

Faculty Feedback

2021-22

Feedback Collected

Feedback Analysis

Gujarat Commerce College, Ellisbridge Ahmedabad

Report of Analysis of faculty feedback on curriculum

Year 2021-22

The Institute collects feedback from its faculty members regarding curriculum and syllabus every year. The Faculties are advised to give fearless and open responses. This is done to find out the shortcomings in the curriculum and improvise it as per the present needs. The suggestions are compiled and consolidated at the college level. Based on the feedback collected the suggestions are discussed and forwarded to IQAC and later IQAC forwards the suggestions to the University to improvise the syllabus if they can. Ours being an affiliated college, we can only make suggestions to the university; the ultimate decision lies with the university.

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

Total was done and averages were calculated for each question and each subject respectively. Rounding off of the figures was done for convenience of calculation and interpretation. Interpretations were made according to the final average scores and thereby suggestions were made.

The detailed subject wise analysis and its interpretations and suggestions made thereof are as follows:

Following were the questions asked in 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 are in sequence to what you have taught in the previous semester?	4	Very good	3	Good	5	Excellent	3	Good	3	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	3	Good	4	Very good	3	Good	3	Good	3	Good
3	How do you rate the relevance of the units in the syllabus relevant to the course?	4	Very good	4	Very good	4	Very good	3	Good	3	Good	3	Good
4	How do you rate the sequence of the units in the course?	5	Excellent	4	Very good	4	Very good	3	Good	4	Very good	3	Good
5	How do you rate the allocation of the credits to the course?	5	Excellent	3	Good	5	Excellent	3	Good	4	Very good	4	Very good
6	How do you rate the distribution of the contact hours among the course components?	4	Very good	4	Very good	5	Excellent	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	4	Very good	3	Good	3	Good	3	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	3	Good
9	How do you rate the relevance of reference books by their international recognition to the courses?	3	Good	3	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	3	Good	3	Good	3	Good	4	Very good	3	Good
11	Rate the courses in terms of extra learning or self-learning considering the design of the courses?	4	Very good	3	Good	4	Very good	4	Very good	4	Very good	4	Very good
12	Rate the Courses in terms of sequences of offering considering whether the preceding courses have been covered.	3	Good	4	Very good	4	Very good	3	Good	3	Good	3	Good
13	How do you rate the loading of the courses in a semester?	4	Very good	3	Good	3	Good	3	Good	3	Good	3	Good
14	How do you rate the evaluation scheme designed for each of the course?	4	Very good	4	Very good	4	Very good	4	Very good	4	Very good	4	Very good
15	How do you rate the objectives stated for each of the course?	3	Good	3	Good	4	Very good	3	Good	4	Very good	3	Good
16	How do you rate the competencies expected out of the course?	4	Very good	3	Good	4	Very 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.?	4	Very good	2	Average	5	Excellent	2	Average	2	Average	3	Good
18	How do you rate the percentage of courses having LAB/practical components?	4	Very good	2	Average	4	Very good	2	Average	3	Good	3	Good
19	How do you rate the domain used for designing the experiments for the Lab/practical components?	2	Average	2	Average	4	Very good	2	Average	2	Average	2	Good
20	How do you rate the course in relation to the real life applications?	2	Average	3	Good	4	Very good	2	Average	3	Good	3	Good



Subject wise Interpretations and suggestions are as follows:

Sr. no	Subject	Interpretation:	Suggestions:
1	Accountancy	<ul style="list-style-type: none"> ➤ The syllabus rated just good. There is scope for further improvement. ➤ Teachers find the time allotted to teach the subject as less, as it is a practical subject more practice is needed. ➤ The electives offered rate just good, they need to be more consistent with the technological advancements. ➤ Although reference books are good but students focus more on text books. ➤ The competencies expected out of the course is fairly good. Much is expected from the syllabus taught. ➤ The syllabus fails to provide opportunities for field work and practical skills development. Much emphasis to be given on practical knowledge in accountancy. ➤ The subject does not have much relation to real life application. 	<ul style="list-style-type: none"> ➤ Practical and Computer based Accounting should be encouraged ➤ Syllabus should be in detailed and relevant with the practical life of the student ➤ Need Practical knowledge and field work for courses
2	Commerce	<ul style="list-style-type: none"> ➤ The allocation of the credits to the course is appropriate. ➤ Rate the distribution of the contact hours among the course components is very good and there is no need for extra hours. ➤ The electives offered rate just good, they need to be more consistent with the technological advancements. ➤ The syllabus fails to provide opportunities for field work and practical skills development. 	<ul style="list-style-type: none"> ➤ The syllabus should be such that it makes one employment creators rather than employable. ➤ Changes are needed according to new knowledge of subject. ➤ Emphasis to be laid on practical knowledge rather than theoretical.
3	Economics	<ul style="list-style-type: none"> ➤ The syllabus taught is not competent enough to meet the expectations of the course. ➤ The units of the syllabus are not relevant to the course. ➤ The electives offered rate just good, they need 	<ul style="list-style-type: none"> ➤ Course should be vast so student gets indepth knowledge of the subject. ➤ Field work must be made compulsory ➤ There is a need to include some current issues of world and Indian Economy so that the students can have the

		to be more consistent with the technological advancements.	current knowledge of the particular subject and step up with the changing scenario of the world.
4	English	<ul style="list-style-type: none"> ➤ The syllabus fails to provide opportunities for field work and practical skills development. ➤ The syllabus fails to provide opportunities for field work and practical skills development. ➤ Students lack practical communication skills and therefore there is a dire need to include practical sessions to improvise the English speaking, listening and communication skills. 	<ul style="list-style-type: none"> ➤ Need to update syllabus with current theoretical development ➤ Almost all types of Business communications must be incorporated in the total syllabi (syllabuses) of all Semesters including field visits and internships. ➤ Laboratory working should also be there as part of curriculum to polish Speaking abilities and Soft Skills. ➤ When syllabus is framed, concerned faculty members institute-wise and alumni must be involved along with business community.
5	Statistics	<ul style="list-style-type: none"> ➤ The syllabus fails to provide opportunities for field work and practical skills development. ➤ Mugging of formulas is of no value in statistics now a day as use of statistical software is increased 	<ul style="list-style-type: none"> ➤ Practical portion should be added in the syllabus. ➤ Some lab & field work should be included. ➤ Data Analysis softwares are required to include in curriculum. Nowadays computers are there, yet we teach them to do manually as the curriculum is not as per market demand. Include Computational statistics using software.

For.

B. B. B. B.
Principal

Gujarat Commerce College

Ahmedabad

Copy forwarded to IQAC



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सत्यमेव जयते



**Internal Quality Assurance Cell,
Gujarat Commerce College,
Ahmedabad**

***Action Taken Report
On Feedback
Year: 2021-22***



Action Taken Report of the IQAC Review Meeting

Held on 6/04/22 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	Up gradation of syllabus	The committee suggested the members of BOS to suggest necessary changes to university for the up gradation of syllabus.
2	Development of e-content	The teachers were encouraged to develop and provide more e-content, especially in light of the pandemic, to support student learning remotely.
3	Digital leaning tools	The teachers were encouraged to use more digital mode of leaning tools.




Coordinator
IQAC Committee
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