

GUJARAT COMMERCE COLLEGE, AHMEDABAD

STUDENT SATISFACTION SURVEY REPORT (2020-21)

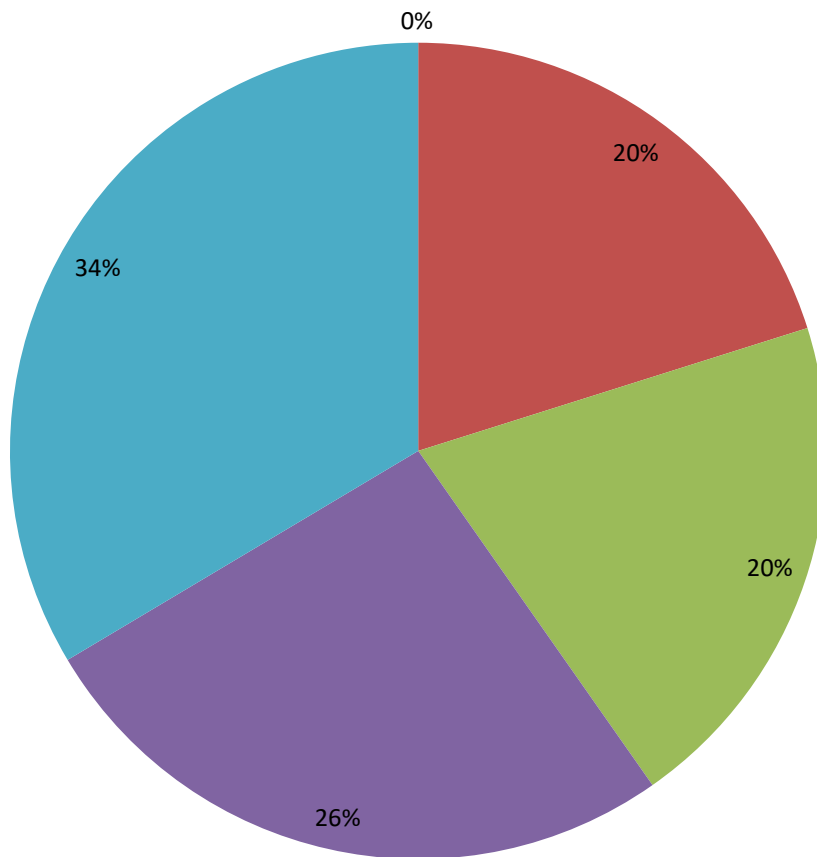
Students were given an online feedback form. There were total 12 questions in student satisfaction survey, in which feedback was requested regarding the teaching and learning process. They were required to provide their feedback from question no. 1 to 11 in zero to four scales i.e. 'Excellent', 'Very Good', 'Good', 'Average' and 'Needs Improvement' and 12th question was an open ended i.e. about observations and suggestions. The detailed analysis with the help of graphs is as follows from the next page:

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

| SCALE | RESPONSES | PERCENTAGE |
|-----------------|-------------|------------|
| 0 - Below 30 % | 0 | 0% |
| 1 - 30 to 54 % | 90 | 20.13% |
| 2 - 55 to 69 % | 90 | 20.13% |
| 3 - 70 to 84 % | 117 | 26.17% |
| 4 - 85 to 100 % | 150 | 33.56% |
| | TOTAL = 447 | |

RESPONSES

■ 0 - Below 30 % ■ 1 - 30 to 54 % ■ 2 - 55 to 69 % ■ 3 - 70 to 84 % ■ 4 - 85 to 100 %

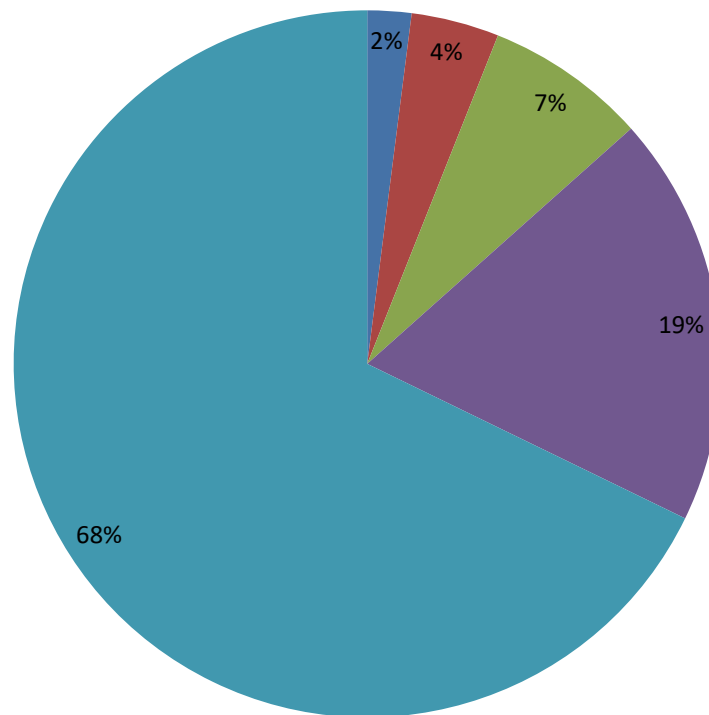


2) How well did the teachers prepare for the classes?

| SCALE | RESPONSES | PERCENTAGE |
|------------------------|-------------|------------|
| 0 – Won't teach at all | 9 | 2.01% |
| 1 – Indifferently | 9 | 2.01% |
| 2 – Poorly | 21 | 4.70% |
| 3 – Satisfactorily | 228 | 51.00% |
| 4 –Thoroughly | 180 | 40.27% |
| | Total = 447 | |

PERCENTAGE

■ 0– Very poor communication 9 ■ 1– Generally ineffective 18
 ■ 2 – Just satisfactorily 33 ■ 3 – Sometimes effective 84
 ■ 4 – Always effective 303 ■ Total = 447

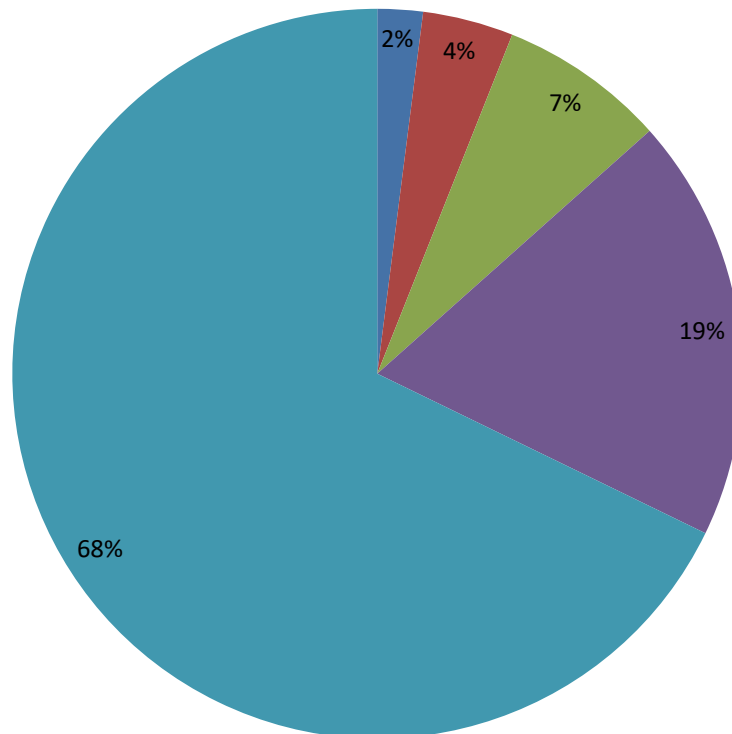


3) How well were the teachers able to communicate?

| SCALE | RESPONSES | PERCENTAGE |
|----------------------------|-------------|------------|
| 0– Very poor communication | 9 | 2.01% |
| 1– Generally ineffective | 18 | 4.02% |
| 2 – Just satisfactorily | 33 | 7.38% |
| 3 – Sometimes effective | 84 | 18.79% |
| 4 – Always effective | 303 | 67.79% |
| | Total = 447 | |

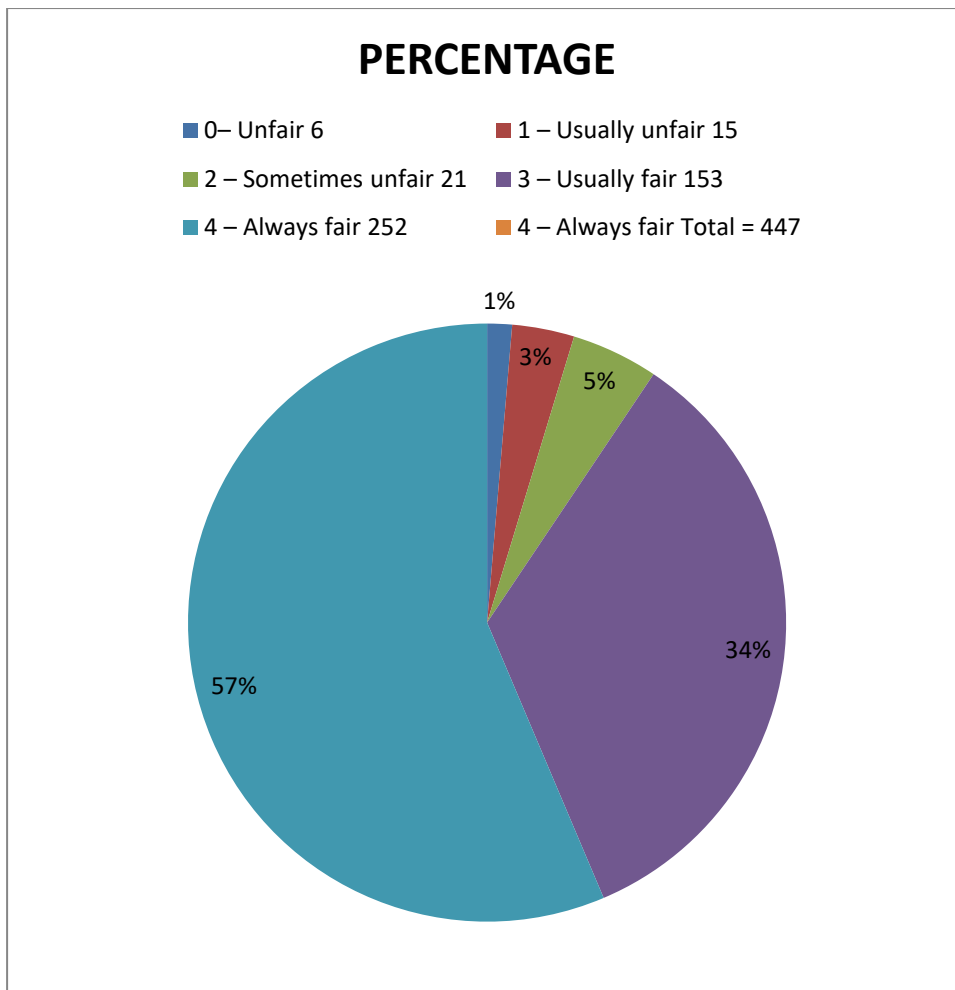
PERCENTAGE

■ 0– Very poor communication 9 ■ 1– Generally ineffective 18
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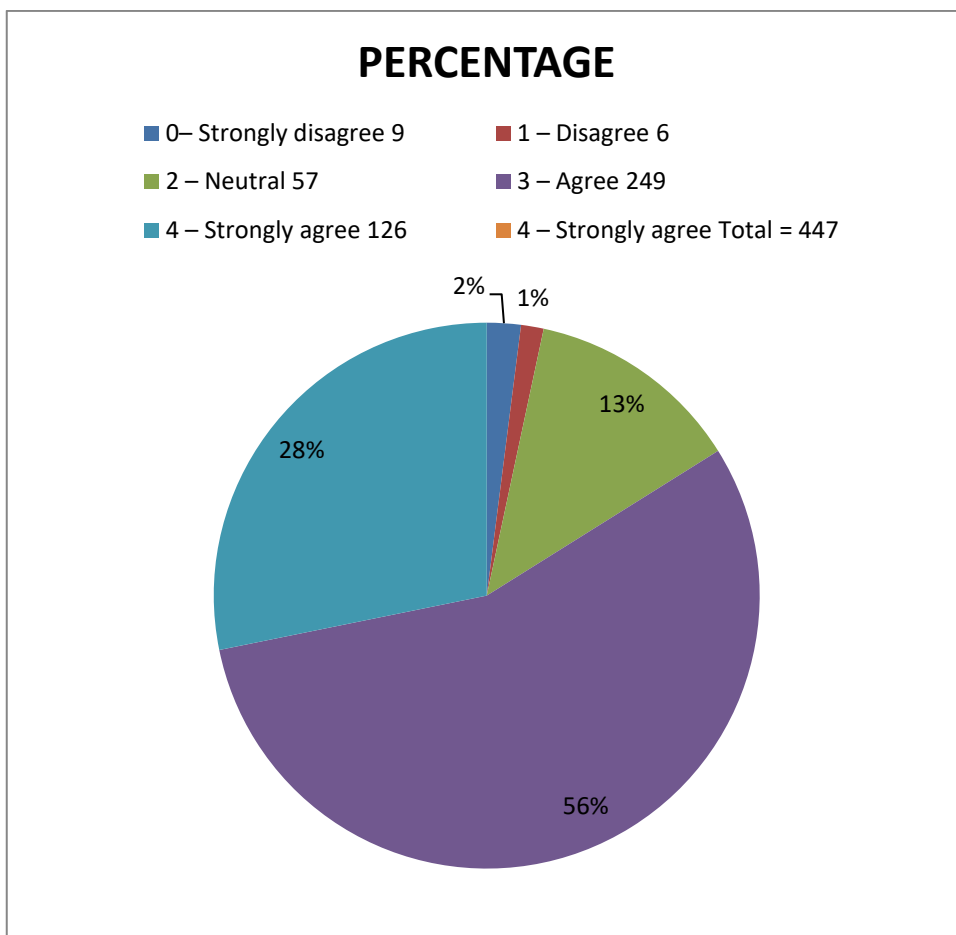
4) Fairness of the internal evaluation process by the teachers?

| SCALE | RESPONSES | PERCENTAGE |
|----------------------|-------------|------------|
| 0– Unfair | 6 | 1.34% |
| 1 – Usually unfair | 15 | 3.36% |
| 2 – Sometimes unfair | 21 | 4.70% |
| 3 – Usually fair | 153 | 34.23% |
| 4 – Always fair | 252 | 56.38% |
| | Total = 447 | |



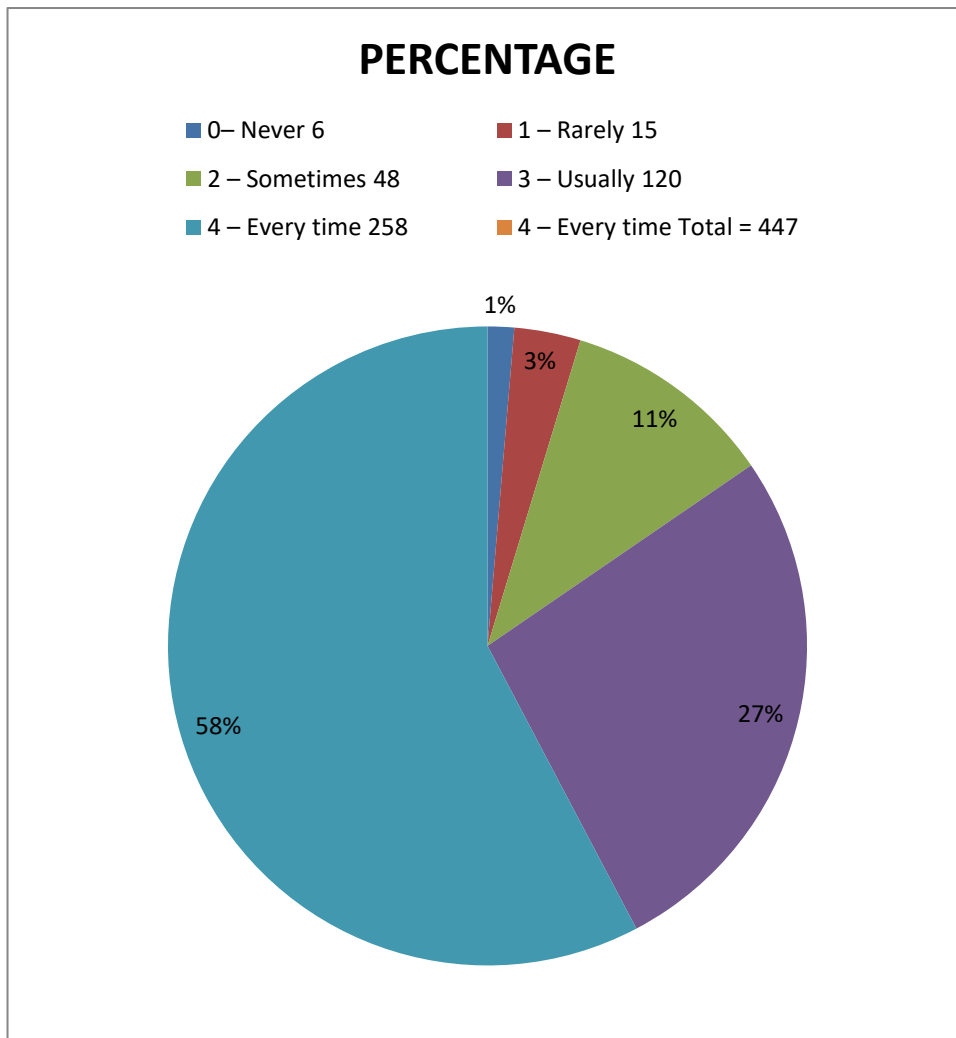
5) The institution provides multiple opportunities to learn and grow

| SCALE | RESPONSES | PERCENTAGE |
|----------------------|-------------|------------|
| 0– Strongly disagree | 9 | 2.01% |
| 1 – Disagree | 6 | 1.34% |
| 2 – Neutral | 57 | 12.75% |
| 3 – Agree | 249 | 55.70% |
| 4 – Strongly agree | 126 | 28.19% |
| | Total = 447 | |



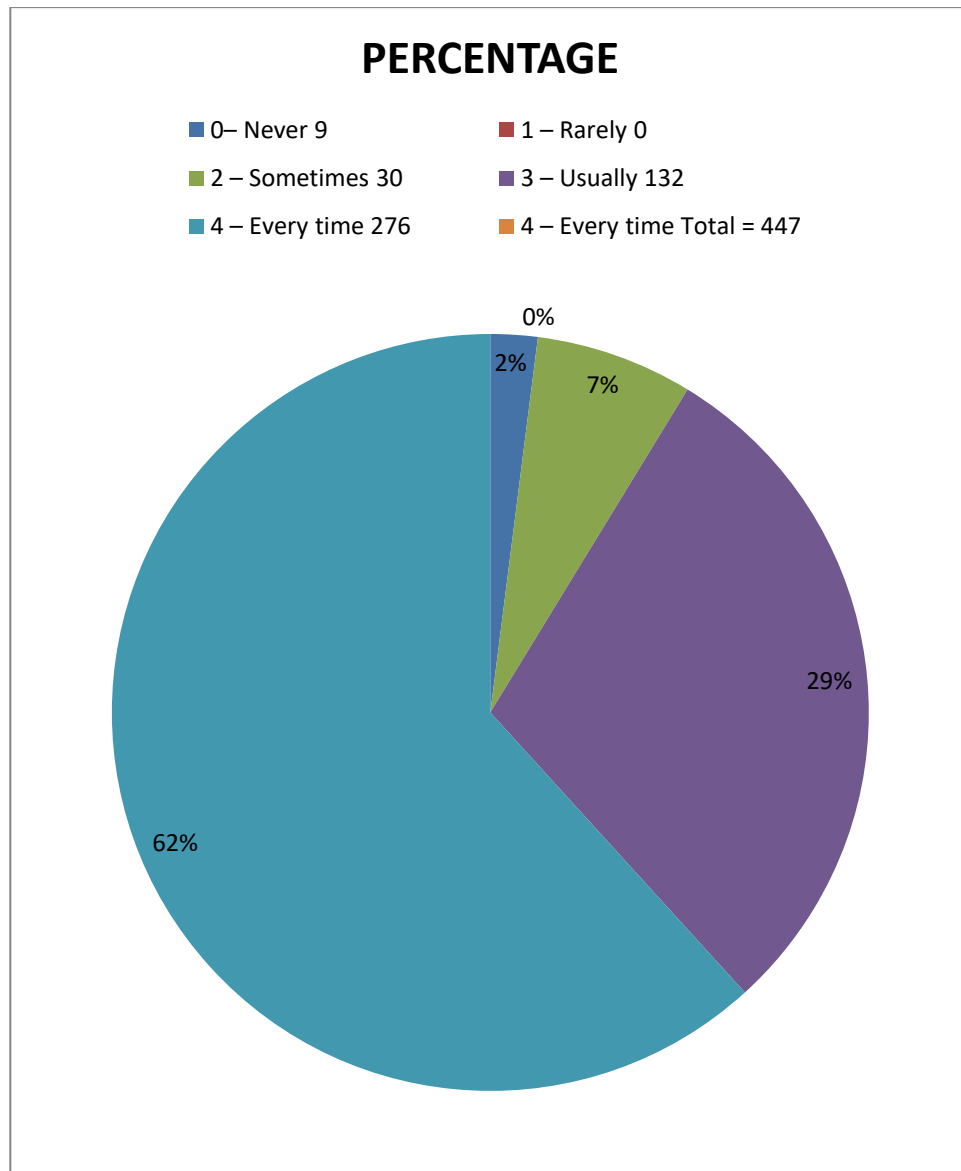
6) Teachers inform you about your expected competencies, course outcomes and programme outcomes ?

| SCALE | RESPONSES | PERCENTAGE |
|----------------|-------------|------------|
| 0– Never | 6 | 1.34% |
| 1 – Rarely | 15 | 3.36% |
| 2 – Sometimes | 48 | 10.74% |
| 3 – Usually | 120 | 26.85% |
| 4 – Every time | 258 | 57.72% |
| | Total = 447 | |



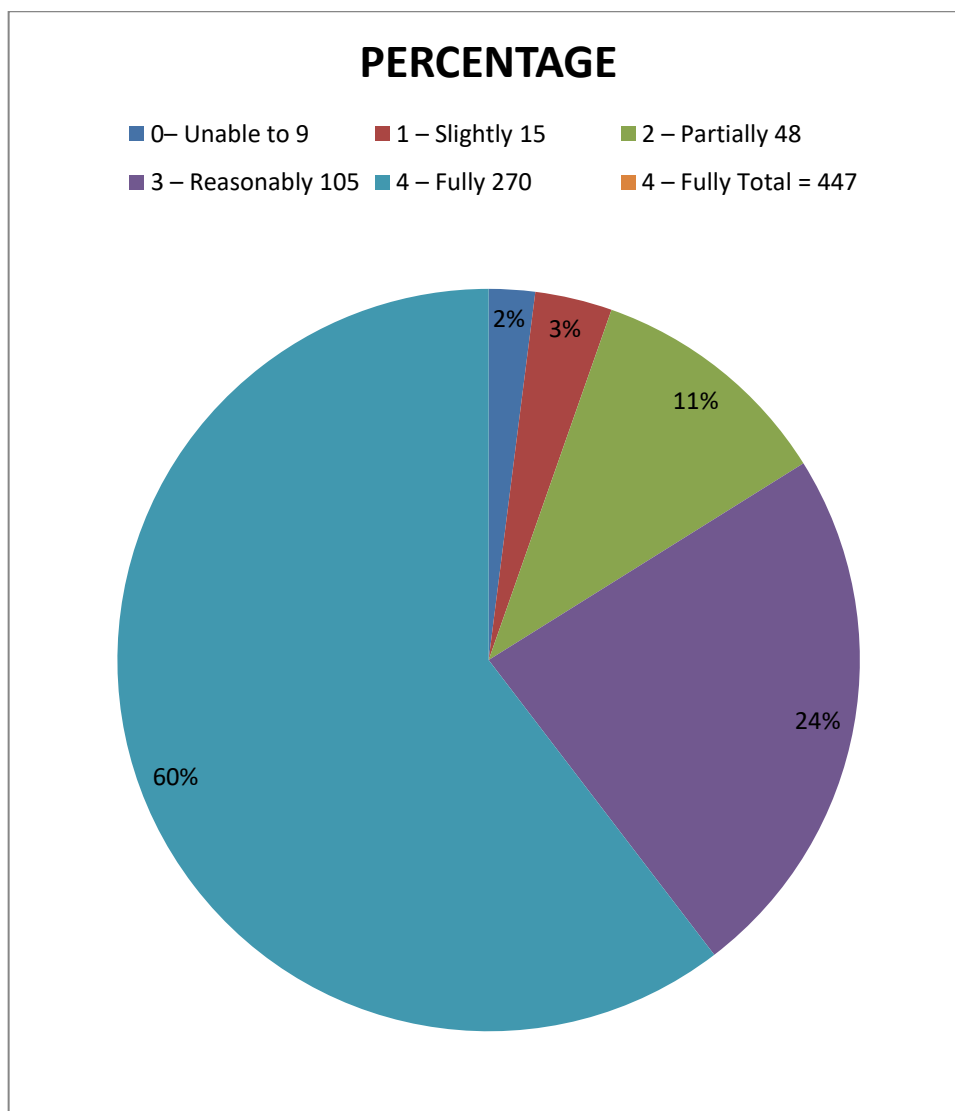
7) The teachers illustrate the concepts through example and application?

| SCALE | RESPONSES | PERCENTAGE |
|----------------|-------------|------------|
| 0– Never | 9 | 2.01% |
| 1 – Rarely | 0 | 0% |
| 2 – Sometimes | 30 | 6.72% |
| 3 – Usually | 132 | 29.53% |
| 4 – Every time | 276 | 61.75% |
| | Total = 447 | |



8) The teachers identify your strengths and encourage you with providing right level of challenges.

| SCALE | RESPONSES | PERCENTAGE |
|----------------|-------------|------------|
| 0– Unable to | 9 | 2.01% |
| 1 – Slightly | 15 | 3.36% |
| 2 – Partially | 48 | 10.74% |
| 3 – Reasonably | 105 | 23.49% |
| 4 – Fully | 270 | 60.40% |
| | Total = 447 | |

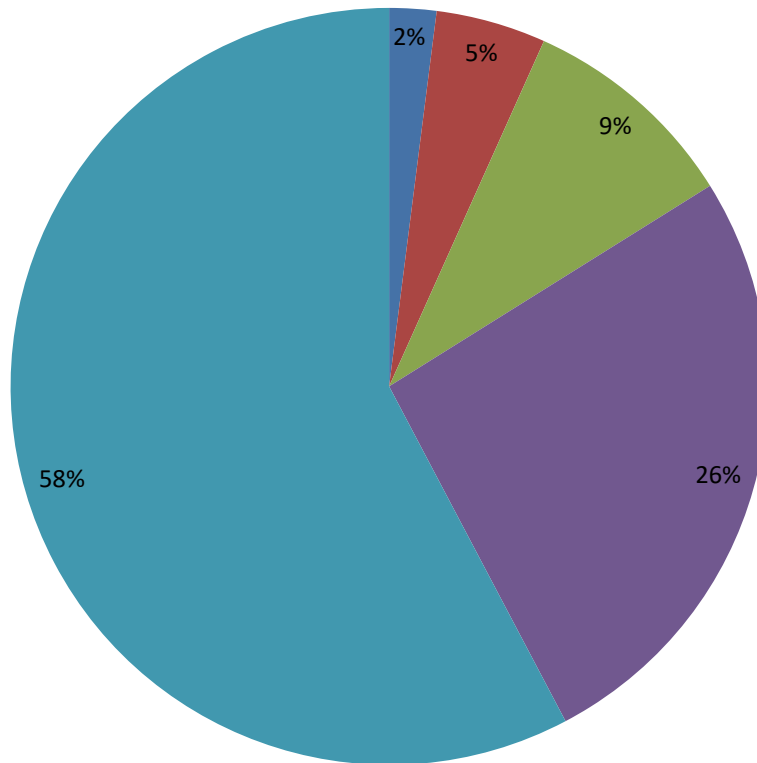


9) Teachers are able to identify your weaknesses and help you to overcome them.

| SCALE | RESPONSES | PERCENTAGE |
|----------------|-------------|------------|
| 0– Never | 9 | 2.01% |
| 1 – Rarely | 21 | 4.70% |
| 2 – Sometimes | 42 | 9.40% |
| 3 – Usually | 117 | 26.17% |
| 4 – Every time | 258 | 57.72% |
| | Total = 447 | |

PERCENTAGE

■ 0– Never 9 ■ 1 – Rarely 21
■ 2 – Sometimes 42 ■ 3 – Usually 117
■ 4 – Every time 258 ■ 4 – Every time Total = 447

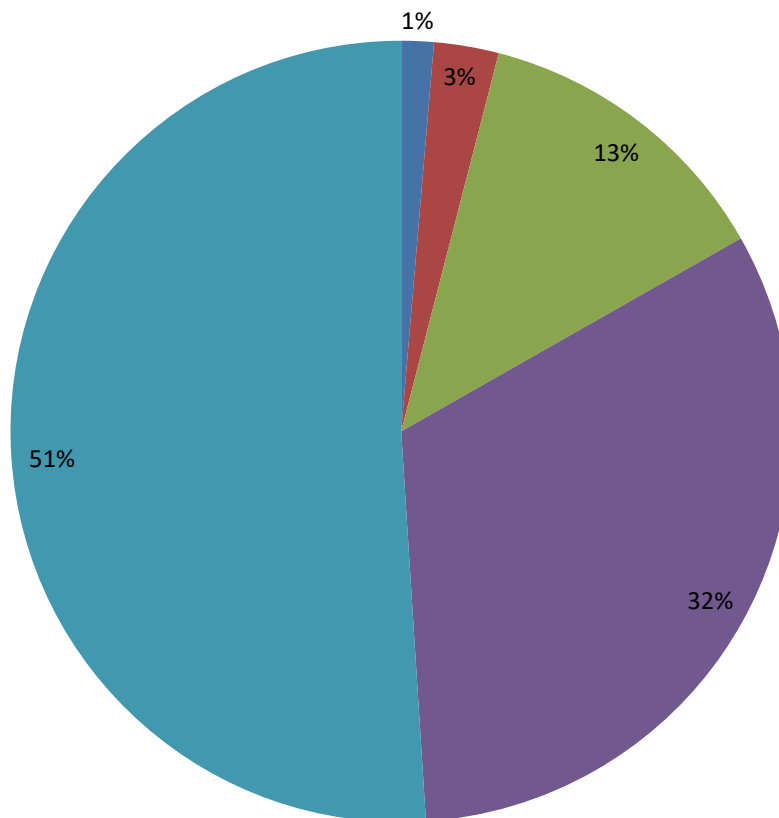


10) Teachers encourage you to participate in extracurricular activities?

| SCALE | RESPONSES | PERCENTAGE |
|----------------------|-------------|------------|
| 0– Strongly disagree | 6 | 1.34% |
| 1 – Disagree | 12 | 2.68% |
| 2 – Neutral | 57 | 12.75% |
| 3 – Agree | 144 | 32.21% |
| 4 – Strongly agree | 228 | 51.00% |
| | Total = 447 | |

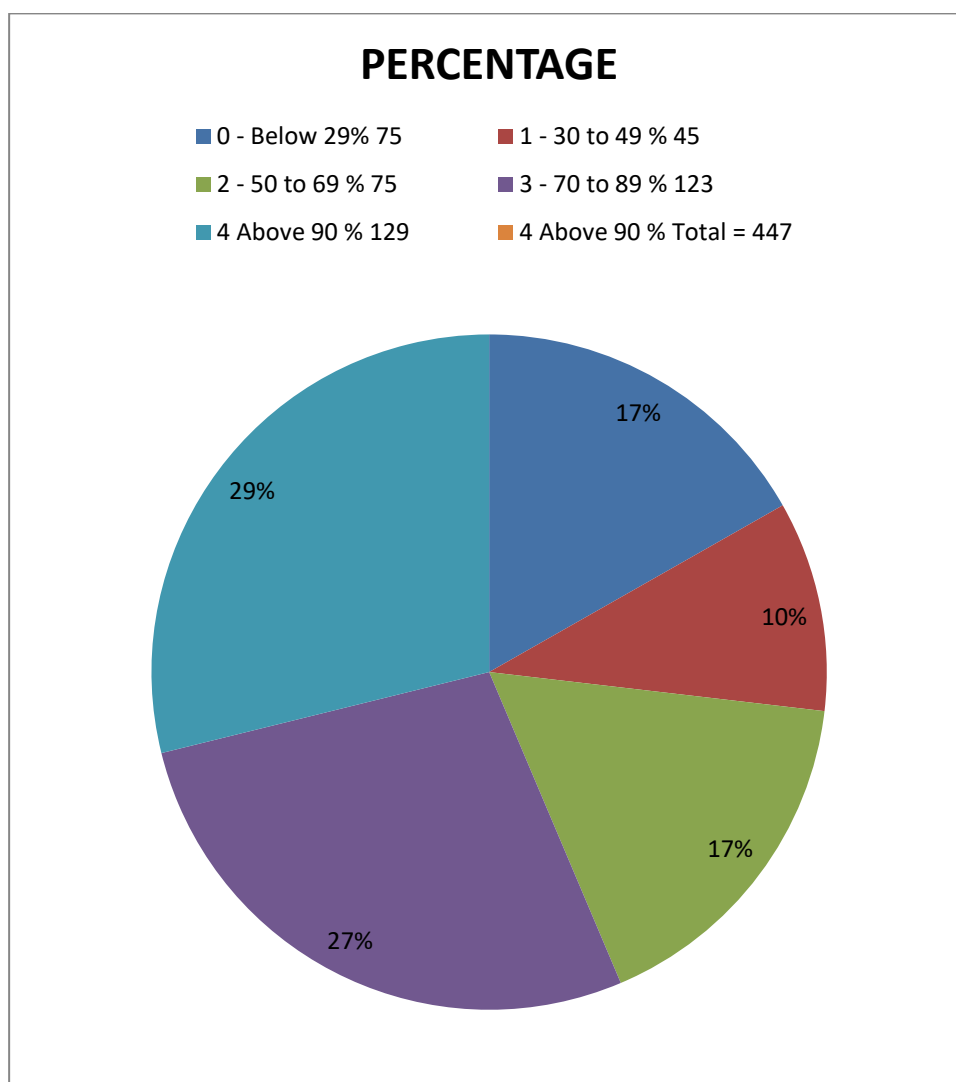
PERCENTAGE

■ 0– Strongly disagree 6 ■ 1 – Disagree 12
■ 2 – Neutral 57 ■ 3 – Agree 144
■ 4 – Strongly agree 228 ■ 4 – Strongly agree Total = 447



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

| SCALE | RESPONSES | PERCENTAGE |
|----------------|-------------|------------|
| 0 - Below 29% | 75 | 16.78% |
| 1 - 30 to 49 % | 45 | 10.07% |
| 2 - 50 to 69 % | 75 | 16.78% |
| 3 - 70 to 89 % | 123 | 27.52% |
| 4 Above 90 % | 129 | 28.86% |
| | Total = 447 | |



12) Give three observation / suggestions to improve the overall teaching - learning experience in your institution. (Some notable suggestions/ observations)

| Sr.no. | RESPONSES |
|--------|---|
| 1 | <ul style="list-style-type: none"> • Better institute than others available in our city • Faculties are too good in this college. They encourage students and give self-confidence. |
| 2 | Excellent Practical Teaching |
| 3 | <ul style="list-style-type: none"> • Teachers always motivate students for scoring high marks. • Teachers are teaching always effectively |
| 4 | Teaching and learning both types online & off-line is very good |
| 5 | The teachers of Gujarat commerce College are very well, they teach students effectively. I feel Proud when I tell someone that I'm a student of this College |
| 6 | <ul style="list-style-type: none"> • Kindly give more project and real time problem to solve. ... • New technology needs monthly updates • Use better graphics and visual media to engage students well.. |
| 7 | <p>The Teachers of Gujarat Commerce College are very excellent and this is the great college.</p> <p>As a student I think I am gaining more knowledge...not only related subjects but also in the other subjects / activities which helps us in our whole life.</p> |
| 8 | Teachers can give more examples as much as possible in theory subjects |
| 9 | Offline lectures should also be recorded so that any day students who have not able to attend the lectures physically due to some reasons like illness or else, can learn from that recorded lectures |
| 10 | Study experience is very good |
| 11 | Courses should be more research oriented. |

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 95 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 80% of the students are satisfied.

- In case of classroom teaching almost all the teachers are satisfactorily prepared according to 51% and thoroughly according to 41% of the students.
 - More than 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 90% students.
 - More than 90% 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 90% students strongly agree with the quality of teaching-learning process in the college as "Excellent".
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Students' Feedback

2020-21

Feedback Collected

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 | 2033-34 | 2034-35 | 2035-36 | 2036-37 | 2037-38 | 2038-39 | 2039-40 | 2040-41 | 2041-42 | 2042-43 | 2043-44 | 2044-45 | 2045-46 | 2046-47 | 2047-48 | 2048-49 | 2049-50 | 2050-51 | 2051-52 | 2052-53 | 2053-54 | 2054-55 | 2055-56 | 2056-57 | 2057-58 | 2058-59 | 2059-60 | 2060-61 | 2061-62 | 2062-63 | 2063-64 | 2064-65 | 2065-66 | 2066-67 | 2067-68 | 2068-69 | 2069-70 | 2070-71 | 2071-72 | 2072-73 | 2073-74 | 2074-75 | 2075-76 | 2076-77 | 2077-78 | 2078-79 | 2079-80 | 2080-81 | 2081-82 | 2082-83 | 2083-84 | 2084-85 | 2085-86 | 2086-87 | 2087-88 | 2088-89 | 2089-90 | 2090-91 | 2091-92 | 2092-93 | 2093-94 | 2094-95 | 2095-96 | 2096-97 | 2097-98 | 2098-99 | 2099-00 | 2100-01 | 2101-02 | 2102-03 | 2103-04 | 2104-05 | 2105-06 | 2106-07 | 2107-08 | 2108-09 | 2109-10 | 2110-11 | 2111-12 | 2112-13 | 2113-14 | 2114-15 | 2115-16 | 2116-17 | 2117-18 | 2118-19 | 2119-20 | 2120-21 | 2121-22 | 2122-23 | 2123-24 | 2124-25 | 2125-26 | 2126-27 | 2127-28 | 2128-29 | 2129-30 | 2130-31 | 2131-32 | 2132-33 | 2133-34 | 2134-35 | 2135-36 | 2136-37 | 2137-38 | 2138-39 | 2139-40 | 2140-41 | 2141-42 | 2142-43 | 2143-44 | 2144-45 | 2145-46 | 2146-47 | 2147-48 | 2148-49 | 2149-50 | 2150-51 | 2151-52 | 2152-53 | 2153-54 | 2154-55 | 2155-56 | 2156-57 | 2157-58 | 2158-59 | 2159-60 | 2160-61 | 2161-62 | 2162-63 | 2163-64 | 2164-65 | 2165-66 | 2166-67 | 2167-68 | 2168-69 | 2169-70 | 2170-71 | 2171-72 | 2172-73 | 2173-74 | 2174-75 | 2175-76 | 2176-77 | 2177-78 | 2178-79 | 2179-80 | 2180-81 | 2181-82 | 2182-83 | 2183-84 | 2184-85 | 2185-86 | 2186-87 | 2187-88 | 2188-89 | 2189-90 | 2190-91 | 2191-92 | 2192-93 | 2193-94 | 2194-95 | 2195-96 | 2196-97 | 2197-98 | 2198-99 | 2199-00 | 2200-01 | 2201-02 | 2202-03 | 2203-04 | 2204-05 | 2205-06 | 2206-07 | 2207-08 | 2208-09 | 2209-10 | 2210-11 | 2211-12 | 2212-13 | 2213-14 | 2214-15 | 2215-16 | 2216-17 | 2217-18 | 2218-19 | 2219-20 | 2220-21 | 2221-22 | 2222-23 | 2223-24 | 2224-25 | 2225-26 | 2226-27 | 2227-28 | 2228-29 | 2229-30 | 2230-31 | 2231-32 | 2232-33 | 2233-34 | 2234-35 | 2235-36 | 2236-37 | 2237-38 | 2238-39 | 2239-40 | 2240-41 | 2241-42 | 2242-43 | 2243-44 | 2244-45 | 2245-46 | 2246-47 | 2247-48 | 2248-49 | 2249-50 | 2250-51 | 2251-52 | 2252-53 | 2253-54 | 2254-55 | 2255-56 | 2256-57 | 2257-58 | 2258-59 | 2259-60 | 2260-61 | 2261-62 | 2262-63 | 2263-64 | 2264-65 | 2265-66 | 2266-67 | 2267-68 | 2268-69 | 2269-70 | 2270-71 | 2271-72 | 2272-73 | 2273-74 | 2274-75 | 2275-76 | 2276-77 | 2277-78 | 2278-79 | 2279-80 | 2280-81 | 2281-82 | 2282-83 | 2283-84 | 2284-85 | 2285-86 | 2286-87 | 2287-88 | 2288-89 | 2289-90 | 2290-91 | 2291-92 | 2292-93 | 2293-94 | 2294-95 | 2295-96 | 2296-97 | 2297-98 | 2298-99 | 2299-00 | 2300-01 | 2301-02 | 2302-03 | 2303-04 | 2304-05 | 2305-06 | 2306-07 | 2307-08 | 2308-09 | 2309-10 | 2310-11 | 2311-12 | 2312-13 | 2313-14 | 2314-15 | 2315-16 | 2316-17 | 2317-18 | 2318-19 | 2319-20 | 2320-21 | 2321-22 | 2322-23 | 2323-24 | 2324-25 | 2325-26 | 2326-27 | 2327-28 | 2328-29 | 2329-30 | 2330-31 | 2331-32 | 2332-33 | 2333-34 | 2334-35 | 2335-36 | 2336-37 | 2337-38 | 2338-39 | 2339-40 | 2340-41 | 2341-42 | 2342-43 | 2343-44 | 2344-45 | 2345-46 | 2346-47 | 2347-48 | 2348-49 | 2349-50 | 2350-51 | 2351-52 | 2352-53 | 2353-54 | 2354-55 | 2355-56 | 2356-57 | 2357-58 | 2358-59 | 2359-60 | 2360-61 | 2361-62 | 2362-63 | 2363-64 | 2364-65 | 2365-66 | 2366-67 | 2367-68 | 2368-69 | 2369-70 | 2370-71 | 2371-72 | 2372-73 | 2373-74 | 2374-75 | 2375-76 | 2376-77 | 2377-78 | 2378-79 | 2379-80 | 2380-81 | 2381-82 | 2382-83 | 2383-84 | 2384-85 | 2385-86 | 2386-87 | 2387-88 | 2388-89 | 2389-90 | 2390-91 | 2391-92 | 2392-93 | 2393-94 | 2394-95 | 2395-96 | 2396-97 | 2397-98 | 2398-99 | 2399-00 | 2400-01 | 2401-02 | 2402-03 | 2403-04 | 2404-05 | 2405-06 | 2406-07 | 2407-08 | 2408-09 | 2409-10 | 2410-11 | 2411-12 | 2412-13 | 2413-14 | 2414-15 | 2415-16 | 2416-17 | 2417-18 | 2418-19 | 2419-20 | 2420-21 | 2421-22 | 2422-23 | 2423-24 | 2424-25 | 2425-26 | 2426-27 | 2427-28 | 2428-29 | 2429-30 | 2430-31 | 2431-32 | 2432-33 | 2433-34 | 2434-35 | 2435-36 | 2436-37 | 2437-38 | 2438-39 | 2439-40 | 2440-41 | 2441-42 | 2442-43 | 2443-44 | 2444-45 | 2445-46 | 2446-47 | 2447-48 | 2448-49 | 2449-50 | 2450-51 | 2451-52 | 2452-53 | 2453-54 | 2454-55 | 2455-56 | 2456-57 | 2457-58 | 2458-59 | 2459-60 | 2460-61 | 2461-62 | 2462-63 | 2463-64 | 2464-65 | 2465-66 | 2466-67 | 2467-68 | 2468-69 | 2469-70 | 2470-71 | 2471-72 | 2472-73 | 2473-74 | 2474-75 | 2475-76 | 2476-77 | 2477-78 | 2478-79 | 2479-80 | 2480-81 | 2481-82 | 2482-83 | 2483-84 | 2484-85 | 2485-86 | 2486-87 | 2487-88 | 2488-89 | 2489-90 | 2490-91 | 2491-92 | 2492-93 | 2493-94 | 2494-95 | 2495-96 | 2496-97 | 2497-98 | 2498-99 | 2499-00 | 2500-01 | 2501-02 | 2502-03 | 2503-04 | 2504-05 | 2505-06 | 2506-07 | 2507-08 | 2508-09 | 2509-10 | 2510-11 | 2511-12 | 2512-13 | 2513-14 | 2514-15 | 2515-16 | 2516-17 | 2517-18 | 2518-19 | 2519-20 | 2520-21 | 2521-22 | 2522-23 | 2523-24 | 2524-25 | 2525-26 | 2526-27 | 2527-28 | 2528-29 | 2529-30 | 2530-31 | 2531-32 | 2532-33 | 2533-34 | 2534-35 | 2535-36 | 2536-37 | 2537-38 | 2538-39 | 2539-40 | 2540-41 | 2541-42 | 2542-43 | 2543-44 | 2544-45 | 2545-46 | 2546-47 | 2547-48 | 2548-49 | 2549-50 | 2550-51 | 2551-52 | 2552-53 | 2553-54 | 2554-55 | 2555-56 | 2556-57 | 2557-58 | 2558-59 | 2559-60 | 2560-61 | 2561-62 | 2562-63 | 2563-64 | 2564-65 | 2565-66 | 2566-67 | 2567-68 | 2568-69 | 2569-70 | 2570-71 | 2571-72 | 2572-73 | 2573-74 | 2574-75 | 2575-76 | 2576-77 | 2577-78 | 2578-79 | 2579-80 | 2580-81 | 2581-82 | 2582-83 | 2583-84 | 2584-85 | 2585-86 | 2586-87 | 2587-88 | 2588-89 | 2589-90 | 2590-91 | 2591-92 | 2592-93 | 2593-94 | 2594-95 | 2595-96 | 2596-97 | 2597-98 | 2598-99 | 2599-00 | 2600-01 | 2601-02 | 2602-03 | 2603-04 | 2604-05 | 2605-06 | 2606-07 | 2607-08 | 2608-09 | 2609-10 | 2610-11 | 2611-12 | 2612-13 | 2613-14 | 2614-15 | 2615-16 | 2616-17 | 2617-18 | 2618-19 | 2619-20 | 2620-21 | 2621-22 | 2622-23 | 2623-24 | 2624-25 | 2625-26 | 2626-27 | 2627-28 | 2628-29 | 2629-30 | 2630-31 | 2631-32 | 2632-33 | 2633-34 | 2634-35 | 2635-36 | 2636-37 | 2637-38 | 2638-39 | 2639-40 | 2640-41 | 2641-42 | 2642-43 | 2643-44 | 2644-45 | 2645-46 | 2646-47 | 2647-48 | 2648-49 | 2649-50 | 2650-51 | 2651-52 | 2652-53 | 2653-54 | 2654-55 | 2655-56 | 2656-57 | 2657-58 | 2658-59 | 2659-60 | 2660-61 | 2661-62 | 2662-63 | 2663-64 | 2664-65 | 2665-66 | 2666-67 | 2667-68 | 2668-69 | 2669-70 | 2670-71 | 2671-72 | 2672-73 | 2673-74 | 2674-75 | 2675-76 | 2676-77 | 2677-78 | 2678-79 | 2679-80 | 2680-81 | 2681-82 | 2682-83 | 2683-84 | 2684-85 | 2685-86 | 2686-87 | 2687-88 | 2688-89 | 2689-90 | 2690-91 | 2691-92 | 2692-93 | 2693-94 | 2694-95 | 2695-96 | 2696-97 | 2697-98 | 2698-99 | 2699-00 | 2700-01 | 2701-02 | 2702-03 | 2703-04 | 2704-05 | 2705-06 | 2706-07 | 2707-08 | 2708-09 | 2709-10 | 2710-11 | 2711-12 | 2712-13 | 2713-14 | 2714-15 | 2715-16 | 2716-17 | 2717-18 | 2718-19 | 2719-20 | 2720-21 | 2721-22 | 2722-23 | 2723-24 | 2724-25 | 2725-26 | 2726-27 | 2727-28 | 2728-29 | 2729-30 | 2730-31 | 2731-32 | 2732-33 | 2733-34 | 2734-35 | 2735-36 | 2736-37 | 2737-38 | 2738-39 | 2739-40 | 2740-41 | 2741-42 | 2742-43 | 2743-44 | 2744-45 | 2745-46 | 2746-47 | 2747-48 | 2748-49 | 2749-50 | 2750-51 | 2751-52 | 2752-53 | 2753-54 | 2754-55 | 2755-56 | 2756-57 | 2757-58 | 2758-59 | 2759-60 | 2760-61 | 2761-62 | 2762-63 | 2763-64 | 2764-65 | 2765-66 | 2766-67 | 2767-68 | 2768-69 | 2769-70 | 2770-71 | 2771-72 | 2772-73 | 2773-74 | 2774-75 | 2775-76 | 2776-77 | 2777-78 | 2778-79 | 2779-80 | 2780-81 | 2781-82 | 2782-83 | 2783-84 | 2784-85 | 2785-86 | 2786-87 | 2787-88 | 2788-89 | 2789-90 | 2790-91 | 2791-92 | 2792-93 | 2793-94 | 2794-95 | 2795-96 | 2796-97 | 2797-98 | 2798-99 | 2799-00 | 2800-01 | 2801-02 | 2802-03 | 2803-04 | 2804-05 | 2805-06 | 2806-07 | 2807-08 | 2808-09 | 2809-10 | 2810-11 | 2811-12 | 2812-13 | 2813-14 | 2814-15 | 2815-16 | 2816-17 | 2817-18 | 2818-19 | 2819-20 | 2820-21 | 2821-22 | 2822-23 | 2823-24 | 2824-25 | 2825-26 | 2826-27 | 2827-28 | 2828-29 | 2829-30 | 2830-31 | 2831-32 | 2832-33 | 2833-34 | 2834-35 | 2835-36 | 2836-37 | 2837-38 | 2838-39 | 2839-40 | 2840-41 | 2841-42 | 2842-43 | 2843-44 | 2844-45 | 2845-46 | 2846-47 | 2847-48 | 2848-49 | 2849-50 | 2850-51 | 2851-52 | 2852-53 | 2853-54 | 2854-55 | 2855-56 | 2856-57 | 2857-58 | 2858-59 | 2859-60 | 2860-61 | 2861-62 | 2862-63 | 2863-64 | 2864-65 | 2865-66 | 2866-67 | 2867-68 | 2868-69 | 2869-70 | 2870-71 | 2871-72 | 2872-73 | 2873-74 | 2874-75 | 2875-76 | 2876-77 | 2877-78 | 2878-79 | 2879-80 | 2880-81 | 2881-82 | 2882-83 | 2883-84 | 2884-85 | 2885-86 | 2886-87 | 2887-88 | 2888-89 | 2889-90 | 2890-91 | 2891-92 | 2892-93 | 2893-94 | 2894-95 | 2895-96 | 2896-97 | 2897-98 | 2898-99 | 2899-00 | 2900-01 | 2901-02 | 2902-03 | 2903-04 | 2904-05 | 2905-06 | 2906-07 | 2907-08 | 2908-09 | 2909-10 | 2910-11 | 2911-12 | 2912-13 | 2913-14 | 2914-15 | 2915-16 | 2916-17 | 2917-18 | 2918-19 | 2919-20 | 2920-21 | 2921-22 | 2922-23 | 2923-24 | 2924-25 | 2925-26 | 2926-27 | 2927-28 | 2928-29 | 2929-30 | 2930-31 | 2931-32 | 2932-33 | 2933-34 | 2934-35 | 2935-36 | 2936-37 | 2937-38 | 2938-39 | 2939-40 | 2940-41 | 2941-42 | 2942-43 | 2943-44 | 2944-45 | 2945-46 | 2946-47 | 2947-48 | 2948-49 | 2949-50 | 2950-51 | 2951-52 | 2952-53 | 2953-54 | 2954-55 | 2955-56 | 2956-57 | 2957-58 | 2958-59 | 2959-60 | 2960-61 | 2961-62 | 2962-63 | 2963-64 | 2964-65 | 2965-66 | 2966-67 | 2967-68 | 2968-69 | 2969-70 | 2970-71 | 2971-72 | 2972-73 | 2973-74 | 2974-75 | 2975-76 | 2976-77 | 2977-78 | 2978-79 | 2979-80 | 2980-81 | 2981-82 | 2982-83 | 2983-84 | 2984-85 | 2985-86 | 2986-87 | 2987-88 | 2988-89 | 2989-90 | 2990-91 | 2991-92 | 2992-93 | 2993-94 | 2994-95 | 2995-96 | 2996-97 | 2997-98 | 2998-99 | 2999-00 | 3000-01 | 3001-02 | 3002-03 | 3003-04 | 3004-05 | 3005-06 | 3006-07 | 3007-08 | 3008-09 | 3009-10 | 3010-11 | 3011-12 | 3012-13 | 3013-14 | 3014-15 | 3015-16 | 3016-17 | 3017-18 | 3018-19 | 3019-20 | 3020-21 | 3021-22 | 3022-23 | 3023-24 | 3024-25 | 3025-26 | 3026-27 | 3027-28 | 3028-29 | 3029-30 | 3030-31 | 3031-32 | 3032-33 | 3033-34 | 3034-35 | 3035-36 | 3036-37 | 3037-38 | 3038-39 | 3039-40 | 3040-41 | 3041-42 | 3042-43 | 3043-44 | 3044-45 | 3045-46 | 3046-47 | 3047-48 | 3048-49 | 3049-50 | 3050-51 | 3051-5 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------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Feedback Analysis

Gujarat Commerce College, Ellisbridge Ahmedabad

Report on Analysis of Student feedback

Year 2020-21

The Institute collects feedback from its students regarding general as well as curriculum and syllabus every year. They 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, and also to know if views of students regarding college, its staff and other things. 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. IQAC tries to bring changes as per the general suggestions.

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

Total was done and averages were calculated for questions where rating was to be done. 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 analysis and its interpretations and suggestions made thereof are as follows:



Section -1 General

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

| Sr. No | Particulars | Score | Score | Interpretations |
|--------|---|-------|----------------|---|
| 1 | Getting admission in this college is a matter of pride for me | 4 | Agree | Students feel proud to be a part of this college |
| 2 | admission process in the college is fair and accurate | 4 | Agree | Students find the admission process as fair |
| 3 | I am improving in this college (learning/confidence, other) | 4 | Agree | Students feel an improvement in themselves after joining this college. |
| 4 | atmosphere in the college is conducive for learning | 4 | Agree | College atmosphere is conducive for learning. |
| 5 | There is positive change in the behaviour in me after joining the college | 4 | Agree | A positive change is experienced by students in the behaviour of students after joining this college. |
| 6 | college conveys all information | 4 | Agree | All information is very well passed to students. |
| 7 | College website is very informative and regularly updated | 4 | Agree | College website is dynamic, informative and regularly updated |
| 8 | Employability is given focus in the teaching learning process | 4 | Agree | Students feel that employability is focused on by the teaching learning process |
| 9 | Examination results are declared timely | 4 | Agree | College declares timely results |
| 10 | college teachers are cooperative | 5 | Strongly Agree | Teachers are absolutely cooperative |
| 11 | college's admin staff are cooperative | 4 | Agree | Administrative staff of the college are cooperative |
| 12 | The syllabus is completed on time | 4 | Agree | Syllabus is completed timely |
| 13 | Evaluation of answer sheets is fair enough | 4 | Agree | Fair evaluation of answer sheets is done |
| 14 | Teachers come well prepared in the class | 4 | Agree | Teachers come well prepared in the class |



| | | | | |
|----|---|---|-------|--|
| 15 | There is a good Teacher-student relationship at college | 4 | Agree | There is a good Teacher-student relationship at college |
| 16 | teachers encourage for extra-curricular activities | 4 | Agree | teachers encourage for extra-curricular activities |
| 17 | My time at the college been intellectually enriching | 4 | Agree | Students feel that their time at the college is intellectually enriching |

Section-2 College facilities and infrastructure

| | | | | |
|-----------|------|---------|------|-----------|
| Very good | Good | Average | Poor | Very poor |
| 5 | 4 | 3 | 2 | 1 |

| Sr. No | Particulars | Score | Score | Interpretations |
|--------|---------------------------------|-------|-------|---|
| 1 | Interaction with administration | 4 | Good | Students can interact with administration without any hesitation |
| 2 | Interaction with teachers | 4 | Good | Students can interact with teachers without any hesitation |
| 3 | Interaction with librarian | 4 | Good | Students can interact with library staff without any hesitation |
| 4 | Computer facilities | 4 | Good | Students are satisfied with the computer facility |
| 5 | Library facilities | 4 | Good | College has good library facility |
| 6 | Extra-curricular activities | 4 | Good | Extra-curricular activities at college are good |
| 7 | Recreational facilities | 4 | Good | Recreational facilities at college are good |
| 8 | Sports facilities | 4 | Good | College performance in sports is excellent, as students represent nationally and internationally. |
| 9 | Industrial visits/projects etc | 4 | Good | Students find the industrial visit as good and satisfactory. |



Section -3 Curriculum Feedback

| Sr. No | Particulars | Score | Score | Interpretations |
|--------|--|-------|-----------|--|
| 1 | Rate the sequence of the courses (connectivity of subject in different semesters) | 4 | Very Good | Students have rated almost all factors as very good. However, practically this is far from reality, therefore feedback of other stakeholders needs to be considered. |
| 2 | syllabus of the courses in relation to the competencies expected out of the course | 4 | Very Good | |
| 3 | Relevance of the units in syllabus relevant to the course | 4 | Very Good | |
| 4 | sequence of the units in the course | 4 | Very Good | |
| 5 | allocation of the credits to the course | 4 | Very Good | |
| 6 | Time allotted to complete the syllabus | 4 | Very Good | |
| 7 | offering of the electives in terms of their relevance to the specialization streams | 4 | Very Good | |
| 8 | electives offered in relation to the Technological advancements | 4 | Very Good | |
| 9 | relevance of reference books | 4 | Very Good | |
| 10 | Rate the size of the syllabus in terms of the load on the student | 4 | Very Good | |
| 11 | Rate the courses in terms of extra learning or self-learning considering the design of the courses | 4 | Very Good | |
| 12 | Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered. | 4 | Very Good | |
| 13 | loading of the courses in a semester | 4 | Very Good | |
| 14 | evaluation scheme designed for each of the course | 4 | Very Good | |
| 15 | objectives stated for each of the course | 4 | Very Good | |
| 16 | competencies expected out of the course | 4 | Very Good | |
| 17 | composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc | 4 | Very Good | |
| 18 | course in relation to the real life applications | 4 | Very Good | |
| 19 | does this course help your child earn money | 4 | Very Good | |
| 20 | does this course helps in making your child a good human being | 4 | Very Good | |



Other suggestions from students:

1. Enhance more online content for convenience and make it effortless
2. GCC is very nice college and staff is very cooperative
3. Principal mam is very rude in talk, even if i have chickenpox they don't allow me to go on leave from soft skill exams and this collage have very big problems with CA aspirants, they treat them as if they done very big crime. They don't appreciate that CA students doing both B.com and CA but they insult them and always scolding them please try to appreciate CA students "
4. College teacher are cooperative
5. Please also message any notice to parents due to corona pandemic for there remain no confusion.
6. Many students are out of city now due to corona pandemic and if they don't have books, kindly don't give more assignments.
7. All teachers & staff always supported. thank u all teachers & faculties. I'm so lucky having taken admission in this collage.
8. Should improve Administration Department & employees in it.
9. Reduce syllabus
10. Information share with students by staff should be improved during online exam & lectures
11. "Course is good, also the facilities but the college needs to lessen the formalities relating to admissions, filling various forms etc.
12. Very kind and supportive professor.
13. All Facility are very good.
14. Explanation should be made easier by showing videos of the textbook chapters
15. Teachers should take extra classes
16. There is no improvement in contents of syllabus.
17. Administrative staff do not answer kindly
18. Syllabus connect impacts the student life so I always suggest to change the syllabus as per the current position
19. To Change the syllabus as per new Pattern
20. In this college there are many activities and student participate in it and they all enjoy it well. I feel lucky to be in this college
21. Excellent Teaching
22. No changes in the content of syllabus.
23. Period of term is too short



Final Suggestions:

- Video lectures to be used more **and more** as students prefer it more over traditional teaching methods.
- Inclusion of practical skills and sessions in syllabus are recommended.
- Administration staff is suggested **to be kind and supportive towards the students**
- **Teachers** should increase the extra classes if need be.

fer


Principal

Gujarat Commerce College

Ahmedabad

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

***Action Taken Report
On Feedback
Year: 2020-21***



Action Taken Report of the IQAC Review Meeting

Held on 10/4/20 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. | Suggestion | Action Taken |
|---------|--|---|
| 1 | Employability and placements need more focus | The committee advised to Strengthen career services and placement support, including workshops on resume writing, interview preparation, and job fairs. |
| 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. |




Co-ordinator
IQAC Committee
Gujarat Commerce College

Faculty Feedback

2020-21

Feedback Collected

[illegible]

Feedback Analysis

Gujarat Commerce College, Ellisbridge Ahmedabad

Report of Analysis of faculty feedback on curriculum

Year 2020-21

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) |
|-------------------------|-------------------------|--------------------|-----------------------|--------------------|



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? | 5 | Excellent | 3 | Good | 5 | Excellent | 3 | 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 | 3 | Good | 4 | Very good | 3 | Good | 4 | Very good | 3 | Good |
| 3 | How do you rate the relevance of the units in syllabus relevant to the course? | 5 | Excellent | 4 | Very good | 4 | Very 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 | 5 | Excellent | 3 | Good | 4 | Very good | 4 | Very 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 | 4 | Very 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? | 4 | Very good | 3 | Good | 5 | Excellent | 3 | Good | 4 | Very good | 3 | 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 | 3 | Good |
| 12 | Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered. | 4 | Very good | 4 | Very good | 4 | Very good | 3 | Good | 4 | Very good | 3 | Good |
| 13 | How do you rate the loading of the courses in a semester? | 4 | Very good | 4 | Very good | 4 | Very good | 3 | Good | 4 | Very good | 4 | Very good |
| 14 | How do you rate the evaluation scheme designed for each of the course? | 4 | Very good | 3 | Good | 3 | Good | 3 | Good | 3 | Good | 3 | Good |
| 15 | How do you rate the objectives stated for each of the course? | 4 | Very good | 4 | Very good | 4 | Very good | 4 | Very good | 4 | Very good | 4 | Very good |
| 16 | How do you rate the competencies expected out of the course? | 4 | Very good | 3 | Good | 5 | Excellent | 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 | 4 | Very good | 5 | Excellent | 3 | Good | 4 | Very good | 4 | Very good |
| 18 | How do you rate the percentage of courses having LAB field components? | 4 | Very good | 4 | Very good | 4 | Very good | 3 | Good | 4 | Very good | 3 | Good |
| 19 | How do you rate the domain used for designing the experiments for the Lab field components? | 4 | Very good | 2 | Average | 4 | Very good | 3 | Good | 3 | Good | 3 | Good |
| 20 | How do you rate the course in relation to the real life applications? | 4 | Very good | 3 | 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 | <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. | <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 fails to provide opportunities for field work and practical skills development. ➤ 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 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"> ➤ 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 current knowledge of the particular subject and step up with the changing scenario of the world. ➤ Need to update syllabus with current theoretical development |
| 4 | English | <ul style="list-style-type: none"> ➤ 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"> ➤ 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. |

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