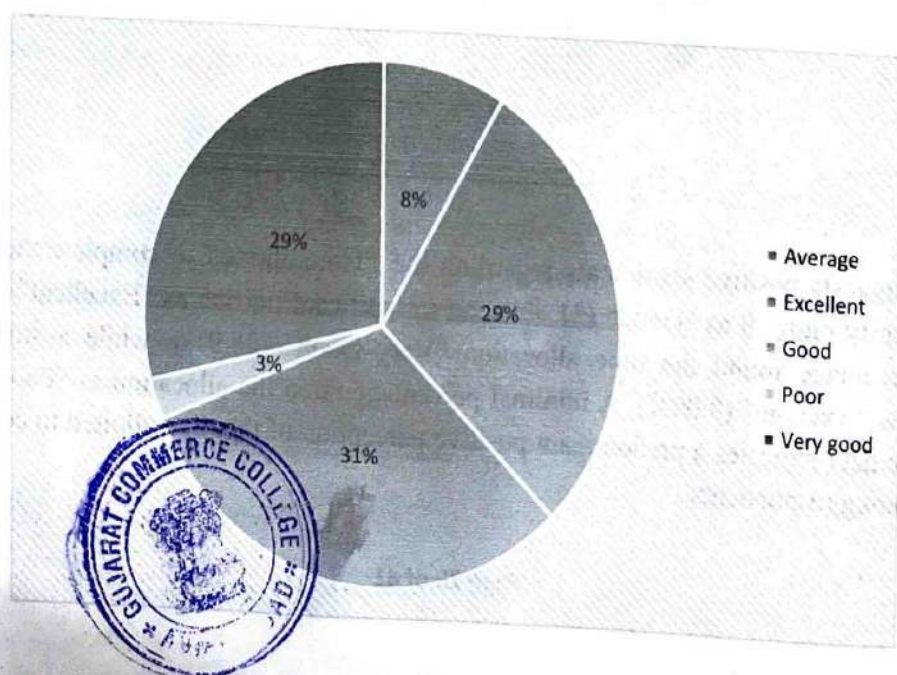
The data indicates positive sentiments regarding the "Electives offered in relation to Technological advancements," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.9%). A notable percentage found the offerings "Very Good" (28.9%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the offerings as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of the alignment of electives with technological advancements among respondents.

| 9 | Relevance of reference books |
|---|---|
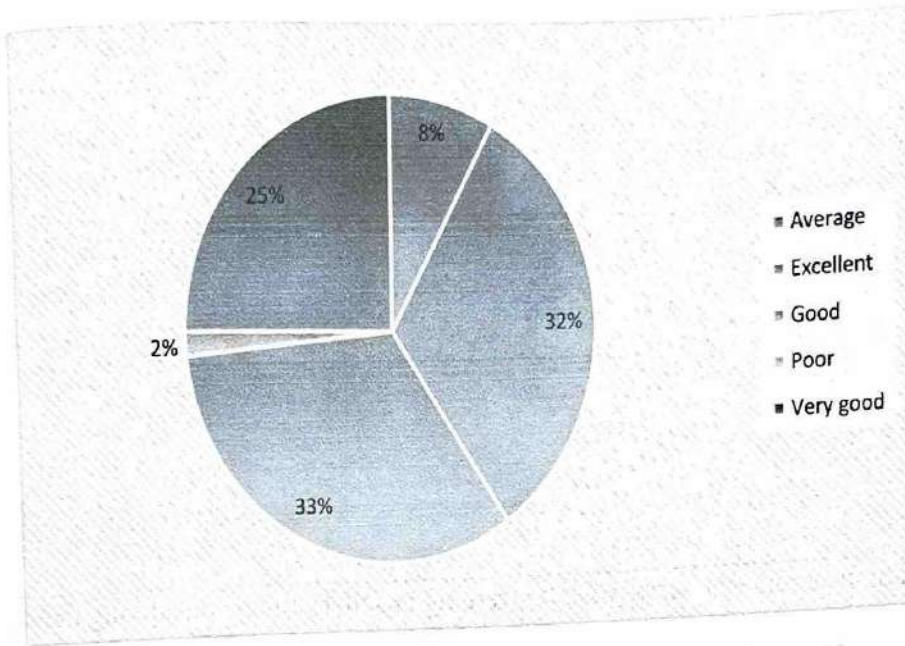


The data suggests positive sentiments regarding the "Relevance of reference books," with a majority rating it as "Good" (33.1%) and a significant portion as "Excellent" (32.2%). A notable percentage found the relevance "Very Good" (24.8%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the relevance as "Poor" (1.65%). Overall, the data indicates a predominant positive perception of the relevance of reference books among respondents.

| 10 | Rate the size of the syllabus in terms of the load on the student |
|---|---|

The data indicates positive sentiments regarding the "Size of the syllabus in terms of the load on the student," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent" (30.6%). A notable percentage found the size "Very Good" (26.4%), while a smaller count marked it as "Average" (7.44%). A minimal percentage rated the size as "Poor" (3.31%).

Overall, the data suggests a predominant positive perception of the syllabus size in terms of its load on students among respondents.
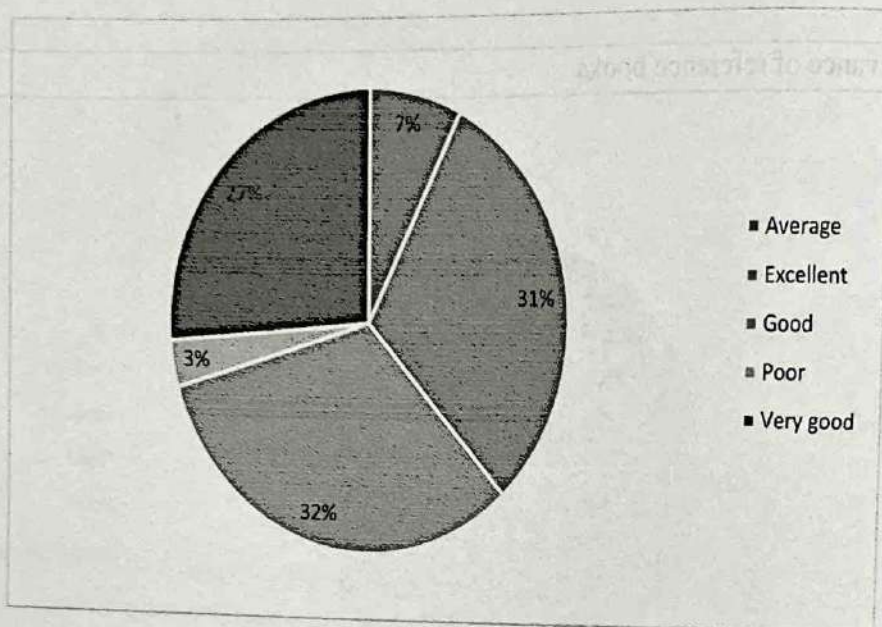


| 11 | Rate the courses in terms of extra learning or self-learning considering the design of the courses |
|---|---|
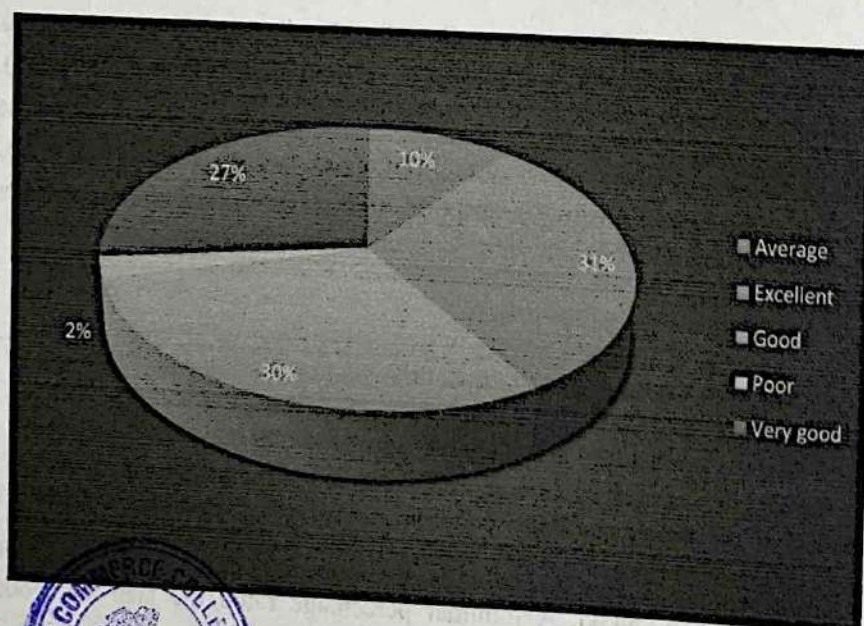
The data reveals positive sentiments regarding the "Courses in terms of extra learning or self-learning considering the design of the courses," with a majority rating it as "Excellent" (30.6%) and a significant portion as "Good" (29.8%). A notable percentage found the courses "Very Good" (27.3%), while a smaller count marked them as "Average" (9.09%). A minimal percentage rated the courses as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of the opportunities for extra learning or self-learning within the designed courses among respondents.

| 12 | Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered. |
|---|---|
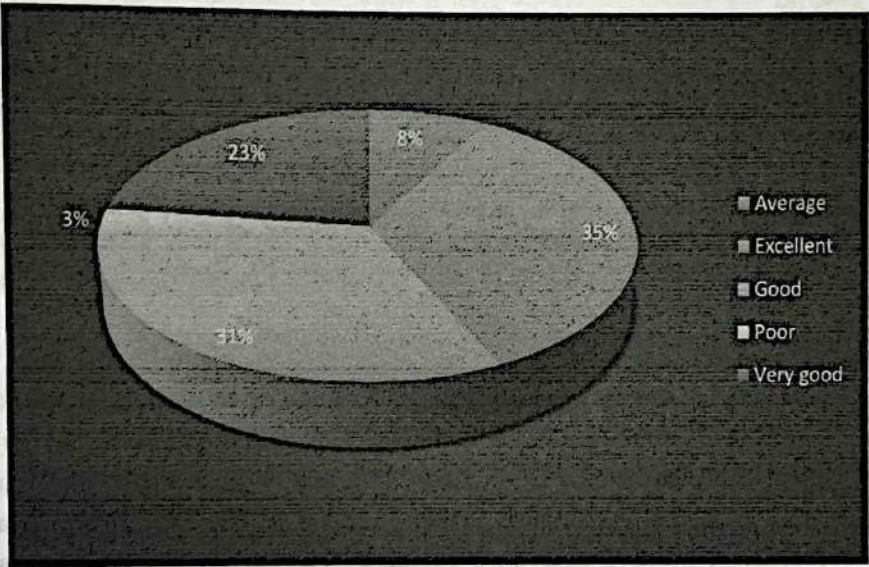


The data suggests positive sentiments regarding the "Courses in terms of sequence of offering considering whether the preceding courses have been covered," with a majority rating it as "Excellent" (34.7%) and a significant portion as "Good" (31.4%). A notable percentage found the sequence "Very Good" (23.1%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the sequence as "Poor" (2.48%). Overall, the data indicates a predominant positive perception of the sequencing of course offerings considering the coverage of preceding courses among respondents.

| 13 | Loading of the courses in a semester |
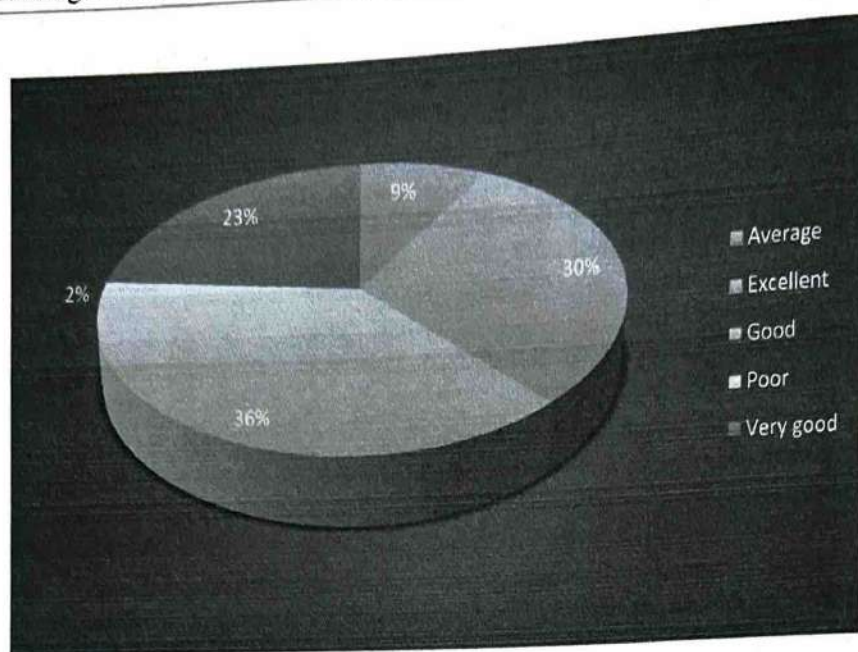


The data indicates positive sentiments regarding the "Loading of the courses in a semester," with a majority rating it as "Good" (35.5%) and a significant portion as "Excellent" (29.8%). A notable percentage found the loading "Very Good" (23.1%), while a smaller count marked it as "Average" (9.92%). A minimal percentage rated the loading as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of the course loading within a semester among respondents.

| 14 | Evaluation scheme designed for each of the course |

The data reveals positive sentiments regarding the "Evaluation scheme designed for each of the course," with a majority rating it as "Very Good" (33.1%) and a significant portion as "Excellent" (29.8%). A notable percentage found the evaluation scheme "Good" (28.1%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the scheme as "Poor" (0.83%). Overall, the data suggests a predominant positive perception of the evaluation schemes designed for each course among respondents.
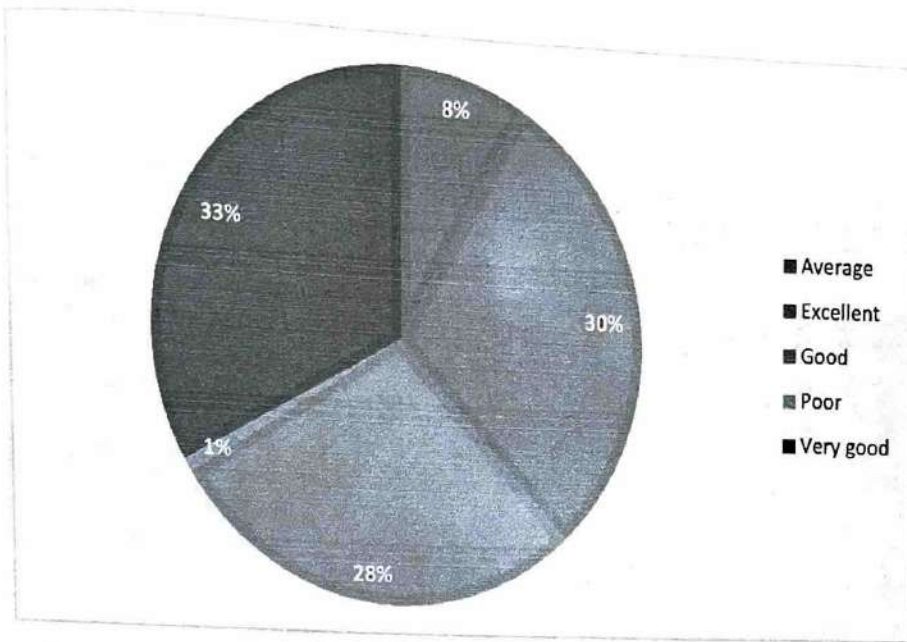
| 15 | Objectives stated for each of the course |
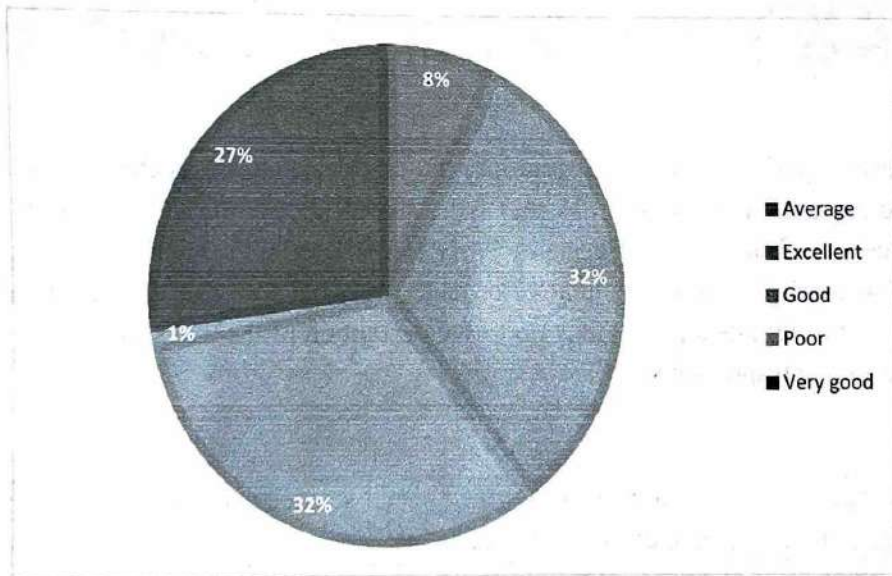


The data suggests positive sentiments regarding the "Objectives stated for each of the course," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent" (32.2%). A notable percentage found the objectives "Very Good" (27.3%), while a smaller count marked them as "Average" (7.44%). A minimal percentage rated the objectives as "Poor" (0.83%). Overall, the data indicates a predominant positive perception of the stated objectives for each course among respondents.

| 16 | Competencies expected out of the course |
|----|----------------------------------------|



The data reveals positive sentiments regarding the "Competencies expected out of the course," with a majority rating it as "Good" (33.1%) and a significant portion as "Excellent" (30.6%). A notable percentage found the competencies "Very Good" (27.3%), while a smaller count marked them as "Average" (6.6%). A minimal percentage rated the competencies as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of the expected competencies from each course among respondents.
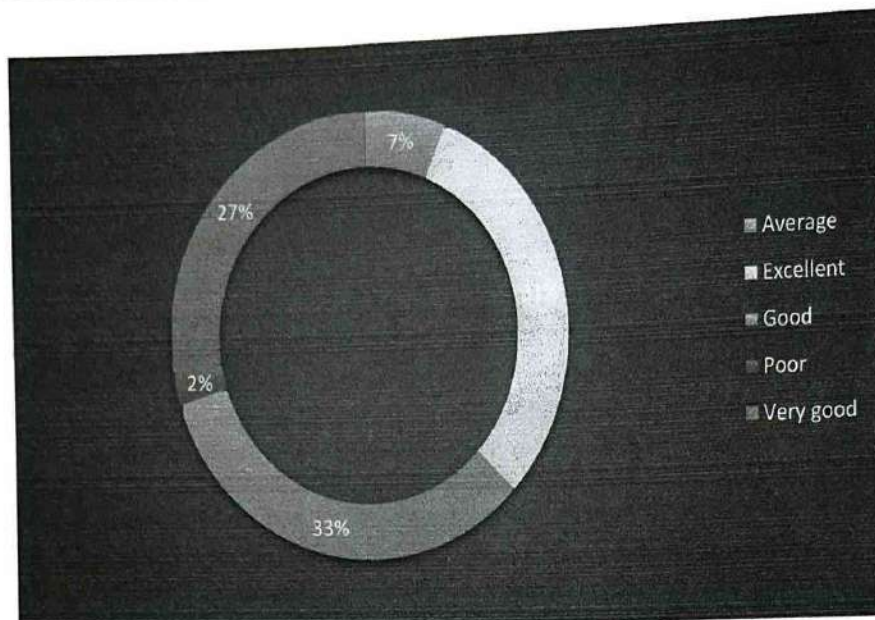
| 17 | Composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc. |
|----|----------------------------------------------------------------------------------------------------------------------------------------|

The data indicates positive sentiments regarding the "Composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project, etc.," with a majority rating it as "Excellent" (34.7%) and a significant portion as "Good" (30.6%). A notable percentage found the composition "Very Good" (25.6%), while a smaller count marked it as "Average" (6.61%). A minimal percentage rated the composition as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of the course composition, considering various elements, among respondents.
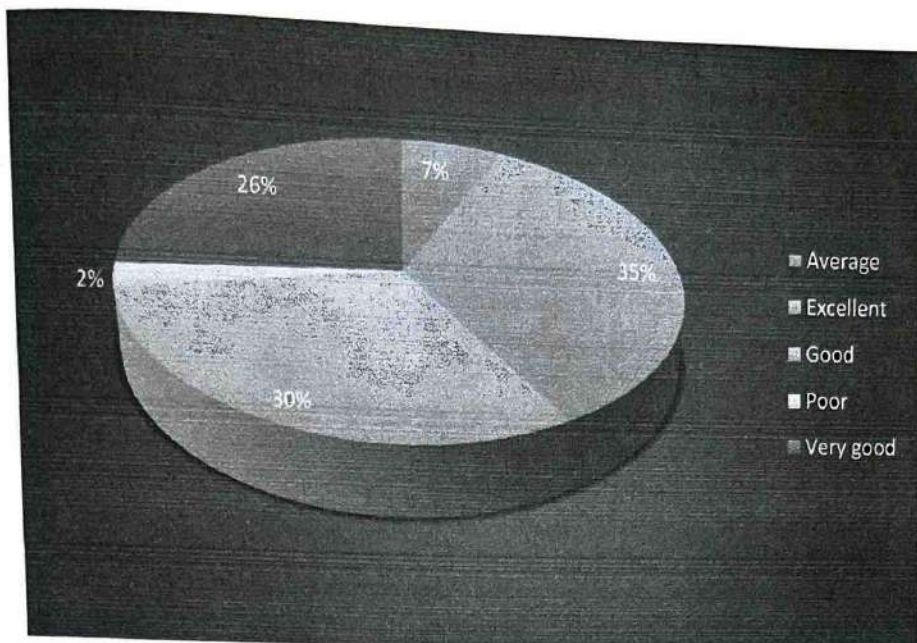
| 18 | Course in relation to the real-life applications |
|----|--------------------------------------------------|
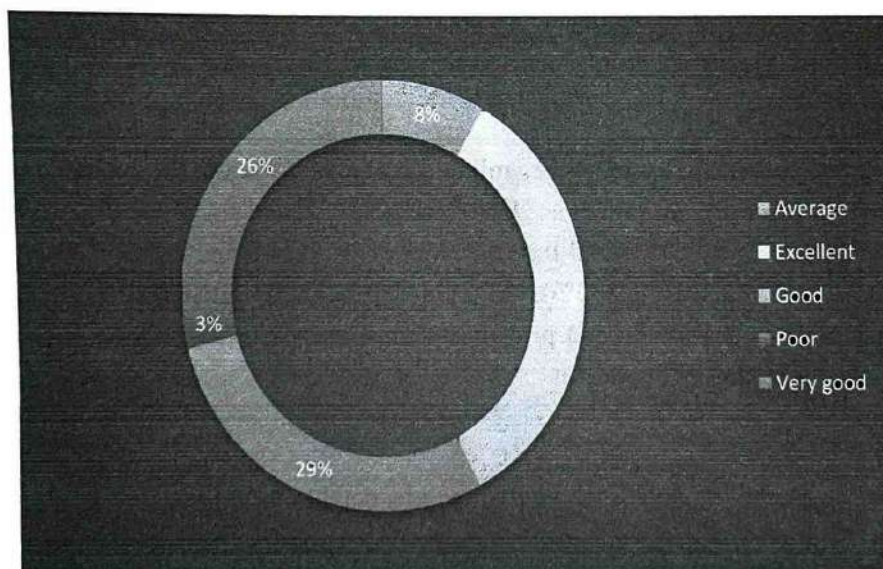


The data indicates positive sentiments regarding the "Course in relation to real-life applications," with a majority rating it as "Excellent" (33.1%) and a significant portion as "Good" (28.9%). A notable percentage found the relation "Very Good" (25.6%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the relation as "Poor" (3.31%). Overall, the data suggests a predominant positive perception of the courses' alignment with real-life applications among respondents.
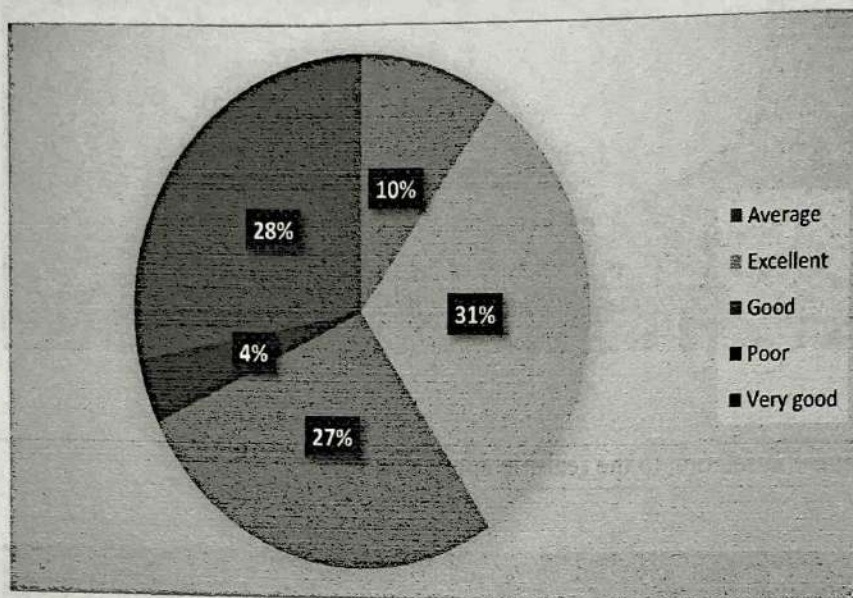
| 19 | Does this course help your child earn money |
|---|---|



The data suggests positive sentiments regarding the question "Does this course help your child earn money," with a majority rating it as "Excellent" (30.6%) and a significant portion as "Good" (27.3%). A notable percentage found the help provided "Very Good" (28.1%), while a smaller count marked it as "Average" (9.92%). A minimal percentage rated the assistance as "Poor" (4.13%). Overall, the data indicates a predominant positive perception of the course's potential for financial benefit among respondents.

| 20 | Does this course help in making your child a good human being |
|---|---|

The data indicates positive sentiments regarding the question "Does this course help in making your child a good human being," with a majority rating it as "Excellent" (33.1%) and a significant portion as "Good" (27.3%). A notable percentage found the help provided "Very Good" (27.3%), while a smaller count marked it as "Average" (9.92%). A minimal percentage rated the assistance as "Poor" (3.31%). Overall, the data suggests a predominant positive perception of the course's contribution to the overall development of students as good human beings among respondents.
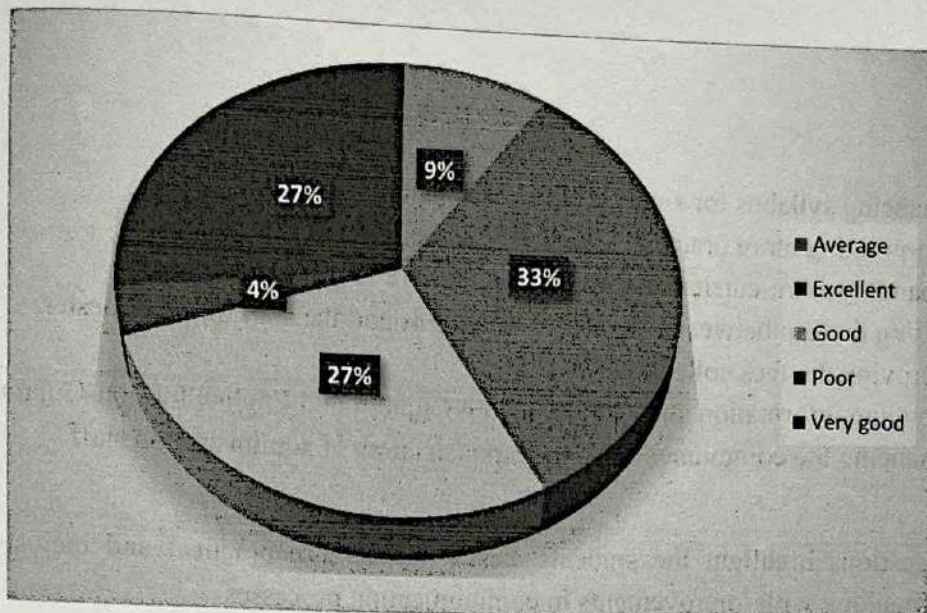
**GENERAL INTERPRETATION:**

The table presents feedback on Section-3, focusing on Curriculum Feedback. Each particular, ranging from rating the sequence of courses to assessing the real-life applications of the courses, received a perfect score of 5, labeled as "VERY GOOD." Respondents express highly positive feedback on various aspects of the curriculum, including the sequence and relevance of courses, allocation of credits, time allotted for syllabus completion, and the design of evaluation schemes. The feedback also highlights the curriculum's alignment with technological advancements, inclusion of relevant electives, and its impact on students' personal and professional development. Overall, the unanimous "VERY GOOD" ratings across all parameters reflect a high level of satisfaction and approval of the curriculum, indicating its effectiveness in meeting the expectations and needs of the students.

**OTHER SUGGESTIONS FROM STUDENTS:**

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

1. Emphasizing practical learning and implementation in subjects.
2. Improving teaching techniques with better use of technology.
3. Adding the latest content relevant to markets for future career benefits.
4. Addressing language barriers, especially for non-Gujarati speakers.

5. Enhancing syllabus for subjects like Taxation and Business Law.
6. Incorporating more practical knowledge and computer practice.
7. Expanding extra-curricular activities to improve soft skills.
8. Closing the gap between internal examinations and the start of the semester.
9. Improving the fees collection system.
10. Providing information and notices in both Gujarati and English for non-Gujarati students.
11. Enhancing the communication and responsiveness of administration staff.

These suggestions highlight the students' desire for a more practical and inclusive learning environment, along with improvements in communication processes.

## FINAL SUGGESTIONS:

### Practical Learning Integration:

Prioritize the integration of practical learning opportunities within the curriculum, aligning subjects with real-world applications to enhance hands-on skills.

### Technology-Enhanced Teaching:

Invest in training faculty to improve teaching techniques through better utilization of technology, ensuring a more engaging and effective learning experience for students.

### Bilingual Communication Strategy:

Develop and implement a comprehensive bilingual communication strategy for notices and information, accommodating both Gujarati and non-Gujarati-speaking students to foster inclusivity.

Principal

Gujarat Commerce College

Ahmedabad

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ATR

# Internal Quality Assurance Cell,

# Gujarat Commerce College,

# Ahmedabad

# *Action Taken Report*
# *On Feedback*
# *Year: 2022-23*

## Action Taken Report of the IQAC Review Meeting

Held on 13/04/2027 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 | Bilingual communication strategy | The Committee suggested to incorporate Bilingual communication strategy for Gujarati and non-Gujarati speaking students. |
| 2 | Focus on life skills | The Chairperson suggested the faculty members of language to focus more on life skills for better employability of students. |
| 3 | Encourage Entrepreneurship | The committee suggested the faculty members to inculcate entrepreneurship skills in students. |

for

Coordinator
...I.Q.H.C...Committee
Gujarat Commerce College
Ahmedabad