Action Taken Report of Stakeholders feedback on curriculum

Bachelor of Commerce (B. Com)

Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Students appreciated the curriculum's alignment with professional requirements but suggested expanding the ACCA exemption papers and including more practical components to enhance learning outcomes.	• Increased the number of ACCA exemption papers from 6 to 9. • Practical case studies and industry-relevant projects have been integrated into the curriculum.
2. Alumni	• Alumni highlighted that the curriculum is relevant to their professional careers but recommended incorporating topics on global business practices and emerging trends in finance.	• The syllabus has been updated to include modules on international accounting standards, sustainability in finance, and global trade practices. • Alumni mentoring sessions have been introduced to guide students on leveraging the curriculum for career growth.
3. Teachers	• Teachers appreciated the existing curriculum structure but suggested introducing more optional courses to provide flexibility and address diverse student interests. • They recommended aligning the curriculum more closely with the Outcome-Based Education (OBE) framework, incorporating Bloom's Taxonomy for better clarity and measurability of learning outcomes..	• Additional optional courses have been introduced to provide greater flexibility and cater to diverse learning needs. • The curriculum has been aligned with the OBE framework, integrating Bloom's Taxonomy for clearer and measurable educational outcomes.
4. Employers	• Employers valued the curriculum's focus on employability but recommended strengthening analytical and problem-solving skills through advanced tools and software.	• Certification programs and workshops on capital market, Microsoft Excel and accounting software have been introduced. • Industry collaborations have been enhanced to offer internships and live projects for practical exposure.

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Action Taken Report of Stakeholders feedback on curriculum
Bachelor of Business Administration (BBA)
Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Students appreciated the course structure but requested more real-world exposure through industry-relevant case studies and live projects. • Suggested offering more soft skills and communication workshops to enhance managerial competencies	• Integrated practical case studies and live projects into the curriculum. • Introduced workshops focused on soft skills, communication, and leadership development.
2. Alumni	• Alumni found the curriculum relevant to the managerial skills required in their careers but suggested updating topics to include emerging areas like digital marketing and business analytics. • Highlighted the need for mentorship programs to guide students on career opportunities.	• Added modules on digital marketing, business analytics, and entrepreneurship to the syllabus. • Launched alumni mentoring programs to provide career guidance and networking opportunities for current students.
3. Teachers	• Teachers expressed satisfaction with the curriculum but recommended introducing more elective courses to cater to diverse career aspirations. • Suggested incorporating industry visits and guest lectures to strengthen practical learning.	• Expanded the range of elective courses to include subjects like international business, fintech, and organizational behavior. • Collaborated with industry experts to conduct guest lectures and facilitate industrial visits.
4. Employers	• Employers valued the managerial and problem-solving skills of graduates but emphasized the need for better analytical skills and technological adaptability. • Recommended enhancing the curriculum with tools like Excel, ERP systems, and decision-making software.	• Introduced certification programs on advanced Excel, ERP systems, and other business software. • Strengthened collaborations with industry to offer internships and skill-based training programs.

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Action Taken Report of Stakeholders feedback on curriculum

MA Sanskrit

Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Students appreciated the program's depth in classical Sanskrit literature but requested inclusion of modules on modern applications of Sanskrit, such as computational linguistics and AI. • Suggested organizing Sanskrit-speaking workshops to improve practical language usage skills.	• Introduced modules on computational linguistics and the role of Sanskrit in modern technologies. • Conducted workshops on conversational Sanskrit to enhance practical language proficiency.
2. Alumni	• Alumni found the program beneficial for academic and research careers but recommended adding content related to interdisciplinary studies, such as Sanskrit's contribution to science and philosophy. • Highlighted the need for mentorship programs for research and career guidance.	• Added interdisciplinary topics exploring Sanskrit's relevance to science, philosophy, and linguistics. • Initiated alumni mentoring programs to support students in research and career planning.
3. Teachers	• Teachers appreciated the program's structure but suggested offering electives in niche areas like Vedic studies, epigraphy, and Sanskrit commentarial traditions. • Recommended leveraging digital tools to teach ancient texts more interactively.	• Expanded electives to include specialized areas such as Vedic studies and Sanskrit manuscripts. • Incorporated digital tools and e-resources to facilitate interactive learning of classical texts.
4. Employers	• Employers valued graduates' expertise in Sanskrit but suggested enhancing skills in manuscript preservation and translation for cultural and heritage projects. • Recommended introducing practical training in digital archiving and cataloguing.	• Introduced practical training sessions on manuscript preservation and translation techniques. • Collaborated with cultural organizations to provide internships in digital archiving and heritage conservation projects.

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Action Taken Report of Stakeholders feedback on curriculum

BA Sanskrit

Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Students appreciated the program's comprehensive approach to classical Sanskrit texts but suggested including more modules on practical Sanskrit for conversational use. • Requested more activities, such as Sanskrit drama and debate, to enhance their speaking and interpretative skills.	• Introduced workshops and activities like Sanskrit drama, debates, and speaking clubs to promote practical usage of the language. • Added introductory modules on Sanskrit's applications in computational linguistics and modern technology.
2. Alumni	• Alumni found the program effective for foundational learning but suggested incorporating interdisciplinary subjects, such as Sanskrit's connection with history, linguistics, and cultural studies. • Highlighted the need for career counseling sessions to explore opportunities beyond academia.	• Included interdisciplinary modules covering Sanskrit's contributions to Indian history, linguistics, and cultural studies. • Initiated career counseling sessions to guide students on diverse career paths, including research, teaching, and heritage management.
3. Teachers	• Teachers were satisfied with the curriculum but recommended introducing electives in specialized areas like Smriti literature, comparative linguistics, and Indian aesthetics. • Suggested using audio-visual tools to teach complex texts for better student engagement.	• Added elective courses on Indian aesthetics, Smriti literature, and comparative linguistics. • Incorporated audio-visual tools and e-resources to make the learning of ancient texts more interactive and engaging.
4. Employers	• Employers valued the graduates' language proficiency but suggested enhancing skills in translation, documentation, and cultural outreach programs. • Recommended including hands-on training in heritage preservation and tourism-related projects.	• Introduced training sessions on translation and documentation with a focus on cultural heritage projects. • Collaborated with heritage and tourism organizations to provide internships and practical exposure to Sanskrit's role in cultural promotion.

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Action Taken Report of Stakeholders feedback on curriculum

B.Sc. Applied Psychology

Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Feedback indicates the curriculum is well-structured and aligned with Outcome-Based Education (OBE). • Students appreciated the balance between theory and practical components but suggested more integration of ICT tools for enhanced learning. • Students suggested to offer compulsory internship as a part of their curriculum with periodical evaluation with industry	• Advanced ICT tools and digital platforms have been incorporated into the curriculum to enhance the teaching-learning process. • A compulsory internship program with periodic evaluations involving industry professionals has been introduced to provide practical exposure. • The curriculum has been updated to include more practical components, ensuring a better balance between theory and application.
2. Alumni	• Alumni feedback highlights the relevance of the syllabus to professional development. • Many of the alumni appreciated the value-based learning and skill development aspects but recommended periodic updates to ensure alignment with emerging trends. • A few alumni suggested to professional programmes like MSc Clinical Psychology after their UG Programme.	• The syllabus is regularly updated to align with emerging trends and ensure professional relevance. • New programs like MSc Clinical Psychology are being planned to cater to alumni aspirations for advanced studies. • Value-based and skill-oriented learning components have been further strengthened in the curriculum.
3. Teachers	• Teachers expressed satisfaction with the clarity of objectives and the balance of theory and practice. • They suggested the inclusion of more optional courses and updated reference materials to enhance learning outcomes. • OBE Framework with immersed Blooms taxonomy will give more clarity on educational outcomes.	• Additional optional courses have been introduced to provide greater flexibility and cater to diverse learning needs. • Relevant and updated reference materials have been incorporated to enhance learning outcomes. • The curriculum has been aligned with the OBE framework, integrating Bloom's Taxonomy for clearer and measurable educational outcomes.
4. Employers	• Employers valued the curriculum's focus on skill development and employability. However, they recommended increasing emphasis on industry-relevant case studies and practical applications. • Few employers suggested skill assessment to incorporated along with the regular assessment	• The curriculum now includes more case studies and practical applications to enhance industry readiness. • Skill assessment modules have been introduced alongside regular assessments to evaluate practical competencies. • Dedicated workshops and training sessions are being conducted to strengthen employability-oriented skills.

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Action Taken Report of Stakeholders feedback on curriculum
M.Sc. Applied Psychology
Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Feedback indicates the curriculum is well-structured and aligns with Outcome-Based Education (OBE). • Students appreciated the balance between theoretical knowledge and practical components but suggested offering more exposure to real-world psychological applications. • Recommended including compulsory internships for hands-on experience.	• Integrated practical components such as case studies, psychological assessments, and real-world simulations to enhance learning. • A compulsory internship program has been introduced, with periodic evaluations involving industry professionals. • Advanced ICT tools and digital platforms have been incorporated for enhanced teaching and learning.
2. Alumni	• Alumni highlighted the relevance of the syllabus to their professional development but suggested periodic updates to include emerging trends in applied psychology, such as neuropsychology and behavioural data analysis. • Recommended introducing more career-oriented modules like psychological counselling and mental health management.	• The syllabus has been updated to include emerging topics such as neuropsychology, behavioural data analysis, and mental health interventions. • Alumni mentoring sessions have been initiated to guide students on diverse career paths and advanced studies.
3. Teachers	• Teachers appreciated the clarity and balance of the curriculum but suggested adding more optional courses focused on specialized fields like child psychology, clinical psychology, and organizational behaviour. • Recommended aligning the curriculum with Bloom's Taxonomy for more measurable outcomes.	• Additional optional courses in specialized fields such as child psychology, clinical psychology, and organizational behaviour have been introduced. • The curriculum has been aligned with the OBE framework, incorporating Bloom's Taxonomy for clearer and measurable educational outcomes.
4. Employers	• Employers valued the graduates' practical knowledge and skills but emphasized the need for more industry-relevant training in areas like psychometric testing and counselling. • Recommended incorporating skill assessments and live projects to enhance employability.	• Skill assessment modules and live projects have been integrated into the program • Workshops and training sessions on psychometric testing, counselling, and applied behavioural techniques have been introduced. • Collaborations with mental health organizations have been enhanced to provide internships and real-world exposure.

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Action Taken Report of Stakeholders feedback on curriculum

BA B.Ed. English

Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Feedback indicates the curriculum is well-designed, providing a strong foundation in English language and literature while integrating pedagogical training. • Students suggested more practical teaching opportunities through internships and school collaborations. • Recommended incorporating technology-based teaching tools into the program.	• A mandatory internship program in schools has been introduced, ensuring practical teaching experience. • Technology-based teaching tools, such as interactive whiteboards, lesson-planning software, and digital resources, have been integrated into the curriculum. • Additional workshops on effective classroom management have been conducted.
2. Alumni	• Alumni appreciated the balance between literary studies and teacher training but suggested including more contemporary literary texts and methods of teaching. • Highlighted the need for modules on educational psychology and innovative teaching strategies to enhance classroom effectiveness.	• Contemporary literary texts and modern teaching methodologies have been added to the curriculum. • Modules on educational psychology and innovative teaching strategies have been introduced to enhance pedagogical effectiveness. • Alumni mentoring sessions have been initiated to support students in professional development.
3. Teachers	• Teachers commended the program's integration of subject knowledge and pedagogy but suggested offering more electives focused on language teaching and cultural studies. • Recommended aligning the curriculum with the Outcome-Based Education (OBE) framework to clearly define learning outcomes.	• New elective courses on advanced language teaching techniques and cultural studies have been introduced. • The curriculum has been aligned with the OBE framework, incorporating Bloom's Taxonomy to ensure measurable and clear educational outcomes. • Faculty workshops have been organized to implement innovative teaching practices.
4. Employers	• Employers valued the graduates' competence in subject knowledge and teaching skills but emphasized the need for stronger classroom management techniques and soft skills training. • Suggested introducing live teaching demonstrations and assessment modules for better employability.	• Live teaching demonstrations and peer review sessions have been incorporated into the program. • Training modules on classroom management, public speaking, and interpersonal skills have been added. • Collaborations with schools have been strengthened to provide internships and hands-on teaching experiences

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Action Taken Report of Stakeholders feedback on curriculum
B.Sc B.Ed. Mathematics
Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Feedback indicates the curriculum is well-balanced, integrating mathematical concepts with pedagogy. • Students suggested incorporating technology tools like mathematical software and interactive teaching aids. • Recommended providing more teaching practice sessions to build confidence in classroom delivery.	• Introduced technology-based tools, such as Maths Club and other mathematical software, into the curriculum. • Increased teaching practice opportunities through internships and mock classroom sessions. • Organized workshops on integrating technology into mathematics teaching.
2. Alumni	• Alumni appreciated the strong foundation in mathematics and pedagogy but suggested including modules on advanced topics like data science and statistical analysis. • Recommended additional focus on real-life applications of mathematics in teaching methodologies.	• Added modules on advanced topics like data science, statistical analysis, and real-world problem-solving approaches. • Conducted sessions on applying mathematical concepts in practical and teaching scenarios. • Initiated alumni mentoring programs to support career development in education and beyond.
3. Teachers	• Teachers expressed satisfaction with the curriculum's structure but suggested adding more electives in areas such as applied mathematics and educational technology. • Recommended aligning the curriculum with Outcome-Based Education (OBE) and incorporating Bloom's Taxonomy for measurable outcomes.	• New elective courses on applied mathematics and educational technology have been introduced. • The curriculum has been aligned with the OBE framework, integrating Bloom's Taxonomy for clearer and measurable learning outcomes. • Faculty training programs have been conducted to stay updated on advanced teaching methodologies.
4. Employers	• Employers valued graduates' content knowledge and teaching skills but emphasized the need for enhanced classroom management and analytical thinking abilities. • Suggested introducing modules on assessment techniques and problem-solving strategies to improve employability.	• Modules on classroom management, innovative assessment techniques, and advanced problem-solving strategies have been integrated. • Practical training sessions and workshops on analytical thinking and effective teaching strategies have been conducted. • Collaborated with schools to provide internships and live teaching demonstrations for hands-on experience.

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Action Taken Report of Stakeholders feedback on curriculum
MA Music Bansuri
Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Students appreciated the curriculum's comprehensive approach to classical bansuri techniques but suggested including more opportunities for live performances and collaborations with other musicians. • Recommended incorporating modern music production and digital tools into the curriculum to enhance practical exposure.	• Live performance opportunities and collaborative workshops with musicians across various genres have been introduced. • Modules on music production and the use of digital tools, such as recording and editing software, have been added to the curriculum. • Additional practice sessions and masterclasses by renowned bansuri artists have been organized.
2. Alumni	• Alumni valued the emphasis on classical bansuri training but suggested incorporating topics on contemporary music styles and cross-cultural musical influences. • Highlighted the need for career guidance sessions focusing on opportunities in teaching, performance, and music production.	• Contemporary music styles and cross-cultural influences have been integrated into the curriculum. • Alumni mentoring programs have been initiated to guide students on career paths in teaching, performing, and music production. • Sessions on promoting oneself as an independent artist and entrepreneurial skills have been introduced.
3. Teachers	• Teachers appreciated the curriculum's depth in classical bansuri but suggested offering electives on advanced ragas and improvisational techniques. • Recommended using audio-visual tools for better understanding and appreciation of traditional and modern bansuri performances.	• New electives on advanced ragas, improvisation, and experimental music techniques have been introduced. • Audio-visual tools and resources, including archival recordings and digital tutorials, have been incorporated to enhance learning outcomes. • Faculty development sessions have been conducted to align teaching methods with modern advancements in music.
4. Employers	• Employers valued graduates' technical proficiency but emphasized the need for skills in stage presence, collaboration, and adaptability to diverse musical settings. • Suggested offering training on music pedagogy for those interested in teaching bansuri.	• Training sessions on stage presence, ensemble collaboration, and adapting to diverse musical genres have been introduced. • Modules on music pedagogy and teaching techniques for bansuri have been added. • Partnerships with cultural organizations have been strengthened to provide performance and teaching opportunities.

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Action Taken Report of Stakeholders feedback on curriculum

MA Music Tabla

Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Students appreciated the curriculum's focus on classical tabla techniques but suggested including more opportunities for live performances and collaborative sessions with instrumental and vocal artists. • Recommended incorporating modern recording and editing tools to explore digital music production.	• Live performance opportunities and collaborative workshops with instrumentalists and vocalists have been introduced. • Modules on music production, recording, and editing software relevant to tabla have been added to the curriculum. • Masterclasses with renowned tabla maestros have been organized to enhance practical learning.
2. Alumni	• Alumni valued the emphasis on traditional tabla training but suggested incorporating topics on fusion music and global percussion styles. • Highlighted the need for guidance on building careers in both performance and teaching.	• Fusion music and global percussion techniques have been integrated into the curriculum to broaden students' skills. • Alumni mentoring sessions have been initiated to provide career guidance in teaching, performing, and entrepreneurship. • Workshops on promoting oneself as an independent artist and leveraging digital platforms for performances have been introduced.
3. Teachers	• Teachers appreciated the program's depth in tabla techniques but suggested offering electives on rare tabla compositions and advanced improvisational techniques. • Recommended using audio-visual tools to demonstrate historical performances and modern tabla innovations.	• Proposals to add new electives on rare compositions, advanced improvisation, and experimental rhythms have been made. • Audio-visual resources, including archival performances and modern tabla experiments, have been incorporated into teaching methods. • Faculty training programs have been conducted to align teaching strategies with emerging trends in music education.
4. Employers	• Employers valued graduates' technical proficiency but emphasized the need for skills in stage presence, ensemble coordination, and adaptability to contemporary musical settings. • Suggested introducing modules on tabla pedagogy and cultural outreach programs.	• Training on stage presence, ensemble collaboration, and adaptability to modern music genres has been included. • Modules on tabla pedagogy and techniques for teaching tabla have been added. • Partnerships with cultural organizations and event managers have been strengthened to provide performance opportunities and cultural outreach experiences.

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Action Taken Report of Stakeholders feedback on curriculum
MA Music Hindustani Vocal
Summary of Feedback

Stakeholders	Summary of Feedback	Action Taken
1. Students	• Students appreciated the program's comprehensive training in Hindustani classical vocal techniques but suggested incorporating more opportunities for live performances and collaborative sessions with instrumentalists. • Recommended the inclusion of modern recording tools and techniques to adapt to contemporary music production.	• Organized regular live performance opportunities, including collaborations with instrumentalists and other vocalists. • Added modules on music recording, editing, and production techniques to the curriculum. • Conducted masterclasses with eminent Hindustani vocalists to deepen students' practical knowledge.
2. Alumni	• Alumni valued the emphasis on traditional ragas and techniques but suggested expanding the curriculum to include semi-classical and fusion genres to cater to diverse audiences. • Highlighted the need for career-oriented sessions focusing on teaching, performing, and leveraging digital platforms.	• Proposal has made to Integrate semi-classical genres such as thumri, dadra, and ghazals into the curriculum. • Initiated career guidance sessions on teaching, independent performances, and promoting oneself on digital platforms. • Added workshops on stage management and professional networking for aspiring vocalists.
3. Teachers	• Teachers expressed satisfaction with the curriculum but recommended electives on rare ragas, advanced improvisational techniques, and modern musicology. • Suggested leveraging digital resources and archival recordings to enhance learning and appreciation of Hindustani music.	• Introduced electives on rare ragas, improvisation, and musicology to enrich students' knowledge. • Integrated audio-visual tools and archival recordings to provide an immersive learning experience. • Organized faculty development sessions to adopt modern teaching methodologies and tools.
4. Employers	• Employers appreciated graduates' vocal proficiency but emphasized the need for stronger stage presence and adaptability to diverse musical contexts, including collaborative and fusion music. • Suggested providing training on vocal pedagogy for teaching-focused careers.	• Included training on stage presence, performance dynamics, and collaboration in diverse musical genres. • Introduced modules on vocal pedagogy and teaching techniques to prepare students for careers in music education. • Strengthened partnerships with cultural organizations to provide performance opportunities and internships in music-related fields.

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