



CHRIST
(DEEMED TO BE UNIVERSITY)
BANGALORE | DELHI NCR | PUNE

DEPARTMENT OF ECONOMICS

BRC Campus

Curriculum Feedback Analysis & Action Taken Report

A handwritten signature in blue ink, appearing to be 'R. P.', is written over a horizontal line.

Head
Department of Economics
School of Social Sciences
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CURRICULUM FEEDBACK ANALYSIS REPORT OF THE DEPARTMENT OF ECONOMICS FOR THE ACADEMIC YEAR 2025-2026

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, academic peers, employers, alumni and teachers 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 2025–2026 provides information on the responses gathered, the types of responses, areas for improvement, and actions taken based on the analysis.

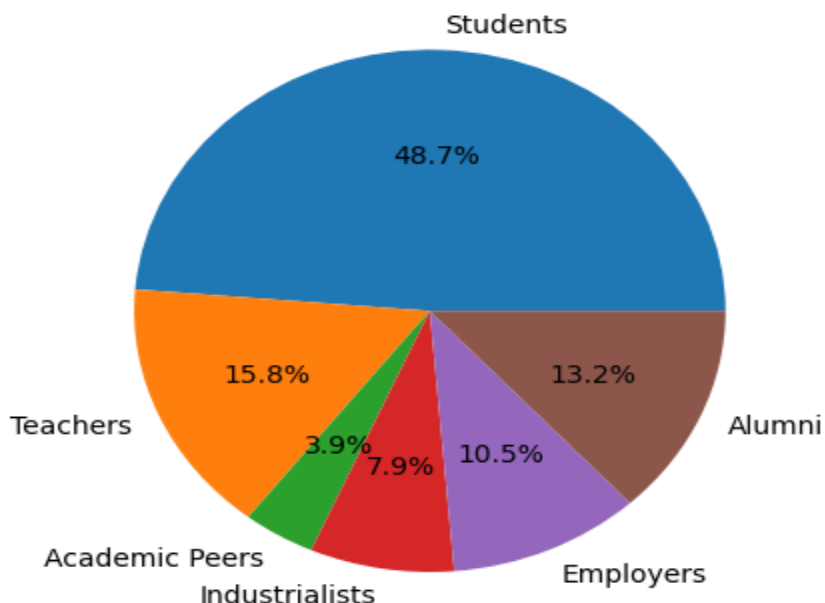
The head of the department constitutes Curriculum Development Committees (CDC). The sole purpose of the CDC is to subject the curriculum for a thorough review by all the stakeholders. Stakeholder feedback is given enough scope during the review process. Feedback is sought from the students, alumni, academic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

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 abovementioned feedback forms and for the academic year of 2025-2026 the following number of feedback responses were collected from the various stakeholders mentioned above.

Representation of Stakeholders

Stakeholders	No. of Responses
Students	37
Teachers	12
Academic Peers	3
Industrialists	6
Employers	8
Alumni	10

Stakeholders Distribution

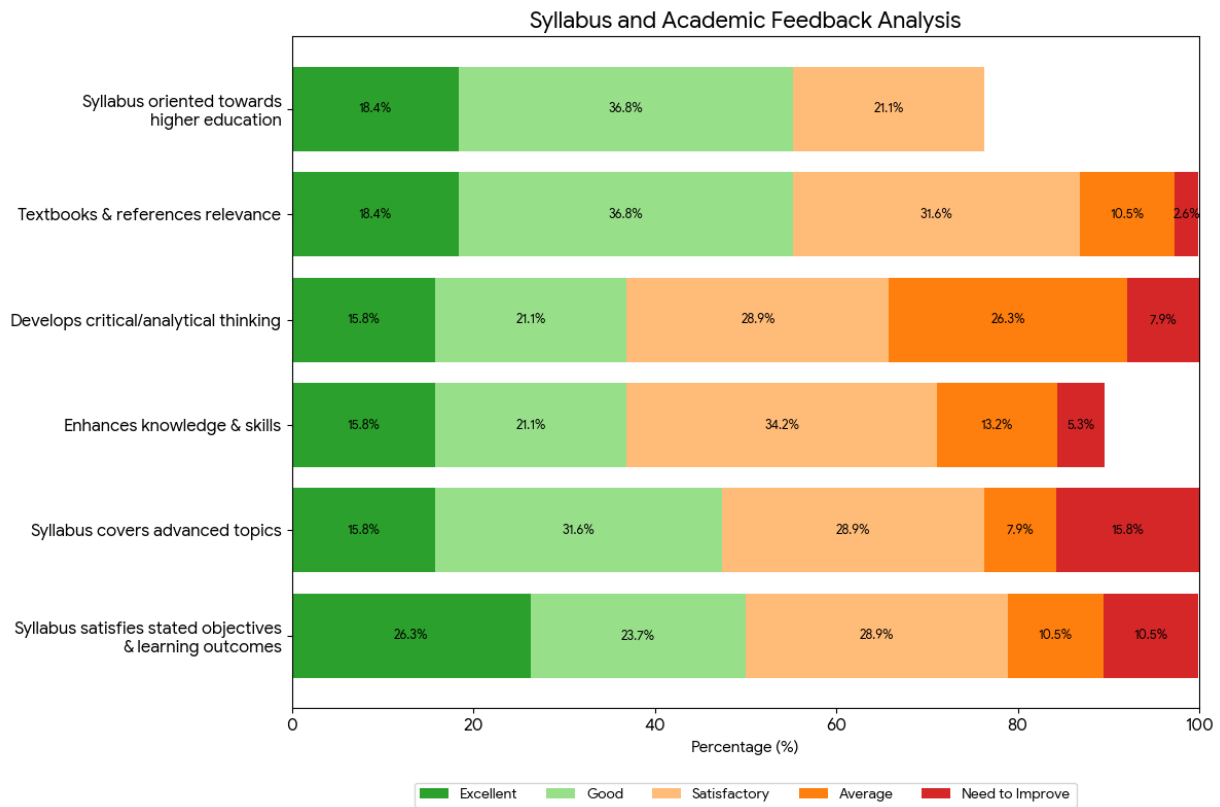


Students' Feedback

Questions	Excellent	Good	Satisfactory	Average	Need to Improve
Syllabus satisfies stated objectives & learning outcomes	26.3% (10)	23.7% (9)	28.9% (11)	10.5% (4)	10.5% (4)
Syllabus covers advanced topics	15.8% (6)	31.6% (12)	28.9% (11)	7.9% (3)	15.8% (6)
Enhances knowledge & skills	15.8% (6)	21.1% (8)	34.2% (13)	13.2% (5)	5.3% (2)
Develops critical/analytical thinking	15.8% (6)	21.1% (8)	28.9% (11)	26.3% (10)	7.9% (3)
Textbooks & references relevance	18.4% (7)	36.8% (14)	31.6% (12)	10.5% (4)	2.6% (1)
Syllabus oriented towards higher education	18.4% (7)	36.8% (14)	21.1% (8)	—	—

The student feedback indicates that the syllabus is generally well-structured and meets expectations, with most responses falling under good and satisfactory categories. Students feel that the syllabus supports their knowledge and skill development and that the prescribed textbooks and reference materials are relevant. At the same time, some concerns are evident regarding the depth of advanced topics and the effectiveness of the syllabus in developing critical and analytical

thinking, where a noticeable number of responses fall under average and need improvement. While the syllabus shows alignment with higher education goals, students expect greater depth, clarity, and academic rigor. Overall, the feedback suggests that the syllabus is adequate but would benefit from improvements in content depth, teaching approach, and stronger emphasis on analytical and application-oriented learning.



Plan of Action

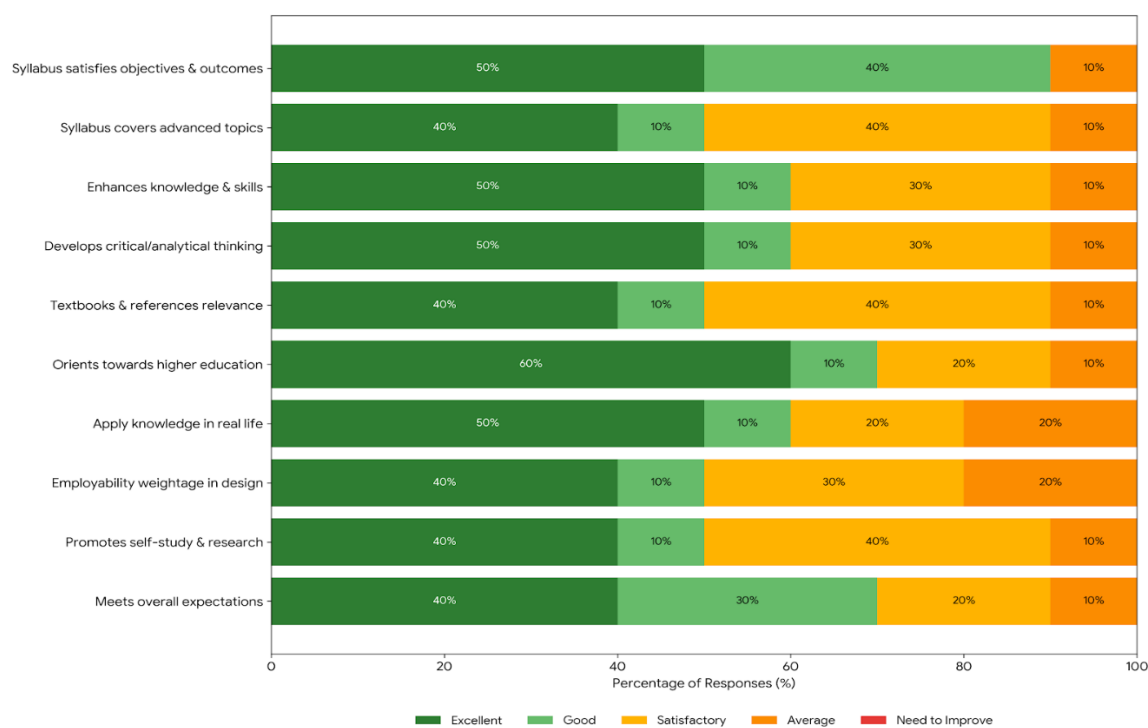
Based on the feedback, the plan of action should focus on enhancing the depth, balance, and applicability of the economics curriculum. Greater emphasis will be placed on incorporating advanced and emerging topics to strengthen conceptual clarity and academic rigor. Teaching methods will be improved by maintaining a better balance between theory and activity-based learning, ensuring that students develop strong analytical and critical thinking skills. Additional support such as tutorial sessions, clearer study materials, and structured content delivery will be introduced to address areas marked as average or needing improvement. Efforts will also be made to align the syllabus more closely with higher education requirements and employability by integrating real-world applications, case studies, and research-oriented components. Continuous feedback from students will be regularly reviewed to ensure ongoing improvement and relevance of the curriculum.

Alumni Feedback

Questions	Excellent (5)	Good (4)	Satisfactory (3)	Average (2)	Need to Improve (1)
Syllabus satisfies objectives & outcomes	50% (5)	40% (4)	0% (0)	10% (1)	0% (0)
Syllabus covers advanced topics	40% (4)	10% (1)	40% (4)	10% (1)	0% (0)
Enhances knowledge & skills	50% (5)	10% (1)	30% (3)	10% (1)	0% (0)
Develops critical/analytical thinking	50% (5)	10% (1)	30% (3)	10% (1)	0% (0)
Textbooks & references relevance	40% (4)	10% (1)	40% (4)	10% (1)	0% (0)
Orients towards higher education	60% (6)	10% (1)	20% (2)	10% (1)	0% (0)
Apply knowledge in real life	50% (5)	10% (1)	20% (2)	20% (2)	0% (0)
Employability weightage in design	40% (4)	10% (1)	30% (3)	20% (2)	0% (0)
Promotes self-study & research	40% (4)	10% (1)	40% (4)	10% (1)	0% (0)
Meets overall expectations	40% (4)	30% (3)	20% (2)	10% (1)	0% (0)

The Alumni feedback indicates a high level of overall satisfaction with the economics curriculum, with a majority of responses falling under the excellent and good categories across most parameters. Students particularly appreciate the alignment of the syllabus with learning objectives, its role in enhancing knowledge and skills, and its orientation towards higher education. The relevance of textbooks and the promotion of self-study and research are also viewed positively. However, certain areas such as coverage of advanced topics, employability focus, and application of knowledge in real-life situations show a noticeable proportion of satisfactory and average responses, suggesting scope for improvement. Overall, while the curriculum is well-received and meets expectations, it can be further strengthened by increasing depth in advanced content, enhancing practical and application-based learning, and placing greater emphasis on employability-oriented components.

Alumni Feedback Analysis on Syllabus (N=10)



Plan of Action

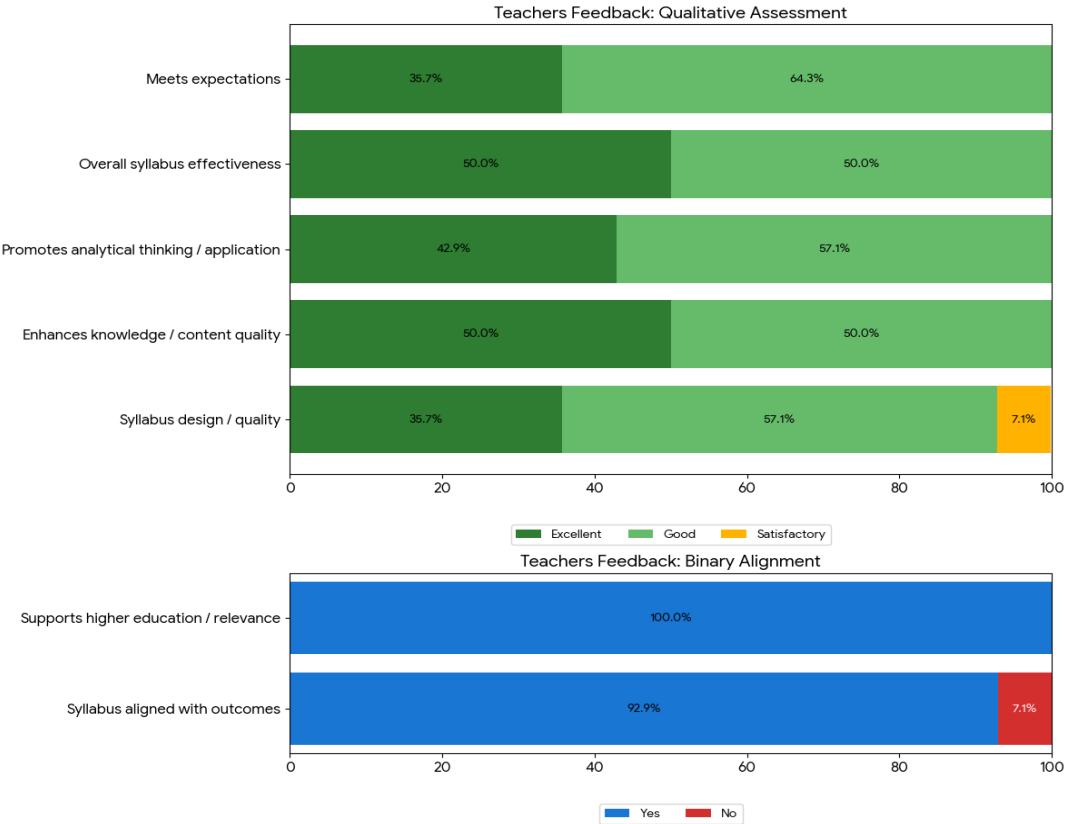
Based on the feedback, the plan of action will focus on strengthening the depth and practical relevance of the economics curriculum while maintaining its existing strengths. Efforts will be made to incorporate more advanced and emerging topics to enhance academic rigor and subject understanding. Greater emphasis will be placed on integrating real-life applications, case studies, and skill-based components to improve employability and practical learning. Teaching strategies will be refined to ensure a better balance between conceptual clarity and application, along with the introduction of additional support such as tutorials and structured learning resources. Continuous review and periodic feedback collection will be implemented to ensure the curriculum remains dynamic, relevant, and aligned with both higher education and industry expectations.

Faculty Feedback

Questions	Excellent	Good	Satisfactory	Yes	No
Syllabus design / quality	5 (35.7%)	8 (57.1%)	1 (7.1%)	—	—
Syllabus aligned with outcomes	—	—	—	13 (92.9%)	1 (7.1%)
Enhances knowledge / content quality	7 (50.0%)	7 (50.0%)	0 (0%)	—	—
Supports higher education / relevance	—	—	—	14 (100%)	0 (0%)

Questions	Excellent	Good	Satisfactory	Yes	No
Promotes analytical thinking / application	6 (42.9%)	8 (57.1%)	0 (0%)	—	—
Overall syllabus effectiveness	7 (50.0%)	7 (50.0%)	0 (0%)	—	—
Meets expectations	5 (35.7%)	9 (64.3%)	0 (0%)	—	—

The teachers’ feedback reflects a highly positive perception of the curriculum, with the majority of responses falling under the good and excellent categories across all parameters. Faculty members largely agree that the syllabus is well-designed, aligned with learning outcomes, and effectively supports higher education, as indicated by the very high percentage of “Yes” responses. The curriculum is also seen as successful in enhancing knowledge, promoting analytical thinking, and meeting overall expectations. Only a negligible proportion of responses indicate dissatisfaction, suggesting strong overall acceptance. However, a few suggestions point towards the need for incorporating more practical components, allowing greater flexibility in syllabus planning, and encouraging research-oriented and problem-based learning. Overall, the feedback indicates that the curriculum is robust and relevant, with minor scope for improvement in practical orientation and implementation strategies.



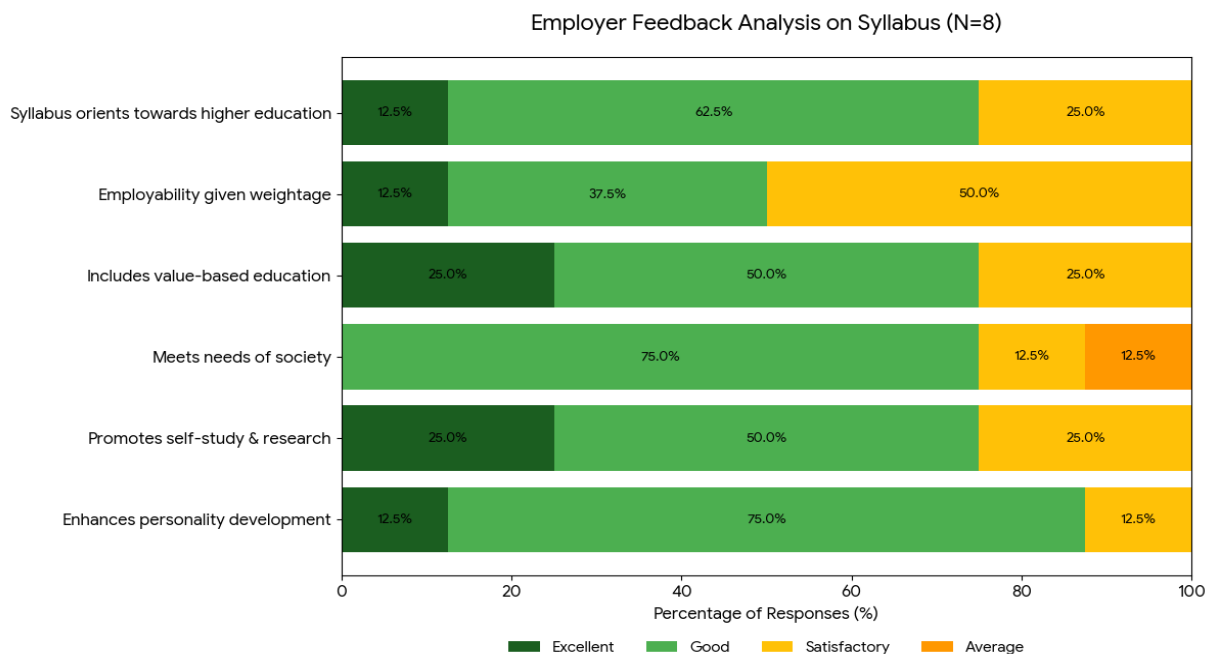
Plan of Action

Based on the teachers' feedback, the plan of action will focus on further strengthening the curriculum by incorporating more practical and application-oriented components alongside its existing theoretical strengths. Efforts will be made to introduce problem-based and research-oriented learning approaches to enhance student engagement and analytical skills. Greater flexibility will be provided in syllabus planning and delivery, including adequate time for preparation and discussion through structured mechanisms such as Board of Studies interactions. Additionally, emphasis will be placed on aligning course content with specialization areas and emerging trends to maintain relevance. Continuous review and faculty input will be encouraged to ensure the curriculum remains dynamic, effective, and responsive to both academic and industry requirements.

Employers' Feedback

Questions	Excellent	Good	Satisfactory	Average
Syllabus orients towards higher education	1 (12.5%)	5 (62.5%)	2 (25.0%)	0 (0%)
Employability given weightage	1 (12.5%)	3 (37.5%)	4 (50.0%)	0 (0%)
Includes value-based education	2 (25.0%)	4 (50.0%)	2 (25.0%)	0 (0%)
Meets needs of society	0 (0%)	6 (75.0%)	1 (12.5%)	1 (12.5%)
Promotes self-study & research	2 (25.0%)	4 (50.0%)	2 (25.0%)	0 (0%)
Enhances personality development	1 (12.5%)	6 (75.0%)	1 (12.5%)	0 (0%)

The feedback from parents and employers indicates a generally positive perception of the curriculum, with most responses concentrated in the good category across all parameters. They acknowledge that the syllabus effectively orients students towards higher education, supports personality development, and addresses societal needs. The inclusion of value-based education and promotion of self-study and research are also viewed favorably. However, employability emerges as an area needing improvement, as a significant proportion of responses fall under satisfactory, suggesting that the curriculum could better align with industry expectations and evolving job market demands. Overall, while the curriculum is seen as relevant and beneficial for academic and personal growth, there is scope to strengthen its practical orientation and career readiness aspects.



Plan of Action

Based on the feedback from employers, the plan of action will focus on enhancing the employability and practical relevance of the curriculum while maintaining its strengths in academic orientation and value-based education. Efforts will be made to incorporate more industry-relevant content, skill-based modules, and exposure to emerging areas such as data science and the application of economics in the corporate sector. Greater emphasis will be placed on career readiness through internships, case studies, and real-world projects. Additionally, initiatives to improve parent–institution interaction will be introduced to ensure better awareness and engagement. The curriculum will continue to support higher education goals while being periodically reviewed to align with evolving societal and industry needs.

Industry Feedback

Questions	Excellent	Good	Satisfactory	Average
Syllabus aligned with programme objectives	2 (33.3%)	3 (50.0%)	0 (0%)	1 (16.7%)
Covers advanced topics & current trends	4 (66.7%)	1 (16.7%)	0 (0%)	1 (16.7%)
Relevance of electives	1 (16.7%)	4 (66.7%)	0 (0%)	1 (16.7%)
Employability weightage in syllabus	1 (16.7%)	2 (33.3%)	3 (50.0%)	0 (0%)
Meets industry expectations	3 (50.0%)	1 (16.7%)	2 (33.3%)	0 (0%)
Enhances skills as per industry needs	3 (50.0%)	2 (33.3%)	0 (0%)	1 (16.7%)

The industry feedback reflects a generally positive perception of the curriculum, with most responses concentrated in the good and excellent categories, particularly in areas such as coverage of advanced topics, alignment with programme objectives, and enhancement of student skills. Employers acknowledge that the syllabus provides a strong conceptual foundation and includes relevant and updated content. However, employability emerges as a key area of concern, with a significant proportion of responses falling under satisfactory, indicating that the curriculum may not fully meet industry expectations in terms of practical exposure and job readiness. Some responses also highlight the need for greater emphasis on real-time projects, internships, and exposure to current industry tools and trends. Overall, while the curriculum is seen as relevant and academically sound, there is scope for improvement in strengthening industry alignment and practical application.

Plan of Action

Based on the industry feedback, the plan of action will focus on strengthening the employability and industry relevance of the curriculum while maintaining its strong conceptual foundation. Greater emphasis will be placed on integrating practical components such as internships, live projects, case studies, and hands-on training with industry tools and technologies. The syllabus will be periodically updated to include emerging trends and current industry practices, and stronger industry-academic collaboration will be encouraged through guest lectures, workshops, and partnerships. Additionally, skill development in areas such as communication, problem-solving, and critical thinking will be enhanced to improve job readiness. Continuous feedback from industry stakeholders will be incorporated to ensure the curriculum remains aligned with evolving professional requirements.

Academic Peers Feedback

The feedback from academic peers presents a generally moderate to positive evaluation of the syllabus, with responses ranging from excellent to satisfactory across different parameters. One respondent rated the syllabus very highly, highlighting its effectiveness in achieving learning outcomes, promoting independent thinking, and supporting research-oriented teaching. However, the other responses indicate areas of concern, particularly regarding the lack of continuous processes for updating the syllabus and limited mechanisms for regular review through departmental committees. While the syllabus is perceived to enhance subject knowledge and enable real-life application to some extent, the variation in responses suggests inconsistency in its implementation and effectiveness. Overall, the feedback indicates that while the syllabus has a strong foundation, there is a need to strengthen review processes, encourage continuous improvement, and ensure uniform effectiveness in fostering analytical thinking and practical application.

Plan of Action

Based on the feedback from academic peers, the plan of action will focus on strengthening the processes related to syllabus review, updating, and implementation. A more structured and continuous mechanism will be established to regularly propose, review, and incorporate new topics in line with emerging academic and industry trends. Departmental committees will be encouraged

to meet periodically to ensure systematic evaluation and improvement of the syllabus. Efforts will also be made to enhance the effectiveness of the curriculum in developing independent and analytical thinking by integrating more application-based and research-oriented components. Additionally, emphasis will be placed on ensuring consistency in delivery and learning outcomes across courses, thereby improving the overall academic quality and relevance of the programme.

BoS Meeting Minutes

Department of Economics
Christ (Deemed to be University)
Bannerghatta Road Campus, Bangalore
Academic Year 2025-26
Board of Studies
MINUTES OF MEETING

BOS Meeting Minutes	
Venue	2 nd floor, Room No. 207, BRC Campus
Date	10 th February 2026
Time	2:00 p.m. to 5:00 p.m.

The meeting commenced with a silent prayer.

Dr. Roopa Patavardhan, Department Coordinator, presented the course structure for the **BSc Economics with Data Science**. The following points were discussed during the deliberation:

1. A new programme titled "BSc Economics with Data Science" has been introduced for the Academic Year (AY) 2025-26, and its programme structure for the first four semesters has been presented for BoS approval.
2. 4 microcredential courses as well as bridge course for mathematics has been presented for BoS approval.

Proposed changes-Overall

1. There is no syllabus change in the first two semesters.
2. In Semesters I and II, the course titles of three major courses are changed (2 in Semester I and 1 in Semester II).
3. 2025-28 and 2026-29 batches will have the same programme structure.
4. Programming Fundamentals has already been offered to the first batch (2025) in Semester II
5. Database Systems will be offered in Semester III for the first batch, and in the second batch (2026), we will offer Programming Fundamentals in Semester III after they complete Database Systems in Semester II.
6. We are introducing 2 Minor courses in Semester IV.

7. We don't have SEC from Semester IV onwards, as per the curriculum guidelines shared by the Assistant Registrar, Academics Office.
8. As per the minimum credit requirements, for Minor courses, it was 24 credits in 3 years. We were falling short by 1 course.
9. The credits of the two Elective courses in Semester IV are revised to 3 instead of 4, as it was exceeding the maximum credits of 132.
10. We had SEC in the programme configuration at Semester V which is not correct according to the guidelines. SEC must be completed within 3 semesters.
11. Elective credits are reduced in Semester VI.
12. In the last semester, Research Work is introduced as per the Father Director's instruction to encourage student publications.

Semester I

1. A bridge course (for basic mathematics and economics) is added to help students prepare for the overall programme.
2. Microeconomics-I changed to Economics of Decision-making.
3. Statistics for Economic Analysis I changed to Statistics for Economic Analysis-Basic.

Semester II

1. Macroeconomic Theory changed to Economics of Aggregates.
2. Digital Business Systems is introduced in place of Programming Fundamentals in this semester, as compared to Semester III in the previous programme structure.
3. Social Engagement Project (Service Learning course) changed from a 1-credit course to a 0-credit course.
4. The total number of credits is 22, compared to 23 from the previous curriculum.

Semester III

1. Fundamentals of Growth (Service Learning course) merged into one course for this programme structure, instead of two courses previously.
2. Statistics for Economics II changed to Statistics for Economics Advanced.
3. Statistics for Economics Advanced Analysis has been modified to a Skill Enhancement Course (SEC) with 3 credits instead of a Minor Course with 4 credits.
4. Programming Fundamentals is introduced in this semester, as compared to Semester II in the previous structure.
5. The total number of credits is 21 compared to 22 from the previous curriculum.

Semester IV

1. Research Methodology is introduced in this semester, as compared to Semester VI in the previous structure.
2. Relational Database Management Systems is added to this programme, replacing Database Management Systems.
3. Gender Dynamics in Economics is removed from the curriculum.
4. Real-time Analysis is introduced in this programme as a Minor Credit course with 4 credits.
5. The total number of credits is 23 compared to 22 from the previous curriculum.

Semester V

1. Indian Economy changed to Understanding Indian Economy in this semester.
2. Applied Econometrics is introduced, combining the separate Time-series and Panel Data Econometrics courses in the previous structure.
3. Labour Economics: Theory and Practice replaces Political Economy of India as an Elective (Major Core) with 3 credits.
4. Introduction to Industrial Economics replaces History of Economic Thought as an Elective (Major Core) with 3 credits.
5. Business Intelligence and Data is added to this semester as compared to Semester IV previously.
6. Databases in Economics is removed from the curriculum.
7. The Internship course changes from 4 to 8 credits.

Semester VI

1. Public Economics is introduced in this programme as a Major Credit course with 4 credits.
2. Financial Economics is introduced in this programme as a Major Credit course with 4 credits.
3. Health Economics changes to a Elective (Major Core) with 3 credits as compared to a Major Core with 4 credits previously.
4. Education and Development changes to a Elective (Major Core) with 3 credits as compared to a Major Core with 4 credits previously.
5. Machine Learning Algorithms is in this semester, while it was in Semester V in the previous structure.
6. Text Analytics is removed from the curriculum.
7. Formative Work for Research is introduced as a Project with 2 credits.
8. The total number of credits is 24 compared to 20 from the previous curriculum.




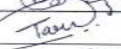




The following comments has been made by the subject experts.

3. The experts suggested changing the course name **“Economics of Decision-Making”** to **“Economics of Individuals.”**
4. It was recommended to rename **“Economics of Aggregates”** to **“Macroeconomics I”** if the course focuses on application-based macroeconomics.
5. The title **“Understanding Indian Economy”** may be changed to **“Indian Economy – Policy Perspectives.”**
6. It was suggested to include **event-based learning** in the curriculum so that students stay updated with current national and global developments.

The meeting concluded with agreement to consider these suggestions.

-----Minutes prepared by
Dr. Maya K

Attendance Sheet

CHRIST (Deemed to be University) Bangalore, Bannerghatta Road Campus		
Department of Economics BOS Meeting		
Date : 10th February 2026		Venue: Room No:207
Time : 2:00 pm to 4:00 pm		
Sl.No	Name	Signature
1	RASHMI RAI	
2	VIJI B	
3	ROOPA PATAVARDHAN	
4	ANEESH M R	
5	MAYA K	
6	CHANDAN ROY	
7	SUBHASHREE BANERJEE	
8	TARU SAIGAL	
9	SREEDEVI R S	
10	AUGUSTINE JOSEPH	
11	KSHAMA A V	
12	BENITO G LYNDON	
13	MANASI DASH	





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Tuesday, 10/02/2026 02:36 PM GMT +05:30

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