

**Feedback Analysis Report 2025-2026**  
**Department of Economics**  
**Bangalore – Yeshwanthpur Campus**

The Department of Economics at CHRIST (Deemed to be University), Yeshwanthpur Campus, periodically undertakes comprehensive curriculum revisions across its programmes. These revisions are aimed at strengthening student learning outcomes, enhancing the quality of instruction, and ensuring that the curriculum remains aligned with evolving real-world developments. The department seeks to promote a teaching and learning framework that improves employability while maintaining a strong foundation in theoretical and analytical concepts, thereby supporting students who intend to pursue higher studies.

Based on structured feedback obtained from students, parents, and faculty, several improvements have been identified.

For the BA Economics Honours programme, the following enhancements are proposed:


1. Strengthening the curriculum to further develop students' independent and critical thinking abilities.
2. Integrating research-oriented teaching within course delivery.
3. Expanding opportunities for students to engage with diverse and emerging areas of learning.
4. Encouraging faculty to adopt innovative pedagogical approaches to improve the effectiveness of teaching and learning processes.
5. Increasing access to internship opportunities for practical exposure.

For the MA Applied Economics programme, the proposed changes include:

1. Embedding employability-focused skills within course structures.
2. Introducing courses that address contemporary issues, such as climate change.
3. Incorporating subjects that explore the interface between ethics and economics.
4. Ensuring comprehensive coverage of core subjects, including microeconomics and macroeconomics, across two semesters.
5. Enhancing opportunities for internships and industry engagement through visits and collaborations.

The feedback analysis process follows a systematic approach:

- Stage I involves collecting both qualitative and quantitative feedback from key stakeholders, including students, faculty, parents, peers, and employers.
- Stage II focuses on analysing this feedback using descriptive statistical methods to identify strengths and areas requiring improvement.
- Stage III involves deliberations by the Curriculum Development Committee (CDC), which reviews stakeholder inputs and formulates recommendations.
- Stage IV includes discussion and approval of these recommendations by the Board of Studies (BOS) during its annual meeting, after which the approved changes are incorporated into the curriculum for the subsequent academic year.

  
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HOD Signature:  
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