

STUDENTS' FEEDBACK ON CURRICULUM

OVERALL COMMENTS ON STUDENTS' FEEDBACK ON CURRICULUM:

Feedback from students regarding curriculum depicted various results. 44.2% students who filled the feedback belonged to B.com course, whereas the percentage of such students from B.com (Hons.) and BBA course came out to be 32 and 23.8 respectively. Around 77.5% of the students are extremely contented by the depth of the course content including project work, but a small section of students falling under the 5% category still thinks that it needs to be improved. More than 93% students are satisfied with the extent of coverage of the course, whereas around 7% are unsatisfied with it. Approximately, 88% students think that their course is relevant and applicable to real life situations, but a considerable portion of 12% students are against the given opinion. Furthermore, a major portion of approx. 95% students think that the curriculum adds learning value (in terms of knowledge, concepts, manual skills), and there is clarity and relevance of textual reading material.

ACTION TAKEN:

It has been revealed from the analysis that 11.7% students were of the view that more of application based learning techniques should be followed to provide real life application based knowledge. Therefore, SACCM has endeavored to enhance the use of case studies and role play teaching pedagogies in the class to provide practical experience to the stakeholders. In addition to this, various add-on courses have been introduced and MOUs have been signed with reputed organizations like ALPHABETA INC, IIT ROPAR TECHNOLOGY BUSINESS INCUBATOR FOUNDATION, ICT ACADEMY, DSB EDUTECH PVT. LTD., etc. to provide real-life based experience as per the demand of the students. The same is expected to add value to the teaching-learning experience and lead to a more inductive learning environment.



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PARENTS' FEEDBACK ON CURRICULUM

MAJOR SUGGESTIONS RECEIVED FROM PARENTS' FEEDBACK ON CURRICULUM:

- A reasonable number of parents suggested that more technology based and relevant software programs should be included in the curriculum of the ongoing programmes.
- Some parents have recommended that the syllabus should impart practical knowledge more and real life case studies should be taught rather than the theory only. More practical approach should be adopted like presentations and role play techniques.
- A prominent suggestion came from the parents to include more webinars, internships, sports activities, placement drives and field trips, etc.
- Some parents, who mentioned SACCM as the best institute, gave a valuable suggestion of introduction of master degree courses, and suggested less college hours so that students can pursue some additional activities or courses of their own interests along with the graduation.

ACTION TAKEN:

- The blended learning technique is being adopted while giving more emphasis on the usage of ICT in curriculum delivery.
- The faculty members are motivated to attend various faculty development programs (FDPs) on flipped learning, blended learning and case based teaching. Besides this, the college also organizes various FDPs for enhancing the application based teaching skills of the faculty.
- Webinars, internships, sports activities, placement drives and field trips are already a prominent part of teaching learning process at SACCM. Keeping in view the needs of real-life based learning, the college has collaborated with various business organizations, industrial units, and learning institutes.
- SACCM is already in the process of introduction of master degree course in the college w.e.f. the upcoming session.



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TEACHERS' FEEDBACK ON CURRICULUM

MAJOR SUGGESTIONS RECEIVED FROM TEACHERS' FEEDBACK ON BBA CURRICULUM:

- Quantum of Course content of Business law is too heavy firstly as it a shorter semester secondly as there are non-commerce background students who find it difficult to comprehend when the syllabus is very vast and teacher has to complete the content in a speedy manner.
- There must be university exam of computer practical. As without practical examination it is not possible to judge the practical skills of the pupil on the basis of theory examination.
- Quantity of practical work and application based Learning can be increased in theoretical subjects.

ACTION TAKEN: A letter mentioning the suggestions for improvising the syllabus has been sent the Panjab University, Chandigarh. This included various points regarding the reduction of syllabus of some courses as per the duration of the semester, inclusion of practical and application based courses, amendments in various subjects in accordance with the changed syllabi of 10+2 CBSE schools, and some other required revisions.



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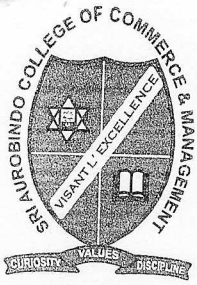
MAJOR SUGGESTIONS RECEIVED FROM TEACHERS' FEEDBACK ON B.COM CURRICULUM:

- The syllabus of Advanced Accounting subject in B.Com IVth semester is too vast as compared to the duration of the semester.
- 3 numerical based subjects in the same semester (B.Com 4th semester) is not justified, that too when it is an even semester with lesser number of teaching days.
- Syllabus revision from PU is required on regular basis
- Students have already studied Business Economics in 10+2. So new additions in content of B.Com 1st semester Business Economics should be made.

ACTION TAKEN: A letter mentioning the suggestions for improvising the syllabus has been sent the Panjab University, Chandigarh. This included various points regarding the reduction of syllabus of some courses as per the duration of the semester, amendments in various subjects in accordance with the changed syllabi of 10+2 CBSE schools, and some other required revisions.



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To

Dr.Keshav Malhotra,
The Dean,
Business Management and Commerce,
Panjab University, Chandigarh.

Subject: Request for revision in syllabi of some subjects of B.Com and BBA course.

Respected Sir,

The college has conducted a feedback survey on curriculum from the teaching faculty. The suggestions received from the survey analysis revealed that some subjects of B.Com and BBA courses need revisions and amendments.

Following are the major suggestions received with regard to the same:

B. Com Course:

- The syllabi of Advanced Accounting subject in B.Com IV semester is too vast as compared to the duration of the semester.
- Inclusion of three numerical based subjects in B.Com IV semester is not justified as per the duration of the semester. It is recommended that the number of numerical subjects must be reduced to two.
- Students have already studied Business Economics in 10+2. So modifications in the content of B.Com I semester Business Economics should be made.

BBA Course:

- Quantum of Course content of Business law (BBA II Semester) is too heavy and the syllabus is very vast as compared to the duration of the semester.
- In BBA course, University computer practical exam should be included as without practical examination, it is not possible to judge the practical skills of the pupil on the basis of theory examination.
- The second unit of International Business (BBA V semester) needs revision. Many chapters like international trade fraught with data are included as against certain other relevant topics like international finance, international operations, international strategy, etc. Secondly, the topics like outward FDI which seem irrelevant as per Indian business scenario could be excluded from the curriculum.

In the light of the above suggestions, you are requested to incorporate possible revisions in the curriculum of B.Com and BBA course.

Ajsha

Dr Ajay Sharma
(Principal)

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