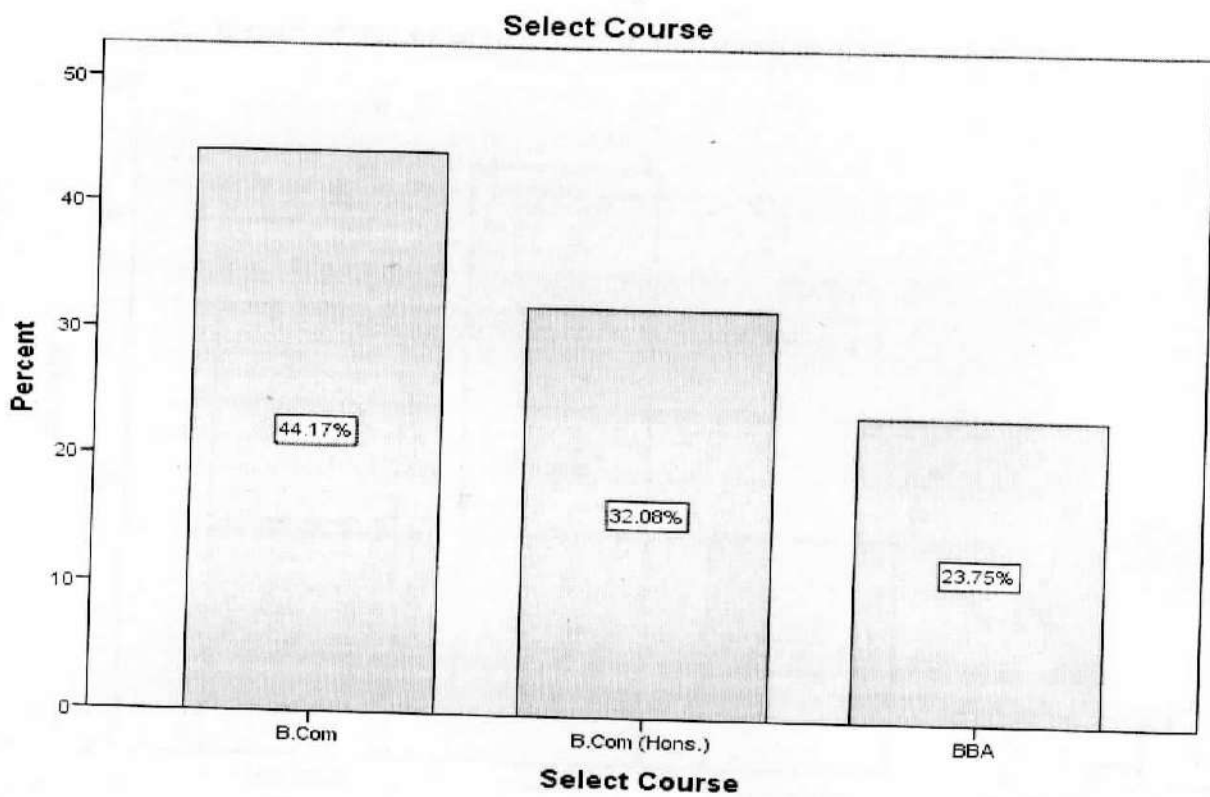


REPORT ON STUDENTS' FEEDBACK ON CURRICULUM

Session 2019-20

1. Frequencies of respondents

		Select Course			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.Com	106	44.2	44.2	44.2
	B.Com (Hons.)	77	32.1	32.1	76.3
	BBA	57	23.8	23.8	100.0
	Total	240	100.0	100.0	



Interpretation: 44.2% and 32.1% students who filled the feedback belonged to B.com and B.com (Hons.) course respectively. The students from BBA stream accounted for 23.8% of the total students.

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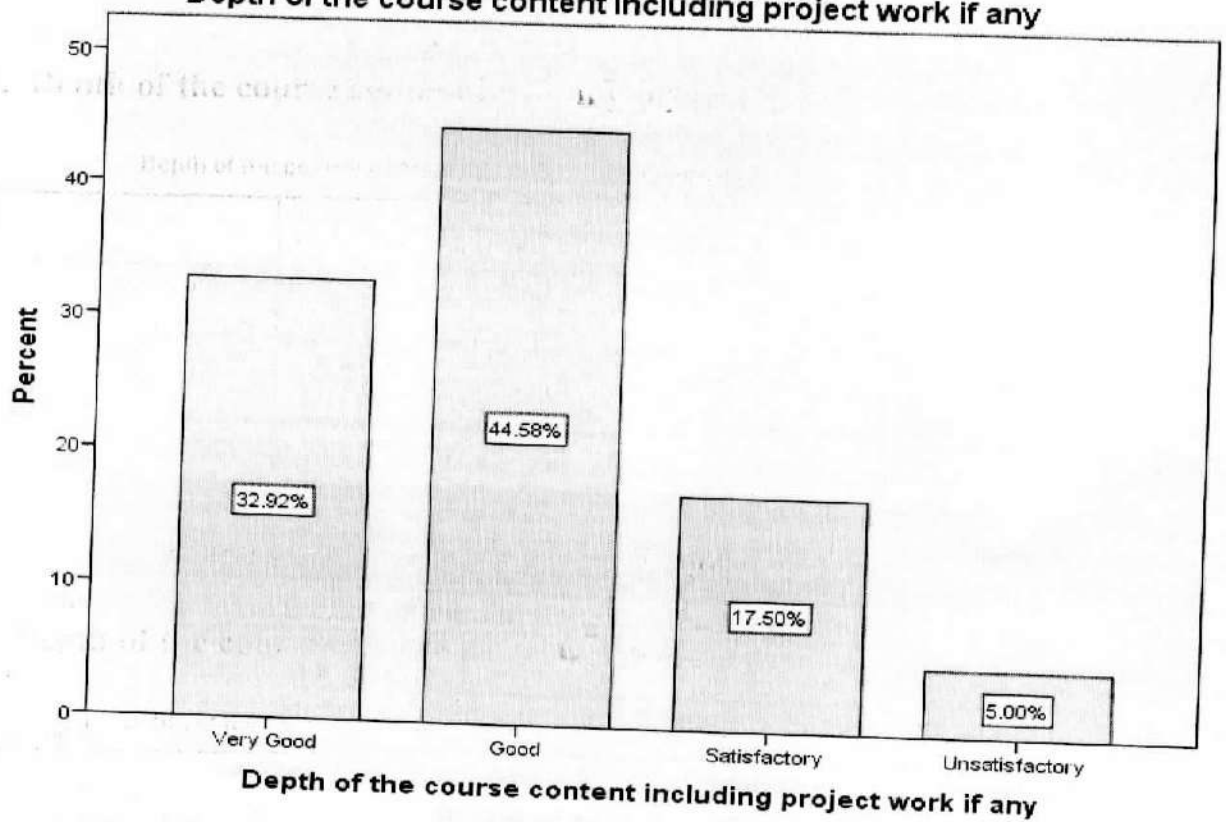
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2. Depth of the course content including project work (if any)

Depth of the course content including project work if any

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	79	32.9	32.9	32.9
Good	107	44.6	44.6	77.5
Satisfactory	42	17.5	17.5	95.0
Unsatisfactory	12	5.0	5.0	100.0
Total	240	100.0	100.0	

Depth of the course content including project work if any



Interpretation: Around 77.5% of the students are extremely contented by the depth of the course content. The bifurcation depicted 32.9% and 44.6% of the students who marked the depth of the content as very good and good respectively. Moreover, 17.5% stakeholders also showed satisfactory results in this case, but a small section of students falling under the 5% category still thinks that it needs to be improved.

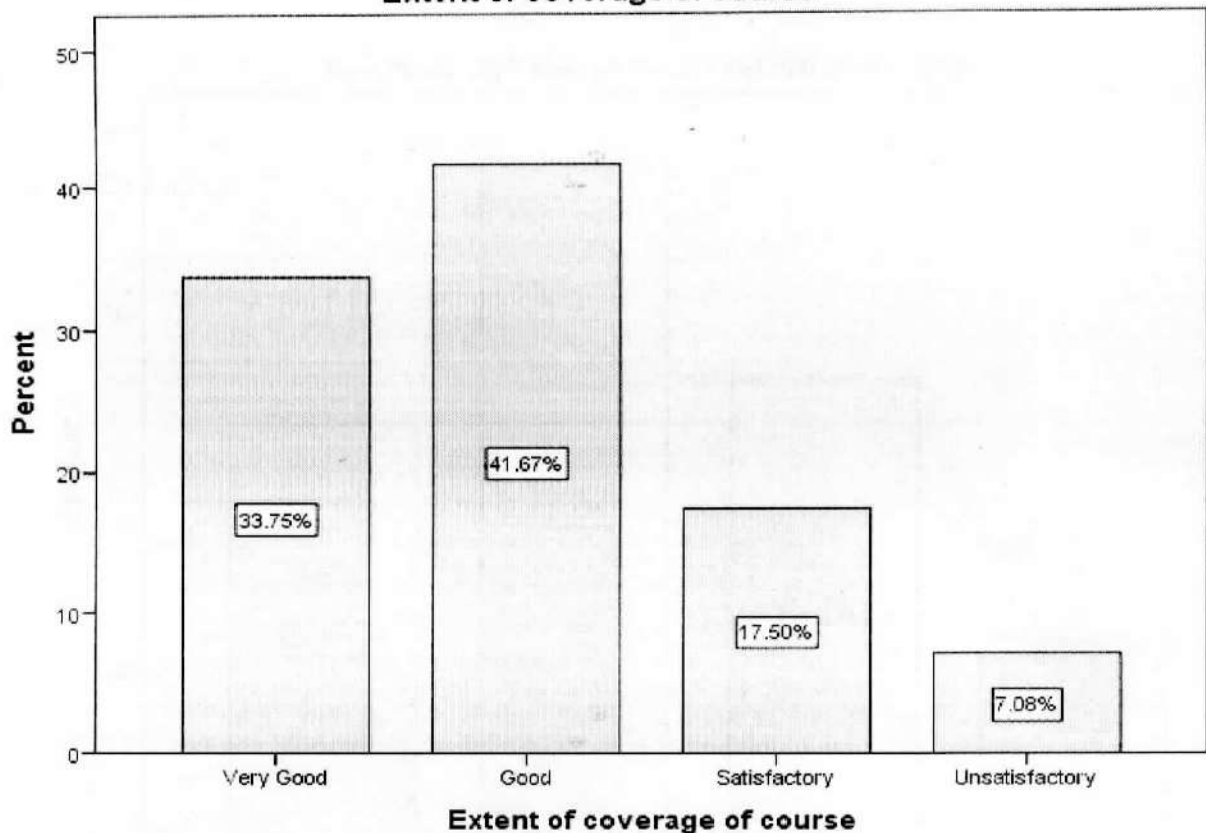
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3. Extent of coverage of course

Extent of coverage of course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	81	33.8	33.8	33.8
	Good	100	41.7	41.7	75.4
	Satisfactory	42	17.5	17.5	92.9
	Unsatisfactory	17	7.1	7.1	100.0
	Total	240	100.0	100.0	

Extent of coverage of course



Interpretation: More than 93% students are satisfied with the extent of coverage of the course. 33.8% of them represent extreme satisfaction level in this case and approximately 60% of them represent moderate satisfaction levels, whereas around 7% students are unsatisfied with it.

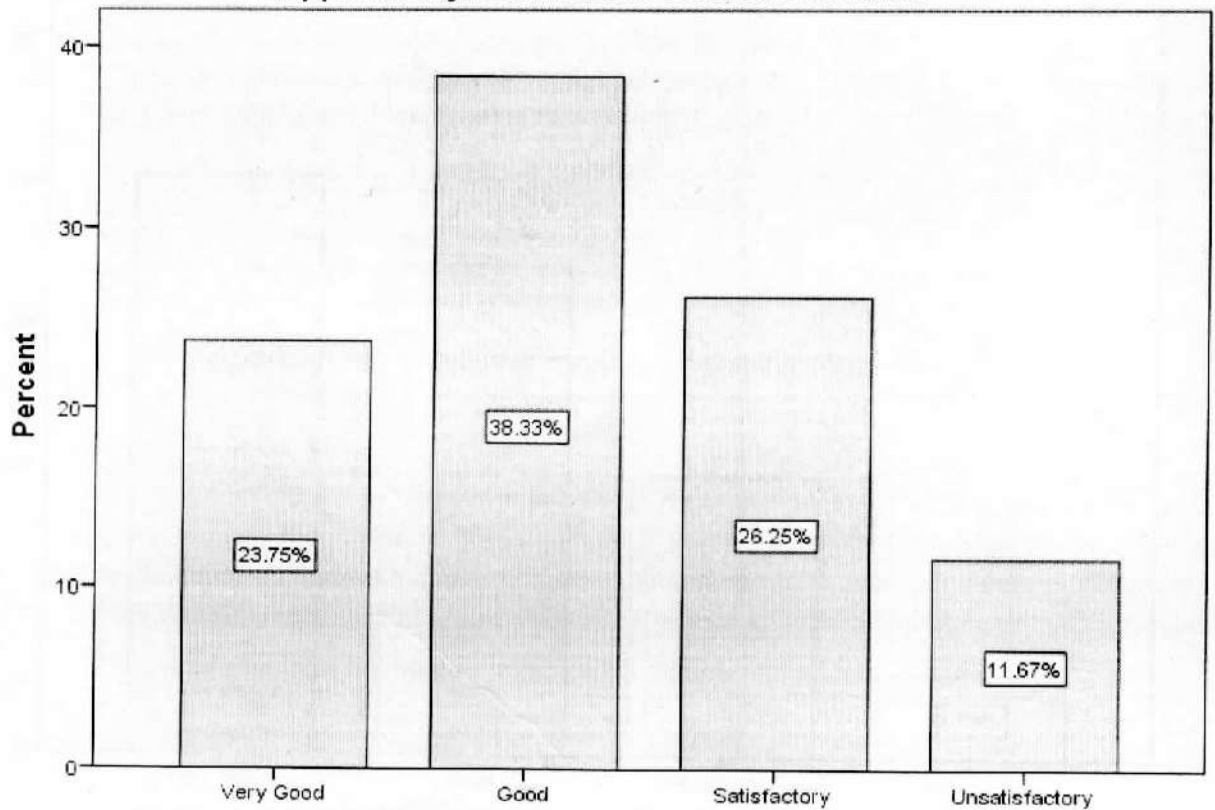
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4. Applicability/relevance to real life situations

Applicability/relevance to real life situations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	57	23.8	23.8	23.8
	Good	92	38.3	38.3	62.1
	Satisfactory	63	26.3	26.3	88.3
	Unsatisfactory	28	11.7	11.7	100.0
	Total	240	100.0	100.0	

Applicability/relevance to real life situations



Applicability/relevance to real life situations

Interpretation: Approximately, 88% students think that their course is relevant and applicable to real life situations. 23.8% students have marked this parameter as very good and 38.3% and

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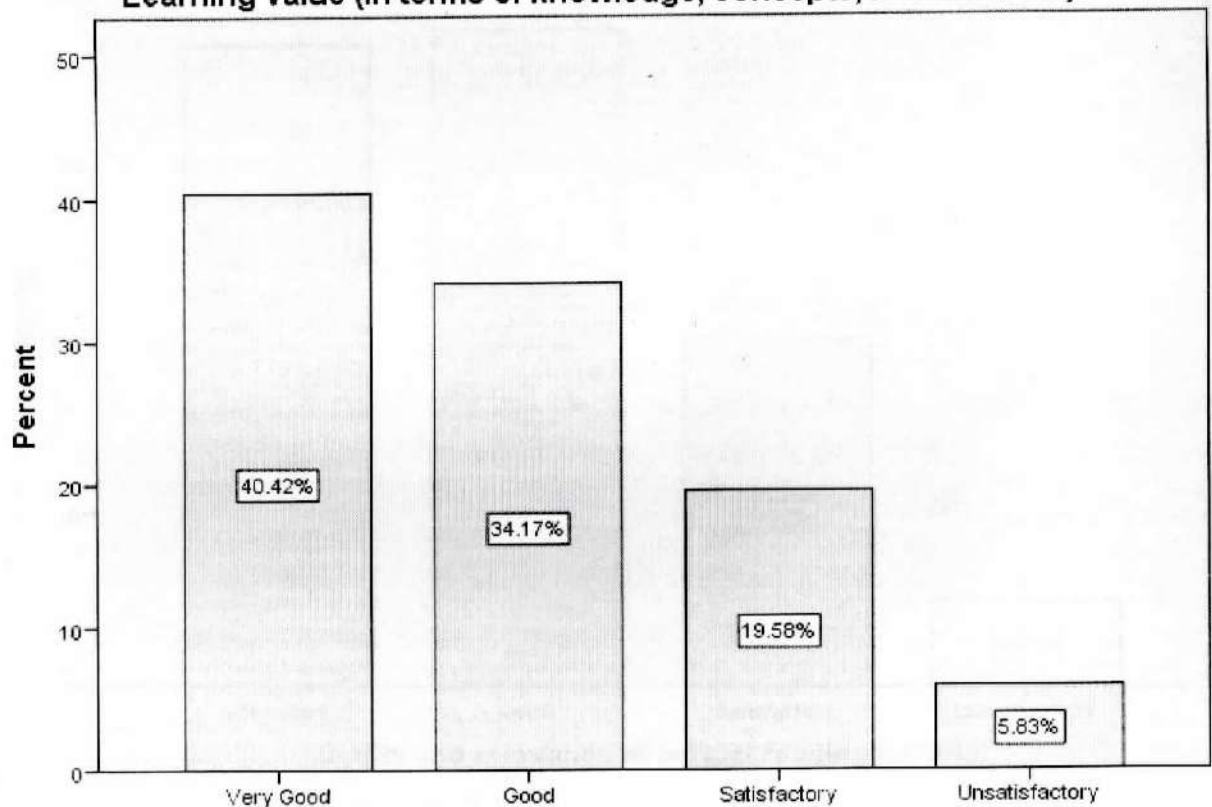
26.3% have marked it as Good and Satisfactory, respectively, but a considerable portion of 12% students are against the given opinion.

5. Learning value (in terms of knowledge, concepts, manual skills)

Learning value (in terms of knowledge, concepts, manual skills)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	97	40.4	40.4	40.4
Good	82	34.2	34.2	74.6
Satisfactory	47	19.6	19.6	94.2
Unsatisfactory	14	5.8	5.8	100.0
Total	240	100.0	100.0	

Learning value (in terms of knowledge, concepts, manual skills)



Learning value (in terms of knowledge, concepts, manual skills)

Interpretation: A major portion of approx. 94% students think that the curriculum adds learning value in terms of knowledge, concepts, manual skills. In this case, approx. 6% students are unsatisfied with the learning value added by the curriculum.

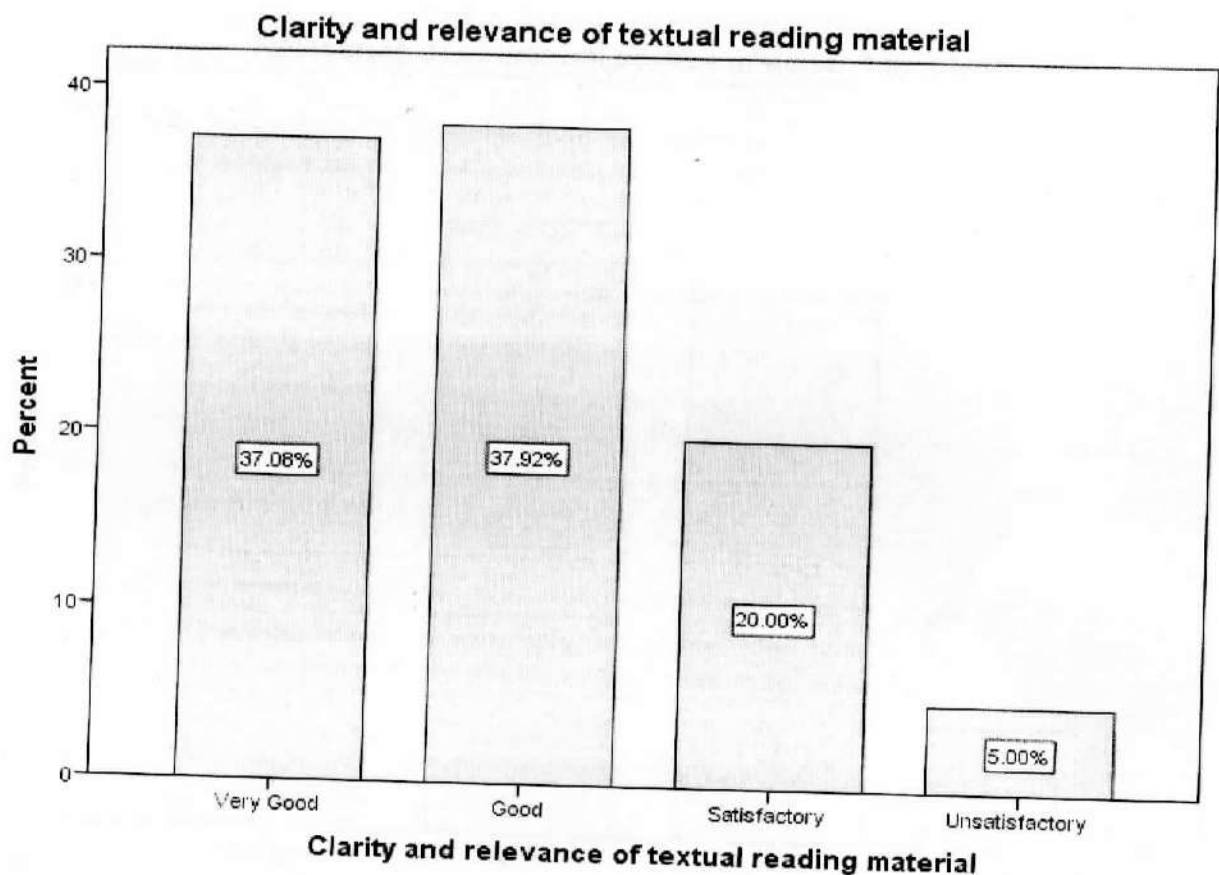
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6. Clarity and relevance of textual reading material

Clarity and relevance of textual reading material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	89	37.1	37.1	37.1
Good	91	37.9	37.9	75.0
Satisfactory	48	20.0	20.0	95.0
Unsatisfactory	12	5.0	5.0	100.0
Total	240	100.0	100.0	



Interpretation: 37.1% and 37.9% students think that the clarity and relevance of textual reading material is Very Good and Good respectively. Moreover, 20% students have marked it as Satisfactory, but 5% of them thinks that this section needs improvement.

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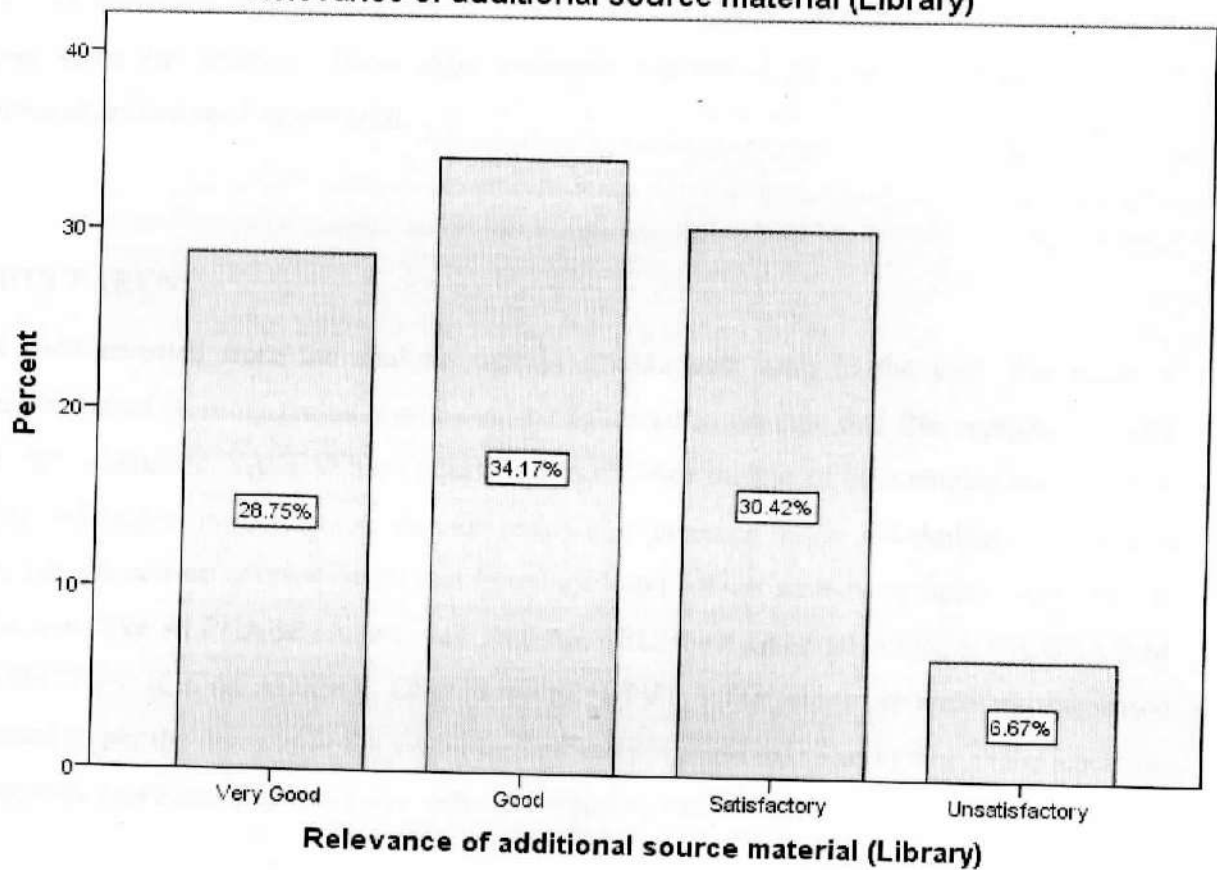
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7. Relevance of additional source material (Library)

Relevance of additional source material (Library)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	69	28.7	28.7	28.7
Good	82	34.2	34.2	62.9
Satisfactory	73	30.4	30.4	93.3
Unsatisfactory	16	6.7	6.7	100.0
Total	240	100.0	100.0	

Relevance of additional source material (Library)



Interpretation: Almost 61% students represent extreme satisfaction level regarding relevance of additional source material. 30.4% students are moderately satisfied by it, whereas the section of students belonging to 6.7% category are of the view that more relevant additional sources should be provided.

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OVERALL COMMENTS ON STUDENTS' FEEDBACK ON CURRICULUM:

Feedback from students regarding curriculum depicted various results. 44.2% students who filled the feedback belonged to B.com course, whereas the percentage of such students from B.com (Hons.) and BBA course came out to be 32 and 23.8 respectively. Around 77.5% of the students are extremely contented by the depth of the course content including project work, but a small section of students falling under the 5% category still thinks that it needs to be improved. More than 93% students are satisfied with the extent of coverage of the course, whereas around 7% are unsatisfied with it. Approximately, 88% students think that their course is relevant and applicable to real life situations, but a considerable portion of 12% students are against the given opinion. Furthermore, a major portion of approx. 95% students think that the curriculum adds learning value (in terms of knowledge, concepts, manual skills), and there is clarity and relevance of textual reading material.

ACTION TAKEN:

It has been revealed from the analysis that 11.7% students were of the view that more of application based learning techniques should be followed to provide real life application based knowledge. Therefore, SACCM has endeavored to enhance the use of case studies and role play teaching pedagogies in the class to provide practical experience to the stakeholders. In addition to this, various add-on courses have been introduced and MOUs have been signed with reputed organizations like ALPHABETA INC, IIT ROPAR TECHNOLOGY BUSINESS INCUBATOR FOUNDATION, ICT ACADEMY, DSB EDUTECH PVT. LTD., etc. to provide real-life based experience as per the demand of the students. The same is expected to add value to the teaching-learning experience and lead to a more inductive learning environment.



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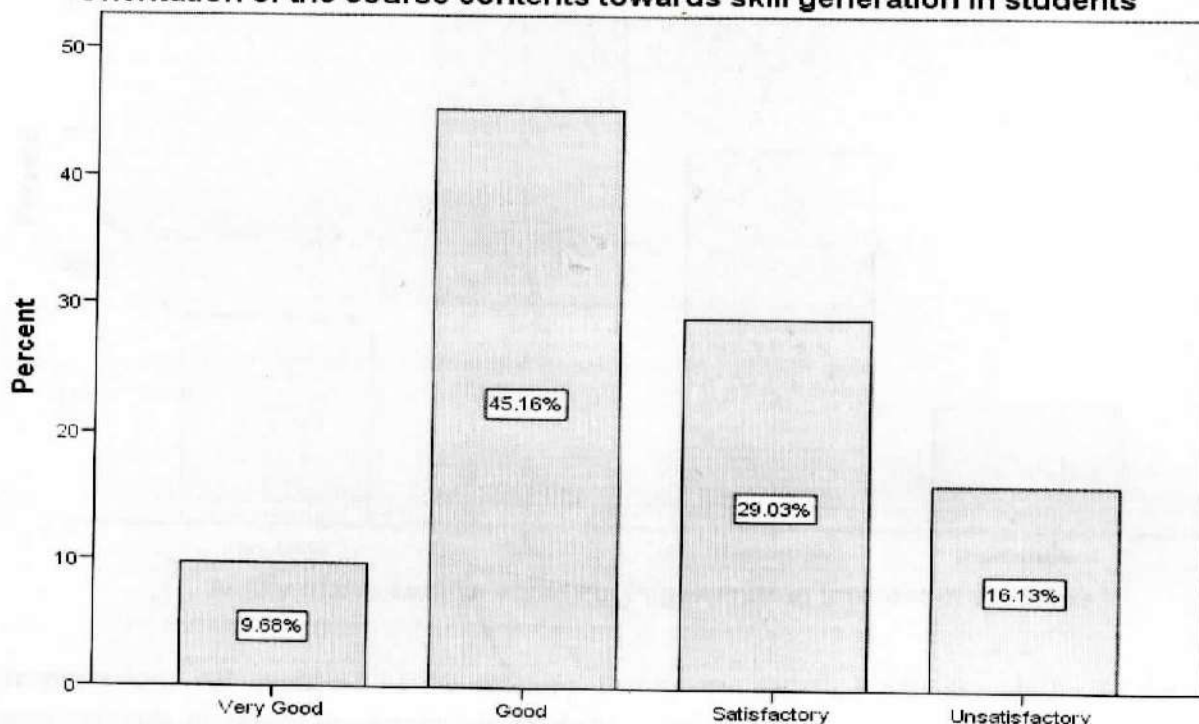
REPORT ON TEACHERS' FEEDBACK ON B.COM (PASS & HONS') CURRICULUM

1. Orientation of the course contents towards skill generation in students

Orientation of the course contents towards skill generation in students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	3	9.7	9.7	9.7
Good	14	45.2	45.2	54.8
Satisfactory	9	29.0	29.0	83.9
Unsatisfactory	5	16.1	16.1	100.0
Total	31	100.0	100.0	

Orientation of the course contents towards skill generation in students



Orientation of the course contents towards skill generation in students

Interpretation: 55% of the teachers are extremely contented by the orientation of the course contents towards skill generation in students. The bifurcation depicted 9.67% and 45.16% teachers who marked the depth of the content as very good and good. Moreover, 29.03% stakeholders also showed satisfactory results in this case, but 16.13% were dissatisfied.

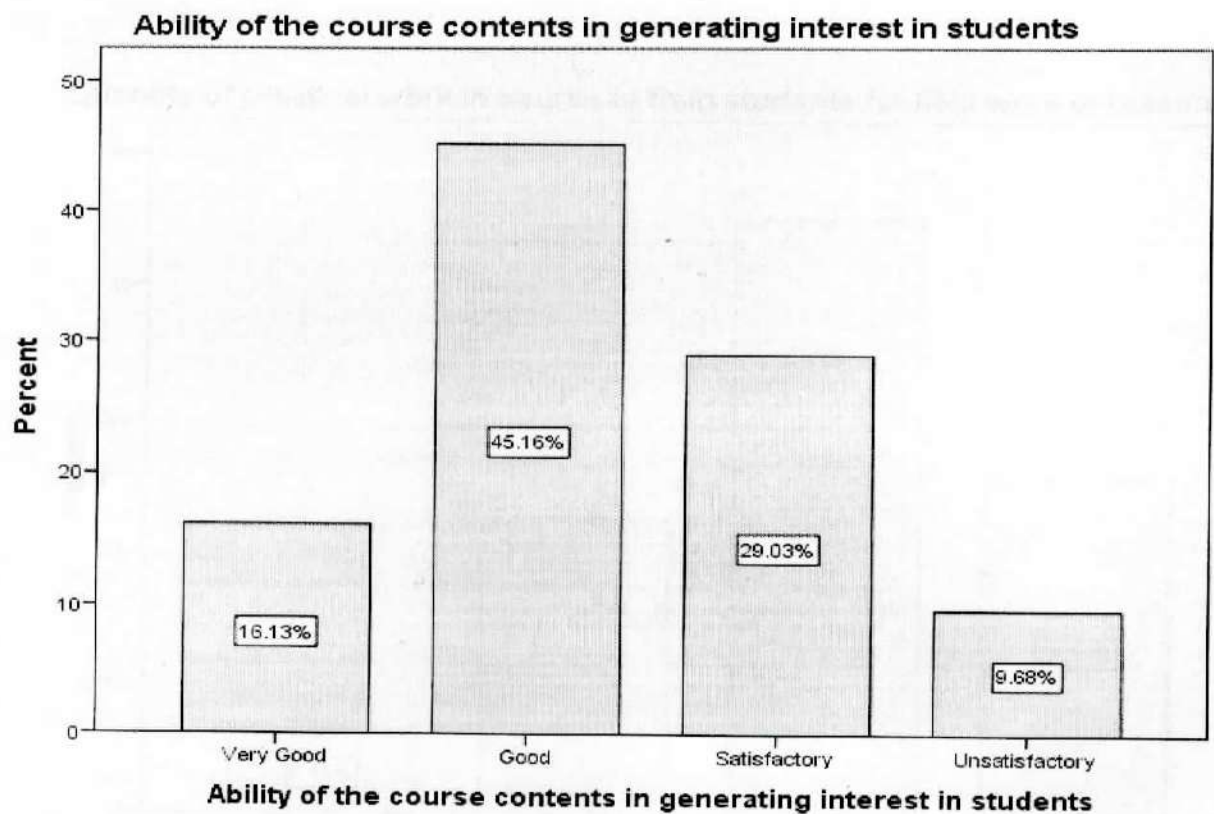
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2. Ability of the course contents in generating interest in students

Ability of the course contents in generating interest in students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	5	16.1	16.1	16.1
Good	14	45.2	45.2	61.3
Satisfactory	9	29.0	29.0	90.3
Unsatisfactory	3	9.7	9.7	100.0
Total	31	100.0	100.0	



Interpretation: All members of the teaching faculty are satisfied with the ability of the course contents in generating interest in students. 60% of them represent good satisfaction level in this case and approximately 29% of them represent moderate satisfaction levels.

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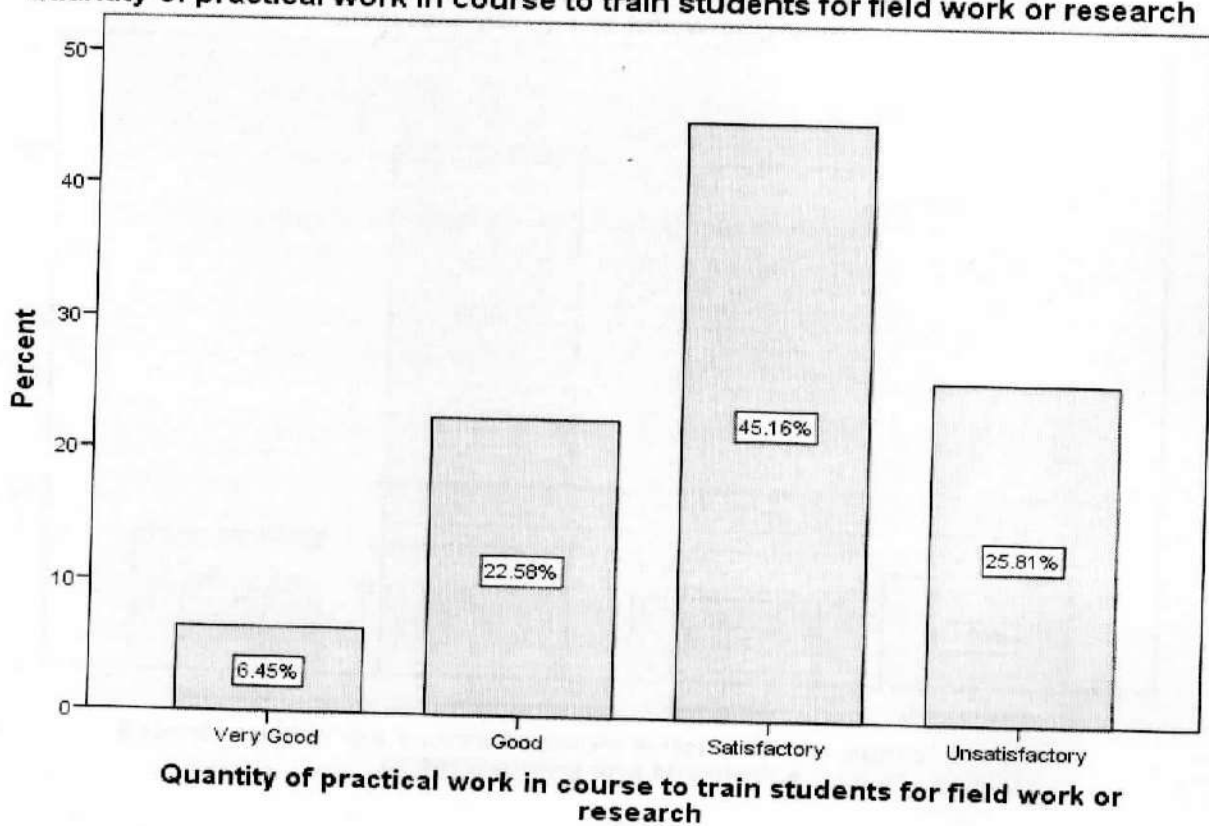
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3. Quantity of practical work in course to train students for field work or research

Quantity of practical work in course to train students for field work or research

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	2	6.5	6.5	6.5
Good	7	22.6	22.6	29.0
Satisfactory	14	45.2	45.2	74.2
Unsatisfactory	8	25.8	25.8	100.0
Total	31	100.0	100.0	

Quantity of practical work in course to train students for field work or research



Interpretation: Approximately, 7% teachers think that quantity of practical work in course to train students for field work or research is very good. 68% teachers have marked this parameter as Satisfactory, but a considerable portion of 26% of them are against the given opinion.

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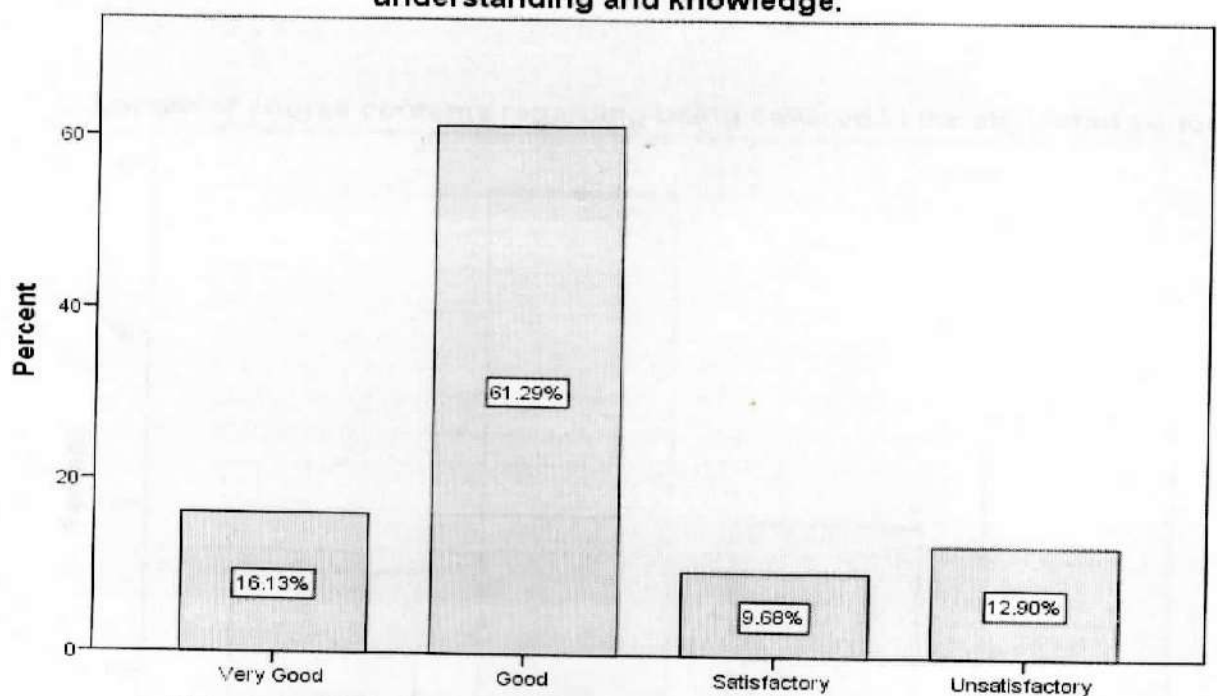
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4. Extent to which the course contents match with the pupils' previous understanding and knowledge

Extent to which the course contents match with the pupils' previous understanding and knowledge.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	5	16.1	16.1	16.1
Good	19	61.3	61.3	77.4
Satisfactory	3	9.7	9.7	87.1
Unsatisfactory	4	12.9	12.9	100.0
Total	31	100.0	100.0	

Extent to which the course contents match with the pupils' previous understanding and knowledge.



Extent to which the course contents match with the pupils' previous understanding and knowledge.

Interpretation: A major portion of approx. 87.10% teachers think that the extent to which the course contents match with the pupils' previous understanding and knowledge is satisfactory. In this case, approx. 12.90% are unsatisfied with it.

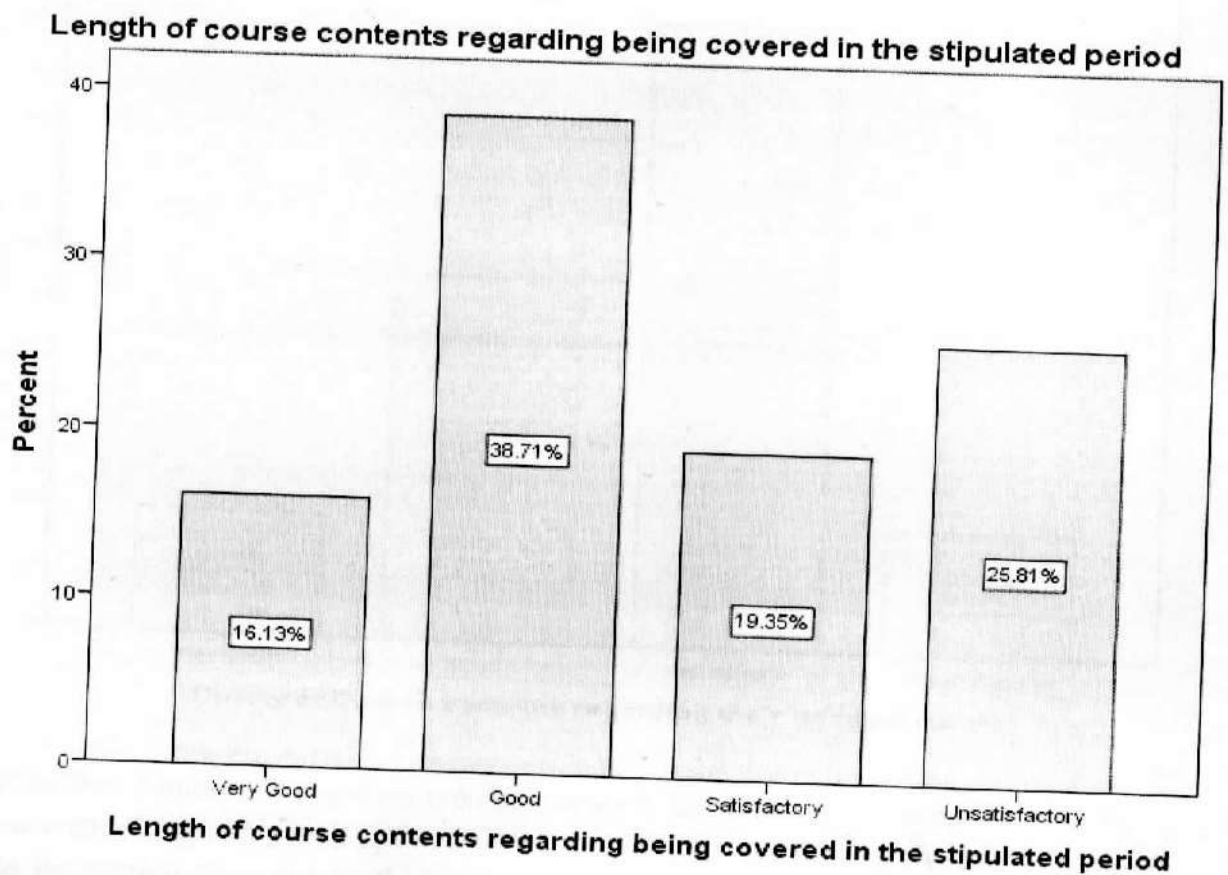
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5. Length of course contents regarding being covered in the stipulated period

Length of course contents regarding being covered in the stipulated period

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	5	16.1	16.1	16.1
Good	12	38.7	38.7	54.8
Satisfactory	6	19.4	19.4	74.2
Unsatisfactory	8	25.8	25.8	100.0
Total	31	100.0	100.0	



Interpretation: 16.13% and 38.71% teachers think that the length of course contents regarding being covered in the stipulated period is Very Good and Good respectively. Moreover, 19.35% teachers have marked it as Satisfactory, but a considerable number of 25.81% thinks that this section needs improvement.

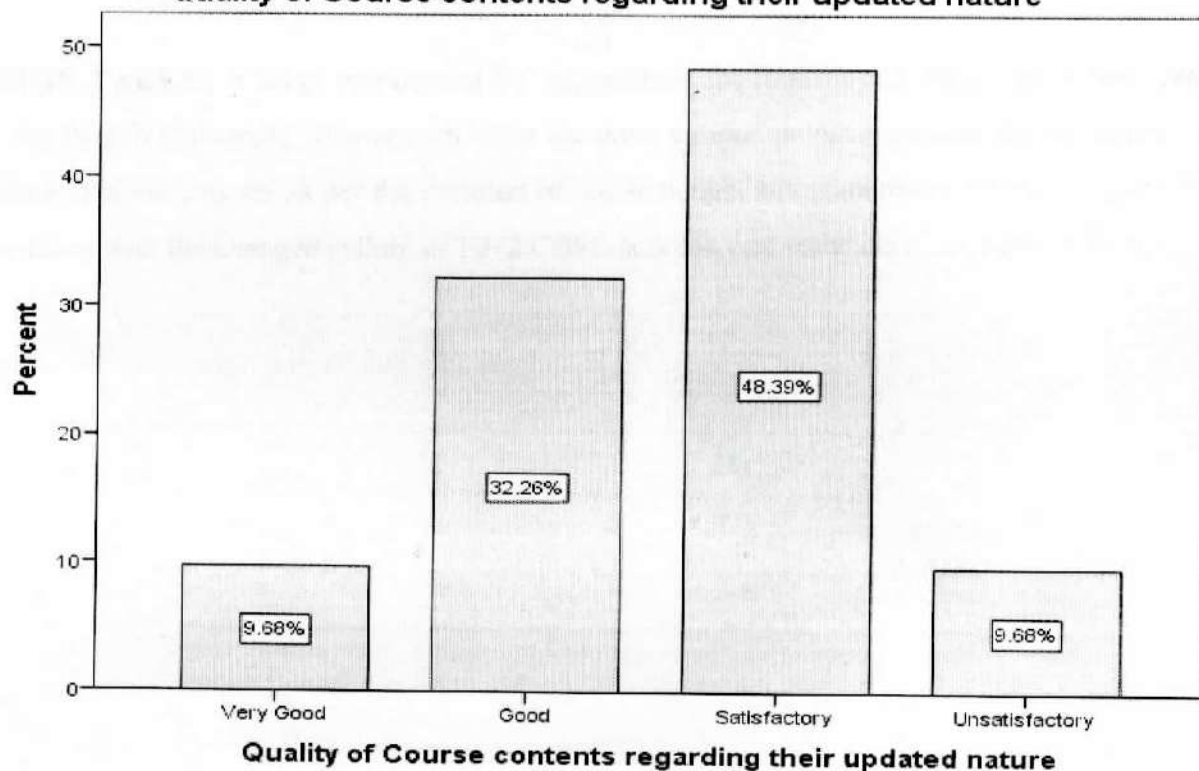

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6. Quality of Course contents regarding their updated nature

Quality of Course contents regarding their updated nature

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	3	9.7	9.7	9.7
Good	10	32.3	32.3	41.9
Satisfactory	15	48.4	48.4	90.3
Unsatisfactory	3	9.7	9.7	100.0
Total	31	100.0	100.0	

Quality of Course contents regarding their updated nature



Interpretation: Almost 10% teachers represent extreme satisfaction level regarding quality of course contents regarding their updated nature. 81% teachers are moderately satisfied by it, whereas the section belonging to 9.68% category are of the view that quality of course contents should be improved.

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MAJOR SUGGESTIONS RECEIVED FROM TEACHERS' FEEDBACK ON CURRICULUM:

- The syllabus of Advanced Accounting subject in B.Com IVth semester is too vast as compared to the duration of the semester.
- 3 numerical based subjects in the same semester (B.Com 4th semester) is not justified, that too when it is an even semester with lesser number of teaching days.
- Syllabus revision from PU is required on regular basis
- Students have already studied Business Economics in 10+2. So new additions in content of B.Com 1st semester Business Economics should be made.

ACTION TAKEN: A letter mentioning the suggestions for improvising the syllabus has been sent the Panjab University, Chandigarh. This included various points regarding the reduction of syllabus of some courses as per the duration of the semester, amendments in various subjects in accordance with the changed syllabi of 10+2 CBSE schools, and some other required revisions.


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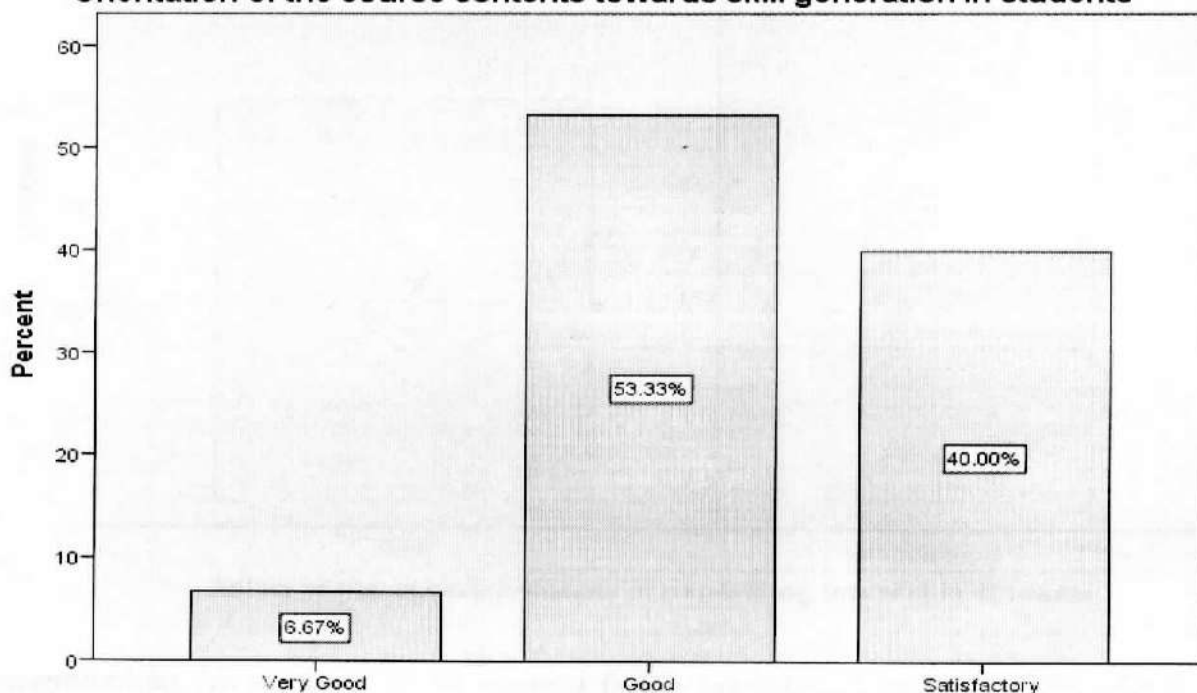
REPORT ON TEACHERS' FEEDBACK ON BBA CURRICULUM

1. Orientation of the course contents towards skill generation in students

Orientation of the course contents towards skill generation in students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	1	6.7	6.7	6.7
Good	8	53.3	53.3	60.0
Satisfactory	6	40.0	40.0	100.0
Total	15	100.0	100.0	

Orientation of the course contents towards skill generation in students



Orientation of the course contents towards skill generation in students

Interpretation: 60% of the teachers are extremely contented by the orientation of the course contents towards skill generation in students. The bifurcation depicted 6.7% and 53.3% teachers who marked the depth of the content as very good and good. Moreover, 40% stakeholders also showed satisfactory results in this case.

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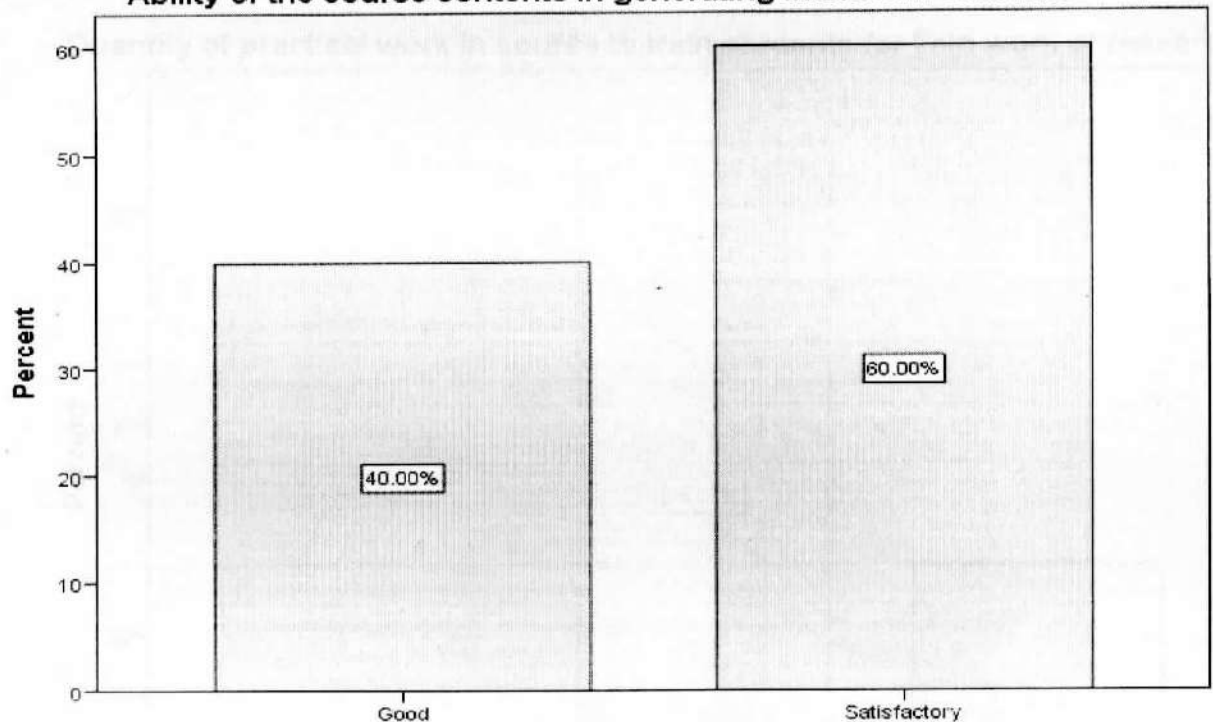
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2. Ability of the course contents in generating interest in students

Ability of the course contents in generating interest in students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good	6	40.0	40.0	40.0
Satisfactory	9	60.0	60.0	100.0
Total	15	100.0	100.0	

Ability of the course contents in generating interest in students



Ability of the course contents in generating interest in students

Interpretation: All members of the teaching faculty are satisfied with the ability of the course contents in generating interest in students. 40% of them represent good satisfaction level in this case and approximately 60% of them represent moderate satisfaction levels.

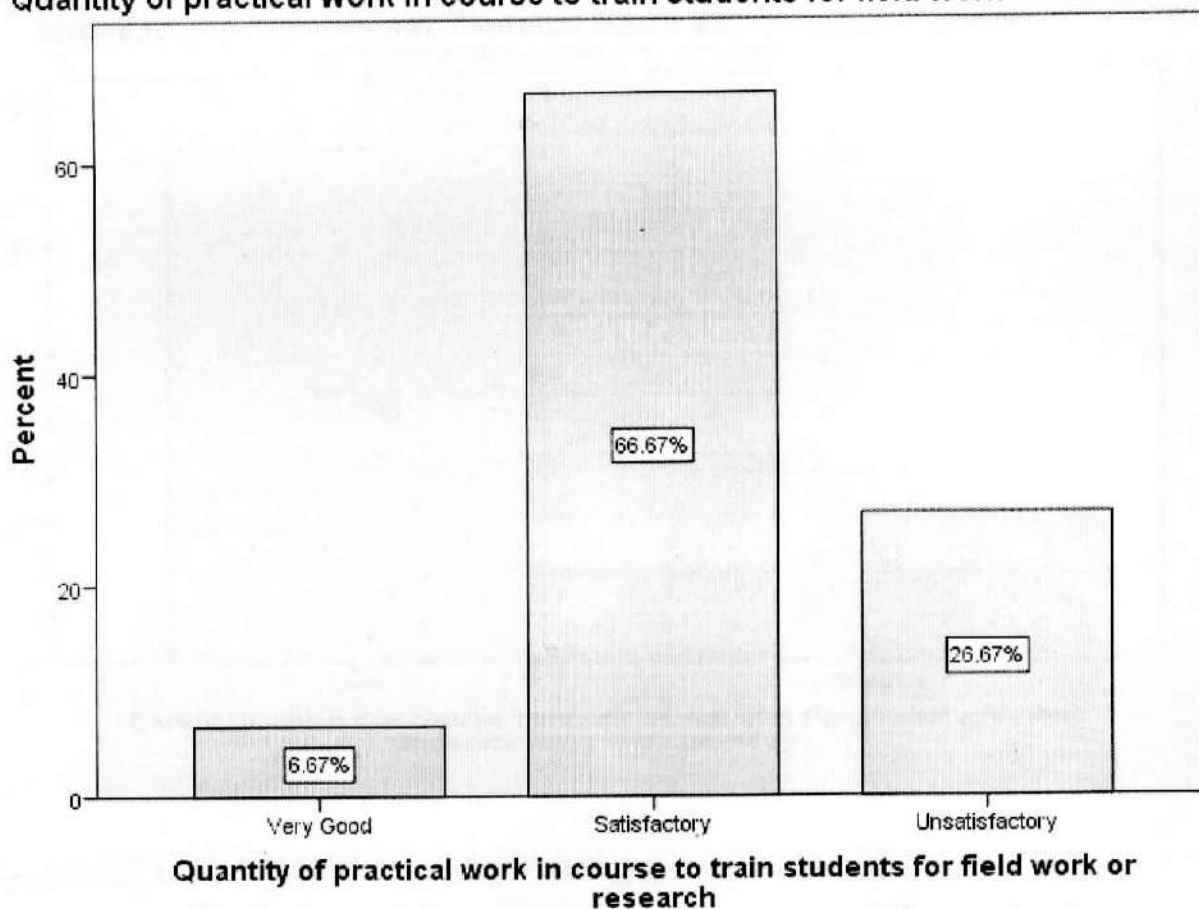
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3. Quantity of practical work in course to train students for field work or research

Quantity of practical work in course to train students for field work or research

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	1	6.7	6.7	6.7
Satisfactory	10	66.7	66.7	73.3
Unsatisfactory	4	26.7	26.7	100.0
Total	15	100.0	100.0	

Quantity of practical work in course to train students for field work or research



Interpretation: Approximately, 7% teachers think that quantity of practical work in course to train students for field work or research is very good. 66.67% teachers have marked this parameter as Satisfactory, but a considerable portion of 26.6% of them are against the given opinion.

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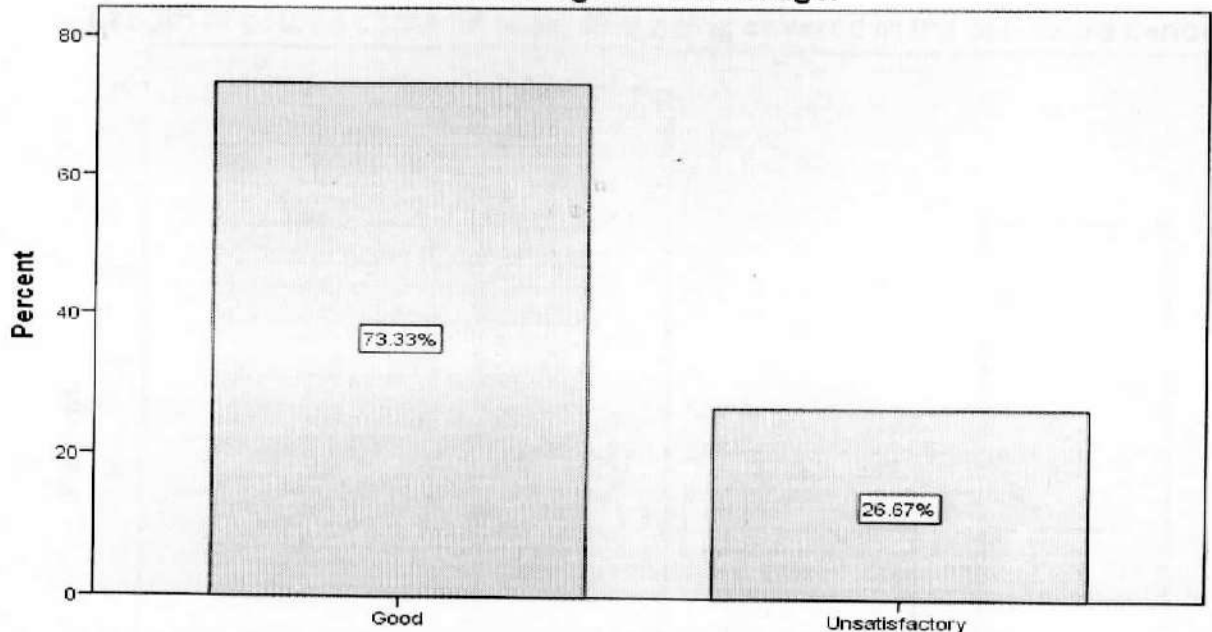
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4. Extent to which the course contents match with the pupils' previous understanding and knowledge

Extent to which the course contents match with the pupils' previous understanding and knowledge.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good	11	73.3	73.3	73.3
Unsatisfactory	4	26.7	26.7	100.0
Total	15	100.0	100.0	

Extent to which the course contents match with the pupils' previous understanding and knowledge.



Extent to which the course contents match with the pupils' previous understanding and knowledge.

Interpretation: A major portion of approx. 73% teachers think that the extent to which the course contents match with the pupils' previous understanding and knowledge is satisfactory. In this case, approx. 27% are unsatisfied with it.

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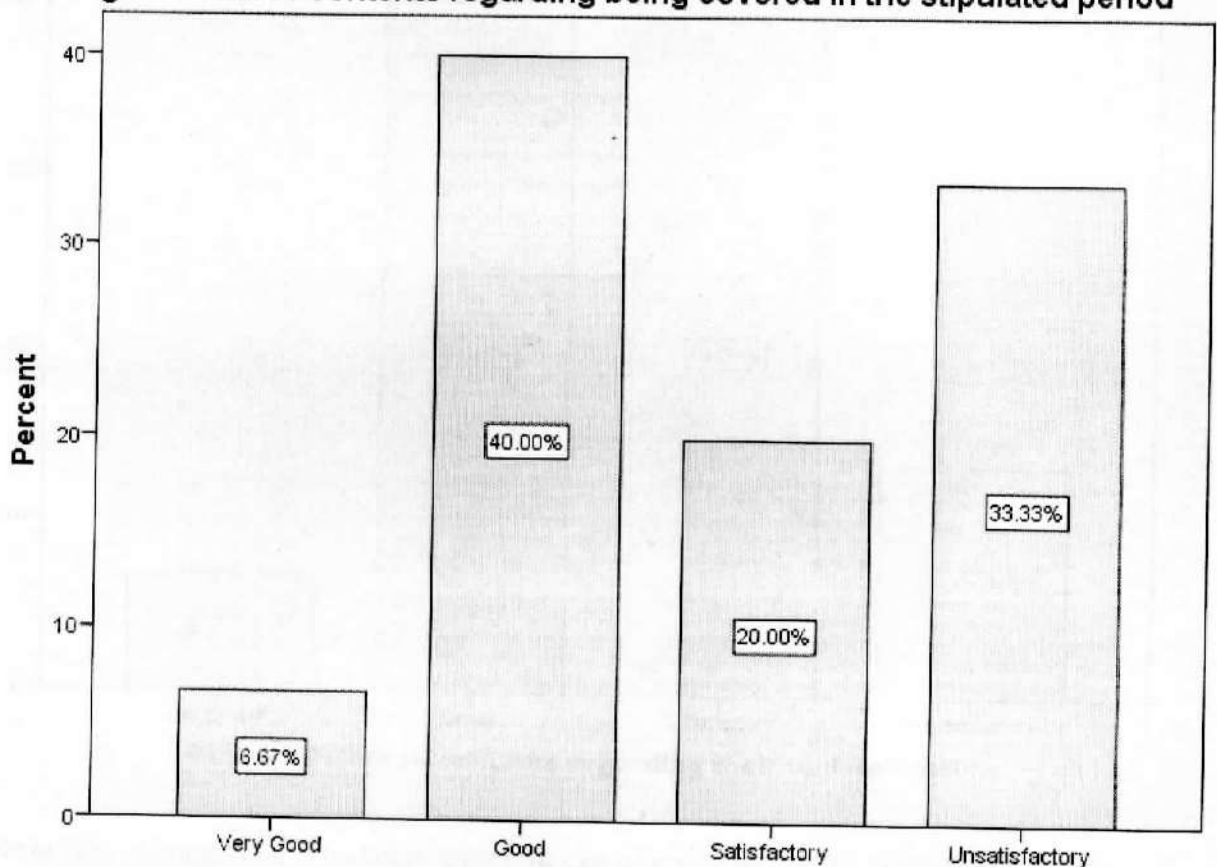
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5. Length of course contents regarding being covered in the stipulated period

Length of course contents regarding being covered in the stipulated period

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	1	6.7	6.7	6.7
Good	6	40.0	40.0	46.7
Satisfactory	3	20.0	20.0	66.7
Unsatisfactory	5	33.3	33.3	100.0
Total	15	100.0	100.0	

Length of course contents regarding being covered in the stipulated period



Length of course contents regarding being covered in the stipulated period

Interpretation: 6.67% and 40% teachers think that the length of course contents regarding being covered in the stipulated period is Very Good and Good respectively. Moreover, 20% teachers have marked it as Satisfactory, but a considerable number of 33% thinks that this section needs improvement.

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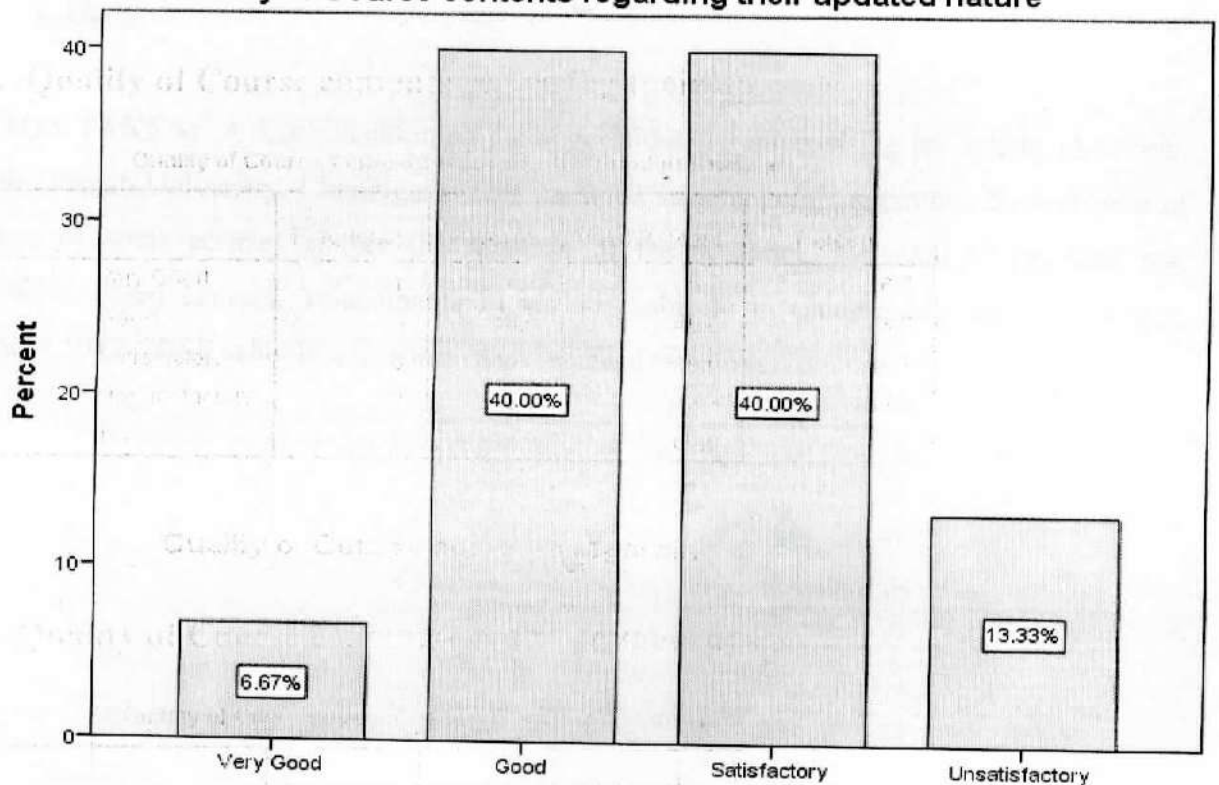
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6. Quality of Course contents regarding their updated nature

Quality of Course contents regarding their updated nature

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	1	6.7	6.7	6.7
Good	6	40.0	40.0	46.7
Satisfactory	6	40.0	40.0	86.7
Unsatisfactory	2	13.3	13.3	100.0
Total	15	100.0	100.0	

Quality of Course contents regarding their updated nature



Quality of Course contents regarding their updated nature

Interpretation: Almost 6.67% teachers represent extreme satisfaction level regarding quality of course contents regarding their updated nature. 80% teachers are moderately satisfied by it, whereas the section belonging to 13.33% category are of the view that quality of course contents should be improved.

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MAJOR SUGGESTIONS RECEIVED FROM TEACHERS' FEEDBACK ON BBA CURRICULUM:

- Quantum of Course content of Business law is too heavy firstly as it a shorter semester secondly as there are non-commerce background students who find it difficult to comprehend when the syllabus is very vast and teacher has to complete the content in a speedy manner.
- There must be university exam of computer practical. As without practical examination it is not possible to judge the practical skills of the pupil on the basis of theory examination.
- Quantity of practical work and application based Learning can be increased in theoretical subjects.

ACTION TAKEN: A letter mentioning the suggestions for improvising the syllabus has been sent the Panjab University, Chandigarh. This included various points regarding the reduction of syllabus of some courses as per the duration of the semester, inclusion of practical and application based courses, amendments in various subjects in accordance with the changed syllabi of 10+2 CBSE schools, and some other required revisions.



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0161-2804227
Fax : 0161-2804226

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AFFILIATED TO PANJAB UNIVERSITY, CHANDIGARH

Village Jhande, P.O. Threke, Ferozepur Road, Ludhiana-142021

Email : saccm2004@gmail.com Website : www.saccm2020

To
Dr. Keshav Malhotra,
The Dean,
Business Management and Commerce,
Panjab University, Chandigarh.

Subject: Request for revision in syllabi of some subjects of B.Com and BBA course.

Respected Sir,

The college has conducted a feedback survey on curriculum from the teaching faculty. The suggestions received from the survey analysis revealed that some subjects of B.Com and BBA courses need revisions and amendments.

Following are the major suggestions received with regard to the same:

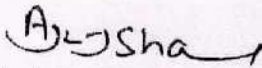
B. Com Course:


- The syllabi of Advanced Accounting subject in B.Com IV semester is too vast as compared to the duration of the semester.
- Inclusion of three numerical based subjects in B.Com IV semester is not justified as per the duration of the semester. It is recommended that the number of numerical subjects must be reduced to two.
- Students have already studied Business Economics in 10+2. So modifications in the content of B.Com I semester Business Economics should be made.

BBA Course:

- Quantum of Course content of Business law (BBA II Semester) is too heavy and the syllabus is very vast as compared to the duration of the semester.
- In BBA course, University computer practical exam should be included as without practical examination, it is not possible to judge the practical skills of the pupil on the basis of theory examination.
- The second unit of International Business (BBA V semester) needs revision. Many chapters like international trade fraught with data are included as against certain other relevant topics like international finance, international operations, international strategy, etc. Secondly, the topics like outward FDI which seem irrelevant as per Indian business scenario could be excluded from the curriculum.

In the light of the above suggestions, you are requested to incorporate possible revisions in the curriculum of B.Com and BBA course.


Dr. Ajay Sharma
(Principal)


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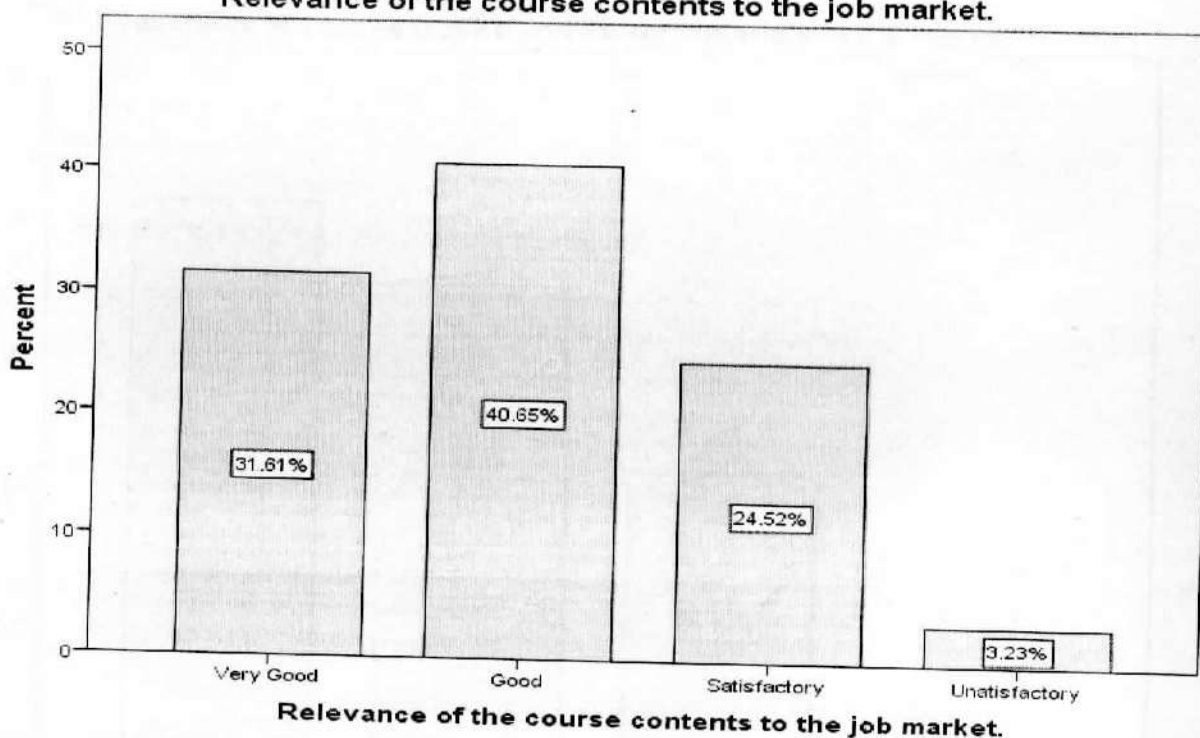
REPORT ON PARENTS' FEEDBACK ON CURRICULUM

1. Relevance of the course contents to the job market

Relevance of the course contents to the job market.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	49	31.6	31.6	31.6
Good	63	40.6	40.6	72.3
Satisfactory	38	24.5	24.5	96.8
Unatisfactory	5	3.2	3.2	100.0
Total	155	100.0	100.0	

Relevance of the course contents to the job market.



Interpretation: 72% parents are extremely contented by the relevance of the course contents to the job market. The bifurcation depicted 31.61% and 40.65% parents who marked the relevance of the course contents as very good and good. Moreover, 24.52% stakeholders also showed satisfactory results in this case, and only 3.23% were dissatisfied.

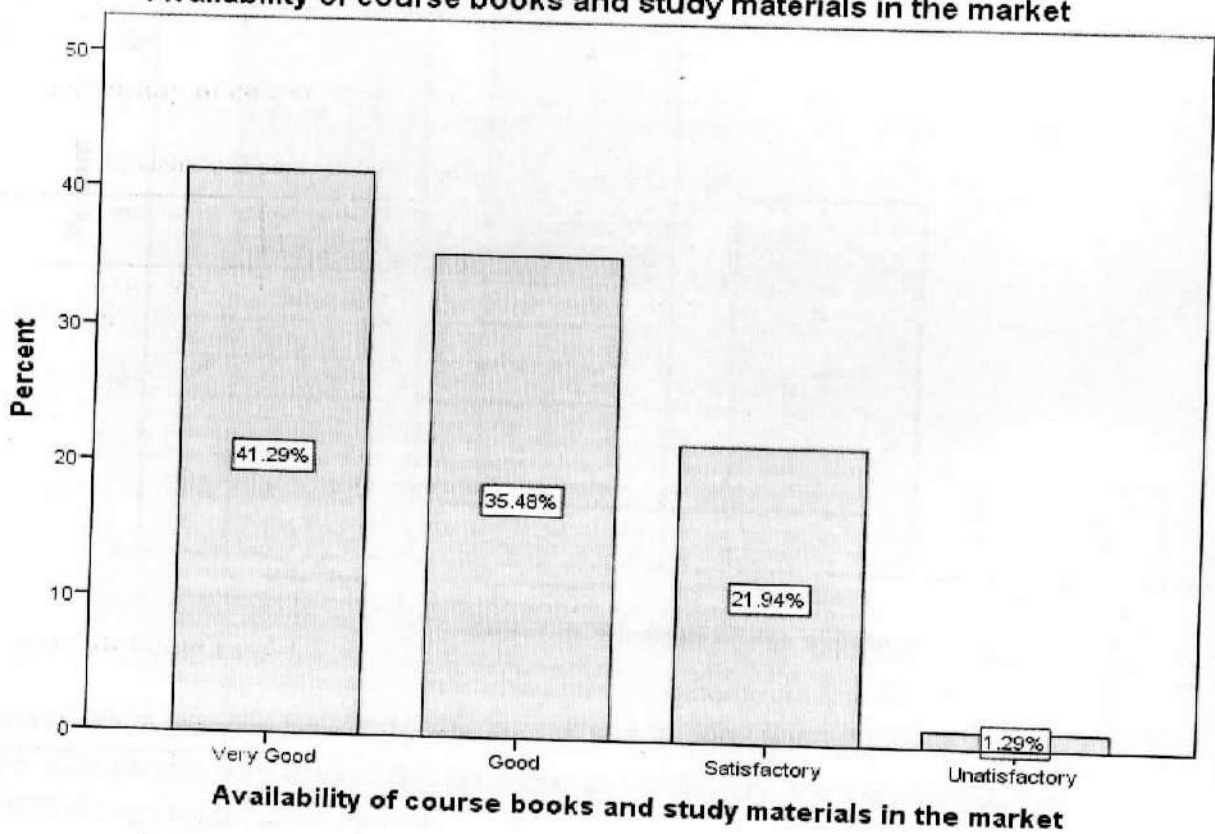
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2. Availability of course books and study materials in the market

Availability of course books and study materials in the market

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	64	41.3	41.3	41.3
Good	55	35.5	35.5	76.8
Satisfactory	34	21.9	21.9	98.7
Unatisfactory	2	1.3	1.3	100.0
Total	155	100.0	100.0	

Availability of course books and study materials in the market



Interpretation: All parents are satisfied with the availability of course books and study materials in the market. 77% of them represent good satisfaction level in this case and approximately 22% of them represent moderate satisfaction levels, whereas only 1.3% were unsatisfied with it.

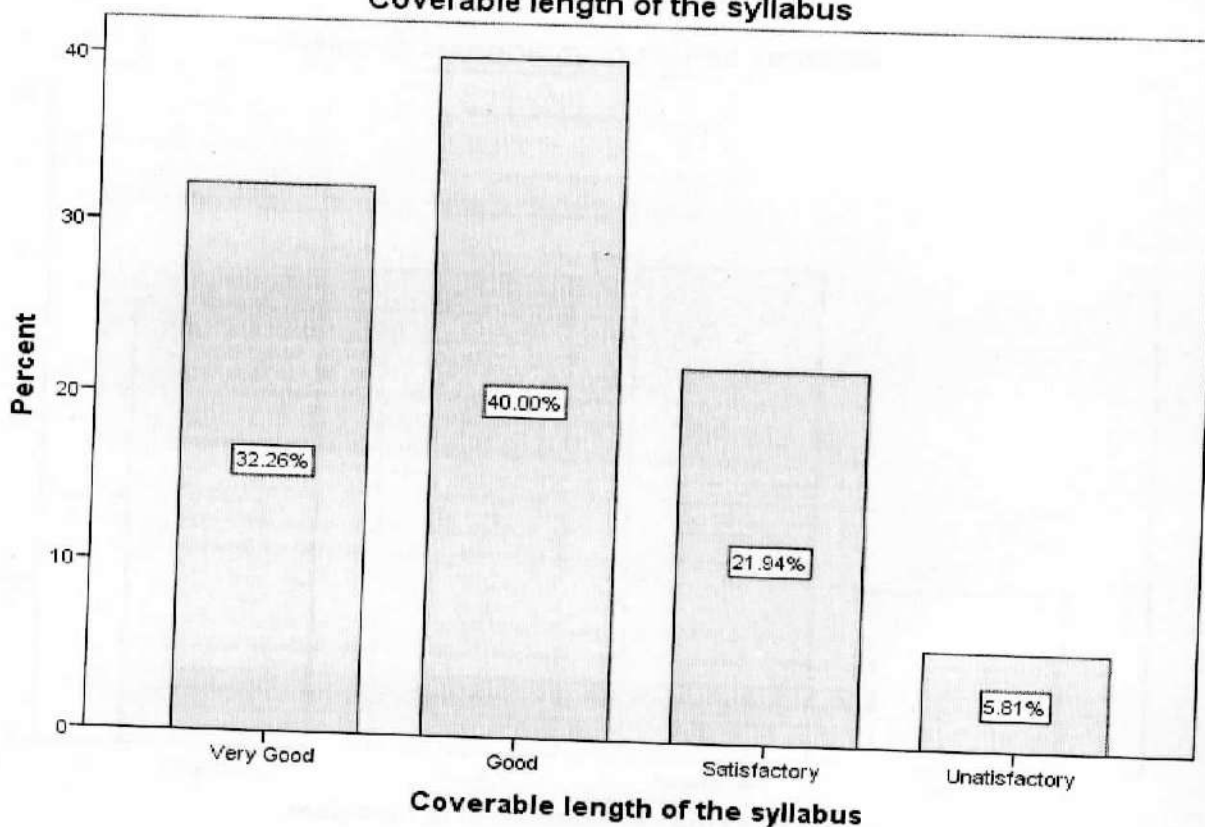
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3. Coverable length of the syllabus

Coverable length of the syllabus

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	50	32.3	32.3	32.3
Good	62	40.0	40.0	72.3
Satisfactory	34	21.9	21.9	94.2
Unatisfactory	9	5.8	5.8	100.0
Total	155	100.0	100.0	

Coverable length of the syllabus



Interpretation: Approximately, 72% parents think that coverable length of the syllabus is adequate. 22% parents have marked this parameter as Satisfactory, but a considerable portion of 6% of them are against the given opinion.

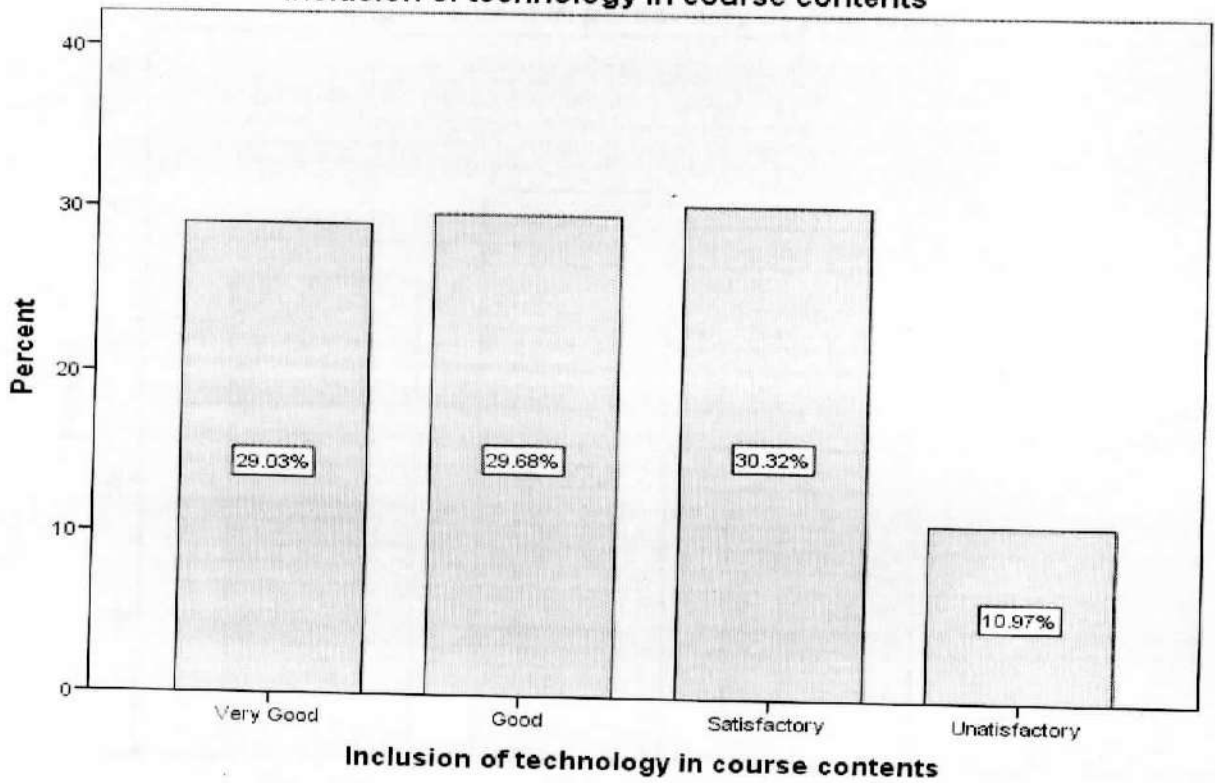

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4. Inclusion of technology in course contents

Inclusion of technology in course contents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	45	29.0	29.0	29.0
Good	46	29.7	29.7	58.7
Satisfactory	47	30.3	30.3	89.0
Unatisfactory	17	11.0	11.0	100.0
Total	155	100.0	100.0	

Inclusion of technology in course contents



Interpretation: A major portion of approx. 89% parents think that the inclusion of technology in course contents is satisfactory. In this case, approx. 11% are unsatisfied with it.

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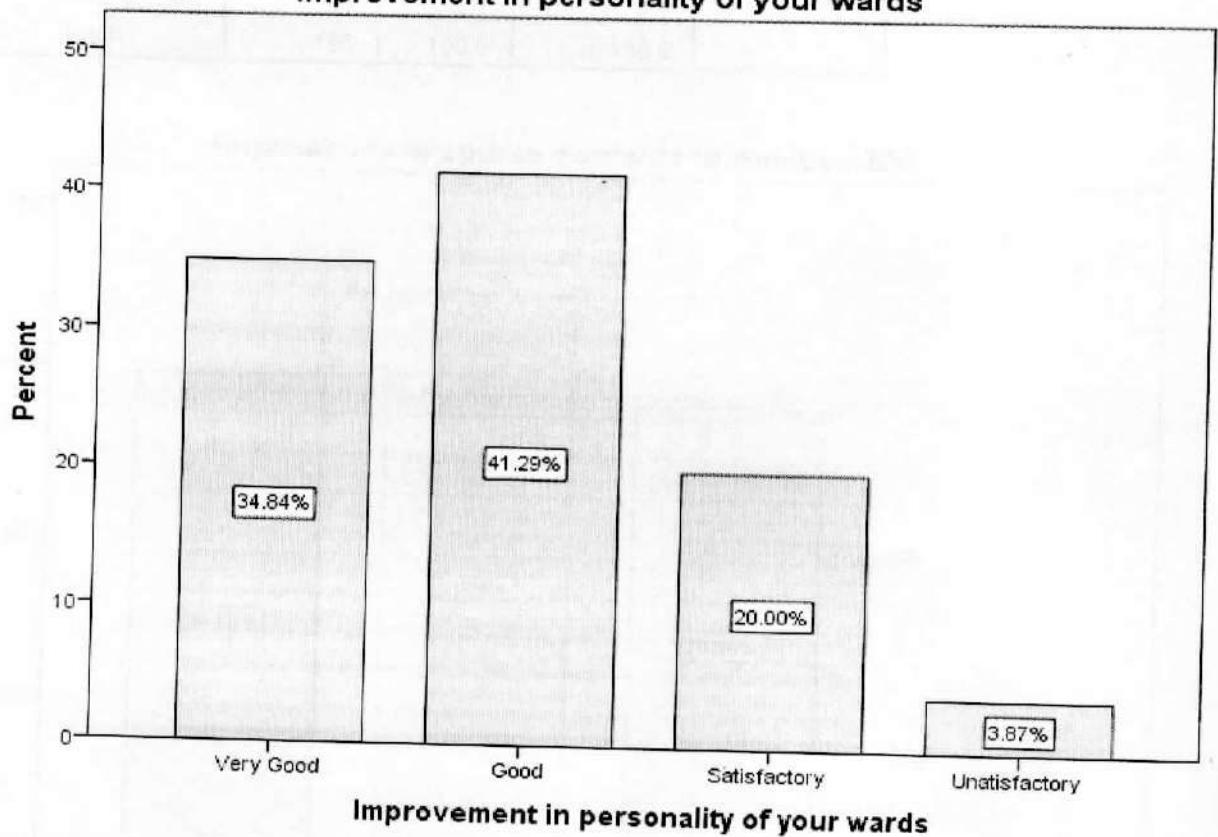
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5. Improvement in personality of your wards

Improvement in personality of your wards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	54	34.8	34.8	34.8
	Good	64	41.3	41.3	76.1
	Satisfactory	31	20.0	20.0	96.1
	Unatisfactory	6	3.9	3.9	100.0
	Total	155	100.0	100.0	

Improvement in personality of your wards



Interpretation: 96% parents think that the curriculum contents lead to improvement in their ward's personality, but a small number of 3.87% parents think that this section needs improvement.

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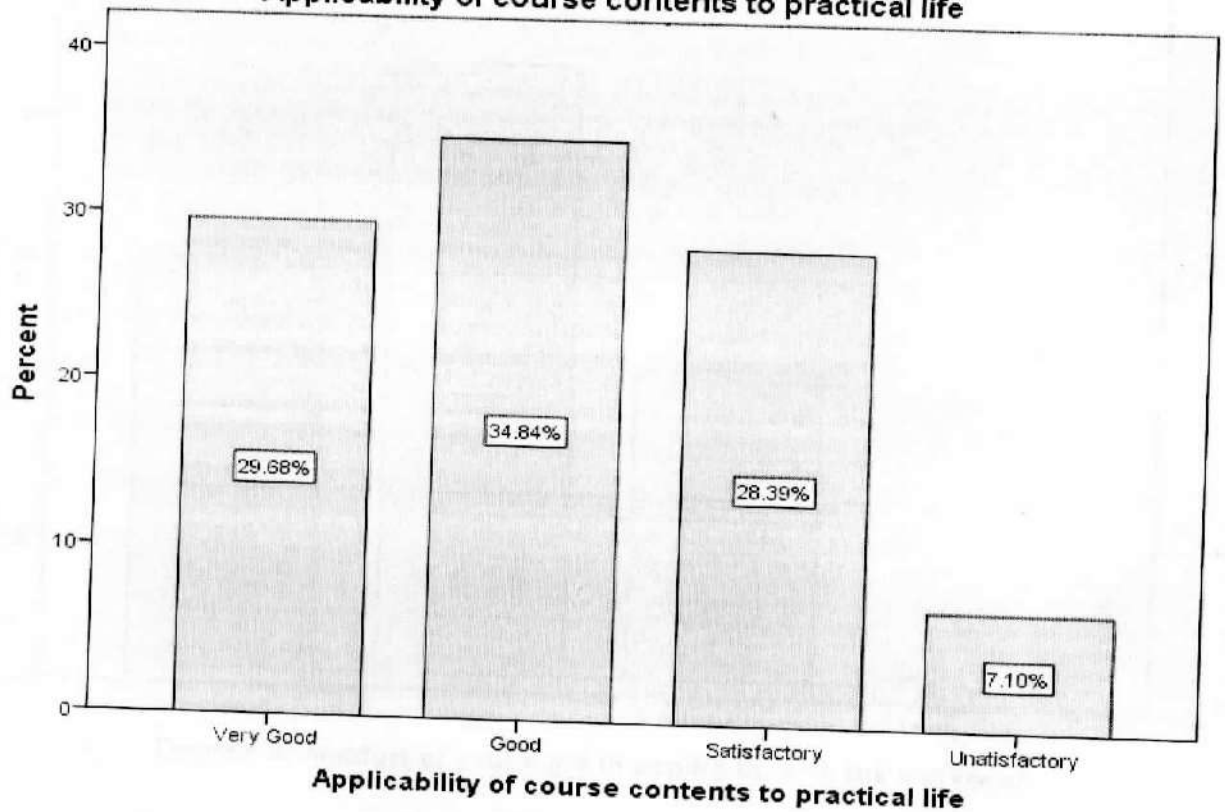
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6. Applicability of course contents to practical life

Applicability of course contents to practical life

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	46	29.7	29.7	29.7
Good	54	34.8	34.8	64.5
Satisfactory	44	28.4	28.4	92.9
Unatisfactory	11	7.1	7.1	100.0
Total	155	100.0	100.0	

Applicability of course contents to practical life



Interpretation: Almost 30% parents represent extreme satisfaction level regarding applicability of course contents to practical life. 63% parents are moderately satisfied by it, whereas the section belonging to 7.10% category are of the view that the course contents are not applicable to practical life.

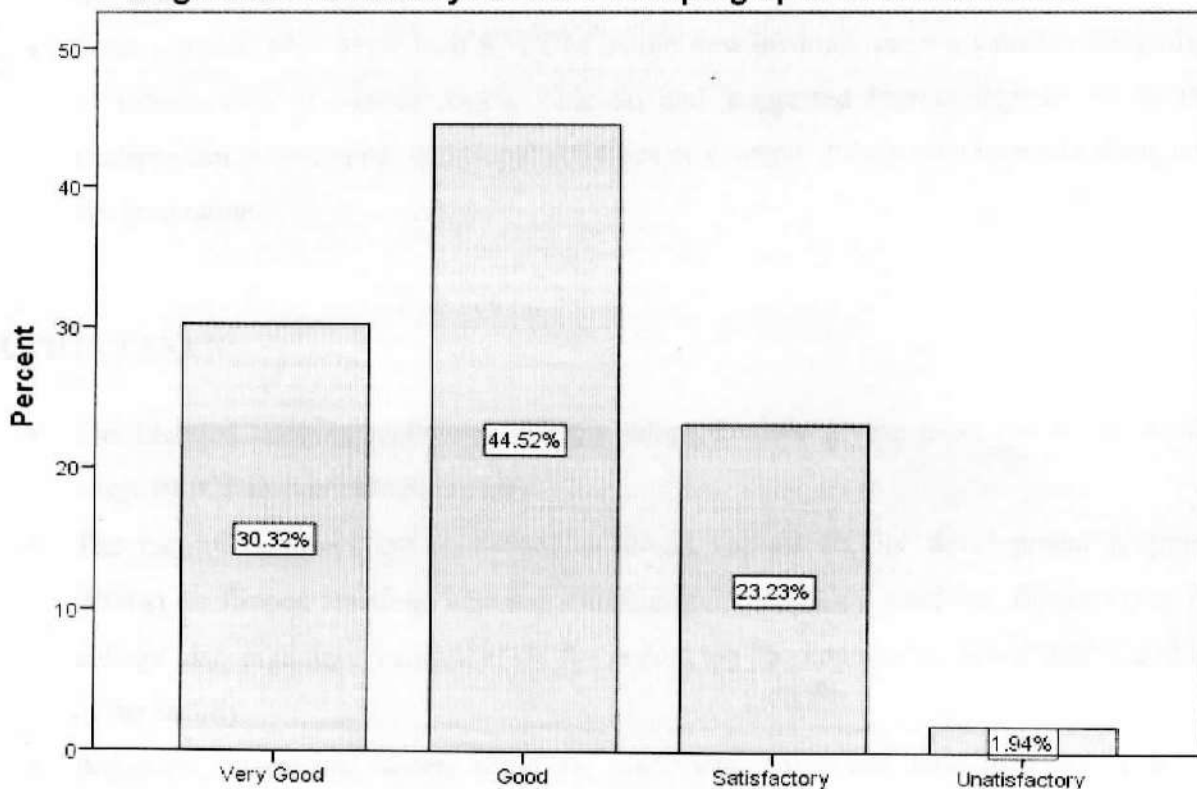
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7. Degree of comfort of your ward in coping up with the workload

Degree of comfort of your ward in coping up with the workload


	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	47	30.3	30.3	30.3
Good	69	44.5	44.5	74.8
Satisfactory	36	23.2	23.2	98.1
Unatisfactory	3	1.9	1.9	100.0
Total	155	100.0	100.0	

Degree of comfort of your ward in coping up with the workload



Degree of comfort of your ward in coping up with the workload

Interpretation: 75% of the parents are extremely contented by the degree of comfort of their ward in coping up with the workload. The bifurcation depicts 30.32% and 44.52% in the very good and good category. Moreover, 23.23% stakeholders also show satisfactory results in this case, but 1.94% are dissatisfied.


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MAJOR SUGGESTIONS RECEIVED FROM PARENTS' FEEDBACK ON CURRICULUM:

- A reasonable number of parents suggested that more technology based and relevant software programs should be included in the curriculum of the ongoing programmes.
- Some parents have recommended that the syllabus should impart more practical knowledge and real life case studies should be taught rather than the theory only. More practical approach should be adopted like presentations and role play techniques.
- A prominent suggestion came from the parents to include more webinars, internships, sports activities, placement drives and field trips, etc.
- Some parents, who mentioned SACCM as the best institute, gave a valuable suggestion of introduction of master degree courses, and suggested less college hours so that students can pursue some additional activities or courses of their own interests along with the graduation.

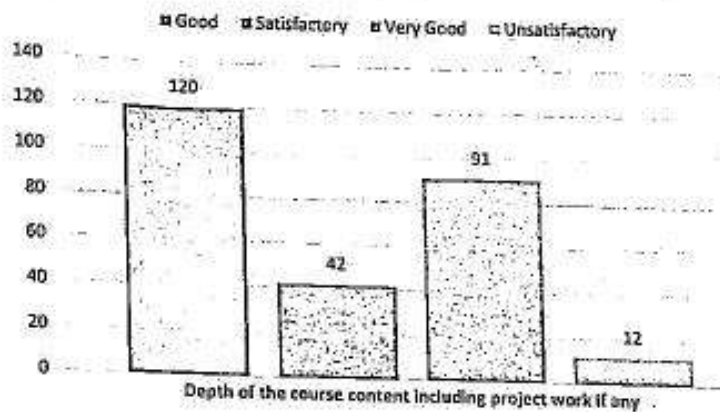
ACTION TAKEN:

- The blended learning technique is being adopted while giving more emphasis on the usage of ICT in curriculum delivery.
- The faculty members are motivated to attend various faculty development programs (FDPs) on flipped learning, blended learning and case based teaching. Besides this, the college also organizes various FDPs for enhancing the application based teaching skills of the faculty.
- Webinars, internships, sports activities, placement drives and field trips are already a prominent part of teaching learning process at SACCM. Keeping in view the needs of real-life based learning, the college has collaborated with various business organizations, industrial units, and learning institutes.
- SACCM is already in the process of introduction of master degree course in the college w.e.f. the upcoming session.


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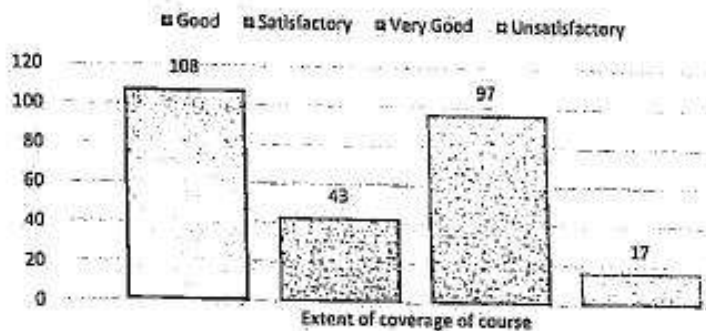
Report on Student Feedback on Curriculum (2020-21)

Question 1: Depth of the course content including project work if any



Interpretation: Around 79.6% of the students are extremely contented by the depth of the course content. The bifurcation depicted 34% and 45% of the students who marked the depth of the content as very good and good respectively. Moreover, 11.5% stakeholders also showed satisfactory results in this case, but a small section of students falling under the 3.2% category still think that it needs to be improved.

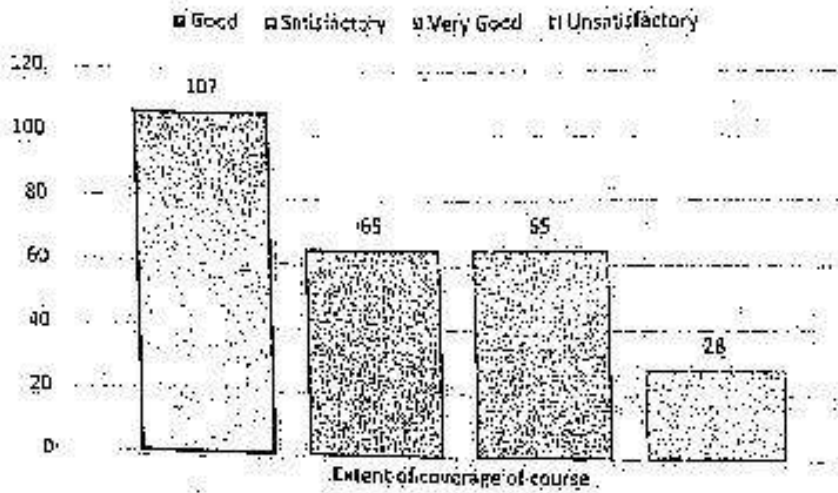
Question 2: Extent of coverage of course



Interpretation: More than 93.5% students are satisfied with the extent of coverage of the course. 36.6% of them represent extreme satisfaction level in this case and approximately 57% of them represent moderate satisfaction levels, whereas around 6.4% students are unsatisfied with it.

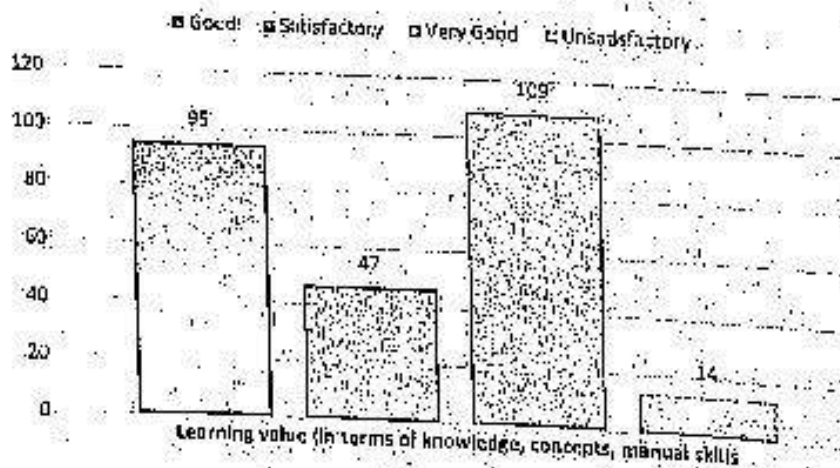
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Question 3: Applicability/relevance to real life situations



Interpretation: Approximately, 89.4% students think that their course is relevant and applicable to real life situations. 24.5% students have marked this parameter as very good and 40.3% and 24.5% have marked it as Good and Satisfactory, respectively, but a considerable portion of 10.5% students are against the given opinion.

Question 4: Learning value (in terms of knowledge, concepts, manual skills)

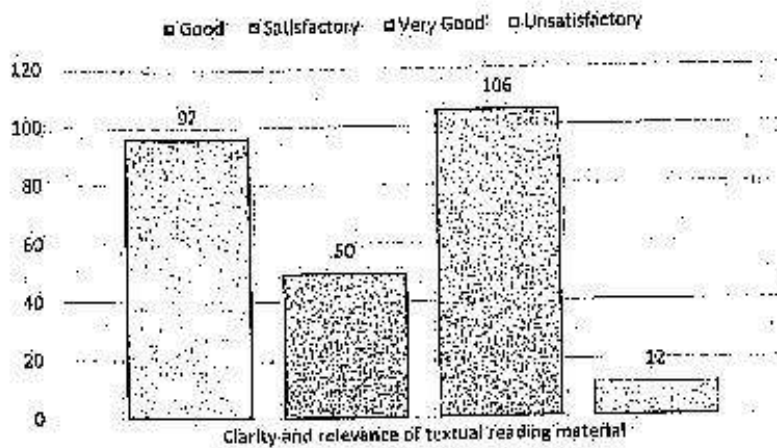


Interpretation: A major portion of approx. 94.7% students think that the curriculum adds learning value in terms of knowledge, concepts, manual skills. In this case, approx. 5.3% students are unsatisfied with the learning value added by the curriculum.

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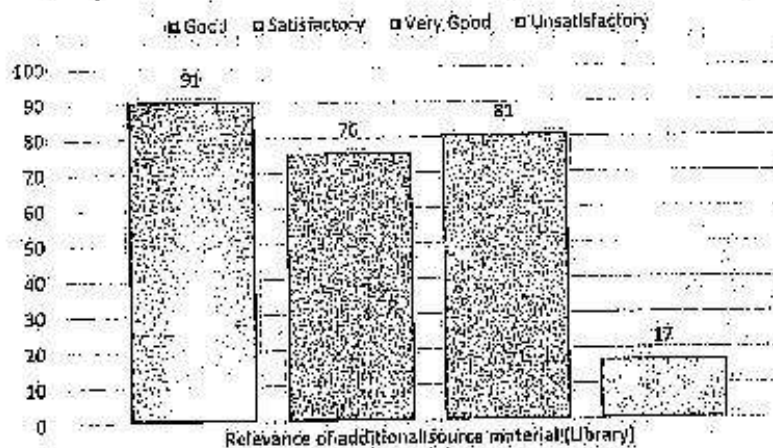
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Question 5: Clarity and relevance of textual reading material



Interpretation: 40% and 36.6% students think that the clarity and relevance of textual reading material is Very Good and Good respectively. Moreover, 13.3% students have marked it as Satisfactory, but 4.5% of them think that this section needs improvement.

Question 6: Relevance of additional source material (Library)



Interpretation: Almost 30.5% students represent extreme satisfaction level regarding relevance of additional source material. 63% students are moderately satisfied by it, whereas the section of students belonging to 6.4% category are of the view that more relevant additional sources should be provided.

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OVERALL COMMENTS ON STUDENTS' FEEDBACK ON CURRICULUM:

Feedback from students regarding curriculum depicted various results. Around 79.6% of the students are extremely contented by the depth of the course content. More than 93.5% students are satisfied with the extent of coverage of the course, whereas around 6.4% students are dissatisfied with it. Additionally, 89.4% students think that their course is relevant and applicable to real life situations. Almost 30.5% students represent extreme satisfaction level regarding relevance of additional source material.

ACTION TAKEN:

It has been revealed from the analysis that students were of the view that more of application-based learning techniques should be followed to provide real life application-based knowledge. Therefore, SACCM has endeavoured to enhance the use of case studies and role play teaching pedagogies in the class to provide practical experience to the stakeholders. In addition to this, as done in the past, the college is already planning to enter into MOUs with institutes of repute for providing value-added/short-term/vocational courses to students w.e.f session 2021-22. The same is expected to add value to the teaching-learning experience and lead to a more inductive learning environment.

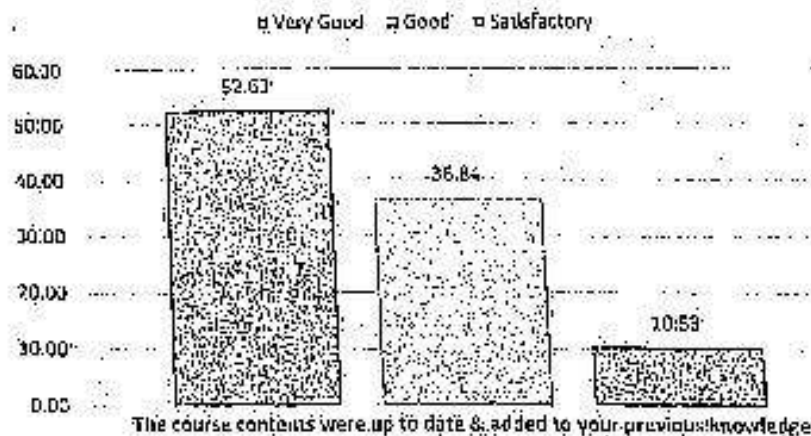


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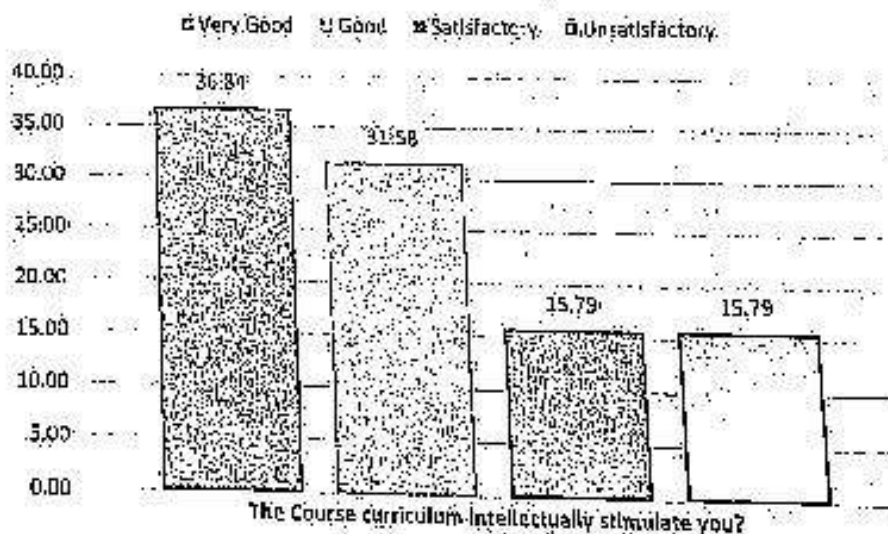
Report on Alumni Feedback on Curriculum (2020-21)

1. The course contents were up to date & added to your previous knowledge.



Interpretation: Around 90% alumni hold the viewpoint that the course contents were up to date & added to their previous knowledge. Remaining 10% were also satisfied from the course contents.

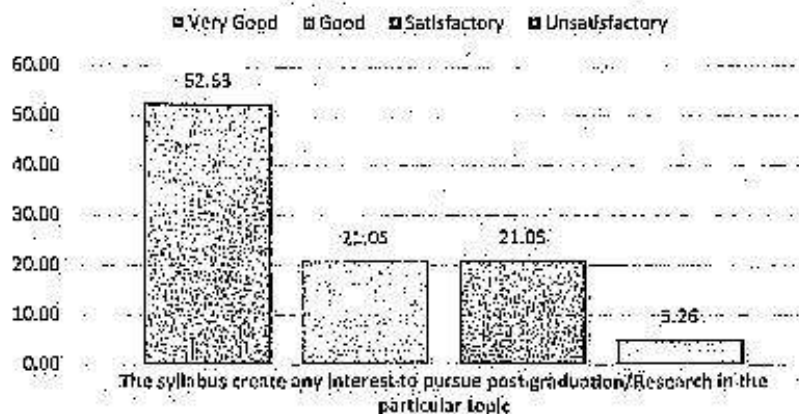
2. The Course curriculum intellectually stimulate you?



Interpretation: 84.21% alumni think that the course curriculum is intellectually stimulative, whereas, 15.79% think that there is a need for improvement in curriculum.

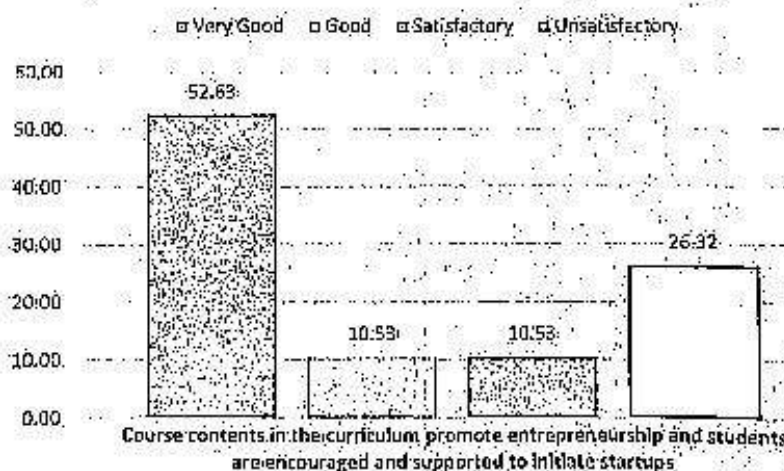
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3. The syllabus create any interest to pursue post-graduation/ Research in the particular topic:



Interpretation: Majority of the alumni (94.74%) hold the view that the syllabus create interest to pursue post-graduation/ research in the particular topic. Only 5.26% of alumni believe that there is a need for improvement in curriculum.

4. Course contents in the curriculum promote entrepreneurship and students are encouraged and supported to initiate startups

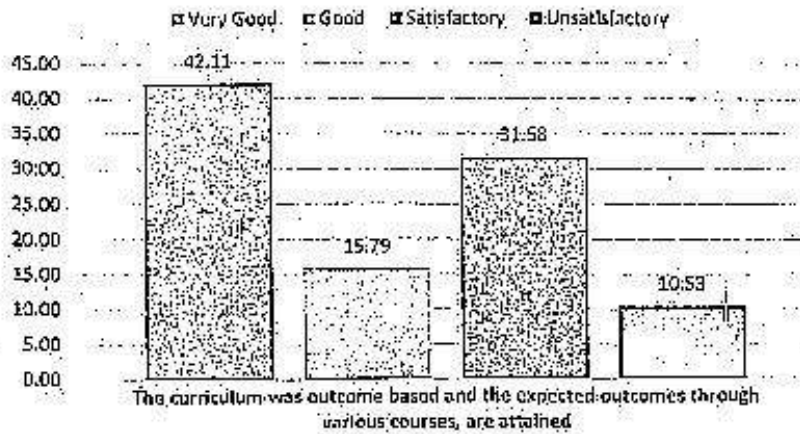


Interpretation: Around 74% alumni agrees that course contents in the curriculum promote entrepreneurship and students are encouraged and supported to initiate startups. Whereas, 26.32% believe that the contents should be more application oriented that enable students to initiate startups.

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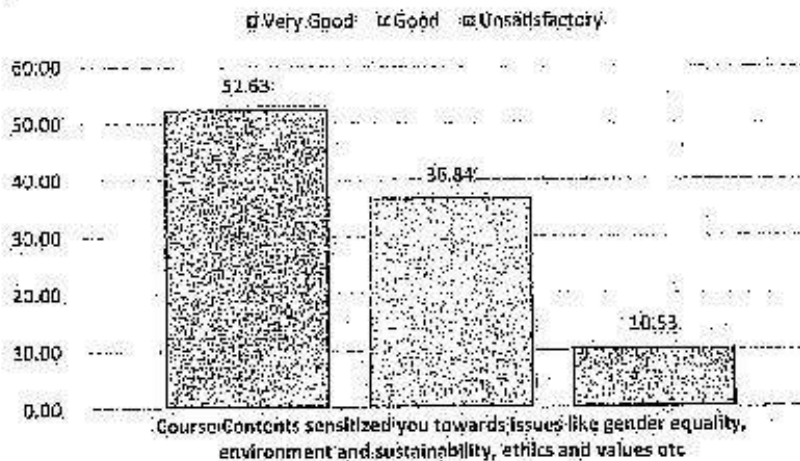
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5. The curriculum was outcome based and the expected outcomes through various courses, are attained



Interpretation: A considerable portion of alumni believe that the curriculum is outcome based and the expected outcomes through various courses, are attained. However, a minor portion of 10.53% hold the contrary viewpoint.

6. Course Contents sensitized you towards issues like gender equality, environment and sustainability, ethics and values etc.



Interpretation: A considerable portion of alumni believe that the course contents sensitize students towards issues like gender equality, environment and sustainability, ethics and values etc. However, a minor portion of 10.53% hold the contrary viewpoint.

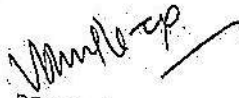
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SUGGESTIONS RECEIVED FROM ALUMNI FEEDBACK ON CURRICULUM:

There is a need to enrich the curriculum for promoting entrepreneurship and encouraging students to initiate startups

ACTION TAKEN:

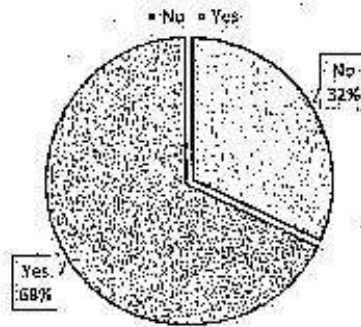
The incubation cell and young entrepreneur network of the College is organizing various activities and seminars to promote entrepreneurship



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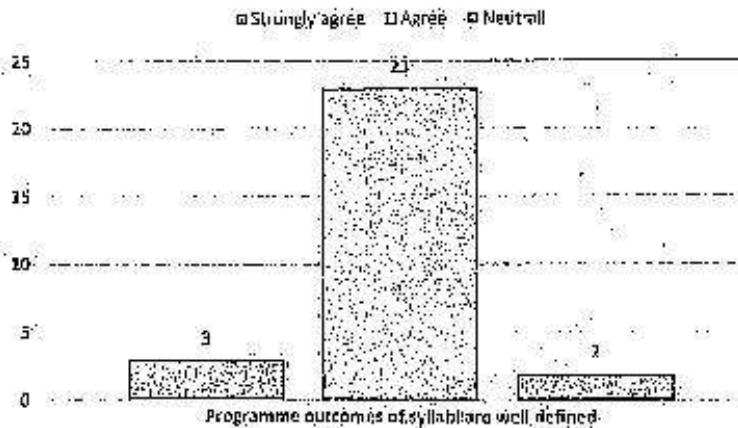
Report on Teachers' Feedback on Curriculum [2020-21]

Question 1: Are you satisfied with the curriculum of each course designed by the Panjab University?



Interpretation: 68% of the teachers are satisfied with the curriculum of each course, whereas 32% have differing views regarding this, and they think there is a need of revision in curriculum.

Question 2: Programme outcomes of syllabi are well defined

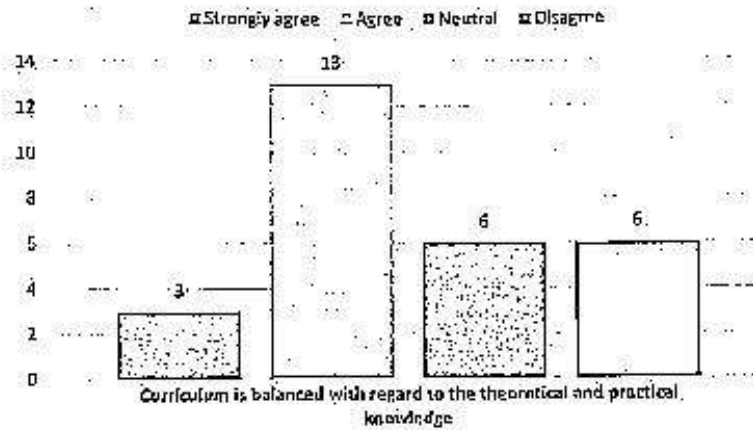


Interpretation: A major portion of approximately 82% teachers think that programme outcomes of syllabi are well defined.

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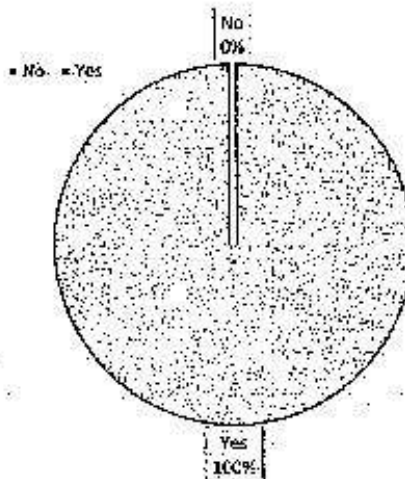
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Question 3: Curriculum is balanced with regard to the theoretical and practical knowledge



Interpretation: Approximately, 46% teachers think that the curriculum is balanced with regard to the theoretical and practical knowledge. 21% teachers have marked this parameter as satisfactory, whereas the same number of teachers disagree with the given statement.

Question 4: Teaching Plan is duly prepared and disseminated to the students



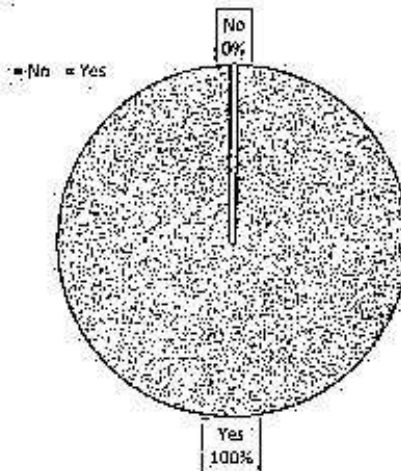
Interpretation: All the teachers duly prepare and disseminate teaching plans to the students.

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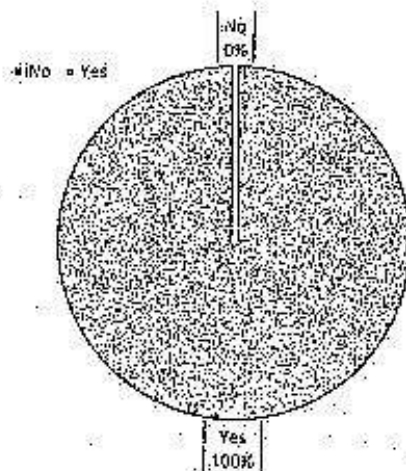
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Question 5: Do you give assignments to the students?

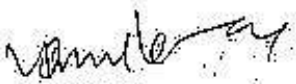


Interpretation: All the teachers give assignments to the students for assessing their level of understanding and application of concepts taught in the classroom.

Question 6: Feedback of assessment of assignments is shared with the students

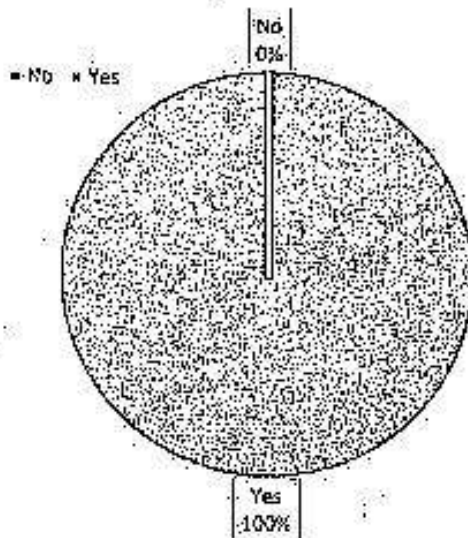


Interpretation: All the teachers duly mark the assignments submitted by the students and provide their feedback for further improvement.


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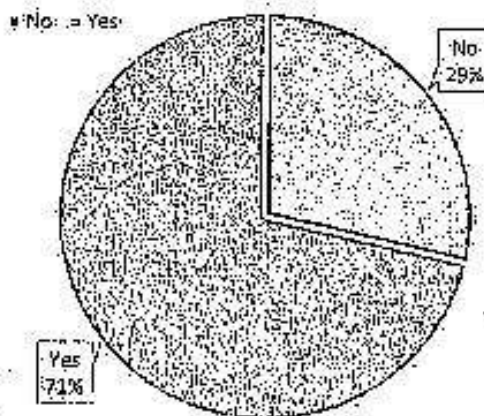


Question 7: Have you attended any Faculty enrichment programme/Seminar/Workshop for knowledge updation?



Interpretation: All the teachers regularly attend Faculty enrichment programmes/Seminars/Workshops for knowledge updation for enriching their teaching and research skills. All these initiatives help them to grow and develop professionally.

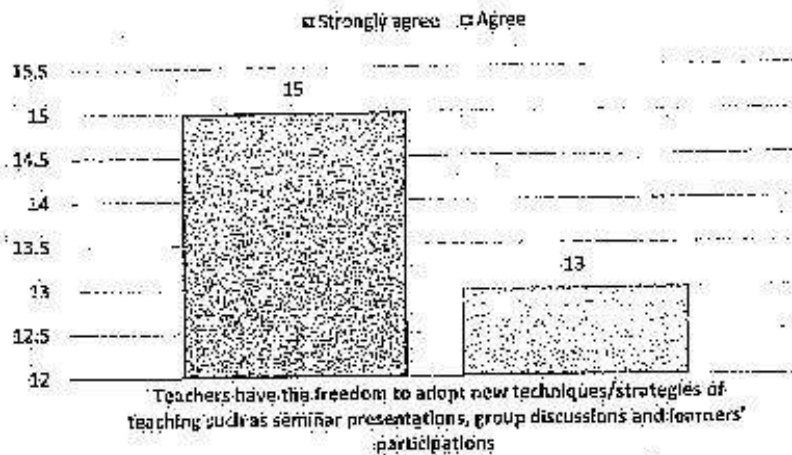
Question 8: Are you satisfied with the teacher student ratio in the classrooms?



Interpretation: 71% teachers are satisfied with the teacher student ratio in the classrooms, whereas the remaining portion of the faculty members think that balancing in the ratio is required.

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Question 9: Teachers have the freedom to adopt new techniques/strategies of teaching such as seminar presentations, group discussions and learners' participations



Interpretation: All the teachers agree to a large extent that they have the freedom to adopt new techniques/strategies of teaching such as seminar presentations, group discussions and learners' participations.

SUGGESTIONS RECEIVED FROM TEACHERS' FEEDBACK ON CURRICULUM:

- There is a need for introduction of new courses involving practical application, employability, and skill development of the students.
- Seminars/extension lectures on the importance of Punjabi language must be conducted for apprising the students of the significance of their mother tongue.

ACTION TAKEN:

- College is already planning to enter into MOUs with institutes of repute for providing value-added/short-term/vocational courses to students w.e.f session 2021-22.
- Lectures related to the importance of Punjabi language will be organized in the near future.

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