



CHRIST (Deemed to be University)
School of Commerce, Finance and Accountancy
Department of Professional Studies, BYC
Curriculum Feedback Analysis and ATR - 2024-25

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:

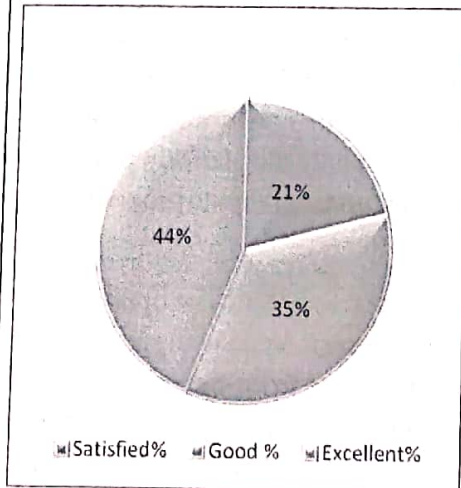

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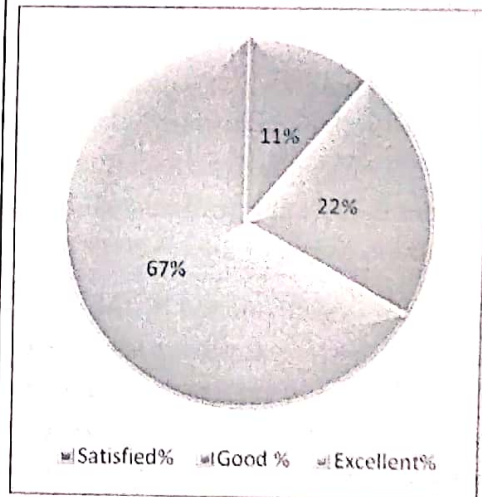
Feedback on Curriculum - Analysis 2024-25

Feedback From	Total No of Students/ Teachers/ Employers/ Alumni/ Parents	Satisfied%	Good %	Excellent%
Students	812	21%	35%	44%
Teachers	52	11%	22%	67%
Industry	3	0%	51%	49%
Alumni	11	12%	42%	46%
Parents	12	8%	29%	63%

STUDENTS



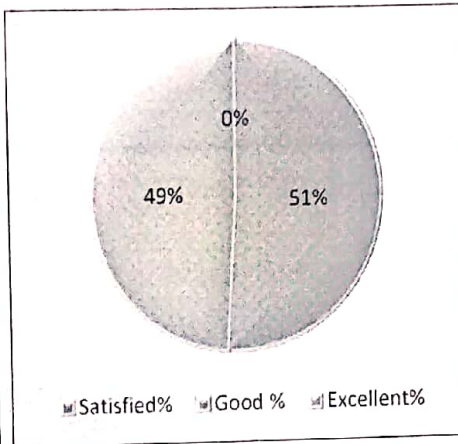
TEACHERS




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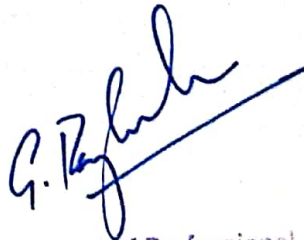
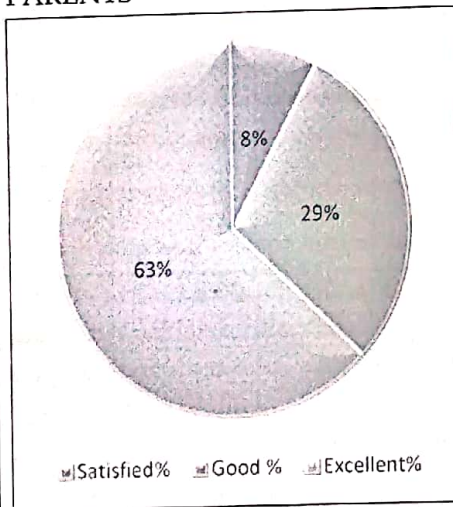
INDUSTRY



ALUMNI



PARENTS



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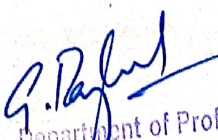
Department of Professional Studies at Bangalore Yeshwanthpur campus, collected the feedback from the students of various programmes.

Programme	Total Strength	No. of students	% of Response
BCOM F&A A	219	147	67%
BCOM F&A B	65	22	34%
BCOM IAF/BBA F&A	204	54	26%
	488		

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

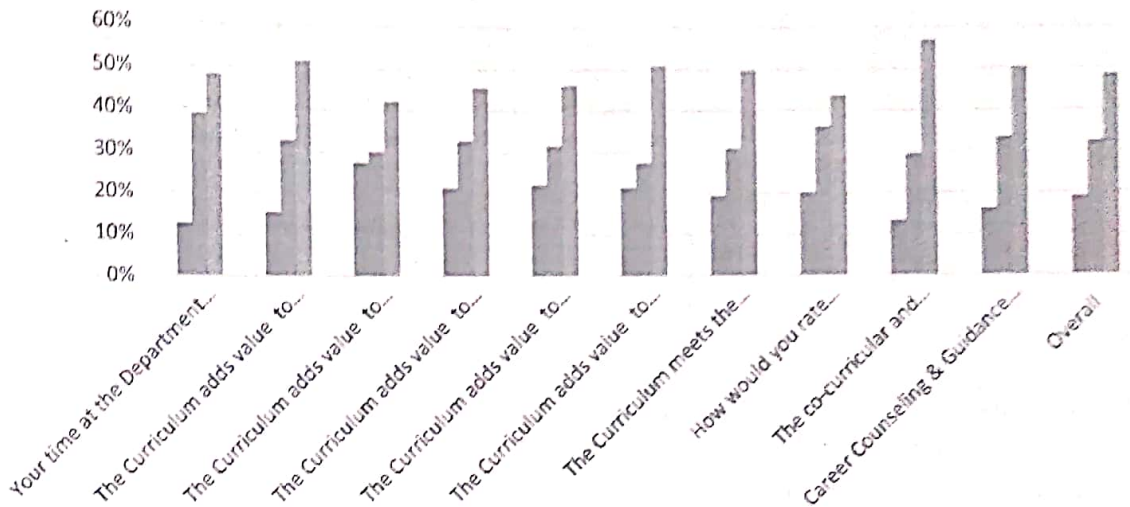
BCOM Finance & Accountancy_A

Parameter (Least 1; Most 5)	Satisfied%	Good %	Excellent%
Your time at the Department is intellectually enriching	13%	39%	48%
The Curriculum adds value to the students in terms of Conceptual Understanding	15%	33%	52%
The Curriculum adds value to the students in terms of Application Skills	28%	30%	42%
The Curriculum adds value to the students in terms of Analytical Skills	21%	33%	46%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	22%	32%	46%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	21%	28%	51%
The Curriculum meets the industry standards and is relevant to real life situations.	19%	31%	50%
How would you rate Curriculum Overall	20%	36%	44%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	13%	30%	57%
Career Counseling & Guidance provided by the Department is effective and efficient	16%	34%	50%
Overall Average	19%	32%	49%


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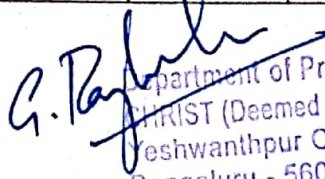
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BCOM F&A A



BCOM Finance & Accountancy_B

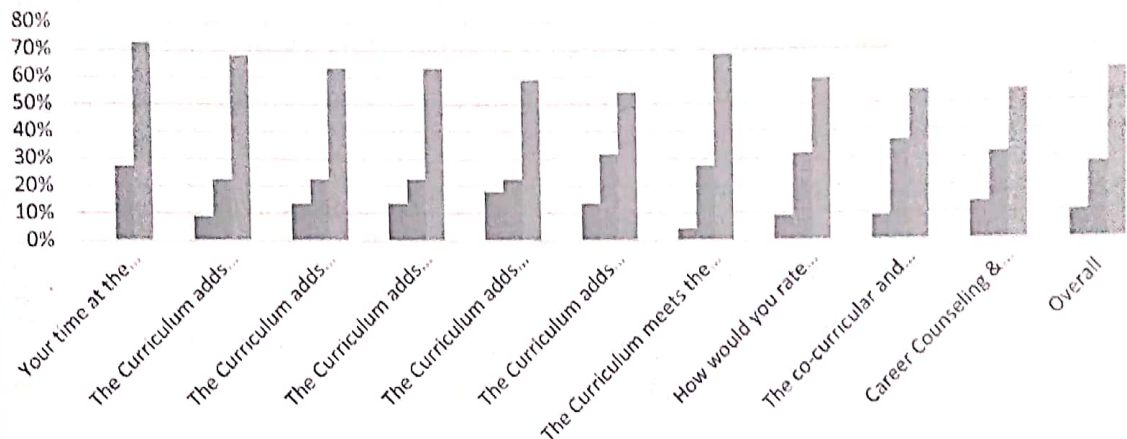
Parameter (Least 1; Most 5)	Satisfied%	Good %	Excellent%
Your time at the Department is intellectually enriching	0%	27%	73%
The Curriculum adds value to the students in terms of Conceptual Understanding	9%	23%	68%
The Curriculum adds value to the students in terms of Application Skills	14%	23%	64%
The Curriculum adds value to the students in terms of Analytical Skills	14%	23%	64%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	18%	23%	59%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	14%	32%	55%
The Curriculum meets the industry standards and is relevant to real life situations.	5%	27%	68%
How would you rate Curriculum Overall	9%	32%	59%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	9%	36%	55%
Career Counseling & Guidance provided by the Department is effective and efficient	14%	32%	55%
Overall	10%	28%	62%


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BCOM F&A B



Suggestions:

- More practical based should be implemented
- Often Industrial visit should be conducted
- More certification courses like advanced Excel to be added in the programme
- Many courses like digital marketing, stock market related courses can be added
- TAXATION-Indian and Foreign Financial Modeling and Valuation Forensic Accounting and Fraud Examination, Accounting Information System, Excel, Portfolio Management
- Data Analytics in Finance, Fintech and other practical skills
- Public speaking can be added

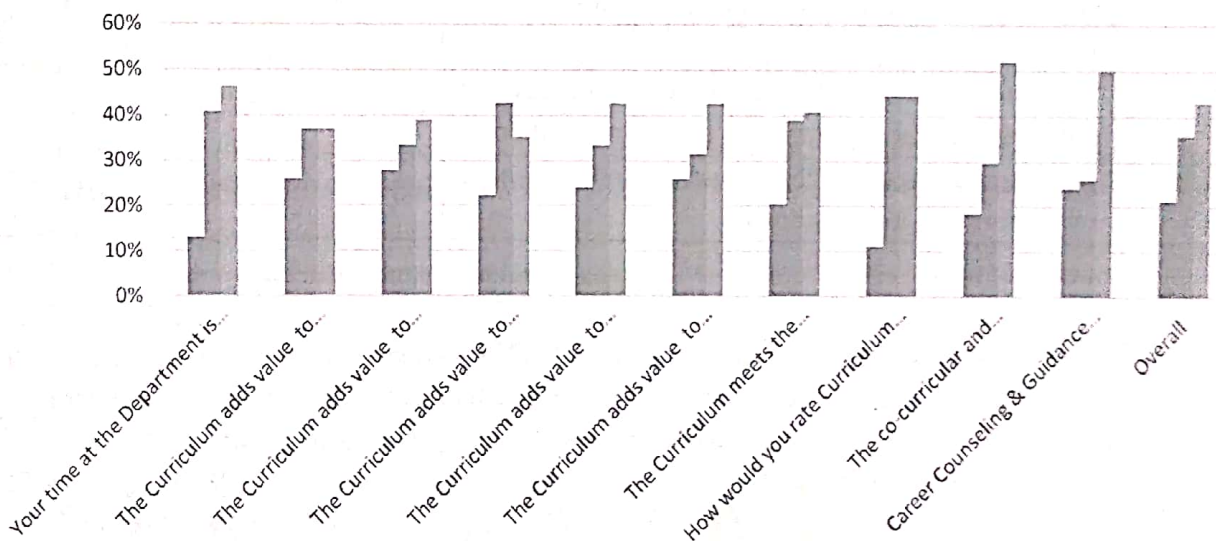
BCOM International Accountancy and Finance /BBA Finance & Accountancy

Parameter (Least 1; Most 5)	Satisfied%	Good %	Excellent%
Your time at the Department is intellectually enriching	13%	41%	46%
The Curriculum adds value to the students in terms of Conceptual Understanding	26%	37%	37%
The Curriculum adds value to the students in terms of Application Skills	28%	33%	39%
The Curriculum adds value to the students in terms of Analytical Skills	22%	43%	35%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	24%	33%	43%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	26%	31%	43%

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The Curriculum meets the industry standards and is relevant to real life situations.	20%	39%	41%
How would you rate Curriculum Overall	11%	44%	44%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	19%	30%	52%
Career Counseling & Guidance provided by the Department is effective and efficient	24%	26%	50%
Overall	21%	36%	43%

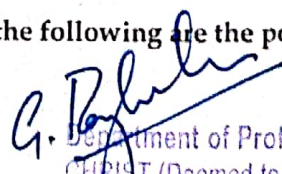
BCOM IAF/BBAF&A



Suggestions:

- More of experiential learning
- Co-curricular courses like excel, power BI
- More extra value added courses relevant to the professional course
- More of LCA learning
- More internship opportunities
- Employability skills; aptitude tests
- ACCA bridge courses should have been implemented from the very first semester
- Practical learning of accounting softwares

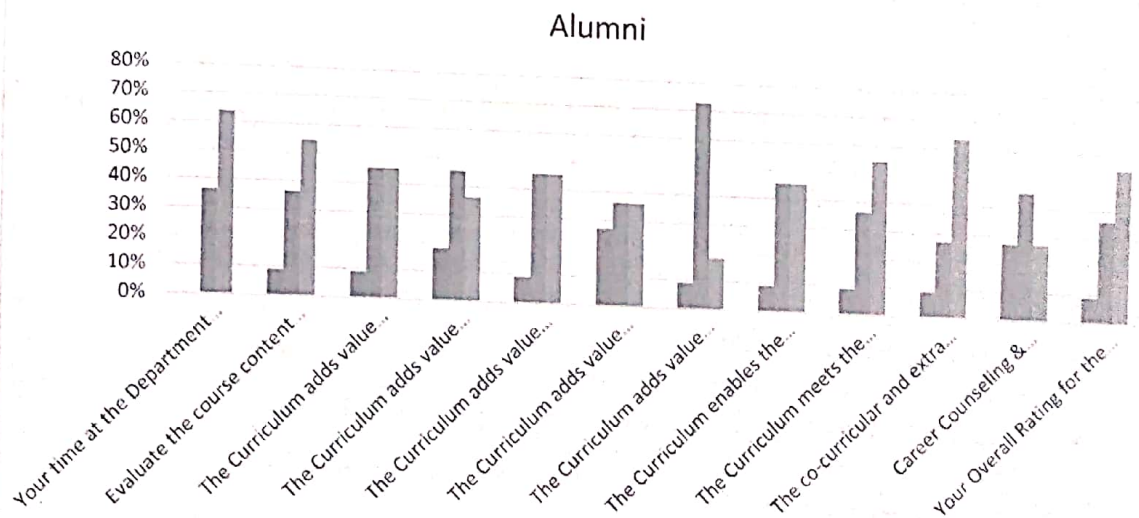
Based on the Alumni feedback on curriculum, the following are the points brought to the notice of CDC


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Parameter	Satisfied%	Good %	Excellent%
Your time at the Department is intellectually enriching	0%	36%	64%
Evaluate the course content for rigour and in-depth coverage	9%	36%	55%
The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Conceptual Understanding]	9%	45%	45%
The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Application Skills]	18%	45%	36%
The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Analytical Skills]	9%	45%	45%
The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Critical Thinking and Decision Making]	27%	36%	36%
The Curriculum adds value to the students in terms of: (Least 1; Most 5) [Innovative and Creative Thinking]	9%	73%	18%
The Curriculum enables the students to analyze a given problem and identify the necessary solutions.	9%	45%	45%
The Curriculum meets the industry standards and is relevant to real life situations.	9%	36%	55%



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

G. Rajulu

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Suggestions:

1. Excel, SAP, ERP management
2. Remove All Non-Financial Aspects not relevant to the finance/tax industry and separate training or workshop can be organized for specific role /responsibilities offered in the industry.
3. Article ship can be made sufficient to complete requirements to graduate
4. Practical experience needs to be added
5. More digital courses should be added. Students should be taught how to write an acca paper which is in the curriculum as well: typing practice and all should be taught well.
6. Examinations must include questions apart from the practice problems given in class.
7. More relevant and in depth subjects must be aligned with the professional integration with the respective program.
8. Introduction to Aptitude tests (tie ups with institutions as TIME) must be included right from year 1 as extra classes potentially helping students crack the initial tests for companies as well as have a good hand at basic and regular math.
9. Inculcation of higher mathematics, statistics and economics must be included in the curriculum to ensure macro level thinking and correlation with real life instances and understanding.
10. Reduction in risk management related subjects to ensure better diverse subject knowledge.
11. Focus more on hands on Experience like valuation of Companies and ext and request to move such Papers to Digital format as it tests them better like subjects like IAPM, BAV and AFM should be taught using Excel and tested in the same
12. Excel, Power BI, Tableau classes to conducted more effectively than before. With real world application problems.
13. Topics on work ethics, stress management, excel, case studies with real life examples

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

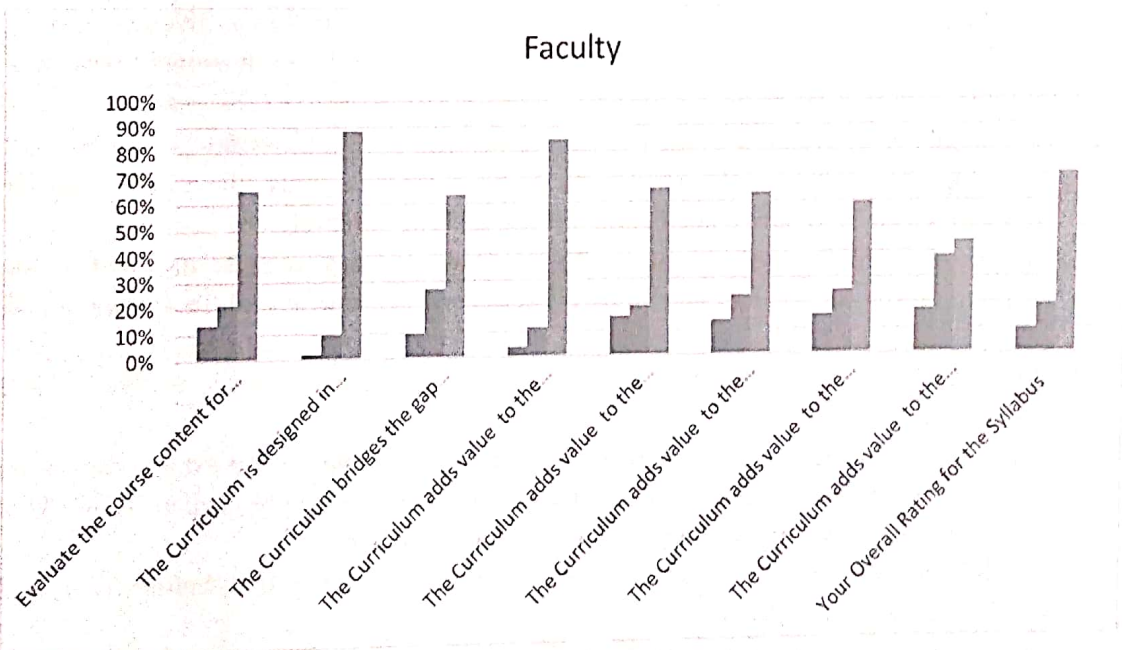
Faculty were asked to mention based on their experience, identify area/s which can be added/removed to strengthen the current curriculum.

Parameter	Satisfied%	Good %	Excellent%
Evaluate the course content for rigor and in-depth coverage	13%	21%	65%
The Curriculum is designed in alignment with the learning objectives and outcomes of the programme.	2%	10%	88%
The Curriculum bridges the gap between industry requirements, current global scenarios and academia.	10%	27%	63%


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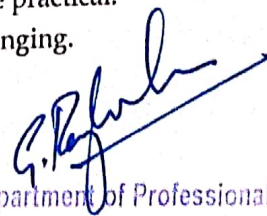
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The Curriculum adds value to the students in terms of Conceptual Understanding	4%	12%	85%
The Curriculum adds value to the students in terms of Application Skills	15%	19%	65%
The Curriculum adds value to the students in terms of Analytical Skills	13%	23%	63%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	15%	25%	60%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	17%	38%	44%
Your Overall Rating for the Syllabus	10%	19%	71%



The following suggestions given programme wise:

- Some analysis using softwares can be added for practical experience may be some workshops
- To include lab activities to enable students to understand the real time application of risk assessment - like financial modelling
- The subject has to have more of the practical element to it, and it is better if it can be converted to a submission paper as this course has to be done practical.
- Syllabus is too vast , to complete the syllabus in 60hr is challenging.
- Technical Analysis Indicator can be added
- I feel the course is well balanced


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- The Chapter on Peer Review and Quality Review (unit-5) is removed from the CA curriculum and also has little practical relevance. I suggest the chapter can be removed and replaced with emerging units like ESG audit.


BBA F&A/BCOMIAF

- The curriculum gives foundational knowledge of Financial Management. So no changes required
- Include lab activities to understand the real time application of risk management techniques - like financial modelling
- Need to add Supply chain management as a topic and a brief about different functions in the organization that contribute to strategy formulation and development of strategic options available- like Marketing. Finance and HR already there. Also a small unit in design thinking as part of business process reengineering
- CARO 2003 has now been replaced by CARO 2020, this is a change which has to be incorporated in the syllabus.
- As developing a professional in Industry - —practical and analytical thinking

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

- Areas which include more practical experiences in this field can be included
- Classes on Microsoft and tally can be added and concentrate on the studies relevance in today's world
- Power BI, Excel, SPSS
- This course could cover the financial needs of small businesses and local startups
- The regulatory environment for finance in a specific country, including laws around corporate governance, taxation, and accounting
- Study of financial regulations, taxation, and accounting standards within regional economic block
- Analyzing global stock, bond, and currency markets, as well as understanding international investment strategies.

Parameter	Satisfied%	Good %	Excellent%
The Curriculum adds value to the students in terms of Conceptual Understanding	0%	33%	67%
The Curriculum adds value to the students in terms of Application Skills	0%	25%	75%
The Curriculum adds value to the students in terms of Analytical Skills	8%	33%	58%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	17%	33%	50%

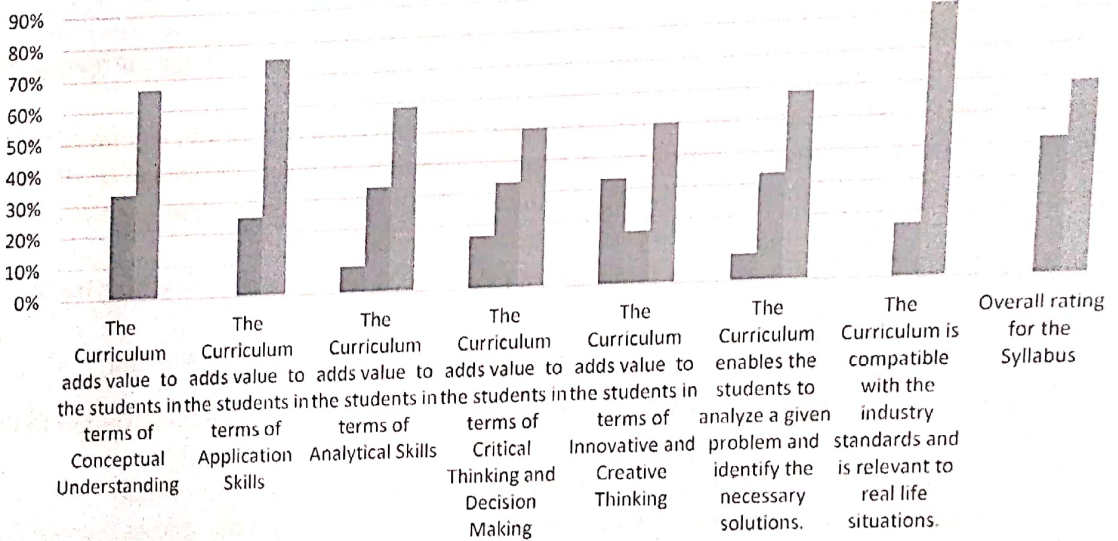

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The Curriculum adds value to the students in terms of Innovative and Creative Thinking	33%	17%	50%
The Curriculum enables the students to analyze a given problem and identify the necessary solutions.	8%	33%	58%
The Curriculum is compatible with the industry standards and is relevant to real life situations.	0%	17%	83%
Overall rating for the Syllabus	0%	42%	58%

Parents



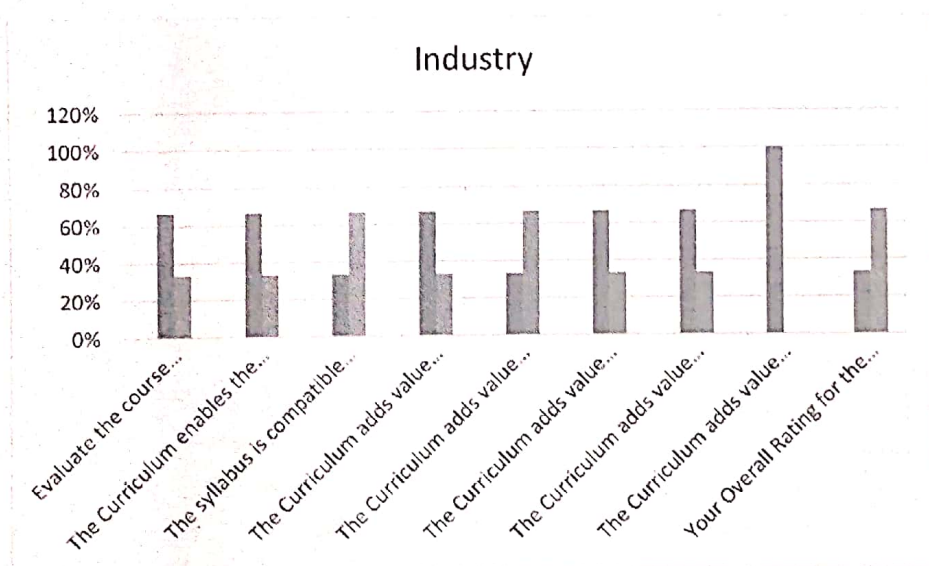
Based on the Industry feedback on curriculum, the following are the points brought to the notice of CDC

Parameter	Satisfied%	Good %	Excellent%
Evaluate the course content for rigour and in-depth coverage	0%	67%	33%
The Curriculum enables the students to analyze a given problem and identify the necessary solutions.	0%	67%	33%
The syllabus is compatible with the industry standards and is relevant to real life situations.	0%	33%	67%
The Curriculum adds value to the students in terms of Conceptual Understanding	0%	67%	33%
The Curriculum adds value to the students in terms of Application Skills	0%	33%	67%

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The Curriculum adds value to the students in terms of Analytical Skills	0%	67%	33%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	0%	67%	33%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	0%	100%	0%
Your Overall Rating for the Curriculum	0%	33%	67%

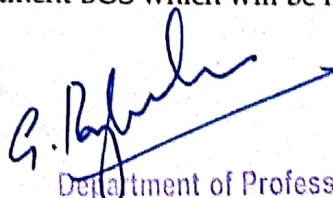


Suggestions:

1. Practical training needs to be included
2. Basics of Local language
3. Geo-politics
4. More industry projects

Majority of the suggestions were given by the alumni, parents and students. The overall feedback about the syllabus is excellent with some changes about the content recommended by the faculty members.

Based on the Feedback collected from all the Stakeholders on the curriculum, the recommendations and suggestions are presented to CDC members for discussion and deliberations to be recommended for department BOS which will be held in the month of 8th March 2025.



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SCHOOL OF COMMERCE, FINANCE AND ACCOUNTANCY

DEPARTMENT OF PROFESSIONAL STUDIES

ACTION TAKEN REPORT

Based on the recommendations of CDC and the curriculum feedback Analysis of all the Stakeholders the following changes are made and approved by the members of the BOS, meeting held on 8th March 2025.

PROGRAM-WISE ACTION TAKEN REPORT

BCOM - FINANCE & ACCOUNTANCY

Student feedback from the B.Com (Professional) program was collected to evaluate areas for curriculum enhancement and skill development. The feedback highlighted a clear preference for practical learning approaches, updated certifications, exposure to finance-related technologies, and the development of soft skills. These suggestions were carefully reviewed in the sixth Board of Studies (BOS) meeting, and a number of strategic academic actions were implemented accordingly.

Response to Students' Suggestions

Students expressed the need for more practical, industry-oriented learning experiences, including frequent industrial visits and skill-based certifications. In alignment with these requests, the revised Program Outcomes (POs) and Program Specific Outcomes (PSOs) emphasized the importance of applied knowledge in accounting, finance, taxation, and auditing, while also focusing on analytics, audit-based evaluation, and problem-solving through interdisciplinary tools. This outcome-focused design aimed to foster both theoretical understanding and hands-on capability in real-world scenarios.

To enhance students' professional competencies, the Board approved a suite of Employability Skill Enhancement Certificate Courses under the digital skills category. These courses addressed many of the student suggestions and included advanced Excel, Tableau (basic to advanced), SQL, and Power BI. Additionally, certifications such as "Problem Solving and Creative Thinking using Python" and "AIML for Business People" were introduced to develop core data literacy, fintech awareness, and logical reasoning important for modern financial roles.

Students had also requested the inclusion of content related to taxation (Indian and foreign), portfolio management, forensic accounting, accounting information systems, and public speaking. While some of these topics were not introduced as standalone



subjects, many were integrated into the restructured curriculum through revised electives and supporting certificate programs. Notably, the introduction of Management and Behavioral Studies aimed to bridge the gap in communication, leadership, and organizational understanding, indirectly supporting the development of public speaking and behavioral competencies.

In response to the demand for certification and industry-relevant electives, course restructuring also reflected efforts to embed practical knowledge. For example, advanced courses in risk management, indirect taxation, and banking and insurance were repositioned to appear earlier in the program, providing students with progressive exposure to core professional themes. The movement of auditing and corporate reporting modules was also timed to better align with the academic build-up of financial expertise.

Academic Restructuring

The BOS approved several semester-level changes to optimize learning progression and thematic alignment. Management Accounting was moved from Semester IV to III, while key finance-related subjects such as Income Tax, Auditing – II, Strategic Management and Ethical Governance, and Indirect Tax were brought forward to Semester IV, ensuring early exposure to practical and regulatory aspects of business. Courses like Corporate Reporting, Risk Management, and Principles of Banking and Insurance were also reshuffled across semesters to support skill integration at the appropriate learning stages. These changes enabled a better academic flow and timely introduction of core subjects aligned with professional certifications and industry requirements.

Reflections

The Department of Professional Studies has actively addressed student feedback by restructuring subject offerings, enhancing skill-based certifications, and aligning course delivery with current industry expectations. The new curriculum framework demonstrates a stronger emphasis on practical learning, digital competence, and progressive exposure to real-world financial tools. The changes, approved during the Board of Studies meeting, were implemented in the academic year 2025–26 and reflect the department's commitment to offering a contemporary, student-focused, and professionally enriching academic experience.



BCOM - INTERNATIONAL ACCOUNTANCY & FINANCE (BBA-F&A)

The Department of Professional Studies collected student feedback with the objective of evaluating the effectiveness and relevance of the B.Com (International Accounting and Finance) 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 new set of Employability Skill Enhancement Certificate Courses under the digital skills category. These included practical and in-demand tools such as Microsoft Power BI, Salesforce Tableau, SQL, and various levels of Microsoft Excel directly supporting the student suggestions for co-curricular courses and advanced software training. Courses such as "AIML for Business People" and "Problem Solving and Creative Thinking using Python" were also introduced to strengthen data literacy and creative thinking skills among students.

Students also proposed the introduction of more LCA-based learning approaches and industry-relevant value-added courses. The approved certificate programs mentioned above aligned with this demand by introducing flexible, skill-focused modules that complement the main curriculum. These were designed to be self-paced, application-oriented, and closely tied to current industry requirements.



Regarding the implementation of ACCA bridge courses, students had expressed that such initiatives should have started from the first semester. While a complete rescheduling of the bridge program structure was not reflected in the minutes, the department acknowledged this concern and continues to integrate ACCA-aligned content through core subject mapping, continuous assessments, and curriculum-level alignment with professional papers.

Additionally, the suggestion to improve exposure to financial and accounting software was partly addressed through the enhanced digital course offerings and the emphasis on tools like Excel, Tableau, and SQL. These practical tools are now formally embedded into the employability skill framework, providing hands-on exposure and certification, thereby making students more industry-ready.

Academic Restructuring

As part of semester-level realignment, Corporate Reporting (BIAF301-5) was moved to Semester V from Semester VI, allowing students to access advanced reporting concepts earlier in their academic journey. In turn, Advanced Financial Management (BIAF303-6) was shifted to Semester VI from Semester IV, ensuring a more structured progression of financial concepts, aligned with the development of foundational knowledge in earlier semesters. These shifts were made to balance academic load and enhance conceptual clarity across semesters.

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 Accounting and Finance) program, implemented in the academic year 2025–26, is now better positioned to support the academic and professional aspirations of its learners.

