

## **Gujarat Commerce College, Ellisbridge Ahmedabad**

### **Report on Analysis of Alumni feedback**

**Year 2022-23**

The institution annually gathers feedback from alumni encompassing both general and curriculum-related aspects. Alumni are encouraged to provide candid and open responses, aiding in the identification of curriculum shortcomings and enabling adjustments to meet current needs. The feedback extends to alumni perspectives on the institution, its staff, and other facets. The compiled suggestions undergo consolidation at the college level. Subsequently, these insights are deliberated upon and forwarded to the Internal Quality Assurance Cell (IQAC), which then communicates them to the University for potential syllabus improvements. Given our affiliated status, the college can solely offer suggestions to the university, with the ultimate decision resting with the higher education authority. The IQAC diligently works towards incorporating changes in alignment with the overarching feedback received. This process ensures transparency and responsiveness to alumni input, contributing to ongoing curriculum enhancements.

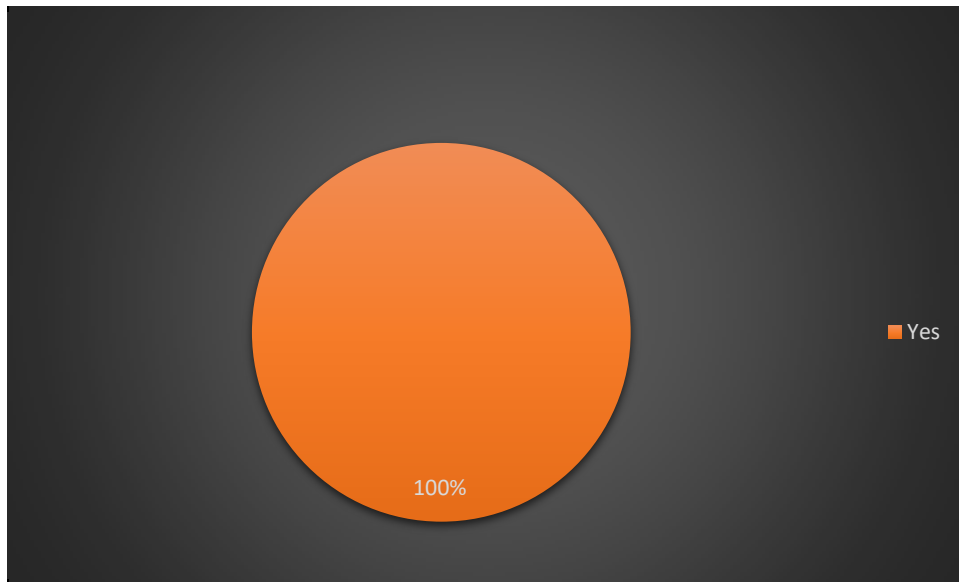
#### **Method of feedback collection and analysis:**

Feedback was systematically gathered through Google Forms, and subsequent to its collection, responses were downloaded for comprehensive analysis. The total scores were computed, and averages were calculated for questions where a rating system was employed. To facilitate ease of interpretation and calculation, figures were rounded off. The ensuing detailed analysis involved interpreting the final average scores, leading to the formulation of relevant suggestions. The comprehensive assessment and subsequent suggestions contribute to a nuanced understanding of the feedback, providing a foundation for informed decision-making and potential improvements.

### Section -1 General

Highly efficient	Efficient	Satisfactory	below satisfactory
A	B	C	D

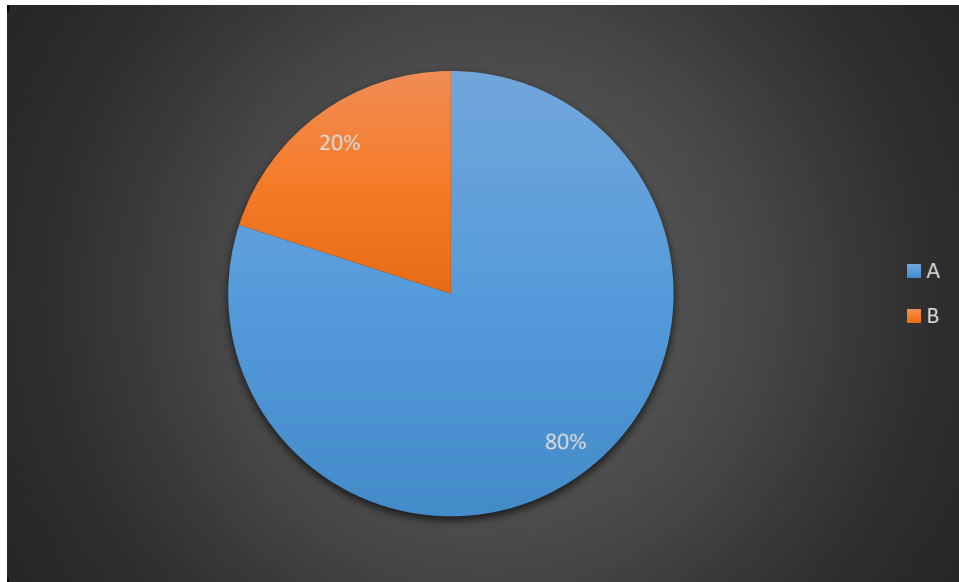
1. Do you feel proud to be associated with GCC as an Alumni?



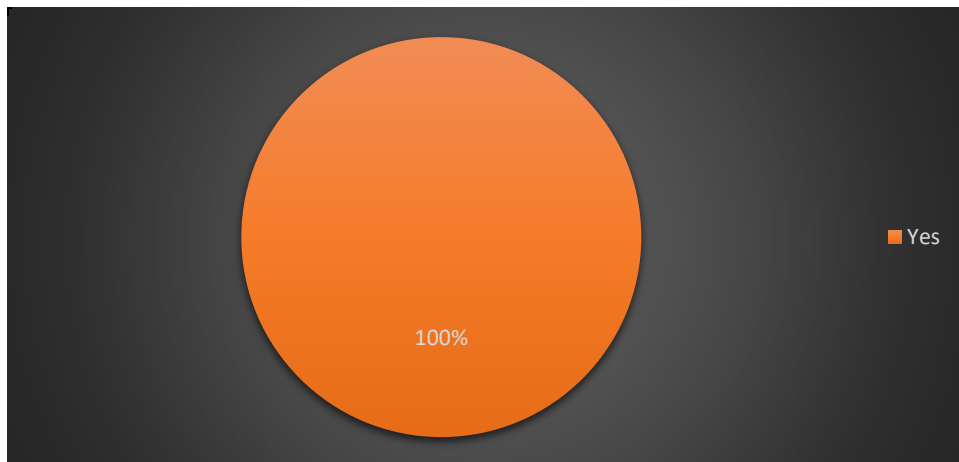
The data indicates that 100% of the respondents feel proud to be associated with GCC as alumni. This unanimous positive response suggests a strong sense of pride and satisfaction among the alumni members. The complete alignment towards a positive sentiment reflects positively on the institution, indicating a successful and impactful alumni experience at GCC.

2. How do you rate development activities organized by the College for your overall development?

The data shows that 80% of respondents rated the development activities organized by the college as 'A', indicating a perception of "Highly efficient" in contributing to their overall development. Additionally, 20% gave a rating of 'B', signifying an evaluation of "Efficient." The predominant 'A' ratings suggest a high level of satisfaction and effectiveness in the development activities provided by the college, showcasing a positive impact on the overall growth and experiences of the alumni.



3. Are you willing to contribute to the development of the college?



The data reveals that 100% of respondents expressed willingness to contribute to the development of the college. This unanimous positive response suggests a strong commitment and engagement from the alumni community towards the college's ongoing development. The complete alignment towards a positive willingness to contribute indicates a sense of loyalty, gratitude, and a desire to actively participate in the betterment of the alma mater. This overwhelming response reflects positively on the relationship between the alumni and the college, indicating a strong and supportive network.

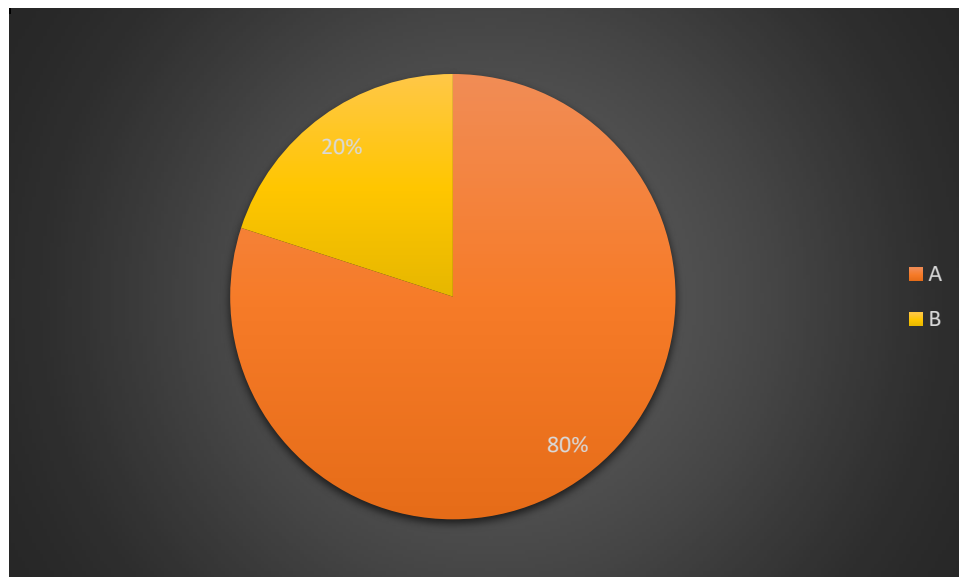
#### 4. Rate the adequacy of following as they were During your tenure as a student at GCC:

The details of the score are as follows:

Sr. no	Facility	Score	Score
1	Teaching	4	Highly efficient
2	Library	4	Highly efficient
3	Computer & Wi-Fi	3	Efficient
4	Infrastructure	4	Highly efficient

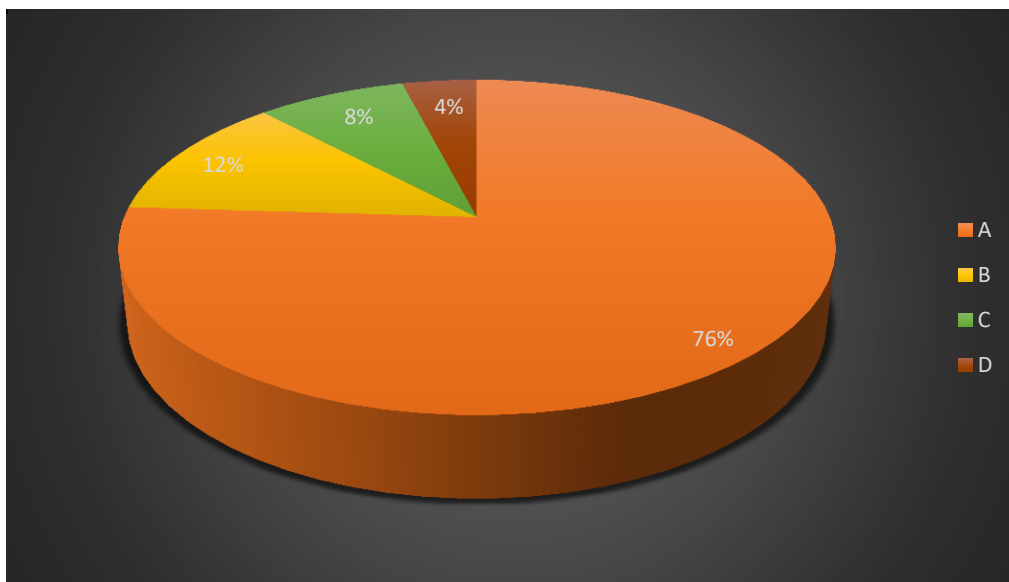
The overall feedback from alumni reflects a highly positive sentiment towards various facilities at GCC. Teaching and library facilities received a commendable score of 4, indicating they are perceived as "Highly efficient." The computer and Wi-Fi facility scored 3, signifying an "Efficient" rating. The infrastructure, with a perfect score of 4, is regarded as "Highly efficient." These ratings collectively suggest that alumni appreciate the high efficiency and effectiveness of teaching, library, and infrastructure facilities at GCC. The consistent high scores underscore the institution's commitment to providing excellent services and fostering a positive learning environment for its alumni.

#### 4.1 Teaching



The data illustrates that 80% of respondents rated the adequacy of teaching during their tenure as 'A', indicating a perception of "Highly efficient." Additionally, 20% gave a rating of 'B', signifying an evaluation of "Efficient." The predominant 'A' ratings suggest a high level of satisfaction and effectiveness in the teaching during their time at GCC, showcasing a positive impact on the educational experience of the alumni. The overall positive sentiment reflects well on the quality of teaching at the college during the alumni's academic journey.

#### 4.2 Library



The data indicates that 76% of respondents rated the adequacy of the library during their tenure as 'A', signifying a perception of "Highly efficient." Furthermore, 12% gave a rating of 'B' for "Efficient," 8% rated it as 'C' for "Satisfactory," and 4% rated it as 'D' for "Below satisfactory."

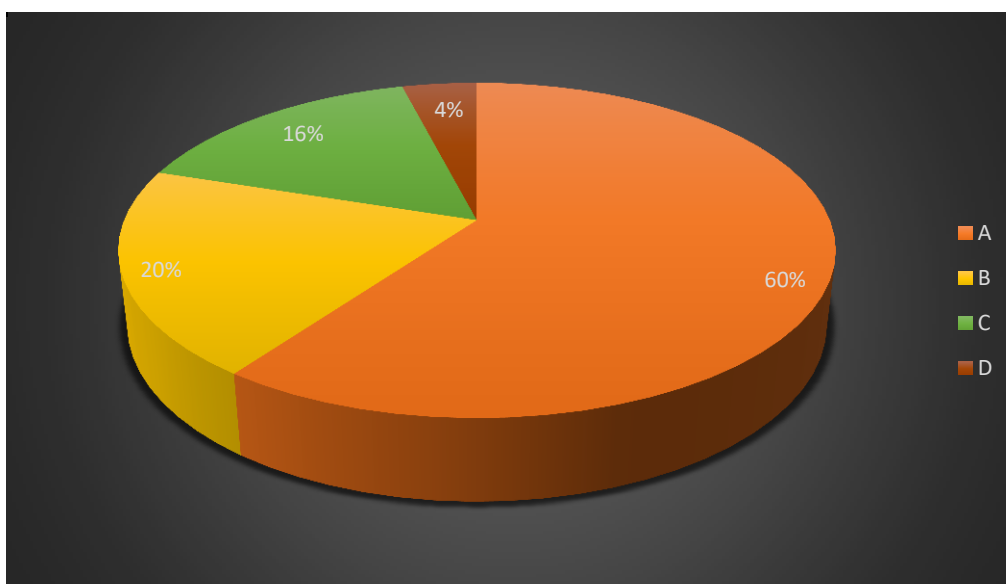
The majority of 'A' ratings suggest a predominant positive sentiment among alumni regarding the adequacy of the library during their student years at GCC. This positive response indicates a high level of satisfaction with the library facilities, highlighting its effectiveness in supporting the academic needs of the alumni during their tenure. The diverse range of responses provides nuanced feedback on the library's performance.

#### 4.3 Computer and Wi-Fi

The data presents a varied response regarding the adequacy of Computer & Wi-Fi facilities during the alumni's tenure at GCC. Specifically, 60% of respondents rated it as 'A' for "Highly

efficient," indicating a substantial level of satisfaction. Additionally, 20% rated it as 'B' for "Efficient," 16% rated it as 'C' for "Satisfactory," and 4% gave it a 'D' for "Below satisfactory."

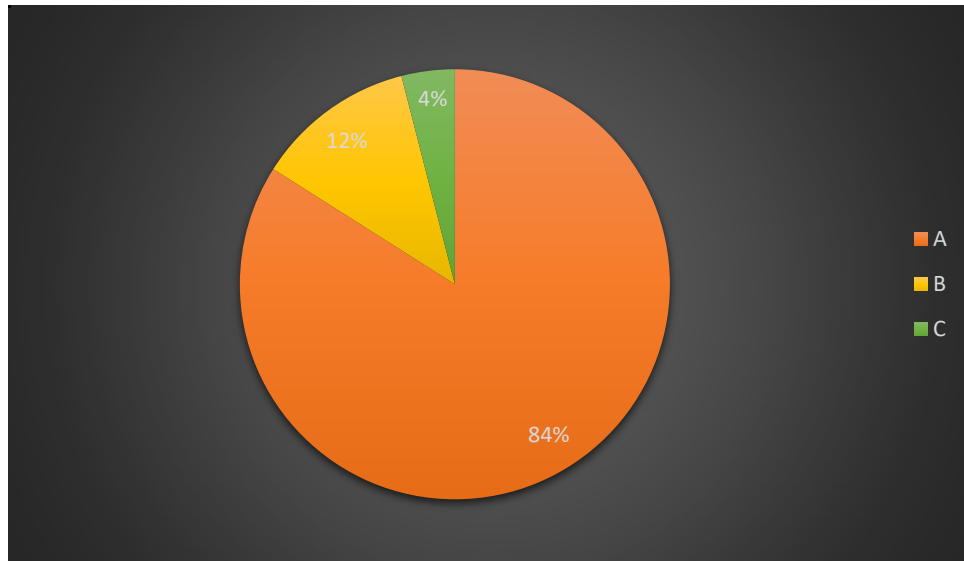
The diverse distribution of ratings suggests a mix of opinions regarding the computer and Wi-Fi facilities. While a significant portion rated it highly efficient, a notable portion also provided lower ratings, indicating areas that may need attention or improvement. This nuanced feedback highlights the need for a detailed examination of the computer and Wi-Fi facilities to address specific concerns and enhance overall satisfaction.



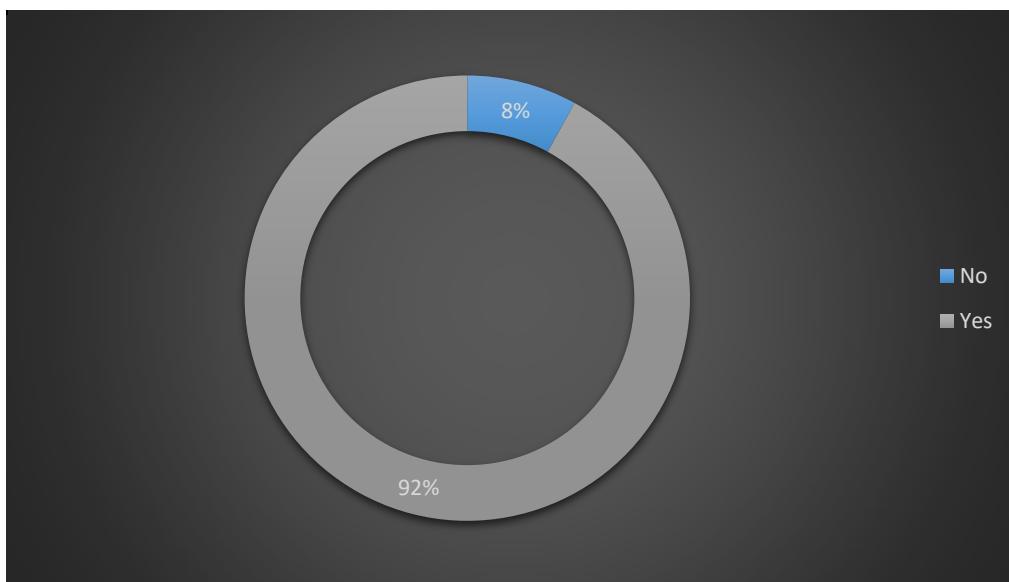
#### 4.4 Infrastructure

The data reveals a highly positive perception among alumni regarding the adequacy of infrastructure during their tenure at GCC. An overwhelming 84% of respondents rated the infrastructure as 'A' for "Highly efficient." Additionally, 12% rated it as 'B' for "Efficient," and 4% gave it a 'C' for "Satisfactory."

The predominance of 'A' ratings indicates a robust satisfaction with the infrastructure facilities at GCC. This positive feedback suggests that the majority of alumni found the college's infrastructure highly efficient, contributing positively to their overall experience during their academic years. The limited variation in responses indicates a strong consensus among alumni regarding the excellence of the college's infrastructure.



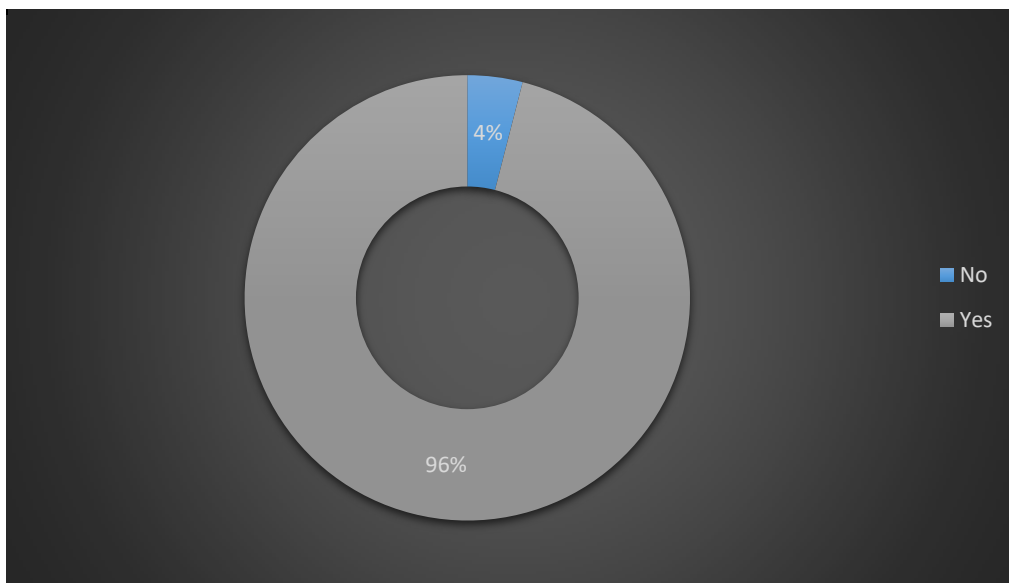
5. Have you obtained sufficient knowledge (both in theory and practice) at GCC?



The data indicates a strong affirmation from alumni regarding the knowledge gained at GCC, with 92% responding "Yes" and only 8% stating "No." This overwhelmingly positive response suggests that a significant majority of alumni feel they have obtained sufficient knowledge, both in theory and practice, during their tenure at the college. The high percentage of affirmative responses reflects positively on the educational quality and effectiveness of the academic programs offered at GCC, highlighting the institution's success in providing valuable knowledge and practical skills to its alumni.

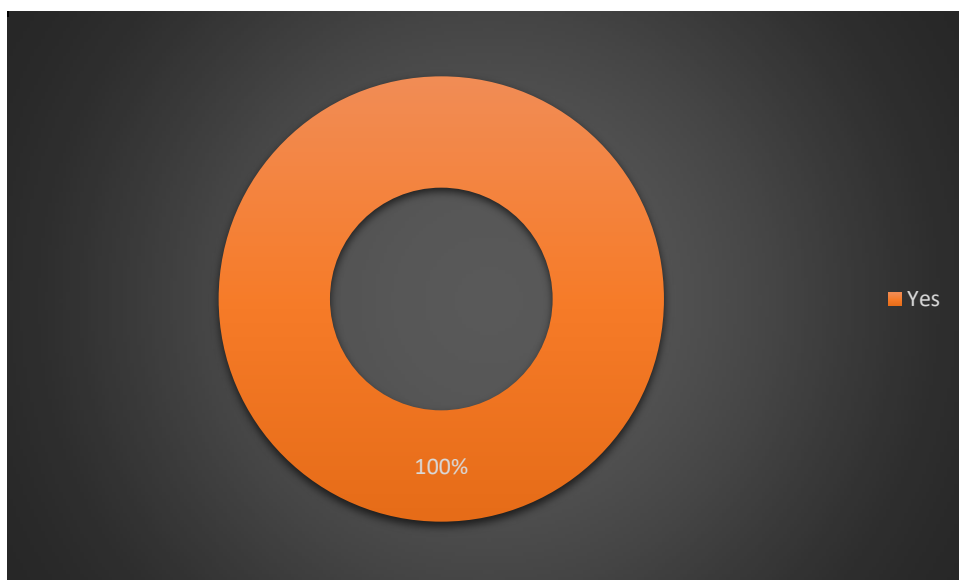
6. Is the education imparted at GCC useful and relevant in your present job?

The data demonstrates a strong endorsement from alumni regarding the relevance and usefulness of the education imparted at GCC in their present jobs. 96% responded "Yes," indicating that the education received at the college is beneficial and applicable in their current professional roles. Conversely, only 4% expressed a "No" response, suggesting that the overwhelming majority of alumni find the education provided at GCC to be valuable and pertinent to their career trajectories. This positive feedback reflects well on the practical applicability and quality of the education offered by GCC, aligning with the needs of the job market.



7. Were the Faculties cooperative?

The feedback from alumni reveals unanimous agreement, with 100% responding affirmatively that the faculties at GCC were cooperative. This overwhelming consensus highlights a positive aspect of the institution, indicating that alumni perceive the faculty members as supportive and collaborative during their academic tenure. The perfect score in favor of faculty cooperation reflects well on the institution's commitment to fostering a conducive learning environment and emphasizes the positive relationship between the faculty and alumni, which can contribute to a lasting positive impression of the college experience.



8. Rate the following academic initiatives taken by the college to improve technical know- how of the students

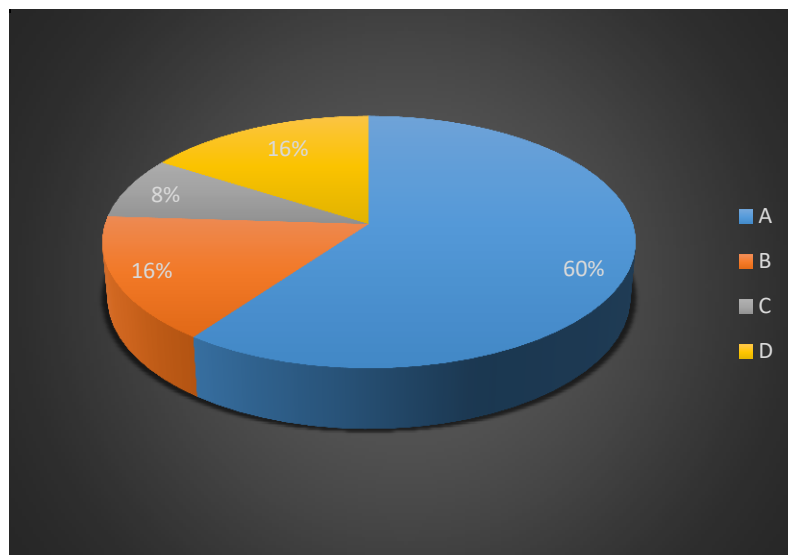
The evaluation of academic initiatives aimed at enhancing the technical know-how of students at GCC yielded positive results. The specific initiatives received the following scores:

Sr. no	Academic initiatives	Score	Score
1	Industrial Visit	3	Efficient
2	Seminars & Workshops	4	Highly efficient
3	Coaching for different competitive exams	4	Highly efficient
4	Other Developmental Activities	4	Highly efficient

These scores indicate that the majority of academic initiatives, including seminars, workshops, coaching for competitive exams, and other developmental activities, are perceived as highly efficient by the respondents. The feedback underscores the effectiveness of these initiatives in contributing to the technical knowledge and overall development of the students at GCC.

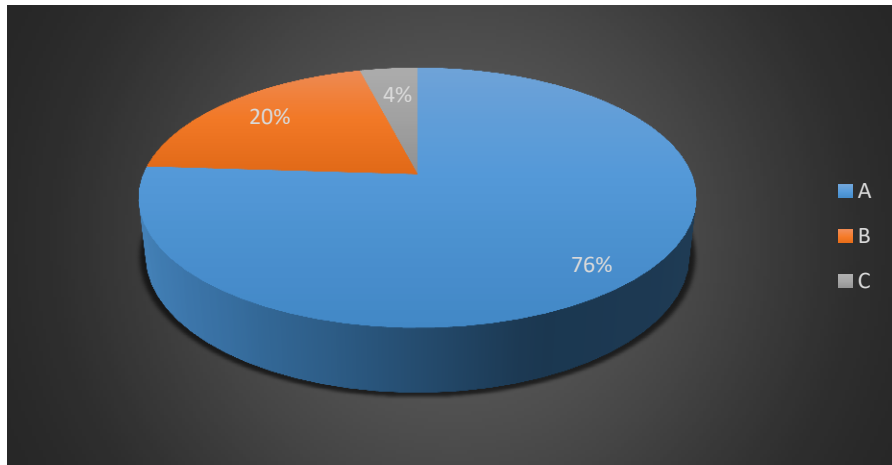
## 8.1 Industrial Visit

The data reflects a comprehensive evaluation of the academic initiative "Industrial Visit" at GCC. Notably, 60% of the respondents rated it as 'A' for "Highly efficient," indicating a substantial level of satisfaction and effectiveness. Another 20% assigned a 'B' for "Efficient," suggesting a positive impact on technical knowledge. However, 8% rated it as 'C' for "Satisfactory," and 16% gave a 'D' for "Below satisfactory," highlighting areas that may require attention or improvement. This diverse range of responses emphasizes the need for a detailed examination of the industrial visit initiative to address specific concerns and enhance overall effectiveness.



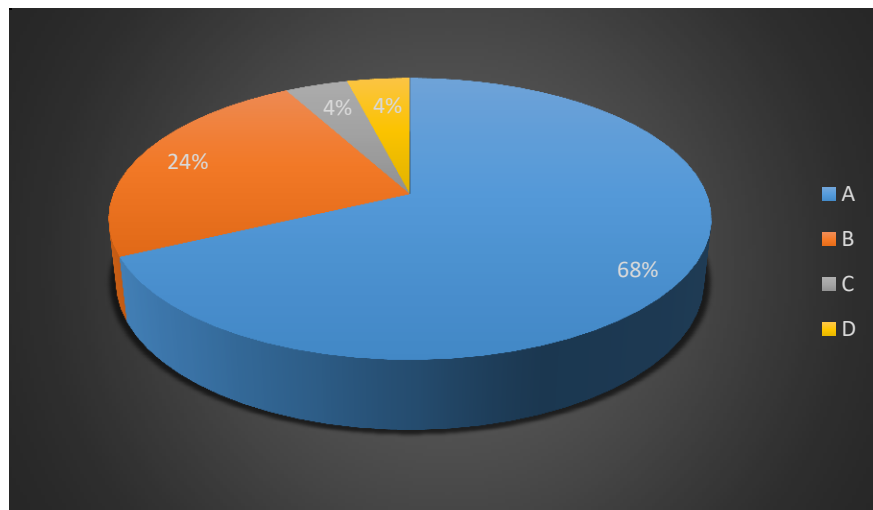
## 8.2 Seminars & Workshops

The data illustrates a favorable response to the academic initiative "Seminars & Workshops" at GCC. A significant majority of respondents, comprising 76%, rated it as 'A' for "Highly efficient," indicating a substantial level of satisfaction and effectiveness in improving technical know-how. Furthermore, 20% assigned a 'B' for "Efficient," suggesting a positive impact on students' technical knowledge. The minimal responses in the lower categories, such as 'C' for "Satisfactory," with only 4%, emphasize the overall success and effectiveness of the Seminars & Workshops initiative in enhancing technical expertise. This overwhelming positive feedback underscores the importance and success of this academic initiative at the college.

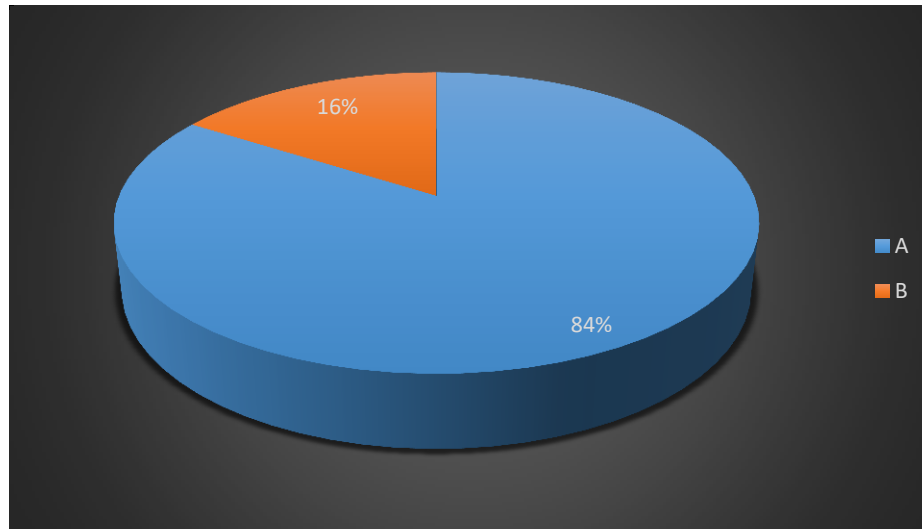


### 8.3 Coaching for different competitive exams

The data reveals a positive response to the academic initiative "Coaching for different competitive exams" at GCC. The majority of respondents, constituting 68%, rated it as 'A' for "Highly efficient," indicating a significant level of effectiveness in enhancing technical know-how and preparing students for competitive exams. Additionally, 24% assigned a 'B' for "Efficient," highlighting a substantial satisfaction level among the respondents. The lower ratings, such as 'C' for "Satisfactory" (4%) and 'D' for "Below satisfactory" (4%), represent a minimal portion of the responses, underscoring the overall success of the coaching initiative in contributing to the technical proficiency of students. This positive feedback suggests that the coaching program has been impactful in preparing students for competitive exams and improving their technical knowledge.



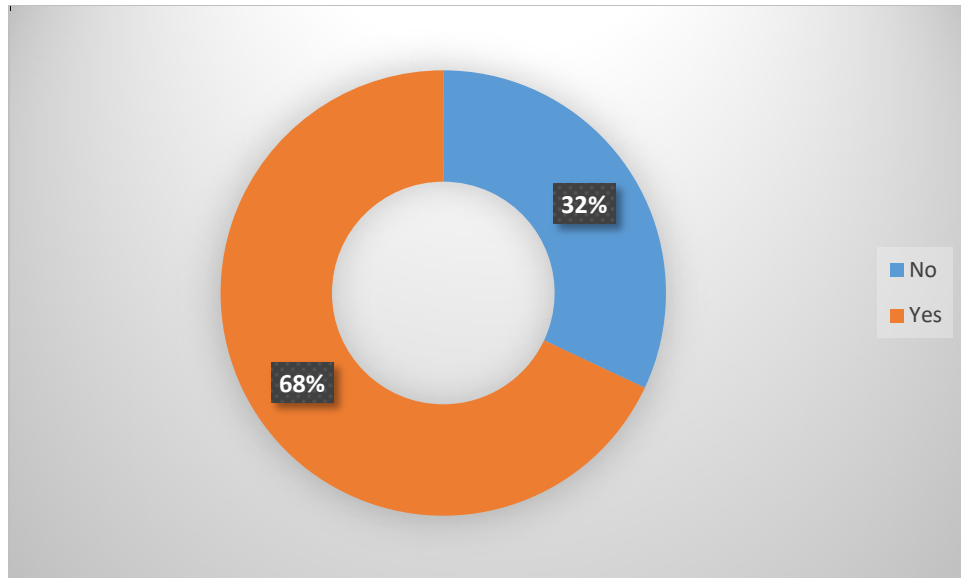
#### 8.4 Other Developmental Activities



The data illustrates a highly positive perception of "Other Developmental Activities," an academic initiative at GCC aimed at enhancing students' technical know-how. A significant majority of respondents, comprising 84%, rated it as 'A' for "Highly efficient," indicating a strong level of satisfaction and effectiveness in fostering technical skills through various developmental activities. Furthermore, 16% assigned a 'B' for "Efficient," emphasizing the overall success of these initiatives. The absence of lower ratings suggests that the majority of respondents find these developmental activities to be highly beneficial and impactful in improving their technical knowledge. This overwhelming positive feedback highlights the success of the college's efforts in providing comprehensive developmental activities to enhance students' technical skills and knowledge.

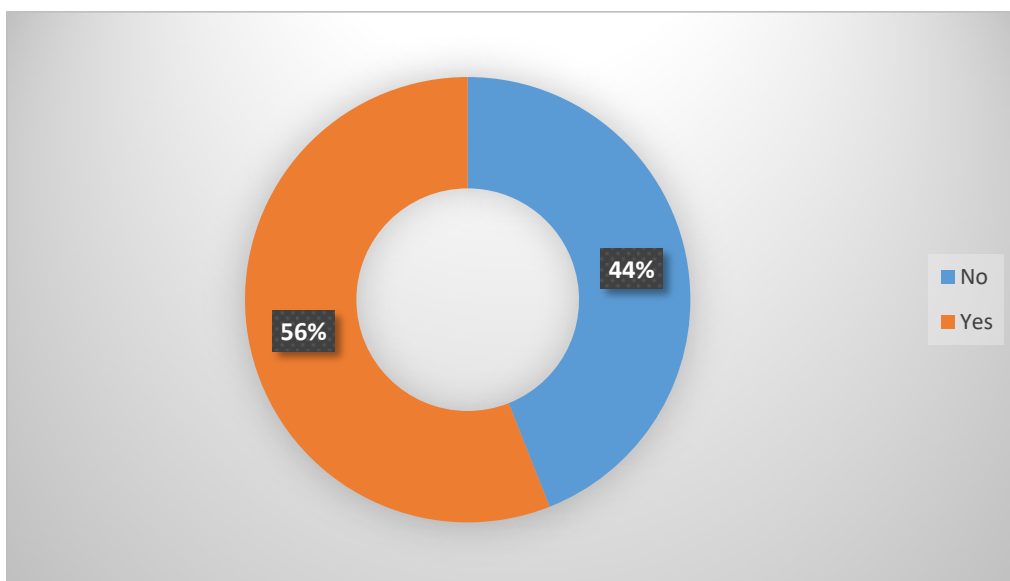
#### 9. Has the T&P Cell provided ample placement opportunities?

The data indicates that among the surveyed alumni, 68% responded affirmatively, stating that the Training and Placement (T&P) Cell provided ample placement opportunities during their time at the college. Conversely, 32% respondents indicated a negative response. This yields a majority satisfaction rate of 68% regarding the placement opportunities facilitated by the T&P Cell. While the majority expresses contentment, the feedback from those who answered negatively suggests potential areas of improvement or further exploration to enhance the effectiveness of the placement cell in securing opportunities for students.

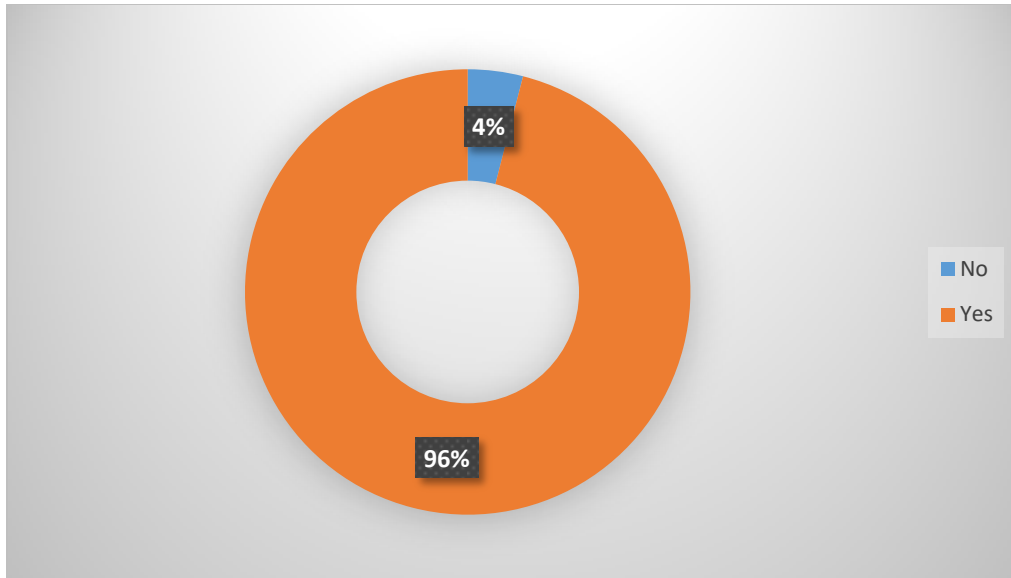


10. Have you availed Career counselling and guidance for higher studies from T&P Cell?

The data reveals that out of the alumni surveyed, 56% respondents have availed career counseling and guidance for higher studies from the Training and Placement (T&P) Cell, while remaining respondents have not sought such services. This data suggests a balanced utilization of career counseling services provided by the T&P Cell, with approximately 56% of respondents availing themselves of this resource. The need for career guidance and counseling is evident, and the college can explore ways to further promote and enhance these services to benefit a larger number of students in their pursuit of higher studies and career development.



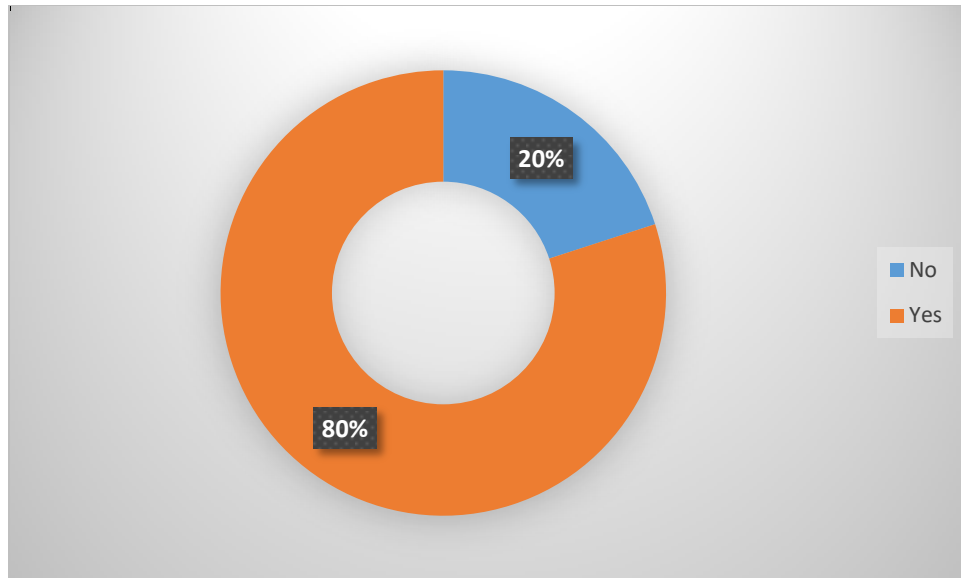
11. If you are invited to deliver A Guest Lecture/ A Special Talk /A Motivational Session for your juniors, will you be interested?



The data indicates a highly positive response, with 96% of the alumni expressing their interest in delivering a Guest Lecture, Special Talk, or Motivational Session for their juniors. This overwhelming interest signifies a strong sense of engagement, willingness to share experiences, and contribute to the academic and motivational aspects of the college community. The college can capitalize on this enthusiasm by establishing a platform or program that facilitates alumni interactions, fostering a valuable exchange of knowledge, insights, and inspiration between alumni and current students.

12. Have you participated in any Alumni meet as of now?

The data reveals that 80% of the alumni have participated in Alumni meets, showcasing a substantial level of engagement and interest in staying connected with their alma mater. This high participation rate suggests a positive alumni relationship with the college, indicating a strong sense of belonging and a desire to connect with fellow graduates. The college can further capitalize on this enthusiasm by organizing regular alumni meets, networking events, or online platforms to foster continuous alumni engagement, share experiences, and strengthen the bond between the college and its graduates.



13. Have you ever been appreciated by your Company? If yes, please share details

The responses indicate that several alumni have received appreciation from their respective companies. Noteworthy examples include one alumnus being appreciated by Bharat Patel, another receiving accolades for public speaking skills learned at GCC, and an alumnus being awarded the title of "Star Performer" by TCS. These instances showcase the positive impact of their education at GCC, translating into professional success and recognition in the workplace. The college can leverage such success stories for alumni engagement, showcasing the real-world achievements of its graduates to inspire and motivate current students.

14. Have you ever been appreciated by your faculty? If yes, please share details

The responses reflect a range of appreciations for faculty members at GCC. Others expressed general appreciation for all professors at the college. Notably, one alumnus received recognition for management and leadership skills developed under the guidance of the faculty. Additionally, several alumni acknowledged the ongoing support and guidance received from their teachers, showcasing the enduring impact of faculty-student relationships at GCC. Such positive feedback can be highlighted in the college's promotional materials to underscore the quality of education and mentorship provided by the faculty.

15. Have you ever been appreciated by your Peers? If yes, please share details

The responses regarding peers at GCC indicate various experiences. Some alumni expressed gratitude for cooperative and helpful peers, emphasizing the positive relationships built during their time at the college. Others did not provide specific details about their peers. Notably, one alumnus mentioned office colleagues as their best peers, showcasing the diverse contexts in which GCC alumni continue to form meaningful connections. The acknowledgment of making precious friends and considering them like family highlights the social bonds formed within the college community. These positive experiences with peers can be highlighted in the college's promotional materials to emphasize the supportive and collaborative environment fostered at GCC.

16. Have you made any significant achievement as a student of GCC? If yes, please share details

The achievements of GCC alumni as students reflect a diverse range of accomplishments. These include receiving awards in sports and debates, serving as General Secretary (GS) and Class Representative, being honored for National Service Scheme (NSS) work, and achieving recognition as the best volunteer in the NSS department. Notably, one alumnus received the "Pride of Gujarat College" certificate for their excellent performance and successful endeavors. Other achievements encompass leadership roles, participation in cultural and youth festivals, and winning trophies in various competitions. The alumni's active involvement in college activities, social service, and their subsequent contributions to the Alumni Association showcase the multifaceted impact of their experiences at GCC. Highlighting these achievements in college promotions can inspire current and prospective students.

17. Have you made any significant achievement as an Employee of your organization? If yes, please share details

Among the alumni, one alumnus holds the dual role of owner and employee, showcasing entrepreneurial success. Another alumnus serves as the head of the TDS (Tax Deducted at Source) department in a CA (Chartered Accountant) firm, contributing to areas such as GST, Income Tax, and Audit. Additionally, one alumnus has recently joined an organization, and another has received the Development and Livelihood Professional Award, signifying achievements in their professional journeys. These instances demonstrate the diverse career paths and successes of GCC alumni in various fields.

18. Most Memorable Moment in the college.

The most memorable moments for the alumni at GCC encompass a diverse range of experiences. These include cherished occasions like Sports Day and Annual Day celebrations, the vibrant atmosphere of college days, and the overwhelming support received during challenging times. Significant national events such as Republic Day and Independence Day, along with various college activities, celebrations, and competitions, hold a special place in their memories. Engaging in Social Responsibility and Community (SRC) activities, participating in NSS (National Service Scheme) camps, receiving awards, and personal achievements contribute to the overall nostalgia of their college journey. Notable instances include moments of learning, self-discovery, and appreciation for the support received from professors and fellow students. These recollections collectively paint a vivid picture of the rich and multifaceted experiences that alumni hold dear from their time at GCC.

19. Give your precious suggestions for the design of curriculum according to recent market needs.

The suggestions provided by alumni for curriculum design based on recent market needs encompass various aspects. Some common themes include the emphasis on practical knowledge over theoretical approaches, the need for updated technology integration, and the inclusion of workshops and practical exposure for real-world learning. Respondents also highlight the importance of developing English language skills, recommending the improvement of the library with English-learning resources and organizing seminars and industrial visits in English. Additionally, there's a call for incorporating business analytics courses, certification programs, and on-the-job skilling initiatives to enhance students' employability. The feedback underscores the significance of aligning the curriculum with evolving market demands, fostering practical skills, and providing a well-rounded education that prepares students for diverse roles in the professional landscape.

20. Suggestion for improvements

Alumni suggestions for improvements at GCC vary, with some expressing contentment and others proposing specific areas for enhancement:

**Contentment:**

A few alumni feel that everything is satisfactory, with no specific suggestions for improvement. Some acknowledge the presence of workshops and practical exposure but suggest increasing such opportunities for experiential learning.

**Office Work Accuracy:** One alum suggests improving the accuracy in office work to address student concerns and ensure a smoother administrative process.

**English Language Development:**

Emphasis is placed on the need to develop English language skills among students for better communication, reflecting the global demand for proficiency.

The suggestion includes enhancing the library with English learning resources and organizing seminars and industrial visits focused on English communication.

**Stricter Measures:**

A suggestion advocates for increased strictness towards students to ensure better academic results.

**Alumni Collaboration:**

Proposals for the establishment of a dedicated space within the college premises for alumni activities and liaison functions.

Encouraging collaboration between current students, alumni, and faculty for mutual support, job opportunities, and resource sharing.

**Flexible College Policies:**

Some alumni propose fewer hard restrictions, allowing for more flexibility and a user-friendly approach in utilizing available resources.

**Extended College Time:**

A recommendation to extend college time and introduce lunch breaks between lectures for students to participate in various activities more conveniently.

**Continuous Improvement:**

Acknowledgment that there is always room for improvement, reflecting a mindset of ongoing enhancement.

These suggestions cover a range of aspects, including administrative processes, language development, alumni engagement, and the overall learning environment. They provide valuable insights for potential enhancements at GCC.

### Section -2 Curriculum Feedback

Excellent	Very good	Good	Average	Poor
5	4	3	2	1

Sr. No	Particulars	Score	Score	Interpretations
1	Rate the content of the course you studied	4	Very Good	Alumni have rated all particulars regarding curriculum as very good, which is far from reality. Hence, feedback of other stakeholders need to be considered.
2	syllabus of the courses in relation to the competencies expected out of the course	4	Very Good	
3	allocation of the credits to the course	4	Very Good	
4	Time allotted to complete the syllabus	4	Very Good	
5	offering of the electives in terms of their relevance to the specialization streams	4	Very Good	
6	electives offered in relation to the Technological advancements	4	Very Good	
7	competencies expected out of the course	4	Very Good	
8	course in relation to the real life applications	4	Very Good	
9	This course help you earn money	4	Very Good	
10	This course helps in making you a good human being	4	Very Good	
11	This course provided you appropriate knowledge and skills need for your present Job/Business	4	Very Good	

### Final Suggestions:

- Inclusion of practical skills and sessions in syllabus are recommended.
- Apart from the courses offered institute needs to offer courses that help students earn good eg. Earn while you learn
- Other vocational courses should be emphasized
- English club and English department should conduct more such activities that improve spoken English and public speaking
- Basic computer based learning can be imparted to students after college hours
- Life Skills curriculum can be introduced

- More industrial visits can be done
- Teachers are suggested to be particular and regular in taking lectures.
- Visiting faculties should be qualified and efficient in teaching.

Principal  
Gujarat Commerce College  
Ahmedabad

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**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:

<b>Sr. no.</b>	<b>Question</b>
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:

<b>Excellent (5)</b>	<b>Very good (4)</b>	<b>Good (3)</b>	<b>Average (2)</b>	<b>Poor (1)</b>
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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?	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><b>LAB/Field Components:</b> Enhance the incorporation of LAB/Field components in Accountancy courses to provide practical application opportunities for students.</p> <p><b>Domain for Experiments:</b> 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><b>LAB/Field Components:</b> 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><b>Domain for Experiments:</b> Evaluate and potentially expand the domain used for designing experiments in LAB/Field components to cover a wider range of applications.</p>
3	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><b>LAB/Field Components:</b> Explore opportunities to increase the percentage of courses with LAB/Field components to provide hands-on experiences for students.</p> <p><b>Relevance of Real-Life Applications:</b> 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	<p><b>Percentage of Courses with LAB/Field Components:</b> Since the feedback indicates a consistent rating for the</p>

		<p>competency alignment, and other factors.</p> <p>There is a consistent rating for the percentage of courses having LAB/Field components, indicating a potential area for improvement.</p>	<p>percentage of courses with LAB/Field components, there may be an opportunity to explore ways to incorporate more practical elements into English courses.</p> <p><b>Real-Life Applications:</b> Explore ways to integrate real-life applications into English courses, fostering a connection between theoretical concepts and practical usage.</p>
5	Statistics:	<p>Statistics subjects garnered positive feedback overall, with "Very Good" ratings for several parameters, 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><b>LAB/Field Components:</b> 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><b>Domain for Experiments:</b> Evaluate and possibly expand the domain used for designing experiments in LAB/Field components for a more comprehensive learning experience.</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>	<p><b>Consistency in LAB/Field Components:</b> 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><b>Real-Life Applications:</b> 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>

### **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

Copy forwarded to IQAC

**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.

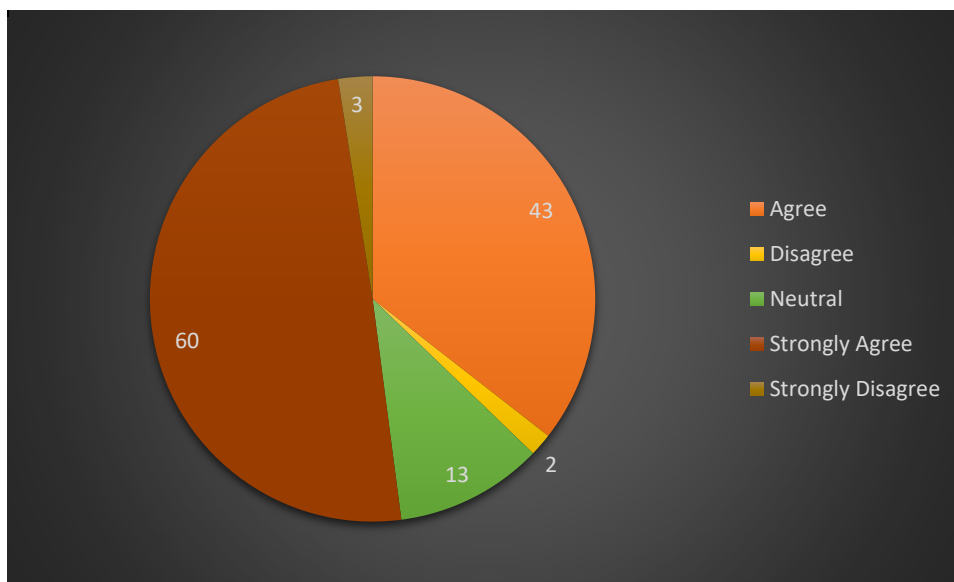
## SECTION -1 GENERAL

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
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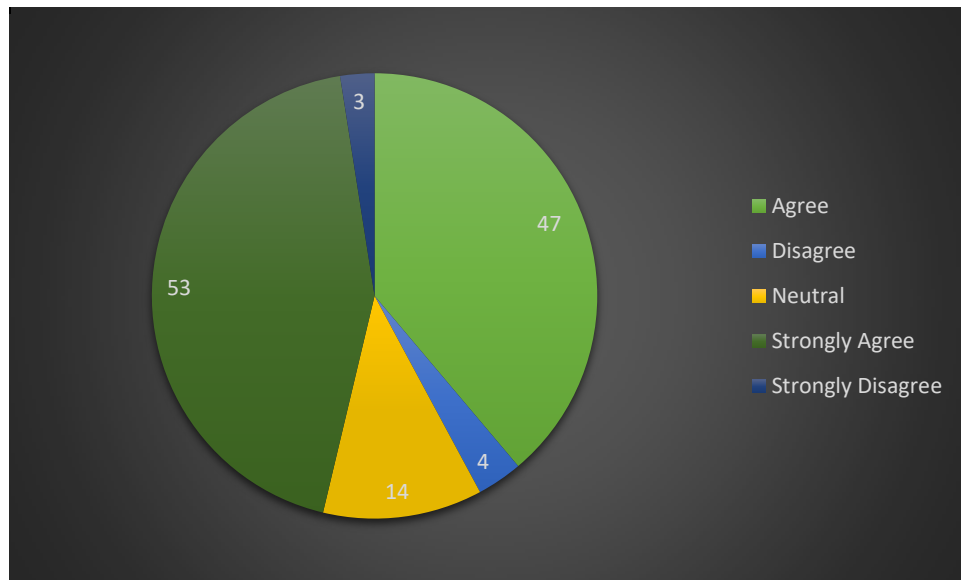


The distribution of responses to the statement "Getting admission in this college is a matter of pride for me" is visually represented in a pie chart. The chart reveals that a substantial portion, nearly half, strongly agrees, reflecting a prevalent positive sentiment toward the pride associated with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

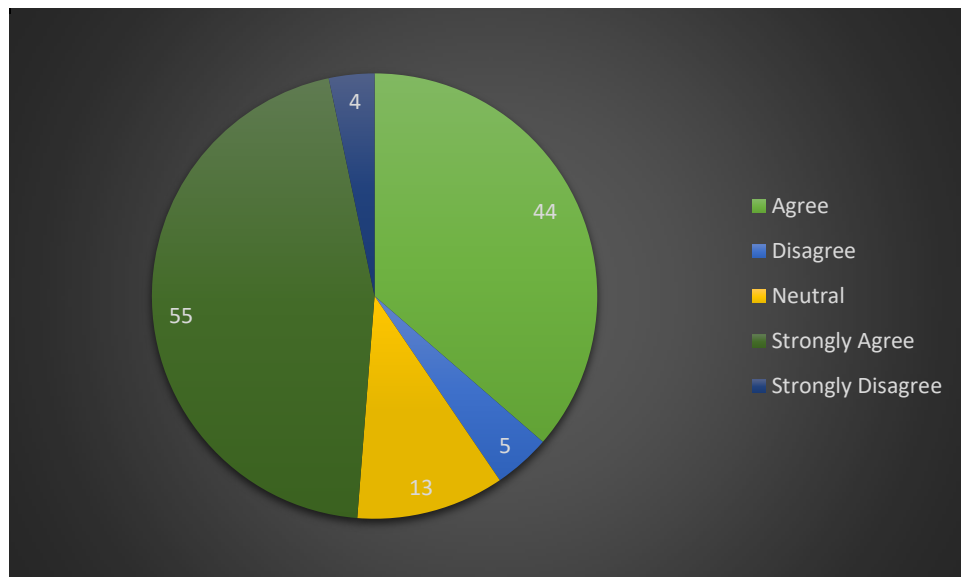
2	Admission process in the college is fair and accurate
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The distribution of responses to the statement "Admission process in the college is fair and accurate" is presented in terms of percentages among student respondents. A significant percentage 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.

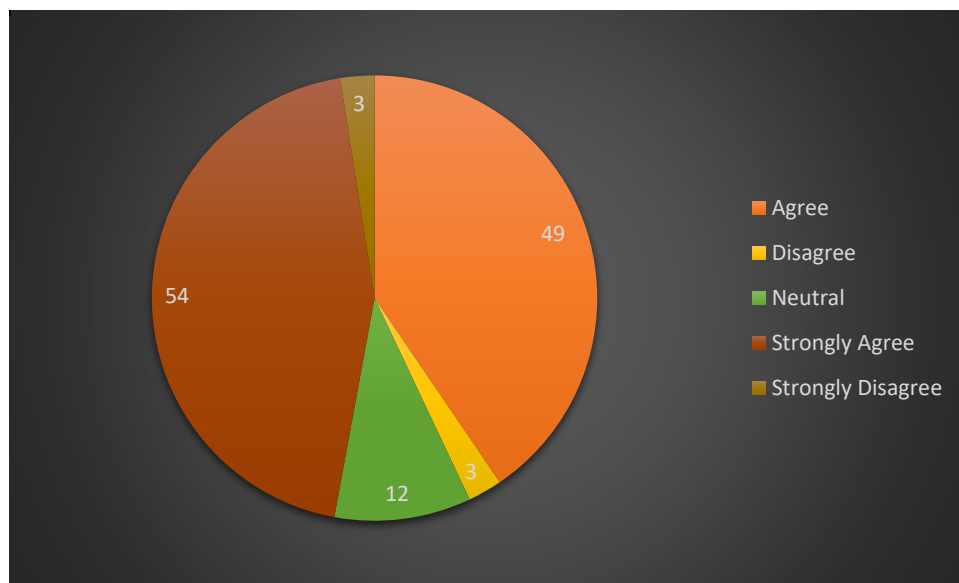


3	I am improving in this college (learning/confidence, other)
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The distribution of responses among student respondents to the statement "I am improving in this college (learning/confidence, other)" is depicted in terms of percentages. A significant 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.

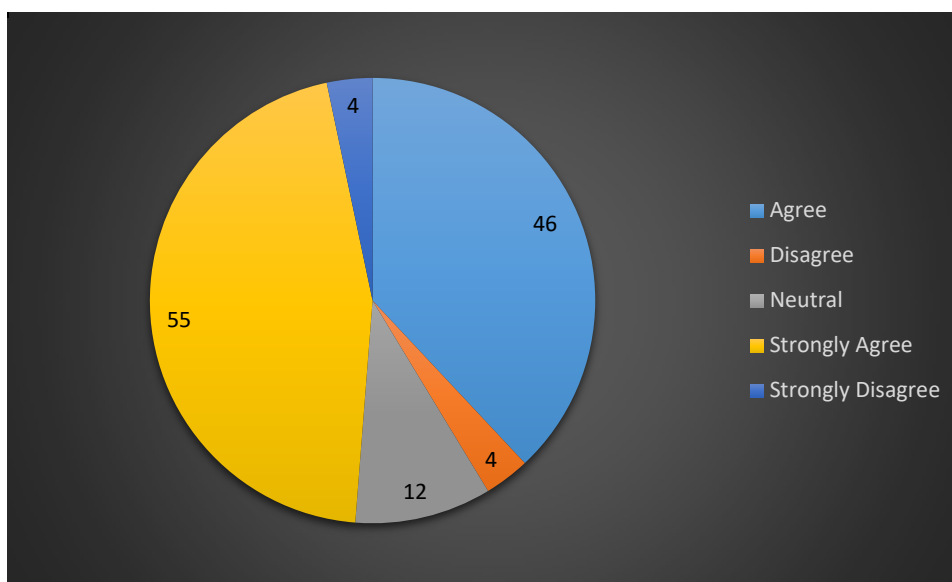
4	Atmosphere in the college is conducive for learning
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The distribution of responses among student respondents to the statement "The atmosphere in the college is conducive for learning" is presented in terms of percentages. A significant percentage 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
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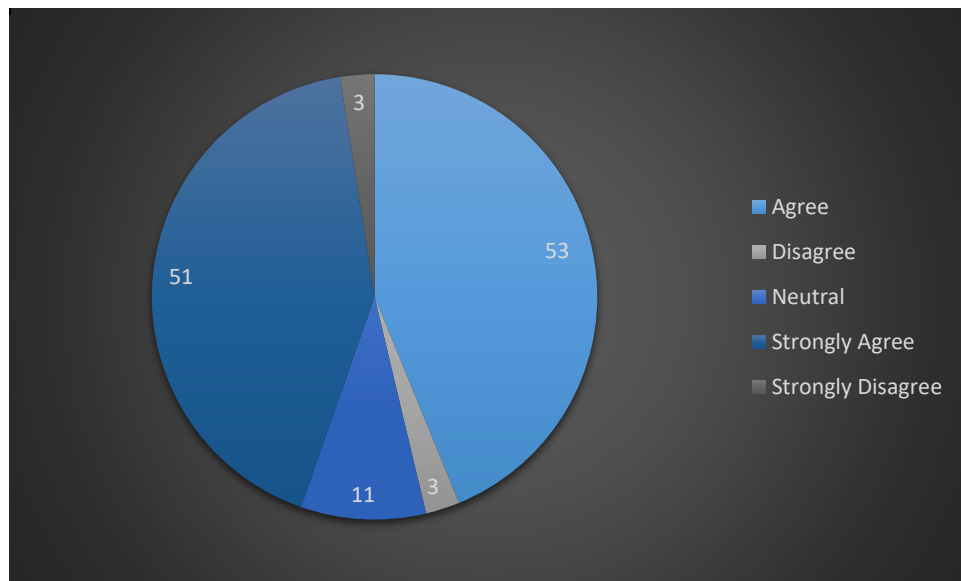


The distribution of responses among student respondents to the statement "There is a positive change in behavior in me after joining the college" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards experiencing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

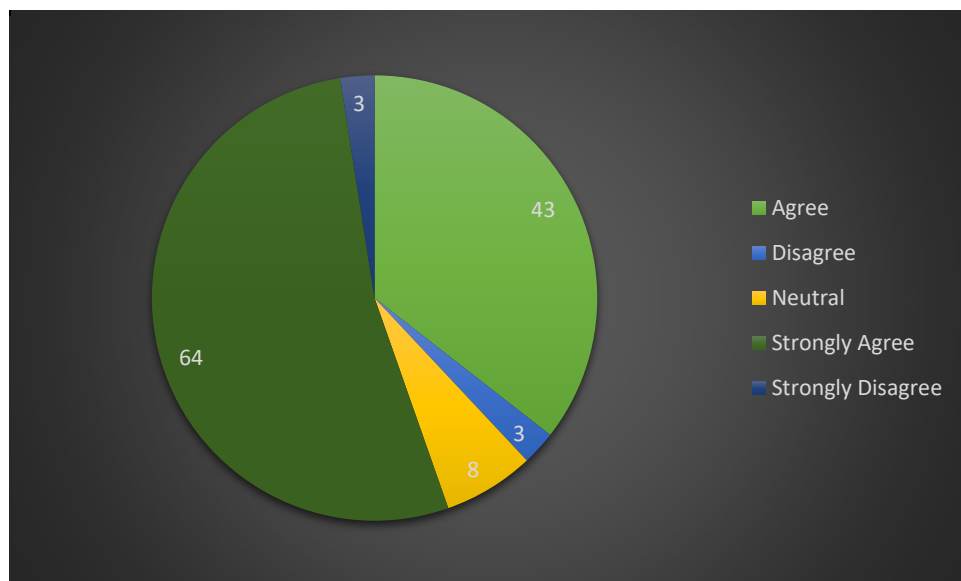
6	College conveys all information
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The distribution of responses among student respondents to the statement "College conveys all information" is depicted in terms of percentages. A significant percentage of student respondents strongly agree, indicating 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.

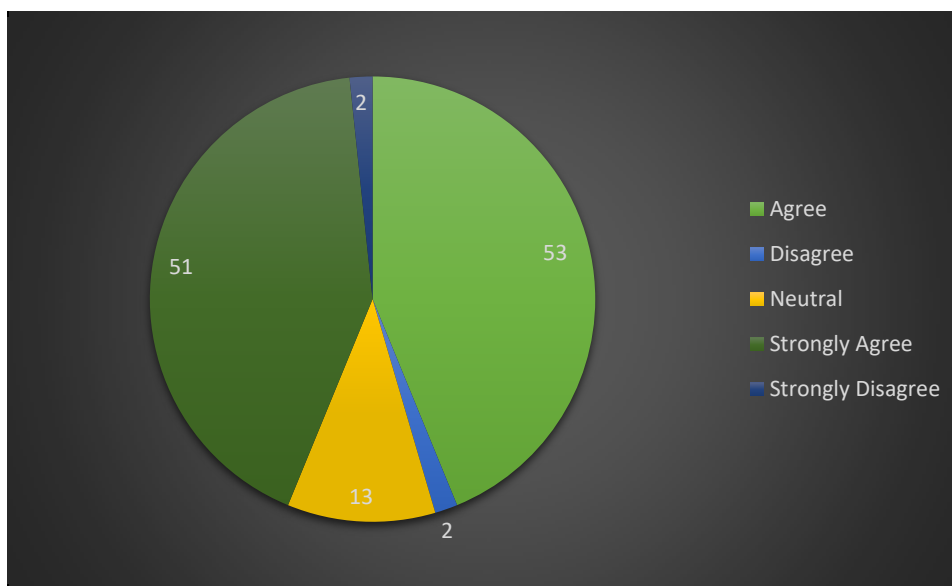


7	College website is very informative and regularly updated
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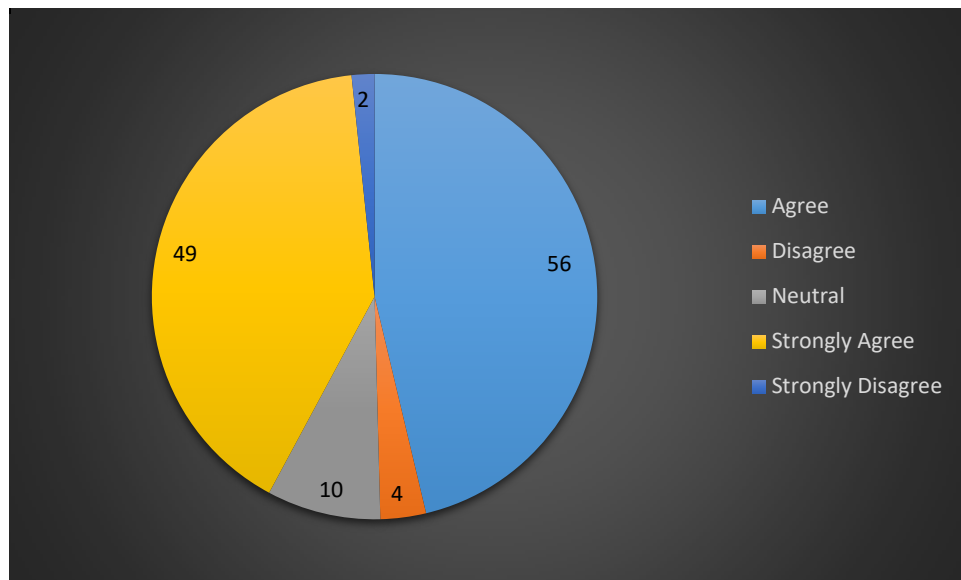
The distribution of responses among student respondents to the statement "College website is very informative and regularly updated" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the informativeness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

9	Examination results are declared timely
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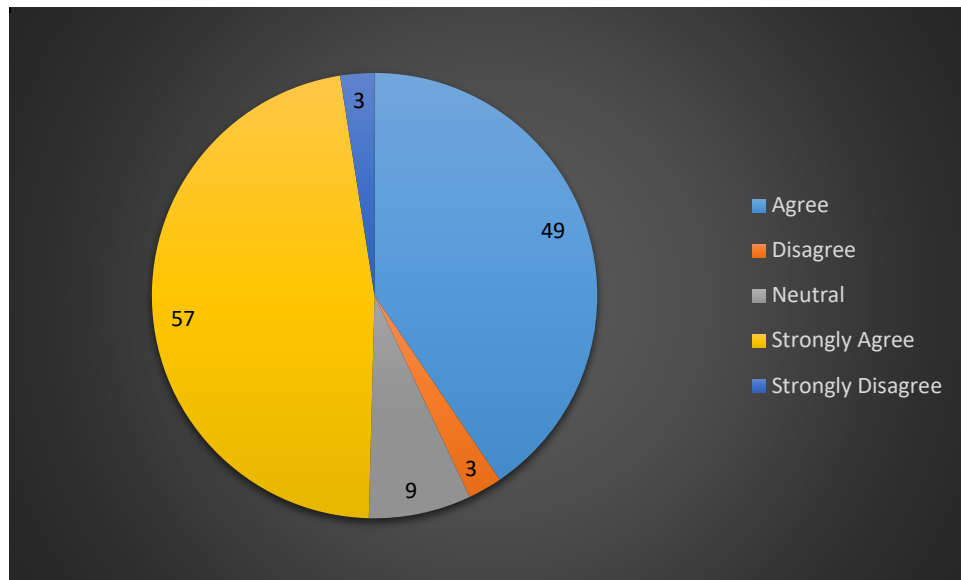


The distribution of responses among student respondents to the statement "Examination results are declared timely" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the timely declaration of examination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

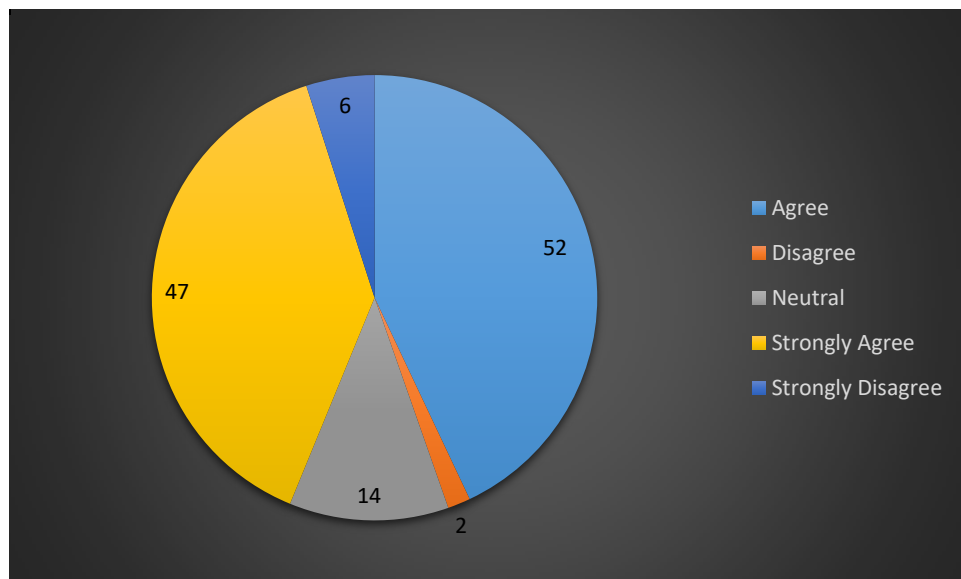
10	College teachers are cooperative
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The distribution of responses among student respondents to the statement "College teachers are cooperative" is depicted in terms of percentages. A significant percentage of student respondents strongly agree, indicating 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.



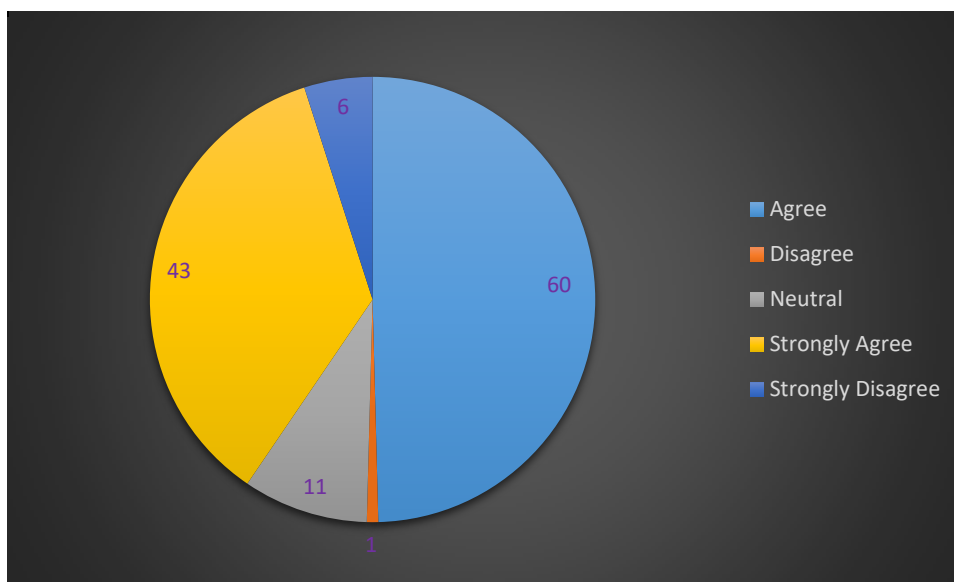
11	College's admin staff are cooperative
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The distribution of responses among student respondents to the statement "College's admin staff are cooperative" is presented in terms of percentages. A significant percentage of student

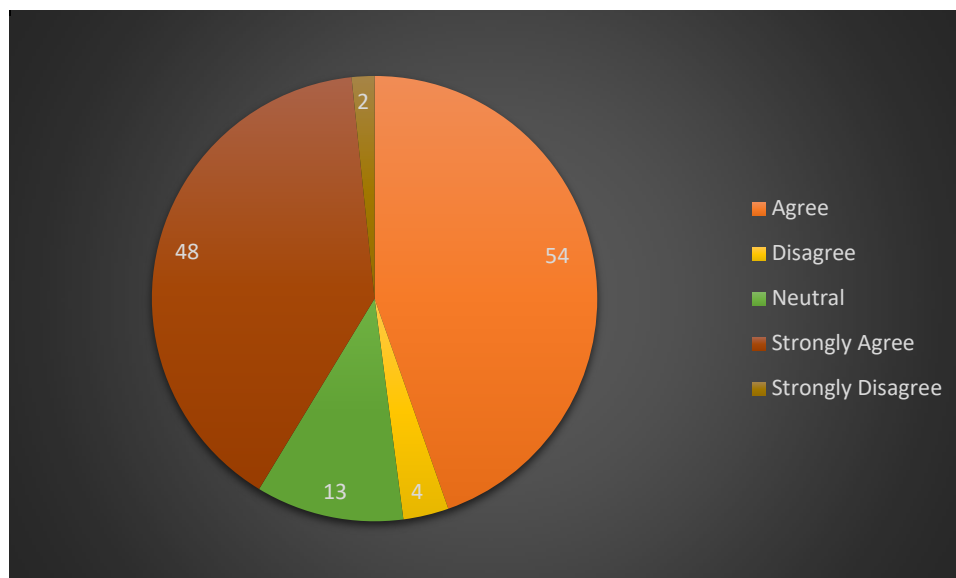
respondents strongly agree, indicating a prevalent positive sentiment towards the cooperative nature of the administrative staff. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the helpful and cooperative demeanor of the administrative 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
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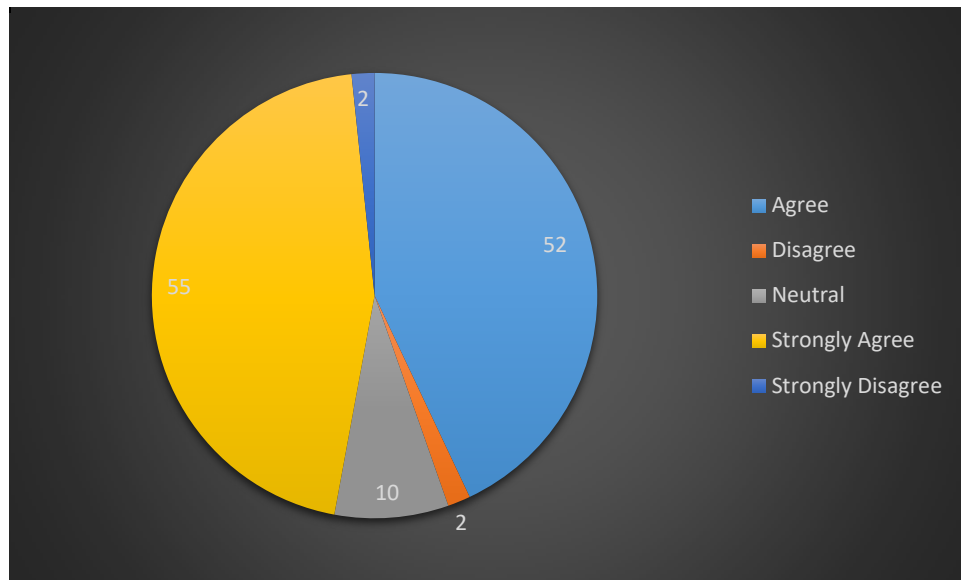


The distribution of responses among student respondents to the statement "Evaluation of answer sheets is fair enough" is depicted in terms of percentages. A significant percentage of student respondents agree, indicating a prevalent positive sentiment towards the fairness of the evaluation process for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

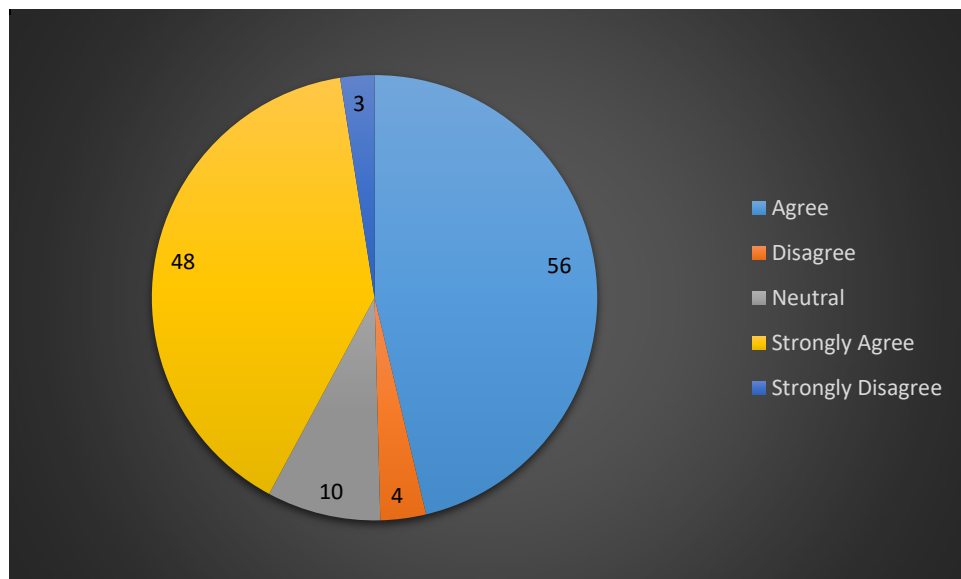
14	Teachers come well prepared in the class
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The distribution of responses among student respondents to the statement "Teachers come well prepared in the class" is presented in terms of percentages. A significant percentage of student respondents strongly 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.



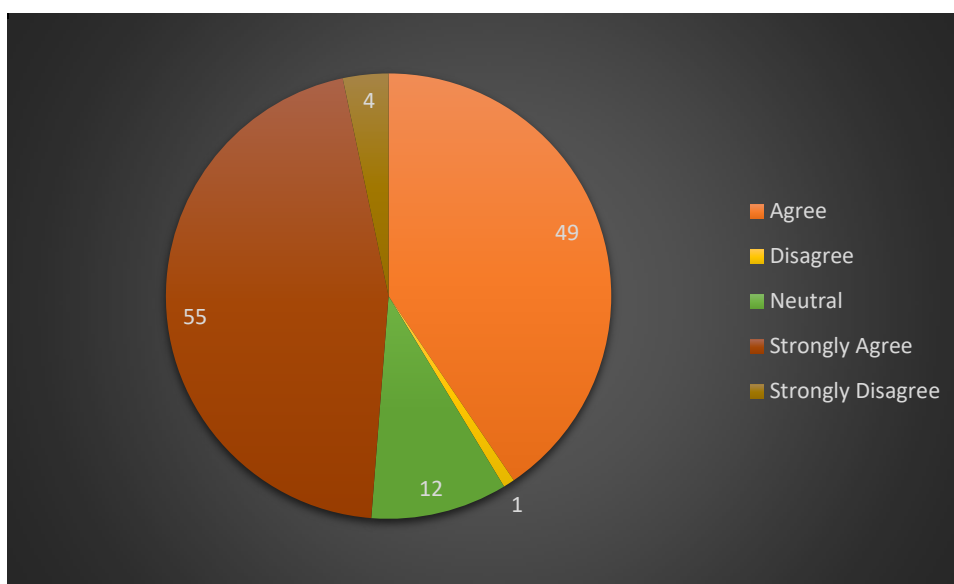
15	There is a good Teacher-student relationship at college
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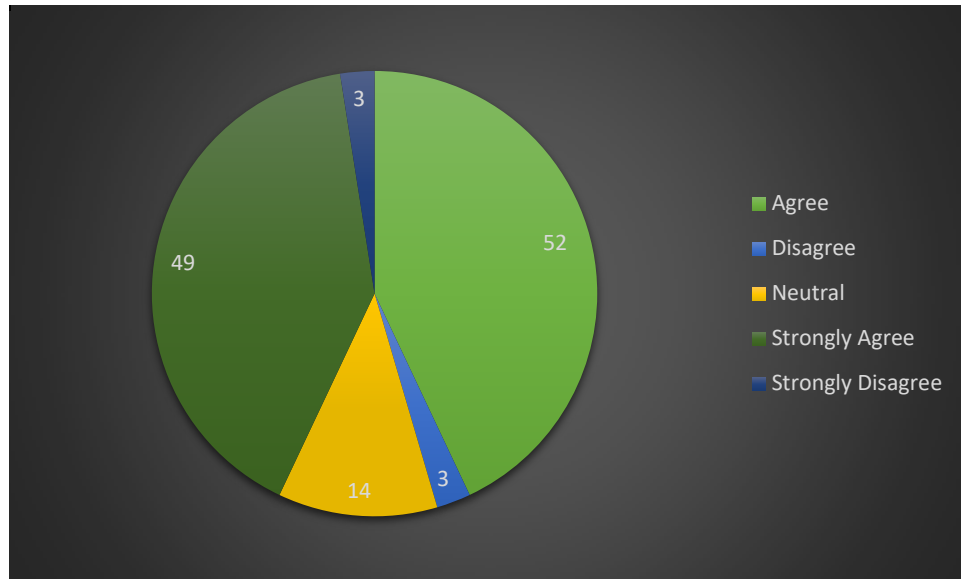
The distribution of responses among student respondents to the statement "There is a good teacher-student relationship at college" is presented in terms of percentages. A significant

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.

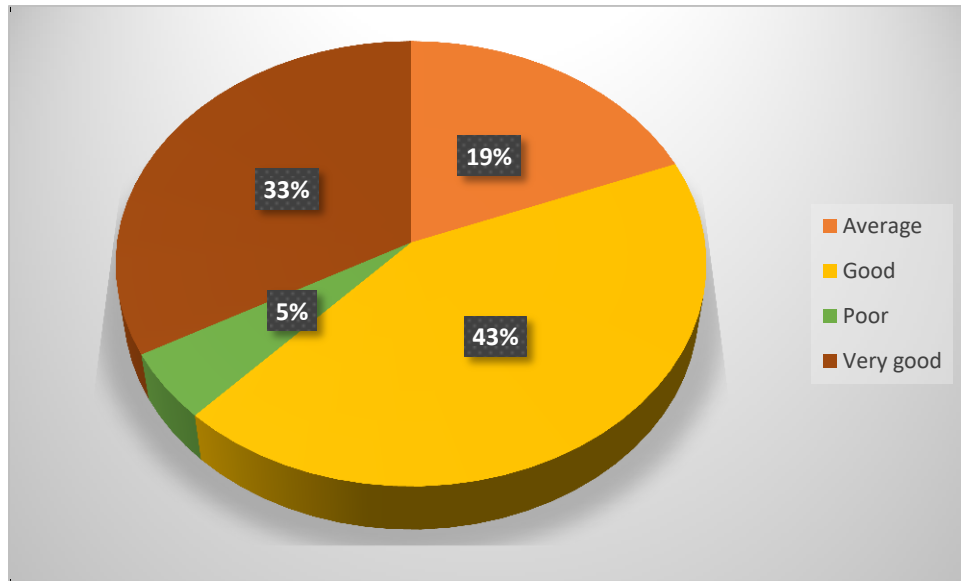
## SECTION-2 COLLEGE FACILITIES AND INFRASTRUCTURE

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

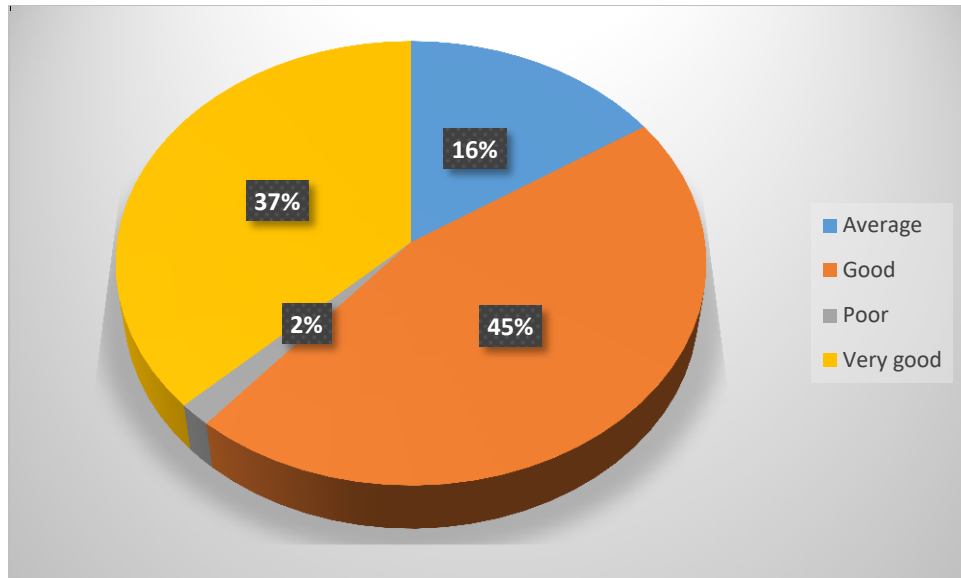
1	Interaction with administration
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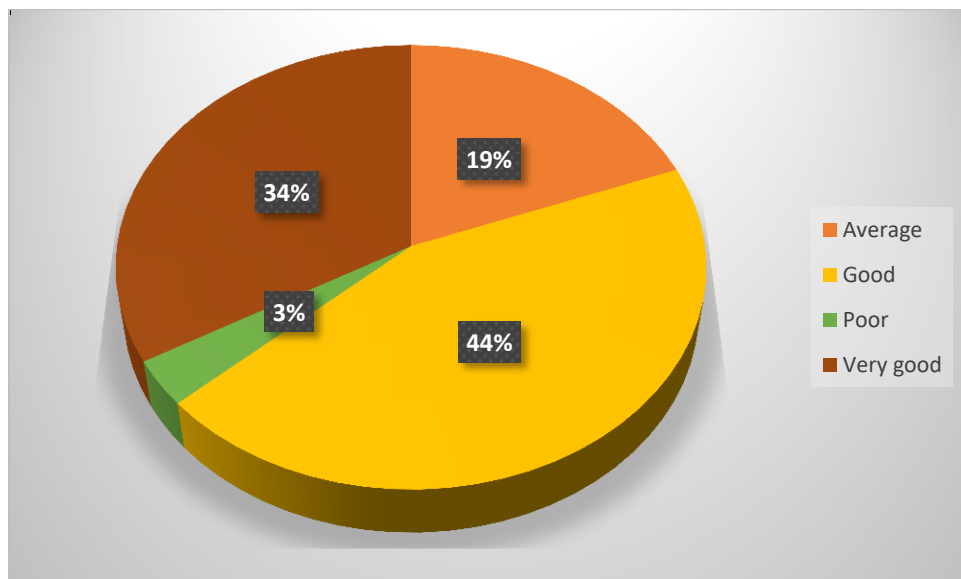
The data illustrates positive feedback for "Interaction with administration," with the majority rating it as "Good" (43.0%) and a significant portion as "Very Good" (33.1%). A moderate percentage found it "Average" (19.0%), while a small percentage marked it as "Poor" (4.96%). Overall, the data indicates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

2	Interaction with teachers
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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.

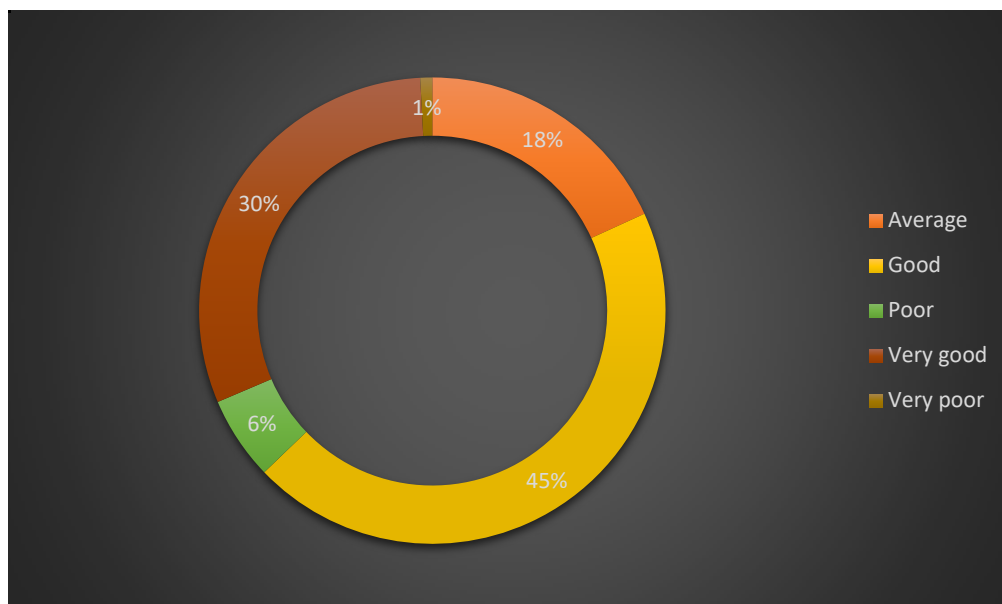


3	Interaction with librarian
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The data reveals positive feedback for "Interaction with librarian," with a majority rating it as "Good" (44%) and a significant portion as "Very Good" (34%). A moderate percentage found it "Average" (19%), while a small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

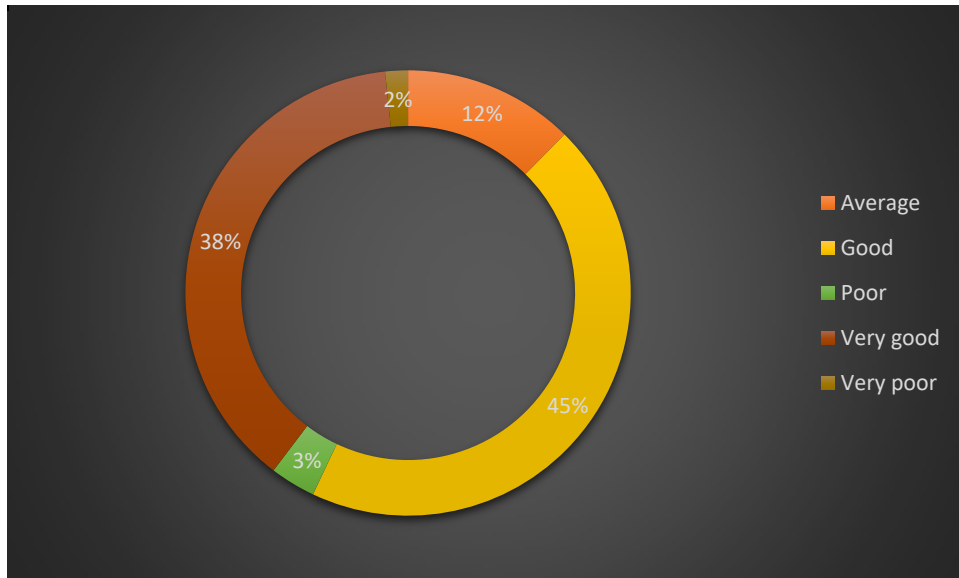
4	Computer facilities
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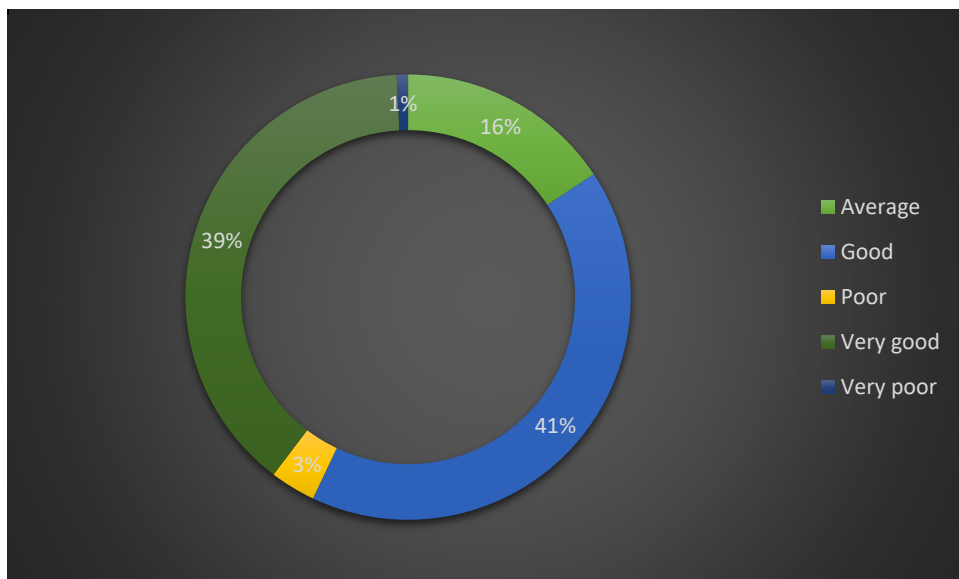
The data suggests positive sentiments regarding "Computer facilities," with a majority rating them as "Good" (44.6%) and a significant portion as "Very Good" (30.6%). A moderate percentage found the facilities "Average" (18.2%), while a smaller count marked them as "Poor" (5.79%). A minimal percentage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

4	Library facilities
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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.



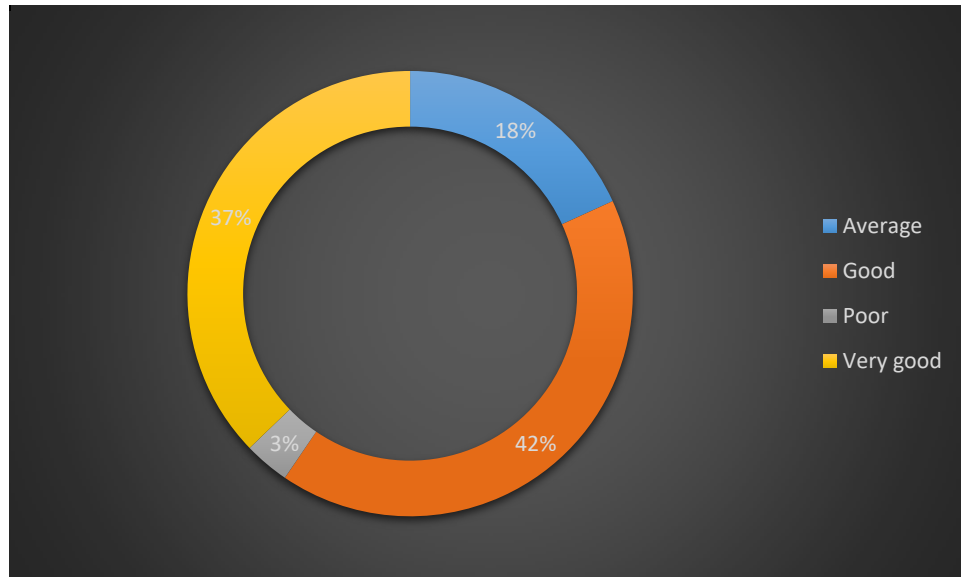
6	Extra-curricular activities
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The data suggests positive sentiments regarding "Extra-curricular activities," with a majority rating them as "Good" (41.3%) and a significant portion as "Very Good" (38.8%). A moderate percentage found the activities "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

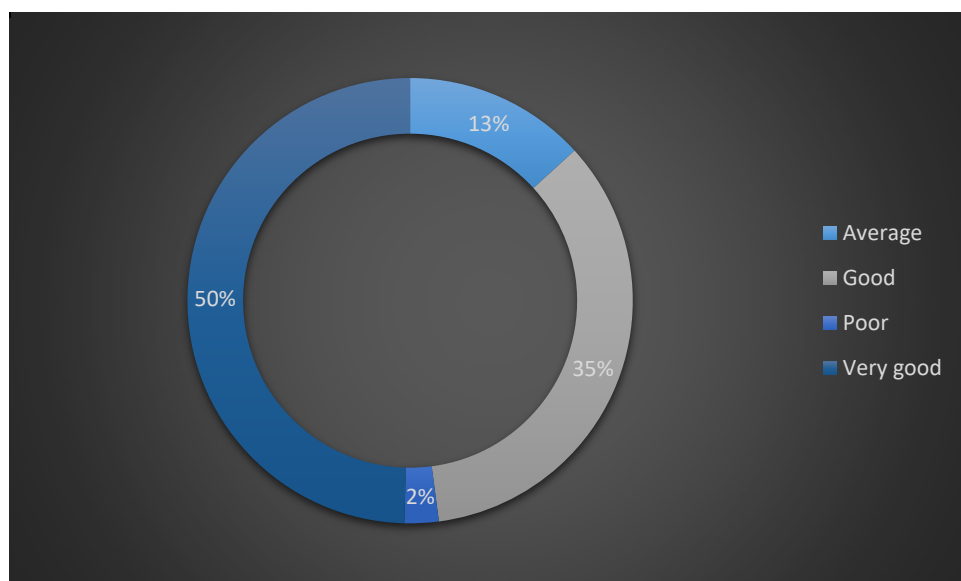
## Recreational facilities



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.

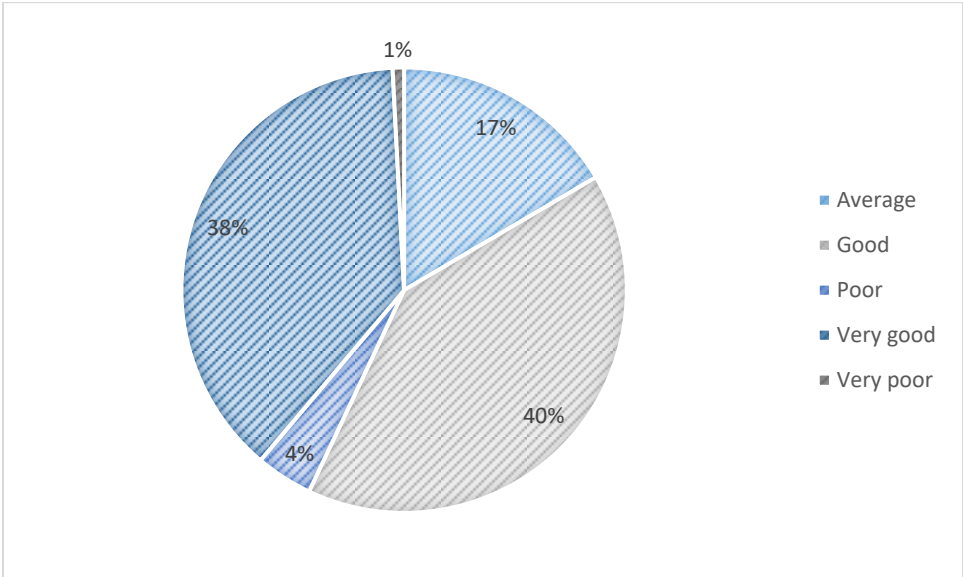
8

## 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
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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**

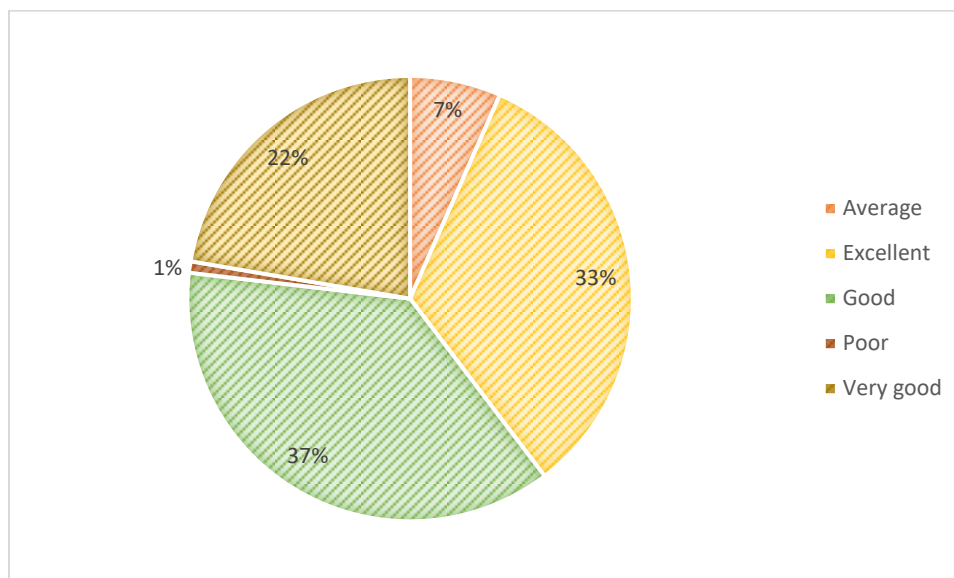
The table outlines the evaluation of college facilities and infrastructure in Section-2, where ratings range from Excellent to Very Poor. Various aspects, such as Interaction with Administration, Teachers, and Librarian, along with Computer Facilities, Library Facilities, Extra-curricular Activities, 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

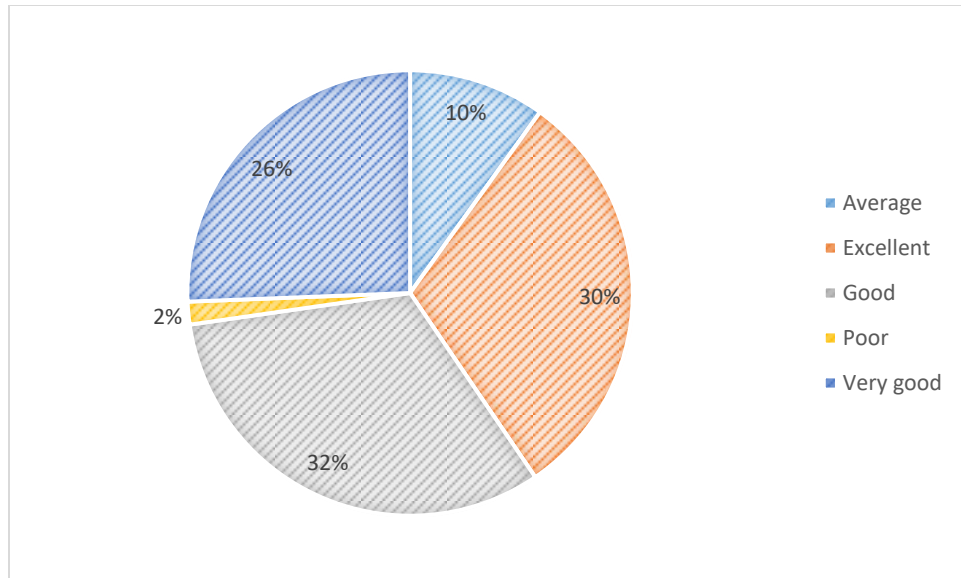
1	Rate the sequence of the courses (connectivity of subject in different semesters)
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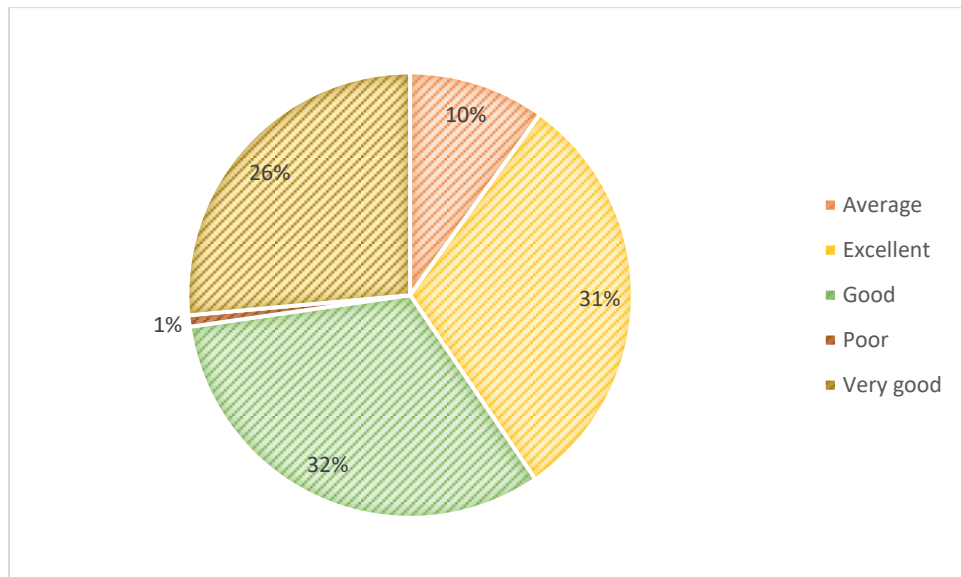
The data indicates favorable feedback for the "Sequence of the courses (connectivity of subjects in different semesters)," with the majority rating it as "Good" (37.2%) and a significant portion as "Excellent" (33.1%). A notable percentage found the sequence "Very Good" (22.3%), while a smaller count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

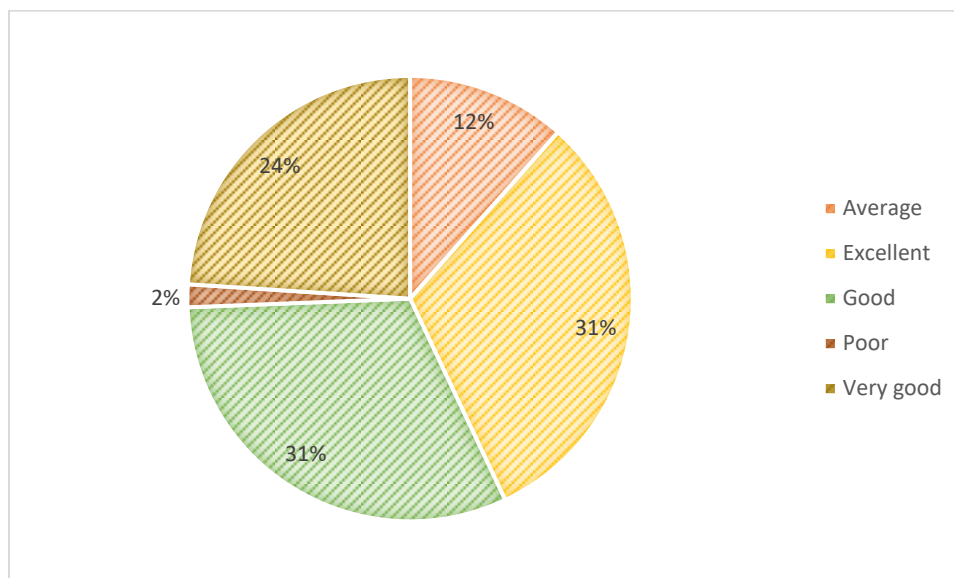


3	Relevance of the units in syllabus relevant to the course
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The data reflects positive sentiments regarding the "Relevance of the units in syllabus relevant to the course," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent"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

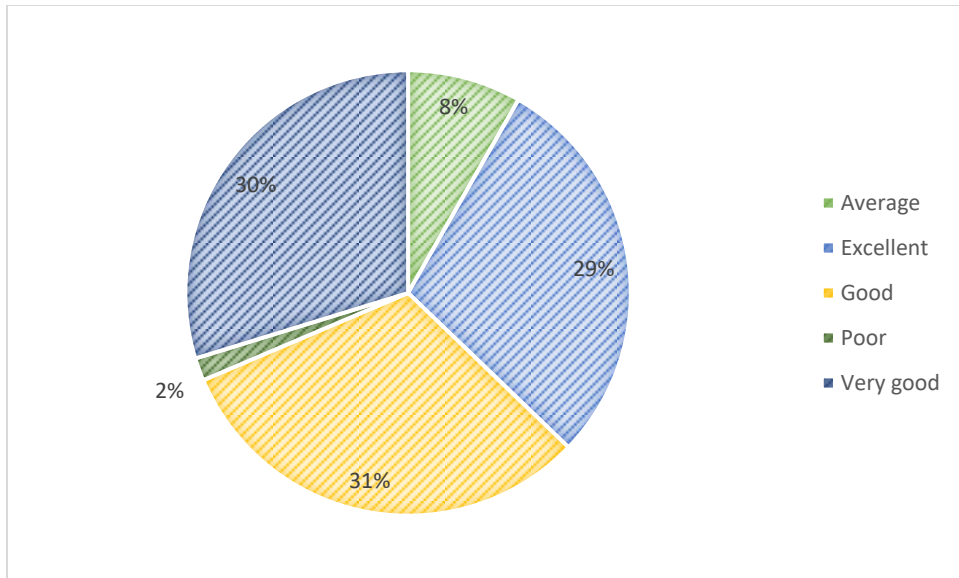
4	Sequence of the units in the course
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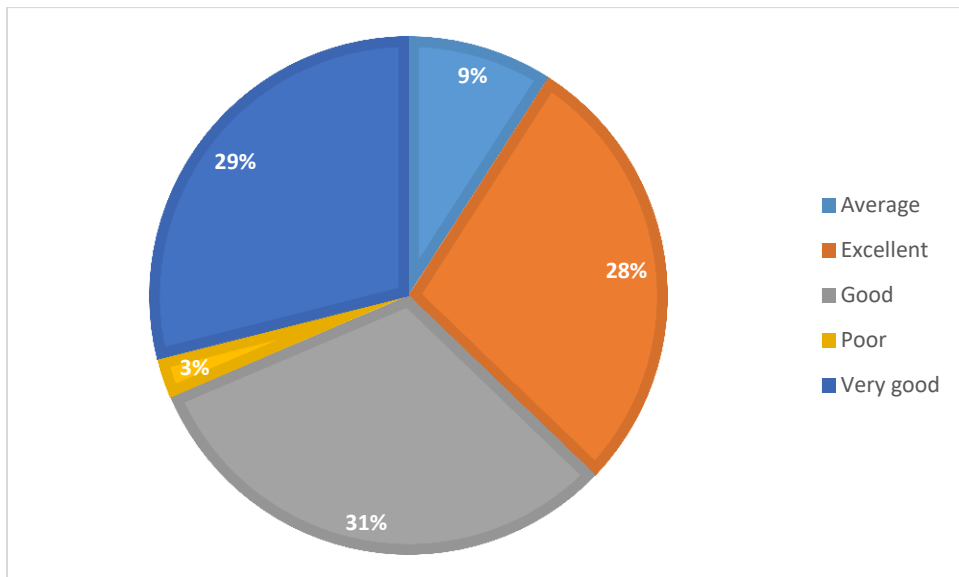
The data indicates positive sentiments regarding the "Sequence of the units in the course," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (31.4%). A notable percentage found the sequence "Very Good" (23.9%), while a smaller count marked it as "Average" (11.6%).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

5	Allocation of the credits to the course
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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.

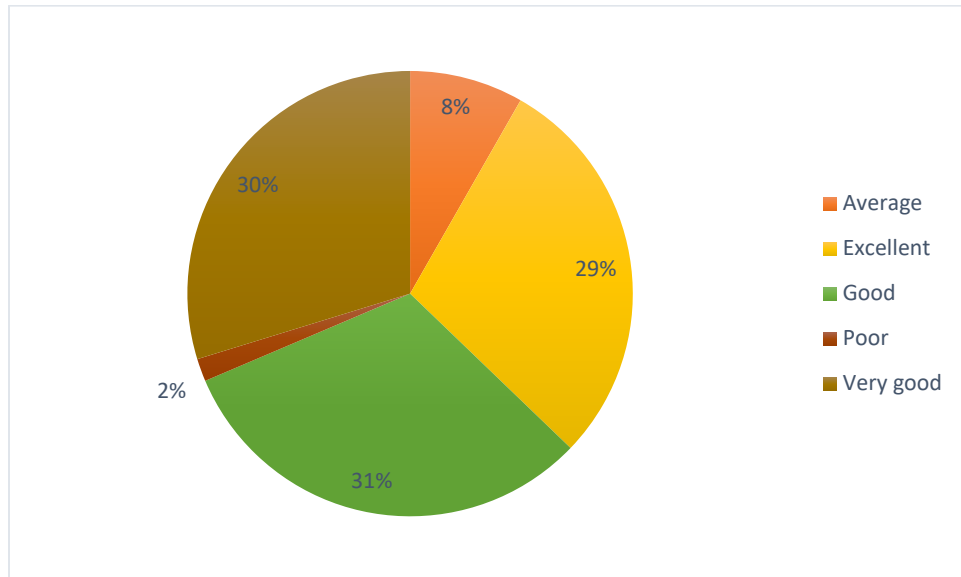


6	Time allotted to complete the syllabus
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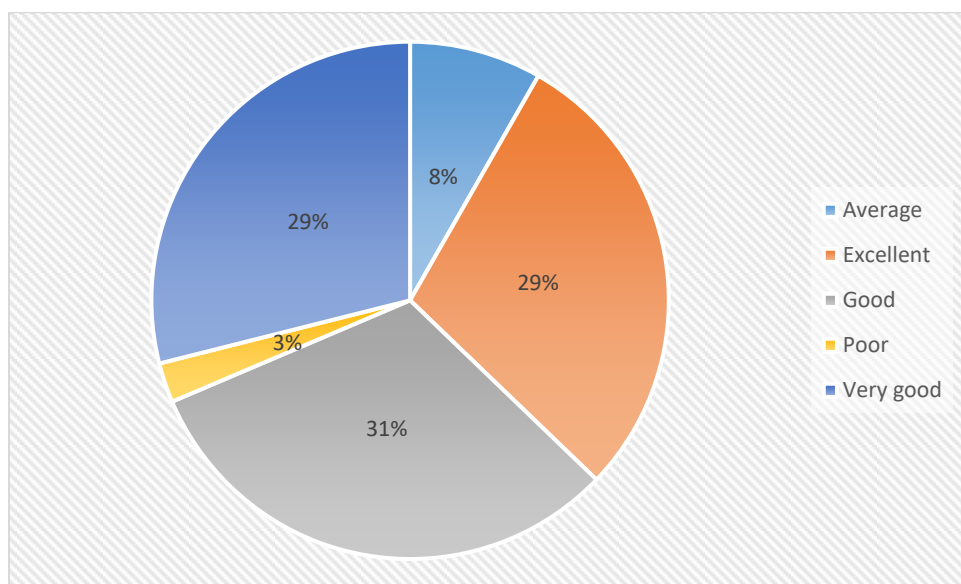
The data suggests positive sentiments regarding the "Time allotted to complete the syllabus," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.1%). A notable percentage found the time allocation "Very Good" (28.9%), while a smaller count marked it as "Average" (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
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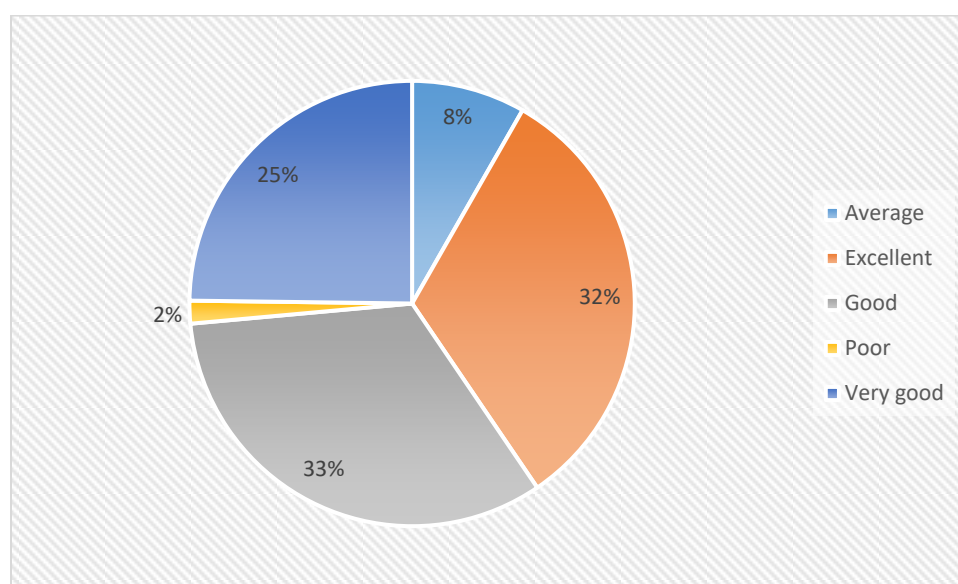
The data reflects positive sentiments regarding the "Offering of the electives in terms of their relevance to the specialization streams," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.9%). A notable percentage found the offering "Very Good" (29.8%), while a 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
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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
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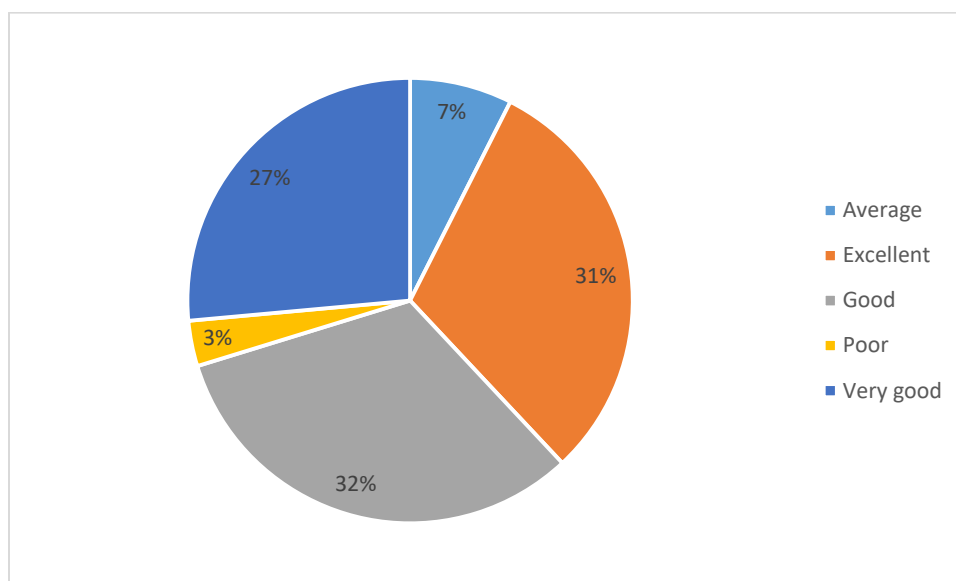


The data suggests positive sentiments regarding the "Relevance of reference books," with a majority rating it as "Good" (33.1%) and a significant portion as "Excellent" (32.2%). A notable percentage found the relevance "Very Good" (24.8%), while a smaller count marked it as "Average" (8.26%). A minimal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

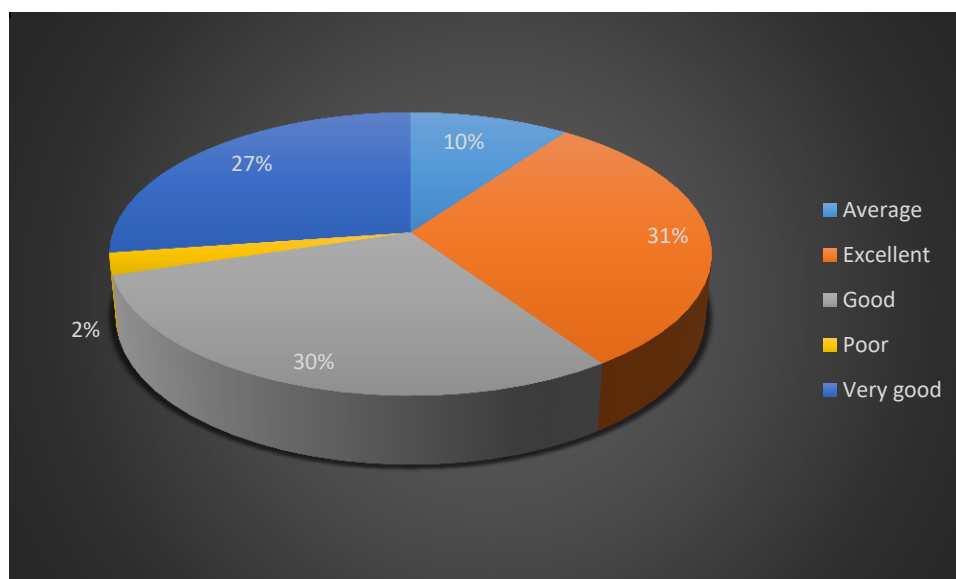
10	Rate the size of the syllabus in terms of the load on the student
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The data indicates positive sentiments regarding the "Size of the syllabus in terms of the load on the student," with a majority rating it as "Good" (32.2%) and a significant portion 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.

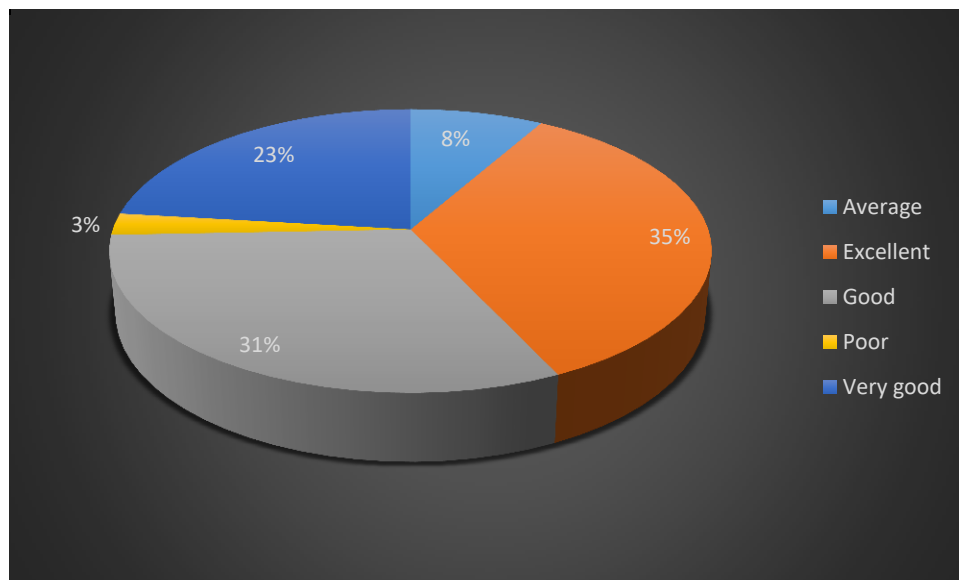


11	Rate the courses in terms of extra learning or self-learning considering the design of the courses
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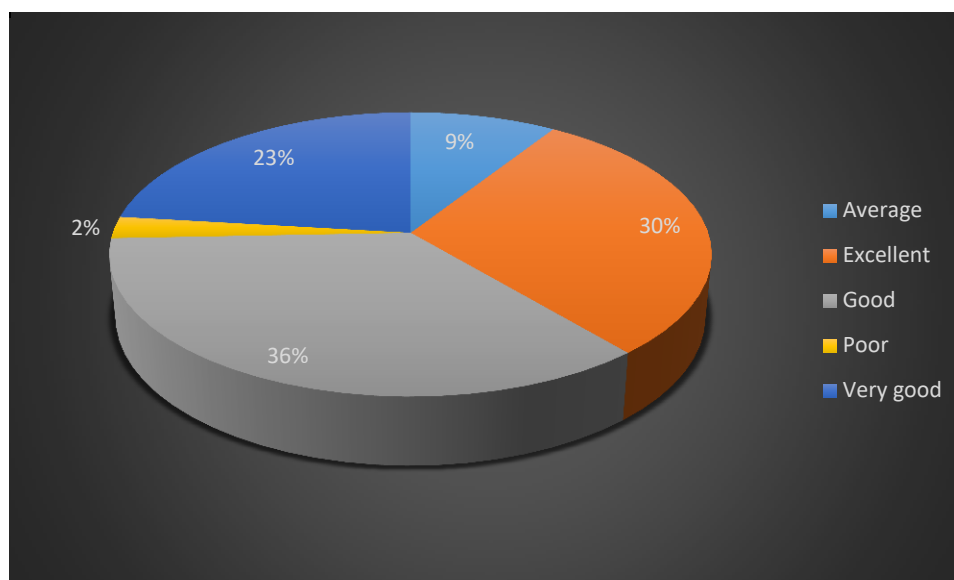
The data reveals positive sentiments regarding the "Courses in terms of extra learning or self-learning considering the design of the courses," with a majority rating it as "Excellent" (30.6%) and a significant portion as "Good" (29.8%). A notable percentage found the courses "Very Good" (27.3%), while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

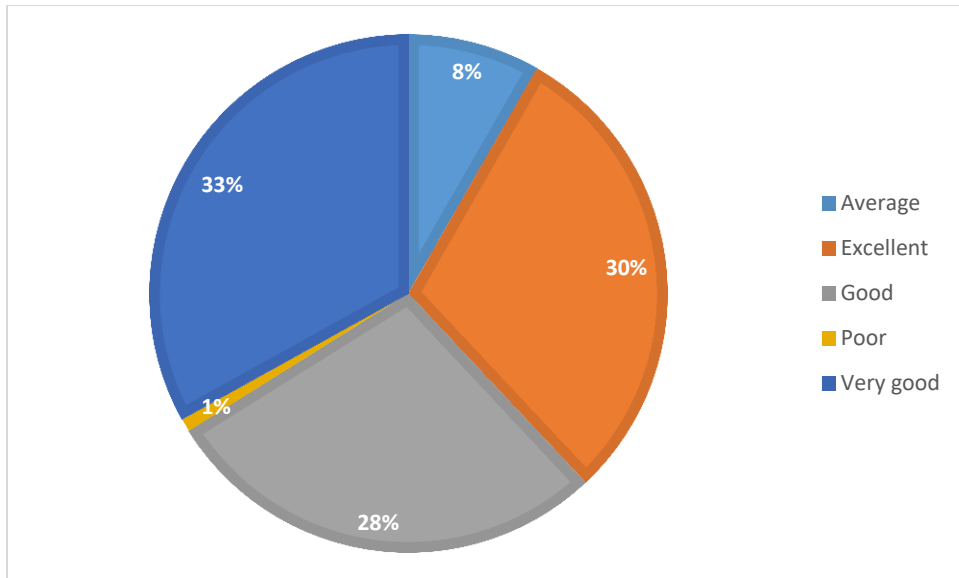
13	Loading of the courses in a semester
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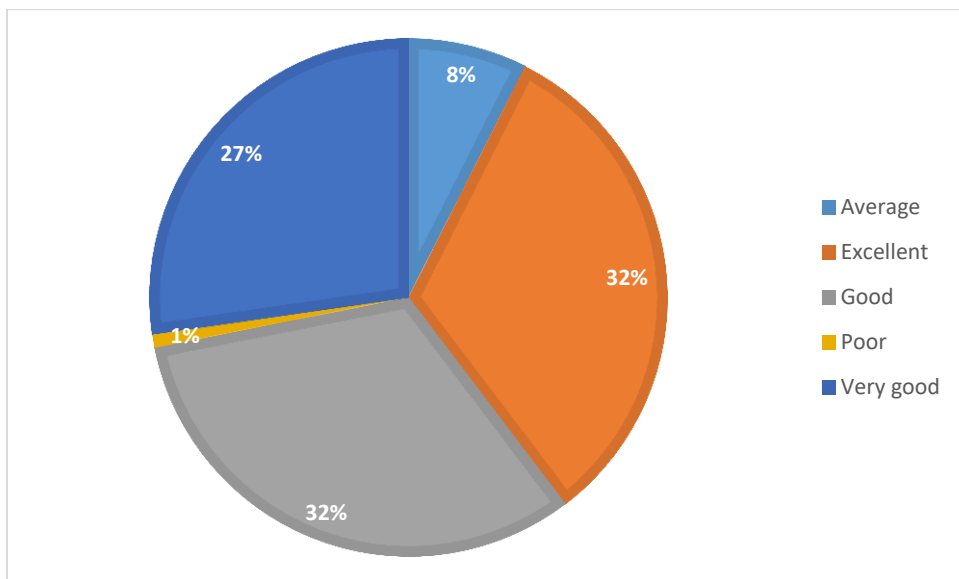
The data indicates positive sentiments regarding the "Loading of the courses in a semester," with a majority rating it as "Good" (35.5%) and a significant portion as "Excellent" (29.8%). A notable percentage found the loading "Very Good" (23.1%), while a smaller count marked it as "Average" (9.92%).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

14	Evaluation scheme designed for each of the course
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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.

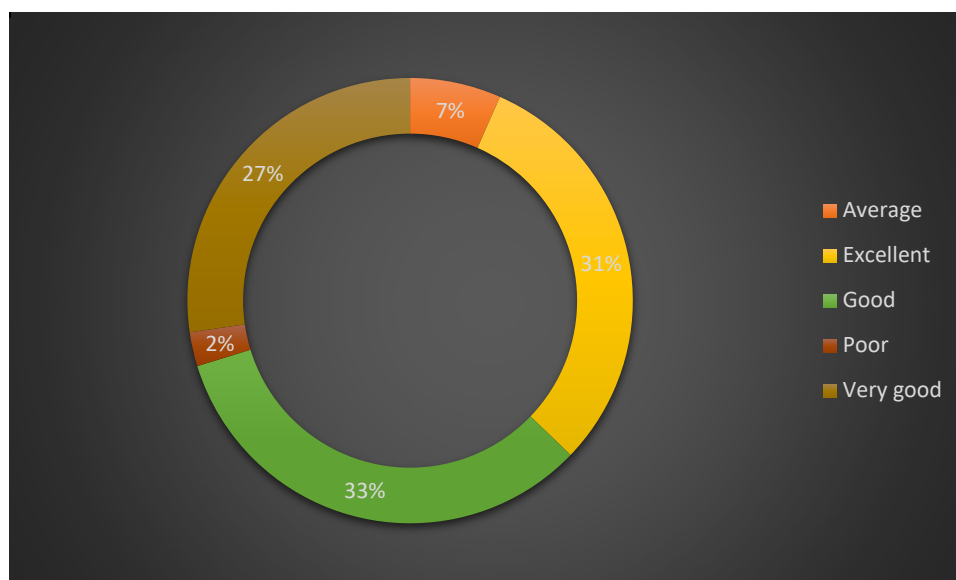


15	Objectives stated for each of the course
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The data suggests positive sentiments regarding the "Objectives stated for each of the course," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent" (32.2%). A notable percentage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

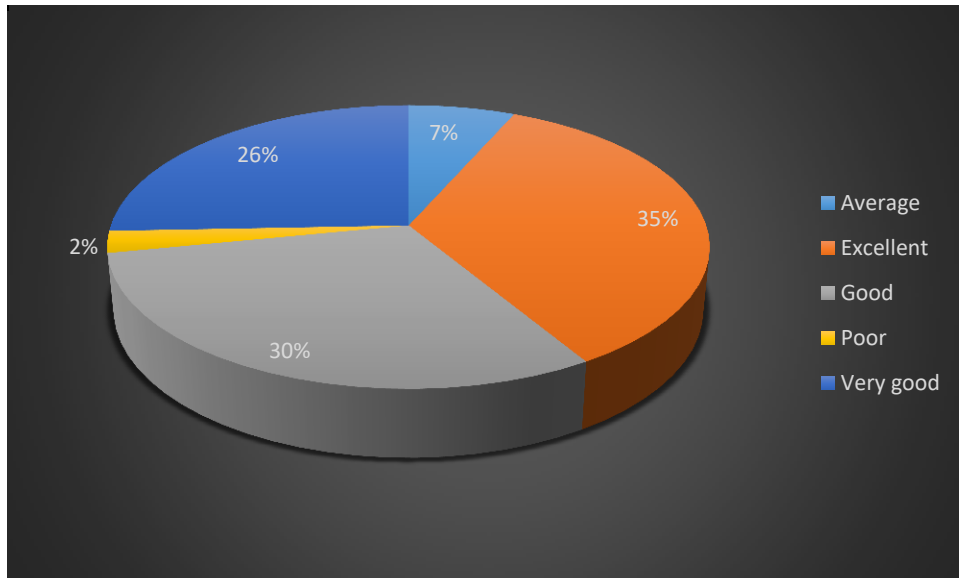
16	Competencies expected out of the course
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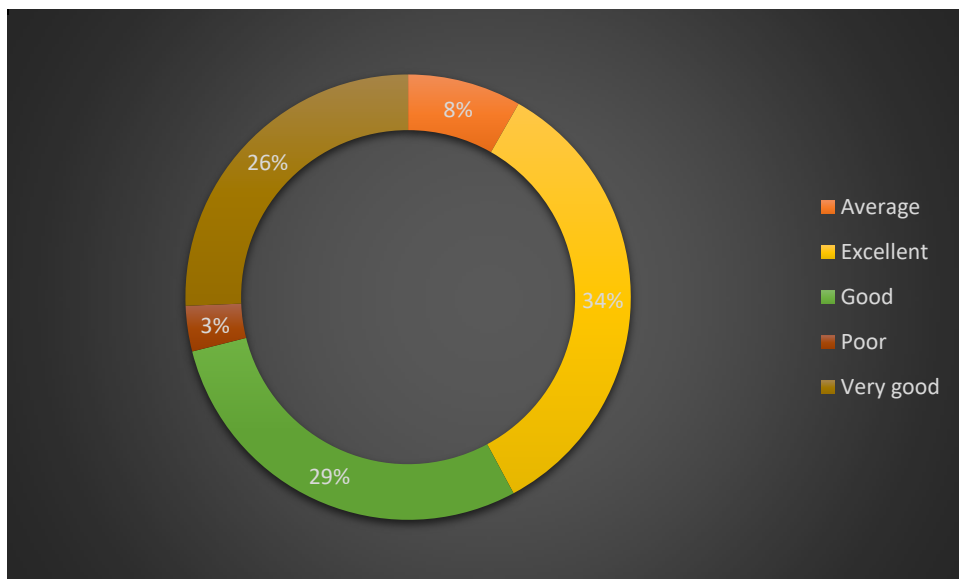
The data reveals positive sentiments regarding the "Competencies expected out of the course," with a majority rating it as "Good" (33.1%) and a significant portion as "Excellent" (30.6%). A notable percentage found the competencies "Very Good" (27.3%), while a smaller count marked them as "Average" (6.6%). A minimal percentage rated the competencies as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of the expected competencies from each course among respondents.

17	Composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.
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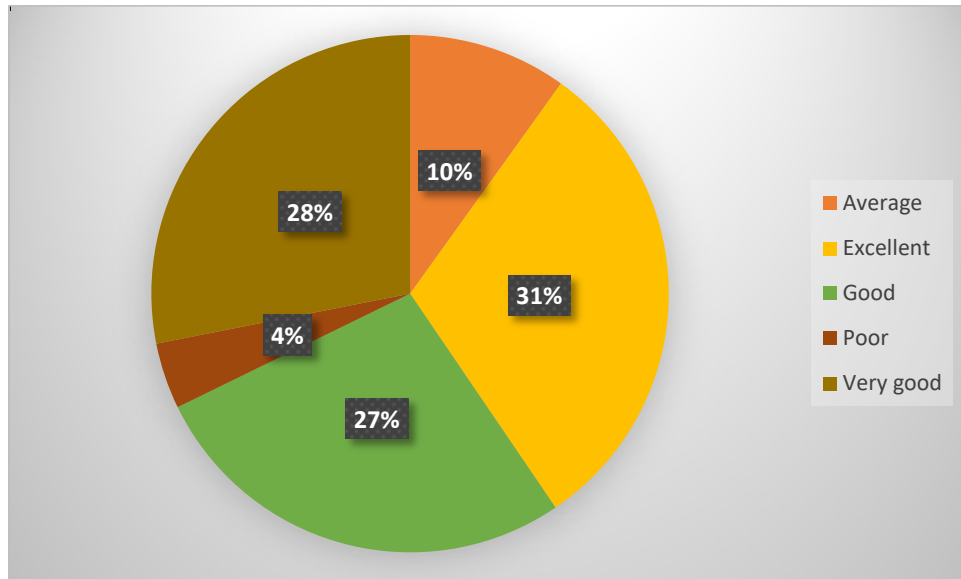
The data indicates positive sentiments regarding the "Composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project, etc.," with a majority rating it as "Excellent" (34.7%) and a significant portion as "Good" (30.6%). A notable percentage 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
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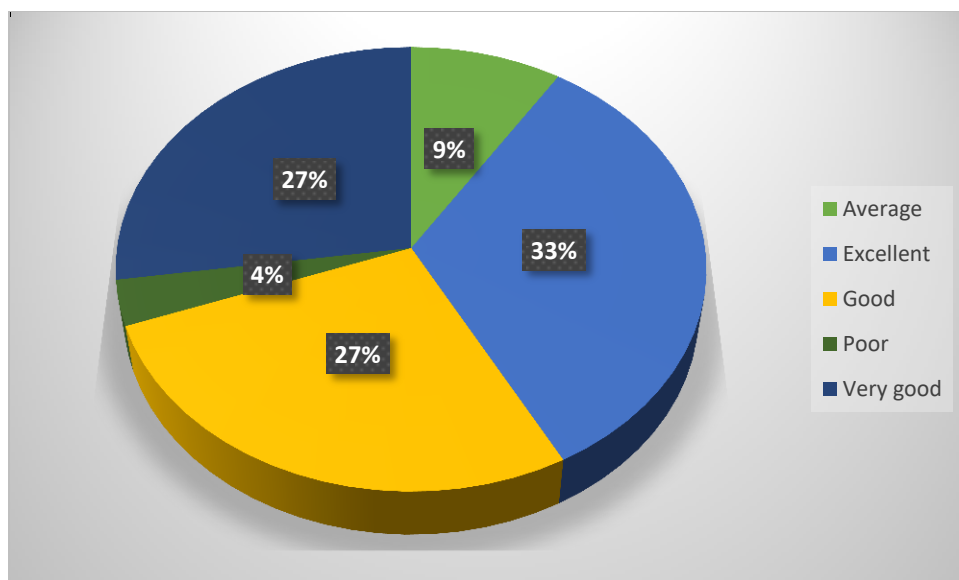


The data indicates positive sentiments regarding the "Course in relation to real-life applications," with a majority rating it as "Excellent" (33.1%) and a significant portion as "Good" (28.9%). A notable percentage found the relation "Very Good" (25.6%), while a smaller count marked it as "Average" (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:**

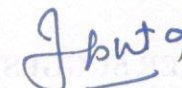
Prioritize the integration of practical learning opportunities within the curriculum, aligning subjects with real-world applications to enhance hands-on skills.

##### **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.



Principal

Gujarat Commerce College

Ahmedabad

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