Department of English and Cultural Studies
School of Humanities and Performing Arts
CHRIST (Deemed to be University), Delhi NCR Campus

Curriculum Feedback Analysis and Action Taken Report

AY 2025-26

(BA & MA Programme)

Document Details:

S.No.	Programme
1.	BA English with Creative Writing (Hons. /Hons. with Research): Feedback Analysis and Action Taken Report
2.	MA English Studies and Communication: Feedback Analysis and Action Taken Report

CHRIST (DEEMED TO BE UNIVERSITY) Department of English and Cultural Studies GHAZIABAD

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Curriculum Feedback Analysis and Action Taken Report

AY 2025-26

(Semester I, II and III, IV)

BA English with Creative Writing (Hons. /Hons. with Research)

CHRIST (DEEMED TO BE UNIVERSITY) Department of English and Cultural Studies GHAZIABAD

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Sample forms

Student Feedback

SNO	CRITERION
1	Does the content of the curriculum satisfy the stated objectives and learning outcomes?
2	Does the curriculum cover advanced topics?
3	Whether the curriculum enhances your knowledge and skills in the relevant domain?
4	Is the curriculum effective in developing critical/ analytical thinking?
5	Are the textbooks and reference materials relevant to the content of the curriculum?
6	Does the curriculum orient towards higher education?
7	Does the curriculum enable the students to apply their knowledge in real life situations?
8	Is employability given weightage in the design and development of curriculum?
9	Does the curriculum promote self-study and attitude of research?
10	Does the curriculum meet your overall expectations?

Faculty Feedback

SNO	CRITERION
1	Does the curriculum orient the students towards higher education?

2	Is employability given weightage in the design and development of the curriculum?
3	Is the curriculum designed to have a component on value based education?
4	Does the curriculum have components to serve the needs of the society?
5	Does the curriculum promote self-study and attitude of research?
6	Does the curriculum help the students to enhance their personality?

Academic Peers Feedback

SNO	CRITERION
1	Does the curriculum orient the students towards higher education?
2	Is employability given weightage in the design and development of the Curriculum?
3	Is the curriculum designed to have a component on value based Education?
4	Does the curriculum have components to serve the needs of the society?
5	Does the curriculum promote self-study and attitude of research?
6	Does the curriculum help the students to enhance their personality?

Entrepreneurs Feedback

SNO	CRITERION
1	How effectively does the curriculum introduce you to the concept of entrepreneurship?
2	Is employability given weightage in the design and development of the curriculum?

3	To what extent has the curriculum helped you develop entrepreneurial skills (e.g., creativity, problem-solving, leadership, risk-taking)?
4	Does the curriculum integrate entrepreneurship with your core subject (e.g., literature, cultural studies)?
5	How effectively does the curriculum connect you with real-world entrepreneurial practices ?
6	Does the curriculum encourage innovative thinking and idea generation?
7	What changes would you suggest to enhance entrepreneurship learning in your curriculum?

Feedback on Curriculum

BA English with Creative Writing

Analysis & Action Taken Report

SEMESTER-I-IV

Feedback process of the Department

Designing and developing a curriculum is a continuous process that involves regular review and revisions. A well-designed curriculum ensures that the content taught is relevant, engaging, and aligned with the desired outcomes. It provides a structural framework for teachers, leading to effective teaching and learning, and also ensures that students receive a well-rounded education.

To develop a curriculum that remains up-to-date, relevant, and aligned with the educational goals for the academic year 2025-26, feedback on the curriculum was collected from various stakeholders (students, faculty, and academic peers) via Google Forms. At the end of every semester, feedback is taken from all stakeholders to enhance the quality of education with an effective curriculum structure that caters to the needs of all. The stakeholders were requested to submit their feedback based on the criteria mentioned below, with a rating scale of 5 – Excellent, 4 – Good, 3 – Satisfactory, 2 – Average, and 1 – Needs to Improve**.** In addition, suggestions for curriculum enrichment were also collected. Feedback was collected from 20 students, 8 faculty members, and 8 academic peers, and 3 entrepreneurs.

Objectives and Feedback Process

Purpose, methodology, and governance for AY 2025-26 review

1. Keep curriculum current, inclusive, and industry-relevant.
2. Align course outcomes with program objectives and institutional goals.
3. Strengthen research orientation and practical/experiential learning.
4. Provide informed recommendations for CDC and BoS curriculum decisions.

1. Rating Scale

5	4	3	2	1
Excellent	Good	Satisfactory	Average	Needs Improve

2. Feedback Methodology

- **Instruments:** Structured forms with quantitative metrics and qualitative comment sections.
- **Review:** Course-wise evaluation emphasizing syllabus relevance and pedagogical effectiveness.
- **Analysis:** Score aggregation and qualitative coding.

3. Governance & Scope

- **Stakeholders:** Students, Faculty, Academic Peers, and Entrepreneurs.
- **Process:** Departmental consolidation leading to final review by CDC & BoS.
- **Scope:** AY 2025–26 | Semesters I/II and III/IV.

This report presents an analysis of the feedback received from these three stakeholder groups on the BA English with Creative Writing curriculum.

Stakeholder Overview

Respondent composition for curriculum review AY 2025-26

TOTAL RESPONDENTS
68 across 4 stakeholder groups

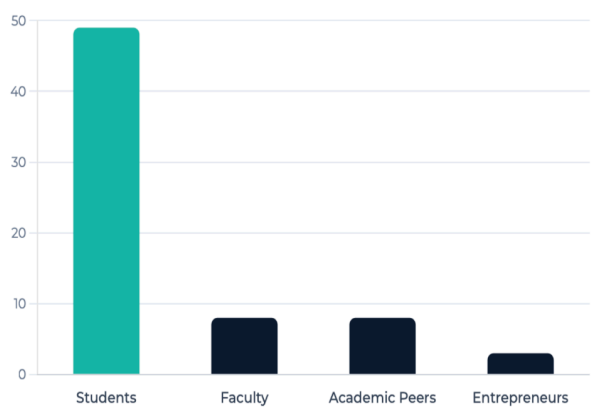
STUDENTS
49

FACULTY
8

ACADEMIC PEERS
8

ENTREPRENEURS
3

Composition Breakdown



Insight: Students formed the dominant feedback base, supported by targeted input from faculty, peers, and entrepreneurs to ensure balanced academic and industry alignment.

The objective is to assess the curriculum's effectiveness in achieving academic and professional goals and to identify areas for improvement.

Summary of Major Suggestions Received

1. Several courses contain too many texts or units (e.g., up to 6-9 units in some papers). Stakeholders recommended streamlining content to allow deeper engagement and reduce student stress.
2. Academic peers and students noted that the curriculum largely lacks indigenous and regional literary voices, thereby limiting representation and accessibility.
3. Faculty and students suggested embedding structured workshops (e.g., theatre, creative writing), field visits, and the use of film adaptations alongside texts to balance theory with practice.
4. Some theoretical units are too abstract for beginners. The faculty recommended listing key concepts explicitly in the course plan and providing better scaffolding across genres.
5. Entrepreneurs recommended increasing hands-on, real-world entrepreneurial learning; enhancing interaction with industry experts and startup practitioners; and incorporating training in digital tools, freelancing platforms, and content creation to align with contemporary entrepreneurial practices.

These suggestions aim to make the curriculum more balanced, inclusive, and pedagogically effective while maintaining academic rigour.

Summary of Action Taken

Based on stakeholder feedback, including detailed faculty responses, and the assessment conducted by the Curriculum Development Committee (CDC), necessary modifications and revisions were proposed and approved in the Board of Studies meeting for A.Y. 2025–26 for the BA English with Creative Writing programme.

The revisions reflect a conscious effort to enhance academic coherence, inclusivity, experiential learning, and employability, and are summarized as follows:

- The curriculum has been rationalized to reduce content overload, particularly in courses such as *Reading Poetry*, *Critical Reading*, and *World Literatures*. Faculty feedback indicated that excessive textual load limited in-depth engagement; accordingly, the

number of prescribed texts has been reduced, with selective teaching (e.g., excerpts instead of full-length novels) encouraged to enable deeper critical analysis.

- Based on feedback regarding student comprehension and scaffolding, units—especially in *World Literatures*—have been restructured to include clearer conceptual framing of genres such as short fiction, novel, essay, and graphic narrative. Greater emphasis has been placed on contextual introduction and guided reading strategies, particularly for complex texts.
- The curriculum now reflects a stronger emphasis on close reading and form-based analysis, particularly in poetry courses. Faculty suggestions to focus on poetic forms (e.g., ghazal, haiku, free verse) and reduce the number of poems have been incorporated to enhance analytical depth and literary appreciation.
- In response to feedback on thematic alignment and coherence, specific structural changes have been implemented. Notably, in *Business Communication*, the unit on "Leadership Communication" has been replaced with "Business Ethics", ensuring better alignment with foundational communication skills and professional practices.
- The curriculum demonstrates a strengthened commitment to diversity and representation, incorporating queer narratives, postcolonial voices, and global texts. Additions across courses ensure broader engagement with identity, culture, and lived experience, as recommended by faculty.
- Feedback emphasizing the importance of experiential and practice-based learning has led to the formal integration of workshops, role-plays, case studies, and field-based activities. In courses such as Theatre and Performance, structured workshops and field visits to theatre spaces have been embedded to bridge theory and practice.
- The inclusion of audio-visual and multimodal learning resources has been encouraged, particularly through the use of film adaptations and performance-based texts, to enhance student engagement and support diverse learning styles.
- Creative Writing courses have been revised to promote writing practice, peer learning, and self-study, with select literary texts moved to recommended readings. Additional resources and writing exercises have been incorporated to support skill development and creative exploration.
- Faculty feedback highlighting the need for clearer course articulation has been addressed by explicitly listing key concepts and improving course plans, enabling better student orientation and learning outcomes.
- Interdisciplinary and contemporary relevance has been strengthened through the integration of digital tools, AI-based learning (Prompt Engineering), and media

applications, alongside a stronger focus on ethical considerations such as bias, misinformation, and responsible content creation.

- The curriculum also reflects an increased focus on Indian and regional contexts, with the inclusion of Modern Indian Drama and greater representation of Indian and diasporic writing across courses.
- Overall, the revised curriculum ensures a balanced integration of theory, application, and employability, aligning with faculty feedback that emphasized higher-order learning, research orientation, personality development, and industry readiness.

Summary of Feedback Received (Semester 1 and 2)

Student Feedback Analysis on BA English with Creative Writing Curriculum

Students provided feedback on various aspects of the curriculum, including its relevance to higher education, employability, critical thinking, and overall learning experience. A quantitative and qualitative analysis was conducted to determine common trends, strengths, and areas for enhancement.

Strengths of the Curriculum

1. Students appreciated the clarity and precision of the curriculum, with many rating it as "Excellent" or "Good" across criteria.
2. The syllabus was described as "very precise and clear," and teaching methods were found to be understandable.
3. Most students felt that the curriculum enhanced their knowledge and skills, and that textbooks and reference materials were relevant.
4. The orientation towards higher education and self-study was positively acknowledged.

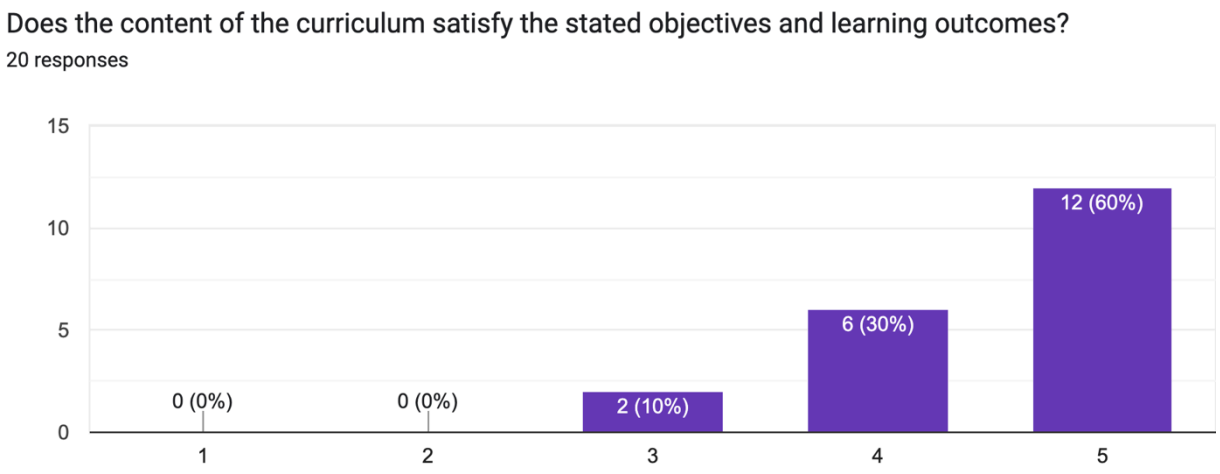
Areas for Improvement

- A few students noted that certain additional classes were not directly relevant to the core course and suggested reducing them in favour of more subject-focused content.
- Course load adjustments are needed to improve engagement and understanding.
- Some students requested more engaging activities (e.g., interactive sessions, collaborative projects) to make learning more enjoyable and community-oriented.

- While overall satisfaction was high, a small number of students felt that the curriculum could better meet their expectations by offering more practical, application-based learning.

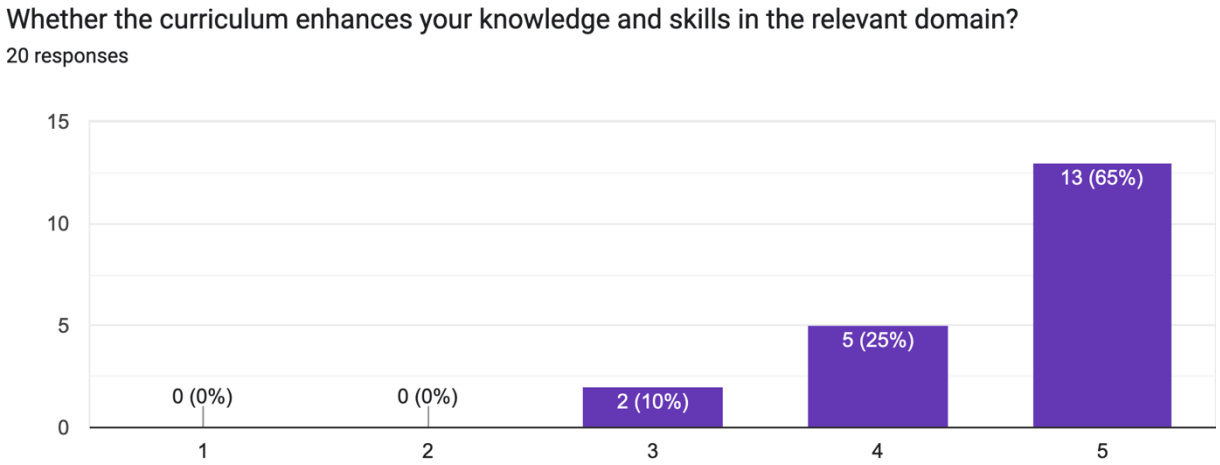
Feedback Analysis

A strong majority of students agreed that the curriculum satisfies stated objectives and covers advanced topics. Ratings for critical thinking, real-life application, and self-study were predominantly in the "Good" to "Excellent" range. General comments such as "everything is great" and "the syllabus is taught in a very understanding manner" reflect a positive reception. Suggestions for more activities and better alignment of ancillary classes indicate scope for fine-tuning engagement and relevance.

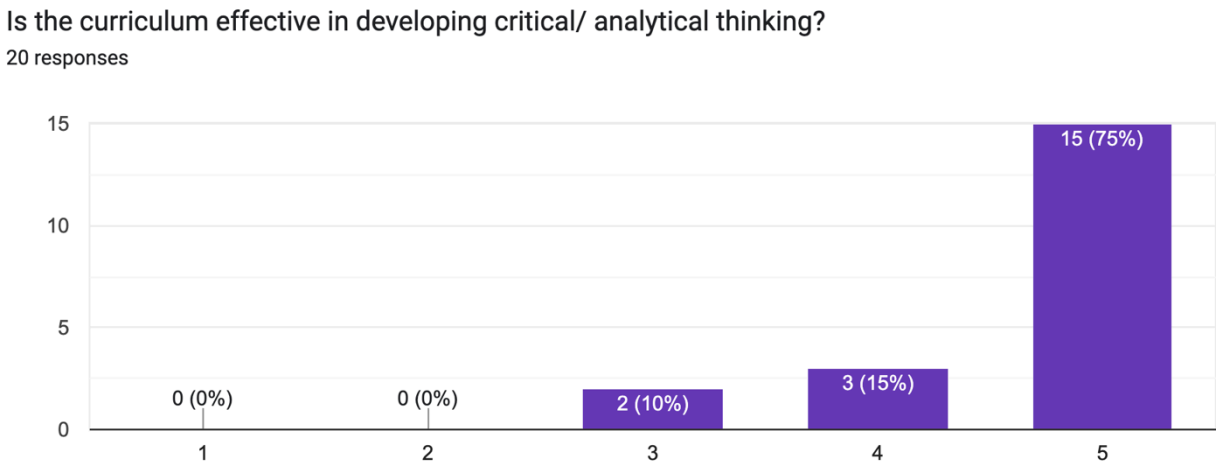


A large majority of students rated this criterion as Good or Excellent. Several students explicitly mentioned that the curriculum is "very precise and clear" and that the syllabus is taught in an understandable manner. Only one or two respondents gave neutral or lower ratings, but no major dissatisfaction was reported. Overall, the curriculum appears to align well with its intended objectives.

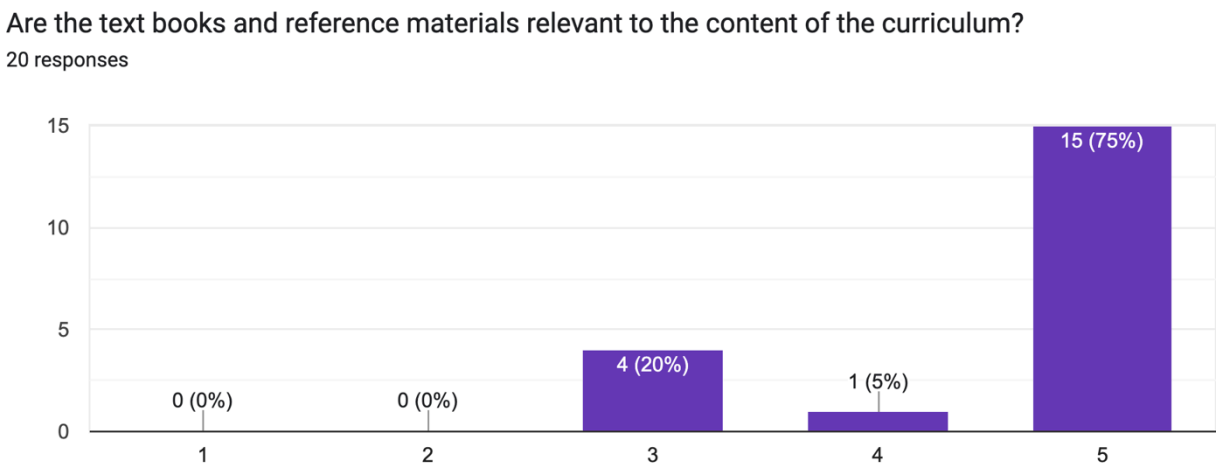
Most students agreed that the curriculum includes advanced topics appropriate for an undergraduate honours programme. Positive ratings dominated, with a few students noting that some topics could be introduced with better foundational support. However, no one found the content too basic; rather, the challenge was considered appropriate for the level.



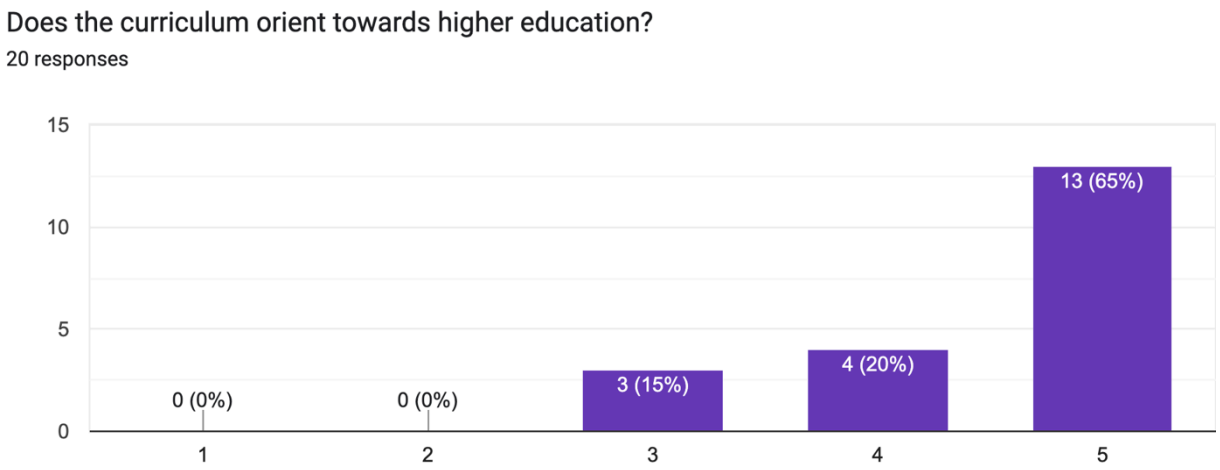
Responses were overwhelmingly positive. Students appreciated the balance of literary study and creative writing exercises. Comments such as “the syllabus is taught in a manner that is very understanding” reflect a strong perception of skill enhancement. Only a handful of neutral responses were observed, with no negative ratings.



Students rated this criterion highly. The curriculum’s emphasis on close reading, reflective assignments, and interdisciplinary content was inferred from general satisfaction. No students complained about a lack of development in critical thinking; instead, several mentioned that the course helped them think more deeply about texts.

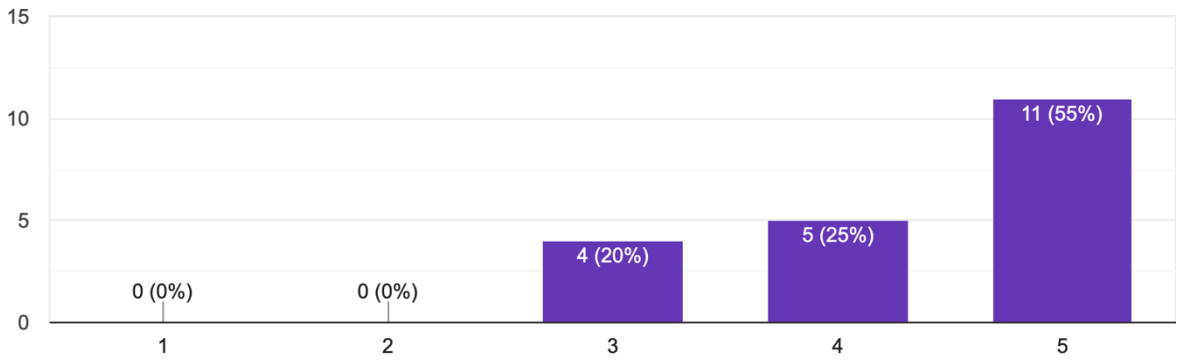


Many students found the prescribed textbooks and reference materials relevant and useful. Some students suggested including more contemporary or digital resources, but overall satisfaction remained high. The comment "everything is great" summarizes the general sentiment.



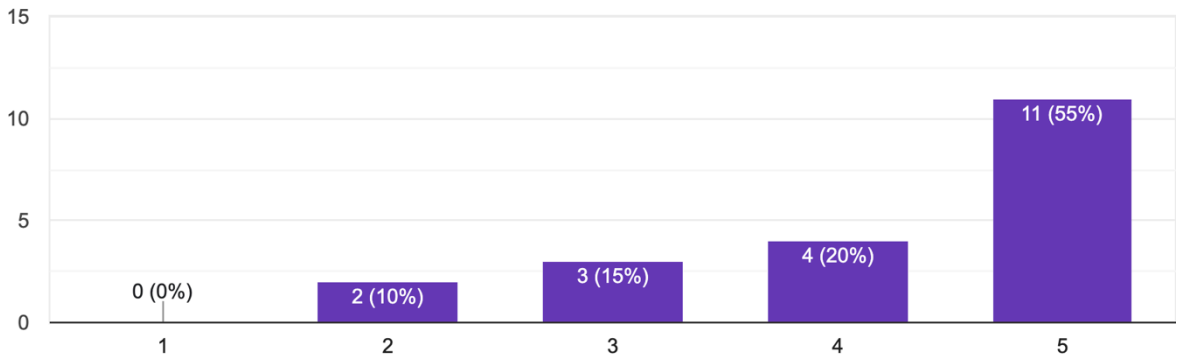
Students rated this criterion favourably. Many recognised that the curriculum prepares them for postgraduate studies through research-oriented assignments and exposure to literary theory. A few neutral responses indicate that clearer articulation of higher education pathways might be beneficial, but no one rated it poorly.

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

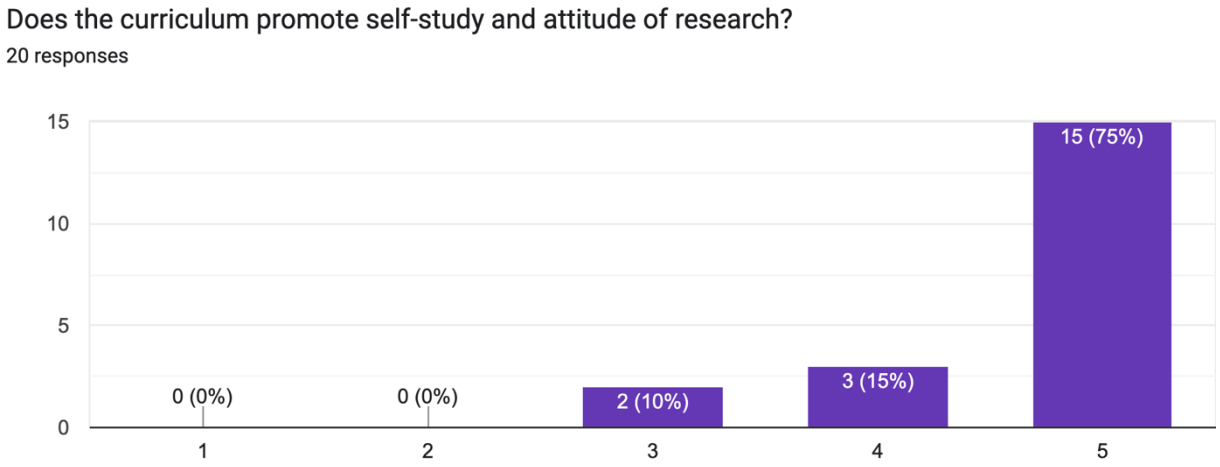


Most students agreed that the curriculum has real-life applicability, particularly through creative writing projects and presentations. However, a small number requested more hands-on activities, such as workshops or industry visits, to strengthen practical application. Overall, the ratings were positive but could use improvement.

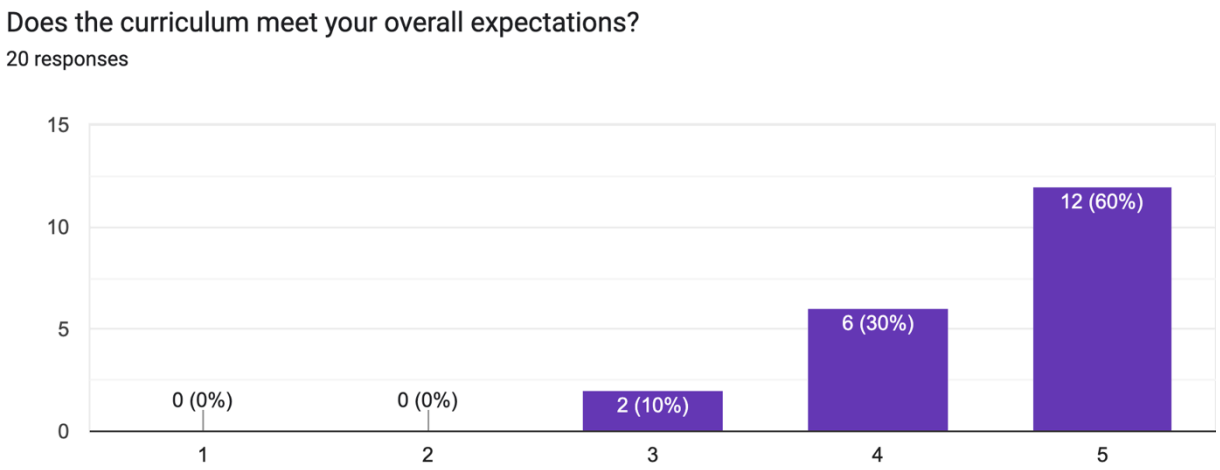
Is employability given weightage in the design and development of curriculum?
20 responses



Students acknowledged that employability is considered, especially through skill-based assignments (e.g., business communication, writing projects). Some suggested greater industry exposure, such as internships or guest lectures by publishing professionals. Nevertheless, the majority rated this criterion as Good or Excellent.



This criterion received strong positive ratings. Students appreciated independent projects, guided reading lists, and research tasks. A few first-year students mentioned that early-semester research expectations could be better scaffolded, but the overall orientation towards self-directed learning was well received.



Overall satisfaction was high. Many students rated it Excellent or Good, with comments such as "the curriculum for this semester is very precise and clear" and "everything is great." A small number of students requested more engaging activities and fewer ancillary classes unrelated to the core subject, but the consensus is that the curriculum meets or exceeds expectations.

Summary of Feedback Received (Semester 3 and 4)

Student Feedback Analysis on BA English with Creative Writing Curriculum

The findings are based on responses from over 19 students enrolled in the third semester of the BA English with Creative Writing programme. Students provided feedback on various aspects of the curriculum, including alignment with objectives, advanced topics, skill enhancement, critical thinking, relevance of materials, higher education orientation, real-life application, self-study, research attitude, and overall expectations. A qualitative analysis of comments and observable rating trends was conducted.

Strengths of the Curriculum

- The curriculum aligns well with its stated objectives and effectively enhances students' knowledge and skills in literature and creative writing.
- Students rated the curriculum positively for meeting stated objectives and learning outcomes.
- Students generally agreed that the curriculum orients them towards postgraduate studies.
- The programme encourages prescribed readings appropriate for the course content.

Areas for Improvement

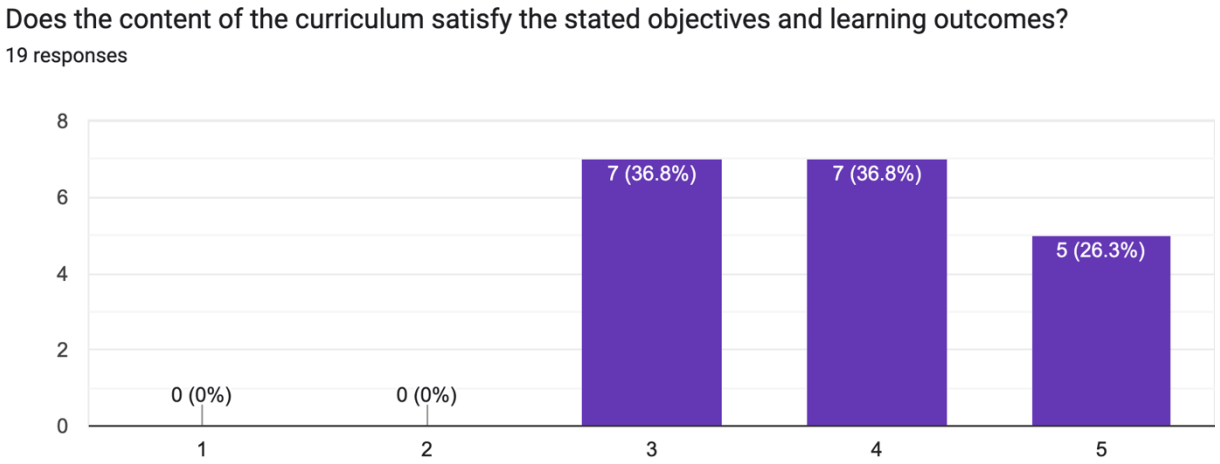
- Students feel overexposed to Western texts and under-represented by Indian voices.
- Several students requested additional class activities, hands-on exercises, and inclusive event participation.
- Requests for science fiction, fantasy, and other contemporary genres indicate a gap between student reading preferences and the current syllabus.
- The integration of digital and multimedia resources was proposed to enrich learning and provide varied modes of engagement.
- Some students found the content not sufficiently connected to their own lives or contemporary realities.

This summary highlights the program's strengths and outlines areas for improvement based on student feedback.

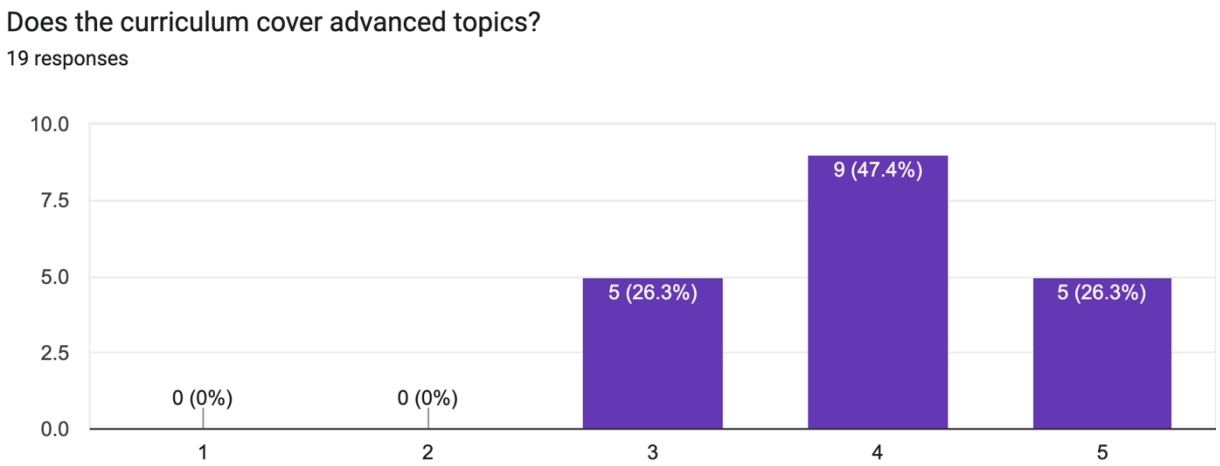
Feedback Analysis

Most students felt that the curriculum aligns well with the stated objectives and outcomes. However, a few suggested clearer connections between course content and the declared

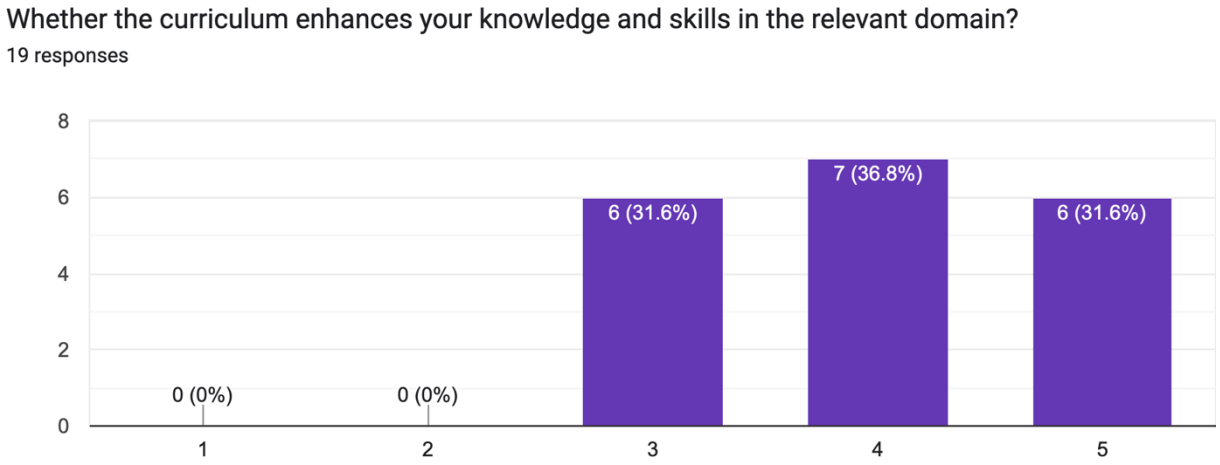
outcomes, especially in assessment design.



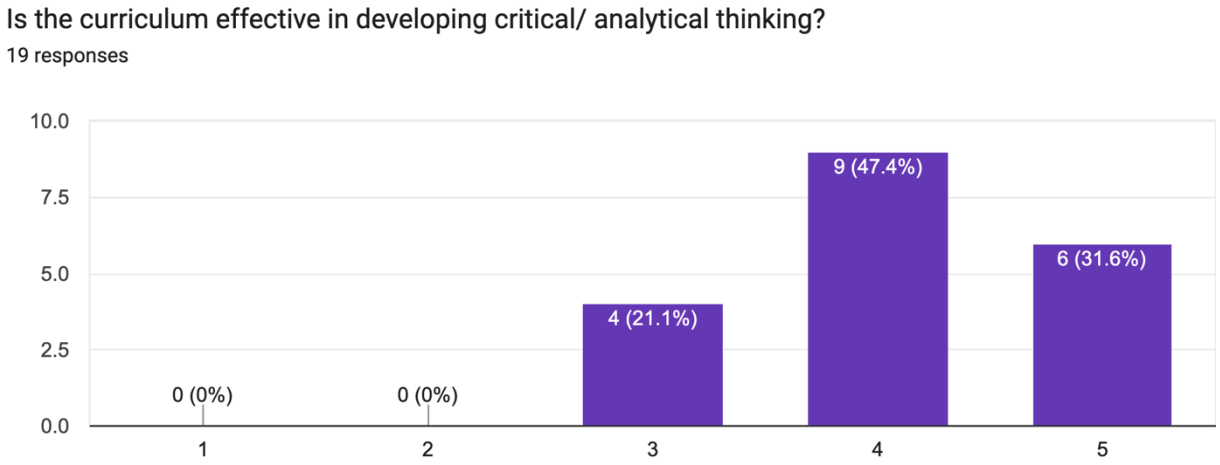
Most students rated this positively (Good to Excellent). No major complaints were recorded, indicating that the curriculum generally meets its declared goals.



Ratings were generally positive. Students acknowledged that the syllabus includes challenging material appropriate for the third semester. However, one comment suggested that “contents could have been more relatable,” which may indirectly refer to the abstract nature of some advanced topics.

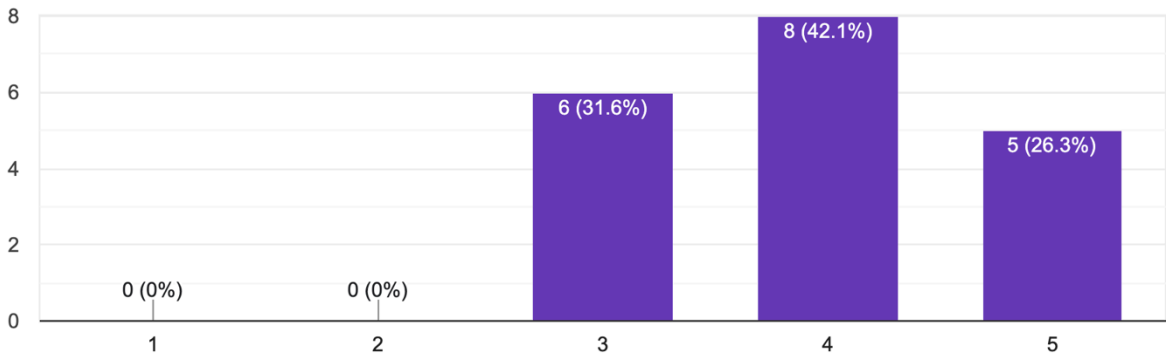


Students agreed that their knowledge and skills improved, particularly in creative writing. The *Writing Short Stories* paper was highlighted as highly effective in this regard.



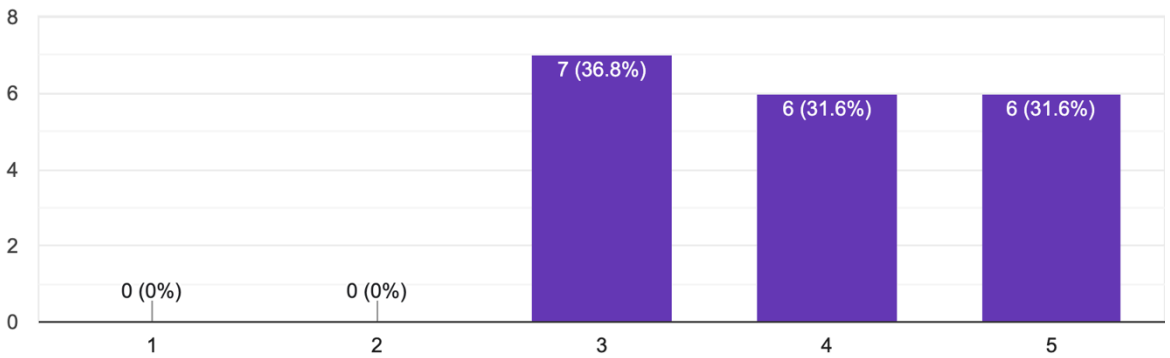
While no direct negative comments were made, the request for more Indian and relatable texts implies that critical thinking could be enhanced by engaging with familiar cultural contexts.

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

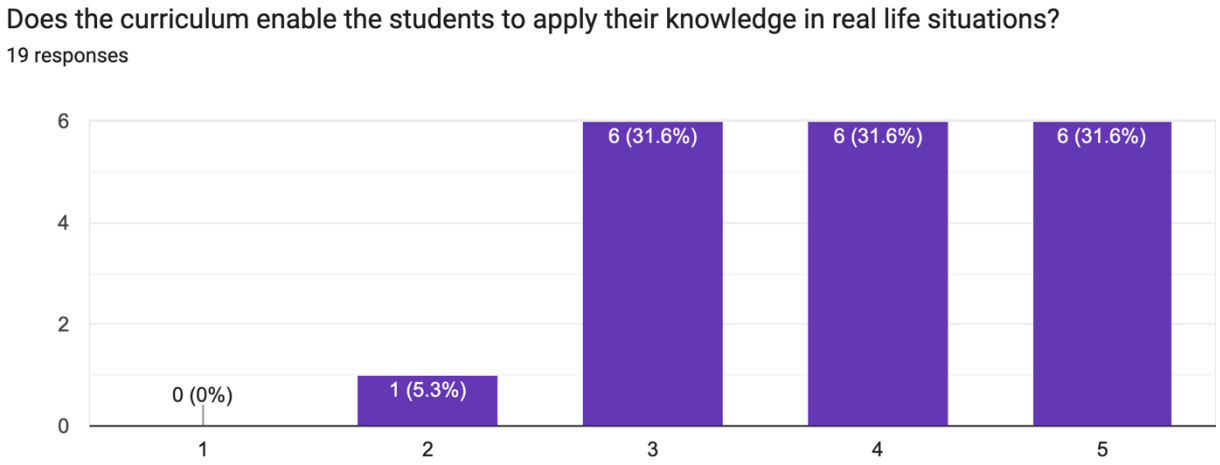


Most students found the materials relevant. However, the repeated demand for Indian and contemporary texts suggests that relevance could be improved by diversifying the reading list.

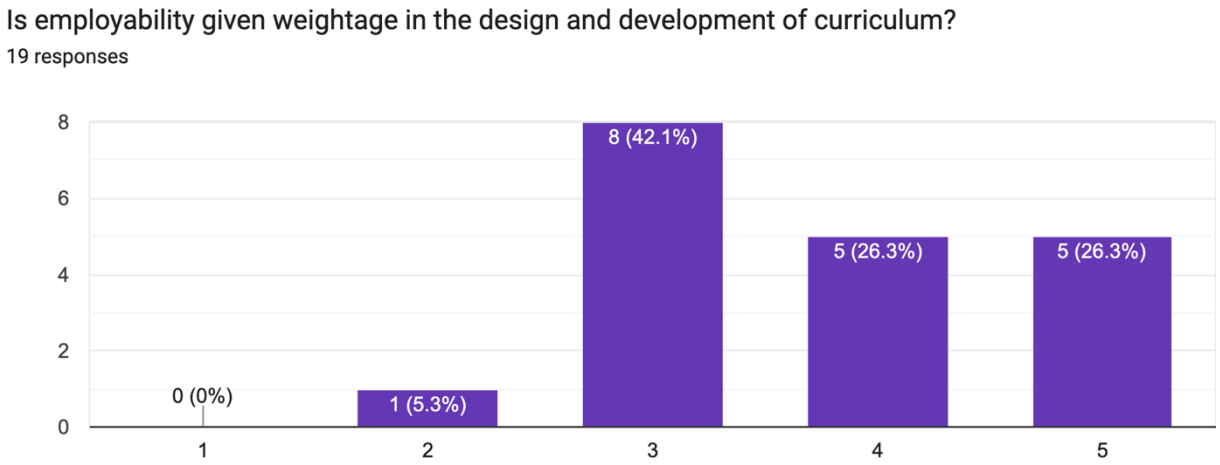
Does the curriculum orient towards higher education?
19 responses



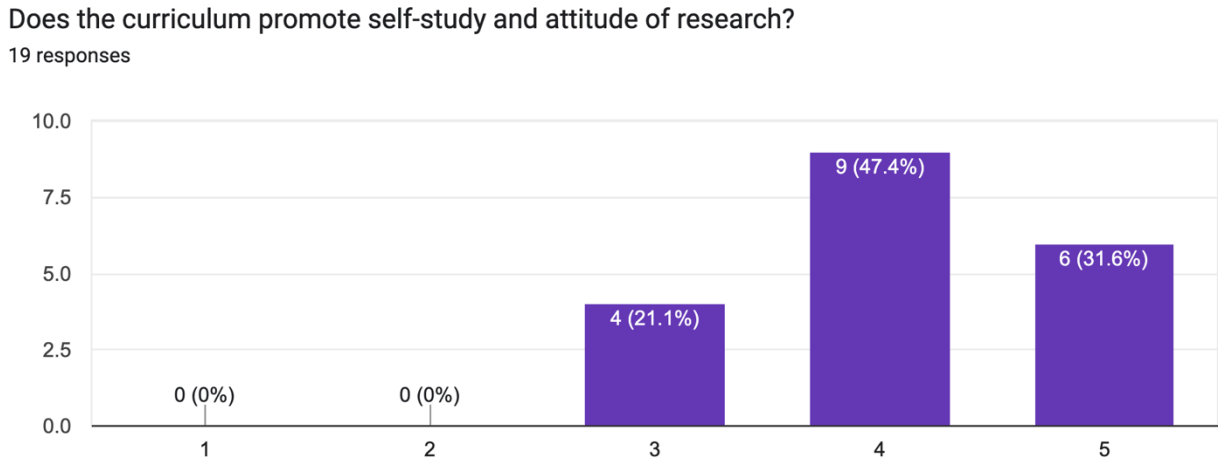
Students generally agreed that the curriculum prepares them for further studies. No significant concerns were raised in this area.



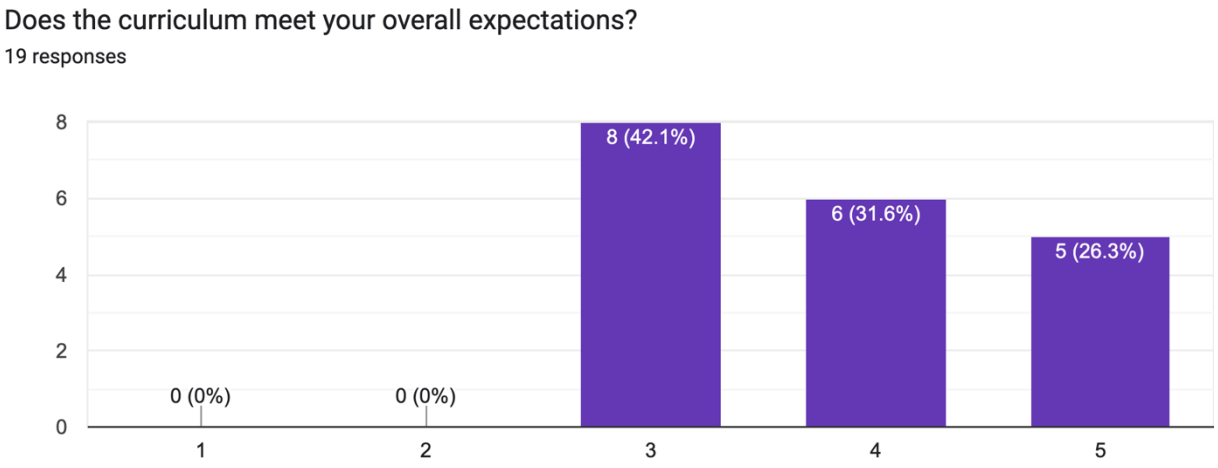
The appreciation for practical writing courses indicates that real-life application is valued. However, the request for "more class activities" suggests that the application could be further strengthened through experiential learning.



This criterion was not directly commented upon in the open-ended responses, but the focus on creative writing skills indirectly supports employability in content creation fields.



Ratings were mixed. Some students rated this as "Need to Improve," while others gave positive ratings. This indicates that while self-study is encouraged, some students may require more structured guidance or motivation.



Overall satisfaction was moderate to high. Several students commented "Good," "Gud," "Excellent," or "I am satisfied." However, the suggestions for more Indian texts, activities, and relatable content show that expectations are not fully met for a minority of students.

Faculty Feedback Analysis on BA English with Creative Writing Curriculum(Semester 1 and 2)

The findings are based on feedback received from 8 Faculty members on various aspects of the curriculum, including its relevance to higher education, employability, societal needs, and personality development. The responses were analysed to determine common trends, strengths, and areas for enhancement.

Strengths of the Curriculum

- Faculties rated the curriculum highly for its orientation towards higher education, value-based education, societal relevance, and personality development (mostly "Excellent" or "Good").
- The course objectives were described as "well defined and exhaustive."
- Some faculty noted that the syllabus had already undergone recent revisions to align with industry and academic needs.

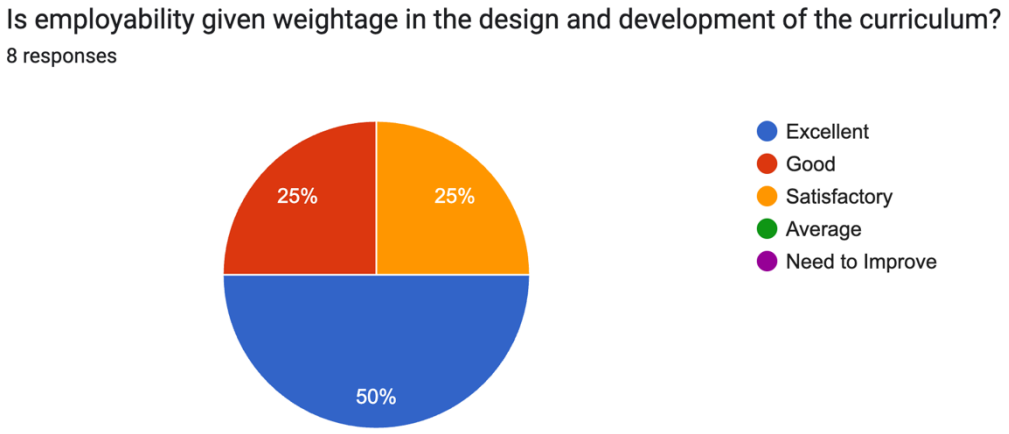
Areas for Improvement

- Content load was a recurring concern: certain units are "theory-heavy but abstract for beginners," and some papers have too many poems or full-length texts (e.g., *One Hundred Years of Solitude*). Faculties suggested reducing the number of poems, teaching selected sections, and providing clearer scaffolding across genres.
- Practical integration was requested – e.g., embedding workshops, using film adaptations, and including field visits for theatre courses.
- Conceptual clarity could be improved by explicitly listing key concepts in the course plan, so students know exactly what to study.
- One faculty member proposed replacing the "Leadership Communication" unit with "Business Ethics" to improve thematic coherence.

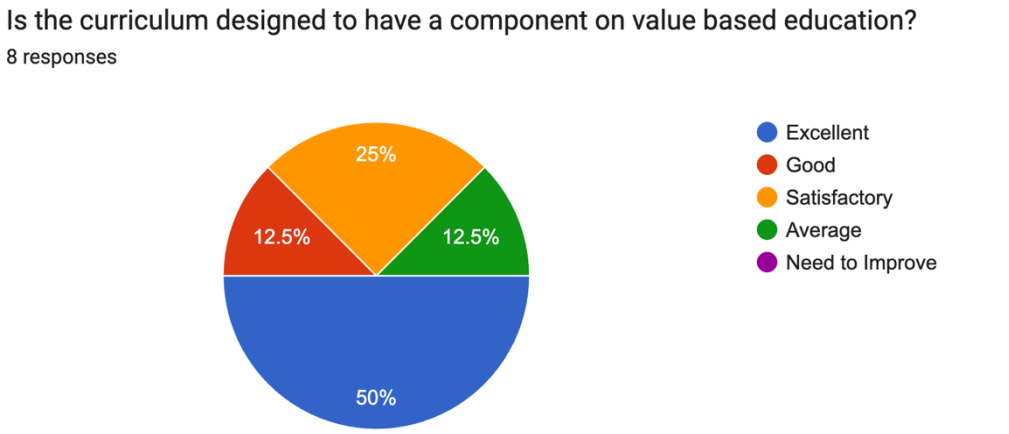
Feedback Analysis

Faculty members are largely satisfied with the curriculum's academic structure and value orientation. However, they unanimously recommend reducing content overload and adding more hands-on, practice-based components. The suggestions are constructive and specific, indicating a deep engagement with the syllabus.

All faculty members rated this criterion as Excellent or Good**.** They noted that the curriculum includes research components, critical frameworks, and advanced topics that prepare students well for postgraduate studies. One faculty member mentioned that some first-year courses could be slightly theoretical, but the overall orientation is strong.

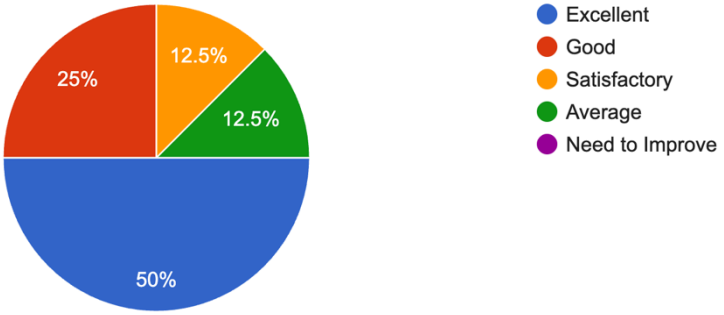


Most faculty rated this as Good**.** Courses like *Business Communication* and *Creative Writing* were praised for their skill-based focus. However, a few faculty suggested that more practical, industry-aligned modules (e.g., digital content creation and editing) could further enhance employability. One faculty proposed replacing a misaligned unit ("Leadership Communication") with "Business Ethics" to improve coherence.



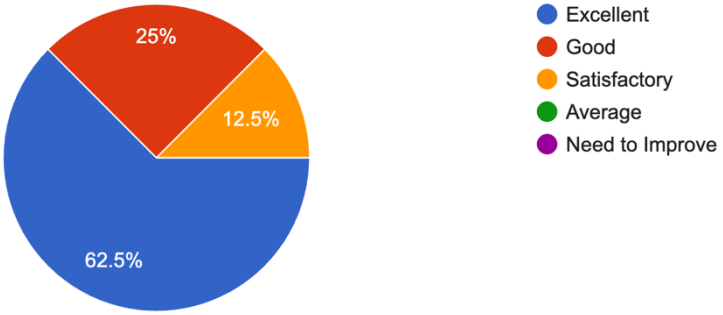
Faculty unanimously agreed that value-based education is present, particularly in reflective and narrative writing papers. Ratings were mostly Excellent or Good**.** Some faculty encouraged maintaining this while ensuring students understood its real-world relevance.

Does the curriculum have components to serve the needs of the society?
8 responses

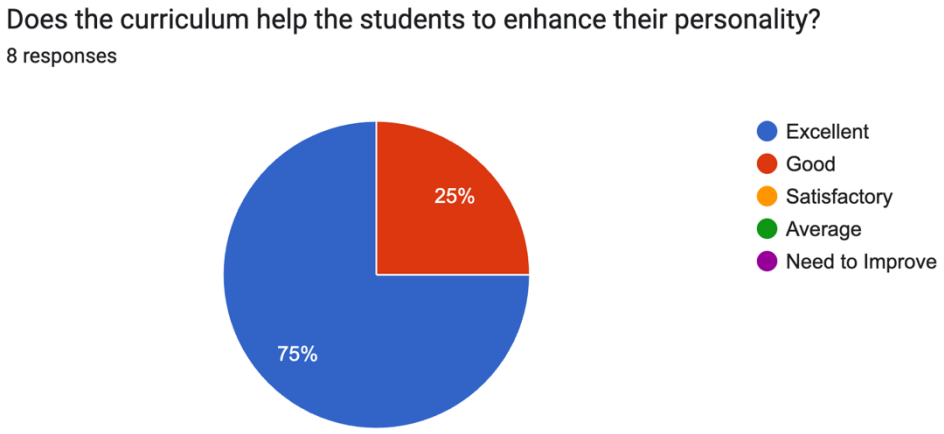


Most faculty rated this as Good or Excellent. They appreciated the inclusion of contemporary social themes, world literature, and discussions on ethics. One faculty member noted that a few papers could have clearer application to current societal issues, but overall, the curriculum is responsive.

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



Faculty rated this very highly (Excellent in most cases). They highlighted creative and critical writing tasks, interdisciplinary readings, and research assignments as key drivers of self-directed learning. A suggestion was made to provide more structured guidance for first-year students.



All faculty members rated this as Excellent or Good. Courses like *Theatre and Performance*, *Writing Life Narratives*, and *Business Communication* were specifically mentioned for building confidence, creativity, and professionalism. Faculties recommended maintaining the balance between creative expression and professional skills.

Faculty Feedback Analysis on BA English with Creative Writing Curriculum(Semester 3 and 4)

This report compiles faculty feedback from instructors teaching various subjects within the BA English with Creative Writing programme. The insights reflect the teaching faculty's observations on how well the curriculum addresses higher education, employability, societal relevance, personality development, and academic research, along with suggestions for syllabus enhancement.

Strengths:

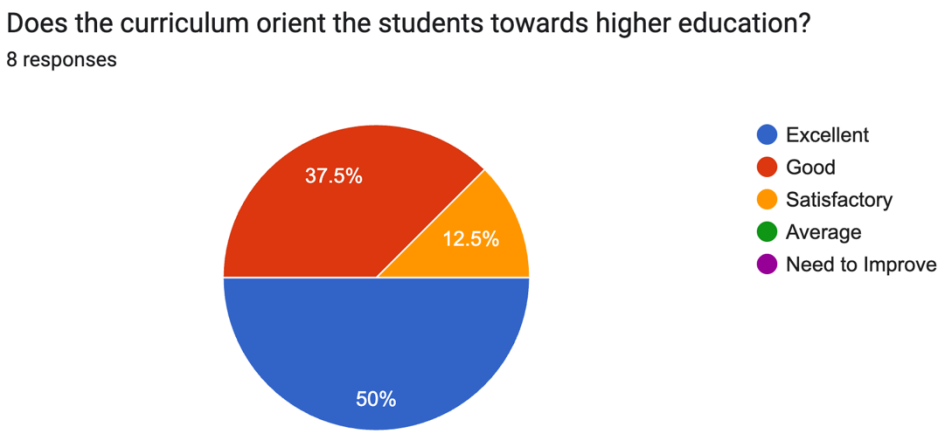
- Promotes creativity, ethical awareness, and societal sensitivity.
- Focused on modern, real-world applications, including digital literacy and AI.
- Strong academic structure supporting higher education and research.

Areas for Enhancement:

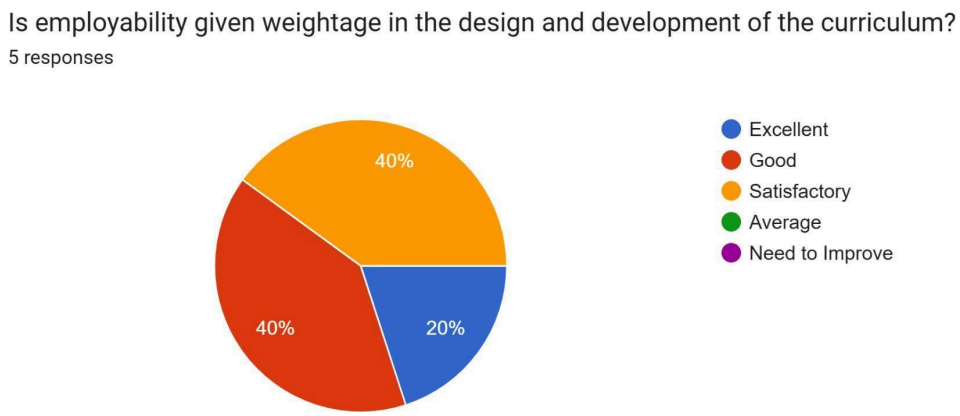
- More targeted components for employability skills.
- Diversify content with underrepresented voices and genres.
- Consider workload and content streamlining, especially in interdisciplinary courses.

Feedback Analysis:

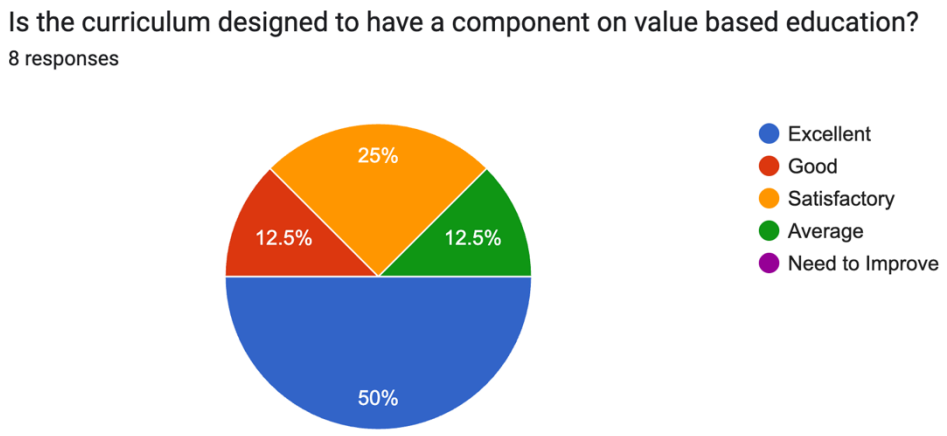
Most faculty members strongly agree that the curriculum prepares students for advanced academic pursuits, especially through its diverse content and critical engagement.



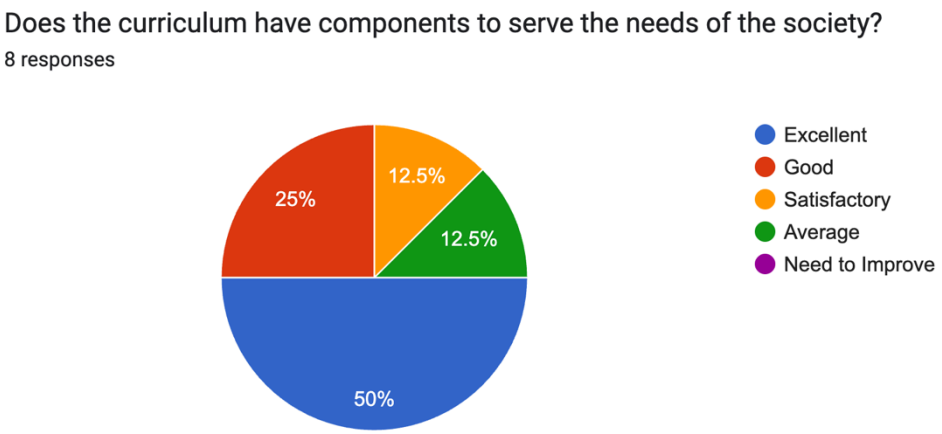
While one faculty member rated it "Excellent," others suggested that, although employability is addressed, there is room for more explicit integration of professional skills across subjects.



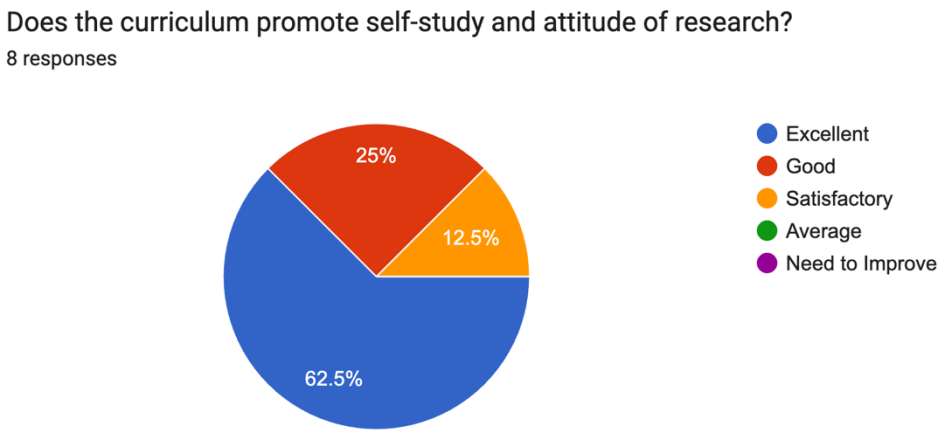
Most respondents agreed that value-based elements exist, though one noted they could be more deeply embedded in course design, suggesting scope for expansion into ethics, inclusivity, and sustainability.



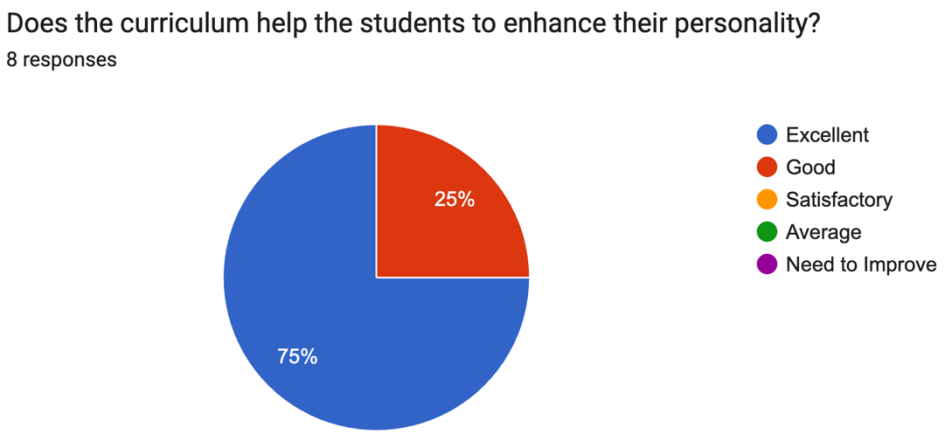
The curriculum is appreciated for engaging with contemporary and social themes through writing, world literature, and digital contexts. All faculty agree that it has relevant societal components.



Faculty highlight the curriculum's ability to cultivate research, independent reading, and interdisciplinary thinking essential for student-led inquiry and lifelong learning.



The curriculum is widely praised for nurturing student confidence, creativity, and critical thinking, which contribute to overall personality development.



Academic Peers Feedback

The report is based on feedback received from eight academic peers affiliated with various reputed institutions (Jamia Hamdard, Delhi University, NEHU, etc.). Their responses reflect expert evaluations of the curriculum's design, strengths, and gaps.

Key Findings

Strengths of the Curriculum

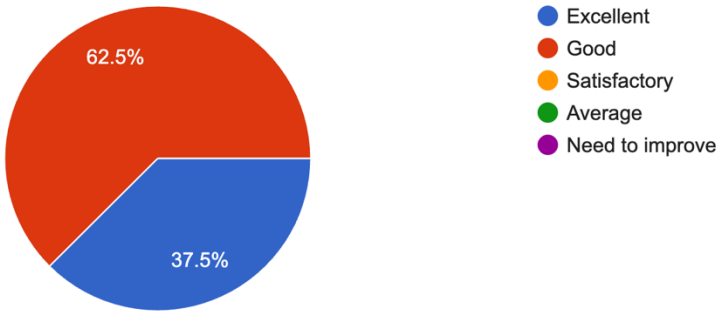
- The curriculum was described as "detailed and well-structured," "perfectly woven," and having a "practical approach."
- Peers rated it positively on higher education orientation, employability, value-based education, societal needs, self-study, and personality development (mostly "Excellent" or "Good").
- The inclusion of creative writing, critical frameworks, and interdisciplinary elements was appreciated.

Academic peer feedback confirms that the BA English with Creative Writing curriculum is well-structured, research-oriented, and effective in developing personality.

Feedback Analysis

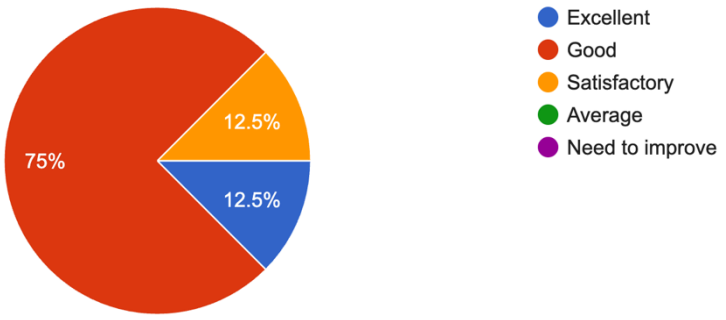
Academic peers strongly endorse the curriculum's vision and intellectual depth but urge a reduction in content volume and the inclusion of more Indian and regional literary texts. The feedback is consistent across multiple reviewers, highlighting the need to streamline and diversify.

Does the curriculum orient the students towards higher education?
8 responses



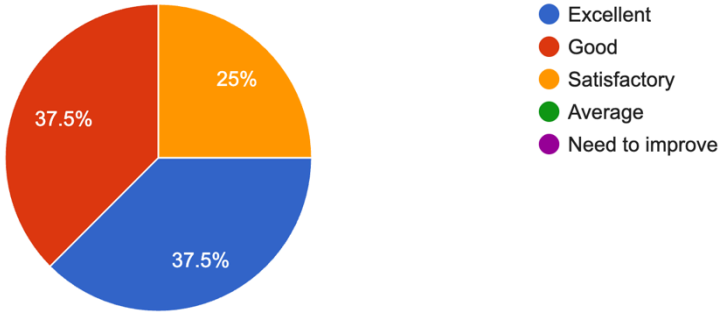
All academic peers rated this as Excellent or Good**.** They appreciated the research components, critical frameworks, and the overall structure that supports transition to advanced studies. One peer called the curriculum "perfectly woven" in this regard.

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



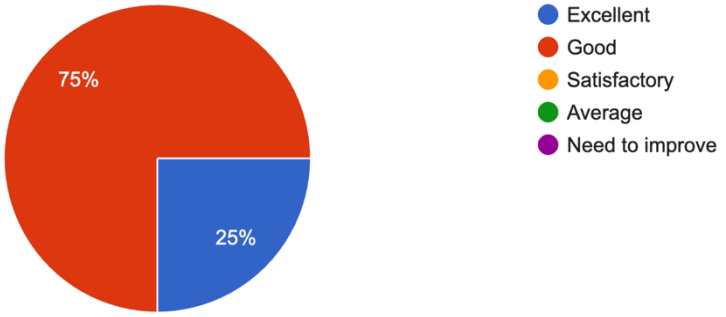
The majority rated this as Good or Excellent**.** Peers noted the inclusion of skill-building modules and creative industry exposure. However, some suggested that a heavy syllabus might dilute the employability focus and that streamlining content would help.

Is the curriculum designed to have a component on value based education?
8 responses



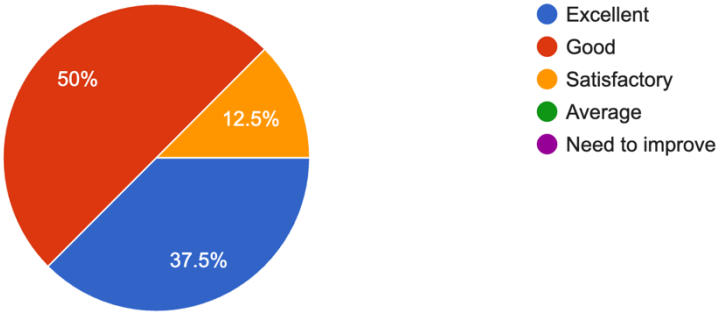
Peers unanimously rated this as Excellent or Good. They observed that ethical engagement, cultural sensitivity, and social responsibility are thoughtfully embedded across multiple courses. No negative comments were recorded.

Does the curriculum have components to serve the needs of the society?
8 responses



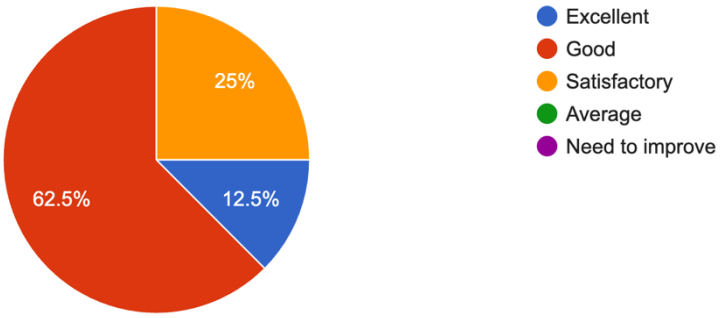
Most peers rated this as Good or Excellent. They commended the curriculum for addressing contemporary issues such as sustainability, inclusivity, and social justice. A few recommended adding more Indian and South Asian texts to reflect local societal needs better.

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

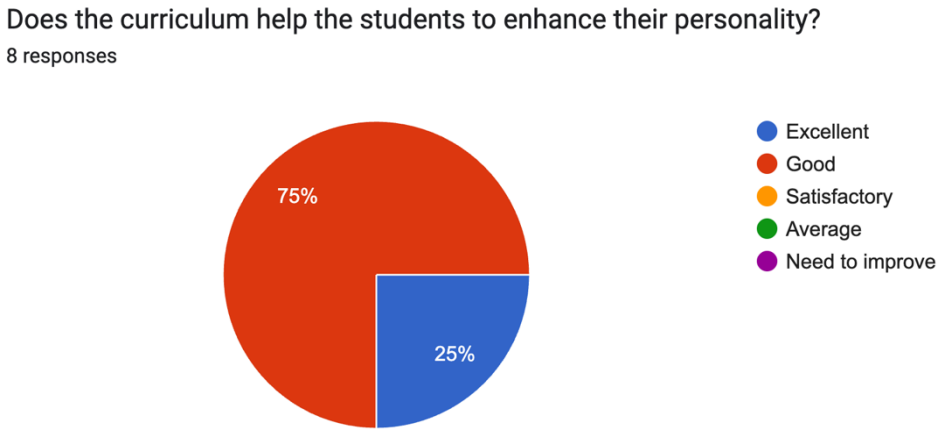


This criterion received very high ratings (Excellent from the majority). Peers appreciated the independent projects, exploratory assignments, and research-oriented tasks. One peer noted that additional scaffolding for first-year students could strengthen early engagement, but overall, the curriculum strongly supports self-directed learning.

Does the curriculum help the students to enhance their personality?
8 responses



All academic peers rated this as Excellent or Good. They highlighted creative writing, presentations, reflective activities, and theatre components as key to building confidence, creativity, and interpersonal skills. One peer summarised it as “perfectly woven” for holistic development.



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Entrepreneur Feedback Analysis on Entrepreneurship Integration in Curriculum

The findings are based on responses from 3 entrepreneurs engaged in diverse business sectors. Feedback was collected on multiple aspects of the curriculum, including its effectiveness in introducing entrepreneurship, focus on employability, development of entrepreneurial skills, integration with core disciplines, and connection with real-world practices. A combined quantitative and qualitative analysis was undertaken to identify key strengths and areas for enhancement.

Strengths of the Curriculum

- Entrepreneurs expressed a highly positive response to the curriculum, with most parameters rated as "Excellent" and "Good."
- The curriculum was found to be effective in introducing entrepreneurial concepts and strongly aligned with employability goals.
- Respondents highlighted that the curriculum significantly contributes to the development of key entrepreneurial skills such as creativity, problem-solving, leadership, and risk-taking.
- There was strong appreciation for the integration of entrepreneurship with core disciplines like literature and cultural studies, indicating interdisciplinary relevance.

  The curriculum was also recognized for encouraging innovative thinking and idea

generation, reflecting its contemporary and forward-looking design.

- In several responses, the connection with real-world entrepreneurial practices was rated highly, suggesting that the curriculum already incorporates practical exposure to a considerable extent.

Areas for Improvement

- Entrepreneurs suggested increasing the scope of hands-on and experiential learning, including more real-world projects and practical engagements.
- There is a need for greater interaction with industry experts, startup founders, and practitioners to provide students with current and relevant insights into the entrepreneurial ecosystem.
- Respondents recommended incorporating training in digital tools, freelancing platforms, and content creation, highlighting the importance of adapting to emerging digital and independent work opportunities.

Feedback Analysis

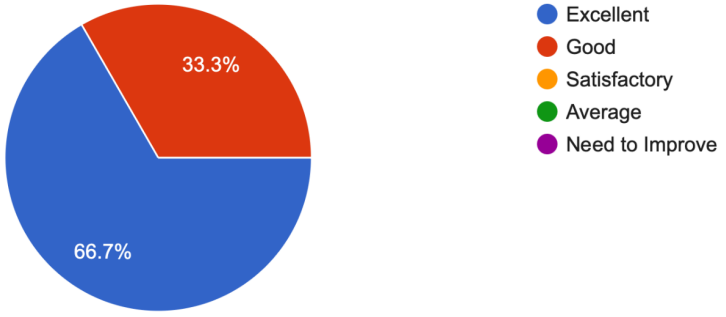
Overall, the feedback reflects a strong endorsement of the curriculum's design, particularly in terms of conceptual clarity, skill development, and innovation orientation. Ratings across most criteria fall within the "Good" to "Excellent" range, indicating high satisfaction among entrepreneurs.

At the same time, suggestions emphasize the need to further strengthen the practical and industry-oriented dimensions of the curriculum. Enhancing experiential learning opportunities, expanding industry engagement, and integrating digital entrepreneurial skills would help bridge the gap between academic learning and real-world application.

The feedback indicates that while the curriculum is robust in its foundation, targeted improvements in applied learning and industry linkage can further elevate its effectiveness in preparing students for entrepreneurial careers.

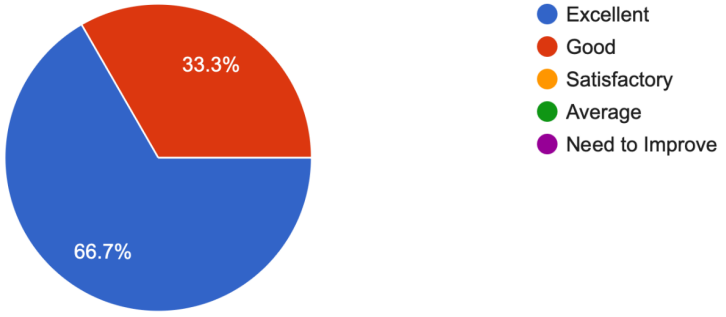
How effectively does the curriculum introduce you to the concept of entrepreneurship?

3 responses



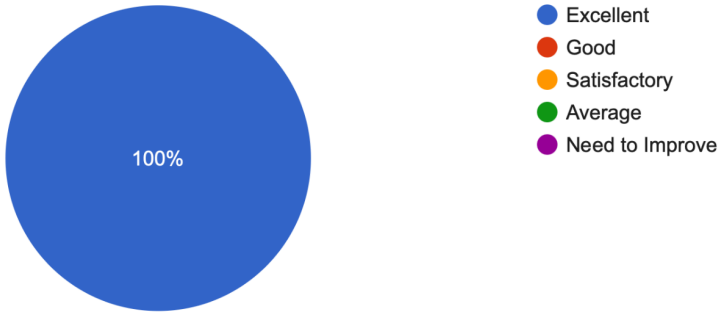
Is employability given weightage in the design and development of the curriculum?

3 responses



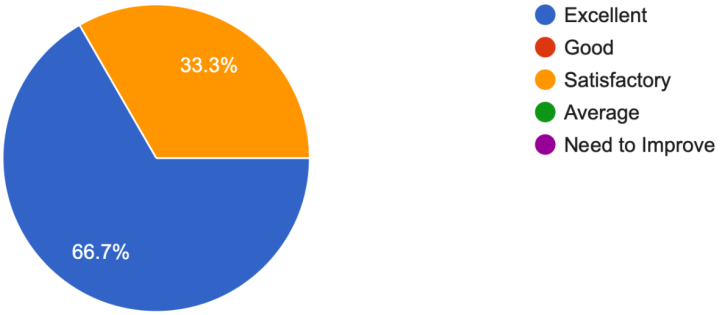
To what extent has the curriculum helped you develop entrepreneurial skills (e.g., creativity, problem-solving, leadership, risk-taking)?

3 responses



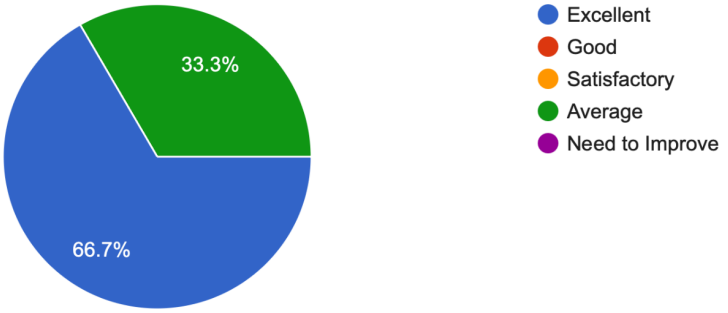
Does the curriculum integrate entrepreneurship with your core subject (e.g., literature, cultural studies)?

3 responses



How effectively does the curriculum connect you with real-world entrepreneurial practices ?

3 responses



Conclusion

The feedback received across Semesters I, II, III, and IV from students, faculty, and academic peers indicates strong and sustained support for the BA English with Creative Writing curriculum, while also offering valuable, actionable insights for its continuous refinement. Stakeholders collectively appreciated the curriculum's academic rigour, its consistent orientation towards higher education, and its responsiveness to contemporary societal and industry needs. The integration of critical thinking, research components, value-based education, and a wide spectrum of literary forms has been widely endorsed as a key strength of the programme across all four semesters.

The curriculum's emphasis on self-directed learning, interdisciplinary approaches, and creative expression was recognized as pivotal in equipping students with the analytical, reflective, and communicative skills necessary for both academic and professional success. Students particularly valued practical creative writing courses such as *Writing Short Stories. At* the same time, faculty and academic peers commended the balance of theoretical frameworks with applied components, including writing assignments, creative projects, and the progressive introduction of screenwriting, scriptwriting, and digital content modules. This balance was noted as particularly effective in fostering employability and real-world application.

However, areas for improvement have been consistently identified across all semesters. Stakeholders repeatedly emphasised the need to reduce content overload across several courses to ensure deeper comprehension and critical engagement. Academic peers and faculty noted that some papers contain excessive units or text, leading to student fatigue and surface-level learning. Suggestions were made to diversify reading lists by incorporating more Indian, South Asian, queer, and contemporary literary works to enhance inclusivity, representation, and cultural relatability, a concern echoed strongly by students in Semesters I, II, III and IV. Additionally, calls were made to restructure the sequencing of research-heavy courses, ensuring that foundational skills are adequately built before introducing complex academic writing and theoretical analysis. Students and faculty also requested more interactive, activity-based learning, including workshops, field visits, and inclusive participation opportunities.

To address these concerns, the department has taken several proactive steps across the academic year. These include reducing the number of prescribed texts in select papers, integrating Indian literary works and queer narratives into courses such as *Reading Drama* and *Life Narratives*, and introducing skill-based electives such as scriptwriting, story writing, and digital content creation.

The replacement of an overlapping Critical Thinking paper with *Visual Language and Design Graphics*, and the proposal to substitute a misaligned unit in Business Communication with *Business Ethics*, further demonstrate responsiveness. Emphasis has also been placed on embedding structured workshops, film adaptations, and field visits to enhance experiential learning. These revisions demonstrate the department's commitment to maintaining a dynamic, inclusive, and industry-relevant curriculum that evolves in response to feedback from its entire academic ecosystem.

The curriculum has been well received across all four semesters for its intellectual depth, creative scope, and real-world relevance. Continued responsiveness to stakeholder feedback – including the ongoing incorporation of Indian and contemporary texts, reduction of content overload, and strengthening of practical components – will ensure that it remains a robust and future-ready programme, fully aligned with the goals of academic excellence and professional preparedness.

CHRIST (DEEMED TO BE UNIVERSITY)
Department of English and Cultural Studies
GHAZIABAD

Department of English and Cultural Studies

School of Humanities & Performing Arts

CHRIST (Deemed to be University)

Delhi NCR Campus

Curriculum Feedback Analysis and Action Taken Report

AY 2025-26

(Semester I, II and III, IV)

MA English Studies and Communication

CHRIST (DEEMED TO BE UNIVERSITY) Department of English and Cultural Studies GHAZIABAD

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9.	**Academic Peer Feedback Analysis** Key Findings
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11.	**Conclusion**

Sample Forms

Student Feedback

SNO	CRITERION
1	Does the content of the curriculum satisfy the stated objectives and learning outcomes?
2	Does the curriculum cover advanced topics?
3	Whether the curriculum enhances your knowledge and skills in the relevant domain?
4	Is the curriculum effective in developing critical/ analytical thinking?
5	Are the textbooks and reference materials relevant to the content of the curriculum?
6	Does the curriculum orient towards higher education?
7	Does the curriculum enable the students to apply their knowledge in real life situations?
8	Is employability given weightage in the design and development of curriculum?
9	Does the curriculum promote self-study and attitude of research?
10	Does the curriculum meet your overall expectations?

Faculty Feedback

SNO	CRITERION
1	Does the curriculum orient the students towards higher education?
2	Is employability given weightage in the design and development of the curriculum?
3	Is the curriculum designed to have a component on value based education?
4	Does the curriculum have components to serve the needs of the society?
5	Does the curriculum promote self-study and attitude of research?
6	Does the curriculum help the students to enhance their personality?

Academic Peers Feedback

SNO	CRITERION
1	Does the curriculum orient the students towards higher education?
2	Is employability given weightage in the design and development of the curriculum?
3	Is the curriculum designed to have a component on value based education?
4	Does the curriculum have components to serve the needs of the society?
5	Does the curriculum promote self-study and attitude of research?

6	Does the curriculum help the students to enhance their personality?

Alumni Feedback

SNO	CRITERION
1	Does the content of the curriculum satisfy the stated objectives and learning outcomes?
2	Does the curriculum cover advanced topics?
3	Whether the curriculum enhances your knowledge and skills in the relevant domain?
4	Is the curriculum effective in developing critical/ analytical thinking?
5	Are the text books and reference materials relevant to the content of the curriculum?
6	Does the curriculum orient towards higher education?
7	Does the curriculum enable the students to apply their knowledge in real life situations?
8	Is employability given weightage in the design and development of curriculum?
9	Does the curriculum promote self-study and attitude of research?
10	Does the curriculum meet your overall expectations?

Department Curriculum Feedback Process

The ongoing development and refinement of the curriculum are crucial as they guide both the instructional and learning processes by establishing clear objectives for educators and learners alike. A meticulously designed curriculum ensures that instructional content is relevant, engaging, and properly aligned with intended educational outcomes. It provides a structural framework that facilitates effective teaching and comprehensive learning, thereby ensuring that students receive a holistic education. To support this type of comprehensive development and to maintain effective teaching practices, we gather feedback from a variety of stakeholders including teachers, students, alumni, academic peers, and others.

The process of curriculum design and development is continuous, involving regular evaluations and updates to ensure that it remains current, relevant, and in line with educational objectives. For the academic year 2025-26, feedback was systematically collected through Google Forms from diverse groups including 10 students, 6 faculty members.

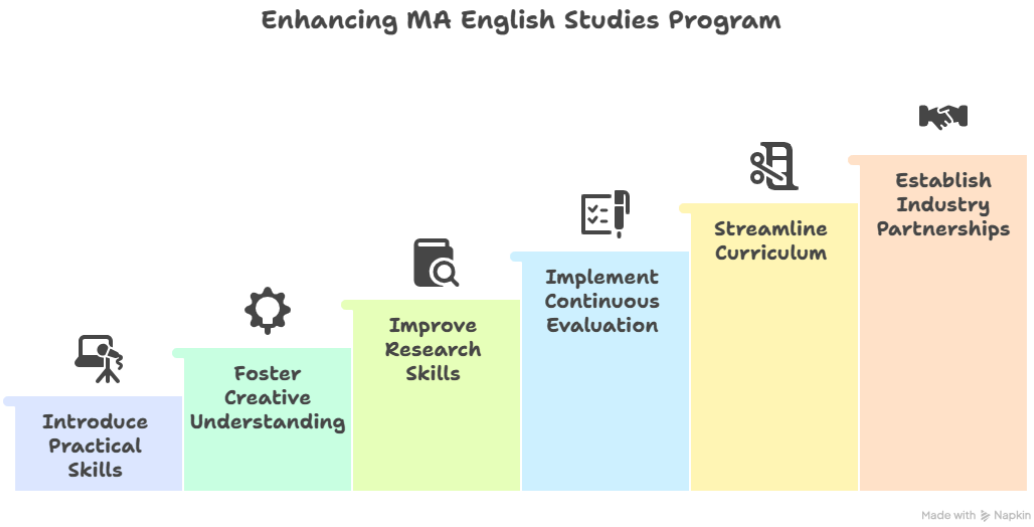
Stakeholders	**Numbers**
Students	10
Faculties	6
Alumni	6
Academic Peers	6

Summary of Major Suggestions Received:

Through a detailed analysis of the feedback from various stakeholders, the following key suggestions have been advanced to the Board of Studies:

1. In response to the rapid expansion of English studies and communication fields, there is a growing need for an MA program that integrates both domains to prepare students for communication-intensive professional environments.
2. The current MA in English Studies and Communication programme is tailored to the specific context of the Delhi NCR region, taking into account its infrastructure, employment landscape, and academic as well as industry demands.
3. Stakeholders emphasized aligning the curriculum with industry expectations by incorporating internships, live projects, and guest lectures to enhance practical exposure and employability.
4. Concerns were raised about the heavy academic workload, with suggestions to streamline the syllabus, reduce content overload, and create space for deeper understanding and reflective learning.
5. There is a strong recommendation to strengthen research and critical thinking skills by including dedicated courses in research methodology and seminars to foster academic engagement.
6. The program is designed in alignment with the Sustainable Development Goals (SDGs), particularly focusing on quality education, skill development, and inclusive learning, thereby preparing students to contribute meaningfully to sustainable and socially responsible development.

7. The curriculum also reflects the principles of the National Education Policy (NEP) 2020, promoting multidisciplinary learning, flexibility, skill enhancement, and a balance between academic knowledge and practical application.



MA English Studies and Communication- Semester I and II

Analysis & Action Taken Report

Detailed Feedback Analysis

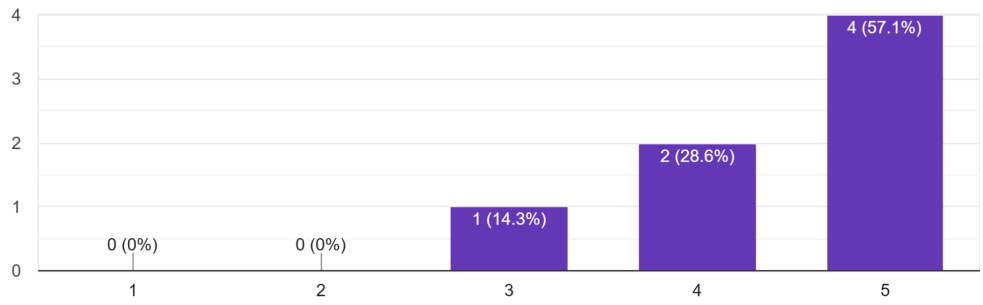
Feedback from Students

Feedback was taken from students (10) pursuing MA in English Studies and Communication offered by the Department of English and Cultural Studies. The feedback was based on various parameters like- Does the content of the curriculum satisfy the

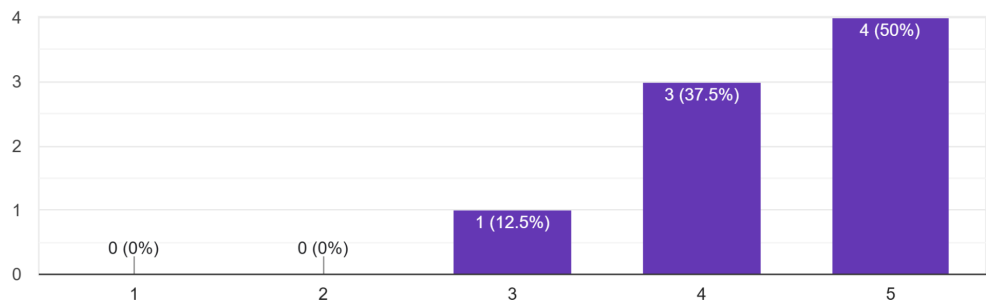
stated objectives and learning outcomes? Does the curriculum cover advanced topics? Is the curriculum effective in developing critical and analytical thinking? etc.

The responses of the students regarding the curriculum is given below:

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

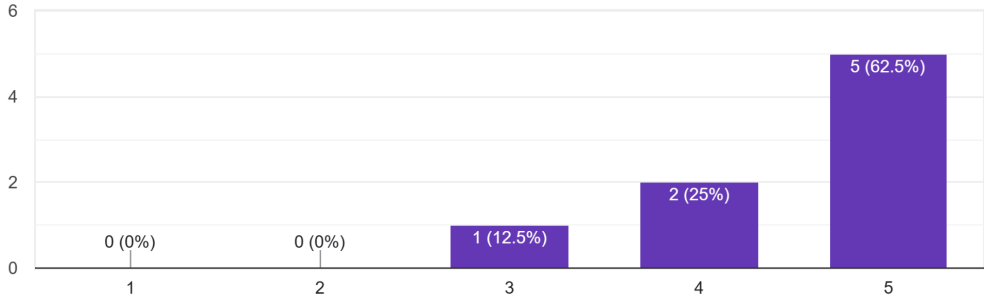


Does the curriculum cover advanced topics?
8 responses



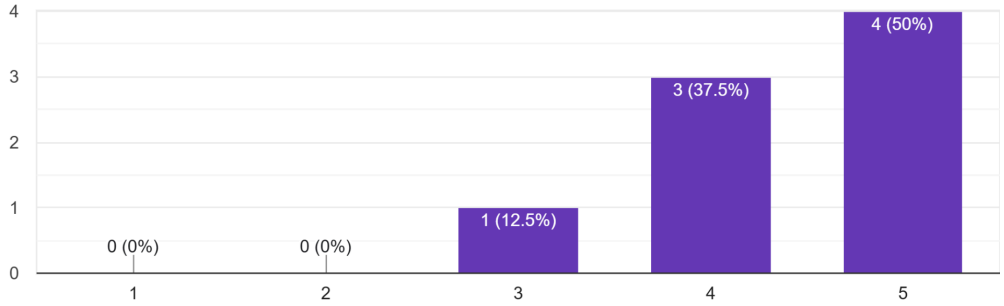
Whether the curriculum enhances your knowledge and skills in the relevant domain?

8 responses



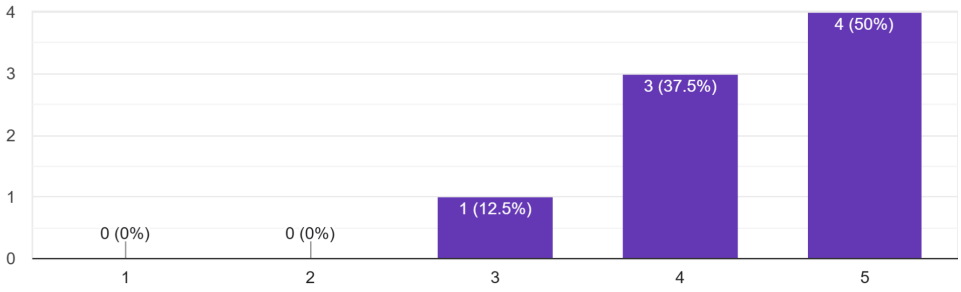
Is the curriculum effective in developing critical/ analytical thinking?

8 responses



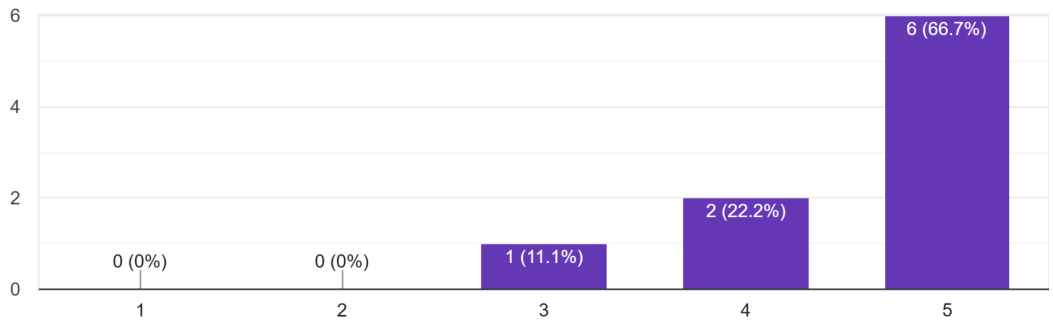
Are the text books and reference materials relevant to the content of the curriculum?

8 responses



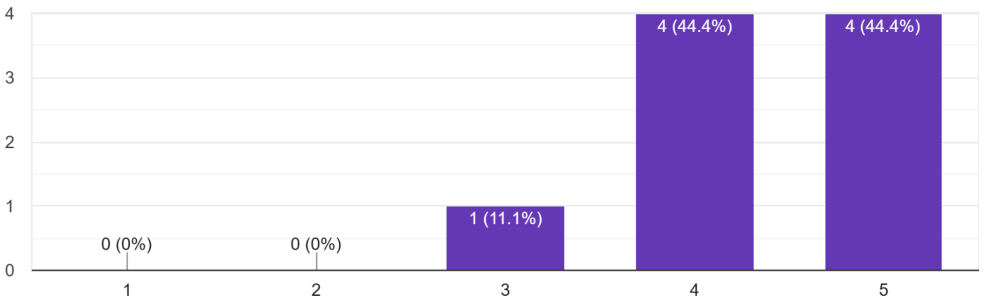
Does the curriculum orient towards higher education?

9 responses



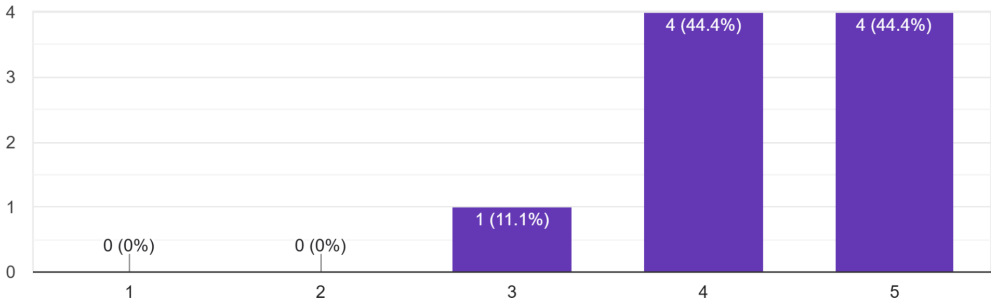
Does the curriculum enable the students to apply their knowledge in real life situations?

9 responses

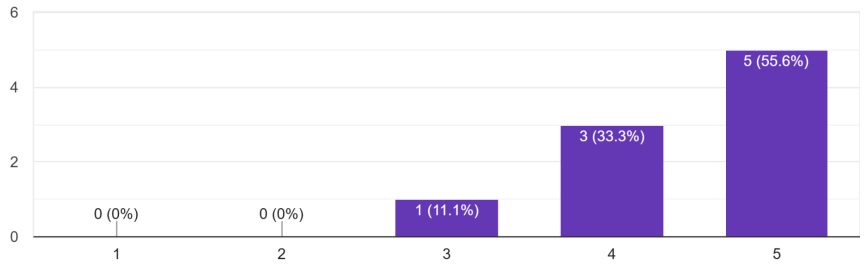


Is employability given weightage in the design and development of curriculum?

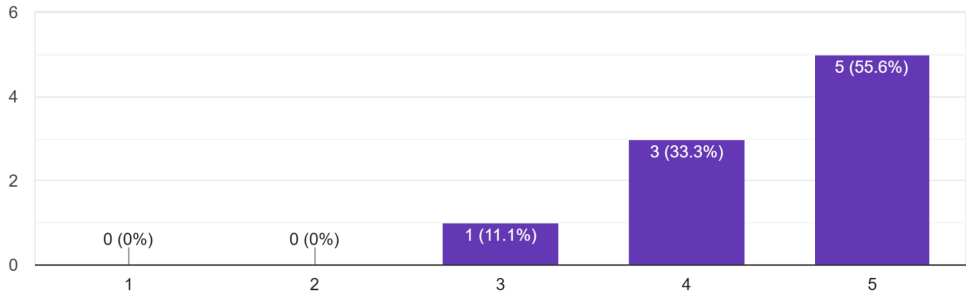
9 responses



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



Does the curriculum meet your overall expectations?
9 responses



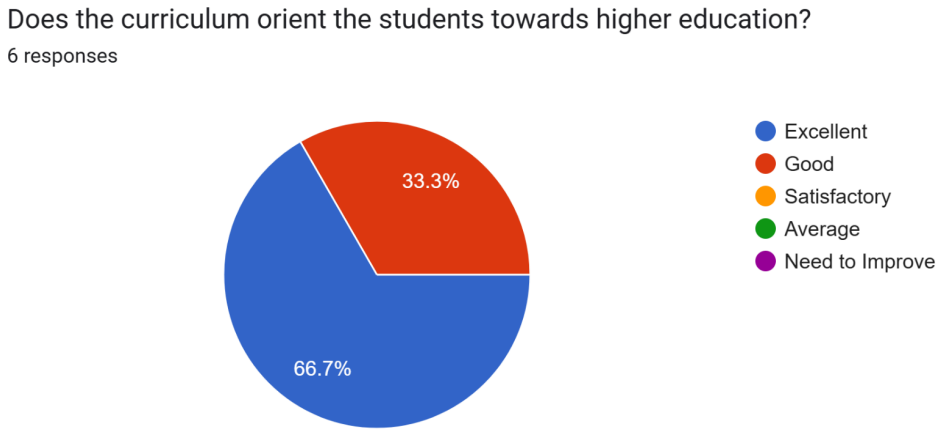
The student responses, as reflected in the graphs, largely range from good to excellent, indicating a general sense of satisfaction with the curriculum. Many students find the program engaging, well-structured, and academically enriching, with clear sequencing of important concepts. However, feedback also highlights concerns about the extensive syllabus and the high number of courses per semester, which create significant academic pressure. This often limits opportunities for in-depth learning, reflection, and self-assessment, making it challenging for both students and faculty to keep pace with the workload.

Students suggest that a more streamlined and focused curriculum—reducing the number of topics and allowing space for reflective learning—could enhance both understanding and overall engagement. While most respondents expressed satisfaction with the curriculum, the theatre

component emerged as a specific point of concern. It was described as somewhat hectic and demanding, yet also acknowledged as a unique and memorable experience that leaves a lasting impact on learners.

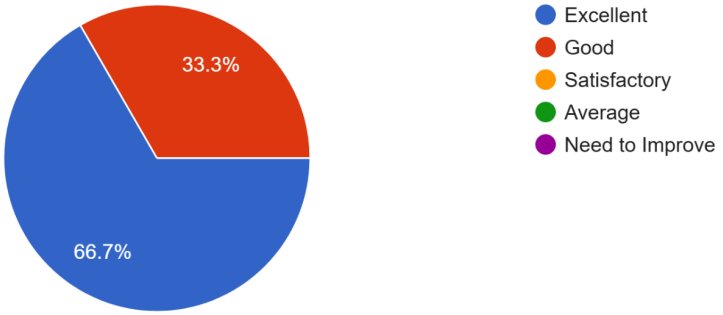
Feedback from Faculty

Feedback from faculty is important to understand the strengths and weaknesses of the curriculum offered. Therefore, feedback from the faculty (6) who have taught in the Post Graduate programme was collected with the aim to enhance the quality of the curriculum offered. The feedback was collected on various parameters like: Does the curriculum orient students towards higher education? Is employability given weightage in the design and development of the curriculum? Does curriculum promote self-study and attitude of research? etc. The responses of the faculty are represented below.



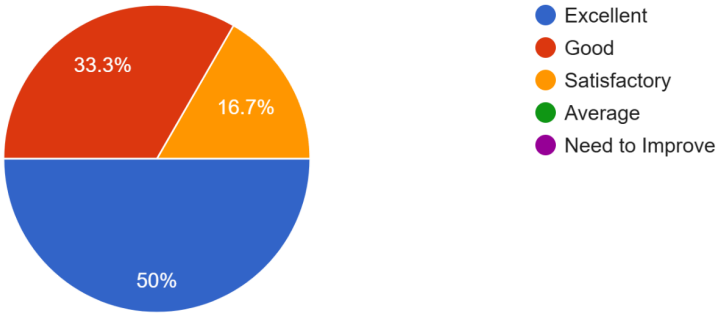
Is employability given weightage in the design and development of the curriculum?

6 responses



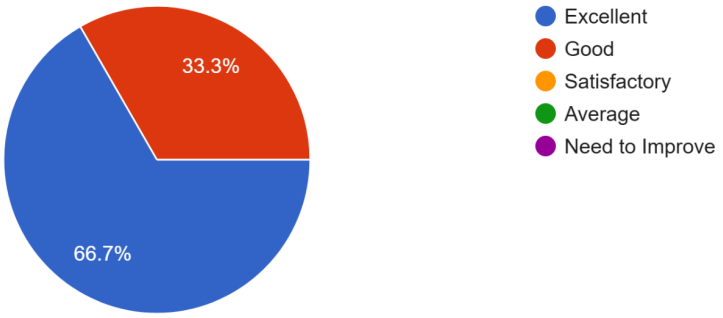
Does the curriculum have components to serve the needs of the society?

6 responses

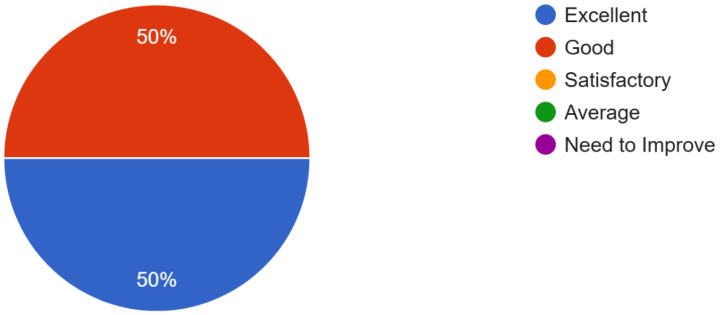


Does the curriculum promote self-study and attitude of research?

6 responses



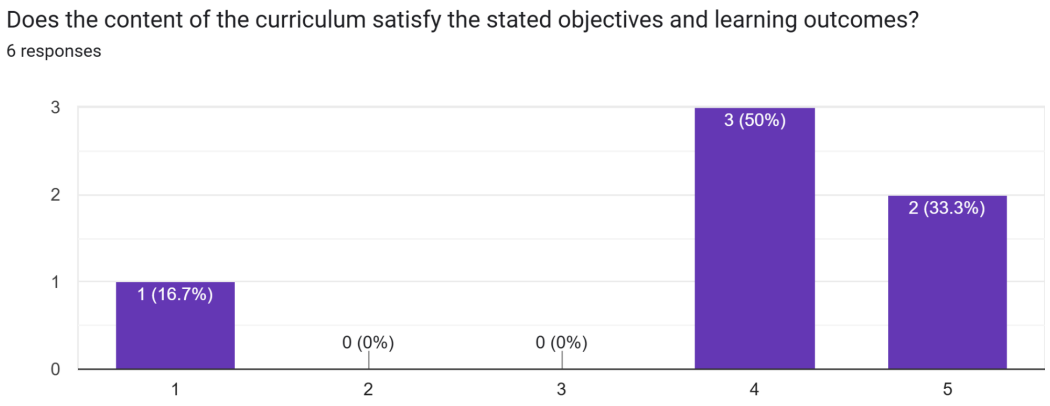
Does the curriculum help the students to enhance their personality?
6 responses



The syllabus is generally well-received, with multiple respondents stating that it is "fulfilling" and meets the needs and requirements of postgraduate students. One respondent suggested that a few essays could be removed or made optional from some units to allow for more in-depth and detailed discussions. Some respondents noted that no further suggestions are needed as the syllabus was revised last year, and any official changes are typically done via the Board of Studies (BoS) document.

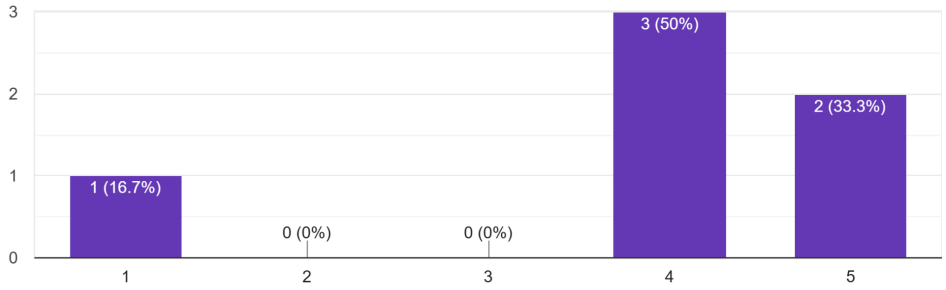
Feedback from Alumni

Alumni feedback plays a crucial role in identifying the strengths and limitations of the curriculum. With this objective, responses were collected from (6) alumni to help improve the overall quality of the program. The feedback focused on key aspects such as whether the curriculum prepares students for higher education, the extent to which employability is integrated into its design, and whether it encourages self-directed learning and a research-oriented mindset. The alumni responses on these parameters are presented below.



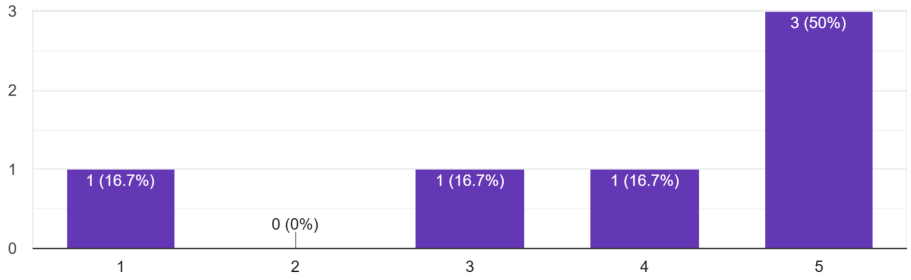
Does the curriculum cover advanced topics?

6 responses



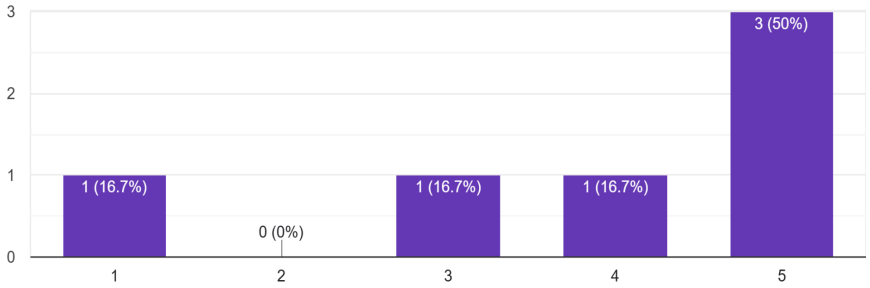
Is the curriculum effective in developing critical/ analytical thinking?

6 responses

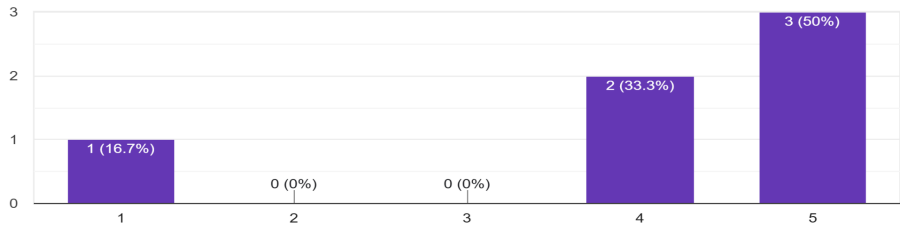


Are the text books and reference materials relevant to the content of the curriculum?

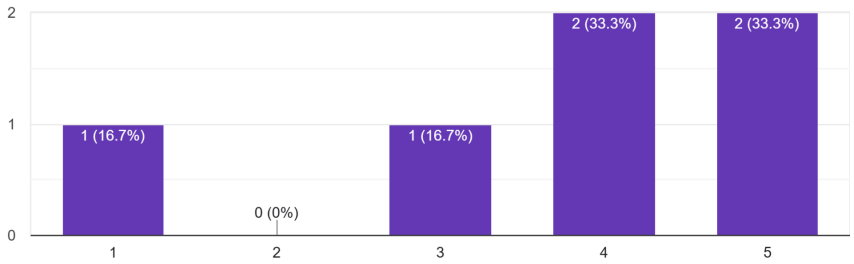
6 responses



Does the curriculum orient towards higher education?
6 responses



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?
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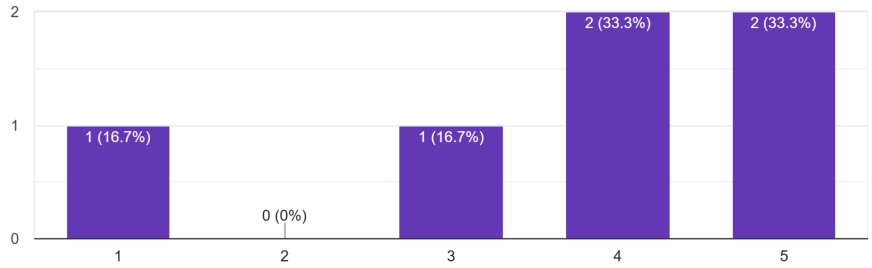

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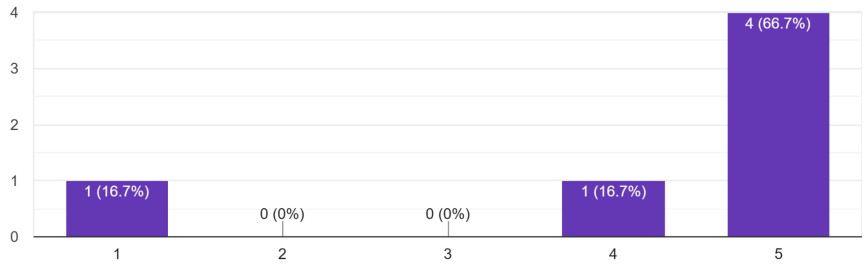
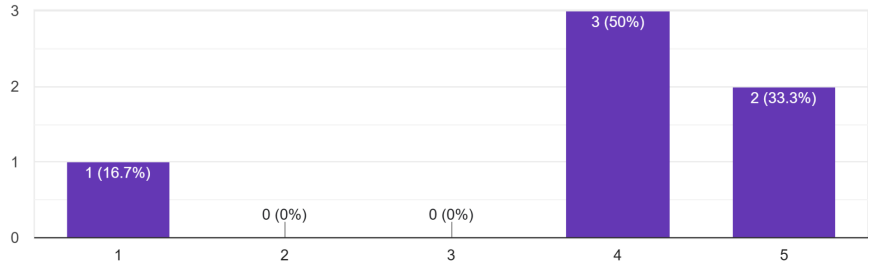
6 responses



Does the curriculum meet your overall expectations?
6 responses

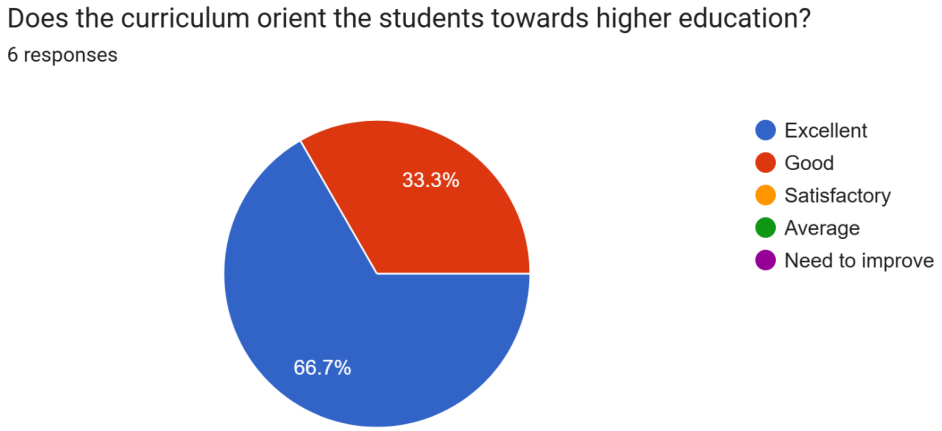


The graphical data above reflects alumni responses ranging from good to excellent, suggesting a high level of overall satisfaction with the curriculum. Alumni generally feel that the curriculum effectively encourages self-directed learning and fosters a research-oriented approach. Most respondents also agree that employability is given adequate importance within the curriculum. They appreciate its well-structured and updated nature, particularly noting its role in strengthening literary understanding and critical thinking skills.

At the same time, alumni recommend further enhancing the curriculum's focus on employability by incorporating career-oriented workshops, industry-specific writing training, and more practical applications of literary studies. They also suggest the inclusion of additional reading materials on contemporary issues to ensure the curriculum remains relevant to current academic and professional contexts.

Feedback from Academic Peers

Involving academic peers in the curriculum development process is inevitable as they can provide valuable feedback that can cater to student needs and requirements. Feedback was collected from academic peers (6) which included parameters like: Does the curriculum orient the students towards higher education? Is employability given weightage in the design and development of the curriculum? Does the curriculum have components to serve the needs of the society? etc.



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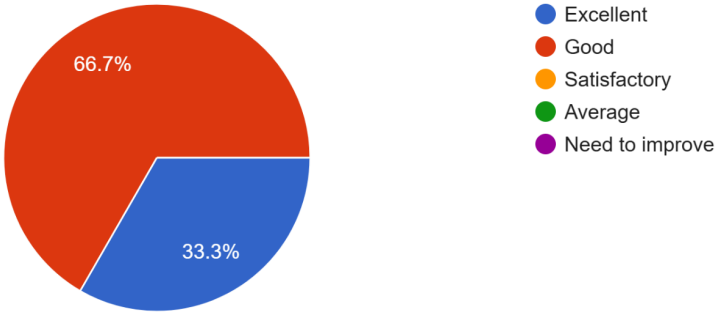
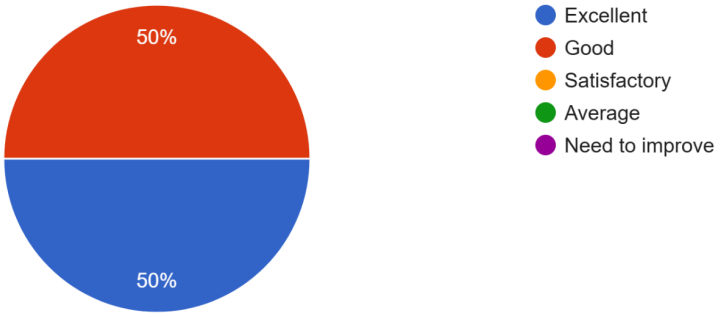
6 responses



Is the curriculum designed to have a component on value based education?

6 responses



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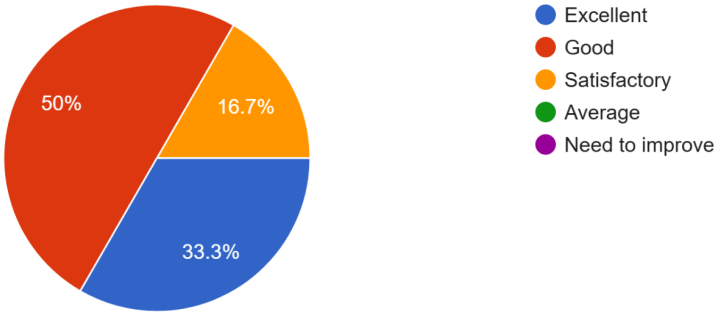

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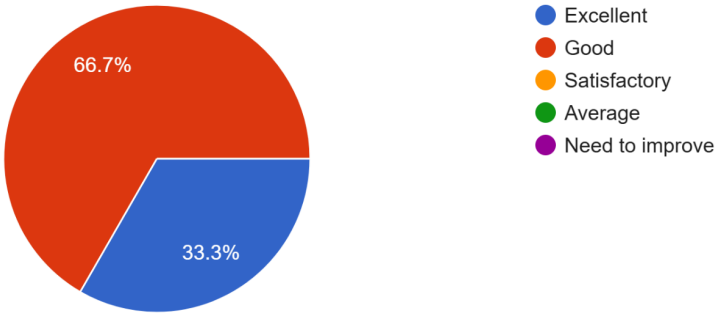
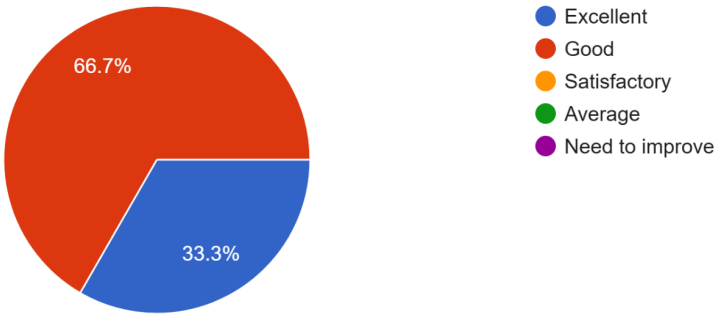
6 responses



Does the curriculum help the students to enhance their personality?

6 responses



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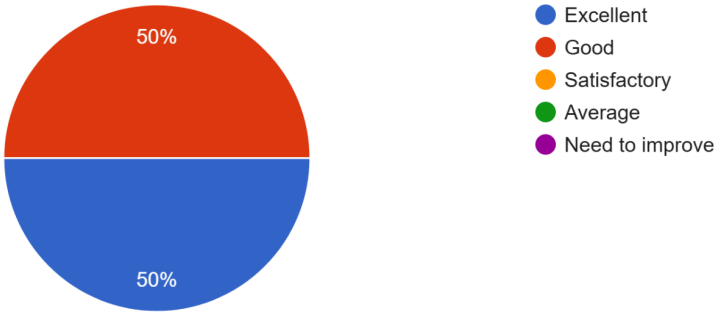


The vastness of course content, particularly in papers like Romantic Literature, which attempts to cover all Romantic Poets, may pose a challenge for students. One respondent suggested reducing the number of courses in the fourth semester to allow for more research time and guidance. Several papers were suggested for inclusion, such as Theatre (focusing on technicalities like Language of Drama and Speech Act Theory), 'Podcast and Public Speaking,' 'Rhetorics and Prosody,' and 'Journalism and Public Opinion,' reflecting the importance of media and communication. It was suggested that courses be included on Decoloniality, Indigenous Studies, and the literature of Northeast India. Suggestions included implementing Ethnography, social outreach programs, documentation, and fieldwork, as well as adding an internship with a dissertation in the last semester.

Summary of Actions Taken in Response to Feedback:

1. Practical components such as media production, digital communication strategies, and media reporting have been incorporated to enhance employability, particularly in media-related sectors.
2. The program has been redesigned to promote a balance between creative and critical engagement with English studies and communication, with a focus on academic writing, critical thinking, and multimedia skills.
3. Dedicated modules on research methodology have been introduced to develop students' research competencies and analytical abilities.
4. Based on feedback from students and faculty, the syllabus has been streamlined to reduce academic overload, ensuring more focused content and improved learning outcomes.
5. Systems for ongoing assessment and feedback have been implemented to regularly review curriculum effectiveness and enable timely improvements.
6. Collaborations with industry professionals have been established to provide internships, live projects, and guest lectures, thereby enhancing practical exposure and employability.
7. The overall program design reflects the principles of the National Education Policy (NEP) 2020, promoting multidisciplinary learning, skill development, and experiential education, while also contributing to the Sustainable Development Goals (SDGs), particularly in ensuring quality education and enhancing employability.

8. In the recent Board of Studies (BOS) meeting, detailed discussions were held based on student and faculty feedback regarding syllabus overload. A collective decision was taken to revise and streamline the curriculum, and these changes have been implemented in the updated syllabus.

Conclusion

The curriculum for Semesters I and II is largely well-received, with stakeholders appreciating its academic depth, structured approach, and focus on critical thinking. However, concerns regarding syllabus overload and limited scope for reflective learning highlight the need for a more streamlined and balanced design. In response, the curriculum has been revised to reduce content intensity, introduce focused modules, and incorporate practical components such as media and communication-based activities. Additionally, research methodology elements and continuous feedback mechanisms have been strengthened to support deeper learning and academic engagement.

MA English Studies and Communication- Semester III and IV

Analysis & Action Taken Report

Feedback process of the Department

Designing and developing an updated curriculum is important as it guides the learning and teaching process by setting clear objectives and goals for teachers and students. A well-designed curriculum ensures that the content taught is relevant, engaging, and

aligned with the desired outcomes. It provides a structural framework for teachers leading to effective teaching and learning and also ensures that students receive a well-rounded education. To enable this kind of overall development and effective teaching practice, feedback on the curriculum is taken from Teachers, Students, Alumni, Academic peers and other stakeholders.

Designing and developing a curriculum is a continuous process that involves regular review and revisions. To develop a curriculum that remains up-to-date, relevant, and aligned with the educational goals, for the academic year of 2023-24, feedback on the curriculum was collected from various stakeholders (students, faculties, Alumni, academic peers and parents) through google forms. Feedback was collected from 15 students, 6 faculties.

Stakeholders	**Numbers**
Students	15
Faculties	6
Alumni	6
Academic Peers	6

Summary of Major Suggestions Received:

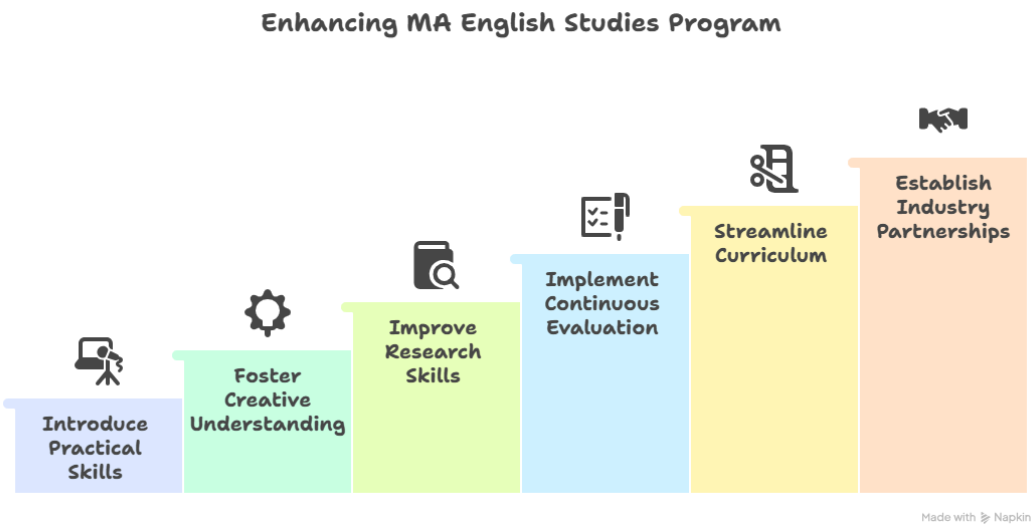
After the detailed analysis of the feedback provided by different stakeholders, following major suggestions are submitted to Board of Studies:

1. A current MA program in English Studies and Communication is tailored to meet the specific needs of the Delhi NCR region, taking into account factors such as infrastructure, employment opportunities for students, academic and industry interests, among others.

2. Stakeholders emphasized the importance of aligning the curriculum with industry requirements. Suggestions were made to include internships, industry projects, and guest lectures by professionals to provide students with practical insights and enhance their employability.

3. The program is designed in alignment with the Sustainable Development Goals (SDGs), particularly focusing on quality education, skill development, and inclusive learning, thereby preparing students to contribute meaningfully to sustainable and socially responsible development.

4. Emphasis was placed on fostering research skills and critical thinking abilities among students. Suggestions included incorporating research methodologies, and seminar courses to encourage scholarly inquiry and academic excellence.



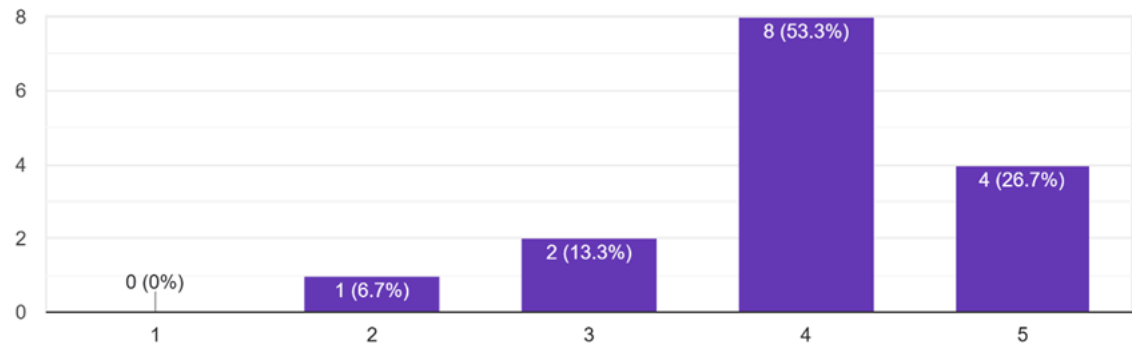
Detailed Feedback Analysis

Feedback from Students

Feedback was solicited from 9 students enrolled in the MA program in English Studies and Communication administered by the Department of English and Cultural Studies. The feedback encompassed diverse parameters such as: - Does the content of the curriculum satisfy the stated objectives and learning outcomes? Does the curriculum cover advanced topics? Is the curriculum effective in developing critical and analytical thinking? etc. The responses of the students regarding the curriculum is given below-

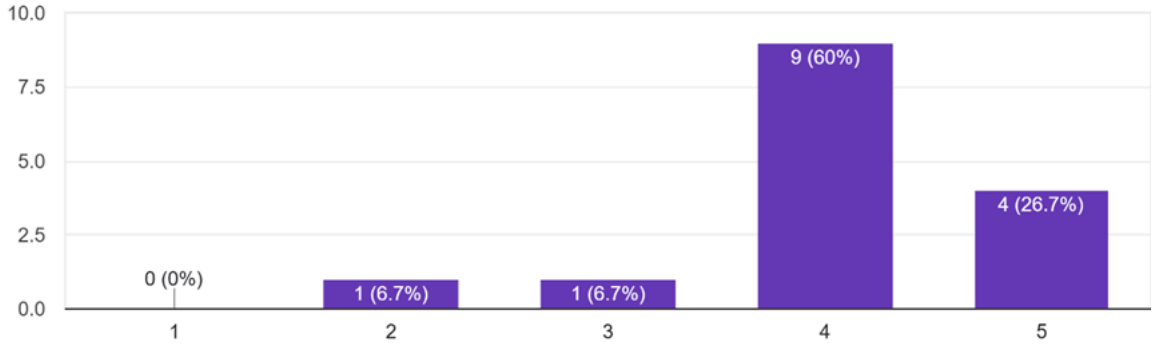
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

15 responses



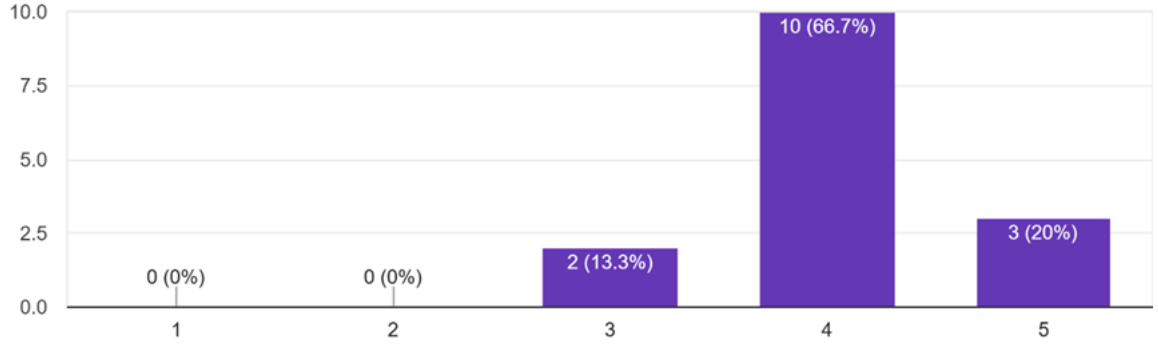
Does the curriculum cover advanced topics?

15 responses



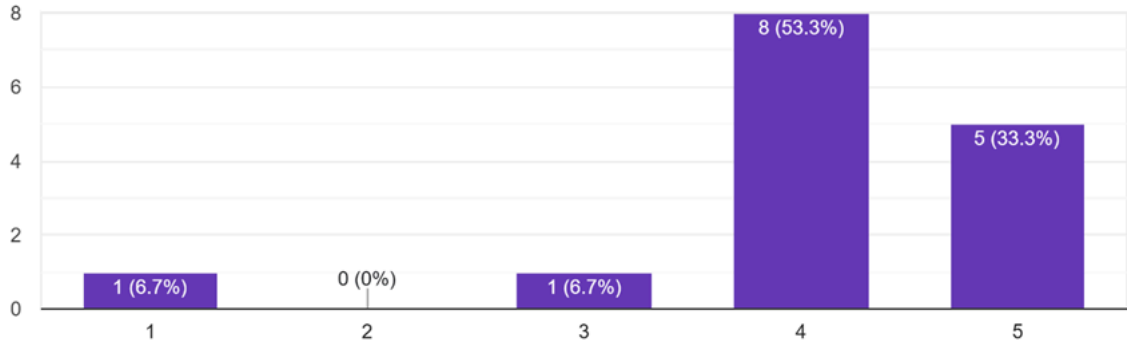
Whether the curriculum enhances your knowledge and skills in the relevant domain?

15 responses



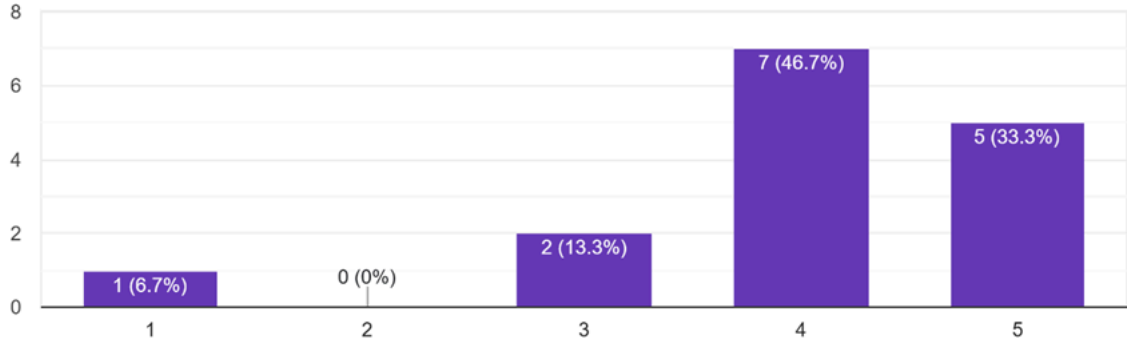
Is the curriculum effective in developing critical/ analytical thinking?

15 responses



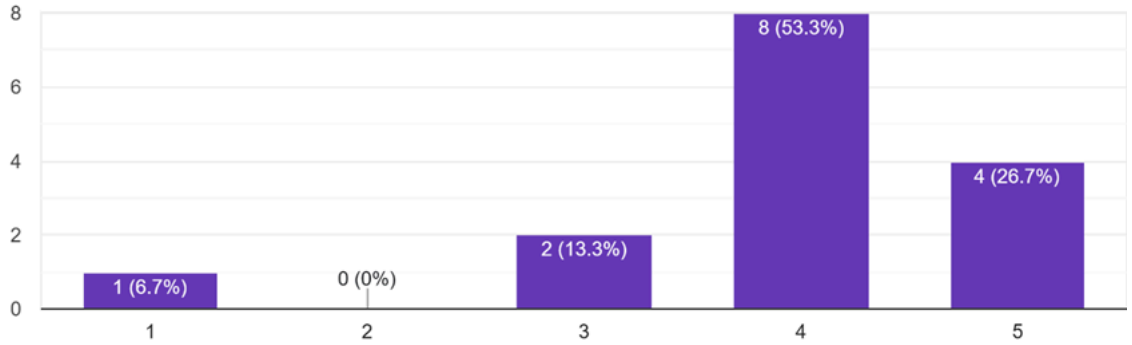
Are the text books and reference materials relevant to the content of the curriculum?

15 responses



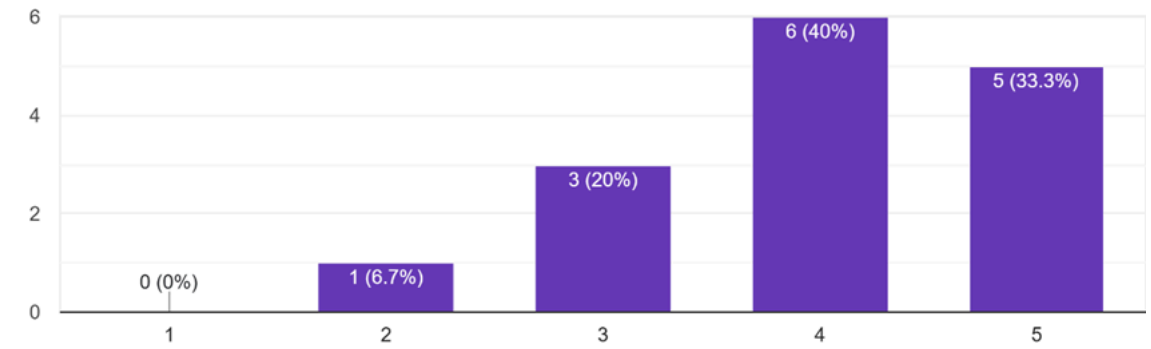
Does the curriculum orient towards higher education?

15 responses



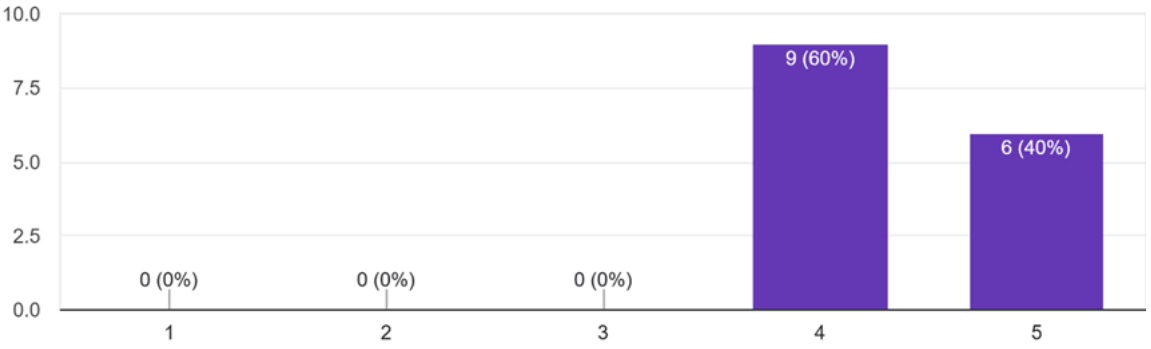
Does the curriculum enable the students to apply their knowledge in real life situations?

15 responses

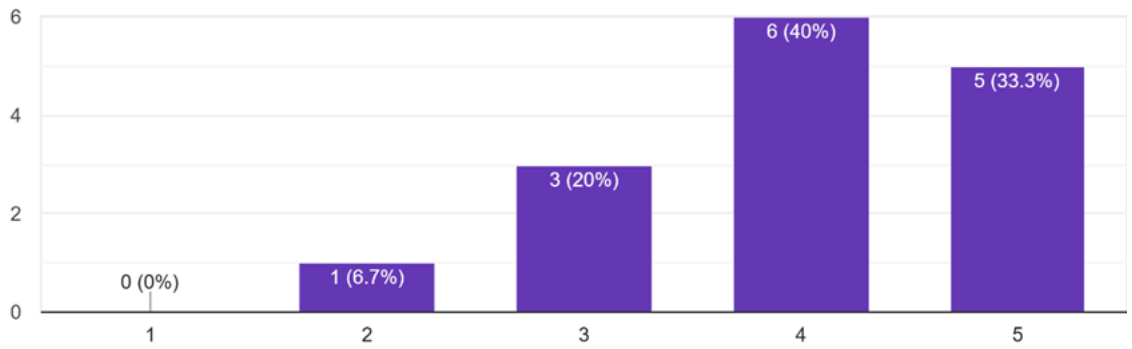


Does the curriculum promote self-study and attitude of research?

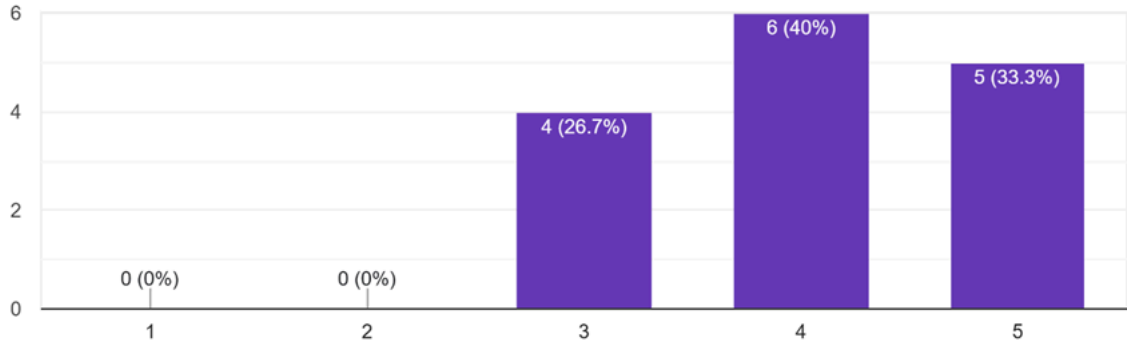
15 responses



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



Does the curriculum meet your overall expectations?
15 responses

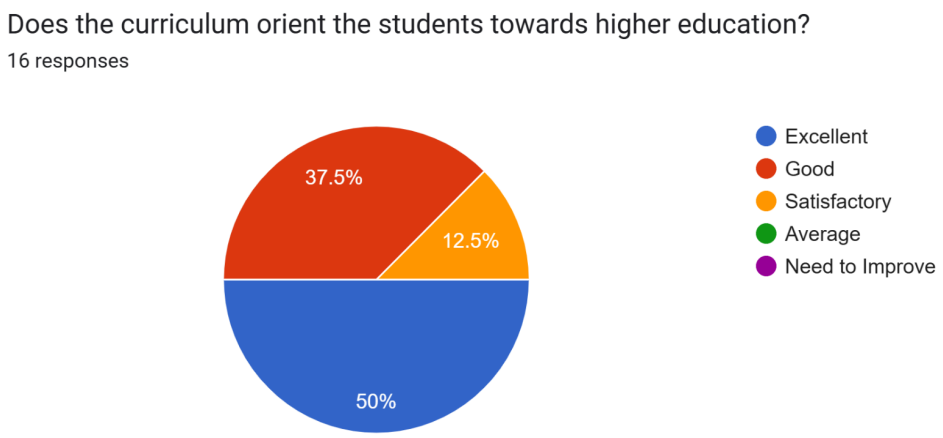


The graphical representations indicate a spectrum of responses from students ranging from good to excellent, reflecting a notable level of satisfaction with the curriculum provided. This observation underscores the overall positive perception held by students regarding the curriculum's quality and effectiveness. The diverse range of responses suggests a nuanced understanding of the curriculum's strengths among the student body.

Such findings corroborate the efficacy of the curriculum in meeting student expectations and needs.

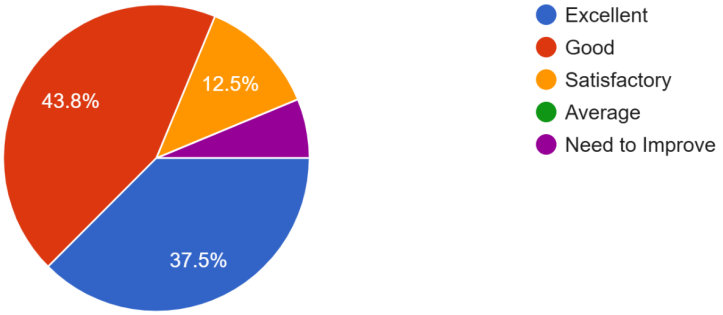
Feedback from Faculty

Feedback from faculty is important to understand the strengths and weaknesses of the curriculum offered. Therefore, feedback from the faculty (6) who have taught in the Post Graduate programme was collected with the aim to enhance the quality of the curriculum offered. The feedback was collected on various parameters like: Does the curriculum orient students towards higher education? Is employability given weightage in the design and development of the curriculum? Does curriculum promote self-study and attitude of research? etc. The responses of the faculty are represented below.



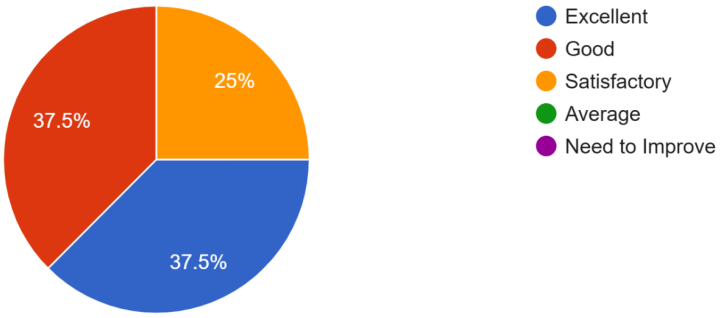
Is employability given weightage in the design and development of the curriculum?

16 responses



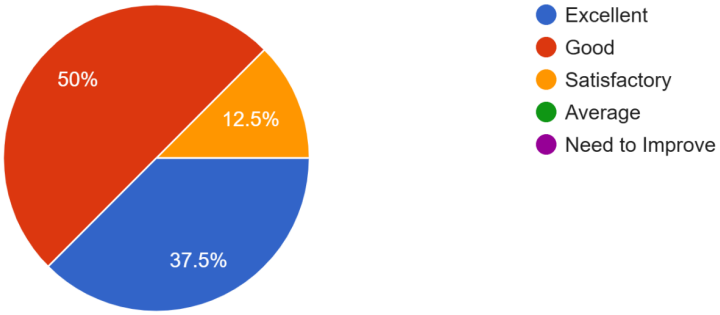
Is the curriculum designed to have a component on value based education?

16 responses



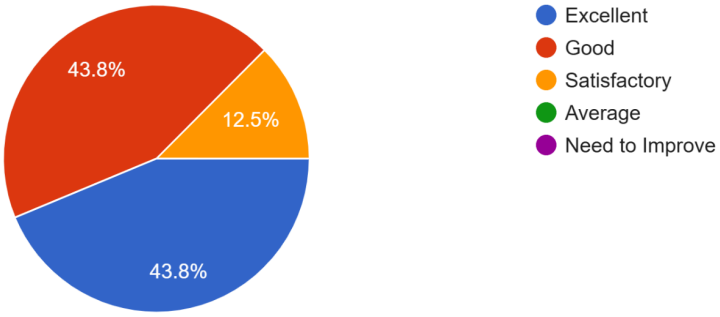
Does the curriculum have components to serve the needs of the society?

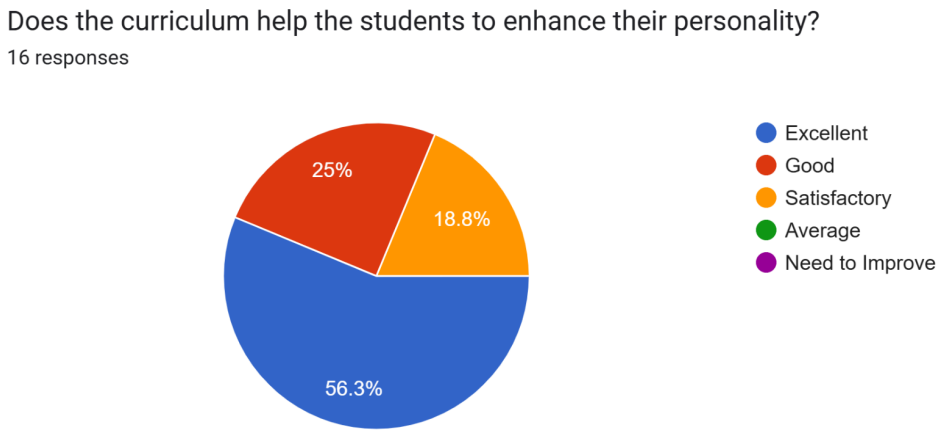
16 responses



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

16 responses





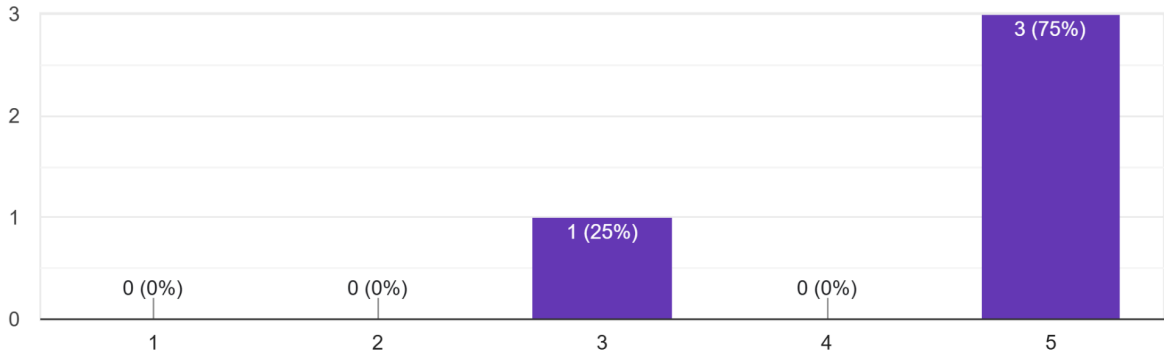
The curriculum was found to be satisfactory by the faculty members. However, there was an evident consensus among the faculty members regarding the need for a new curriculum. While one of the faculty members mentioned, "There is a need to revise the curriculum" another reported that the reading list could be condensed to make teaching-learning more focused and effective. The need to improve the practical aspects of the program was also pointed out by another faculty member. Another suggestion was to provide them with more skill development workshops and practical exposure.

Feedback from Alumni

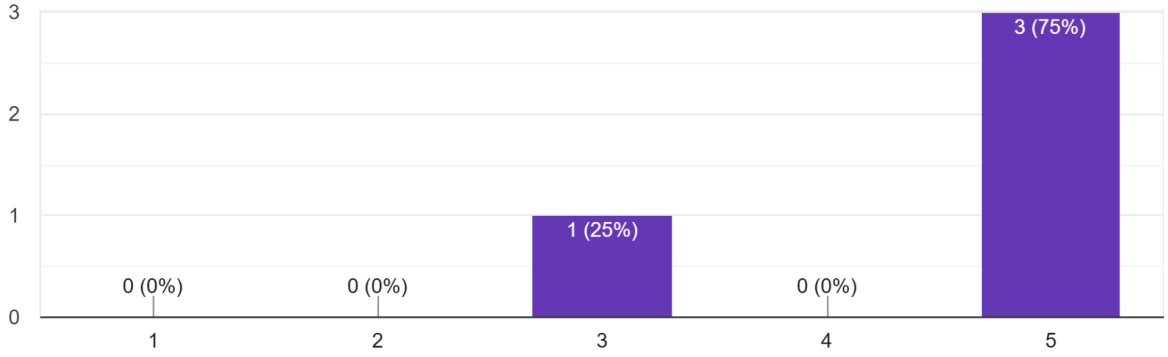
Feedback from Alumni is important to understand the strengths and weaknesses of the curriculum offered. Therefore, feedback from the alumni (6) was collected with the aim to enhance the quality of the curriculum offered. The feedback was collected on various parameters like: Does the curriculum orient students towards higher education? Is

employability given weightage in the design and development of the curriculum? Does curriculum promote self-study and attitude of research? etc. The responses of the alumni are represented below.

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

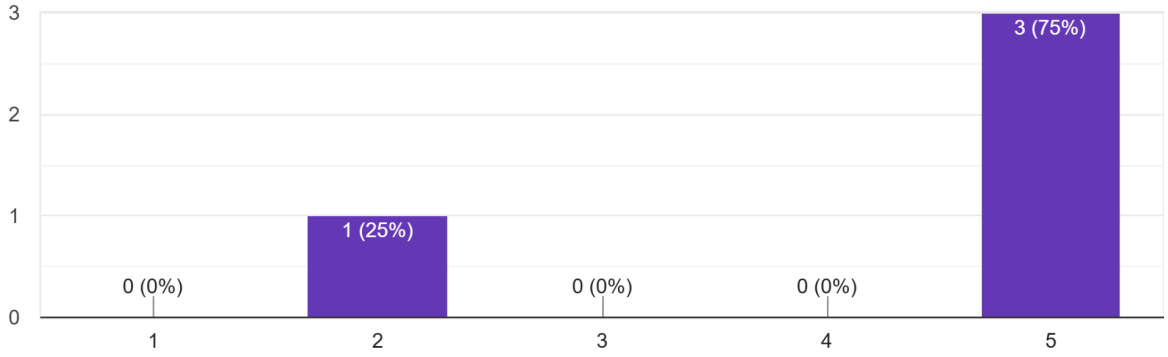


Does the curriculum cover advanced topics?
4 responses



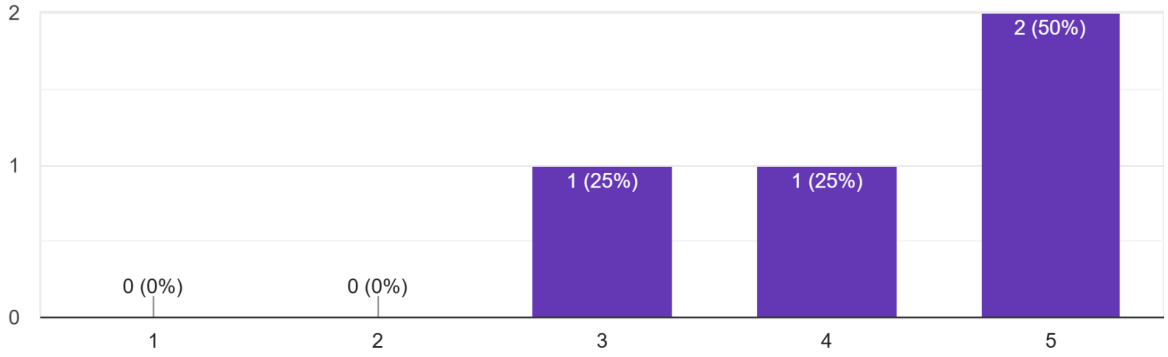
Whether the curriculum enhances your knowledge and skills in the relevant domain?

4 responses



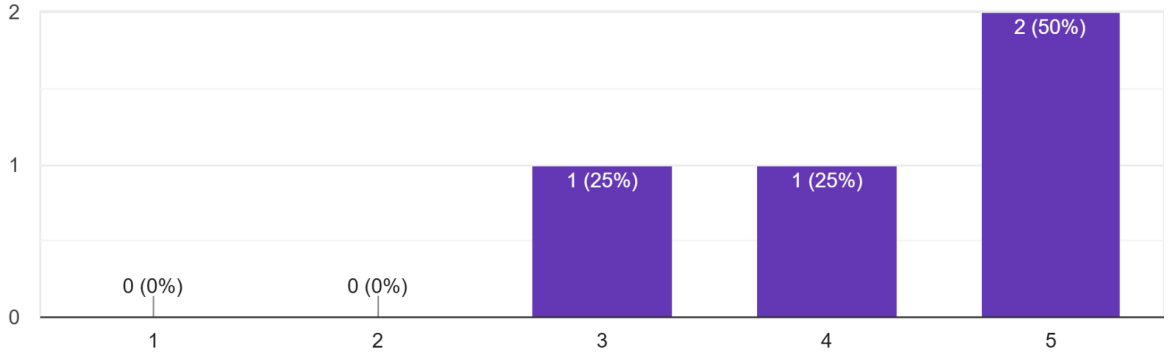
Does the curriculum orient towards higher education?

4 responses



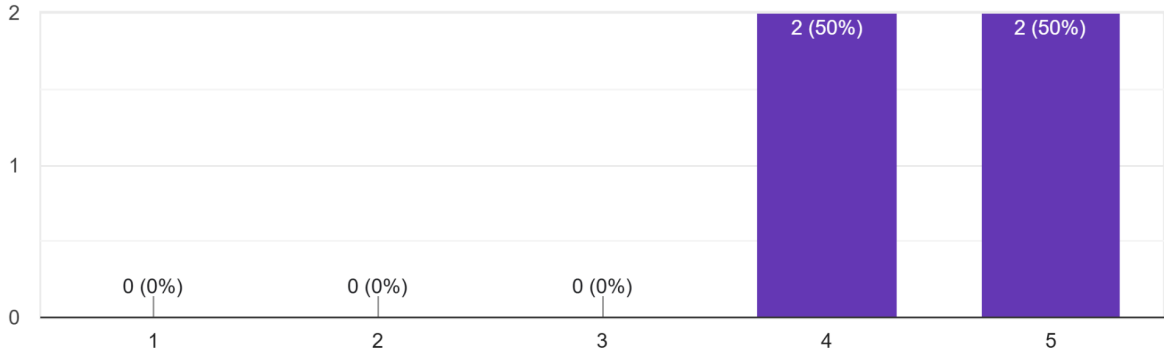
Is the curriculum effective in developing critical/ analytical thinking?

4 responses



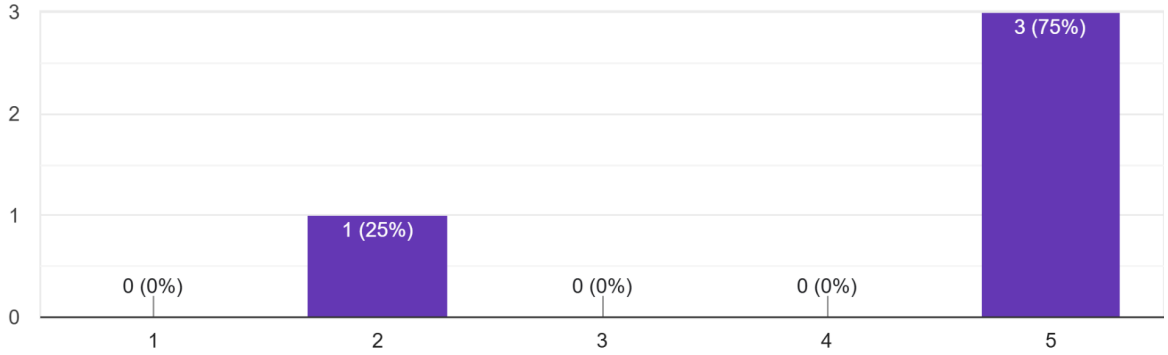
Are the text books and reference materials relevant to the content of the curriculum?

4 responses



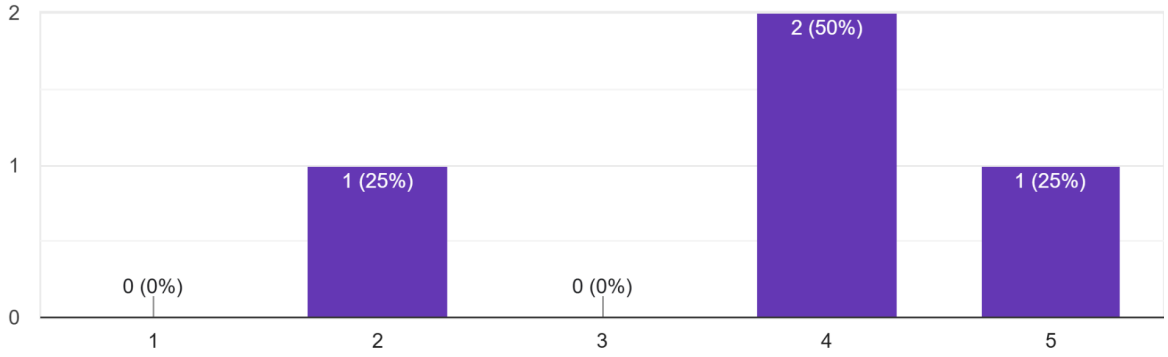
Does the curriculum enable the students to apply their knowledge in real life situations?

4 responses



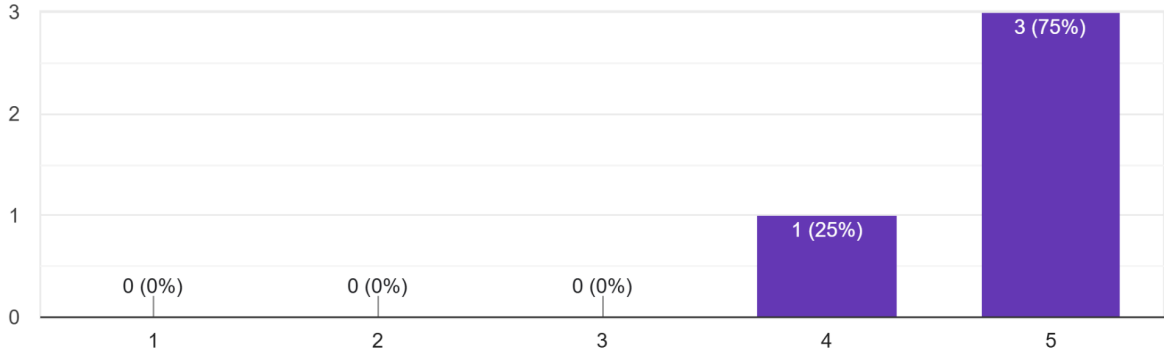
Is employability given weightage in the design and development of curriculum?

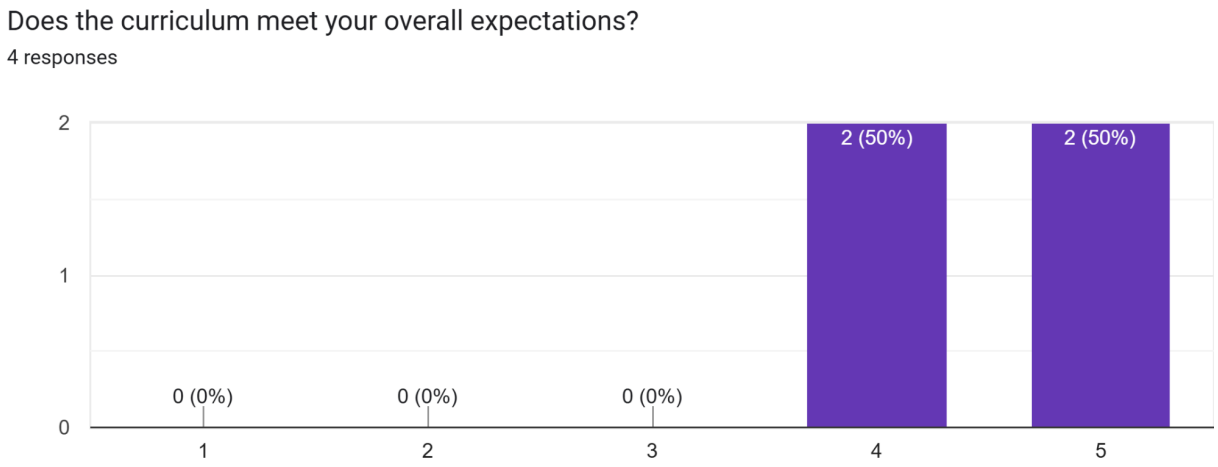
4 responses



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

4 responses





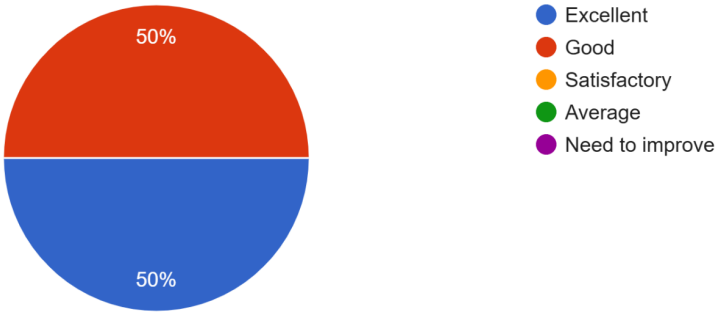
The graphical representations provided above depict a range of responses from alumni, spanning from good to excellent, indicating a notable level of satisfaction with the curriculum. Alumni express a strong sentiment that the curriculum facilitates self-study opportunities and instills a research-oriented mindset. Furthermore, the majority of respondents concur that the curriculum adequately emphasizes employability.

Feedback from Academic Peers

Involving academic peers in the curriculum development process is inevitable as they can provide valuable feedback that can cater to student needs and requirements. Feedback was collected from academic peers (6) which included parameters like: Does the curriculum orient the students towards higher education? Is employability given weightage in the design and development of the curriculum? Does the curriculum have components to serve the needs of the society? etc.

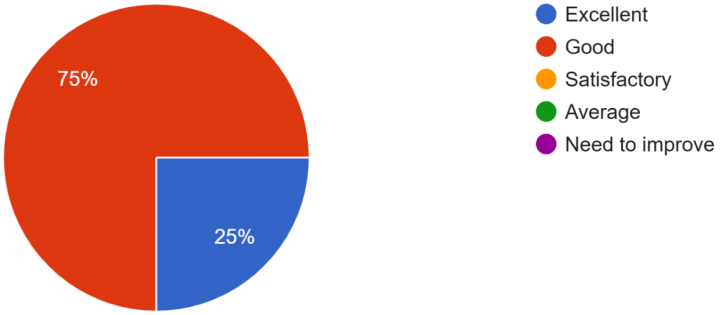
Does the curriculum orient the students towards higher education?

4 responses



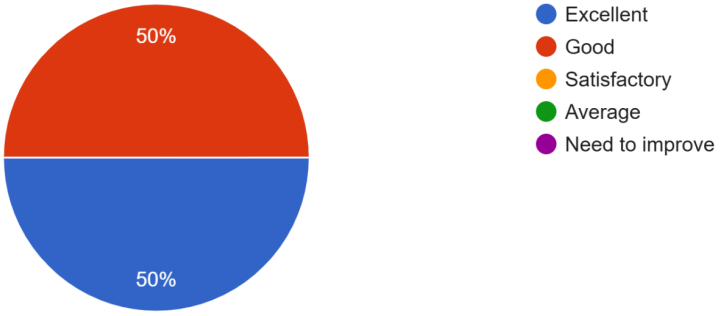
Is employability given weightage in the design and development of the curriculum?

4 responses



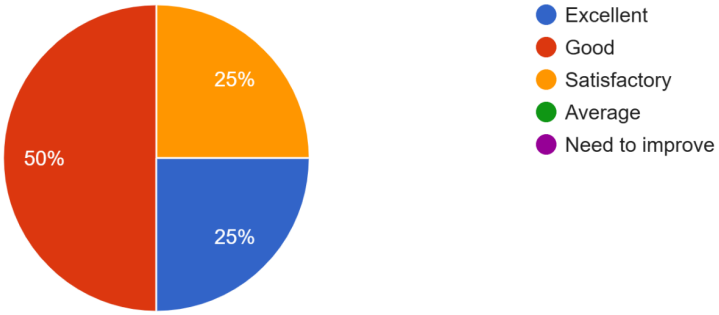
Is the curriculum designed to have a component on value based education?

4 responses



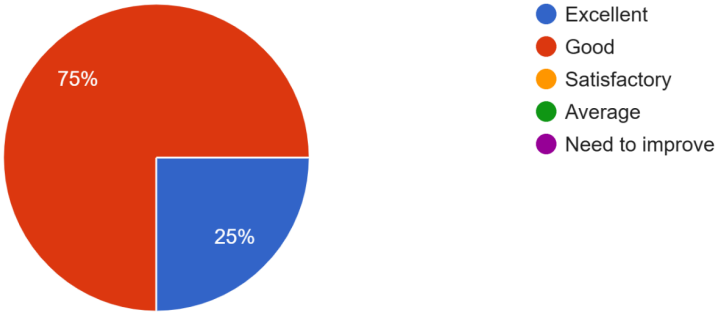
Does the curriculum have components to serve the needs of the society?

4 responses



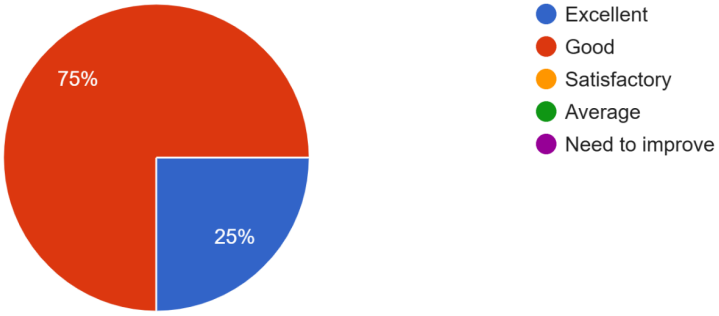
Does the curriculum promote self-study and attitude of research?

4 responses



Does the curriculum help the students to enhance their personality?

4 responses



Feedback from the academic peers clearly shows a room for improvement regarding the curriculum in terms of offering electives, projects shouldn't be restricted to research etc. The chart shows that the academic peers believe strongly that the curriculum has components to serve the needs of the society. Also, it can be deduced from the analysis that they feel that the curriculum could be made more oriented towards higher education and practical approaches.

Summary of Action Taken based on the Suggestions:

1. Recognizing the significance of bolstering employable skills within the MA English Studies and Communication program, particularly for roles in media-related sectors, we have taken proactive steps. To this end, we've incorporated modules concentrating on practical competencies including media production, digital communication strategies, and reporting and media skills.
2. The programme will aim to enable creative and critical understanding of English Language, Literature, and Communication. This programme will give our students a unique opportunity to develop competency in critical thinking, academic writing and multimedia skills. We will give adequate attention in our pedagogic design to provide ample opportunities for students to grow as professionals and academicians.
3. Research methodologies components have been added to foster students' research skills and critical thinking abilities.
4. Continuous evaluation and feedback mechanisms have been implemented to assess the effectiveness of the curriculum and make necessary adjustments.

Collaborations with industry partners have been facilitated for internships, industry projects, and guest lectures by professionals, enhancing students' practical knowledge and employability.

Conclusion

The curriculum for Semesters III and IV demonstrates overall effectiveness in meeting learning outcomes, with positive feedback on research orientation and employability focus. At the same time, suggestions for curriculum revision, enhanced practical exposure, and greater flexibility have informed key improvements. Actions taken include the integration of skill-based modules, expansion of internship and industry collaboration opportunities, inclusion of research-focused components, and the implementation of continuous evaluation systems. These measures aim to enhance professional readiness, strengthen academic rigor, and better align the program with evolving academic and industry expectations.

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