

Feedback Analysis (2025-26)

Department of Theatre

1. Overview

Feedback was collected from **Students**, **Faculty**, and **Alumni** using 5-point rating scales (1: Need to Improve to 5: Excellent) alongside qualitative suggestions to evaluate syllabus effectiveness and guide curriculum revisions.

2. Key Insights by Stakeholder

- **Students (Avg: 4.2 – 4.8 / 5.0):** Expressed high satisfaction with practical bodywork, movement, and course reading materials.
 - *Specific Request:* Requested dedicated vocal/singing training tailored for musical theatre beyond basic voice modulation.
 - Addressed and specialised course added in Semester VII and VIII
- **Faculty (Avg: 4.6 – 5.0 / 5.0):** Commended the syllabus as "strong and well-structured" with progressive growth..
- **Alumni (Avg: 5.0 / 5.0):** Gave top ratings for higher education preparation, employability focus, and regular curriculum updates.

3. Summary Matrix

Stakeholder	Rating	Key Feedback & Recommendations
Students	4.2 – 4.8 / 5.0	High satisfaction with foundational modules
Faculty	4.6 – 5.0 / 5.0	Well-paced structure; recommended introducing advanced specialised courses.
Alumni	5.0 / 5.0	Strong endorsement of industry relevance, higher education orientation, and skill alignment.

4. Key Takeaways for Board of Studies (BoS)

1. **Add Dedicated Singing Instruction:** Integrated singing modules (TMH403A-7) to support musical theatre performance with 60 hours of learning
2. **Implement 4-Year Honours Track:** Expanded into Semesters VII & VIII with advanced acting, residency, and capstone options.
3. **Enhance Experiential Learning:** Aligned internship modules and capstone projects with external off-campus venues and professional industry practices.

A handwritten signature in black ink, appearing to read 'Philipp', with a stylized, cursive script.

Philipp Sulim

HOD, Department of Theatre

Action Taken Report (2025-26)

Department of Theatre

1. Summary

The Department collected feedback on the curriculum and syllabi from various stakeholders, including Students, Faculty, and Alumni, through formal feedback forms, Board of Studies (BoS) meetings, academic audits, and informal interaction sessions.

Based on the consolidated feedback and internal review mechanisms, necessary revisions and enhancements were proposed, reviewed by the Curriculum Development Cell (CDC), and formally approved in the Board of Studies meeting for implementation in the upcoming academic cycle.

2. Feedback Analysis & Action Taken Matrix

1. Introduction of Dedicated Singing Instruction:

In direct response to student feedback requesting specialised vocal training for singing and musical theatre beyond basic voice modulation, **TMH403A-7 Singing** (60 Hours) has been introduced in Semester VII to enhance performance versatility and career readiness.

2. Advanced Dance & Movement Integration:

Addressing student feedback calling for more advanced movement and physical theatre training, **TMH402A-7 Dancing** (60 Hours) has been incorporated into Semester VII to strengthen physical execution and performance skills.

3. Expansion into the 4-Year Honours Track:

To address student and academic stakeholder demand for higher education pathways, research depth, and industry immersion, the curriculum was extended to an 8-semester structure. This introduces **TMH401A-7 Acting**, **TMH481A-7 Capstone Project I**, **TMH401A-8 Community Engagement for Theatre**, **TMH481A-8 Performance Residency**, and **TMH482A-8 Capstone Project II**.

4. Professional Experience and Field Exposure via Capstone Projects:

To provide advanced hands-on production experience, **Capstone Projects I and II** have been introduced for fourth-year students. This enables students to specialise in advanced training, develop personal projects and productions, and showcase their work at off-campus venues and festivals, thereby mastering real-world production processes and industry workflows.

5. **Standardization of Industry Exposure & Internships (THE481-5 / THE481-3):**

To improve employability and real-world application, summer internship modules were re-coded and aligned across semesters (THE481-5 and THE481-3), ensuring structured field experience that connects classroom learning directly with industry standards.

6. **Prerequisite and Sequential Alignment of Core Curriculum :**

Re-aligned and re-sequenced core foundational subjects across the lower and intermediate semesters to ensure a structured, logical prerequisite progression. This sequential flow ensures students master foundational body work, voice modulation, and text analysis before undertaking advanced practical productions, directing, and technical stagecraft.

4. Key Takeaway

The actions taken prioritise strengthening fundamental domain knowledge, eliminating academic redundancies, improving continuous internal assessment methods, and enhancing practical exposure. The revised syllabus ensures academic rigour while addressing the constructive suggestions of all key academic stakeholders.



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