


C. C. SHETH COLLEGE OF COMMERCE

Action Taken Report 2023-24

(Based on Alumni, Teachers, Employers and Students Satisfaction Survey feedback report)

1. With a view to provide academic flexibility, the option to choose minor courses has been introduced, effective from the academic year 2023-24, in alignment with the New Education Policy (NEP) 2020.
2. Faculty Development Programs have been organized on subjects recommended by stakeholders to enhance teaching quality and subject matter expertise.
3. Remedial classes have been arranged to support academically weaker students, ensuring their continuous improvement.
4. Memorandums of Understanding (MoUs) have been extended with various colleges and organizations to foster academic collaboration and industry exposure for students.
5. The mapping of Course Learning Outcomes (CLOs) and Program Outcomes (POs) is continuously evaluated to maintain alignment with academic objectives.
6. A dedicated counselor has been appointed to address students' academic, personal, and career-related concerns effectively.
7. Student-centric methods and ICT tools are actively utilized to enhance the teaching-learning process, aiming for improved student engagement and academic outcomes.
8. Course exit surveys are conducted at the end of each semester, collected, and thoroughly evaluated.
9. Wi-Fi and other IT facilities have been strengthened.
10. Workshops and finishing school programs have been organized to improve and enhance soft skills, life skills, and employability skills.




Principal
C. C. Sheth College of Commerce
Ahmedabad-380 014.

Date:30/4/2024

To,
The Coordinator,
Internal Quality Assurance Cell (IQAC),
C.C. Sheth College of Commerce, Ahmedabad.

Subject: Submission of **Alumni** Feedback Analysis Report

Dear Sir/Madam,

I am pleased to submit the alumni feedback analysis report for the academic year 2023-24, compiled from the feedback received from **264 alumni** members of our college. The attached report provides an in-depth analysis of the feedback, highlighting the key observations and suggestions offered by our alumni regarding various academic, infrastructural, and institutional aspects.

The feedback received reflects our alumni's perceptions and experiences, which are crucial for the continuous improvement and development of our institution. The analysis identifies areas of strength and suggests potential areas for enhancement. It will serve as a valuable resource for IQAC in planning and implementing quality initiatives aimed at improving overall institutional performance.


We hope that the analysis report will contribute towards the ongoing efforts of the IQAC in achieving the goals of quality enhancement and institutional excellence.

Thank you for your continuous support and cooperation.

Yours faithfully,

Encl.- Analysis Report



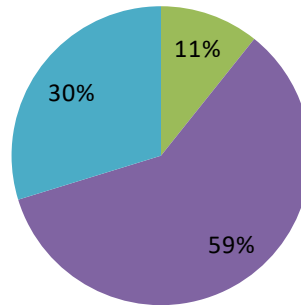

Principal
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C.C.SHETH COLLEGE OF COMMERCE

Alumni Feedback 2023-24

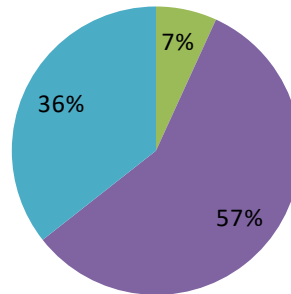
1. The aims and objectives of the curriculum /syllabus are well defined and clear.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



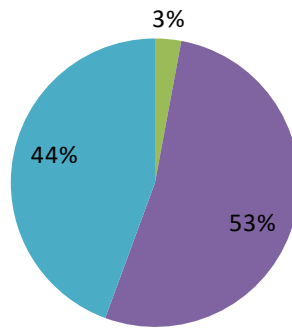
2. The curriculum /syllabus has good balance between theory and practice.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



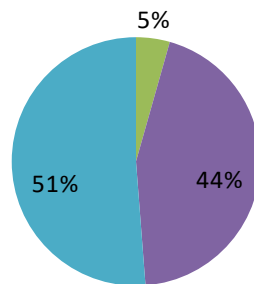
3. The curriculum has been designed to make students industry ready.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



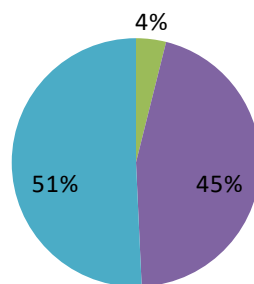
4. The curriculum promotes Entrepreneurship and students are encouraged and supported to initiate start-ups.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



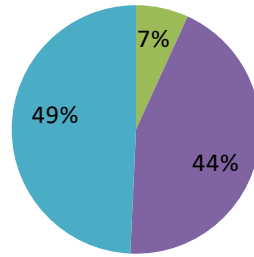
5. The curriculum imparts analytical and reasoning, language and soft skills as desired by the industry.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



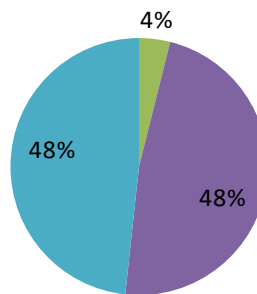
6. The curriculum is outcome based and the expected outcomes, through various courses, are attained

Strongly Disagree Disagree Neutral Agree Strongly agree



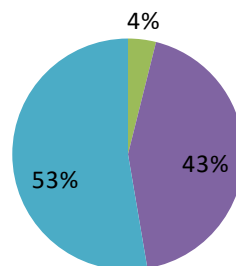
7. The curriculum provides opportunities for holistic development of students through sports, cultural and co-curricular activities.

Strongly Disagree Disagree Neutral Agree Strongly agree



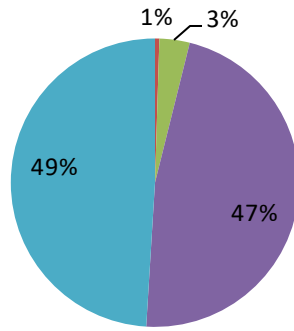
8. The curriculum provides opportunities towards sensitization about cross cutting issues like gender equality, environment and sustainability, ethics and values, etc.

Strongly Disagree Disagree Neutral Agree Strongly agree



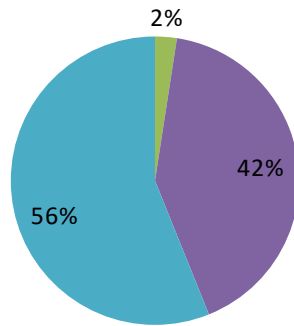
9. The curriculum /syllabus has increased my knowledge and perspective in the subject area.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



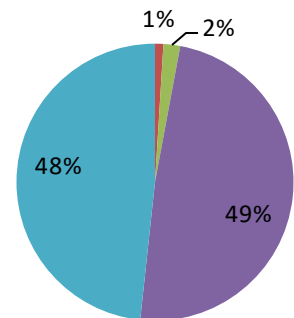
10. The percentage of the courses having skill components is sufficient.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



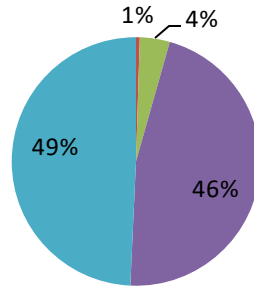
11. The allocation of the credits to the courses is fair

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



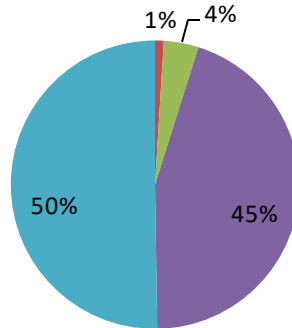
12. The curriculum provides academic flexibility to help students to pursue their interest by choosing from a vast number of electives.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



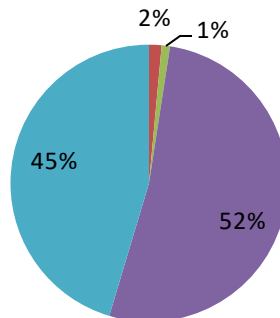
13. The curriculum provides opportunities for extra learning or self-learning.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



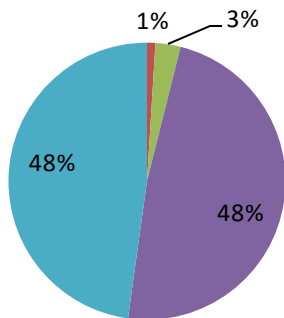
14. The objectives stated for each of the course are relevant.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



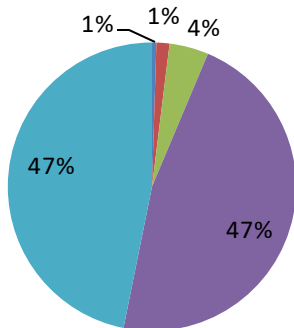
15. The syllabus of the courses is relevant to the competencies expected.

Strongly Disagree Disagree Neutral Agree Strongly agree



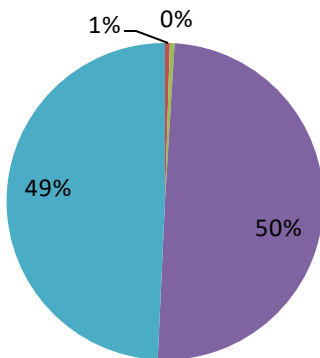
16. The units offered in the syllabus are relevant to the course

Strongly Disagree Disagree Neutral Agree Strongly agree



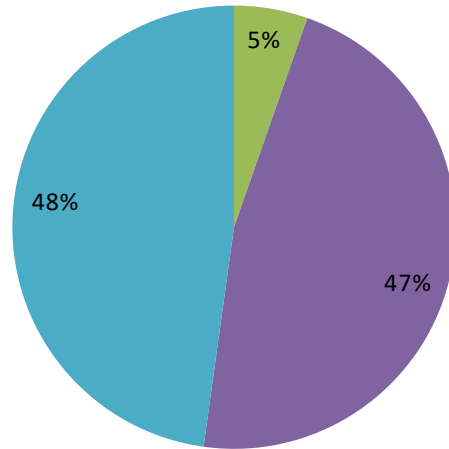
17. The electives offered are relevant.

Strongly Disagree Disagree Neutral Agree Strongly agree



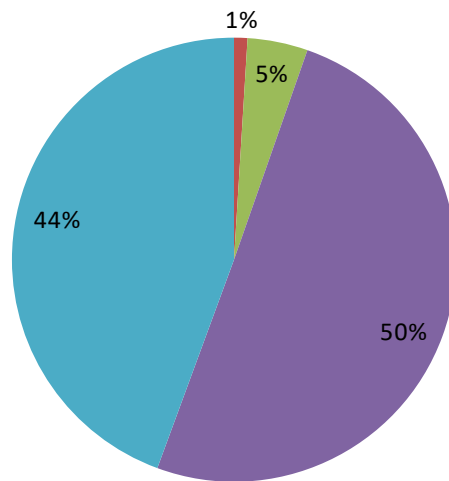
18. The electives offered have employability potential.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



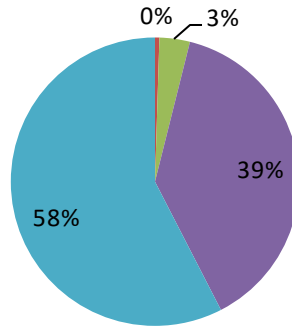
19. The student is made aware of the effort expected


■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



20. The evaluation scheme designed for each of the course is fair and comprehensive.

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree




Principal
C. C. Sheth College of Commerce
Ahmedabad-380 014.

Sr. No.**Analysis**

1. **The aims and objectives of the curriculum /syllabus are well defined and clear.**
The majority of respondents (89%) agrees or strongly agrees that the curriculum's aims and objectives are well-defined and clear, indicating general satisfaction. However, 11% neutral responses suggest some room for improvement in clarity or communication.
2. **The curriculum /syllabus has good balance between theory and practice.**
The majority of respondents (93%) agree or strongly agree that the curriculum maintains a good balance between theory and practice, indicating overall satisfaction, while a small percentage (7%) remains neutral, suggesting minor scope for enhancement.
3. **The curriculum has been designed to make students industry ready.**
The majority of respondents (97%) agree that the curriculum effectively prepares students for the industry, indicating overall confidence in its relevance. However, the 3% neutral responses suggest there may be room for minor enhancements to fully meet industry readiness expectations.
4. **The curriculum promotes Entrepreneurship and students are encouraged and supported to initiate start-ups.**
The curriculum effectively promotes entrepreneurship, with 95% of participants agreeing that students are encouraged and supported to initiate start-ups.
5. **The curriculum imparts analytical and reasoning, language and soft skills as desired by the industry.**
The majority of respondents (96%) agree or strongly agree that the curriculum effectively imparts analytical, reasoning, language, and soft skills aligned with industry needs, indicating overall satisfaction with skill development. However, a small neutral response (4%) suggests minor scope for further enhancement.
6. **The curriculum is outcome based and the expected outcomes, through various courses, are attained.**
The responses indicate a positive perception of the outcome-based curriculum, with 93% of participants either agreeing or strongly agreeing that the expected outcomes are being achieved through various courses.
7. **The curriculum provides opportunities for holistic development of students through sports, cultural and co-curricular activities.**
The responses reflect a strong endorsement of the curriculum's focus on holistic development, with 96% of participants either agreeing or strongly agreeing. This suggests that the incorporation of sports, cultural, and co-curricular activities is largely recognized as valuable, although the 4% neutral responses indicate a need for continued promotion and awareness of these opportunities.
8. **The curriculum provides opportunities towards sensitization about cross cutting issues like gender equality, environment and sustainability, ethics and values, etc.**
The responses indicate a positive perception of the curriculum's effectiveness in promoting awareness of cross-cutting issues, with 96% of participants either agreeing or strongly agreeing that it fosters sensitization toward gender equality, environmental sustainability, and ethical values. This reflects a strong alignment with contemporary educational goals and societal needs.
9. **The curriculum /syllabus has increased my knowledge and perspective in the subject area.**

The survey results indicate a strong positive perception of the curriculum, with 96% of respondents either agreeing or strongly agreeing that it has enhanced their knowledge and perspective in the subject area. Only a small fraction (4%) expressed neutrality or disagreement, highlighting the overall effectiveness of the syllabus in fostering understanding among students

10. **The percentage of the courses having skill components is sufficient.**

The survey results indicate a positive perception of the sufficiency of skill components in courses, with a combined 98% of respondents either agreeing (56%) or strongly agreeing (42%). Only 2% remained neutral, suggesting a strong consensus on the effectiveness of skill integration in the curriculum.

11. **The allocation of the credits to the courses is fair.**

The responses indicate a strong consensus on the fairness of course credit allocation, with 67% of participants either agreeing or strongly agreeing. Only a small percentage (3%) expressed disagreement or neutrality, suggesting that the majority perceives the credit distribution as equitable

12. **The curriculum provides academic flexibility to help students to pursue their interest by choosing from a vast number of electives.**

The survey results indicate a strong consensus among students regarding the curriculum's academic flexibility, with a combined 95% either agreeing or strongly agreeing that the elective options effectively support their interests. This suggests that the curriculum is well-aligned with student needs, fostering a personalized educational experience.

13. **The curriculum provides opportunities for extra learning or self-learning.**

The survey results indicate a positive perception of the curriculum's support for extra learning or self-learning, with a combined 95% of respondents expressing agreement. Only a small fraction remains neutral (4%) or disagrees (1%), suggesting that the curriculum is effectively fostering independent learning opportunities for the majority of participants.

14. **The objectives stated for each of the course are relevant.**

The responses indicate a strong consensus among participants regarding the relevance of the course objectives, with 97% either strongly agreeing or agreeing. The minimal neutral (1%) and disagree (2%) responses suggest that the course objectives are well-aligned with participant expectations.

15. **The syllabus of the courses is relevant to the competencies expected.**

The responses indicate a strong consensus on the relevance of the course syllabus to the expected competencies, with 96% of participants either agreeing or strongly agreeing. This suggests that the curriculum is effectively aligned with the competencies required for the courses.

16. **The units offered in the syllabus are relevant to the course.**

The responses indicate a strong consensus among students regarding the relevance of the units offered in the syllabus, with 94% either strongly agreeing or agreeing. This suggests that the course content effectively aligns with their educational needs and expectations. Only a small percentage (5%) remained neutral or disagreed, highlighting overall satisfaction with the syllabus.

17. **The electives offered are relevant.**

The responses indicate a strong consensus among participants regarding the relevance of the electives offered, with 99% either agreeing or strongly agreeing. This suggests that the curriculum aligns well with student needs and expectations. Only 1% expressed disagreement, highlighting a positive perception overall.

18. **The electives offered have employability potential.**

The responses indicate a strong consensus regarding the employability potential of the electives offered, with 95% of participants either strongly agreeing or agreeing. This suggests that the curriculum aligns well with job market needs, making it beneficial for students' career prospects.

19. **The student is made aware of the effort expected.**

The majority of students (94%) acknowledge awareness of the effort expected from them, with 50% strongly agreeing and 44% agreeing. This indicates a positive perception of communication regarding expectations, fostering an environment conducive to accountability and engagement in their studies.


20. **The evaluation scheme designed for each of the course is fair and comprehensive.**

The evaluation scheme for the course is perceived as fair and comprehensive, with a significant 97% of respondents either agreeing or strongly agreeing. This positive feedback indicates a strong level of satisfaction among students regarding the assessment methods used.

Recommendations

1. To incorporate skill components in the courses, skill enhancement courses are being introduced as part of the New Education Policy (NEP) 2020 under the CBCS for the Foundation Courses (FC) and Soft Skills (SS).
2. Additional learning or self-learning opportunities are provided through courses like the Ability Enhancement Courses (AEC) and Indian Knowledge System (IKS).
3. In response to the feedback received, the focus will be on improving communication to maintain a balance that prepares students to be industry-ready.
4. Since the NEP 2020 has been implemented from the academic year 2023-24, the program now provides academic flexibility, which also enhances employability potential as required by the industry.
5. CO's and PO's have been identified and her skills were effectively mapped.
6. The curriculum provides opportunities for the holistic development of students, as it covers extracurricular activities, addresses cross-cutting issues, and incorporates student-centric learning methods.




Principal
C. C. Sheth College of Commerce
Ahmedabad-380 014.

Date:30/4/2024

To,
The Coordinator,
Internal Quality Assurance Cell (IQAC),
C.C. Sheth College of Commerce, Ahmedabad.

Subject: Submission of **Employer's** Feedback Analysis Report

Dear Sir/Madam,

I am pleased to submit the Employer's feedback analysis report for the academic year 2023-24, compiled from the feedback received from 5 Employer's members of our college. The attached report provides an in-depth analysis of the feedback, highlighting the key observations and suggestions offered by our Employer's regarding various academic, infrastructural, and institutional aspects.

The feedback received reflects our Employer's's perceptions and experiences, which are crucial for the continuous improvement and development of our institution. The analysis identifies areas of strength and suggests potential areas for enhancement. It will serve as a valuable resource for IQAC in planning and implementing quality initiatives aimed at improving overall institutional performance.


We hope that the analysis report will contribute towards the ongoing efforts of the IQAC in achieving the goals of quality enhancement and institutional excellence.

Thank you for your continuous support and cooperation.

Yours faithfully,

Encl.- Analysis Report

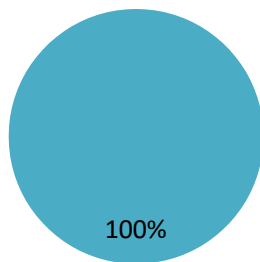



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Employer's Feedback 2023-24

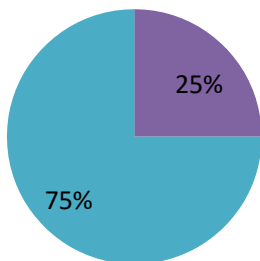
1. The aims and objectives of the curriculum /syllabus

Strongly Disagree Disagree Somewhat Disagree
Neutral Strongly agree



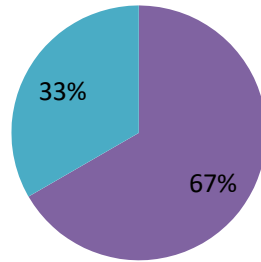
2. The curriculum /syllabus has good balance between

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Neutral Strongly agree



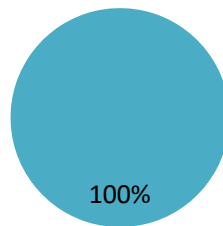
3. The curriculum has been designed to make students

■ Strongly Disagree ■ Disagree ■ Somewhat Disagree
■ Neutral ■ Strongly agree



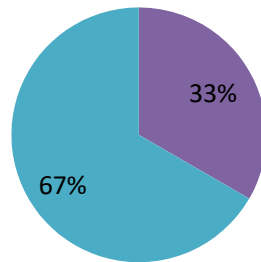
4. The curriculum promotes Entrepreneurship and Students are encouraged and supported to initiate start-ups.

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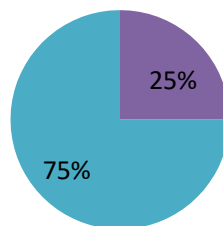
5. The curriculum imparts analytical and reasoning

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■ Neutral ■ Strongly agree



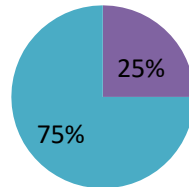
6. The curriculum provides opportunities for holistic Development of students through sports, cultural

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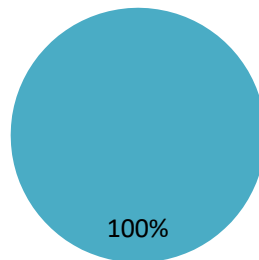
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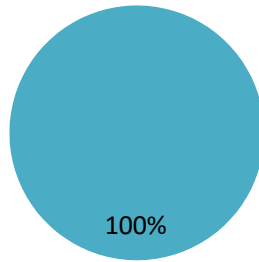
8. The percentage of the courses having skill

■ Strongly Disagree ■ Disagree ■ Somewhat Disagree
■ Neutral ■ Strongly agree



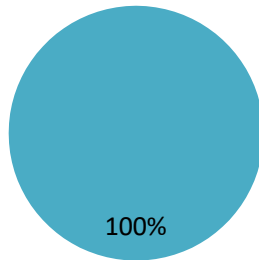
9. The curriculum provides opportunities for extra

■ Strongly Disagree ■ Disagree ■ Somewhat Disagree
■ Neutral ■ Strongly agree



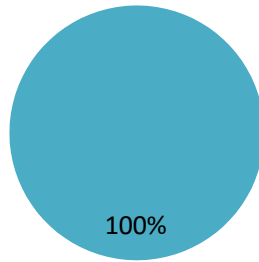
10. The objectives stated for each of the course are

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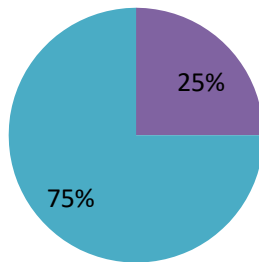
11. The syllabus of the courses is relevant to the

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neutral
- Strongly agree



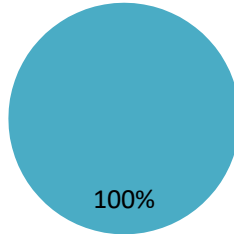
12. The units offered in the syllabus are relevant to the

- Strongly Disagree
- Disagree
- Somewhat Disagree
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- Strongly agree



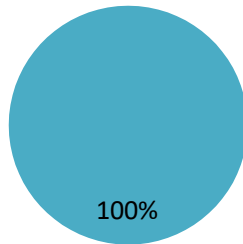
13. The electives offered are

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neutral
- Strongly agree



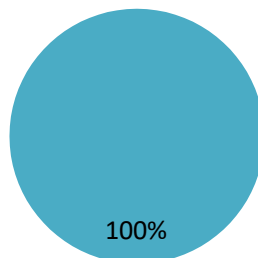
14. The electives offered have employability


- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neutral
- Strongly agree



15. Overall the programme meets the industry

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neutral
- Strongly agree




Principal
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Ahmedabad-380 014.

Sr. No.**Analysis**

1. **The aims and objectives of the curriculum /syllabus are well defined and clear.**

The unanimous 100% "strongly agree" response regarding the clarity of the curriculum objectives reflects a positive perception among respondents, indicating that the curriculum is well-structured and effectively communicates educational expectations to both students and teachers.
2. **The curriculum /syllabus have good balance between theory and practice.**

The responses indicate that 75% of participants "strongly agree" the curriculum effectively balances theoretical knowledge and practical application. However, the 25% neutral responses suggest there is potential for improvement in achieving an optimal integration of both elements.
3. **The curriculum has been designed to make students industry ready.**

The responses reveal that while 33% of participants "strongly agree" the curriculum aligns with industry needs, the 63% "neutral" responses indicate uncertainty or perceived gaps. This highlights the need for improvement in enhancing the curriculum's focus on practical skills and knowledge essential for workforce readiness.
4. **The curriculum promotes Entrepreneurship and students are encouraged and supported to initiate start-ups.**

The unanimous "strongly agree" response regarding the curriculum's promotion of entrepreneurship reflects a highly positive perception among respondents. This indicates that the program effectively fosters entrepreneurial thinking and supports students in launching their ventures, demonstrating the institution's commitment to innovation, creativity, and aligning education with industry trends.
5. **The curriculum imparts analytical and reasoning, language and soft skills as desired by the industry.**

While 67% of respondents strongly agree that the curriculum effectively imparts analytical, reasoning, language, and soft skills desired by the industry, the 33% neutrality indicates potential gaps in student perception. Addressing these gaps could enhance the curriculum's effectiveness and further align it with industry expectations.
6. **The curriculum provides opportunities for holistic development of students through sports, cultural and co-curricular activities.**

The responses reveal a strong positive perception of the curriculum's capacity to foster holistic student development through sports, cultural, and co-curricular activities, with 75% of respondents strongly agreeing on its effectiveness. However, the 25% neutral responses indicate a need for enhanced emphasis and implementation of these activities to achieve greater engagement and maximize all-around growth. Overall, the data reflects a favorable view while highlighting opportunities for improvement.
7. **The curriculum provides opportunities towards sensitization about cross cutting issues like gender equality, environment and**

sustainability, ethics and values, etc.

The responses indicate a strong positive perception of the curriculum's effectiveness in sensitizing students to cross-cutting issues like gender equality, environment and sustainability, ethics, and values, with 75% of participants strongly agreeing. However, the 25% neutral responses highlight potential gaps in engagement and implementation, suggesting opportunities for improvement to ensure all students are effectively addressed on these critical topics

8. **The percentage of the courses having skill components is sufficient.**

The unanimous agreement from 100% of participants regarding the sufficiency of skill components in the courses highlights strong satisfaction with the curriculum's alignment to practical needs. This feedback underscores the institution's success in integrating essential skill development, enhancing students' employability and professional competence in modern education.

9. **The curriculum provides opportunities for extra learning or self-learning.**

The unanimous 100% "strongly agree" response highlights a highly positive perception of the curriculum's ability to provide opportunities for extra learning and self-exploration. This strong endorsement indicates that the curriculum effectively encourages independent study, enhances critical thinking, and fosters intellectual curiosity, suggesting a successful design that empowers students to pursue their interests and expand their knowledge autonomously.

10. **The objectives stated for each of the course are relevant.**

The unanimous 100% agreement on the relevance of course objectives reflects a strong alignment between the curriculum and participant expectations, effectively meeting learners' needs and enhancing their educational experience and engagement.

11. **The syllabus of the courses is relevant to the competencies expected.**

The unanimous 100% agreement on the syllabus's relevance to expected competencies underscores a strong alignment between curriculum design and educational outcomes, demonstrating the institution's commitment to providing quality education that effectively prepares students with essential skills and knowledge for their success.

12. **The units offered in the syllabus are relevant to the course**

The observation indicates a positive perception of the syllabus, with 75% of respondents strongly agreeing on its relevance to the course. However, the 25% neutral response highlights an opportunity for improvement, suggesting that some students may have concerns about the relevance of certain units. Overall, there is a strong alignment between the syllabus content and course objectives.

13. **The electives offered are relevant.**

The unanimous 100% agreement on the relevance of the electives underscores a strong alignment between the curriculum and students' educational needs, effectively catering to their interests and career

aspirations while enhancing their overall learning experience and engagement.

14. The electives offered have employability potential.

The unanimous 100% agreement on the employability potential of the offered electives underscores the curriculum's effectiveness in equipping students with valuable skills for the job market, reflecting their recognition of these courses' impact on their career prospects.


15. Overall the programme meets the industry requirements.

The unanimous 100% agreement among participants underscores their belief that the program effectively aligns with industry requirements, demonstrating strong confidence in its relevance and applicability to real-world scenarios, and highlighting its potential to prepare students for success in their careers.

Recommendations

1. To incorporate skill components in the courses, skill enhancement courses are being introduced as part of the New Education Policy (NEP) 2020 under the CBCS for the Foundation Courses (FC) and Soft Skills (SS).
2. In response to the feedback received, the focus will be on improving communication to maintain a balance that prepares students to be industry-ready.
3. CO's and PO's have been identified and their skills were effectively mapped.
4. The curriculum provides opportunities for the holistic development of students, as it covers extracurricular activities, addresses cross-cutting issues, and incorporates student-centric learning methods.
5. Additional learning or self-learning opportunities are provided through courses like the Ability Enhancement Courses (AEC) and Indian Knowledge System (IKS).
6. Since the NEP 2020 has been implemented from the academic year 2023-24, the program now provides academic flexibility, which also enhances employability potential as required by the industry.




Principal
C. C. Sheth College of Commerce
Ahmedabad-380 014.

Date:30/4/2024

To,
The Coordinator,
Internal Quality Assurance Cell (IQAC),
C.C. Sheth College of Commerce, Ahmedabad.

Subject: Submission of **Teacher's** Feedback Analysis Report

Dear Sir/Madam,

I am pleased to submit the Teacher's feedback analysis report for the academic year 2023-24, compiled from the feedback received from 13 Teacher's members of our college. The attached report provides an in-depth analysis of the feedback, highlighting the key observations and suggestions offered by our Teacher's regarding various academic, infrastructural, and institutional aspects.

The feedback received reflects our Teacher's's perceptions and experiences, which are crucial for the continuous improvement and development of our institution. The analysis identifies areas of strength and suggests potential areas for enhancement. It will serve as a valuable resource for IQAC in planning and implementing quality initiatives aimed at improving overall institutional performance.


We hope that the analysis report will contribute towards the ongoing efforts of the IQAC in achieving the goals of quality enhancement and institutional excellence.

Thank you for your continuous support and cooperation.

Yours faithfully,

Encl.- Analysis Report

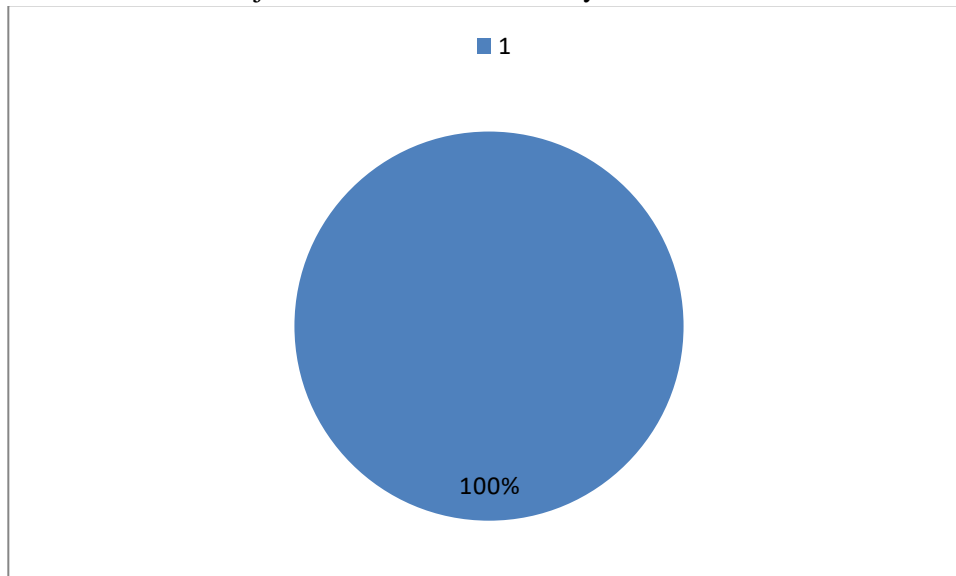



Principal
C. C. Sheth College of Commerce
Ahmedabad-380 014.

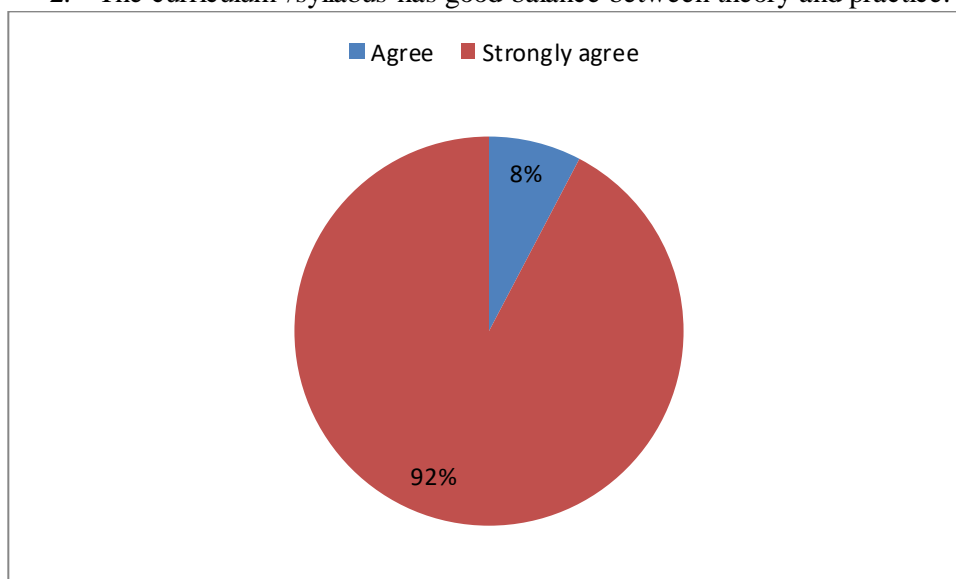
C. C. SHETH COLLEGE OF COMMERCE

Teacher's Feedback 2023-24

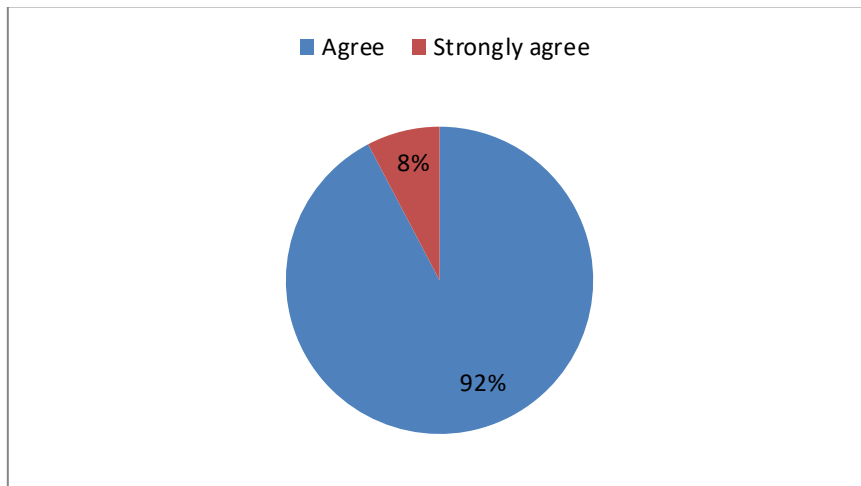
1. The aims and objectives of the curriculum /syllabus are well defined and clear.



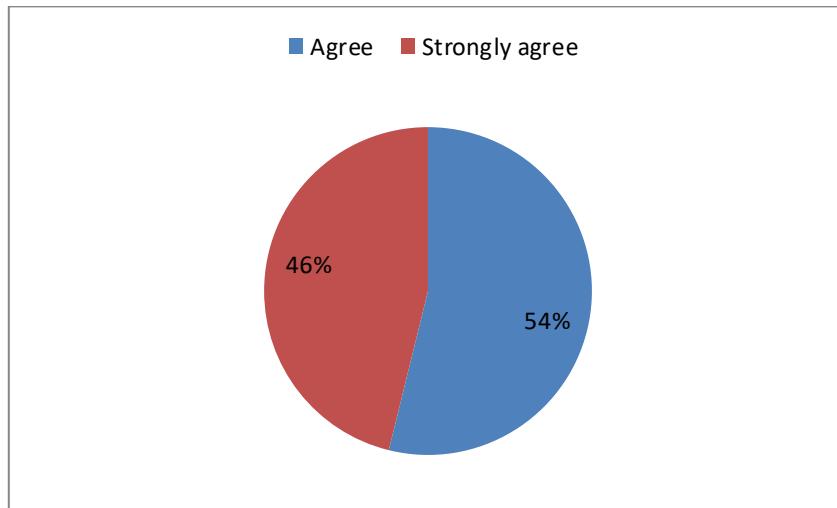
2. The curriculum /syllabus has good balance between theory and practice.



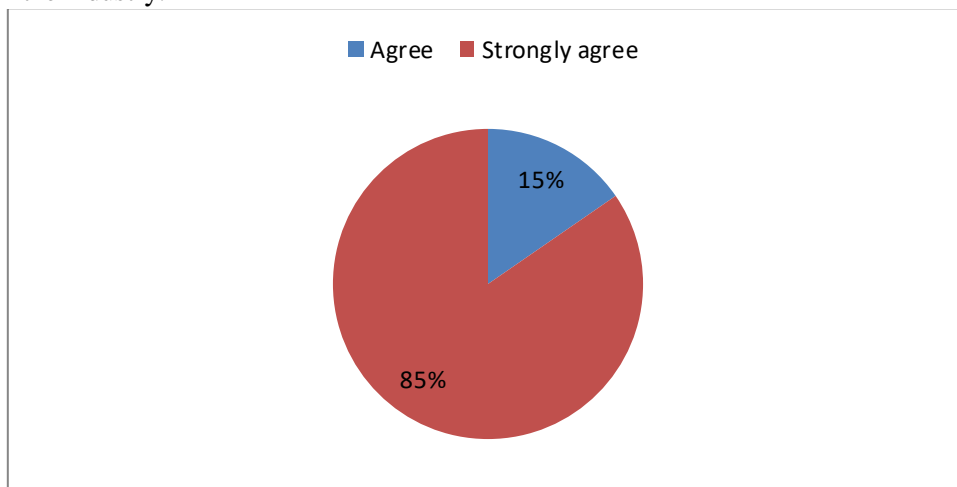
3. The curriculum has been designed to make students industry ready.



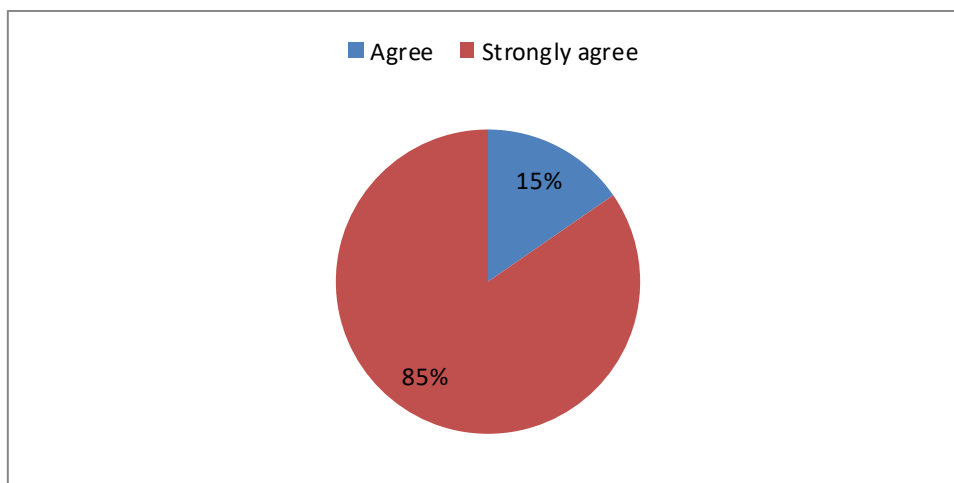
4. The curriculum promotes Entrepreneurship and students are encouraged and supported to initiate start-ups.



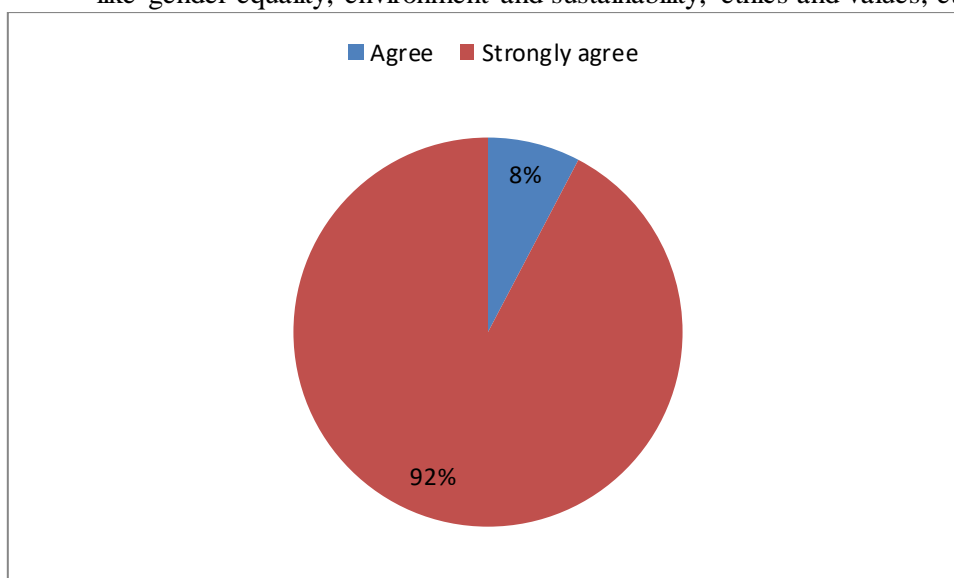
5. The curriculum imparts analytical and reasoning, language and soft skills as desired by the industry.



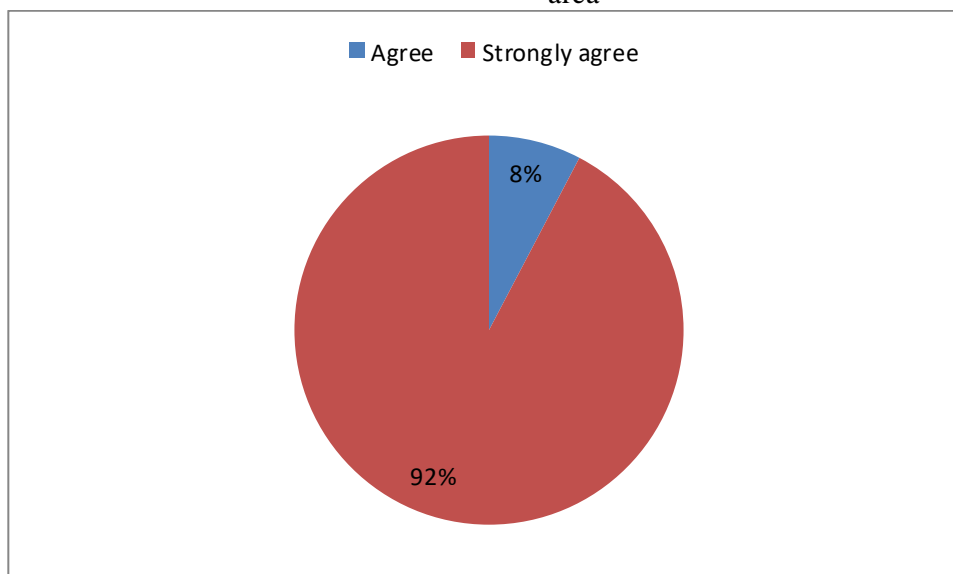
6. The curriculum provides opportunities for holistic development of students through sports, cultural and co-curricular activities.



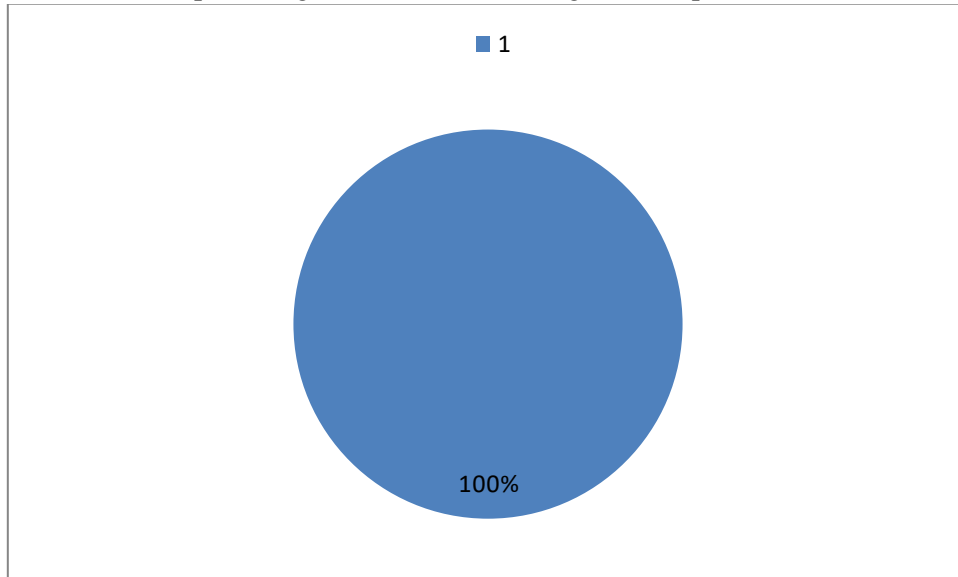
7. The curriculum provides opportunities towards sensitization about cross cutting issues like gender equality, environment and sustainability, ethics and values, etc.



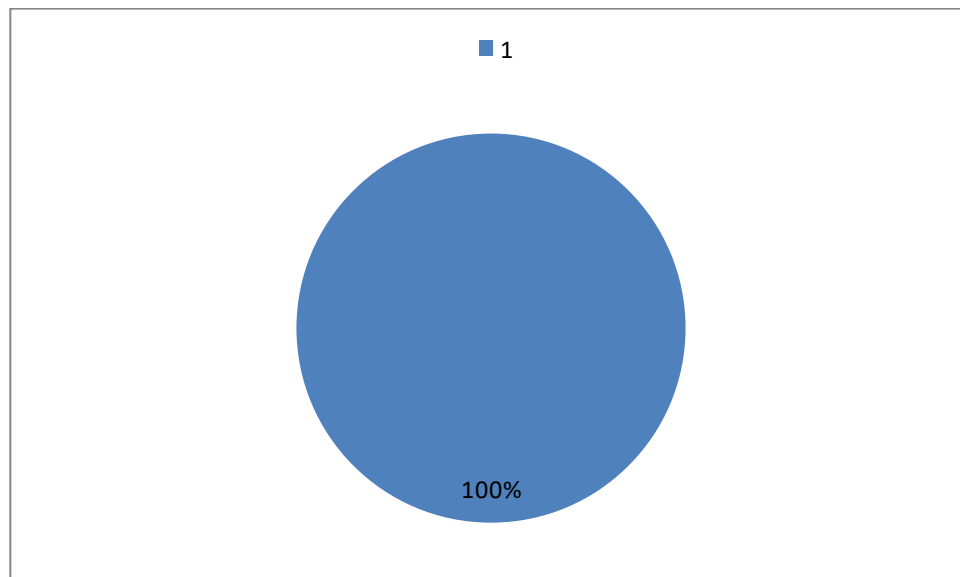
8. The curriculum syllabus has increased my knowledge and perspective in the subject area



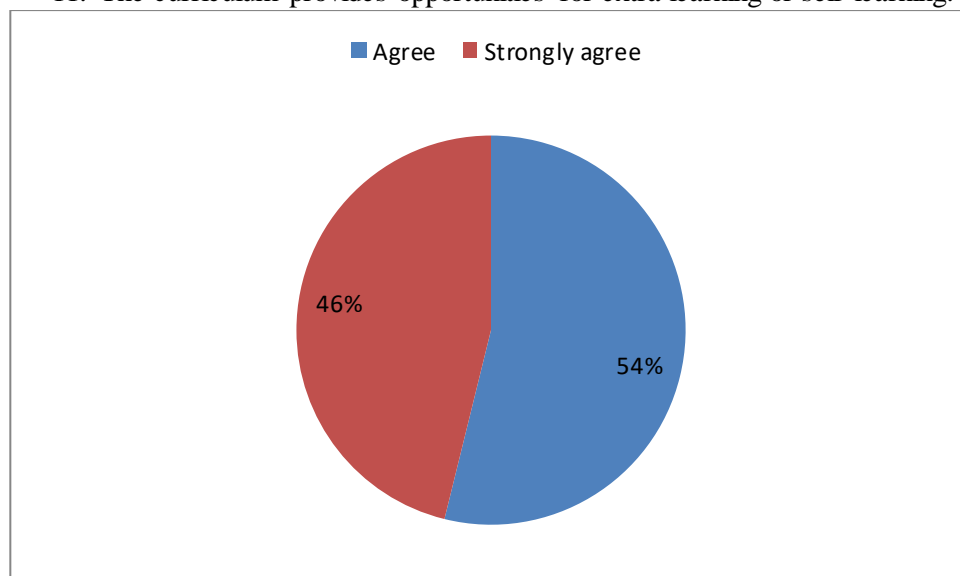
9. The percentage of the courses having skill components is sufficient.



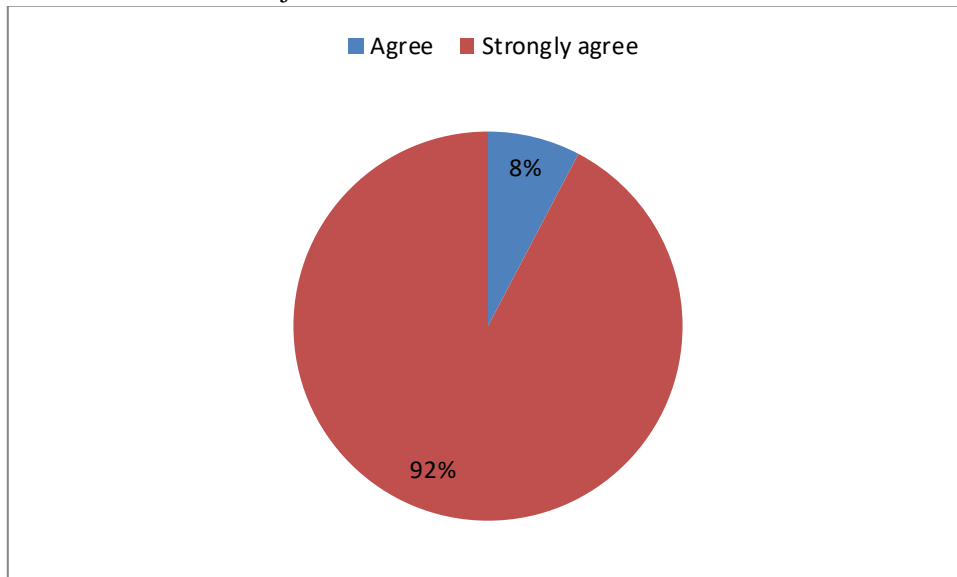
10. The allocation of credits is fair



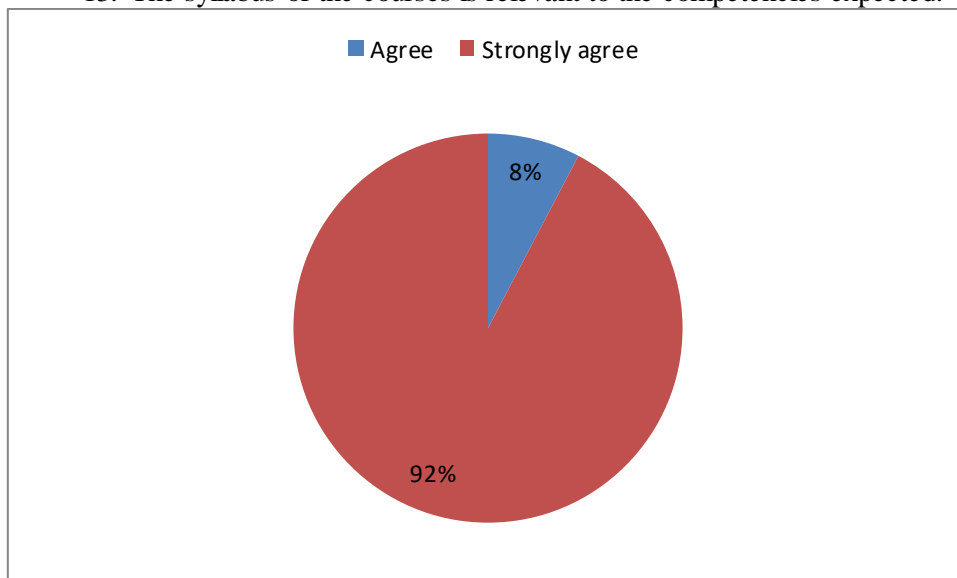
11. The curriculum provides opportunities for extra learning or self-learning.



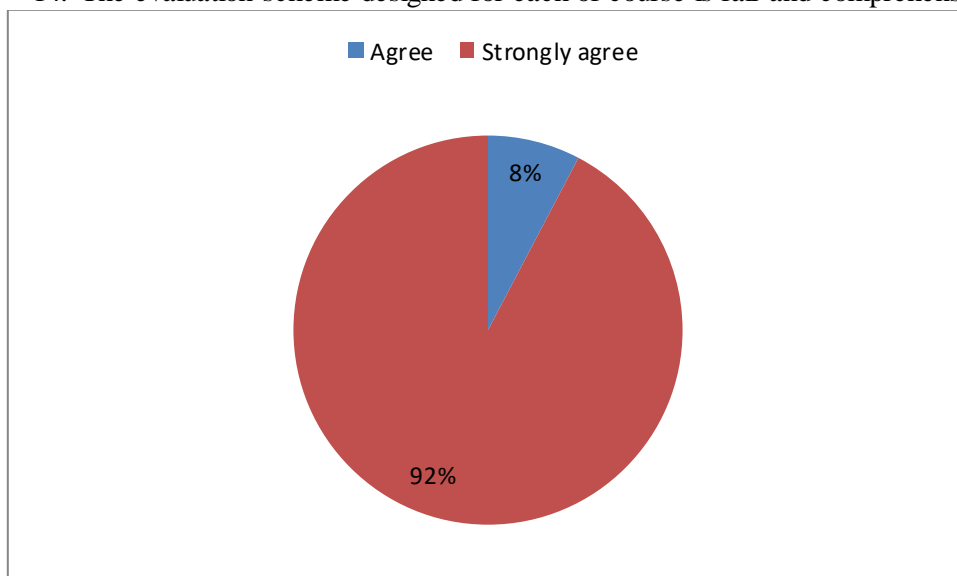
12. The objectives stated for each of the course are relevant.



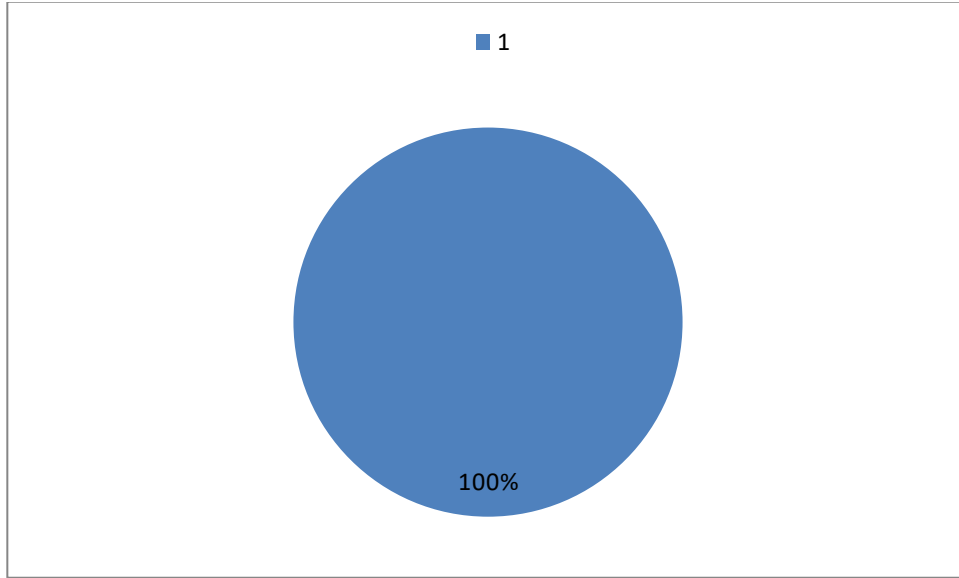
13. The syllabus of the courses is relevant to the competencies expected.




14. The evaluation scheme designed for each of course is fair and comprehensive



15. Overall the programme is well designed and well executed.




Principal
C. C. Sheth College of Commerce
Ahmedabad-380 014.

Sr. No.**Analysis**

1. **The aims and objectives of the curriculum /syllabus are well defined and clear.**

The responses indicate unanimous agreement (100%) that the aims and objectives of the curriculum/syllabus are well-defined and clear. This suggests strong alignment and understanding among the respondents regarding the clarity of the curriculum's purpose and goals.
2. **The curriculum /syllabus has good balance between theory and practice.**

The responses show a highly positive perception of the curriculum, with 92% of respondents "Strongly agreeing" and 8% "Agreeing" that there is a good balance between theory and practice. This indicates strong satisfaction with the practical relevance and theoretical grounding of the syllabus.
3. **The curriculum has been designed to make students industry ready.**

The responses show an overwhelmingly positive perception of the curriculum, with 92% of respondents "Strongly agreeing" and 8% "Agreeing" that it effectively prepares students for the industry. This suggests that the curriculum is highly aligned with industry requirements and student expectations.
4. **The curriculum promotes Entrepreneurship and students are encouraged and supported to initiate start-ups.**

The pie chart shows the distribution of responses to a question about the curriculum's promotion of entrepreneurship. The majority of respondents (54%) agree with the statement, indicating support for the curriculum's focus on entrepreneurship. A significant portion (46%) strongly agree, further emphasizing the positive perception of the curriculum's encouragement and support for student startups.
5. **The curriculum imparts analytical and reasoning, language and soft skills as desired by the industry.**

The pie chart shows the distribution of responses to a question about the curriculum's alignment with industry expectations. The majority of respondents (85%) strongly agree that the curriculum imparts the desired analytical and reasoning, language, and soft skills, indicating a strong positive perception. A smaller percentage (15%) agree, further suggesting that the curriculum generally meets industry requirements.
6. **The curriculum provides opportunities for holistic development of students through sports, cultural and co-curricular activities.**

The pie chart shows the distribution of responses to a question about the curriculum's opportunities for holistic development. The majority of respondents (85%) strongly agree with the statement, indicating high satisfaction with the curriculum's focus on holistic development. A smaller percentage (15%) agree, suggesting a generally positive perception of the opportunities provided for sports, cultural, and co-curricular activities.
7. **The curriculum provides opportunities towards sensitization about cross cutting issues like gender equality, environment and sustainability, ethics and values, etc.**

The responses indicate an overwhelmingly positive perception of the curriculum, with 92% "Strongly agreeing" and 8% "Agreeing" that it effectively provides opportunities for sensitization on cross-cutting issues

like gender equality, environment, sustainability, ethics, and values. This suggests that the curriculum is well-designed to address these important topics.

8. **The curriculum syllabus has increased my knowledge and perspective in the subject area.**

The responses show an overwhelmingly positive reception, with 92% of participants "Strongly agreeing" and 8% "Agreeing" that the curriculum syllabus has enhanced their knowledge and perspective in the subject area. This indicates the curriculum's effectiveness in deepening understanding and broadening insights.

9. **The percentage of the courses having skill components is sufficient.**

The responses show unanimous agreement, with 100% of respondents indicating that the percentage of courses with skill components is sufficient. This suggests that the current curriculum effectively integrates skill-based learning, meeting the expectations of all respondents.

10. **The allocation of credits is fair.**

The responses show unanimous agreement (100%) that the allocation of credits is fair, indicating a strong consensus and satisfaction among respondents regarding the credit distribution process. This suggests an effective and transparent credit allocation system.

11. **The curriculum provides opportunities for extra learning or self-learning.**

The pie chart shows the distribution of responses to a question about the curriculum's opportunities for extra learning. The majority of respondents (54%) agree that the curriculum provides such opportunities, indicating a positive perception. A significant portion (46%) strongly agree, further emphasizing the curriculum's effectiveness in fostering self-learning and extra learning opportunities.

12. **The objectives stated for each of the course are relevant.**

The responses indicate that an overwhelming majority (92%) "Strongly agree" that the course objectives are relevant, with the remaining 8% agreeing. This suggests that the course objectives are well-aligned with student expectations and learning needs.

13. **The syllabus of the courses is relevant to the competencies expected.**

The pie chart shows the distribution of responses to a question about the relevance of the syllabus to expected competencies. The majority of respondents (92%) strongly agree with the statement, indicating a high level of satisfaction. A small percentage (8%) agree, further supporting the perception of relevance. There are no disagreements, suggesting that the syllabus effectively aligns with the required competencies.

14. **The evaluation scheme designed for each of course is fair and comprehensive.**

The pie chart shows the distribution of responses to a question about the fairness and comprehensiveness of the evaluation scheme. The majority of respondents (92%) strongly agree with the statement, indicating high satisfaction with the scheme. A small percentage (8%) agree, further suggesting a generally positive perception of the evaluation scheme's fairness and comprehensiveness.


15. **Overall the programme is well designed and well executed.**

The responses indicate unanimous agreement (100%) that the program is well-designed and well-executed. This reflects a high level of satisfaction among participants, suggesting that the program's structure and implementation effectively meet their expectations and needs.

Recommendations

1. In response to the feedback received, the focus will be on improving communication to maintain a balance that prepares students to be industry-ready.
2. To incorporate skill components in the courses, skill enhancement courses are being introduced as part of the New Education Policy (NEP) 2020 under the CBCS for the Foundation Courses (FC) and Soft Skills (SS).
3. Since the NEP 2020 has been implemented from the academic year 2023-24, the program now provides academic flexibility, which also enhances employability potential as required by the industry.
4. Additional learning or self-learning opportunities are provided through courses like the Ability Enhancement Courses (AEC) and Indian Knowledge System (IKS).
5. CO's and PO's have been identified and their skills were effectively mapped.
6. The curriculum provides opportunities for the holistic development of students, as it covers extracurricular activities, addresses cross-cutting issues, and incorporates student-centric learning methods.




Principal
C. C. Sheth College of Commerce
Ahmedabad-380 014.

Date:30/4/2024

To,
The Coordinator,
Internal Quality Assurance Cell (IQAC),
C.C. Sheth College of Commerce, Ahmedabad.

Subject: Submission of **Students Satisfaction Survey** Feedback Analysis Report

Dear Sir/Madam,

I am pleased to submit the Students Satisfaction Survey feedback analysis report for the academic year 2023-24, compiled from the feedback received from **1543 Students** Satisfaction Survey members of our college. The attached report provides an in-depth analysis of the feedback, highlighting the key observations and suggestions offered by our Students Satisfaction Survey regarding various academic, infrastructural, and institutional aspects.

The feedback received reflects our Students Satisfaction Survey's perceptions and experiences, which are crucial for the continuous improvement and development of our institution. The analysis identifies areas of strength and suggests potential areas for enhancement. It will serve as a valuable resource for IQAC in planning and implementing quality initiatives aimed at improving overall institutional performance.


We hope that the analysis report will contribute towards the ongoing efforts of the IQAC in achieving the goals of quality enhancement and institutional excellence.

Thank you for your continuous support and cooperation.

Yours faithfully,

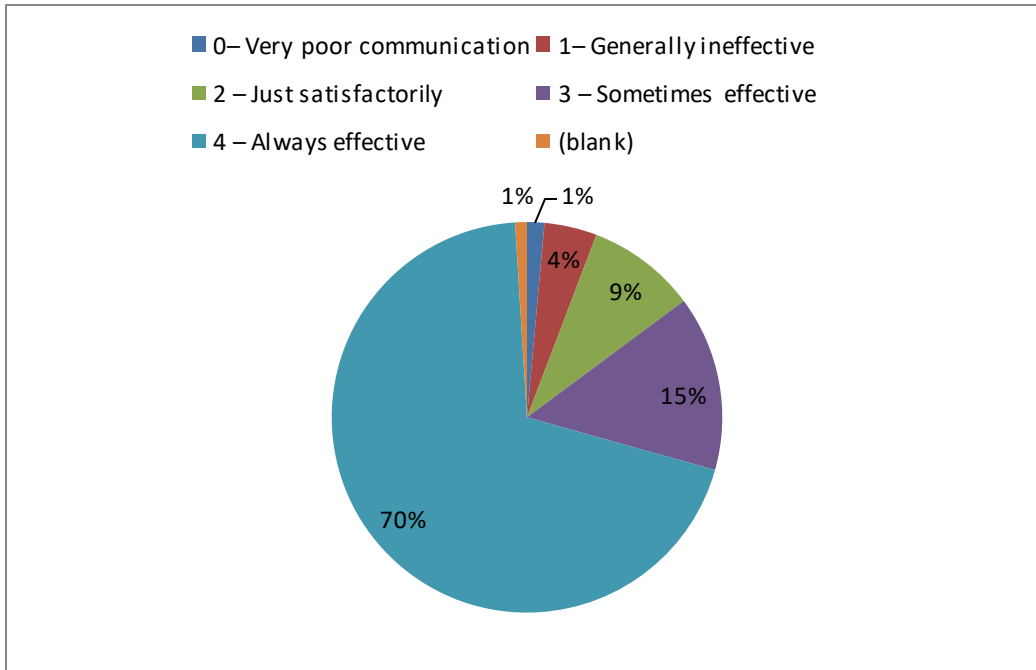
Encl.- Analysis Report



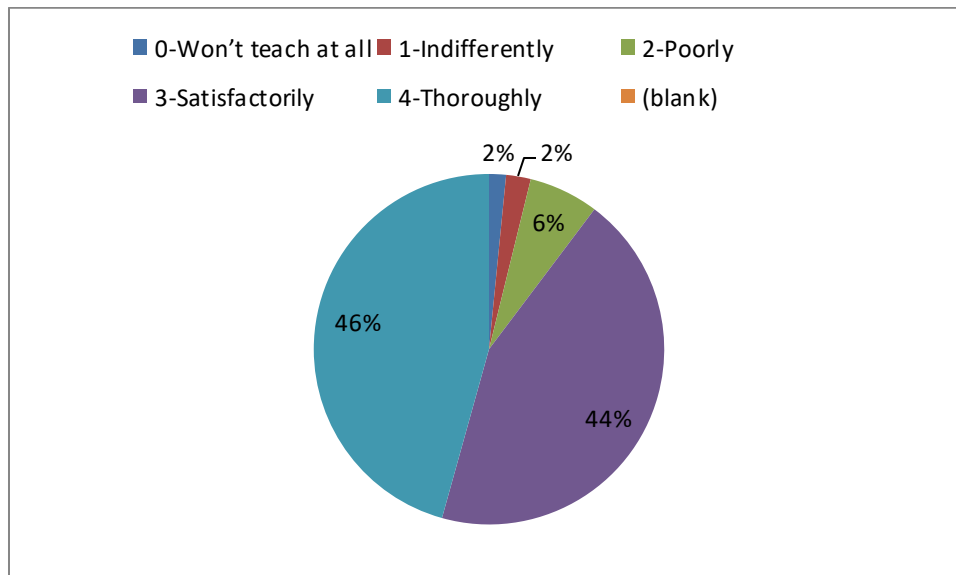

Principal
C. C. Sheth College of Commerce
Ahmedabad-380 014.

C. C. SHETH COLLEGE OF COMMERCE
Student Satisfaction Survey Feedback 2023-24

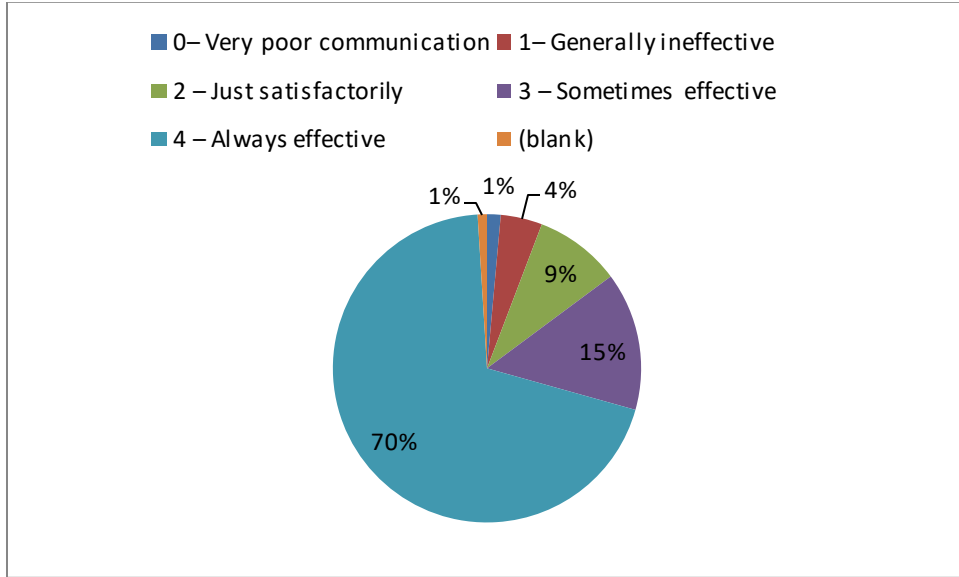
1) How much of the syllabus was covered in the class?



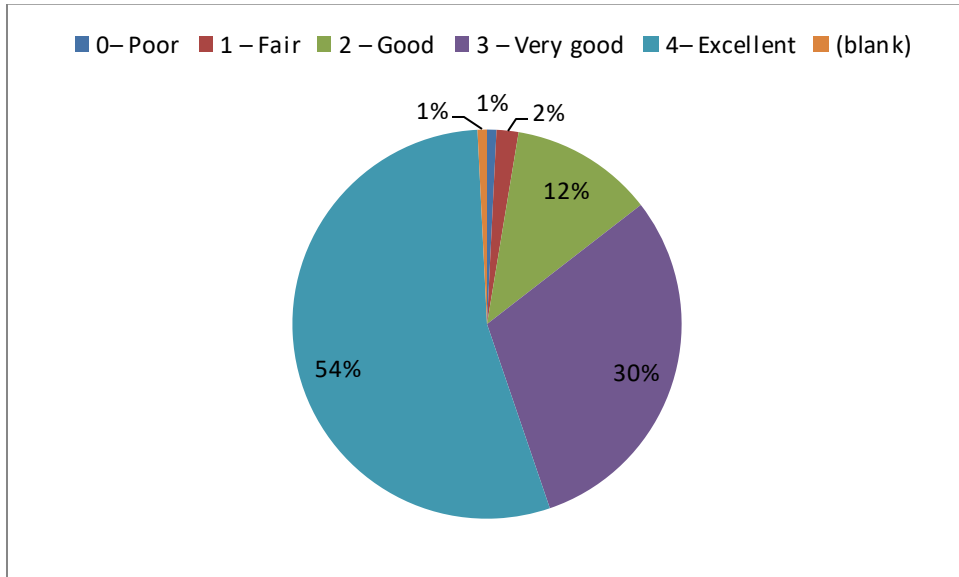
2) How well did the teachers prepare for the classes?



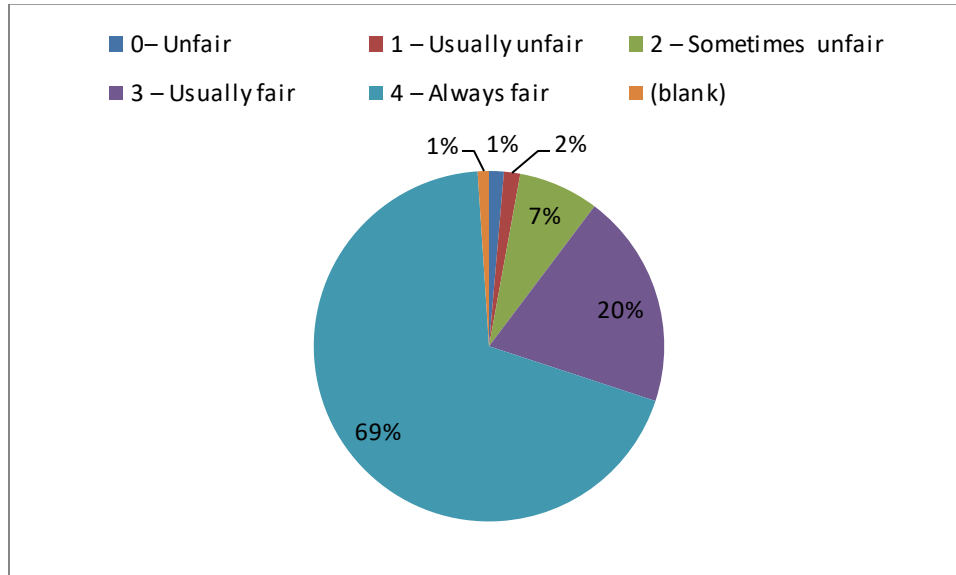
3) How well were the teachers able to communicate?



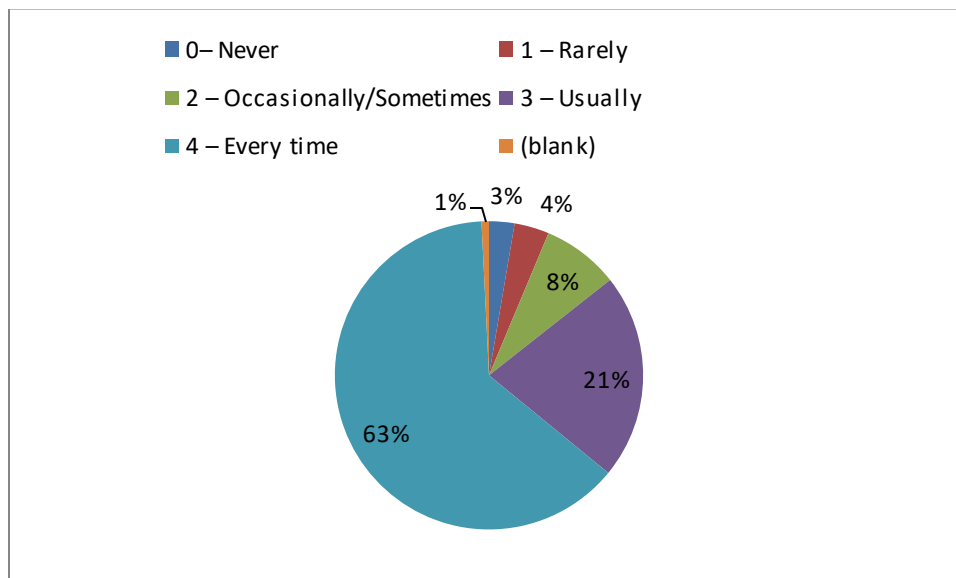
4) The teacher's approach to teaching can best be described as



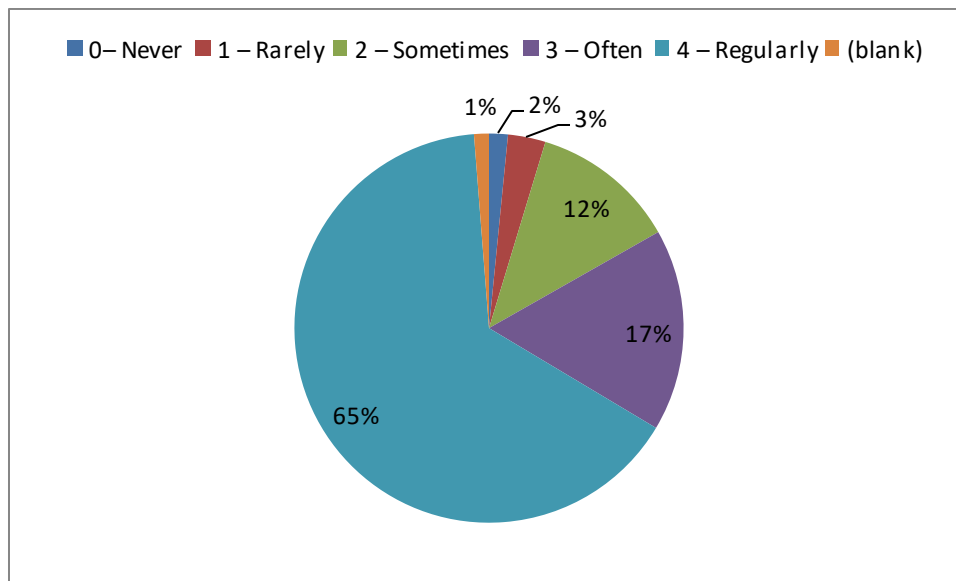
5) Fairness of the internal evaluation process by the teachers.



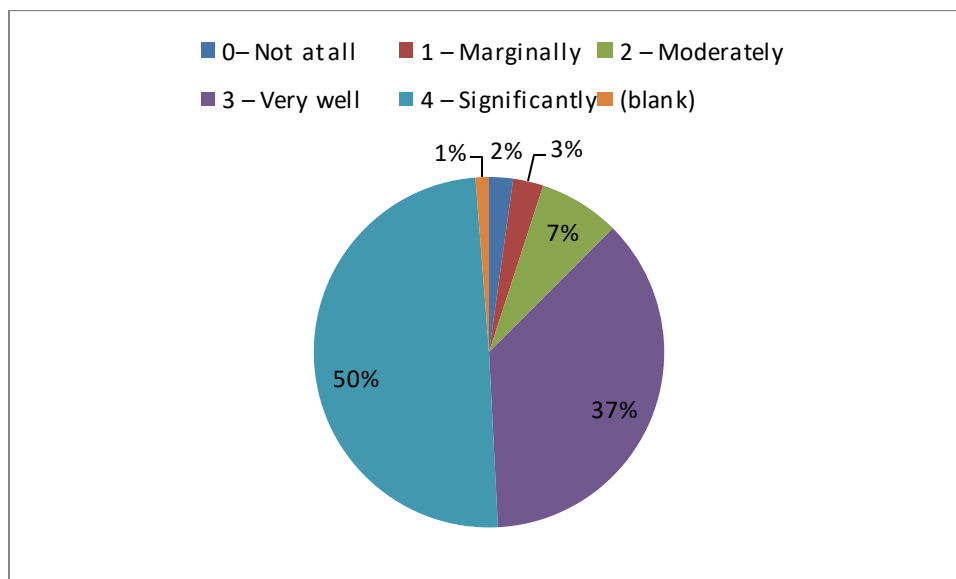
6) Was your performance in assignments discussed with you?



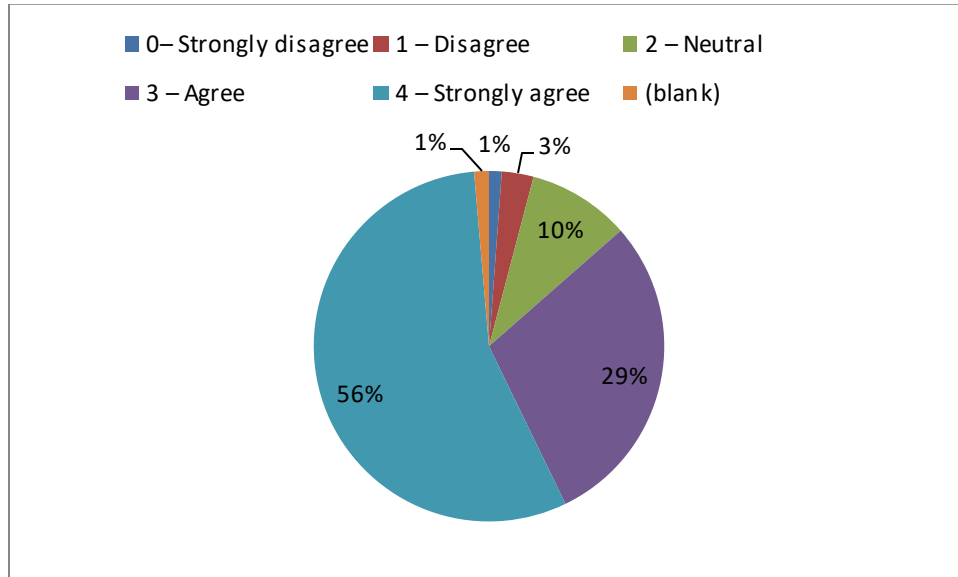
7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.



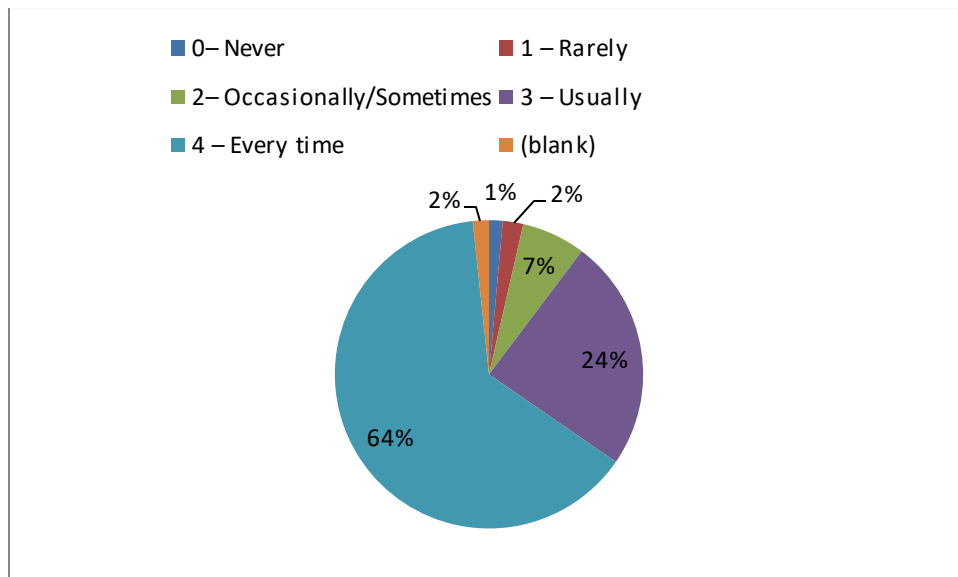
8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.



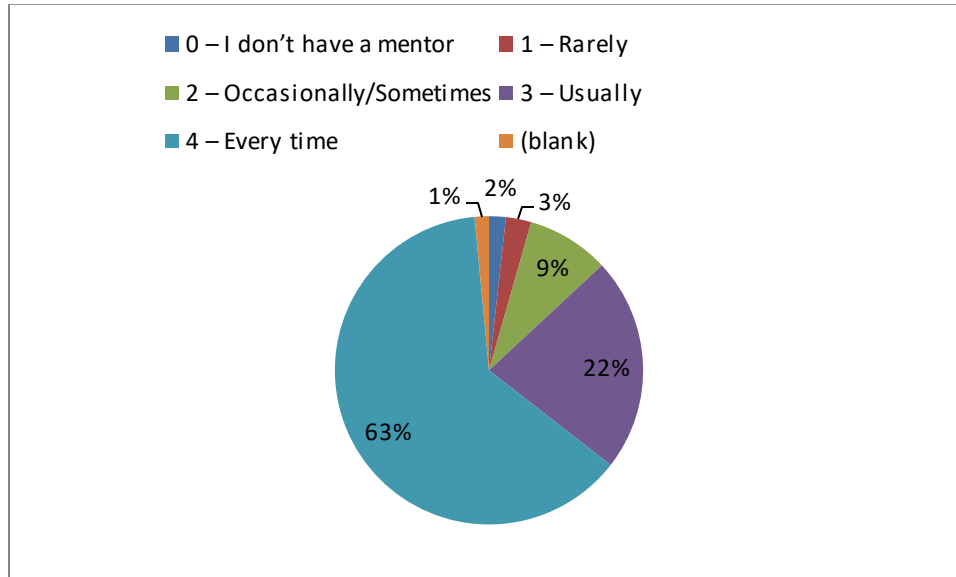
9. The institution provides multiple opportunities to learn and grow.



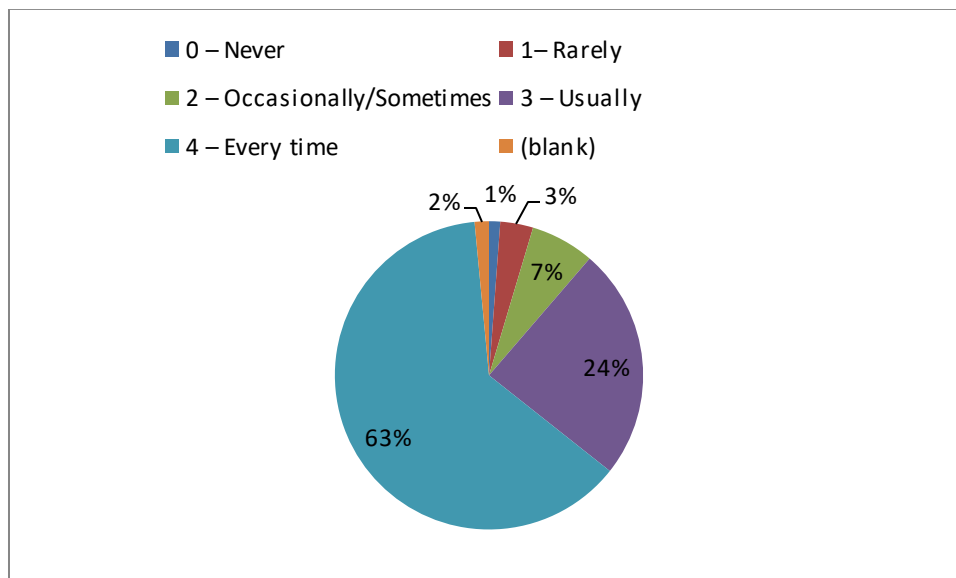
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.



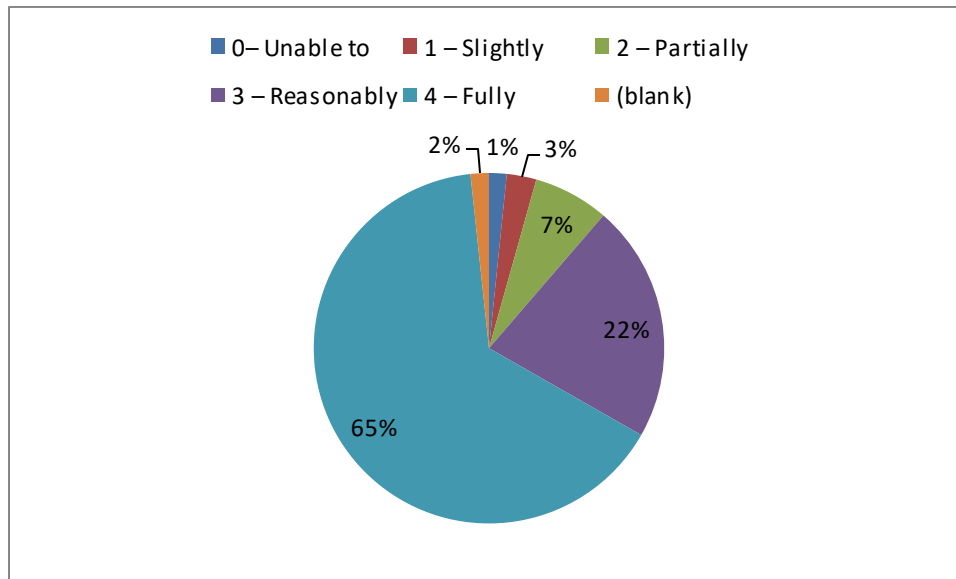
11. Your mentor does a necessary follow-up with an assigned task to you.



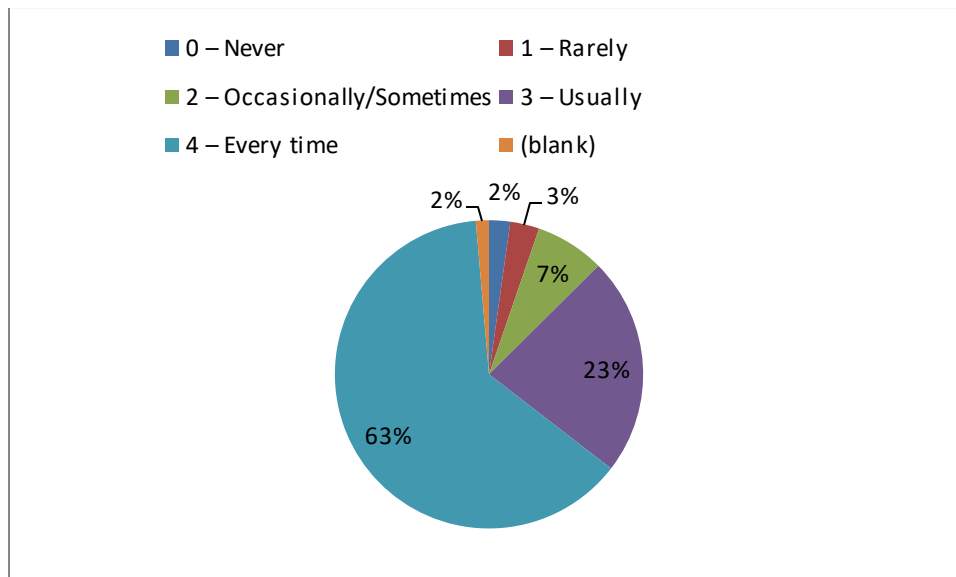
12. The teachers illustrate the concepts through examples and applications.



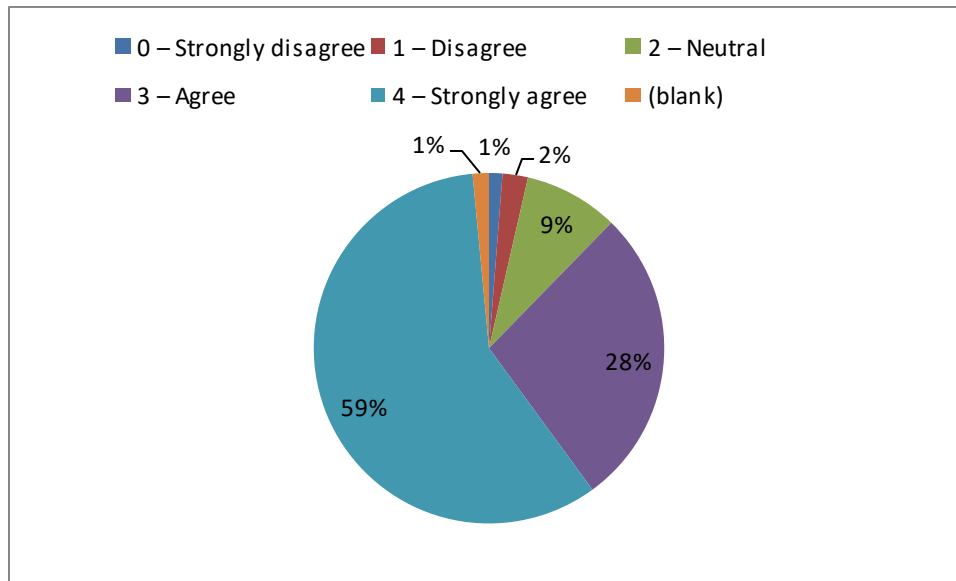
13. The teachers identify your strengths and encourage you with providing right level of challenges.



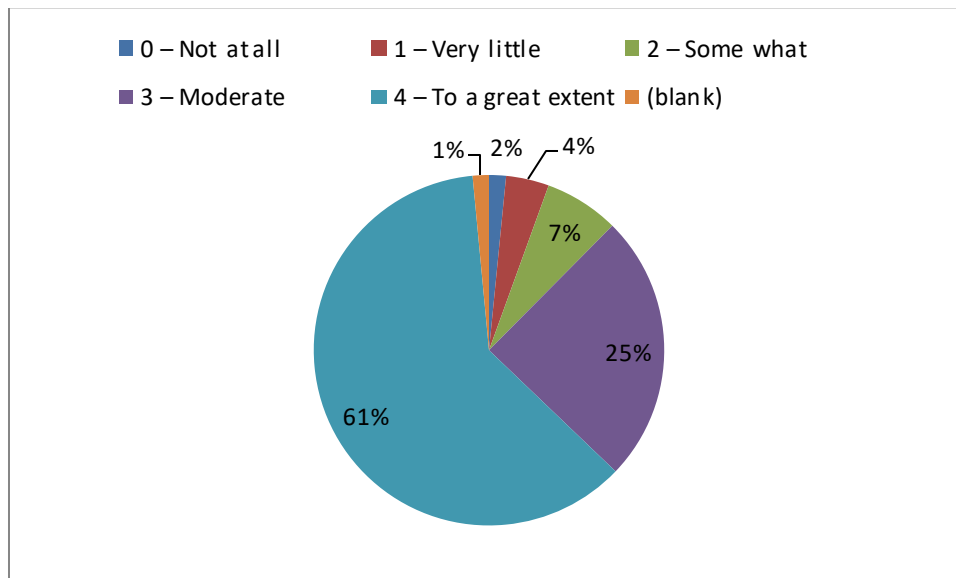
14. Teachers are able to identify your weaknesses and help you to overcome them.



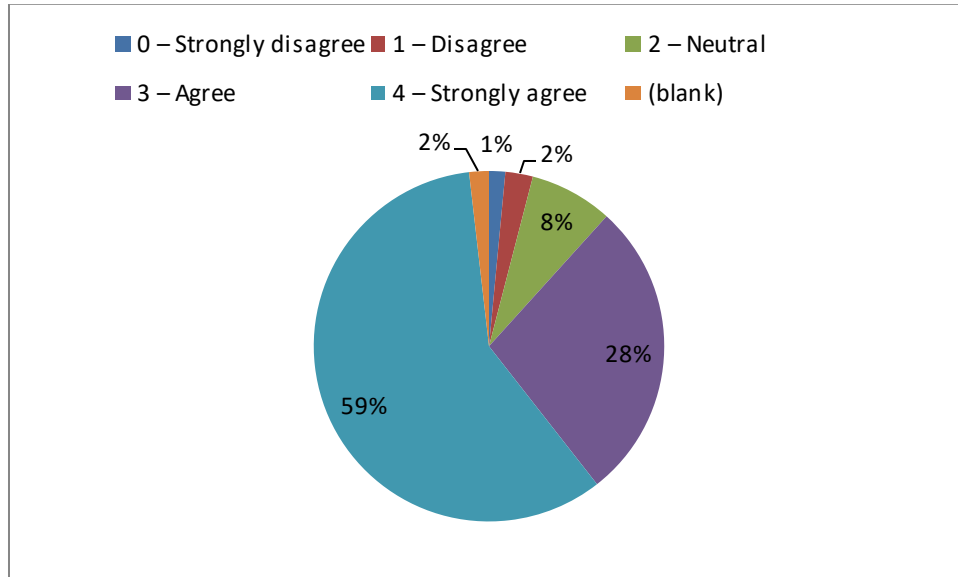
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.



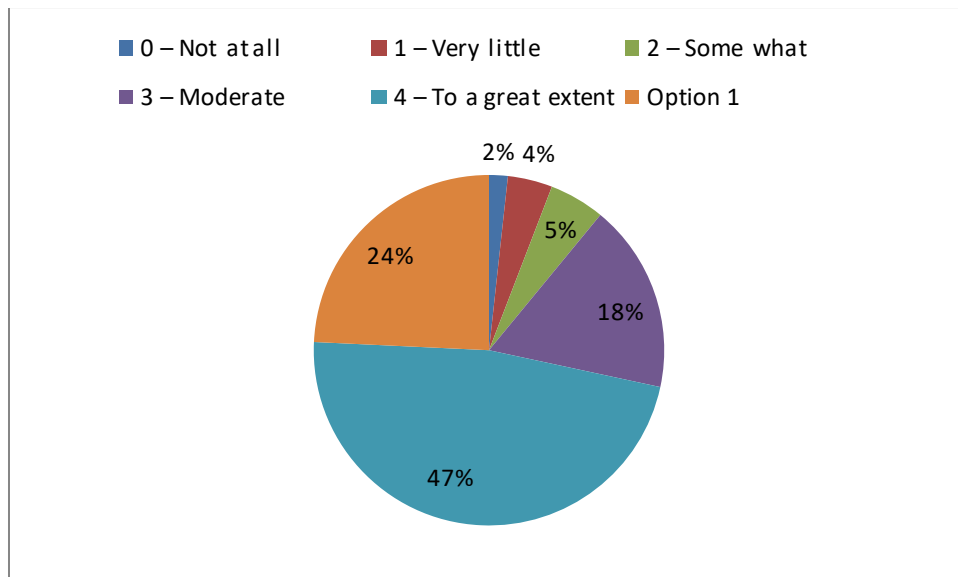
16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.



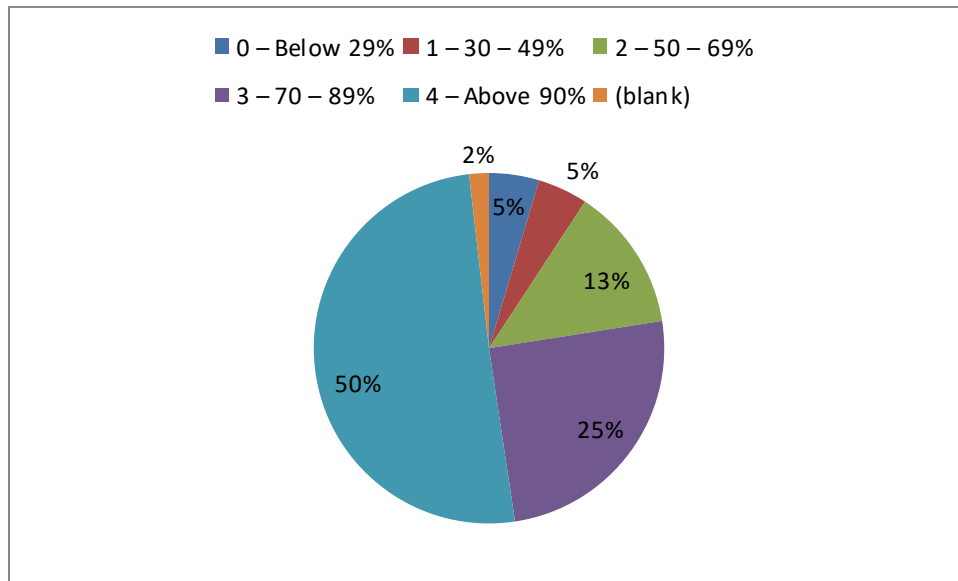
17. Teachers encourage you to participate in extracurricular activities.



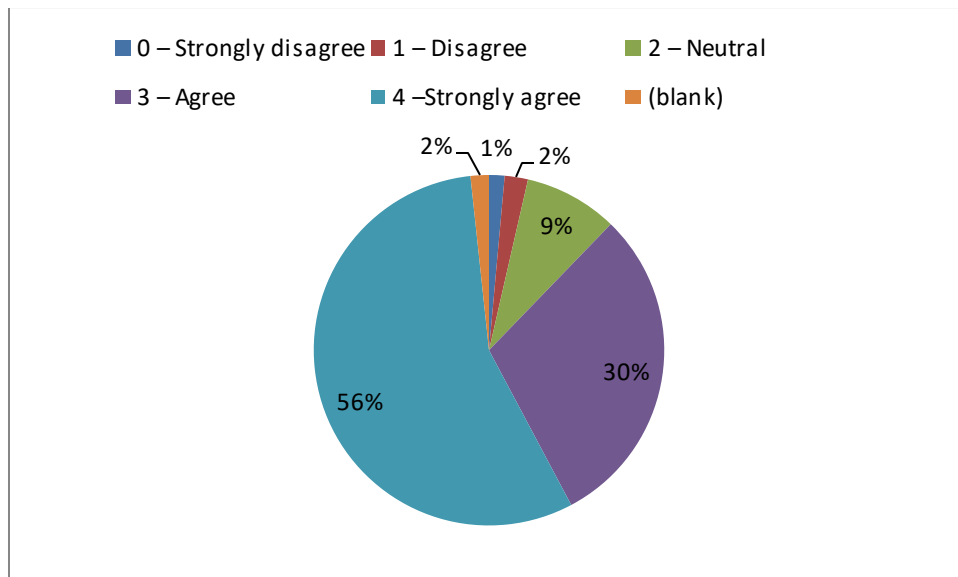
18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.



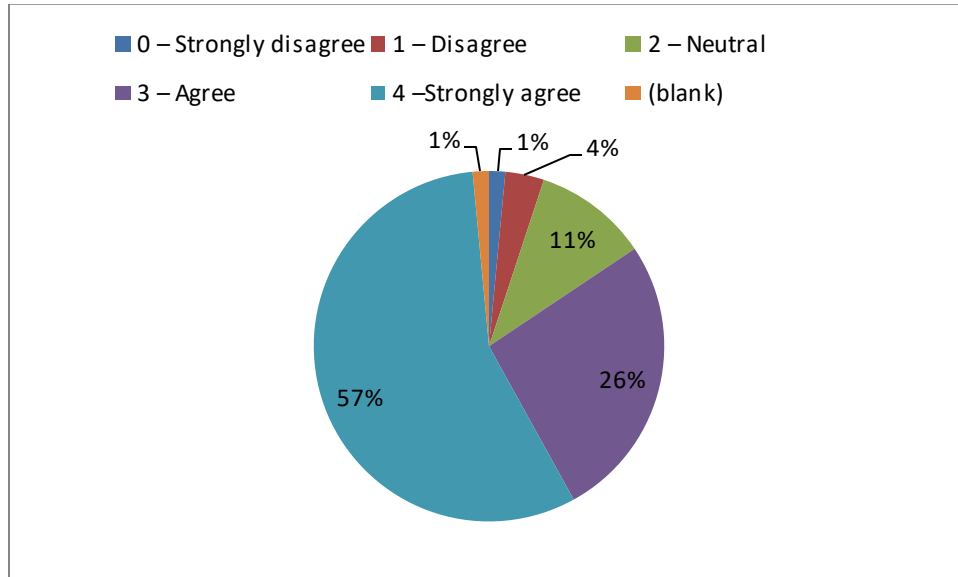
19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.



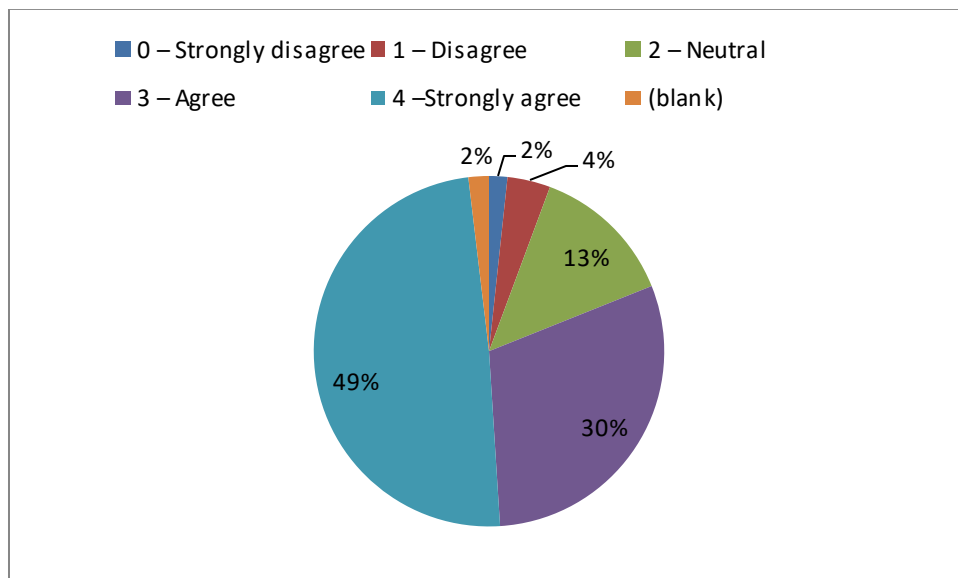
20. The overall quality of teaching-learning process in your institute is very good.



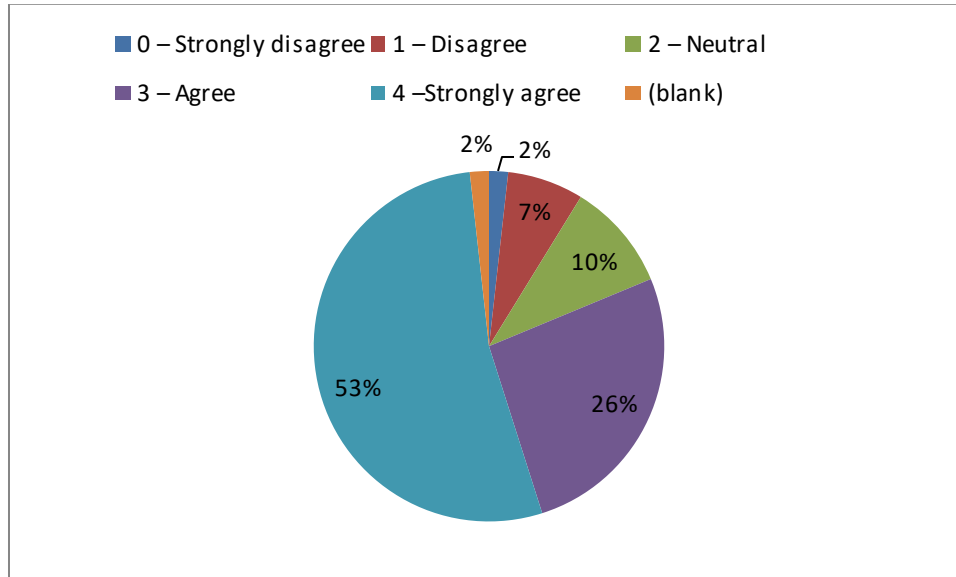
21. I am satisfied with the Library Facilities.



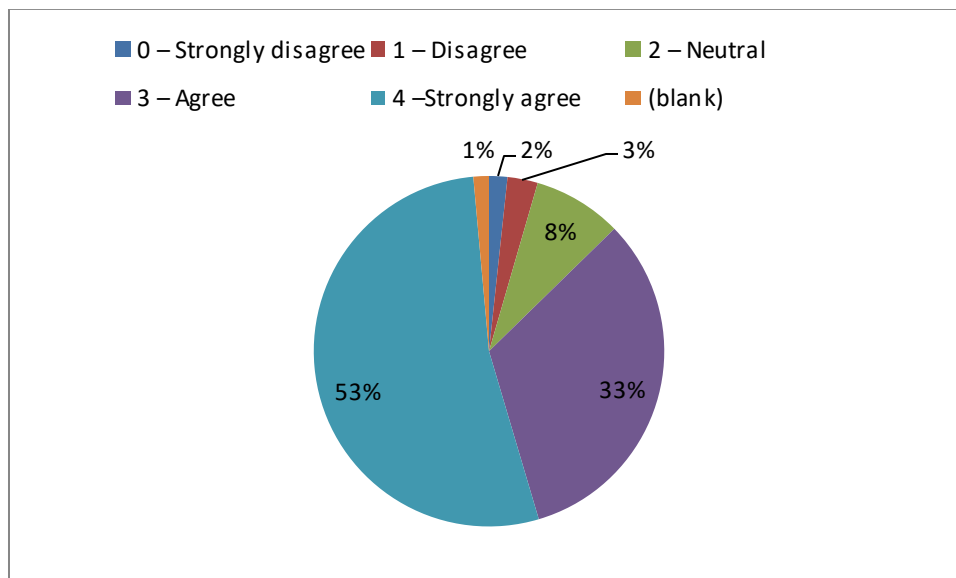
22. I am satisfied with the IT Facilities.



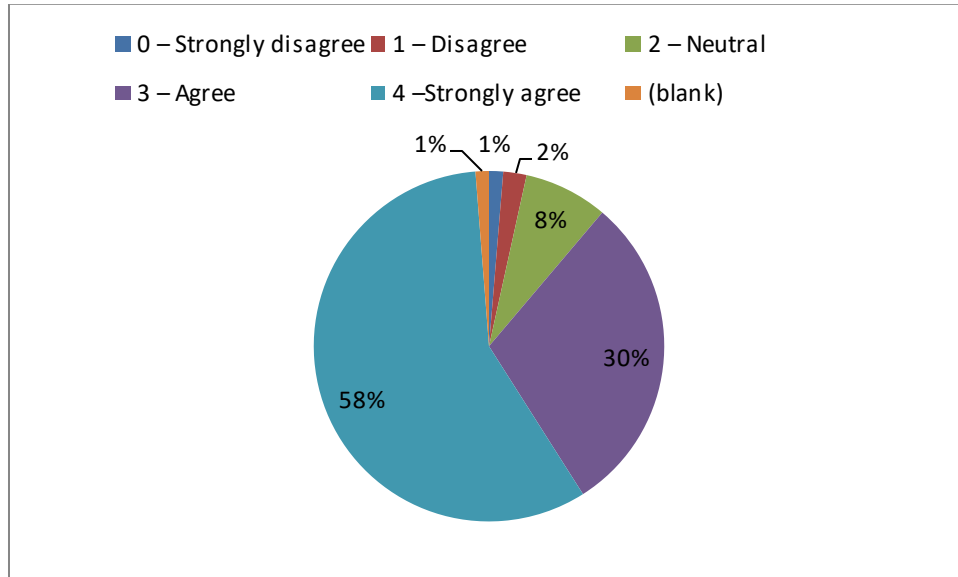
23. I am satisfied with the non-teaching staff.




24. I am satisfied with the overall ambience of the institute.



25. I feel the programme has added value to me.




Principal
C. C. Sheth College of Commerce
Ahmedabad-380 014.

Sr. No.**Analysis****1. How much of the syllabus was covered in the class?**

The majority (70%) of respondents consider syllabus coverage as "Always Effective," indicating comprehensive coverage in most classes. However, 15% rated it as "Sometimes Effective," showing some inconsistency. Smaller groups found the coverage "Just Satisfactory" (9%), "Generally Ineffective" (4%), or "Very Poor" (1%), with 1% leaving the response blank.

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

The pie chart shows that 46% of respondents felt teachers were "Thoroughly" prepared for classes, while 44% rated their preparation as "Satisfactory." A smaller group of 6% felt teachers were "Poorly" prepared, and 2% perceived an "Indifferent" attitude. Only 2% indicated that teachers "Won't teach at all," suggesting overall positive preparation, with room for improvement in a few areas.

3. How well were the teachers able to communicate?

The pie chart shows that 70% of teachers were rated as "always effective" in their communication skills, indicating strong communication abilities. However, 15% were rated as "sometimes effective," highlighting areas for improvement. Only a small percentage (1%) reported "very poor communication," suggesting that most teachers are able to effectively convey information to their students.

4. The teacher's approach to teaching can best be described as.

The pie chart shows the distribution of responses to a question about the teacher's approach to teaching. The majority of respondents (54%) rated the teacher as "Excellent," indicating that they found the teacher's methods to be highly effective and beneficial to their learning. A significant portion of respondents (30%) also rated the teacher as "Very good," suggesting that the teacher's approach was generally positive and effective.

5. Fairness of the internal evaluation process by the teachers.

The pie chart shows the distribution of responses to a question about the fairness of the internal evaluation process by the teachers. The majority of respondents (69%) rated the process as "Always fair," indicating that they found it to be completely just and unbiased. A smaller percentage of respondents (20%) rated the process as "Usually fair," suggesting that while it was generally fair, there were occasional instances where they perceived it to be unfair.

6. Was your performance in assignments discussed with you?

The pie chart shows the distribution of responses to a question about whether students' performance in assignments was discussed with them. The majority of respondents (63%) indicate that their performance was discussed very frequently or always, suggesting strong feedback and guidance. A significant portion (21%) also report that their performance was discussed frequently, further highlighting the

effectiveness of feedback in supporting student learning. However, a small percentage (8%) disagree or strongly disagree, indicating areas for improvement in teacher-student communication regarding assignment performance.

7. **The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.**

The pie chart shows the distribution of responses to a question about the institute's efforts to promote internship and exchange opportunities. The majority of respondents (65%) indicate that these efforts are made regularly, suggesting strong support for such opportunities. A significant portion (17%) also report that these efforts are made frequently, further highlighting the institute's commitment to providing students with practical experiences. However, a small percentage (12%) disagree or strongly disagree, indicating areas for improvement in promoting internship and exchange opportunities.

8. **The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.**

The pie chart shows the distribution of responses to a question about the impact of teaching and mentoring on student growth. The majority of respondents (50%) indicate that the process facilitates their growth significantly, suggesting a positive influence. A significant portion (37%) also report that the process facilitates their growth moderately, further highlighting its effectiveness in promoting holistic development. However, a small percentage (7%) disagree or strongly disagree, indicating areas for improvement in the teaching and mentoring process.

9. **The institution provides multiple opportunities to learn and grow.**

The pie chart shows the distribution of responses to a question about the institution's opportunities for learning and growth. The majority of respondents (56%) strongly agree with the statement, indicating a high level of satisfaction. A significant portion (29%) also agree, suggesting that the institution provides ample opportunities. However, a small percentage (10%) disagree or strongly disagree, indicating areas for improvement in providing diverse learning opportunities.

10. **Teachers inform you about your expected competencies, course outcomes and programme outcomes.**

The pie chart shows the distribution of responses to a question about teacher communication of expected competencies. The majority of respondents (64%) indicate that teachers inform them very frequently or always, suggesting strong guidance and clarity. A significant portion (24%) also report that teachers inform them frequently, further highlighting the effectiveness of communication in this area. However, a small percentage (7%) disagree or strongly disagree, indicating areas for improvement in teacher communication of expectations.

11. **Your mentor does a necessary follow-up with an assigned task to you.**

The pie chart shows the distribution of responses to a question about mentor follow-

up on assigned tasks. The majority of respondents (63%) indicate that their mentors follow up very frequently or always, suggesting strong support and guidance. A significant portion (22%) also report that their mentors follow up frequently, further highlighting the effectiveness of mentorship in ensuring task completion. However, a small percentage (9%) disagree or strongly disagree, indicating areas for improvement in mentor follow-up.

12. **The teachers illustrate the concepts through examples and applications.**

The pie chart shows the distribution of responses to a question about teachers' use of examples and applications. The majority of respondents (63%) indicate that teachers use these frequently or always, suggesting effective teaching practices. A significant portion (24%) also report that teachers use these methods frequently, further highlighting their effectiveness in illustrating concepts. However, a small percentage (7%) disagree or strongly disagree, indicating areas for improvement.

13. **The teachers identify your strengths and encourage you with providing right level of challenges.**

The pie chart shows the distribution of responses to a question about teachers' ability to identify and encourage students' strengths. The majority of respondents (65%) indicate that teachers are able to do this very frequently or always, suggesting strong support in this area. A significant portion (22%) also report that teachers are able to do this frequently, further highlighting their effectiveness in identifying and encouraging strengths. However, a small percentage (7%) disagree or strongly disagree, indicating areas for improvement.

14. **Teachers are able to identify your weaknesses and help you to overcome them.**

The pie chart shows the distribution of responses to a question about teachers' ability to identify and address student weaknesses. The majority of respondents (63%) indicate that teachers are able to do this very frequently or always, suggesting strong support in this area. A significant portion (23%) also report that teachers are able to do this frequently, further highlighting their effectiveness in identifying and addressing weaknesses. However, a small percentage (7%) disagree or strongly disagree, indicating areas for improvement.

15. **The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.**

The pie chart shows the distribution of responses to a question about the institution's efforts to engage students in quality improvement. The majority of respondents (59%) strongly agree with the statement, indicating strong engagement. A significant portion (28%) also agree, suggesting that students are generally involved in the process. However, a small percentage (9%) disagree or strongly disagree, indicating areas for improvement.

16. **The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.**

The pie chart shows the distribution of responses to a question about the use of student-centric methods. The majority of respondents (61%) indicate that these methods are used to a great extent, suggesting a strong focus on student-centered learning. A significant portion (25%) also report that these methods are used to some extent, further highlighting the institute's commitment to effective learning experiences. However, a small percentage (7%) disagree or strongly disagree, indicating areas for improvement.

17. **Teachers encourage you to participate in extracurricular activities.**

The pie chart shows the distribution of responses to a question about teacher encouragement for extracurricular activities. The majority of respondents (59%) strongly agree with the statement, indicating strong encouragement from teachers. A significant portion (28%) also agree, suggesting that teachers are generally supportive of extracurricular participation. However, a small percentage (8%) disagree or strongly disagree, indicating areas for improvement.

18. **Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.**

The pie chart shows the distribution of responses to a question about efforts made by the institute to inculcate soft skills. The majority of respondents (47%) indicate that these efforts are made to a great extent, suggesting strong satisfaction. A significant portion (24%) also report that these efforts are made to some extent, further highlighting the institute's focus on soft skills development. However, a small percentage (18%) disagree or strongly disagree, indicating areas for improvement.

19. **What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.**

The pie chart shows the distribution of responses to a question about the percentage of teachers using ICT tools. The majority of respondents (50%) indicate that between 70% and 89% of teachers use these tools, demonstrating widespread adoption. A significant portion (25%) also report that 50% to 69% of teachers use ICT tools, further highlighting their prevalence in the classroom.

20. **The overall quality of teaching-learning process in your institute is very good.**

The pie chart shows the distribution of responses to a question about the overall quality of the teaching-learning process. The majority of respondents (56%) strongly agree with the statement, indicating a high level of satisfaction. A significant portion (30%) also agree, suggesting that they are generally satisfied with the process. However, a small percentage (9%) disagree or strongly disagree, indicating areas for improvement.

21. **I am satisfied with the Library Facilities.**

The pie chart shows the distribution of responses to a question about satisfaction with library facilities. The majority of respondents (57%) strongly agree with the statement, indicating high levels of satisfaction. A significant portion (26%) also agree, suggesting that they are generally satisfied with the facilities. However, a small percentage (11%) disagree or strongly disagree, indicating areas for improvement.

22. **I am satisfied with the IT Facilities.**

The pie chart shows the distribution of responses to a question about satisfaction with IT facilities. The majority of respondents (49%) strongly agree with the statement, indicating high levels of satisfaction. A significant portion (30%) also agree, suggesting that they are generally satisfied with the facilities. However, a small percentage (13%) disagree or strongly disagree, indicating areas for improvement.

23. **I am satisfied with the non-teaching staff.**

The pie chart indicates that a majority of respondents (53%) "Strongly agree" with being satisfied with the non-teaching staff, and an additional 26% "Agree." A smaller portion (10%) remains neutral, while 9% expressed dissatisfaction. Overall, this suggests a generally favorable opinion of the non-teaching staff's support and services.

24. **I am satisfied with the overall ambience of the institute.**

The pie chart indicates that a majority of respondents (53%) "Strongly agree" with being satisfied with the overall ambience of the institute, while 33% "Agree." A smaller portion (8%) remains neutral, and only 5% expressed dissatisfaction. This suggests a generally positive perception of the institute's environment.


25. **I feel the programme has added value to me.**

The pie chart shows that a significant majority (58%) of respondents "Strongly agree" that the program has added value to them, with an additional 30% expressing agreement. Only a small percentage of respondents indicated neutrality (8%) or disagreement (3%), indicating a largely positive perception of the program's impact.

Recommendations

1. Extra classes and remedial sessions will be conducted to cover and revise the syllabus thoroughly.
2. Faculty development programs focusing on *Artificial Intelligence in Education*, the *New Education Policy*, and the *Use of ICT Tools in Education* will be organized on a regular basis.
3. The college follows a transparent evaluation system that ensures fairness in formative assessments, including written exams, assignments, and project work.

4. MoUs with other colleges and universities will be established to promote internships, student exchange programs, and field visits.
5. A counselor should be appointed to support students' cognitive, emotional, and social growth.
6. The Placement and Counseling Cell should be strengthened to provide opportunities for students to achieve their dreams and foster personal growth.
7. During the induction program, Course Outcomes (COs) and Program Outcomes (POs) should be clearly explained to the students.
8. All courses should adopt student-centric methods to identify and address the strengths and weaknesses of the students.


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