



SARDAR PATEL UNIVERSITY

VALLABH VIDYANAGAR - 388 120, GUJARAT

NAAC-ACCREDITED 'A' GRADE WITH CGPA 3.25, (23-1-2017 TO 22-1-2022)

Website : www.spuvvn.edu



Criterion : 1

Key Indicator : 1.4 Feedback System

Metric No. : 1.4.1



"Every citizen of India must remember that he is an Indian and he has every right in this country but with certain duties."

- Sardar Patel

Structured Feedback on Curriculum

The departments of Sardar Patel University regularly collect the feedback from the students at the end of each semester. The feedback form is prepared considering several essential parameters related to the syllabus being taught, the teaching-learning-evaluation methods. For example, the questions related to the syllabus pertain to its quality, effectiveness of its delivery, its relevance to the need of recent times. Printed copies of the feedback form are circulated among the students keeping their identity anonymous. The filled forms are collected and the responses to the questions are digitized for appropriate statistical analysis. Teachers' feedback on several aspects of teaching-learning-evaluation and administration, is also obtained and analysed simultaneously through online platform. The results of the analysis are studied carefully to identify the problems/issues which need to be rectified/addressed for further improvement in the student-centric activities of the department. The issues are proactively addressed after critical discussion at the department level and, at the university level if necessary. The feedback from the alumni is collected by the departments as well as the university. Apart from the alumni association of the university, each department of the university has an active mechanism for interaction with the alumni and, alumni meetings are organized frequently. Various issues related to the department and the university are discussed during the meeting and, their ideas, suggestions for the improvement in the performance of the university, in general, are taken into consideration. At the university level, the alumni feedback is mainly collected through on-line means.

Present report gives a comprehensive analysis of the feedback from students, teachers and alumni. Accordingly, the analysis is divided into three segments:

- A. Feedback of Students
- B. Feedback of Alumni
- C. Feedback of Teachers

A. Feedback of Students

(A) Number of Feedback Received in Last Five Years

| Year | Number of Students |
|--------------|--------------------|
| 2016-17 | 1070 |
| 2017-18 | 1091 |
| 2018-19 | 1186 |
| 2019-20 | 1202 |
| 2020-21 | 1300 |
| Total | 5849 |

(B) Questions Asked

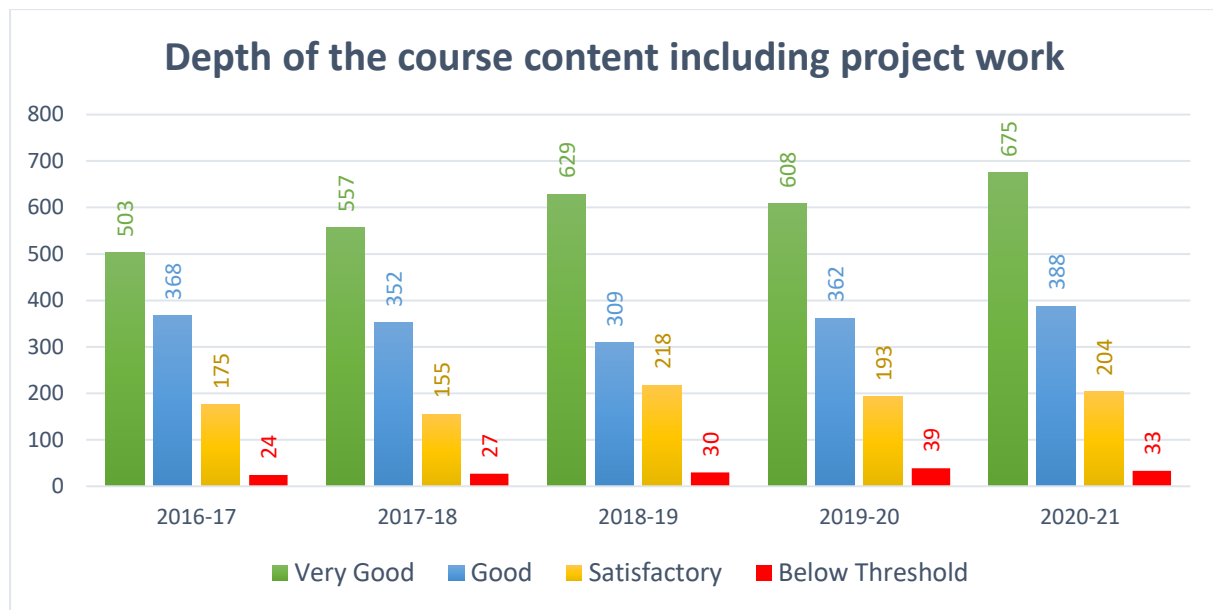
| Question | |
|-----------------|---|
| Q1 | Depth of the course content including project work if any |
| Q2 | Extent of coverage of course |
| Q3 | Applicability/relevance to real life situations |
| Q4 | Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) |
| Q5 | Clarity and relevance of textual reading material |
| Q6 | Relevance of additional source material (Library) |
| Q7 | Extent of effort required by students |
| Q8 | The choice of courses offered was |
| Q9 | What do you think should be the ratio of optional courses to the total number of general courses? |
| Q10 | Was the practical/ studio/ workshop component of your courses sequenced integrally with theory classes? |
| Q11 | Were the laboratories/studios/workshops adequately equipped and properly maintained? |
| Q12 | What is your opinion of the library holdings for your subject? |
| Q13 | Were you able to get the prescribed readings? |

(C) Analysis of the Feedback Received

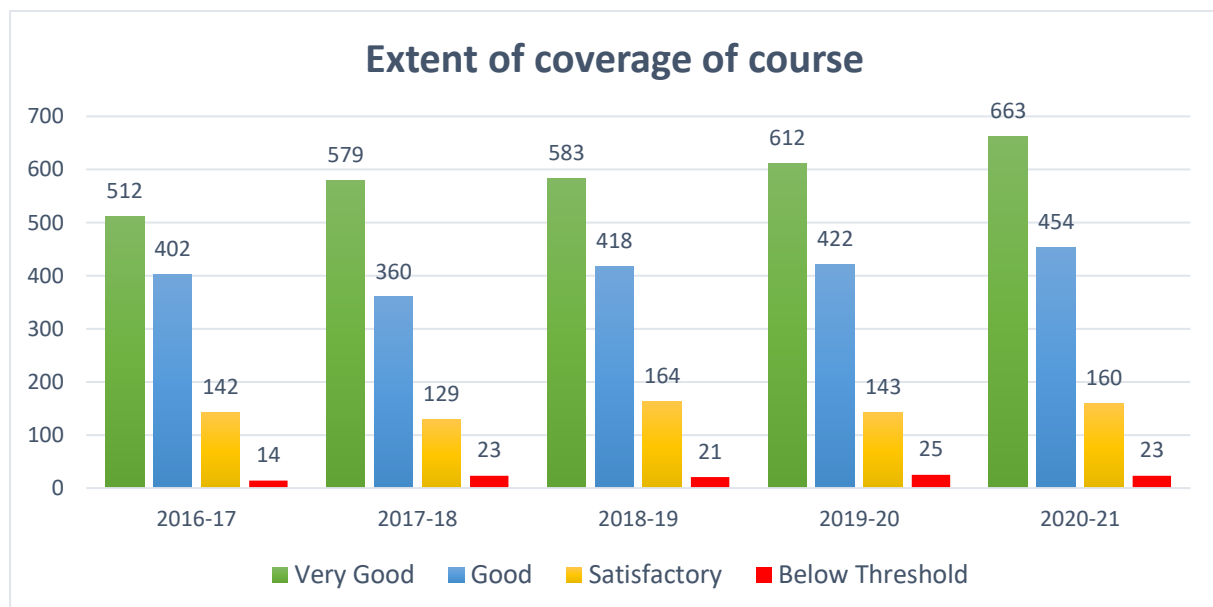
| | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | | 2020-21 | | | |
|------------|---------|-----|-----|-----|---------|-----|-----|-----|---------|-----|-----|-----|---------|-----|-----|-----|---------|-----|-----|-----|
| | V | G | S | B | V | G | S | B | V | G | S | B | V | G | S | B | V | G | S | B |
| Q1 | 503 | 368 | 175 | 24 | 557 | 352 | 155 | 27 | 629 | 309 | 218 | 30 | 608 | 362 | 193 | 39 | 675 | 388 | 204 | 33 |
| % | 47 | 34 | 16 | 2 | 51 | 32 | 14 | 2 | 53 | 26 | 18 | 3 | 51 | 30 | 16 | 3 | 52 | 30 | 16 | 3 |
| Q2 | 512 | 402 | 142 | 14 | 579 | 360 | 129 | 23 | 583 | 418 | 164 | 21 | 612 | 422 | 143 | 25 | 663 | 454 | 160 | 23 |
| % | 48 | 38 | 13 | 1 | 53 | 33 | 12 | 2 | 49 | 35 | 14 | 2 | 51 | 35 | 12 | 2 | 51 | 35 | 12 | 2 |
| Q3 | 504 | 392 | 164 | 10 | 560 | 368 | 138 | 25 | 566 | 406 | 201 | 13 | 601 | 400 | 163 | 38 | 649 | 438 | 187 | 25 |
| % | 47 | 37 | 15 | 1 | 51 | 34 | 13 | 2 | 48 | 34 | 17 | 1 | 50 | 33 | 14 | 3 | 50 | 34 | 14 | 2 |
| Q4 | 529 | 382 | 121 | 8 | 567 | 385 | 115 | 24 | 569 | 429 | 174 | 14 | 612 | 430 | 130 | 27 | 672 | 462 | 145 | 21 |
| % | 51 | 37 | 12 | 1 | 52 | 35 | 11 | 2 | 48 | 36 | 15 | 1 | 51 | 36 | 11 | 2 | 52 | 36 | 11 | 2 |
| Q5 | 519 | 385 | 148 | 14 | 592 | 351 | 123 | 25 | 605 | 404 | 158 | 19 | 650 | 384 | 141 | 27 | 718 | 415 | 145 | 22 |
| % | 49 | 36 | 14 | 1 | 54 | 32 | 11 | 2 | 51 | 34 | 13 | 2 | 54 | 32 | 12 | 2 | 55 | 32 | 11 | 2 |
| Q6 | 569 | 332 | 117 | 21 | 623 | 332 | 113 | 23 | 671 | 337 | 155 | 23 | 657 | 393 | 125 | 27 | 716 | 415 | 147 | 22 |
| % | 55 | 32 | 11 | 2 | 57 | 30 | 10 | 2 | 57 | 28 | 13 | 2 | 55 | 33 | 10 | 2 | 55 | 32 | 11 | 2 |
| Q7 | 538 | 373 | 114 | 16 | 566 | 388 | 110 | 27 | 593 | 407 | 170 | 16 | 628 | 425 | 122 | 27 | 697 | 455 | 128 | 20 |
| % | 52 | 36 | 11 | 2 | 52 | 36 | 10 | 2 | 50 | 34 | 14 | 1 | 52 | 35 | 10 | 2 | 54 | 35 | 10 | 2 |
| Q8 | 654 | 268 | 106 | 35 | 736 | 230 | 64 | 30 | 774 | 299 | 92 | 35 | 760 | 306 | 81 | 30 | 756 | 364 | 103 | 48 |
| % | 62 | 25 | 10 | 3 | 69 | 22 | 6 | 3 | 65 | 25 | 8 | 3 | 65 | 26 | 7 | 3 | 59 | 29 | 8 | 4 |
| Q9 | 268 | 411 | 281 | 103 | 271 | 398 | 246 | 124 | 321 | 367 | 350 | 160 | 333 | 350 | 305 | 203 | 370 | 422 | 294 | 198 |
| % | 25 | 39 | 26 | 10 | 26 | 38 | 24 | 12 | 27 | 31 | 29 | 13 | 28 | 29 | 26 | 17 | 29 | 33 | 23 | 15 |
| Q10 | 909 | 0 | 124 | 0 | 896 | 0 | 120 | 0 | 985 | 0 | 164 | 0 | 977 | 0 | 160 | 0 | 1065 | 0 | 172 | 0 |
| % | 88 | 0 | 12 | 0 | 88 | 0 | 12 | 0 | 86 | 0 | 14 | 0 | 86 | 0 | 14 | 0 | 86 | 0 | 14 | 0 |
| Q11 | 670 | 289 | 50 | 24 | 635 | 306 | 45 | 29 | 697 | 373 | 46 | 38 | 686 | 352 | 56 | 48 | 724 | 402 | 54 | 58 |
| % | 65 | 28 | 5 | 2 | 63 | 30 | 4 | 3 | 60 | 32 | 4 | 3 | 60 | 31 | 5 | 4 | 58 | 32 | 4 | 5 |
| Q12 | 663 | 327 | 37 | 36 | 589 | 376 | 44 | 33 | 686 | 431 | 52 | 32 | 699 | 384 | 55 | 39 | 751 | 428 | 61 | 35 |
| % | 62 | 31 | 3 | 3 | 57 | 36 | 4 | 3 | 57 | 36 | 4 | 3 | 59 | 33 | 5 | 3 | 59 | 34 | 5 | 3 |
| Q13 | 808 | 204 | 24 | 27 | 717 | 255 | 40 | 30 | 810 | 301 | 60 | 31 | 805 | 287 | 38 | 51 | 878 | 308 | 41 | 48 |
| % | 76 | 19 | 2 | 3 | 69 | 24 | 4 | 3 | 67 | 25 | 5 | 3 | 68 | 24 | 3 | 4 | 69 | 24 | 3 | 4 |

* (V) = Very Good, (G) = Good, (S) = Satisfactory and, (B) = Below Threshold

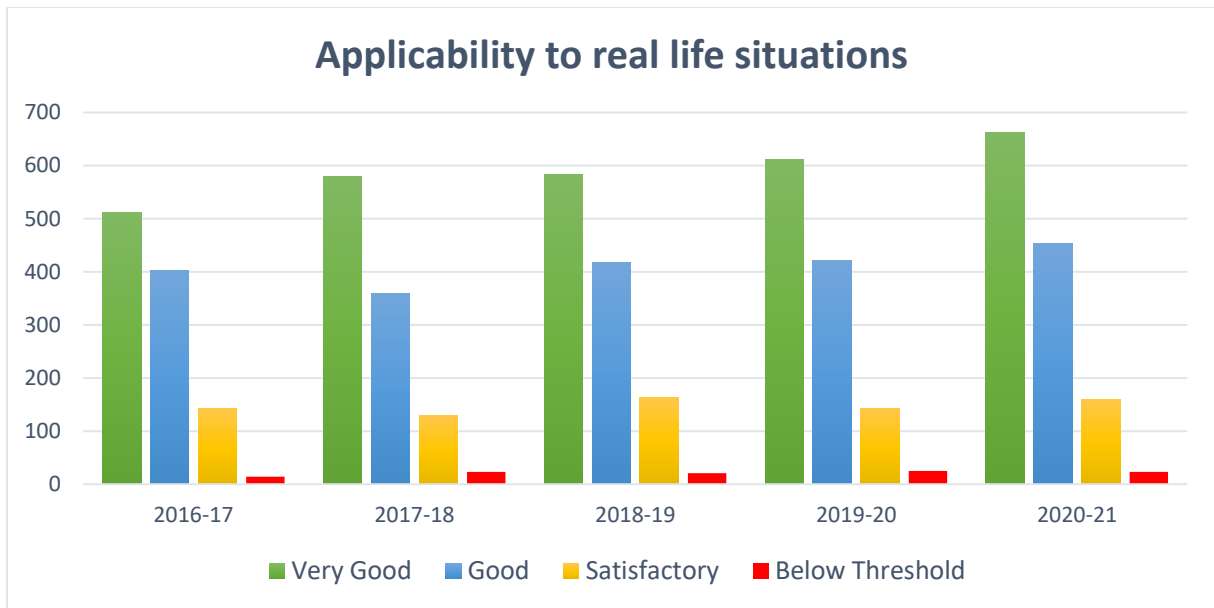
(D) Graphical Presentation of the Feedback Received



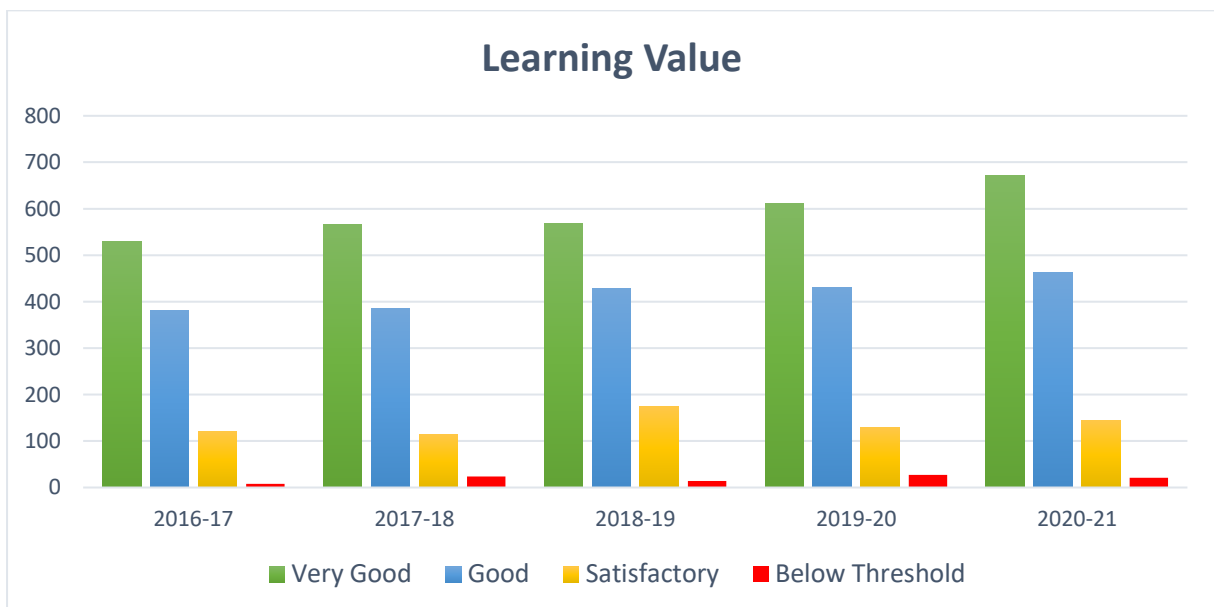
It was found from the feedback that more than 80% of the students each year believed that the depth of the course content is very good or good followed by the 15 % students who found it to be satisfactory while only 2 to 3 % students believed that it was below threshold.



The extent of the coverage of the course was graded very good or good by more than 85% of the students and 13% believed that it is satisfactory and only 2% of the total students giving feedbacks believed it to be threshold.

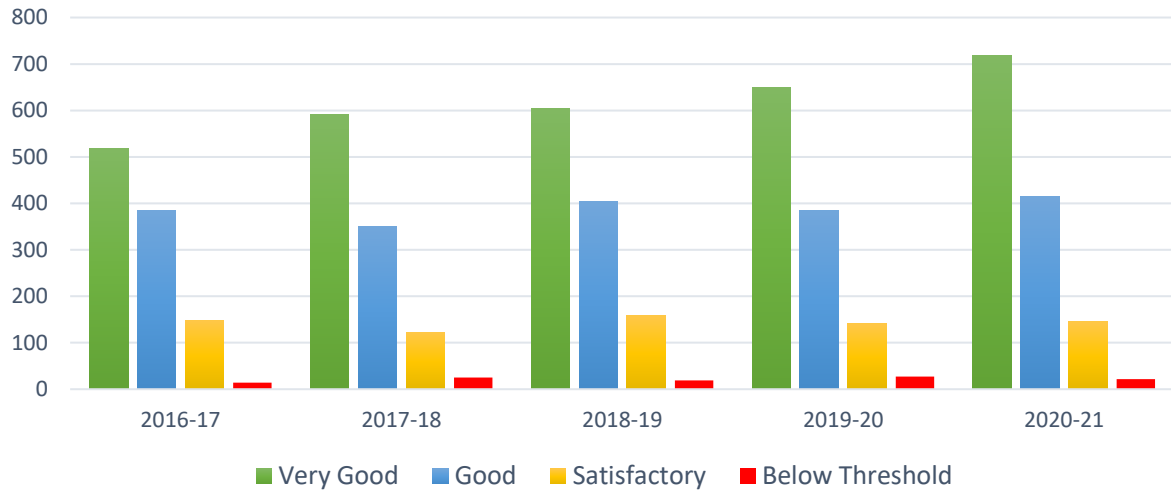


Knowledge is nothing if it can't be applied to real life situations. The students of SPU firmly believed that the curriculum here are applicable to real life situations which can be clearly seen in their feedback where more than 85% has graded it to be very good or good following by the 13% students believing that it is satisfactory and merely a 2% students believed it to be below threshold.



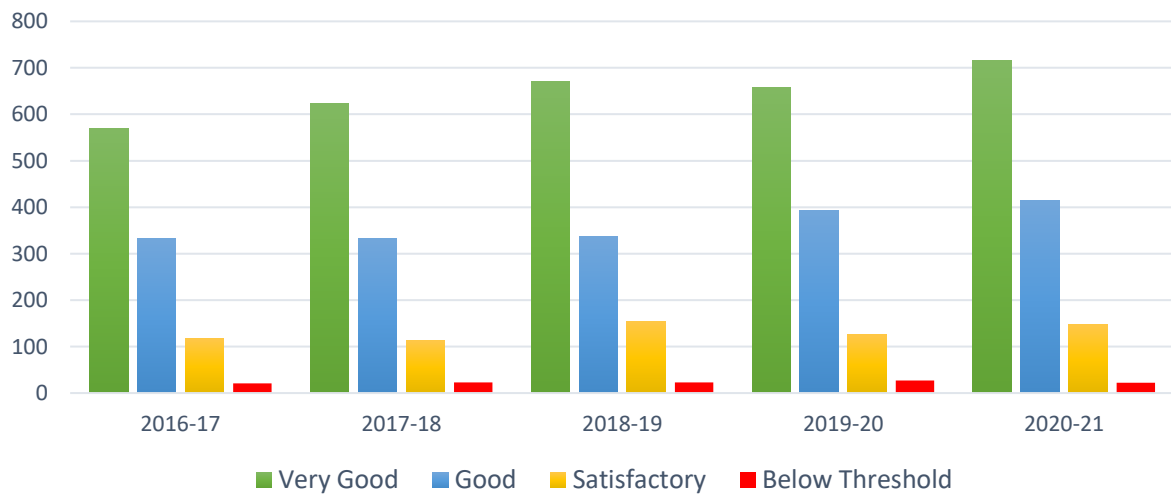
The data indicated that more than 82% students graded the learning value to be very good or good, the later 16% of the students graded it to be satisfactory and there were only 2% students who have graded it to be below threshold.

Clarity and relevance of textual reading material

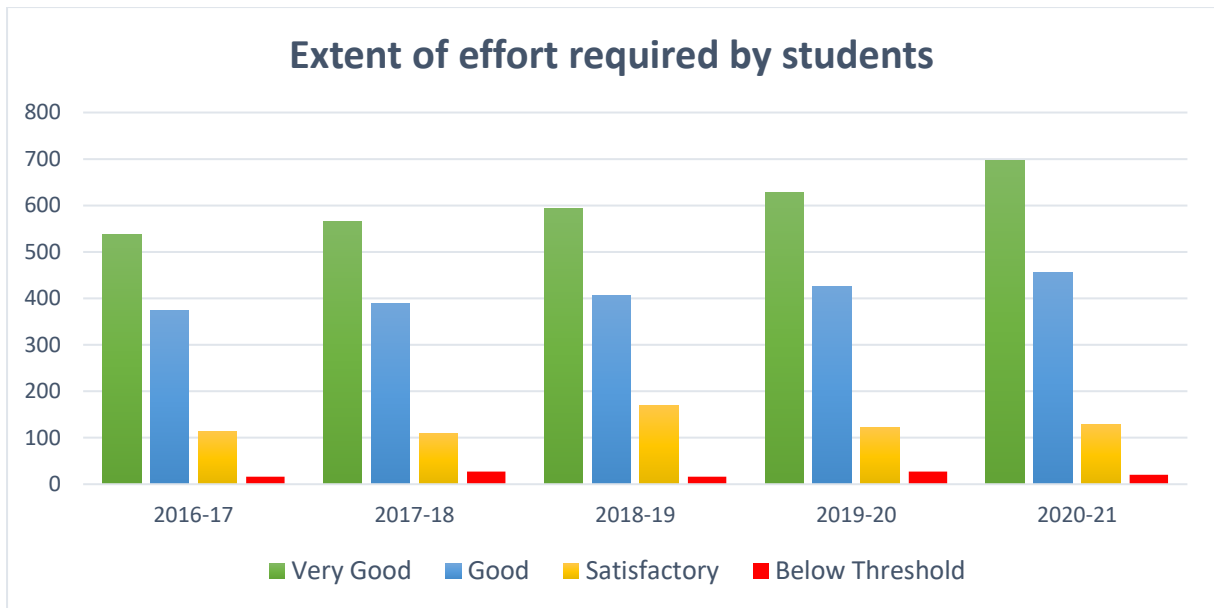


More than 85% of the total students has rated the clarity and relevance of the textual reading material to be either very good or good while 13% of the students believed it to be satisfactory and the rest 2% students have rated it to be below threshold.

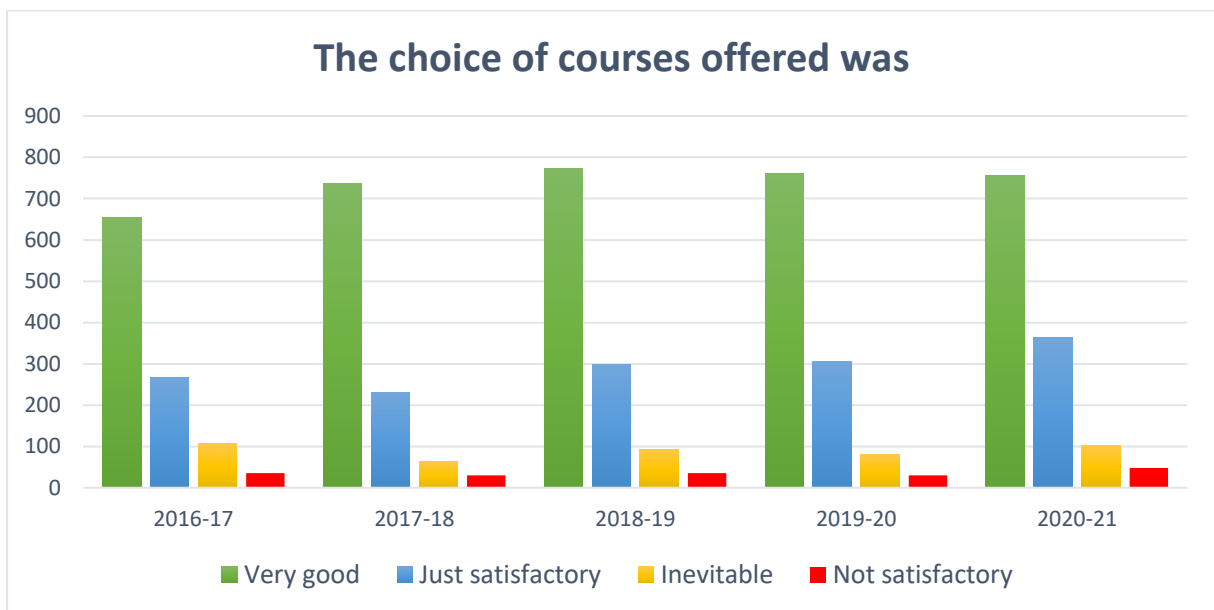
Relevance of additional source material (Library)



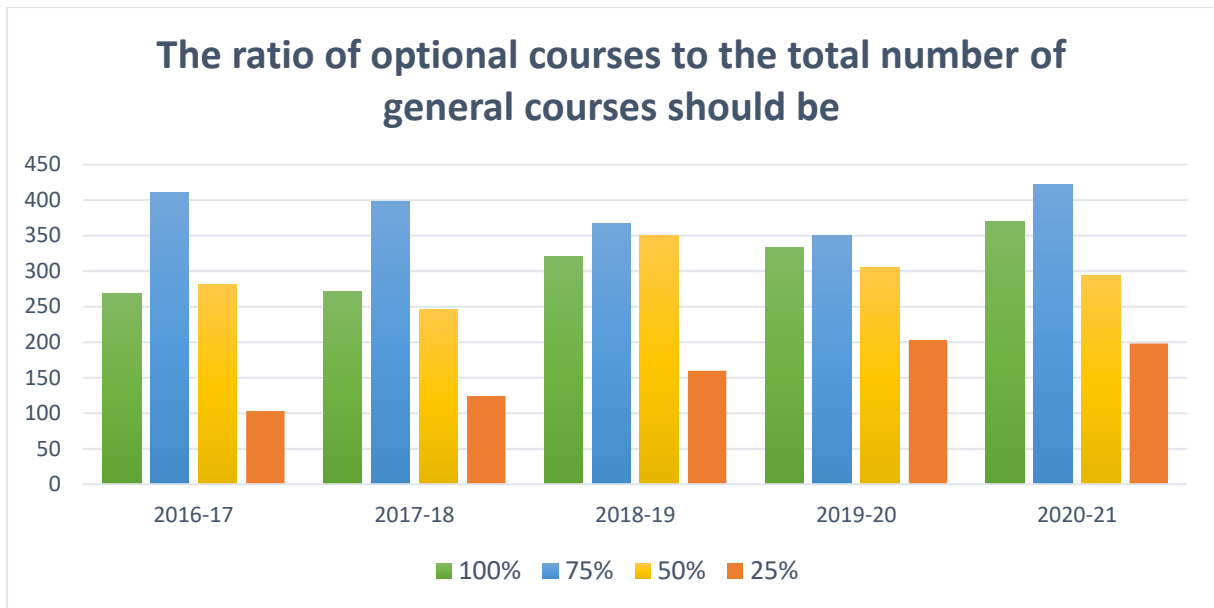
Relevance of the additional source material was rated very good by more than 54% of the students followed by the 32% students who believed it to be good while 11% of the students have rated it to be satisfactory and only 2% students graded it to be below threshold.



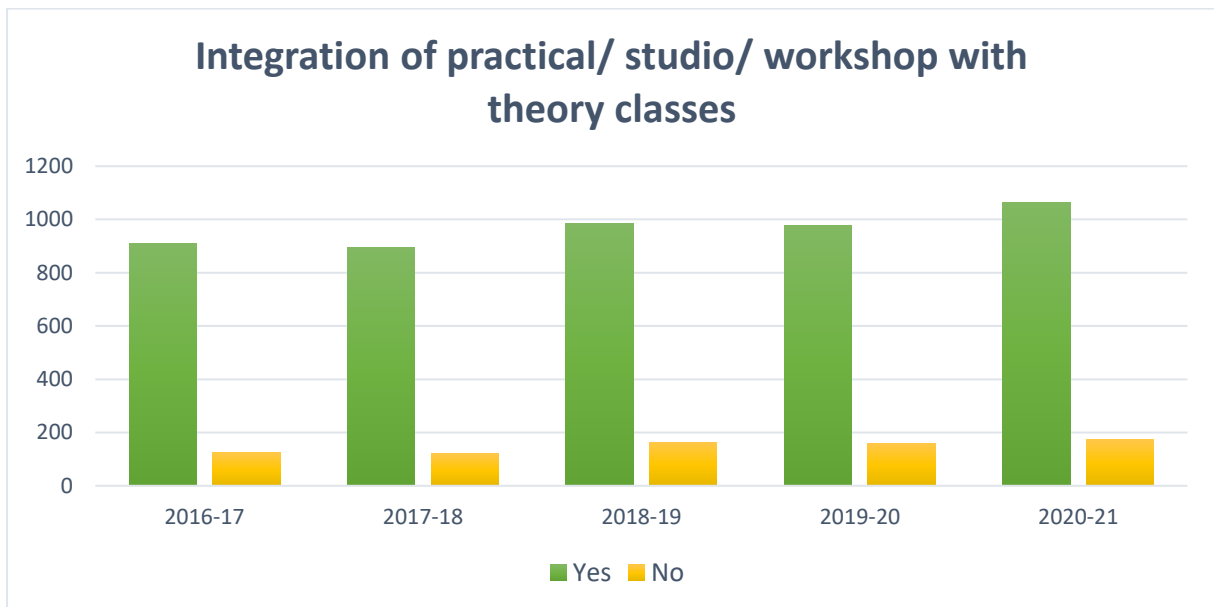
If the course content is pre-defined, proper guidance by faculty is provided and related reference are handy then the students won't require much efforts to master the content. In SPU these mechanism has been marked very good or good by almost 88% of the total students while 10% have rated it to be satisfactory and the rest 2% have observed it to be below threshold.



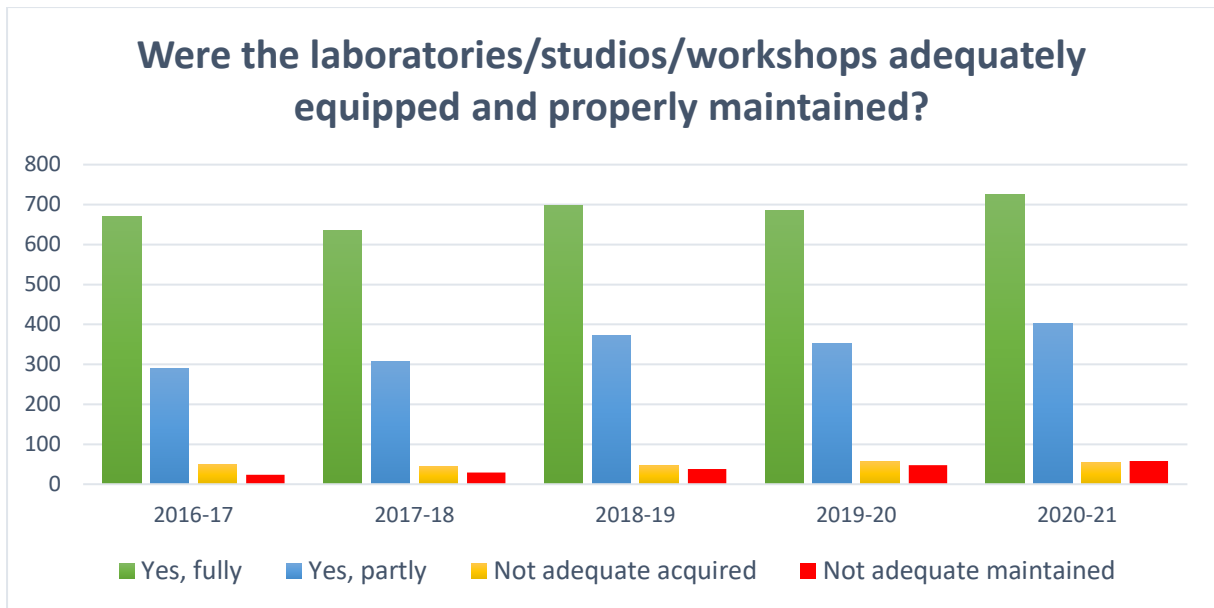
The choice of courses offered was graded very good or good by 87% of the students while 10% believed that it was satisfactory and 3% students have rated it to be below threshold.



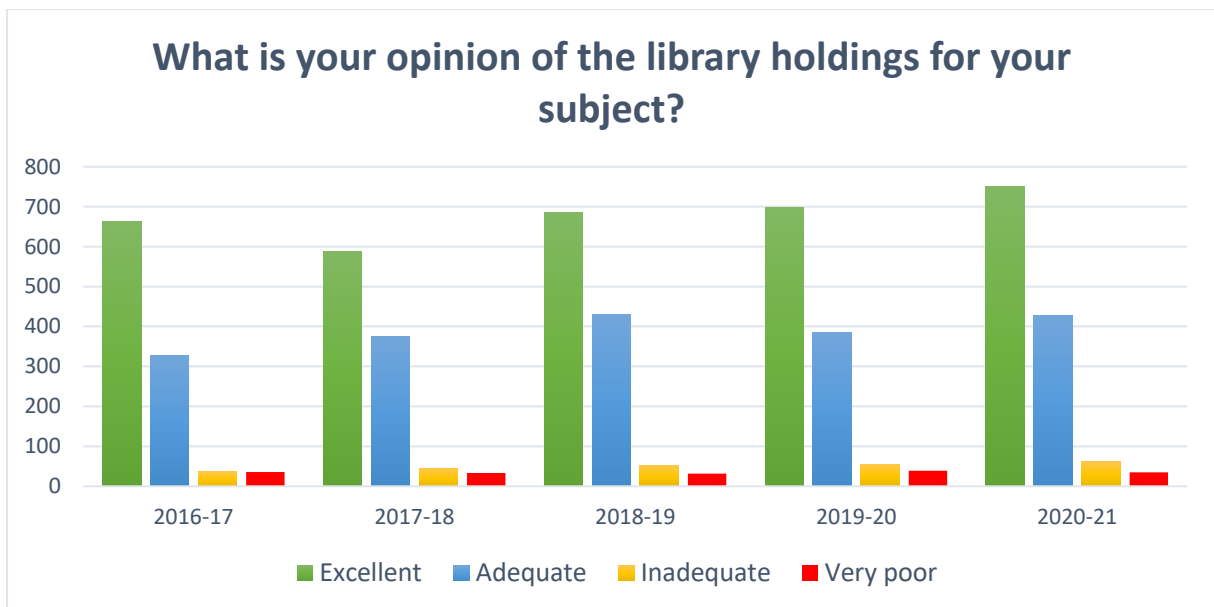
In this question, we tried to understand the scenario about offering optional courses from the students' end and in that we found the most heterogeneous groups as the students have given almost similar answer to each of the options, i.e., almost 20% to 25% students have opted for each option.



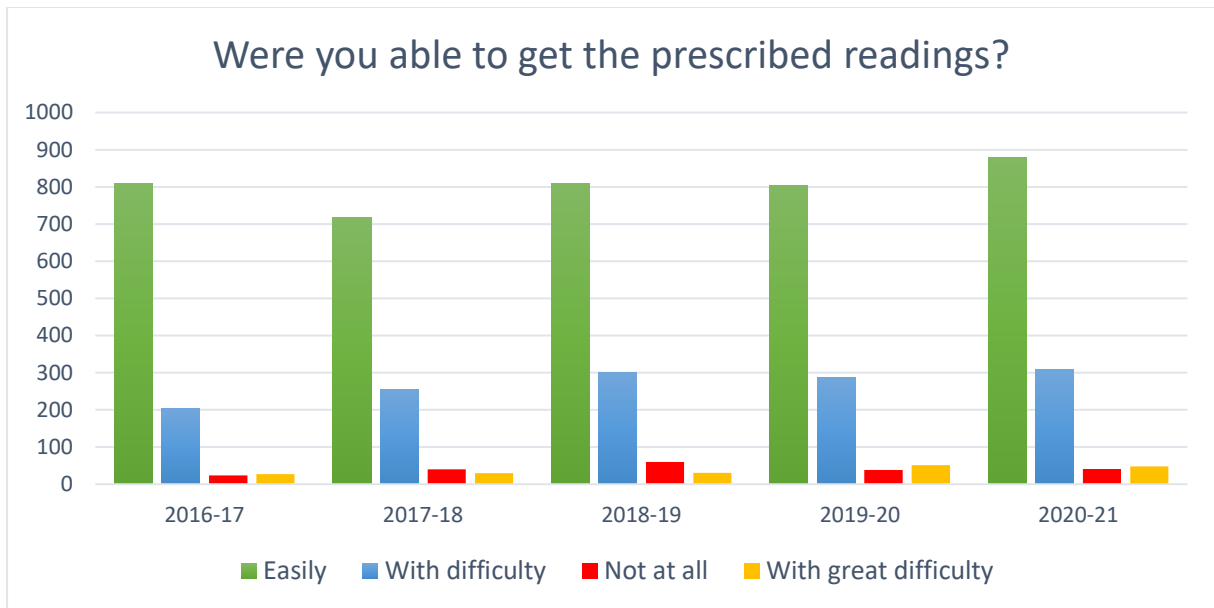
Almost 88% of the total students believed that practicals, studio and workshops are very well integrated with the theory classes while the rest 12% opposed the same.



93% of the total students replied that laboratories, studios and workshops are adequately equipped and properly maintained followed by the 5% students who believed that they are not adequately acquired and the rest 2% believed that they were not adequately maintained.



More than 60% of the students rated library holdings of their respective subjects to be excellent followed by the 33% of the students who have rated it to be adequate while 4% of the students believed it to be inadequate and the rest 3% considered it to be very poor.



The Central Library as well as departmental libraries are very-well equipped with the handful of resource materials. It can be visible in the feedbacks where more than 70% of the total students believed that they could easily find their prescribed readings from the library followed by the 25% of the students who found their prescribed readings with some difficulties while only 5% of the students either found their prescribed readings with great difficulty or not found it at all.

B. Feedback of Alumni

(A) Number of Feedback Received in Last Five Years

| Year | Number of Students |
|--------------|--------------------|
| 2016-17 | 179 |
| 2017-18 | 195 |
| 2018-19 | 291 |
| 2019-20 | 627 |
| 2020-21 | 195 |
| Total | 1487 |

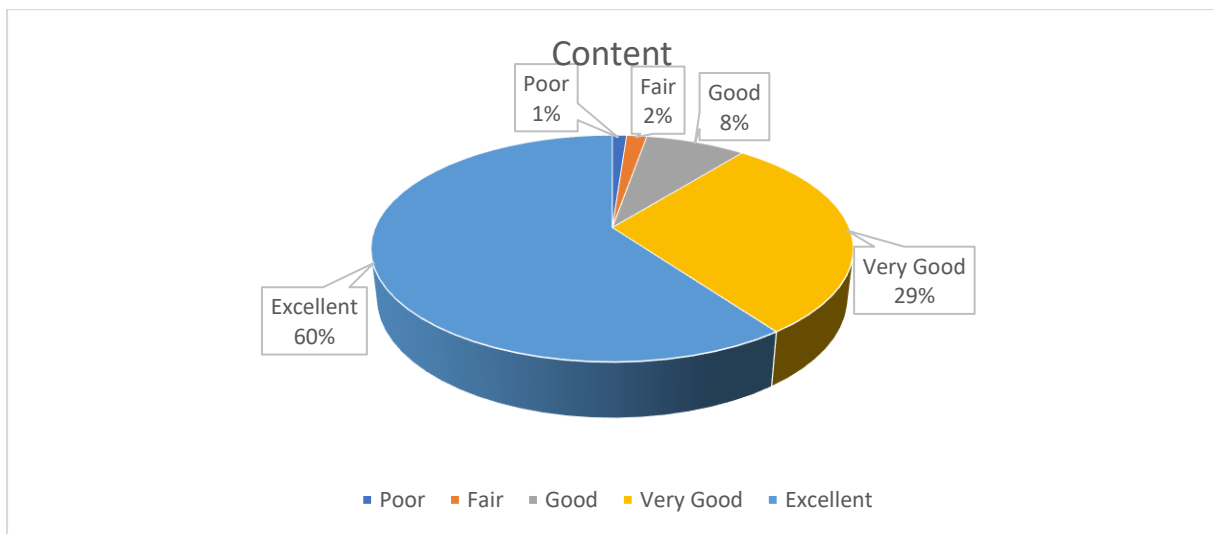
(B) Questions Asked

| Question | Keyword |
|---|--------------|
| Q1 Programme Content | Content |
| Q2 Quality of Teaching | Quality |
| Q3 Usefulness of Lab Practical/Field Training/Project Work | Project Work |
| Q4 Contribution of Syllabus content in Campus Placement and while seeking a job or in higher studies | Placement |
| Q5 Fairness of Evaluation | Evaluation |
| Q6 Interaction with Faculty | Interaction |
| Q7 Library Facilities | Library |

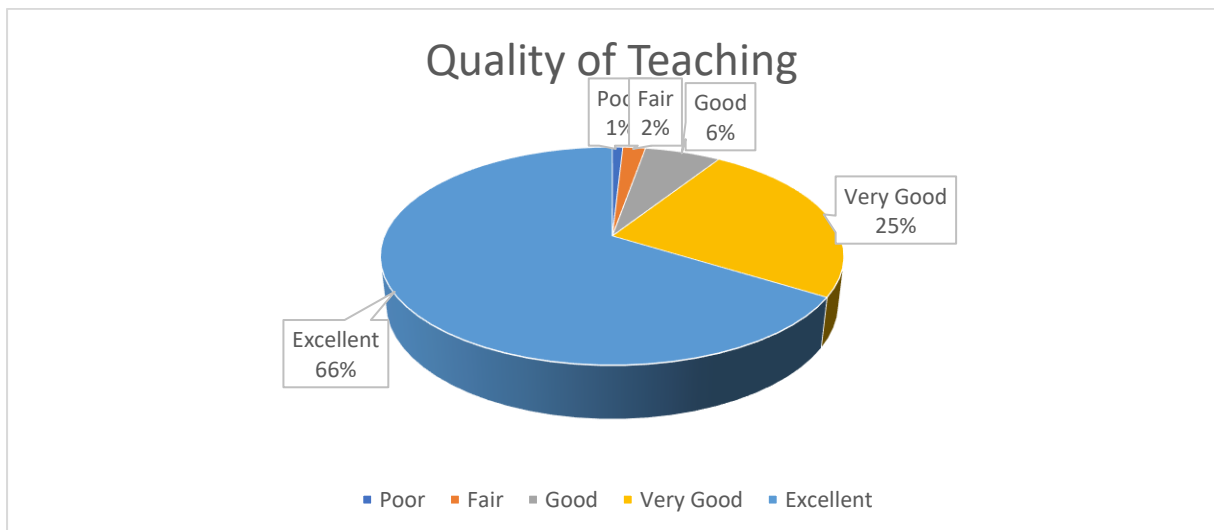
(C) Analysis of the Feedback Received

| Question Keyword | Poor | Fair | Good | Very Good | Excellent |
|------------------|------|------|------|-----------|-----------|
| Content | 17 | 24 | 119 | 435 | 892 |
| | 1% | 2% | 8% | 29% | 60% |
| Quality | 13 | 28 | 94 | 368 | 984 |
| | 1% | 2% | 6% | 25% | 66% |
| Project Work | 37 | 45 | 154 | 341 | 811 |
| | 3% | 3% | 11% | 25% | 58% |
| Placement | 66 | 76 | 260 | 425 | 660 |
| | 4% | 5% | 18% | 29% | 44% |
| Evaluation | 22 | 34 | 146 | 486 | 799 |
| | 1% | 2% | 10% | 33% | 54% |
| Interaction | 15 | 25 | 102 | 333 | 1012 |
| | 1% | 2% | 7% | 22% | 68% |
| Library | 29 | 31 | 125 | 322 | 980 |
| | 2% | 2% | 8% | 22% | 66% |

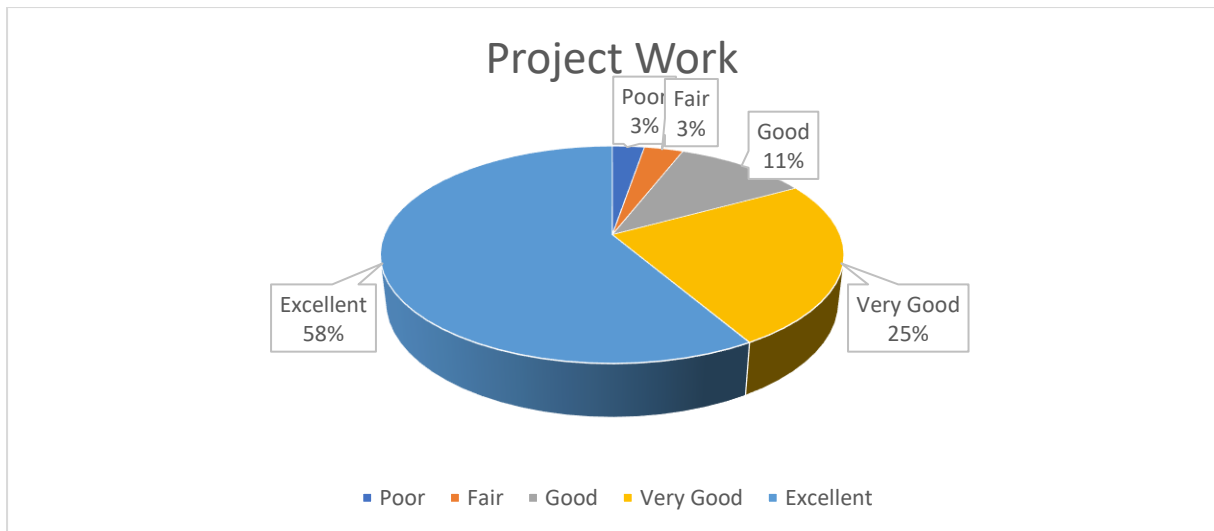
(D) Graphical Presentation of the Feedback Received



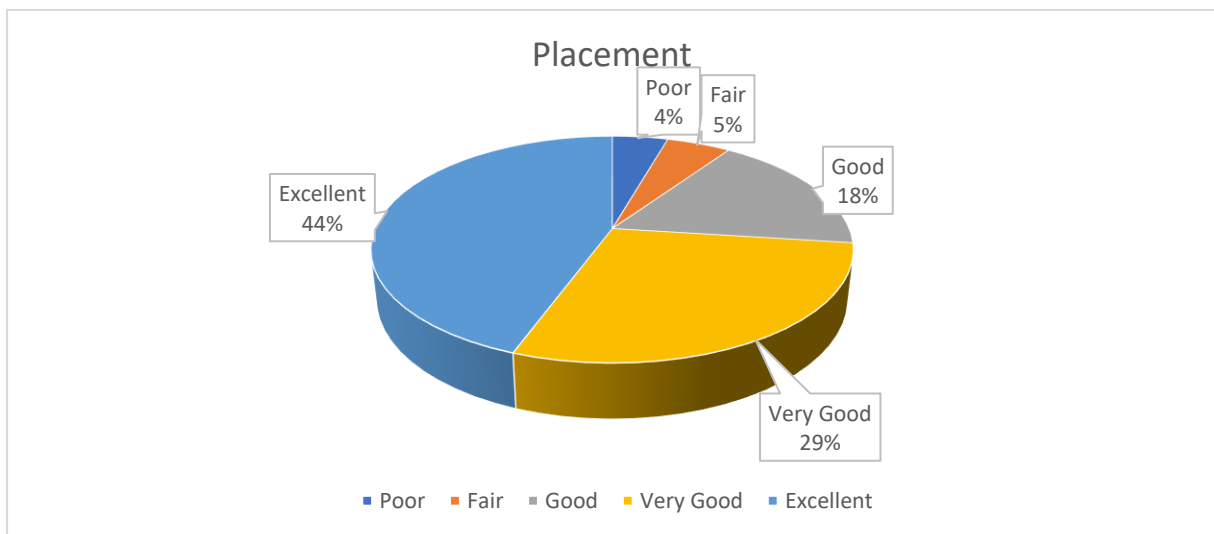
60 percent of the alumni suggested that the content is excellent with additional 29 percent suggesting that it was very good. Clubbing the two together about 90 percent alumni are appreciative about the content. Another 8 percent also suggested that its good. About 3 percent students recommend scope of improvement by suggesting that the existing content is either fair (2 percent) or poor. Accordingly, even to address the challenges identified by 2 percent alumni, their precious feedback was analyzed in terms of the extent of the coverage of the course, its applicability in real life as well as the values imbibed during the course.



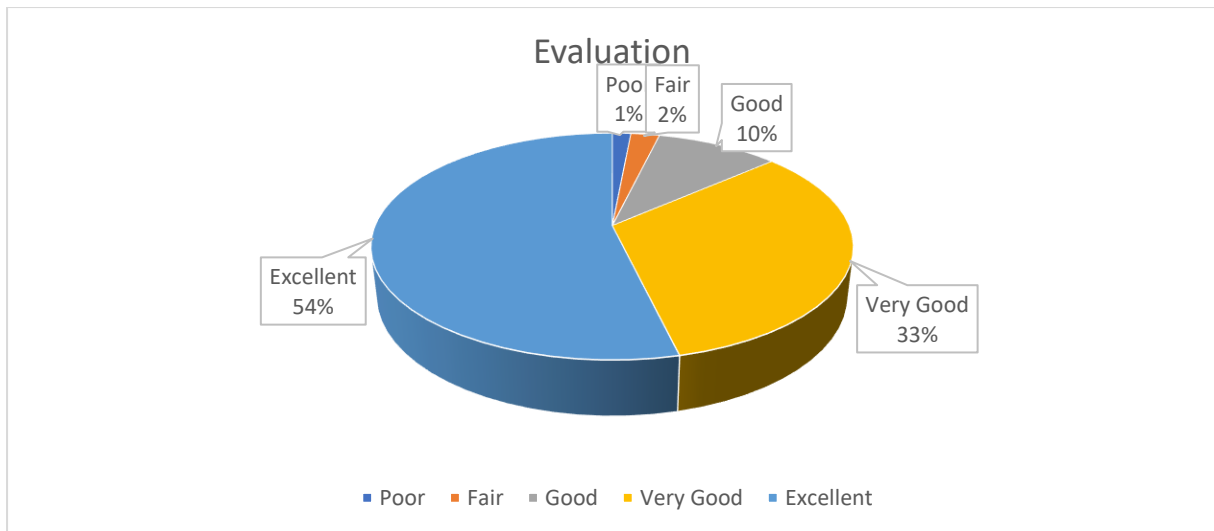
66 percent of the alumni have rated the teaching quality as excellent, an additional 25 percent as very good and 6 percent as good. Together they account for about 97 percent of the alumni subscribing to the good quality teaching in the university. For the rest of the alumni, constructive feedback analyzed. However, the overwhelming positive response suggests that even after passing out from the university, and spending time in the job-market, most of the alumni hold positive sentiments for the teachers from whom they've learnt.



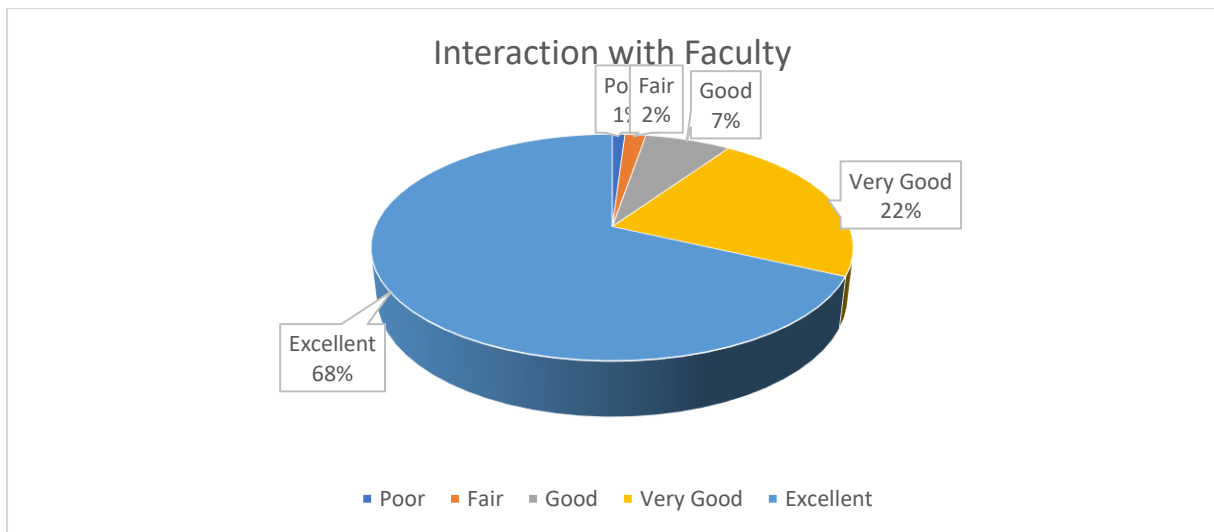
Usefulness of Lab Practical, Field Training and Project Work is reflected in the 94 percent positive response from the alumni, comprising of 58 percent response as excellent, 25 percent very good and 11 percent good. Such positive response is also suggestive of the fact that the labs used are adequately equipped and properly maintained. Feedback was analyzed for the rest of the 6 percent of alumni.



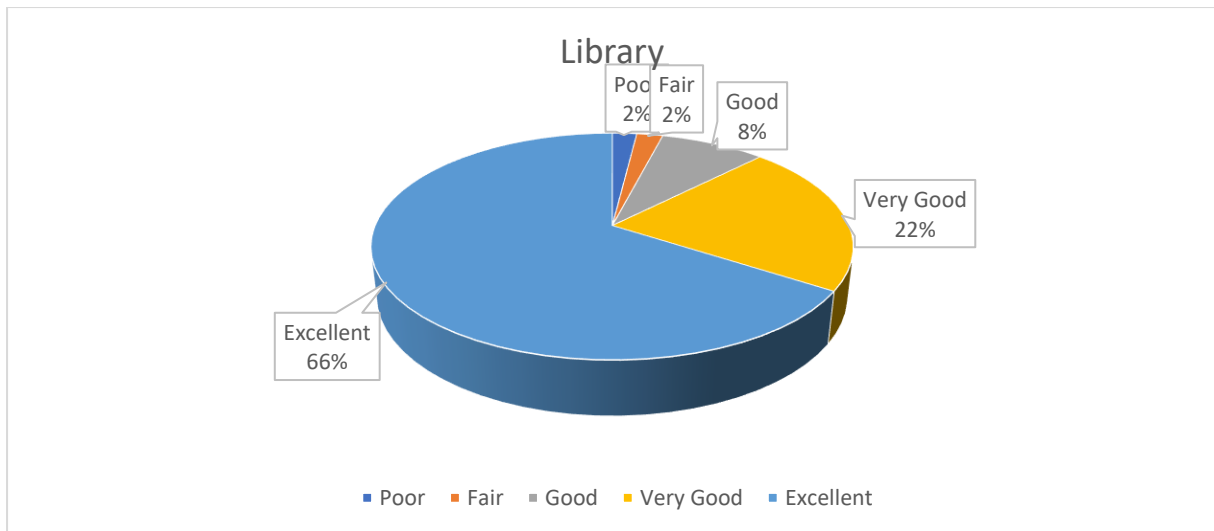
Contribution of Syllabus content in Campus Placement and while seeking a job or in higher studies received a positive response as high as excellent and very good by 44 percent and 29 percent students. An additional 18 percent students suggested that the contribution of curriculum in the placement was good. When students display their knowledge, skills and values during various placement performance criteria, the contribution of designing the curriculum and pedagogy plays a pivotal role to assure relevance of the knowledge and imbibing the skills and values. Opinions of 9 percent respondents who felt that the feedback was fair or good were analyzed to enhance curriculum with specific focus on the requirements by the job-market.



An overwhelming 97 percent of alumni subscribe to the fairness in evaluation as excellent (54 percent), very good (33 percent) and good (10 percent). About 2 percent felt its fair and 1 percent felt that it was poor. The systems established in the university examination maintains anonymity of the students taking exam using the barcode system and non-disclosure of identity. Involvement of external examiners and evaluators in theory and practical evaluation further enhances a transparent evaluation system.



Faculties play a pivotal role in imbibing necessary knowledge, skills, and values among the students. An easy access to teachers, and interaction with faculties instills confidence among students through discussions and clarifications of doubts without hesitations. 68 percent alumni felt that the interaction with faculties was excellent, 22 percent felt it was very good and 7 percent felt it was good. 2 percent felt faculty interaction was fair and 1 percent that it was poor.



Library is one of the richest sources of important information and knowledge resources. Use of the library resources to substantiate class discussions as well as adding to the existing base of knowledge is important. With regards to library holdings and availability of prescribed readings, 66 percent alumni responded with an expression that its excellent, 22 percent expressed it to be very good and 8 percent felt it was good. 2 percent felt it was fair and 2 percent that it was poor. The data was carefully analyzed for further improving the respective aspects to proceed one step further in enhancing existing and forthcoming students' experiences on the basis of the alumni feedback.

C. Feedback of Teachers

(A) Number of Feedback Received in Last Five Years

| Year | Number of Teachers |
|---------|--------------------|
| 2017-18 | 126 |
| 2018-19 | 129 |
| 2019-20 | 131 |
| 2020-21 | 192 |

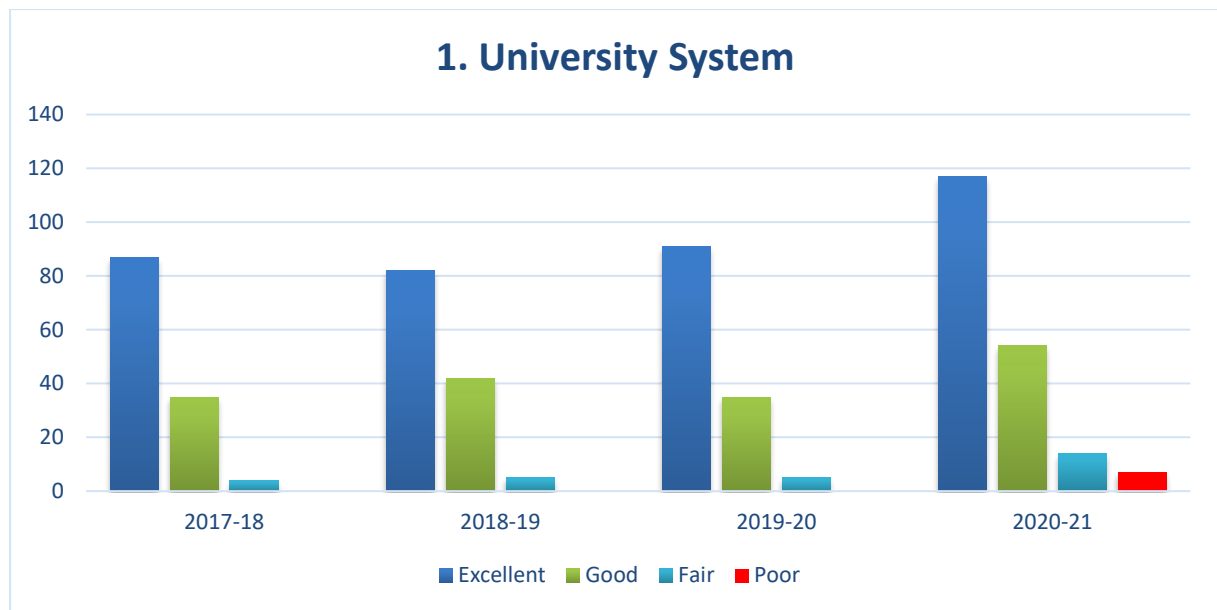
(B) Questions Asked

| Question | Keyword |
|---|-------------------|
| Q1 The university system and mechanism for design and development of curriculum | University System |
| Q2 Board of studies (BOS) concern for updation and relevance of programme | BOS Concern |
| Q3 Timely updation of curriculum | Updation |
| Q4 Relevance of Curriculum | Relevance |
| Q5 Degree of Practical and Skill-based content in the syllabus | Skill Based |
| Q6 Academic autonomy in curriculum delivery | Autonomy |
| Q7 Availability and on-campus access of On-line teaching-learning resources | E-Resources |
| Q8 Programmes (Orientation/Refresher Courses/Training/Professional Development/Faculty Development/QIP etc.) facilitated by the University. | OP/RC |
| Q9 Academic Ecosystem for Learning | Ecosystem |
| Q10 Employability of the students after completion of the programme | Employability |
| Q11 Present Pattern of Continuous Evaluation System | Evaluation |
| Q12 Adequacy and transparency in evaluation and assessment process | Transparency |
| Q13 Research ecosystem in the campus | Research |

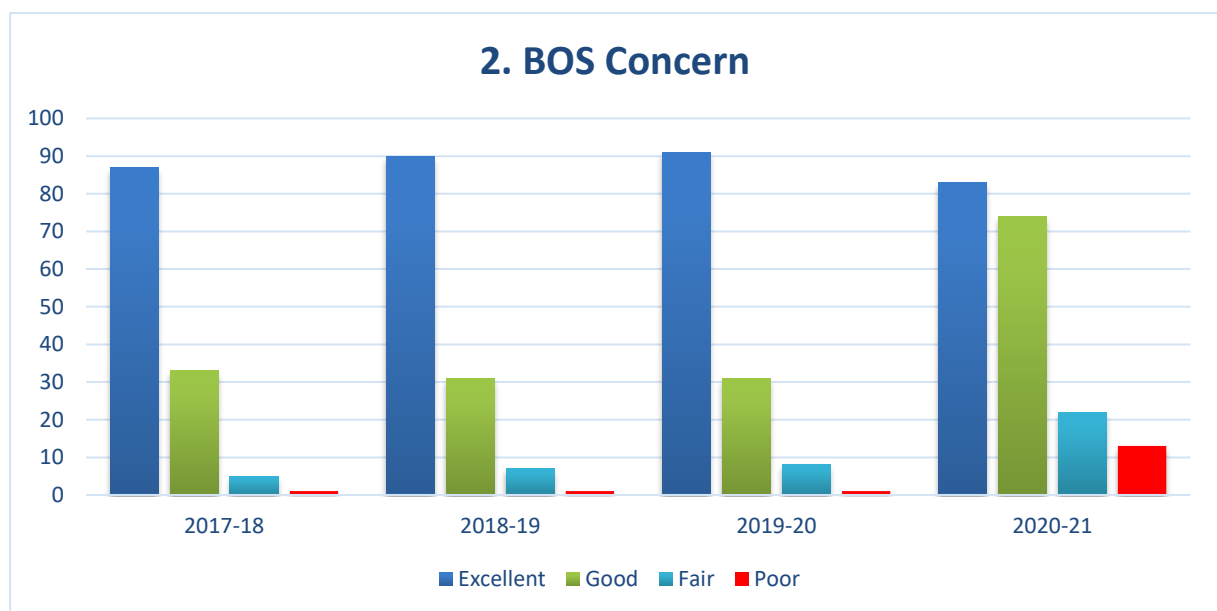
(C) Analysis of the Feedback Received

| | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | | 2020-21 | | | |
|------------|---------|----|----|---|---------|----|----|---|---------|----|----|---|---------|----|----|----|
| | E | G | F | P | E | G | F | P | E | G | F | P | E | G | F | P |
| Q1 | 87 | 35 | 4 | 0 | 82 | 43 | 5 | 0 | 91 | 35 | 5 | 0 | 117 | 54 | 14 | 7 |
| % | 69 | 28 | 3 | 0 | 63 | 33 | 4 | 0 | 69 | 27 | 4 | 0 | 61 | 28 | 7 | 4 |
| Q2 | 87 | 33 | 5 | 1 | 90 | 32 | 7 | 1 | 91 | 31 | 8 | 1 | 83 | 74 | 22 | 13 |
| % | 69 | 26 | 4 | 1 | 69 | 25 | 5 | 1 | 70 | 23 | 6 | 1 | 44 | 38 | 11 | 7 |
| Q3 | 80 | 40 | 6 | 0 | 83 | 41 | 6 | 0 | 91 | 31 | 9 | 0 | 102 | 72 | 14 | 4 |
| % | 63 | 32 | 5 | 0 | 64 | 32 | 4 | 0 | 70 | 24 | 7 | 0 | 53 | 38 | 7 | 2 |
| Q4 | 88 | 36 | 1 | 1 | 90 | 38 | 1 | 1 | 89 | 39 | 2 | 1 | 97 | 65 | 22 | 8 |
| % | 70 | 28 | 1 | 1 | 69 | 29 | 1 | 1 | 68 | 30 | 1 | 1 | 51 | 34 | 11 | 4 |
| Q5 | 65 | 49 | 10 | 2 | 63 | 55 | 10 | 2 | 67 | 50 | 11 | 3 | 104 | 60 | 22 | 6 |
| % | 52 | 39 | 8 | 1 | 49 | 42 | 8 | 1 | 51 | 38 | 9 | 2 | 54 | 31 | 12 | 3 |
| Q6 | 80 | 35 | 9 | 2 | 80 | 39 | 8 | 3 | 81 | 37 | 10 | 3 | 69 | 78 | 27 | 18 |
| % | 64 | 28 | 7 | 1 | 62 | 30 | 6 | 2 | 62 | 28 | 8 | 2 | 36 | 41 | 14 | 9 |
| Q7 | 51 | 53 | 17 | 5 | 57 | 51 | 16 | 6 | 63 | 47 | 14 | 7 | 109 | 62 | 17 | 4 |
| % | 41 | 42 | 13 | 4 | 44 | 39 | 12 | 5 | 48 | 36 | 11 | 5 | 57 | 32 | 9 | 2 |
| Q8 | 85 | 33 | 6 | 2 | 88 | 35 | 5 | 2 | 90 | 33 | 5 | 3 | 66 | 85 | 32 | 9 |
| % | 68 | 26 | 5 | 1 | 68 | 27 | 4 | 1 | 69 | 25 | 4 | 2 | 34 | 44 | 17 | 5 |
| Q9 | 47 | 65 | 13 | 1 | 53 | 64 | 12 | 1 | 60 | 57 | 12 | 1 | 94 | 76 | 16 | 6 |
| % | 37 | 52 | 10 | 1 | 41 | 49 | 9 | 1 | 46 | 44 | 9 | 1 | 49 | 40 | 8 | 3 |
| Q10 | 43 | 60 | 22 | 1 | 48 | 62 | 19 | 1 | 49 | 60 | 20 | 2 | 132 | 48 | 8 | 4 |
| % | 34 | 47 | 18 | 1 | 37 | 48 | 14 | 1 | 37 | 46 | 15 | 2 | 69 | 25 | 4 | 2 |
| Q11 | 67 | 51 | 6 | 2 | 68 | 56 | 4 | 2 | 72 | 51 | 5 | 3 | 128 | 52 | 8 | 4 |
| % | 53 | 41 | 5 | 1 | 52 | 44 | 3 | 1 | 55 | 39 | 4 | 2 | 67 | 27 | 4 | 2 |
| Q12 | 88 | 32 | 6 | 0 | 93 | 32 | 5 | 0 | 93 | 32 | 6 | 0 | 120 | 51 | 16 | 5 |
| % | 70 | 25 | 5 | 0 | 71 | 25 | 4 | 0 | 71 | 25 | 4 | 0 | 62 | 27 | 8 | 3 |
| Q13 | 55 | 55 | 13 | 3 | 65 | 49 | 11 | 5 | 68 | 48 | 10 | 5 | 128 | 50 | 10 | 4 |
| % | 44 | 44 | 10 | 2 | 50 | 38 | 8 | 4 | 52 | 37 | 7 | 4 | 67 | 26 | 5 | 2 |

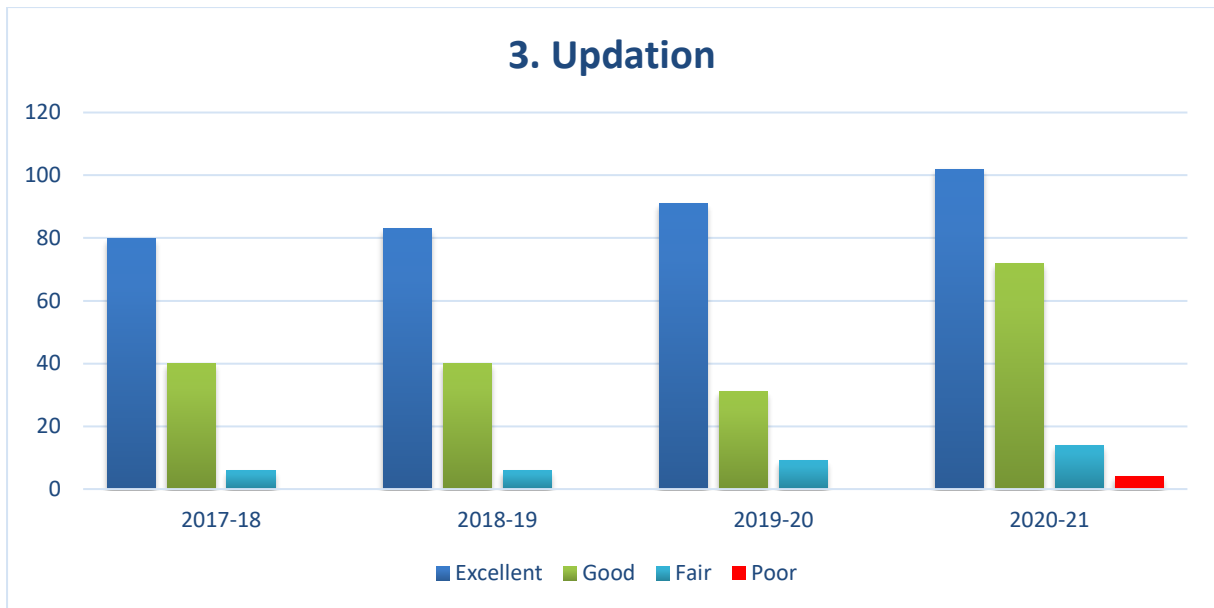
(D) Graphical Presentation of the Feedback Received



It can be clearly stated from the above data that more than 95% of the faculty believes that the university system and mechanism for design and development of curriculum is either good or excellent whereas only 5% of the faculty grades it as fair or poor.



Concern of Board of Studies for updating and relevance of the programme was graded good or above by almost 95% of the total faculty while 5% faculty rated it below 'fair' criteria. It can be clearly stated from the data that Board of Studies concern is accurate for updating and relevance of the programme.



The university system for the timely updation of the curriculum was marked excellent or good by 95% of the total faculty and the rest believed that there is some more scope for improvements in this section. Faculties are convinced that the university is taking utmost steps for timely updation of the curriculum.



Almost 97% faculty believed that the relevance of the curriculum is excellent or good and only a few faculty believed it to be either fair or poor. The faculties are stern in their belief that the syllabus of the programmes are highly relevant to the local, regional, national and global needs.

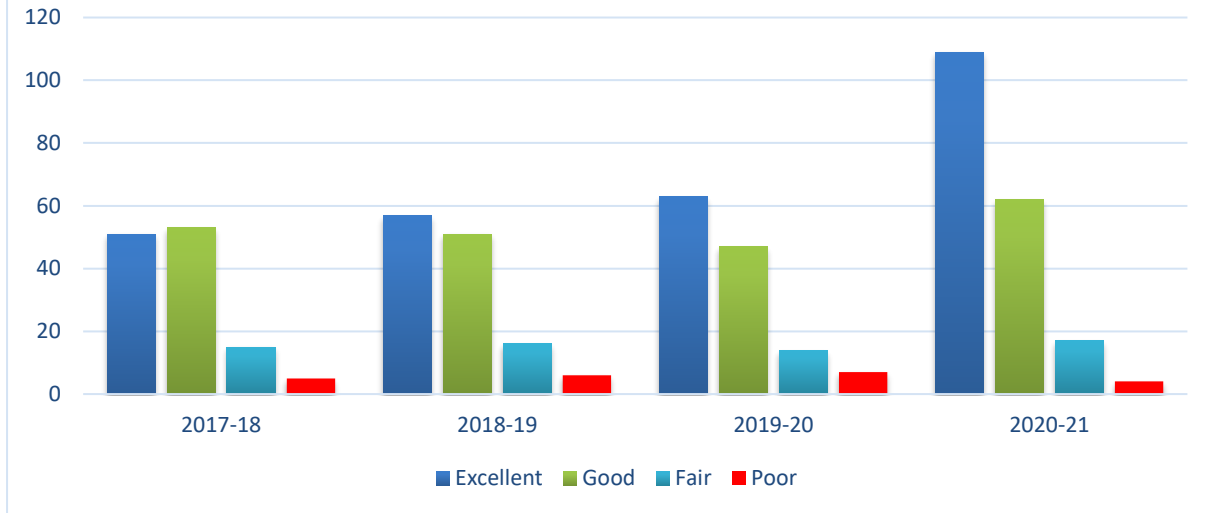


The degree of practical and skill based content in the syllabus was graded good and excellent by over 90% of the faculties and the rest 10% graded it equal to fair or below. It can be concluded from the data that the syllabus contains appropriate content that can be beneficial to develop skills among the students.



The above graph indicates that throughout the academic year 2017-18, 2018-19 and 2019-20 above 90% of the total faculties felt the academic autonomy in curriculum delivery to be good and excellent while in the academic year 2020-21 the graph of the faculties grading the academic autonomy was decreased by 10% figuring into 80% which was mostly due to online teaching-learning activities because of the pandemic.

7. E-Resources



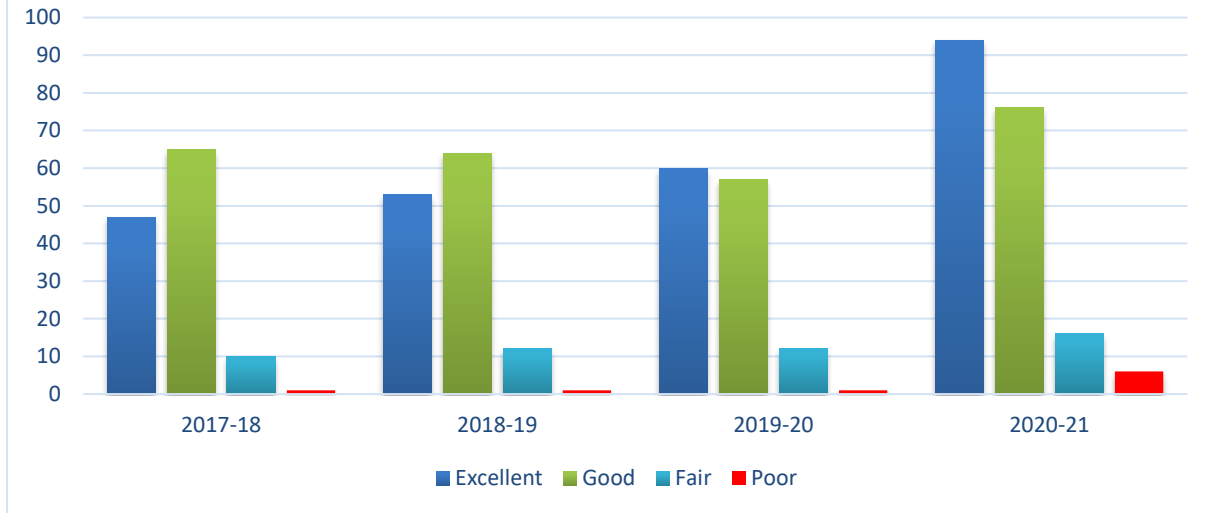
Having a glance at the data, it is seen that more than 90% Faculties have rated Availability and on-campus access of On-line teaching-learning resources as good or excellent which was a true challenge (Specially for the academic year 2020-21) for all to survive in this pandemic and university significantly provided the e-learning environment.

8. OP/RC



The university has HRDC to look after Orientation Programme, Refresher Courses, Training, Professional Development, Faculty Development and QIPs. The above facility is rated as good or excellent by more than 92% of the faculty.

9. Ecosystem



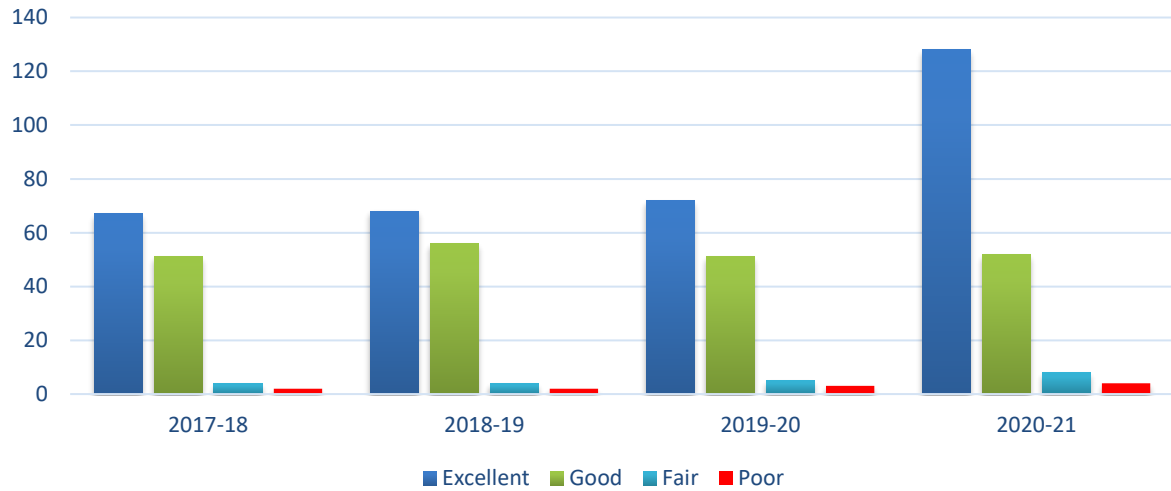
The above graph illustrates the academic eco-system for learning of the university. It is quite clear from the data that only a few (less than 10% faculties) has underrated the academic eco-system for learning which is quite a positive thing for university and for the development of the faculties.

10. Employability



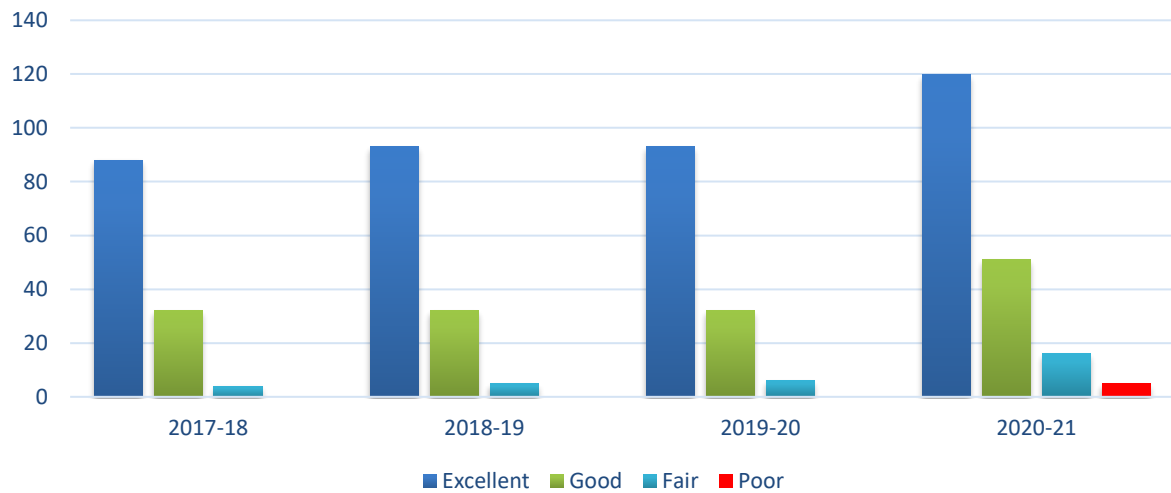
It is a matter of pride for the university that almost none of the faculties have rated Employability of the students after completion of the programme as poor and more than 90% of the faculties have graded it to be excellent or good.

11. Evaluation



The above data indicates the present system of continuous evaluation of the students for which more than 95% of the total faculties believes that it is either excellent or good and only 5% teachers believes it to be fair or poor.

12. Transparency



Adequacy and transparency in evaluation and assessment process is one of the major strengths of the Sardar Patel University which can be seen in the feedback from the teachers where we can't find any red bar indicating that there isn't any faculty who disagrees with this and more than 95% teachers find it to be excellent or good.

13. Research



The above graph indicating the status of research ecosystem in the campus, shows that more than 50% of the faculties graded it to be excellent, 4% of the faculties graded it to be good and only less than 10% have graded it fair or poor.