



CHRIST

(DEEMED TO BE UNIVERSITY)

BANGALORE · INDIA


Department of Economics

Bachelor of Arts (BA Economics Honours) 2022-23

Bannerghatta Road Campus

School of Social Sciences

Curriculum Feedback Analysis


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CURRICULUM FEEDBACK ANALYSIS REPORT OF THE DEPARTMENT OF ECONOMICS

FOR THE ACADEMIC YEAR 2022-2023

Introduction

Feedback is essential in order to determine whether the implementation path is suitable for achieving the stated goals. Additionally, feedback has been used in the development, creation, and revision of curricula. Feedback plays a crucial part in achieving the stated goals. The department seeks input on its programmes and courses from a variety of stakeholders, including students, industrialists, and parents, in order to assess the effectiveness of the courses offered and pinpoint areas that need to be improved. The analysis report for the academic year 2022–2023 provides information on the responses gathered, the types of responses, areas for improvement, and actions taken based on the analysis.

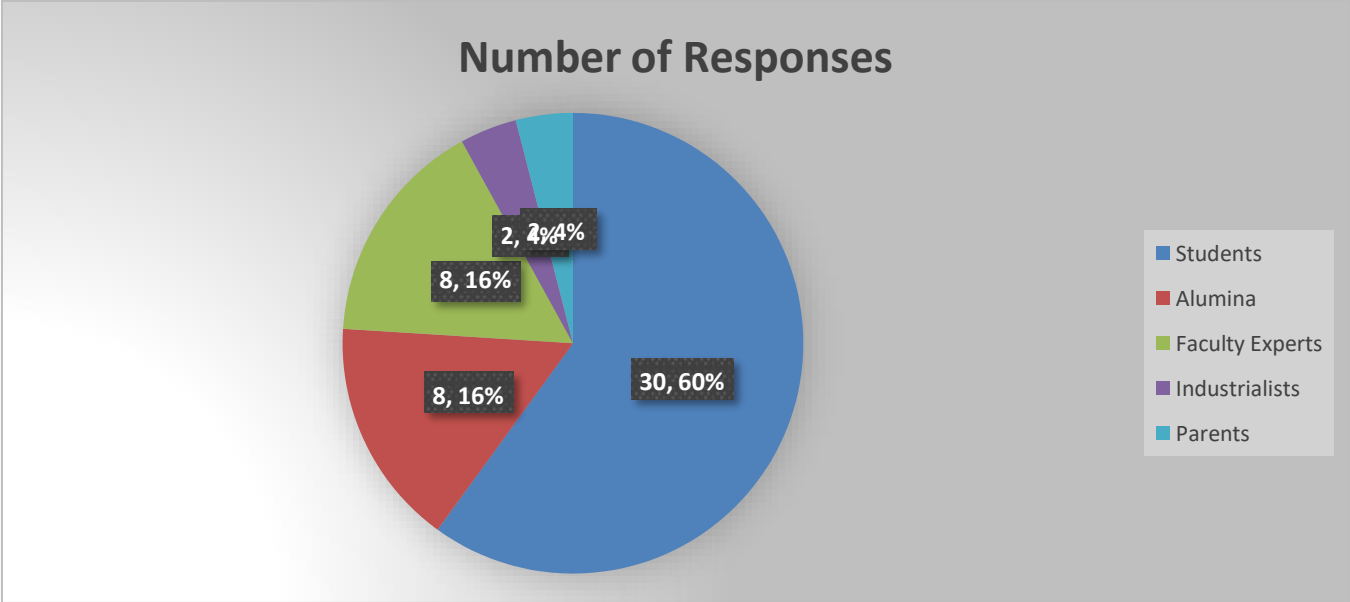
The head of the department constitutes Curriculum Development Committees (CDC). The sole purpose of the CDC is to subject the curriculum for a thorough review by all the stakeholders. Stakeholder feedback is given enough scope during the review process. Feedback is sought from the students, alumni, academic experts, Employer or Industry experts, and parents.

The committee reviews the feedback and incorporates relevant changes in the syllabus and gets it approved during the Board of Studies (BOS) meeting. The recommendations of the BOS members are incorporated and the final curriculum is prepared and updated on the website. With the above feedback forms devised for various stakeholders, the Department through its various programmes and courses have collected the above-mentioned feedback forms and for the academic year of 2022-2023 the following number of feedback responses were collected from the various stakeholders mentioned above.

1.1 Representation of the Stakeholders

Table 1: Representation of Stakeholders

Stakeholders	Number of Responses
Students	30
Alumina	8
Faculty Experts	8
Industrialists	2
Parents	2



1.2 Student Feedback

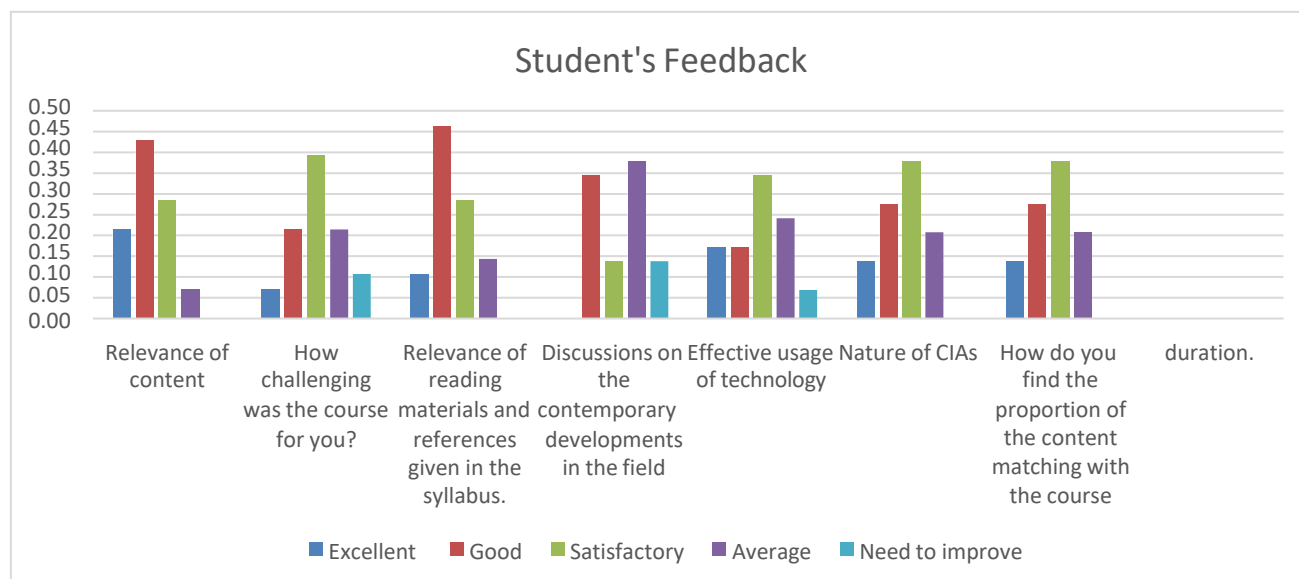
Collecting student feedback on curriculum is of utmost importance as it plays a crucial role in evaluating and improving the effectiveness of educational programs. Student feedback allows educators and administrators to gain insights into how well the curriculum is engaging students. By understanding what aspects of the curriculum resonate with students and what needs improvement, educators can make necessary adjustments to increase student engagement and motivation. Each student has unique learning needs and preferences. Collecting feedback from students helps educators identify areas where the curriculum can be personalized to meet individual learning styles, interests, and abilities. By incorporating student input, the curriculum can be adjusted to be more relevant, meaningful, and effective for diverse learners.

For the academic year of 2022-23, the feedback collected from the students were analyzed and the following tables give us an overall understanding of how the students feel about the curriculum for their respective program of study.

Table 2. Feedback of Students

Questions	Excellent	Good	Satisfactory	Average	Need to improve
Relevance of content	21.4%	42.9%	28.6%	7.1%	0%
How challenging was the course for you?	7.1%	21.4%	39.3%	21.4%	10.7%

Relevance of reading materials and references given in the syllabus.	10.7%	46.4%	28.6%	14.3%	0%
Discussions on the contemporary developments in the field	0%	34.5%	13.8%	37.9%	13.8%
Effective usage of technology	17.2%	17.2%	34.5%	24.1%	6.9%
Nature of CIAs	13.8%	27.6%	37.9%	20.7%	0%
How do you find the proportion of the content matching with the course duration.	13.8%	27.6%	37.9%	20.7%	0%



The analysis of the feedback indicates excellent responses on most of the questions except question 4 on Discussions on the contemporary developments in the field.

Plan of action: Curriculum Development Committees have been advised to consider the inclusion of contemporary issues related to each course for the BoS.

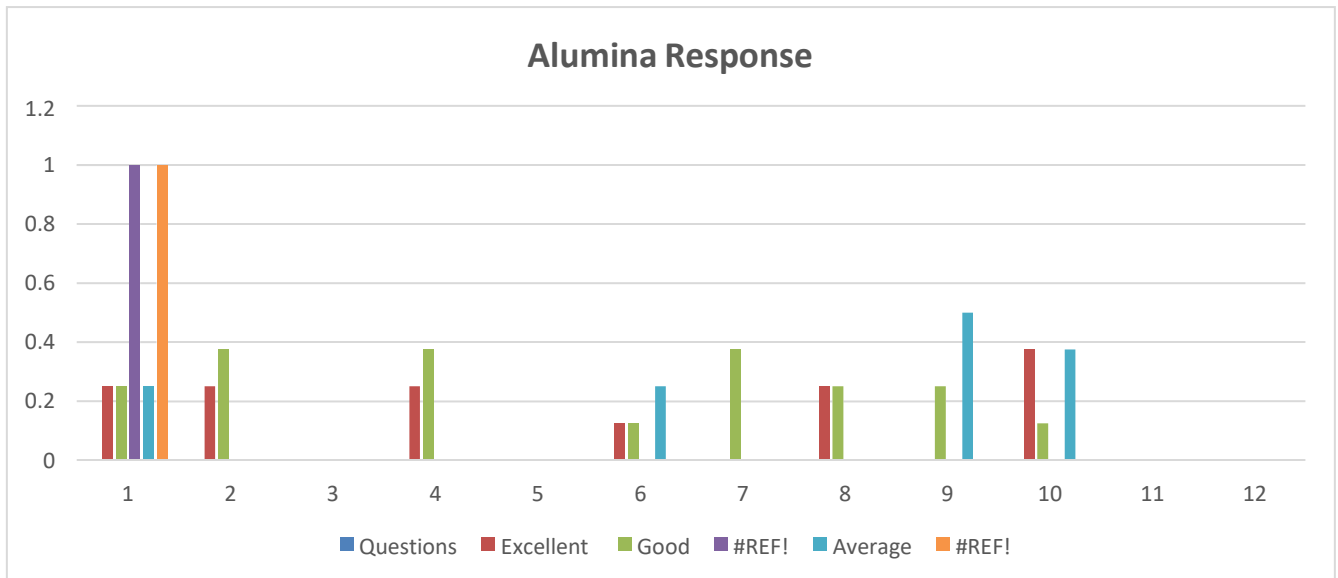
1.3 Alumni Feedback

Alumni constitute an integral part of university. Our alumni are pursuing their higher studies, some of them are working for the industry and one of them is an entrepreneur. Their feedback on curriculum helps us design our programme as per the current trends of higher education and industry. It is to be noted that our final year students are writing their ESE so their responses as alumni have not been taken into consideration.

Table 3. Alumina Feedback

Questions	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient students towards higher education?	25%	25%	12.5%	25%	12.5%
Is the employability given weightage in the design and development of the syllabus?	25%	37.5%	37.5%	0%	0%
Is the employability given weightage in the design and development of the syllabus?	25%	37.5%	37.5%	0%	0%
Is the syllabus designed to have a component of value-based education?	12.5%	12.5%	37.5%	25%	12.5%
Does the syllabus have components to serve the needs of the society?	0%	37.5%	37.5%	0%	25%
Does the syllabus promote self-study and attitude of research?	25%	25%	12.5%	0%	37.5%
Does the syllabus help the students	0%	25%	25%	50%	0%

to enhance their personality?					
Do you think the implementation of NEP will help students to improve their skill required in the industry?	37.5%	12.5%	12.5%	37.5%	0%



The analysis suggests that the syllabus is contemporary in nature and orient students for higher education. It meets the expectations of the industry and enables the students to apply academic expertise in real-life situations. It encourages students to take up entrepreneurship and motivates them for research and development. However, the employability weightage needs more consideration.

Plan of Action: The CDCs of respective programmes are advised to identify the potential courses and consider employability weightage.

General comments and suggestions

- Most subjects like Research Methodology, Econometrics, International Economics, Behaviour Economics, Micro and Macro Economics, Statistics, Consumer Psychology Mathematics are extremely relevant and act as a great leverage for future endeavours.

Welfare Economics and FGD help to create a humanitarian perspective makes the subject more inclusive. The only subjects that I found redundant were Economic Philosophy and History of Economics which were of absolutely no benefit. Also, Indian Economy and Political Economy of India were very similar as subjects and one of them should be removed. If these are replaced with more employment-oriented courses like MS-Excel, Business Economics and basic Marketing then the course would be even more inclusive and overall enhanced.

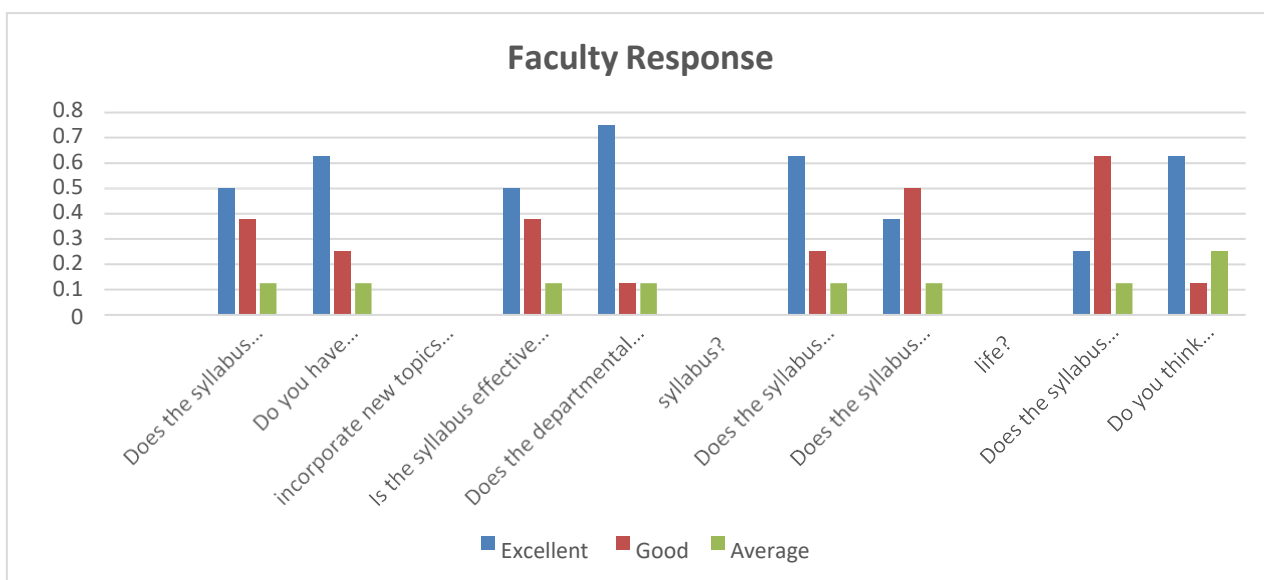
- The course was apt in covering theoretical basis. However, there was little or no association of these theories with real time events. This made practical applicability extremely difficult and posed challenges for employability post graduation. But the course did a great job in preparing students who wanted to pursue higher education immediately after graduation.
- The overall course could've been made much more practical rather than being theoretical
- If the syllabus has more technical subjects or analytical tools or programming languages like R or SQL, etc., that would be great since most of the jobs/higher education requires technical knowledge of such subjects.
- The course is structured in an effective way for higher studies
- Syllabus can be modelled as per the recent trends in job market.
- Course curriculum is overall excellent. Few small suggestions: industrial psychology and consumer psychology are I think better as elective subjects (as that would allow students to choose both labour economics and health economics, for example, which I wanted to do). More flexibility in these electives would be very nice; Philosophy of economics is a subject best studied in the final semester (or at least in the second year) than the first. It sounds counter intuitive, but many students (as I was) had a very rudimentary understanding of Economics and methods of analysis in the first semester, and the scope of this subject went over our heads. Only later did its importance dawn on me.

1.4 Faculty/Academic Expert Feedback

Table 4. Faculty Feedback

Questions	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus satisfy the stated objectives and learning outcomes?	50%	37.5%	0	12.5%	0
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?	62.5%	25%	0	12.5%	0

Is the syllabus effective in developing independent thinking?	50%	37.5%	0	12.5%	0
Does the departmental level expert committee meet to review the syllabus?	75%	12.5%	0	12.5%	0
Does the syllabus enhance your knowledge in the subject area?	62.5%	25%	0	12.5%	0
Does the syllabus enable the students to apply their knowledge in real life?	37.5%	50%	0	12.5%	0
Does the syllabus demand the teachers for research inclusive teaching?	25%	62.5%	0	12.5%	0
Do you think implementation of NEP will help the students improve their skill required in industry?	62.5%	12.5%	0	25%	0



The faculty or academic experts found the syllabus contemporary and adequate. The textbooks and reading materials are standard and available and various evaluation systems are sustainable. However, the feedback does suggest the need for better weightage to be given to theory and practical and syllabi need to better equip students for job and career. Plan of Action: The CDCs are to discuss the matter for their respective programme.

1.5 Employer Feedback

Table 5. Employer Feedback

Questions	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient the students towards higher education?	50	0	50	0	0
Is employability given weightage in the design and development of the syllabus?	50	50	0	0	0
Is the syllabus designed to have a component on value based education?	50	0	0	50	0
Does the syllabus have components to serve the needs of the society?	50	50	0	0	0
Does the syllabus promote self-study and attitude of research?	50	50	0	0	0
Does the syllabus promote self-study and attitude of research?	50	50	0	0	0
Does the syllabus help the students to enhance their personality?	50	0	0	0	50
Do you think implementation of NEP will help the students improve their skill required in industry?	50	0	50	0	0

General Comments and Suggestions:

- Pretty extensive course, with good real-life implications. Having programme and statistical packages like SPSS, Eviews is really good factor.
- Less college hours and Saturday off

The feedback was collected from the organisation where our students did their internships. The feedback from employers suggests a positive outlook of our students as potential professionals.

Plan of Action: Based on the feedback analysis and opinion of the stakeholders, the Department has directed all the CDCs to consider the recommendations in preparing the syllabus and curriculum, and discuss the same in the Board of Studies (BoS) and ratify the necessary changes. Following the discussions, the CDC members proposed the following recommendations for the

upcoming BOS meeting.

1. Three new programmes in line with the NEP 2020 were proposed from the academic year 2023-24 onwards:
 - BA Economics
 - BA Economics Honors
 - BA Economics Honors with Research

The structure of the above-mentioned programmes was introduced and the detailed syllabus for First and second semesters were introduced.

2. The courses Money and Banking- BECH 642A and History of Economic Thought- BECH632 have proposed changes in the unit structures for the batches 2021-24 and 2022-25.
3. In the course offered to the liberal arts programme, the proposal was to change the titles of the courses: the course Agents and Institutions, and The Economics of Aggregates as Microeconomics I and Macroeconomics I.
4. The course skill-development offering to the batches 2021-24 and 2022-25 (BA Economics Honours) has been decided to convert to value-added courses from next academic year onwards.
5. Real-World Examples: Integrate more real-world examples and case studies into lectures and assignments. Relating economic theories to current events, industry trends, and policy issues can make the subject matter more relatable and interesting to students. Guest speakers from relevant industries or government agencies can also provide valuable insights and practical applications.
6. Applied Projects: Include applied projects as part of the curriculum to encourage students to apply economic theories and analytical tools to real-world scenarios. These projects could involve analyzing economic data, conducting market research, or developing economic models to solve practical problems. Collaborative projects can also foster teamwork and critical thinking skills.
7. Feedback Mechanisms: Establish regular feedback mechanisms, such as anonymous surveys or class discussions, to gather students' opinions and suggestions regarding the course content, teaching methods, and assessments. Actively seek and consider student feedback to identify areas for improvement and make adjustments accordingly.
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