

CHRIST (Deemed to be University)
Central Campus, Bangalore
School of Commerce, Finance and Accountancy
Department of Commerce
Academic Year 2025-2026

1. Introduction

The stakeholders of an educational institution are individuals or organisations with a legitimate interest in the process, its inputs, and its outcomes. It includes students, teachers, employers, and alumni. Each stakeholder in the education system is essential to the success of the educational goals.

A structured feedback form on the curriculum is circulated to students, alumni, teachers, and employers after the mid-semester examinations during the odd semester every year. The feedback is analysed and presented to the Curriculum Development Cell (CDC) for further deliberation and recommendation by the CDC members. The Action Taken Reports recommend the changes based on the feedback analysis presented in the forthcoming BOS. This report is subdivided into the following two parts: first, the Feedback Analysis Report and second, the Action Taken Report.

Feedback Analysis Report and the Action Taken Report for the academic year 2026-27 on Curriculum, Course, teaching-learning, and evaluation programme are collected from students, teachers, industry, parents and alumni in the following order of different programmes offered by the Department of Commerce-

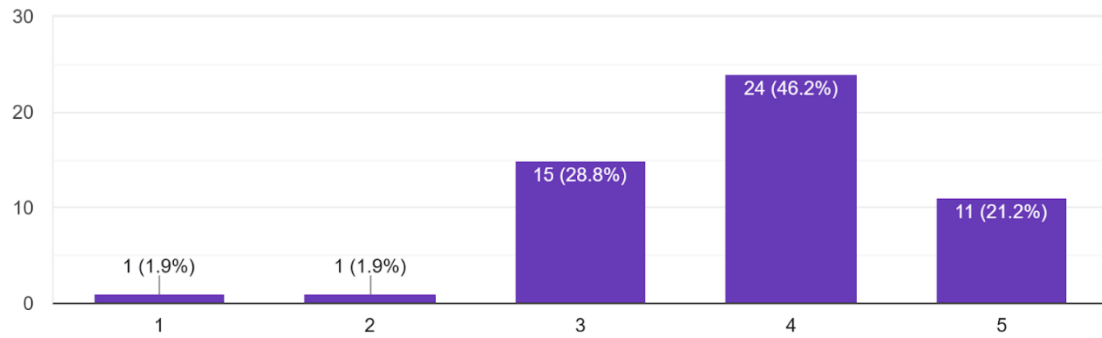
- BCom (Accountancy and Taxation / Honours / Honours with Research)
- BCom (Finance and Investment/ Honours / Honours with Research)
- BCom (Applied Finance and Analytics/ Honours / Honours with Research)
- BCom (Strategic Finance / Honours / Honours with Research)
- BSc (Accountancy and Analytics/Honours) Integrated Masters Programme
- BCom (Honours / Honours with Research)
- MCom

BCom (Accountancy and Taxation / Honours / Honours with Research)

STUDENT FEEDBACK

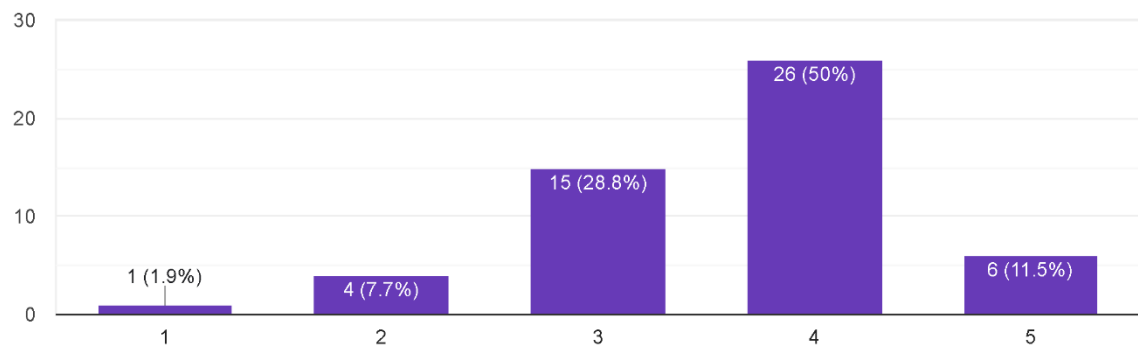
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

52 responses



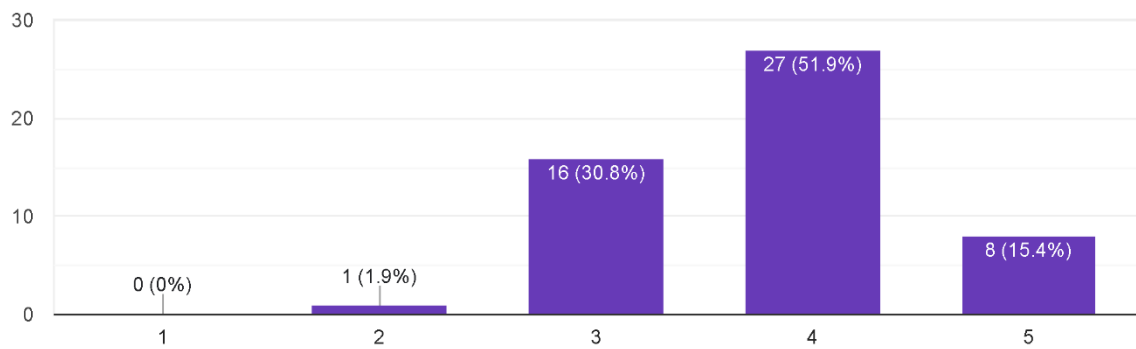
Does the syllabus cover advanced topics?

52 responses



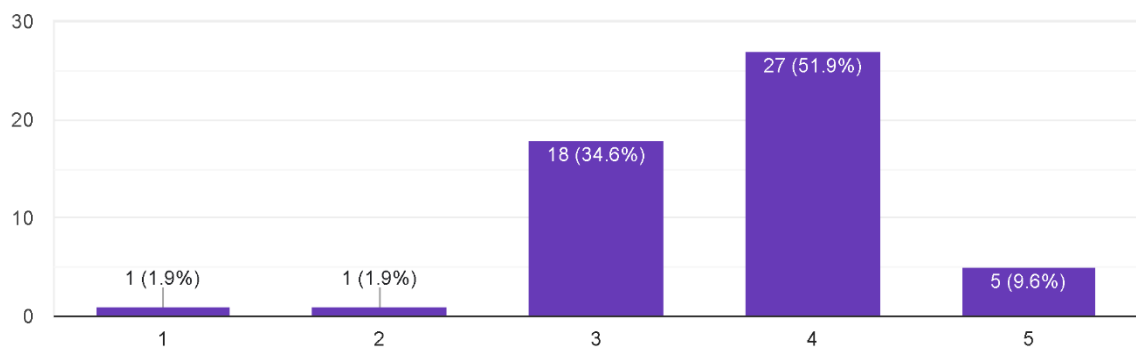
Whether the syllabus enhances your knowledge and skills in the relevant domain?

52 responses



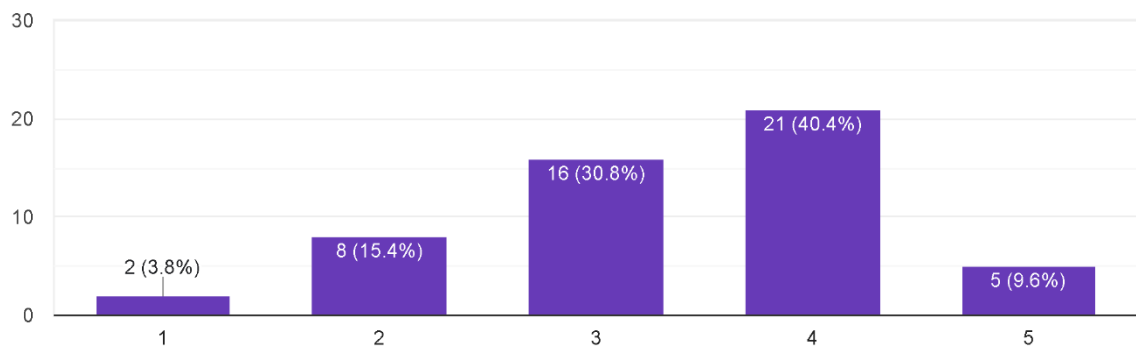
Is the syllabus effective in developing critical/ analytical thinking?

52 responses



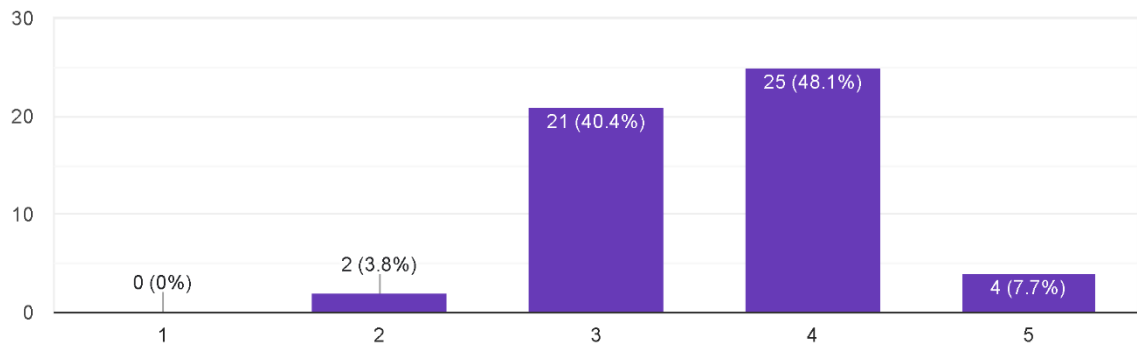
Are the text books and reference materials relevant to the content of the syllabus?

52 responses



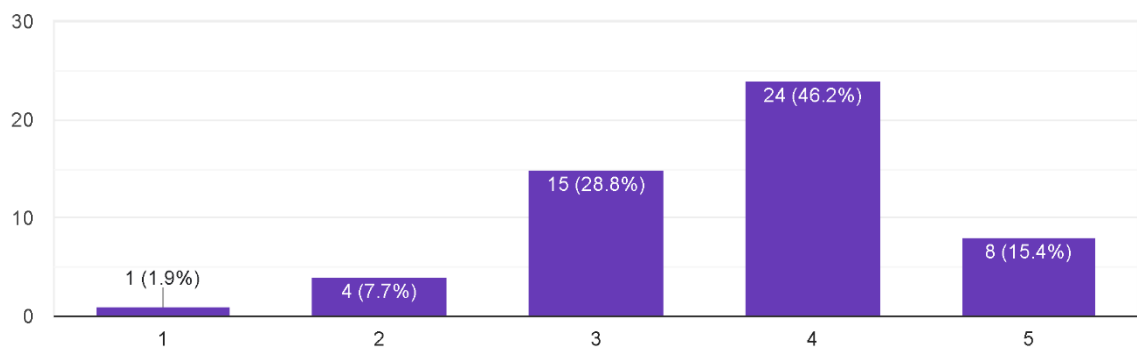
Does the syllabus orient towards higher education?

52 responses



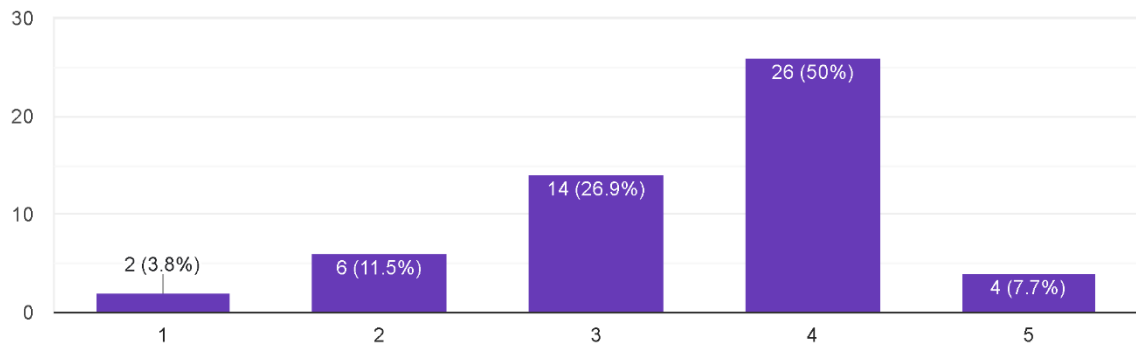
Does the syllabus enable the students to apply their knowledge in real life situations?

52 responses



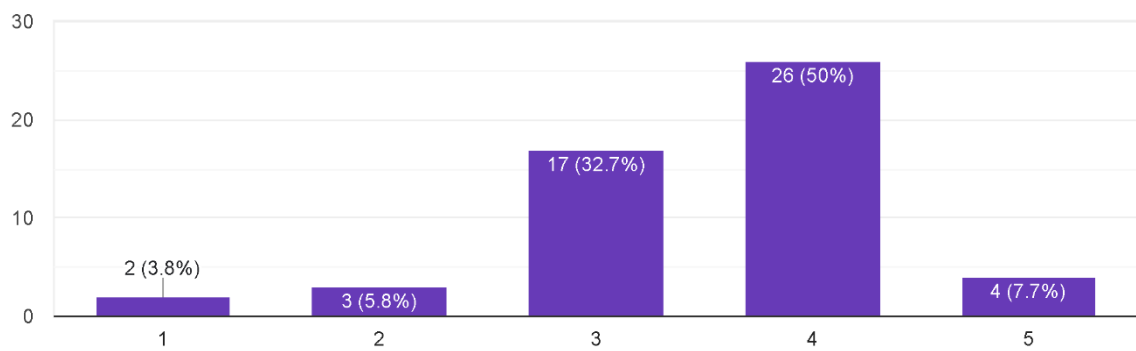
Is employability given weightage in the design and development of syllabus?

52 responses



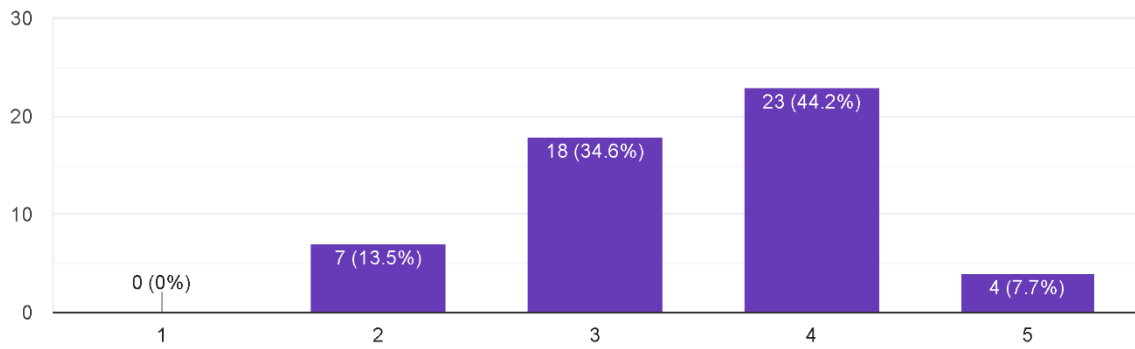
Does the syllabus promote self-study and attitude of research?

52 responses



Does the syllabus meet your overall expectations?

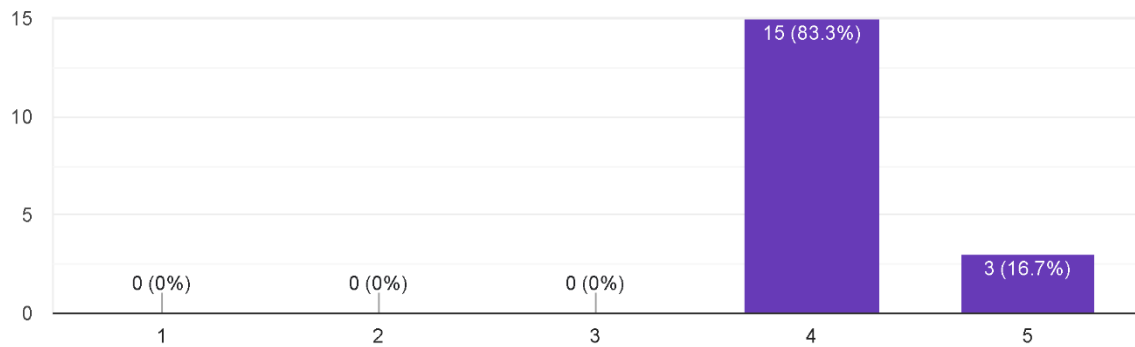
52 responses



TEACHERS FEEDBACK

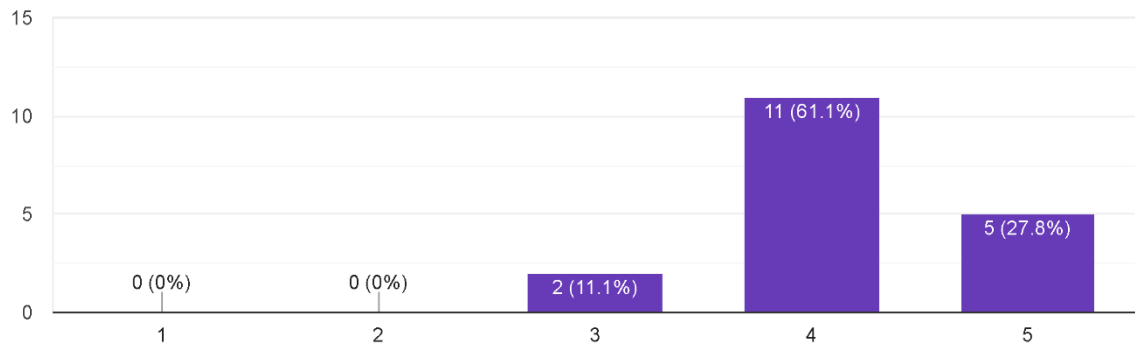
Does the syllabus satisfy the stated objectives and learning outcomes?

18 responses



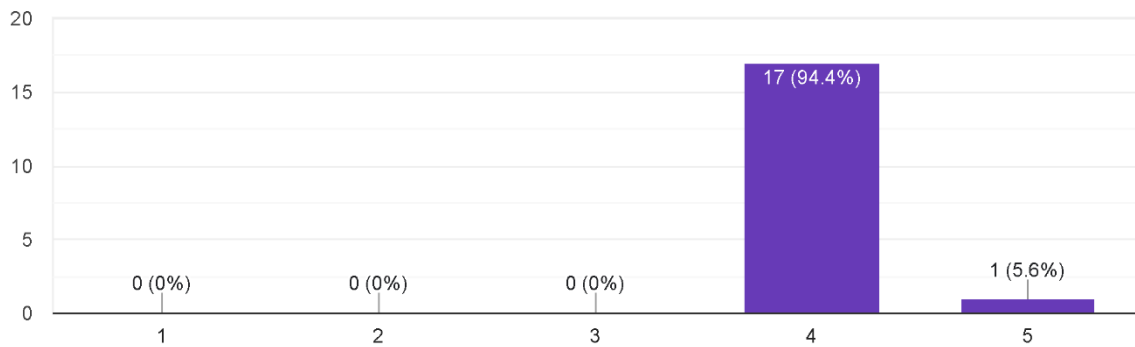
Do you have continuous processes to propose, modify,suggest and incorporate new topics in the syllabus?

18 responses



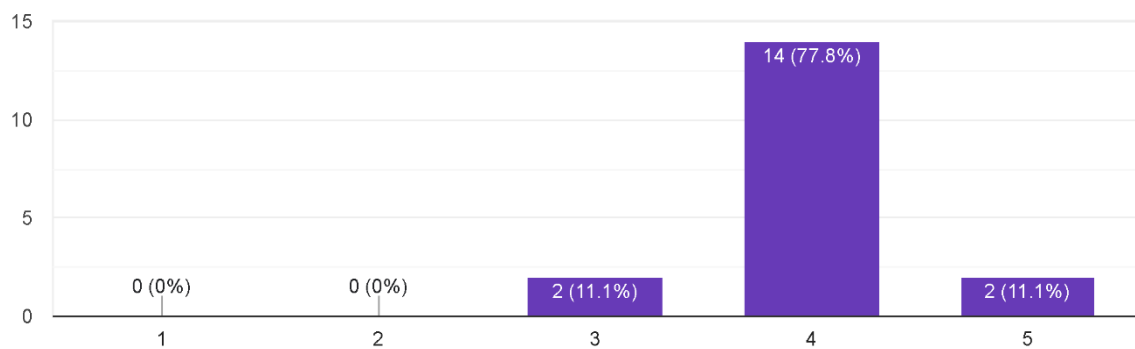
Is the syllabus effective in developing independent thinking?

18 responses



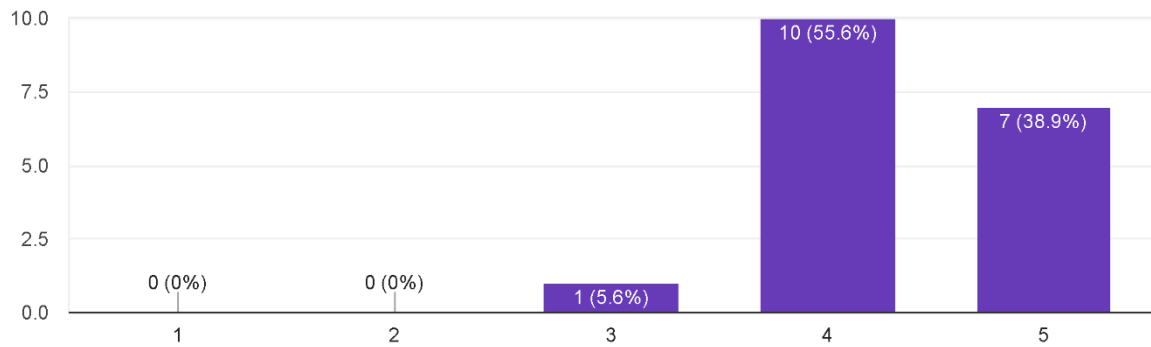
Does the departmental level expert committee meet to review the syllabus?

18 responses



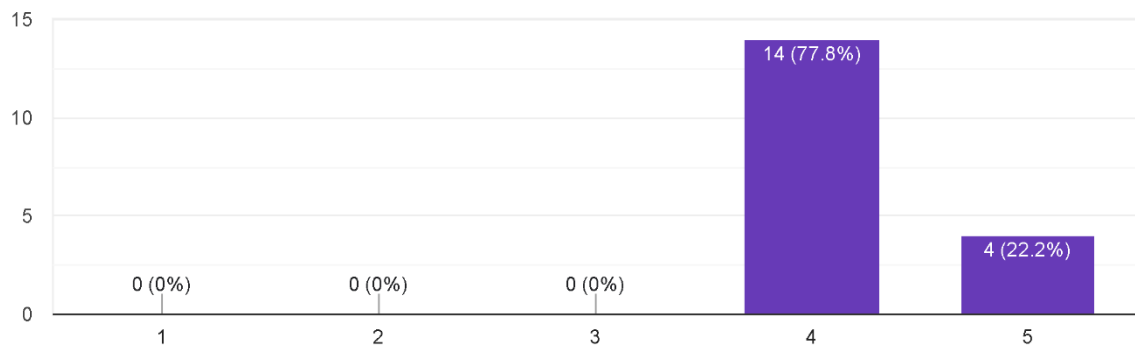
Does the syllabus enhance your knowledge in the subject area?

18 responses



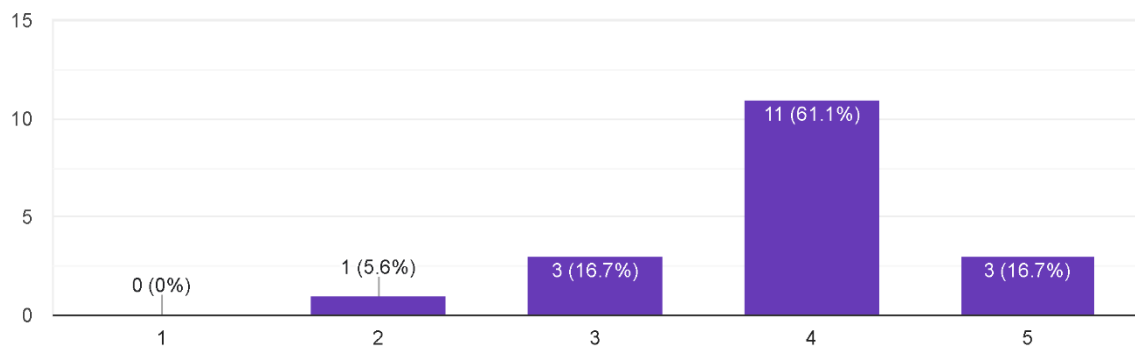
Does the syllabus enable the students to apply their knowledge in real life?

18 responses



Does the syllabus demand the teachers for research inclusive teaching?

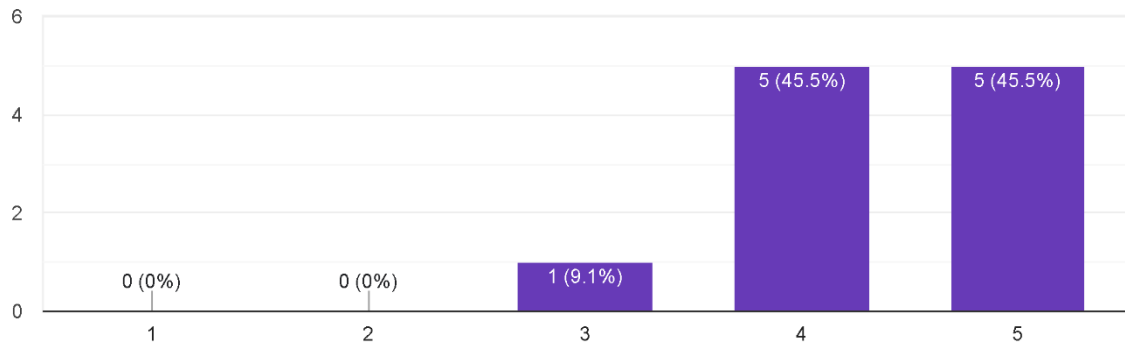
18 responses



ACADEMIC PEER FEEDBACK

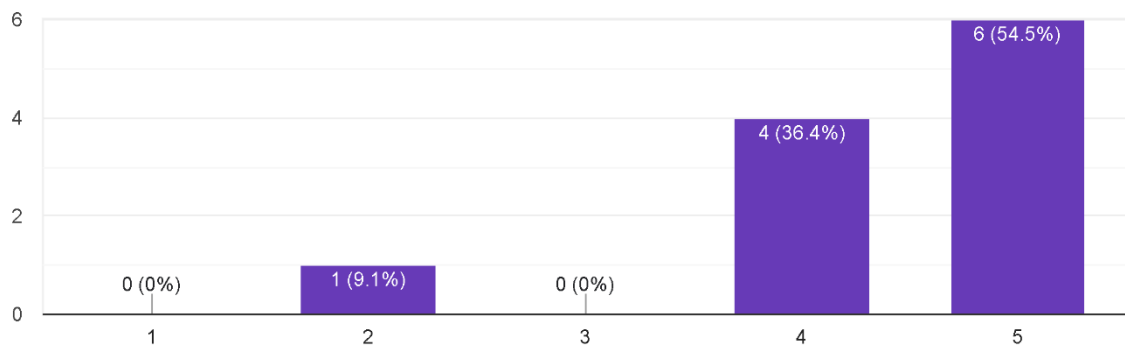
Does the syllabus satisfy the stated objectives and learning outcomes?

11 responses



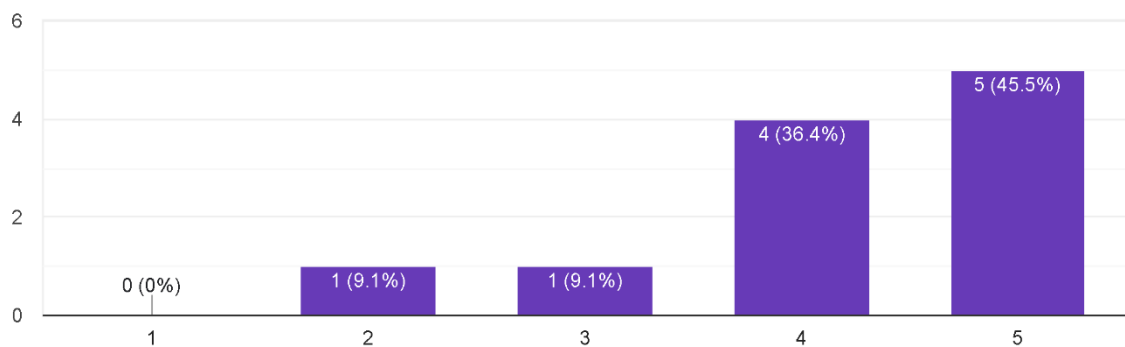
Is the syllabus effective in developing independent thinking?

11 responses



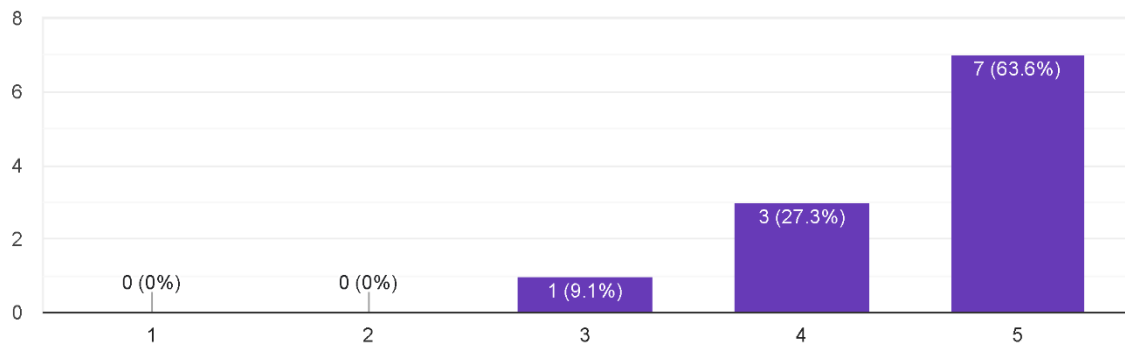
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

11 responses



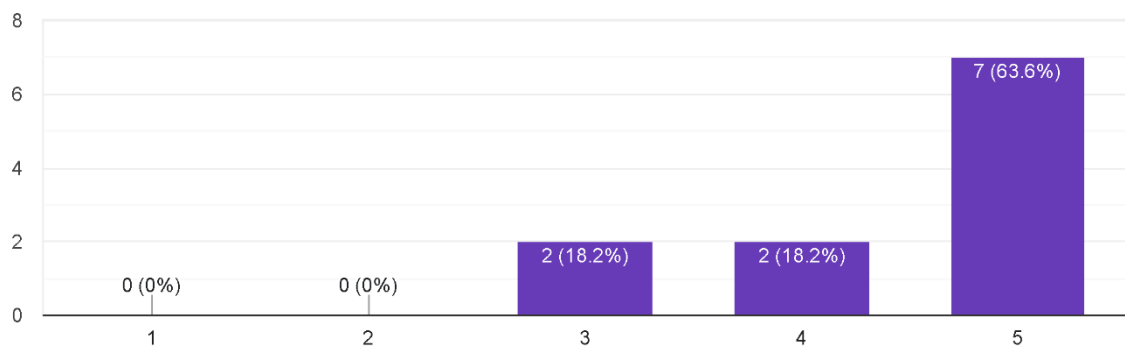
Does the departmental level expert committee meet to review the syllabus?

11 responses



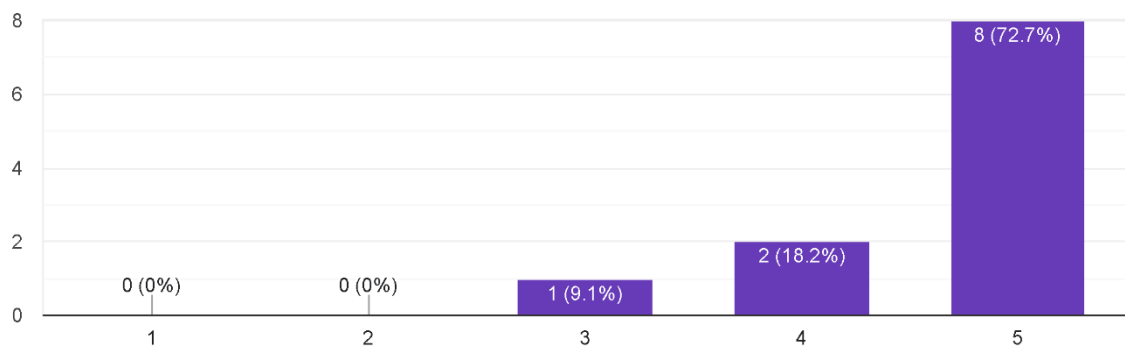
Does the syllabus enable the students to apply their knowledge in real life?

11 responses



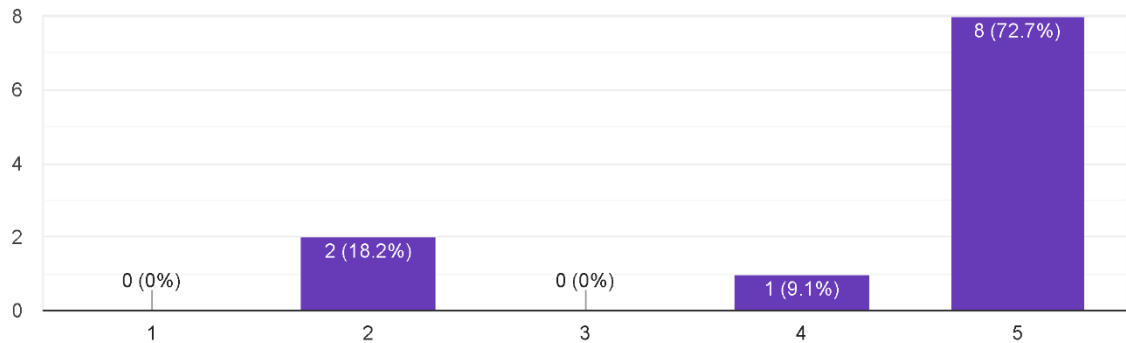
Does the syllabus enhance your knowledge in the subject area?

11 responses



Does the syllabus demand the teachers for research inclusive teaching?

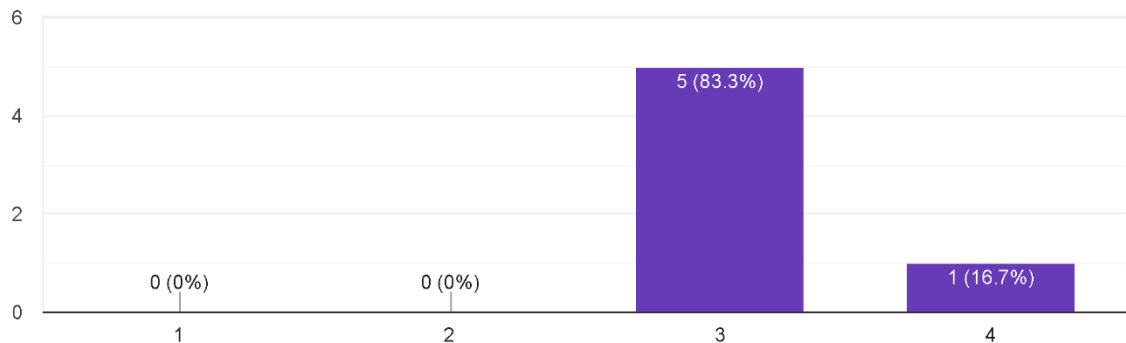
11 responses



EMPLOYERS FEEDBACK

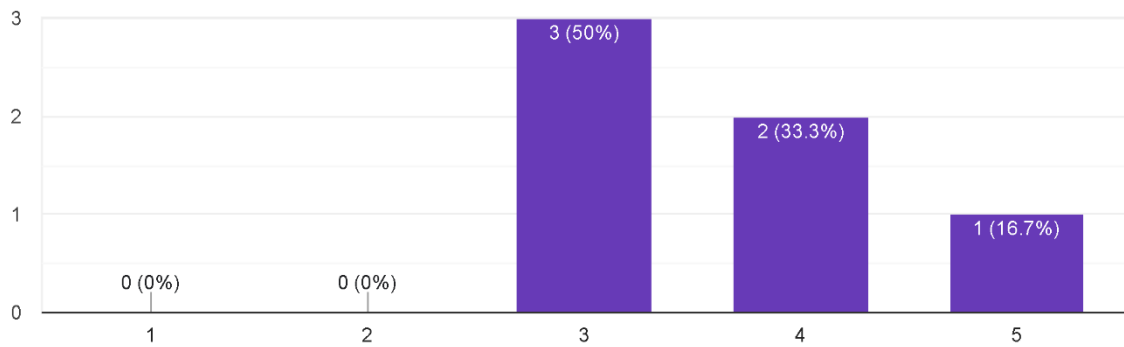
Is the curriculum aligned with the objectives of the programme?

6 responses



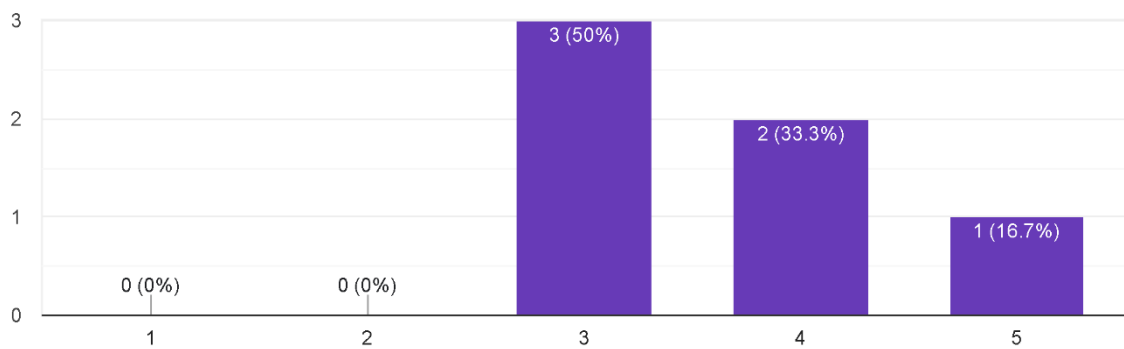
Does the curriculum cover advanced topics and current trends?

6 responses



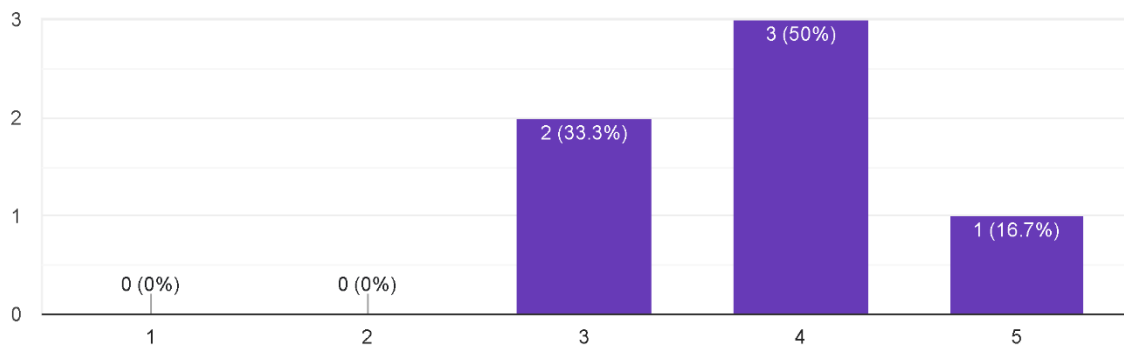
How would you rate the relevance of the electives offered in the curriculum?

6 responses



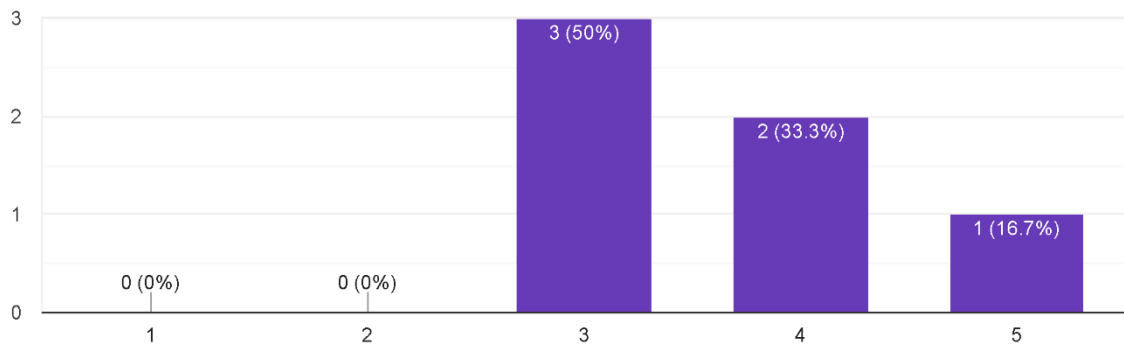
Is employability given weightage in the design and development of curriculum?

6 responses



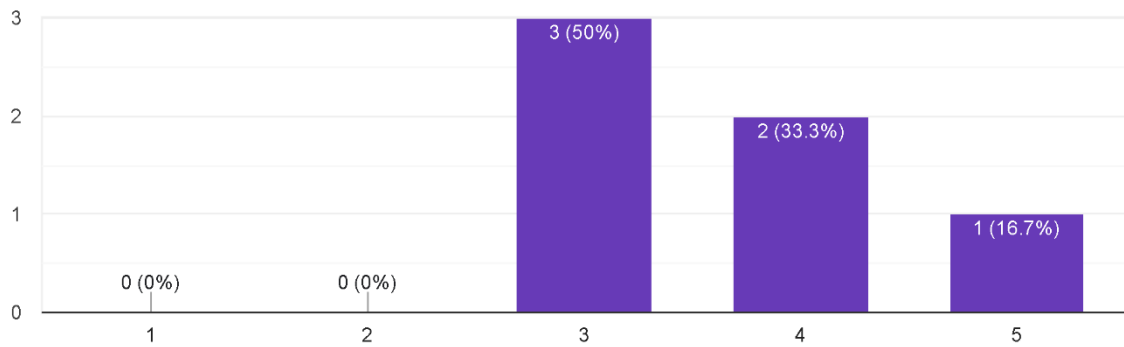
Does the curriculum meet the expectations of the industry?

6 responses



Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?

6 responses



ALUMINI FEEDBACK: NA

Action Taken Report for BCom (Accountancy and Taxation / Honours / Honours with Research) Programme for AY 2026-27

Action Taken Report for BCom Accountancy and Taxation (Honours / Honours with Research) Programme for AY 2026-27

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)

BCom (Accountancy and Taxation/ Honours / Honours with Research)			
1	BUSINESS ECONOMICS - (COM102-1)	Teacher	Yes- Repetition in the contents and hours has been rearranged.
2	BUSINESS LAW - (COM101-1)	Teacher /Academic Peer/Employers	Yes- Inclusion of AI-related concepts and concepts related to SDG to integrate the Green curriculum.
3	CORPORATE LAW AND ADMINISTRATION - (COM101-2)	Teachers	Yes-Incorporated concepts related to AI, such as AI-Powered MCA21 and ESG reporting, to include elements of the green curriculum
4	PRACTICES OF BANKING AND INSURANCE - (COM103-2)	Teacher	Yes-AI Integrated Concepts has been Added like Insurtech Integration. Data Privacy & Security, Cyber Resilience, Solvency & Governance, Customer-Centricity, Taxation Reforms.
5	ACCOUNTING USING SOFTWARE (COAT161- 2)	Students	No- Changes are not required
6	FUNDAMENTALS OF BANKING AND FINANCIAL SERVICES - (COAT101-3)	Teachers /Academic Peers/Employers	Yes- Topics such as green lending, AI chatbot, virtual assistants, and other concepts related to green curriculum and AI.
7	BUSINESS ANALYTICS - (COM101-4)	Teacher	Yes- To introduce the concept of artificial Intelligence and shift the syllabus from traditional analytics to intelligent analytics.

5	COM401A-7	<i>Elective: Advanced Auditing & Assurance</i>	Core-Elective	Theory	-	60	4
6	COM402A-7	<i>Elective: Financial Strategy & Decision Making</i>	Core-Elective	Theory	100	60	4
7	COM403A-7	<i>Elective: Advanced Cost Management</i>	Core-Elective	Theory	-	60	4
TOTAL CREDITS							20

Bachelor of Commerce (Accounting and Taxation /Honours with Research) (Batch - 2026) - SEMESTER – VIII

No	Course Code	Course Name	Course Category	Course Type	Total Marks	Hrs/Week	Credits
1	COM401-8	Organisational Behaviour	Core Courses	Theory	100	4	4
2	COAT401-8	International Taxation	Core Courses	Theory	100	4	4
3	COM481-8	Internship	Internship	Practical	100	-	8
Specialization Course (Choose ANY ONE)							
4	COM401A-8	<i>Specialization: Accounting Analytics</i>	Core-Electives	Theory	100	4	4
5	COM402A-8	<i>Specialization : Insolvency and Practice</i>	Core-Electives	Theory	100	4	4

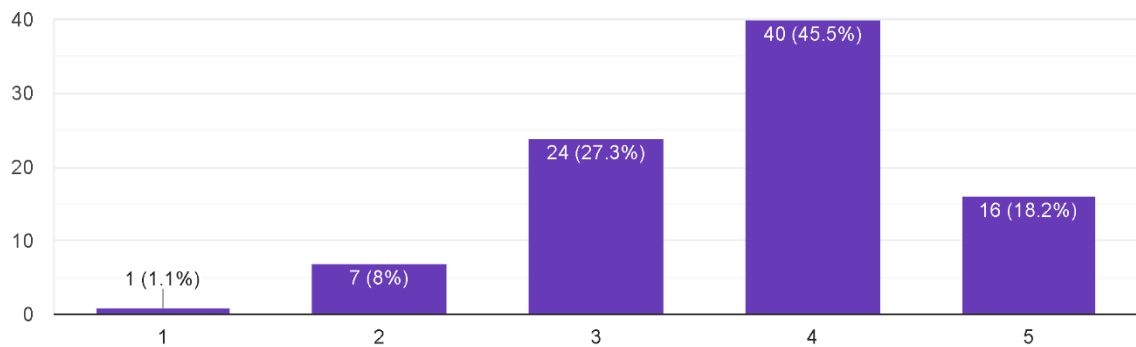
6	COM403A-8	<i>Specialization: Behavioural Finance</i>	Core- Electives	Theory	100	4	4
TOTAL CREDITS							20

BCom (Finance and Investment/ Honours / Honours with Research)

STUDENT FEEDBACK

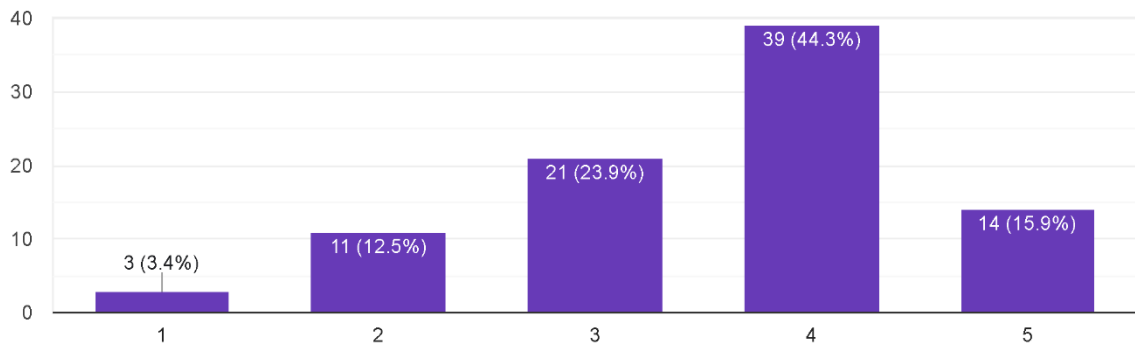
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

88 responses



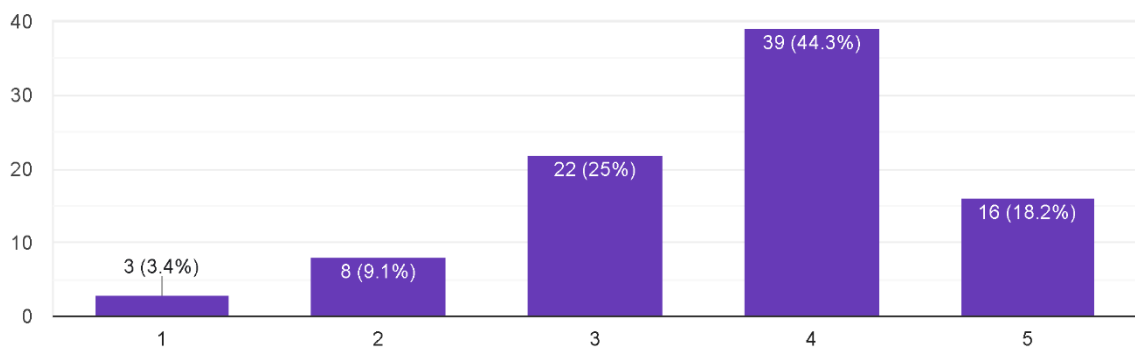
Does the syllabus cover advanced topics?

88 responses



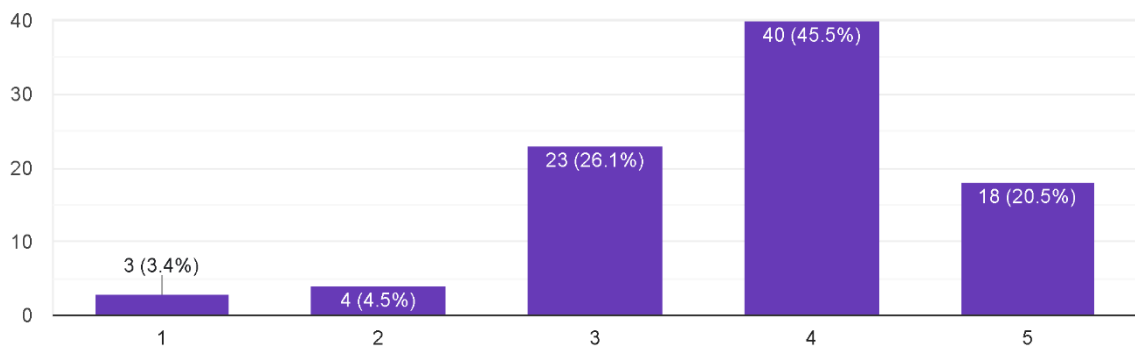
Whether the syllabus enhances your knowledge and skills in the relevant domain?

88 responses



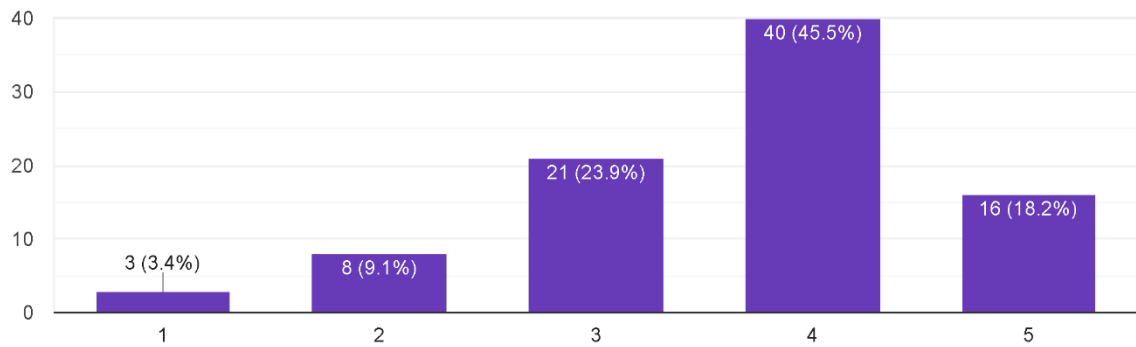
Is the syllabus effective in developing critical/ analytical thinking?

88 responses



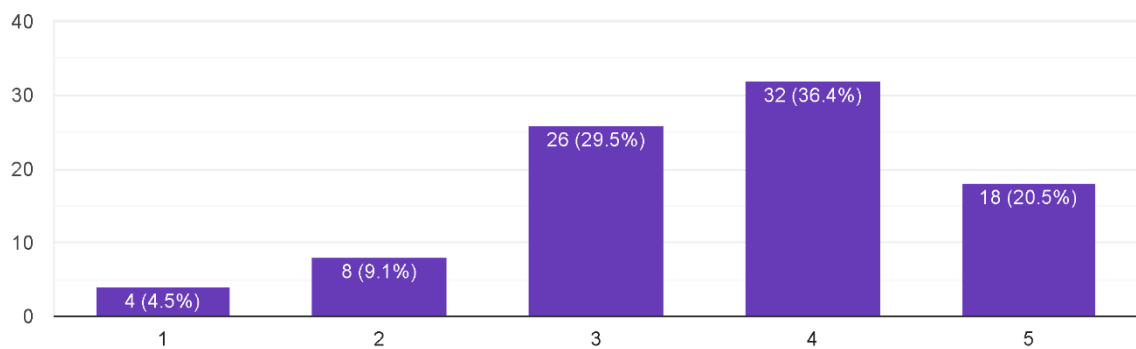
Are the text books and reference materials relevant to the content of the syllabus?

88 responses



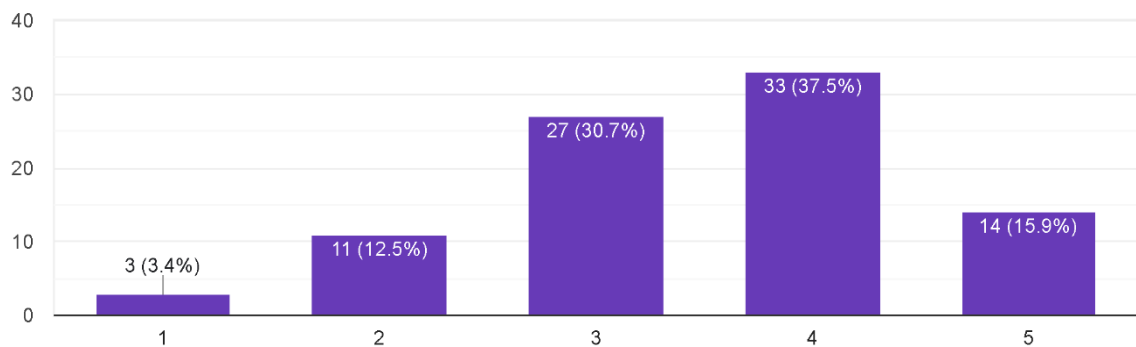
Does the syllabus orient towards higher education?

88 responses



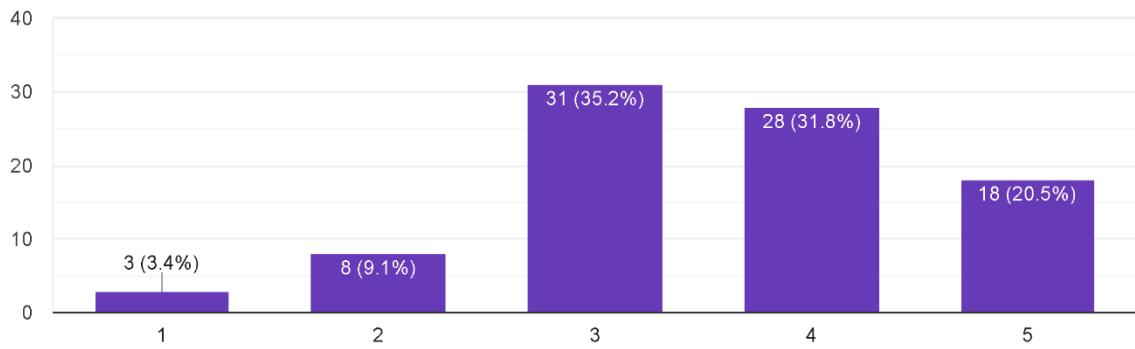
Does the syllabus enable the students to apply their knowledge in real life situations?

88 responses



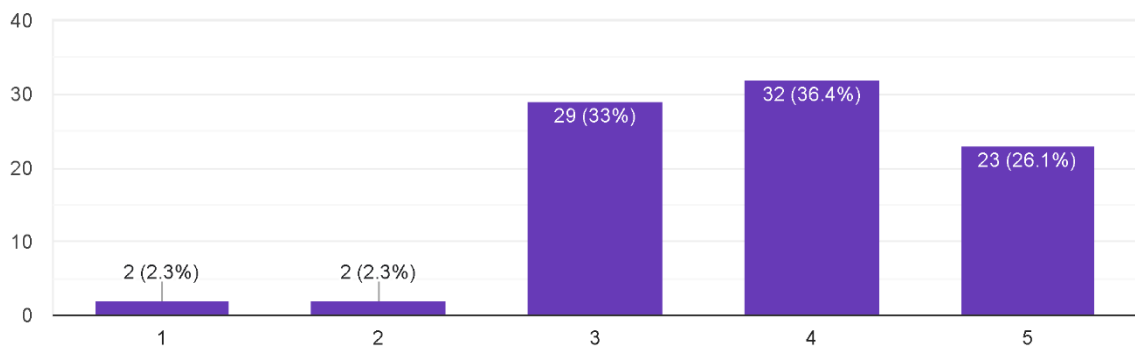
Is employability given weightage in the design and development of syllabus?

88 responses



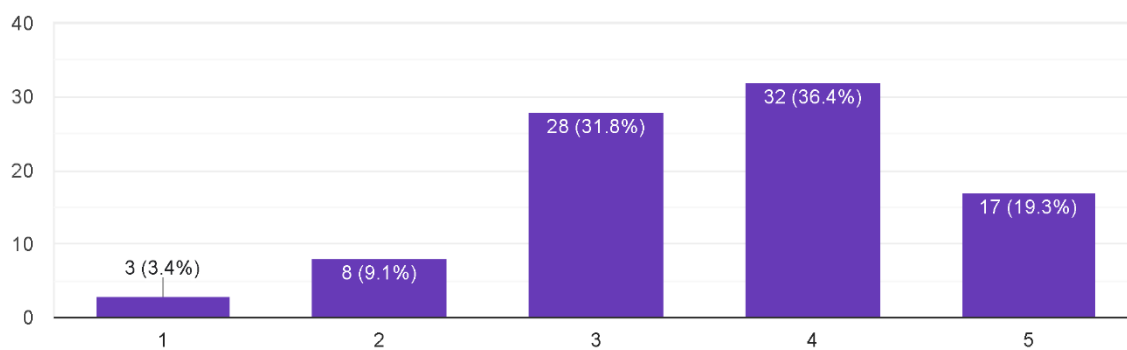
Does the syllabus promote self-study and attitude of research?

88 responses



Does the syllabus meet your overall expectations?

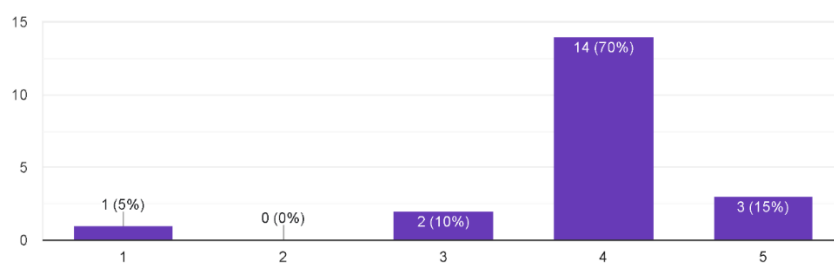
88 responses



TEACHER'S FEEDBACK

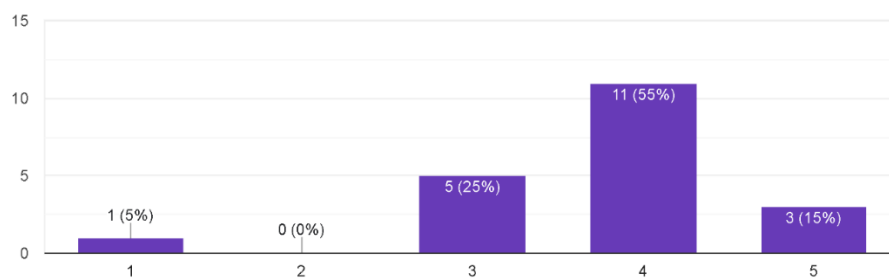
Does the syllabus satisfy the stated objectives and learning outcomes?

20 responses



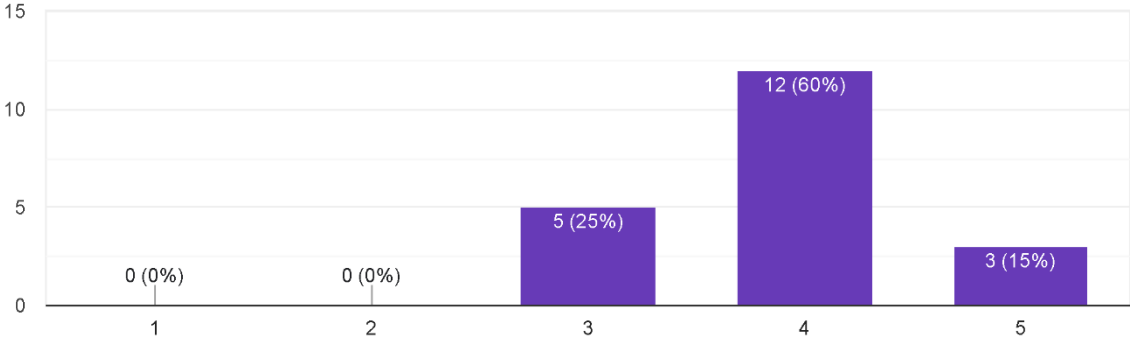
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

20 responses



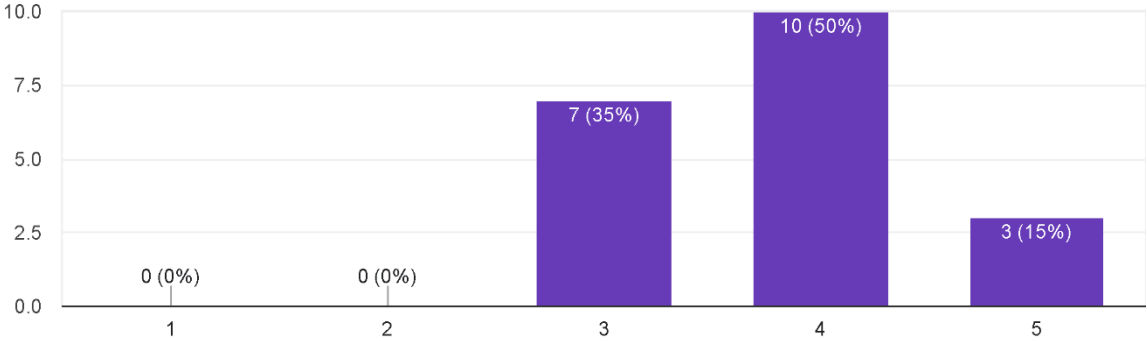
Is the syllabus effective in developing independent thinking?

20 responses



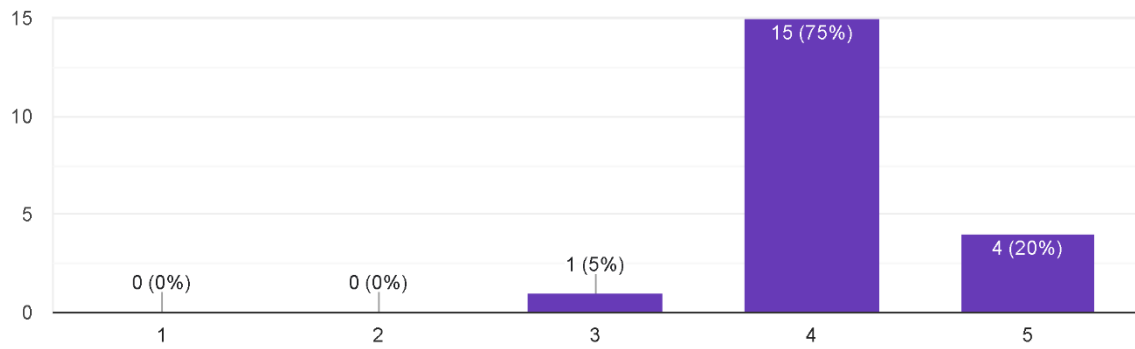
Does the departmental level expert committee meet to review the syllabus?

20 responses



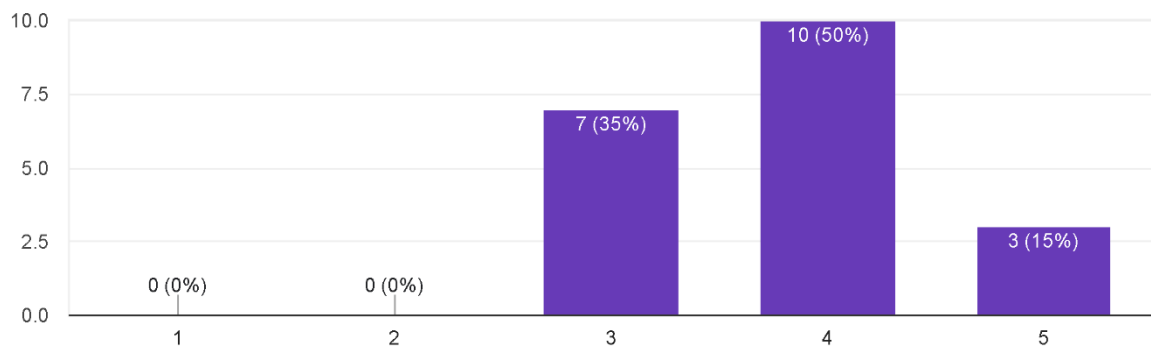
Does the syllabus enhance your knowledge in the subject area?

20 responses



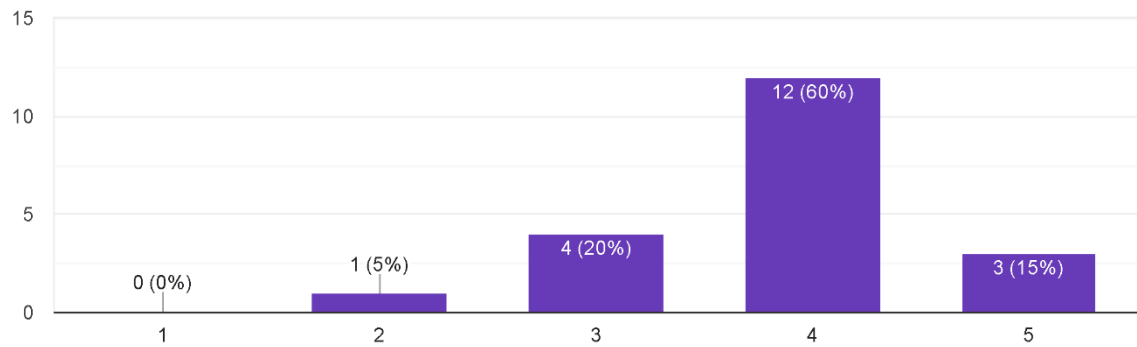
Does the syllabus enable the students to apply their knowledge in real life?

20 responses



Does the syllabus demand the teachers for research inclusive teaching?

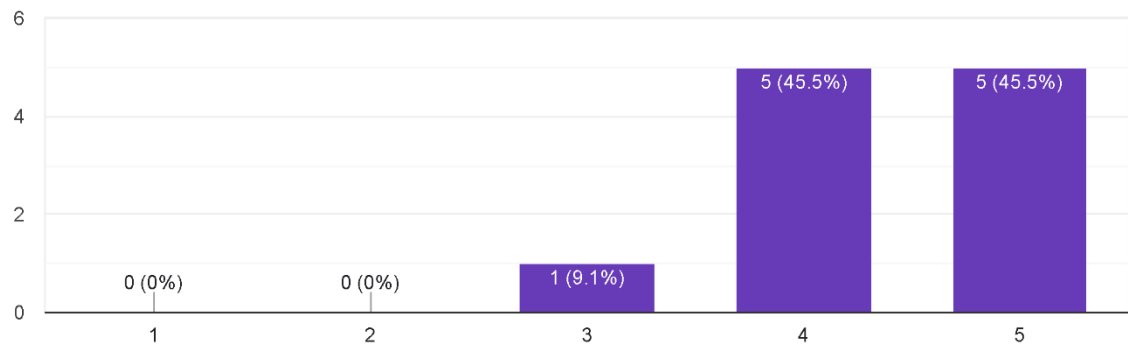
20 responses



ACADEMIC PEER FEEDBACK

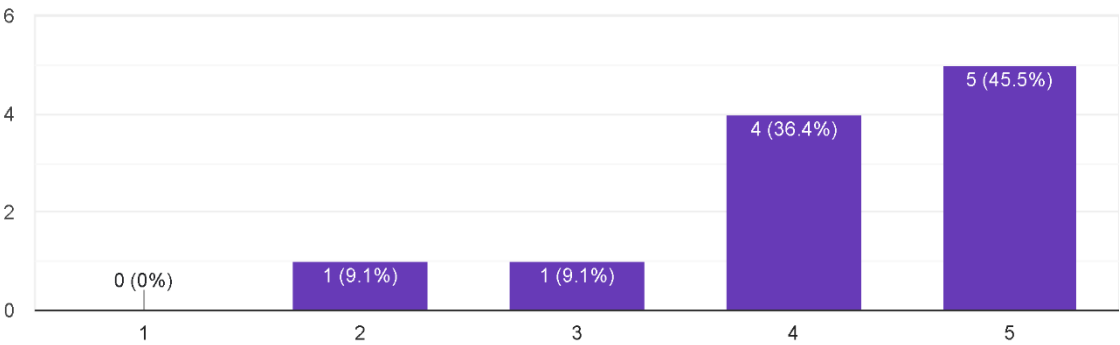
Does the syllabus satisfy the stated objectives and learning outcomes?

11 responses



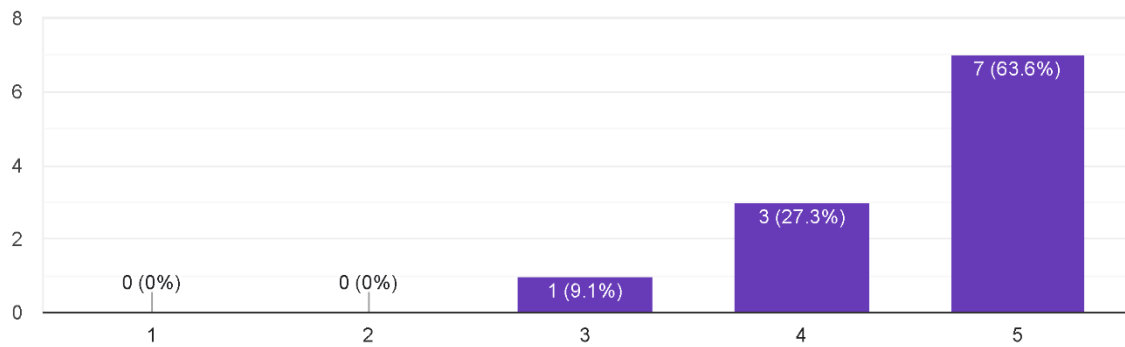
Do you have continuous processes to propose, modify,suggest and incorporate new topics in the syllabus?

11 responses



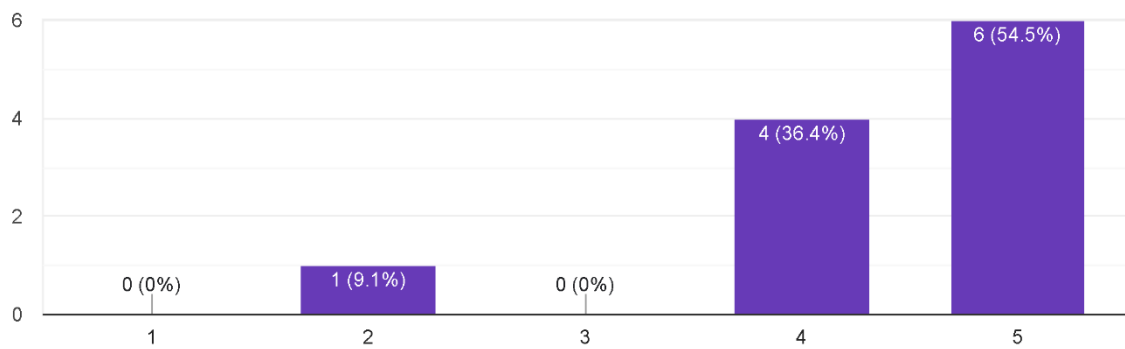
Does the departmental level expert committee meet to review the syllabus?

11 responses



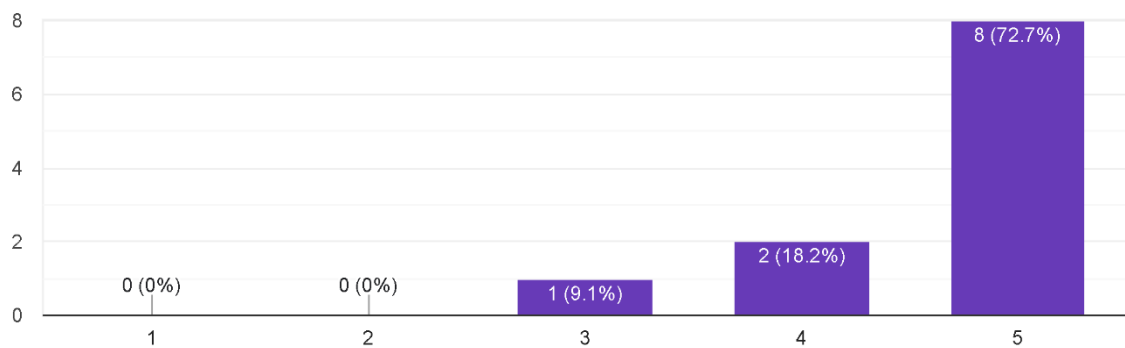
Is the syllabus effective in developing independent thinking?

11 responses



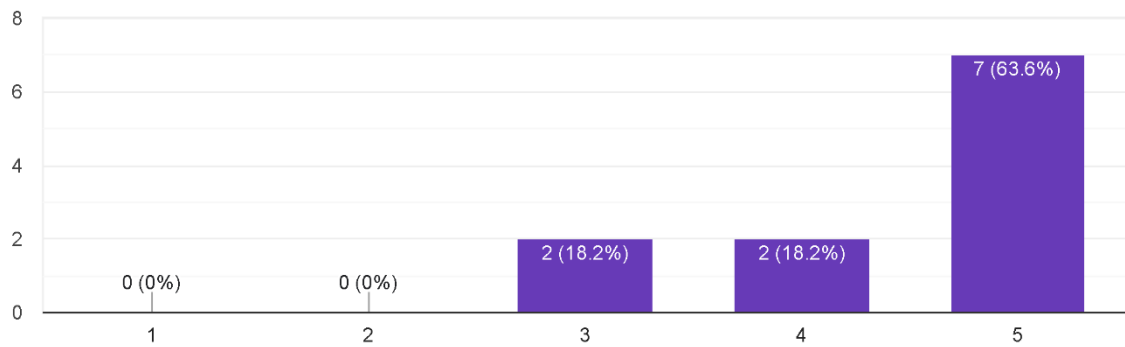
Does the syllabus enhance your knowledge in the subject area?

11 responses



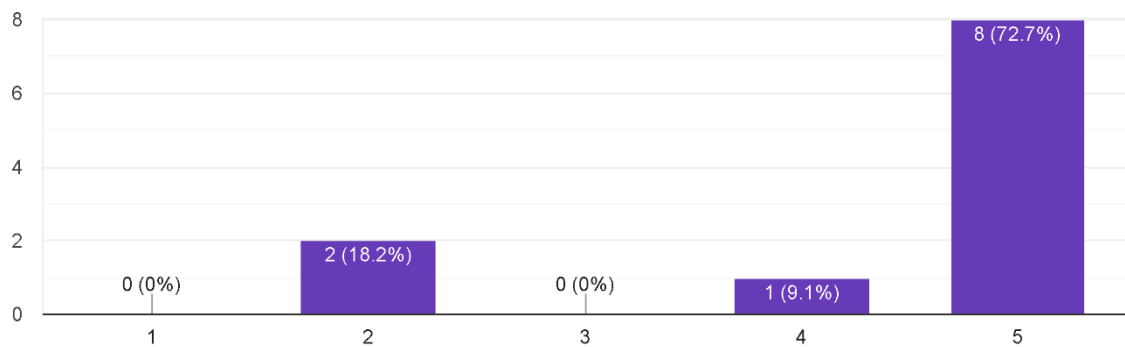
Does the syllabus enable the students to apply their knowledge in real life?

11 responses



Does the syllabus demand the teachers for research inclusive teaching?

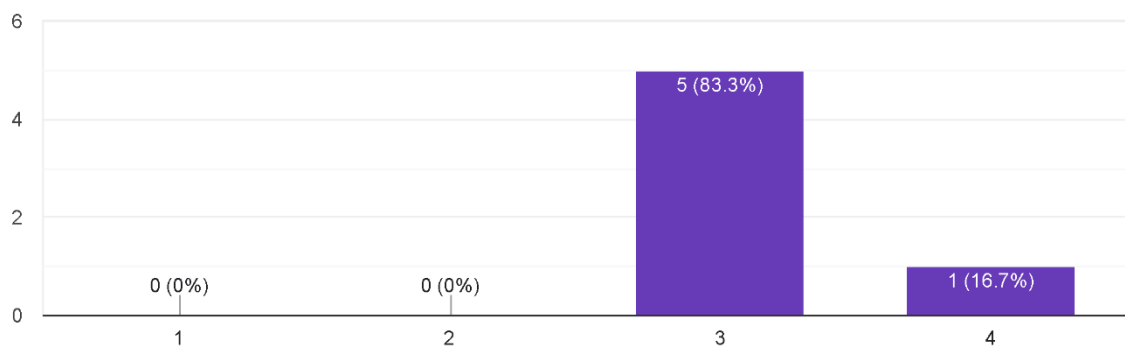
11 responses



EMPLOYERS FEEDBACK

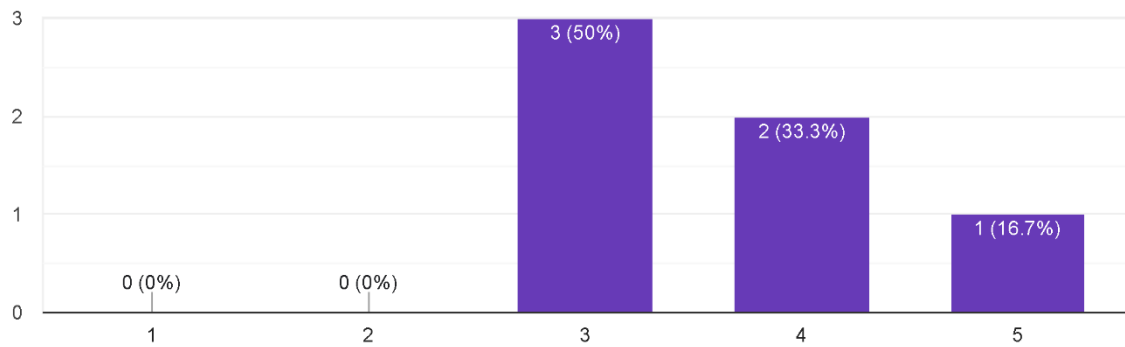
Is the curriculum aligned with the objectives of the programme?

6 responses



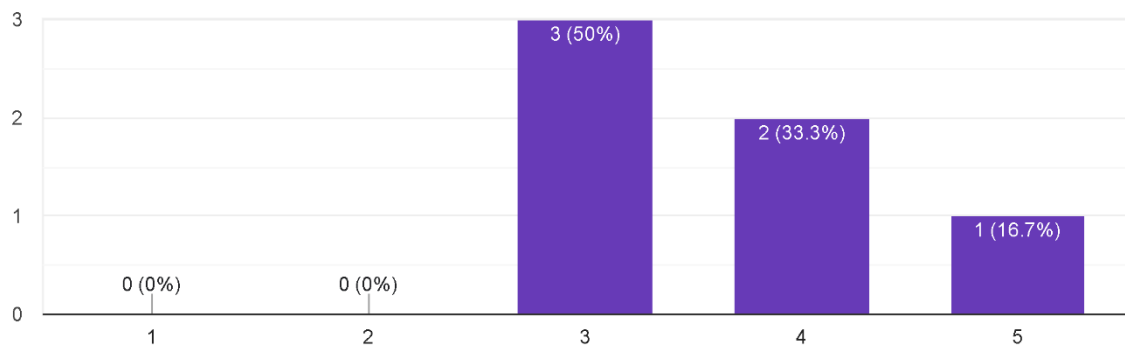
Does the curriculum cover advanced topics and current trends?

6 responses



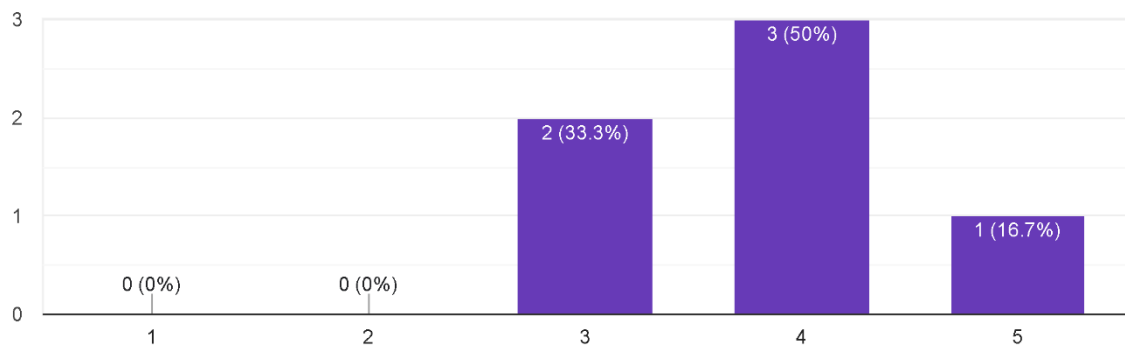
How would you rate the relevance of the electives offered in the curriculum?

6 responses



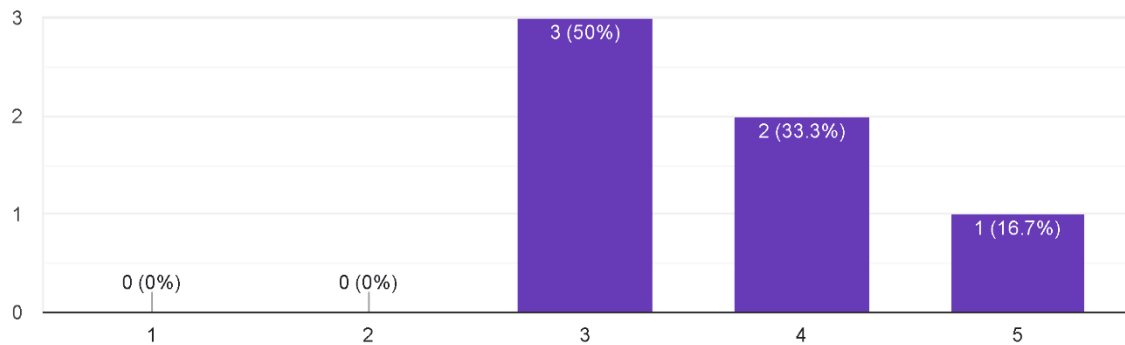
Is employability given weightage in the design and development of curriculum?

6 responses



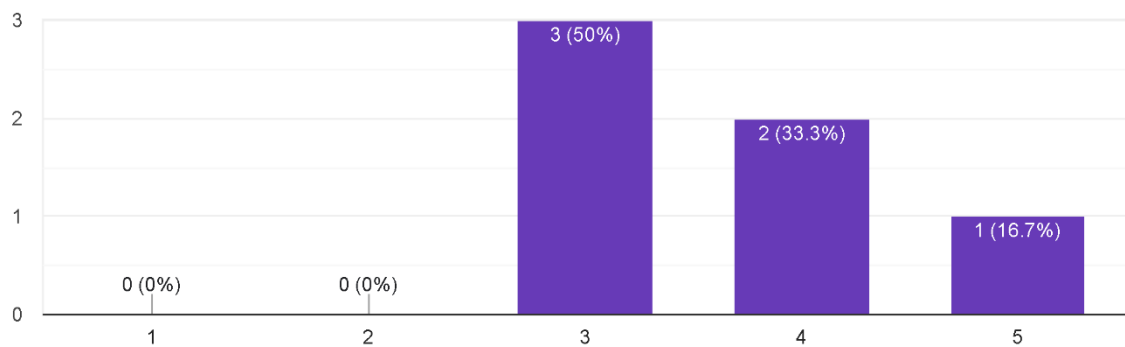
Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?

6 responses



Does the curriculum meet the expectations of the industry?

6 responses



ALUMINI FEEDBACK: NA

Action Taken Report for BCom F&I (Honours / Honours with Research) Programme for AY 2026-27

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
BCom F&I (Honours / Honours with Research)			

1	BUSINESS LAW - (COM101-1)	Teacher	Yes- Inclusion of AI-related concepts and concepts related to SDG to integrate the Green curriculum.
2	BUSINESS ECONOMICS - (COM102-1)	Teacher	Yes- Repetition in the contents and hours has been rearranged.
3	FINANCIAL ACCOUNTING (COFI101-1)	Students	No- The syllabus covers all the required concepts for first-year students.
4	CORPORATE LAW AND ADMINISTRATION - (COM101-2)	Teachers/Academic Peers /Employers	Yes- Incorporated concepts related to AI, such as AI-Powered MCA21 and ESG reporting, to include elements of the green curriculum
5	ACCOUNTING PACKAGE FOR BUSINESS - (COFI161-2)	Teacher/ Students	Yes- Impact of Automation – Introduction to Tally The syllabus was revised to align with the content with Outcome-Based Education
6	PRACTICES OF BANKING AND INSURANCE - (COM103-2)	Teacher	Yes-AI Integrated Concepts has been Added like Insurtech Integration. Data Privacy & Security, Cyber Resilience, Solvency & Governance, Customer-Centricity, Taxation Reforms.
7	CORPORATE FINANCE - (COFI202-3)	Teacher	Yes- Added green finance concepts

8	BUSINESS ANALYTICS - (COM101-3)	Teacher/ Students	Yes- Introduce the concept of artificial intelligence.
9	BUSINESS ANALYTICS (COM101-4) -	Teacher	Yes- To introduce the concept of artificial Intelligence and shift the syllabus from traditional analytics to intelligent analytics.
10	FINANCIAL STATEMENT ANALYSIS - (COFI301-5)	Teacher	Yes - the number of hours has been modified, and part of the planning has been removed due to content duplication.
11	FINANCIAL REPORTING (COFI304-6) -	Teacher	Yes- to reduce cognitive overload and ensure better learning outcomes, the The syllabus has been rationalised.

NOTE- Based on the feedback from students, teachers, alumni and industry experts, the following structure has been adopted for the 2026-27 NEP batch IV, V, VI, VII and VIII

**Bachelor of Commerce (Finance and Investment Honours/Honours with Research)
Semester IV**

No	Course Code	Course Name	Course Category	Course Type	Total Marks	Total Hrs per Week	Credits
1	COM201-4	Entrepreneurship	Core Course	LCA	100	4	4
2	(COAA302-6)	Business Analytics	Core Course	Theory	100	4	4

3	COFI203-4	Strategic Financial Management	Core Course	Theory	100	4	4
4	COFI201-4	Cost Accounting	Core Course	Theory	100	4	4
5	COFI202-4	Business Mathematics	Core Course	Theory	100	4	4

**Bachelor of Commerce (Finance and Investment Honours/Honours with Research)
Semester V**

No	Course Code	Course Name	Course Category	Course Type	Total Marks	Total Hrs per Week	Credits
1	COM101-5	Research Methodology	Core Course	LCA	100	4	4
2	COFI301-5	Investment Analysis and Portfolio Management	Core Course	Theory	100	4	4
3	COFI201-5	Taxation Laws I	Core Course	Theory	100	4	4
4	COFI302-5	Risk in Financial Services	Core Course	Theory	100	4	4
5	Com181-5	Internship	Core Course	Practical	200		8

Bachelor of Commerce (Finance and Investment Honours/Honours with Research)
Semester V

No	Course Code	Course Name	Course Category	Course Type	Total Marks	Total Hrs per Week	Credits
1	COFI201-6	Global Business Strategy and Organizational Leadership	Core Course	LCA	100	4	4
2	COFI201-6	Taxation Laws II	Core Course	Theory	100	4	4
3	COFI302-6	Financial Derivatives	Core Course	Theory	100	4	4
4	COFI304-6	Financial Reporting	Core Course	Theory	100	4	4

Bachelor of Commerce (Finance and Investment Honours/Honours with Research)
Semester VII

No.	Course Code	Course Name	Category	Type	Total Marks	Hrs/Week	Credits
1	COFI401-7	GLOBAL INVESTMENT STRATEGIES	Core	Theory	100	4	4

2	COM401-7	CLIMATONOMICS	Core	Theory	100	4	4
3	COM402-7	BUSINESS POLICY & STRATEGIC MGMT	Core	Theory	100	4	4
4	COM 481-7	CAPSTONE PROJECT	Core	Practical	-	-	4
5	COM401F-7	FINANCIAL MODELING (<i>Elective 1</i>)	Elective	Theory	100	4	4
6	COM402F-7	INT. FINANCE & GLOBAL MARKETS (<i>Elective 2</i>)	Elective	Theory	100	4	4
7	COM403F-7	ALTERNATIVE INVESTMENTS (<i>Elective 3</i>)	Elective	Theory	100	4	4
TOTAL CREDITS							20

**Bachelor of Commerce (Finance and Investment Honours/Honours with Research)
Semester VIII**

No	Course Code	Course Name	Course Category	Course Type	Total Marks	Total Hrs/Week	Credits
1	COM401-8	ORGANISATIONAL BEHAVIOUR	Core Courses	Theory	100	4	4
2	COFI401-8	WEALTH MANAGEMENT AND ASSET ALLOCATION	Core Courses	Theory	100	4	4
3	COM481-8	INTERNSHIP	Internship	Practical	100	-	8

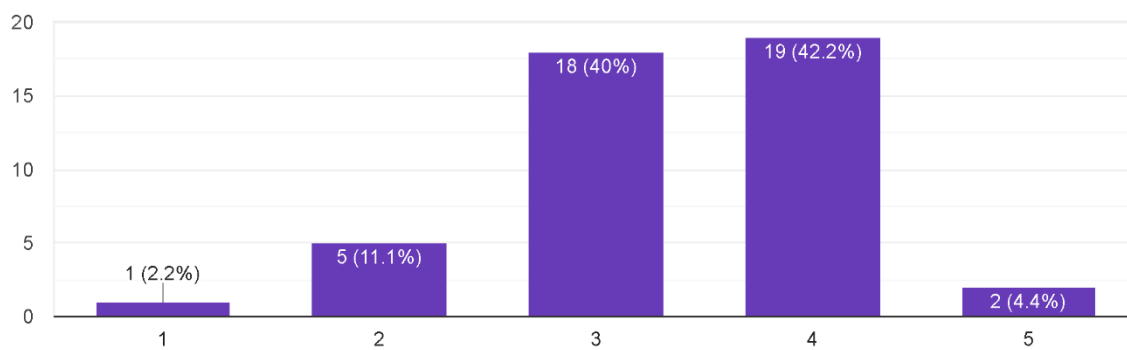
4	COH401F-8	ALGORITHMIC TRADING AND QUANTITATIVE FINANCE (Elective 1)	Core Elective	Theory	100	4	4
5	COH402F-8	FINANCIAL ECONOMETRICS (Elective 2)	Core Elective	Theory	100	4	4
6	COH403F-8	QUANTITATIVE RISK AND PORTFOLIO MANAGEMENT (Elective 3)	Core Elective	Theory	100	4	4
TOTAL CREDITS							20

BCom (Applied Finance and Analytics/ Honours / Honours with Research)

STUDENTS FEEDBACK

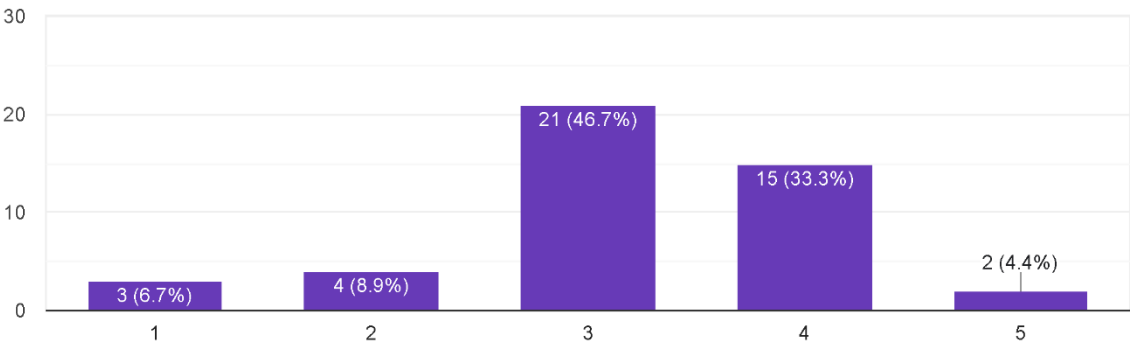
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

45 responses



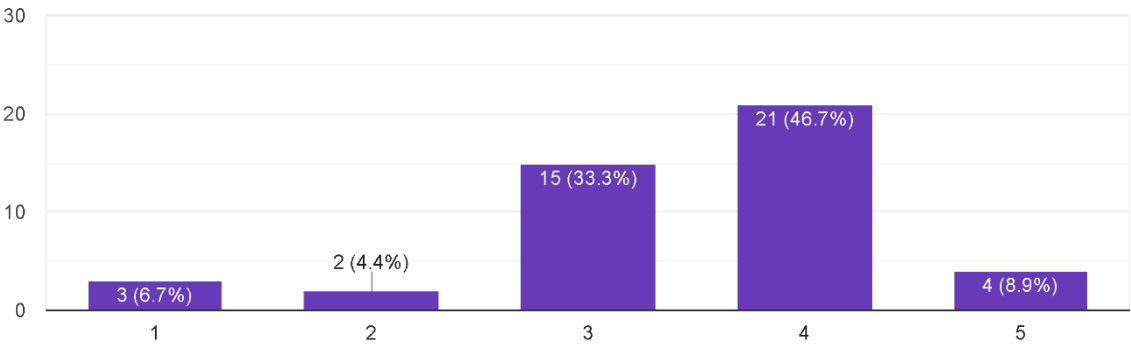
Does the syllabus cover advanced topics?

45 responses



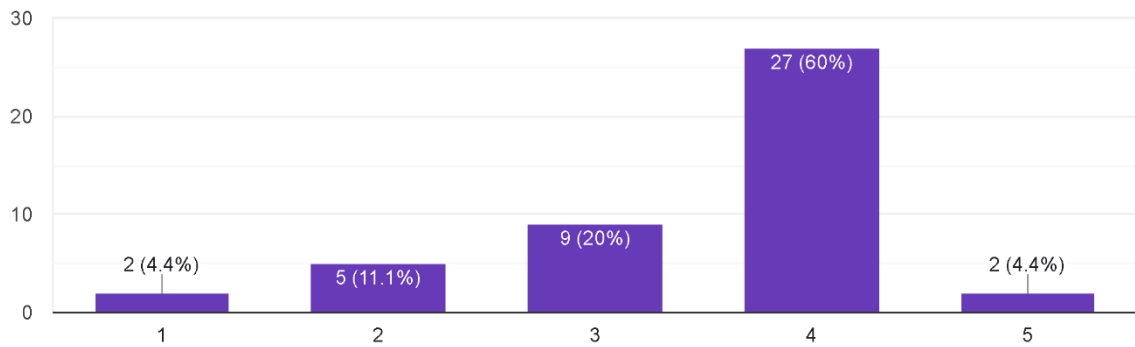
Whether the syllabus enhances your knowledge and skills in the relevant domain?

45 responses



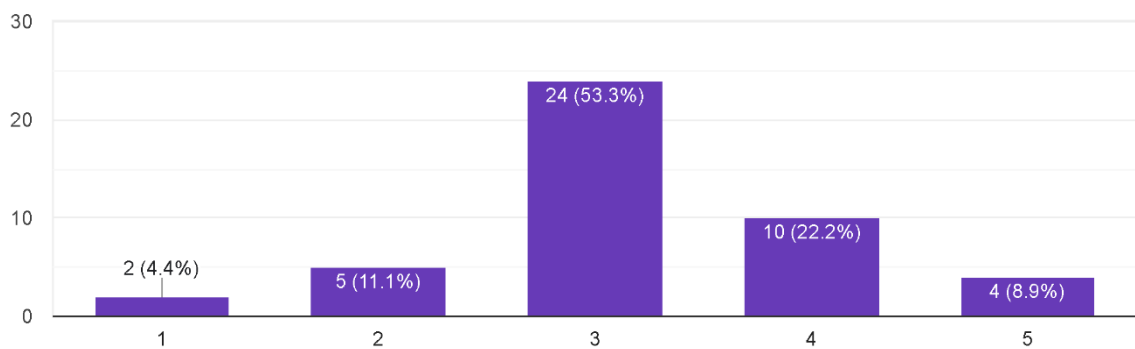
Is the syllabus effective in developing critical/ analytical thinking?

45 responses



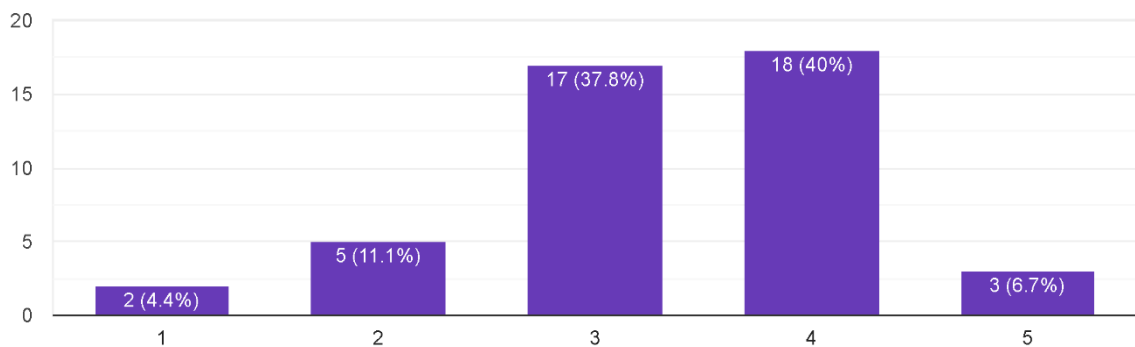
Are the text books and reference materials relevant to the content of the syllabus?

45 responses



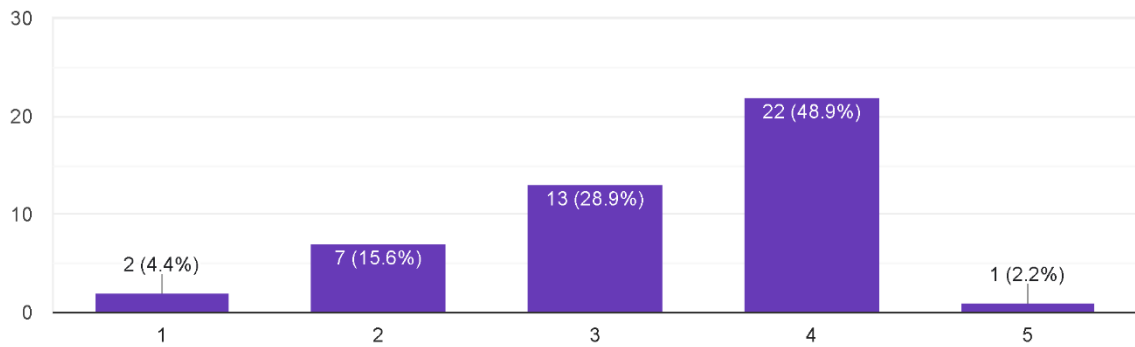
Does the syllabus orient towards higher education?

45 responses



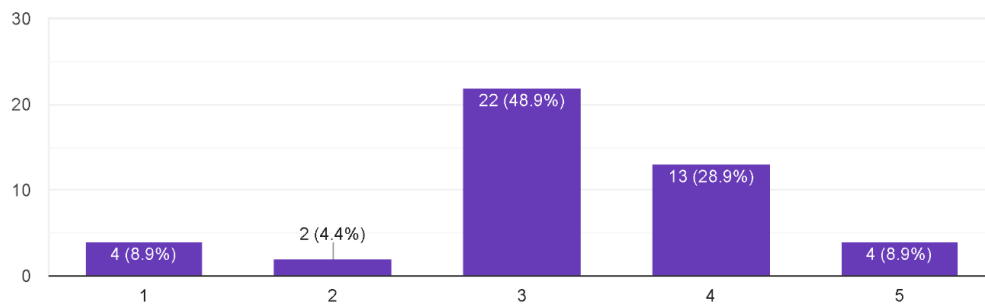
Does the syllabus enable the students to apply their knowledge in real life situations?

45 responses



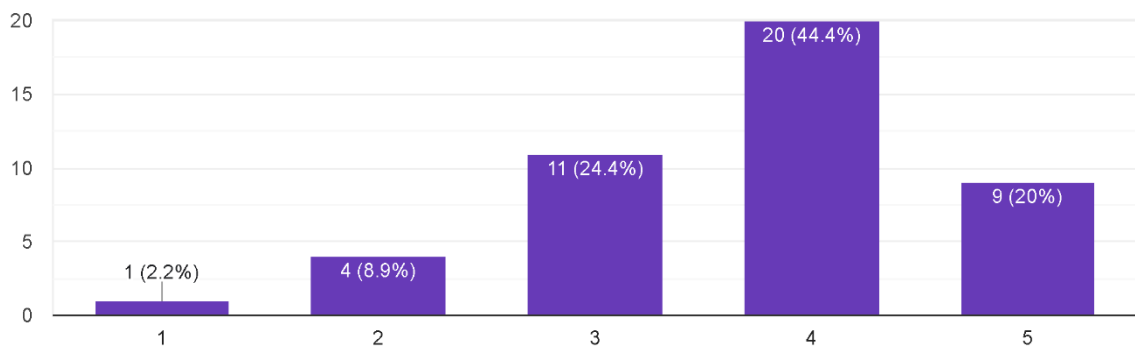
Is employability given weightage in the design and development of syllabus?

45 responses



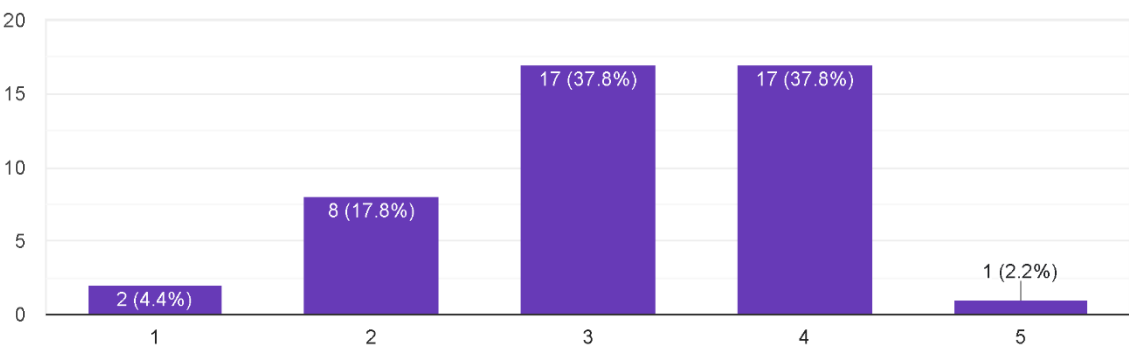
Does the syllabus promote self-study and attitude of research?

45 responses



Does the syllabus meet your overall expectations?

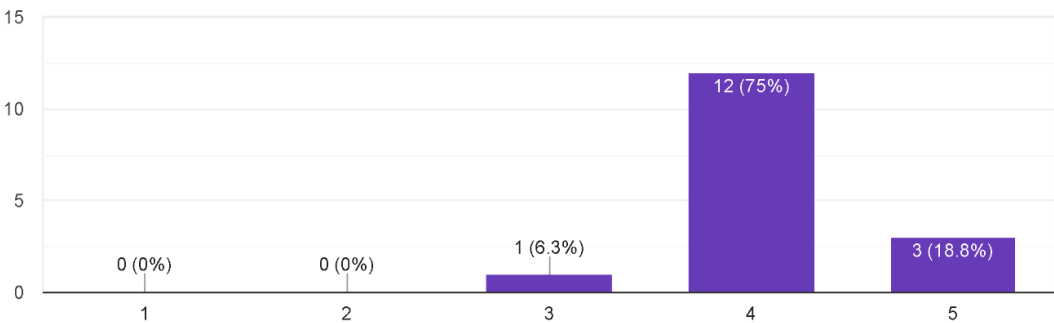
45 responses



TEACHERS FEEDBACK

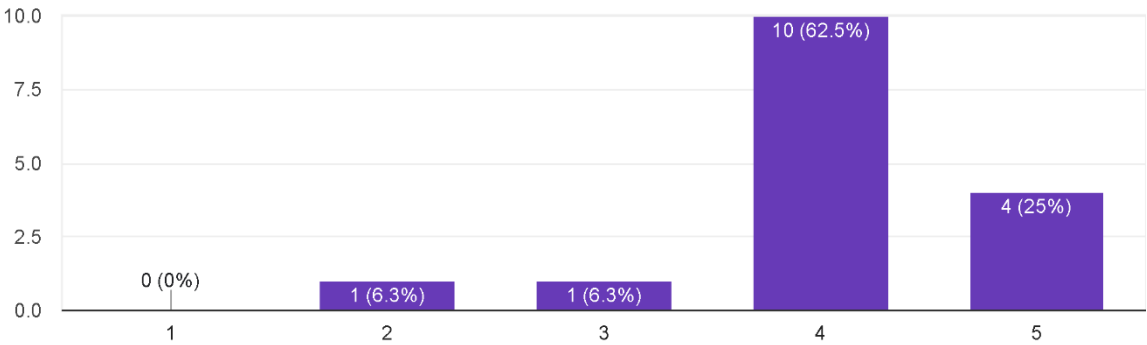
Does the syllabus satisfy the stated objectives and learning outcomes?

16 responses



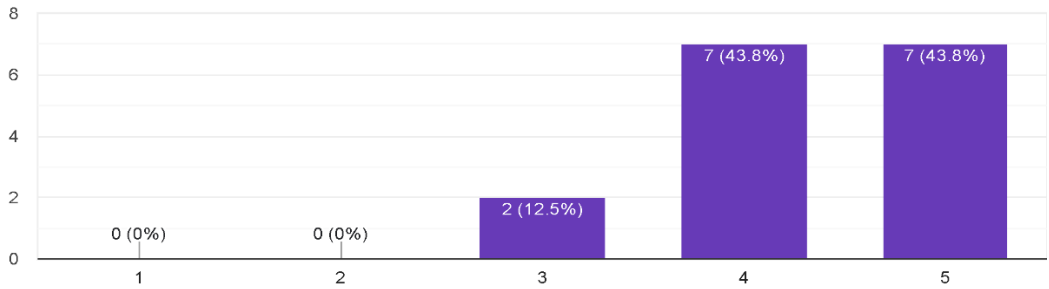
Do you have continuous processes to propose, modify,suggest and incorporate new topics in the syllabus?

16 responses



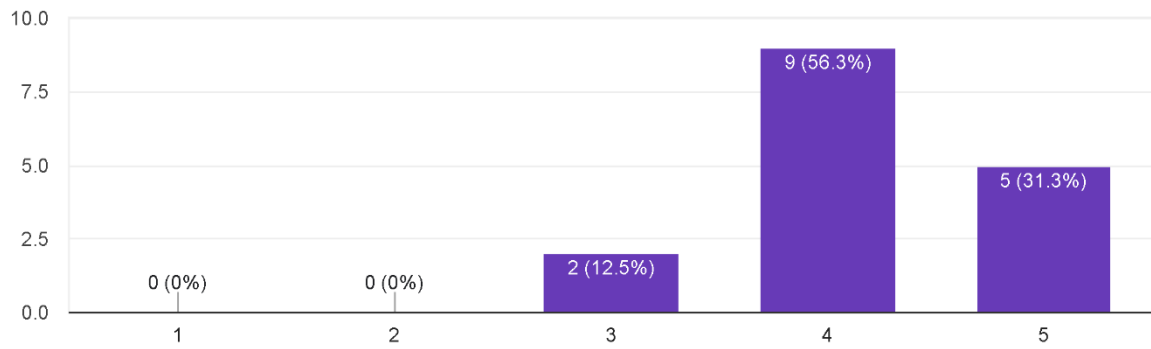
Is the syllabus effective in developing independent thinking?

16 responses



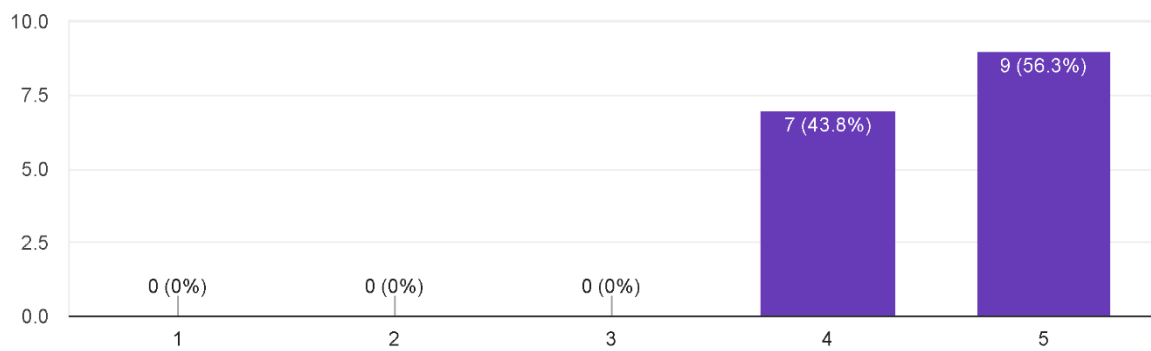
Does the departmental level expert committee meet to review the syllabus?

16 responses



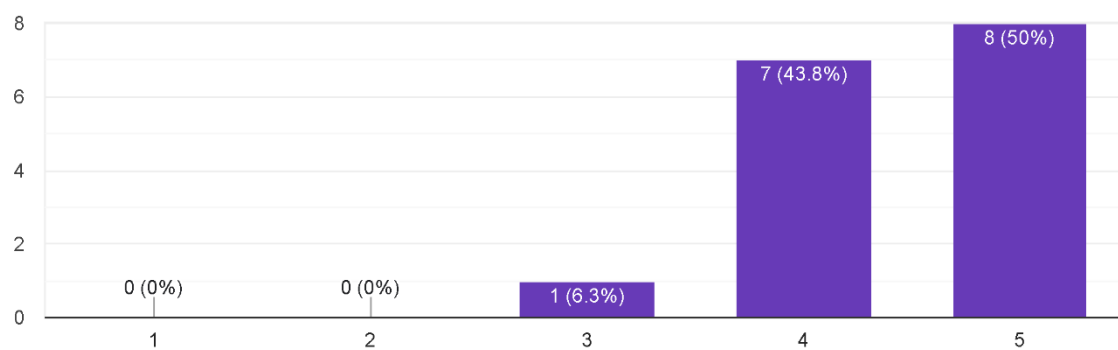
Does the syllabus enhance your knowledge in the subject area?

16 responses



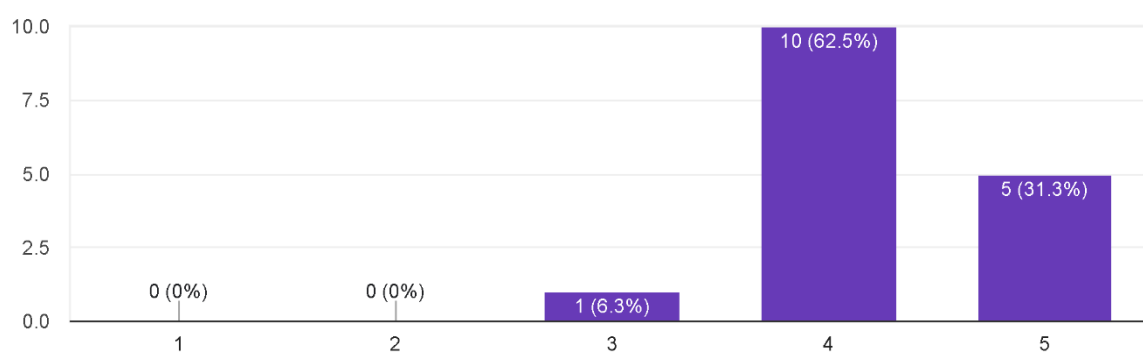
Does the syllabus enable the students to apply their knowledge in real life?

16 responses



Does the syllabus demand the teachers for research inclusive teaching?

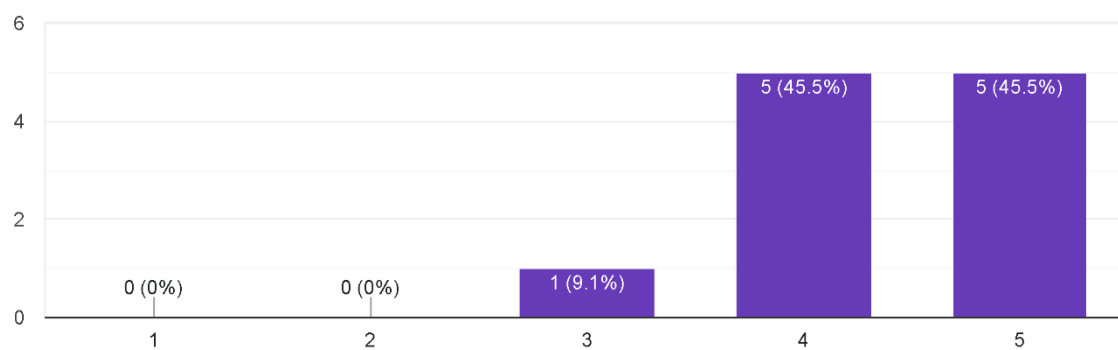
16 responses



ACADEMIC PEER FEEDBACK

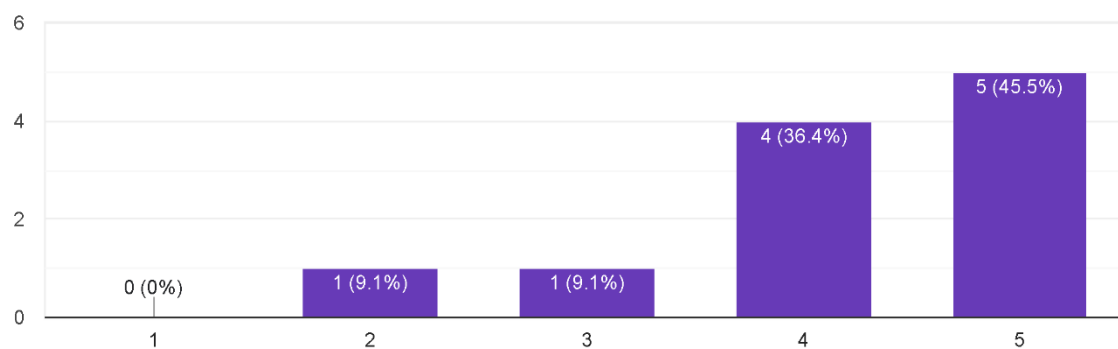
Does the syllabus satisfy the stated objectives and learning outcomes?

11 responses



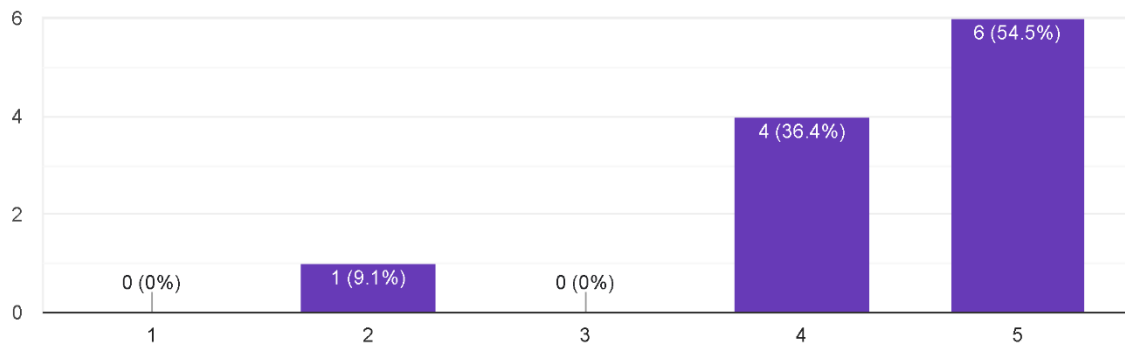
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

11 responses



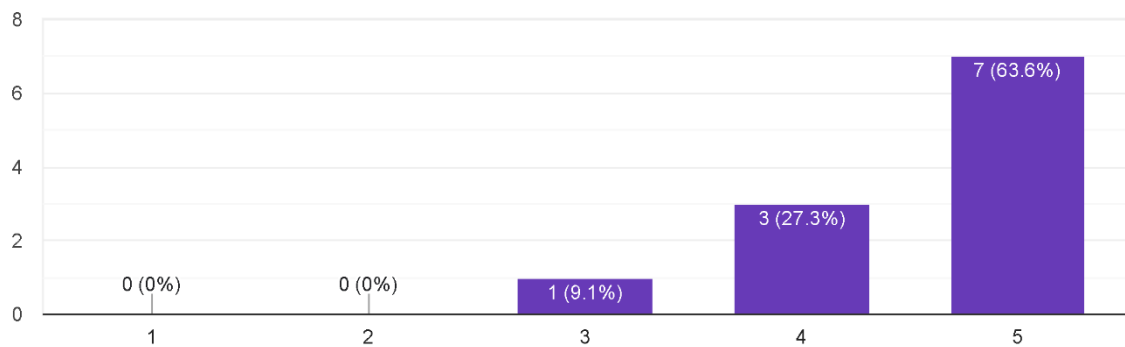
Is the syllabus effective in developing independent thinking?

11 responses



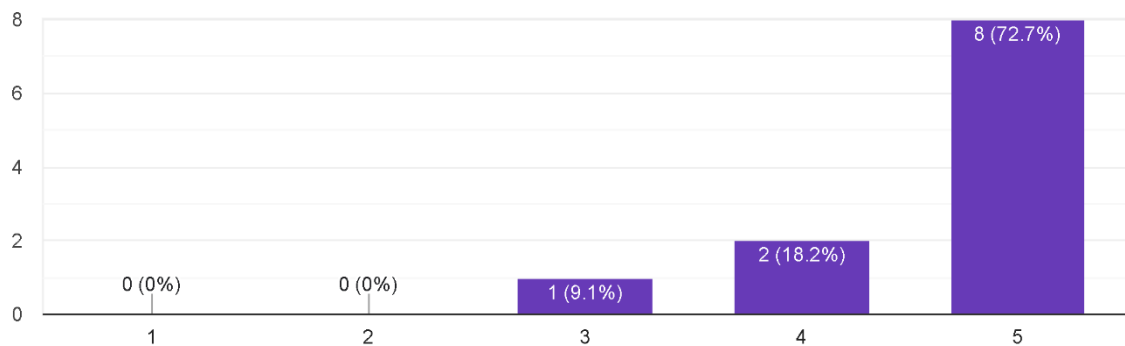
Does the departmental level expert committee meet to review the syllabus?

11 responses



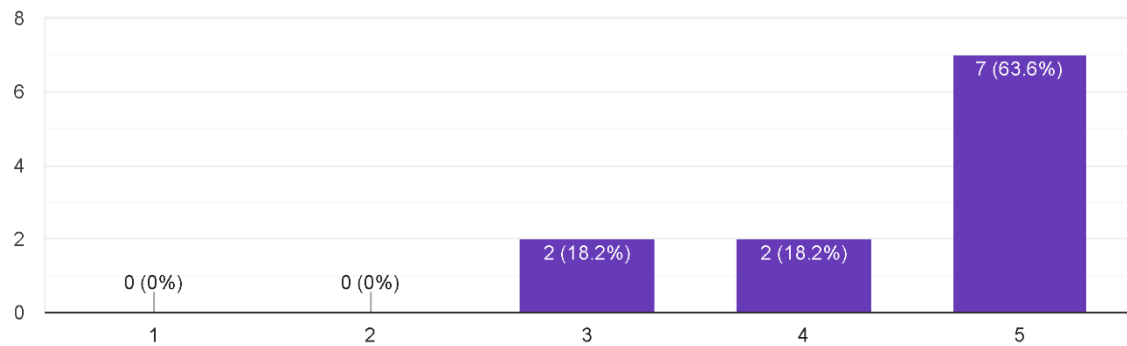
Does the syllabus enhance your knowledge in the subject area?

11 responses



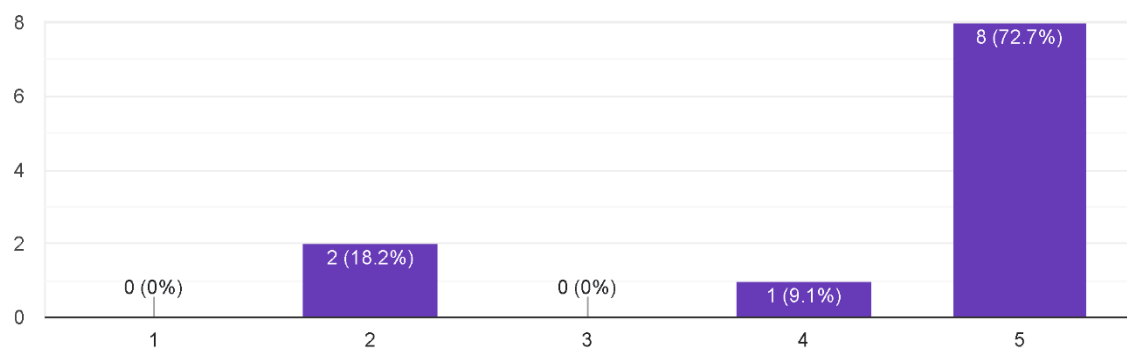
Does the syllabus enable the students to apply their knowledge in real life?

11 responses



Does the syllabus demand the teachers for research inclusive teaching?

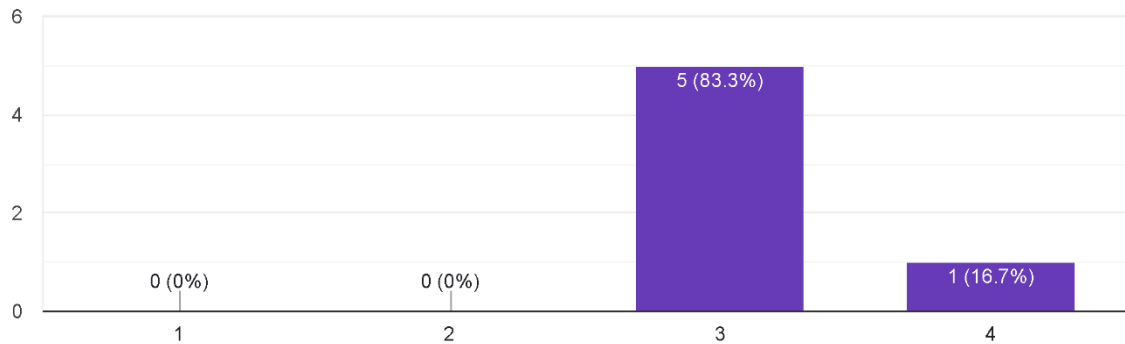
11 responses



EMPLOYERS FEEDBACK

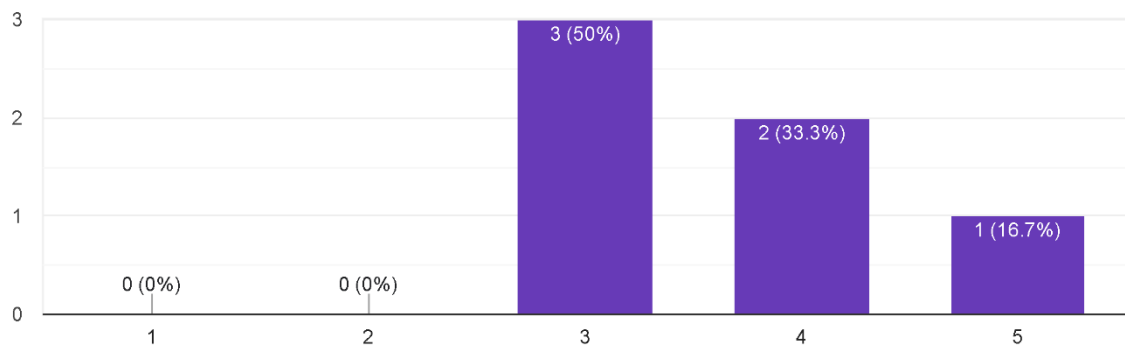
Is the curriculum aligned with the objectives of the programme?

6 responses



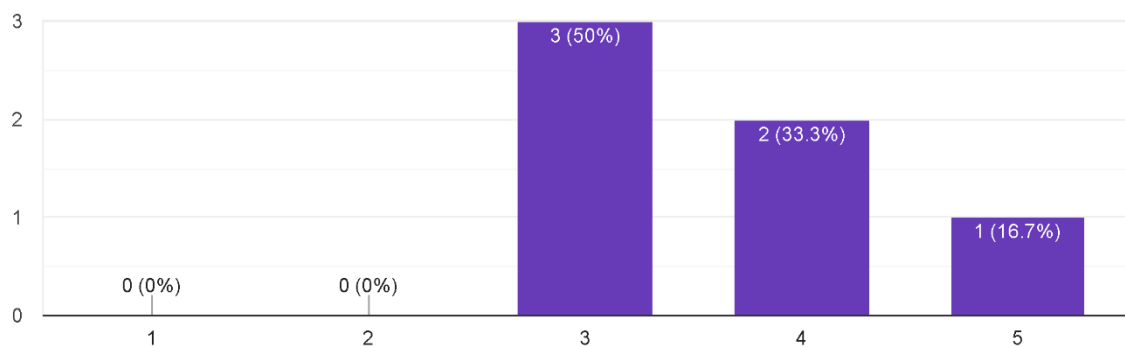
Does the curriculum cover advanced topics and current trends?

6 responses



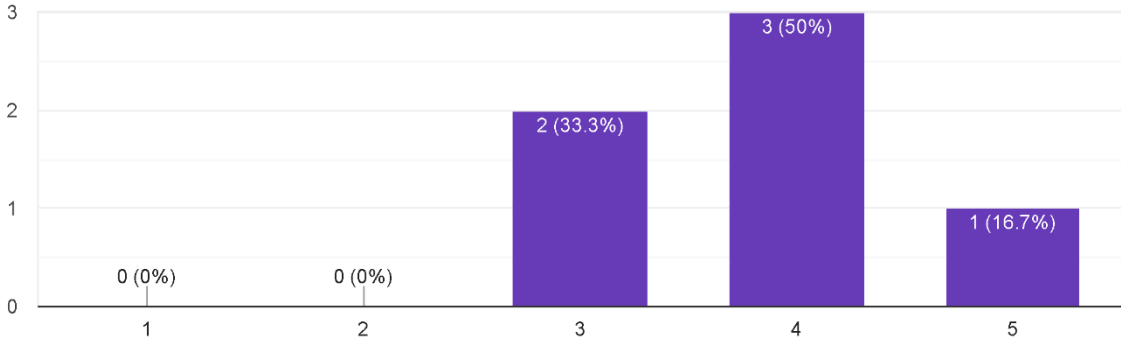
How would you rate the relevance of the electives offered in the curriculum?

6 responses



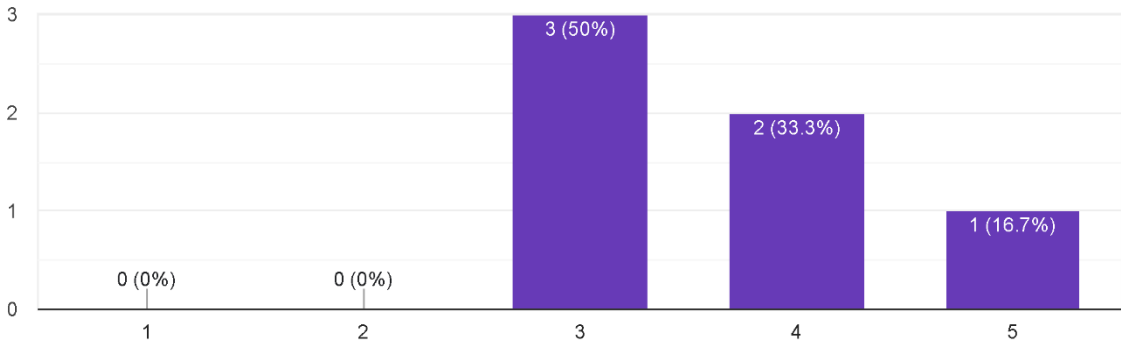
Is employability given weightage in the design and development of curriculum?

6 responses



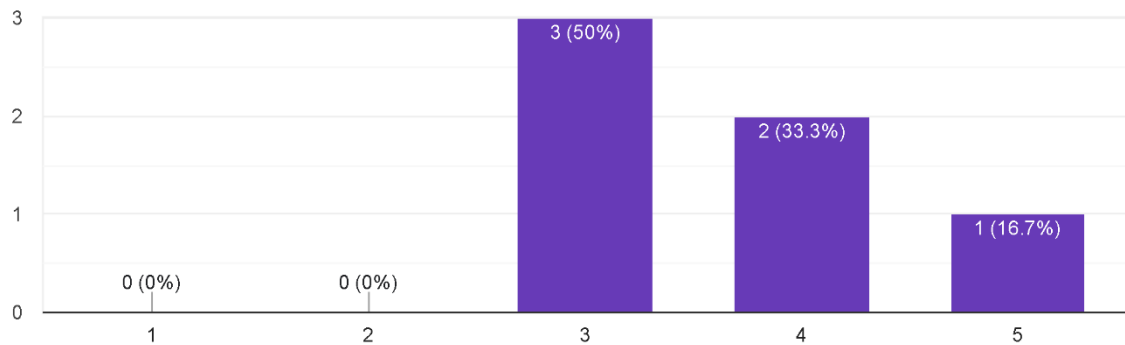
Does the curriculum meet the expectations of the industry?

6 responses



Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?

6 responses



ALUMINI FEEDBACK: NA

Action Taken Report for BCom (AFA Honours / Honours with Research) Programme for AY 2026-27

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
BCom AFA (Honours / Honours with Research)			
1	BUSINESS ECONOMICS - (COM102-1)	Teacher	Yes- Repetition in the contents and hours has been rearranged.
2	BUSINESS LAW - (COM101-1)	Teacher	Yes- Inclusion of AI-related concepts and concepts related to SDG to integrate the Green curriculum.
3	CORPORATE LAW AND ADMINISTRATION - (COM101-2)	Teachers	Incorporated concepts related to AI, such as AI-Powered MCA21 and ESG reporting, to include elements of the green curriculum

4	BUSINESS ANALYTICS - (COM101-3)	Teacher/ Students	Yes- Introduce the concept of artificial intelligence.
5	PYTHON FOR ANALYTICS - (COAF201-3)	Teacher	Yes-Hands-on practice tasks that comprehensively cover built-in functions, user-defined functions, loops, and business applications.
6	COST ACCOUNTING (COAF161-1)	Students	No- Not required as concepts are all important, so reducing in content is not possible.
7	INTRODUCTION TO MACHINE LEARNING - (COAF301-4)	Student/Teacher	Yes- Green AI and Sustainable Machine Learning
8	FINANCIAL SYSTEM AND SERVICES - (COAF201-4)	Teacher/Employers	Yes- Added content on AI for ESG analytics and sustainable finance, Reg Tech and Blockchain for green innovations
9	INVESTMENT MANAGEMENT - (COAF301-5)	Teacher	Yes- Valuation concepts were grouped into a separate unit to provide focused and In-depth understanding
10	RISK MANAGEMENT & DERIVATIVES - (COAF302-6)	Teacher	Yes- Integration of Green Curriculum and AI content and change in hour content.

NOTE- Based on the feedback from students, teachers, alumni and industry experts, the following structure has been adopted for the 2026-27 NEP batch (4th year) :

Bachelor Of Commerce (Applied Finance And Analytics Honours/ Honours With Research) (Batch -2026) SEMESTER -VII

No.	Course Code	Course Name	Course Category	Course Type	Total Marks	Hrs / Week	Credits
1	COAF401-7	Financial Risk Analytics	Core Courses	Theory	100	4	4
2	COM401-7	Climatonomics	Core Courses	Theory	100	4	4
3	COM481-7	Capstone Project	Core Course	Practical	–	–	4
4	COM402-7	Business Policy and Strategic Management	Core Courses	Theory	100	4	4
Total no. of courses: 3, No. of courses to be selected: 1, Basket Credit: 4							
5	COM401F-7	Financial Modeling	Core-Electives	Theory	100	4	4
6	COM402F-7	International Finance and Global Markets	Core-Electives	Theory	100	4	4
7	COM403F-7	Alternative Investments	Core-Electives	Theory	100	4	4
TOTAL CREDITS							20

Bachelor Of Commerce (Applied Finance And Analytics Honours/ Honours With Research) (Batch -2026) SEMESTER -VII

No.	Course Code	Course Name	Course Category	Course Type	Total Marks	Hrs / Week	Credits
1	COAF401-7	Financial Risk Analytics	Core Courses	Theory	100	4	4
2	COM401-7	Climatonomics	Core Courses	Theory	100	4	4

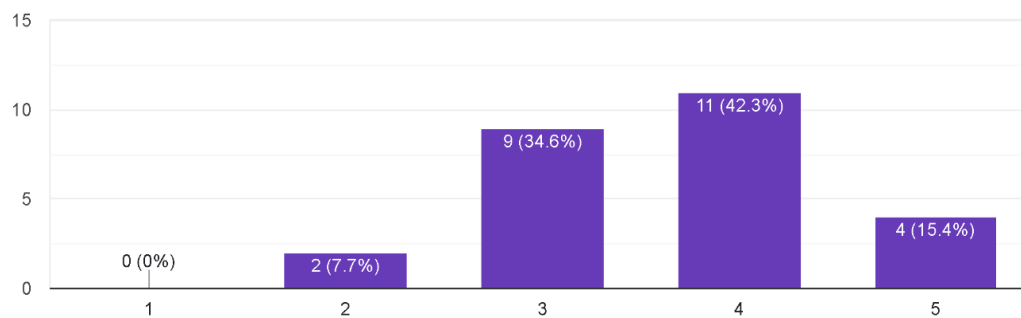
3	COM481-7	Capstone Project	Core Course	Practical	–	–	4
4	COM402-7	Business Policy and Strategic Management	Core Courses	Theory	100	4	4
Total no. of courses: 3, No. of courses to be selected: 1, Basket Credit: 4							
5	COM401F-7	Financial Modeling	Core-Electives	Theory	100	4	4
6	COM402F-7	International Finance and Global Markets	Core-Electives	Theory	100	4	4
7	COM403F-7	Alternative Investments	Core-Electives	Theory	100	4	4
TOTAL CREDITS							20

BCom (Strategic Finance / Honours / Honours with Research)

STUDENT FEEDBACK

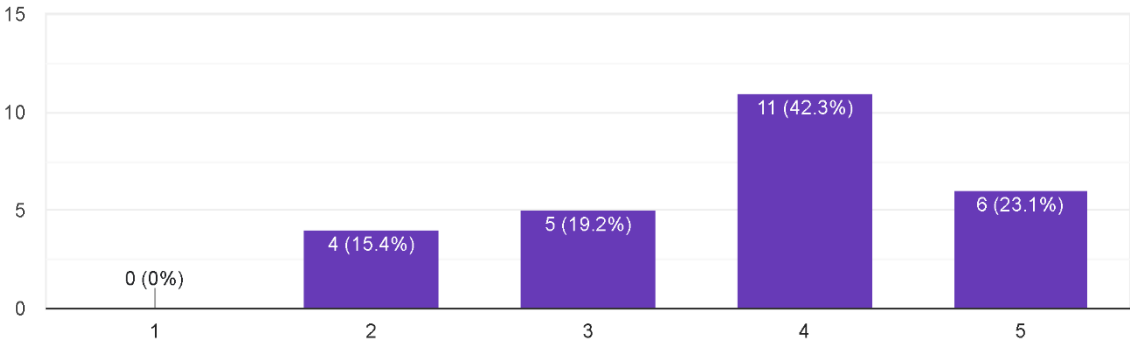
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

26 responses



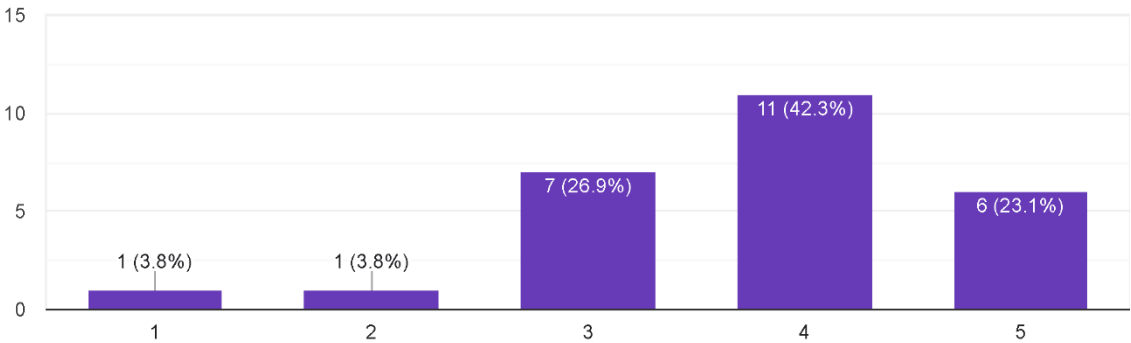
Does the syllabus cover advanced topics?

26 responses



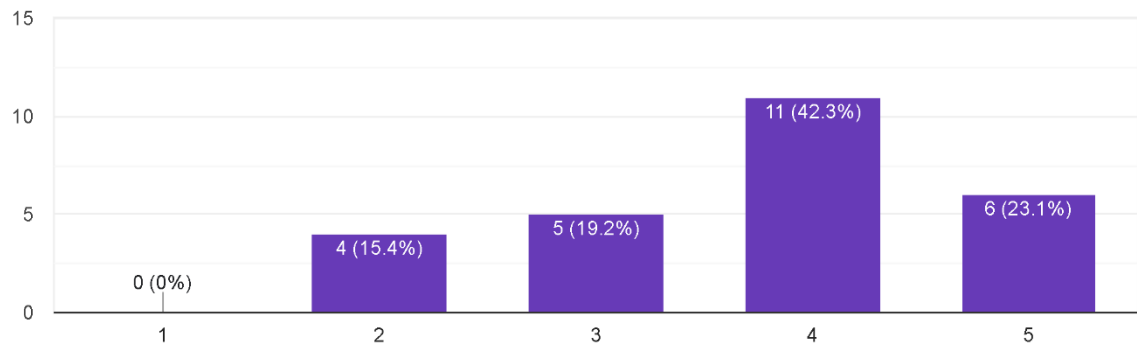
Whether the syllabus enhances your knowledge and skills in the relevant domain?

26 responses



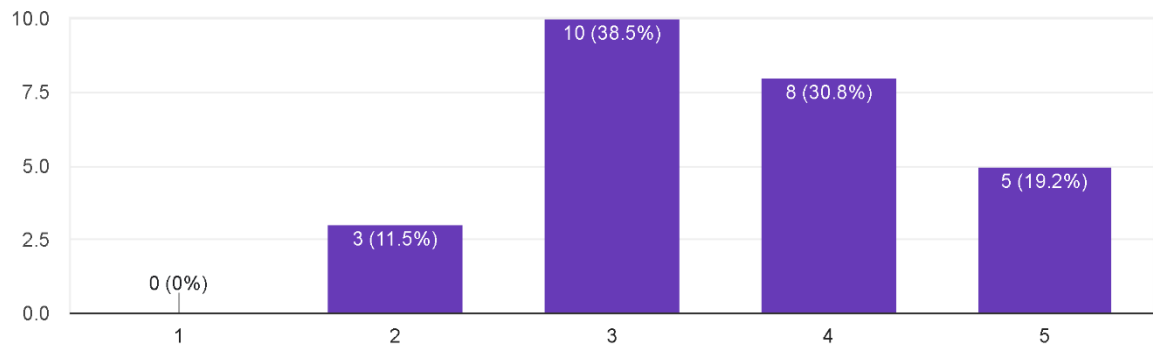
Is the syllabus effective in developing critical/ analytical thinking?

26 responses



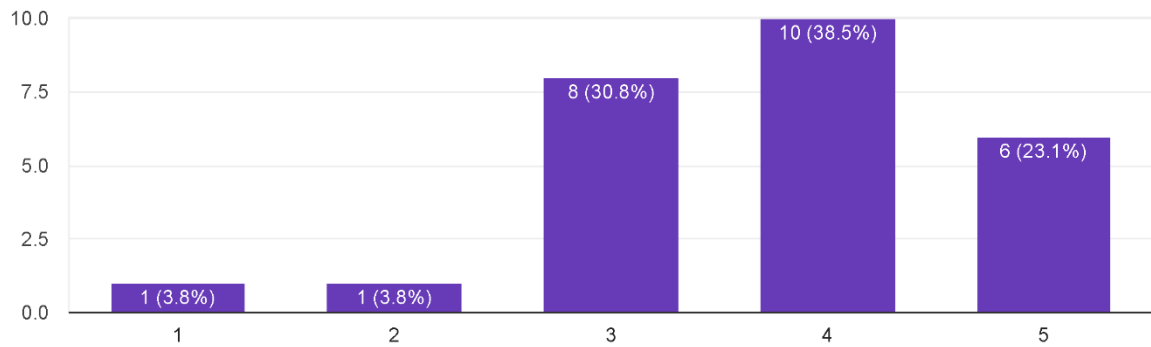
Are the text books and reference materials relevant to the content of the syllabus?

26 responses



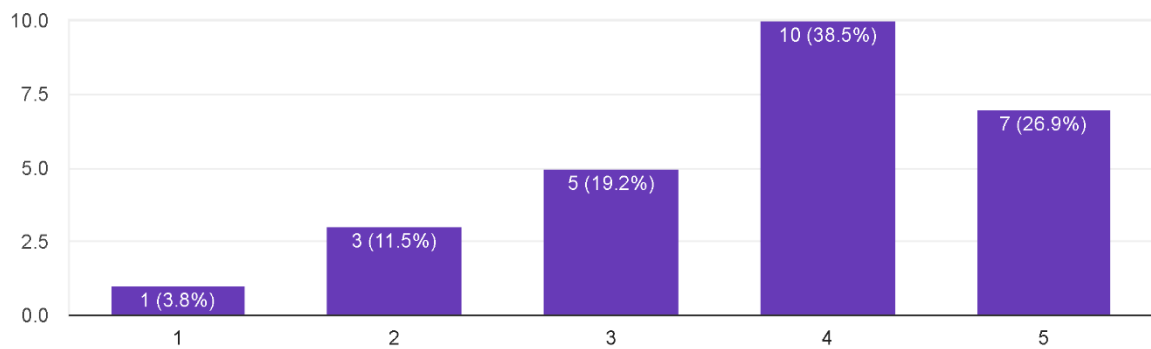
Does the syllabus orient towards higher education?

26 responses



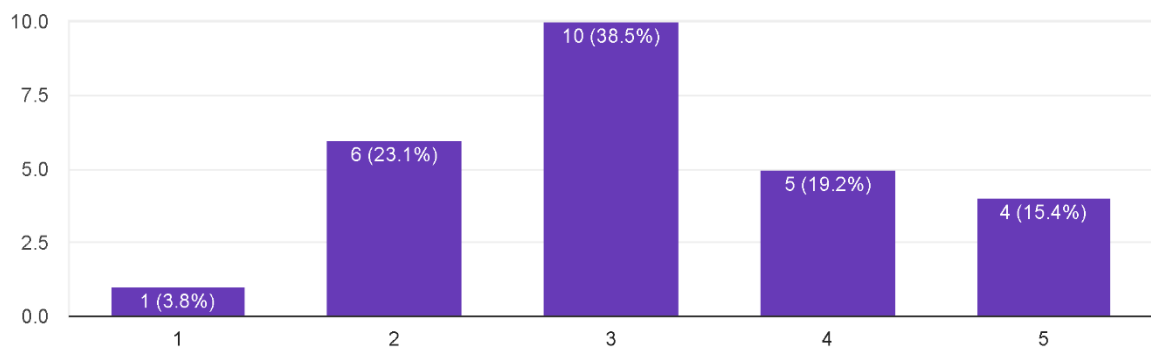
Does the syllabus enable the students to apply their knowledge in real life situations?

26 responses



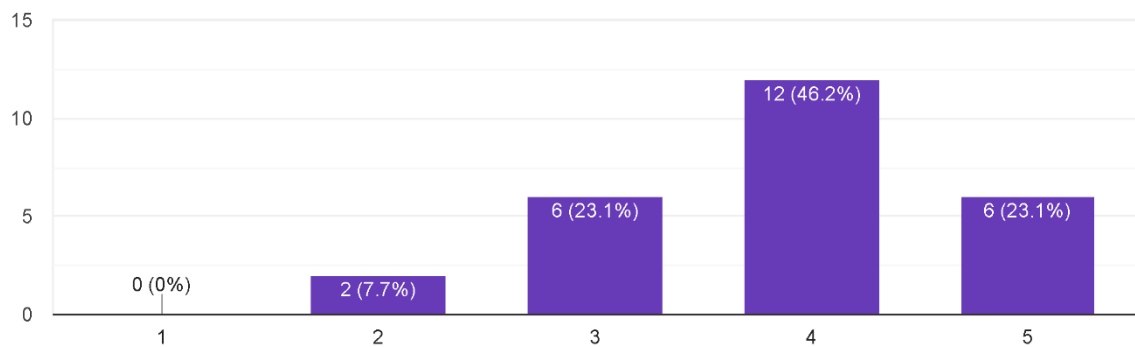
Is employability given weightage in the design and development of syllabus?

26 responses



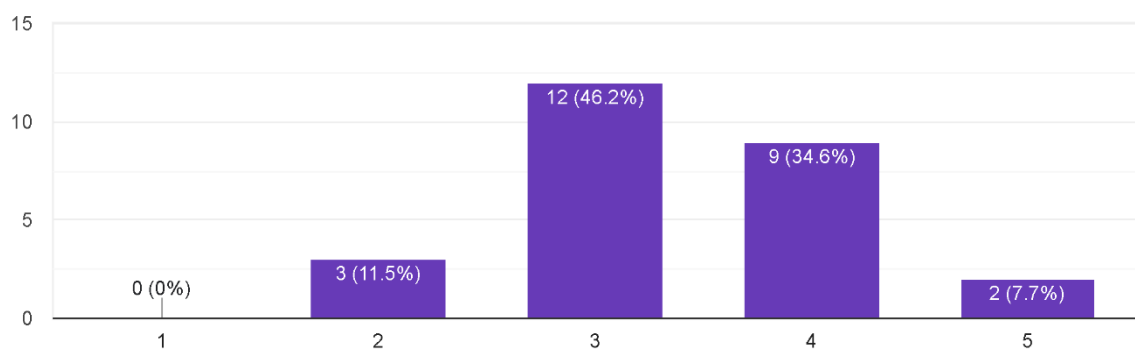
Does the syllabus promote self-study and attitude of research?

26 responses



Does the syllabus meet your overall expectations?

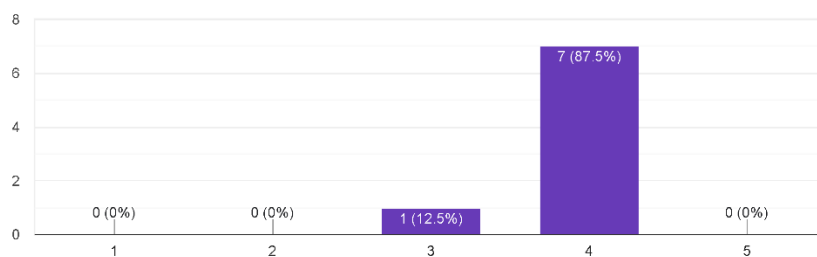
26 responses



TEACHERS FEEDBACK

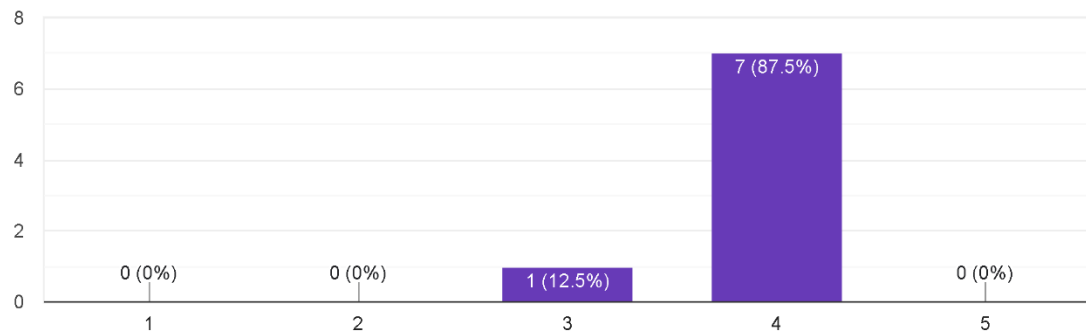
Does the syllabus satisfy the stated objectives and learning outcomes?

8 responses



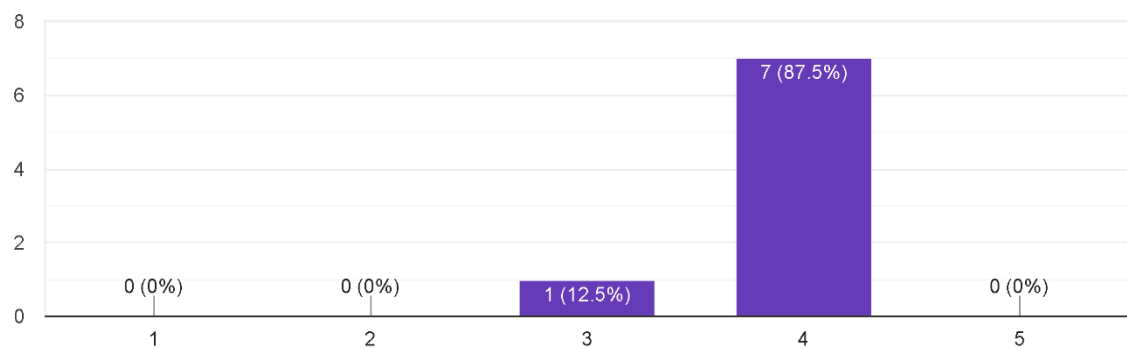
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

8 responses



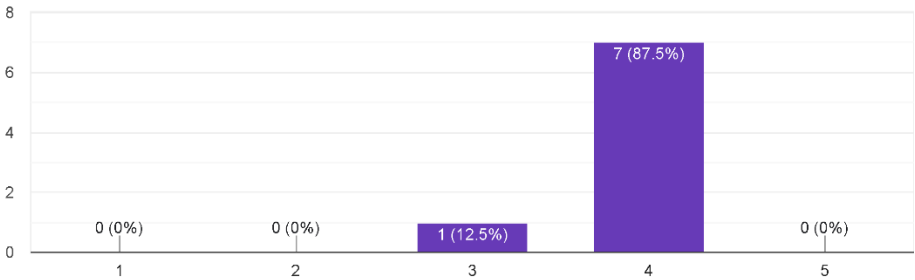
Is the syllabus effective in developing independent thinking?

8 responses



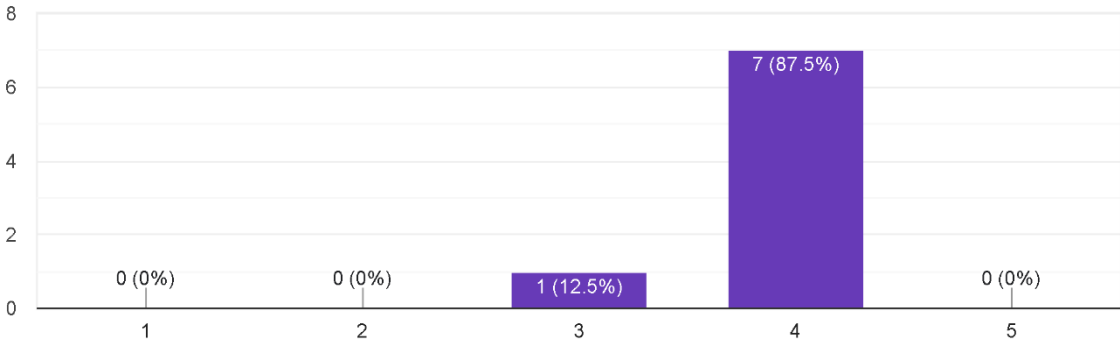
Does the departmental level expert committee meet to review the syllabus?

8 responses



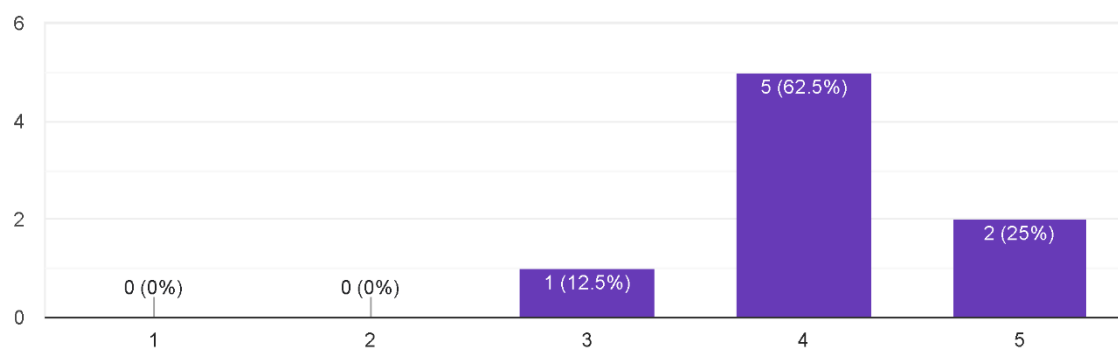
Does the syllabus enhance your knowledge in the subject area?

8 responses



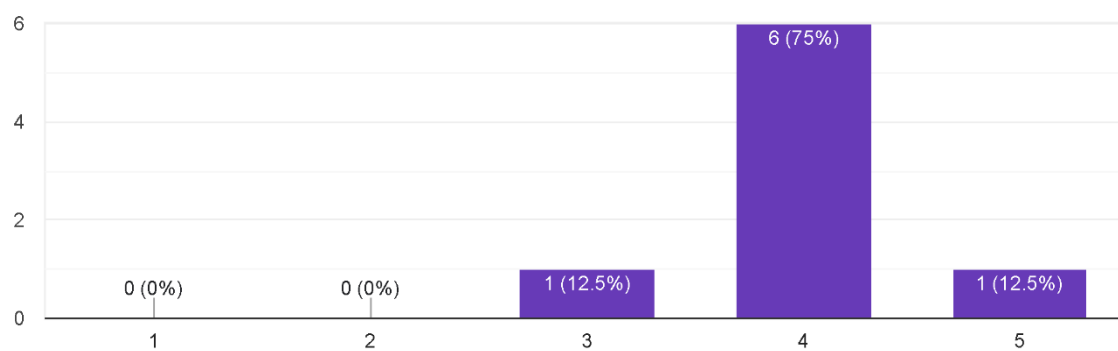
Does the syllabus enable the students to apply their knowledge in real life?

8 responses



Does the syllabus demand the teachers for research inclusive teaching?

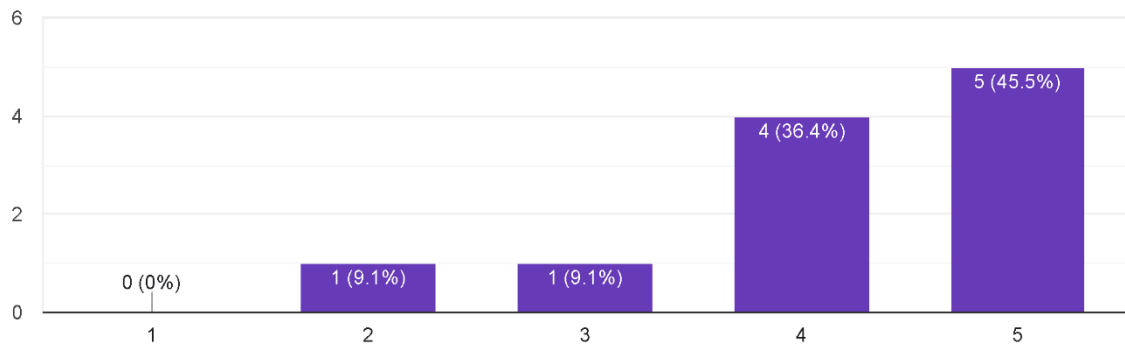
8 responses



ACADEMIC PEER FEEDBACK

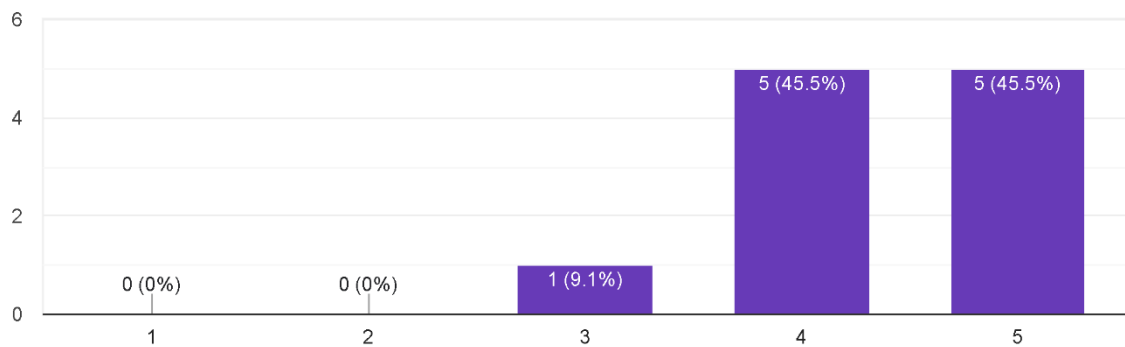
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

11 responses



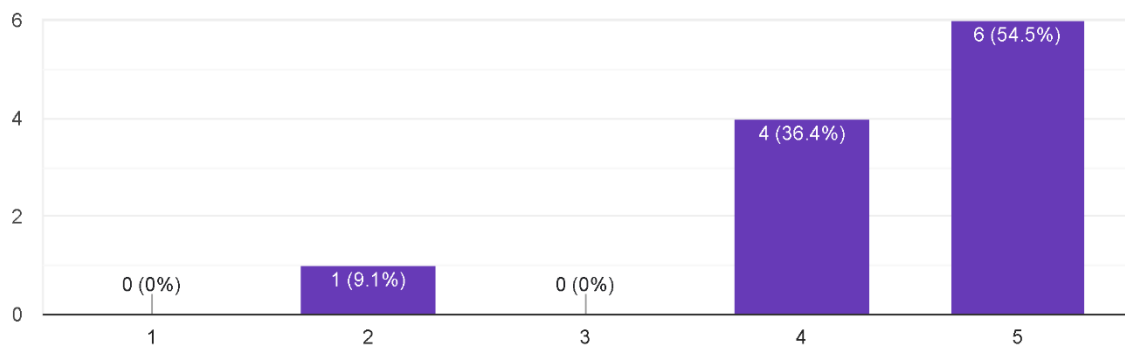
Does the syllabus satisfy the stated objectives and learning outcomes?

11 responses



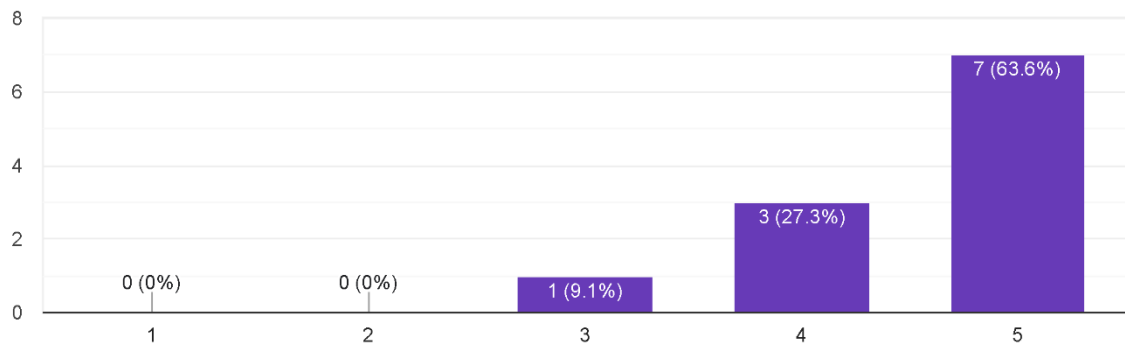
Is the syllabus effective in developing independent thinking?

11 responses



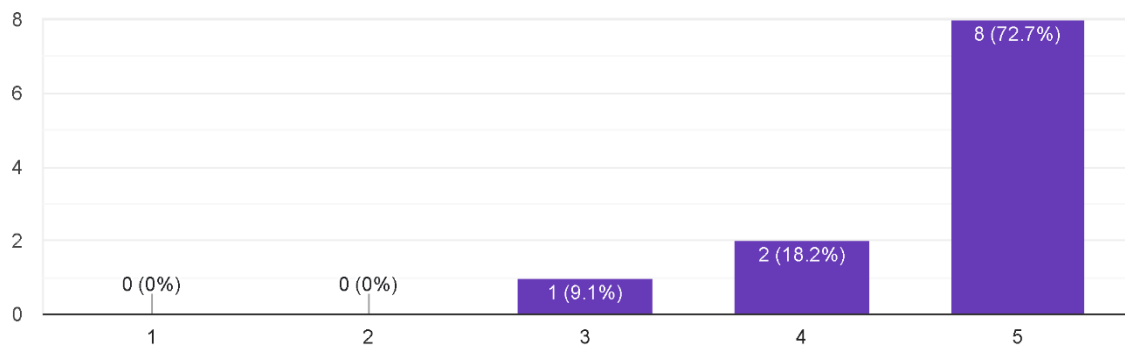
Does the departmental level expert committee meet to review the syllabus?

11 responses



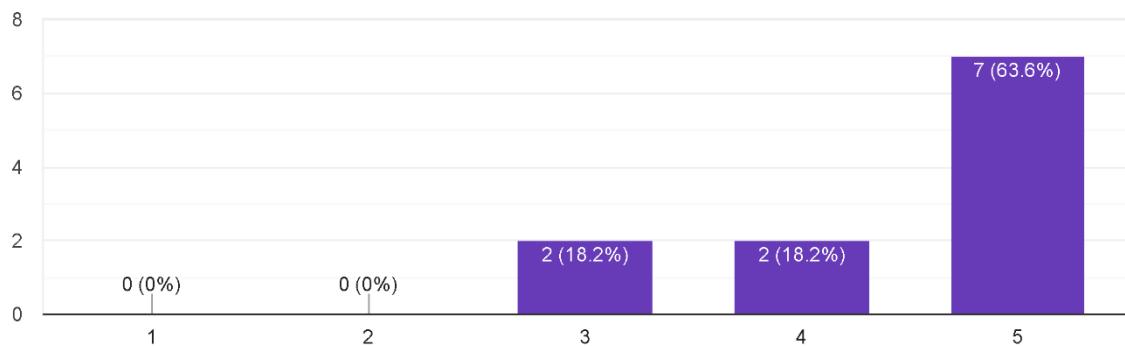
Does the syllabus enhance your knowledge in the subject area?

11 responses



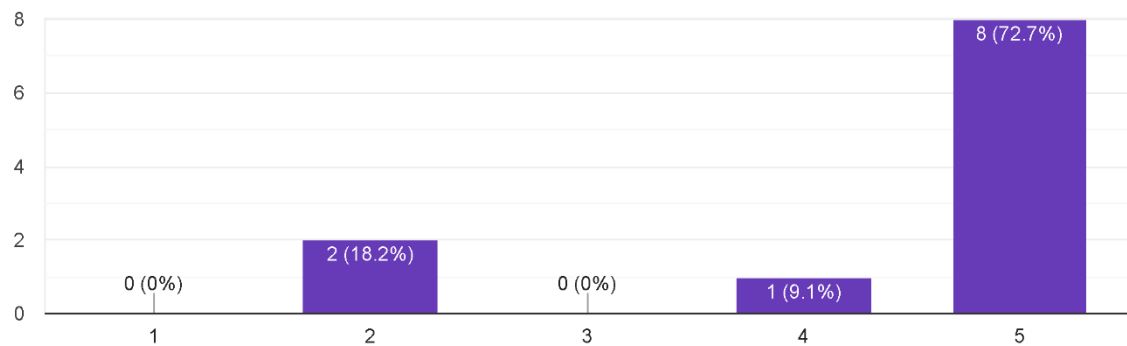
Does the syllabus enable the students to apply their knowledge in real life?

11 responses



Does the syllabus demand the teachers for research inclusive teaching?

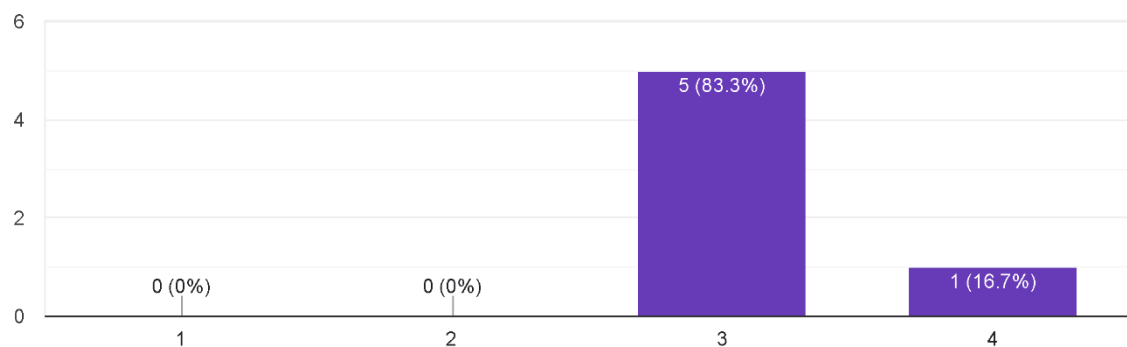
11 responses



EMPLOYERS FEEDBACK

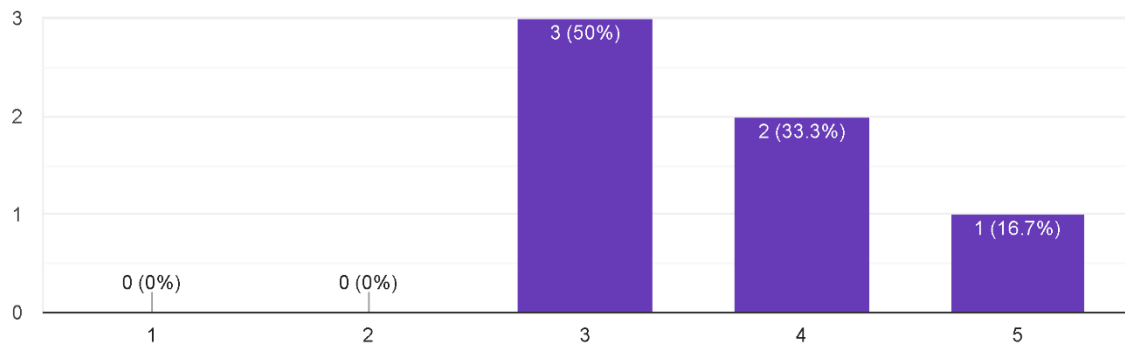
Is the curriculum aligned with the objectives of the programme?

6 responses



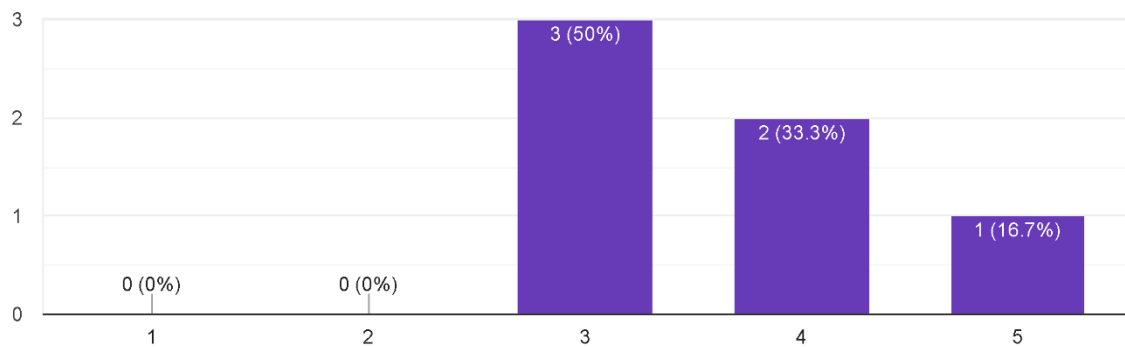
Does the curriculum cover advanced topics and current trends?

6 responses



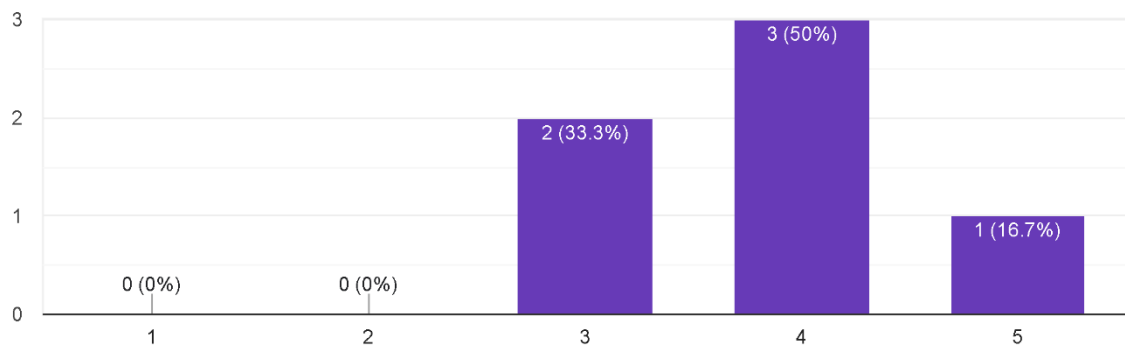
How would you rate the relevance of the electives offered in the curriculum?

6 responses



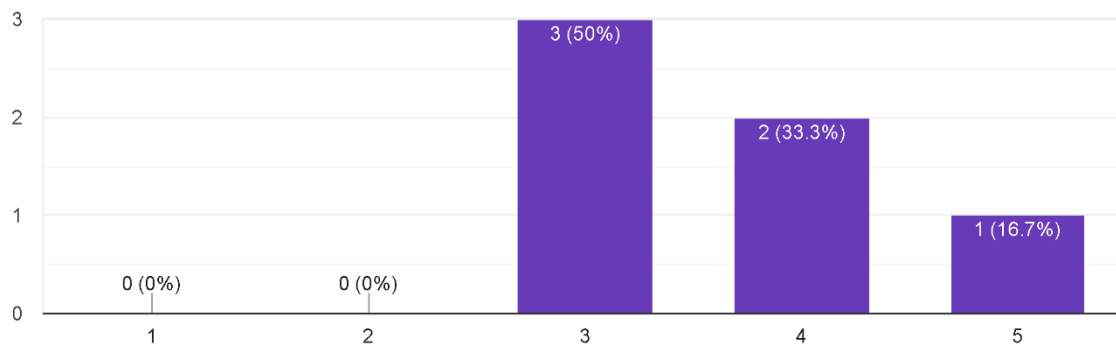
Is employability given weightage in the design and development of curriculum?

6 responses



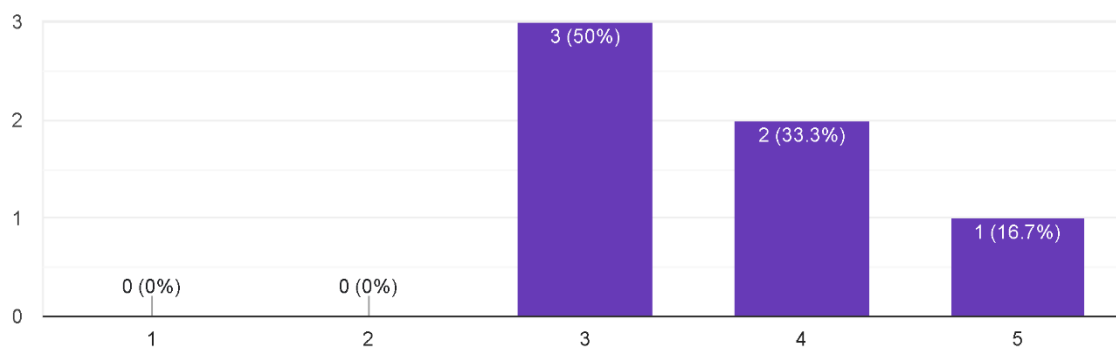
Does the curriculum meet the expectations of the industry?

6 responses



Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?

6 responses



Action Taken Report for BCom SF (Honours / Honours with Research) Programme for AY 2026-27

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
BCom SF (Honours / Honours with Research)			

1	BUSINESS LAW - (COM101-1)	Teacher	Yes- Inclusion of AI-related concepts and concepts related to SDG to integrate the Green curriculum.
2	CORPORATE LAW AND ADMINISTRATION - (COM101-2)	Teachers	Yes- Incorporated concepts related to AI, such as AI-Powered MCA21 and ESG reporting, to include elements of the green curriculum
3	COST MANAGEMENT (COSF21-3)	Students	No- Hours cannot be increased to 75 as it is a 4-credit paper.
4	FORENSIC AUDIT - (COSF301-4)	Teacher	Yes- Bharatiya Nyaya Sanhita, 2023 (BNS), Bharatiya Sakshya Adhiniyam, 2023 (BSA)
5	IND AS AND IFRS - (COSF301-5)	Teacher	Yes- Included as per the current Ind AS changes
6	DERIVATIVES AND COMMODITY MARKETS - (COSF302-6)	Teacher	Yes- Adding relevant and updated topics
7	FINANCIAL MODELLING - (COSF303-6)	Teacher/Academic Peer/Employers	Yes- Integrating of AI and Sustainability concepts like AI-Based Investment, Risk, and Portfolio Analysis- Sustainable Investment and ESG- Based Company Analysis.
8	CORPORATE VALUATION - (COSF301-6)	Teacher	Yes- New topic added, U1T2 Integrated with AI, and unit hours were modified.

NOTE- Based on the feedback from students, teachers, alumni and industry experts, the following structure has been adopted for the 2026-27 NEP batch (4th year) :

**BACHELOR OF COMMERCE (STRATEGIC FINANCE HONOURS /
HONOURS WITH RESEARCH)**

SEMESTER – VII

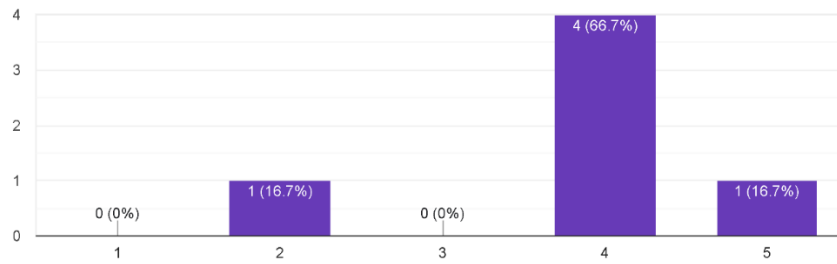
No	Course Code	Course Name	Course Category	Course Type	Total Marks	Total Hrs per Week	Credits
1	COM401-7	CLIMATONOMICS	Core Courses	Theory	100	4	4
2	COM402-7	BUSINESS POLICY AND STRATEGIC MANAGEMENT	Core Courses	Theory	100	4	4
3	COSF401-7	FINANCIAL REPORTING - IFRS	Core Courses	Theory	100	4	4
	COM 481-7	Capstone Project	Core Course	Practical			4
		Basket name: Accounting Electives, Total no. of courses: 3, No. of courses to be selected: 1, Basket Credit: 4					4
1	COM401A-7	ADVANCED AUDITING & ASSURANCE	Core-Electives	Theory	100	60	
2	COM402A-7	FINANCIAL STRATEGY AND DECISION MAKING	Core-Electives	Theory	100	60	
3	COM403A-7	ADVANCED COST MANAGEMENT	Core-Electives	Theory	100	60	

BSc (Accountancy and Analytics/Honours) Integrated Masters Programme

STUDENT FEEDBACK

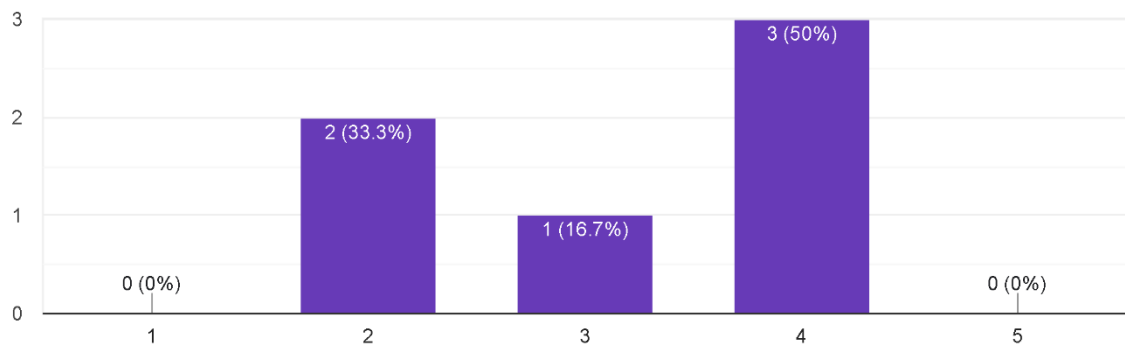
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

6 responses



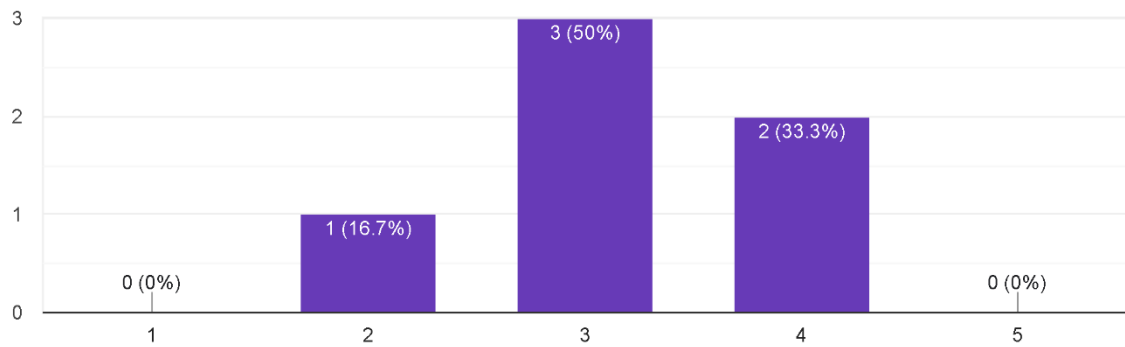
Does the syllabus cover advanced topics?

6 responses



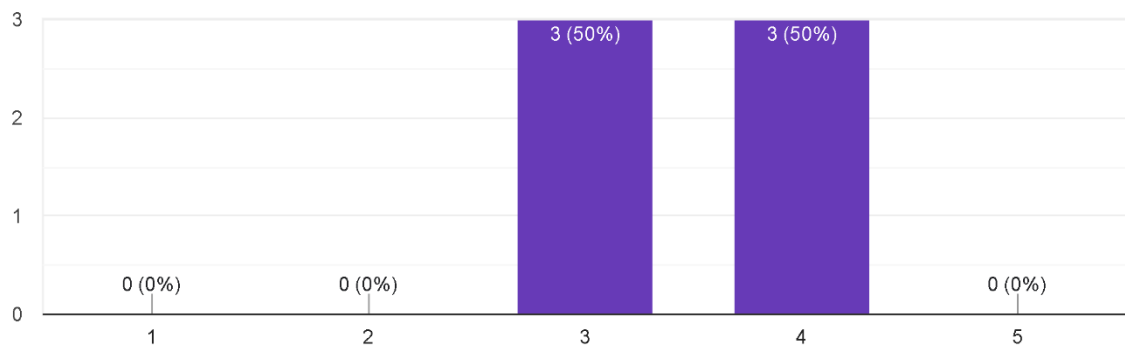
Whether the syllabus enhances your knowledge and skills in the relevant domain?

6 responses



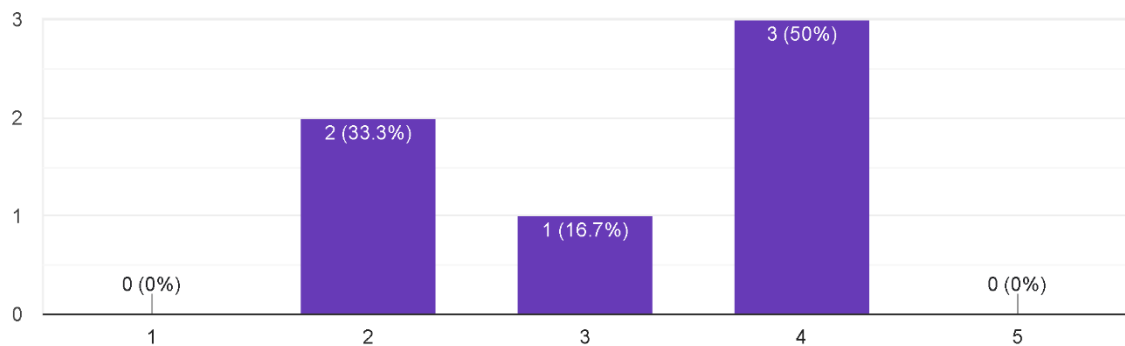
Is the syllabus effective in developing critical/ analytical thinking?

6 responses



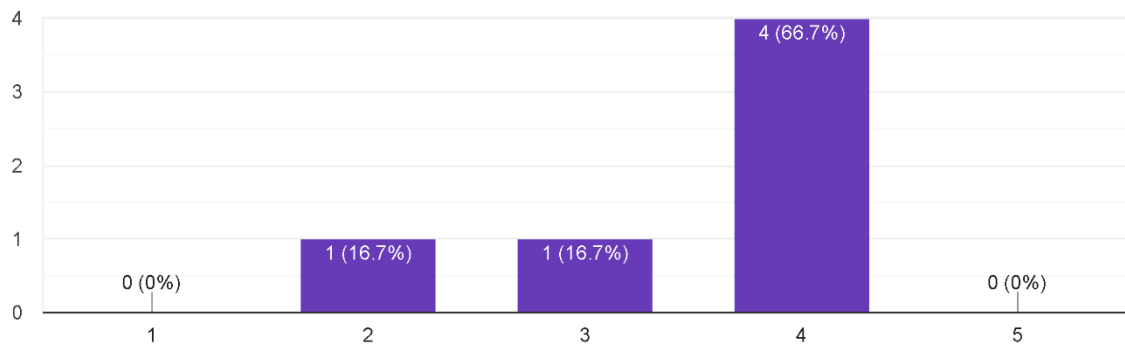
Are the text books and reference materials relevant to the content of the syllabus?

6 responses



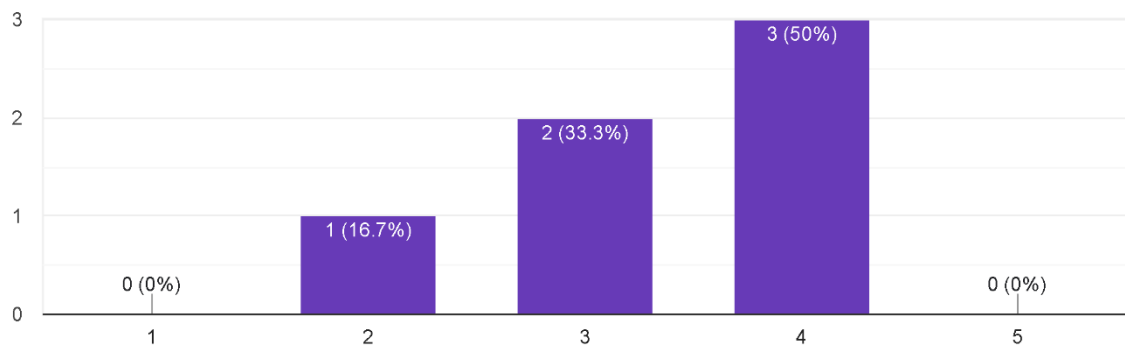
Does the syllabus orient towards higher education?

6 responses



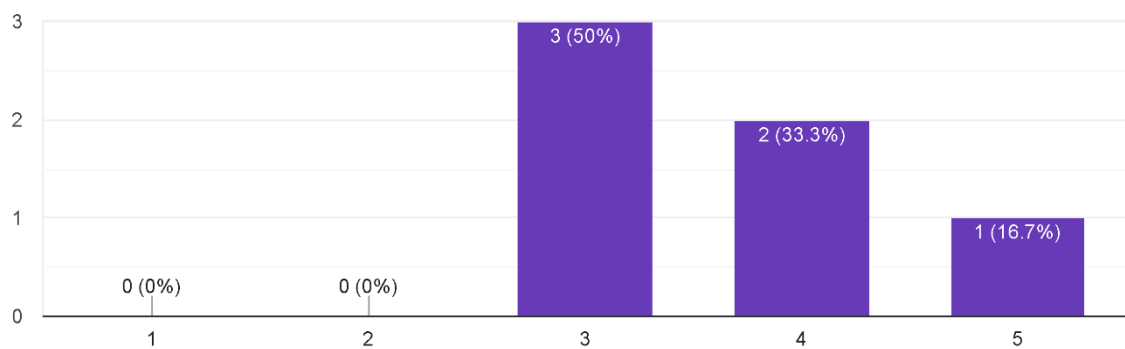
Does the syllabus enable the students to apply their knowledge in real life situations?

6 responses



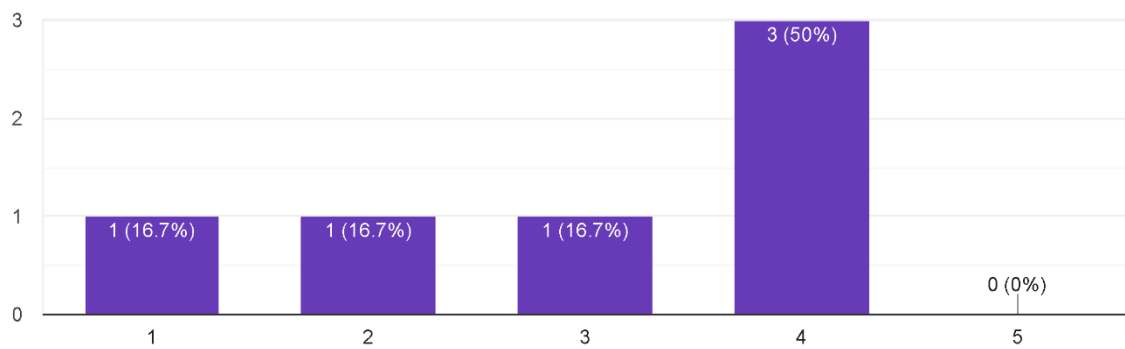
Is employability given weightage in the design and development of syllabus?

6 responses



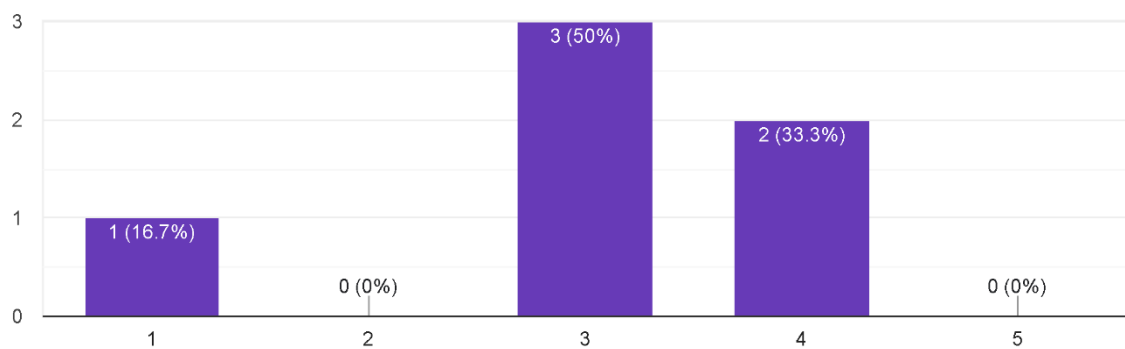
Does the syllabus promote self-study and attitude of research?

6 responses



Does the syllabus meet your overall expectations?

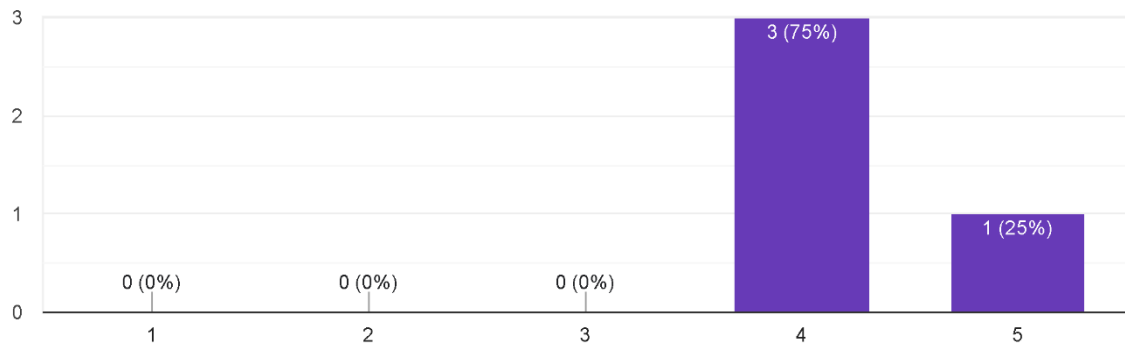
6 responses



TEACHERS FEEDBACK

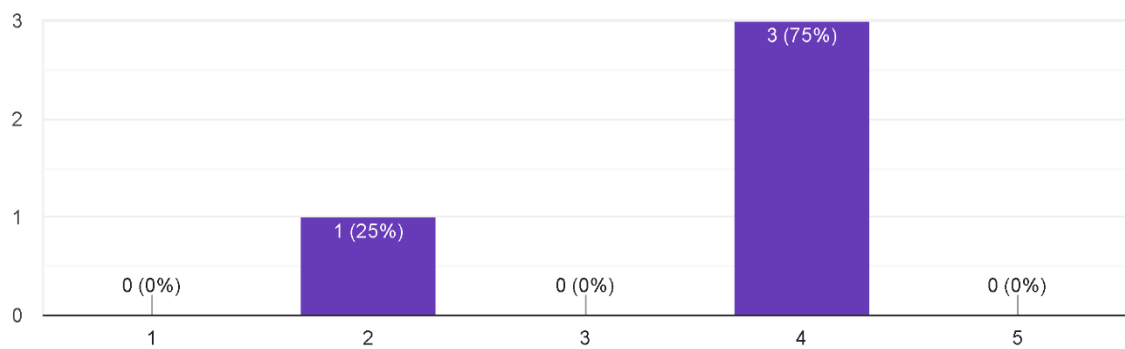
Does the syllabus satisfy the stated objectives and learning outcomes?

4 responses



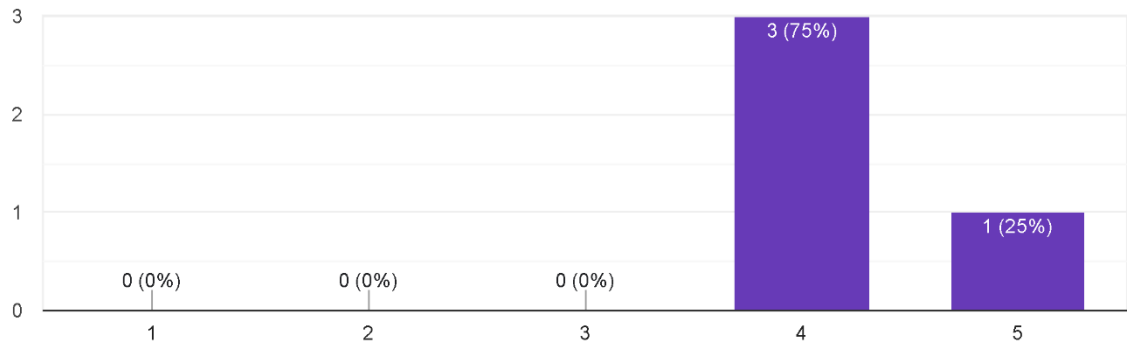
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

4 responses



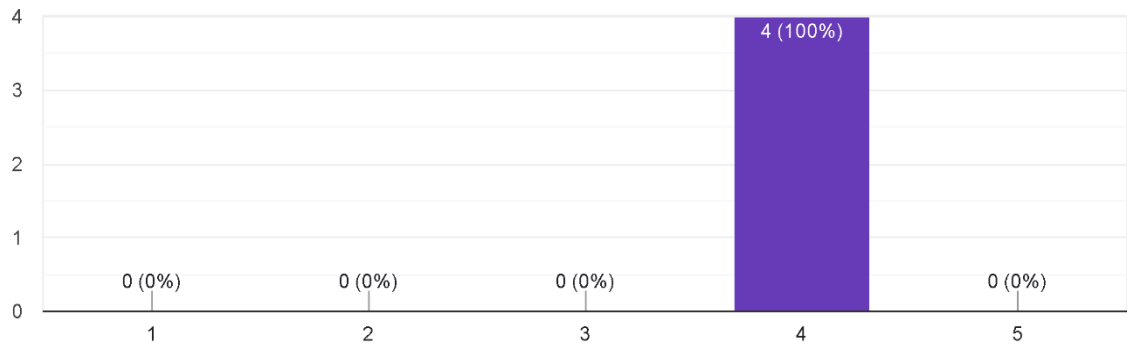
Is the syllabus effective in developing independent thinking?

4 responses



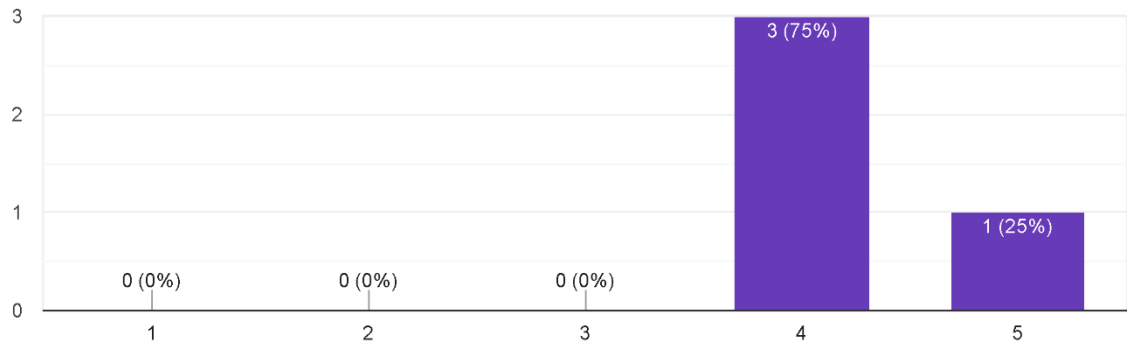
Does the departmental level expert committee meet to review the syllabus?

4 responses



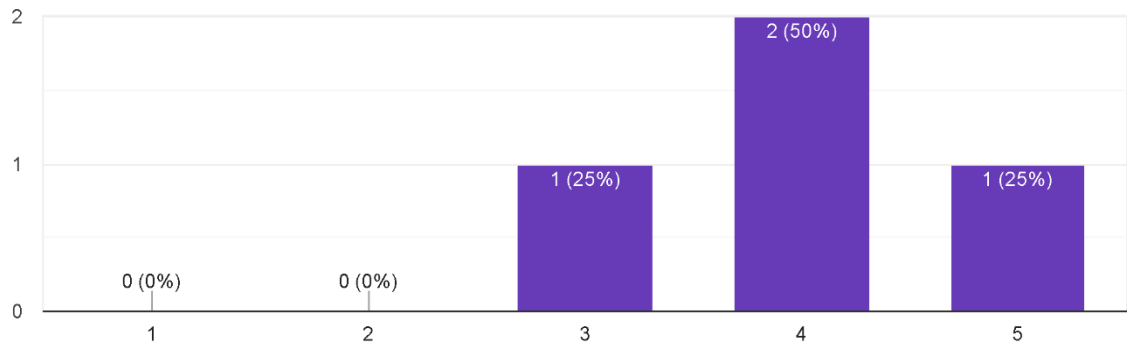
Does the syllabus enhance your knowledge in the subject area?

4 responses



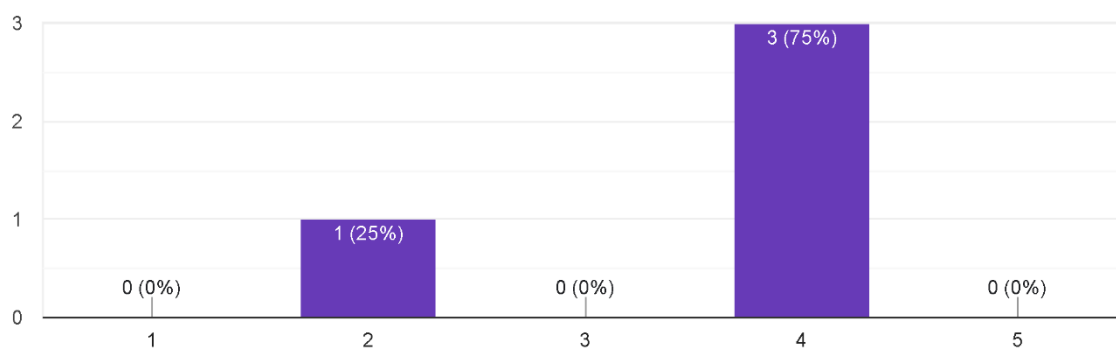
Does the syllabus enable the students to apply their knowledge in real life?

4 responses



Does the syllabus demand the teachers for research inclusive teaching?

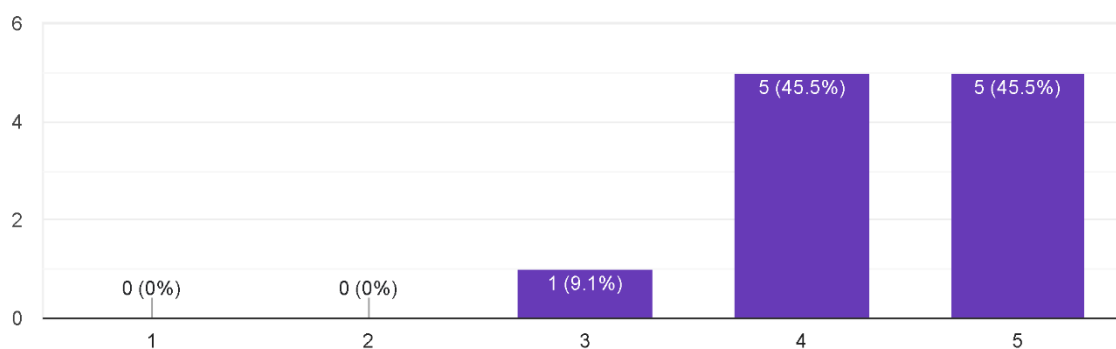
4 responses



ACADEMIC PEER FEEDBACK

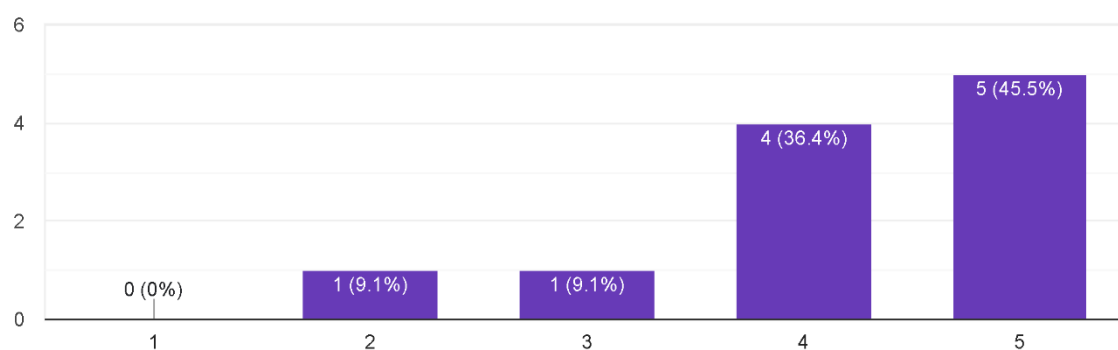
Does the syllabus satisfy the stated objectives and learning outcomes?

11 responses



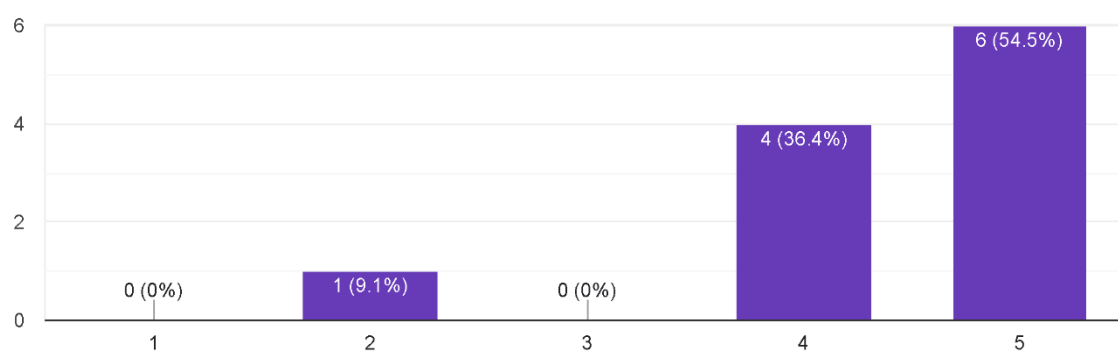
Do you have continuous processes to propose, modify,suggest and incorporate new topics in the syllabus?

11 responses



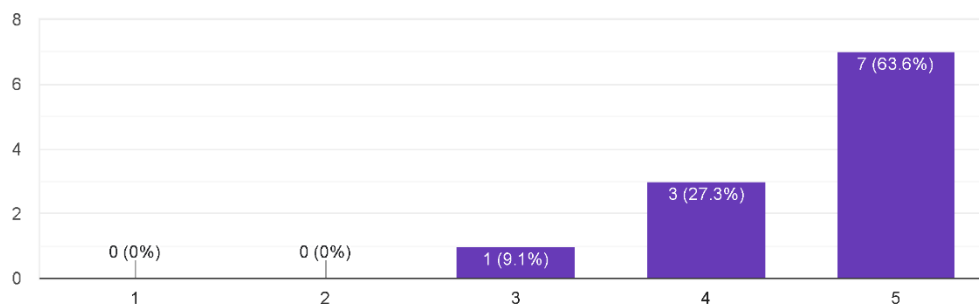
Is the syllabus effective in developing independent thinking?

11 responses



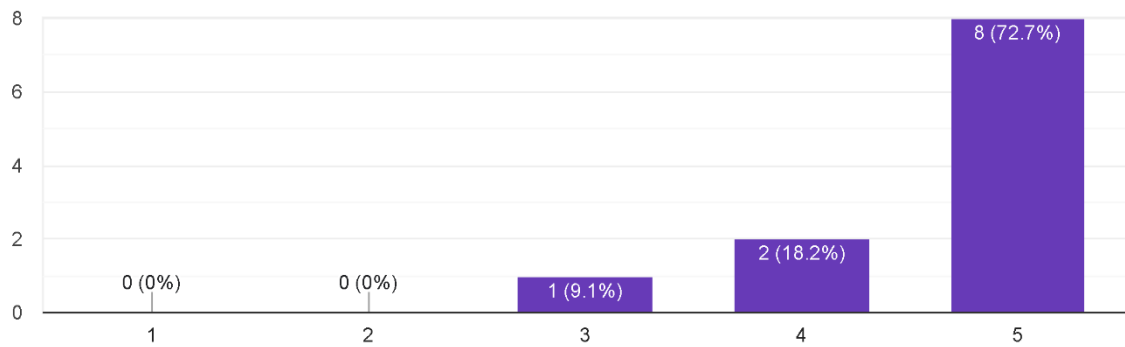
Does the departmental level expert committee meet to review the syllabus?

11 responses



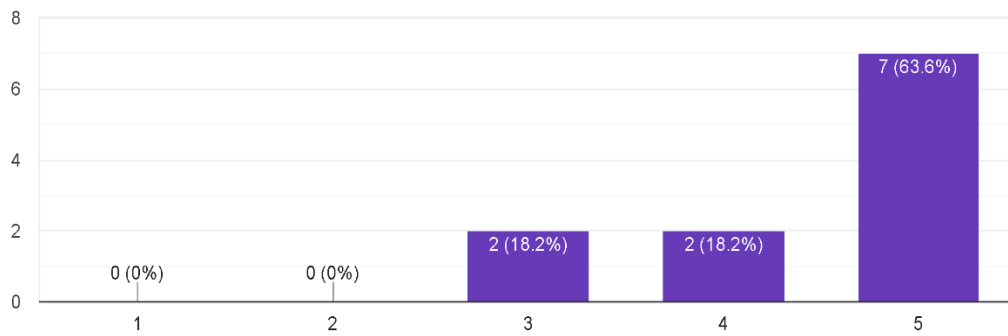
Does the syllabus enhance your knowledge in the subject area?

11 responses



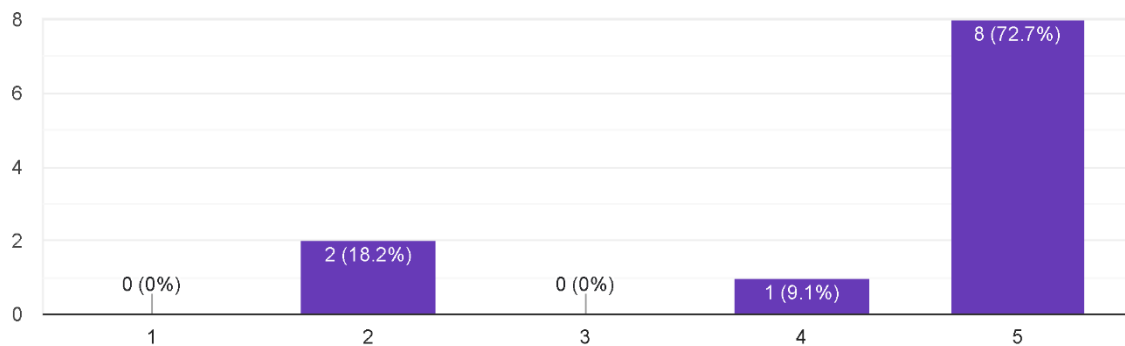
Does the syllabus enable the students to apply their knowledge in real life?

11 responses



Does the syllabus demand the teachers for research inclusive teaching?

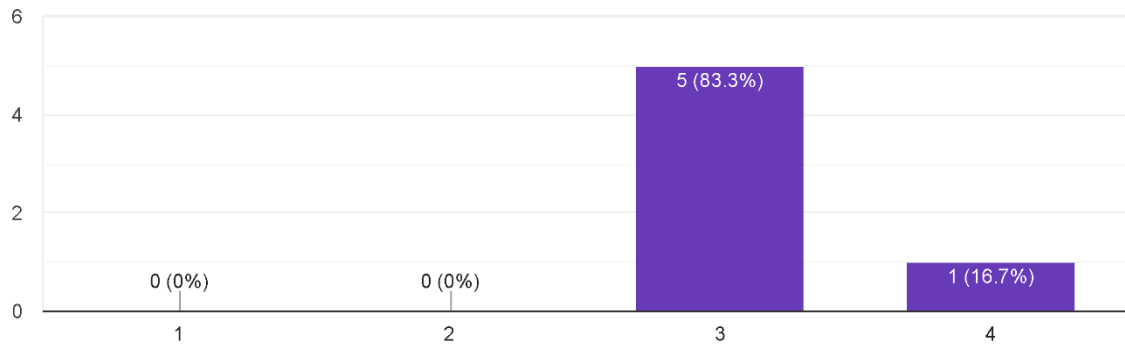
11 responses



EMPLOYERS FEEDBACK

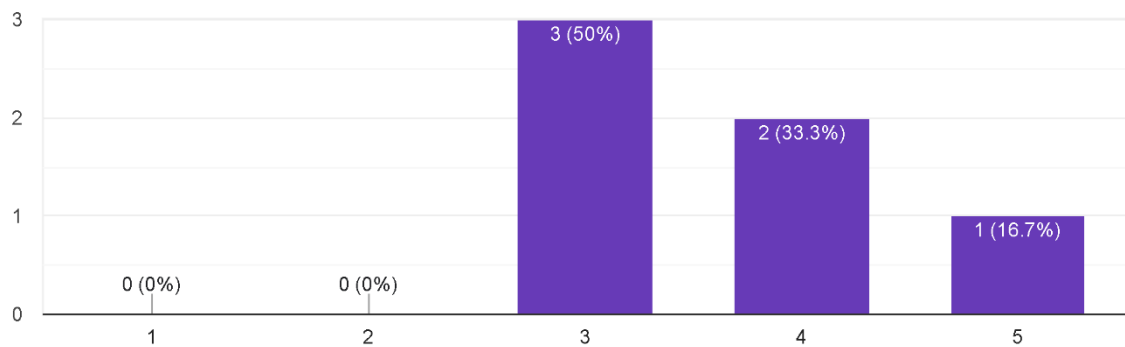
Is the curriculum aligned with the objectives of the programme?

6 responses



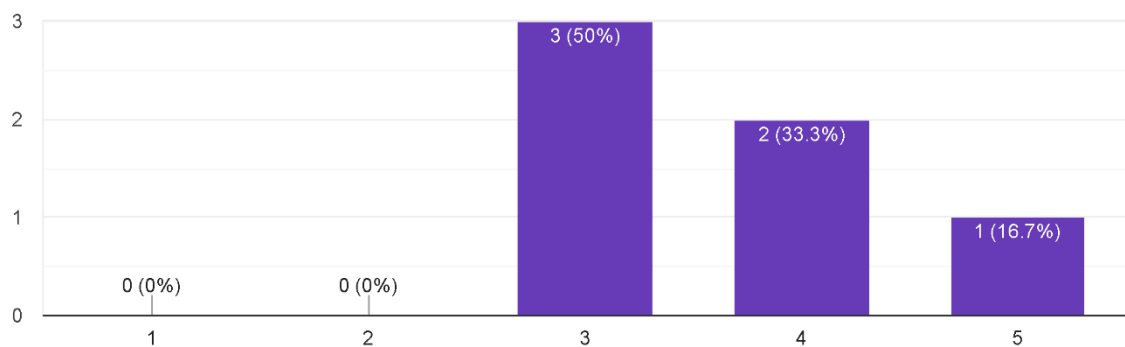
Does the curriculum cover advanced topics and current trends?

6 responses



How would you rate the relevance of the electives offered in the curriculum?

6 responses



ALUMINI FEEDBACK: NA

Action Taken Report for BSc AA (Honours / Honours with Research) Programme for AY 2026-27

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
BSc AA (Honours / Honours with Research)			
1	BUSINESS LAW - (COM101-1)	Teacher	Yes- Inclusion of AI-related concepts and concepts related to SDG to integrate the Green curriculum.
2	CORPORATE LAW AND ADMINISTRATION - (COM101-2)	Teachers	Yes-Incorporated concepts related to AI, such as AI-Powered MCA21 and ESG reporting, to include elements of the green curriculum
3	TAXATION -1 (COAA202-3)	Students	No - Reducing the number of topics will make the syllabus weak, and for taxation, it is required to cover certain concepts.
4	FINANCIAL SYSTEM & SERVICES - (COAA201-3)	Teacher/Employers	Yes- Inclusion of Sustainable Microfinance: Green microcredit and ESG practices in MFIs.
5	COST ACCOUNTING - (COAA203-4)	Teacher	Yes- Various new concepts have been added, and unit teaching hours have been modified.

NOTE- Based on the feedback from students, teachers, alumni and industry experts, the following structure has been adopted for the 2026-27 NEP batch IV, V, VI Semester

Bachelor of Science (Accountancy and Analytics)

SEMESTER – VI

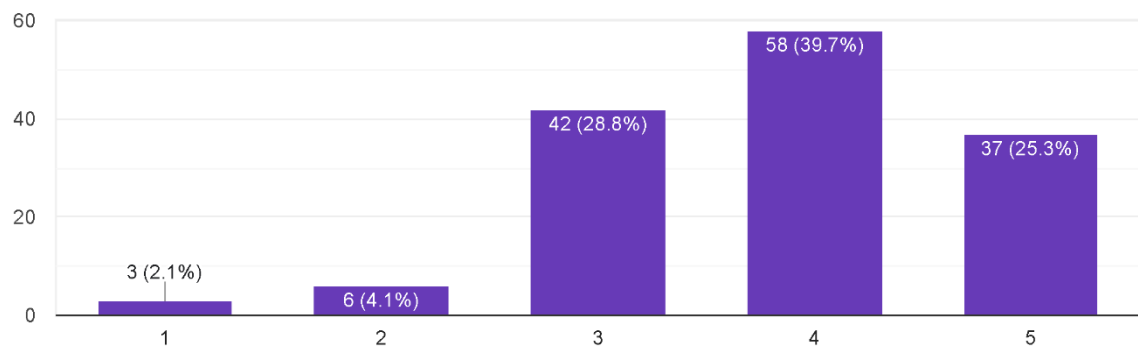
No	Course Code	Course Name	Course Category	Course Type	Total Marks	Total Hrs per Week	Credits
1	(COAA301-6)	AUDITING AS PER GAAS	Core Course	Theory	100	4	4
2	(COAA302-6)	DATABASE MANAGEMENT SYSTEM AND STRUCTURED QUERY LANGUAGE	Core Course	Theory	100	4	4
3	(COAA303-6)	ADVANCED FINANCIAL MANAGEMENT	Core Course	Theory	100	4	4
4	(COAA402-6)	ACCOUNTING ANALYTICS	Core Course	Theory	100	4	4

BCom (Honours / Honours with Research)

STUDENTS FEEDBACK

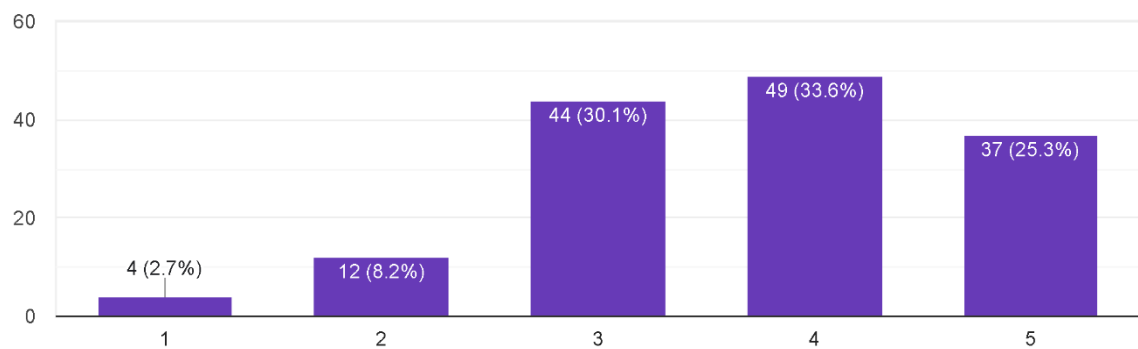
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

146 responses



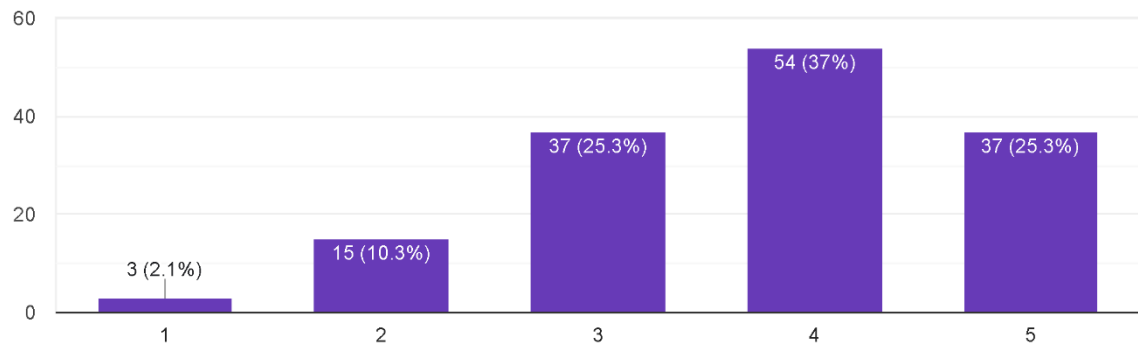
Does the syllabus cover advanced topics?

146 responses



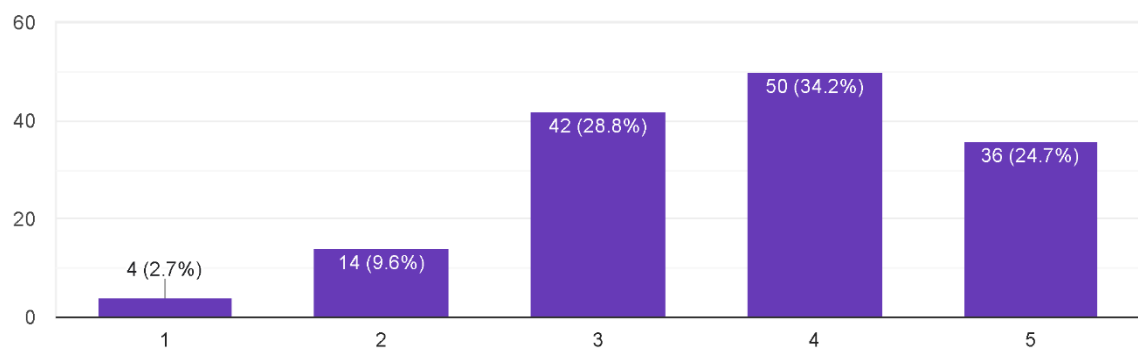
Whether the syllabus enhances your knowledge and skills in the relevant domain?

146 responses



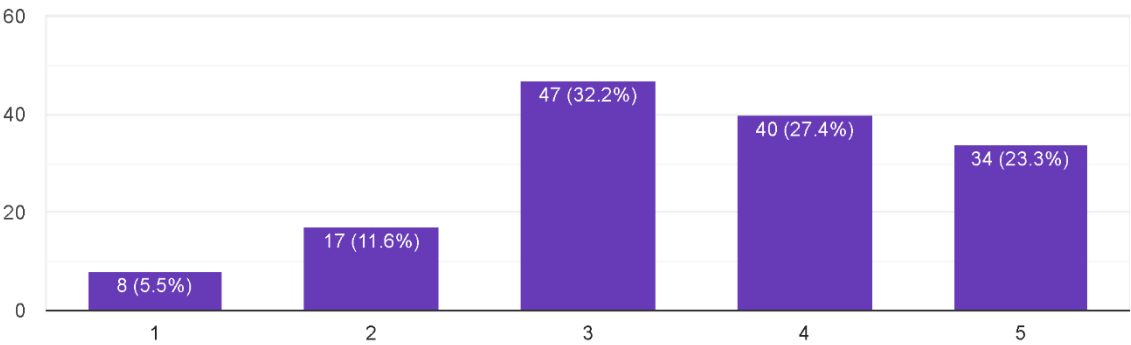
Is the syllabus effective in developing critical/ analytical thinking?

146 responses



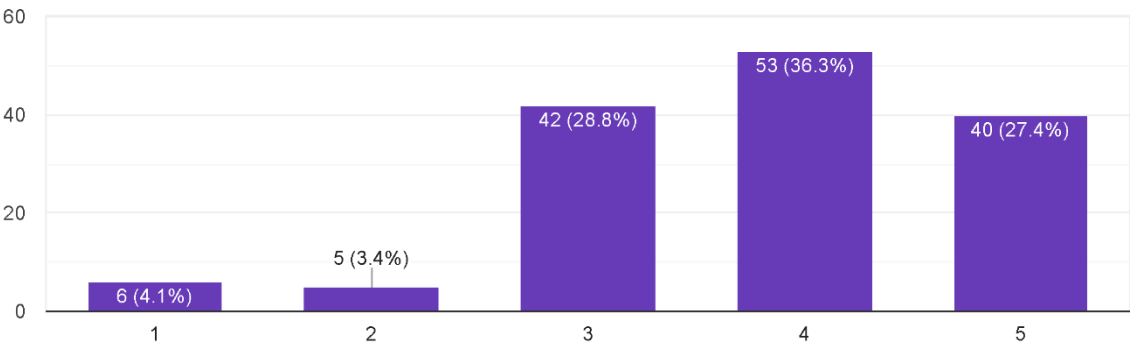
Are the text books and reference materials relevant to the content of the syllabus?

146 responses



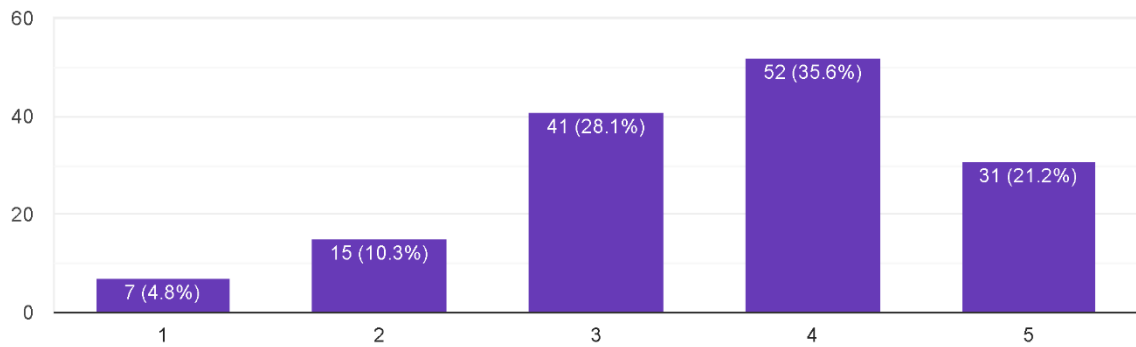
Does the syllabus orient towards higher education?

146 responses



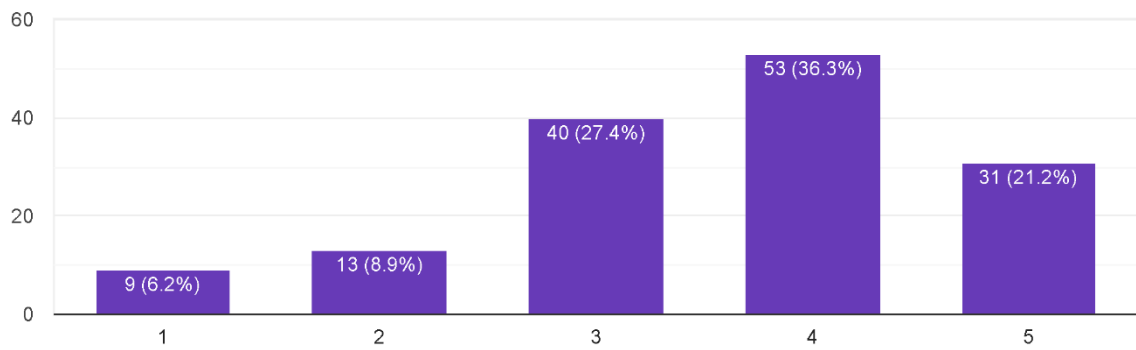
Does the syllabus enable the students to apply their knowledge in real life situations?

146 responses



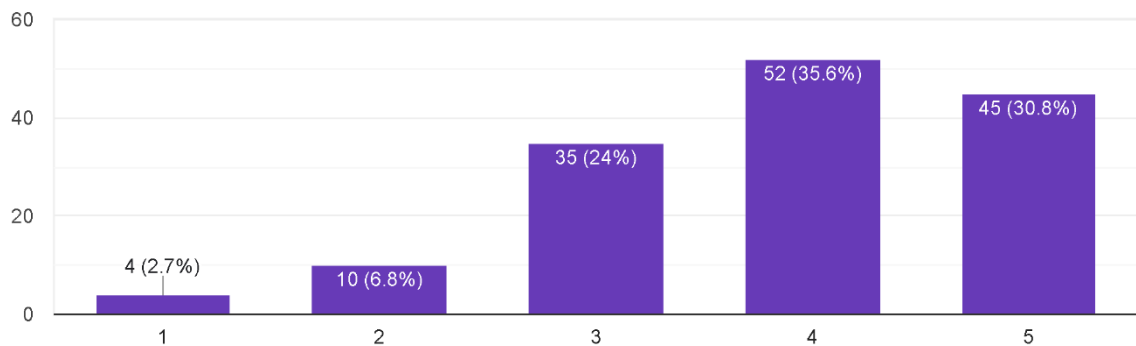
Is employability given weightage in the design and development of syllabus?

146 responses



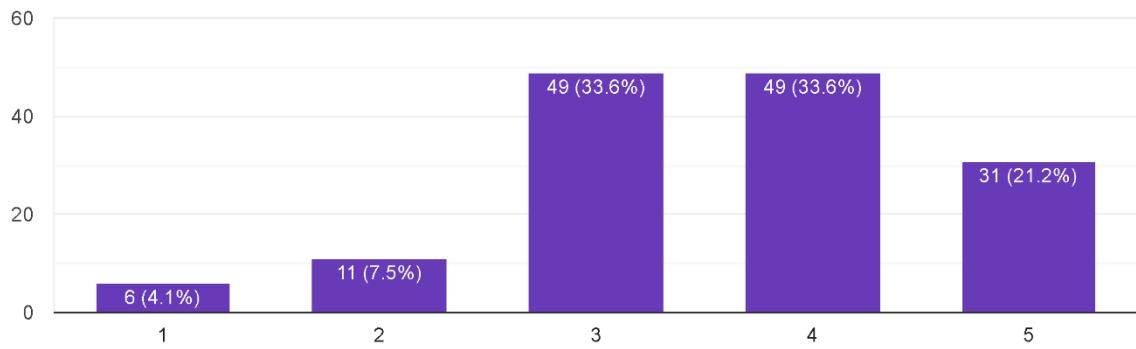
Does the syllabus promote self-study and attitude of research?

146 responses



Does the syllabus meet your overall expectations?

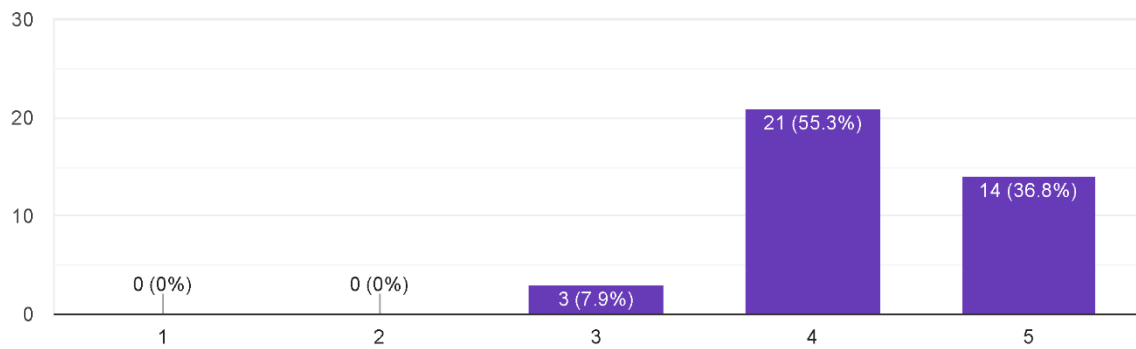
146 responses



TEACHERS FEEDBACK

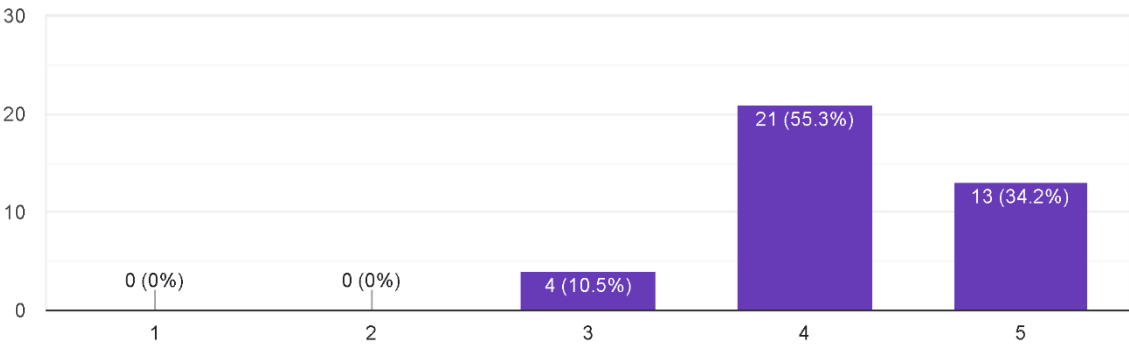
Does the syllabus satisfy the stated objectives and learning outcomes?

38 responses



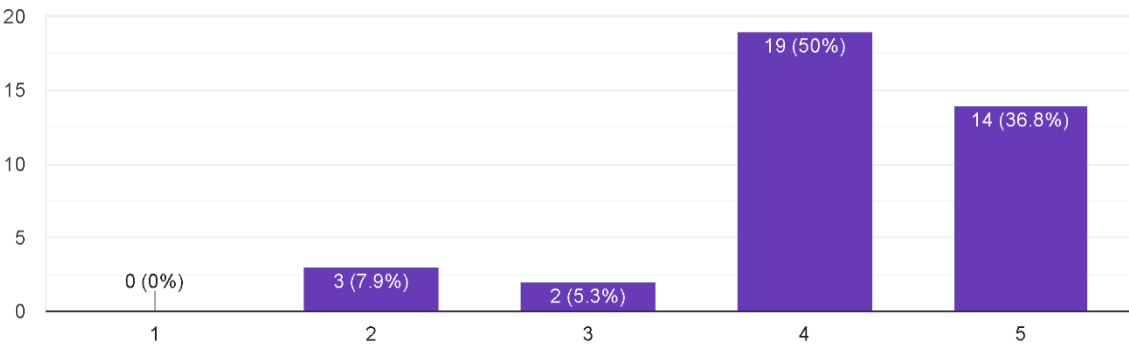
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

38 responses



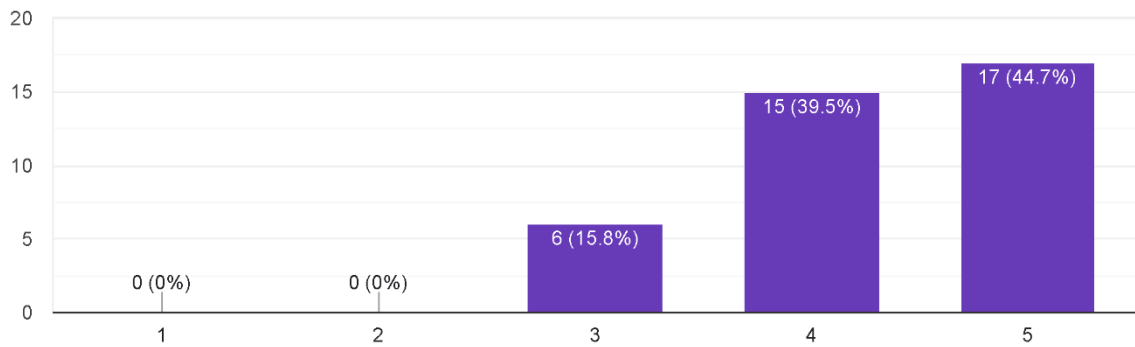
Is the syllabus effective in developing independent thinking?

38 responses



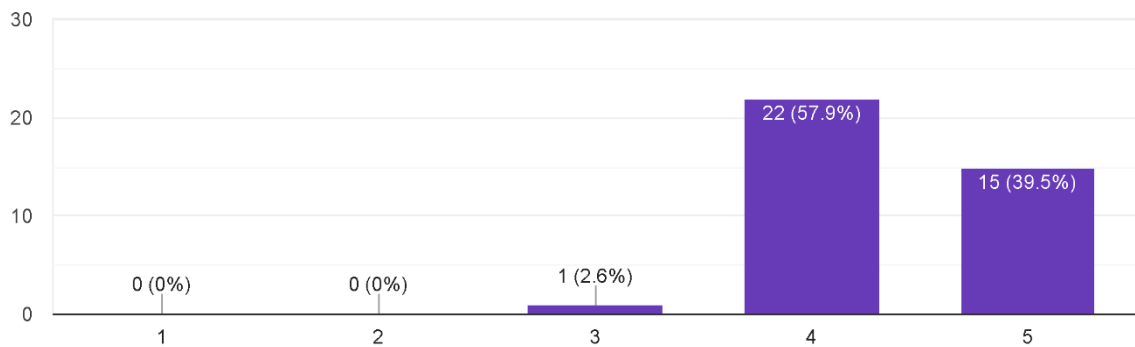
Does the departmental level expert committee meet to review the syllabus?

38 responses



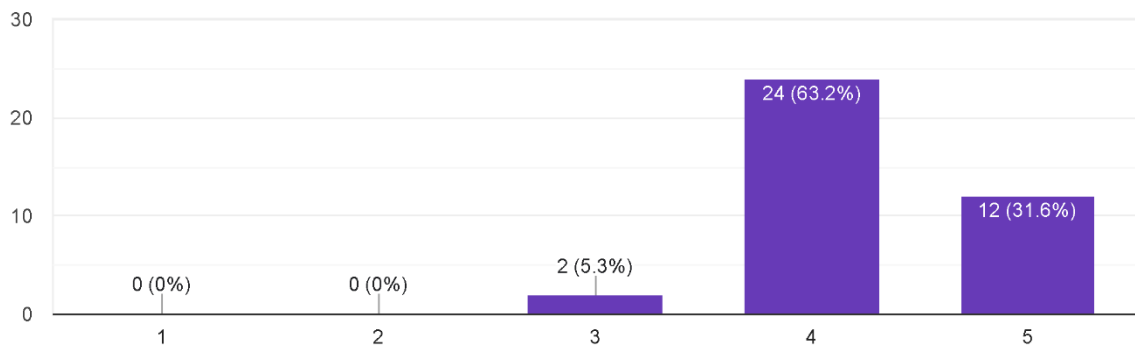
Does the syllabus enhance your knowledge in the subject area?

38 responses



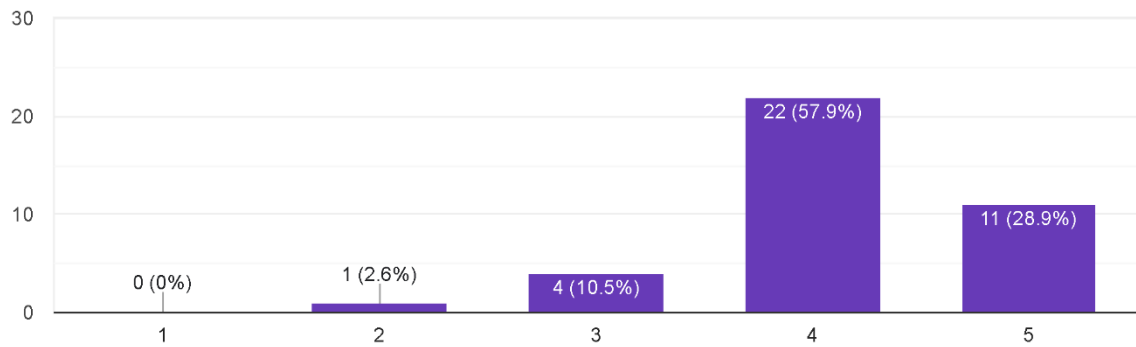
Does the syllabus enable the students to apply their knowledge in real life?

38 responses



Does the syllabus demand the teachers for research inclusive teaching?

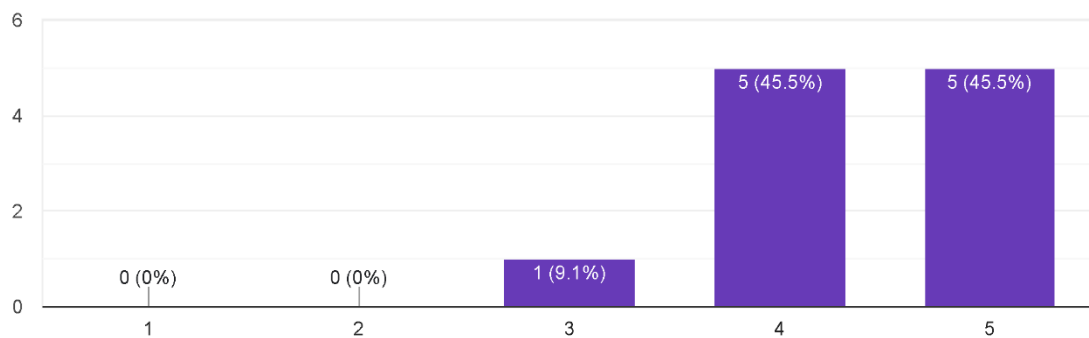
38 responses



ACADEMIC PEER FEEDBACK

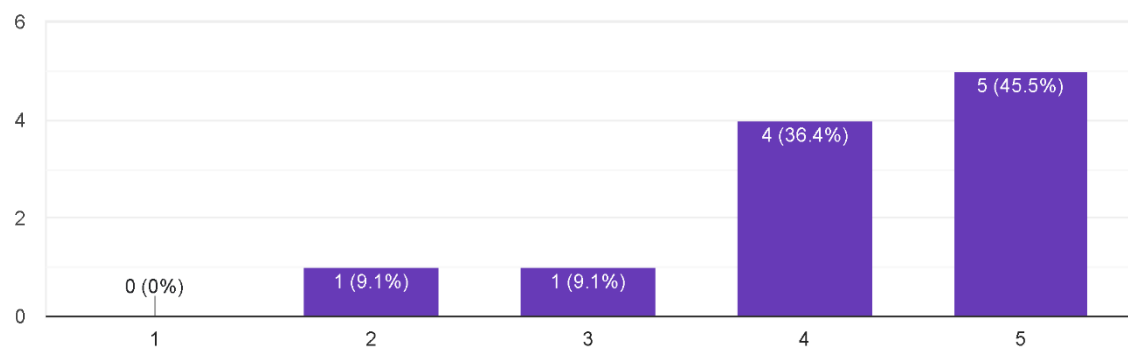
Does the syllabus satisfy the stated objectives and learning outcomes?

11 responses



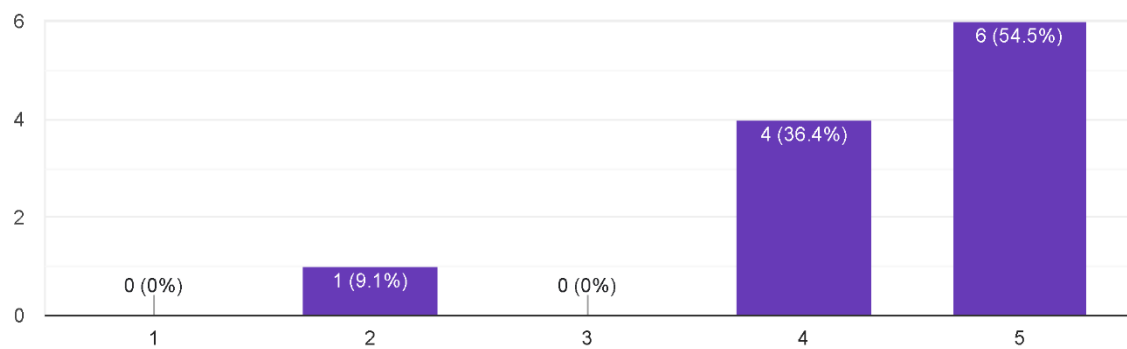
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

11 responses



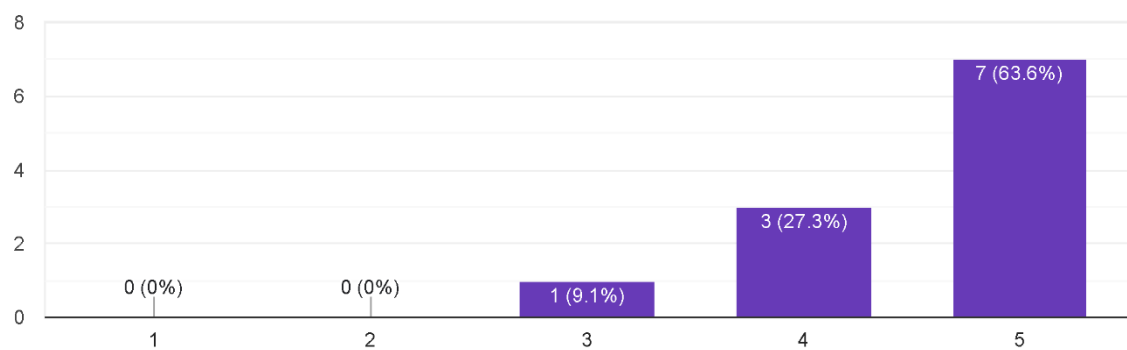
Is the syllabus effective in developing independent thinking?

11 responses



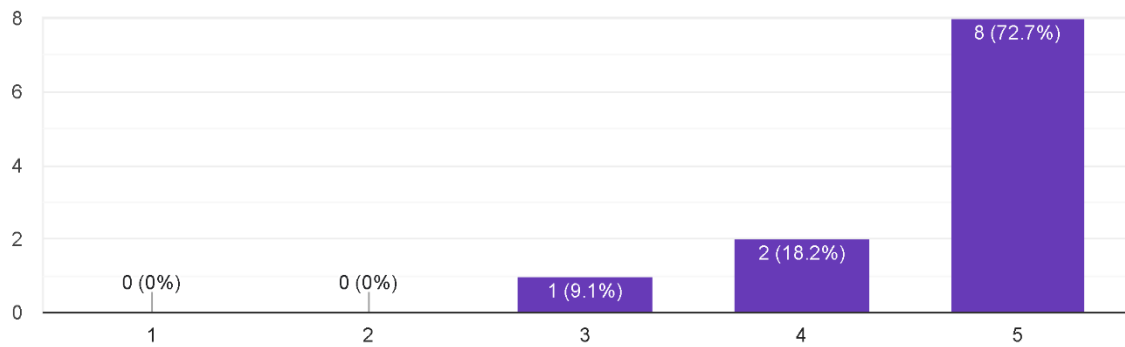
Does the departmental level expert committee meet to review the syllabus?

11 responses



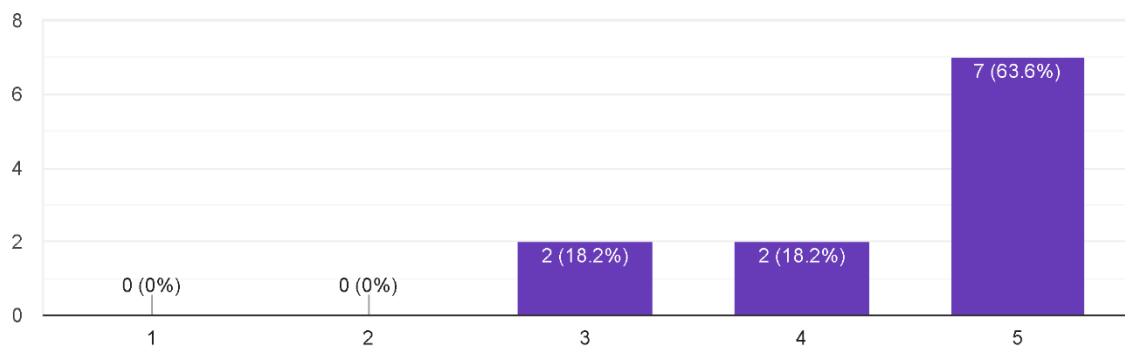
Does the syllabus enhance your knowledge in the subject area?

11 responses



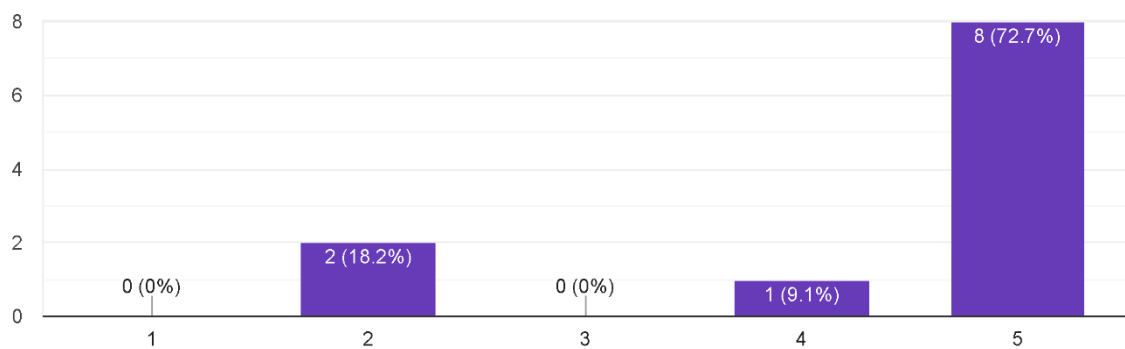
Does the syllabus enable the students to apply their knowledge in real life?

11 responses



Does the syllabus demand the teachers for research inclusive teaching?

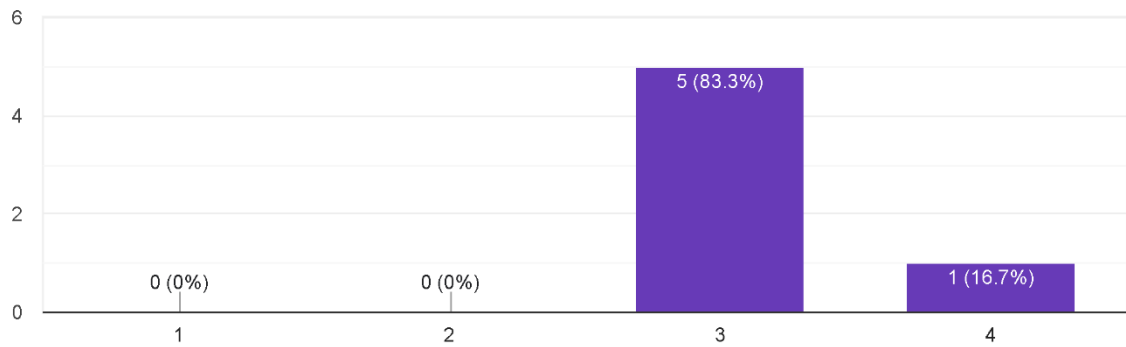
11 responses



EMPLOYERS FEEDBACK

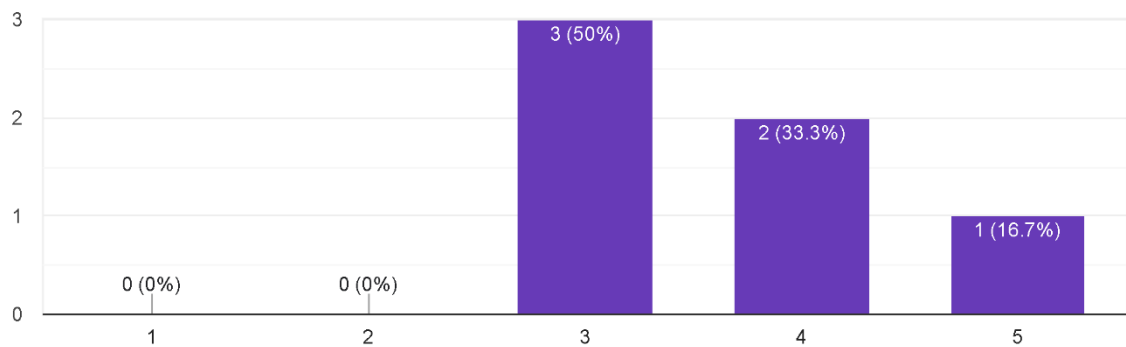
Is the curriculum aligned with the objectives of the programme?

6 responses



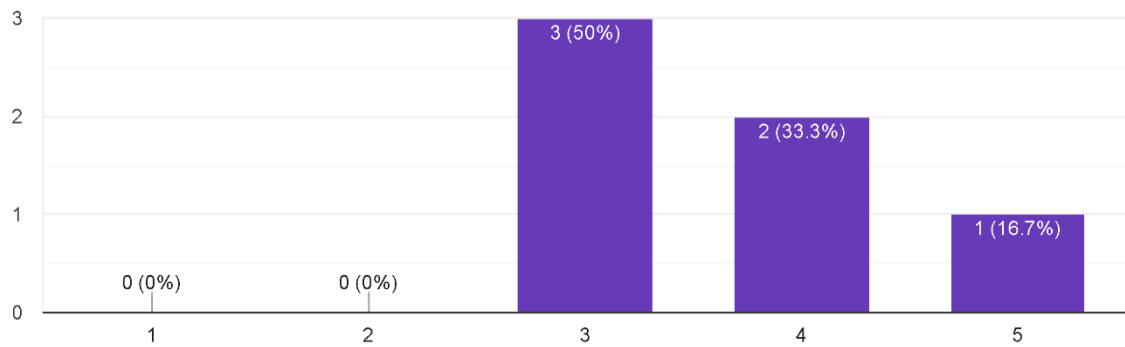
Does the curriculum cover advanced topics and current trends?

6 responses



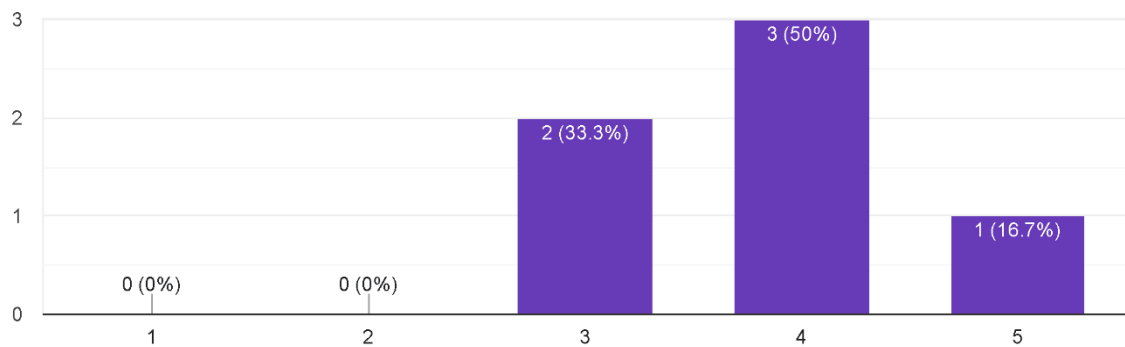
How would you rate the relevance of the electives offered in the curriculum?

6 responses



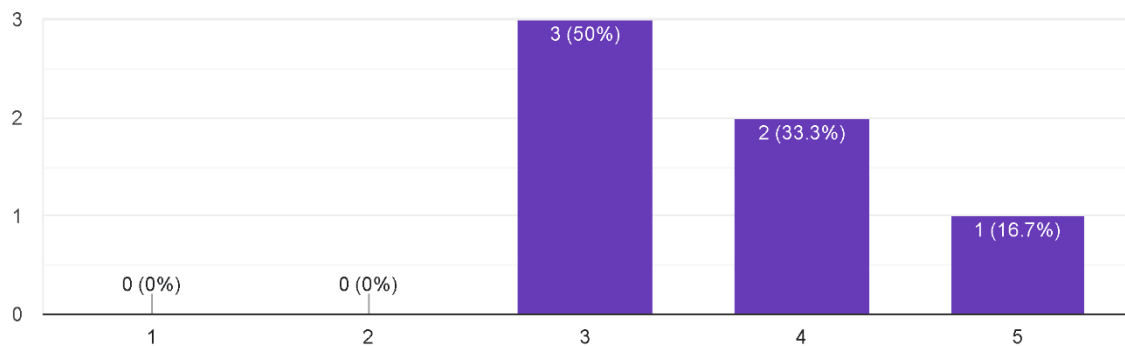
Is employability given weightage in the design and development of curriculum?

6 responses



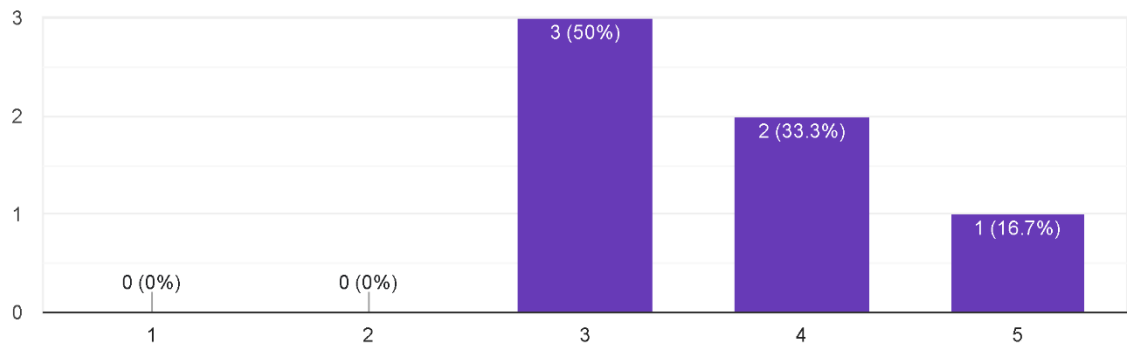
Does the curriculum meet the expectations of the industry?

6 responses



Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?

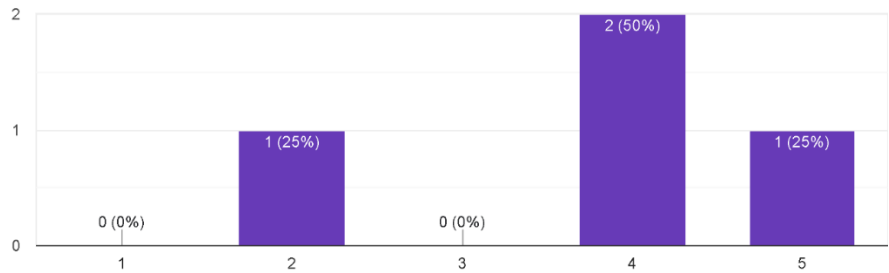
6 responses



ALUMINI FEEDBACK

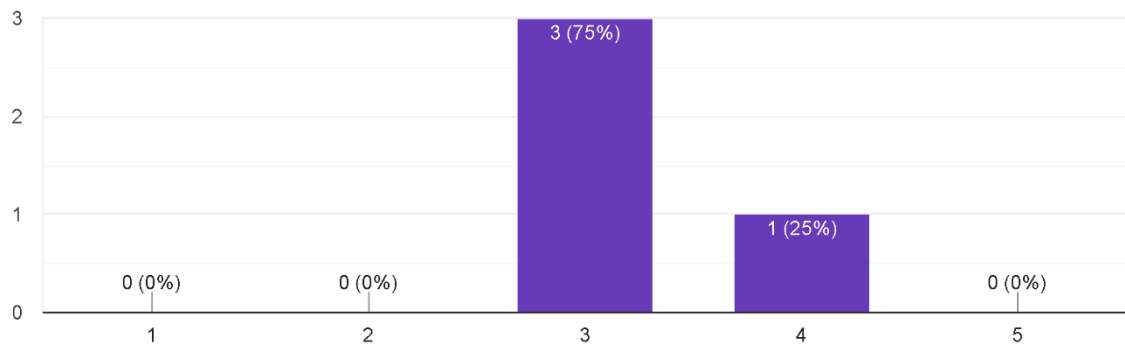
Is the syllabus updated on a regular basis depending on the current trends and advanced topics?

4 responses



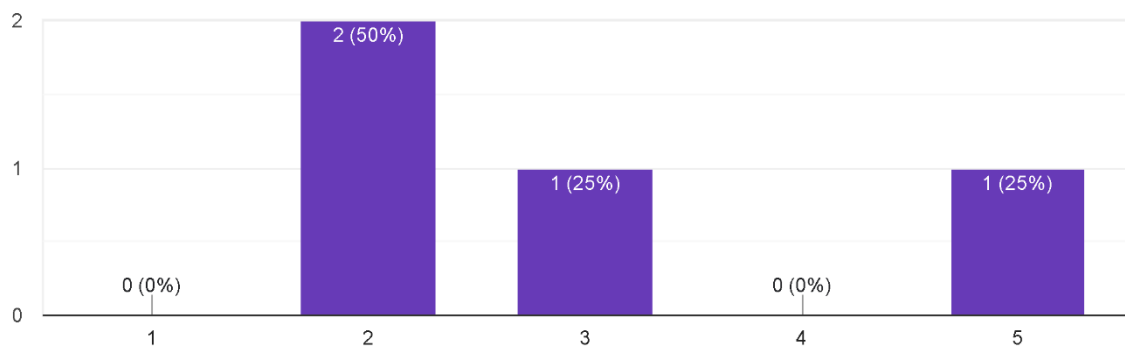
Does the syllabus orient the students towards higher education?

4 responses



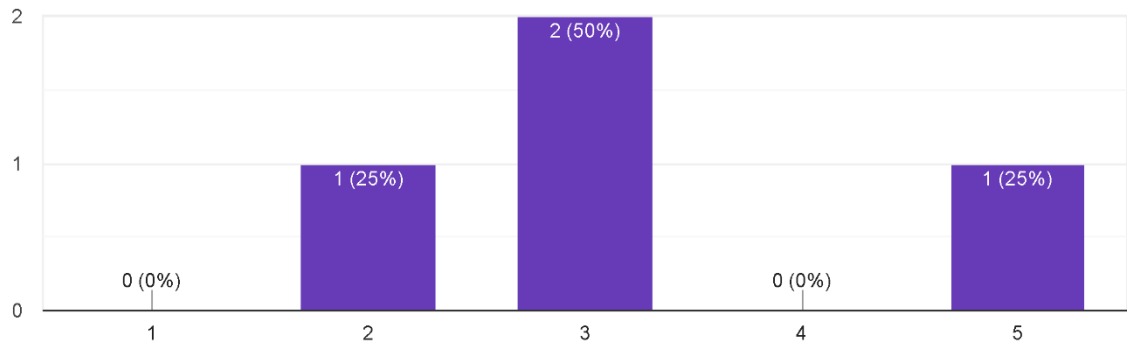
Does the syllabus provide employability weightage?

4 responses



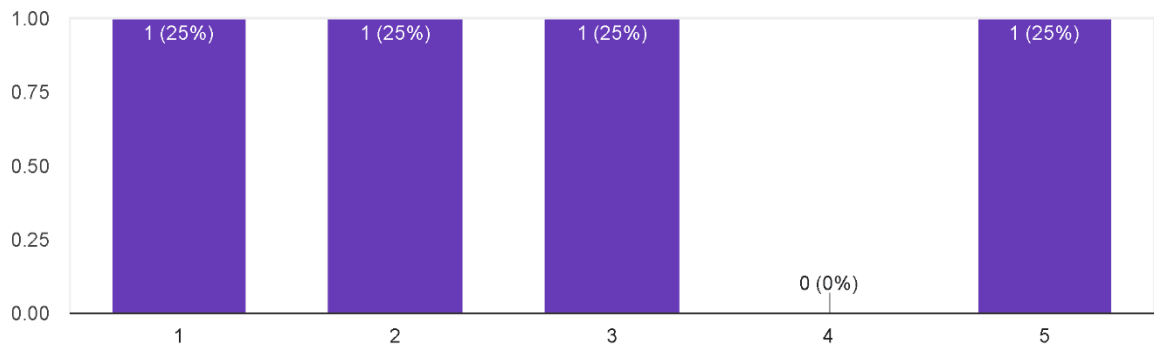
Does the syllabus meet the expectations of the industry?

4 responses



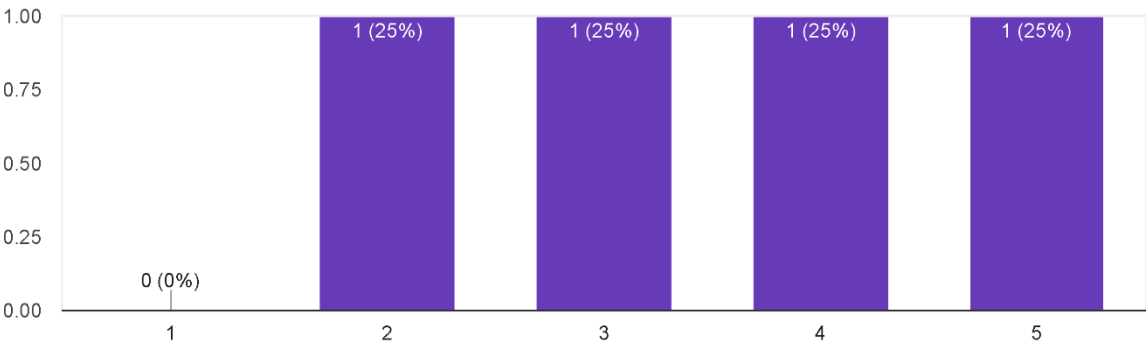
Does the syllabus enable the student to connect the knowledge to real life application?

4 responses



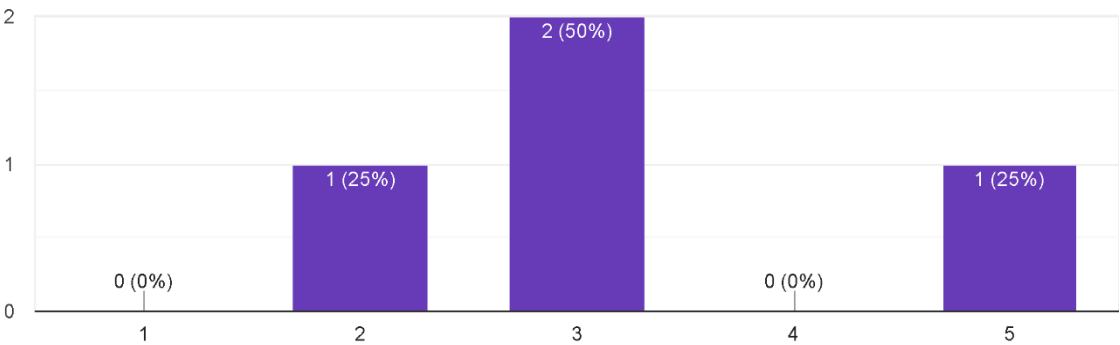
Does the syllabus encourage entrepreneurship?

4 responses



Do you think that the syllabus motivates the students for research and development?

4 responses



Action Taken Report for BCom (Honours / Honours with Research) Programme for AY 2026-27

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
BCom (Honours / Honours with Research)			
1	HUMAN RESOURCE MANAGEMENT - (COH102-1)	Teacher/ Employers	Yes- Inclusion of the Role of HR Policies in Fostering a Green Culture, Align HR practices with ESG (Environmental, Social, Governance)
2	BUSINESS LAW - (COM101-1)	Teacher/ Students	Yes- Inclusion of AI-related concepts and concepts related to SDG to integrate the Green curriculum.
3	CORPORATE LAW AND ADMINISTRATION - (COM101-2)	Teachers	Yes-Incorporated concepts related to AI, such as AI-Powered MCA21 and ESG reporting, to include elements of the green curriculum
4	BUSINESS MATHEMATICS AND STATISTICS - (COH101-2)	Teacher/ Students	Yes- Change in the number of teaching hours assigned for each unit.
5	BUSINESS ECONOMICS - (COM102-2)	Teachers	Yes- Increase in the number of hours required to teach price and output determination. Remove selling cost.

6	BUSINESS ANALYTICS - (COM101-3)	Teacher/ Students	Yes- Introduce the concept of artificial intelligence.
7	ENTREPRENEURSHIP - (COM201-4)	Teacher/ Alumni	Yes- AI Integrated to meet the current need in the market, and Green Curriculum concepts have been added.
8	RESEARCH METHODOLOGY(COM101-5)	Students	No- The paper has been converted to LCA mode to understand research and write research papers.
9	CORPORATE ACCOUNTING (COH201-5)	Students	No - The syllabus is robust, but it is needed for students to learn all the existing concepts.
10	INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT - (COH202-6)	Industry/ Teachers	Yes- Added innovative financial avenues to be considered for SDG inclusion.

NOTE- Based on the feedback from students, teachers, alumni, and industry experts, the following structure has been adopted for the 2026-27 NEP batch (4th year):

BCOM HONOURS SEMESTER VII

No	Course Code	Course Name	Course Category	Course Type	Total Marks	Total Hrs per Week	Credits
1	COH401-7	GLOBAL BUSINESS OPERATIONS	Core Courses	Theory	100	4	4

2	COH402-7	STRATEGIC COST AND MANAGEMENT ACCOUNTING	Core Courses	Theory	100	4	4
3	COM 481-7	Capstone Project	Core Course	Practical			4
Basket name: Marketing Electives, Total no. of courses: 4, No. of courses to be selected: 2, Basket Credit: 8							
1	COH401M-7	CREATIVE ADVERTISING	Core- Electives	Theory	100	4	4
2	COH402M-7	STRATEGIC BRANDING	Core- Electives	Theory	100	4	4
3	COH403M-7	LOGISTICS AND SUPPLY CHAIN MANAGEMENT	Core- Electives	Theory	100	4	4
4	COH404M-7	SALES MANAGEMENT AND CRM	Core- Electives	Theory	100	4	4
Basket name: Finance Electives, Total no. of courses: 4, No. of courses to be selected: 2, Basket Credit: 8							
1	COH401F-7	GLOBAL FINANCIAL SYSTEMS	Core- Electives	Theory	100	4	4
2	COH402F-7	MERGERS AND ACQUISITIONS	Core- Electives	Theory	100	4	4
3	COH403F-7	ALTERNATIVE INVESTMENTS	Core- Electives	Theory	100	4	4
4	COH404F-7	FINANCIAL DERIVATIVES	Core- Electives	Theory	100	4	4
ALLOTTED CREDITS/TOTAL CREDITS:							20

BCOM HONOURS SEMESTER VIII

No	Course Code	Course Name	Course Category	Course Type	Total Marks	Hrs/Week	Credits
----	----------------	-------------	--------------------	----------------	----------------	----------	---------

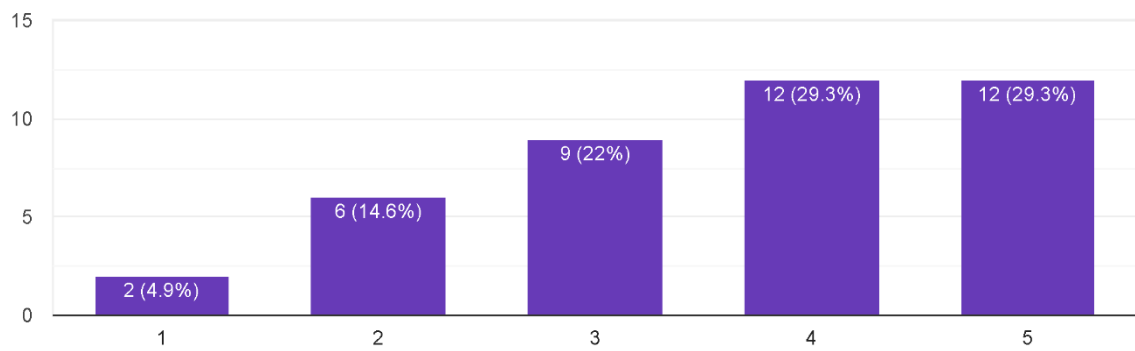
1	COM401-8	Organisational Behaviour	Core Course	Theory	100	4	4
2	COM481-8	Internship	Internship	Practical	100	–	8
Marketing Electives Basket (Select Any 2 – Basket Credit: 8)							
3	COM401M-8	Digital Marketing with AI	Core-Electives	Theory	100	4	4
4	COM402M-8	Consumer Behaviour and Consumerism	Core-Electives	Theory	100	4	4
5	COM403M-8	Management and Visual Merchandising	Core-Electives	Theory	100	4	4
6	COM404M-8	Marketing Research and Analytics	Core-Electives	Theory	100	4	4
Finance Electives Basket (Select Any 2 – Basket Credit: 8)							
7	COM401F-8	Risk and Fraud Management	Core-Electives	Theory	100	4	4
8	COM402F-8	Financial Modelling	Core-Electives	Theory	100	4	4
9	COM403F-8	FinTech Foundations	Core-Electives	Theory	100	4	4
10	COM404F-8	Fixed Income Securities	Core-Electives	Theory	100	4	4
		TOTAL CREDITS					20

Master of Commerce

STUDENT FEEDBACK

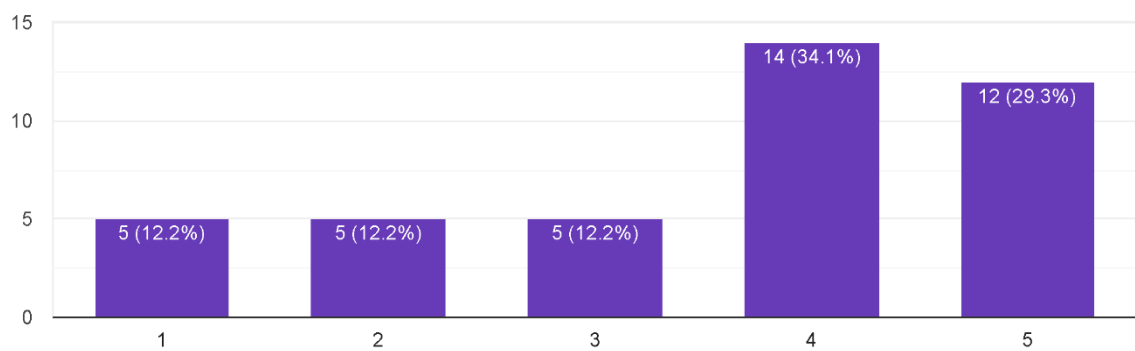
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

41 responses



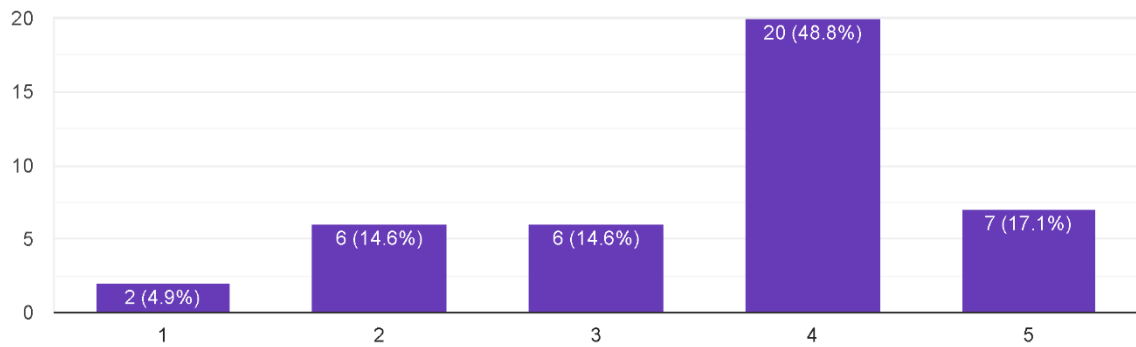
Does the syllabus cover advanced topics?

41 responses



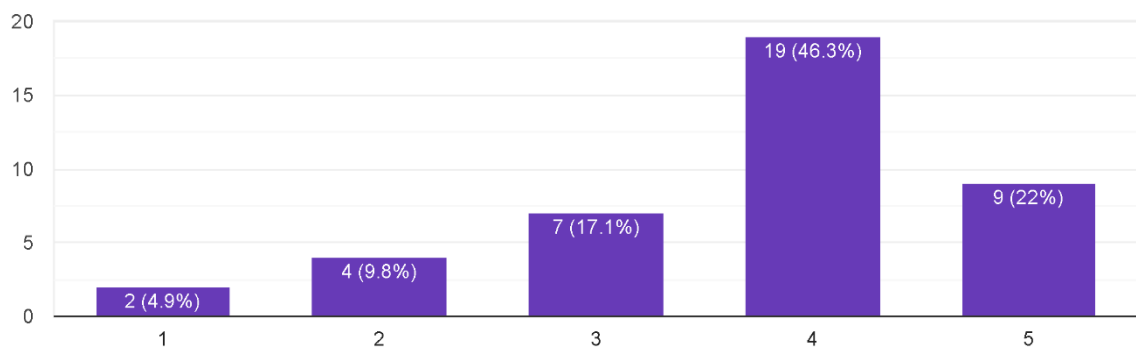
Whether the syllabus enhances your knowledge and skills in the relevant domain?

41 responses



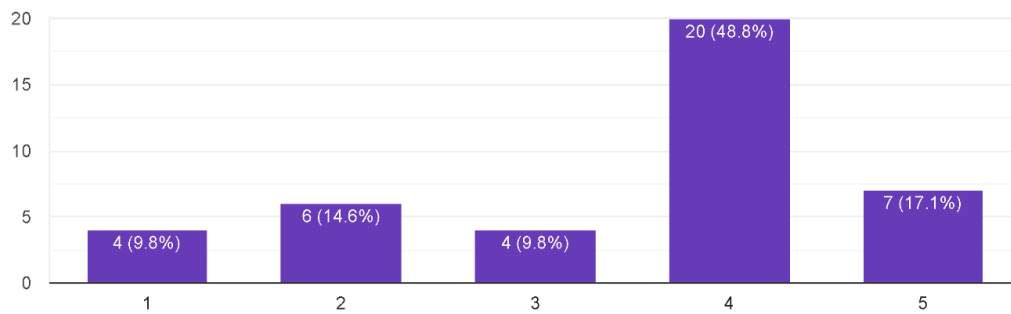
Is the syllabus effective in developing critical/ analytical thinking?

41 responses



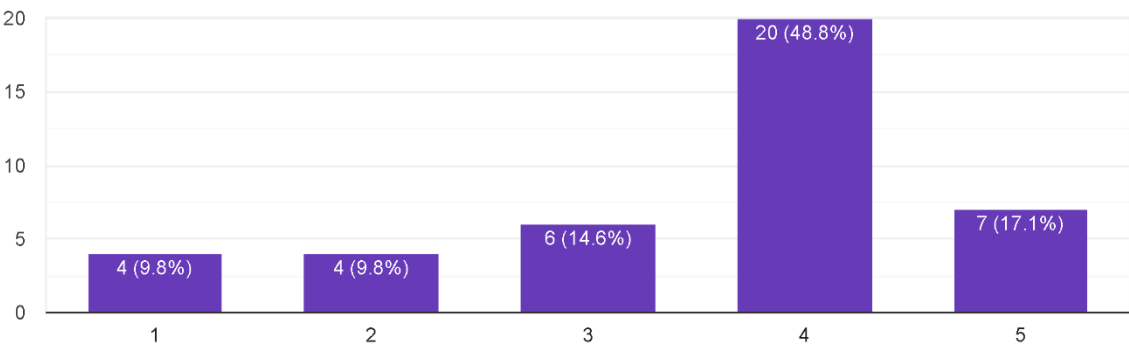
Are the text books and reference materials relevant to the content of the syllabus?

41 responses



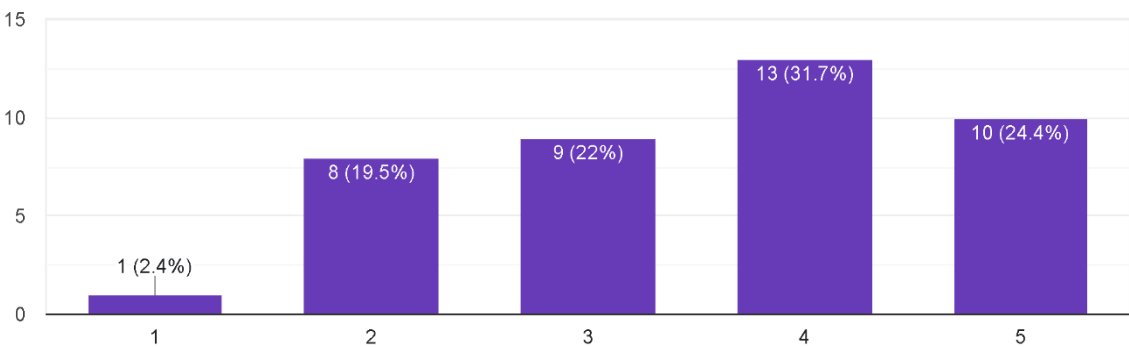
Does the syllabus orient towards higher education?

41 responses



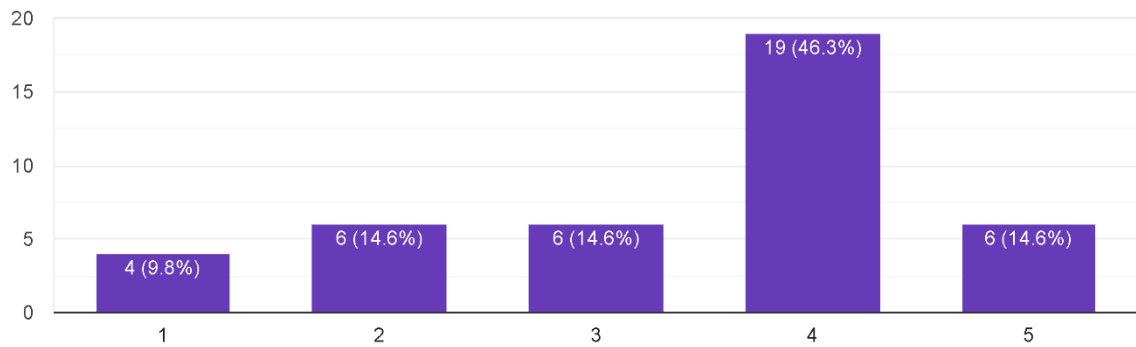
Does the syllabus enable the students to apply their knowledge in real life situations?

41 responses



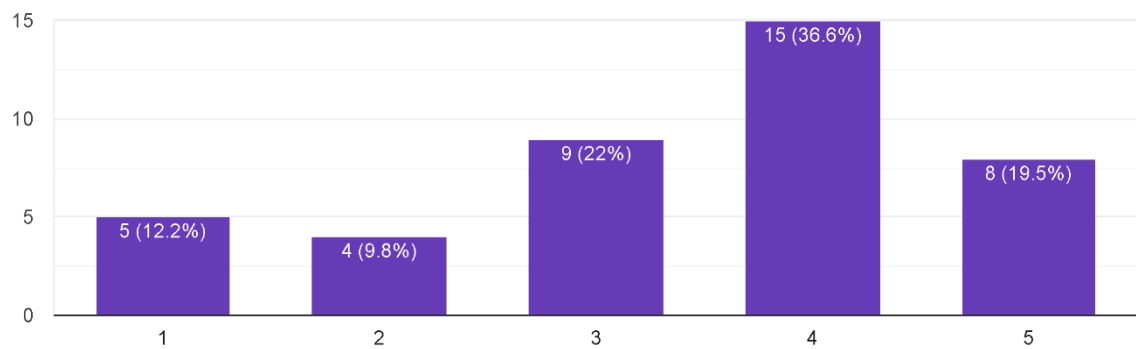
Is employability given weightage in the design and development of syllabus?

41 responses



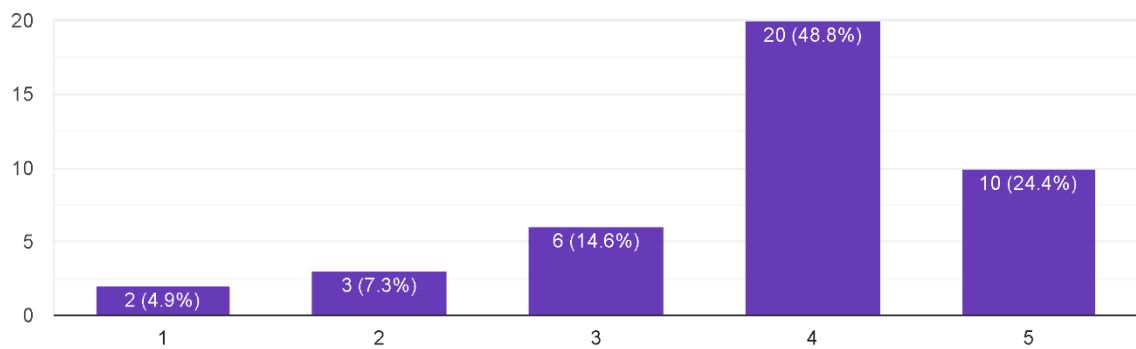
Does the syllabus meet your overall expectations?

41 responses



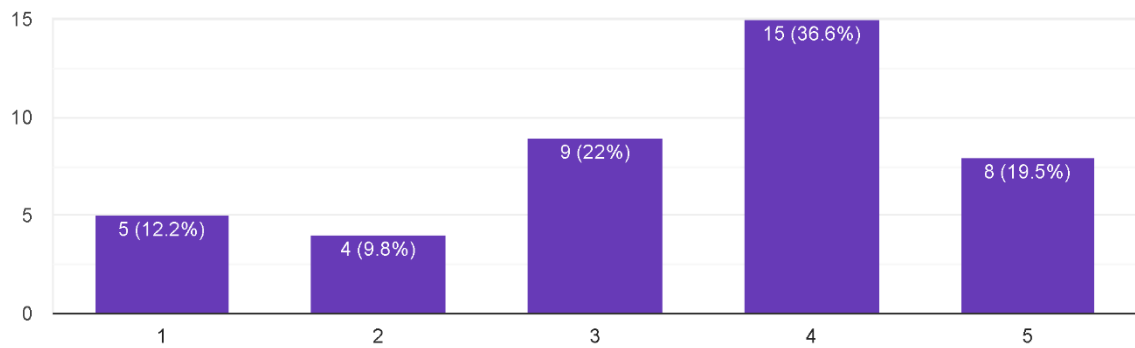
Does the syllabus promote self-study and attitude of research?

41 responses



Does the syllabus meet your overall expectations?

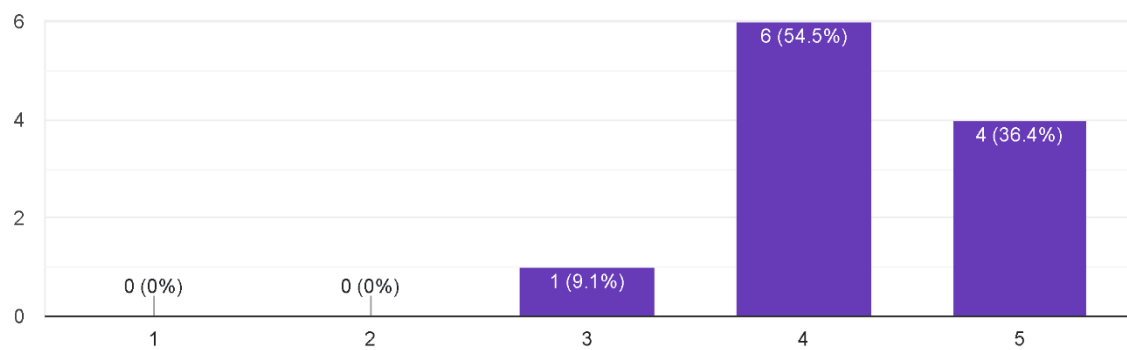
41 responses



TEACHERS FEEDBACK

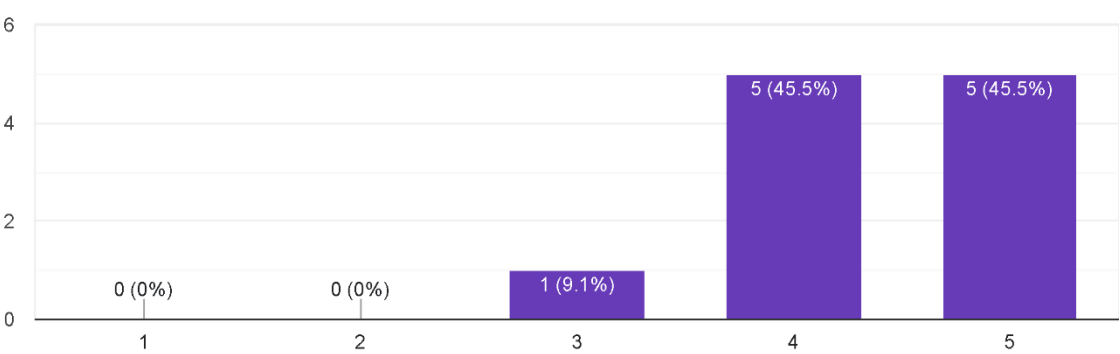
Does the syllabus satisfy the stated objectives and learning outcomes?

11 responses



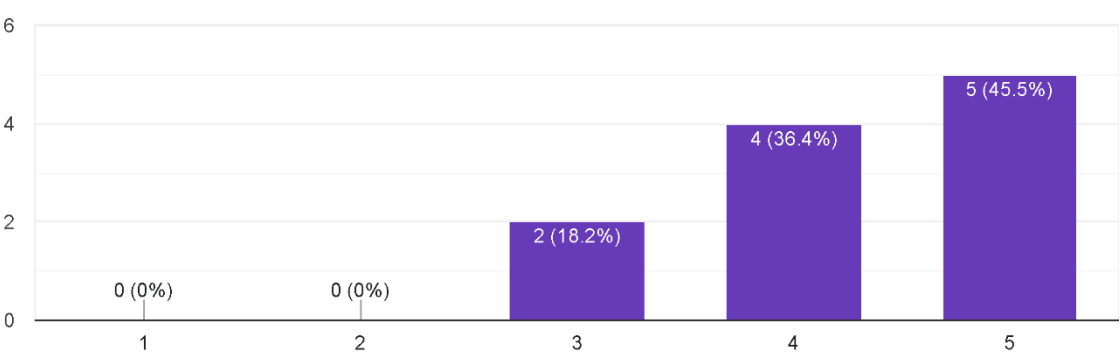
Do you have continuous processes to propose, modify,suggest and incorporate new topics in the syllabus?

11 responses



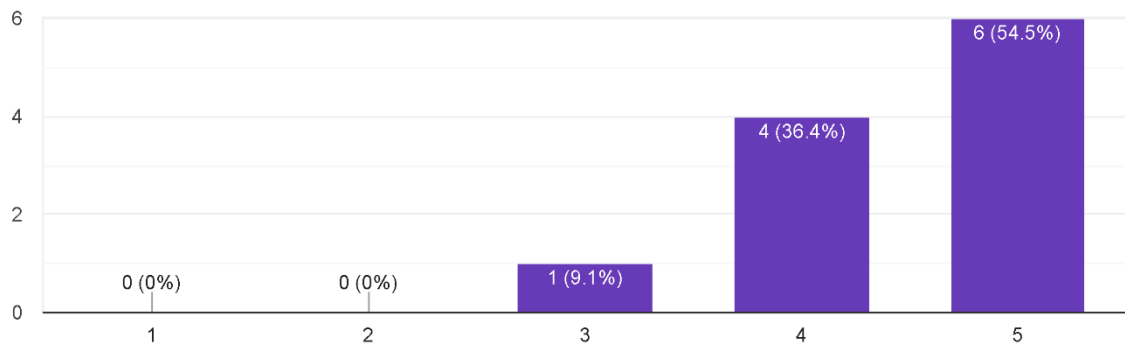
Is the syllabus effective in developing independent thinking?

11 responses



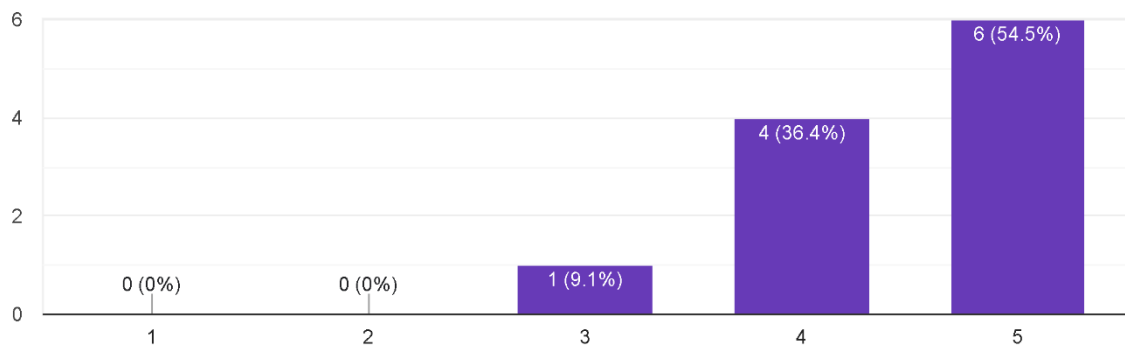
Does the departmental level expert committee meet to review the syllabus?

11 responses



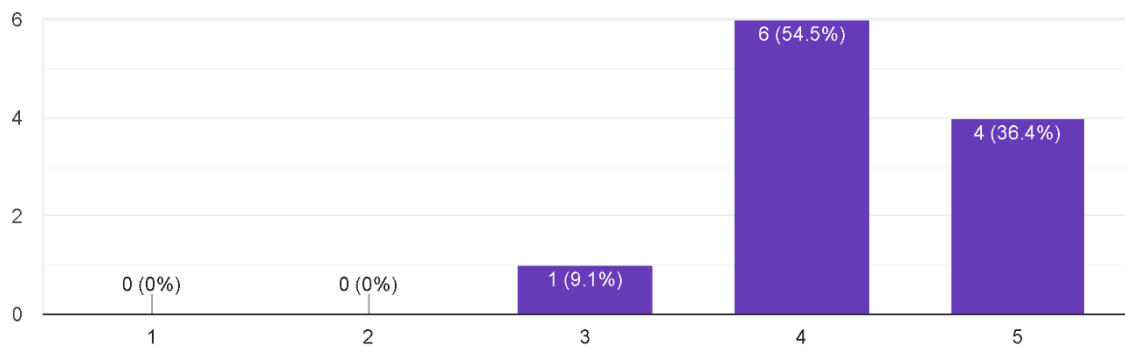
Does the syllabus enhance your knowledge in the subject area?

11 responses



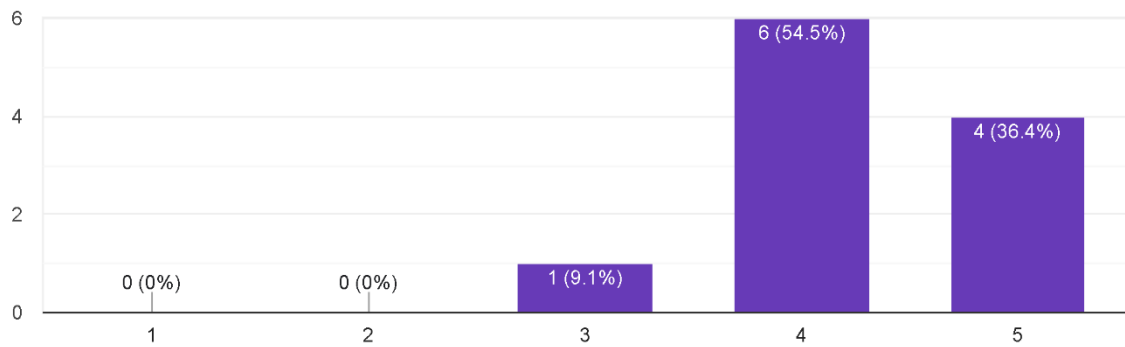
Does the syllabus enable the students to apply their knowledge in real life?

11 responses



Does the syllabus demand the teachers for research inclusive teaching?

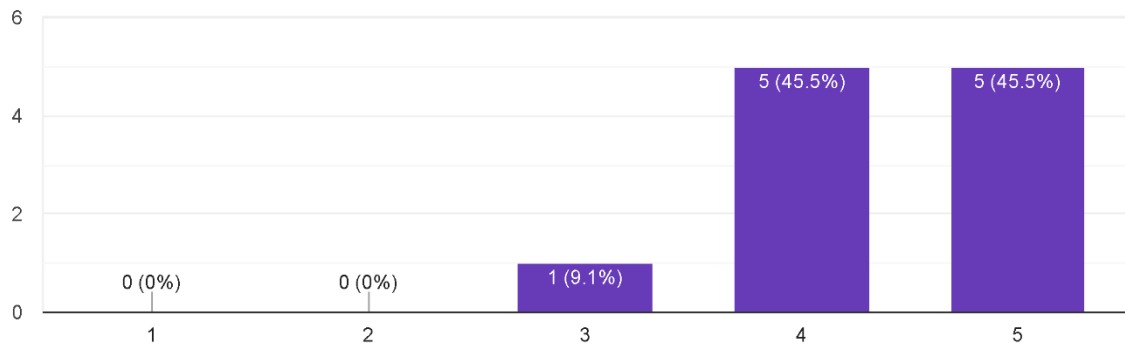
11 responses



ACADEMIC PEER FEEDBACK

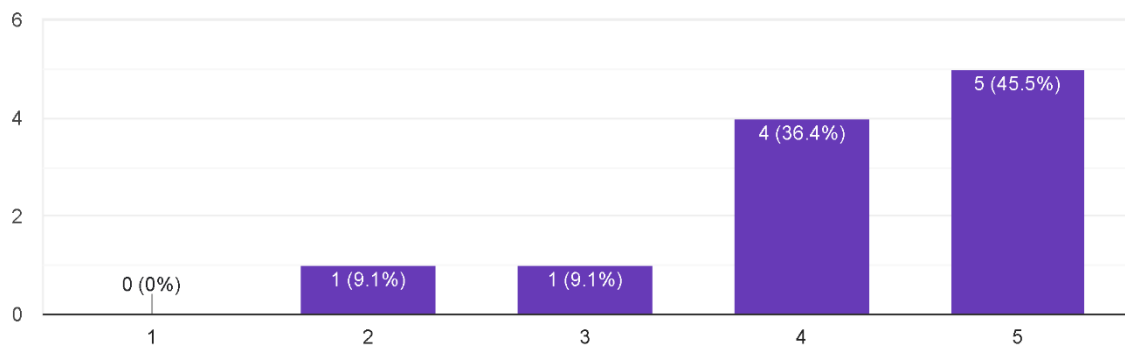
Does the syllabus satisfy the stated objectives and learning outcomes?

11 responses



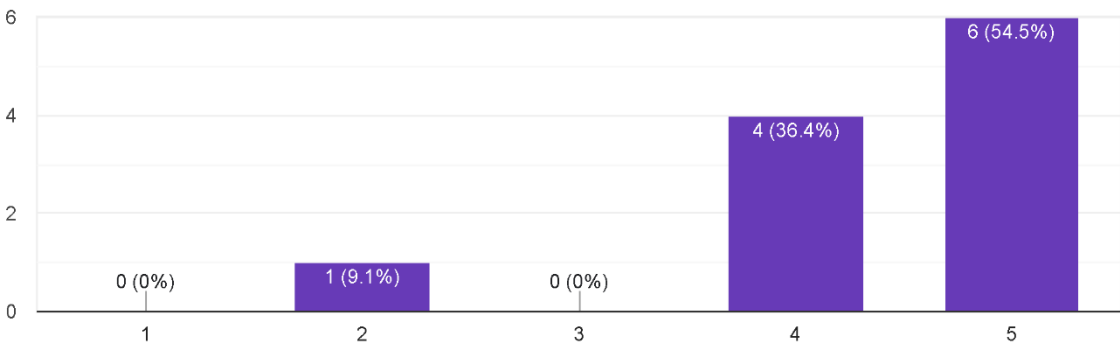
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

11 responses



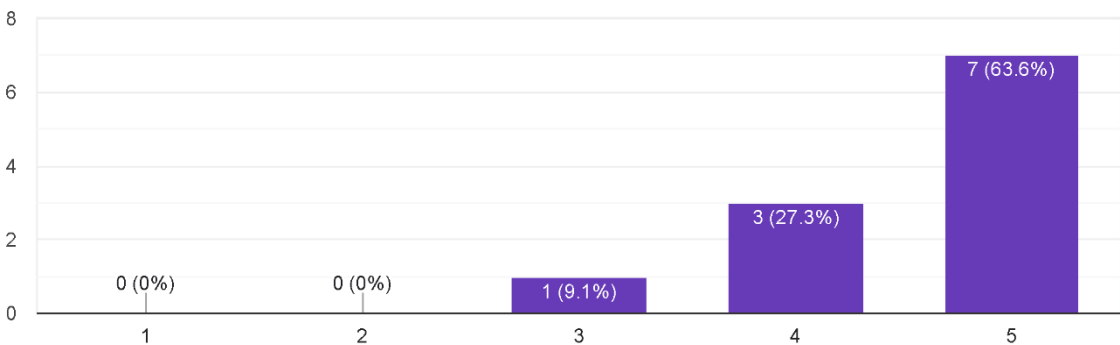
Is the syllabus effective in developing independent thinking?

11 responses



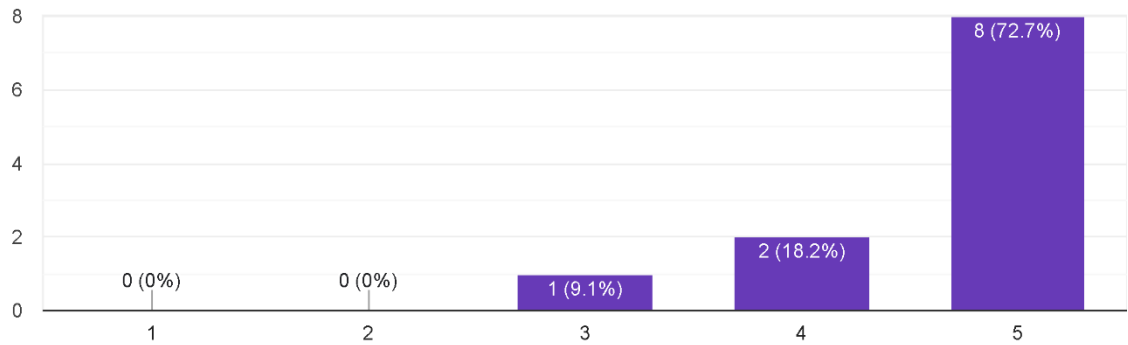
Does the departmental level expert committee meet to review the syllabus?

11 responses



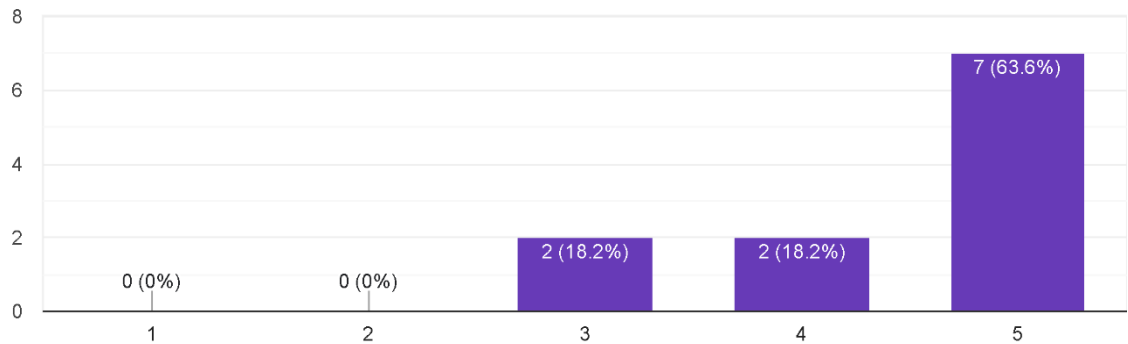
Does the syllabus enhance your knowledge in the subject area?

11 responses



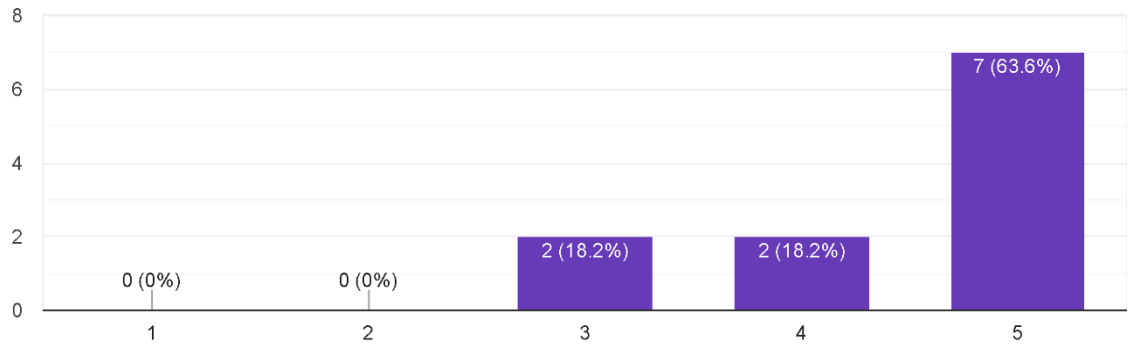
Does the syllabus enable the students to apply their knowledge in real life?

11 responses



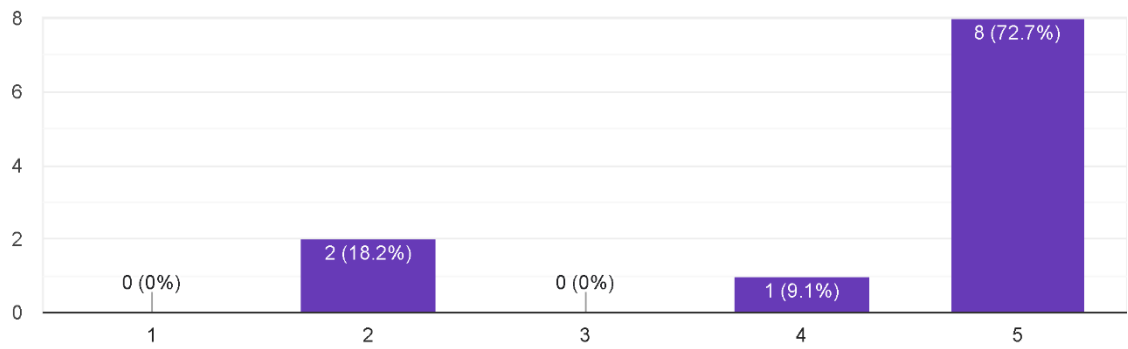
Does the syllabus enable the students to apply their knowledge in real life?

11 responses



Does the syllabus demand the teachers for research inclusive teaching?

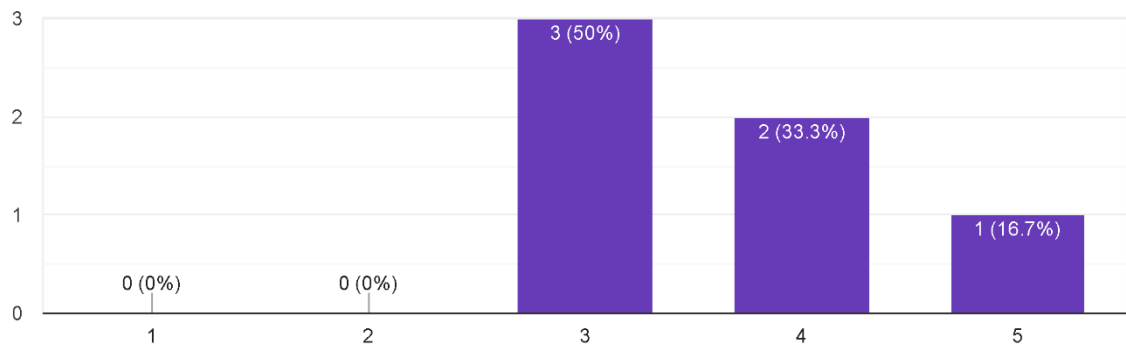
11 responses



EMPLOYERS FEEDBACK

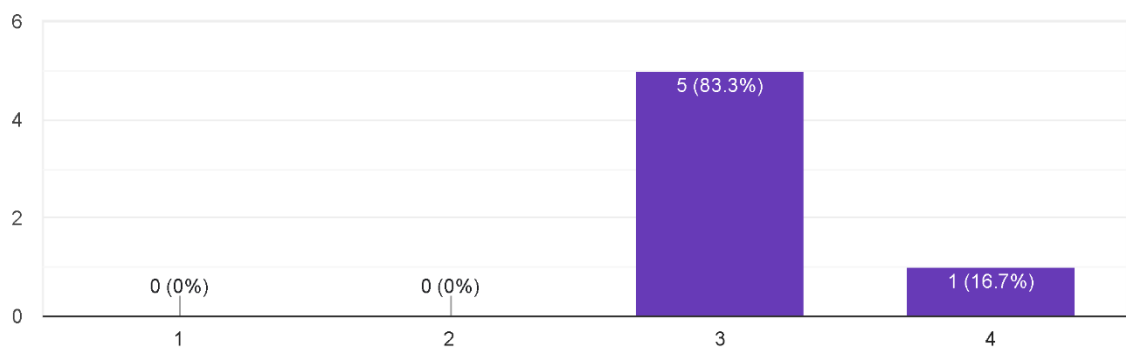
Does the curriculum cover advanced topics and current trends?

6 responses



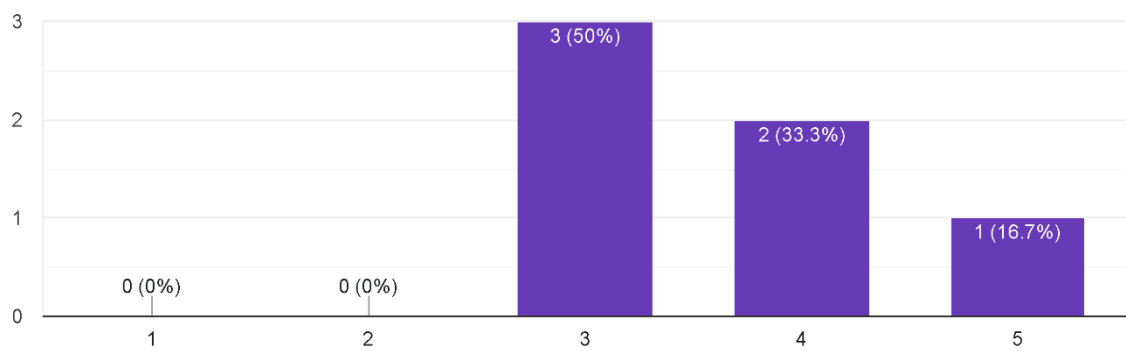
Is the curriculum aligned with the objectives of the programme?

6 responses



How would you rate the relevance of the electives offered in the curriculum?

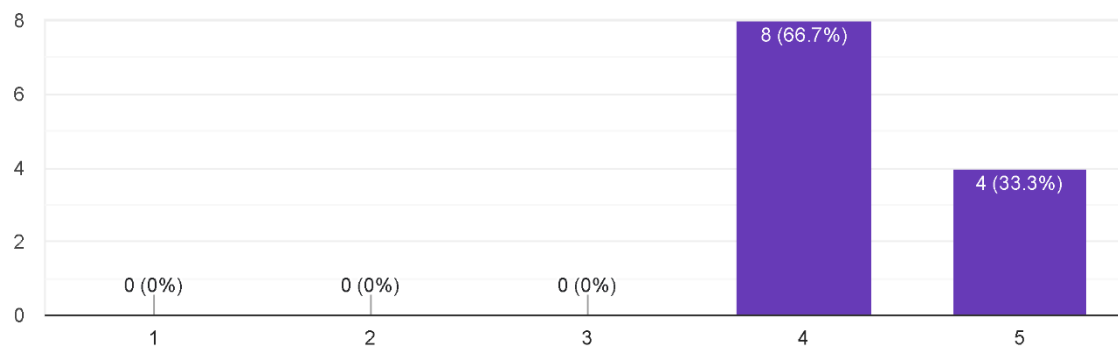
6 responses



ALUMINI FEEDBACK

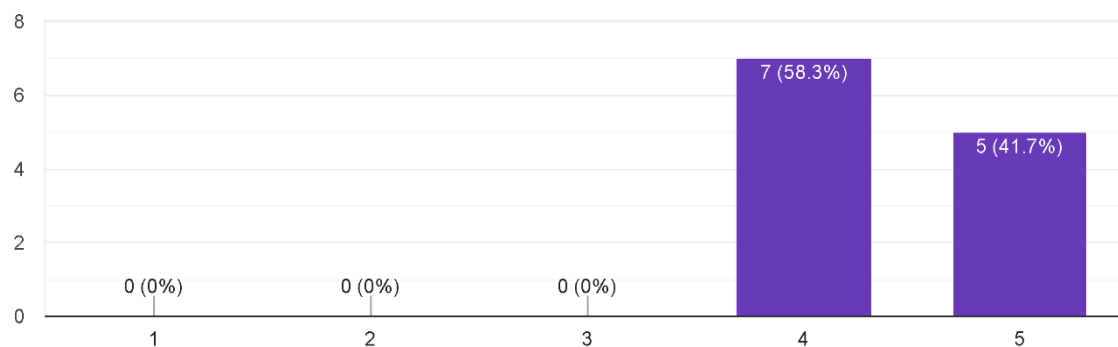
Is the syllabus updated on a regular basis depending on the current trends and advanced topics?

12 responses



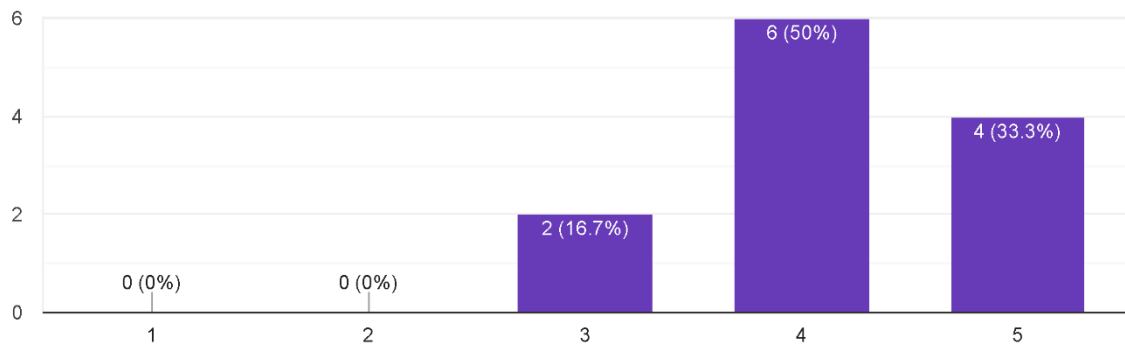
Does the syllabus orient the students towards higher education?

12 responses



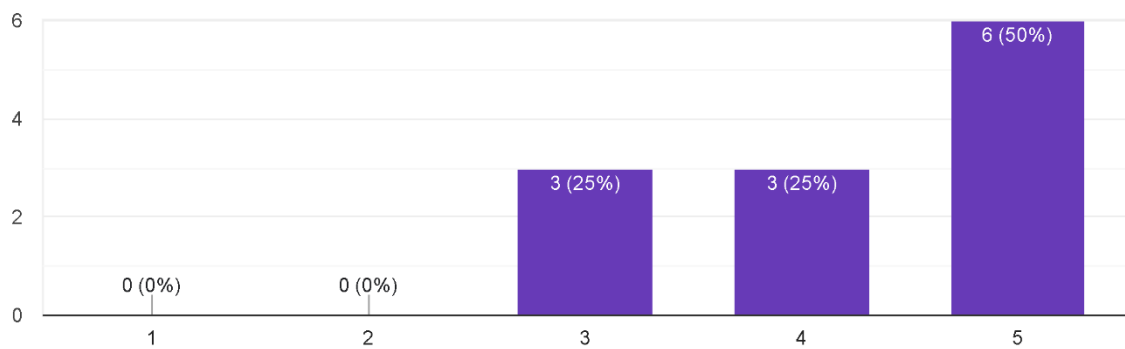
Does the syllabus provide employability weightage?

12 responses



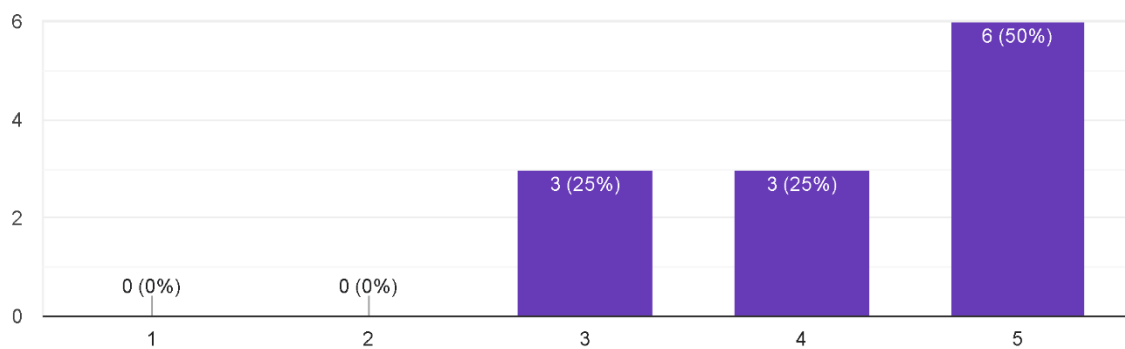
Does the syllabus meet the expectations of the industry?

12 responses



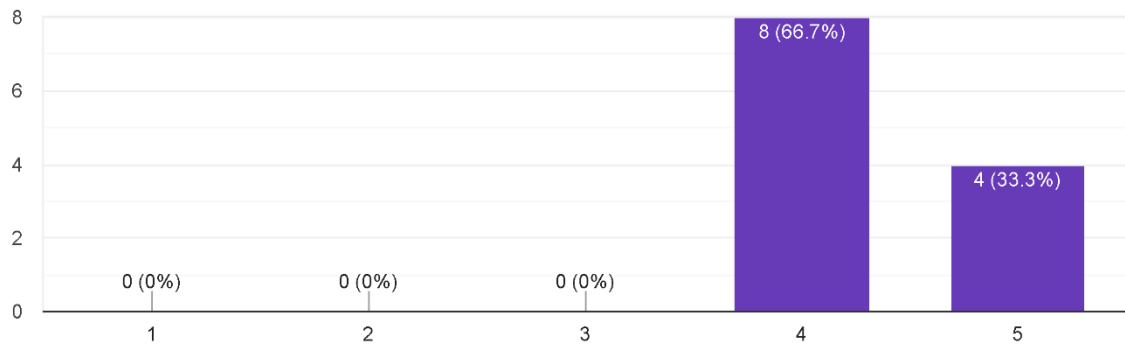
Does the syllabus enable the student to connect the knowledge to real life application?

12 responses



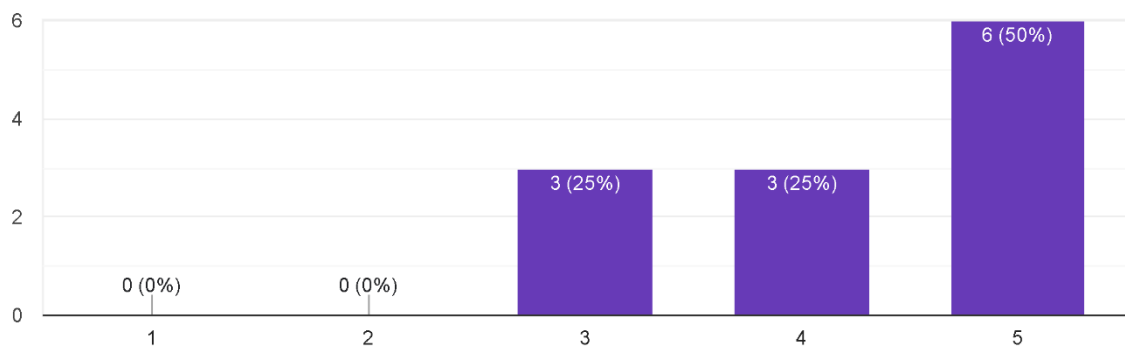
Does the syllabus encourage entrepreneurship?

12 responses



Do you think that the syllabus motivates the students for research and development?

12 responses



Action Taken Report for MCom Programme for AY 2026-27

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
MCom (Honours / Honours with Research)			
1	INDIAN ACCOUNTING STANDARDS (MCO401-1) -	Teachers	Yes-Incorporated Ind AS 2, 16, and 38 in one unit.

1	(MCO581A-4)	CORPORATE INTERNSHIP	Internship	Practical	300	8	12
2	(MCO581B-4)	TEACHING PRACTICE INTERNSHIP	Internship	Practical	300	8	12

INTRODUCTION OF NEW PROGRAM

Based on the suggestions provided by teachers, academic peers, and employers, and the identification of a gap in the existing system, a new program has been introduced titled BCom (work-integrated).

Bachelor of Commerce (Work Integrated) is an innovative, forward-looking undergraduate program that aims to provide students with a thorough understanding of the key functional areas of Commerce. Prioritising students from economically disadvantaged backgrounds, this program combines teaching fundamentals of commerce with hands-on training, allowing students to make better decisions. In line with the National Education Policy (2020), the programme involves six semesters involving Core courses, Skill Enhancement Courses, Value Added Courses, Ability Enhancement Courses and Work Integrated Learning Practicums (WILP). The program shall have multiple exit options at the end of the Second and Fourth semesters. Students who successfully complete one year and choose to exit the program will be awarded a UG Certificate. Students who successfully complete two years and choose to exit the program will be awarded a UG Diploma in Commerce. Students who successfully complete three years and satisfy the minimum credit requirement will be eligible for the award of the Bachelor of Commerce (Work Integrated) degree. The following structure has been adopted for the 2026-27 program

BCOM (Work Integrated)

SEMESTER – I

<i>S N</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Major (Core)/Minor/IDC/ MDC/AEC/SEC/VA C/Research Project/internship</i>	<i>Credits</i>	<i>Max Marks</i>

1	ENG181-1	Communicative English	AEC	2	50
2	COM101-1	Business Laws	Core	4	100
3	CWI101-1	Financial Accounting	Core	4	100
4	CWI161-1	Business Intelligence with Spreadsheets	SEC	4	100
5	-	Multi-Disciplinary Course	MDC	3	100
6	CWI181-1	Indian Accounting (IND AS)	VAC	2	50
7	CWI182-1	Indian Knowledge System	VAC	2	50
8	EVS181-1	Environmental Studies	VAC	1	50
9	HED181-1	Holistic Education	VAC	1	50
Total				23	650

BCOM (Work Integrated)

SEMESTER – II

<i>S N</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Major (Core)/Minor/IDC /MDC/AEC/SEC/V AC/Research Project/internship</i>	<i>Credits</i>	<i>Max Marks</i>
1	ENG181-2	Communicative English II	AEC	2	50
2	COM102-2	Business Economics	Core	4	100
3	CWI101-2	Statistics for Management	Core	4	100
4	CWI102-2	Foundations of Financial Markets	Core	4	100
5	-	Multi-Disciplinary Course	MDC	3	100
6	CWI181-2	Data Analytics using Python	VAC	2	50
7	HED181-2	Holistic Education	VAC	1	50
8	UOI181-2	Understanding of India	VAC	1	50
Total				21	600

Stakeholders Categories	Minimum Requirement	Feedback Collected	Percentage (%)
Students	10%	404 / 2558	15.79%
Teachers	10%	38 / 62	61.29%
Employer	5	6	More than expected
Academic Peers	3	11	More than expected
Alumni	5	16	More than expected