



BHARATA MATA COLLEGE OF COMMERCE AND ARTS

Chunangamvely, Aluva, Ernakulam Dist, Kerala -683112

(Affiliated to Mahatma Gandhi University and approved by AICTE)

Owned by the Archdiocese of Ernakulam-Angamaly

Phone : +91 – 484 -2837540 ,9188623740

Email : mail@bmcca.edu.in

Overall Feedback Analysis by IQAC

Academic Year 2024-2025

STUDENTS' FEEDBACK ON CURRICULAM

Mode of feedback Collection : Online through Google forms

Target Group : Students of 2024

Number of response received : 197

The college collects feedback on academic performance. There were 9 statements measured on a 5 point measurement scale ranging from strongly agree to highly disagree. The following table shows the analysis of curriculum feedback from students.

Sl No.	Questions	Strongly Agree (5)(%)	Agree (4)(%)	Neutral (3)(%)	Disagree (2)(%)	Highly Disagree (1)(%)
1	Syllabus satisfaction	6.09	39.59	44.16	6.60	3.55
2	Syllabus serves to global needs	4.06	41.12	41.62	9.64	3.55
3	Knowledge and skill enhancement	9.64	45.18	35.53	7.61	2.03
4	Critical / analytical thinking development	7.61	45.18	37.06	8.12	2.03
5	Relevance of textbooks & reference materials	8.12	41.12	40.61	8.63	1.52
6	Higher education orientation	11.17	48.22	35.03	3.05	2.54
7	Real life application	8.63	42.13	37.56	6.60	5.08
8	Employability weightage	6.60	34.01	47.21	7.61	4.57
9	Self study & research promotion	8.12	47.72	34.52	7.11	2.54



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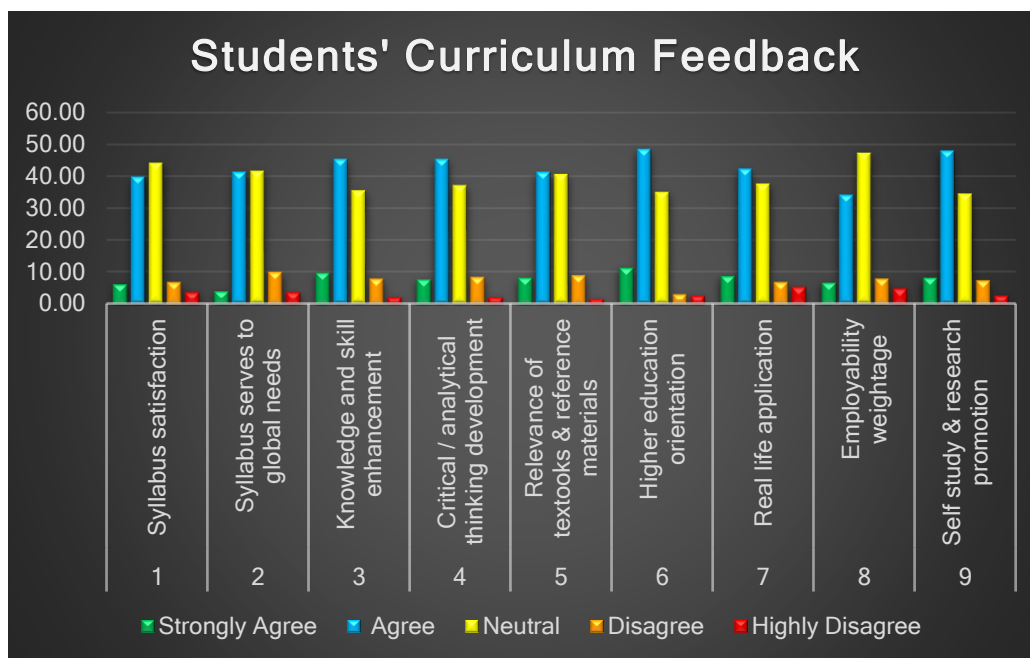
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The overall curriculum feedback from students across various departments at Bharata Mata College of Commerce and Arts, Chunangamvely, Aluva, for the academic year 2024–2025 shows a predominantly positive response. Across all nine criteria, the majority of students agreed with the statements, indicating consistent satisfaction with different aspects of the curriculum.

A significant number of students agreed that the syllabus offers strong satisfaction, aligns well with global needs, and effectively enhances knowledge and skills. The criteria related to critical and analytical thinking, overall development, and the relevance of textbooks and reference materials also received high levels of agreement, reflecting students' confidence in the academic quality provided.

The feedback further indicates strong approval for the curriculum's support for higher education orientation and real-life applications, both areas showing high agreement with only minimal disagreement.

Students also expressed positive views about the curriculum's focus on employability and the encouragement of self-study and research promotion, although these areas show a slightly higher neutral response compared to other criteria. However, disagreement levels remain very low throughout all categories.

Overall, the feedback highlights a high level of student satisfaction, with most students consistently marking "Agree" across all criteria, underscoring the curriculum's effectiveness and relevance.



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Department wise Students' Feedback Analysis Report

Academic Year 2024-2025

Department of Social Work

Mode of feedback Collection : Online through Google forms

Target Group : Students of Department of Social Work

During the academic year 2024-2025

Number of response received : 30

SI No.	Questions	Strongly Agree (5)(%)	Agree (4)(%)	Neutral (3)(%)	Disagree (2)(%)	Highly Disagree (1)(%)
1	Syllabus satisfaction	0	30	50	13.3	6.7
2	Syllabus serves to global needs	3.3	23.3	56.7	10	6.7
3	Knowledge and skill enhancement	6.7	40	53.3	0	0
4	Critical / analytical thinking development	6.7	60	26.6	6.7	0
5	Relevance of textbooks & reference materials	3.3	13.3	60	16.7	6.7
6	Higher education orientation	16.7	40	43.3	0	0
7	Real life application	10	36.7	46.7	6.6	0
8	Employability weightage	0	20	56.7	10	13.3
9	Self study & research promotion	13.3	40	43.3	0	3.4



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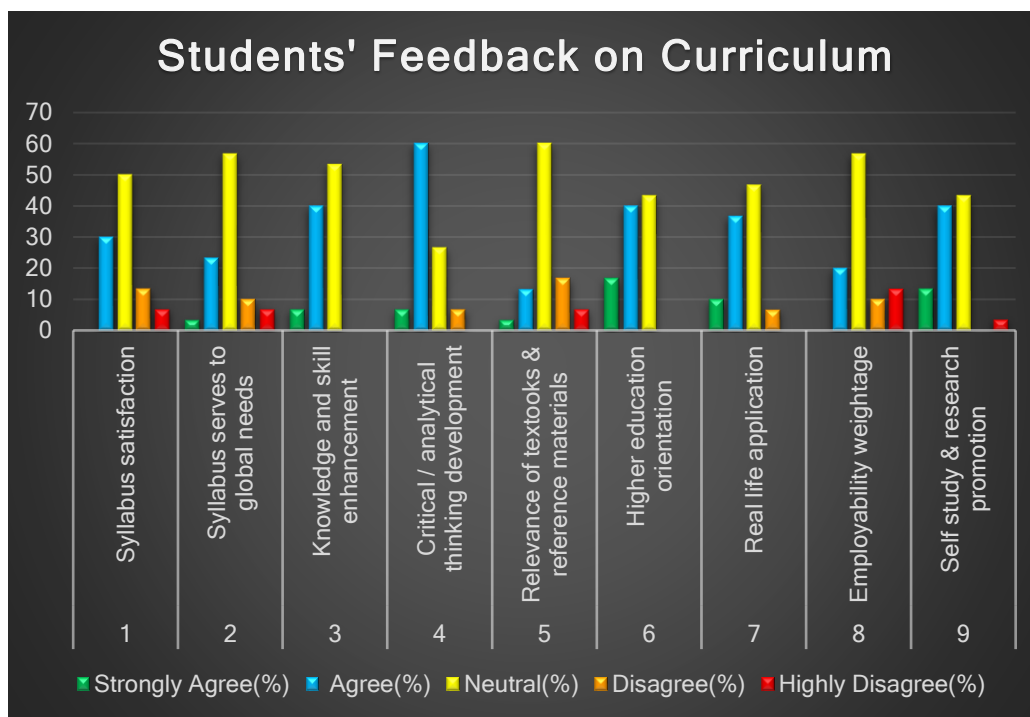
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The feedback from students in the Department of Social Work for the academic year 2024–2025 indicates a predominantly positive response across the various aspects of the curriculum. A majority of students either agreed or strongly agreed that the syllabus meets its stated objectives, enhances academic understanding, and supports their overall learning experience.

Students expressed high levels of satisfaction with syllabus content, its alignment with global needs, and its contribution to knowledge and skill enhancement. The feedback also shows strong agreement regarding the curriculum's ability to foster critical and analytical thinking, along with its emphasis on holistic development. Additionally, students found the textbooks and reference materials relevant and supportive of their academic progress.

The curriculum was further appreciated for its focus on higher education orientation and real-life application, both essential components in the field of Social Work. Positive responses were also noted for the emphasis on employability weightage and the encouragement of self-study and research promotion, reflecting the department's effort to equip students with professional readiness and independent learning skills.

Neutral and negative responses were minimal, with only a few students expressing disagreement across the surveyed criteria. Overall, the feedback highlights a high level of student satisfaction and affirms that the curriculum effectively supports the academic and professional development of Social Work students.



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Department wise Students' Feedback Analysis Report

Academic Year 2024-2025

Department of Management

Mode of feedback Collection : Online through Google forms

Target Group : Students of Department of Management
during the academic year 2024-2025

Number of response received : 29

SI No.	Questions	Strongly Agree (5)(%)	Agree (4)(%)	Neutral (3)(%)	Disagree (2)(%)	Highly Disagree (1)(%)
1	Syllabus satisfaction	6.9	37.9	51.8	0	3.4
2	Syllabus serves to global needs	0	55.2	34.5	6.9	3.4
3	Knowledge and skill enhancement	17.2	44.8	27.6	6.9	3.5
4	Critical / analytical thinking development	6.9	37.9	41.4	6.9	6.9
5	Relevance of textbooks & reference materials	10.3	34.5	48.3	3.4	3.5
6	Higher education orientation	13.8	48.3	31	6.9	0
7	Real life application	17.2	37.9	31	10.3	3.6
8	Employability weightage	17.2	31	51.8	0	0
9	Self study & research promotion	10.6	48.3	27.6	10	3.5



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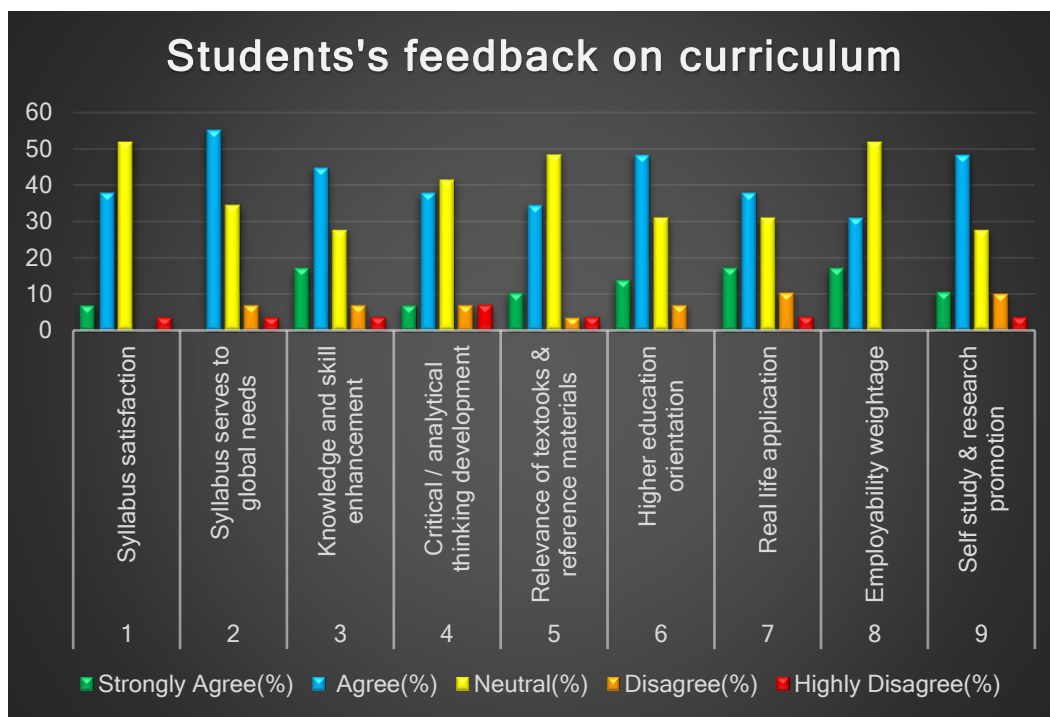
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The feedback from students in the Department of Management (BBA) for the academic year 2024–2025 reflects a strongly positive response toward the curriculum. Across all nine criteria, a majority of students marked Agree or Strongly Agree, indicating high satisfaction with the curriculum design and its relevance.

Students expressed strong approval of the syllabus content, noting that it effectively meets academic objectives and learning outcomes. The curriculum was also reported to cater well to global needs, with a high percentage of students acknowledging its relevance to contemporary business and management contexts.

There was notable positive feedback regarding knowledge and skill enhancement, as well as the promotion of critical and analytical thinking—both essential competencies for management students. The relevance of textbooks and reference materials was also validated by the students, who found them appropriate and supportive of classroom learning.

A significant proportion of students agreed that the curriculum is well-oriented toward higher education pathways and real-life applications, reflecting its practical and career-focused structure. Additionally, the emphasis on employability weightage received particularly high agreement, indicating that students perceive the program as effectively preparing them for professional roles.



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Feedback on self-study and research promotion was also largely positive, demonstrating that the curriculum encourages independent learning and inquiry. Neutral and negative responses across all areas were minimal, with only a small percentage of students expressing disagreement.

Overall, the responses demonstrate that the BBA curriculum is well-received, effective, and aligned with both academic and industry expectations, contributing significantly to the holistic development of students in the Department of Management.



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Department wise Students' Feedback Analysis Report

Academic Year 2024-2025

Department of English & Other Languages

Mode of feedback Collection : Online through Google forms

Target Group : Students of Department of English & Other Languages during the academic year 2024-2025

Number of response received : 05

SI No.	Questions	Strongly Agree (5)(%)	Agree (4)(%)	Neutral (3)(%)	Disagree (2)(%)	Highly Disagree (1)(%)
1	Syllabus satisfaction	0	20	80	0	0
2	Syllabus serves to global needs	20	40	20	20	0
3	Knowledge and skill enhancement	20	40	40	0	0
4	Critical / analytical thinking development	20	60	20	0	0
5	Relevance of textbooks & reference materials	0	80	20	0	0
6	Higher education orientation	0	60	40	0	0
7	Real life application	0	80	20	0	0
8	Employability weightage	0	20	80	0	0
9	Self study & research promotion	0	60	40	0	0



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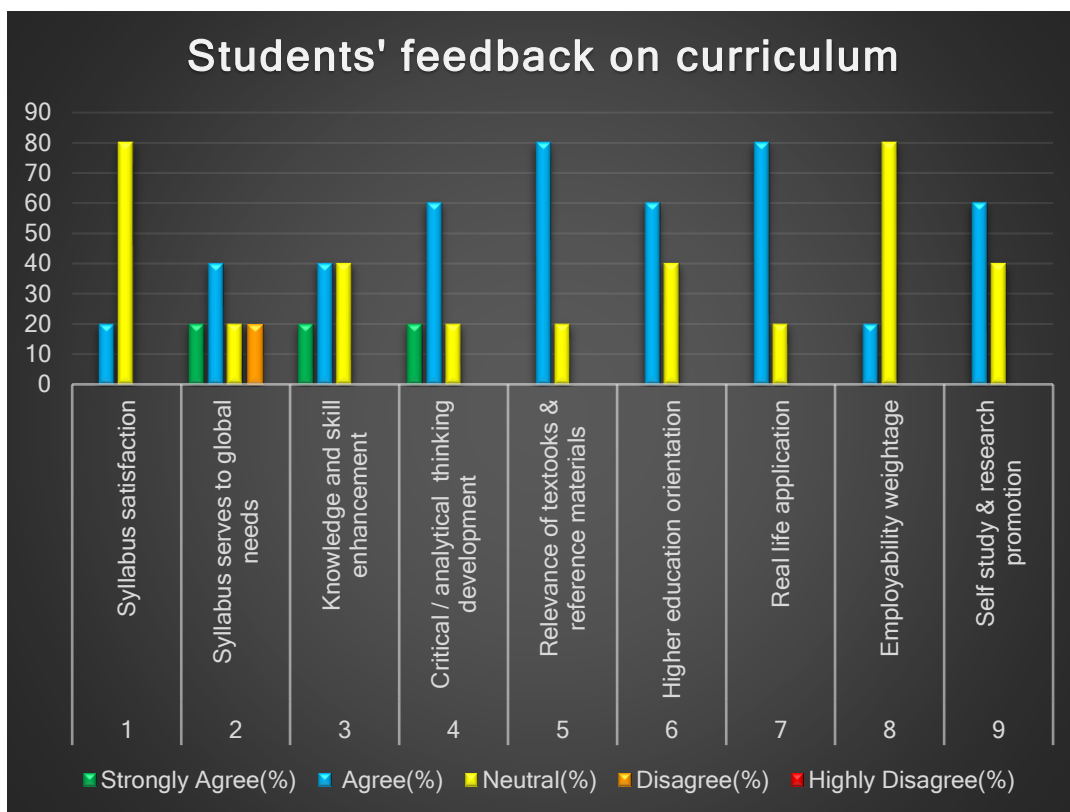
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The feedback from students in the Department of English and Other Languages for the academic year 2024–2025 reflects an overall positive perception of the curriculum. Most students marked Agree, indicating consistent satisfaction across all key areas.

Students appreciated the syllabus content, noting that it supports learning objectives and enhances knowledge and skill development. The curriculum was also seen as effective in promoting critical and analytical thinking, with many agreeing on its relevance to academic and linguistic growth.

Feedback shows strong approval for the relevance of textbooks and reference materials, as well as the curriculum's alignment with higher education goals. Students also acknowledged that the program incorporates meaningful real-life applications, which is essential for language learning.

Aspects such as employability weightage and self-study and research promotion received positive responses, though a notable percentage of students selected neutral responses in these areas. Nevertheless, negative feedback was minimal, and very few students expressed disagreement.

Overall, the results demonstrate that the curriculum is well-received by students, effectively supporting their academic, linguistic, and professional development in the Department of English and Other Languages.



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Department wise Students' Feedback Analysis Report

Academic Year 2024-2025

Department of Computer Science

Mode of feedback Collection : Online through Google forms

Target Group : Students of Department of Computer Science
during the academic year 2024-2025

Number of responses received : 32

SI No.	Questions	Strongly Agree (5)(%)	Agree (4)(%)	Neutral (3)(%)	Disagree (2)(%)	Highly Disagree (1)(%)
1	Syllabus satisfaction	0	31.3	50	15.6	3.1
2	Syllabus serves to global needs	6.3	28.9	53.1	5.4	6.3
3	Knowledge and skill enhancement	3.1	40.6	40.6	15.7	0
4	Critical / analytical thinking development	0	28.1	56.3	15.6	0
5	Relevance of textbooks & reference materials	0	46.9	40.6	12.5	0
6	Higher education orientation	6.3	31.3	50	6.2	6.2
7	Real life application	0	31.3	43.7	12.5	12.5
8	Employability weightage	3.1	21.8	56.3	9.4	9.4
9	Self-study & research promotion	0	43.7	40.6	9.4	6.3



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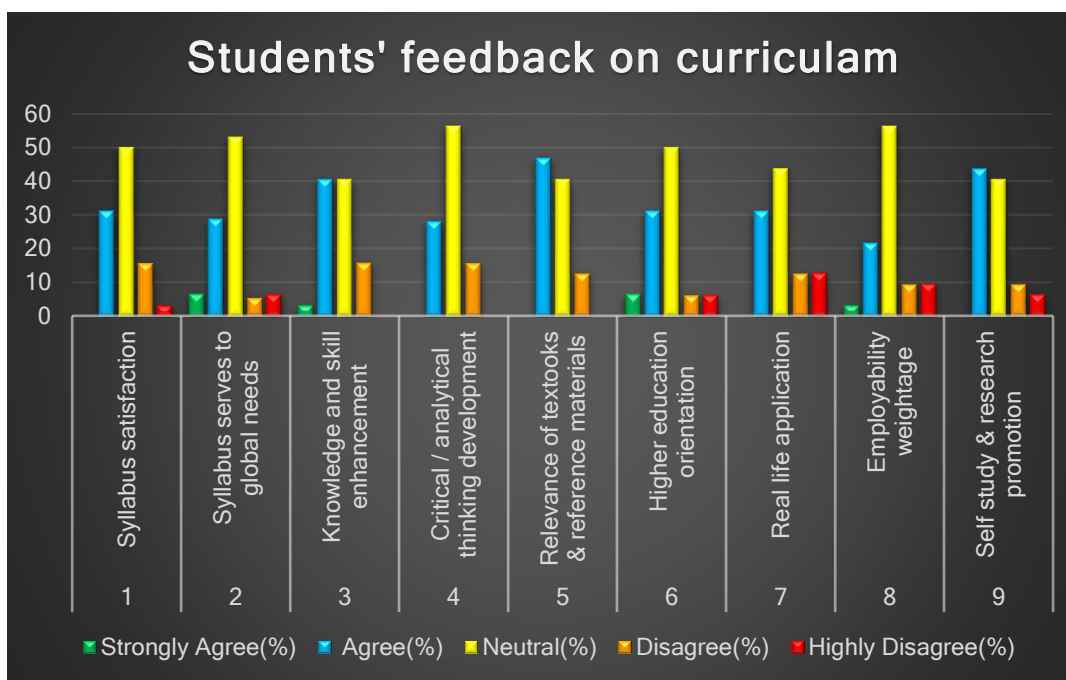
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The feedback from students of the Department of Computer Science (BCA) for the academic year 2024–2025 indicates an overall positive perception of the curriculum. Across most parameters, the majority of students selected Neutral or Agree, showing moderate to high satisfaction with the academic structure.

Students expressed that the syllabus content is satisfactory and aligned reasonably well with academic requirements, though many responses remained neutral. The curriculum was also viewed as fairly effective in meeting global needs, enhancing knowledge and skills, and supporting critical and analytical thinking development.

The relevance of textbooks and reference materials received a balanced mix of neutral and agree responses, suggesting that while materials are useful, students may expect further improvement. Feedback on higher education orientation and real-life application was similarly moderate, indicating that the curriculum provides foundational guidance but may need stronger practical integration.

The aspect of employability weightage recorded a higher proportion of neutral responses, showing that students feel employability components are present but not strongly emphasized. Self-study and research promotion received positive responses overall, although a noticeable portion of students expressed neutrality.



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Negative feedback across all criteria—Disagree and Highly Disagree—remained relatively low, showing that dissatisfaction is minimal.

Overall, the results suggest that the BCA curriculum is positively received, adequately structured, and supportive of students' academic growth, though there is scope for enhancing practical exposure, employability focus, and alignment with industry demands.



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Department wise Students' Feedback Analysis Report

Academic Year 2024-2025

Department of Cyber Forensics

Mode of feedback Collection : Online through Google forms

Target Group : Students of Department of Cyber Forensics
during the academic year 2024-2025

Number of responses received : 16

SI No.	Questions	Strongly Agree (5)(%)	Agree (4)(%)	Neutral (3)(%)	Disagree (2)(%)	Highly Disagree (1)(%)
1	Syllabus satisfaction	12.5	62.5	18.8	6.2	0
2	Syllabus serves to global needs	6.3	62.5	25	6.2	0
3	Knowledge and skill enhancement	12.5	68.8	6.3	12.4	0
4	Critical / analytical thinking development	6.3	56.3	25	12.4	0
5	Relevance of textbooks & reference materials	12.5	62.5	25	0	0
6	Higher education orientation	12.5	75	12.5	0	0
7	Real life application	12.5	56.3	31.2	0	0
8	Employability weightage	18.8	56.3	18.6	6.3	0
9	Self-study & research promotion	6.3	81.3	12.4	0	0



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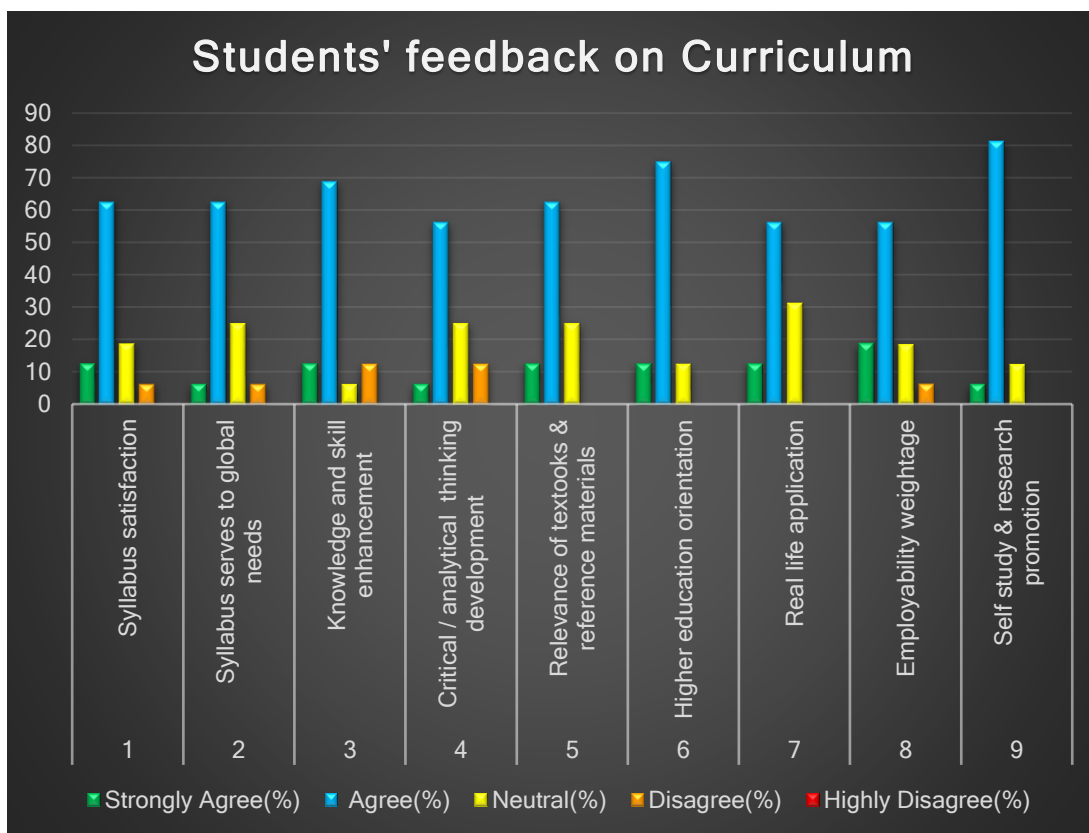
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Student feedback on the Cyber Forensics curriculum was collected across nine parameters, focusing on syllabus quality, relevance, skill development, employability, and academic progression. The overall feedback indicates strong student satisfaction with the curriculum.

Most students marked their responses in the Agree category (55–80%), showing confidence in the syllabus design and delivery. A smaller but consistent proportion (5–15%) indicated Strongly Agree, reflecting high appreciation for specific areas. Only a minimal percentage (below 10%) expressed disagreement, showing that negative perceptions are limited.

Students strongly felt that the curriculum is relevant, updated, and aligned with global needs, especially in areas such as syllabus adequacy, knowledge and skill enhancement, and the relevance of textbooks and reference materials. The curriculum is also perceived to effectively support higher education orientation, helping students prepare for advanced studies in cyber forensics and related fields.



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Feedback shows that the curriculum contributes positively to critical/analytical thinking, real-life application, and professional preparedness, though these areas show moderate neutral responses, indicating scope for further strengthening through practical exposure and case-based learning.

Students also appreciated the curriculum's focus on employability weightage, self-study, and research promotion, suggesting that the program fosters independent learning and industry readiness.

Overall, the feedback highlights that the Cyber Forensics curriculum is well-structured, academically supportive, and industry-relevant, with only minor areas identified for enhancement to further improve real-world application and analytical skill development.



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Department wise Students' Feedback Analysis Report

Academic Year 2024-2025

Department of Commerce (UG)

Mode of feedback Collection : Online through Google forms

Target Group : Students of Department of Commerce (BCom Honours) during the academic year 2024-2025

Number of responses received : 24

SI No.	Questions	Strongly Agree (5)(%)	Agree (4)(%)	Neutral (3)(%)	Disagree (2)(%)	Highly Disagree (1)(%)
1	Syllabus satisfaction	16.6	41.7	41.7	0	0
2	Syllabus serves to global needs	12.5	62.5	25	0	0
3	Knowledge and skill enhancement	25	50	25	0	0
4	Critical / analytical thinking development	25	50	25	0	0
5	Relevance of textbooks & reference materials	25	41.7	33.3	0	0
6	Higher education orientation	20.8	45.8	33.4	0	0
7	Real life application	20.8	41.7	37.5	0	0
8	Employability weightage	8.3	45.8	41.7	4.2	0
9	Self-study & research promotion	20.8	45.8	33.4	0	0



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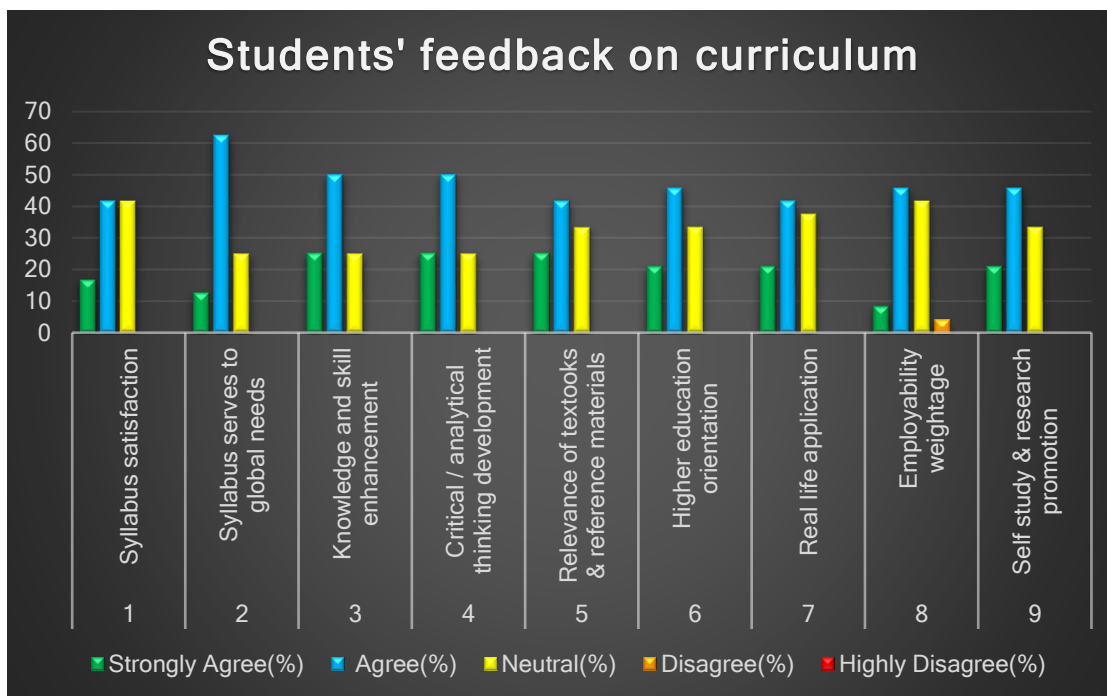
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The curriculum feedback collected from B.Com Honours students indicates an overall positive perception of the programme across the nine key academic parameters. A majority of students responded in the Agree category (40–60%) for most criteria, reflecting a strong endorsement of the curriculum's structure, relevance, and academic value.

Students expressed high levels of satisfaction with the syllabus structure, noting that it is well-organised and meets the expected academic standards. The criterion "Syllabus serves to global needs" received particularly strong agreement, showing that students believe the curriculum maintains contemporary relevance and aligns with modern commerce and business demands.

Feedback also highlights that the programme effectively supports knowledge and skill enhancement, critical and analytical thinking, and provides appropriate textbooks and reference materials. These areas show a balanced distribution between Agree and Neutral responses, indicating that students recognise the curriculum's strengths while also suggesting room for further enrichment, especially through more practical and application-based components.

In terms of higher education orientation and real-life application, students responded positively, acknowledging that the curriculum provides a foundation for advanced studies and practical exposure to commercial concepts. Employability weightage was also viewed favourably, demonstrating that the programme contributes meaningfully to students' career readiness.



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The parameter on self-study and research promotion received encouraging feedback, with students appreciating the curriculum's ability to motivate independent learning. Minimal responses were recorded under Disagree and Highly Disagree across all criteria, indicating strong overall acceptance and low dissatisfaction.

In summary, the feedback reflects that the B.Com Honours curriculum is academically robust, relevant, and supportive of students' intellectual and professional development, with minor areas identified for strengthening practical and experiential learning opportunities.



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Department wise Students' Feedback Analysis Report

Academic Year 2024-2025

Department of Commerce (UG)

Mode of feedback Collection : Online through Google forms

Target Group : Students of Department of Commerce (BCom Finance & Taxation) during the academic year 2024-2025

Number of responses received : 18

SI No.	Questions	Strongly Agree (5)(%)	Agree (4)(%)	Neutral (3)(%)	Disagree (2)(%)	Highly Disagree (1)(%)
1	Syllabus satisfaction	11.1	77.8	5.5	0	5.6
2	Syllabus serves to global needs	0	66.7	27.7	0	5.6
3	Knowledge and skill enhancement	0	72.2	22.2	0	5.6
4	Critical / analytical thinking development	5.6	66.7	22.1	0	5.6
5	Relevance of textbooks & reference materials	5.6	72.2	16.6	5.6	0
6	Higher education orientation	11.1	66.7	16.6	0	5.6
7	Real life application	0	77.8	16.6	0	5.6
8	Employability weightage	0	55.6	33.3	11.1	0
9	Self-study & research promotion	5.6	66.7	27.7	0	0



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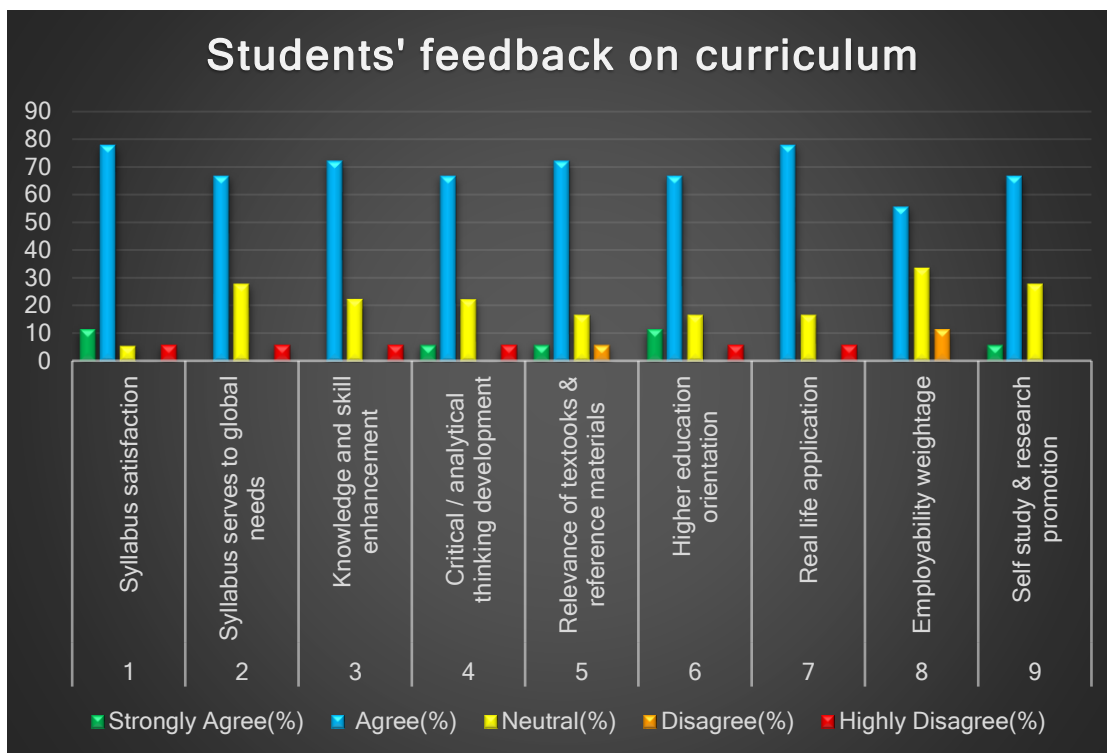
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The curriculum feedback received from students of the B.Com Finance & Taxation programme indicates a strongly positive overall perception across all nine criteria. The majority of responses fall in the Agree category (60%–80%), showing that students generally appreciate the relevance, structure, and effectiveness of the curriculum.

Students expressed the highest satisfaction in areas such as syllabus satisfaction, knowledge and skill enhancement, real-life application, and higher education orientation, each receiving around 70–80% agreement. This reflects that the curriculum is perceived as relevant, academically strong, and supportive of students' progression to higher studies.

The parameter "Syllabus serves to global needs" showed similarly high agreement, suggesting that students feel the syllabus keeps pace with contemporary trends in finance, taxation, and the broader commerce sector. The curriculum also demonstrates strength in promoting critical and analytical thinking, with a majority of students agreeing that it supports intellectual development.

Students rated textbooks and reference materials as appropriate and helpful, though a small proportion of responses indicated scope for updating or enriching academic resources. The area of employability weightage also received high positive feedback, showing that students believe the curriculum supports job readiness, though a notable number of neutral responses suggest that further practical exposure could enhance this component.



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A very small percentage of students selected Disagree or Highly Disagree across any criterion, indicating minimal dissatisfaction. Overall, the curriculum appears to be well-structured, industry-aligned, and effective in developing the academic, analytical, and professional competencies expected of Finance & Taxation students.



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Department wise Students' Feedback Analysis Report

Academic Year 2024-2025

Department of Commerce (UG)

Mode of feedback Collection : Online through Google forms

Target Group : Students of Department of Commerce (BCom
Computer Application) during the academic year
2024-2025

Number of responses received : 40

SI No.	Questions	Strongly Agree (5)(%)	Agree (4)(%)	Neutral (3)(%)	Disagree (2)(%)	Highly Disagree (1)(%)
1	Syllabus satisfaction	2.5	30	55	7.5	5
2	Syllabus serves to global needs	0	22.5	55	20	2.5
3	Knowledge and skill enhancement	2.5	30	47.5	15	5
4	Critical / analytical thinking development	2.5	32.5	50	12.5	2.5
5	Relevance of textbooks & reference materials	5	32.5	47.5	15	0
6	Higher education orientation	2.5	47.5	40	5	5
7	Real life application	2.5	32.5	45	10	10
8	Employability weightage	0	32.5	47.5	15	5
9	Self-study & research promotion	2.5	32.5	42.5	20	2.5



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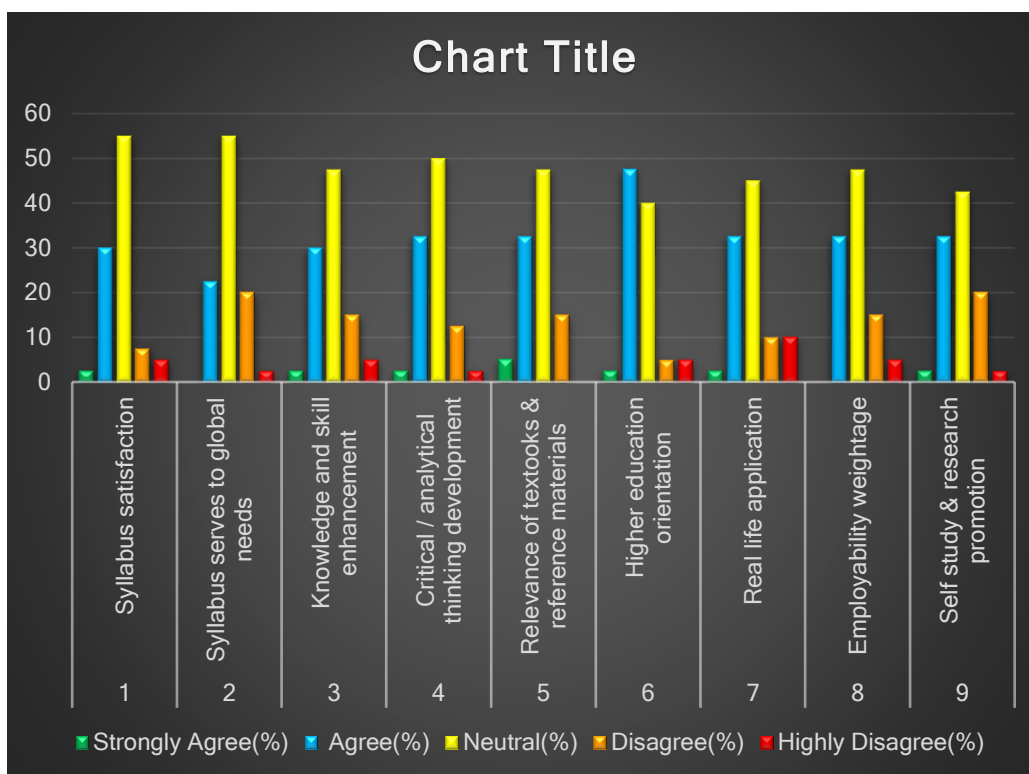
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The curriculum feedback from B.Com Computer Application students indicates overall positive responses, with most students selecting Neutral or Agree across the nine parameters. This suggests that while the curriculum is generally acceptable and relevant, there is also room for strengthening student satisfaction.

A majority of students marked Neutral (around 45–55%) for key components such as syllabus satisfaction, global relevance, skill enhancement, and critical/analytical development, indicating that students find the curriculum moderately effective but not highly impactful. The Agree responses (20–35%) show that a substantial portion of students do appreciate the curriculum's structure and academic value.

For higher education orientation, real-life application, and employability weightage, the trend remains similar, with Neutral responses dominating. This reflects students' perception that while the syllabus supports career and higher education readiness to some extent, there is potential for greater practical exposure, industry alignment, and technology-driven learning.

The responses for textbook and reference material relevance and self-study & research promotion also follow this neutral-led trend, though a reasonable number of students agree that these components are satisfactory. Disagree and highly disagree responses remain low overall (below 15%), showing minimal dissatisfaction.



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Overall, the feedback suggests that the B.Com Computer Application curriculum is adequate and functionally structured, but students expect more engaging, practically oriented, and industry-responsive content, particularly considering the technology component of the programme.



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Department wise Students' Feedback Analysis Report

Academic Year 2024-2025

Department of Commerce (PG)

Mode of feedback Collection : Online through Google forms

Target Group : Students of Department of Commerce (MCom)
during the academic year 2024-2025

Number of responses received : 03

SI No.	Questions	Strongly Agree (5)(%)	Agree (4)(%)	Neutral (3)(%)	Disagree (2)(%)	Highly Disagree (1)(%)
1	Syllabus satisfaction	33.3	33.3	33.4	0	0
2	Syllabus serves to global needs	33.3	66.7	0	0	0
3	Knowledge and skill enhancement	33.3	33.4	33.3	0	0
4	Critical / analytical thinking development	33.3	66.7	0	0	0
5	Relevance of textbooks & reference materials	33.3	66.7	0	0	0
6	Higher education orientation	33.3	66.7	0	0	0
7	Real life application	33.3	33.3	33.4	0	0
8	Employability weightage	33.3	33.4	33.3	0	0
9	Self-study & research promotion	33.3	66.7	0	0	0



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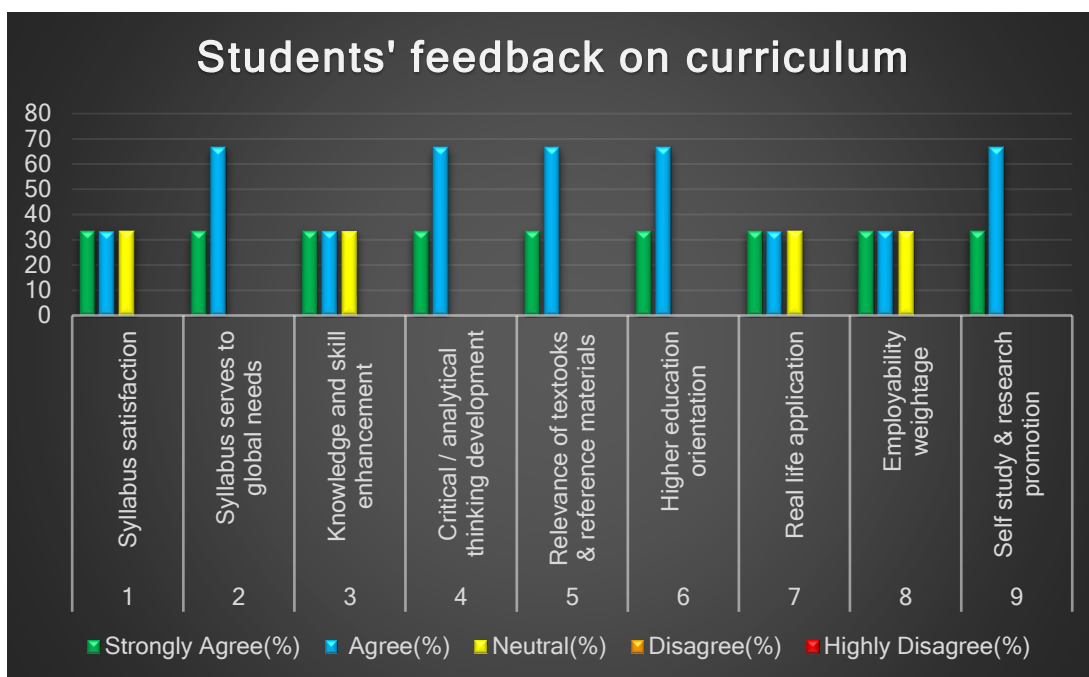
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The curriculum feedback collected from M.Com students reflects a predominantly positive academic experience, with a strong leaning toward agreement (60–70%) across all nine curriculum parameters. Students consistently appreciated the structure, relevance, and academic rigor of the programme.

A significant proportion of learners expressed satisfaction with the syllabus content, highlighting its clarity, depth, and alignment with postgraduate-level expectations. The curriculum is also viewed as effectively addressing global needs, with nearly 70% of students agreeing that it broadens international and conceptual perspectives.

Regarding knowledge and skill enhancement, critical thinking development, and higher education orientation, students showed strong approval, indicating that the programme successfully supports advanced learning and research-oriented competencies expected at the PG level.

Feedback on the relevance of textbooks and reference materials indicates a high level of satisfaction, with 60–70% of students agreeing that the materials provided are updated, comprehensive, and supportive of classroom learning. Similarly, parameters related to real-life application, employability weightage, and self-study & research promotion received encouraging responses, demonstrating that the curriculum is perceived as both practical and academically enriching.

Neutral, disagree, and highly disagree responses remain comparatively low, suggesting minimal dissatisfaction and reaffirming the overall positive reception of the programme.



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In summary, the M.Com curriculum is seen as well-structured, relevant, and academically robust, effectively supporting students' higher-level learning, employability readiness, and research capabilities.