



CHRIST University, Pune Lavasa Campus

School of Commerce, Finance, and Accountancy

Department of Commerce

Curriculum Feedback Analysis Report | Academic Year 2024-25

1. Introduction

This report presents a comprehensive analysis of the academic feedback collected for the BCom Financial Analytics and MSc Global Finance & Analytics programs at the Department of Commerce, CHRIST (Deemed to be University), Pune Lavasa Campus. Feedback was gathered from five key stakeholder groups: Students, Alumni, Teachers, Academic Peers, and Employers/Industry Experts. The analysis aims to evaluate the curriculum's relevance, adequacy, and alignment with industry standards to drive continuous improvement.

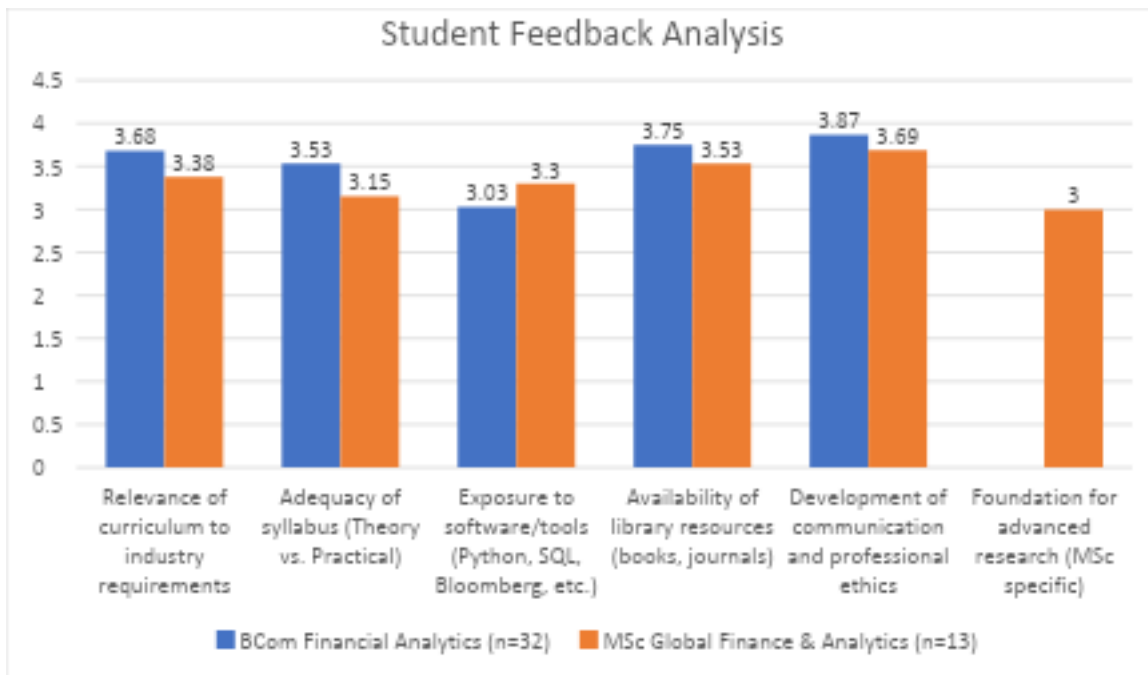
2. Student Feedback Analysis

A total of 45 students provided feedback (32 from BCom Financial Analytics and 13 from MSc Global Finance & Analytics).

Quantitative Analysis (Mean Scores out of 5)

Question	BCom Financial Analytics (n=32)	MSc Global Finance & Analytics (n=13)
Relevance of curriculum to industry requirements	3.68	3.38
Adequacy of syllabus (Theory vs. Practical)	3.53	3.15
Exposure to software/tools (Python, SQL, Bloomberg, etc.)	3.03	3.30
Availability of library resources (books, journals)	3.75	3.53
Development of communication and professional ethics	3.87	3.69
Foundation for advanced research (MSc specific)	3.33	3.00





Qualitative Analysis & Suggestions

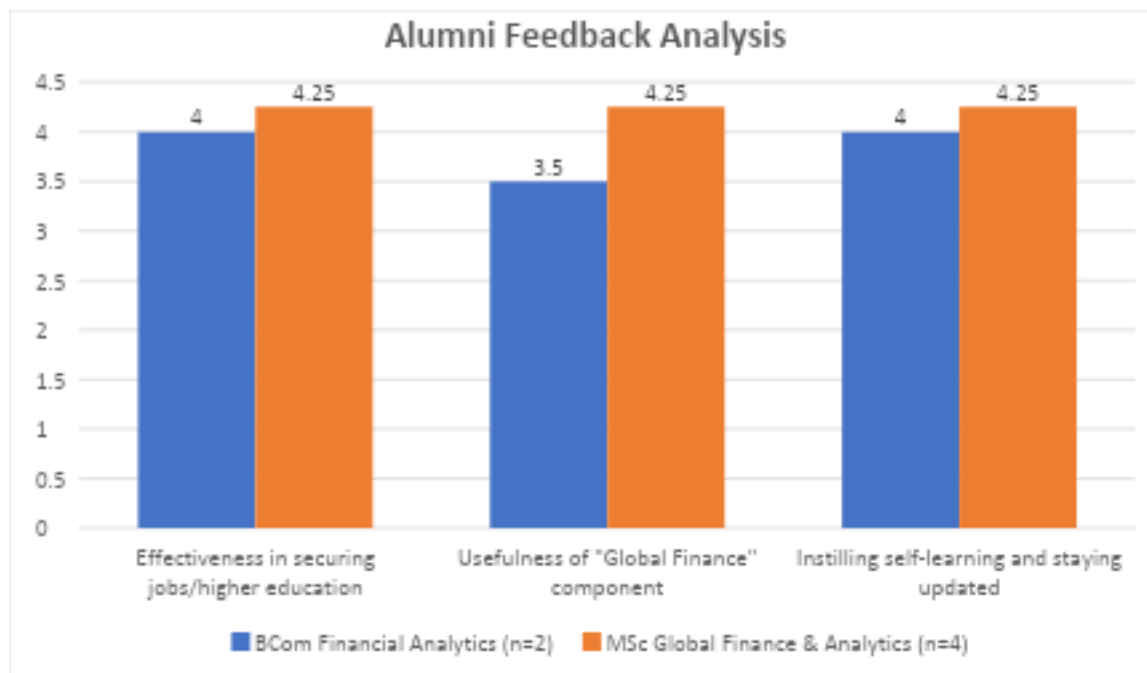
- **Practical Training:** Students in both programs expressed a need for more hands-on training with software tools.
- **Course Content:** BCom students suggested the inclusion of more accounting-focused subjects and formal guidelines for the ethical use of AI in research.
- **Internship:** MSc students recommended shifting the internship start date to January (4th Semester) instead of March to allow for better industry exposure.

3. Alumni Feedback Analysis

Feedback was received from 6 alumni (2 from BCom and 4 from MSc).

Quantitative Analysis (Mean Scores out of 5)

Question	BCom Financial Analytics (n=2)	MSc Global Finance & Analytics (n=4)
Effectiveness in securing jobs/higher education	4.00	4.25
Usefulness of "Global Finance" component	3.50	4.25
Instilling self-learning and staying updated	4.00	4.25



Qualitative Analysis & Suggestions

- **Tool Addition:** Alumni strongly suggested adding **Advanced Excel** and more internationally relevant subjects.
- **Industry Interaction:** Suggestions included increasing internship duration, organizing industry visits every semester, and hosting international guest lectures.

4. Teacher & Academic Peer Analysis

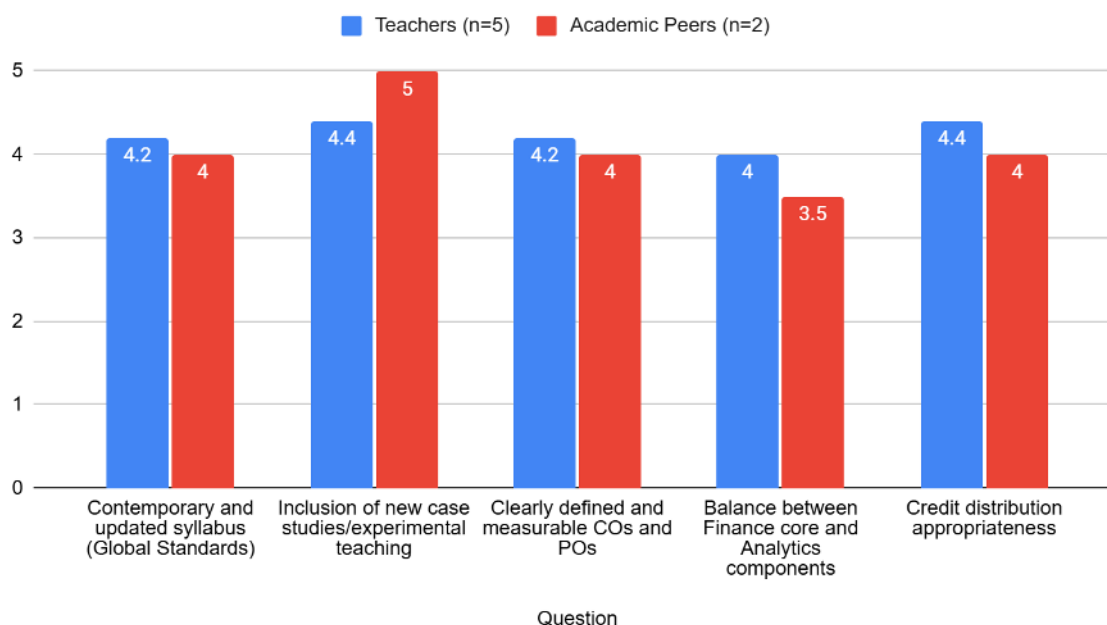
This category includes feedback from 5 internal teachers and 2 academic peers from other departments.

Quantitative Analysis (Mean Scores out of 5)

Question	Teachers (n=5)	Academic Peers (n=2)
Contemporary and updated syllabus (Global Standards)	4.20	4.00
Inclusion of new case studies/experimental teaching	4.40	5.00
Clearly defined and measurable COs and POs	4.20	4.00
Balance between Finance core and Analytics components	4.00	3.50
Credit distribution appropriateness	4.40	4.00



Teachers (n=5) and Academic Peers (n=2)



Key Recommendations

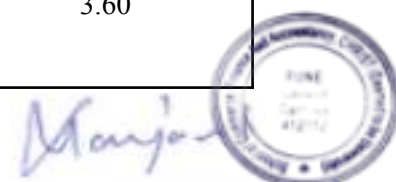
- **Visualization Tools:** A peer suggested that the "Financial Data Intelligence & Visualization" course (MSc GFA) should focus on a single tool (either Power BI or Tableau) rather than both, to ensure depth and mastery.
- **Benchmarking:** Teachers emphasized the need for benchmarking courses with leading global universities and strengthening student mentoring by industry professionals.
- **Alignment:** There is a recommendation for better alignment between Course Outcomes (COs), Program Outcomes (POs), and Learning Objectives (LOs).

5. Employer & Industry Expert Analysis

Feedback from 5 employers/entrepreneurs focused on the market readiness of the students.

Quantitative Analysis (Mean Scores out of 5)

Question	Mean Score (n=5)
Students' ability to apply analytical tools to finance	3.80
Understanding of Global Finance and Markets	3.80
Ability to learn new tech and work in teams	4.00
Curriculum bridge between the classroom and the industry	4.20
Fostering a mindset for startups/Fintech innovation	3.60





Industry Suggestions

- **Technical Integration:** Employers stressed the necessity of integrating technical skills from modern financial platforms into the curriculum.
- **Collaboration:** Recommendations were made to strengthen industry-mentor programs and arrange specific industry-led training on financial analytics tools.

6. Summary of Key Findings and Action Points

1. **Software Proficiency:** While tool exposure is rated moderately high, both students and industry experts want deeper, more focused hands-on training (e.g., Advanced Excel, focused Power BI/Tableau).
2. **Research & Ethics:** A formalized framework for AI ethics in research should be integrated, especially for the undergraduate program.
3. **Industry Linkage:** There is a unanimous call for more frequent industry visits, guest lectures, and longer internship periods to bridge the classroom-to-corporate gap.
4. **Specialization Balance:** For MSc GFA, the balance between Finance and Analytics is generally well-received, but specific courses may need pruning to avoid "breadth over depth" (e.g., visualization tools).



Action Taken Report (ATR) on Curriculum Feedback

Department of Commerce, CHRIST (Deemed to be University)

Academic Year: 2025-2026

Programs: BCom (Financial Analytics)

1. Technical Proficiency & Software Exposure

- **Feedback/Observation:** Stakeholder feedback yielded a score of 3.03/5.00 regarding software exposure, indicating a gap between student capabilities and industry expectations for entry-level analytics roles.
- **Action Taken:** The department has formalized a mandatory "Advanced Excel for Finance" bridge course.
- **Detailed Explanation:** To ensure a level playing field, this course will be administered in Semester I. It focuses on moving beyond basic spreadsheets to complex financial modeling, data cleaning, and automated reporting. By standardizing these skills at the start, subsequent analytics modules can proceed with higher technical complexity.

2. Research Methodology Evolution

- **Feedback/Observation:** The satisfaction level for research foundations was recorded at 3.33/5.00. Peers and students felt the current methodology was too traditional and lacked modern efficiency.
- **Action Taken:** Integration of AI-driven Research Tools into the core Research Methodology syllabus.
- **Detailed Explanation:** The curriculum has been updated to include modules on AI tools for literature synthesis, automated data collection, and advanced bibliometric analysis. This shift moves the focus from "how to find data" to "how to intelligently analyze data," increasing the contemporary relevance of student dissertations and projects.

3. Shift Toward Practical Pedagogy

- **Feedback/Observation:** Feedback from industry experts highlighted a "theoretical bias" in existing assessments, where students could explain concepts but struggled with hands-on execution.
- **Action Taken:** Implementation of Lab-based Assessments for 20% of internal marks in all core analytics subjects.
- **Detailed Explanation:** Moving away from purely pen-and-paper tests, 20% of the Continuous Internal Assessment (CIA) will now be conducted in computer labs. Students will be required to solve live datasets under timed conditions, ensuring that their grades reflect their ability to use analytical software in real-time.

Manjot

4. Industry-Academia Integration

- **Feedback/Observation:** Employers suggested that the "classroom-to-cubicle" transition was too abrupt and that students needed more "floor-level" exposure to market operations.
- **Action Taken:** Mandating "One Industry Visit per Semester" and strengthening the Industry Mentor Program.
- **Detailed Explanation:** * **Visits:** The department will now schedule a minimum of one site visit per semester to financial hubs, fintech firms, or brokerage houses to observe live trading and data management.
 - **Mentorship:** Each BCom (Financial Analytics) student will be paired with a professional from the finance/analytics sector. This provides a "feedback loop" where students receive career guidance directly from the market.

5. Curriculum Benchmarking & Alignment

- **Feedback/Observation:** To maintain competitive edge, the Board suggested aligning the program with global standards and ensuring that learning outcomes are measurable.
- **Action Taken:** Initiation of a Formal Benchmarking Process and refinement of CO-PO Mapping.
- **Detailed Explanation:** The department is currently mapping the BCom (Financial Analytics) syllabus against top-tier international universities. Furthermore, Course Outcomes (COs) and Program Outcomes (POs) are being rewritten to be more "industry-centric." Instead of vague goals like "understanding finance," outcomes will now focus on measurable skills, such as "ability to perform multivariate regression on financial datasets."

Implementation Timeline

Action Item	Implementation Phase	Responsibility
Bridge Course (Advanced Excel)	June 2025 (Odd Semester)	Program Coordinator
AI Research Tools Integration	June 2025	Research Committee
Lab-based Assessments (20%)	November 2025 (Even Semester)	Examination Office
Global Benchmarking Report	By December 2025	Curriculum Dev. Cell

Prepared By: Dr David Joseph, BoS & Department Coordinator

Approved By: Dr Manjari Sharma, Head of Department

Date: March 24, 2025





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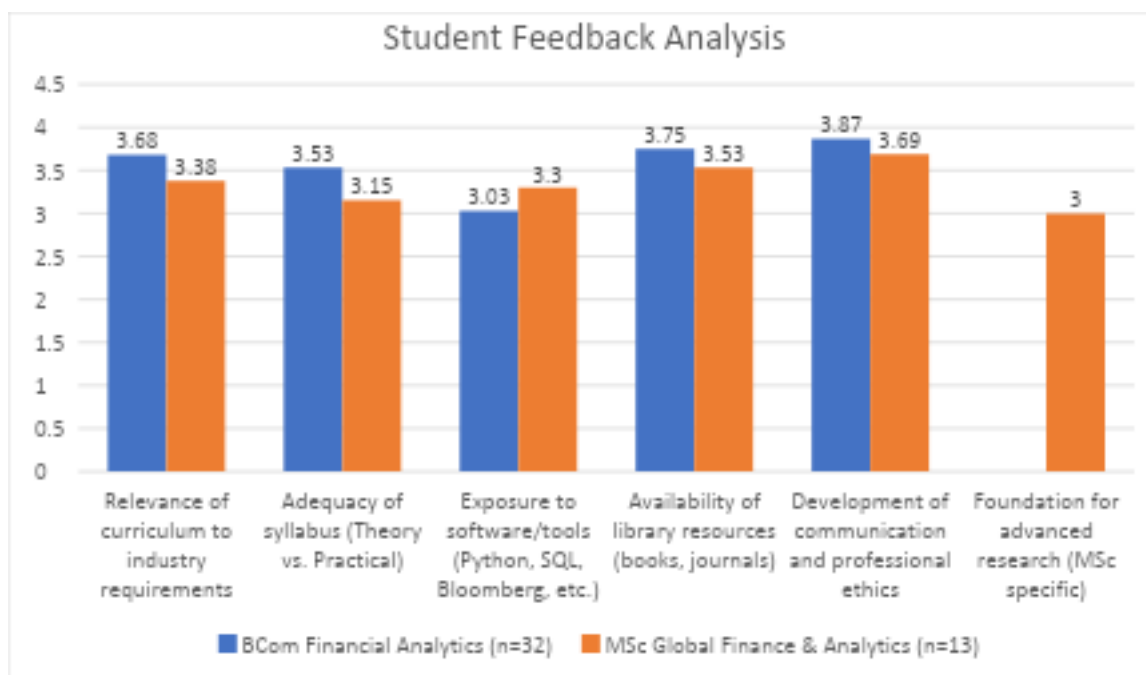
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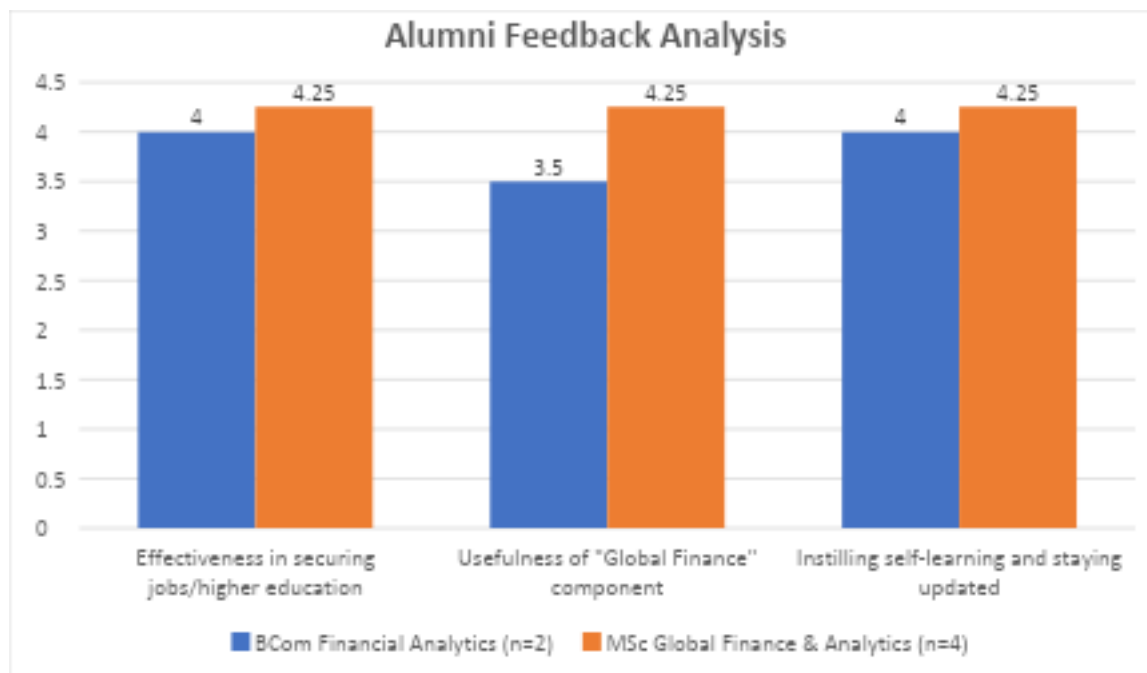
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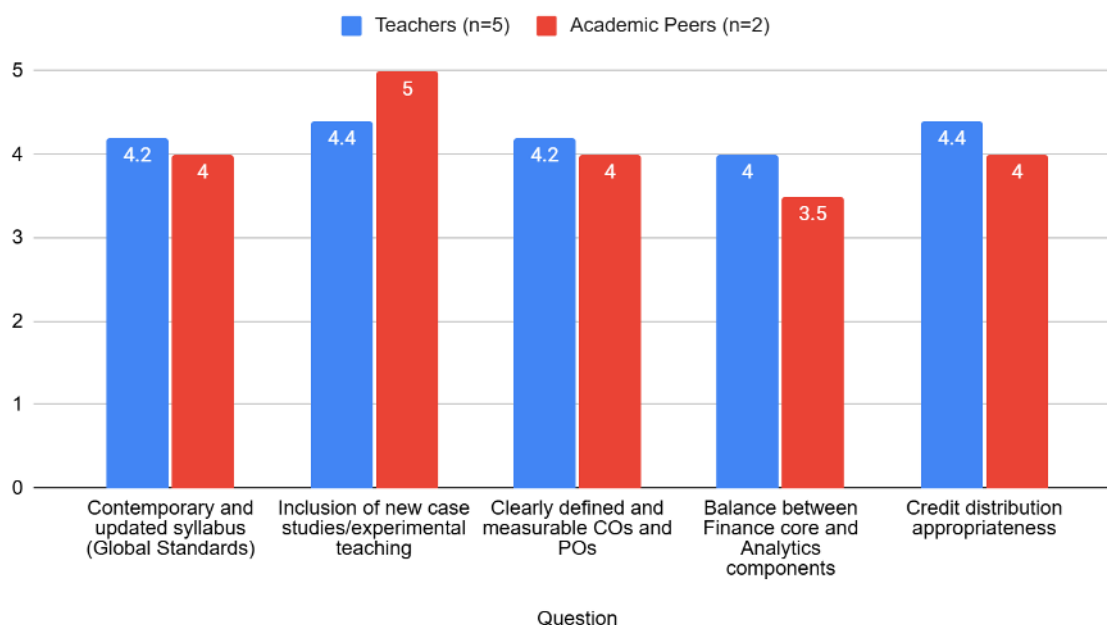
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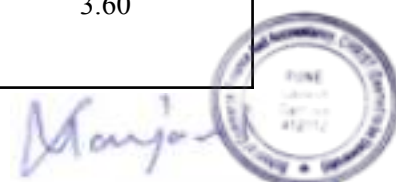
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Action Taken Report (ATR) on Curriculum Feedback

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Academic Year: 2025-2026

Program: MSc (Global Finance & Analytics)

Implementation Cycle: June 2025 – January 2026

1. Depth of Mastery: Visualization Tools

- **The Feedback:** Stakeholders and academic peers observed that attempting to cover both Tableau and Power BI within a single course led to "tool fatigue." Students gained a surface-level understanding of both but lacked the professional-level mastery required for high-end data storytelling in finance.
- **The Action:** The syllabus for "Financial Data Intelligence & Visualization" (Semester III) has been restructured to focus exclusively on Tableau.
- **Detailed Explanation:** By narrowing the scope, the department can now introduce advanced visualization techniques, such as complex calculated fields, parameters, and interactive financial dashboards. This ensures that graduates are "expert-ready" rather than just "familiar" with the software, making them more competitive for Data Analyst roles.

2. Strategic Internship Rescheduling

- **The Feedback:** Industry stakeholders pointed out a misalignment between the university's academic calendar and the corporate hiring cycle. Internships starting later in the year often missed the peak window for high-impact projects and pre-placement offer (PPO) opportunities.
- **The Action:** The Semester IV Internship timeline has been officially advanced to commence in January.
- **Detailed Explanation:** This shift aligns the program with the standard corporate "busy season" and Q1 project launches. It allows students a longer, more immersive duration in the industry, significantly increasing the likelihood of their projects being converted into full-time employment opportunities.

3. Financial Platform Integration (Bloomberg/Refinitiv)

- **The Feedback:** Industry experts emphasized that theoretical knowledge of portfolio management is insufficient without hands-on experience using the professional terminals used by global investment banks and hedge funds.
- **The Action:** Integration of Bloomberg Terminal hours into the credit structure for Portfolio Management and Risk Analytics modules.
- **Detailed Explanation:** Access to these terminals is no longer treated as an "extra-curricular" activity. A specific number of lab hours on Bloomberg/Refinitiv is now a mandatory, credit-linked component. Students will learn to pull real-time





market data, run risk simulations, and manage mock portfolios using the exact tools used on Wall Street and Dalal Street.

4. Global Benchmarking & Standards

- **The Feedback:** To maintain the "Global" branding of the MSc GFA program, the Board suggested a more rigorous comparison with international academic standards.
- **The Action:** Formation of a Benchmarking Task Force.
- **Detailed Explanation:** This task force is charged with auditing the MSc GFA curriculum against the world's leading Financial Analytics programs (e.g., LSE, MIT, or NUS). The goal is to ensure that the mathematical rigor, coding requirements (Python/R), and financial theory taught at CHRIST are at par with global leaders, facilitating easier transitions for students seeking international careers or PhDs.

Departmental Actions (Cross-Program Initiatives)

Beyond the specific MSc GFA changes, the department has initiated two major cross-program upgrades:

- **Global Guest Lecturer Series:** To bridge the gap between local theory and global practice, the department will host at least two international virtual lectures per year. This exposes students to diverse market perspectives (e.g., ESG trends in Europe or Fintech shifts in Southeast Asia).
- **Ethics in Big Data & AI Workshop:** Recognizing the "black box" nature of AI, a new non-credit workshop series on Ethics will be launched. This addresses the moral implications of algorithmic bias and data privacy in financial decision-making, ensuring students are not just technically skilled, but ethically grounded.

Summary of Implementation Timeline

Sl. No	Feature	Implementation Date
1	Bloomberg Integration	June 2025
2	Benchmarking Audit	September 2025
3	Tableau Specialization	November 2025
4	Internship Commencement	January 2026

Prepared By: Dr David Joseph, BoS & Department Coordinator

Approved By: Dr Manjari Sharma, Head of Department

Date: March 24, 2025

Manjari  