

2019-20

Feedback Collected

1. Student
2. Faculty
3. Alumni
4. Parents

Student



Faculty

Alumni

Parents

2019-20

Feedback Analysis

1. Student
2. Faculty
3. Alumni
4. Parents

Student

Gujarat Commerce College, Ellisbridge Ahmedabad

Report on Analysis of Student feedback

Year 2019-20

The Institute collects feedback from its students regarding general as well as curriculum and syllabus every year. They are advised to give fearless and open responses. This is done to find out the shortcomings in the curriculum and improvise it as per the present needs and also to know if views of students regarding college, its staff and other things. The suggestions are compiled and consolidated at the college level. Based on the feedback collected the suggestions are discussed and forwarded to IQAC and later IQAC forwards the suggestions to the University to improvise the syllabus if they can. Ours being an affiliated college, we can only make suggestions to the university; the ultimate decision lies with the university. IQAC tries to bring changes as per the general suggestions.

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

Total was done and averages were calculated for questions where rating was to be done. Rounding off of the figures was done for convenience of calculation and interpretation. Interpretations were made according to the final average scores and thereby suggestions were made.

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



Section -1 General

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

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



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

Section-2 College facilities and infrastructure

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

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



Section -3 Curriculum Feedback

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



Other suggestions from students:

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



Final Suggestions:

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


Principal

Capital Commerce College

Ahmedabad

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Faculty

Gujarat Commerce College, Ellisbridge Ahmedabad

Report of Analysis of faculty feedback on curriculum

Year 2019-20

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

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

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

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

Following were the questions asked in the feedback:

Sr. no.	Question
1	How do you rate the sequence of the courses that you teach are in sequence to what you have taught in the previous semester?
2	How do you rate the syllabus of the courses that you have taught in relation to the competencies expected out of the course?
3	How do you rate the relevance of the units in syllabus relevant to the course?
4	How do you rate the sequence of the units in the course?
5	How do you rate the allocation of the credits to the course?
6	How do you rate the distribution of the contact hours among the course components?
7	How do you rate the offering of the electives in terms of their relevance to the specialization streams?
8	How do you rate the electives offered in relation to the Technological advancements?



9	How do you rate the relevance of reference books by their international recognition to the courses?
10	Rate the size of the syllabus in terms of the load on the student?
11	Rate the courses in terms of extra learning or self-learning considering the design of the courses?
12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.
13	How do you rate the loading of the courses in a semester?
14	How do you rate the evaluation scheme designed for each of the course?
15	How do you rate the objectives stated for each of the course?
16	How do you rate the competencies expected out of the course?
17	How do you rate the composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.?
18	How do you rate the percentage of courses having LAB/Field components?
19	How do you rate the domain used for designing the experiments for the Lab/field components?
20	How do you rate the course in relation to the real life applications?

Scores were allotted as follows:

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

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

Subject wise Interpretations and suggestions are as follows:

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

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

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Principal

Gujarat Commerce College
Ahmedabad



Alumni

Gujarat Commerce College, Ellisbridge Ahmedabad

Report on Analysis of Alumni feedback

Year 2019-20

The Institute collects feedback from alumni regarding general as well as curriculum and syllabus every year. They are advised to give fearless and open responses. This is done to find out the shortcomings in the curriculum and improvise it as per the present needs, and also to know if views of students regarding college, its staff and other things. The suggestions are compiled and consolidated at the college level. Based on the feedback collected the suggestions are discussed and forwarded to IQAC and later IQAC forwards the suggestions to the University to improvise the syllabus if they can. Ours being an affiliated college, we can only make suggestions to the university; the ultimate decision lies with the university. IQAC tries to bring changes as per the general suggestions.

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

Total was done and averages were calculated for questions where rating was to be done. Rounding off of the figures was done for convenience of calculation and interpretation. Interpretations were made according to the final average scores and thereby suggestions were made.

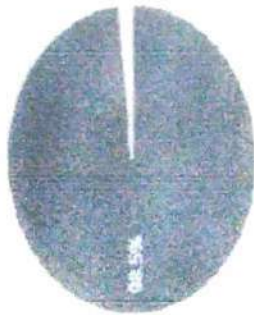
The detailed analysis and its interpretations and suggestions made thereof are as follows:



Section -1 General

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

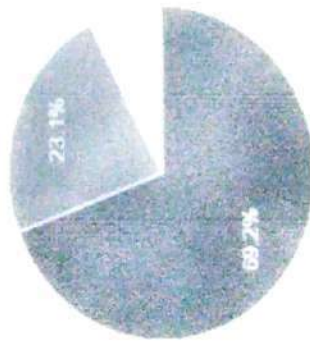
Yes
No
May be



98% students felt proud to be a part of Gujarat commerce college.

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

very good
good
average
poor
very poor

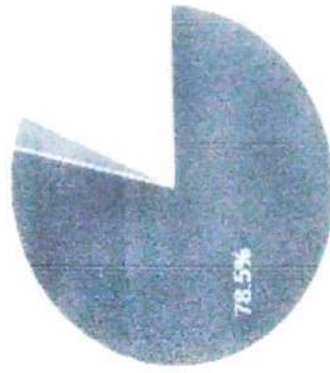


Majority students feel that the development activities organized by the College for their overall development is very good.



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

● Yes
 ● No
 ● Maybe



Majority students are willing to contribute to the development of the college

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

● very good
 ● good
 ● average
 ● poor
 ● very poor

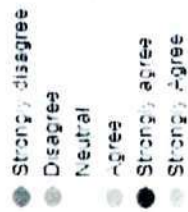


The details of the score are as follows.

Sr. no	Facility	Score	Score
1	Teaching	5	Very Good
2	Library	4	Good
3	Computer & Wi-Fi	4	Good
4	Infrastructure	4	Good

The and highest rated is the “Teaching”. There is more scope for development in the computer and wi-fi facility. Infrastructure and library rated fairly good.

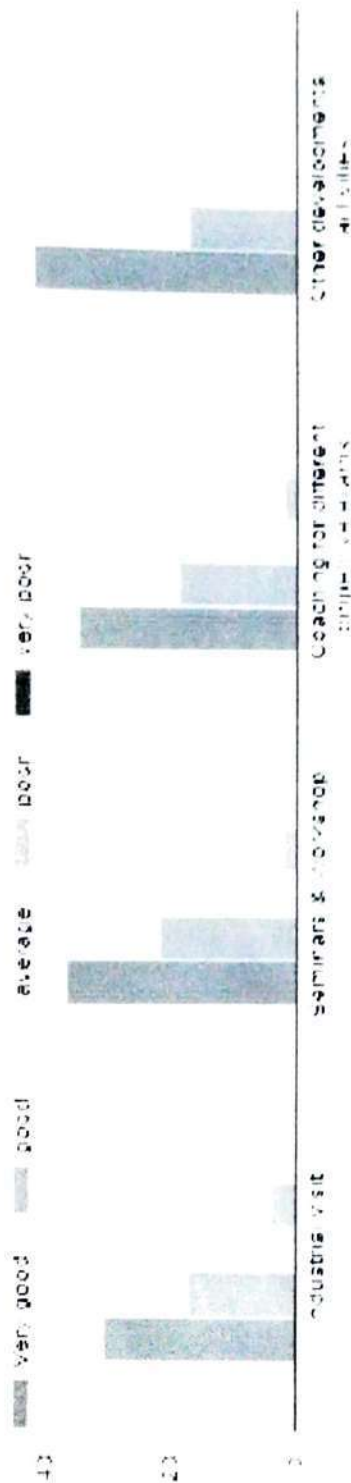
5. Have you obtained sufficient knowledge (both in theory and practice) at GCC?



The mixed responses indicate that theory is imparted good but when it comes to practical knowledge, there is still scope for its development.



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



The details of the score are as follows.

Sr. no	Academic Initiatives	Score	Score
1	Industrial Visit	4	Good
2	Seminars & Workshops	4	Good
3	Coaching for different competitive exams	4	Good
4	Other Developmental Activities	5	Very Good

Other Developmental Activities rated the highest among all others. However, there seems scope for development in industrial visits.



7. Has the placement Cell provided ample placement opportunities?



Although majority agree that placement Cell provided ample placement opportunities; however, the combination of other two responses (No and May be) show that students should be well included in placement activities.

8. Have you availed Career counselling and guidance for higher studies from Placement Cell?



Majority students failed or lost the opportunity to avail Career counselling and guidance for higher studies from Placement Cell.



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



Only 50% (approx.) participate in Alumni Meet. Alumni committee should try to include more students in alumni meet.

10. Have you ever been appreciated by your *Company. If yes, please share details

- Yes. Promoted to Principal correspondent at the age of 27.
Archana Mohan
Bookosmia
- Yes, giving a good growth to client brand on social media
Radhika Mantri
Elixir Web Solutions
Social Media Marketing Executive
- Constant target achiever
Karan Patel
Fairstone financial
Lending specialist
- Employee of the month - December 2019
Darshan Thakkar
Paperchase Accountancy India Pvt Ltd
Accounts Executive



11. Have you made any significant achievement as : * A student of GCC. If yes, please share details

- Rank in class, awarded as general secretary
CHIRAG RIBADIYA
- Youth of ahmedabad and I am the Trustee Of Alumni Association and Treasurer.
Anand Mali
- Yes i have participated in Skit and mime from college and represented college at state level in Acting. Apart from this I am associated with NCC and NSS and done all the activities included in that with full enthusiasm.
Deepak Rao
- Was college gold medallist for B.Com in 2001
Won 1st prize in Extempore event held by Youth Festival, South zone
Won 1st prize in Extempore and Debate at Youth festival, Ellisbridge zone
Won 1st prize in debate competition held by Gujarat arts and science college
Under the guidance of Usha mam organized cricket tournament for girls for two years
Was Cultural secretary of college in 2002-03 and Ladies Representative in 2003-04
Archana Mohan
- Yes, won the first prize in dance and interviewed for Gujarati News Channel
Radhika Mantri
- University ranker
2 times NET Qualified and GSET Also
Dilipkumar Suthar
- I was GGS in 2000-2001 &
G.S in 2001-2002
JASMINKUMAR N DARJI
- CGS in S.Y. B.Com and GS in T.Y. B.Com
Rohan Saha
- Ranker in college
Saif khan
- Yes, I was working as a College Student as well as "Class Representative" of the College, "General Secretary of Culture" and "Leader of NSS Unit" and currently as "Trustee" of Gujarat Commerce College Alumni Association.
Dharmik Bharatbhai Shah



- I was CR during my college time
Jignesh Hadmatbhai bhat
- Yes, won in youth festival of Gujarat University
Harvendra singh Bhadauriya
- Best NSS leader 2014, 2015
SHUBHAM A VYAS
- I have cleared Two exams in 2019 which are UGC net and GSET.
Vaghela JayvirSinh Kirittsinh
- Delhi RDC prade-2016
Jogi Rajesh JA YSINGH
- Yes, Gold Medalist in 2011, GS of the collage
Jigneshkumar Jyani
- Yes, I have received first rank in Gujarat University Youth Festival-Collage
Shrishti Das
- Got medal for Ranking first in class
Shah Priyal kailasbhai

12. Have you made any significant achievement as **An Employee of your organization. If yes, please share details

Anand Mali	Yes! Can't share being compliance issue
Deepak Rao	3-month consecutive star performer for Flourish pure foods. Won "Highly commended short story award" at the prestigious Commonwealth Short story contest in 2009. Have written the acclaimed "Yaksha", India's first children's book on Yakshagana which was appreciated in media like Indian Express, The Hindu etc. Also conceptualized "Howzzat - India's first sports journal for kids which was featured in Deccan Herald newspaper. My views on unity between India and Pakistan through cricket went viral and across the world and was covered extensively by media like Times of India, Indian Express, Better India, The Tribune Pakistan and The Nation, Pakistan.
Archana Mohan	Yes, giving a good growth to client brand on social media
Radhika Mantri	I got one promotion in present company.
Rinu Makwana	



1. Problem: Illustrative Study	Yes, I do recognize such in my social organization, spreading programs in order that education is extended throughout all other groups. I also visit other social organizations in addition to my own group. Other organizations and our programs differ through social needs in the need of my ability.
2. Problem: Illustrative Study	Yes, I do recognize such in my social organization, spreading programs in order that education is extended throughout all other groups. I also visit other social organizations in addition to my own group. Other organizations and our programs differ through social needs in the need of my ability.
3. Problem: Illustrative Study	Yes, I do recognize such in my social organization, spreading programs in order that education is extended throughout all other groups. I also visit other social organizations in addition to my own group. Other organizations and our programs differ through social needs in the need of my ability.
4. Problem: Illustrative Study	Yes, I do recognize such in my social organization, spreading programs in order that education is extended throughout all other groups. I also visit other social organizations in addition to my own group. Other organizations and our programs differ through social needs in the need of my ability.
5. Problem: Illustrative Study	Yes, I do recognize such in my social organization, spreading programs in order that education is extended throughout all other groups. I also visit other social organizations in addition to my own group. Other organizations and our programs differ through social needs in the need of my ability.

Section 2. C. Illustrative Study

1. Problem: Illustrative Study	Yes, I do recognize such in my social organization, spreading programs in order that education is extended throughout all other groups. I also visit other social organizations in addition to my own group. Other organizations and our programs differ through social needs in the need of my ability.
2. Problem: Illustrative Study	Yes, I do recognize such in my social organization, spreading programs in order that education is extended throughout all other groups. I also visit other social organizations in addition to my own group. Other organizations and our programs differ through social needs in the need of my ability.
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5. Problem: Illustrative Study	Yes, I do recognize such in my social organization, spreading programs in order that education is extended throughout all other groups. I also visit other social organizations in addition to my own group. Other organizations and our programs differ through social needs in the need of my ability.

No.	Particulars	Source	Source	Source
1.	State the reasons of the study you are making.	1	1	1
2.	State the reasons of the study you are making.	2	2	2
3.	State the reasons of the study you are making.	3	3	3
4.	State the reasons of the study you are making.	4	4	4
5.	State the reasons of the study you are making.	5	5	5
6.	State the reasons of the study you are making.	6	6	6
7.	State the reasons of the study you are making.	7	7	7
8.	State the reasons of the study you are making.	8	8	8
9.	State the reasons of the study you are making.	9	9	9
10.	State the reasons of the study you are making.	10	10	10
11.	State the reasons of the study you are making.	11	11	11
12.	State the reasons of the study you are making.	12	12	12
13.	State the reasons of the study you are making.	13	13	13
14.	State the reasons of the study you are making.	14	14	14
15.	State the reasons of the study you are making.	15	15	15
16.	State the reasons of the study you are making.	16	16	16
17.	State the reasons of the study you are making.	17	17	17
18.	State the reasons of the study you are making.	18	18	18
19.	State the reasons of the study you are making.	19	19	19
20.	State the reasons of the study you are making.	20	20	20

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

Other suggestions from Alumni:

- More practical things should be introduced
- Practice and teach some research subject for those who are interested in research Field
- Attendance of all students is made compulsory. And the professor does not go for lectures, he should be regularized. Appoint visiting professors who can teach students properly.
- Paying enough attention to many small things regarding the infrastructure of the college.
- More Life Skills curriculum can be introduced
- Improve on the college Management
- To give practical or creative live assignments instead of writing
- More industry workshops with industry visits needed
- The course should be prepared by seeing the current requirements and as followed by other big private universities. Also should include foreign languages in the syllabus to increase the career opportunities and skills
- Proper staff must
- For the development of all types of students, it is better for the college to issue its own syllabus.
- Please focus on skills development
- Make it updated as per current Era
- More practical knowledge is needed
- Arrange more and more workshop which can be helpful for student to update their knowledge like command on communication, spoken English, public speaking etc
- Practical Based learning
- Your basic rights and social responsibilities towards society should be in the syllabus.
- Help students clearing their doubts and give the computer training especially for Microsoft Excel
- Practical knowledge of current industry should be imparted to students
- Try to give more practical knowledge apart from the books which can help any student in their lives.



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.

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Principal

Gujarat Commerce College
Ahmedabad



Parents

Gujarat Commerce College, Ellisbridge Ahmedabad

Report on Analysis of Parents feedback

Year 2019-20

The Institute collects feedback from parents of students regarding general as well as curriculum and syllabus every year. They are advised to give fearless and open responses. This is done to find out the shortcomings in the curriculum and improvise it as per the present needs, and also to know if views of students regarding college, its staff and other things. The suggestions are compiled and consolidated at the college level. Based on the feedback collected the suggestions are discussed and forwarded to IQAC and later IQAC forwards the suggestions to the University to improvise the syllabus if they can. Ours being an affiliated college, we can only make suggestions to the university; the ultimate decision lies with the university. IQAC tries to bring changes as per the general suggestions.

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

Total was done and averages were calculated for questions where rating was to be done. Rounding off of the figures was done for convenience of calculation and interpretation. Interpretations were made according to the final average scores and thereby suggestions were made.

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



Section -1 General

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

Sr. No	Particulars	Score	Score	Interpretations
1	Getting admission in this college for my child is a matter of pride for me	4	Agree	Parents feel proud that their child is a part of this college
2	Admission process in the college is fair and accurate	4	Agree	Parents find the admission process as fair
3	My child is improving in this college (learning/confidence, other)	4	Agree	Parents feel an improvement in their child after joining this college.
4	Atmosphere in the college is conducive for learning	4	Agree	College atmosphere is conducive for learning.
5	There is positive change in the behaviour of my child after joining the college	4	Agree	A positive change is experienced by parents in the behaviour of students after joining this college.
6	College conveys all information	5	Agree	All information is very well passed to parents and students.
7	College website is very informative and regularly updated	4	Strongly Agree	College website is dynamic, informative and regularly updated
8	Employability is given focus in the teaching learning process	4	Agree	Parents feel that employability is focused on by the teaching learning process
9	Examination results are declared timely	5	Agree	College declares timely results
10	College teachers are cooperative	5	Strongly Agree	Teachers are very cooperative
11	College's admin staff are cooperative	4	Agree	Administrative staff of the college are cooperative



Section -2 Curriculum Feedback

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



Other suggestions from Parents:

- Technological problem solution in fast.
- Thankful to improvement in contents of syllabus.
- Make a Whatsapp group of all professor & student
- Strict timings. Punctuality need to be improved. It would be good if the students are practically taught related to their syllabus.
- College teacher are cooperative
- Change classroom atmosphere
- Give our child video lecture recording for helping them self-study or sum related problems
- Kindly provide more information about study for students
- No changes in syllabus since years.

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
- E-content development is suggested and the need of the hour in this corona pandemic. Teachers are advised to develop more e-content and provide to the students.


Principal

Gujarat Commerce College

Ahmedabad



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2019-20

Feedback ATR

1. Student
2. Faculty
3. Alumni
4. Parents



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

**Action Taken Report
On Feedback
Year: 2019-20**



Action Taken Report of the IQAC Review Meeting

Held on 24/12/19 at 10:30 AM at IQAC Office, Gujarat Commerce College, Ahmedabad

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

IQAC Consolidated Action Taken Report Based on Feedback

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



[Signature]
Co-ordinator
IQAC ...Committee
Gujarat Commerce College
Ahmedabad

2020-21

Feedback Collected

1. Student
2. Faculty
3. Alumni
4. Parents

Student

real life
applicatio
nature

Faculty



Alumni

Parents

2020-21

Feedback Analysis

1. Student
2. Faculty
3. Alumni
4. Parents

Student

Gujarat Commerce College, Ellisbridge Ahmedabad

Report on Analysis of Student feedback

Year 2020-21

The Institute collects feedback from its students regarding general as well as curriculum and syllabus every year. They are advised to give fearless and open responses. This is done to find out the shortcomings in the curriculum and improvise it as per the present needs, and also to know if views of students regarding college, its staff and other things. The suggestions are compiled and consolidated at the college level. Based on the feedback collected the suggestions are discussed and forwarded to IQAC and later IQAC forwards the suggestions to the University to improvise the syllabus if they can. Ours being an affiliated college, we can only make suggestions to the university; the ultimate decision lies with the university. IQAC tries to bring changes as per the general suggestions.

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

Total was done and averages were calculated for questions where rating was to be done. Rounding off of the figures was done for convenience of calculation and interpretation. Interpretations were made according to the final average scores and thereby suggestions were made.

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



Section -1 General

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

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



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

Section-2 College facilities and infrastructure

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

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



Section -3 Curriculum Feedback

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



Other suggestions from students:

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



Final Suggestions:

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

fer


Principal

Gujarat Commerce College

Ahmedabad

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Faculty

Gujarat Commerce College, Ellisbridge Ahmedabad

Report of Analysis of faculty feedback on curriculum

Year 2020-21

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

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

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

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

Following were the questions asked in the feedback:

Sr. no.	Question
1	How do you rate the sequence of the courses that you teach are in sequence to what you have taught in the previous semester?
2	How do you rate the syllabus of the courses that you have taught in relation to the competencies expected out of the course?
3	How do you rate the relevance of the units in syllabus relevant to the course?
4	How do you rate the sequence of the units in the course?
5	How do you rate the allocation of the credits to the course?
6	How do you rate the distribution of the contact hours among the course components?
7	How do you rate the offering of the electives in terms of their relevance to the specialization streams?
8	How do you rate the electives offered in relation to the Technological advancements?



9	How do you rate the relevance of reference books by their international recognition to the courses?
10	Rate the size of the syllabus in terms of the load on the student?
11	Rate the courses in terms of extra learning or self-learning considering the design of the courses?
12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.
13	How do you rate the loading of the courses in a semester?
14	How do you rate the evaluation scheme designed for each of the course?
15	How do you rate the objectives stated for each of the course?
16	How do you rate the competencies expected out of the course?
17	How do you rate the composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.?
18	How do you rate the percentage of courses having LAB/Field components?
19	How do you rate the domain used for designing the experiments for the Lab/field components?
20	How do you rate the course in relation to the real life applications?

Scores were allotted as follows:

Excellent (5)	Very good (4)	Good (3)	Average (2)	Poor (1)
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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	3	Good	5	Excellent	3	Good	4	Very good	4	Very good
2	How do you rate the syllabus of the courses that you have taught in relation to the competencies expected out of the course?	4	Very good	3	Good	4	Very good	3	Good	4	Very good	3	Good
3	How do you rate the relevance of the units in syllabus relevant to the course?	5	Excellent	4	Very good	4	Very good	3	Good	4	Very good	4	Very good
4	How do you rate the sequence of the units in the course?	5	Excellent	4	Very good	5	Excellent	3	Good	4	Very good	4	Very good
5	How do you rate the allocation of the credits to the course?	5	Excellent	3	Good	5	Excellent	3	Good	4	Very good	4	Very good
6	How do you rate the distribution of the contact hours among the course components?	4	Very good	4	Very good	5	Excellent	3	Good	4	Very good	4	Very good
7	How do you rate the offering of the electives in terms of their relevance to the specialization streams?	5	Excellent	4	Very good	4	Very good	3	Good	4	Very good	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	3	Good
9	How do you rate the relevance of reference books by their international recognition to the courses?	4	Very good	3	Good	5	Excellent	3	Good	4	Very good	3	Good
10	Rate the size of the syllabus in terms of the load on the student?	4	Very good	3	Good	3	Good	3	Good	4	Very good	3	Good
11	Rate the courses in terms of extra learning or self-learning considering the design of the courses?	4	Very good	3	Good	4	Very good	4	Very good	4	Very good	3	Good
12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.	4	Very good	4	Very good	4	Very good	3	Good	4	Very good	3	Good
13	How do you rate the loading of the courses in a semester?	4	Very good	4	Very good	4	Very good	3	Good	4	Very good	4	Very good
14	How do you rate the evaluation scheme designed for each of the course?	4	Very good	3	Good	3	Good	3	Good	3	Good	3	Good
15	How do you rate the objectives stated for each of the course?	4	Very good	4	Very good	4	Very good	4	Very good	4	Very good	4	Very good
16	How do you rate the competencies expected out of the course?	4	Very good	3	Good	5	Excellent	3	Good	4	Very good	4	Very good
17	How do you rate the composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.?	4	Very good	4	Very good	5	Excellent	3	Good	4	Very good	4	Very good
18	How do you rate the percentage of courses having Lab field components?	4	Very good	4	Very good	3	Good	3	Good	4	Very good	3	Good
19	How do you rate the domain used for designing the experiments for the Lab field components?	4	Very good	2	Average	4	Very good	3	Good	3	Good	3	Good
20	How do you rate the course in relation to the real life applications?	4	Very good	3	Good	4	Very good	3	Good	3	Good	3	Good



Subject wise Interpretations and suggestions are as follows:

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



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

U.A.
Principal

Gujarat Commerce College

Ahmedabad

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Alumni

Gujarat Commerce College, Ellisbridge Ahmedabad

Report on Analysis of Alumni feedback

Year 2020-21

The Institute collects feedback from alumni regarding general as well as curriculum and syllabus every year. They are advised to give fearless and open responses. This is done to find out the shortcomings in the curriculum and improvise it as per the present needs, and also to know if views of students regarding college, its staff and other things. The suggestions are compiled and consolidated at the college level. Based on the feedback collected the suggestions are discussed and forwarded to IQAC and later IQAC forwards the suggestions to the University to improvise the syllabus if they can. Ours being an affiliated college, we can only make suggestions to the university; the ultimate decision lies with the university. IQAC tries to bring changes as per the general suggestions.

Method of feedback collection and analysis:

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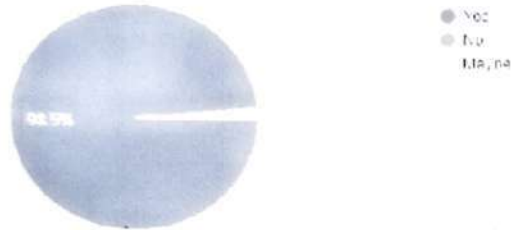
Total was done and averages were calculated for questions where rating was to be done. Rounding off of the figures was done for convenience of calculation and interpretation. Interpretations were made according to the final average scores and thereby suggestions were made.

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



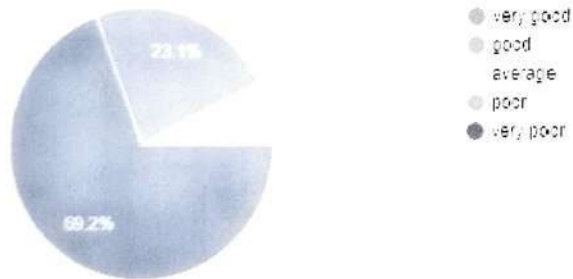
Section -1 General

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



98% students felt proud to be a part of Gujarat commerce college.

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



Majority students feel that the development activities organized by the College for their overall development is very good.

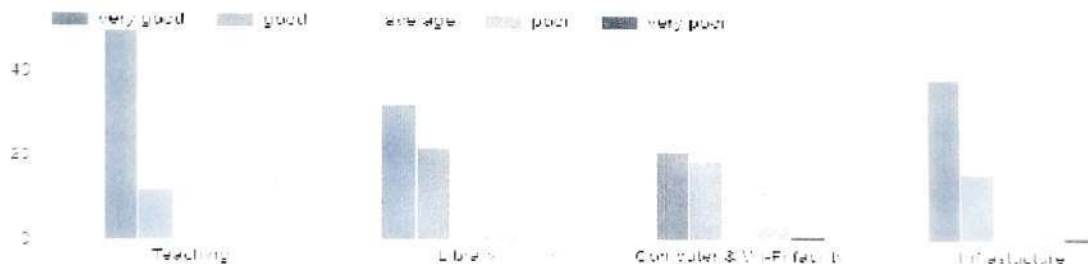


3. Are you willing to contribute to the development of the college?



Majority students are willing to contribute to the development of the college

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	5	Very Good
2	Library	4	Good
3	Computer & Wi-Fi	4	Good
4	Infrastructure	4	Good

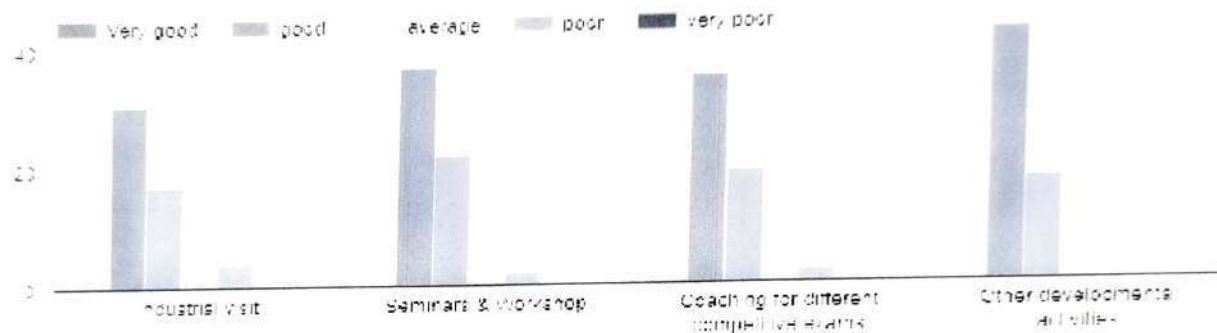
The and highest rated is the “Teaching”. There is more scope for development in the computer and wi-fi facility. Infrastructure and library rated fairly good.

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



The mixed responses indicate that theory is imparted good but when it comes to practical knowledge, there is still scope for its development.

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



The details of the score are as follows.

Sr. no	Academic initiatives	Score	Score
1	Industrial Visit	4	Good
2	Seminars & Workshops	4	Good
3	Coaching for different competitive exams	4	Good
4	Other Developmental Activities	5	Very Good

Other Developmental Activities rated the highest among all others. However, there seems scope for development in industrial visits.

7. Has the placement Cell provided ample placement opportunities?



Although majority agree that placement Cell provided ample placement opportunities; however, the combination of other two responses (No and May be) show that students should be well included in placement activities.

8. Have you availed Career counselling and guidance for higher studies from Placement Cell?



Majority students failed or lost the opportunity to avail Career counselling and guidance for higher studies from Placement Cell.

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



Only 50% (approx.) participate in Alumni Meet. Alumni committee should try to include more students in alumni meet.

10. Have you ever been appreciated by your *Company. If yes, please share details

- Yes. Promoted to Principal correspondent at the age of 27.
Archana Mohan
Bookosmia
Co-Founder and head of content
- Yes, giving a good growth to client brand on social media
Radhika Mantri
Elixir Web Solutions
Social Media Marketing Executive
- Constant target achiever
Karan Patel
Fairstone financial
Lending specialist
- Employee of the month - December 2019
Darshan Thakkar
Paperchase Accountancy India Pvt Ltd
Accounts Executive



11. Have you made any significant achievement as: - *A student of GCC. If yes, please share details

- Rank in class, awarded as general secretary
CHIRAG RIBADIYA
- Youth of ahmedabad and I am the Trustee Of Alumni Association and Treasurer.
Anand Mali
- Yes i have participated in Skit and mime from college and represented college at state level in Acting.
Apart from this I am associated with NCC and NSS and done all the activities included in that with full enthusiasm.
Deepak Rao
- Was college gold medallist for B.Com in 2001
Won 1st prize in Extempore event held by Youth Festival, South zone
Won 1st prize in Extempore and Debate at Youth festival, Ellisbridge zone
Won 1st prize in debate competition held by Gujarat arts and science college
Under the guidance of Usha mam organized cricket tournament for girls for two years
Was Cultural secretary of college in 2002-03 and Ladies Representative in 2003-04
Archana Mohan
- Yes, won the first prize in dance and interviewed for Gujarati News Channel
Radhika Mantri
- University ranker
2 times NET Qualified and GSET Also
Dilipkumar Suthar
- I was GGS in 2000-2001 &
G.S in 2001-2002
JASMINKUMAR N DARJI
- CGS in S.Y. B.Com and GS in T.Y. B.Com
Rohan Saha
- Ranker in college
Saif khan
- Yes, I was working as a College Student as well as "Class Representative" of the College, "General Secretary of Culture" and "Leader of NSS Unit" and currently as "Trustee" of Gujarat Commerce College Alumni Association.
Dharmik Bharatbhai Shah
- I was CR during my college time
Jignesh Hadmatbhai bhat
- Yes, won in youth festival of Gujarat University
Harvendra singh Bhadauriya
- Best NSS leader 2014, 2015
SHUBHAM A VYAS



- I have cleared Two exams in 2019 which are UGC net and GSET.
Vaghela JayvirSinh Kiritsinh
- Delhi RDC prade-2016
Jogi Rajesh JAYSINGH
- Yes, Gold Medalist in 2011, GS of the collage
Jigneshkumar Jyani
- Yes, I have received first rank in Gujarat University Youth Festival-Collage
Shrishti Das
- Got medal for Ranking first in class
Shah Priyal kailashbhai

12. Have you made any significant achievement as **An Employee of your organization. If yes, please share details

Anand Mali	Yes! Can't share being compliance issue
Deepak Rao	3-month consecutive star performer for Flourish pure foods.
Archana Mohan	Won "Highly commended short story award" at the prestigious Commonwealth Short story contest in 2009. Have written the acclaimed "Yaksha", India's first children's book on Yakshagana which was appreciated in media like Indian Express, The Hindu etc. Also conceptualized "Howzzat – India's first sports journal for kids which was featured in Deccan Herald newspaper. My views on unity between India and Pakistan through cricket went viral and across the world and was covered extensively by media like Times of India, Indian Express, Better India, The Tribune Pakistan and The Nation, Pakistan.
Radhika Mantri	Yes, giving a good growth to client brand on social media
Rinu Makwana	I got one promotion in present company.
Dharmik Bharatbhai Shah	Yes, I do inspiring work in my social organization, spreading awareness on topics like education in certain backward and other areas. I also visit other social organizations. In addition to financial gain, I also demonstrate and use awareness skills through social media to the best of my ability.
Dharmik Bharatbhai Shah	Yes, I do inspiring work in my social organization, spreading awareness on topics like education in certain backward and other areas. I also visit other social organizations. In addition to financial gain, I also demonstrate and use awareness skills through social media to the best of my ability.
Karan Patel	Best employee of the month
Darshan Thakkar	Yes, was being promoted to accounts executive from accounts assistant in just 6 months because of my performance in my past organization.

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	

Other suggestions from Alumni:


- More practical things should be introduced
- Practice and teach some research subject for those who are interested in research Field
- Attendance of all students is made compulsory. And the professor does not go for lectures, he should be regularized. Appoint visiting professors who can teach students properly. Paying enough attention to many small things regarding the infrastructure of the college.
- More Life Skills curriculum can be introduced
- Improve on the college Management
- To give practical or creative live assignments instead of writing
- More industry workshops with industry visits needed
- The course should be prepared by seeing the current requirements and as followed by other big private universities. Also should include foreign languages in the syllabus to increase the career opportunities and skills
- Proper staff must
- For the development of all types of students, it is better for the college to issue its own syllabus.



- Please focus on skills development
- Make it updated as per current Era
- More practical knowledge is needed
- Arrange more and more workshop which can be helpful for student to update their knowledge like command on communication, spoken English, public speaking etc
- Practical Based learning
- Your basic rights and social responsibilities towards society should be in the syllabus.
- Help students clearing their doubts and give the computer training especially for Microsoft Excel
- Practical knowledge of current industry should be imparted to students
- Try to give more practical knowledge apart from the books which can help any student in their lives.

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.

for 
Principal
Gujarat Commerce College
Ahmedabad



Copy forwarded to IQAC

Parents

Gujarat Commerce College, Ellisbridge Ahmedabad

Report on Analysis of Parents feedback

Year 2020-21

The Institute collects feedback from parents of students regarding general as well as curriculum and syllabus every year. They are advised to give fearless and open responses. This is done to find out the shortcomings in the curriculum and improvise it as per the present needs, and also to know if views of students regarding college, its staff and other things. The suggestions are compiled and consolidated at the college level. Based on the feedback collected the suggestions are discussed and forwarded to IQAC and later IQAC forwards the suggestions to the University to improvise the syllabus if they can. Ours being an affiliated college, we can only make suggestions to the university; the ultimate decision lies with the university. IQAC tries to bring changes as per the general suggestions.

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

Frequencies were counted and converted into percentage to see the responses of the majority. Pie charts were prepared for the frequencies and percentages. Interpretations were made and thereby suggestions were made.

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

Section -1 General

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

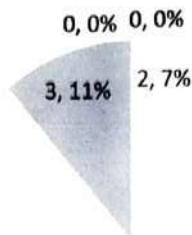


Sr. No	Particulars	Interpretations
1	Getting admission in this college for my child is a matter of pride for me	Majority parents feel proud that their child is a part of this college
2	Admission process in the college is fair and accurate	Parents find the admission process as fair
3	My child is improving in this college (learning/confidence, other)	Parents feel an improvement in their child after joining this college.
4	Atmosphere in the college is conducive for learning	College atmosphere is conducive for learning.
5	There is positive change in the behaviour of my child after joining the college	An average positive change is experienced by parents in the behaviour of students after joining this college. Less significant change is found in the students by their parents.
6	College conveys all information	All information is very well passed to parents and students.
7	College website is very informative and regularly updated	College website is dynamic, informative and regularly updated. Still there remains a scope for improvement.
8	Employability is given focus in the teaching learning process	Employability and employability skills still need to be developed by the college.
9	Examination results are declared timely	College declares timely results
10	College teachers are cooperative	Teachers are very cooperative.
11	College's admin staff are cooperative	Majority parents seemed dissatisfied with the administrative staff of the college.



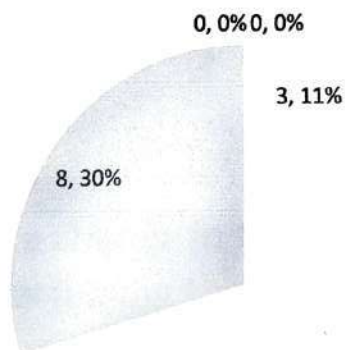
Pie charts for the above analysis are as follows:

1 Getting admission in this college for my child is a matter of pride for me Fq



- 1
- 2
- 3
- 4
- 5

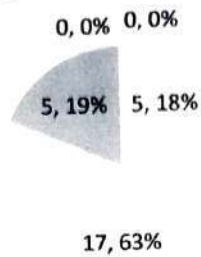
2 admission process in the college is fair and accurate Fq



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- 4
- 5

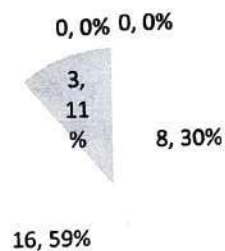


3 My child is improving in this college (learning/confidence, other)] Fq



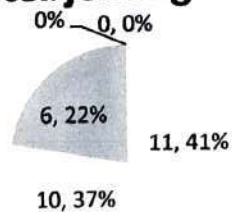
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4 atmosphere in the college is conducive for learning Fq



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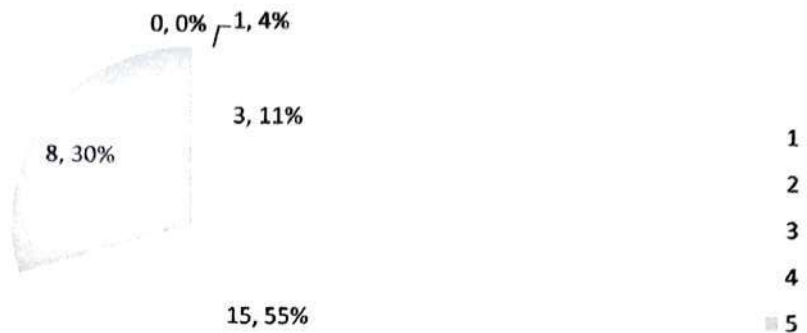
5 There is positive change in the behavior of my child after joining the college Fq



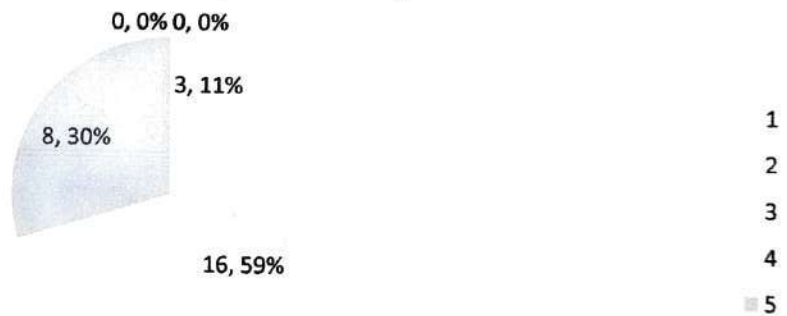
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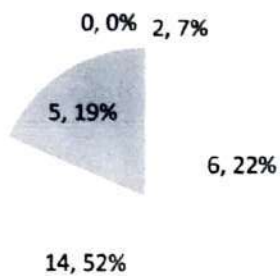
6 college conveys all information Fq



7 College website is very informative and regularly updated Fq

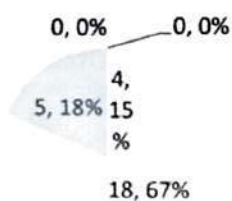


8 Employability is given focus in the teaching learning process Fq



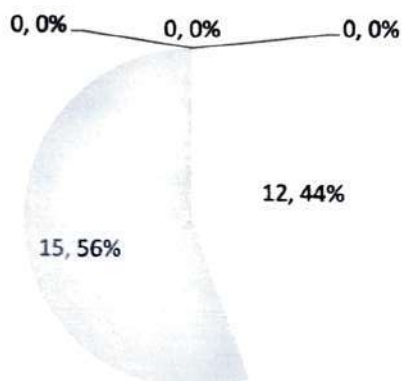
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9 Examination results are declared timely Fq



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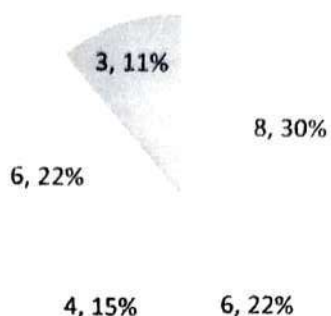
10 college teachers are cooperative Fq



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4
5



11 college's admin staff are cooperative Fq



1
2
3
4
5

Section -2 Curriculum Feedback

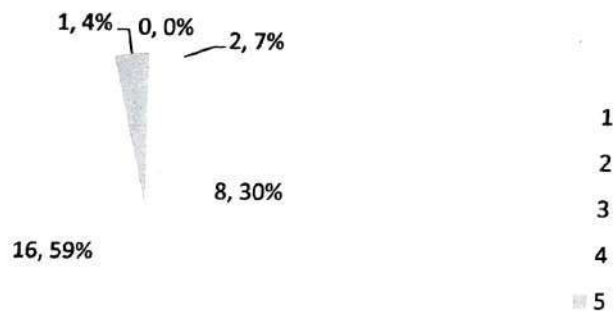
Sr. No	Particulars	Interpretations
1	Rate the sequence of the courses (connectivity of subject in different semesters)	Parents find all the components regarding the curriculum as very good, which is far from reality. Hence, feedback from other stakeholders need to be considered.
2	syllabus of the courses in relation to the competencies expected out of the course	
3	Relevance of the units in syllabus relevant to the course	
4	sequence of the units in the course	
5	allocation of the credits to the course	
6	Time allotted to complete the syllabus	
7	offering of the electives in terms of their relevance to the specialization streams	
8	electives offered in relation to the Technological advancements	
9	relevance of reference books	
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	loading of the courses in a semester	
14	evaluation scheme designed for each of the course	
15	objectives stated for each of the course	



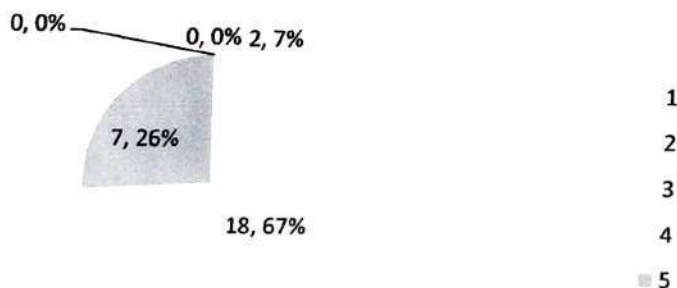
16	competencies expected out of the course	
17	composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc	
18	course in relation to the real life applications	
19	does this course help your child earn money	
20	does this course helps in making your child a good human being	

Pie charts for the above analysis are as follows:

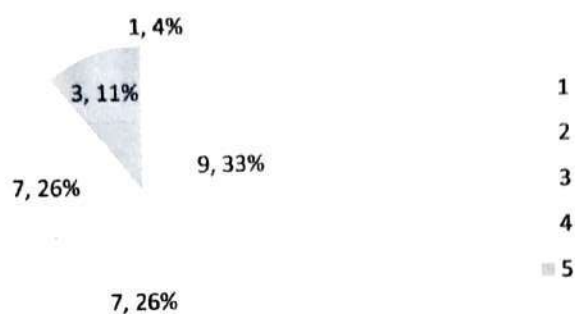
1 connectivity of subject in different semesters Fq



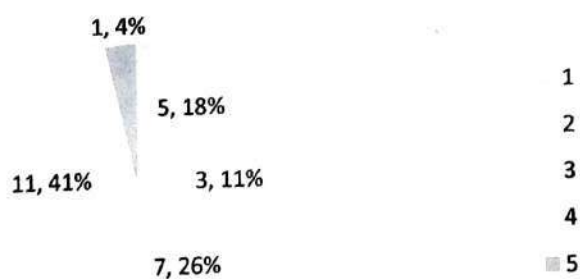
2 syllabus of the courses in relation to the competencies expected out of the course Fq



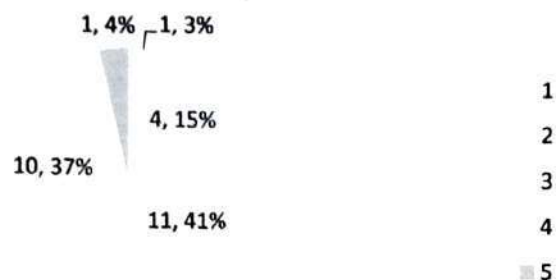
3 Relevance of the units in syllabus relevant to the course Fq



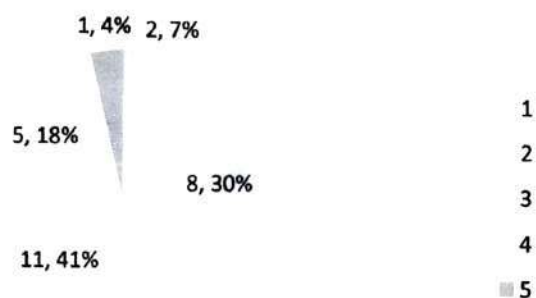
4 sequence of the units in the course Fq



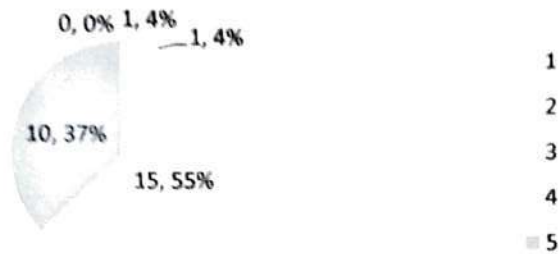
5 allocation of the credits to the course Fq



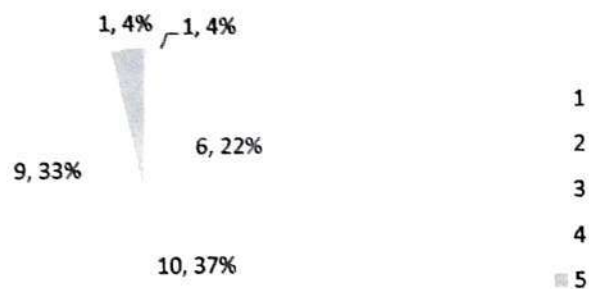
6 Time allotted to complete the syllabus Fq



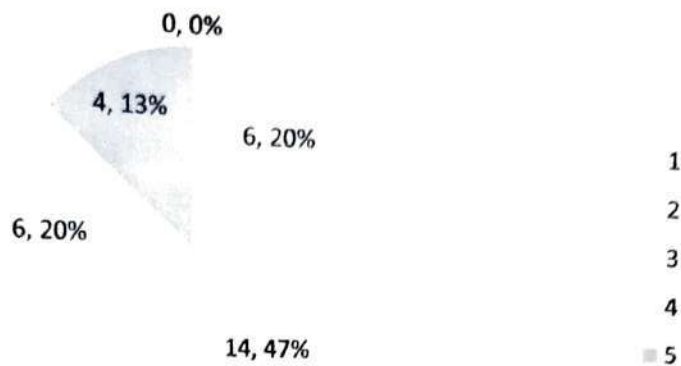
7 offering of the electives in terms of their relevance to the specialization streams Fq



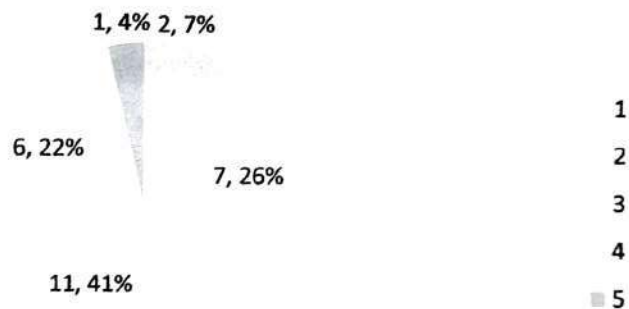
8 electives offered in relation to the Technological advancements Fq



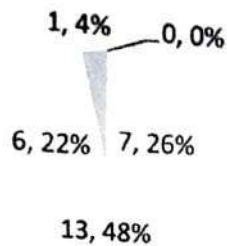
9 relevance of reference books Fq



10 Rate the size of the syllabus in terms of the load on the student Fq

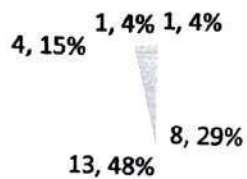


11 Rate the courses in terms of extra learning or self-learning considering the design of the courses Fq



- 1
- 2
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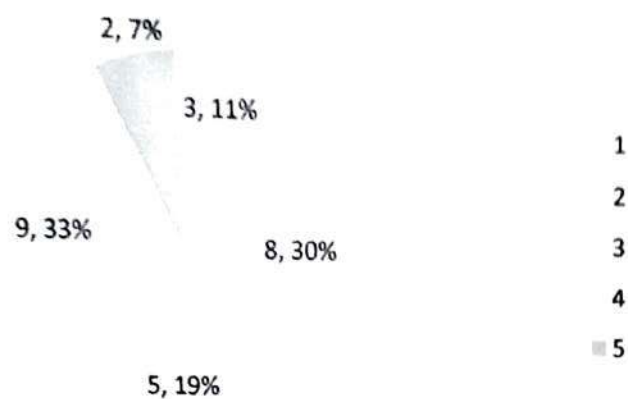
12 Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered. Fq



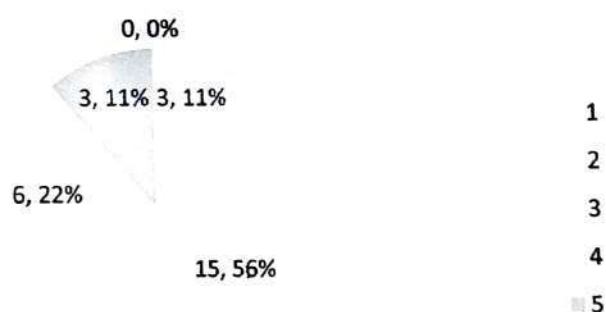
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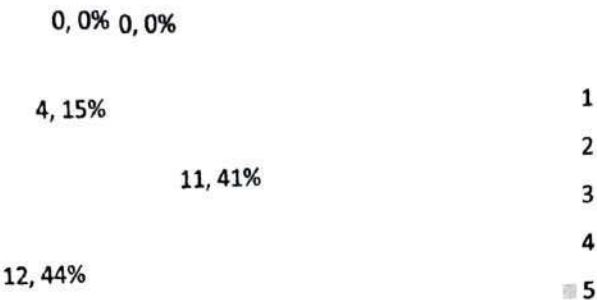
13 loading of the courses in a semester Fq



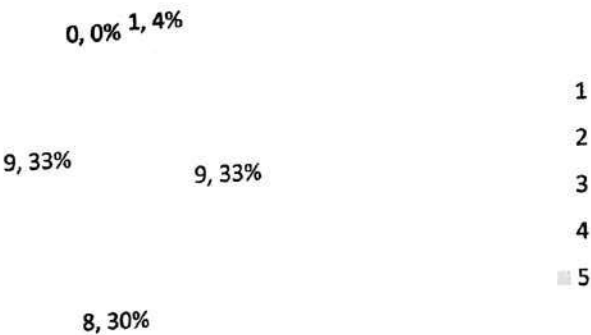
14 evaluation scheme designed for each of the course Fq



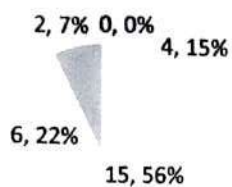
**15 objectives stated for each of the
course Fq**



**16 competencies expected out of the
course : Fq**

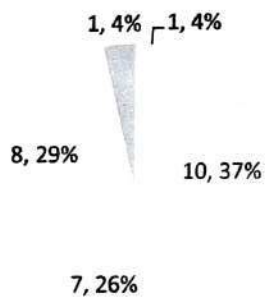


17 composition of the courses in terms of social science and humanities, discipline core, discipline elective, open...



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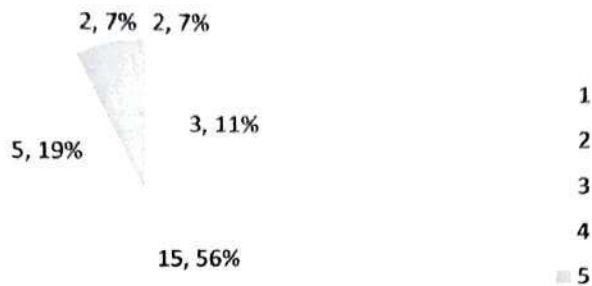
18 course in relation to the real life applications Fq



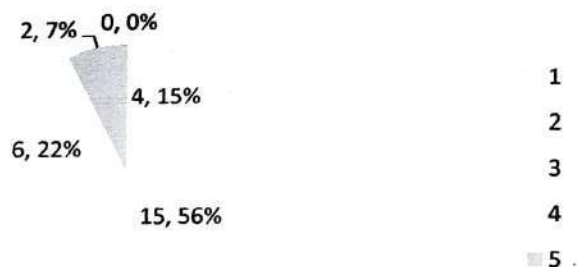
- 1
- 2
- 3
- 4
- 5



19 does this course help your child earn money Fq



20 does this course helps in makeing your child a 3 human being Fq



Other suggestions from Parents:

- A subject should be taught by a single teacher
- Placement must be increased and some course related to computer should be taught
- Strict timings. Punctuality need to be improved. It would be good if the students are practically taught related to their syllabus.
- College teacher are cooperative
- Change classroom atmosphere
- Give our child video lecture recording for helping them self-study or sum related problems



- Kindly provide more information about study for students
- No changes in syllabus since years.
- Arrange online lectures for irregular students.

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 and courses that provide basic computer skills.
- Other vocational courses should be emphasized
- Employability and placements need more focus.
- Admin staff needs to be a little politer and cooperative towards the students.


Principal

Gujarat Commerce College

Ahmedabad

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2020-21

Feedback ATR

1. Student
2. Faculty
3. Alumni
4. Parents



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

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



Action Taken Report of the IQAC Review Meeting

Held on 10/4/20 at 10.00 AM at IQAC Office, Gujarat Commerce College, Ahmedabad

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

Sr. No.	Suggestion	Action Taken
1	Employability and placements need more focus	The committee advised to Strengthen career services and placement support, including workshops on resume writing, interview preparation, and job fairs.
2	Development of e-content	The teachers were encouraged to develop and provide more e-content, especially in light of the pandemic, to support student learning remotely.




Co-ordinator
IQAC Committee
Gujarat Commerce College

2021-22

Feedback Collected

1. Student
2. Faculty
3. Alumni

Student

2020-21	SMSL SSM 8cm 5.6	4120	Strongly A Agree	Strongly A Strongly A Agree	Agree	Strongly A Strongly A Agree	Strongly A Agree	Agree	Strongly A Strongly A Agree	Strongly A Agree	Agree	Strongly A Strongly A Agree	Very good Very good Good	Good	Good	Very good Very good Very good Very good Very good Excellent	Excellent	Excellent	Very good Excellent	Very good Excellent	Very good Very good Very good Excellent	Very good Very good Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	necessary
2020-21	SMSL SSM 8cm 5.6	4120	Strongly A Agree	Strongly A Strongly A Agree	Agree	Strongly A Strongly A Agree	Strongly A Agree	Agree	Strongly A Strongly A Agree	Strongly A Agree	Agree	Strongly A Strongly A Agree	Very good Very good Good	Good	Good	Very good Very good Very good Very good Very good Excellent	Excellent	Excellent	Very good Excellent	Very good Excellent	Very good Very good Very good Excellent	Very good Very good Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Time allocated to complete the syllabus is very short
2020-21	SMSL SSM 8cm 5.6	4120	Strongly A Agree	Strongly A Strongly A Agree	Agree	Strongly A Strongly A Agree	Strongly A Agree	Agree	Strongly A Strongly A Agree	Strongly A Agree	Agree	Strongly A Strongly A Agree	Very good Very good Good	Average	Good	Very good Very good Very good Very good Very good Excellent	Excellent	Excellent	Very good Excellent	Very good Excellent	Very good Very good Very good Excellent	Very good Very good Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	admission process in the college is honest
2020-21	CORR CCI 8cm 5.6	4120	Strongly A Agree	Strongly A Strongly A Agree	Agree	Strongly A Strongly A Agree	Strongly A Agree	Agree	Strongly A Strongly A Agree	Strongly A Agree	Agree	Strongly A Strongly A Agree	Very good Very good Good	Average	Good	Very good Very good Very good Very good Very good Excellent	Excellent	Excellent	Very good Excellent	Very good Excellent	Very good Very good Very good Excellent	Very good Very good Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	atmosphere in the college is conducive for learning



Faculty

Alumni

[illegible]

2021-22

Feedback Analysis

1. Student
2. Faculty
3. Alumni

Student

Gujarat Commerce College, Ellisbridge Ahmedabad

Report on Analysis of Student feedback

Year 2021-22

The Institute collects feedback from its students regarding general as well as curriculum and syllabus every year. They are advised to give fearless and open responses. This is done to find out the shortcomings in the curriculum and improvise it as per the present needs, and also to know if views of students regarding college, its staff and other things. The suggestions are compiled and consolidated at the college level. Based on the feedback collected the suggestions are discussed and forwarded to IQAC and later IQAC forwards the suggestions to the University to improvise the syllabus if they can. Ours being an affiliated college, we can only make suggestions to the university; the ultimate decision lies with the university. IQAC tries to bring changes as per the general suggestions.

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

Total was done and averages were calculated for questions where rating was to be done. Rounding off of the figures was done for convenience of calculation and interpretation. Interpretations were made according to the final average scores and thereby suggestions were made.

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



Section -1 General

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

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

	at college				
16	teachers encourage for extra-curricular activities	4	Agree		teachers encourage for extra-curricular activities
17	My time at the college been intellectually enriching	4	Agree		Students feel that their time at the college is intellectually enriching

Section-2 College facilities and infrastructure

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

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



Section -3 Curriculum Feedback

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



Other suggestions from students:

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



Final Suggestions:

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



F08, P8h

Principal

Gujarat Commerce College

Ahmedabad

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Faculty

Gujarat Commerce College, Ellisbridge Ahmedabad

Report of Analysis of faculty feedback on curriculum

Year 2021-22

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

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

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

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

Following were the questions asked in the feedback:

Sr. no.	Question
1	How do you rate the sequence of the courses that you teach are in sequence to what you have taught in the previous semester?
2	How do you rate the syllabus of the courses that you have taught in relation to the competencies expected out of the course?
3	How do you rate the relevance of the units in syllabus relevant to the course?
4	How do you rate the sequence of the units in the course?
5	How do you rate the allocation of the credits to the course?
6	How do you rate the distribution of the contact hours among the course components?
7	How do you rate the offering of the electives in terms of their relevance to the specialization streams?
8	How do you rate the electives offered in relation to the Technological advancements?



9	How do you rate the relevance of reference books by their international recognition to the courses?
10	Rate the size of the syllabus in terms of the load on the student?
11	Rate the courses in terms of extra learning or self-learning considering the design of the courses?
12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.
13	How do you rate the loading of the courses in a semester?
14	How do you rate the evaluation scheme designed for each of the course?
15	How do you rate the objectives stated for each of the course?
16	How do you rate the competencies expected out of the course?
17	How do you rate the composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.?
18	How do you rate the percentage of courses having LAB/Field components?
19	How do you rate the domain used for designing the experiments for the Lab/field components?
20	How do you rate the course in relation to the real life applications?

Scores were allotted as follows:

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

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



Subject wise Interpretations and suggestions are as follows:

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

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

For.

B. B. B. B.
Principal

Gujarat Commerce College

Ahmedabad

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Alumni

Gujarat Commerce College, Ellisbridge Ahmedabad

Report on Analysis of Alumni feedback

Year 2021-22

The Institute collects feedback from alumni regarding general as well as curriculum and syllabus every year. They are advised to give fearless and open responses. This is done to find out the shortcomings in the curriculum and improvise it as per the present needs, and also to know if views of students regarding college, its staff and other things. The suggestions are compiled and consolidated at the college level. Based on the feedback collected the suggestions are discussed and forwarded to IQAC and later IQAC forwards the suggestions to the University to improvise the syllabus if they can. Ours being an affiliated college, we can only make suggestions to the university; the ultimate decision lies with the university. IQAC tries to bring changes as per the general suggestions.

Method of feedback collection and analysis:

Feedback were collected through google forms. Responses were downloaded.

Total was done and averages were calculated for questions where rating was to be done. Rounding off of the figures was done for convenience of calculation and interpretation. Interpretations were made according to the final average scores and thereby suggestions were made.

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



Section -1 General

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

98% students felt proud to be a part of Gujarat commerce college.

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

Majority students feel that the development activities organized by the College for their overall development is very good.

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

Yes

No

Not Sure

Majority students are willing to contribute to the development of the college.

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

Very Good

Good

Fair

Poor

Very Poor

Not

Rate

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The details of the score are as follows.

Sr. no	Facility	Score	Score
1	Teaching	5	Very Good
2	Library	4	Good
3	Computer & Wi-Fi	4	Good
4	Infrastructure	4	Good

The and highest rated is the "Teaching". There is more scope for development in the computer and wi-fi facility. Infrastructure and library rated fairly good.

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



The mixed responses indicate that theory is imparted good but when it comes to practical knowledge, there is still scope for its development.



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

1000 900 800 700 600 500 400 300 200 100 0

Faculty Name: _____ Subject: _____ Date: _____

The details of the score are as follows,

Sr. no	Academic initiatives	Score	Score
1	Industrial Visit	4	Good
2	Seminars & Workshops	4	Good
3	Coaching for different competitive exams	4	Good
4	Other Developmental Activities	5	Very Good

Other Developmental Activities rated the highest among all others. However, there seems scope for development in industrial visits.



7. Has the placement Cell provided ample placement opportunities?

Although majority agree that placement Cell provided ample placement opportunities; however, the combination of other two responses (No and May be) show that students should be well included in placement activities.

8. Have you availed Career counselling and guidance for higher studies from Placement Cell?

Majority students failed or lost the opportunity to avail Career counselling and guidance for higher studies from Placement Cell.



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

Only 50% (approx.) participate in Alumni Meet. Alumni committee should try to include more students in alumni meet.

10. Have you ever been appreciated by your *Company. If yes, please share details

- Yes, Promoted to Principal correspondent at the age of 27.
Archana Mohan
Bookosmia
- Co-Founder and head of content
Yes, giving a good growth to client brand on social media.
Radhika Mantri
Elixir Web Solutions
- Social Media Marketing Executive
Constant target achiever
Karan Patel
Fairstone financial
Lending specialist
- Employee of the month - December 2019
Darshan Thakkar
Paperchase Accountancy India Pvt Ltd
Accounts Executive



11. Have you made any significant achievement as: *A student of GCC. If yes, please share details

- Jayveersinh Vaghela cleared NET with JRF and is pursuing his PhD.
- Risham Prajapati cleared SLET and teaching accountancy as visiting faculty.
- Rank in class, awarded as general secretary
- CHIRAG RIBADIYA
- Youth of Ahmedabad and I am the Trustee Of Alumni Association and Treasurer.
- Anand Mali
- Yes I have participated in Skit and mime from college and represented college at state level in Acting.
- Apart from this I am associated with NCC and NSS and done all the activities included in that with full enthusiasm.
- Deepak Rao
- Was college gold medalist for B.Com in 2001
- Won 1st prize in Extempore event held by Youth Festival, South zone.
- Won 1st prize in Extempore and Debate at Youth festival, Ellisbridge zone
- Won 1st prize in debate competition held by Gujarat arts and science college
- Under the guidance of Usha mam organized cricket tournament for girls for two years
- Was Cultural secretary of college in 2002-03 and Ladies Representative in 2003-04
- Archana Mohan
- Yes, won the first prize in dance and interviewed for Gujarati News Channel
- Rachika Mantri
- University ranker
- 2 times NET Qualified and GSET Also
- Dilipkumar Suthar
- I was GGS in 2000-2001 &
- G.S in 2001-2002
- JASMINKUMAR N DARJI
- CGS in S.Y. B.Com and GS in T.Y. B.Com
- Rohan Saha
- Ranker in college
- Saif Khan
- Yes, I was working as a College Student as well as "Class Representative" of the College, "General Secretary of Culture" and "Leader of NSS Unit" and currently as "Trustee" of Gujarat Commerce
- College Alumni Association,
- Dharmik Bharatbhai Shah
- I was CR during my college time
- Jignesh Hadmatbhai bhat
- Yes, won in youth festival of Gujarat University
- Harvendra singh Bhadauriya



- Best NSS leader 2014, 2015
SHUBHAM A VYAS
- I have cleared Two exams in 2019 which are UGC net and GSET,
Vaghela Jayvirsinh Kiritsinh
- Delhi RDC prade-2016
Jogi Rajesh JAYSINGH
- Yes, Gold Medalist in 2011, GS of the collage
Jigneshkumar Jyani
- Yes, I have received first rank in Gujarat University Youth Festival-Collage
Shrishi Das
- Got medal for Ranking first in class
Shah Priyal kailashbhai

12. Have you made any significant achievement as **An Employee of your organization. If yes, please share details

Anand Mali	Yes! Can't share being compliance issue
Deepak Rao	3-month consecutive star performer for Flourish pure foods. Won "Highly commended short story award" at the prestigious Commonwealth Short story contest in 2009. Have written the acclaimed "Yaksha", India's first children's book on Yakshagana which was appreciated in media like Indian Express, The Hindu etc. Also conceptualized "Howzzat - India's first sports journal for kids which was featured in Deccan Herald newspaper. My views on unity between India and Pakistan through cricket went viral and across the world and was covered extensively by media like Times of India, Indian Express, Better India, The Tribune Pakistan and The Nation, Pakistan.
Archana Mohan	Yes, giving a good growth to client brand on social media
Radhika Mantri	I got one promotion in present company.
Rinu Makwana	Yes, I do inspiring work in my social organization, spreading awareness on topics like education in certain backward and other areas. I also visit other social organizations. In addition to financial gain, I also demonstrate and use awareness skills through social media to the best of my ability.
Dharmik Bharatbhai Shah	Yes, I do inspiring work in my social organization, spreading awareness on topics like education in certain backward and other areas. I also visit other social organizations. In addition to financial gain, I also demonstrate and use awareness skills through social media to the best of my ability.
Dharmik Bharatbhai Shah	Best employee of the month
Karan Patel	Yes, was being promoted to accounts executive from accounts assistant in just 6 months because of my performance in my past organization.
Darshan Thakkar	



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	

Other suggestions from Alumni:

- More practical things should be introduced
- Practice and teach some research subject for those who are interested in research Field
- Attendance of all students is made compulsory. And the professor does not go for lectures, he should be regularized, properly.
- Appoint visiting professors who can teach
- Paying enough attention to many small things regarding the infrastructure of the college.
- More Life Skills curriculum can be introduced
- Improve on the college Management
- To give practical or creative live assignments instead of writing
- More industry workshops with industry visits needed



- The course should be prepared by seeing the current requirements and as followed by other big private universities. Also should include foreign languages in the syllabus to increase the career opportunities and skills
- Proper staff must
- For the development of all types of students, it is better for the college to issue its own syllabus.
- Please focus on skills development
- Make it updated as per current Era
- More practical knowledge is needed
- Arrange more and more workshop which can be helpful for student to update their knowledge like command on communication, spoken English, public speaking etc
- Practical Based learning
- Your basic rights and social responsibilities towards society should be in the syllabus.
- Help students clearing their doubts and give the computer training especially for Microsoft Excel
- Practical knowledge of current industry should be imparted to students
- Try to give more practical knowledge apart from the books which can help any student in their lives.

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.

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Bh

Principal
Gujarat Commerce College
Ahmedabad



Copy forwarded to IQAC

2021-22

Feedback ATR

1. Student
2. Faculty
3. Alumni



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

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



Action Taken Report of the IQAC Review Meeting

Held on 6/04/22 at 10.00 AM at IQAC Office, Gujarat Commerce College, Ahmedabad

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

Sr. No	Agenda	Action Taken
1	Up gradation of syllabus	The committee suggested the members of BOS to suggest necessary changes to university for the up gradation of syllabus.
2	Development of e-content	The teachers were encouraged to develop and provide more e-content, especially in light of the pandemic, to support student learning remotely.
3	Digital leaning tools	The teachers were encouraged to use more digital mode of leaning tools.




Coordinator
IQAC Committee
Gujarat Commerce College
Ahmedabad

2022-23

Feedback Collected

1. Student
2. Faculty
3. Alumni

Student

Faculty

Alumni

[illegible]

2022-23

Feedback Analysis

1. Student
2. Faculty
3. Alumni

Student

Gujarat Commerce College, Ellisbridge Ahmedabad

Report on Analysis of Student feedback

Year 2022-23

The institution annually gathers feedback from its students, encompassing both general aspects and specific feedback on the curriculum and syllabus. Students are encouraged to provide candid and open responses to identify any deficiencies in the curriculum and enhance it according to contemporary needs. The feedback process also gauges students' perspectives on the college, its faculty, and other relevant aspects.

The collected suggestions are then compiled and consolidated at the college level. Following this, the feedback is thoroughly examined and discussed, after which it is forwarded to the Internal Quality Assurance Cell (IQAC). Subsequently, the IQAC forwards the consolidated suggestions to the affiliated University for potential improvements to the syllabus. It's important to note that as an affiliated college, the institution can only propose suggestions to the university, and the final decision rests with the university authorities. The IQAC endeavours to implement changes in line with the general feedback received.

METHOD OF FEEDBACK COLLECTION AND ANALYSIS:

The feedback collection process utilized Google Forms as the primary tool. Responses obtained through the forms were downloaded for further analysis. Total scores were computed, and averages were calculated for questions where a rating system was employed. For ease of interpretation and calculation, figures were rounded off.

The detailed analysis involved interpreting the final average scores. Based on these interpretations, suggestions were formulated. The analysis delved into nuanced aspects, offering insights into the feedback trends and identifying areas of improvement. These findings were then used to provide informed recommendations and enhancements for the areas under consideration.

This method allowed for a comprehensive examination of the feedback data, ensuring that the analysis was both detailed and accurate. The rounded figures facilitated a more straightforward interpretation of the results, contributing to the clarity of the overall feedback analysis process.



SECTION -1 GENERAL

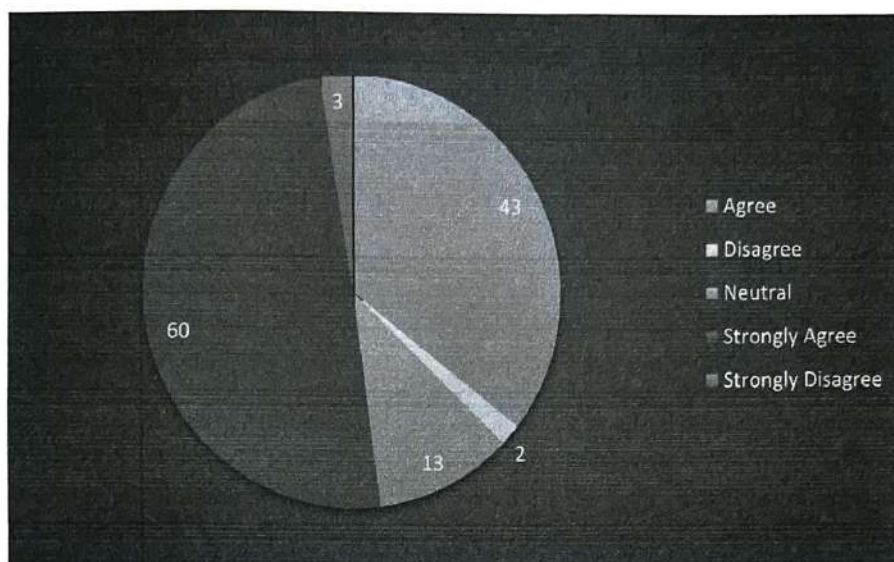
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Sr. No	Particulars	Score	Score
1	Getting admission in this college is a matter of pride for me	4	AGREE
2	admission process in the college is fair and accurate	4	AGREE
3	I am improving in this college (learning/confidence, other)	4	AGREE
4	atmosphere in the college is conducive for learning	4	AGREE
5	There is positive change in the behaviour in me after joining the college	4	AGREE
6	college conveys all information	4	AGREE
7	College website is very informative and regularly updated	4	AGREE
8	Employability is given focus in the teaching learning process	4	AGREE
9	Examination results are declared timely	4	AGREE
10	college teachers are cooperative	4	AGREE
11	college's admin staff are cooperative	4	AGREE
12	The syllabus is completed on time	4	AGREE
13	Evaluation of answer sheets is fair enough	4	AGREE
14	Teachers come well prepared in the class	4	AGREE
15	There is a good Teacher-student relationship at college	4	AGREE
16	teachers encourage for extra-curricular activities	4	AGREE
17	My time at the college has been intellectually enriching	4	AGREE



ANALYSIS AND INTERPRETATION OF THE FEEDBACK RECEIVED

1 Getting admission in this college is a matter of pride for me



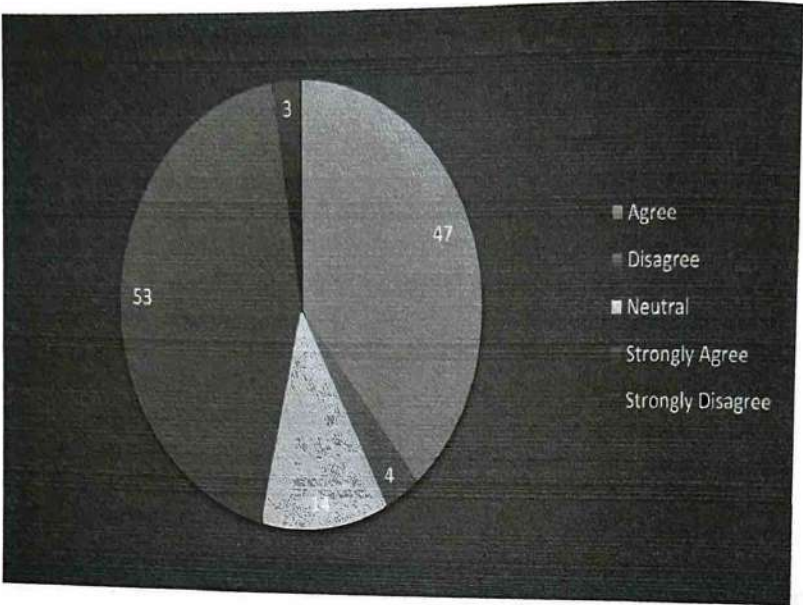
The distribution of responses to the statement "Getting admission in this college is a matter of pride for me" is visually represented in a pie chart. The chart reveals that a substantial portion, nearly half, strongly agrees, reflecting a prevalent positive sentiment toward the pride associated with admission to the institution. An additional significant portion agrees, contributing to an overall favorable perception among participants. In contrast, only a minimal slice of the chart represents those who disagree or strongly disagree with the statement. This visual representation emphasizes the dominant positive perception regarding the pride linked to admission in the college, making it a noteworthy aspect according to the survey participants.

2 Admission process in the college is fair and accurate

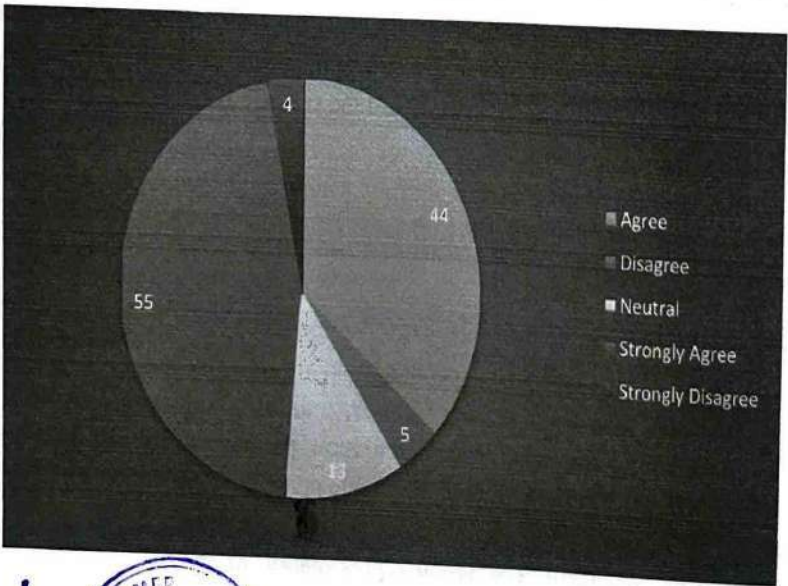
The distribution of responses to the statement "Admission process in the college is fair and accurate" is presented in terms of percentages among student respondents. A significant percentage of student respondents strongly agrees, indicating a prevalent positive sentiment towards the fairness and accuracy of the admission process. Additionally, a considerable percentage agrees, contributing to an overall favorable perception among student respondents. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would



highlight a dominant positive perception among student respondents regarding the fairness and accuracy of the admission process in the college, emphasizing the confidence and satisfaction of the students in this aspect.

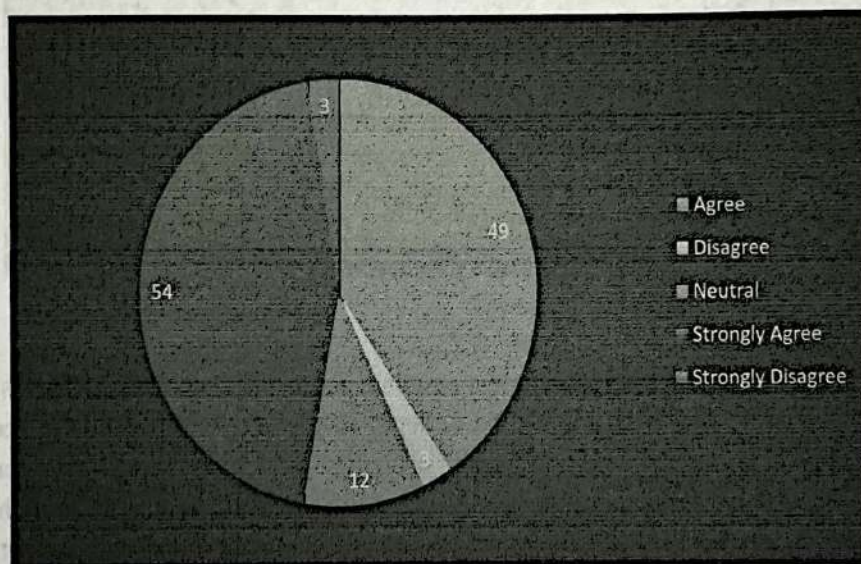


3 I am improving in this college (learning/confidence, other)



The distribution of responses among student respondents to the statement "I am improving in this college (learning/confidence, other)" is depicted in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards improvement in various aspects, including learning and confidence, within the college. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding their personal development. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would underscore a dominant positive perception among student respondents regarding their improvement in this college, emphasizing the confidence and positive experiences of students in their academic and personal growth.

4 Atmosphere in the college is conducive for learning

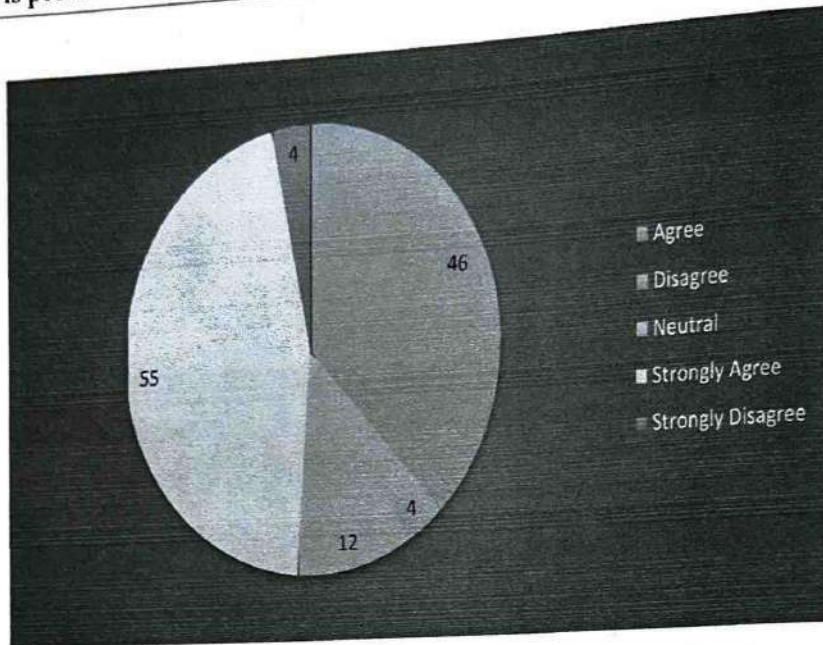


The distribution of responses among student respondents to the statement "The atmosphere in the college is conducive for learning" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the learning environment within the college. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the conducive atmosphere for learning. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would emphasize a dominant positive perception among student respondents



concerning the college's conducive atmosphere for learning, underscoring their satisfaction with the educational environment.

5 There is positive change in the behaviour in me after joining the college



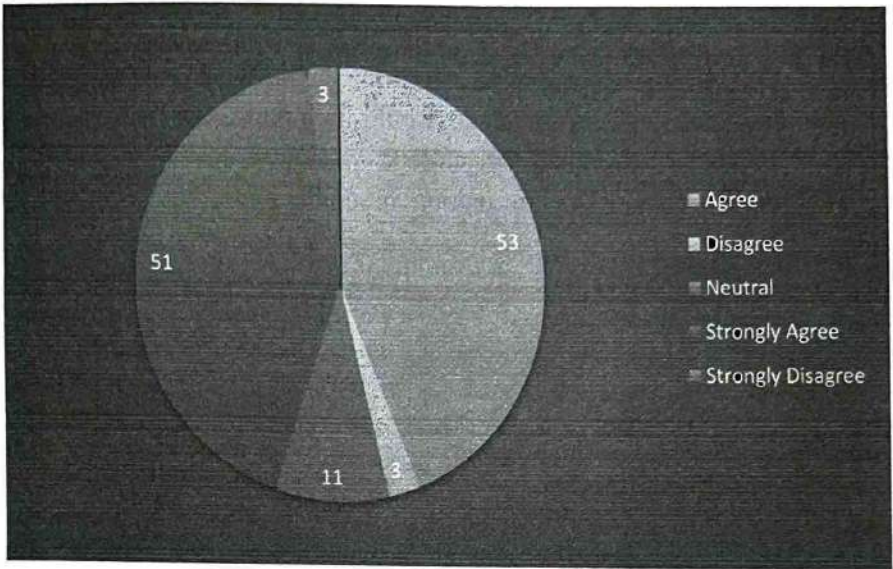
The distribution of responses among student respondents to the statement "There is a positive change in behavior in me after joining the college" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards experiencing a positive change in behavior after joining the college. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding personal growth and behavioral changes. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would highlight a dominant positive perception among student respondents regarding the transformative impact of the college on their behavior, emphasizing their satisfaction with the developmental aspects of their educational journey.

6 College conveys all information

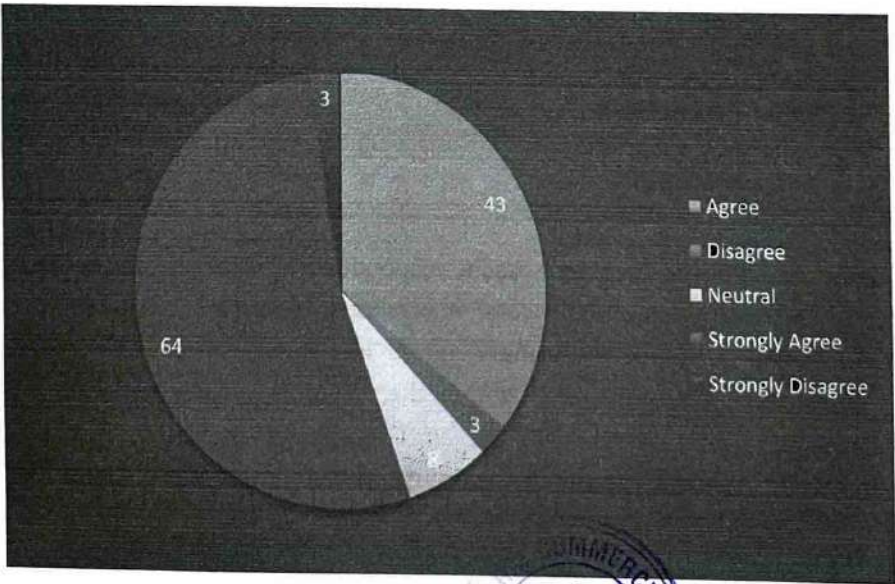
The distribution of responses among student respondents to the statement "College conveys all information" is depicted in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the effectiveness of the college in conveying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



to an overall positive perception among student respondents regarding the communication of information by the college. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would underscore a dominant positive perception among student respondents regarding the college's efficacy in conveying information, highlighting their satisfaction with the communication processes within the educational institution.

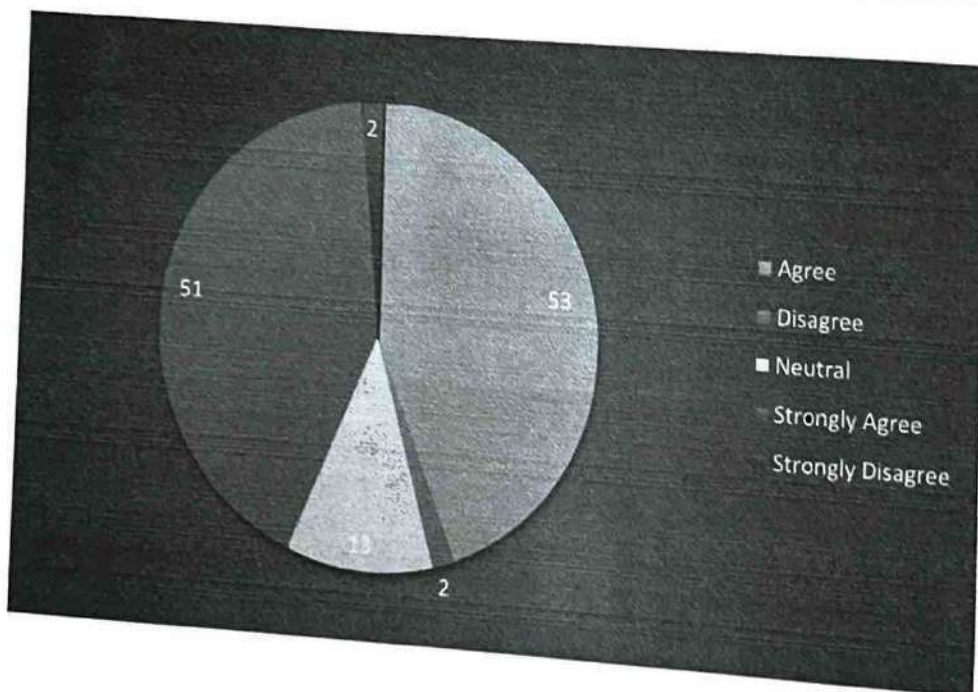


7	College website is very informative and regularly updated
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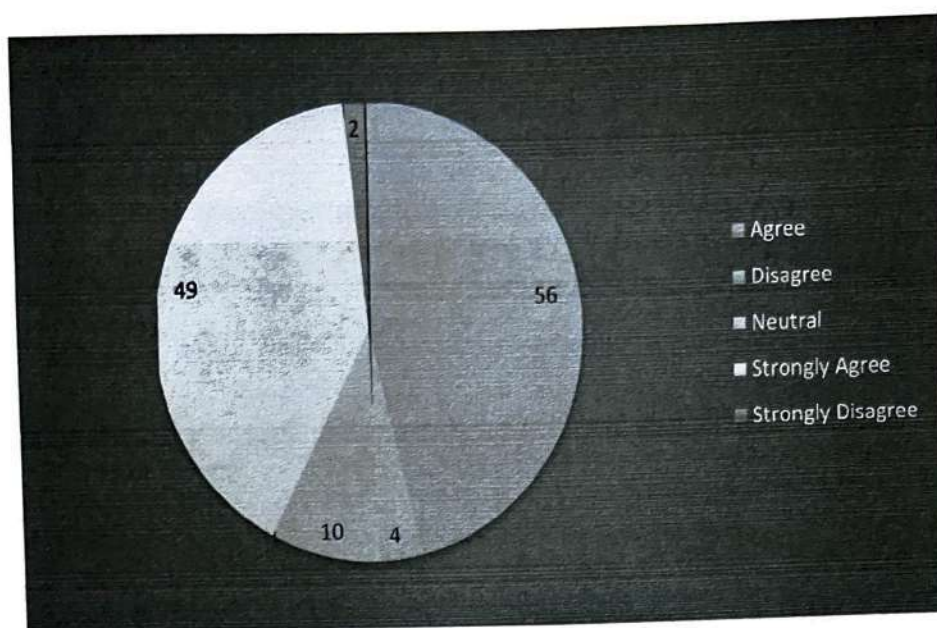
The distribution of responses among student respondents to the statement "College website is very informative and regularly updated" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the informativeness and regular updating of the college website. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the effectiveness of the college website. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would highlight a dominant positive perception among student respondents regarding the college website's quality and regular updating, emphasizing their satisfaction with the information dissemination through this online platform.

8 Employability is given focus in the teaching learning process



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



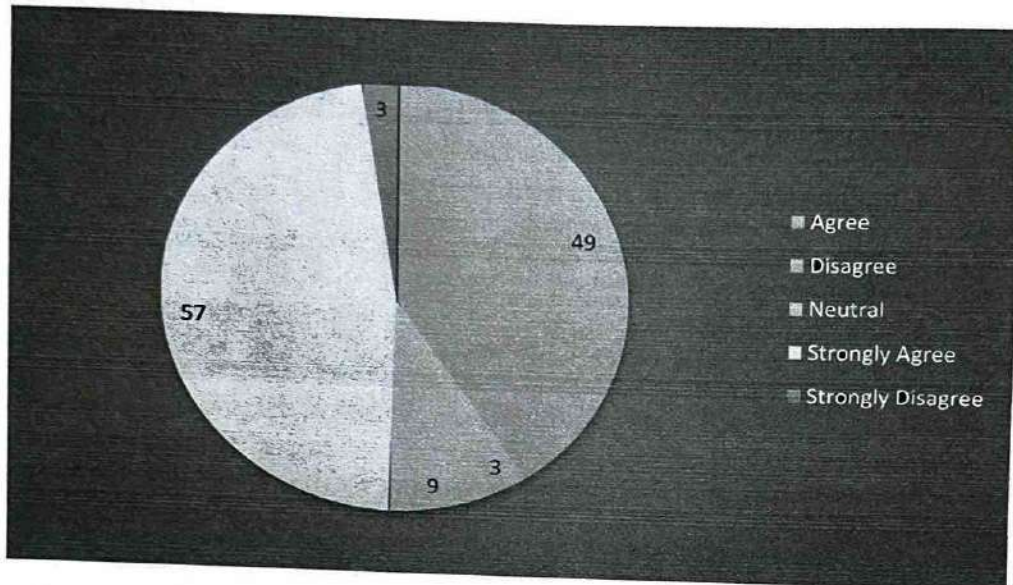


The distribution of responses among student respondents to the statement "Examination results are declared timely" is presented in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the timely declaration of examination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

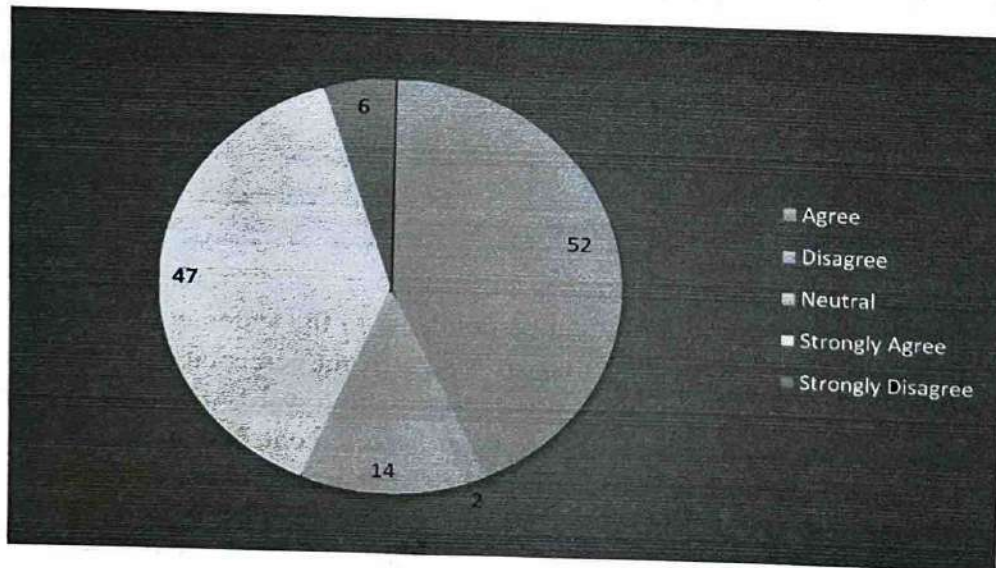
The distribution of responses among student respondents to the statement "College teachers are cooperative" is depicted in terms of percentages. A significant percentage of student respondents strongly agree, indicating a prevalent positive sentiment towards the cooperative nature of college teachers. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the collaborative approach of their teachers. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would highlight a dominant positive perception among student respondents regarding the cooperative



attitude of college teachers, emphasizing their satisfaction with the supportive learning environment fostered by the teaching staff.



11 College's admin staff are cooperative

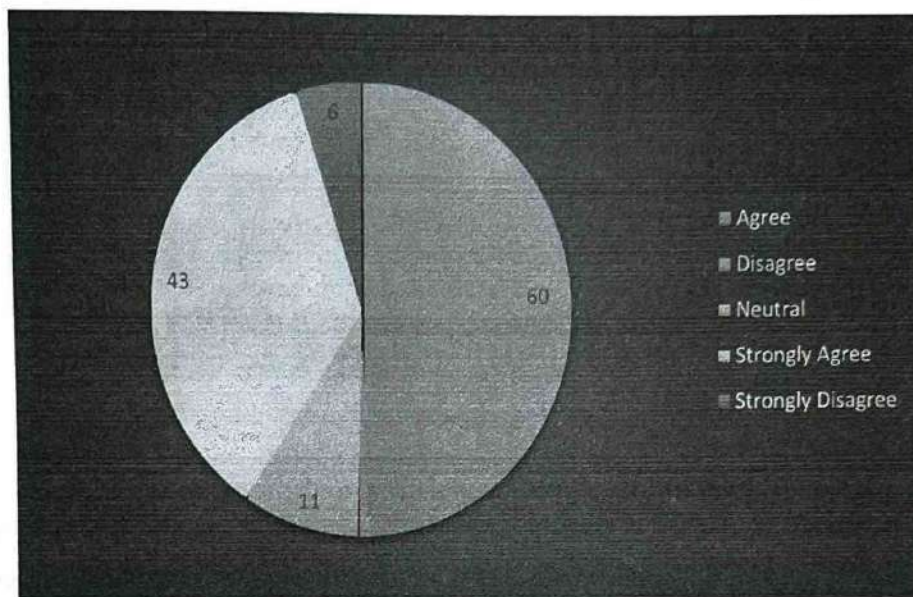


The distribution of responses among student respondents to the statement "College's admin staff are cooperative" is presented in terms of percentages. A significant percentage of student



respondents strongly agree, indicating a prevalent positive sentiment towards the cooperative nature of the administrative staff. Additionally, a notable percentage agrees, contributing to an overall positive perception among student respondents regarding the helpful and cooperative demeanor of the administrative team. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would emphasize a dominant positive perception among student respondents regarding the cooperation of the college's administrative staff, underscoring their satisfaction with the support and assistance provided by the administrative team.

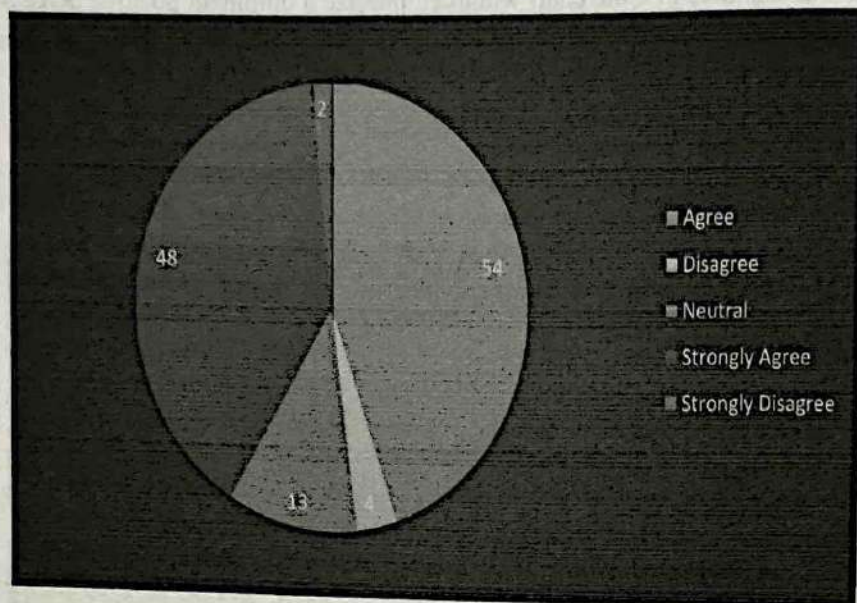
12	The syllabus is completed on time
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The distribution of responses among student respondents to the statement "The syllabus is completed on time" is presented in terms of percentages. A substantial percentage of student respondents agree, indicating a prevalent positive sentiment towards the timely completion of the syllabus. Additionally, a notable percentage strongly agrees, contributing to an overall positive perception among student respondents regarding the adherence to the academic schedule. In contrast, only a minimal percentage of student respondents expresses disagreement or strong disagreement with the statement. The visual representation of this data in a pie chart would highlight a dominant positive perception among student respondents regarding the punctual completion of the syllabus, emphasizing their satisfaction with the academic planning and execution.



13	Evaluation of answer sheets is fair enough
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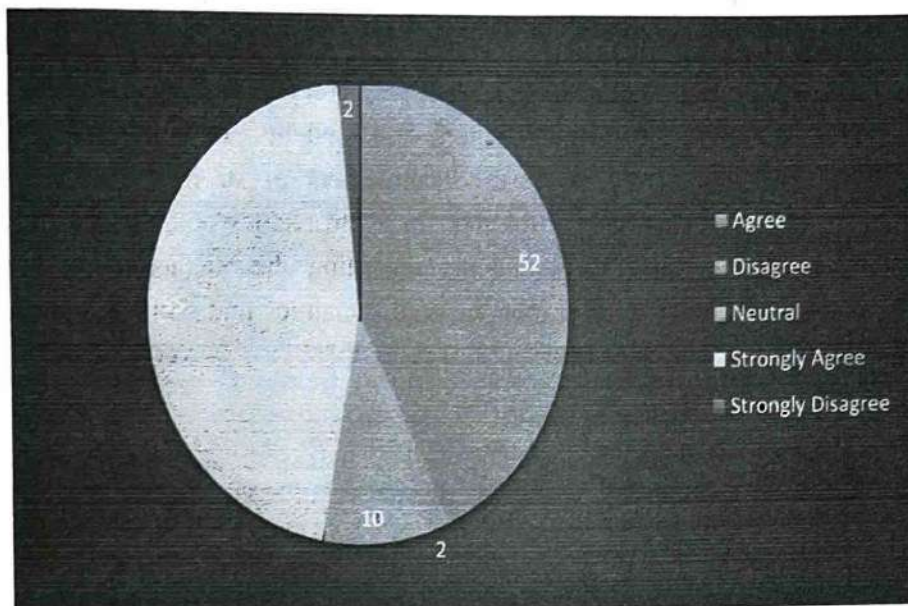


The distribution of responses among student respondents to the statement "Evaluation of answer sheets is fair enough" is depicted in terms of percentages. A significant percentage of student respondents agree, indicating a prevalent positive sentiment towards the fairness of the evaluation process for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

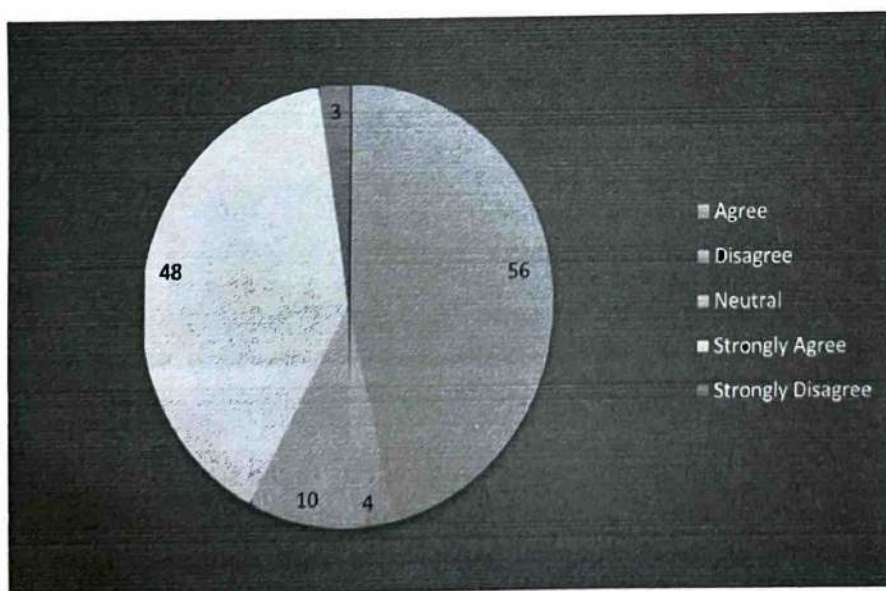
14	Teachers come well prepared in the class
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The distribution of responses among student respondents to the statement "Teachers come well prepared in the class" is presented in terms of percentages. A significant percentage of student respondents strongly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



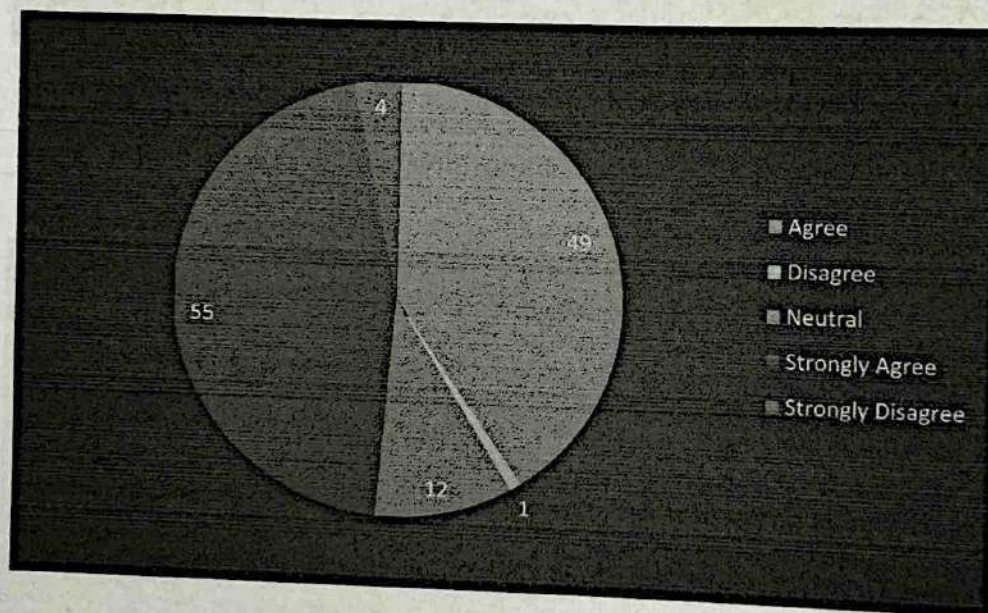
15	There is a good Teacher-student relationship at college
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The distribution of responses among student respondents to the statement "There is a good teacher-student relationship at college" is presented in terms of percentages. A significant

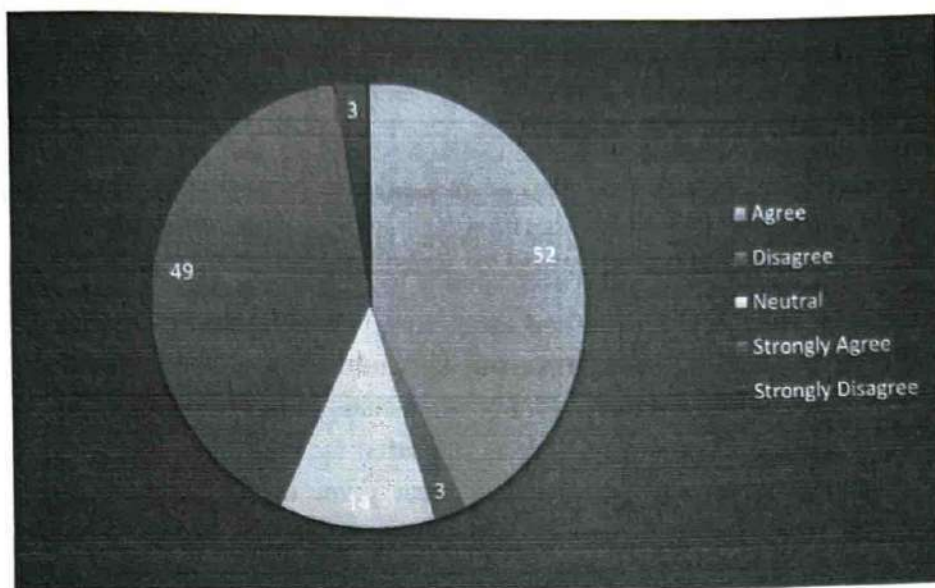
percentage of student respondents agree, indicating a prevalent positive sentiment towards the quality of the teacher-student relationships within the college. Additionally, a notable percentage strongly agrees, contributing to an overall positive perception among student respondents regarding the positive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

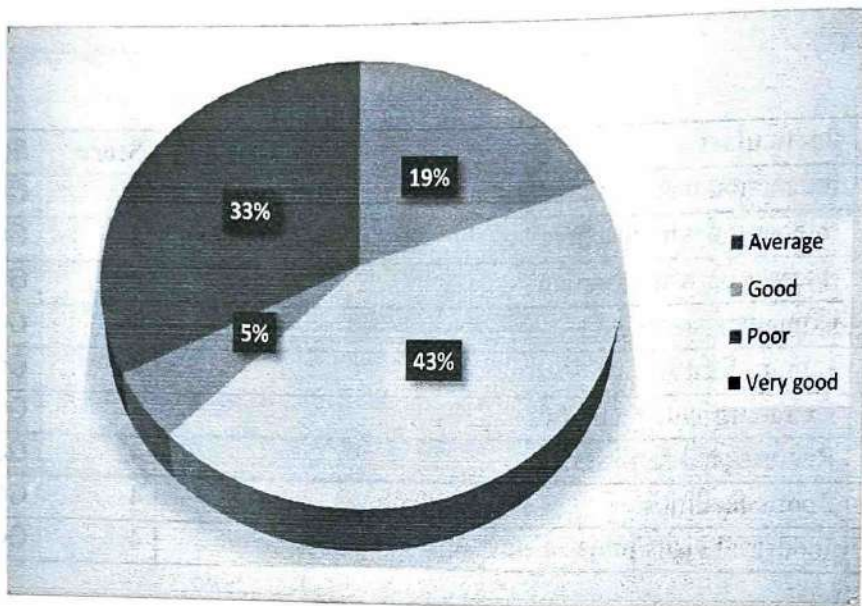
Excellent	Very good	Good	Average	Poor	Very poor
6	5	4	3	2	1

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

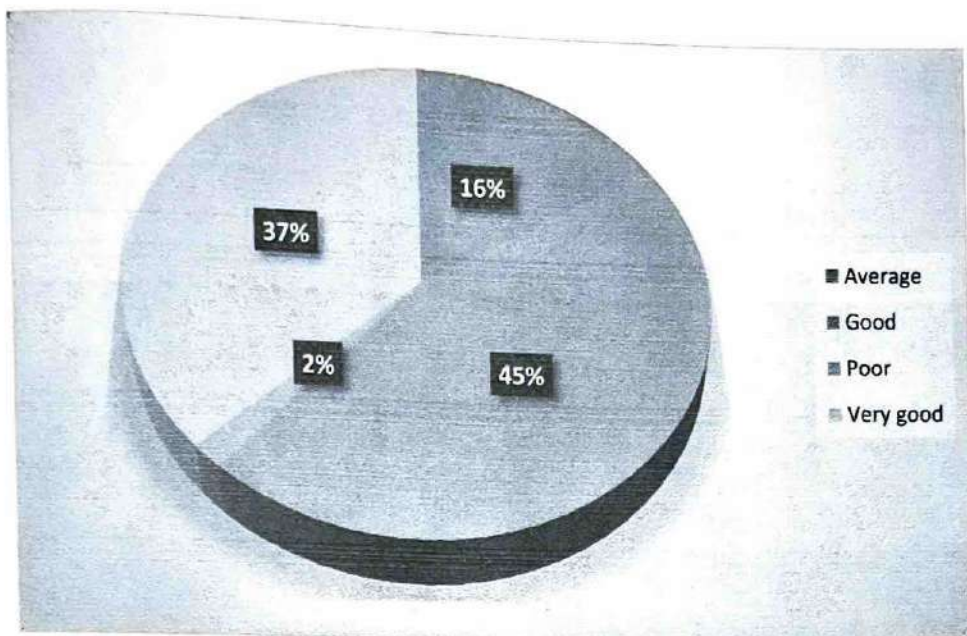


The data illustrates positive feedback for "Interaction with administration," with the majority rating it as "Good" (43.0%) and a significant portion as "Very Good" (33.1%). A moderate percentage found it "Average" (19.0%), while a small percentage marked it as "Poor" (4.96%). Overall, the data indicates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

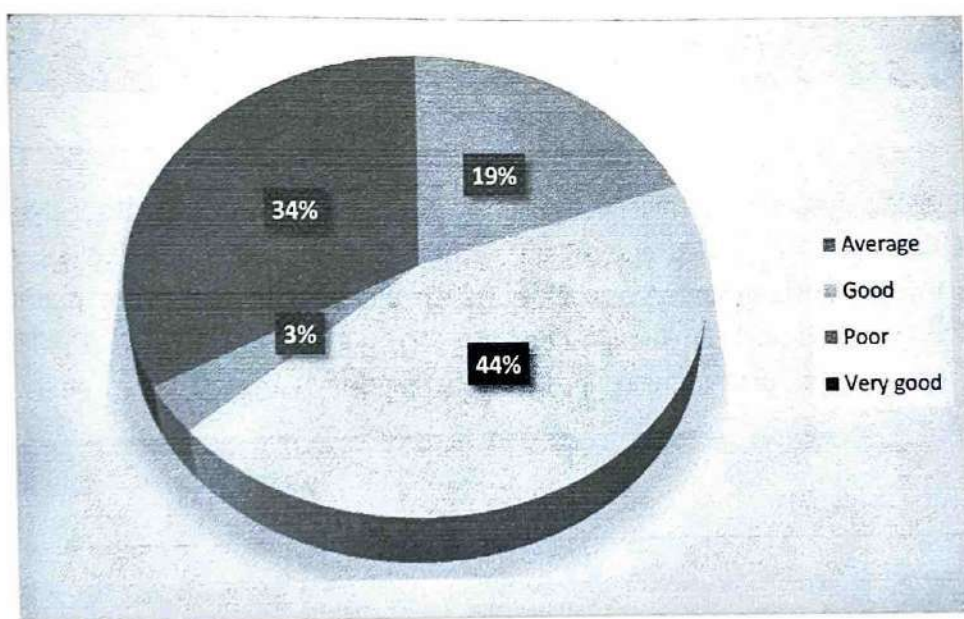
2 Interaction with teachers

The data indicates positive feedback for "Interaction with teachers," with a majority rating it as "Good" (45.5%) and a significant portion as "Very Good" (37.2%). A moderate percentage found it "Average" (15.7%), while a minimal percentage marked it as "Poor" (1.65%). Overall, the data suggests a predominant positive perception of interactions with teachers among respondents.



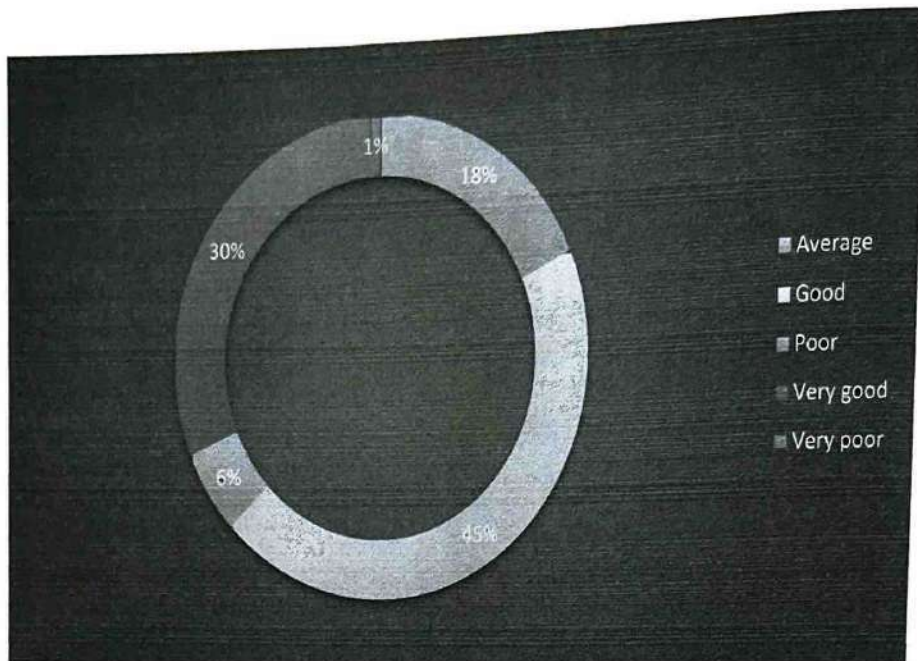


3 Interaction with librarian



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

4 Computer facilities

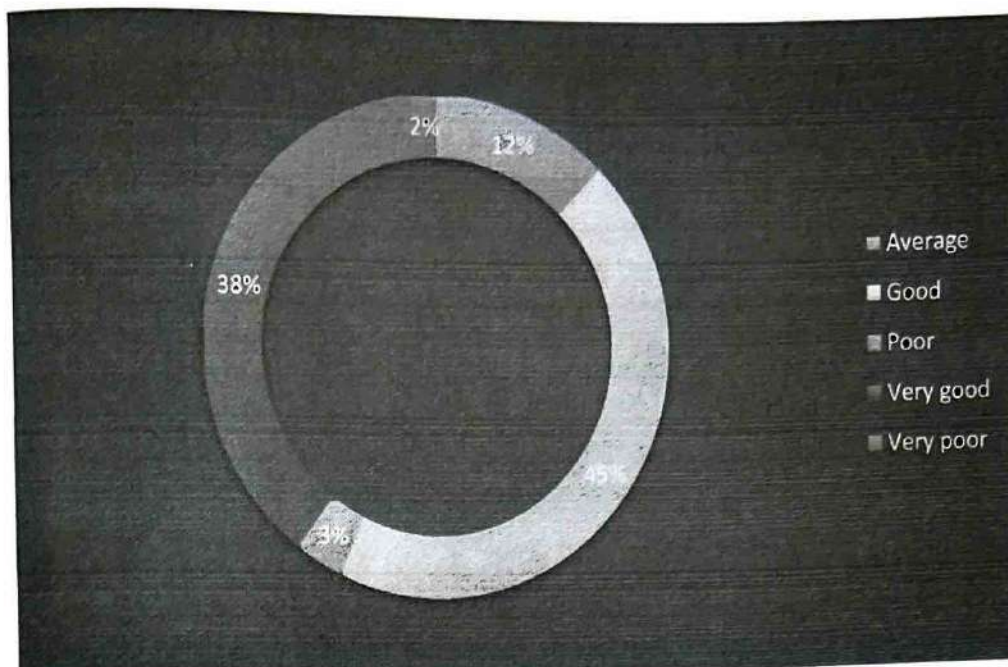


The data suggests positive sentiments regarding "Computer facilities," with a majority rating them as "Good" (44.6%) and a significant portion as "Very Good" (30.6%). A moderate percentage found the facilities "Average" (18.2%), while a smaller count marked them as "Poor" (5.79%). A minimal percentage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

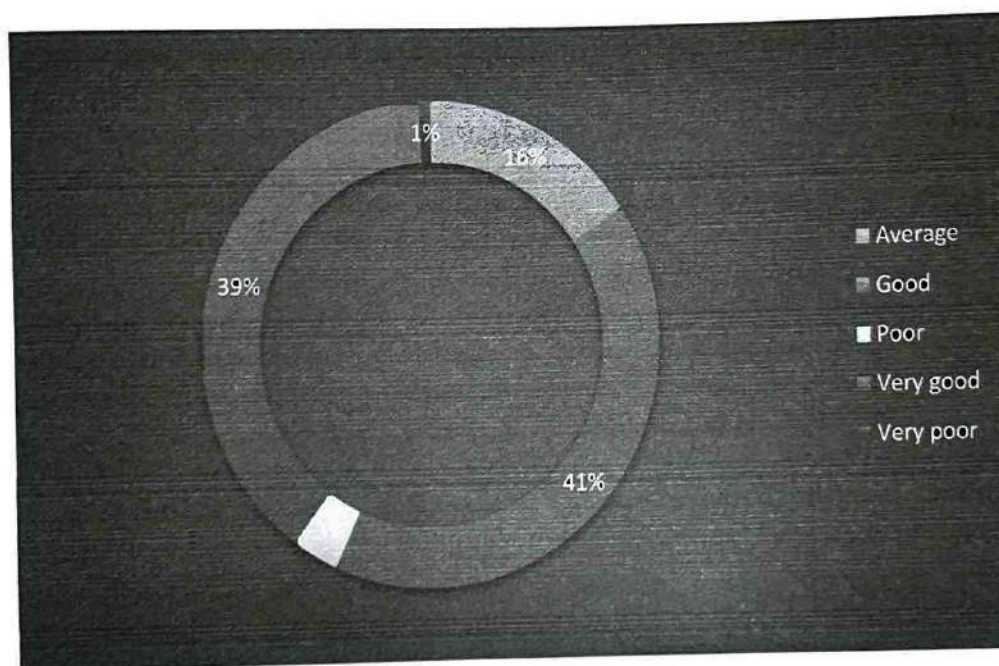
4 Library facilities

The data suggests positive sentiments regarding "Library facilities," with a majority rating them as "Good" (44.6%) and a significant portion as "Very Good" (37.2%). A moderate percentage found the facilities "Average" (12.4%), while a smaller count marked them as "Poor" (3.31%). A minimal percentage rated the facilities as "Very Poor" (1.65%). Overall, the data indicates a predominant positive perception of library facilities among respondents.





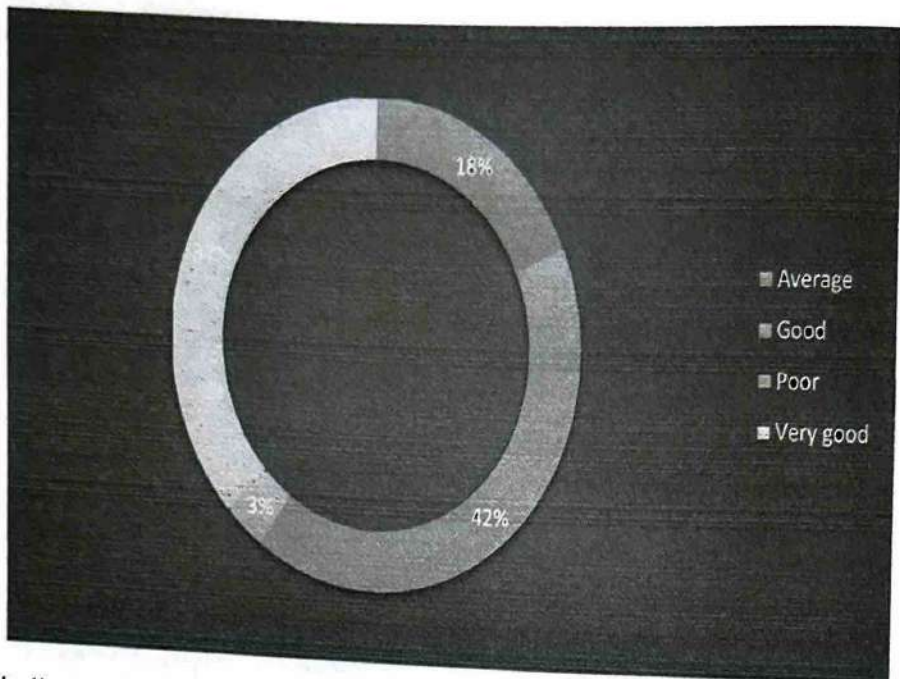
6 Extra-curricular activities



The data suggests positive sentiments regarding "Extra-curricular activities," with a majority rating them as "Good" (41.3%) and a significant portion as "Very Good" (38.8%). A moderate percentage found the activities "Average" (15.7%), while a smaller count marked them as "Poor" (3.31%). A minimal percentage rated the activities as "Very Poor" (0.83%). Overall, the data indicates a predominant positive perception of extra-curricular activities among respondents.

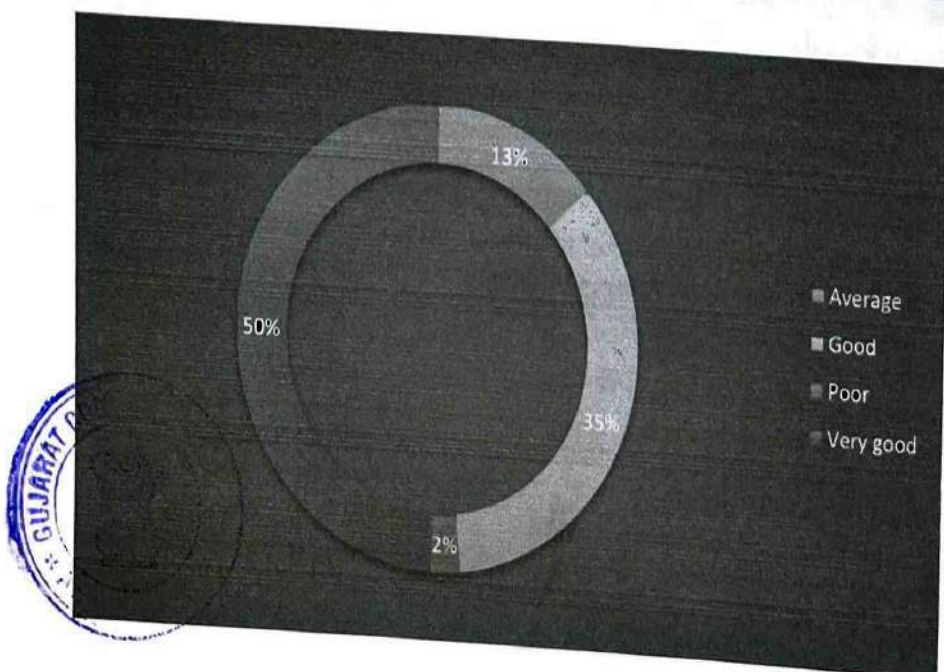


7 Recreational facilities



The data indicates positive sentiments regarding "Recreational facilities," with a majority rating them as "Good" (41.3%) and a significant portion as "Very Good" (37.2%). A moderate percentage found the facilities "Average" (18.2%), while a smaller count marked them as "Poor" (3.31%). Overall, the data suggests a predominant positive perception of recreational facilities among respondents.

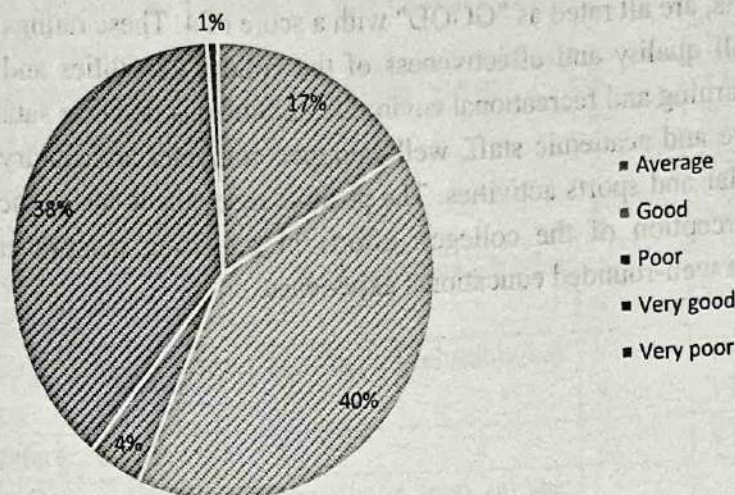
8 Sports facilities



The data indicates overwhelmingly positive sentiments regarding "Sports facilities," with a vast majority rating them as "Very Good" (49.6%) and a significant portion as "Good" (34.7%). A moderate percentage found the facilities "Average" (13.2%), while a smaller count marked them as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of sports facilities among respondents.

9

Industrial visits/projects etc



The data suggests positive sentiments regarding "Industrial visits/projects etc," with a majority rating them as "Good" (40.5%) and a significant portion as "Very Good" (37.2%). A moderate percentage found the experiences "Average" (16.5%), while a smaller count marked them as "Poor" (4.13%). A minimal percentage rated the experiences as "Very Poor" (0.83%). Overall, the data indicates a predominant positive perception of industrial visits and projects among respondents.



GENERAL INTERPRETATION

The table outlines the evaluation of college facilities and infrastructure in Section-2, where ratings range from Excellent to Very Poor. Various aspects, such as Interaction with Administration, Teachers, and Librarian, along with Computer Facilities, Library Facilities, Extra-curricular Activities, Recreational Facilities, Sports Facilities, and Industrial Visits/Projects, are all rated as "GOOD" with a score of 4. These ratings reflect positive feedback on the overall quality and effectiveness of the college's facilities and activities in fostering a conducive learning and recreational environment. Students perceive satisfactory interactions with administrative and academic staff, well-equipped computer and library facilities, and engaging extra-curricular and sports activities. The positive assessment across these categories indicates a favorable perception of the college's efforts in providing comprehensive infrastructure and facilities for a well-rounded educational experience.



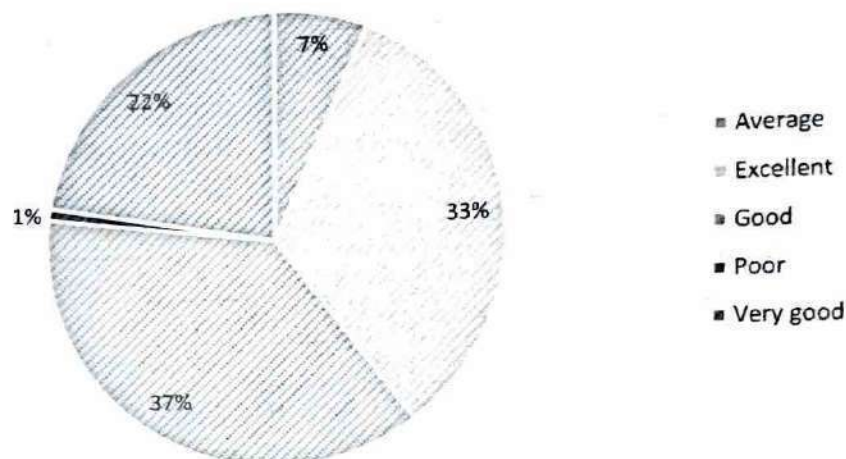
SECTION -3 CURRICULUM FEEDBACK

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

Sr. No	Particulars	Score	Score
1	Rate the sequence of the courses (connectivity of subject in different semesters)	5	VERY GOOD
2	Syllabus of the courses in relation to the competencies expected out of the course	5	VERY GOOD
3	Relevance of the units in syllabus relevant to the course	5	VERY GOOD
4	Sequence of the units in the course	5	VERY GOOD
5	Allocation of the credits to the course	5	VERY GOOD
6	Time allotted to complete the syllabus	5	VERY GOOD
7	Offering of the electives in terms of their relevance to the specialization streams	5	VERY GOOD
8	Electives offered in relation to the Technological advancements	5	VERY GOOD
9	Relevance of reference books	5	VERY GOOD
10	Rate the size of the syllabus in terms of the load on the student	5	VERY GOOD
11	Rate the courses in terms of extra learning or self-learning considering the design of the courses	5	VERY GOOD
12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.	5	VERY GOOD
13	Loading of the courses in a semester	5	VERY GOOD
14	Evaluation scheme designed for each of the course	5	VERY GOOD
15	Objectives stated for each of the course	5	VERY GOOD
16	Competencies expected out of the course	5	VERY GOOD
17	Composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.	5	VERY GOOD
18	Course in relation to the real-life applications	5	VERY GOOD
19	Does this course help your child earn money	5	VERY GOOD
20	Does this course helps in making your child a good human being	5	VERY GOOD



1	Rate the sequence of the courses (connectivity of subject in different semesters)
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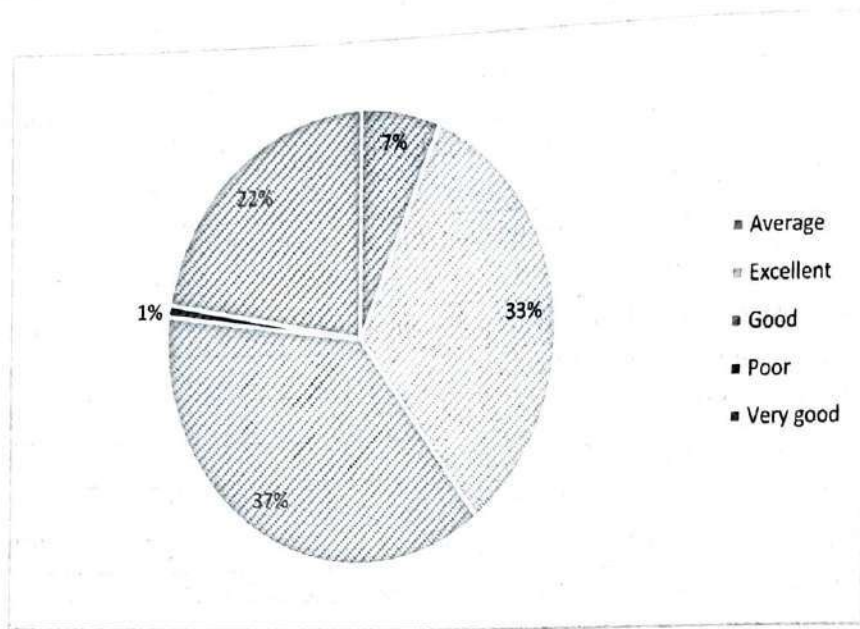
The data indicates favorable feedback for the "Sequence of the courses (connectivity of subjects in different semesters)," with the majority rating it as "Good" (37.2%) and a significant portion as "Excellent" (33.1%). A notable percentage found the sequence "Very Good" (22.3%), while a smaller count marked it as "Average" (6.6%). A minimal percentage rated the sequence as "Poor" (0.83%). Overall, the data suggests a predominant positive perception of the connectivity and sequencing of subjects across different semesters among respondents.

2	Syllabus of the courses in relation to the competencies expected out of the course
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The data reveals positive sentiments regarding the "Syllabus of the courses in relation to the competencies expected out of the course," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent" (30.6%). A notable percentage found the syllabus "Very Good" (25.6%), while a smaller count marked it as "Average" (9.9%). A minimal percentage rated the syllabus as "Poor" (1.65%). Overall, the data indicates a predominant positive perception of the alignment between the syllabus and expected competencies among respondents.



1 Rate the sequence of the courses (connectivity of subject in different semesters)

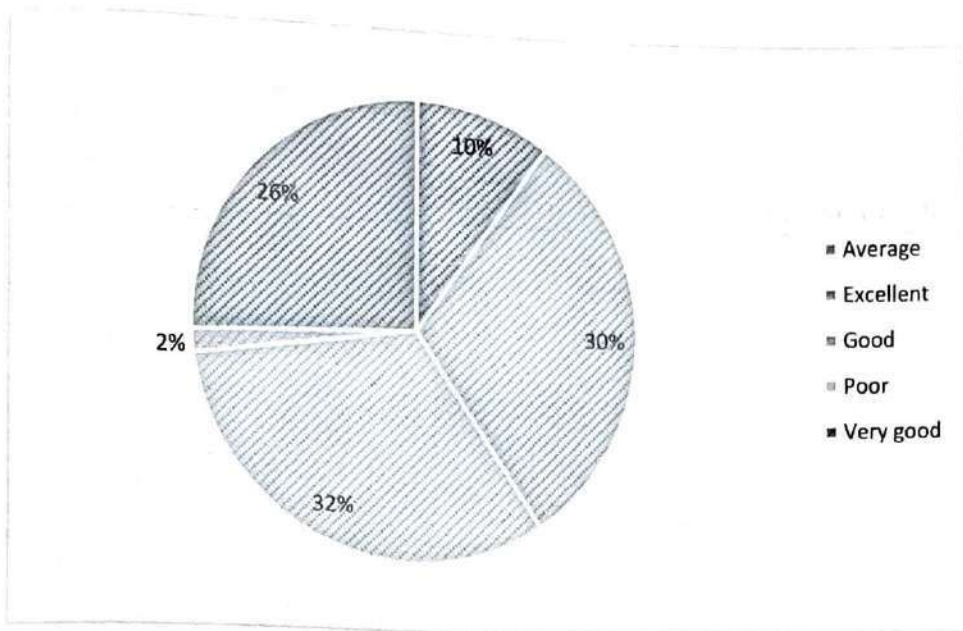


The data indicates favorable feedback for the "Sequence of the courses (connectivity of subjects in different semesters)," with the majority rating it as "Good" (37.2%) and a significant portion as "Excellent" (33.1%). A notable percentage found the sequence "Very Good" (22.3%), while a smaller count marked it as "Average" (6.6%). A minimal percentage rated the sequence as "Poor" (0.83%). Overall, the data suggests a predominant positive perception of the connectivity and sequencing of subjects across different semesters among respondents.

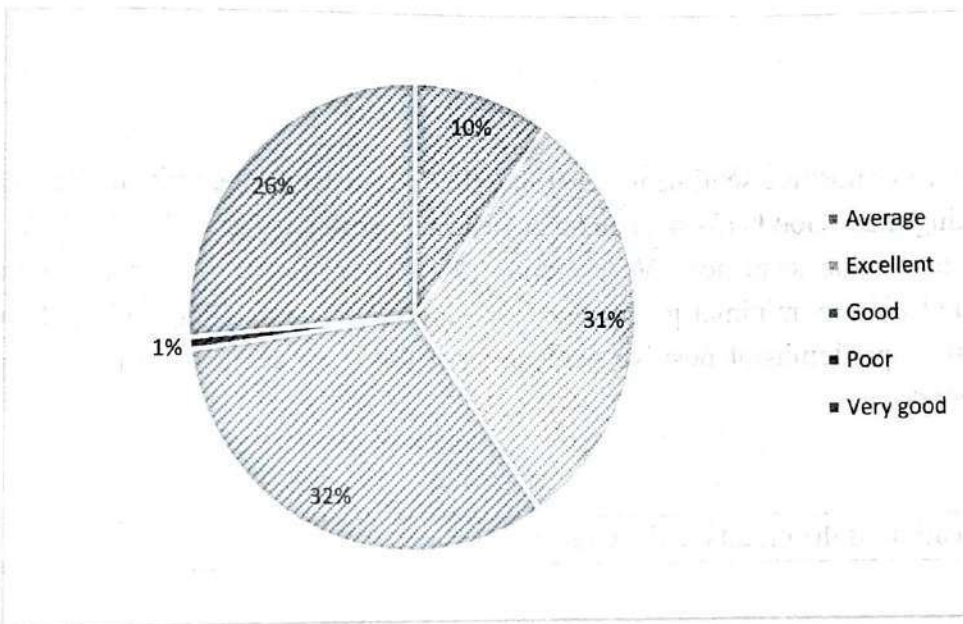
2 Syllabus of the courses in relation to the competencies expected out of the course

The data reveals positive sentiments regarding the "Syllabus of the courses in relation to the competencies expected out of the course," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent" (30.6%). A notable percentage found the syllabus "Very Good" (25.6%), while a smaller count marked it as "Average" (9.9%). A minimal percentage rated the syllabus as "Poor" (1.65%). Overall, the data indicates a predominant positive perception of the alignment between the syllabus and expected competencies among respondents.





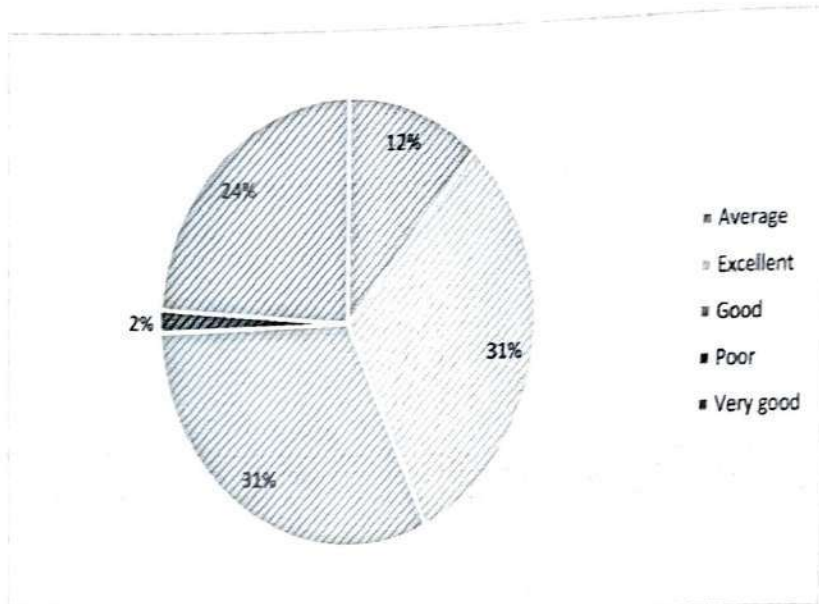
3 Relevance of the units in syllabus relevant to the course



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



4 Sequence of the units in the course

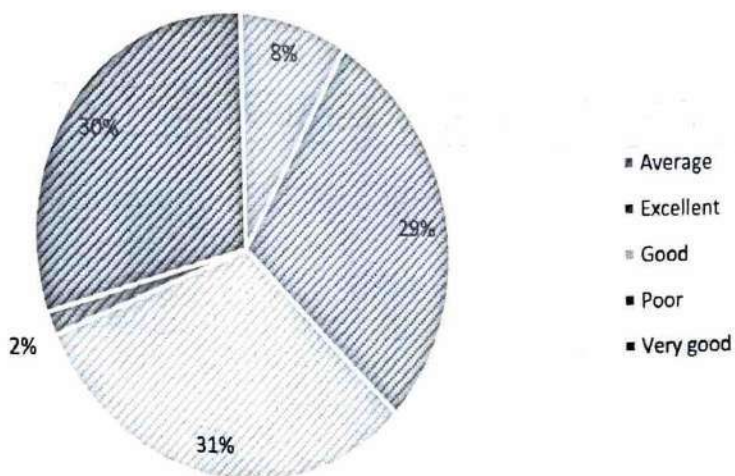


The data indicates positive sentiments regarding the "Sequence of the units in the course," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (31.4%). A notable percentage found the sequence "Very Good" (23.9%), while a smaller count marked it as "Average" (11.6%).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

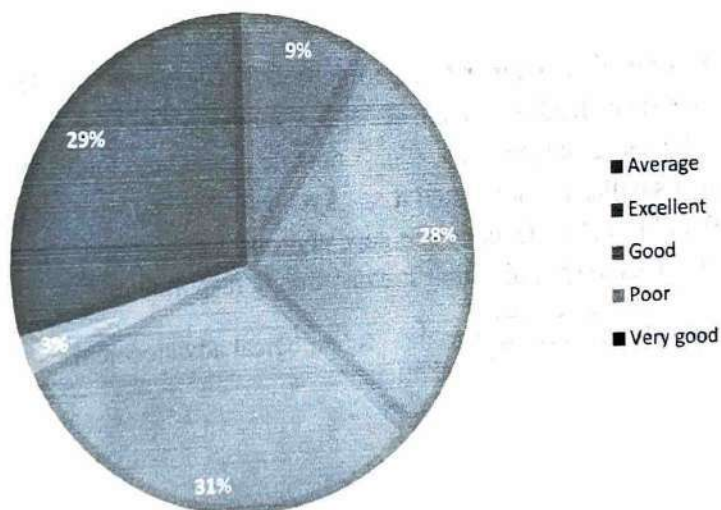
5 Allocation of the credits to the course

The data reveals positive sentiments regarding the "Allocation of the credits to the course," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.9%). A notable percentage found the credit allocation "Very Good" (29.8%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the allocation as "Poor" (1.65%). Overall, the data indicates a predominant positive perception of how credits are allocated to the course among respondents.





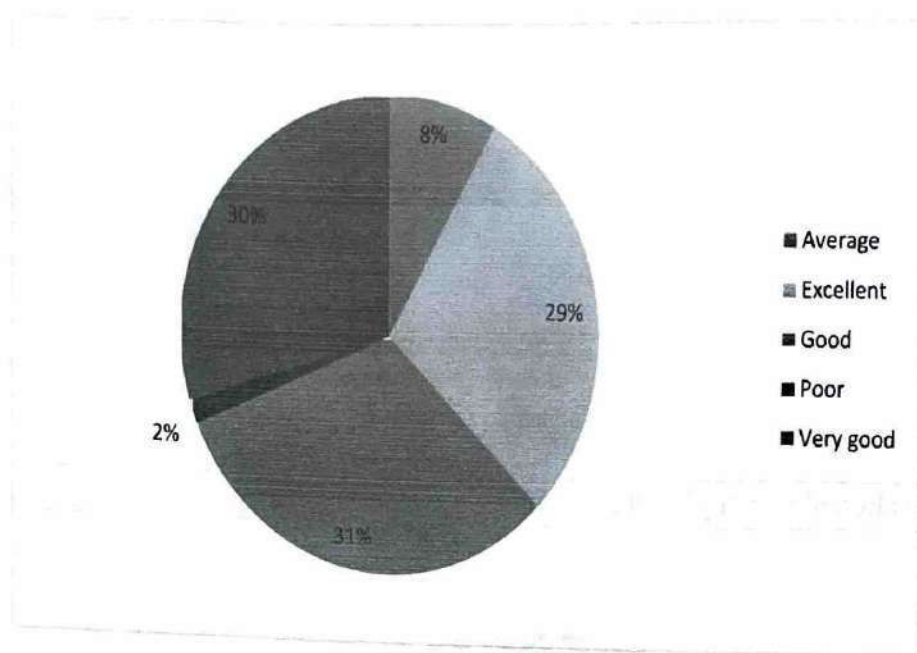
6 Time allotted to complete the syllabus



The data suggests positive sentiments regarding the "Time allotted to complete the syllabus," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.1%). A notable percentage found the time allocation "Very Good" (28.9%), while a smaller count marked it as "Average" (9.09%). A minimal percentage rated the allocation as "Poor" (2.48%). Overall, the data indicates a predominant positive perception of the time allotted to complete the syllabus among respondents.

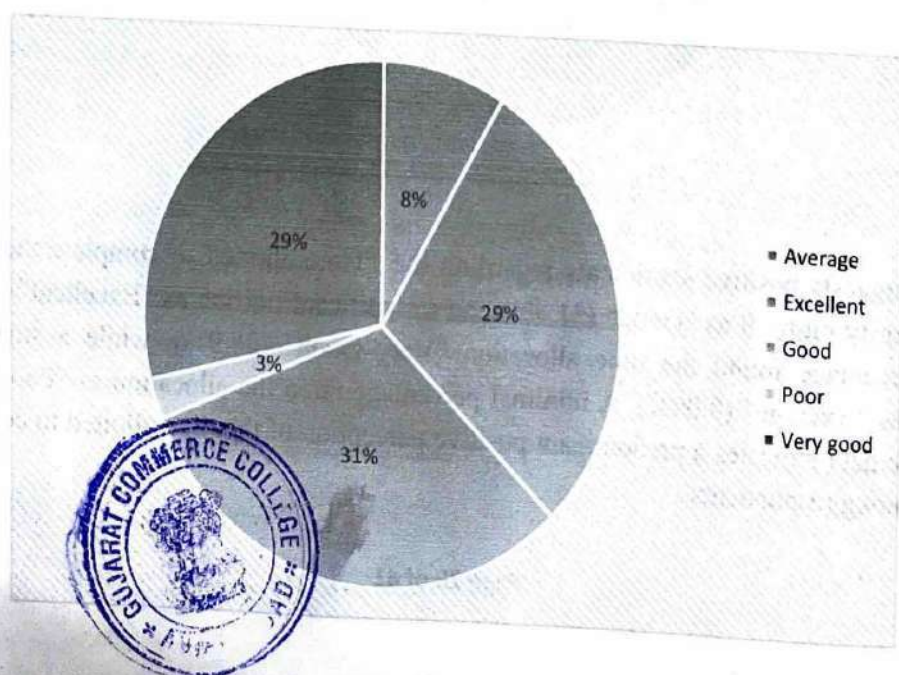


7 Offering of the electives in terms of their relevance to the specialization streams



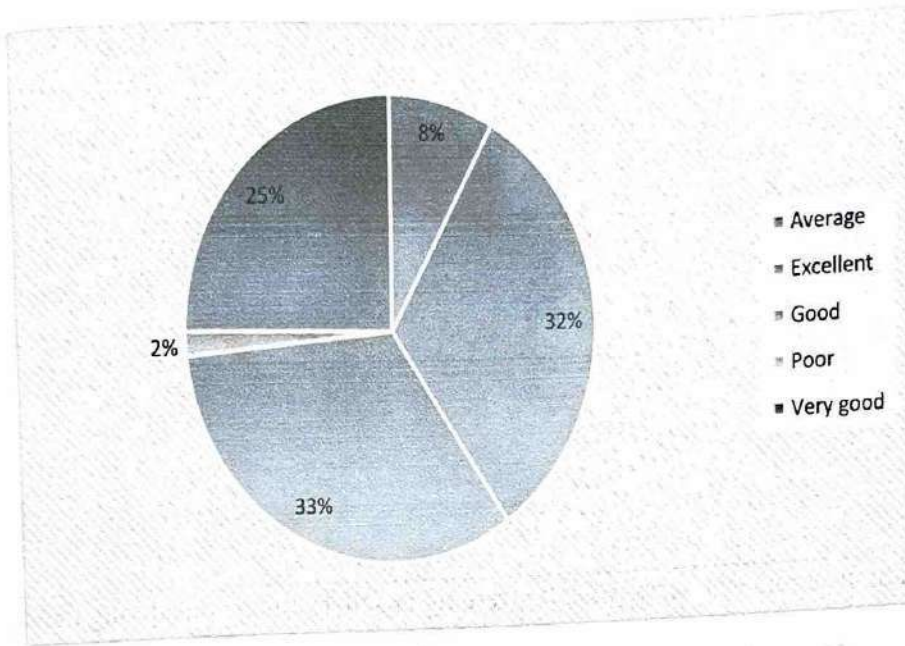
The data reflects positive sentiments regarding the "Offering of the electives in terms of their relevance to the specialization streams," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.9%). A notable percentage found the offering "Very Good" (29.8%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the offering as "Poor" (1.65%). Overall, the data suggests a predominant positive perception of the relevance of electives to specialization streams among respondents.

8 Electives offered in relation to the Technological advancements



The data indicates positive sentiments regarding the "Electives offered in relation to Technological advancements," with a majority rating it as "Good" (31.4%) and a significant portion as "Excellent" (28.9%). A notable percentage found the offerings "Very Good" (28.9%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the offerings as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of the alignment of electives with technological advancements among respondents.

9 Relevance of reference books



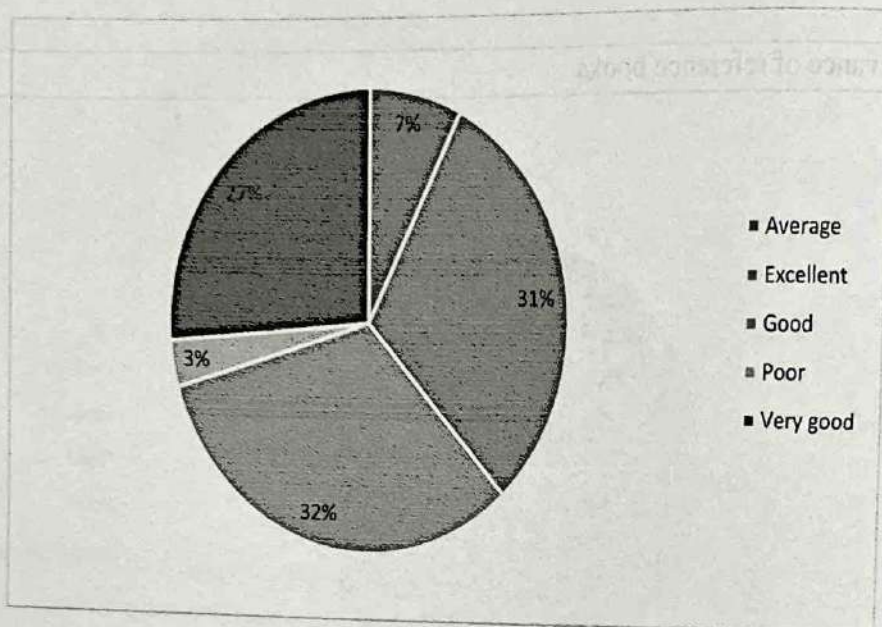
The data suggests positive sentiments regarding the "Relevance of reference books," with a majority rating it as "Good" (33.1%) and a significant portion as "Excellent" (32.2%). A notable percentage found the relevance "Very Good" (24.8%), while a smaller count marked it as "Average" (8.26%). A minimal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

10 Rate the size of the syllabus in terms of the load on the student

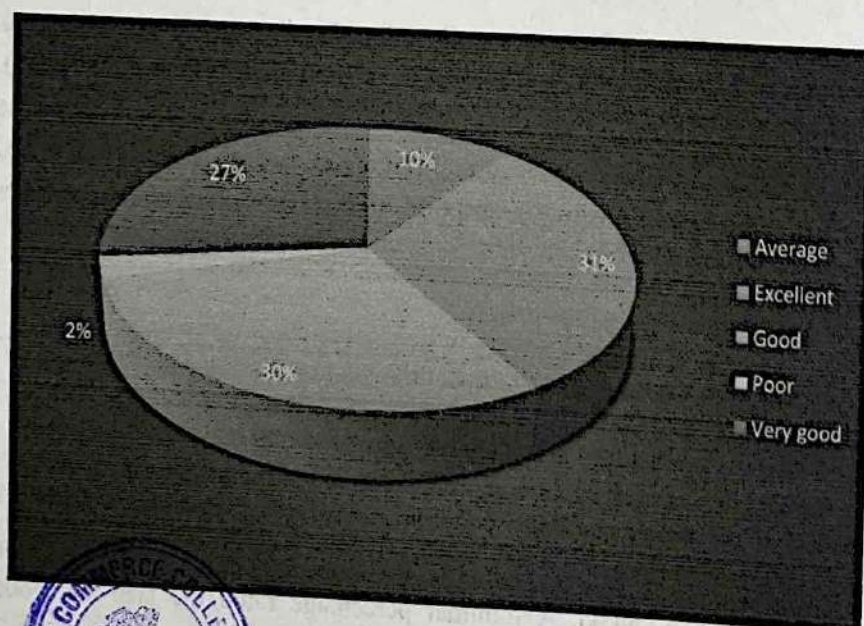
The data indicates positive sentiments regarding the "Size of the syllabus in terms of the load on the student," with a majority rating it as "Good" (32.2%) and a significant portion as "Excellent" (30.6%). A notable percentage found the size "Very Good" (26.4%), while a smaller count marked it as "Average" (7.44%). A minimal percentage rated the size as "Poor" (3.31%).



Overall, the data suggests a predominant positive perception of the syllabus size in terms of its load on students among respondents.

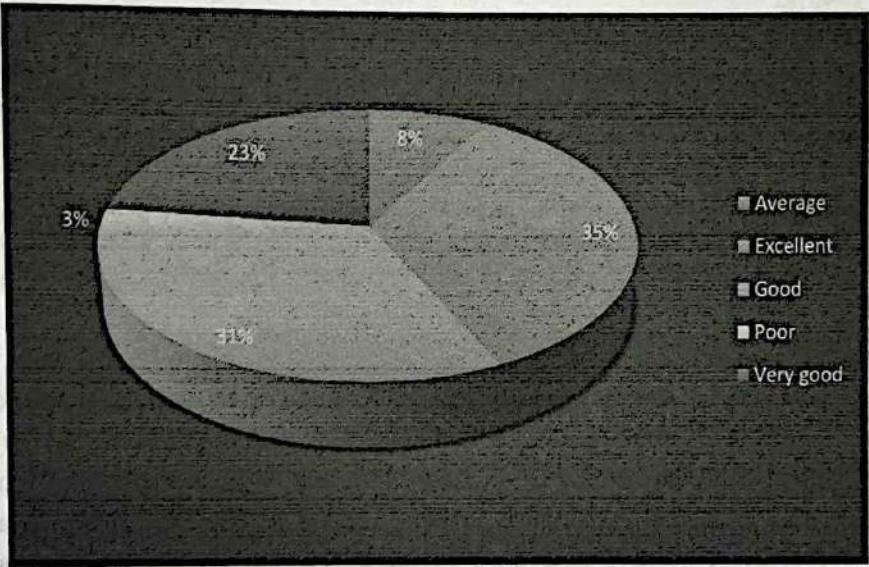


11 Rate the courses in terms of extra learning or self-learning considering the design of the courses



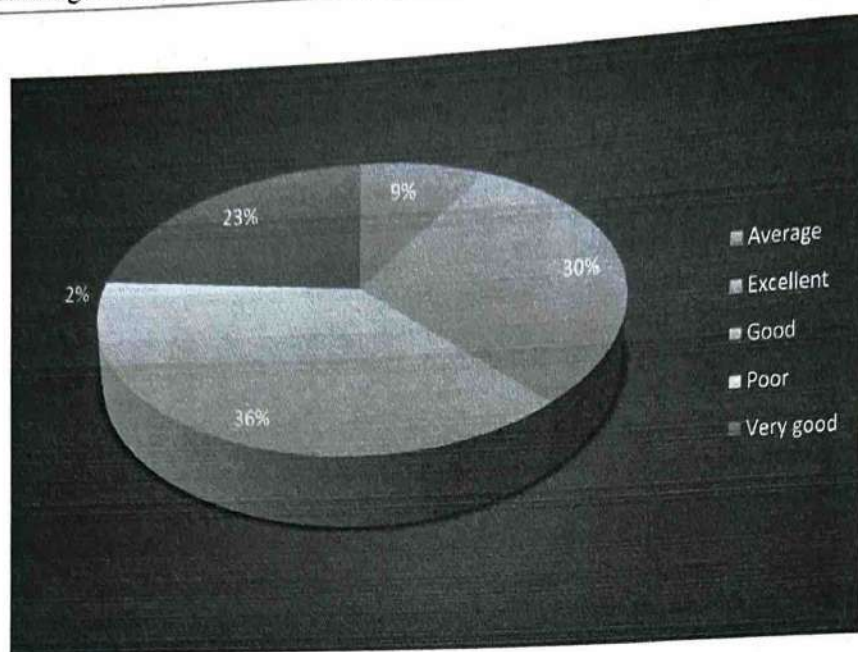
The data reveals positive sentiments regarding the "Courses in terms of extra learning or self-learning considering the design of the courses," with a majority rating it as "Excellent" (30.6%) and a significant portion as "Good" (29.8%). A notable percentage found the courses "Very Good" (27.3%), while a smaller count marked them as "Average" (9.09%). A minimal percentage rated the courses as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of the opportunities for extra learning or self-learning within the designed courses among respondents.

12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.
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The data suggests positive sentiments regarding the "Courses in terms of sequence of offering considering whether the preceding courses have been covered," with a majority rating it as "Excellent" (34.7%) and a significant portion as "Good" (31.4%). A notable percentage found the sequence "Very Good" (23.1%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the sequence as "Poor" (2.48%). Overall, the data indicates a predominant positive perception of the sequencing of course offerings considering the coverage of preceding courses among respondents.

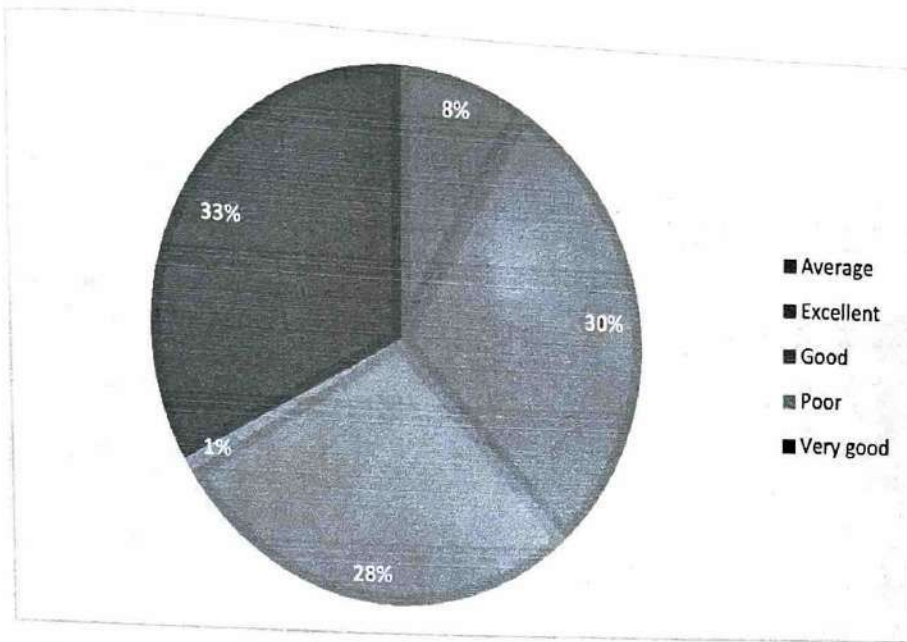




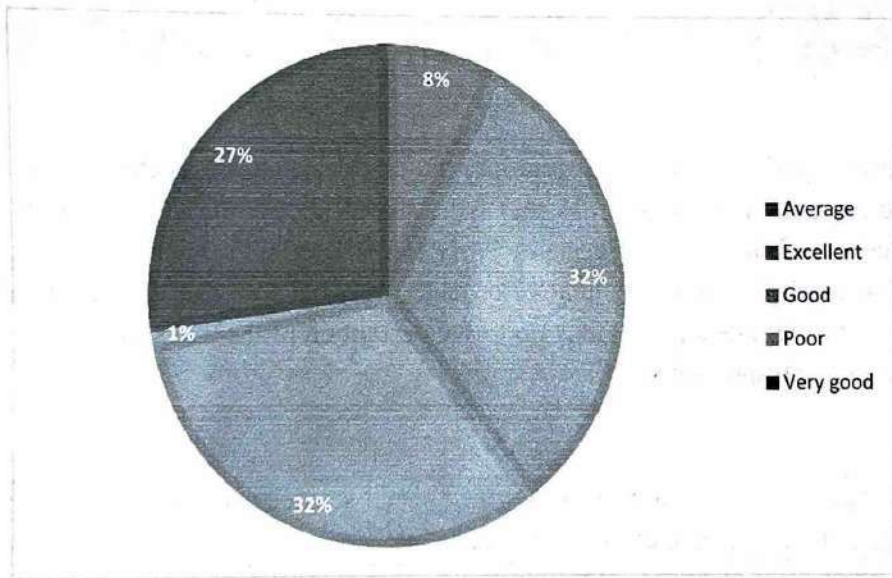
The data indicates positive sentiments regarding the "Loading of the courses in a semester," with a majority rating it as "Good" (35.5%) and a significant portion as "Excellent" (29.8%). A notable percentage found the loading "Very Good" (23.1%), while a smaller count marked it as "Average" (9.92%).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

The data reveals positive sentiments regarding the "Evaluation scheme designed for each of the course," with a majority rating it as "Very Good" (33.1%) and a significant portion as "Excellent" (29.8%). A notable percentage found the evaluation scheme "Good" (28.1%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the scheme as "Poor" (0.83%). Overall, the data suggests a predominant positive perception of the evaluation schemes designed for each course among respondents.



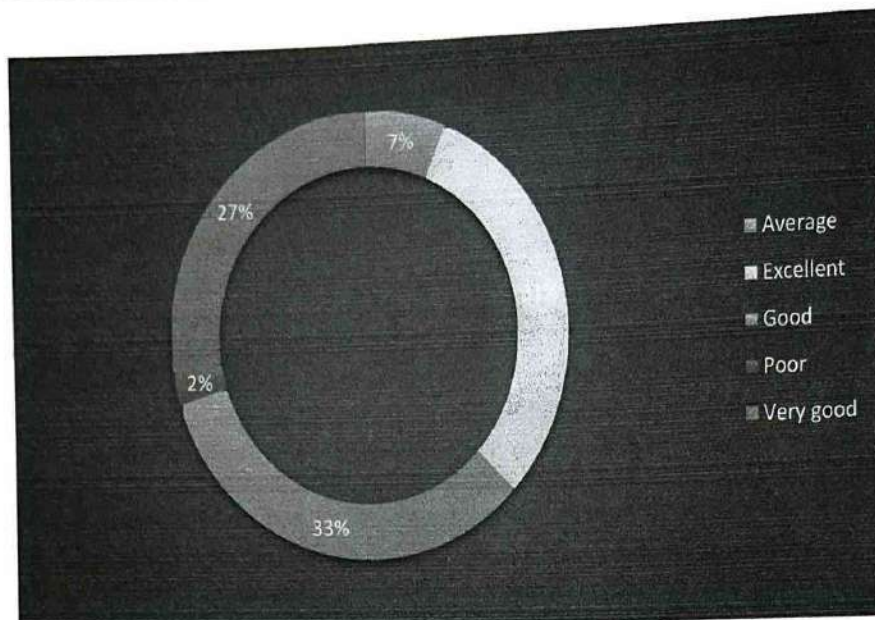


15 Objectives stated for each of the course



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

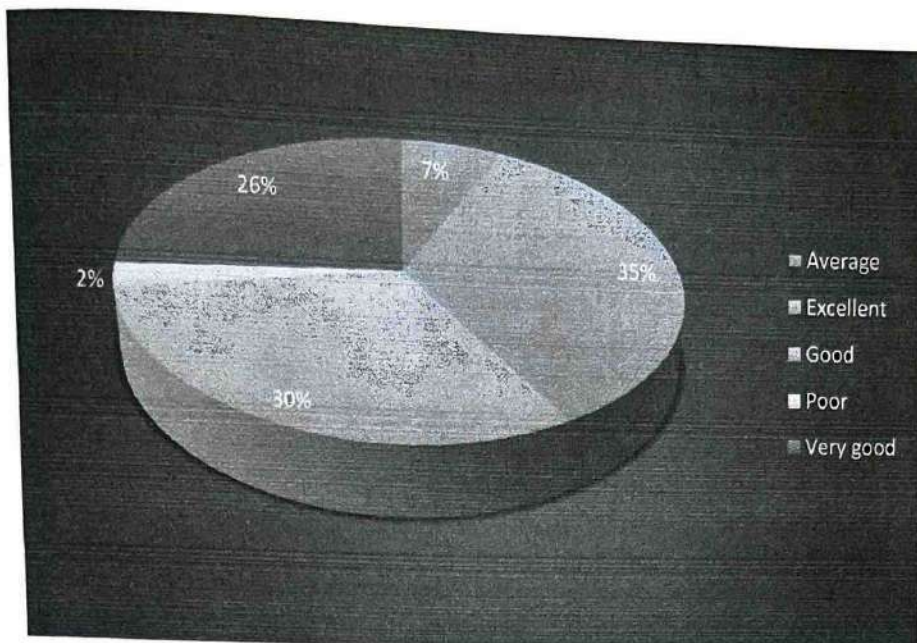




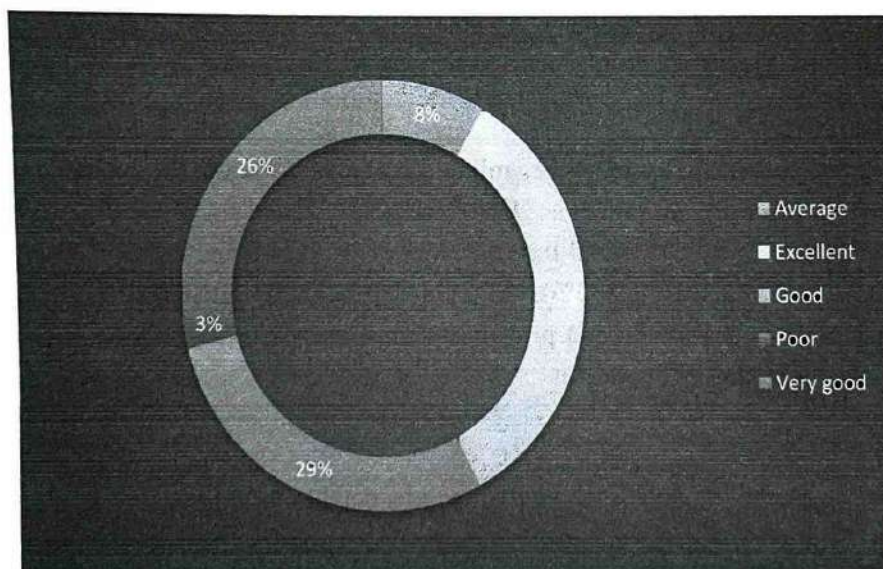
The data reveals positive sentiments regarding the "Competencies expected out of the course," with a majority rating it as "Good" (33.1%) and a significant portion as "Excellent" (30.6%). A notable percentage found the competencies "Very Good" (27.3%), while a smaller count marked them as "Average" (6.6%).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

The data indicates positive sentiments regarding the "Composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project, etc.," with a majority rating it as "Excellent" (34.7%) and a significant portion as "Good" (30.6%). A notable percentage found the composition "Very Good" (25.6%), while a smaller count marked it as "Average" (6.61%). A minimal percentage rated the composition as "Poor" (2.48%). Overall, the data suggests a predominant positive perception of the course composition, considering various elements, among respondents.



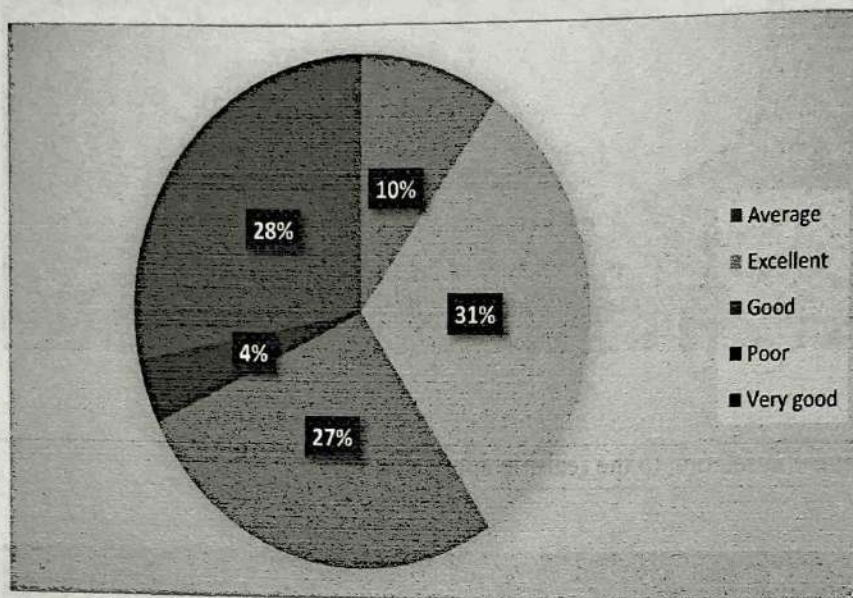


18 Course in relation to the real-life applications



The data indicates positive sentiments regarding the "Course in relation to real-life applications," with a majority rating it as "Excellent" (33.1%) and a significant portion as "Good" (28.9%). A notable percentage found the relation "Very Good" (25.6%), while a smaller count marked it as "Average" (8.26%). A minimal percentage rated the relation as "Poor" (3.31%). Overall, the data suggests a predominant positive perception of the courses' alignment with real-life applications among respondents.

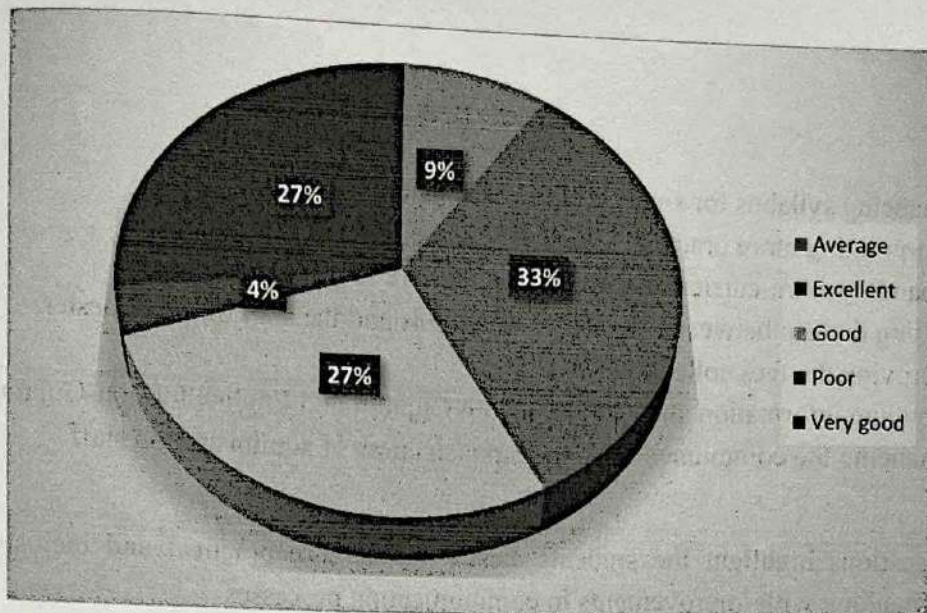




The data suggests positive sentiments regarding the question "Does this course help your child earn money," with a majority rating it as "Excellent" (30.6%) and a significant portion as "Good" (27.3%). A notable percentage found the help provided "Very Good" (28.1%), while a smaller count marked it as "Average" (9.92%). A minimal percentage rated the assistance as "Poor" (4.13%). Overall, the data indicates a predominant positive perception of the course's potential for financial benefit among respondents.

The data indicates positive sentiments regarding the question "Does this course help in making your child a good human being," with a majority rating it as "Excellent" (33.1%) and a significant portion as "Good" (27.3%). A notable percentage found the help provided "Very Good" (27.3%), while a smaller count marked it as "Average" (9.92%). A minimal percentage rated the assistance as "Poor" (3.31%). Overall, the data suggests a predominant positive perception of the course's contribution to the overall development of students as good human beings among respondents.





GENERAL INTERPRETATION:

The table presents feedback on Section-3, focusing on Curriculum Feedback. Each particular, ranging from rating the sequence of courses to assessing the real-life applications of the courses, received a perfect score of 5, labeled as "VERY GOOD." Respondents express highly positive feedback on various aspects of the curriculum, including the sequence and relevance of courses, allocation of credits, time allotted for syllabus completion, and the design of evaluation schemes. The feedback also highlights the curriculum's alignment with technological advancements, inclusion of relevant electives, and its impact on students' personal and professional development. Overall, the unanimous "VERY GOOD" ratings across all parameters reflect a high level of satisfaction and approval of the curriculum, indicating its effectiveness in meeting the expectations and needs of the students.

OTHER SUGGESTIONS FROM STUDENTS:

Based on the provided suggestions by students, relevant points for improvement in curriculum and academics include:

1. Emphasizing practical learning and implementation in subjects.
2. Improving teaching techniques with better use of technology.
3. Adding the latest content relevant to markets for future career benefits.
4. Addressing language barriers, especially for non-Gujarati speakers.



5. Enhancing syllabus for subjects like Taxation and Business Law.
6. Incorporating more practical knowledge and computer practice.
7. Expanding extra-curricular activities to improve soft skills.
8. Closing the gap between internal examinations and the start of the semester.
9. Improving the fees collection system.
10. Providing information and notices in both Gujarati and English for non-Gujarati students.
11. Enhancing the communication and responsiveness of administration staff.

These suggestions highlight the students' desire for a more practical and inclusive learning environment, along with improvements in communication processes.

FINAL SUGGESTIONS:

Practical Learning Integration:

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

Technology-Enhanced Teaching:

Invest in training faculty to improve teaching techniques through better utilization of technology, ensuring a more engaging and effective learning experience for students.

Bilingual Communication Strategy:

Develop and implement a comprehensive bilingual communication strategy for notices and information, accommodating both Gujarati and non-Gujarati-speaking students to foster inclusivity.

J. P. T. 9
Principal

Gujarat Commerce College

Ahmedabad



Copy forwarded to IQAC



Faculty

Gujarat Commerce College, Ellisbridge Ahmedabad

Report of Analysis of faculty feedback on curriculum

Year 2022-23

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

Method of feedback collection and analysis:

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

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



The following questions served as the foundation for the feedback:

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

Scores were allotted as follows:

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

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



Subject wise Interpretations and suggestions are as follows:

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



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



Overall Interpretation:

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

1. Sequence of Courses:

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

2. Syllabus and Competency Alignment:

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

3. Relevance of Syllabus Units:

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

4. Sequence of Units:

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

5. Credit Allocation:

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

6. Contact Hours Distribution:

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

7. Electives Relevance:

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

8. Reference Books and International Recognition:

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

9. Syllabus Load on Students:

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

10. Self-Learning Opportunities:

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

11. Course Sequencing:

Courses were generally well-sequenced.

12. Semester Course Loading:

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

13. Evaluation Scheme:

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



14. Course Objectives and Competencies:

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

15. Composition of Courses:

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

16. LAB/Field Components:

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

17. Domain for Lab/Field Experiments:

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

18. Real Life Applications:

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

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

J. P. W. S.

Principal

Gujarat Commerce College

Ahmedabad

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Alumni

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:

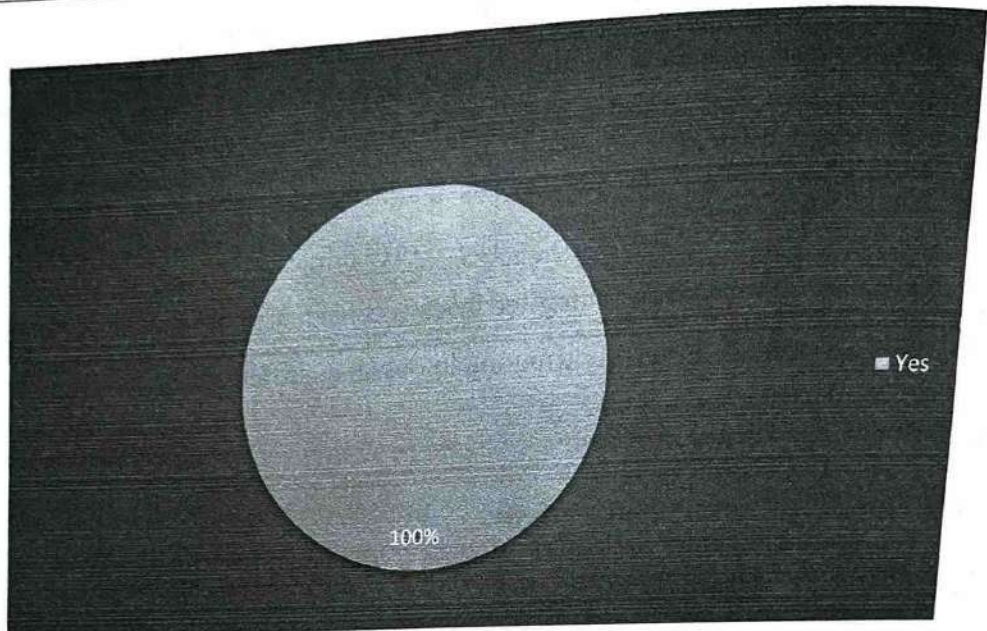
Feedback was systematically gathered through Google Forms, and subsequent to its collection, responses were downloaded for comprehensive analysis. The total scores were computed, and averages were calculated for questions where a rating system was employed. To facilitate ease of interpretation and calculation, 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?

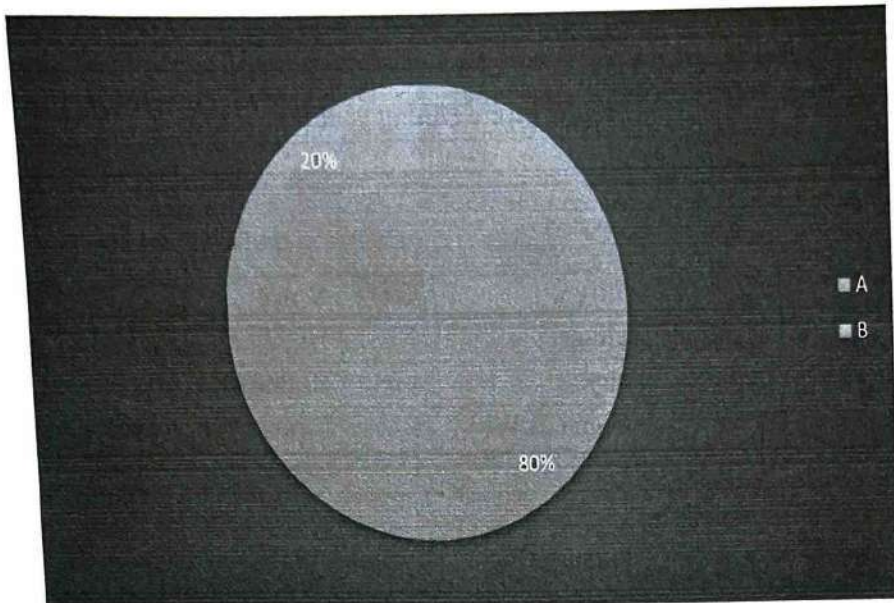


The data indicates that 100% of the respondents feel proud to be associated with GCC as alumni. This unanimous positive response suggests a strong sense of pride and satisfaction among the alumni members. The complete alignment towards a positive sentiment reflects positively on the institution, indicating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

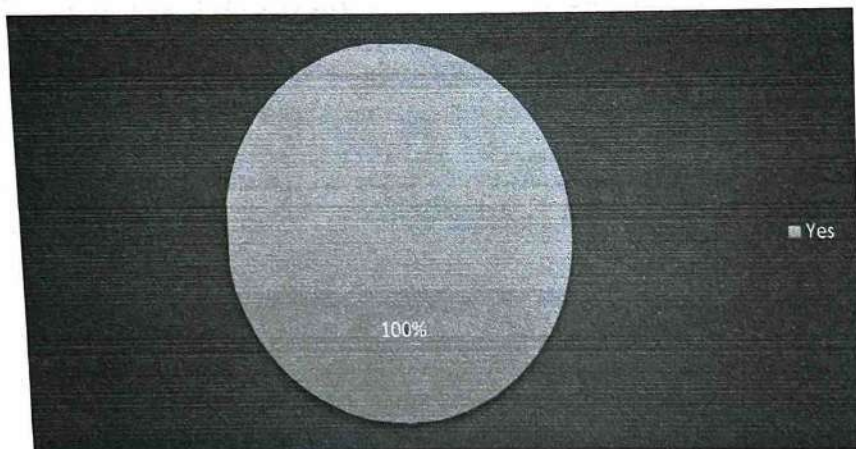
2. How do you rate development activities organized by the College for your overall development?

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.



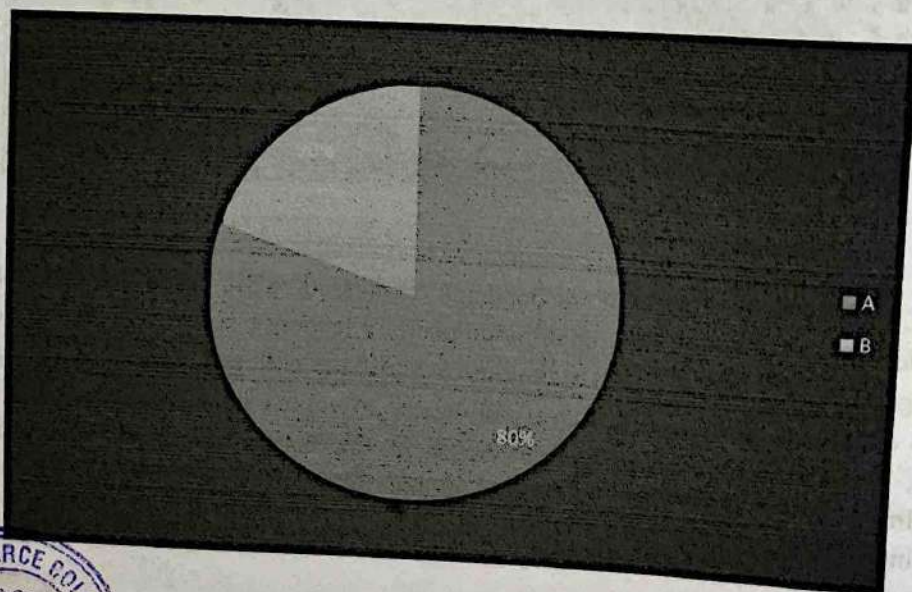
4. Rate the adequacy of following as they were During your tenure as a student at GCC:

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

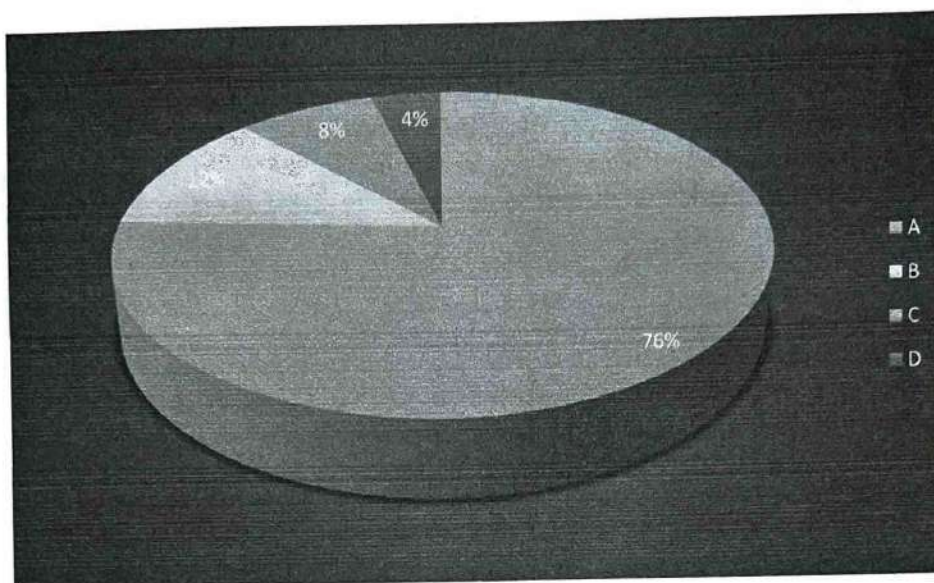
The overall feedback from alumni reflects a highly positive sentiment towards various facilities at GCC. Teaching and library facilities received a commendable score of 4, indicating they are perceived as "Highly efficient." The computer and Wi-Fi facility scored 3, signifying an "Efficient" rating. 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."

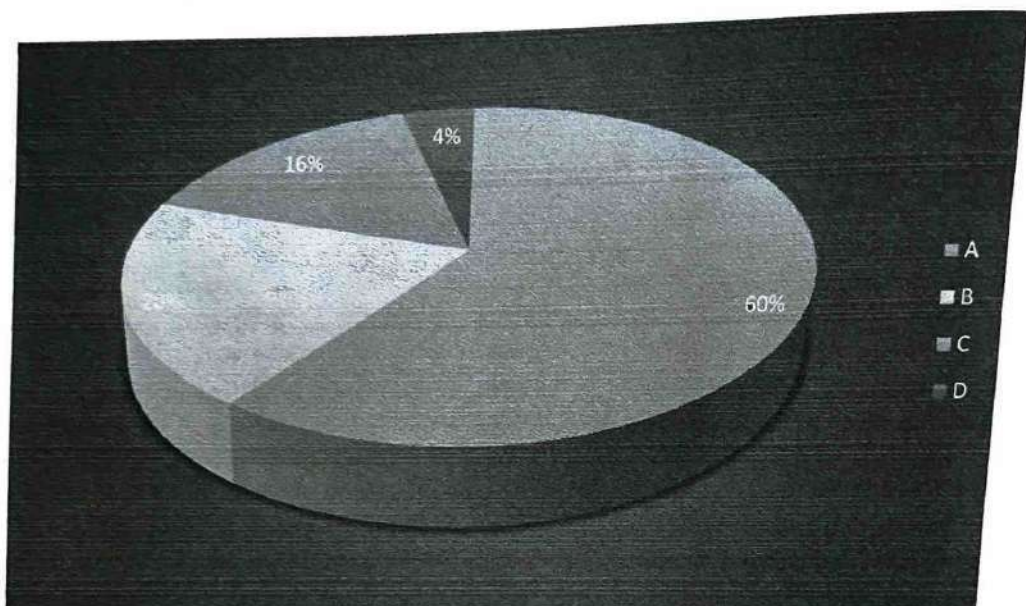
The majority of 'A' ratings suggest a predominant positive sentiment among alumni regarding the adequacy of the library during their student years at GCC. This positive response indicates a high level of satisfaction with the library facilities, highlighting its effectiveness in supporting the academic 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.

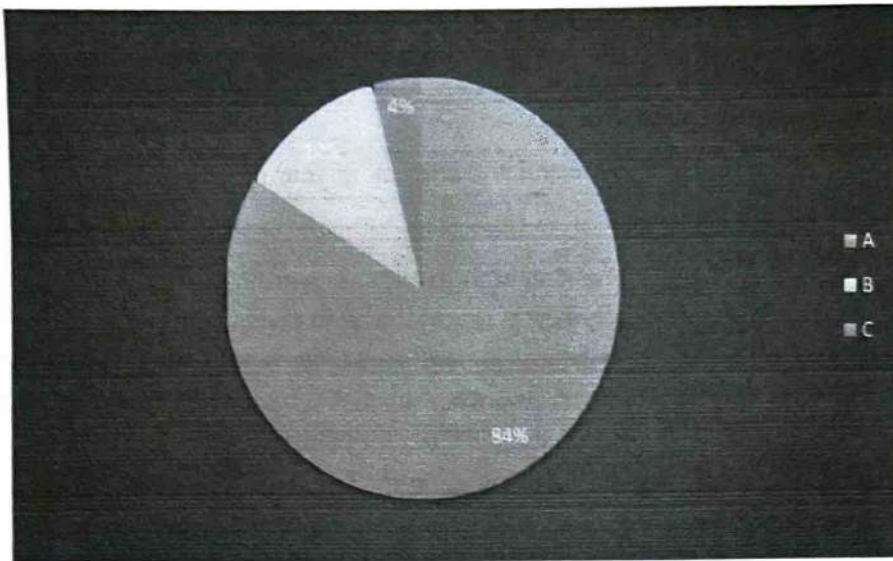


4.4 Infrastructure

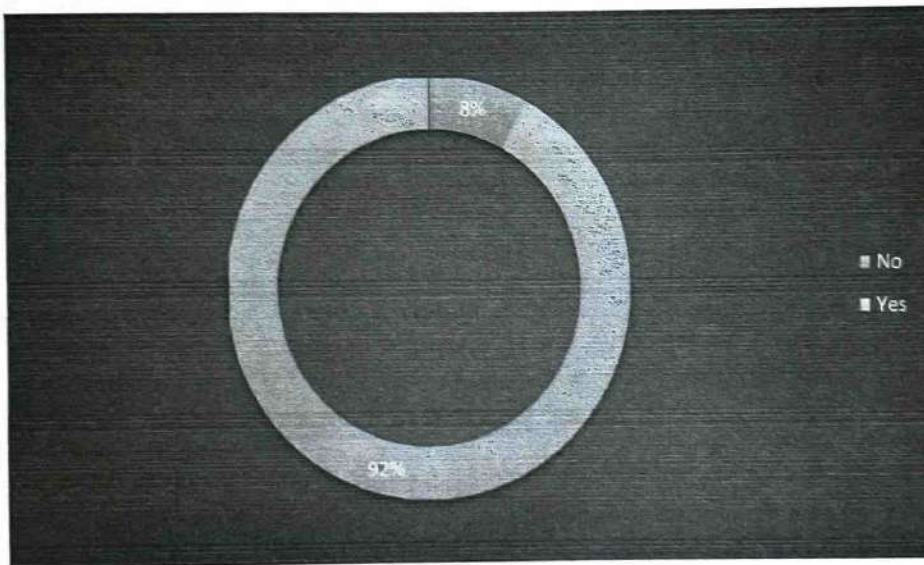
The data reveals a highly positive perception among alumni regarding the adequacy of infrastructure during their tenure at GCC. An overwhelming 84% of respondents rated the infrastructure as 'A' for "Highly efficient." Additionally, 12% rated it as 'B' for "Efficient," and 4% gave it a 'C' for "Satisfactory."

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?

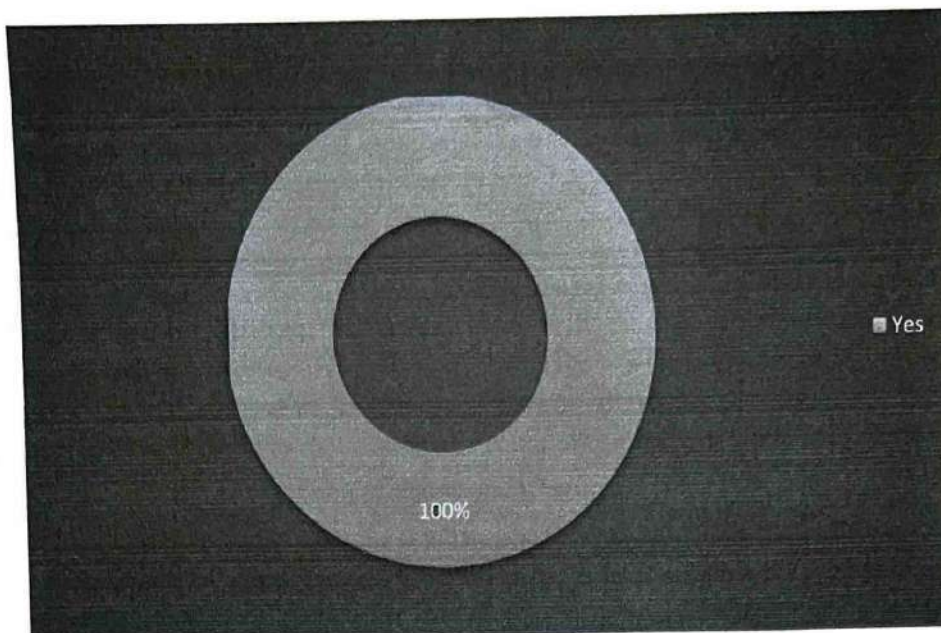
The data demonstrates a strong endorsement from alumni regarding the relevance and usefulness of the education imparted at GCC in their present jobs. 96% responded "Yes," indicating that the education received at the college is beneficial and applicable in their current professional roles. Conversely, 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:

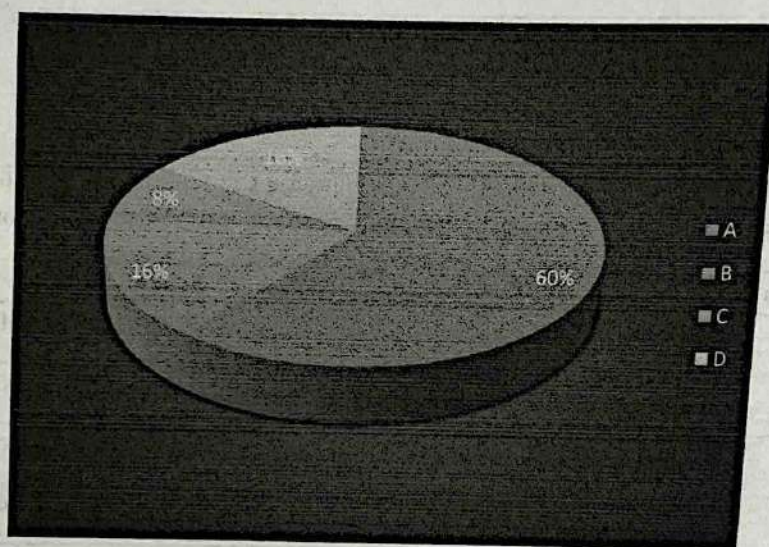
Sr. no	Academic initiatives	Score	Score
1	Industrial Visit	3	Efficient
2	Seminars & Workshops	4	Highly efficient
3	Coaching for different competitive exams	4	Highly efficient
4	Other Developmental Activities	4	Highly efficient

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

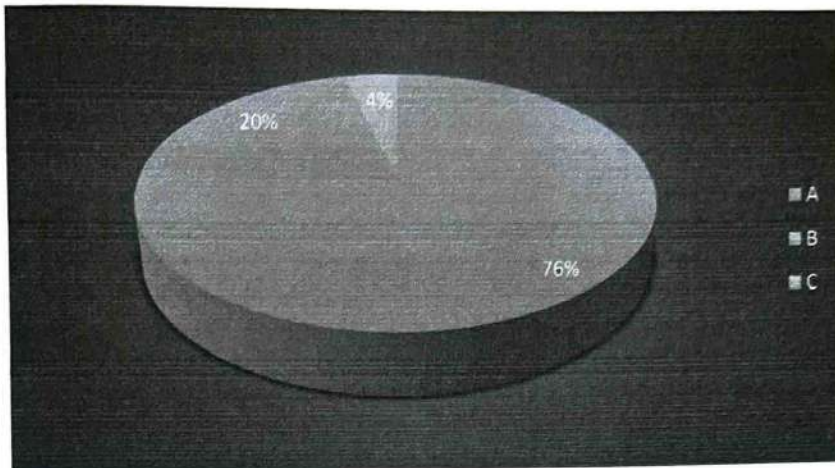
The data reflects a comprehensive evaluation of the academic initiative "Industrial Visit" at GCC. Notably, 60% of the respondents rated it as 'A' for "Highly efficient," indicating a substantial level of satisfaction and effectiveness. Another 20% assigned a 'B' for "Efficient," suggesting a positive 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

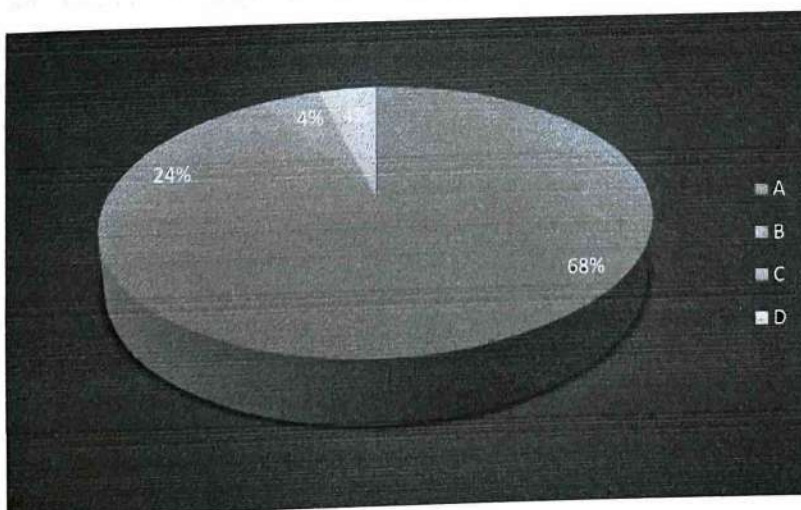
The data illustrates a favorable response to the academic initiative "Seminars & Workshops" at GCC. A significant majority of respondents, comprising 76%, rated it as 'A' for "Highly efficient," indicating a substantial level of satisfaction and effectiveness in improving technical know-how. Furthermore, 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.



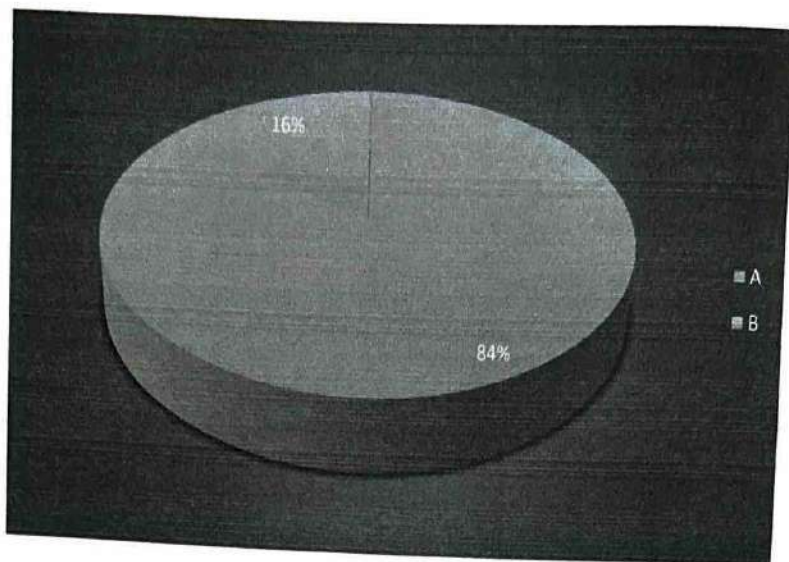


8.3 Coaching for different competitive exams

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

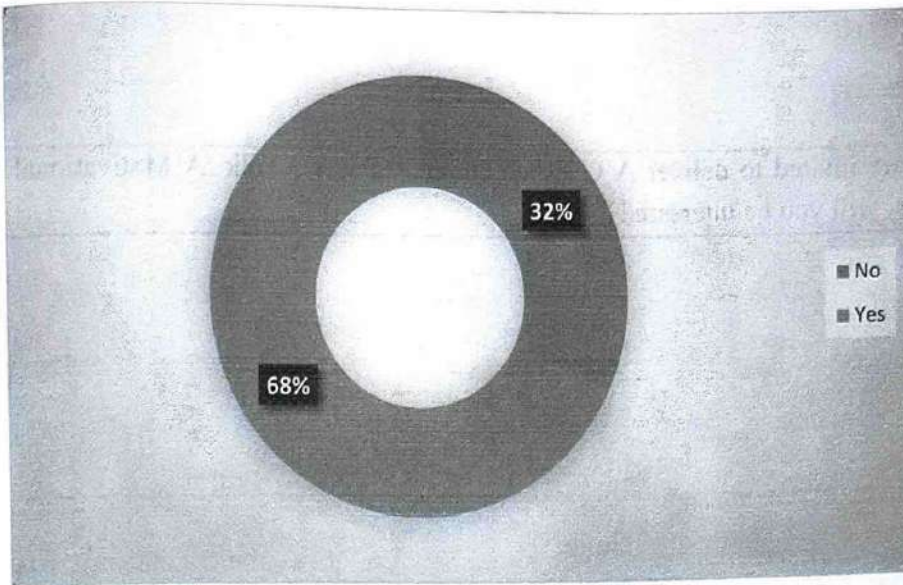


The data illustrates a highly positive perception of "Other Developmental Activities," an academic initiative at GCC aimed at enhancing students' technical know-how. A significant majority of respondents, comprising 84%, rated it as 'A' for "Highly efficient," indicating a strong level of satisfaction 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?

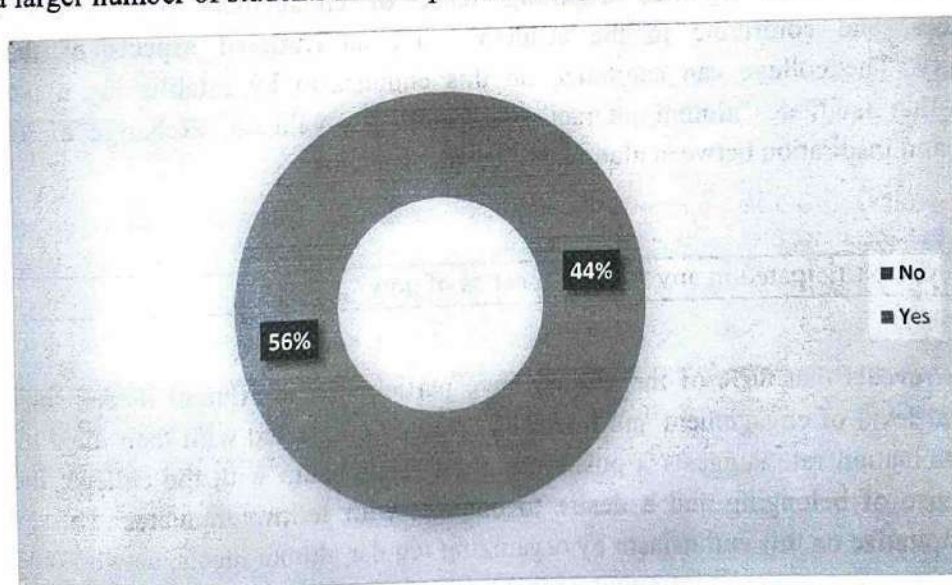
The data indicates that among the surveyed alumni, 68% responded affirmatively, stating that the Training and Placement (T&P) Cell provided ample placement opportunities during their time at the college. Conversely, 32% respondents indicated a negative response. This yields a majority satisfaction rate 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.



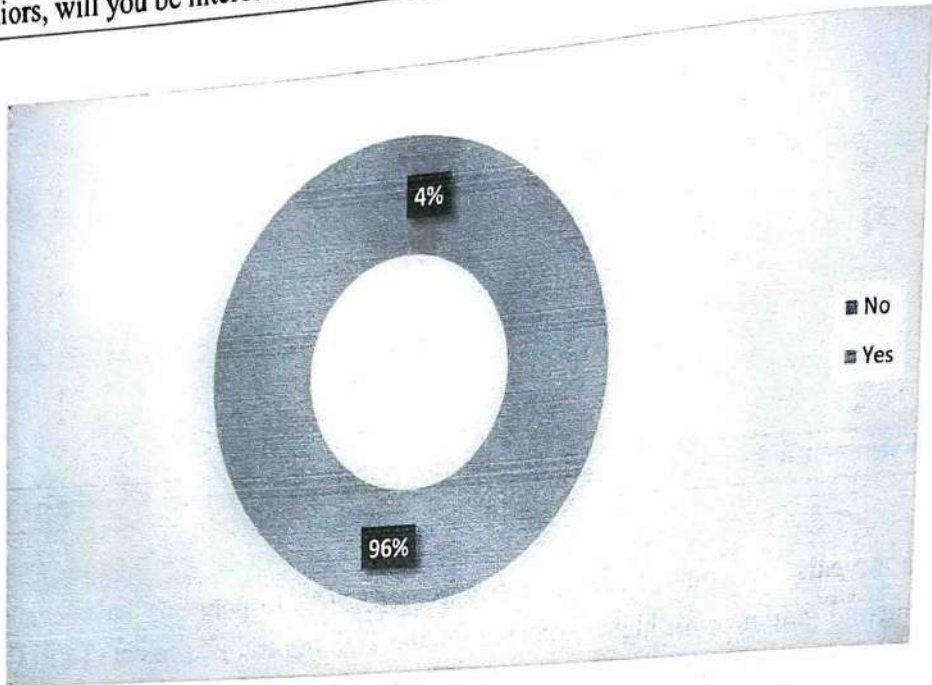


10. Have you availed Career counselling and guidance for higher studies from T&P Cell?

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?

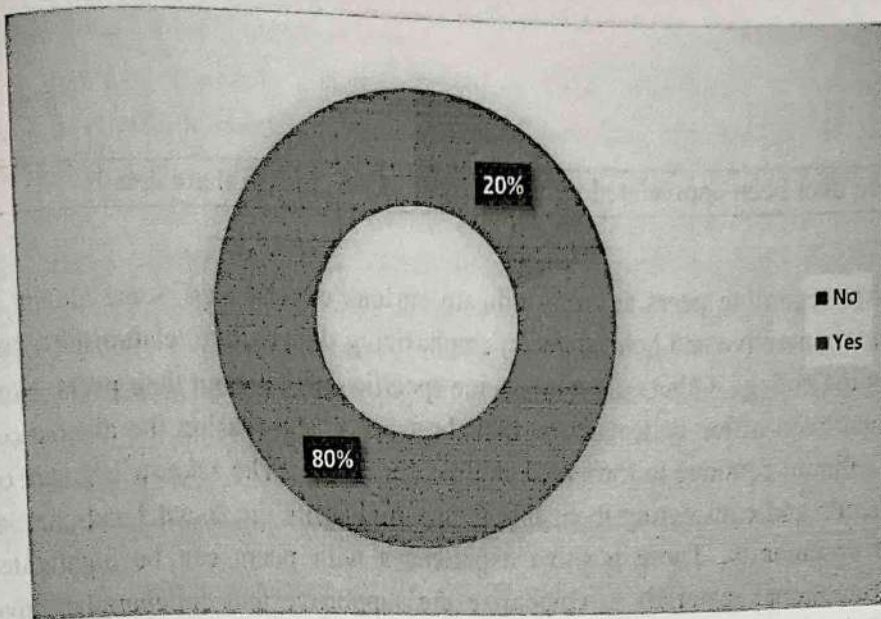


The data indicates a highly positive response, with 96% of the alumni expressing their interest in delivering a Guest Lecture, Special Talk, or Motivational Session for their juniors. This overwhelming interest signifies a strong sense of engagement, willingness to share experiences, and contribute to 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.

Jbald

Principal
Gujarat Commerce College
Ahmedabad

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2022-23

Feedback ATR

1. Student
2. Faculty
3. Alumni



सत्यमेव जयते



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

***Action Taken Report
On Feedback
Year: 2022-23***



Action Taken Report of the IQAC Review Meeting

Held on 13/04/2022 at 10.00 AM at IQAC Office, Gujarat Commerce College, Ahmedabad

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

Sr. No	Agenda	Action Taken
1	Bilingual communication strategy	The Committee suggested to incorporate Bilingual communication strategy for Gujarati and non-Gujarati speaking students.
2	Focus on life skills	The Chairperson suggested the faculty members of language to focus more on life skills for better employability of students.
3	Encourage Entrepreneurship	The committee suggested the faculty members to inculcate entrepreneurship skills in students.



for 
Coordinator
IQAC Committee
Gujarat Commerce College
Ahmedabad

2023-24

Feedback Collected

1. Student
2. Faculty
3. Alumni
4. Employers

Student

[illegible]

Faculty

Name of Faculty	Subject	Qualification	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Kindly tick	Your opinion		
Asha Brah	Commerce	B.Com (Go	Good	Good	Very good	Very good	Good	Good	Good	Good	Very good	Excellent	Very good	Good	Very good	Excellent	Very good	Very good	Very good	Average	Average	Good	NIL	
Dr H R Goh	English	PhD	Very good	Good	Good	Good	Good	Very good	Very good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	There are s		
Jayesh C M	English	GSET	Excellent	Very good	Excellent	Excellent	Excellent	Very good	Excellent	Excellent	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Excellent	Excellent	Very good	Very good	It should in		
Dr. Jignesh	Statistics	Ph.D.	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Average	Average	Good	Should add	
Anjani Kurr	Commerce	MCOM,MB	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Very good	Very good	Very good	Excellent	Excellent	Excellent	Excellent	Very good	Excellent	Very good	Very good	Very good	Syllabus is c	
Dr.Rina Sh	Statistics	Ph.d	Good	Good	Average	Average	Good	Good	Good	Average	Good	Good	Good	Good	Good	Good	Good	Good	Average	Average	Average	Good	-	
Dr. Bhavik	Statistics	M.Sc., M.P	Excellent	Excellent	Excellent	Excellent	Excellent	Very good	Very good	Very good	Very good	Excellent	Very good	Excellent	Very good	Excellent	Very good	Very good	Excellent	Very good	Very good	Very good	The syllabu	
Prof.Vidhi	English	M.A, B.ed	Good	Good	Average	Very good	Poor	Average	Good	Good	Good	Average	Average	Good	Good	Very good	Very good	Very good	Excellent	Good	Good	Very good	There shou	
Dr Meet S	Accountan	PhD	Very good	Very good	Very good	Very good	Very good	Very good	Excellent	Very good	Good	Very good	Good	Very good	Very good	Very good	Very good	Excellent	Excellent	Very good	Good	Good	Good	It can be m
Dr. Ravindr	Accountan	M. Com., B	Excellent	Excellent	Excellent	Very good	Excellent	Excellent	Excellent	Very good	Very good	Very good	Very good	Excellent	Very good	Excellent	Excellent	Excellent	Excellent	Good	Good	Very good	Practical ba	
Shilpa Mot	Commerce	M.Com, M	Very good	Good	Very good	Very good	Very good	Average	Very good	Good	Good	Very good	Very good	Good	Good	Good	Good	Very good	Very good	Average	Average	Average	nil	
Dr. Avani B	Economics	Ph. D	Average	Good	Very good	Very good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Very good	Very good	Good	Very good	Good	Good	Very good	Consistenc
Hetal Solar	Accountan	M.com, NE	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Very good	Very good	Include inte
Dr. Sheela	Commerce	M com M F	Excellent	Very good	Excellent	Excellent	Very good	Excellent	Very good	Very good	Excellent	Excellent	Very good	Very good	Very good	Average	Good	Good	Good	Good	Good	Very good	Very good i	
Dr. Mamta	Statistics	PhD in stat	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Very good	Very good	Excellent	Very good	Very good	Very good	Good	Good	Good	Improveme	
Dr. Sonal S	Commerce	Ph.D. NET+	Good	Very good	Very good	Good	Good	Very good	Very good	Excellent	Very good	Very good	Good	Good	Good	Very good	Very good	Very good	Very good	Good	Good	Good	Real life ex	
SHAH BHA	Accountan	M.COM	Excellent	Excellent	Very good	Very good	Excellent	Very good	Excellent	Very good	Very good	Very good	Very good	Excellent	Excellent	Excellent	Excellent	Very good	Excellent	Very good	Very good	Excellent	Increase	
Smitaben T	English	M.Phil.	Very good	Good	Good	Average	Average	Good	Good	Good	Good	Good	Good	Good	Good	Very good	Good	Good	Very good	Average	Average	Good	More Expe	
Dr. Ramesh	Commerce	M.Com.,B.I	Very good	Good	Very good	Good	Very good	Average	Good	Average	Good	Average	Good	Very good	Average	Average	Very good	Good	Good	Good	Average	Average	Very good	There
Dr. Vandan	Economics	M.A. M.Ph	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Very good	Good	Good	Good	Very good	Good	Good	Good	Good	The syllabu	



Alumni

Alumni Na	Father's Ni	DOB (DD/MM Year of pas	Permaneni	Contact Ni	e-mail id	Present orj	Designatio	Educationi	1. Do you f	2. How do	3. Are you	5. Rate the	5. Rate the	5. Rate the	5. Rate the	6. Have yoi	7. Is the ed	8. Were th	9. Rate the	9. Rate the	9. Rate the	9. Rate the	10. Give yc	11. Has th	12. Have th	13. If you a	14. Have y	15. Have yc	* Faculty. I	*Peers. If y	16. Have y	*An Emplo	17. Most N	18. Sugges	Date		
Sonu Praja Chhatiram	#####	2019	Lambha	8.35E+09	Sonuprajaj	Gujarati co	Visiting prc	M.Com 20	Yes	A	Yes	A	A	A	A	Yes	Yes	Yes	A	A	A	A	In the	Yes	Yes	Yes	Yes	Work appr	Give the platform	Ncc							
Riya Singh Bijay Singh	#####	2024	L-505 Sami	8.51E+09	riyasingh2i	NA	NA	B.Com	Yes	A	Yes	A	A	A	A	Yes	Yes	Yes	A	A	A	A	NA	Yes	Yes	Yes	Yes	Yes	NA	NA	NA	NA	NA	NA	NA	NA	
BHAUTIKI BHARATBI	21/08/2001	2022	50, Naraya	8.15E+09	bhautikjaki	BHAUTIK J	Proprietor	CA, M.com	Yes	A	Yes	A	A	B	A	Yes	Yes	Yes	B	A	A	A	NA	Yes	No	Yes	No	NA	Na	NA	NA	NA	Independe	NA			
Parth Rayk Bipinchanc	16/07/2001	2022	463/48 Gaj	9.08E+09	raykarparti	Titan	Greeter	B.Com	Yes	B	Yes	A	A	A	A	Yes	Yes	Yes	A	A	A	A	No comme	Yes	No	No	No	No	No	No	No	No	Fairwell	No			
Aathira Na Sunil Kums	17-09-2001	2024	Maninagar	9.51E+09	aathiranair	Hueb	Operation	Post gradu	Yes	C	Yes	B	B	B	B	No	No	Yes	C	B	C	B	I would say	Yes	No	Yes	No	Not so	Not so	No	No	No	The lecturr	Just given i			
SALUNKE / SALUNKE F	31/10/2001	2022	A/34 SHYA	9.62E+09	akshatsalunke1	@gmail.com	10TH - 75	Yes	A	No	A	A	B	B	B	Yes	Yes	Yes	B	A	B	B	THERE SHC	No	No	No	No	Never	NEVER	NEVER	NEVER	NEVER	I think it m	College fac			
Prajapati Y Prajapati V	16/08/2001	2023-24	Rushikesh	9.27E+09	yashprajap	GJM & co.	Account ex	B.com, M. i	Yes	A	Yes	A	B	B	C	Yes	Yes	Yes	A	A	B	C	Phir kabhi	No	No	No	Yes	Phir kabhi	Phir kabhi	Phir kabhi	Phir kabhi	Phir kabhi	Phir kabhi	Phir kabhi			
Soni vansh Soni Naren	#####	2024	F-3/33 Abt	9.33E+09	sonivanshika354	@gmail.com	Post gradu	Yes	A	Yes	A	A	A	A	A	Yes	Yes	Yes	A	A	A	A	So grateful	Yes	Yes	Yes	No	No	No	No	No	Teachers d	None				
Thakor Par Sanjaybhai	#####	2022	262/A, Aas	9.27E+09	Parththakor	780@gmail.com	Bcom & Cf	Yes	A	No	B	B	C	B	B	Yes	Yes	Yes	B	B	B	NA	Yes	No	No	No	No	No	No	No	NA	NA					
Devang Ra Yogeshkun	#####	2018	O - 4 Paras	9.73E+09	devang181	Ownr Busin	Owner	B.com	Yes	A	Yes	A	A	A	A	Yes	Yes	Yes	A	A	A	A	There is nc	Yes	Yes	Yes	Yes	Yes	Best	Best	Best	Enjoy each	No				
Akhilesh P. Madhavdal	15/01/2001	2020	D-503, Shri	9.16E+09	akhilparma	PTRC	Field Inves	B.com & Iv	Yes	B	Yes	B	C	C	B	Yes	No	Yes	D	B	C	C	For which	No	No	Yes	Yes	No	-	-	-	NSS activit	Students ir				
Shubham Ashvinbhai	28/03/1991	2015	A 206 parij	8.87E+09	Shubham.i	Governme	SI	M.com Dip	Yes	A	Yes	A	A	A	A	Yes	Yes	Yes	A	A	A	A	Best Collag	Yes	Yes	Yes	Yes	Yes	Award For Public Heal	Yes	NSS best Leader	A	NSS Works	No			
MANTHAN JAYESHBHU	#####	2020	C-35, Pradi	7.87E+09	manthanb	Gujarat Hiq	Advocate	B.COM, LLI	Yes	A	Yes	A	A	A	A	Yes	Yes	Yes	A	A	A	A	Great educ	Yes	Yes	Yes	Yes	-	-	-	-	Cig industr	No any sug				
AAYUSH SJ JIGAR SHAI	21/01/2001	2021	J-6, KRANT	9.1E+09	aayushshal	MAAK ANE	ARTICLE A	B.com, INT	Yes	A	Yes	A	A	C	B	No	Yes	No	C	A	A	B	DO SOME	Yes	No	Yes	No	No	No	No	No	NO	SUGGE				
JASMINKU NATVARLA	#####	2002	573/3594,	9.82E+09	jasmindarj	KRISHNA II	OWNER	M.Com	Yes	A	Yes	A	A	A	A	Yes	Yes	Yes	A	A	A	A	Nothing su	Yes	Yes	Yes	Yes	Ansari Ferr	Pro. U.L Raman & Pro. G.G.S in	5	When I sel	all present					
Riya Singh Bijay Singh	#####	2024	L 505 Sami	8.51E+09	Riyasingh2001	rs@gmail.com	B.com	Yes	B	No	B	B	B	B	B	No	No	Yes	B	B	B	B	Na	No	No	No	Na	Na	Na	Na	Na	Na	Na				
SHAIKH AA AFZALHUSI	22/04/2001	2022	Darjini	9.69E+09	aafirinshaik	A G Teache	Student	B. Com, M. Yes	A	Yes	A	A	A	A	A	Yes	Yes	Yes	A	A	A	A	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Annual prc	No				
Sahil Pitha Kamalbhai	#####	2022	401, Bansa	6.36E+09	sahilpithad	Analytix Bu	Accountan	M.com	Yes	A	No	A	A	A	A	Yes	Yes	Yes	A	A	A	A	So far so g	Yes	Yes	Yes	Yes	Yes	Yes	During Oct	No	Yupp	No	During clas	No everyth		



Employers

Name of Company	Email	Mobile:	[rate relev	[rate the s	[rate the c	[rate the r	[Rate the	[rate the a	[rate the e	[rate the p	What other
TOYOTA TSUSHO Vitthalapur	gohilvishv	#####	Agree(2)	Neutral(3)	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Digital mar
VEE RUBBER INDIA PVT. LTD	hr@veeru	#####	Neutral(3)	Disagree(4	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Agree(2)	Agree(2)	Personality
Planwey Global Services Pvt. Ltd.	sales@plan	#####	Strongly A	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	
AHC LIFECARE PVT LTD	diparihan	#####	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	
Avsar HR - SPNN Pvt Ltd.	rajnikant.v	#####	Strongly A	Neutral(3)	Disagree(4	Disagree(4	Neutral(3)	Agree(2)	Neutral(3)	Neutral(3)	Accountan
SAMEPAGE	PRAHALAD	#####	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Strongly A	Agree(2)	Strongly A	Hands on p
GTPL Broadband Pvt Ltd.	Gulamrasu	#####	Agree(2)	Neutral(3)	Agree(2)	Neutral(3)	Neutral(3)	Neutral(3)	Agree(2)	Agree(2)	
Adecco India Pvt Ltd	ahuja.chet	#####	Strongly A	Agree(2)	Strongly A	Agree(2)	Agree(2)	Strongly A	Agree(2)	Agree(2)	
GPSAR HEALTH CARE LIMITED	www.plan	942919785	Disagree(4	Strongly D	Disagree(4	Disagree(4	Disagree(4	Disagree(4	Strongly D	Strongly Disagree(5)	
SkilIQ (Intellitique Education Services Private	info@skilli	#####	Agree(2)	Strongly A	Agree(2)	Neutral(3)	Neutral(3)	Agree(2)	Neutral(3)	Agree(2)	Beauty par
GTPL Broadband pvt ltd	tejal7936@	#####	Agree(2)	Agree(2)	Strongly A	Agree(2)	Disagree(4	Disagree(4	Neutral(3)	Neutral(3)	
Technofirm Solutions LLP	hr@techn	#####	Neutral(3)	Disagree(4	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Neutral(3)	
JollyHires	sukhadiya	#####	Agree(2)	Strongly A	Agree(2)	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	
Leader Care Ventures Pvt Ltd	Chintansha	#####	Strongly A	Agree(2)	Agree(2)	Agree(2)	Strongly A	Strongly A	Agree(2)	Agree(2)	Industry vi
SAMEPAGE	prahalad.s	#####	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Neutral(3)	Neutral(3)	Neutral(3)	Hands on r
STPC BANKING JOBS	pravinsinh	#####	Agree(2)	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	
Online Print and Pack private limited	hr@online	#####	Neutral(3)	Neutral(3)	Agree(2)	Disagree(4	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	
jackson chemical industries	milan4u@	#####	Disagree(4	Neutral(3)	Neutral(3)	Neutral(3)	Disagree(4	Neutral(3)	Neutral(3)	Neutral(3)	Personal ar
Orient Training and Placement	otpahmed	#####	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Strongly Agree(1)	
VDCAP FINSERV PVT.LTD.	vipul@vdc	#####	Neutral(3)	Agree(2)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Spoken Eng
Sri Shyam Fashion india Pvt Ltd	hr@shyam	#####	Agree(2)	Neutral(3)	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Strongly Agree(1)	
Starava Healthcare Pvt.Ltd.	hrd@strav	#####	Agree(2)	Strongly A	Neutral(3)	Neutral(3)	Agree(2)	Agree(2)	Agree(2)	Neutral(3)	
ACME DIETCARE PVT.LTD.	hr.ho@acr	#####	Neutral(3)	Agree(2)	Neutral(3)	Neutral(3)	Agree(2)	Agree(2)	Agree(2)	Neutral(3)	
Just Dial	Pravinsinh	#####	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly Agree(1)	
Axis Bank	Pravinsinh	#####	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Strongly A	Strongly Agree(1)	
Recruit India PVT LTD	Pravinsinh	#####	Strongly A	Agree(2)	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Agree(2)	
Grade E	team@gra	#####	Agree(2)	Neutral(3)	Agree(2)	Neutral(3)	Agree(2)	Neutral(3)	Agree(2)	Neutral(3)	
Teq Diligent Product Solutions Pvt. Ltd,	mitali.mist	#####	Neutral(3)	Disagree(4	Neutral(3)	Disagree(4	Neutral(3)	Disagree(4	Neutral(3)	Disagree(4	Attitude gr
Infocom Network Pvt Ltd – Tradeindia.com	trushal@tr	#####	Agree(2)	Agree(2)	Agree(2)	Neutral(3)	Agree(2)	Strongly A	Strongly A	Strongly Agree(1)	
Kataria Automobiles Pvt. Ltd.	manager.h	#####	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Neutral(3)	Neutral(3)	Neutral(3)	Profession
LIC OF INDIA	ketanbaro	#####	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Strongly Agree(1)	
Star Health and Allied Insurance Company Ltd	chandan.ra	#####	Agree(2)	Neutral(3)	Agree(2)	Neutral(3)	Neutral(3)	Agree(2)	Agree(2)	Agree(2)	

HDFC Sales Pvt. Ltd.	anandkaus	#####	Neutral(3)	Disagree(4)	Agree(2);D	Disagree(4)	Disagree(4)	Disagree(4)	Disagree(4)	Disagree(4)	Disagree(4)
HDFC Sales Pvt. Ltd.	anandkaus	#####	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Strongly Agree(1)	
HDFC Sales Pvt. Ltd.	anandkaus	#####	Agree(2)	Strongly A	Agree(2)	Agree(2)	Neutral(3)	Agree(2)	Agree(2)	Agree(2)	
HDFC Sales Pvt. Ltd.	anandkaus	#####	Strongly A	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Neutral(3)	
HDFC Sales Pvt. Ltd.	anandkaus	#####	Agree(2)	Neutral(3)	Agree(2)	Neutral(3)	Neutral(3)	Agree(2)	Agree(2)	Agree(2)	
HDFC Sales Pvt. Ltd.	anandkaus	#####	Agree(2)	Neutral(3)	Neutral(3)	Neutral(3)	Agree(2)	Agree(2)	Neutral(3)	Agree(2)	
HDFC Sales Pvt. Ltd.	anandkaus	#####	Agree(2)	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Agree(2)	Strongly Agree(1)	
HDFC Sales Pvt. Ltd.	anandkaus	#####	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Strongly A	Strongly A	Strongly A	Strongly Agree(1)	
HDFC Sales Pvt. Ltd.	anandkaus	#####	Neutral(3)	Agree(2)	Agree(2)	Agree(2)	Neutral(3)	Agree(2)	Neutral(3)	Agree(2)	
HDFC Sales Pvt. Ltd.	anandkaus	#####	Strongly A	Agree(2)	Agree(2)	Agree(2)	Strongly A	Strongly A	Strongly A	Strongly Agree(1)	
Gujarat TestLab Pvt Ltd	gujlab@gm	#####	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Agree(2)	
Kotak Mahindra Prime Limited	Shubham.s	#####	Agree(2)	Strongly A	Agree(2)	Strongly A	Strongly A	Strongly A	Strongly A	Agree(2)	
Axis Bank Limited	Berva.Hars	#####	Agree(2)	Agree(2)	Strongly A	Strongly A	Agree(2)	Strongly A	Agree(2)	Agree(2)	
Axis Bank - ITM Skill Acadamy	Kamleshbh	#####	Agree(2)	Neutral(3)	Agree(2)	Agree(2)	Agree(2)	Neutral(3)	Neutral(3)	Neutral(3)	
wishLoan	anal.kotha	#####	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Strongly A	Agree(2)	Strongly Agree(1)	
APOLLO PHARMACIES LIMITED	rajdeep_c	#####	Agree(2)	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	
Adhirat Technologies LLP.	rohit@adh	#####	Agree(2)	Agree(2)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Agree(2)	Agree(2)	
Birju Acharya CFP CWM	birjuachar	#####	Agree(2)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Agree(2)	Agree(2)	Agree(2)	
West Coast Pharmaceuticals Works Ltd	hrdho@we	#####	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly A	Strongly Agree(1)	
Genpact	Manjusha.	#####	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Agree(2)	
Citizen Industries	hrd@citize	#####	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Strongly A	Strongly A	Agree(2)	
Su-kEm Tech Lab	info.sukem	#####	Agree(2)	Strongly A	Agree(2)	Neutral(3)	Neutral(3)	Strongly D	Strongly D	Strongly Disagree(5)	
SAME PAGE	shambhavi	#####	Agree(2)	Strongly A	Agree(2)	Strongly A	Agree(2)	Strongly A	Strongly A	Strongly Agree(1)	
Key Carrier Management Service Pvt. Ltd	hr@key-cn	#####	Disagree(4)	Strongly D	Strongly D	Neutral(3)	Disagree(4)	Neutral(3)	Neutral(3)	Disagree(4)	
Axis Bank	Berva.Hars	#####	Neutral(3)	Disagree(4)	Neutral(3)	Disagree(4)	Disagree(4)	Disagree(4)	Disagree(4)	Disagree(4)	
Anudip Foundation for Social Welfare	pradip.sha	#####	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	
JollyHires	urvashi.sul	#####	Strongly A	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Strongly A	Strongly A	Strongly Agree(1)	
FICCI	pankaj.tiba	#####	Agree(2)	Strongly A	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Strongly A	Agree(2)	
Choice equity broking PVt LTD	ankur.agra	#####	Agree(2)	Neutral(3)	Agree(2)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	Neutral(3)	
LIC OF INDIA	rajeshsaini	#####	Strongly A	Agree(2)	Agree(2)	Agree(2)	Agree(2)	Neutral(3)	Agree(2)	Agree(2)	

2023-24

Feedback Analysis

1. Student
2. Faculty
3. Alumni
4. Employers

Student

Gujarat Commerce College, Ellisbridge, Ahmedabad

Report on Analysis of Student feedback

Year 2023-24

Each year, the institution actively solicits input from its student body, aiming to capture a comprehensive view that spans overarching themes and granular insights into the curriculum and syllabi. Students are urged to share their thoughts openly and honestly, aiming to pinpoint any areas for improvement in the curriculum and adapt it to meet current demands. This feedback mechanism serves to not only assess students' perceptions of the college but also to gauge their opinions on faculty members and other pertinent aspects of their educational experience.

After gathering the suggestions, the college consolidates them for further review. These insights undergo meticulous examination and discussion before being relayed to the Internal Quality Assurance Cell (IQAC). The IQAC then channels these compiled suggestions to the affiliated University for potential enhancements to the syllabus. It's essential to recognize that, being an affiliated institution, the college can only propose these suggestions to the university, with the ultimate decision lying within the university's jurisdiction. Nevertheless, the IQAC strives to align with the overarching feedback received and implements changes accordingly.

METHOD OF FEEDBACK COLLECTION AND ANALYSIS:

The feedback collection process utilized Google Forms as its primary tool, enabling efficient data gathering. Responses were downloaded for thorough analysis, with total scores computed and averages calculated for questions featuring a rating system. To streamline interpretation and calculation, figures were rounded off.

The detailed analysis focused on interpreting the final average scores, extracting valuable insights to formulate suggestions. Delving into nuanced aspects, the analysis identified trends in feedback and pinpointed areas for improvement. These insights informed the development of informed recommendations and enhancements for the relevant areas.

This method facilitated a comprehensive examination of the feedback data, ensuring detailed and accurate analysis. The use of rounded figures enhanced the clarity of interpretation, contributing to the effectiveness of the overall feedback analysis process.



SECTION -1 GENERAL

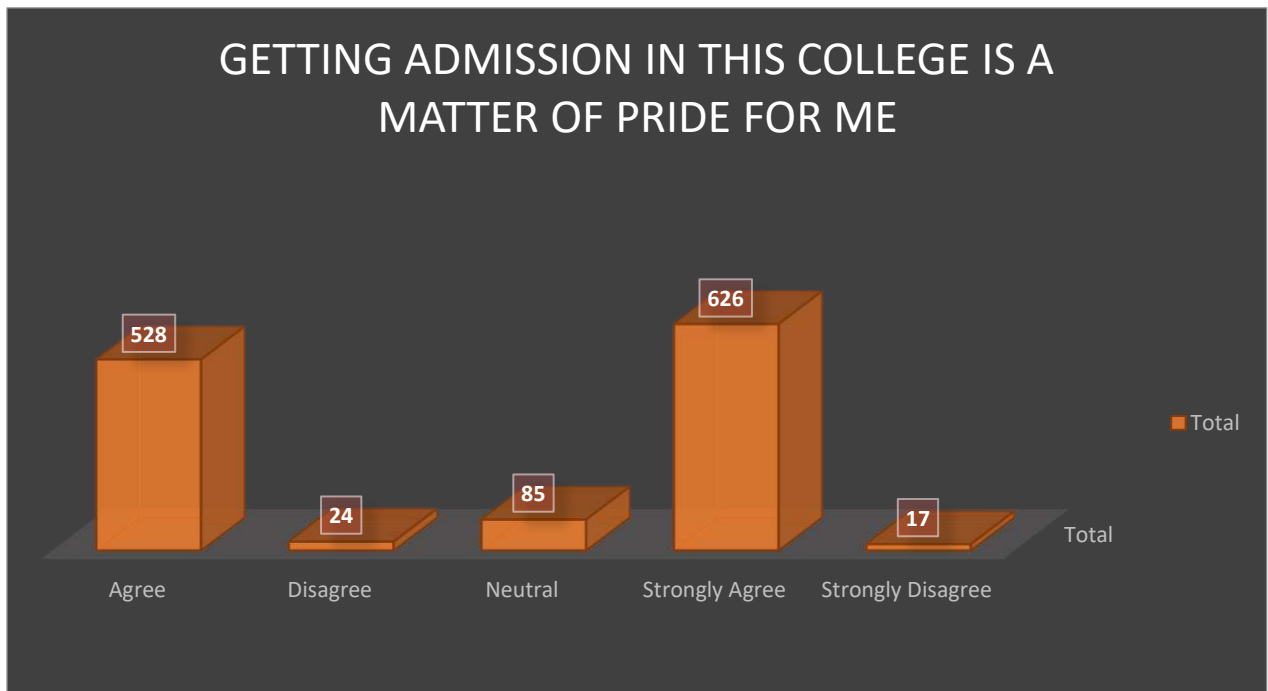
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

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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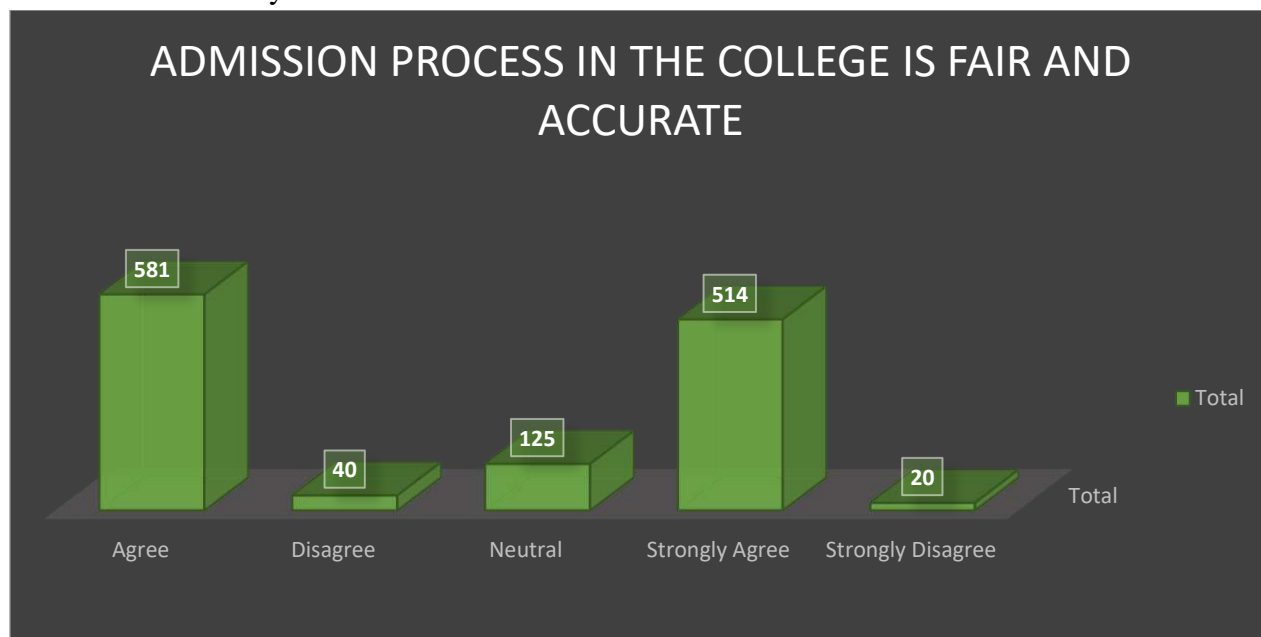
The data represents feedback collected from students regarding their perception of admission to the college. Among the 1,280 responses, a significant majority of 626 students strongly agreed that getting admission to the college is a matter of pride. Additionally, 528 students agreed with this sentiment. Only a small fraction of 24 students disagreed, and an even smaller number of 17 students strongly disagreed. A moderate number of 85 students expressed a neutral stance on the matter. Overall, the overwhelming majority of students perceive admission to the college as a source of pride, indicating a positive sentiment towards their affiliation with the institution.

2	Admission process in the college is fair and accurate
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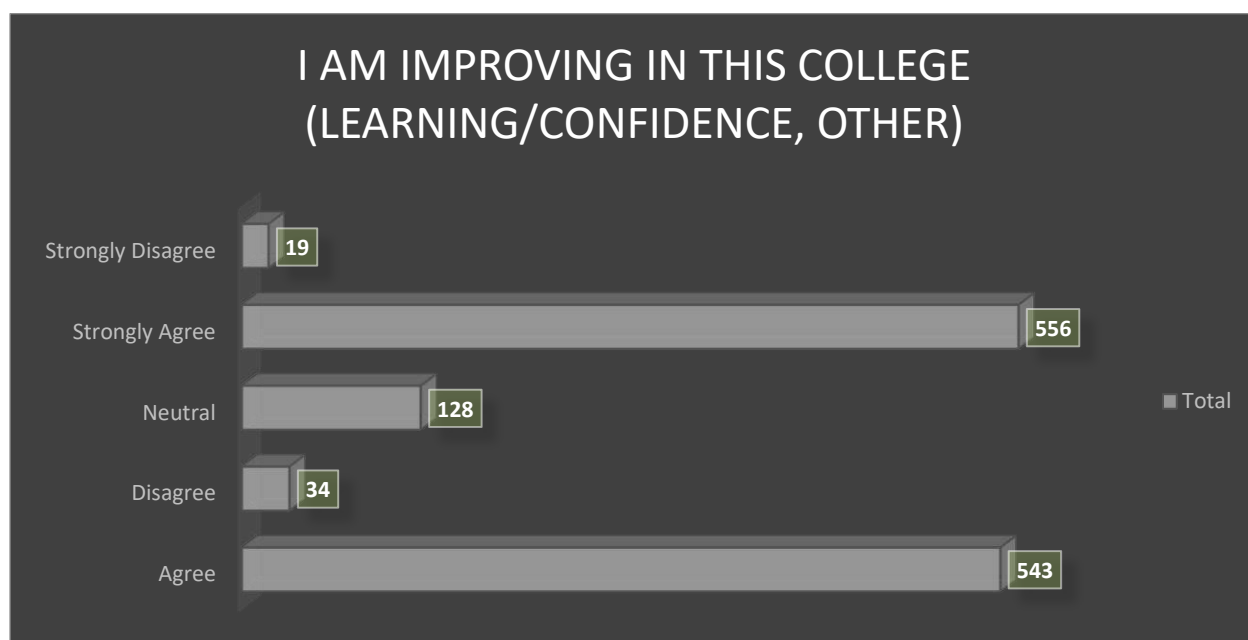
The data reflects student feedback on the fairness and accuracy of the college's admission process. Among the 1,280 responses, a substantial portion of 514 students strongly agreed that the admission process is fair and accurate. Additionally, 581 students agreed with this sentiment. Conversely, only a minority of 40 students disagreed, and an even smaller number of 20 students strongly disagreed. A moderate number of 125 students expressed a neutral



stance on the fairness and accuracy of the admission process. Overall, the majority of students perceive the admission process in the college positively, indicating confidence in its fairness and accuracy.



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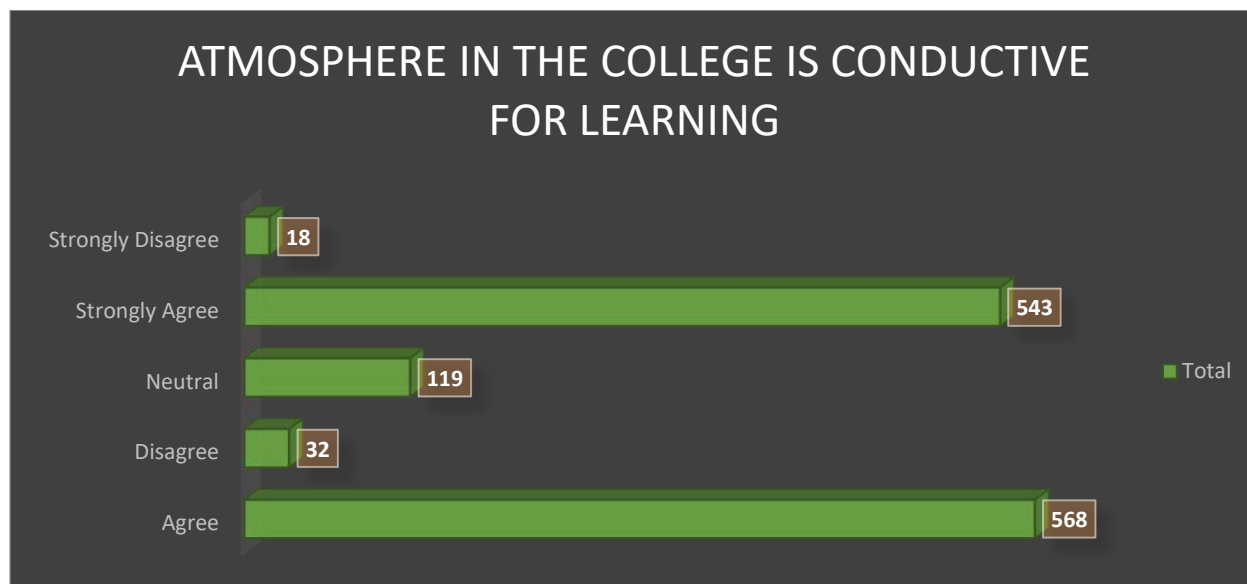


The data presents student perceptions regarding their improvement while attending the college, encompassing aspects such as learning, confidence, and other areas. Among the 1,280 responses, a considerable number of 556 students strongly agreed that they are improving in the college. Additionally, 543 students agreed with this sentiment. Conversely, only a minority of 34 students disagreed, and an even smaller number of 19 students strongly



disagreed. A moderate number of 128 students expressed a neutral stance on their improvement in the college. Overall, the majority of students perceive positive growth and improvement during their time at the college, reflecting a favorable educational experience.

4	Atmosphere in the college is conducive for learning
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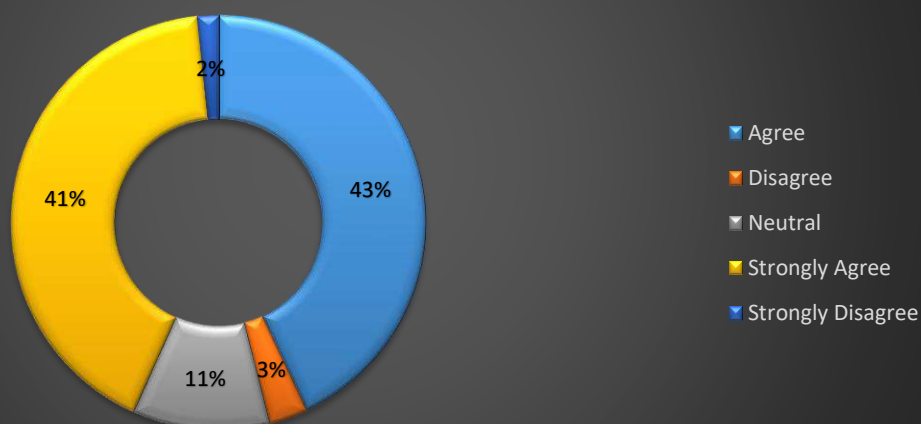


The data indicates student perceptions of the learning environment within the college. Among the 1,280 responses, a significant majority of 543 students strongly agreed that the atmosphere in the college is conducive for learning. Additionally, 568 students agreed with this sentiment. Conversely, only a small minority of 32 students disagreed, and an even smaller number of 18 students strongly disagreed. A moderate number of 119 students expressed a neutral stance on the conduciveness of the learning atmosphere. Overall, the overwhelming majority of students perceive the college environment positively, regarding it as supportive and conducive for learning, which is indicative of a favorable educational setting.

5	There is positive change in the behaviour in me after joining the college
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There is positive change in the behavior in me after joining the college



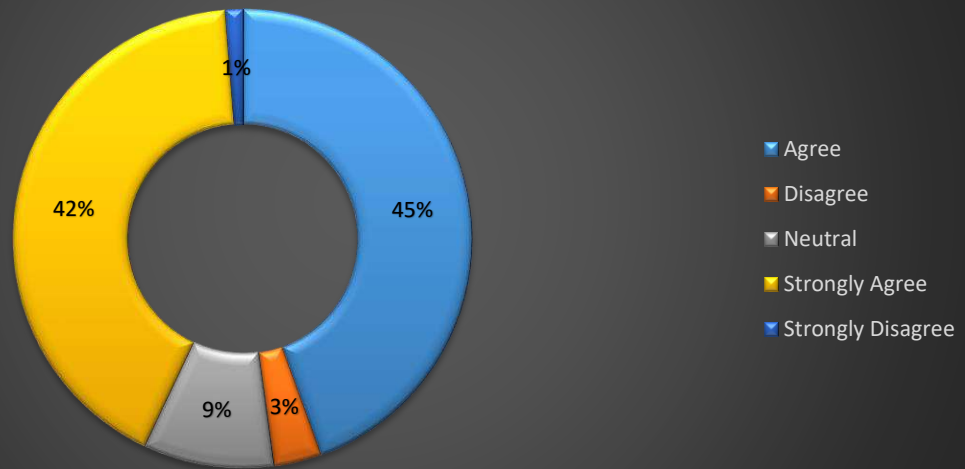
The data reflects student perceptions regarding changes in behavior since joining the college. Among the 1,280 responses, a significant number of 533 students strongly agreed that they have experienced a positive change in behavior after joining the college. Additionally, 550 students agreed with this sentiment. Conversely, only a minority of 39 students disagreed, and an even smaller number of 21 students strongly disagreed. A moderate number of 137 students expressed a neutral stance on whether there has been a positive change in their behavior. Overall, the majority of students perceive that joining the college has positively influenced their behavior, indicating a beneficial impact on personal development within the educational environment.

6	College conveys all information
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The data illustrates student perceptions regarding the adequacy of information dissemination within the college. Among the 1,280 responses, a significant majority of 534 students strongly agreed that the college effectively conveys all necessary information. Additionally, 569 students agreed with this sentiment. Conversely, only a minority of 43 students disagreed, and an even smaller number of 16 students strongly disagreed. A moderate number of 118 students expressed a neutral stance on whether the college conveys all information. Overall, the majority of students perceive that the college adequately communicates information, suggesting a satisfactory level of transparency and communication within the institution.



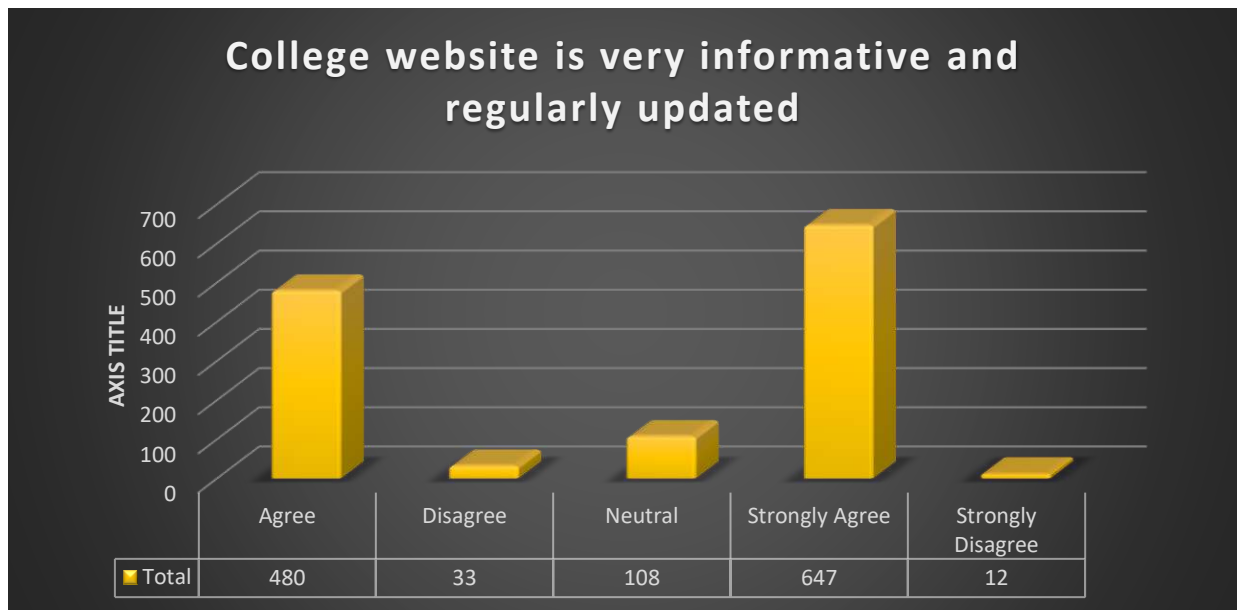
college conveys all information



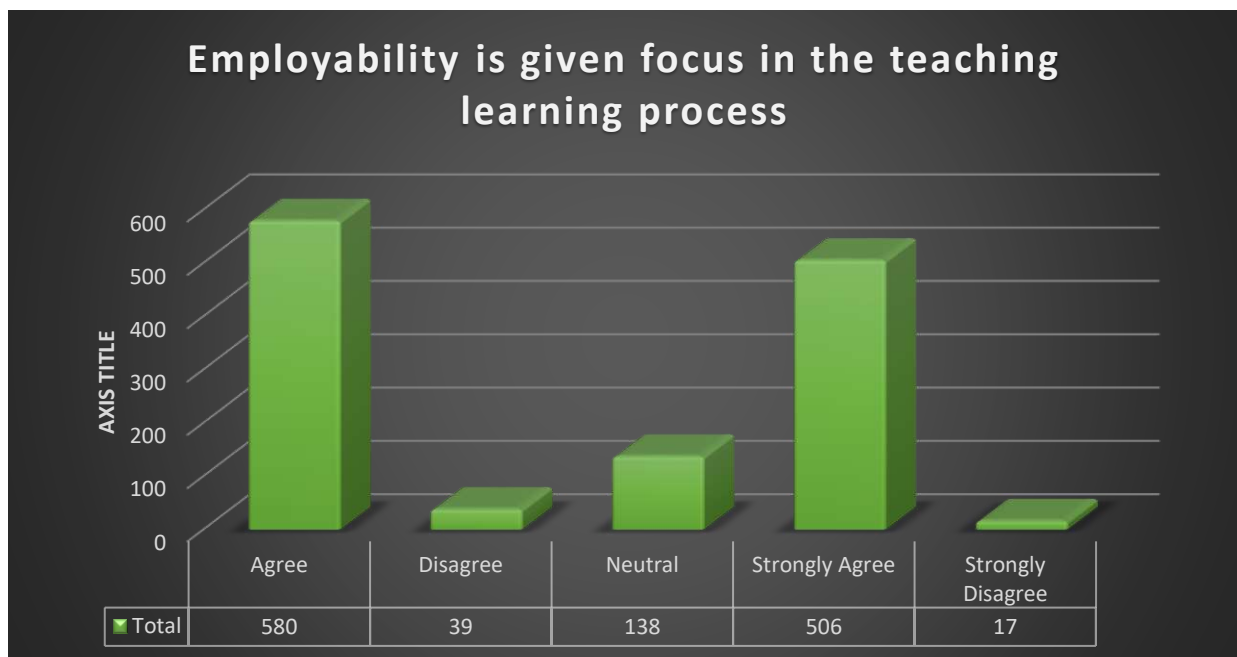
7	College website is very informative and regularly updated
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The data reflects student opinions on the informativeness and regular updating of the college website. Among the 1,280 responses, a substantial majority of 647 students strongly agreed that the college website is very informative and regularly updated. Additionally, 480 students agreed with this sentiment. Conversely, only a minority of 33 students disagreed, and an even smaller number of 12 students strongly disagreed. A moderate number of 108 students expressed a neutral stance on the informativeness and regular updating of the college website. Overall, the majority of students perceive the college website positively, indicating satisfaction with its informative content and consistent updates, which contributes to a positive user experience.





8 | Employability is given focus in the teaching learning process



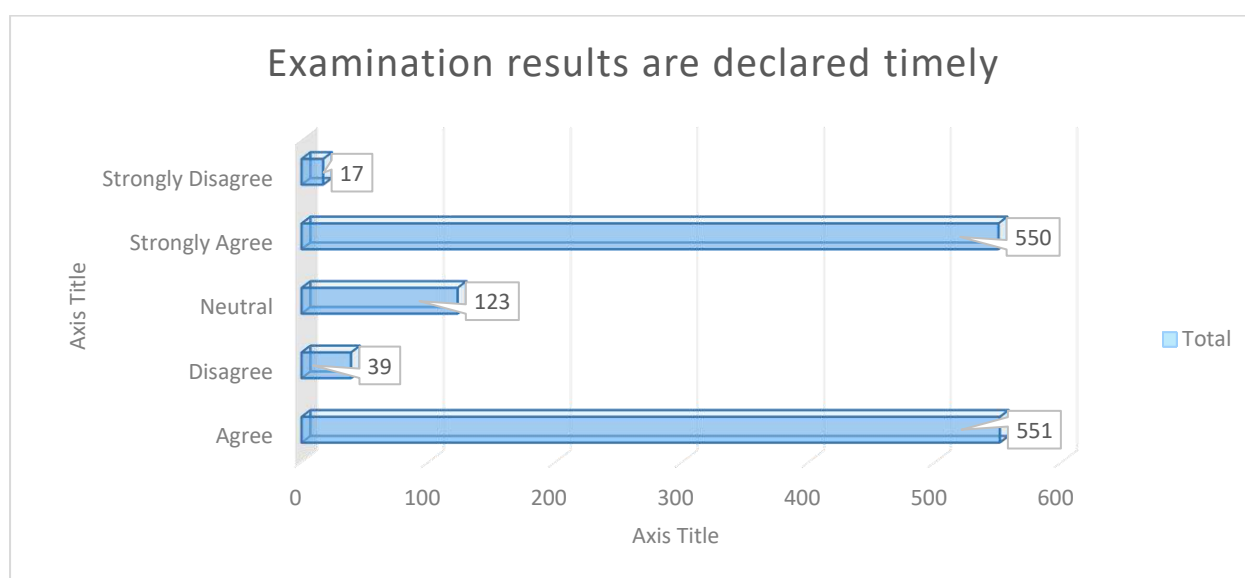
The data presents student perceptions regarding the emphasis placed on employability within the teaching-learning process. Among the 1,280 responses, a considerable majority of 506 students strongly agreed that employability is given focus in the teaching-learning process. Additionally, 580 students agreed with this sentiment. Conversely, only a minority of 39 students disagreed, and an even smaller number of 17 students strongly disagreed. A moderate number of 138 students expressed a neutral stance on whether employability is given focus in the teaching-learning process. Overall, the majority of students perceive that



the college prioritizes employability within its educational approach, indicating a commitment to preparing students for the workforce.

9	Examination results are declared timely
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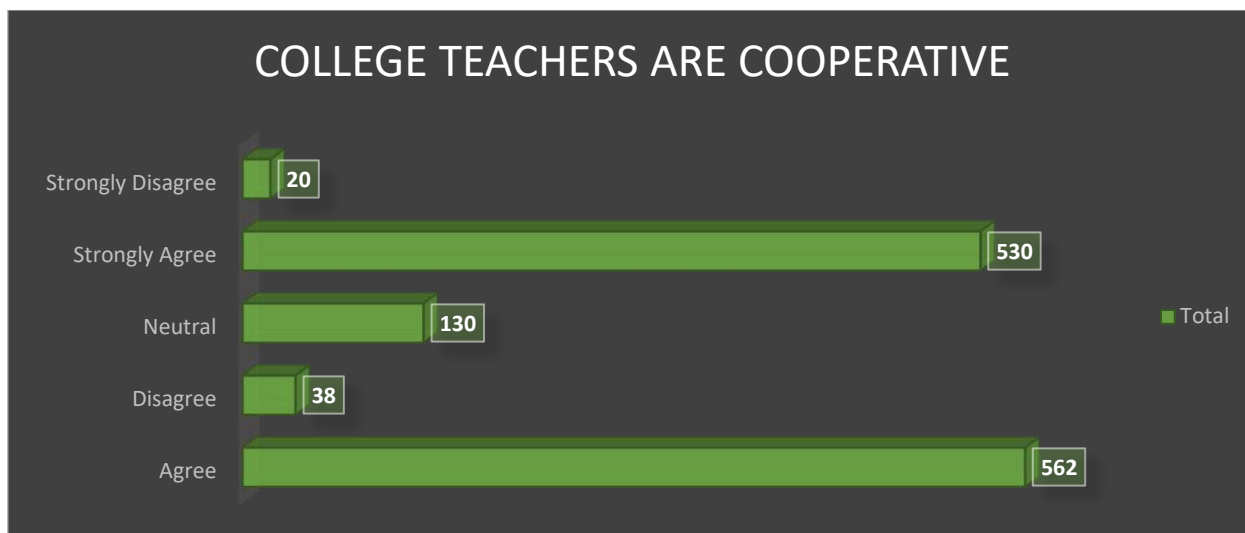
The data reveals student perceptions regarding the timeliness of examination result declarations. Among the 1,280 responses, a significant majority of 550 students strongly agreed that examination results are declared timely. Additionally, 551 students agreed with this sentiment. Conversely, only a minority of 39 students disagreed, and an even smaller number of 17 students strongly disagreed. A moderate number of 123 students expressed a neutral stance on whether examination results are declared timely. Overall, the majority of students perceive that examination results are declared in a timely manner, indicating satisfaction with the efficiency of the result declaration process.



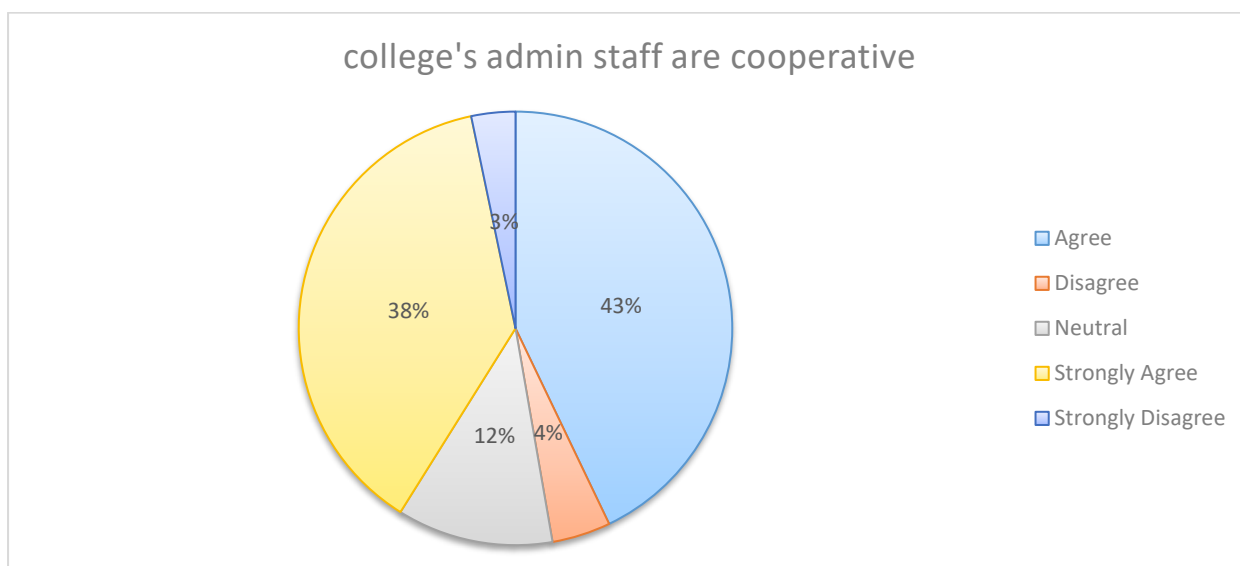
10	College teachers are cooperative
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The data represents student perceptions regarding the cooperativeness of college teachers. Among the 1,280 responses, a significant majority of 530 students strongly agreed that college teachers are cooperative. Additionally, 562 students agreed with this sentiment. Conversely, only a minority of 38 students disagreed, and an even smaller number of 20 students strongly disagreed. A moderate number of 130 students expressed a neutral stance on whether college teachers are cooperative. Overall, the majority of students perceive college teachers as cooperative, indicating satisfaction with the level of cooperation and support received from their educators.





11	College's admin staff are cooperative
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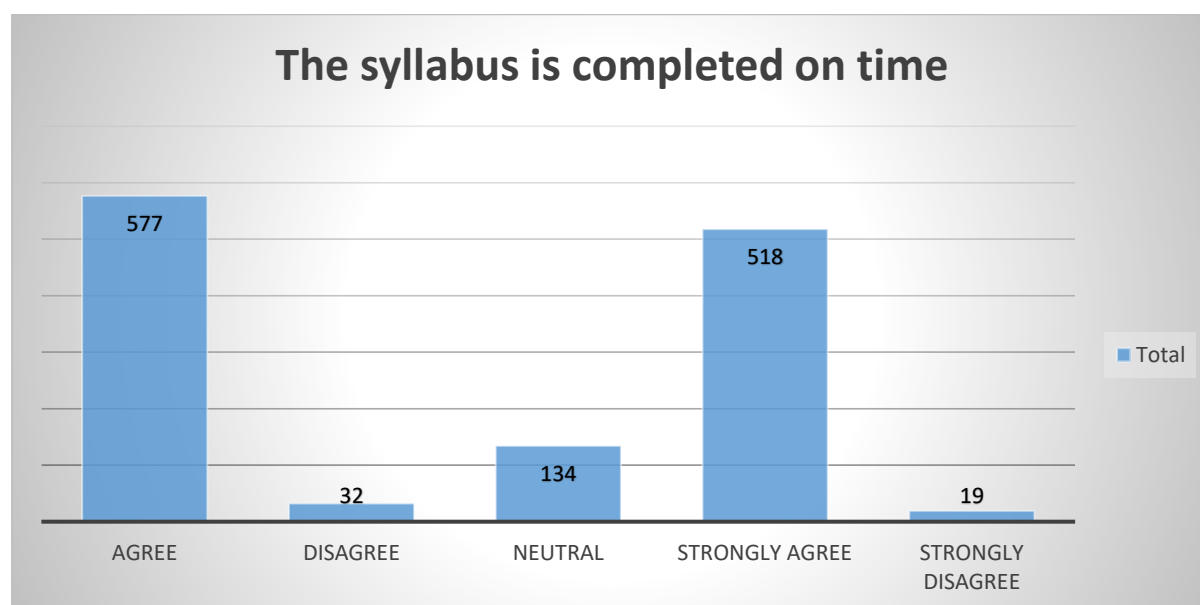


The data presents student perceptions regarding the cooperativeness of the college's administrative staff. Among the 1,280 responses, a significant majority of 484 students strongly agreed that the college's administrative staff are cooperative. Additionally, 549 students agreed with this sentiment. Conversely, a minority of 56 students disagreed, and an even smaller number of 42 students strongly disagreed. A moderate number of 149 students expressed a neutral stance on whether the college's administrative staff are cooperative. Overall, the majority of students perceive the administrative staff as cooperative, indicating satisfaction with the level of support and cooperation received in administrative matters.

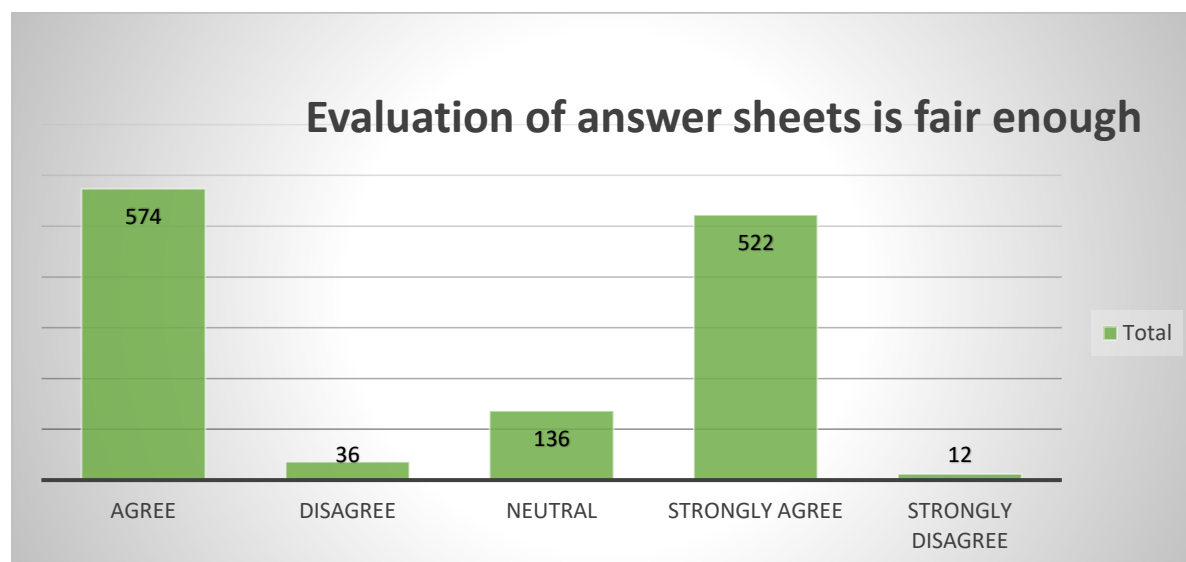
12	The syllabus is completed on time
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The data reflects student opinions on the timely completion of the syllabus. Among the 1,280 responses, a significant majority of 518 students strongly agreed that the syllabus is completed on time. Additionally, 577 students agreed with this sentiment. Conversely, only a minority of 32 students disagreed, and an even smaller number of 19 students strongly disagreed. A moderate number of 134 students expressed a neutral stance on whether the syllabus is completed on time. Overall, the majority of students perceive that the syllabus is completed within the designated timeframe, indicating satisfaction with the pace and efficiency of academic progress.

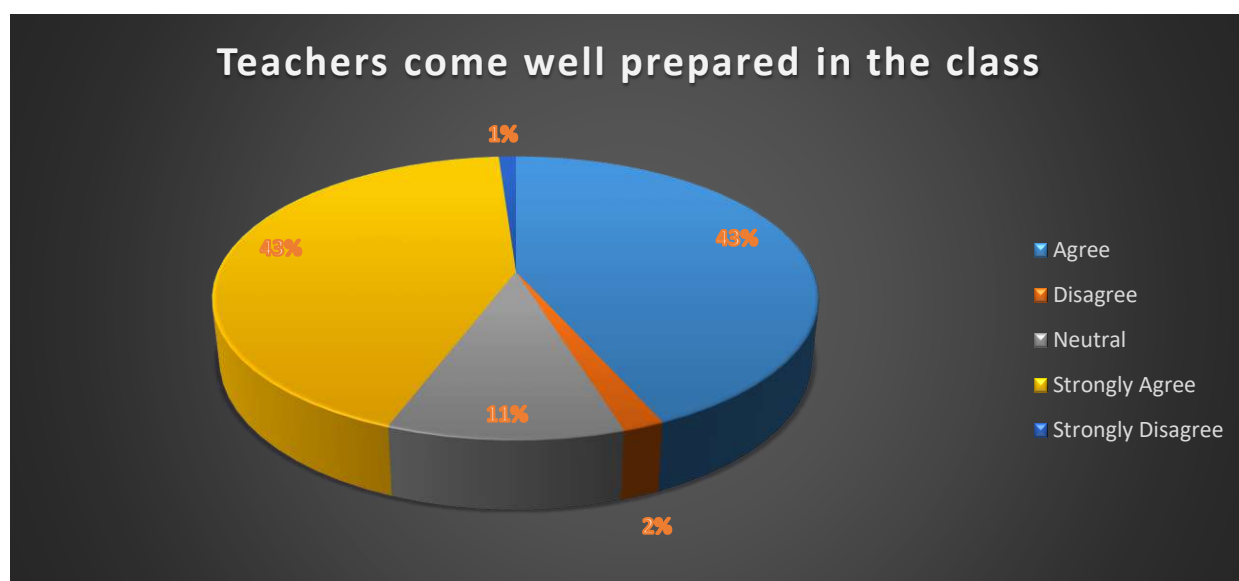


13	Evaluation of answer sheets is fair enough
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The data represents student perceptions regarding the fairness of answer sheet evaluation. Among the 1,280 responses, a significant majority of 522 students strongly agreed that the evaluation of answer sheets is fair enough. Additionally, 574 students agreed with this sentiment. Conversely, only a minority of 36 students disagreed, and an even smaller number of 12 students strongly disagreed. A moderate number of 136 students expressed a neutral stance on whether the evaluation of answer sheets is fair enough. Overall, the majority of students perceive that the evaluation process is fair, indicating satisfaction with the fairness and objectivity of assessment procedures.

14	Teachers come well prepared in the class
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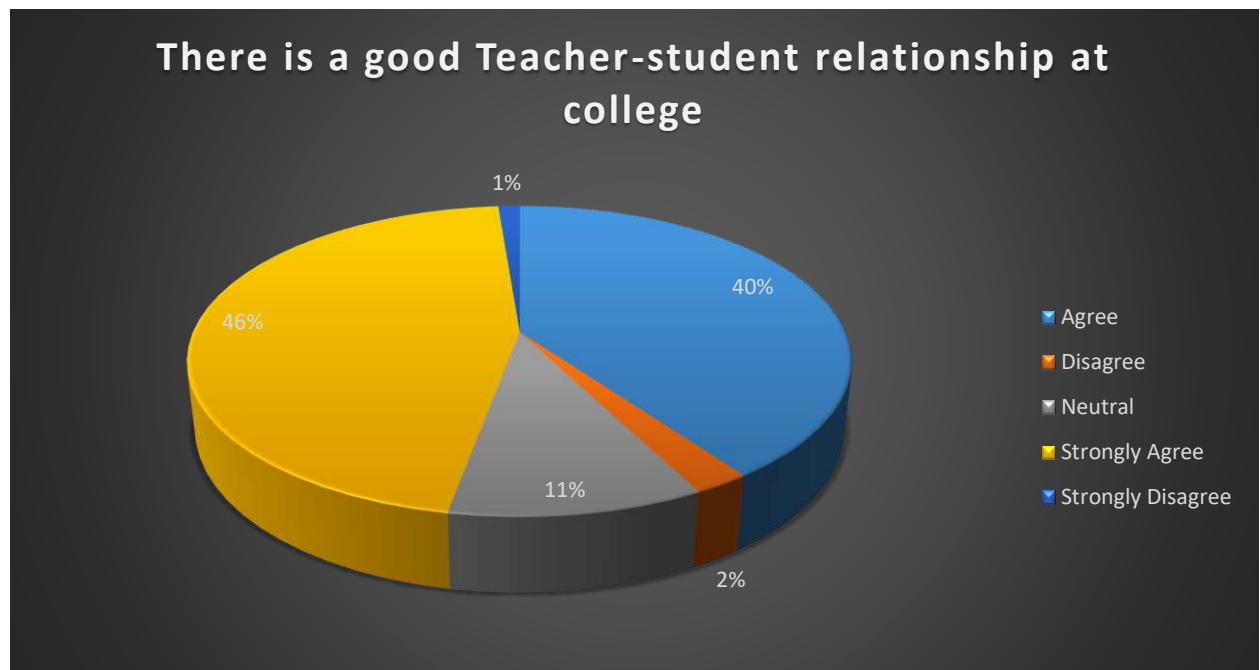
The data presents student opinions on the preparedness of teachers for classes. Among the 1,280 responses, a substantial majority of 552 students strongly agreed that teachers come well prepared for class. Additionally, 554 students agreed with this sentiment. Conversely, only a small minority of 24 students disagreed, and an even smaller number of 14 students strongly disagreed. A moderate number of 136 students expressed a neutral stance on whether teachers come well prepared for class. Overall, the majority of students perceive that teachers are adequately prepared for their classes, indicating satisfaction with the level of preparation and engagement in the learning process.

15	There is a good Teacher-student relationship at college
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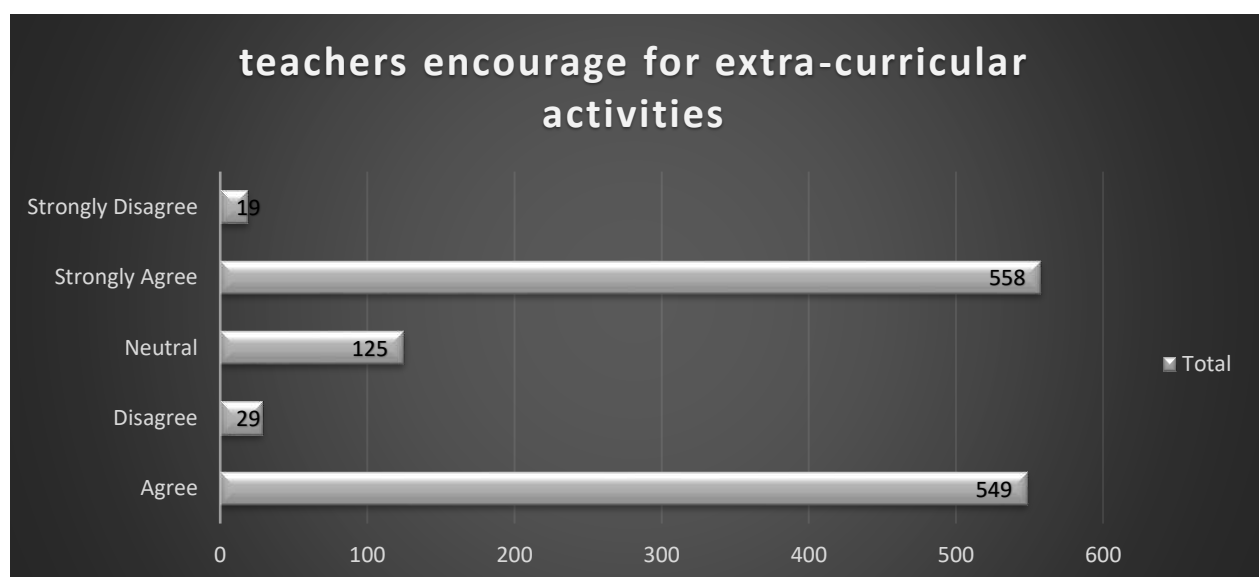
The data reflects student perceptions regarding the quality of teacher-student relationships at the college. Among the 1,280 responses, a significant majority of 587 students strongly agreed that there is a good teacher-student relationship at the college. Additionally, 513 students agreed with this sentiment. Conversely, only a small minority of 30 students disagreed, and an even smaller number of 16 students strongly disagreed. A moderate number



of 134 students expressed a neutral stance on the quality of teacher-student relationships. Overall, the majority of students perceive a positive and supportive relationship between teachers and students at the college, indicating satisfaction with the interpersonal dynamics within the educational environment.



16	Teachers encourage for extra-curricular activities
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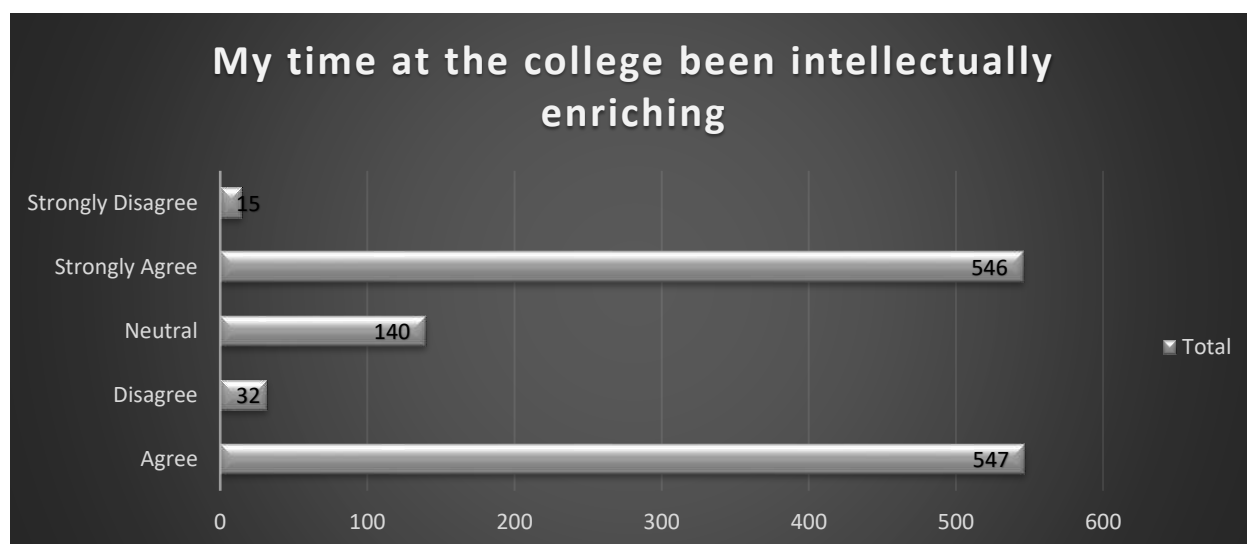
The data represents student perceptions regarding teachers' encouragement for extra-curricular activities. Among the 1,280 responses, a significant majority of 558 students strongly agreed that teachers encourage extra-curricular activities. Additionally, 549 students agreed with this sentiment. Conversely, only a minority of 29 students disagreed, and an even



smaller number of 19 students strongly disagreed. A moderate number of 125 students expressed a neutral stance on whether teachers encourage extra-curricular activities. Overall, the majority of students perceive that teachers actively support and encourage participation in extra-curricular endeavors, indicating a positive influence beyond academic pursuits.

17	My time at the college has been intellectually enriching
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The data reflects student perceptions regarding the intellectual enrichment gained during their time at the college. Among the 1,280 responses, a substantial majority of 546 students strongly agreed that their time at the college has been intellectually enriching. Additionally, 547 students agreed with this sentiment. Conversely, only a minority of 32 students disagreed, and an even smaller number of 15 students strongly disagreed. A moderate number of 140 students expressed a neutral stance on whether their time at the college has been intellectually enriching. Overall, the majority of students perceive their college experience as intellectually stimulating and enriching, indicating satisfaction with the academic and intellectual opportunities provided by the institution.



GENERAL INTERPRETATION:

The data from Section 1 indicates a consistently positive perception among students regarding various aspects of their college experience. Across all parameters assessed, including admission processes, learning environment, faculty engagement, and extracurricular support, the majority of students strongly agree that their college provides a conducive atmosphere for learning and personal growth. Furthermore, students express satisfaction with the fairness of evaluations, timely communication of information, and the enriching nature of their academic journey. These findings suggest a robust educational



ecosystem where students feel valued, supported, and intellectually stimulated, contributing to a fulfilling college experience characterized by pride, progress, and holistic development.

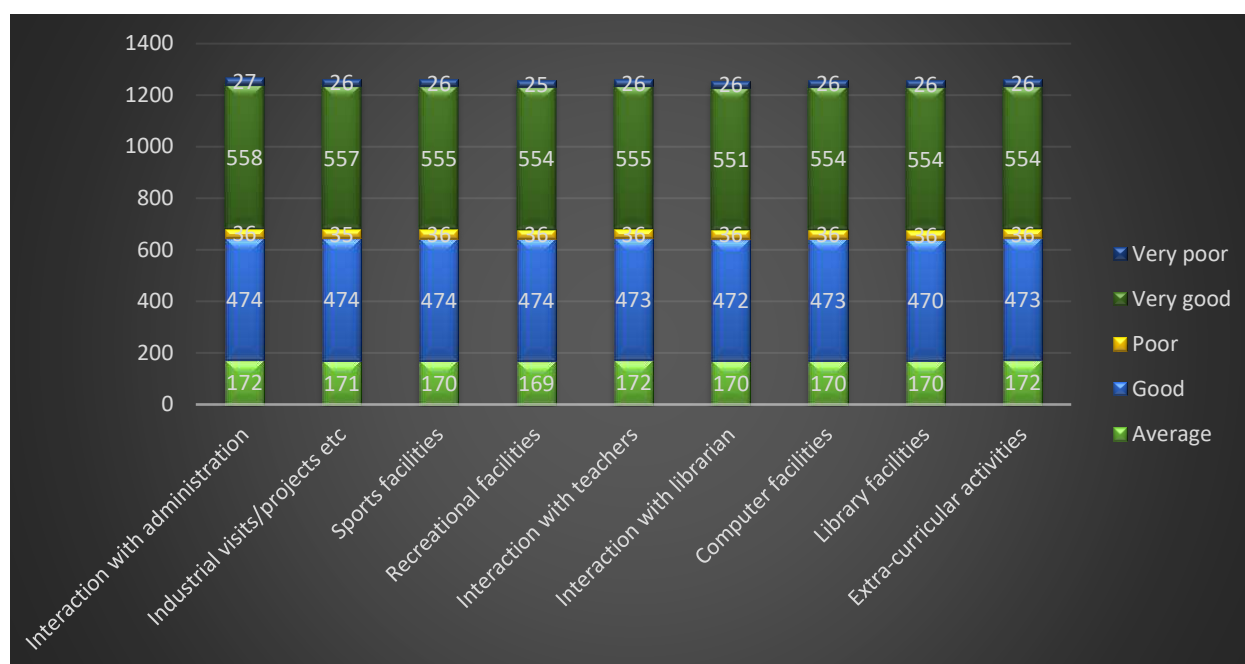
SECTION-2 COLLEGE FACILITIES AND INFRASTRUCTURE

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



The data represents students' perceptions of various aspects of their college experience, categorized into different parameters. Each parameter is rated on a scale from 1 to 6, where 1 represents "Very poor" and 6 represents "Excellent." The average scores for each parameter indicate the overall satisfaction level among students. Across all parameters, the average scores is 4, indicating a generally positive perception. Specifically, interactions with administration, teachers, and librarians, as well as facilities such as industrial visits/projects, sports, recreation, computer, and library facilities, all receive average scores above 4, suggesting a high level of satisfaction. Additionally, students express satisfaction with extra-curricular activities, albeit slightly lower compared to other parameters. Overall, the data suggests that students perceive their college environment favorably, with positive ratings across various aspects of their experience.

GENERAL INTERPRETATION

In Section 2, which focuses on college facilities and infrastructure, students consistently rate various aspects of their college experience as "Good" on a scale from 1 to 6, where 6 represents "Excellent" and 1 represents "Very poor." Across parameters such as interaction with administration, teachers, librarian, computer facilities, library facilities, extra-curricular activities, recreational facilities, sports facilities, and industrial visits/projects, students assign an average score of 4. This indicates a positive perception of the college's facilities and infrastructure, with students expressing satisfaction with the resources and opportunities available to them. Overall, the data suggests that the college provides a conducive



environment for learning, engagement, and personal development, with students rating its facilities and infrastructure as good or above.

SECTION -3 CURRICULUM FEEDBACK

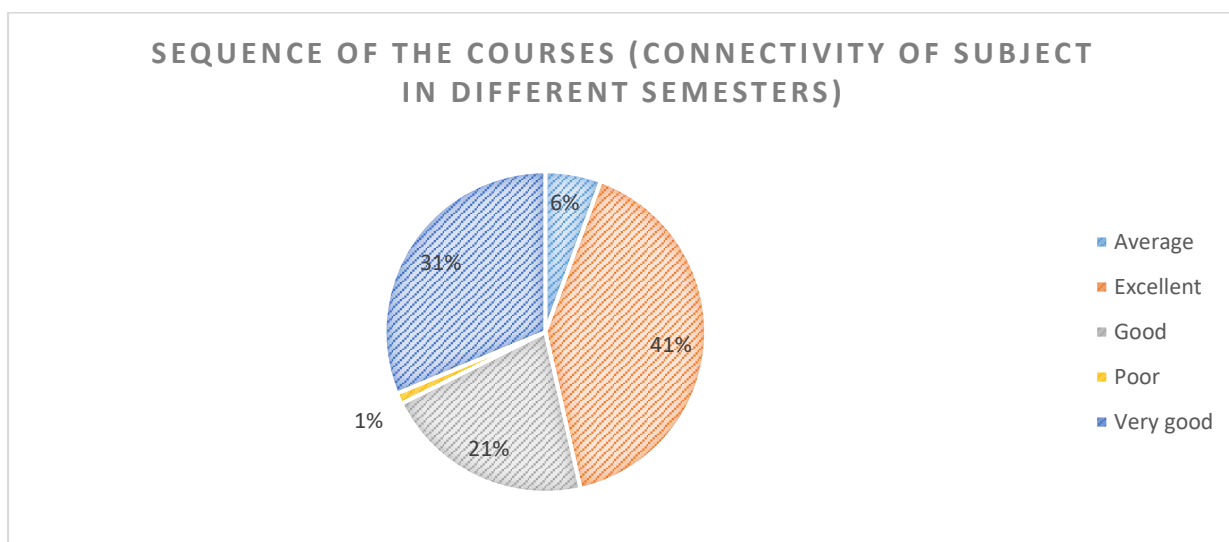
Excellent	Very good	Good	Average	Poor	Very poor
6	5	4	3	2	1

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
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1	Rate the sequence of the courses (connectivity of subject in different semesters)
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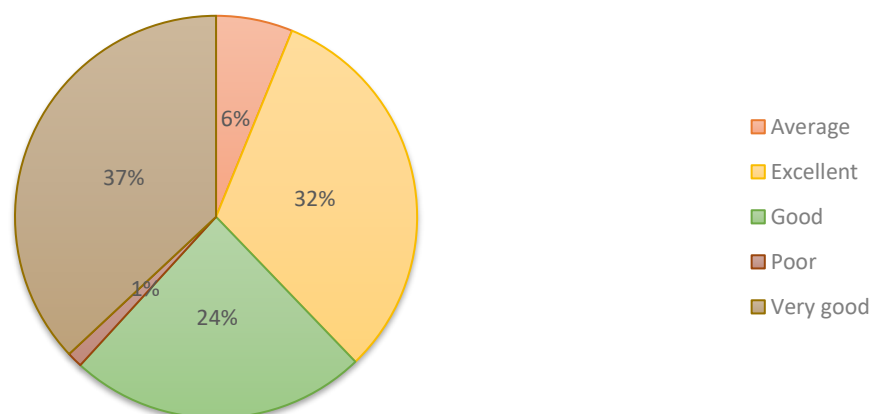


The majority of students rate the sequence of courses in terms of the connectivity of subjects across different semesters as either "Excellent" or "Very good," comprising a total of 923 responses. Additionally, 271 students rated the sequence as "Good," while 72 students rated it as "Average." A smaller proportion of students, 14 in total, rated the sequence as "Poor." Overall, the data suggests a positive perception among students regarding the coherence and connectivity of subjects throughout their academic journey, with a notable majority considering it either excellent or very good.

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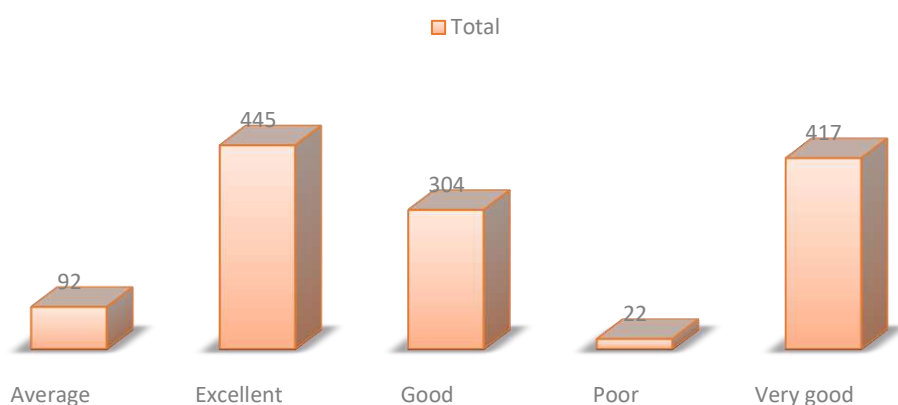
syllabus of the courses in relation to the competencies expected out of the course



Students' opinions on the alignment of course syllabi with expected competencies vary, with a notable majority rating it as "Excellent" or "Very good," totaling 878 responses. Additionally, 307 students rated the syllabus as "Good," while 79 students rated it as "Average." A smaller proportion of students, 16 in total, rated the syllabus as "Poor." Overall, the data indicates a positive perception among students regarding the adequacy of course syllabi in relation to expected competencies, with a significant majority considering it excellent or very good.

3	Relevance of the units in syllabus relevant to the course
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Relevance of the units in syllabus relevant to the course

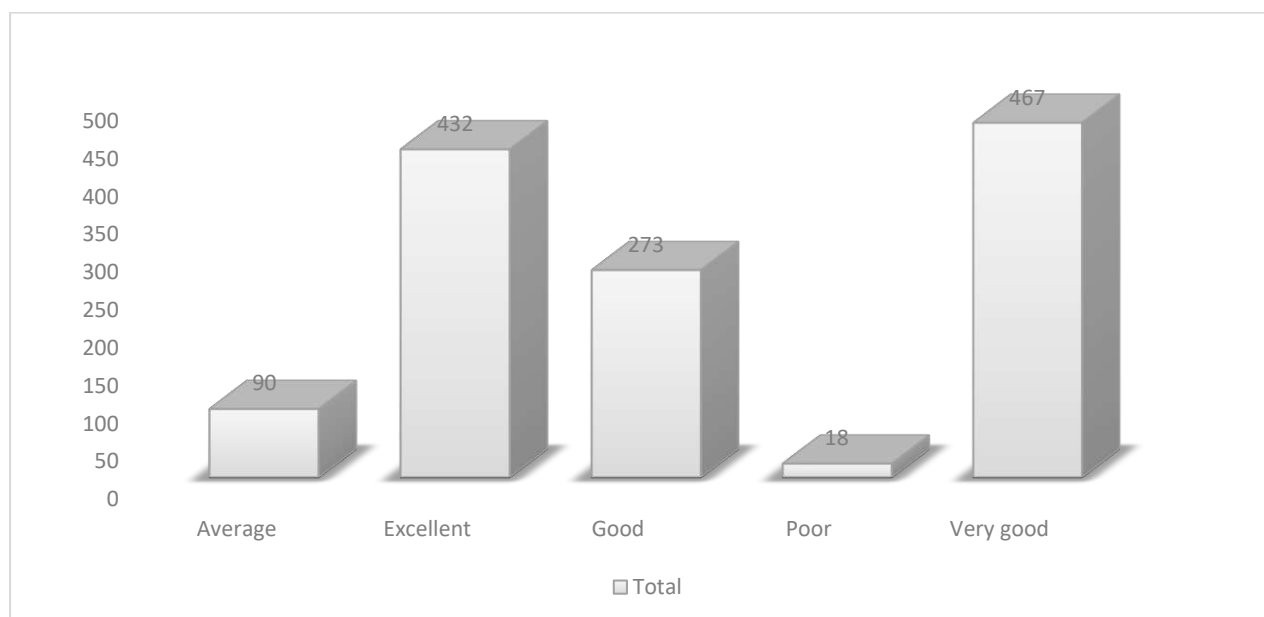


Students' perceptions of the relevance of syllabus units to the course vary, with a significant majority rating it as "Excellent" or "Very good," totaling 862 responses. Additionally, 304 students rated the relevance as "Good," while 92 students rated it as "Average." A smaller proportion of students, 22 in total, rated the relevance as "Poor." Overall, the data suggests a



positive perception among students regarding the alignment of syllabus units with the course, with a notable majority considering it excellent or very good.

4	Sequence of the units in the course
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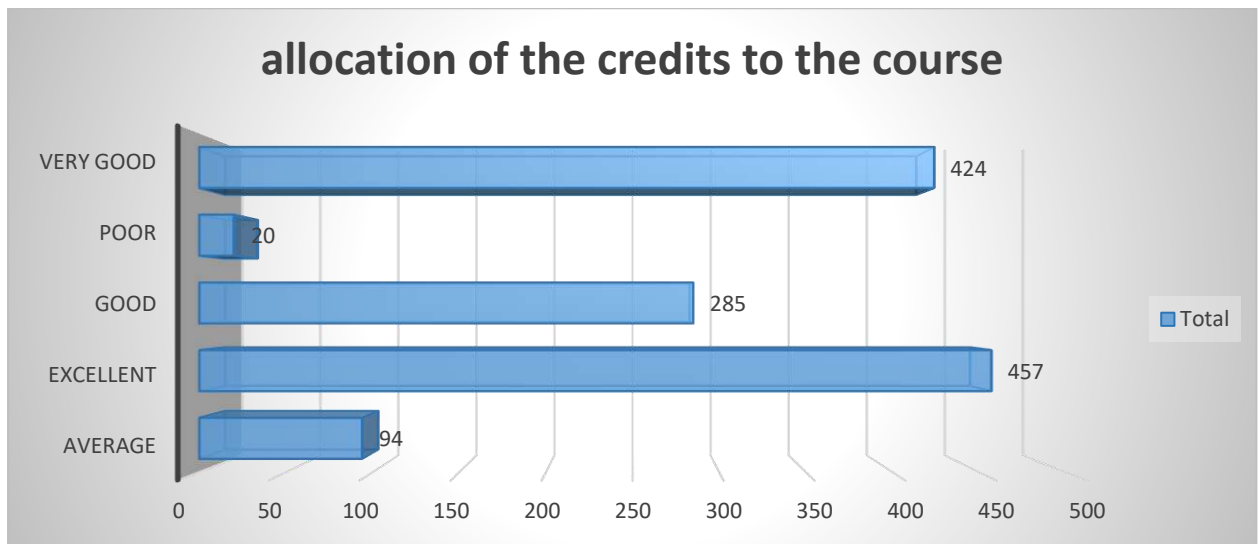


Students' opinions on the sequence of units in the course vary, with a notable majority rating it as "Excellent" or "Very good," totaling 899 responses. Additionally, 273 students rated the sequence as "Good," while 90 students rated it as "Average." A smaller proportion of students, 18 in total, rated the sequence as "Poor." Overall, the data suggests a positive perception among students regarding the arrangement of units within the course, with a significant majority considering it excellent or very good.

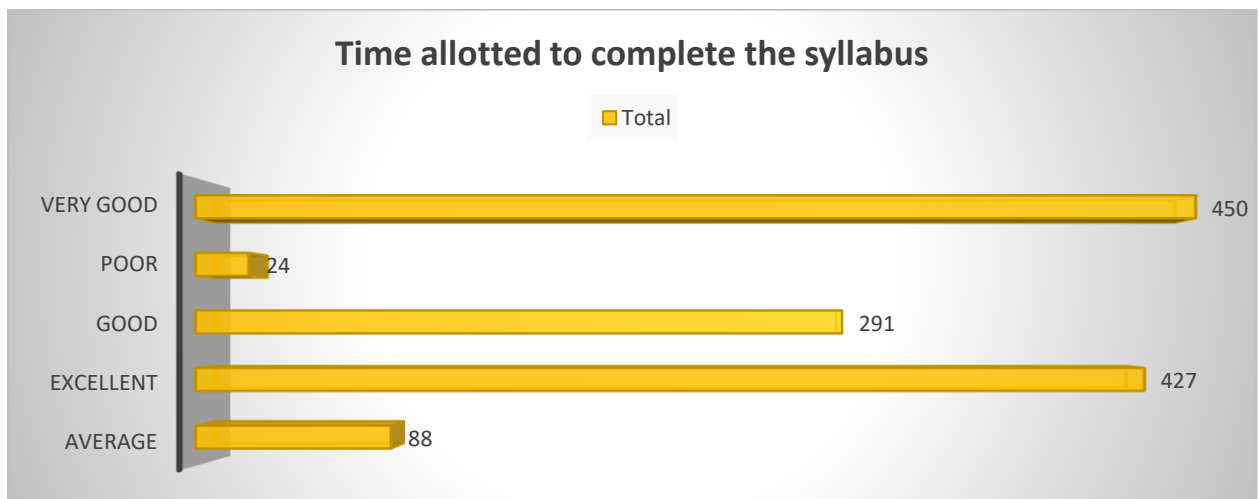
5	Allocation of the credits to the course
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Students' opinions on the allocation of credits to the course vary, with a significant majority rating it as "Excellent" or "Very good," totaling 881 responses. Additionally, 285 students rated the allocation as "Good," while 94 students rated it as "Average." A smaller proportion of students, 20 in total, rated the allocation as "Poor." Overall, the data suggests a positive perception among students regarding the distribution of credits for the course, with a notable majority considering it excellent or very good.





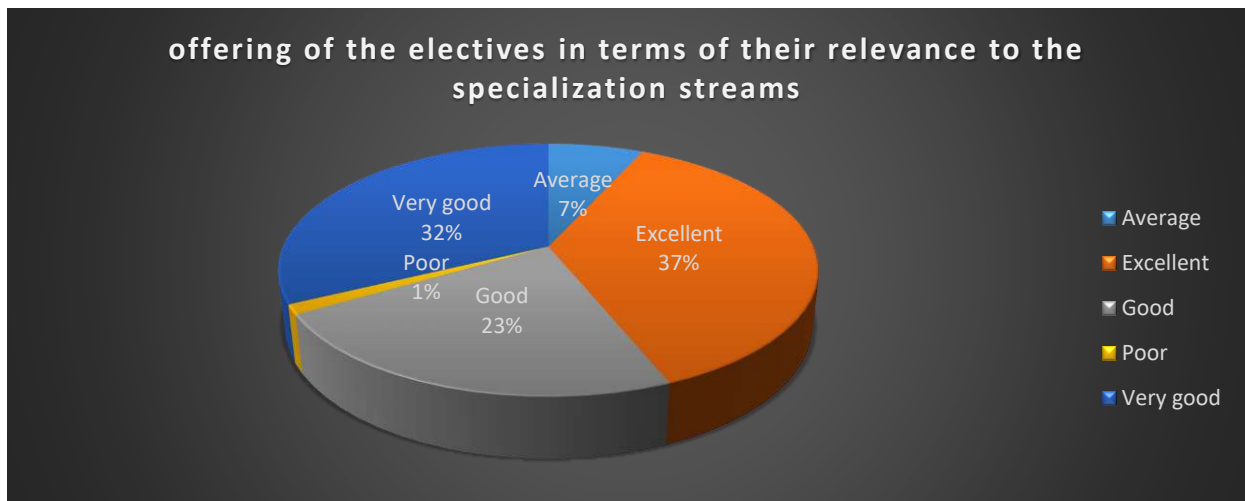
6	Time allotted to complete the syllabus
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Students' opinions on the time allotted to complete the syllabus vary, with a significant majority rating it as "Excellent" or "Very good," totaling 877 responses. Additionally, 291 students rated the time allotment as "Good," while 88 students rated it as "Average." A smaller proportion of students, 24 in total, rated the time allotment as "Poor." Overall, the data suggests a positive perception among students regarding the time allotted to complete the syllabus, with a notable majority considering it excellent or very good.

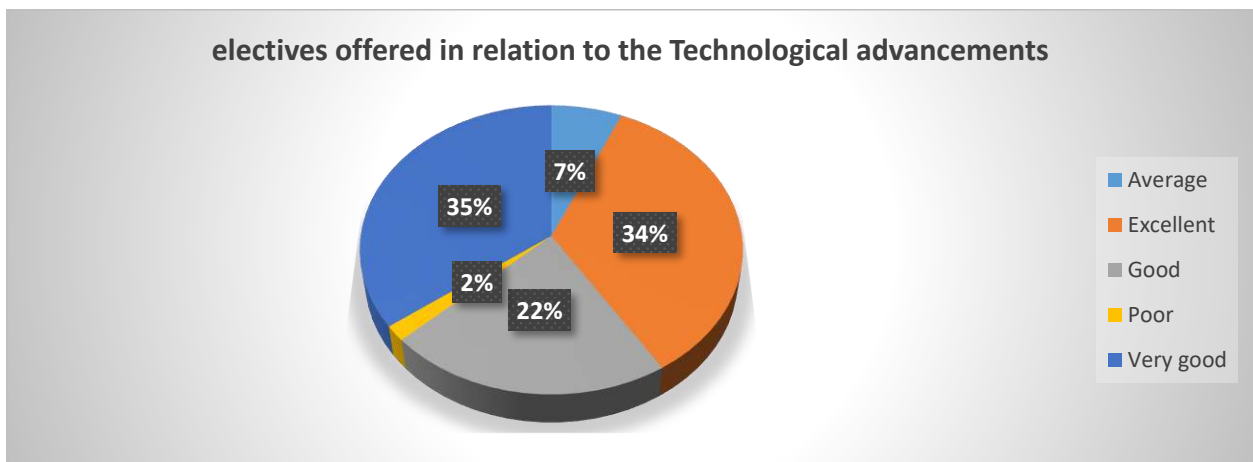
7	Offering of the electives in terms of their relevance to the specialization streams
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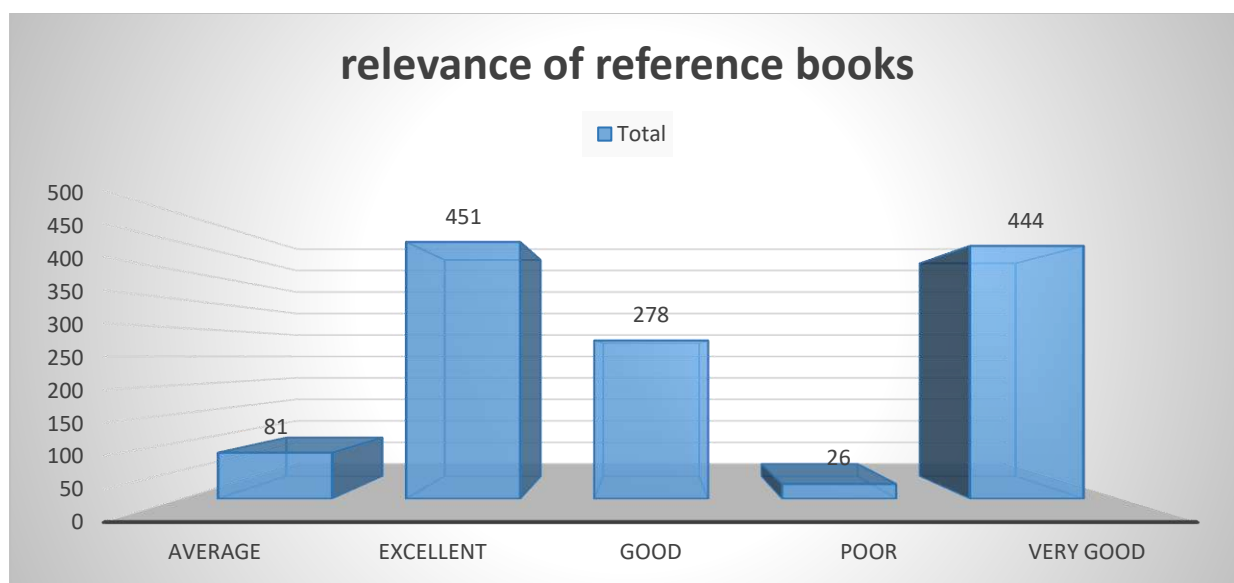
Students' opinions on the offering of electives in terms of their relevance to specialization streams vary, with a significant majority rating it as "Excellent" or "Very good," totaling 886 responses. Additionally, 291 students rated the offering as "Good," while 87 students rated it as "Average." A smaller proportion of students, 16 in total, rated the offering as "Poor." Overall, the data suggests a positive perception among students regarding the relevance of electives to specialization streams, with a notable majority considering it excellent or very good.

8	Electives offered in relation to the Technological advancements
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Students' opinions on the electives offered in relation to technological advancements vary, with a significant majority rating it as "Excellent" or "Very good," totaling 891 responses. Additionally, 283 students rated the offering as "Good," while 84 students rated it as "Average." A smaller proportion of students, 22 in total, rated the offering as "Poor." Overall, the data suggests a positive perception among students regarding the alignment of electives with technological advancements, with a notable majority considering it excellent or very good.

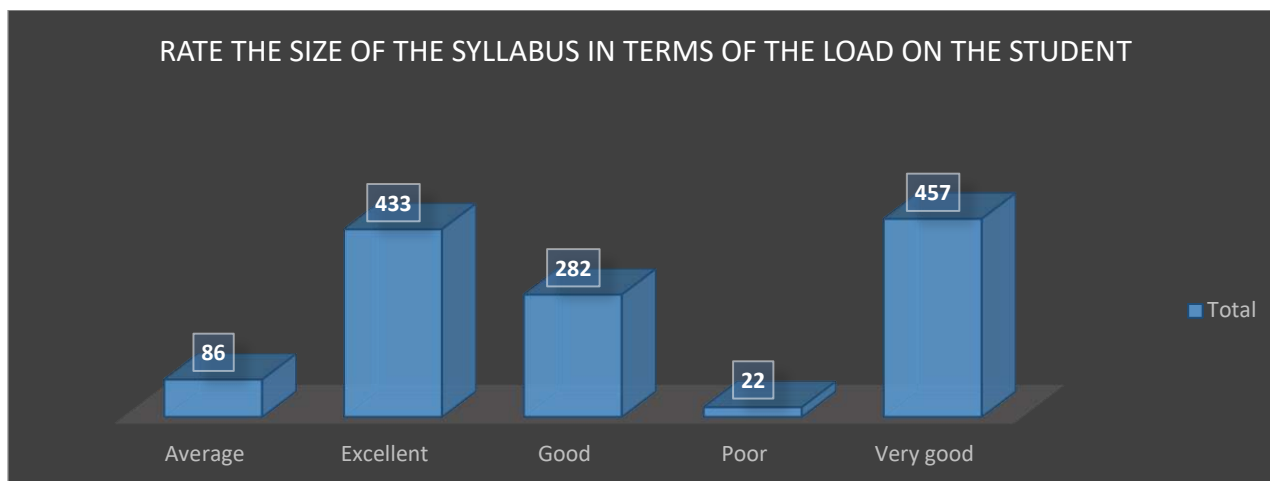




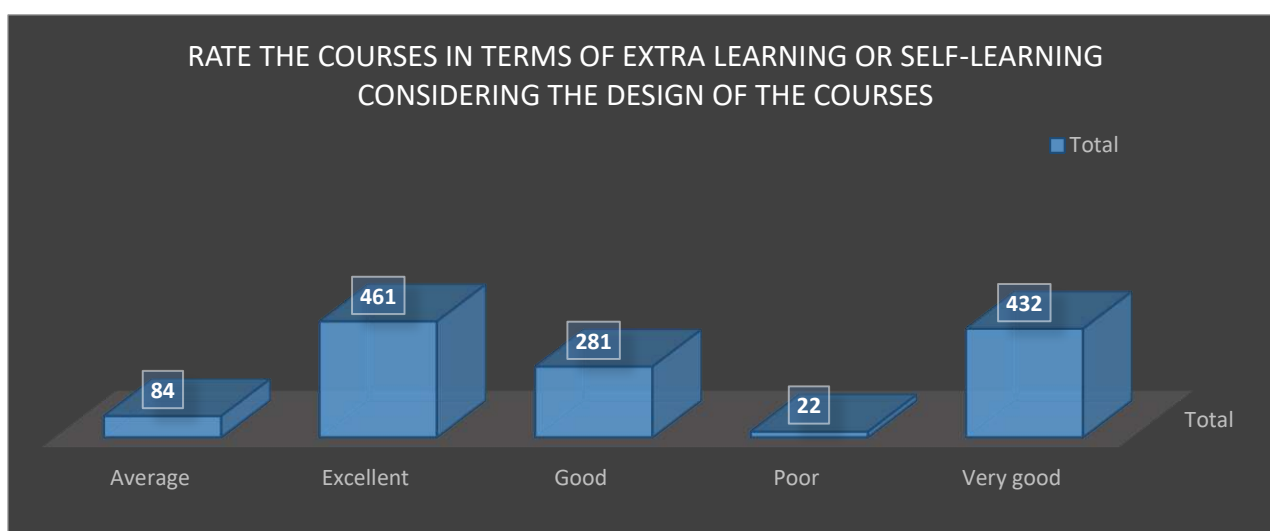
Students' opinions on the relevance of reference books vary, with a significant majority rating it as "Excellent" or "Very good," totaling 895 responses. Additionally, 278 students rated the relevance as "Good," while 81 students rated it as "Average." A smaller proportion of students, 26 in total, rated the relevance as "Poor." Overall, the data suggests a positive perception among students regarding the relevance of reference books, with a notable majority considering it excellent or very good.

Students' opinions on the size of the syllabus in terms of the load on the student vary, with a significant majority rating it as "Excellent" or "Very good," totaling 890 responses. Additionally, 282 students rated the size of the syllabus as "Good," while 86 students rated it as "Average." A smaller proportion of students, 22 in total, rated the size of the syllabus as "Poor." Overall, the data suggests a positive perception among students regarding the size of the syllabus and its impact on the student's workload, with a notable majority considering it excellent or very good.





11	Rate the courses in terms of extra learning or self-learning considering the design of the courses
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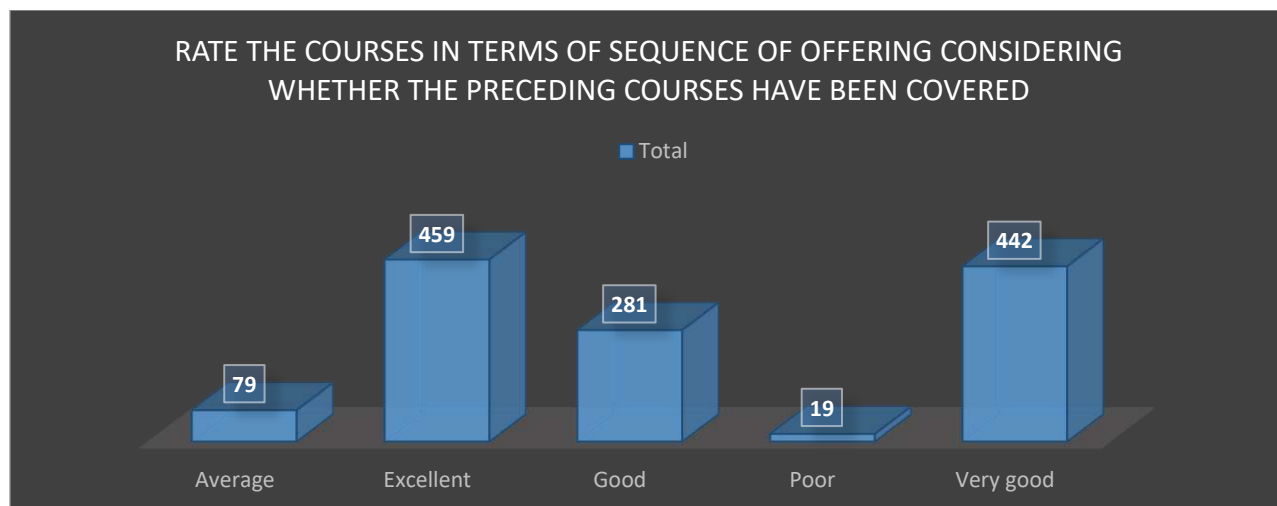
Students' opinions on the courses in terms of extra learning or self-learning, considering the design of the courses, vary. A significant majority rated the courses as "Excellent" or "Very good," totaling 893 responses. Additionally, 281 students rated the courses as "Good," while 84 students rated them as "Average." A smaller proportion of students, 22 in total, rated the courses as "Poor." Overall, the data suggests a positive perception among students regarding the opportunities for extra learning or self-learning within the course design, with a notable majority considering it excellent or very good.

12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.
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Students' opinions on the courses in terms of the sequence of offering, considering whether the preceding courses have been covered, vary. A significant majority rated the courses as

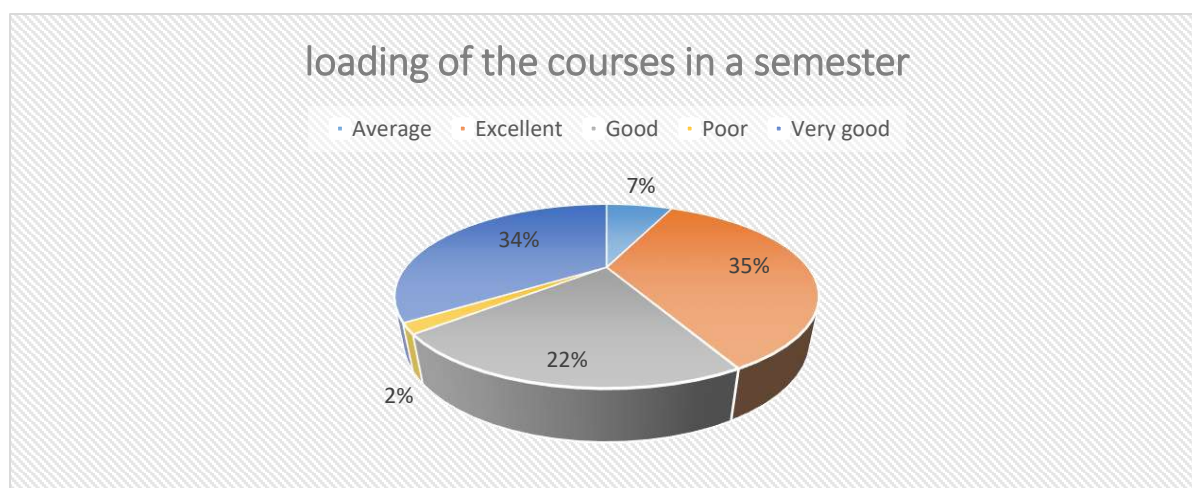


"Excellent" or "Very good," totaling 901 responses. Additionally, 281 students rated the courses as "Good," while 79 students rated them as "Average." A smaller proportion of students, 19 in total, rated the courses as "Poor." Overall, the data suggests a positive perception among students regarding the sequence of offering and its alignment with prerequisite courses, with a notable majority considering it excellent or very good.



13	Loading of the courses in a semester
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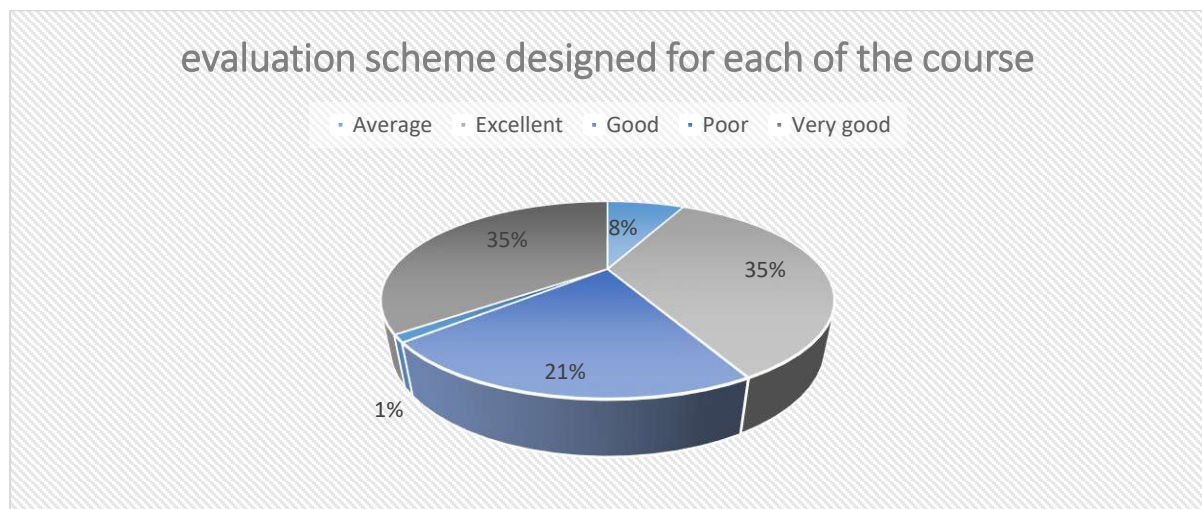
Students' opinions on the loading of courses in a semester vary. A significant majority rated the loading as "Excellent" or "Very good," totaling 893 responses. Additionally, 277 students rated the loading as "Good," while 87 students rated it as "Average." A smaller proportion of students, 23 in total, rated the loading as "Poor." Overall, the data suggests a positive perception among students regarding the distribution of courses within a semester, with a notable majority considering it excellent or very good.



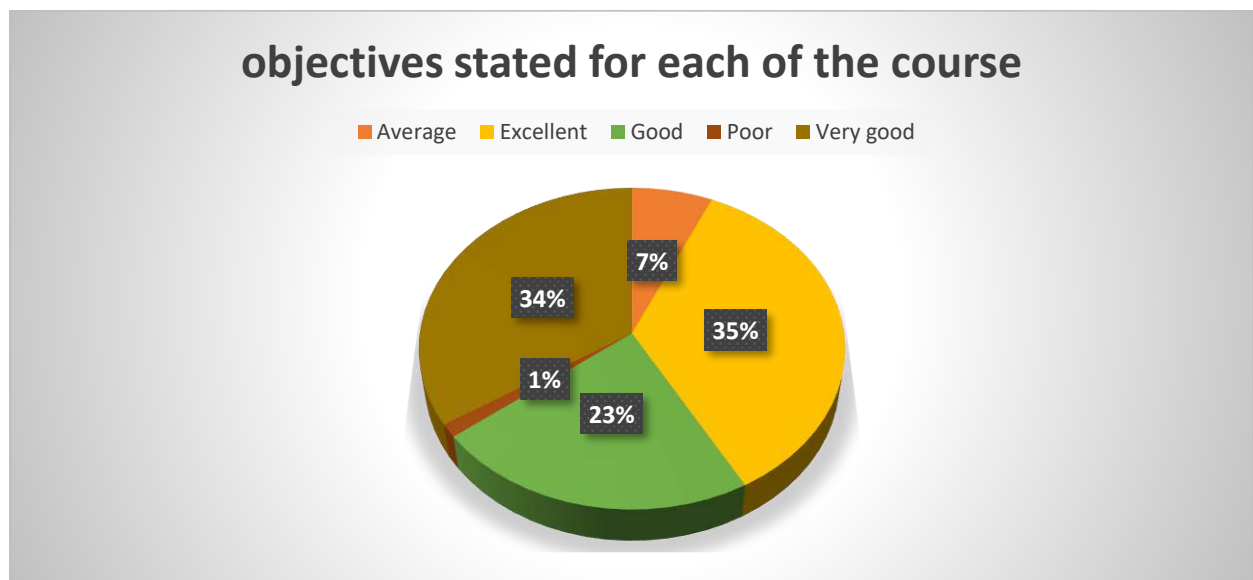
14	Evaluation scheme designed for each of the course
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Students' opinions on the evaluation scheme designed for each course vary. A significant majority rated the evaluation scheme as "Excellent" or "Very good," totaling 896 responses. Additionally, 274 students rated the scheme as "Good," while 95 students rated it as "Average." A smaller proportion of students, 15 in total, rated the evaluation scheme as "Poor." Overall, the data suggests a positive perception among students regarding the design of the evaluation scheme for each course, with a notable majority considering it excellent or very good.



15	Objectives stated for each of the course
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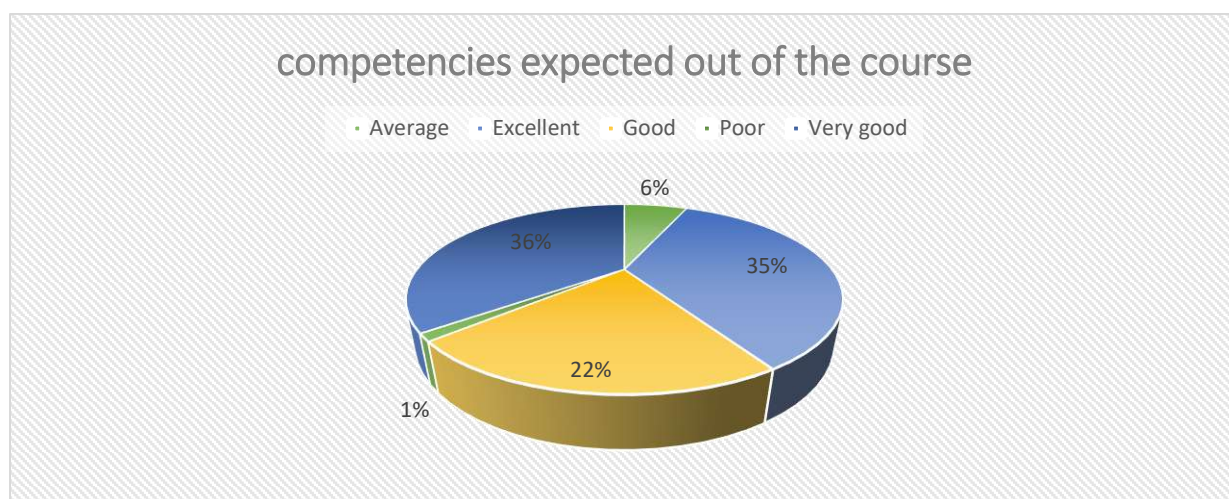
Students' opinions on the stated objectives for each course vary. A significant majority rated the objectives as "Excellent" or "Very good," totaling 887 responses. Additionally, 290 students rated the objectives as "Good," while 86 students rated them as "Average." A



smaller proportion of students, 17 in total, rated the objectives as "Poor." Overall, the data suggests a positive perception among students regarding the clarity and relevance of the stated objectives for each course, with a notable majority considering them excellent or very good.

16	Competencies expected out of the course
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Students' opinions on the competencies expected out of the course vary. A significant majority rated the expected competencies as "Excellent" or "Very good," totaling 900 responses. Additionally, 283 students rated the competencies as "Good," while 81 students rated them as "Average." A smaller proportion of students, 16 in total, rated the expected competencies as "Poor." Overall, the data suggests a positive perception among students regarding the clarity and relevance of the competencies expected from each course, with a notable majority considering them excellent or very good.

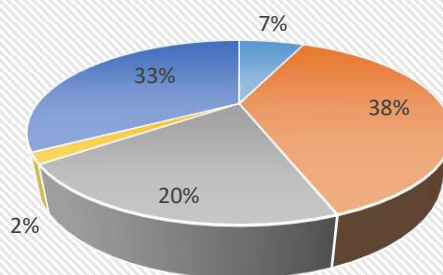


17	Composition of the courses in terms of social science and humanities, discipline core, discipline elective, open elective, project etc.
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composition of the courses in terms of social science and humanities,
discipline core, discipline elective, open elective, project etc

• Average • Excellent • Good • Poor • Very good

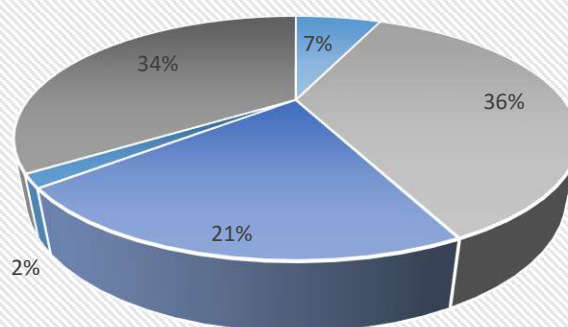


Students' opinions on the composition of courses in terms of various components such as social science and humanities, discipline core, discipline elective, open elective, project, etc., vary. A significant majority rated the composition as "Excellent" or "Very good," totaling 909 responses. Additionally, 261 students rated the composition as "Good," while 86 students rated it as "Average." A smaller proportion of students, 24 in total, rated the composition as "Poor." Overall, the data suggests a positive perception among students regarding the structure and variety of components within the courses, with a notable majority considering it excellent or very good.

18	Course in relation to the real-life applications
----	--

course in relation to the real life applications

• Average • Excellent • Good • Poor • Very good



Students' opinions on the relation of courses to real-life applications vary. A significant majority rated the relation as "Excellent" or "Very good," totaling 903 responses. Additionally, 270 students rated the relation as "Good," while 85 students rated it as



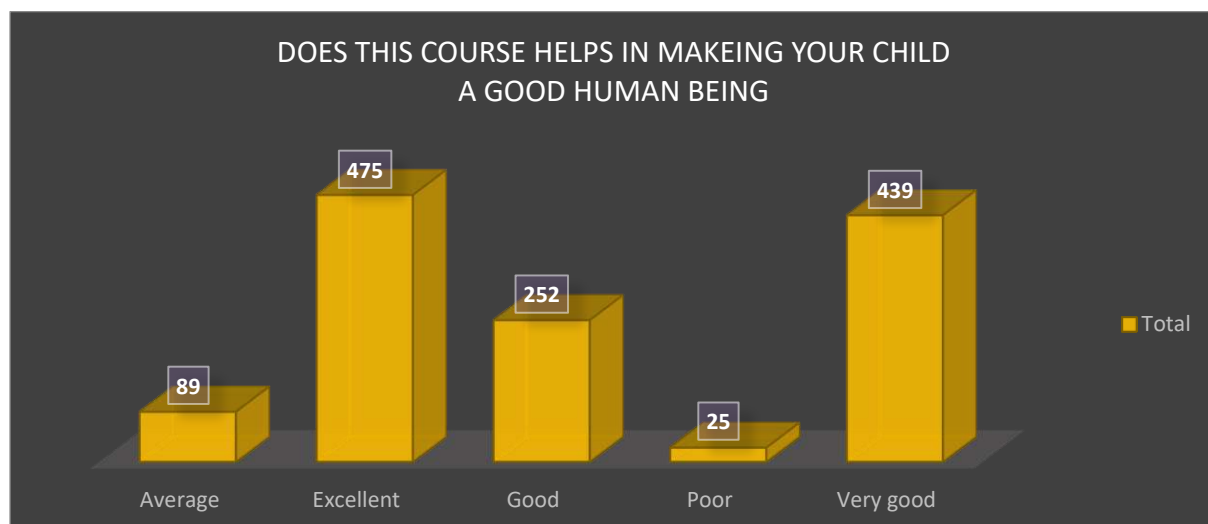
"Average." A smaller proportion of students, 22 in total, rated the relation as "Poor." Overall, the data suggests a positive perception among students regarding the alignment of courses with real-life applications, with a notable majority considering it excellent or very good.

19	Does this course help your child earn money
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Students' opinions on whether the course helps them earn money vary. The data shows a range of responses, with the majority rating it as "Excellent" or "Very good," totaling 887 responses. Additionally, 266 students rated the course as "Good," while 99 students rated it as "Average." A smaller proportion of students, 28 in total, rated the course as "Poor." Overall, the data suggests mixed perceptions among students regarding the course's potential for earning money, with a notable majority still considering it positively impactful in this aspect.

20	Does this course help in making your child a good human being
----	---



Students' opinions on whether the course helps in making their child a good human being vary. The data shows a range of responses, with the majority rating it as "Excellent" or "Very good," totaling 914 responses. Additionally, 252 students rated the course as "Good," while 89 students rated it as "Average." A smaller proportion of students, 25 in total, rated the course as "Poor." Overall, the data suggests positive perceptions among students regarding the course's potential to contribute to the moral and ethical development of their child, with a notable majority considering it positively impactful in this aspect.

GENERAL INTERPRETATION:

In Section 3, which focuses on curriculum feedback, students overwhelmingly rate various aspects of the curriculum as "Very good" or "Excellent." Across parameters such as the sequence of courses, syllabus relevance to expected competencies, allocation of credits, and course design for extra learning and self-learning, students consistently assign the highest ratings. Additionally, aspects like the offering of electives, relevance of reference books, and the course's real-life applications also receive top marks. Moreover, students perceive the curriculum as not only academically enriching but also valuable for personal and professional development, with high ratings given to its potential for earning money and fostering good human qualities. Overall, the data portrays a curriculum that is well-designed, relevant, and supportive of students' holistic growth and success.

OTHER SUGGESTIONS FROM STUDENTS:

It seems like there's a mix of positive feedback and some areas where improvement could be considered. Here's a summary of the feedback provided:

POSITIVE ASPECTS:

1. Syllabus Content:

Many students appreciate the content of the syllabus and find it relevant and well-structured.

2. Faculty:

The majority of students commend the faculty for their teaching methods and helpfulness.

3. Overall Experience:

Students generally have a positive overall experience at the college, citing good learning environments and supportive staff.

AREAS FOR IMPROVEMENT:



Based on the provided suggestions by students, relevant points for improvement in curriculum and academics include:

1. Enhance Curriculum:

Some students recommended including vocational education alongside regular academic courses. Integrating practical skills training and industry-relevant certifications can better prepare students for employment opportunities and career advancement.

2. Encourage Practical Learning:

Several students mentioned a preference for practical learning over theoretical knowledge. Implementing more hands-on activities, case studies, and real-world applications into the curriculum can enhance students' practical skills and make learning more engaging.

3. Practical Implications in Curriculum:

Many students expressed a desire for practical implications in the curriculum. Integrating real-life applications, case studies, and opportunities for practical implementation can enhance students' understanding and application of theoretical concepts.

4. Enhanced Curriculum:

Update the curriculum to include vocational education alongside academic courses, ensuring students are equipped with practical skills relevant to the industry.

5. Reduce Course Load:

Streamline the curriculum by reducing unnecessary topics and focusing on deeper knowledge in specific subjects, allowing students to specialize according to their interests and career goals.

6. Incorporate Technology:

Utilize technology more effectively in teaching methods, including the use of projectors and online resources to enhance learning experiences.

7. Improve Library Facilities:

Some students suggested adding novels and other reading materials to the library in addition to study materials. Enhancing the library's collection can provide students with a broader range of resources for both academic and leisure reading.

8. Time Management:

A few students mentioned the need for better time management, particularly in terms of fee collection, admission forms, and overall scheduling. Streamlining administrative processes and providing clear timelines can help improve time management for both students and staff.



9. Online Payment Facilities:

Many students expressed a need for online payment facilities for fees collection. Implementing online payment options can streamline the fee collection process and provide convenience to students and parents.

10. Student Behavior and Discipline:

Addressing concerns about student behavior and discipline, particularly regarding attendance and classroom engagement, is important. Implementing stricter rules and enforcement measures, as well as fostering a culture of academic focus, can help create a more conducive learning environment.

11. Stricter Attendance and Discipline:

Addressing concerns about student attendance and discipline, some students recommended implementing stricter rules and enforcement measures. This can create a more disciplined learning environment and foster a culture of academic focus among students.

12. Student Feedback and Communication:

Encouraging open communication channels for student feedback and suggestions can help identify areas for improvement and address student concerns more effectively. Regular feedback mechanisms and platforms for student input can facilitate continuous improvement in curriculum and academic processes.

8. Video Lecture Facilities:

Some students suggested providing video lecture facilities for recorded lectures. This can offer flexibility to students in accessing course materials and revisiting lectures for better understanding.

9. Language Diversity in Teaching:

Provide course materials and instructions in multiple languages to cater to students from diverse linguistic backgrounds, ensuring better comprehension and inclusivity.

10. Sports Participation:

Encourage increased participation in sports activities, including a wider variety of sports to cater to different interests and abilities.

11. Enhance Communication Skills:

Provide opportunities for students to improve their communication skills, particularly in English, to better prepare them for the professional world.



By addressing these areas for improvement while continuing to build on the positive aspects, the college can further enhance the overall educational experience for its students.



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Faculty

Gujarat Commerce College, Ellisbridge Ahmedabad

Report of Analysis of faculty feedback on curriculum

Year 2023-24

Each year, the Institute collects feedback from its faculty members on the curriculum and syllabus. Faculty members are encouraged to be candid and open in their responses. The main goal is to identify any deficiencies and update the curriculum to meet current needs. The gathered feedback and suggestions are then consolidated at the college level. These suggestions are carefully reviewed and forwarded to the Internal Quality Assurance Cell (IQAC). The IQAC then sends the recommendations to the University for consideration in syllabus refinement. It is important to note that the final decision rests with the University. This reporting process ensures transparency and supports continuous improvement in academic offerings.

Method of feedback collection and analysis:

The feedback collection and analysis process primarily utilized Google Forms. Participants submitted their responses online, and the collected data were subsequently downloaded for analysis. A comprehensive examination was conducted, including 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 from the final average scores, leading to specific suggestions. The analysis was performed in a detailed, subject-wise manner, providing a thorough understanding of the feedback received.



The following questions served as the foundation for the feedback:

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



Scores were allotted as follows:

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



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	4	Very Good	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?	5	Excellent	4	Very Good	3	Good	3	Good	4	Very Good	4	Very Good
3	How do you rate the relevance of the units in syllabus relevant to the course?	4	Very Good	4	Very Good	4	Very Good	3	Good	4	Very Good	4	Very Good
4	How do you rate the sequence of the units in the course?	4	Very Good	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?	4	Very Good	4	Very Good	3	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	4	Very 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	3	Good	4	Very Good	3	Good	4	Very Good
9	How do you rate the relevance of reference books by their international recognition to the courses?	4	Very Good	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	4	Very Good	3	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	4	Very Good	4	Very Good	3	Good	4	Very Good	4	Very Good
12	Rate the Courses in terms of sequence of offering considering whether the preceding courses have been covered.	5	Excellent	4	Very Good	3	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	5	Excellent	4	Very	4	Very	4	Very	4	Very Good	4	Very Good



	for each of the course?				Good		Good		Good				
15	How do you rate the objectives stated for each of the course?	5	Excellent	4	Very Good	4	Very Good	4	Very Good	4	Very Good	4	Very Good
16	How do you rate the competencies expected out of the course?	5	Excellent	4	Very Good	3	Good	4	Very 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	4	Very Good	4	Very Good	4	Very Good
18	How do you rate the percentage of courses having LAB/Field components?	3	Good	3	Good	3	Good	3	Good	3	Good	3	Good
19	How do you rate the domain used for designing the experiments for the Lab/field components?	4	Very Good	3	Good	3	Good	3	Good	3	Good	3	Good
20	How do you rate the course in relation to the real life applications?	4	Very Good	3	Good	4	Very Good	4	Very Good	3	Good	4	Very Good



Subject wise Interpretations and suggestions are as follows:

Sr. No.	Subject	Interpretation	Suggestions
1	Accountancy:	The feedback for the Accountancy courses is highly positive, with excellent ratings in course sequencing, syllabus relevance, and evaluation schemes. Faculty members appreciate the course design and its alignment with competencies and real-life applications. However, there is a suggestion to increase the LAB/field components to further enhance practical learning. Overall, the curriculum is effective and well-received.	To enhance the syllabus, it should be more oriented towards practicality and industry relevance. This can be achieved by incorporating more practical-based chapters and increasing the weightage of practical work. Additionally, including an internship in the last semester would provide valuable hands-on experience and better prepare students for real-world applications.
2	Commerce:	The feedback for Commerce courses indicates a "Very Good" rating across most areas, such as course sequence, syllabus relevance, credit allocation, and evaluation schemes. However, there is room for improvement in LAB/Field components and real-life applications, which received "Good" ratings. Overall, while the courses are well-structured and relevant, enhancing practical and applied elements would be beneficial.	To further enhance the syllabus, it is suggested to include more practical units such as projects or internships to provide students with real-life exposure and market experience. While the syllabus is excellently designed as per the NEP and demonstrates great potential, incorporating field work and practical assignments will bridge the gap between theoretical knowledge and practical application, ensuring students are better prepared for real-world challenges.



3	Economics:	The feedback for Economics courses is predominantly "Good," with several areas marked as "Very Good," such as the relevance and sequence of units, course objectives, and real-life applications. However, there is a consistent need for improvement in the allocation of credits, distribution of contact hours, and the relevance of electives to technological advancements. Enhancing these aspects could elevate the overall effectiveness and applicability of the curriculum.	To enhance the syllabus and academic curriculum, it would be beneficial to maintain a strong foundation in fundamental subjects such as micro and macroeconomic concepts while integrating current and emerging issues. This could involve updating content to reflect contemporary economic challenges like digital economies, sustainable development, and global economic shifts. Furthermore, aligning the syllabus with market demands would ensure students are equipped with relevant skills and knowledge sought by employers. This could include incorporating practical applications, case studies, and industry-oriented projects to bridge the gap between theory and real-world application, thereby enhancing employability and preparing students for dynamic career opportunities in the evolving job market.
4	English:	The feedback for English courses shows a mix of "Good" and "Very Good" ratings. The sequence of courses and units, electives' relevance to specialization streams and technological advancements, and real-life application received high marks. However, the syllabus's relevance, allocation of credits, distribution of contact hours, and the load on students were rated as "Good," indicating areas for improvement. Overall, the courses are well-structured but could benefit from more practical and hands-on components.	To improve the syllabus and academic curriculum, several enhancements can be considered. Firstly, integrating more ICT technological content throughout the curriculum would better prepare students for the demands of the modern world. This could involve updating course materials to include emerging technologies, digital literacy skills, and applications relevant to various disciplines. Increasing the use of ICT in the teaching-learning process could enhance engagement and effectiveness by leveraging online resources, simulations, and interactive tools.



			<p>Additionally, allocating more time to each subject would allow for deeper exploration of concepts and practical applications, fostering a more comprehensive understanding among students. Introducing more experiential learning opportunities, such as internships or practical projects, into each course throughout the semester would provide hands-on experience and connect classroom learning with real-world scenarios. This approach not only enhances skill development but also prepares students for successful transitions into their chosen careers. These adjustments aim to align the curriculum more closely with current technological advancements and educational best practices, ensuring graduates are well-equipped for today's dynamic professional landscape.</p>
5	Statistics:	<p>Based on the ratings provided, it seems the courses offered are generally well-structured and relevant to the intended competencies, with a strong focus on sequence, syllabus relevance, and course design. Electives and reference materials are also highly regarded, though there is room for improvement in integrating technological advancements, real-life applications, and lab/field components into the curriculum. Overall, the courses are well-balanced in terms of workload, self-learning opportunities, and assessment schemes, contributing positively to the student learning experience.</p>	<p>To enhance the curriculum and academic experience, incorporating practical applications, especially statistical analysis using different software tools, would significantly enrich students' learning outcomes. Introducing hands-on exercises and projects that require students to apply statistical methods using software like R, Python, or SPSS can deepen their understanding of theoretical concepts while honing valuable analytical skills applicable across various disciplines. This practical approach not only provides practical experience but also prepares students for data-driven decision-making in their future careers. By integrating such practical components</p>



			into theoretical subjects, the curriculum can effectively blend theory with application, fostering holistic development and better preparing students for the challenges of the professional world.
6	Overall Score:	Based on the comprehensive ratings provided across various aspects of course design and delivery, the overall score reflects a consistently high level of satisfaction. The courses are well-structured, relevant to competencies, and effectively sequenced. Electives, reference materials, and syllabus size are appropriately aligned, promoting self-learning and extra learning opportunities. While there are strong ratings for real-life applications and overall course composition, areas like integrating technological advancements and enhancing lab/field components could further elevate the student experience. Overall, the courses appear to be exceptionally well-designed and beneficial to student learning outcomes.	To enhance the overall syllabus and academic curriculum, several key improvements can be implemented. Firstly, there should be a stronger emphasis on practicality and industry relevance by integrating more practical-based chapters and increasing the weightage of practical work across subjects. This can be complemented by incorporating fieldwork, case studies, and industry projects to provide students with hands-on experience and exposure to real-world applications. Furthermore, introducing internships in the final semester would offer valuable industry experience and better prepare students for their professional careers. Additionally, updating the curriculum to include emerging technologies and digital skills, and enhancing the use of ICT in teaching-learning processes, would ensure students are equipped with the necessary competencies for the modern workforce. By bridging the gap between theory and practice and aligning with market demands, the curriculum can effectively nurture well-rounded graduates capable of meeting the



			evolving challenges of today's global economy.
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Comprehensive Evaluation of Curriculum Quality

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 "1 - Poor" to "5 - Excellent." Here is a summary interpretation of the table:

1. Sequence of Courses: Rated Very Good (4/5)

- The sequence of courses is well-structured and logically follows from previous semesters, ensuring continuity and progression in learning.

2. Syllabus in Relation to Competencies: Rated Very Good (4/5)

- The syllabus aligns closely with expected competencies, indicating that course content effectively prepares students with relevant knowledge and skills.

3. Relevance of Syllabus Units: Rated Very Good (4/5)

- The units within the syllabus are highly relevant to the overall course objectives, ensuring that topics covered are directly beneficial to student learning outcomes.

4. Sequence of Units within Courses: Rated Very Good (4/5)

- The order of units within each course is well-planned, facilitating a logical progression of concepts and avoiding unnecessary overlap or gaps.

5. Allocation of Credits: Rated Very Good (4/5)

- Credits allocated to each course are appropriately distributed, reflecting the workload and importance of each component within the curriculum.

6. Distribution of Contact Hours: Rated Very Good (4/5)

- The distribution of contact hours across course components is balanced, allowing sufficient time for in-depth learning and engagement with course materials.

7. Offering of Electives Relevant to Specializations: Rated Very Good (4/5)

- Electives offered are highly relevant to specialization streams, providing students with choices that complement their career aspirations and academic interests.



8. Relevance of Electives to Technological Advancements: Rated Very Good (4/5)

- Electives are aligned with technological advancements, ensuring students are exposed to current trends and technologies relevant to their field of study.

9. International Recognition of Reference Books: Rated Very Good (4/5)

- Reference books recognized internationally are used, indicating that students have access to high-quality resources that enhance learning and research capabilities.

10. Size of Syllabus in Terms of Student Load: Rated Very Good (4/5)

- The syllabus size is manageable, balancing depth of content with the practical workload expected of students, thereby supporting effective learning outcomes.

11. Extra Learning Opportunities: Rated Very Good (4/5)

- Courses are designed to encourage extra learning and self-study, promoting deeper understanding and independent exploration of course material.

12. Sequence of Course Offerings: Rated Very Good (4/5)

- The sequence of course offerings is well-planned, ensuring that prerequisites are adequately covered before advanced topics are introduced.

13. Loading of Courses in a Semester: Rated Very Good (4/5)

- The distribution of courses across semesters is balanced, preventing overloading and allowing students to manage their academic workload effectively.

14. Evaluation Scheme: Rated Very Good (4/5)

- The evaluation scheme for each course is well-designed, providing fair assessment methods that accurately measure student learning and achievement.

15. Objectives of Courses: Rated Very Good (4/5)

- Course objectives are clearly stated and effectively guide teaching and learning activities, ensuring alignment with desired learning outcomes.

16. Expected Competencies: Rated Very Good (4/5)



- Competencies expected from each course are well-defined and appropriate, indicating that graduates will possess the necessary skills and knowledge for their chosen field.

17. Composition of Courses: Rated Very Good (4/5)

- The composition of courses, including social sciences, humanities, core disciplines, electives, and projects, is well-balanced, offering a comprehensive educational experience.

18. Courses with LAB/Field Components: Rated Good (3/5)

- While a good rating, indicating some courses incorporate LAB/Field components, there may be opportunities to expand hands-on learning experiences across more courses.

19. Domain for LAB/Field Experiments: Rated Good (3/5)

- The domains used for designing LAB/Field experiments are satisfactory, though there could be improvements in aligning these with emerging trends and industry needs.

20. Real-Life Applications of Courses: Rated Very Good (4/5)

- Courses effectively incorporate real-life applications, demonstrating their practical relevance and preparing students for professional challenges.

Overall, the curriculum evaluation shows a strong foundation with consistent ratings in the Very Good range across most aspects. Areas such as expanding LAB/Field components, updating LAB/Field experiment domains, and further integrating emerging technologies could enhance the curriculum's relevance and practicality.



Principal

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Alumni

Gujarat Commerce College

Report on Analysis of Alumni feedback

Year 2023-24

The institution values alumni perspectives as a crucial component in our continuous improvement process. We conduct an annual survey that invites graduates to share their honest opinions on various aspects of their educational experience, including the curriculum, faculty, and overall institutional performance.

This feedback serves multiple purposes:

1. Identifying gaps in the curriculum
2. Assessing the relevance of our programs to current industry needs
3. Gauging alumni satisfaction with the institution

We consolidate and analyze this feedback at the college level before forwarding it to our Internal Quality Assurance Cell (IQAC). The IQAC then presents these insights to the University, which has the authority to implement syllabus changes due to our affiliated status.

While we cannot directly modify the curriculum, we play an active role in advocating for improvements based on alumni input. The IQAC works diligently to incorporate feasible changes within our sphere of influence, ensuring that we remain responsive to the evolving needs of our graduates and the wider professional landscape.

This systematic approach to gathering and utilizing alumni feedback demonstrates our commitment to transparency and continuous enhancement of our educational offerings.

Streamlined Feedback Process: From Collection to Insights

Our feedback collection and analysis process is designed for efficiency and accuracy:

1. **Data Collection:**
 - Utilized Google Forms for easy, accessible feedback submission
 - Ensured a user-friendly interface for respondents
2. **Raw Data Handling:**
 - Downloaded responses for in-depth examination



- Maintained data integrity throughout the process

3. Quantitative Analysis:

- Calculated total scores for each response
- Derived average ratings for scaled questions
- Rounded figures for clarity and ease of interpretation

4. Qualitative Interpretation:

- Conducted a thorough analysis of final average scores
- Extracted meaningful patterns and trends from the data

5. Action-Oriented Outcomes:

- Formulated relevant suggestions based on the analysis
- Provided a solid foundation for informed decision-making

This systematic approach ensures that we capture valuable feedback and transform it into actionable insights, driving continuous improvement in our processes and offerings.

Alumni Feedback Analysis Report

1. Sample Size and Demographics:

- The feedback form contains responses from the alumni.
- Graduation years range from 2002 to 2024, providing a broad perspective across different cohorts.

2. Overall Satisfaction:

- The vast majority of alumni (95%) feel proud to be associated with GCC.
- Most rate the college's development activities as 'A' (Excellent) or 'B' (Good).

3. Willingness to Contribute:

- 68% alumni expressed willingness to contribute to the college's development.

4. Faculty and Academic Initiatives:

- Most alumni rated faculty cooperation positively.
- Academic initiatives to improve technical know-how were generally rated 'A' or 'B'.

5. Career Support:

- 58% alumni reported that the Training & Placement Cell provided ample placement opportunities.
- 47% alumni had availed career counseling and guidance services.

6. Alumni Engagement:

- 63% alumni expressed willingness to deliver guest lectures if invited.



- 37% alumni had participated in alumni meets.

7. Achievements and Recognition:

- Several alumni reported achievements during their time at GCC or in their current roles.
- Achievements include leadership roles, awards, and professional advancements.

8. Memorable Moments:

- Commonly mentioned were NCC parades, NSS activities, annual programs, and classroom experiences.

9. Suggestions for Improvement:

- Curriculum updates to include trading and options-related content.
- More focus on practical, technology-oriented curriculum.
- Increased emphasis on physical activities and sports.
- Enhanced library resources.

10. Areas for Potential Enhancement:

- Career counseling and guidance services could be strengthened, as some alumni reported that they were not availing these services.
- Alumni engagement could be improved, as participation in alumni meets was relatively low.

Conclusion:

Overall, the feedback suggests a high level of satisfaction among alumni with their experience at GCC. The college appears to have made a positive impact on most respondents' personal and professional development. However, there are opportunities for enhancement in areas such as career support, alumni engagement, and curriculum modernization.


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Employers

Gujarat Commerce College, Ellisbridge, Ahmedabad

Report on Analysis of Employers' Feedback

Year 2018-19 to 2022-23

Each year, our organization actively solicits feedback from the students' employers, aiming to capture a comprehensive view that spans overarching themes and granular insights into workplace practices, policies, and overall job satisfaction. Employers are encouraged to share their thoughts openly and honestly, pinpointing any areas for improvement within the organization to better align with current industry standards and employee needs. This feedback mechanism serves not only to assess employers' perceptions of the company but also to gauge their opinions on management practices, work environment, and other pertinent aspects of their professional experience.

After gathering the suggestions, the organization consolidates them for further review. These insights undergo meticulous examination and discussion before being relayed to the concerned committee of the college. The College then channels these compiled suggestions to the executive leadership team for potential enhancements to college policies and practices. It's essential to recognize that, while the college can propose these suggestions to the leadership team, the ultimate decision lies within the leadership's jurisdiction. Nevertheless, the college strives to align with the overarching feedback received and implements changes accordingly to foster a positive and productive work environment.

METHOD OF FEEDBACK COLLECTION AND ANALYSIS:

The feedback collection process utilized hardcopy forms as its primary tool, enabling efficient data gathering from our employers. Responses were collected and manually entered for thorough analysis, with total scores computed and averages calculated for questions featuring a rating system. To streamline interpretation and calculation, figures were rounded off.

The detailed analysis focused on interpreting the final average scores, extracting valuable insights to formulate suggestions. Delving into nuanced aspects, the analysis identified trends in feedback and pinpointed areas for improvement. These insights informed the development of informed recommendations and enhancements for the relevant areas.

This method facilitated a comprehensive examination of the feedback data, ensuring detailed and accurate analysis. The use of rounded figures enhanced the clarity of interpretation, contributing to the effectiveness of the overall feedback analysis process.



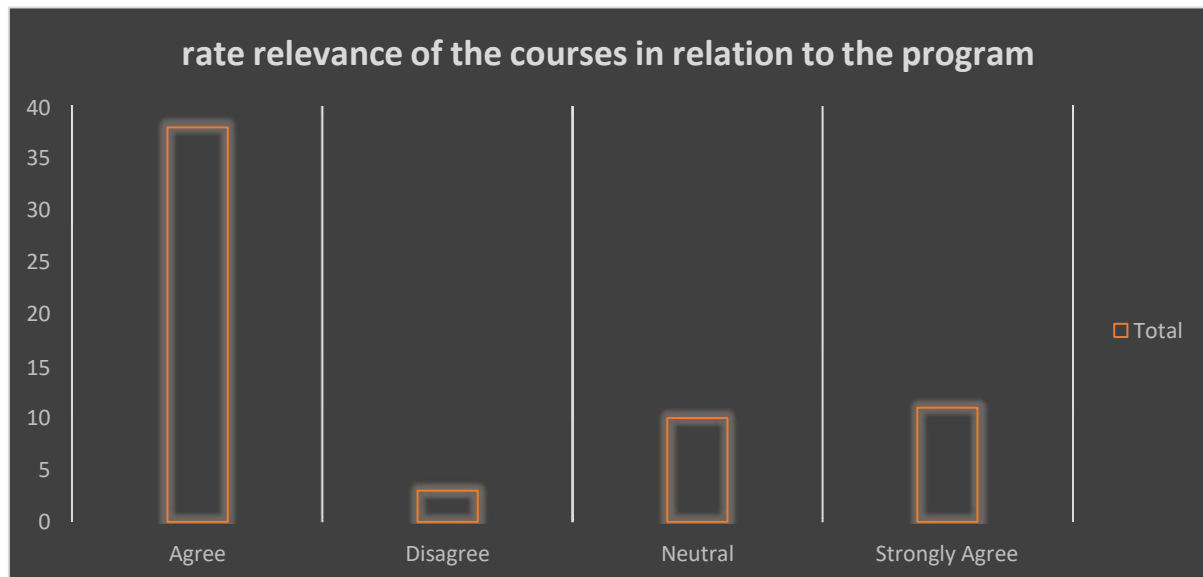
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Sr. No	Particulars	Score	Score
1	Rate relevance of the courses in relation to the program	4	AGREE
2	Rate the sufficiency of the courses related to industry that are included in the program	4	AGREE
3	Rate the competencies/outcomes in relation to the course content	4	AGREE
4	Rate the relevance of the topics to the Industry	4	AGREE
5	Rate the offering of the subjects in relation to the specialization streams	4	AGREE
6	Rate the applicability of the domains and the tools used for designing the experiments in terms of existing practices in the Industry	4	AGREE
7	Rate the experiments in terms of their relevance to the real life application	4	AGREE
8	Rate the proficiency of our students working with you	4	AGREE



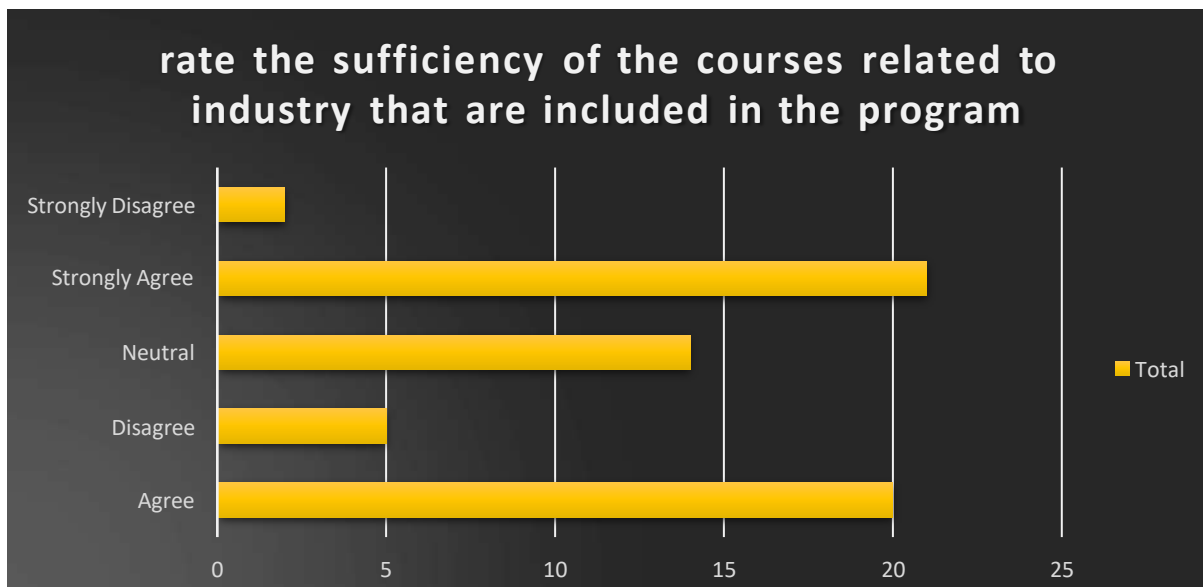
ANALYSIS AND INTERPRETATION OF THE FEEDBACK RECEIVED

1 Rate relevance of the courses in relation to the program



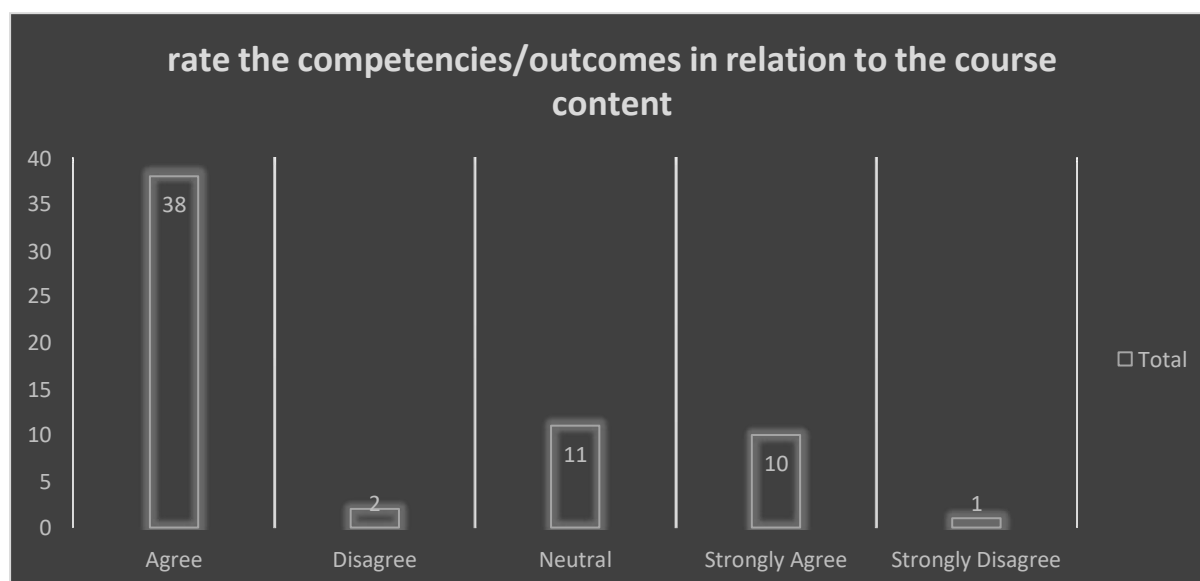
The feedback results gathered from the employers indicate that a majority (38 out of 62) agree that the training programs are relevant to their roles within the organization. Additionally, 11 employers strongly agree with this statement, further affirming the training programs' relevance. Only a small number of employers (3) disagree with the relevance of the training programs, while 10 employers remain neutral. This distribution suggests a generally positive perception of the training programs' alignment with job requirements. Overall, with 49 out of 62 employers expressing agreement or strong agreement, the training programs are perceived as well-suited to enhancing job performance and meeting role-specific needs.

2 Rate the sufficiency of the courses related to industry that are included in the program



The feedback from employers indicates that a significant number (20 out of 62) agree that the courses related to the industry are sufficient. Additionally, 21 employers strongly agree, underscoring strong support for the courses' sufficiency. On the other hand, 5 employers disagree, and 2 strongly disagree, showing some concerns about the courses' adequacy. A notable portion (14) of respondents are neutral, suggesting mixed feelings or uncertainty about the courses' relevance to industry needs. Overall, with 41 out of 62 employers expressing agreement or strong agreement, the courses are generally perceived as sufficient in addressing industry requirements.

3 Rate the competencies/outcomes in relation to the course content



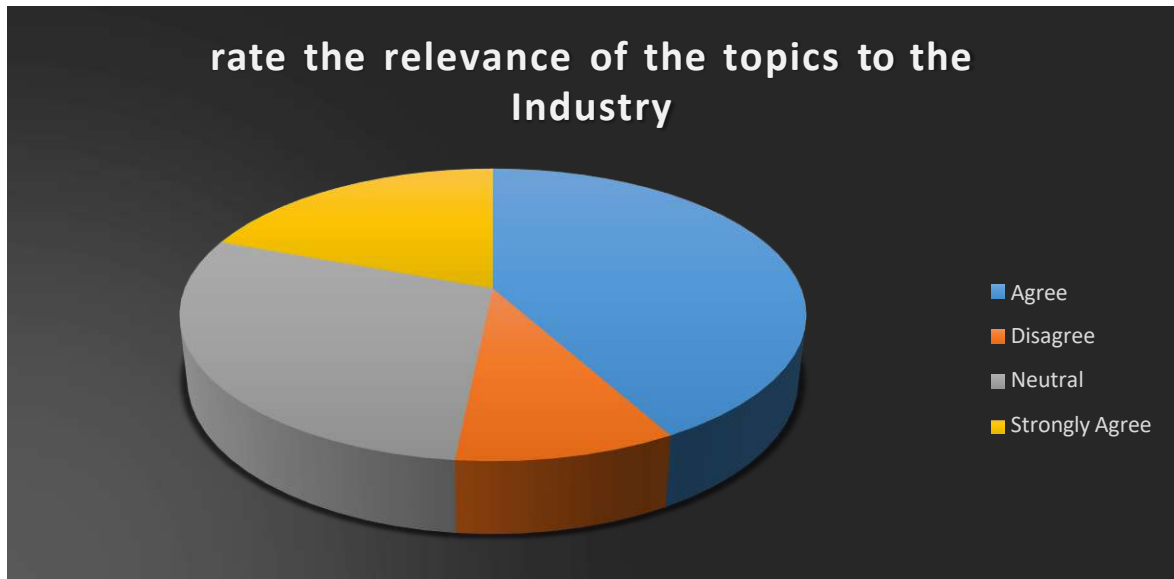
The data, gathered from employers, provides insights into their assessment of the competencies/outcomes in relation to the course content. A majority, 38 out of 62, agree that the course content aligns well with the required competencies/outcomes. Additionally, 10 employers strongly agree with this assessment, further supporting the positive feedback. There is some neutrality in the responses, with 11 employers neither agreeing nor disagreeing. However, a small number of employers, 2, disagree with the alignment, and only 1 employer strongly disagrees. Overall, the feedback is predominantly positive, with a total of 48 employers expressing agreement or strong agreement.

4 Rate the relevance of the topics to the Industry

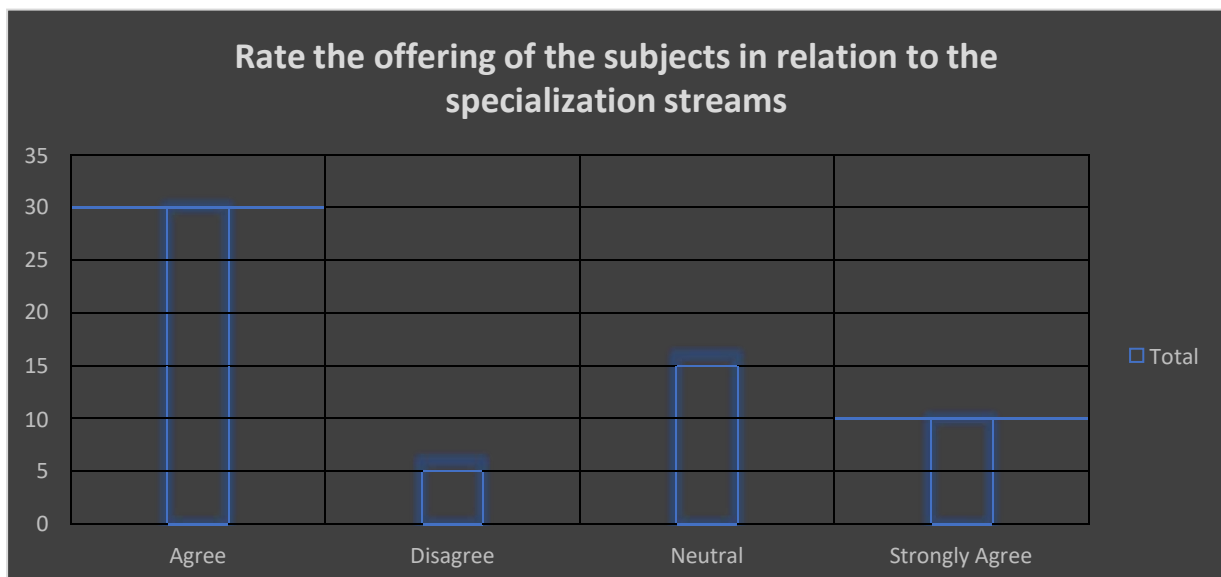
The data, gathered from employers, provides insights into their assessment of the relevance of the course topics to the industry. A significant portion, 26 out of 62, agree that the topics are relevant to the industry needs. Furthermore, 12 employers strongly agree with this assessment, indicating a strong endorsement from a notable segment of respondents. There is also a considerable amount of neutrality, with 18 employers neither agreeing nor disagreeing



about the relevance of the topics. A smaller group, 6 employers, disagree that the topics are relevant to the industry. Overall, the feedback shows a positive trend with a total of 38 employers either agreeing or strongly agreeing about the relevance of the topics.



5 Rate the offering of the subjects in relation to the specialization streams

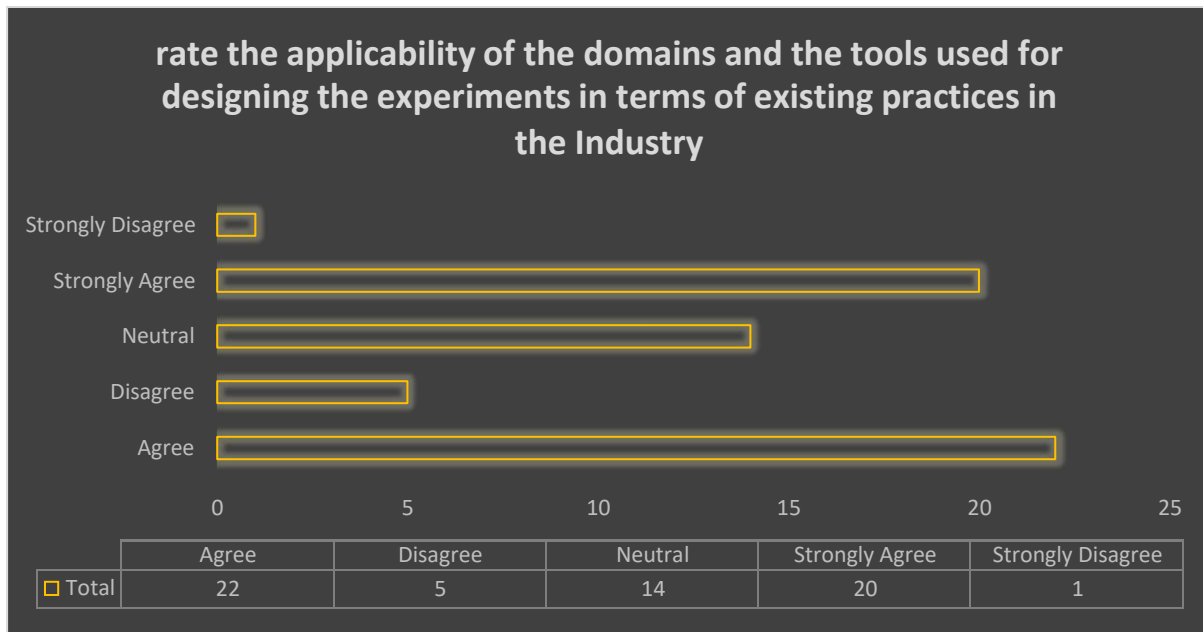


The data, gathered from employers, provides insights into their assessment of the offering of subjects in relation to the specialization streams. A significant majority, 30 out of 62, agree that the subjects offered align well with the specialization streams. Additionally, 10 employers strongly agree with this assessment, indicating robust support from a portion of the respondents. There is also a notable amount of neutrality, with 16 employers neither agreeing nor disagreeing about the subject offerings. A smaller group, 6 employers, disagree with the alignment of the subjects to the specialization streams. Overall, the feedback indicates a generally positive perception, with 40 employers either agreeing or strongly agreeing about the alignment of the subjects offered.



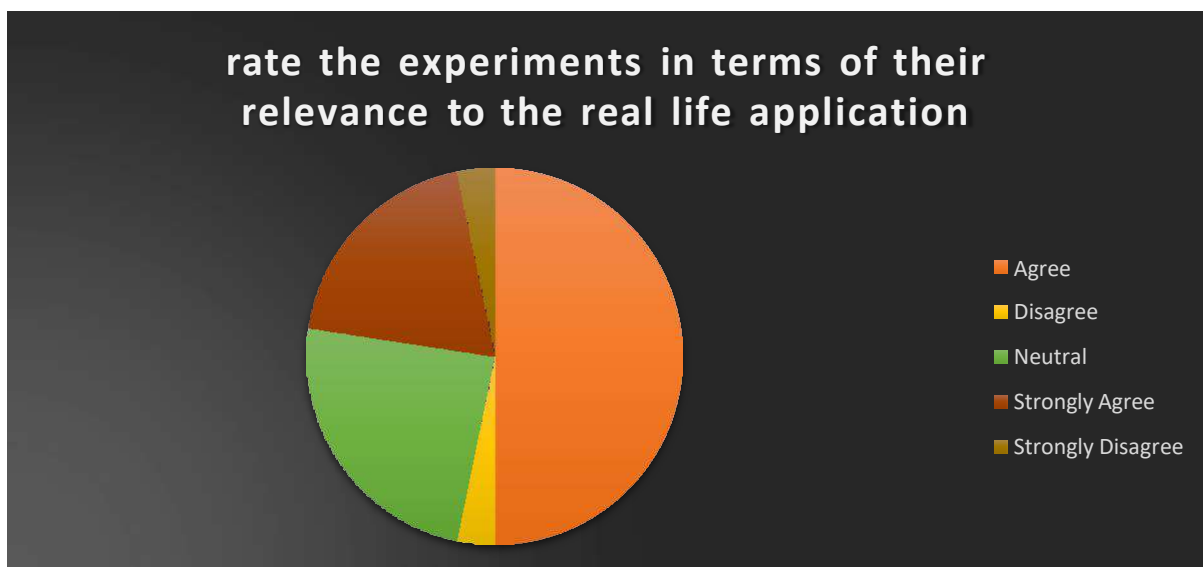
6	Rate the applicability of the domains and the tools used for designing the experiments in terms of existing practices in the Industry
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The data, gathered from employers, provides insights into their assessment of the applicability of the domains and tools used for designing experiments in terms of existing industry practices. A substantial number of respondents, 22 out of 62, agree that the domains and tools are applicable. Additionally, 20 employers strongly agree, demonstrating strong support for the relevance of these tools and domains. There is a notable amount of neutrality, with 14 employers neither agreeing nor disagreeing about their applicability. A smaller group, 5 employers, disagree, and only 1 employer strongly disagrees with the relevance of the domains and tools used. Overall, the feedback is predominantly positive, with a total of 42 employers expressing agreement or strong agreement.

7 Rate the experiments in terms of their relevance to the real life application

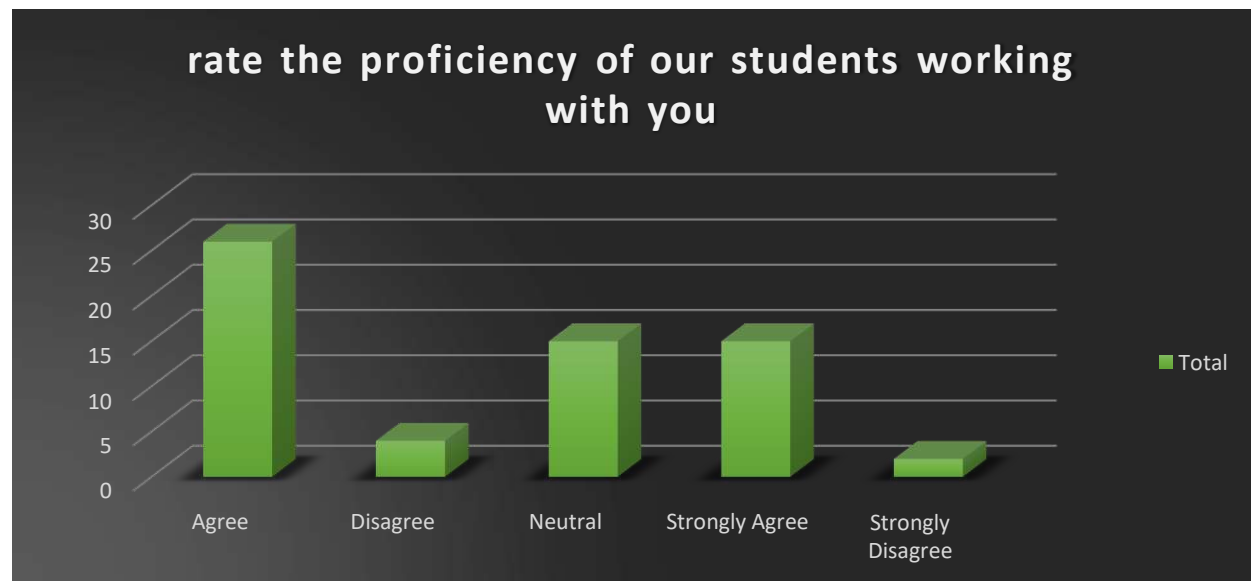


The data, gathered from employers, provides insights into their assessment of the relevance



of the experiments to real-life applications. A significant portion, 31 out of 62, agree that the experiments are relevant to real-life applications. Additionally, 12 employers strongly agree, indicating strong support from this group. There is a substantial amount of neutrality, with 15 employers neither agreeing nor disagreeing about the relevance of the experiments. A smaller number of employers, 2, disagree, and an equal number, 2, strongly disagree with the relevance of the experiments. Overall, the feedback is largely positive, with a total of 43 employers expressing agreement or strong agreement regarding the real-life applicability of the experiments.

8 Rate the proficiency of our students working with you



The data, gathered from employers, provides insights into their assessment of the proficiency of students working with them. A significant number, 26 out of 62, agree that the students are proficient. Additionally, 15 employers strongly agree, indicating robust support for the students' proficiency. There is also a considerable amount of neutrality, with 15 employers neither agreeing nor disagreeing about the students' proficiency. A smaller group, 4 employers, disagree, and 2 employers strongly disagree with the assessment of the students' proficiency. Overall, the feedback is predominantly positive, with a total of 41 employers expressing agreement or strong agreement regarding the proficiency of the students.



GENERAL INTERPRETATION:

The data collected from employers provides a comprehensive assessment of various aspects of the program and its relevance to industry practices. Across multiple dimensions, including the relevance of courses to the program, the sufficiency of industry-related courses, the competencies and outcomes in relation to course content, and the relevance of topics to the industry, the feedback consistently aligns with an "Agree" rating. Employers also expressed agreement regarding the offering of subjects in relation to specialization streams, the applicability of domains and tools used in designing experiments, and the relevance of experiments to real-life applications. Additionally, the proficiency of students working with these employers received positive feedback. Overall, the program appears to be well-aligned with industry needs and expectations, as evidenced by the consistent agreement ratings from the employers.

INTERPRETATION OF EMPLOYER FEEDBACK DATA:

1. Relevance of Courses to the Program

Employers overwhelmingly agree that the courses included in the program are relevant to the overall curriculum. This consensus indicates that the curriculum is well-designed to meet educational goals and provide a comprehensive learning experience for students.

2. Sufficiency of Industry-Related Courses

The feedback shows strong agreement on the sufficiency of courses related to industry needs. This suggests that the current curriculum adequately covers the essential topics and skills required by employers, preparing students effectively for the workforce.

3. Competencies and Outcomes

Employers agree that the competencies and outcomes outlined in the course content align well with industry requirements. This alignment indicates that the curriculum is successful in equipping students with the necessary skills and knowledge to thrive in their respective fields.

4. Relevance of Topics to Industry

The topics covered in the program are considered relevant by employers, further supporting the notion that the curriculum is up-to-date and reflective of current industry trends and demands.

5. Subject Offerings and Specialization Streams

The agreement on the subject offerings in relation to specialization streams suggests that the program provides sufficient depth and breadth, allowing students to gain specialized knowledge while maintaining a broad understanding of their field.



6. Applicability of Domains and Tools

Employers agree that the domains and tools used in designing experiments are applicable to current industry practices. This indicates that the program integrates practical, real-world applications, enhancing the students' learning experience.

7. Relevance of Experiments to Real-Life Applications

The experiments conducted within the program are deemed relevant to real-life applications, indicating that students are gaining hands-on experience that will be directly applicable in their future careers.

8. Student Proficiency

The proficiency of students working with employers is rated positively, suggesting that the program effectively prepares students to meet professional standards and perform competently in their roles.



SUGGESTED ADDITIONS TO THE CURRICULUM

1. Digital Marketing:

Adding digital marketing courses will help students understand online marketing strategies, which are crucial in today's digital age.

2. Personality Development:

Courses focused on personality development will aid students in improving their interpersonal skills and self-confidence.

3. Accountancy Software Training:

Incorporating training on various accountancy software will provide students with practical skills that are highly valued in the finance industry.

4. Hands-On Practice and Industry Visits:

Providing hands-on practice and organizing visits to banks, insurance companies, and other relevant industries will offer students real-world exposure and practical experience.

5. Industry Visits and Hands-On Research:

Enhancing the curriculum with more industry visits and hands-on research opportunities will strengthen students' practical skills and industry knowledge.

6. Personal and Professional Grooming:

Courses on personal and professional grooming will help students present themselves effectively in professional environments.

7. Spoken English:

Improving spoken English skills will benefit students by enhancing their communication abilities, which are critical in any professional setting.

8. Attitude Grooming and Professional Dressing Style:

Courses focusing on attitude grooming and professional dressing will prepare students to meet workplace expectations and foster a professional demeanor.

By integrating these suggested courses and activities, the curriculum can become more comprehensive, addressing a wider range of skills and competencies needed in the contemporary job market.



PRINCIPAL
GUJARAT COMMERCE COLLEGE
Ahmedabad.



2023-24

Feedback ATR

1. Student
2. Faculty
3. Alumni
4. Employers



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

***Action Taken Report
On Feedback
Year: 2023-24***



Action Taken Report of the IQAC Review Meeting

Held on 11/04/2023 at 10.00 AM at IQAC Office, Gujarat Commerce College, Ahmedabad

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

Sr. No	Agenda	Action Taken
1	<p>Inclusion of practical skills and sessions</p> <p>Change traditional evaluation to presentations and orals</p> <p>Increase the use of video lectures</p>	<p>The committee suggested the faculty members to include more practical sessions and hands-on training in classes.</p> <p>It was also suggested to Shift towards evaluation methods that include presentations, orals, and practical assignments.</p> <p>It was further suggested to implement more video lectures as part of the teaching methodology to cater to student preferences and enhance learning experiences.</p>
2	Offer courses that help students earn (e.g., Earn while you learn)	The committee suggested to Launch "Earn While You Learn" program with on-campus job opportunities and partnerships with local businesses for internships.
3	Emphasize other vocational courses	The Chairperson suggested adding vocational courses in digital marketing, graphic design, hospitality management, and other fields to enhance employability in RUSA C-12, UDISHA and finishing school.
4	More activities by English club and English department to improve spoken English and public speaking	The Chairperson suggested increasing activities such as debates, public speaking workshops, and conversation clubs to improve communication skills and English.
5	Basic computer-based learning after college hours	The Chairperson suggested Implementing after-hours computer literacy classes covering essential software and basic programming.
6	Introduce Life Skills curriculum	The Chairperson suggested to develop Life Skills curriculum including modules on time management, stress management, financial literacy, and interpersonal skills etc.



Sr. No	Agenda	Action Taken
7	More industrial visits	The committee suggested organizing more industrial visits by partnering with local industries, allowing students to gain real-world experience.
8	Real-life examples and computer-based accounting in Accountancy	The committee suggested to incorporate real-life case studies and computer-based accounting software in the curriculum.



Bhadrans
Co-ordinator
IQAAC Committee
Gujarat Commerce College
Ahmedabad