



SHRI K.K. SHASTRI GOVERNMENT COMMERCE COLLEGE

Shri K.K. Shastri Educational Campus, Khokhra Road, Maninagar (East),

Ahmedabad-380008

Phone:079-22933660

NAAC Accredited 2.49 CGPA: UGC Recognised 2(f) & 12(B): Affiliated with Gujarat University, Ahmedabad

Website: www.skkgccmaninagar.org Email: prin-mani-ahm@gujarat.gov.in

Action Taken Report on Stakeholders Feedback: 2021-22

In adherence to the quality assurance framework established by the National Assessment and Accreditation Council (NAAC) under Criterion 1.4.1, Shri K.K. Shastri Government Commerce College undertook a systematic feedback exercise from students during the academic year 2021–22. The objective was to evaluate the effectiveness and relevance of the curriculum, the quality of its delivery, and the extent to which academic and support systems contribute to holistic student development. Feedback was collected from 983 undergraduate students across the B.Com programs using a structured online questionnaire.

The analysis revealed that an overwhelming majority (98.6%) of students affirmed that the syllabus was being taught appropriately across all semesters. Based on this positive response, the college resolved to continue adhering to structured lesson planning, regular departmental academic reviews, and timely syllabus completion mechanisms. In addition, teaching schedules were monitored for compliance through internal audits.

Furthermore, 97.7% of respondents indicated that the curriculum is career-oriented and contributes to professional readiness. To reinforce this outcome, the institution introduced supplementary training programs focused on vocational education and employability skills. Career counseling sessions, industry expert talks, and interactive workshops were integrated into the co-curricular schedule to enhance student preparedness for competitive career environments.

Regarding pedagogical effectiveness, approximately 92.8% of students expressed satisfaction with the faculty's ability to generate interest in the subject matter. To further strengthen this dimension, the faculties attended training programmes and Faculty Development Programs (FDPs) emphasizing active learning, ICT integration, and student engagement strategies. Emphasis was placed on adopting blended teaching methods to meet diverse learner needs.



Although the feedback on library resources was largely positive (88.2%), students recommended updating collections in accordance with recent curricular changes. Consequently, the college allocated budgetary resources to augment the physical and digital collections of the library, while also providing students with orientation on accessing online academic databases like N-List.

In the area of academic mentorship, 74.8% of students acknowledged regular follow-up by assigned mentors, while 21.1% reported that such interaction occurred occasionally. Recognizing this, the college formalized the mentoring process by assigning each faculty a fixed number of mentees and ensuring that records of periodic academic and personal guidance were maintained.

Feedback also highlighted a strong level of satisfaction with the internal assessment process (95.8%) and doubt-resolution mechanisms (96.3%). To maintain and enhance these standards, faculty members were encouraged to provide timely, structured feedback to students, offer remedial sessions where necessary, and remain accessible for academic consultations.

A notable 91.8% of respondents believed that the curriculum supports the overall development of personality. To sustain this outcome, the institution expanded its focus on co-curricular enrichment through leadership development activities, community engagement programs, and personality enhancement workshops.

In response to the preference expressed by 68.3% of students for hybrid or offline learning, the college invested in ICT infrastructure to facilitate blended learning. Smart classrooms were enhanced with audio-visual tools, and digital content sharing was integrated into the teaching methodology to ensure continuity of instruction across modes using Moodle and Microsoft Teams.

Finally, satisfaction with content delivery (96.9%) reinforced the college's existing academic practices. Nonetheless, continuous improvement remains a strategic priority, and faculty were encouraged to adopt reflective teaching practices and student feedback mechanisms at the course level.

In conclusion, the insights drawn from the student feedback process were instrumental in shaping quality enhancement initiatives across curricular and co-curricular domains. The institution remains committed to a feedback-driven culture, wherein actionable inputs are



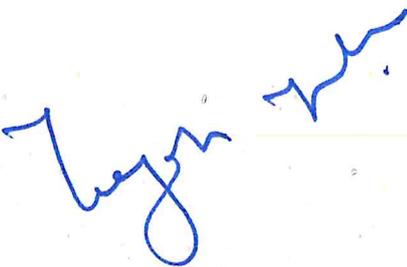
translated into concrete measures that foster academic excellence and student development.

Teachers are strongly encouraged to participate in a variety of professional development initiatives, including Faculty Induction Programs, Refresher Courses, Faculty Development Programs, Seminars, and Workshops. These programs are thoughtfully designed to enhance their teaching strategies and techniques, allowing them to create more engaging and interactive classroom experiences.

Scheduled sessions are set to address student queries, empowering mentors to conduct regular follow-ups that foster communication and support, ultimately inspiring growth and learning.

Co-curricular activities have been implemented to strengthen students' communication skills and build their confidence. These practical experiences effectively refine their self-expression and are vital for achieving success in both academic and professional environments.




Principal
Sri K. K. Shastri Government Commerce College
Maninagar (E), Ahmedabad.