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## Stakeholder Feedback and Action Take Report 2025-26

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## Stakeholder Feedback and Action Take Report

### 1. Introduction

The Department of Economics systematically solicited feedback from a wide range of stakeholders as part of its continuous curriculum review and quality enhancement process. The objective of this exercise was to assess the relevance, rigor, structure, and outcomes of the existing curriculum in light of evolving academic standards, industry requirements, student aspirations, and societal needs.

This report presents a consolidated Feedback Summary and Action Taken Report, to be tabled before the Board of Studies. It captures the profile of stakeholders consulted, major thematic insights emerging from stakeholder feedback, and the concrete academic and curricular actions initiated by the Department in response. The Department places on record its sincere appreciation for the time, thought, and constructive suggestions offered by all stakeholders.

Feedback was collected through structured questionnaires and qualitative responses from the following stakeholder groups during the period January 25 to February 8, 2026. A total of 110 respondents were reached and the profile of the respondents are provided in Table 1.

*Table 1 Stakeholder Profile, Department of Economics (BCC), 2026*

Sl No.	Category	Sub-category	Number of persons providing feedback
1		Own faculty	4
2	Experts	Academia/ Faculty from other institutions	7
3		Industry experts/ employers	7
4	Alumni	-	9
5	Students	Graduating students	36
6		Other students	39
7	Parents	-	8
8	Total		110

*Source:* Data analysed from the Google Forms used for Stakeholder Feedback.

## *2. Summary of Feedback*

Despite diversity in stakeholder backgrounds, the feedback revealed several strong convergences, alongside specific concerns and suggestions unique to each group. The major themes are summarized below.

### *Parents*

Parents broadly expressed satisfaction with the existing curriculum, particularly appreciating the holistic development of students in terms of critical thinking, social awareness, communication skills, and ethical orientation. The supportive academic environment and the dedication and approachability of faculty members were repeatedly acknowledged.

At the same time, parents emphasized the need for greater practical orientation and skill-based learning aligned with contemporary workplace requirements, stronger emphasis on MS Excel, programming/coding courses, with suggestions to introduce programming as a 6-credit course, and more interactive pedagogy.

### *Alumni*

Alumni feedback reflected a strong concern for employability, corporate readiness, and applied skills, while also valuing the Department's strength in academic rigor and social grounding.

Key suggestions included the following. A more quantitative and mathematical orientation, with exposure to advanced software and econometric tools; expanded coverage of financial economics, including share markets, risk management, and financial reporting; increased emphasis on programming and behavioural studies; greater coverage of rural economy and policy; stronger industry exposure, internships, and structured business-readiness initiatives.

While many alumni advocated curriculum expansion, a section also expressed satisfaction with the Department's existing orientation, particularly its emphasis on ethical awareness and social responsibility.

### *Experts from Academia and Industry*

Experts rated the program very highly, often comparing it favorably with curricula at leading universities. The program was praised for its strong conceptual foundations and balanced integration of theory, quantitative methods, and applications, interdisciplinary orientation and emphasis on experiential and critical learning, and well-designed undergraduate (UG) and postgraduate (PG) structures, especially the BSc and MA Applied Economics programmes.

Constructive suggestions focused on future-oriented enhancement, such as bridging gaps with international standards, rationalizing and trimming the undergraduate syllabus where necessary, offering a wider range of electives, strengthening quantitative, data, digital, and AI-related skills, enhancing academic writing, and introducing or strengthening courses in areas such as Behavioural Economics, Game Theory, Industrial Organization, Public Finance, Environmental and Agricultural Economics.

#### *Students (Graduating and Others)*

Graduating students highlighted the practical relevance and job-market value of courses such as econometrics, financial economics, and coding-oriented subjects (Python and R). They particularly valued research-based continuous internal assessments (CIAs), simulations, debates, discussions, fieldwork, and the mandatory internship.

The graduating students emphasized greater emphasis on interpretation, policy relevance, and application rather than mechanical calculations in quantitative courses, increased hands-on learning, use of real datasets, software-based analysis, and case studies, better sequencing of quantitative courses, and reducing course overload per semester to allow deeper engagement.

The non-graduating students echoed many of the concerns of graduating students, particularly the need for stronger real-world orientation, debates, discussions, and application-based learning, improved clarity regarding internships and CIAs, with greater weight for presentations, participation, and applied work. A small number of responses also raised concerns regarding teaching experience and consistency, underscoring the need for continuous pedagogical development.

### *3. Action Taken by the Department*

#### *Comprehensive Revision of Fourth-Year Honours Curriculum*

A significant portion of stakeholder feedback has been incorporated into the fourth-year syllabus of the BA Economics (Honours) and BSc Econometrics (Honours) programmes. The revised structure offers a wider basket of core and elective courses. It places a stronger emphasis on research methods, applied econometrics, data analysis, AI applications, and finance and integrates software tools, visualization, experiments, and field-based learning.

The revised 7th and 8th semester curriculum includes courses such as Applied Econometrics, Financial Econometrics, AI for Economic Analysis, Game Theory, Industrial Economics, Health Economics, Gender Economics, Field Research and Impact Evaluation, Database and

Visualization of the Indian Economy, and multiple research-oriented components including Research Proposal, Seminar, and Research Manuscript.

This structure directly responds to demands for quantitative rigor, interdisciplinary exposure, research depth, and job readiness.

#### *Increased Flexibility and Electives Across Programs*

- Courses across programs have been realigned to reduce overlap and enhance coherence.
- The number and diversity of electives have been increased, including in the MA curriculum, allowing students to pursue specialized interests.
- Several courses have been redesigned to be activity- and application-oriented, incorporating datasets, projects, simulations, and presentations.

#### *Emphasis on Research, Independent Projects, and Skill Development*

- Students are actively encouraged to undertake independent research projects and applied studies as part of coursework.
- Research training has been strengthened through sequential exposure to methodology, proposal writing, data analysis, and manuscript preparation.
- Greater focus has been placed on software skills, data handling, visualization, and analytical writing.

#### *Alignment of Assessment Structure and Curriculum Uniformity*

In response to stakeholder feedback on pedagogy, evaluation, and coherence across programmes, the Department has introduced greater uniformity in assessment practices and syllabus structure across the BA (Fourth-Year Honours) and MA programmes. A higher and more consistent weightage has been assigned to CIAs, and faculty members have been instructed to emphasise on research-based assignments, presentations, data-driven projects, fieldwork, and participatory learning while preparing the course plans. This shift is intended to move evaluation beyond end-semester examinations towards sustained engagement and applied learning.

Simultaneously, efforts have been made to align the overall syllabus architecture across programmes, particularly with respect to course sequencing, learning outcomes, skill progression, and research orientation. This alignment ensures smoother academic progression for students transitioning between undergraduate and postgraduate programmes, enhances comparability of learning outcomes, and strengthens the Department's commitment to coherence, transparency, and academic rigor across its offerings.

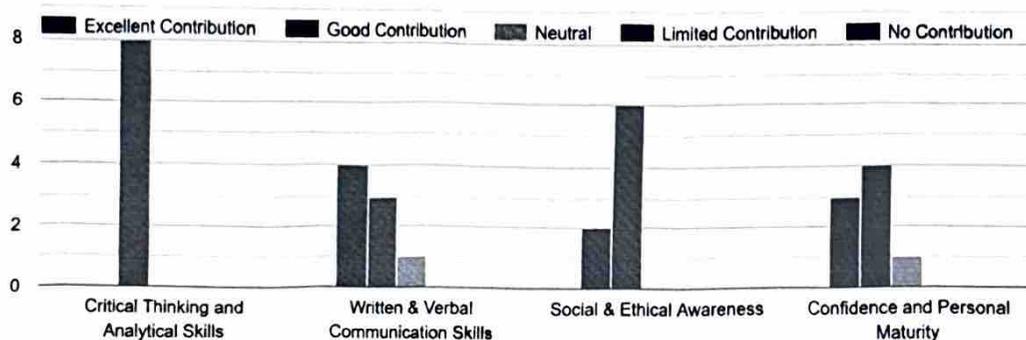
#### 4. Conclusion

The feedback exercise reaffirmed the Department’s strong academic foundations, committed faculty, and progressive curriculum design. At the same time, it provided valuable direction for further strengthening relevance, flexibility, and skill orientation. The Department remains committed to periodic curriculum review, stakeholder engagement, and alignment with global academic standards and local socio-economic needs.

#### 5. Annexure: A Few Charts from the Feedback

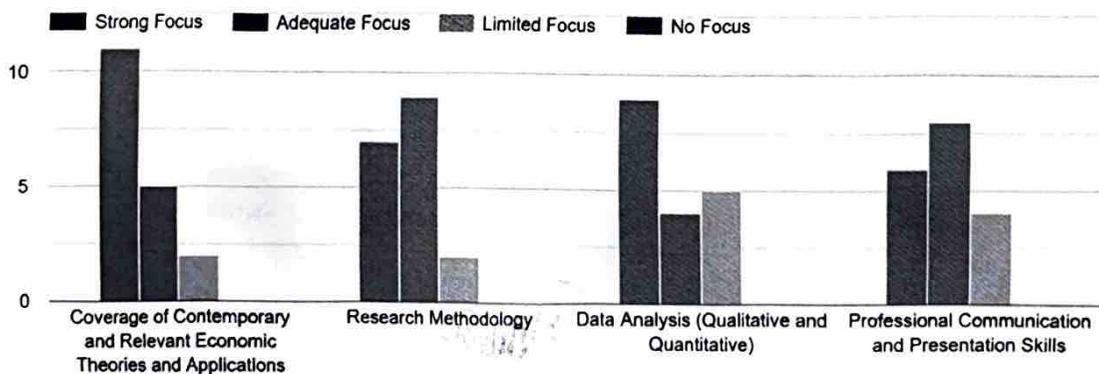
**Figure A1** Parent feedback on Department’s contribution to child’s/ward’s development

Please rate the department's contribution to your child's development in the following areas:



**Figure A2** Expert feedback on Department’s focus on specific skills

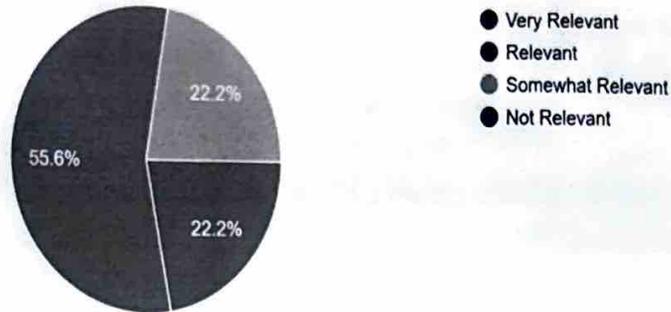
Please rate our programme's/curricula's focus on developing the following skills in students:



*Figure A3* Alumni feedback on the relevance of coursework to their career/further studies

How relevant were the courses in your programme (related to Economics) to your career or further studies?

9 responses



*Figure A4* Graduating students' feedback on the relevance of coursework to their goals

How relevant was the curriculum to your personal interests, career goals, or further academic plans?

36 responses

