



Action Taken Report on Curriculum 2024-25

1. Introduction

Birla Global University (BGU) considers curriculum design, delivery and continuous improvement as the core of academic excellence. In alignment with the quality benchmarks of NAAC and the internal quality assurance mechanisms of IQAC, structured feedback on curriculum and teaching–learning processes was collected during the academic year 2024–2025 from key stakeholders, namely students, teachers, alumni, employers and peer institutions.

The feedback was systematically analysed by the IQAC and presented before the Faculty Council, Boards of Studies (BoS) and the Academic Council. Based on the analysis, actionable decisions were taken to revise curricula, introduce new courses, strengthen skill-based components, and enhance employability, research orientation and holistic student development. This Action Taken Report (ATR) documents the major feedback received and the corresponding actions implemented by the University.

2. Stakeholders Involved

Feedback was collected from the following stakeholders:

- Students (UG & PG)
- Teachers / Faculty Members
- Alumni
- Employers
- Faculty from Peer Institutions

3. Summary of Feedback Analysis

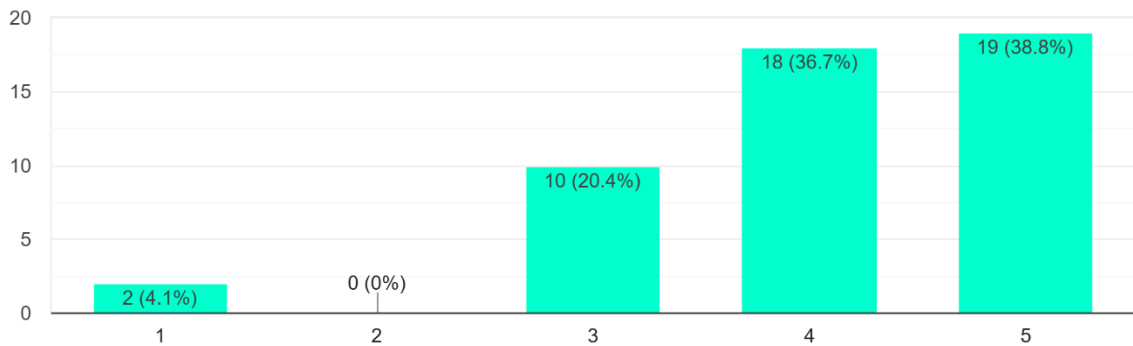
3.1 Student Feedback

- Overall satisfaction level with curriculum: **74.13% satisfied, 25.27% neutral, negligible dissatisfaction.**

- Strong appreciation for:
 - Development of analytical and problem-solving skills
 - ICT and communication skills
 - Balanced integration of knowledge, skills and attitude
- Areas highlighted for improvement:
 - Increased practical/project components
 - Better orientation on curriculum structure and expectations

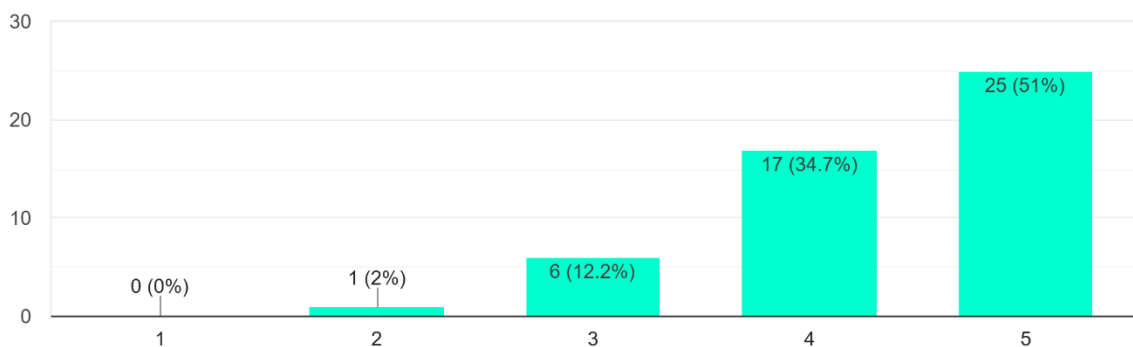
The curriculum is well-structured and easy to follow.

49 responses



The syllabus is updated and relevant to current industry/employment trends.

49 responses



3.2 Teachers' Feedback

- **97.87% faculty members expressed satisfaction** with curriculum design and development processes.
- Positive feedback on:

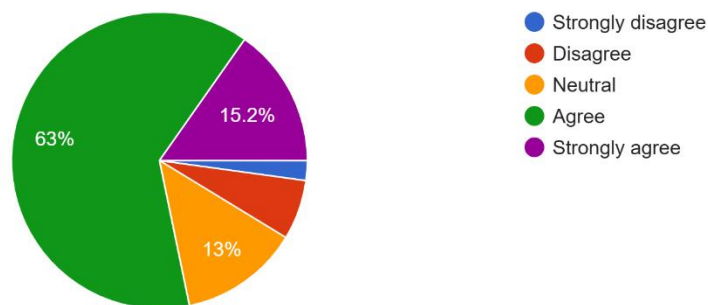
- Effectiveness of BoS
- Curriculum relevance and periodic updates
- Freedom to contribute to curriculum design
- Suggestions included:
 - Increased industry participation in BoS
 - Introduction of specialised and emerging-domain courses

3.3 Alumni Feedback

- Alumni rated curriculum, faculty support, project guidance, library facilities and evaluation systems as **Excellent to Very Good**.
- Suggestions focused on:
 - Enhanced industry exposure
 - Strengthened placement-oriented and entrepreneurial training

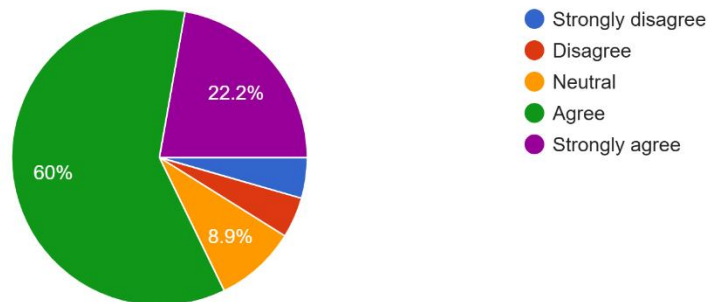
1. The syllabus studied by me is relevant to my professional life.

46 responses



3. The syllabus imparted knowledge and critical thinking in students.

45 responses



3.4 Employer Feedback

- Employers strongly agreed that the curriculum is:
 - Structured, relevant and industry-aligned
 - Effective in developing analytical, teamwork, ICT and critical thinking skills
- Recommendations included:
 - Greater focus on real-life applications
 - Entrepreneurial, ethical and human value-based education

4. Action Taken on Stakeholders' Feedback

4.1 Curriculum Enrichment & Industry Relevance

Feedback: Need for advanced analytics, HR tools and job-oriented exposure.

Action Taken:

- Introduced advanced analytics tools such as **Power BI, Tableau, R and Python.**
- Strengthened HR Analytics using **SPSS, Jamovi and Structural Equation Modelling.**
- Incorporated industry-relevant software-based learning across Management and Commerce programmes.

4.2 Skill-Based and Employability-Oriented Courses

Feedback: More skill-based and employability-linked courses at each exit level.

Action Taken:

- Added courses in **IT skills, programming, soft skills and communication skills.**
- Introduced **Advanced Entrepreneurship** courses.
- Conducted regular **start-up boot camps, innovation workshops and entrepreneurship awareness programmes.**

4.3 Communication and Corporate Readiness

Feedback: Strengthening verbal and written business communication, especially for students from non-English medium backgrounds.

Action Taken:

- Introduced dedicated courses on **English communication and business writing.**

- Conducted **mock interviews and personality development sessions** with industry experts.
- Made communication-related courses mandatory across UG and PG programmes.

4.4 Soft Skills, Ethics and Human Values

Feedback: Need for ethics, leadership, teamwork, workplace values and corporate readiness.

Action Taken:

- Introduced courses on **Professional Communication, Corporate Readiness, Ethics and Basic Laws**.
- Integrated **Team Management, Leadership and Business Ethics** across programmes.

4.5 Health, Wellness and Holistic Development

Feedback: Inclusion of health and wellness as part of curriculum.

Action Taken:

- Introduced **Health and Wellness** as a core course.
- Regular organisation of **International Yoga Day** and wellness activities involving students, faculty and staff.

4.6 Internship, Projects and Experiential Learning

Feedback: Greater exposure to real-life work environments and practical learning.

Action Taken:

- Made **Summer Internship** a compulsory component for UG and PG programmes.
- Introduced **live projects, collaborative group projects and industry-based assignments**.
- Evaluation through **faculty panels** to ensure interdisciplinary assessment.

4.7 NEP 2020 Implementation

Feedback: Alignment of curriculum with NEP 2020 provisions.

Action Taken:

- Revised UG curricula as per **NEP 2020** from the 2023 batch onwards.
- Implemented:

- Multiple entry and exit options
- Eligibility pathways for **M.Com and Ph.D. programmes** as per NEP norms

4.8 Research Orientation and Innovation

Feedback: Stronger focus on research methodology and innovation.

Action Taken:

- Integrated **Research Methodology, internships and project work** across programmes.
- Encouraged use of **case studies, data analysis tools and research-based assignments**.

4.9 Technology Integration in Teaching–Learning

Feedback: Increased use of technology in curriculum delivery.

Action Taken:

- Embedded **technology-enabled courses** using R, Python, Excel, Power BI, Tableau and FinTech tools.
- Strengthened lab and tutorial components for practical exposure.

4.10 Value-Added Courses

Feedback: Introduction of value-added and interdisciplinary courses.

Action Taken:

- Offered **10+ value-added courses** across disciplines with cross-school student participation.

5. Conclusion

The systematic collection, analysis and implementation of stakeholders' feedback during the academic year 2024–2025 reflect Birla Global University's strong commitment to continuous quality improvement. The actions taken have enhanced curriculum relevance, employability, research orientation, ethical grounding and holistic student development, fully aligning with the quality benchmarks of **NAAC** and the internal quality assurance framework of **IQAC**.

The University will continue to strengthen its feedback mechanisms and curriculum review processes to ensure academic excellence and societal relevance.