



**ACTION TAKEN REPORT ON
CURRICULUM
(2022-23)**

**FEEDBACK OBTAINED FROM
VARIOUS STAKEHOLDERS**

Feedback on Curriculum

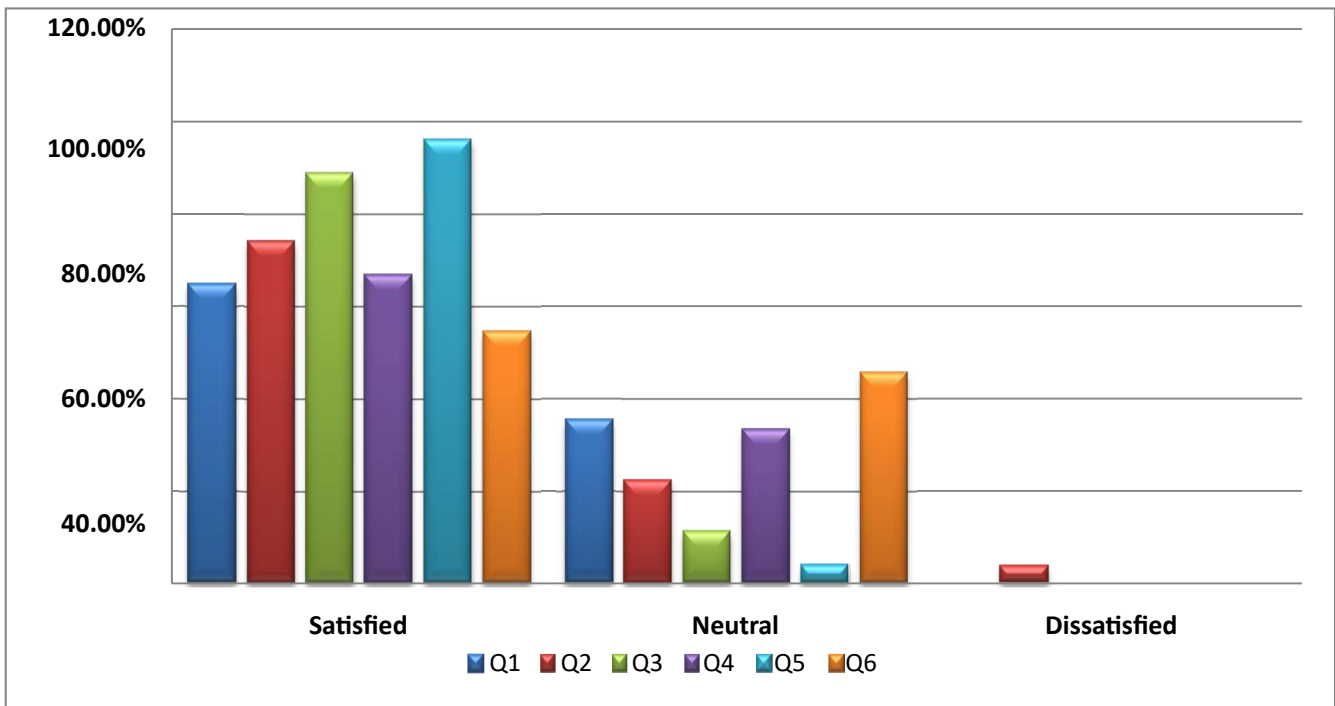
The university considers the curriculum as the heart of education and IQAC collects regular feedback on curriculum from various stakeholders; alumnae, students, teachers and employers. The collected feedback is analysed and the report is submitted to the Faculty Council. The proposed action on the curriculum is presented in the BOS meetings before the invited academic and industry experts. The revised curriculum is then presented to the Academic Council for their approval. The syllabus of all the programs undergoes timely revision and the concerns and suggestions from the stakeholders are addressed in the revised syllabus.

The feedback on curriculum was collected from students, teachers, alumni & employers. The feedback form consisted of items specific to the stakeholders. The statements and questions are rated on a 3- 5point rating scale. The last item is qualitative in nature for the open-ended comments. Students' feedback is collected twice in a year & teacher's, alumni & employer's feedback is collected once in a year. The feedback form is designed by the members of the IQAC cell and is approved by the competent authority of the university.

Student Feedback on Curriculum & Analysis

The feedback on curriculum from students were obtained after the end of each academic session. Student's opinion on syllabus were measured in a five-point scale (0-poor, 1-average, 2-Good, 3-Very Good, 4-Excellent). Around 500 students participated in the last two semesters. The data collected has been analysed and the findings are given below:

Range	Q1	Q2	Q3	Q4	Q5	Q6	Rating
5	198	204	249	104	255	54	
4	126	166	195	230	225	218	
3	176	112	56	166	20	228	
2	0	18	0	0	0	0	
1	0	0	0	0	0	0	
G. Total	500	500	500	500	500	500	Average
Satisfied	64.80%	74.00%	88.80%	66.80%	96.00%	54.40%	74.13%
Neutral	35.20%	22.40%	11.20%	33.20%	4.00%	45.60%	25.27%
Dissatisfied	0	3.60%	0	0	0	0	0.60%



Q1	The units/modules in the syllabus are properly sequenced.
Q2	The curriculum creates interest in research and innovation.
Q3	Curriculum is effective in developing analytical and problem-solving skills.
Q4	The curriculum addresses the balanced components of knowledge, skills & attitude
Q5	Curriculum is effective in developing ICT & communication skills.
Q6	The curriculum has adequate project/ practical components

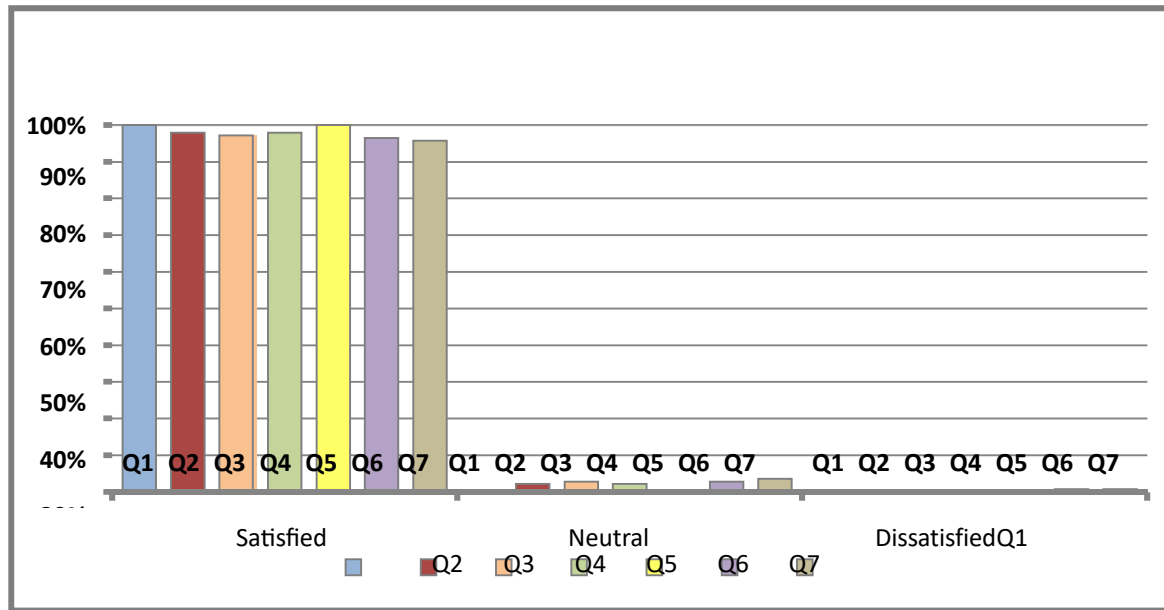
Analysis of Student’s Feedback on Curriculum: 74.13% students found curriculum to be very effective in enhancing team work, developing analytical skills and constructive learning focused on acquiring knowledge, skills and knowledge. Though there are 25.27% students who have not understood the broader aspects of curriculum design and development. There is negligible section of students 0.06% who has responded that they are not satisfied. Both the sections of students 25.27 % and 0.06 % needs better orientation regarding their curriculum and what they must expect and what is expected of them through a structured curriculum.

Teacher’s Feedback on Curriculum (2021-22, 2022-23)

Teachers are the backbone to curriculum design & development. All teachers of the university participated in the process.

CURRICULUM DESIGN & DEVELOPMENT								
Range	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Rating
5	34	32	33	34	34	32	31	
4	0	1	0	01	0	0	0	
3	0	1	1	3	0	2	2	
2	0	0	0	0	0	0	1	
1	0	0	0	0	0	0	0	

Total	34	34	34	34	34	34	34	Average
Satisfied	100%	97.06%	97.06%	97.07%	100%	96.46%	95.74%	97.87%
Neutral	0	2.94%	2.94%	2.94%	0	2.84%	3.55%	1.93%
Dissatisfied	0	0	0	0	0	0	0.71%	0.1%



Q1	Board of Studies is taking care to ensure the current relevance of the program being offered
Q2	Employability is given weightage in curriculum design and development
Q3	Teachers are given enough freedom to contribute my ideas on curriculum design and development
Q4	The system followed by the university for design and development of curriculum is effective
Q5	The curriculum has been updated from time to time
Q6	The syllabus is structured and arranged properly
Q7	Experts from industry and academics in Boards of studies is helpful in designing and improving the courses

Analysis of Teachers' Feedback: The responses are plotted under three categories satisfied, neutral and dissatisfied as per the Likert scale mentioned above. While a majority of the faculty

members (97.87%) are satisfied with steps taken by the University towards curriculum design and development, a minor section of the faculty community feels that periodical review of syllabus and curriculum design with both academic and industry experts must be there. Academic and industry representation in UG/ PG Boards of Studies will be more effective in preparing an industry ready curriculum, few of the members of faculty also have expressed their concern about offering specialized courses.

Faculty Member's Teaching Experience

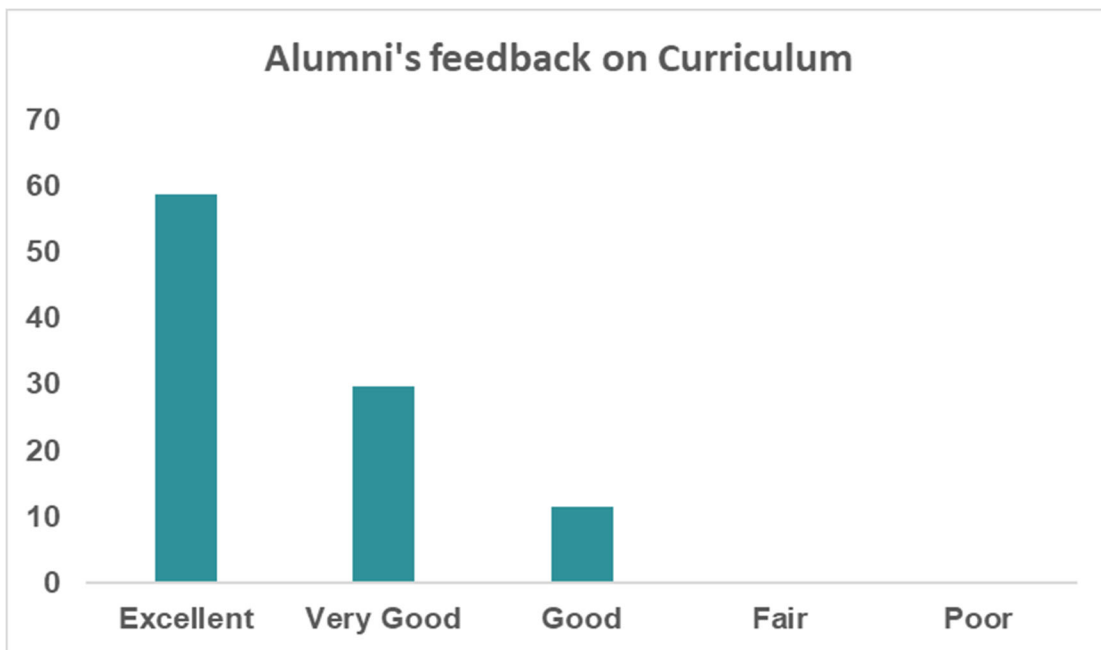
Years of Experience	Connoted as
0 - 1 years	1
1 - 3 years	2
3 - 5 years	3
5 - 7 years	4
7 - 9 years	5
9 years & above	6

Analysis- Average teaching experience of faculty members in Birla Global University is four and half years. Majority of the faculty members have more than nine years of teaching experience.

Alumni's Feedback on Curriculum and Analysis

(More than 120 alumni from all programs responded to the questionnaire)

	1. Course Curriculum	2. Faculty	3. Computer Laboratory & Softwares	4. Project guidance	5. Opportunity to Learn / Innovate	6. Evaluation System	7. Library facilities	8. Training & Placement (CCR)	9. Tutor mentoring System
Excellent	59	65	39	65	62	63	65	49	58
Very Good	33	34	42	30	29	31	28	27	31
Good	13	6	15	7	12	10	12	16	12
Fair	0	0	0	0	0	0	0	0	0
Poor	0	0	0	0	0	0	0	0	0



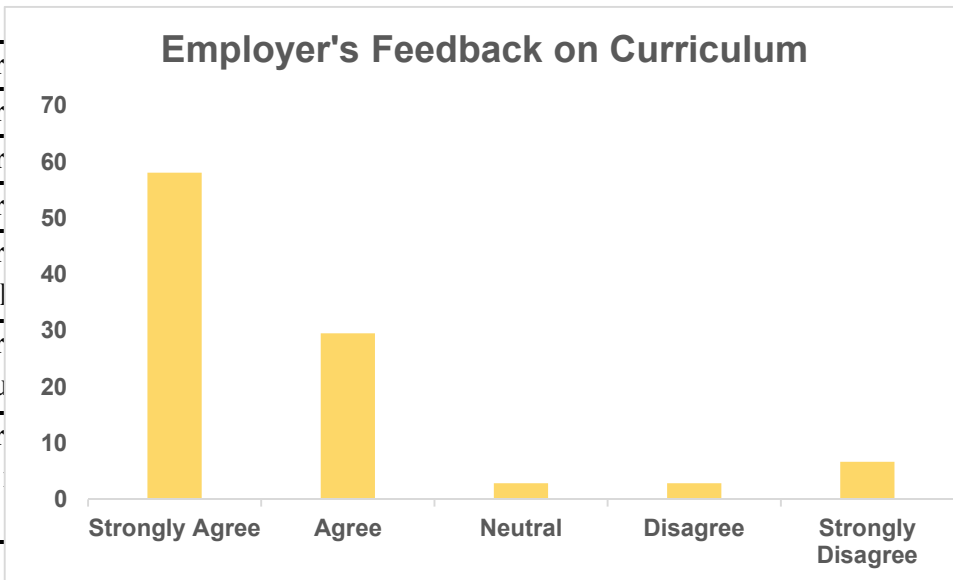
Q1	Course Curriculum
Q2	Faculty
Q3	Computer Laboratory & Software
Q4	Project guidance
Q5	Opportunity to Learn / Innovate

Q6	Evaluation System
Q7	Library facilities
Q8	Training & Placement (CCR)
Q9	Tutor mentoring System

Employer's Feedback and Analysis

	Curriculum is structured, comprehensive, relevant and arranged properly	Curriculum is effective in developing analytical and problem solving skills	Curriculum is effective in enhancing team-work among students	Curriculum is effective in developing latest ICT & communication skills	Curriculum is effective in developing students' problem solving and critical thinking skills?	Curriculum has the scope of enhancing student's entrepreneurial/soft skills and human values	Curriculum has relevance to real life situations, reflects current trends and practices in the respective disciplines	Average
Strongly agree	10	10	10	9	8	7	7	9
Agree	4	4	2	4	6	6	5	4
Neutral	0	0	2	1	0	0	0	0
Disagree	0	0	0	0	0	1	2	0
Strongly disagree	1	1	1	1	1	1	1	1

Q1	Cur
Q2	Cur
Q3	Cur
Q4	Cur
Q5	Cur skill
Q6	Cur valu
Q7	Cur the



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Action Taken Report

Feedbacks from the stakeholders are collected & Actions Taken are mentioned below:

1. Analytics & latest HR tools can be incorporated in the curriculum. exposure to job orientation at each exit point

Action Taken: In data visualization more advanced analytics tools exposure are added such as Power BI, Tableau. Moreover, advanced analytics using R and Python are also included in the curriculum.

Regarding HR Analytics, advanced statistical tools such as Jamovi, SPSS, Structural Equation Modelling have already been adopted.

2. The program should include some more skill-based courses which would lead to employment / entrepreneurship at the end of each level of exit.

Action Taken: The program included more skill-oriented courses such as IT skill, Programming skills, soft skill, Communication Skill to make the student employable. To enrich entrepreneurial skills, we have included an Advanced Entrepreneurship course in the curriculum. Further, many startups, entrepreneurship, funding, Innovation, boot camps have been organized at regular interval to empower both undergraduate and Postgraduate students.

3. Verbal & Written Business Communication Skills to be offered specifically in English including the interview & interaction process. This could help the students.

- a. From other than English medium schools
- b. To face the interview while appearing for Job
- c. To face the resource pool while attempting to be an entrepreneur, Client / Customer and the Staff / Experts

Action Taken: English writing skill and communication skills are offered in the curriculum so that business writing and interaction level will improve. Moreover, to make the student ready for the upcoming interviews, mock interviews have been conducted by a list of experts from different domains.

4. Soft Skills & Corporate Readiness courses to be continued

Action Taken: Two courses such as Development Self for Corporate Readiness, Personality Development for Corporate Readiness, Professional Communication &

Soft Skills, Creativity, Communication & Corporate Readiness are the courses offered to the students in all programs.

5. Health & Wellness - Physical exercise & Pranayama / Yoga should be a compulsory subject. This would help the students physically and mentally fit and stable

Action Taken: Health and Wellness course is added as one of the core courses to make the students physically and mentally fit. Besides, International Yoga Day is also organised in which students, faculty and staff of the university participate.

6. Psychology & inspiration for entrepreneurship activities should be part of the curriculum. This could help the students

- a. To know a bit of human psychology
- b. Students shall be aware of the latest trend of business and profession and be inspired to be entrepreneur

Action Taken: To enrich entrepreneurial skills of the students, both basic entrepreneurship and Advanced Entrepreneurship courses are included in the curriculum. Further, many startups, entrepreneurship, funding, innovation, boot camps have been organized at regular intervals to empower both undergraduate and postgraduate students.

7. Ethics & Basic Laws (Not the Commercial Law) should be included in the syllabus. This could help the students.

- a. To be good human beings
- b. To be Law- abiding citizens

Action Taken: Ethics and Basic law are added to the syllabus to empower students for a good human being as well as a law-abiding citizen

8. Internship in the sector of choice This could help the students to get exposed to the real-life situations and to get a feel of the field in which She / He is passionate about.

Action Taken: Summer Internship is one of the compulsory subjects in both UG & PG programs. Students after completing their 2nd semester visit the field/company office (Offered by the University) to do their internship. After the internship, a formal report and presentation before a panel is a mandatory practice to get the certificate from the university. Students are encouraged to get an internship & live project from their own choice.

9. Syllabus under NEP 2020-The syllabus should be made as per NEP 20 & take into consideration the spirit and ethos of the policy by including different courses which are likely to inculcate good academics as well as other skills.

Action Taken: Syllabus for the UG for all programmes has been revised as per the NEP guidelines from 2023 batch onwards. The new syllabus has focussed on updated skills required by industry.

10. Financial Accounting and Business Organisation in B. Com papers seem little heavy which can be moderated.

Action Taken: Syllabus have been revised as per the NEP guidelines from 2023 batch onwards. Apart from this we have also facilitated some self-paced learning courses from Coursera and Infosys springer board to make the students understand the basics of both the courses.

11. Parametric and non-parametric tests can be avoided in the first year. These may be included in the 7th Sem in Business Research Methodology paper. Time series may be added. In 4th Sem, Security Market Operation needs to be shortened.

Action Taken: As the students have to study Business Research Methodology paper in the following semesters, & keeping that in mind, parametric and nonparametric tests are introduced in advance. The time series chapter is already there in the “Financial Analytics” course in the next semester. The course has been shortened.

In 6th Sem, the topics like Technical Analysis and Fundamental Analysis in Investment Analysis & Portfolio Management are already covered in the 4th Sem paper Security Market Operation. These chapters are taught using soft wares like Spreadsheets and R in the 6th Sem.

12.As per the NEP 2020, 3-year B. Com students should be eligible for two-year M. Com programme & 4 year with Honours students will be eligible for one year M. Com programme. 4-year B. Com Honours students with Research will be eligible for Ph.D. programme

Action Taken: As per the NEP 20 & New Curricular Framework, these changes have been already made from 2023.

13.Topics related to team management, leadership effectiveness, technology, work place ethics should be taught as mandatory courses

Action Taken: Team Management, Business & Work Ethics & Human Values are important topics taught in majority of programmes. Leadership is a separate paper for MBA programme.

14. As a part of continuous evaluation, more collaborative projects to be done for better learning instead of individual projects. Evaluation to be done by the group of faculty members from various disciplines.

Action Taken: Both MBA and BBA programmes consist of courses of different disciplines in which collaborative & Live Projects are encouraged, At the end of the projects, the students give group presentations in front of a faculty panel.

15. We need to objectively manage and prepare our students for better employability

Action Taken: In school of Management, mock interviews are conducted at different departments to strengthen the student's interview skills. Subjects have tutorial components to provide practical orientation. In addition, under the mentor and mentee system, students share their difficulties/ problems with their allotted mentor at regular intervals. Most of the subjects have tutorial and lab components to provide practical and activity orientation. Faculty are conduct more activities in class through case study evaluation and analysis. In addition, we have a concept of summer internship where students visit industry to gain practical knowledge.

In the School of Commerce, the syllabus has been updated according to the industry requirements. The courses like Fundamentals of Financial Analytics, Financial Accounting Analytics, Fintech and Financial Analytics, Financial and Accounting Frauds, Forensic Accounting etc. have been introduced to the syllabus to make the students industry ready. The curriculum must include more activity oriented in order to justify the management program (UG & PG).

16. Use of technology in curriculum is the need of time.

Action Taken: The growing demand for tech-enabled and tech-integrated traditional Management subjects reflects the increasing reliance on technology in modern business practices. As businesses adopt digital technologies to enhance their efficiency, productivity, and profitability, it becomes essential for management professionals to acquire the necessary skills to manage these effectively. Hence School of Management has updated syllabus with latest tools such as R/ Python/ Power BI/ Tableau. In addition, Technology and Programming oriented courses in both BBA and MBA programs

In the School of Commerce, courses like Fundamentals of Financial Analytics, Financial Accounting Analytics, Fintech and Financial Analytics, Spreadsheets for decision making, Financial Analysis and Modelling etc. have software components in it. The softwares used in these papers are R, MS-Excel, Google sheets, Jamovi, SPSS etc.

17. Research Methodology paper may be introduced in last semester for giving more emphasis on research.

Action Taken: In school of management, both in BBA and MBA programme, students undergo summer internship & projects. Keeping this mind, these papers are included in the syllabus.

18. We should include some value- added course

Action Taken: The university has offered nearly 10 value added courses in different disciplines where students have enrolled from different schools.

19. Courses on communication should be made mandatory for both UG and PG students.

Action Taken: In all schools, communication and related subjects are mandatory papers.

20. More Practical approach subjects to be added in the curriculum. More number of Internship periods should be allowed to students for Law programmes.

Action Taken: More practical and situation-based subjects were added in the curriculum in 2023.

21. The School of Communication should include some more skill-based courses which would lead to employment / entrepreneurship at the end of each level of exit.

Action Taken:

The school has recently implemented more courses that focus on practical skills, including the latest digital media abilities such as digital photography, video editing, audio editing and Mobile Journalism. It is essential for students to develop their soft skills and communication abilities to improve their chances of getting employed. In order to enhance entrepreneurial skills, an advanced media industry and business course has been included in the curriculum.