

GUJARAT COMMERCE COLLEGE, AHMEDABAD

STUDENT SATISFACTION SURVEY REPORT (2022-23)

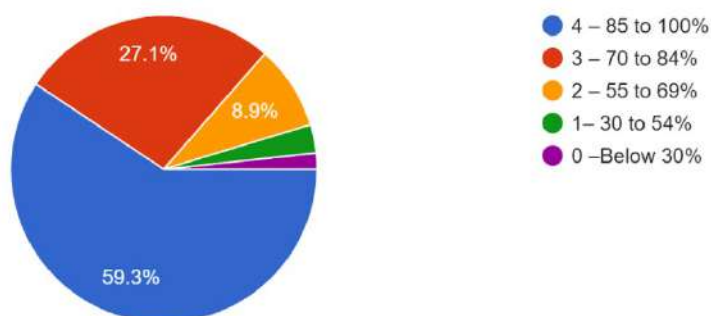
Students were given an online feedback form. There were total 21 questions in student satisfaction survey, in which feedback was requested regarding the teaching and learning process. They were required to provide their feedback from question no. 1 to 20 in zero to four scales. Some questions have interpretation in ascending form and some questions have interpretation in ascending form with interpretation of 'Needs Improvement', 'Average', 'Good', 'Very Good' and 'Excellent' in ascending or descending way. 21st question was an open ended i.e. about observations and suggestions. The detailed analysis with the help of graphs is as follows:

1) How much of the curriculum was covered in the class?

SCALE	RESPONSES	PERCENTAGE
0 - Below 30 %	36	1.7 %
1 - 30 to 54 %	64	3.0 %
2 - 55 to 69 %	190	8.9 %
3 - 70 to 84 %	582	27.1 %
4 - 85 to 100 %	1272	59.3 %
Total	2144	100 %

1. How much of the curriculum was covered in the class?

2,144 responses

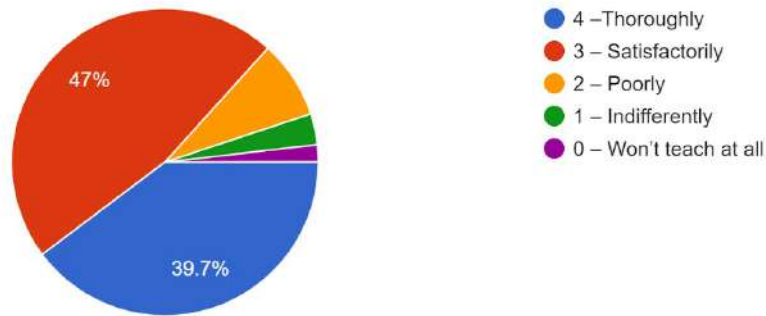


2. How well did the teachers connected the curriculum with practical problems?

SCALE	RESPONSES	PERCENTAGE
0 - Won't teach at all	39	1.8 %
1 - Indifferently	70	3.3 %
2 - Poorly	176	8.2 %
3 - Satisfactorily	1007	47.0 %
4 -Thoroughly	852	39.7 %
Total	2144	100 %

2. How well did the teachers connected the curriculum with practical problems?

2,144 responses

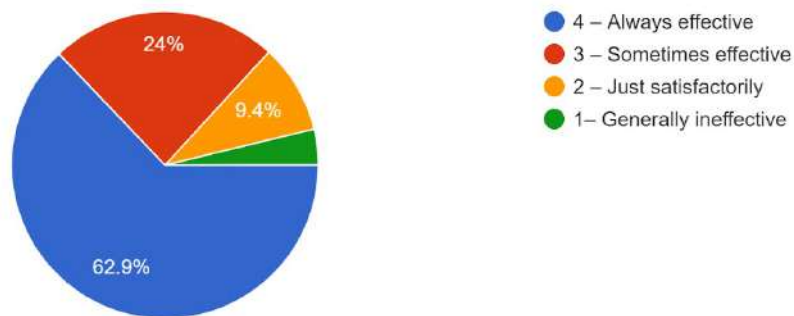


3. How well were the teachers able to communicate the curriculum?

SCALE	RESPONSES	PERCENTAGE
1- Generally ineffective	81	3.8 %
2 - Just satisfactorily	201	9.4 %
3 - Sometimes effective	514	24.0 %
4 - Always effective	1348	62.9 %
Total	2144	100 %

3.How well were the teachers able to communicate the curriculum?

2,144 responses

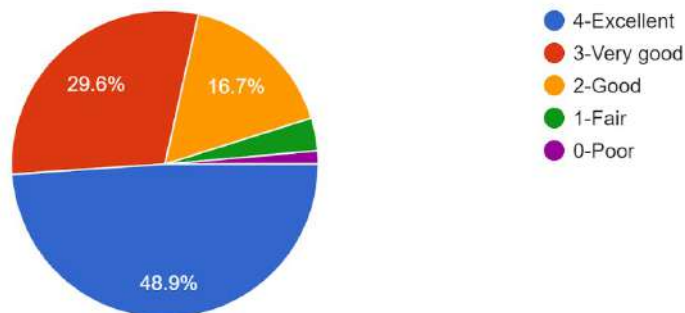


4. The teacher's approach to teaching can best be described as

SCALE	RESPONSES	PERCENTAGE
0 - Poor	30	1.4 %
1 - Fair	74	3.5 %
2 - Good	357	16.7 %
3 - Very Good	634	29.6 %
4 - Excellent	1049	48.9 %
Total	2144	100 %

4.The teacher's approach to teaching can best be described as

2,144 responses

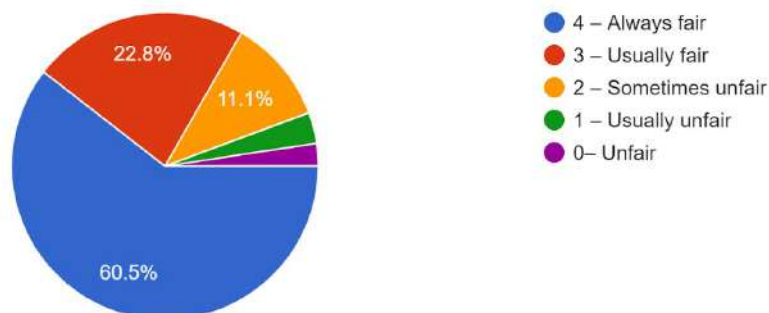


5. Fairness of the internal evaluation process by the teachers.

SCALE	RESPONSES	PERCENTAGE
0– Unfair	51	2.4 %
1 – Usually unfair	70	3.3 %
2 – Sometimes unfair	237	11.7 %
3 – Usually fair	489	22.8 %
4 – Always fair	1297	60.5 %
Total	2144	100 %

5. Fairness of the internal evaluation process by the teachers.

2,144 responses

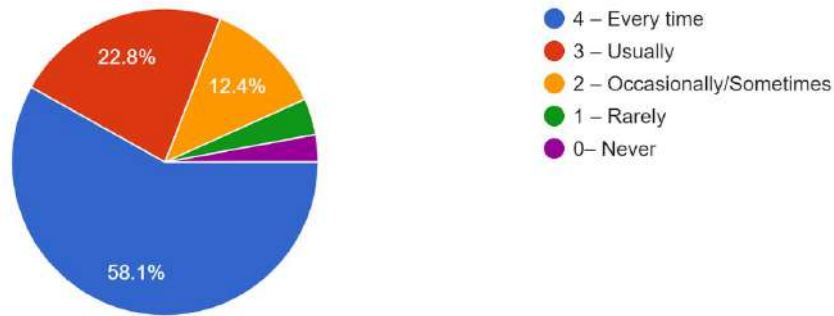


6. Was your performance in assignments discussed with you?

SCALE	RESPONSES	PERCENTAGE
0– Never	62	2.9 %
1 – Rarely	82	3.8 %
2 – Sometimes	266	12.4 %
3 – Usually	488	22.8 %
4 – Every time	1246	58.1 %
Total	2144	100 %

6. Was your performance in assignments discussed with you?

2,144 responses

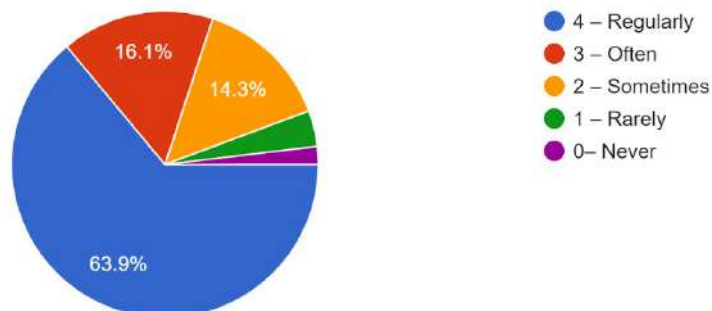


7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

SCALE	RESPONSES	PERCENTAGE
0 - Never	41	1.9 %
1 - Rarely	81	3.8 %
2 - Sometimes	306	14.3 %
3 - Often	345	16.1 %
4 - Regularly	1371	63.9 %
Total	2144	100 %

7.The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

2,144 responses

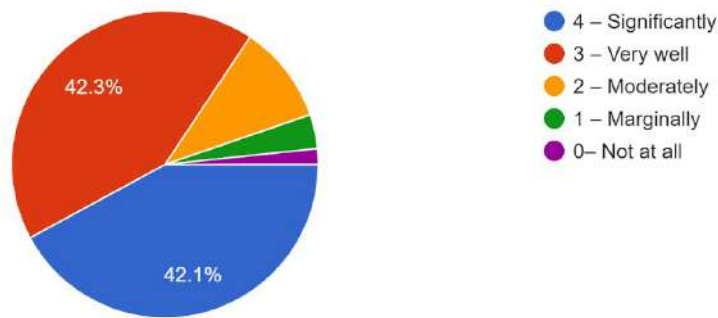


8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

SCALE	RESPONSES	PERCENTAGE
0 - Not at all	36	1.7 %
1 - Marginally	77	3.6 %
2 - Moderately	222	10.4 %
3 - Very well	907	42.3 %
4 - Significantly	902	42.1 %
Total	2144	100 %

8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

2,144 responses

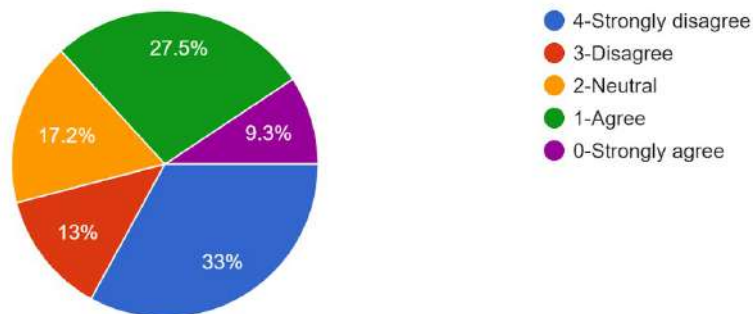


9. The institution provides multiple opportunities to learn and grow.

SCALE	RESPONSES	PERCENTAGE
0- Strongly agree	200	9.3 %
1 - Agree	590	27.5 %
2 - Neutral	369	17.2 %
3 - Disagree	278	13.0 %
4 - Strongly disagree	707	33.0 %
Total	2144	100 %

9. The institution provides multiple opportunities to learn and grow.

2,144 responses

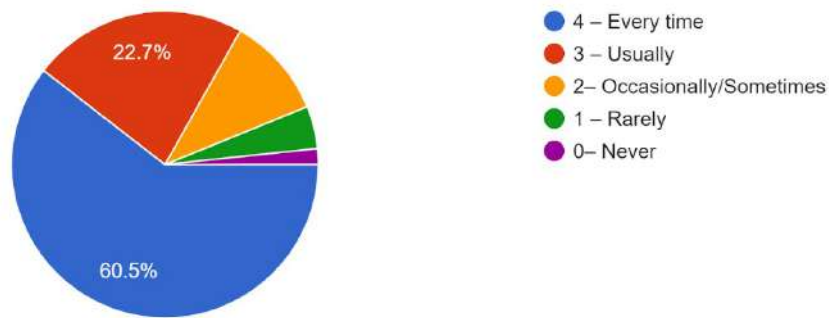


10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

SCALE	RESPONSES	PERCENTAGE
0- Never	36	1.7 %
1 - Rarely	96	4.5 %
2 - Sometimes	229	10.7 %
3 - Usually	486	22.7 %
4 - Every time	1297	60.5 %
Total	2144	100 %

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

2,144 responses

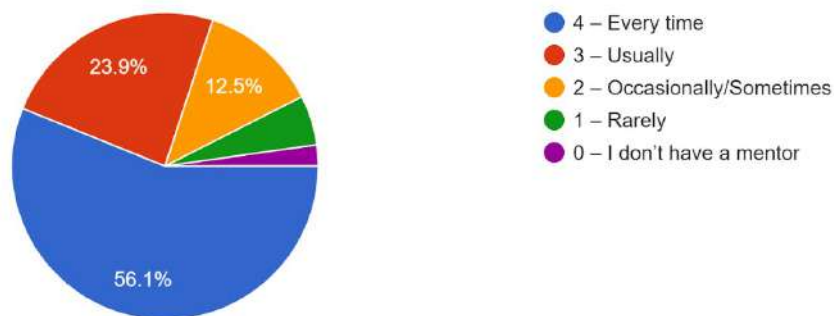


11. Your mentor does a necessary follow-up with an assigned task to you.

SCALE	RESPONSES	PERCENTAGE
0– I don't have a mentor	48	2.2 %
1 – Rarely	112	5.2 %
2 – Sometimes	268	12.5 %
3 – Usually	513	23.9 %
4 – Every time	1203	56.1 %
Total	2144	100 %

11. Your mentor does a necessary follow-up with an assigned task to you.

2,144 responses

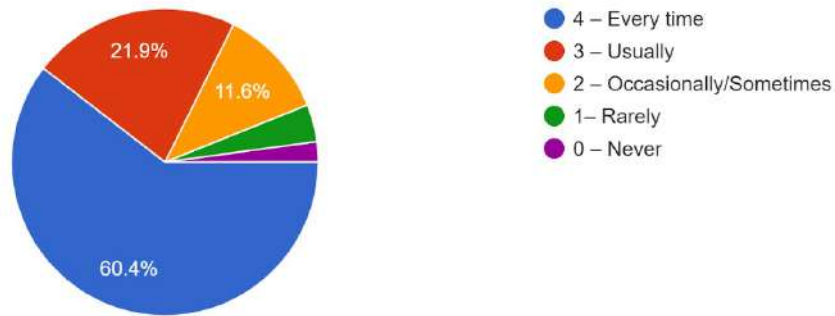


12. The teachers illustrate the concepts through examples and applications.

SCALE	RESPONSES	PERCENTAGE
0– Never	46	2.1 %
1 – Rarely	100	4.7 %
2 – Sometimes	246	11.5 %
3 – Usually	531	24.8 %
4 – Every time	1210	56.4 %
Total	2144	100 %

12. The teachers illustrate the concepts through examples and applications.

2,144 responses

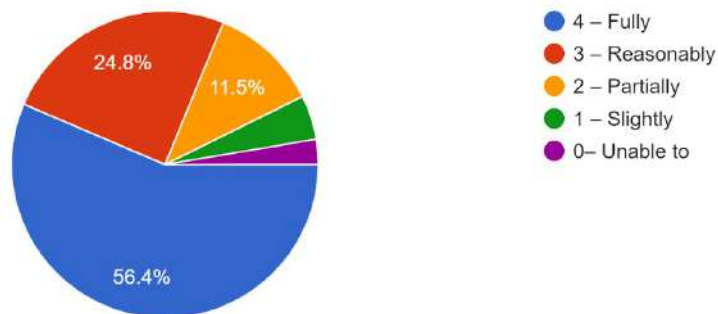


13. Do the teachers identify your strengths and encourage you with providing right level of challenges?

SCALE	RESPONSES	PERCENTAGE
0- Unable to	57	2.7 %
1 - Slightly	100	4.7 %
2 - Partially	246	11.5 %
3 - Reasonably	531	24.8 %
4 - Fully	1210	56.4 %
Total	2144	100 %

13. Do the teachers identify your strengths and encourage you with providing right level of challenges?

2,144 responses

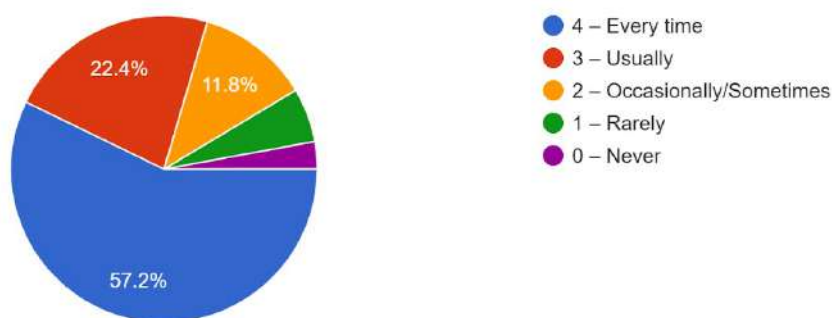


14. Teachers are able to identify your weaknesses and help you to overcome them.

SCALE	RESPONSES	PERCENTAGE
0- Never	62	2.9 %
1 - Rarely	122	5.7 %
2 - Sometimes	254	44.8 %
3 - Usually	480	22.4 %
4 - Every time	1226	57.2 %
Total	2144	100 %

14. Teachers are able to identify your weaknesses and help you to overcome them.

2,144 responses

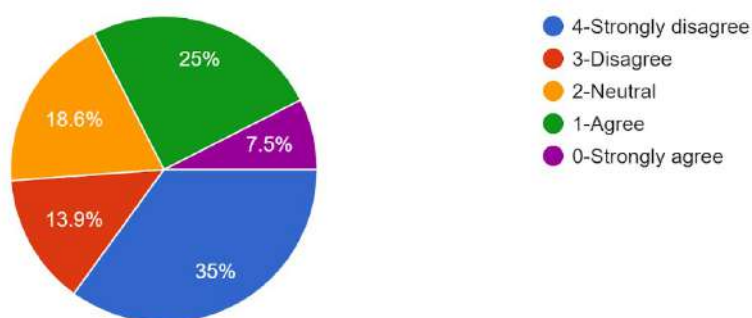


15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

SCALE	RESPONSES	PERCENTAGE
0- Strongly Agree	161	7.5 %
1 - Agree	537	25.0 %
2 - Neutral	399	18.6 %
3 - Disagree	297	13.9 %
4 - Strongly disagree	750	35.0 %
Total	2144	100 %

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

2,144 responses

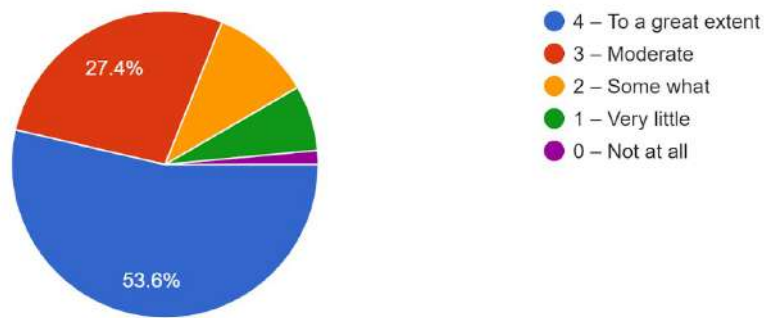


16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

SCALE	RESPONSES	PERCENTAGE
0 - Not at all	32	1.5 %
1 - Very little	148	6.9 %
2 - Somewhat	226	10.5 %
3 - Moderate	588	27.5%
4 - TO a great Extent	1150	53.6 %
Total	2144	100 %

16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

2,144 responses

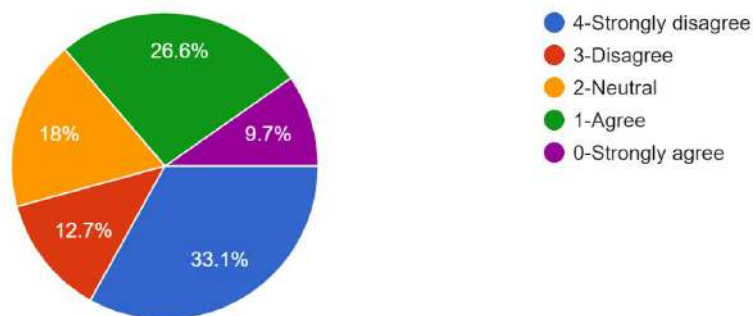


17. Teachers encourage you to participate in extracurricular activities.

SCALE	RESPONSES	PERCENTAGE
0- Strongly Agree	208	9.7 %
1 – Agree	570	26.6 %
2 – Neutral	385	18.0 %
3 – Disagree	272	12.7 %
4 – Strongly disagree	709	33.1 %
Total	2144	100 %

17. Teachers encourage you to participate in extracurricular activities.

2,144 responses

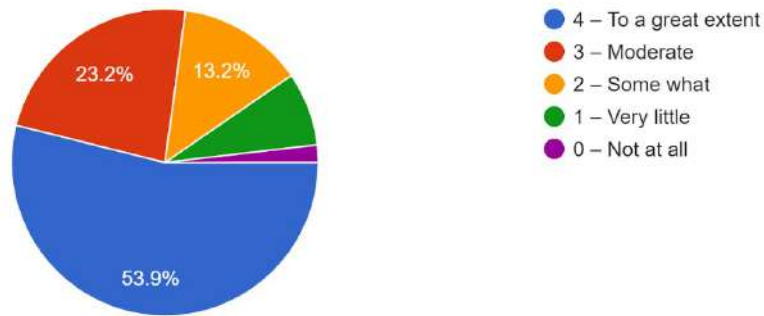


18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work

SCALE	RESPONSES	PERCENTAGE
0 – Not at all	40	1.9 %
1 – Very little	166	7.7 %
2 - Somewhat	284	13.2 %
3 - Moderate	498	23.2 %
4 – To a great Extent	1156	53.9 %
Total	2144	100 %

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work

2,144 responses

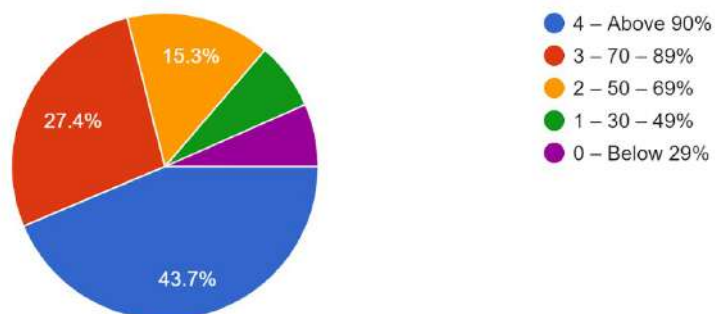


19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

SCALE	RESPONSES	PERCENTAGE
0 - Below 29 %	142	6.6 %
1 - 30 to 49 %	152	7.1 %
2 - 50 to 69 %	327	15.3 %
3 - 70 to 89 %	587	27.4 %
4 – Above 90 %	936	43.7 %
Total	2144	100 %

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

2,144 responses

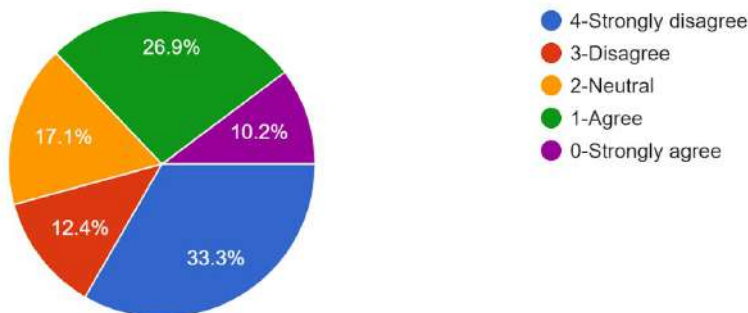


20. The overall quality of teaching-learning process in your institute is very good

SCALE	RESPONSES	PERCENTAGE
0– Strongly Agree	219	10.2 %
1 – Agree	577	26.9 %
2 – Neutral	367	17.1 %
3 – Disagree	266	12.4 %
4 – Strongly disagree	715	33.3 %
Total	2144	100 %

20.The overall quality of teaching-learning process in your institute is very good.

2,144 responses



21. Give three observation / suggestions to improve the overall teaching – learning experience in your institution

Major observation and suggestions:

Excellent	67
Very Good	128
Good	335
Very nice	24
Great	10
Good Experience	23
Very Well	23
Nice	23
Best Experience	9
Best College	8
Good College	14
Its' Very Nice	12
Best	12
Yes	25
Nothing	36
No suggestions	30
No	21
Everything is Very Good	6
Good Teaching	5
Very Excellent	5
Teaching methods are very simply fine for understand & easy for learn. All subject's professors are gave very deep thoughts. All over my recommendation is improve college's from all sides	
All facultys are good teaching in our Gujarat commerce college. All facultys are good in our college. All facultys are helping in study,extra guidance and other problems.	
This is a best college because here is teaches well and also give all facilities and I give you 10/10 to this college. All the teachers help us to prepare for exam releted.	
I feel lucky as a student of Gujarat commerce college, and the college has helped me all the time. This is the best college ever. And my learning experience is very well.	
According to my observation teaching method of the institute is very good and they always encourage the students and that was my learning experience in the my institute.	
Hello! sir and mem Good communication and not a missbehaviour and mem is good all annual function connected and good....nice facilities best of best colleges of gcc.....	
One of the best college.. with great teachers and staff.. over all everything is perfect in college from entry gate to the exit.. no any suggestions for improvement .	
Best college for the students who eagerly learn something new. The college provides very good guidance and also to be actively involved in study as well as sports	
Teacher's behaviour towards student is very satisfactory and student get an advantage through extracurricular activities to enhance their skills and knowledge.	
The teachers are very experienced and ver well versed with thier jobs. They all are very kind in nature . They teach all well and very good	

Students were requested to provide some observations or suggestions in addition to the above criteria, if any. After watching all the comments received, we can say that the most of them (around 80 percent) were positive and complimentary. Some critical comments were there, regarding online lectures, syllabus completion, teaching methods etc. These comments were taken positively and steps will be taken to bring improvement.

After a bird eye view of all the responses received, we analyzed the following:

- Most of the students felt that the approach of teachers to teaching is excellent.
- Regarding the coverage of syllabus, more than 88% of the students are satisfied.
- In case of classroom teaching almost all the teachers are satisfactorily prepared according to 52% and thoroughly according to 37% of the students.
- 68% of the students opined that the communicative skills of our college faculties are always effective.
- The internal evaluation process and transparency in the system is fair applauding by more than 85% students.
- More than 85% of the students stated that the most of the teachers illustrated the concepts with practical examples and applications.
- The efforts taken by the teachers are appreciable to identify students' strengths and encourage them with providing right level of challenges.
- Overall 80% students strongly agree with the quality of teaching-learning process in the college as "Excellent".

Students' Feedback

2022-23

Feedback Collected

2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022	2022
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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

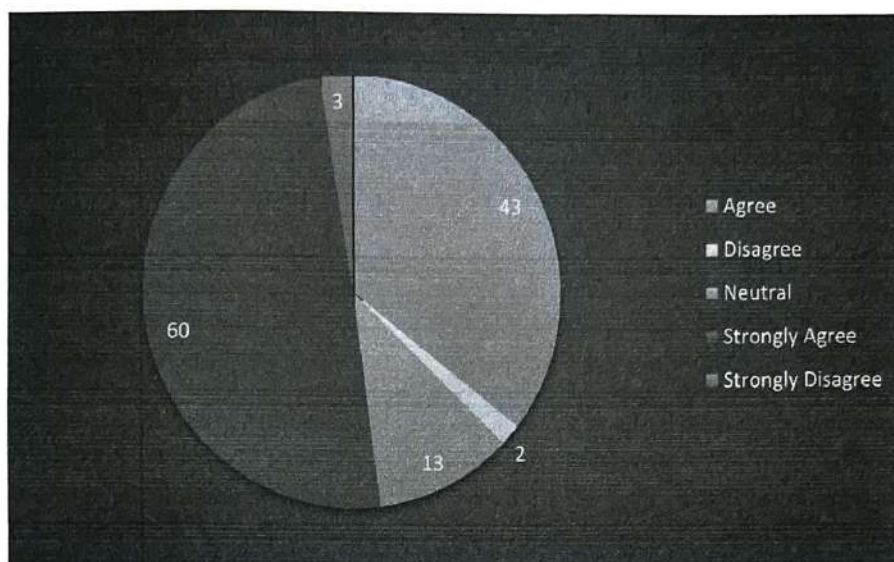
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

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 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



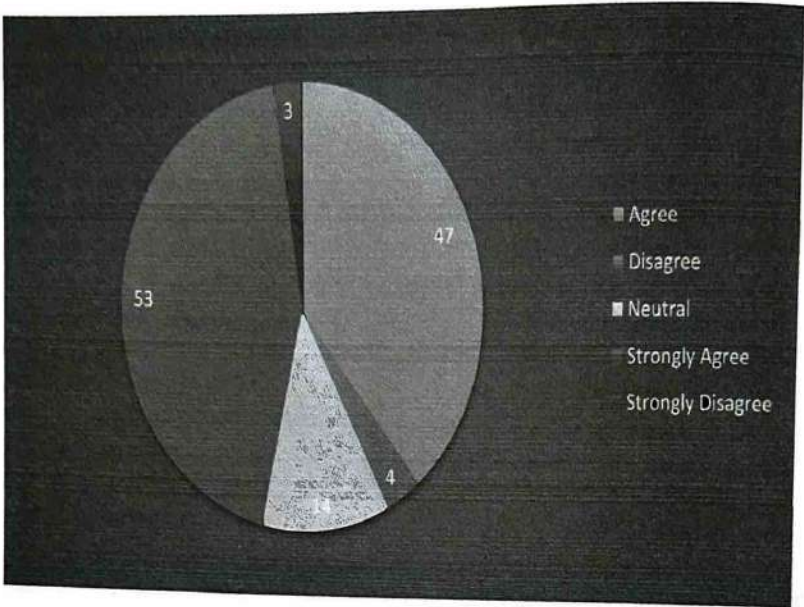
The distribution of responses to the statement "Getting admission in this college is a matter of pride for me" is visually represented in a pie chart. The chart reveals that a substantial portion, nearly half, strongly agrees, reflecting a prevalent positive sentiment toward the pride associated with 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

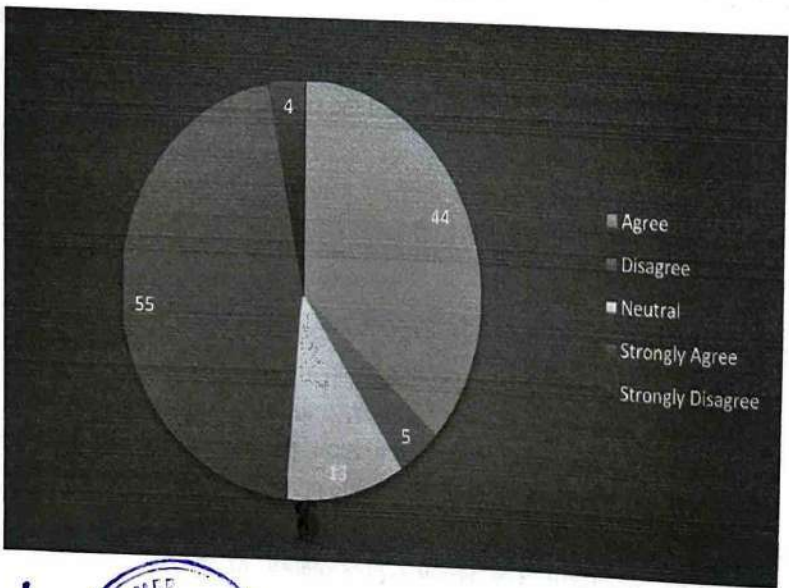
The distribution of responses to the statement "Admission process in the college is fair and accurate" is presented in terms of percentages among student respondents. A significant percentage of student respondents strongly agrees, indicating a prevalent positive sentiment towards the fairness and accuracy 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.

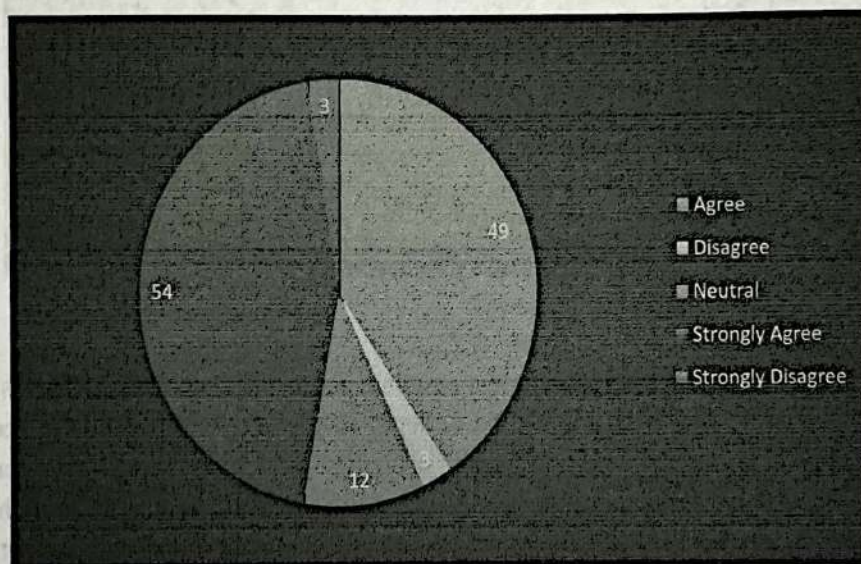


3 I am improving in this college (learning/confidence, other)



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 conducive for learning

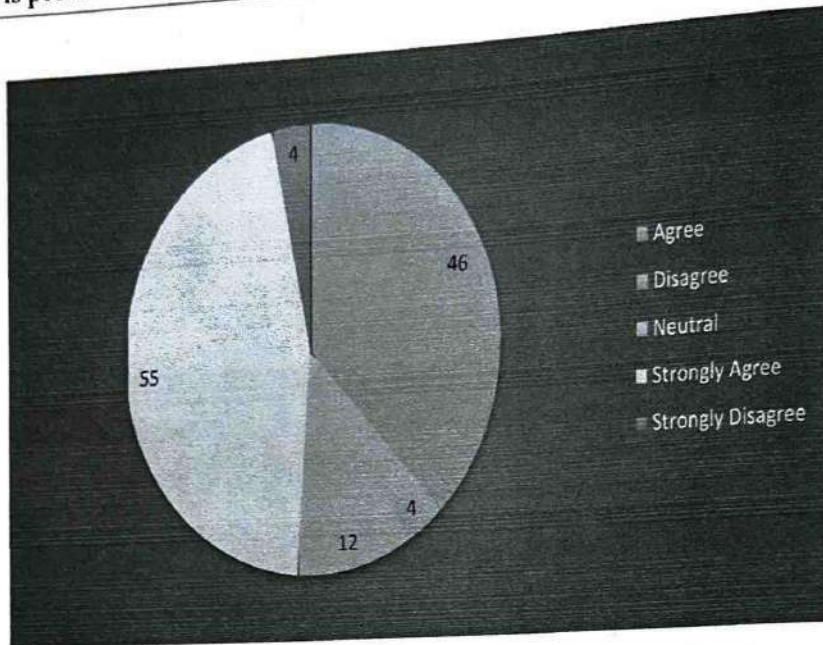


The distribution of responses among student respondents to the statement "The atmosphere in the college is conducive for learning" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the learning environment 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



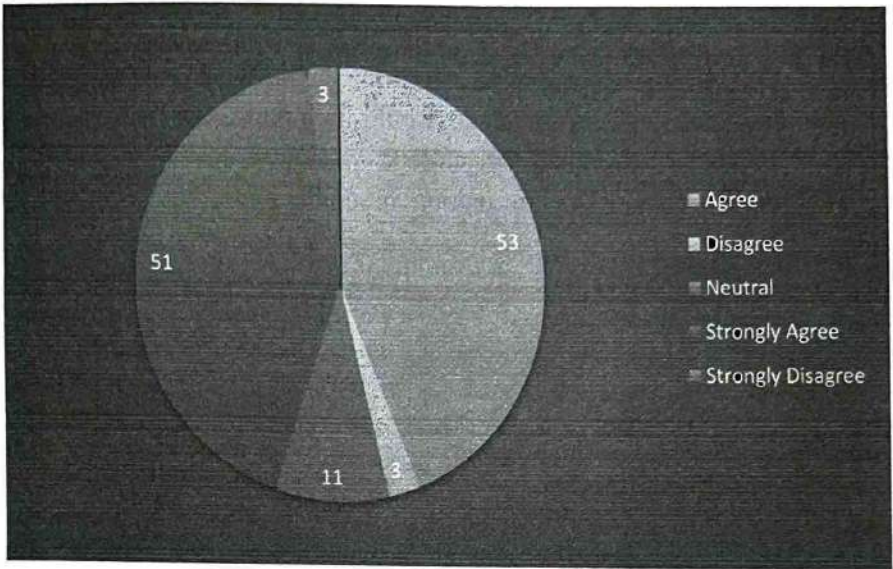
The distribution of responses among student respondents to the statement "There is a positive change in behavior in me after joining the college" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards experiencing 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

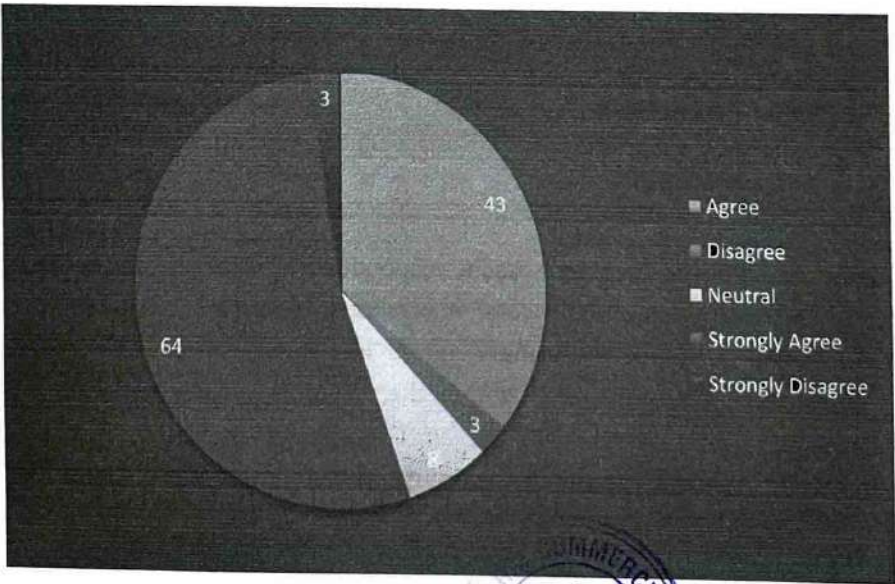
The distribution of responses among student respondents to the statement "College conveys all information" is depicted in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the effectiveness of the college in conveying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

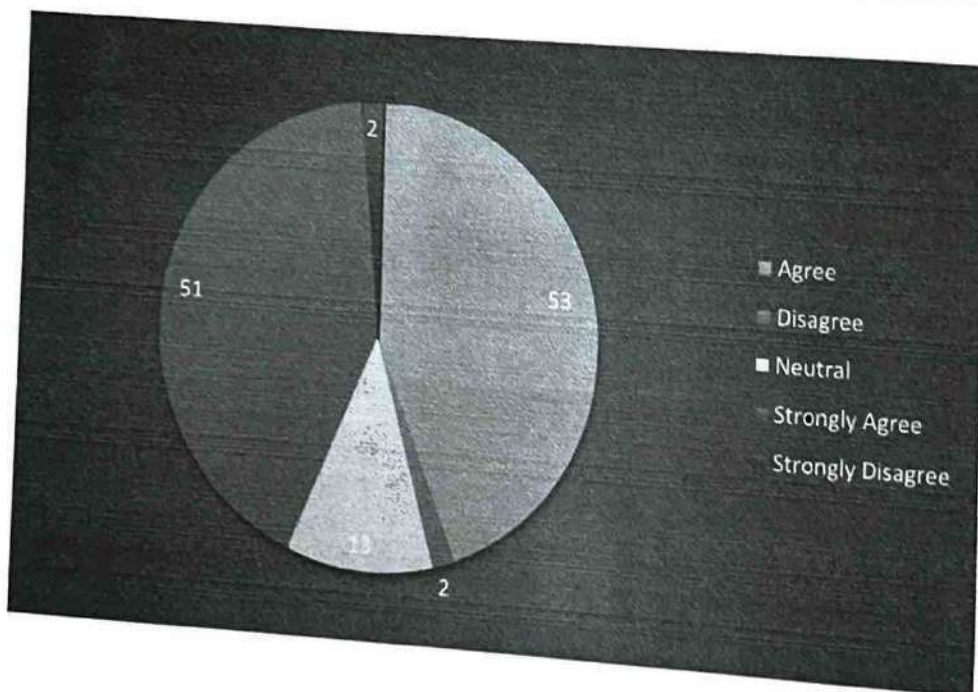


7	College website is very informative and regularly updated
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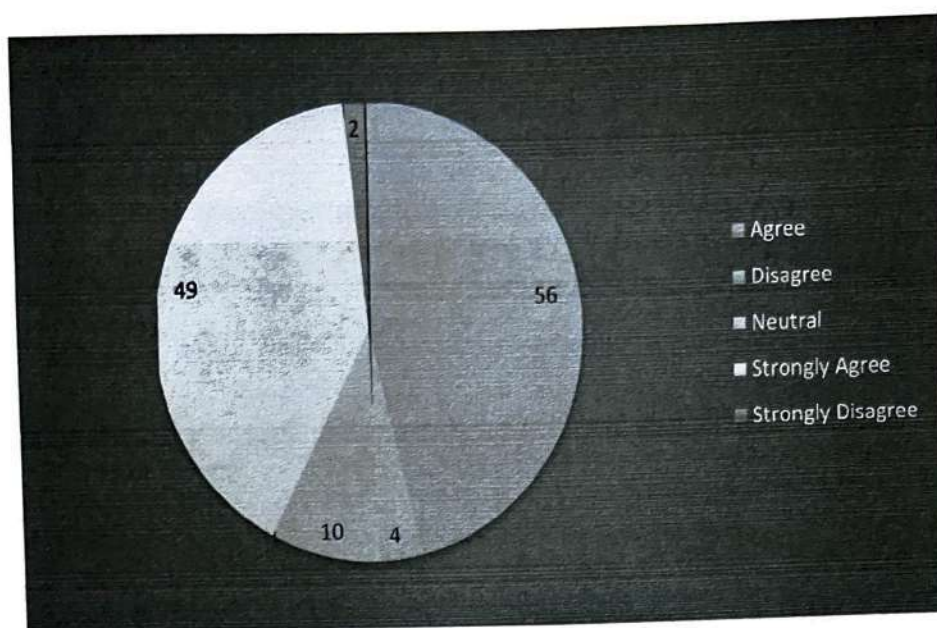
The distribution of responses among student respondents to the statement "College website is very informative and regularly updated" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the informativeness 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.



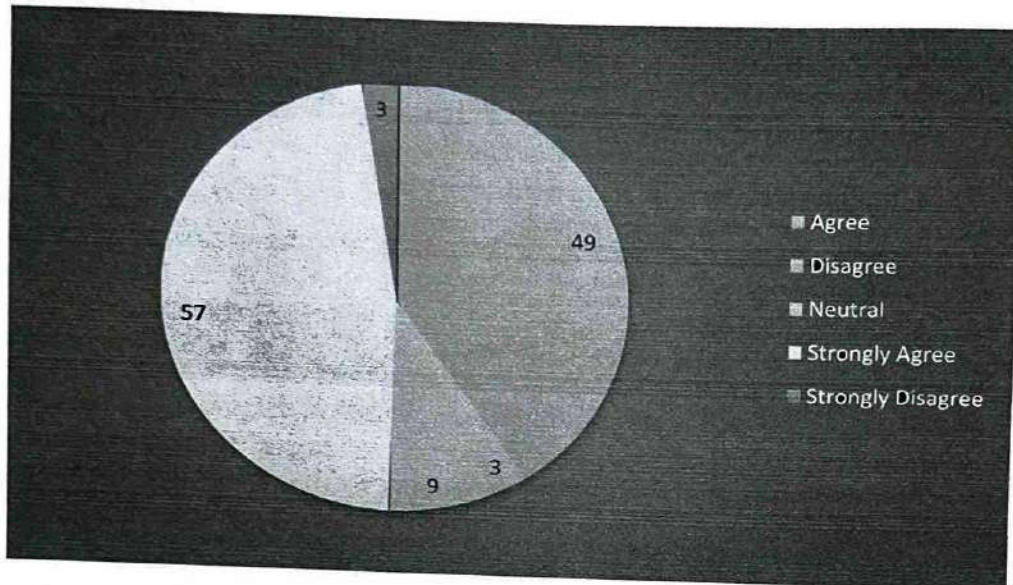


The distribution of responses among student respondents to the statement "Examination results are declared timely" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the timely declaration of examination 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.

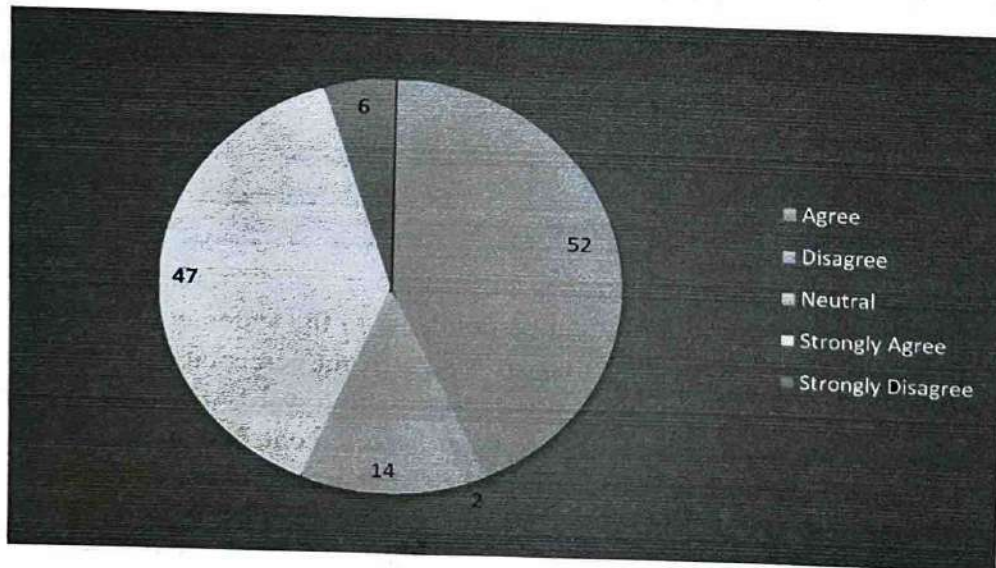
The distribution of responses among student respondents to the statement "College teachers are cooperative" is depicted in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the cooperative nature of college teachers. 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

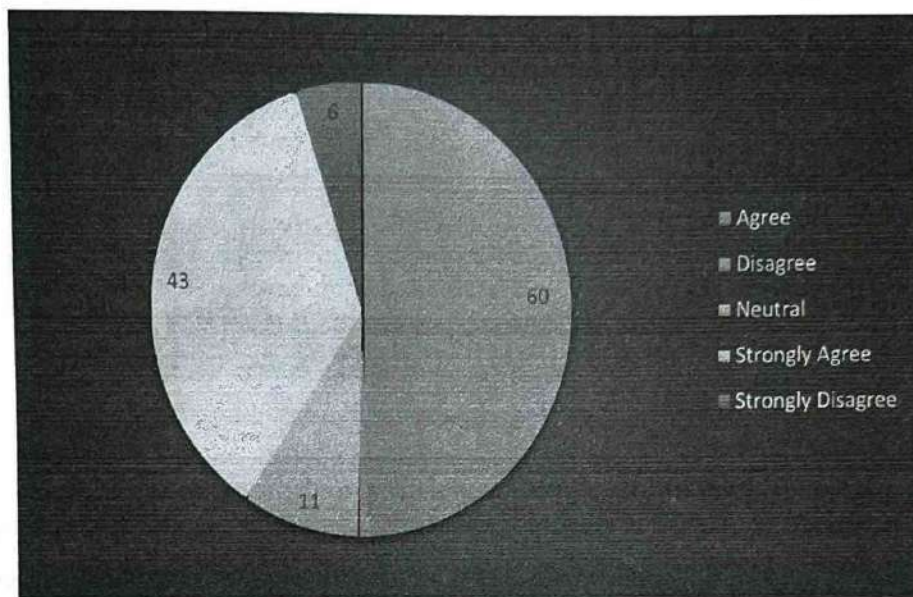


The distribution of responses among student respondents to the statement "College's admin staff are cooperative" is presented in terms of percentages. A significant percentage of student



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
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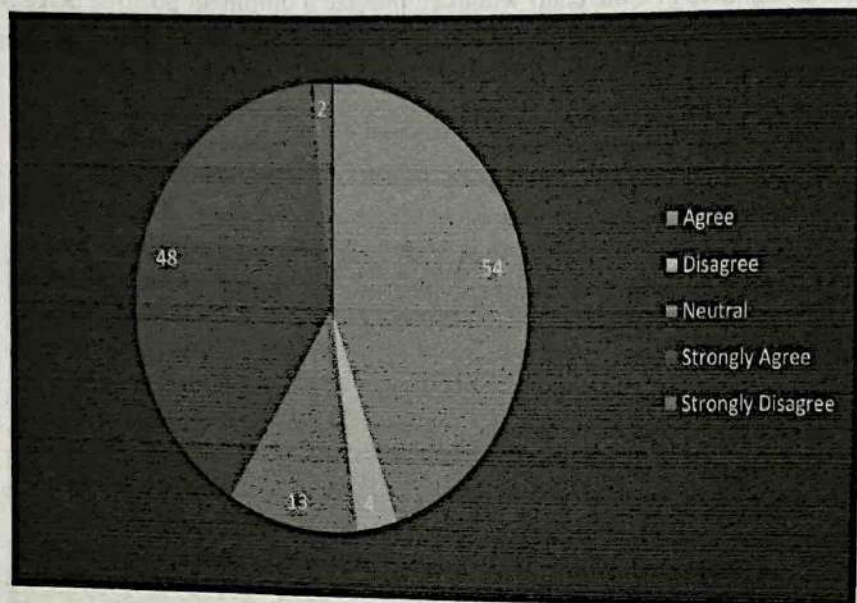


The distribution of responses among student respondents to the statement "The syllabus is completed on time" is presented in terms of percentages. A substantial percentage of student respondents agree, indicating a prevalent positive sentiment towards the timely completion of the syllabus. Additionally, 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



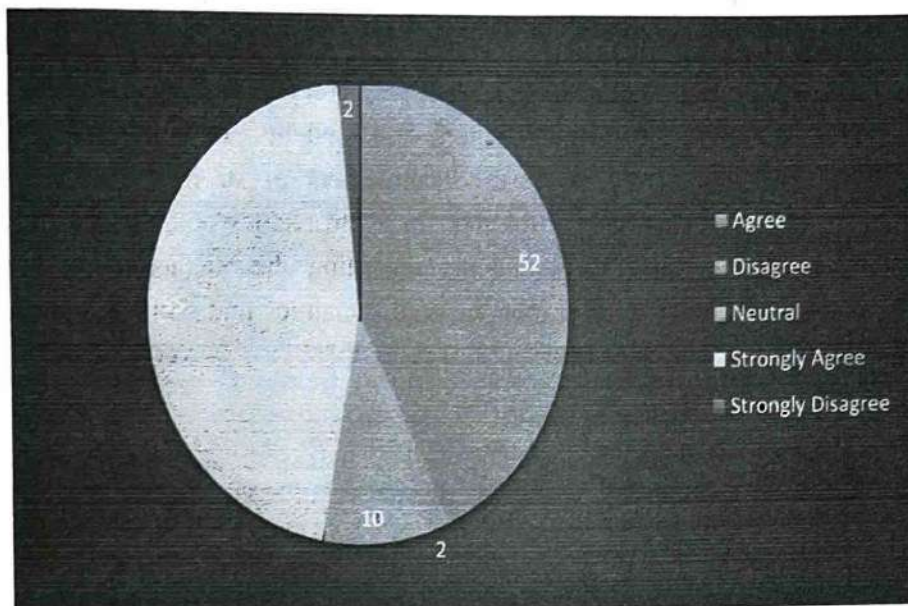
The distribution of responses among student respondents to the statement "Evaluation of answer sheets is fair enough" is depicted in terms of percentages. A significant percentage of student respondents agree, indicating a prevalent positive sentiment towards the fairness of the evaluation process for 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

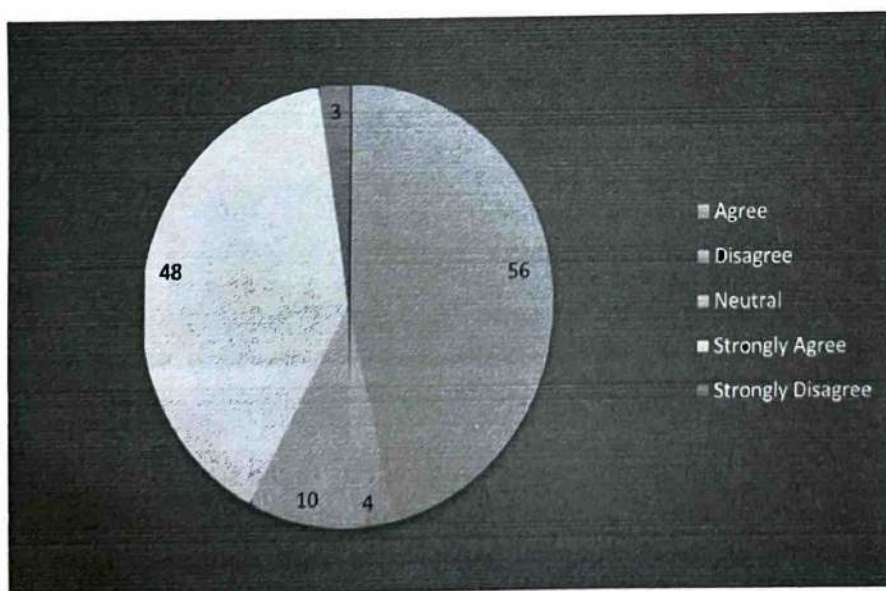
Teachers come well prepared in the class

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



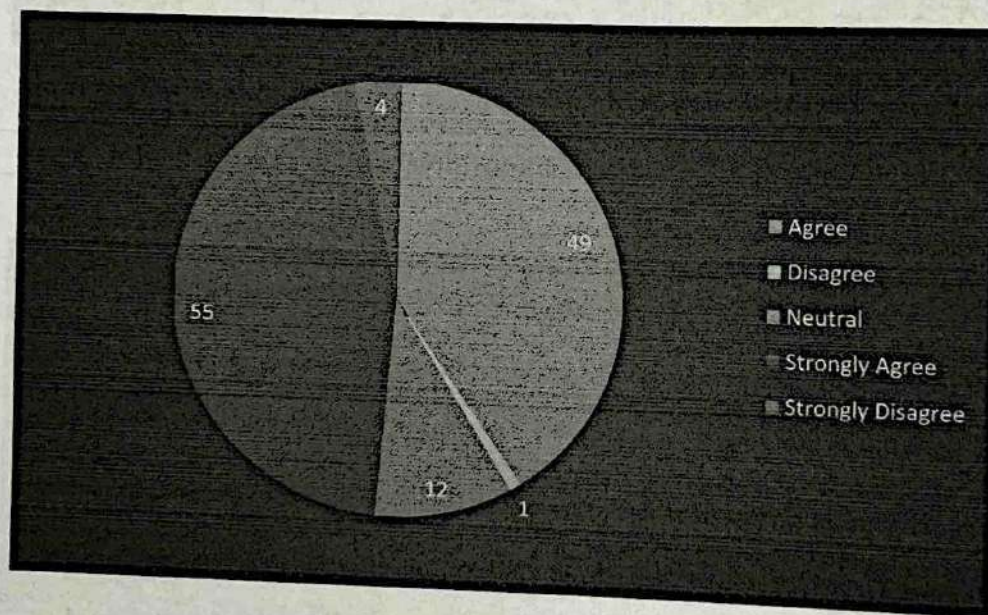
15	There is a good Teacher-student relationship at college
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The distribution of responses among student respondents to the statement "There is a good teacher-student relationship at college" is presented in terms of percentages. A significant

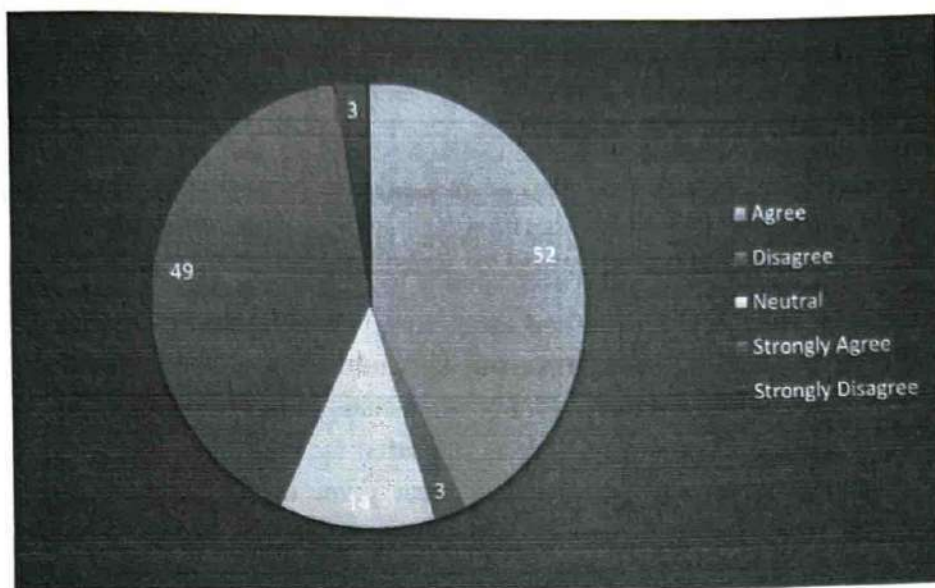
percentage of student respondents agree, indicating a prevalent positive sentiment towards the quality of the teacher-student relationships within the college. Additionally, a notable percentage strongly agrees, contributing to an overall positive perception among student respondents regarding the positive 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
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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

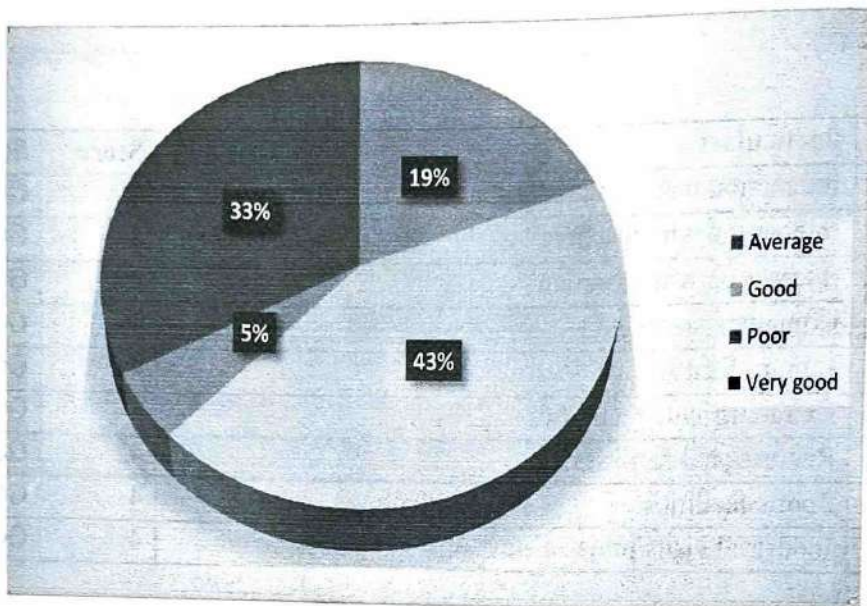
Excellent	Very good	Good	Average	Poor	Very poor
6	5	4	3	2	1

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

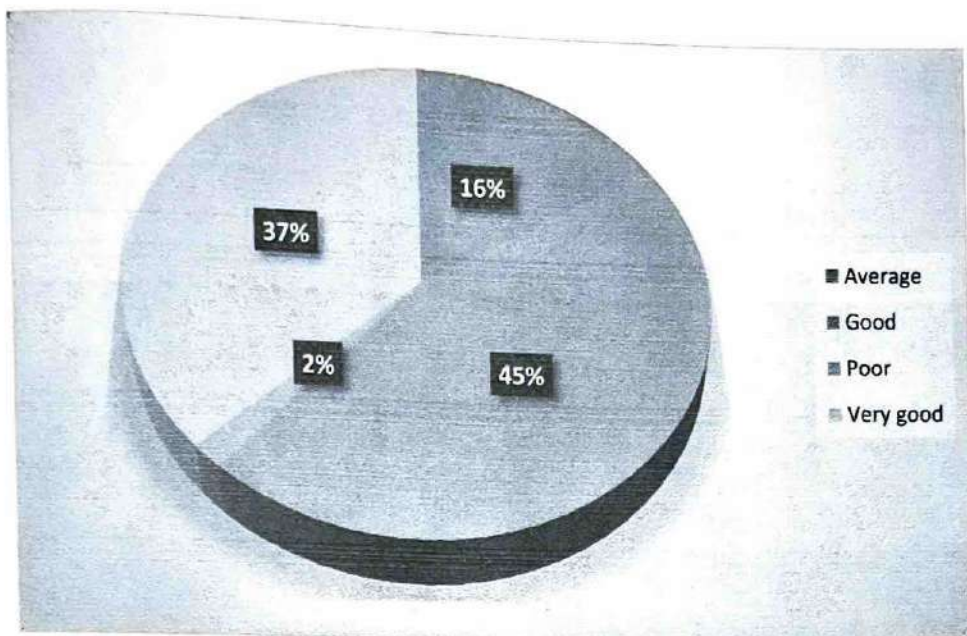


The data illustrates positive feedback for "Interaction with administration," with the majority rating it as "Good" (43.0%) and a significant portion as "Very Good" (33.1%). A moderate percentage found it "Average" (19.0%), while a small percentage marked it as "Poor" (4.96%). Overall, the data indicates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

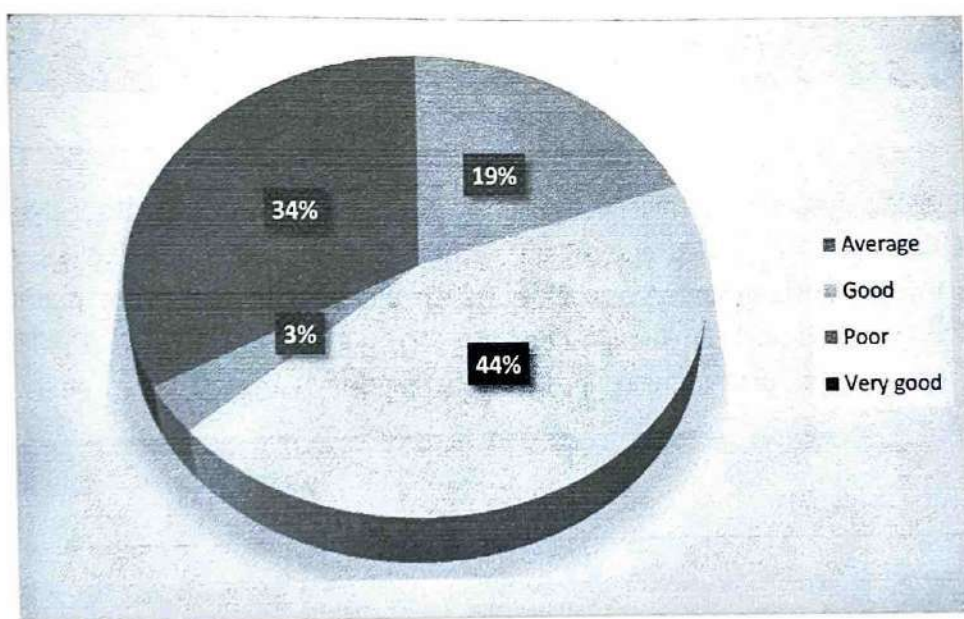
2 Interaction with teachers

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.



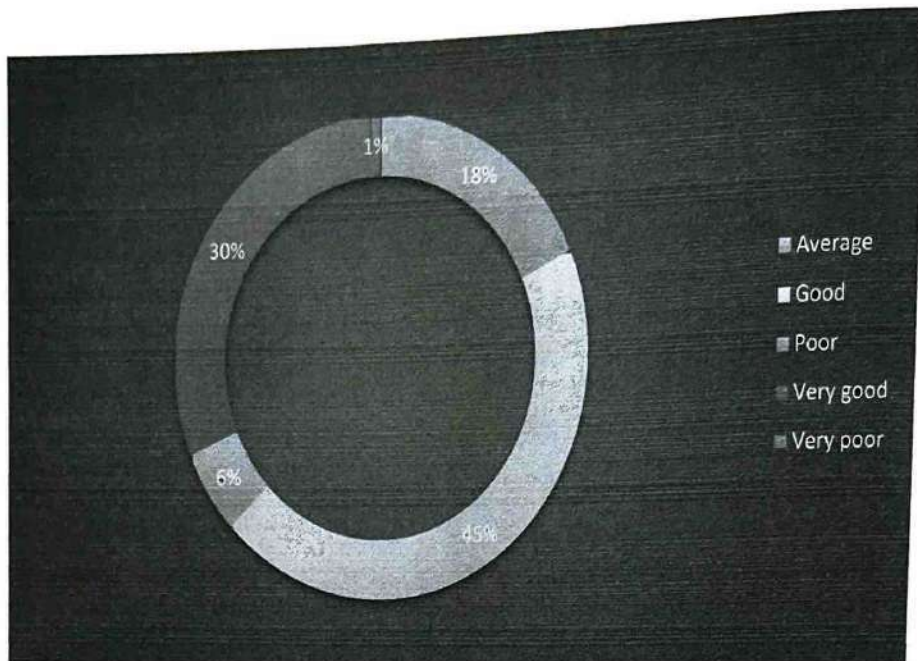


3 Interaction with librarian



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

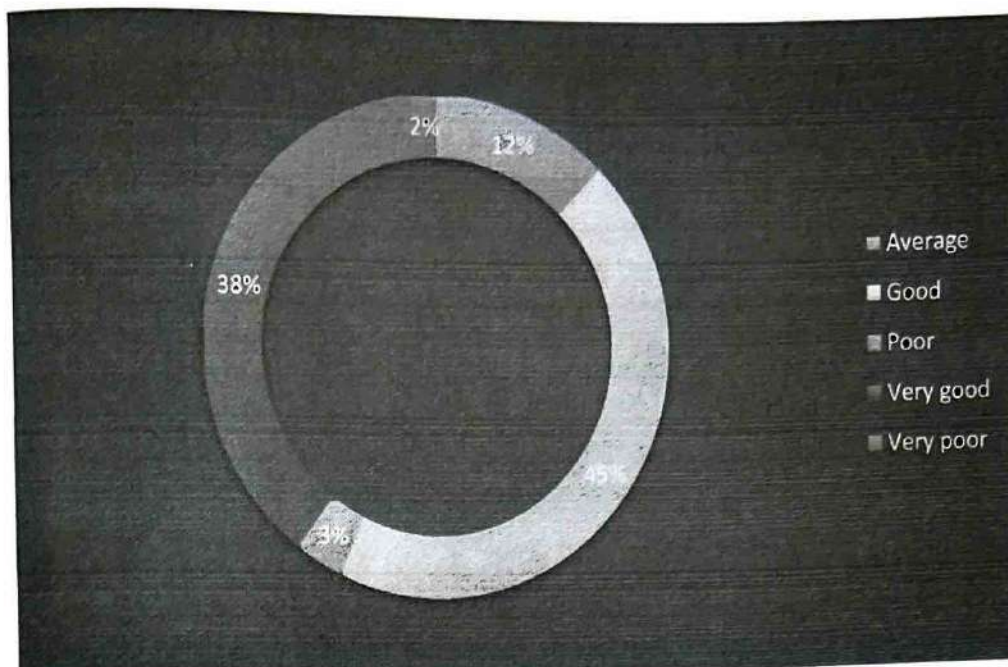


The data suggests positive sentiments regarding "Computer facilities," with a majority rating them as "Good" (44.6%) and a significant portion as "Very Good" (30.6%). A moderate percentage found the facilities "Average" (18.2%), while a smaller count marked them as "Poor" (5.79%). A minimal percentage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

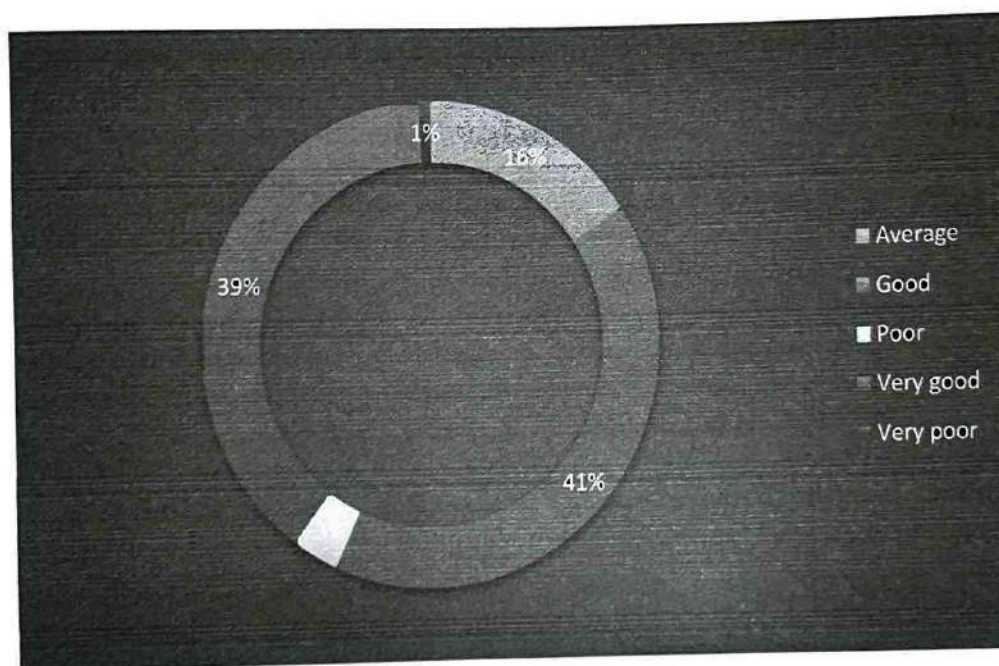
4 Library facilities

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.





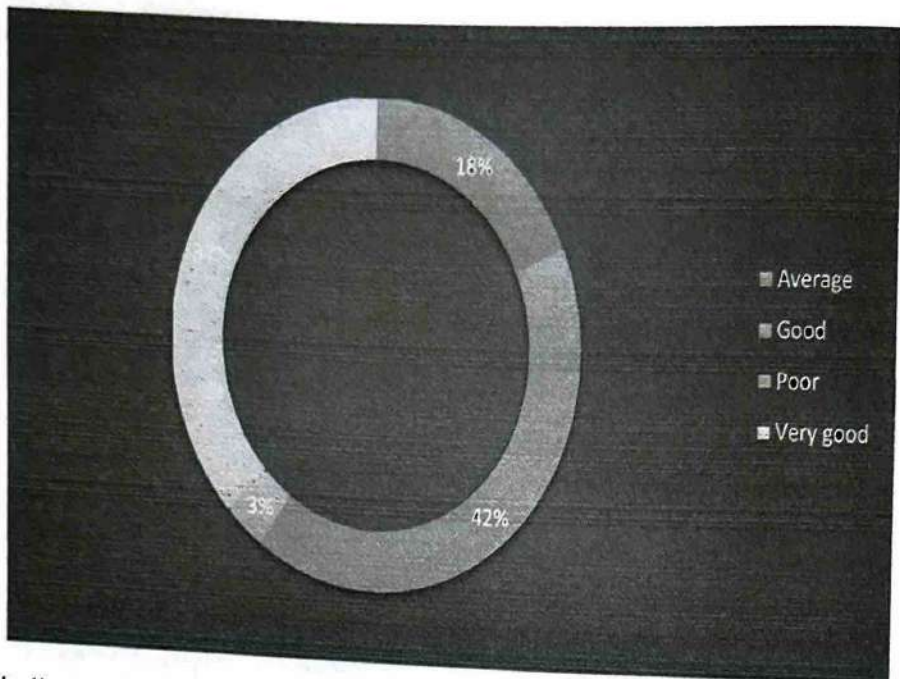
6 Extra-curricular activities



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.

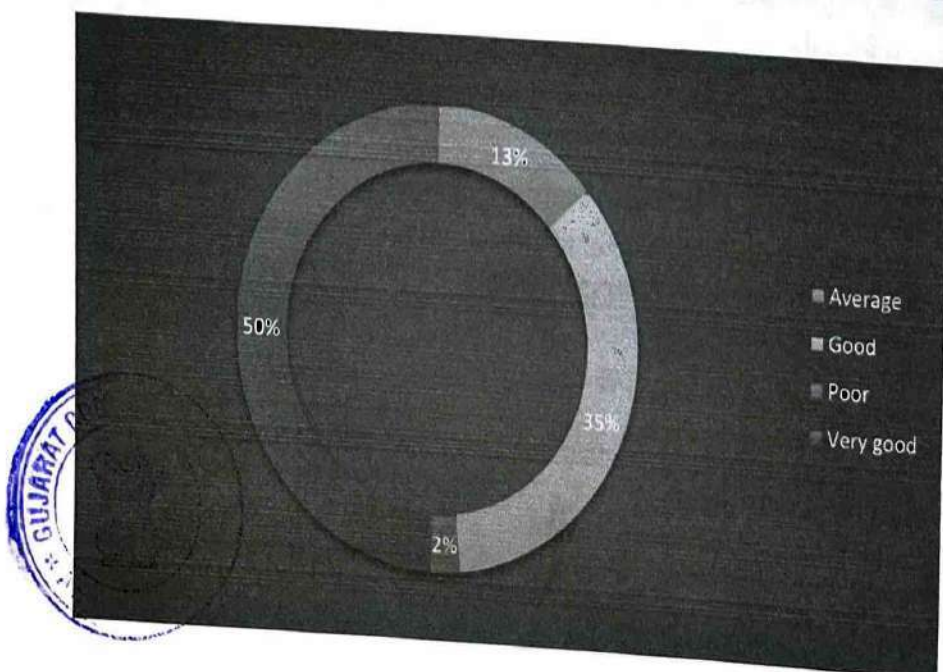


7 Recreational facilities



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.

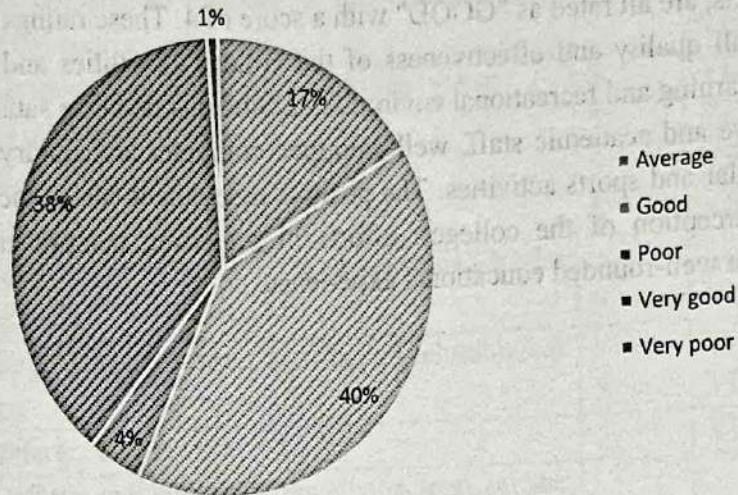
8 Sports facilities



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.



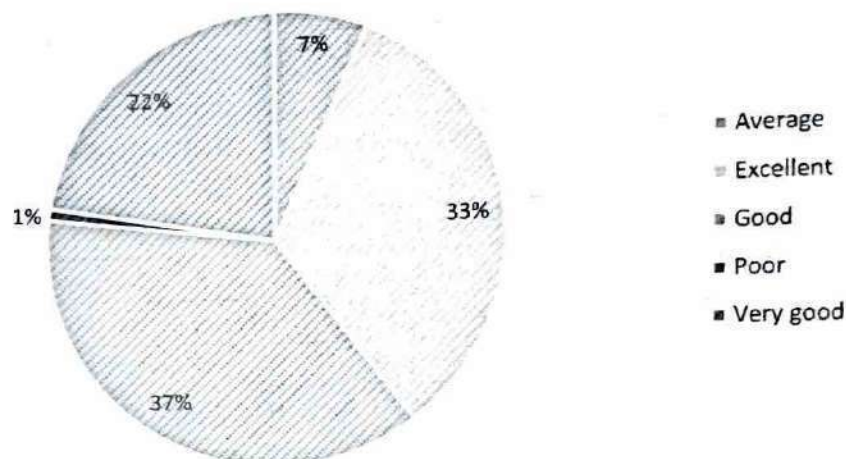
SECTION -3 CURRICULUM FEEDBACK

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)
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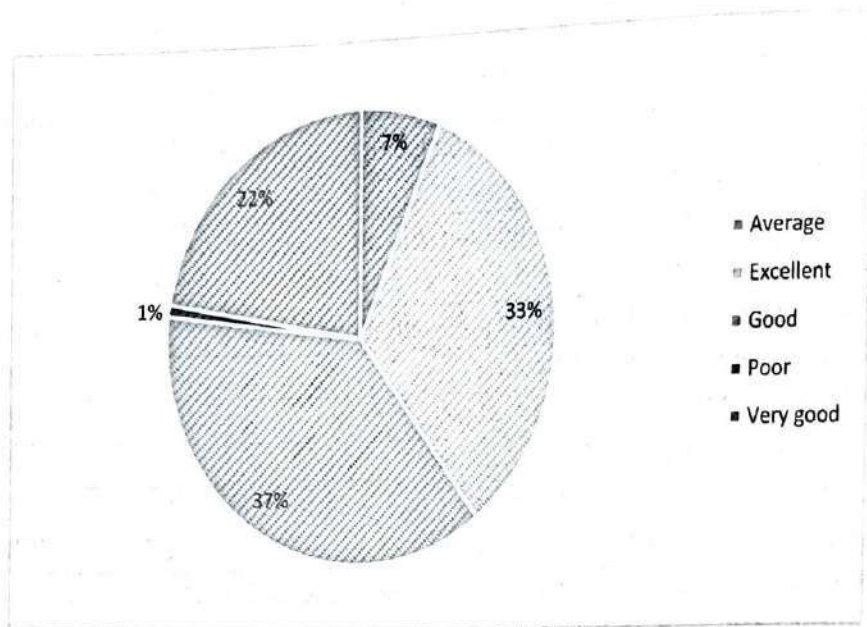
The data indicates favorable feedback for the "Sequence of the courses (connectivity of subjects in different semesters)," with the majority rating it as "Good" (37.2%) and a significant portion as "Excellent" (33.1%). A notable percentage found the sequence "Very Good" (22.3%), while a smaller count 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
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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)

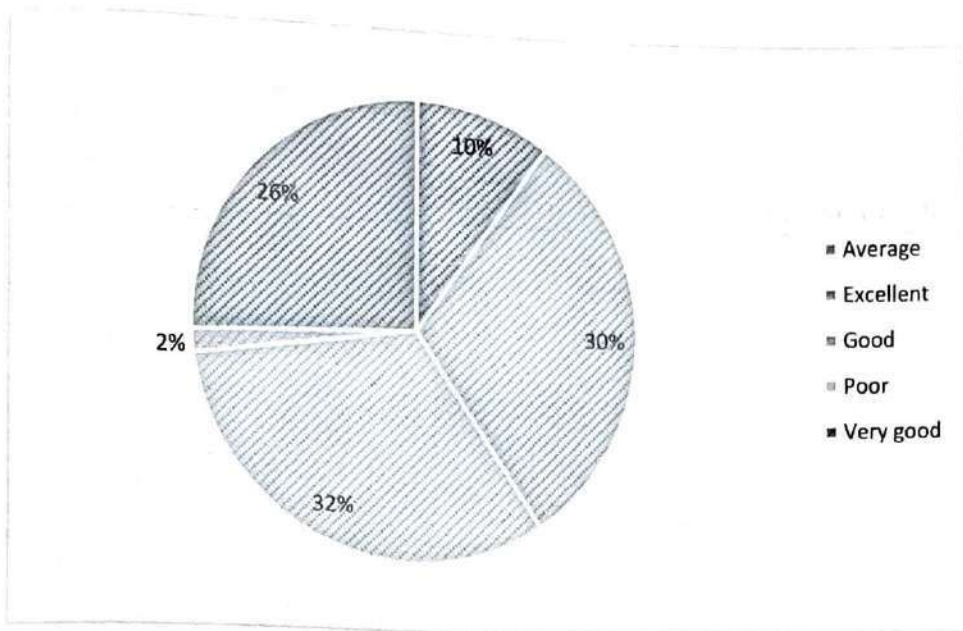


The data indicates favorable feedback for the "Sequence of the courses (connectivity of subjects in different semesters)," with the majority rating it as "Good" (37.2%) and a significant portion as "Excellent" (33.1%). A notable percentage found the sequence "Very Good" (22.3%), while a smaller count 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.

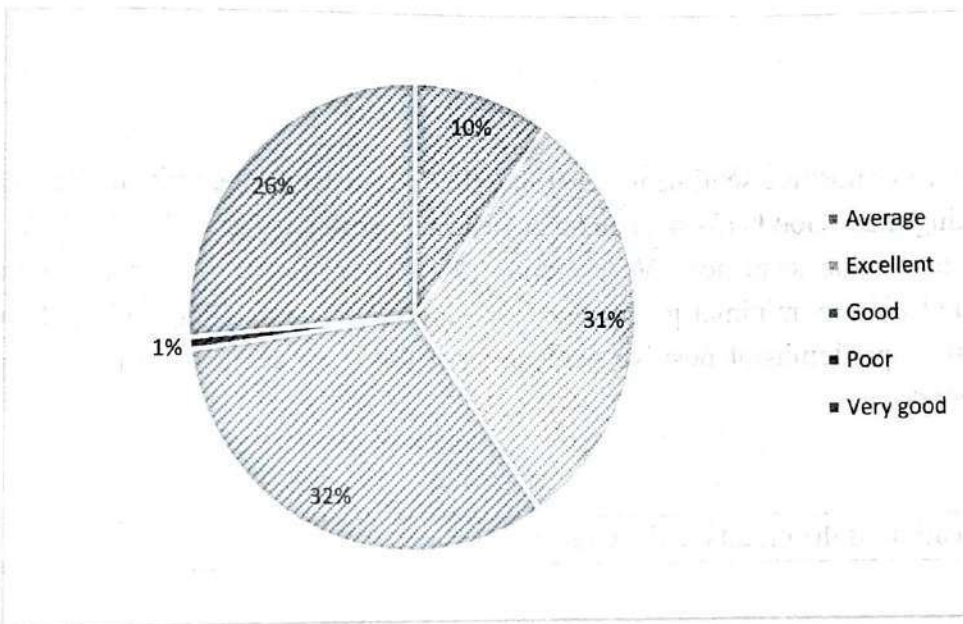
2 Syllabus of the courses in relation to the competencies expected out of the course

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.



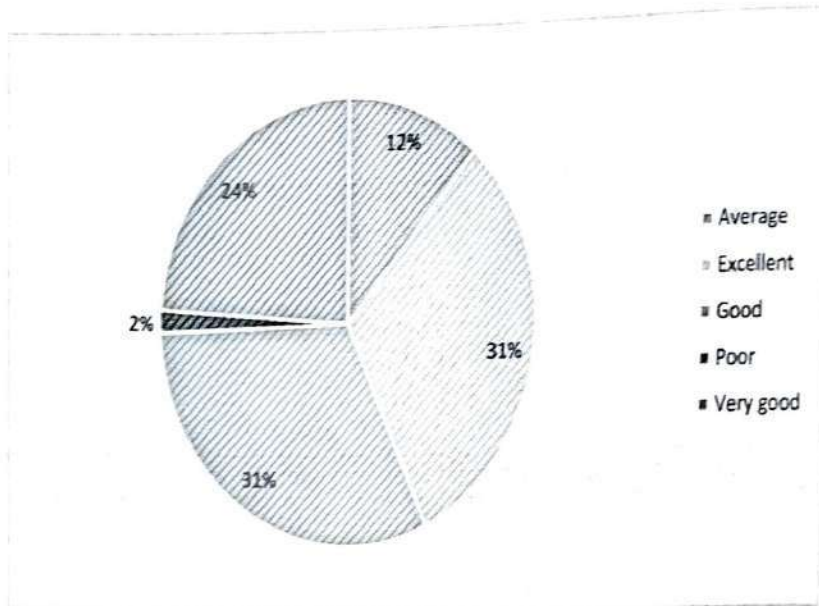


3 Relevance of the units in syllabus relevant to the course



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.

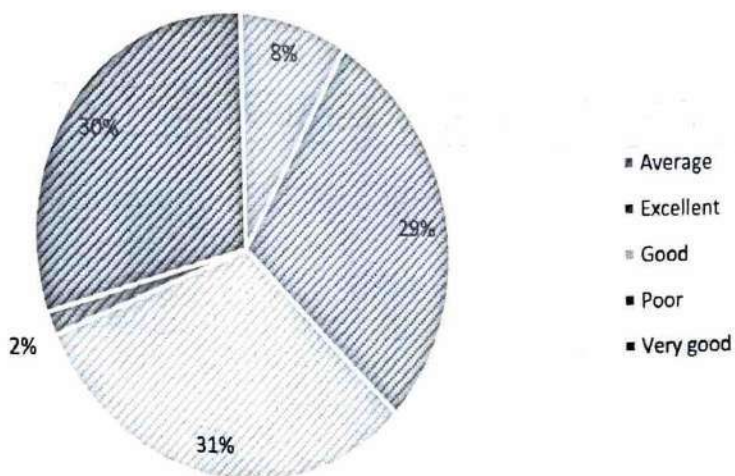




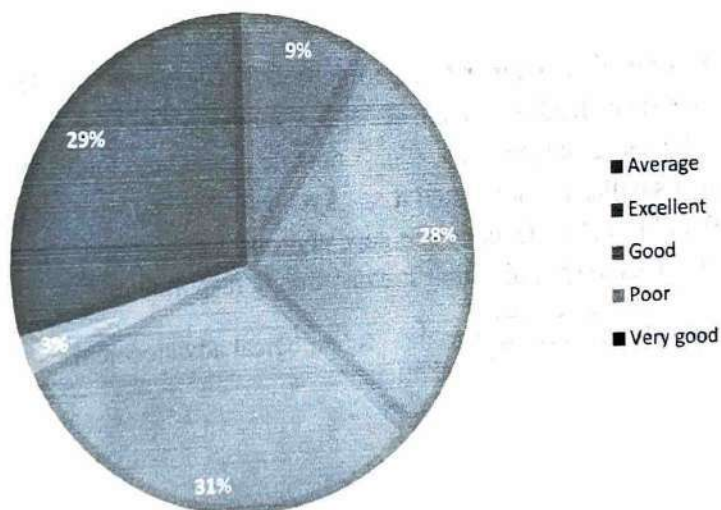
The data indicates positive sentiments regarding the "Sequence of the units in the course," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (31.4%). A notable percentage found the sequence "Very Good" (23.9%), while a smaller count marked it as "Average" (11.6%). 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.

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.





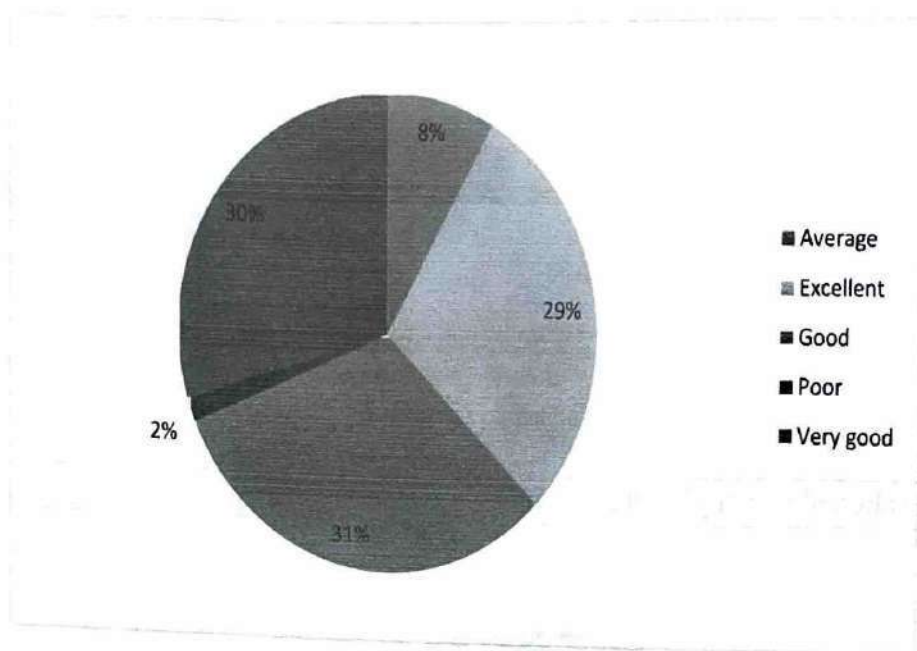
6 Time allotted to complete the syllabus



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.

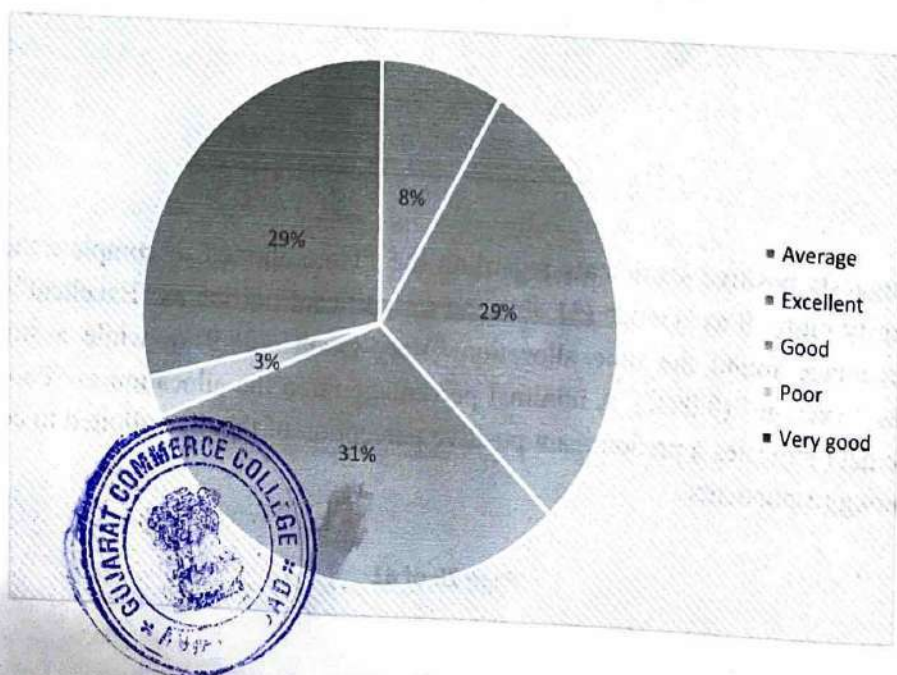


7 Offering of the electives in terms of their relevance to the specialization streams



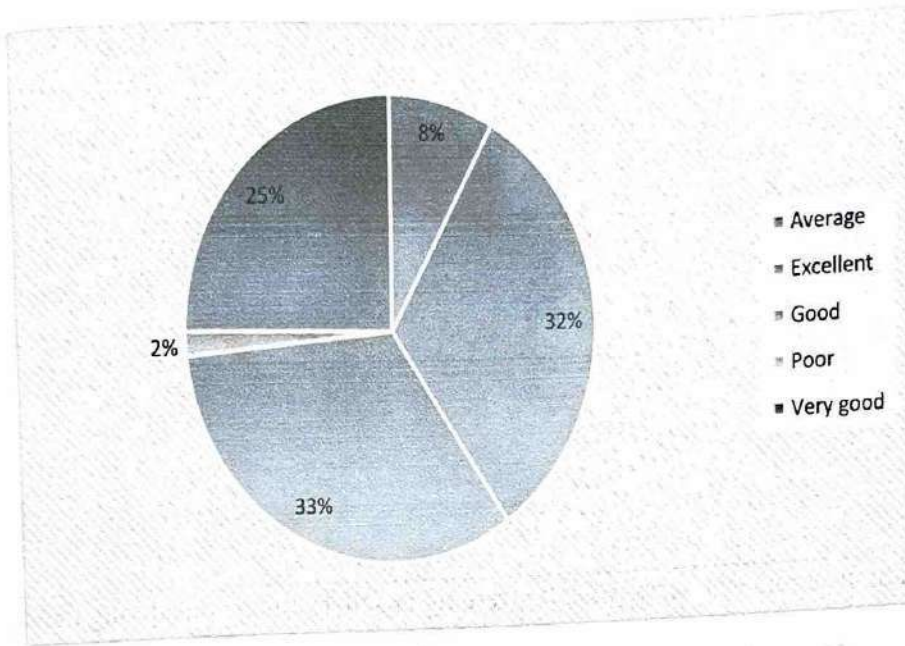
The data reflects positive sentiments regarding the "Offering of the electives in terms of their relevance to the specialization streams," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.9%). A notable percentage found the offering "Very Good" (29.8%), while a 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



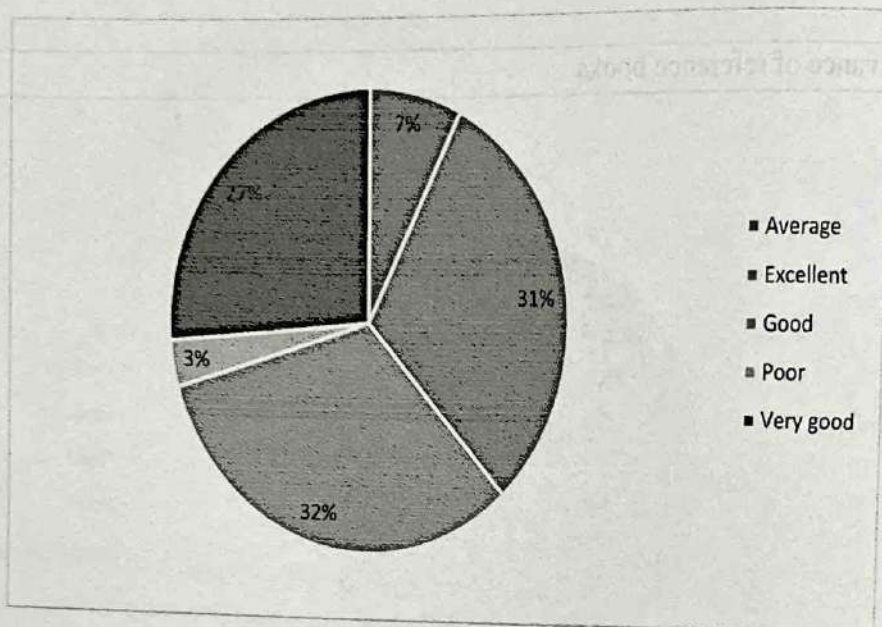
The data suggests positive sentiments regarding the "Relevance of reference books," with a majority rating it as "Good" (33.1%) and a significant portion as "Excellent" (32.2%). A notable percentage found the relevance "Very Good" (24.8%), while a smaller count marked it as "Average" (8.26%). A minimal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

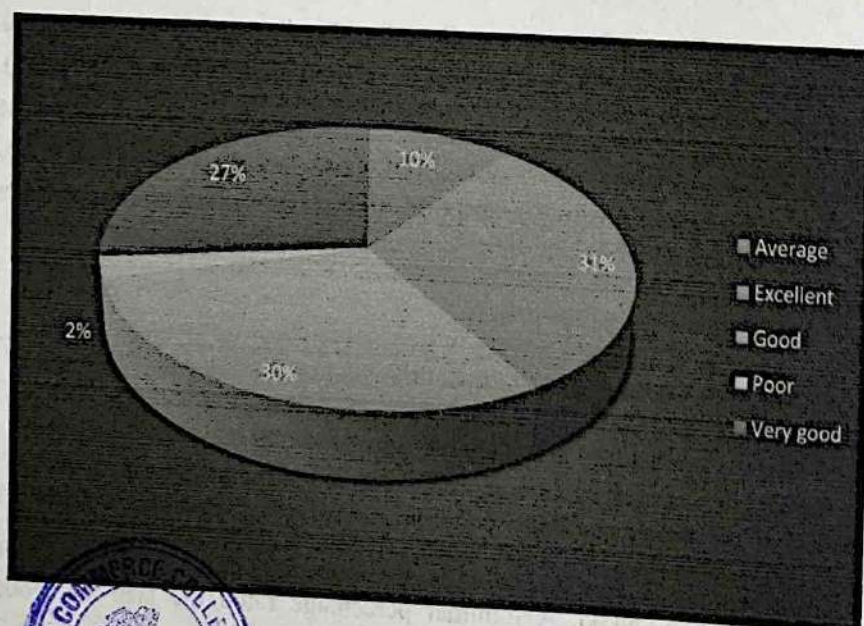
The data indicates positive sentiments regarding the "Size of the syllabus in terms of the load on the student," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent" (30.6%). A notable percentage found the size "Very Good" (26.4%), while a smaller count marked it as "Average"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

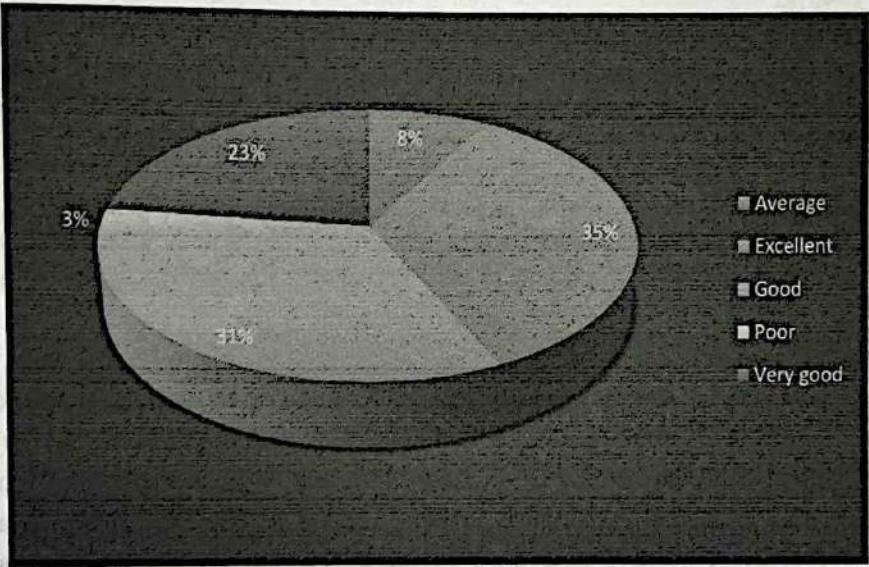


11 Rate the courses in terms of extra learning or self-learning considering the design of the courses



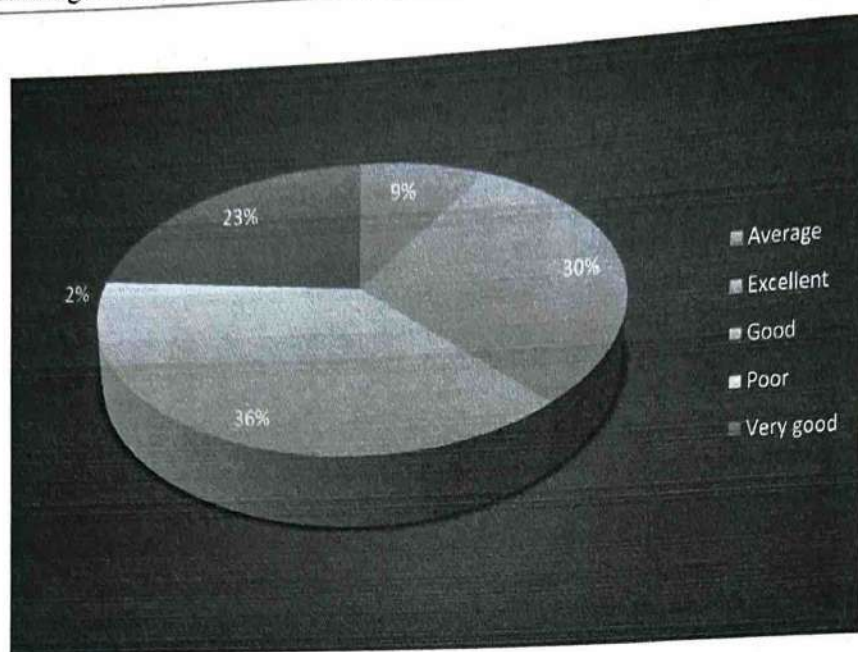
The data reveals positive sentiments regarding the "Courses in terms of extra learning or self-learning considering the design of the courses," with a majority rating it as "Excellent" (30.6%) and a significant portion as "Good" (29.8%). A notable percentage found the courses "Very Good" (27.3%), while 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.
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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.

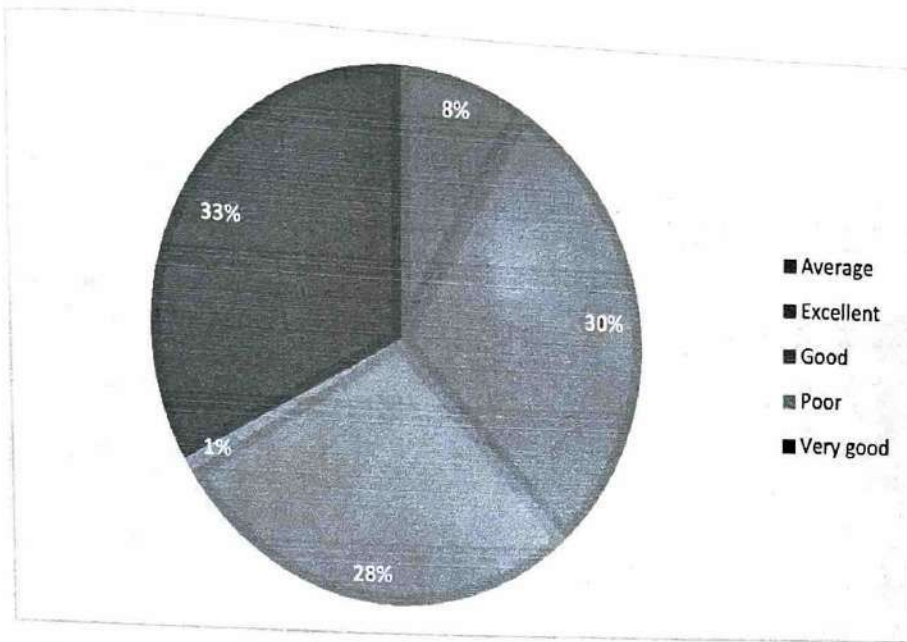




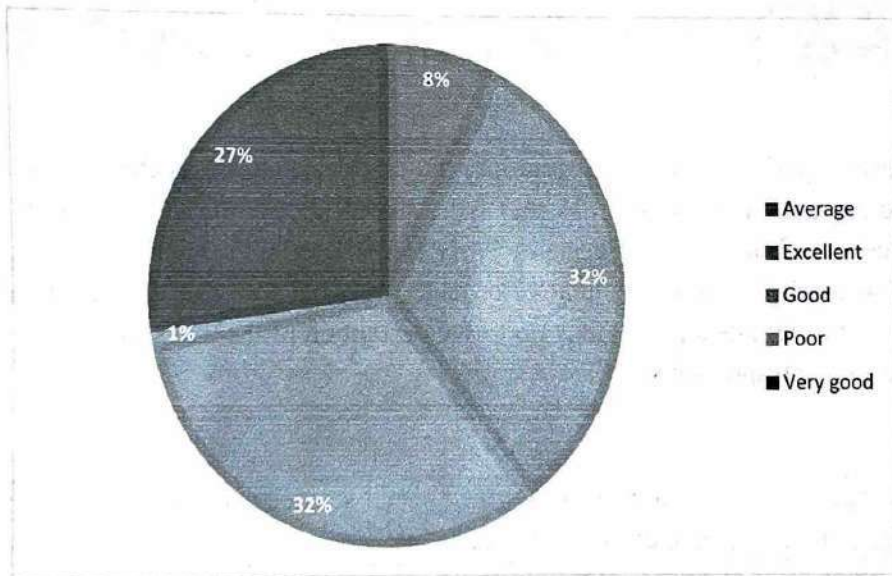
The data indicates positive sentiments regarding the "Loading of the courses in a semester," with a majority rating it as "Good" (35.5%) and a significant portion as "Excellent" (29.8%). A notable percentage found the loading "Very Good" (23.1%), while a smaller count marked it as "Average" (9.92%). 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.

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.



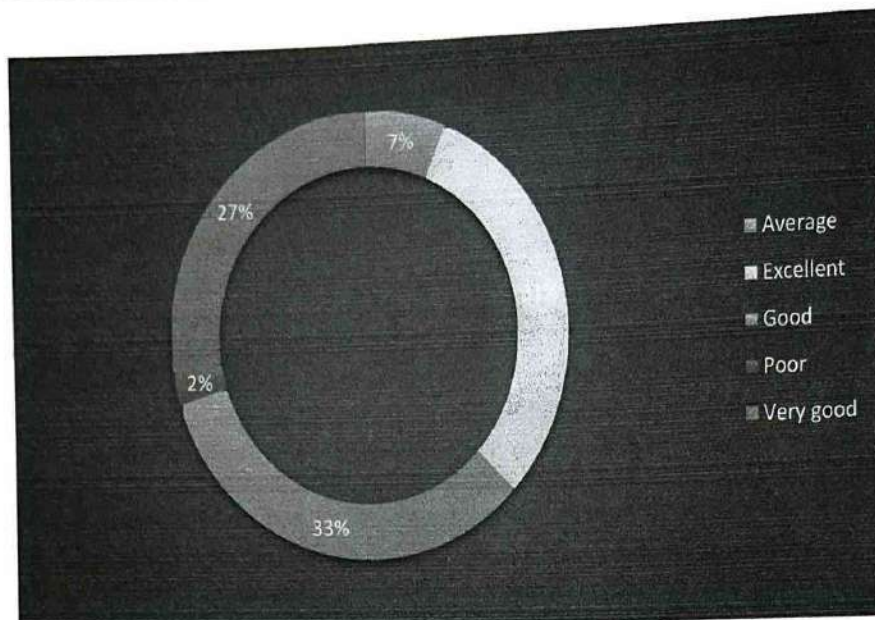


15 Objectives stated for each of the course



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.

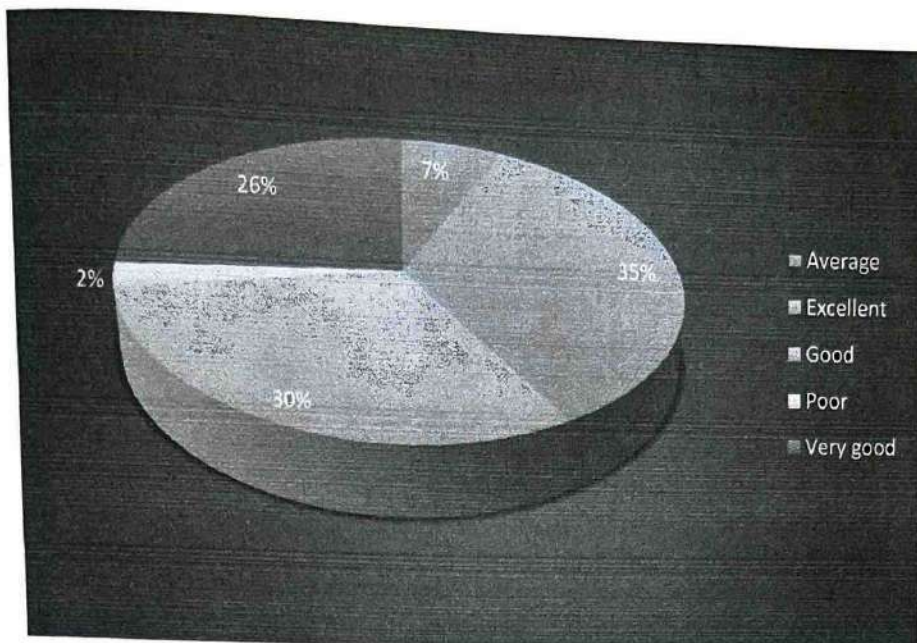




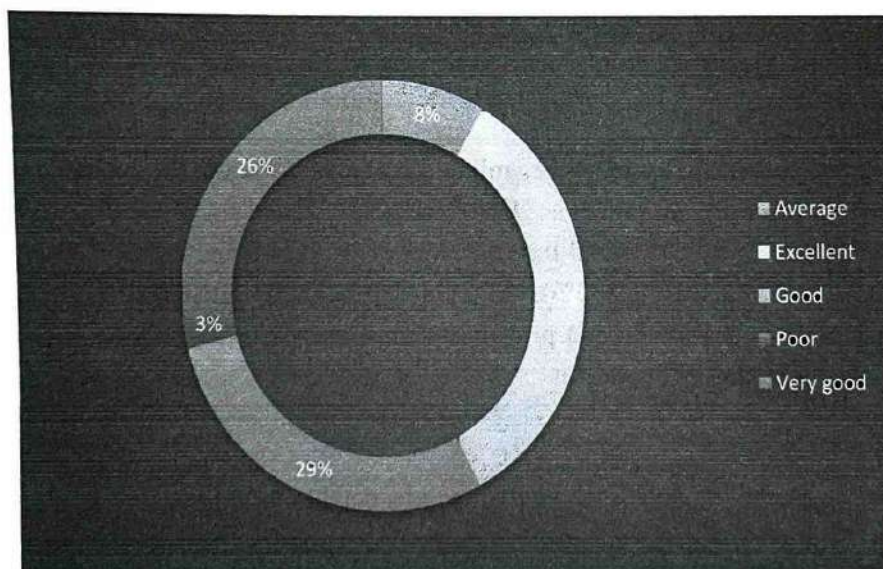
The data reveals positive sentiments regarding the "Competencies expected out of the course," with a majority rating it as "Good" (33.1%) and a significant portion as "Excellent" (30.6%). A notable percentage found the competencies "Very Good" (27.3%), while a smaller count marked them as "Average" (6.6%). 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.

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.



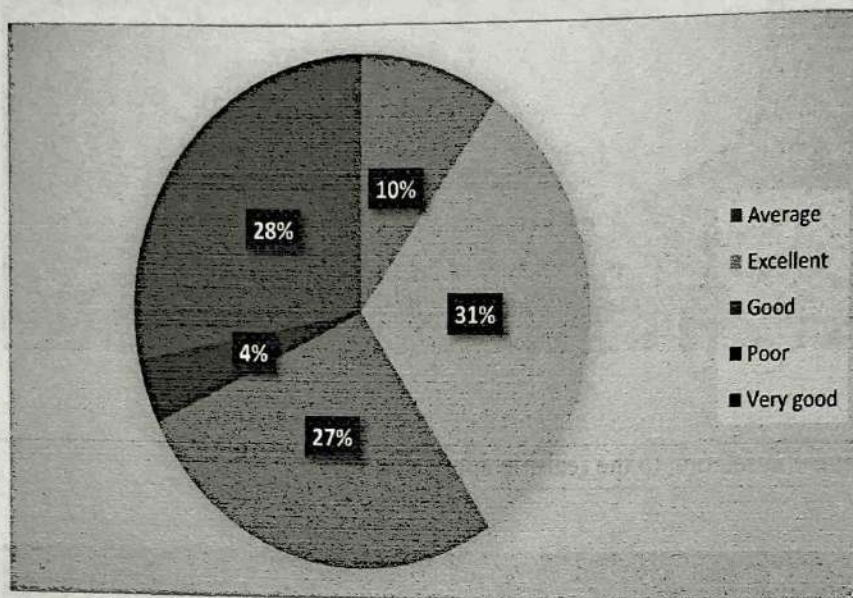


18 Course in relation to the real-life applications



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.

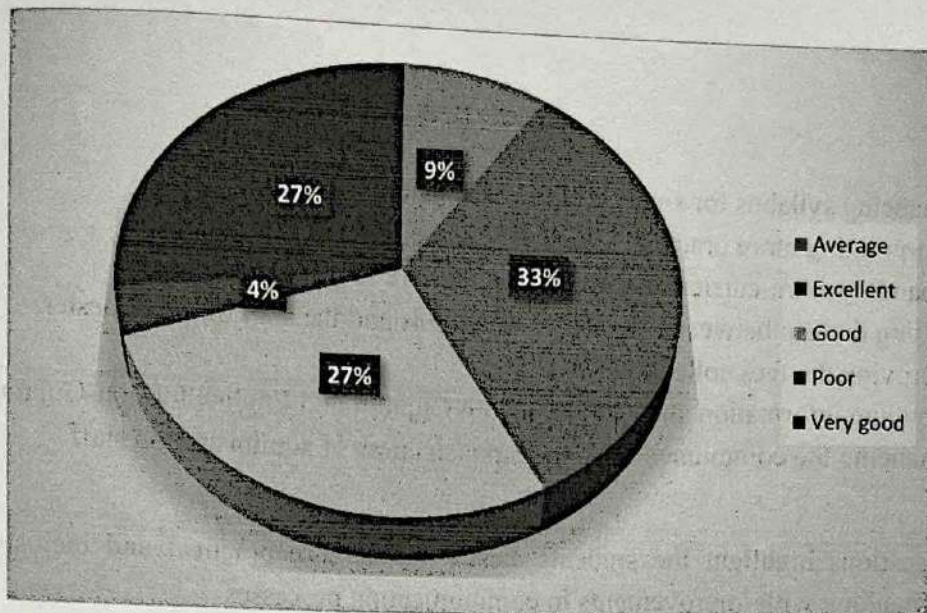




The data suggests positive sentiments regarding the question "Does this course help your child earn money," with a majority rating it as "Excellent" (30.6%) and a significant portion as "Good" (27.3%). A notable percentage found the help provided "Very Good" (28.1%), while a smaller count marked it as "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.

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.

J. P. T. 9
Principal

Gujarat Commerce College

Ahmedabad

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**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 13/04/2022 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
IQAC Committee
Gujarat Commerce College
Ahmedabad

Faculty Feedback

2022-23

Feedback Collected

Feedback Analysis

Gujarat Commerce College, Ellisbridge Ahmedabad

Report of Analysis of faculty feedback on curriculum

Year 2022-23

The Institute annually gathers feedback from its faculty members concerning the curriculum and syllabus. Faculty members are encouraged to provide candid and open responses during this process. The primary objective is to identify any deficiencies in the curriculum and enhance it in accordance with current requirements. The compiled feedback and suggestions are then consolidated at the college level. Subsequently, these suggestions are thoroughly examined and forwarded to the Internal Quality Assurance Cell (IQAC). The IQAC, in turn, forwards the recommendations to the University for consideration in refining the syllabus. It is important to note that the final decision rests with the University. This reporting mechanism ensures transparency and facilitates continuous improvement in the academic offerings.

Method of feedback collection and analysis:

The feedback collection and analysis process involved the utilization of Google Forms as the primary tool. Participants submitted their responses through the online forms, and the collected data were subsequently downloaded for analysis. A comprehensive examination was conducted, encompassing the calculation of totals and averages for each question and each subject. To enhance clarity and ease of interpretation, figures were rounded off.

Interpretations were derived based on the final average scores, leading to the formulation of specific suggestions. The analysis was carried out in a detailed, subject-wise manner, providing a thorough understanding of the feedback received.



The following questions served as the foundation for the feedback:

Sr. no.	Question
1	How do you rate the sequence of the courses that you teach are in sequence to what you have taught in the previous semester?
2	How do you rate the syllabus of the courses that you have taught in relation to the competencies expected out of the course?
3	How do you rate the relevance of the units in syllabus relevant to the course?
4	How do you rate the sequence of the units in the course?
5	How do you rate the allocation of the credits to the course?
6	How do you rate the distribution of the contact hours among the course components?
7	How do you rate the offering of the electives in terms of their relevance to the specialization streams?
8	How do you rate the electives offered in relation to the Technological advancements?
9	How do you rate the relevance of reference books by their international recognition to the courses?
10	Rate the size of the syllabus in terms of the load on the student?
11	Rate the courses in terms of extra learning or self-learning considering the design of the courses?
12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.
13	How do you rate the loading of the courses in a semester?
14	How do you rate the evaluation scheme designed for each of the course?
15	How do you rate the objectives stated for each of the course?
16	How do you rate the competencies expected out of the course?
17	How do you rate the composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.?
18	How do you rate the percentage of courses having LAB/Field components?
19	How do you rate the domain used for designing the experiments for the Lab/field components?
20	How do you rate the course in relation to the real life applications?

Scores were allotted as follows:

Excellent (5)	Very good (4)	Good (3)	Average (2)	Poor (1)
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Total of scores of each subject respectively is as follows:

Sr. no.	Questions	Accountancy		Commerce		Economics		English		Statistics		Overall Score	
		Total Average Score	Score	Total Average Score	Score	Total Average Score	Score	Total Average Score	Score	Total Average Score	Score	Total Average Score	Score
1	How do you rate the sequence of the courses that you teach in sequence to what you have taught in the previous semester?	5	Excellent	5	Excellent	3	Good	4	Very good	4	Very good	4	Very good
2	How do you rate the syllabus of the courses that you have taught in relation to the competencies expected out of the course?	4	Very good	4	Very good	3	Good	4	Very good	4	Very good	4	Very good
3	How do you rate the relevance of the units in syllabus relevant to the course?	5	Excellent	5	Excellent	3	Good	3	Good	4	Very good	4	Very good
4	How do you rate the sequence of the units in the course?	5	Excellent	4	Very good	4	Very good	4	Very good	4	Very good	4	Very good
5	How do you rate the allocation of the credits to the course?	5	Excellent	4	Very good	3	Good	3	Good	4	Very good	4	Very good
6	How do you rate the distribution of the contact hours among the course components?	5	Excellent	4	Very good	4	Very good	3	Good	4	Very good	4	Very good
7	How do you rate the offering of the electives in terms of their relevance to the specialization streams?	5	Excellent	4	Very good	3	Good	3	Good	4	Very good	4	Very good
8	How do you rate the electives offered in relation to the Technological advancements?	4	Very good	4	Very good	4	Very good	3	Good	4	Very good	4	Very good
9	How do you rate the relevance of reference books by their international recognition to the courses?	5	Excellent	4	Very good	3	Good	3	Good	4	Very good	4	Very good
10	Rate the size of the syllabus in terms of the load on the student?	4	Very good	5	Excellent	4	Very good	3	Good	4	Very good	4	Very good
11	Rate the courses in terms of extra learning or self-learning considering the design of the courses?	4	Very good	3	Good	3	Good	3	Good	4	Very good	3	Good
12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.	5	Excellent	4	Very good	4	Very good	3	Good	4	Very good	4	Very good
13	How do you rate the loading of the courses in a semester?	4	Very good	4	Very good	3	Good	3	Good	4	Very good	4	Very good
14	How do you rate the evaluation scheme designed for each of the course?	5	Excellent	4	Very good	3	Good	3	Good	4	Very good	4	Very good
15	How do you rate the objectives stated for each of the course?	5	Excellent	5	Excellent	4	Very good	3	Good	4	Very good	4	Very good
16	How do you rate the competencies expected out of the course?	5	Excellent	4	Very good	3	Good	3	Good	4	Very good	4	Very good
17	How do you rate the composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.?	5	Excellent	4	Very good	4	Very good	3	Good	3	Good	4	Very good
18	How do you rate the percentage of courses having LAB/Field components?	2	Average	3	Good	4	Very good	2	Average	3	Good	3	Good
19	How do you rate the domain used for designing the experiments for the Lab/field components?	2	Average	4	Very good	3	Good	3	Good	3	Good	3	Good
20	How do you rate the course in relation to the real life applications?	2	Average	4	Very good	4	Very good	3	Good	3	Good	3	Good



Subject wise Interpretations and suggestions are as follows:

Sr. No.	Subject	Interpretation	Suggestions
1	Accountancy:	<p>Overall, Accountancy received positive ratings across various aspects, with "Excellent" scores for the sequence of courses, syllabus and competency alignment, relevance of units, and others.</p> <p>Areas for improvement include the moderate rating for the percentage of courses having LAB/Field components and the domain used for designing experiments for LAB/Field components.</p>	<p>LAB/Field Components: Enhance the incorporation of LAB/Field components in Accountancy courses to provide practical application opportunities for students.</p> <p>Domain for Experiments: Review and possibly broaden the domain used for designing experiments in LAB/Field components to ensure a comprehensive learning experience.</p>
2	Commerce:	<p>Commerce subjects received consistently high ratings, with "Excellent" scores for the sequence of courses, syllabus and competency alignment, and other parameters.</p> <p>The percentage of courses having LAB/Field components and the domain used for designing experiments for LAB/Field components received relatively lower scores.</p>	<p>LAB/Field Components: Address the lower rating for the percentage of courses having LAB/Field components by considering ways to integrate more practical components into Commerce courses.</p> <p>Domain for Experiments: Evaluate and potentially expand the domain used for designing experiments in LAB/Field components to cover a wider range of applications.</p>
	Economics:	<p>Economics received positive feedback, with "Good" to "Very Good" scores across various parameters.</p> <p>Notable aspects include a lower score for the percentage of courses having LAB/Field components, suggesting a potential area for enhancement.</p>	<p>LAB/Field Components: Explore opportunities to increase the percentage of courses with LAB/Field components to provide hands-on experiences for students.</p> <p>Relevance of Real-Life Applications: Consider ways to enhance the connection between Economics courses and real-life applications to make the curriculum more practical.</p>
4	English:	English subjects generally received positive ratings, particularly for the sequence of courses, syllabus and	Percentage of Courses with LAB/Field Components: Since the feedback indicates a consistent rating for the



		competency alignment, and other factors. There is a consistent rating for the percentage of courses having LAB/Field components, indicating a potential area for improvement.	percentage of courses with LAB/Field components, there may be an opportunity to explore ways to incorporate more practical elements into English courses.
5	Statistics:	<p>Statistics subjects garnered positive feedback overall, with "Very Good" ratings for several parameters, and including the sequence of courses, syllabus, and competency alignment.</p> <p>Similar to other subjects, the percentage of courses having LAB/Field components received a moderate rating, suggesting an area for attention.</p>	<p>Real-Life Applications: Explore ways to integrate real-life applications into English courses, fostering a connection between theoretical concepts and practical usage.</p> <p>LAB/Field Components: Address the moderate rating for the percentage of courses having LAB/Field components by considering ways to increase the practical components in Statistics courses.</p> <p>Domain for Experiments: Evaluate and possibly expand the domain used for designing experiments in LAB/Field components for a more comprehensive learning experience.</p> <p>Consistency in LAB/Field Components: Across all subjects, there seems to be a common theme of moderate ratings for the percentage of courses with LAB/Field components. Consider a holistic approach to increase the practical components across disciplines.</p> <p>Real-Life Applications: Emphasize the integration of real-life applications in all subjects to enhance the practical relevance of the curriculum.</p> <p>By addressing these specific areas for improvement, the curriculum can be enhanced to better meet the needs and expectations of both faculty and students across the various subjects.</p>
6	Overall Score:	<p>The overall score reflects the aggregated feedback across all subjects, indicating a generally positive perception of the curriculum.</p> <p>While most aspects received high scores, areas like the percentage of courses having LAB/Field components and the domain used for designing experiments for LAB/Field components could benefit from further consideration.</p> <p>In conclusion, the feedback highlights strengths and areas for improvement in each subject. It is recommended to focus on enhancing the aspects with lower scores, such as LAB/Field components, to ensure continuous improvement in the overall curriculum across all subjects.</p>	



Overall Interpretation:

The table presents a detailed analysis of faculty feedback on various aspects of the courses offered across different subjects. The scores are based on a rating scale, ranging from "2 - Average" to "5 - Excellent." Here is a summary interpretation of the table:

1. Sequence of Courses:

All subjects generally received high ratings for the sequence of courses.

2. Syllabus and Competency Alignment:

The faculty perceived a strong alignment between the syllabus and the expected competencies, consistently rating them as "Very Good".

3. Relevance of Syllabus Units:

Most subjects received positive ratings for the relevance of units in the syllabus, with "Excellent" and "Very Good" scores.

4. Sequence of Units:

Subjects generally maintained a favorable sequence of units, with high scores indicating effective structuring.

5. Credit Allocation:

The allocation of credits to the courses was well-received, with predominantly "Excellent" and "Very Good" ratings.

6. Contact Hours Distribution:

Faculty expressed satisfaction with the distribution of contact hours among course components, yielding high ratings.

7. Electives Relevance:

Electives, both in terms of relevance to specialization streams and technological advancements, received positive ratings.

8. Reference Books and International Recognition:

The relevance of reference books with international recognition was positively acknowledged across subjects.

9. Syllabus Load on Students:

Ratings for the size of the syllabus indicated that it was generally perceived as manageable, with "Very Good" and "Excellent" scores.

10. Self-Learning Opportunities:

Courses were rated positively for providing opportunities for extra learning or self-learning.

11. Course Sequencing:

Courses were generally well-sequenced.

12. Semester Course Loading:

The loading of courses within a semester received positive ratings, indicating a reasonable distribution.

13. Evaluation Scheme:

The evaluation schemes designed for each course were well-received, with consistently high ratings.



14. Course Objectives and Competencies:

Objectives and competencies expected out of each course were generally rated as "Very Good" or "Excellent."

15. Composition of Courses:

The composition of courses in terms of different components received positive ratings across subjects.

16. LAB/Field Components:

Ratings for courses having LAB/Field components varied, with some subjects receiving lower scores in this aspect.

17. Domain for Lab/Field Experiments:

The domain used for designing experiments in LAB/Field components received mixed ratings across subjects.

18. Real Life Applications:

Courses were rated moderately for their relation to real-life applications, with some subjects receiving lower scores.

In summary, the faculty generally expressed satisfaction with the curriculum, with consistently high scores in various aspects. Areas with lower scores, such as LAB/Field components and real-life applications, may warrant further attention and improvement.


Principal

Gujarat Commerce College

Ahmedabad

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**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 13/04/2022 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
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Coordinator
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