

School of Commerce, Finance and Accountancy

Student's Curriculum Feedback Analysis and Action Taken Report

BCOM International Accountancy & Finance (IAF) Batch 2023-27

CHRIST (Deemed to be University), Delhi NCR

Head
School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delhi NCR



Survey Open Date - 02 January, 2024 Survey End Date - 11 March, 2024

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from December 2023 to March 2024.

The feedback analysis for students focuses on the curriculum and its learning-related aspects, including quality, competence, skills, and professionalism. It also takes into account issues pertaining to the delivery of the curriculum by teachers. The feedback is collected from students of Christ University. Similar to the process for teachers, the report of the response analysis is received by the university's vice chancellor or pro-vice chancellor. They further transmit it to the Internal Quality Assurance Cell (IQAC) for any necessary actions. Instructions based on the analysis are then provided to the heads of constituent colleges, who subsequently guide their respective departments to undertake appropriate steps and actions to address the concerns raised by the students.

The Students provided the feedback on curriculum which are explained later in the report. The questions were on the Likert-Scale (1 to 5) which are as follows:

1	Need to improve
2	Average
3	Satisfactory
4	Good
5	Excellent

Response Summary-

Classes	Total Students	% of Responses
1BCOM IAF	27	100
2BCOM IAF	27	100

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Summary Report for 1 BCOM IAF:

Below is the list of courses for 1 BCOM IAF on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	BIAF101-1	Financial Accounting
2	DPS102-1	Business Management and Organizational Behaviour
3	BIAF103-1	Business Economics
4	DPS161-1	Organisational Study
5		English - I
6		Languages – Hindi & French
7		Multidicainlinem
/		Multidisciplinary
8		Environmental Studies
9		Holistic Education - I
10		Bridge Course in Accounting and Economics

Below is the Curriculum Feedback summary report for 1BCOMIAF Course on following parameters:

S.N O	Questions	Response/ Feedback	Graphical Presentation
1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ?	Overall, students were satisfied and said that the content of the curriculum satisfied the stated objectives and learning outcomes. Out of which 29.6% rated excellent, 44.4% students rated good, 25.9% satisfactory.	14
2	Does the syllabus include advanced versions of the subject topics?	Overall, all students were satisfied and said that the curriculum covers advanced topics. Out of which 25.9% rated excellent, 62.9.4% students rated good, 11.1% satisfactory.	18 62.9% 16 14 12 10 25.9% 8 25.9% 6 4 11.1% 2 0 0 0 0 1 2 3 4 5





2	Daniella 1	O11 -414 (* C* 1 1	10
3	Does the curriculum	Overall, students were satisfied and	9 33.3%
	emphasize upon Skill	said that the curriculum enhances	8 25.9 %
	Development of	their knowledge and skills in the	6
	students?	relevant domain. Out of which	5 4
		29.6% students rated excellent,	3 7.4%
		33.3% students rated good and	1
		25.9% students were satisfied and	0 0 1 2 3 4 5
		7.4% rated it as average.	■ Frequency
4	Does the curriculum	Students were satisfied and said	9 33.3% 33.3%
	lead to the	that the curriculum is effective in	8 29.6.%
	development of	developing critical/ analytical	7 6
	problem solving and	thinking. Out of which 33.3%	5
	analytical thinking?	students rated excellent, 29.6%	3
		students rated good and 33.3%	2
		rated it as satisfactory.	0 0 0
			0 1 2 3 4 5 ■Frequency
5	Does the curriculum	Students were satisfied and said	14
	orient the students to	that the textbooks and reference	12 37.0%
	use their knowledge	materials relevant to the content of	8
	to resolve or improve	LRNG into the curriculum. Out of	6 18.5%
	upon local, regional	which 37.0% students rated	4
	or national issues?	excellent, 44.4% students rated	0 0 0
		good and 18.5% rated as	0 1 2 3 4 5
		satisfactory.	■ Frequency
6	Does the curriculum	Students were satisfied and said	12 40.7%
	emphasize upon	that the curriculum focused	10 33.3%
	enhancing	towards employability aspects. Out	8
	Employability aspect	of which 18.5% students rated	6 18.5%
	of students?	excellent, 40.7% students rated	4
		good, 33.3% as Satisfactory and	2
		7.4% rated as average.	0 0
			0 1 2 3 4 5
7	Does the curriculum	Overall students were satisfied and	12
	and the co-curricular	said that the curriculum enables the	29.6%
	activities sensitize	students to apply their knowledge	8 11.1%
	students towards	in service learning. Out of which	6
	Service Learning and	29.6% students rated excellent,	4
	Community	40.7% students rated good and	0 0 0
	Engagement?	11.1% students were satisfied.	0 1 2 3 4 5
			■ Frequency



8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 29.6% students rated excellent, 44.4% students rated good and 25.9% students are satisfied.	14
9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 33.3% students rated excellent, 37.0% students rated good and 29.6% students found it satisfactory.	12
10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 55.5% students rated excellent, 44.4% students rated good.	16
11	Does the curriculum generate inclination amongst students towards higher education?	Overall students were satisfied and said that the curriculum meets your overall expectations. Out of which 40.7% students rated excellent, 44.4% students rated good and 14.8% found the curriculum satisfactory.	14
12	General Comments and Suggestions:	Good, Very Good, Ex	cellent



Summary Report for 2BCOM IAF:

Below is the list of courses for 2BCOM IAF on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	BIAF201-2	Advanced Financial Accounting
2	BIAF202-2	Financial Markets and Services
3	BIAF101-2	Business Mathematics and Statistics
4		Multidisciplinary
5	DPS161-2	Service Learning
6		Holistic Education - II
7		Indian Constitution

Below is the Curriculum Feedback summary report for the 2BCOM IAF Course on the following parameters;

S. N O	Questions	Response/ Feedback	Graphical Presentation
1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Overall students were satisfied and said that the content of the curriculum satisfied the stated objectives and learning outcomes. Out of which 33.3% rated excellent, 48.1% students rated good, 18.5% satisfactory.	14 48.1% 12 10 33.3% 8 6 18.5% 4 2 0 0 0 0 0 1 2 3 4 5
2	Does the syllabus include advanced versions of the subject topics?	Overall, all students were satisfied and said that the curriculum covers advanced topics. Out of which 25.9% students rated excellent; 74.0% students rated good.	25 74.0% 20 74.0% 15 25.9% 5 0 0 0 0 0% 0 1 2 3 4 5

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3	Does the curriculum emphasize upon Skill Development of students?	Overall, students were satisfied and said that the curriculum enhances their knowledge and skills in the relevant domain. Out of which 33.3% students rated excellent, 37.3% students rated good and 25.9% students were satisfied.	12 — 37.3% 8 — 25.9% 6 — 4 — 2 — 0 — 0 — 0 — 0 — 0 — 1 — 2 — 3 — 4 — 5 — Frequency
4	Does the curriculum lead to the development of problem solving and analytical thinking?	Students were satisfied and said that the curriculum is effective in developing critical/ analytical thinking. Out of which 25.9% students rated excellent, 62.9% students rated good and 11.1% found it satisfactory.	18 62.9% 16 14 12 10 25.9% 8 6 4 11.1% 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
5	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Students were satisfied and said that the textbooks and reference materials relevant to the content of LRNG into the curriculum. Out of which 29.6% students rated excellent, 44.4% students rated good and 25.9% found it satisfactory.	14
6	Does the curriculum emphasize upon enhancing Employability aspect of students?	Students were satisfied and said that the curriculum focused towards employability aspects. Out of which 18.5% students rated excellent, 33.3% students rated good,33.3% found it satisfactory and 11.1% rated it as average.	33.3% 33.3%
7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Overall students were satisfied and said that the curriculum enables the students to apply their knowledge in service learning. Out of which 37.0% students rated excellent, 40.7% students rated good and 18.5% students were satisfied.	12 40.7% 10 37.0% 8



8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 37.0% students rated excellent, 44.4% students rated good and 18.5% students were satisfied.	14
9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 29.6% students rated excellent, 44.4% students rated good and 25.9% students are satisfied.	14 44.4% 12 44.4% 10 29.6% 6 4 2
10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 51.8% students rated excellent, 48.1% students rated good.	16
11	Does the curriculum generate inclination amongst students towards higher education?	Overall students were satisfied and said that the curriculum meets your overall expectations. Out of which 48.1% students rated excellent, 51.8% students rated good.	16
12	General Comments and Suggestions:	Excellent, can be interactive in class	ss, Good, Very Good, Interactive, Interesting



Overall Analysis

General Comments and Suggestions:

- 1. After the mid sem exam the syllabus is interesting and studies are going well.
- 2. Currently the whole curriculum is good and topics are clear.
- 3. Everything is good
- 4. Classes are fine as of now
- 5. Fantastic subjects
- 6. Satisfied with my course
- 7. The curriculum keeps the students well engaged with practical as well as theoretical studies.
- 8. Everything is perfect.
- 9. yes, i'm satisfied with the content received in the current semester and also it motivated or helped us in ways to self-study and research.

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

Α	В	C	D	E	F	G	Н	1	J	K	L	M	N	0	P	Q
AME OF THE EPARTMENT	Name of the Student	Register Number	Name of the Program	Semester	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Does the syllabus include advanced versions of the subject topics?		Does the curriculum lead to the development of problem solving and analytical thinking?	Does the identiculum orient the foundation of th	Does the curriculum emphasizes upon enhancing Employability aspect of students?	the co- curricular activities sensitize students towards Service	the co- curricular activities orient students towards	provide adequate	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Does the curriculum generate inclination amongst students towards higher education?	General Comments and Suggestions:
Commerce	Aneesh Mehta	23214003	BCOM-IAF	2	4	3	3	3	2	1	3	2	4	4	3	no suggestions
Commerce	Harshav Jain	23214011	BCOM-IAF	2	3	3	4	2	3	1	3	3	3	2	3	
Commerce	Khyati Sati	23214014	BCOM-IAF	2	3	3	3	3	3	3	3	3	3	3	3	
Commerce	Hanley Parackal Beji	23214010	BCOM-IAF	2	4	5	5	5	3	3	4	2	5	2	3	
Commerce	Noel Biju Thomas	23214020	BCOM-IAF	2	4	3	4	4	4	3	4	3	4	3	4	
Commerce	Prachi Saini	23214021	BCOM-IAF	2	4	4	4	4	4	4	4	4	4	4	4	
Commerce	Armaan A Dayal	23214031	BCOM-IAF	2	4	3	5	5	5	5	5	5	5	5	5	VEREY GOOD
Commerce	Maheeka Sharma	23214029	BCOM-IAF	2	2	2	2	3	3	2	2	3	3	3	2	ics, so that it is
Commerce	Armaan Dhall	23214001	BCOM-IAF	2	4	4	4	4	4	4	4	4	4	4	4	Good
Commerce	Ayaan Rizvi	23214025	BCOM-IAF	2	3	3	3	3	3	3	3	3	3	3	3	
Commerce	Lavanya Gupta	23214017	BCOM-IAF	2	2	2	2	4	1	4	4	2	2	1	4	
Commerce	MAHAK GULIANI	23214027	BCOM-IAF	2	4	4	4	4	4	4	4	4	4	4	4	Good
Commerce	Ashrita Verma	23214007	BCOM-IAF		5	4	5	5	5	5	5	5	5	5	5	
^		2224 1222	00011110													
Commerce	Suhavi Kaur	23214023	BCOM-IAF		5	5	5	5	5	4	5	5	5	3	5	no suggestions
Commerce	Kevin varghese	23214013	BCOM-IAF		5	3	5	5	5	3	5	5	5	5	5	
Commerce	Arjun Raj	23214006	BCOM-IAF		3	3	2	4	3	4	4	2	3	2	4	NO
Commerce	Ayaan Rizvi	23214025	BCOM-IAF		3	3	3	3	3	3	3	3	3	3	3	
Commerce	Devam Tibrewal	23214009	BCOM-IAF		3	3	3	3	3	1	3	3	3	3	3	
Commerce	Kevin Varghese	23214013	BCOM-IAF		5	4	4	5	3	3	5	5	5	5	5	Satisfactory
Commerce	Kripa Thapar	23214016	BCOM-IAF		4	3	4	5	3	4	4	4	5	4	4	
Commerce	Bhargav Raj Barkakot		BCOM-IAF		3	3	3	3	3	3	3	3	3	3	3	
Commerce	Hanley Parackal Beji	23214010	BCOM-IAF		5	4	5	4	4	5	5	3	4	2	3	
Commerce	Soumya	23214015	BCOM-IAR		5	5	5	5	5	5	5	5	5	5	5	Excellent
Commerce	Navin joby	23214028	BCOM-IAF		4	5	3	3	2	2	4	2	4	5	4	
Commorco	Saumera Hahral	23214022	BCOM IN	2	5	5		E	C	c		E				

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Action Taken Report

The curriculum feedback has been taken from the students for the Academic Year 2023-24 from BCOM International Accountancy and Finance (IAF) students of Batch 2023-27. The students responded to the feedback for both the semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback and then discussing the required changes in BoS discussed in the meeting in the presence of Programme Coordinators, Academic Coordinator and Head of the Department and then it was discussed to propose the changes with the Curriculum Development Committee (CDC) members including members of School of Business and Management who are the part of CDC as well in the CDC meeting. The meeting was held during BoS of BCOM IAF programme.

The following points were discussed in the meeting:

- There are major areas where students are satisfied with the curriculum structure.
- Few minor changes were suggested in CIAs during BoS to make the assignments more industry oriented and experiential.
- It was also decided to inculcate the habit of using ICT Tools by students also on regular basis and not only for assignments, projects.

Hence, as per the few changes suggested by the students, the School of Commerce, Finance and Accountancy have decided in the BoS to include such points, though there are very few points where improvements can be made as the structure has been prepared as per the requirements of the current market only.

End of the report

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School of Commerce, Finance and Accountancy

Students' Curriculum Feedback Analysis and Action Taken Report

BCOM (Accountancy & Auditing)
Batch 2023-26

CHRIST (Deemed to be University), Delhi NCR

Head
School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delhi NCC.



Survey Open Date- 02 January, 2024 Survey End Date- 11 March, 2024

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The feedback analysis for students focuses on the curriculum and its learning-related aspects, including quality, competence, skills, and professionalism. It also takes into account issues pertaining to the delivery of the curriculum by teachers. The feedback is collected from students of Christ University. Similar to the process for teachers, the report of the response analysis is received by the university's vice chancellor or pro-vice chancellor. They further transmit it to the Internal Quality Assurance Cell (IQAC) for any necessary actions. Instructions based on the analysis are then provided to the heads of constituent colleges, who subsequently guide their respective departments to undertake appropriate steps and actions to address the concerns raised by the students.

The Students provided the feedback on curriculum which are explained later in the report. The questions were on the Likert-Scale (1 to 5) which are as follows:

1	Need to improve
2	Average
3	Satisfactory
4	Good
5	Excellent

Response Summary-

Classes	Total Students	% of Responses
2BCOMAA	35	97%

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Summary Report for 1BCOMAA:

Below is the list of courses for 1BCOMA&A on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1		English-1
2		Languages: Hindi/French
3	COA101-1N	Fundamentals of Accounting
4	COA102-1N	Business Economics
5	COA121-1N	Business Mathematics & Statistics
6	COA141-1N	Foundations and Practice of Law
7	COA161-1N	Professional Communication
8	HOL111	Holistic Education - I
		Environmental Studies

Below is the Curriculum Feedback summary report for 2BCOM (Accountancy and Auditing) Course on following parameters:

S.N O	Questions	Response/ Feedback		Graj	phical	Presei	ntation	1
1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Majority of the students were satisfied and opined that the content of the curriculum matched the stated objectives and learning outcomes. Out of which 50% rated it excellent, 41% students rated it to be good	60% 50% 40% 30% 10% 0%	0%	3%	6%	41%	50%
2	Does the syllabus include advanced versions of the subject topics?	Overall all students were of the view that the curriculum covers advanced topics. Out of which 41% students rated it excellent, 47% students rated it good.	60% 40% 20%	0%	3%	9%	47%	41%

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4	Does the curriculum emphasize upon Skill Development of students? Does the curriculum lead to the development of problem solving and analytical thinking?	Overall students were satisfied and said that the curriculum enhances their knowledge and skills in the relevant domain. Out of which 50% students rated excellent, 32% students rated it good. Students were satisfied and said that the curriculum is effective in developing critical/ analytical thinking. Out of which 53% students rated excellent, 26% students rated it good.	60% 50% 40% 30% 20% 10% 0% 60% 40% 20%	0% 1 0% 1	3% 2	15% 3 18%	4 26%	5 53%
6	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? Does the curriculum emphasizes upon enhancing Employability aspect	Students were satisfied and said that the textbooks and reference materials relevant to the content of LRNG into the curriculum. Out of which 50% students rated excellent, 35% students rated good. Students were satisfied and said that the curriculum focused towards employability aspects. Out of which 41% students rated excellent, 38%	60% 40% 20% 0% 60% 40%	3%	6%	6% 3	35%	5 41%
7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Overall students were satisfied and said that the curriculum enables the students to apply their knowledge in service learning. Out of which 44% students rated excellent, 41% students rated good and 12% students were satisfied.	20% 0% 50% 40% 30% 20% 10% 0%	0%	3%	3 12%	41%	5 44%
8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 53% students rated excellent, 26% students rated good and 18% students rated it satisfactory.	60% 50% 40% 30% 20% 10% 0%	0%	3%	18%	26%	53%



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9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students agreed that the curriculum promotes self-study and opportunities. Out of which 47% students rated excellent, 35% students rated good.		50% 40% 30% 20% 10% 0%	3%	3%	12%	35%	5
10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 38% students rated excellent, 44% students rated good.		50% 40% 30% 20% 10% 0%	3%	3%	12%	44%	38%
11	Does the curriculum generate inclination amongst students towards higher education?	Overall students were satisfied and said that the curriculum meets your overall expectations. Out of which 53% students rated excellent, 38% students rated good and 6% found the curriculum satisfactory.		60% 50% 40% 30% 20% 10%	0%	3%	6%	38%	53%
12	General Comments and Suggestions:	Curriculum is good and well aligned with	th	CA P	rogram	, No cl	hange i	is requ	ired.

Overall Analysis

General Comments and Suggestions:

- 1. Curriculum is according to CA Syllabus
- 2. Curriculum is well balanced and well structured.
- 3. Academics is quite hectic but of good quality
- 4. Professional classes have been comprehensive and good in terms of content and delivery.
- 5. Supportive Faculty members, they are proficient in their subjects.
- 6. As of now no changes are required in the Curriculu

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Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

⊿ B	С	D	E	F	Н		J	K	L	M	N	0	Р	Q	R	S	Т
Aditya Gupta	23214202	BCOM-AA	2	8918690780	4	4	4	4	4	4	4	4	4	4	4	Good Program, no chang	e reqd.
Ananya Prakash	23214205	BCOM-AA	2	9234970187	5	4	4	5	5	5	5	5	5	5	5		
Shreya Dayal	23214221	BCOM-AA	2	7766866914	3	3	3	3	3	3	3	3	3	3	3	None	
Palak Sharma	23214238	BCOM-AA	2	8851731570	5	4	4	4	4	4	4	4	4	4	4	Hectic but enormous laer	ning
Parth Rana bisht	23214215	BCOM-AA	2	9810920148	4	5	5	4	4	4	4	4	5	4	5	Program is good	
Vaishnavi Goel	23214234	BCOM-AA	2	8377976105	5	4	4	4	4	4	4	4	4	4	4	Curriculum is good.	
Kumar Gaurav Ra	23214212	BCOM-AA	2	6203706268	4	3	4	3	2	2	3	3	4	3	4		
0 Vani jain	23214228	BCOM-AA	2	9518271281	3	4	5	4	4	3	5	5	5	4	5	Very satisfied	
1 Yash Rai	23214232	BCOM-AA	2	9625474381	5	4	5	5	4	3	4	5	5	5	5		
2 Shalvi Narain	23214219	BCOM-AA	2	56992292	5	5	5	5	5	4	4	5	5	5	5		
3 HAMMAD	23214208	BCOM-AA	2	9120610988	5	5	5	5	5	5	5	5	5	5	5	Claosely aligned with CA	Syllabus
4 Jithu Emmanuel J	23214241	BCOM-AA	2	8287909564	5	5	5	5	5	5	5	5	4	2	5	Good teaching	
5 Jasamayara Kaur	23214236	BCOM-AA	2	9896341613	5	5	5	5	5	5	5	5	5	5	5	Offers lot of learning	
6 Sargam	23214244	BCOM-AA	2	9759006368	4	4	2	3	3	4	2	2	3	3	3		
7 Ayush Rastogi	23214237	BCOM-AA	2	9065787207	4	4	5	5	5	5	5	5	4	4	4		
8 Aarav Khattar	23214243	BCOM-AA	2	8130568496	4	5	3	5	5	4	5	5	4	5	5		
9 Riya Pachouri	23214218	BCOM-AA	2	8815995596	4	4	3	3	5	3	5	5	4	3	4	Valuable support for CA E	Exams
) Yashika verma	23214229	BCOM-AA	2	8222826113	4	4	4	4	4	5	4	4	4	4	4		
1 Shreya Sharma	23214222	BCOM-AA	2	9406044717	4	4	4	5	4	4	4	4	4	4	4		
2 Shreya Dayal	23214221	BCOM-AA	2	9.1777E+11	2	2	3	3	2	2	4	3	1	1	2	none	
3 Devansh Srivasta	23214235	BCOM-AA	2	9569849798	5	5	5	5	5	5	4	5	5	5	5		

Action Taken Report

The curriculum feedback has been taken from the students for the Academic Year 2023-24 from BCOM (Accountancy and Auditing) students of Batch 2023-26. The students responded to the feedback for First semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback.

The students are by and large are convinced about the program structure, syllabus and its close alignment with CA Program. They are also satisfied with professional classes however there is a need to greater streamlining the academics related to B.Com and CA program as it amounts to long hours of classroom teaching.

Syllabus of the Third and Fourth Semester has been prepared according to the new scheme of study of the CA Program. After the completion of the second semester, students will be encouraged to take up internships.

End of the report



School of Commerce, Finance and Accountancy

Curriculum Feedback Analysis and Action Taken Report

2023-24

CHRIST (Deemed to be University), Delhi NCR





Survey Open Date - October 26, 2023

Survey End Date - January 30, 2024

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to January 2024.

The Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the continuous enhancement and improvement of educational programs.

Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subjects trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS

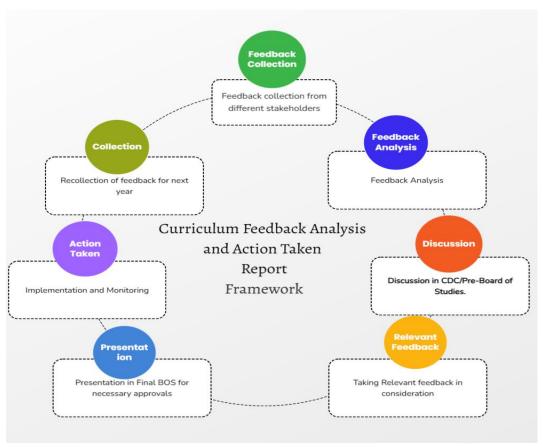
The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

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A flow chart illustrating this process ensures clarity and consistency in the execution of each step.



Feedback collection -

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum. Feedback collection stands as a crucial endeavor in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.

Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC)team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty,





administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyze the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavors.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum

process of feedback analysis

In the process of discussion of Feedback a meeting will be called of CDC curriculum development committee and a pre- board meeting of Board of studies, the Internal Quality Assurance Cell (IQAC)team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

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The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analyzed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement

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in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

BCOM (Professional) Batch 2022-25

Response Summary-

Classes	Total Students	% of Responses
3BCOMP	16	100
4BCOMP	16	100

Summary Report for 3 BCOMP:

Below is the list of courses for 3 BCOMP on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course					
1	COP331	Digital Marketing					
2	COP332	Entrepreneurship					
3	COP333 Financial Management						
4	COP334	Advanced Financial Accounting - I					
5	COP335	Business and Commercial Laws					
6	COP311 Business and Professional Skil						
7	7 COP361 Commerce and Indian Society						
8	HOL311	Holistic Education - III					

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Below is the Curriculum Feedback summary report for 3BCOMP Course on following parameters:

S.N	Questions	Response/ Feedback	Graphical Presentation
O			
1	Does the Syllabus	Overall students were satisfied and	Frequency
	match the course	said that the content of the curriculum	67%
	outcomes and the	satisfied the stated objectives and	
	program outcomes	learning outcomes. Out of which 17%	
	stated in the Program	rated excellent, 67% students rated	17% 17%
	Curriculum ?	good, 17% satisfactory.	1 2 3 4 5
2	Does the syllabus	Overall all students were satisfied and	Frequency
	include advanced	said that the curriculum covers	50% 50%
	versions of the subject	advanced topics. Out of which	
	topics?	50% students rated excellent, 50%	
		students rated good.	
			0% 0% 0%
3	Does the curriculum	Overall students were satisfied and	
3	emphasize upon Skill	said that the curriculum enhances their	Frequency
			50%
	Development of	knowledge and skills in the relevant	33%
	students ?	domain. Out of which 33% students	17%
		rated excellent, 50% students rated	0% 0%
		good and 17% students were satisfied.	1 2 3 4 5
4	Does the curriculum	Students were satisfied and said that	Frequency
	lead to the	the curriculum is effective in	67%
	development of	developing critical/ analytical	
	problem solving and	thinking. Out of which 33% students	33%
	analytical thinking?	rated excellent, 67% students rated	
	-	good.	0% 0%
			1 2 3 4 5



_			
5	Does the curriculum	Students were satisfied and said that	Frequency
	orient the students to	the textbooks and reference materials	67%
	use their knowledge to	relevant to the content of LRNG into	
	resolve or improve	the curriculum. Out of which 33%	33%
	upon local, regional or	students rated excellent, 67% students	
	national issues?	rated good.	0% 0% 0% 1 2 3 4 5
6	Does the curriculum	Students were satisfied and said that	Frequency
	emphasizes upon	the curriculum focused towards	50% 50%
	enhancing	employability apects. Out of which	
	Employability aspect	50% students rated excellent, 50%	
	of students?	students rated good.	
			0% 0% 0%
			1 2 3 4 5
7	Does the curriculum	Overall students were satisfied and	Frequency
	and the co-curricular	said that the curriculum enables the	33% 33%
	activities sensitize	students to apply their knowledge in	
	students towards	service learning. Out of which 33%	17% 17%
	Service Learning and	students rated excellent, 33% students	
	Community	rated good and 17% students were	1 2 3 4 5
	Engagement ?	satisfied.	
8	Does the curriculum	Students were satisfied with the	Frequency
	and the co-curricular	gender sensitization topics given	50%
	activities orient	weightage in the design and	33%
	students towards	development of curriculum. Out of	
	Gender Sensitization?	which 50% students rated excellent,	17%
		17% students rated good and 33%	0% 0% 1 2 3 4 5
		students are satisfied.	
9	Does the curriculum	Overall students were satisfied and	Frequency
	provide adequate	agreed that the curriculum promotes	33% 33% 33%
	opportunities for	self-study and opportunities. Out of	
	Participative and	which 33% students rated excellent,	
	Experiential Learning?	33% students rated good and 33%	
		students found it satisfactory.	0% 0%
		-	1 2 3 4 5



10	Does the curriculum	Overall students were satisfied and			Fr	equency		
	include avenues for	said that the curriculum meets					50%	50%
	using adequate ICT	expectations in terms of ICT Tool'						
	Tools for imparting	usage. Out of which 50% students						
	education?	rated excellent, 50% students rated						
		good.		0%	0%	0%		
		good.		1	2	3	4	5
11	Does the curriculum	Overall students were satisfied and			Fr	equency		
	generate inclination	said that the curriculum meets your					67%	
	amongst students	overall expectations. Out of which						
	towards higher	17% students rated excellent, 67%						
	education?	students rated good and 17% found				17%		17%
		the curriculum satisfactory.		0%	0%			
		the current sutisfactory.		1	2	3	4	5
12	General Comments and	Good, Very Good, Nice	, Inte	ractive,	Interes	ting		
	Suggestions:							

Summary Report for 4BCOMP:

Below is the list of courses for 4 BCOMP on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	COP431	Advanced Management Accounting
2	COP432	Advanced Financial Accounting - II
3	COP433	Auditing
4	COP434	Human Resource Management
5	COP435	Taxation I
6	COP411	Internship
7	HOL411	Holistic Education - IV
8	COP461	Commerce and Indian Society II



Below is the Curriculum Feedback summary report for the 4BCOMP Course on the following parameters;

S.	Questions	Response/ Feedback	Graphical Presentation
NO			
1	Does the Syllabus match	Overall students were satisfied and	Frequency
	the course outcomes and	said that the content of the curriculum	67%
	the program outcomes	satisfied the stated objectives and	
	stated in the Program	learning outcomes. Out of which 17%	
	Curriculum?	rated excellent, 67% students rated	17%
		good, 17% satisfactory.	0% 0%
2	Does the syllabus	Overall all students were satisfied and	
	include advanced		Frequency
		said that the curriculum covers	50% 50%
	versions of the subject	advanced topics. Out of which	
	topics?	50% students rated excellent, 50%	
		students rated good.	
			0% 0% 0% 1 2 3 4 5
3	Does the curriculum	Overall students were satisfied and	Frequency
	emphasize upon Skill	said that the curriculum enhances	67%
	Development of students	their knowledge and skills in the	
	?	relevant domain. Out of which 17%	
		students rated excellent, 67% students	17%
		rated good and 17% students were	0% 0% 1 2 3 4 5
		satisfied.	
4	Does the curriculum lead	Students were satisfied and said that	Frequency
	to the development of	the curriculum is effective in	50%
	problem solving and	developing critical/ analytical	33%
	analytical thinking?	thinking. Out of which 33% students	
		rated excellent, 50% students rated	17%
		good and 17% found it satisfactory.	0% 0% 4 5
		·	1 4 5 4 5



5	Does the curriculum	Students were satisfied and said that	Fraguency			
	orient the students to use	the textbooks and reference materials	Frequency			
	their knowledge to	relevant to the content of LRNG into				
	resolve or improve upon	the curriculum. Out of which 17%				
	local, regional or	students rated excellent, 67% students	17%			
	national issues?	rated good and 17% found it	0% 0% 4 5			
		satisfactory.				
6	Does the curriculum	Students were satisfied and said that	Frequency			
	emphasizes upon	the curriculum focused towards	50%			
	enhancing Employability	employability apects. Out of which	33%			
	aspect of students?	33% students rated excellent, 50%				
		students rated good and 17% found it	17%			
		satisfactory.	0% 0%			
			1 2 3 4 5			
7	Does the curriculum and	Overall students were satisfied and	Frequency			
	the co-curricular	said that the curriculum enables the	67%			
	activities sensitize	students to apply their knowledge in				
	students towards Service	service learning. Out of which 17%				
	Learning and	students rated excellent, 67% students	17%			
	Community Engagement	rated good and 17% students were	0%			
	?	satisfied.	1 2 3 4 5			
8	Does the curriculum and	Students were satisfied with the	Frequency			
	the co-curricular	gender sensitization topics given	50% 50%			
	activities orient students	weightage in the design and				
	towards Gender	development of curriculum. Out of				
	Sensitization ?	which 50% students rated excellent,				
		50% students rated good.	0% 0%			
		30% students fated good.	1 2 3 4 5			
9	Does the curriculum	Overall students were satisfied and	Frequency			
	provide adequate	agreed that the curriculum promotes	67%			
	opportunities for	self-study and opportunities. Out of				
	Participative and	which 17% students rated excellent,				
	Experiential Learning?	67% students rated good and 17%	17%			
		students found it satisfactory.	0% 0% 1 2 3 4 5			



10	Does the curriculum	Overall students were satisfied and			Fr	equency		
	include avenues for	said that the curriculum meets					50%	50%
	using adequate ICT	expectations in terms of ICT Tool'						
	Tools for imparting	usage. Out of which 50% students						
	education?	rated excellent, 50% students rated						
		good.		0%	0%	0%		
		good.		1	2	3	4	5
11	Does the curriculum	Overall students were satisfied and Frequency						
	generate inclination	said that the curriculum meets your					67%	
	amongst students	overall expectations. Out of which						
	towards higher	33% students rated excellent, 67%						33%
	education?	students rated good.						
				0%	0%	0%		
				1	2	3	4	5
12	General Comments and	Excellent, Can be interactive in class,	Good,	Very Goo	od, Nic	e, Intera	active, l	nteresting

Overall Analysis

General Comments and Suggestions:

- 1. After the mid sem exam the syllabus is interesting and studies are going well.
- 2. Currently the whole curriculum is good and topics are clear.
- 3. Everything is good
- 4. Classes are fine as of now
- 5. Fantastic subjects
- 6. Satisfied with my course
- 7. The curriculum keeps the students well engaged with practical as well as theoretical studies.
- 8. Everything is perfect.
- 9. yes, i'm satisfied with the content received in the current semester and also it motivated or helped us in ways to self study and research.

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Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

	_		_	_	Syllabus	syllabus	curriculu	curriculu	curriculu	curriculu	curriculu	curriculu	curriculu	curriculu	curriculu	Comment
	Name of		Name of		match the	include	m	m lead to	m orient	m	m and the	m and the	m provide	m include	m	s and
NAME OF THE	the	Register	the		course	advanced	emphasiz	the	the	emphasiz	CO-	co-	adequate	avenues	generate	Suggestio
DEPARTMENT	Student	Number	Program	Semester	outcomes	versions	e upon	developm	students	es upon	curricular	curricular	opportunit	for using	inclination	ns:
Commerce	ADITI	22214201	BCOM-P	4	5	5	5	5	5	5	5	5	5	5	5	Good
Commerce	AMRIT	22214202	всом-р	4	3	4	4	4	4	4	4	4	3	4	4	-
Commerce	ANUSHKA	22214203	всом-р	4	4	5	4	3	4	5	3	5	4	5	3	Nothing
Commerce	CHRISTY	22214204	всом-р	4	4	5	4	4	4	4	4	3	4	4	4	
Commerce	DAVID	22214205	всом-р	4	4	4	3	3	4	4	2	3	3	4	4	
Commerce	JEFF BAIJU	22214206	всом-р	4	4	4	5	5	5	5	5	5	5	5	4	Good
Commerce	KUSHAGR	22214207	всом-р	4	5	5	5	5	5	5	5	5	5	5	5	Good
Commerce	MANASVI	22214208	всом-р	4	3	4	4	4	4	4	4	4	3	4	4	-
Commerce	RIA SATTI	22214209	всом-р	4	• 4	5	4	3	4	5	3	5	4	5	3	Nothing
Commerce	RIDDHIMA	22214210	всом-р	4	4	5	4	4	4	4	4	3	4	4	4	
Commerce	SAMPADA	22214211	всом-р	4	4	4	3	3	4	4	2	3	3	4	4	
Commerce	SHASHAN	22214212	всом-р	4	4	4	5	5	5	5	5	5	5	5	4	Good
	SRIJAL SRIVASTA	22214213														
Commerce	VA		BCOM-P	4	5	5	5	5	5	5	5	5	5	5	5	Good
Commerce	JHANVI JAIN	22214215	всом-р	4	3	4	4	4	4	4	4	4	3	4	4	_
Commerce	KALYANI	22214216	BCOM-P	4	4	5	4	3	4	5	3	5	4	5	3	Nothing
Commerce	ROUNAK MISHRA	22214217	всом-р	4	4	5	4	4	4	4	4	3	4	4	4	

Action Taken Report

The curriculum feedback has been taken from the students for the Academic Year 2023-24 from BCOM (Professional) students of Batch 2022-25. The students responded to the feedback for both the semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback and then discussing the required changes in BoS discussed in the meeting in the presence of Programme Coordinators, Academic Coordinator and Head of the Department and then it was discussed to propose the changes with the Curriculum Development Committee (CDC) members including members of School of Business and Management who are the part of CDC as well in the CDC meeting. The meeting was held during the BoS of BCOMP programme. The following points were discussed in the meeting:

- There are major areas where students are satisfied with the curriculum structure.
- Few minor changes were suggested in CIAs during BoS to make the assignments more industry oriented and experiential.
- It was also decided to inculcate the habit of using ICT Tools by students also on regular basis and not only for assignments, projects.

Hence, as per the few changes suggested by the students, the School of Commerce, Finance and Accountancy have decided in the BoS to include such points, though there are very few points where improvements can be made as the structure has been prepared as per the requirements of the current market only.

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BCOM (Professional) Batch 2021-24

Response Summary-

Classes	Total Students	% of Responses
5BCOMP	15	100
6BCOMP	15	100

Summary Report for 5 BCOMP:

Below is the list of courses for 5 BCOMP on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	COP531	Managing Finance in a Digital World
2	COP532	Research Methodology
3	COP533	Advanced Financial Accounting – II
4	COP541A	Investment Analysis and Portfolio Management
5	COP542A	Commodity and Derivatives Markets
6	COP543A	Project Appraisal and Management

Below is the Curriculum Feedback summary report for 3BCOMP Course on following parameters:

S.N	Questions	Response/ Feedback	Graphical Presentation
O			
1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Overall students were satisfied and said that the content of the curriculum satisfied the stated objectives and learning outcomes. Out of which 46.7% rated excellent, 26.7% students rated good, 26.7% satisfactory.	Count of Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum? 3 26.7% 4 26.7%

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2	Does the syllabus include advanced versions of the subject topics?	Overall all students were satisfied and said that the curriculum covers advanced topics. Out of which 33.3% students rated excellent, 40% students rated good.	Count of Does the syllabus include advanced versions of the subject topics? 5 33.3% 4 40.0%
3	Does the curriculum emphasize upon Skill Development of students ?	Overall students were satisfied and said that the curriculum enhances their knowledge and skills in the relevant domain. Out of which 26.7% students rated excellent, 46.7% students rated good and 20% students were satisfied.	Count of Does the curriculum emphasize upon Skill Development of students? 3 20.0% 4 46.7%
4	Does the curriculum lead to the development of problem solving and analytical thinking?	Students were satisfied and said that the curriculum is effective in developing critical/ analytical thinking. Out of which 26.7% students rated excellent, 33.3% students rated good.	Count of Does the curriculum lead to the development of problem solving and analytical thinking? 2 3 28.7% 4 33.3%
5	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Students were satisfied and said that the textbooks and reference materials relevant to the content of LRNG into the curriculum. Out of which 33.3% students rated excellent, 40% students rated good.	Count of Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national 3 0.0% 6.7%



		<u></u>	
6	Does the curriculum emphasizes upon enhancing Employability aspect of students ?	Students were satisfied and said that the curriculum focused towards employability apects. Out of which 33.3% students rated excellent, 20% students rated good.	Count of Does the curriculum emphasizes upon enhancing Employability aspect of students? 2 6.7% 4 20.0%
7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Overall students were satisfied and said that the curriculum enables the students to apply their knowledge in service learning. Out of which 20% students rated excellent, 46.7% students rated good and 33.3% students were satisfied.	Count of Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community 5 20.0% 4 46.7%
8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 20% students rated excellent, 40% students rated good and 20% students are satisfied.	Count of Does the curriculum and the co-curricular activities orient students towards Gender Sensitization? 1 6.7% 5 20.0% 4 40.0%
9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 20% students rated excellent, 60% students rated good and 13.3% students found it satisfactory.	Count of Does the curriculum provide adequate opportunities for Participative and Experiential Learning? 1 0.7% 3 3 12.3%



10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 26.7% students rated excellent, 33.3% students rated good and 40% students found it satisfactory	Count of Does the curriculum include avenues for using adequate ICT Tools for imparting education? 5 28.7% 3 40.8%
11	Does the curriculum generate inclination amongst students towards higher education?	Overall students were satisfied and said that the curriculum meets your overall expectations. Out of which 46.7% students rated excellent, 26.7% students rated good and 20% found the curriculum satisfactory.	Count of Does the curriculum generate inclination amongst students towards higher education? 1 6.7% 3 20.0% 5 46.7%
12	General Comments and Suggestions:	Good, Satisfied	

Summary Report for 6BCOMP:

Below is the list of courses for 6BCOMP on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	COP631	Strategic Management, Ethics and Corporate Governance
2	COP632	Financial Reporting
3	COP633	Taxation – II
4	COP641A	Strategic Financial Management
5	COP642A	International Financial Management
6	COP681A	Research Project

Below is the Curriculum Feedback summary report for the 6BCOMP Course on the following parameters;

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S.N	Questions	Response/ Feedback	Graphical Presentation
0	Questions	Response/ Feedback	Graphical Freschation
1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Overall students were satisfied and said that the content of the curriculum satisfied the stated objectives and learning outcomes. Out of which 46.7% rated excellent, 26.7% students rated good, 26.7% satisfactory.	Count of Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum? 3 28.7% 4 26.7%
2	Does the syllabus include advanced versions of the subject topics?	Overall all students were satisfied and said that the curriculum covers advanced topics. Out of which 33.3% students rated excellent, 40% students rated good.	Count of Does the syllabus include advanced versions of the subject topics? 5 33.3% 40.0%
3	Does the curriculum emphasize upon Skill Development of students?	Overall students were satisfied and said that the curriculum enhances their knowledge and skills in the relevant domain. Out of which 26.7% students rated excellent, 46.7% students rated good and 20% students were satisfied.	Count of Does the curriculum emphasize upon Skill Development of students ? 3 20.0% 4 46.7%
4	Does the curriculum lead to the development of problem solving and analytical thinking?	Students were satisfied and said that the curriculum is effective in developing critical/ analytical thinking. Out of which 26.7% students rated excellent, 33.3% students rated good.	Count of Does the curriculum lead to the development of problem solving and analytical thinking? 3 26.7% 4 33.3%
5	Does the curriculum orient the students to use their knowledge to resolve or improve	Students were satisfied and said that the textbooks and reference materials relevant to the content of LRNG into the curriculum. Out of which 33.3%	



	upon local, regional or national issues?	students rated excellent, 40% students rated good.	Count of Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national 3 20.0% 4 40.0%
6	Does the curriculum emphasizes upon enhancing Employability aspect of students ?	Students were satisfied and said that the curriculum focused towards employability apects. Out of which 33.3% students rated excellent, 20% students rated good.	Count of Does the curriculum emphasizes upon enhancing Employability aspect of students ? 2 6.7% 4 20.0%
7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Overall students were satisfied and said that the curriculum enables the students to apply their knowledge in service learning. Out of which 20% students rated excellent, 46.7% students rated good and 33.3% students were satisfied.	Count of Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community 5 20.0% 4 46.7%
8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 20% students rated excellent, 40% students rated good and 20% students are satisfied.	Count of Does the curriculum and the co-curricular activities orient students towards Gender Sensitization? 1 67% 5 20.0% 4 40.0%



9	Does the curriculum	Overall students were satisfied and	Count of Does the curriculum provide adequate opportunities for Participative and Experiential Learning?
	provide adequate	agreed that the curriculum promotes	1 6.7%
	opportunities for	self-study and opportunities. Out of	3 13.3%
	Participative and	which 20% students rated excellent,	
	Experiential Learning?	60% students rated good and 13.3%	5 20.0%
		students found it satisfactory.	
10	Does the curriculum	Overall students were satisfied and	Count of Does the curriculum include avenues for using
	include avenues for	said that the curriculum meets	adequate ICT Tools for imparting education ?
	using adequate ICT	expectations in terms of ICT Tool'	5 26.7%
	Tools for imparting	usage. Out of which 26.7% students	40.0%
	education ?	rated excellent, 33.3% students rated	
		good and 40% students found it	4 33.3%
		satisfactory	
		•	
11	Does the curriculum	Overall students were satisfied and	Count of Does the curriculum generate inclination amongst students towards higher education?
	generate inclination	said that the curriculum meets your	1 0.7%
	amongst students	overall expectations. Out of which	3 20.0%
	towards higher	46.7% students rated excellent, 26.7%	5 46.7%
	education?	students rated good and 20% found	
		the curriculum satisfactory.	4 28.7%
12	General Comments and	Cood Cotiofical	
12		Good, Satisfied	
	Suggestions:		

Overall Analysis

General Comments and Suggestions:

- 1. Satisfied with the course
- 2. Classes are going fine
- 3. Everything is good
- 4. Students need more informative sessions

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Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

			Name of				outcomes stated	Does the syllabus include advanced	upon Skill Developme	development of problem solving and	the students to use their knowledge to resolve or improve upon local,	emphasizes upon enhancing Employability
ME OF THE			the	Semeste	Contact Phone					analytical	regional or national	aspect of students
	Name of the Studen *	Number	Program 🔻	L				subject topics *	students *	thinking?	issues?	?
mmerce	Vasundhara Abrol	21214224		5		vasundhara.abrol@bcc		4	2	2	2	2
mmerce	Ridham	21214208	BCOM-P	5	8360734264	ridham@bcomp.christu	4	3	4	4	4	2
mmerce	Joel Jomon Joseph	21214216	BCOM-P	5	7428942715	joel.joseph@bcomp.ch	5	5	5	5	5	
mmerce	Pranav Khurana	21214218	BCOM-P	5	9643190531	pranav.khurana@bcom	5	4	4	4	5	5
mmerce	Riya Tyagi	21214209	BCOM-P	5	9560939194	riya.tyagi@bcomp.chri	5	5	5	5	5	Ę
mmerce	Niyati singh	21214220	BCOM-P	5	+917067282505	niyatisinghinbox@gma	3	3	4	4	. 3	5
mmerce	pranjal sharma	21214207	BCOM-P	5	6396122820	pranjal.sharma@bcom	5	5	5	5	5	Ę
mmerce	Amirthavarshini	21214206	BCOM-P	5	9629747586	p.amirthavarshini@bcc	4	4	3	3	4	
mmerce	Roshan Raju	21214222	BCOM-P	6	9650914156	roshan.raju@bcomp.cl	5	3	3	3	3	
mmerce	Amirthavarshini	21214206	BCOM-P	6	9629747586	p.amirthavarshini@bcc	4	4	4	3	4	5
mmerce	Sudhanshu Mohanty	21214225	BCOM-P	6	9911199504	sudhanshu.mohanty@l	3	4	4	4	4	5
mmerce	Jesfray Joy Lakra	21214226	BCOM-P	6	9301800520	jesfray.joy@commerce	3	4	4	2	4	4
mmerce	Ridham	21214208	BCOM-P	6	8360734264	ridham@bcomp.christu	5	5	4	4	4	4
mmerce	Vansh Walia	21214214	BCOM-P	6	8837680168	vanshwalia2@gmail.co	3	3	3	3	3	
mmerce	Dhruv	21214205	BCOM-P	6	8000670168	dhruvvadavofficial7@g	5	5	5	5	5	

Action Taken Report

The curriculum feedback has been taken from the students for the Academic Year 2023-24 from BCOM (Professional) students of Batch 2021-24. The students responded to the feedback for both the semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback and then discussing the required changes in BOS discussed in the meeting in the presence of Programme Coordinators, Academic Coordinator and Head of the Department and then it was discussed to propose the changes with the Curriculum Development Committee (CDC) members including members of School of Business and Management who are the part of CDC as well in the CDC meeting. The meeting was held during the BoS of BCOMP programme. The following points were discussed in the meeting:

- There are major areas where students are satisfied with the curriculum structure.
- Few minor changes were suggested in CIAs during BOS to make the assignments more industry oriented and experiential.
- It was also decided to inculcate the habit of using ICT Tools by students also on a regular basis and not only for assignments, projects.

Hence, as per the few changes suggested by the students, the School of Commerce, Finance and Accountancy have decided in the BOS to include such points, though there are very few points where improvements can be made as the structure has been prepared as per the requirements of the current market only.

End of the report

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School of Commerce, Finance & Accountancy

Bachelor of Business Administration(Finance and Accountancy)

Curriculum Feedback Analysis
and Action Taken Report
2023-24

CHRIST (Deemed to be University)

Delhi-NCR Campus

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School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delhi MCR



Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to January 2024.

The Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the continuous enhancement and improvement of educational programs.

Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subjects, trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS.

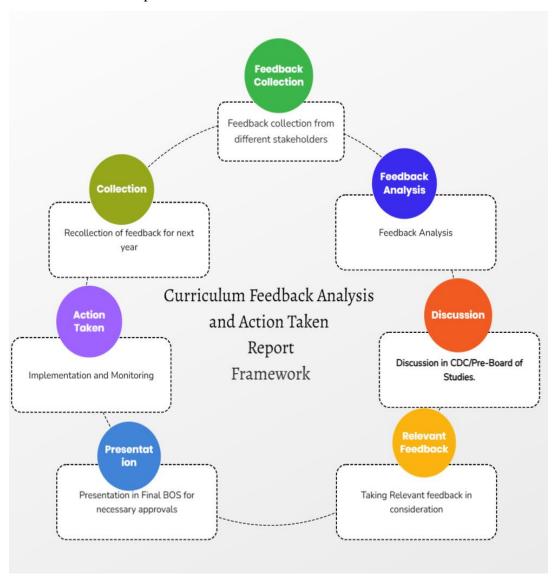
The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

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A flow chart illustrating this process ensures clarity and consistency in the execution of each step.



Feedback collection -

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum. Feedback collection stands as a crucial endeavor in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.



Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC)team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyze the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavors.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum process of feedback analysis.

In the process of discussion of Feedback a meeting will be called of CDC curriculum development committee and a pre- board meeting of Board of studies, the Internal Quality Assurance Cell (IQAC)team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools,



the IQAC ensures that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analyzed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum

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development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

Final Semester Students Curriculum Feedback Analysis and Action Taken Report

November 2023

Filled In Feedback Form

Response Summary-

		Students	
Classes	Total Students	Responded	% of Responses
3BBAFA	46	45	98
4BBAFA	45	43	96

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Summary Report for 3 BBAFA:

Below is the list of courses for 3 BBAFA on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	BBF331	Human Resource Management
2	BBF332	Entrepreneurship
3	BBF333	Financial Management
4	BBF334	Auditing
5	BBF335	Digital Marketing
6	BBF311	Business and Professional Skills
7	HOL311	Holistic Education – III
8	BBF361	Commerce and Indian Society I



Below is the Curriculum Feedback summary report for 3BBAFA Course on following parameters:

S.NO	Questions	Response/ Feedback	Graphical Presentation
1	Does the	Overall students were satisfied and	50
	Syllabus match	said that the content of the	- 0 - 0
	the course	curriculum satisfied the stated	G F F 700
	outcomes and the	objectives and learning outcomes.	10
	program	Out of which approx 27 % rated	0 200 3.00 4.00 5.00
	outcomes stated	excellent, 49 % students rated good,	
	in the Program	18 % satisfactory. 6% students	
	Curriculum?	responded that it is average.	
2	Does the	Mix responses given by the students.	6
	syllabus include	31% students given the satisfactory	n n n n n n n n n n n n n n n n n n n
	advanced	answer, while good and excellent	d 20
	versions of the	responses given by 33% and 27%	10
	subject topics?	students respectively. 4% students	100 200 300 4.00 5.00
		have suggested that syllabus content	
		should be improved, similar	
		percentage of students reported that	
		syllabus content is average.	
3	Does the	Majority of the students are	5
	curriculum	consented that curriculum emphasize	
	emphasize upon	upon their skill development. Out of	Percent
	Skill	which 18 % students rated excellent,	
	Development of	49% students rated good and 13%	100 200 300 400 500
	students?	students were satisfied. 7% students	
		responded that improvement in	
		required. Rest have given average	
		response.	



4	Does the	Students were satisfied and said that	50
	curriculum lead	the curriculum is effective in	6
	to the	developing critical/ analytical	F 20
	development of	thinking. Out of which 31% students	10
	problem solving	rated excellent, 67% students rated	200 300 400 500
	and analytical	good and 20% said that it is	
	thinking ?	satisfactory.	
5	Does the	Majority of students were satisfied	40
	curriculum orient	and said that the curriculum is	30
	the students to	relevant to resolve or improve upon	19 July 20 Jul
	use their	LRN issues. Out of which 38%	10
	knowledge to	students rated satisfactory, similar	200 300 400 500
	resolve or	number of students given good rating	
	improve upon	and 18% rated excellent, remaining	
	local, regional or	said average.	
	national issues?		
6	Does the	Overall sstudents were satisfied and	50
	curriculum	said that the curriculum focused	0
	emphasize upon	towards employability aspects. Out	Present
	enhancing	of which 42% students rated	10
	Employability	satisfactory, 13% students rated	100 200 300 400 500
	aspect of	good, 24% rated excellent, 13% said	
	students?	average and remaining said that	
		improvement is required.	
7	Does the	Overall students were satisfied and	50
	curriculum and	said that the curriculum enables the	
	the co-curricular	students to apply their knowledge in	Percent 20
	activities	service learning. Out of which 18%	10
	sensitize students	students rated excellent, 31%	200 300 400 500
	towards Service	students rated good, 44% students	
	Learning and	were satisfied and remaining given	
	Community	average rating.	
	Engagement?		



8	Does the	Students were satisfied with the	40
	curriculum and	gender sensitization topics given	30
	the co-curricular	weightage in the design and	20 de ce
	activities orient	development of curriculum. Out of	10
	students towards	which 18% students rated excellent,	200 300 400 500
	Gender	40% students rated good and 36%	
	Sensitization ?	students are satisfied. 7% students	
		have given average rating.	
9	Does the	Overall students were satisfied and	50
	curriculum	agreed that the curriculum promotes	40
	provide adequate	participative and experiential	Percent of the second of the s
	opportunities for	learning. Out of which 18% students	10
	Participative and	rated excellent, 20% students rated	1.00 2.00 3.00 4.00 5.00
	Experiential	good, 42% students found it	
	Learning?	satisfactory, 13% given average	
		rating and remaining said	
		improvement is required.	
10	Does the	Overall students were satisfied and	60
	curriculum	said that the curriculum meets	40
	include avenues	expectations in terms of ICT Tool'	70 Tel 20
	for using	usage. Out of which 11% students	10
	adequate ICT	rated excellent, 60% students rated	200 3.00 4.00 5.00
	Tools for	good, 18% were satisfied and	
	imparting	remaining have given average rating.	
	education?		
11	Does the	Overall students were satisfied and	6
	curriculum	said that the curriculum generates	30 #
	generate	inclination amongst them towards	g 20 20 20 20 20 20 20 20 20 20 20 20 20
	inclination	higher education. Out of which 24%	10
	amongst students	students rated excellent, 38%	2.00 3.00 4.00 5.00
	towards higher	students rated good and 29% found	
	education?	the curriculum satisfactory.	
		Remaining given average rating.	



12	General	Good, Overall Good Very Good, Nice, Interactive, Interesting, None
	Comments and	
	Suggestions:	

Summary Report for 4BBAFA:

Below is the list of courses for 4BBAFA on the basis of which the feedback was taken by the students:

Course Code	Title of the Course	
BBF431	Taxation	
BBF432	Research Methodology	
BBF433	Financial Reporting	
BBF434	Advanced Financial Management	
BBF435	Performance Management	
BBF414	Internship	
HOL411	Holistic Education - IV	
BBF461	Commerce and Indian Society II	
	BBF431 BBF432 BBF433 BBF434 BBF435 BBF414 HOL411	BBF431 Taxation BBF432 Research Methodology BBF433 Financial Reporting BBF434 Advanced Financial Management BBF435 Performance Management BBF414 Internship HOL411 Holistic Education - IV

Below is the Curriculum Feedback summary report for the 4BBAFA Course on the following parameters;

Overall Analysis

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S.	Questions	Response/ Feedback	Graphical Presentation
NO			
1	Does the Syllabus match	Overall students were satisfied and	50
	the course outcomes and	said that the content of the	40
	the program outcomes	curriculum satisfied the stated	20 La 30
	stated in the Program	objectives and learning outcomes.	20
	Curriculum ?	Out of which approx 20% rated	10
		excellent, 42 % students rated good,	1,00 2,00 3,00 4,00 5,00
		20% satisfactory. 13% students	
		responded that it is average. 2%	
		advocated for improvement.	
2	Does the syllabus	Mix responses given by the students.	40
	include advanced	31% students given the satisfactory	30
	versions of the subject	answer, while good and excellent	20 20 20
	topics?	responses given by 27% and 22%	
		students respectively. 16% students	
		have given average rating and rest	1.00 2.00 3.00 4.00 5.00
		said that improvement is required.	
3	Does the curriculum	Majority of the students are	40
	emphasize upon Skill	consented that curriculum emphasize	30
	Development of students	upon their skill development. Out of	20 To
	?	which 24 % students rated excellent,	
		33% students rated good and 22%	10
		students were satisfied. 16% students	1.00 2.00 3.00 4.00 5.00
		have given average rating and rest	
		said that improvement is required.	
4	Does the curriculum lead	Students were satisfied and said that	50
	to the development of	the curriculum is effective in	40
	problem solving and	developing critical/ analytical	1 30 Tr 30
	analytical thinking?	thinking. Out of which 18% students	20
		rated excellent, 46% students rated	10
		good, 23% said that it is satisfactory,	1.00 2.00 3.00 4.00 5.00



		11% have given average rating and	
		rest suggested for improvement.	
5	Does the curriculum	Majority of students were satisfied	40
		and said that the curriculum is	
	their knowledge to	relevant to resolve or improve upon	He desired the second s
		LRN issues. Out of which 38%	P contract to the contract to
	local, regional or	students rated satisfactory, 31%	10
	national issues?	given good rating and 16% rated	1.00 2.00 3.00 4.00 5.00
	national issues:	excellent, remaining said either	1.00 2.00 3.00 4.00 3.00
		_	
	D (1 ' 1	average or need to improve.	40
6	Does the curriculum	Overall sstudents were satisfied and	
	emphasizes upon	said that the curriculum focused	30
		towards employability aspects. Out	20
	aspect of students?	of which 31% students rated	10
		satisfactory, 27% students rated	
		good, 27% rated excellent, 2% said	1.00 2.00 3.00 4.00 5.00
		average and remaining said that	
		improvement is required.	
7	Does the curriculum and	Overall students were satisfied and	40
	the co-curricular	said that the curriculum enables the	30
	activities sensitize	students to apply their knowledge in	TE 20 20
	students towards Service	service learning. Out of which 27%	•
	Learning and	students rated excellent, 38%	10
	Community Engagement	students rated good, 20% students	1.00 2.00 3.00 4.00 5.00
	?	were satisfied, 9% given average	
		rating and remaining said that	
		improvement is needed.	
8	Does the curriculum and	Students were satisfied with the	50
	the co-curricular	gender sensitization topics given	40
	activities orient students	weightage in the design and	Te or it
	towards Gender	development of curriculum. Out of	20
	Sensitization ?	which 30% students rated excellent,	10
		25% students rated good and 41%	2.00 3.00 4.00 5.00



students are satisfied. 4% students have given average rating. Overall students were satisfied and agreed that the curriculum promotes opportunities for Participative and learning. Out of which 25% students rated excellent, 27% students rated good, 41% students found it satisfactory and 7% given average rating. Overall students were satisfied and said that the curriculum meets using adequate ICT tools for imparting education? Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 25% students rated good, 43% were satisfied, 11% rated average and remaining suggested for improvement. Overall students were satisfied and said that the curriculum generates inclination amongst them towards higher education. Out of which 27% students rated excellent, 34%		T	
9 Does the curriculum provide adequate opportunities for Participative and experiential learning. Out of which 25% students rated excellent, 27% students rated good, 41% students found it satisfactory and 7% given average rating. 10 Does the curriculum include avenues for using adequate ICT Tools for imparting education? Tools for imparting education? 11 Does the curriculum generate inclination amongst students inclination amongst students inclination amongst them towards towards higher			students are satisfied. 4% students
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satisfactory and 7% given average rating. 10 Does the curriculum include avenues for using adequate ICT expectations in terms of ICT Tool' Tools for imparting education? 11 Does the curriculum generate inclination amongst students inclination amongst students inclination amongst them towards towards higher 12 Does the curriculum generates inclination amongst them towards higher discontinuation average and reducation. Out of which 27%		Experiential Learning?	rated excellent, 27% students rated
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using adequate ICT Tools for imparting education? expectations in terms of ICT Tool' usage. Out of which 25% students rated good, 43% were satisfied, 11% rated average and remaining suggested for improvement. 11 Does the curriculum generate inclination amongst students inclination amongst them towards towards higher	10	Does the curriculum	Overall students were satisfied and
Tools for imparting education? usage. Out of which 25% students rated good, 43% were satisfied, 11% rated average and remaining suggested for improvement. 11 Does the curriculum generate inclination amongst students inclination amongst them towards towards higher education. Out of which 27%		include avenues for	said that the curriculum meets
Tools for imparting education? usage. Out of which 25% students rated good, 43% were satisfied, 11% rated average and remaining suggested for improvement. 11 Does the curriculum generate inclination said that the curriculum generates amongst students inclination amongst them towards towards higher higher education. Out of which 27%		using adequate ICT	expectations in terms of ICT Tool'
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average and remaining suggested for improvement. 11 Does the curriculum Goverall students were satisfied and generate inclination amongst students inclination amongst them towards towards higher higher education. Out of which 27%		education ?	rated excellent, 16% students rated
improvement. 11 Does the curriculum Generate inclination amongst students inclination amongst them towards towards higher improvement. 40 20 20 20 20 20 20 20 20 20			good, 43% were satisfied, 11% rated
11 Does the curriculum Generate inclination amongst students inclination amongst them towards towards higher higher education. Out of which 27%			average and remaining suggested for
generate inclination said that the curriculum generates amongst students inclination amongst them towards towards higher education. Out of which 27%			improvement.
amongst students inclination amongst them towards towards higher education. Out of which 27%	11	Does the curriculum	Overall students were satisfied and
towards higher higher education. Out of which 27%		generate inclination	said that the curriculum generates
towards higher higher education. Out of which 27%		amongst students	inclination amongst them towards
education? students rated excellent, 34%		towards higher	
		education?	students rated excellent, 34%
students rated good and 24% found			students rated good and 24% found
the curriculum satisfactory.			the curriculum satisfactory.
Remaining given average rating.			Remaining given average rating.
12 General Comments and No comment, overall good, Excellent, Good, Very Good, Nice, Interactive,	12	General Comments and	No comment, overall good, Excellent, Good, Very Good, Nice, Interactive,
Suggestions: Interesting		Suggestions:	Interesting



General Comments and Suggestions:

- 1. After the mid sem exam the syllabus is interesting and studies are going well.
- 2. Currently the whole curriculum is good and topics are clear.
- 3. Everything is good
- 4. Classes are fine as of now
- 5. Fantastic subjects
- 6. Satisfied with my course
- 7. The curriculum keeps the students well engaged with practical as well as theoretical studies.
- 8. Everything is perfect.
- 9. Yes, i'm satisfied with the content received in the current semester and also it motivated or helped us in ways to self study and research.

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

4	С	D	E	F	G	J	K	L	M	N	0	Р	Q	R	S	T	U
	NAME OF			Name of		Does the	Does the	Does the	Does the	Does the	Does the	Does the	Does the	Does the	Does the	Does the	General
	THE		Register	the		Syllabus		curriculum		curriculum orient		curriculum			curriculum	curriculum	Comments
1 ,	DEPART *	Student			ster 🛂	match the	include 💌	emphasiz *	lead to the ▼	the students t	emphasiz •	and the co	and the co	provide 💌	include 💌	generate	and 💌
172	Commerce	Shrey Agarwal	2221444	0 BBA-FA	4	1	1	1	1	1	1	1 3	3	2	3	3	-
173	Commerce	Prakshal Jain	2221443	0 BBA-FA	4	5	4	5	5	5		5 5	5	5	5	4	Good
174	Commerce	Anagh Agrawal	2221440	5 BBA-FA	4	3	3	3	3	3	3	3	3	3	3	3	No comments
175	Commerce	Ansh Taneja	2221445	7 BBA-FA	4	3	3	3	3	3	3	3	3	3	3	3	overall good
289	Commerce	Rashi Rustagi	2221443	2 BBA-FA	4	4	2	2	3	2	3	3 2	2	4	4	4	nothing
290	Commerce	Sohani Soorma	2221444	2 BBA-FA	4	4	4	4	4	4	4	1 4	4	4	2	4	Very Good
291	Commerce	Manan Goyal	2221445	4 BBA-FA	4	5	5	5	4	4		5 5	5	4	3	4	
292	Commerce	Leena jog	2221442	3 BBA-FA	4	2	2	3	4	4	. 4	1 4	. 3	3	3	3	There is need to
293	Commerce	Chirag Aggarwal	2221441	4 BBA-FA	4	5	5	5	5	5		5 5	5	- 5	- 5	5	
294	Commerce	Meemansha Verma	2221442	6 BBA-FA	4	4	4	4	4	4	4	1 4	4	4	4	4	No comments
295	Commerce	Jahnavi Uppal	2221441	9 BBA-FA	4	2	5	5	4	3	4	1 4	. 3	5	5	5	
296	Commerce	Vishud Purohit	2221445	2 BBA-FA	4	4	3	2	2	3	1	1 1	3	2	2	3	good
297	Commerce	Shivam Saurya	2221443	9 BBA-FA	4	4	3	4	4	3	3	3 4	4	3	3	4	
298	Commerce	Tanisha	2221444	5 BBA-FA	4	4	2	2	3	3	1	1 4	4	4	1	2	Very Good
299	Commerce	ayush mathur	2221441	2 BBA-FA	4	4	4	4	4	4	4	1 5	5	- 5	5	5	interesting
300	Commerce	Arnav jain	2221440	8 BBA-FA	4	5	5	5	5	5		5 5	5	- 5	5	5	
301	Commerce	Garv pandey	2221441	6 BBA-FA	4	3	3	4	4	4	3	3 5	5	3	3	4	good
302	Commerce	Varnika Singh	2221445	0 BBA-FA	4	4	3	3	3	3	3	3	3	3	3	3	N/A
303	Commerce	Vamakshi Negi	2221444	9 BBA-FA	4	2	3	3	4	3	3	3	3	3	3	3	interesting
304	Commerce	Shane Koshy Abra	2221443	8 BBA-FA	4	3	4	4	2	2		5 2	! 3	3	4	5	overall good
305	Commerce	Posatuo F Pojar	2221446	3 BBA-FA	4	4	4	5	5	4		5 4	3	4	3	3	
306	Commerce	Ashwin Tom Soni	2221441	0 BBA-FA	4	3	2	2	2	2	4	1 4	4	3	2	3	interesting
307	Commerce	Ravi Kumar	2221443	3 BBA-FA	4	5	5	4	5	5		5 4	5	5	5	5	interactive
308	Commerce	Lakshya Sohane	2221445	6 BBA-FA	4	3	3	3	3	3	3	3	3	3	3	3	
309	Commerce	Sakshi Vallampati	2221443	4 BBA-FA	4	4	4	4	4	3	2	2 4	4	3	3	4	
310	Commerce	Anagh Agrawal	2221440	5 BBA-FA	4	3	3	3	3	3	3	3	3	3	3	3	
311	Commerce	harshkumar	2221441	7 BBA-FA	4	5	5	5	5	5	5	5 5	5	5	5	5	No suggestion re

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Action Taken Report

The curriculum feedback has been taken from the students for the Academic Year 2023-24 from BBA (Finance and Accountancy) students of Batch 2022-25. The students responded to the feedback for both the semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback and then discussing the required changes in BoS discussed in the meeting in the presence of Programme Coordinators, Academic Coordinator and Head of the Department and then it was discussed to propose the changes with the Curriculum Development Committee (CDC) members including members of School of Business and Management who are the part of CDC as well in the CDC meeting. The meeting was held during BoS of BBAFA programme. The following points were discussed in the meeting:

- There are major areas where students are satisfied with the curriculum structure.
- Few minor changes were suggested in CIAs during BoS to make the assignments more industry oriented and experiential.
- It was also decided to inculcate the habit of using ICT Tools by students also on regular basis and not only for assignments, projects.

Hence, as per the few changes suggested by the students, the School of Commerce, Finance and Accountancy have decided in the BoS to include such points, though there are very few points where improvements can be made as the structure has been prepared as per the requirements of the current market only.

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BBA (Finance & Accountancy) Batch 2021-24

Response Summary-

		Students	0/ 07
Classes	Total Students	Responded	% of Responses
5BBAFA	38	36	98
6BBAFA	39	35	96

Summary Report for 5 BBAFA:

Below is the list of courses for 5 BBAFA on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	BBF531N	CORPORATE GOVERNANCE, RISK & ETHICS
2	BBF533N	STRATEGIC BUSINESS MANAGEMENT
3	BBF532N	CORPORATE REPORTING
4		INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT
5	BBF542AN	COMMODITY AND DERIVATIVES MARKETS
6	BBF543AN	PROJECT APPRAISAL AND FINANCING

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Below is the Curriculum Feedback summary report for 5BBAFA Course on following parameters:

S.NO	Questions	Response/ Feedback	Graphical Presentation
1	Does the Syllabus	Overall students were satisfied and	50
	match the course	said that the content of the	40
	outcomes and the	curriculum satisfied the stated	O. 20
	program outcomes	objectives and learning outcomes.	10
	stated in the Program	Out of which approx 27 % rated	200 3.00 4.00 5.00
	Curriculum ?	excellent, 49 % students rated good,	
		18 % satisfactory. 6% students	
		responded that it is average.	
2	Does the syllabus	Mix responses given by the students.	40
	include advanced	31% students given the satisfactory	3
	versions of the subject	answer, while good and excellent	Percent
	topics?	responses given by 33% and 27%	10
		students respectively. 4% students	1,00 2,00 3,00 4,00 5,00
		have suggested that syllabus content	
		should be improved, similar	
		percentage of students reported that	
		syllabus content is average.	
3	Does the curriculum	Majority of the students are	50
	emphasize upon Skill	consenting that the curriculum	# x
	Development of	emphasizes their skill development.	20 20 20 20 20 20 20 20 20 20 20 20 20 2
	students ?	Out of which 18 % students rated	13
		excellent, 49% students rated good	100 200 3.00 4.00 5.00
		and 13% students were satisfied. 7%	
		students responded that improvement	
		in required. Rest have given average	
		response.	



4	Does the curriculum	Students were satisfied and said that	50
	lead to the developmen	tthe curriculum is effective in	40
	of problem solving and	ldeveloping critical/ analytical	# 30 # 0 # 0
	analytical thinking?	thinking. Out of which 31% students	10
		rated excellent, 67% students rated	200 3.00 4.00 5.00
		good and 20% said that it is	
		satisfactory.	
5	Does the curriculum	Majority of students were satisfied	40
	orient the students to	and said that the curriculum is	30
	use their knowledge to	relevant to resolve or improve upon	Percent
	resolve or improve	LRN issues. Out of which 38%	10
	upon local, regional or	students rated satisfactory, similar	2.00 3.00 4.00 5.00
	national issues?	number of students given good rating	
		and 18% rated excellent, remaining	
		said average.	
6	Does the curriculum	Overall sstudents were satisfied and	50
	emphasize upon	said that the curriculum focused	6
	enhancing	towards employability aspects. Out	Percent 20
	Employability aspect of	fof which 42% students rated	10
	students?	satisfactory, 13% students rated	1.00 2.00 3.00 4.00 5.00
		good, 24% rated excellent, 13% said	
		average and remaining said that	
		improvement is required.	
7	Does the curriculum	Overall students were satisfied and	50
	and the co-curricular	said that the curriculum enables the	40
	activities sensitize	students to apply their knowledge in	T 130
	students towards	service learning. Out of which 18%	10
	Service Learning and	students rated excellent, 31%	2.00 3.00 4.00 5.00
	Community	students rated good, 44% students	
	Engagement?	were satisfied and remaining given	
		average rating.	
	1	1	



8	Does the curriculum	Students were satisfied with the	40
	and the co-curricular	gender sensitization topics given	30
	activities orient	weightage in the design and	Pacental was a series of the s
	students towards	development of curriculum. Out of	10
	Gender Sensitization ?	which 18% students rated excellent,	200 3.00 4.00 5.00
		40% students rated good and 36%	
		students are satisfied. 7% students	
		have given average rating.	
9	Does the curriculum	Overall students were satisfied and	50
	provide adequate	agreed that the curriculum promotes	40
	opportunities for	participative and experiential	Percent 20
	Participative and	learning. Out of which 18% students	10
	Experiential Learning?	rated excellent, 20% students rated	1.00 2.00 3.00 4.00 5.00
		good, 42% students found it	
		satisfactory, 13% given average	
		rating and remaining said	
		improvement is required.	
10	Does the curriculum	Overall students were satisfied and	60
	include avenues for	said that the curriculum meets	40
	using adequate ICT	expectations in terms of ICT Tool'	He o i o o
	Tools for imparting	usage. Out of which 11% students	20
	education ?	rated excellent, 60% students rated	200 3.00 4.00 5.00
		good, 18% were satisfied and	
		remaining have given average rating.	
11	Does the curriculum	Overall students were satisfied and	40
	generate inclination	said that the curriculum generates	30
	amongst students	inclination amongst them towards	# 20 20 20 20 20 20 20 20 20 20 20 20 20
	towards higher	higher education. Out of which 24%	10
	education?	students rated excellent, 38%	2.00 3.00 4.00 5.00
		students rated good and 29% found	
		the curriculum satisfactory.	
		Remaining given average rating.	
		remaining given average rating.	



12	General Comments and	Good, Overall Good Very Good, Nice, Interactive, Interesting, None
	Suggestions:	

Summary Report for 6BBAFA:

Below is the list of courses for 6BBAFA on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	BBF631N	ADVANCED AUDIT AND ASSURANCE
2	BBF633N	INTERNATIONAL BUSINESS
3	BBF632N	ADVANCED PERFORMANCE MANAGEMENT
4	BBF641AN	STRATEGIC FINANCIAL MANAGEMENT
5	BBF642AN	INTERNATIONAL FINANCIAL MANAGEMENT

Below is the Curriculum Feedback summary report for the 6BBAFA Course on the following parameters;

S. NO	Questions	Response/ Feedback		Grap	hical P	resenta	tion	
1	Does the Syllabus match	Overall students were satisfied and	50					
	the course outcomes and	said that the content of the curriculum	40					
	the program outcomes	satisfied the stated objectives and	Percent					
	stated in the Program	learning outcomes. Out of which	20					
	Curriculum ?	approx 20% rated excellent, 42 %	10					
		students rated good, 20% satisfactory.	ا	1.00	2.00	3.00	4.00	5
		13% students responded that it is						
		average. 2% advocated for						
		improvement.						
	1		1					



11% have given average rating and rest suggested for improvement. 5 Does the curriculum orient the students to use their knowledge to resolve or improve upon LRN issues. resolve or improve upon local, regional or national satisfactory, 31% given good rating and 16% rated excellent, remaining	2	Does the syllabus include	Mix responses given by the students.	40
responses given by 27% and 22% students respectively. 16% students have given average rating and rest said that improvement is required. 3 Does the curriculum emphasize upon Skill Development of students skill development. Out of which 24 students rated good and 22% students were satisfied. 16% students have given average rating and rest said that improvement is required. 4 Does the curriculum lead to the development of problem solving and analytical thinking? 5 Does the curriculum of problem solving and rest suggested for improvement. Majority of the students are consented that curriculum emphasize upon their skill development. Out of which 18% students have given average rating and rest said that the curriculum is effective in developing critical/ analytical thinking. Out of which 18% students rated excellent, 46% students rated good, 23% said that it is satisfactory, 11% have given average rating and rest suggested for improvement. Majority of students were satisfied and said that the curriculum is relevant to resolve or improve upon LRN issues. Out of which 38% students rated satisfactory, 31% given good rating and 16% rated excellent, remaining		advanced versions of the	31% students given the satisfactory	30
responses given by 27% and 22% students respectively. 16% students have given average rating and rest said that improvement is required. 3 Does the curriculum emphasize upon Skill Development of students skill development. Out of which 24 students rated good and 22% students were satisfied. 16% students have given average rating and rest said that improvement is required. 4 Does the curriculum lead to the development of problem solving and analytical thinking? 5 Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? 6 Students were satisfied and said that the curriculum is refevent to resolve or improve upon local, regional or national issues?		subject topics?	answer, while good and excellent	10 mg
have given average rating and rest said that improvement is required. 3 Does the curriculum emphasize upon their skill development. Out of which 24 % students rated good and 22% students were satisfied. 16% students have given average rating and rest said that improvement is required. 4 Does the curriculum lead to the development of problem solving and analytical thinking? 4 Does the curriculum lead to the development of problem solving and analytical thinking? Out of which 18% students rated good, 23% said that it is satisfactory, 11% have given average rating and rest suggested for improvement. 5 Does the curriculum orient the students to use their knowledge to resolve or improve upon LRN issues. Tesolve or improve upon upon upon upon upon upon upon upon			responses given by 27% and 22%	
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Does the curriculum emphasize upon their skill development. Out of which 24 % students rated good and 22% students were satisfied. 16% students have given average rating and rest said that improvement is required. 4 Does the curriculum lead to the development of problem solving and analytical thinking? Students were satisfied and said that the curriculum is effective in developing critical/ analytical analytical thinking? Unto f which 18% students rated good, 23% said that it is satisfactory, 11% have given average rating and rest suggested for improvement. 5 Does the curriculum orient the students to use their knowledge to resolve or improve upon Unto Majority of students were satisfied and said that the curriculum is relevant to their knowledge to resolve or improve upon LRN issues. Out of which 38% students rated local, regional or national satisfactory, 31% given good rating and 16% rated excellent, remaining			have given average rating and rest said	1.00 2.00 3.00 4.00 5
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? students rated excellent, 33% students rated good and 22% students were satisfied. 16% students have given average rating and rest said that improvement is required. 4 Does the curriculum lead to the development of problem solving and analytical thinking? thinking. Out of which 18% students rated excellent, 46% students rated good, 23% said that it is satisfactory, 11% have given average rating and rest suggested for improvement. 5 Does the curriculum orient the students to use their knowledge to resolve or improve upon LRN issues. Tesolve or improve upon local, regional or national issues? Out of which 38% students rated good rating and 16% rated excellent, remaining		Development of students	skill development. Out of which 24 %	15 20 20 20 20 20 20 20 20 20 20 20 20 20
satisfied. 16% students have given average rating and rest said that improvement is required. 4 Does the curriculum lead to the development of problem solving and analytical thinking? thinking. Out of which 18% students rated good, 23% said that it is satisfactory, 11% have given average rating and rest suggested for improvement. 5 Does the curriculum Majority of students were satisfied and orient the students to use their knowledge to resolve or improve upon LRN issues. Out of which 38% students rated satisfactory, 31% given good rating and 16% rated excellent, remaining		?	students rated excellent, 33% students	
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analytical thinking? thinking. Out of which 18% students rated excellent, 46% students rated good, 23% said that it is satisfactory, 11% have given average rating and rest suggested for improvement. 5 Does the curriculum orient the students to use their knowledge to resolve or improve upon LRN issues. Out of which 38% students rated local, regional or national satisfactory, 31% given good rating and 16% rated excellent, remaining and 16% rated excellent, remaining		to the development of	the curriculum is effective in	40
analytical thinking? thinking. Out of which 18% students rated excellent, 46% students rated good, 23% said that it is satisfactory, 11% have given average rating and rest suggested for improvement. 5 Does the curriculum orient the students to use their knowledge to resolve or improve upon LRN issues. resolve or improve upon local, regional or national satisfactory, 31% given good rating and 16% rated excellent, remaining		problem solving and	developing critical/ analytical	1 30
good, 23% said that it is satisfactory, 11% have given average rating and rest suggested for improvement. 5 Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues? Majority of students were satisfied and said that the curriculum is relevant to resolve or improve upon LRN issues. Out of which 38% students rated satisfactory, 31% given good rating and 16% rated excellent, remaining		analytical thinking ?	thinking. Out of which 18% students	20
11% have given average rating and rest suggested for improvement. 5 Does the curriculum orient the students to use their knowledge to resolve or improve upon LRN issues. Out of which 38% students rated satisfactory, 31% given good rating and 16% rated excellent, remaining			rated excellent, 46% students rated	10
rest suggested for improvement. 5 Does the curriculum orient the students to use their knowledge to resolve or improve upon LRN issues. resolve or improve upon Out of which 38% students rated local, regional or national satisfactory, 31% given good rating and 16% rated excellent, remaining			good, 23% said that it is satisfactory,	100 2.00 3.00 4.00 5
Does the curriculum orient the students to use their knowledge to resolve or improve upon LRN issues. Out of which 38% students rated local, regional or national issues? Out of which 38% students rated and satisfactory, 31% given good rating and 16% rated excellent, remaining			11% have given average rating and	
orient the students to use their knowledge to resolve or improve upon LRN issues. resolve or improve upon local, regional or national issues? Out of which 38% students rated satisfactory, 31% given good rating and 16% rated excellent, remaining			rest suggested for improvement.	
their knowledge to resolve or improve upon LRN issues. resolve or improve upon Out of which 38% students rated local, regional or national satisfactory, 31% given good rating and 16% rated excellent, remaining	5	Does the curriculum	Majority of students were satisfied and	40
resolve or improve upon local, regional or national satisfactory, 31% given good rating and 16% rated excellent, remaining		orient the students to use	said that the curriculum is relevant to	30
resolve or improve upon Out of which 38% students rated local, regional or national satisfactory, 31% given good rating and 16% rated excellent, remaining		their knowledge to	resolve or improve upon LRN issues.	20 20 20
issues? and 16% rated excellent, remaining		resolve or improve upon	Out of which 38% students rated	
		local, regional or national	satisfactory, 31% given good rating	10
said either average or need to improve		issues?	and 16% rated excellent, remaining	1.00 2.00 3.00 4.00 !
said entire average of freed to improve.			said either average or need to improve.	



6	Does the curriculum	Overall sstudents were satisfied and	40
	emphasizes upon	said that the curriculum focused	30
	enhancing Employability	towards employability aspects. Out of	20 20
	aspect of students?	which 31% students rated satisfactory,	
		27% students rated good, 27% rated	10
		excellent, 2% said average and	100 200 3.00 4.00 5
		remaining said that improvement is	
		required.	
7	Does the curriculum and	Overall students were satisfied and	40
	the co-curricular activities	said that the curriculum enables the	30
	sensitize students towards	students to apply their knowledge in	20 20 20 20 20 20 20 20 20 20 20 20 20 2
	Service Learning and	service learning. Out of which 27%	ā 20
	Community Engagement	students rated excellent, 38% students	10
	?	rated good, 20% students were	0 1.00 2.00 3.00 4.00 5
		satisfied, 9% given average rating and	
		remaining said that improvement is	
		needed.	
8	Does the curriculum and	Students were satisfied with the	50
	the co-curricular activities	gender sensitization topics given	40
	orient students towards	weightage in the design and	and the state of t
	Gender Sensitization ?	development of curriculum. Out of	20
		which 30% students rated excellent,	10
		25% students rated good and 41%	2.00 3.00 4.00 5.00
		students are satisfied. 4% students	
		have given average rating.	
9	Does the curriculum	Overall students were satisfied and	50
	provide adequate	agreed that the curriculum promotes	40
	opportunities for	participative and experiential	2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
	Participative and	learning. Out of which 25% students	
	Experiential Learning?	rated excellent, 27% students rated	"
		good, 41% students found it	2.00 3.00 4.00 5.0
		satisfactory and 7% given average	
		rating.	



10	Does the curriculum	Overall students were satisfied and	50
	include avenues for using	said that the curriculum meets	40
	adequate ICT Tools for	expectations in terms of ICT Tool'	00 00 00 00 00 00 00 00 00 00 00 00 00
	imparting education?	usage. Out of which 25% students	å. 20
		rated excellent, 16% students rated	10
		good, 43% were satisfied, 11% rated	1.00 2.00 3.00 4.00 5
		average and remaining suggested for	
		improvement.	
11	Does the curriculum	Overall students were satisfied and	40
	generate inclination	said that the curriculum generates	30
	amongst students towards	inclination amongst them towards	20 20
	higher education?	higher education. Out of which 27%	
		students rated excellent, 34% students	10
		rated good and 24% found the	2.00 3.00 4.00 5.00
		curriculum satisfactory. Remaining	
		given average rating.	
12	General Comments and	No comment, overall good, Excellent,	Good, Very Good, Nice,
	Suggestions:	Interactive, Interesting	

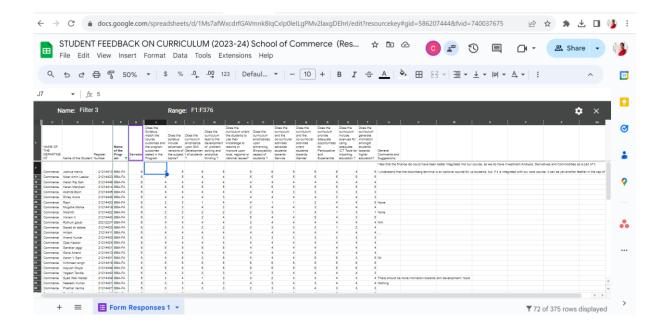
Overall Analysis

General Comments and Suggestions:

- 1. Currently the whole curriculum is good and topics are clear.
- 2. Everything is good
- 3. Classes are fine as of now
- 4. Fantastic subjects
- 5. Satisfied with my course
- 6. The curriculum keeps the students well engaged with practical as well as theoretical studies.
- 7. Everything is perfect.
- 8. Yes, i'm satisfied with the content received in the current semester and also it motivated or helped us in ways to self study and research.



Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:



Action Taken Report

The curriculum feedback has been taken from the students for the Academic Year 2023-24 from BBA (Finance and Accountancy) students of Batch 2021-24. The students responded to the feedback for both the semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback and then discussing the required changes in BoS discussed in the meeting in the presence of Programme Coordinators, Academic Coordinator and Head of the Department and then it was discussed to propose the changes with the Curriculum Development Committee (CDC) members including members of School of Business and Management who are the part of CDC as well in the CDC meeting.

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Delhi MCR



The meeting was held during BoS of BBA F & A programme. The following points were discussed in the meeting:

- There are major areas where students are satisfied with the curriculum structure.
- Few minor changes were suggested in CIAs during BoS to make the assignments more industry oriented and experiential.
- It was also decided to inculcate the habit of using ICT Tools by students also on regular basis and not only for assignments, projects.

Hence, as per the few changes suggested by the students, the School of Commerce, Finance and Accountancy have decided in the BoS to include such points, though there are very few points where improvements can be made as the structure has been prepared as per the requirements of the current market only.

End of the report

Head

School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Dethi NCP



School of Commerce, Finance and Accountancy

Student's Curriculum Feedback Analysis and Action Taken Report

BCOM (Applied Finance & Analytics)
Batch 2023-26

CHRIST (Deemed to be University), Delhi NCR

Head
School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delfish INCR.



Survey Open Date- 02 January, 2024 Survey End Date- 11 March, 2024

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from December 2023 to March 2024.

The feedback analysis for students focuses on the curriculum and its learning-related aspects, including quality, competence, skills, and professionalism. It also takes into account issues pertaining to the delivery of the curriculum by teachers. The feedback is collected from students of Christ University. Similar to the process for teachers, the report of the response analysis is received by the university's vice chancellor or pro-vice chancellor. They further transmit it to the Internal Quality Assurance Cell (IQAC) for any necessary actions. Instructions based on the analysis are then provided to the heads of constituent colleges, who subsequently guide their respective departments to undertake appropriate steps and actions to address the concerns raised by the students.

The Students provided the feedback on curriculum which are explained later in the report. The questions were on the Likert-Scale (1 to 5) which are as follows:

1	Need to improve
2	Average
3	Satisfactory
4	Good
5	Excellent

Response Summary-

Classes	Total Students	% of Responses			
1BCOM AFA	34	100			
2BCOM AFA	33	100			

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Summary Report for 1 BCOM AFA:

Below is the list of courses for 1 BCOMAFA on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course					
1	COAF101-1	Financial Accounting					
2	COAF102-1	Business Economics					
3	COAF103-1	Legal Aspects of Business					
4	COAF161-1	Spreadsheet for Business					
5	COAF001-1	Bridge Course					
6		English					
8	HOL111	Holistic Education - I					

Below is the Curriculum Feedback summary report for 1 BCOM AFA Course on following parameters:

S.N O	Questions	Response/ Feedback	Graphical Presentation
1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ?	Overall students were satisfied and said that the content of the curriculum satisfied the stated objectives and learning outcomes. Out of which 29% rated excellent, 35% students rated good, 27% satisfactory.	40 — 35 — 35 — 35 — 29 — 27 — 29 — 15 — 10 — 5 — 3 — 6 — 6 — 0 — 1 — 2 — 3 — 4 — 5
2	Does the syllabus include advanced versions of the subject topics?	Overall all students were satisfied and said that the curriculum covers advanced topics. Out of which 24% students rated excellent, 50% students rated good and 14% satisfactory.	50 50 50 40 24 24 10 11 14 10 1 2 3 4 5
3	Does the curriculum emphasize upon Skill Development of students?	Overall students were satisfied and said that the curriculum enhances their knowledge and skills in the relevant domain. Out of which 34% students rated excellent, 39% students rated good and 21% students were satisfied.	45



4	Does the curriculum lead to the development of problem solving and analytical thinking?	Sstudents were satisfied and said that the curriculum is effective in developing critical/ analytical thinking. Out of which 30% students rated excellent, 41% students rated good and 18% satisfactory.	45 40 35 30 25 20 18 15 10 5 6 0 1 2 3 4 5
5	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Students were satisfied and said that the textbooks and reference materials relevant to the content of LRNG into the curriculum. Out of which 35% students rated excellent, 29% students rated good and 18% satisfactory	40
6	Does the curriculum emphasizes upon enhancing Employability aspect of students ?	Students were satisfied and said that the curriculum focused towards employability apects. Out of which 27% students rated excellent, 38% students rated good and 21% satisfactory.	45
7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Overall students were satisfied and said that the curriculum enables the students to apply their knowledge in service learning. Out of which 24% students rated excellent, 35% students rated good and 32% students were satisfied.	40
8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 21% students rated excellent, 32% students rated good and 38% students are satisfied.	45 — 40 — 38 — 32 — 32 — 31 — 21 — 21 — 21 — 21 — 21

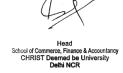


9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 33% students rated excellent, 32% students rated good and 35% students found it satisfactory.	40
10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 33% students rated excellent, 32% students rated good and 23% satisfactory	35 32 33 33 35 25 23 20 15 12 10 5 5 0 1 2 3 4 5
11	Does the curriculum generate inclination amongst students towards higher education?	Overall students were satisfied and said that the curriculum meets your overall expectations. Out of which 26% students rated excellent, 44% students rated good and 21% found the curriculum satisfactory.	50 44 44 40 35 26 21 20 15 09 5 0 1 2 3 4 5
12	General Comments and Suggestions:	knowledge, All the teachers should materials,	se plan provides diversity in the field of l provide an online source of reference versity is a well-diversified one that helps

Summary Report for 2BCOMAFA:

Below is the list of courses for 2BCOMAFA on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course				
1	COAF104-2	Practices of Banking and Insurance				
2	COAF201-2	Corporate Accounting				
3	COAF105-2	Corporate Finance				
4	COAF202-2	Corporate Law and Administration				





5	COAF261-2	Business Data visualisation
6	HOL211	Holistic Education - II
7		Indian Constitution

Below is the Curriculum Feedback summary report for the 2BCOM AFACourse on the following parameters;

S. N	Questions	Response/ Feedback	Graphical Presentation
1	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Overall students were satisfied and said that the content of the curriculum satisfied the stated objectives and learning outcomes. Out of which 31% rated excellent, 48% students rated good and 21% satisfactory.	60
2	Does the syllabus include advanced versions of the subject topics?	Overall all students were satisfied and said that the curriculum covers advanced topics. Out of which 30% students rated excellent, 51% students rated good and 9% satisfactory	50
3	Does the curriculum emphasize upon Skill Development of students?	Overall students were satisfied and said that the curriculum enhances their knowledge and skills in the relevant domain. Out of which 34% students rated excellent, 39% students rated good and 18% students were satisfied.	45 40 35 30 25 20 18 15 10 6 5 3 4 5

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4	Does the curriculum	Students were satisfied and said	
4	lead to the development of problem solving and analytical thinking?	that the curriculum is effective in developing critical/ analytical thinking. Out of which 31% students rated excellent, 51% students rated good and 12% found it satisfactory.	51 50 40 30 20 12 10 3 3 0 1 2 3 4 5
5	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Students were satisfied and said that the textbooks and reference materials relevant to the content of LRNG into the curriculum. Out of which 40% students rated excellent, 30% students rated good and 15% found it satisfactory.	45 40 35 30 25 20 15 19 6 10 6 1 2 3 4 5
6	Does the curriculum emphasizes upon enhancing Employability aspect of students ?	Students were satisfied and said that the curriculum focused towards employability aspects. Out of which 30% students rated excellent, 42% students rated good and 15% found it satisfactory.	45
7	Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement?	Overall students were satisfied and said that the curriculum enables the students to apply their knowledge in service learning. Out of which 24% students rated excellent, 42% students rated good and 30% students were satisfied.	45 40 35 30 25 20 15 10 5 03 0 1 2 3 4 5
8	Does the curriculum and the co-curricular activities orient students towards Gender Sensitization?	Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 24% students rated excellent, 35% students rated good and 35% satisfactory	40



School of Commerce, Finance & Accountancy CHRIST Deemed be University Delhi NCR



9	Does the curriculum provide adequate opportunities for Participative and Experiential Learning?	Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 24% students rated excellent, 39% students rated good and 27% students found it satisfactory.	45 40 35 30 27 25 20 15 10 5 0 1 2 3 4 5
10	Does the curriculum include avenues for using adequate ICT Tools for imparting education?	Overall students were satisfied and said that the curriculum meets expectations in terms of ICT Tool' usage. Out of which 34% students rated excellent, 36% students rated good and 21% satisfactory.	40 36 35 34 30 25 20 21 15 10 09 5 0 1 2 3 4 5
11	Does the curriculum generate inclination amongst students towards higher education?	Overall students were satisfied and said that the curriculum meets your overall expectations. Out of which 27% students rated excellent, 48% students rated good and 15% satisfactory.	60 — 48 — 48 — 40 — 27 — 20 — 15 — 10 — 0 — 1 2 3 4 5
12	General Comments and Suggestions:	of knowledge, All the teachers sh	I, the course plan provides diversity in the field hould provide an online source of reference by the university is a well-diversified one that

Overall Analysis

General Comments and Suggestions:

- 1. The course is very helpful, the course plan provides diversity in the field of knowledge
- 2. I find the content covered this semester satisfying, as it has inspired and supported me in exploring self-study and research avenues.
- 3. Following the mid-semester exam, I've found the syllabus to be captivating, and my studies are progressing smoothly.
- 4. I'm pleased with the current curriculum; the topics are well-defined and comprehensible. Overall,
- 5. At present, the classes are satisfactory.
- 6. The curriculum effectively blends practical and theoretical studies, ensuring students remain actively engaged. Everything seems to be in perfect order.

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School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delhi NCR



Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

Email Address v	NAME OF THE DEPARTMENT	Name of the Studen	Register Number	Name of the Prograi ₹	Semester	л	Contact Phone Number/s	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum?	Does the syllabus include advanced versions of the subject topics?	Does the curriculum emphasize upon Skill toevelopment of students?	Does the curriculum lead to the development of problem solving and analytical thinking?
dhyan.prakash@bcom	Commerce	Dhyan Prakash		BCOM-AFA	1		9165290639		2	2	3
disha.jain@bcomafh.c	Commerce	Disha Jain	23214410	BCOM-AFA	1		7042919222		2	2	2
garv.sehgal@bcomafh	Commerce	GARV SEHGAL	23214412	BCOM-AFA	1		7740061285	4	4	4	1
krishna.singh@bcoma	Commerce	Krishna Singh Rawat	23214413	BCOM-AFA	1		9818097235		3	3	6
mahi.yadav@bcomafh	Commerce	Mahi Yadav	23214414	BCOM-AFA	1		9142999541	4		5	j
nelsan.pun@bcomafh.	Commerce	Nelsan Pun	23214415	BCOM-AFA	1		7586911231	4	3	3	i
prisha.srivastava@bco	Commerce	Prisha Srivastava	23214417	BCOM-AFA	1		7524966415		4	4	i
raghav.gupta@bcomat		Raghav Gupta	23214418	BCOM-AFA	1		8445507722		5	1 3	3
reehan.gurung@bcom	Commerce	Reehan Gurung	23214419	BCOM-AFA	1		7074159151	- 2	4	4	4
roli.srivastava@bcoma		Roli Srivastava		BCOM-AFA	1		7903769301		5		j
samriddhi.pandey@bc		Samriddhi Pandey	23214422	BCOM-AFA	1		8112512822		4	4	4
shreya.sharma@bcom	Commerce	Shreya Sharma	23214423	BCOM-AFA	1		9717832821		5	5	1
supreet.kaur@bcomaf		Supreet Kaur		BCOM-AFA	1		8439678342	4	4		j
vishnu.raj@bcomafh.c		Vishnu Raj		BCOM-AFA	1		7011364285		5	5	i
yashita.agarwal@bcon		Yashita Agarwal		BCOM-AFA	1		7055541329		5	5	i
kavya.chaudhary@bco		Kavya Chaudhary		BCOM-AFA	1		9996135833	1	į.	5	į.
ujan.mukherjee@bcom		Ujan Mukherjee		BCOM-AFA	1		8585955430			5	i
mohd.ayaan@bcomafl		Mohd Ayaan		BCOM-AFA	1		07300686911		4	4	1
ayushmankhetan77@g		Ayushman khetan		BCOM-AFA	1		9919499670		3	3	į.
kalashgupta056@gmai		Kalash gupta		BCOM-AFA	1		09125321970		2	2	j .
manaswintanwar4@gn		Manaswin Tanwar		BCOM-AFA	1		9571943059	4	2	2	i
aditya.sreekumar@bc		Aditya Sreekumar		BCOM-AFA	1		8800569948	4	4	3	1
anmol.bansal@bcomat	Commerce	AnmolBansal	23214439	BCOM-AFA	1		9058798050		4		i <u>l</u>

Action Taken Report

The curriculum feedback has been taken from the students for the Academic Year 2023-24 from BCOM (Applied Finance & Analytics) students of Batch 2023-26. The students responded to the feedback for both the semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback and then discussing the required changes in BoS discussed in the meeting in the presence of Programme Coordinators, Academic Coordinator and Head of the Department and then it was discussed to propose the changes with the Curriculum Development Committee (CDC) members including members of School of Business and Management who are the part of CDC as well in the CDC meeting. The meeting was held during BoS of BCOMAFA programme. The following points were discussed in the meeting:

- There are major areas where students are satisfied with the curriculum structure.
- Few minor changes were suggested in CIAs during BoS to make the assignments more industry oriented and experiential.
- It was also decided to inculcate the habit of using ICT Tools by students also on regular basis and not only for assignments, projects.

Hence, as per the few changes suggested by the students, the School of Commerce, Finance and Accountancy have decided in the BoS to include such points, though there are very few points where improvements can be made as the structure has been prepared as per the requirements of the current market only.

End of the report

Head
School of Commerce, Finance & Accountance,
CHRIST Deemed be University



School of Commerce, Finance & Accountancy

Curriculum Feedback Analysis and Action Taken Report

Bachelor of Commerce (Honors) 2023-24

CHRIST (Deemed to be University),

Delhi NCR





Survey Open Date - October 26, 2023

Survey End Date - January 30, 2024

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to January 2024.

The Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the continuous enhancement and improvement of educational programs.

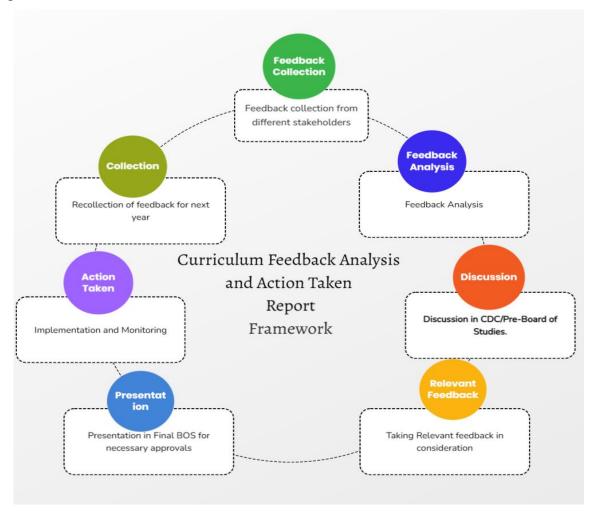
Policy

The policy aims to collect feedback from stakeholders, including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum, such as content, delivery methods, assessment strategies, and learning outcomes. Through systematic analysis of this feedback, in the form of introduction of new subjects trends, and areas for improvement are identified as a form of feedback analysis after this discussion in CDC/BOS

The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.



A flow chart illustrating this process ensures clarity and consistency in the execution of each step.



Feedback collection -

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum. Feedback collection stands as a crucial endeavor in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.





Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC)team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyze the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavors.

Feedback collection - Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum

process of feedback analysis

In the process of discussion of Feedback a meeting will be called of CDC curriculum development committee and a pre- board meeting of Board of studies, the Internal Quality Assurance Cell (IQAC)team members and class teachers of respective classes plays a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in





our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analyzed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for





implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.



Student's Curriculum Feedback Analysis and Action Taken Report BCOM (Honors) Batch 2022-25

Survey Open Date- 02 January, 2024

Survey End Date- 11 March, 2024

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from December 2023 to March 2024.

The feedback analysis for students focuses on the curriculum and its learning-related aspects, including quality, competence, skills, and professionalism. It also takes into account issues pertaining to the delivery of the curriculum by teachers. The feedback is collected from students of Christ University. Similar to the process for teachers, the report of the response analysis is received by the university's vice chancellor or pro-vice chancellor. They further transmit it to the Internal Quality Assurance Cell (IQAC) for any necessary actions. Instructions based on the analysis are then provided to the heads of constituent colleges, who subsequently guide their respective departments to undertake appropriate steps and actions to address the concerns raised by the students.



The Students provided the feedback on curriculum which are explained later in the report. The questions were on the Likert-Scale (1 to 5) which are as follows:

1	Need to improve
2	Average
3	Satisfactory
4	Good
5	Excellent

Response Summary-

Classes	Total Students	% of Responses
3ВСОМН	92	80
4BCOMH	93	80

Summary Report for 3 BCOMH:

Below is the list of courses for 3 BCOMH on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course						
1	СОН331	Corporate Accounting-II						
2	СОН332	Computer Applications in Business						
3	СОН333	Cost Accounting						
4	СОН334	Principles and Practice of Management						
5	СОН335	Financial Systems and Services						
6	СОН381	NGO Project						
7	COH361A	Introduction to Public Policy						
	COH361B	Graphic Designing (Submission Course)						
8	8 HOL311 Holistic Education – III							





Below is the Curriculum Feedback summary report for 3BCOMH Course on following parameters:

S.NO	Questions	Response/ Feedback	Graphical Presentation						
1	Does the Syllabus	Overall students were satisfied and			Fr	equency			
	match the course	said that the content of the	67%						
	outcomes and the	curriculum satisfied the stated							
	program outcomes	objectives and learning outcomes.				17%		17%	
	stated in the	Out of which 17% rated excellent,	0%		0%	1776		1776	
	Program	67% students rated good, 17%	1		2	3	4	5	
	Curriculum ?	satisfactory.							
2	Does the syllabus	Overall all students were satisfied			Fr	equency			
	include advanced	and said that the curriculum covers					50%	50%	
	versions of the	advanced topics. Out of which							
	subject topics?	50% students rated excellent, 50%							
		students rated good.	09	N_	0%	0%			
			1		2	3	4	5	
3	Does the	Overall students were satisfied and			Fr	equency			
	curriculum	said that the curriculum enhances					50%		
	emphasize upon	their knowledge and skills in the						33%	
	Skill	relevant domain. Out of which				17%			
	Development of	33% students rated excellent, 50%	09	Vo.	0%				
	students?	students rated good and 17%	1		2	3	4	5	
		students were satisfied.							
4	Does the	Students were satisfied and said			Fr	equency			
	curriculum lead to	that the curriculum is effective in					67%		
	the development	developing critical/ analytical							
	of problem	thinking. Out of which 33%						33%	
	solving and	students rated excellent, 67%	09	%	0%	0%			
	analytical thinking	students rated good.	1		2	3	4	5	
	?								





5	Does the	Students were satisfied and said		Fre	equency		
3	curriculum orient	that the textbooks and reference			oquonoy	67%	
	the students to use	materials relevant to the content of					
							33%
	their knowledge	LRNG into the curriculum. Out of					
	to resolve or	which 33% students rated	0%	0%	0%		
	improve upon	excellent, 67% students rated good.	1	2	3	4	5
	local, regional or						
	national issues?						
6	Does the	Students were satisfied and said		Fre	equency		
	curriculum	that the curriculum focused				50%	50%
	emphasizes upon	towards employability apects. Out					
	enhancing	of which 50% students rated					
	Employability	excellent, 50% students rated good.	0%	0%	0%		
	aspect of students		1	2	3	4	5
	?						
7	Does the	Overall students were satisfied and		Fre	equency		
	curriculum and	said that the curriculum enables the			, ,	33%	33%
	the co-curricular	students to apply their knowledge					
	activities sensitize	in service learning. Out of which		17%	17%		
	students towards	33% students rated excellent, 33%					
		ŕ	0%	2	3	4	5
	Service Learning	students rated good and 17%					
	and Community	students were satisfied.					
	Engagement ?						
8	Does the	Students were satisfied with the		Fre	equency		
	curriculum and	gender sensitization topics given					50%
	the co-curricular	weightage in the design and			33%		
	activities orient	development of curriculum. Out of				17%	
	students towards	which 50% students rated	0%	0%			
	Gender	excellent, 17% students rated good	1	2	3	4	5
	Sensitization ?	and 33% students are satisfied.					



9	Does the	Overall students were satisfied and	Frequency
			33% 33% 33%
	curriculum	agreed that the curriculum	
	provide adequate	promotes self-study and	
	opportunities for	opportunities. Out of which 33%	
	Participative and	students rated excellent, 33%	O% O%
	Experiential	students rated good and 33%	1 2 3 4 5
	Learning?	students found it satisfactory.	
10	Does the	Overall students were satisfied and	Frequency
	curriculum	said that the curriculum meets	50% 50%
	include avenues	expectations in terms of ICT Tool'	
	for using adequate	usage. Out of which 50% students	
	ICT Tools for	rated excellent, 50% students rated	0% 0% 0%
	imparting	good.	1 2 3 4 5
	education ?		
11	Does the	Overall students were satisfied and	Frequency
	curriculum	said that the curriculum meets your	67%
	generate	overall expectations. Out of which	
	inclination	17% students rated excellent, 67%	
	amongst students	students rated good and 17% found	17% 17% 17% 0% 0%
	towards higher	the curriculum satisfactory.	1 2 3 4 5
	education?		
	 		
12	General	Good, Very Good, Nic	ce, Interactive, Interesting
12	General Comments and	Good, Very Good, Nic	ce, Interactive, Interesting



Summary Report for 4BCOMH:

Below is the list of courses for 4BCOMH on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course					
1	СОН431	Financial Management					
2	COH432 Principles of Marketing Management						
3	СОН433	Practices of Banking and Insurance					
4	СОН434	Auditing and Corporate Governance					
5	СОН435	Business Mathematics					
6	COH461B	Web Designing (Submission Course)					
	СОН461С	Communication in Business					
7	HOL411	Holistic Education - IV					

Below is the Curriculum Feedback summary report for the 4BCOMH Course on the following parameters;

S.	Questions	Response/ Feedback	Gra	phica	Prese	ntatio	n
NO							
1	Does the Syllabus	Overall students were satisfied and		Fr	equency		
	match the course	said that the content of the				67%	
	outcomes and the	curriculum satisfied the stated					
	program outcomes	objectives and learning outcomes.			17%		17%
	stated in the Program	Out of which 17% rated excellent,	0%	0%	1770		1770
	Curriculum?	67% students rated good, 17%	1	2	3	4	5
		satisfactory.					
2	Does the syllabus	Overall all students were satisfied		Fr	equency		
	include advanced	and said that the curriculum covers				50%	50%
	versions of the	advanced topics. Out of which					
	subject topics?	50% students rated excellent, 50%					
		students rated good.	0%	0%	0%		
			1	2	3	4	5





3	Does the curriculum	Overall students were satisfied and	Frequency
	emphasize upon Skill	said that the curriculum enhances	67%
	Development of	their knowledge and skills in the	
	students?	relevant domain. Out of which	17% 17%
		17% students rated excellent, 67%	0% 0%
		students rated good and 17%	1 2 3 4 5
		students were satisfied.	
4	Does the curriculum	Students were satisfied and said	Frequency
	lead to the	that the curriculum is effective in	50%
	development of	developing critical/ analytical	33%
	problem solving and	thinking. Out of which 33%	17%
	analytical thinking?	students rated excellent, 50%	0% 0%
		students rated good and 17%	1 2 3 4 5
		found it satisfactory.	
5	Does the curriculum	Students were satisfied and said	Frequency
	orient the students to	that the textbooks and reference	67%
	use their knowledge	materials relevant to the content of	
	to resolve or improve	LRNG into the curriculum. Out of	
	upon local, regional	which 17% students rated	17% 17% 17% 17% 17% 17% 17% 17% 17% 17%
	or national issues?	excellent, 67% students rated good	1 2 3 4 5
		and 17% found it satisfactory.	
6	Does the curriculum	Students were satisfied and said	Frequency
	emphasizes upon	that the curriculum focused	50%
	enhancing	towards employability apects. Out	33%
	Employability aspect	of which 33% students rated	17%
	of students?	excellent, 50% students rated good	0% 0%
		and 17% found it satisfactory.	1 2 3 4 5
7	Does the curriculum	Overall students were satisfied and	Frequency
	and the co-curricular	said that the curriculum enables	67%
	activities sensitize	the students to apply their	
	students towards	knowledge in service learning. Out	
	Service Learning and	of which 17% students rated	0% 0%
	_		1 2 3 4 5





	G- '·	11						
	Community	excellent, 67% students rated good						
	Engagement ?	and 17% students were satisfied.						
8	Does the curriculum	Students were satisfied with the			Fr	requency		
	and the co-curricular	gender sensitization topics given					50%	50%
	activities orient	weightage in the design and						
	students towards	development of curriculum. Out of						
	Gender Sensitization	which 50% students rated		0%	0%	0%		
	?	excellent, 50% students rated		1	2	3	4	5
		good.						
9	Does the curriculum	Overall students were satisfied and			Fi	requency		
	provide adequate	agreed that the curriculum					67%	
	opportunities for	promotes self-study and						
	Participative and	opportunities. Out of which 17%				17%		17%
	Experiential	students rated excellent, 67%		0%	0%			
	Learning?	students rated good and 17%		1	2	3	4	5
		students found it satisfactory.						
10	Does the curriculum	Overall students were satisfied and			Fr	requency		
	include avenues for	said that the curriculum meets					50%	50%
	using adequate ICT	expectations in terms of ICT Tool'						
	Tools for imparting	usage. Out of which 50% students						
	education ?	rated excellent, 50% students rated		0%	0%	0%		
		good.		1	2	3	4	5
11	Does the curriculum	Overall students were satisfied and			Fr	requency		
	generate inclination	said that the curriculum meets					67%	
	amongst students	your overall expectations. Out of						
	towards higher	which 33% students rated						33%
	education?	excellent, 67% students rated		00'	004	0%		
		good.		1	2	3	4	5
12	General Comments	Excellent, Can be interactive in c	lass, Go	od, V	ery Go	od, Nic	e, Inte	ractive,
	and Suggestions:	I	nterestin	g				



Overall Analysis

General Comments and Suggestions:

- 1. After the mid sem exam the syllabus is interesting and studies are going well.
- 2. Currently the whole curriculum is good and topics are clear.
- 3. Everything is good
- 4. Classes are fine as of now
- 5. Fantastic subjects
- 6. Satisfied with my course
- 7. The curriculum keeps the students well engaged with practical as well as theoretical studies.
- 8. Everything is perfect.
- 9. Yes, i'm satisfied with the content received in the current semester and also it motivated or helped us in ways to self study and research.

Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

С	D	E	F	G	J	K	L	M	N	0	P	Q	R	S	T	U	V	W	Х	Y	Z	AA
NAME OF THE DEPART MENT =	Name of the Student $=$	Register	Name of the Progr am T	Sem ester Y	Does the Syllabus match the course outcomes and the program outcomes stated in	Does the syllab us includ e advan ced versio	Does the curricul um emphasi ze upon Skill Develop ment of	Does the curriculu m lead to the developm ent of problem solving and	Does the curriculum orient the students to use their knowledge to resolve or improve upon local,	Does the curriculu m emphasiz es upon enhancin g Employab	Does the curriculu m and the co-curricular activities sensitize students	Does the curriculu m and the co-curric ular activities orient students	Does the curriculu m provide adequate opportuni ties for Participat ive and	Does the curricul um include avenues for using	Does the curricul um generat e inclinati on	General Comments and Suggestion	₹ ₹	Ŧ	,	F 1	· .	Ŧ
Commerce	Abhijeet Singh	22214137		3		3	3	3	3	4	4	3	4	3	3	4						
Commerce	Riya Singh	22214087	BCOM-H	3		4	4	3	4	3	4	4	4	4	2	4						
Commerce	Omkar Shivam	22214077	BCOM-H	3		4	5	5	4	5	3	5	5	5	5	4						
Commerce	Vaishnavi Tyagi	22214122	BCOM-H	3		5	5	5	5	5	5	5	5	5	5	5 The curriculur	m of our course is outstandin	ng. It covers a wide range	e of relevant topics and p	rovides a strong foundatio	n for our learning. The inclu	sion of practical exercise:
Commerce	Sumedha Sharma	22214113	BCOM-H	3		4	3	4	4	4	4	3	3	4	4	4						
Commerce	Tushar Dudeja	22214117	BCOM-H	3		4	4	5	4	5	5	4	4	4	4	5						
Commerce	Jesal Wadhwa	22214049	BCOM-H	3		4	4	4	4	5	4	4	4	4	3	4 No						
Commerce	Jasmin Joseph	22214047	BCOM-H	3		3	2	1	1	1	2	1	2	1	3	1						
Commerce	Jhalak Wadhwa	22214050	всом-н	3		4	5	4	4	4	4	4	4	4	4	4 No comments	1					
Commerce	Aditi Goyal	22214004	всом-н	3		3	3	3	3	3	3	3	3	3	3	3						
Commerce	Shubhra Joshi	22214131	всом-н	3		5	5	3	5	5	4	5	5	5	5	5						
Commerce	Yash Sharma	22214147	всом-н	3		5	4	3	3	4	4	3	3	4	5	4 Should extens	d the date of re-md semeste	r examination.				
Commerce	Shailendra Kumar Si	22214099	всом-н	3		4	3	2	1	2	4	4	3	4	2	3						
Commerce	Kali Kumari	22214052	всом-н	4		4	5	5	5	3	4	3	4	1	3	4 -						
Commerce	Tejasvi Bajpai	22214116	всом-н	4		5	4	5	5	5	5	5	5	5	4	5						
Commerce	Suyasa Nandi	22214114	всом-н	4		4	2	4	4	4	4	4	4	4	3	3						
Commerce	Nandhana Madhuso	22214070	всом-н	4		4	3	2	4	4	4	5	3	4	3	5						
Commerce	Shubhra Joshi	22214131	всом-н	4		5	5	5	5	5	5	5	5	5	5	5						
Commerce	sharad gupta	22214132	всом-н	4		3	4	2	3	4	1	3	3	3	3	3						
Commerce	Himanshu Kumar	22214043	всом-н	4		4	5	3	3	3	4	4	4	3	4	2						
Commerce	Kanya Bathla	22214054	всом-н	4		3	2	1	2	2	2	3	2	2	2	2						
Commerce	Isha Dang	22214044	всом-н	4		4	4	3	4	3	4	3	3	3	3	3.						
Commerce	Shailendra Kumar Si	22214099	всом-н	4		4	2	2	4	4	5	4	3	5	3	2						
Commerce	Md Sharique Khan	22214064	всом-н	4		3	3	3	3	3	3	3	3	3	3	3						
Commerce	Samuel Philip	22214098	всом-н	4		5	5	5	5	5	5	5	5	5	5	5						
	Divyesh Rungta	22214035	всом-н	4		3	3	3	3	3	3	3	3	3	3	3						
	Kartikay Jain	22214056		4		4	2	2	3	3	4	4	3	4	3	5 I would recom	mend that the theory part is	well taught in the classe	s but students are not we	ell versed how to apply that	t knowledge in the business	environment. More emp
	Abir Samaipati	22214003		4		4	5	4	1	3	1	1	1	1		1 Nil	/,	,				



Action Taken Report

The curriculum feedback has been taken from the students for the Academic Year 2023-24 from BCOM (Honours) students of Batch 2022-25. The students responded to the feedback for both the semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback and then discussing the required changes in BoS discussed in the meeting in the presence of Programme Coordinators, Academic Coordinator and Head of the Department and then it was discussed to propose the changes with the Curriculum Development Committee (CDC) members including members of School of Business and Management who are the part of CDC as well in the CDC meeting. The meeting was held during BoS of BCOMH programme. The following points were discussed in the meeting:

- There are major areas where students are satisfied with the curriculum structure.
- Few minor changes were suggested in CIAs during BoS to make the assignments more industry oriented and experiential.
- It was also decided to inculcate the habit of using ICT Tools by students also on regular basis and not only for assignments, projects.

Hence, as per the few changes suggested by the students, the School of Commerce, Finance and Accountancy have decided in the BoS to include such points, though there are very few points where improvements can be made as the structure has been prepared as per the requirements of the current market only.

End of the report



School of Commerce, Finance and Accountancy

Students' Curriculum Feedback Analysis and Action Taken Report

MS.c (Finance & Analytics)

Batch 2023-25

CHRIST (Deemed to be University), Delhi
NCR



Survey Open Date- 02 January, 2024

Survey End Date- 11 March, 2024

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from students, teachers, employers, alumni, and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from December 2023 to March 2024. The feedback analysis for students focuses on the curriculum and its learning-related aspects, including quality, competence, skills, and professionalism. It also takes into account issues pertaining to the delivery of the curriculum by teachers. The feedback is collected from students of Christ University. Similar to the process for teachers, the report of the response analysis is received by the university's vice chancellor or pro-vice chancellor. They further transmit it to the Internal Quality Assurance Cell (IQAC) for any necessary actions. Instructions based on the analysis are then provided to the heads of constituent colleges, who subsequently guide their respective departments to undertake appropriate steps and actions to address the concerns raised by the students. The Students provided the feedback on curriculum which are explained later in the report. The questions were on the Likert-Scale (1 to 5) which are as follows:

1	Need to improve
2	Average
3	Satisfactory
4	Good
5	Excellent

Head



Response Summary-

Classes	Total Students	% of Responses
2MSc (F&A)	14	100

Summary Report for I MSC:

Below is the list of courses for 1 MSC on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course	
1	MFA231	Data Visualizations & Business Intelligence	
2	MFA232	Predictive & Prescriptive Analytics with Machine	
		Learning	
3	MFA233	Applied Equity Research and Portfolio Management	
4	MFA234	International Financial Management	
5	MFA235	Financial Modelling and Business Valuation	
6	MFA221N	'Simulations in Computational Finance- Mandatory	
		Certification-2	

Below is the Curriculum Feedback summary report for 2MSc (F&A) Course on following parameters:

S.N	Questions	Response/ Feedback	Graphical Presentation
O			
1	Does the Syllabus	Overall students were satisfied and	Frequency
	match the course	said that the content of the	67%
	outcomes and the	curriculum satisfied the stated	
	program outcomes	objectives and learning outcomes.	17% 17%
	stated in the Program	Out of which 17% rated excellent,	0% 0%
	Curriculum ?	67% students rated good, 17%	1 2 3 4 5
		satisfactory.	



2	Does the syllabus	Overall all students were satisfied	Frequency
	include advanced	and said that the curriculum covers	50% 50%
	versions of the	advanced topics. Out of which	
	subject topics?	50% students rated excellent, 50%	
		students rated good.	0% 0% 0%
			1 2 3 4 5
3	Does the curriculum	Overall students were satisfied and	Frequency
	emphasize upon Skill	said that the curriculum enhances	50%
	Development of	their knowledge and skills in the	33%
	students?	relevant domain. Out of which	17%
		33% students rated excellent, 50%	0% 0%
		students rated good and 17%	1 2 3 4 5
		students were satisfied.	
4	Does the curriculum	Students were satisfied and said	Frequency
	lead to the	that the curriculum is effective in	67%
	development of	developing critical/ analytical	
	problem solving and	thinking. Out of which 33%	33%
	analytical thinking?	students rated excellent, 67%	
	<i>β</i>	students rated good.	0% 0% 0% 1 2 3 4 5
5	Does the curriculum	Students were satisfied and said	Frequency
	orient the students to	that the textbooks and reference	67%
	use their knowledge	materials relevant to the content of	
	to resolve or improve	LRNG into the curriculum. Out of	33%
	-		
	upon local, regional	which 33% students rated	0% 0% 0% 1 2 3 4 5
	or national issues?	excellent, 67% students rated good.	
6	Does the curriculum	Students were satisfied and said	Frequency
	emphasizes upon	that the curriculum focused	50% 50%
	enhancing	towards employability apects. Out	
	Employability aspect	of which 50% students rated	
	of students?	excellent, 50% students rated good.	0% 0% 0%
			1 2 3 4 5



Overall students were satisfied and said that the curriculum enables the students towards in service learning. Out of which Service Learning and Community Engagement? Students rated good and 17% students were satisfied. Does the curriculum and the co-curricular activities orient students towards Gender Sensitization? Does the curriculum and the co-curricular activities orient students towards Gender Sensitization? Does the curriculum and the co-curricular activities orient students towards Gender Sensitization or which 50% students rated good and 33% students are satisfied. Does the curriculum provide adequate opportunities for Participative and Experiential students rated excellent, 33% students are satisfied and agreed that the curriculum opportunities. Out of which 33% students rated excellent, 33% students rat	50%
and the co-curricular activities sensitize students to apply their knowledge in service learning. Out of which 33% students rated excellent, 33% students rated good and 17% students were satisfied. 8 Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? 9 Does the curriculum provide adequate opportunities for Participative and Experiential students rated excellent, 33% students are satisfied. 8 Does the curriculum and the co-curricular activities orient weightage in the design and development of curriculum. Out of which 50% students rated excellent, 17% students rated good and 33% students are satisfied. 9 Does the curriculum provide adequate opportunities for Participative and excellent, 33% students rated excellent, 33% stud	5
students towards Service Learning and Community Engagement? 8 Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? Boes the curriculum and the co-curricular activities orient students towards Gender Sensitization ? Does the curriculum and 33% students rated excellent, 17% students rated excellent, 17% students rated good and 33% students are satisfied. Does the curriculum provide adequate opportunities for Participative and Experiential Experiential Students rated excellent, 33% and and 33% students rated excellent, 17% students rated good and 33% students are satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 33% students rated excellent, 33% and agreed that the curriculum promotes self-study and opportunities. Out of which 33% students rated excellent, 33%	50%
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Community Engagement? Students were satisfied. 8 Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? which 50% students rated excellent, 17% students rated excellent, 17% students are satisfied. 9 Does the curriculum provide adequate opportunities for Participative and Experiential Engagement? Students were satisfied. Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 50% students rated excellent, 17% students rated good and 33% students are satisfied. Poes the curriculum provide adequate opportunities for Participative and excellent, 33% students rated excellent, 33% students rated excellent, 33% students rated excellent, 33%	50%
Engagement? students were satisfied. 8 Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? excellent, 17% students rated excellent, 17% students are satisfied. 9 Does the curriculum provide adequate opportunities for Participative and Experiential students rated good and 17% students rated good and 17% provide adequate opportunities. Out of which 33% students rated excellent, 33%	50%
8 Does the curriculum and the co-curricular activities orient students towards Gender Sensitization ? weightage in the design and development of curriculum. Out of which 50% students rated excellent, 17% students rated good and 33% students are satisfied. 9 Does the curriculum provide adequate opportunities for Participative and Experiential students rated excellent, 33% Students were satisfied with the gender sensitization topics given weightage in the design and development of curriculum. Out of which 50% students rated good and 33% students are satisfied. Frequency 17% 17% 17% 17% 17% 17% 17% 17	50%
and the co-curricular activities orient students towards Gender Sensitization ? weightage in the design and development of curriculum. Out of which 50% students rated excellent, 17% students rated good and 33% students are satisfied. 9 Does the curriculum provide adequate opportunities for Participative and Experiential Sender Sensitization weightage in the design and development of curriculum. Out of which 50% students rated good and 33% students are satisfied. Frequency 33% 33% 33% 33% 53% 53% 53% 53% 53% 53	50%
activities orient students towards Gender Sensitization ? Does the curriculum provide adequate opportunities for Participative and Experiential weightage in the design and development of curriculum. Out of which 50% students rated excellent, 17% students rated good and 33% students are satisfied. Prequency requency students rated excellent, 33% Students are satisfied and agreed that the curriculum opportunities. Out of which 33% students rated excellent, 33% students rated excellent, 33%	50%
students towards Gender Sensitization ? which 50% students rated excellent, 17% students rated good and 33% students are satisfied. 9 Does the curriculum provide adequate opportunities for Participative and Experiential development of curriculum. Out of which 50% students rated excellent, 17% students rated good and 33% students are satisfied and agreed that the curriculum provide adequate opportunities for promotes self-study and opportunities. Out of which 33% students rated excellent, 33%	
Gender Sensitization ? which 50% students rated excellent, 17% students rated good and 33% students are satisfied. 9 Does the curriculum provide adequate opportunities for Participative and Experiential which 50% students rated excellent, 17% students rated good and 33% students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 33% students rated excellent, 33%	
? excellent, 17% students rated good and 33% students are satisfied. 9 Does the curriculum provide adequate opportunities for promotes self-study and Participative and opportunities. Out of which 33% Experiential students rated excellent, 33%	
and 33% students are satisfied. 9 Does the curriculum provide adequate opportunities for promotes self-study and Participative and excellent, 17% students rated good and 33% students are satisfied. Frequency 33% 33% 33% 33% 33% 33% 33% 33% 33% 33	
9 Does the curriculum provide adequate opportunities for Participative and Experiential Students rated excellent, 33% Overall students were satisfied and agreed that the curriculum promotes self-study and opportunities. Out of which 33% Experiential students rated excellent, 33%	5
provide adequate agreed that the curriculum opportunities for promotes self-study and opportunities. Out of which 33% Experiential students rated excellent, 33%	
provide adequate agreed that the curriculum opportunities for promotes self-study and Participative and opportunities. Out of which 33% Experiential students rated excellent, 33%	
Participative and opportunities. Out of which 33% Experiential students rated excellent, 33%	33%
Experiential students rated excellent, 33%	
Experiential students rated excellent, 33%	
Learning? students rated good and 33%	5
students found it satisfactory.	
10 Does the curriculum Overall students were satisfied and Frequency	
include avenues for said that the curriculum meets	50%
using adequate ICT expectations in terms of ICT Tool'	
Tools for imparting usage. Out of which 50% students	
education? rated excellent, 50% students rated	
good.	



11	Does the curriculum	Overall students were satisfied and		Fre	equency		
	generate inclination	said that the curriculum meets your				67%	
	amongst students	overall expectations. Out of which					
	towards higher	17% students rated excellent, 67%			17%		17%
	education?	students rated good and 17% found	0%	0%	1770		1776
		the curriculum satisfactory.	1	2	3	4	5
12	General Comments	Great course					
	and Suggestions:						

Overall Analysis

General Comments and Suggestions:

- 1. Great course.
- 2. Need to introduce topics like Mysql, Finance for Economics and Quantitative Methods for Finance as a compulsory subjects. Most of the CIA-1&2 in Data Analytics should be in project format, so that it can be shared upon Githubs for better employment opportunities.



Sample Feedbacks taken from students via Google Form consolidated in MS-Excel:

	С	D	E	F	G	J	K	L	M	N	0	P	Q	R	S	T	U	
1	NAME OF THE DEPART MENT =	Name of the Student =		Name of the Progr	Se me ste	Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculu m?	Does the syllab us includ e advan ced versio ns of the subjec t topics	Does the curricul um emphasi ze upon Skill Develop ment of student	Does the curriculu m lead to the develop ment of problem solving and analytical thinking	Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?	Does the curriculu m emphasiz es upon enhancin g Employa bility aspect of students = ?	Does the curriculum and the co-curric ular activities sensitize students towards Service Learning and Community Engagem = ent?	Does the curriculu m and the co-curric ular activities orient students towards Gender Sensitizat	Does the curriculu m provide adequate opportunities for Participat ive and Experient ial Learning = ?	Does the curricul um include avenues for using adequat e ICT Tools for impartin g educatio = n?	Does the curricul um generat e inclinati on amongs t student s towards higher educati	General Comments and Suggestion	
2	Commerce	Alvin Kurian	23224013	MSc-FA	- 1	5	5	5 5	5 5		5	5	5 .	5	5	5	5 Na	
19	Commerce	Hari Sankar B S	23224007	MSc-FA	1	4	1	4 5	5 4	ı	2	4	4	4	5	5	4	
21	Commerce	Hajuna Rafeeq	23224005	MSc-FA	1	2	2	4 2	2 4	ı	4	3	2	4	4	4	4	
22	Commerce	Devangi Sharma	23224004	MSc-FA	1	3	3	3 4	1 4	ı	3	3	3	3	4	4	3	
25	Commerce	Blessy Thomas	23224003	MSc-FA	1	3	3	4 5	5 4	ı	3	5	4	3	4	5	5	
38	Commerce	Tanya Thomas	23224012	MSc-FA	1	3	3	3 2	2 3	1	3	1	1	1	3	3	4	
112	Commerce	Priyanka S	23224011	MSc-FA	2	4	1	3 3	3	l .	2	3	3	1	3	3	1	
116	Commerce	Ankit Srivastava	23224002	MSc-FA	1	4	1	4 4	1 4		4	4	4	4	4	4	4 Great course.	
195	Commerce	Aniket Singh	23224001	MSc-FA	2	4	1	4 4	1 3	1	3	4	3 4	4	4	5	5 Need to introduc	e topic
200	Commerce	Abhimanyu Sharma	23224014	MSc-FA	2	4	1	5 5	5 5	i	5	5	5	5	5	5	5	
228	Commerce	Praneet Kumar	23224015	MSc-FA	2	3	3	4 2	2		3	3	3	3	3	3	3	
234	Commerce	Blessy Thomas	23224003	MO- EA	2			3			4	4			C	5	4	

Action Taken Report

The curriculum feedback has been taken from the students for the Academic Year 2023-24 from MSc (Finance & Analytics) students of Batch 2023-25. The students responded to the feedback for both the semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback and then discussing the required changes in BoS discussed in the meeting in the presence of Programme Coordinators, Academic Coordinator and Head of the Department and then it was discussed to propose the changes with the Curriculum Development Committee (CDC) members including members of School of Business and Management who are the part of CDC as well in the CDC meeting. The meeting was held during BoS of MSc (F&A) program. The following points were discussed in the meeting:

- There are major areas where students are satisfied with the curriculum structure.
- Few minor changes were suggested in CIAs during BoS to make the assignments more industry oriented and experiential.
- It was also decided to inculcate the habit of using ICT Tools by students also on regular basis and not only for assignments, projects.

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Hence, as per the few changes suggested by the students, the School of Commerce, Finance and Accountancy have decided in the BoS to include such points, though there are very few points where improvements can be made as the structure has been prepared as per the requirements of the current market only.

Batch 2022-2024

Response Summary-

Classes	Total Students	% of Responses
4MSc (F&A)	15	83.33

Below is the list of courses on the basis of which the feedback was taken by the students:

S.NO	Course Code	Title of the Course
1	MFA331N	Stochastic Finance
2	MFA332N	Big Data Analytics
3	MFA333N	Financial Analytics
4	MFA334N	Strategic Management and Business Transformations
5	MFA335N Applied Derivatives and Risk Managemen	
6	MFA336N	Fixed Income Securities and Treasury Management
		Elective Course
	MFA361AN	Marketing Analytics
	MFA361BN	HR Analytics
	MFA361CN	Operations and Supply Chain Analytics
	MFA381N	Internship

Below is the Curriculum Feedback summary report for 4MSc (F&A) Course on following parameters:



S.N	Questions	Response/ Feedback	Graphical Presentation
o			
1	Does the Syllabus	Overall students were satisfied and	
	match the course	said that the content of the	
	outcomes and the	curriculum satisfied the stated	40%
	program outcomes	objectives and learning outcomes.	60%
	stated in the Program	Out of which 60% students rated	
	Curriculum ?	good, 40% satisfactory.	
2	Does the syllabus	Overall all students were satisfied	
	include advanced	and said that the curriculum covers	
	versions of the	advanced topics. Out of which	30%
	subject topics?	70% students rated excellent, 30%	70%
		students rated good.	
3	Does the curriculum	Overall students were satisfied and	
	emphasize upon Skill	said that the curriculum enhances	
	Development of	their knowledge and skills in the	50% 50%
	students?	relevant domain. Out of which	
		50% students rated good and 50%	
		students were satisfied.	
4	Does the curriculum	Students were satisfied and said	
	lead to the	that the curriculum is effective in	25%
	development of	developing critical/ analytical	**
	problem solving and	thinking. Out of which 75%	75%
	analytical thinking?	students rated excellent, 25%	
		students rated good.	
5	Does the curriculum	Students were satisfied and said	
	orient the students to	that the textbooks and reference	
	use their knowledge	materials relevant to the content of	32%
	to resolve or improve	LRNG into the curriculum. Out of	68%
	upon local, regional	which 68% students rated	
	or national issues?	excellent, 32% students rated good.	



6	Does the curriculum	Students were satisfied and said	
	emphasizes upon	that the curriculum focused	
	enhancing	towards employability apects. Out	50% 50%
	Employability aspect	of which 50% students rated	
	of students?	excellent, 50% students rated good.	
7	Does the curriculum	Overall students were satisfied and	
	and the co-curricular	said that the curriculum enables the	24%
	activities sensitize	students to apply their knowledge	
	students towards	in service learning. Out of which	76%
	Service Learning and	76% students rated excellent, 24%	
	Community	students rated good.	
	Engagement ?		
8	Does the curriculum	Students were satisfied with the	
	and the co-curricular	gender sensitization topics given	12%
	activities orient	weightage in the design and	**
	students towards	development of curriculum. Out of	88%
	Gender Sensitization	which 88% students rated	
	?	excellent, 12% students rated good.	
9	Does the curriculum	Overall students were satisfied and	
	provide adequate	agreed that the curriculum	24%
	opportunities for	promotes self-study and	
	Participative and	opportunities. Out of which 76%	76%
	Experiential	students rated excellent, 24%	
	Learning?	students rated good.	
10	Does the curriculum	Overall students were satisfied and	
	include avenues for	said that the curriculum meets	
	using adequate ICT	expectations in terms of ICT Tool'	50%
	Tools for imparting	usage. Out of which 50% students	
	education ?	rated excellent, 50% students rated	
		good.	
	ı	ı	





11	Does the curriculum	Overall students were satisfied and				
	generate inclination	said that the curriculum meets your				
	amongst students	overall expectations. Out of which	50% 50%			
	towards higher	50% students rated excellent, 50%				
	education?	students rated good.				
12	General Comments	Great program curr	riculum, some trending topics like			
	and Suggestions:	Quantum, PySpark can be included.				

Overall Analysis

General Comments and Suggestions:

- 1. Great curriculum, includes most of the trending technologies.
- 2. Need to add some trending workshops like Quantum for Finance Professionals, PySpark, Detailed SQL for better understanding and industry readiness.

Action Taken Report

The curriculum feedback has been taken from the students for the Academic Year 2023-24 from MSc (Finance & Analytics) students of Batch 2022-2024 The students responded to the feedback for both the semesters. The feedback on curriculum was taken through google form prepared with questions on their curriculum and syllabus and answers were taken on 5-likert scale on which the students responded. Based on the responses of the students, as per the process of taking curriculum feedback and then discussing the required changes in BoS discussed in the meeting in the presence of Programme Coordinators, Academic Coordinator and Head of the Department and then it was discussed to propose the changes with the Curriculum Development Committee (CDC) members including members of School of Business and Management who are the part of CDC as well in the CDC meeting. The meeting was held during BoS of MSc (F&A) program. The following points were discussed in the meeting:

• There are major areas where students are satisfied with the curriculum structure.



- Few minor changes were suggested in CIAs during BoS to make the assignments more industry oriented and experiential.
- It was also decided to inculcate the habit of using ICT Tools by students also on regular basis and not only for assignments, projects.

Hence, as per the few changes suggested by the students, the School of Commerce, Finance and Accountancy have decided in the BoS to include such points, though there are very few points where improvements can be made as the structure has been prepared as per the requirements of the current market only.

End of the report



School of Commerce, Finance & Accountancy

Alumni Curriculum Feedback Analysis and Action Taken Report

CHRIST (Deemed to be University) Delhi-NCR Campus

2023-24

Survey Open Date - October 26, 2023

Survey End Date - January 30, 2024

Christ University's Feedback Analysis Committee is responsible for designing and

collecting feedback from various stakeholders to assess and evaluate the quality of its

curriculum and related matters. The feedback forms are obtained from students, teachers,

employers, alumni, and professionals. To enhance the feedback process from all

stakeholders, Christ University tailors the feedback targeting specific content for different

groups. The School of Commerce Finance and Accountancy, for example, compiles a

Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering

feedback from October to January 2024.

The Curriculum Feedback Analysis and Action Taken Report Policy is established to

ensure the continuous enhancement and improvement of educational programs.

Policy

The policy aims to collect feedback from stakeholders, including students, faculty,

administrators, and industry partners, Academic peers regarding various aspects of the

curriculum, such as content, delivery methods, assessment strategies, and learning

outcomes. Through systematic analysis of this feedback, in the form of introduction of new

subjects trends, and areas for improvement are identified as a form of feedback analysis

after this discussion in CDC/BOS

The finalized Action Taken Report outlines specific recommendations for curriculum

enhancements, modifications, or revisions. This process involves multiple steps, including

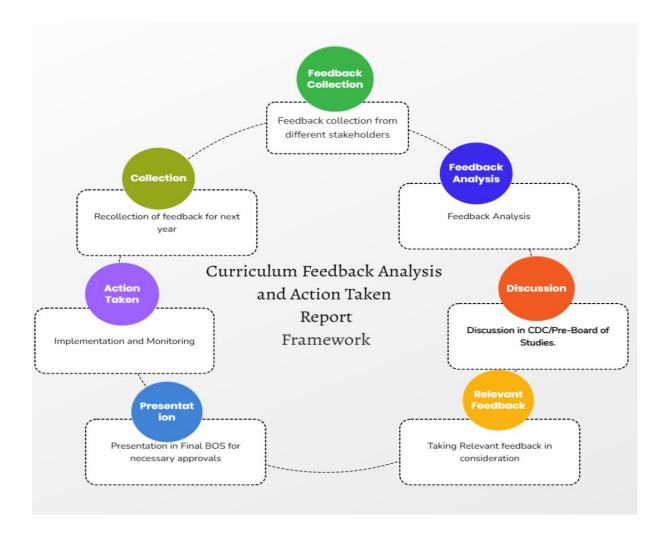
the collection of feedback, analysis, approval of the Action Taken Report, implementation

of actions, and communication with stakeholders.

chool of Commerce, Finance & Accountancy
CHRIST Deemed be University

Delhi NCR

A flow chart illustrating this process ensures clarity and consistency in the execution of each step.



Feedback collection -

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum. Feedback collection stands as a crucial endeavor in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.

Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC)team members

and class teachers of respective classes play a pivotal role in systematically collating,

synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty,

administrators, and industry partners. By employing rigorous methodologies and leveraging

technological tools, the IQAC team members and class teachers of respective classes ensure

that insights gleaned from feedback are comprehensively analyzed to identify key areas for

improvement in our curriculum and educational practices. Through this meticulous process,

we endeavor to uphold the highest standards of quality assurance and continuously enhance

the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum

Development Committee (CDC) and a pre-board meeting of the Board of Studies, these

gatherings serve as critical forums for in-depth deliberations on the feedback received from

various stakeholders regarding the curriculum, through collaborative dialogue and thorough

examination, the CDC and Board of Studies analyze the feedback to discern overarching

themes, identify areas of strength, and pinpoint opportunities for enhancement within the

curriculum. These meetings not only facilitate alignment with academic standards and

institutional goals but also foster a culture of continuous improvement in our educational

endeavors.

Feedback collection - Feedback collection from different stakeholders including students,

faculty, administrators, and industry partners, Academic peers regarding various aspects of

the curriculum process of feedback analysis.

In the process of discussion of Feedback a meeting will be called of CDC curriculum

development committee and a pre-board meeting of the Board of studies, the Internal Quality

Assurance Cell (IQAC)team members and class teachers of respective classes plays a pivotal

role in systematically collating, synthesizing, and interpreting feedback from diverse

stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analyzed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students.

Response Summary

There are 20 Responses received out of which 6 are BBA Finance and Accountancy Course

ALumni, 11 are BCOM Honours Course Alumni and 3 are BCOM Professional Course Alumni

from the School of Commerce, Finance and Accountancy.

Christ University's Feedback Analysis Committee is responsible for designing and collecting

feedback from various stakeholders to assess and evaluate the quality of its curriculum and

related matters. The feedback forms are obtained from students, teachers, employers, alumni,

and professionals. To enhance the feedback process from all stakeholders, Christ University

tailors the feedback targeting specific content for different groups. The School of Commerce

Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action

Taken Report on an annual basis, gathering feedback from October to January 2024.

For Alumni, it aimed for responses on adequateness of courses curriculum, sufficiency of

syllabus content in context of current professional standards and curriculum design in context

of development of self-directed learning and problem solving approach.

The university's vice chancellor or pro-vice chancellor receives the report of the response

analysis, which is then passed on to IQAC for any necessary action. All of the constituent

colleges' heads are then given instructions based on the analysis after that department will take

the appropriate steps and actions in order to address the issues brought up by the Alumni's.

Below is the Question wise Overall Feedback from the Alumni of School of Commerce,

Finance and Accountancy for the 2020-23 batch based on histogram:

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CHRIST Deemed be University

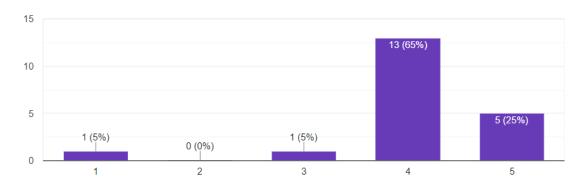
Delhi NCR

1.



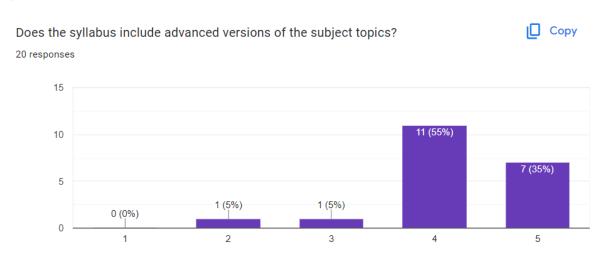
Сору

20 responses



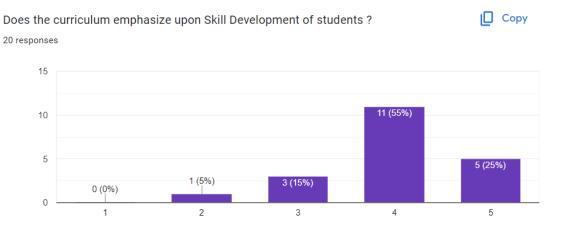
Overall alumni's were satisfied and said that Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum. Out of which 25% alumni's rated excellent, 65% rated good and 5% alumni's were satisfied.

2.

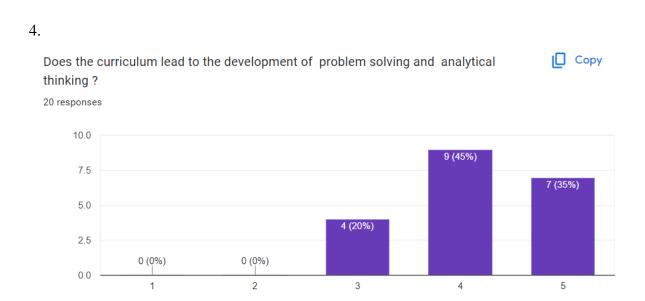


Overall alumni were satisfied and said that the syllabus includes advanced versions of the subject topics. Out of which 35% alumni's rated excellent,55% rated good and 5% alumni's were satisfied.

3.



Overall alumni's were satisfied and said that curriculum emphasize upon Skill Development of students. Out of which 25% alumni's rated excellent, 55% rated good and 15% alumni's were satisfied.



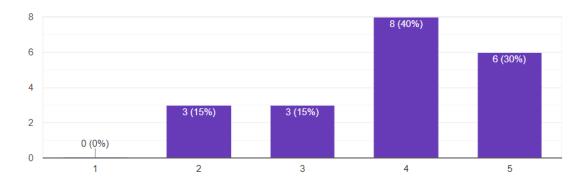
Overall alumni's were satisfied and said that curriculum lead to the development of problem solving and analytical thinking. Out of which 35% alumni's rated excellent, 45% rated good and 20% alumni's were satisfied.

5.

Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?

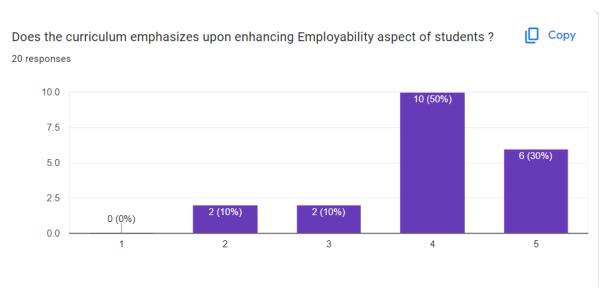
Сору

20 responses



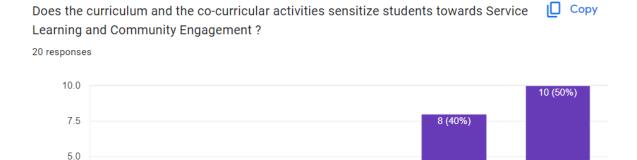
Overall alumni's were satisfied and said that curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues. Out of which 30% alumni's rated excellent, 40% rated good and 15% alumni's were satisfied.

6.



Overall alumni's were satisfied and said that curriculum emphasizes upon enhancing Employability aspect of students. Out of which 30% alumni's rated excellent, 50% rated good and 10% alumni's were satisfied.

7.



Overall alumni's were satisfied and said that curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement. Out of which 50% alumni's rated excellent, 40% rated good and 10% alumni's were satisfied.

0 (0%)

2

2 (10%)

3

4

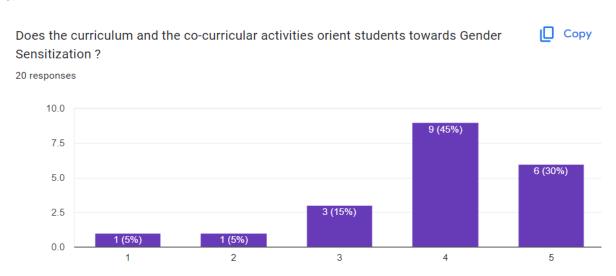
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8.

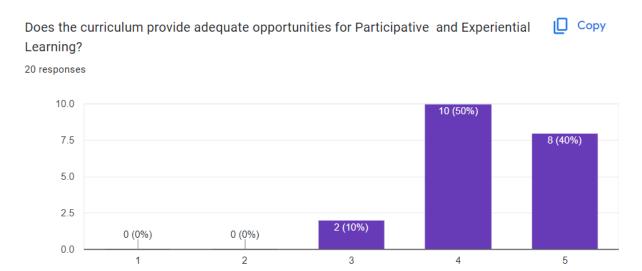
2.5

0.0

0 (0%)



Overall alumni's were satisfied and said that curriculum and the co-curricular activities orient students towards Gender Sensitization . Out of which 30% alumni's rated excellent, 45% rated good and 15% alumni's were satisfied.



Overall alumni's were satisfied and said that curriculum provide adequate opportunities for Participative and Experiential Learning. Out of which 40% alumni's rated excellent, 50% rated good and 10% alumni's were satisfied.

Action Taken

It's important to consider Alumni's feedback. Alumni are better at knowing which students

will quickly grasp the material and which would require additional time. In order to improve

education, Alumnis recommendations on the curriculum for all 4 programmes in the School

of Commerce, Finance, and Accountancy for the odd and even semester of 2023-2043 were

gathered.

The Alumni of the respective programmes responded to the input. Using a Google form that

asked them about the current curriculum and syllabus, Alumnis provided feedback on the

curriculum. A 5-likert scale was used to compile the responses. The School of Commerce,

Finance & Accountancy was scheduled for a faculty meeting with the Programme Coordinators

and the Head of the Department in response to the suggestions provided by the Alumni's. It

was then decided to discuss the modifications with the members of the Curriculum

Development Committee (CDC). The meeting was held on February 5, 2024, to talk about the

Alumnis responses, and the main points were covered:

• What were the responses of Alumnis?

• How far are the Alumnis satisfied with the curriculum in the odd and even semester?

• For those who are not satisfied or not given the satisfactory feedback, points discussed

on what has to be done in regard to that and how much changes are required in the

curriculum in regard to the same?

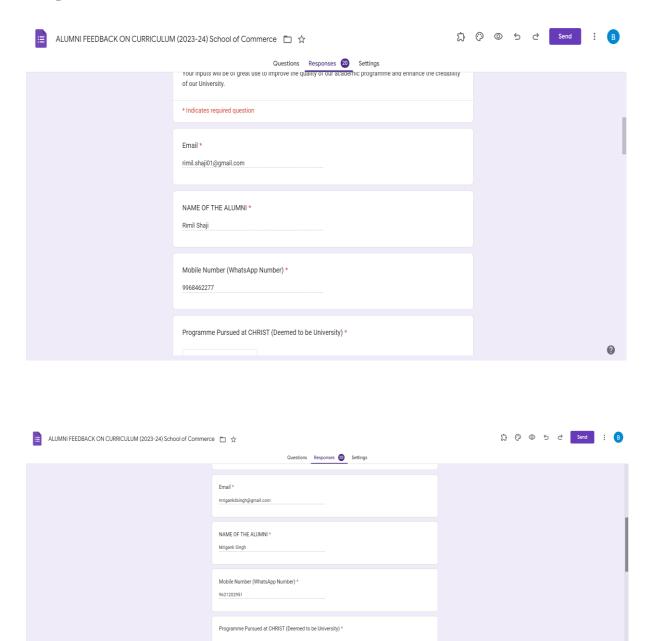
The curriculum needs to be revised in the areas where Alumnis were dissatisfied, as shown by

the histograms given in the report above for various points, it was also decided during the

meeting. The faculties have come to an agreement, and the reforms will start to be applied in

the following semester.

Sample Feedbacks



Year of Graduation *

After completing your graduation you went on to *

4

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Delhi NCR



School of Commerce, Finance & Accountancy

Academic Peer Feedback Analysis and Action Taken Report

CHRIST (Deemed to be University)

Delhi-NCR Campus

2023-24

Survey Open Date - October 26, 2023

Survey End Date - January 30, 2024

Christ University's Feedback Analysis Committee is responsible for designing and collecting

feedback from various stakeholders to assess and evaluate the quality of its curriculum and

related matters. The feedback forms are obtained from students, teachers, employers, alumni,

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Curriculum Feedback Analysis and Action Taken Report Policy is established to ensure the

continuous enhancement and improvement of educational programs.

Policy

The policy aims to collect feedback from stakeholders, including students, faculty,

administrators, and industry partners, Academic peers regarding various aspects of the

curriculum, such as content, delivery methods, assessment strategies, and learning outcomes.

Through systematic analysis of this feedback, in the form of introduction of new subjects

trends, and areas for improvement are identified as a form of feedback analysis after this

discussion in CDC/BOS.

The finalized Action Taken Report outlines specific recommendations for curriculum

enhancements, modifications, or revisions. This process involves multiple steps, including

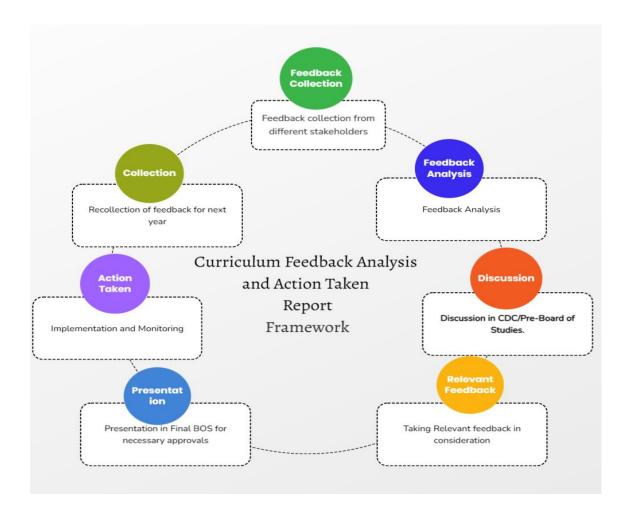
the collection of feedback, analysis, approval of the Action Taken Report, implementation

of actions, and communication with stakeholders.

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Delhi NCR

A flow chart illustrating this process ensures clarity and consistency in the execution of each step.



Feedback collection

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum.

Feedback collection stands as a crucial endeavor in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, ssalongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.

Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC)team

members and class teachers of respective classes play a pivotal role in systematically

collating, synthesizing, and interpreting feedback from diverse stakeholders, including

students, faculty, administrators, and industry partners. By employing rigorous

methodologies and leveraging technological tools, the IQAC team members and class

teachers of respective classes ensure that insights gleaned from feedback are

comprehensively analyzed to identify key areas for improvement in our curriculum and

educational practices. Through this meticulous process, we endeavor to uphold the highest

standards of quality assurance and continuously enhance the educational experience for

our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum

Development Committee (CDC) and a pre-board meeting of the Board of Studies, these

gatherings serve as critical forums for in-depth deliberations on the feedback received from

various stakeholders regarding the curriculum, through collaborative dialogue and

thorough examination, the CDC and Board of Studies analyze the feedback to discern

overarching themes, identify areas of strength, and pinpoint opportunities for enhancement

within the curriculum. These meetings not only facilitate alignment with academic

standards and institutional goals but also foster a culture of continuous improvement in our

educational endeavors.

Feedback collection - Feedback collection from different stakeholders including students,

faculty, administrators, and industry partners, Academic peers regarding various aspects of

the curriculum process of feedback analysis

In the process of discussion of Feedback a meeting will be called of CDC curriculum

development committee and a pre-board meeting of Board of studies, the Internal Quality

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pivotal role in systematically collating, synthesizing, and interpreting feedback from

diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC ensures that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from diverse stakeholders, including students, faculty, administrators, industry partners, and academic peers, through surveys, focus groups, interviews, and other means. Next, the feedback is meticulously reviewed and categorized to identify recurring themes, areas of consensus, and specific suggestions for improvement. Subsequently, a structured discussion is held within relevant committees, such as the Curriculum Development Committee (CDC) and the Board of Studies, where the feedback is thoroughly analyzed, and potential implications for the curriculum are explored. Throughout this process, emphasis is placed on prioritizing feedback that aligns with institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of

feedback collected from various stakeholders was meticulously presented to facilitate

necessary approvals for improvements in our curriculum and educational practices. The

analysis process involved thorough examination and categorization of feedback to identify

recurring themes, areas of consensus, and specific suggestions for enhancement. Through

structured discussions within the BOS, key areas for improvement were identified based

on the insights gleaned from the feedback analysis. By presenting the analysis in a clear

and concise manner, the BOS members were able to gain a holistic understanding of the

feedback and its implications for curriculum development. Ultimately, the presentation

served as a crucial step towards obtaining necessary approvals for implementing changes

aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for

improvement in our curriculum and educational practices, proactive actions were taken to

implement necessary changes. These actions included revising course materials, updating

teaching methodologies, enhancing assessment practices, and incorporating emerging

trends and industry standards. Additionally, a robust monitoring system was established to

track the progress of implementation and evaluate the effectiveness of the changes made.

Regular feedback loops were established to gather input from stakeholders and make

adjustments as needed. By taking decisive actions and closely monitoring the

implementation process, we aimed to ensure that the feedback analysis translated into

tangible improvements that positively impacted the educational experience of our students.

Action Taken: Implementation and Monitoring

School of Commerce, Finance & Accountance CHRIST Deemed be University

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular feedback loops were established to gather input from stakeholders and make adjustments as needed. By taking decisive actions and closely monitoring the implementation process, we aimed to ensure that the feedback analysis translated into tangible improvements that positively impacted the educational experience of our students. The impact of this feedback loop is significant, as it facilitates continuous improvement, ensures alignment with program and course objectives, and ultimately enhances the overall quality of educational offerings.

Response Summary

There are 8 responses received out of which Academic peer various institutions such as Marwadi University, Thanthai periyar Govt College, Tiruchirapalli, Tamil Nadu, JEMTEC, UPTU, CCSU, JIMS Noida, Galgotias college of engineering and technology and more.

Christ University's Feedback Analysis Committee is responsible for designing and collecting feedback from various stakeholders to assess and evaluate the quality of its curriculum and related matters. The feedback forms are obtained from academic peers and professionals. To enhance the feedback process from all stakeholders, Christ University tailors the feedback targeting specific content for different groups. The School of Commerce Finance and Accountancy, for example, compiles a Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering feedback from October to January 2023.

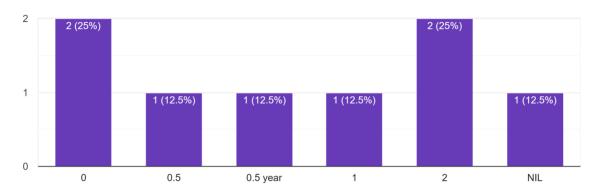
For Academic peers, it aimed for responses on adequateness of course curriculum, sufficiency of syllabus content in context of current professional standards and curriculum design in context of development of self-directed learning and problem solving approach.

The university's vice chancellor or pro-vice chancellor receives the report of the response analysis, which is then passed on to IQAC for any necessary action. All of the constituent colleges' heads are then given instructions based on the analysis after that department will take the appropriate steps and actions in order to address the issues brought up by the Academic peers.

Below is the Question wise Overall Feedback from the Academic peer based on histogram:

1.

Experience in Industry/R&D (Number of Years)* 8 responses



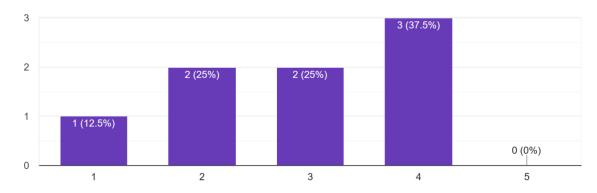
Academic peer review is a cornerstone of scholarly research, ensuring the quality and validity of scientific work. Peers, typically experts in the same field, rigorously evaluate research papers before publication, offering constructive feedback and critique. This process helps maintain standards of excellence, verifies research integrity, and facilitates knowledge dissemination.

In industry, peer review takes on a slightly different but equally crucial role. Here, peers are professionals within the same organization or industry, possessing practical experience and subject matter expertise. Their evaluation of projects, proposals, or products ensures alignment with organizational goals, regulatory compliance, and customer satisfaction.

Academic peer were all are very experience in the academic industry Out of which 25% Academic peers are having research experience of more than 2 years, 65% is working in academic institutions.

2.

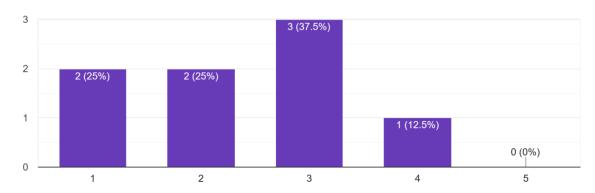




The curriculum seems to satisfy the stated objective and learning outcome by providing a comprehensive overview of academic peer review, including its principles, importance, and procedures. Additionally, it highlights the adaptation of peer review practices in industry, emphasizing the role of peers in ensuring alignment with organizational goals and regulatory requirements. Academic peers 37.5 were said that the syllabus includes advanced versions of the subject topics. Out of which 50% of academic peers rated excellent, 12.5 % rated good.

3.

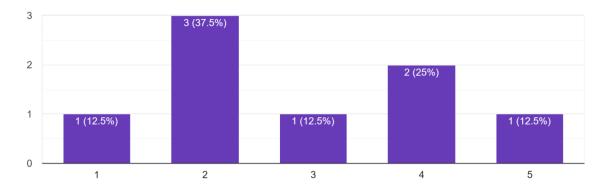
Is the curriculum effective in developing independent thinking? 8 responses



Academic peers were asked to assess the effectiveness of the curriculum in fostering independent thinking. Among them, 37.5% rated it as excellent, while 50% indicated that it could be improved. This feedback suggests that while a significant portion of academic peers found the curriculum to be highly effective in promoting independent thinking, there is still room for enhancement according to half of the respondents.

4.

Does the curriculum enable the student to apply their knowledge in real life? 8 responses

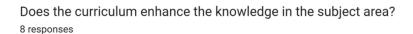


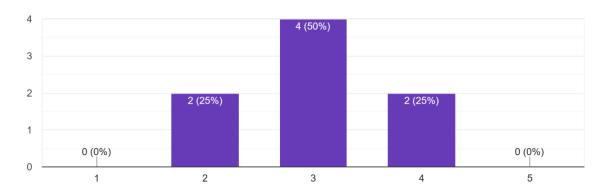
The curriculum is designed to enable students to apply their knowledge in real-life situations. By emphasizing practical applications and providing opportunities for hands-on learning, students gain the skills and confidence needed to translate theoretical concepts into real-world

scenarios. This approach encourages critical thinking, problem-solving, and the ability to adapt knowledge to diverse contexts. Overall, the curriculum aims to prepare students for success beyond the classroom by equipping them with the tools to effectively apply their learning in various real-life situations. Good: 37.5 % Represents a solid understanding of the subject matter with few minor gaps or areas for improvement.

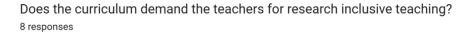
12.5 % rated the syllabus as Very Good which Reflects a strong understanding of the subject matter with minimal deficiencies and the ability to apply knowledge effectively in various contexts. 37.5 rated the syllabus as excellent which demonstrates an exceptional level of understanding and mastery of the subject matter, with the ability to critically analyze, synthesize, and apply knowledge creatively.

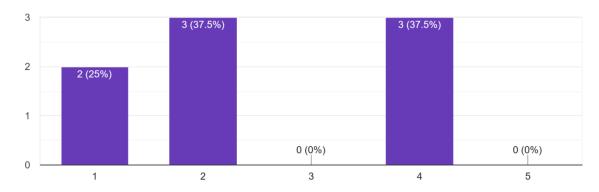
5.





Academic peers were surveyed to evaluate whether the curriculum enhances knowledge in the subject area. Among the respondents, 25% rated it as fair, indicating a basic level of improvement in knowledge. Half of the peers, accounting for 50%, rated the curriculum as very good, suggesting a strong enhancement in understanding and proficiency. Additionally, 25% of academic peers rated the curriculum as excellent, indicating an exceptional level of knowledge enrichment within the subject area.

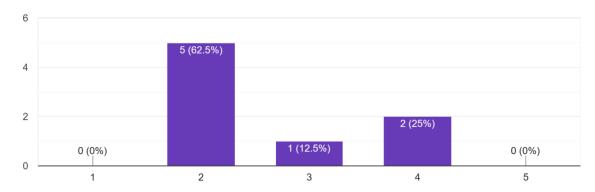




Academic peers were surveyed to evaluate the effectiveness of the curriculum regarding its demand for teachers to incorporate research-inclusive teaching methods. The responses indicate a diverse range of perspectives: 25% of respondents indicated that the curriculum "Needs Improvement," suggesting a significant deficiency in prompting teachers to adopt research-inclusive teaching practices. 37.5% of peers rated the curriculum as "Fair," indicating a basic level of demand for research-inclusive teaching methods but with notable areas for enhancement. Another 37.5% of respondents rated the curriculum as "Very Good," suggesting that it effectively encourages teachers to incorporate research-inclusive teaching practices, though there may still be room for improvement.

7.

Does the curriculum meet the benchmark of the academic standards for the mentioned program? 8 responses



Academic peers were surveyed to assess the effectiveness of the curriculum in meeting the benchmark of academic standards for the mentioned program. The responses indicate: 62.5% rated the curriculum as "Good," suggesting that it generally meets the benchmark of academic standards for the program, with room for some improvement. 12.5% of peers rated it as "Very Good," indicating that the curriculum surpasses expectations and aligns well with the academic standards for the program. 25% of respondents rated the curriculum as "Excellent," signifying that it not only meets but exceeds the benchmark of academic standards, demonstrating exceptional alignment and effectiveness.

Academic peers have provided several suggestions for curriculum improvement:

Introduce dedicated units in each subject focusing on emerging trends and challenges within

the domain. These sessions should be conducted in a workshop format rather than traditional

lecture-style delivery. Acknowledge the curriculum's exhaustiveness, indicating its

comprehensive coverage and regular updates. Emphasize the importance of consistently

updating the curriculum to align with recent advancements in research and development.

Stress the necessity for ground-level efforts to implement suggested changes effectively.

An assessment of the effectiveness of the curriculum was conducted through a survey among

academic peers. This evaluation focused on analyzing the outcomes derived from both the

Action Taken Report and the Impact Analysis. The Action Taken Report documented the steps

taken to address any identified shortcomings or areas for improvement within the curriculum.

It provided a detailed account of the initiatives implemented, modifications made, and

strategies employed to enhance the curriculum's efficacy.

Impact Analysis

It delved into the tangible effects resulting from these actions. It scrutinized how the

implemented changes influenced various aspects such as student learning outcomes,

engagement levels, and overall educational experience. This analysis sought to quantify the

extent to which the curriculum adjustments positively impacted the academic environment and

the achievement of educational goals. By surveying academic peers, insights were gathered

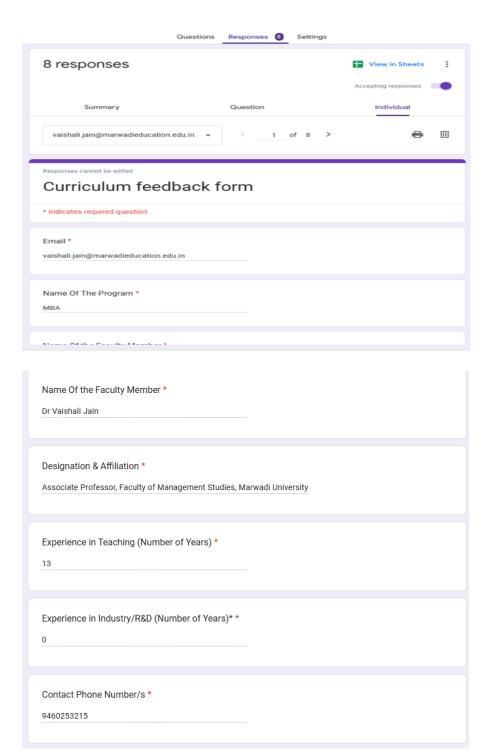
regarding their perceptions of the effectiveness of the curriculum following the implementation

of these changes. Peers were asked to evaluate the extent to which the curriculum

enhancements aligned with the intended objectives and contributed to an improved learning

experience.

Sample Feedbacks



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Head
School of Commerce, Finance & Accountancy
CHRIST Deemed be University
Delhi NCR

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School of Commerce, Finance & Accountancy

Faculty Curriculum Feedback Analysis and Action Taken Report

CHRIST (Deemed to be University) Delhi-NCR Campus

2023-24

Survey Open Date - October 26, 2023

Survey End Date - January 30, 2024

Christ University's Feedback Analysis Committee is responsible for designing and

collecting feedback from various stakeholders to assess and evaluate the quality of its

curriculum and related matters. The feedback forms are obtained from students, teachers,

employers, alumni, and professionals. To enhance the feedback process from all

stakeholders, Christ University tailors the feedback targeting specific content for different

groups. The School of Commerce Finance and Accountancy, for example, compiles a

Curriculum Feedback Analysis and Action Taken Report on an annual basis, gathering

feedback from October to January 2024.

The Curriculum Feedback Analysis and Action Taken Report Policy is established to

ensure the continuous enhancement and improvement of educational programs.

Policy

The policy aims to collect feedback from stakeholders, including students, faculty,

administrators, and industry partners, Academic peers regarding various aspects of the

curriculum, such as content, delivery methods, assessment strategies, and learning

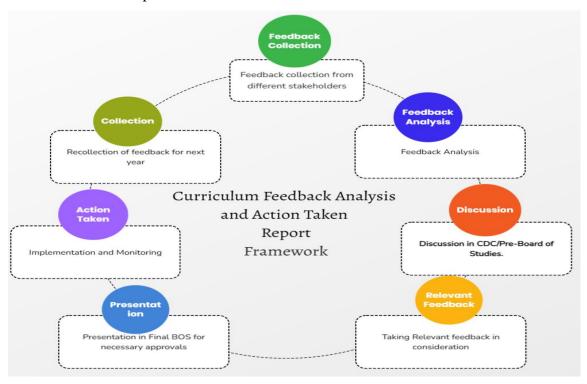
outcomes. Through systematic analysis of this feedback, in the form of introduction of new

subjects trends, and areas for improvement are identified as a form of feedback analysis

after this discussion in CDC/BOS.

The finalized Action Taken Report outlines specific recommendations for curriculum enhancements, modifications, or revisions. This process involves multiple steps, including the collection of feedback, analysis, approval of the Action Taken Report, implementation of actions, and communication with stakeholders.

A flow chart illustrating this process ensures clarity and consistency in the execution of each step.



Feedback collection

Feedback collection from different stakeholders including students, faculty, administrators, and industry partners, Academic peers regarding various aspects of the curriculum.

Feedback collection stands as a crucial endeavor in our pursuit of academic excellence, involving stakeholders such as students, faculty, administrators, and industry partners, alongside academic peers. This multifaceted feedback provides invaluable insights into various aspects of our curriculum, aiding in its continual refinement to meet the evolving needs of our educational community.

Process of feedback analysis

In the process of feedback analysis, the Internal Quality Assurance Cell (IQAC) team members and class teachers of respective classes play a pivotal role in systematically collating, synthesizing, and interpreting feedback from diverse stakeholders, including students, faculty, administrators, and industry partners. By employing rigorous methodologies and leveraging technological tools, the IQAC team members and class teachers of respective classes ensure that insights gleaned from feedback are comprehensively analyzed to identify key areas for improvement in our curriculum and educational practices. Through this meticulous process, we endeavor to uphold the highest standards of quality assurance and continuously enhance the educational experience for our stakeholders.

The process of discussing feedback entails convening meetings of the Curriculum Development Committee (CDC) and a pre-board meeting of the Board of Studies, these gatherings serve as critical forums for in-depth deliberations on the feedback received from various stakeholders regarding the curriculum, through collaborative dialogue and thorough examination, the CDC and Board of Studies analyze the feedback to discern overarching themes, identify areas of strength, and pinpoint opportunities for enhancement within the curriculum. These meetings not only facilitate alignment with academic standards and institutional goals but also foster a culture of continuous improvement in our educational endeavors.

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the curriculum process of feedback analysis

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to uphold the highest standards of quality assurance and continuously enhance the educational

experience for our stakeholders.

The process of taking relevant feedback in consideration

The process of taking relevant feedback into consideration involves several key steps aimed

at ensuring a comprehensive and systematic approach. Firstly, feedback is collected from

diverse stakeholders, including students, faculty, administrators, industry partners, and

academic peers, through surveys, focus groups, interviews, and other means. Next, the

feedback is meticulously reviewed and categorized to identify recurring themes, areas of

consensus, and specific suggestions for improvement. Subsequently, a structured discussion

is held within relevant committees, such as the Curriculum Development Committee (CDC)

and the Board of Studies, where the feedback is thoroughly analyzed, and potential

implications for the curriculum are explored.

Throughout this process, emphasis is placed on prioritizing feedback that aligns with

institutional goals, academic standards, and emerging trends in the field. Finally, decisions are made regarding the integration of feedback into the curriculum, considering factors such as feasibility, resource availability, and anticipated impact on student learning outcomes. This iterative process of feedback collection and analysis ensures that the curriculum remains responsive to the evolving needs of stakeholders and continues to uphold the highest standards of academic excellence.

Presentation of analysis in final BOS for necessary approvals

During the final Board of Studies (BOS) presentation, the comprehensive analysis of feedback collected from various stakeholders was meticulously presented to facilitate necessary approvals for improvements in our curriculum and educational practices. The analysis process involved thorough examination and categorization of feedback to identify recurring themes, areas of consensus, and specific suggestions for enhancement. Through structured discussions within the BOS, key areas for improvement were identified based on the insights gleaned from the feedback analysis. By presenting the analysis in a clear and concise manner, the BOS members were able to gain a holistic understanding of the feedback and its implications for curriculum development. Ultimately, the presentation served as a crucial step towards obtaining necessary approvals for implementing changes aimed at enhancing the quality and relevance of our educational offerings.

Following the thorough analysis of feedback and identification of key areas for improvement in our curriculum and educational practices, proactive actions were taken to implement necessary changes. These actions included revising course materials, updating teaching methodologies, enhancing assessment practices, and incorporating emerging trends and industry standards. Additionally, a robust monitoring system was established to track the progress of implementation and evaluate the effectiveness of the changes made. Regular

feedback loops were established to gather input from stakeholders and make adjustments as

needed. By taking decisive actions and closely monitoring the implementation process, we

aimed to ensure that the feedback analysis translated into tangible improvements that

positively impacted the educational experience of our students.

Response Summary

There are 15 responses received from the Faculties of Christ University's School of Commerce,

Finance & Accountancy, Christ University's Feedback Analysis Committee is responsible for

designing and collecting feedback from various stakeholders to assess and evaluate the quality

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Faculties of Christ University's School of Commerce, Finance & Accountancy aimed for

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analysis, which is then passed on to IQAC for any necessary action. All of the constituent

colleges' heads are then given instructions based on the analysis after that department will take

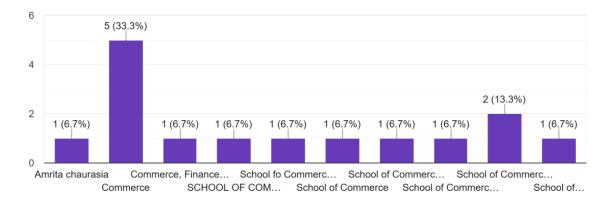
the appropriate steps and actions in order to address the issues brought up by the department

faculties of Christ University's School of Commerce, Finance & Accountancy.

Below is the Question wise Overall Feedback from the Academic peer based on histogram:

1.



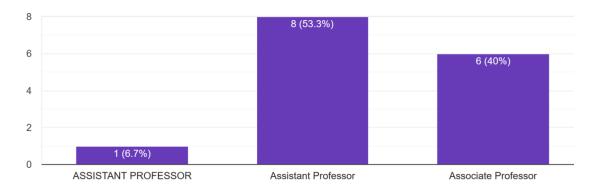


School of Commerce, Finance & Accountancy is committed to maintaining high-quality educational standards in its curriculum. To ensure continuous improvement, feedback is solicited from various stakeholders including students, faculty, employers, alumni, and professionals. The feedback received from the faculties of Christ University's School of Commerce, Finance & Accountancy provides valuable insights into the strengths and areas for improvement within the curriculum. This analysis aims to assess the key themes identified in the responses and propose actionable steps to address the concerns raised Faculties are from School of Commerce, Finance & Accountancy.

2.

Designation

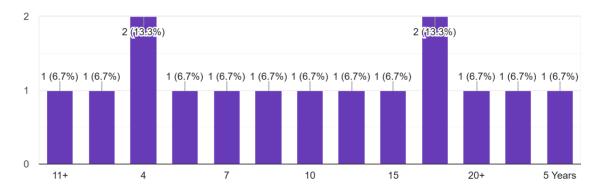
15 responses



The analysis of designations within the feedback received from the faculties of Christ University's School of Commerce, Finance & Accountancy reveals crucial insights into the distribution of roles and responsibilities, as well as potential implications for decision-making processes and organizational dynamics. Out of the responses 6.7% faculties were appointed on Assistant Professors Grade II designations 53.3% are appointed on Assistant Professors Grade I and 40% are appointed on Associate Professors.

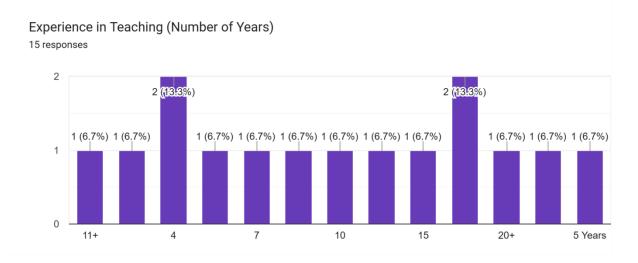
Experience in Teaching (Number of Years)

15 responses



The feedback received from the faculties of Christ University's School of Commerce, Finance & Accountancy provides insight into the diverse professional experiences and roles represented within the faculty body. Understanding the distribution of designations sheds light on the hierarchy, expertise, and potential influence within the academic environment designations imply distinct levels of expertise and influence within the academic setting. Professors, for instance, typically possess extensive experience and scholarly contributions, potentially wielding significant influence in curriculum development and decision-making processes. Associate and assistant professors may contribute specialized knowledge and perspectives within their respective fields, albeit with varying degrees of authority.

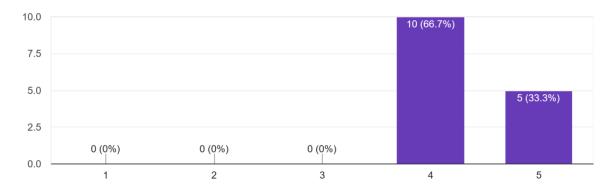
4. Experience in Industry/R&D (Number of Years)



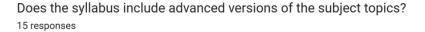
The analysis of respondents' experience in industry or research and development (R&D) sheds light on the breadth and depth of practical expertise within the faculties of Christ University's School of Commerce, Finance & Accountancy. Understanding the years of experience in these fields is crucial for assessing the relevance and applicability of the curriculum to real-world scenarios. Faculty members with significant industry or R&D experience bring invaluable insights into the classroom, enriching the learning experience for students. Their practical knowledge allows for the integration of real-world examples, case studies, and best practices into the curriculum, enhancing its relevance and applicability in today's dynamic business environment.

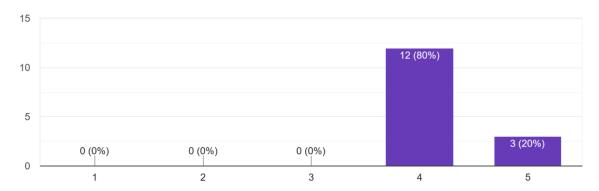
Does the Syllabus match the course outcomes and the program outcomes stated in the Program Curriculum ?

15 responses



The analysis of feedback indicates a mixed perspective on the alignment of the syllabus with both course outcomes and program outcomes as stated in the Program Curriculum. The feedback suggests that while there is a significant alignment with course outcomes, there may be some gaps in alignment with program outcomes. A majority (66.7%) of respondents acknowledge a strong alignment between the syllabus and course outcomes. This suggests that the content and objectives of individual courses within the curriculum effectively contribute to achieving the intended learning outcomes. Faculty members likely perceive that the syllabus adequately covers the knowledge and skills specified for each course. a notable portion (33.3%) of respondents express concerns about the alignment of the syllabus with program outcomes. This indicates that there may be discrepancies between the broader educational objectives outlined in the Program Curriculum and the specific content and activities included in the syllabus. These discrepancies could potentially hinder the fulfillment of the overarching goals of the program.

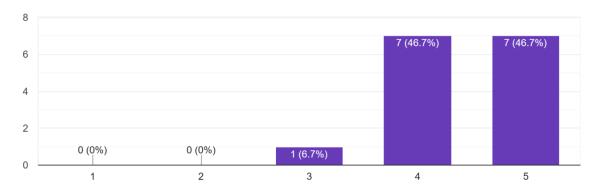




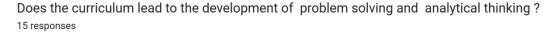
The analysis of feedback reveals varying perspectives on whether the syllabus includes advanced versions of subject topics. While a majority (80%) of respondents acknowledge the presence of advanced subject topics, a minority (20%) express concerns about their inclusion. The majority of respondents (80%) affirm that the syllabus encompasses advanced versions of subject topics. This suggests that the curriculum incorporates content and concepts that extend beyond fundamental or introductory levels, providing students with opportunities for deeper exploration and mastery of the subject matter. Faculty members likely recognize the importance of exposing students to advanced topics to adequately prepare them for the complexities of their field. A minority of respondents (20%) express reservations regarding the inclusion of advanced subject topics in the syllabus. This minority perspective may stem from concerns about the comprehensibility of advanced content for all students, potential time constraints, or the perceived relevance of advanced topics to the program objectives.

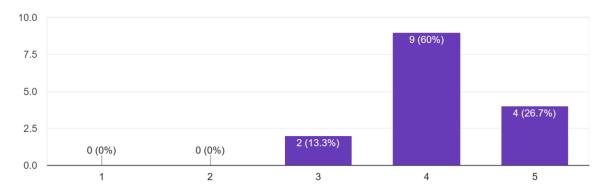
Does the curriculum emphasize upon Skill Development of students?

15 responses



The analysis of feedback indicates a strong consensus among respondents such as faculties regarding the emphasis placed on skill development in the curriculum. The majority of respondents (93.4%) either strongly agree or agree that the curriculum prioritizes skill development, while a small percentage (6.7%) express a satisfactory view. Nearly half of the respondents (46.7%) strongly agree that the curriculum emphasizes skill development. This indicates a robust perception among faculty members that the curriculum is deliberately designed to cultivate and enhance students' practical competencies, beyond theoretical knowledge. An additional 46.7% of respondents agree that the curriculum emphasizes skill development. This further reinforces the prevalent belief among faculty members that the curriculum effectively integrates skill-building components, aligning with the evolving demands of the professional landscape. A small minority (6.7%) of respondents express a satisfactory view regarding the emphasis on skill development in the curriculum. While this group acknowledges the presence of skill-focused elements, they may perceive room for improvement or refinement in certain areas to enhance the efficacy of skill development initiatives.

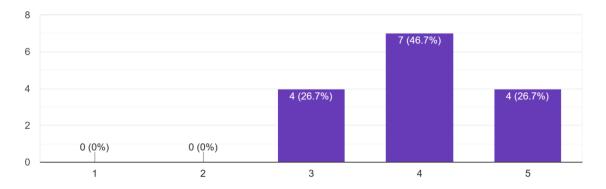




The analysis of faculty feedback regarding the extent to which the curriculum fosters problem-solving and analytical thinking skills indicates a positive perception, with a significant proportion rating it favorably. The majority of respondents (86.7%) rated the curriculum as either excellent or very good in this regard, with a smaller percentage indicating room for improvement. A notable proportion of respondents (26.7%) rated the curriculum as excellent in terms of its contribution to the development of problem-solving and analytical thinking skills. The impact of this is that a considerable segment of faculty members perceives the curriculum as highly effective in nurturing these critical competencies among students. The majority of respondents (60%) rated the curriculum as very good, indicating a strong consensus among faculty members regarding its positive impact on problem-solving and analytical thinking skills development. This suggests that the curriculum incorporates strategies, activities, and content that actively promote the cultivation of these essential skills.

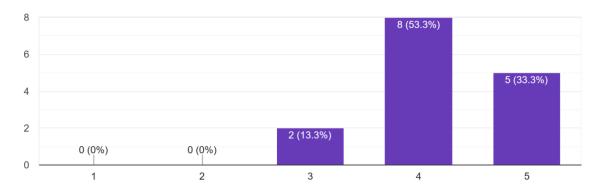
Does the curriculum orient the students to use their knowledge to resolve or improve upon local, regional or national issues?

15 responses



In evaluating whether the curriculum effectively oriented students to utilize their knowledge for resolving or improving local, regional, or national issues, the feedback analysis yielded a positive overall perception. The majority of respondents (73.4%) rated the curriculum favorably, with a significant portion expressing satisfaction or high praise for its orientation towards societal problem-solving. Almost half of the respondents (46.7%) rated the curriculum as "Very Good" in terms of its emphasis on utilizing knowledge to address societal issues. This indicates a strong acknowledgment among faculty members that the curriculum adequately prepares students to engage with and contribute meaningfully to societal challenges at various levels. A notable portion of respondents (26.7%) rated the curriculum as "Excellent" in this aspect.

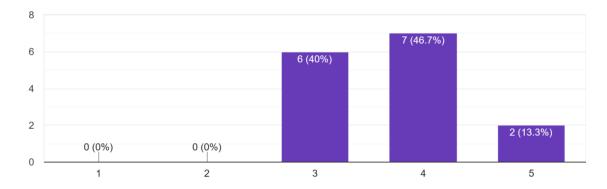
Does the curriculum emphasizes upon enhancing Employability aspect of students? 15 responses



Upon analyzing the feedback regarding the curriculum's focus on enhancing the employability aspect of students, it is evident that there is a largely positive perception among faculty members. The majority of respondents (86.6%) rated the curriculum favorably, with a significant proportion expressing confidence in its ability to prepare students for the job market. Over half of the respondents (53.3%) rated the curriculum as "Very Good" in terms of its emphasis on enhancing employability.

Does the curriculum and the co-curricular activities sensitize students towards Service Learning and Community Engagement ?

15 responses



Upon reviewing the feedback regarding the curriculum and co-curricular activities' role in sensitizing students towards service learning and community engagement, it is evident that there is a predominantly positive perception among faculty members. The majority of respondents (60%) rated the efforts favorably, with a notable portion expressing confidence in their effectiveness. Nearly half of the respondents (46.7%) rated the curriculum and co-curricular activities as "Very Good" in terms of sensitizing students towards service learning and community engagement. A smaller yet noteworthy percentage of respondents (13.3%) rated the curriculum and co-curricular activities as "Excellent" in sensitizing students towards service learning and community engagement.

Action Taken Report on Feedback from Faculty

In response to the invaluable feedback gathered from our esteemed faculty members, we have

initiated a series of actions aimed at refining and improving our curriculum. Recognizing the

expertise and experience of our faculty in understanding the nuances of student learning, we

have prioritized their insights in shaping our educational offerings.

After thorough analysis and deliberation, it was evident that certain modifications to the

syllabus were necessary to enhance the overall learning experience. Consequently, a

collaborative effort was undertaken to convene the Board of Studies, comprising seasoned

academics and subject matter experts, to spearhead the curriculum revision process.

During the Board of Studies meetings, faculty members from various disciplines engaged in

rigorous discussions to assess the efficacy of the current syllabus and identify areas for

improvement. Drawing upon their collective expertise and insights, the Board meticulously

reviewed each component of the curriculum, scrutinizing learning objectives, course content,

and assessment methodologies.

The feedback provided by faculty members served as a guiding principle throughout the

revision process, ensuring that the proposed changes were aligned with the evolving needs of

our students and the demands of the academic landscape. Emphasis was placed on fostering

critical thinking, problem-solving skills, and real-world application of knowledge in the revised

syllabus.

Following extensive deliberations, the Board of Studies finalized the updated syllabus,

incorporating innovative pedagogical approaches and relevant industry insights to enrich the

learning experience. The revised curriculum reflects a holistic approach to education,

ichool of Commerce, Finance & Accountancy CHRIST Deemed be University

Delhi NCR

equipping students with the requisite knowledge, skills, and competencies to excel in their chosen field.

Moving forward, we are committed to implementing these changes diligently, with a steadfast commitment to excellence in education. We extend our heartfelt gratitude to our faculty members for their invaluable contributions and dedication to continuous improvement.

Sample Feedbacks

FACULTY FEEDBACK ON CURRICULUM (2023-24) School of Commerce, Finance and Accountancy, Delhi-NCR
Dear Faculty,
Hope you are doing well. Kindly spare some of your valuable time to fill up this form and give us your valuable feedback and suggestions for further improvement of the Curriculum at CHRIST (Deemed to be University). Your inputs will be of great use to improve the quality of our academic programme and enhance the credibility of our University.
* Indicates required question
Email * amrita.chaurasia@christuniversity.in
Name of the Faculty * Amrita chaurasia
Name of the Department * Amrita chaurasia
Designation * Assistant Professor
Employee ID * 30324

Questions Responses 15 Settings
Experience in Teaching (Number of Years) * 14 Years
Courses Taught * Entrepreneurship Management
Experience in Industry/R&D (Number of Years) * 15
Contact Number/s * 08889554857
E-mail id * amritaabchaurrasia@gmail.com
Curriculum Feedback Please tick (_/) the appropriate option as per the following rating scale: 5.Excellent 4.Good 3.Satisfactory 2.Average 1.Need to Improve
Does the Syllabus match the course outcomes and the program outcomes stated in the Program * Curriculum?
1 2 3 4 5 Need to Improve

The Impact of Feedback from Faculty

The impact of faculty feedback and curriculum revision on the educational landscape of an institution is profound and far-reaching. By actively soliciting input from faculty members, institutions can tap into a wealth of expertise and insights that serve to enhance the quality and relevance of the curriculum. Through this collaborative process, faculty feedback helps identify areas where the curriculum may be strengthened or refined to better align with educational objectives and meet the evolving needs of students. As a result of incorporating faculty suggestions, curriculum revisions often lead to the adoption of innovative teaching methodologies, practical applications, and real-world examples, ultimately enhancing student engagement and learning outcomes. Moreover, faculty members, being experts in their fields, are adept at identifying emerging trends and skill requirements in the industry, ensuring that curriculum revisions align with industry needs and enhance students' employability. This collaborative approach fosters a culture of shared ownership and continuous improvement within the institution, as faculty members actively contribute to shaping the educational direction and ensuring that educational offerings remain responsive to changing educational landscapes. Overall, the impact of faculty feedback and curriculum revision extends beyond the classroom, shaping the educational experience of students and contributing to the institution's reputation for excellence in teaching and learning.