

## **SCHOOL OF COMMERCE, FINANCE AND ACCOUNTANCY DEPARTMENT OF PROFESSIONAL STUDIES**

The Department of Professional Studies is committed to designing and delivering academic programmes that offer students a transformative learning experience. The department aims to foster intellectual curiosity, support the pursuit of academic excellence, and create opportunities for students to become active co-creators of knowledge.

With a vision to set new benchmarks in Commerce and Management education, the department integrates curricula from leading international professional bodies into its undergraduate programmes. The curriculum design philosophy prioritizes holistic professional development, emphasizing the adoption of contemporary pedagogical strategies and innovative learning methodologies.

### **CURRICULUM ASSESSMENT AND REVIEW PROCESS**

The Department of Professional Studies follows a robust and structured process for curriculum development across all its undergraduate and postgraduate programmes. The Curriculum Development Committee (CDC) ensures that each stage of the process is handled with diligence, incorporating inputs from all relevant stakeholders. This includes collecting feedback, evaluating diverse perspectives, and integrating them meaningfully into the curriculum.

One of the key academic reforms initiated by the department has been the integration of professional courses into the undergraduate programmes. This not only equips students with globally relevant qualifications but also ensures the comprehensive alignment of academic coverage with industry expectations. The development of any new academic programme begins with the identification of gaps or opportunities within the existing academic framework. Following this, a comparative study of similar programmes within and outside the university is conducted, serving as the foundation for programme design. During this phase, the unique value propositions and differentiating elements of the proposed programme are clearly articulated.

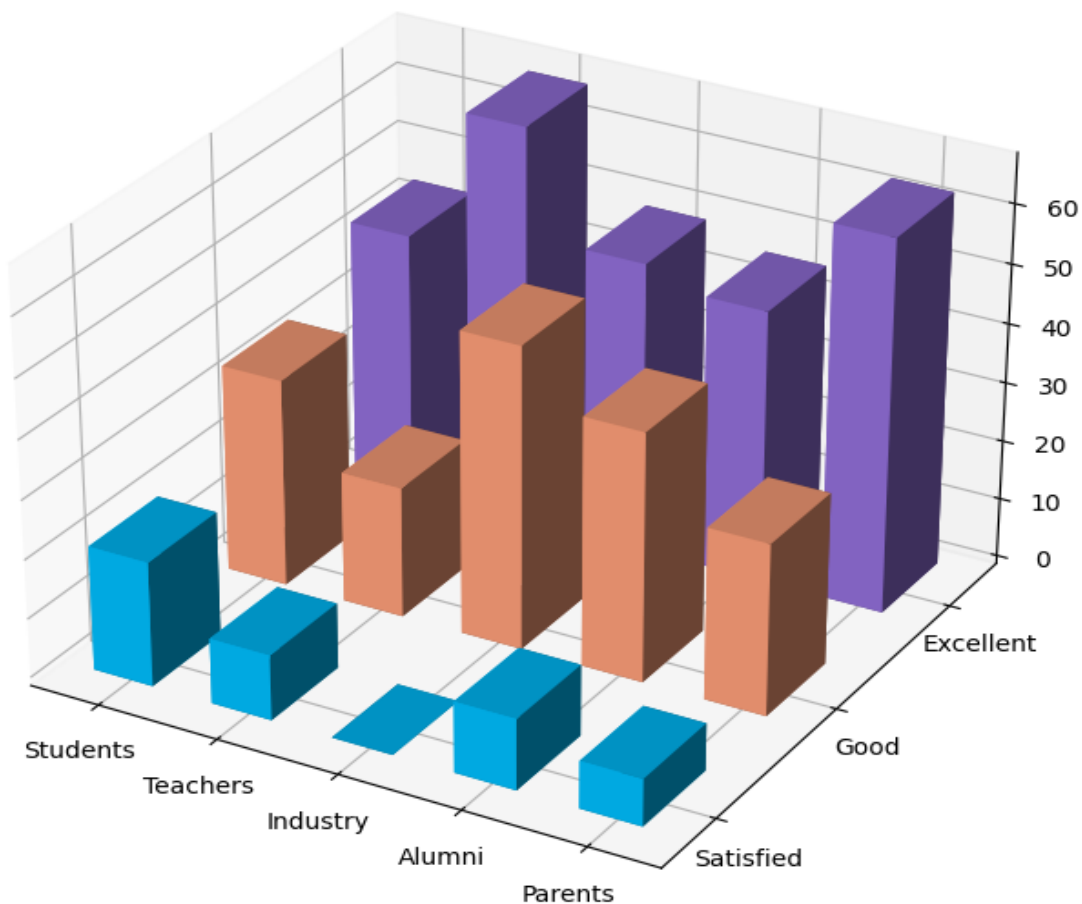
To maintain academic rigour and relevance, an annual review of all existing curricula is undertaken. The primary objective of this review is to identify and bridge any curricular gaps in alignment with the programme's intended learning outcomes. This process involves obtaining detailed feedback from a wide range of stakeholders, including adjunct and external faculty members, industry professionals, current students, and alumni. Based on the collective inputs and feedback from these stakeholders, the curriculum is revised and finalised during the meeting of the Board of Studies (BoS), ensuring it remains current, competitive, and impactful.



### OVERALL 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%

### CURRICULUM FEEDBACK ANALYSIS SUMMARY



The Department of Professional Studies conducted a comprehensive curriculum feedback exercise for the academic year 2024-25, 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 the students expressed positive views on the curriculum, with **44% rating it as Excellent**, **35% as Good**, and **21% as Satisfactory**. This reflects a strong student endorsement of the curriculum's quality and alignment with learning needs.
- **Faculty Members** - Among the teaching faculty, **67% rated the curriculum as Excellent**, **22% as Good**, and **11% as Satisfactory**. The high percentage of 'Excellent' responses underscores faculty confidence in the curriculum's academic rigour and delivery structure.
- **Industry Representatives** - While limited in number, **49% of industry respondents rated the curriculum as Excellent** and **51% as Good**, with no Satisfactory responses. This indicates a favourable perception of the curriculum's industry relevance and graduate preparedness.
- **Alumni** - Feedback from alumni revealed that **46% rated the curriculum as Excellent**, **42% as Good**, and **12% as Satisfactory**. The responses suggest that the curriculum has effectively supported their academic foundation and career progression.
- **Parents** - Parent feedback showed **63% Excellent**, **29% Good**, and **8% Satisfactory** ratings. This indicates strong parental approval of the curriculum's role in their wards' holistic academic development.

### Conclusion

The overall analysis demonstrates a high level of satisfaction across all stakeholder categories, particularly in the domains of curriculum structure, industry integration, and academic relevance. The feedback insights will be instrumental in guiding future curriculum enhancements and ensuring continued alignment with both academic and professional standards.

## ACTION TAKEN REPORT

### DEPARTMENT OF PROFESSIONAL STUDIES

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 8<sup>th</sup> March, 2025. These programs were developed to align with evolving industry needs, promote applied learning, and enhance student employability.

#### 1. Bachelor of Science (Actuarial Science)

The Bachelor of Science in Actuarial Science was designed as a multi-disciplinary program that integrated mathematics, statistics, and financial concepts to assess and manage risks in sectors such as banking, insurance, manufacturing, and government. The course provided a strong foundation in core actuarial principles and included four key actuarial papers. It emphasized hands-on learning through industry-relevant tools such as Python, R, SQL, and Excel. Furthermore, students were offered practical exposure through a Predictive Analytics Project, equipping them with the skills to solve real-world problems and preparing them for diverse actuarial roles across industries.

#### 2. Bachelor of Commerce (Branding and Entrepreneurship)

The Bachelor of Commerce in Branding and Entrepreneurship was proposed as a specialized undergraduate program aimed at preparing students for careers in branding, marketing, and entrepreneurship. The curriculum combined essential business knowledge with strategic and creative subjects such as brand management, digital marketing, business innovation, and startup planning. The program emphasized experiential learning through industry exposure, live projects, and internships. It aimed to nurture an entrepreneurial mindset and enabled students to pursue careers as brand managers, entrepreneurs, marketing consultants, or business development professionals in dynamic and competitive markets.

### Conclusion

The Board of Studies (BOS) reviewed and approved both proposed programs during its sixth meeting. Following the BOS approval, the courses were presented to the Academic Council, where they also received formal approval. The Department of Professional Studies successfully introduced the Bachelor of Science (Actuarial Science) and Bachelor of Commerce (Branding and Entrepreneurship) programs in the academic year 2025–26.

## PROGRAM-WISE ACTION TAKEN REPORT

### BCOM - PROFESSIONAL

The Department of Professional Studies conducted a structured student feedback process to understand the academic needs, expectations, and suggestions of learners. Based on the insights gathered, several actionable recommendations were proposed. These recommendations were reviewed by the Course Development Cell (CDC) and deliberated upon in the sixth meeting of the Board of Studies (BOS). The following table presents a detailed mapping of student suggestions with corresponding actions taken as documented in the minutes of the meeting.

#### Response to Students' Suggestions

One of the key suggestions made by students was the need for the curriculum to incorporate more practical applications and to align more closely with the professional requirements of certifications such as CIMA. Responding to this, the department introduced the B.Com (Honours / Honours with Research) program with a restructured framework. The newly defined Program Outcomes (POs) and Program Specific Outcomes (PSOs) emphasized interdisciplinary knowledge, decision-making, research capabilities, and global accounting frameworks all of which are in line with the core competencies expected by bodies such as CIMA. This ensured a curriculum that is both industry-relevant and academically robust.

Students also highlighted the importance of internship opportunities to enhance their industry exposure. In response, the revised program structure included components such as Dissertation (DPS481-8) and Research Presentation and Publication (DPS482-8), which emphasized field-based learning and research-based exploration. These components provided students with opportunities to engage in experiential learning, often in collaboration with industry or through academic research practices, thereby partially fulfilling the objective of structured internships.

Further, students suggested that the curriculum be supplemented with technical and skill-based courses such as Python, Six Sigma certifications, or data analysis. Although Python or Six Sigma were not immediately introduced, the department acted on this suggestion by moving the course Excel Application in Finance (DPS261A-4) to Semester III and reclassifying it as a Skill Enhancement Course (SEC). This adjustment aimed to build foundational digital and analytical skills essential for financial modeling and data interpretation. Additionally, a new course titled Enterprise Risk Management (DPS401-8) was introduced for Batch 2023, which

further supported analytical and decision-making competencies.

Another prominent suggestion from students was to place greater emphasis on digital skills in the curriculum. To address this, the existing course on Digital Marketing (DPS202-4) was retained in the curriculum, though revised from 4 to 3 credits, ensuring that students received exposure to contemporary digital tools and strategies. Courses such as Excel Application in Finance and the research components also integrated digital competencies such as data handling, presentation tools, and analysis frameworks.

### **Academic Restructuring**

The curriculum underwent key structural changes as part of the BOS decisions. Semester-wise restructuring included moving Financial Markets and Services (COP 201-3) from Semester III to Semester IV, Entrepreneurship (DPS203-4) from Semester IV to Semester III, and Excel Application in Finance (DPS261A-4) from the AVAC category to SEC in Semester III. Credit modifications were also implemented to balance course load and learning depth: Digital Marketing, Business Economics, and Business Management & Organizational Behaviour were reduced from 4 to 3 credits, while Dissertation was increased from 4 to 6 credits, and Research Presentation and Publication were adjusted from 3 to 2 credits.

### **Reflections**

The Department of Professional Studies effectively mapped the concerns raised by students to actionable reforms within the academic structure. Through revised program outcomes, newly introduced courses, skill enhancement components, and structural re-alignments, the department demonstrated its commitment to responsive and future-ready curriculum design. The sixth BOS meeting approved these changes, and the updated B.Com (Honours / Honours with Research) program was formally launched in the academic year 2025–26, reflecting a balanced integration of academic rigor, industry alignment, and student expectations.



## BCOM - INTERNATIONAL FINANCE

As part of the continuous quality improvement process, the Department of Professional Studies reviewed student feedback pertaining to the B.Com (International Finance) program. The feedback reflected a strong demand for CFA-focused content, greater practical exposure, and enhancements in financial modelling. These points were discussed in detail during the Board of Studies (BOS) meeting, and relevant actions were implemented to ensure alignment with learner expectations and evolving industry standards.

### Response to Students' Suggestions

Students voiced a consistent need for increased support and coaching tailored specifically to the CFA qualification, noting that while other professional tracks like CPA receive structured guidance, similar assistance for CFA was perceived as lacking. In response to this, the department took significant steps to reinforce CFA alignment through both curriculum content and structural improvements. The newly defined Program Specific Outcomes (PSOs) for the B.Com (International Finance) program specifically emphasized expertise in global financial reporting frameworks (US GAAP, IFRS), financial analysis, and strategic financial planning all core pillars of the CFA curriculum. These outcomes were supported by the Program Outcomes (POs), which promoted research, analytics, and lifelong professional development.

Further, a number of subject titles were revised to reflect the integration of contemporary CFA-relevant topics. For instance, Banking Theory, Law and Practice was retitled to Financial Risk Management, Innovations in Banking and Insurance was changed to Financial Modelling, and Financial Modelling in Semester VIII was restructured and replaced with Forensic Accounting and Fraud Detection, making space for Financial Modelling to be introduced earlier as BIF402B-7. These changes made the curriculum more aligned with applied finance, valuation, and risk analysis strengthening its relevance to students pursuing the CFA charter.

In addition to subject alignment, students also expressed a desire for more financial modelling classes and deeper Excel training to enhance job readiness. This was directly addressed through the formal introduction of a new course on Financial Modelling in the seventh semester, allowing students to develop practical financial modelling skills using spreadsheet-based tools. Moreover, topics such as Investment Decisions and Behavioural Finance, Alternative Investments, and Private Equity and Venture Capital were also added, all of which are central components of the CFA Level II and III curriculum.

The request for real-life application and experience was also acknowledged. Changes in course types such as the conversion of Organisational Study and Service Learning from theory and practical to fully practical courses reflected a commitment to experiential learning. These structural changes



aimed to offer students more opportunities to engage with real-world finance environments, apply analytical models, and participate in meaningful field-based activities.

Finally, suggestions to incorporate collaborative learning methods, such as study groups, were taken under advisement. While formal structural inclusion was not specified in the BOS minutes, the department encouraged faculty to facilitate peer-to-peer engagement and study clusters through academic mentoring frameworks and tutorial sessions.

### **Academic Restructuring**

As part of the overall curriculum reform, multiple subject title changes were introduced to align better with current global finance trends. Courses such as ESG Reporting, Family Office Management, AI in Accounting, and US Taxation of International Transactions were newly introduced to expand the global exposure and domain depth of students. Several subjects underwent renaming to reflect specialization areas aligned with CFA competencies, thereby increasing clarity and relevance in subject offerings. Practical components were strengthened across semesters, and research-linked learning remained a central theme through higher-level electives and integrative projects.

### **Reflections**

The Department of Professional Studies actively responded to student feedback through thoughtful and structured academic reforms. The revised curriculum demonstrated a clear shift toward CFA orientation, enhanced practical training, and better real-world application. The changes approved during the Board of Studies meeting reinforced the department's vision of delivering globally competitive, student-centric business education. The upgraded B.Com (International Finance) program, introduced in the academic year 2025–26, now reflects a more focused, skill-driven, and industry-relevant academic structure.



## **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.

## **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.

## MSC - INNOVATION & ENTREPRENEURSHIP

The Department of Professional Studies reviewed the feedback received from students enrolled in the B.Com (Entrepreneurship and Innovation) program. The feedback reflected the students' aspirations for enhanced experiential learning, structured mentorship, startup exposure, and integration of emerging technologies. The feedback was evaluated in the sixth Board of Studies (BOS) meeting, and concrete steps were taken to align the program with student expectations and entrepreneurial trends.

### Response to Students' Suggestions

Students suggested greater exposure to real-world entrepreneurial settings, including more visits to startups and early-stage ventures. This was addressed through the introduction of Start-Up Experiential Learning – I (Internship), a course designed to offer first-hand experience with functioning startups. It aimed to immerse students in startup culture and operational environments early in their academic journey, making practical learning a formal and mandatory component of the curriculum.

To foster innovation and practical idea application in the second year, the curriculum included Start-Up Business Leadership and Management, Market Research and Proof of Concept, and Lean Startup Methodology & Start-up Value Chain. These courses were structured to help students take their business ideas from concept to execution, supporting their request for real-world application and prototyping during their progression through the program.

Students also emphasized the importance of having dedicated mentorship and clearer access to incubation support. The revised Programme Specific Outcomes (PSOs) now explicitly refer to incubation frameworks, funding mechanisms, feasibility analysis, and sustainability. These PSOs aim to guide students in navigating startup ecosystems effectively. Although mentorship frameworks were not specifically outlined in the minutes, the nature of experiential courses and collaborative formats implies enhanced faculty and peer engagement across various touchpoints.

The request for integrating design technology, AI, and ICT into business education was taken into account through the introduction of courses such as Design Thinking and Business Model Innovation, Digital Tools and Technologies for Entrepreneurs I & II, and Entrepreneurial Mindset and Communication. These courses are built to enhance digital fluency, introduce innovation-led strategies, and equip students with tools like automation, analytics, and business simulations. The learning outcomes of these courses support AI-driven decision-making, market analysis, and digital innovation.

Students had also highlighted the value of peer-to-peer learning and communication development. In response, several new courses were structured around collaborative and reflective engagement, including Entrepreneurial Mindset and Communication, Intrapreneurship, Social





Entrepreneurship and Sustainability, and Start-up India & Idea Generation. These courses involve project-based learning, team-based assignments, and community-driven ideation spaces to support shared learning and entrepreneurial networking.

### **Academic Restructuring**

The curriculum underwent a significant transformation with the removal of outdated and overlapping courses such as Business Leadership and Communication, Entrepreneurship – Current Affairs, and Field Visit – Experiential Learning. These were replaced with a new set of forward-thinking courses more aligned with innovation, technology, and experiential action. The new courses were designed with a more structured academic flow, ensuring students progress through foundational, application-based, and strategic phases of entrepreneurship education.

### **Reflections**

The Department of Professional Studies actively incorporated student suggestions into the academic structure of the B.Com (Entrepreneurship and Innovation) program. The newly introduced courses and revised program outcomes addressed key student demands for practical learning, startup exposure, incubation readiness, and integration of digital and AI tools. The program, as approved during the Board of Studies meeting, has been restructured and introduced in the academic year 2025–26, and it now stands as a comprehensive, hands-on, and future-ready entrepreneurship curriculum.

## MCOM - INTERNATIONAL FINANCE

The Department of Professional Studies conducted a comprehensive review of the feedback received from students pursuing the M.Com (International Finance) program. The suggestions reflected the students' aspirations for a curriculum that includes greater practical exposure, flexible academic pathways, and deeper focus on finance-specific and skill-oriented learning. The feedback was discussed during the sixth Board of Studies (BOS) meeting, and appropriate changes were incorporated into the program structure.

### Response to Students' Suggestions

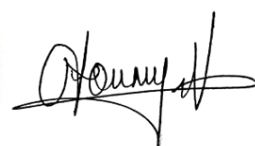
Students emphasized the need for more practical learning experiences and internship opportunities, particularly for those aiming for corporate careers. In response, the newly defined Program Outcomes (POs) emphasized lifelong learning, strategic thinking, and professional growth through hands-on experiences. The curriculum reinforced evidence-based, data-driven decision-making using global financial standards, and integrated sustainability, digital tools, and fintech applications further enhancing practical exposure across all semesters.

Responding to the request for finance-focused, skill-oriented subjects, several new courses were introduced to strengthen domain knowledge. These included International Economics, Financial Statement Analysis, Wealth Management & Alternative Investment, and Quantitative Analysis. These subjects addressed core financial concepts while enhancing analytical and problem-solving capabilities especially relevant for roles in global finance and capital markets.

To support requests for flexible and self-paced learning, the course Learning by Certification (MIF561-2) was introduced, offering students the opportunity to pursue industry certifications such as Financial Modelling at their own pace. This addition also allowed the curriculum to remain adaptable to individual learning needs and career goals, particularly for students seeking to build niche competencies in tools like Excel, Python, or AI-driven analytics.

Students also proposed a dual-track structure for the final semester offering Research Publication for those intending to pursue higher education or PhD, and an extended Internship track for those seeking corporate careers. While the minutes did not explicitly confirm the bifurcation, the introduction of research-focused courses like Ethics in Finance and sustainability-focused subjects such as Sustainable Finance and ESG demonstrated the department's intent to support academic exploration and professional relevance alike. The inclusion of these subjects allowed students to engage with ethical, regulatory, and environmental dimensions of global finance, fulfilling the broader goals of specialization.

Additionally, students advocated for the inclusion of practical technology-focused subjects like Python, AI, and ML in finance.



Although Python and AI were not introduced as full standalone courses, the Quantitative Analysis and Learning by Certification components were designed to provide space for certification-based learning in these areas. These components are adaptable to include skill-based modules depending on the student's chosen path, with academic mentoring and department-level guidance.

### **Academic Restructuring**

The BOS approved the inclusion of multiple new subjects in response to student and industry input. These included International Economics, Financial Statement Analysis, Sustainable Finance, Quantitative Analysis, Ethics in Finance, Learning by Certification, ESG, and Wealth Management & Alternative Investment. These additions ensured a balanced representation of theoretical knowledge, practical finance applications, and emerging global trends. The course offerings reflected greater focus on digital innovation, ESG principles, and analytical finance, thereby addressing both corporate and academic career aspirations.

### **Reflections**

The Department of Professional Studies responded meaningfully to the feedback received from M.Com (International Finance) students by enhancing the curriculum with practical, skill-oriented, and finance-focused content. The revisions introduced in the academic year 2025-26, as approved by the Board of Studies, reflect the department's commitment to creating flexible, career-ready, and globally relevant academic pathways. Students are now equipped with stronger domain expertise, experiential learning opportunities, and modern digital competencies that align with both academic and professional objectives.

## MA - PUBLIC POLICY

Student feedback for the Public Policy program reflected a strong demand for a comprehensive curriculum revamp aligned with the evolving needs of the policy sector, UPSC and academic research frameworks, and public governance job markets. Students highlighted the need for updated syllabi, clarity of program direction, policy relevance, practitioner engagement, and greater disciplinary structure. These inputs were carefully reviewed during the sixth Board of Studies (BOS) meeting, and a set of structural and academic revisions were implemented to meet these evolving expectations.

### Response to Students' Suggestions

A major concern raised by students was the lack of alignment between the syllabus and the core domains of public policy practice, such as law, economics, political science, and governance. The department addressed this concern through a structural revision of the curriculum and subject offerings. The revised Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) emphasized foundational disciplinary knowledge, analytical policy design, and evidence-based evaluation of governance structures aligning more directly with the UPSC and broader public policy career domains.

To bridge theoretical knowledge with real-world relevance, a wide range of new courses were introduced across the first and second semesters. These included Introduction to Political Philosophy, Public Policy Analysis, Governance & Technology, Health Policy, and Democracy, Politics & Institutions, strengthening the political, economic, and legal foundations of the program. In particular, the economics component was restructured into two distinct courses: Microeconomics (MPP403-1) and Macroeconomics (MPP403-2), enabling depth and clarity in economic analysis.

Students expressed concern over outdated syllabi, particularly in subjects like Education Policy, which previously focused heavily on colonial and post-colonial developments while excluding more recent reforms such as the National Education Policy (NEP) 2020. While the minutes did not specifically address this course, the introduction of electives such as Statistical Visualizations, GIS in Public Policy, and Design Thinking marked a shift toward modernization and digital governance, suggesting a broader commitment to syllabus updates reflecting contemporary policy environments.

Regarding the concern about use of generative AI tools, students requested restrictions to encourage manual writing and critical thinking. Though formal bans on AI tools were not mentioned in the minutes, the introduction of Academic Writing as a Semester I elective reinforced the emphasis on individual expression, analytical writing, and foundational policy research crucial for careers in think tanks, civil services, and academia.

Students also recommended restructuring the degree from M.A to MPP, and to build it upon the framework of core disciplines rather than a generalist overview. The newly approved structure now reflects greater alignment with professional MPP programs by including subjects such as Legislative Drafting, Urban Governance, Game Theory, and Research Methods with practical orientation transforming the program into a focused and policy-driven offering.

The call for more expert-led teaching and practitioner engagement was echoed in the restructuring of key courses and the shift in delivery type. Notably, Research Methods (MPP405-1) was shifted to the first semester and converted from purely theoretical to a Theory + Practical format. This change was intended to provide methodological clarity and hands-on research training at the early stage of the program, taught with real-world application. While the minutes do not list specific expert faculty appointments, the nature of newly introduced subjects suggests an orientation toward practice-led delivery.

### **Academic Restructuring**

A number of curriculum changes were implemented to strengthen program flow and subject relevance. Ethics in Public Policy was moved from Semester I to Semester II, and Urban Governance was repositioned from Semester I to II to align better with conceptual development. The restructuring also saw the removal of outdated subjects such as Rural Development Policy and a suite of earlier current-affairs-based or overlapping courses, creating space for contemporary, analytical, and practical policy subjects. The program's transition to a more clearly defined Master's in Public Policy framework was supported by new courses across governance, economics, policy design, technology, and communication.

### **Reflections**

The Department of Professional Studies has proactively addressed the concerns raised by Public Policy students by revising the curriculum to reflect disciplinary rigor, practical policy application, research readiness, and modern governance tools. The upgraded structure emphasizes evidence-based policymaking, public engagement, and institutional innovation. These changes, approved during the Board of Studies meeting and implemented in the academic year 2025–26, have transformed the program into a robust and focused Master's in Public Policy framework, enhancing its alignment with both academic and career pathways in public governance and policy research.



## MSC - STRATEGIC MANAGEMENT

Feedback from students of the MBA/Management Studies program indicated the need for a comprehensive curriculum overhaul to enhance academic rigor, subject relevance, and industry alignment. Students voiced dissatisfaction with the repetitive nature of certain subjects, outdated content delivery, and the absence of modern, skill-oriented courses. The sixth Board of Studies (BOS) meeting addressed these concerns, and several key revisions were initiated to align the program with contemporary management education standards.

### Response to Students' Suggestions

A prominent concern raised by students was the repetition and overlap in course content, particularly in subjects such as Strategic Management, Mergers and Acquisitions, Entrepreneurship and Venture Creation, Management and Organizational Behavior, and Managerial Psychology. Students observed that similar topics were being covered across different subjects, reducing the overall value of learning. While the minutes do not explicitly reflect the removal or relocation of these subjects, the introduction of more specialized and forward-looking courses, such as Strategic Risk Management and Industry Strategy: Structure, Competition & Growth, reflects the department's attempt to restructure and update strategic content within the curriculum.

Students also suggested that subjects like Mergers and Acquisitions be shifted to elective status and that Human Resource Management be given a more central role. Though this exact structural change was not detailed in the BOS minutes, the revised Programme Outcomes (POs) emphasized core functional areas such as Marketing, Accounting, Finance, HR, and Operations, confirming the department's recognition of HR as a vital component of management education.

Concerns were also raised about shallow topic coverage and outdated examples in subjects like Marketing Management and Leadership and Communication. The feedback specifically cited poor delivery and lack of real-world connection. While no direct mention of these courses was made in the minutes, the revised POs highlighted experiential learning, real-time problem solving, and leadership traits, reinforcing the program's shift toward more practical, industry-based approaches.

To address the need for cutting-edge skill development, students requested new courses in AI for Managers, Generative AI, IoT, basic coding (Python, R), and exposure to data and project management tools like Excel, R Studio, SPSS, Tableau, Power BI, and Jira. Though these specific subjects were not explicitly introduced in this BOS cycle, the program outcomes included provisions for quantitative skills, design thinking, innovation, and strategic decision-making laying the groundwork for future integration of such technology-driven electives and workshops. Additionally, the department acknowledged the

need to build a competitive advantage and unique positioning for the program, which these digital competencies would support in upcoming curriculum cycles.

### **Academic Restructuring**

As part of the ongoing restructuring efforts, two new strategic electives Strategic Risk Management and Industry Strategy: Structure, Competition & Growth were introduced. These additions strengthened the analytical and problem-solving aspects of the program while encouraging students to understand risk and competition from a real-world, strategic lens. These courses are expected to enhance students' ability to lead organizations through complex environments and contribute to the overall modernization of the MBA curriculum.

### **Reflections**

The Department of Professional Studies has acknowledged and initiated reforms in response to student feedback on curriculum duplication, outdated pedagogy, and lack of technical exposure. The program outcomes were revised to reflect stronger functional expertise, innovation, and experiential learning. With the introduction of new strategic electives and a focus on leadership, ethical values, and industry engagement, the MBA curriculum was refined to meet evolving academic and professional standards. These changes, as approved by the Board of Studies, were implemented in the academic year 2025–26 and signify a clear step toward transforming the program into a more impactful, future-ready, and competitive management offering.

## **ACTION TAKEN REPORT TOWARDS OTHER STAKEHOLDERS**

### **Response to Alumni suggestions**

The alumni emphasized the need for a curriculum more focused on financial sector requirements, especially tools such as Excel, SAP, ERP, and financial modeling. In response, the Department introduced several Employability Skill Enhancement Certificate Courses, including Excel (Basic, Intermediate, Advanced), Data Management using SQL, Power BI, Salesforce Tableau, Problem Solving and Creative Thinking using Python (Core).

Additionally, practical exposure was addressed through the launch of the Advanced Diploma in Anti-Financial Crime and Advanced Diploma in Business Accounting, which provide hands-on training in forensic auditing, financial crime, and international finance. The alumni also raised concerns regarding overemphasis on non-financial subjects and redundancy across papers. In response, the Curriculum Development Cell revised course structures, reallocated content, and optimized subject offerings. Core finance subjects were retained, and others were shifted to value-added/elective formats to reduce overlap.

To promote real-world assessment practices and digital proficiency, the Department decided to gradually integrate digital-format testing in selected courses such as IAPM, BAV, and AFM, using tools like Excel and simulation-based evaluation. Further, courses on Work Ethics, Stress Management, and Case Studies with Real-life Examples have been integrated into holistic education modules and value-added offerings.

### **Response to Parents' suggestions**

Parents emphasized practical experience, technological tools, and relevance to industry and local entrepreneurship. To address this:

- Practical courses such as Excel Application in Finance and Financial Literacy – Trainer Course were introduced.
- The newly approved Multi-Disciplinary Courses like Commerce and Indian Society, Environmental and Social Policy, and Policy Imperatives and Contemporary India bring in a broader social-economic perspective.
- Value-added modules now include Advanced Taxation, Business Law, and Insurance Practices, which are key for understanding regulatory environments.
- The Advanced Diploma in Business Accounting includes modules relevant to small business financial needs and regional economic frameworks.

### **Response to Industry experts' suggestions**



Industry experts stressed the importance of real-time applications and employability readiness. Accordingly:

- The Department introduced Holistic Education Courses such as Empathy in Action: Social Outreach and Engagement and Leadership and Extra-curricular Engagement to foster interpersonal and leadership skills.
- A focus on Industry Projects was embedded within diploma and certificate programs.
- Basics of Local Language and Geo-politics are being integrated into elective formats or workshop-style offerings within the multi-disciplinary stream.
- The overall course design ensures that projects, internships, and digital simulations are embedded from early semesters to strengthen industry connections.

### **Additional Academic Restructuring**

Based on all stakeholder inputs, the following academic reforms were also approved by the Board:

- Launch of Multi-Disciplinary and Value-Added Courses in relevant areas of Commerce, Policy, and Social Studies.
- Revisions in Programme Outcomes (POs) and Course Outcomes (COs) with updated PO-CO mappings reflecting stakeholder expectations.
- Curriculum restructured to ensure integration of aptitude preparation (e.g., via tie-ups like TIME) and statistics, higher mathematics, and economics for analytical rigor.
- Certification and elective tracks on financial modeling, valuation, and digital finance tools added as stand-alone courses.

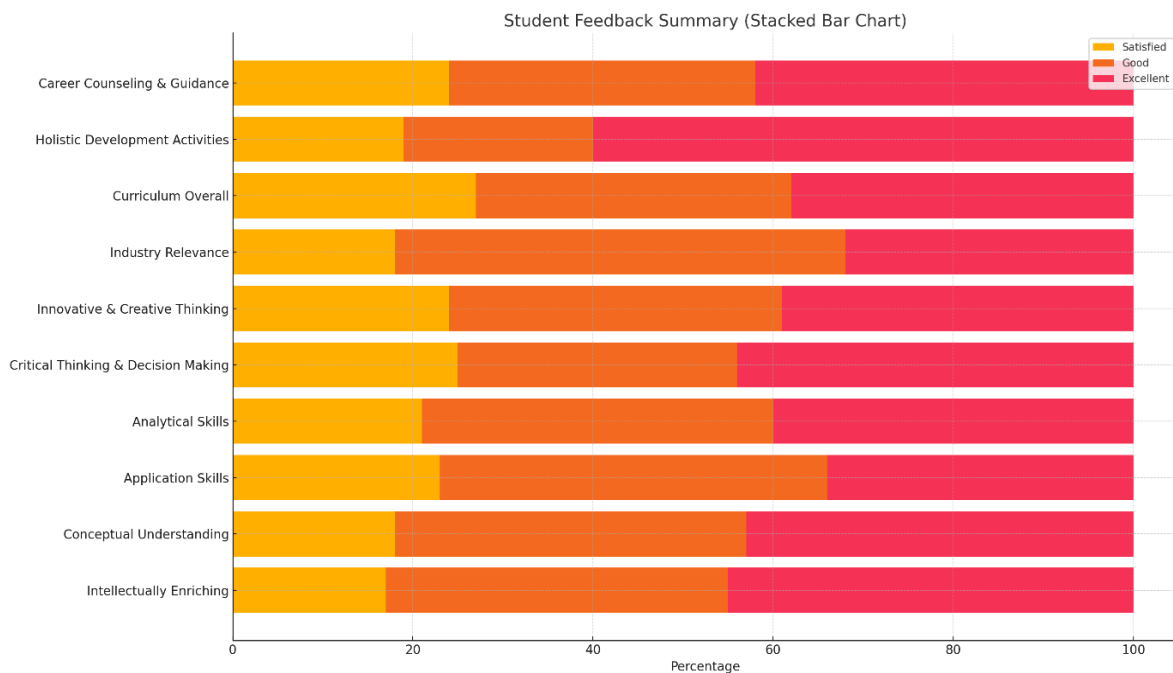
## PROGRAM-WISE FEEDBACK ANALYSIS

### BCOM PROFESSIONAL

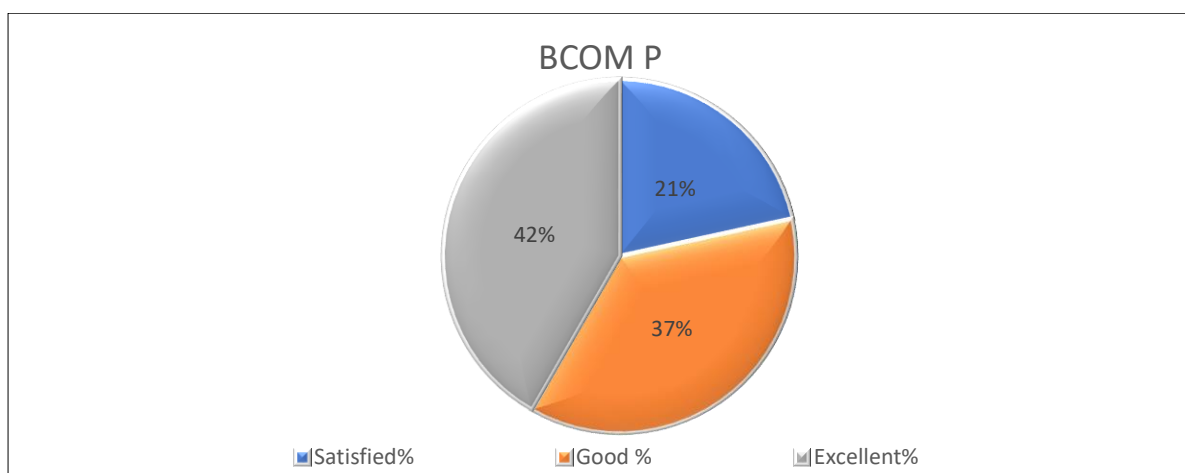
Parameter	Satisfied %	Good %	Excellent %
Your time at the Department is intellectually enriching	17%	38%	45%
The Curriculum adds value to the students in terms of Conceptual Understanding	18%	39%	43%
The Curriculum adds value to the students in terms of Application Skills	23%	43%	34%
The Curriculum adds value to the students in terms of Analytical Skills	21%	39%	40%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	25%	31%	44%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	24%	37%	39%
The Curriculum meets the industry standards and is relevant to real life situations.	18%	50%	32%
How would you rate Curriculum Overall	27%	35%	38%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	19%	21%	60%
Career Counseling & Guidance provided by the Department is effective and efficient	24%	34%	42%

**Stacked bar showing the responses of Students of B.Com Professional**





**Chart showing the responses of Students of B.Com Professional**



### Summary of Responses

- Intellectual Experience at the Department** - An encouraging 83% of students rated their intellectual experience at the department positively, with 45% marking it as Excellent and 38% as Good. This demonstrates that the department continues to provide a vibrant and engaging academic atmosphere that promotes deep thinking and meaningful learning experiences. The department can continue this momentum by expanding platforms for academic exploration, such as student-led seminars, workshops, and research engagement.
- Curriculum and Conceptual Understanding** - A total of 82% of students found the curriculum valuable in building conceptual understanding, with 43% rating it as Excellent. This strong



feedback highlights the effectiveness of the teaching strategies and curriculum structure in helping students grasp foundational concepts. Reinforcing this strength through consistent instructional quality and support resources can further enhance conceptual clarity.

3. **Curriculum and Application Skills** - Application-oriented learning was acknowledged by 77% of students, with 43% Good and 34% Excellent. This indicates that students are gaining opportunities to apply theoretical knowledge in practical contexts. By continuing to expand experiential learning through case studies, internships, and simulation-based modules, the department can build even stronger job readiness and confidence among students.
4. **Curriculum and Analytical Skills** - An overall 79% of students positively recognized the development of analytical skills through the curriculum, with 40% rating it Excellent. This indicates that the curriculum successfully encourages logical thinking and structured analysis. Continued incorporation of research assignments, data interpretation tasks, and problem-solving exercises will further support the analytical capabilities of students.
5. **Critical Thinking and Decision Making** - A total of 75% of students acknowledged that the curriculum enhances their critical thinking and decision-making skills, with 44% offering an Excellent rating. This reflects the department's commitment to developing independent, evaluative thinking among students. Building on this through role plays, situational analysis, and decision-making simulations can further sharpen students' strategic thinking.
6. **Innovation and Creative Thinking** - Creative and innovative thinking received positive feedback from 76% of students, with 39% rating it Excellent. This suggests that the curriculum effectively encourages students to explore new ideas and solutions. The department can continue to nurture this area by promoting interdisciplinary projects, innovation competitions, and creative expression activities across subjects.
7. **Industry Relevance and Real-Life Application** - An impressive 82% of students felt that the curriculum is relevant to industry needs and real-world situations, with 50% rating it as Good. This reinforces that the curriculum maintains strong alignment with market expectations. Continued collaboration with industry experts, live projects, and professional certification add-ons can further enhance the practical orientation of the program.
8. **Overall Curriculum Rating** - A total of 73% of students gave a positive overall rating for the curriculum, with 38% rating it Excellent. This demonstrates overall satisfaction with the academic



structure and outcomes. Regular updates based on academic advancements and stakeholder feedback will help maintain this momentum and elevate the student learning experience.

9. **Co-Curricular and Extracurricular Activities** - The department shines in this area, with 81% of students expressing that the co-curricular and extracurricular activities contribute to their holistic development. A remarkable 60% rated this aspect as Excellent, showing strong appreciation for opportunities beyond the classroom. The department can continue to encourage participation and expand the diversity of activities to foster leadership, creativity, and social engagement.
10. **Effectiveness of Career Counseling and Guidance** - A strong 76% of students found the career counseling and guidance effective, with 42% rating it Excellent. This indicates that students are receiving meaningful support in career planning and development. By expanding personalized mentoring, career fairs, and alumni interactions, the department can continue to guide students toward successful professional pathways.

#### **Suggestions by Students:**

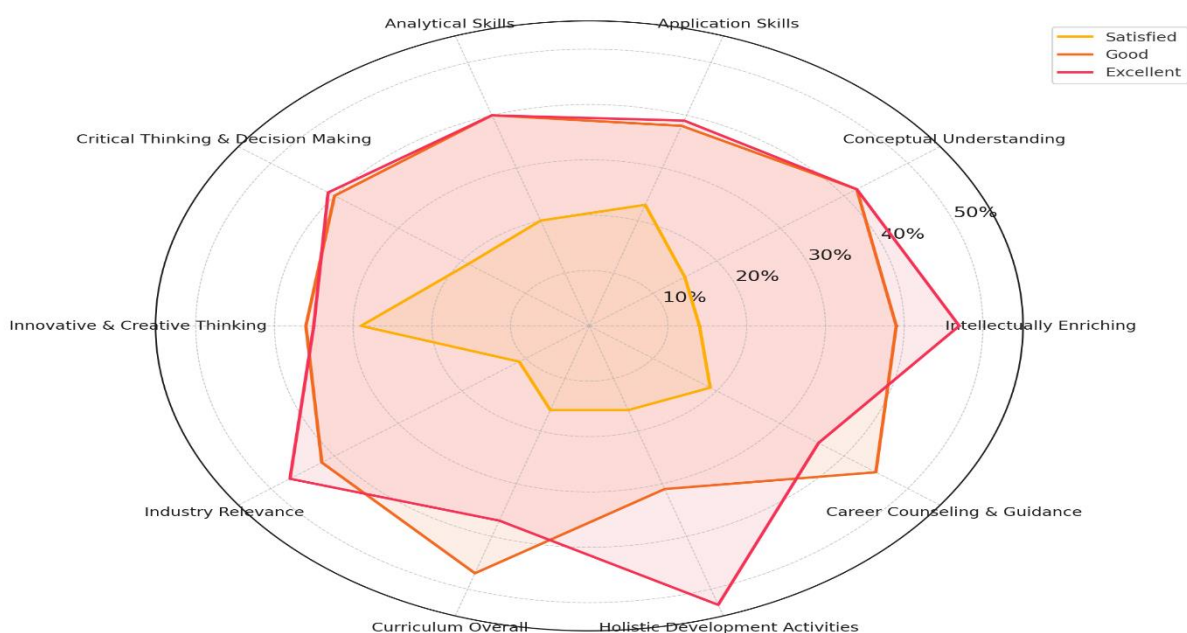
1. The curriculum should include more practical applications and align more closely with CIMA requirements.
2. Internship opportunities should be provided to students to enhance their industry exposure.
3. Courses such as Python, Six Sigma certification, or data analysis should be added to make students more competitive in the job market.
4. There should be greater emphasis on learning digital skills to meet current industry demands.



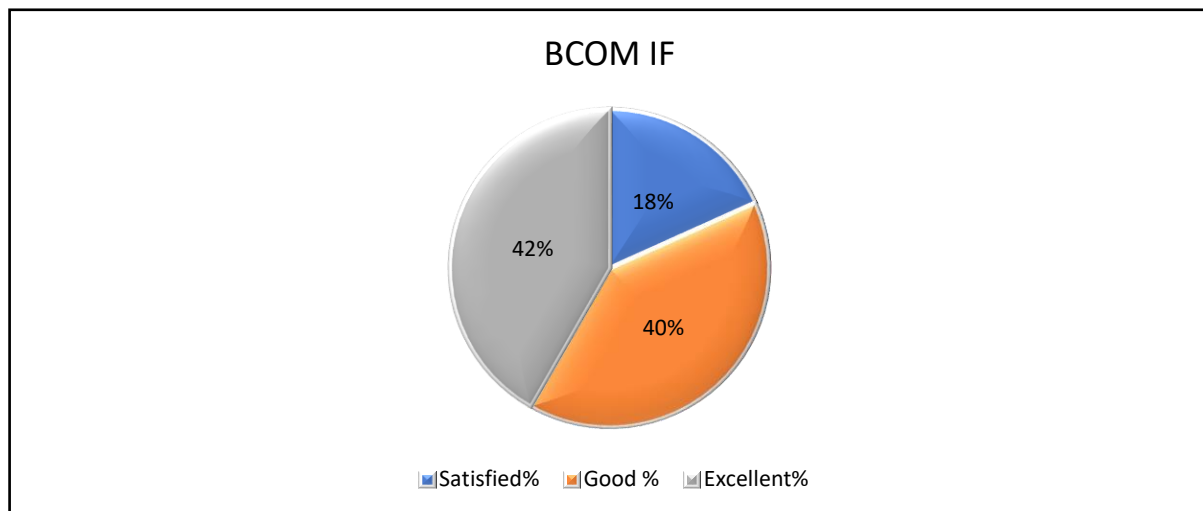
### BCOM INTERNATIONAL FINANCE

Parameter	Satisfied %	Good %	Excellent %
Your time at the Department is intellectually enriching	14%	39%	47%
The Curriculum adds value to the students in terms of Conceptual Understanding	15%	42%	42%
The Curriculum adds value to the students in terms of Application Skills	23%	38%	39%
The Curriculum adds value to the students in terms of Analytical Skills	20%	40%	40%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	19%	40%	41%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	29%	36%	35%
The Curriculum meets the industry standards and is relevant to real life situations.	11%	42%	47%
How would you rate Curriculum Overall	16%	47%	37%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	16%	31%	53%
Career Counseling & Guidance provided by the Department is effective and efficient	19%	45%	36%

**Radar chart showing Students' responses of B.Com International Finance**



### Chart showing Students' responses of B.Com International Finance



### Summary of Responses

1. **Intellectual Experience at the Department** - A total of 86% of students found their time at the department intellectually enriching, with nearly half (47%) rating it as Excellent. This reflects a highly engaging academic environment that stimulates curiosity and deeper learning. The department's continued efforts in organizing academic sessions, discussions, and knowledge-based activities are well-received by students and contribute meaningfully to their intellectual growth.
2. **Curriculum and Conceptual Understanding** - An encouraging 84% of students agreed that the curriculum adds value to their conceptual understanding, with 42% rating it as Excellent and another 42% as Good. This indicates that the academic structure is successfully imparting theoretical clarity and foundational knowledge. Continued focus on structured content delivery and interactive teaching strategies will help sustain and enhance this positive trend.
3. **Curriculum and Application Skills** - A total of 77% of students reported that the curriculum helps in building application skills, with 39% rating this component as Excellent. This reflects that the curriculum is making notable progress in bridging the gap between theoretical knowledge and real-world application. Introducing more experiential learning opportunities, such as live projects and practical workshops, will further enrich students' applied understanding.
4. **Curriculum and Analytical Skills** - An overall 80% of students positively acknowledged the curriculum's contribution to developing analytical skills, with 40% giving an Excellent rating. This shows that students are being equipped to think critically and solve



problems effectively. Enhancing analytical depth through case analysis, data exercises, and structured reasoning activities will further strengthen this core competency.

5. **Critical Thinking and Decision Making** - 81% of students indicated that the curriculum supports the development of critical thinking and decision-making abilities. With 41% Excellent and 40% Good responses, this reflects positively on the department's focus on nurturing independent judgment and evaluative thinking. Incorporating interactive learning tools such as real-life scenarios, simulations, and ethical dilemma exercises will continue to add value to this area.
6. **Innovation and Creative Thinking** - A total of 71% of students recognized the curriculum's support for innovation and creative thinking, with 35% rating it Excellent. This demonstrates that students are being encouraged to think differently and engage in creative problem-solving. Continued integration of open-ended projects, design thinking modules, and interdisciplinary activities will help amplify this creative dimension.
7. **Industry Relevance and Real-Life Application** - An impressive 89% of students agreed that the curriculum is relevant to industry standards and real-life situations, with 47% marking it as Excellent. This strong response highlights the curriculum's alignment with current industry practices and professional expectations. Maintaining this relevance through industry collaborations, guest lectures, and certifications will ensure that students remain well-prepared for their future careers.
8. **Overall Curriculum Rating** - A combined 84% of students expressed satisfaction with the overall curriculum, with 37% giving it an Excellent rating. This indicates that students are broadly appreciative of the curriculum's content, structure, and delivery. With nearly half rating it as Good, the department has a strong foundation upon which to further build through regular curriculum updates and learner-centered enhancements.
9. **Co-curricular and Extracurricular Development** - An outstanding 84% of students appreciated the co-curricular and extracurricular activities organized by the department, with a notable 53% rating them Excellent. This highlights the department's commitment to students' all-round development beyond academics. Continued diversification of events, clubs, and student-led initiatives will help further foster personal growth, confidence, and leadership among students.

**10. Career Counseling and Guidance** - A total of 81% of students affirmed the effectiveness and efficiency of the career counseling and guidance offered by the department. With 36% Excellent and 45% Good ratings, this reflects positively on the department's support in preparing students for their career paths. Enhancing one-on-one mentoring, alumni engagement, and placement training can further enrich this already valuable service.

**Suggestions by Students:**

- Introduction of structured coaching support for the CFA qualification, similar to the assistance provided for other professional certifications.
- Students pursuing CFA should be offered a CFA-focused curriculum, ensuring alignment with their professional goals.
- Greater emphasis on the application of theoretical concepts to real-life financial scenarios.
- The program should be made more CFA-oriented, as a significant number of students are pursuing CFA over CPA.
- Inclusion of dedicated CFA preparation modules within the academic framework.
- Request for increased training in financial modelling and Excel, with more opportunities for hands-on learning.
- Integration of Financial Modelling and Valuation as a formal component of the curriculum.
- Encouragement of peer-led study groups to promote collaborative learning and academic engagement.

**BCOM INTERNATIONAL ACCOUNTANCY AND FINANCE /  
BBA FINANCE & ACCOUNTANCY**

Parameter	Satisfied %	Good %	Excellent %
Your time at the Department is intellectually enriching	10%	35%	55%
The Curriculum adds value to the students in terms of Conceptual Understanding	17%	38%	46%
The Curriculum adds value to the students in terms of Application Skills	24%	36%	40%
The Curriculum adds value to the students in terms of Analytical Skills	17%	38%	45%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	20%	35%	45%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	24%	34%	42%
The Curriculum meets the industry standards and is relevant to real life situations.	18%	36%	46%
How would you rate Curriculum Overall	18%	34%	47%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	14%	25%	61%
Career Counseling & Guidance provided by the Department is effective and efficient	28%	32%	40%

**Heatmap showing Students' responses**

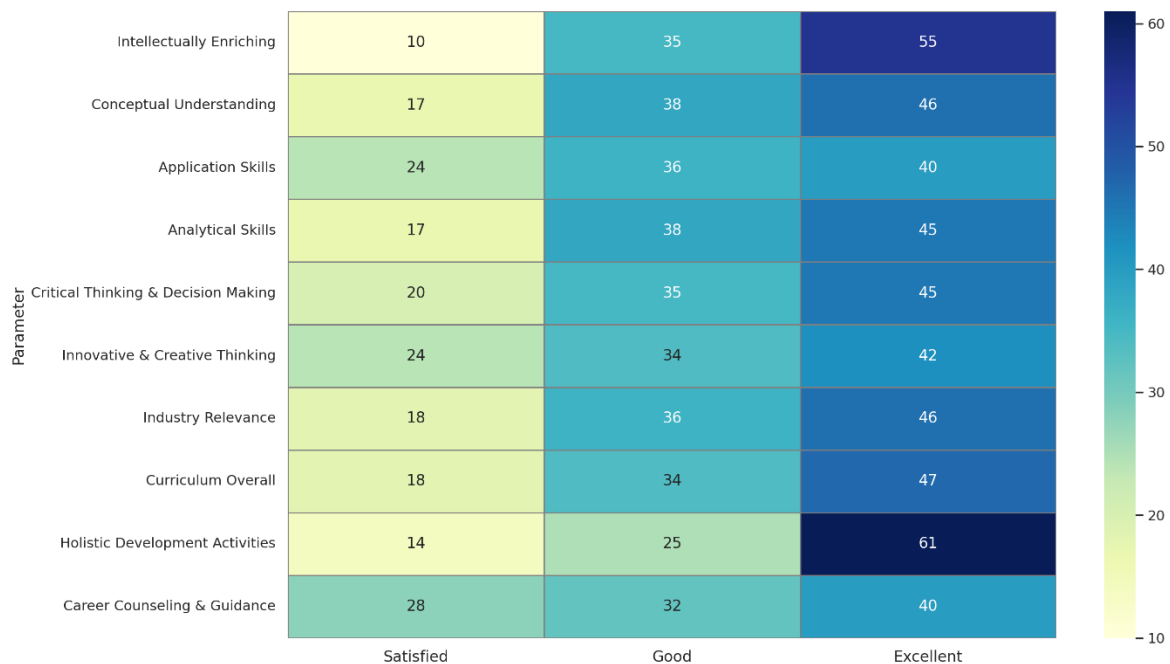
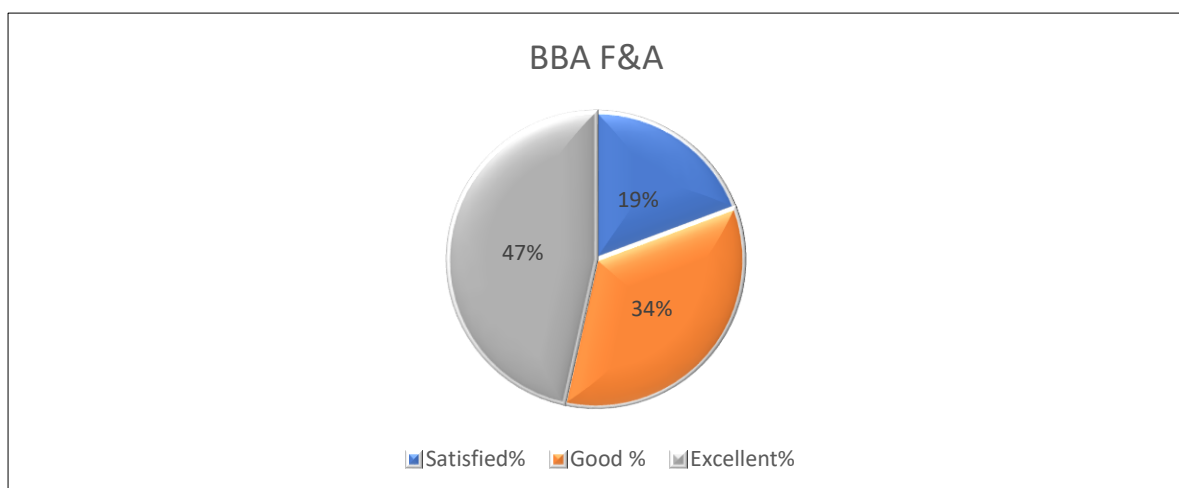


Chart showing Students' responses of B.Com IAF



## Summary of Responses

- Intellectual Experience at the Department** - An impressive 90% of students found their time at the department intellectually enriching, with more than half (55%) rating the experience as Excellent. This reflects a vibrant and stimulating academic environment where students are meaningfully engaged in their learning journey. The department's ongoing focus on creating intellectually fulfilling experiences is clearly making a strong impact.
- Curriculum and Conceptual Understanding** - A strong 84% of students agreed that the curriculum adds value to their conceptual understanding, with 46% rating it as Excellent. This indicates that the curriculum is well-structured to help students grasp core concepts

effectively. With nearly four out of five students appreciating this dimension, the department is successfully fostering deep subject comprehension.

3. **Curriculum and Application Skills** - An encouraging 76% of students reported that the curriculum strengthens their application skills, with 40% giving it an Excellent rating. This shows that students are being offered opportunities to translate theory into practice. Continued focus on experiential learning, industry-based projects, and real-life scenarios will further enhance this positive outcome.
4. **Curriculum and Analytical Skills** - A total of 83% of students recognized the curriculum's role in improving analytical skills, with 45% rating it Excellent. This affirms the department's commitment to cultivating reasoning and problem-solving abilities in students. Supporting this through case-based learning, research tasks, and data analysis exercises can further reinforce these important skills.
5. **Critical Thinking and Decision Making** - 80% of students positively acknowledged that the curriculum contributes to the development of critical thinking and decision-making abilities, with 45% assigning it an Excellent rating. This reflects the department's focus on helping students think independently and strategically. Activities such as structured debates, simulations, and ethical decision-making exercises are supporting this goal well.
6. **Innovation and Creative Thinking** - A substantial 76% of students agreed that the curriculum nurtures innovation and creativity, with 42% rating it Excellent. This reflects a healthy integration of creative tasks and open-ended learning within the academic structure. Enhancing this further through design thinking workshops, interdisciplinary collaborations, and idea-generation platforms will continue to inspire innovation among students.
7. **Industry Relevance and Real-Life Application** - A high 82% of students felt the curriculum is relevant to industry standards and real-life applications, with 46% rating this as Excellent. This strong response confirms that the curriculum is in tune with market expectations and equips students for professional readiness. Partnerships with industry, certifications, and regular content updates are likely contributing to this alignment.
8. **Overall Curriculum Rating** - 81% of students rated the overall curriculum positively, with 47% marking it Excellent. This demonstrates general satisfaction with the curriculum's structure, delivery, and relevance. With more than a third also selecting





Good, the curriculum is seen as effective and engaging, and it can continue to evolve through responsive enhancements and learner feedback.

9. **Co-curricular and Extracurricular Development** - A remarkable 86% of students appreciated the co-curricular and extracurricular initiatives organized by the department, with a majority (61%) rating them Excellent. This highlights the department's strong emphasis on overall student development, encouraging participation, leadership, and community building outside the classroom.
10. **Career Counseling and Guidance** - A total of 72% of students found the career counseling and guidance services effective and efficient, with 40% marking them Excellent. This reflects a growing trust in the department's career support system. Continued focus on mentoring, resume building, career talks, and alumni networking will further enhance the value students derive from this important service.

#### **Student Suggestions:**

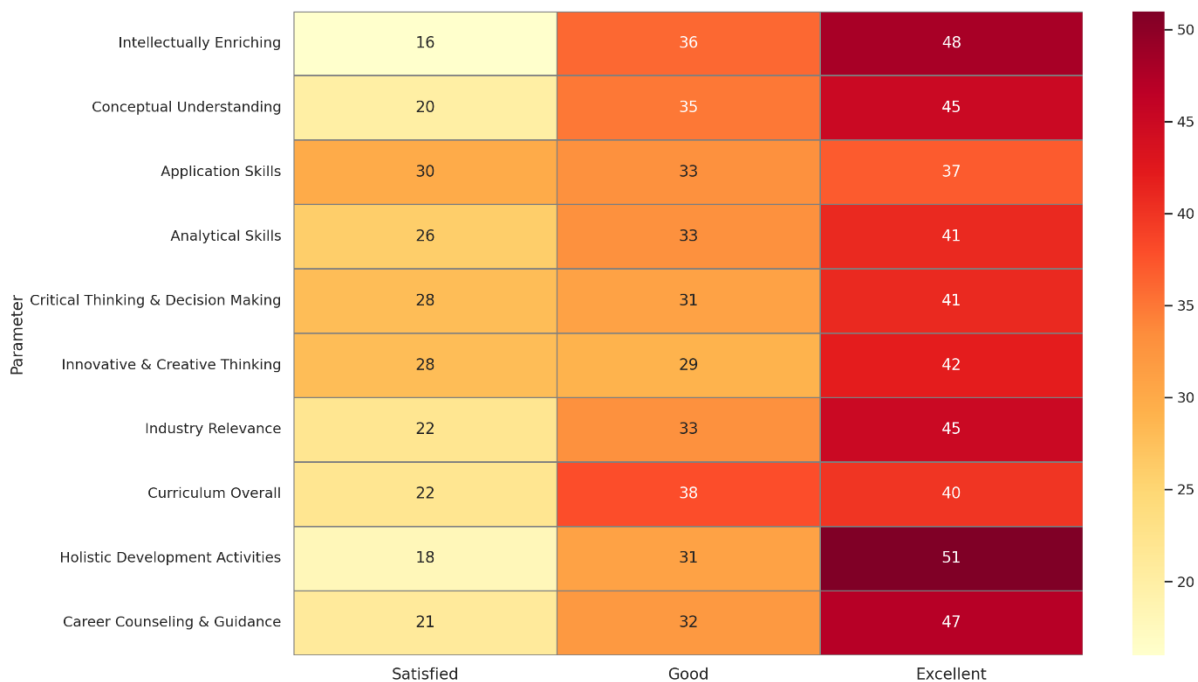
- Emphasis on incorporating more experiential learning opportunities within the program structure.
- Introduction of co-curricular skill-based courses such as Microsoft Excel and Power BI to enhance practical knowledge.
- Inclusion of additional value-added courses that are directly relevant to the professional domain and certifications.
- Greater focus on Learning through Case Analysis (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.



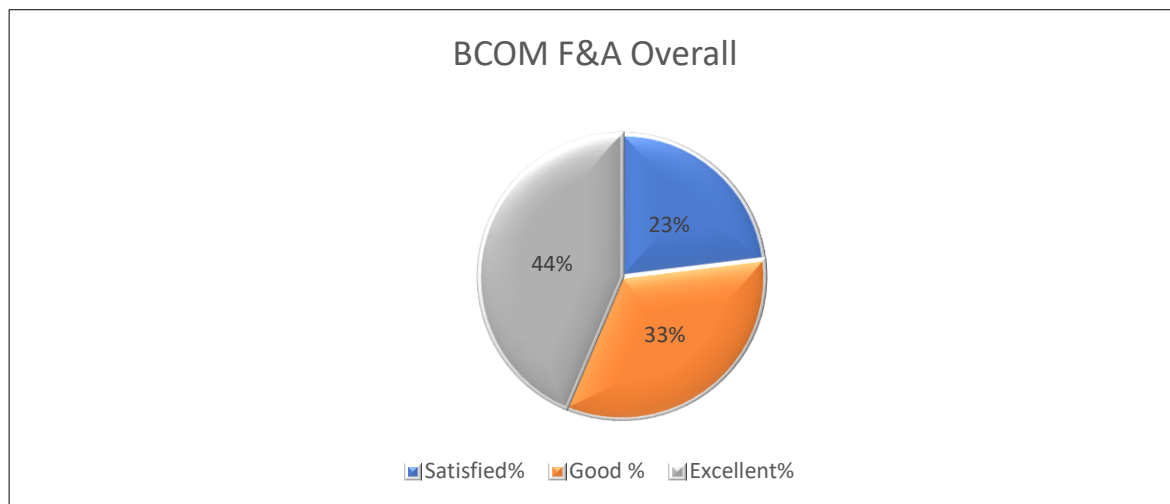
### BCOM FINANCE & ACCOUNTANCY

Parameter	Satisfied %	Good %	Excellent %
Your time at the Department is intellectually enriching	16%	36%	48%
The Curriculum adds value to the students in terms of Conceptual Understanding	20%	35%	45%
The Curriculum adds value to the students in terms of Application Skills	30%	33%	37%
The Curriculum adds value to the students in terms of Analytical Skills	26%	33%	41%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	28%	31%	41%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	28%	29%	42%
The Curriculum meets the industry standards and is relevant to real life situations.	22%	33%	45%
How would you rate Curriculum Overall	22%	38%	40%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	18%	31%	51%
Career Counseling & Guidance provided by the Department is effective and efficient	21%	32%	47%

### Heatmap showing Students' responses



### Chart showing Students' responses of B.Com F&A



### Summary of Responses

1. **Intellectual Experience at the Department** - A strong 84% of students found their time at the department intellectually enriching, with 48% rating it as Excellent. This reflects the department's continued success in cultivating a thought-provoking academic environment that stimulates learning and personal growth. Such engagement lays a strong foundation for academic excellence and lifelong curiosity.
2. **Curriculum and Conceptual Understanding** - A total of 80% of students affirmed that the curriculum adds value to their conceptual understanding. With 45% rating it Excellent and 35% Good, students clearly acknowledge the curriculum's ability to deliver clarity and depth in core subjects. Continued efforts in structured teaching, conceptual clarity, and academic mentoring will help maintain this positive trajectory.
3. **Curriculum and Application Skills** - An encouraging 70% of students found the curriculum helpful in enhancing their application skills, with 37% marking it as Excellent. This demonstrates that the curriculum is bridging the gap between theory and practice. Expanding experiential learning through practical tasks, simulations, and internships will further enrich this domain.
4. **Curriculum and Analytical Skills** - A total of 74% of students appreciated the development of analytical skills, with 41% providing an Excellent rating. This shows that the curriculum is fostering critical evaluation and reasoning skills among students. Strengthening this further through case-based assessments, data analysis, and structured reasoning activities will support deeper analytical growth.

5. **Critical Thinking and Decision Making** - 72% of students acknowledged that the curriculum supports the development of critical thinking and decision-making capabilities. With 41% rating it Excellent, the department is successfully encouraging independent thought and strategic judgment. Activities such as simulations, case discussions, and ethical debates will continue to add value here.
6. **Innovation and Creative Thinking** - 71% of students found the curriculum valuable in nurturing innovation and creative thinking. With 42% Excellent responses, students feel encouraged to think out of the box and contribute original ideas. Creative projects, hackathons, and design-based learning initiatives can further inspire this innovation-friendly mindset.
7. **Industry Relevance and Real-Life Application** - A notable 78% of students recognized that the curriculum aligns with industry requirements and real-life situations. With 45% rating it as Excellent, the academic program demonstrates its relevance to professional and practical contexts. Strengthening ties with industry through guest lectures, certifications, and domain-based learning will enhance this real-world alignment even more.
8. **Overall Curriculum Rating** - 80% of students gave a positive overall rating to the curriculum, with 40% finding it Excellent. This confirms a general level of satisfaction and effectiveness in course design, delivery, and learning outcomes. The curriculum can continue to evolve by responding to learner needs and staying attuned to global academic and industry trends.
9. **Co-curricular and Extracurricular Development** - A commendable 82% of students agreed that the department's co-curricular and extracurricular initiatives contribute to holistic development. With 51% rating it Excellent, this highlights the department's success in encouraging student participation, leadership, and creativity outside the classroom.
10. **Career Counseling and Guidance** - A total of 79% of students found the career counseling and guidance services effective, with 47% marking it Excellent. This suggests that students feel well-supported in their career planning. Continued investment in mentorship programs, career pathways, and alumni engagement will sustain and expand this positive impact.

**Students' Suggestions:**

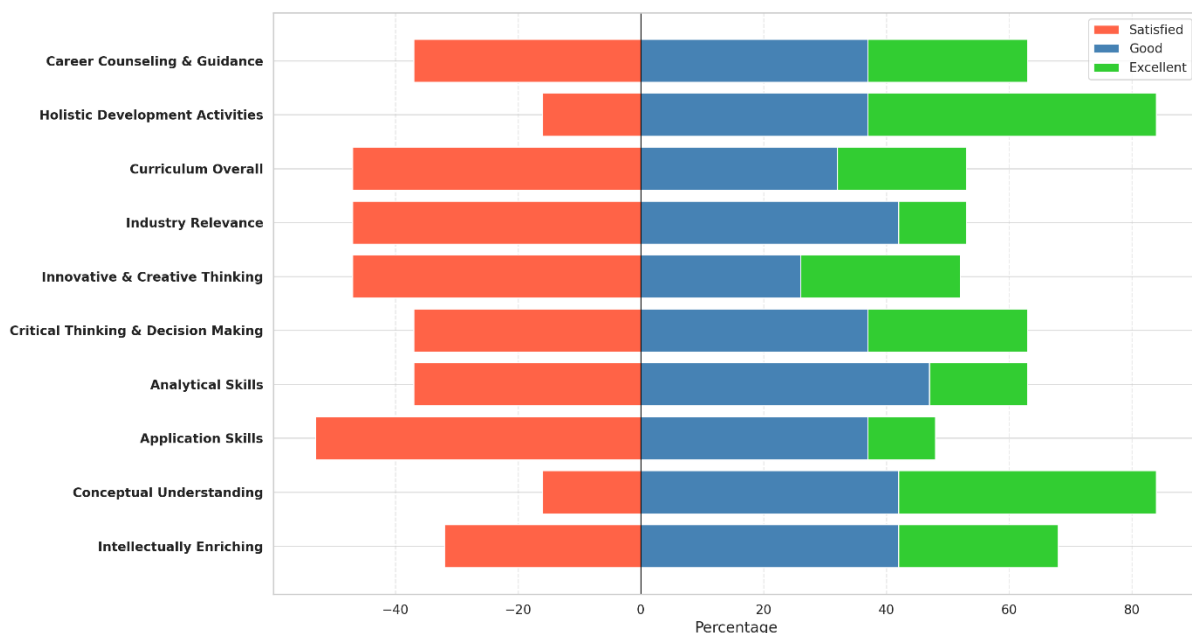
- Increased emphasis on implementing practical-based learning methods within the curriculum.
- Recommendation to organize regular industrial visits to provide students with real-world business exposure.
- Inclusion of certification courses, such as Advanced Excel, to enhance technical proficiency.
- Addition of specialized subjects such as Digital Marketing and Stock Market-related courses to align with current industry trends.
- Integration of advanced domain subjects including Indian and International Taxation, Financial Modeling and Valuation, Forensic Accounting and Fraud Examination, Accounting Information Systems, Excel, and Portfolio Management.
- Suggestion to incorporate emerging skills like Data Analytics in Finance, Fintech applications, and other relevant practical tools.
- Proposal to include Public Speaking as a part of the curriculum to improve communication and presentation skills.



### MSC INNOVATION & ENTREPRENEURSHIP

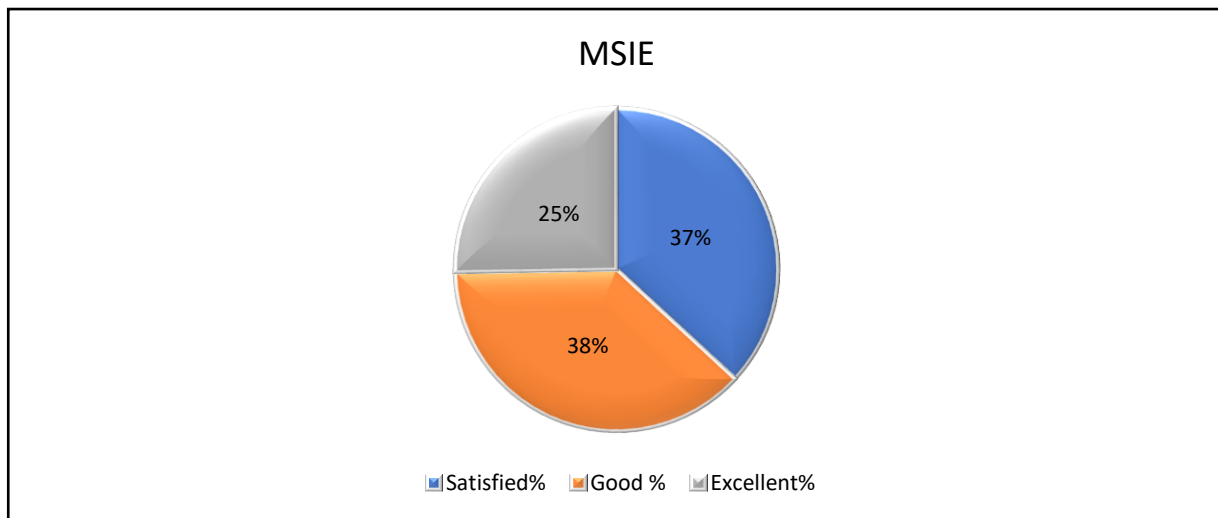
Parameter	Satisfied %	Good %	Excellent %
Your time at the Department is intellectually enriching	32%	42%	26%
The Curriculum adds value to the students in terms of Conceptual Understanding	16%	42%	42%
The Curriculum adds value to the students in terms of Application Skills	53%	37%	11%
The Curriculum adds value to the students in terms of Analytical Skills	37%	47%	16%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	37%	37%	26%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	47%	26%	26%
The Curriculum meets the industry standards and is relevant to real life situations.	47%	42%	11%
How would you rate Curriculum Overall	47%	32%	21%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	16%	37%	47%
Career Counseling & Guidance provided by the Department is effective and efficient	37%	37%	26%

### Diverging stacked bar showing Students' responses





### Chart showing Students' responses of M.SC IE



### Summary of Responses

1. **Intellectual Experience at the Department** - A combined 74% of students found their time at the department intellectually enriching, with 42% rating it Good and 26% as Excellent. This reflects that a large section of students acknowledge the department's efforts to create an engaging academic environment. With continued emphasis on stimulating classroom sessions, exposure to thought leadership, and academic forums, the department can further enrich the learning experience.
2. **Curriculum and Conceptual Understanding** - A strong 84% of students reported that the curriculum enhances their conceptual understanding, with an equal 42% choosing Good and Excellent. This shows consistency in delivering subject clarity and academic depth. The positive balance between clarity and appreciation suggests that the curriculum content and teaching strategies are well-aligned with learner expectations.
3. **Curriculum and Application Skills** - A majority of students (89%) indicated that the curriculum adds value to their application skills, with 37% marking it Good. While 53% expressed Satisfaction, this suggests that the curriculum lays a good foundation for applied learning, and there is an opportunity to further enhance this through more real-world projects, case studies, industry internships, and experiential learning modules.
4. **Curriculum and Analytical Skills** - An encouraging 63% of students appreciated the curriculum's role in developing analytical skills, with 47% giving it a Good rating. The presence of analytical components in the curriculum is well acknowledged, and there is room to build on this momentum through activities like

problem-solving tasks, data interpretation exercises, and critical analysis workshops.

5. **Critical Thinking and Decision Making** - A total of 63% of students acknowledged that the curriculum helps build critical thinking and decision-making skills. With a balanced distribution between Good and Excellent ratings (37% and 26%, respectively), the feedback suggests that students are engaging with content that encourages evaluative thinking. Continued emphasis on case discussions, debates, and decision-making simulations will support this further.
6. **Innovation and Creative Thinking** - A promising 52% of students rated the curriculum positively in terms of promoting innovation and creativity, with 26% calling it Excellent. The responses reflect a foundation that supports creative expression and innovative learning. The department can further energize this space by integrating more open-ended projects, design thinking tools, and idea-generation platforms into the curriculum.
7. **Industry Relevance and Real-Life Application** - An encouraging 53% of students agreed that the curriculum meets industry expectations and has real-life relevance, with 42% giving it a Good rating. This suggests that students see a meaningful connection between what they learn and how it applies professionally. Continued alignment with industry standards, sector-specific electives, and collaborations will further boost this perception.
8. **Overall Curriculum Rating** - A total of 68% of students provided a positive overall rating for the curriculum, with 32% rating it Good and 21% Excellent. This reflects a steady level of student satisfaction with the academic framework. Regular curriculum updates, increased learner engagement, and feedback incorporation can support continuous improvement.
9. **Co-curricular and Extracurricular Development** - A high 84% of students acknowledged the value of co-curricular and extracurricular activities in their holistic development, with 47% marking it Excellent. This reflects the department's success in supporting student growth beyond academics through clubs, events, leadership programs, and community engagement.
10. **Career Counseling and Guidance** - A total of 63% of students viewed career counseling and guidance positively, with an even split of 37% Good and 26% Excellent. This suggests that students benefit from the support provided in career planning and professional development. More targeted workshops, one-on-one sessions, and alumni mentoring can further enrich this area.

### Students' Suggestions:

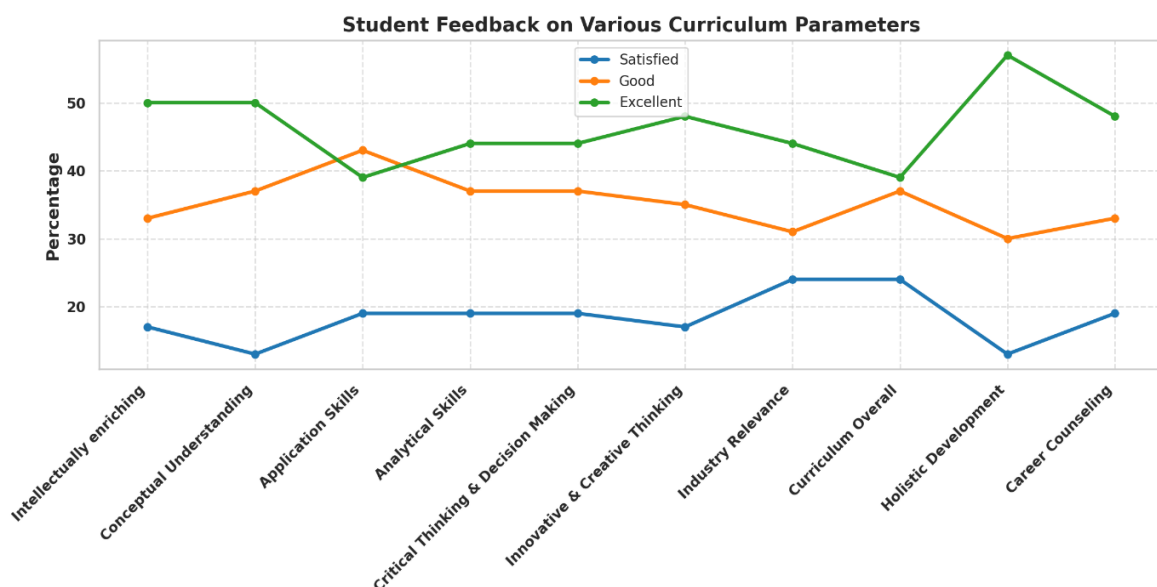
- Students suggested increasing the number of visits to start-up organizations to enhance entrepreneurial exposure.
- They recommended assigning a dedicated mentor and providing structured information on how to access incubation support and entrepreneurial resources.
- They emphasized the need to strengthen peer-to-peer learning mechanisms within the program.
- Students expressed the need for more hands-on, experiential learning opportunities to complement theoretical knowledge.
- It was proposed that internships be made mandatory in the first year and support be provided in the second year to help students practically implement their ideas.
- They highlighted the importance of integrating Design Technology and Information & Communication Technology (ICT) to build digital competencies.
- They also recommended including Artificial Intelligence (AI) in Business to explore applications in decision-making, automation, and market analysis.



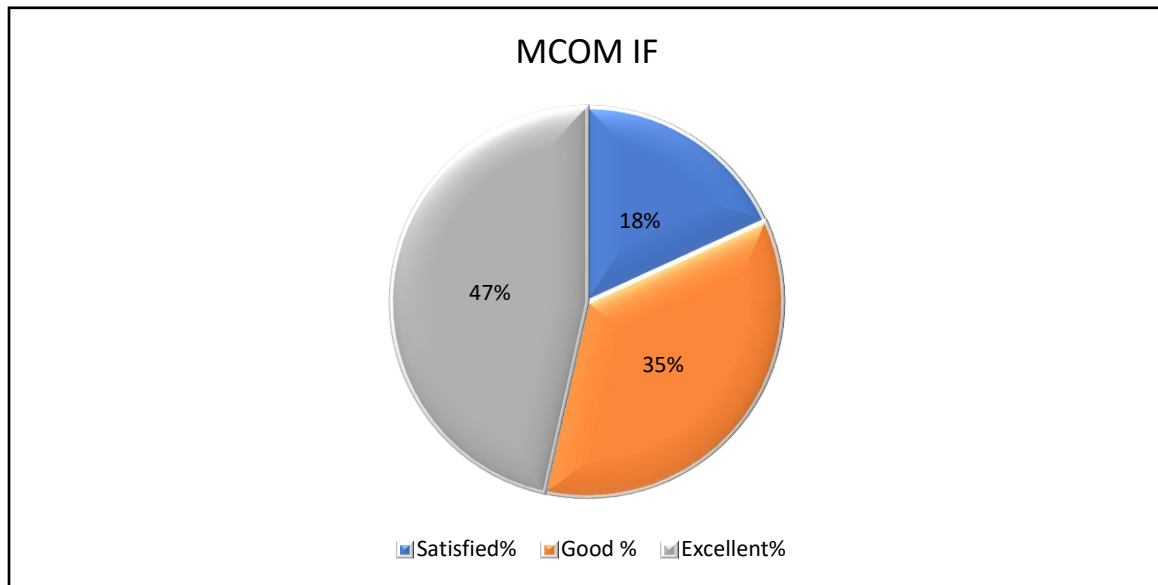
### MCOM INTERNATIONAL FINANCE

Parameter	Satisfied %	Good %	Excellent %
Your time at the Department is intellectually enriching	17%	33%	50%
The Curriculum adds value to the students in terms of Conceptual Understanding	13%	37%	50%
The Curriculum adds value to the students in terms of Application Skills	19%	43%	39%
The Curriculum adds value to the students in terms of Analytical Skills	19%	37%	44%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	19%	37%	44%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	17%	35%	48%
The Curriculum meets the industry standards and is relevant to real life situations.	24%	31%	44%
How would you rate Curriculum Overall	24%	37%	39%
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	19%	33%	48%

#### Line chart showing Students' responses



### Chart showing Students' responses



### Summary of Responses

1. **Intellectual Experience at the Department** - An impressive 83% of students rated their time at the department as intellectually enriching, with half (50%) giving it an Excellent rating. This highlights the department's ability to create a dynamic learning atmosphere that fosters academic curiosity, personal growth, and meaningful engagement among students.
2. **Curriculum and Conceptual Understanding** - A total of 87% of students acknowledged that the curriculum adds value to their conceptual understanding, with half again (50%) selecting Excellent. This affirms that the academic content and teaching strategies are effective in delivering subject clarity and foundational depth. Such strong feedback reflects a consistent emphasis on theoretical excellence.
3. **Curriculum and Application Skills** - A significant 82% of students found the curriculum useful in enhancing their application skills, with 43% rating it as Good and 39% as Excellent. This shows that the curriculum successfully bridges classroom learning with practical application. Continued emphasis on experiential learning, case studies, and real-world assignments will strengthen this even further.
4. **Curriculum and Analytical Skills** - A combined 81% of students agreed that the curriculum strengthens analytical skills, with 44% rating it Excellent. This suggests the department effectively nurtures logical reasoning, problem-solving, and critical evaluation through structured

academic exercises. Continued integration of analytical tools and data-centric tasks will support this strong outcome.

5. **Critical Thinking and Decision Making** - Similarly, 81% of students reported that the curriculum contributes positively to developing critical thinking and decision-making skills. The 44% Excellent rating reflects that students are benefiting from content that encourages independence, judgment, and reflective analysis. Enriching this with more interactive decision-based activities can keep this momentum going.
6. **Innovation and Creative Thinking** - A total of 83% of students affirmed that the curriculum supports innovation and creative thinking, with 48% marking it Excellent. This showcases the department's success in encouraging creative approaches, idea generation, and entrepreneurial thinking. Continued integration of design thinking, creative projects, and innovation platforms will help sustain this positive trend.
7. **Industry Relevance and Real-Life Application** - 75% of students agreed that the curriculum aligns well with industry standards and real-life contexts, with 44% rating it Excellent. This highlights the department's active efforts in keeping the curriculum current and relevant to market demands. Strengthening this further through industry-aligned certifications, expert talks, and collaborative projects will enhance practical learning.
8. **Overall Curriculum Rating** - A total of 76% of students rated the curriculum positively overall, with 39% calling it Excellent and 37% Good. This confirms that students perceive the curriculum as robust, balanced, and well-designed. Ongoing curriculum reviews and learner feedback will help maintain its effectiveness and relevance.
9. **Co-curricular and Extracurricular Development** - A remarkable 87% of students appreciated the department's co-curricular and extracurricular offerings, with 57% giving it an Excellent rating. This demonstrates the department's strong commitment to holistic development and personal growth through a vibrant ecosystem of clubs, events, and student initiatives.
10. **Career Counseling and Guidance** - A total of 81% of students found the career counseling and guidance services to be effective and efficient, with 48% rating them Excellent. This confirms that students feel supported and guided in their career paths. Continued initiatives such as alumni mentoring, placement training, and personalized counseling will further elevate this strength.



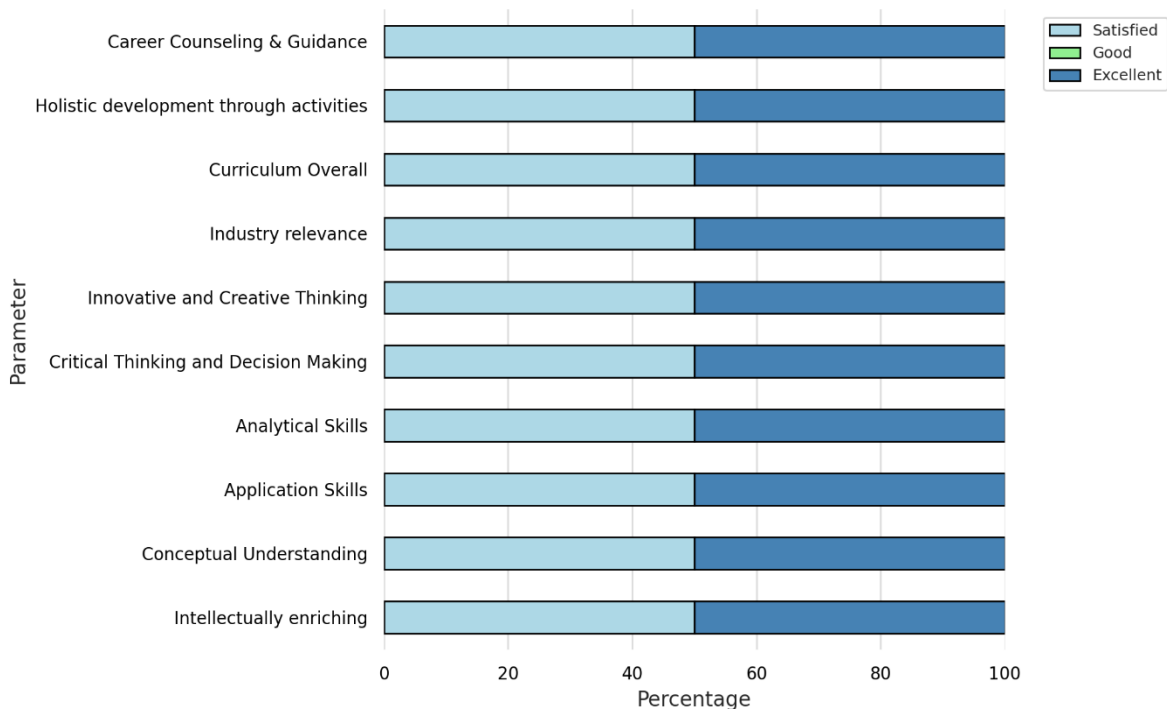
**Suggestions:**

- Students recommended the inclusion of more practical subjects and increased internship opportunities to enhance industry readiness.
- They suggested introducing Financial Modelling as a self-paced course to accommodate diverse learning needs.
- It was proposed that the curriculum be enriched with more core finance-oriented subjects to strengthen subject matter expertise.
- Several students felt that Research Publication should be made optional, allowing those inclined towards corporate careers to undertake an additional semester of internship, while students pursuing academic or PhD paths could opt for research-based components.
- They also emphasized the need for more skill-based and practical subjects such as Python, Artificial Intelligence (AI), and Machine Learning (ML) within the context of finance.

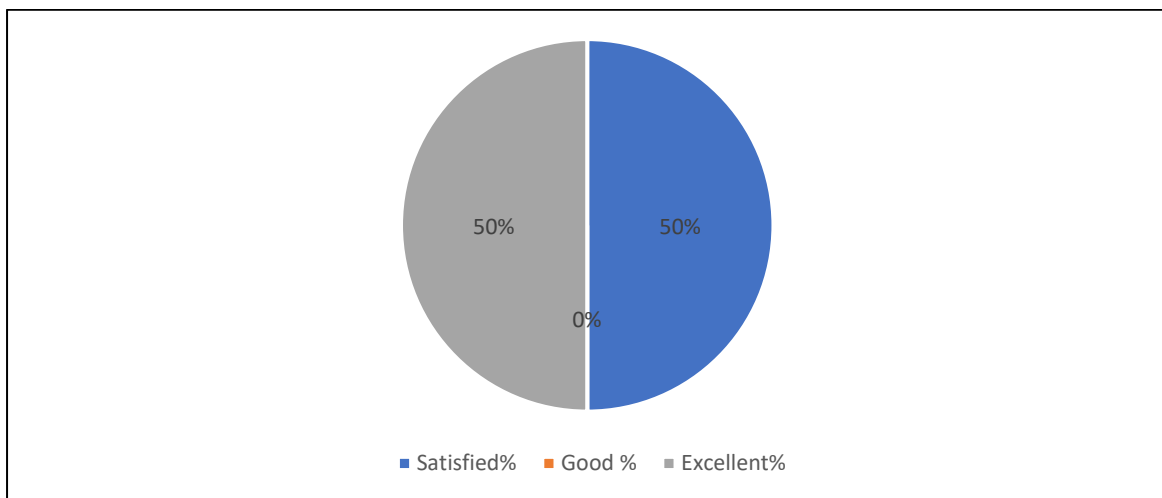
### MA PUBLIC POLICY

Parameter	Satisfied%	Good %	Excellent %
Your time at the Department is intellectually enriching	50%	0%	50%
The Curriculum adds value to the students in terms of Conceptual Understanding	50%	0%	50%
The Curriculum adds value to the students in terms of Application Skills	50%	0%	50%
The Curriculum adds value to the students in terms of Analytical Skills	50%	0%	50%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	50%	0%	50%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	50%	0%	50%
The Curriculum meets the industry standards and is relevant to real life situations.	50%	0%	50%
How would you rate Curriculum Overall	50%	0%	50%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	50%	0%	50%
Career Counseling & Guidance provided by the Department is effective and efficient	50%	0%	50%

### Representation of Students' responses through Bullet chart



**Chart showing Students' responses**



### Summary of Responses

- Intellectual Experience at the Department** - All students reported a positive intellectual experience, with an equal split between Satisfied and Excellent. This indicates that the department has created an academically engaging environment for every student. The balanced feedback reflects consistent delivery and suggests opportunities to deepen engagement and move more students toward the Excellent category through enhanced academic enrichment activities.

2. **Curriculum and Conceptual Understanding** - The curriculum is effectively building conceptual understanding, with 100% of students acknowledging its value half of them rating it as Excellent. This shows a solid foundation in delivering theoretical clarity. Continued academic support, content structuring, and faculty mentorship will help ensure that all learners remain confident in their subject mastery.
3. **Curriculum and Application Skills** - Application-oriented learning is positively perceived, with all students acknowledging its presence and 50% rating it Excellent. This shows that practical relevance is being addressed through the curriculum. Expanding real-world exposure and project-based learning can help elevate this even further.
4. **Curriculum and Analytical Skills** - All students recognized the role of the curriculum in developing analytical skills, with 50% placing it in the Excellent category. This indicates that reasoning, evaluation, and structured thinking are embedded in the learning process. Integrating data analysis and research tasks will help reinforce this strength.
5. **Critical Thinking and Decision Making** - The curriculum supports critical thinking and decision-making among students, as indicated by the evenly distributed positive feedback. This shows that students are being guided to assess situations and make thoughtful choices. More simulations, strategic case studies, and judgment-based assignments will enhance this further.
6. **Innovation and Creative Thinking** - 100% of students acknowledged the curriculum's contribution to creative and innovative thinking. The Excellent feedback from half the group reflects that students are being encouraged to think imaginatively and offer novel solutions. Encouraging participation in idea challenges and design-thinking projects can further inspire creativity.
7. **Industry Relevance and Real-Life Application** - All students felt the curriculum is aligned with real-world and industry expectations, with 50% rating it as Excellent. This strong feedback suggests relevance to current trends and job market needs. Continued interaction with professionals, certification programs, and sector-specific updates will reinforce this alignment.
8. **Overall Curriculum Rating** - The overall curriculum received 100% positive feedback, with half of the respondents finding it Excellent. This clearly shows satisfaction with the program's structure, content, and delivery. This is a strong foundation to build upon by integrating timely updates and broadening interdisciplinary exposure.

9. **Co-curricular and Extracurricular Development** - All students agreed that the co-curricular and extracurricular activities have supported their holistic development. The 50% Excellent rating highlights that these offerings are enriching students' learning beyond academics. Continued diversity and inclusivity in programming will maintain high levels of engagement and personal growth.
10. **Career Counseling and Guidance** - Career counseling and guidance were positively rated by all students, with half finding them Excellent. This reflects a supportive ecosystem where students feel guided in making career choices. Expanding mentoring programs, alumni interactions, and personalized career planning sessions can continue to enhance this strength.

## Suggestions

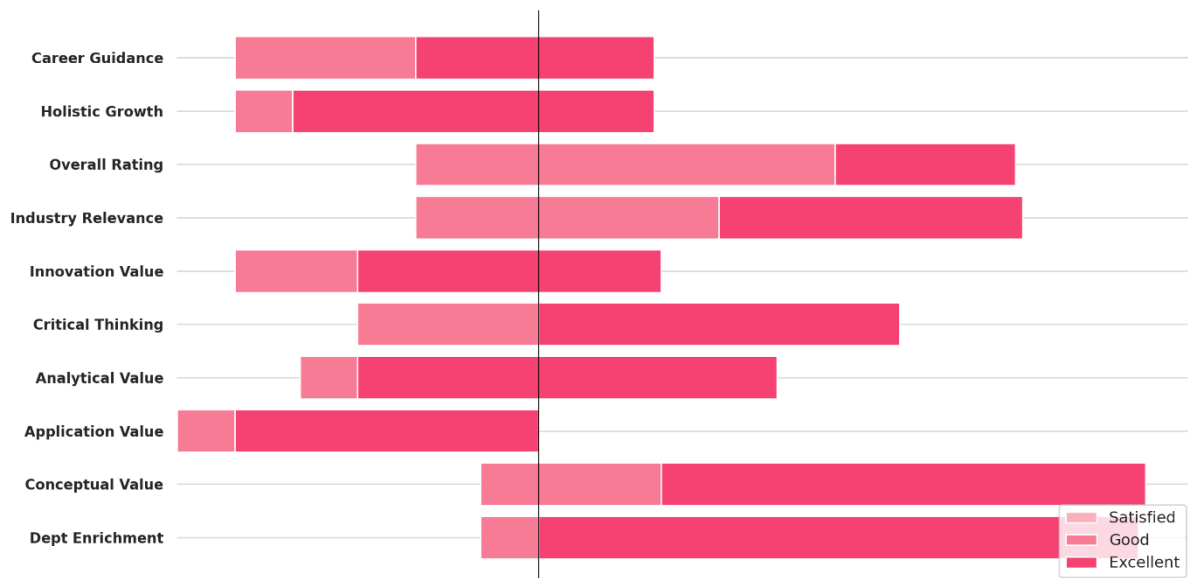
The course needs overall revamping in the syllabus. The clarity should prevail whether the syllabus aligns with the upsc exam subjects or any other relevant subjects needed for public policy job market and academic learning. Syllabus of subjects such as 'Education policy' is power packed with the historical underpinnings, various committees and reports from colonial and post colonial India, with limited and no focus on the developments in the last decade, particularly the NEP 2020. That's one of the limitations. The course needs to ban students from using generative AI tools and encourage them positively to do manual writing, as it kills the fundamental approach towards individual thinking and writing which is the bread and butter for policy research kind of jobs. The course should bring more of experts and practitioners from the domain and offer multidisciplinary knowledge and approach, rather than being theoretical. The course needs a shift from M.A to MPP, similar to some other public policy schools and needs to be structured on law or economics or political science as a structural skeleton framework for the course rather than being generalist course containing basics of all subjects. Subjects such as research methods, monitoring and evaluation, urban policy, education policy, environment needs to be taught only by experts in the field. The department should liaison with industries and students, in internships and placements apart from student led initiatives.



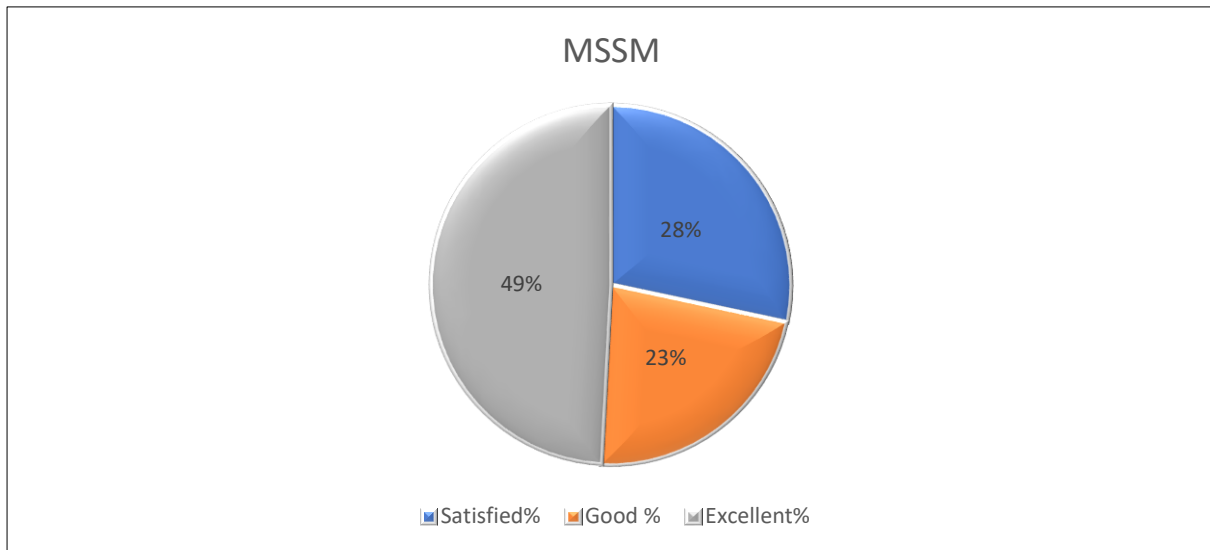


Parameter	Satisfied %	Good %	Excellent %
Your time at the Department is intellectually enriching	8%	8%	83%
The Curriculum adds value to the students in terms of Conceptual Understanding	8%	25%	67%
The Curriculum adds value to the students in terms of Application Skills	50%	8%	42%
The Curriculum adds value to the students in terms of Analytical Skills	33%	8%	58%
The Curriculum adds value to the students in terms of Critical Thinking and Decision Making	25%	25%	50%
The Curriculum adds value to the students in terms of Innovative and Creative Thinking	42%	17%	42%
The Curriculum meets the industry standards and is relevant to real life situations.	17%	42%	42%
How would you rate Curriculum Overall	17%	58%	25%
The co-curricular and extracurricular activities organized by the Department help students develop holistically	42%	8%	50%
Career Counseling & Guidance provided by the Department is effective and efficient	42%	25%	33%

### Representation of Students' responses



### Chart showing Students' responses



### Summary of Responses

1. **Intellectual Experience at the Department** - An overwhelming 83% of students rated their time at the department as Excellent in terms of intellectual enrichment. This high level of appreciation reflects the department's focused academic culture, enriching classroom engagements, and an intellectually stimulating environment that supports the pursuit of knowledge.
2. **Curriculum and Conceptual Understanding** - A remarkable 92% of students acknowledged that the curriculum significantly contributes to conceptual understanding, with 67% rating it Excellent. This feedback affirms the effectiveness of our teaching practices and curriculum structure in helping students grasp fundamental concepts with clarity and confidence.
3. **Curriculum and Application Skills** - 92% of students recognized the value of the curriculum in enhancing application skills, with 42% giving it an Excellent rating. This indicates that students appreciate the opportunities to apply their knowledge in practical contexts. The department remains committed to further strengthening this aspect through project-based learning, simulations, and hands-on experiences.
4. **Curriculum and Analytical Skills** - 91% of students positively rated the curriculum for fostering analytical skills, with 58% awarding it Excellent. This demonstrates the department's strong emphasis on developing students' critical reasoning and problem-solving capabilities through data interpretation, case analysis, and structured academic exercises.
5. **Critical Thinking and Decision Making** - An encouraging 75% of students agreed that the curriculum

supports the development of critical thinking and decision-making abilities. With 50% rating it as Excellent, this reflects the department's efforts to integrate reflective thinking and informed judgment into the learning process through real-life case studies and strategic decision tasks.

6. **Innovation and Creative Thinking** - 84% of students recognized the curriculum's support for innovation and creativity, with 42% rating this aspect Excellent. This highlights the department's initiative in cultivating creative thinking through design-based tasks, open-ended projects, and idea-generation platforms, enabling students to explore and express their creativity.
7. **Industry Relevance and Real-Life Application** - A total of 84% of students affirmed that the curriculum is relevant to industry needs and real-world application. With 42% marking it Excellent, this feedback underscores the department's ongoing commitment to aligning academic content with professional expectations and market trends through updated syllabi and industry interaction.
8. **Overall Curriculum Rating** - 75% of students gave a positive overall rating to the curriculum, with 25% rating it as Excellent and a significant 58% as Good. This reflects a high level of student satisfaction with the curriculum's depth, structure, and delivery. The department will continue to build on this strength through responsive enhancements and stakeholder feedback.
9. **Co-curricular and Extracurricular Development** - An impressive 92% of students appreciated the department's contribution to holistic development through co-curricular and extracurricular activities. With 50% rating it as Excellent, this demonstrates the effectiveness of our inclusive and diverse student engagement initiatives that promote leadership, collaboration, and self-confidence.
10. **Career Counseling and Guidance** - A total of 100% of students found the career counseling and guidance services to be effective, with 33% giving it an Excellent rating. This highlights the value of the department's career support systems, including mentoring, placement guidance, and career readiness sessions. We remain dedicated to enhancing these services further to meet evolving student aspirations.

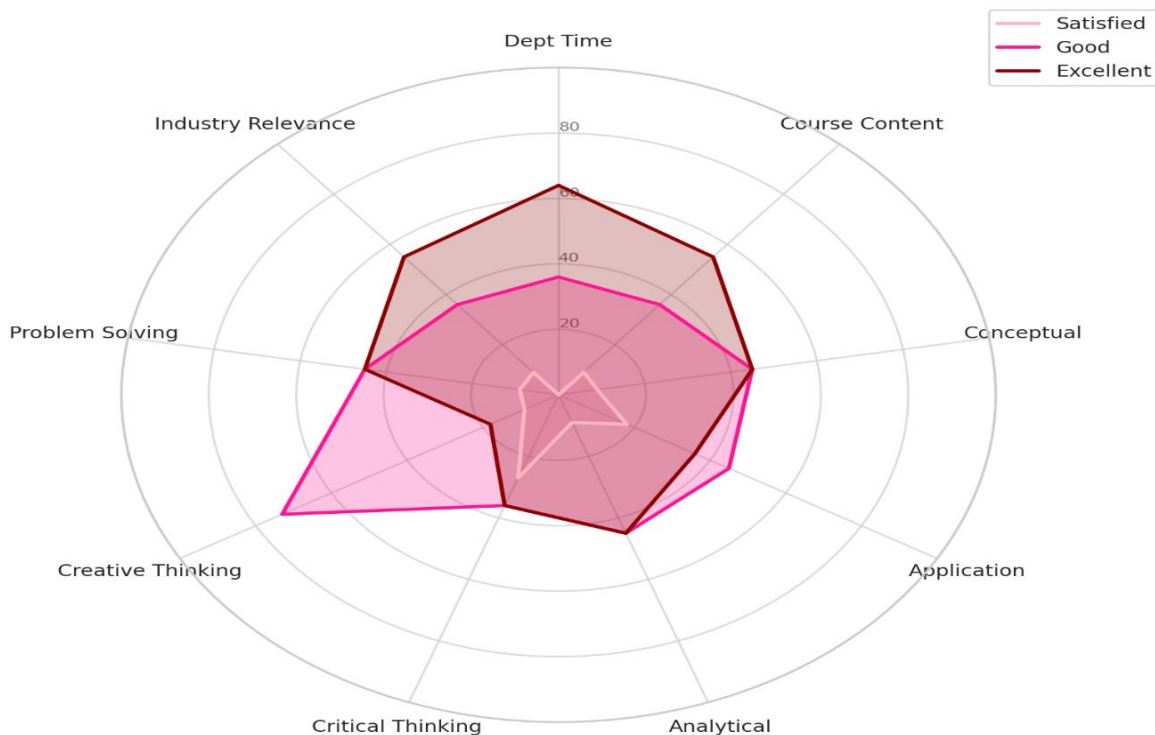
### Suggestions:

- The entire curriculum should be revamped. Some of the subjects like Mergers and Acquisitions can be shifted to elective and subjects like HR should become core subjects. The examples often used by faculties were either outdated, irrelevant, or repetitive. The syllabus for the subjects also felt highly repetitive as we were learning the same topics across different subjects. This could be particularly seen in subjects like Strategic Management, Mergers and Acquisitions, Entrepreneurship and Venture Creation, Management and Organizational Behavior, and Managerial Psychology. Economics was taught at an extremely basic level. Marketing management and Leadership and Communication were taught poorly with irrelevant examples and shallow topic coverage. Felt like my time was wasted and unproductive.
- Certain courses need to be changed or syllabus needs to be updated, for example marketing classes did not have any innovative or in-depth content but just an overview. The new courses such as AI for Managers, Generative AI, IOT for managers, Basic data analytics for managers, basic coding programs such as Python or R, workshops or courses on softwares like Excel, R studio, SPSS, Tableau, Power BI, Jira etc. will provide competitive advantage for the students and also builds USP for the course.

**Alumni 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 %
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)	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)	27%	36%	36%
The Curriculum adds value to the students in terms of: ( Least 1; Most 5)	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%

### **Representation of Alumni's feedback**



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

1. Excel, SAP, ERP management
2. Remove All Non-Financial Aspects not relevant to the finance/tax industry, and a separate training or workshop can be organized for specific roles/responsibilities offered in the industry.
3. Articleship can be made sufficient to complete the requirements to graduate
4. Practical experience needs to be added
5. More digital courses should be added.
6. 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.
7. Examinations must include questions apart from the practice problems given in class.
8. More relevant and in-depth subjects must be aligned with the professional integration with the respective program.
9. 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.
10. 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.
11. Reduction in risk management related subjects to ensure better diverse subject knowledge.
12. Focus more on hands on Experience like valuation of Companies and ext and request to move such Papers to





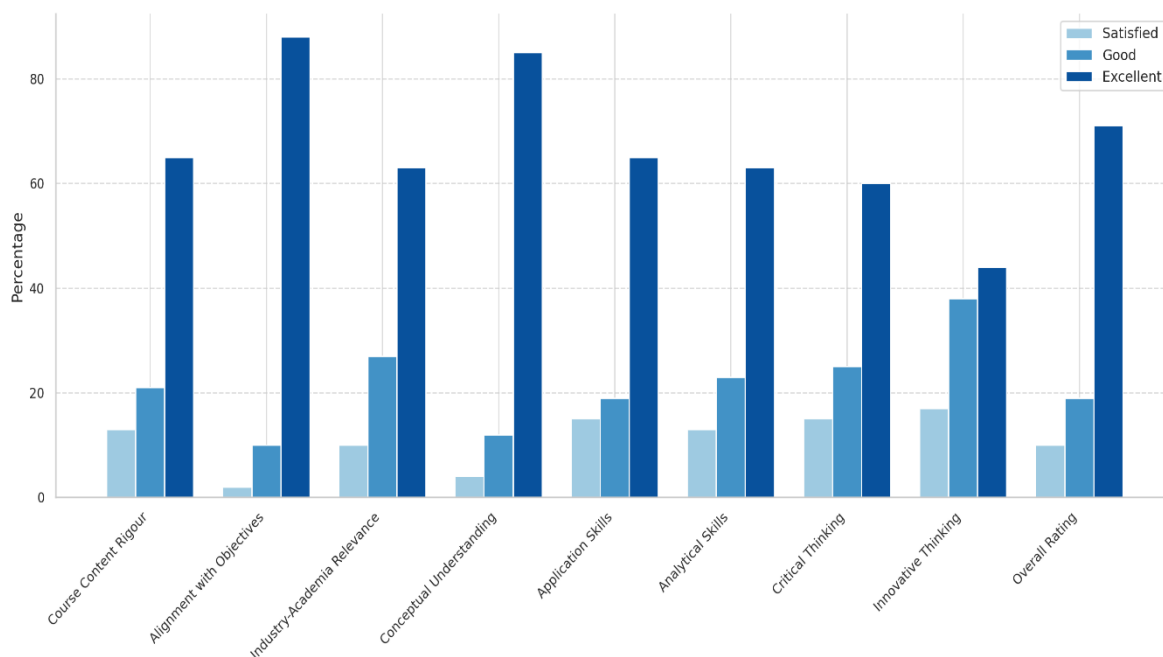
Digital format as it tests them better like subjects like IAPM, BAV and AFM should be taught using Excel and tested in the same

13. Excel, Power BI, Tableau classes to be conducted more effectively than before. With real world application problems.
14. Topics on work ethics, stress management, excel, case studies with real life examples

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%
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%

Graph representing the Faculty's feedback



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

The following suggestions were given programme-wise:

**BCOM F&A**

Faculty Name	Course handled	Suggestions
Priyanka Pandey	Business Mathematics and Statistics	Some analysis using software can be added for practical experience may be some workshops
Chirag Akhani	Legal aspects of business	No need to modify
Anjana Mothi M	Risk Management	To include lab activities to enable students to understand the real time application of risk assessment - like financial modelling
Dr. Shruti Jose	Entrepreneurship	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. Since i handled this subject in 3 different sections this time, more practical element to be concentrated on the syllabus. The syllabus primarily covered just the basic entrepreneurial content
Hridhya.PK	Income Tax	Syllabus is too vast , to complete the syllabus in 60hr is challenging.
Dr Rajkumar Chavan	Investment Analysis and Portfolio Management	Technical Analysis Indicator can be added
Pradeep Kumar B H	Strategic Management, Ethics and Corporate Governance	I feel the course is well balanced
Dr. Thirupathi Manickam	Auditing-1	Syllabus is Vast for 60 Hrs
Nikhil P	Corporate Law I	The curriculum is good
Dr. Thirupathi Manickam	Legal Aspects of Business	NIL
A S Gopica	Auditing - II	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

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		chapter can be removed and replaced with emerging units like ESG audit.
CA CS Umeshwari Asawa	Fundamentals of Accounting	Not Required
CA CS Umeshwari Asawa	Financial Management	Not required
CA CS Umeshwari Asawa	Bridge Course in Accounting	Not Required

**BCOM IF**

Faculty Name	Course handled	Suggestions
Indu Nain	Business management and organisation behaviour	All good
Indu Nain	Organisational study	None
Akshay Chopda	Financial Markets, Intuitions and Financial Services	It would be beneficial to consider removing this subject, as Unit 5 and Unit 6 content is already thoroughly covered in Fixed-Income Investments - BIF532. Similarly, Module 7's topics are addressed comprehensively in Equity Investments - BIF531. Many students feel disengaged studying a limited perspective in this course when they can gain in-depth knowledge through these other subjects
Vandana Kumar	Ethical Standards	In order for the subject to be more comprehensive, we can add a topic of Ethics in other professions
Pradeep Kumar B H	Taxation	The syllabus is overly extensive and compressed into a restrictive timeframe of 60 hours. This leads to students feeling overwhelmed, struggling to grasp concepts thoroughly, and lacking sufficient time for deeper understanding and practical application.



**CHRIST**(DEEMED TO BE UNIVERSITY)  
BANGALORE • INDIA**BCOM P**

Faculty Name	Course handled	Suggestions
Akshay K Chopda	Risk Management	The curriculum is pretty strong. Being a very relevant subject in the industry makes it even more interesting as we can take up multiples companies & discuss how they approach similar problems differently. However, one topic "COSO model" was repeated in both Module 2 and Module 4. This is the only concern that needs to be addressed.
Pallavi.V	Financial Accounting	Final accounts of sole proprietorship can be replaced by partnership accounts
R Pavan Kumar Raju	Advanced Financial management	Suggested for deletion: Theories in Dividend; Dividend Policy and capital structure are repeat topics from Financial Management. Other Short term financial Management topics like payments management can be added
Prejna N Pai	Cost Accounting	The topic of tender and quotations in Unit 1 can be removed as this topic is repeated again in Unit 5 under Job Costing.
G T Rajasekharaiah	Business Mathematics and Statistics	Include Skewness and Kurtosis in Statistics.
C Prabhavathi	Investment Analysis and Portfolio Management	Good Spread across topics

**BBA F&A/BCOMIAF**

Faculty Name	Course handled	Suggestions
Soumya V	Financial Management	The curriculum gives foundational knowledge of Financial Management. So no changes required



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Anjana Mothi M	Risk Management	Include lab activities to understand the real time application of risk management techniques - like financial modelling
Vandana Kumar	Strategic Business Management	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
Vishal R.	Financial Accounting	None
Pradeep Kumar B H	Auditing	CARO 2003 has now been replaced by CARO 2020, this is a change which has to be incorporated in the syllabus.
Nikhil P	Business and Corporate Law	There must be a Learning Management System where the entire contents of the syllabus can be uploaded by the course initiator, So that it will be easy for both students and faculties to refer the material, and instead of following a particular text book, its better to follow the study material issued by professional bodies which incorporates the latest change in the subject area.
Sunita Mittal Tekriwal	All	As developing a professional in Industry - practical and analytical thinking is important rather spoon feeding the students. I have experienced this multiple time in class that students expect more spoon feeding expecting teachers to share notes, PPT's, solving duplicate sums in classes. This is completely blocking their mind with the innovation and analytical thinking. In the era of AI and innovation. Students should refer multiple books and practise new sums which will help them to understand more on





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		<p>analytics.</p> <p>In one of the instance I realised student expects that all adjustments to be explained in the sum at once- then only they will understand the sum and progress on it rather challenging themselves and try to understand adjustments themselves.</p> <p>I did like the concept of CIA though where students do some research and comes with little innovation.</p>
Shubhashree Acharya	IFM	This curriculum has repetition of ACCA course and Commodities & Derivaties which overlap needs to be removed

**MCOMIF**

Faculty Name	Course handled	Suggestions
C Prabhavathi	Corporate Finance	Can be revised as per the Program Outcomes and more aligned to PG structure
Shali B. B.	IBLS	Some topics is repetitive in Unit 1 and unit 3.The topic -WTO can be under one unit.Few important agreements in WTO like AoA ,TRIPS and TRIMS can be added . Unit 4 on Alternative Dispute resolution can be redesigned.
R Pavan Kumar Raju	Strategic Cost Management	<p>To be removed: TQM; Pricing strategies (can be part of Marketing subjects);</p> <p>To be retained: ABC; Transfer pricing;</p> <p>To be added: Life cycle costing; Throughput accounting CVP analysis; Breakeven analysis; Limiting factor; Budgeting; Standard costing &amp; variance Analysis</p>



**CHRIST**

(DEEMED TO BE UNIVERSITY)

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Nayaz Pasha	Direct tax laws and international taxation	Topics to be Removed - Application for settlement of cases and everything thereafter in Unit3. Add updated return in Unit 3. Somewhere topic on MAT / AMT to be added
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**MSAS**

Faculty Name	Course handled	Suggestions
Sheshadri Roshan Madhavan	Actuarial Statistics	More talks/presentations by people from the insurance industry will help students
Khemchand H Sakaldeepi	Financial Engineering	To decide if we are preparing students for Actuarial exam or for Actuarial work. If the decision is former then all is well currently. If the decision is latter then we can change a few things. For example to make the practical paper to be R/Python based rather than excel based as excel is not right for Financial Engineering applications. Python / R / or even OCaml is better to prepare students. In fact if students are trained for Bloomberg in first year then they can develop further skills in second year.
Ashnut Kothary	Risk Modelling & Survival Analysis 3	Time Series can be removed & added to another semester to ensure even distribution of syllabus of CS2 across different semesters.
Jitender Arora	Business Economics	Real life application of economic concepts need to be incorporated in the current curriculum; E.g how the changes in the economic environment and how it impacts the actuarial assumptions like increased threats of climate change or cyber threats;



**CHRIST**

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		Changes in the economic policies and its impact on actuarial process or models; How behavioural economics play a role in people going for insurance products; How government economic policies play a part in increasing insurance inclusion in country like India.
Jaswanth Singh G	Banking practices	Calculations on GAP, Liquidity, Risk Exposures and provisioning of loans etc
Ansnd.R	Financial Maths & Life Contingencies	1) Slight realignment of syllabus across different semesters 2) Introduction of Python or SQL as an analytical tool
Yegnanarayanan Raman	General Insurance and Health Insurance	Include discussion on IFRS 17 definition on Insurance contract, Roles of appointed actuary

### MSIE

Faculty Name	Course handled	Suggestions
Shruti Jose	Business Management and Communication	The subject is fully theoretical which requires change in content. Even the students have expressed this in our interaction.
PK Thomas	Engineering the Startup Journey	Include Business Planning
Vilas Annigeri	FB- 1MSIE	Enhanced Tutorials and Field activities can be considered.
Vilas Annigeri	PMF	More of tutorial based field activities can be considered.

### MAPP

Faculty Name	Course handled	Suggestions
S. Usha Lakshmi	Research Methodology	Monitoring and Evaluation unit doesn't blend with the overall course

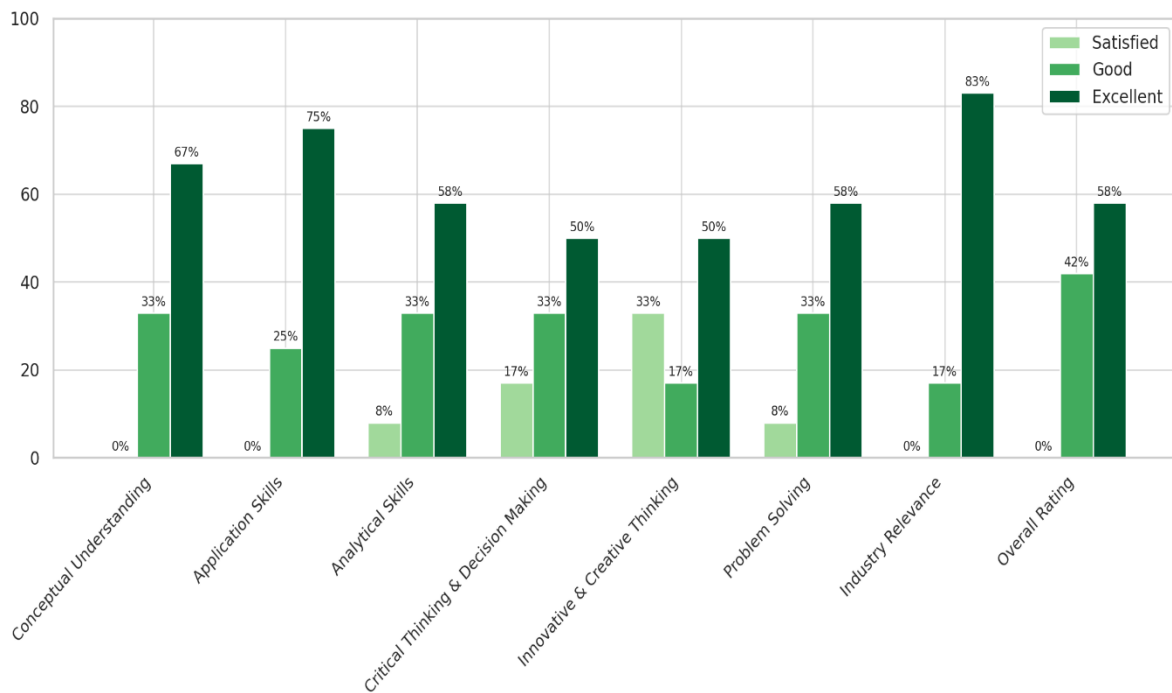


Budha Anuradha	Economics for Public Policy	More credit based internships Collaboration with civil societies Social Responsibility Making students ready for Public Policy research
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Parents were asked to identify, based on their experience, areas that can be added or removed to strengthen the current curriculum.

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%
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%

Graphical representation of Parents' responses



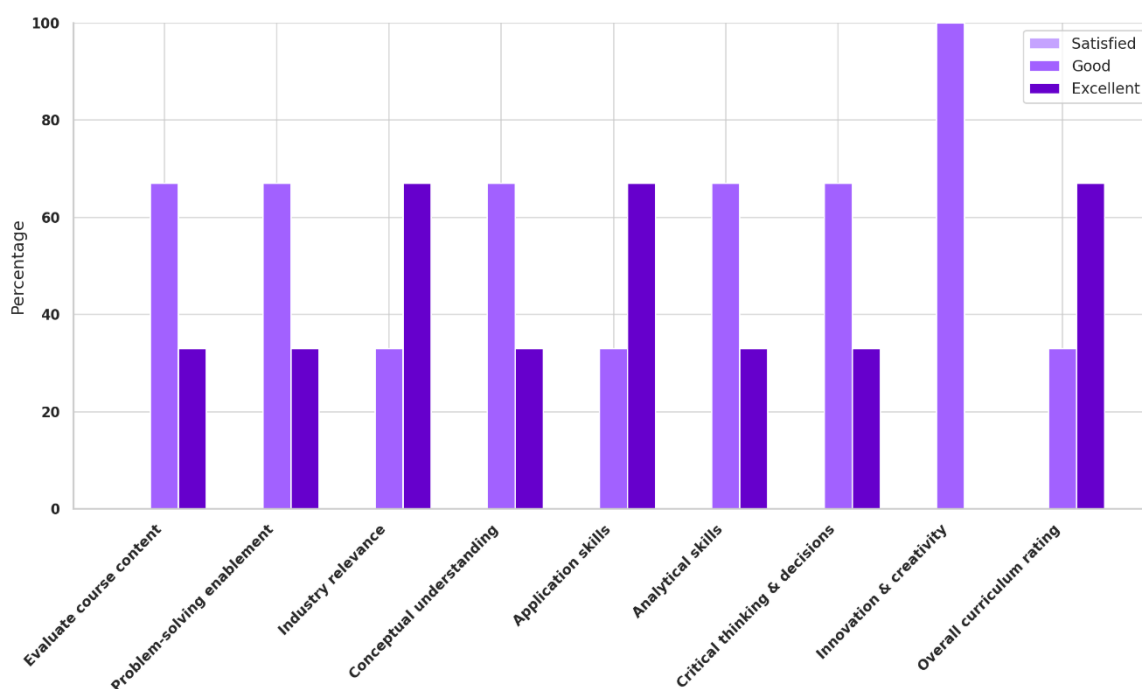
**Based on the Parents' feedback on curriculum, the following are the points that were brought to the notice of the CDC:**

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

Industry experts were asked to identify, based on their experience, areas that can be added or removed to strengthen the current curriculum.

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%
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%

### Graphical representation of Industry experts' responses





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

**Suggestions:**

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