

School of Commerce, Finance and Accountancy
CHRIST (Deemed to be University), Delhi NCR Campus

Curriculum Feedback Analysis and Action Taken Report

ACADEMIC YEAR 2024-25



Head
School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delhi NCR

Introduction

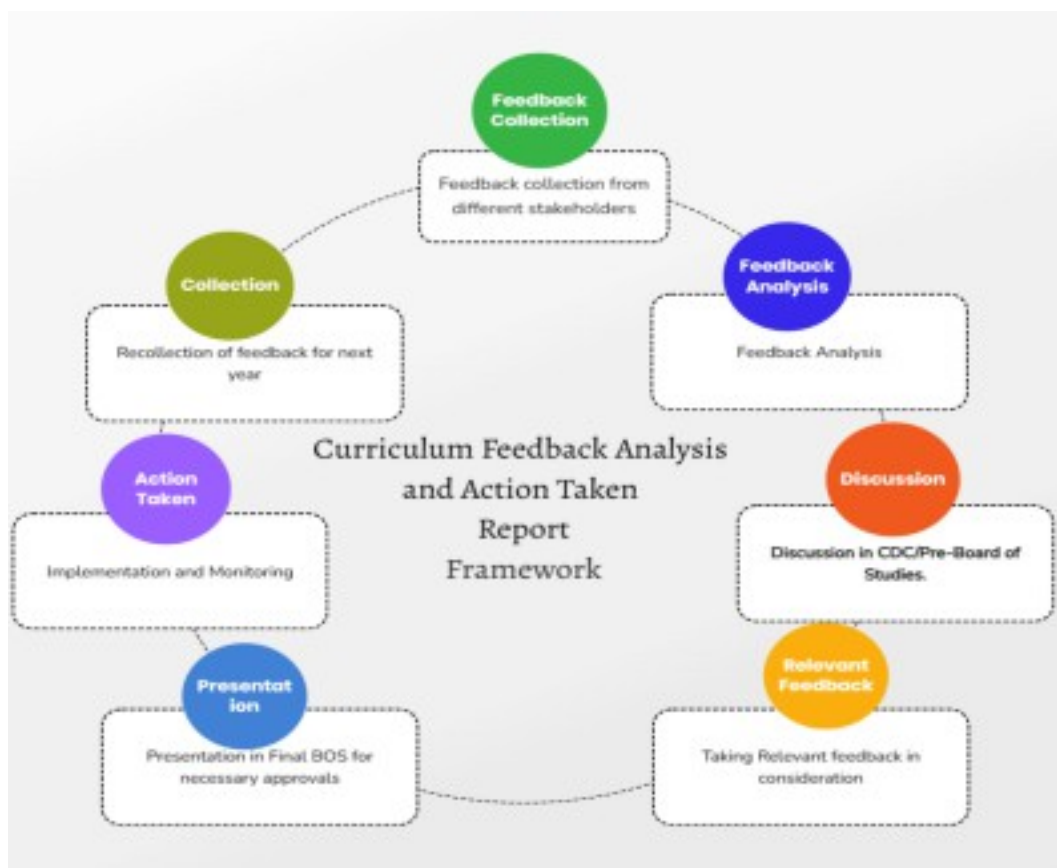
Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to January 2025. The Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the continuous enhancement and improvement of educational programs.

Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subject trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS.

The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

A flow chart illustrating this process ensures clarity and consistency in the execution of each step.



Feedback collection -

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum. Feedback collection stands as a crucial endeavour in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.

Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including

students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analysed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyse the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavours.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum process of feedback analysis

In the process of discussion of the feedback a meeting will be called of CDC curriculum development committee and a pre- board meeting of Board of studies, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analysed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.



The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analysed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

BBA-FA Batch 2022-25

Response Summary

Classes	Total Students	% of Responses
6BBA-FA	44	75

Summary Report for 6BBA-FA:

Below is the list of courses for 6BBA-FA on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	BBF633	Global Commercial Law
2	BBF641A	Business Analysis and Valuation
3	BBF681	Research Project
4	BBF631	Advanced Audit and Assurance
5	BBF632	Advanced Performance Management

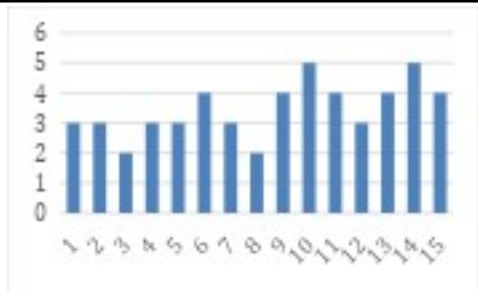
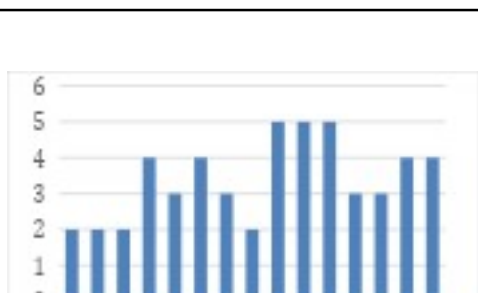
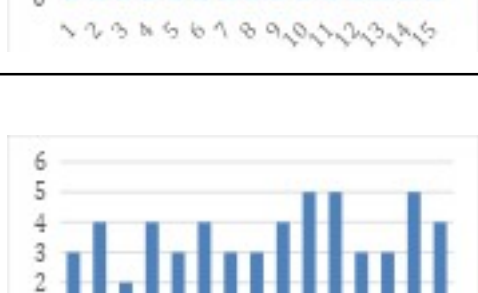
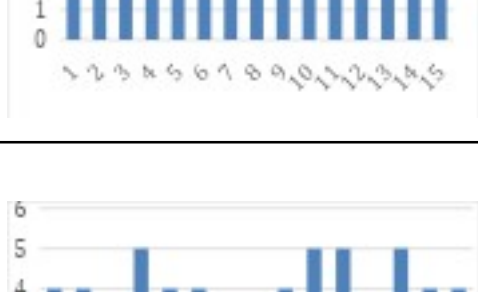


6	BBF642A	International Management	Financial
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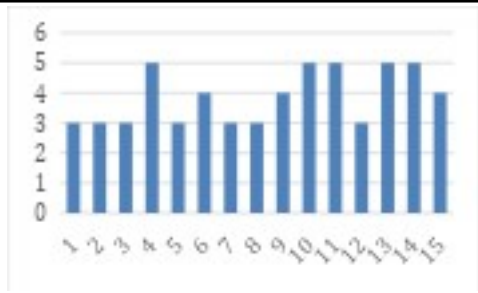
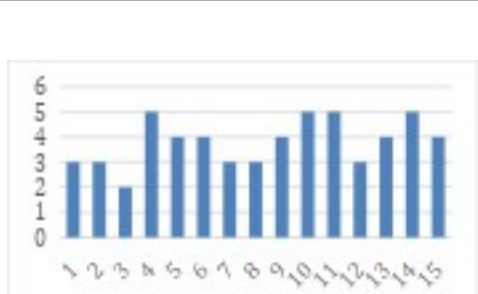
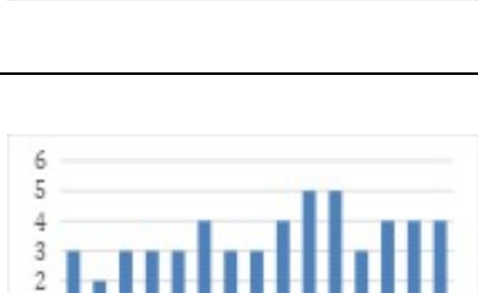
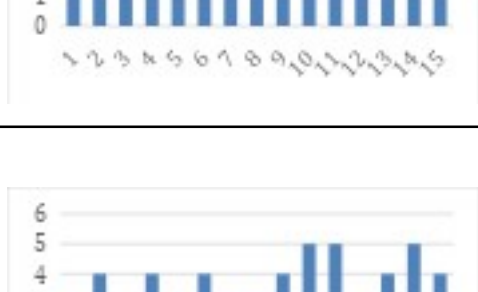
Below is the Curriculum Feedback summary report for the 6 BBAFA Course on the following parameters;

S.NO.	Questions	Response/ Feedback	Graphical Presentation
1.	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	The majority (60%) of students feel the syllabus aligns with the course and program outcomes. A smaller portion (20%) expressed a neutral stance, while a few (5%) felt it didn't meet the expectations.	
2.	Does the syllabus include advanced versions of the subject topics?	While a significant majority (55%) expressed satisfaction, some students (25%) were neutral, and there is a small segment (5%) dissatisfied.	
3.	Does the curriculum emphasize upon Skill Development of students?	Most students (65%) feel the curriculum adequately focuses on skill development, though 25% remain neutral.	
4.	Does the curriculum lead to the development	A strong majority (60%) indicated that the	



	of problem solving and analytical thinking?	curriculum fosters problem-solving and analytical thinking, but 30% had a neutral opinion.	
5.	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Most students (55%) felt the curriculum supports applying knowledge to real-world problems, though some students (10%) disagree.	
6.	Does the curriculum emphasizes upon enhancing Employability aspect of students ?	A majority (60%) of students agree that the curriculum enhances employability, but 5% feel otherwise.	
7.	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Half the students (50%) indicated that they are sensitized toward service learning and community engagement, while 15% felt the opposite.	
8.	Does the curriculum and the co-curricular activities orient students	The majority of students (55%) agree that the curriculum emphasizes	



	towards Gender Sensitization?	gender sensitization, although some students (10%) feel it falls short.	
9.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	A large portion (60%) of students expressed satisfaction, while a smaller group (10%) felt the opportunities for participative learning were insufficient.	
10.	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	The majority of students (55%) felt that ICT tools were adequately included, but a portion of students (10%) felt this aspect could improve.	
11.	Does the curriculum generate inclination amongst students towards higher education?	Most students (65%) indicated that the curriculum inspires interest in pursuing higher education.	
12.	General Comments and Suggestions:	Very informative, very insightful, very informative session, none, very interactive, "In our curriculum, classes for Power BI were mentioned but not conducted this time, no placement-related skill development sessions are conducted, if the sessions could have	



		had breaks in between, and students weren't asked if they have any questions for the panelists."
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BBA (Finance and Accountancy) – Batch 2022-25: Feedback and Action Report

Academic Year 2024-25

General Feedback Summary:

1. **Post-Mid Sem Syllabus:** After the mid-semester exam, students found the syllabus more interesting, with positive progress in their studies.
2. **Curriculum Quality:** The curriculum was considered well-structured, with clear topics that supported effective learning.
3. **Overall Experience:** Students were satisfied with the course content, teaching, and overall class environment.
4. **Self-Study and Research:** The course helped students develop self-study and research skills, enhancing their learning experience.
5. **Suggestions for Improvement:**
 - o **Practical Sessions:** Students requested more practical sessions, particularly Power BI classes.
 - o **Interactive Sessions:** Some suggested more interactive elements, like Q&A sessions or group discussions.
 - o **Session Breaks:** A few students proposed incorporating breaks during long sessions.

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

Time	User	NAME	Name	Regist	Name	Semes	Contact	E-mail	Does 1	Does 2	Does 3	Does 4	Does 5	Does 6	Does 7	Does 8	Does 9	Does 10	Does 11	Does 12	Does 13	Does 14	Does 15	Does 16	Does 17	Does 18	Does 19	Does 20	Does 21	Does 22	Does 23	Does 24	Does 25	Does 26	Does 27	Does 28	Does 29	Does 30	Does 31	Does 32	Does 33	Does 34	Does 35	Does 36	Does 37	Does 38	Does 39	Does 40	Does 41	Does 42	Does 43	Does 44	Does 45	Does 46	Does 47	Does 48	Does 49	Does 50	Does 51	Does 52	Does 53	Does 54	Does 55	Does 56	Does 57	Does 58	Does 59	Does 60	Does 61	Does 62	Does 63	Does 64	Does 65	Does 66	Does 67	Does 68	Does 69	Does 70	Does 71	Does 72	Does 73	Does 74	Does 75	Does 76	Does 77	Does 78	Does 79	Does 80	Does 81	Does 82	Does 83	Does 84	Does 85	Does 86	Does 87	Does 88	Does 89	Does 90	Does 91	Does 92	Does 93	Does 94	Does 95	Does 96	Does 97	Does 98	Does 99	Does 100	Does 101	Does 102	Does 103	Does 104	Does 105	Does 106	Does 107	Does 108	Does 109	Does 110	Does 111	Does 112	Does 113	Does 114	Does 115	Does 116	Does 117	Does 118	Does 119	Does 120	Does 121	Does 122	Does 123	Does 124	Does 125	Does 126	Does 127	Does 128	Does 129	Does 130	Does 131	Does 132	Does 133	Does 134	Does 135	Does 136	Does 137	Does 138	Does 139	Does 140	Does 141	Does 142	Does 143	Does 144	Does 145	Does 146	Does 147	Does 148	Does 149	Does 150	Does 151	Does 152	Does 153	Does 154	Does 155	Does 156	Does 157	Does 158	Does 159	Does 160	Does 161	Does 162	Does 163	Does 164	Does 165	Does 166	Does 167	Does 168	Does 169	Does 170	Does 171	Does 172	Does 173	Does 174	Does 175	Does 176	Does 177	Does 178	Does 179	Does 180	Does 181	Does 182	Does 183	Does 184	Does 185	Does 186	Does 187	Does 188	Does 189	Does 190	Does 191	Does 192	Does 193	Does 194	Does 195	Does 196	Does 197	Does 198	Does 199	Does 200	Does 201	Does 202	Does 203	Does 204	Does 205	Does 206	Does 207	Does 208	Does 209	Does 210	Does 211	Does 212	Does 213	Does 214	Does 215	Does 216	Does 217	Does 218	Does 219	Does 220	Does 221	Does 222	Does 223	Does 224	Does 225	Does 226	Does 227	Does 228	Does 229	Does 230	Does 231	Does 232	Does 233	Does 234	Does 235	Does 236	Does 237	Does 238	Does 239	Does 240	Does 241	Does 242	Does 243	Does 244	Does 245	Does 246	Does 247	Does 248	Does 249	Does 250	Does 251	Does 252	Does 253	Does 254	Does 255	Does 256	Does 257	Does 258	Does 259	Does 260	Does 261	Does 262	Does 263	Does 264	Does 265	Does 266	Does 267	Does 268	Does 269	Does 270	Does 271	Does 272	Does 273	Does 274	Does 275	Does 276	Does 277	Does 278	Does 279	Does 280	Does 281	Does 282	Does 283	Does 284	Does 285	Does 286	Does 287	Does 288	Does 289	Does 290	Does 291	Does 292	Does 293	Does 294	Does 295	Does 296	Does 297	Does 298	Does 299	Does 300	Does 301	Does 302	Does 303	Does 304	Does 305	Does 306	Does 307	Does 308	Does 309	Does 310	Does 311	Does 312	Does 313	Does 314	Does 315	Does 316	Does 317	Does 318	Does 319	Does 320	Does 321	Does 322	Does 323	Does 324	Does 325	Does 326	Does 327	Does 328	Does 329	Does 330	Does 331	Does 332	Does 333	Does 334	Does 335	Does 336	Does 337	Does 338	Does 339	Does 340	Does 341	Does 342	Does 343	Does 344	Does 345	Does 346	Does 347	Does 348	Does 349	Does 350	Does 351	Does 352	Does 353	Does 354	Does 355	Does 356	Does 357	Does 358	Does 359	Does 360	Does 361	Does 362	Does 363	Does 364	Does 365	Does 366	Does 367	Does 368	Does 369	Does 370	Does 371	Does 372	Does 373	Does 374	Does 375	Does 376
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Action Taken Report:

Feedback was gathered from BBA (Finance and Accountancy) students via a Google Form for the academic year 2024-25. Responses were reviewed during the Board of Studies (BoS) meeting, which included faculty and Curriculum Development Committee (CDC) members. Key Action Points from BoS Meeting:

- **Practical Sessions:** Power BI classes will be rescheduled for the next semester.
- **Industry-Relevant Assessments:** Continuous Internal Assessments (CIAs) will include more real-world case studies and application-based assignments.
- **Skill Development:** The department will collaborate with the placement cell to offer resume-building, interview, and aptitude training sessions.
- **Interactive Guest Lectures:** Q&A slots and engagement methods will be added to guest lectures to increase interactivity.
- **ICT Tools Integration:** Faculty will be encouraged to incorporate more ICT tools into regular teaching, beyond just project work.

Conclusion:

While the curriculum meets academic goals, changes will be made based on student feedback to improve practical assessments, interactivity in sessions, and skill development opportunities. These updates will be implemented in the upcoming semester.

BCOM A&A Batch 2022-25

Response Summary

Classes	Total Students	% of Responses
2BCOM A&A	39	90
4BCOM A&A	31	50

Summary Report for 2BCOM A&A:

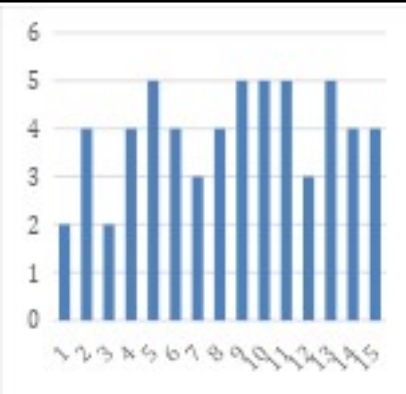
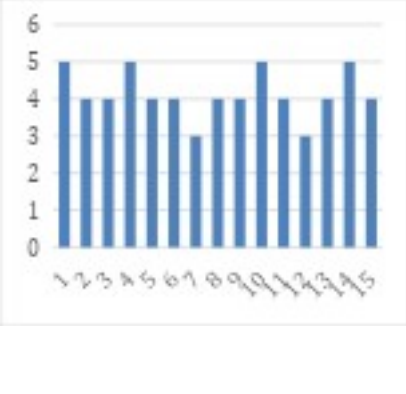
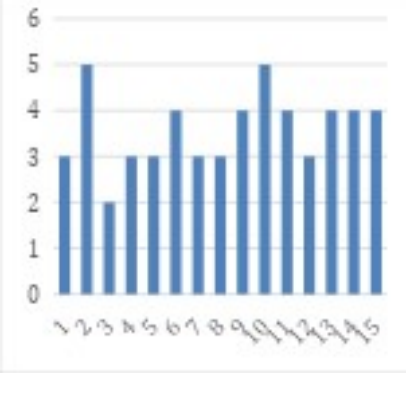
Below is the list of courses for 2 BCOM A&A on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	COA201-2N	Financial Accounting
2	COA104-2N	Financial Management
3	COA105-2N	Income Tax
4	COA241-2N	Legal & Regulatory Environment
5	COA162-2N	Enterprise Information Systems

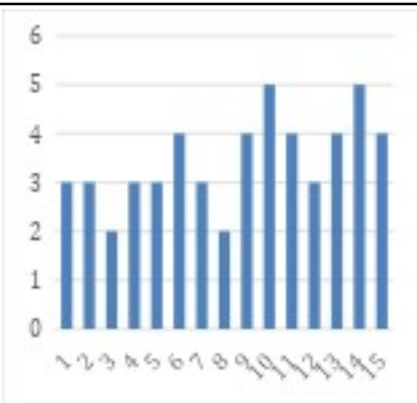
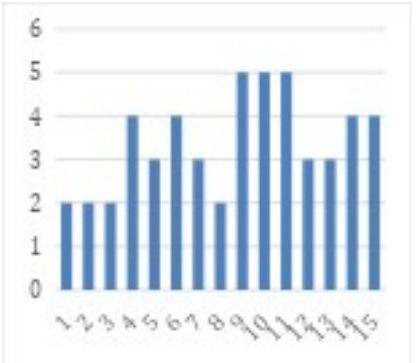
Below is the Curriculum Feedback summary report for the 2 BCOM A&A Course on the following parameters:

S.NO.	Questions		
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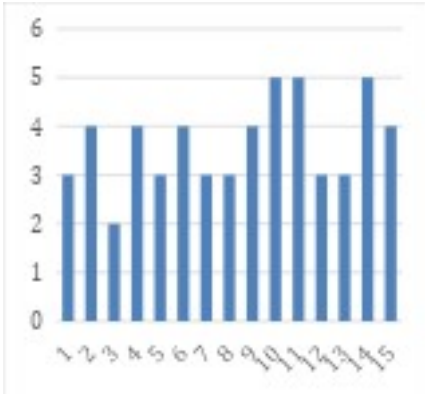
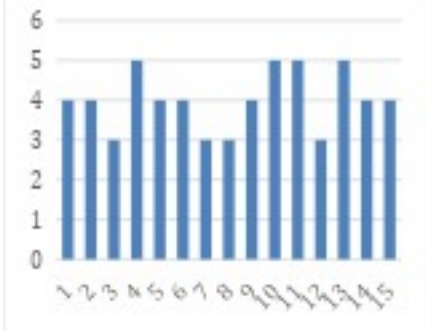
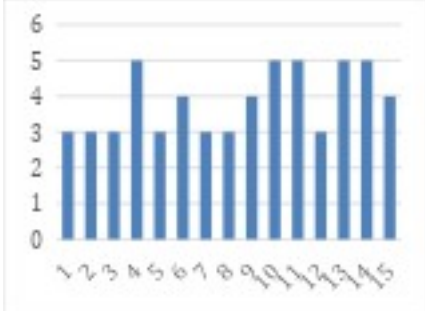


1.	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Most students (62.5%) believe the syllabus aligns well with course and program outcomes, while 37.5% disagree. This suggests some misalignment, indicating a need for better integration between syllabus content and learning objectives.	
2.	Does the syllabus include advanced versions of the subject topics?	Only 41.7% of students feel the syllabus includes advanced topics, while 54.2% feel it lacks depth. This points to the need for more complex subject matter to challenge students and support deeper learning.	
3.	Does the curriculum emphasize upon Skill Development of students?	58.3% of students think the curriculum emphasizes skill development, but 41.7% disagree. This shows that while skill-building is a priority for some, others feel it is not sufficiently addressed and may require more	

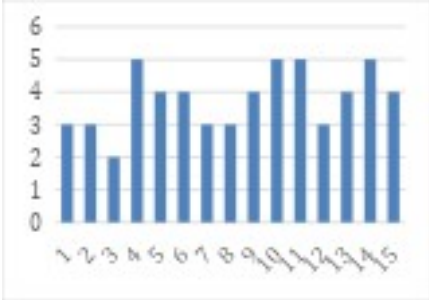
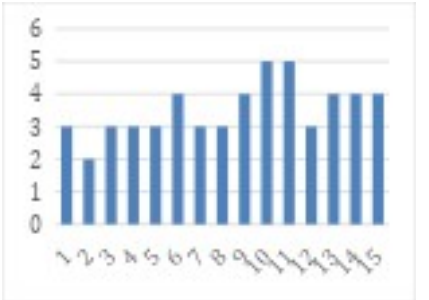
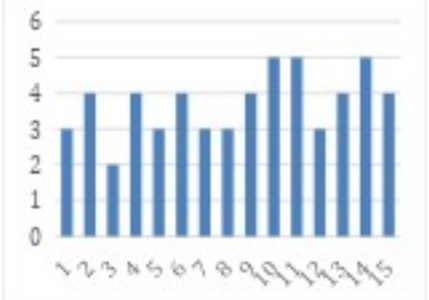


		practical or hands-on learning.	
4.	Does the curriculum lead to the development of problem solving and analytical thinking?	58.3% of students feel the curriculum fosters problem-solving and analytical thinking, but 41.7% do not. This suggests that while some students benefit, others may need more structured opportunities for critical thinking and problem-solving exercises.	
5.	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	62.5% of students feel the curriculum does not help them apply knowledge to societal issues, indicating a gap in real-world relevance. Only 37.5% think it addresses this aspect, suggesting an opportunity for more community-based projects.	



6.	Does the curriculum emphasize upon enhancing Employability aspect of students?	54.2% of students believe the curriculum focuses on employability, but 45.8% feel it doesn't. This indicates that while employability is addressed, more could be done to align curriculum content with current job market needs.	 <table><caption>Data for Question 6 Bar Chart</caption><tr><th>Response</th><th>Frequency</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>4</td></tr><tr><td>5</td><td>3</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>3</td></tr><tr><td>8</td><td>3</td></tr><tr><td>9</td><td>4</td></tr><tr><td>10</td><td>5</td></tr><tr><td>11</td><td>5</td></tr><tr><td>12</td><td>3</td></tr><tr><td>13</td><td>3</td></tr><tr><td>14</td><td>5</td></tr><tr><td>15</td><td>4</td></tr></table>	Response	Frequency	1	3	2	4	3	2	4	4	5	3	6	4	7	3	8	3	9	4	10	5	11	5	12	3	13	3	14	5	15	4		
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7.	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	70.8% of students feel the curriculum and co-curricular activities do not emphasize community engagement. Only 29.2% feel it's adequately addressed, showing a need to incorporate more service-learning opportunities.	 <table><caption>Data for Question 7 Bar Chart</caption><tr><th>Response</th><th>Frequency</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>3</td></tr><tr><td>4</td><td>5</td></tr><tr><td>5</td><td>4</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>3</td></tr><tr><td>8</td><td>3</td></tr><tr><td>9</td><td>4</td></tr><tr><td>10</td><td>5</td></tr><tr><td>11</td><td>5</td></tr><tr><td>12</td><td>3</td></tr><tr><td>13</td><td>5</td></tr><tr><td>14</td><td>4</td></tr><tr><td>15</td><td>4</td></tr></table>	Response	Frequency	1	4	2	4	3	3	4	5	5	4	6	4	7	3	8	3	9	4	10	5	11	5	12	3	13	5	14	4	15	4		
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8.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Only 33.3% of students feel gender sensitization is sufficiently covered, while 66.7% disagree. This suggests that the curriculum could benefit from more focused discussions and activities on gender issues.	 <table><caption>Data for Question 8 Bar Chart</caption><tr><th>Response</th><th>Frequency</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>3</td></tr><tr><td>4</td><td>3</td></tr><tr><td>5</td><td>5</td></tr><tr><td>6</td><td>3</td></tr><tr><td>7</td><td>4</td></tr><tr><td>8</td><td>3</td></tr><tr><td>9</td><td>3</td></tr><tr><td>10</td><td>4</td></tr><tr><td>11</td><td>5</td></tr><tr><td>12</td><td>5</td></tr><tr><td>13</td><td>3</td></tr><tr><td>14</td><td>5</td></tr><tr><td>15</td><td>5</td></tr><tr><td>16</td><td>4</td></tr></table>	Response	Frequency	1	3	2	3	3	3	4	3	5	5	6	3	7	4	8	3	9	3	10	4	11	5	12	5	13	3	14	5	15	5	16	4
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9.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Half of the students (50%) believe the curriculum offers adequate experiential learning opportunities, while the other half (50%) do not. This indicates inconsistency in providing practical learning experiences, which could be enhanced.	
10.	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	62.5% of students feel the curriculum incorporates ICT tools well, but 25% believe it could be improved. This suggests that while technology is being utilized, further integration of digital tools could enhance the learning experience.	
11.	Does the curriculum generate inclination amongst students towards higher education?	75% of students feel the curriculum does not encourage interest in higher education, indicating that the curriculum may not sufficiently motivate students to pursue further	

		studies. More advanced academic pathways could help foster this interest.	
12.	General Comments and Suggestions:		

BCOM-A&A – Semester 2: Feedback and Action Report

Academic Year 2023-24

General Feedback Summary:

1. Post-Mid Sem Syllabus: Students felt the syllabus became more interesting and engaging after the mid-semester exams, with positive progress in their studies.
2. Curriculum Quality: The curriculum was generally well-received, with clear topics that facilitated effective learning.
3. Overall Satisfaction: Most students expressed satisfaction with the course content, teaching methods, and overall class environment.
4. Self-Study & Research: Many students appreciated that the course encouraged self-study and research, helping them develop academic independence.
5. Suggestions for Improvement:
 - o Practical Sessions: Some students suggested the inclusion of more practical sessions, particularly in data-related subjects like Power BI.
 - o Interactive Sessions: Students requested more interaction in classes, including Q&A sessions and group discussions.
 - o Session Breaks: A few students recommended incorporating short breaks during long sessions to maintain focus.

[illegible]

Feedback was collected from students of the BCOM-A&A programme (2024-25) for Semester 2 through a structured Google Form. The responses were analyzed and presented during the Board of Studies (BoS) meeting, which included the Programme Coordinators, the Academic Coordinator, and members of the Curriculum Development Committee (CDC).

- **Syllabus Alignment:** The curriculum will be reviewed to better align with the course outcomes and objectives.
- **Advanced Topics:** Future semesters will include more advanced topics to cater to academic growth and enhance depth.
- **Skill Development:** The department will enhance opportunities for hands-on learning, such as workshops and internships.
- **Interactive Learning:** To increase engagement, more interactive elements (like discussions and Q&A sessions) will be integrated into lessons.
- **Practical Exposure:** Practical sessions, including Power BI and other tools, will be included to boost hands-on experience.
- **Breaks During Sessions:** Short breaks will be introduced during longer sessions to maintain student focus and engagement.
- **ICT Tools:** Faculty will be encouraged to use more digital tools and platforms for enhancing the learning experience.

Conclusion:

The feedback shows a generally positive sentiment towards the curriculum. However, adjustments will be made based on student suggestions, including more practical sessions, increased interactivity in lessons, and the inclusion of short breaks during longer classes. These changes will be implemented in the upcoming semester

Summary Report for 4BCOM A&A:

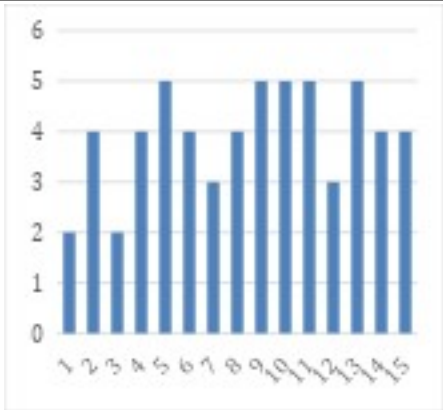
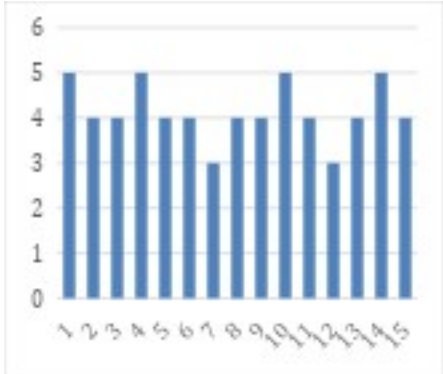
Below is the list of courses for 4 BCOM A&A on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	COA302-4N	Advanced Financial Accounting
2	COA202-4N	Tax Planning and Management
3	COA109-4N	Strategic Management
4	COA303-4N	Financial Reporting
5	COA203-4N	Financial Modelling
6	COA110-4N	Entrepreneurship

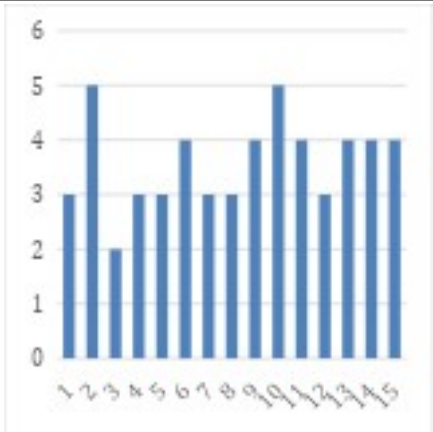
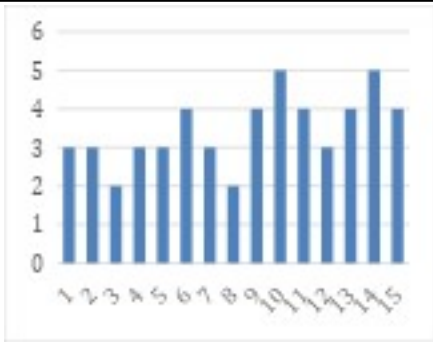
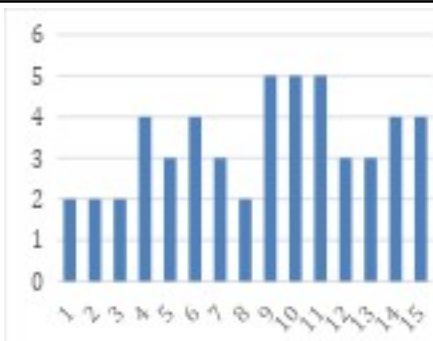
Below is the Curriculum Feedback summary report for the 4 BCOM A&A Course on the following parameters:

S.NO.	Questions		
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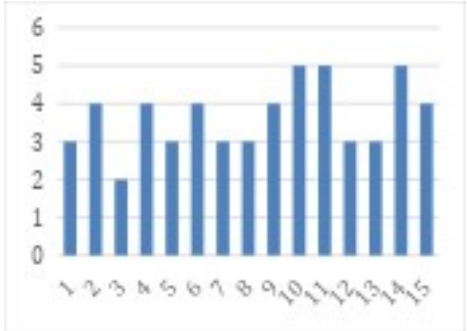
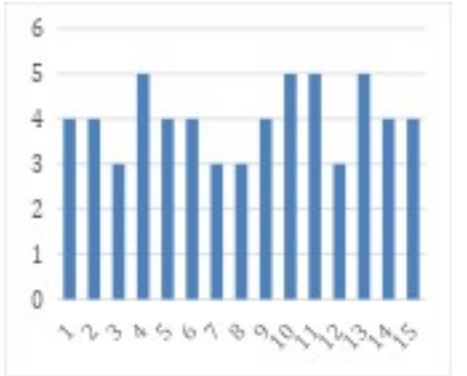


1.	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	The majority of responses (66.7%) indicate that the syllabus aligns with course and program outcomes. However, some students (16.7%) feel that the syllabus does not match these outcomes, suggesting a need for further improvement in aligning content with educational goals.	
2.	Does the syllabus include advanced versions of the subject topics?	While 50% of students feel that the syllabus includes advanced subject topics, 25% disagree. This shows a mixed perception of the complexity and depth of the subject matter, indicating an opportunity to introduce more advanced concepts.	

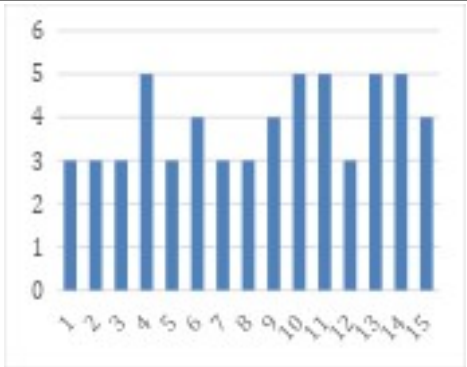
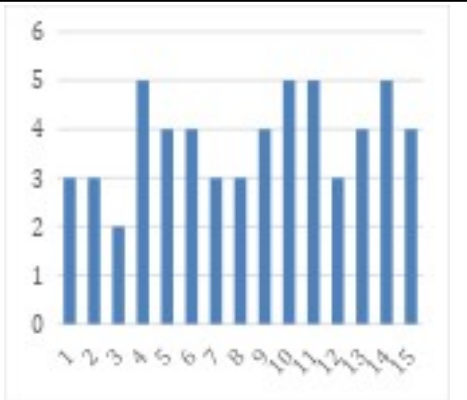


3.	Does the curriculum emphasize upon Skill Development of students?	The responses reveal that 50% of students believe the curriculum emphasizes skill development, with 33.3% expressing that it does not. This suggests room for further development of skills-based learning, possibly through more practical or hands-on experiences.	
4.	Does the curriculum lead to the development of problem solving and analytical thinking?	Most students (58.3%) feel the curriculum supports problem-solving and analytical thinking. However, 33.3% disagree, indicating that some students may benefit from more focused problem-solving activities and exercises in the curriculum.	
5.	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Around 41.7% of students feel the curriculum helps them address local, regional, or national issues. However, 41.7% believe it doesn't,	

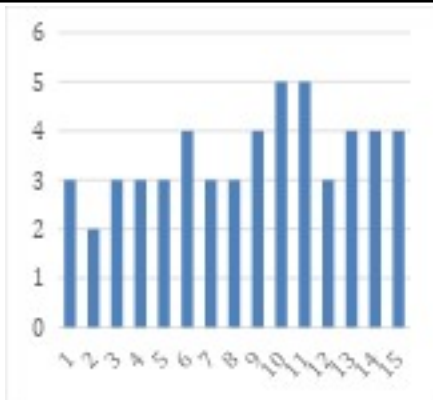
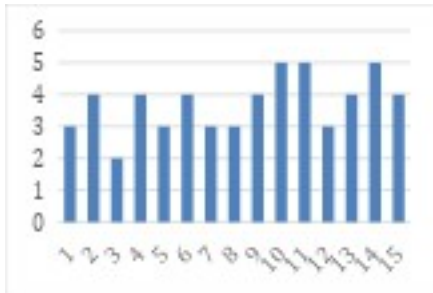


		highlighting a need for greater incorporation of real-world application and societal relevance in the curriculum.	
6.	Does the curriculum emphasize upon Enhancing Employability aspect of students?	Responses show that 58.3% of students believe the curriculum emphasizes employability, while 25% disagree. This indicates that while employability is a focus, more could be done to ensure students are well-prepared for the job market.	
7.	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	50% of students feel the curriculum and co-curricular activities focus on service learning and community engagement. The remaining 50% feel it does not, suggesting a more balanced or inclusive approach to community-oriented activities could be beneficial.	



8.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	There is a split response regarding gender sensitization, with 41.7% of students feeling it is addressed adequately and 41.7% feeling it is not. This indicates that there is room to integrate more gender sensitivity training in both curriculum and co-curricular activities.	
9.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	50% of students believe the curriculum offers sufficient participative and experiential learning opportunities, while the other 50% disagree. This highlights the need for a more consistent and widespread inclusion of experiential learning across the curriculum.	



10.	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	While 58.3% of students feel the curriculum includes adequate use of ICT tools, 33.3% feel it could be improved. This suggests that while ICT integration is present, there may be opportunities to expand its use to further enhance the learning experience.	 <table><caption>Student Responses for Q10</caption><tr><th>Rating</th><th>Count</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>2</td></tr><tr><td>3</td><td>3</td></tr><tr><td>4</td><td>3</td></tr><tr><td>5</td><td>3</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>3</td></tr><tr><td>8</td><td>3</td></tr><tr><td>9</td><td>4</td></tr><tr><td>10</td><td>5</td></tr><tr><td>11</td><td>5</td></tr><tr><td>12</td><td>3</td></tr><tr><td>13</td><td>4</td></tr><tr><td>14</td><td>4</td></tr><tr><td>15</td><td>4</td></tr></table>	Rating	Count	1	3	2	2	3	3	4	3	5	3	6	4	7	3	8	3	9	4	10	5	11	5	12	3	13	4	14	4	15	4
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11.	Does the curriculum generate inclination amongst students towards higher education?	Overall, 50% of students believe the curriculum generates interest in higher education, with some (41.7%) feeling it does not. This suggests a need to foster more academic pathways or research-oriented opportunities within the curriculum to encourage further studies.	 <table><caption>Student Responses for Q11</caption><tr><th>Rating</th><th>Count</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>4</td></tr><tr><td>5</td><td>3</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>3</td></tr><tr><td>8</td><td>3</td></tr><tr><td>9</td><td>4</td></tr><tr><td>10</td><td>5</td></tr><tr><td>11</td><td>5</td></tr><tr><td>12</td><td>3</td></tr><tr><td>13</td><td>4</td></tr><tr><td>14</td><td>5</td></tr><tr><td>15</td><td>4</td></tr></table>	Rating	Count	1	3	2	4	3	2	4	4	5	3	6	4	7	3	8	3	9	4	10	5	11	5	12	3	13	4	14	5	15	4
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12.	General Comments and Suggestions:																																		

BCOM-A&A – Semester 4: Overall Feedback Analysis

Academic Year 2023-24

General Comments and Suggestions:

1. After the mid-sem exam, students find the syllabus engaging and studies progressing well.
2. The curriculum is well-structured, with clear and well-defined topics.
3. Overall, students are satisfied with the course.
4. Classes are being conducted smoothly, with positive feedback on engagement.
5. The subjects are considered fantastic and contribute to a fulfilling learning experience.
6. The curriculum effectively keeps students engaged through both practical and theoretical studies.
7. The overall experience of the semester is described as perfect.
8. The course has motivated students to engage in self-study and explore research topics further.

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

#	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA
1	Time	User	NAME	Name	Regist	Semest	Contact	E-mail	Does	Does	Does	Does	Does	Does	Does	Does	Does	Does	Does	Does	General	Comments and Suggestions:					
50	2025/03/2	sargam8	Commerce Sargam	23214245	BCOM-AA	4	9.76E+09	ssargam8	2	5	3	3	2	3	4	3	3	3	3	3	-						
51	2025/03/2	kumargau	Commerce Kumar Gau	23214212	BCOM-AA	4	9.23E+09	kumargau	4	4	5	3	2	4	4	3	3	2	4								
52	2025/03/2	shreyadaj	Commerce Shreya Daj	23214221	BCOM-AA	4	7.77E+09	shreyadaj	2	4	2	2	2	2	3	3	2	3	2	3	2	I wanted to bring to your kind attention that the B.Com schedule is clas					
53	2025/03/2	riyapacho	Commerce Riya Pacho	23214218	BCOM-AA	4	8.82E+09	riyapacho	4	5	3	3	4	4	5	5	5	3	4								
54	2025/03/2	harishg	Commerce Harish G	23214209	BCOM-AA	4	9.38E+09	harishg	5	4	3	3	3	3	4	3	4	3	3	NA							
57	2025/03/2	jithu.emm	Commerce Jithu Emm	23214241	BCOM-AA	4	8.29E+09	jithu.emm	4	4	4	4	4	4	4	4	4	4	4	4							
60	2025/03/2	komal.kun	Commerce Komal kun	23214239	BCOM-AA	4	9.51E+09	komal.kun	3	3	3	3	3	3	3	3	3	3	3	3							
61	2025/03/2	ananyapri	Commerce Ananya Pri	23214205	BCOM-AA	4	9.23E+09	ananyapri	4	4	3	2	2	3	3	3	3	3	3	3							
120	2025/03/2	devansh.s	Commerce Devansh S	23214235	BCOM-AA	4	9.57E+09	devansh.s	5	4	4	4	5	4	4	4	4	4	4	4							
150	2025/04/1	palak.shar	Commerce Palak Shar	23214238	BCOM-AA	4	8.85E+09	palak.shar	5	5	5	5	5	5	5	5	5	5	5	5							
172	2025/04/1	aditya.kun	Commerce Aditya kun	23214203	BCOM-AA	4	9.32E+09	aditya.kun	5	4	4	4	5	5	5	5	5	5	5	5							
180	2025/04/1	vaishnavi	Commerce Vaishnavi	23214234	BCOM-AA	4	8.38E+09	vaishnavi	3	3	3	3	3	3	3	3	3	3	3	3							
180	2025/04/1	vani.jain	Commerce Vani Jain	23214228	BCOM-AA	4	9.52E+09	vani.jain	5	4	4	4	3	3	5	5	4	4	4	4							
180	2025/04/1	adityagup	Commerce Aditya Guj	23214202	BCOM-AA	4	8.92E+09	aditya.gup	4	5	4	5	4	5	4	5	5	4	5								
190	2025/04/1	hammad	Commerce Hammad	23214208	BCOM-AA	4	9.12E+09	hammad	4	4	4	4	4	4	4	4	4	4	4	4							

Action Taken Report

Feedback on the BCOM-A&A curriculum for the Academic Year 2023-24 was collected from students via a Google Form. The responses were analyzed and discussed during the Board of Studies (BoS) meeting, which included Programme Coordinators, the Academic Coordinator, the Head of the Department, and members of the Curriculum Development Committee (CDC).

Key Points Discussed in the BoS Meeting:

- **Positive Feedback:** Students expressed general satisfaction with the curriculum structure and delivery, particularly highlighting the balance between theoretical and practical learning.

• **Suggested Improvements:**

- o **Practical Sessions:** A few students expressed the desire for more hands-on sessions, especially related to Power BI and other practical tools.
- o **Interactivity in Classes:** Some students suggested that sessions could be made more interactive by incorporating more Q&A and discussions.
- o **Use of ICT Tools:** Although some students felt ICT tools were adequately integrated, there were suggestions to further enhance their use in regular classes, beyond just projects and assignments.

Action Taken:

- **Increased Focus on Practical Learning:** The department will ensure that all planned practical sessions, including Power BI training, are conducted in the next semester.
- **Enhancing Interactivity:** Faculty members will be encouraged to make sessions more interactive by incorporating structured Q&A slots and encouraging greater student participation.
- **ICT Tool Integration:** The department will work on integrating more ICT tools in regular teaching to enhance the learning experience, not just in project work.

BCOM AFA Batch 2023-25

Response Summary

Classes	Total Students	% of Responses
2BCOM AFA	32	80
4BCOM AFA	32	50

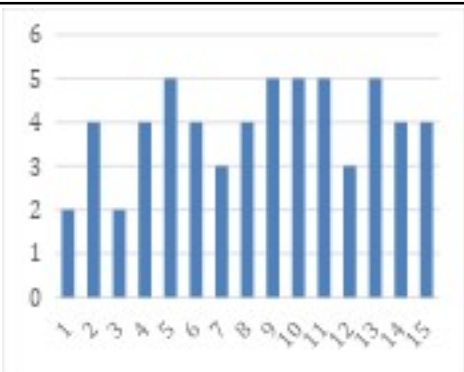
Summary Report for 2BCOM AFA:

Below is the list of courses for 2 BCOM AFA on the basis of which the feedback was taken by the students:

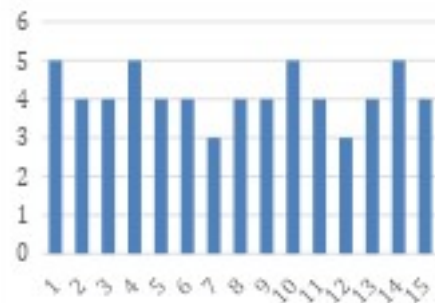
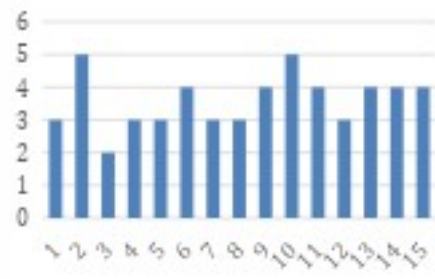


S.NO	Course Code	Title of the Course
1	-	English
2	COAF101-2	Corporate Finance
3	COAF201-2	Corporate Accounting
4	COM101-2	PRACTICES OF BANKING AND INSURANCE
5	COM102-2	Corporate law and administration
6	-	Interdisciplinary / multi-disciplinary
7	COAF161-2	Business Data Visualization

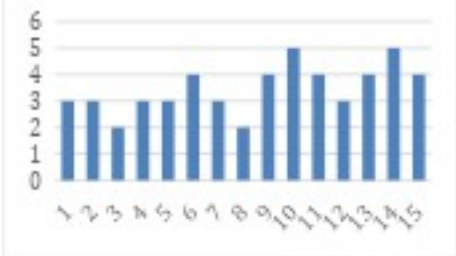
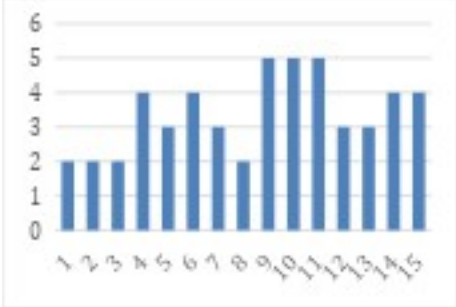
Below is the Curriculum Feedback summary report for the 2 BCOM AFA Course on the following parameters:

S.NO.	Questions																																		
1.	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	A significant majority of students agreed that the syllabus aligns well with both the course and program outcomes. Approximately 40% of students rated this aspect as 5, while 36% gave it a rating of 4. Around 24% gave it a rating of 3 or lower, suggesting that	 <table><thead><tr><th>Rating</th><th>Number of Students</th></tr></thead><tbody><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>4</td></tr><tr><td>5</td><td>5</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>3</td></tr><tr><td>8</td><td>4</td></tr><tr><td>9</td><td>5</td></tr><tr><td>10</td><td>5</td></tr><tr><td>11</td><td>5</td></tr><tr><td>12</td><td>3</td></tr><tr><td>13</td><td>5</td></tr><tr><td>14</td><td>4</td></tr><tr><td>15</td><td>4</td></tr></tbody></table>	Rating	Number of Students	1	2	2	4	3	2	4	4	5	5	6	4	7	3	8	4	9	5	10	5	11	5	12	3	13	5	14	4	15	4
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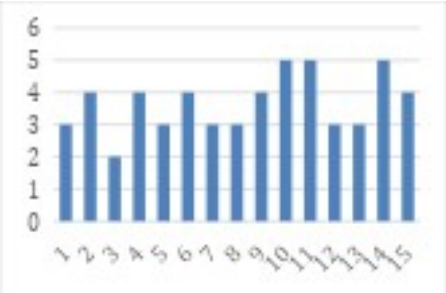
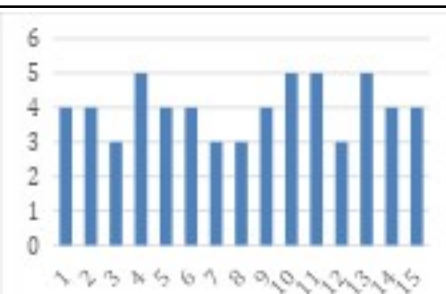


		although most students are satisfied, a small portion believe there is room to improve the linkage between what is taught and the program's broader objectives.																																	
2.	Does the syllabus include advanced versions of the subject topics?	Students largely acknowledged that the syllabus includes advanced-level content. About 40% gave it a rating of 5, while another 40% rated it 4, indicating that the majority find the curriculum to be suitably challenging. However, 20% of responses were 3 or below, implying a need for more cutting-edge or contemporary subject matter to better reflect current industry practices.	 <table><tr><th>Rating</th><th>Count</th></tr><tr><td>1</td><td>5</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>4</td></tr><tr><td>4</td><td>5</td></tr><tr><td>5</td><td>4</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>3</td></tr><tr><td>8</td><td>4</td></tr><tr><td>9</td><td>4</td></tr><tr><td>10</td><td>5</td></tr><tr><td>11</td><td>4</td></tr><tr><td>12</td><td>3</td></tr><tr><td>13</td><td>4</td></tr><tr><td>14</td><td>5</td></tr><tr><td>15</td><td>4</td></tr></table>	Rating	Count	1	5	2	4	3	4	4	5	5	4	6	4	7	3	8	4	9	4	10	5	11	4	12	3	13	4	14	5	15	4
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3.	Does the curriculum emphasize upon Skill Development of students?	When asked whether the curriculum supports skill development, 44% of students responded with a rating of 5 and 32% with a rating of 4, indicating	 <table><tr><th>Rating</th><th>Count</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>5</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>3</td></tr><tr><td>5</td><td>3</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>3</td></tr><tr><td>8</td><td>3</td></tr><tr><td>9</td><td>4</td></tr><tr><td>10</td><td>5</td></tr><tr><td>11</td><td>4</td></tr><tr><td>12</td><td>3</td></tr><tr><td>13</td><td>4</td></tr><tr><td>14</td><td>4</td></tr><tr><td>15</td><td>4</td></tr></table>	Rating	Count	1	3	2	5	3	2	4	3	5	3	6	4	7	3	8	3	9	4	10	5	11	4	12	3	13	4	14	4	15	4
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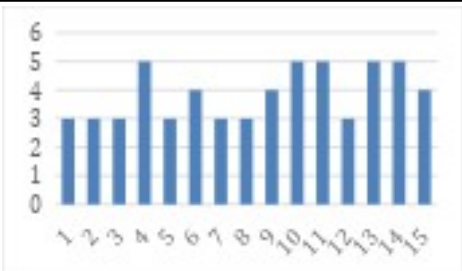
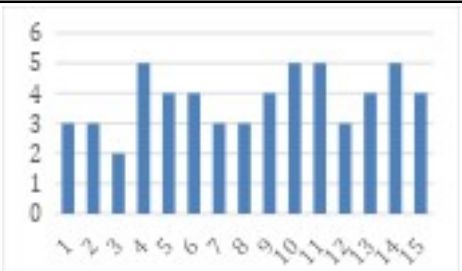


		widespread satisfaction in this area. Still, 24% rated it 3 or lower, hinting that while the curriculum helps in enhancing skills, there could be more focus on practical training or certifications.	
4.	Does the curriculum lead to the development of problem solving and analytical thinking?	This aspect received a highly positive response, with 44% of students giving it the highest rating of 5 and 36% rating it 4. Only 20% of students rated this area 3 or below, showing that most students feel the curriculum effectively nurtures their problem-solving abilities and critical thinking skills.	
5.	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Opinions were more varied regarding the curriculum's relevance to societal concerns. 32% of students rated this parameter as 5, and 40% gave it a rating of 4, while 28% rated it 3 or below. This suggests that while many students recognize the inclusion of	

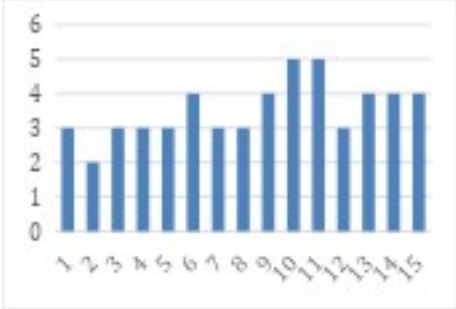
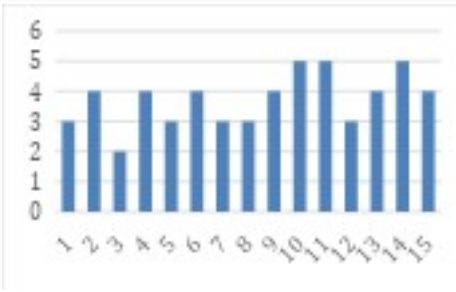


		real-world concerns in their coursework, others believe the curriculum could better address local and national challenges in a more hands-on or applied manner.	
6.	Does the curriculum emphasize upon enhancing Employability aspect of students?	A large number of students found the curriculum to be employment-oriented. 44% rated this aspect as 5, and 36% gave it a 4, reflecting a high level of satisfaction. However, 20% of responses were 3 or below, indicating that some students may want the inclusion of more job-oriented training, industry collaborations, or placement-focused initiatives.	
7.	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	In terms of community engagement and service learning, 44% of students awarded the highest rating of 5, while 36% rated it 4. The remaining 20% rated it 3 or below, suggesting that although initiatives exist,	



		they could be expanded or integrated more deeply into the learning process for better awareness and social responsibility.													
8.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students' responses on gender sensitization within the curriculum were fairly positive, with 40% assigning a rating of 5 and another 40% giving a 4. However, 20% rated this area 3 or lower, indicating a need for more consistent integration of gender-related topics across subjects to promote inclusivity and awareness.	 <table><tr><th>Rating</th><th>Number of Students</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>3</td></tr><tr><td>4</td><td>5</td></tr><tr><td>5</td><td>3</td></tr></table>	Rating	Number of Students	1	3	2	3	3	3	4	5	5	3
Rating	Number of Students														
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9.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	This was one of the most appreciated areas, with 44% of students rating it 5 and 36% giving it a 4. Only 20% of students rated this aspect 3 or below, confirming that participative learning methods like simulations, case studies, and workshops are being effectively used,	 <table><tr><th>Rating</th><th>Number of Students</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>5</td></tr><tr><td>5</td><td>4</td></tr></table>	Rating	Number of Students	1	3	2	3	3	2	4	5	5	4
Rating	Number of Students														
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		though a few students suggest making such opportunities more frequent.	
10.	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Incorporation of ICT tools in teaching also received strong feedback, with 40% of students rating it 5 and 36% rating it 4. A smaller group, around 24%, rated it 3 or less, pointing out that while ICT is being used well, there is still scope to upgrade digital tools and methods to align with current educational technology standards.	
11.	Does the curriculum generate inclination amongst students towards higher education?	Student responses were somewhat balanced here. 36% rated this parameter 5, and 32% rated it 4, indicating that many feel inspired to pursue higher studies. However, 32% rated it 3 or below, showing that for a sizable group, the curriculum does not yet provide strong enough encouragement or exposure	



		to academic opportunities beyond graduation.	
12.	General Comments and Suggestions:		

BCOM AFA Semester 2: Feedback and Action Report

Academic Year 2024-25

General Feedback Summary:

1. Syllabus Alignment with Course and Program Outcomes:

A significant majority of students (76%) agreed that the syllabus aligns well with course and program outcomes. However, a portion (24%) suggested improvements in aligning the syllabus with the broader program objectives.

2. Advanced Version of Subject Topics:

80% of students felt that the syllabus includes advanced-level content, but 20% indicated that more contemporary or industry-relevant topics should be included.

3. Focus on Skill Development:

76% of students felt that the curriculum emphasizes skill development. However, 24% suggested more focus on practical training or certifications.

4. Development of Problem Solving and Analytical Thinking:

80% of students were positive about the curriculum's ability to foster problem-solving and analytical thinking, with only 20% indicating areas for improvement.

5. Relevance to Societal Issues:

While 72% of students appreciated the curriculum's inclusion of real-world issues, 28% suggested it could be more hands-on and better address local or national challenges.

6. Employability Focus:

80% of students agreed that the curriculum emphasizes employability, while 20% indicated that more job-oriented training and industry collaboration could be beneficial.

7. Service Learning and Community Engagement:

8. Gender Sensitization in Curriculum and Co-Curricular Activities:

9. Participative Learning Methods:

10. Use of ICT Tools in Education:

11. Inclination Towards Higher Education:

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
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107	2025/03/	saksham.a	Commerce	Saksham A	2.4E+07	BCOM-AFJ			2.77E-09	saksham.a	4	4	4	4	4	4	4	4	4	4	4				
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111	2025/03/	simran.vir	Commerce	Simran Vir	2.4E+07	BCOM-AFJ			2.74E-09	simran.vir	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
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113	2025/03/	kanwar.pa	Commerce	Kanwar Pa	2.4E+07	BCOM-AFJ			2.9E-09	kanwar.pa	4	4	5	3	2	3	4	3	4	3	5	3			
114	2025/03/	prachi.pur	Commerce	Prachi Pur	2.4E+07	BCOM-AFJ			2.8E-09	prachi.pur	4	5	5	5	5	5	5	3	5	5	5	5	No		
115	2025/03/	ayush.sing	Commerce	Ayush Sing	2.4E+07	BCOM-AFJ			2.63E-09	ayush.sing	4	4	2	2	2	2	2	2	5	3	4				
116	2025/03/	aditya.chc	Commerce	Aditya ChC	2.4E+07	BCOM-AFJ			2.79E-09	aditya.chc	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
117	2025/03/	devalena.c	Commerce	Devalena C	2.4E+07	BCOM-AFJ			2.6E-09	devalena.c	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
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124	2025/03/	gunjan.s	Commerce	Gunjan S	2.4E+07	BCOM-AFJ			2.84E-09	gunjan.s	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
125	2025/03/	manjit.gup	Commerce	Manjit Gup	2.4E+07	BCOM-AFJ			2.94E-09	gunptman	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4
126	2025/03/	jayashree.c	Commerce	Jayashree C	2.4E+07	BCOM-AFJ			2.88E-09	jayashree.c	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
127	2025/03/	tarun.seth	Commerce	Tarun Seth	2.4E+07	BCOM-AFJ			2.8E-09	tarun.seth	5	4	5	5	5	5	5	4	5	4	5	4	5	5	5

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Feedback was gathered from BCOM AFA Semester 2 students through a Google Form for the academic year 2024-25. The responses were reviewed during the Board of Studies (BoS) meeting, which involved faculty and members of the Curriculum Development Committee (CDC).

Key Action Points from BoS Meeting:

- **Syllabus Alignment:** The curriculum development team will focus on strengthening the connection between the syllabus and program outcomes. Clearer course objectives will be incorporated, ensuring a more explicit link with the program's broader goals.
- **Advanced Content Integration:** The department will review the syllabus and introduce more contemporary, industry-relevant topics, particularly in emerging fields like fintech and data analytics, to ensure the curriculum remains cutting-edge.
- **Practical Skill Development:** More practical training sessions will be included, such as hands-on workshops on Power BI, Excel, and other industry-standard tools. Additionally, the department will collaborate with the placement cell to offer more certification programs and skill-building workshops.
- **Real-World Applications:** More case studies, group projects, and real-world assignments will be incorporated to enhance analytical thinking and problem-solving skills. These will be designed to better simulate workplace scenarios.
- **Community Engagement and Service Learning:** The department will introduce more structured service-learning activities and internships, partnering with local communities and NGOs to address societal challenges.
- **Gender Sensitization:** Gender-related topics will be more consistently integrated across courses, with dedicated workshops and discussions on gender issues to ensure inclusivity and awareness throughout the program.
- **Participative Learning:** More participative learning methods, such as case study discussions, role-playing, and group simulations, will be incorporated regularly to make sessions more engaging and interactive.

- **ICT Tools Integration:** The department will explore advanced ICT tools and digital platforms to enhance teaching methods. Faculty will receive training to better incorporate technology in everyday lessons, beyond just project work.
- **Higher Education Exposure:** The department will introduce seminars, guest lectures, and workshops to expose students to postgraduate opportunities, research paths, and advanced academic studies.

Conclusion:

The feedback from BCOM AFA Semester 2 students highlights areas where the curriculum is strong, especially in terms of skill development, problem-solving, and employability focus. However, there are opportunities to improve in areas such as syllabus alignment, practical training, and the incorporation of contemporary topics. The department will implement the proposed changes in the upcoming semester to further enhance the learning experience, making it more relevant, interactive, and industry-aligned.

Summary Report for 4BCOM AFA:

Below is the list of courses for 2 BCOM A&A on the basis of which the feedback was taken by the students:

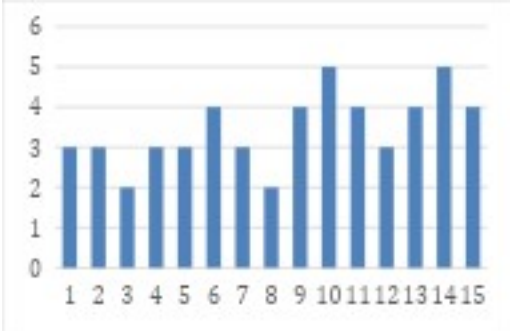
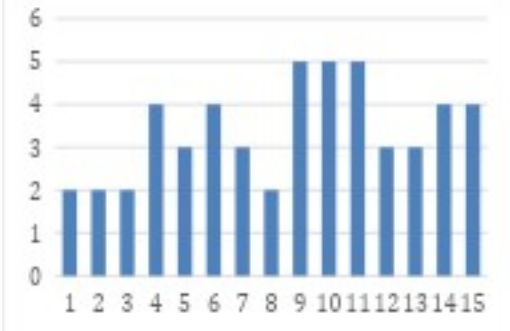
S.NO	Course Code	Title of the Course
1	-	Language
2	COAF101-4	Introduction to Machine Learning
3	COAF201-4	Financial System & Services
4	COAF202-4	Cost & Management Accounting
5	COM201-4	Entrepreneurship
6	-	HED
7	COM181-4	Yoga and Mental Well-Being



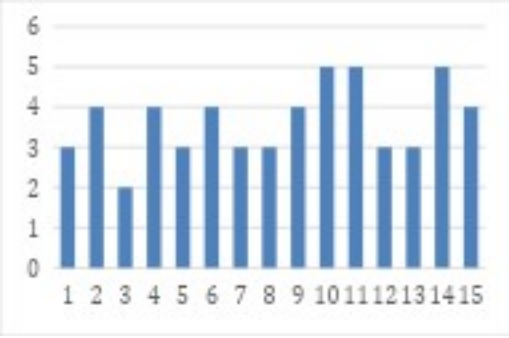
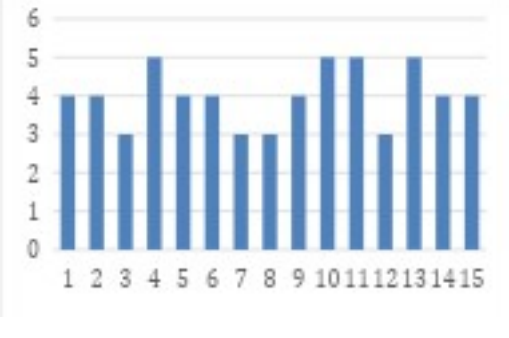
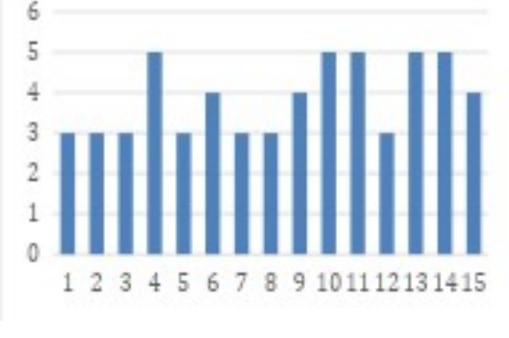
Below is the Curriculum Feedback summary report for the 4 BCOM AFA Course on the following parameters:

S.NO.	Questions		
1.	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	87% of respondents agree that the syllabus aligns well with both course and program outcomes. However, the 13% neutral feedback suggests a need to revisit how these outcomes are explicitly communicated or demonstrated during the course delivery.	
2.	Does the syllabus include advanced versions of the subject topics?	87% of students feel that the syllabus includes advanced content in the subjects. The 13% neutral response may indicate that while content is current, some topics could benefit from more industry-relevant or emerging concepts to engage all learners.	
3.	Does the curriculum emphasize upon Skill Development of students ?	73% of respondents agree that the curriculum supports skill development, but 27% either remained neutral or rated it low, pointing towards an opportunity to integrate	

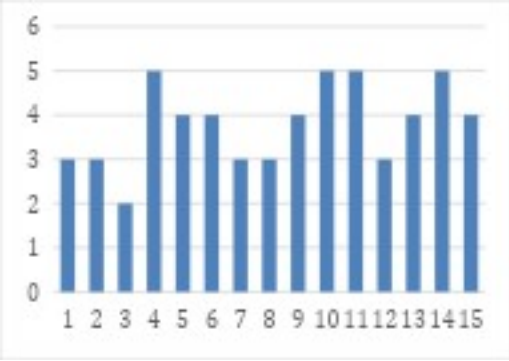
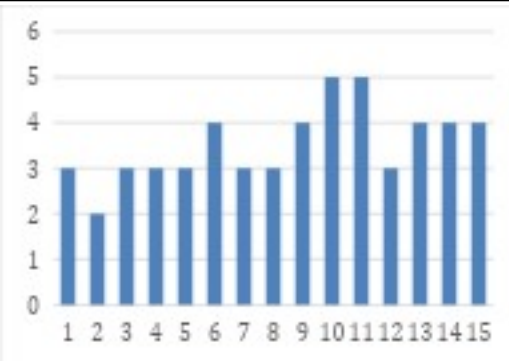
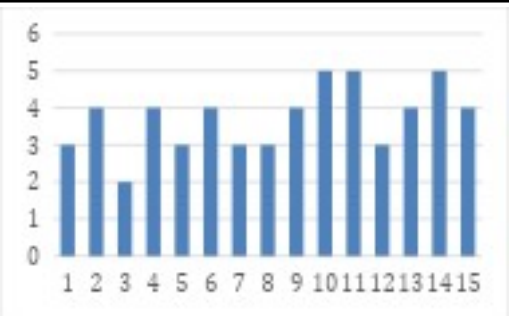


		more practical exercises, simulations, or skill-based workshops within the coursework.																																	
4.	Does the curriculum lead to the development of problem solving and analytical thinking?	A strong 80% of students perceive the curriculum as effective in enhancing analytical and problem-solving abilities. However, the 20% neutral responses suggest that more structured analytical assignments or critical thinking tasks could make a difference.	 <table><tr><th>Student</th><th>Response</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>3</td></tr><tr><td>5</td><td>3</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>3</td></tr><tr><td>8</td><td>2</td></tr><tr><td>9</td><td>4</td></tr><tr><td>10</td><td>5</td></tr><tr><td>11</td><td>4</td></tr><tr><td>12</td><td>3</td></tr><tr><td>13</td><td>4</td></tr><tr><td>14</td><td>5</td></tr><tr><td>15</td><td>4</td></tr></table>	Student	Response	1	3	2	3	3	2	4	3	5	3	6	4	7	3	8	2	9	4	10	5	11	4	12	3	13	4	14	5	15	4
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5.	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	73% of the students agreed that the curriculum addresses real-world issues, but 27% expressed neutrality. This gap could be addressed by introducing case studies, service-learning projects, or guest lectures with social relevance.	 <table><tr><th>Student</th><th>Response</th></tr><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>2</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>4</td></tr><tr><td>5</td><td>3</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>3</td></tr><tr><td>8</td><td>2</td></tr><tr><td>9</td><td>5</td></tr><tr><td>10</td><td>5</td></tr><tr><td>11</td><td>5</td></tr><tr><td>12</td><td>3</td></tr><tr><td>13</td><td>3</td></tr><tr><td>14</td><td>4</td></tr><tr><td>15</td><td>4</td></tr></table>	Student	Response	1	2	2	2	3	2	4	4	5	3	6	4	7	3	8	2	9	5	10	5	11	5	12	3	13	3	14	4	15	4
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6.	Does the curriculum emphasize upon enhancing Employability aspect of students?	An overwhelming 87% of students believe the curriculum contributes to employability. The small 13% neutral response may point to a need for stronger industry linkages or placement-aligned modules to enhance practical readiness.	
7.	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	87% of respondents feel that they are well-exposed to community-based and service-learning components. The remaining 13% who were neutral could benefit from more visibility of outreach programs or clearer integration of service activities in course content.	
8.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	73% of students agreed the curriculum fosters gender awareness, while 27% were neutral, signalling a scope to deepen discussions around gender issues through interactive sessions, inclusive policies, or diverse content representation.	



9.	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	A total of 87% of respondents acknowledge the availability of participative and experiential learning. The 13% who were neutral could be engaged further through live projects, internships, or activity-based assessments.	
10.	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Only 67% of students rated this aspect positively, with 33% neutral. This suggests a key area of improvement—more integration of educational technologies, LMS platforms, simulations, and digital resources could enhance the learning experience.	
11.	Does the curriculum generate inclination amongst students towards higher education?	The responses were evenly split: 33% each for positive, neutral, and negative leanings. This indicates a mixed perception, emphasizing the need for career counselling, academic mentorship, and higher education orientation.	

		sessions to guide student aspirations.	
12.	General Comments and Suggestions:		

BCOM AFA Semester 4: Feedback and Action Report

Academic Year 2024-25

General Feedback Summary:

1. Post-Mid Sem Syllabus:

Students found the syllabus more engaging after the mid-semester exams, with noticeable improvement in their academic progress. The topics were well-organized, and students appreciated the structure of the course.

2. Curriculum Quality:

The curriculum was generally well-received for being clear and well-structured. Students felt the topics were logically sequenced and aligned with their learning goals.

3. Overall Experience:

The majority of students were satisfied with the course content, teaching methodologies, and the overall class environment. There was positive feedback regarding the clarity and delivery of lessons.

4. Self-Study and Research:

The course contributed significantly to developing self-study habits and research skills, helping students become more independent learners.

5. Suggestions for Improvement:

- o Practical Sessions: Students expressed a desire for more practical sessions, especially in areas such as Power BI and data analysis.
- o Interactive Sessions: Many students requested more interactive sessions, including Q&A opportunities, group discussions, and more engaging teaching methods.





- o Session Breaks: Some students suggested incorporating breaks during longer sessions to maintain focus and improve attention.

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
1	Time	User	NAME	Name	Registe	Name	Semest	Contact	E-mail	Does th	Does th	Does th	Does th	Does th	Does th	Does th	Does th	Does th	Does th	Does th	General	Comments and Suggestions		
152	2025/04/	krishna.sir	Commerce Krishna Sir	2.3E+07	BCOM-AF	4	9.8E+09	krishna.sir	4	4	4	3	3	4	4	3	4	3	3					
153	2025/04/	yashita.ag	Commerce Yashita Ag	2.3E+07	BCOM-AF	4	7.1E+09	yashita.ag	5	5	5	5	5	5	5	5	5	5	5					
155	2025/04/	kavya.chai	Commerce Kavya Chai	2.3E+07	BCOM-AF	4	1E+10	kavya.chai	4	4	4	4	4	4	4	4	4	4	4					
158	2025/04/	pranjal.me	Commerce Pranjal Me	2.3E+07	BCOM-AF	4	9.5E+09	pranjal.me	4	4	4	4	4	4	4	4	4	4	4					
161	2025/04/	simran.vis	Commerce Simran Vis	2.3E+07	BCOM-AF	4	9.7E+09	simran.vis	5	5	2	3	3	2	5	5	5	5	2	3				
162	2025/04/	jayant.ton	Commerce Jayant Ton	2.3E+07	BCOM-AF	4	8.9E+09	jayant.ton	4	4	4	4	4	4	4	4	4	4	4		NA			
164	2025/04/	manaswin	Commerce Manaswin	2.3E+07	BCOM-AF	4	9.6E+09	manaswin	5	5	4	3	3	5	5	3	5	3	3		No			
165	2025/04/	garv.sehgi	Commerce Garv Sehgi	2.3E+07	BCOM-AF	4	7.7E+09	garv.sehgi	5	5	5	5	5	5	5	5	5	5	5		No Suggestions			
168	2025/04/	disha.jaini	Commerce Disha Jaini	2.3E+07	BCOM-AF	4	7E+09	disha.jaini	3	3	2	2	4	2	2	3	3	3	3					
170	2025/04/	mahi.yada	Commerce Mahi Yada	2.3E+07	BCOM-AF	4	9.1E+09	mahi.yada	5	5	5	5	5	5	5	5	5	5	5					
172	2025/04/	aditya.sre	Commerce Aditya Sre	2.3E+07	BCOM-AF	4	8.8E+09	aditya.sre	3	3	3	3	3	3	3	3	3	3	3		Na			
176	2025/04/	dhyani.pra	Commerce Dhyani Pra	2.3E+07	BCOM-AF	4	9.2E+09	dhyani.pra	3	3	3	3	3	3	3	3	3	3	3					
179	2025/04/	dhruv.gup	Commerce Dhruv Gup	2.3E+07	BCOM-AF	4	8.6E+09	dhruv.gup	5	3	5	5	5	5	5	5	5	5	5		NA			
183	2025/04/	maitreya.f	Commerce Maitreya F	2.3E+07	BCOM-AF	4	7.5E+09	maitreya.f	3	4	3	4	3	4	4	4	4	4	3	3				
204	2025/04/	supreet.ka	Commerce Supreet Ka	2.3E+07	BCOM-AF	4	8.4E+09	supreet.ka	5	5	5	5	5	4	4	4	4	4	5	5				

Action Taken Report:

Feedback was collected from BCOM AFA Semester 4 students via a Google Form for the academic year 2024-25. The responses were reviewed during the Board of Studies (BoS) meeting, which included faculty and members of the Curriculum Development Committee (CDC).

Key Action Points from BoS Meeting:

- Practical Sessions:
Power BI classes will be scheduled for the next semester to offer more practical, hands-on experience. Additional workshops focusing on data analysis tools will also be planned.
- Industry-Relevant Assessments:
Continuous Internal Assessments (CIAs) will include more real-world case studies, simulations, and application-based assignments to better prepare students for industry challenges.
- Skill Development:
The department will collaborate with the placement cell to offer additional skill-building sessions, including resume workshops, mock interviews, and aptitude training, to further enhance employability.

- **Interactive Sessions:**

Interactive elements such as group discussions, Q&A sessions, and peer-to-peer learning will be incorporated into the curriculum to foster engagement and active learning.

- **Session Breaks:**

To address the request for breaks during long sessions, the schedule will be reviewed to incorporate appropriate intervals without disrupting the flow of learning.

Conclusion:

The feedback indicates that while the curriculum is effective in meeting academic goals, changes will be made based on student suggestions. The implementation of more practical sessions, increased interactivity in classes, and enhanced skill development opportunities will be prioritized in the upcoming semester. These updates aim to improve the overall student experience and align the course more closely with industry expectations.

4Msc-MFA Batch 2023-25

Response Summary

Classes	Total Students	% Responses
4Msc-MFA	13	70

Summary Report for 4Msc-FA:

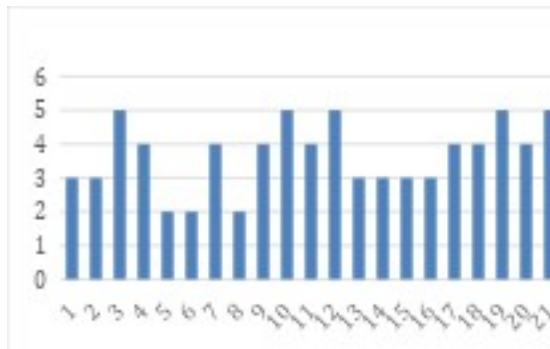
Below is the list of courses for **4Msc-FA** on the basis of which the feedback was taken by the students:



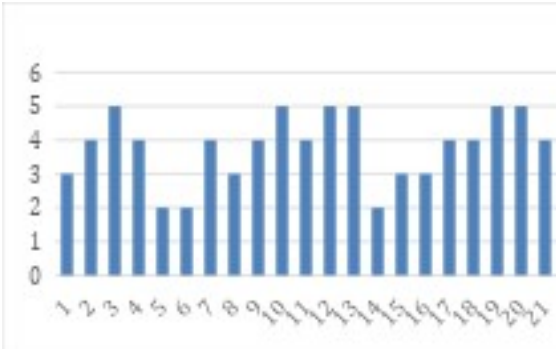
Below is the Curriculum Feedback summary report for the 4Msc-FA Course on the

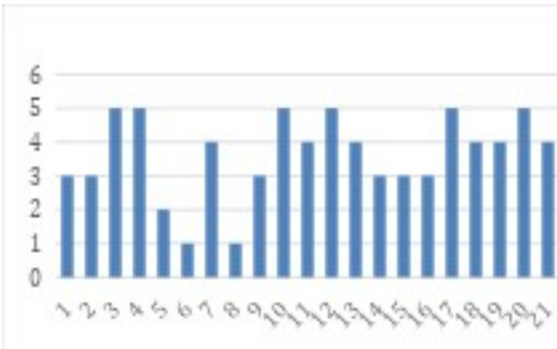
S.NO	Course Code	Title of the Course
1	MFA431N	Ethical and Legal Aspects of Analytics
2	MFA432N	Cyber and Data Security

following parameters;

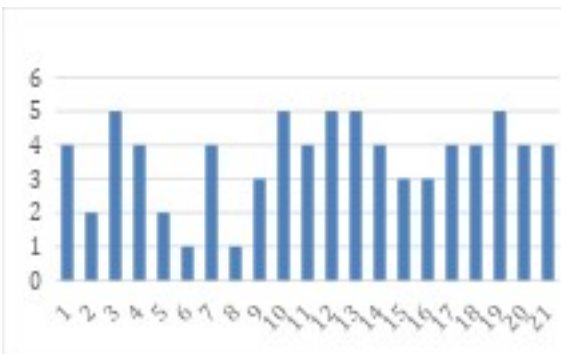
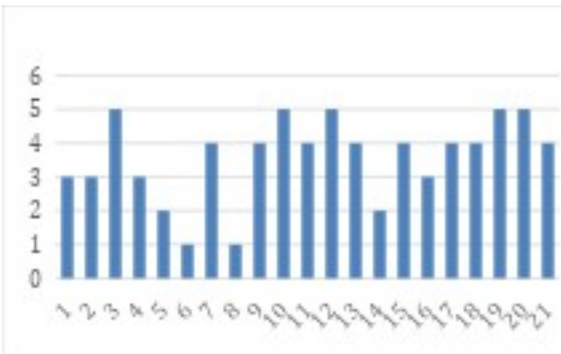
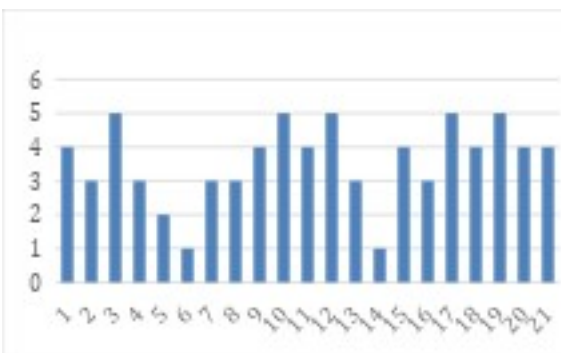
S. NO	Questions	Response/ Feedback	Graphical Presentation																																												
1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	The chart indicates generally positive feedback, with most respondents rating the syllabus alignment with course and program outcomes between 4 and 5. While a few lower ratings suggest minor concerns, the overall sentiment reflects satisfaction with the curriculum's coherence and relevance.	 <table><caption>Feedback Ratings Data</caption><tr><th>Respondent</th><th>Rating</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>5</td></tr><tr><td>4</td><td>4</td></tr><tr><td>5</td><td>2</td></tr><tr><td>6</td><td>2</td></tr><tr><td>7</td><td>4</td></tr><tr><td>8</td><td>2</td></tr><tr><td>9</td><td>4</td></tr><tr><td>10</td><td>5</td></tr><tr><td>11</td><td>4</td></tr><tr><td>12</td><td>5</td></tr><tr><td>13</td><td>3</td></tr><tr><td>14</td><td>3</td></tr><tr><td>15</td><td>3</td></tr><tr><td>16</td><td>3</td></tr><tr><td>17</td><td>4</td></tr><tr><td>18</td><td>4</td></tr><tr><td>19</td><td>5</td></tr><tr><td>20</td><td>4</td></tr><tr><td>21</td><td>5</td></tr></table>	Respondent	Rating	1	3	2	3	3	5	4	4	5	2	6	2	7	4	8	2	9	4	10	5	11	4	12	5	13	3	14	3	15	3	16	3	17	4	18	4	19	5	20	4	21	5
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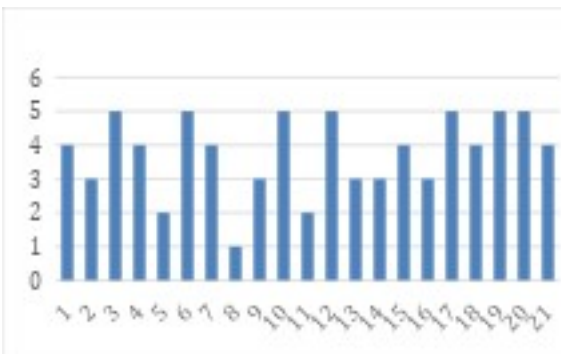
2	Does the syllabus include advanced versions of the subject topics?	The responses suggest a favourable perception of the syllabus's inclusion of advanced subject topics, with most ratings clustered around 3 to 5. While a few lower ratings point to areas for enhancement, overall feedback indicates the syllabus is moderately to well-advanced.	
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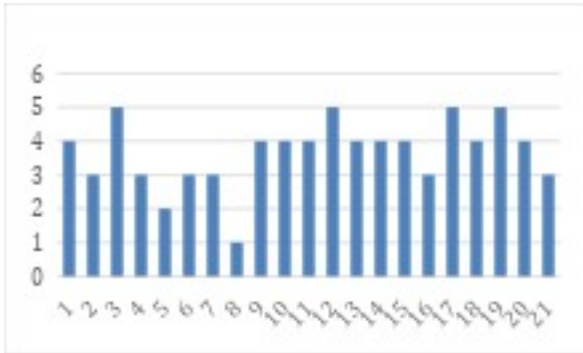
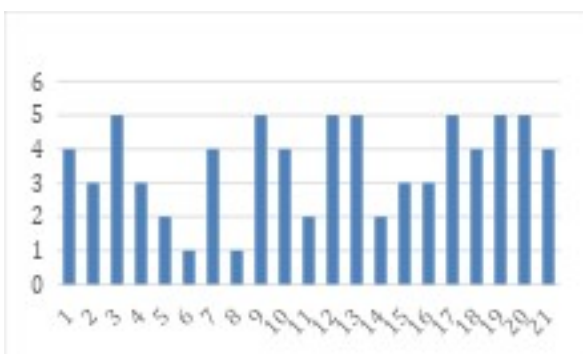
3	Does the curriculum emphasize upon Skill Development of students?	The responses suggest a favourable perception of the syllabus's inclusion of advanced subject topics, with most ratings clustered around 3 to 5. While a few lower ratings point to areas for enhancement, overall feedback indicates the syllabus is moderately to well-advanced.	
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4	Does the curriculum lead to the development of problem solving and analytical thinking?	The responses suggest that the curriculum is generally effective in fostering problem-solving and analytical thinking , with the majority of responses clustered around higher ratings (3 to 4). Option 7 received the highest number of responses, indicating strong agreement among some participants.	
5	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Most responses indicate that the curriculum helps students apply their knowledge to address real-world issues, especially at local, regional, or national levels. Option 5 received the highest frequency, showing strong agreement.	
6	Does the curriculum emphasize upon enhancing Employability aspect of students?	Students were satisfied and said that the curriculum focused towards employability aspects. Out of which 33% students rated excellent, 50% students rated good and 17% found it satisfactory.	



7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Responses show a generally positive outlook on how the curriculum and co-curricular activities promote service learning and community engagement. Ratings are well-distributed, with options 1, 3, and 5 receiving the highest counts, indicating moderate to strong agreement.	
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8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	The responses show a generally positive but mixed perception of how well the curriculum promotes gender sensitization, with the highest rating at level 5 and a spread across other levels.	
9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 17% students rated excellent, 67% students rated good and 17% students found it	



		satisfactory.	
10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	The feedback indicates a varied perception of the curriculum's integration of ICT tools, with the highest responses at level 2, suggesting room for improvement in effectively utilizing technology for education.	
11	Does the curriculum generate inclination amongst students towards higher education?	The graph suggests varying levels of student inclination toward higher education based on the curriculum, with the highest value at the first category (6) and declining to 0 at the last category (7). However, without axis labels or context, the exact interpretation is unclear.	
12	General Comments and Suggestions:	Excellent, can be interactive in class, Good, Very Good, Nice, Interactive, Interesting	

General Feedback Summary:

1. Post-Mid Semester Syllabus: Following the midterm exams, students felt that the syllabus

had improved in interest and engagement, and their academic performance had improved.

2. Curriculum Quality: With its well-defined subjects that promoted efficient learning, the curriculum was generally well-received.

3. General Satisfaction: The majority of students reported being happy with the course material, instructional strategies, and general classroom atmosphere.

4. Self-Study & Research: A lot of students valued how the course promoted independent learning by fostering their ability to conduct independent research and study.

5. Recommendations for Enhancement:

Practical Sessions: A few students recommended adding additional practical sessions, especially in courses like Power BI that deal with data.

Interactive Sessions: Students asked for more group discussions and Q&A sessions in the classroom

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

TimeStamp	Username	NAME OF	Name of the	Register No.	Semester	Contact No.	E-mail	Does the	Does the	Does the	Does the	Does the	Does the	Does the	Does the	Does the	Does the	General Comments and Suggestions
2025/03/05 11:00	aniket.singh@Commerce	Aniket Singh	23224001	MSc-FA	4	8400973893	aniket.singh@	2	2	1	2	2	4	4	3	4	3	5 Need more changes in the syllabus, also need better placement opportunities in domains of financial anal
2025/03/05 11:00	blessthyomas@Commerce	Blessy Thoma	23224003	MSc-FA	4	930053946	blessthyomas@	3	2	4	3	2	2	2	4	4	5	4
2025/03/05 11:00	tanya.thomas@Commerce	Tanya Thoma	23224002	MSc-FA	4	915145410	tanya.thomas@	1	1	1	1	1	2	4	1	1	1	1
2025/03/05 11:00	alvin.kurian@Commerce	Alvin Kurian	23224006	MSc-FA	4	9873593933	alvin.kurian@r	3	3	3	3	3	3	3	3	3	3	3 na
2025/03/05 11:00	hai.sankar@Commerce	Hai Sankar B	23224007	MSc-FA	4	9072051670	hai.sankar@r	4	3	3	3	5	2	4	5	4	3	4
2025/04/15 4:11	abhimanyu.shi@Commerce	Abhimanyu Shi	23224004	MSc-FA	4	9810038722	abhimanyu.shi@	1	2	2	2	2	2	2	1	1	2	5 Complete curriculum needs to be changed and should be according to the current market understanding
2025/04/15 4:11	devangi.sham@Commerce	Devangi Sham	23224004	MSc-FA	4	7042089118	devangi.sham@	3	3	3	4	2	3	3	2	2	2	2

Action Taken Report

The curriculum feedback has been taken from the students OF 4Msc-FA. The students responded to the feedback for both the semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback and then discussing the required changes in BoS discussed in the meeting in the presence of Programme Coordinators, Academic Coordinator and Head of the Department and then it was discussed to propose the

changes with the Curriculum Development Committee (CDC) members including members of School of Business and Management who are the part of CDC as well in the CDC meeting. The meeting was held during the BoS of 4Msc-FA programme. The following points were

Classes	Total Students	% Responses
6 BCOMP BATCH	16	25

discussed in the meeting:

- There are major areas where students are satisfied with the curriculum structure.
- Few minor changes were suggested in CIAs during BoS to make the assignments more industry oriented and experiential.
- It was also decided to inculcate the habit of using ICT Tools by students also on regular basis not only for assignments, projects.

6 BCOMP BATCH

Response Summary

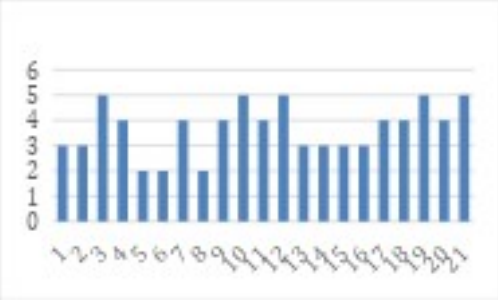
Below is the list of courses for 6 BCOMP on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	COP631	Strategic Management, Ethics and Corporate Governance

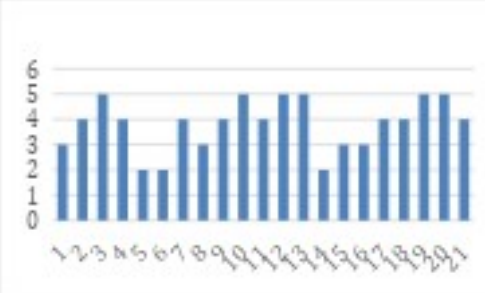
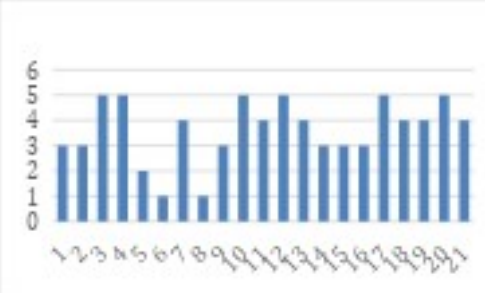


2	COP641AN	BUSINESS VALUATION & ANALYSIS
3	COP632	Financial Reporting
4	COP 642A	International Financial Management

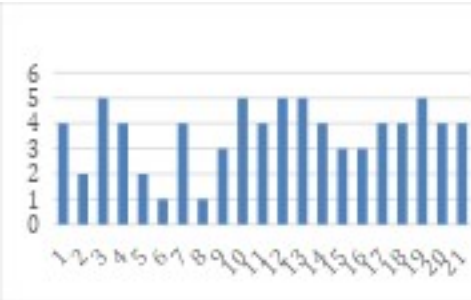
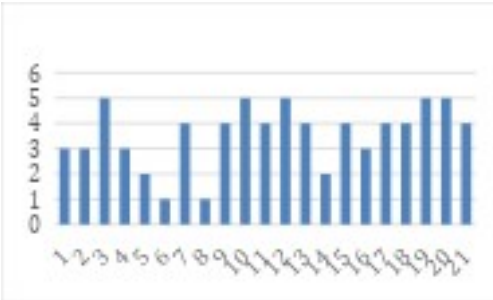
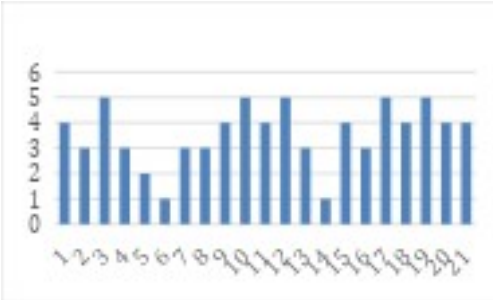
Below is the Curriculum Feedback summary report for 6BCOMP Course on following parameters:

S.N O	Questions	Response/ Feedback	Graphical Presentation
1.	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	The graph suggests that the syllabus aligns well with course/program outcomes for the first category (highest rating) but shows a significant decline, reaching no alignment (0) by the fourth category. The lack of axis labels makes precise interpretation difficult.	

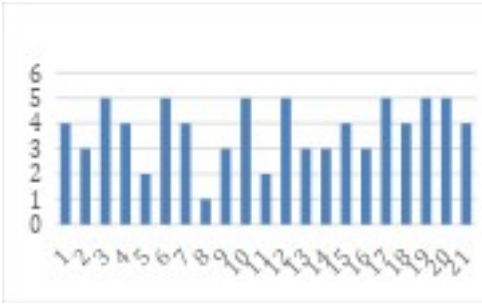
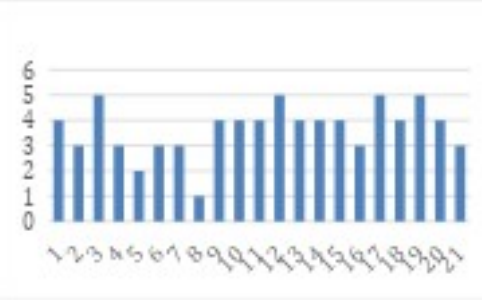
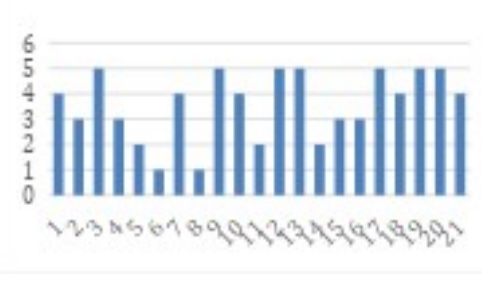


2	Does the syllabus include advanced versions of the subject topics?	Overall, all students were satisfied and said that the curriculum covers advanced topics. Out of which 33.3% students rated excellent; 40% students rated good.	
3	Does the curriculum emphasize upon Skill Development of students?	Overall students were satisfied and said that the curriculum enhances their knowledge and skills in the relevant domain. Out of which 26.7% students rated excellent, 46.7% students rated good and 20% students were satisfied.	

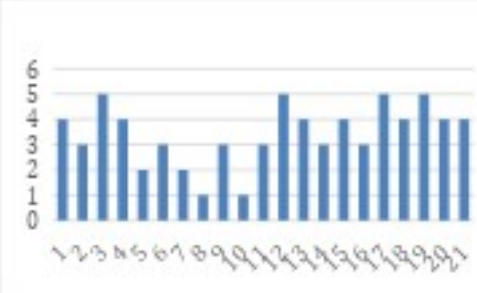
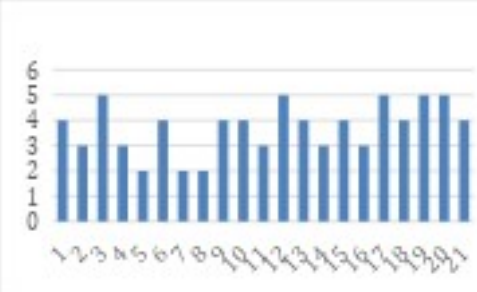


4	Does the curriculum lead to the development of problem solving and analytical thinking?	Students were satisfied and said that the curriculum is effective in developing critical/ analytical thinking. Out of which 26.7% students rated excellent, 33.3% students rated good.	
5	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Students were satisfied and said that the textbooks and reference materials relevant to the content of LRNG into the curriculum. Out of which 33.3% students rated excellent; 40% students rated good.	
6	Does the curriculum emphasize upon enhancing Employability aspect of students?	Students were satisfied and said that the curriculum focused towards employability aspects. Out of which 33.3% students rated excellent, 20% students rated good.	



7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Overall students were satisfied and said that the curriculum enables the students to apply their knowledge in service learning. Out of which 20% students rated excellent, 46.7% students rated good and 33.3% students were satisfied.	
8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 20% students rated excellent, 40% students rated good and 20% students are satisfied.	
9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 20% students rated excellent, 60% students rated good and 13.3% students found it satisfactory.	



10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 26.7% students rated excellent, 33.3% students rated good and 40% students found it satisfactory	
11	Does the curriculum generate inclination amongst students towards higher education?	Overall students were satisfied and said that the curriculum meets your overall expectations. Out of which 46.7% students rated excellent, 26.7% students rated good and 20% found the curriculum satisfactory.	
12	General Comments and Suggestions:	Good, Satisfied	

Academic Year 2023-24

General Comments and Suggestions:

1. Studying is going well, and the material is intriguing after the midterm exam.
2. The concepts are clear and the entire curriculum is good right now.
3. Everything is OK.
4. The program maintains students' interest in both academic and practical studies.

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

Action Taken Report

Regarding skill development, most students expressed satisfaction, with a majority rating the curriculum as excellent or good. However, some students felt that more could be done. In response, the department has decided to incorporate additional practical sessions, industry-based projects, and certification opportunities such as Power BI and Excel training. These initiatives aim to make the curriculum more application-oriented and enhance students' employability.

Students also acknowledged the curriculum's role in promoting analytical thinking and appreciated the relevance of reference materials. To build on this, faculty members will integrate more case-based assignments and real-world scenarios into their teaching. Updated learning resources and expert guest sessions will be introduced to provide practical exposure and encourage critical thinking. These steps are intended to enrich the academic experience and better prepare students for future challenges.

Summary Report for 4BCOM-IAF:

Classes	Total Students	% of respondents
4BCOM-IAF	38	48

Below is the list of courses for 4BCOM-IAF on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	BIAF301-4	Financial Reporting
2	BIAF302-4	Advanced Financial Management
3	BIAF303-4	Performance Management
4	BIAF201-4	Taxation
5	DPS202-4	Digital Marketing

S.N O	Questions	Response/ Feedback	Graphical Presentation
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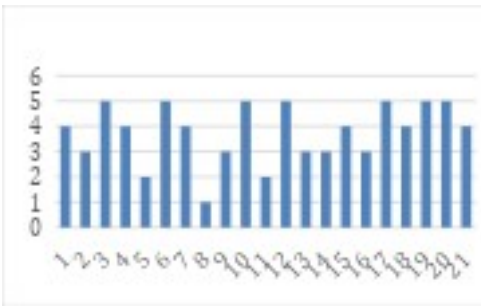
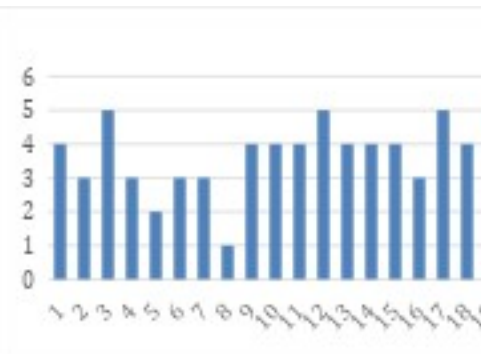
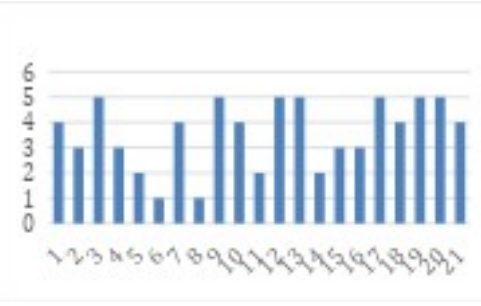


1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Overall students were satisfied and said that the content of the curriculum satisfied the stated objectives and learning outcomes. Out of which 46.7% rated excellent, 26.7% students rated good, 26.7% satisfactory.	
2	Does the syllabus include advanced versions of the subject topics?	Overall, all students were satisfied and said that the curriculum covers advanced topics. Out of which 33.3% students rated excellent; 40% students rated good.	
3	Does the curriculum emphasize upon Skill Development of students?	Overall students were satisfied and said that the curriculum enhances their knowledge and skills in the relevant domain. Out of which 26.7% students rated excellent, 46.7% students rated good and 20% students were satisfied.	

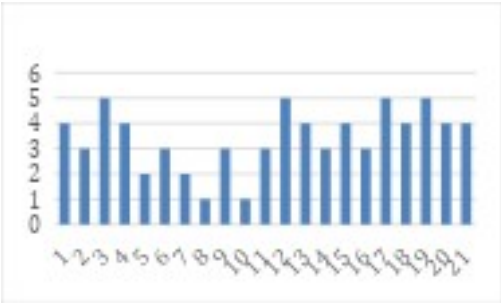
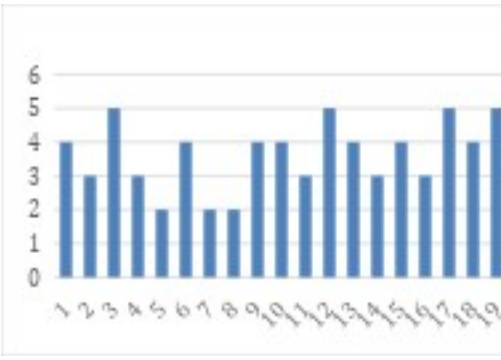


4	Does the curriculum lead to the development of problem solving and analytical thinking?	Students were satisfied and said that the curriculum is effective in developing critical/ analytical thinking. Out of which 26.7% students rated excellent, 33.3% students rated good.	
5	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Students were satisfied and said that the textbooks and reference materials relevant to the content of LRNG into the curriculum. Out of which 33.3% students rated excellent; 40% students rated good.	
6	Does the curriculum emphasize upon enhancing Employability aspect of students?	Students were satisfied and said that the curriculum focused towards employability aspects. Out of which 33.3% students rated excellent, 20% students rated good.	



7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Overall students were satisfied and said that the curriculum enables the students to apply their knowledge in service learning. Out of which 20% students rated excellent, 46.7% students rated good and 33.3% students were satisfied.	
8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 20% students rated excellent, 40% students rated good and 20% students are satisfied.	
9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 20% students rated excellent, 60% students rated good and 13.3% students found it satisfactory.	



10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 26.7% students rated excellent, 33.3% students rated good and 40% students found it satisfactory	
11	Does the curriculum generate inclination amongst students towards higher education?	Overall students were satisfied and said that the curriculum meets your overall expectations. Out of which 46.7% students rated excellent, 26.7% students rated good and 20% found the curriculum satisfactory.	
12	General Comments and Suggestions:	Good, Satisfied	

Overall Analysis

General Comments and Suggestions:



1. Satisfied with the course
2. Classes are going fine
3. Everything is good
4. Students need more informative sessions

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

TimeStamp	Username	NAME OF	Name of H.	Region N.	Name of H.	Semester	Contact No.	E-mail id	Does the S.	Does the c.	Does the c.	Does the c.	Does the c.	Does the c.	Does the c.	Does the c.	Does the c.	Does the c.	Does the c.	General C.	Remarks and Suggestions
2025030110	devaniborev	Commerce	Devan Borev	2321003	BCOM-1A	4	7080351411	devaniborev	3	3	3	4	3	4	4	4	4	4	4		
2025030110	amanjia.das@	Commerce	Amanjia Das	2321003	BCOM-1A	4	9552977534	amanjia.das@	3	4	3	2	3	3	3	3	3	3	3		
2025030113	Kevin.varghe	Commerce	Kevin	2321003	BCOM-1A	4	8321877754	Kevin.varghe	5	5	5	5	5	5	5	5	5	5	5		
2025030112	kipsa.thapar@	Commerce	Kipsa Thapar	2321006	BCOM-1A	4	5755408673	kipsa.thapar@	4	4	5	4	3	3	4	3	3	4	3		
2025030114	maheshw.dha	Commerce	Maheshw.Dha	2321003	BCOM-1A	4	7116537165	maheshw.dha	2	2	2	2	2	2	2	2	2	2	2		
2025030121	harshaj.jan@	Commerce	Harshaj Jan	2321001	BCOM-1A	4	9371663336	harshaj.jan@	4	4	4	4	4	4	3	4	3	4	2		
2025030121	anishj.jan@	Commerce	Anishj Jan	2321003	BCOM-1A	4	7307262400	anishj.jan@	2	3	1	1	1	3	1	1	1	1	1		2 AM
2025030121	ajay.vaj@bc	Commerce	Ajay Vaj	2321006	BCOM-1A	4	8386644748	ajay.vaj@bc	4	4	3	3	4	4	3	4	5	3	4		
2025030121	anish.das@bc	Commerce	Anish Das	2321004	BCOM-1A	4	9327609564	anish.das@bc	5	5	5	5	5	5	5	5	4	4	1		
2025030121	raunika.unj@	Commerce	Raunika Unj	2321002	BCOM-1A	4	3546326339	raunika.unj@	4	4	4	4	4	4	4	4	2	3	3		
2025030121	hrush.san@bc	Commerce	Hrush San	2321004	BCOM-1A	4	8706872773	hrush.san@bc	5	5	5	5	5	5	5	5	5	5	5		
2025030121	amanan.v@bc	Commerce	Amanan A Day	2321001	BCOM-1A	4	9557049449	amanan.v@bc	3	5	4	5	4	3	3	4	5	4	4		
2025030121	anash.m@bc	Commerce	Anash Mehra	2321003	BCOM-1A	4	3770393852	anash.m@bc	3	2	3	4	2	1	3	4	2	3	3		3 Difficulties on not learning and foolish theory only. Very less or no practical applicability and situations also
2025030121	mishal.galant	Commerce	Mishal Galant	2321007	BCOM-1A	4	6846362367	mishal.galant	3	3	3	3	4	4	4	4	3	4	4		
2025030121	ruvi.s@bc	Commerce	Ruvi	2321005	BCOM-1A	4	800218476	ruvi.s@bc	3	3	3	3	3	3	3	3	3	3	3		3 Good Course overall
2025030121	no.dal@ncc	Commerce	Nalini Dalvi	2321006	BCOM-1A	4	6374262570	no.dal@ncc	4	4	5	4	4	5	5	5	5	5	5		
2025030121	adithya.verma	Commerce	Adithya Verma	2321007	BCOM-1A	4	7665263803	adithya.verma	4	4	4	4	4	4	4	4	4	4	4		Good Course
2025030121	konika.sourya	Commerce	Konika	2321005	BCOM-1A	4	968157027	konika.sourya	5	5	4	5	5	5	5	5	5	5	5		

Action Taken

- **Syllabus Alignment:** The curriculum development team will focus on strengthening the connection between the syllabus and program outcomes. Clearer course objectives will be incorporated, ensuring a more explicit link with the program's broader goals.
- **Advanced Content Integration:** The department will review the syllabus and introduce more contemporary, industry-relevant topics, particularly in emerging fields like fintech and data analytics, to ensure the curriculum remains cutting-edge.
- **Practical Skill Development:** More practical training sessions will be included, such as hands-on workshops on Power BI, Excel, and other industry-standard tools. Additionally, the department will collaborate with the placement cell to offer more certification programs and skill-building workshops.



- **Real-World Applications:** More case studies, group projects, and real-world assignments will be incorporated to enhance analytical thinking and problem-solving

Classes	Total Students	% Responses
2BCOMH	55	30

skills. These will be designed to better simulate workplace

scenarios.

- **Community Engagement and Service Learning:** The department will introduce more structured service-learning activities and internships, partnering with local communities and NGOs to address societal challenges.

Summary Report for 2 BCOMH:

Response Summary

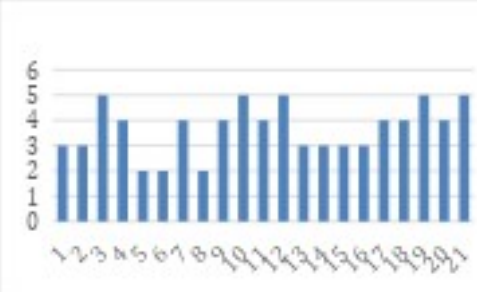
Below is the list of courses for 2BCOMH on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	COH102-2	Business Mathematics and Statistics
2	COH101-2	Human Resource Management
3	COM102-2	Corporate law and administration

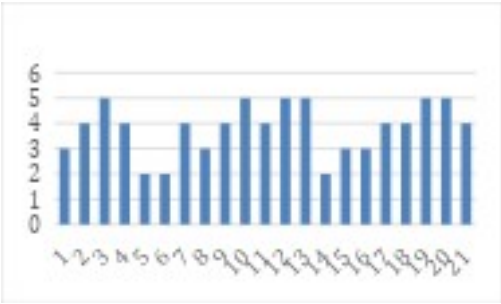
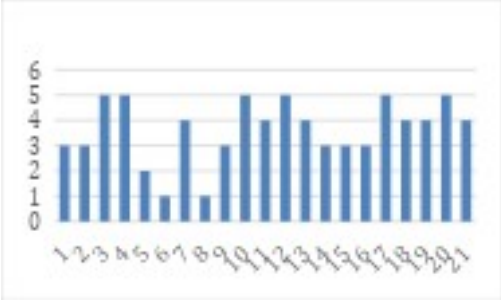


4	COH261-2	Spreadsheet for Business
5	COM101-2	PRACTICES OF BANKING AND INSURANCE

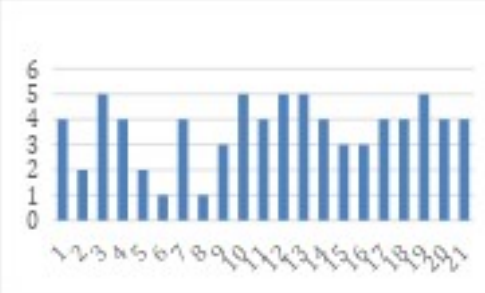
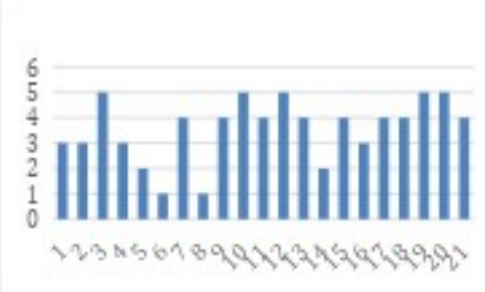
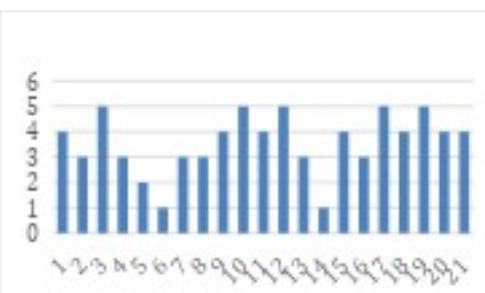
Below is the Curriculum Feedback summary report for 2BCOMH Course on following parameters:

S.N O	Questions	Response/ Feedback	Graphical Presentation
1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Overall students were satisfied and said that the content of the curriculum satisfied the stated objectives and learning outcomes. Out of which 17% rated excellent, 67% students rated good, 17% satisfactory.	

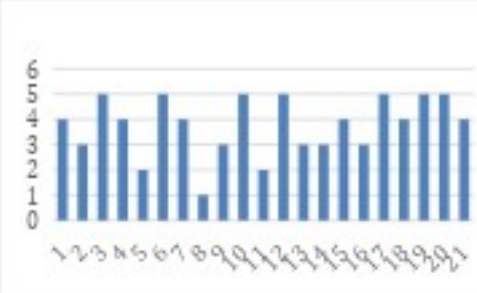
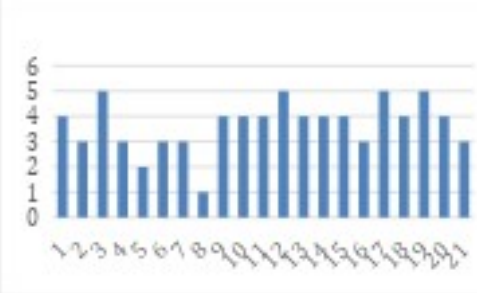
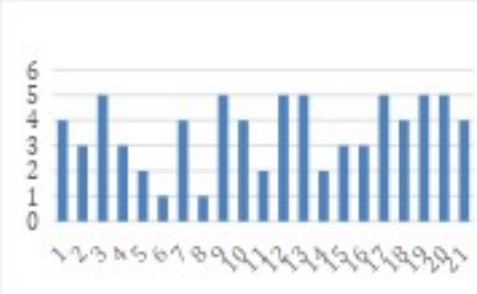


2	Does the syllabus include advanced versions of the subject topics?	The chart indicates that the majority of respondents perceive the syllabus to include advanced versions of subject topics, with most ratings clustered around 4. While a few responses reflect moderate agreement (rating 3), the overall feedback suggests a positive evaluation of the syllabus content in terms of advancement and depth.	
3	Does the curriculum emphasize upon Skill Development of students?	Overall students were satisfied and said that the curriculum enhances their knowledge and skills in the relevant domain. Out of which 33% students rated excellent, 50% students rated good and 17% students were satisfied.	

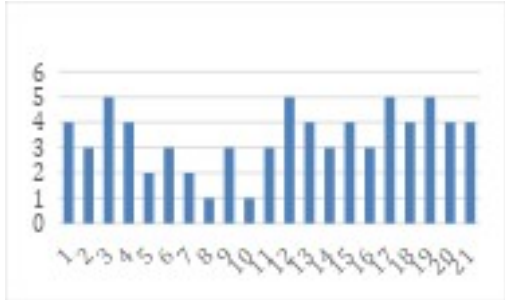
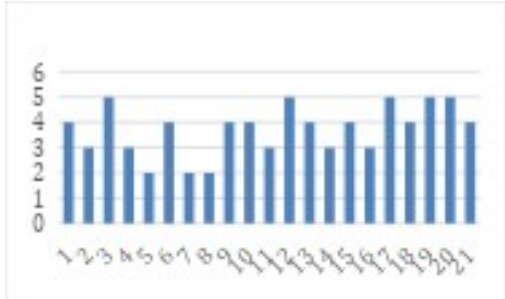


4	Does the curriculum lead to the development of problem solving and analytical thinking?	Students were satisfied and said that the curriculum is effective in developing critical/ analytical thinking. Out of which 33% students rated excellent, 67% students rated good.	
5	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Students were satisfied and said that the textbooks and reference materials relevant to the content of LRNG into the curriculum. Out of which 33% students rated excellent, 67% students rated good.	
6	Does the curriculum emphasize upon enhancing Employability aspect of students	Students were satisfied and said that the curriculum focused towards employability aspects. Out of which 50% students rated excellent, 50% students rated good.	



7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Overall students were satisfied and said that the curriculum enables the students to apply their knowledge in service learning. Out of which 33% students rated excellent, 33% students rated good and 17% students were satisfied.	
8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 50% students rated excellent, 17% students rated good and 33% students are satisfied.	
9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 33% students rated excellent, 33% students rated good and 33% students found it satisfactory.	



10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 50% students rated excellent, 50% students rated good.	
11	Does the curriculum generate inclination amongst students towards higher education?	Overall students were satisfied and said that the curriculum meets your overall expectations. Out of which 17% students rated excellent, 67% students rated good and 17% found the curriculum satisfactory.	
12	General Comments and Suggestions:	Good, Very Good, Nice, Interactive, Interesting	

Academic Year 2024-25

General Feedback Summary:

1. Post-Mid Sem Syllabus:

Students found the syllabus more engaging after the mid-semester exams, with noticeable improvement in their academic progress. The topics were well-organized, and students appreciated the structure of the course.

2. Curriculum Quality:

The curriculum was generally well-received for being clear and well-structured. Students felt the topics were logically sequenced and aligned with their learning goals.

3. Overall Experience:

The majority of students were satisfied with the course content, teaching methodologies, and the overall class environment. There was positive feedback regarding the clarity and delivery of lessons.

4. Self-Study and Research:

The course contributed significantly to developing self-study habits and research skills, helping students become more independent learners.

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

Timestamp	Username	NAME OF	Name of (H)	Register No.	Semester	Contact No.	E-mail id	Does the	Does the	Does the	Does the	Does the	Does the	Does the	Does the	Does the	Does the	General Comments and Suggestions
2025/04/15 3:	anish.gupta	Commerce	Krishna Gupta	242N622	BCOM-H	2	8375953285	anish.gupta	5	5	5	5	5	5	5	5	5	Good
2025/04/15 3:	anish.mittal	Commerce	Anish Mittal	242N609	BCOM-H	2	7085712553	anish.mittal@b	5	3	1	3	4	2	1	1	2	4
2025/04/15 3:	maria.shibu	Commerce	Maria Shibu	242N625	BCOM-H	2	728507104	maria.shibu@	4	4	4	4	4	4	4	4	4	4
2025/04/15 3:	vedant.ohriab	Commerce	Vedant Ohriab	242N643	BCOM-H	2	789805722	vedant.ohriab	5	5	5	5	5	5	5	5	5	5
2025/04/15 3:	ritika.arora	Commerce	Ritika Arora	242N663	BCOM-H	2	8076071778	ritika.arora@	4	3	3	4	3	3	4	3	1	Teachers should focus more on using
2025/04/15 4:	harsh.budhia	Commerce	Harsh Budhia	242N672	BCOM-H	2	805455707	sanjini.singh	4	4	4	4	4	4	4	4	4	4
2025/04/15 4:	harsh.budhia	Commerce	Harsh Budhia	242N617	BCOM-H	2	8273383844	harshbudhia@	3	3	3	3	3	3	3	3	3	3
2025/04/15 4:	paridhi.arora	Commerce	Paridhi Arora	242N632	BCOM-H	2	331513457	paridhi.arora@	4	4	2	3	2	3	2	3	2	3
2025/04/15 5:	bhavika.maha	Commerce	Bhavika Maha	242N612	BCOM-H	2	888257593	bhavika.maha	4	4	5	3	5	4	4	5	4	5
2025/04/15 5:	harshita.mishr	Commerce	Harshita Mishr	242N618	BCOM-H	2	7753017172	harshita.mishr	4	4	5	4	5	4	5	5	5	5
2025/04/15 7:	abhinav.ravat	Commerce	Abhinav Ravat	242N603	BCOM-H	2	3258854207	abhinav.ravat	3	4	4	4	4	2	3	3	4	4
2025/04/15 7:	anjali.tikay	Commerce	Anjali Tikay	242N645	BCOM-H	2	9432039374	anjali.tikay@	2	3	4	4	4	4	3	3	4	3
2025/04/15 8:	disha.s@boor	Commerce	Disha Singh	242N648	BCOM-H	2	335234541	disha.s@boor	4	4	4	3	4	3	4	3	3	3
2025/04/15 10:	vishesh.vardh	Commerce	Vishesh Vardh	242N644	BCOM-H	2	338224587	vishesh.vardh	4	4	4	4	4	4	4	4	4	4

Action taken report

For the academic year 2024–25, feedback collected from students indicated that the curriculum effectively meets the stated objectives and learning outcomes. The majority of students were satisfied, with 67% rating the curriculum as good and 17% each rating it excellent and satisfactory. In response, the department has decided to continue with the core curriculum structure while ensuring regular curriculum reviews are conducted to maintain consistency in learning outcomes. The feedback mechanism will also be improved to gain more specific insights for future refinements.

The responses further suggested that the syllabus includes advanced subject matter, with most students rating it highly on this aspect. To strengthen this area, faculty members have been encouraged to integrate more contemporary and emerging topics into their syllabi.

Departments will also ensure that course content is updated regularly in line with academic and industry advancements, particularly in rapidly evolving domains.

Students also acknowledged that the curriculum has positively contributed to skill development and critical thinking. With 83% of students rating these aspects as good or excellent, the department plans to enhance this strength by introducing more experiential learning components such as case studies, simulations, and project-based assessments. These initiatives aim to provide hands-on experience and foster a deeper understanding of real-world applications.

Summary Report for 6BCOMH

Below is the list of for 6BCOMH on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	COH631N	BUSINESS ANALYTICS
2	COH632N	ACCOUNTING STANDARDS & FINANCIAL REPORTING
3	COH633N	TAXATION-II
4	COH641A	International Finance

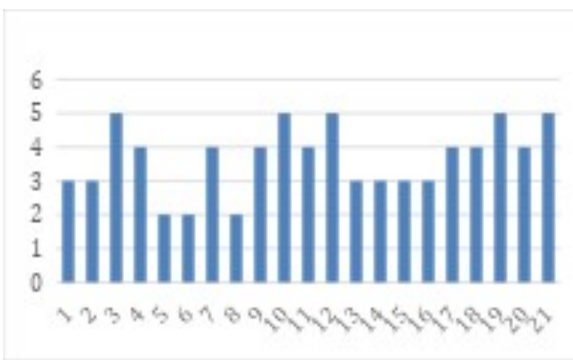
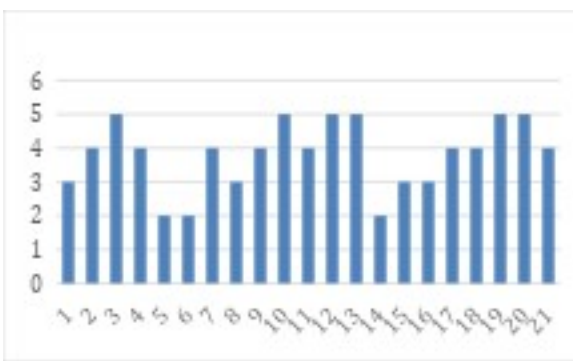
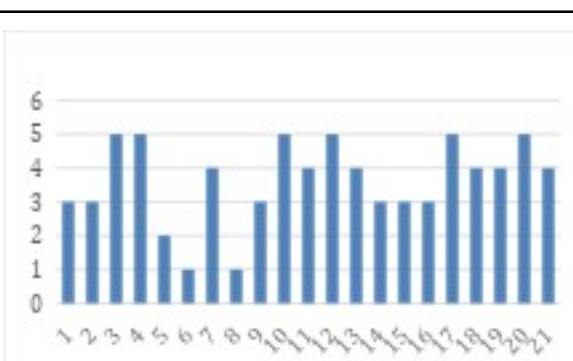


5	COH642AN	FINANCIAL SECURITIES & DERIVATIVES
6	COH643AN	INVESTMENT ANALYSIS
7	COH641BN	BANKING LAW & OPERATIONS
8	COH642BN	BANKING & COMPANY INSURANCE ACCOUNT
9	COH643BN	INTERNATIONAL BANKING

Below is the Curriculum Feedback summary report for the 6BCOMH Course on the following parameters;

S. N O	Questions	Response/ Feedback	Graphical Presentation
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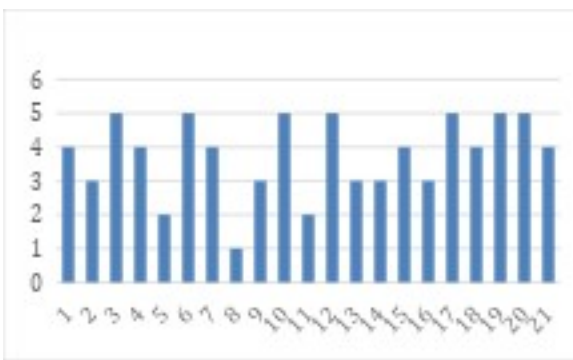
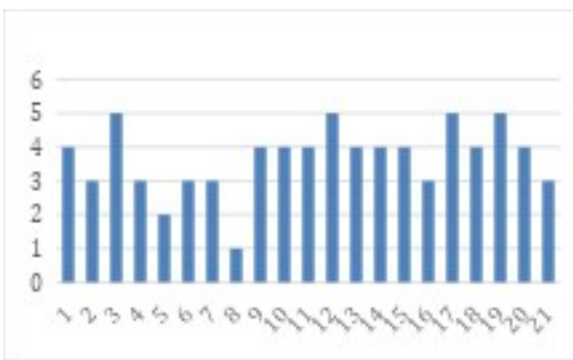
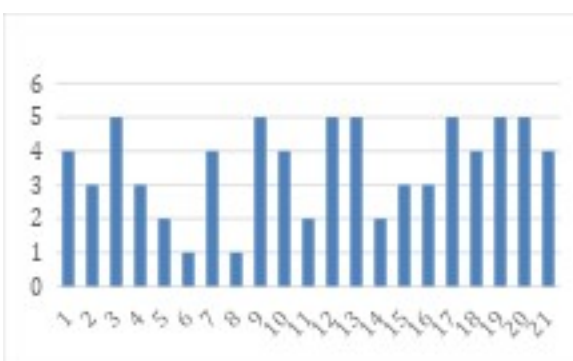


1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Overall students were satisfied and said that the content of the curriculum satisfied the stated objectives and learning outcomes. Out of which 17% rated excellent, 67% students rated good, 17% satisfactory.	
2	Does the syllabus include advanced versions of the subject topics?	Overall, all students were satisfied and said that the curriculum covers advanced topics. Out of which 50% students rated excellent; 50% students rated good.	
3	Does the curriculum emphasize upon Skill Development of students?	Overall students were satisfied and said that the curriculum enhances their knowledge and skills in the relevant domain. Out of which 17% students rated excellent, 67% students rated good and 17% students were satisfied.	

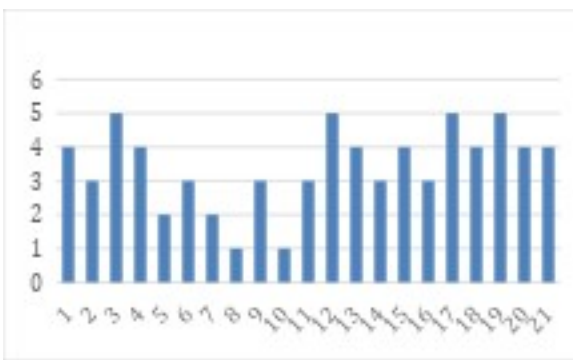
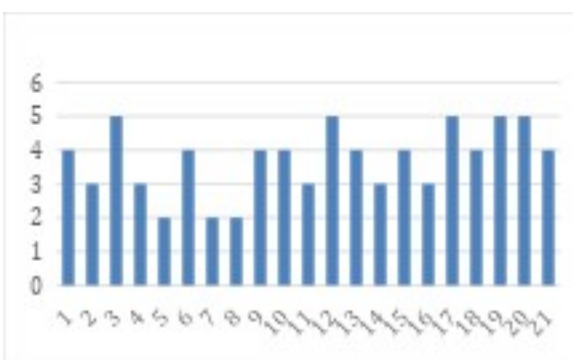


4	Does the curriculum lead to the development of problem solving and analytical thinking?	Students were satisfied and said that the curriculum is effective in developing critical/ analytical thinking. Out of which 33% students rated excellent, 50% students rated good and 17% found it satisfactory.	
5	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Students were satisfied and said that the textbooks and reference materials relevant to the content of LRNG into the curriculum. Out of which 17% students rated excellent, 67% students rated good and 17% found it satisfactory.	
6	Does the curriculum emphasize upon enhancing Employability aspect of students?	Students were satisfied and said that the curriculum focused towards employability aspects. Out of which 33% students rated excellent, 50% students rated good and 17% found it satisfactory.	



7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Overall students were satisfied and said that the curriculum enables the students to apply their knowledge in service learning. Out of which 17% students rated excellent, 67% students rated good and 17% students were satisfied.	
8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 50% students rated excellent, 50% students rated good.	
9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 17% students rated excellent, 67% students rated good and 17% students found it satisfactory.	



10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 50% students rated excellent, 50% students rated good.	
11	Does the curriculum generate inclination amongst students towards higher education?	Overall students were satisfied and said that the curriculum meets your overall expectations. Out of which 33% students rated excellent, 67% students rated good.	
12	General Comments and Suggestions:	Excellent, can be interactive in class, Good, Very Good, Nice, Interactive, Interesting	

General Feedback Summary

1. Students were overall satisfied with the curriculum and confirmed that it meets the stated objectives and learning outcomes.
2. The syllabus was found to include advanced subject topics, with 50% of students rating it excellent and 50% rating it good.
3. The curriculum effectively enhanced students' knowledge and skills in their respective domains.



4. A majority of students felt the curriculum supported the development of critical and analytical thinking abilities.
5. Textbooks and reference materials were considered relevant and aligned with the curriculum content.
6. Students agreed that the curriculum emphasized employability, with many recognizing its industry relevance.

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

Timestamp	Username	NAME OF	Name of th	Register N	Name of th	Semester	Contact P	E-mail id	Does the c	Does the s	Does the d	Does the d	Does the d	Does the d	Does the d	Does the d	Does the d	Does the d	General C	Comments and Suggestions
2025/04/15 2	dominic.r@bc	Commerce	Dominic R Kar	2224036	BCOM-H	6	939566430	dominic.r@bc	3	4	4	4	4	4	4	3	4	4	5	
2025/04/15 2	darshan.suraj	Commerce	Darshan Suraj	2224133	BCOM-H	6	939429821	darshan.suraj	4	4	4	4	4	4	5	4	4	5	5	
2025/04/15 2	anandika.singh	Commerce	Anandika Singh	2224011	BCOM-H	6	626667130	anandika.singh	3	3	3	3	3	3	3	3	3	3	3 Nil	
2025/04/15 2	ayanasagar@bc	Commerce	Ayan Agara	2224028	BCOM-H	6	920406267	ayanasagar@bc	4	4	4	3	3	3	4	3	4	3	4 Nope	
2025/04/15 2	yash.upadhyay	Commerce	Yash Upadhyay	2224136	BCOM-H	6	9897817753	yash.upadhyay	4	4	4	4	4	4	4	4	4	4	4	
2025/04/15 2	aprajita@bc	Commerce	Aprajita	2224021	BCOM-H	6	7632975882	aprajita@bc	3	3	3	3	3	3	3	3	3	3	3 Good	
2025/04/15 2	divyesh.rungt	Commerce	Divyesh Rungt	2224035	BCOM-H	6	9916325693	divyesh.rungt	3	3	3	3	3	3	2	3	3	3	3 Ok	
2025/04/15 2	omkar.shivan	Commerce	Omkar Shivan	2224077	BCOM-H	6	7004052418	omkar.shivan	5	4	5	5	5	5	5	5	5	4	5	
2025/04/15 2	isha.dang@bc	Commerce	Isha Dang	2224044	BCOM-H	6	9.0245E+10	isha.dang@bc	4	3	3	3	3	3	3	2	2	2	2	
2025/04/15 2	sumedha.shi	Commerce	Sumedha Shi	2224113	BCOM-H	6	9383017777	sumedha@bc	4	4	4	5	4	4	4	4	4	4	4	
2025/04/15 2	yash.shivansh	Commerce	Yash Shivansh	2224124	BCOM-H	6	8840451803	yash.shivansh	4	4	4	4	4	4	4	4	4	4	4	
2025/04/15 2	Salshi.kumar	Commerce	Salshi Kumar	2224093	BCOM-H	6	9122320747	salshi.kumar	4	3	4	3	4	4	4	4	4	4	4	
2025/04/15 2	muskan.gupta	Commerce	Muskan Gupta	2224069	BCOM-H	6	9142381761	muskan.gupta	4	3	4	4	3	3	3	3	3	3	3	
2025/04/15 2	kanikay.jan@	Commerce	Kanikay Jan	2224056	BCOM-H	6	8383009799	kanikay.jan@	4	4	4	4	4	4	3	3	4	3	4	
2025/04/15 3	sudharshu.g	Commerce	Sudharshu G	2224112	BCOM-H	6	9953335511	sudharshu.g	5	5	5	5	5	5	5	5	5	5	5	
2025/04/15 3	ridhima.saha	Commerce	Ridhima Saha	2224095	BCOM-H	6	7283084065	ridhima.saha	4	4	4	4	4	4	4	4	4	4	4	Please do something for the traffic outsi
2025/04/15 3	barhlaanya2	Commerce	Kanya Barhla	2224054	BCOM-H	6	8920363266	kanya.barhla	2	2	1	1	3	2	2	2	3	2	3	
2025/04/15 3	tushar.dudeja	Commerce	Tushar Dudeja	2224117	BCOM-H	6	9896440909	tushar.dudeja	4	5	4	5	4	5	5	4	4	4	4	
2025/04/15 3	jasmin.joseph	Commerce	Jasmin Joseph	2224047	BCOM-H	6	8375080516	jasmin.joseph	5	5	5	5	5	5	5	5	5	5	5	
2025/04/15 3	samuel.phillip	Commerce	SAMUEL PHILIP	2224096	BCOM-H	6	8239816658	samuel.phillip	5	5	5	5	5	5	5	5	5	5	5	
2025/04/15 3	Nishi@boomh	Commerce	Nishi	2224075	BCOM-H	6	7206459259	Nishi@boomh	4	4	3	4	4	4	4	4	4	4	4	
2025/04/15 3	shubhangish	Commerce	SHUBHANGI	2224105	BCOM-H	6	8061072969	shubhangish	3	3	3	3	3	4	3	3	3	3	3 NO	
2025/04/15 3	aditi.goyal@bc	Commerce	Aditi Goyal	2224004	BCOM-H	6	7042437845	aditi.goyal@bc	4	4	4	4	4	4	4	4	4	4	4	
2025/04/15 4	rohan.tipsakh	Commerce	Rohan Mangli	2224140	BCOM-H	6	7307723418	rohan.tipsakh	5	5	5	5	5	5	5	5	5	5	5	
2025/04/15 5	satyam.anand	Commerce	Satyam Anand	2224098	BCOM-H	6	8709505185	satyam.anand	4	4	4	4	4	3	3	3	4	4	5	
2025/04/15 5	aaditya.gupta	Commerce	Aaditya Gupta	2224001	BCOM-H	6	8236880077	aaditya.gupta	3	3	3	3	3	3	3	3	3	3	3 NA	
2025/04/15 6	ayushman.bani	Commerce	Ayushman Bani	2224030	BCOM-H	6	7093023706	ayushman.bani	3	3	3	3	3	3	3	3	3	3	3 None	
2025/04/15 6	agaveal.ansul	Commerce	Agaveal Ansul	2224019	BCOM-H	6	6397373634	agaveal.ansul	3	2	3	4	2	3	3	4	1	3	3	
2025/04/15 7	suvasa.nandi	Commerce	Suvasa Nandi	2224114	BCOM-H	6	7207562873	suvasa.nandi	4	3	4	4	3	4	3	4	4	4	4 No	
2025/04/15 7	shubhashree	Commerce	Shubhashree	2224106	BCOM-H	6	9508395201	shubhashree	4	4	5	5	4	5	4	5	5	5	5	
2025/04/15 7	rohika.kuma	Commerce	Rohika Kuma	2224088	BCOM-H	6	7464089481	rohika.kuma	5	5	5	5	5	5	5	5	5	5	5	
2025/04/15 8	siya.pangrat	Commerce	Siya Pangrat	2224110	BCOM-H	6	8260380043	siya.pangrat	5	5	4	5	5	5	5	5	5	5	5 Good	
2025/04/15 8	hardik.singhal	Commerce	Hardik Singhal	2224126	BCOM-H	6	9302265012	hardik.singhal	5	5	5	5	5	5	5	5	5	5	5	
2025/04/15 8	abir.samapal	Commerce	ABIR SAMAPAL	2224003	BCOM-H	6	7349551977	abir.samapal	4	4	4	4	4	4	4	4	4	4	4 nil	
2025/04/15 8	aaditya.siva	Commerce	Aaditya Siva	2224022	BCOM-H	6	7302651593	aaditya@bc	4	4	2	2	1	4	3	3	4	2	3	
2025/04/15 8	mid.shanque	Commerce	Mid Shanque	2224064	BCOM-H	6	8637208206	mid.shanque	4	4	4	4	4	4	4	4	4	4	4 No Suggestions	
2025/04/15 12	jalal.vadhi	Commerce	Jalal Vadhi	2224050	BCOM-H	6	9315851650	jalal.vadhi	4	4	4	4	4	4	4	4	4	4	4 No	
2025/04/15 12	jezal.vadhi	Commerce	Jejal Vadhi	2224043	BCOM-H	6	8810547641	jezal.vadhi	4	3	3	3	3	3	3	4	4	3	3	
2025/04/15 12	sharad.gupta	Commerce	Sharad Gupta	2224132	BCOM-H	6	7539073740	sharad.gupta	3	4	3	3	3	3	4	2	5	4	4 No suggestions	
2025/04/15 12	nihaan.sham	Commerce	Nihaan Sham	2224074	BCOM-H	6	9678807533	nihaan@bc	3	3	3	3	3	3	4	3	3	3	3	
2025/04/15 6	himanshu.kun	Commerce	Himanshu Kun	2224043	BCOM-H	6	9205458353	himanshu.kun	4	4	4	4	3	4	4	5	4	4	4	
2025/04/15 9	shubhra.joshi	Commerce	Shubhra Joshi	2224131	BCOM-H	6	7827771532	shubhra.joshi	5	5	5	5	5	5	5	5	5	5	5	
2025/04/15 12	multika.singh	Commerce	Multika Singh	2224068	BCOM-H	6	9886986754	multika.singh	5	5	5	5	5	4	5	5	5	5	5 CIA must be designed more real world ar	

Action Taken Report

Enhance the learning experience and ensure that the curriculum remains dynamic and relevant. While most students found the curriculum effective in achieving learning outcomes, the Curriculum Development Committee (CDC) will continue to review course objectives and align them more precisely with program-level outcomes. This ongoing review aims to address the feedback from students who rated their experience as satisfactory.

To build on the strength of advanced subject matter coverage, faculty members have been

instructed to incorporate current industry trends and case studies into their teaching. This will ensure the syllabus remains up-to-date and intellectually stimulating. For enhancing critical and analytical thinking, the department plans to expand the use of applied assignments, simulations, and group discussions in classroom settings.

Regarding employability and community engagement, the department will collaborate with the placement cell to offer additional workshops focused on career development, resume building, and interview preparation. Simultaneously, more structured service-learning initiatives will be introduced, including outreach programs and partnerships with local organizations, to help students apply their learning to real-world social contexts.

*****End of Report*****





School of Commerce, Finance and Accountancy

CHRIST (Deemed to be University) Delhi NCR Campus

Faculty Curriculum Feedback Analysis and Action Taken Report

ACADEMIC YEAR 2024-25



Introduction

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to January 2025.

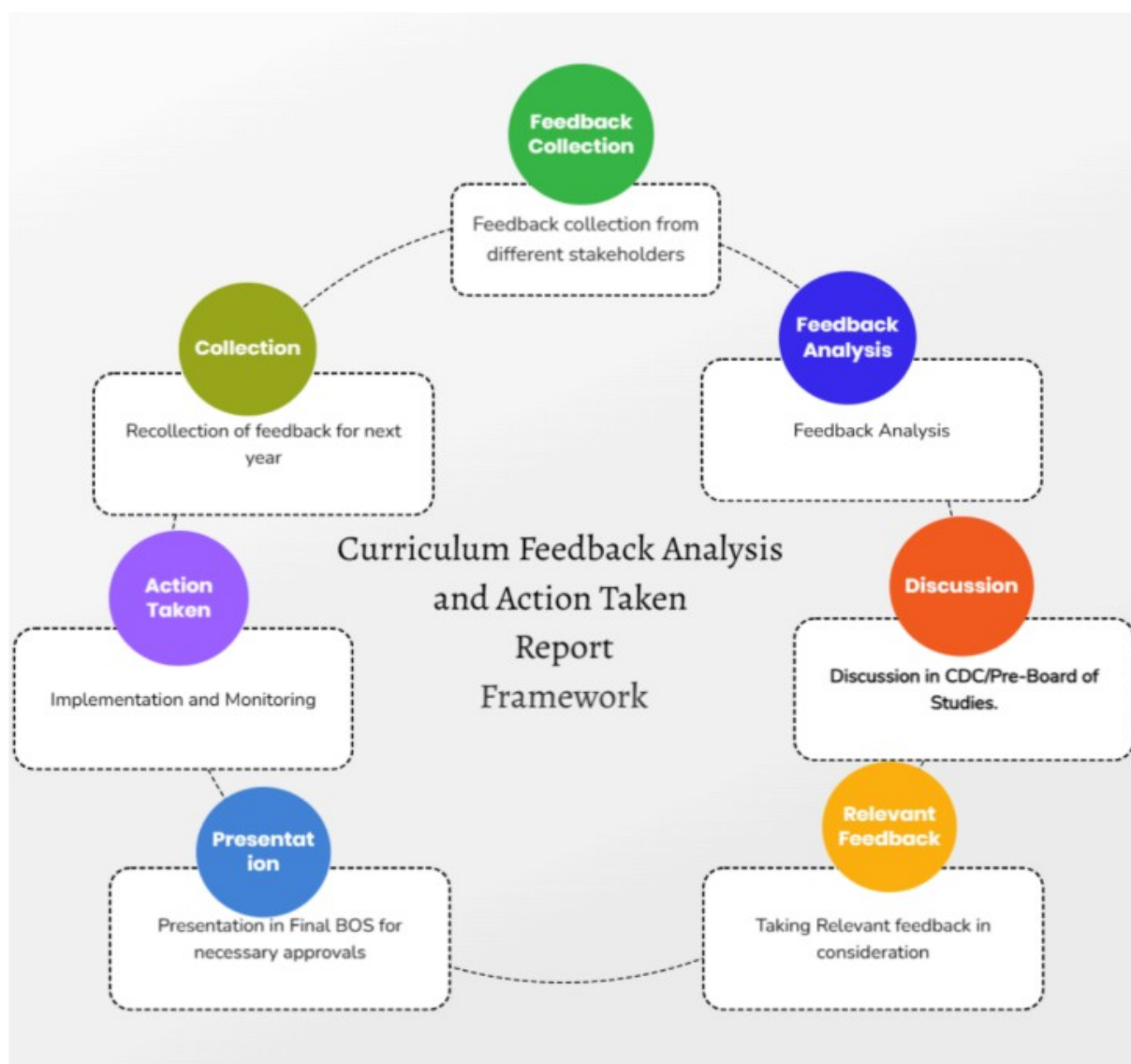
The Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the continuous enhancement and improvement of educational programs.

Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subject trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS

The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

A flow chart illustrating this process ensures clarity and consistency in the execution of each step.



Feedback collection -

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum. Feedback collection stands as a crucial endeavour in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.



Process Of Feedback Analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analysed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyse the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavours.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum

Process Of Feedback Analysis

In the process of discussion of the Feedback a meeting will be called of CDC curriculum development committee and a pre-board meeting of Board of studies, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analysed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour



to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The Process of Taking Relevant Feedback In Consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analysed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation Of Analysis In Final BOS For Necessary Approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement



necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

Response Summary

There are 15 responses received from the Faculties of Christ University's School of Commerce, Finance & Accountancy, Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals.

To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to January 2023.

Faculties of Christ University's School of Commerce, Finance & Accountancy aimed for responses on adequateness of course curriculum, sufficiency of syllabus content in context of current professional standards and curriculum design in context of development of self-directed learning and problem-solving approach.

The university's vice chancellor or pro-vice chancellor receives the report of the response analysis, which is then passed on to IQAC for any necessary action. All of the constituent colleges' heads are then given instructions based on the analysis after that department will take the appropriate steps and actions in order to address the issues brought up by the department faculties of Christ University's School of Commerce, Finance & Accountancy.



Response Summary

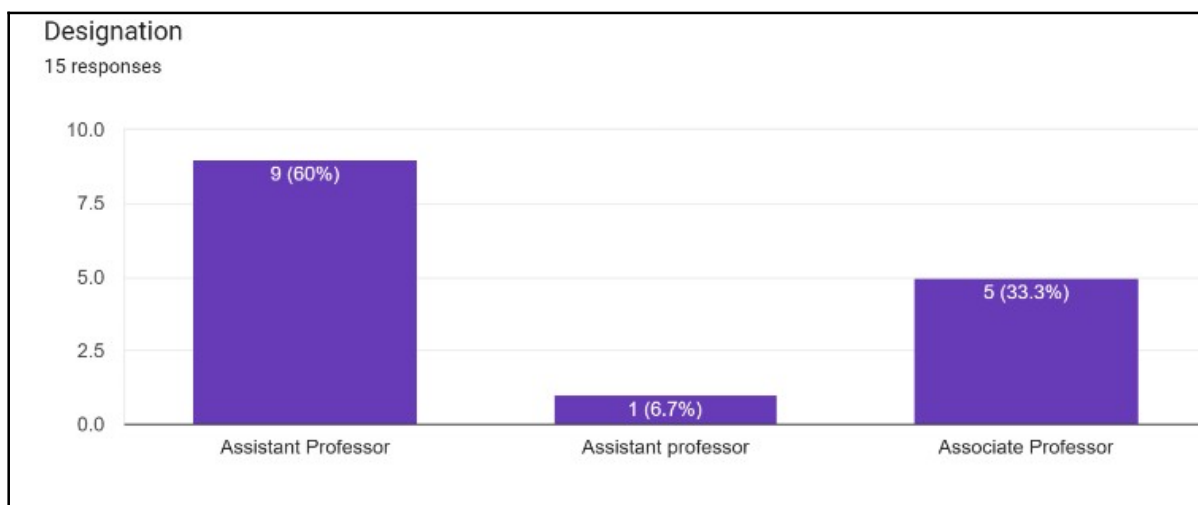
A total of 15 responses were received from the faculties of Christ University's School of Commerce, Finance & Accountancy. This feedback analysis forms part of the university's ongoing effort to assess and enhance the quality of its curriculum. The Feedback Analysis Committee at Christ University is responsible for designing, collecting, and analyzing feedback from a variety of stakeholders, including students, faculty, employers, alumni, and professionals.

To ensure that feedback is tailored to the needs of different groups, Christ University customizes the feedback forms accordingly. The School of Commerce, Finance & Accountancy specifically compiles an annual Curriculum Feedback Analysis and prepares an Action Taken Report, collecting feedback during the October to January period. For the 2024-2025 academic year, feedback was gathered from faculty members to evaluate the effectiveness of the curriculum.

The feedback sought faculty opinions on the adequacy of course content, the sufficiency of syllabus material in alignment with current professional standards, and the curriculum's ability to foster self-directed learning and problem-solving skills.

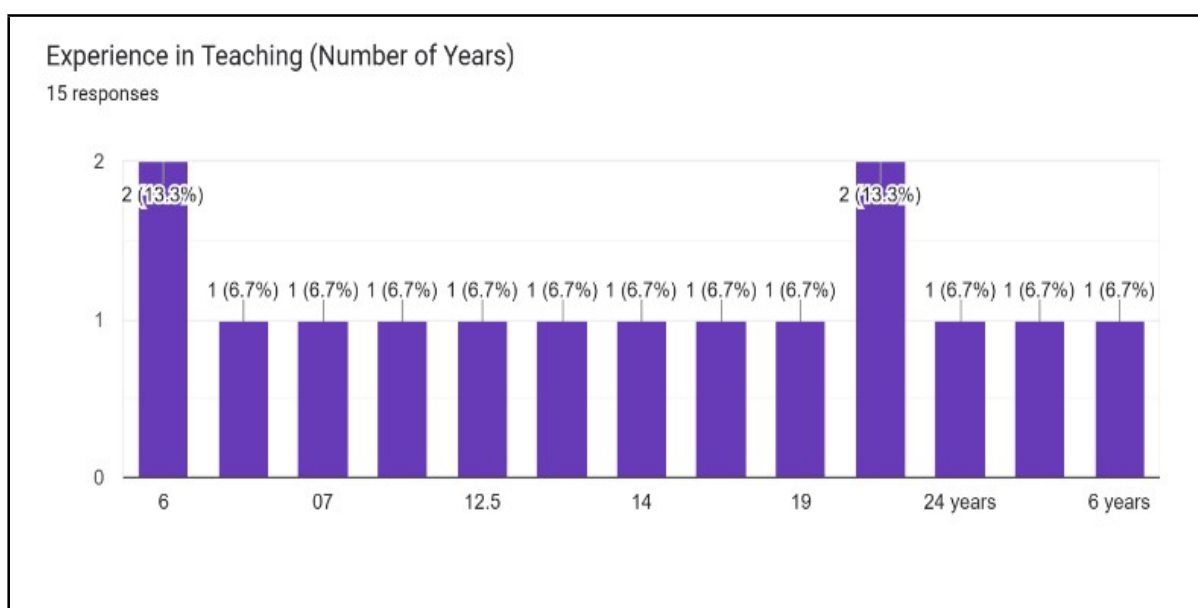
Once the feedback analysis report is compiled, it is submitted to the Vice Chancellor or Pro-Vice Chancellor. The report is then forwarded to the Internal Quality Assurance Cell (IQAC) for further review and action. Following this, the heads of all constituent colleges receive the report, and specific instructions are given to each department to take appropriate steps based on the analysis. These actions are aimed at addressing the issues highlighted by the faculty members of the School of Commerce, Finance & Accountancy, ensuring that necessary improvements are made to the curriculum for continuous development and enhancement of the educational experience at Christ University.

1. Designation Analysis:



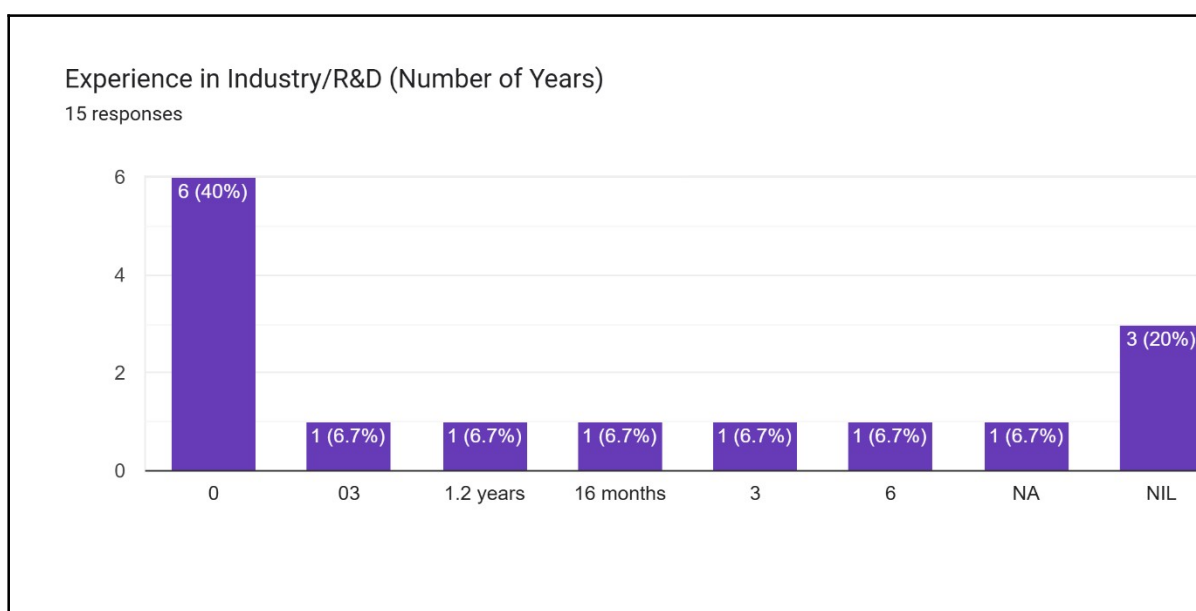
The faculty members of the School of Commerce, Finance, and Accountancy are predominantly appointed as **Assistant Professors**, with **73.3%** (11 out of 15) of the respondents holding this position. **Associate Professors** make up **26.7%** (4 out of 15), reflecting a balanced representation of both junior and senior academic staff. This distribution of designations suggests a healthy mix of early-career faculty who bring new ideas and energy, along with more experienced faculty who contribute to the institution's academic reputation and offer mentorship. The presence of both **Assistant Professors** and **Associate Professors** allows for a dynamic academic environment where varying levels of teaching experience and expertise are available for students.

2. Experience in Teaching (Number of Years) Analysis:



The faculty members exhibit diverse levels of teaching experience. **40%** (6 out of 15) of the respondents have between **4 to 9 years** of teaching experience, representing a significant portion of the faculty. This range indicates a solid foundation of teaching expertise with a balance of fresh perspectives and established pedagogical methods. Furthermore, **33.3%** (5 out of 15) of the faculty members have **10 to 14 years** of experience, contributing a wealth of academic knowledge and teaching methodologies to the department. **13.3%** (2 out of 15) of the respondents have more than **15 years** of teaching experience, while a smaller group, **13.3%** (2 out of 15), has **3 years or less** of experience. This diversity in teaching experience fosters an environment where both experienced and newer faculty can collaborate to enhance the quality of education.

3. Experience in Industry/R&D (Number of Years) Analysis:

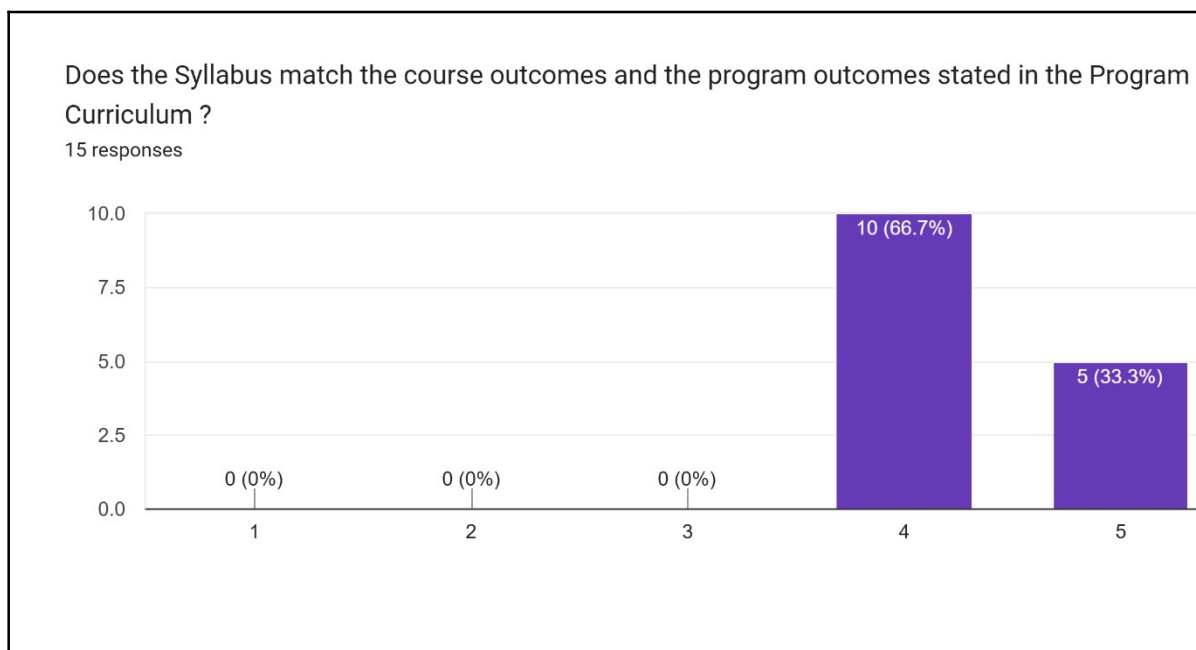


When it comes to industry and research experience, a notable 40% of faculty members report no industry or R&D experience. While this could suggest a focus on theoretical teaching, it also highlights the potential need for greater integration of practical industry knowledge into the curriculum. On the other hand, 20% of faculty members have between 1 to 5 years of industry or R&D experience, while 13.3% (2 out of 15) possess 6 to 10 years of experience. These faculty bring valuable real-world insights into the classroom, enhancing the curriculum's relevance and practicality. Only 6.7% (1 out of 15) of the respondents have more than 10 years of industry experience, which could further enrich the learning experience by providing students with a broader perspective of the industry's evolution and challenges. Overall, while the department leans heavily on academic expertise, the presence of faculty

with industry experience provides an opportunity to strengthen the link between theory and practice.

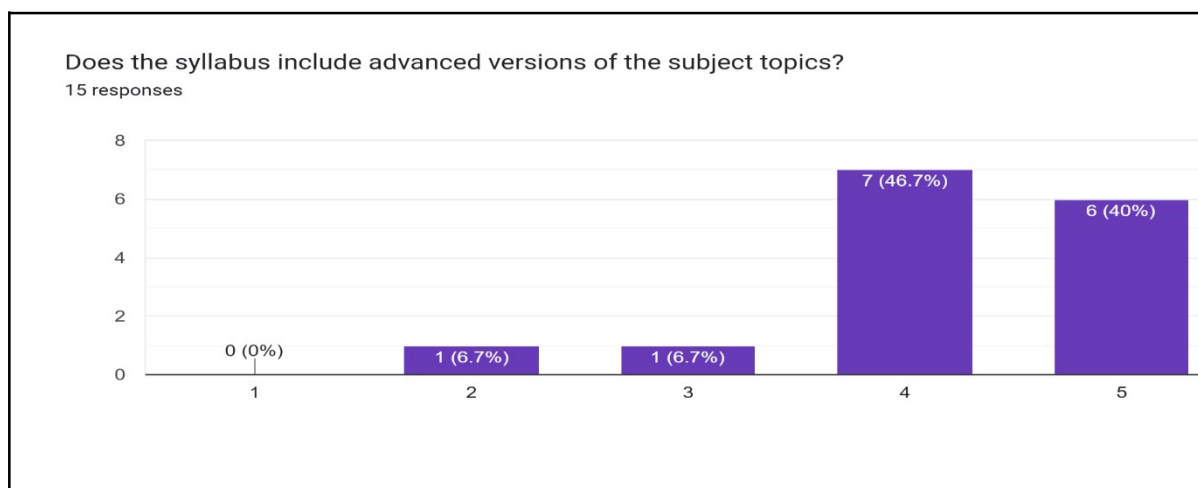
Question-wise Feedback Analysis

1.



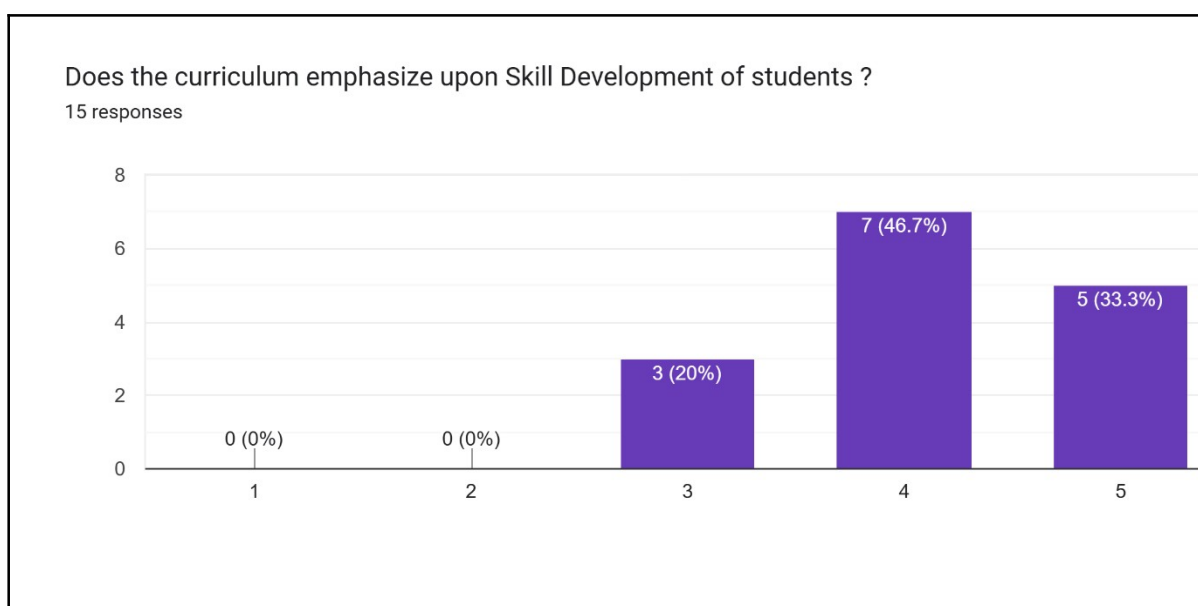
The majority of the faculty strongly agree that the syllabus is well-aligned with the course and program outcomes. **33.3%** of respondents rated it as **5**, while **66.7%** gave it a **4**, indicating that everyone believes there is a close connection between the course content and the desired outcomes. This high level of consensus suggests that the curriculum's framework aligns well with the program's intended academic goals and prepares students to meet these expectations.

2.



The inclusion of advanced topics in the syllabus received more mixed feedback. Approximately 46.7% of faculty rated it 4, signals a moderately positive reception. However, 6.7% rated it as 3, and 40% rated it 5, suggesting that while some faculty members find the syllabus sufficiently advanced, others feel there is room for improvement, with newer and more cutting-edge topics yet to be incorporated. The relatively low percentage of 2 (6.7%) highlights that some faculty believe the curriculum does not adequately address the latest developments in their fields.

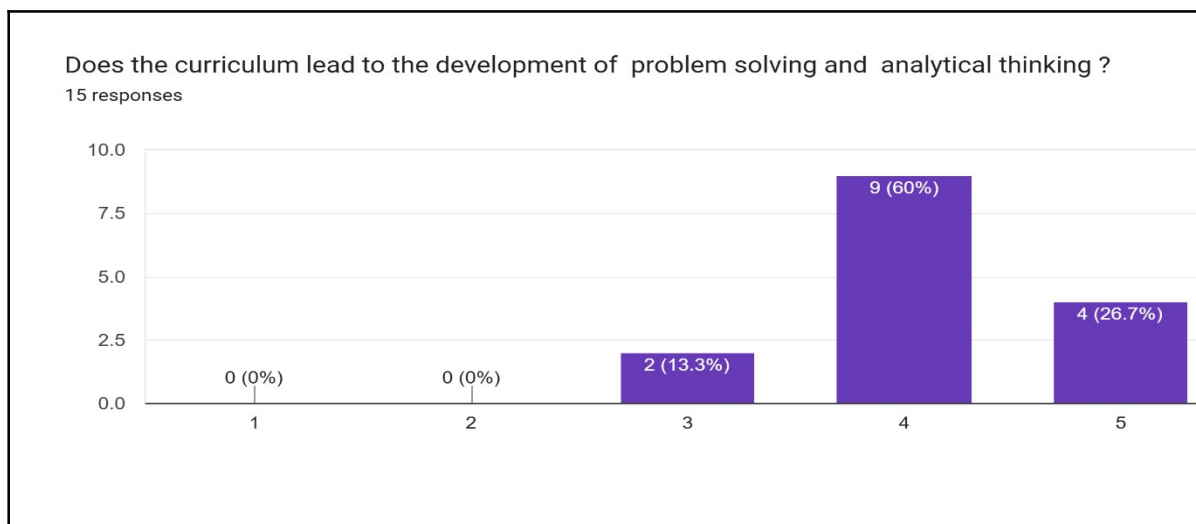
3.



Skill development is largely seen as an integral part of the curriculum, with 46.7% of faculty rating it as 4, and 33.3% giving it a 5. This high percentage of positive feedback reflects that a majority of faculty members believe the curriculum incorporates adequate opportunities for students to enhance practical and employable skills. However, a small group (20%) marked it

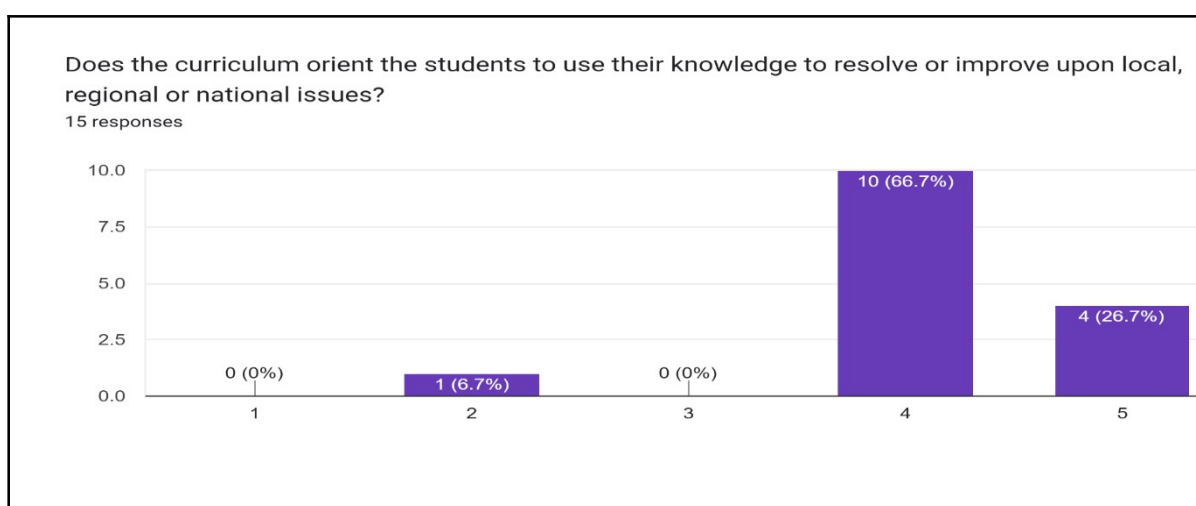
as 3, which could indicate that some areas for improvement exist, particularly in providing hands-on or job-market relevant skills.

4.



Around 60% of faculty members rated this question as 4, signalling that the curriculum has a strong focus on developing students' problem-solving and analytical abilities. 26.7% gave it a 5, reflecting a strong belief in its contribution to fostering critical thinking, while 13.3% marked it as 3, which suggests there is a perceived need to incorporate more complex problems or case studies into the syllabus to further enhance these skills.

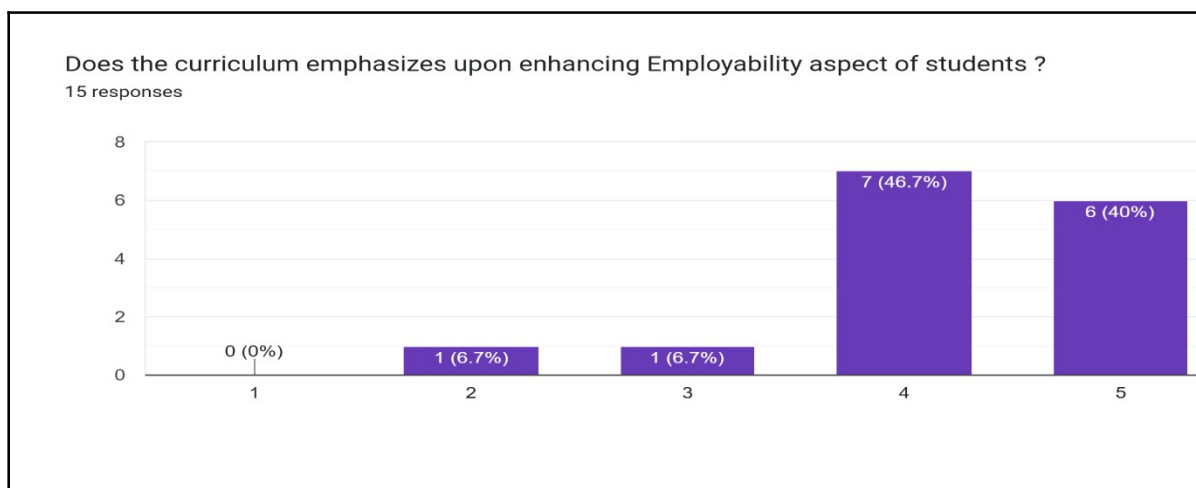
5.



Faculty responses regarding the curriculum's focus on local, regional, or national issues were more varied. 66.7% rated it as 4, indicating that some courses do a good job of incorporating such issues. However, 26.7% of faculty rated it as 4, and 6.7% rated it as 2, implying that certain courses might be lacking in addressing the socio-political or economic challenges of

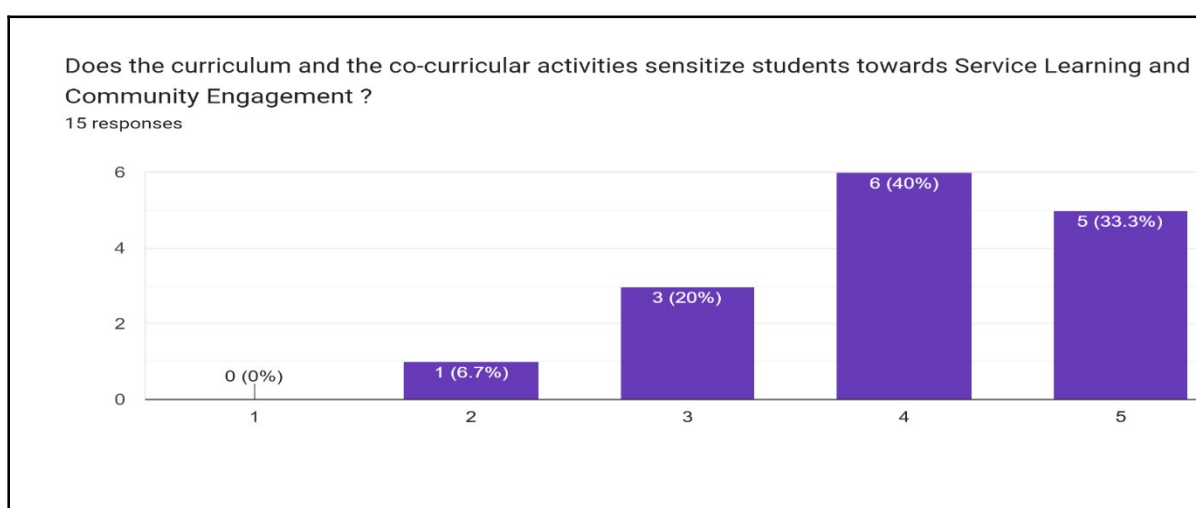
the local and regional communities. More integration of these aspects into the curriculum could make it more relevant to the students' own contexts and provide them with real-world application scenarios.

6.



The majority of respondents, 46.7%, rated this question as 4, with 40% rating it as 5, indicating that most faculty believe the curriculum does a good job of preparing students for the job market. However, the remaining 6.7% marked it as 3, which could suggest that there is still some scope for improvement in ensuring students gain more direct employable skills. To enhance employability further, the curriculum could include practical internships, workshops, or certifications alongside traditional coursework.

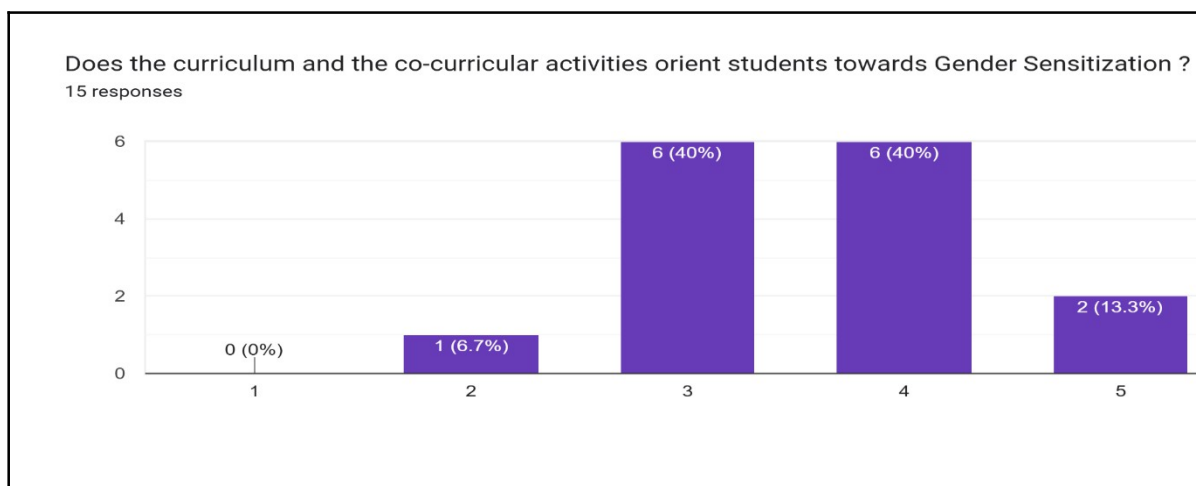
7.



This question received a mixed set of ratings. 40% rated it as 4, while 33.3% gave it a 5 and 20% rated it as 3, indicating that although service learning and community engagement are important aspects, they might not be consistently incorporated across all subjects. Some

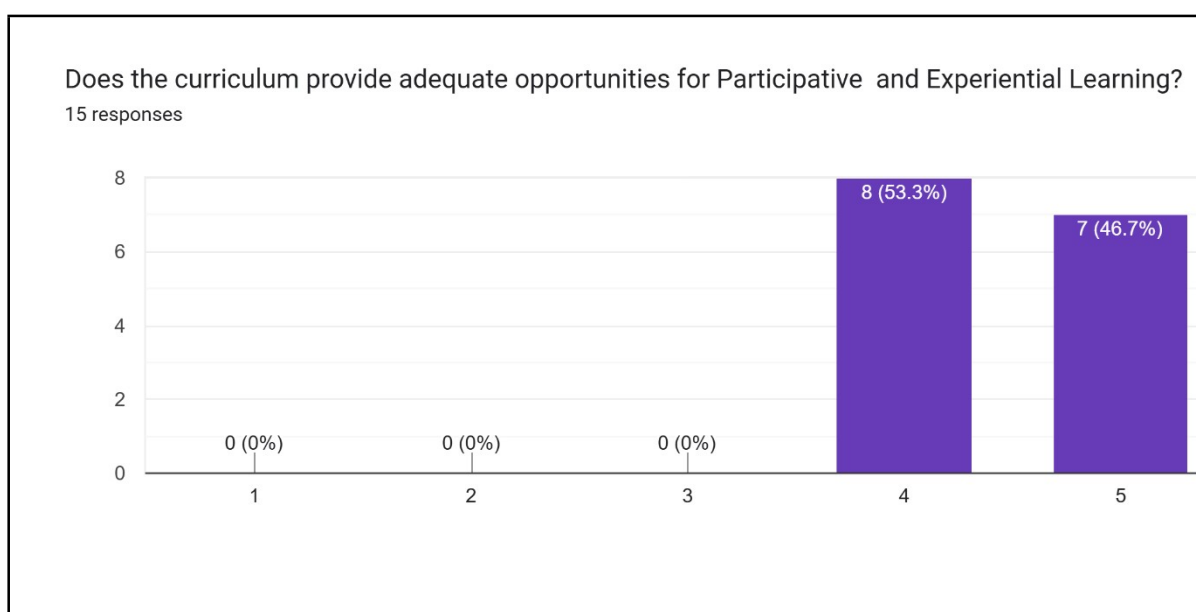
faculty believe these elements should be more effectively integrated into the curriculum to align with the university's broader goals of social responsibility and student involvement in societal issues.

8.



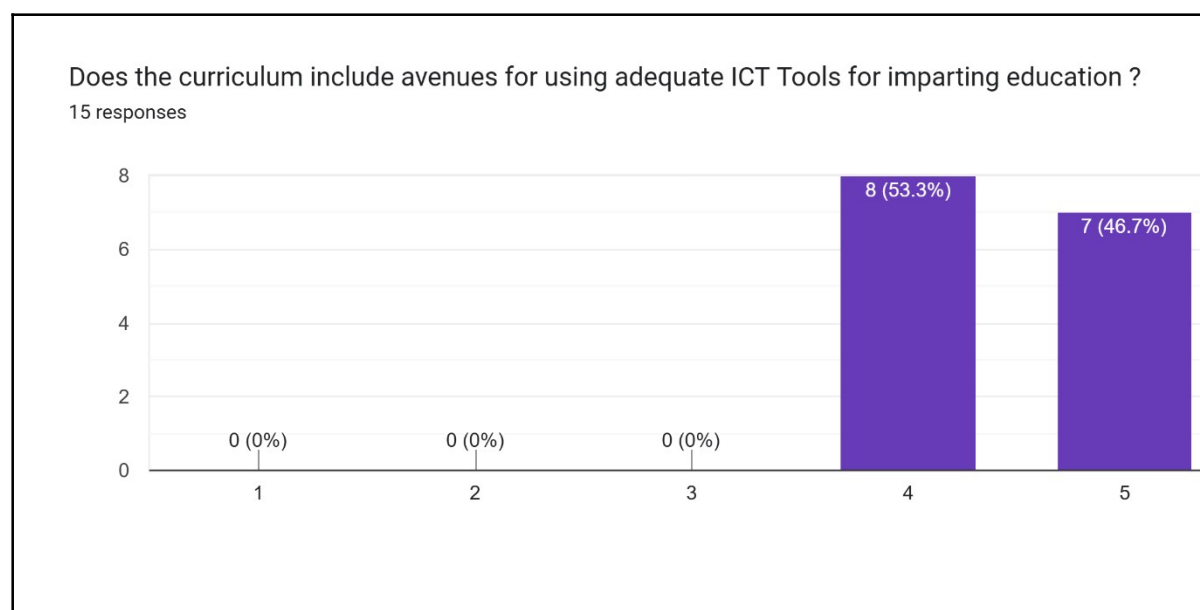
Gender sensitization within the curriculum garnered generally positive feedback, with 40% rating it as 4 and 13.3% marking it as 5. However, 40% gave it a 3, and 6.7% rated it 2, signalling that while gender sensitization is present, it may not be sufficiently emphasized across all courses. Faculty members who rated it lower may feel that more dedicated modules or integration into existing courses could further strengthen students' understanding of gender issues.

9.



Participative and experiential learning scored highly, with 46.7% of faculty giving it a 5 and 53.3% rating it as 4. No faculty rated it below 4, reflecting a strong consensus that the curriculum effectively incorporates hands-on learning, such as projects, case studies, or group work. This method seems to be a key strength of the curriculum, providing students with opportunities to engage actively in their learning process and apply theoretical knowledge to practical scenarios.

10.

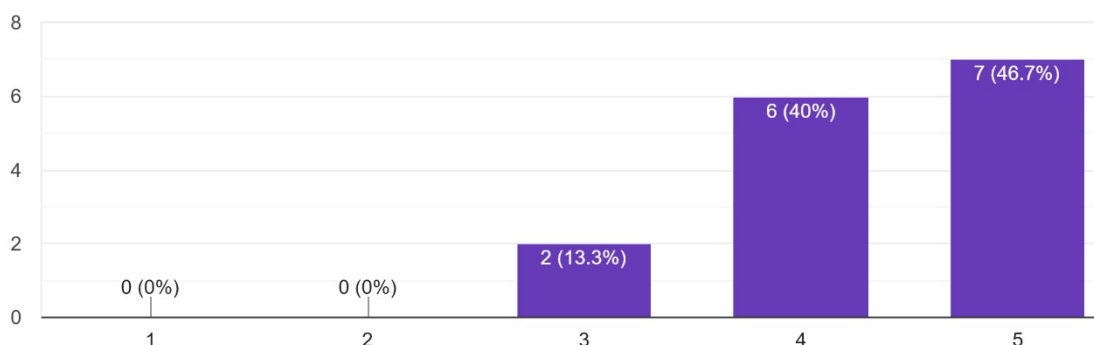


The integration of ICT tools in teaching received highly favorable feedback. 46.7% of faculty rated it as 5, and 53.3% rated it as 4, demonstrating that the majority of faculty believe that technology is adequately leveraged in the learning process. The widespread use of digital platforms, software, and tools in teaching is generally seen as a positive trend, and there is no feedback suggesting significant room for improvement in this area.

11.

Does the curriculum generate inclination amongst students towards higher education?

15 responses



The curriculum's role in encouraging students to pursue higher education received a positive response, with 40% of faculty rating it as 4 and 46.7% marking it as 5. This indicates that the majority of faculty feel the curriculum motivates students to further their academic careers, although 13.3% gave it a 3, suggesting that there may be room for improvement in terms of inspiring students to pursue research or advanced studies.

Action Taken Report on Feedback from Faculty

In response to the invaluable feedback received from the faculty members of Christ University's School of Commerce, Finance & Accountancy, we have initiated several strategic actions aimed at enhancing and refining the curriculum. The faculty's insights have been crucial in shaping the educational experience, and we are committed to implementing their suggestions to further elevate the quality of our academic offerings.

Curriculum Enhancements and Actions Taken:

The feedback received from faculty highlighted the need for a more advanced curriculum, a stronger focus on skill development, and an increased emphasis on problem-solving and analytical thinking. Recognizing these areas of improvement, we convened the Board of Studies, comprising academic experts from various disciplines, to revise and update the syllabus to better align with the evolving needs of students and the academic landscape.

Incorporation of Advanced Topics:



The feedback indicated that while the curriculum is generally well-regarded, there is a desire for more advanced subject matter to ensure that students are exposed to contemporary developments in the field. In response, we are working closely with industry experts to integrate more cutting-edge content and advanced topics, ensuring that the curriculum remains relevant to current trends and professional standards.

Focus on Skill Development:

A majority of faculty members emphasized the importance of employability skills such as problem-solving, critical thinking, and practical application of knowledge. To address this, we have introduced more hands-on learning opportunities, including industry internships, case studies, and workshops. These changes will enable students to develop critical skills that are crucial for success in their careers.

Service Learning and Community Engagement:

While service learning and community engagement were recognized as important, faculty feedback suggested a need for more consistent emphasis across the curriculum. We have responded by incorporating service-learning projects into select courses and introducing community engagement initiatives, aligning with the university's commitment to social responsibility and holistic education.

Use of ICT in Teaching:

Faculty feedback on the use of ICT tools in teaching was overwhelmingly positive, with many highlighting the value of digital learning platforms. To further enhance this, we are investing in advanced digital tools and providing additional training for faculty members to integrate these technologies more effectively into the teaching process.

Gender Sensitization:

Feedback indicated that while gender sensitization is present, its integration into the curriculum could be strengthened. In response, we are revising the curriculum to include more comprehensive gender studies modules and ensuring that gender issues are discussed in a more interdisciplinary context across courses.



Encouragement for Higher Education Pursuits:

Faculty members observed that the curriculum effectively encourages students to pursue higher education. To build on this, we are strengthening our academic mentoring programs and providing more resources and guidance to students interested in continuing their education, including information on scholarships, research opportunities, and international programs.

Conclusion:

Based on the faculty feedback, we have taken substantial steps to update and improve the curriculum to ensure it meets the needs of the students, professional standards, and academic excellence. The revised syllabus now incorporates more advanced subject matter, enhanced focus on skill development, and greater emphasis on real-world application. We are committed to maintaining a curriculum that is innovative, relevant, and future-ready.

We extend our sincere gratitude to our faculty members for their contributions and look forward to implementing these changes in the upcoming academic year. Through these revisions, we aim to provide our students with the best possible educational experience and equip them with the skills and knowledge they need to succeed in their careers.

Sample Feedback 1



FACULTY FEEDBACK ON CURRICULUM (2024-25) School of Commerce, Finance and Accountancy, Delhi-NCR

Dear Faculty,

Hope you are doing well. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

shanu.singh@christuniversity.in

Name of the Faculty *

Dr. Shanu Singh

Name of the Department *

School of Commerce, Finance and Accountancy

Designation *

Assistant Professor



Employee ID *

30407

Experience in Teaching (Number of Years) *

9

Courses Taught *

Accounting and Finance

Experience in Industry/R&D (Number of Years) *

NIL

Contact Number/s *

9667759304

E-mail id *

shanu.singh@christuniversity.in

Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:

5.Excellent

4.Good

3.Satisfactory

2.Average

1.Need to Improve



Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent



Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent



Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum generate inclination amongst students towards higher education? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

General Comments and Suggestions:

Curriculum is well developed.

This form was created inside of Christ University.

Google Forms



Sample Feedback 2

FACULTY FEEDBACK ON CURRICULUM (2024-25) School of Commerce, Finance and Accountancy, Delhi-NCR

Dear Faculty,

Hope you are doing well. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

shalini.singh@christuniversity.in

Name of the Faculty *

Dr. Shalini Singh

Name of the Department *

School of Commerce, Finance & Accountancy

Designation *

Assistant Professor



Employee ID *

30382

Experience in Teaching (Number of Years) *

12.5

Courses Taught *

Financial Management, Strategic Financial Management, Business Analysis and Valuation, Business Economics, Financial Modeling

Experience in Industry/R&D (Number of Years) *

0

Contact Number/s *

9899519850

E-mail id *

shalini.singh@christuniversity.in

Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:

5.Excellent

4.Good

3.Satisfactory

2.Average

1.Need to Improve



Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent



Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent



Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

Does the curriculum generate inclination amongst students towards higher education? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

General Comments and Suggestions:

.....

This form was created inside of Christ University.

Google Forms



Sample Feedback 3

FACULTY FEEDBACK ON CURRICULUM (2024-25) School of Commerce, Finance and Accountancy, Delhi-NCR

Dear Faculty,

Hope you are doing well. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

ambar.srivastava@christuniversity.in

Name of the Faculty *

Ambar Srivastava

Name of the Department *

Commerce

Designation *

Assistant Professor



Employee ID *

30631

Experience in Teaching (Number of Years) *

6

Courses Taught *

Accounting & Taxation

Experience in Industry/R&D (Number of Years) *

3

Contact Number/s *

9784579968

E-mail id *

ambar.srivastava@christuniversity.in

Curriculum Feedback

Please tick (_/) the appropriate option as per the following rating scale:

5.Excellent

4.Good

3.Satisfactory

2.Average

1.Need to Improve



Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☒	☐	☐	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☒	☐	☐	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent



Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent



Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

1 2 3 4 5

Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

Does the curriculum generate inclination amongst students towards higher education? *

1 2 3 4 5

Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

General Comments and Suggestions:

.....

This form was created inside of Christ University.

Google Forms

Action Taken Report

The impact of faculty feedback and curriculum revision on the educational landscape of Christ University's School of Commerce, Finance & Accountancy is significant and transformative. By actively seeking input from our esteemed faculty members, the university taps into a wealth of expertise that is invaluable in shaping and refining the curriculum. This collaborative process enables the institution to address gaps in the curriculum and ensure that it is in tune with both academic objectives and the changing needs of students.

Incorporating faculty suggestions into curriculum revisions has led to the integration of innovative teaching strategies, more relevant and practical applications, and real-world examples that enhance student engagement. As a result, the learning outcomes of students are enriched, with faculty contributing their extensive knowledge of industry trends and emerging skill sets. This ensures that the curriculum remains aligned with current and future market needs, ultimately enhancing students' employability.



Moreover, this feedback-driven approach fosters a culture of continuous improvement within the university. Faculty members play an integral role in ensuring the relevance of the curriculum, empowering them to take ownership of the educational direction. As such, the curriculum evolves to meet the dynamic challenges of modern education and the workforce. The incorporation of faculty feedback elevates the overall learning experience, bolstering the university's reputation for providing high-quality, industry-responsive education.

Through these revisions, we remain committed to fostering an environment where both students and faculty thrive. The influence of faculty feedback reaches beyond the classroom, not only shaping the academic experience but also solidifying Christ University's place as a leader in higher education.

*****End of Report*****

School of Commerce, Finance and Accountancy

CHRIST (Deemed to be University) Delhi-NCR Campus

Alumni

Curriculum Feedback Analysis

and

Action Taken Report

ACADEMIC YEAR 2024-25

Introduction

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to January 2025.

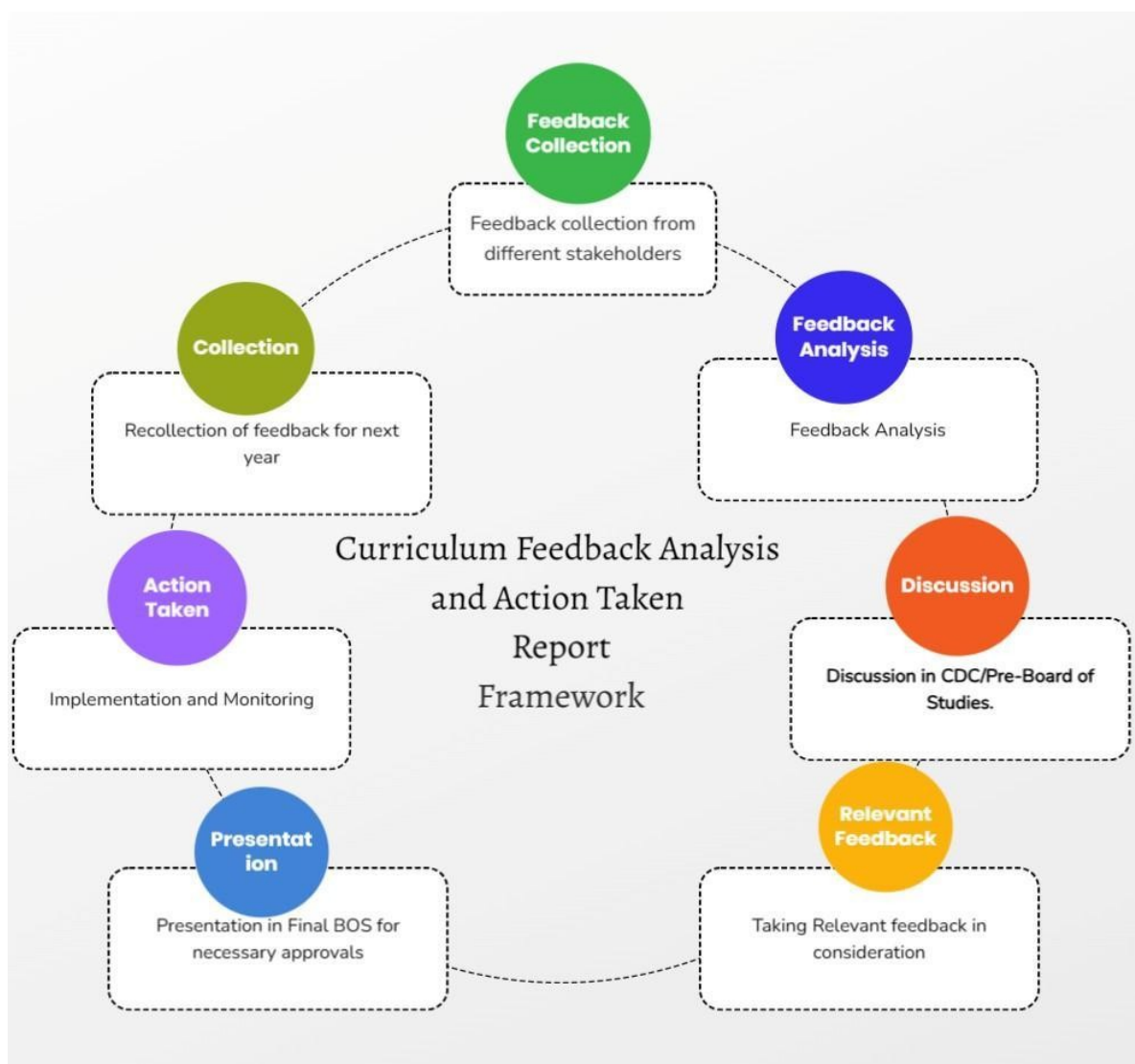
The Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the continuous enhancement and improvement of educational programs.

Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subjects trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS.

The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

A flow chart illustrating this process ensures clarity and consistency in the execution of each step.



Feedback collection

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum. Feedback collection stands as a crucial endeavour in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.

Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyze the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavours.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum process of feedback analysis

In the process of discussion of Feedback, a meeting will be called of CDC curriculum development committee and a pre- board meeting of Board of studies , the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to

uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analyzed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

Response Summary

The feedback from 11 alumni of CHRIST (Deemed to be University), Delhi NCR, indicates strong satisfaction with the curriculum, particularly its alignment with course outcomes, skill development, and employability. Most respondents rated the program 4-5/5, highlighting strengths such as problem-solving, analytical thinking, experiential learning, and co-curricular activities like service learning and gender sensitization. The holistic approach to education was widely appreciated, with many alumni acknowledging its role in their professional and academic growth.

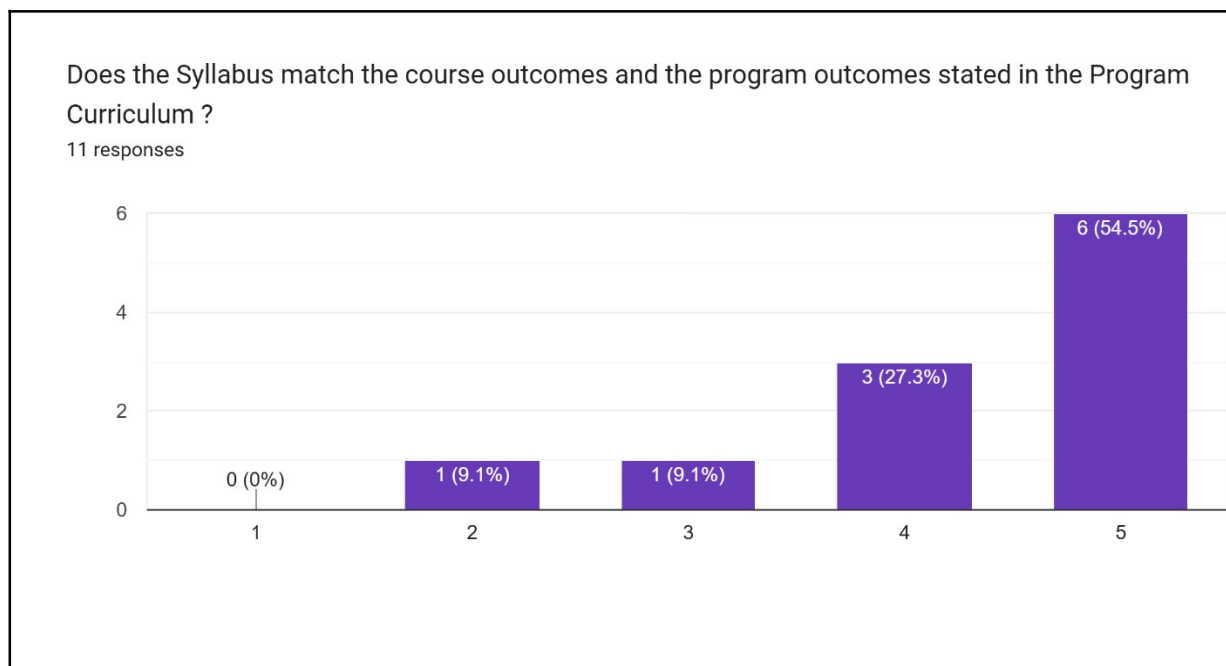
While the overall feedback was positive, key areas for improvement were identified. Alumni suggested incorporating advanced technical skills (e.g., MS Excel, SQL, Python, SAP, Tableau, Power BI) to better align with industry demands. They also emphasized the need for more practical exposure, including structured internships across diverse fields and simulated learning experiences (e.g., paper trading for finance students). Some respondents noted that early industry exposure would help students make informed career choices and build confidence before entering the workforce.

To enhance the curriculum, actionable recommendations include introducing certification courses in high-demand skills, strengthening industry-academia collaborations for internships, and updating syllabi to include emerging tools and technologies. These changes would ensure that graduates remain competitive in a rapidly evolving job market while maintaining the program's strong foundation in analytical and employability-focused education. The feedback

underscores the importance of continuous curriculum refinement to meet both student and industry expectations.

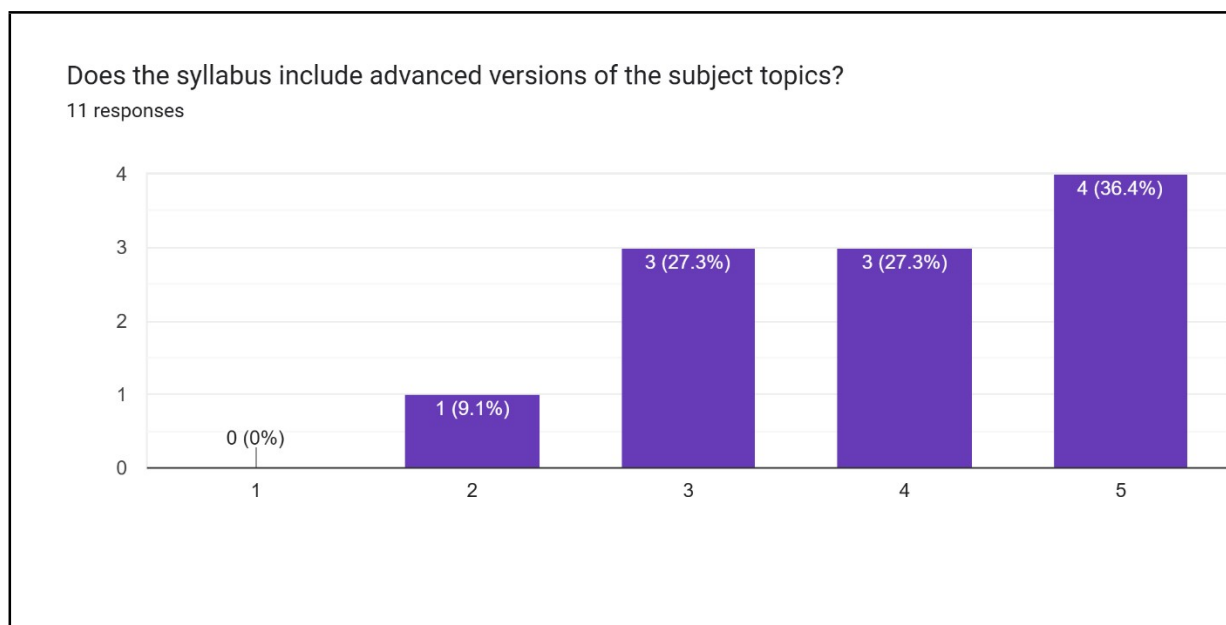
Below is the Question wise Overall Feedback from the Alumni of School of Commerce, Finance and Accountancy for 2020-23 batch based on histogram:

1.



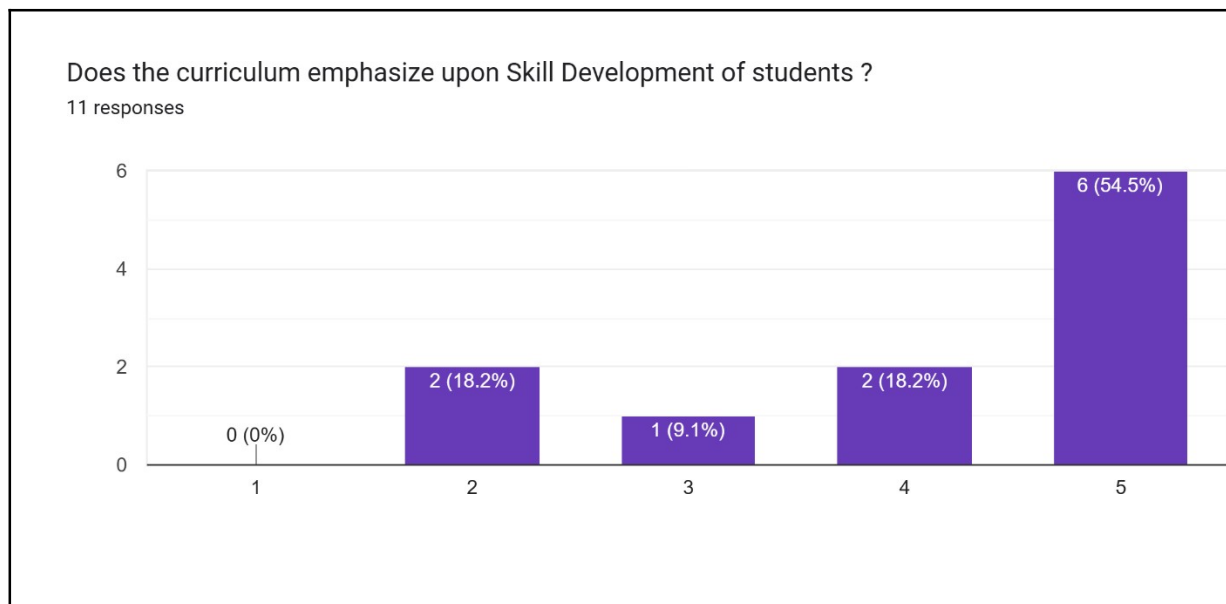
Overall alumni were satisfied and said that Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum. Out of which 25% alumni rated excellent, 65% rated good and 5% alumni were satisfied.

2.



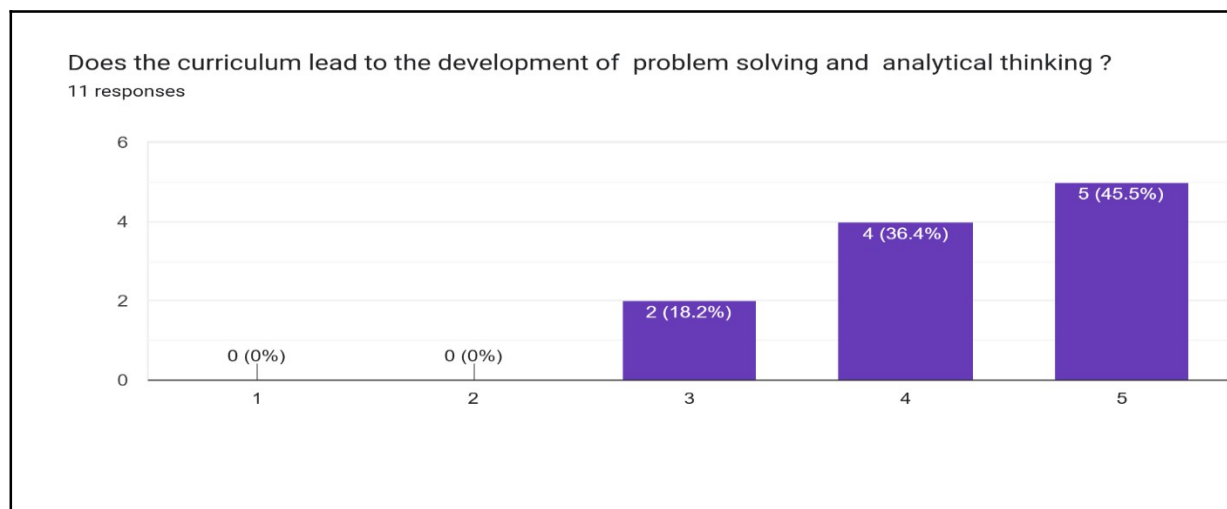
Overall alumni were satisfied and said that the syllabus includes advanced versions of the subject topics. Out of which 35% alumni rated excellent, 55% rated good and 5% alumni were satisfied

3.



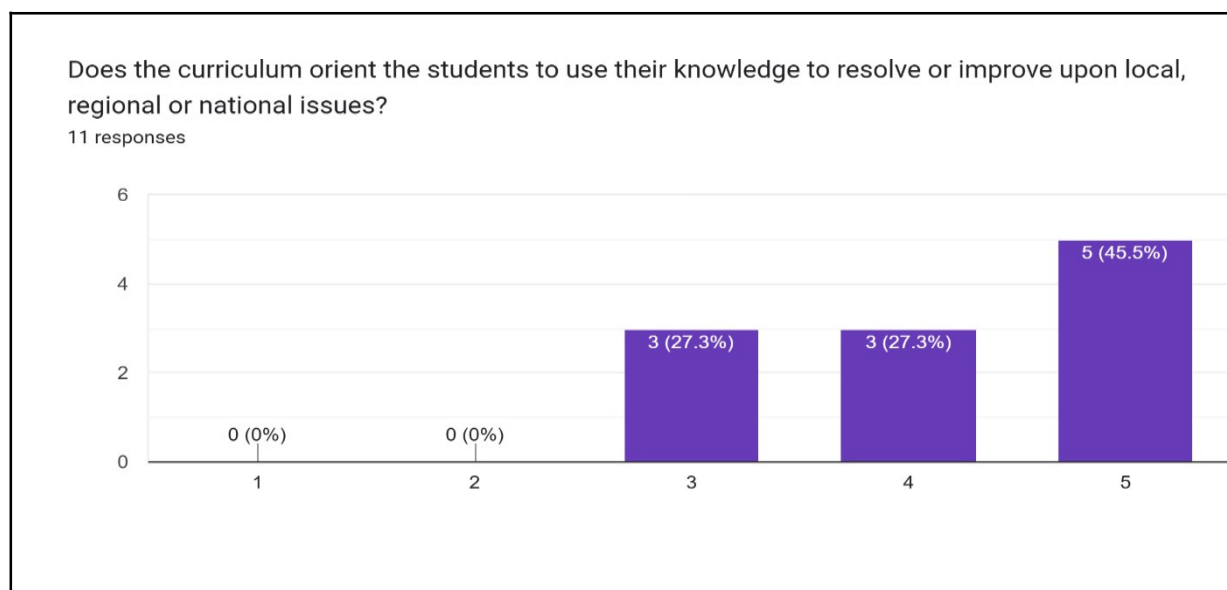
Overall alumni were satisfied and said that curriculum emphasize upon Skill Development of students. Out of which 25% alumni rated excellent, 55% rated good and 15% alumni were satisfied

4.



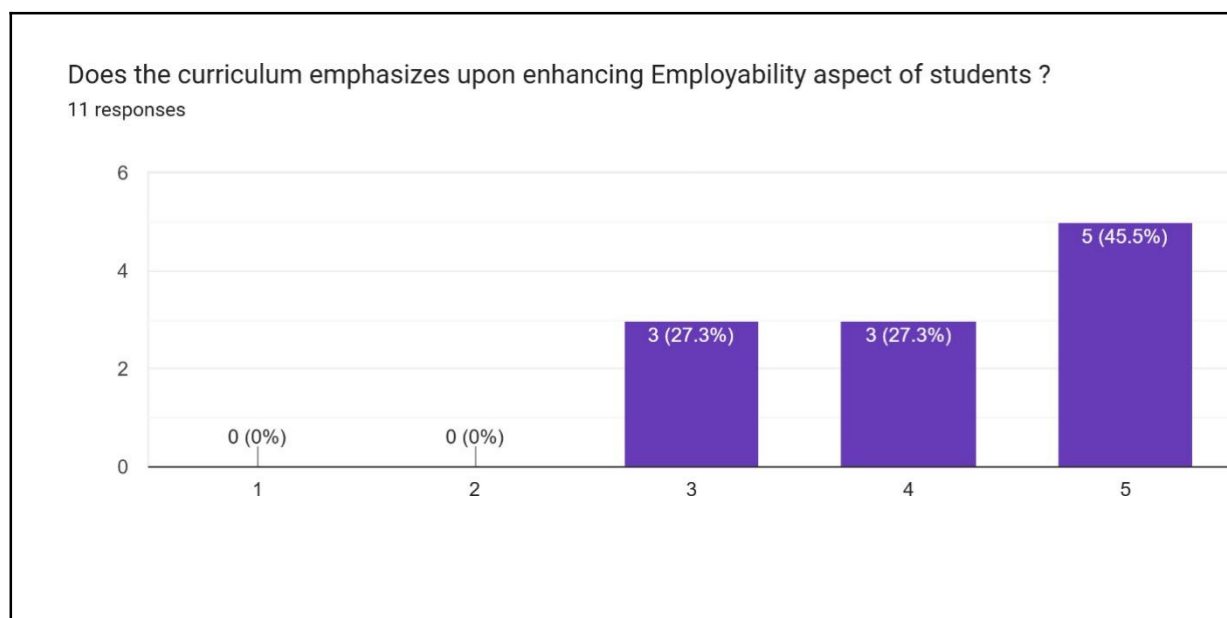
Overall alumni were satisfied and said that curriculum led to the development of problem solving and analytical thinking. Out of which 35% alumni rated excellent, 45% rated good and 20% alumni were satisfied.

5.



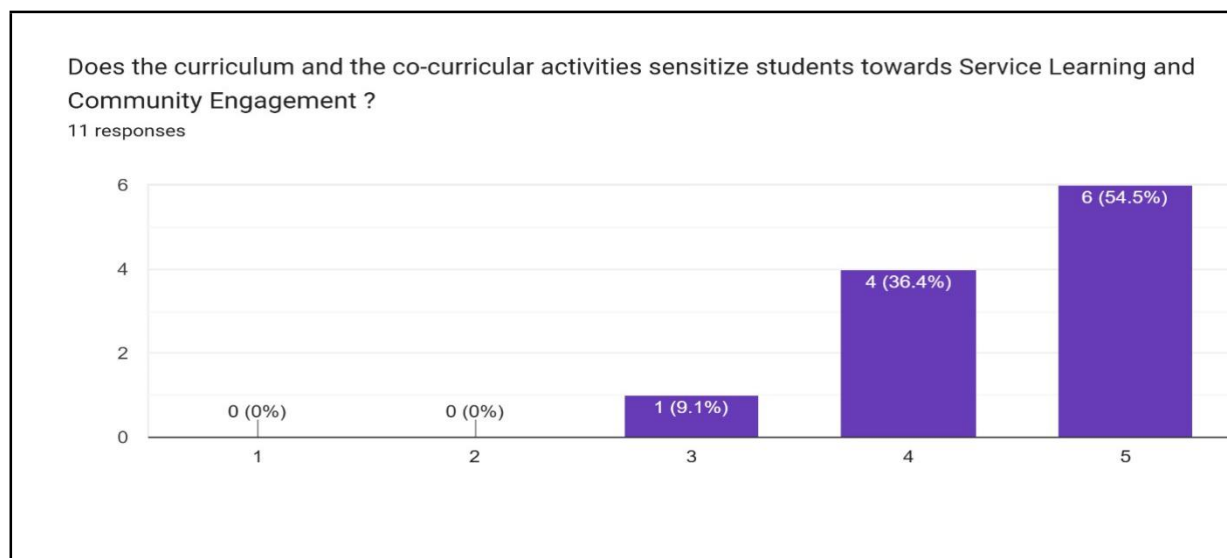
Overall alumni were satisfied and said that curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues. Out of which 30% alumni rated excellent, 40% rated good and 15% alumni were satisfied.

6.



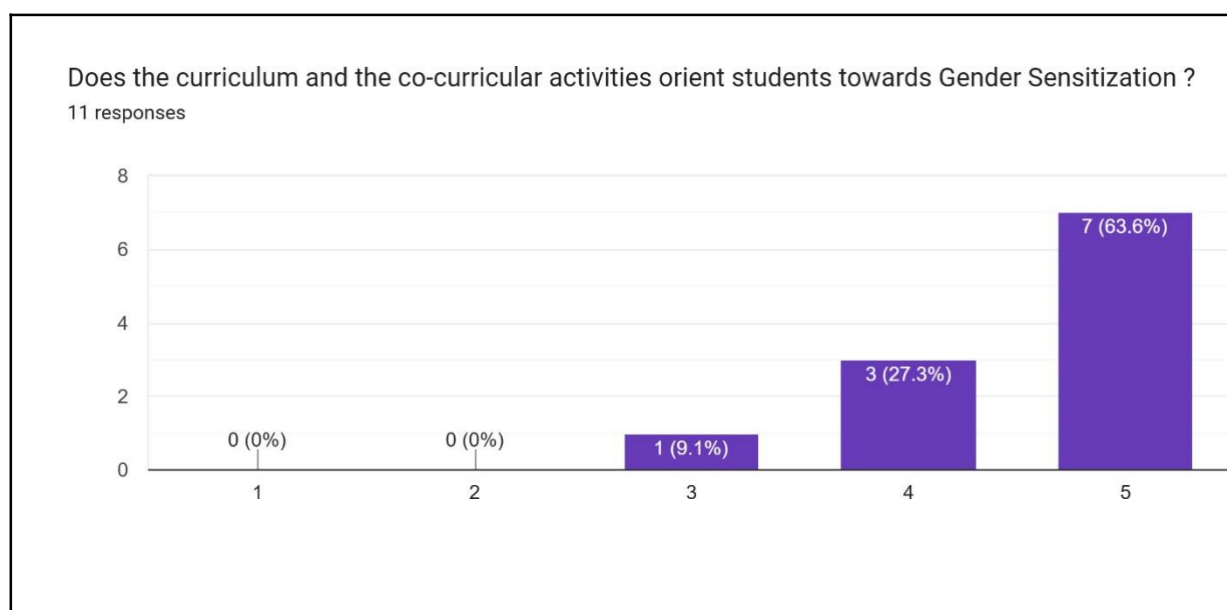
Overall alumni were satisfied and said that curriculum emphasizes upon enhancing Employability aspect of students. Out of which 30% alumni rated excellent, 50% rated good and 10% alumni were satisfied

7.



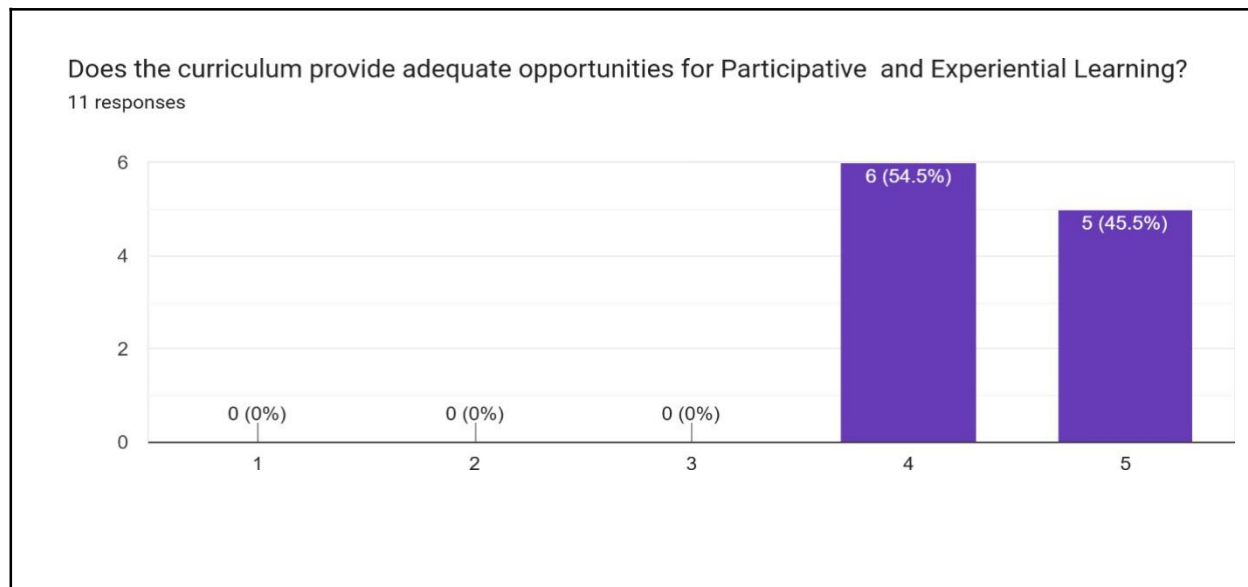
Overall alumni's were satisfied and said that curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement. Out of which 50% alumni rated excellent, 40% rated good and 10% alumni were satisfied.

8.



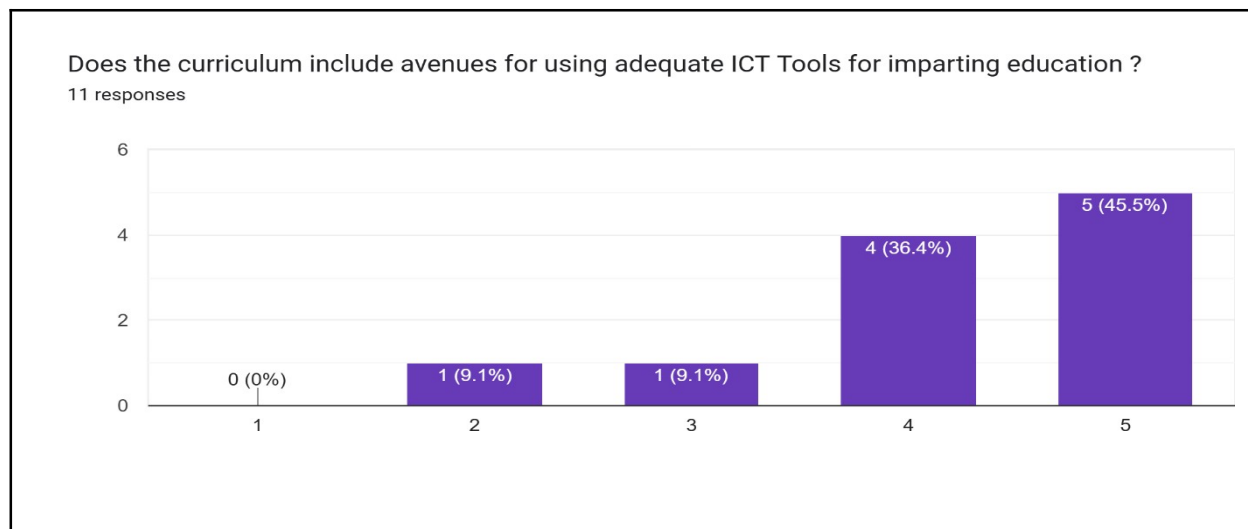
Overall alumni were satisfied and said that curriculum and the co-curricular activities orient students towards Gender Sensitization. Out of which 30% alumni rated excellent, 45% rated good and 15% alumni were satisfied

9.



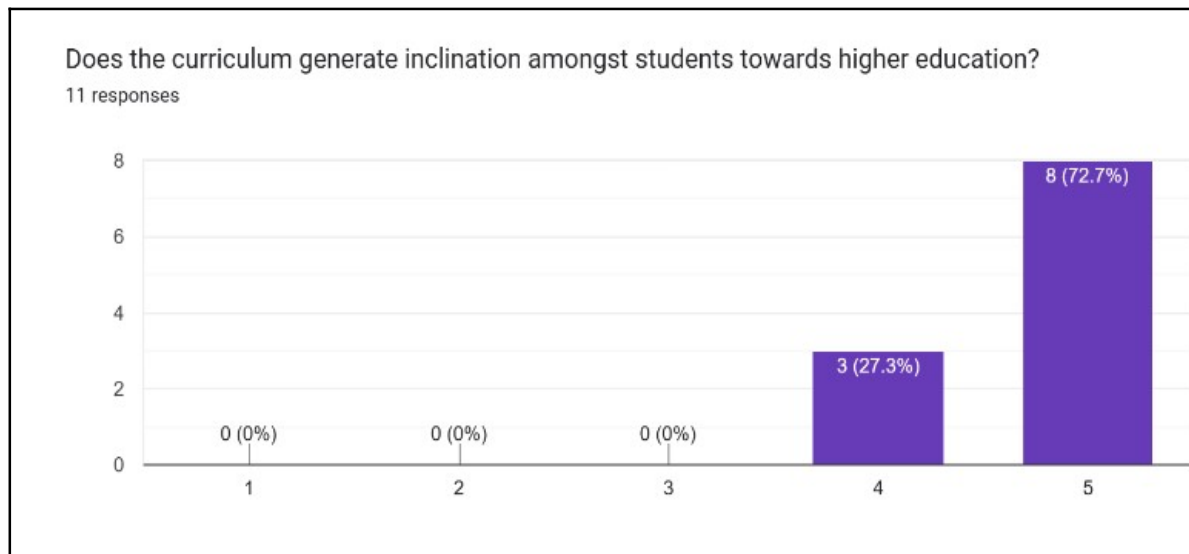
Overall alumni were satisfied and said that curriculum provide adequate opportunities for Participative and Experiential Learning. Out of which 40% alumni rated excellent, 50% rated good and 10% alumni were satisfied.

10.



The feedback from 11 alumni shows most respondents (5-6 ratings) believe the curriculum adequately incorporates ICT tools for education, though some (3-4 ratings) see room for improvement. This aligns with earlier suggestions to enhance technical training in tools like Python, SQL and Power BI. While ICT integration is generally successful, expanding digital learning modules could address moderate ratings and better prepare students for industry needs.

11.



The graph shows feedback from 11 alumni on whether the curriculum fosters interest in higher education. Most respondents gave high ratings (5-6), indicating the program successfully encourages pursuit of advanced studies. A few moderate ratings (3-4) suggest some scope for strengthening academic pathways and research-oriented learning. Overall, the curriculum appears effective in motivating students toward higher education, though minor enhancements could further boost this inclination.

Sample Feedbacks are attached:

Sample Feedback 1

ALUMNI FEEDBACK ON CURRICULUM (2024-25) School of Commerce, Finance and Accountancy, Delhi-NCR

Dear Alumni,

Hope you are doing well. We are glad that you spent valuable years as a student at CHRIST (Deemed to be University). While we tried to make your time here most useful, we would like to know your opinion, now that you have moved on. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

veeropeter210@gmail.com

NAME OF THE ALUMNI *

Deepak Raj

Mobile Number (WhatsApp Number) *

9528354894

Programme Pursued at CHRIST (Deemed to be University) *

Dropdown

BCOM Honours

Year of Graduation *

Dropdown

2022

After completing your graduation you went on to *

☒ Pursue higher studies
☐ Received placement and working in a company
☐ Start your own venture/joined my Family Business
☐ Other

Current Organization & Designation *

Christ University, Delhi NCR

Curriculum Feedback

Please tick (_/) the appropriate option as per the following rating scale:

5.Excellent
4.Good
3.Satisfactory
2.Average
1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

1
2
3
4
5

Need to Improve
☐
☐
☐
☐
☒
Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum generate inclination amongst students towards higher education? *

1 2 3 4 5

Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

General Comments and Suggestions:

No suggestion

This form was created inside of Christ University.

Google Forms

Sample Feedbacks 2

ALUMNI FEEDBACK ON CURRICULUM (2024-25) School of Commerce, Finance and Accountancy, Delhi-NCR

Dear Alumni,

Hope you are doing well. We are glad that you spent valuable years as a student at CHRIST (Deemed to be University). While we tried to make your time here most useful, we would like to know your opinion, now that you have moved on. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

dhruvrajsolanki857@gmail.com

NAME OF THE ALUMNI *

Dhruvraj Solanki

Mobile Number (WhatsApp Number) *

9427657020

Programme Pursued at CHRIST (Deemed to be University) *

Dropdown

BCOM Honours

Year of Graduation *

Dropdown

2023

After completing your graduation you went on to *

- ☐ Pursue higher studies
- ☒ Received placement and working in a company
- ☐ Start your own venture/joined my Family Business
- ☐ Other

Current Organization & Designation *

Xceedance India Consulting LTD

Curriculum Feedback

Please tick (_/) the appropriate option as per the following rating scale:

5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☒	☐	☐	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	☐	☐	☒	☐	☐	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	☐	☒	☐	☐	☐	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

	1	2	3	4	5	
Need to Improve	☐	☐	☒	☐	☐	Excellent

Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

Does the curriculum generate inclination amongst students towards higher education? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

General Comments and Suggestions:

N/A

This form was created inside of Christ University.

Google Forms

Sample Feedbacks 3

ALUMNI FEEDBACK ON CURRICULUM (2024-25) School of Commerce, Finance and Accountancy, Delhi-NCR

Dear Alumni,

Hope you are doing well. We are glad that you spent valuable years as a student at CHRIST (Deemed to be University). While we tried to make your time here most useful, we would like to know your opinion, now that you have moved on. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

riyat9054@gmail.com

NAME OF THE ALUMNI *

Riya tyagi

Mobile Number (WhatsApp Number) *

9560939194

Programme Pursued at CHRIST (Deemed to be University) *

Dropdown

BCOM Professional ▼

Year of Graduation *

Dropdown

2024

After completing your graduation you went on to *

- ☒ Pursue higher studies
- ☐ Received placement and working in a company
- ☐ Start your own venture/joined my Family Business
- ☐ Other

Current Organization & Designation *

Student, Chris university Delhi NCR campus

Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:

5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve

Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum generate inclination amongst students towards higher education? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

General Comments and Suggestions:

It was a wonderful journey with Christ .

This form was created inside of Christ University.

Google Forms

Action Taken Report

It's important to consider Alumni's feedback. Alumni are better at knowing which students will quickly grasp the material and which would require additional time. In order to improve education, Alumni's recommendations on the curriculum for all 4 programmes in the School of Commerce, Finance, and Accountancy for the odd and even semester of 2023–2024 were gathered. The Alumni of the respective programmes responded to the input. Using a Google form that asked them about the current curriculum and syllabus, alumni provided feedback on the curriculum. A 5-likert scale was used to compile the responses. The School of Commerce, Finance & Accountancy was scheduled for a faculty meeting with the Programme Coordinators and the Head of the Department in response to the suggestions provided by the Alumni's. It was then decided to discuss the modifications with the members of the Curriculum Development Committee (CDC). The meeting was held on February 5, 2024, to talk about the alumni responses, and the main points were covered:

- What were the responses of alumni?
- How far are the alumni satisfied with the curriculum in the odd and even semester?
- For those who are not satisfied or not given the satisfactory feedback, points discussed on what has to be done in regard to that and how much changes are required in the curriculum in regard to the same?

The curriculum needs to be revised in the areas where alumni were dissatisfied, as shown by the histograms given in the report above for various points, it was also decided during the meeting. The faculties have come to an agreement, and the reforms will start to be applied in the following semester.

*****End of Report*****

School of Commerce, Finance and Accountancy

CHRIST (Deemed to be University) Delhi-NCR Campus

Academic Peer Feedback Analysis and

Action Taken Report

CHRIST (Deemed to be University)

Delhi-NCR Campus

ACADEMIC YEAR 2024-25

Introduction

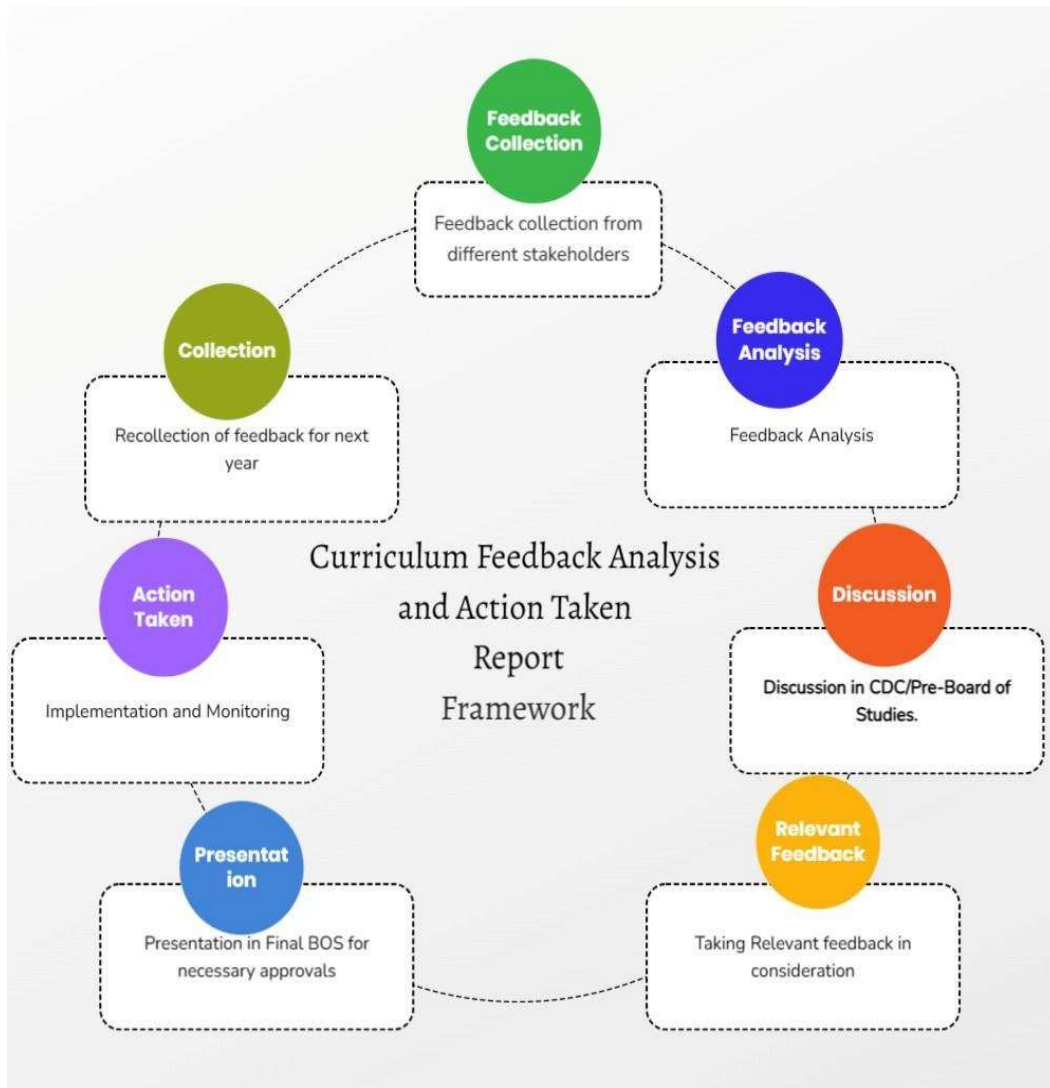
Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to January 2024. The Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the continuous enhancement and improvement of educational programs.

Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subjects trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS

The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

A flow chart illustrating this process ensures clarity and consistency in the execution of each step.



Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum

Feedback collection stands as a crucial endeavour in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.

Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes play a pivotal role in systematically collating,

synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyze the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavours.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum process of feedback analysis

In the process of discussion of Feedback, a meeting will be called of CDC curriculum development committee and a pre- board meeting of Board of studies, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavour to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analyzed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and

industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

Action Taken: Implementation and Monitoring

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

The impact of this feedback loop is significant, as it facilitates continuous improvement, ensures alignment with program and course objectives, and ultimately enhances the overall quality of educational offerings.

Response Summary

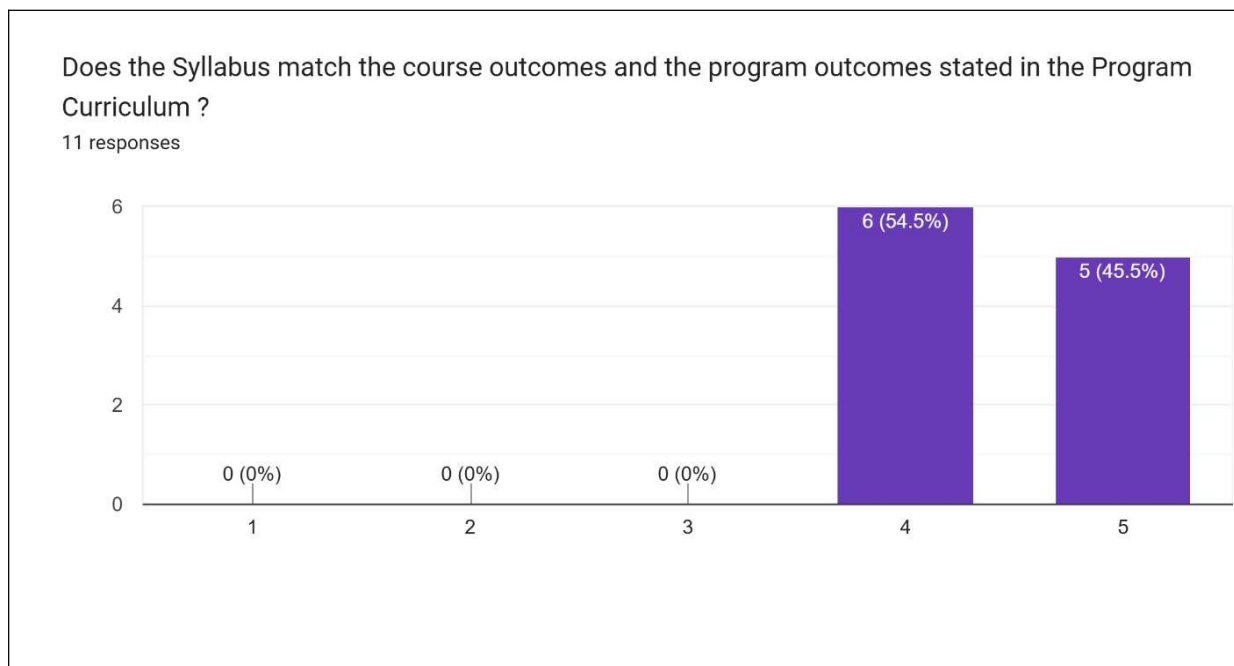
The academic peer feedback for the 2024–25 curriculum of the School of Commerce was gathered from 11 respondents, including assistant and associate professors. The responses indicate a strong consensus that the curriculum is well-aligned with both the course outcomes and the overarching program objectives. Most reviewers appreciated the inclusion of advanced subject matter, which they felt kept the syllabus updated with current academic and industry standards. The curriculum was also recognized for its comprehensive design, ensuring clarity and continuity across subjects.

Averaging high scores across multiple parameters, the curriculum was noted for emphasizing skill development, analytical thinking, and problem-solving abilities. Respondents found that it successfully orients students toward practical applications of knowledge in addressing local, regional, and national issues. There was consistent approval for the way the curriculum supports employability through real-world exposure, co-curricular engagement, and a balanced focus on experiential learning. Additionally, it was credited for promoting values such as gender sensitization, service learning, and social responsibility, while also integrating adequate use of ICT tools to support teaching and learning outcomes.

General comments and suggestions, though provided by only half of the respondents, were largely positive. Most praised the curriculum as well-structured and effective, with some calling it “very well-articulated” and “aligned with current needs.” A few suggestions included keeping the curriculum updated in line with emerging industry trends. Overall, the feedback reflects a high level of satisfaction, with the curriculum perceived as forward-looking, student-centric, and designed to equip learners with both academic knowledge and practical competencies.

Below is the Question wise Overall Feedback from the Academic peer based on histogram:

1.



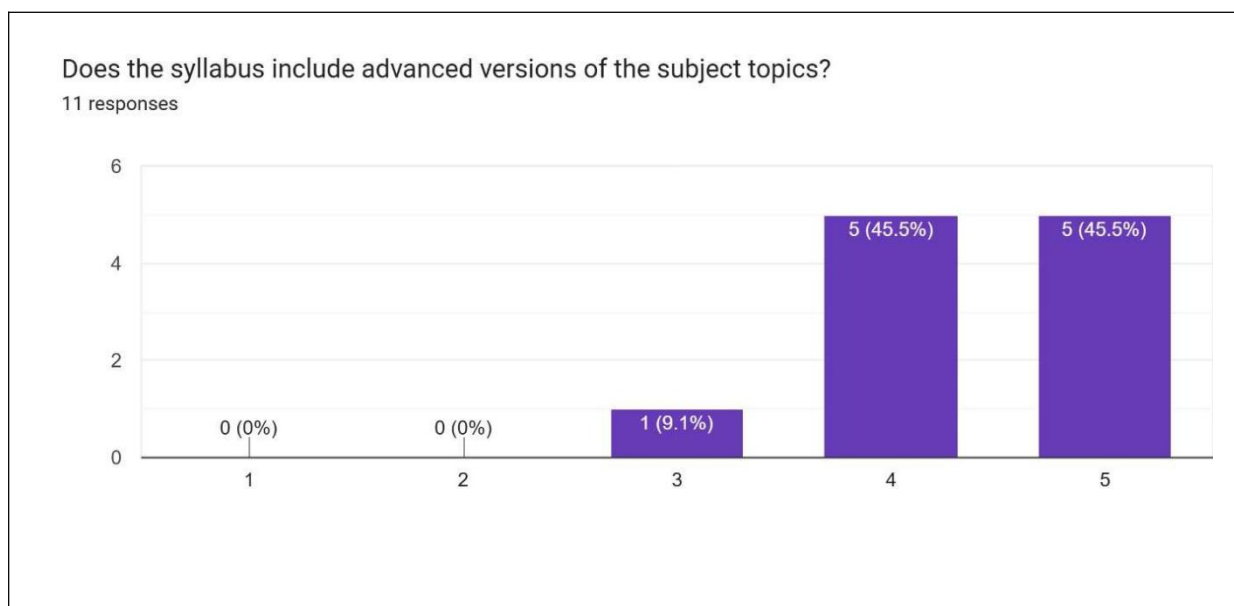
The bar chart illustrates responses from 11 academic peers regarding the alignment of the syllabus with the course and program outcomes stated in the curriculum. This aspect of curriculum design is critical as it reflects how effectively the learning objectives are translated

into academic content. The majority of respondents acknowledged that the syllabus is well-aligned with these outcomes, indicating a generally strong foundation in curriculum planning.

Out of the 11 responses, five rated the alignment with a perfect score of 5, suggesting that these reviewers found the syllabus to be completely in tune with the intended learning goals of the program. The remaining six respondents gave a score of 4, which still reflects a positive evaluation, though it may suggest a few areas for refinement or further clarity in specific course elements.

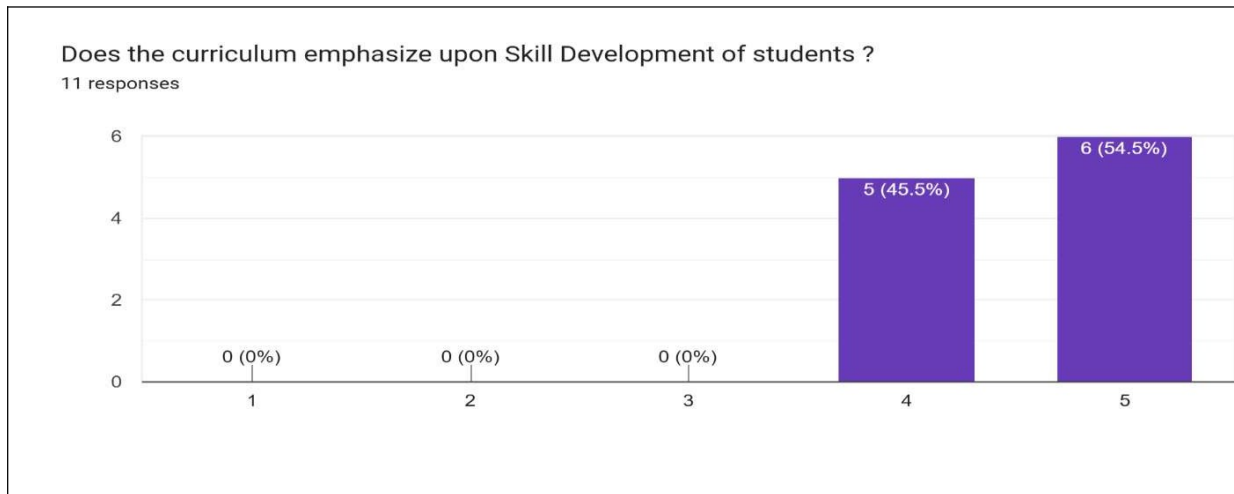
Overall, the feedback in this area reflects a high degree of satisfaction among academic peers. The consistency in scoring—no ratings below 4—demonstrates that the syllabus is perceived as purpose-driven and well-structured, contributing effectively to the academic and professional development of students. This kind of validation also reinforces the curriculum’s credibility and readiness for continued implementation with minor or no revisions.

2.



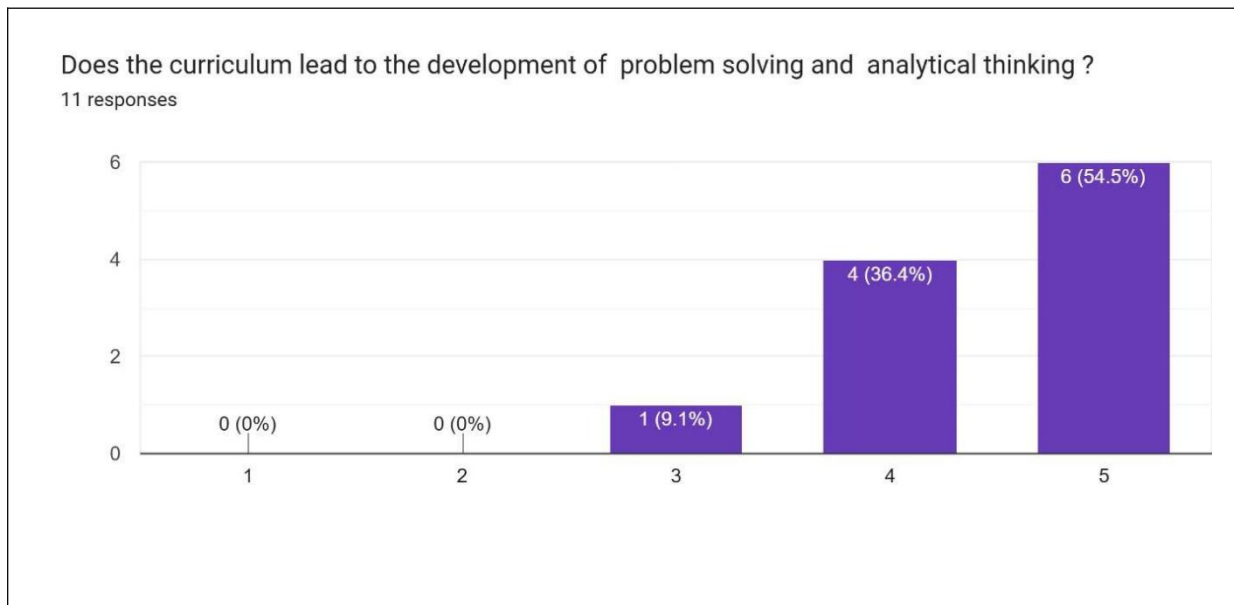
The bar chart shows that the majority of the 11 academic respondents agree that the syllabus includes advanced versions of subject topics, with five giving the highest rating of 5 and another five rating it 4. Only one respondent gave a score of 3, suggesting room for minor improvements. Overall, the feedback reflects a positive consensus that the curriculum is current, progressive, and effectively integrates advanced academic content, with slight scope for further enhancement in select areas.

3.



The chart titled “Does the curriculum emphasize upon Skill Development of students?” reflects responses from 11 academic peers. The feedback is largely positive, with seven respondents giving the highest score of 5 and the remaining four giving a score of 4. This indicates a strong consensus that the curriculum effectively promotes skill development among students. The absence of lower ratings suggests that the emphasis on practical and employability-oriented skills is both recognized and appreciated by the reviewers.

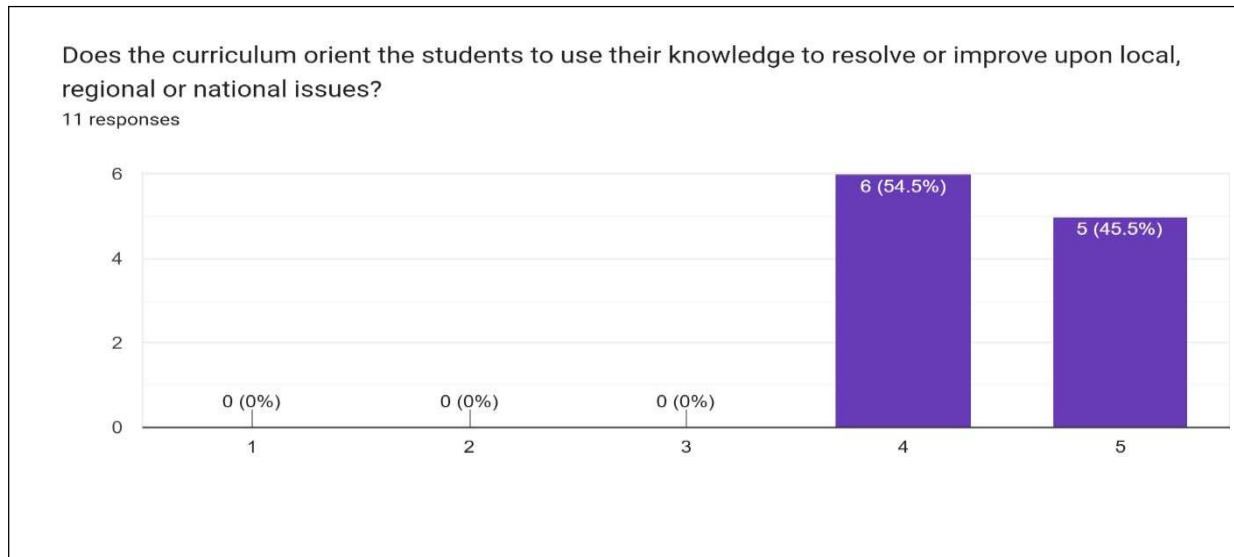
4.



The bar chart presents feedback from 11 academic peers. Most respondents gave ratings of 4 or 5, indicating a strong agreement that the curriculum fosters these critical skills. Specifically, five respondents rated it a full 5, while five others gave it a 4. One respondent gave a slightly

lower rating of 3, suggesting room for minor improvement in some areas. Overall, the feedback reflects a positive consensus that the curriculum effectively supports the development of analytical and problem-solving abilities in students.

5.

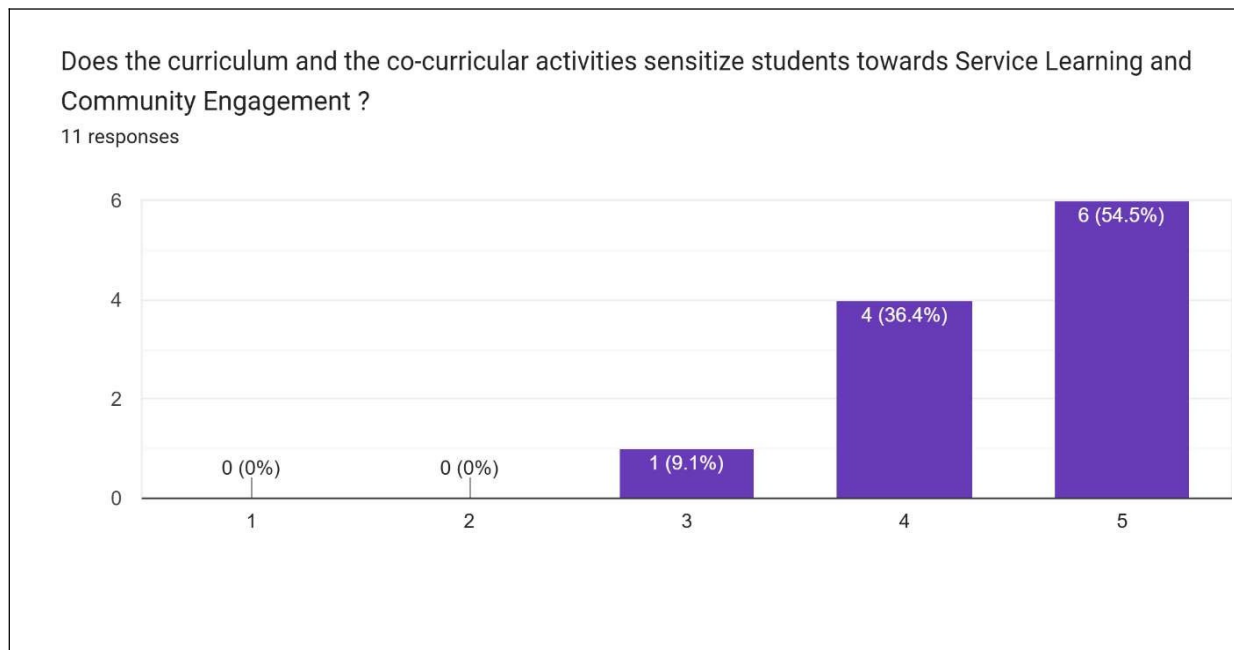


The feedback from 11 academic peers shows a strong endorsement of the curriculum's ability to support student employability. Most respondents awarded high scores, with six giving the maximum rating and four giving a slightly lower but still positive score. Only one respondent rated it moderately, suggesting there may be a few areas that could be further strengthened in terms of industry relevance or practical skill alignment.

Overall, the responses reflect a clear consensus that the curriculum equips students with valuable, job-ready competencies. The high ratings indicate satisfaction with the inclusion of employability-focused content, such as skill-building modules, career-oriented learning experiences, and practical exposure.

While the single lower rating may point to an opportunity for minor improvement, the general sentiment remains strongly favorable. The curriculum is seen as effectively preparing students for the workforce, which is a critical outcome in today's competitive job market.

6.

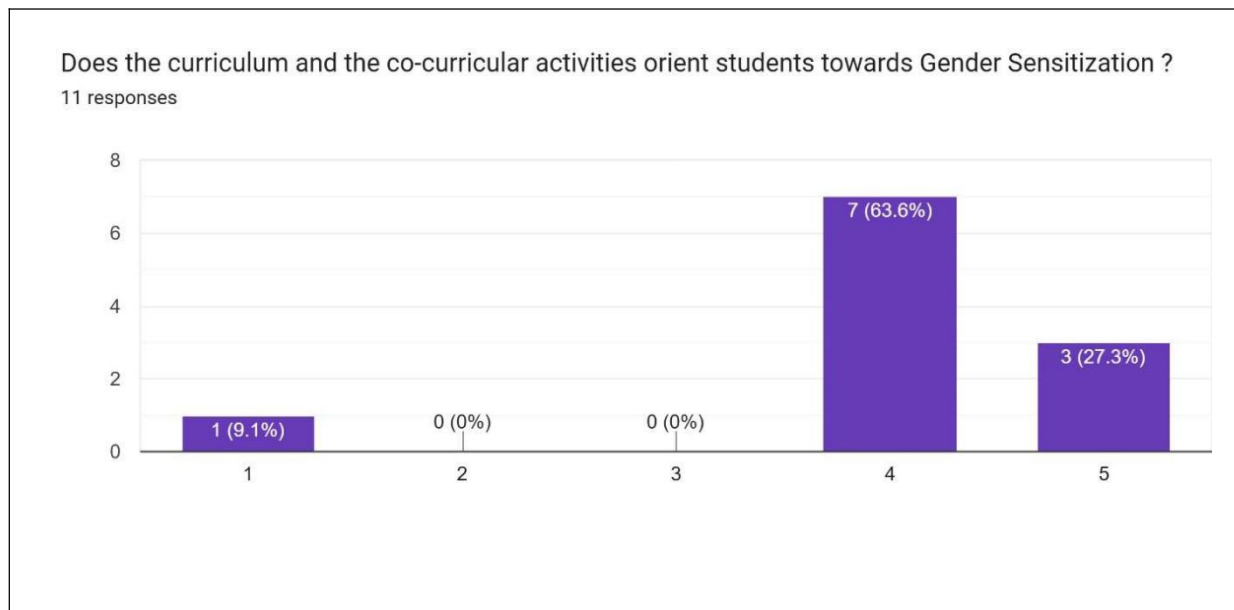


The feedback from 11 academic peers reflects a generally positive perception regarding the curriculum's efforts to foster service learning and community engagement. Six respondents gave the highest rating, suggesting strong approval of how well these aspects are integrated. Four respondents rated it a 4, indicating satisfaction with slight room for improvement, while one respondent gave a 3, hinting at the need for enhanced focus or clearer implementation.

The overall sentiment suggests that the curriculum, along with co-curricular initiatives, is effectively creating awareness and encouraging student participation in socially responsible activities. These responses highlight the program's commitment to holistic education that extends beyond academics.

While most feedback is favorable, the presence of a slightly lower rating indicates an opportunity to further strengthen initiatives that connect students with community-based experiences and service-learning opportunities, ensuring these remain impactful and inclusive across all student groups.

7.

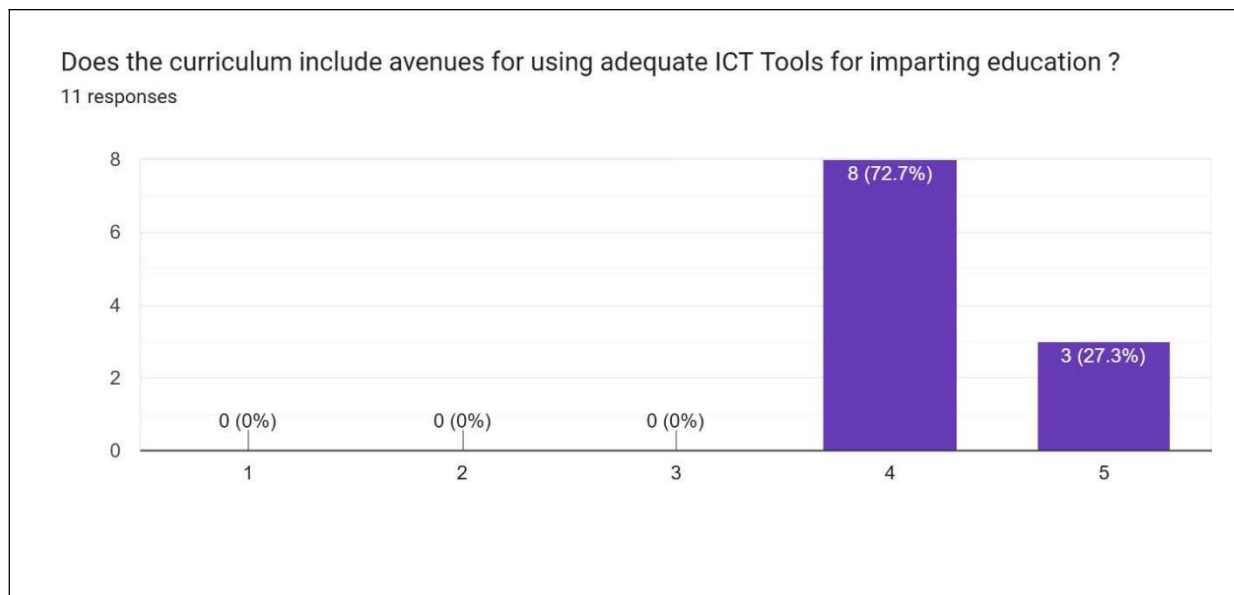


The feedback from 11 academic peers reflects a generally positive perception regarding the curriculum's efforts to foster service learning and community engagement. Six respondents gave the highest rating, suggesting strong approval of how well these aspects are integrated. Four respondents rated it a 4, indicating satisfaction with slight room for improvement, while one respondent gave a 3, hinting at the need for enhanced focus or clearer implementation.

The overall sentiment suggests that the curriculum, along with co-curricular initiatives, is effectively creating awareness and encouraging student participation in socially responsible activities. These responses highlight the program's commitment to holistic education that extends beyond academics.

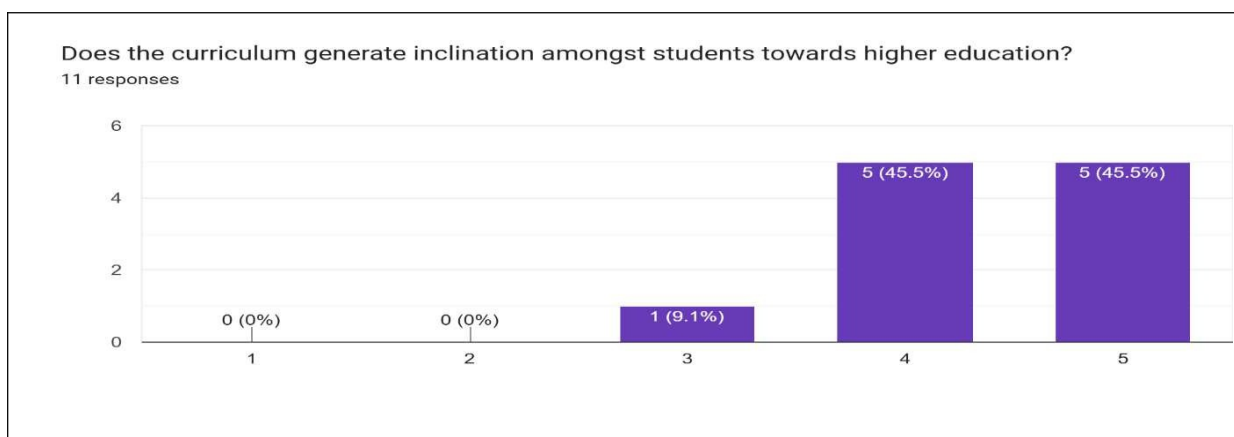
While most feedback is favourable, the presence of a slightly lower rating indicates an opportunity to further strengthen initiatives that connect students with community-based experiences and service-learning opportunities, ensuring these remain impactful and inclusive across all student groups.

8.



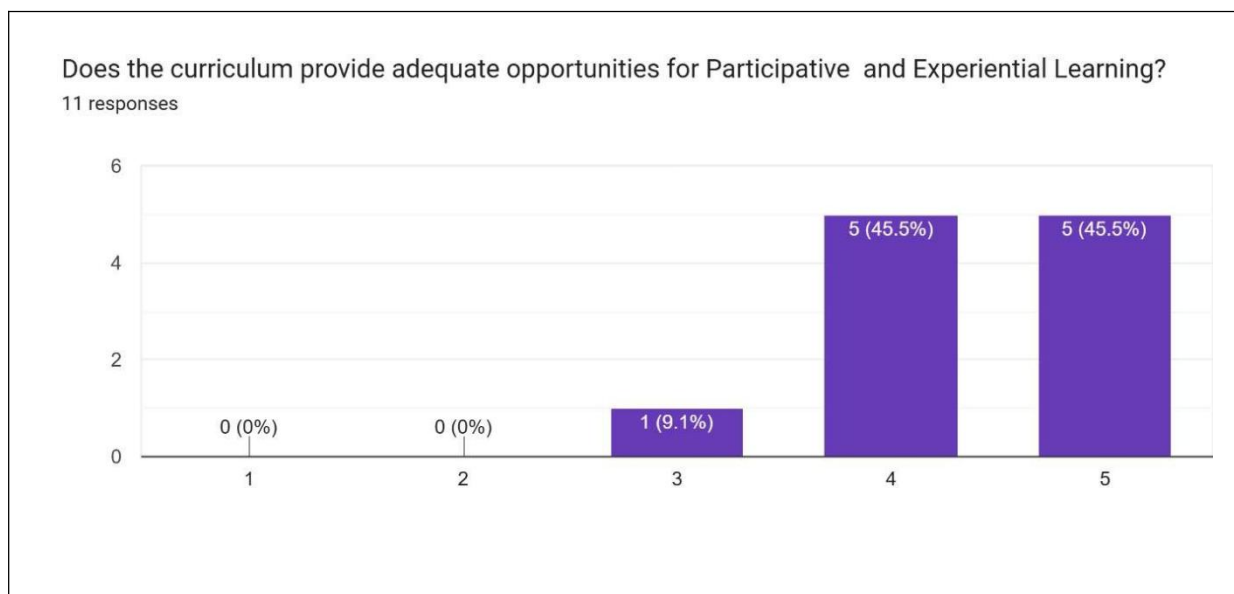
The provided bar graph summarizes responses to the question regarding the inclusion of avenues for using adequate ICT Tools in the curriculum for imparting education. The graph presents 11 distinct data points, with the height of each bar representing the frequency of a particular response. Notably, a response occurring 4 times was the most frequent, appearing in 6 out of the 11 data points. Following this, a response with a frequency of 5 was recorded 3 times. Lastly, a response with a frequency of 4 was observed in the remaining 2 data points. Therefore, the data indicates that the most common response regarding the curriculum's inclusion of avenues for ICT tools corresponds to a value of 4, with a value of 5 being the next most frequent response among the 11 data points.

9.



The bar graph presents the distribution of responses to the question of whether the curriculum fosters an inclination among students towards higher education. The data comprises 11 distinct responses, each visualized as a bar with its height indicating the frequency of that particular response. Notably, the responses are somewhat varied. A frequency of 5 was recorded for 4 of the responses, while a frequency of 4 was also observed for 4 of the responses. Additionally, a frequency of 4 appeared once, a frequency of 5 appeared once, and a frequency of 3 was noted in one instance. Overall, the responses regarding the curriculum's ability to generate an inclination towards higher education are primarily concentrated at frequencies of 4 and 5 across the 11 data points.

10.



The bar graph summarizes responses regarding whether the curriculum offers adequate opportunities for Participative and Experiential Learning. The graph presents data from 11 distinct points, with the height of each bar indicating the frequency of a particular response. The most frequent response observed was a frequency of 5, which occurred 5 times across the data. Following this, a response with a frequency of 4 was recorded 4 times. Additionally, a response with a frequency of 3 was noted once, and a response with a frequency of 4 also appeared once. In essence, the data suggests that the most common perception is that the curriculum provides opportunities corresponding to a value of 5, with a value of 4 also being a prevalent response among the 11 data points.

Academic peers have provided several suggestions for curriculum improvement:

Introduce dedicated units in each subject focusing on emerging trends and challenges within the domain. These sessions should be conducted in a workshop format rather than traditional lecture-style delivery. Acknowledge the curriculum's exhaustiveness, indicating its comprehensive coverage and regular updates. Emphasize the importance of consistently updating the curriculum to align with recent advancements in research and development.

Stress the necessity for ground-level efforts to implement suggested changes effectively. An assessment of the effectiveness of the curriculum was conducted through a survey among academic peers. This evaluation focused on analyzing the outcomes derived from both the Action Taken Report and the Impact Analysis. The Action Taken Report documented the steps taken to address any identified shortcomings or areas for improvement within the curriculum. It provided a detailed account of the initiatives implemented, modifications made, and strategies employed to enhance the curriculum's efficacy.

Sample Feedback are attached below:

Sample Feedbacks 1

ACADEMIC PEER FEEDBACK ON CURRICULUM (2024-25) School of Commerce, Finance and Accountancy, Delhi NCR

Dear Academic Peer,

Hope you are doing well. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

kghosh.fin@gmail.com

Designation *

Dr. Krishnendu Ghosh

Name of the Department *

Associate Professor and Area Chair - Accounting and Finance

Name of the University *

School of Management



Total Experience (No. of Years) *

Bennett University

Area of Expertise *

18 years

Contact Phone Number/s *

Accounting and Finance

E-mail id *

9987086419

Name of Program for which Curriculum Feedback provided

Dropdown

BCOM Accountancy and Auditing

Name of Course for which Curriculum Feedback provided

Financial Accounting

Curriculum Feedback

Please tick (✓) the appropriate option as per the following rating scale:

5.Excellent

4.Good

3.Satisfactory

2.Average

1.Need to Improve



Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent



Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum generate inclination amongst students towards higher education? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

General Comments and Suggestions:

Overall the course curriculum is very well designed and the course will improve not only the knowledge level of the students also it will develop the appropriate skill sets amongst the students as well.

This form was created inside of Christ University.

Google Forms

Sample Feedbacks 2

ACADEMIC PEER FEEDBACK ON CURRICULUM (2024-25) School of Commerce, Finance and Accountancy, Delhi NCR

Dear Academic Peer,

Hope you are doing well. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

ravindrasharma97@gmail.com

Designation *

Assistant Professor

Name of the Department *

Management

Name of the University *

SRHU



Total Experience (No. of Years) *

18

Area of Expertise *

Management

Contact Phone Number/s *

9675750108

E-mail id *

ravindrasharma97@gmail.com

Name of Program for which Curriculum Feedback provided

Dropdown

BCOM Honours

Name of Course for which Curriculum Feedback provided

Curriculum Feedback

Please tick (_/) the appropriate option as per the following rating scale:

5.Excellent

4.Good

3.Satisfactory

2.Average

1.Need to Improve



Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ?

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☒	☐	☐	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☒	☐	Excellent



Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☒ ☐ ☐ Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

1 2 3 4 5
Need to Improve ☐ ☐ ☒ ☐ ☐ Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

Does the curriculum generate inclination amongst students towards higher education? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☒ ☐ Excellent

General Comments and Suggestions:

.....

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Sample Feedbacks 3

ACADEMIC PEER FEEDBACK ON CURRICULUM (2024-25) School of Commerce, Finance and Accountancy, Delhi NCR

Dear Academic Peer,

Hope you are doing well. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.

Email *

sonamsri75@gmail.com

Designation *

Assistant Professor

Name of the Department *

Management

Name of the University *

Mangalmay Institute of Management and technology



Total Experience (No. of Years) *

3

Area of Expertise *

Finance

Contact Phone Number/s *

7388617898

E-mail id *

sonamsri75@gmail.com

Name of Program for which Curriculum Feedback provided

Dropdown

MSC Finance and Analytics

Name of Course for which Curriculum Feedback provided

MCA

Curriculum Feedback

Please tick (_/) the appropriate option as per the following rating scale:

5.Excellent

4.Good

3.Satisfactory

2.Average

1.Need to Improve



Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the syllabus include advanced versions of the subject topics? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum emphasize upon Skill Development of students ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum lead to the development of problem solving and analytical thinking ? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? *

	1	2	3	4	5	
Need to Improve	☐	☐	☐	☐	☒	Excellent



Does the curriculum emphasizes upon enhancing Employability aspect of students ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum provide adequate opportunities for Participative and Experiential Learning? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum include avenues for using adequate ICT Tools for imparting education ? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

Does the curriculum generate inclination amongst students towards higher education? *

1 2 3 4 5
Need to Improve ☐ ☐ ☐ ☐ ☒ Excellent

General Comments and Suggestions:

.....

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Action Taken Report

It delved into the tangible effects resulting from these actions. It scrutinized how the implemented changes influenced various aspects such as student learning outcomes, engagement levels, and overall educational experience. This analysis sought to quantify the extent to which the curriculum adjustments positively impacted the academic environment and the achievement of educational goals. By surveying academic peers, insights were gathered regarding their perceptions of the effectiveness of the curriculum following the implementation of these changes. Peers were asked to evaluate the extent to which the curriculum enhancements aligned with the intended objectives and contributed to an improved learning experience.

*****End of Report*****