

**CHRIST (Deemed to be University),
Central Campus, Bangalore
School of Commerce, Finance and Accountancy
Department of Commerce
Academic Year 2024-2025**

Introduction

The stakeholders of an educational institution are individuals or organisations having a legitimate interest in the process and their inputs and outcomes. It includes students, teachers, employers, industry 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 (not applicable in this report as the first batch of alumni will be from the year 2026), 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 2025-26 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 (Honours / Honours with Research)
- BCom/BCom (Honours) (Non-NEP Batch)
- MCom

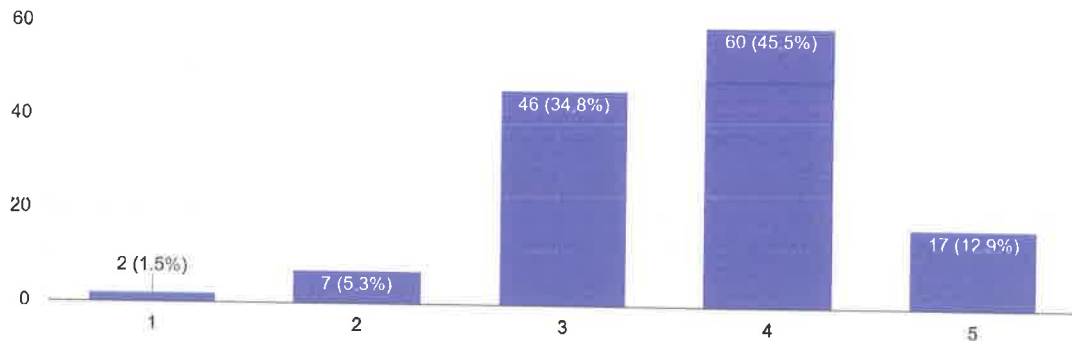


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Bengaluru - 560 073, INDIA

BCom (Accountancy and Taxation / Honours / Honours with Research)
STUDENT FEEDBACK-

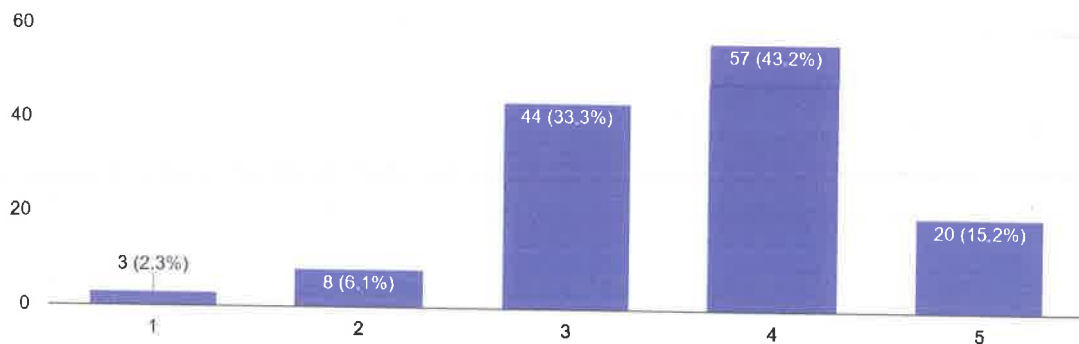
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

132 responses



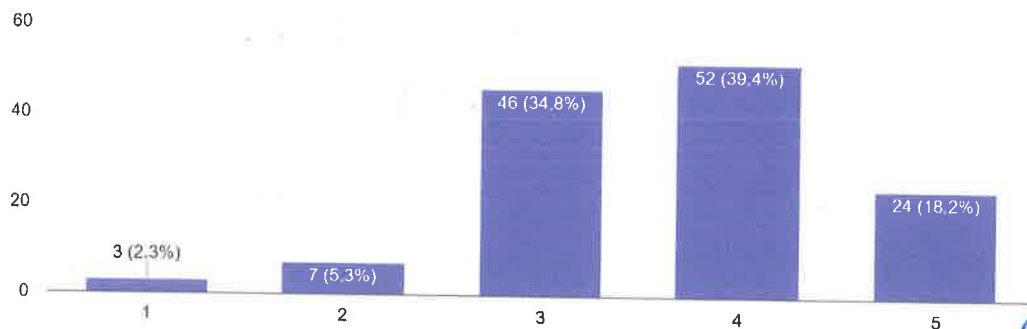
Does the syllabus cover advanced topics?

132 responses



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

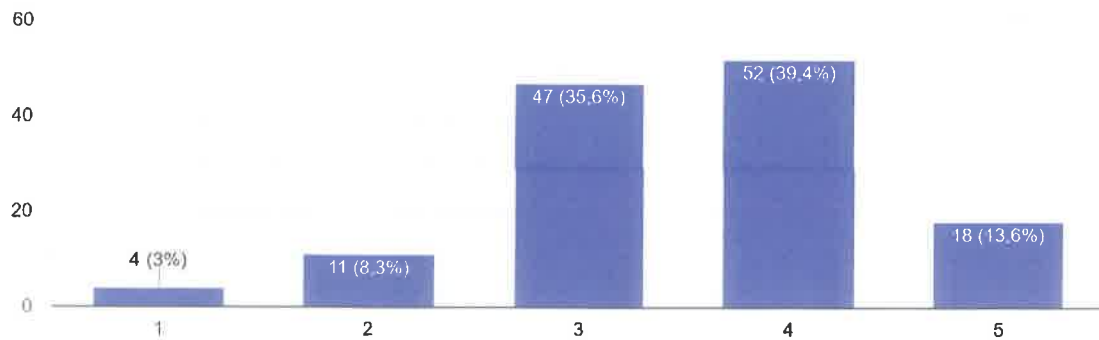
132 responses




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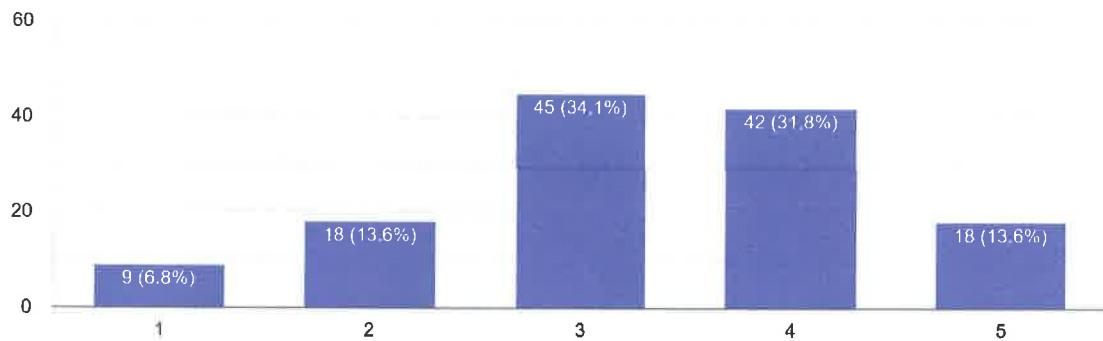
Is the syllabus effective in developing critical/ analytical thinking?

132 responses



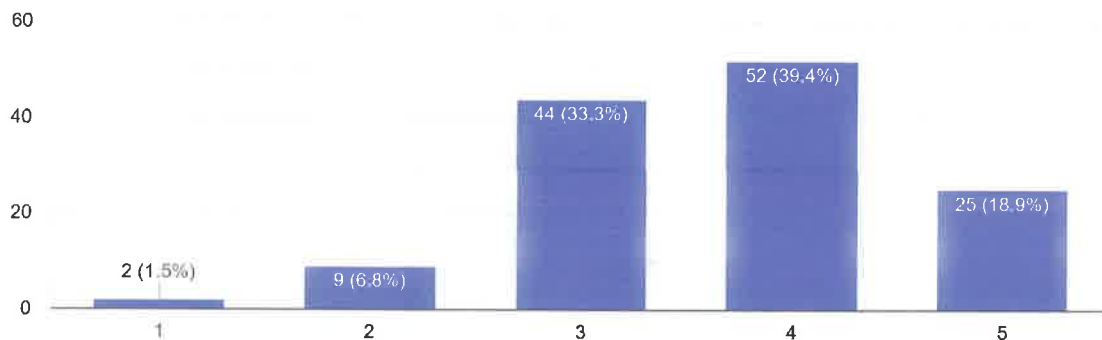
Are the text books and reference materials relevant to the content of the syllabus?

132 responses



Does the syllabus orient towards higher education?

132 responses

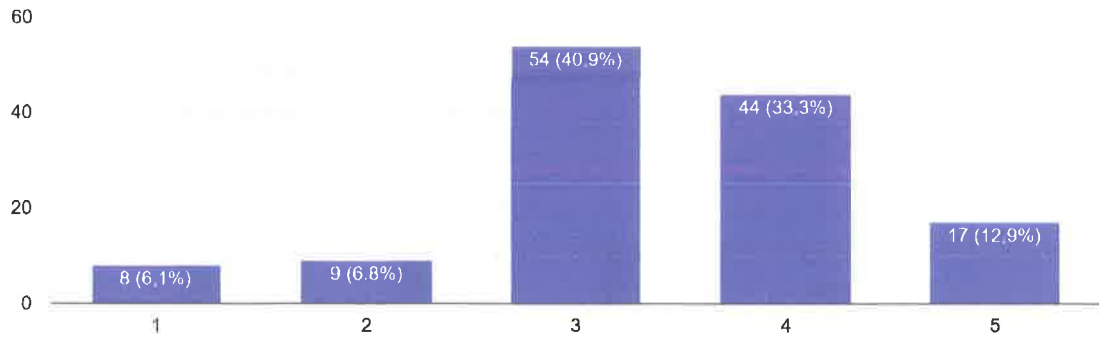


G. B. Bhat

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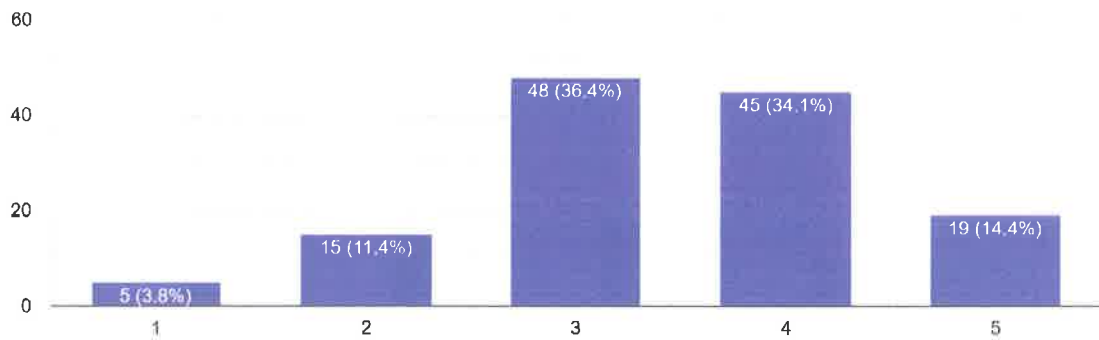
Does the syllabus enable the students to apply their knowledge in real life situations?

132 responses



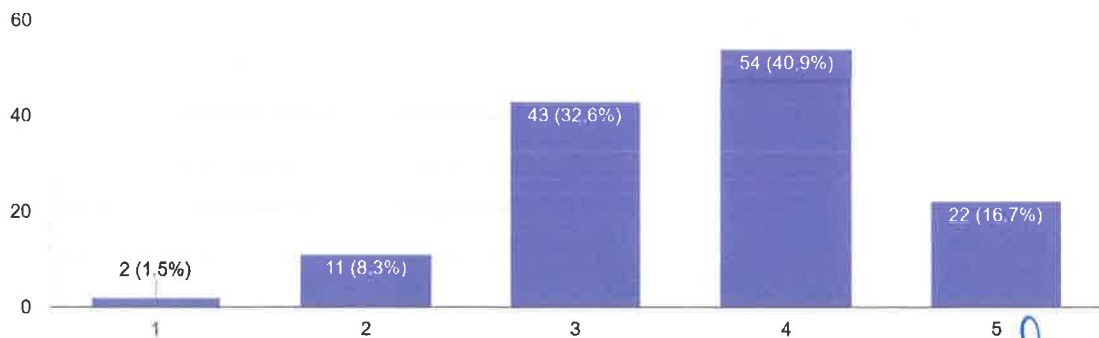
Is employability given weightage in the design and development of syllabus?

132 responses



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

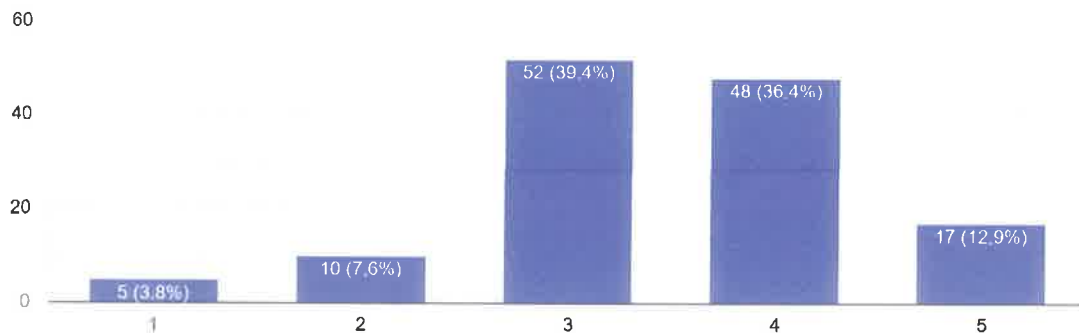
132 responses




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Does the syllabus meet your overall expectations?

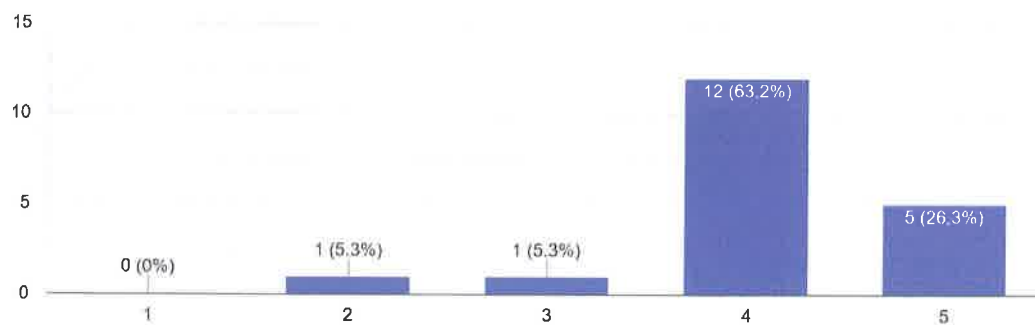
132 responses



TEACHERS FEEDBACK-

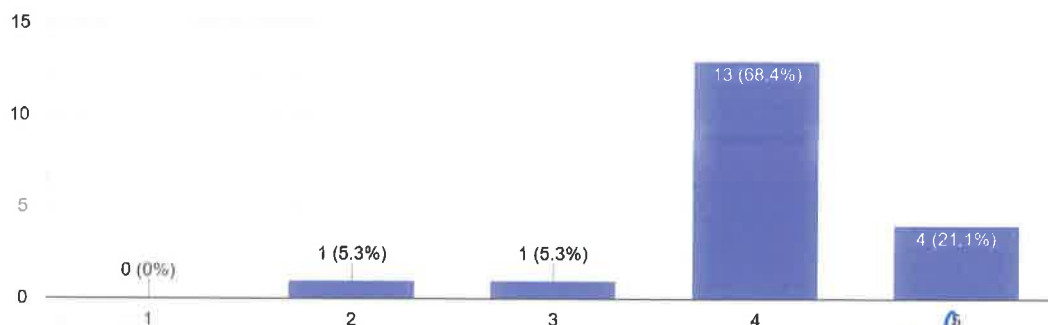
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Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

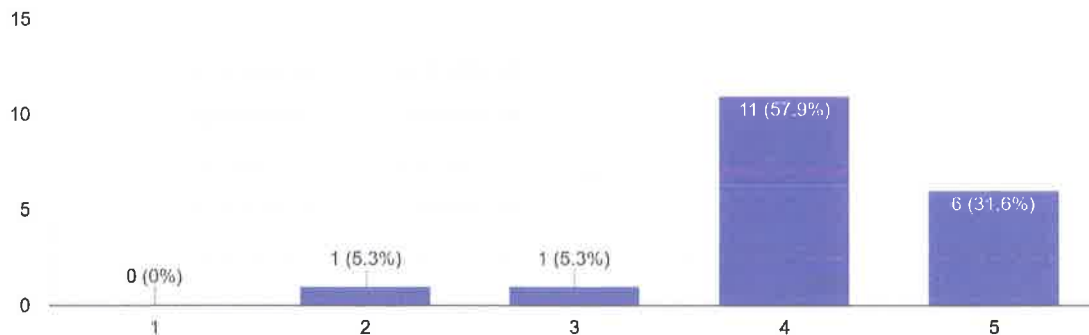
19 responses



G. Rajesh
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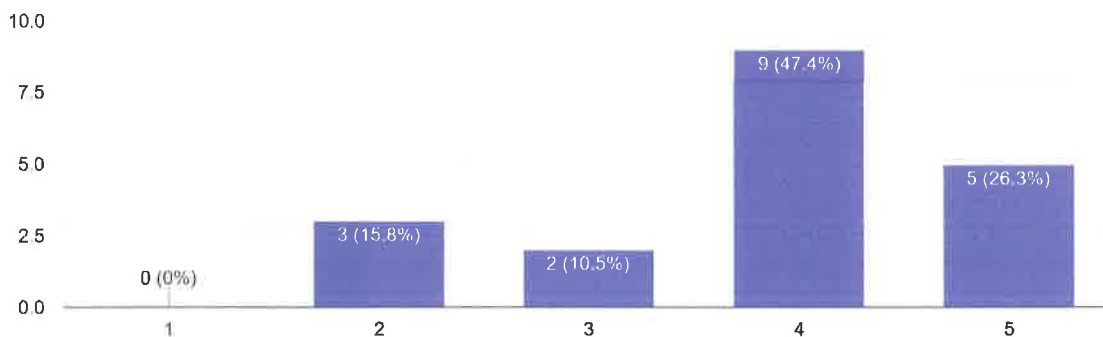
Is the syllabus effective in developing independent thinking?

19 responses



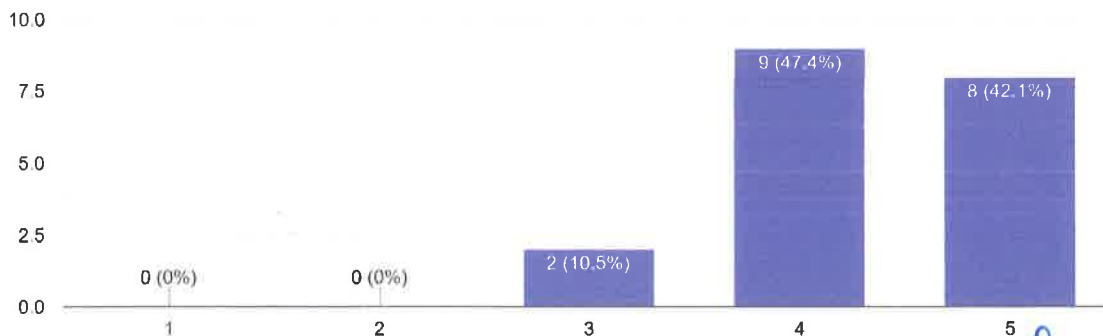
Does the departmental level expert committee meet to review the syllabus?

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Does the syllabus enhance your knowledge in the subject area?

19 responses

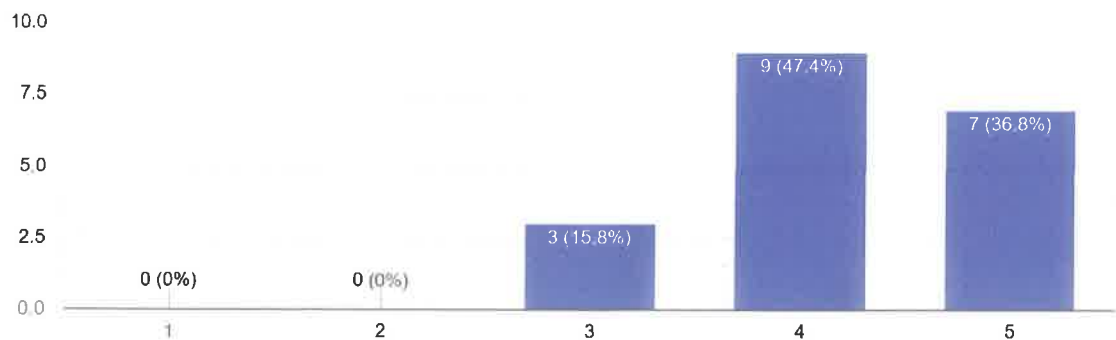


G. Raju

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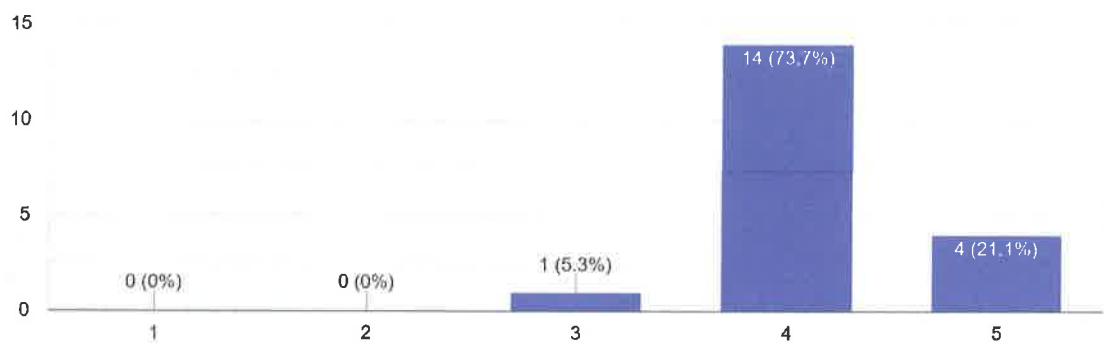
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Does the syllabus demand the teachers for research inclusive teaching?

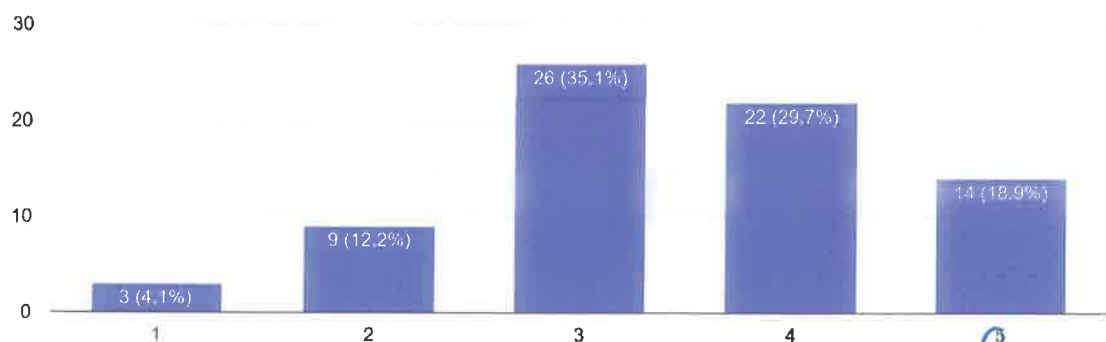
19 responses



PARENTS FEEDBACK-

Does the syllabus orient the students towards higher education?

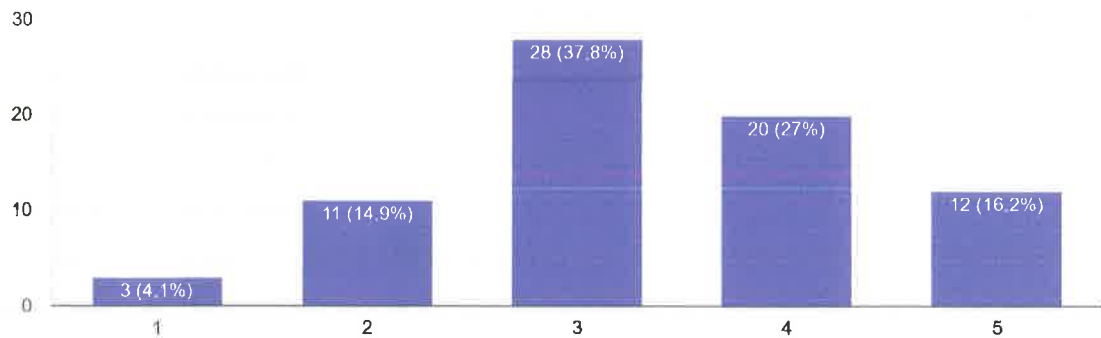
74 responses



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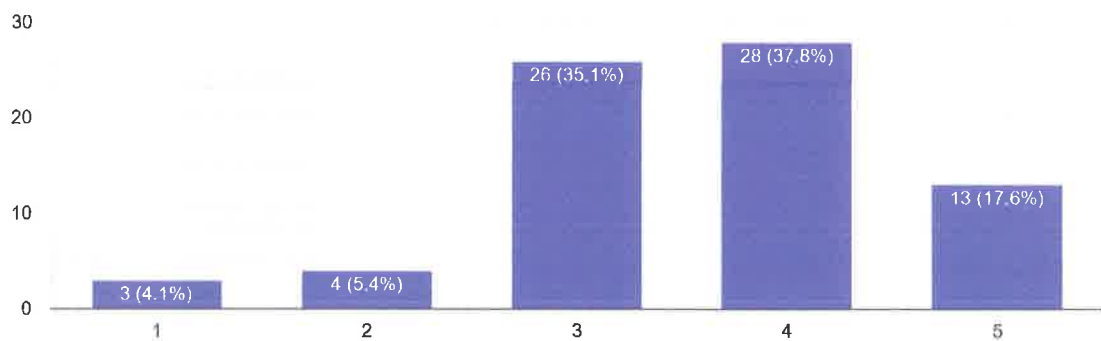
Is employability given weightage in the design and development of the syllabus?

74 responses



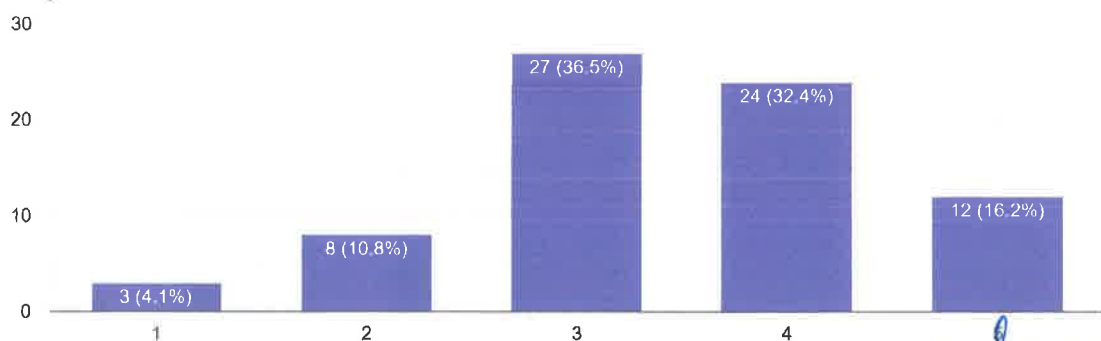
Is the syllabus designed to have a component on value based education?

74 responses



Does the syllabus have components to serve the needs of the society?

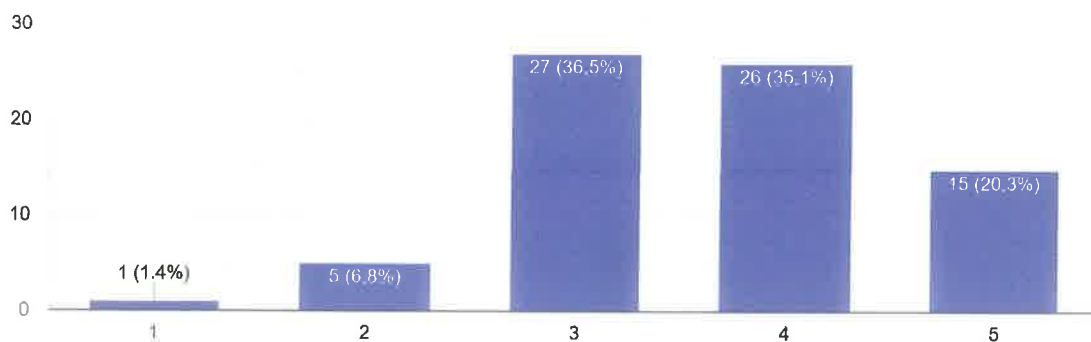
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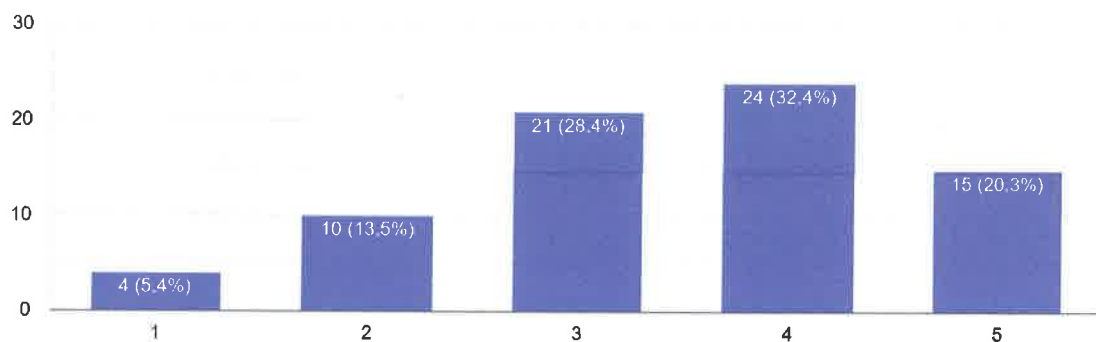
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Does the syllabus help the students to enhance their personality?

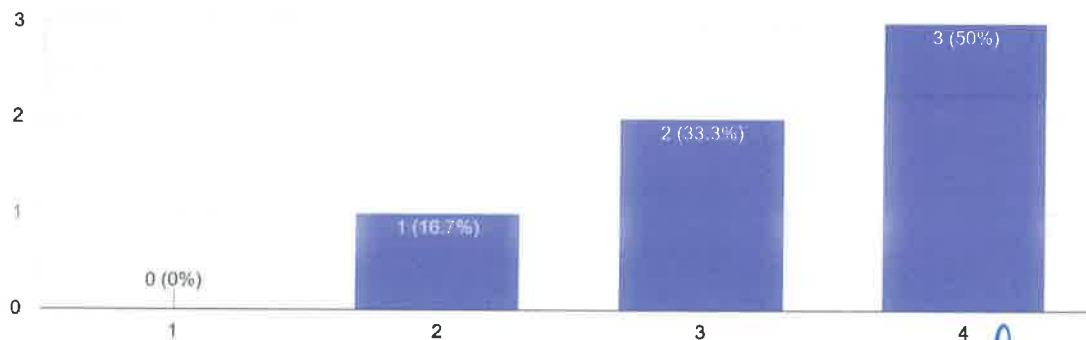
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INDUSTRY FEEDBACK-

Is the curriculum aligned with the objectives of the programme?

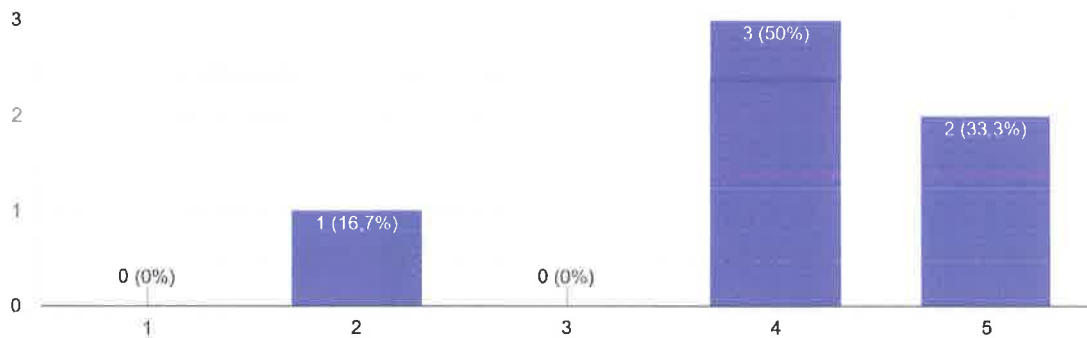
6 responses



G. B. Bhat
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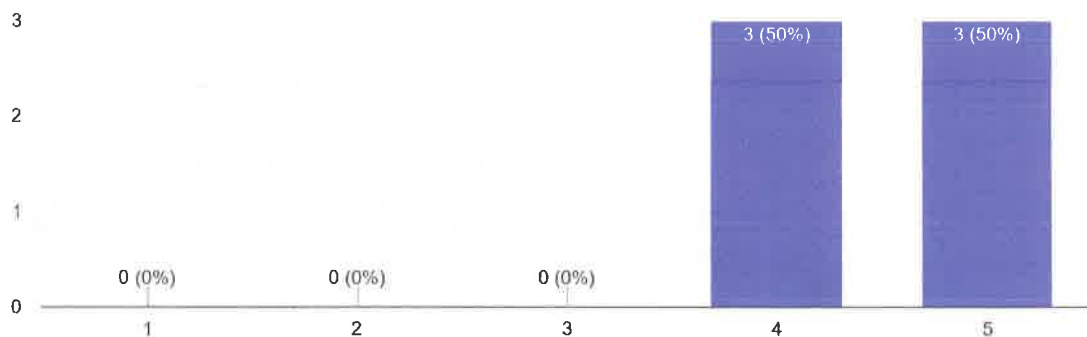
Does the curriculum cover advanced topics and current trends?

6 responses



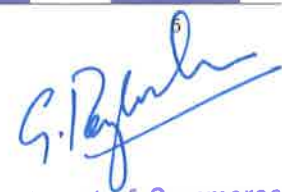
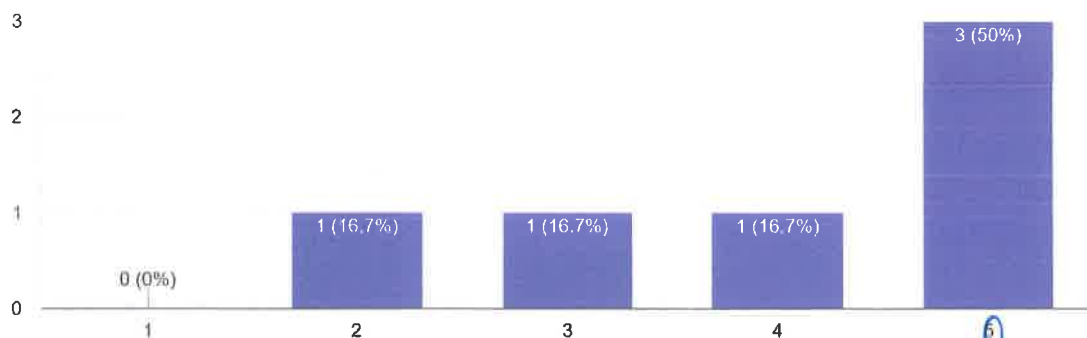
How would you rate the relevance of the electives offered in the curriculum?

6 responses



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

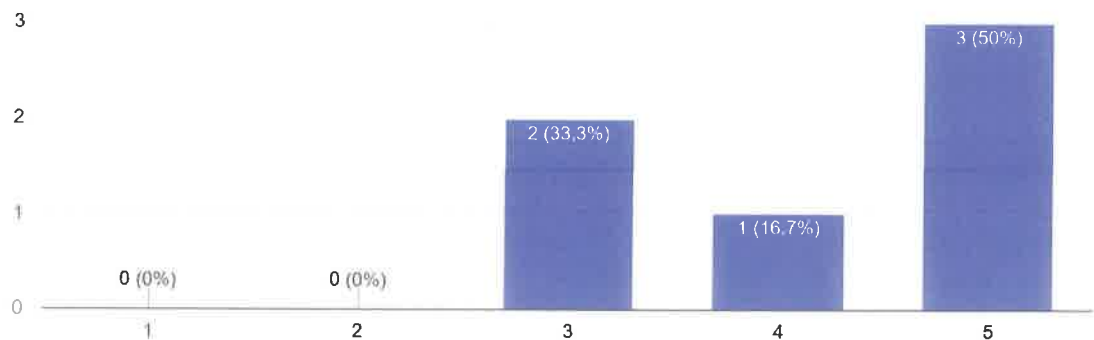
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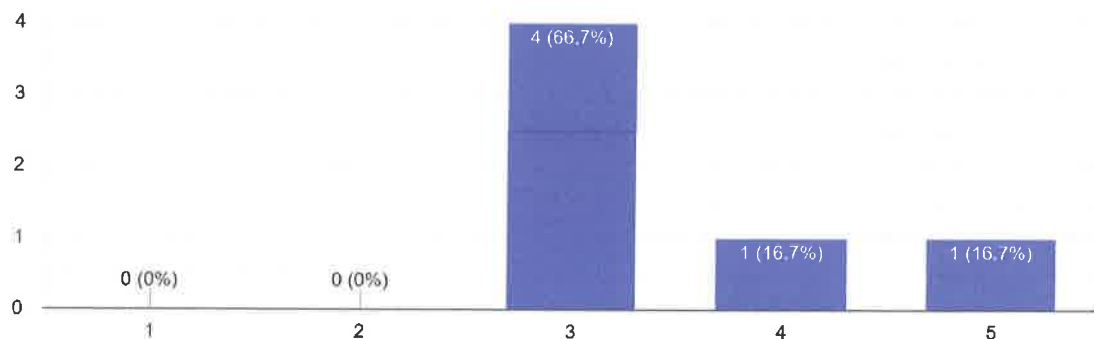
Does the curriculum meet the expectations of the industry?

6 responses



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

6 responses



ALUMNI FEEDBACK- Not applicable, as the first batch of alumni is applicable from the year 2026

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Action Taken Report for BCom (Accountancy and Taxation / Honours / Honours with Research) Programme AY 2025-26

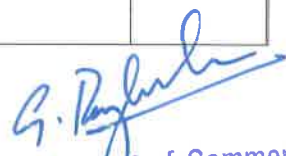
Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
BCom (Accountancy and Taxation/ Honours / Honours with Research)			
1	COM001-1 Basics of Accountancy And Economics	Students / Teachers	Yes- Added Accounting equations To form a basic understanding of financial statements.
2	COM101-1 Legal Aspects of Business	Students / Teachers	Yes- Realignment of the previous units and the Competition Act,2002 has been added.
3	COM101-2 Practices of Banking & Insurance	Students	No- only realignment of the content and no topics were added or removed.
4	COM102-2 Corporate Law and Administration	Students / Teachers	Yes- the concept of Lifting the corporate veil has been added, and the order of contents has been realigned.
5	COM101-3 Banking & Financial Services	Industry Teachers	Yes- the concepts that need to be added.



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NOTE- Based on the feedback from students, teachers, and industry experts, the following structure has been adopted for the 2025-26 – NEP batch (3rd year) :

	SEMESTER - V					
	Course Type	Course Description	No. of hrs per week	No. of Hrs	Marks	Credits
COM101-5	Core	Research Methodology (LCA)	4	60	100	4
COAT301-5	Core	Cost Accounting	4	60	100	4
COAT401-5	Core	Strategic Tax Management	4	60	100	4
COAT201-5	Core	Marketing Management	4	60	100	4
COAT402-5	Core	Auditing and Assurance	4	60	100	4
	VOC	Summer Internship	...	...	100	2
			20		500	22
	SEMESTER - VI					
	Course Type	Course Description	No. of hrs per week	No. of Hrs	Marks	Credits
COM201-6	Core	Business Ethics and Corporate Governance (LCA)	4	60	100	4
COAT402-6	Core	Investment Analysis and Portfolio management	4	60	100	4


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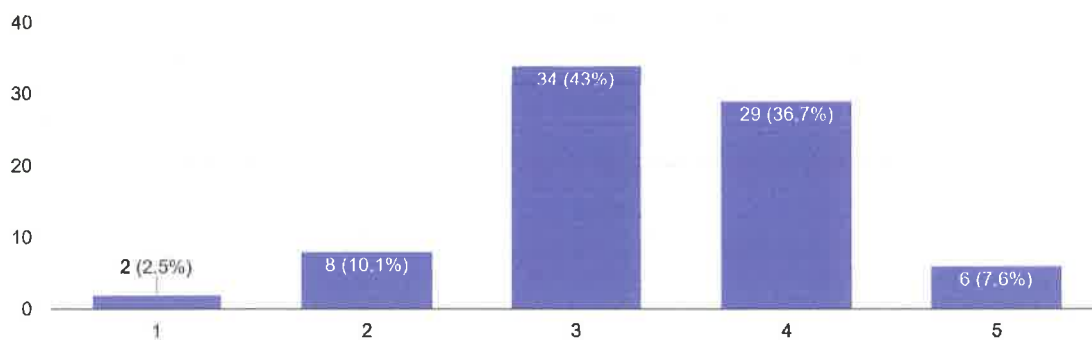
COAT403-6	Core	Cost analysis and Decision Making	4	60	100	4
COAT404-6	Core	Indirect Taxes	4	60	100	4
COAT401-6	Core	Financial Reporting	4	60	100	4
			20		500	20
	TOTAL CREDITS					42

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

STUDENT FEEDBACK-

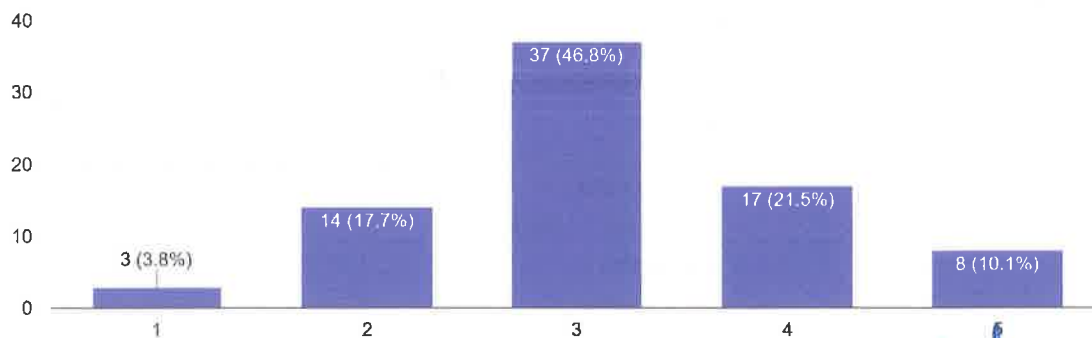
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

79 responses



Does the syllabus cover advanced topics?

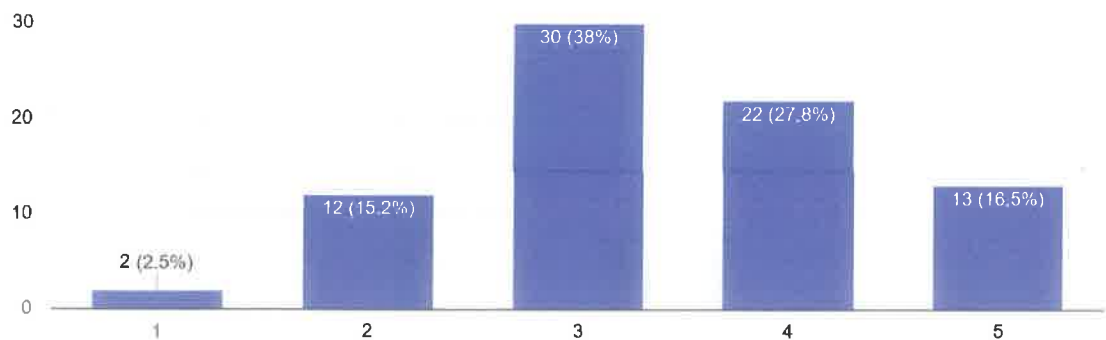
79 responses



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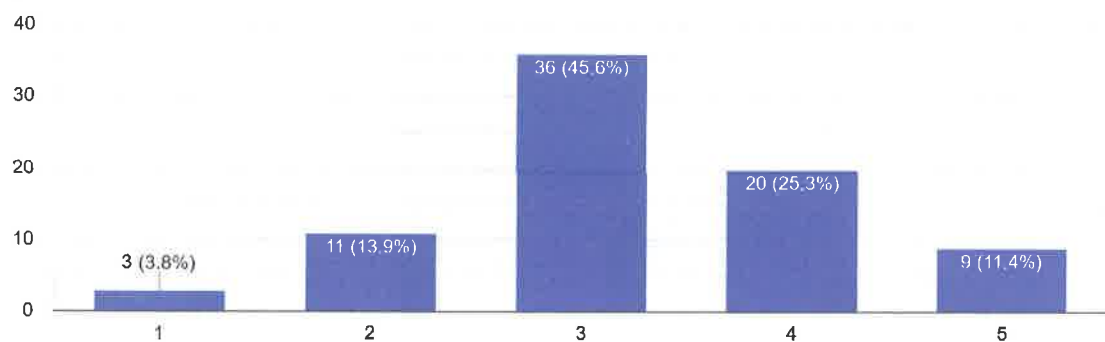
Whether the syllabus enhances your knowledge and skills in the relevant domain?

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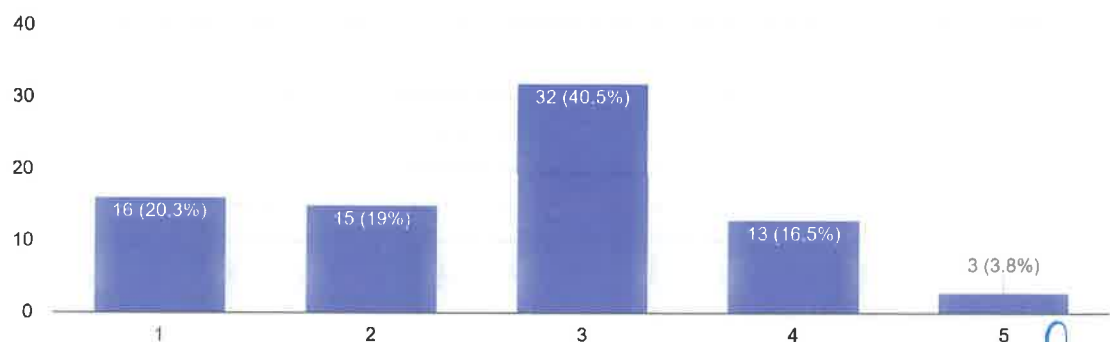
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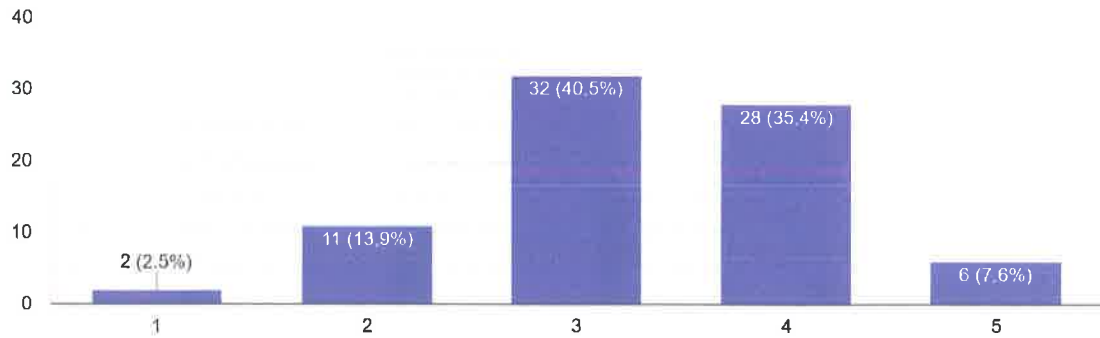


G. B. Reddy

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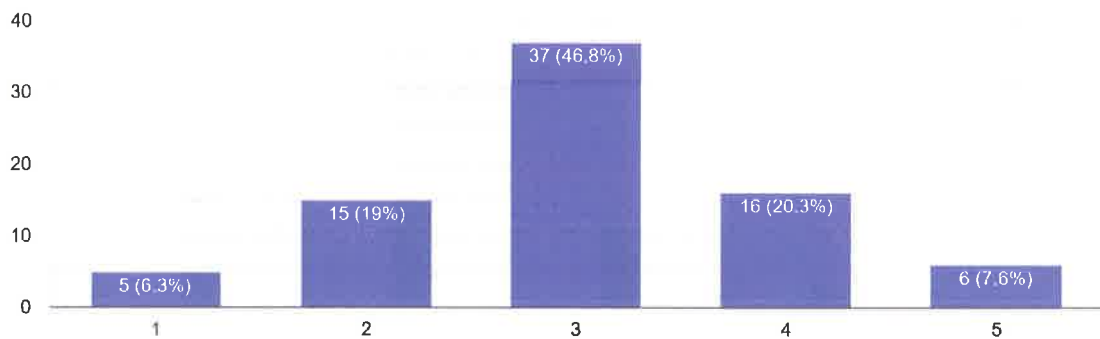
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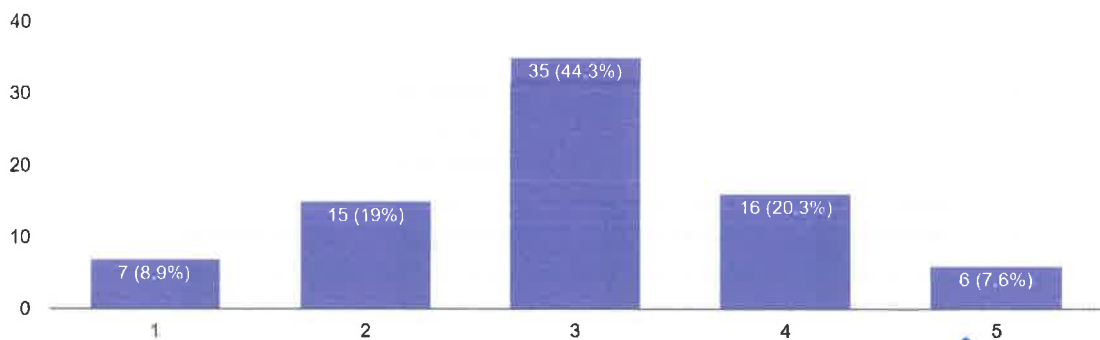
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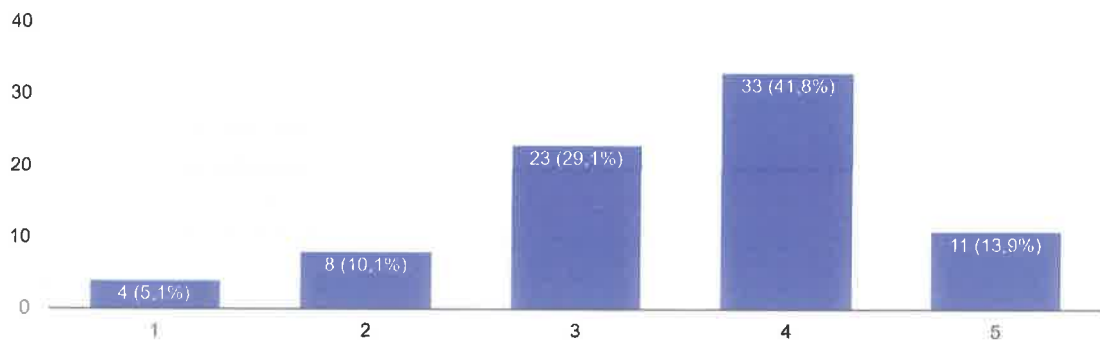
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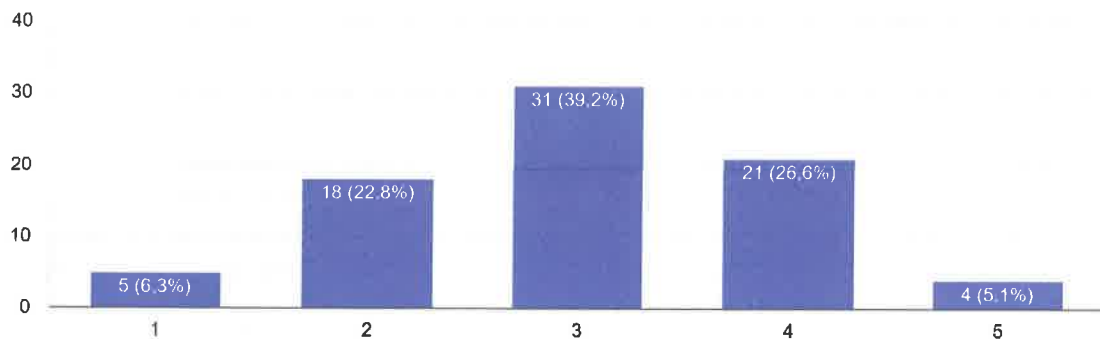
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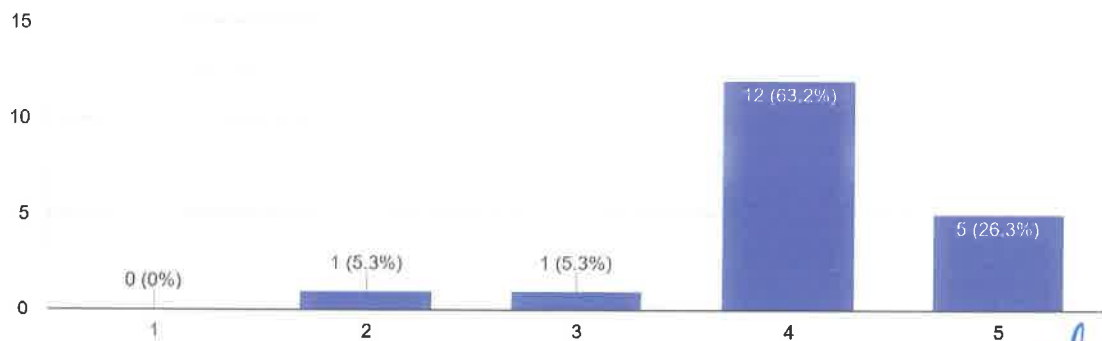
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TEACHERS FEEDBACK-

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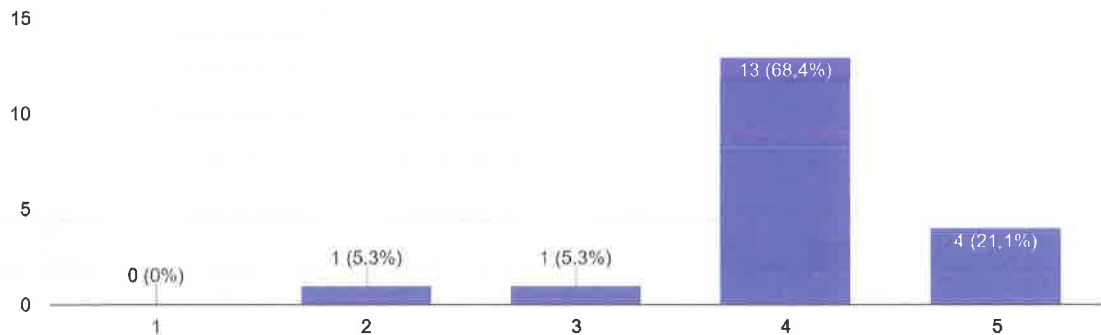


G. Balakrishna

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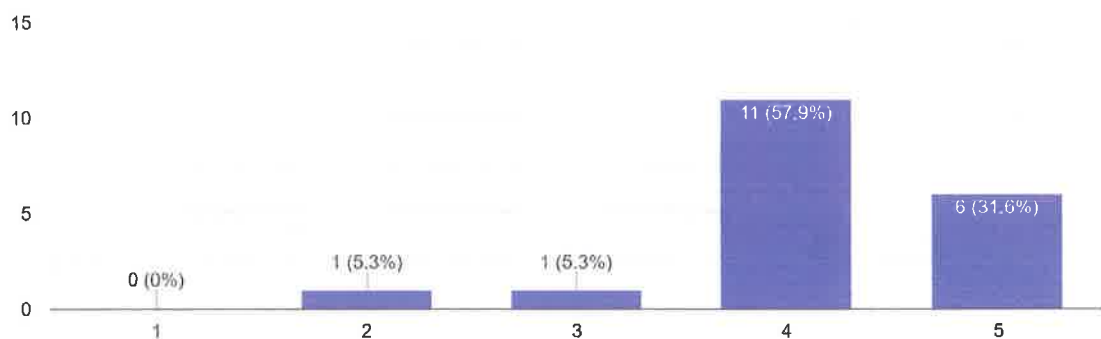
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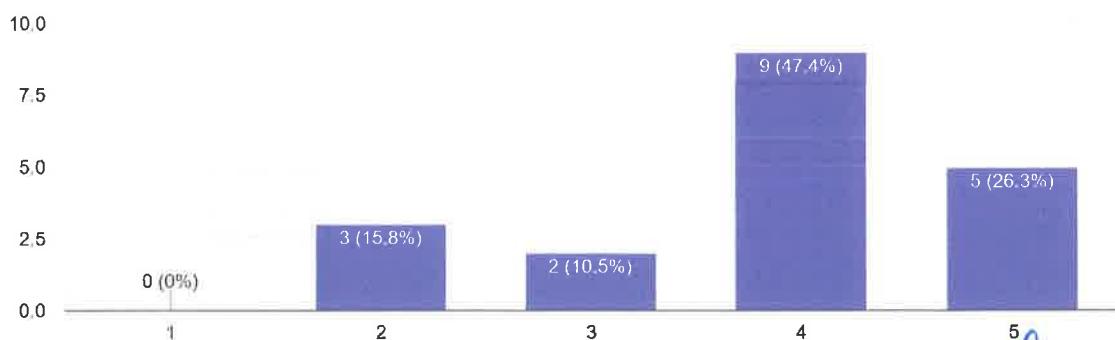
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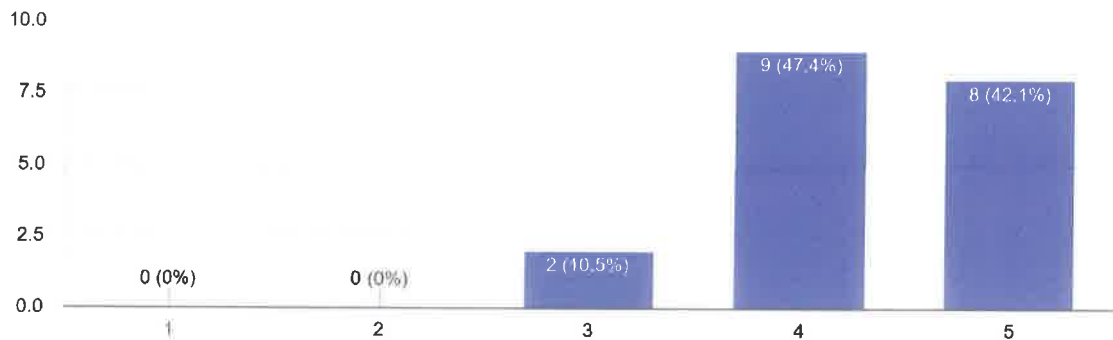
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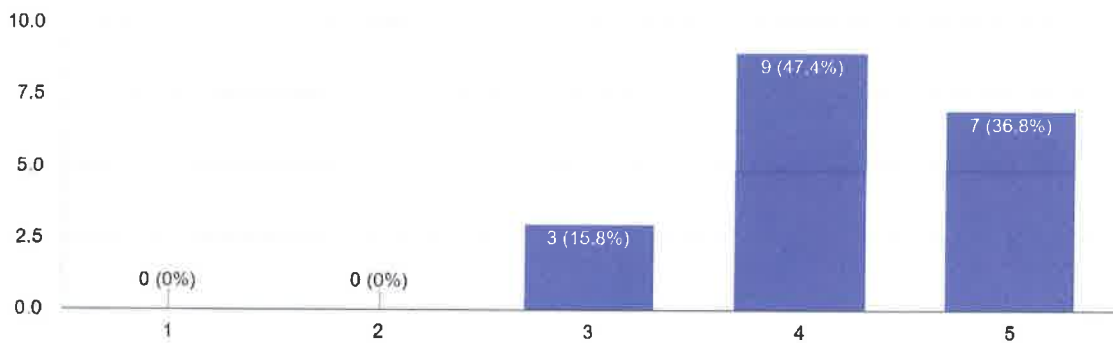
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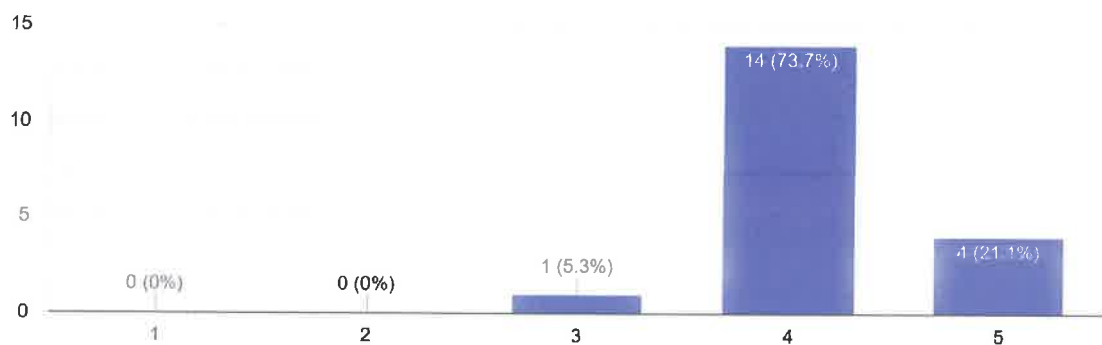
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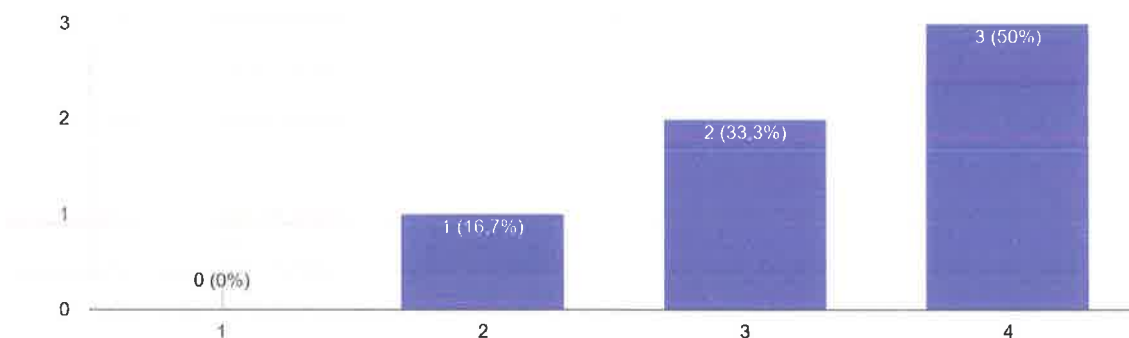



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INDUSTRY FEEDBACK-

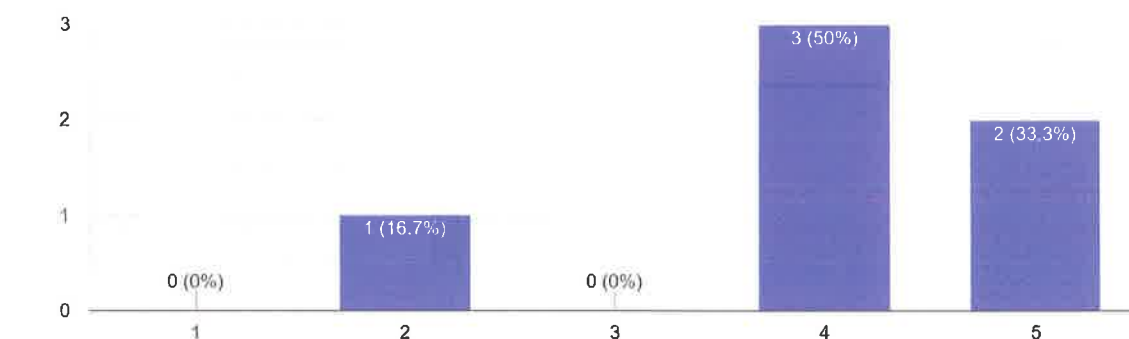
Is the curriculum aligned with the objectives of the programme?

6 responses



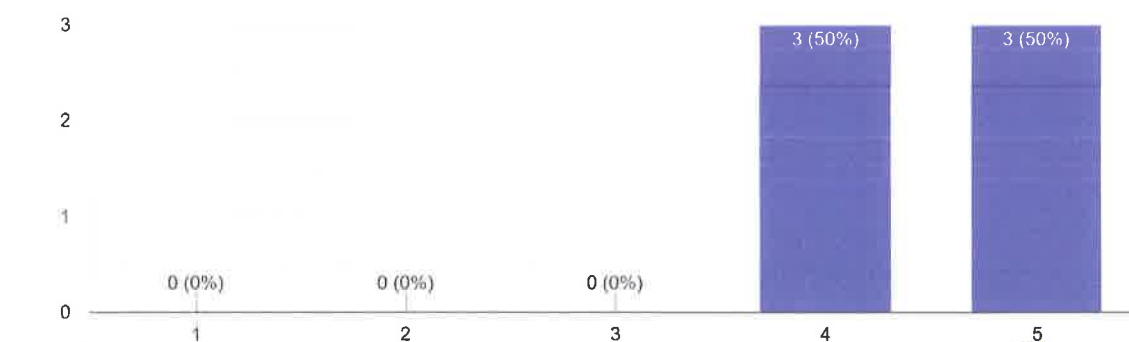
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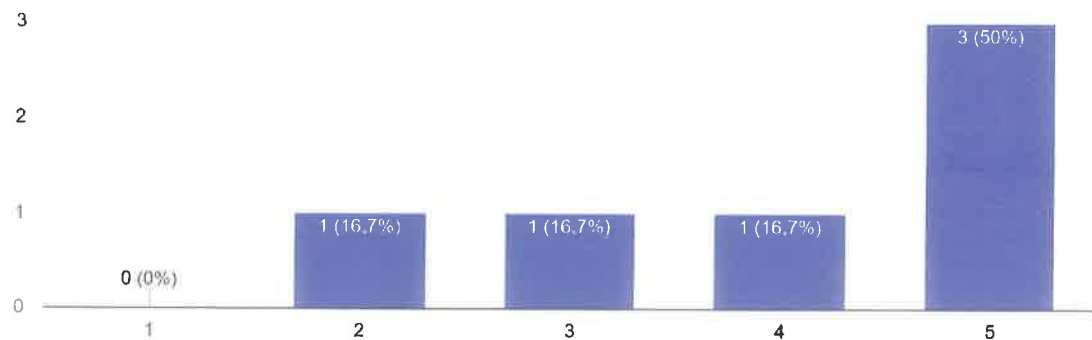
6 responses



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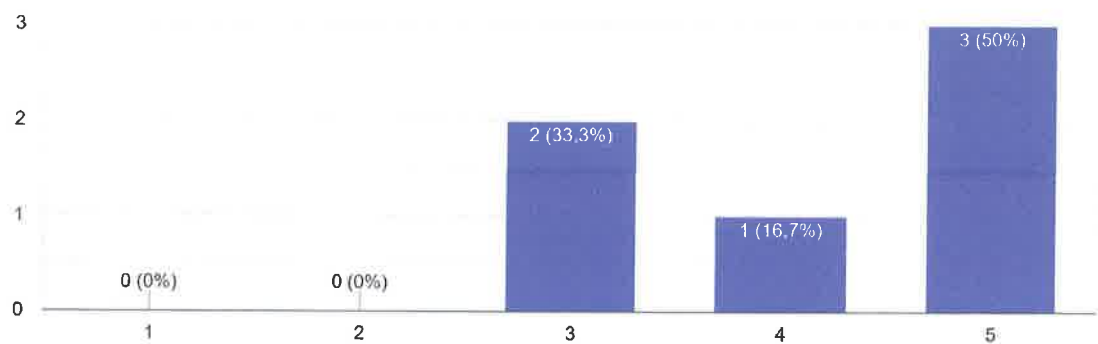
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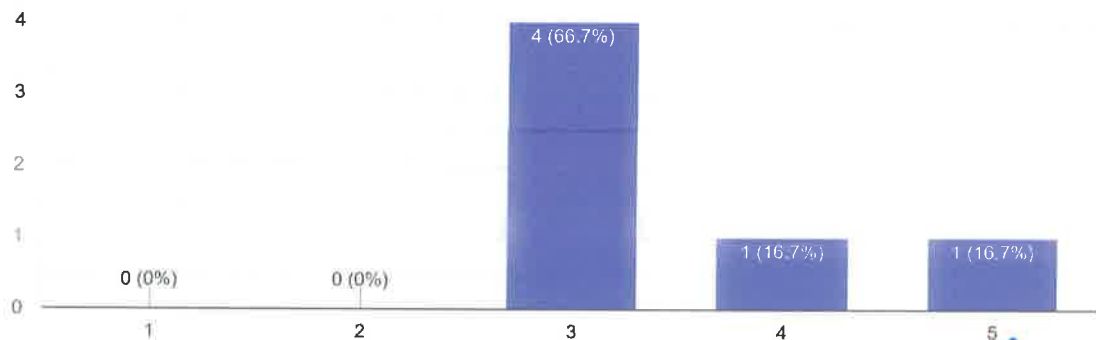
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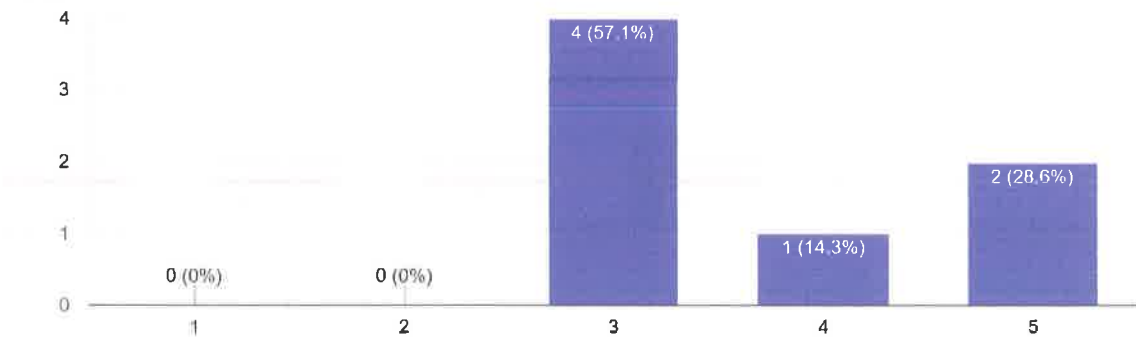
G. Rajul

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PARENTS FEEDBACK-

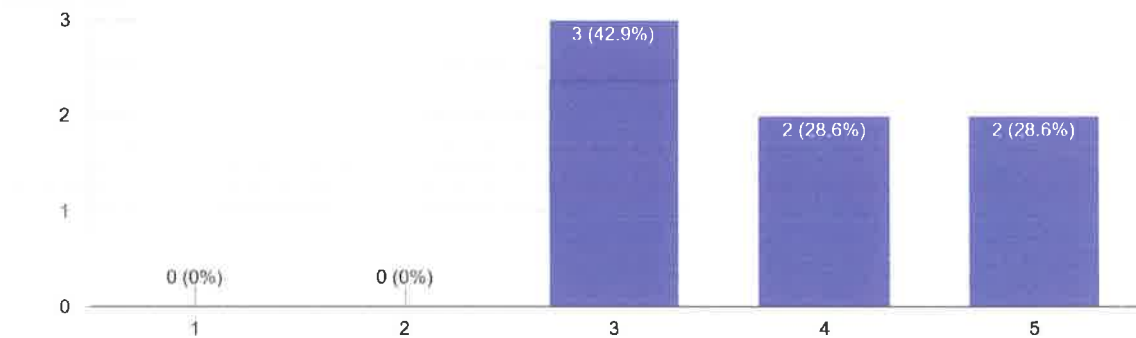
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7 responses



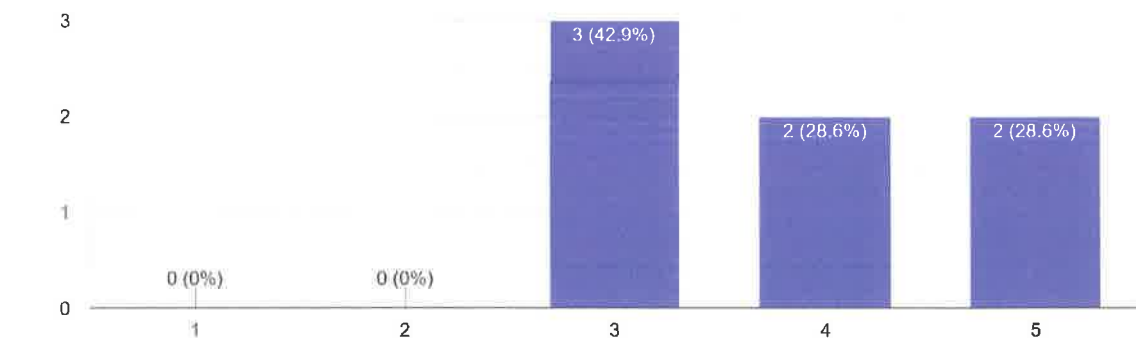
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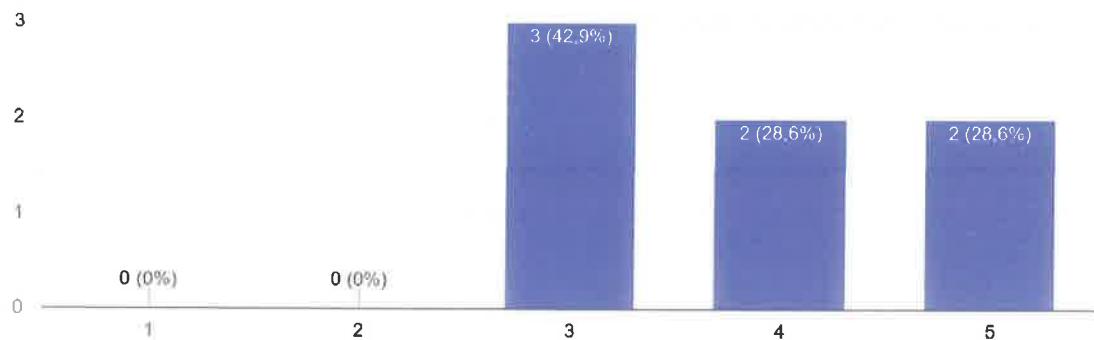
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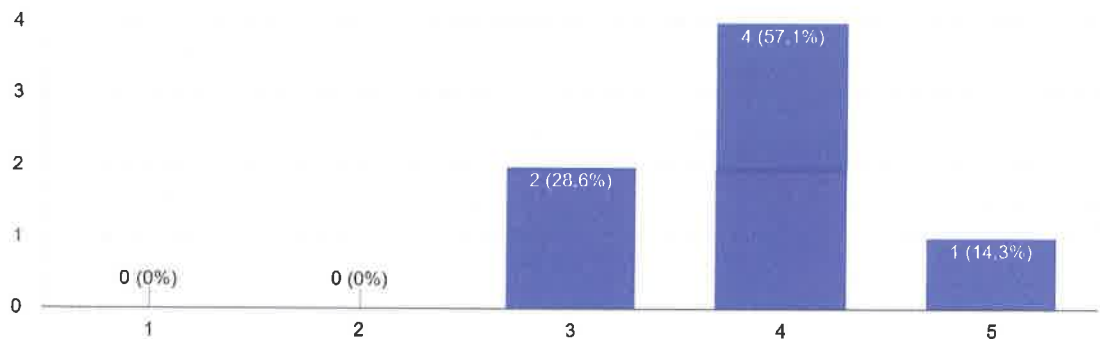
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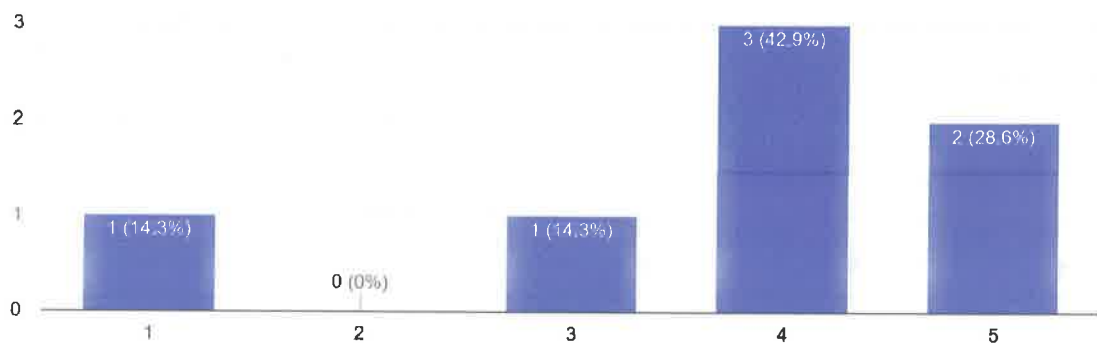
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7 responses



Does the syllabus help the students to enhance their personality?

7 responses




ALUMNI FEEDBACK- Not applicable, as the first batch of alumni is applicable from the year 2026

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Action Taken Report for BCom (Finance and Investment/ Honours / Honours with Research) Programme AY 2025-26

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
BCom (Finance and Investment/ Honours / Honours with Research)			
1	COM001-1 Basics of Accountancy And Economics	Students / Teachers	Yes- Added Accounting equations To form a basic understanding of financial statements.
2	COM101-1 Legal Aspects of Business	Students / Teachers	Yes- Realignment of the previous units and the Competition Act,2002 has been added.
3	COM101-2 Practices of Banking & Insurance	Students	No- only realignment of the content and no topics were added or removed.
4	COM102-2 Corporate Law and Administration	Students / Teachers	Yes- the concept of Lifting the corporate veil has been added, and the order of contents has been realigned.
5	COM101-3 Banking & Financial Services	Industry Teachers /	Yes- need concepts are added.
6	COFI101-1 Financial Accounting -I	Students Teachers /	Yes- Added the concept of agile accounting.
7	COFI101-2 Financial Market and Services	Students / Teachers	Yes- The theories related to financial markets and venture capital have been added, and a new set of reference books has been added.


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8	COFI201-2 Business Statistics	Industry / Teachers	Yes- Added the concepts of digital statistics.
9	COFI202-3 Corporate Finance	Students / Teachers	Yes- Innovative trends in budgeting and regulatory compliance in dividend policy have been added.
10	COFI201-4 Cost Accounting	Industry / Teachers	Yes- Moved from the third unit to 4 th unit, as one unit, too much content was there.
11	COFI301-5 Financial Statement Analysis	Students / Teachers	Yes- Structural changes of hours and realignment and elaboration of the content. (Unit4)
12	COFI302-5 Strategic Financial Management	Industry / Teachers	Yes- Recent trends were added.
13	COFI301-6 Taxation Law-II	Students / Teachers	Yes- the registration procedure and levy under GST, VDAs, and GST on intermediaries have been added.
14	COFI303-6 Investment Management	Students / Teachers	Yes- Removed less relevant topics and added Global securities market, financial assets and risk related theories.

NOTE- Based on the feedback from students, teachers, and industry experts, the following structure has been adopted for the 2025-26 – NEP batch (3rd year) :

SEMESTER - V	Course Description						
Course Type				No. of hrs per week	No. of Hrs	Marks	Credits
Core	Research Methodology			4	60	100	4
Core	Financial Statement Analysis	done	COFI301-5	4	60	100	4
Core	Taxation Laws I	done	COFI201-5	4	60	100	4

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Core	Strategic Management	Financial	done	COFI302-5	4	60	100	4
Core	Global Strategy Organizational Leadership	Business and	done	COFI202-5	4	60	100	4
VOC	Summer Internship				...	...	100	2
					20		500	22
SEMESTER - VI								
Course Type	Course Description				No. of hrs per week	No. of Hrs	Marks	Credits
Core	Business Ethics and Corporate Governance				4	60	100	4
Core	Taxation Laws II	done	COFI301-6	4	60	100	4	
Core	Financial Derivatives	done	COFI302-6	4	60	100	4	
Core	Investment Management	done	COFI303-6	4	60	100	4	
Core	Financial Reporting	done	COFI304-6	4	60	100	4	
					20		500	20
TOTAL CREDITS								42

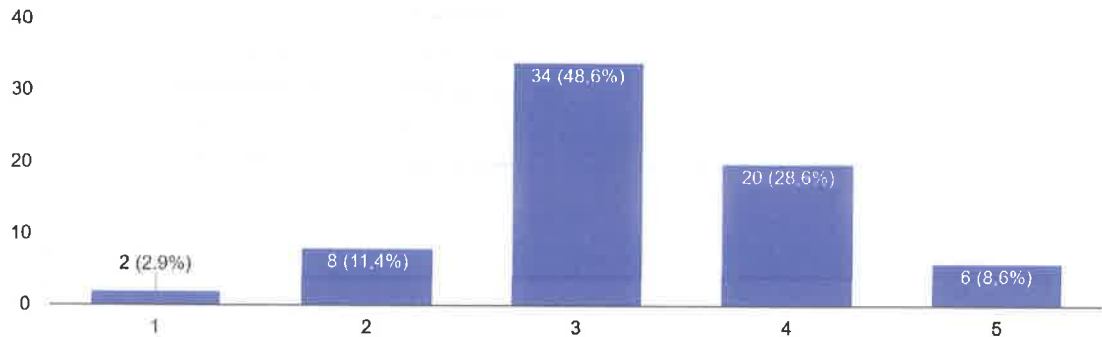

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BCom (Applied Finance and Analytics/ Honours / Honours with Research)

STUDENT FEEDBACK-

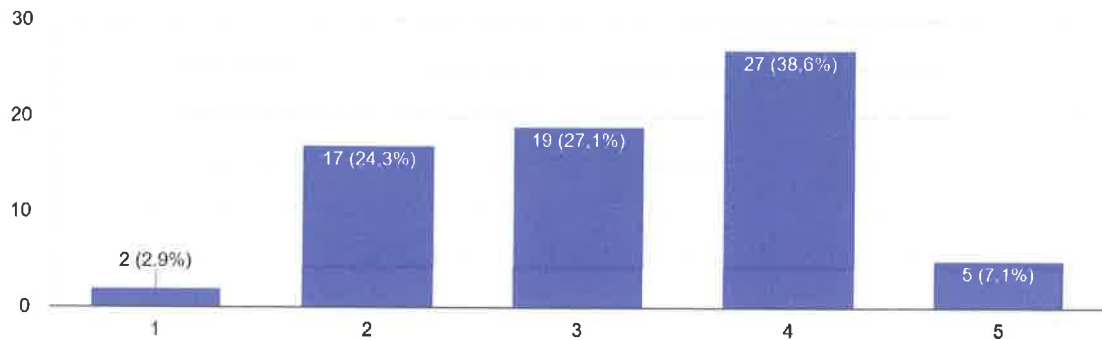
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

70 responses



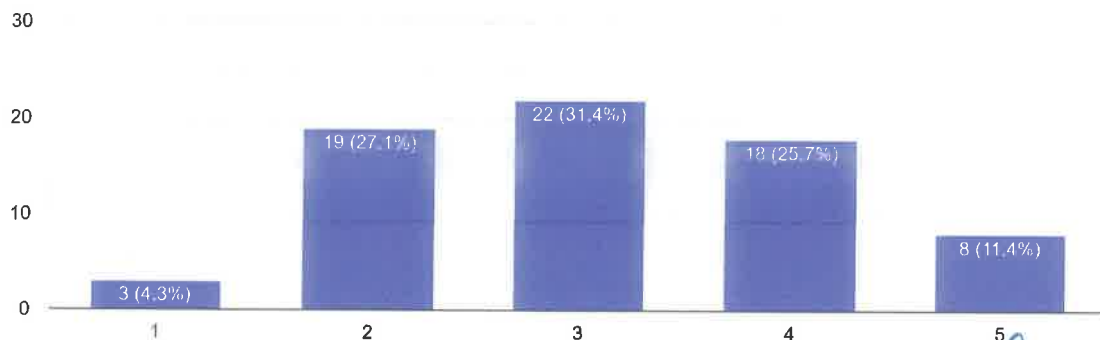
Does the syllabus cover advanced topics?

70 responses



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

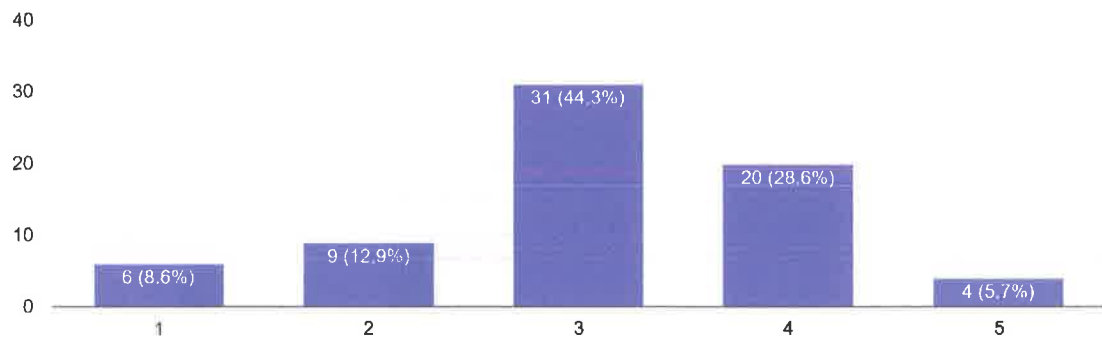
70 responses




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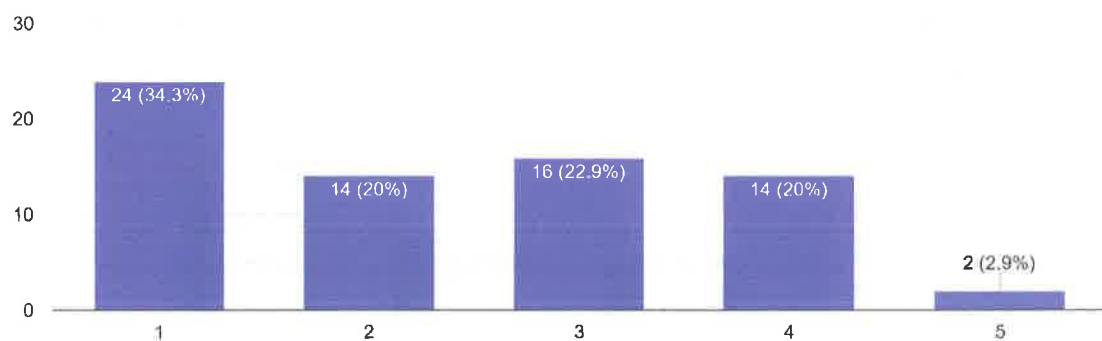
Is the syllabus effective in developing critical/ analytical thinking?

70 responses



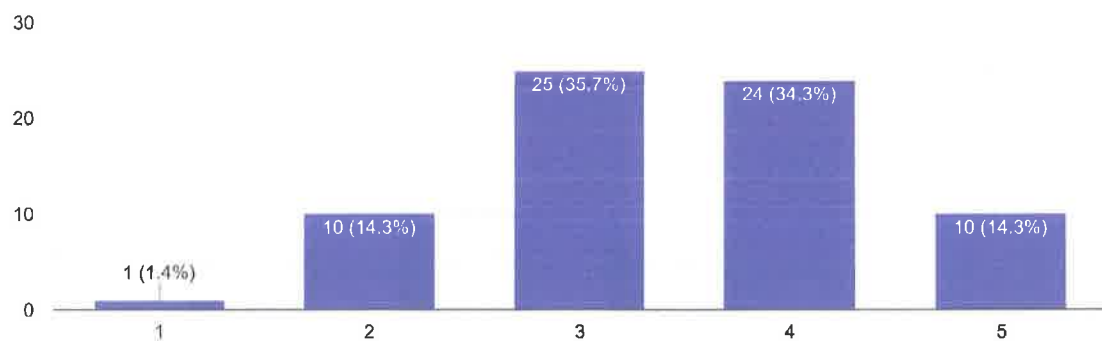
Are the text books and reference materials relevant to the content of the syllabus?

70 responses



Does the syllabus orient towards higher education?

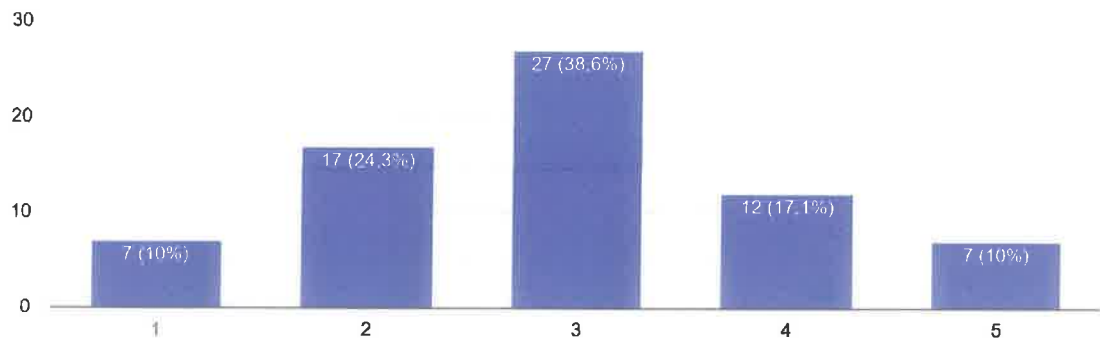
70 responses



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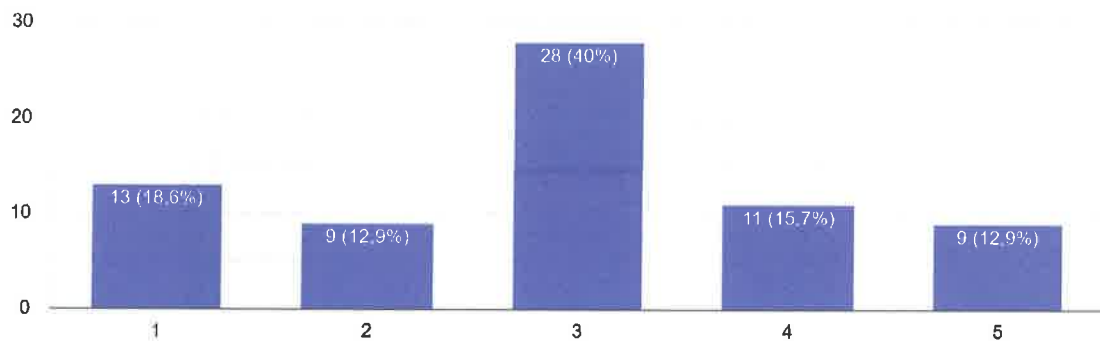
Does the syllabus enable the students to apply their knowledge in real life situations?

70 responses



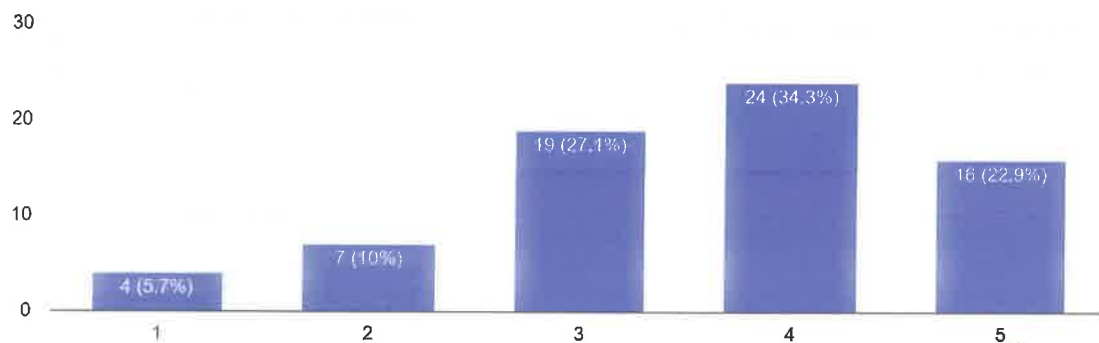
Is employability given weightage in the design and development of syllabus?

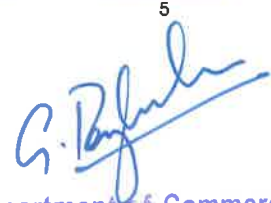
70 responses



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

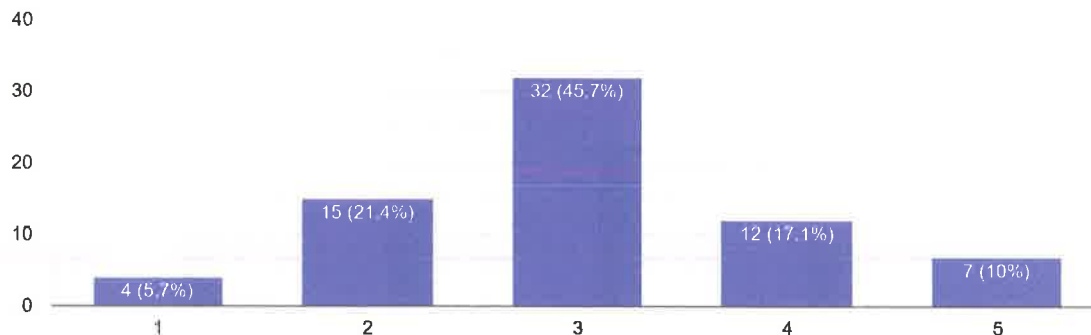
70 responses




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Does the syllabus meet your overall expectations?

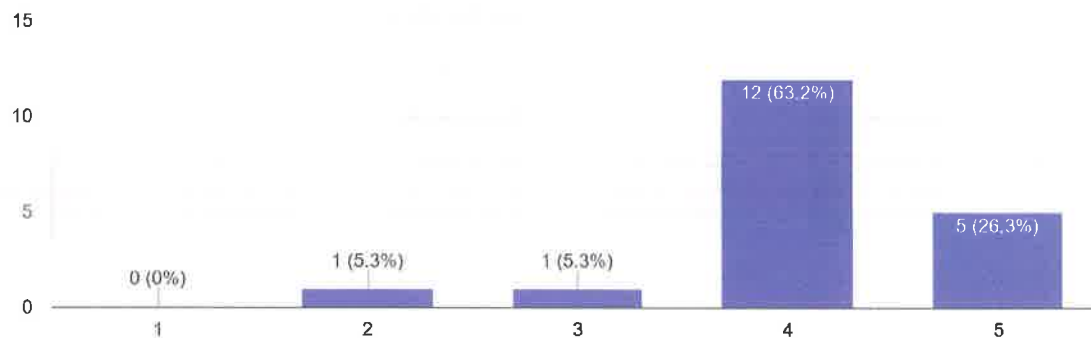
70 responses



TEACHERS FEEDBACK-

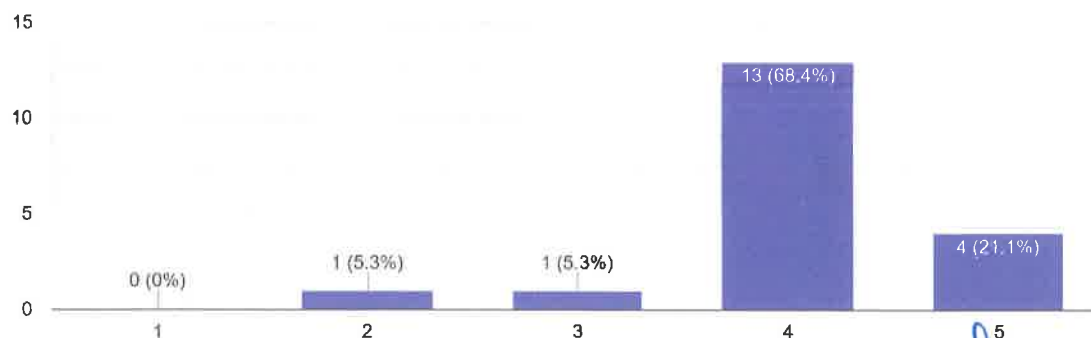
Does the syllabus satisfy the stated objectives and learning outcomes?


19 responses



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

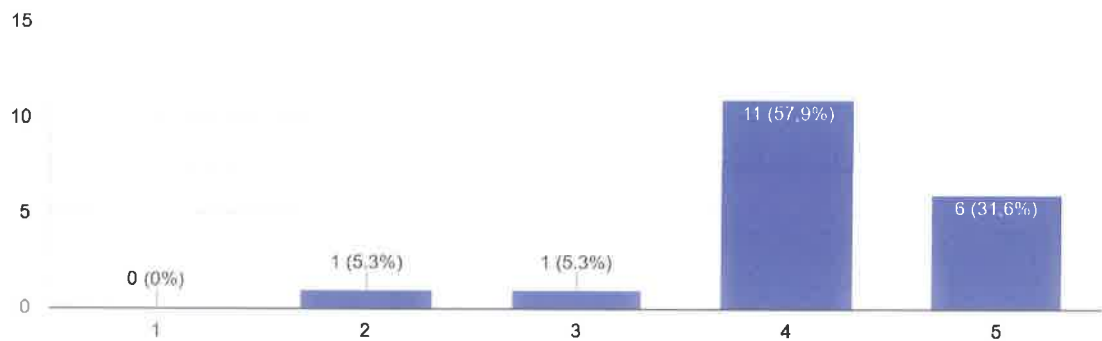
19 responses




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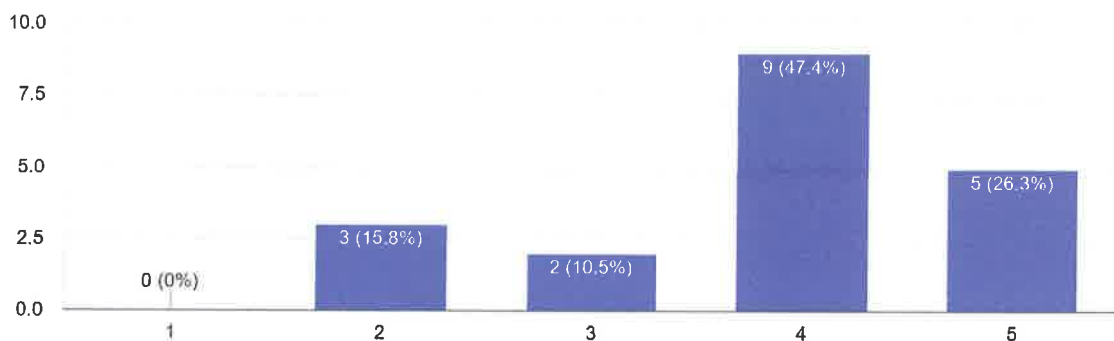
Is the syllabus effective in developing independent thinking?

19 responses



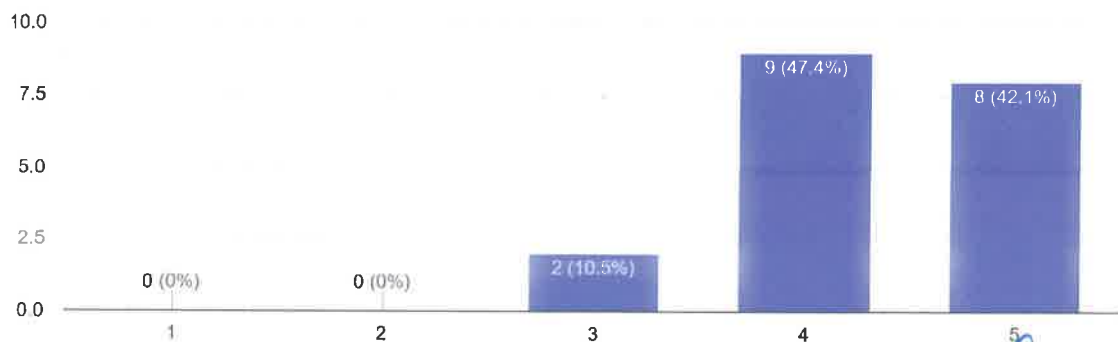
Does the departmental level expert committee meet to review the syllabus?

19 responses



Does the syllabus enhance your knowledge in the subject area?

19 responses

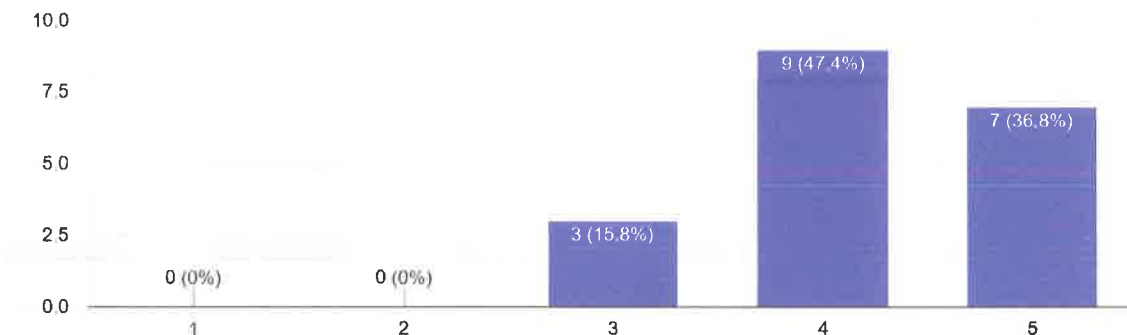


G. Byline

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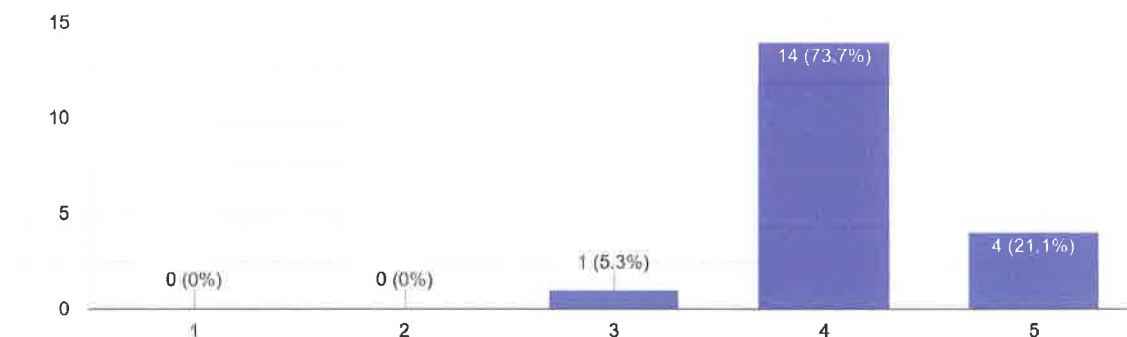
Does the syllabus enable the students to apply their knowledge in real life?

19 responses



Does the syllabus demand the teachers for research inclusive teaching?

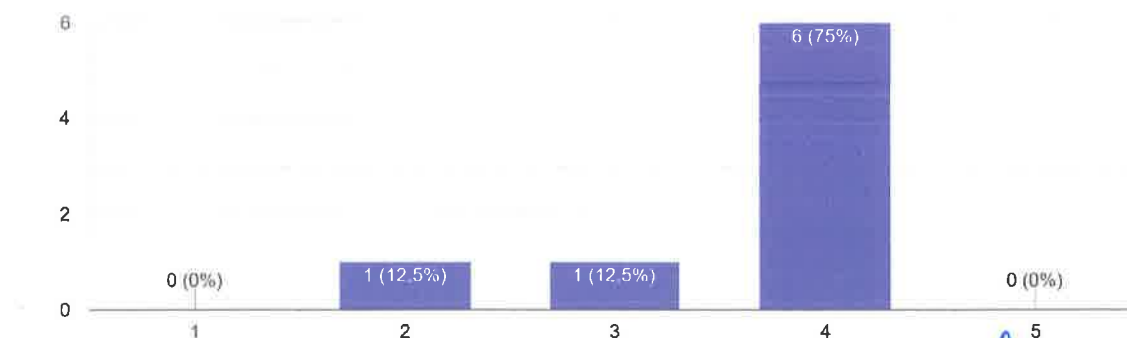
19 responses




PARENTS FEEDBACK-

Does the syllabus orient the students towards higher education?

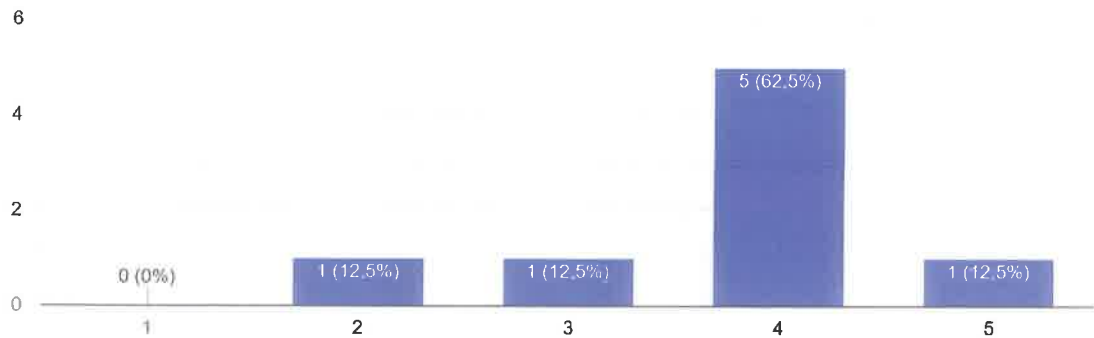
8 responses




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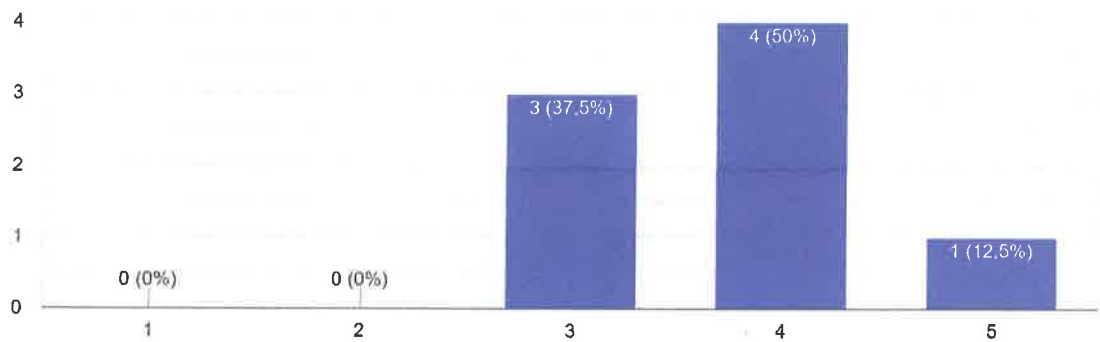
Is employability given weightage in the design and development of the syllabus?

8 responses



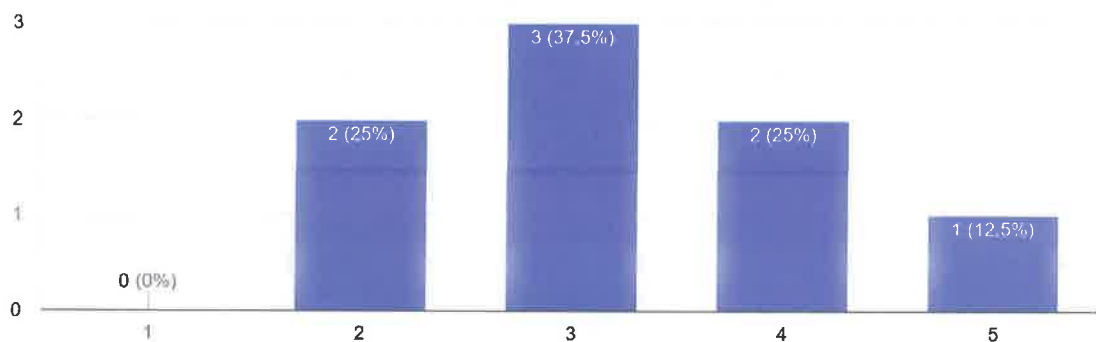
Is the syllabus designed to have a component on value based education?


8 responses



Does the syllabus have components to serve the needs of the society?

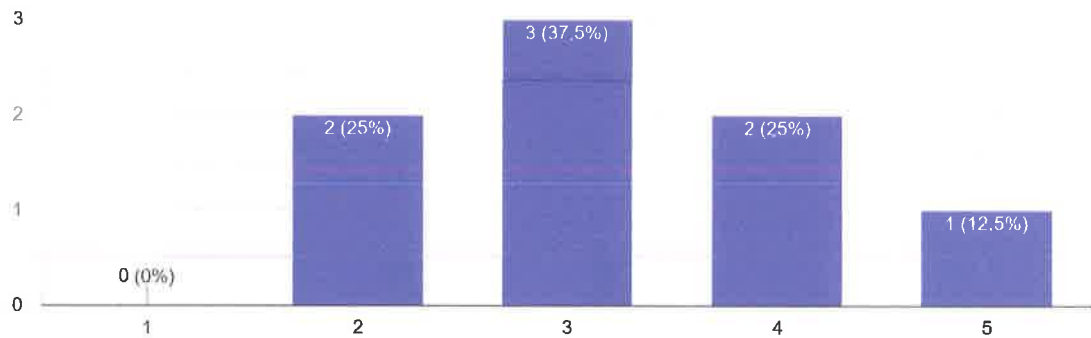
8 responses




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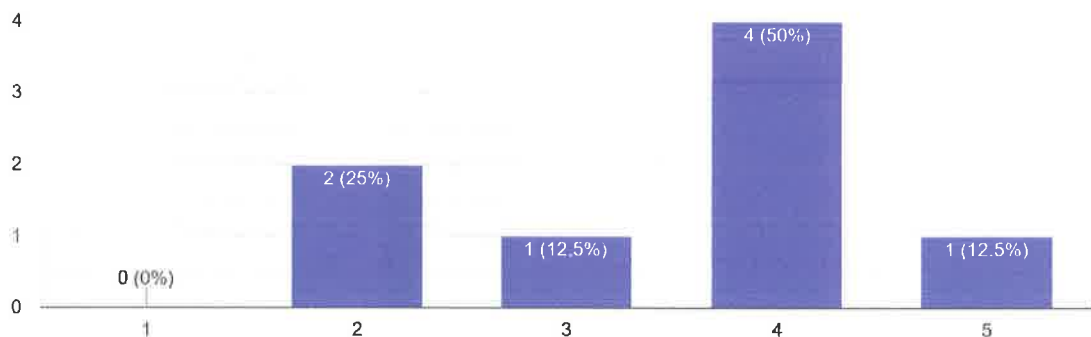
Does the syllabus promote self-study and attitude of research?

8 responses



Does the syllabus help the students to enhance their personality?

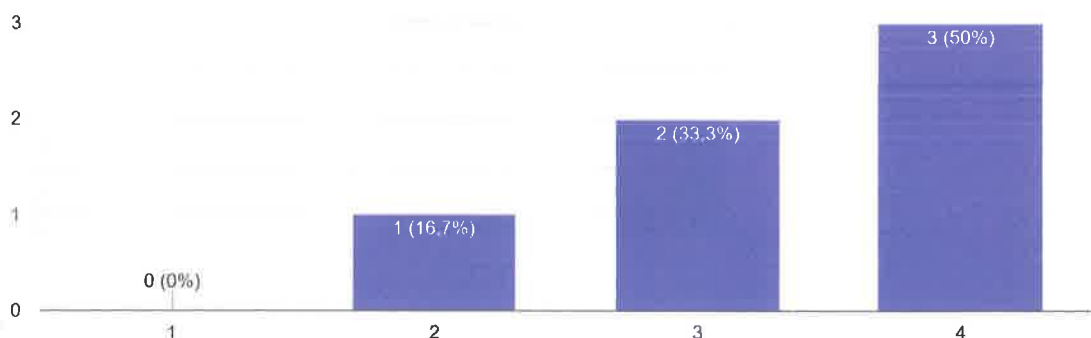
8 responses




INDUSTRY FEEDBACK-

Is the curriculum aligned with the objectives of the programme?

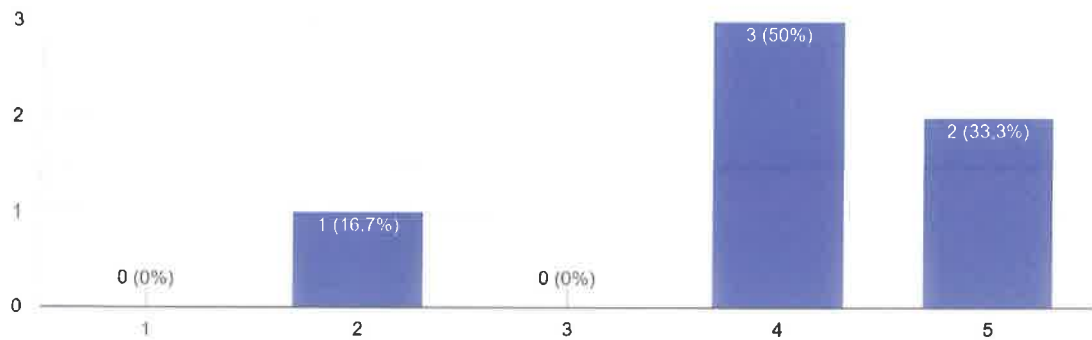
6 responses




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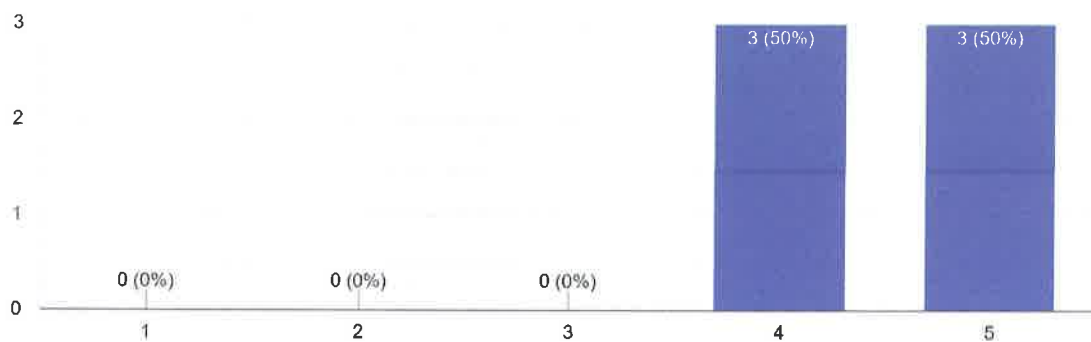
Does the curriculum cover advanced topics and current trends?

6 responses



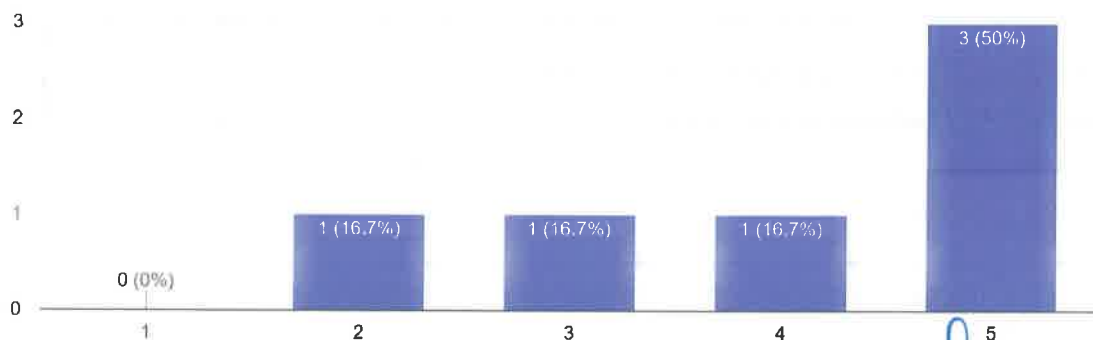
How would you rate the relevance of the electives offered in the curriculum?

6 responses



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

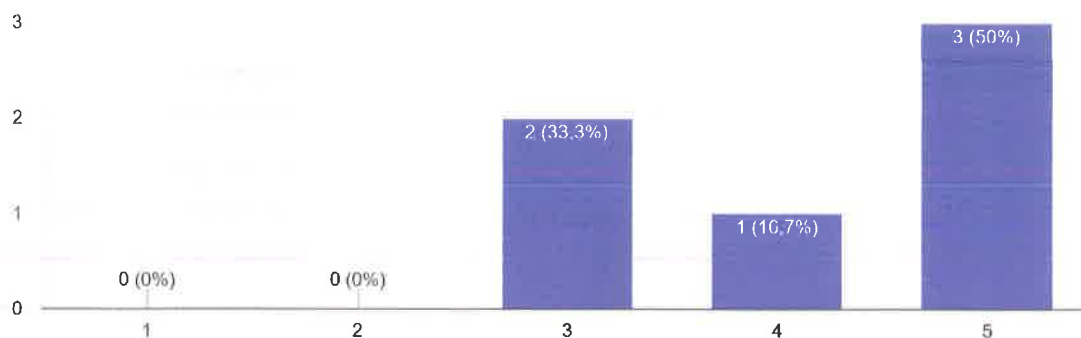
6 responses



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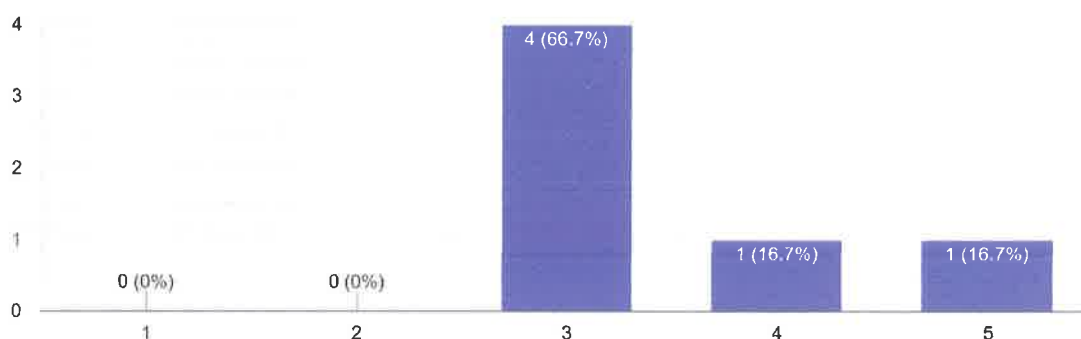
Does the curriculum meet the expectations of the industry?

6 responses



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

6 responses




ALUMNI FEEDBACK- Not applicable, as the first batch of alumni is applicable from the year 2026

Action Taken Report for BCom (Applied Finance and Analytics/ Honours / Honours with Research) Programme AY 2025-26

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
BCom (Applied Finance and Analytics/ Honours / Honours with Research)			
1	COM001-1 Basics of Accountancy And Economics	Industry / Teachers	Yes- Added Accounting equations To form a basic understanding of financial statements.

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2	COM101-1 Legal Aspects of Business	Industry / Teachers	Yes- Realignment of the previous units and the Competition Act,2002 has been added.
3	COM101-2 Practices of Banking & Insurance	Students	No- only realignment of the content and no topics were added or removed.
4	COM101-3 Banking & Financial Services	Teachers	Yes- New concepts has been added
5	COAF101-1 Financial Accounting	Industry / Teachers	Yes- Added the concepts of agile accounting.
6	COAF203-4 Financial Statement Analysis	Teachers	Yes- A new subject has been added.
7	COAF303-5 Taxation Law-I	Industry / Teachers	Yes- Gross total income was added, and the concept of residential status was extended.
8	COAF303-6 Taxation Law-II	Industry / Teachers	Yes- Default taxation regime U/S 115, 80TTB, Input tax credit and BAC concept have been added.
9	COAF302-6 Risk Management and Derivatives	Teachers	Yes- new concept has been added.


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NOTE- Based on the feedback from students, teachers, and industry experts, the following structure has been adopted for the 2025-26 – NEP batch (3rd year) :

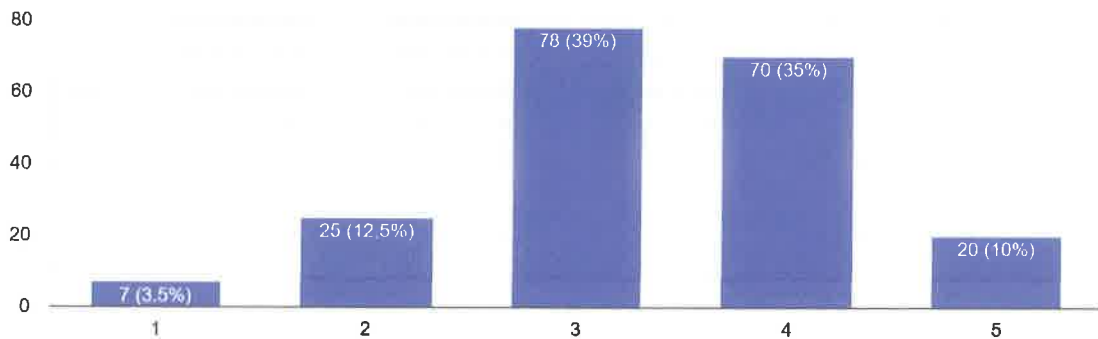
SEMESTER - V						
Course Type	Course Description		No. of hrs per week	No. of Hrs	Marks	Credits
Core	Research Methodology(LCA)		4	60	100	4
Core	DBMS & SQL*	COAF201-5	4	60	100	4
Core	Taxation Laws – I	COAF202-5	4	60	100	4
Core	Investment Management	COAF301-5	4	60	100	4
Core	Financial Statement Analysis	COAF302-5	4	60	100	4
VOC	Summer Internship		...	...	100	2
			20		400	22
SEMESTER - VI						
Course Type	Course Description		No. of hrs per week	No. of Hrs	Marks	Credits
Core	Business Ethics and Corporate Governance(LCA)		4	60	100	4
Core	Digital Marketing & HRM Applications	COAF201-6	4	60	100	4
Core	Deep Learning & NLP*	COAF301-6	4	60	100	4
Core	Risk Management & Derivatives	COAF302-6	4	60	100	4
Core	Taxation Laws – II	COAF303-6	4	60	100	4
			20		500	20
TOTAL CREDITS						42

BCom (Honours / Honours with Research)

STUDENT FEEDBACK-

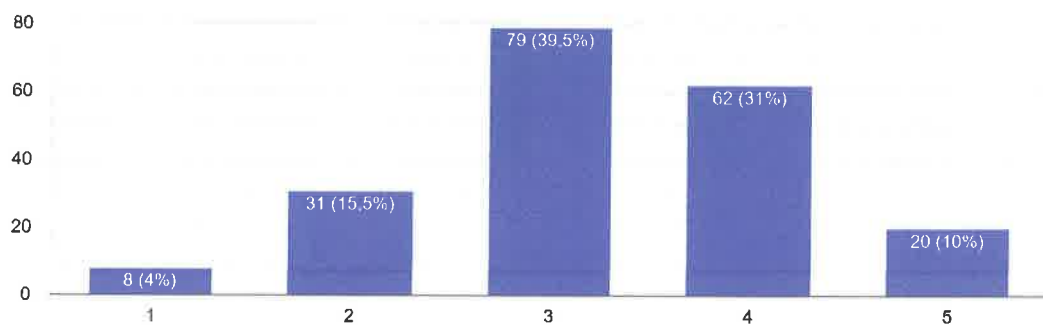
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

200 responses



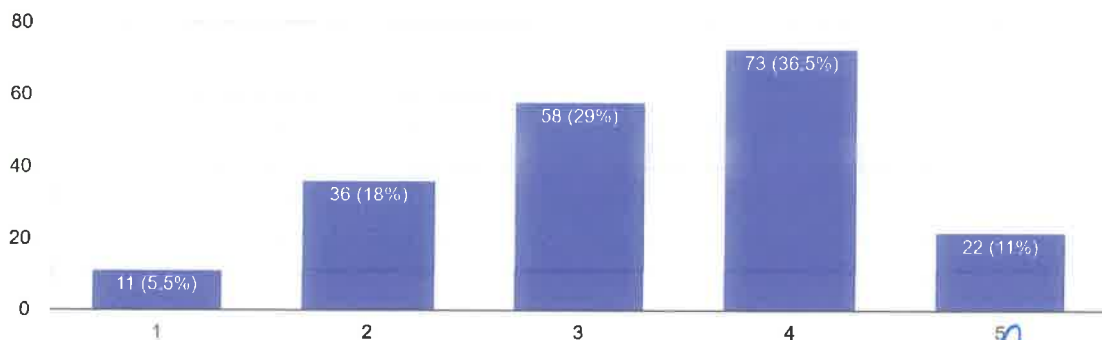
Does the syllabus cover advanced topics?

200 responses



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

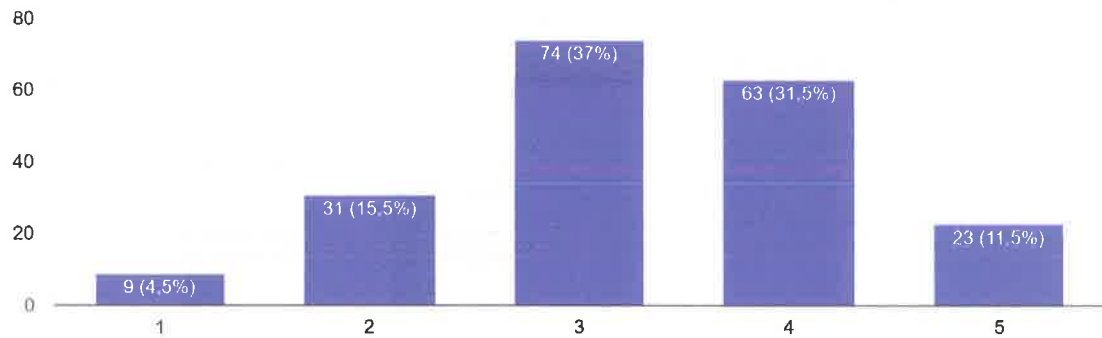
200 responses



S. Rajendra
Department of Commerce
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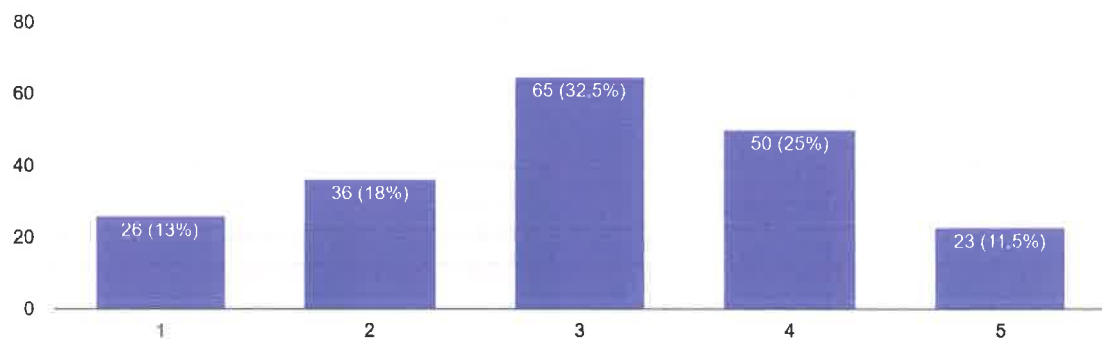
Is the syllabus effective in developing critical/ analytical thinking?

200 responses



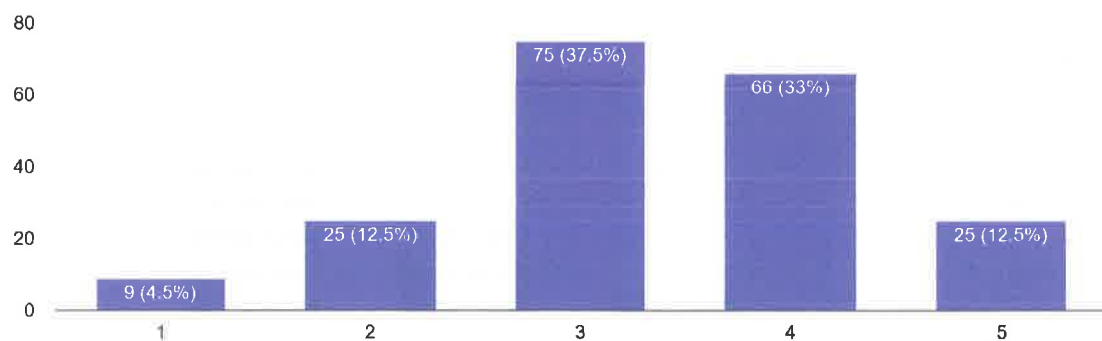
Are the text books and reference materials relevant to the content of the syllabus?

200 responses



Does the syllabus orient towards higher education?

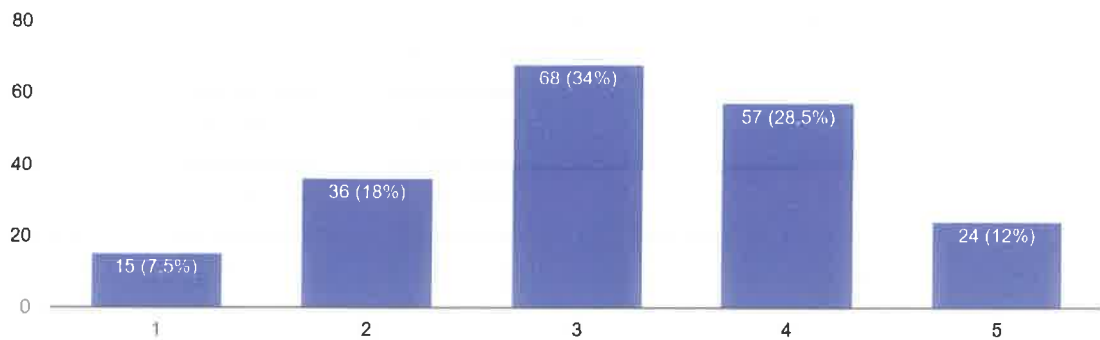
200 responses




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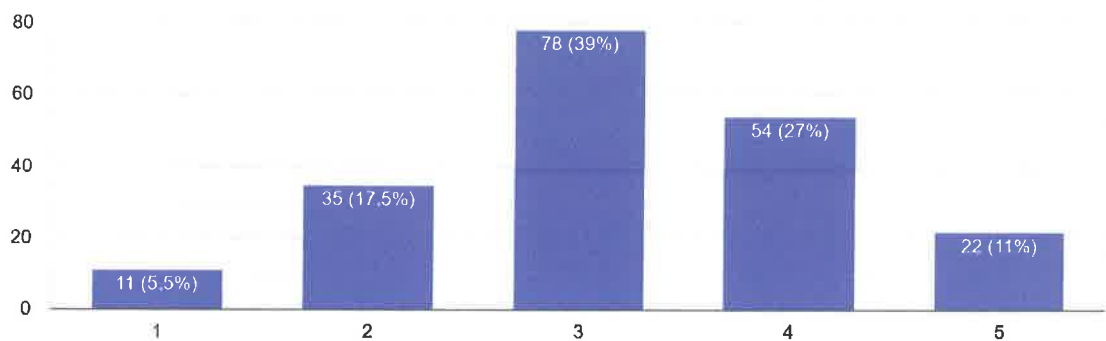
Does the syllabus enable the students to apply their knowledge in real life situations?

200 responses



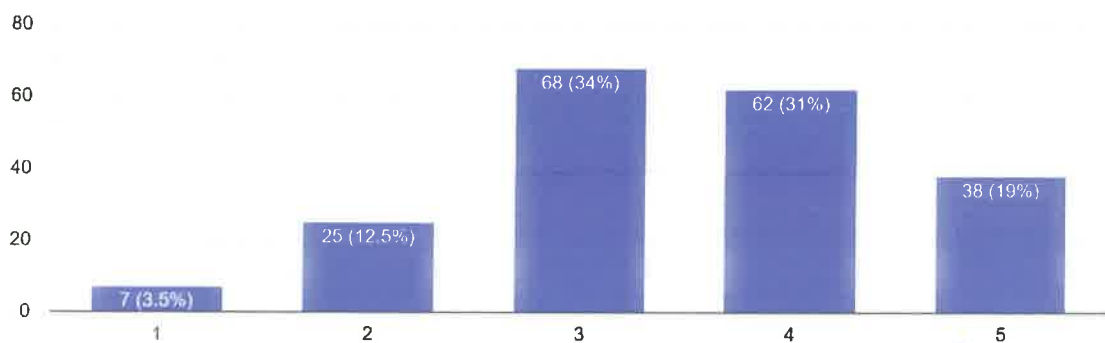
Is employability given weightage in the design and development of syllabus?

200 responses



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

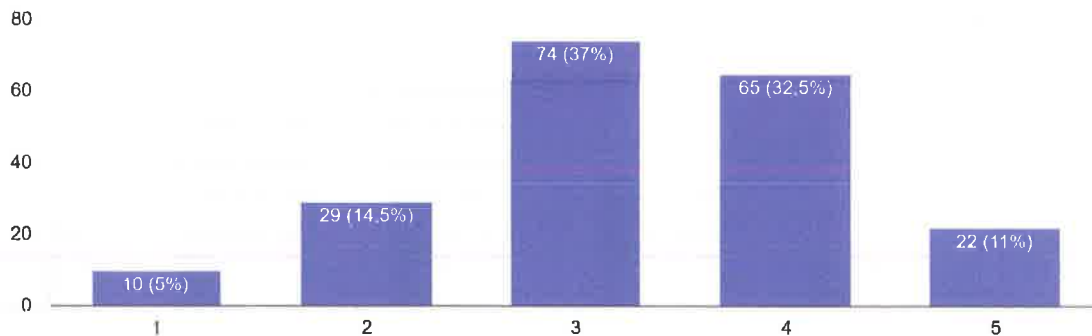
200 responses



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Does the syllabus meet your overall expectations?

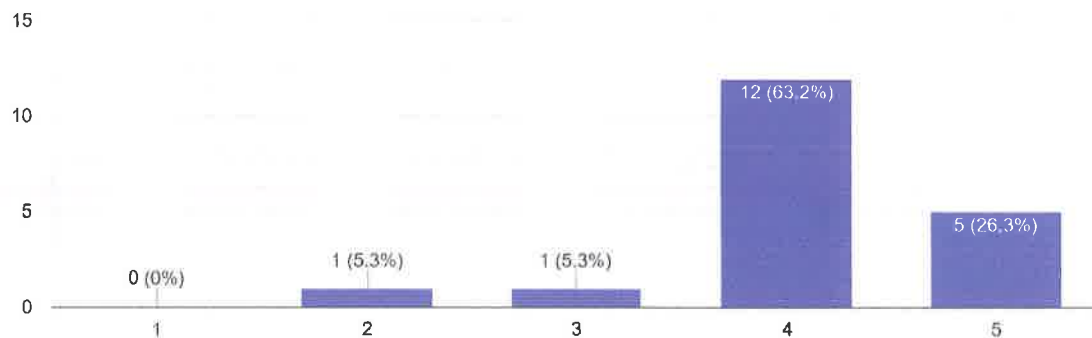
200 responses



TEACHERS FEEDBACK-

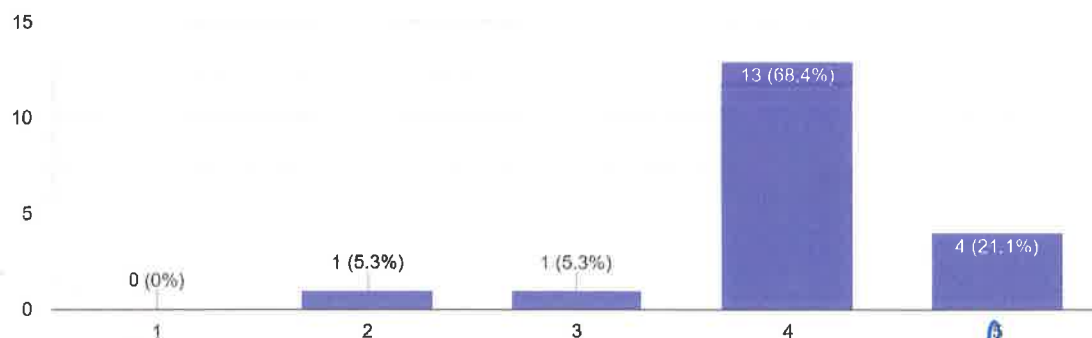
Does the syllabus satisfy the stated objectives and learning outcomes?

19 responses



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

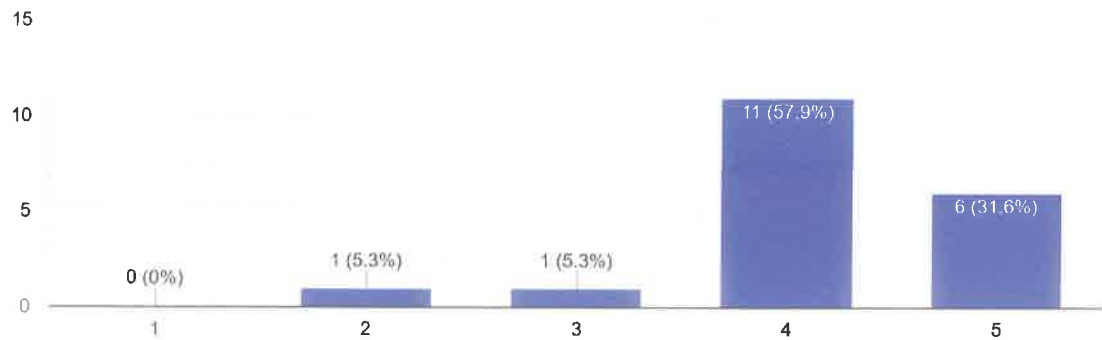
19 responses




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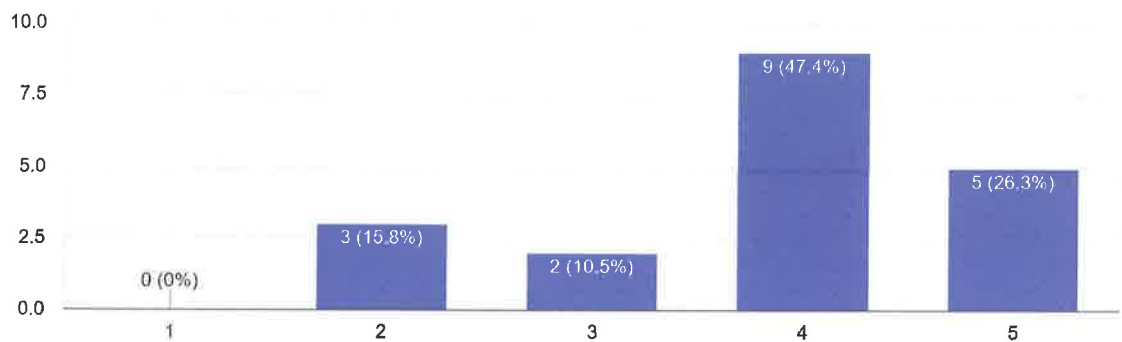
Is the syllabus effective in developing independent thinking?

19 responses



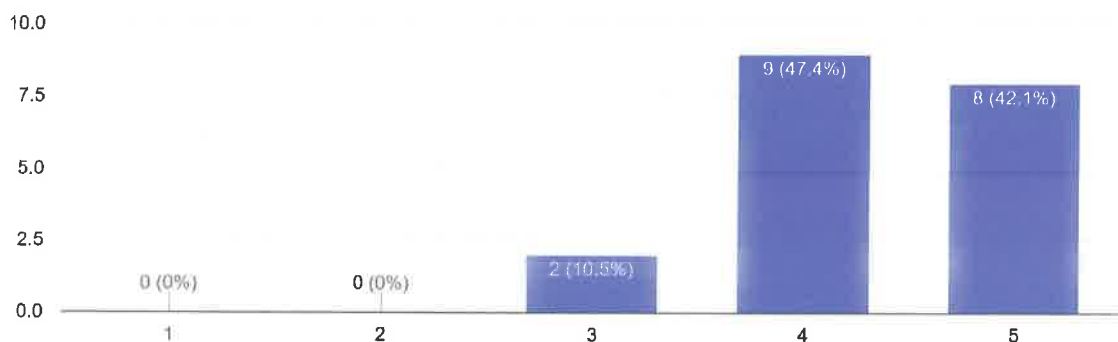
Does the departmental level expert committee meet to review the syllabus?

19 responses



Does the syllabus enhance your knowledge in the subject area?

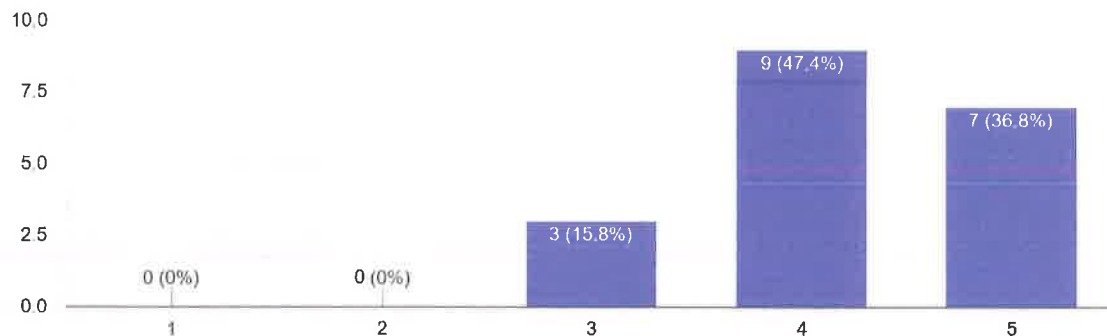
19 responses



G. R. Ramesh
Department of Commerce
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Yeshwanthpur Campus
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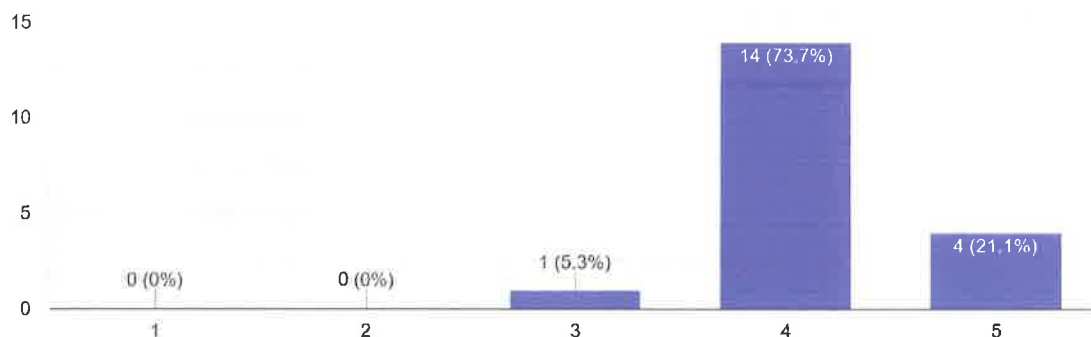
Does the syllabus enable the students to apply their knowledge in real life?

19 responses



Does the syllabus demand the teachers for research inclusive teaching?

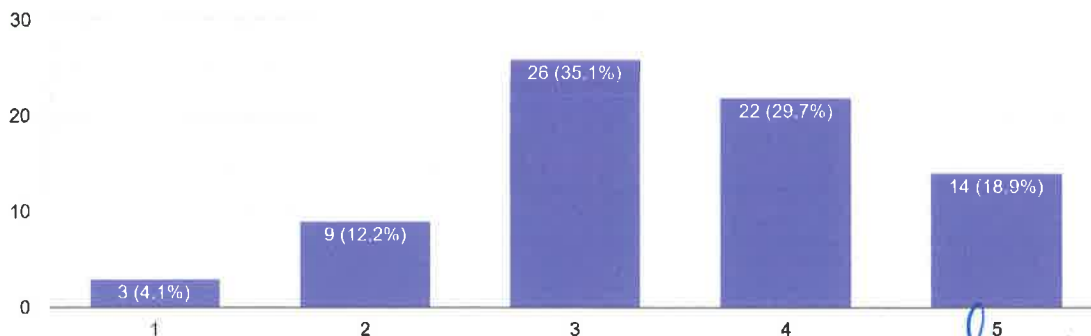
19 responses



PARENTS FEEDBACK-

Does the syllabus orient the students towards higher education?

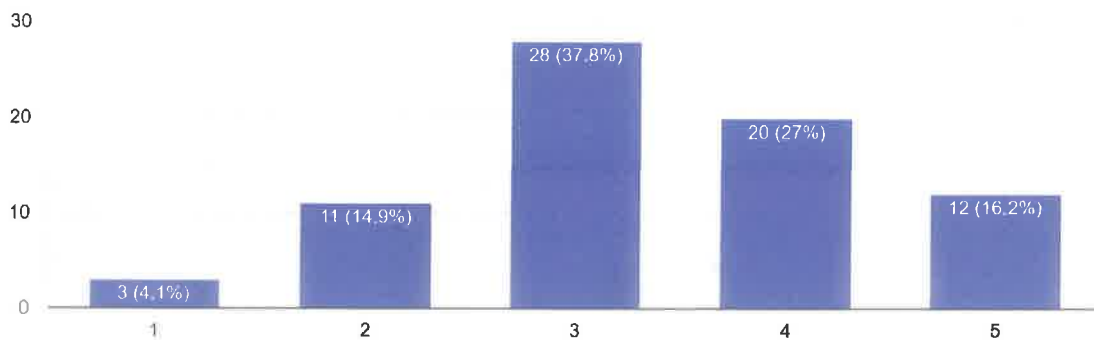
74 responses



G. D. Bhat
Department of Commerce
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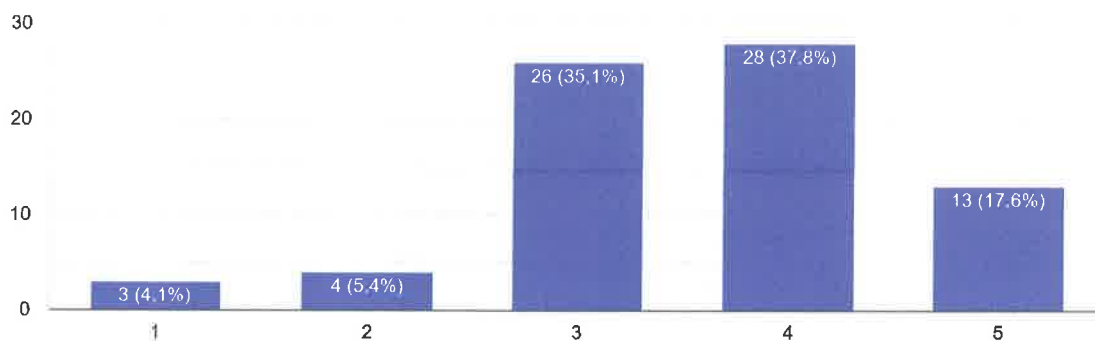
Is employability given weightage in the design and development of the syllabus?

74 responses



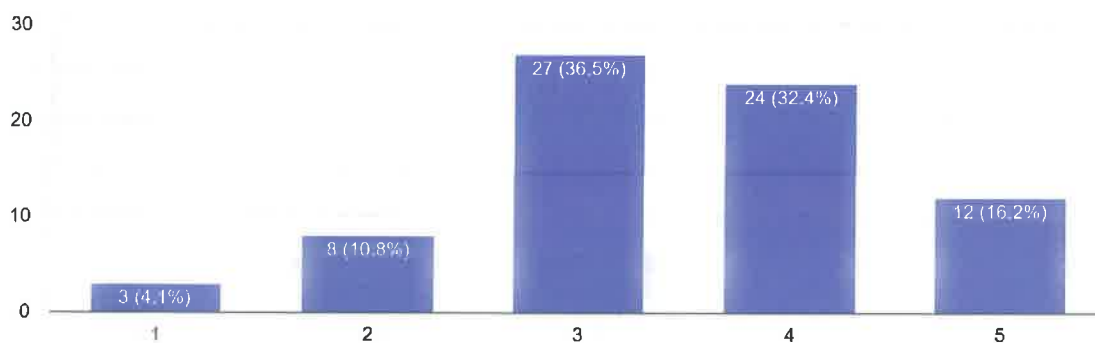
Is the syllabus designed to have a component on value based education?

74 responses



Does the syllabus have components to serve the needs of the society?

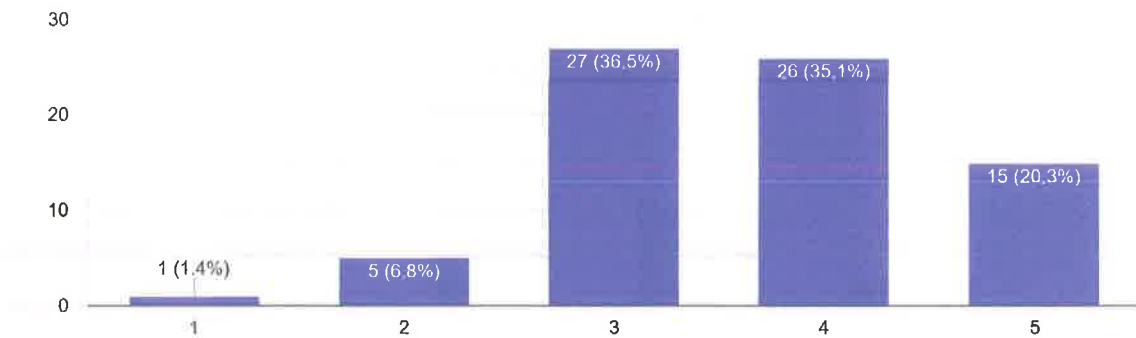
74 responses



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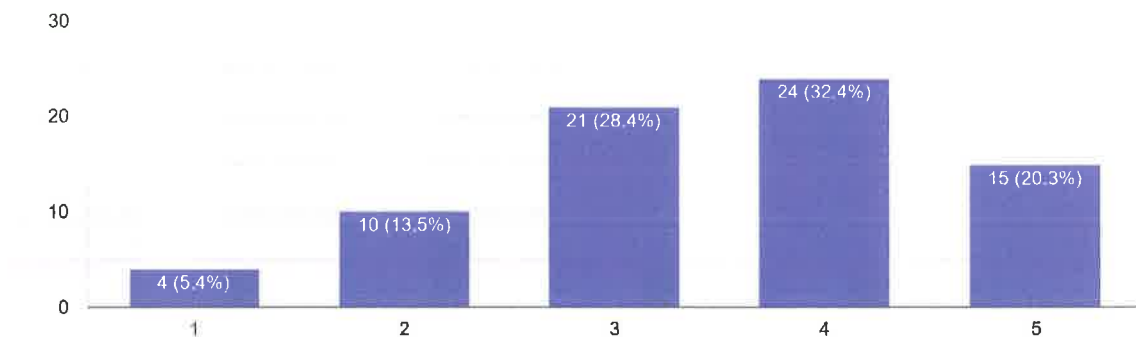
Does the syllabus promote self-study and attitude of research?

74 responses



Does the syllabus help the students to enhance their personality?

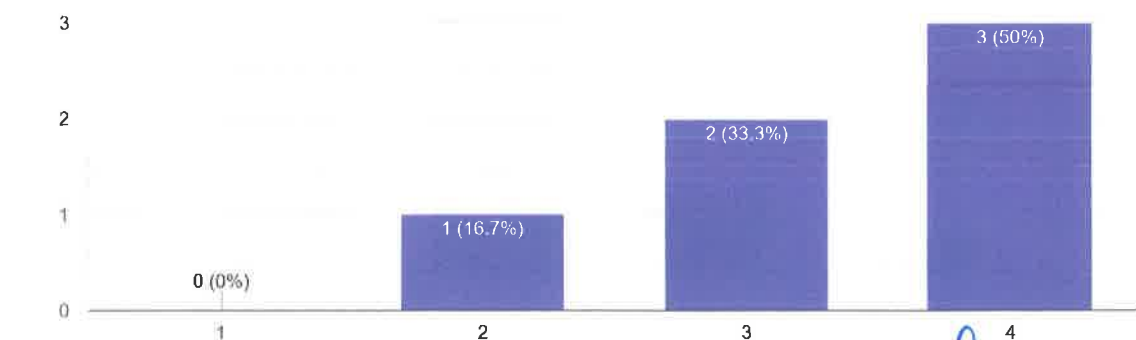
74 responses



INDUSTRY FEEDBACK-

Is the curriculum aligned with the objectives of the programme?

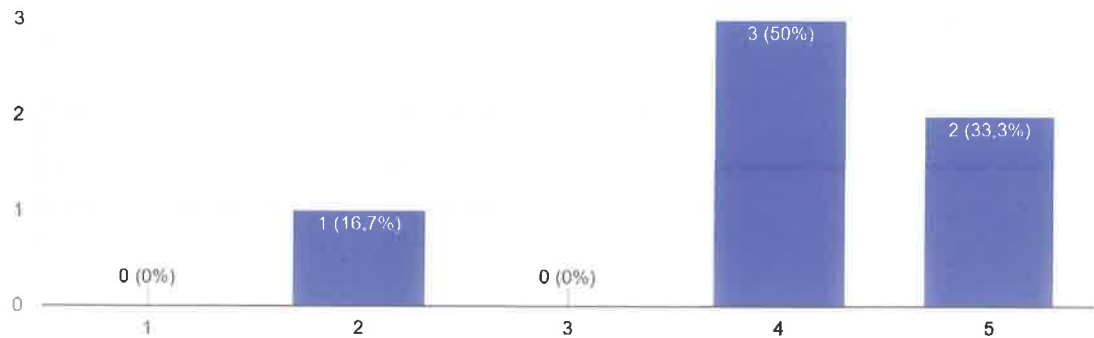
6 responses



Department of Commerce
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Yeshwanthpur Campus
Bengaluru - 560 073, INDIA

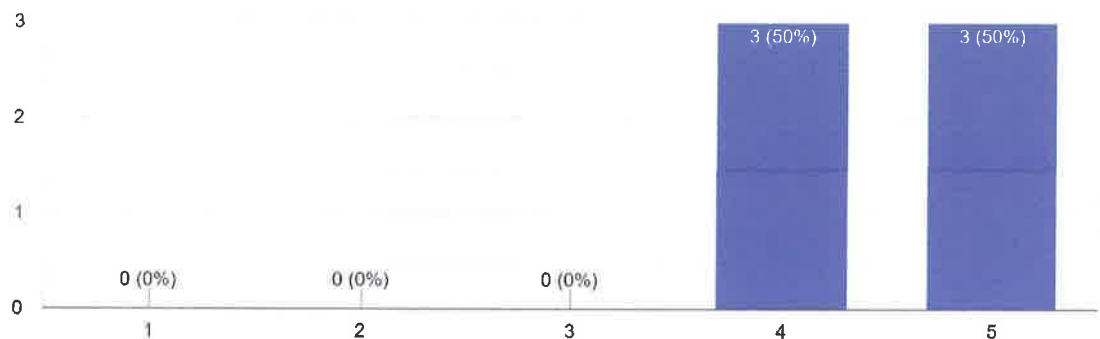
Does the curriculum cover advanced topics and current trends?

6 responses



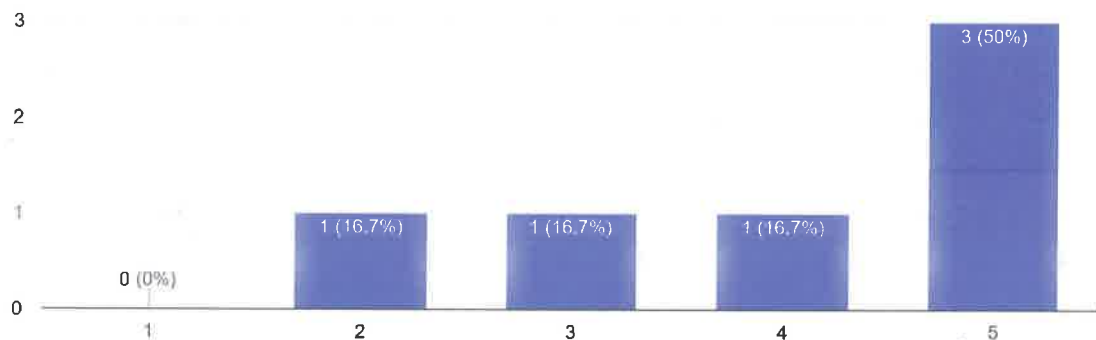
How would you rate the relevance of the electives offered in the curriculum?

6 responses



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

6 responses

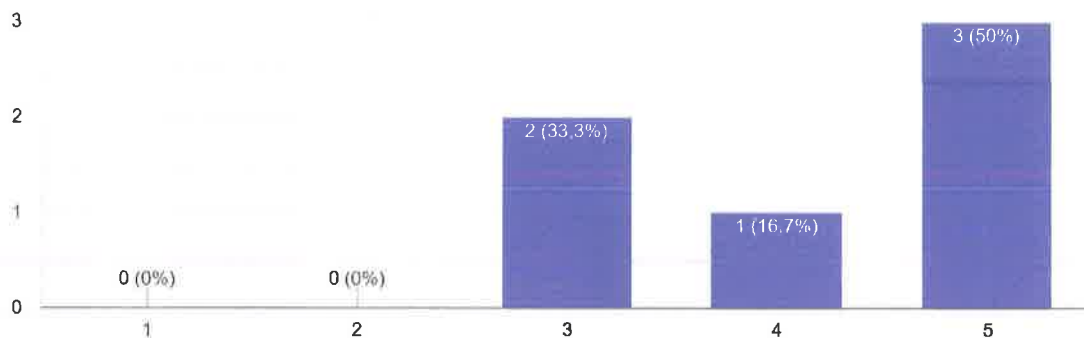


G. Raju

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Bengaluru - 560 073, INDIA

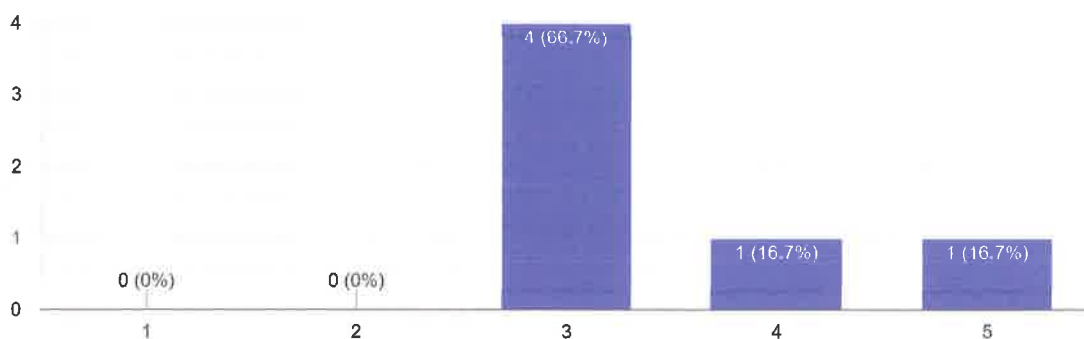
Does the curriculum meet the expectations of the industry?

6 responses



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

6 responses



ALUMNI FEEDBACK- Not applicable, as the first batch of alumni is applicable from the year 2026


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Action Taken Report for BCom (Honours / Honours with Research) Programme AY 2025-26

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
BCom (Honours / Honours with Research)			
1	COM001-1 Basics of Accountancy And Economics	Students/ Industry/ Teachers	Yes- Added Accounting equations To form a basic understanding of financial statements.
2	COM101-1 Legal Aspects of Business	Students/ Industry/ Teachers	Yes- Realignment of the previous units and the Competition Act,2002 has been added.
3	COM101-2 Practices of Banking & Insurance	Students	No- only realignment of the content and no topics were added or removed.
4	COM101-3 Banking & Financial Services	Students	Yes- minor changes are done
5	COH202-4 Financial Market and Institution	Students/ Industry/ Teachers	Yes- Added cyber security in capital markets, financial market trends, and sustainable and ethical investments.
6	COH301-4 Cost Accounting	Students	No- The subject has been shifted from 3 rd semester to 4 th semester to reduce the burden of students, but no change in the content.

NOTE- Based on the feedback from students, teachers, and industry experts, the following structure has been adopted for the 2025-26 – NEP batch (3rd year):

[Signature]
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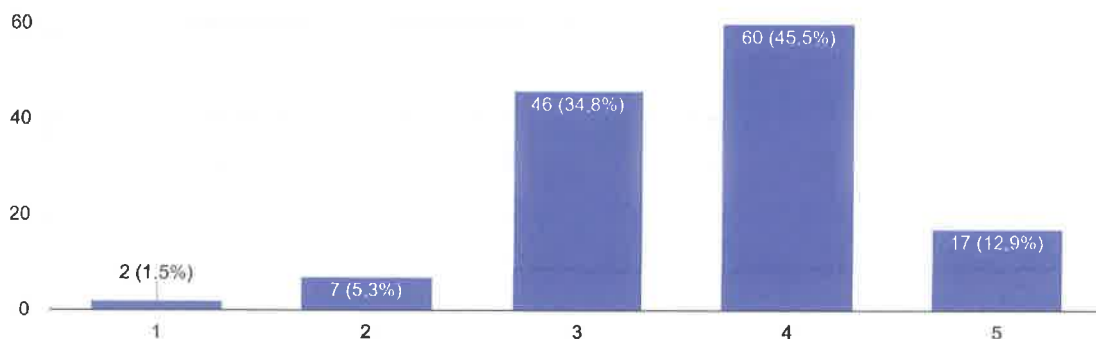
Batch Year		Programme Name		Parent Department	
2023		BCOM		COMMERCE	
Programme Scheme		Regular Duration (in years)		No. of Regular Semesters	
Semester		3		6	
SEMESTER - V					
Course Type	Course Description	No. of hrs per week	No. of Hrs	Marks	Credits
Core	Research Methodology (LCA)	4	60	100	4
Core	Taxation –I	4	60	100	4
Core	Management Accounting	4	60	100	4
Core	Marketing Management	4	60	100	4
Core	Principles and Practices of Auditing	4	60	100	4
VOC	Summer Internship	...	...	100	2
		20		500	22
SEMESTER - VI					
Course Type	Course Description	No. of hrs per week	No. of Hrs	Marks	Credits
Core	Business Ethics and Corporate Governance (LCA)	4	60	100	4
Core	Taxation – II	4	60	100	4
Core	Investment Analysis and Portfolio Management	4	60	100	4
Core	Advanced Accounting	4	60	100	4
Core	Financial Reporting	4	60	100	4
		20		500	20
TOTAL CREDITS					42

BCom / BCom (Honours) (Non-NEP Batch)

STUDENT FEEDBACK-

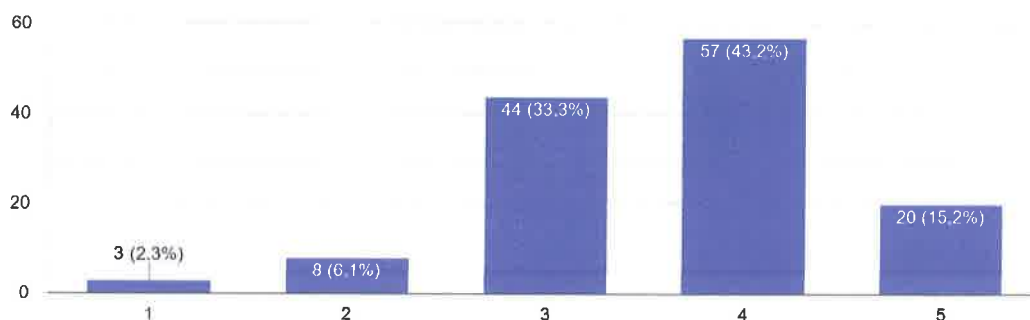
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

132 responses



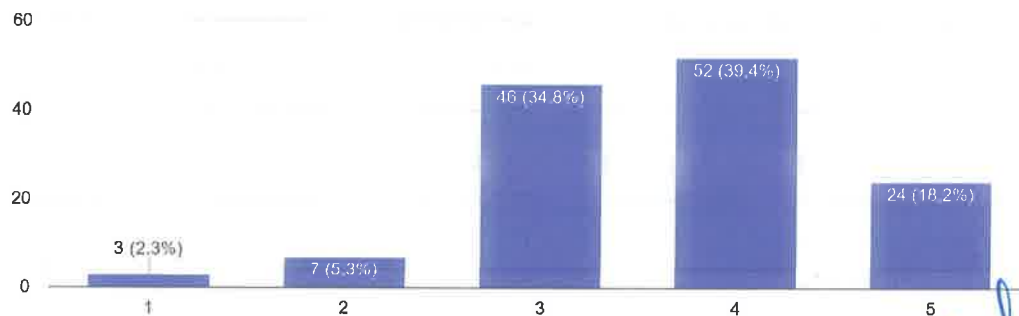
Does the syllabus cover advanced topics?

132 responses



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

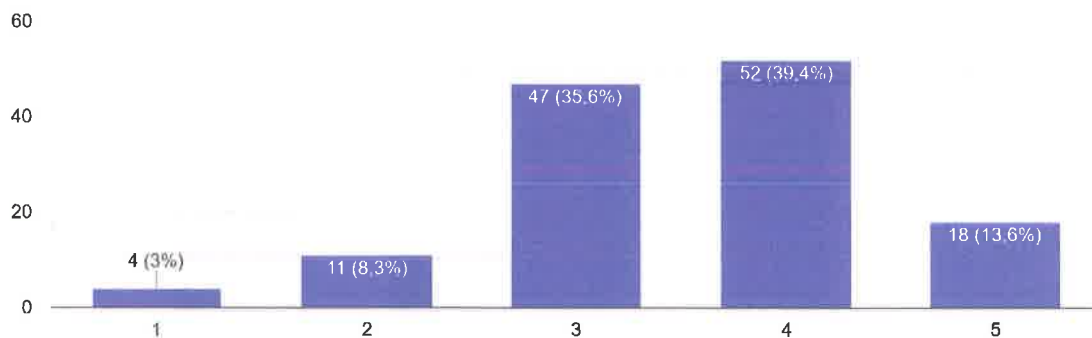
132 responses



G. Dargach
Department of Commerce
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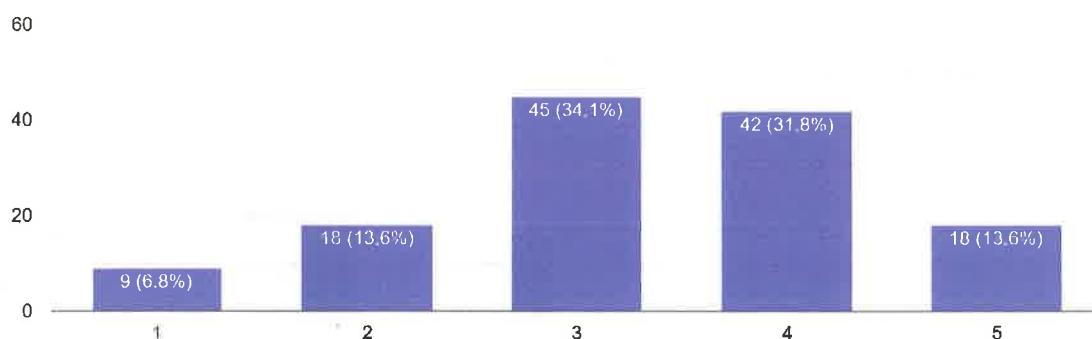
Is the syllabus effective in developing critical/ analytical thinking?

132 responses



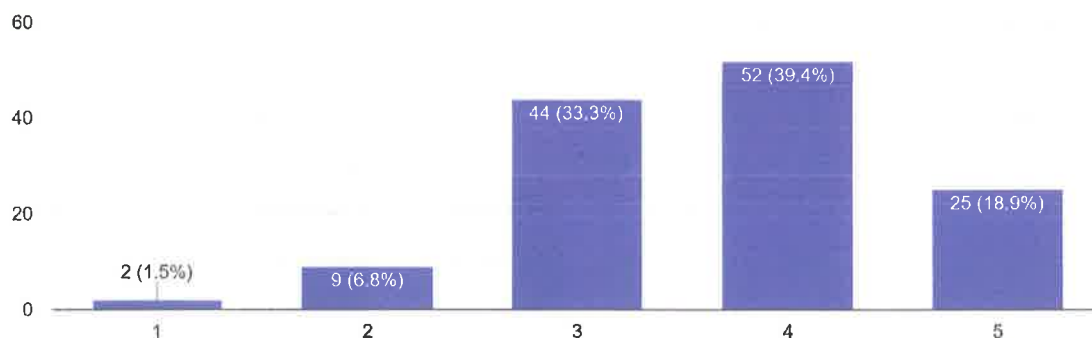
Are the text books and reference materials relevant to the content of the syllabus?


132 responses



Does the syllabus orient towards higher education?

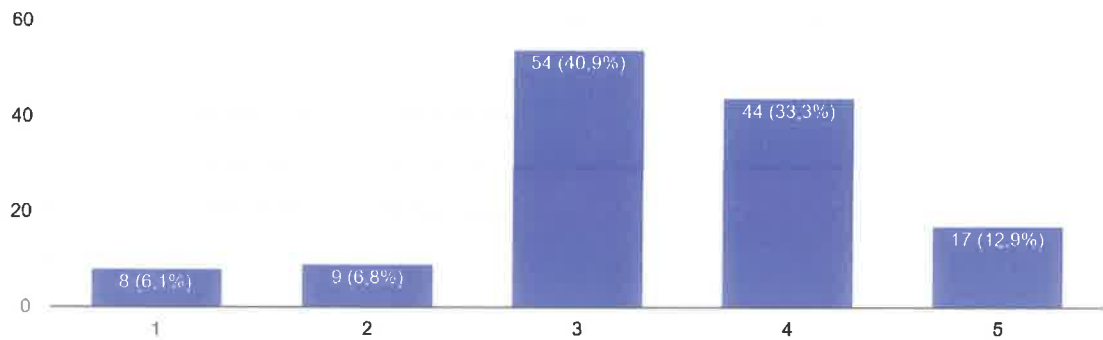
132 responses




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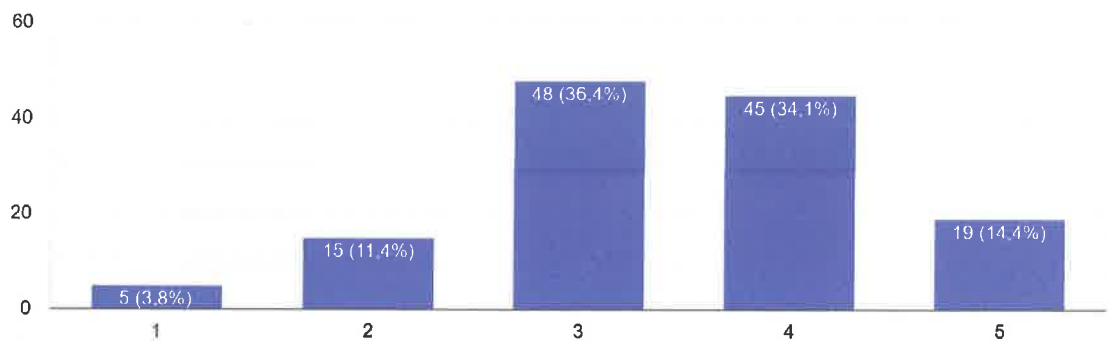
Does the syllabus enable the students to apply their knowledge in real life situations?

132 responses



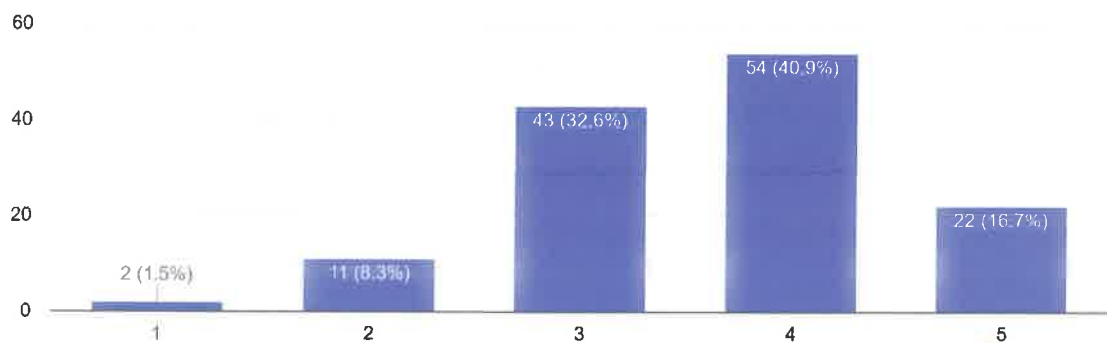
Is employability given weightage in the design and development of syllabus?

132 responses



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

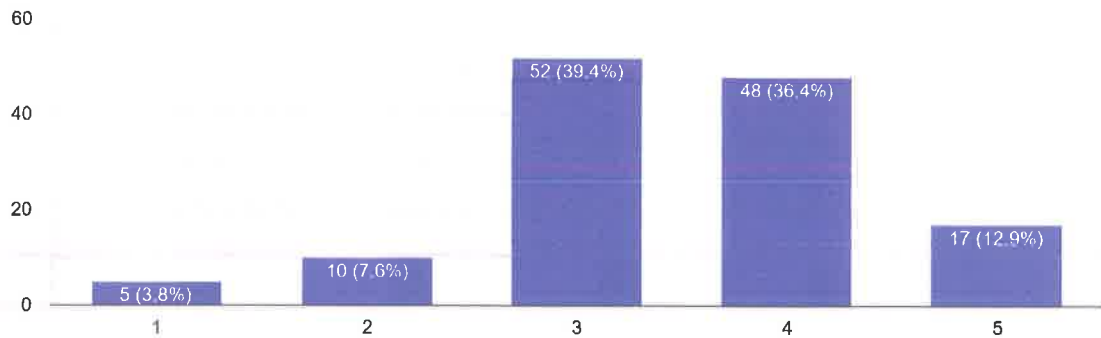
132 responses



G. Rajul
Department of Commerce
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Does the syllabus meet your overall expectations?

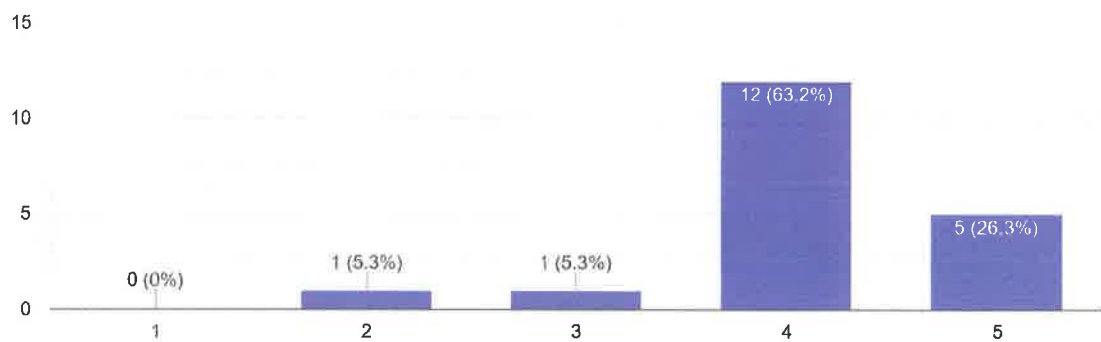
132 responses



TEACHERS FEEDBACK-

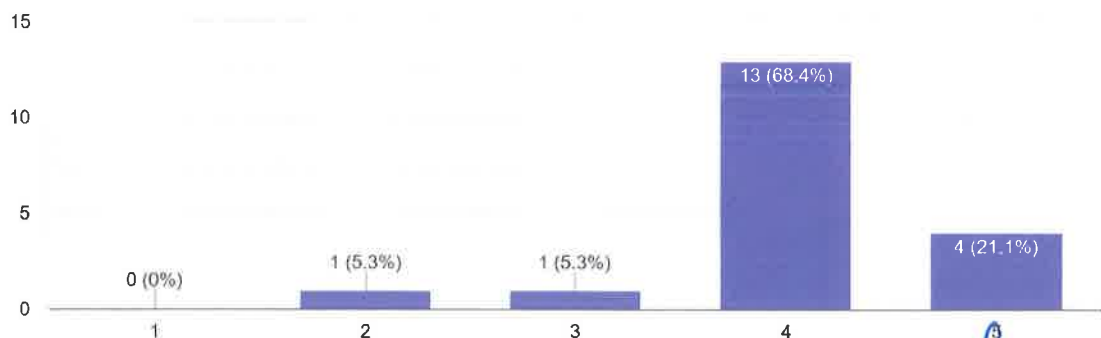
Does the syllabus satisfy the stated objectives and learning outcomes?

19 responses



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

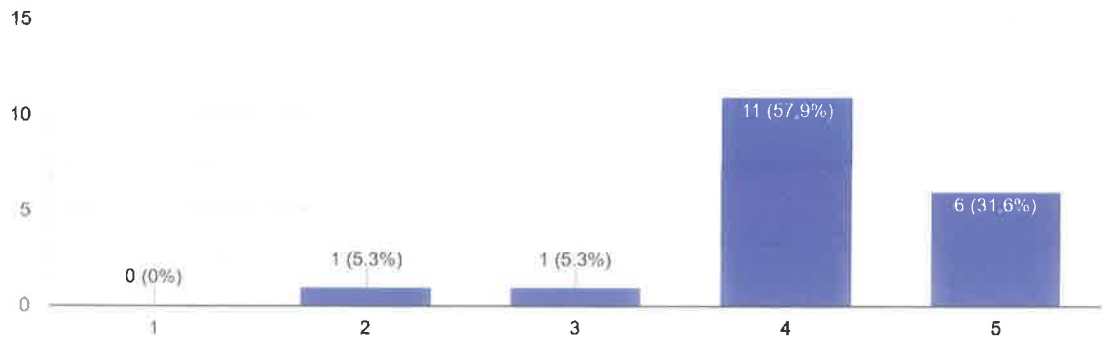
19 responses



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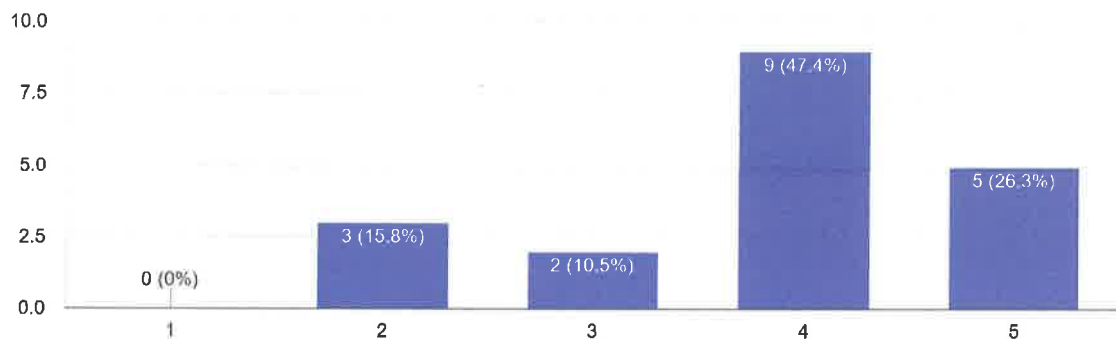
Is the syllabus effective in developing independent thinking?

19 responses



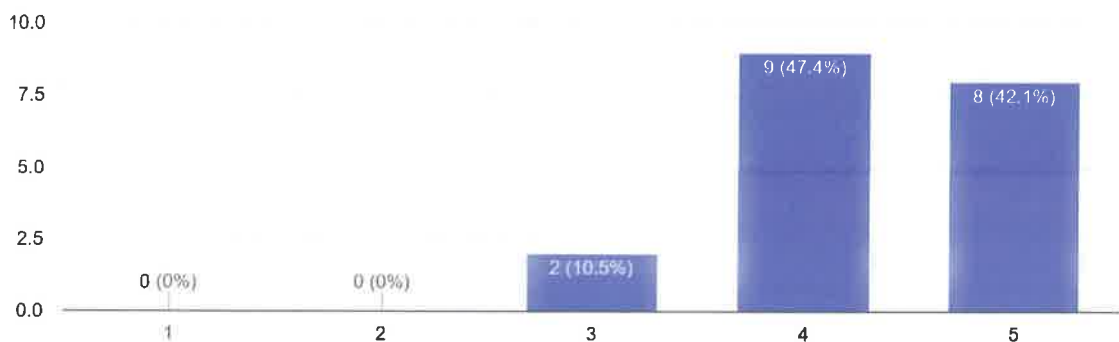
Does the departmental level expert committee meet to review the syllabus?

19 responses



Does the syllabus enhance your knowledge in the subject area?

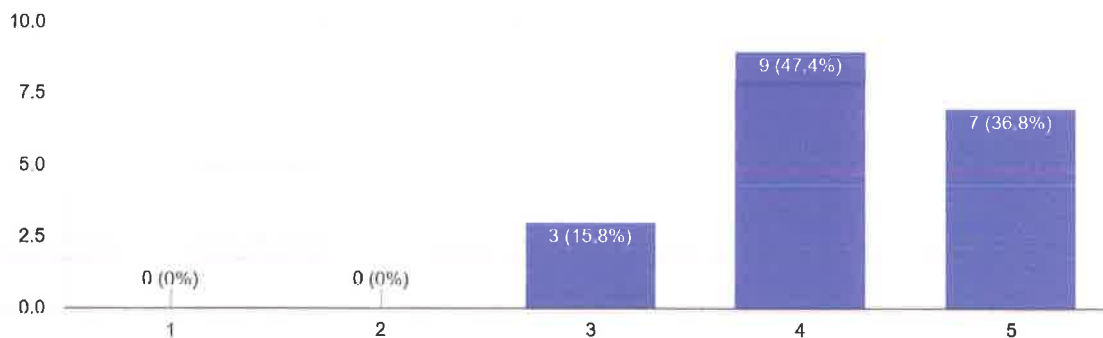
19 responses



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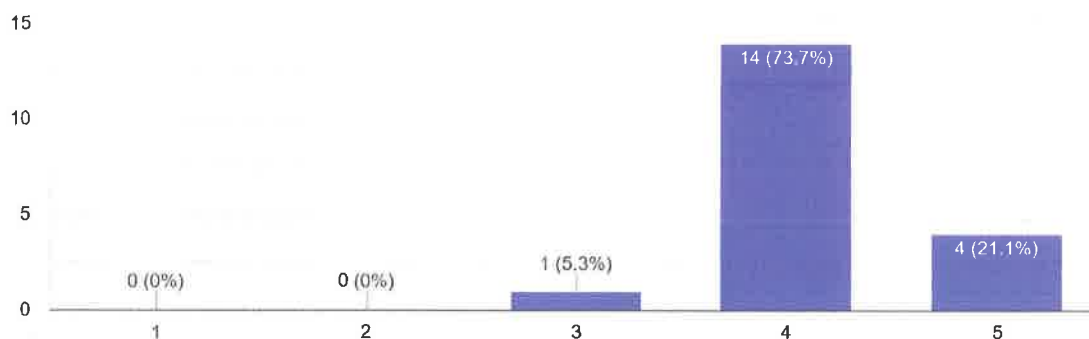
Does the syllabus enable the students to apply their knowledge in real life?

19 responses



Does the syllabus demand the teachers for research inclusive teaching?

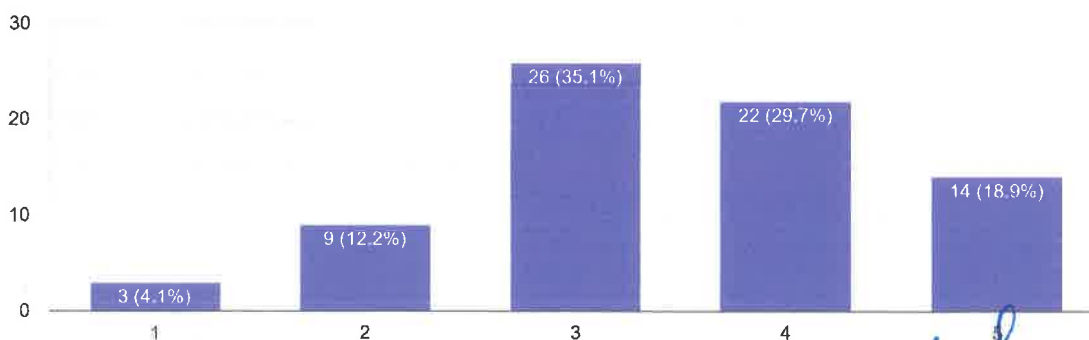
19 responses



PARENTS FEEDBACK-

Does the syllabus orient the students towards higher education?

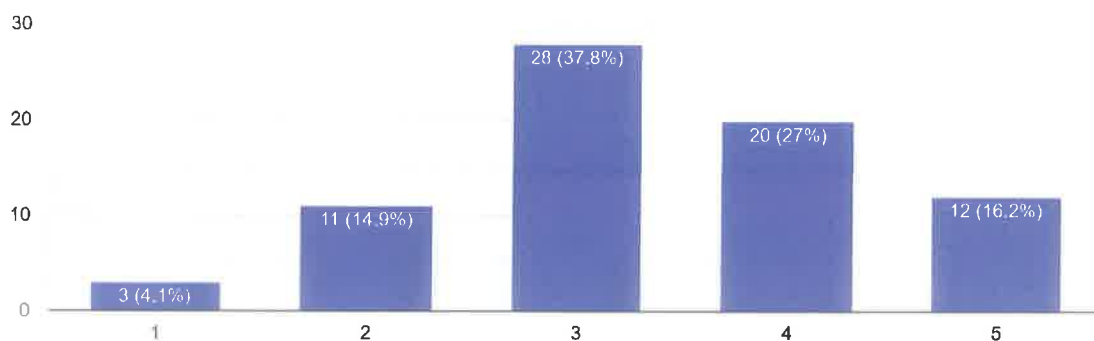
74 responses




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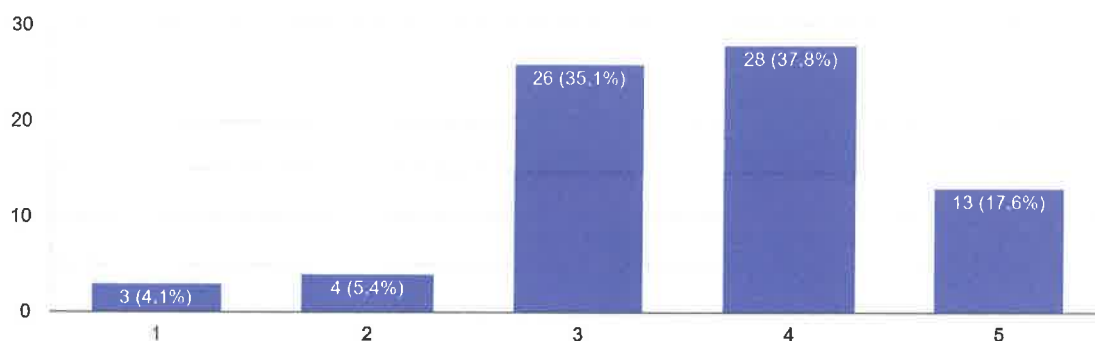
Is employability given weightage in the design and development of the syllabus?

74 responses



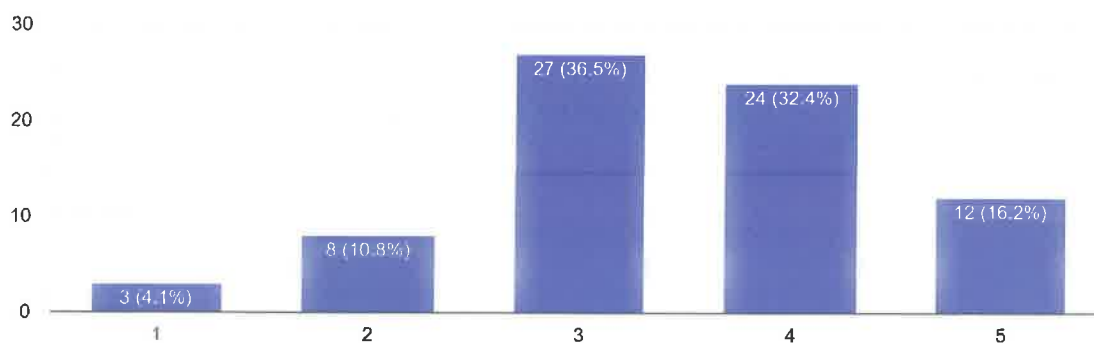
Is the syllabus designed to have a component on value based education?

74 responses



Does the syllabus have components to serve the needs of the society?

74 responses

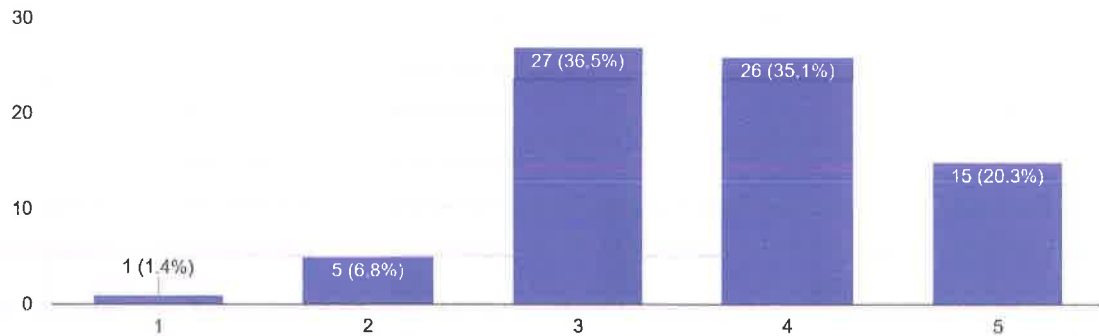


G. B. J. S.

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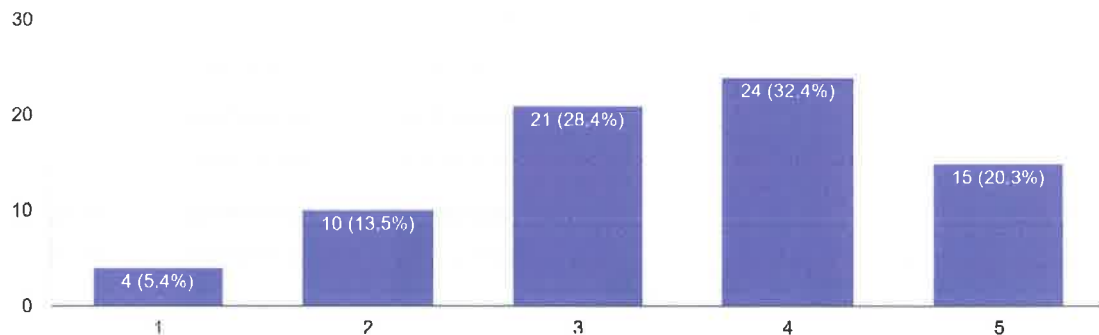
Does the syllabus promote self-study and attitude of research?

74 responses



Does the syllabus help the students to enhance their personality?

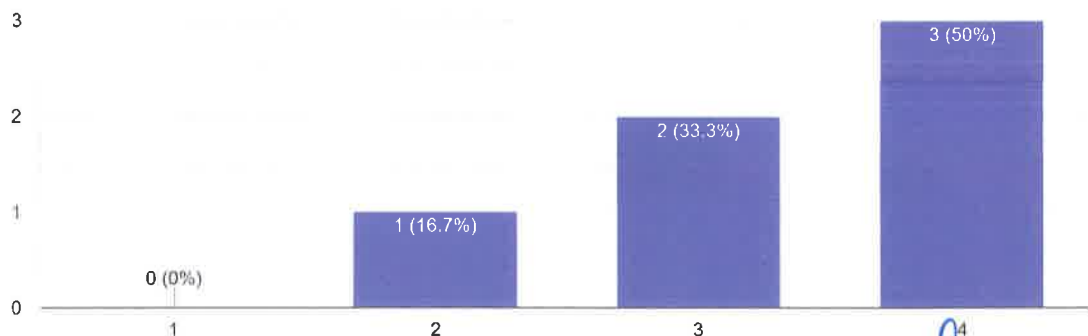
74 responses



INDUSTRY FEEDBACK-

Is the curriculum aligned with the objectives of the programme?

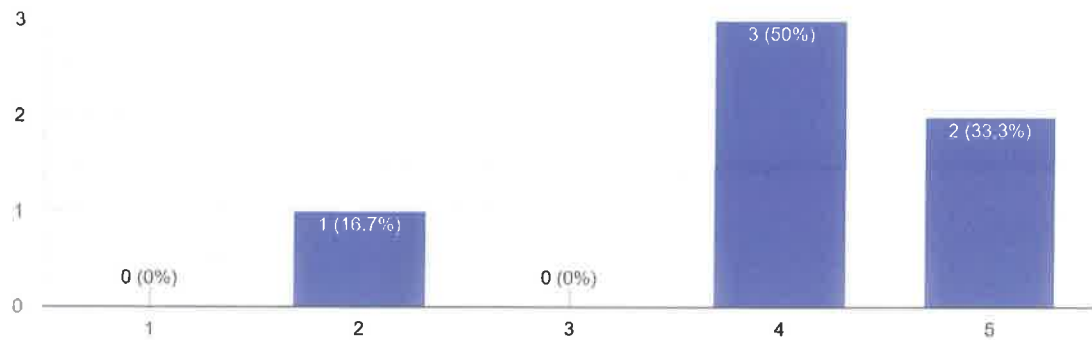
6 responses



G. B. Bhat
Department of Commerce
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Yeshwanthpur Campus
Bengaluru - 560 073, INDIA

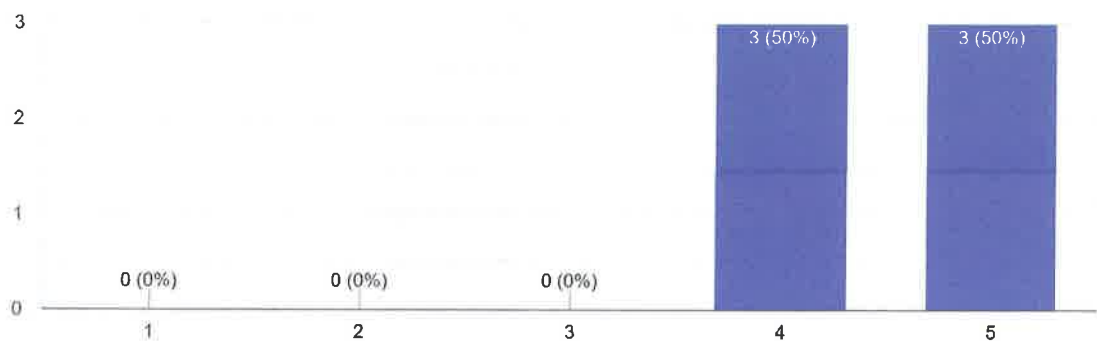
Does the curriculum cover advanced topics and current trends?

6 responses



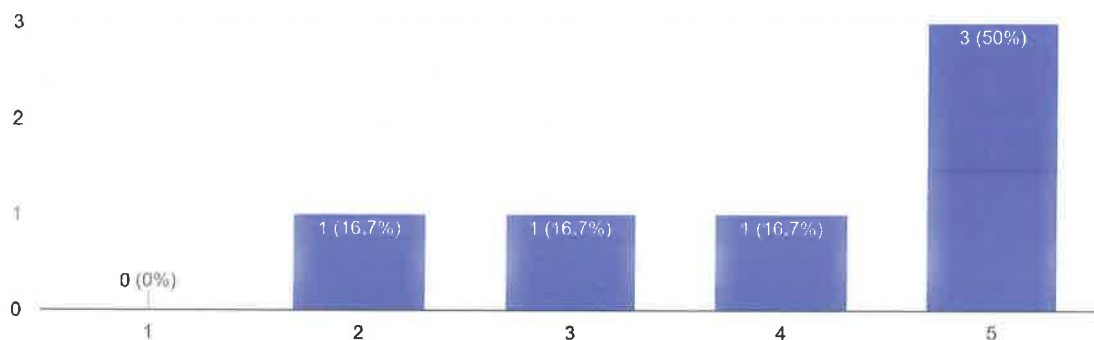
How would you rate the relevance of the electives offered in the curriculum?

6 responses



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

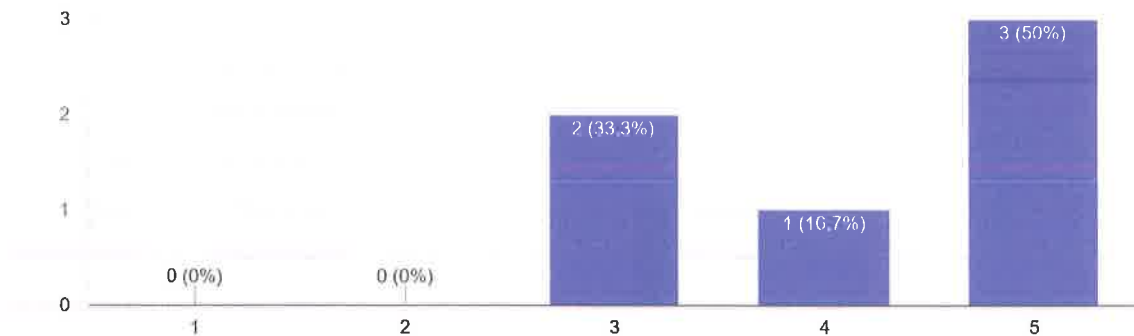
6 responses




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Bengaluru - 560 073, INDIA

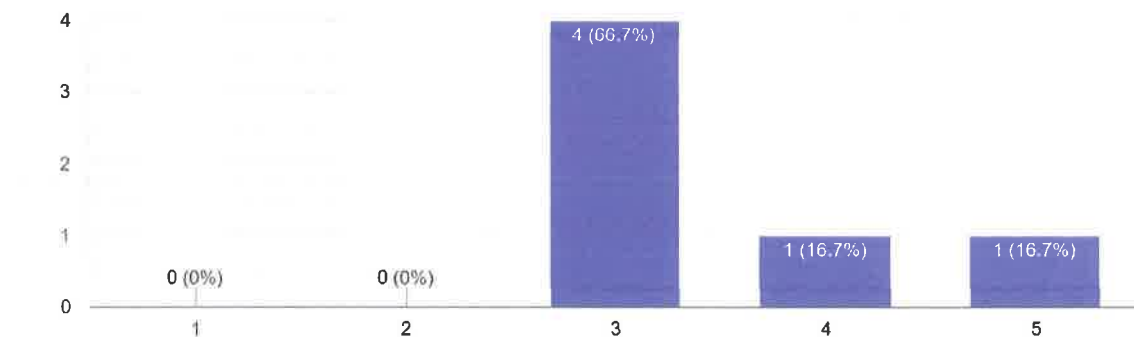
Does the curriculum meet the expectations of the industry?

6 responses



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


6 responses



ALUMNI FEEDBACK- Not applicable, as the first batch of alumni is applicable from the year 2026

Action Taken Report for BCom / BCom (Honours) (Non-NEP Batch) Programme AY 2025-26

The programmes were under the Non-NEP batches. Hence, the new structure has been adopted in the revised format for the NEP batch. This programme is no longer applicable.

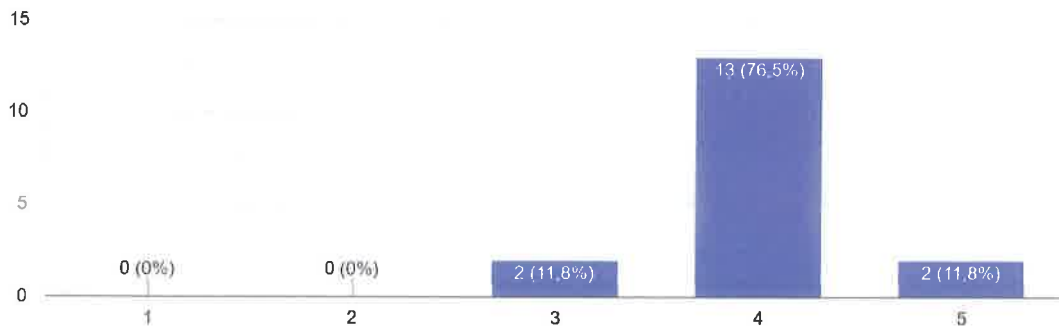

Department of Commerce
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MCom

STUDENT FEEDBACK-

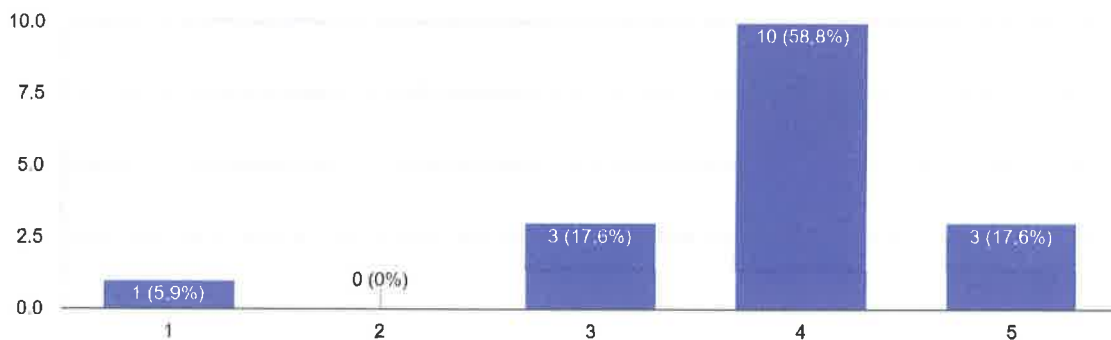
Does the content of the syllabus satisfy the stated objectives and learning outcomes?

17 responses



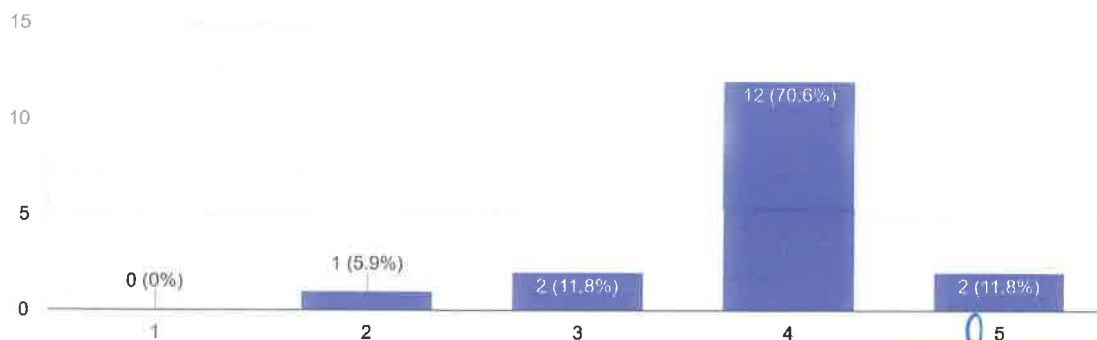
Does the syllabus cover advanced topics?

17 responses



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

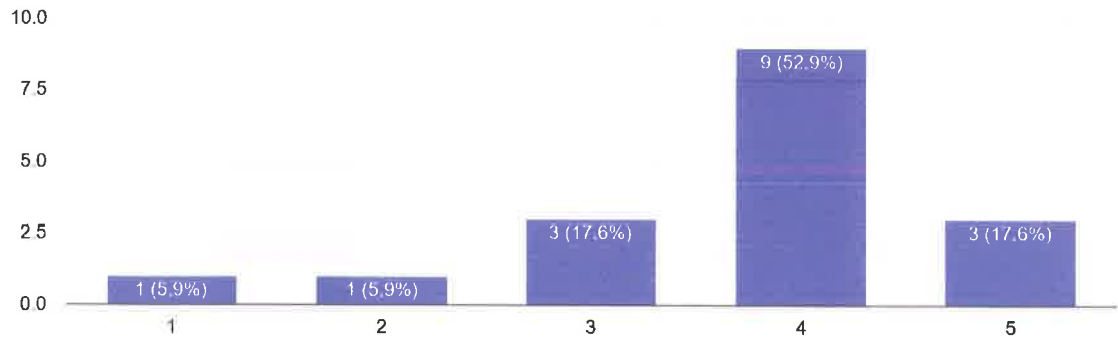
17 responses



G. Raju
Department of Commerce
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Yeshwanthpur Campus
Bengaluru - 560 073, INDIA

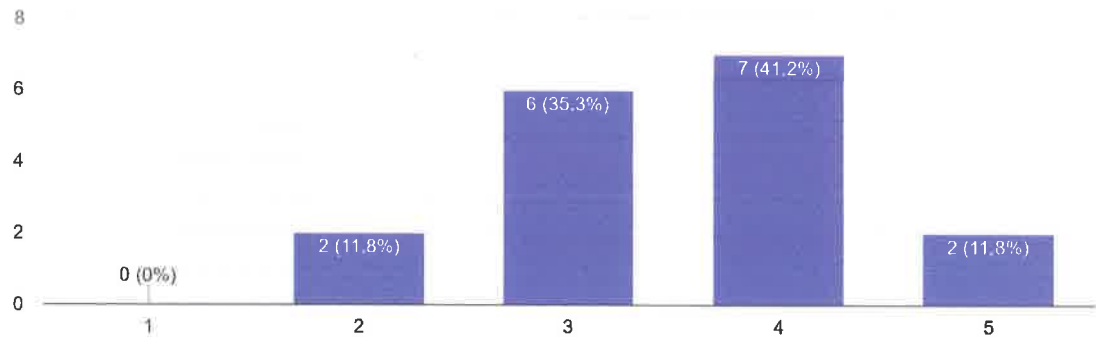
Is the syllabus effective in developing critical/ analytical thinking?

17 responses



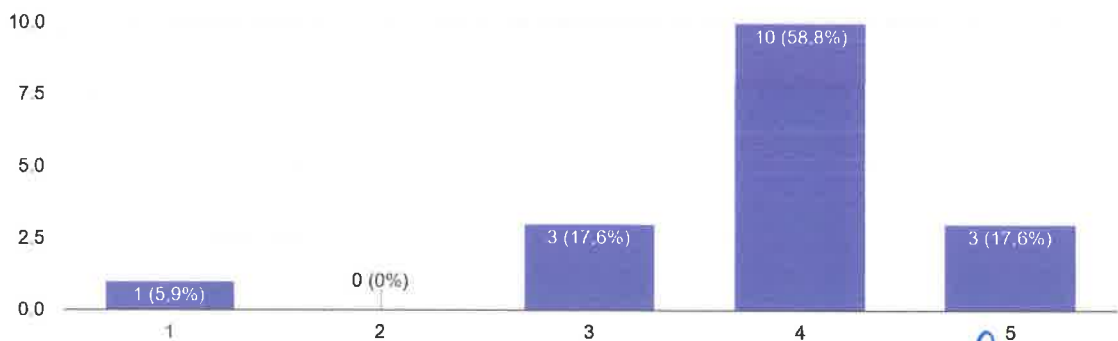
Are the text books and reference materials relevant to the content of the syllabus?

17 responses



Does the syllabus orient towards higher education?

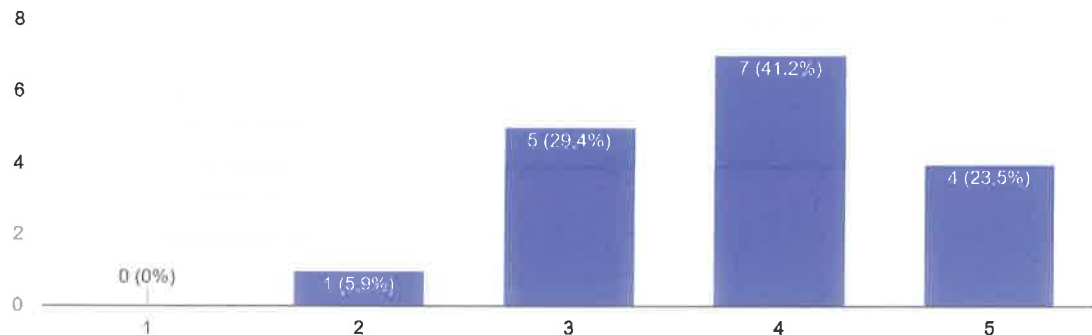
17 responses



G. Raghav
Department of Commerce
CHRIST (Deemed to be University)
Yeshwanthpur Campus
Bengaluru - 560 073, INDIA

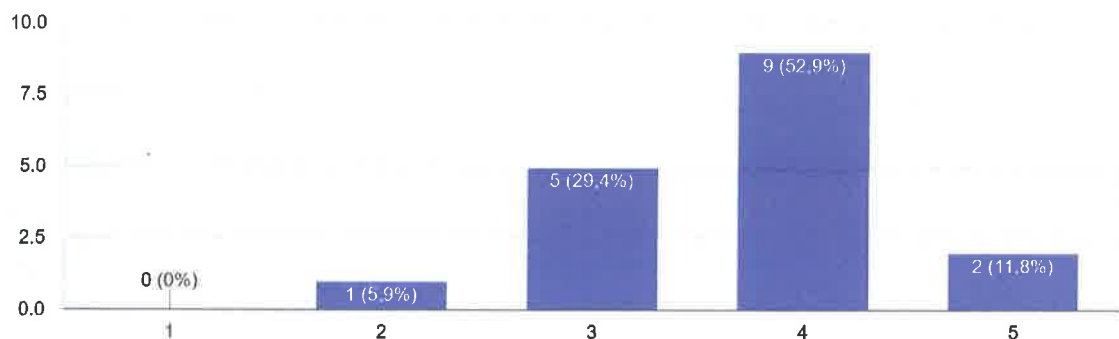
Does the syllabus enable the students to apply their knowledge in real life situations?

17 responses



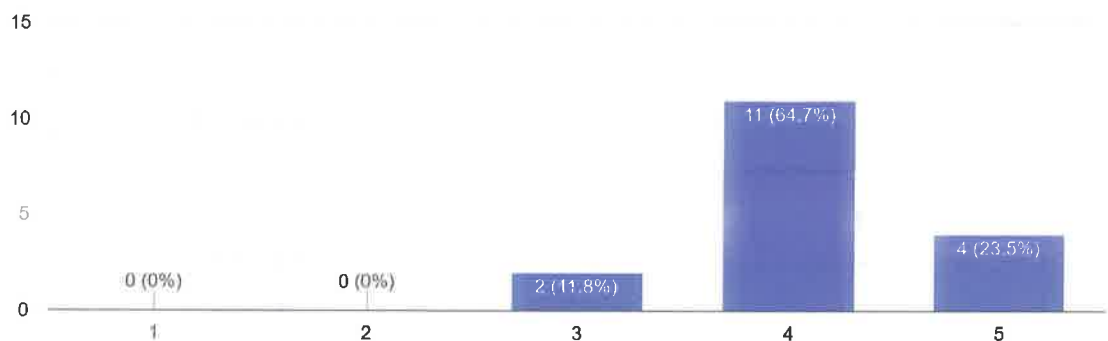
Is employability given weightage in the design and development of syllabus?

17 responses



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

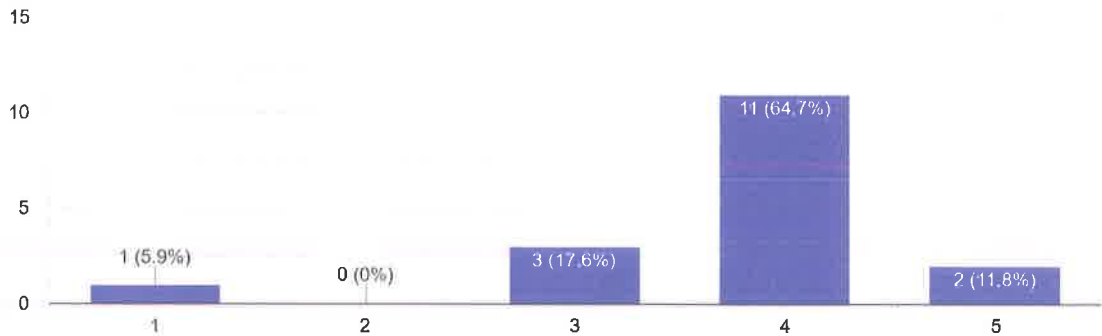
17 responses



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Yeshwanthpur Campus
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Does the syllabus meet your overall expectations?

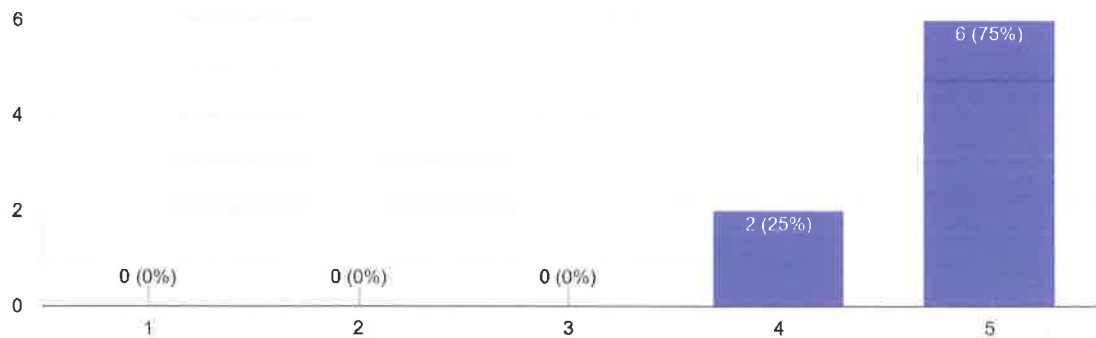
17 responses



TEACHERS FEEDBACK-

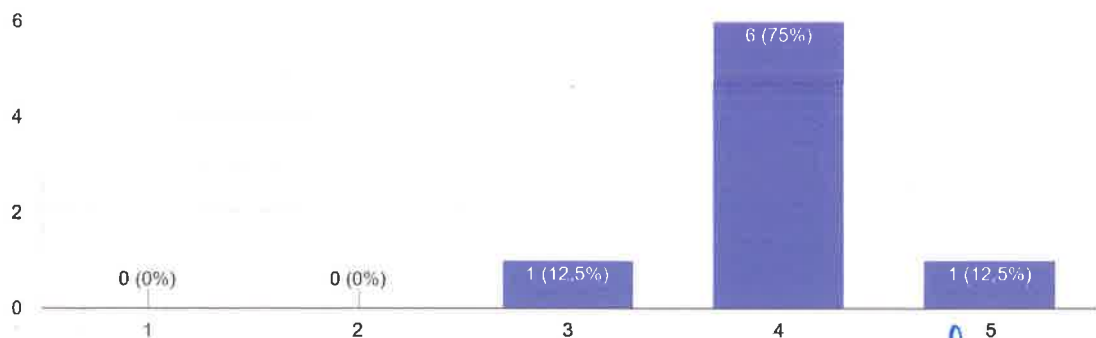
Does the syllabus satisfy the stated objectives and learning outcomes?

8 responses



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

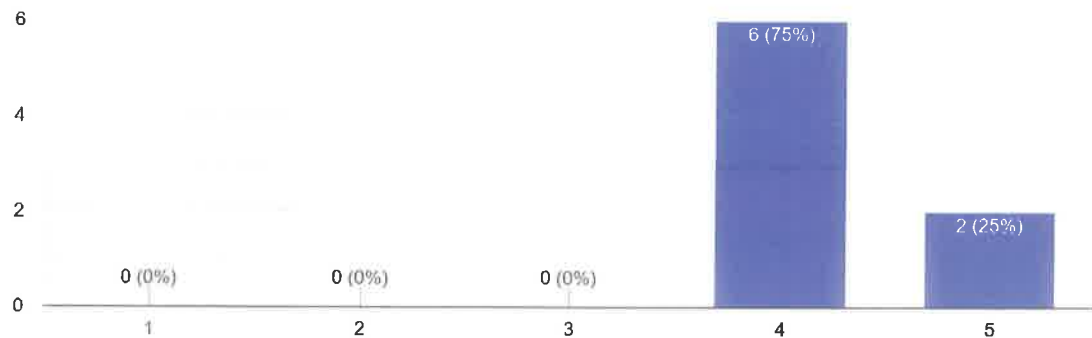
8 responses



G. Raju
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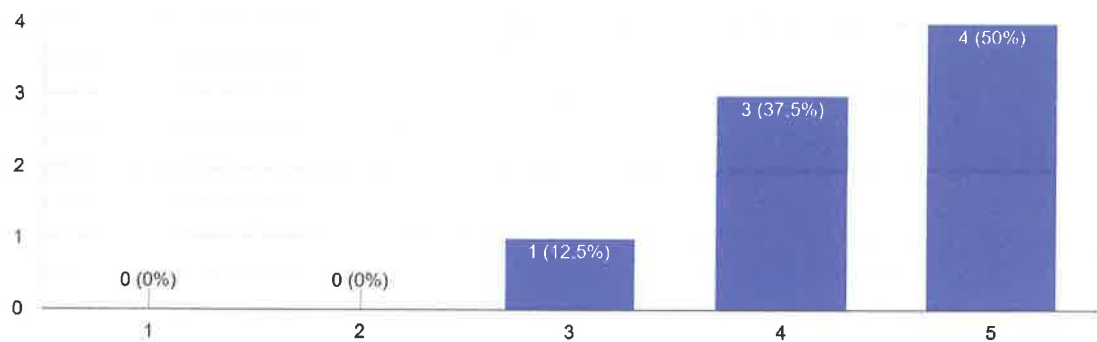
Is the syllabus effective in developing independent thinking?

8 responses



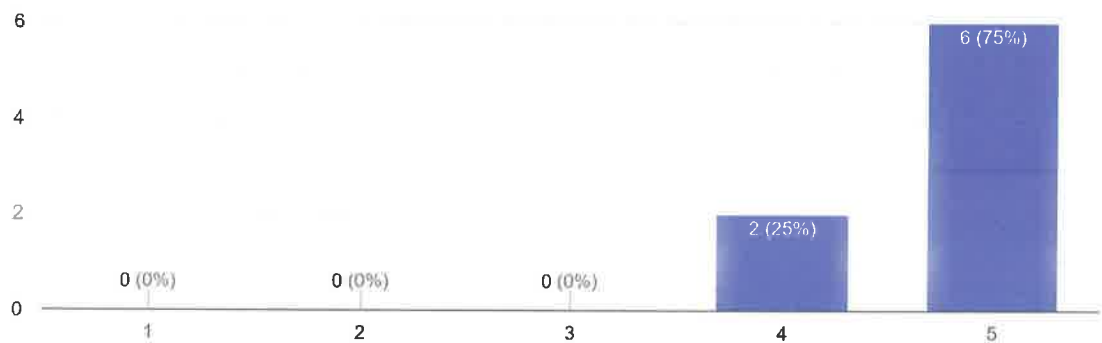
Does the departmental level expert committee meet to review the syllabus?

8 responses



Does the syllabus enhance your knowledge in the subject area?

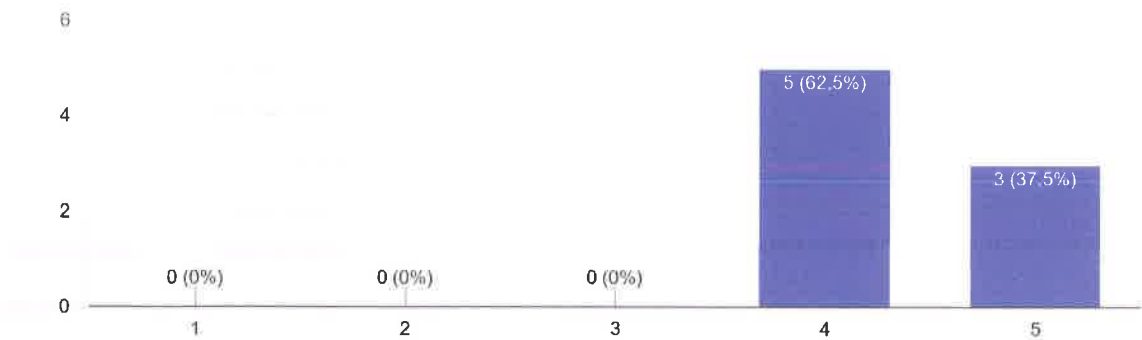
8 responses



G. R. Bhat
Department of Commerce
CHRIST (Deemed to be University)
Yeshwanthpur Campus
Bengaluru - 560 073, INDIA

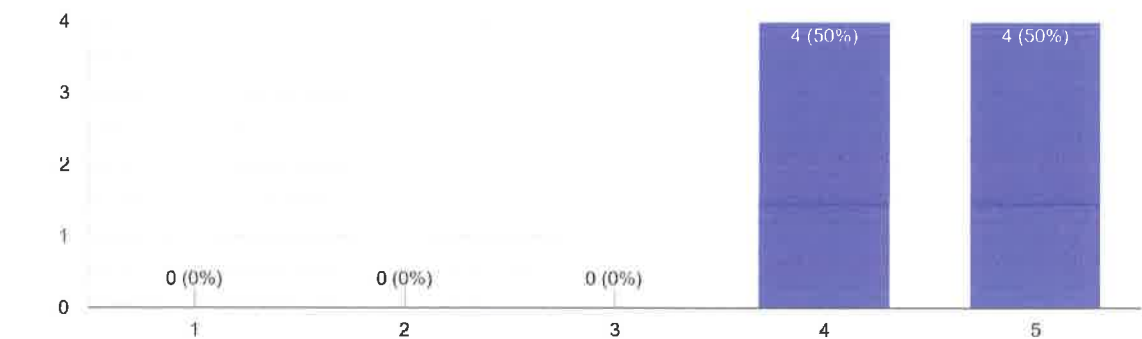
Does the syllabus enable the students to apply their knowledge in real life?

8 responses



Does the syllabus demand the teachers for research inclusive teaching?

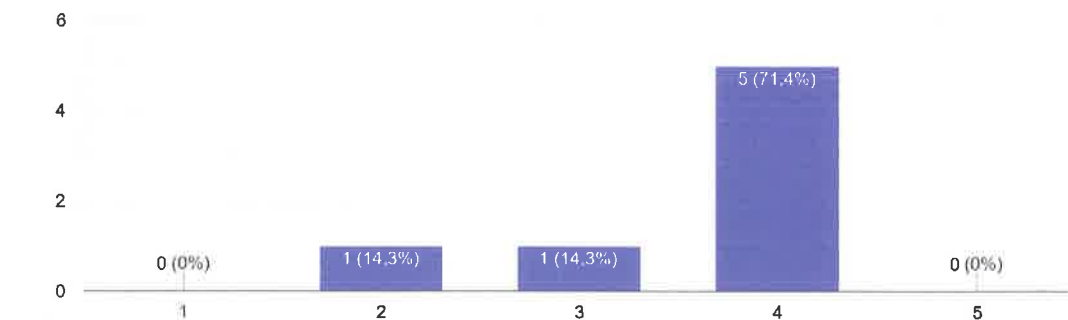
8 responses



PARENTS FEEDBACK-

Does the syllabus orient the students towards higher education?

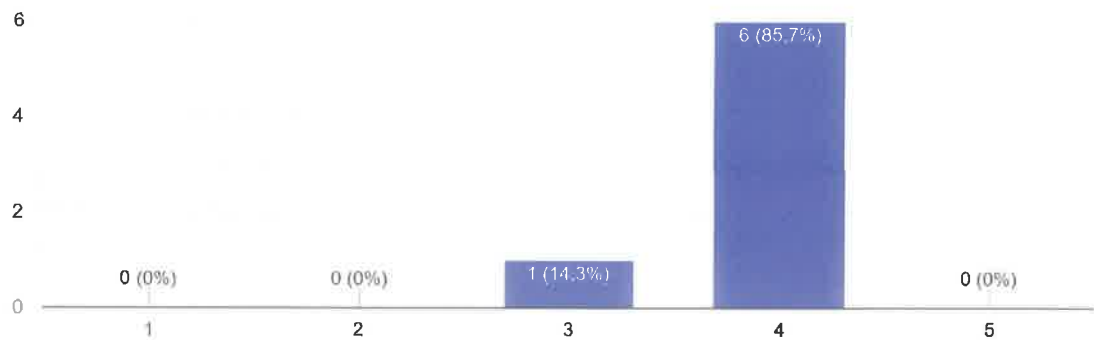
7 responses



G. Raju
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Bengaluru - 560 073, INDIA

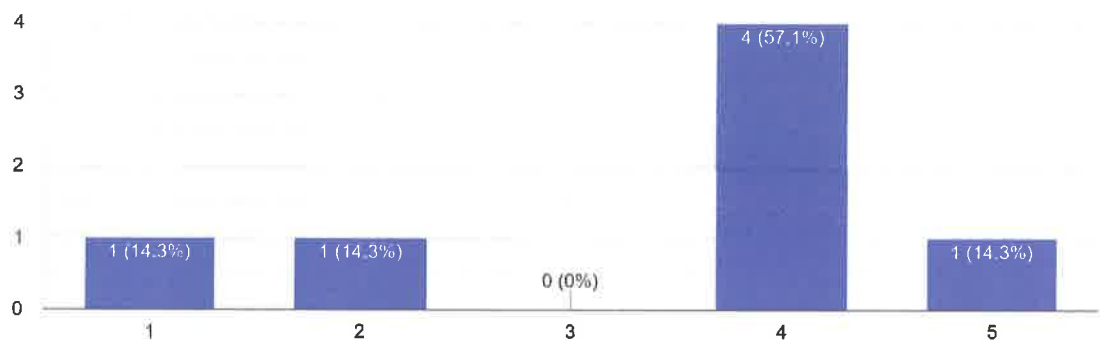
Is employability given weightage in the design and development of the syllabus?

7 responses



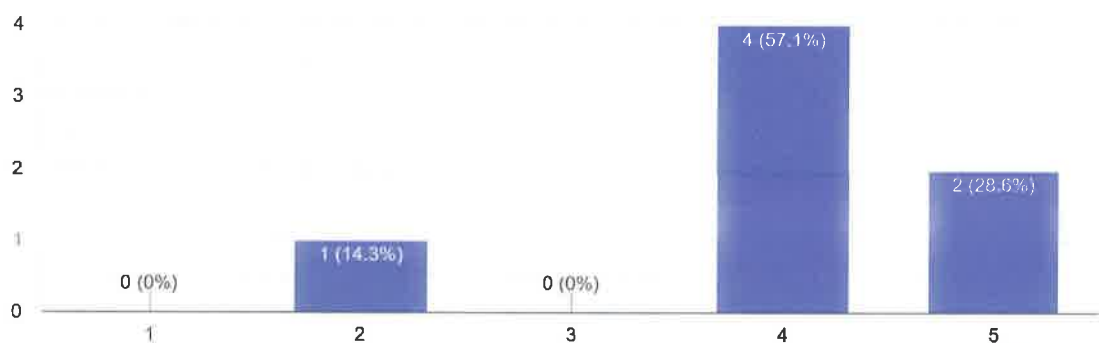
Is the syllabus designed to have a component on value based education?

7 responses



Does the syllabus have components to serve the needs of the society?

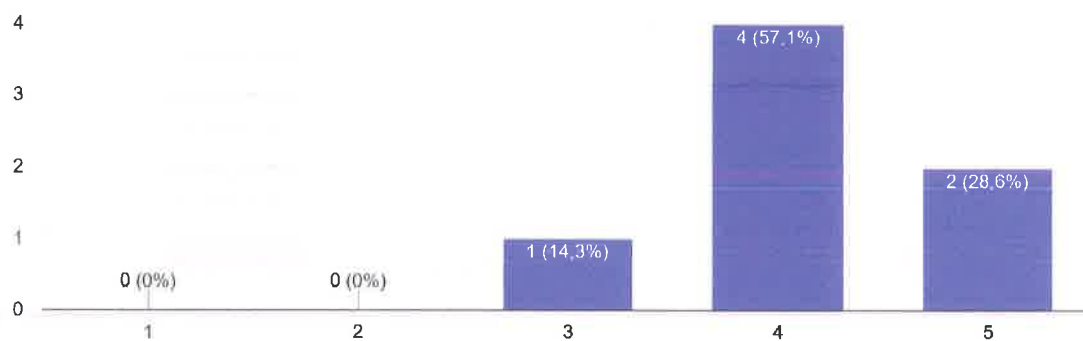
7 responses



G. Raju
Department of Commerce
CHRIST (Deemed to be University)
Yeshwanthpur Campus
Bengaluru - 560 073, INDIA

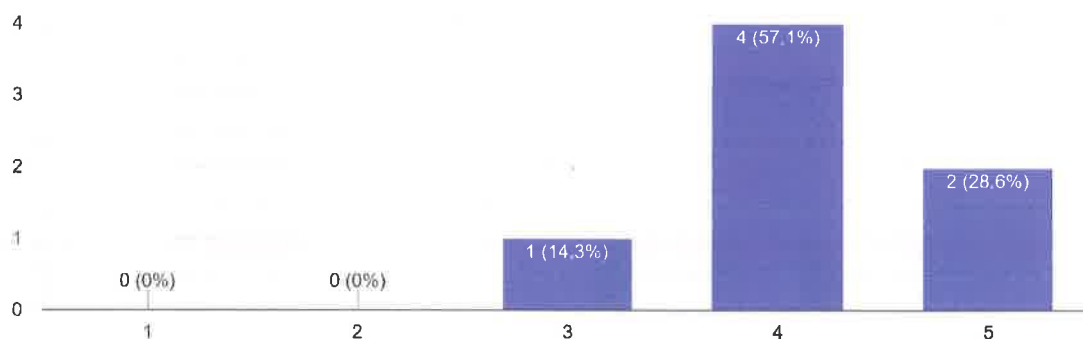
Does the syllabus promote self-study and attitude of research?

7 responses



Does the syllabus help the students to enhance their personality?

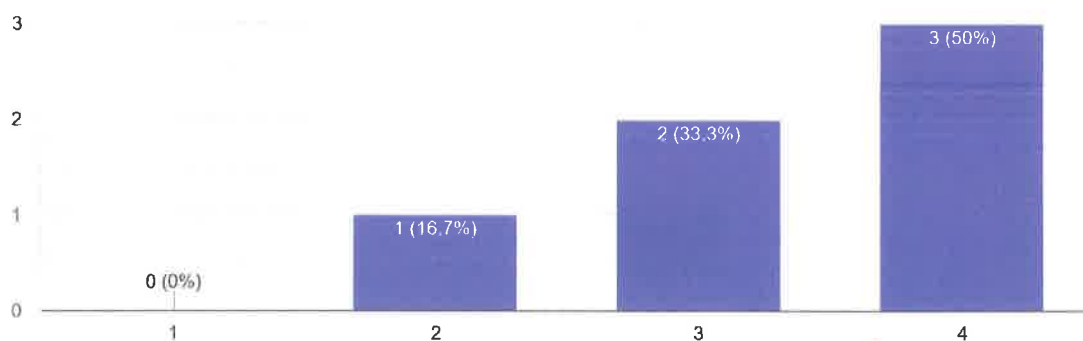
7 responses



INDUSTRY FEEDBACK-

Is the curriculum aligned with the objectives of the programme?

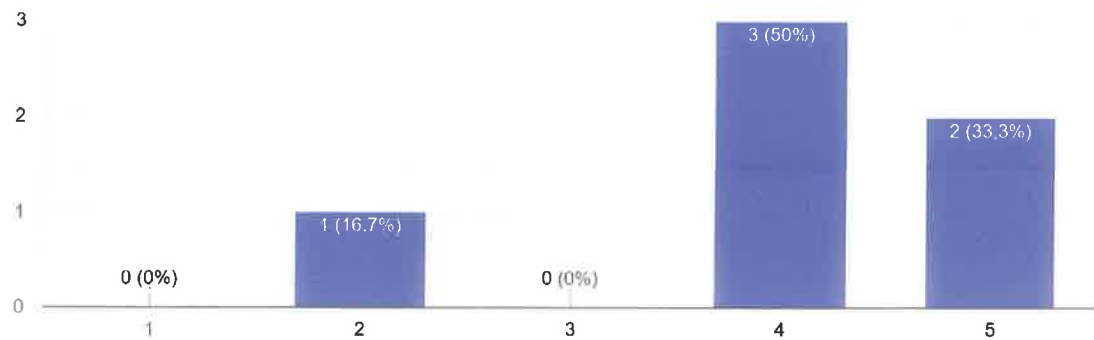
6 responses



G. Raju
Department of Commerce
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Yeshwanthpur Campus
Bengaluru - 560 073, INDIA

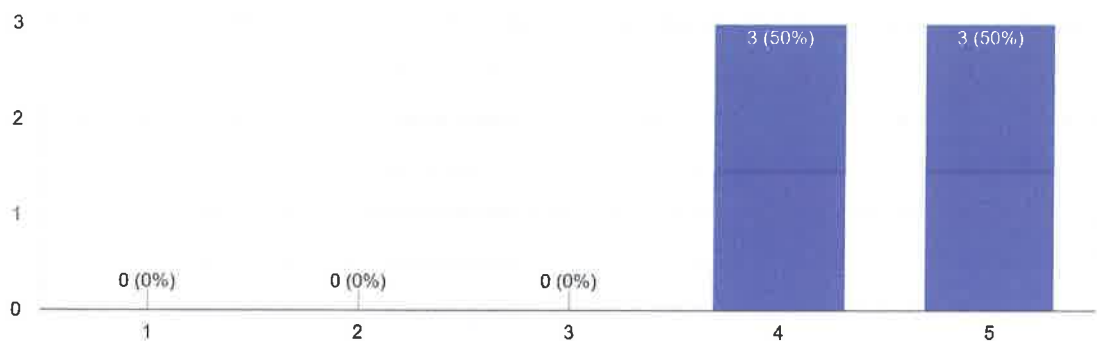
Does the curriculum cover advanced topics and current trends?

6 responses



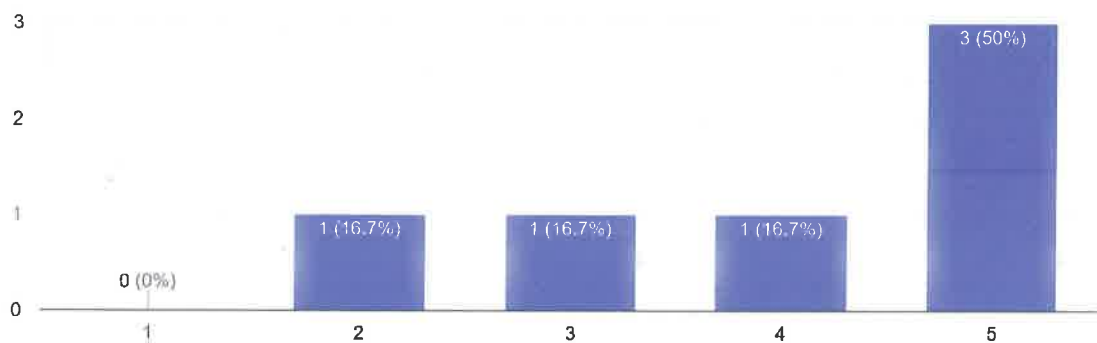
How would you rate the relevance of the electives offered in the curriculum?

6 responses



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

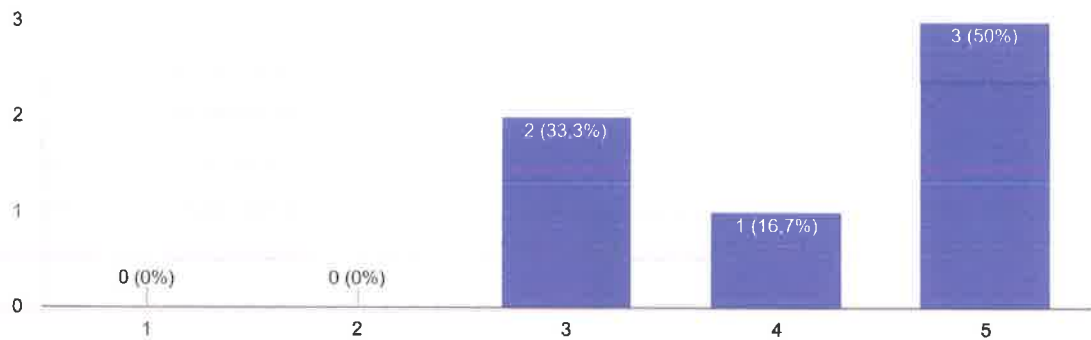
6 responses




Department of Commerce
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Yeshwanthpur Campus
Bengaluru - 560 073, INDIA

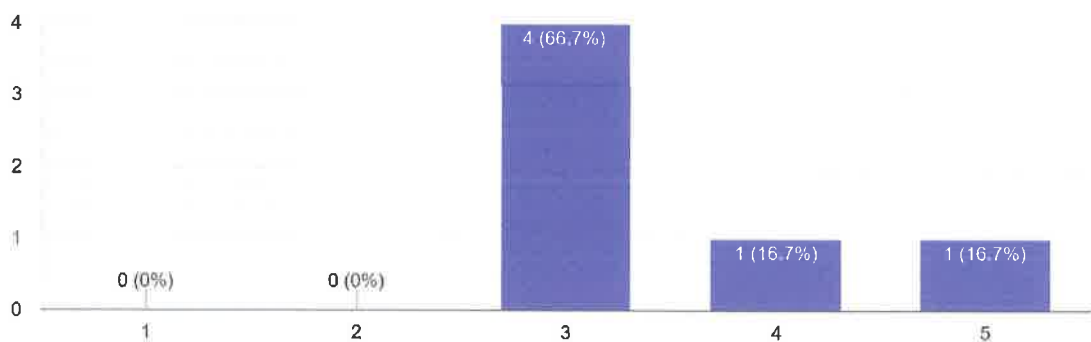
Does the curriculum meet the expectations of the industry?

6 responses



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

6 responses



ALUMNI FEEDBACK- Not applicable, as the first batch of alumni is applicable from the year 2026

G. Raju
Department of Commerce
CHRIST (Deemed to be University)
Yeshwanthpur Campus
Bengaluru - 560 073, INDIA

Action Taken Report for MCom Programme AY 2025-26

Sl No	Course and Statements	Stakeholder	Action Taken (Yes/No)
MCom			
1	MCO131 Indian Accounting Standards	Students/ teacher	Yes- Units shifted and added the concepts of fair value and removed the cash flow measurement statement.
2	MCO134 Research Methodology	Students/ teacher	Yes- Added online tools and changed from MLA format to APA format.
3	MCO235 Security Analysis and Portfolio Management	Students/ teacher	Yes- Changed in the COs, added the concept of measured return and risk and relative strength index.
4	MCO236 Cost management	Students/ teacher	Yes- Added BEPS, Base Erosion and the concept of profit sharing.
5	MCO334 Financial Derivatives and Commodities	Students/ teacher	Yes- Concepts were added on global derivatives markets, such as types of margin and role of commodity boards.
6	MCO335 Enterprise Risk Management	Students/ teacher	Yes- Added topics on certainty equivalent approach, simulation analysis and Piotoski scores.


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New structure adopted for MCom Programme-

	Batch Year		Programme Name		Parent Department	
	2025		MCOM		COMMERCE	
	Programme Scheme		Regular Duration (in years)		No. of Regular Semesters	
	Semester		1		4	
	SEMESTER - I					
					-	
Course Code	Course Type	Course Description	No. of hours per week	No. of Hrs	Marks	Credits
MCO401-1	Core	Indian Accounting Standards	4	60	100	4
MCO501-1	Core	Advanced Corporate Accounting	4	60	100	4
MCO402-1	Core	Managerial Economics	4	60	100	4
MCO502-1	Core	Direct taxes	4	60	100	4
MCO503-1	Core	Research Methodology	4	60	100	4
MCO461-1*	SEC	Data Visualization and Dashboarding*	3	45	100	3
MCO462-1	SEC	Corporate Academic Training	1	15	(50)Grade	1
		Holistic Education	1	15	Grade	1
			25		600	25
	* Data Visualization and Dashboarding (Submission course)					
	SEMESTER - II					

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Course Code	Course Type	Course Description	No. of hrs per week	No. of Hrs	Marks	Credits
MCO403-2#	Core	Business Ethics and Corporate Governance#(LCA)	4	60	100	4
MCO504-2	Core	Advanced Taxation	4	60	100	4
MCO505-2	Core	Corporate Finance and Forex Management	4	60	100	4
MCO404-2	Core	Security Analysis and Portfolio Management	4	60	100	4
MCO405-2	Core	Strategic Cost Management	4	60	100	4
MCO463-2	VAC	Time Series Analysis using Python	3	45	100	3
MCO464-2	VAC	Corporate Academic Training	1	15	(50)Grade	1
		Holistic Education	1	15	Grade	1
		Total	25		500	25
	#Business Ethics and Corporate Governance (paper by research course)					
	* Python Programming for data Analysis (Submission Course)					
	SEMESTER - III					
Course Code	Course Type	Course Description	No. of hrs per week	No. of Hrs	Marks	Credits
MCO506-3	Core	Behavioural Finance	4	60	100	4
MCO561-3	SEC	Entrepreneurship*(LC A)	3	45	100	3
MCO507-3	Core	Financial Derivatives and Commodities	4	60	100	4

MCO508-3	Core	Enterprise Management	Risk	4	60	100	4
MCO509-3	Core	GST and Customs		4	60	100	4
MCO562-3	VAC	Business Analytics with Python		3	45	100	3
MCO563-3	VAC	Corporate Academic Training	and	1	15	(50)Grade	1
		Total		23		400	23
	* Business Analytics with python (Submission course)						
	* Entrepreneurship (Submission Course-LCA)						
	Semester IV						
Corse Code	Course Type	Course Description		No. of hrs per week	No. of Hrs	Marks	Credits
MCO581A-4	Project	Corporate Internship Project integrated with research		--	--	100	20
MCO581B-4	Project	Teaching Internship integrated research with		--	--	100	20
	Add on	Accounting Software Using			30		Grade
		Total				400	20
	TOTAL CREDITS						93



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