

Department of Media Studies
Bachelor of Arts (Journalism Honours) 2024 - 2025
School of Arts and Humanities, Bannerghatta Road Campus

Feedback Analysis and Action Taken Report

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Parent Feedback on Curriculum (2024–25)

Feedback Analysis:

The parent feedback for the 2024–25 Media and Journalism curriculum reflects a positive outlook on the overall academic structure. Parents appreciated the good flow and design of the syllabus, describing it as relevant and well-crafted. A key recommendation was to enhance practical training components in line with evolving technological demands in the media industry. While one respondent had no additional comments, the general sentiment acknowledged the curriculum's strength while suggesting scope for improvement through more hands-on learning experiences. This highlights the need to bridge theoretical learning with real-world applications to better prepare students for industry challenges.


Action Taken:

The Department of Media Studies collected feedback from parents regarding the Media and Journalism program curriculum for the academic year 2024–25. The responses reflected general satisfaction, with parents appreciating the structure and flow of the syllabus and describing the curriculum as “great” and well-designed.

One of the key suggestions offered was the incorporation of more **practical training aligned with current technological requirements**. This feedback was taken up for discussion by the Curriculum Development Committee and subsequently placed before the Board of Studies for formal consideration.

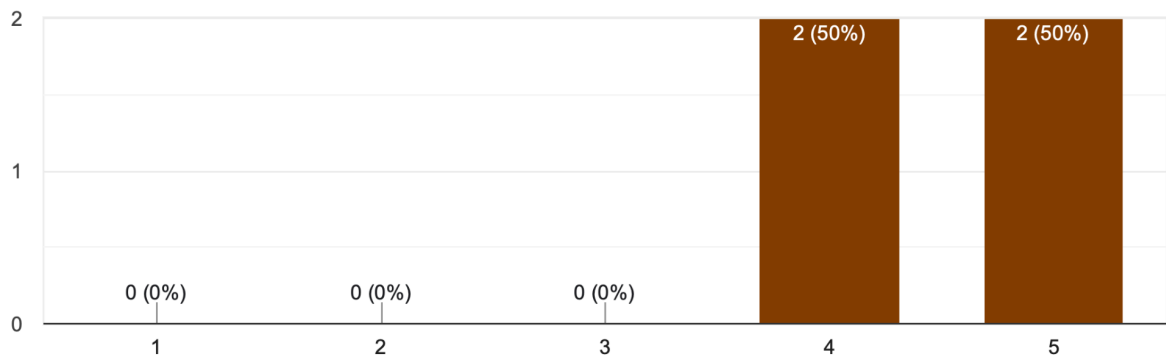
As a result, the department is initiating steps to **enhance practical exposure** by integrating updated tools, software training, and industry-led workshops into the course structure. Plans are also underway to **strengthen experiential components** such as media labs, live projects, and newsroom simulations to better prepare students for real-world challenges.

The department values the continued involvement of parents and thanks them for their thoughtful input, which plays a vital role in shaping a relevant and future-ready curriculum.


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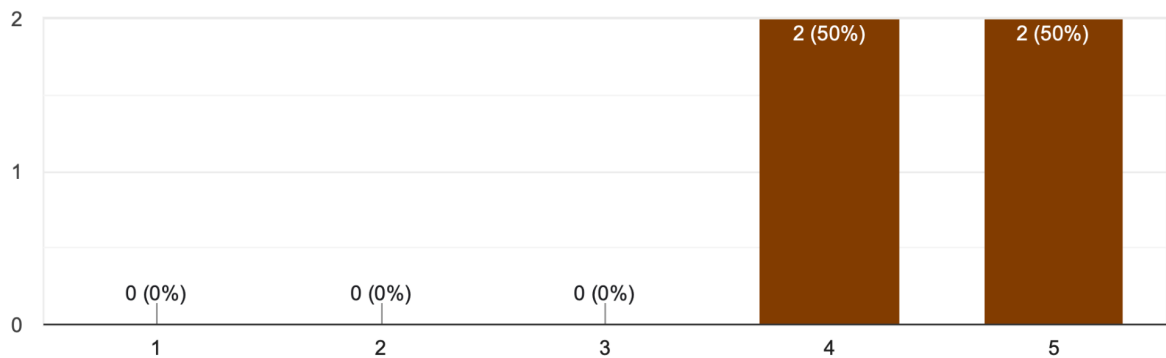
Does the syllabus orient the students towards higher education?


4 responses



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

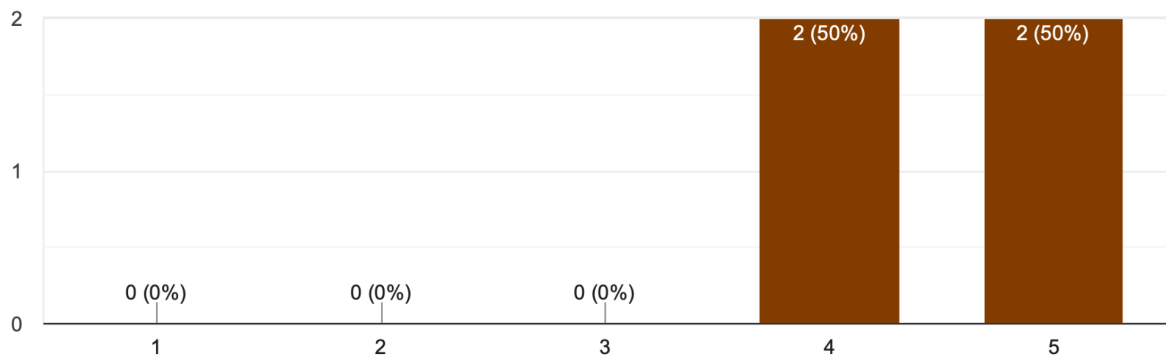
4 responses




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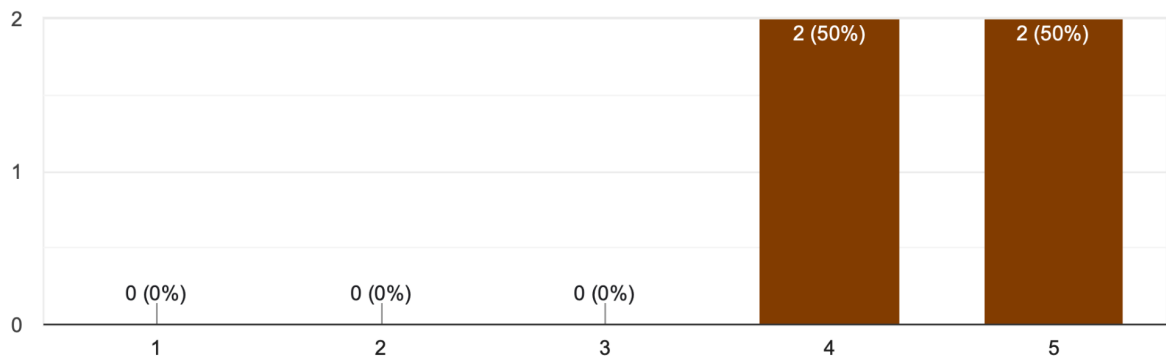
Is the syllabus designed to have a component on value based education?

4 responses



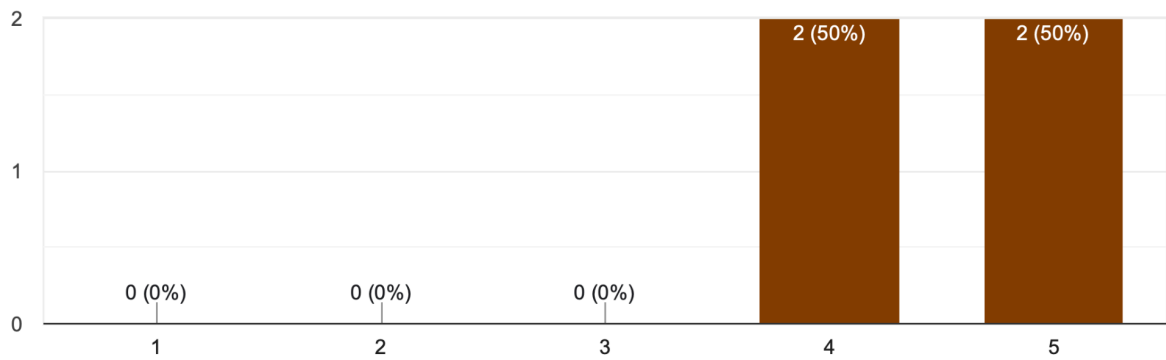
Does the syllabus have components to serve the needs of the society?

4 responses



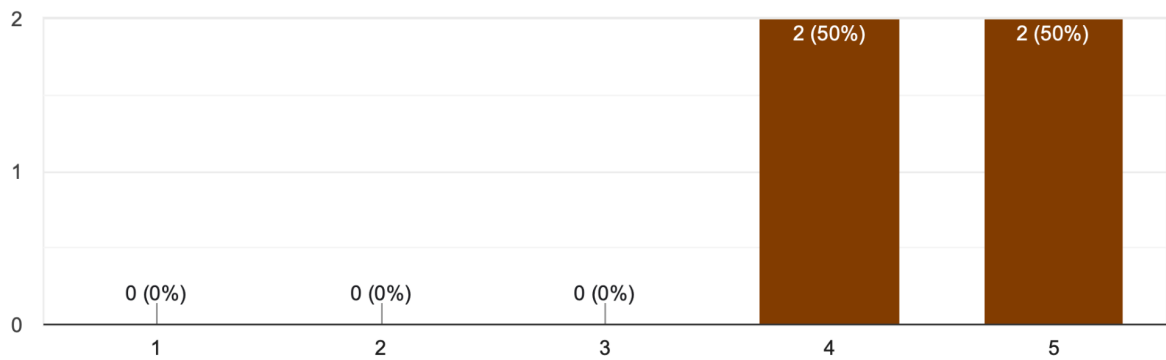
Does the syllabus promote self study and attitude of research?

4 responses



Does the syllabus help the students to enhance their personality?

4 responses




Student Feedback on Curriculum (2024–25)


Department of Media Studies, CHRIST (Deemed to be University)

Feedback Analysis and Action Taken

The analysis of the feedback from students regarding the syllabus provides a comprehensive understanding of both its strengths and areas for improvement. The majority of the students expressed satisfaction with the content of the syllabus, especially in its ability to enhance knowledge and skills in the relevant domain. Specifically, the aspects related to the syllabus covering advanced topics and its effectiveness in developing critical and analytical thinking received positive feedback, with many students rating these areas highly. However, there are several areas highlighted for improvement. A subset of students indicated that the syllabus could better satisfy the stated objectives and learning outcomes. Additionally, while the relevance of textbooks and reference materials received mixed reviews, the need for more practical applications and employability skills within the syllabus design was noted. Some students emphasised the necessity for the syllabus to promote self-study and foster a research-oriented attitude more effectively.

In terms of specific metrics, several students rated the syllabus' alignment with higher education and its real-life applicability lower than other areas, suggesting a potential gap in the practical implementation of learned concepts. Overall, the feedback suggests that while the syllabus is generally well-received, there is room for enhancing its comprehensiveness, relevance, and practical orientation. It would be beneficial to integrate more opportunities for application-based learning and to ensure that the syllabus sufficiently prepares students for both academic and professional advancements.


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Alumni Feedback on Curriculum (2024–25)

Feedback Analysis:

The alumni feedback for the 2024–25 Media and Journalism curriculum highlighted overall satisfaction with the syllabus' relevance to current trends, employability, and higher education orientation. Respondents appreciated the integration of real-life application and research motivation. However, areas needing improvement included entrepreneurship exposure and stronger industry alignment. Specific concerns were raised about the need for more focused, practical coursework and better faculty allocation for specialized subjects. The responses indicate a positive baseline with scope for curriculum enrichment, particularly through experiential learning, updated industry practices, and strategic faculty deployment to enhance academic and professional outcomes.


Action Taken Report

The feedback from alumni regarding the Media and Journalism program curriculum was carefully reviewed and analysed. Respondents indicated moderate to high satisfaction in areas like curriculum relevance to industry needs, higher education orientation, and real-life application. While most alumni appreciated the curriculum's alignment with current trends and employability, concerns were raised about limited emphasis on entrepreneurship and focused industry readiness.

The Curriculum Development Committee convened to deliberate on these inputs. Key suggestions such as strengthening practical exposure, enhancing industry-specific modules, and improving research motivation were discussed in depth. Special attention was paid to the recommendation to incorporate more industry-based coursework and streamline faculty assignment for specialised subjects.

These insights have been forwarded to the Board of Studies for syllabus revision. Proposed actions include the integration of case-based assessments, workshops with media professionals, and entrepreneurship modules. Furthermore, efforts are being made to ensure faculty specialisation aligns with course delivery.

The department remains committed to continuous curriculum enhancement through alumni engagement, ensuring the program remains both contemporary and career-relevant.


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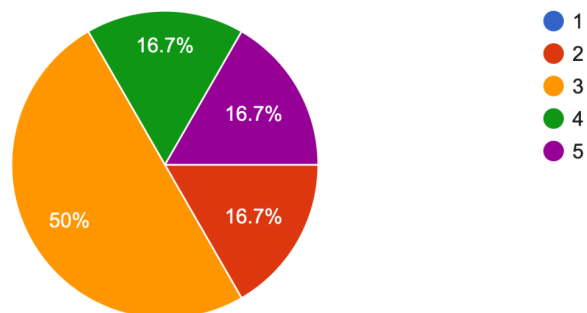
Employer Feedback on Curriculum (2024–25)

Feedback Analysis:

The employer feedback for the 2024–25 Media and Journalism curriculum highlights a generally positive outlook, with most respondents rating the curriculum between 3 and 5 across key parameters. Employers appreciated the program's alignment with industry standards and its emphasis on critical thinking and problem-solving. However, some respondents suggested the need for enhanced technical training, especially in video editing, cinematography, and digital media tools. The feedback also emphasised the importance of integrating emerging industry trends and job-ready skills. Overall, while the curriculum is seen as strong and evolving, there is scope to further bridge academic learning with professional practice.

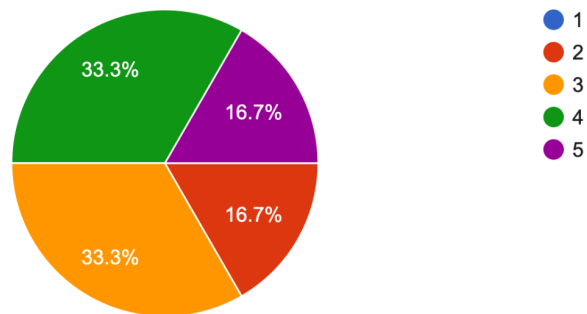
How well does the curriculum align with current industry standards and requirements?

6 responses



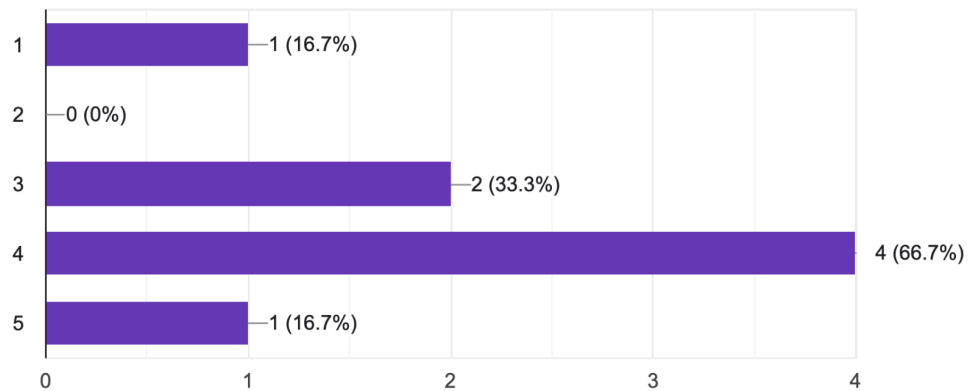
How effectively does the curriculum equip students with job-ready skills and competencies?

6 responses



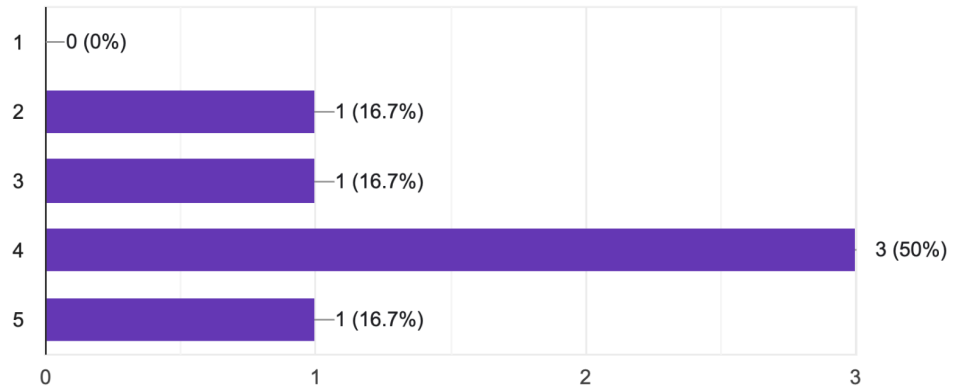
How would you rate the inclusion of emerging trends and technologies in the curriculum?

6 responses



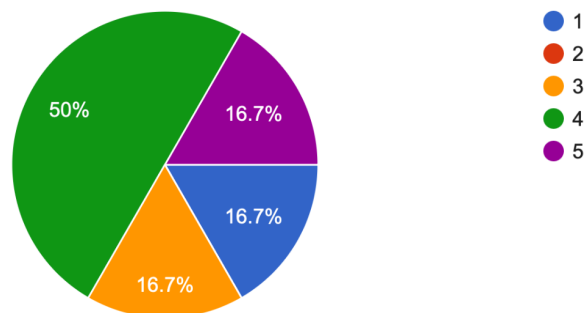
To what extent does the curriculum foster critical thinking and problem-solving skills relevant to industry challenges?

6 responses



Would you consider hiring graduates based on the current curriculum structure?

6 responses



Action Taken Report:

The Department of Media Studies collected and reviewed valuable feedback from industry professionals to assess the relevance and efficacy of the Media and Journalism curriculum for the academic year 2024–25. Employers from reputed organizations such as *The Times of India*,

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The Tribune, Medibuddy, and The New Indian Express shared insights on how the current curriculum aligns with industry needs.

The responses reflected moderate to high satisfaction, with most employers rating the curriculum positively on industry relevance, skill development, and critical thinking. Particularly, professionals acknowledged the program's strength in fostering problem-solving skills and expressed willingness to hire graduates from the department.

However, specific suggestions included increasing focus on **practical skills such as media production, video editing, and cinematography**, as well as updating the curriculum more regularly to reflect **emerging trends and technologies**.

These suggestions were placed before the Curriculum Development Committee and discussed in detail during the Board of Studies meeting. The department has resolved to enhance technical modules, integrate digital storytelling tools, and expand partnerships with industry for live projects and mentorship.

This feedback has reinforced the department's commitment to continuous improvement and ensuring graduates are equipped to thrive in dynamic media environments.

Teacher Feedback on Curriculum (2024–25)

Feedback Analysis and Action Taken:

The analysis of the faculty feedback reveals key insights into the strengths and areas for improvement within the current syllabus. Overall, the faculty members express a positive outlook on the curriculum, particularly in its ability to meet the stated objectives and learning outcomes. The ratings suggest that the syllabus is effective in fostering independent thinking, enhancing subject knowledge, and enabling students to apply their learning in practical, real-life contexts. The emphasis on research-inclusive teaching is also well-regarded, indicating that the curriculum encourages a deeper, inquiry-based approach to education. However, the feedback also highlights certain areas that need enhancement. A recurring theme is the desire for greater autonomy in moving away from an over-reliance on exam-oriented evaluations. This suggests that the current assessment methods may be limiting and that there is a need for more diverse and holistic evaluation strategies to better capture student learning and capabilities.

Additionally, the importance of regularly updating the syllabus to reflect industry needs is emphasised. Faculty members advocate for a more dynamic curriculum that adapts to the evolving demands of the professional world. This would ensure that students are equipped with relevant skills and knowledge that align with current industry standards and expectations. The feedback underscores the necessity of periodic reviews and updates to the syllabus. While the overall structure and content are well-received, incorporating more flexible assessment methods and ensuring continuous alignment with industry trends are crucial steps toward further enhancing the curriculum's effectiveness and relevance.