

## Curriculum Feedback Analysis and ATR - 2025-26

The Department of Professional Studies seeks to develop courses and programmes of study that provide an excellent experience for students to learn, discover and fulfill their academic potential, and offer opportunities for students to be 'co-creators' of knowledge.

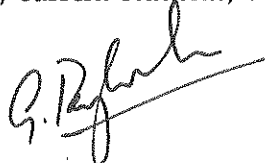
The Department would like to set new standards in the field of Commerce and Management education by integrating the syllabus of international professional bodies into the undergraduate curriculum. The policy for curriculum designing follows the basic rule of overall professional development of the student by adopting latest teaching & learning techniques and methodology. The following are the highlights of Curriculum designing of the Department of Professional Studies.

### CURRICULUM ASSESSMENT AND REVIEW PROCESS

The Department of Professional Studies abides by a well-defined process of curriculum development for all its undergraduate and postgraduate programmes. The Curriculum Development Committee (CDC) takes due care at every stage of this process, to ensure that all relevant stakeholders are consulted, their views obtained, and then appropriately incorporated into the curriculum. One of the significant curricular reforms led by the Department of Professional Studies in the field of commerce is not only the platform provided to enable students to pursue professional courses alongside their undergraduate programmes, but also the streamlining of the coverage areas of the two.

Any new programme developed by the department is in response to a lacuna or opportunity identified in the existing academic setup at the time. Inputs on such lacunae/opportunities are obtained by way of informal discussions with relevant experts from the industry and professional bodies, among others. Thereafter, the curricula of comparable programmes offered within/outside the university are identified as a starting point for the development process. At this stage, the unique characteristics or differentiation factors of the proposed programme are defined.

An annual review of the existing curricula of all programmes is undertaken for the purpose of identifying gaps therein, if any. The gaps are identified with reference to the stated objectives of each programme. As part of this process, detailed feedback is obtained from adjunct/external faculty members, industry experts, current students, and alumni. Based on the inputs and

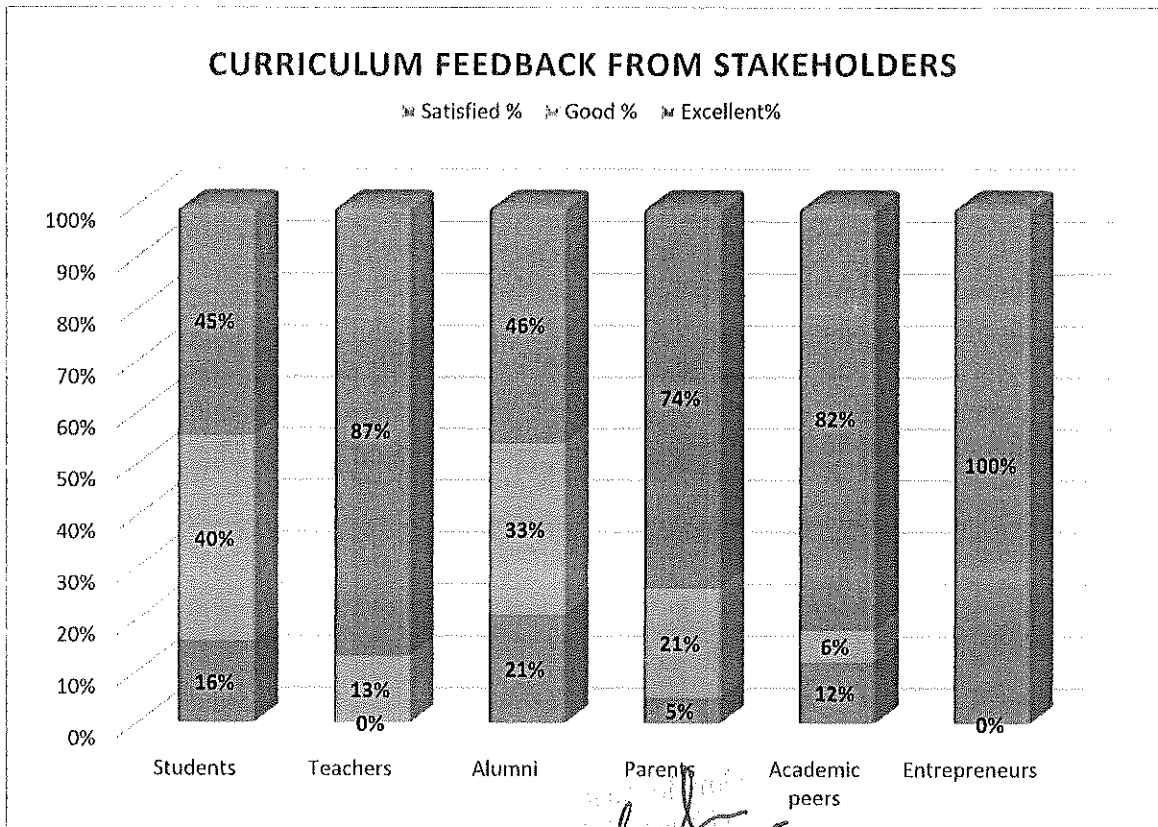


feedback obtained from the various stakeholders, the syllabus is revised in a meeting of the Board of Studies.

Feedback forms are administered among all stakeholders. No. of participants, analysis and suggestions or recommendations are as follows:

**Feedback on Curriculum - Analysis 2025-26**

Feedback From	Total No	Satisfied %	Good %	Excellent%
Students	286	16%	40%	45%
Teachers	32	0%	13%	87%
Alumni	9	21%	33%	46%
Parents	37	5%	21%	74%
Academic peers	5	12%	6%	82%
Entrepreneurs	3	0%	0%	100%



*G. P. [Signature]*

The Department of Professional Studies conducted a comprehensive curriculum feedback exercise for the academic year 2025-26, gathering responses from key stakeholder groups including students, faculty members, industry representatives, alumni, and parents. The objective of the feedback process was to assess the relevance, quality, and effectiveness of the curriculum in meeting academic and professional expectations.

#### Summary of Stakeholder Feedback:

- **Students** - A majority of students expressed positive views on the curriculum, with 45% rating it as Excellent, 40% as Good, and 16% as Satisfied. This indicates a strong level of student approval and alignment with their learning expectations.
- **Teachers** - Among faculty members, 87% rated the curriculum as Excellent and 13% as Good, with no Satisfied responses. This reflects a very high level of confidence in the curriculum's academic quality and delivery.
- **Alumni** - Feedback from alumni shows that 46% rated the curriculum as Excellent, 33% as Good, and 21% as Satisfied. This suggests that the curriculum has contributed positively to their academic foundation and career development.
- **Parents** - Parent responses indicate 74% Excellent, 21% Good, and 5% Satisfied ratings, demonstrating strong approval of the curriculum's role in supporting students' overall growth.
- **Academic Peers** - Among academic peers, 82% rated the curriculum as Excellent, 6% as Good, and 12% as Satisfied. This highlights a favourable academic perception of the curriculum structure and standards.
- **Entrepreneurs** - All respondents (100%) rated the curriculum as Excellent, reflecting a highly positive view of its relevance in fostering entrepreneurial skills and practical knowledge.

The overall analysis reflects a high degree of satisfaction across all stakeholder groups, particularly in terms of curriculum design, industry relevance, and academic effectiveness. The insights derived from this feedback will be valuable in guiding future enhancements and ensuring sustained alignment with evolving academic and professional standards.

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Head of Department  
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**PROGRAM-WISE FEEDBACK ANALYSIS**

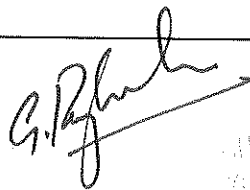
Department of Professional Studies at Bangalore Yeshwanthpur campus, collected the feedback from the students of various programmes.

Programme	Total Strength	No. of students	% of Response
BCOM F&A A	250	87	35%
BCOM F&A B/BCOM IBA	73	19	26%
BCOM IAF	209	170	81%
	532	286	54%

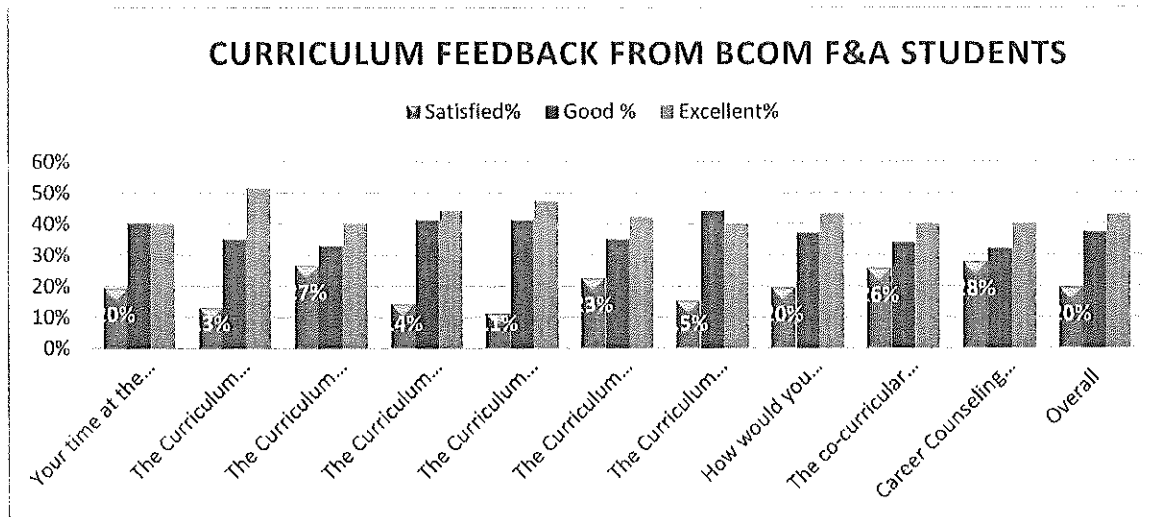
Based on the students' feedback on curriculum, the following are the points brought to the notice of CDC

**BCOM F&A**

Parameter (Least 1; Most 5)	Satisfied %	Good %	Excellent%
Your time at the Department is intellectually enriching	20%	40%	40%
The Curriculum adds value to the students in terms of Conceptual Understanding	13%	35%	52%
The Curriculum adds value to the students in terms of Application Skills	27%	33%	40%
The Curriculum adds value to the students in terms of Analytical Skills	14%	41%	44%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	11%	41%	47%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	23%	35%	42%
The Curriculum meets the industry standards and is relevant to real life situations.	15%	44%	40%
How would you rate Curriculum Overall	20%	37%	43%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	26%	34%	40%
Career Counseling & Guidance provided by the Department is effective and efficient	28%	32%	40%
Overall Average	20%	37%	43%



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### Summary of Responses

- Intellectual Experience at the Department** – A positive 80% of students rated their intellectual experience favourably, with 40% marking it as Excellent and 40% as Good. This reflects that the department provides an engaging academic environment that supports meaningful learning and intellectual growth.
- Curriculum and Conceptual Understanding** – A strong 87% of students acknowledged that the curriculum enhances their conceptual understanding, with 52% rating it as Excellent. This highlights the effectiveness of the curriculum in building a solid academic foundation.
- Curriculum and Application Skills** – About 73% of students responded positively regarding application skills, with 40% rating it Excellent. This suggests that the curriculum provides adequate opportunities to apply theoretical knowledge in practical contexts.
- Curriculum and Analytical Skills** – A total of 85% of students recognized the development of analytical skills, with 44% rating it as Excellent. This indicates that the curriculum effectively promotes logical thinking and problem-solving abilities.
- Critical Thinking and Decision Making** – An encouraging 88% of students agreed that the curriculum enhances critical thinking and decision-making, with 47% rating it Excellent. This reflects the department’s focus on developing independent and evaluative thinking.
- Innovation and Creative Thinking** – Around 77% of students responded positively, with 42% rating it as Excellent. This shows that the curriculum supports creativity and innovation among students.

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7. **Industry Relevance and Real-Life Application** - A significant 84% of students felt that the curriculum is aligned with industry standards and real-life applications, with 40% rating it Excellent. This indicates strong practical relevance.
8. **Overall Curriculum Rating** - A total of 80% of students rated the curriculum positively, with 43% marking it as Excellent. This reflects overall satisfaction with the curriculum structure and outcomes.
9. **Co-Curricular and Extracurricular Activities** - About 74% of students agreed that these activities contribute to holistic development, with 40% rating them as Excellent. This highlights the department's efforts beyond academics.
10. **Effectiveness of Career Counseling and Guidance** - A positive 72% of students found the career guidance effective, with 40% rating it as Excellent. This suggests that students receive meaningful support for career planning.

Overall, the analysis reflects a high level of student satisfaction across key academic and developmental areas, indicating that the department effectively delivers a well-rounded and industry-relevant learning experience.

**Students Suggestions:**

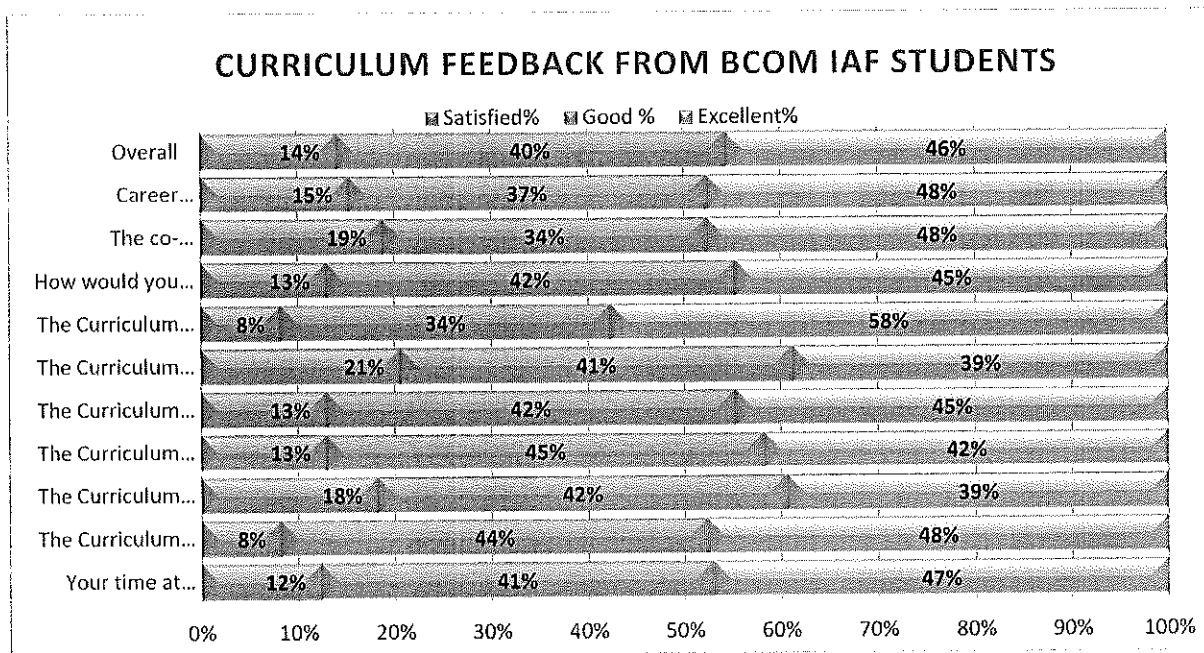
- Greater focus on incorporating practical-oriented learning approaches within the curriculum.
- Recommendation to conduct regular industrial visits to enhance students' exposure to real-world business environments.
- Inclusion of certification programmes, such as Advanced Excel, to strengthen technical skills.
- Emphasis on emerging skill areas including Data Analytics in Finance, Fintech applications, and other relevant practical tools (softwares).
- Suggestion to include Public Speaking in the curriculum to enhance communication and presentation abilities.

**BCOM IAF**

Parameter (Least 1; Most 5)	Satisfied%	Good %	Excellent%
Your time at the Department is intellectually enriching	12%	41%	47%
The Curriculum adds value to the students in terms of Conceptual Understanding	8%	44%	48%

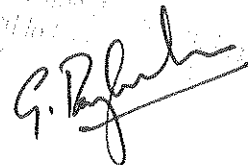
*G. Rajan*

The Curriculum adds value to the students in terms of Application Skills	18%	42%	39%
The Curriculum adds value to the students in terms of Analytical Skills	13%	45%	42%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	13%	42%	45%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	21%	41%	39%
The Curriculum meets the industry standards and is relevant to real life situations.	8%	34%	58%
How would you rate Curriculum Overall	13%	42%	45%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	19%	34%	48%
Career Counseling & Guidance provided by the Department is effective and efficient	15%	37%	48%
Overall Average	14%	40%	46%



**Summary of Responses**

- Intellectual Experience at the Department:** A strong 88% of students reported that their time at the department is intellectually enriching, with 47% rating it as Excellent. This reflects a highly engaging academic environment that encourages meaningful learning experiences and intellectual growth among students.



2. **Curriculum and Conceptual Understanding:** An impressive 92% of students agreed that the curriculum enhances their conceptual understanding, with nearly half (48%) rating it as Excellent. This highlights the effectiveness of the curriculum in building strong foundational knowledge and clarity of concepts
3. **Curriculum and Application Skills:** A notable 81% of students felt that the curriculum strengthens their application skills, with 39% rating it Excellent. This indicates that students are able to apply theoretical knowledge in practical contexts, though there is room to further enhance hands-on learning opportunities.
4. **Curriculum and Analytical Skills:** A total of 87% of students acknowledged improvement in analytical skills through the curriculum, with 42% rating it Excellent. This demonstrates the department's commitment to developing critical analysis and problem-solving abilities.
5. **Critical Thinking and Decision Making:** About 87% of students positively responded that the curriculum supports the development of critical thinking and decision-making skills, with 45% rating it Excellent. This shows a strong emphasis on independent thinking and informed judgment.
6. **Innovation and Creative Thinking:** A solid 80% of students agreed that the curriculum fosters innovation and creativity, with 39% rating it Excellent. While the foundation is strong, additional creative and interdisciplinary activities could further enhance this aspect.
7. **Industry Relevance and Real-Life Application:** An outstanding 92% of students felt the curriculum aligns with industry standards and real-life applications, with a majority (58%) rating it Excellent. This indicates excellent alignment with current market needs and professional expectations.
8. **Overall Curriculum Rating:** Overall, 87% of students rated the curriculum positively, with 45% marking it Excellent. This reflects general satisfaction with the curriculum's structure, relevance, and delivery.
9. **Co-curricular and Extracurricular Development:** A significant 82% of students appreciated the co-curricular and extracurricular activities, with 48% rating them Excellent. This highlights the department's efforts in promoting holistic student development beyond academics.
10. **Career Counseling and Guidance:** A total of 85% of students found the career counseling and guidance effective, with 48% rating it Excellent. This indicates a strong support system for students' career planning and professional growth.

Overall, 86% of students expressed satisfaction with the department, with 46% rating their experience as Excellent. This reflects a positive perception of the department's academic quality, support systems, and overall environment.

**Student Suggestions:**

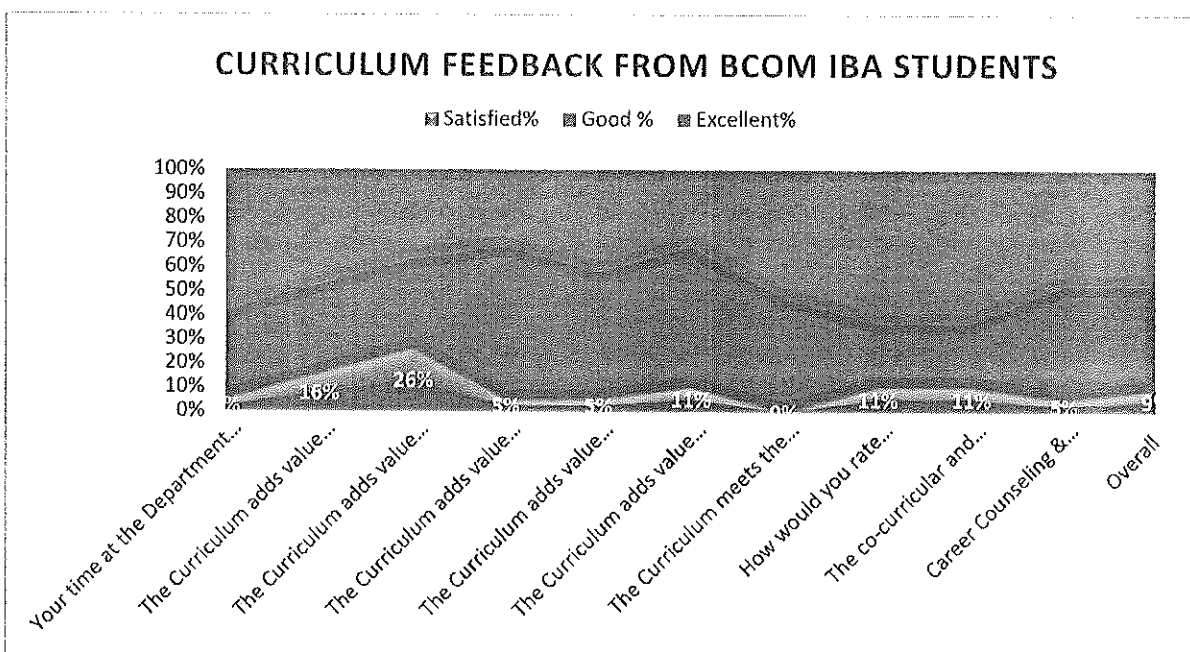
- Emphasis on incorporating more experiential learning opportunities within the program structure.
- Introduction of co-curricular, skill-based courses such as Microsoft Excel, Tableau and Power BI to enhance practical knowledge.
- Inclusion of additional value-added courses that are directly relevant to the professional domain and certifications.
- More courses to be thought in LCA to strengthen applied learning.
- Provision for more structured internship opportunities to improve industry exposure and employability.
- Integration of employability skills training, including sessions on aptitude tests and professional development.
- Recommendation to implement ACCA bridge courses from the first semester onward to ensure early alignment with the professional pathway.
- Enhanced exposure to practical training in accounting software tools, supporting job readiness and industry competence.

**BCOM Finance & Accountancy B/BCOMIBA**

Parameter (Least 1; Most 5)	Satisfied%	Good %	Excellent%
Your time at the Department is intellectually enriching	5%	37%	58%
The Curriculum adds value to the students in terms of Conceptual Understanding	16%	37%	47%
The Curriculum adds value to the students in terms of Application Skills	26%	37%	37%
The Curriculum adds value to the students in terms of Analytical Skills	5%	63%	32%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	5%	53%	42%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	11%	58%	32%

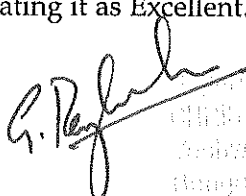
*G. Rajendra*  
 G. Rajendra  
 Head of Department

The Curriculum meets the industry standards and is relevant to real life situations.	0%	47%	53%
How would you rate Curriculum Overall	11%	26%	63%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	11%	26%	63%
Career Counseling & Guidance provided by the Department is effective and efficient	5%	47%	47%
Overall	9%	43%	47%



**Summary of Responses**

- 1. Intellectual Experience at the Department:** An impressive 95% of students found their time at the department intellectually enriching, with a majority 58% rating it as Excellent. This reflects a highly stimulating academic environment that actively promotes curiosity, engagement, and deeper learning among students.
- 2. Curriculum and Conceptual Understanding:** A strong 84% of students agreed that the curriculum adds value to their conceptual understanding, with 47% rating it as Excellent. This indicates that the curriculum is effectively structured to build solid foundational knowledge and clarity of concepts.
- 3. Curriculum and Application Skills:** A total of 74% of students reported that the curriculum enhances their application skills, with 37% rating it as Excellent. While a majority recognize its

  
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value, there is scope to further strengthen practical exposure through experiential learning and real-world applications.

**4. Curriculum and Analytical Skills:** An encouraging 95% of students acknowledged the curriculum's contribution to developing analytical skills, though a smaller proportion (32%) rated it as Excellent. With a majority selecting Good, this suggests consistent development in analytical abilities, with potential to elevate excellence through more advanced analytical activities.

**5. Critical Thinking and Decision Making:** A significant 95% of students agreed that the curriculum supports critical thinking and decision-making skills, with 42% rating it as Excellent. This reflects a strong emphasis on fostering independent thinking and informed judgment among students.

**6. Innovation and Creative Thinking:** A total of 89% of students felt that the curriculum encourages innovation and creative thinking, with 32% rating it as Excellent. While the overall response is positive, increasing opportunities for creative exploration can further enhance this dimension.

**7. Industry Relevance and Real-Life Application:** An outstanding 100% of students agreed that the curriculum is aligned with industry standards and real-life applications, with 53% rating it as Excellent. This highlights exceptional relevance and strong alignment with current professional requirements.

**8. Overall Curriculum Rating:** A remarkable 89% of students rated the curriculum positively, with a high 63% marking it as Excellent. This indicates strong overall satisfaction with the curriculum's structure, delivery, and effectiveness.

**9. Co-curricular and Extracurricular Development:** A notable 89% of students appreciated the co-curricular and extracurricular activities, with 63% rating them as Excellent. This reflects the department's strong commitment to holistic student development beyond academics.

**10. Career Counseling and Guidance:** A total of 94% of students found the career counseling and guidance services effective, with 47% rating them as Excellent. This demonstrates a well-functioning support system that helps students prepare for their professional journeys.

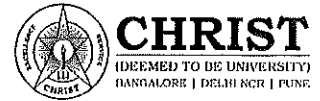
Overall, 90% of students expressed satisfaction with the department, with 47% rating their experience as Excellent. This indicates a highly positive perception of the department's academic quality, support systems, and overall environment.

**Suggestions:**

- More practical based should be implemented



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**Department of Professional Studies, BYC**



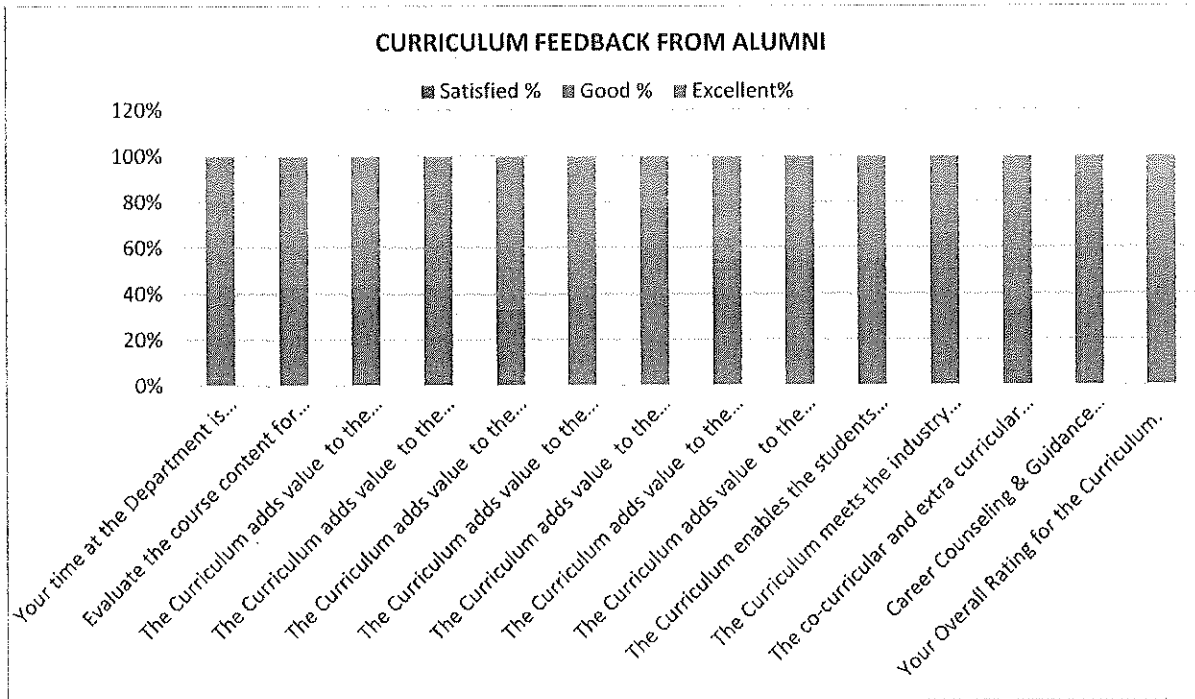
- Often Industrial visit should be conducted
- More courses to be thought in LCA to strengthen self learning.
- More certification courses like advanced Excel to be added in the programme
- Data Analytics in Finance, Fintech and other practical skills

Based on the Alumni feedback on curriculum, the following are the points brought to the notice of CDC

Parameter	Satisfied%	Good %	Excellent%
Your time at the Department is intellectually enriching	22%	22%	56%
Evaluate the course content for rigour and in-depth coverage	22%	22%	56%
The Curriculum adds value to the students in terms of: ( Least 1; Most 5) [Conceptual Understanding]	33%	11%	56%
The Curriculum adds value to the students in terms of: ( Least 1; Most 5) [Application Skills]	22%	22%	56%
The Curriculum adds value to the students in terms of: ( Least 1; Most 5) [Analytical Skills]	33%	0%	67%
The Curriculum adds value to the students in terms of: ( Least 1; Most 5) [Critical Thinking and Decision Making]	22%	22%	56%
The Curriculum adds value to the students in terms of: ( Least 1; Most 5) [Innovative and Creative Thinking]	22%	56%	22%
The Curriculum enables the students to analyze a given problem and identify the necessary solutions.	44%	11%	44%
The Curriculum meets the industry standards and is relevant to real life situations.	22%	33%	44%
Your Overall Rating for the Curriculum.	11%	44%	44%

*G. Raghav*

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Alumni were asked to mention based on their experience, identify area/s which can be added/removed to strengthen the current curriculum.

**Suggestions:**

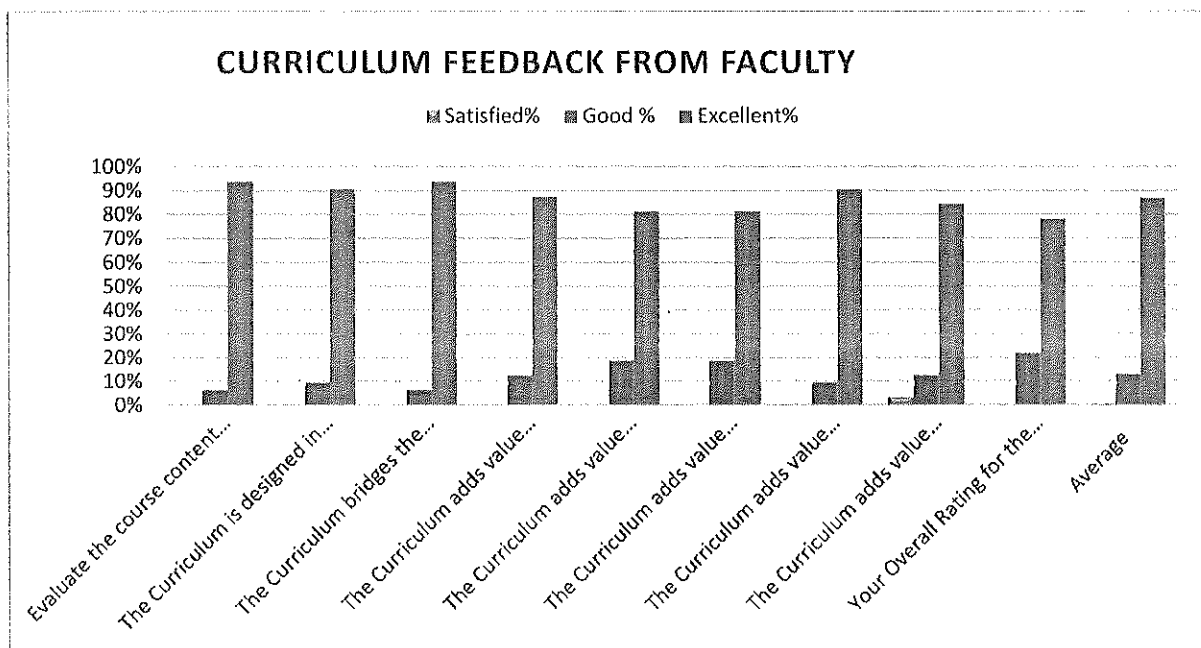
1. Advanced Excel, SAP, ERP management
2. Fixed Income Instruments, Variety of different instruments in the market for finance electives.
3. More Concepts of Portfolio Management & Fixed Income.
4. Process Documentation & SOP Writing
5. Practical experience needs to be added
6. to have atleast 2-3 internships
7. more elective based subjects from 2nd year itself.
8. Good peer to peer soft skills development
9. Examinations must include questions apart from the practice problems given in class.
10. More relevant and in depth subjects must be aligned with the professional integration with the respective program.

Based on the Faculty feedback on curriculum, the following are the points brought to the notice of CDC

Parameter	Satisfied%	Good %	Excellent%
Evaluate the course content for rigor and in-depth coverage	0%	6%	94%

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The Curriculum is designed in alignment with the learning objectives and outcomes of the programme.	0%	9%	91%
The Curriculum bridges the gap between industry requirements, current global scenarios and academia.	0%	6%	94%
The Curriculum adds value to the students in terms of Conceptual Understanding	0%	13%	88%
The Curriculum adds value to the students in terms of Application Skills	0%	19%	81%
The Curriculum adds value to the students in terms of Analytical Skills	0%	19%	81%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	0%	9%	91%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	3%	13%	84%
Your Overall Rating for the Syllabus	0%	22%	78%
Average	0%	13%	87%



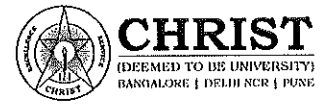
The following suggestions given programme wise:

**BCOM F&A**

Course Title	Course Code	Suggestions
Management Behaviour	COC203-2	More case study learning over built theories that holds no value in the current modern industries.

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Corporate legal framework	COC261-2	45 hours are not sufficient for effective and outcome based teaching. This course requires 60 hrs to complete efficiently. or course syllabus should be reduced.
CORPORATE LAW II	COC302-5	OVER CROWDING OF CONTENTS It is required to be more practical orientation in place of only theory.
Legal aspects of business	COC161	Too much of content, cannot be covered in 45 Hours,, which was reduced from 60 to 45 hours
Business Mathematics and Statistics	COC103-1	As credits are reduced from the previous year with 60 hrs content request you to reduce the content or increase the credits
Strategic Cost Managemnt	COC 303-5B	Over-weighted on quantitative techniques compared to ICAI's current emphasis Under-exposed to decision-oriented and case-based application, which is critical for CA Inter
Auditing II	COC302-4	including few sample audit reports of companies in the unit, helpful to make the students understand better
Financial Accounting and Reporting	COC201-2	Analysis of Financial Statements of Companies and Firms
Digital Marketing	COC361-4	More experiential learning required

**BCOM IAF**

Course Title	Course Code	Remarks
AUDITING	BIAF 202-3	In certain units hours and contents size are not matching
Advanced financial accounting	BIAF201-2	Too much of content in the very first chapter, 4 different concepts under one chapter not giving any in depth idea to the students, out of 4 remove any two concepts and can teach another two in depth.
Cost Accounting	BIAF201-3	some topics like contract, process, Job Costing could be kept as another course like costing techniques and could be taught with ample time

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Research Methodology	DPS401-5	data analysis and research projects could be taken as an extension giving students practical exposure
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**BCOMIBA**

Course Title	Course Code	Remarks
Foundations of Accounting	BIBA101-1	Partnership accounts could be reduced a bit.
Financial Markets and Services	IBA 203-2	ESG, Ethical practices and environmental initiatives are there in each unit that need to be removed

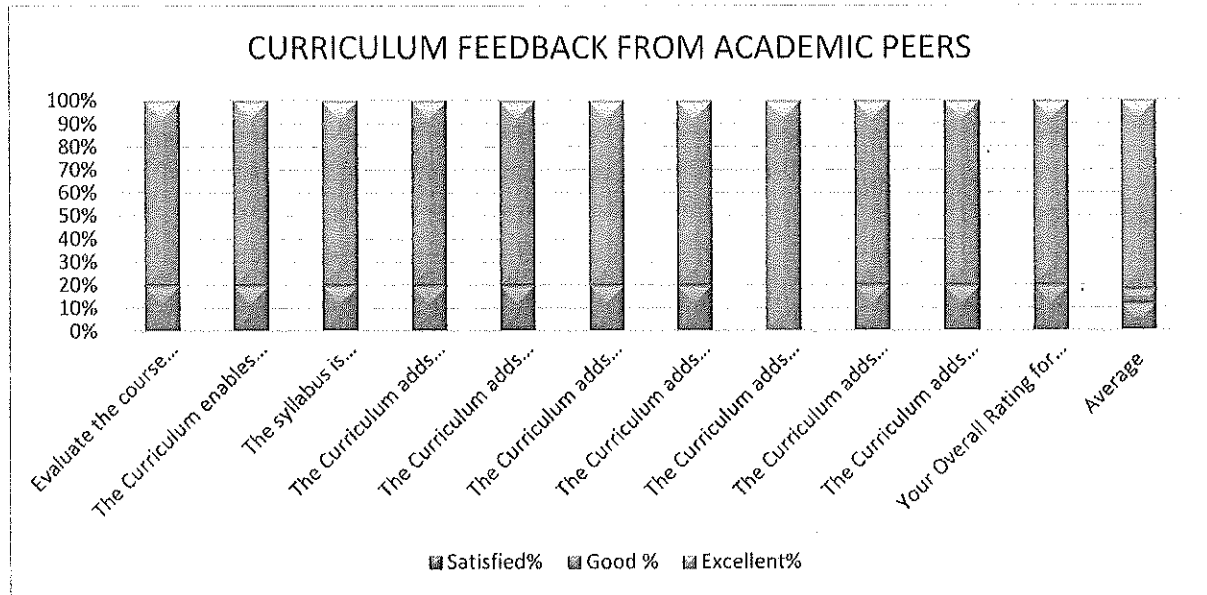
Based on the Academic peer's feedback on curriculum, the following are the points brought to the notice of CDC

1. Courses that address the economic and industrial characteristics of the region can be introduced.
2. Financial literacy and wealth management
3. Service sector Management
4. Green Accounting can be added

Parameter	Satisfied%	Good %	Excellent%
The Curriculum adds value to the students in terms of Conceptual Understanding	0%	20%	80%
The Curriculum adds value to the students in terms of Application Skills	20%	0%	80%
The Curriculum adds value to the students in terms of Analytical Skills	20%	0%	80%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	0%	20%	80%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	20%	0%	80%
The Curriculum enables the students to analyze a given problem and identify the necessary solutions.	20%	0%	80%
The Curriculum is compatible with the industry standards and is relevant to real life situations.	20%	0%	80%
Overall rating for the Syllabus	0%	0%	100%
Average	12%	6%	82%

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Based on the Entrepreneurs feedback on curriculum, the following are the points brought to the notice of CDC

Parameter	Satisfied%	Good %	Excellent%
Evaluate the course content for rigour and in-depth coverage	0%	0%	100%
The Curriculum enables the students to analyze a given problem and identify the necessary solutions.	0%	0%	100%
The syllabus is compatible with the industry standards and is relevant to real life situations.	0%	0%	100%
The Curriculum adds value to the students in terms of Conceptual Understanding	0%	0%	100%
The Curriculum adds value to the students in terms of Application Skills	0%	0%	100%
The Curriculum adds value to the students in terms of Analytical Skills	0%	0%	100%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	0%	0%	100%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	0%	0%	100%
Your Overall Rating for the Curriculum	0%	0%	100%

*G. B. [Signature]*

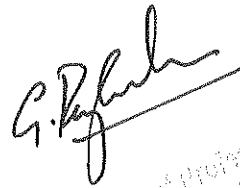
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**Suggestions:**

1. More Experiential learning required
2. More skill based programs.
3. Practical training needs to be included
4. More industry connects

The majority of the suggestions and recommendations were received from alumni, parents, and students. Overall, the feedback on the curriculum and syllabus was highly positive, with faculty members proposing a few modifications to enhance the course content and ensure its relevance to current academic and industry requirements.

Based on the feedback collected from all stakeholders, the key recommendations and suggestions have been compiled and submitted to the Curriculum Development Committee (CDC) for discussion and review. Following the CDC's deliberations, the proposed changes will be forwarded to the Department Board of Studies (BoS) for further consideration during its meeting scheduled for **13 February 2026**.



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## ACTION TAKEN REPORT

### DEPARTMENT OF PROFESSIONAL STUDIES, BYC

Based on the feedback and suggestions received from various stakeholders, the Course Development Cell (CDC) of the Department of Professional Studies prepared and presented the following new undergraduate program proposals during the sixth meeting of the Board of Studies (BOS), dated 13<sup>th</sup> Feb, 2026. These programs were developed to align with evolving industry needs, promote applied learning, and enhance student employability.

#### **BCOM International Business Accounting**

The Department of Professional Studies collected student feedback with the objective of evaluating the effectiveness and relevance of the B. Com (International Business Accounting) program. Students shared thoughtful suggestions to improve experiential learning, bridge the gap between theory and practice, and enhance employability. These inputs were reviewed during the Board of Studies (BOS) meeting, and appropriate academic and structural modifications were undertaken to address the expressed needs.

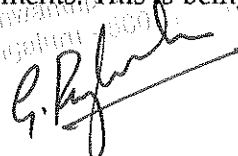
#### **Response to Students' Suggestions**

Students strongly emphasized the need for more experiential learning opportunities, particularly through internships and practical exposure to accounting software. To support this, the revised Program Outcomes (POs) and Program Specific Outcomes (PSOs) explicitly focused on domain expertise, strategic decision-making, and real-world business problem-solving. These outcomes encouraged students to critically engage with industry scenarios using modern accounting, reporting, and compliance frameworks.

Further addressing requests for enhanced employability and practical exposure, the Board approved a Capital Markets and Security Analysis, CFI certificate course.

Students also proposed the introduction of more LCA-based learning approaches and industry-relevant value-added courses. Business Management and Organisational Behaviour and Corporate Reporting are offered as LCA courses

Regarding the implementation of CPA bridge courses, students had expressed that such initiatives should have started from the beginning of the semester rather than two weeks intense classes. Although a complete restructuring of the bridge programme was not formally reflected in the minutes, the department acknowledged the concern and remains committed to strengthening alignment with CPA Australia requirements. This is being achieved through the



mapping of CPA Australia-aligned content within core subjects, integration into continuous assessment components, and curriculum-level alignment with relevant professional papers. In addition, bridge classes are conducted, subject to feasibility, to further support students in meeting professional competency requirements.

### **Response to Professional Body certification**

Based on the suggestion made by the CPA Australia professional certification body and to claim exemptions for foundation courses, Financial Accounting and Reporting – II, Business Finance, Corporate Reporting, Corporate Governance and Ethics, Global Strategy and Leadership, Indirect Taxation, Corporate Law, Legal Aspect of Business, syllabus has been prepared with a higher-level outcome in line with the requirements of CPA Australia

### **Response to Alumni Suggestions**

**Forensic Accounting** has been introduced as a new course to address the growing demand for specialized skills in fraud detection, financial investigations, and regulatory compliance. As an emerging and highly relevant area in the accounting profession, the course equips students with industry-relevant knowledge and competencies aligned with current market needs.

### **Academic Restructuring**

As part of semester-level realignment, Business Management and Organisational Behaviour- In order to claim CPA foundation exemptions (BIBA201-4) brought to semester 4, Indirect Taxation (BIBA301-5) moved from semester 5 to semester 4 in order to align with CPA papers

### **Reflections**

The Department of Professional Studies took active measures to align academic offerings with student expectations. Through the introduction of digital skill certificate courses, curriculum realignment, and structured experiential learning strategies, the department reaffirmed its commitment to building a dynamic, industry-relevant academic environment. The changes approved during the Board of Studies meeting reflect an integrated response to both academic advancement and employability enhancement. The updated B. Com (International Business Accounting) program, implemented in the academic year 2026–27, is now better positioned to support the academic and professional aspirations of its learners.

