



CHRIST

(DEEMED TO BE UNIVERSITY)

BANGALORE | DELHI NCR | PUNE

Department of English and Cultural Studies

CHRIST (Deemed to be University)

Bangalore Yeshwanthpur Campus

Feedback on Curriculum- 2025-26

Analysis and Action Taken Report

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Feedback Form - Syllabus- General English 2025-26

* Indicates required question

1. Email *

2. Name *

3. Class *

Mark only one oval.

- ☐ First Year BBA A
- ☐ First Year BBA B
- ☐ First Year BBA C
- ☐ First Year BBA D
- ☐ First Year BBA FMA A
- ☐ First Year BBA FMA B
- ☐ First Year BBA FMA C
- ☐ First Year BBA FIB A
- ☐ First Year BBA FIB B
- ☐ First Year BBA FIB C
- ☐ First Year BBA FIB D
- ☐ First Year BBA FE A
- ☐ First Year BBA FE B
- ☐ First Year BBA SBA
- ☐ First Year BCOM FA
- ☐ First Year BCOM IBA
- ☐ First Year BCOM IAF
- ☐ First Year BCom A
- ☐ First Year BCom B
- ☐ First Year BCom AFA
- ☐ First Year BCom F I
- ☐ First Year BCom A T
- ☐ First Year BSC EMS
- ☐ First Year BCA A

- ☐ First Year BCA B
- ☐ First Year ECO H A
- ☐ First Year ECO H B
- ☐ First Year PSY H A
- ☐ First Year PSY H B
- ☐ First Year BA PENG
- ☐ First Year BA CP A
- ☐ First Year BA CP B
- ☐ First Year BA PECO
- ☐ Second Year BBA A
- ☐ Second Year BBA B
- ☐ Second Year BBA C
- ☐ Second Year BBA D
- ☐ Second Year FMA A
- ☐ Second Year FMA B
- ☐ Second Year FIB A
- ☐ Second Year FIB B
- ☐ Second Year FIB C
- ☐ Second Year FIB D
- ☐ Second Year F E ☐

Second Year SBA

4. Course *

Mark only one oval.

- ☐ English for Professional Communication
- ☐ English for Sciences
- ☐ English for Humanities
- ☐ Language and Rhetoric/ Language and Contemporary Society ☐
- Business Communication I and II
- ☐ Academic Writing and Professional English

5. Has the syllabus been intellectually enriching? *

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

Mark only one oval per row.

	1	2	3	4	5
Skillllls	☐	☐	☐	☐	☐
Knowlledge	☐	☐	☐	☐	☐
Conceptt	☐	☐	☐	☐	☐
Anallyttiicall abiilliittities	☐	☐	☐	☐	☐
Creattative Thinking	☐	☐	☐	☐	☐
Researrch	☐	☐	☐	☐	☐

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

Mark only one oval per row.

	1	2	3	4	5
Locall	☐	☐	☐	☐	☐
Regiionall	☐	☐	☐	☐	☐
Nattionall	☐	☐	☐	☐	☐
Glloball	☐	☐	☐	☐	☐

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

Mark only one oval per row.

	1	2	3	4	5
Teachiing	☐	☐	☐	☐	☐
Conttentt Devellopmentt	☐	☐	☐	☐	☐
Researrch	☐	☐	☐	☐	☐
Wriittiing	☐	☐	☐	☐	☐
Ediittiing	☐	☐	☐	☐	☐

9. The syllabus meets industry requirements *

Mark only one oval.

	1	2	3	4	5	
Stro	☐	☐	☐	☐	☐	Strongly Agree

10. Give an Overall Rating for the Syllabus *

Mark only one oval.

	1	2	3	4	5	
Poo :	☐	☐	☐	☐	☐	Excellent

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

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

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Feedback Form Curriculum 2025-26

* Indicates required question

1. Email *

2. Name *

3. Programme Pursuing *

Mark only one oval.

☐ BA

☐ MA

4. Class *

Mark only one oval.

☐ MA First Year

☐ MA Second Year

☐ MA AL and Tesol

☐ BA First Year

☐ BA Second Year

☐ BA Third Year

5. Has your time at the Department been intellectually enriching *

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

Mark only one oval per row.

	1	2	3	4	5
Skillllls	☐	☐	☐	☐	☐
Knowledge	☐	☐	☐	☐	☐
Conceptt	☐	☐	☐	☐	☐
Anallyttiicall abiilliitties	☐	☐	☐	☐	☐
Creative Thinking	☐	☐	☐	☐	☐
Research	☐	☐	☐	☐	☐

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

Mark only one oval per row.

	1	2	3	4	5
Locall	☐	☐	☐	☐	☐
Regiionall	☐	☐	☐	☐	☐
Nattiionall	☐	☐	☐	☐	☐
Glllobal	☐	☐	☐	☐	☐

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

Mark only one oval per row.

	1	2	3	4	5
Teachiing	☐	☐	☐	☐	☐
Conttentt Devellopmentt	☐	☐	☐	☐	☐
Researrch	☐	☐	☐	☐	☐
Wrrriittiing	☐	☐	☐	☐	☐
Ediittiing	☐	☐	☐	☐	☐

9. The syllabus meets industry requirements *

Mark only one oval.

	1	2	3	4	5	
Stro	☐	☐	☐	☐	☐	Strongly Agree

10. Give an Overall Rating for the Syllabus *

Mark only one oval.

	1	2	3	4	5	
Poo :	☐	☐	☐	☐	☐	Excellent

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

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

*

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Feedback - Curriculum 2025 26 - Faculty

* Indicates required question

1. Email *

2. Name *

3. Employee ID *

4. Designation *

Mark only one oval.

☐ Associate Professor

☐ Assistant Professor

5. Teaching Experience (in years) *

Mark only one oval.

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

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

7. Mention the courses and the class that you teach *

(Example: Literary Theory: First MA ENG)

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

Mark only one oval.

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

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

Mark only one oval.

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

10. The curriculum is effective in developing independent thinking *

Mark only one oval.

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

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

Mark only one oval.

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

12. The curriculum enhances your knowledge in the subject area *

Mark only one oval.

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

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

Mark only one oval.

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

14. The curriculum demands the use of research inclusive teaching *

Mark only one oval.

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

15. Any other feedback on the curriculum

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Feedback on Curriculum- AY 2025-2026- Alumni

* Indicates required question

1. Email *

2. Name *

3. Program Completed *

Mark only one oval.

☐ MA in English with Communication Studies

4. Year of Graduation *

Mark only one oval.

☐ 2024

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

6. Has your time at the Department been intellectually enriching? *

Mark only one oval.

☐ Yes

☐ No

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

Mark only one oval.

1 2 3 4 5
 Very ☐ ☐ ☐ ☐ ☐ Excellent

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

Check all that apply.

	1	2	3	4	5
Academiic Skiilllls	☐	☐	☐	☐	☐
Crrriitttically thiinking	☐	☐	☐	☐	☐
Research skiilllls	☐	☐	☐	☐	☐
Anallyttically Skiilllls	☐	☐	☐	☐	☐
Creative Skiilllls	☐	☐	☐	☐	☐

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

Mark only one oval.

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

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

Mark only one oval.

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

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

Mark only one oval.

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

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

Mark only one oval.

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

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

14. Any other suggestions

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Feedback on Curriculum AY 2025-26- Employers

* Indicates required question

1. Email *

2. Name of the Employer *

3. Name of the organisation *

4. Designation *

5. Educational Qualification *

6. Experience in Industry (Number of years) *

7. The curriculum is aligned with the objectives of the programme *

Mark only one oval.

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

8. The curriculum covers advanced topics and current trends *

Mark only one oval.

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

9. Please rate the relevance of the electives offered in the curriculum *

Mark only one oval.

	1	2	3	4	5	
Need	☐	☐	☐	☐	☐	Excellent

10. Employability is given importance in the curriculum *

Mark only one oval.

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

11. The curriculum meets the expectations of the industry *

Mark only one oval.

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

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

Mark only one oval.

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

13. Any other comment or suggestion

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Feedback Form - Syllabus- General English 2025-26

174 responses

[Publish analytics](#)



Name

174 responses

Parnika S Radhya

Khanna Jeet

adhyaru Diya

Malhotra Akрати

Aeron Devesh

Goel Kanishk

mittal Neha Tresa

Siby Mehak

Shreya

Arnav Nemade Tanishq

Sumitranand Ashutosh

Singha Srabani

Subhadarshini

Chavva Punith Sai Krishna Yaswanth

Harshit Jain

Serah Anna Justine Hemanth S

Prem PRARTHANA VINEED

Soumya dhaul

Suhan Bhasin



Tanaya Das

Tamanna

Akanksha Jamadrakhani Mohhita

Somani

Pranav v

Aaron Prakash Fernandes Meganth.V

Krisanu Roy

Vedikka K

Adiba Nasim

Prerana C

molishka mahajan

Krishna Daga M

Vijaisri S

Anand Vundavalli

Gnnaguru Kannanraj

M M Harshita Harshit

Sethi Samarth Bansal

shriniga

Yash Sharma Anishq

Singhal Samriddhi

Agnihotri



K. Latha

Poornika Sri M

TADGATA SARANGI

Jeeyaa Mahajan K

V Vani

Jairya Wadhwa Priyani

Mukherjee

S A PRAJITH KUMAR

Keerthana Shaji

2514523

SIVANI RAJEESH

Mounika S

Sujan.M Geetanjali

Shetty Pragati

Mathur Dhruv

Sharma Druti

Mahajan Manasvi

Rohan Ness Arbin

Ansh jindal

Shiv sharma

Atluri Guru Chandra

Aditya Agarwal



ADISHA RAGINI PRAKASH

Naina Choudhury

Sathwika P Maroli

Vansh bhatt

Abhijith MS

Elamathi

Nisarg Desai

Shiza Tabassum Akbari Anshika

singh

Drisshti R Jain

Shrijan KS Ananth

J Baid Dhruv

Gupta

Yashovardhan

Manan Lakhmani

Aabheer Juneja

Pranav pai

B Gowtham bhat

Dhruv Sumil

Vedika Vithalpur

Aarushi sudhir

Yashwanth BH

Priyanka Pillai



Shruti Jaiswal

Vritika Gupta Isha

Mary Skaria Tripti

Aishwarya P Vinod

Vanshika Arora

Amitabh Mukherjee

Vansh Popli

Dhani Puri Deekshith

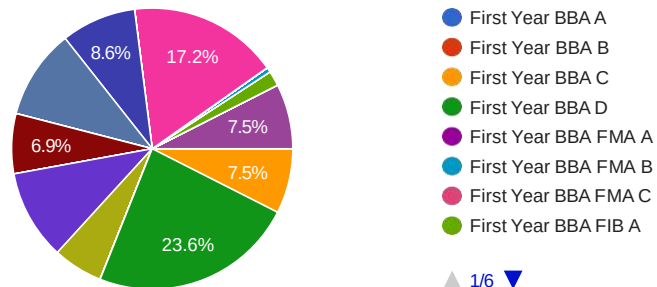
Raj S

72 more responses are hidden

Class

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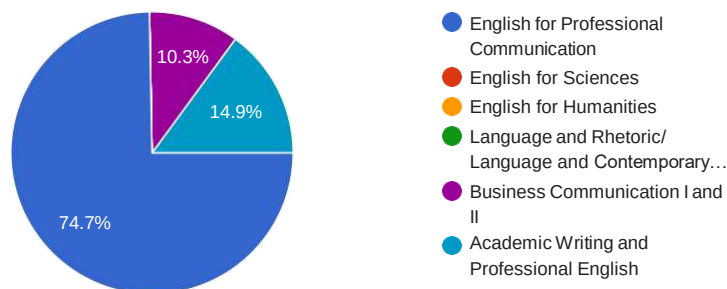
174 responses



Course

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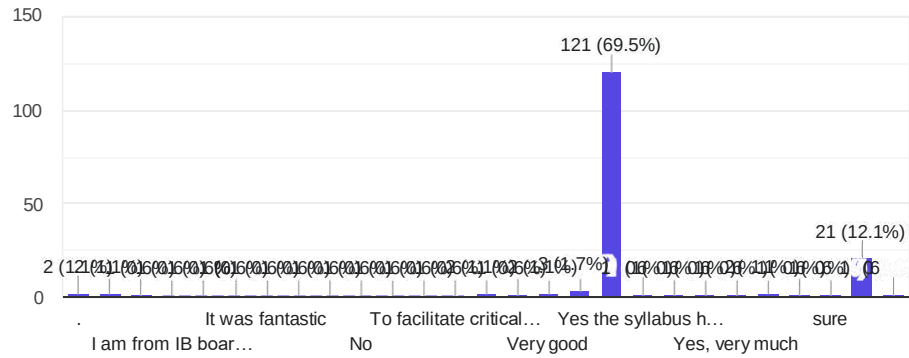
174 responses



Has the syllabus been intellectually enriching?

 Copy chart

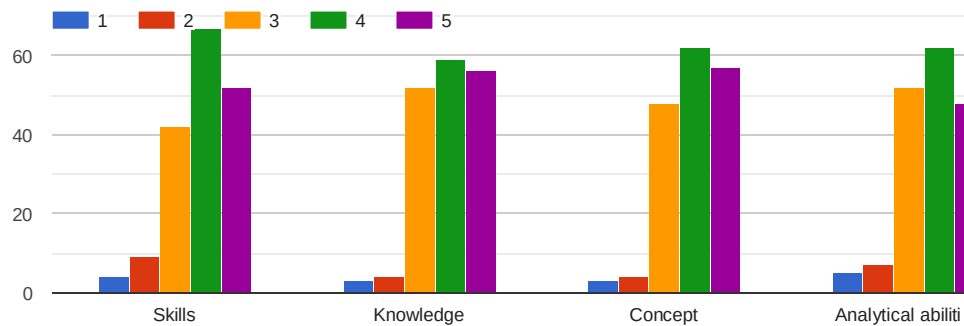
174 responses



The syllabus is capable of adding value to the students in terms of:

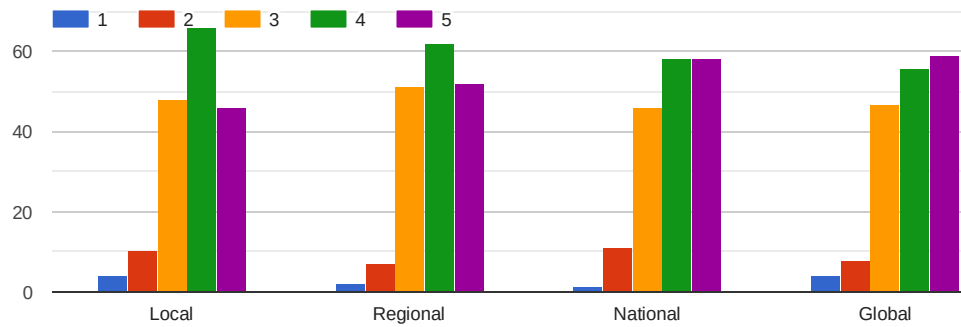
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(Least 1; Most 5)



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

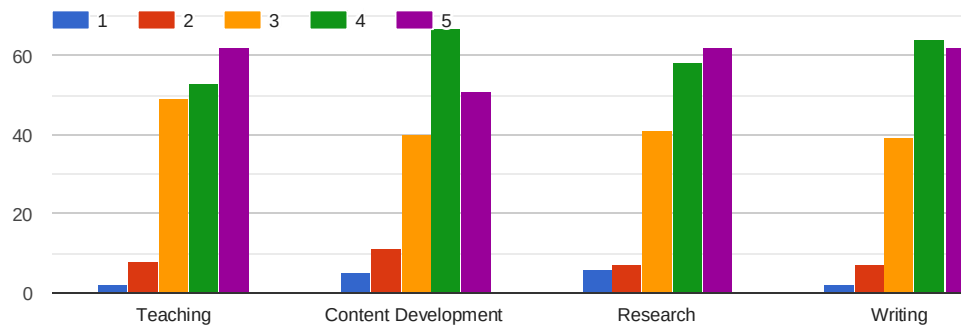
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C

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

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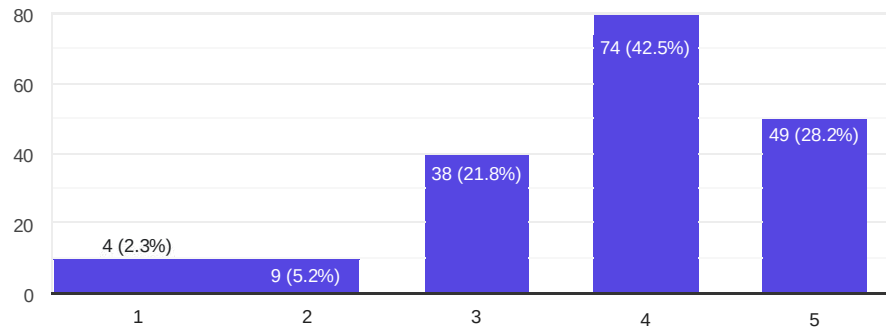
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The syllabus meets industry requirements

 Copy chart

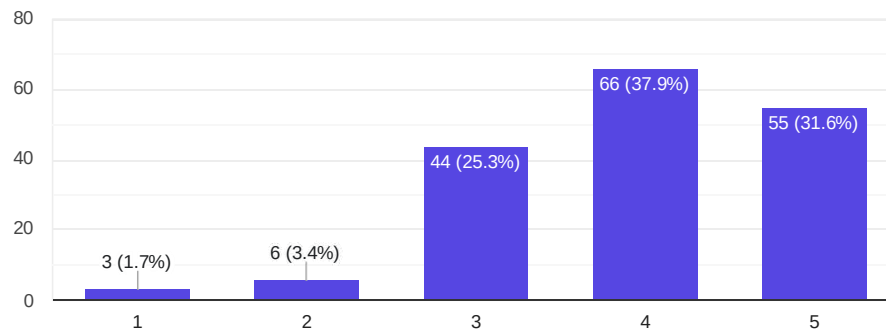
174 responses



Give an Overall Rating for the Syllabus

 Copy chart

174 responses



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

174 responses

.

Yes

Everything

All

Field trip Presentations

-

Presentation

Discussion

NIL

Nothing Field

trip Interview

Very

Assignments

Class discussions

Nothing as such

.

Interaction with teacher and student Like

in class presentations

Basic communication activities



More industry oriented

transgender one

The Branding Activity

Presentations, Role Plays, Vocabulary Building etc. Brand

story telling

Class room speaking

Many real life experiences were created by the faculties for better learning outcomes. Assignments

Field visit

News paper article

Interaction

Brand story telling and elevator pitch Mostly

all

Basic learning

Video Presentations on Nobel Peace Prize Winners Semester

Crossword Activity, Group presentation and a lot of discussions Fied

visit

Classroom learning

cia 3 will complement the learning outcomes assignment

given

Classroom interaction all



creative writing exercises—such as analyzing and using Gen Z terminology—allow students to apply productive skills to real-world, evolving language contexts.

we are going for a field visit and conducting debates are more practical Creative

Writing Skills

Improving english communication skills

Discussion of movies related to the concept make it easier to understand

Many of the activities

Group discussion

CIA

No comments

The activities that were conducted in class

Class interaction

Many

Reading and movies analysis No

Cia

None of the activities to be honest

NONE

the small assignments given

Jiresh Sir's classes and his speaking skills.

Group activity class

interactions Most of

them



Practical discussion Interview

to staff members

Not much

The activity of interviewing people on their opinions on transgender gave syllabus

Explaining with real world scenarios

Helps us in improving communication and resume building

..

Going ip to people around the campus to ask then what their opinions ok transgenders are. Group

discussions

Na

worksheet group solving activities Cia

3

Notjing

interaction with staff and students for cia 3

The essay writing activity was highly enriching and interesting for us as students as it allowed us to show the full extent of our creative potential since we had the liberty to use gen z lingo and AI to some extent for slight reference/phrasing without completely plagiarizing. Overall it was an enjoyable activity that helped us develop our creative writing skills in an unorthodox manner without losing its true objective.

References from real life scenarios added to the course Yeah

Taking interviews and making reports every

Writing style following the PEEL method and using 21st Century Vocabulary.



Local visits

The writing activities

Jyoti ma'am always organises great practical activities to up skill students. Case study based

Discussion on a topic

Interview with department vaculty

Business presentation- ai branding

CIA's

No opinion

Public speaking

The Teaching and knowledge for sir is really great. I never get bored in the english class. To be honest sir is such a G.O.A.T i really appreciate his efforts to collect and convey the information. I hope that sir would be our teacher for someother semester

28 more responses are hidden



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

174 responses

.

Nothing

NA

-

Nothing

No

None

Nil

NIL

nothing

na

Roleplay

None

No comments Practical

knowledge No areas

Whole course

Add global topics not only local. Don't

know

No it's good

Add more on feminism,equality,sdg etc



uts pretty good as it is It

is all good

LinkedIn + Professional Profile Writing No

changes required

More of group discussion can be added

The topics or areas that can be added are content writing. No such

areas

No it's already fine

Everything is good

Nine

it is fine as of now

nil

A more interesting curriculum which is not just based on women empowerment concepts.

Course should not be continued , as it is of no help nothing

To align with competency-based learning goals, we should expand the range of activities dedicated to productive skills.

more writing part to be added

DEBATE COMPETITION

None needed

Debate can be added

Peer pressure, stress management

Interactive activities

Every topics are perfect



The same topics were repeated Panel

debate

Non verbal communication

No need to change the curriculum

Extra cases can be added

I would say you can take IB language and literature course for inspiration as it has industry ready syllabus

NONE

All

all of the topic included in this syllabus was good. the topics where interesting and interactive. along

It's very nice.

The same topics can be maintained. all

perfect

More involvement

I think it should be more business oriented

More practical classes than theory

Different aspects of equality can be considered no all

good

Add more real world scenarios

Curriculum is perfect

Na

Ethos pathos

Body language



none

I have no complaints/suggestions to give for this curriculum as of now. No

everything was perfect

A topic related to AI and career development and life lessons nothing as

such

Not required to remove

No requirements

Speaking skills

All fine

Rather on focusing on two topics the concepts can be more broader It's perfect

More emphasis on modern techniques. Requirement of

more of business related curriculum Maybe add grammar

No opinion

more practical learning experience for students engagement Its good

I think they should give more emphasis on job growth techniques It can

be maintained the same.

Feminism

Stories can improvise

None it's all good None

as such.



Everything is perfect

Heavy literature can be removed

More creative writing aspects could be added. Basic grammar portions can be removed. Engagement in the class should be increased

In class activities such as group discussions

I believe, more practical side should be added.

more information about lgbtq community and their representation in media more on

work place english/professional eng

Interactive classes should be held more It's

good

13 more responses are hidden

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Google Forms





Feedback Form Curriculum 2025-26

60 responses

[Publish analytics](#)



Name

60 responses

Ida Kishore Lena

B Lal Swathy S

Kumar Gayathri

ms Manswi

Chadha

Sai Sharanya Dash

Urmila Jithesh Anna

Jose

Aleena Mariya Jaison

Suchana Biswas

Vanlalmuanawma Neelima

Ekka

Komal Shankholia aadrika

swaroop Amrutavarshini

Durvasula Aarav Arora

JERIL BLESSY R

Kenna Pertin

Rakshita R

SWATHY N S

Namah Gogwekar



Sneha.V.J

Soumalya Halder

Janvi Manoj Nair

Soumili Mustafi

Achint Pal Singh

Shriya Chandel

Khushi Jain

Tvisha garg

Inika Khatter

Lahunshisha Khyriem

Agnidh Roy Chowdhury

Melissa Mary Joel

Anshika Yadav

Adarsh Jose

Advait Agrawal

aleena mariya jaison

Abhinav Babu

Urvashi Adhikari

Diya Thomas

Samuel Ignatius Sequeira

Ananya Aparimita

Bommi Shivani M

Deepanjali Shirgurkar



Mehuli Chatterjee Hanna

Mary Mathew Samridhee

Dutta Mansanpally

Manaswini

Shrawani Kedar Kawadkar Arun

Roy

Arya Jayan Jishnu

S

Jaya Bhadoria

Sareddy Amrutha Reddy

Joshitha V

Kruthiga Sri K

Damonika Spencer Gatphoh

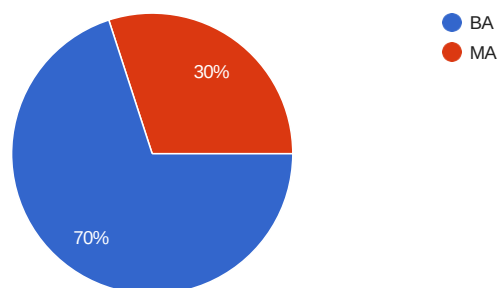
Kovid Basu Roy

Chhavi Sharma

Programme Pursuing

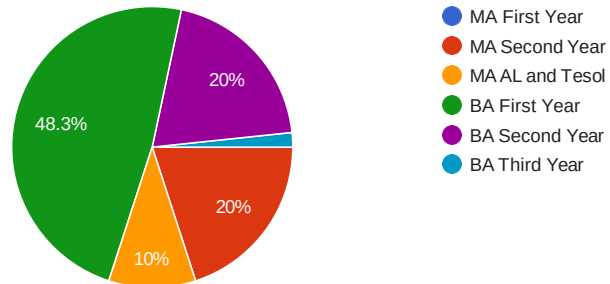
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60 responses



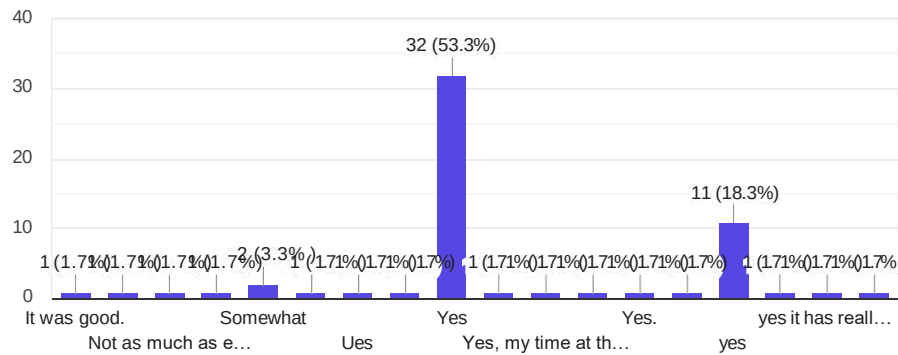
Class

60 responses

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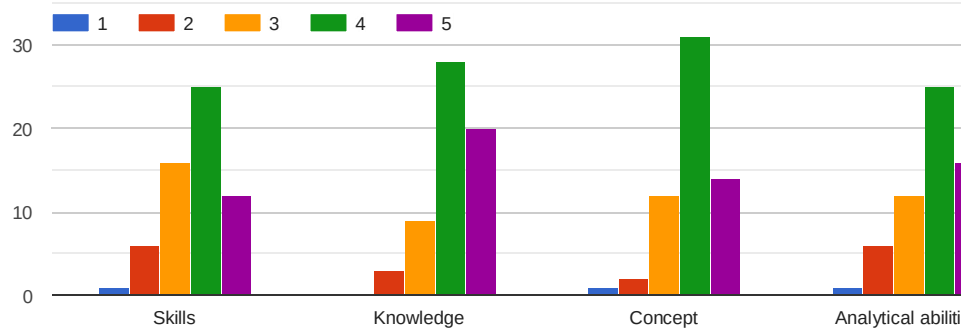
Has your time at the Department been intellectually enriching

60 responses

 Copy chart

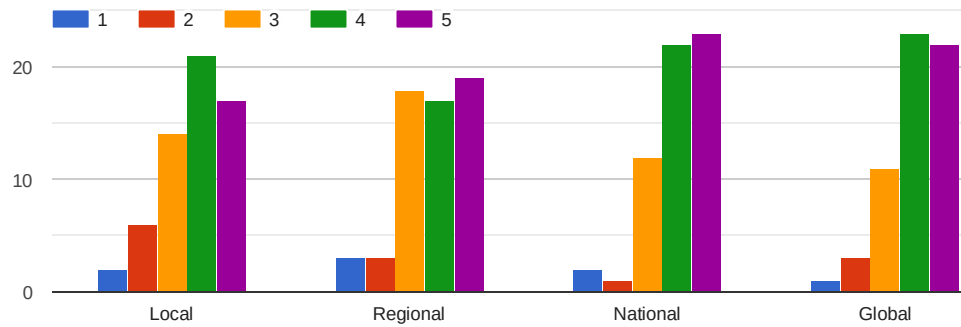
The syllabus is capable of adding value to the students in terms of:

(Least 1; Most 5)

 Copy chart

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

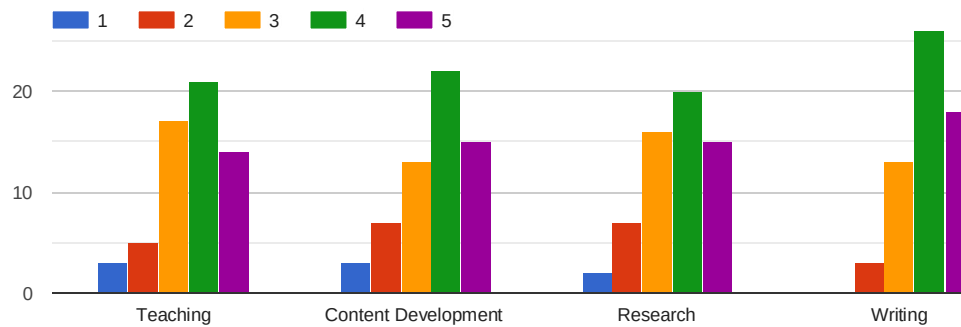
 Copy chart



C

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

 Copy chart



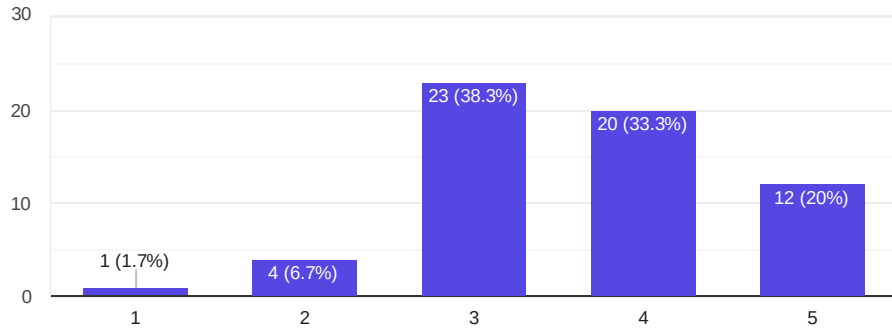
C



The syllabus meets industry requirements

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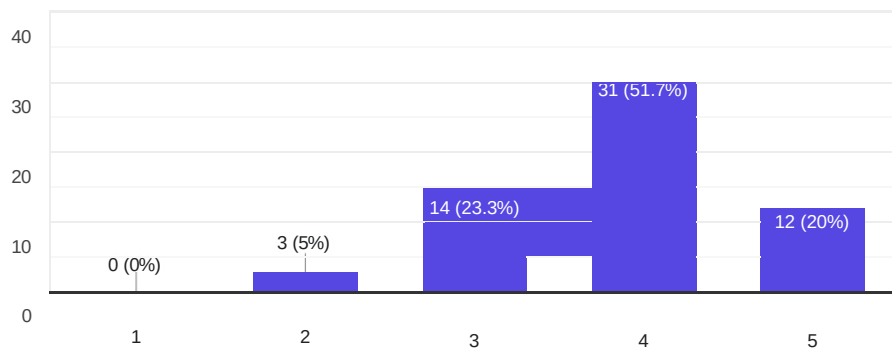
60 responses



Give an Overall Rating for the Syllabus

 Copy chart

60 responses



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

60 responses

CIA's

Group discussion

Classroom discussions

Workshops for programming softwares

The course learner-centric approach by encouraging active participation, discussions, independent thinking, and collaborative learning.

All

LCA courses.

There were webinars that were organised, as well as workshops on LaTeX, R and Python.

Aybe siiting in groups and discussing basically overall discussiona interviewing people

.

Prism Assignments

Personally, PRISM has been the most engaging and exciting events held by the department. As a student and part of the organizing team, I have found it exciting to part-take and observe the processes, while the event unfolds.

Prism conference

interactive sessions CIA's

Interaction done is the session Assignments

related to essays

Many activities.



The LCA method is very good.

Role play

It should be more engaging and interactive.

Workshops and events

assignments and papers. yes

class roleplay and interaction

the cia structures allow for better understanding and application of concepts taught in class Academic

Writing sessions, and overall cchs sessions

CIAs helped a lot

Field trek

Class discussion

The LCA model

All

video editing

GDs. Debate

the creative writing section and analysis of the essays, poems, and article. Class

discussions

All of them

Soft skills along with academics

-

Projects

HED, CPCG, CCHS.



Learner Centric Approach

Group Discussion and Analysis of poem

Everything

the group discussions are always the most enriching as the class contributes its own knowledge.

R, latex , ELTAI .

All the activities

The projects and assignments related to critical thinking and creative designing. Documentary - cia 1

More into Indian literature Assignments

and class activity many activities

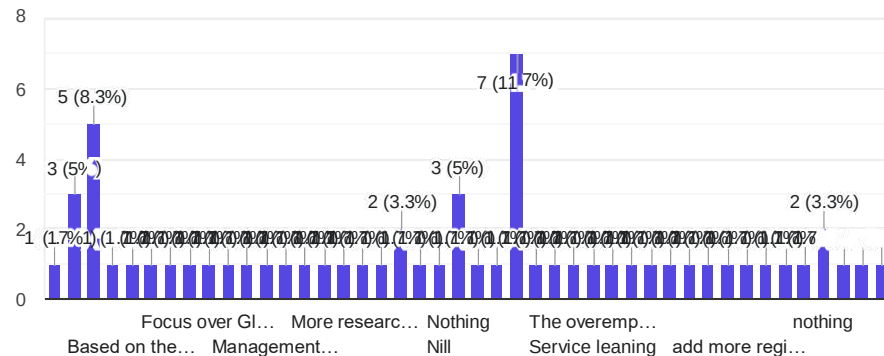
Cpcg

Discussions

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

 Copy chart

60 responses



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Feedback - Curriculum 2025 26 - Faculty

9 responses

[Publish analytics](#)

Name

9 responses

Dr K Latha

Dr. Jyothi A

Sucheta Sankar V Aghil

P Komban

Arya Kariaparambil Shanavas Dr

Ajitha Krishnaprasad

Dr. Hyma Santhosh

Jehoson Jiresh J

Chandan Kumar



Employee ID

9 responses

3637

3718

4515

4499

3661

3618

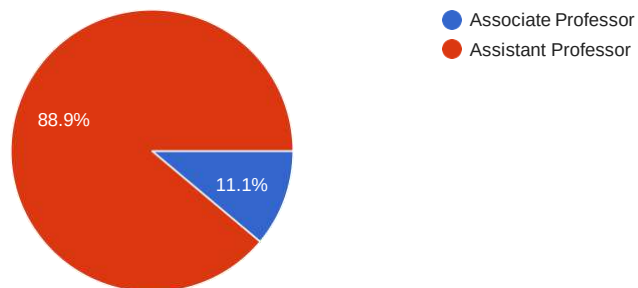
3685

3712

3007

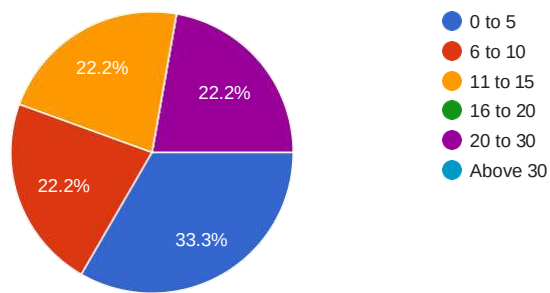
Designation

9 responses

 Copy chart

Teaching Experience (in years)

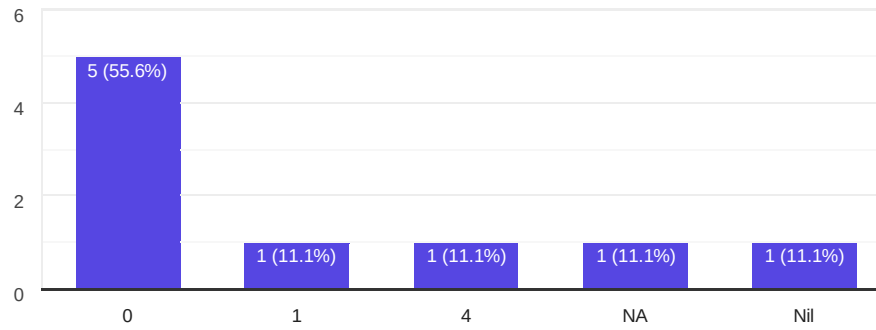
9 responses

 Copy chart

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

 Copy chart

9 responses



Mention the courses and the class that you teach

(Example: Literary Theory: First MA ENG)

9 responses

Language Literature Teaching Methods and Approaches (Second MA ENG), Thesis Writing & Research Methods (First MA ENG), TBLT (First MA AL), Creative Writing: Second MA ENG, Professional English - BCA (A&B), Professional Communication (BCom IBA)

II MA- Service-Learning, I BBA D and BBA SBA- EPC, II BBA FIB.C and BBA FMA-BC-II and VI BAPENG-Ecological Discourses and Practice.

4 MA ECS: Cultures of the Everyday, 2 MA ECS: Migration and Culture in South Asia, 2 BBA FMA B and 2 BBA FMA C: Professional Communication, 4 BAPENG: Postcolonial Literatures (LCA Course)

English for Professional Communication: I BBA and I BCom English
for Humanities: I BAPENG and I BAPEco
Design Thinking and Social Innovation: II MA English

Pragmatics in the Digital Age: 1MA AL&T

Teaching English as Second Language: First MA AL Creative
Writing: Third Year BA PENG
English for Professional Communication
Business Communication

American Literature: 2MA ENG
Ecological Discourses and Practices: 6 BAPENG English
for Humanities: 2BACP A, 2BACP B

English for Professional Communication - 2 BCOM B and 2 BCom AFA The
Cultural and the Urban: Intersections and Interfaces - 4 MA Introduction to
Material Cultures - 6 BA

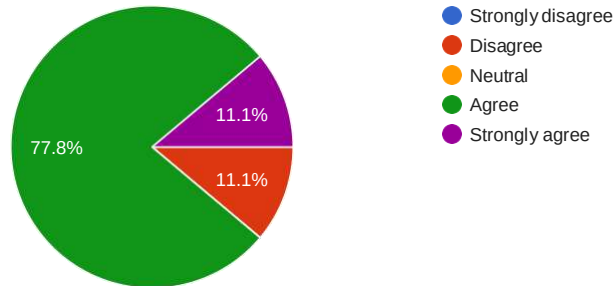
Introduction to Literary Theory 4BAPENG



The curriculum aligns with the stated objectives and learning outcomes.

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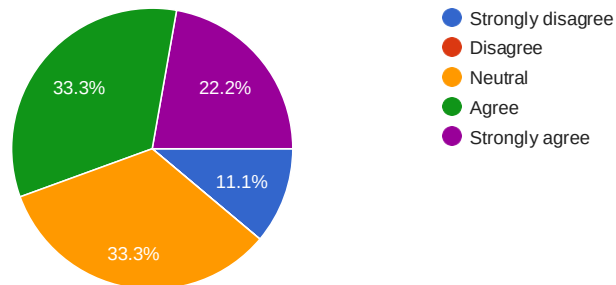
9 responses



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

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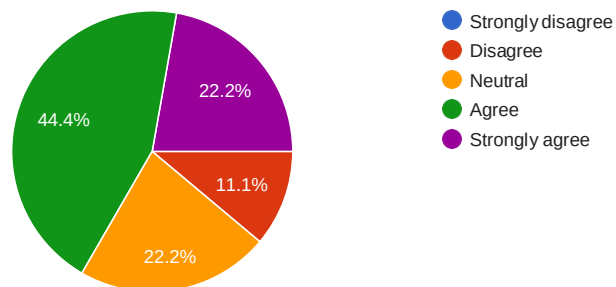
9 responses



The curriculum is effective in developing independent thinking

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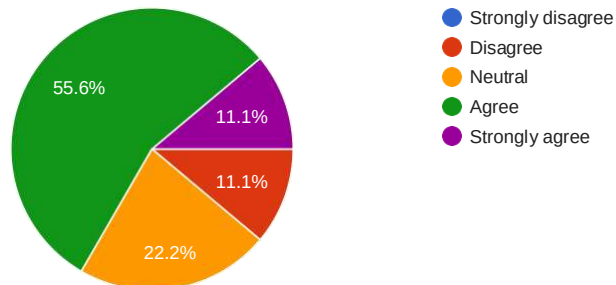
9 responses



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

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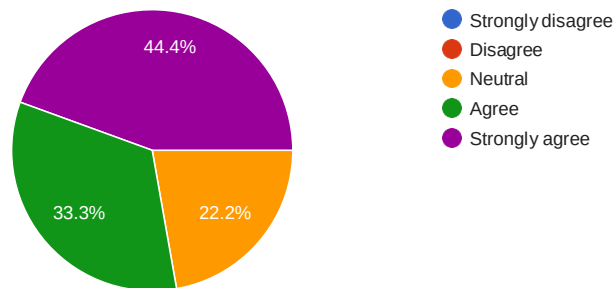
9 responses



The curriculum enhances your knowledge in the subject area

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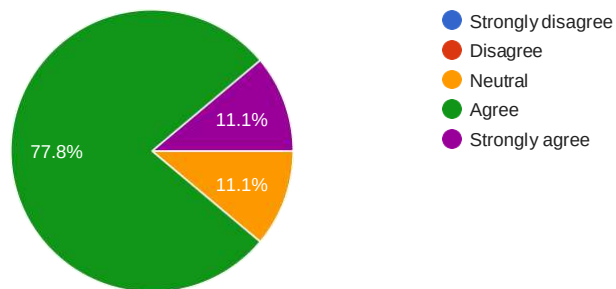
9 responses



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

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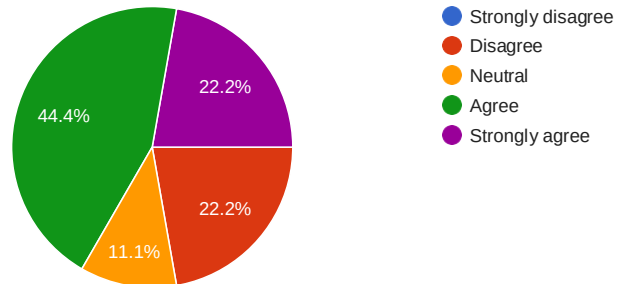
9 responses



The curriculum demands the use of research inclusive teaching

 [Copy chart](#)

9 responses



Any other feedback on the curriculum

6 responses

A revision of the 'Language Literature - Teaching Methods and Approaches' syllabus. Given its designation as an LCA course, the current theoretical density makes it challenging to cover all topics effectively. I suggest streamlining the concepts to allow for more practical, competency-based learning.

Thesis Writing and Research Methodology - Thesis Writing and Research Methodology to the second semester. The current syllabus requires a foundational understanding of Technical Writing as a prerequisite. By introducing Technical Writing in the first semester, we provide students with the necessary scaffolding to engage more effectively with complex research concepts later in the year.

NA

Having taught the last four curriculum of the General English papers (since 2015), I wish to place on record certain concerns regarding the current textbook. The selection of texts appears limited in diversity, and several themes recur in ways that reduce their pedagogic effectiveness. Further, there does not seem to have been a structured process for seeking faculty input during the selection of texts, including from colleagues teaching the course.

An additional concern is that the textbook does not include the prescribed texts in full. This poses ethical and practical challenges in the classroom, particularly in contexts where students are required to purchase the textbook. -speaking only for the English for Humanities and Professional Communication curriculum.

None

Teaching English as Second Language can be merged with Task Based Language Teaching.

English for Professional Communication: The text book must include different genres. The alignment with the course outcomes must be looked into.

Business Communication: Course outcomes must be discussed and reworked on.

In case of General English Courses, While the syllabus does try to cover broad themes related to human experience, it doesn't adequately explain why certain texts and topics were chosen for a professional communication course.

The curriculum needs to better reflect our current technological and social reality, particularly the rise of AI in education. We are entering a "posthuman" era where AI increasingly shapes how we teach, learn, write, and assess student work.

The syllabus should include specific sections on:

How to collaborate with AI tools to create knowledge

Why traditional language skills remain essential when working with AI

How the ability to analyze texts critically helps us produce better AI-assisted content

Why cultural awareness matters when creating professional communications with AI



7/3/26 9:52 AM

Feedback - Curriculum 2025 26 - Faculty

These skills will be crucial for students who will need to work alongside AI to produce professional content in their future careers.

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Feedback on Curriculum AY 2025-26- Parents

7 responses

[Publish analytics](#)

Name of the student

7 responses

Gayathri S Tanisha

Ghosh Adarsh Jose

Tejas manjunath m

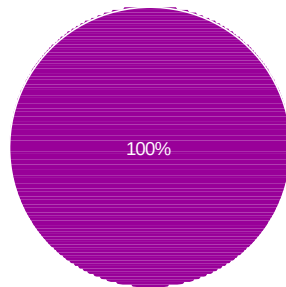
Shravani Nigudkar

Tersina Maria Toppo

Hanna Mary Mathew

Class

7 responses

 [Copy chart](#)

- First year BA PENG
- Second year BA PENG
- Third year BA PENG
- First year MA
- Second year MA



Name of the parent

7 responses

Santhosh PK

Kaushik Kumar Ghosh

Jose K M

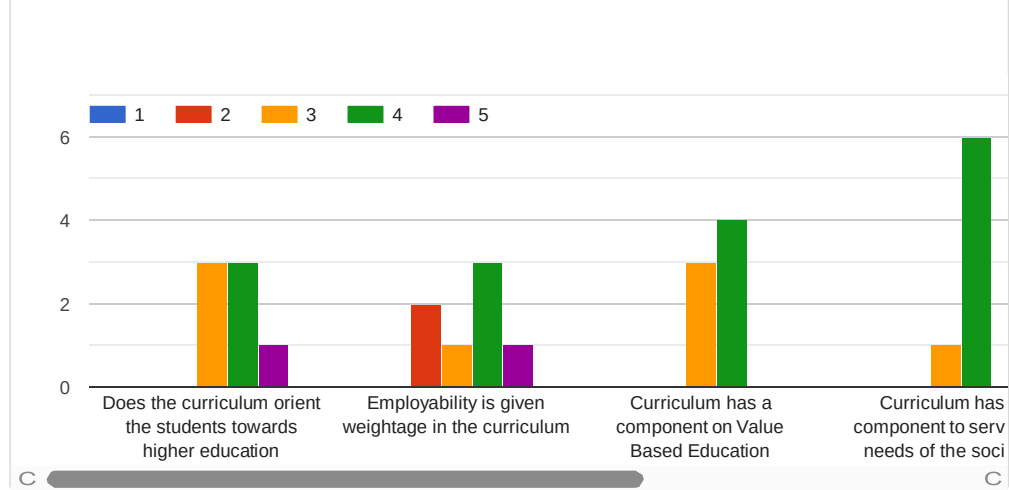
Mahesh kumar s Udayan

Nigudkar

Josephine Gomes Toppo Honey P

Joy

Select any option. (Needs to improve(1), Average(2) Satisfactory (3), Good (4), Excellent (5))

 Copy chart


Any other suggestion for improvement

7 responses

No

None

I think it's pretty good

The student is shy, he needs to communicate more. Requires more exposure.

I believe, betterment of teacher-student relationships may help.

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Feedback on Curriculum- AY 2025-2026- Alumni

5 responses

[Publish analytics](#)

Name

5 responses

Abha G Warriar

KELVIN BRUNO

Alona PJ

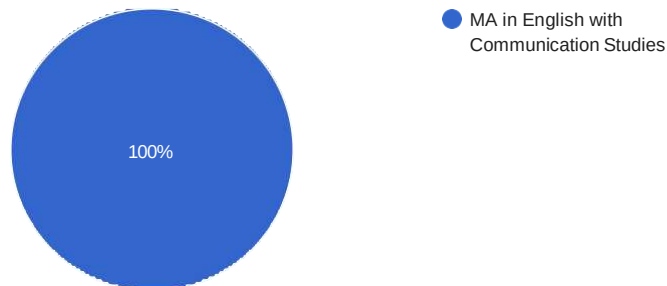
Gopika T R

Mary Milan

Program Completed

5 responses

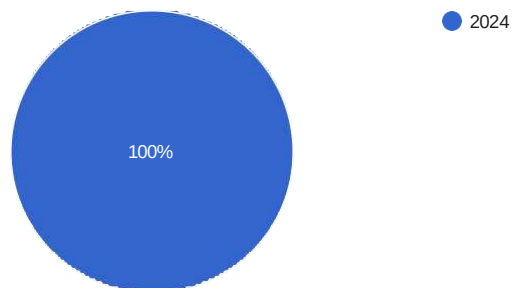
 [Copy chart](#)



Year of Graduation

5 responses

 [Copy chart](#)



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

5 responses

PhD Scholar at CHRIST (Deemed to be University) AI

PROMPT ENGINEER

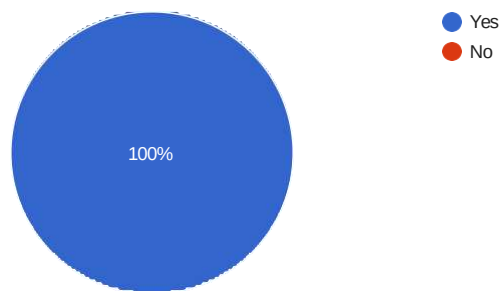
Student - school of education

I am currently in the process of acquiring a position as a central government employee. Doing PHD
at christ university

Has your time at the Department been intellectually enriching?

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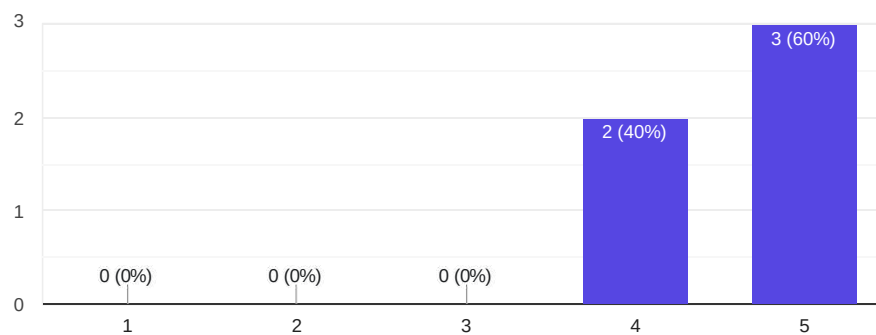
5 responses



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

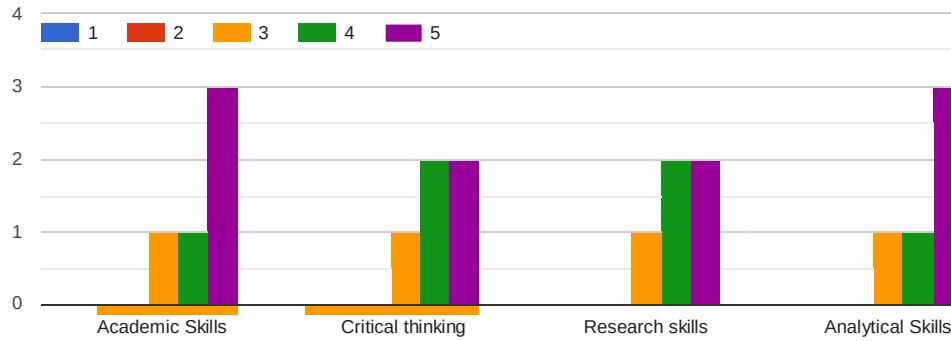
 Copy chart

5 responses



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

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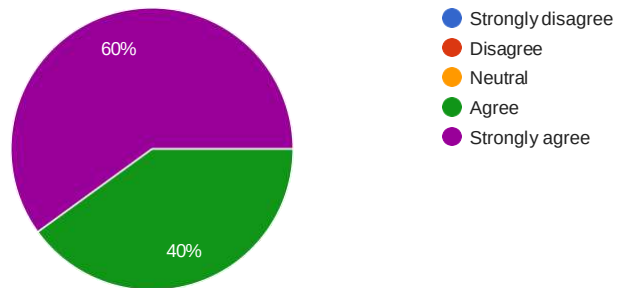
C

C

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

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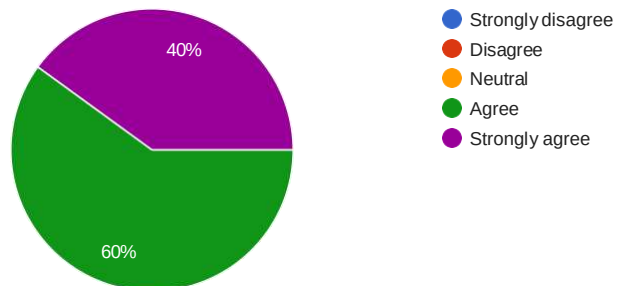
5 responses



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

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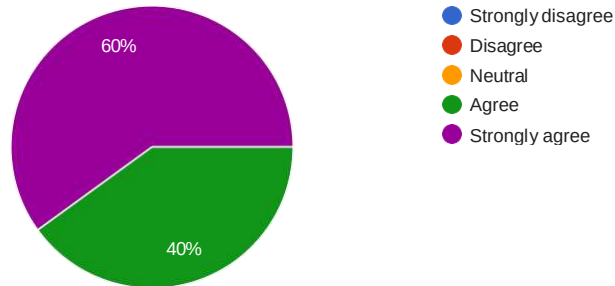
5 responses



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

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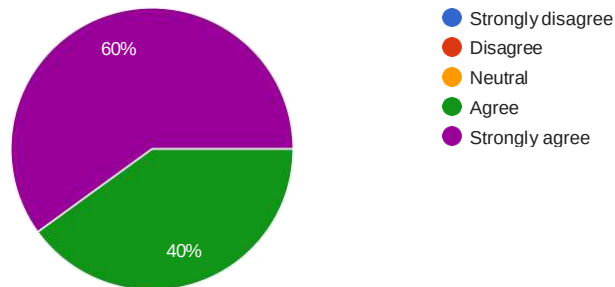
5 responses



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

 Copy chart

5 responses



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

5 responses

Nil

-

More Critical thinking in current curriculum

Knowledge catering to the effective use more research tools can be considered.



Any other suggestions

3 responses

none

Nil

Nil

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Feedback on Curriculum AY 2025-26- Employers

5 responses

[Publish analytics](#)

Name of the Employer

5 responses

Manjushree R

Dr.Yogeesh DP

SSMRV COLLEGE

Sharadamma MK Mr.

Manu A R

Name of the organisation

5 responses

SDM College, Ujire

Akash Institute of Commerce and management

SSMRV COLLEGE

Kannada literature

SDM College (Autonomous)



Designation

5 responses

HoD and Assistant Professor Principal

Visiting Faculty

Assistant professor department of Kannadaa

Assistant Professor, Dept. of PG English

Educational Qualification

5 responses

Ph. D

MA, PhD

Bcom MA(Hindi)

MA,Bed,KSET,NET

MA English, BEd.

Experience in Industry (Number of years)

5 responses

17

09

10+

13years

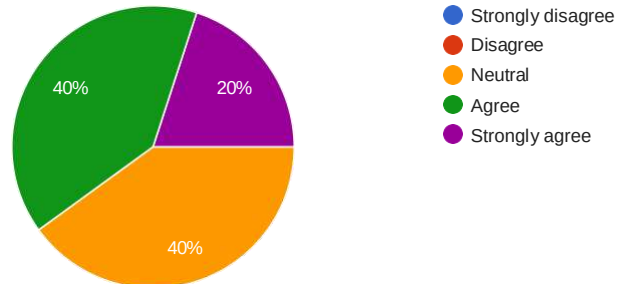
Nil



The curriculum is aligned with the objectives of the programme

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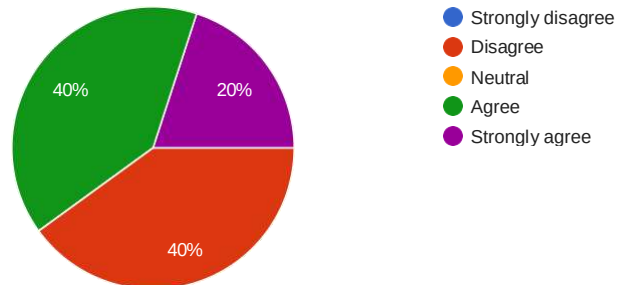
5 responses



The curriculum covers advanced topics and current trends

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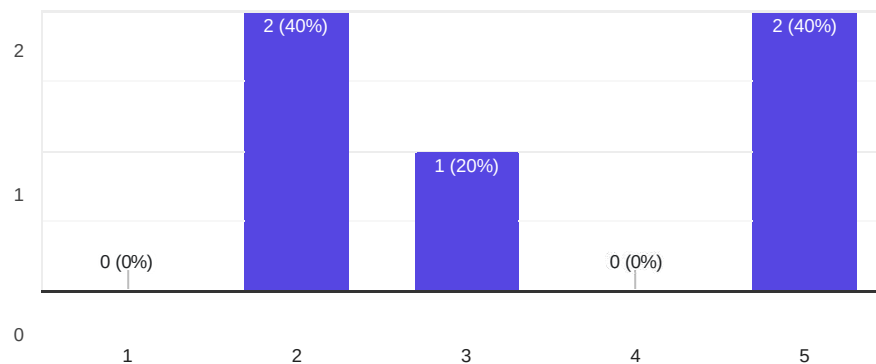
5 responses



Please rate the relevance of the electives offered in the curriculum

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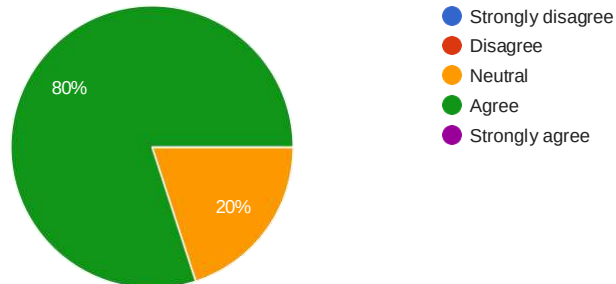
5 responses



Employability is given importance in the curriculum

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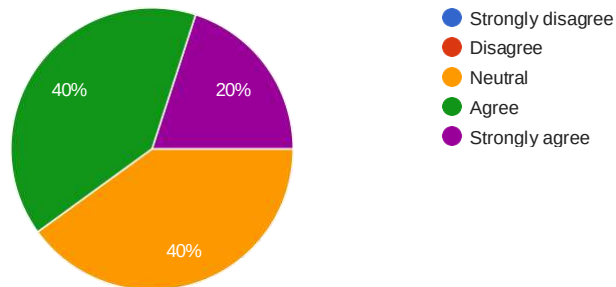
5 responses



The curriculum meets the expectations of the industry

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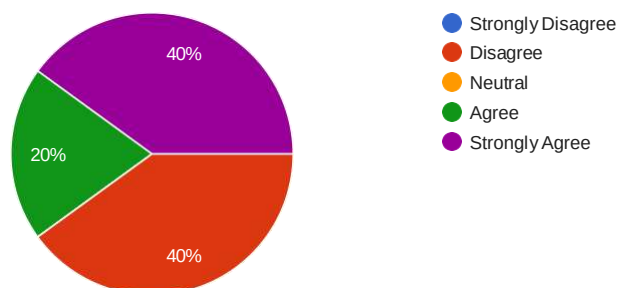
5 responses



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

 Copy chart

5 responses



Any other comment or suggestion

4 responses

Curriculum needs to be upgraded

.

No

Curriculum needs upgradation

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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

Stakeholder Feedback	Observations	Action Taken / Proposed
		humanities, AI, and contemporary global issues.
Inclusion of regional and Indian perspectives	Some students suggested expanding regional and Indian literary content.	Faculty members will recommend additional regional, Indian, and multicultural texts during curriculum revision while maintaining the global perspective of the programme.
Stronger employability focus	Employers emphasised workplace readiness and transferable skills.	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 upgradation.	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.