

Department of Economics
Bangalore – Yeshwanthpur Campus

Feedback Analysis Report (2025–26)

The Department of Economics conducted a comprehensive curriculum feedback survey with student responses across undergraduate and postgraduate program. The analysis indicates that the curriculum is largely effective in achieving its academic objectives, while also highlighting specific areas for improvement, particularly in terms of practical exposure and industry readiness.


The department of Economics, CHRIST (Deemed to be University), Yeshwanthpur Campus, engages in meaningful revisions of the curriculum of various programs. The purpose of such revisions is to enhance student learning, improve quality of instruction and ensure relevance of the curriculum to the real-world issues and events. The department aim to foster a teaching and learning method, that makes the students more employable. While doing so, the theoretical and analytical aspects of the courses offered in the discipline are also given adequate attention given that there are several students who may wish to pursue higher studies as well.

Feedback analysis process

- Stage I – Collection of feedback (both qualitative and quantitative) from various stakeholders (students, teachers, peers, parents, employers)
- Stage II – Feedback analysis by descriptive statistics, to identify areas of strengths and weaknesses
- Stage III – Based on the above analysis the Curriculum Development Committee (CDC) meets to discuss the opinions and feedback provided by the various stakeholders
- Stage IV – The CDC proposal is discussed and reviewed in the annual meet of the Board of Studies (BOS). After elaborate discussions and deliberations, the changes approved by BOS are incorporated in the curriculum of the next year.

QUESTIONNAIRE

STUDENTS ([Link to form](#))


Department of Economics
CHRIST (Deemed to be University)
Yeshwanthpur Campus
Bengaluru - 560073, INDIA

Description: Name, Program pursuing	
Other completed programs on soft skill	
State your primary objective for pursuing the program	HOD Signature:
Is your time in the department intellectually enriching?	Date:
The syllabus is capable of adding value to the students in terms of – Skill, Concept, Knowledge, Analytical abilities	

How much the syllabus takes care of the requirements of – Local, Regional, National, Global – on a scale of 1 to 5
Does the syllabus enable the students to analyze a given problem and identify the solutions
The syllabus is compatible with industry standards and relevant to real life situations?
Overall rating of the syllabus on a scale of 1 to 5
The activities organized by the department meet the objective of bringing about overall development to students
Rate career counselling and guidance provide
Identify the area(s) which can be added/removed to strengthen the current curriculum
General comments on the overall effectiveness of the program

TEACHERS

Description: Name, Employee ID, Designation, Teaching experience
<i>All questions are based on a scale of 1 to 5, resembling “need to improve” to “excellent” -</i>
Does the curriculum satisfy the stated objective and learning outcomes?
Is the curriculum effective in developing independent thinking?
Does the departmental level expert committee meet to review the curriculum?
Does the curriculum enhance your knowledge in the subject area?
Does the curriculum demand the teachers for research inclusive teaching?
General comments and/or suggestions about the curriculum

ACADEMIC PEERS

Description: Name, Designation, Experience, Name of the University/Institute/Organization
<i>All questions are based on a scale of 1 to 5, resembling “need to improve” to “excellent” -</i>
How do you rate the sequence of the courses provided in the curriculum?
How do you rate the syllabus of the courses in relation to the competencies expected out of the course?
How do you rate the sequence of the units in the course?
How do you rate the allocation of credits to the courses?
How do you rate the distribution of the lecture hours among the course components?
How do you rate the electives offered in relation to the technological advancements?
How do you rate the relevance of the text books and reference books by their international recognition to the courses?
Rate the courses in terms of extra learning of self-learning considering the design of the courses
Rate the courses in terms of sequence of offering considering whether the preceding courses have been covered
How do you rate the course load in a semester?
Overall recommendation/suggestion for improvement, if any

PARENTS

Description: Name and occupation
<i>All questions are based on a scale of 1 to 5, resembling “Strongly disagree” to “Strongly agree” -</i>
Does the curriculum orient the students towards higher education?
Is employability given weight against the design and development of the curriculum?

Is the curriculum designed to have a component on value based education?
Does the curriculum have components to serve the needs of the society?
Does the curriculum promote self-study and attitude of research?
Does the curriculum help the students to enhance their personality?
Comments/suggestions, if any

ALUMNI

Description: Name and year of graduation
<i>All questions are based on a scale of 1 to 5, resembling “Strongly disagree” to “Strongly agree” -</i>
How would you rate the overall quality of the program?
How effective were the teaching-learning methods used during your program?
How well did the program prepare you for higher studies or employment?
Rate the support received for internships, placements, or career guidance
How would you rate your overall experience with departmental activities (seminars, workshops, events)?
Would you be willing to engage with the department in the future (talks, mentoring, collaboration)?
Any suggestions for improvement?

1. **FEEDBACK ANALYSIS (Student Curriculum Feedback)**

Overall, the feedback reflects a strong positive perception of the academic framework. A majority of students reported that their experience in the department has been intellectually enriching, with over 90 percent indicating moderate to high satisfaction levels. The syllabus has been rated positively, with most students assigning ratings between 4 and 5, indicating that the curriculum effectively contributes to knowledge, analytical ability, and conceptual understanding.

Key Strengths Identified

- Strong academic foundation: Students appreciate the depth of theoretical and analytical content, particularly in core areas such as macroeconomics and econometrics.
- Skill development: The curriculum supports development of analytical, conceptual, and problem-solving skills.
- Holistic learning environment: Departmental activities, seminars, and workshops contribute significantly to overall student development.
- Alignment with student objectives: Students primarily pursue the programme for career opportunities, higher studies, and analytical skill development, which are largely supported by the curriculum.

Areas for Improvement

- Need for practical exposure: A recurring concern is the overemphasis on theoretical learning, with limited practical application.
- Industry readiness gap: Students indicated the need for more industry-oriented courses, internships, and exposure such as industrial visits.

- Technical skill enhancement: Demand for data analytics tools, software training, and applied learning components.
- Curriculum structure and sequencing: Some feedback suggests improving course organization and progression clarity.
- Soft skills development: While present, students expect more structured and impactful soft skill training beyond existing initiatives.

Student Suggestions

- Inclusion of more practical sessions and case-based learning
- Introduction of industry-relevant and contemporary courses
- Enhanced internship opportunities and field exposure
- Greater focus on technical and data-driven skills

In summary, the feedback indicates that while the department has successfully built a strong academic and analytical foundation, there is a clear need to further strengthen practical, technical, and industry-oriented dimensions of the curriculum.

It has been observed that most of the students strongly agree that the syllabus clearly states course objectives requirements, procedures and grading criteria. However, 10-12% felt that the syllabus is overloaded. While students are largely happy with the course curriculum, few expressed their concern about the lack of soft skill development, hands on experience, industry visit. Further students felt that a mixture of traditional and modern method of teaching may enhance their learning process. However, we have received a mixed bag regarding the internal assessment process of the university. While some are in favor of submission based group projects, some sees it as a waste of time in the era of AI and wide availability of web based information. Nearly 90% of the faculties strongly agreed that the curriculum is up to date, however about 16% faculties think that the curriculum is not enough demanding in terms of inclusive teaching and fostering independent thinking. Academic peers, constituted of esteemed faculties of reputed higher education institutions in India, agrees on the course competencies, potential to technological advancement and the sequential alignment of the courses. However, the distribution of course load could have been made better, according to some academic peers. Besides the esteemed faculty peer group have underscored introduction of data analysis related courses using R, STATA, Python.

2. FEEDBACK ANALYSIS (Parent feedback)

- The parent feedback survey for the BA Economics programme reflects a **generally positive perception** of the curriculum, with responses indicating satisfaction across key academic and developmental dimensions. Most parents rated the curriculum between **moderate to high levels (3–5 range)**, suggesting that the programme is effective in meeting its educational objectives.

- A majority of respondents agreed that the curriculum **supports higher education aspirations** and contributes to **personality development and research orientation**. The inclusion of **value-based education** received strong agreement, indicating that the programme successfully integrates ethical and social dimensions into learning. Additionally, the curriculum is perceived to address **societal needs**, reflecting its broader relevance.
- However, certain areas indicate scope for improvement. Feedback on **employability orientation** shows some variation, suggesting the need to further strengthen industry alignment and career-focused components. Similarly, while self-study and research are encouraged, parents highlighted concerns regarding **student workload and the need for balance**, as reflected in suggestions for structured breaks.
- Overall, the feedback highlights that the curriculum is **academically sound and holistic**, but would benefit from enhanced focus on **practical exposure, employability, and student well-being**.

3. FEEDBACK ANALYSIS (Teacher Feedback)

- The peer feedback collected from **12 faculty members** indicates a **strong overall satisfaction** with the curriculum, particularly in terms of its alignment with learning objectives and subject knowledge enhancement. A significant proportion of respondents rated the curriculum highly (predominantly **4 and 5**), reflecting its effectiveness in delivering academic outcomes.
- Faculty members largely agreed that the curriculum **meets stated objectives** and supports **independent thinking among students**. It is also perceived to enhance **subject knowledge and research-oriented teaching practices**, indicating a robust academic structure. The existence of departmental mechanisms for curriculum review is acknowledged, though responses suggest scope for further strengthening structured review processes.
- However, certain areas require attention. Faculty feedback highlights the need for **updating curriculum content in line with industry requirements**, particularly in the **quantitative and applied components**. Concerns were also raised regarding **clarity in implementation of certain curricular activities** and the need for greater emphasis on **Learning-Centric Approaches (LCA)**. Additionally, the importance of **industry collaboration** for curriculum enrichment was noted.
- Overall, the feedback suggests that while the curriculum is **academically strong and research-oriented**, it would benefit from **greater industry alignment, clarity in delivery, and enhancement of applied components**.

4. FEEDBACK ANALYSIS (Alumni Feedback)

- The alumni feedback, based on 8 responses, indicates a **moderately positive evaluation** of the programme. Most respondents rated the overall quality between **3 and 5**, reflecting satisfactory academic delivery. Teaching-learning methods were perceived as largely effective, and the programme moderately supports employability and higher studies.
- However, feedback highlights key gaps. Alumni pointed to the need for **greater practical exposure, analytics-based learning, and real-world application**. Internship

and career guidance support received an average rating, indicating scope for improvement. Departmental activities were rated mostly **average to good**, while a majority expressed willingness to engage with the department.

- Overall, the programme is strong academically but requires enhanced industry relevance and practical orientation.

5. **FEEDBACK ANALYSIS (Academic Peer Feedback)**

The peer feedback, based on a small set of responses, indicates an overall positive evaluation of the curriculum design. Most parameters, including course sequence, syllabus relevance, and unit structure, are rated between 4 and 5, reflecting strong academic alignment. The curriculum is considered effective in enhancing competencies and promoting self-learning. However, some variation is observed in credit allocation, workload distribution, and lecture hours, suggesting scope for refinement. Faculty recommendations emphasize the inclusion of contemporary topics such as data science, machine learning, and advanced macroeconomic models, along with greater use of open-source tools and updated reference materials.

Department of Economics

Bangalore – Yeshwanthpur Campus

1. Action Taken Report (ATR) Based on Student Feedback 2025-26

Based on the analysis of student feedback, the Department of Economics has undertaken several measures to enhance curriculum effectiveness, improve industry alignment, and strengthen experiential learning.

The department acknowledges the strong academic foundation already in place and has initiated steps to address the identified gaps, particularly in the areas of practical exposure, technical skills, and employability.

Actions Taken

- Curriculum Enrichment
 - Initiated revision of course content to include more application-based and research-oriented learning
 - Introduced interdisciplinary and contemporary topics such as behavioural economics and sustainability
- Enhancement of Practical Exposure
 - Increased focus on case studies, real-world examples, and applied assignments
 - Encouraged inclusion of project-based and experiential learning components
- Technical Skill Development

- Conducted training sessions on data analysis tools such as SPSS, STATA, Power BI, and Excel
- Promoted integration of data analytics and quantitative methods in coursework
- Industry Readiness Initiatives
 - Organized workshops, masterclasses, and guest lectures by industry experts
 - Strengthened internship support and career guidance mechanisms
 - Planned industrial visits and field-based learning opportunities
- Soft Skills and Holistic Development
 - Enhanced communication, presentation, and teamwork activities through classroom and co-curricular initiatives
 - Continued support through institutional platforms such as career guidance and mentoring sessions
- Curriculum Structuring and Delivery
 - Reviewed course sequencing and content flow to improve learning progression
 - Strengthened continuous feedback mechanisms for periodic curriculum improvement

The following changes are proposed for the BA program

1. The curriculum can be further strengthened to enhance the independent thinking of the student
2. Course contents need to incorporate research-oriented teaching
3. Students should be provided more opportunities to explore new dimensions of learning
4. Teachers/Department should be encouraged to use innovative teaching and methods to make the T & L process more effective
5. More internship facilities should be provided

The following changes are proposed for the MA program

1. Courses should incorporate employability skills
2. Introducing courses with contemporary significance, e.g. climate change
3. Introducing ethics and economics courses
4. Thorough teaching of the core courses like – Microeconomics and Macroeconomics over the span of two semesters
5. More internship facilities, industry visit should be provided

Overall Future Plan

- Further expansion of industry collaborations and applied learning modules
- Introduction of more skill-based certification courses
- Continuous monitoring through feedback and academic review processes

2. ATR Based on Parent Feedback

- In response to the parent feedback, the Department of Economics has undertaken targeted measures to strengthen curriculum delivery, improve employability outcomes, and ensure student well-being.

- The department has initiated steps to enhance employability orientation by incorporating more skill-based and application-oriented components within the curriculum. Workshops on data analysis tools and industry-relevant skills have been expanded to bridge the gap between academic learning and professional requirements.
- To address the need for practical exposure, greater emphasis has been placed on case-based learning, projects, and experiential activities, enabling students to apply theoretical knowledge in real-world contexts. Efforts have also been made to strengthen internship opportunities and industry interaction through guest lectures and training sessions.
- Recognizing concerns regarding student workload and balance, the department is actively working towards improving academic scheduling and student support mechanisms, including mentoring and structured academic planning.
- Further, the department continues to uphold its strengths by reinforcing value-based education, research orientation, and holistic development initiatives.
- Overall, the actions taken aim to create a more balanced, industry-relevant, and student-centric learning environment, while maintaining academic rigor and societal relevance.

3. ATR Based on Teacher Feedback

- Based on peer feedback, the Department of Economics has undertaken several measures to strengthen curriculum relevance, improve delivery mechanisms, and enhance industry alignment.
- To address concerns regarding industry relevance, the department has initiated curriculum revisions incorporating contemporary and application-oriented content, with a focus on strengthening quantitative and analytical components. Greater emphasis is being placed on data-driven tools and applied methodologies within courses.
- In response to suggestions on teaching effectiveness, efforts have been made to promote Learning-Centric Approaches (LCA), including case-based teaching, participatory learning, and problem-solving methods. Faculty are encouraged to integrate interactive and experiential learning techniques in classroom delivery.
- To improve clarity in curriculum implementation, structured guidelines and internal discussions have been strengthened through departmental meetings and curriculum review committees. Regular feedback mechanisms are being reinforced to ensure continuous improvement.
- Further, recognizing the need for industry collaboration, the department is actively working towards enhancing guest lectures, workshops, and industry interactions to align academic content with practical requirements.
- Overall, these actions aim to create a more dynamic, application-oriented, and industry-relevant curriculum, while maintaining academic rigor and research focus.

4. ATR Based on Alumni Feedback

- In response to alumni feedback, the department has taken steps to improve practical and industry-oriented learning. Curriculum revisions have been initiated to incorporate analytics, real-world applications, and skill-based components. Greater emphasis is being placed **on** hands-on learning, case studies, and project-based assignments.

- To strengthen employability, the department has enhanced internship support, career guidance, and industry interactions, including workshops and guest lectures. Efforts are also underway to improve data analytics training using tools such as SPSS and STATA.
- Additionally, alumni engagement is being strengthened through mentoring, talks, and collaborative initiatives, ensuring continued contribution to academic and professional development.

5. ATR Based on Academic Peer Feedback

In response to peer feedback, the department has initiated steps to update and strengthen the curriculum. Efforts are being made to incorporate contemporary topics such as data analytics, machine learning, and advanced macroeconomic frameworks. Greater emphasis is placed on integrating open-source tools like R to enhance technical competencies. The department is also reviewing course structure, including credit allocation and workload distribution, to improve balance and clarity. Updated reference materials and research-based readings are being introduced to enrich learning. These measures aim to enhance academic rigor, ensure relevance, and align the curriculum with evolving industry and research requirements.



Department of Economics
CHRIST (Deemed to be University)
Yeshwanthpur Campus
Bengaluru - 560073, INDIA

HOD Signature:
Date: