

**School of Social Sciences
Department of Economics**

**Criteria 1.4.1 & 1.4.2 (2024-25): Feedback on
Curriculum Analysis and Action Taken Report.**

Feedback Process of the Department

Feedback is an integral part of how the institution works on curriculum development. Feedback is collected from all the stakeholders, namely our students, faculty members, alumni, parents, and Industry/employers during each academic year and it is integrated into the process of curriculum review.

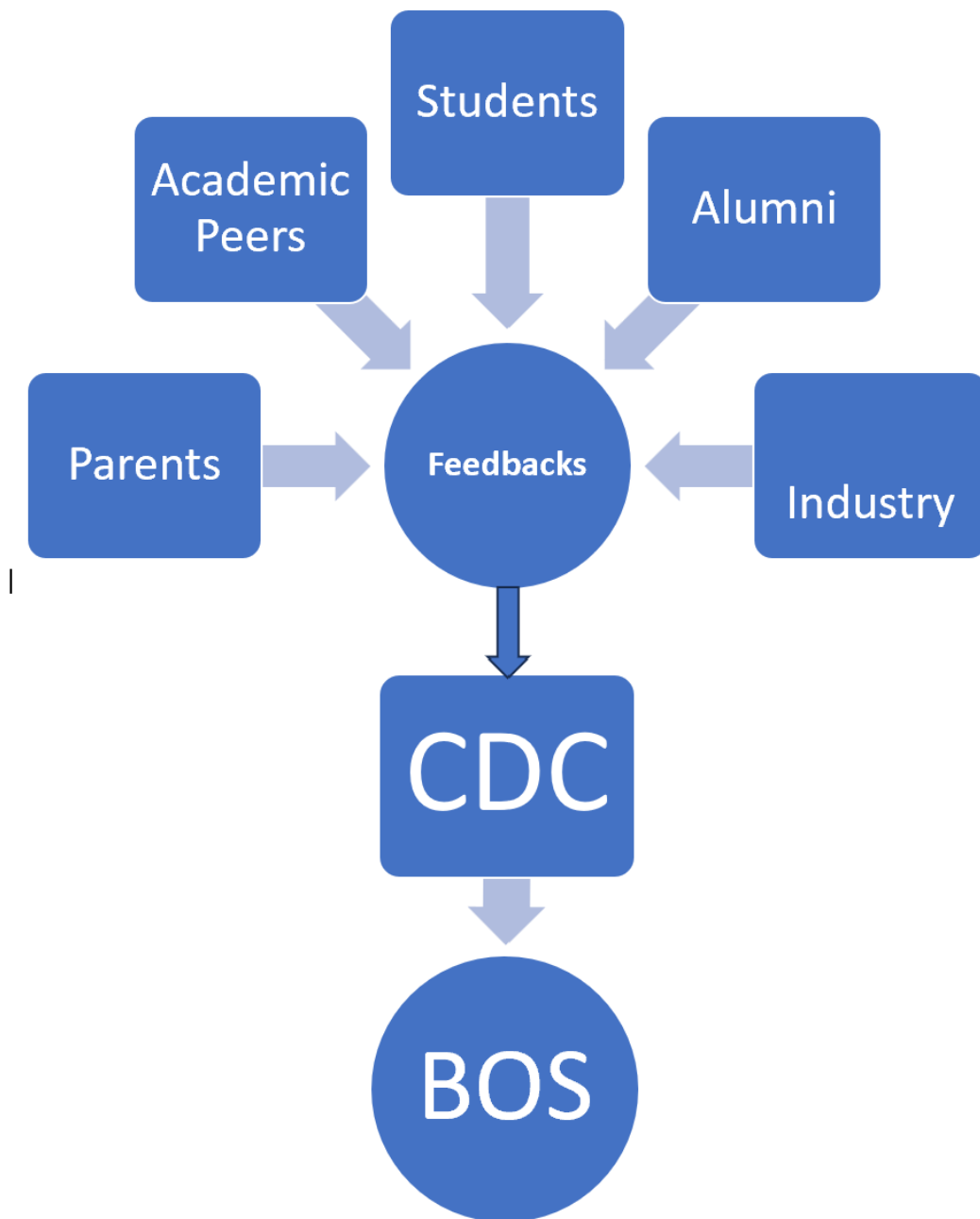
Feedback is collected using structured feedback forms by us from all the stakeholders at the end of the semester.

The department analyzes these forms to identify areas of concern that would require attention. The qualitative components of the feedback forms are analyzed carefully as well and incorporated into the curriculum review process. The Department's Curriculum Development Cell (CDC) constituted by the Head of the Department takes this feedback into account during the curriculum review process. The suggestions made by the CDC are reviewed and approved in the meeting of the Board of Studies.

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Fig 1: Process of taking Feedback



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PROGRAMME WISE FEEDBACK BAEP H/HWR

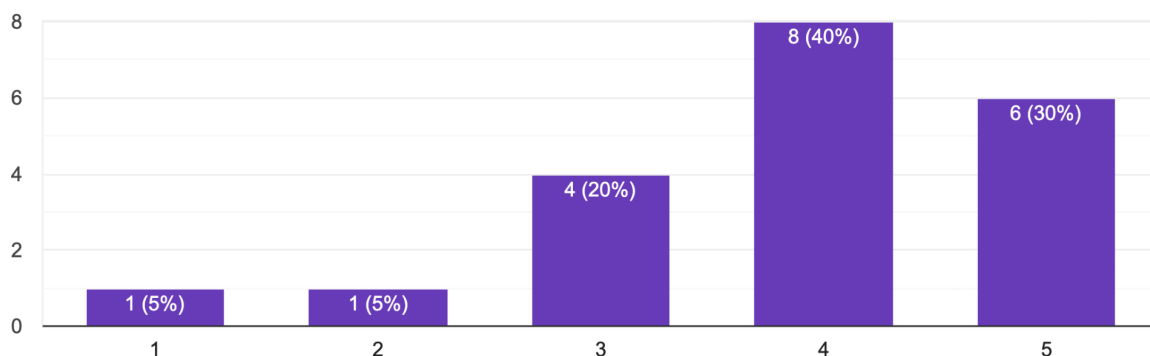
The curriculum revision for the BA Economics and Political Science (Double Majors) program reflects valuable feedback from students, faculty, alumni, parents, and academia. The feedback highlights the need for practical exposure, balanced rigor, and alignment with contemporary academic and professional demands, while adhering to the National Education Policy (NEP) guidelines. The suggestions aim to make the program more holistic, skill-oriented, and aligned with future career opportunities.

For the academic year 2024-25, feedback from various stakeholders (students, teachers, parents) was taken through Google Forms. The feedback obtained was based on several aspects such as whether the curriculum aligns with the stated objectives and learning outcomes, if it covers advanced topics, and if it effectively enhances knowledge and skills in the relevant field.

Students Feedback_2024-25 batch

How do you rate the overall BA Economics & Political Science programme syllabi?

20 responses

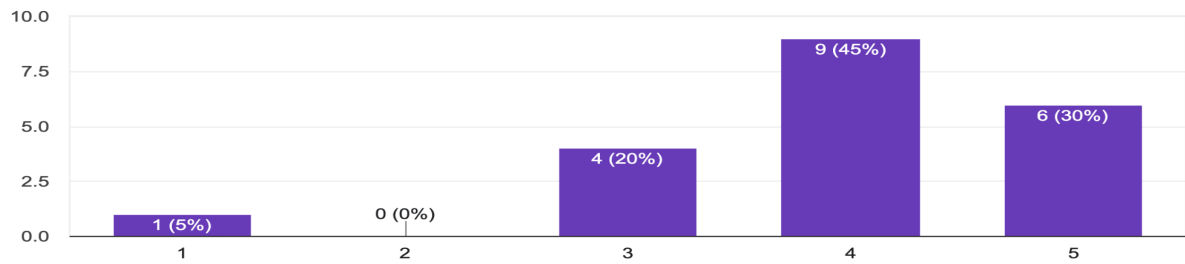


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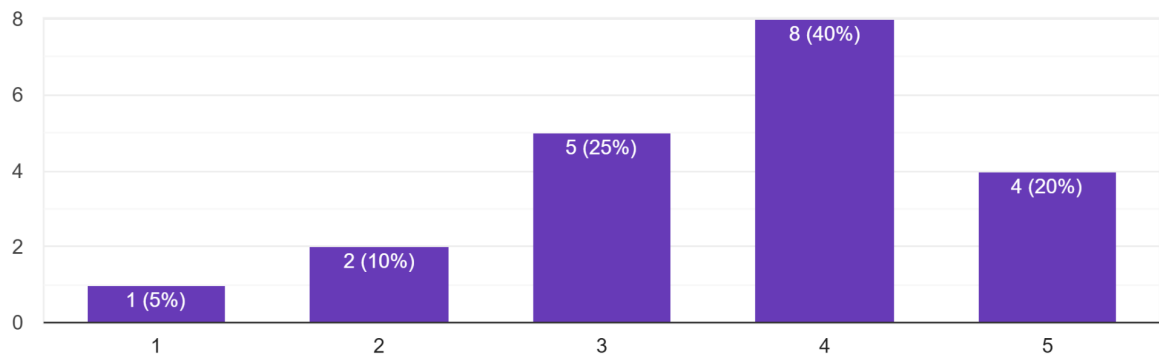
How do you rate the overall curriculum (syllabi, activities, teaching-learning, assessments) of BA EP during the course period?

20 responses



How do you rate the overall academic/ industrial/ field exposure you received during the course period?

20 responses

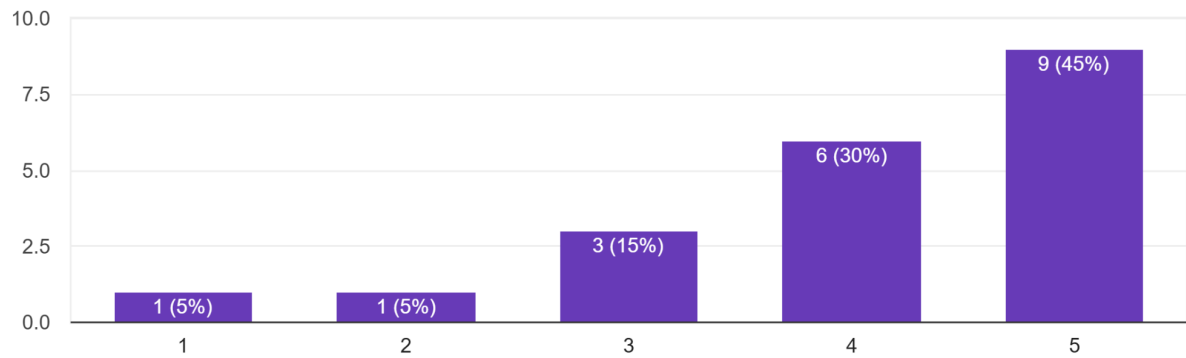


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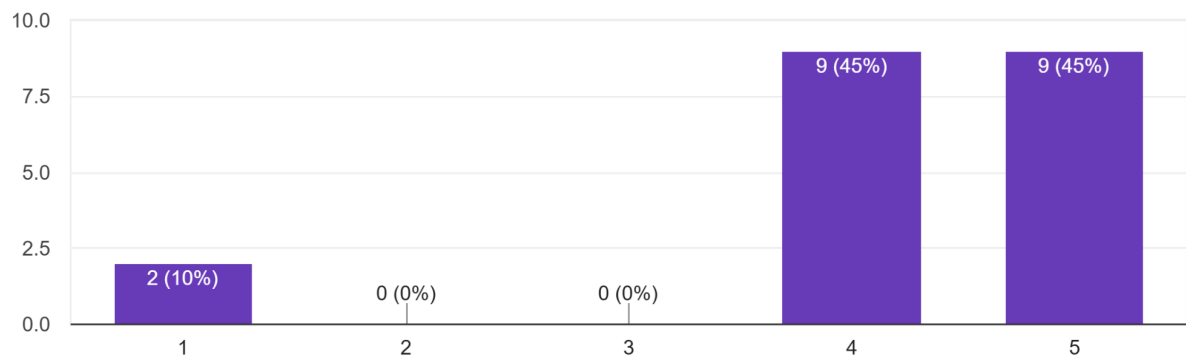
Relevance of reading materials and references given in the syllabus.

20 responses



Effective usage of technology

20 responses

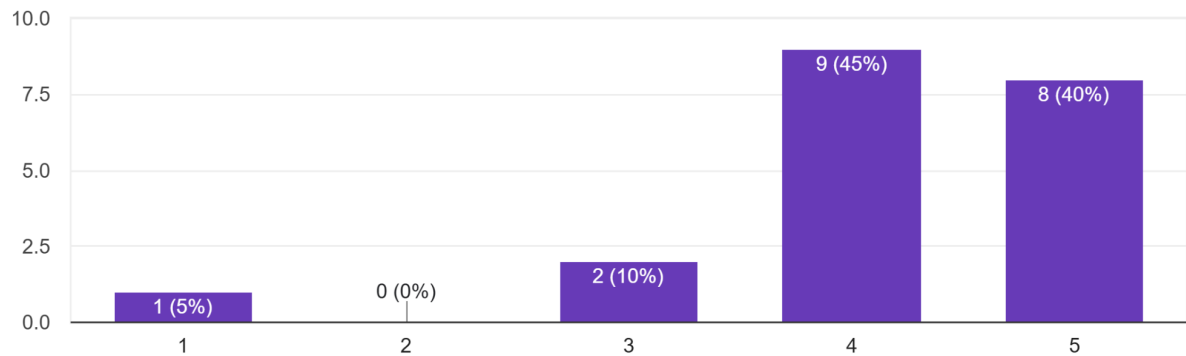


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Discussions on the contemporary developments in the field.

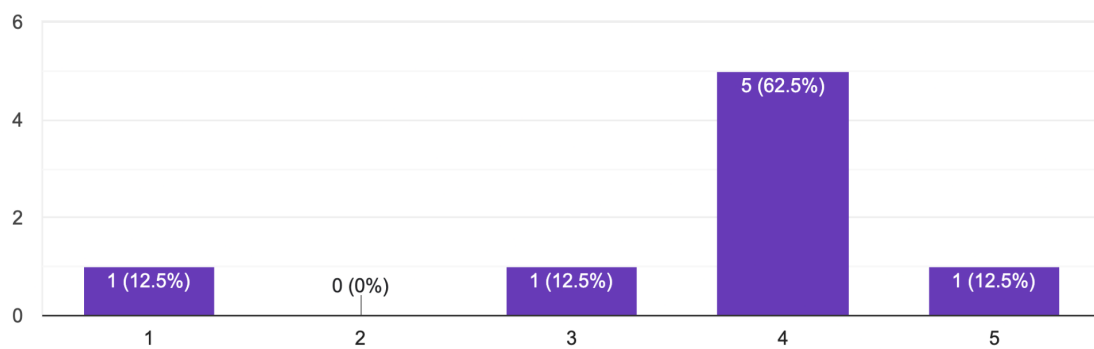
20 responses



Students of 2023-24 batch

How do you rate the overall BA Economics & Political Science programme syllabi?

8 responses

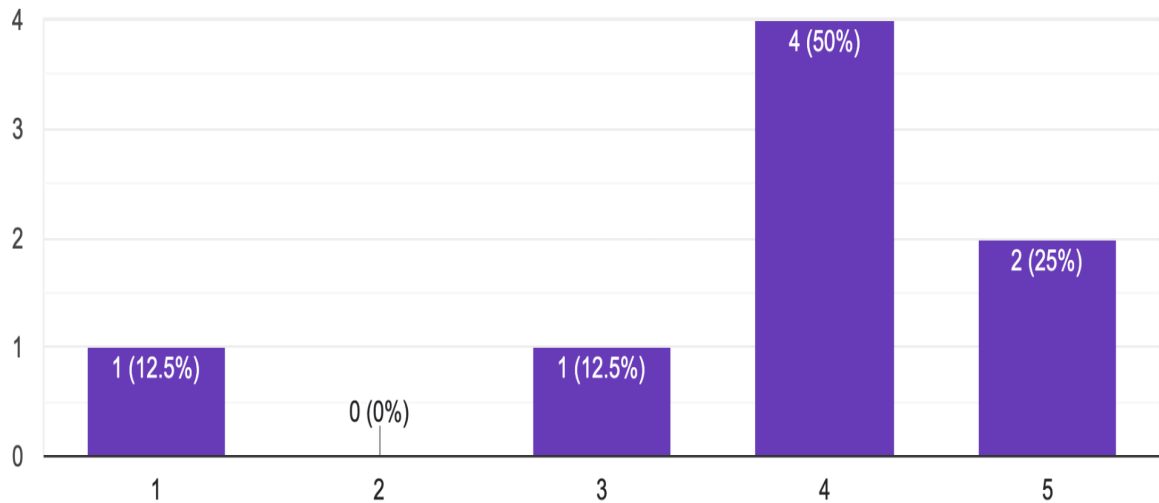


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How do you rate the overall curriculum (syllabi, activities, teaching-learning, assessments) of BA EP during the course period?

8 responses



Feedback from Students

As is evident from the charts, responses are ranging from good to excellent in terms of satisfaction levels. This indicates that the students are acquiring skills and gaining theoretical as well as practical skills from the curriculum offered to them. But they need more practical exposure.

Major Suggestions

- The elective subjects were a little lengthy compared to the time we had to complete them. Electives should be shorter to relieve the students if the time allotted is insufficient.
- There should be practical subjects as well except too much theory, exposure of things should be given which can help us in applying it in future

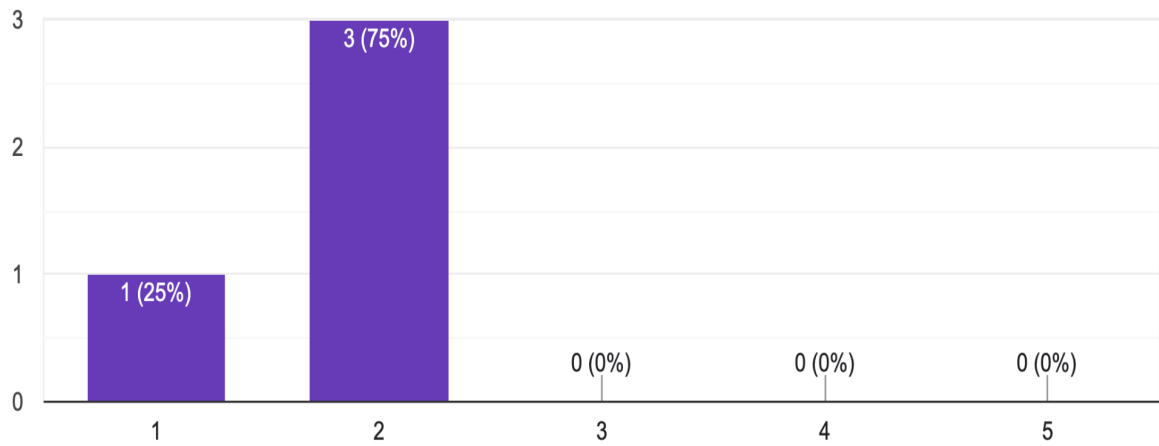
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Faculty Feedback

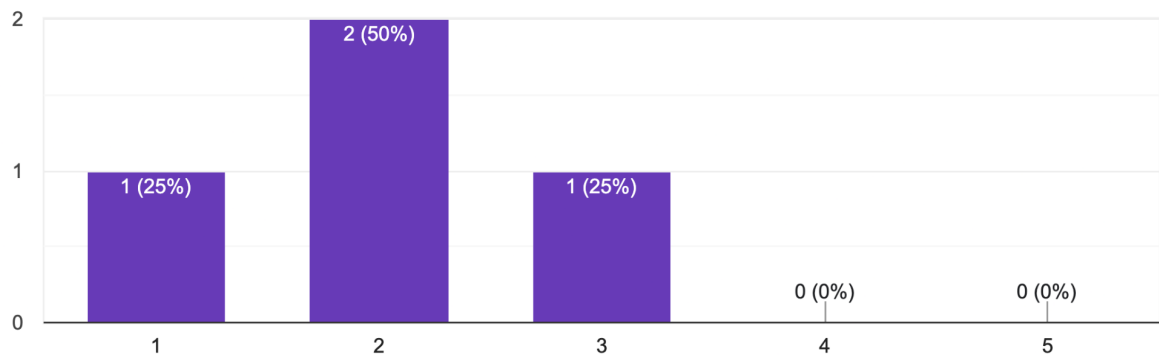
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

4 responses



Does the curriculum cover advanced topics? Whether the curriculum enhances knowledge and skills of the students in the relevant domain?

4 responses

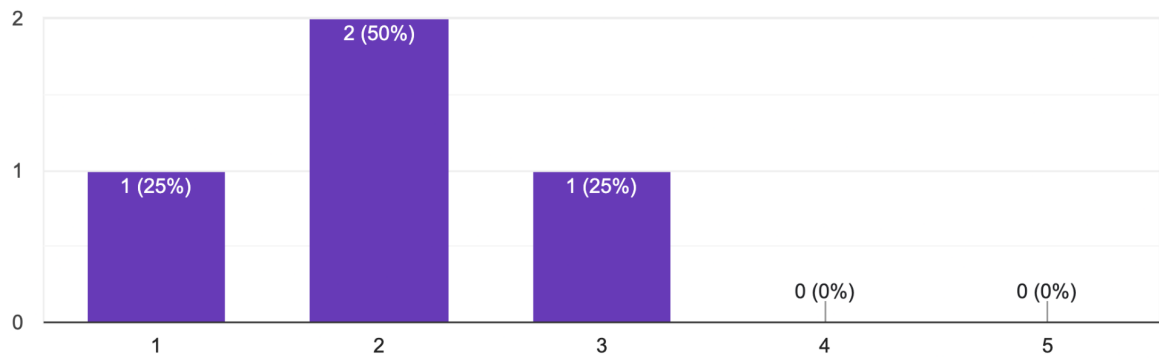


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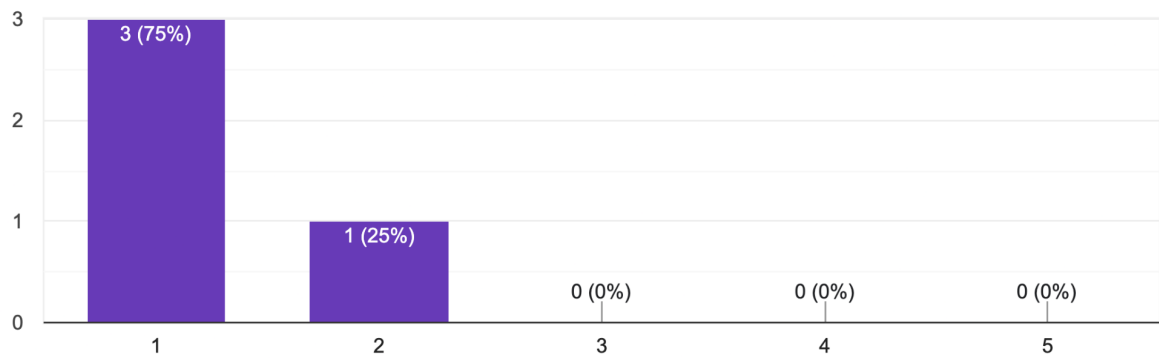
Is the curriculum effective in developing critical/ analytical thinking?

4 responses



Does the curriculum/courses syllabus relevant to local, regional, national and global development needs?

4 responses

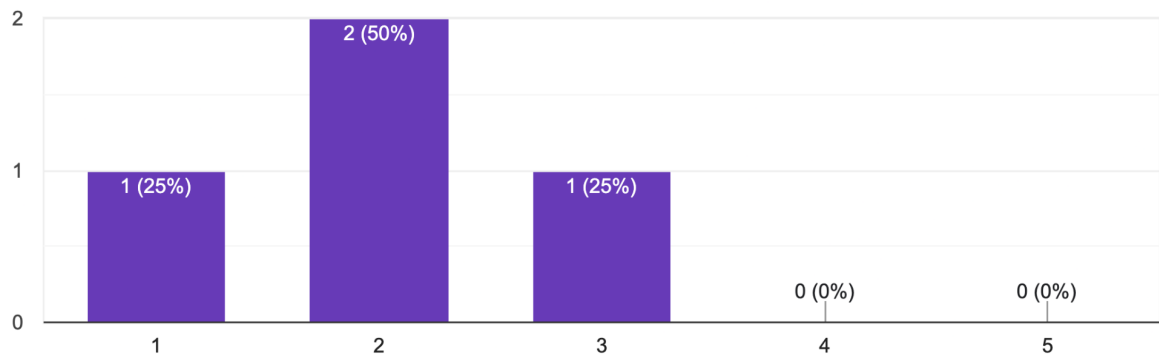


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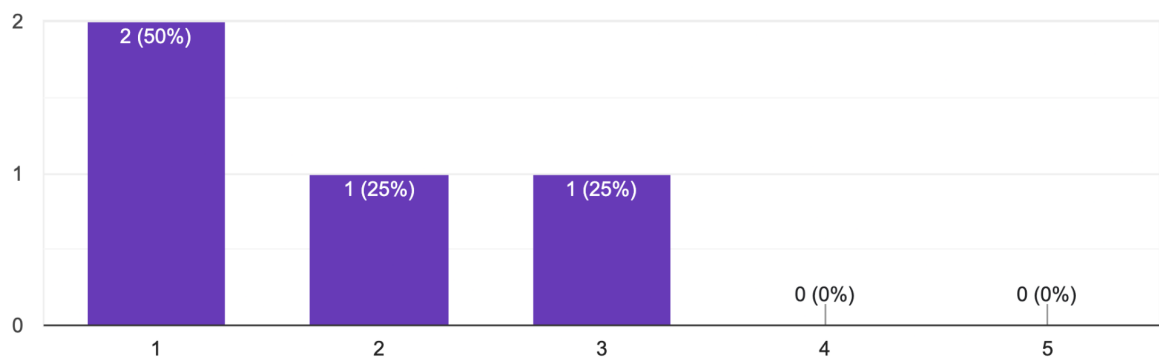
Are the text books and reference materials relevant to the content of the curriculum?

4 responses



Does the curriculum orient towards higher education?

4 responses

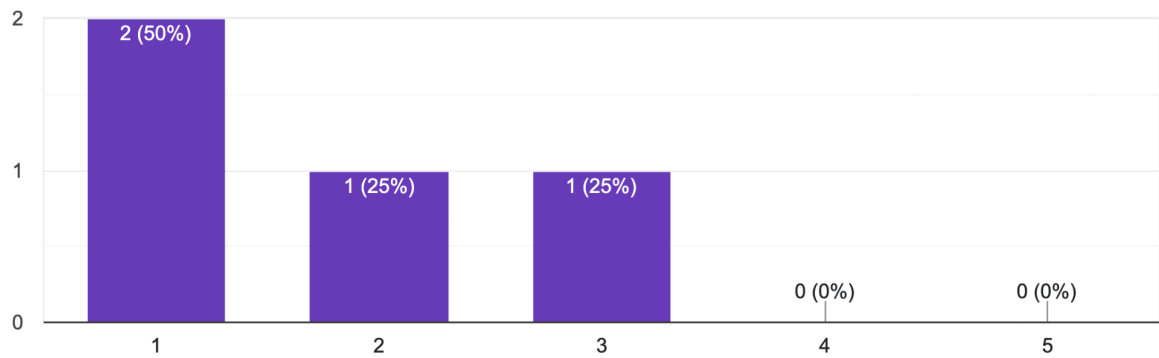


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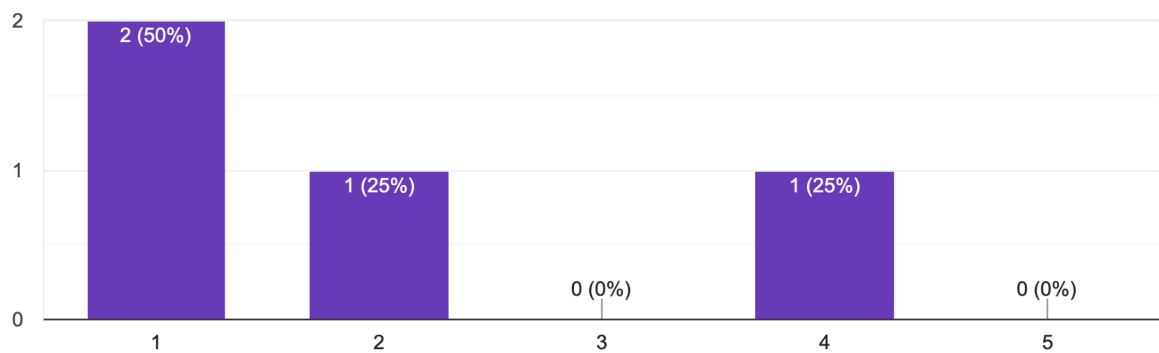
Does the curriculum enable the students to apply their knowledge in real life situations?

4 responses



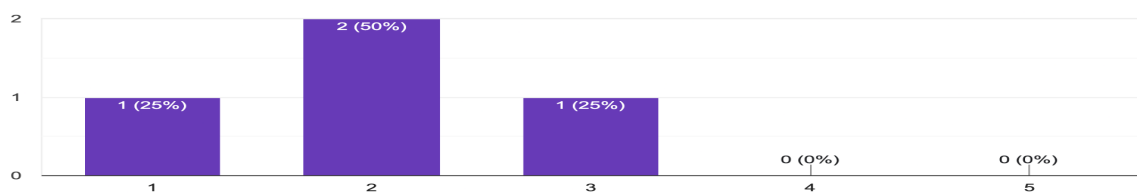
Does the curriculum promote self-study and attitude of research?

4 responses



Does the curriculum meet your overall expectations?

4 responses



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Feedback from Faculty

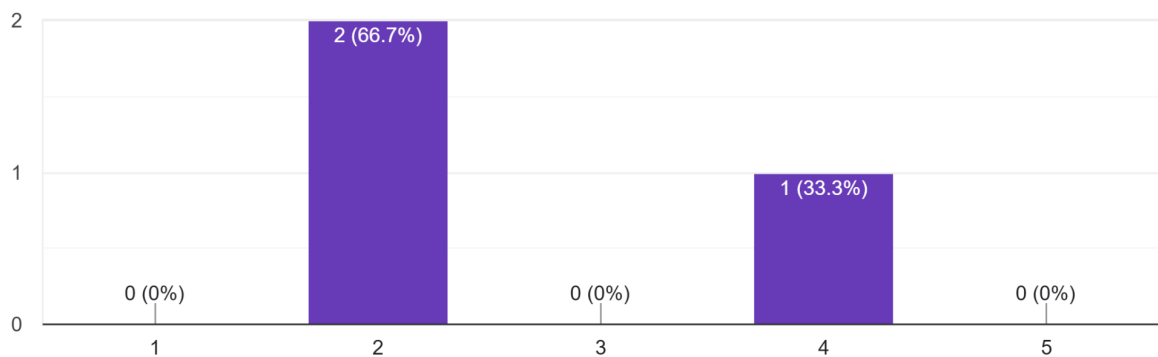
Overall, the teachers expressed satisfaction with the curriculum, but some provided specific suggestions for improvement.

1. The curriculum has Stats and mathematics related courses which are sometimes too tough for students and hence, the structure could be reframed as it is a double major program.

Feedback from Alumni

Does the content of the curriculum satisfy the stated objectives and learning outcomes?

3 responses

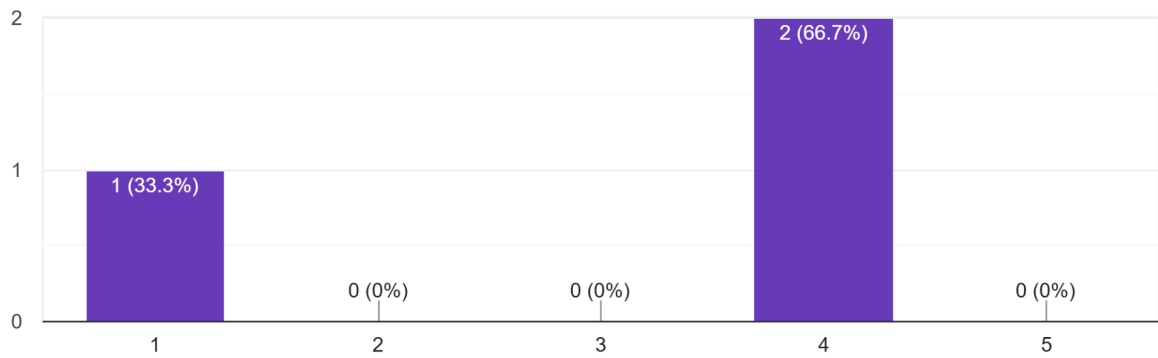


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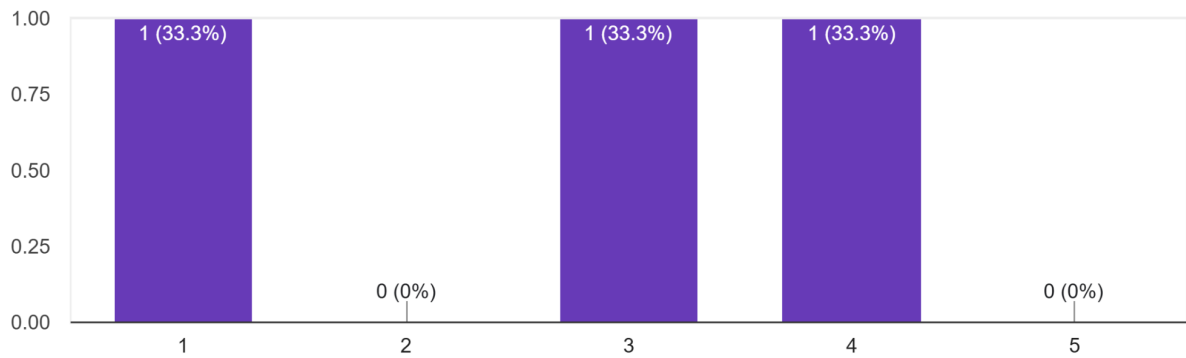
Does the curriculum cover advanced topics? Whether the curriculum enhances knowledge and skills of the students in the relevant domain?

3 responses



Is the curriculum effective in developing critical/ analytical thinking?

3 responses

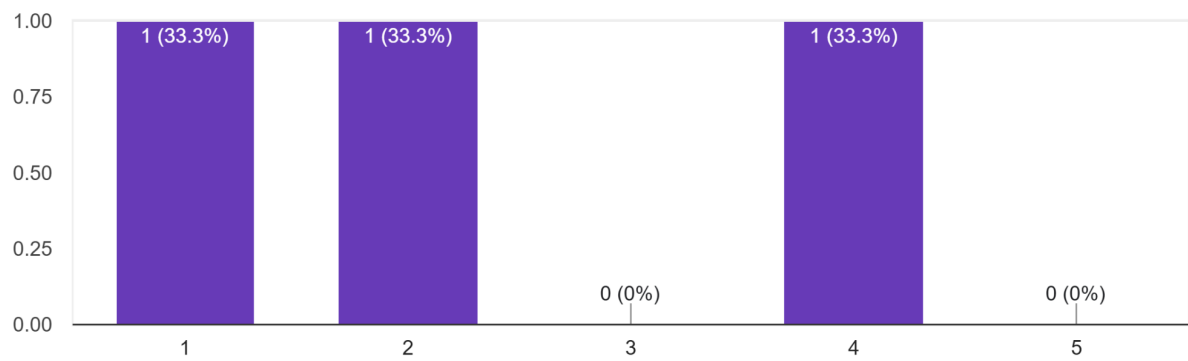


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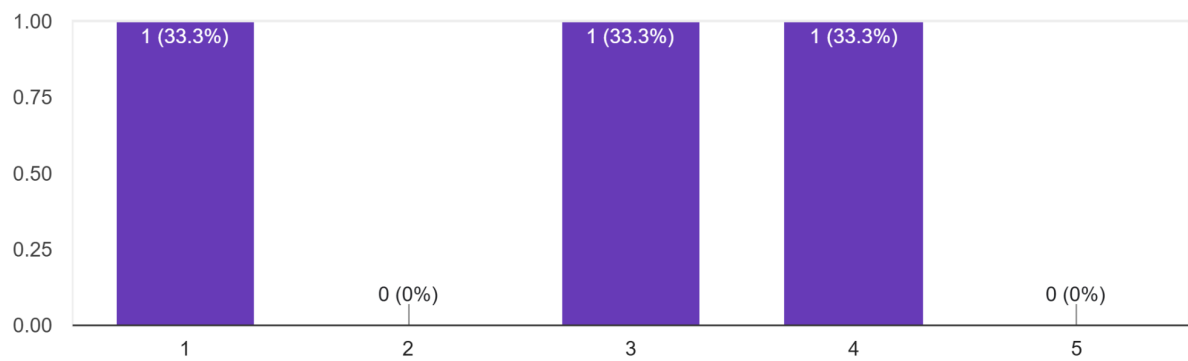
Does the curriculum/courses syllabus relevant to local, regional, national and global development needs?

3 responses



Are the text books and reference materials relevant to the content of the curriculum?

3 responses

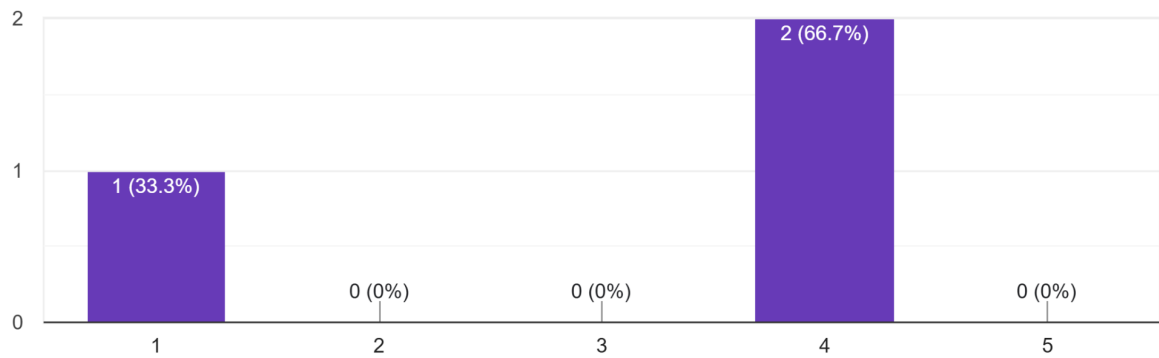


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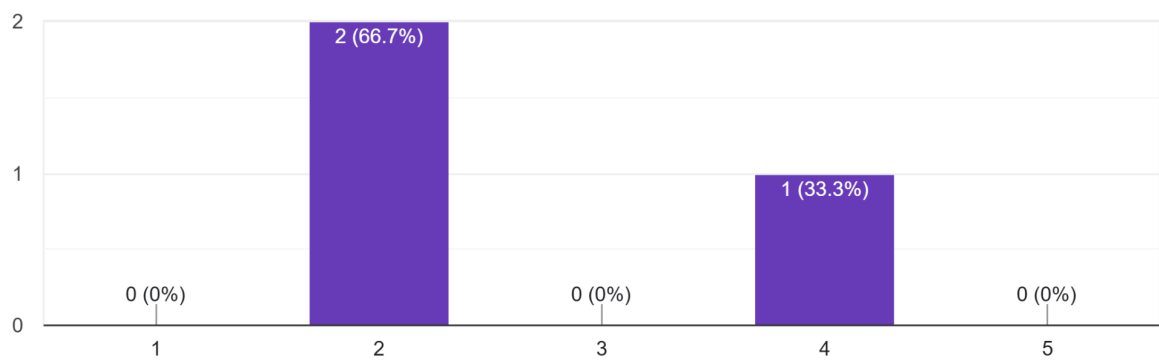
Does the curriculum orient towards higher education?

3 responses



Does the curriculum enable the students to apply their knowledge in real life situations?

3 responses

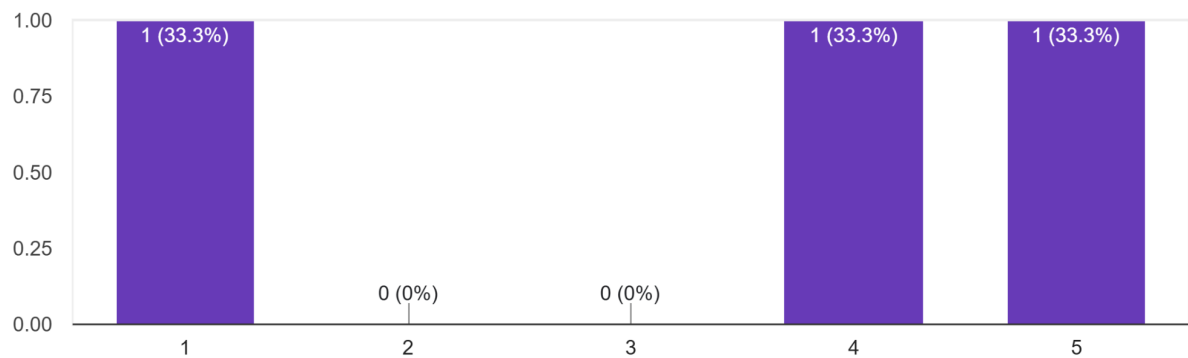


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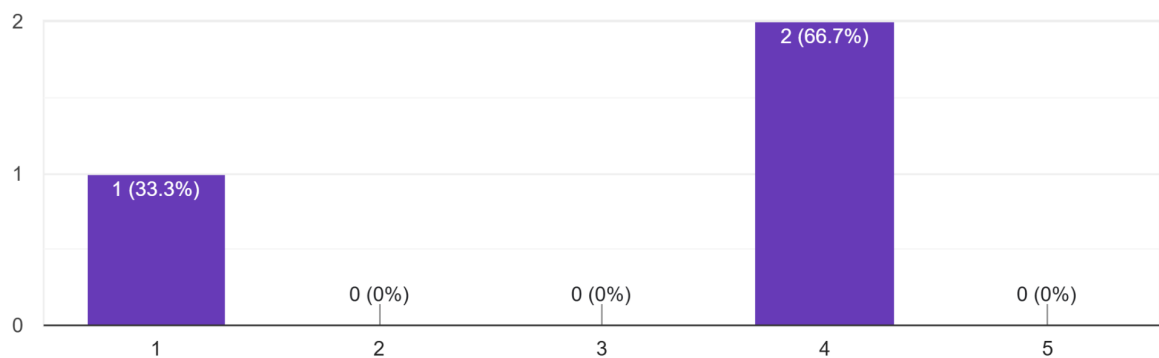
Is employability given weightage in the design and development of curriculum?

3 responses



Does the curriculum meet your overall expectations?

3 responses



Feedback from Alumni

Feedback was garnered through Google forms in which alumni rated (on 5 point scale) different aspects like, 'Is the curriculum updated regularly depending on the current trends and advanced topics?', 'Does the curriculum orient the students towards higher education?', 'Does the curriculum provide employability weightage?' etc.

Suggestions

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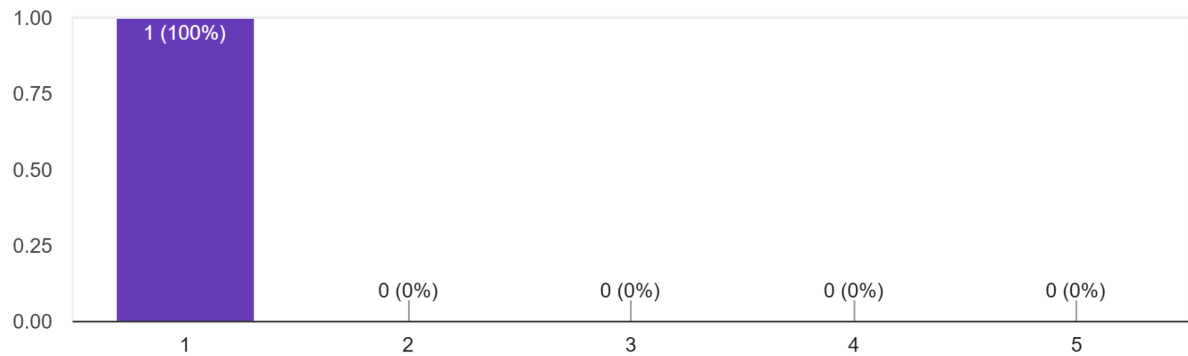


- It needs to improve the number of hours per week for every subject. For economics, environmental economics as optional paper can be studied in 5th sem rather in 6th sem.
- Inclusion of more practical-oriented methodology in teaching and learning.

Feedback From Academia

Does the curriculum cover advanced topics? Whether the curriculum enhances knowledge and skills of the students in the relevant domain?

1 response

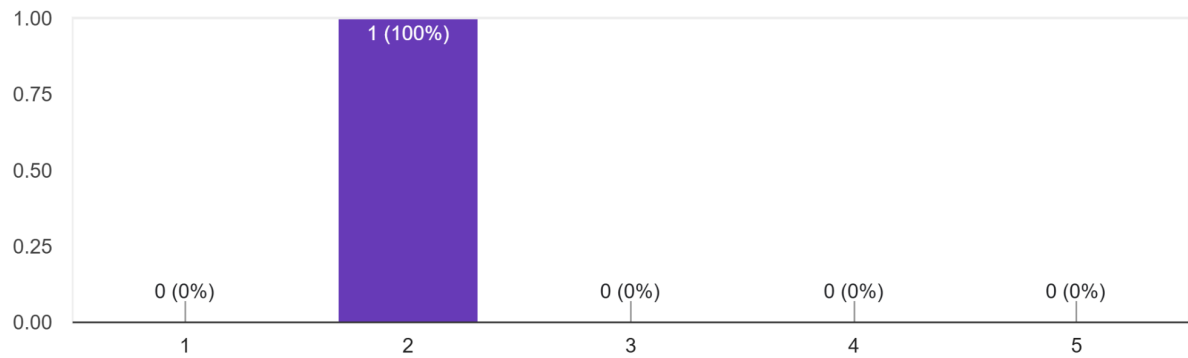


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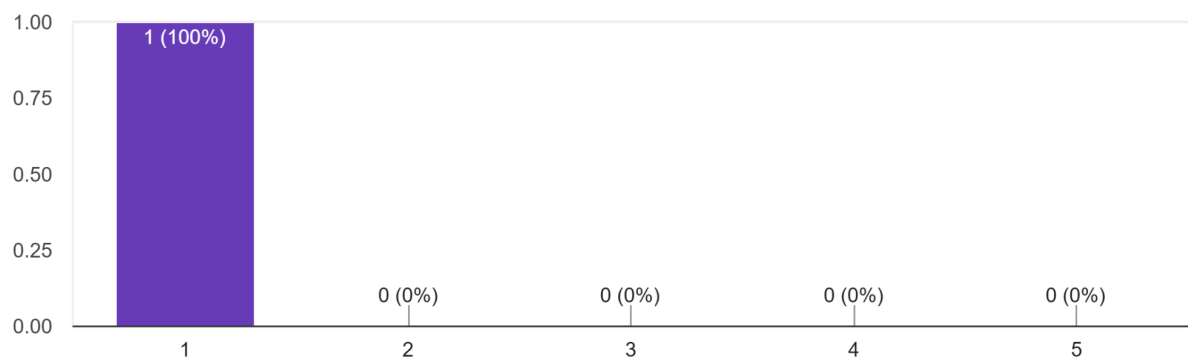
Is the curriculum effective in developing critical/ analytical thinking?

1 response



Does the curriculum/courses syllabus relevant to local, regional, national and global development needs?

1 response

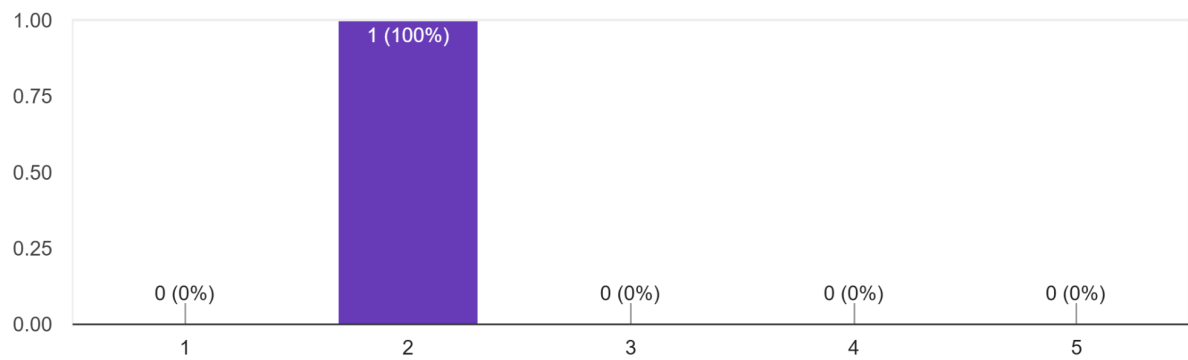


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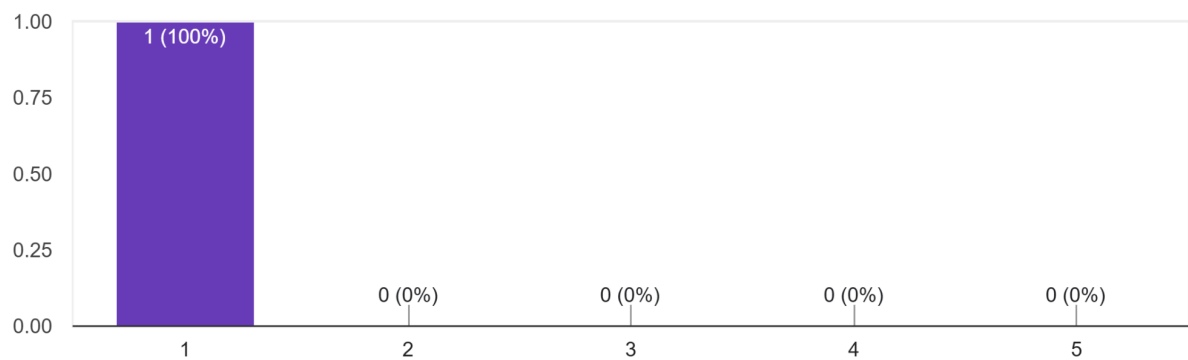
Does the curriculum orient towards higher education?

1 response



Does the curriculum enable the students to apply their knowledge in real life situations?

1 response

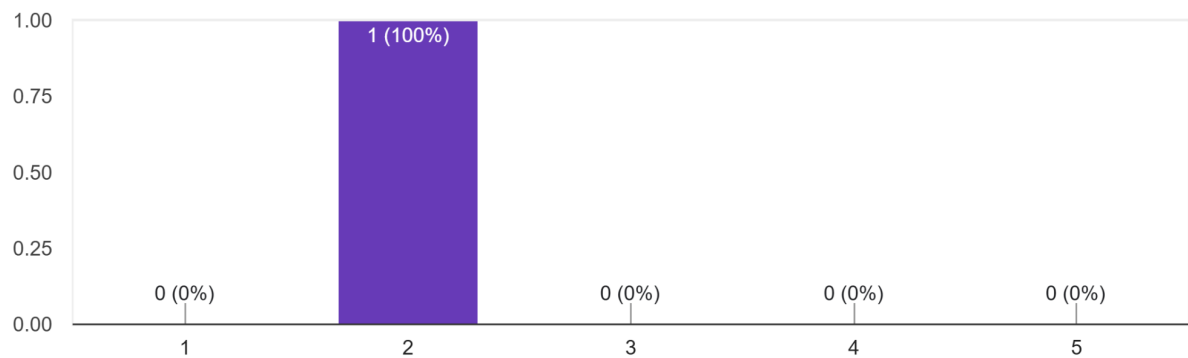


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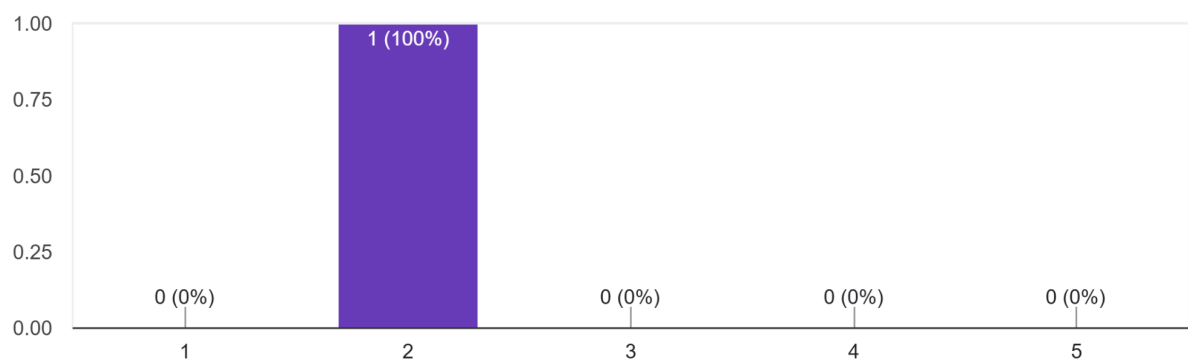
Does the curriculum promote self-study and attitude of research?

1 response



Does the curriculum meet your overall expectations?

1 response



Feedback from Academia

- Consider offering a paper on- "Economics of Geopolitics" as it touches on aspects of both the major papers.
- Under NEP it is also required to offer a paper under the category of " Indian Knowledge System" which is about ancient Indian knowledge. For example, for students of Economics, it could be a paper on "Arthashastra", for students of medicine, it could be a paper on Ayurveda etc.

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- Could you also consider putting the latest edition of books in your references? (Eg McConnell and Brue, Krugman etc have more recent editions)

Key Feedback Summary

1. Practical and Skill-Based Learning: Both students and alumni emphasized the need for practical exposure through research-based modules, hands-on projects, and the inclusion of tools like Python, Power BI, and Tableau to enhance employability.
2. Streamlining Content: Faculty and students recommended simplifying advanced or lengthy topics, especially in elective subjects and mathematics-intensive courses, to suit the double major structure and time constraints.
3. Introduction of New Courses: Academia proposed including innovative courses such as "Economics of Geopolitics" and Indian Knowledge System papers like "Arthashastra" to provide interdisciplinary and culturally rooted perspectives.
4. Structural Improvements: Alumni suggested introducing research papers earlier in the program, while parents pointed out the need to address time gaps in the timetable for a more efficient schedule.
5. Updated Resources: Academia highlighted the importance of referencing the latest editions of textbooks to ensure the curriculum remains up-to-date and relevant.

Action Taken

1. Incorporate Practical Learning Components

- Introduce research-based modules in Macroeconomics, Public Economics, and Gender Economics.
- Include practical applications such as case studies, fieldwork, and internships.
- Integrate coding languages (Python) and data visualization tools (Power BI, Tableau) into the curriculum.

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2. Revise Course Structure for Better Manageability

- Shorten elective subjects to ensure they are manageable within the available time.
- Adjust the complexity of statistics and mathematics courses to suit the double major framework.
- Reduce master's level content in Economics to maintain appropriate rigor.

3. Introduce New Courses Aligned with NEP and Global Trends

- **Make syllabus revision in 2 courses and shuffle courses as per NEP guidelines.**
- **Added Service learning module in BAEP and Bsc E H/HWR and got approval in BOS.**

4. Update Teaching Resources and References

- **Ensure the latest editions of books (e.g., McConnell and Brue, Krugman) are included in references.**
- Continuously review and update reading lists to align with contemporary economic and political developments.

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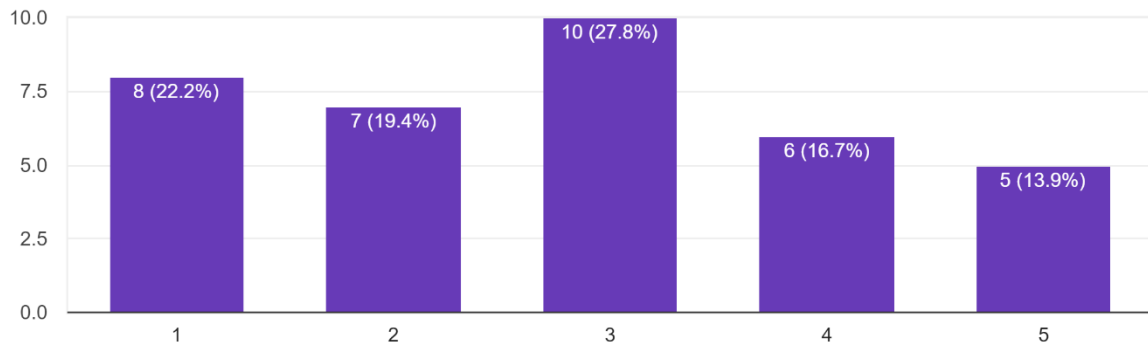


PROGRAMME FEEDBACK : BSC Economics H/HWR

Students Feedback Analysis

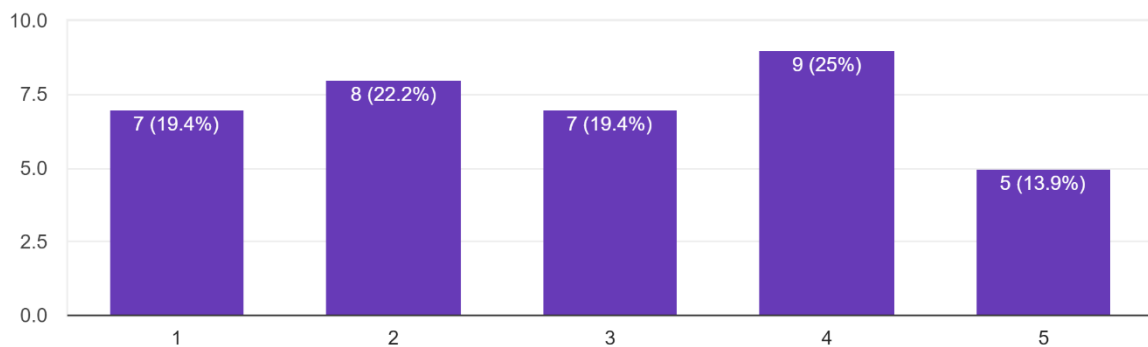
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

36 responses



Does the curriculum cover advanced topics?

36 responses

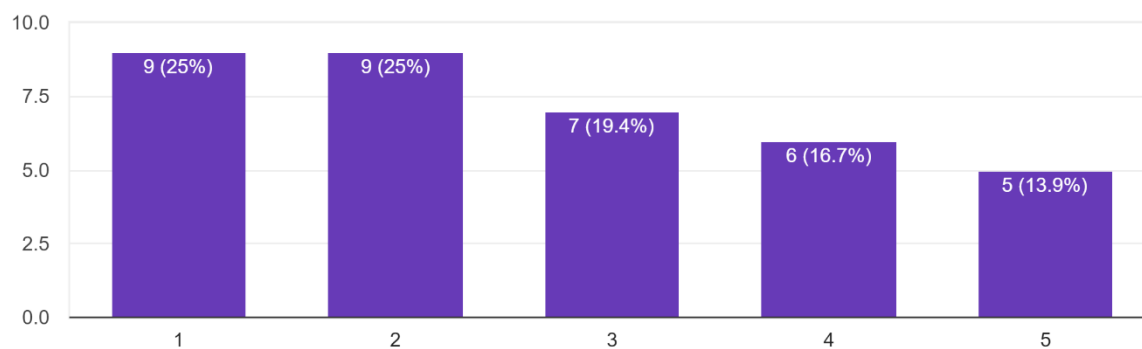


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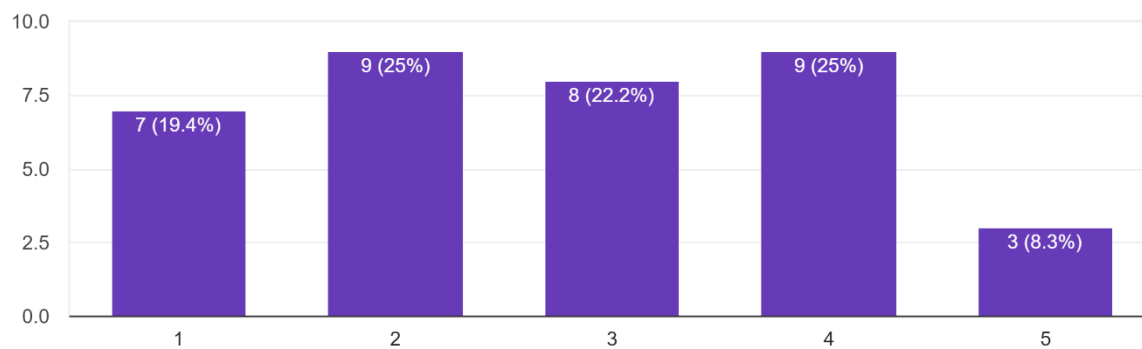
Whether the curriculum enhances knowledge and skills in the relevant domain?

36 responses



Is the curriculum effective in developing critical/ analytical thinking?

36 responses

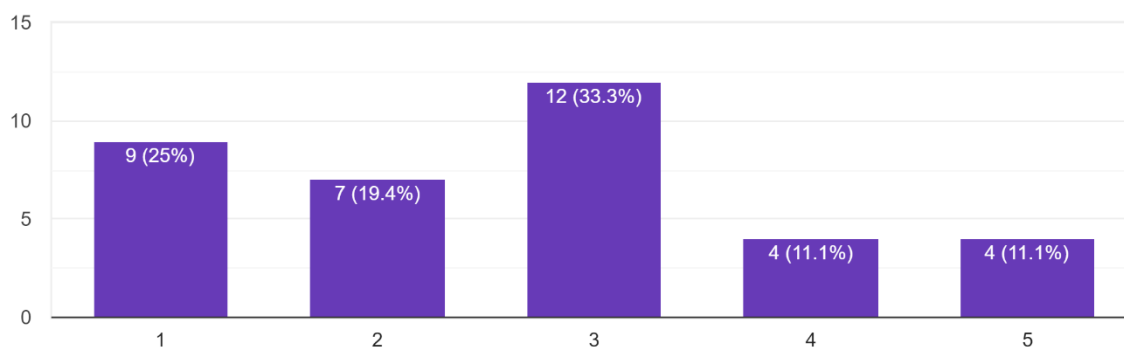


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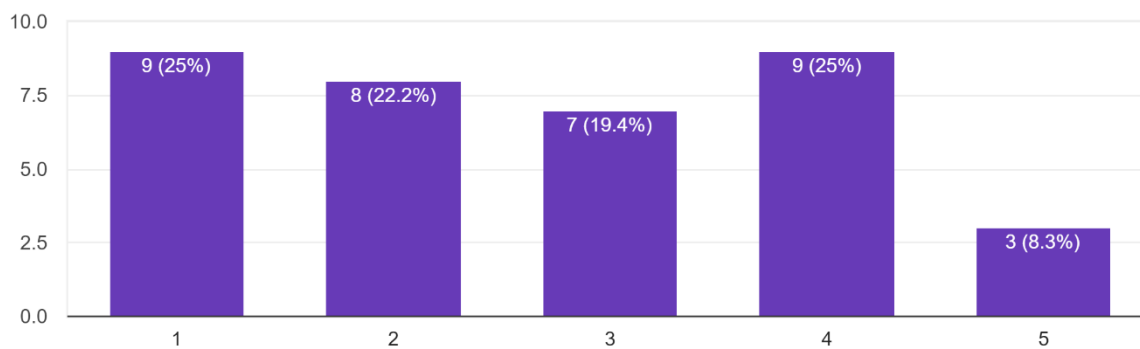
Are the text books and reference materials relevant to the content of the curriculum?

36 responses



Does the curriculum orient towards higher education?

36 responses

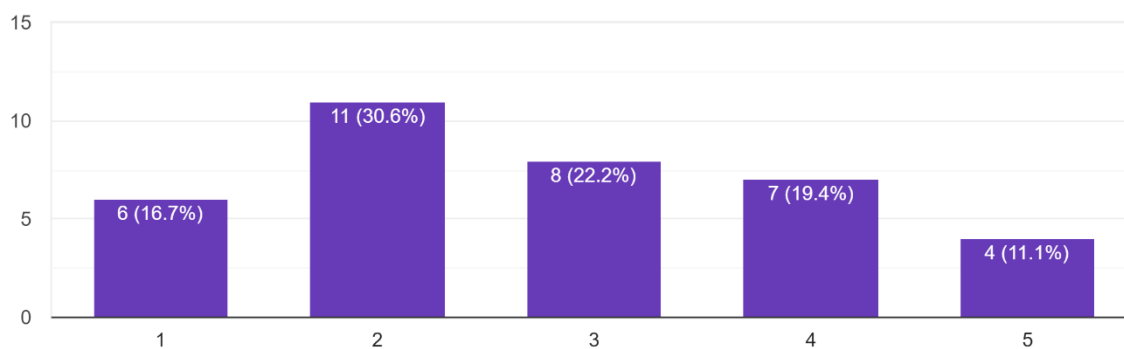


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Does the curriculum enable the students to apply their knowledge in real life situations?

36 responses

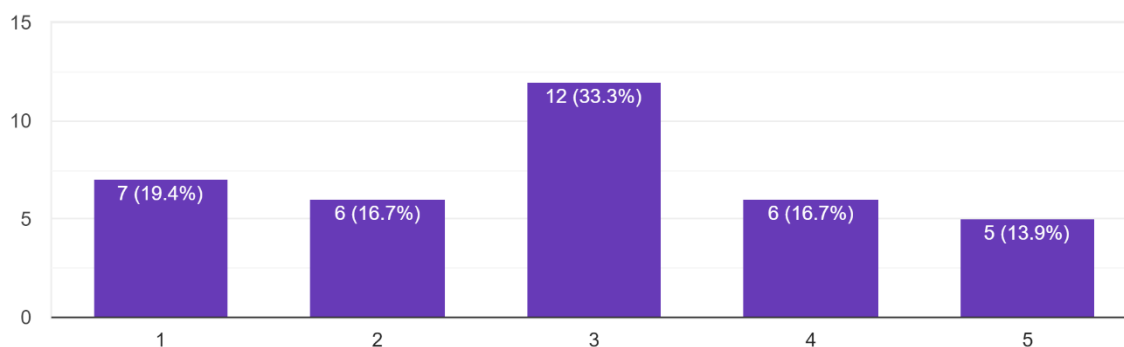


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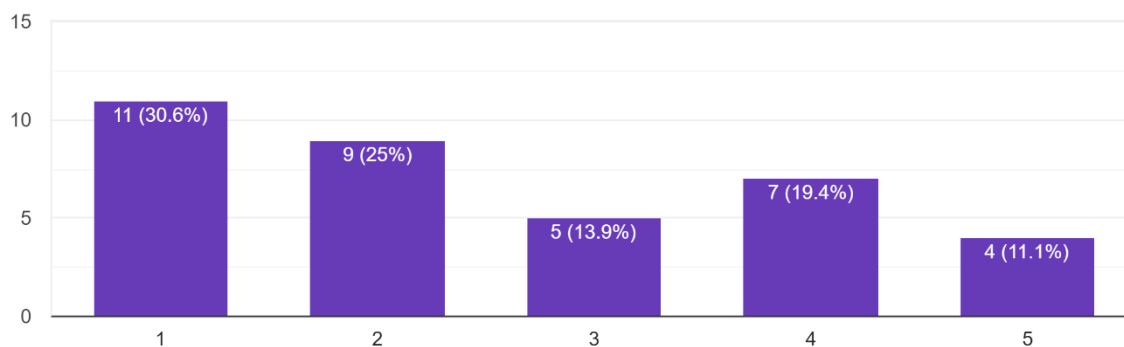
Is employability given weightage in the design and development of curriculum?

36 responses



Does the curriculum promote self-study and attitude of research?

36 responses



Summary Feedback

Students are satisfied with the syllabus content. The curriculum is designed to cater to both students aiming for placements in the corporate sector and those aspiring for higher studies and academia.

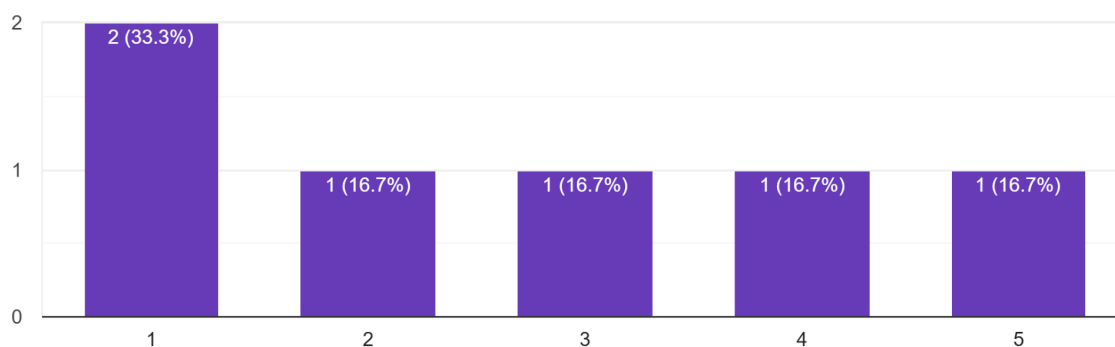
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Faculty Feedback

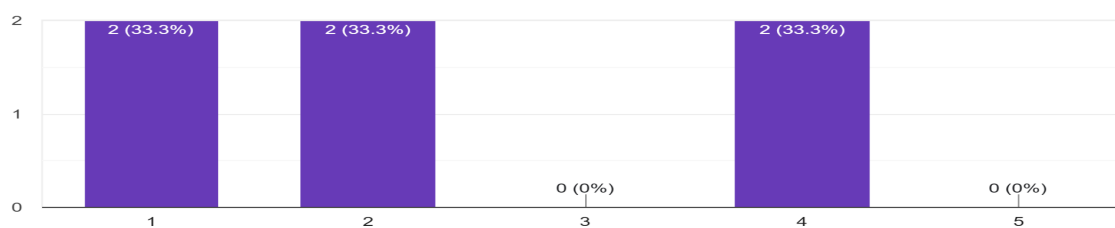
Does the curriculum/courses syllabus relevant to local, regional, national and global development needs?

6 responses



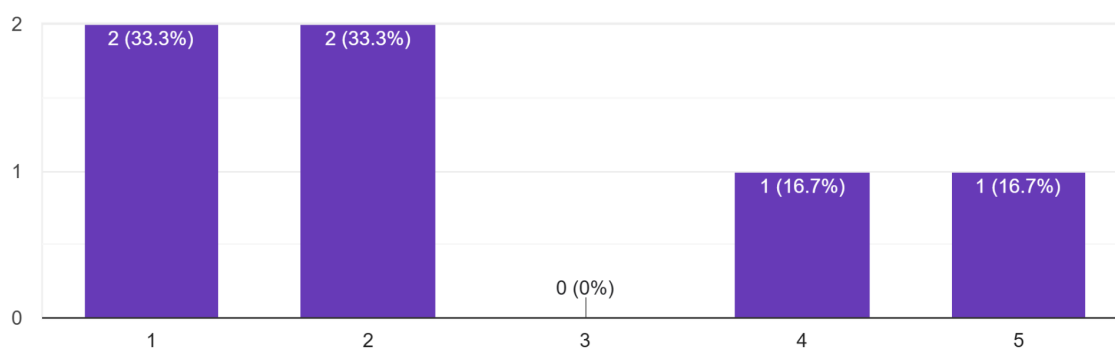
Are the text books and reference materials relevant to the content of the curriculum?

6 responses



Does the curriculum orient towards higher education?

6 responses

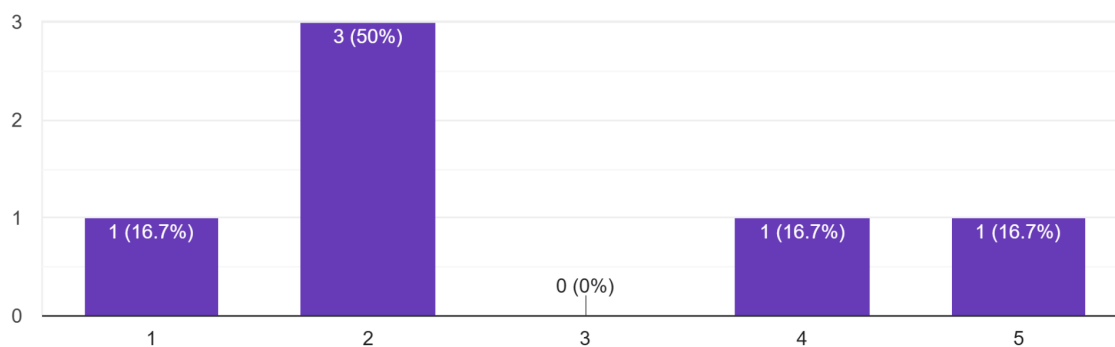


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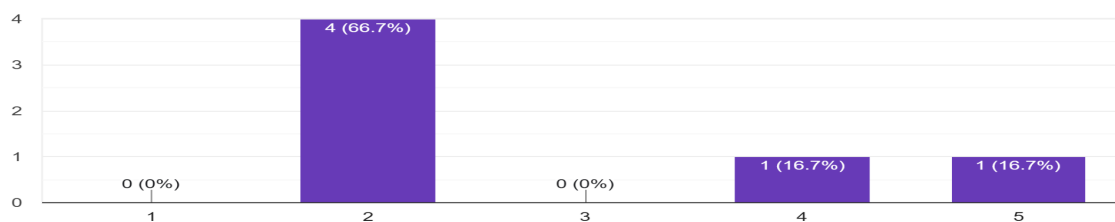
Does the curriculum enable the students to apply their knowledge in real life situations?

6 responses



Is employability given weightage in the design and development of curriculum?

6 responses

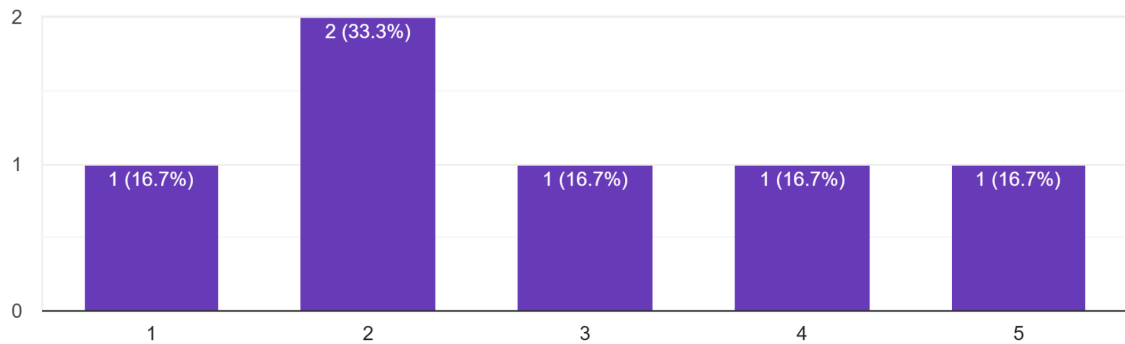


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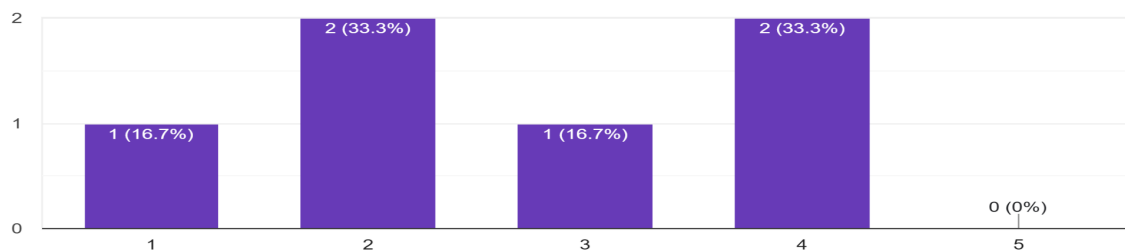
Does the curriculum promote self-study and attitude of research?

6 responses



Does the curriculum meet your overall expectations?

6 responses



Feedback from faculty

- To enhance employability, greater emphasis on quantitative aptitude and technical skills such as Python, SQL, and financial modelling should be integrated into core subjects rather than courses like the History of Economics.
- Application-based learning should be prioritized over rote memorization, with exams incorporating real-world case studies, data-driven questions, and problem-solving exercises.

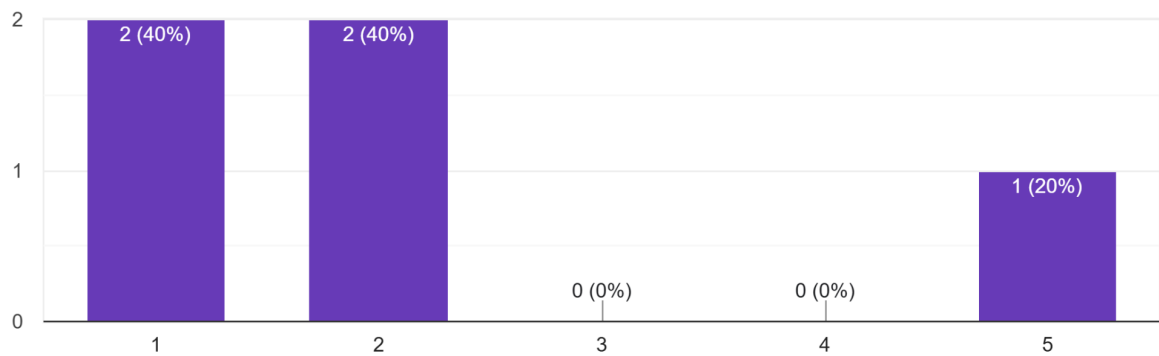
Alumni Feedback

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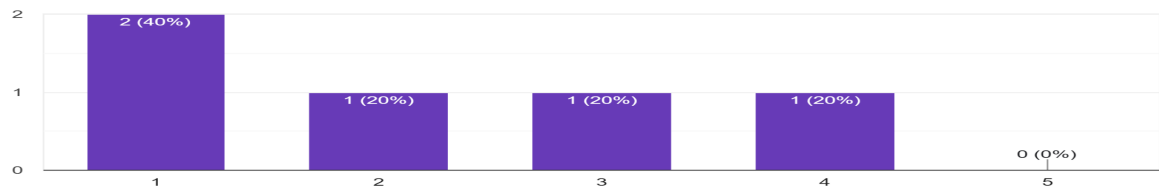
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

5 responses



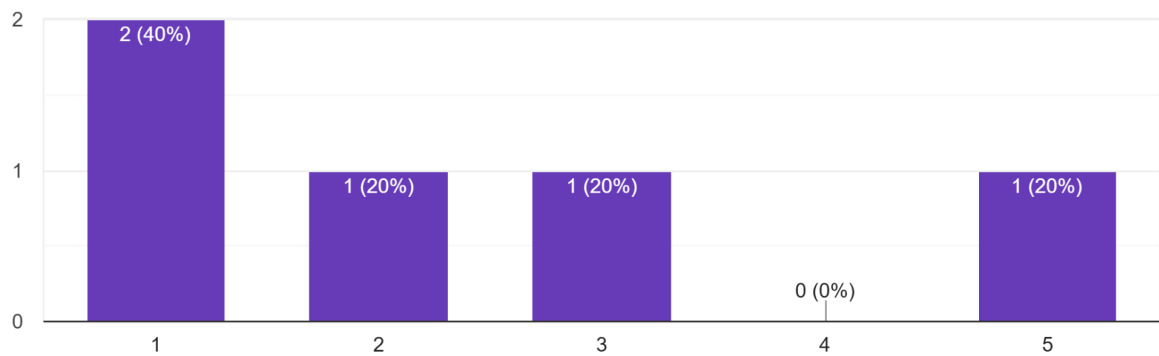
Does the curriculum cover advanced topics?

5 responses



Whether the curriculum enhances knowledge and skills in the relevant domain?

5 responses

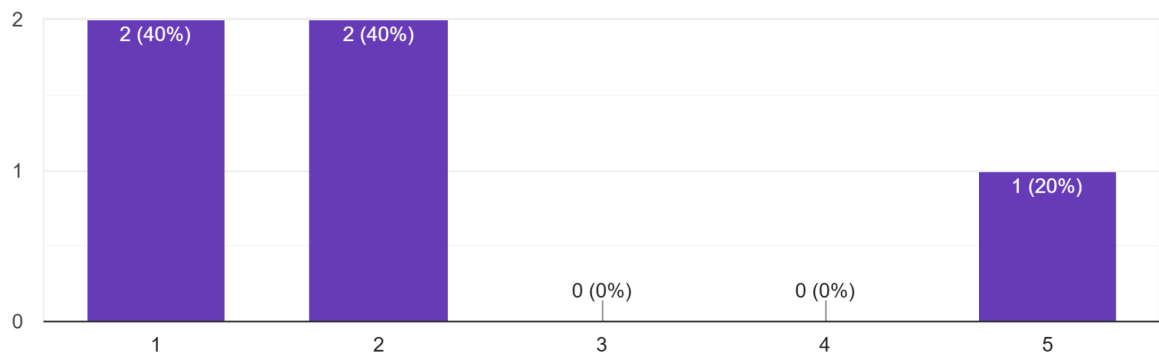


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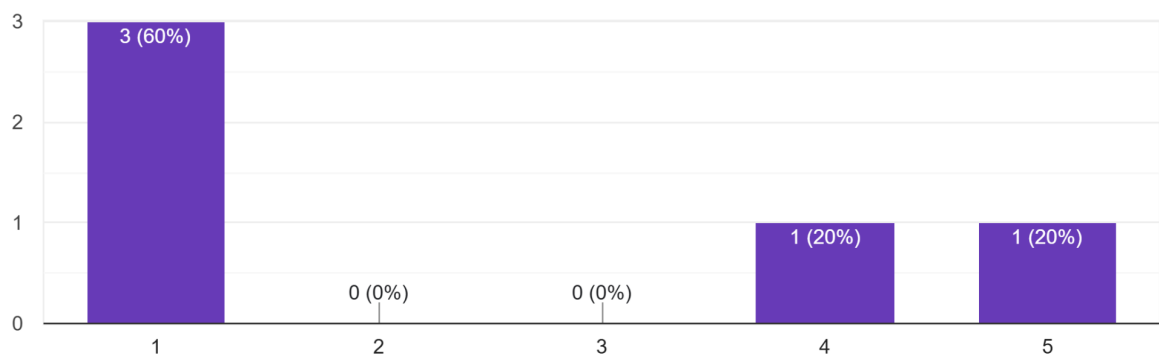
Is the curriculum effective in developing critical/ analytical thinking?

5 responses



Are the text books and reference materials relevant to the content of the curriculum?

5 responses

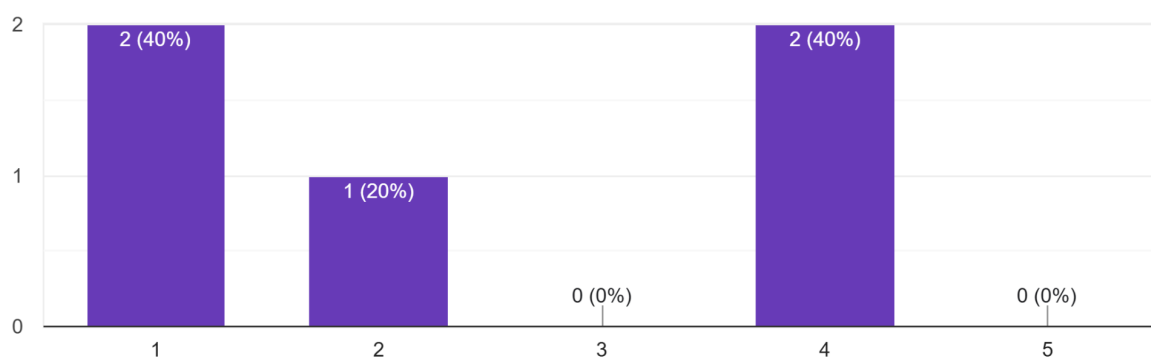


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Does the curriculum orient towards higher education?

5 responses

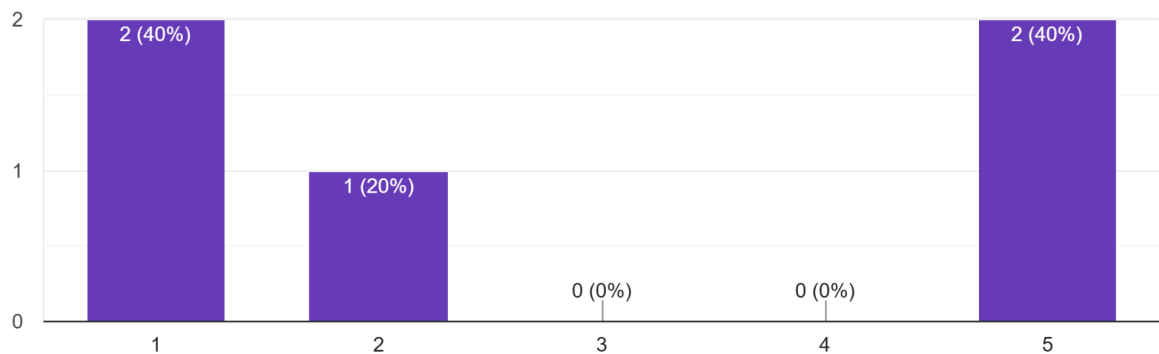


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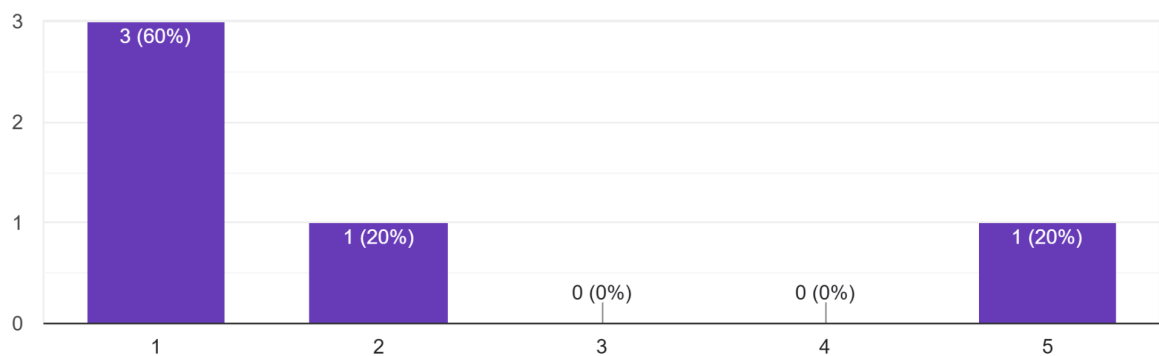
Is employability given weightage in the design and development of curriculum?

5 responses



Does the curriculum promote self-study and attitude of research?

5 responses



Feedback from Alumni

- Additionally, technical workshops on SQL and programming should be introduced to prepare students for industry demands. Important topics relevant to master's entrance exams and research-oriented careers should also be incorporated to bridge the gap between academia and industry, ensuring a well-rounded education.
- The curriculum should also expand its coverage to emerging financial markets and economic technological advancements.

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- A course on technical chart reading and stock market analysis could be highly beneficial, along with concepts of algorithmic trading, its ethical ramifications, and AI-driven finance models.

General Comments and Suggestions:

- Students should gain insights into future financial instruments like Bitcoin and other digital assets and core financial planning topics such as succession planning, wills, trusts, and insurance as a necessity rather than an option.
- These additions would equip students with practical financial literacy and investment knowledge, preparing them for professional and personal financial decision-making.

Action Taken Based on Feedback Analysis

1. Updating Curriculum as per the NEP Framework

- A. Revised the curriculum structure to align with the National Education Policy (NEP) guidelines.
- B. Incorporated multidisciplinary and skill-based learning components.
- C. Introduced flexibility in course selection with elective options and research-oriented modules.

2. Integration of Industry-Relevant Skills

- A. Included courses focusing on digital literacy, data analytics, financial modeling, and emerging market trends.
- B. Strengthened collaboration with industry experts for guest lectures, workshops, and internship opportunities.
- C. Updated practical components to bridge the gap between academic learning and industry requirements.

3. Enhanced Application-Based Learning

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- A. Incorporated real-world case studies, policy evaluations, and contemporary economic issues in assessments.
- B. Designed assignments and projects that emphasize data-driven decision-making and problem-solving.
- C. Encouraged experiential learning through simulation exercises, group discussions, and live projects.

4. Initiation of Service Learning Course

- A. Launched a service-learning module of 2 credits that connects academic concepts with community-based projects to semester V BSc Economics Honours.**
- B. Will be engaging students in fieldwork, impact assessment studies, and outreach activities to promote experiential learning.
- C. Fostered interdisciplinary collaboration by integrating research and service components within the curriculum.

5. Courses revised

- A. Revision in 6 courses done by updated modules as per requirements.**

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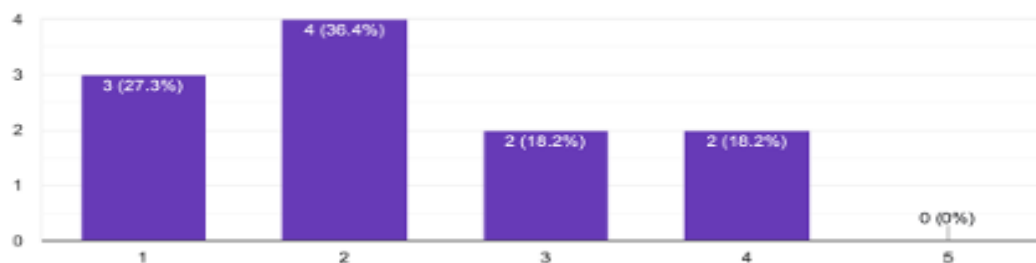


PROGRAMME FEEDBACK : Msc Economics and Analytics

Feedback from Students

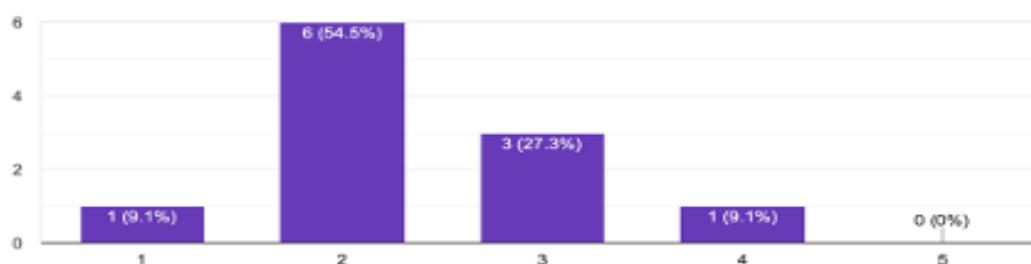
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

11 responses



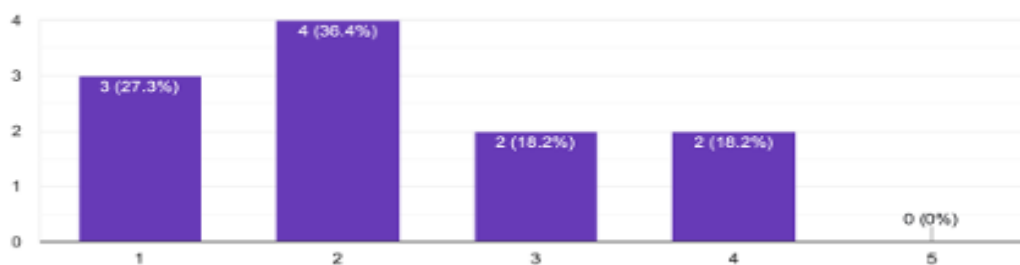
Does the curriculum cover advanced topics? Whether the curriculum enhances your knowledge and skills in the relevant domain?

11 responses



Whether the curriculum enhances your knowledge and skills in the relevant domain?

11 responses

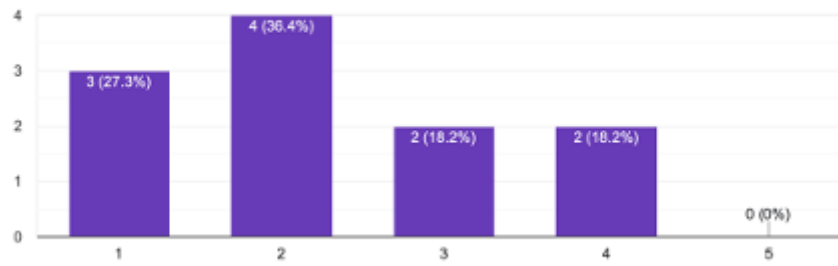


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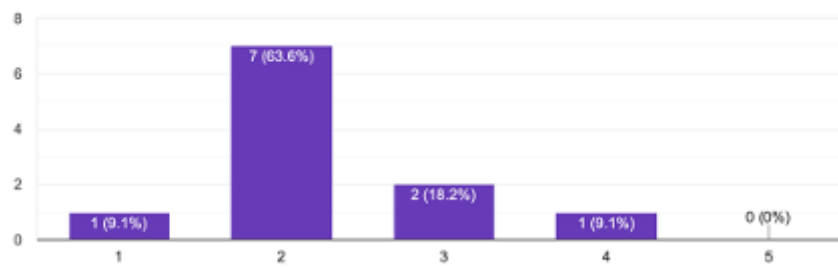
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

11 responses



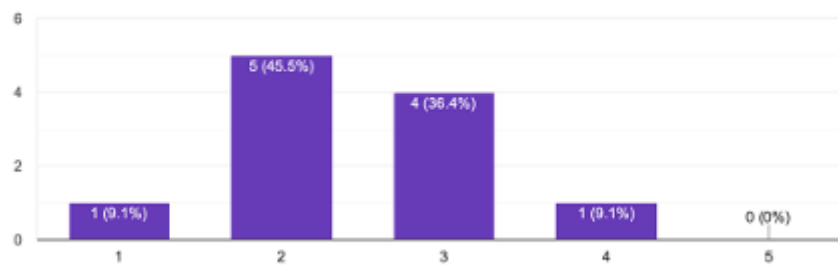
Is employability given weightage in the design and development of curriculum?

11 responses



Does the curriculum orient towards higher education?

11 responses

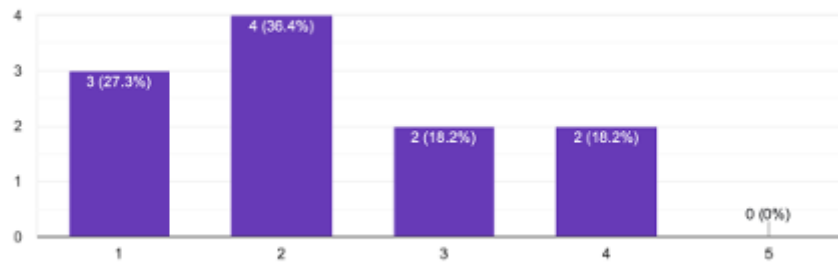


Shivani



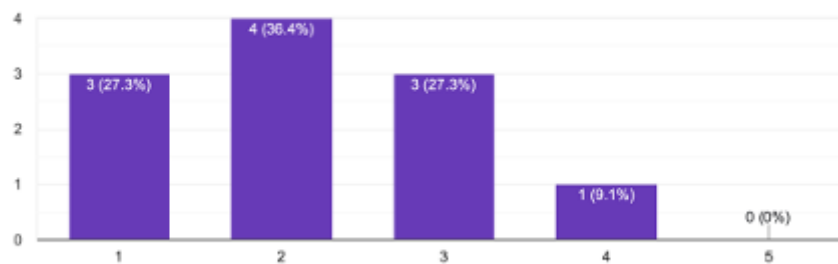
Does the curriculum meet your overall expectations?

11 responses



Does the curriculum promote self-study and attitude of research?

11 responses



General Comments and Suggestions (Students):

- The curriculum is good.
- Placement of the subjects in semesters can be improved.

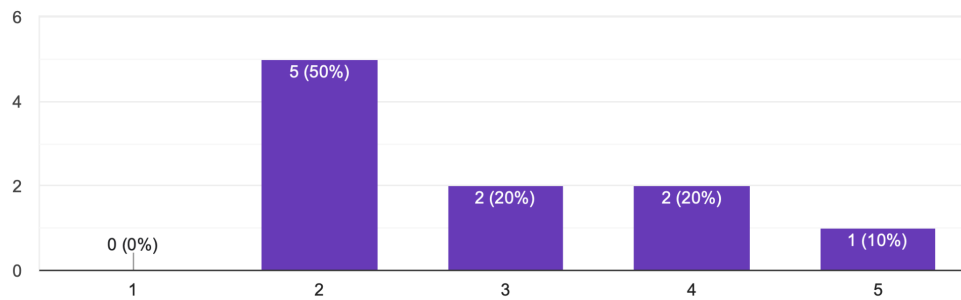
FEEDBACK BY FACULTY (MEA)

Shivani



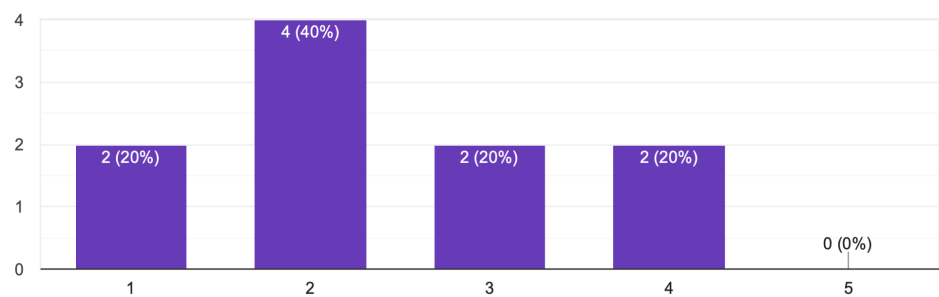
Does the curriculum cover advanced topics? Whether the curriculum enhances knowledge and skills of the students in the relevant domain?

10 responses



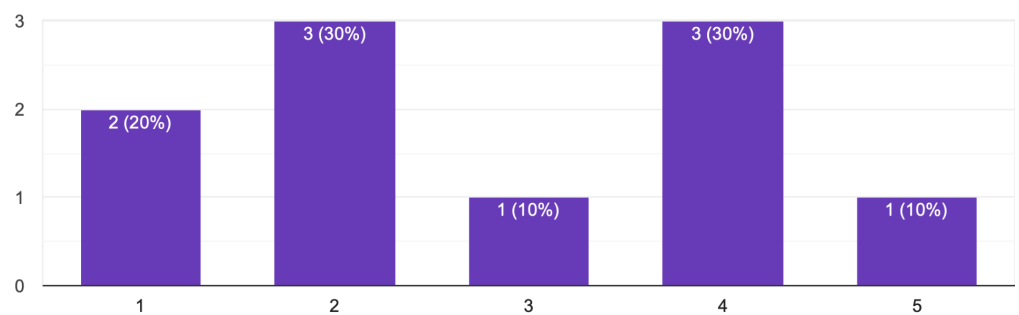
Does the curriculum orient towards higher education?

10 responses



Does the curriculum meet your overall expectations?

10 responses

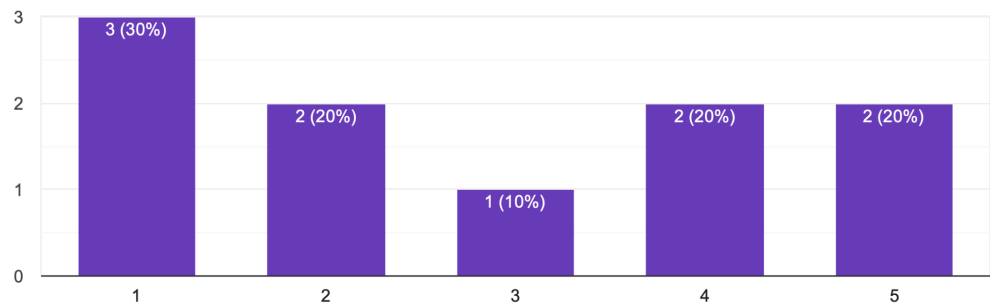


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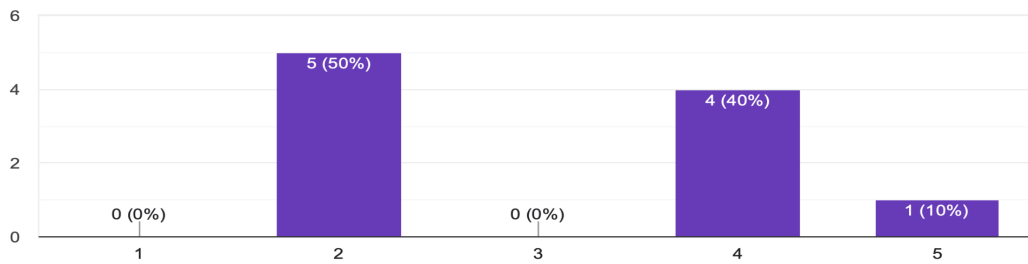
Does the curriculum promote self-study and attitude of research?

10 responses



Does the curriculum/courses syllabus relevant to local, regional, national and global development needs?

10 responses



General Comments and Suggestions (MEA Faculty):

- Curriculum has a balanced focus area in promoting employability and research enhancement skills.
- Request to have a provision of licensed software with a dedicated lab for students.
- **Update Curriculum as per the UGC NEP Framework and include more rigor 400 and 500 level courses.**

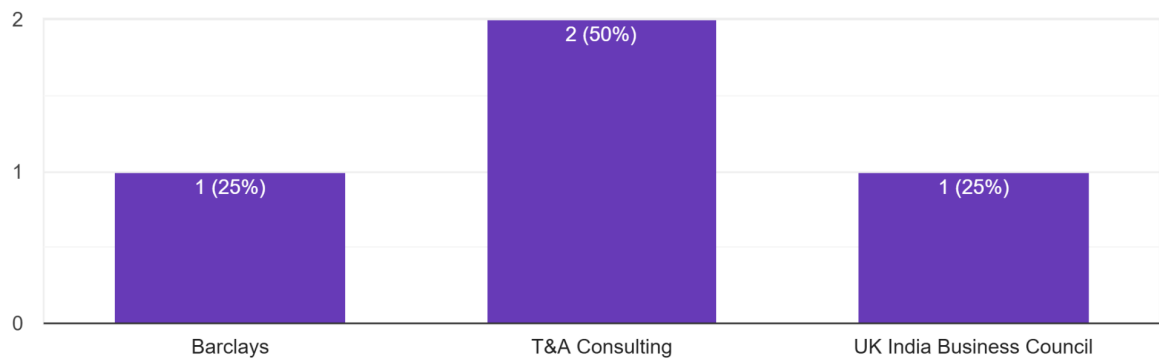
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Feedback from Alumni and Industry

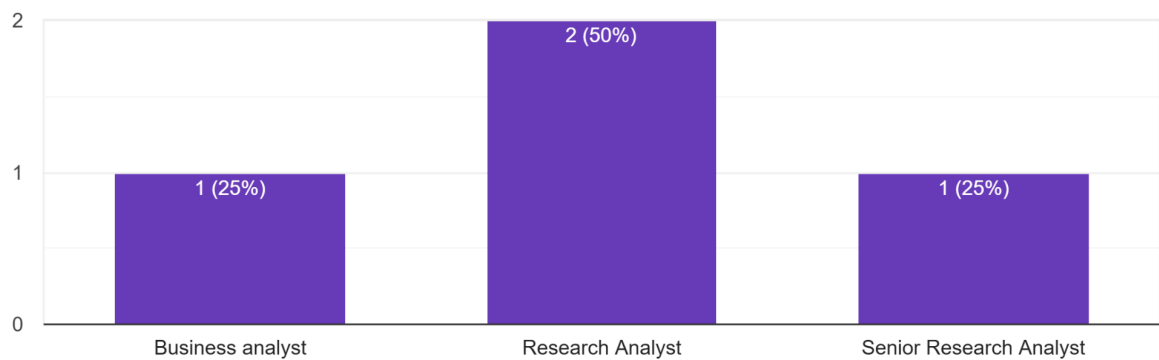
Name of the Organisation

4 responses



Designation

4 responses

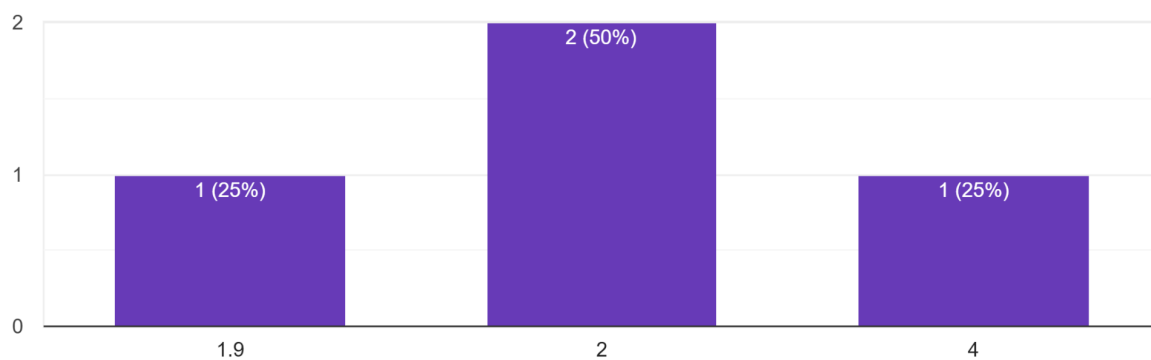


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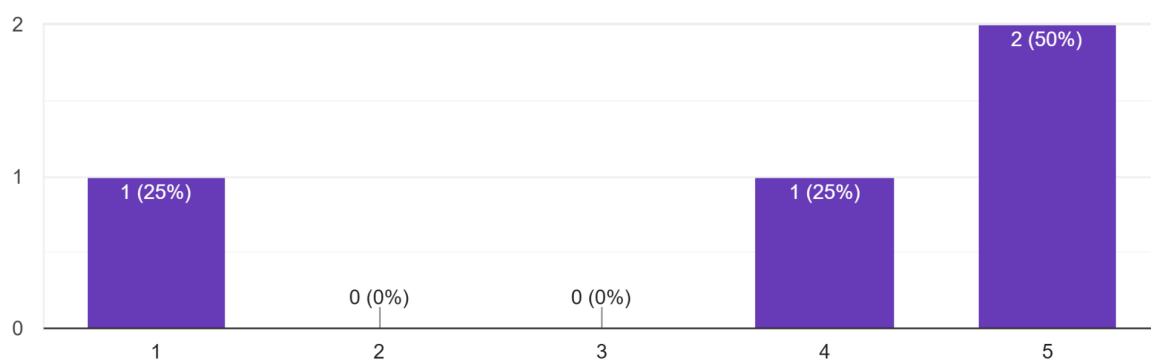
Experience (Years)

4 responses



Does the content of the curriculum satisfy the stated objectives and learning outcomes?

4 responses

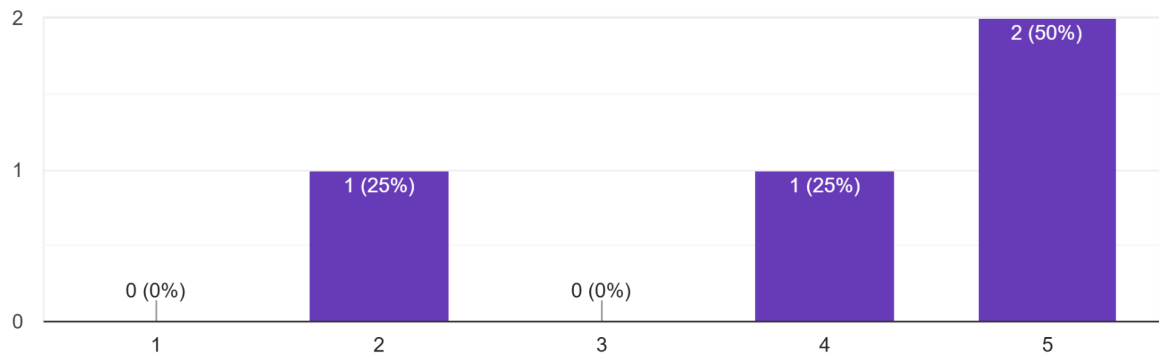


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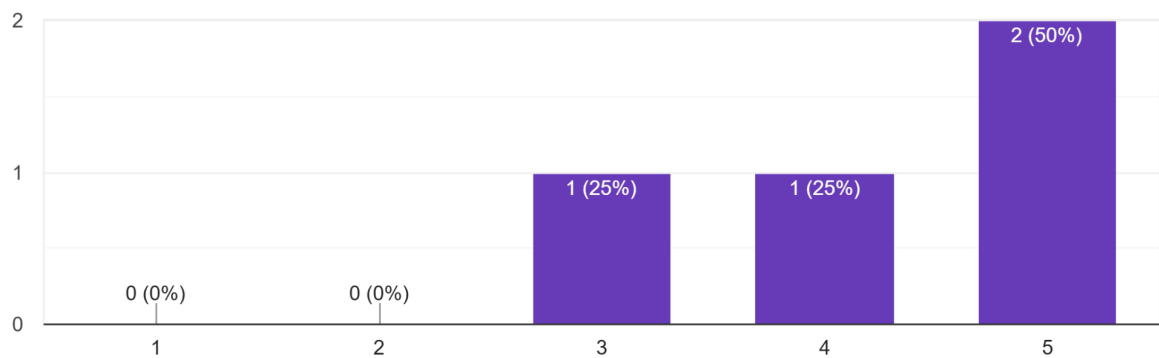
Does the curriculum cover advanced topics? Whether the curriculum enhances knowledge and skills of the students in the relevant domain?

4 responses



Is the curriculum effective in developing critical/ analytical thinking?

4 responses

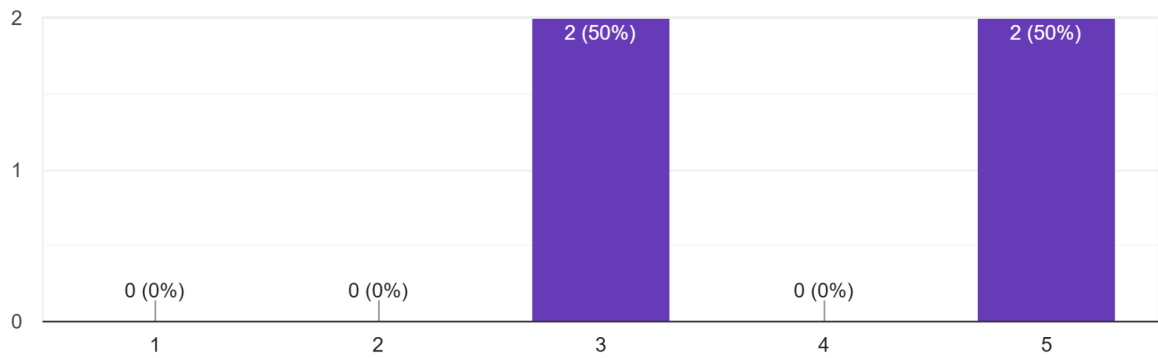


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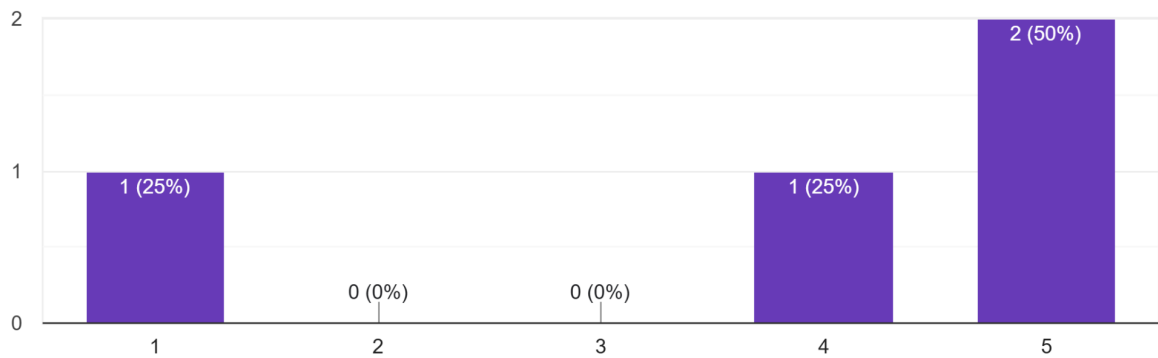
Does the curriculum/courses syllabus relevant to local, regional, national and global development needs?

4 responses



Does the curriculum orient towards higher education?

4 responses

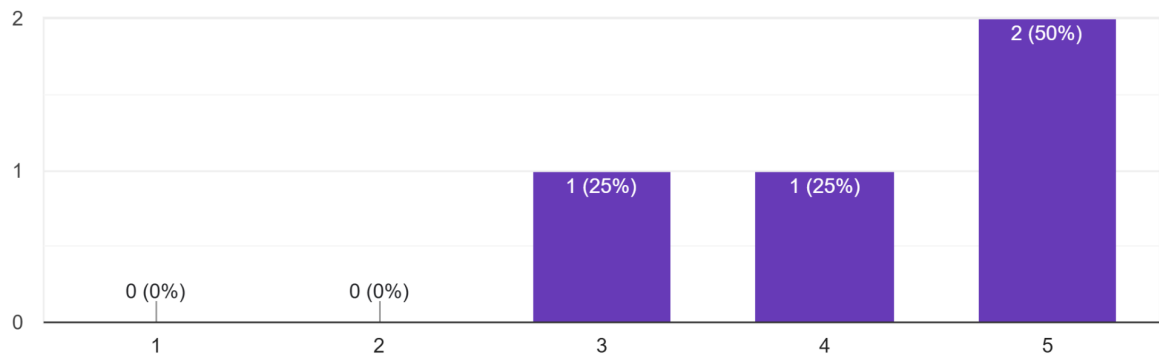


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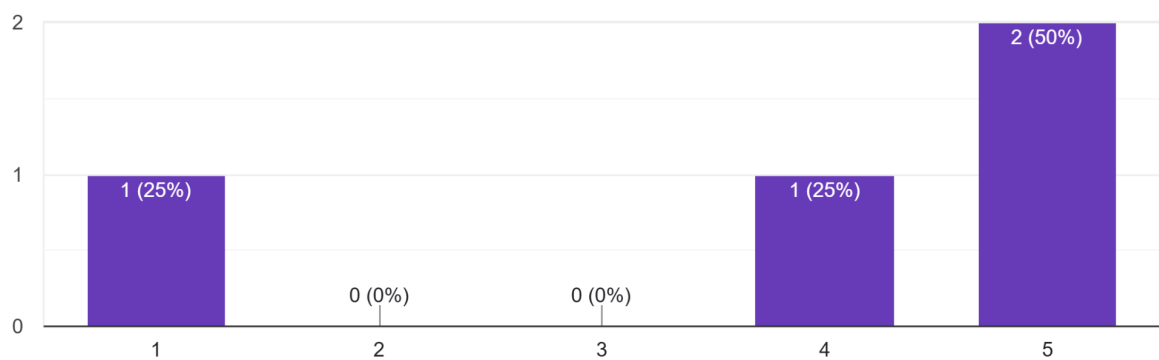
Is employability given weightage in the design and development of curriculum?

4 responses



Does the curriculum promote self-study and attitude of research?

4 responses

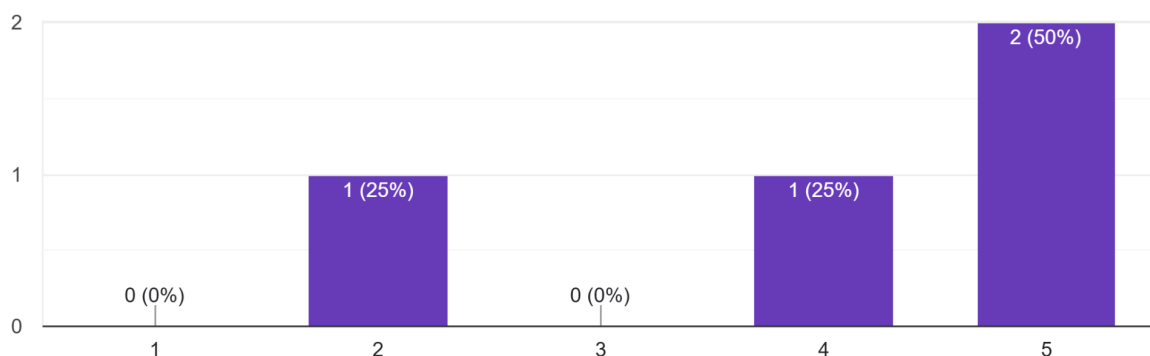


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Does the curriculum meet your overall expectations?

4 responses



Feedback from Alumni and Industry

- More classes/ course work where there is a chance of discussion and developing interpersonal relations would be great apart from academics.
- Industry Engagement and Networking: To further enhance employability, it would be valuable to encourage students to become more active on platforms like LinkedIn. Making it mandatory for students to post, share, and write articles related to economics would not only build their professional presence but also hone their writing and communication skills, both of which are essential in today's job market.
- Focus on Data Analytics and AI Tools: Given the increasing role of technology in economics, the curriculum could benefit from more integration of data analytics, both in theory and practice. Training students on the use of primary and secondary research techniques, along with hands-on experience with data analytics tools, would enhance their analytical capabilities. Additionally, incorporating training on Artificial Intelligence (AI) tools for economic forecasting, data analysis, and decision-making could give students a distinct edge in a data-driven job market.

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- Encouraging Employment-Friendly Skills: Finally, a greater focus on employability could be achieved by introducing specific modules or workshops on job-relevant skills, such as advanced statistical software, coding, and other tools commonly used in the economics profession. A strong emphasis on practical skill-building, alongside theoretical learning, would provide students with a more competitive advantage in the workforce.

Action Taken

Based on the feedback received from all stakeholders, recommendations are sent to the CDC committee for taking following actions:

- (i) Updating Curriculum as per the UGC NEP Framework and included 400 and 500 level courses.**
- (ii) Replacement of subjects at the right semester in the syllabus.**
- (iii) Courses mainly 2 are revised as per NEP guidelines.**

Report Updated: Link : [CHRIST UNIVERSITY](#)

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