Faculty Feedback

2022-23

Feedback Collected

Name of Fa	Subject	Qualificatio	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	Kindly tick	Kindly tick	Your opinion/suggestions for improvement in contents of syllabus. (Kindly brief the changes you wish to bring in curriculum and academics).
Dr Bhoomi	English	Ph. D	Excellent	Very good	Very good	Excellent	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	As of now NEP is implemented we ll get enough choice to deal with the syllabus
Dr. Rina Sh	Statistics	Ph.D (statis	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Syllabus should be designed according to recent trend requirements and application based
Dr. Sheela	Commerce	M.Com., M	Excellent	Excellent	Excellent	Excellent	Excellent	Very good	Very good	Very good	Good	Excellent	Good	Very good	Good	Very good	Excellent	Very good	Good	Good	Very good	Very good	Research work should be include
Dr. Jignesh	Statistics	Ph.D	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	Average	Good	Good	No
Dr.Sonal Sc	Commerce	Ph.D	Very good	Good	Very good	Good	Good	Very good	Very good	Very good	Very good	Very good	Good	Very good	Very good	Very good	Very good	Good	Good	Good	Good	Good	Syllabus is not enriched in content
Dr. Ravindı	Accountan	M.Com., M	Excellent	Very good	Excellent	Excellent	Excellent	Excellent	Excellent	Very good	Excellent	Very good	Very good	Excellent	Very good	Excellent	Excellent	Excellent	Excellent	Average	Average	Average	Real life experience based units required in syllabus.
Smitaben I	English	M.Phil.	Good	Very good	Very good	Very good	Good	Very good	Good	Average	Average	Good	Good	Good	Average	Good	Good	Good	Good	Poor	Poor	Good	course design as per the current market is required
Dr. Vandar	Economics	Ph. D. G sle	Good	Good	Good	Very good	Good	Very good	Good	Very good	Good	Very good	Good	Very good	Good	Good	Very good	Good	Very good	Very good	Good	Very good	Economics is a theory based subject , practical work must add to this.
Hardeepsir	English	Doctorate	Good	Good	Average	Average	Good	Average	Good	Good	Good	Good	Average	Good	Good	Average	Average	Average	Good	Average	Good	Good	To have market oriented practical learnings
Shilpa Mot	Commerce	Ph.D.	Excellent	Very good	Excellent	Very good	Excellent	Very good	Very good	Very good	Excellent	Excellent	Very good	Very good	Excellent	Excellent	Excellent	Excellent	Excellent	Very good	Very good	Very good	NIL

Feedback Analysis

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.

GUJARAT COMMERCE COLLEGE * AHMEDABAD *

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	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:	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. 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.	**LAB/Field Components:** Enhance the incorporation of LAB/Field components in Accountancy courses to provide practical application opportunities for students. **Domain for Experiments:** Review and possibly broaden the domain used for designing experiments in LAB/Field components to ensure a comprehensive learning experience.
2	Commerce:	Commerce subjects received consistently high ratings, with "Excellent" scores for the sequence of courses, syllabus and competency alignment, and other parameters. The percentage of courses having LAB/Field components and the domain used for designing experiments for LAB/Field components received relatively lower scores.	**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. **Domain for Experiments**: Evaluate and potentially expand the domain used for designing experiments in LAB/Field components to cover a wider range of applications.
3	Economics:	Economics received positive feedback, with "Good" to "Very Good" scores across various parameters. Notable aspects include a lower score for the percentage of courses having LAB/Field components, suggesting a potential area for enhancement.	**LAB/Field Components:** Explore opportunities to increase the percentage of courses with LAB/Field components to provide hands-on experiences for students. **Relevance of Real-Life Applications:** Consider ways to enhance the connection between Economics courses and real-life applications to make the curriculum more practical.
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. **Real-Life Applications:** Explore ways to integrate real-life applications into English courses, fostering a connection between theoretical concepts and practical usage.
5	Statistics:	Statistics subjects garnered positive feedback overall, with "Very Good" ratings for several parameters, including the sequence of courses, syllabus, and competency alignment. Similar to other subjects, the percentage of courses having LAB/Field components received a moderate rating, suggesting an area for attention.	**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. **Domain for Experiments:** Evaluate and possibly expand the domain used for designing experiments in LAB/Field components for a more comprehensive learning experience.
6	Overall Score:	The overall score reflects the aggregated feedback across all subjects, indicating a generally positive perception of the curriculum. 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. 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.	**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. **Real-Life Applications:** Emphasize the integration of real-life applications in all subjects to enhance the practical relevance of the curriculum. 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.

Overall Interpretation:

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

1. **Sequence of Courses:**
   All subjects generally received high ratings for the sequence of courses.
2. **Syllabus and Competency Alignment:**
   The faculty perceived a strong alignment between the syllabus and the expected competencies, consistently rating them as "Very Good".
3. **Relevance of Syllabus Units:**
   Most subjects received positive ratings for the relevance of units in the syllabus, with "Excellent" and "Very Good" scores.
4. **Sequence of Units:**
   Subjects generally maintained a favorable sequence of units, with high scores indicating effective structuring.
5. **Credit Allocation:**
   The allocation of credits to the courses was well-received, with predominantly "Excellent" and "Very Good" ratings.
6. **Contact Hours Distribution:**
   Faculty expressed satisfaction with the distribution of contact hours among course components, yielding high ratings.
7. **Electives Relevance:**
   Electives, both in terms of relevance to specialization streams and technological advancements, received positive ratings.
8. **Reference Books and International Recognition:**
   The relevance of reference books with international recognition was positively acknowledged across subjects.
9. **Syllabus Load on Students:**
   Ratings for the size of the syllabus indicated that it was generally perceived as manageable, with "Very Good" and "Excellent" scores.
10. **Self-Learning Opportunities:**
    Courses were rated positively for providing opportunities for extra learning or self-learning.
11. **Course Sequencing:**
    Courses were generally well-sequenced.
12. **Semester Course Loading:**
    The loading of courses within a semester received positive ratings, indicating a reasonable distribution.
13. **Evaluation Scheme:**
    The evaluation schemes designed for each course were well-received, with consistently high ratings.

14. Course Objectives and Competencies:

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

15. Composition of Courses:

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

16. LAB/Field Components:

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

17. **Domain for Lab/Field Experiments**:

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

18. Real Life Applications:

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

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

Principal

Gujarat Commerce College

Ahmedabad

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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 13/04/2023 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	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