



**School of Humanities and Performing Arts**  
Bangalore Yeshwanthpur Campus  
Department of English and Cultural Studies

## Criteria 1

### Sub-Criteria: 1.4.2

| Sl. No. | Document Name                               | Document Type                                               | Page Number |
|---------|---------------------------------------------|-------------------------------------------------------------|-------------|
| 1       | ECS_AQAR_2025-26_1.4.2. Action Taken report | Curriculum Feedback and Action taken report<br>Introduction | 1           |
| 2       |                                             | Students Feedback (UG and PG)                               | 3           |
| 3       |                                             | General English Feedback<br>( BA, Bsc, B.com, and BBA)      | 7           |
| 4       |                                             | Teachers                                                    | 12          |
| 5       |                                             | Parents                                                     | 18          |
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**CHRIST**

(DEEMED TO BE UNIVERSITY)  
BENGALURU • INDIA  
YESHWANTHPUR CAMPUS

# ACTION TAKEN REPORT

ON

## CURRICULUM FEEDBACK

Academic Year 2025-26



Department of  
**ENGLISH AND CULTURAL STUDIES**

**Internal Quality Assurance Cell (IQAC)**

CHRIST (Deemed to be University)  
Yeshwanthpur Campus, Bengaluru

Action taken report NAAC Criteria 1.4.2.

Introduction

Quality assurance in higher education rests on the continuous, structured engagement of every stakeholder who has a legitimate interest in an institution's academic processes, inputs, and outcomes. For a department of English, this circle of stakeholders is necessarily wide: students who engage with the syllabus in the classroom, alumni whose subsequent academic and professional trajectories test the durability of what they learned, teachers who deliver and refine the curriculum year on year, industry professionals who assess how well graduates are prepared for the world of work, and academic peers who bring an external, disciplinary perspective to bear on curricular design. Each of these constituencies sees the curriculum from a different vantage point, and it is only by triangulating their responses that a department can form an accurate, actionable picture of how well its syllabus is performing and where it needs to change.

In keeping with this principle, the Department of English follows a structured, cyclical process of feedback collection and curricular response. A feedback form covering the syllabus, course delivery, teaching-learning methods, and evaluation practices is circulated to students and alumni, and, where applicable, to teachers, industry representatives, and academic peers, typically after the mid-semester examinations of the even semester each year. The responses gathered through this exercise are compiled and analysed, and the resulting Feedback Analysis Report is placed before the Curriculum Development Cell (CDC) for detailed deliberation. The CDC's role is to interpret the feedback in light of academic, professional, and regulatory considerations, and to arrive at specific, defensible recommendations whether that means revising course content, adjusting the weightage given to particular skills, updating reading lists, or introducing new pedagogic activities. These recommendations are then documented in an Action Taken Report, which records, statement by statement, whether a particular piece of feedback led to a change, and if so, what that change was. This report is subsequently presented to the Board of Studies (BoS) for review and formal approval, ensuring that any modification to the curriculum carries the sanction of the University's academic governance structure before it is implemented.

This particular report covers the Academic Year 2025–2026 and addresses two distinct areas of the Department of English's academic footprint: the MA in English with Communication Studies programme, and the General English / Business Communication courses that the Department delivers as core language and communication training across undergraduate programmes in other schools of the University. These two areas differ considerably in scale and in the nature of the feedback available. The MA programme, being a smaller, specialised postgraduate offering, has so far generated a limited body of alumni feedback, while the General English / Business Communication courses taught to large cohorts of first- and second-year students across multiple undergraduate programmes have yielded a substantially larger and more statistically robust body of student feedback.

The purpose of this report, therefore, is twofold. First, it presents an honest and complete analysis of the feedback that has actually been collected, broken down by stakeholder category and by programme, so that patterns of strength and concern are clearly visible. Second, it identifies where feedback from certain stakeholder groups industry, teachers, and academic peers has not yet been systematically gathered for one or both programmes, so that these gaps can be closed in future feedback cycles. Read together with the accompanying Feedback Analysis, this report is intended to give the CDC and BoS a transparent basis on which to take, and document, curricular decisions for the Department of English.

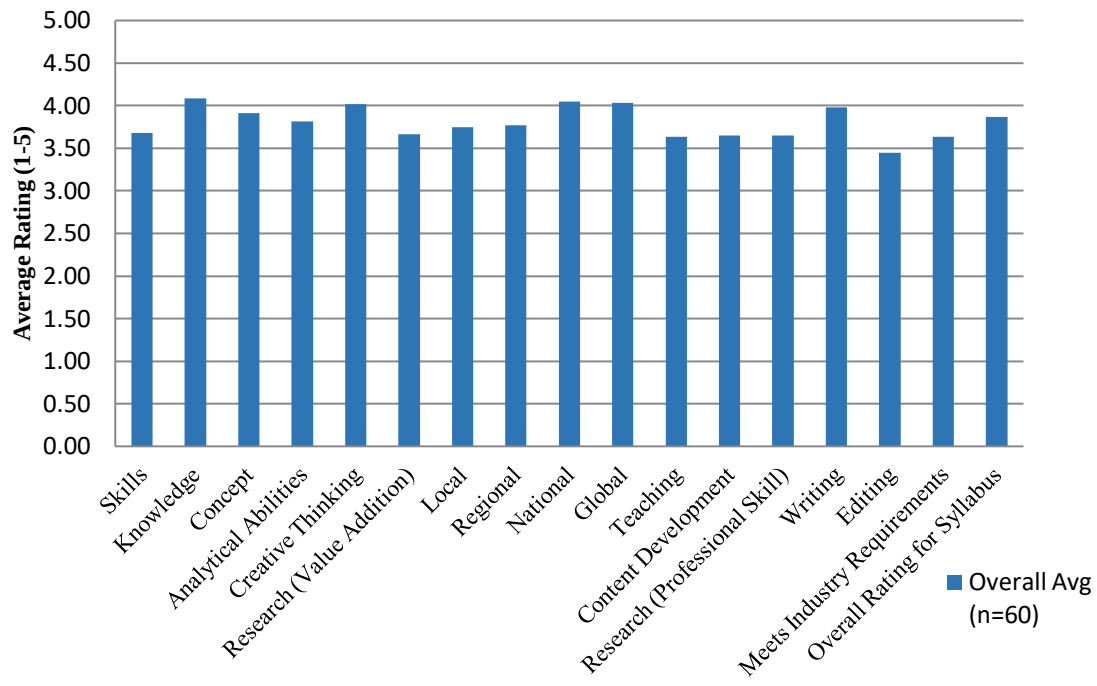
## **UG and MA Students Curriculum Feedback – Statistical Analysis**

### **Academic Year 2025–26**

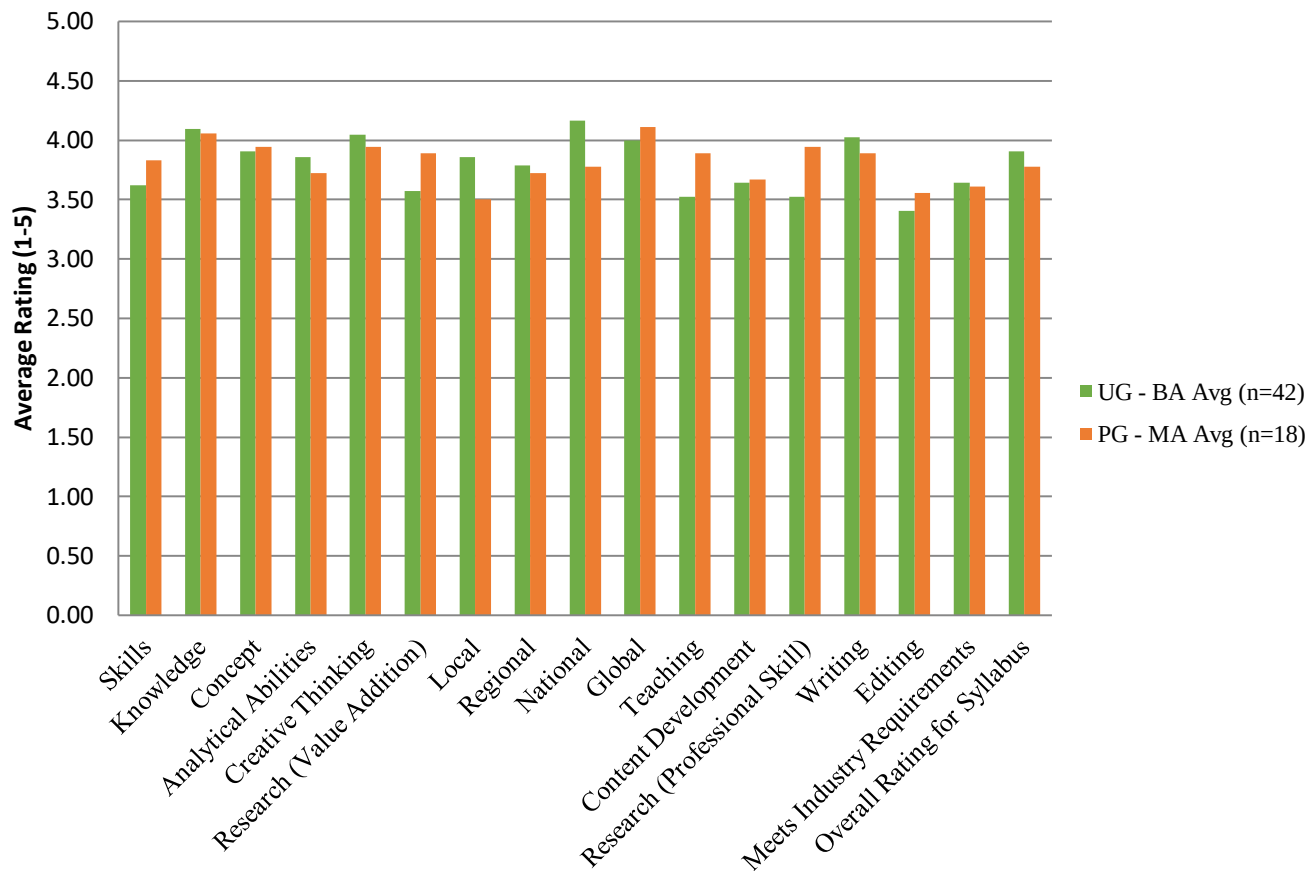
#### **Curriculum Feedback: Question-wise Average Rating Charts**

*Each chart shows the average student rating (1-5 scale) per question, split by Overall / UG (BA) / PG (MA).*

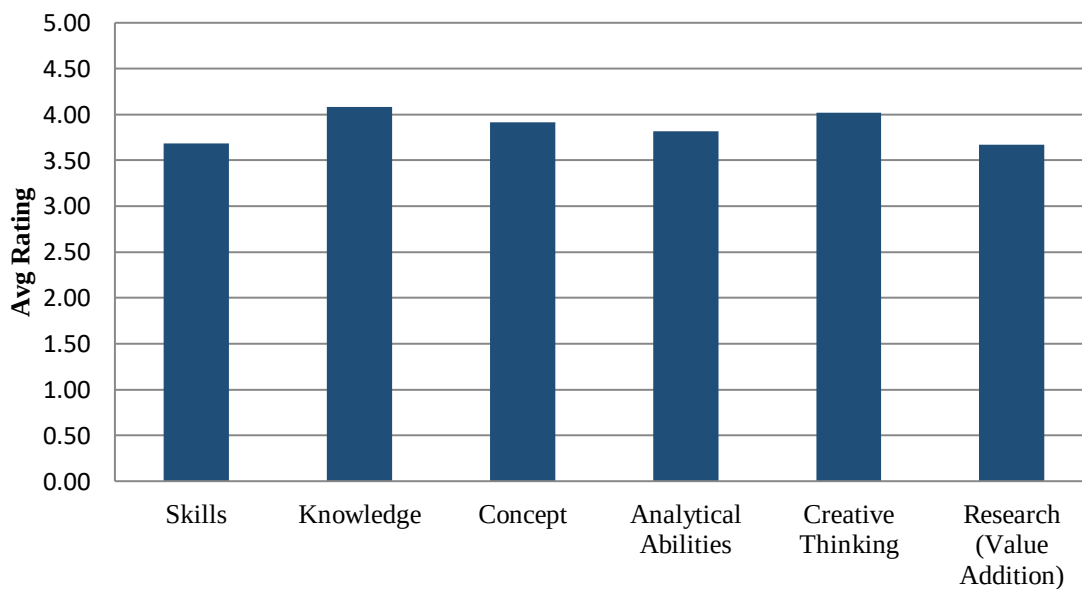
**Average Rating per Question — All Respondents (n=60) Total  
Students+210**



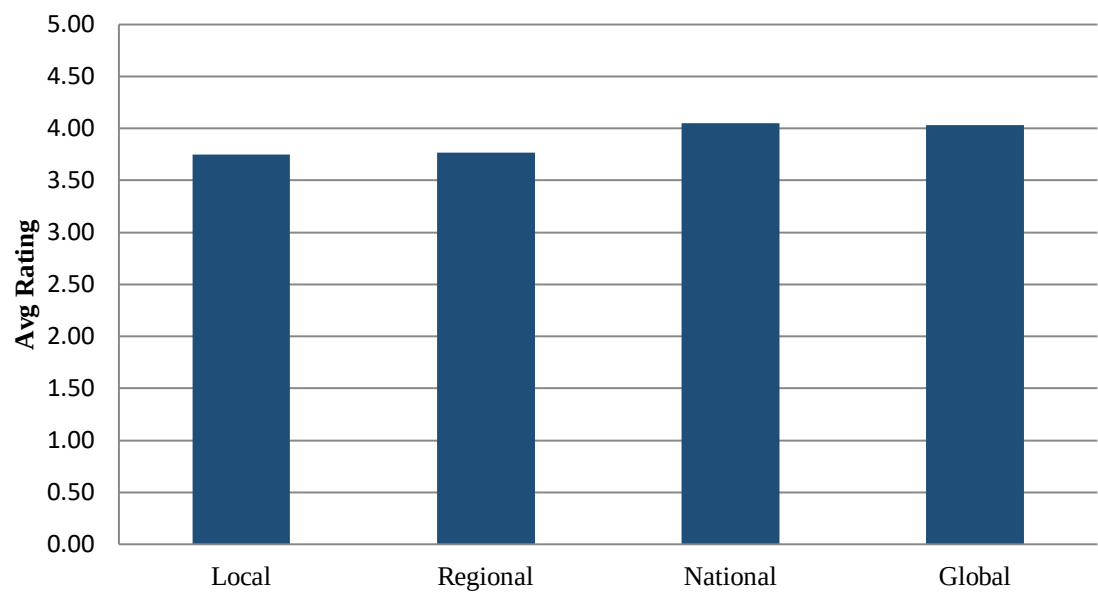
### UG (BA, n=42) vs PG (MA, n=18) — Average Rating per Question



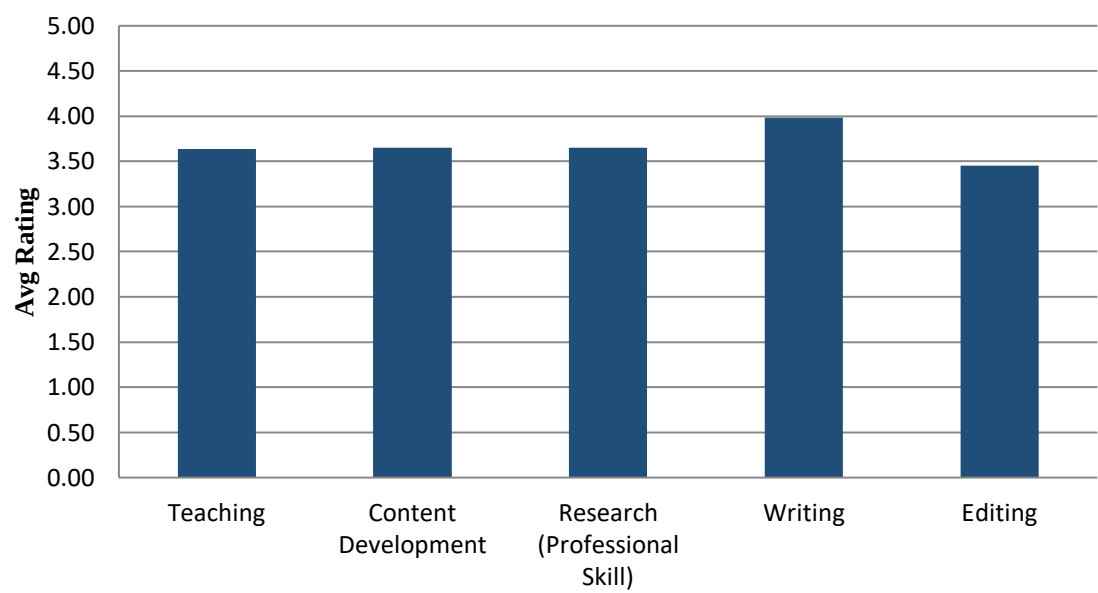
### A. Value Addition to Students

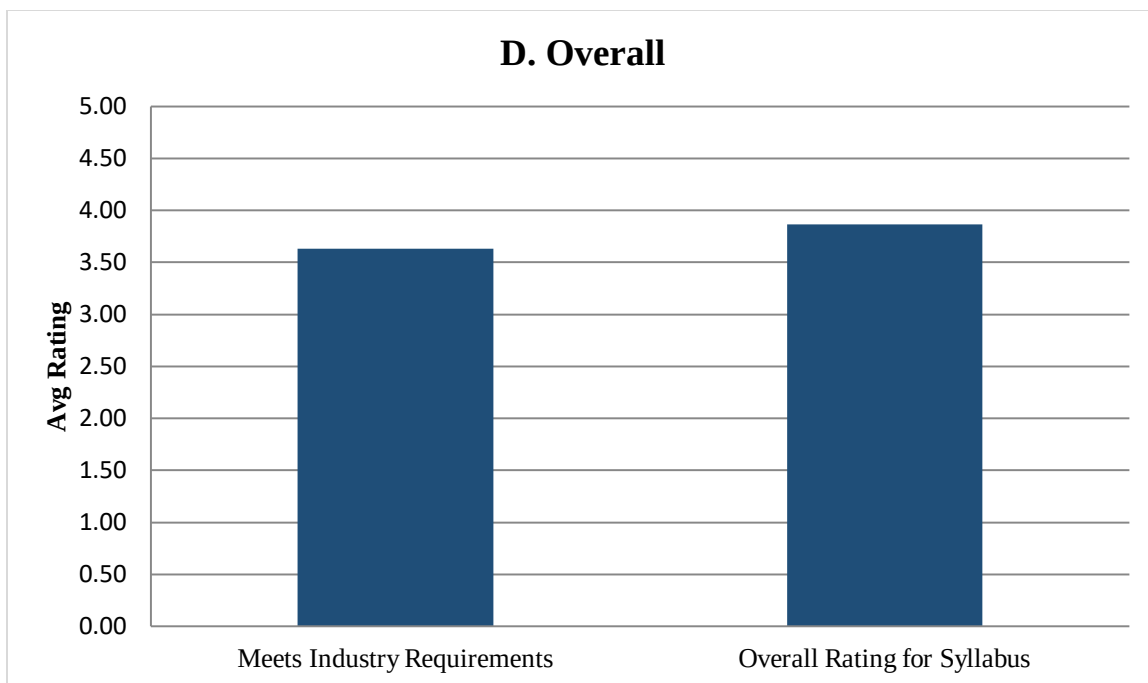


**B. Syllabus Coverage (Local/Regional/National/Global)**



**C. Professional Skills Enhancement**





### Analysis of Student Feedback on Syllabus

General English / Business Communication Courses | AY 2025–2026

#### 1. Background

Under NAAC Criterion 1.4.2, structured feedback was collected from currently enrolled students through a Google Form titled “Feedback Form - Syllabus- General English 2025-26.” The form captures student perception of the syllabus across skill development, local-to-global relevance, professional-skill enhancement, industry fit, and an overall rating. Responses were collected between 3 February 2026 and 4 March 2026.

#### 2. Respondent Profile

**Total valid responses analysed: 174**

Courses covered: Business Communication I & II, English for Professional Communication, Academic Writing and Professional English

Classes: First Year and Second Year students across BBA, BCom, BCA and FIB/FMA/SBA programme sections

##### 2.1 Course-wise Break-up of Respondents & Mean Overall Rating

| Course                          | Respondents | Mean Overall Rating |
|---------------------------------|-------------|---------------------|
| Business Communication I and II | 18          | 4.11                |

|                                           |     |      |
|-------------------------------------------|-----|------|
| English for Professional Communication    | 130 | 3.85 |
| Academic Writing and Professional English | 26  | 4.31 |

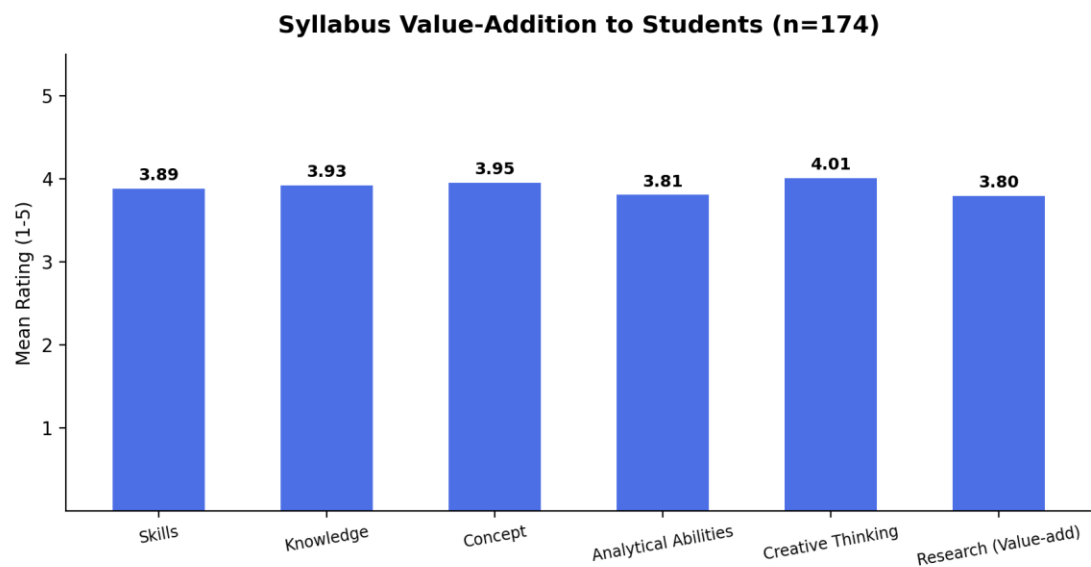
### 3. Summary of Mean Ratings (All Parameters, 1–5 scale)

| Parameter             | Mean Rating (1-5) |
|-----------------------|-------------------|
| Skills                | 3.89              |
| Knowledge             | 3.93              |
| Concept               | 3.95              |
| Analytical Abilities  | 3.81              |
| Creative Thinking     | 4.01              |
| Research (Value-add)  | 3.80              |
| Local                 | 3.80              |
| Regional              | 3.89              |
| National              | 3.93              |
| Global                | 3.91              |
| Teaching              | 3.95              |
| Content Dev.          | 3.85              |
| Research (Prof.)      | 3.94              |
| Writing               | 4.02              |
| Editing               | 3.87              |
| Industry Requirements | 3.89              |
| Overall Rating        | 3.94              |

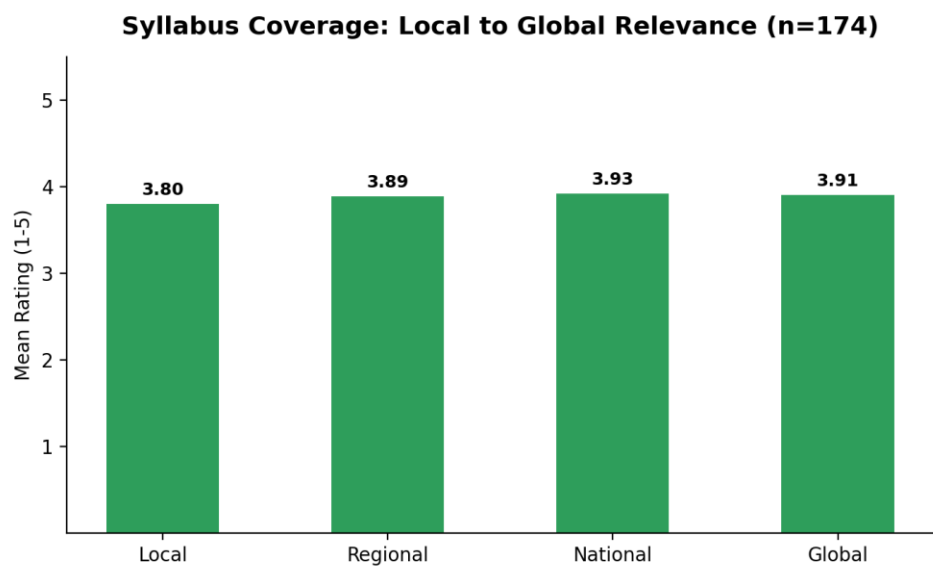


4. Graphical Analysis

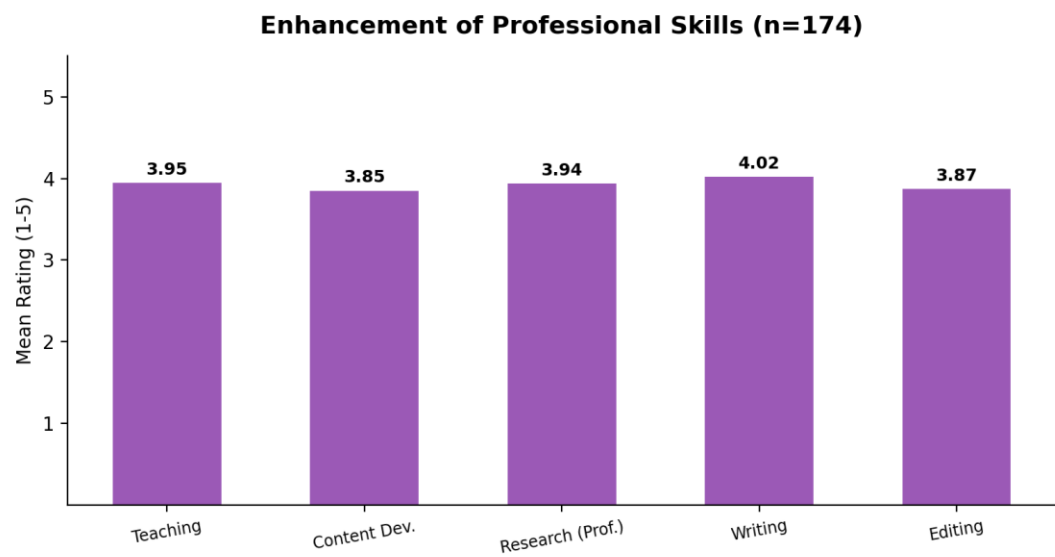
4.1 Syllabus Value-Addition to Students



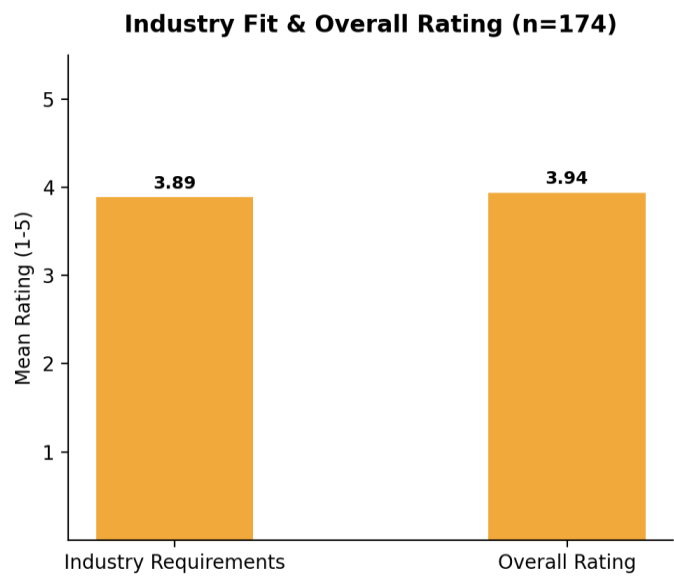
4.2 Syllabus Coverage — Local to Global Relevance



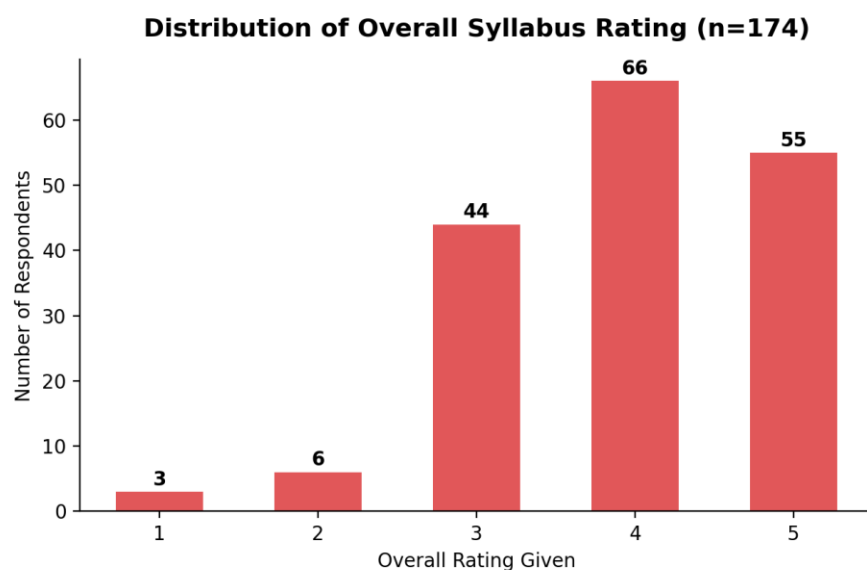
4.3 Enhancement of Professional Skills



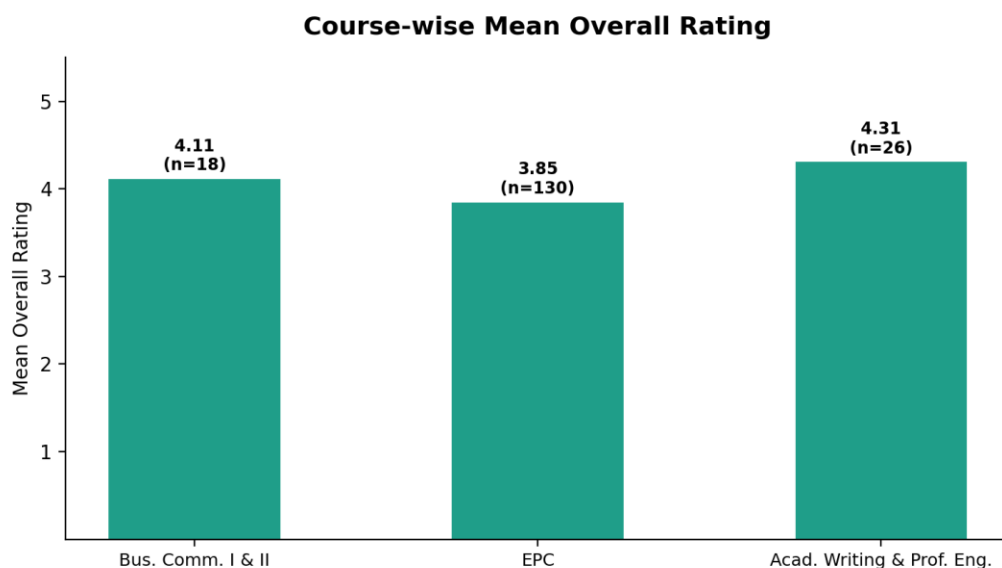
4.4 Industry Fit & Overall Syllabus Rating



#### 4.5 Distribution of Overall Syllabus Rating



#### 4.6 Course-wise Mean Overall Rating



#### Key Observations

- Of 174 respondents, 171 (98.3%) reported the syllabus to be intellectually enriching in some form (Yes/Good/Absolutely, etc.); only 3 respondents gave a clearly negative response.
- Every parameter across all four rating blocks (value-addition, local-global relevance, professional-skill enhancement, and industry fit) averaged between 3.8 and 4.0 on a 5-point scale, indicating a generally strong and fairly uniform positive perception with no single weak area.
- Writing (4.02) and Creative Thinking (4.01) received the highest mean ratings; Local relevance (3.80) and Research/value-addition (3.80) were comparatively the lowest, though still solidly positive.
- The Overall Rating for the syllabus averaged 3.94/5, with the majority of respondents (66 respondents, ~38%) rating it 4/5 and 55 respondents (~32%) rating it 5/5. Only 9 respondents (~5%) rated it 1 or 2.

- Course-wise, Academic Writing and Professional English recorded the highest mean overall rating (4.31, n=26), followed by Business Communication I & II (4.11, n=18), while English for Professional Communication — the largest group by far (n=130) — averaged 3.85.
- Qualitative responses frequently praised field trips, group discussions, presentations, debates, interviews, and case-study/role-play activities as effective complements to the syllabus. Recurring improvement suggestions included: more industry/business-oriented and real-life case studies, greater emphasis on practical/speaking activities over theory, and, from a small number of respondents, reducing repetition of topics across classes.

Student feedback on the General English / Business Communication syllabus for AY 2025–2026 is overwhelmingly positive, with consistently high ratings (mean ~3.8–4.0/5) across skill development, contextual (local-to-global) relevance, professional-skill enhancement, and industry alignment. The feedback affirms that the current curriculum design process is effective and can be cited as evidence of a functional, feedback-responsive curriculum revision mechanism under Criterion 1.4. The comparatively lower scores for local relevance and research-skill value-addition, along with recurring student requests for more industry-oriented, practical and case-study-based content, may be used as specific inputs for the next syllabus revision cycle.

### Teacher Curriculum Feedback – Statistical Analysis Academic Year 2025–26

**Report Scope:** Statistical analysis of 9 teacher responses to the seven structured curriculum-feedback statements.

**Response Scale:** Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

**Positive Response:** Agree + Strongly Agree.

#### 1. Question-wise Statistical Analysis

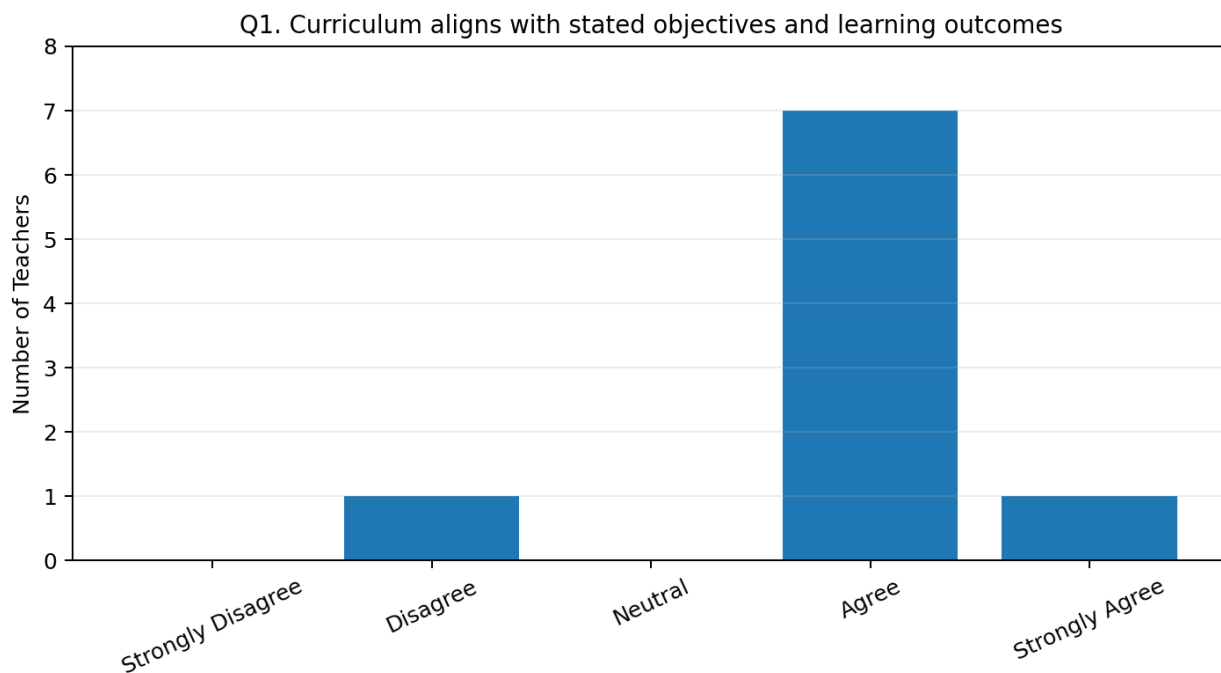
| Q.No. | Feedback Parameter                                                           | SD | D | N | A | SA | Mean / 5 | Positive % |
|-------|------------------------------------------------------------------------------|----|---|---|---|----|----------|------------|
| Q1    | Curriculum aligns with stated objectives and learning outcomes               | 0  | 1 | 0 | 7 | 1  | 3.89     | 88.9%      |
| Q2    | Department has continuous processes to propose/modify/incorporate new topics | 1  | 0 | 3 | 4 | 1  | 3.44     | 55.6%      |
| Q3    | Curriculum is effective in developing independent thinking                   | 0  | 1 | 2 | 4 | 2  | 3.78     | 66.7%      |
| Q4    | Departmental expert committee continuously reviews curriculum                | 0  | 1 | 2 | 5 | 1  | 3.67     | 66.7%      |
| Q5    | Curriculum enhances knowledge in the subject area                            | 0  | 0 | 2 | 4 | 3  | 4.11     | 77.8%      |

|    |                                                             |   |   |   |   |   |      |       |
|----|-------------------------------------------------------------|---|---|---|---|---|------|-------|
| Q6 | Curriculum enables students to apply knowledge in real life | 0 | 0 | 1 | 7 | 1 | 4.00 | 88.9% |
| Q7 | Curriculum demands research-inclusive teaching              | 0 | 2 | 1 | 4 | 2 | 3.67 | 66.7% |

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

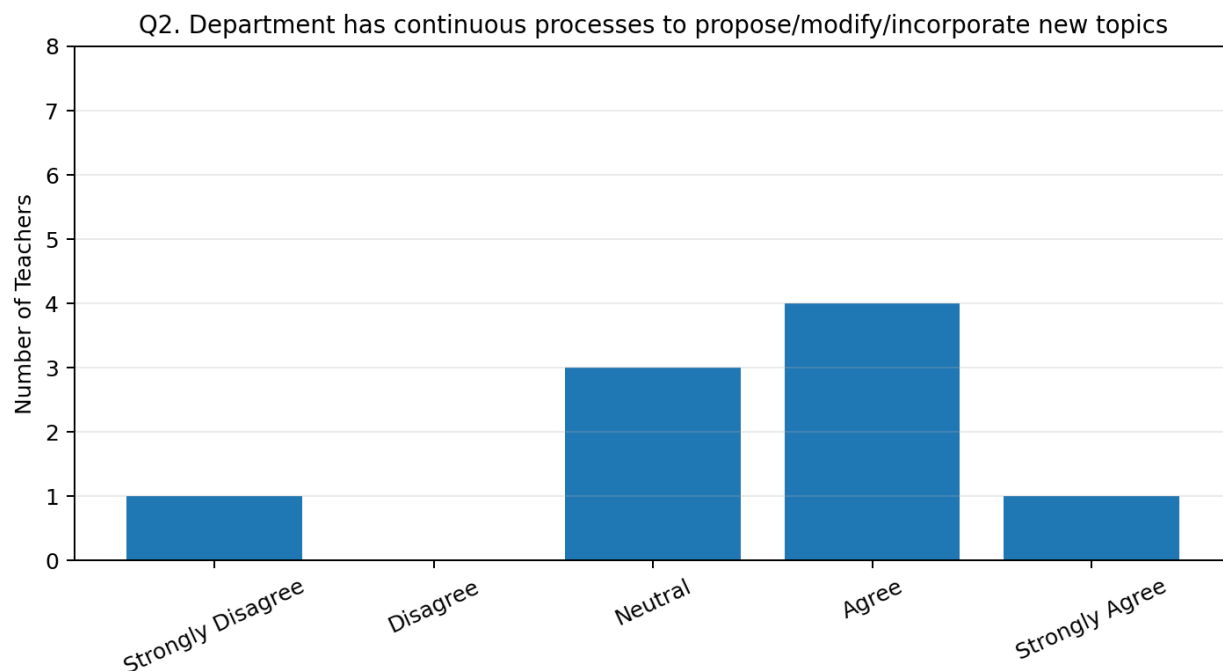
## 2. Question-wise Bar Charts

### Q1. Curriculum aligns with stated objectives and learning outcomes



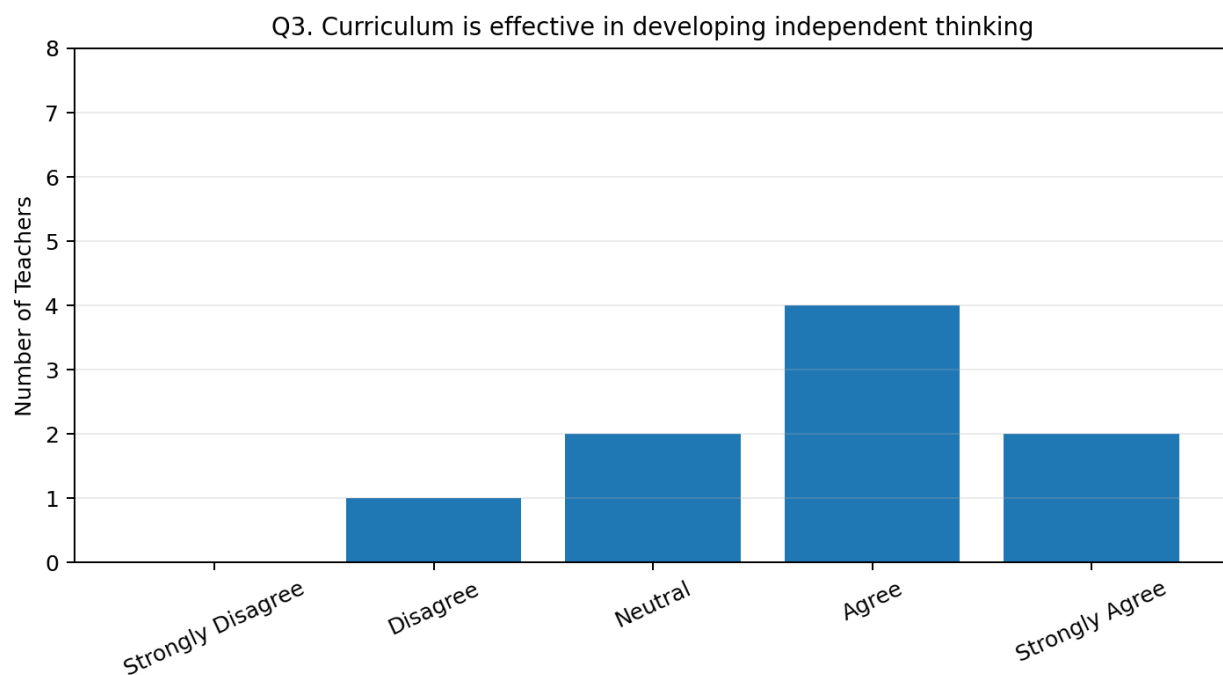
88.9% of teachers gave a positive response, indicating strong perceived alignment between the curriculum and stated objectives and learning outcomes.

### Q2. Department has continuous processes to propose/modify/incorporate new topics



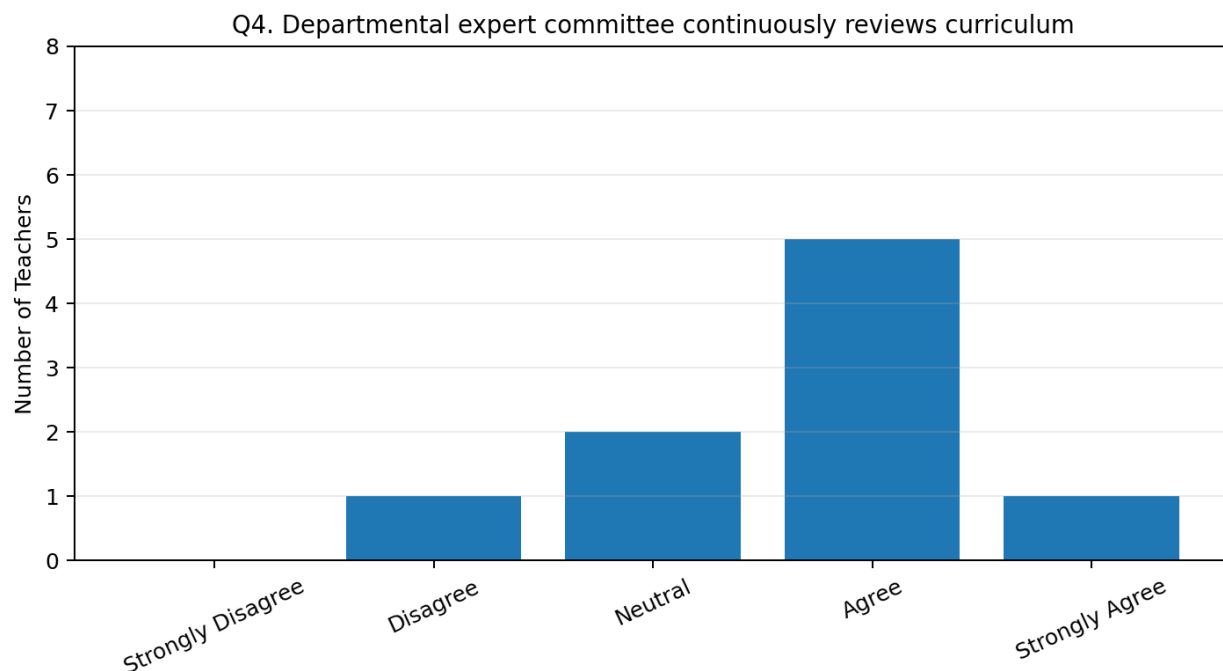
55.6% of teachers gave a positive response. The neutral and strongly disagree responses indicate scope for making curriculum revision and topic-incorporation processes more visible and systematic.

### Q3. Curriculum is effective in developing independent thinking



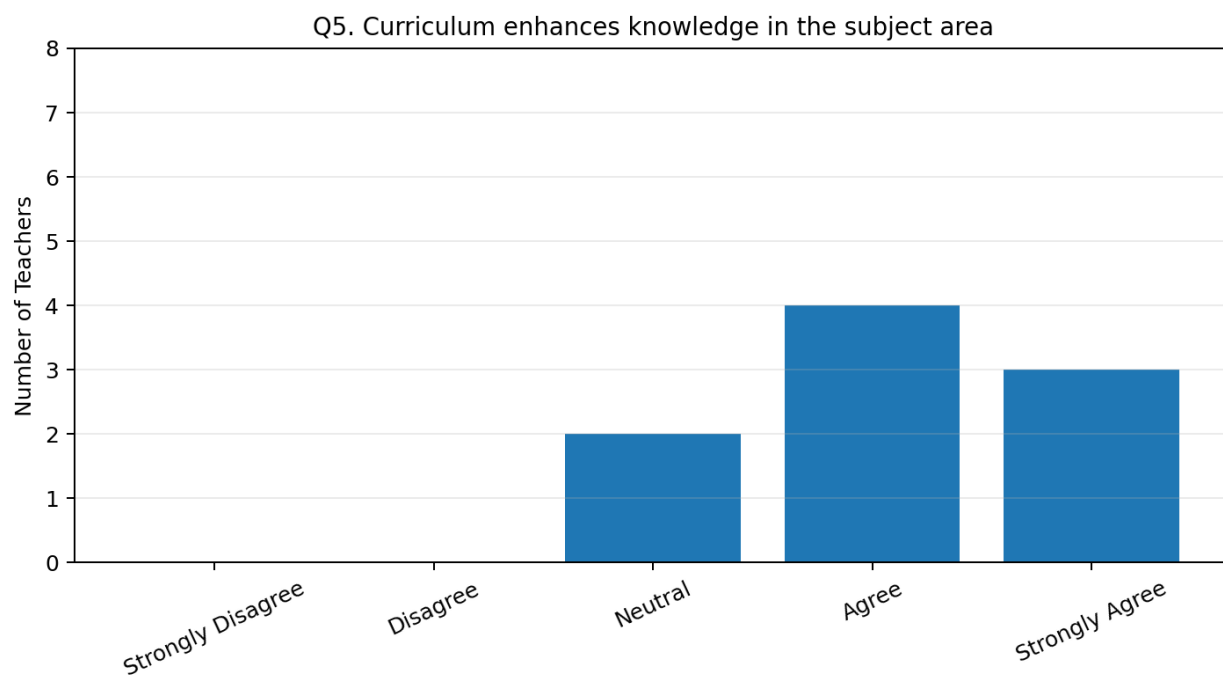
66.7% of teachers gave a positive response, indicating that the curriculum is generally perceived to support independent thinking.

### Q4. Departmental expert committee continuously reviews curriculum



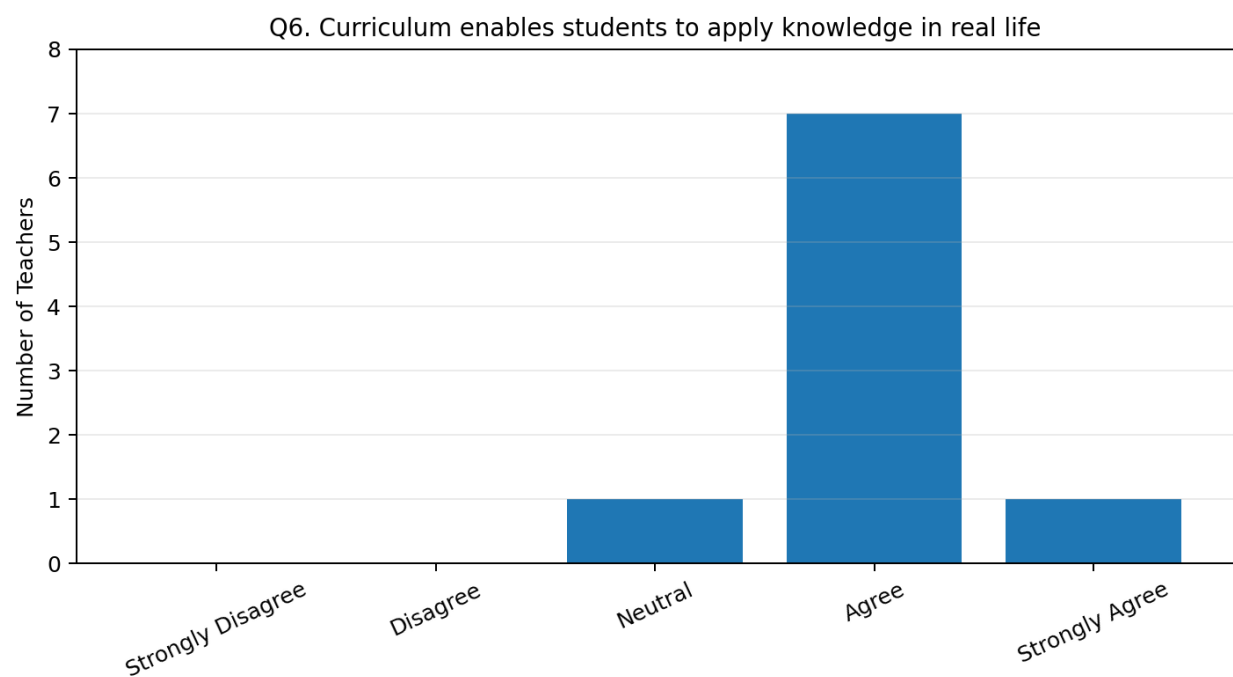
66.7% of teachers gave a positive response. The neutral responses suggest scope for strengthening and documenting continuous curriculum-review mechanisms.

#### Q5. Curriculum enhances knowledge in the subject area



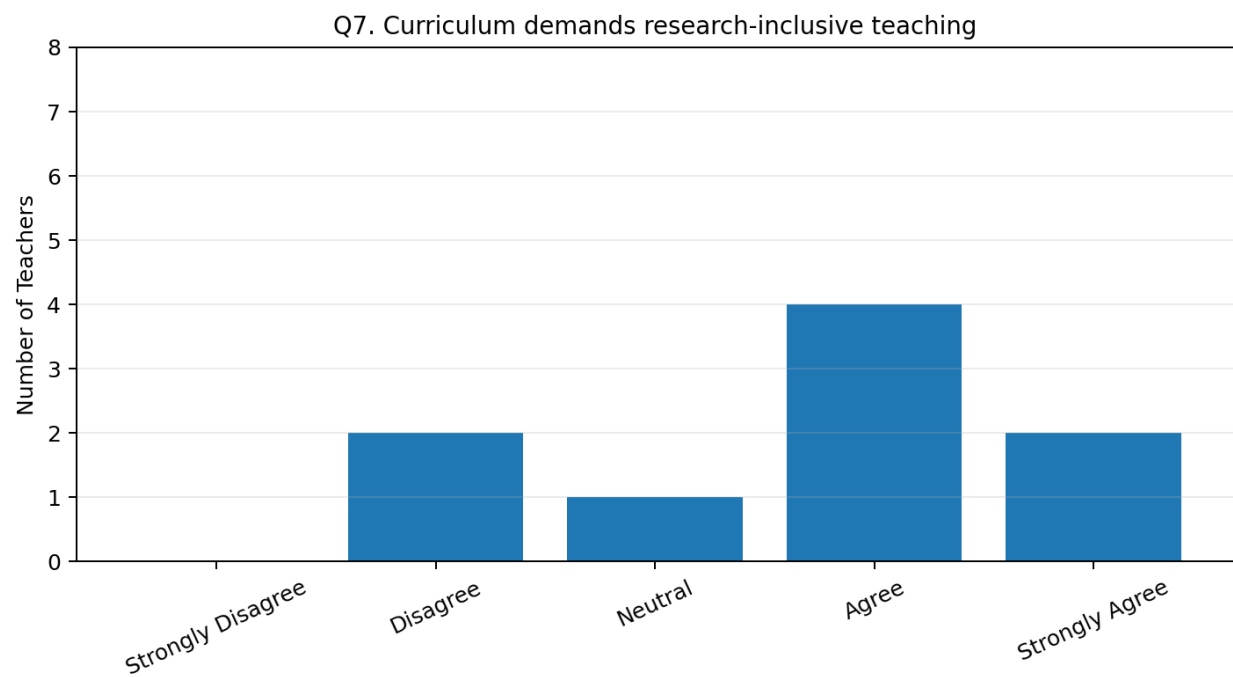
77.8% of teachers gave a positive response. This parameter recorded the highest mean score of 4.11/5, indicating strong confidence in subject-knowledge enhancement.

**Q6. Curriculum enables students to apply knowledge in real life**



88.9% of teachers gave a positive response, showing a strong perception that the curriculum enables application of knowledge in real-life contexts.

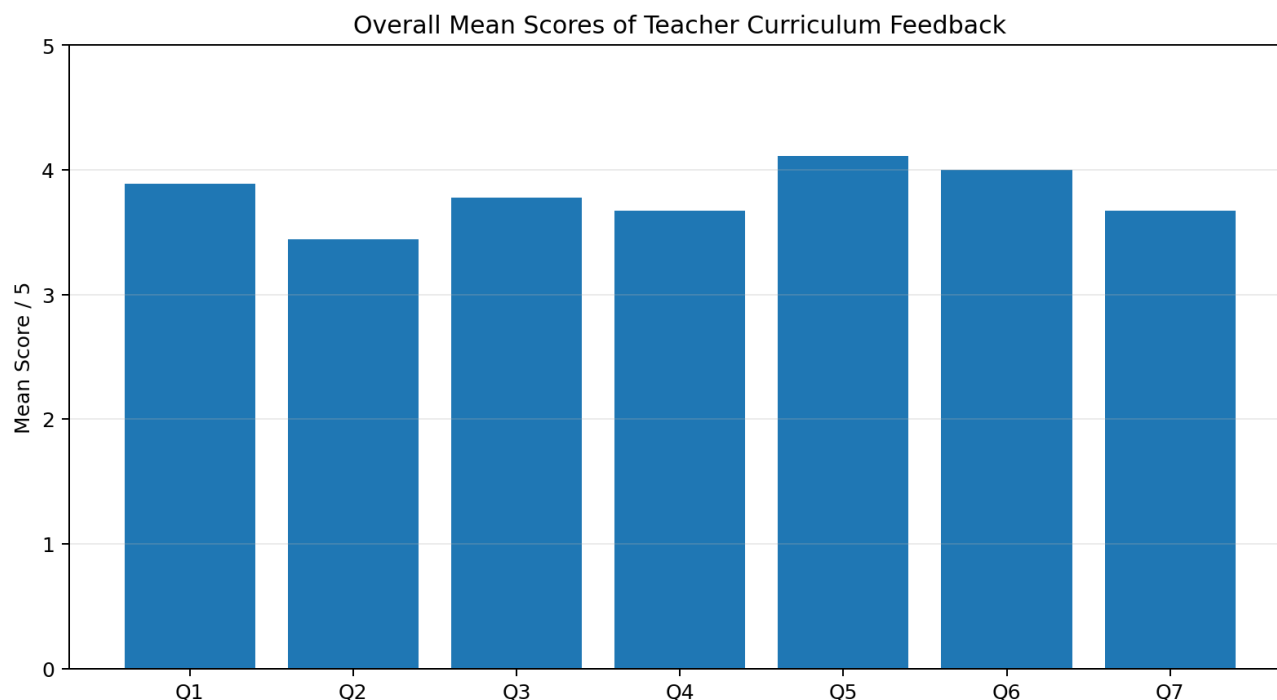
**Q7. Curriculum demands research-inclusive teaching**



66.7% of teachers gave a positive response. The responses indicate scope for further strengthening explicit research-inclusive teaching within curriculum design and delivery.

**3. Consolidated Comparative Analysis**





#### 4. Key Statistical Findings

- Highest-rated parameter: Q5 – Curriculum enhances knowledge in the subject area (Mean = 4.11/5).
- Second strongest parameter: Q6 – Curriculum enables students to apply knowledge in real life (Mean = 4.00/5).
- Q1 – Alignment with objectives and learning outcomes recorded a mean of 3.89/5.
- Q2 – Continuous processes for proposing and incorporating new topics recorded the lowest mean score (3.44/5).
- Q4 and Q7 both recorded a mean of 3.67/5.
- The overall mean across the seven parameters is approximately 3.79/5, indicating a generally positive perception with identifiable areas for improvement.

The analysis of teacher feedback indicates an overall favourable perception of the curriculum. The highest mean score was recorded for the enhancement of subject knowledge (4.11/5), followed by the curriculum's ability to facilitate real-life application of knowledge (4.00/5). The alignment of curriculum with stated objectives and learning outcomes also received a favourable rating (3.89/5). The comparatively lower score for the continuous process of proposing and incorporating new topics (3.44/5) suggests the need for greater visibility and systematic documentation of faculty participation in curriculum development and revision. Similarly, the responses relating to curriculum review and research-inclusive teaching indicate opportunities for further strengthening these mechanisms.

#### 5. Summary of Qualitative Feedback

- Suggestions for revising and streamlining syllabus content to facilitate practical and competency-based learning.
- Recommendation to strengthen alignment between course outcomes and prescribed texts/textbooks.
- Suggestions for improving textbook diversity and inclusion of complete prescribed texts.

- Recommendation to integrate emerging areas such as AI, technology, and contemporary social realities into relevant curriculum components.
- Suggestions to strengthen research-oriented learning and curriculum sequencing, including foundational preparation for research methodology.

## 6. Conclusion

The teacher feedback analysis for 2025–26 demonstrates that faculty members generally perceive the curriculum positively, particularly in relation to subject-knowledge enhancement, real-life application, and alignment with learning outcomes. At the same time, the responses identify specific areas for continuous improvement, especially curriculum revision processes, systematic curriculum review, and research-inclusive teaching. These findings can be used by the Department as evidence for curriculum review, quality enhancement, and formulation of appropriate action points under NAAC Criterion 1.4.2.

## Annexure: Response Coding

For statistical computation, the five-point Likert scale was coded as follows:

| Response          | Score |
|-------------------|-------|
| Strongly Disagree | 1     |
| Disagree          | 2     |
| Neutral           | 3     |
| Agree             | 4     |
| Strongly Agree    | 5     |

## Parent Feedback on Curriculum – Statistical Analysis Academic Year 2025–26

**Number of responses:** 7

**Rating scale:** Needs Improvement (1), Average (2), Satisfactory (3), Good (4), Excellent (5).

**Source:** Parent feedback data supplied for analysis.

### 1. Question-wise Statistical Analysis

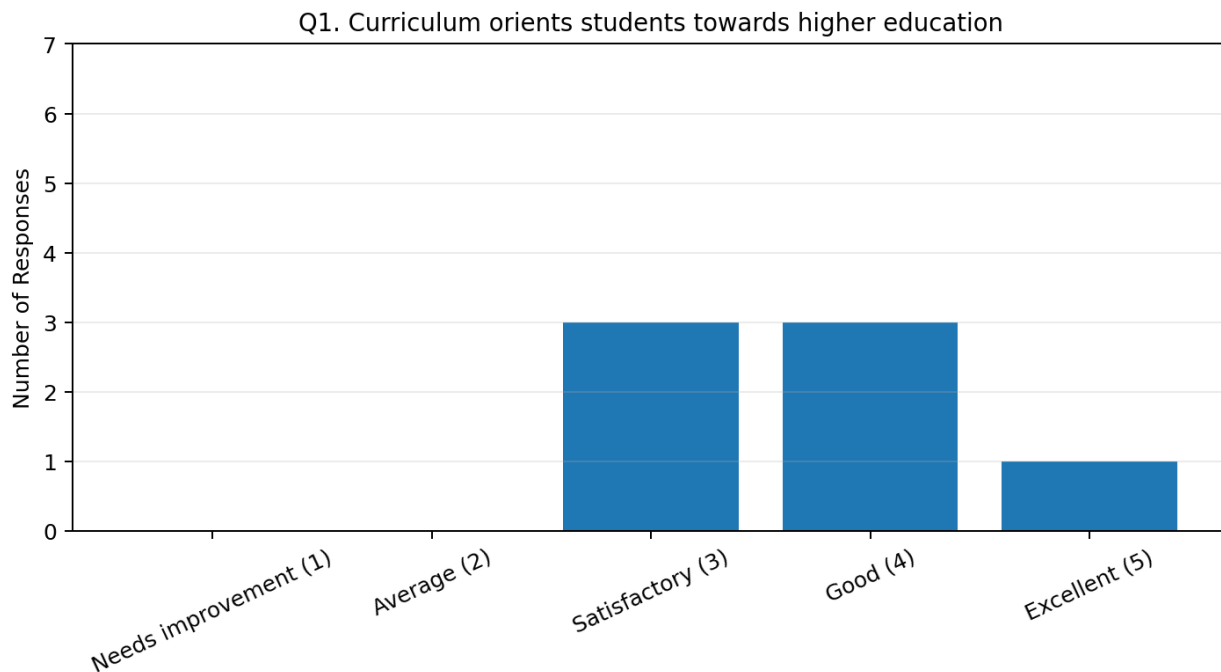
| Q.No. | Feedback Parameter                                   | 1 | 2 | 3 | 4 | 5 | Mean / 5 | Positive %* |
|-------|------------------------------------------------------|---|---|---|---|---|----------|-------------|
| Q1    | Curriculum orients students towards higher education | 0 | 0 | 3 | 3 | 1 | 3.71     | 57.1%       |
| Q2    | Employability is given weightage in the curriculum   | 0 | 2 | 1 | 3 | 1 | 3.43     | 57.1%       |
| Q3    | Curriculum has a                                     | 0 | 0 | 3 | 4 | 0 | 3.57     | 57.1%       |

|    |                                                             |   |   |   |   |   |      |       |
|----|-------------------------------------------------------------|---|---|---|---|---|------|-------|
|    | component on Value Based Education                          |   |   |   |   |   |      |       |
| Q4 | Curriculum has a component to serve the needs of society    | 0 | 0 | 1 | 6 | 0 | 3.86 | 85.7% |
| Q5 | Curriculum promotes self-study and enhances research skills | 0 | 0 | 1 | 5 | 0 | 3.93 | 85.7% |
| Q6 | Curriculum supports personality development                 | 0 | 0 | 1 | 4 | 2 | 4.14 | 85.7% |

\*Positive response = Good (4) + Excellent (5). The Q5 response entered as “4, 5” was treated as 4.5 for the mean; it is not counted in the integer frequency columns or positive-response count as a separate category.

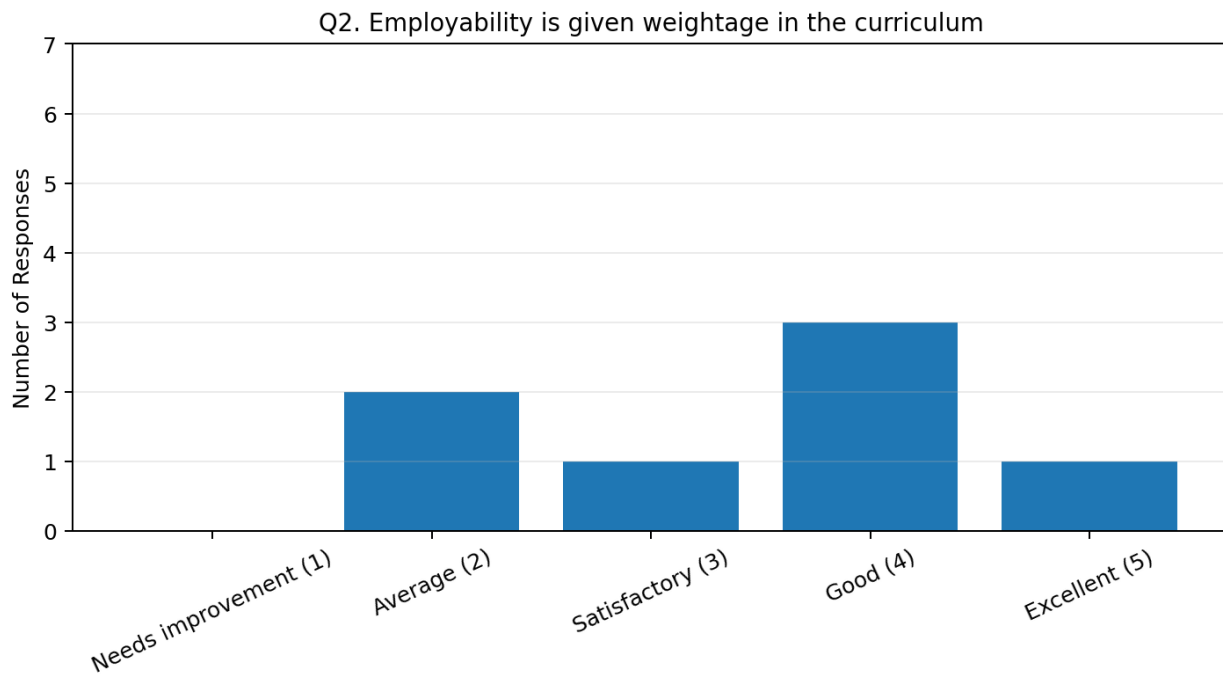
## 2. Question-wise Bar Chart Analysis

### Q1. Curriculum orients students towards higher education



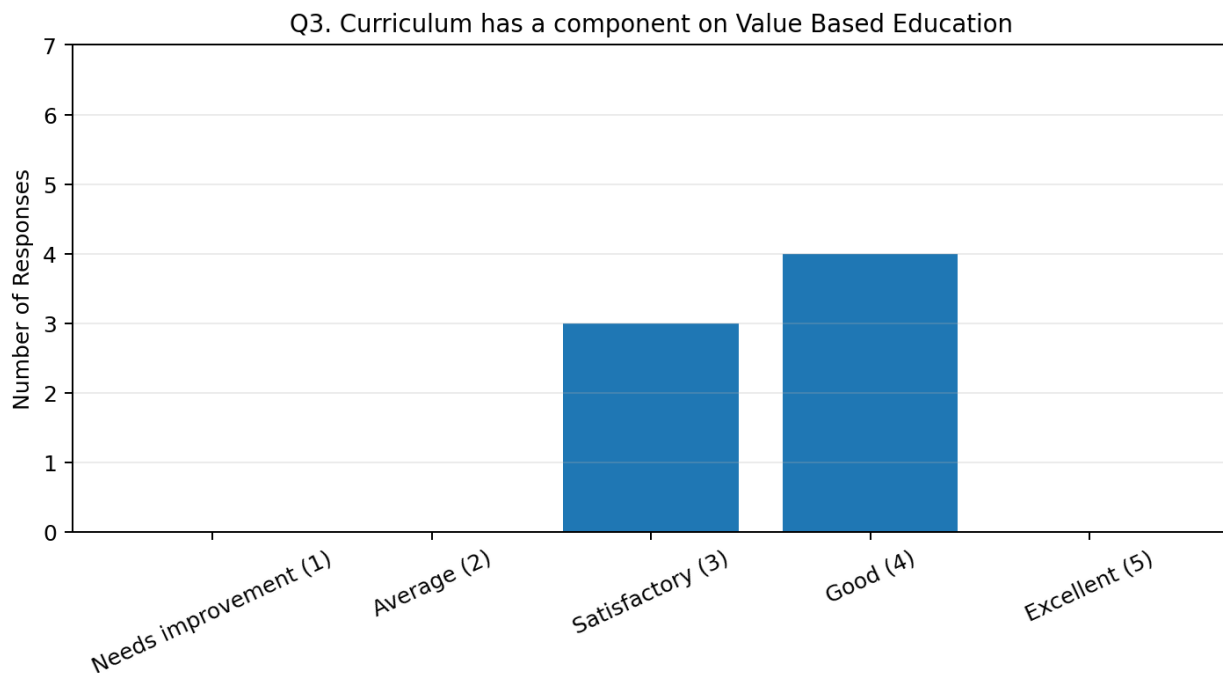
Responses are generally positive, with a mean of 3.71/5. Five of the seven respondents rated this parameter Good or Excellent.

### Q2. Employability is given weightage in the curriculum



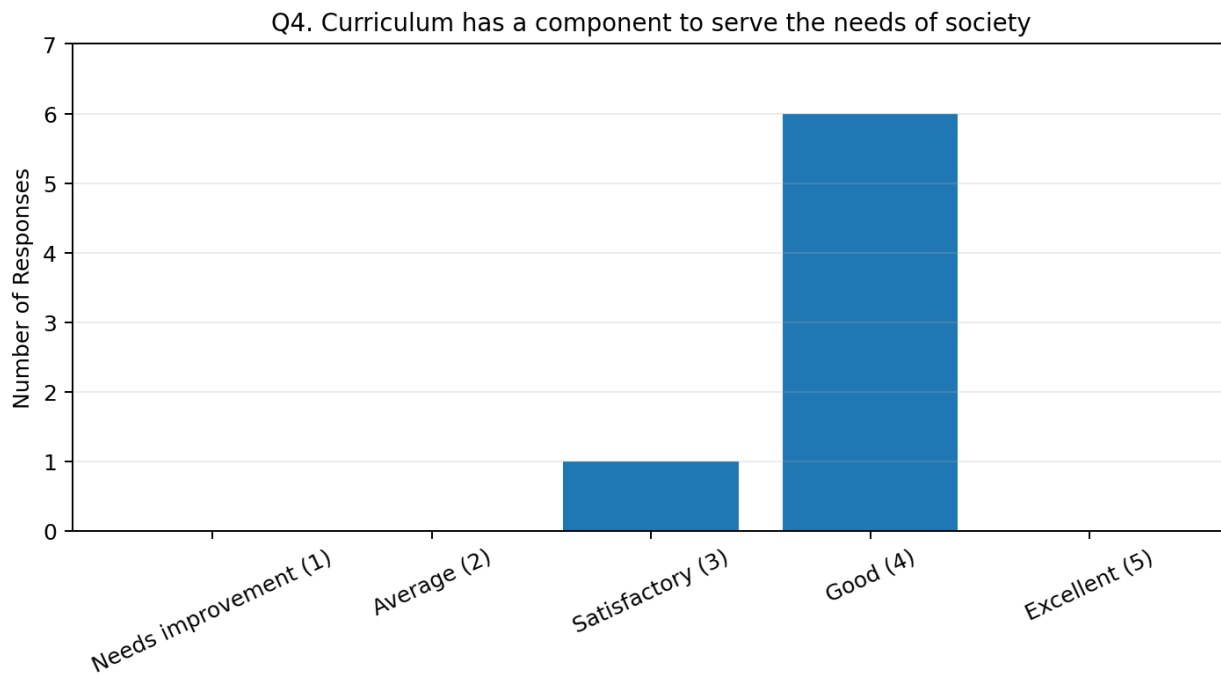
Employability received a mean of 3.43/5. Four respondents gave a positive rating, while two rated it Average and one rated it Needs Improvement, indicating scope for strengthening employability-oriented curriculum components.

### Q3. Curriculum has a component on Value Based Education



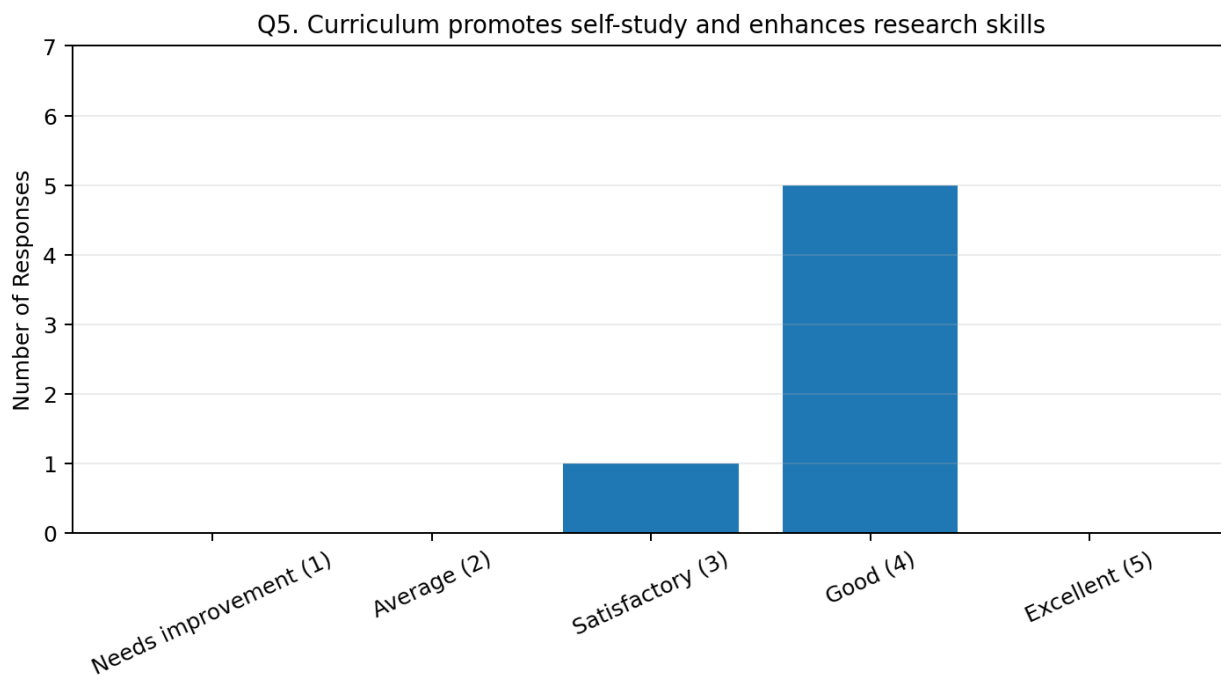
Value Based Education recorded a mean of 3.57/5. Five respondents gave Good or Excellent ratings, suggesting a generally favourable perception.

### Q4. Curriculum has a component to serve the needs of society



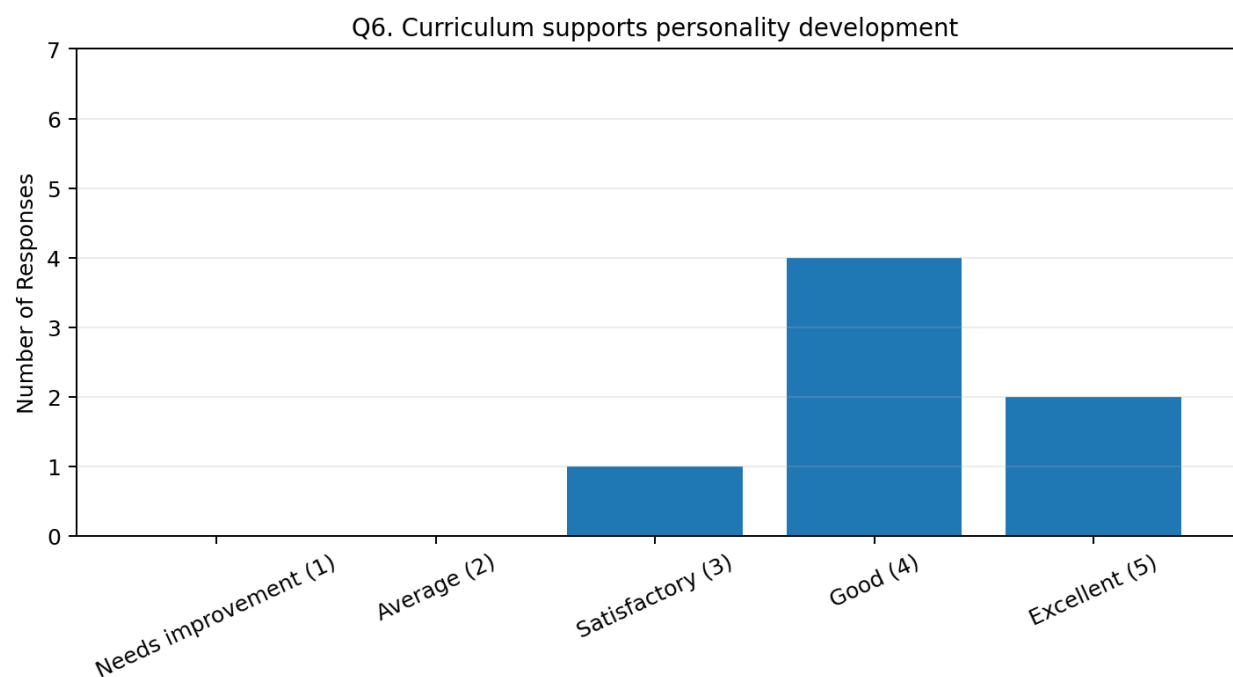
Service to the needs of society recorded a mean of 3.86/5, the second-highest mean. Six respondents rated it Good or Excellent.

#### Q5. Curriculum promotes self-study and enhances research skills



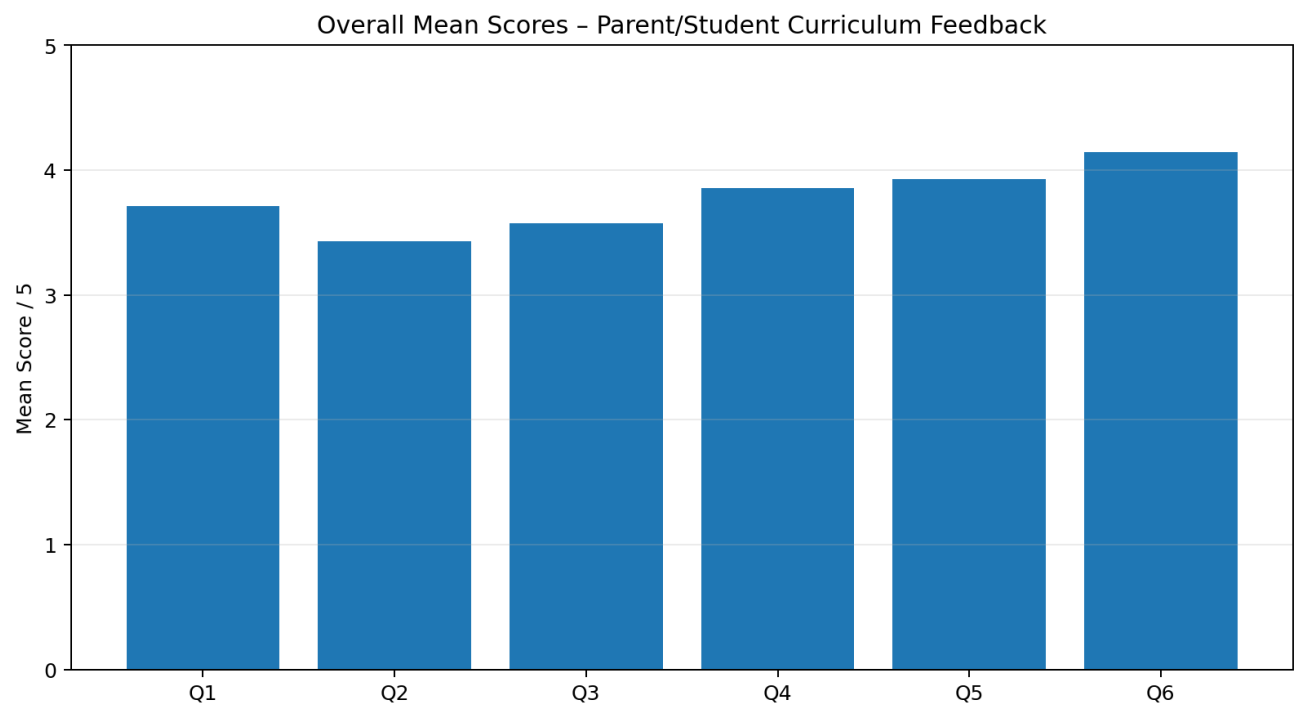
Self-study and research skills recorded the highest mean of 3.93/5. The source contains one “4, 5” entry; this was retained as an average of 4.5 for computation and explicitly flagged.

**Q6. Curriculum supports personality development.**



Personality development recorded a mean of 4.14/5, the highest rating among the six parameters. Six respondents gave Good or Excellent ratings.

**Consolidated Comparative Analysis**



The overall mean across the six parameters is 3.77/5 (75.5%), indicating a generally favourable perception of the curriculum among the seven respondents.

**Key Findings**

- Highest-rated parameter: Curriculum supports personality development (Mean = 4.14/5).

- Second-highest: Curriculum promotes self-study and enhances research skills (Mean = 3.93/5).
- Curriculum serving the needs of society also received a strong rating (Mean = 3.86/5).
- Employability received the lowest mean score (3.43/5), indicating a potential area for curriculum enhancement.
- Overall, the six parameters recorded an average score of 3.77/5.

### **Qualitative Feedback / Suggestions**

- Betterment of teacher–student relationships may help.
- One respondent indicated that the student needs to communicate more.
- More exposure was suggested.
- Other respondents reported “No”, “None”, or indicated that the curriculum is “pretty good”.

The analysis of parent feedback indicates a generally favourable perception of the curriculum. The strongest perception relates to personality development, followed by self-study and research skills. The curriculum's contribution to serving societal needs also received a favourable response. Employability recorded the comparatively lowest mean score, suggesting an opportunity to further strengthen career-oriented content, practical exposure, employability skills and industry-linked learning experiences. The qualitative comments additionally highlight the importance of teacher–student relationships, communication skills and greater exposure for students. These observations may be considered during curriculum review and quality-enhancement initiatives.

#### **Rating Coding**

| Rating                | Score |
|-----------------------|-------|
| Needs improvement (1) | 1     |
| Average (2)           | 2     |
| Satisfactory (3)      | 3     |
| Good (4)              | 4     |
| Excellent (5)         | 5     |

## **Analysis of Alumni Feedback on Curriculum**

Department of English with Communication Studies | AY 2025–2026

### **1. Background**

As part of the institution's curriculum feedback and revision process under NAAC Criterion 1.4.2, structured feedback was collected from alumni through a Google Forms questionnaire titled “Feedback on Curriculum - AY 2025-2026 - Alumni.” The form captures alumni perception of course rigour, skill development, employability alignment, mentoring, and departmental activities. This report analyses the response(s) received to date.

### **2. Respondent Profile**

Number of responses analysed: 1

Name: Abha G Warriar

Programme Completed: MA in English with Communication Studies

Year of Graduation: 2024

Current Role: PhD Scholar at CHRIST (Deemed to be University)

*Note: This analysis is based on a single alumni response currently available in the uploaded file. For a statistically robust 1.4.2 submission, it is recommended that the department consolidate all alumni responses received during the AY before finalising the AQAR report.*

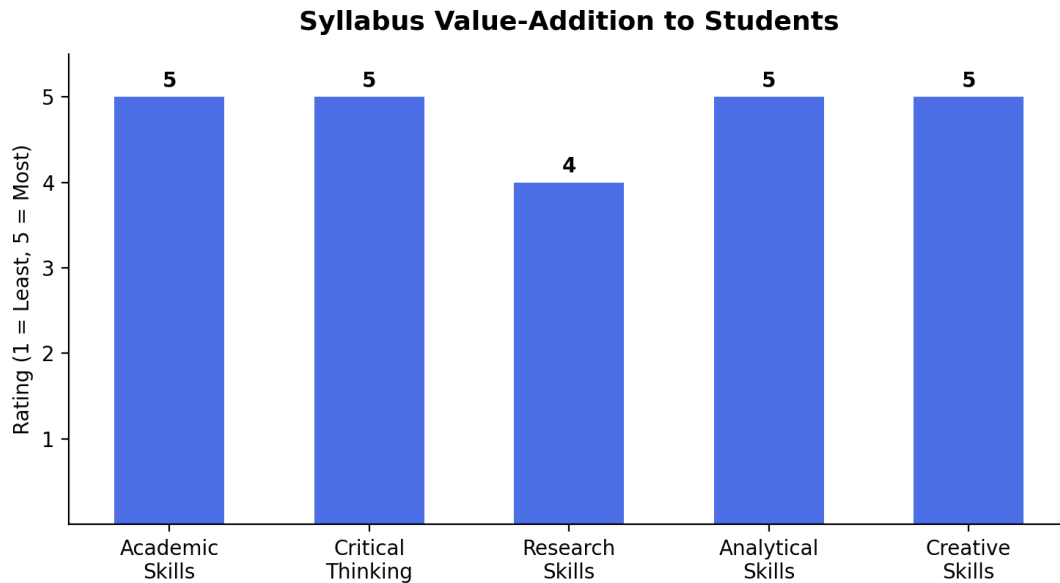
### 3. Summary of Responses

| Parameter                                                         | Response          |
|-------------------------------------------------------------------|-------------------|
| Intellectually enriching experience                               | Yes               |
| Course content – academic rigour & depth                          | 5 / 5 (Excellent) |
| Syllabus value addition – Academic Skills                         | 5 / 5             |
| Syllabus value addition – Critical Thinking                       | 5 / 5             |
| Syllabus value addition – Research Skills                         | 4 / 5             |
| Syllabus value addition – Analytical Skills                       | 5 / 5             |
| Syllabus value addition – Creative Skills                         | 5 / 5             |
| Syllabus enables problem analysis & solutions                     | Strongly Agree    |
| Syllabus compatible with industry standards / real-life relevance | Agree             |
| Department activities support overall development                 | Strongly Agree    |
| Mentoring & guidance by the Department                            | Strongly Agree    |

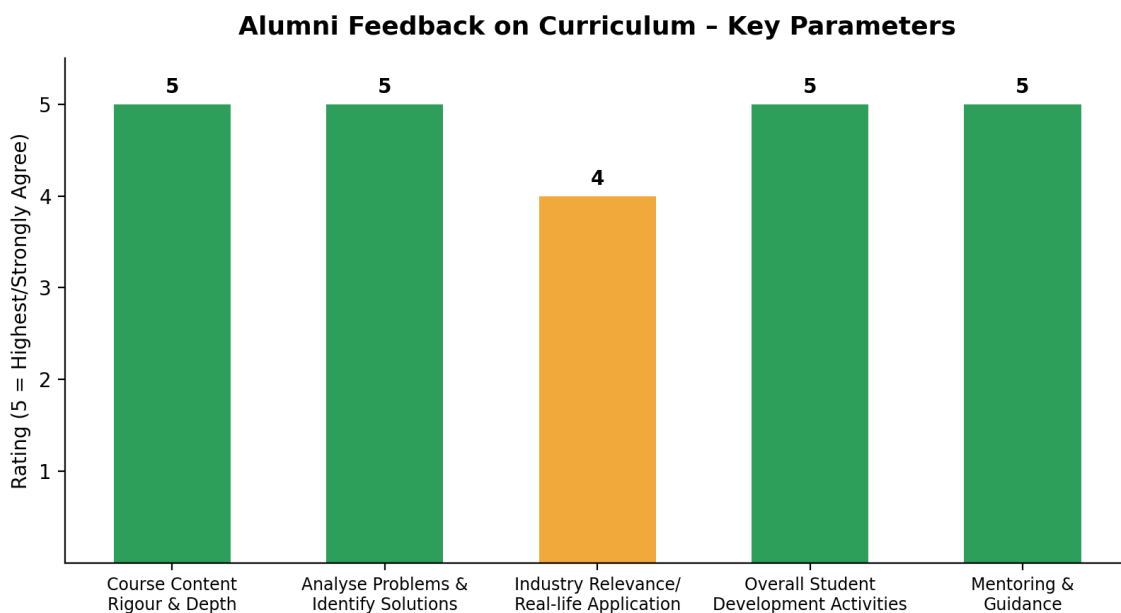


## 4. Graphical Analysis

### 4.1 Syllabus Value-Addition to Students (Skill-wise Rating, 1–5 scale)



### 4.2 Overall Curriculum Feedback – Key Parameters



## 5. Key Observations

- The alumna rated her overall experience as intellectually enriching and gave the highest possible rating (5/5) for academic rigour and depth of course content.
- Among the skills strengthened by the syllabus, Academic Skills, Critical Thinking, Analytical Skills, and Creative Skills each received the maximum rating of 5/5; Research Skills was rated slightly lower at 4/5, indicating a minor area for potential curricular reinforcement.

- The respondent strongly agreed that the syllabus equips students to analyse problems and identify solutions, and strongly agreed that departmental activities supported overall student development and that mentoring/guidance was effective.
- Industry relevance and real-life applicability of the syllabus was rated “Agree” rather than “Strongly Agree” the only parameter not at the highest tier suggesting scope for strengthening industry-aligned/practical components.
- No specific curriculum additions/deletions or further suggestions were provided by the respondent in the open-ended fields.

The available alumni feedback reflects an overall highly positive perception of the curriculum, with particular strength in academic rigour, critical thinking, and mentoring. The single area meriting attention is strengthening research-skill development and enhancing industry/real-life relevance of the syllabus, both of which can be considered as inputs for the next curriculum revision cycle, in line with the institution's feedback-driven curriculum design process under Criterion 1.4.2.

## **SUMMARY OF THE FEEDBACK**

The feedback collected from students, alumni, and employers for the academic year 2025–26 highlights the Department of English and Cultural Studies' continued commitment to offering a curriculum that is academically rigorous, learner-centred, research-oriented, and responsive to contemporary educational and professional needs. Overall, stakeholders expressed a high level of satisfaction with the curriculum while providing constructive recommendations for its continuous enhancement.

Students appreciated the curriculum for its ability to enhance knowledge, conceptual understanding, analytical thinking, communication skills, and research aptitude. They particularly valued learner-centred pedagogical practices such as classroom discussions, group activities, presentations, role plays, workshops, field visits, research assignments, creative writing exercises, PRISM, and other experiential learning opportunities. Students acknowledged that these activities significantly contributed to achieving the course learning outcomes. Suggestions focused on strengthening industry readiness through increased internship opportunities, greater integration of artificial intelligence and digital tools, interdisciplinary learning, service-learning initiatives, expanded exposure to regional and Indian literature, and additional practical and project-based learning experiences.

General English students expressed high levels of satisfaction with the curriculum, recognising its contribution to language proficiency, critical thinking, professional communication, and academic writing. They appreciated activities such as brand storytelling, debates, presentations, interviews, case studies, field visits, creative writing, and collaborative classroom learning. Students recommended further strengthening professional writing, LinkedIn profile development, content writing, public speaking, industry interaction, and career-oriented communication modules to enhance workplace readiness.

Alumni acknowledged that the programme had effectively prepared them for higher education and professional careers by fostering critical thinking, analytical ability, research competence, and academic writing skills. They appreciated the intellectual rigour of the curriculum and the mentoring provided by the department. Alumni recommended expanding training in advanced research methodologies, digital research tools, critical thinking, and

contemporary professional competencies to further strengthen graduates' academic and career preparedness.

Employers recognised that the curriculum is aligned with programme objectives and develops graduates with strong communication, analytical, and professional competencies. They appreciated the emphasis on employability and the relevance of the curriculum to higher education and professional settings. However, employers recommended periodic curriculum revision to incorporate emerging technologies, current industry practices, advanced digital competencies, and stronger industry-academia collaboration to ensure continued alignment with evolving workplace expectations.

The Action Taken section reflects the department's commitment to continuous quality enhancement through periodic curriculum review and stakeholder engagement. Based on the feedback received, the department proposes to strengthen experiential and project-based learning, expand internship and industry interaction opportunities, integrate emerging technologies and AI-enabled learning resources, enrich research and academic writing components, update reading materials and course content, enhance interdisciplinary learning opportunities, and continue refining assessment practices to align with programme outcomes and evolving professional requirements. These initiatives reaffirm the department's commitment to providing a dynamic, relevant, and future-ready curriculum that supports academic excellence, employability, and holistic student development.

## ACTION TAKEN REPORT

The Department of English and Cultural Studies systematically reviewed the feedback received from students, alumni, and employers regarding the curriculum. The feedback was discussed in the Department Curriculum Committee meeting, and appropriate measures have been proposed to enhance curriculum relevance, academic quality, employability, and learner engagement. The following actions have been identified for implementation.

| Stakeholder Feedback                                            | Observations                                                                                                                                      | Action Taken / Proposed                                                                                                                                                                                                         |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Greater emphasis on industry-oriented learning                  | Students and employers recommended stronger alignment between curriculum and workplace expectations.                                              | The department will increase industry-oriented assignments, invite professionals for guest lectures, strengthen internship opportunities, and promote live projects, field-based learning, and community engagement activities. |
| Integration of Artificial Intelligence and digital technologies | Students expressed the need for greater exposure to AI tools and digital platforms relevant to language, literature, communication, and research. | AI-enabled learning tools, digital humanities resources, academic writing software, corpus tools, and digital research platforms will be incorporated into teaching-learning practices wherever                                 |

|                                                              |                                                                                                                    |                                                                                                                                                                                                                                     |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                                                                                                                    | appropriate.                                                                                                                                                                                                                        |
| More experiential and learner-centred activities             | Students appreciated existing learner-centred activities and suggested expanding practical learning opportunities. | Project-based learning, role plays, debates, field visits, simulations, collaborative assignments, workshops, and experiential learning activities will continue to be strengthened across programmes.                              |
| Increased research orientation                               | Students and alumni recommended greater emphasis on research methodology and academic writing.                     | Research methodology, academic writing, proposal writing, citation practices, and publication-oriented assignments will be further integrated into relevant courses and classroom activities.                                       |
| Enhancement of professional communication and writing skills | Students suggested more opportunities to develop workplace communication skills.                                   | Additional activities on professional writing, content writing, technical communication, presentation skills, resume writing, LinkedIn profile development, and workplace communication will be incorporated into suitable courses. |
| Greater interdisciplinary exposure                           | Students recommended more interdisciplinary perspectives and contemporary themes.                                  | Reading lists and course materials will be periodically updated to include interdisciplinary topics, digital culture, media studies, environmental                                                                                  |
| Inclusion of regional and Indian perspectives                | Some students suggested expanding regional and Indian literary content.                                            | Humanities, AI, and contemporary global issues.                                                                                                                                                                                     |
| Stronger employability focus                                 | Employers emphasized workplace readiness and transferable skills.                                                  | Faculty members will recommend additional regional, Indian, and multicultural texts during curriculum revision while maintaining the global perspective of the programme.                                                           |

|                                                |                                                                                      |                                                                                                                                                                                                                                          |
|------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Updating curriculum with emerging trends       | Employers recommended continuous curriculum upgradation.                             | Skill-development activities focusing on leadership, teamwork, problem-solving, communication, digital literacy, critical thinking, and professional ethics will continue to be integrated into the curriculum and assessment practices. |
| Updating curriculum with emerging trends       | Employers recommended continuous curriculum up gradation.                            | The Department Curriculum Committee will continue reviewing syllabi periodically to incorporate emerging developments, technological innovations, and evolving disciplinary trends.                                                      |
| Continued mentoring and academic support       | Alumni appreciated departmental mentoring and guidance.                              | The department will continue strengthening faculty mentoring, research supervision, career guidance, alumni interaction, and academic counselling to support students' academic and professional development.                            |
| Strengthening authentic assessment practices   | Students appreciated project-based assessments and learner-centred evaluation.       | Greater emphasis will be placed on formative assessment, reflective portfolios, presentations, collaborative projects, and authentic assessment methods aligned with Course Outcomes and Programme Outcomes.                             |
| Expansion of workshops and expert interactions | Students and employers requested greater interaction with practitioners and experts. | The department will organise additional workshops, invited lectures, seminars, industry interactions, and alumni talks to expose students to current academic and professional practices.                                                |

## **DEPARTMENT-LEVEL INITIATIVES UNDERTAKEN**

Based on the feedback received during AY 2025–26, the Department has resolved to undertake the following initiatives:

- Periodically review and update the curriculum to ensure continued academic relevance and alignment with Programme Outcomes.
- Enhance learner-centred pedagogical practices through collaborative, inquiry-based, and experiential learning strategies.
- Integrate AI-enabled educational technologies and digital learning resources to support teaching, research, and communication.
- Strengthen research culture by promoting undergraduate and postgraduate research projects, academic writing, and publication-oriented activities.
- Expand internship opportunities, industry collaborations, and experiential learning to improve employability.
- Update reading lists to include recent scholarship, interdisciplinary perspectives, contemporary literary texts, and digital resources.
- Increase opportunities for workshops, seminars, guest lectures, and interactions with alumni, researchers, and industry professionals.
- Continue strengthening assessment practices through authentic, outcome-based, and competency-focused evaluation methods.
- Promote holistic student development by integrating communication, leadership, ethical reasoning, teamwork, creativity, and lifelong learning skills across the curriculum.
- Continue systematic collection and review of stakeholder feedback as part of the department's quality assurance and continuous improvement process.

## **CONCLUSION**

The Department of English and Cultural Studies remains committed to continuous curriculum enhancement through a structured feedback mechanism involving students, alumni, and employers. The feedback received for the academic year 2025–26 has been carefully reviewed and translated into actionable initiatives aimed at strengthening academic quality, employability, research, interdisciplinary learning, and learner engagement. The department

will continue to monitor the implementation of these measures through periodic curriculum review, Department Curriculum Committee meetings, and IQAC quality assurance processes to ensure that the curriculum remains dynamic, relevant, and responsive to the evolving needs of higher education and the professional landscape.

# Feedback on Curriculum- AY 2025-2026- Alumni

Email \*

warrier.abha@gmail.com

Name \*

Abha G Warriar

Program Completed \*



MA in English with Communication Studies

Year of Graduation \*



2024

Provide a brief description of your current work role/ areas of responsibilities \*

PhD Scholar at CHRIST (Deemed to be University)



Has your time at the Department been intellectually enriching? \*

☒ Yes

☐ No

How would you rate the course content in-terms of academic rigour and depth of knowledge? \*

|           | 1                     | 2                     | 3                     | 4                     | 5                                |           |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------|
| Very Poor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | Excellent |

The syllabus is capable of adding value to the students in terms of: (Least 1; Most 5) \*

|                   | 1                        | 2                        | 3                        | 4                                   | 5                                   |
|-------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Academic Skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Critical thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Research skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Analytical Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Creative Skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

The syllabus enables the students to analyse a given problem and identify the necessary solutions. \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☒ Strongly agree

The syllabus is compatible with the industry standards and is relevant to real life situations \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☒ Agree
- ☐ Strongly agree

The activities organized by the department met the objective of bringing about overall development of the students. \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☒ Strongly agree

The Mentoring and Guidance provided by the Department to students was effective \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☒ Strongly agree

Based on your work experience, identify area/s which can be added/removed to strengthen the current curriculum. \*

-

Any other suggestions

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# Feedback on Curriculum AY 2025-26- Employers

Email \*

dryogimoon331@gmail.com

Name of the Employer \*

Dr.Yogeesh DP

Name of the organisation \*

Akash Institute of Commerce and management

Designation \*

Principal

Educational Qualification \*

MA, PhD

Experience in Industry (Number of years) \*

09

The curriculum is aligned with the objectives of the programme \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☒ Agree
- ☐ Strongly agree

The curriculum covers advanced topics and current trends \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☒ Agree
- ☐ Strongly agree

Please rate the relevance of the electives offered in the curriculum \*

- |                 |                       |                       |                       |                       |                                  |           |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------|
|                 | 1                     | 2                     | 3                     | 4                     | 5                                |           |
| Need to improve | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | Excellent |

Employability is given importance in the curriculum \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☒ Agree
- ☐ Strongly agree

The curriculum meets the expectations of the industry \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☒ Agree
- ☐ Strongly agree

The Curriculum caters to skills that benefits the students with respect to industry needs \*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☒ Strongly Agree



Any other comment or suggestion

.

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# Feedback Form Curriculum 2025-26

Email \*

rakshita.r@maeng.christuniversity.in

Name \*

Rakshita R

Programme Pursuing \*

☐ BA

☒ MA

Class \*

- ☐ MA First Year
- ☒ MA Second Year
- ☐ MA AL and Tesol
- ☐ BA First Year
- ☐ BA Second Year
- ☐ BA Third Year

Has your time at the Department been intellectually enriching \*

Yes

.....

The syllabus is capable of adding value to the students in terms of: ( Least 1; Most 5) \*

|                      | 1                     | 2                     | 3                     | 4                     | 5                                |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| Skills               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Knowledge            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Concept              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Analytical abilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Creative Thinking    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Research             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

The Syllabus takes care of the following aspects (1- Strongly Disagree; 5- Strongly Agree) \*

|          | 1                     | 2                     | 3                     | 4                     | 5                                |
|----------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| Local    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Regional | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| National | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Global   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

The syllabus enhances your professional skills in the following areas (Strongly Disagree-1, Strongly Agree-5) \*

|                     | 1                     | 2                     | 3                     | 4                     | 5                                |
|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| Teaching            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Content Development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Research            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Writing             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Editing             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

The syllabus meets industry requirements \*

|                   | 1                     | 2                     | 3                     | 4                     | 5                                |                |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|----------------|
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | Strongly Agree |

Give an Overall Rating for the Syllabus \*

|      | 1                     | 2                     | 3                     | 4                     | 5                                |           |
|------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------|
| Poor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | Excellent |

Which of the activities organized as part of this course complement the course learning outcomes? \*

The LCA method is very good.

Based on your experience, identify areas or topics which can be added/removed to strengthen the current curriculum \*

Technical Writing can be added to the syllabus.

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# Feedback - Curriculum 2025 26 - Faculty

Email \*

chandan.kumar@christuniversity.in

Name \*

Chandan Kumar

Employee ID \*

3007

Designation \*



Associate Professor



Assistant Professor

Teaching Experience (in years) \*

- ☐ 0 to 5
- ☒ 6 to 10
- ☐ 11 to 15
- ☐ 16 to 20
- ☐ 20 to 30
- ☐ Above 30

Experience in Industry/R&D (Number of Years) \*

0

Mention the courses and the class that you teach \*

(Example: Literary Theory: First MA ENG)

Introduction to Literary Theory 4BAPENG

The curriculum aligns with the stated objectives and learning outcomes. \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☒ Agree
- ☐ Strongly agree

The Department has continuous processes to propose, modify, suggest and incorporate new topics in the curriculum \*

- ☐ Strongly disagree
- ☐ Disagree
- ☒ Neutral
- ☐ Agree
- ☐ Strongly agree

The curriculum is effective in developing independent thinking \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☒ Agree
- ☐ Strongly agree

The departmental level expert committee holds continuous meetings to review the curriculum \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☒ Agree
- ☐ Strongly agree

The curriculum enhances your knowledge in the subject area \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☒ Strongly agree

The curriculum enables the students to apply their knowledge in real life \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☒ Agree
- ☐ Strongly agree

The curriculum demands the use of research inclusive teaching \*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☒ Agree
- ☐ Strongly agree

Any other feedback on the curriculum

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