Faculty Feedback

2019-20

Feedback Collected

Shilpa Motwani Commerce M. Com, M Average Good Good Good Very good Very good Very good Poor Good Good Average Good Average Average Good Good Poor Poor Average the syllabus should be such that it makes one employment creators rather than employable.	
Dr Jayendrasinh R Jadav Accountan M Com B E Very good	
Usha Shankarraman Economics M.A. Average Average Good Average Poor Poor Poor Course should be vast so student gets indepth knowledge of the subject. Field work must be made compulsory	
DR SHAILLA TIWARI Accountan M.com ph. Average Average Average Average Good Average Good Average Good Good Very good Good Average Good Average Good Syllabus should be in detailed and relevant with the practical life of the student	
SMITA NAGRECHA English M.Phill. Good Average Good Good Average Good Good Average Good Good Good Good Good Good Good Goo	
Dr. Sonals S. Solanki Commerce Ph. D. Excellent Very good Very good Very good Very good Good Very good	
RAYKA DIPIKA L Accountan M.COM, M Excellent Excellent Excellent Excellent Excellent Excellent Servigood Good Good Good Good Good Good Good	
DR H R GOHIL English Ph D, UGC Good Good Good Good Good Good Good Go	
Dr. Jignesh Gondallya Statistics Ph.D. Very good Good Very good	
Prof.Y.S.Doshi. Statistics M.Sc. Very good Average Good Good Good Good Good Good Good Goo	
Dr.Parul Dave Commerce M.Com.,M Average Good Good Good Good Good Very good Very good Very good Good Very good Good Very good Good Good Good Good Changes are needed according to new knowledge of subject	
Dr Bhoomi Vamja English Ph.D. Very good Very good Very good Very good Very good Very good Good Good Good Good Good Good Good	
Dr. Vandana Ghar. Trivedi Economics M. A., M. F Very good Very good Good Very good Good Very good Good Very good Ver	a of the world.
Dr. Hemail Shah Statistics Ph. D. Good Very good Good Good Good Good Good Good Good	
Dhammdip Gaikwad Economics M.A. NET. I Very good God Very good Excellent Very good	



Feedback Analysis

Gujarat Commerce College, Ellisbridge Ahmedabad Report of Analysis of faculty feedback on curriculum Year 2019-20

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 make 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:

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?	

Following were the questions asked in the feedback:





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:

- and the second

Excellent	Very good	Good	Average	Poor
(5)	(4)	(3)	(2)	(1)



	Account		Commerce:		Economics:		E nglisb:			
			Tatel	Contra	Total	Genere	Tatel	Core	Total	Score
Question	Average	XOX	Average	2000	Average		Average		E . S	
How do you rate the sequence of the courses that you teach are		Very		1		3		3	4	E S
in sequence to what you have taught in the previous semester?	4	0000	2	2000		3		-		\$
How do you rate the syllabus of the courses that you have taught m relation to the competencies expected out of the course?	4	Very Good	m	Good	ñ	Good	5	Good	4	Geod
How do you rate the relevance of the units in syllabus relevant		Verv							•	Vey
to the course?	4	Good	9	Good	3	Good	F	Good		Good
How do you rate the sequence of the units in the course?		Very				Vey			4	Ner (
	4	Good	8	Good	4	805	2	2000		8
How do you rate the allocation of the credits to the course?	4	Very		Good	£	Good		Good	•	E S
How do you rate the distribution of the contact hours among		Very							-	Very
	4	Good	4	Very Good	3	Good	3	Good		Good
How do you rate the offering of the electives in terms of their relevance to the specialization streams?	5	Good	3	Good	3	Good	ñ	Good	m	Geog
How do you rate the electives offered in relation to the Technological advancements?	3	Good		Good	~	Good	m	Geod	•	Geed
How do you rate the relevance of reference books by their international momention to the converse?		- Port		Good	-	Gand		Autom	m	Good
Rate the size of the syllabus in terms of the load on the		- Party		- Prove	•	Very		Canal Press	3	Good
Rate the courses in terms of extra learning or self-learning						Very			6	Good
considering the design of the courses				0000	•	000	~		ľ	- North
Mate the Courses in terms of sequence of othering considering whether the preceding courses have been covered.	4	Good	3	Good	4	Good	٣	Good	•	8
How do you rate the loading of the courses in a semester?	3	Good	3	Good	3	Good	3	Good	-	Geord
How do you rate the evaluation scheme designed for each of the course?	4	Very Good	3	Good		Good	£	Gener	•	Gened
How do you rate the objectives stated for each of the course?	4	Cood	3	Good		Good	3	Good	F.	Geod
How do you rate the competencies expected out of the course?	3	Good	4	Very Good	3	Good	3	Good	6	Good
How do you rate the composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.?	'n	Good	ſ	Good	1	Good		20	*	Cont
How do you rate the percentage of courses having LAB/Field components?	2	Averag	2	Average	1	Good		Average	~	Average
How do you rate the domain used for designing the experiments for the Lab/field components?	3	Good	6	Good	1	Good		Average	~	Average
How do you rate the course in relation to the real life applications?	9	Good	•	Good	F	Good		Good	5	N.
		ă	Page 3 of 7						- e-	40

Total of scores of each subject respectively is as follows:

Accountancy The syllabus rated just good. There is scope for reachers find the time allotted to teach the practice is needed. Practical and Computer based Accounting through the removinged practice is needed. Teachers find the time allotted to teach the practice is needed. Need Practical knowledge and field work for course of the reusen Need Practical knowledge and field work for course advancements. Teachers find the time allotted to teach the practice is needed. Need Practical knowledge and field work for course advancements. Need Practical knowledge and field work for course is fairly good. Much is expected from the signify good. Much is expected from the signify good. Much is expected from the signify good. Much is expected from the how well and practical skills development. Need Practical knowledge and field work for course is fairly good. Much is expected from the signify good. Much is expected from the signific application. The syllabus should be such that it makes one comportance. The syllabus should be teach than erables and free the mong the course components is very good to be more consistent with the technological downerced is shills development. The syllabus should be such that it makes one components. The syllabus sure nois file diversion of the course to provide opportunities for the application. The syllabus streenes. The syllabus str	Accountancy		Interpretation:	Suggestions:
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1 Subject wise

4 English > The syllatus fails to provide opportunities for field work and practical stills development. > Amost all types of Business communications mast be incorporated in the total syllatus tails to provide opportunities for practical sessions to include practical sessions to increased to include practical sessions to improvise the English speaking, listening and communication skills. > Amost all types of Business and anternations curriculum to posisil Speaking and increased institute-work and practical statils development. 5 Stathstics > The syllabus fails to provide opportunities for field work and practical statils development for increased > Amost all types of Business and statistics curriculum to posisil Speaking, entitients and macmations institute-work and silatus tails to provide opportunities for husiness community. 5 Stathstics > The syllabus fails to provide opportunities for increased > Amost all types of Business and Statistics husiness community. 6 Nugging of formulas is of no value in statistics increased > Bata Analysis softwares are tragened to notable to market demand. > Bata Analysis softwares are tragened to not as the provide 7 Mugging of formulas is of no value in statistics increased > Bata Analysis softwares are tragened to not as the provide opportant is increased > Bata Analysis softwares are tragened and software. 8 Curriculum Nowaday comparations as an east as per increased > Curriculum Nowaday comparations as as to a software. 9 Analysis software is increased	A A	 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. 	 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.
Statistics Y The syllabus fails to provide opportunities for Y field work and practical skills development. A Mugging of formulas is of no value in statistics v now a day as use of statistical software is increased increased.	A A		
Cujarat Commerce College Ahmediabad	 A A	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	
Gujarat Commerce College Ahmedabad			Principal
			Gujarat Commerce College Ahmedabad



Page 5 of 7

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Internal Quality Assurance Cell,

Gujarat Commerce College,

Ahmedabad

Action Taken Report On Feedback Year: 2019-20



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Page 1

Action Taken Report of the IQAC Review Meeting

Held on 3/4/10/2at 10:30 AM at IQAC Office, Gujarat Commerce College, Ahmedabad

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

IQAC Consolidated Action Taken Report Based on Feedback

Sr. no.	Suggestion	Action Taken
1	Real-life examples and computer- based accounting in Accountancy	The committee suggested to incorporate real-life case studies and computer-based accounting software in the curriculum.
2	Laboratory work for English to improve speaking abilities and soft skills	It was suggested to Add language lab sessions focusing on speaking abilities and soft skills development.
3	E-content development during pandemic	The teachers were encouraged to develop more e- content and provide it to students.
4	Administration staff to be kind and supportive	Conducted sessions for administrative staff to improve student support and kindness in interactions.
5	Teachers to increase extra classes if needed	Encouraged faculty to offer extra classes when necessary to ensure all students grasp the material effectively.



Co-ordinator ERAC ... Commitee Gujarat Commerce Collsos Anmedabad

Action Taken Report On Feedback Year: 2019-20