

Department of English and Cultural Studies

Feedback on Curriculum- 2024-25

CHRIST (Deemed to be University)

Delhi NCR Campus

MA English Studies and Communication

Analysis & Action Taken Report



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Sample Forms

Student Feedback

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

Faculty Feedback

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

Academic Peers Feedback

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

Alumni Feedback

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

Department Curriculum Feedback Process

The ongoing development and refinement of the curriculum are crucial as they guide both the instructional and learning processes by establishing clear objectives for educators and learners alike. A meticulously designed curriculum ensures that instructional content is

relevant, engaging, and properly aligned with intended educational outcomes. It provides a structural framework that facilitates effective teaching and comprehensive learning, thereby ensuring that students receive a holistic education. To support this type of comprehensive development and to maintain effective teaching practices, we gather feedback from a variety of stakeholders including teachers, students, alumni, academic peers, and others.

The process of curriculum design and development is continuous, involving regular evaluations and updates to ensure that it remains current, relevant, and in line with educational objectives. For the academic year 2024-25, feedback was systematically collected through Google Forms from diverse groups including 15 students, 16 faculty members.

Stakeholders	Numbers
Students	15
Faculties	16
Alumni	4
Academic Peers	4

Summary of Major Suggestions Received:

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

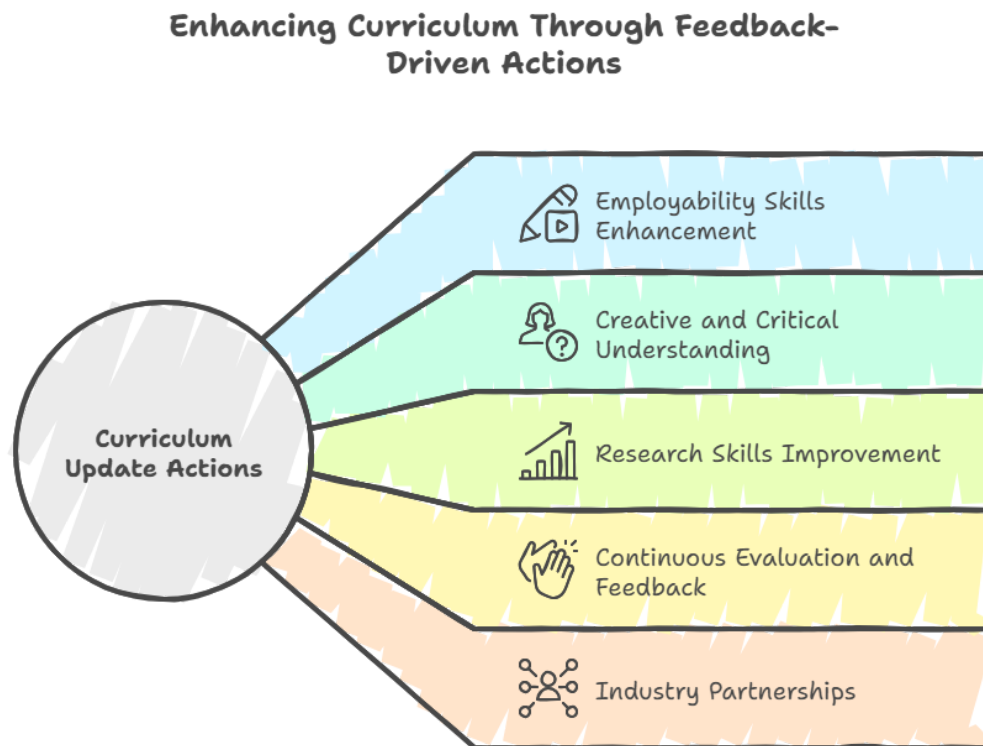
1. With the substantial growth in English studies and communication fields in recent years, reflecting the increased importance of proficient communication across various professional sectors, there is a heightened demand for a new Master of Arts (MA) program that combines English studies with communication skills. This program is designed to equip students with the crucial skills and knowledge needed for success in today's communication-driven environment. This report highlights the benefits of launching the MA in English Studies and Communication.
2. A newly conceived MA program in English Studies and Communication has been specifically designed to cater to the unique needs of the Delhi NCR region, considering factors like infrastructure, employment opportunities, and academic and industry interests.
3. Stakeholders stressed the need for the curriculum to align with industry standards. Recommendations include integrating internships, industry projects, and guest lectures by professionals to provide practical insights and boost employability.
4. Stakeholders also highlighted that the academic load hinders their ability to fully enjoy the learning process, with both learners and faculty struggling to keep pace with the demands. Suggestions include making the course content more focused and concise, reducing the number of topics to ensure better understanding, and allowing space for reflective learning.

5. There was a strong focus on enhancing students' research capabilities and critical thinking skills. Proposed enhancements include the addition of research methodologies and seminar courses to promote academic inquiry and excellence.

Summary of Actions Taken in Response to Feedback:

1. Acknowledging the importance of enhancing employability skills within the MA English Studies and Communication program, especially for roles in media-related sectors, we have taken active measures. We have introduced modules focused on practical skills such as media production, digital communication strategies, and media reporting.
2. The revamped program is designed to foster a creative and critical understanding of the English language, literature, and communication. This program offers our students a distinctive opportunity to develop skills in critical thinking, academic writing, and multimedia applications. Our pedagogical approach is carefully designed to provide numerous opportunities for students to advance as professionals and scholars.
3. Components focusing on research methodologies have been added to improve students' research skills and critical thinking capacities.
4. We have put in place continuous evaluation and feedback systems to monitor the effectiveness of the curriculum and implement necessary modifications.

5. In the recent Board of Studies (BOS) meeting, detailed discussions were held based on student and faculty feedback regarding syllabus overload. A collective decision was taken to revise and streamline the curriculum, and these changes have been implemented in the updated syllabus.
6. Additionally, we have established partnerships with industry leaders to facilitate internships, industry projects, and guest lectures, thereby enhancing the practical knowledge and employability of our students.



Detailed Feedback Analysis

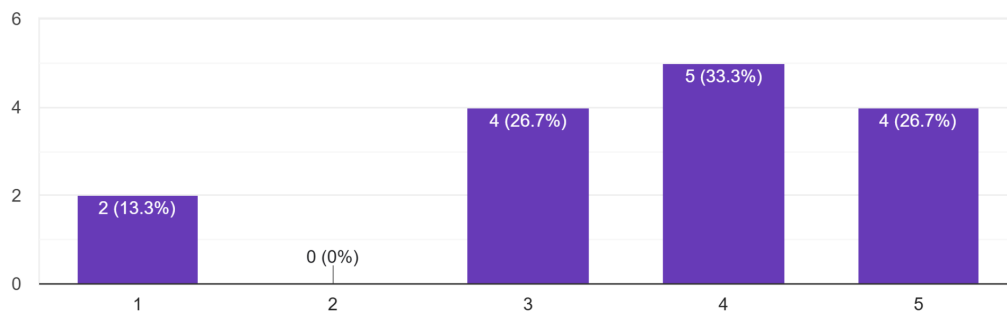
Feedback from Students

Feedback was taken from students (15) pursuing MA in English Studies and Communication offered by the Department of English and Cultural Studies. The feedback was based on various parameters like- Does the content of the curriculum satisfy the stated objectives and learning outcomes? Does the curriculum cover advanced topics? Is the curriculum effective in developing critical and analytical thinking? etc.

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

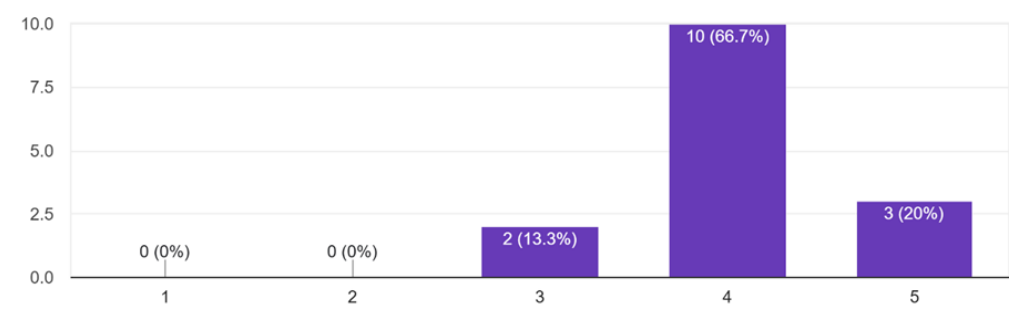
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

15 responses



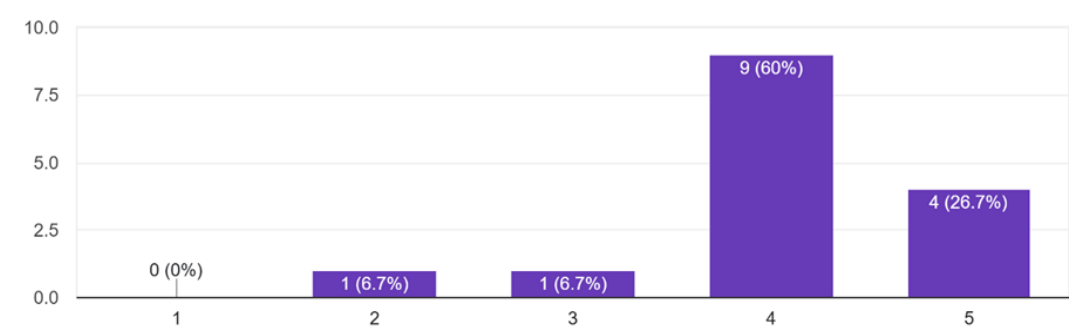
Whether the curriculum enhances your knowledge and skills in the relevant domain?

15 responses



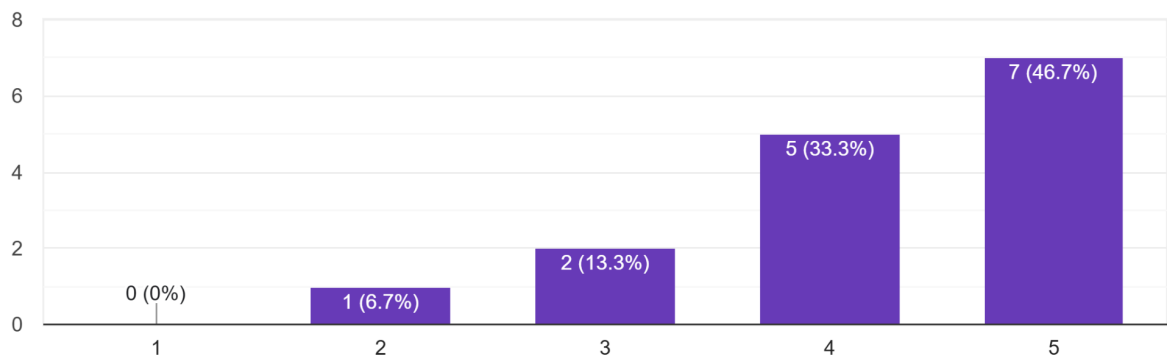
Does the curriculum cover advanced topics?

15 responses



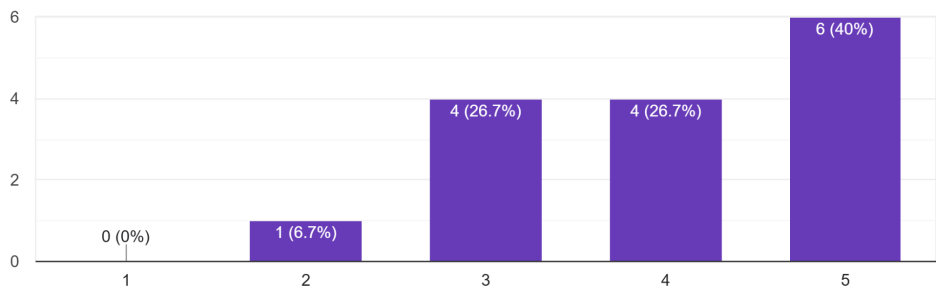
Is the curriculum effective in developing critical/ analytical thinking?

15 responses



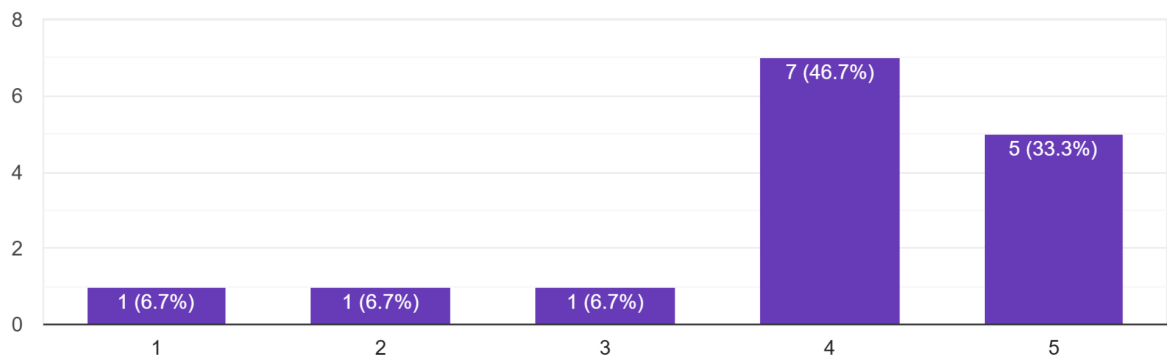
Are the text books and reference materials relevant to the content of the curriculum?

15 responses



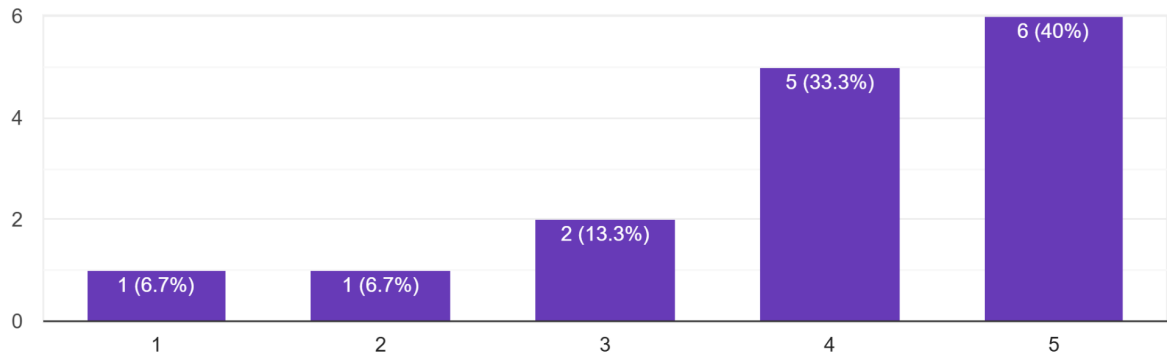
Does the curriculum orient towards higher education?

15 responses



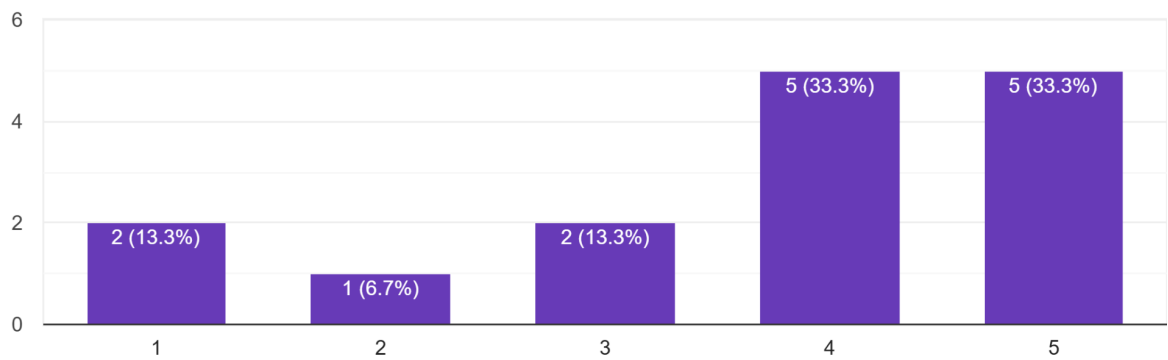
Does the curriculum enable the students to apply their knowledge in real life situations?

15 responses



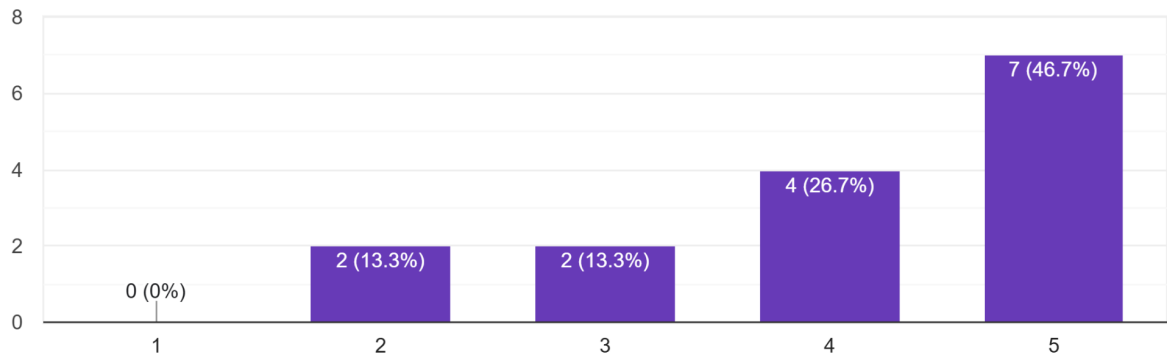
Is employability given weightage in the design and development of curriculum?

15 responses



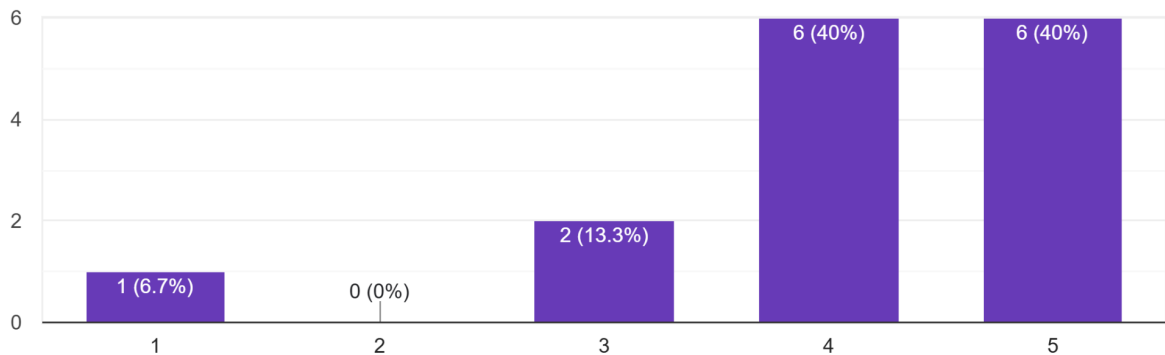
Does the curriculum promote self-study and attitude of research?

15 responses



Does the curriculum meet your overall expectations?

15 responses



As evident from the graphs given above the responses of the students vary from good to excellent. This clearly shows that the students have a certain level of satisfaction with the curriculum offered to them. However, Student feedback highlights that while the curriculum is engaging and academically enriching, the extensive syllabus and the high number of courses per semester create significant pressure, leaving little time for in-depth learning or self-assessment. Many students expressed that the academic load hinders their ability to fully enjoy the learning process, with both learners and faculty struggling to keep pace with the demands. Suggestions include making the course content more focused and concise, reducing the number of topics to ensure better understanding, and allowing space for reflective learning. A more streamlined syllabus could enhance both teaching effectiveness and student engagement.

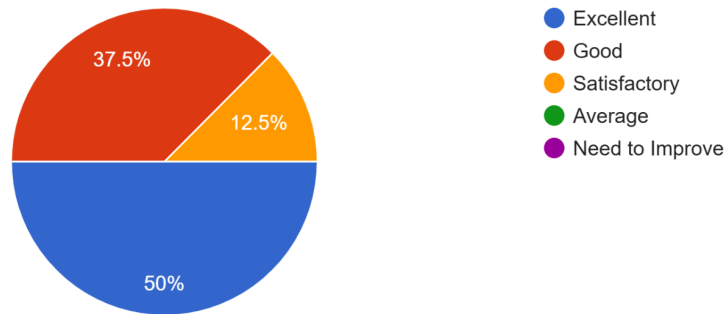
Feedback from Faculty

Feedback from faculty is important to understand the strengths and weaknesses of the curriculum offered. Therefore, feedback from the faculty (16) who have taught in the Post Graduate programme was collected with the aim to enhance the quality of the curriculum offered. The feedback was collected on various parameters like: Does the curriculum orient students towards higher education? Is employability given weightage in the design

and development of the curriculum? Does curriculum promote self-study and attitude of research? etc. The responses of the faculty are represented below.

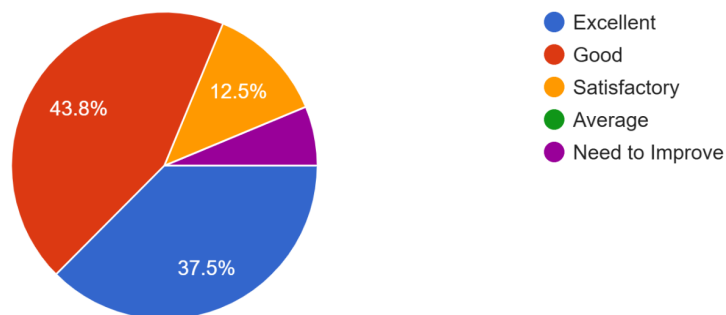
Does the curriculum orient the students towards higher education?

16 responses



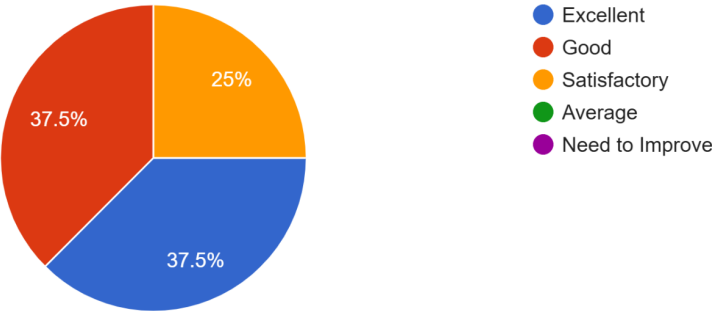
Is employability given weightage in the design and development of the curriculum?

16 responses



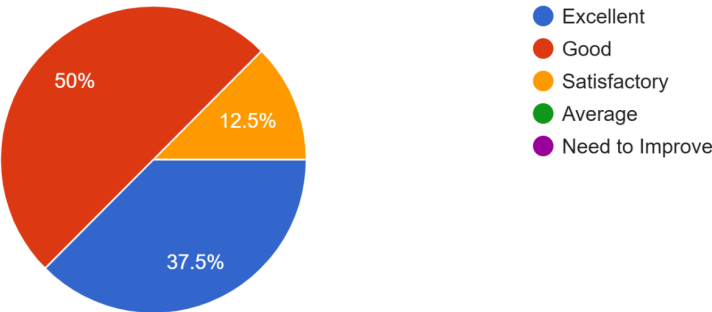
Is the curriculum designed to have a component on value based education?

16 responses



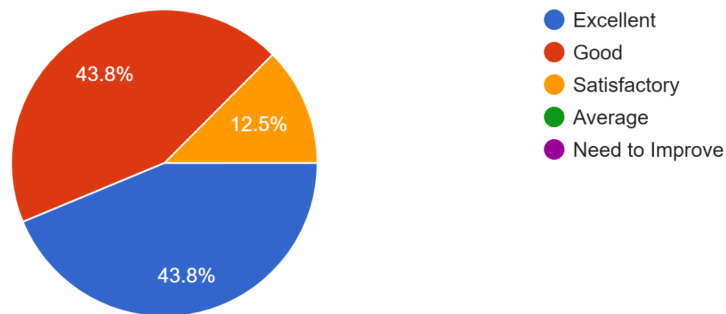
Does the curriculum have components to serve the needs of the society?

16 responses



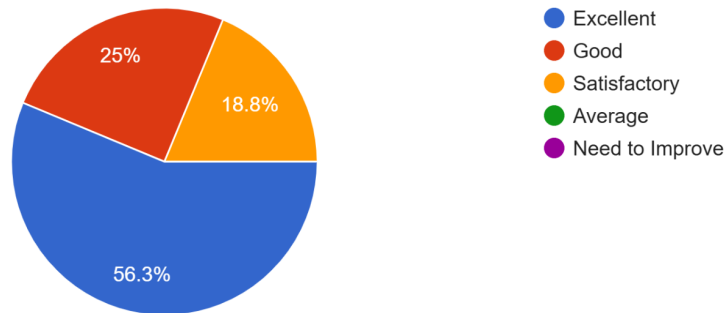
Does the curriculum promote self-study and attitude of research?

16 responses



Does the curriculum help the students to enhance their personality?

16 responses



The curriculum was found to be satisfactory by the faculty members. However, there was an evident consensus among the faculty members regarding the need for a new curriculum. While one of the faculty members mentioned, “There is a need to revise the curriculum” another reported that the reading list could be condensed to make teaching-learning more focused and effective. The need to improve the practical aspects

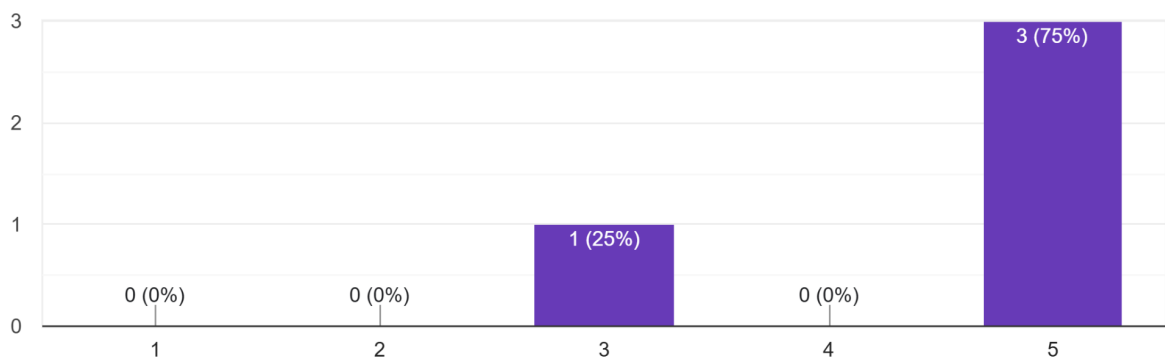
of the program was also pointed out by another faculty member. Another suggestion was to provide them with more skill development workshops and practical exposure.

Feedback from Alumni

Feedback from Alumni is important to understand the strengths and weaknesses of the curriculum offered. Therefore, feedback from the alumni (4) was collected with the aim to enhance the quality of the curriculum offered. The feedback was collected on various parameters like: Does the curriculum orient students towards higher education? Is employability given weightage in the design and development of the curriculum? Does curriculum promote self-study and attitude of research? etc. The responses of the alumni are represented below.

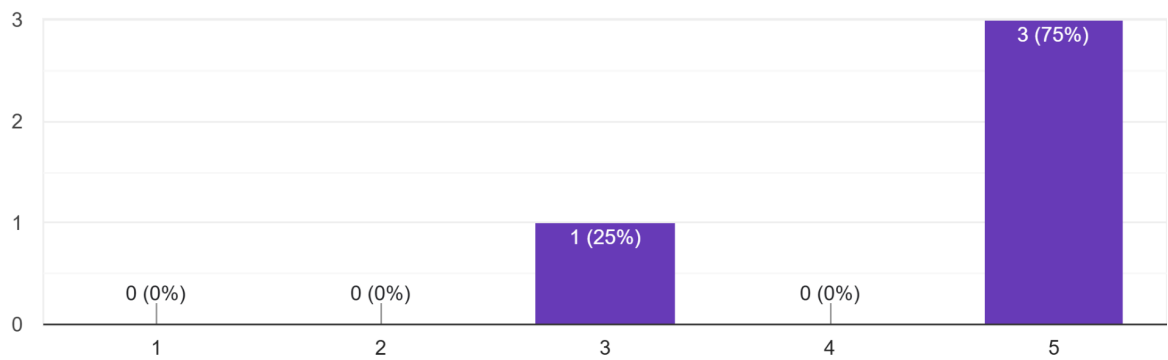
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

4 responses



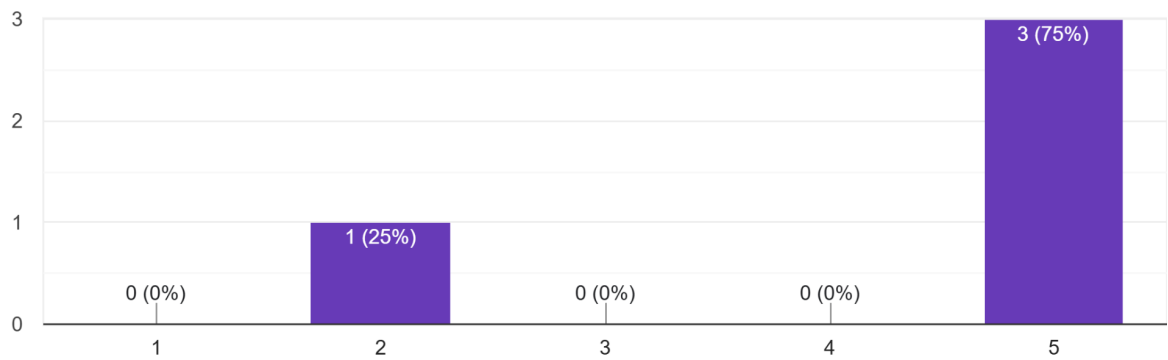
Does the curriculum cover advanced topics?

4 responses



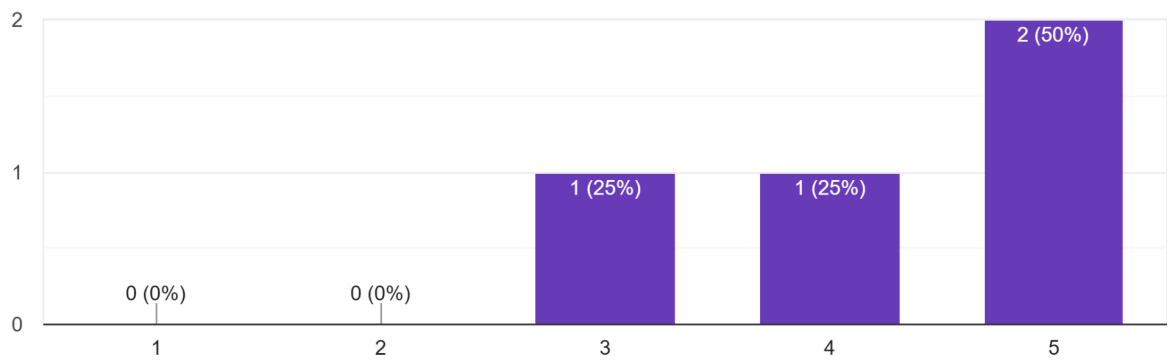
Whether the curriculum enhances your knowledge and skills in the relevant domain?

4 responses



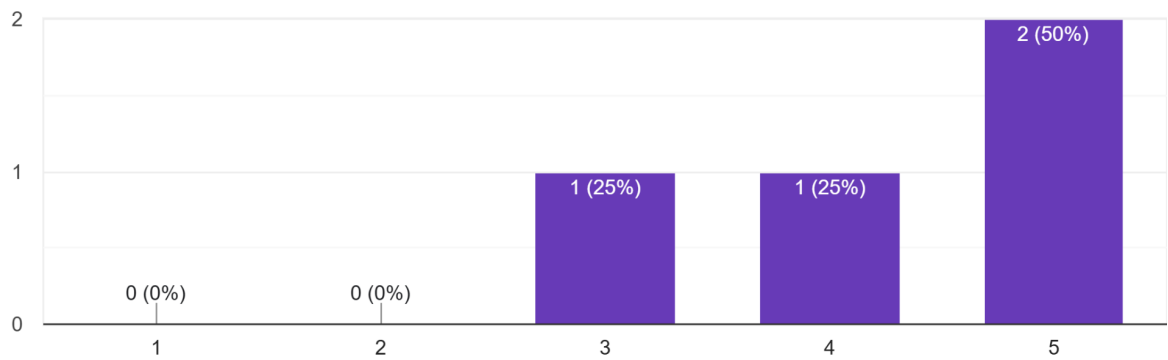
Does the curriculum orient towards higher education?

4 responses



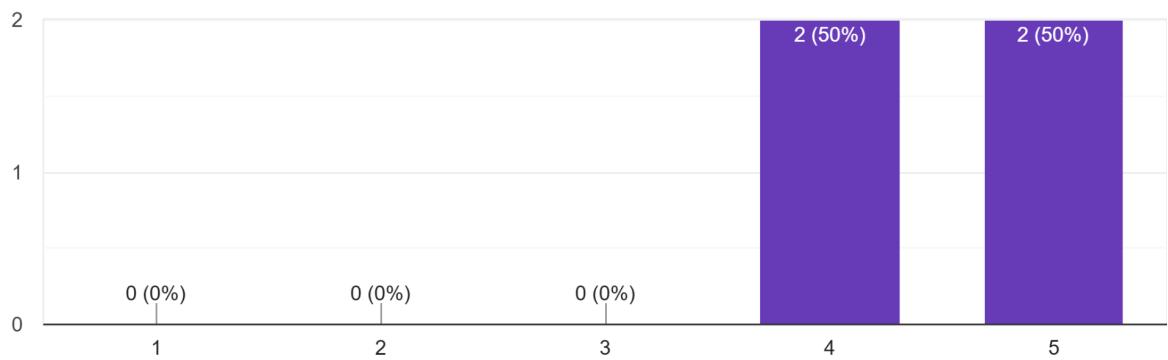
Is the curriculum effective in developing critical/ analytical thinking?

4 responses



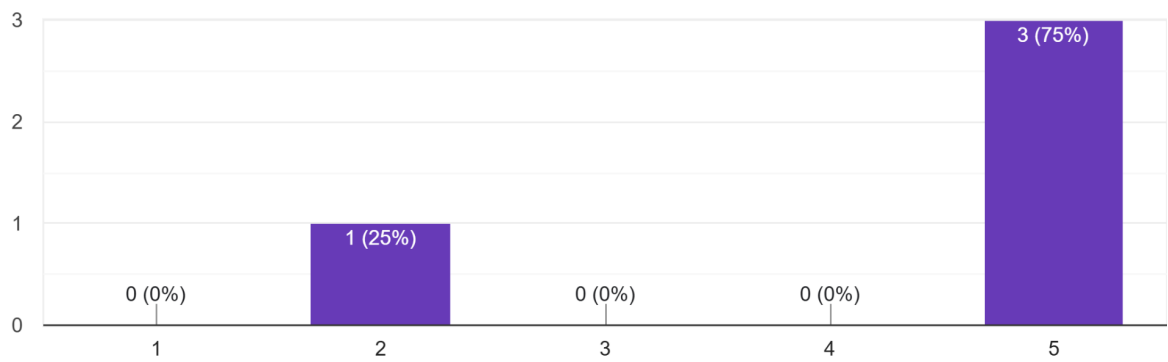
Are the text books and reference materials relevant to the content of the curriculum?

4 responses



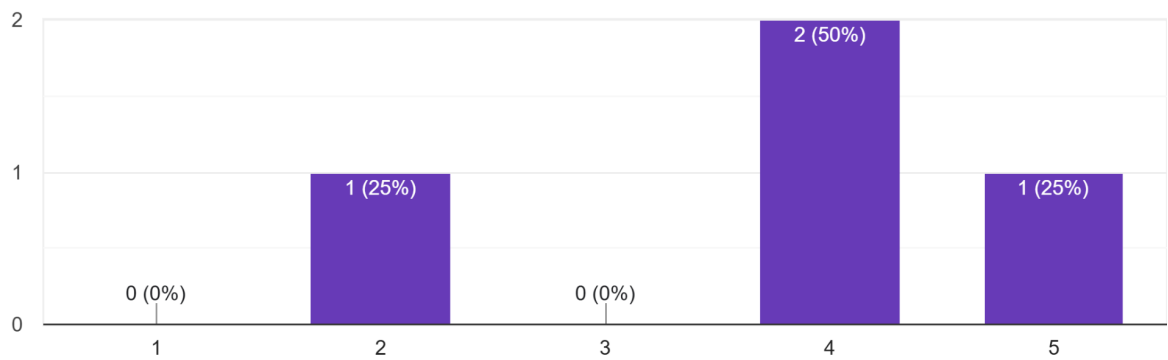
Does the curriculum enable the students to apply their knowledge in real life situations?

4 responses



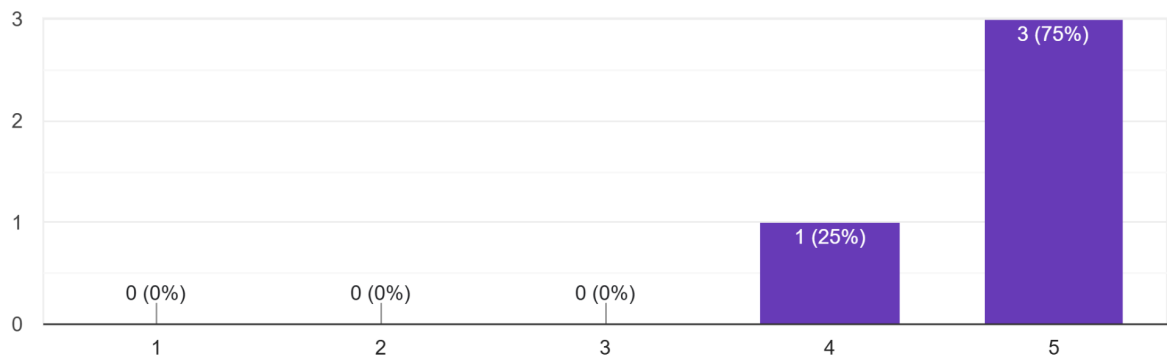
Is employability given weightage in the design and development of curriculum?

4 responses



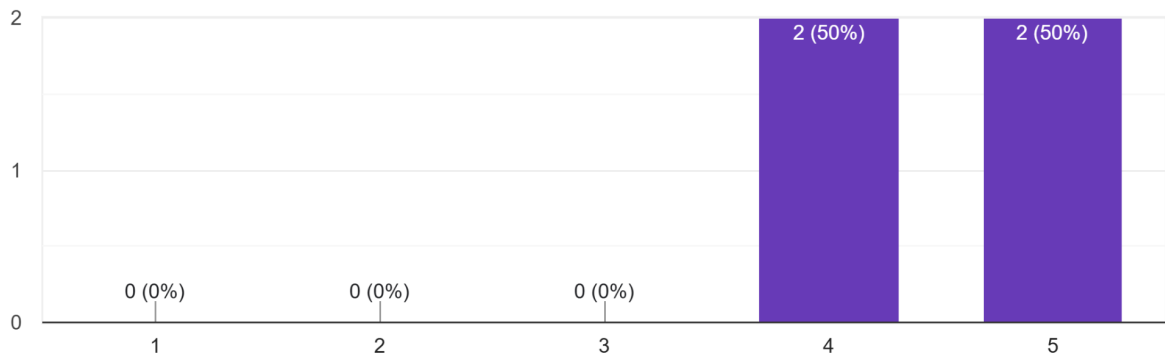
Does the curriculum promote self-study and attitude of research?

4 responses



Does the curriculum meet your overall expectations?

4 responses



The graphical representations provided above depict a range of responses from alumni, spanning from good to excellent, indicating a notable level of satisfaction with the curriculum. Alumni express a strong sentiment that the curriculum facilitates self-study opportunities and instills a research-oriented mindset. Furthermore, the majority of respondents concur that the curriculum adequately emphasizes employability. Alumni have appreciated the well-structured and up-to-date curriculum, highlighting its strength in enhancing literary understanding and critical thinking. However, they suggest a stronger emphasis on employability through the integration of career-oriented workshops, industry-specific writing training, and practical applications of literary studies. Additionally, they recommend including more reading material on contemporary topics to better align the curriculum with current academic and professional landscapes.

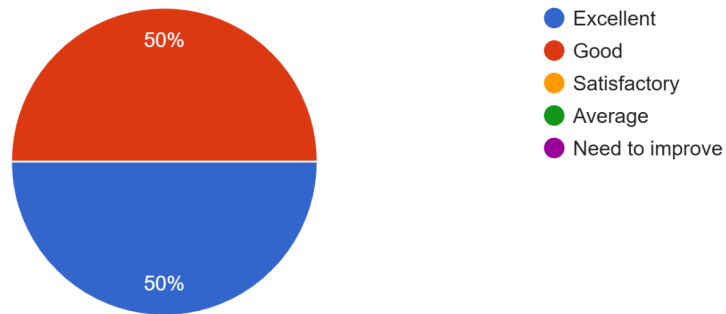
Feedback from Academic Peers

Involving academic peers in the curriculum development process is inevitable as they can provide valuable feedback that can cater to student needs and requirements. Feedback was collected from academic peers (4) which included parameters like: Does the curriculum orient the students towards higher education? Is employability given

weightage in the design and development of the curriculum? Does the curriculum have components to serve the needs of the society? etc.

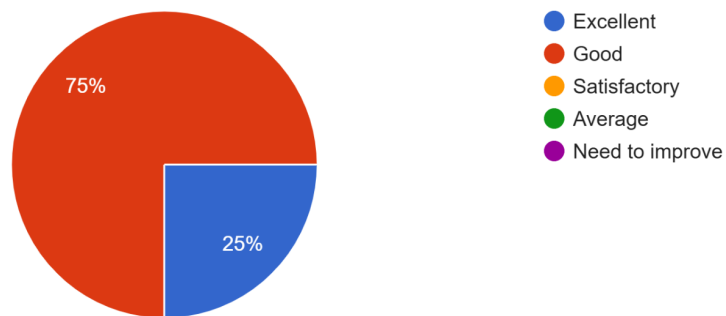
Does the curriculum orient the students towards higher education?

4 responses



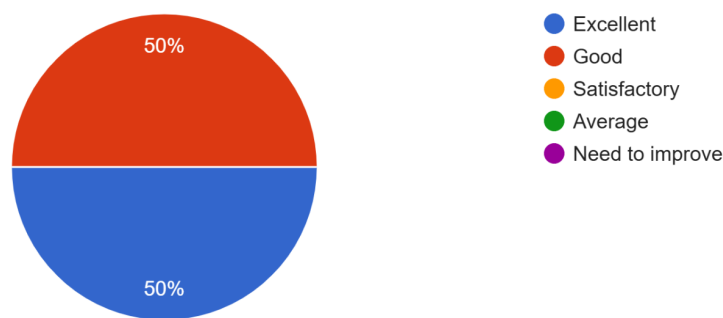
Is employability given weightage in the design and development of the curriculum?

4 responses



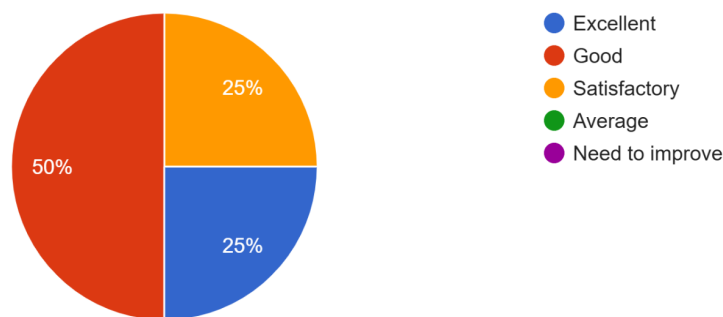
Is the curriculum designed to have a component on value based education?

4 responses



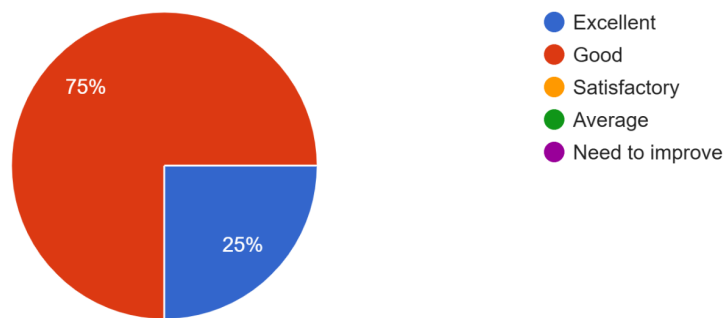
Does the curriculum have components to serve the needs of the society?

4 responses



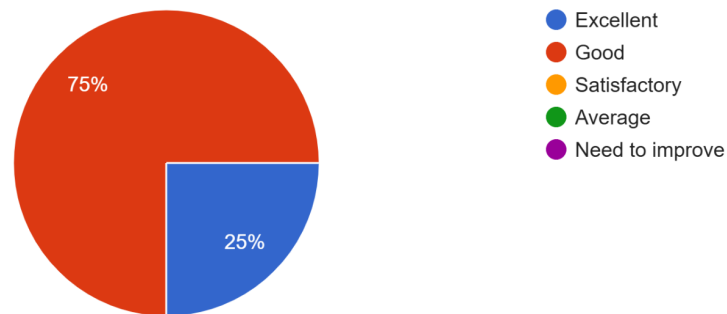
Does the curriculum promote self-study and attitude of research?

4 responses



Does the curriculum help the students to enhance their personality?

4 responses



Feedback from the academic peers clearly shows a room for improvement regarding the curriculum in terms of offering electives, projects shouldn't be restricted to research etc. The chart shows that the academic peers believe strongly that the curriculum has components to serve the needs of the society. Academic peers acknowledged the well-conceptualised and thoughtfully designed syllabus but raised concerns about the vastness of the course content, which may overwhelm students. They suggested reducing the number of courses in the fourth semester to allow more time for research and individual guidance. Incorporating ethnographic studies, impactful social outreach programmes, documentation, and fieldwork were also recommended to enrich practical learning. Also, it can be deduced from the analysis that they feel that the curriculum could be made more oriented towards higher education and practical approaches.

MA English Studies and Communication- Semester II

Analysis & Action Taken Report

Feedback process of the Department

Designing and developing an updated curriculum is important as it guides the learning and teaching process by setting clear objectives and goals for teachers and students. A well-designed curriculum ensures that the content taught is relevant, engaging, and aligned with the desired outcomes. It provides a structural framework for teachers leading to effective teaching and learning and also ensures that students receive a well-rounded education. To enable this kind of overall development and effective teaching practice, feedback on the curriculum is taken from Teachers, Students, Alumni, Academic peers and other stakeholders.

Designing and developing a curriculum is a continuous process that involves regular review and revisions. To develop a curriculum that remains up-to-date, relevant, and aligned with the educational goals, for the academic year of 2023-24, feedback on the curriculum was collected from various stakeholders (students, faculties, Alumni, academic peers and parents) through google forms. Feedback was collected from 15 students, 14 faculties.

Stakeholders	Numbers
Students	15

Faculties	16
Alumni	4
Academic Peers	4

Summary of Major Suggestions Received:

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

1. A newly designed MA program in English Studies and Communication is tailored to meet the specific needs of the Delhi NCR region, taking into account factors such as infrastructure, employment opportunities for students, academic and industry interests, among others.
2. Stakeholders emphasized the importance of aligning the curriculum with industry requirements. Suggestions were made to include internships, industry projects, and guest lectures by professionals to provide students with practical insights and enhance their employability.
3. Emphasis was placed on fostering research skills and critical thinking abilities among students. Suggestions included incorporating research methodologies, and seminar courses to encourage scholarly inquiry and academic excellence.

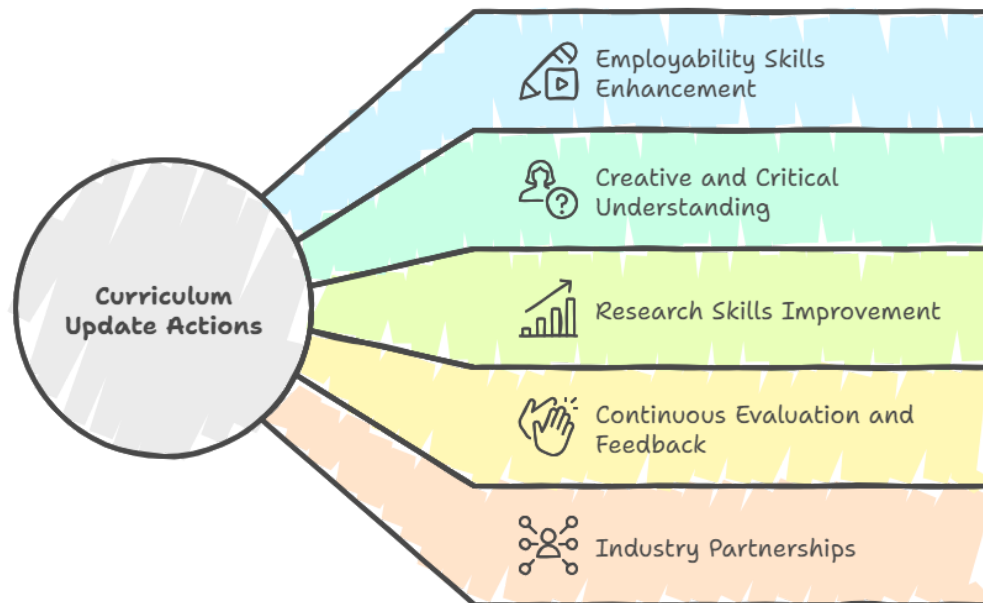
Summary of Action Taken based on the Suggestions:

1. Recognizing the significance of bolstering employable skills within the MA English Studies and Communication program, particularly for roles in

media-related sectors, we have taken proactive steps. To this end, we've incorporated modules concentrating on practical competencies including media production, digital communication strategies, and reporting and media skills.

2. The new programme aims to enable creative and critical understanding of English Language, Literature, and Communication. This programme will give our students a unique opportunity to develop competency in critical thinking, academic writing and multimedia skills. We will give adequate attention in our pedagogic design to provide ample opportunities for students to grow as professionals and academicians.
3. Research methodologies components have been added to foster students' research skills and critical thinking abilities.
4. Continuous evaluation and feedback mechanisms have been implemented to assess the effectiveness of the curriculum and make necessary adjustments. Collaborations with industry partners have been facilitated for internships, industry projects, and guest lectures by professionals, enhancing students' practical knowledge and employability.

Enhancing Curriculum Through Feedback-Driven Actions



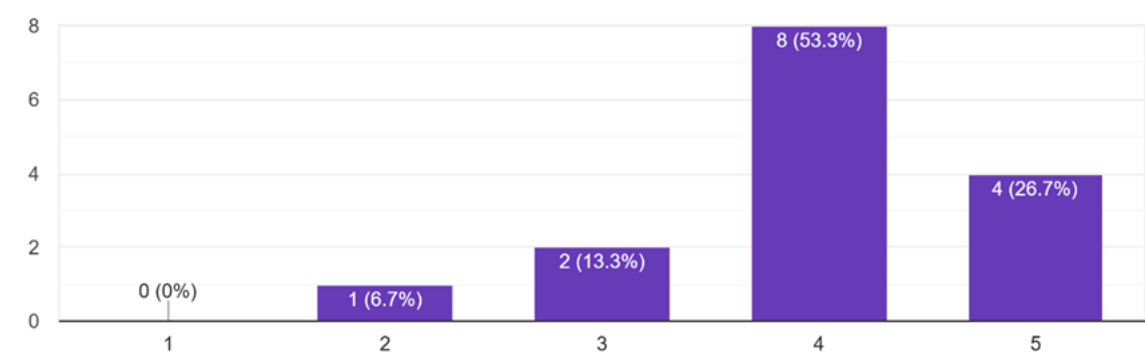
Detailed Feedback Analysis

Feedback from Students

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

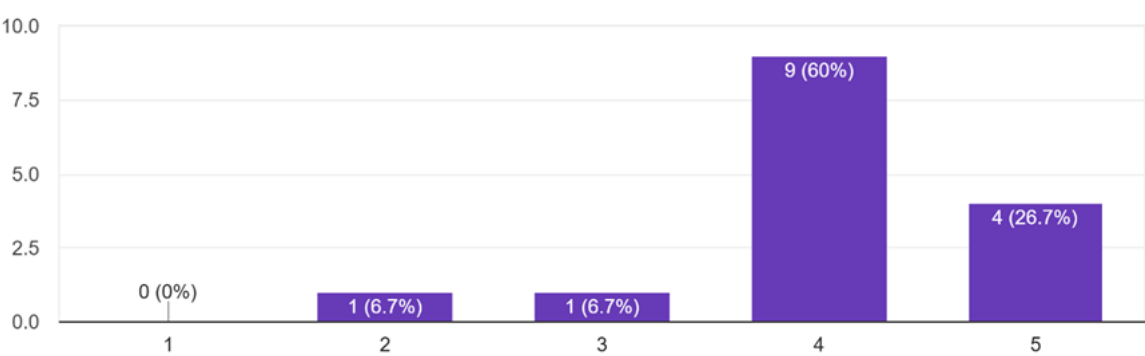
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

15 responses



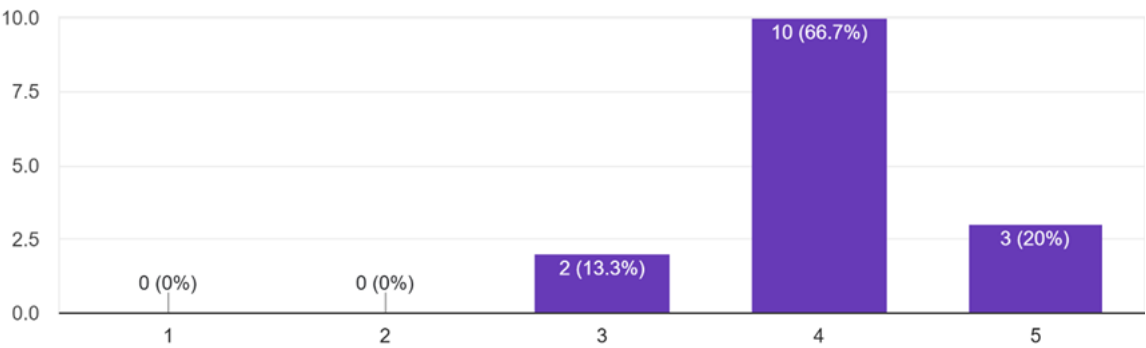
Does the curriculum cover advanced topics?

15 responses



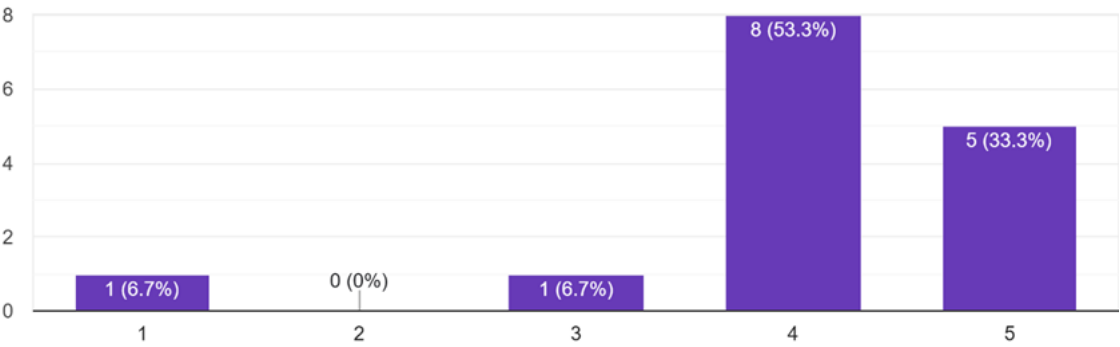
Whether the curriculum enhances your knowledge and skills in the relevant domain?

15 responses



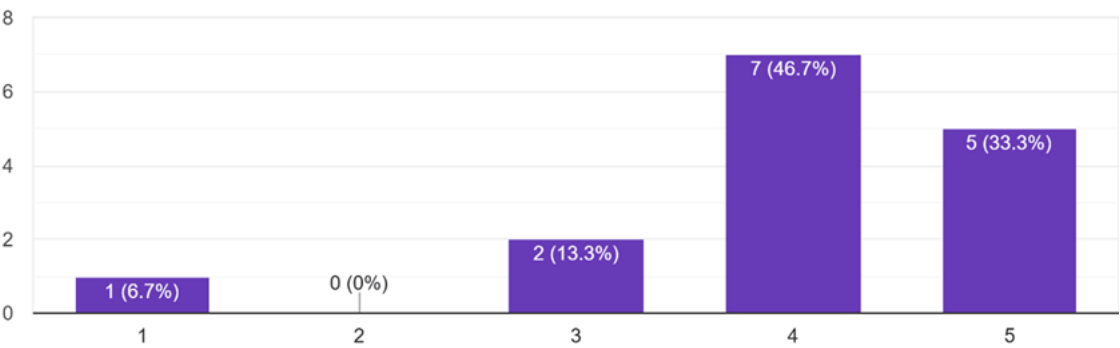
Is the curriculum effective in developing critical/ analytical thinking?

15 responses



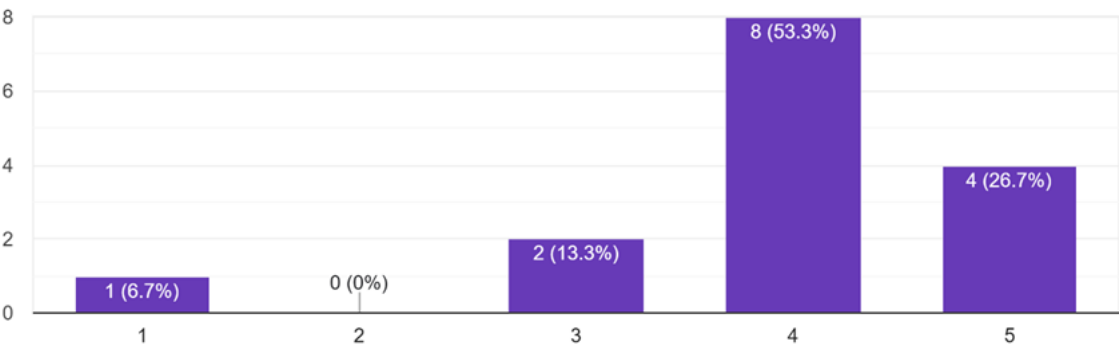
Are the text books and reference materials relevant to the content of the curriculum?

15 responses



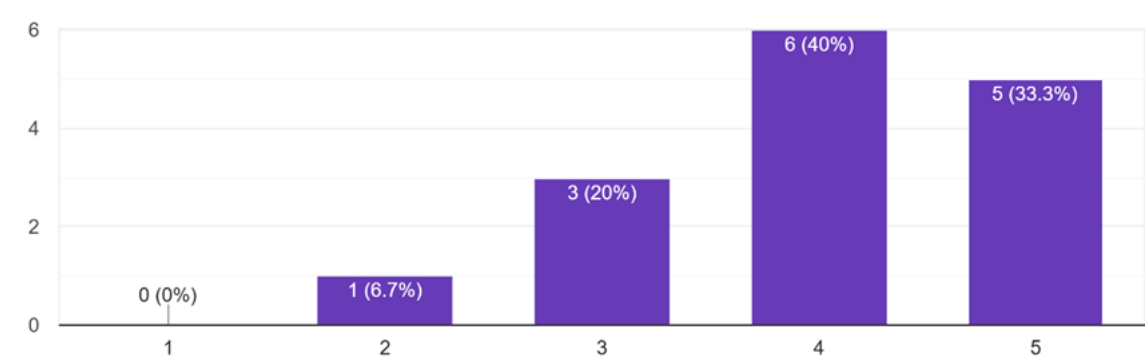
Does the curriculum orient towards higher education?

15 responses



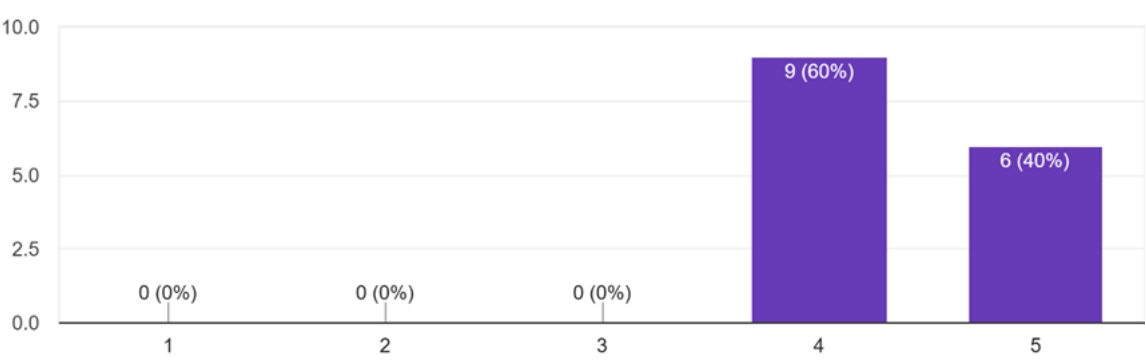
Does the curriculum enable the students to apply their knowledge in real life situations?

15 responses



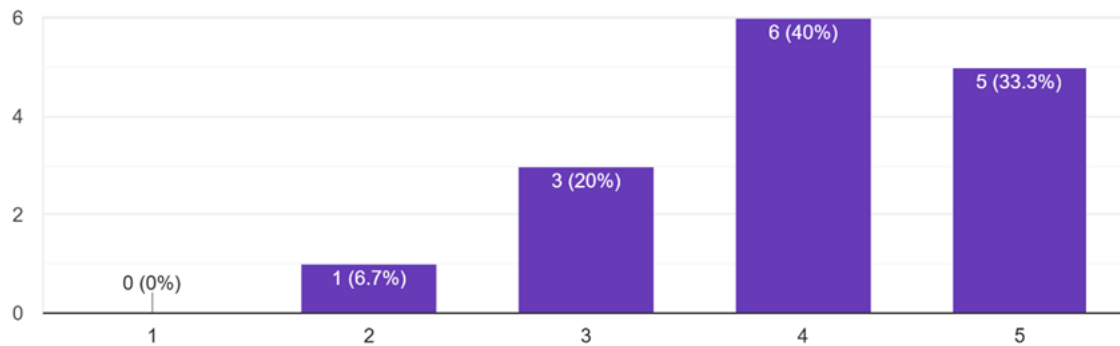
Does the curriculum promote self-study and attitude of research?

15 responses



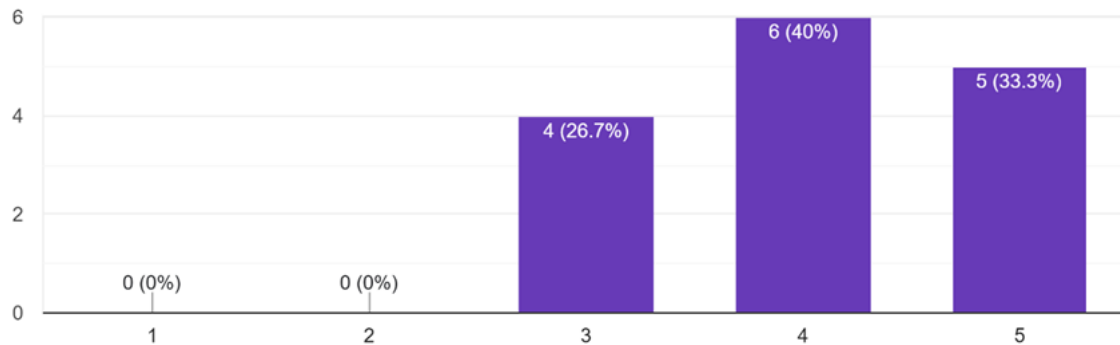
Is employability given weightage in the design and development of curriculum?

15 responses



Does the curriculum meet your overall expectations?

15 responses



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

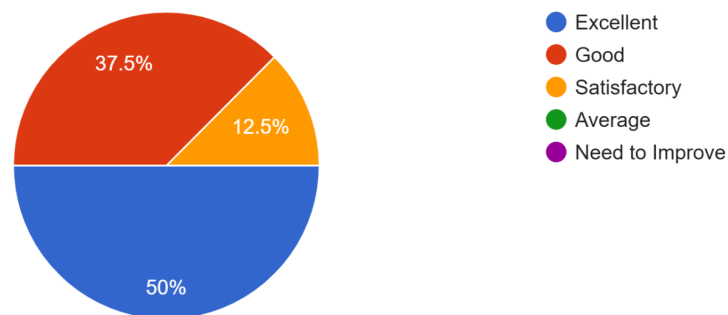
Such findings corroborate the efficacy of the curriculum in meeting student expectations and needs.

Feedback from Faculty

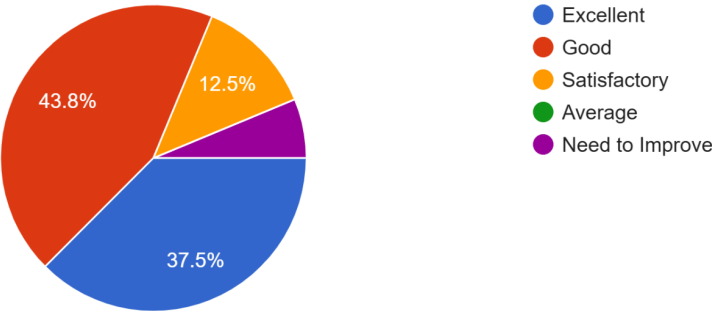
Feedback from faculty is important to understand the strengths and weaknesses of the curriculum offered. Therefore, feedback from the faculty (16) who have taught in the Post Graduate programme was collected with the aim to enhance the quality of the curriculum offered. The feedback was collected on various parameters like: Does the curriculum orient students towards higher education? Is employability given weightage in the design and development of the curriculum? Does curriculum promote self-study and attitude of research? etc. The responses of the faculty are represented below.

Does the curriculum orient the students towards higher education?

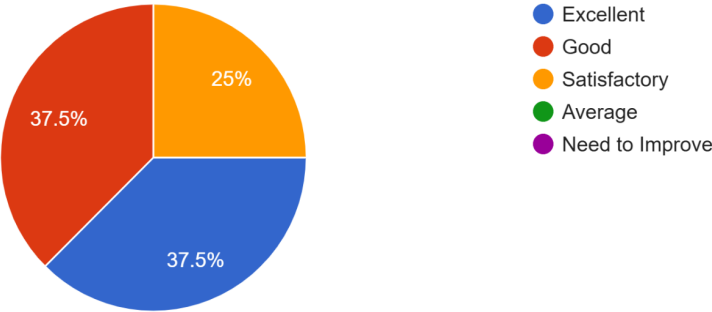
16 responses



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

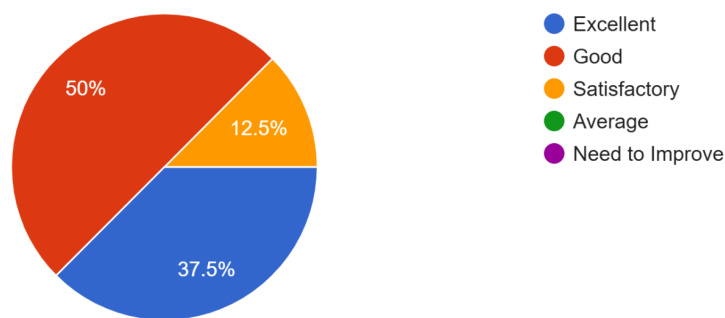


Is the curriculum designed to have a component on value based education?
16 responses



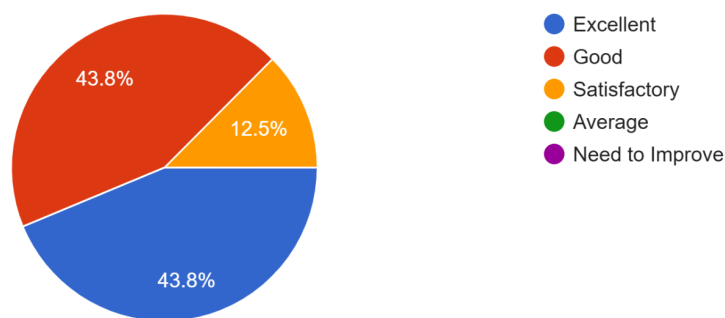
Does the curriculum have components to serve the needs of the society?

16 responses



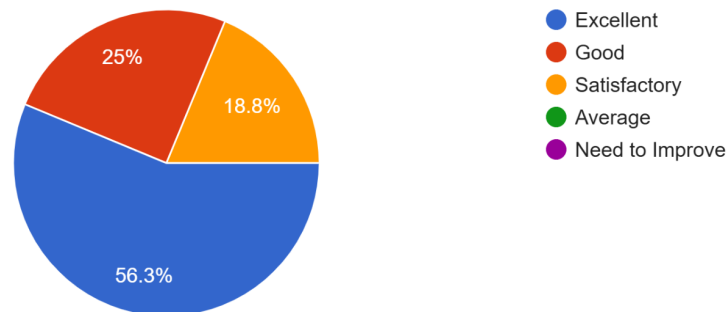
Does the curriculum promote self-study and attitude of research?

16 responses



Does the curriculum help the students to enhance their personality?

16 responses



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

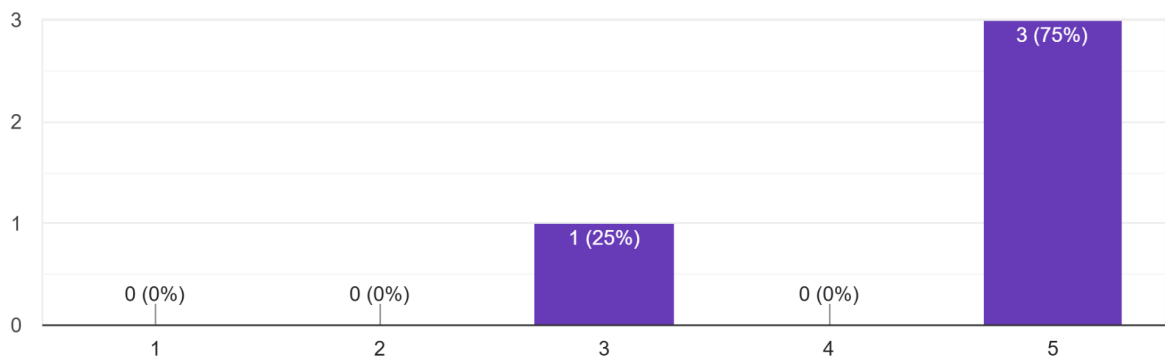
Feedback from Alumni

Feedback from Alumni is important to understand the strengths and weaknesses of the curriculum offered. Therefore, feedback from the alumni (4) was collected with the aim to enhance the quality of the curriculum offered. The feedback was collected on various parameters like: Does the curriculum orient students towards higher education? Is

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

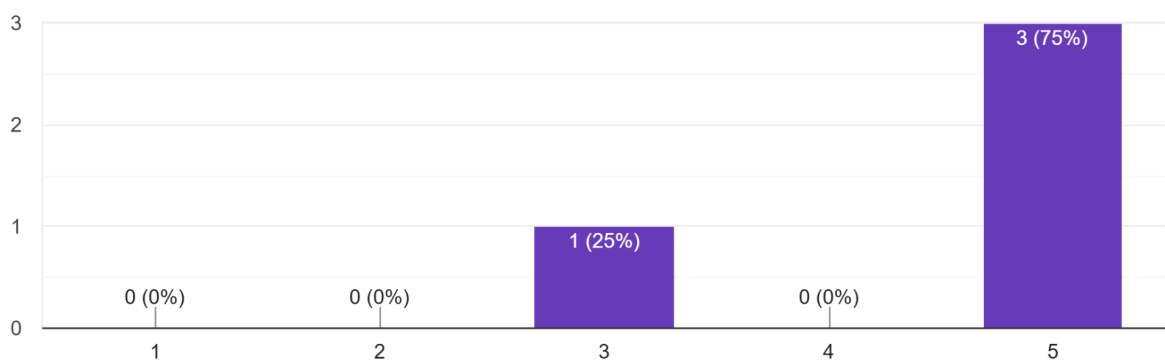
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

4 responses



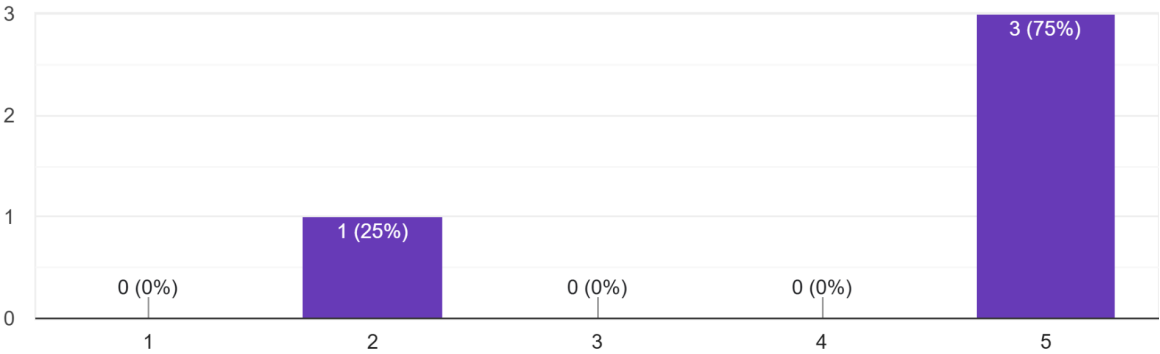
Does the curriculum cover advanced topics?

4 responses



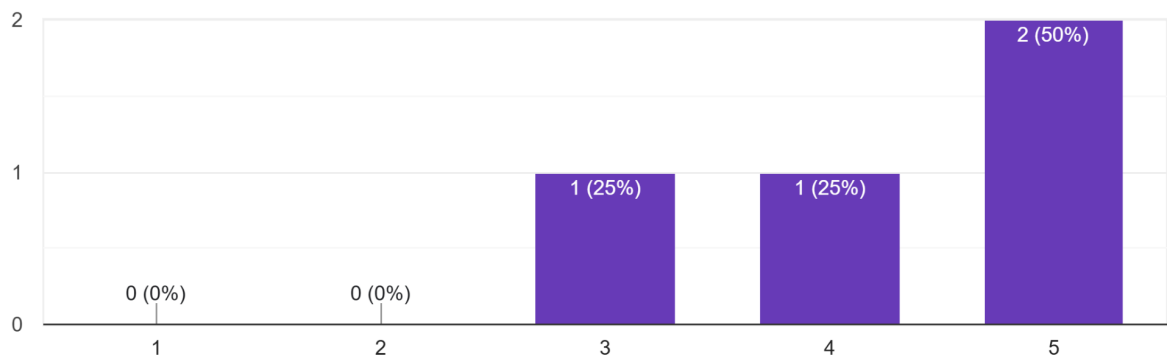
Whether the curriculum enhances your knowledge and skills in the relevant domain?

4 responses



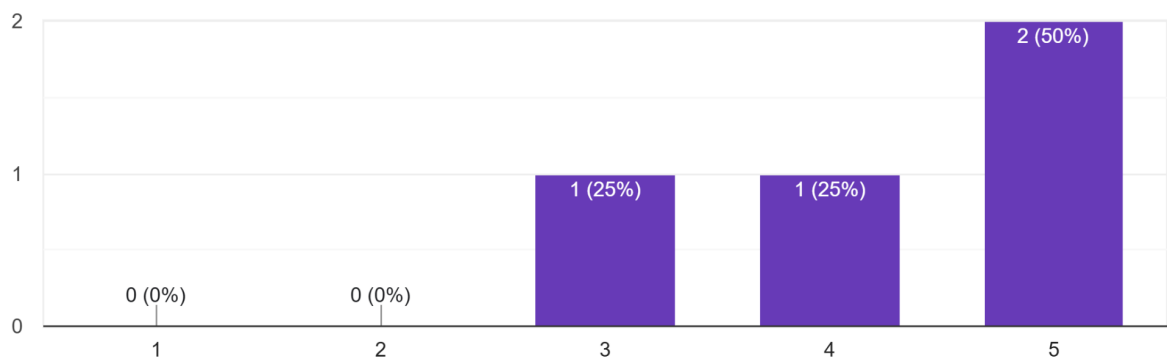
Does the curriculum orient towards higher education?

4 responses



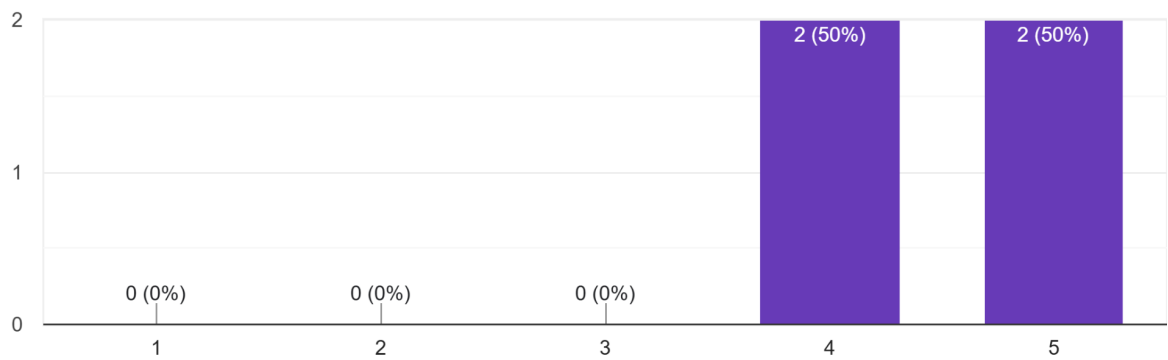
Is the curriculum effective in developing critical/ analytical thinking?

4 responses



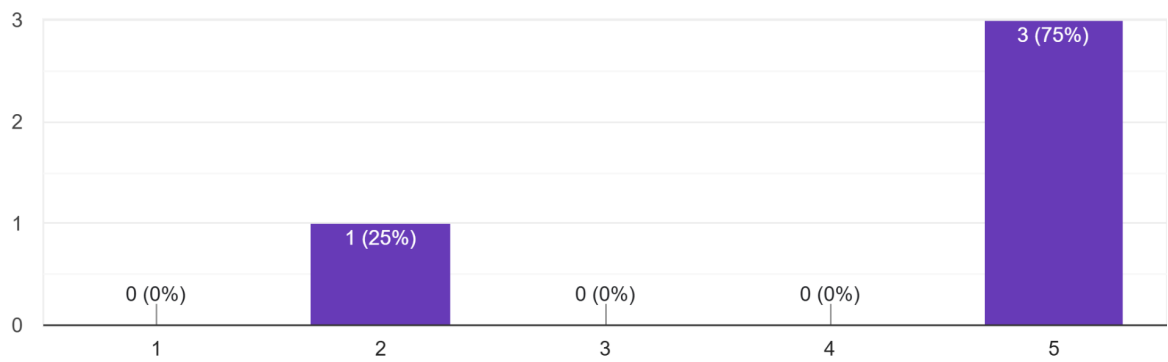
Are the text books and reference materials relevant to the content of the curriculum?

4 responses



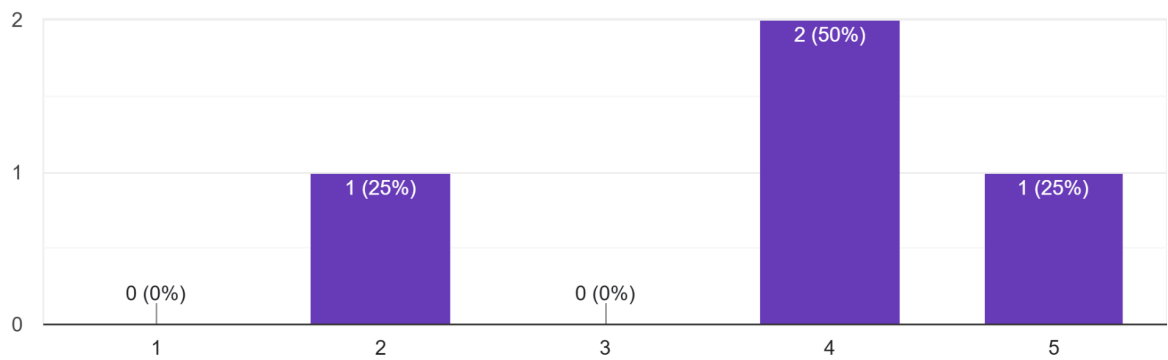
Does the curriculum enable the students to apply their knowledge in real life situations?

4 responses



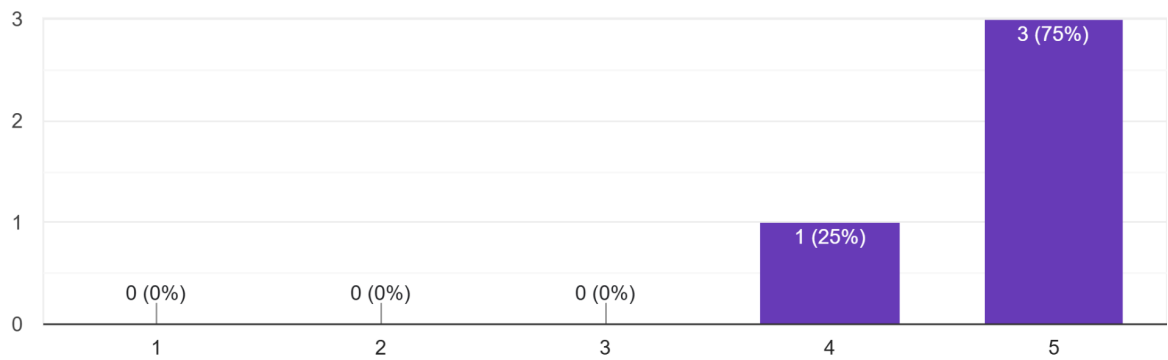
Is employability given weightage in the design and development of curriculum?

4 responses



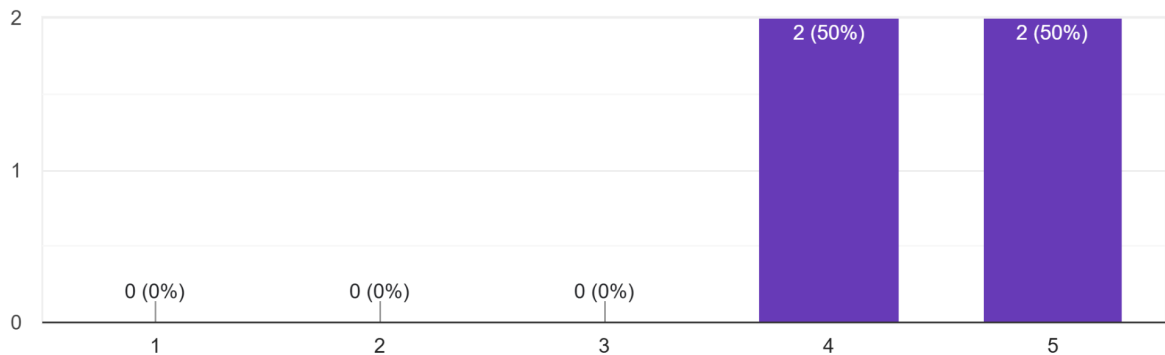
Does the curriculum promote self-study and attitude of research?

4 responses



Does the curriculum meet your overall expectations?

4 responses



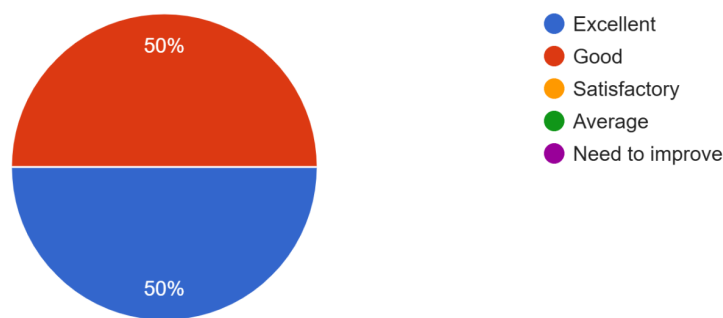
The graphical representations provided above depict a range of responses from alumni, spanning from good to excellent, indicating a notable level of satisfaction with the curriculum. Alumni express a strong sentiment that the curriculum facilitates self-study opportunities and instills a research-oriented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

Feedback from Academic Peers

Involving academic peers in the curriculum development process is inevitable as they can provide valuable feedback that can cater to student needs and requirements. Feedback was collected from academic peers (4) which included parameters like: Does the curriculum orient the students towards higher education? Is employability given weightage in the design and development of the curriculum? Does the curriculum have components to serve the needs of the society? etc.

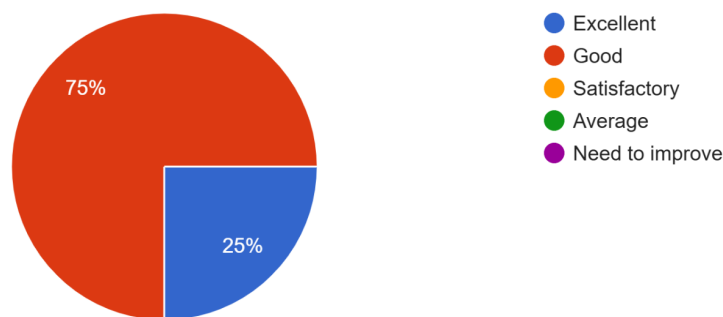
Does the curriculum orient the students towards higher education?

4 responses



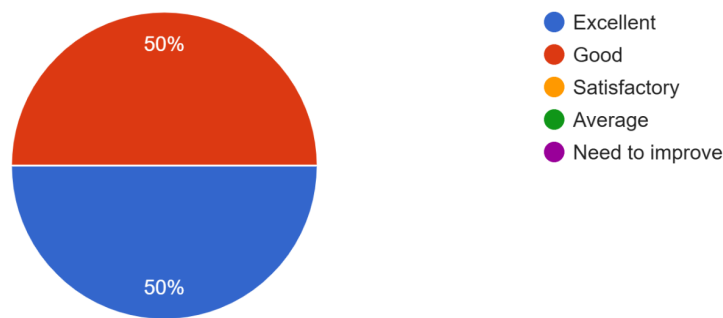
Is employability given weightage in the design and development of the curriculum?

4 responses



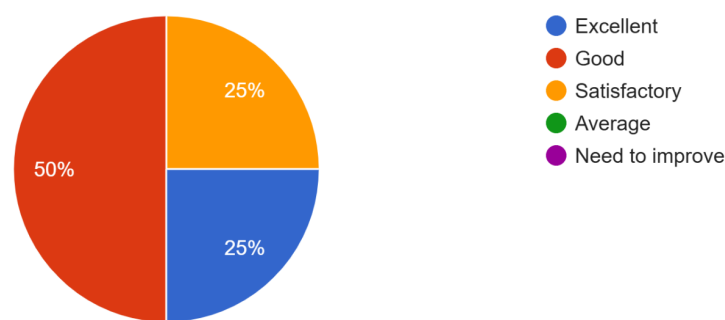
Is the curriculum designed to have a component on value based education?

4 responses



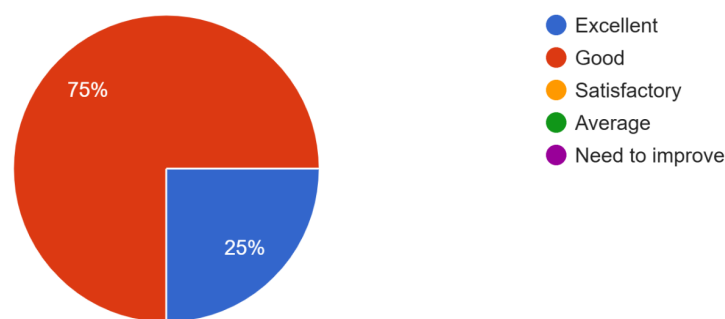
Does the curriculum have components to serve the needs of the society?

4 responses



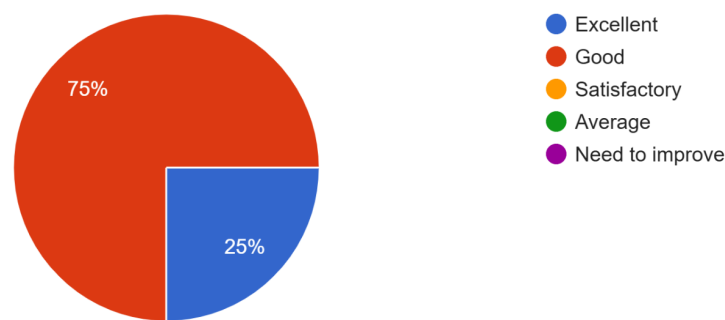
Does the curriculum promote self-study and attitude of research?

4 responses



Does the curriculum help the students to enhance their personality?

4 responses



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

MA English Studies and Communication- Semester III

Analysis & Action Taken Report

Department Curriculum Feedback Process

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

involving regular evaluations and updates to ensure that it remains current, relevant, and in line with educational objectives. For the academic year 2024-25, feedback was systematically collected through Google Forms from diverse groups including 15 students, 14 faculty members.

Stakeholders	Numbers
Students	15
Faculties	16
Alumni	4
Academic Peers	4

Summary of Major Suggestions Received:

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

1. With the substantial growth in English studies and communication fields in recent years, reflecting the increased importance of proficient communication across various professional sectors, there is a heightened demand for a new Master of Arts (MA) program that combines English studies with communication skills. This program is designed to equip students with the crucial skills and knowledge needed for success in today's communication-driven environment. This report highlights the benefits of launching the MA in English Studies and Communication.

2. A newly conceived MA program in English Studies and Communication has been specifically designed to cater to the unique needs of the Delhi NCR region, considering factors like infrastructure, employment opportunities, and academic and industry interests.
3. Stakeholders stressed the need for the curriculum to align with industry standards. Recommendations include integrating internships, industry projects, and guest lectures by professionals to provide practical insights and boost employability.
4. There was a strong focus on enhancing students' research capabilities and critical thinking skills. Proposed enhancements include the addition of research methodologies and seminar courses to promote academic inquiry and excellence.

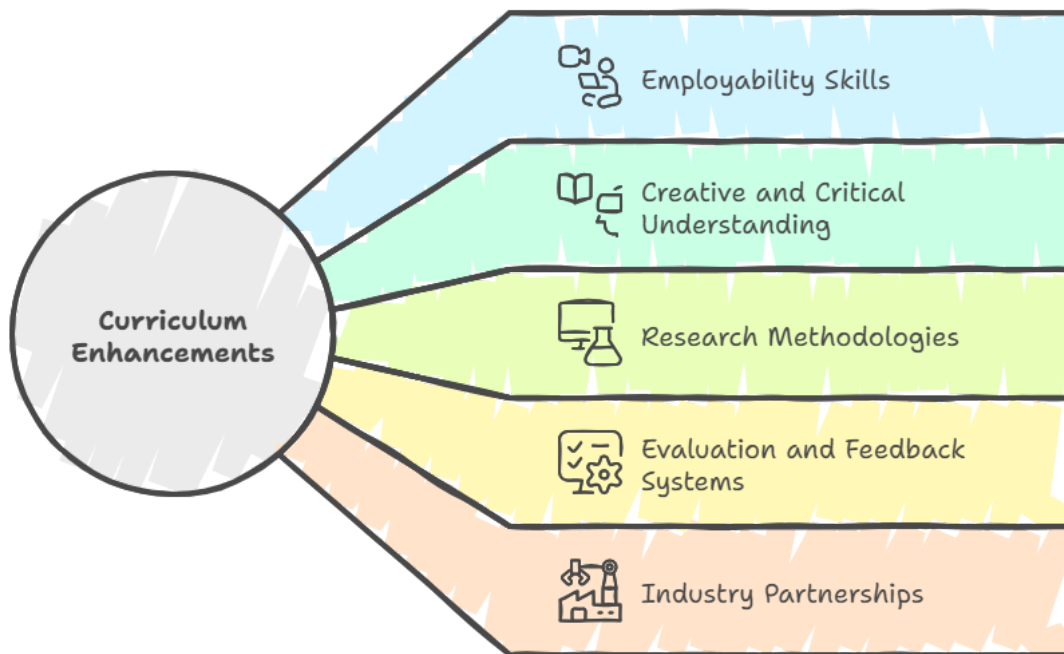
Summary of Actions Taken in Response to Feedback:

1. Acknowledging the importance of enhancing employability skills within the MA English Studies and Communication program, especially for roles in media-related sectors, we have taken active measures. We have introduced modules focused on practical skills such as media production, digital communication strategies, and media reporting.
2. The revamped program is designed to foster a creative and critical understanding of the English language, literature, and communication. This program offers our students a distinctive opportunity to develop skills in critical thinking, academic writing, and multimedia applications. Our pedagogical approach is carefully designed to provide numerous opportunities for students to advance as professionals and scholars.

3. Components focusing on research methodologies have been added to improve students' research skills and critical thinking capacities.
4. We have put in place continuous evaluation and feedback systems to monitor the effectiveness of the curriculum and implement necessary modifications.

Additionally, we have established partnerships with industry leaders to facilitate internships, industry projects, and guest lectures, thereby enhancing the practical knowledge and employability of our students.

Enhancing MA English Studies and Communication Program



Detailed Feedback Analysis

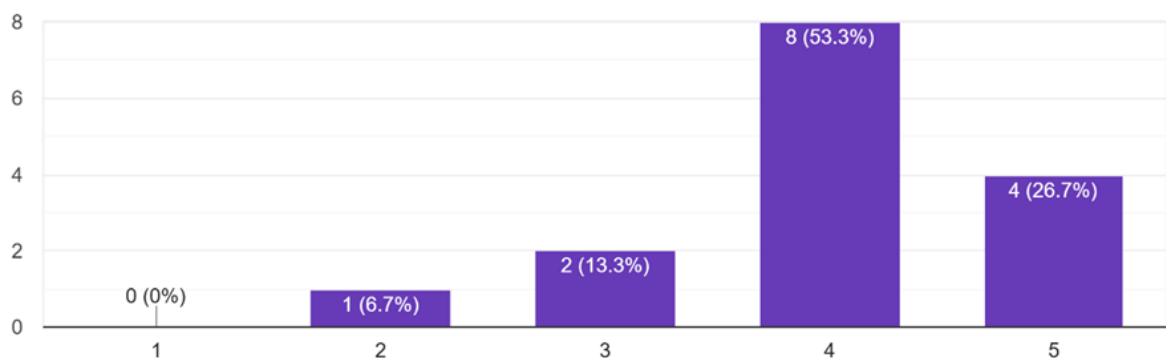
Feedback from Students

Feedback was taken from students (15) pursuing MA in English Studies and Communication offered by the Department of English and Cultural Studies. The feedback was based on various parameters like- Does the content of the curriculum satisfy the stated objectives and learning outcomes? Does the curriculum cover advanced topics? Is the curriculum effective in developing critical and analytical thinking? etc.

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

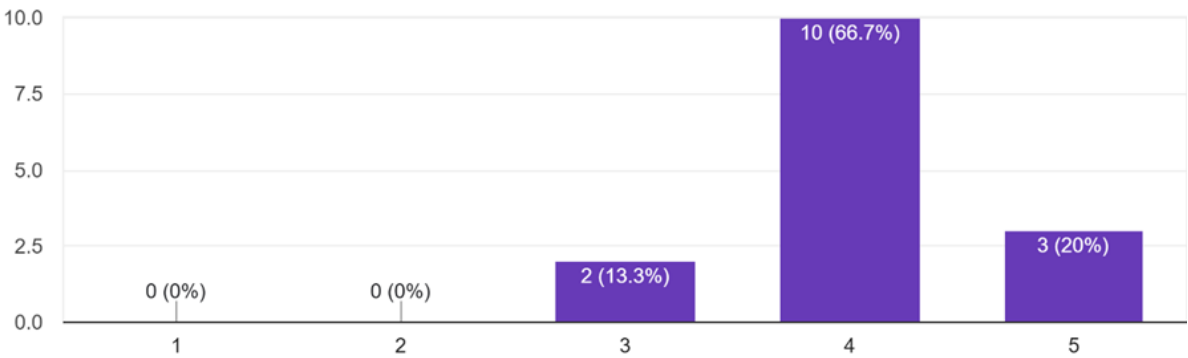
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

15 responses



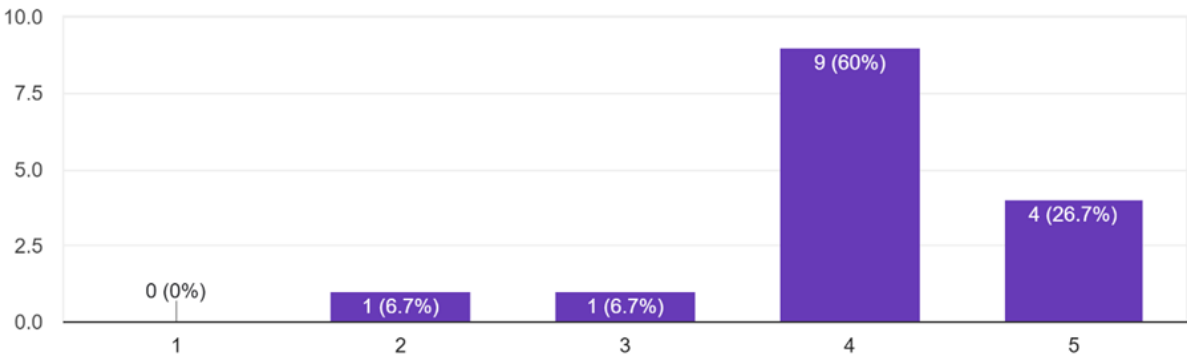
Whether the curriculum enhances your knowledge and skills in the relevant domain?

15 responses



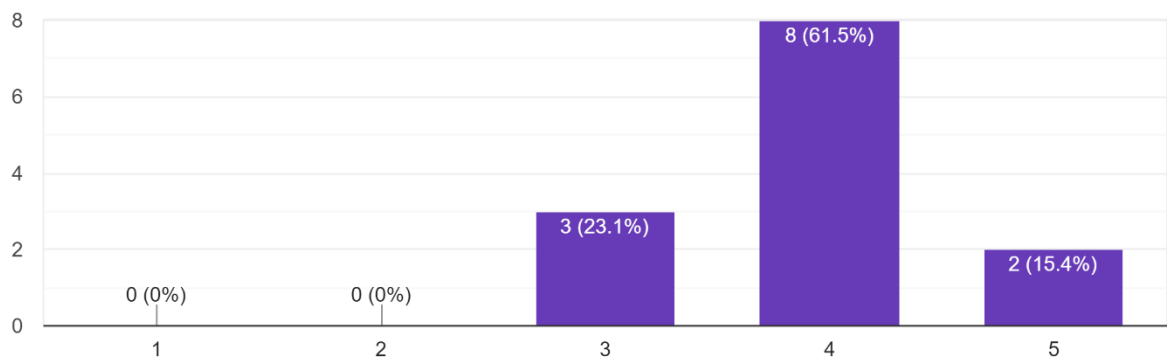
Does the curriculum cover advanced topics?

15 responses



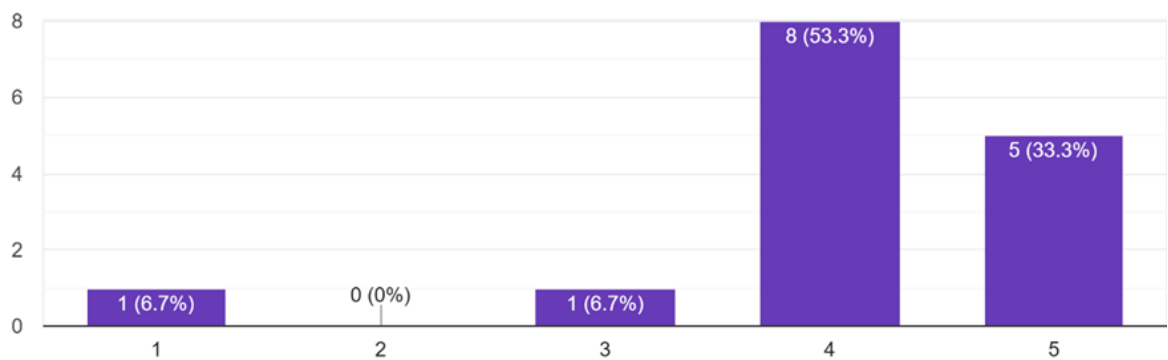
Is the curriculum effective in developing critical/ analytical thinking?

13 responses



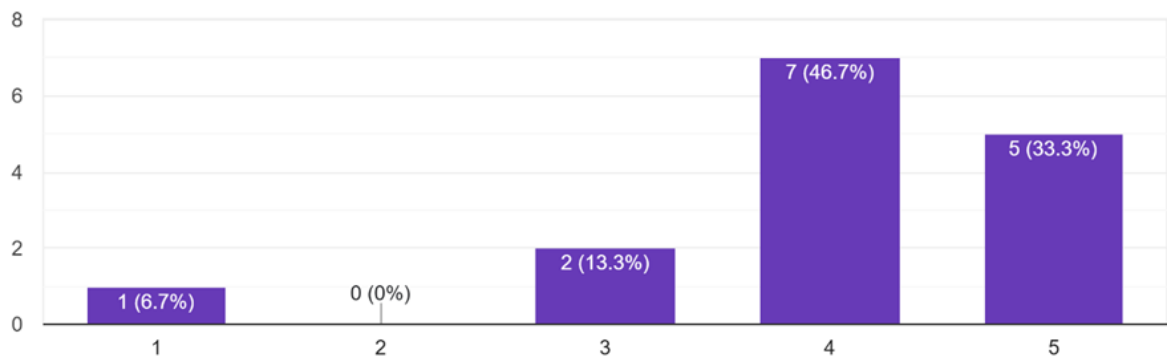
Is the curriculum effective in developing critical/ analytical thinking?

15 responses



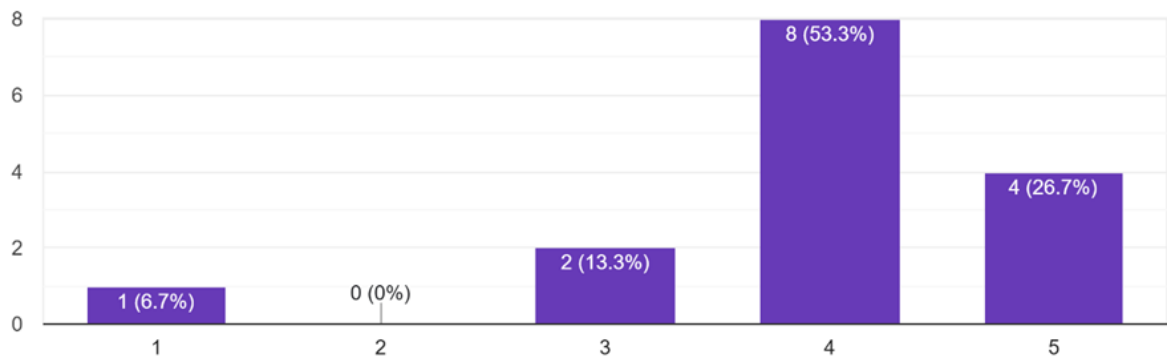
Are the text books and reference materials relevant to the content of the curriculum?

15 responses



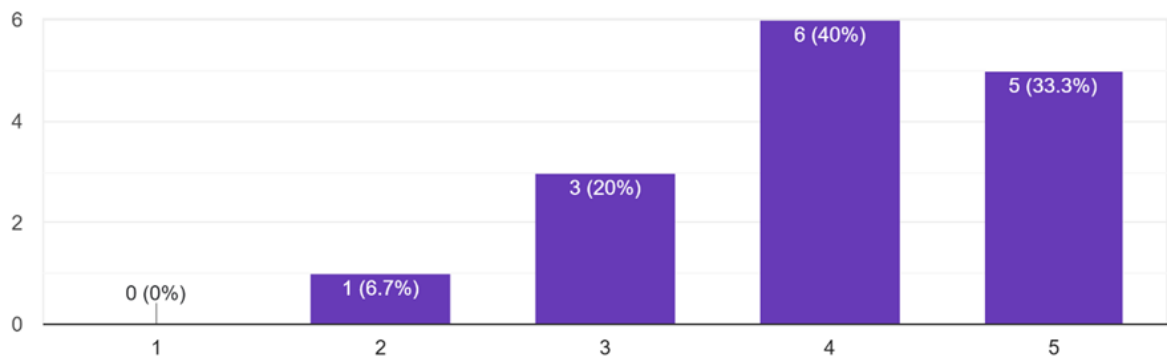
Does the curriculum orient towards higher education?

15 responses



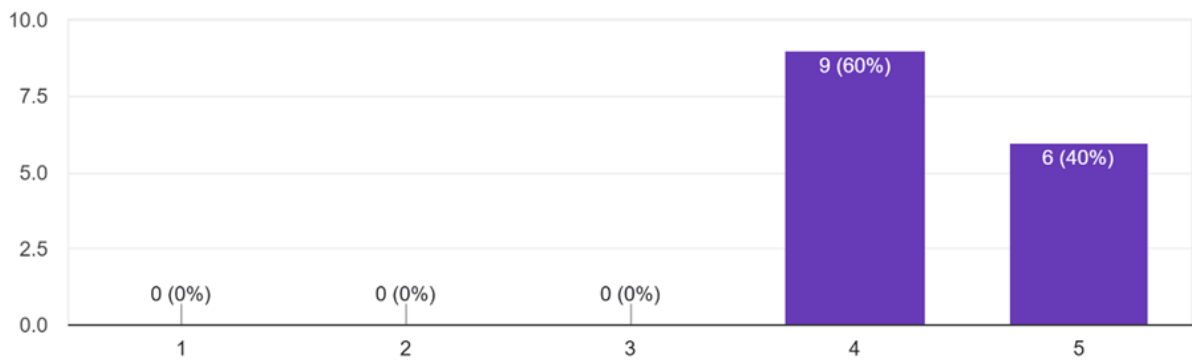
Does the curriculum enable the students to apply their knowledge in real life situations?

15 responses



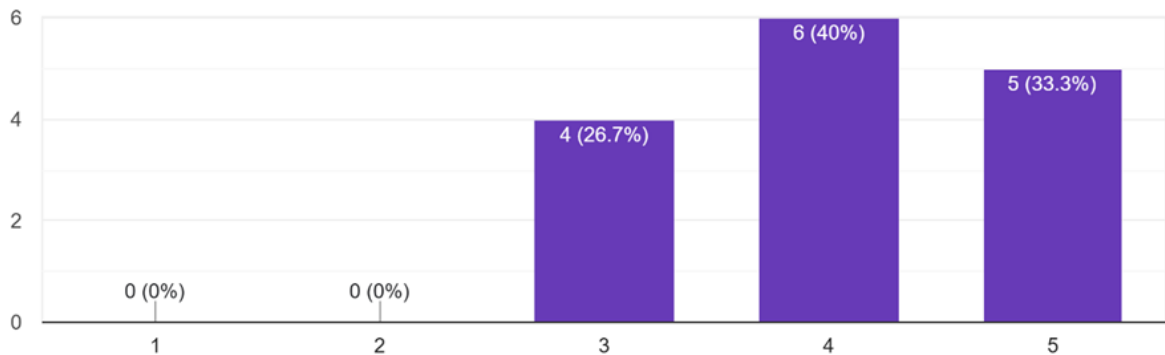
Does the curriculum promote self-study and attitude of research?

15 responses



Does the curriculum meet your overall expectations?

15 responses



As evident from the graphs given above the responses of the students vary from good to excellent. This clearly shows that the students have a certain level of satisfaction with the curriculum offered to them. However, they pointed out that the vastness of the literature course syllabi often leads to last-minute coverage, making it difficult for both faculty and students to manage effectively. A more realistic and time-sensitive course plan was suggested. Some students expressed a desire for greater academic flexibility, such as being able to choose papers like "Literature and the Anthropocene" over less academically inclined options like "Development Communication." Additionally, students recommended offering a choice between undertaking a dissertation or pursuing job-oriented pathways in the final semester, to better align with individual career goals.

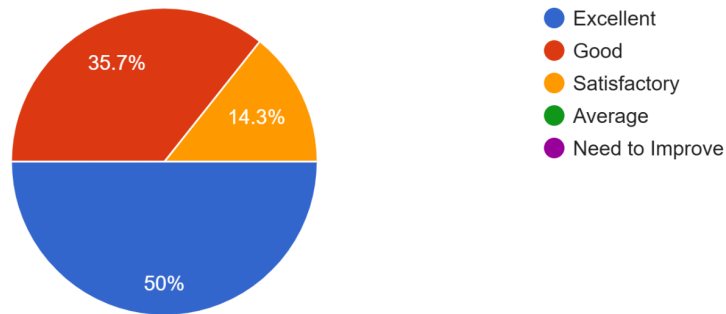
Feedback from Faculty

Feedback from faculty is important to understand the strengths and weaknesses of the curriculum offered. Therefore, feedback from the faculty (14) who have taught in the Post Graduate programme was collected with the aim to enhance the quality of the curriculum offered. The feedback was collected on various parameters like: Does the curriculum orient students towards higher education? Is employability given weightage in the design

and development of the curriculum? Does curriculum promote self-study and attitude of research? etc. The responses of the faculty are represented below.

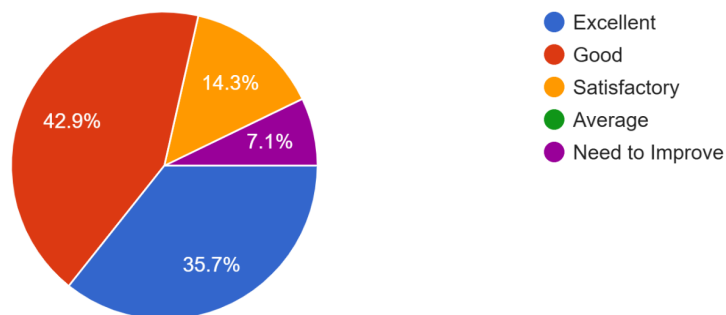
Does the curriculum orient the students towards higher education?

14 responses



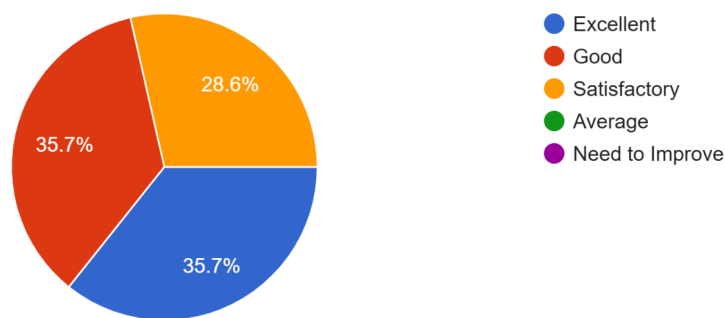
Is employability given weightage in the design and development of the curriculum?

14 responses



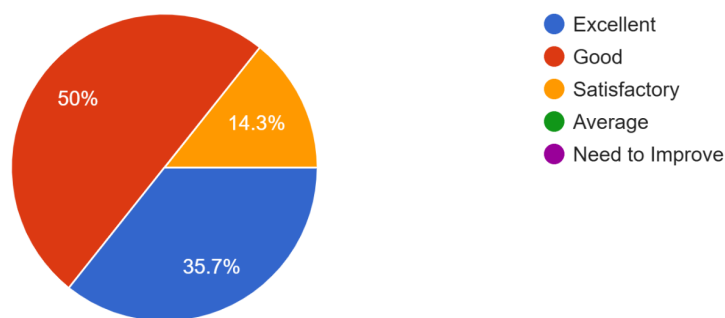
Is the curriculum designed to have a component on value based education?

14 responses



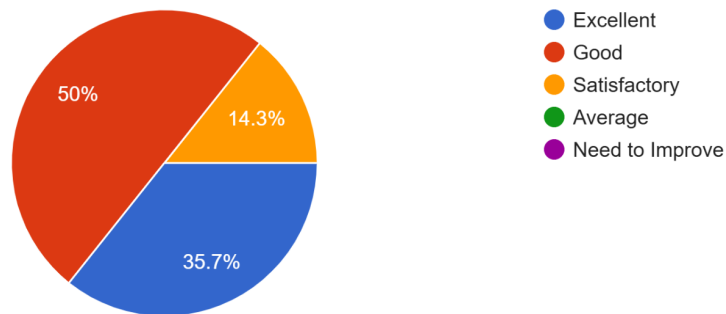
Does the curriculum have components to serve the needs of the society?

14 responses



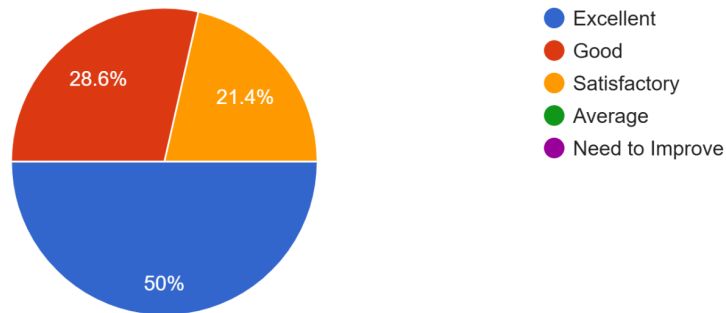
Does the curriculum promote self-study and attitude of research?

14 responses



Does the curriculum help the students to enhance their personality?

14 responses



The curriculum was found to be satisfactory by the faculty members. However, there was an evident consensus among the faculty members regarding the need for a new curriculum. While one of the faculty members mentioned, “There is a need to revise the curriculum” another reported that the reading list could be condensed to make teaching-learning more focused and effective. The need to improve the practical aspects

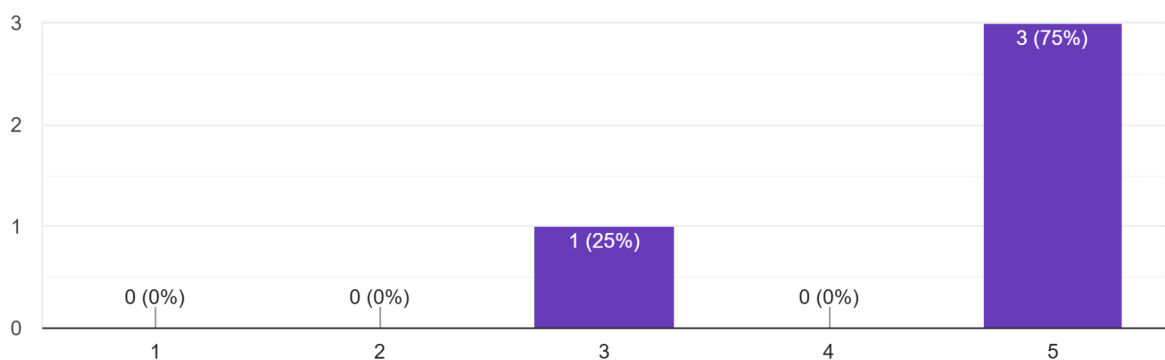
of the program was also pointed out by another faculty member. Another suggestion was to provide them with more usage of learning more software for Design and Layout that would be helpful keeping in track the skills needed for creative fields like design.

Feedback from Alumni

Feedback from Alumni is important to understand the strengths and weaknesses of the curriculum offered. Therefore, feedback from the alumni (4) was collected with the aim to enhance the quality of the curriculum offered. The feedback was collected on various parameters like: Does the curriculum orient students towards higher education? Is employability given weightage in the design and development of the curriculum? Does curriculum promote self-study and attitude of research? etc. The responses of the alumni are represented below.

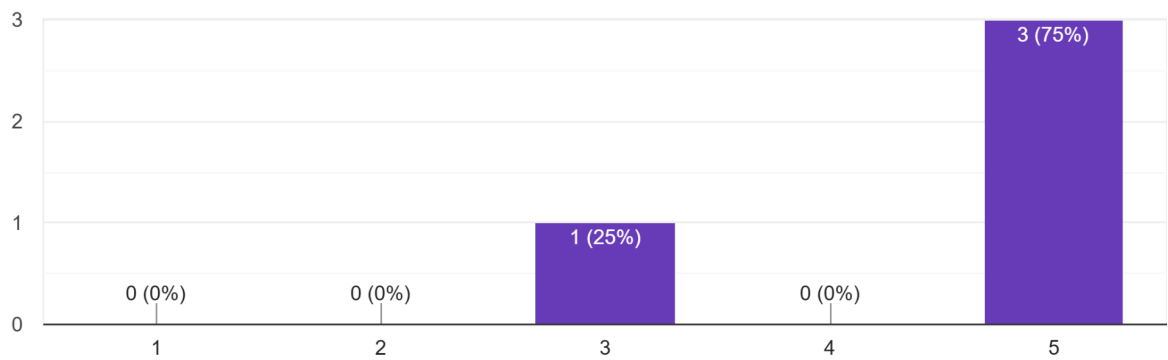
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

4 responses



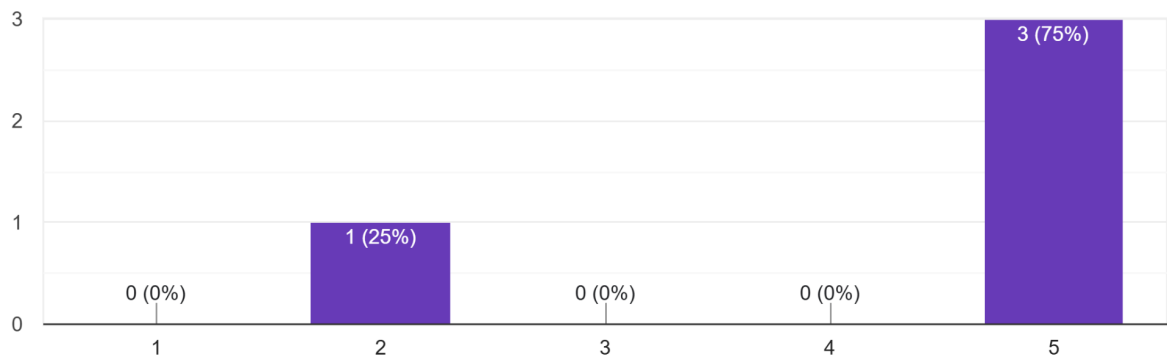
Does the curriculum cover advanced topics?

4 responses



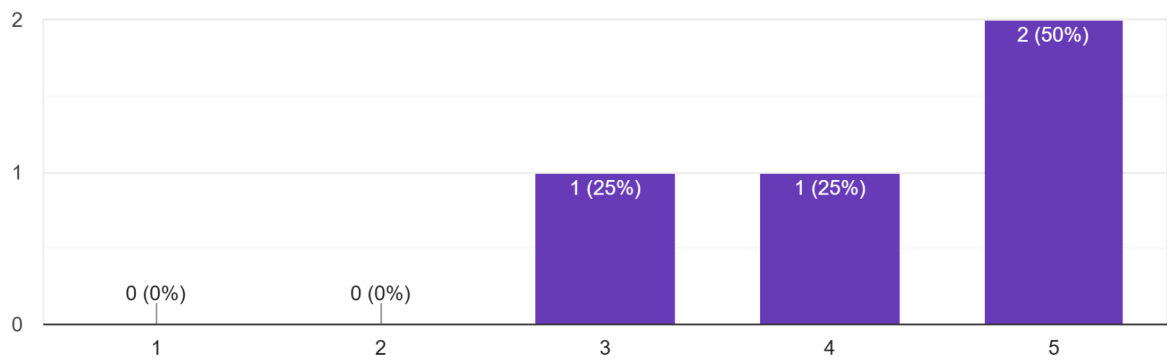
Whether the curriculum enhances your knowledge and skills in the relevant domain?

4 responses



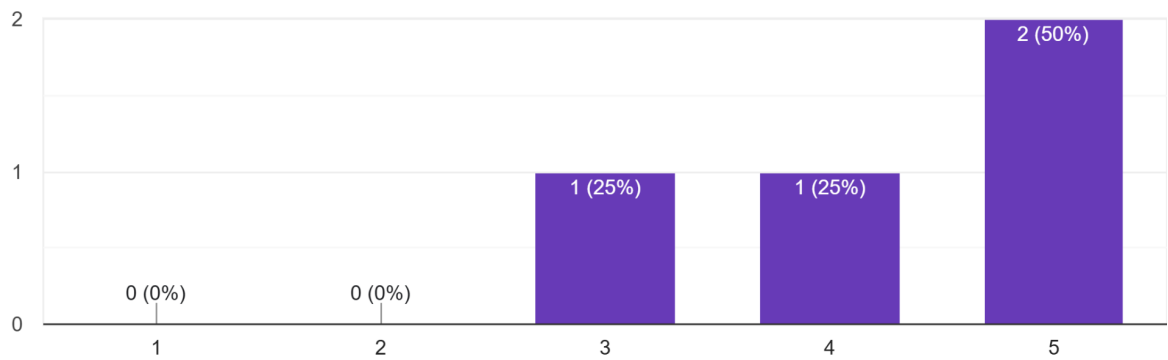
Does the curriculum orient towards higher education?

4 responses



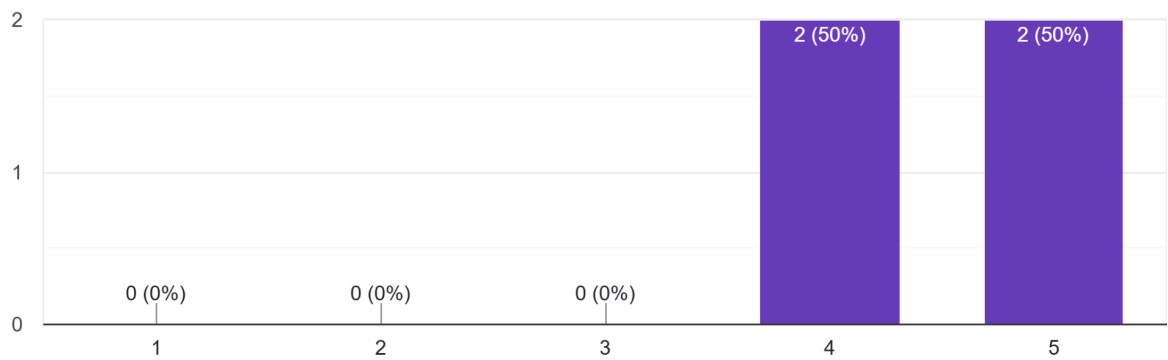
Is the curriculum effective in developing critical/ analytical thinking?

4 responses



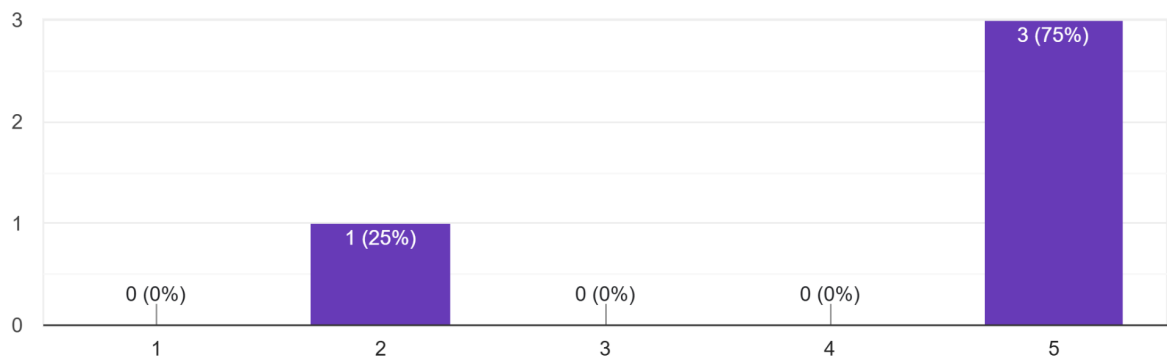
Are the text books and reference materials relevant to the content of the curriculum?

4 responses



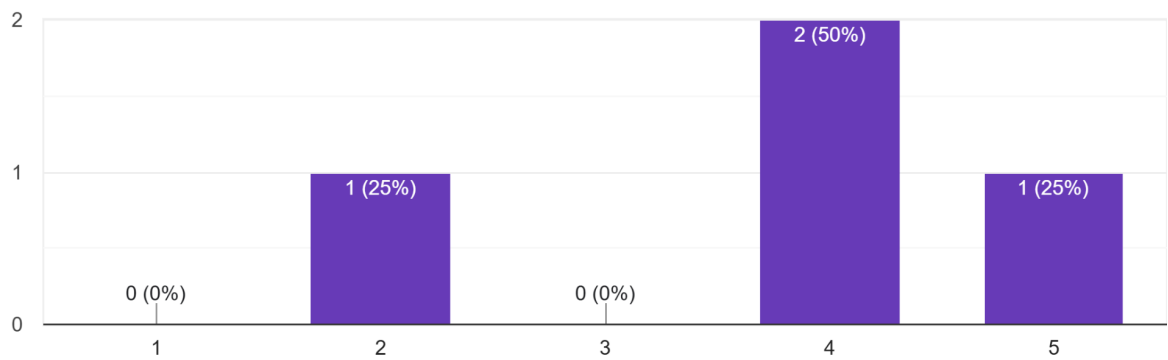
Does the curriculum enable the students to apply their knowledge in real life situations?

4 responses



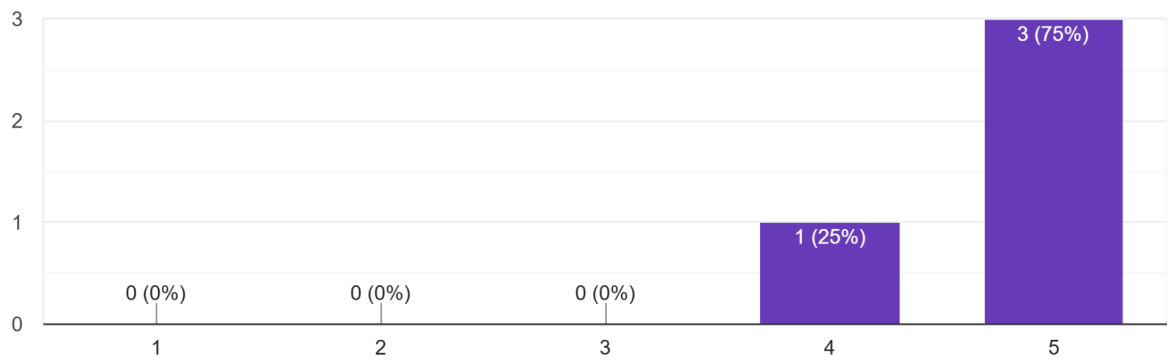
Is employability given weightage in the design and development of curriculum?

4 responses



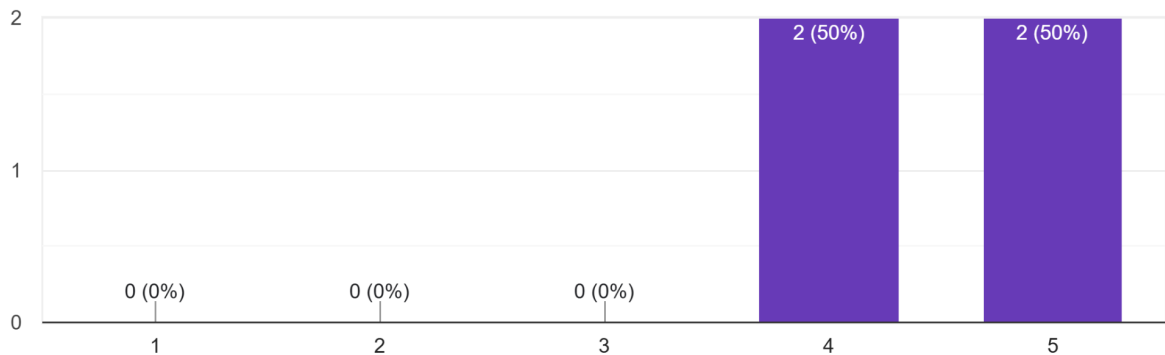
Does the curriculum promote self-study and attitude of research?

4 responses



Does the curriculum meet your overall expectations?

4 responses



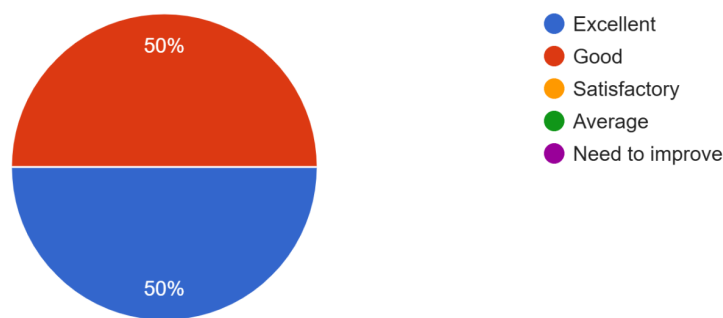
The graphical representations provided above depict a range of responses from alumni, spanning from good to excellent, indicating a notable level of satisfaction with the curriculum. Alumni express a strong sentiment that the curriculum facilitates self-study opportunities and instills a research-oriented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

Feedback from Academic Peers

Involving academic peers in the curriculum development process is inevitable as they can provide valuable feedback that can cater to student needs and requirements. Feedback was collected from academic peers (4) which included parameters like: Does the curriculum orient the students towards higher education? Is employability given weightage in the design and development of the curriculum? Does the curriculum have components to serve the needs of the society? etc.

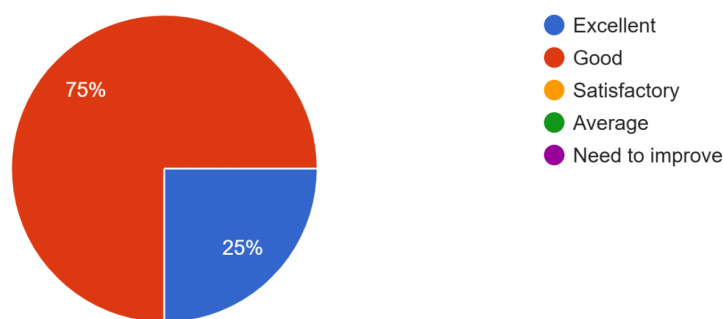
Does the curriculum orient the students towards higher education?

4 responses



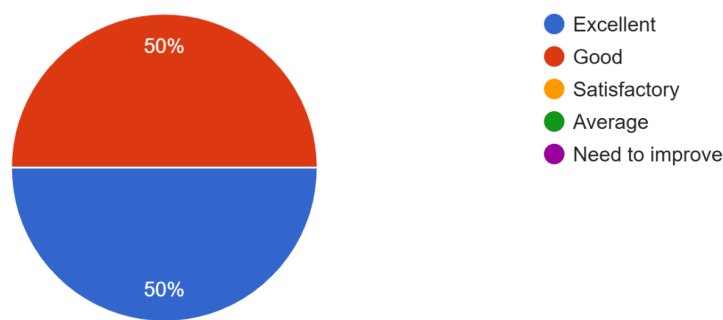
Is employability given weightage in the design and development of the curriculum?

4 responses



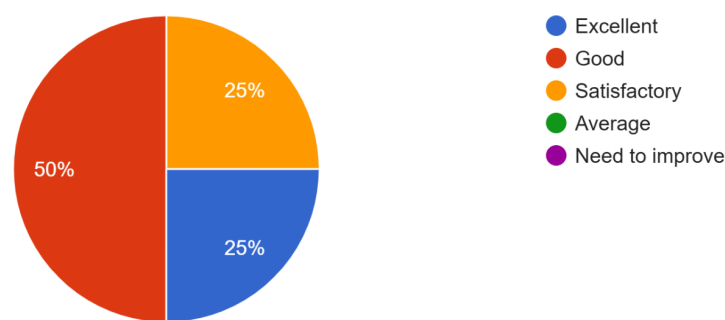
Is the curriculum designed to have a component on value based education?

4 responses



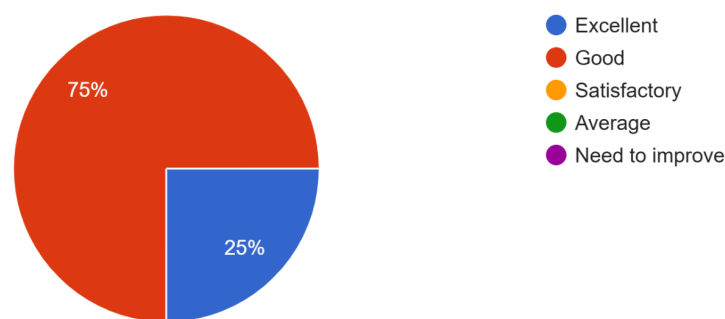
Does the curriculum have components to serve the needs of the society?

4 responses



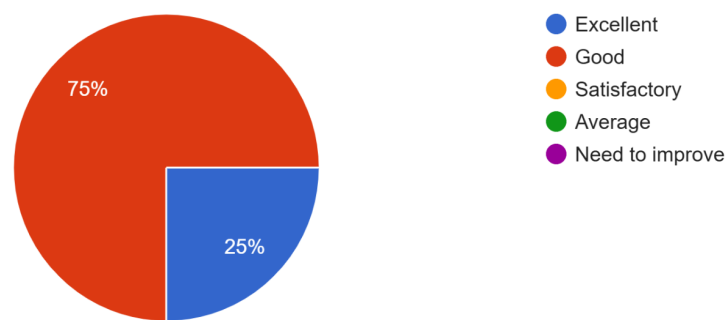
Does the curriculum promote self-study and attitude of research?

4 responses



Does the curriculum help the students to enhance their personality?

4 responses



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

MA English Studies and Communication- Semester IV

Analysis & Action Taken Report

Feedback process of the Department

Designing and developing an updated curriculum is important as it guides the learning and teaching process by setting clear objectives and goals for teachers and students. A well-designed curriculum ensures that the content taught is relevant, engaging, and aligned with the desired outcomes. It provides a structural framework for teachers leading to effective teaching and learning and also ensures that students receive a well-rounded education. To enable this kind of overall development and effective teaching practice, feedback on the curriculum is taken from Teachers, Students, Alumni, Academic peers and other stakeholders.

Designing and developing a curriculum is a continuous process that involves regular review and revisions. To develop a curriculum that remains up-to-date, relevant, and aligned with the educational goals, for the academic year of 2023-24, feedback on the curriculum was collected from various stakeholders (students, faculties, Alumni, academic peers and parents) through google forms. Feedback was collected from 15 students, 14 faculties.

Stakeholders	Numbers
Students	15
Faculties	16
Alumni	4
Academic Peers	4

Summary of Major Suggestions Received:

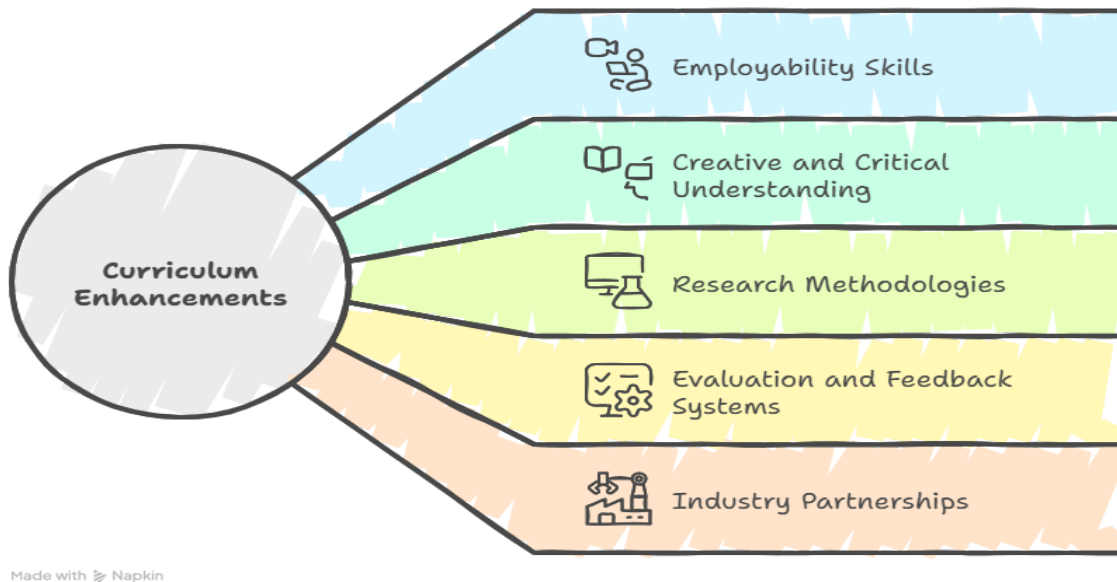
After the detailed analysis of the feedback provided by different stakeholders, following major suggestions are submitted to Board of Studies:

1. A newly designed MA program in English Studies and Communication is tailored to meet the specific needs of the Delhi NCR region, taking into account factors such as infrastructure, employment opportunities for students, academic and industry interests, among others.
2. Stakeholders emphasized the importance of aligning the curriculum with industry requirements. Suggestions were made to include internships, industry projects, and guest lectures by professionals to provide students with practical insights and enhance their employability. They also recommended offering a choice between undertaking a dissertation or pursuing job-oriented pathways in the final semester, to better align with individual career goals.
3. Emphasis was placed on fostering research skills and critical thinking abilities among students. Suggestions included incorporating research methodologies, and seminar courses to encourage scholarly inquiry and academic excellence.

Summary of Action Taken based on the Suggestions:

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

Enhancing MA English Studies and Communication Program



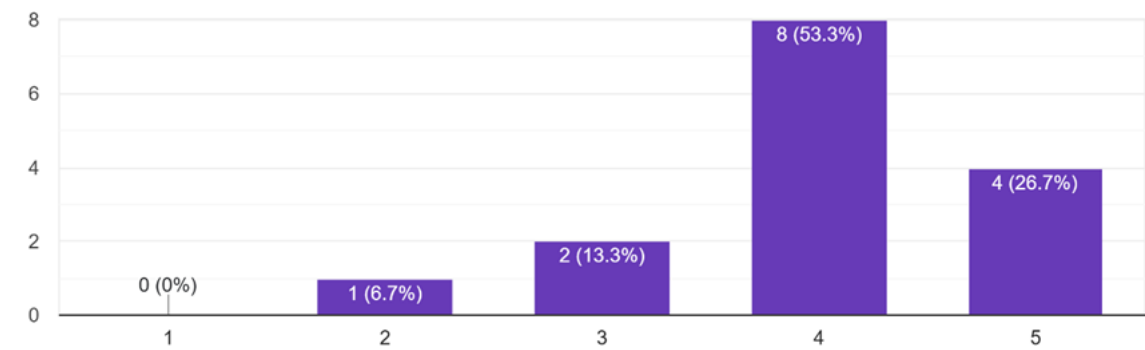
Detailed Feedback Analysis

Feedback from Students

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

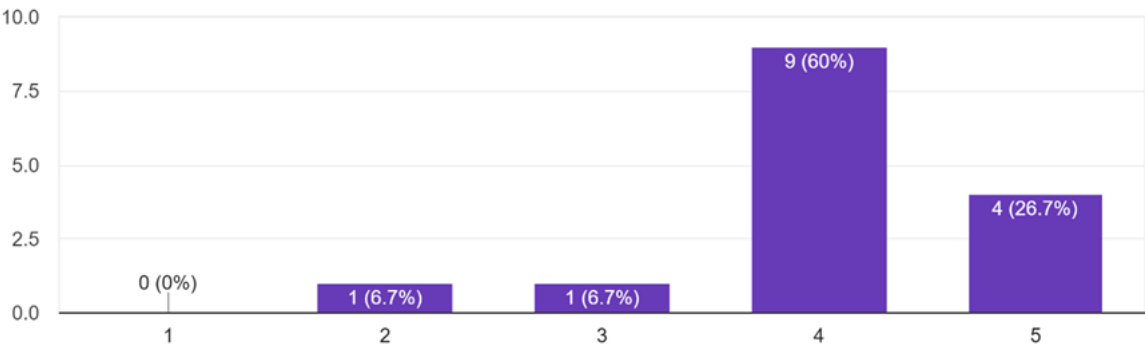
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

15 responses



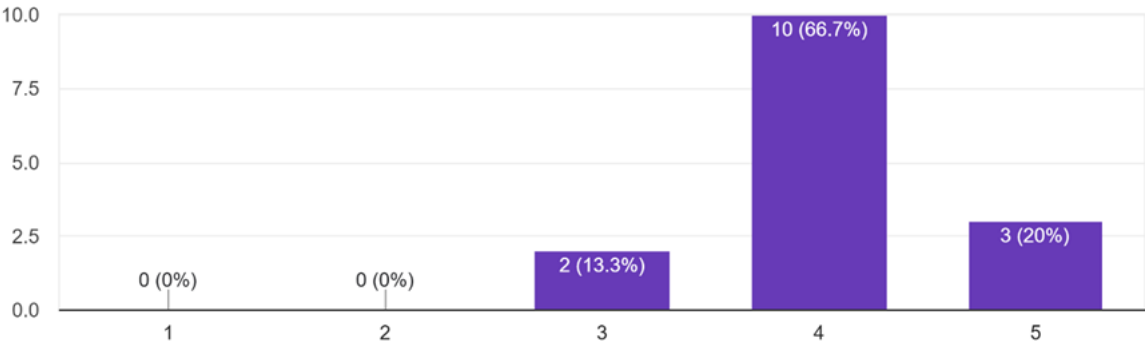
Does the curriculum cover advanced topics?

15 responses



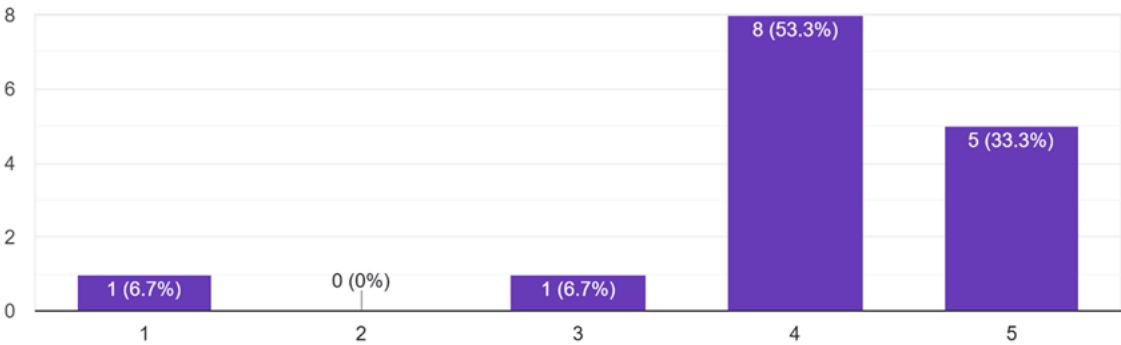
Whether the curriculum enhances your knowledge and skills in the relevant domain?

15 responses



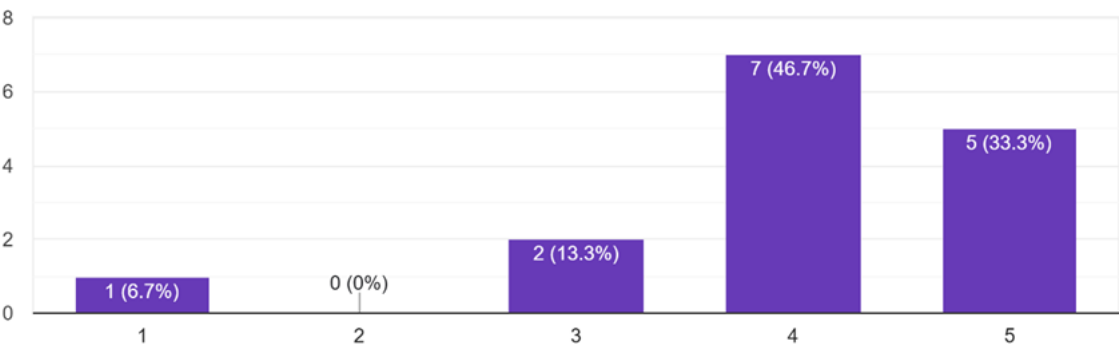
Is the curriculum effective in developing critical/ analytical thinking?

15 responses



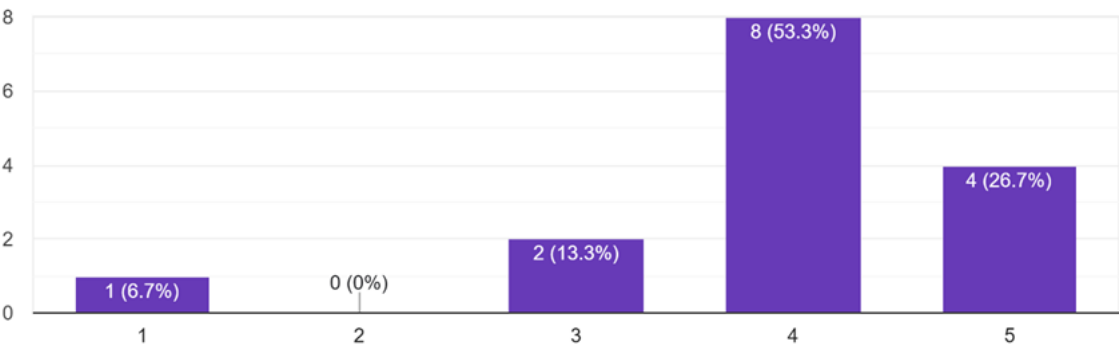
Are the text books and reference materials relevant to the content of the curriculum?

15 responses



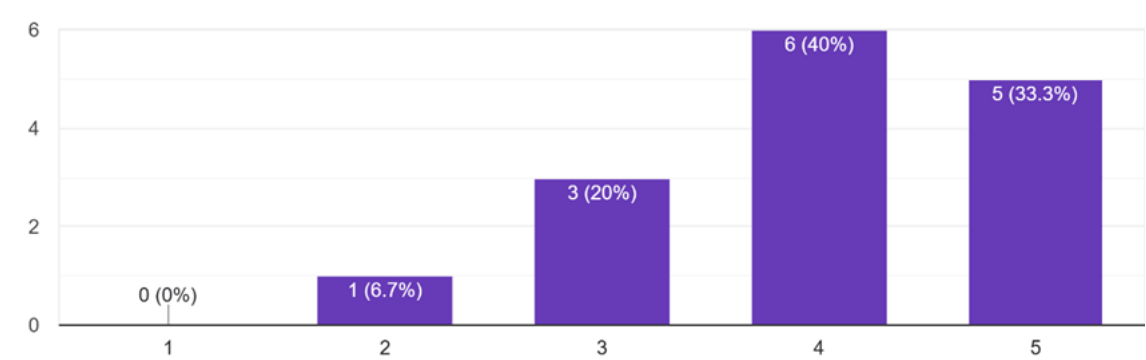
Does the curriculum orient towards higher education?

15 responses



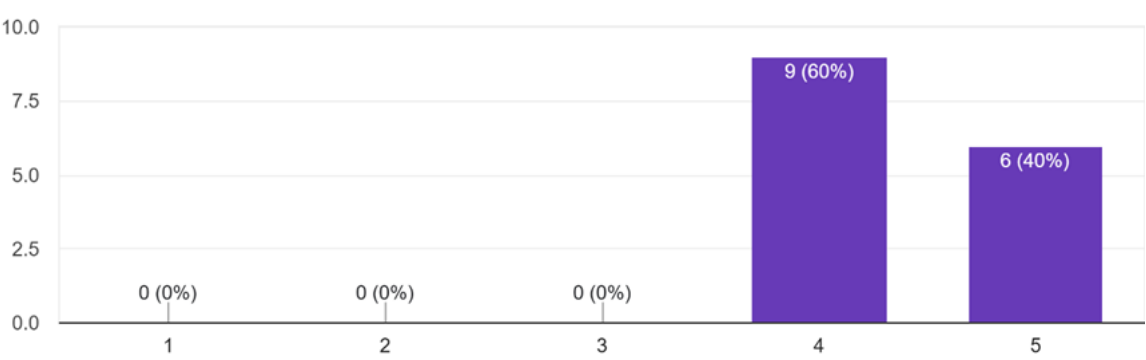
Does the curriculum enable the students to apply their knowledge in real life situations?

15 responses



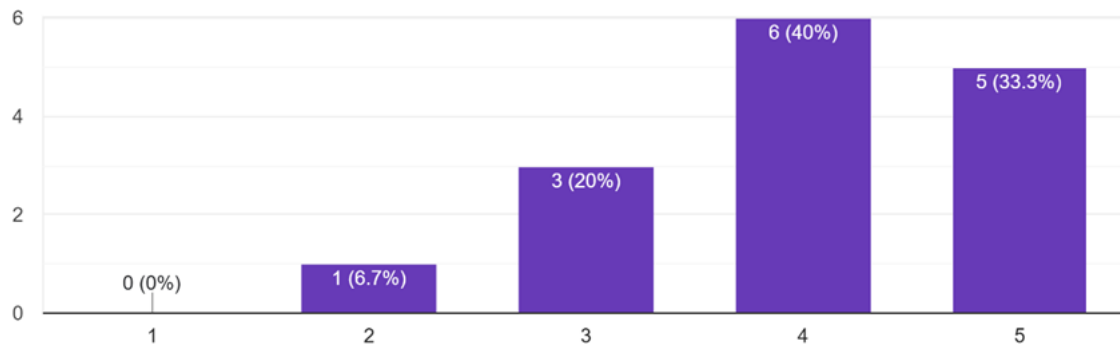
Does the curriculum promote self-study and attitude of research?

15 responses



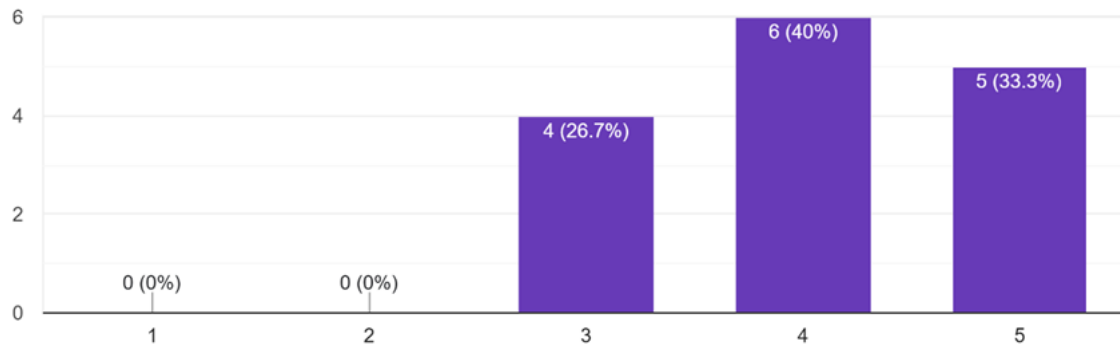
Is employability given weightage in the design and development of curriculum?

15 responses



Does the curriculum meet your overall expectations?

15 responses



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

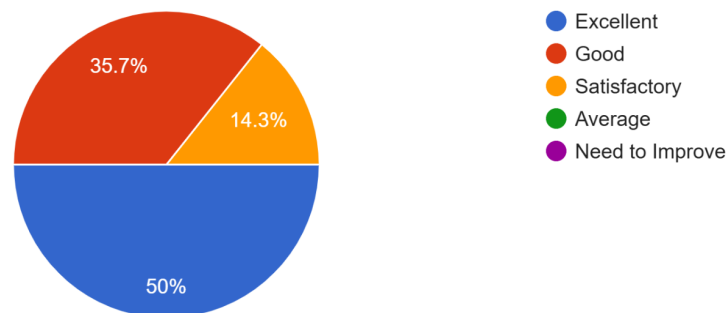
Such findings corroborate the efficacy of the curriculum in meeting student expectations and needs.

Feedback from Faculties

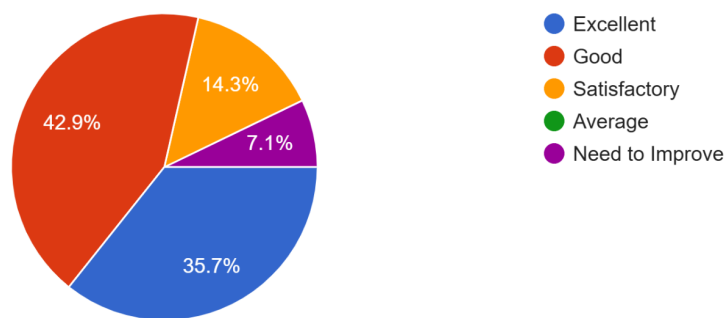
Faculty feedback is crucial for comprehending the strengths and weaknesses inherent in the provided curriculum. Hence, feedback was sought from seven faculty members who have instructed in the Post Graduate program, with the objective of augmenting the curriculum's quality. The feedback encompassed diverse parameters, including: Does the curriculum orient students towards higher education? Is employability given weightage in the design and development of the curriculum? Does curriculum promote self-study and attitude of research? etc. The responses of the faculty are represented below.

Does the curriculum orient the students towards higher education?

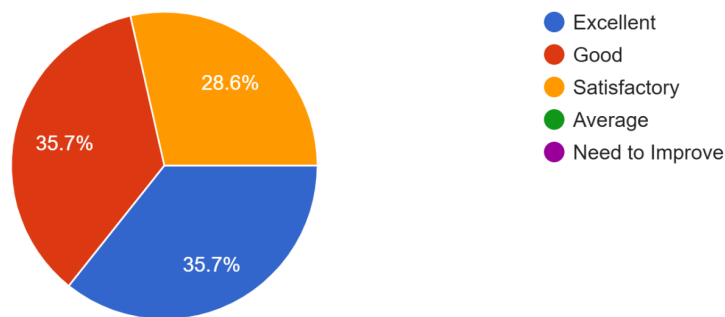
14 responses



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

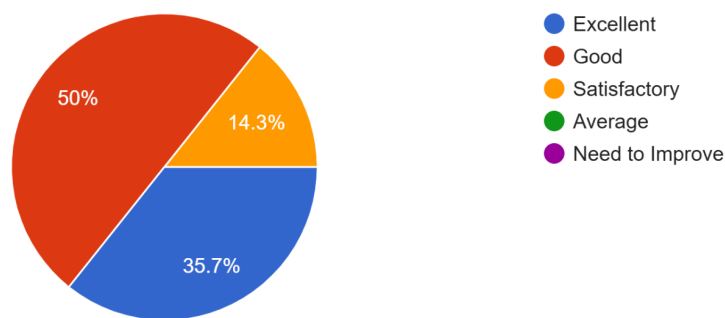


Is the curriculum designed to have a component on value based education?
14 responses



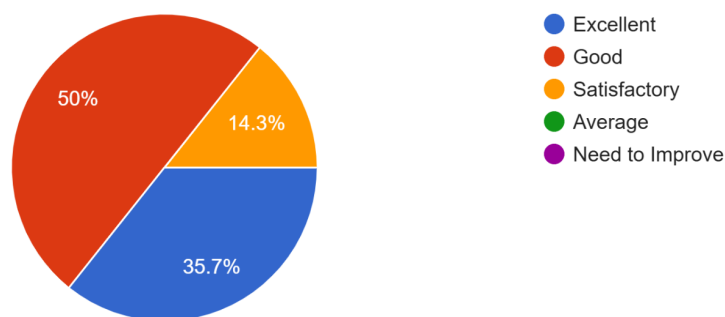
Does the curriculum have components to serve the needs of the society?

14 responses



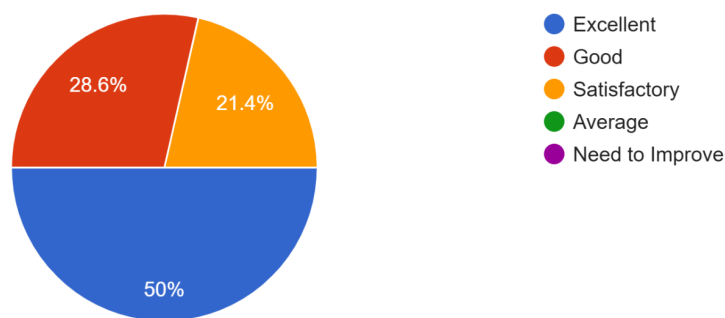
Does the curriculum promote self-study and attitude of research?

14 responses



Does the curriculum help the students to enhance their personality?

14 responses



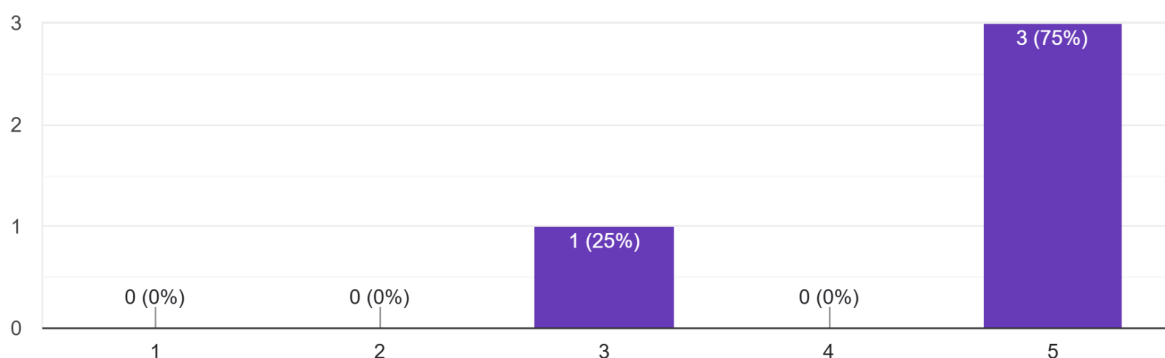
The faculty members collectively appraised the curriculum as satisfactory, with a discernible consensus prevailing regarding its efficacy. Notably, the curriculum effectively steers students towards advanced educational pursuits, with faculties concurring on the adequate emphasis placed on employability within the course framework. The faculty also agreed that the curriculum has components to serve the needs of the society.

Feedback from Alumni

Feedback from Alumni is important to understand the strengths and weaknesses of the curriculum offered. Therefore, feedback from the alumni (4) was collected with the aim to enhance the quality of the curriculum offered. The feedback was collected on various parameters like: Does the curriculum orient students towards higher education? Is employability given weightage in the design and development of the curriculum? Does curriculum promote self-study and attitude of research? etc. The responses of the alumni are represented below.

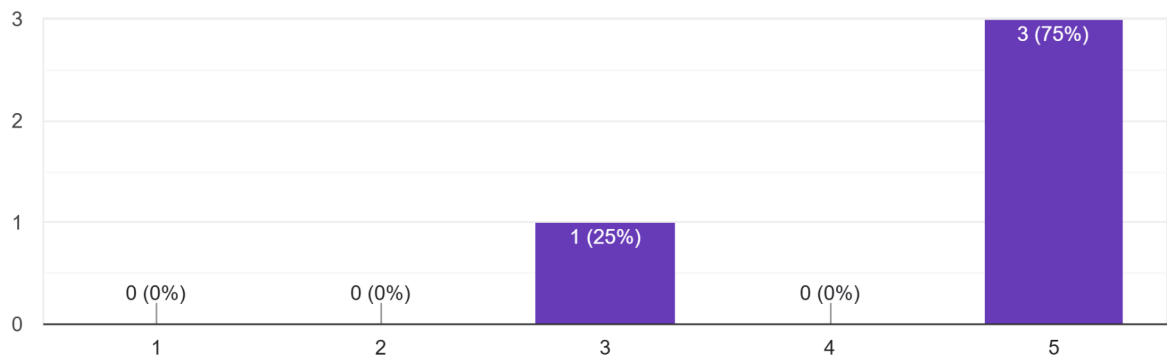
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

4 responses



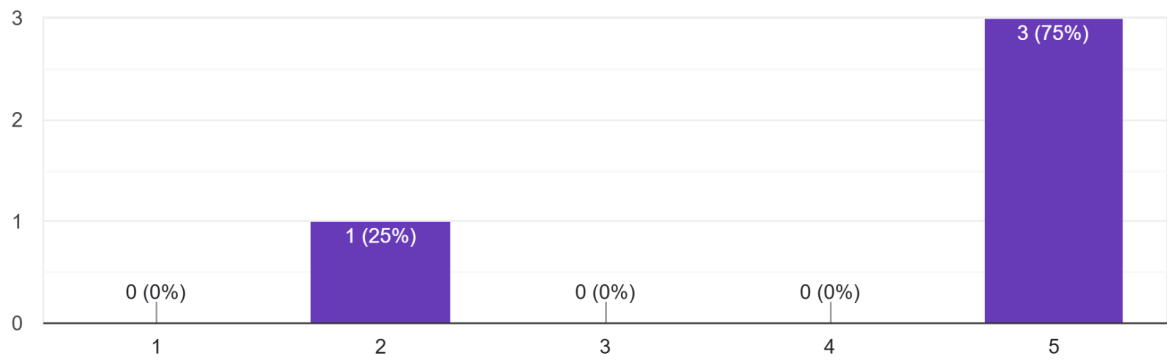
Does the curriculum cover advanced topics?

4 responses



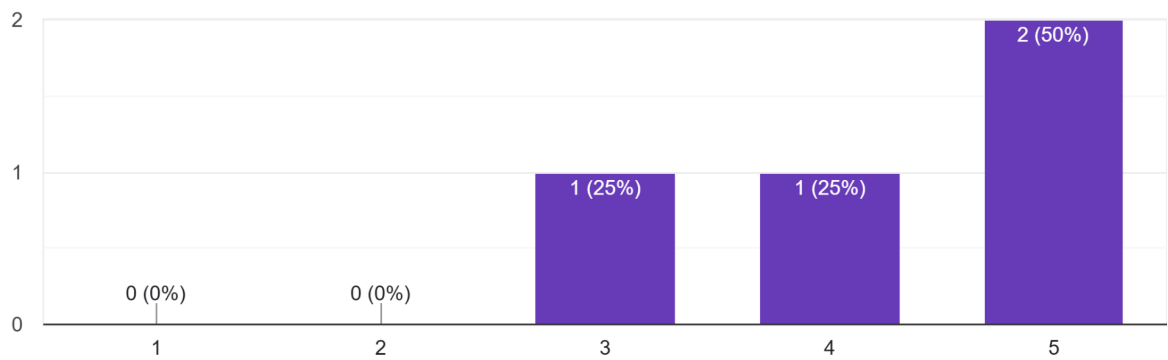
Whether the curriculum enhances your knowledge and skills in the relevant domain?

4 responses



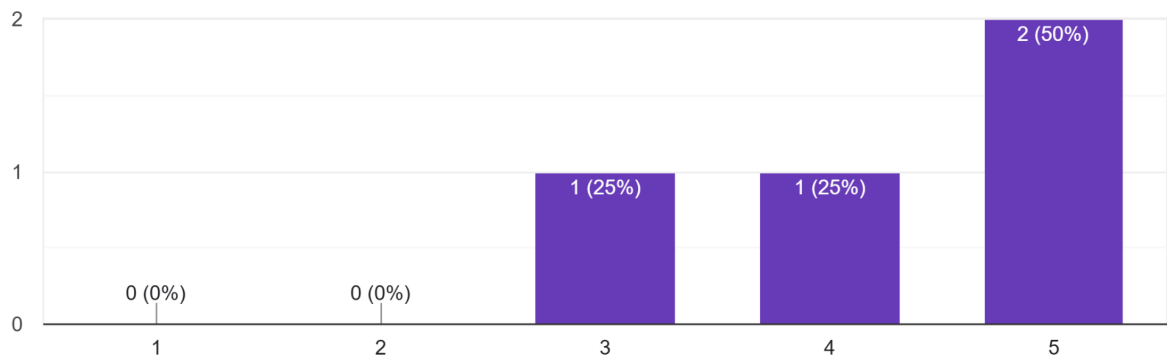
Does the curriculum orient towards higher education?

4 responses



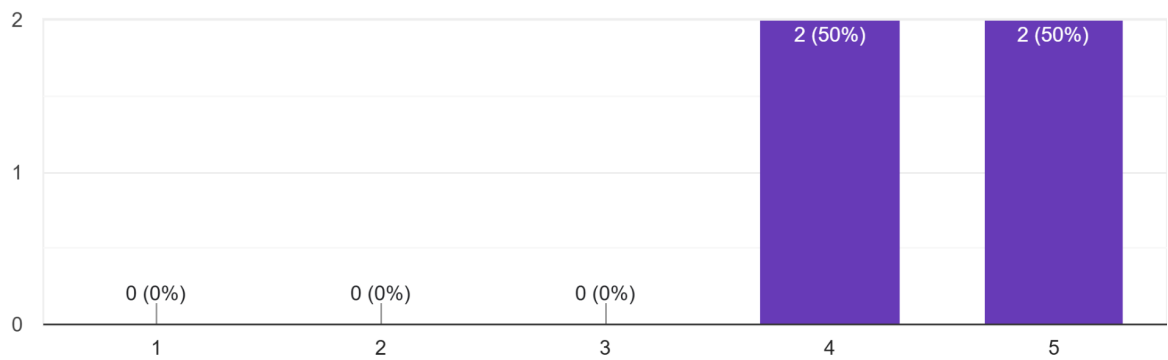
Is the curriculum effective in developing critical/ analytical thinking?

4 responses



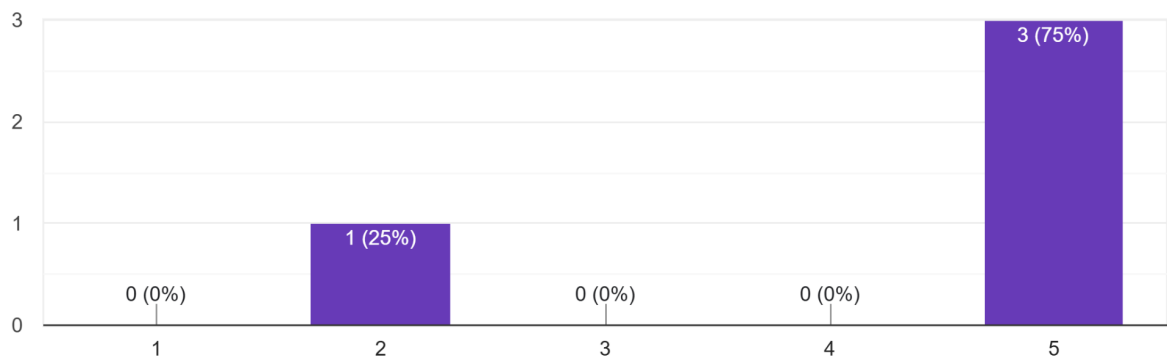
Are the text books and reference materials relevant to the content of the curriculum?

4 responses



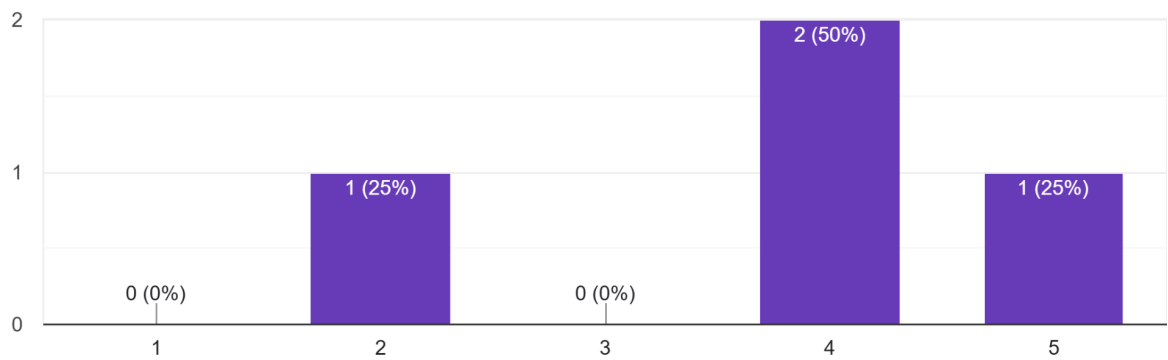
Does the curriculum enable the students to apply their knowledge in real life situations?

4 responses



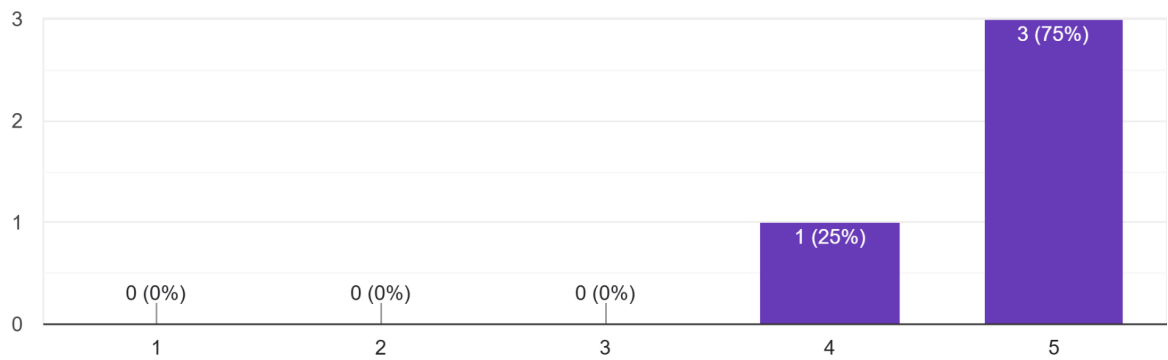
Is employability given weightage in the design and development of curriculum?

4 responses



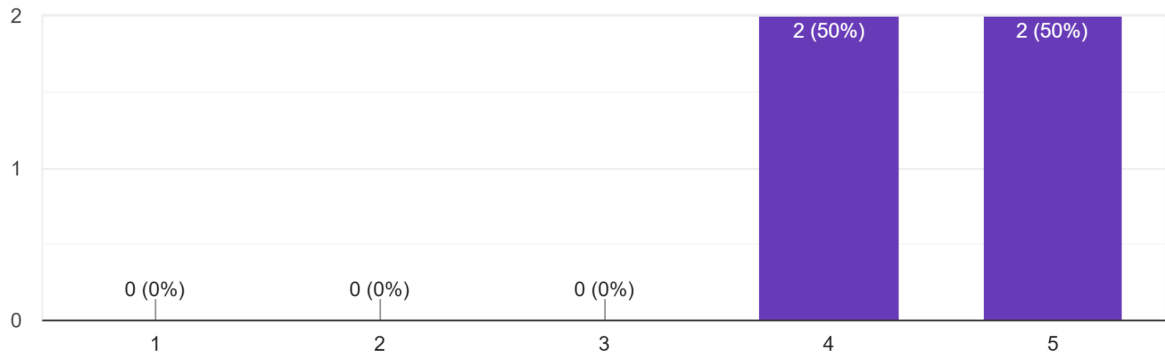
Does the curriculum promote self-study and attitude of research?

4 responses



Does the curriculum meet your overall expectations?

4 responses



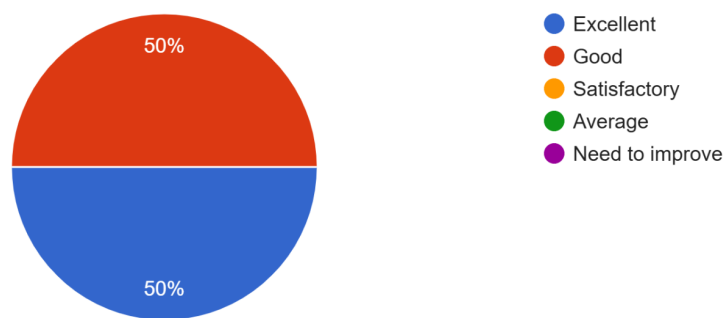
The graphical representations provided above depict a range of responses from alumni, spanning from good to excellent, indicating a notable level of satisfaction with the curriculum. Alumni express a strong sentiment that the curriculum facilitates self-study opportunities and instills a research-oriented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

Feedback from Academic Peers

Involving academic peers in the curriculum development process is inevitable as they can provide valuable feedback that can cater to student needs and requirements. Feedback was collected from academic peers (4) which included parameters like: Does the curriculum orient the students towards higher education? Is employability given weightage in the design and development of the curriculum? Does the curriculum have components to serve the needs of the society? etc.

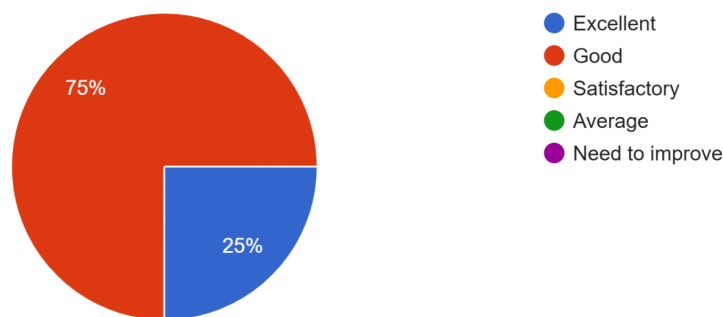
Does the curriculum orient the students towards higher education?

4 responses



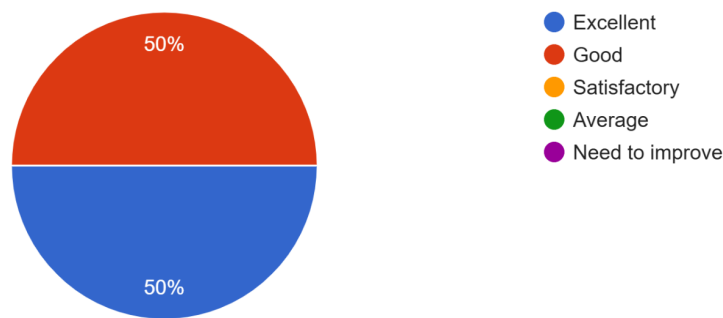
Is employability given weightage in the design and development of the curriculum?

4 responses



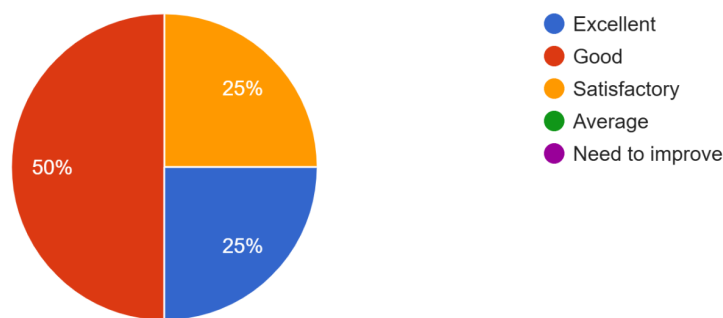
Is the curriculum designed to have a component on value based education?

4 responses



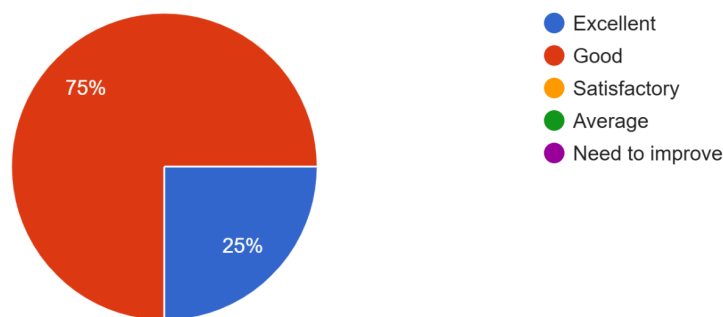
Does the curriculum have components to serve the needs of the society?

4 responses



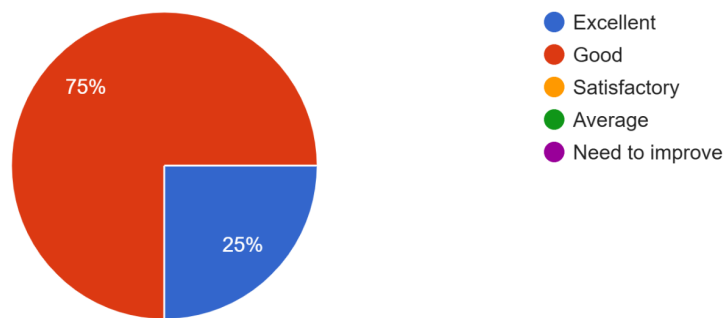
Does the curriculum promote self-study and attitude of research?

4 responses



Does the curriculum help the students to enhance their personality?

4 responses



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

Action Taken

The analysis of curriculum feedback of the M.A. English Studies and Communication programme provides a comprehensive overview of the academic strengths and areas requiring strategic enhancement. The feedback collected from students, faculty members, alumni, and academic peers reflects a largely positive reception to the curriculum's design, delivery, and relevance. The overall satisfaction levels indicate that the programme effectively meets its stated educational objectives while fostering academic growth and critical engagement.

A key strength identified through the feedback is the faculty's competence in delivering course content with clarity and academic rigour. Students have consistently acknowledged the approachability of the teaching staff, their subject expertise, and the supportive academic environment fostered within the department. Furthermore, the curriculum has been commended for its relevance to contemporary academic and

professional contexts, as well as for its capacity to enhance critical thinking and research-oriented learning.

However, certain areas have been highlighted for improvement. One of the most recurring concerns pertains to the vastness of the syllabus and the high number of courses per semester, which reportedly lead to increased academic pressure and reduced opportunities for in-depth learning. Students and faculty members alike have expressed the need to streamline the course content to allow for more focused and reflective academic engagement. Feedback also emphasises the need for better use of digital tools and innovative teaching practices, as well as enhancement of infrastructural support such as classroom technology and library resources.

Alumni and academic peers have proposed integrating more career-oriented modules, internships, and practical fieldwork components to better bridge the gap between academic learning and industry expectations. There is also a call for greater flexibility in elective selection and the inclusion of contemporary themes such as Literature and the Anthropocene to cater to academically inclined students.

In response to these insights, the department has taken proactive measures. A revised and updated curriculum has been introduced following discussions in the Board of Studies meeting. Key changes include streamlining of course content, inclusion of practical modules, introduction of research methodology components, and enhancement of industry collaboration through internships and guest lectures.

This feedback-driven approach reaffirms the department's commitment to continuous improvement and academic excellence. Going forward, sustained dialogue with stakeholders and a responsive pedagogical framework will be essential in ensuring that the programme remains relevant, effective, and aligned with evolving academic and professional landscapes.



Department of English and Cultural Studies

School of Arts and Humanities

CHRIST (Deemed to be University)

Delhi NCR Campus

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

Curriculum Feedback Analysis and Action Taken Report

AY 2024-25

(Semester I and II)



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Sample forms

Student Feedback

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

Faculty Feedback

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

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

Academic Peers Feedback

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

Parent Feedback

SNO	CRITERION
-----	-----------

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

Feedback on Curriculum- 2024-25

BA English with Creative Writing

Analysis & Action Taken Report

SEMESTER-I

Feedback process of the Department

Designing and developing a curriculum is a continuous process that involves regular review and revisions. A well-designed curriculum ensures that the content taught is relevant, engaging, and aligned with the desired outcomes. It provides a structural framework for teachers leading to effective teaching and learning and also ensures that students receive a well-rounded education. To develop a curriculum that remains up-to-date, relevant, and aligned with the educational goals, for the academic year of 2024-25, feedback on the curriculum was collected from various stakeholders (students, faculties, academic peers, and parents) through google forms. At the end of every semester, the feedback is taken from all the stakeholders to enhance the quality of education with effective curriculum structure to cater the needs of all the stakeholders. The stakeholders were requested to submit their feedback based on the criterion as mentioned below with a rating scale of 5.Excellent 4.Good 3.Satisfactory 2.Average and 1.Needs to Improve. In addition, the suggestions for the curriculum enrichment were also collected. Feedback was collected from 22 students, 8 faculties, 10 parents and 4 academic peers. This report presents an analysis of feedback received from **four** stakeholders on the BA English with Creative Writing curriculum.

Stakeholders	Numbers
Students	22
Faculties	8
Parents	10
Academic Peers	4

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

Summary of Major Suggestions Received

1. The curriculum should be more practical rather than heavily theoretical, with a greater focus on application-based learning through workshops, hands-on writing projects, and industry exposure.
2. The course should include more flexibility, allowing students to explore various creative fields such as scriptwriting, digital content creation, and editing.
3. Industry readiness should be enhanced by integrating internships, industry-based projects, and collaborations with publishing houses, media organizations, and content firms.
4. Research and higher education orientation should be strengthened by incorporating research methodologies, academic writing, and literary criticism to prepare students for advanced studies and research-based careers.

These suggestions aim to enhance the quality, relevance, and effectiveness of the BA English with Creative Writing program, making it more practical, industry-aligned, and academically enriching.

Summary of Action Taken

Based on the insights gathered from stakeholder feedback and the assessment conducted by the CDC, necessary modifications and revisions were proposed and discussed in the Board of Studies meeting for A.Y. 2024-25 for consideration regarding the BA English with Creative Writing program:

1. The incorporation of new elective/course options focusing on scriptwriting, digital content creation, and editing has been suggested to allow students greater freedom in choosing their creative specializations.
2. The syllabus for the paper "Reading Poetry and Critical Thinking" has been revised. The content has been streamlined by removing select texts and poems to ensure better focus, manageability, and depth of engagement for students.

3. To enhance student familiarity with the course and foster deeper engagement, the curriculum will integrate additional literary activities, creative writing competitions, collaborative student projects, and learner-centric assignments aimed at making the learning experience more interactive and enriching.
4. To eliminate redundancy in courses, the Critical Thinking paper (AEC), which overlaps with the Critically Reading paper in the same semester, has been changed. In its place, a new AEC course—Visual Language and Design Graphics has been proposed.

These measures aim to ensure that the BA English with Creative Writing program remains dynamic, industry-relevant, and academically stimulating, addressing the key concerns and aspirations of students and faculty alike.

Summary of Feedback Received

Student Feedback Analysis on BA English with Creative Writing Curriculum

The findings are based on responses from 22 students, ensuring a diverse range of perspectives. Students provided feedback on various aspects of the curriculum, including its relevance to higher education, employability, societal needs, personality development, and overall learning experience. A quantitative and qualitative analysis was conducted to determine common trends, strengths, and areas for enhancement.

Strengths of the Curriculum

- The curriculum effectively supports progression to higher education and academic research while maintaining alignment with industry and contemporary academic demands.
- Students appreciate the emphasis on employability, critical thinking, writing skills, and professional development.
- A balanced integration of theoretical and practical components enhances learning outcomes.
- Self-study, independent learning, and research orientation are strongly encouraged.
- Literary exposure through varied texts, workshops, and writing projects enriches the overall learning experience.

Areas for Improvement

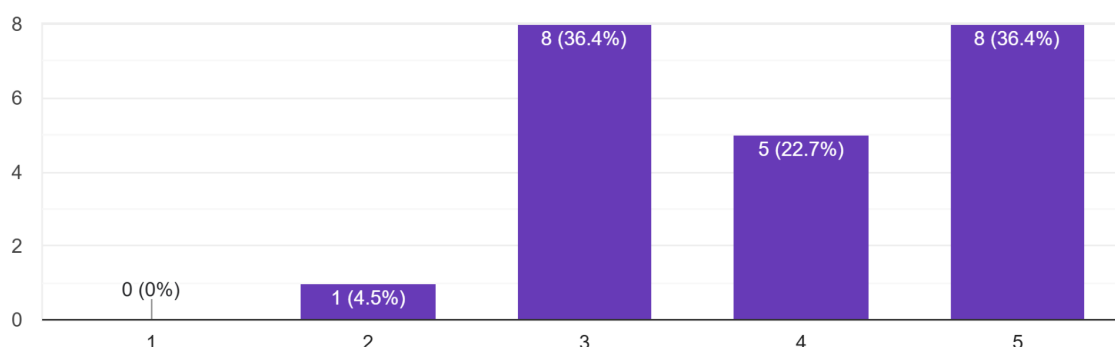
- Some courses are perceived as overloaded; students recommend streamlining content for better clarity and focus.
- Greater incorporation of practical components—such as writing labs, workshops, and project-based learning—is desired.
- Course load adjustments are needed to improve engagement and understanding.
- The curriculum could offer more real-world applications and industry interactions, including guest lectures and field exposure.
- Students seek increased use of interactive and interdisciplinary teaching methods, such as peer discussions and mentorship

Feedback Analysis

A strong majority feel the curriculum aligns well with its declared objectives, though one student noted that clearer linking of assessments to outcomes could help reinforce this alignment.

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

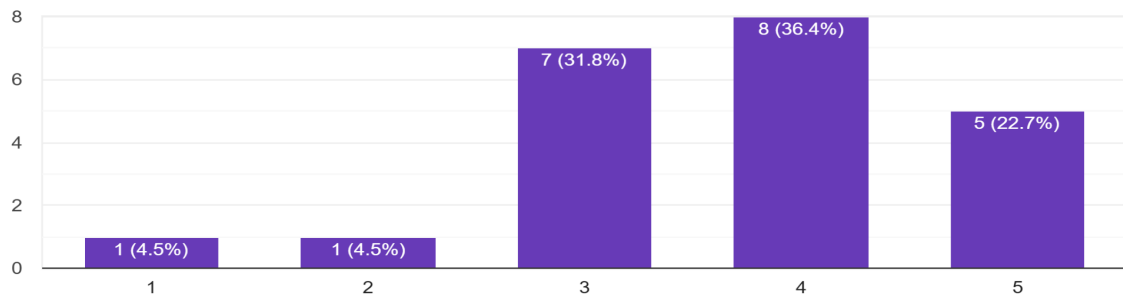
22 responses



Most students appreciate the inclusion of advanced material, but a few find it either too basic or insufficiently supported—suggesting the need for scaffolded modules or optional deep-dives.

Does the curriculum cover advanced topics?

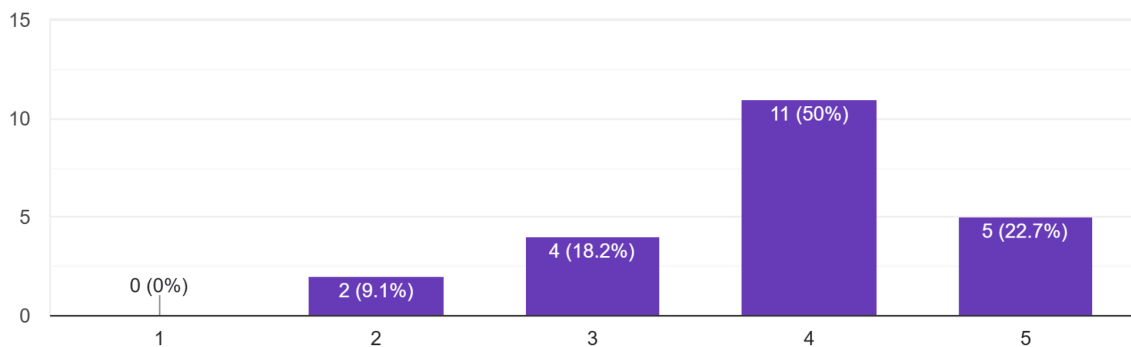
22 responses



Students generally agree that the curriculum builds relevant knowledge and skills, with practical assignments and discussions highlighted; however, some recommend more hands-on workshops to solidify learning.

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

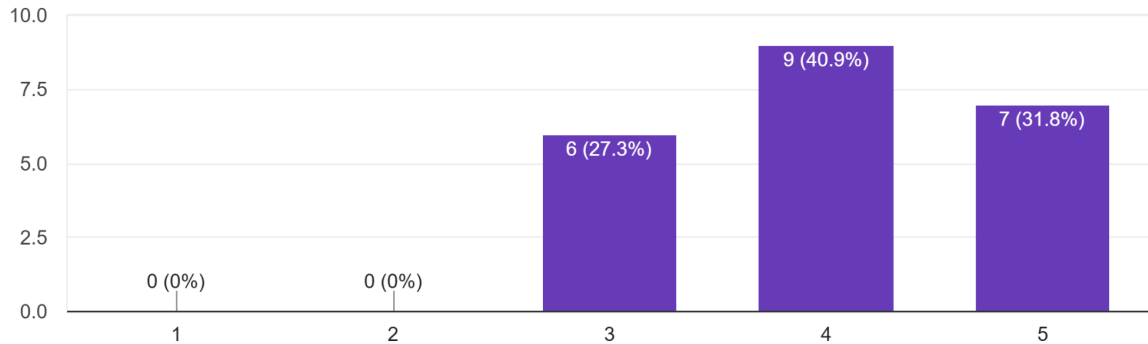
22 responses



Most students agree that the curriculum is effective in developing their critical and analytical thinking. Reflective essays and interdisciplinary content are credited with sharpening analytical skills, though several respondents suggested case studies or debates to further deepen critical engagement.

Is the curriculum effective in developing critical/ analytical thinking?

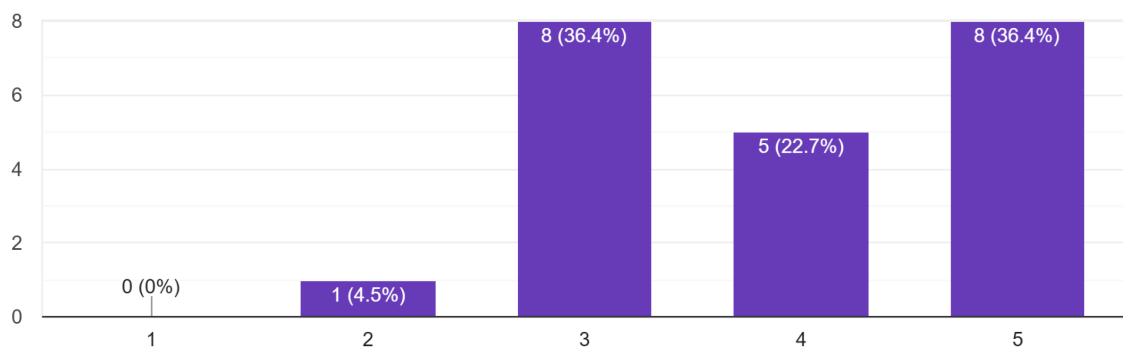
22 responses



While core readings are viewed as appropriate, students expressed a desire for more contemporary and digital resources—particularly works by Indian authors and multimedia supplements.

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

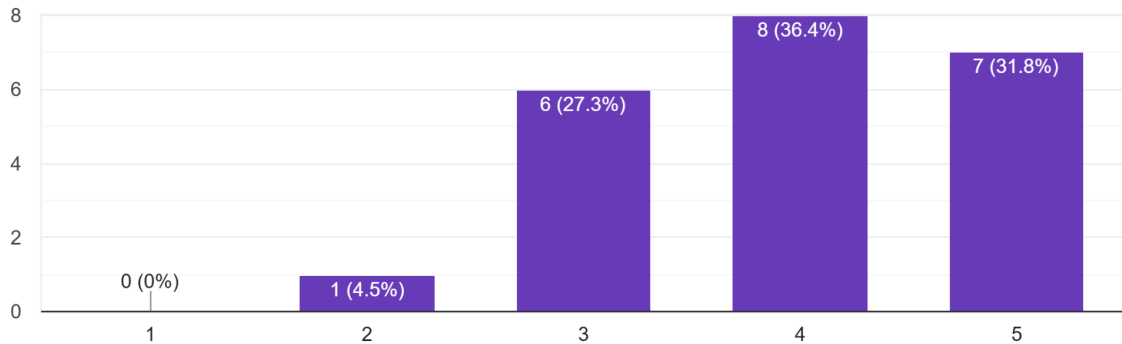
22 responses



Exposure to research methods and theoretical frameworks supports postgraduate preparedness, though one comment recommended a more gradual introduction to research conventions.

Does the curriculum orient towards higher education?

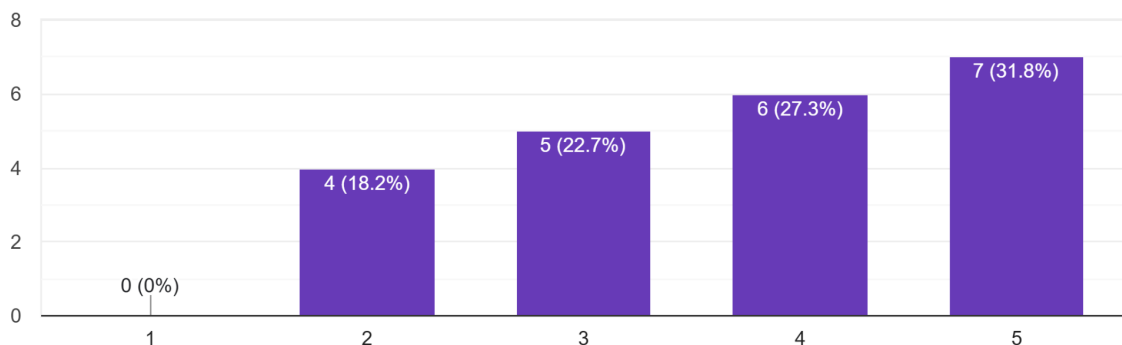
22 responses



Case studies and project assignments help bridge theory and practice; still, some students requested internships, field visits, or community-based projects to further ground learning.

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

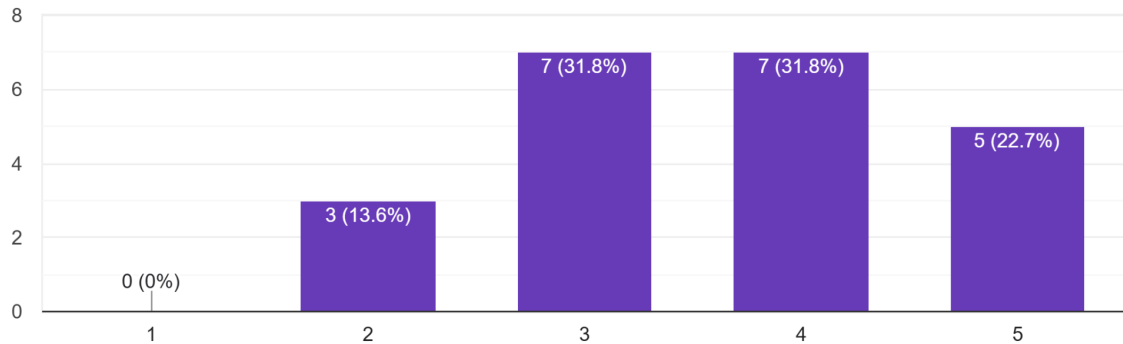
22 responses



Professional competencies are addressed through presentations and writing exercises, but there is room to integrate more industry-aligned modules (e.g., content editing, digital publishing).

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

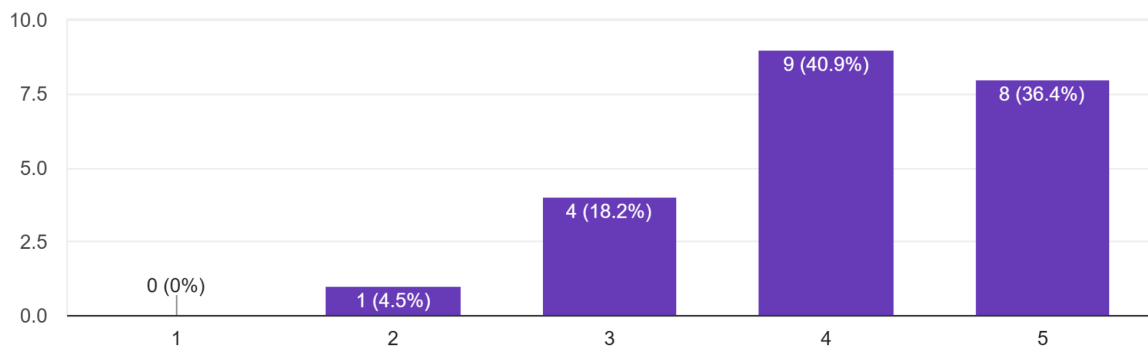
22 responses



Independent projects and guided reading lists foster self-directed learning; a few students suggested additional structured guidance early on to build confidence in research.

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

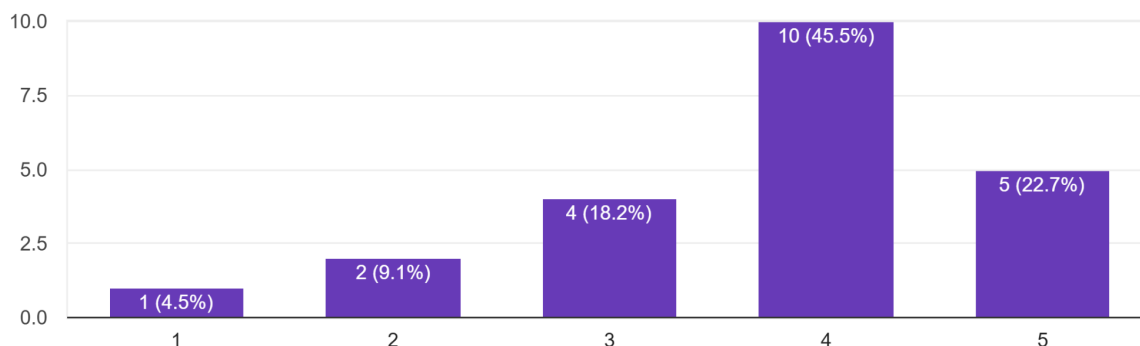
22 responses



Overall satisfaction is high, though a small group finds certain elements misaligned with their needs—indicating potential for elective flexibility and enhanced academic support.

Does the curriculum meet your overall expectations?

22 responses



The BA English with Creative Writing curriculum has been well-received, with students acknowledging its strong academic framework. However, refinements in course structure and practical exposure are recommended to further enhance its effectiveness.

Faculty Feedback Analysis on BA English with Creative Writing Curriculum

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

Strengths of the Curriculum

- The curriculum effectively orients students toward higher education and academic research.
- Employability is a key focus, with modules designed to develop critical thinking, writing skills, and professional competencies.
- The syllabus includes value-based education components that enhance ethical and cultural awareness.
- The course structure promotes self-study, independent learning, and research skills.
- Faculty members appreciate the balance between theoretical and practical learning.

Areas for Improvement

- Certain papers contain excessive content, making them overloaded and challenging for students.
- Faculty members suggested reducing content in select papers and making them more focused and streamlined.
- The curriculum could integrate more practice-based components, such as workshops, writing labs, and industry collaborations.

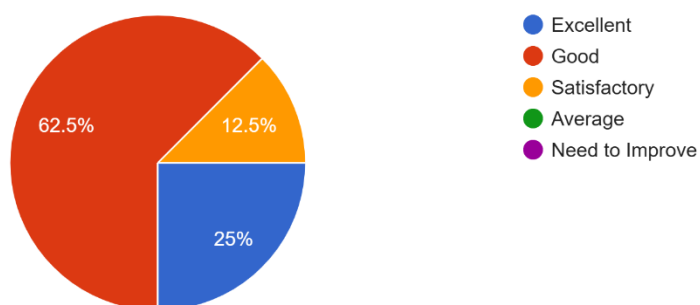
- Some feedback indicated that the course load could be lighter to enable better student engagement.
- Some papers are too theoretical for BA Semester 1 students. They should either be removed or redesigned to better align with the other subjects in the semester.
- Overall, the course could be lighter to ensure it fits within the students' workload and comprehension levels

Feedback Analysis

Most faculty members feel the curriculum provides a solid foundation for higher studies, especially through courses that include research elements and critical thinking. However, one respondent felt the theoretical content in some courses (e.g., *Developing Critical Thinking Skills*) may overwhelm first-year students.

Does the curriculum orient the students towards higher education?

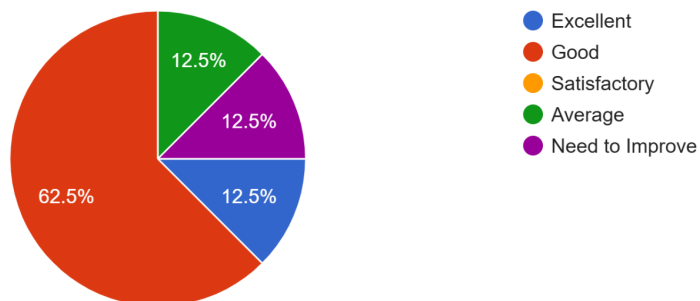
8 responses



Several faculty members appreciated the skill-based components (e.g., *Business Communication*) for their employability relevance. However, a few suggested more practical exposure and focus on skill-building, especially in creative writing courses.

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

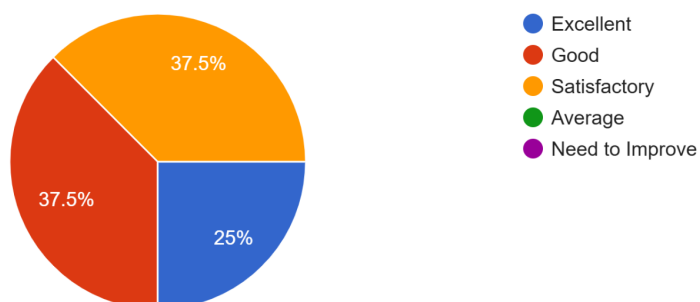
8 responses



Value-based education is well-integrated, especially in reflective and narrative writing papers. Faculty encouraged maintaining this while ensuring students also understand its real-world relevance.

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

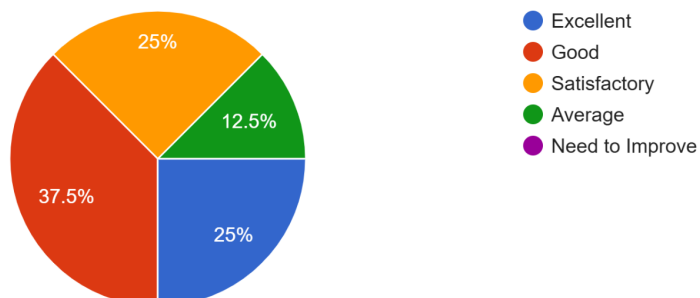
8 responses



Faculty noted that while most courses are socially relevant, a few need clearer application to contemporary societal needs. Some suggest recalibrating content to ensure accessibility for students early in their academic journey.

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

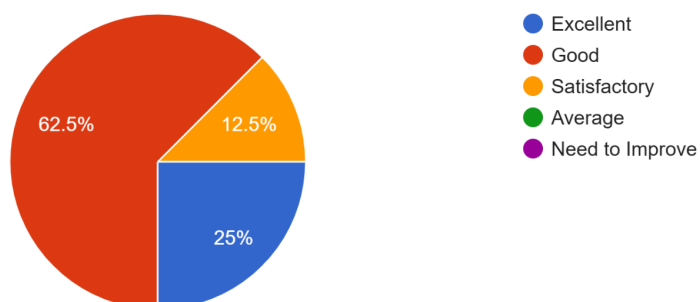
8 responses



Most faculty praised the curriculum for fostering independent thinking and research orientation. Creative and critical writing tasks, along with interdisciplinary readings, support this aim.

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

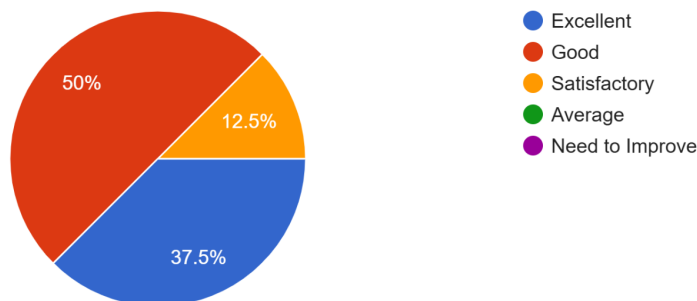
8 responses



Courses like *Business Communication* and *Writing Life Narratives* were appreciated for their role in personality development. Faculty emphasized the importance of maintaining a balance between creative expression and professionalism.

Does the curriculum help the students to enhance their personality?

8 responses



The BA English with Creative Writing curriculum has been well-received, with faculty members acknowledging its strong academic framework. However, refinements in course structure and practical exposure are recommended to further enhance its effectiveness. The IQAC suggests implementing the above recommendations to align the curriculum with evolving educational and professional needs.

Parent Feedback Analysis on BA English with Creative Writing Curriculum

The Feedback is received from the parents of students of BA English with Creative Writing Course.

Key Findings:

- A majority of parents agree that the curriculum supports higher education and employability.
- The course has value-based education components and addresses societal needs and the curriculum encourages self-study and research-oriented learning.

Areas for Improvement:

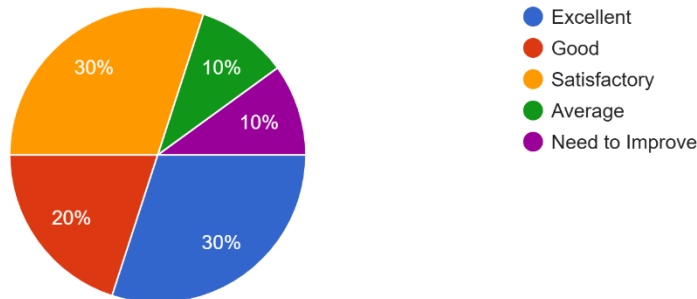
- Some parents feel that certain aspects of the curriculum need refinement.
- Suggestions included more practical exposure and industry collaboration.
- Introduce more internships, guest lectures, and industry tie-ups.

Feedback Analysis

Many parents believe that the curriculum offers a decent foundation for higher education, with a few rating it as excellent. However, there is some variation, and at least one parent explicitly noted that improvements are needed in this area. A clearer academic progression path might be helpful for some.

Does the curriculum orient the students towards higher education?

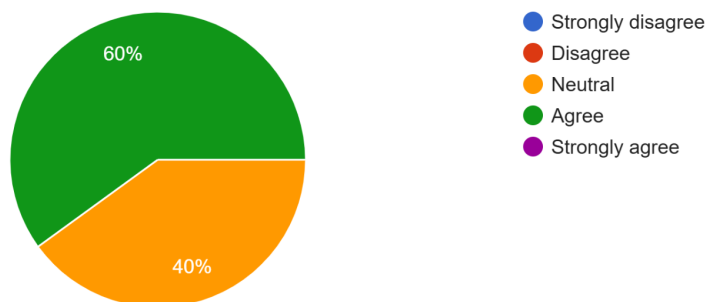
10 responses



The majority of parents agree that the curriculum considers employability factors, reflecting satisfaction with the skill-based and industry-relevant components. However, neutral responses indicate room to enhance visible and structured career pathways.

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

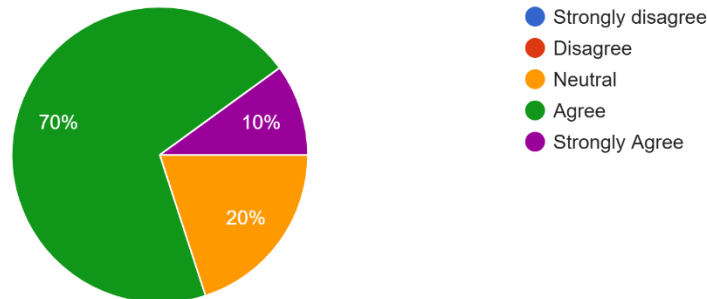
10 responses



A strong majority of parents agreed that value-based education is present in the curriculum. This suggests that ethical and moral learning is perceived as an integrated part of the course, though more explicit modules or examples might convert the neutral opinions into positives.

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

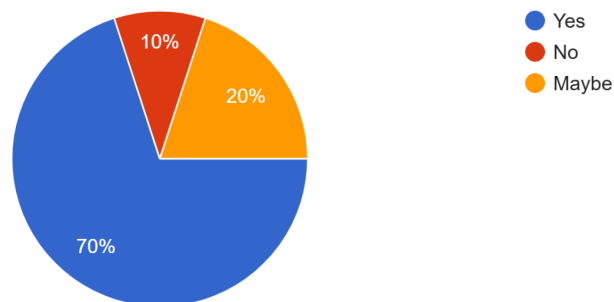
10 responses



Most parents feel that the curriculum includes elements that contribute to societal needs. This may include topics like sustainability, social responsibility, and inclusivity. However, uncertainty expressed by some suggests a need for clearer communication or emphasis on these components.

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

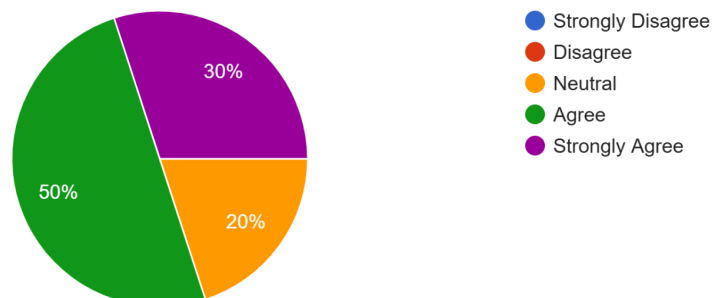
10 responses



A majority of parents agree that the curriculum encourages independent study and research. The presence of project work and exploratory assignments likely contribute to this perception. Those who were neutral may benefit from more explicit information about student-led learning activities.

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

10 responses



Academic Peers Feedback

The majority of faculty members rated the curriculum as “Excellent” or “Good” in terms of its impact on higher education, employability, and academic research. The program is highly aligned with the evolving demands of the industry and academia.

Key Findings

Strengths of the Curriculum

- Academic experts unanimously agreed that the curriculum is effectively oriented toward preparing students for higher education. They appreciated how the syllabus supports the transition to advanced academic pursuits through its critical frameworks and research components.
- Employability was also identified as a core strength, with reviewers noting that the curriculum includes skill-building modules and creative industry exposure that help students prepare for the job market.
- The value-based education component received strong endorsements. Academic peers rated this aspect highly, observing that ethical engagement and social responsibility are thoughtfully embedded within the curriculum.
- There was also broad agreement on the curriculum's societal relevance. Experts commended its responsiveness to contemporary issues, noting that it encourages students to think critically about real-world challenges.
- Additionally, the curriculum was seen to foster independent learning. Reviewers emphasized that the structure supports self-directed research and inquiry, essential traits for both academic and professional growth.
- Lastly, all academic peers acknowledged that the curriculum contributes significantly to students' personality development, nurturing confidence, creativity, and a sense of responsibility. One peer summarized this by calling the curriculum "perfectly woven"—highlighting its clarity, coherence, and intellectual depth.

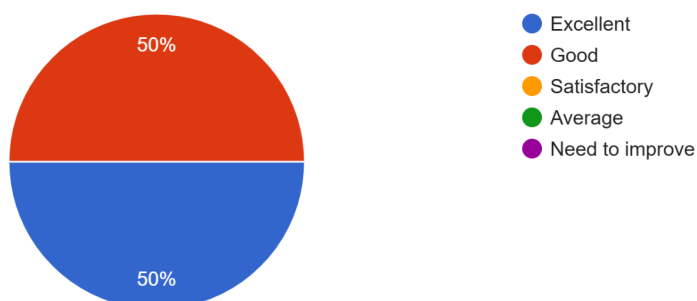
The academic peer feedback confirms that the BA English with Creative Writing curriculum is well-structured, research-oriented, and effective in personality development.

Feedback Analysis

Faculty agree that the curriculum lays a solid foundation for postgraduate study through its emphasis on research methods and critical analysis. Independent inquiry is well supported via research assignments and exploratory tasks; however, additional scaffolding for first-year students could strengthen early engagement.

Does the curriculum orient the students towards higher education?

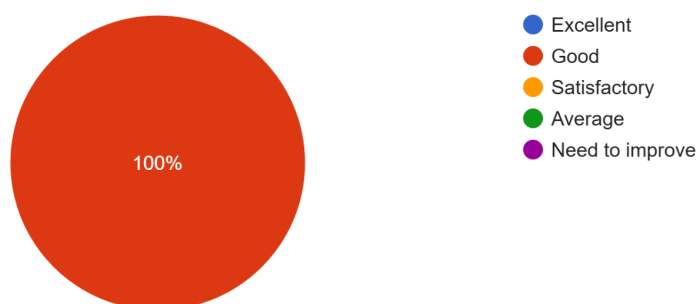
4 responses



Most academic peers feel that employability is given good weightage in the curriculum.

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

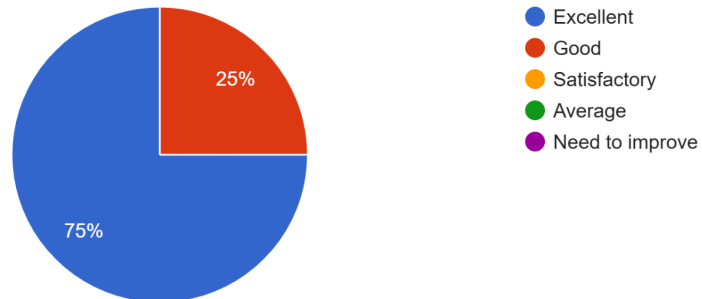
4 responses



Value-based learning is a standout feature, with ethical, cultural, and social themes woven throughout multiple courses, as noted by reviewers.

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

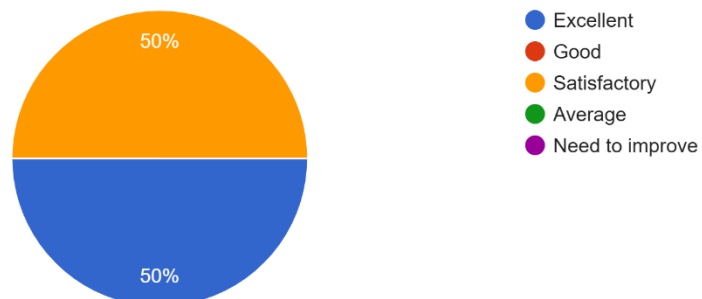
4 responses



Most faculty appreciate the curriculum's social relevance, though some recommend clarifying and streamlining content so students can more readily engage with real-world issues.

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

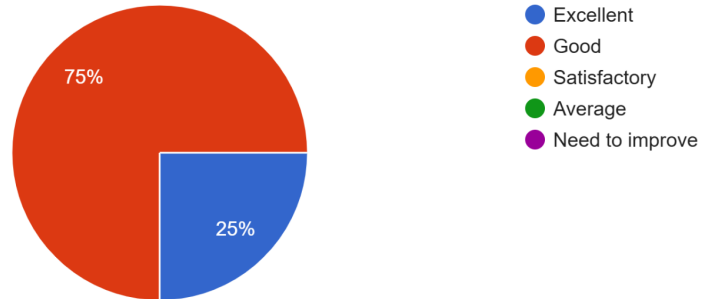
4 responses



Creative writing, presentations, and reflective activities foster confidence and interpersonal skills, though the addition of workshops or experiential modules could further enrich personal development.

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

4 responses



Semester II

Feedback Analysis (2024-25)

Feedback on Curriculum- 2024-25

BA English with Creative Writing- Semester II

Analysis & Action Taken Report

Feedback process of the Department

Designing and developing an updated curriculum is important as it guides the learning and teaching process by setting clear objectives and goals for teachers and students. A well-designed curriculum ensures that the content taught is relevant, engaging, and aligned with the desired outcomes. It provides a structural framework for teachers leading to effective teaching and learning and also ensures that students receive a well-rounded education. To develop a curriculum that remains up-to-date, relevant, and aligned with the educational goals, for the academic year of 2024-25, feedback on the curriculum was collected from various stakeholders (students, faculties, academic peers, and parents) through google forms. Feedback was collected from 21 students, 5 faculties, 10 parents and 6 academic peers. This report presents an analysis of feedback received from **four** stakeholders on the BA English with Creative Writing curriculum.

Stakeholders	Numbers
Students	21
Faculties	5
Parents	10
Academic Peers	7

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

Summary of Major Suggestions Received

- The curriculum should prioritize a deeper exploration of key topics rather than covering an extensive range of subjects, allowing students to develop a more thorough understanding even if it requires a slight reduction in content.
- The inclusion of Indian literature, mythology, and cultural texts would provide a more diverse and relatable literary experience, helping students connect with local narratives while maintaining a global perspective.
- Introducing more practical and skill-based courses alongside theoretical study would enhance students' English fluency and equip them with tools for effective communication beyond literary analysis.
- Academic writing, currently introduced in the early semesters, is found to be too demanding for first-year students; shifting it to later semesters would allow them to develop foundational skills before tackling more advanced writing.
- The Life Narrative course could benefit from a more diverse selection of texts, including works from queer narratives, fantasy and speculative fiction, to reflect a wider range of storytelling traditions and genres.
- Integrating films—both classic and contemporary—into the curriculum would provide an alternative medium for critical analysis and literary discussion, helping students engage with narratives through a multimodal approach.
- Encouraging independent research and self-directed learning through projects, reading assignments, and analytical tasks would equip students with essential skills for higher studies and professional careers.

Summary of Action Taken

Based on the insights gathered from stakeholder feedback and the assessment conducted by the CDC, necessary modifications and revisions were proposed and discussed in the Board of Studies meeting for A.Y. 2024-25 for consideration regarding the BA English with Creative Writing program:

- Indian literary texts and plays have been incorporated into the *Reading Drama* paper to ensure greater cultural representation. This change aims to provide students with a deeper understanding of indigenous theatrical traditions alongside global dramatic

works, fostering a more diverse literary perspective.

- The number of prescribed texts across select courses has been reduced to enable students to engage in more detailed and critical analysis. This adjustment addresses concerns about the overwhelming workload and ensures that students have sufficient time to explore themes, contexts, and literary techniques more comprehensively.
- To align with industry demands and enhance practical skills, Screenwriting and Scriptwriting have been introduced in the upcoming semesters. These additions will provide students with structured learning in writing for visual media, preparing them for careers in film, television, and digital content creation.
- A dedicated component on Story Writing has been integrated into the curriculum to strengthen students' creative writing abilities. This will focus on narrative structure, character development, and stylistic techniques, helping students refine their storytelling craft across various genres.
- The Life Narratives paper has been revised to include Queer Narratives, ensuring a more inclusive and representative literary curriculum. This change allows students to engage with diverse personal and cultural experiences, fostering sensitivity and awareness of gender and identity discourse.
- Research-oriented elements have been incorporated into the curriculum to enhance students' analytical and investigative skills. These components will encourage independent inquiry, critical thinking, and academic writing, equipping students for further studies and research-based careers.

These revisions aim to create a more balanced and skill-oriented curriculum, addressing student concerns while maintaining academic rigor and industry relevance

Summary of Feedback Received:

Student Feedback Analysis on BA English with Creative Writing Curriculum

The findings are based on responses from 21 students, ensuring a diverse range of perspectives. Students provided feedback on various aspects of the curriculum, including its relevance to higher education, employability, societal needs, personality development, and overall learning experience. A quantitative and qualitative analysis was conducted to determine common trends, strengths, and areas for enhancement.

Key Findings

Strengths of the Curriculum

- The curriculum aligns well with its stated objectives and effectively enhances students' knowledge and skills in literature and creative writing.
- Students appreciated the inclusion of advanced topics that broaden their understanding and promote critical and analytical thinking.
- The programme encourages self-study and research-oriented learning, supporting academic independence and inquiry.
- There is a good balance between theory and practical components, including varied literary forms, storytelling techniques, and creative writing exercises.
- The curriculum provides meaningful exposure to creative industries and writing professions, though some students suggested deeper engagement with real-world applications.
- Students found the prescribed textbooks and reference materials relevant, and expressed overall satisfaction with the curriculum structure and content.

Areas for Improvement

- Students suggested reducing the number of texts in certain courses to allow for deeper comprehension and more focused application.
- There is a demand for more structured research components across courses to enhance independent inquiry and academic rigor.
- Many students recommended diversifying reading lists by including more Indian and contemporary literary works.
- The integration of digital and multimedia resources was proposed to enrich learning and provide varied modes of engagement.
- Some students felt that the workload in specific semesters could be better balanced to improve the overall learning experience.

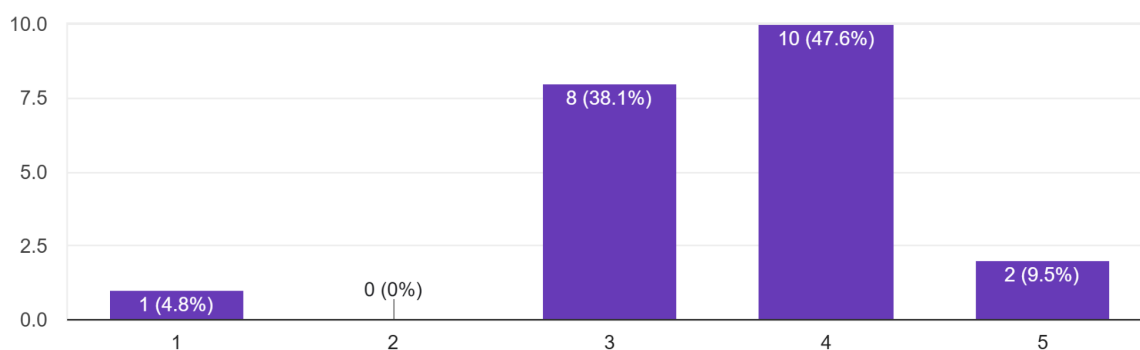
This summary highlights the strengths of the program while outlining areas for potential improvement based on student feedback.

Feedback Analysis:

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

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

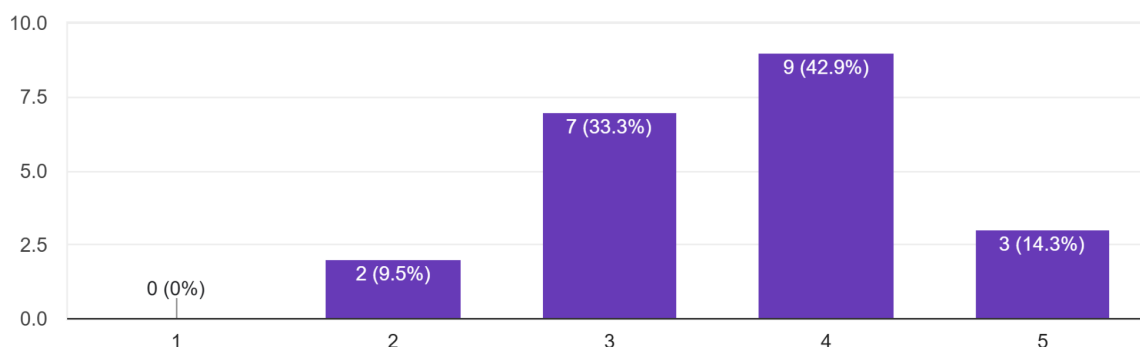
21 responses



The inclusion of advanced topics was appreciated by many students for adding depth to the curriculum. Some felt that while the topics were relevant, additional support or foundational scaffolding could help better prepare them for complex concepts.

Does the curriculum cover advanced topics?

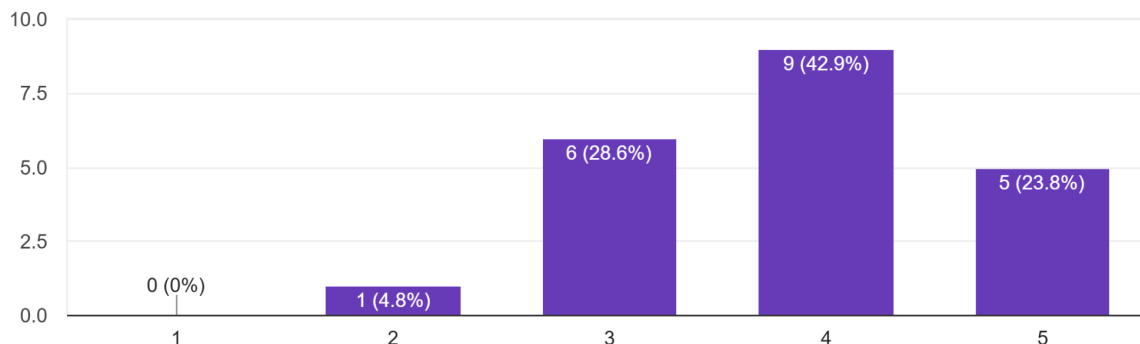
21 responses



The curriculum was noted to contribute meaningfully to domain-specific knowledge and skills. Students highlighted practical assignments, presentations, and discussions as particularly effective, though a few desired more application-oriented components.

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

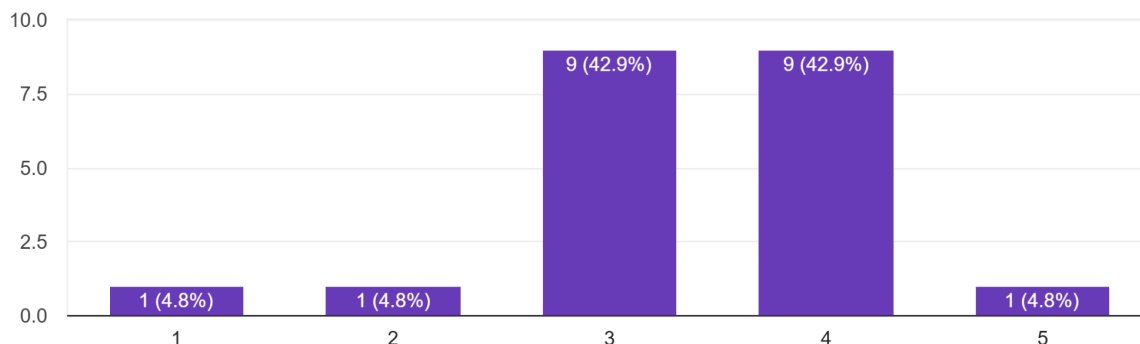
21 responses



Most students appreciated the curriculum’s role in sharpening their critical and analytical thinking. This was mainly attributed to reflective assignments and interdisciplinary content. A suggestion was made to include more case-based learning to further deepen these skills.

Is the curriculum effective in developing critical/ analytical thinking?

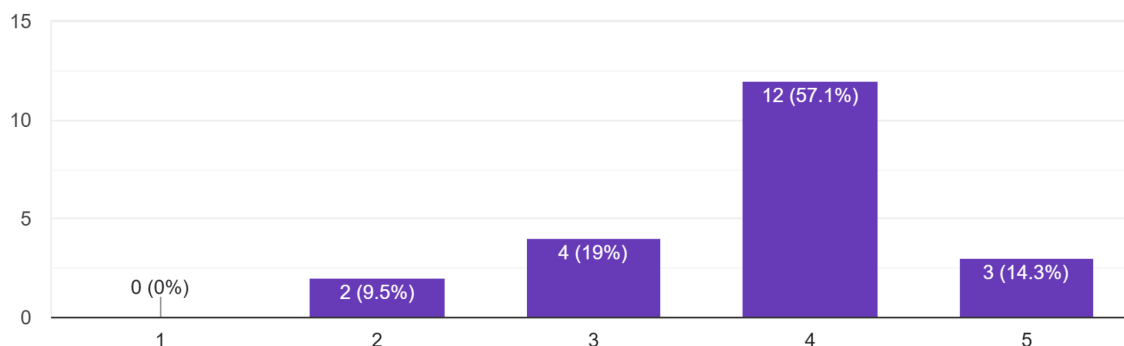
21 responses



Students generally agreed that the recommended readings were relevant and helpful. However, some felt the inclusion of more contemporary texts and digital resources could enhance engagement and accessibility.

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

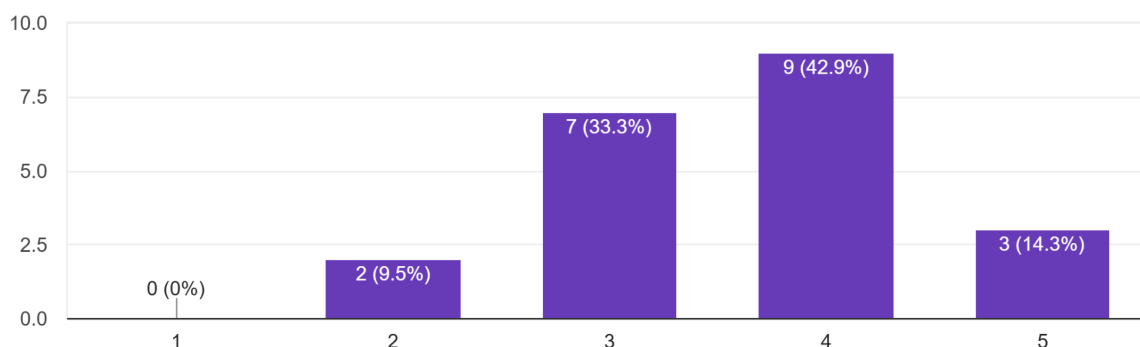
21 responses



The practical relevance of the curriculum was acknowledged, with examples, assignments, and real-world case studies contributing positively. A suggestion was made to include more internships or field projects to better bridge theory and practice.

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

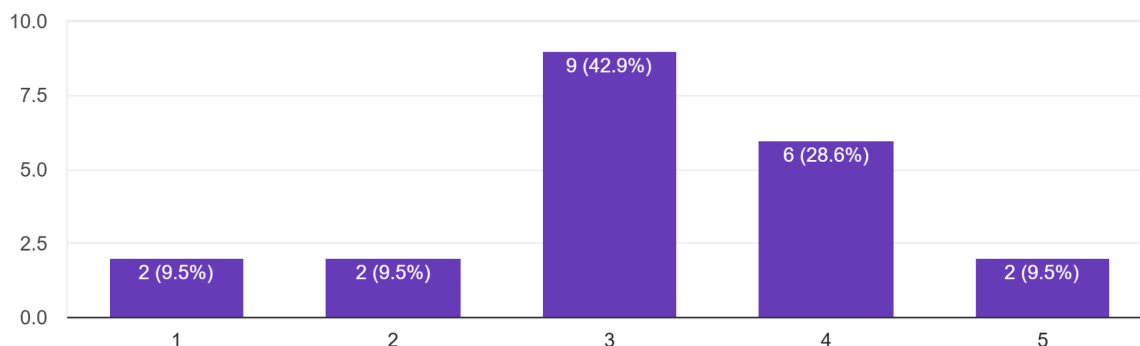
21 responses



Several students noted that skill-based assessments and exposure to creative industries enhanced their employability. However, more structured career orientation—such as workshops or guest lectures—was suggested for improvement.

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

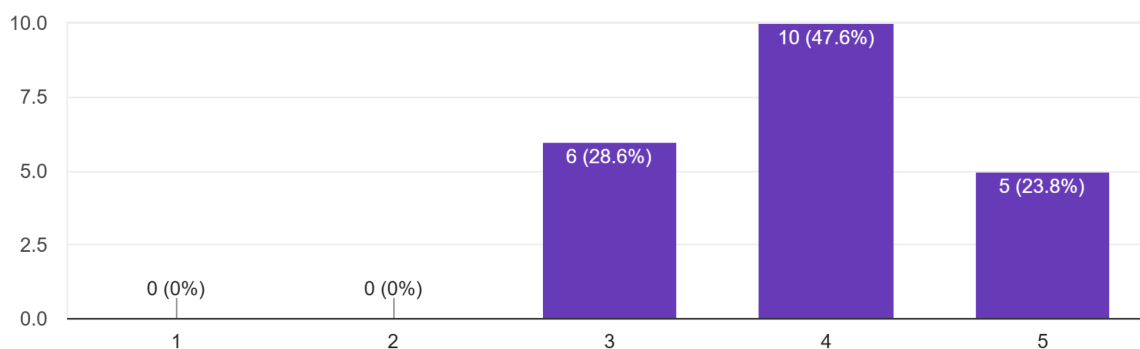
21 responses



Independent study and research-based tasks were appreciated by students. A few commented that beginner-level students may benefit from more guided research frameworks before being expected to produce original analysis.

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

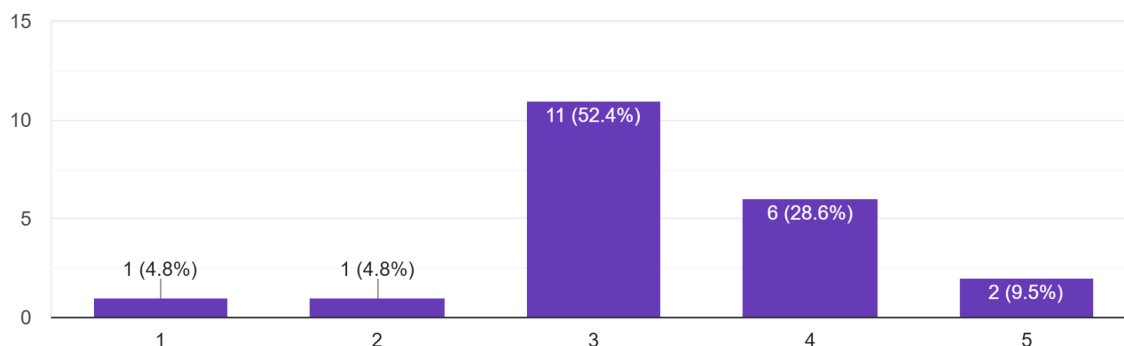
21 responses



Overall satisfaction with the curriculum was moderate to high. While many students found the curriculum engaging and enriching, others pointed to a need for greater industry linkages and academic counseling.

Does the curriculum meet your overall expectations?

21 responses



Students noted that the curriculum provides a solid base for further academic pursuits. The exposure to research methodologies and critical perspectives was appreciated.

The BA English with Creative Writing curriculum has been well-received, with students acknowledging its strong academic framework. However, refinements in course structure and practical exposure are recommended to further enhance its effectiveness.

Parent Feedback Analysis on BA English with Creative Writing Curriculum

This report is based on 10 responses received from parents of students enrolled in the BA English with Creative Writing program. The findings reflect parental perceptions regarding the curriculum's effectiveness in promoting academic growth, employability, values, and overall development.

Strengths:

- Strong curriculum foundation for higher education and values-based learning.
- Employability and independent learning components are positively acknowledged.
- Alignment with societal themes enhances real-world relevance.

Areas for Enhancement:

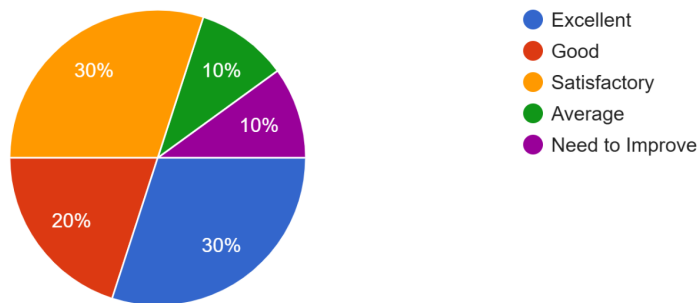
- Clarify the curriculum's role in developing core theoretical and literary knowledge.
- Increase visibility of skill-building and career-readiness components.

Feedback Analysis

Most parents believe the curriculum is well-aligned with the academic rigor and requirements necessary for higher education. A few remain neutral, indicating a possible need for better communication of academic trajectories and progression options.

Does the curriculum orient the students towards higher education?

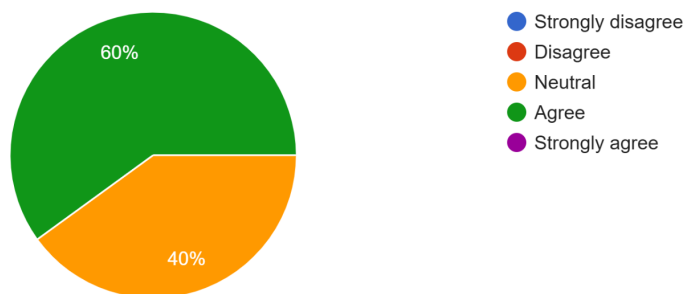
10 responses



The majority of parents affirm that the curriculum equips students with relevant skills for employability. However, a segment of respondents remains uncertain, suggesting the need to explicitly demonstrate industry-relevant components within the curriculum.

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

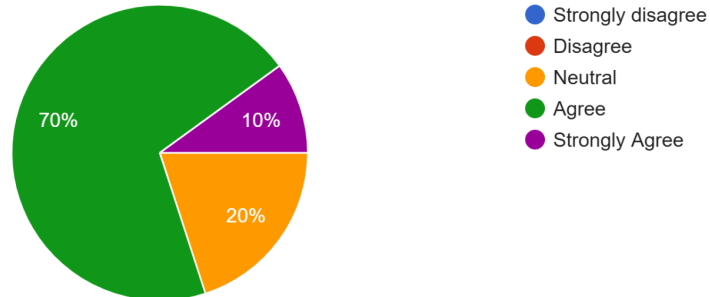
10 responses



Parents largely agree that the curriculum instills ethical and moral values. This suggests a positive perception of the institution's commitment to character-building alongside academics.

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

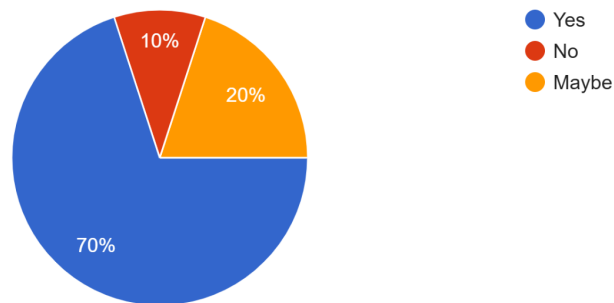
10 responses



There is a consensus that the curriculum addresses contemporary societal challenges and encourages civic responsibility among students.

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

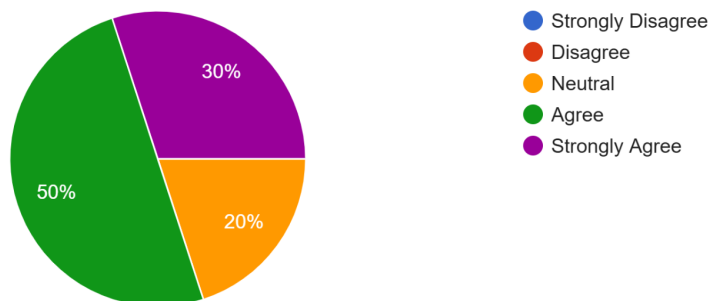
10 responses



Many parents see the curriculum as promoting critical thinking and self-learning. Some neutral responses suggest room for strengthening the visibility of independent research components.

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

10 responses



Academic Peer Feedback Analysis on BA English with Creative Writing Curriculum

The report is based on feedback received from seven academic peers affiliated with various reputed institutions. The responses reflect expert evaluations of the curriculum’s strengths, gaps, and overall design, focusing on higher education orientation, employability, value education, societal relevance, self-learning, and personality development.

Strengths:

- Broad academic scope, with excellent orientation for both higher education and personality development.
- Integrates value-based education and societal concerns effectively.
- Encourages self-study, critical thinking, and research-driven learning.

Areas for Enhancement:

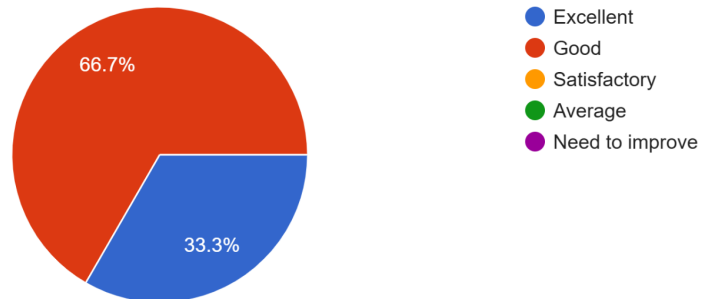
- Consider restructuring content load to avoid cognitive overload and student fatigue.
- Incorporate components of Indian Literature to enhance diversity and representation.

Feedback Analysis:

Peers largely agree that the curriculum provides a strong foundation for academic progression. One respondent rated it “Excellent,” while others acknowledged it as “Good,” reflecting general confidence in the academic design.

Does the curriculum orient the students towards higher education?

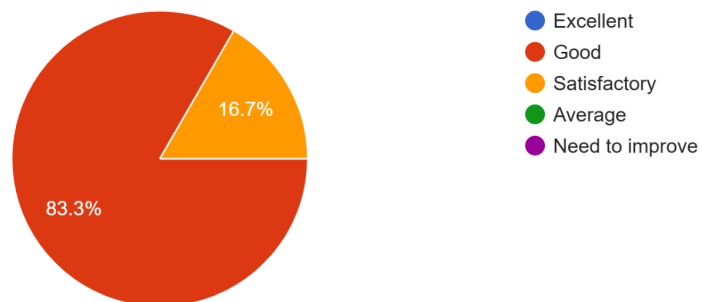
6 responses



Most reviewers believe the curriculum effectively addresses employability through its structure.

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

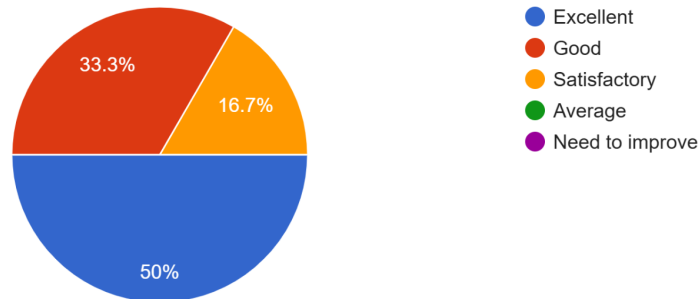
6 responses



The curriculum is perceived as being well-aligned with ethical and moral instruction, with multiple respondents recognizing its commitment to value-based learning.

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

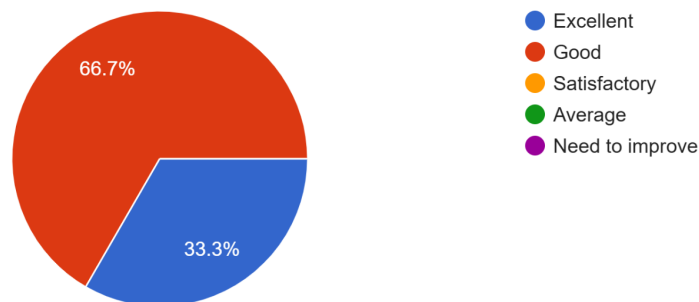
6 responses



Unanimous agreement among peers that the curriculum addresses contemporary social issues and civic engagement, with half rating this aspect as “Excellent.”

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

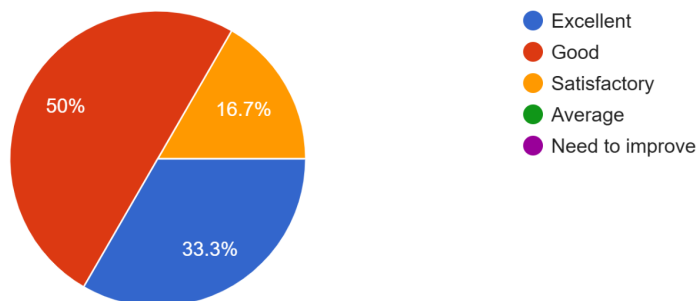
6 responses



A strong trend in favor of the curriculum promoting critical thinking and independent learning, with positive remarks on its capacity to foster a research orientation.

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

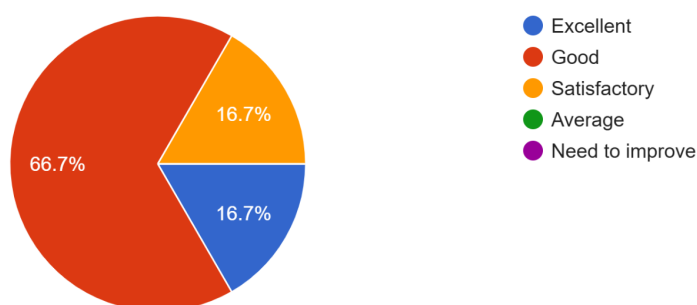
6 responses



All respondents see the curriculum as beneficial for holistic personality growth, balancing academic, creative, and interpersonal dimensions.

Does the curriculum help the students to enhance their personality?

6 responses



Faculty Feedback Analysis on BA English with Creative Writing Curriculum

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

Strengths:

- Strong academic structure supporting higher education and research.
- Promotes creativity, ethical awareness, and societal sensitivity.

- Focused on modern, real-world applications including digital literacy and AI.

Areas for Enhancement:

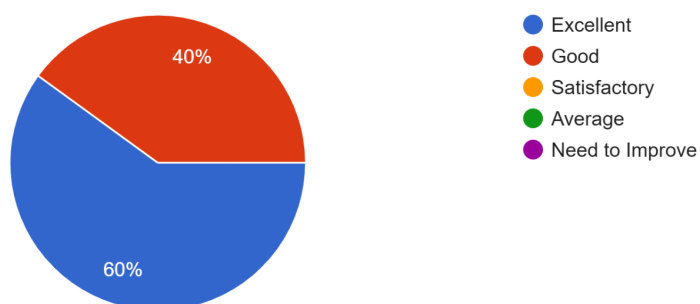
- More targeted components for employability skills.
- Diversify content with underrepresented voices and genres.
- Consider workload and streamlining of content, especially in interdisciplinary courses.

Feedback Analysis:

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

Does the curriculum orient the students towards higher education?

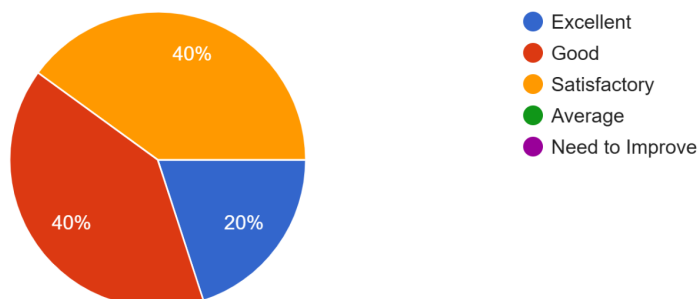
5 responses



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

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

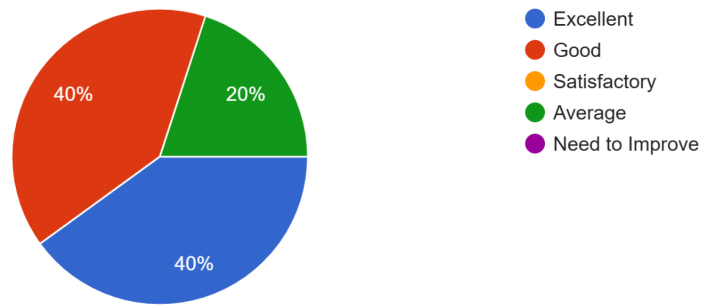
5 responses



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

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

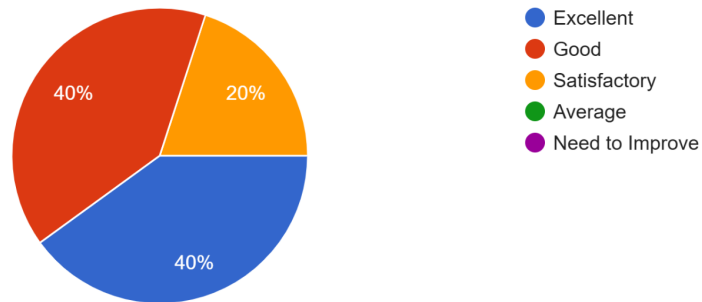
5 responses



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

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

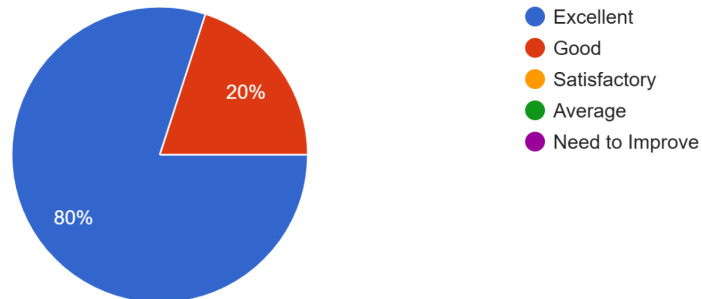
5 responses



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

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

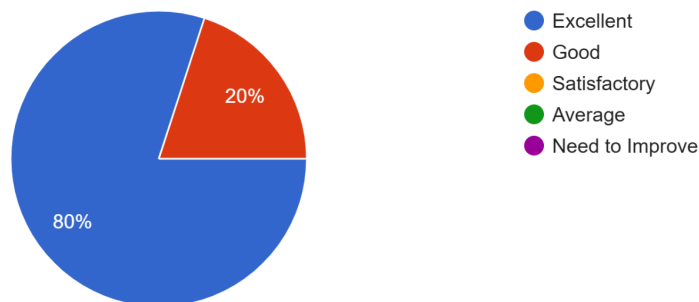
5 responses



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

Does the curriculum help the students to enhance their personality?

5 responses



Action Taken

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

The curriculum's emphasis on self-directed learning, interdisciplinary approaches, and creative expression was recognized as pivotal in equipping students with the analytical, reflective, and communicative skills necessary for both academic and professional success. Furthermore, its balance of theoretical frameworks with practical components—such as writing assignments, creative projects, and the inclusion of screenwriting and digital content modules—was noted as particularly effective in fostering employability and real-world application.

However, areas for improvement have also been identified. Across both semesters, stakeholders pointed out the need to reduce content overload in some courses to ensure deeper comprehension and critical engagement. Suggestions were made to diversify reading lists by incorporating more Indian, queer, and contemporary texts to enhance inclusivity and representation. Additionally, there were calls to restructure the sequence of research-heavy courses, ensuring that foundational skills are adequately built before introducing complex academic writing and theoretical analysis.

To address these concerns, the department has taken several proactive steps, including reducing the number of prescribed texts in select papers, integrating Indian literary works, and introducing skill-based electives such as scriptwriting and story writing. These revisions demonstrate the department's commitment to maintaining a dynamic, inclusive, and industry-relevant curriculum that evolves in response to feedback from its academic ecosystem.

The curriculum has been well-received for its intellectual depth, creative scope, and real-world relevance. Continued responsiveness to stakeholder feedback will ensure that it remains a robust and future-ready programme, aligned with the goals of academic excellence and professional preparedness.



Department of English and Cultural Studies

School of Arts and Humanities

CHRIST (Deemed to be University)

Delhi NCR Campus

BA Media, Public Affairs (Hons./Hons. with Research)

Curriculum Feedback Analysis and Action Taken Report

AY 2024-25



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Sample forms

Student Feedback

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

Faculty Feedback

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

Academic Peers Feedback

SNO	CRITERION
1	Does the curriculum orient the students towards higher education?
2	Is employability given weightage in the design and development of the curriculum?
3	Is the curriculum designed to have a component on value based education?
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Parent Feedback

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

Feedback Process of the Department

The Department ensures a structured and updated curriculum that aligns with academic and industry requirements. To achieve this, feedback is collected from key stakeholders including students, faculty, and parents. This ongoing process helps in identifying areas of improvement and implementing necessary changes to enhance the learning experience. For the academic year 2024-25, feedback was collected through structured google forms from students, faculty members, academic peer and parents. The report below presents an analysis of the received feedback, summarizing key insights and suggested action points.

1. Feedback Collection Process

Feedback for the BMPA curriculum was collected through structured Google Forms from three key stakeholder groups:

- **Students**
- **Faculty Members**
- **Parents**
- **Academic Peer**

Sl. No	Stakeholders	No of Feedback Taken
1.	Students	44
2.	Faculty Members	2
3.	Parents	4
4.	Academic Peer	5

The responses were analyzed to identify key strengths and areas for improvement in the curriculum.

Summary of Major Suggestions

1. Student Feedback Analysis

Feedback was received from **44 students** regarding different aspects of the curriculum.

Strengths:

- 76% of students felt that the curriculum promotes self-study and research.
- 71% believed that the curriculum helped them enhance their personality.
- 57% found the curriculum well-structured and aligned with media-related subjects.

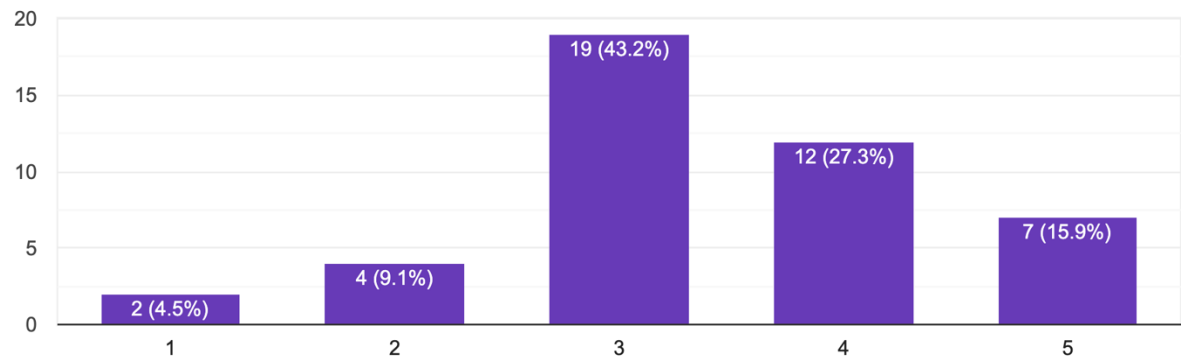
Areas for Improvement:

- 68% of students suggested incorporating **more practical components** and **skill-based learning**.
- 65% wanted **greater employability focus**, including internships and media collaborations.
- 72% requested **more industry exposure**, field visits, and workshops.

Faculty Feedback Analysis

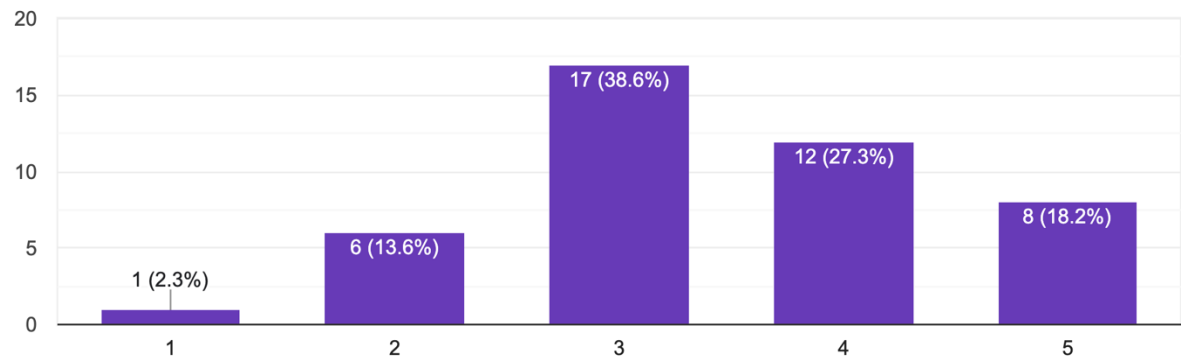
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

44 responses



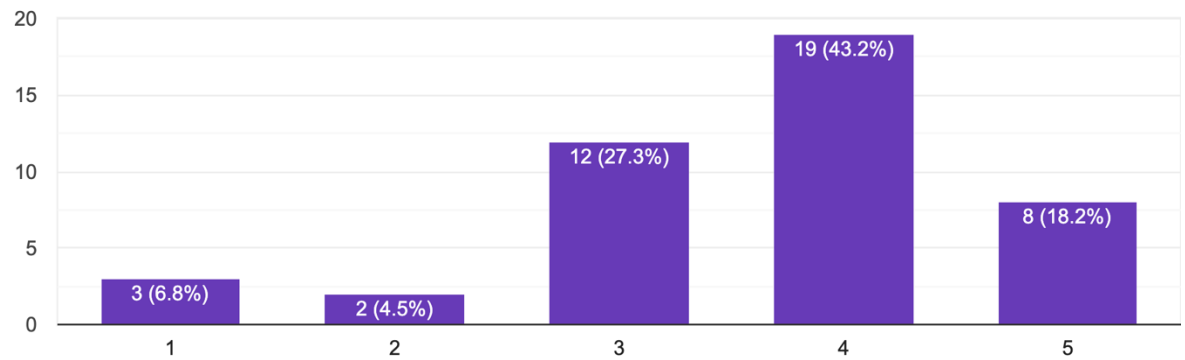
Does the curriculum cover advanced topics?

44 responses



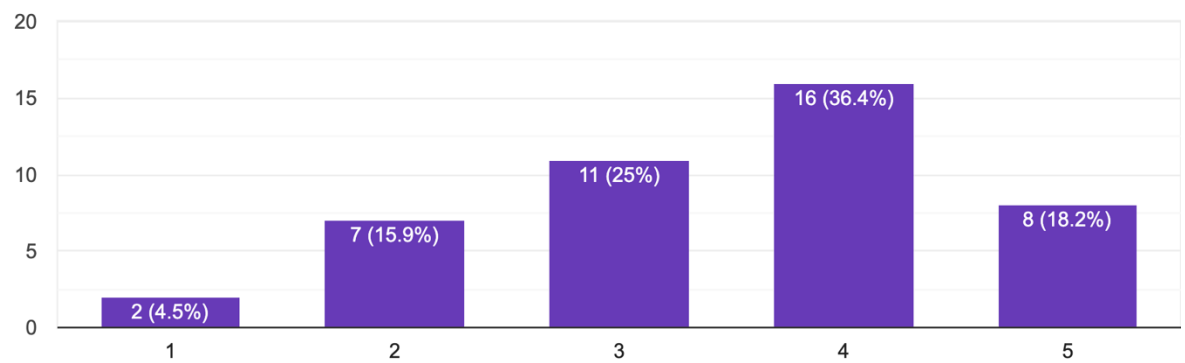
Whether the curriculum enhances your knowledge and skills in the relevant domain?

44 responses



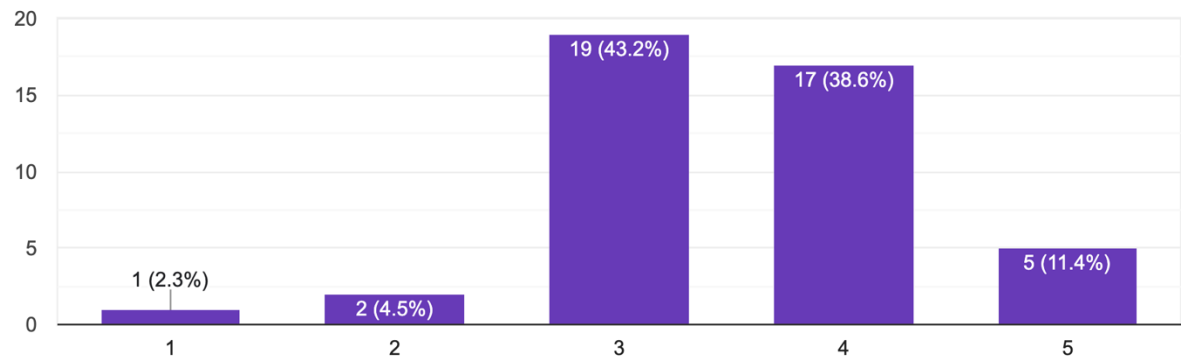
Is the curriculum effective in developing critical/ analytical thinking?

44 responses



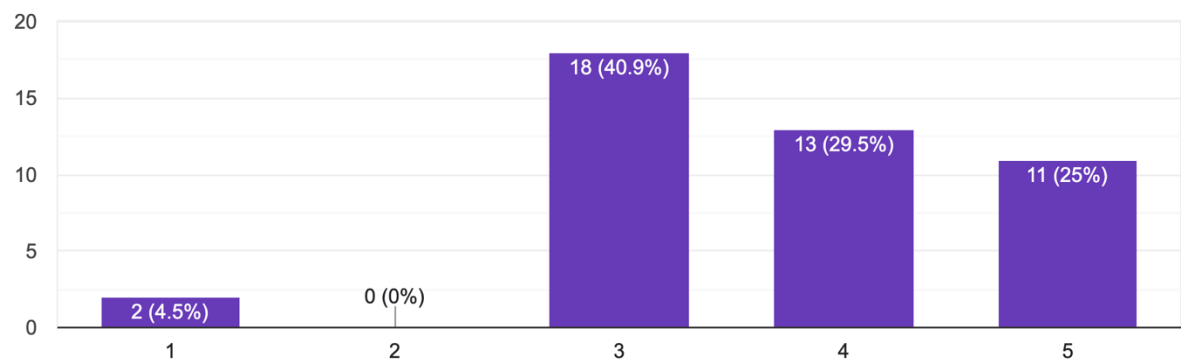
Are the text books and reference materials relevant to the content of the curriculum?

44 responses



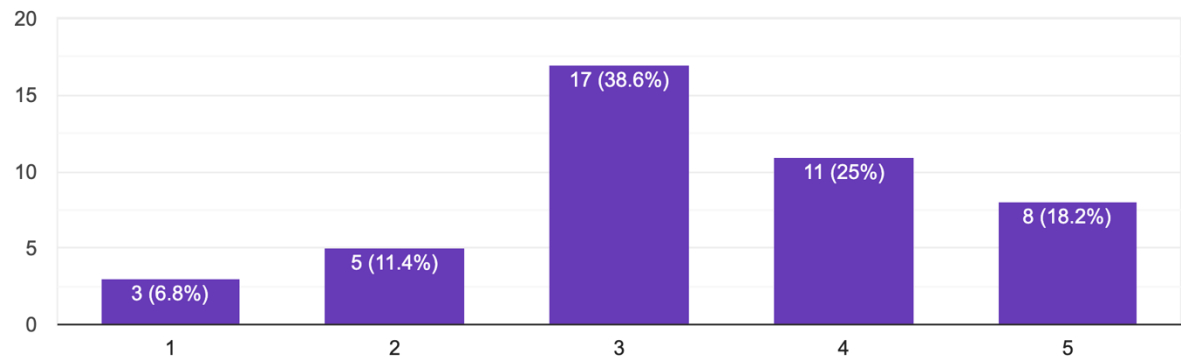
Does the curriculum orient towards higher education?

44 responses



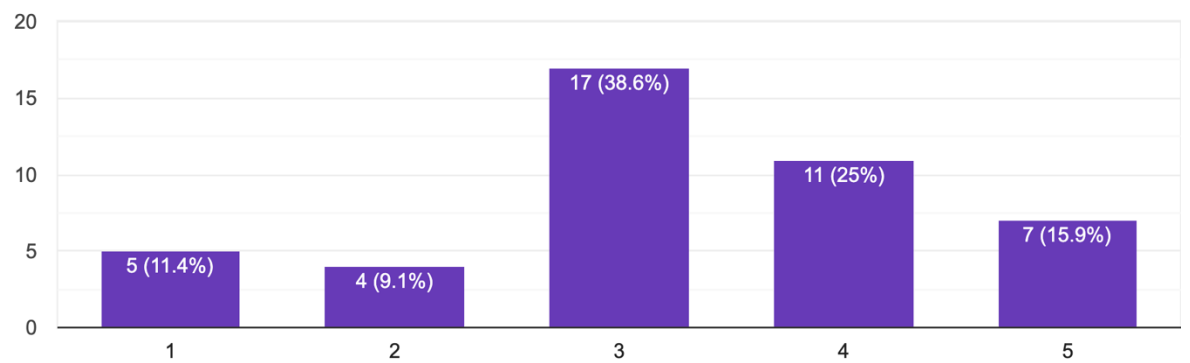
Does the curriculum enable the students to apply their knowledge in real life situations?

44 responses



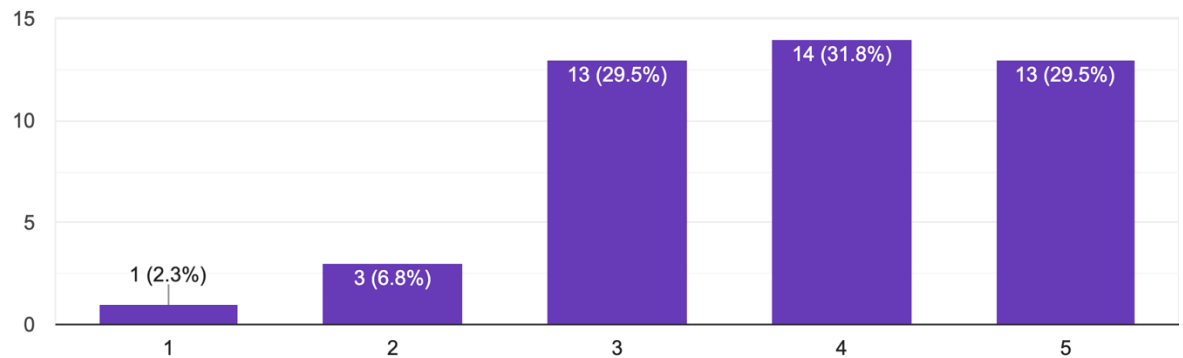
Is employability given weightage in the design and development of curriculum?

44 responses



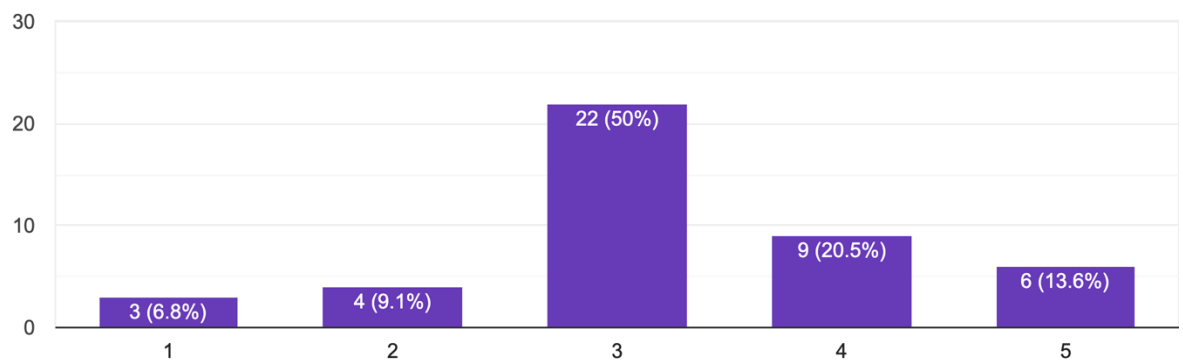
Does the curriculum promote self-study and attitude of research?

44 responses



Does the curriculum meet your overall expectations?

44 responses



2. Faculty Feedback Analysis

A total of 7 faculty members provided their insights on curriculum effectiveness.

Strengths:

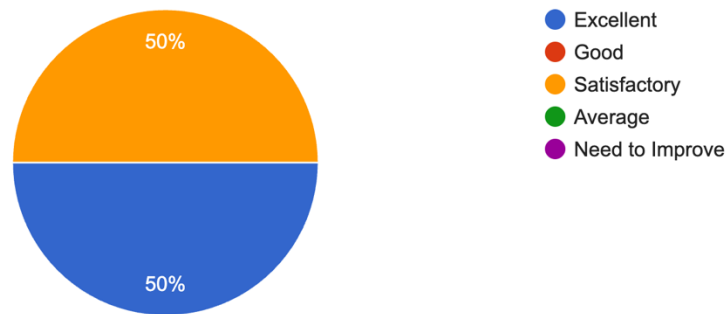
- 100% of faculty agreed that the curriculum includes **value-based education**.
- 75% of faculty believed that the syllabus aligns well with **higher education pathways**.
- 80% felt that the curriculum promotes **self-study and research-oriented learning**.

Areas for Improvement:

- Faculty suggested **reducing theoretical content** and incorporating more practical learning.
- Need for **greater flexibility** in coursework to allow student-driven learning.
- Recommended integrating **more industry partnerships** to enhance **employability**.

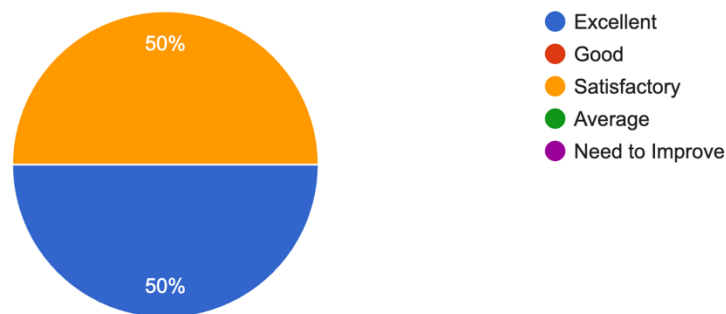
Does the curriculum orient the students towards higher education?

2 responses



Does the curriculum orient the students towards higher education?

2 responses



3. Parent Feedback Analysis

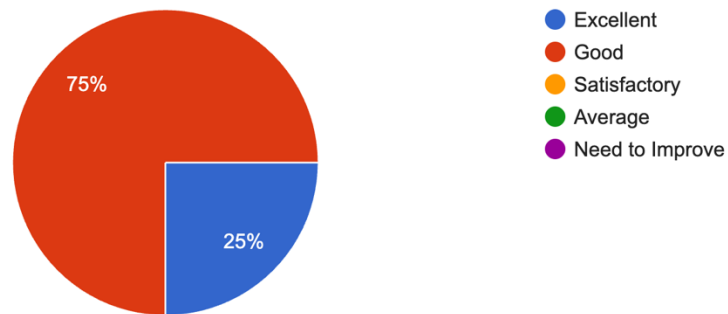
A total of 4 parents shared their perspectives on curriculum quality and career readiness.

Strengths:

- 85% of parents agreed that the curriculum supports their child's **academic and career aspirations**.
 - 80% appreciated its focus on **analytical and communication skills**.
- Areas for Improvement:**
- More **guest lectures and industry exposure** were suggested.
 - Parents emphasized the need for **stronger career-readiness modules**. Some parents wanted **more workshops and hands-on projects**.

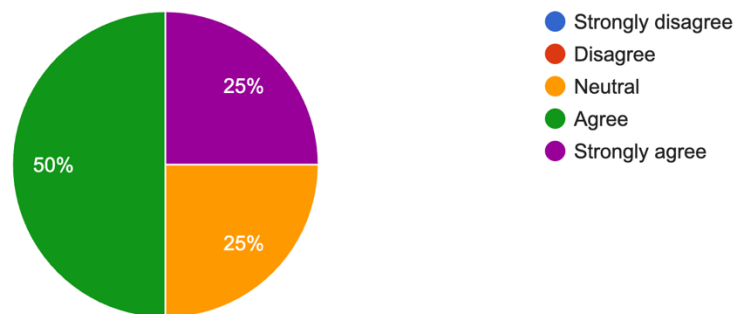
Does the curriculum orient the students towards higher education?

4 responses



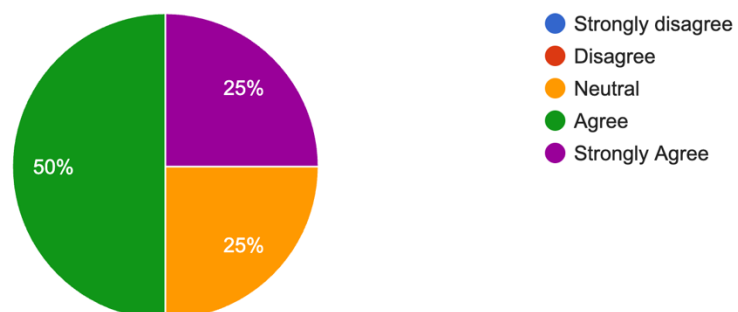
Is employability given weightage in the design and development of the curriculum?

4 responses

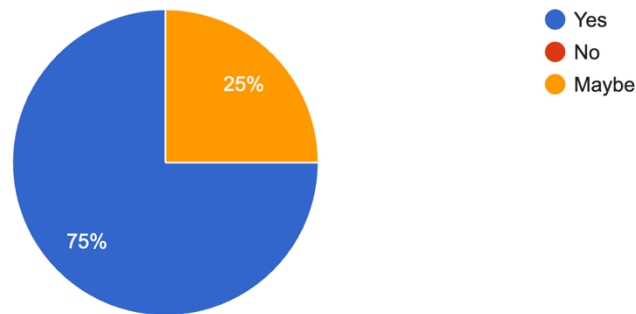


Is the curriculum designed to have a component on value based education?

4 responses



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



4. Academic Peer Feedback Analysis

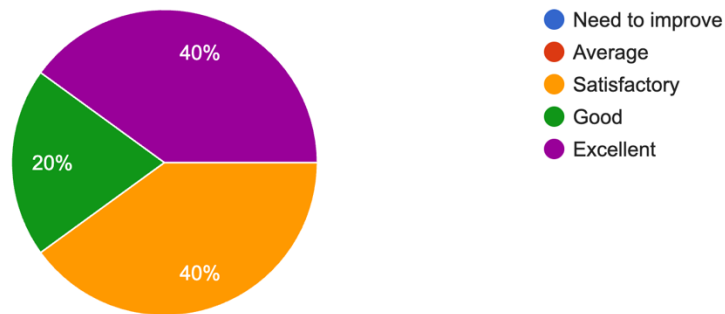
- Feedback from academic peers was collected to assess the curriculum's alignment with academic standards, industry relevance, and teaching effectiveness. Below is a summary of the key insights derived from their responses:

Strengths:

- Peers consistently rated the curriculum as **Good to Excellent** in achieving its stated objectives and learning outcomes.
- The curriculum was seen as **effective in encouraging independent thinking**, with 60% of respondents rating it as “Good” and 20% as “Excellent”.
- Faculty members appreciated that the curriculum **demand research-inclusive teaching**, indicating a positive integration of scholarship and instruction.
- The majority recognized that the curriculum **enhances subject knowledge** and enables real-life application, particularly in media-oriented courses.
- Comments praised the syllabus as “**well structured and designed**”, “**perfectly devised**”, and “**comprehensive**” in its approach.

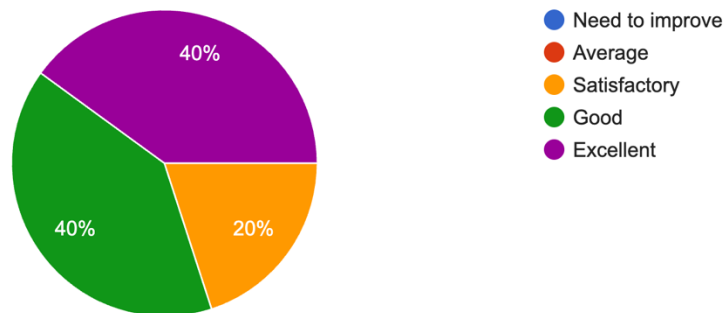
Does the curriculum satisfy the stated objectives and learning outcomes?

5 responses



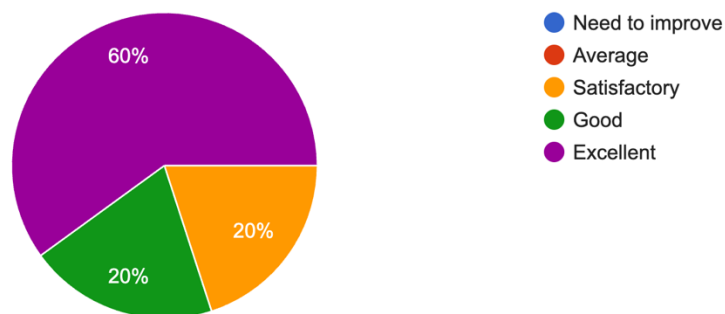
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

5 responses



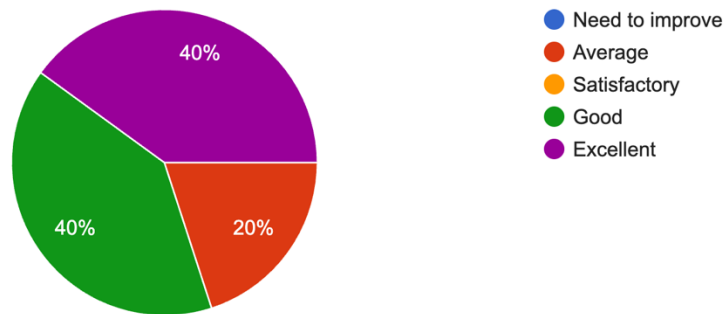
Is the curriculum effective in developing independent thinking?

5 responses



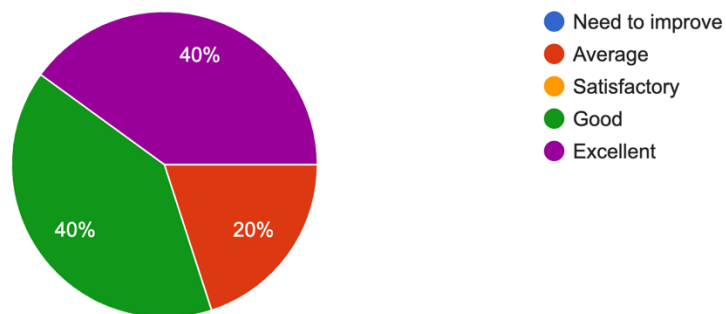
Does the departmental level expert committee meet to review the curriculum?

5 responses



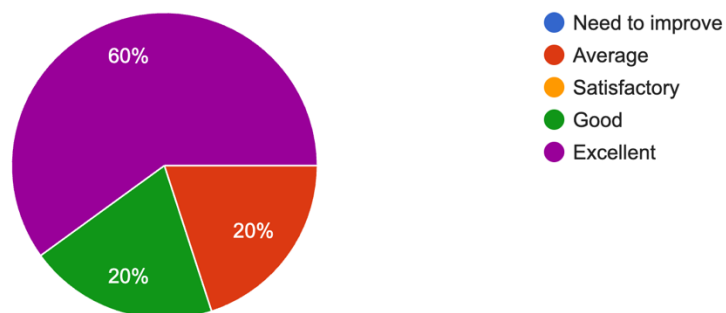
Does the curriculum enhance your knowledge in the subject area?

5 responses



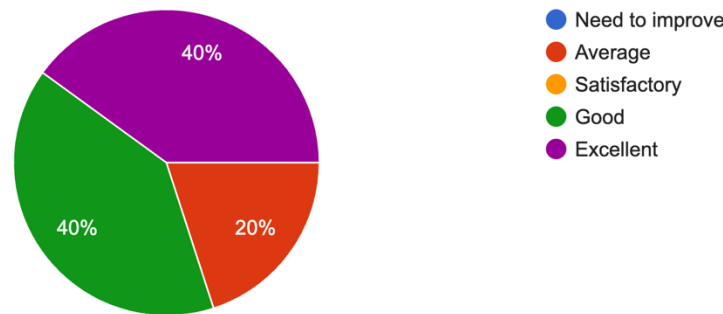
Does the curriculum enable the students to apply their knowledge in real life?

5 responses



Does the curriculum demand the teachers for research inclusive teaching?

5 responses



Areas for Improvement:

A few responses rated the feedback mechanism and curriculum revision process as

- “Average”, indicating the need for a more robust and formalized structure to **propose and incorporate new topics** regularly.
- One response suggested the curriculum should be more **outcome-focused and evaluative**, particularly in aligning with current industry expectations.
- Although feedback was largely positive, the **minor variations in ratings** suggest room for ongoing review and enhancement to maintain relevance and engagement across disciplines.

Summary of Action Taken

Based on the insights gathered from stakeholder feedback and the assessment conducted by the CDC, necessary modifications and revisions were proposed and discussed in the Board of Studies meeting for A.Y. 2024-25 for consideration regarding the BA in Media, Public Affairs (hons./hons. with research) programme:

a. Enhancing Practical Learning:

More studio visits, field trips, and industry projects will be introduced.
Increase hands-on assignments in photography, videography, and digital media skills.

b. Skill-Based Courses:

New subjects on multimedia production, content creation, and psychology-based media research will be added.

c. Stronger Industry Collaborations:

More guest lectures, workshops, and internship opportunities will be provided.

d. Content Restructuring:

Reducing theoretical overload and incorporating more engaging, application-based learning.

e. Strengthening Curriculum Review Mechanisms:

A formalized and periodic review process has been initiated at the departmental level to ensure timely updates and modifications to the curriculum based on peer suggestions and emerging trends.

f. Encouraging Continuous Input from Academic Experts:

An academic peer consultation framework is being established, allowing faculty from diverse institutions and specializations to contribute regularly to curriculum development through structured surveys or panel reviews.

g. Enhancing Research Integration:

Faculty are being encouraged to align course modules with their research areas, promoting a more inquiry-driven learning environment that supports academic depth and innovation.

h. Reinforcing Application-Based Learning:

Feedback indicating the need for more real-world applicability is being addressed through increased inclusion of media projects, case studies, and interdisciplinary assignments within existing courses.

i. Quality Assurance through Peer Benchmarking

The department will compare its curriculum periodically with leading institutions and integrate best practices, ensuring that course content remains competitive, creative, and comprehensive.

j. Training Workshops for Faculty

Faculty development programs will include sessions on curriculum design, outcome-based education (OBE), and media pedagogy to continually enhance teaching effectiveness in line with peer expectations.

k. Modern Teaching Methods:

Encouraging faculty to integrate interactive discussions, project-based learning, and workshops.

The BMPA curriculum has received positive feedback, with students, faculty, parents and academic peer appreciating its academic structure and skill development aspects. However, there is a strong need to enhance industry exposure, skill-based learning, and practical applications. The department is committed to continuously improving the curriculum to ensure it remains career- relevant, engaging, and industry-aligned.

Future Review: A follow-up feedback collection and curriculum review will be conducted in the next academic session to track progress.



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Feedback Process of the Department

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1. Feedback Collection Process

Feedback for the BMPsy curriculum was collected through structured Google Forms from three key stakeholder groups:

- **Students**
- **Faculty Members**
- **Parents**
- **Academic Peer**

Sl. No	Stakeholders	No of Feedback Taken
1.	Students	67
2.	Faculty Members	7
3.	Parents	46
4.	Academic Peer	5

The responses were analyzed to identify key strengths and areas for improvement in the curriculum.

Summary of Major Suggestions

1. Student Feedback Analysis

Feedback was received from **67 students** regarding different aspects of the curriculum.

Strengths:

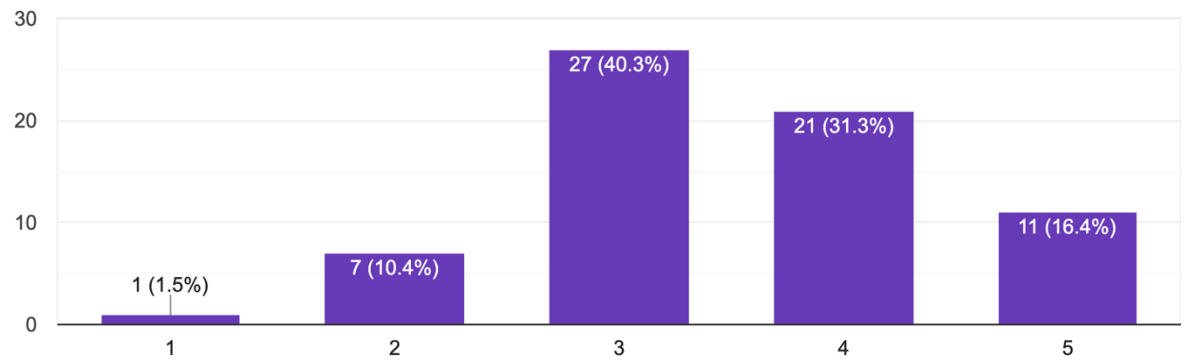
- 76% of students felt that the curriculum promotes self-study and research.
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Areas for Improvement:

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- 65% wanted **greater employability focus**, including internships and media collaborations.
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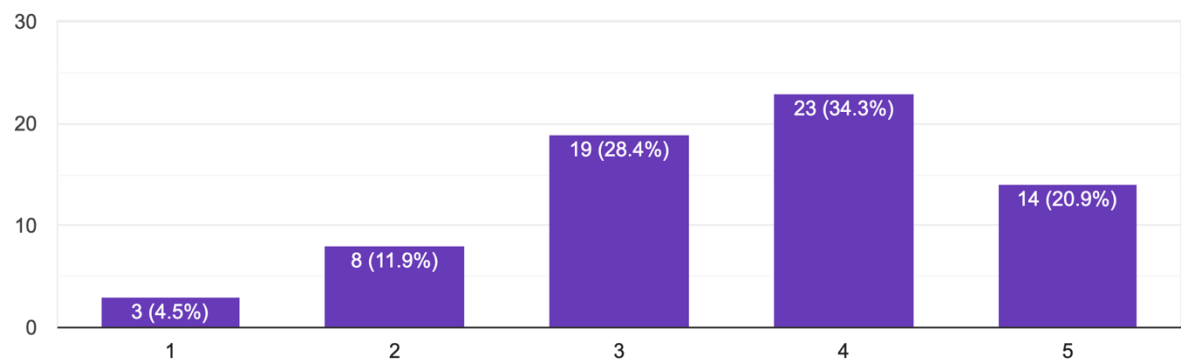
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

67 responses



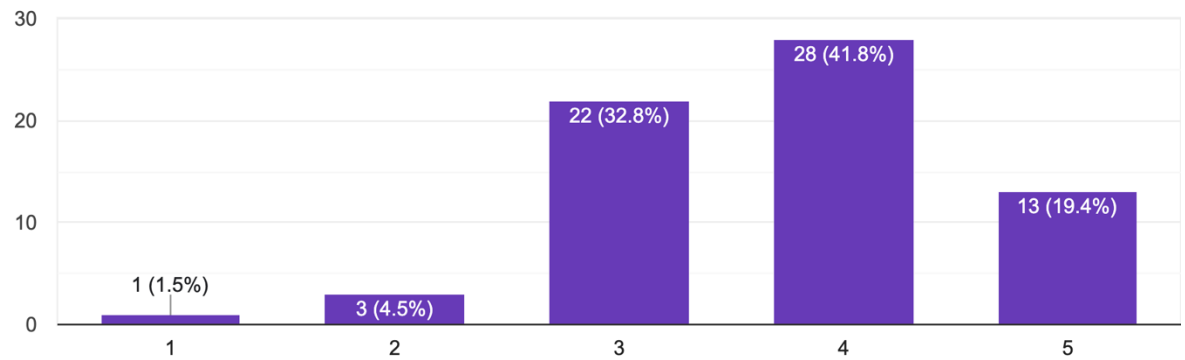
Does the curriculum cover advanced topics?

67 responses



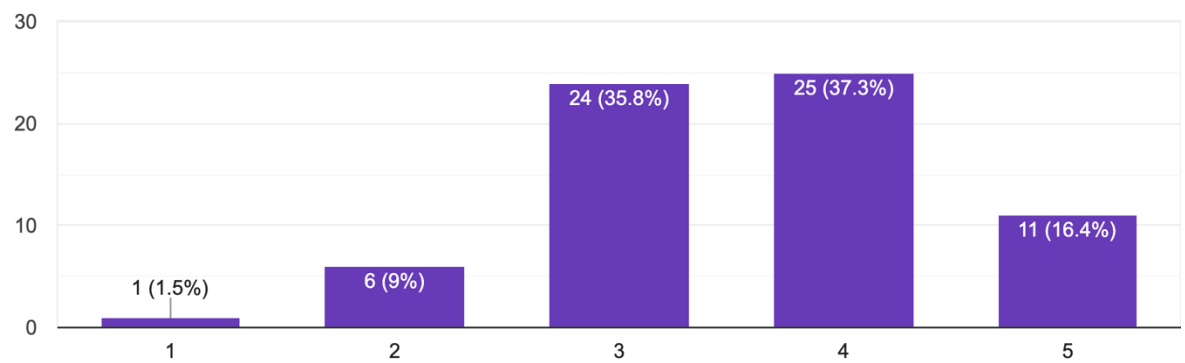
Whether the curriculum enhances your knowledge and skills in the relevant domain?

67 responses



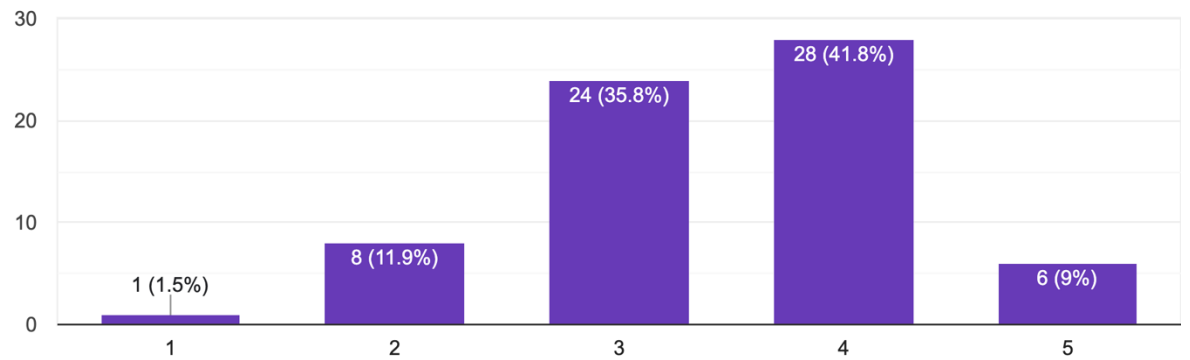
Is the curriculum effective in developing critical/ analytical thinking?

67 responses



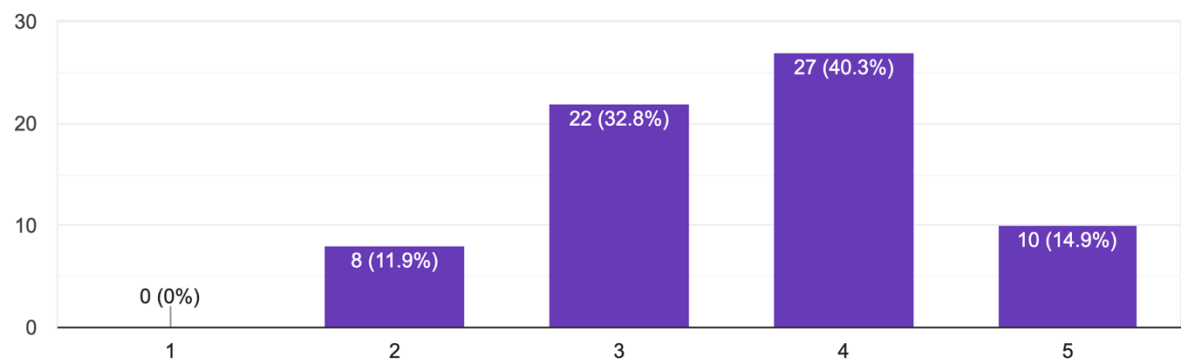
Are the text books and reference materials relevant to the content of the curriculum?

67 responses



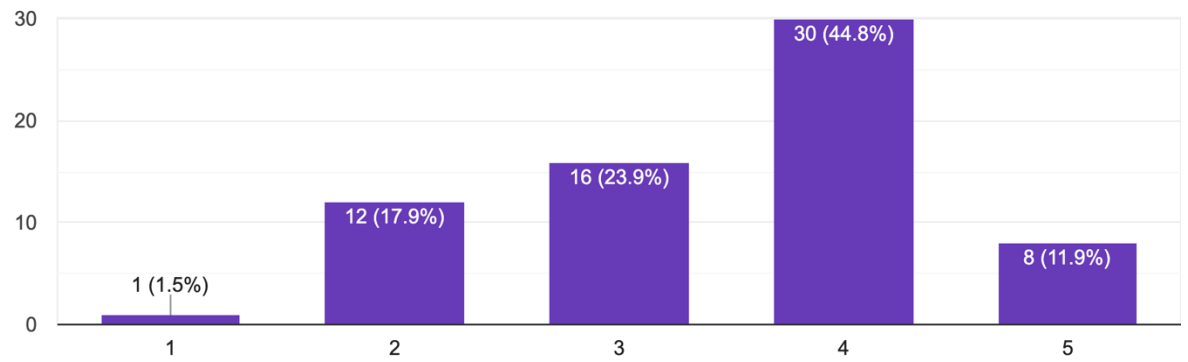
Does the curriculum orient towards higher education?

67 responses



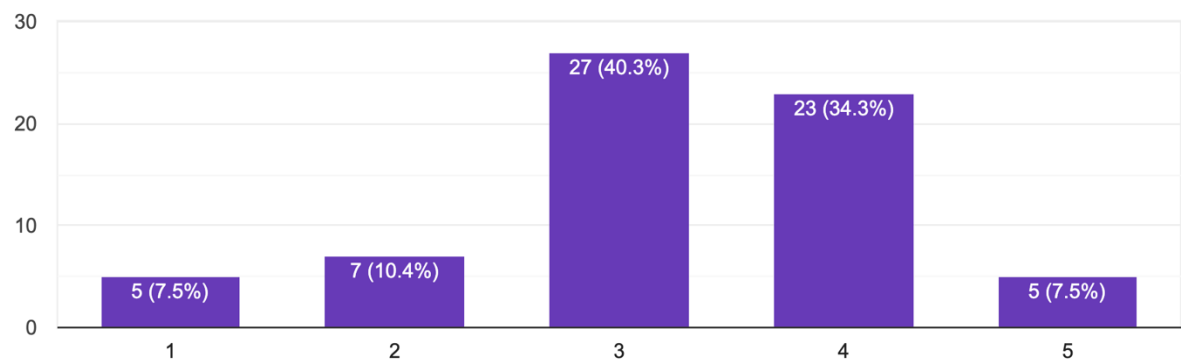
Does the curriculum enable the students to apply their knowledge in real life situations?

67 responses



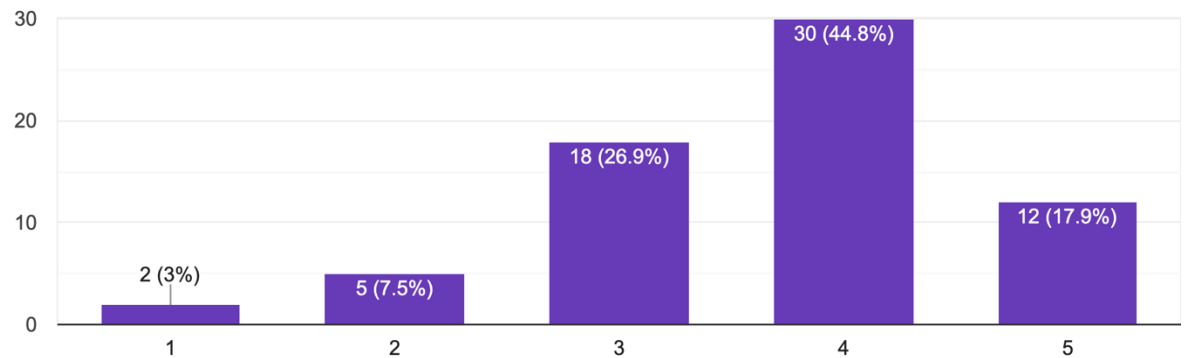
Is employability given weightage in the design and development of curriculum?

67 responses



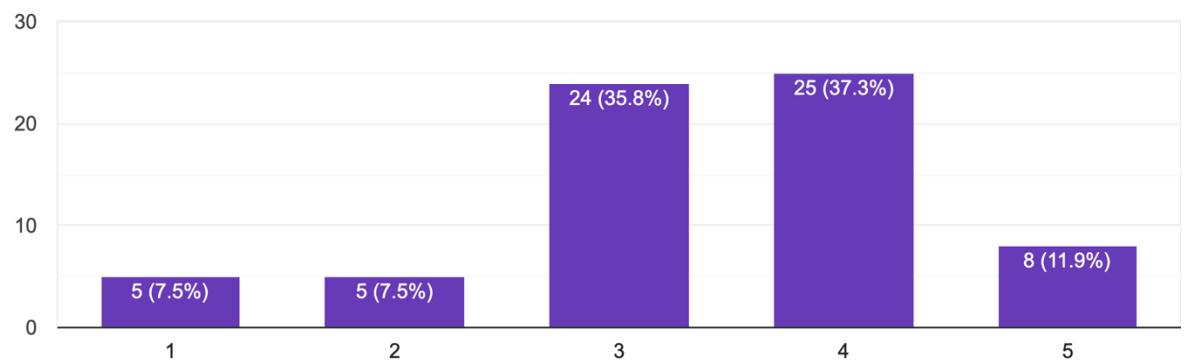
Does the curriculum promote self-study and attitude of research?

67 responses



Does the curriculum meet your overall expectations?

67 responses



2. Faculty Feedback Analysis

A total of 7 faculty members provided their insights on curriculum effectiveness.

Strengths:

- 100% of faculty agreed that the curriculum includes **value-based education**.
- 75% of faculty believed that the syllabus aligns well with **higher education pathways**.
- 80% felt that the curriculum promotes **self-study and research-oriented learning**.

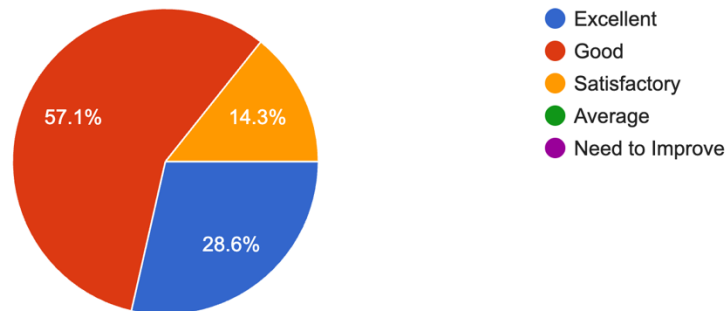
Areas for Improvement:

- Faculty suggested **reducing theoretical content** and incorporating more practical learning.
- Need for **greater flexibility** in coursework to allow student-driven learning.

- Recommended integrating **more industry partnerships** to enhance **employability**.

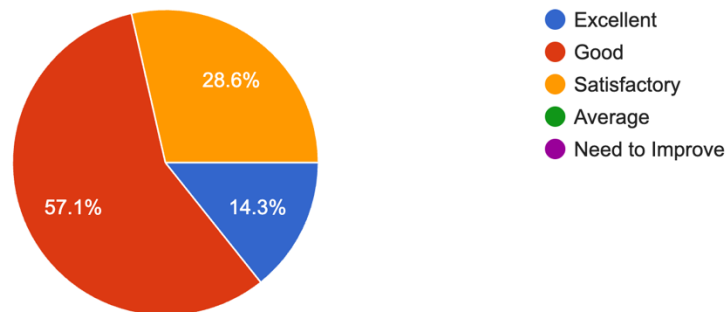
Does the curriculum orient the students towards higher education?

7 responses



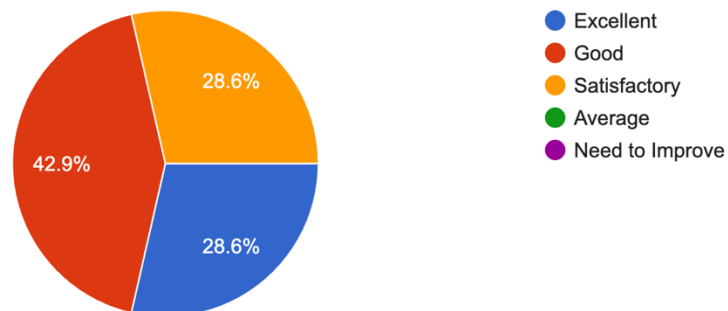
Is employability given weightage in the design and development of the curriculum?

7 responses



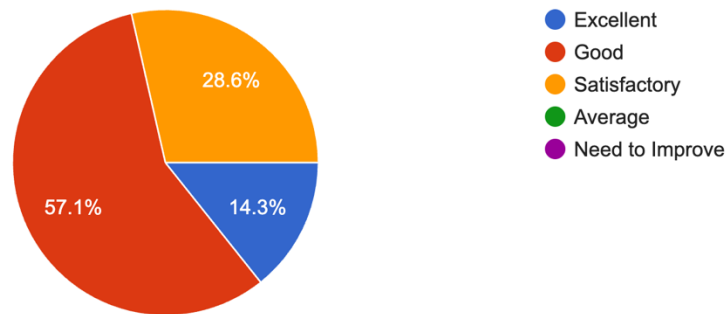
Is the curriculum designed to have a component on value based education?

7 responses



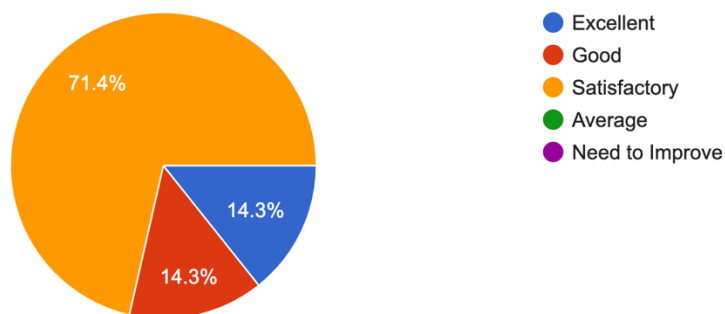
Does the curriculum have components to serve the needs of the society?

7 responses



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

7 responses



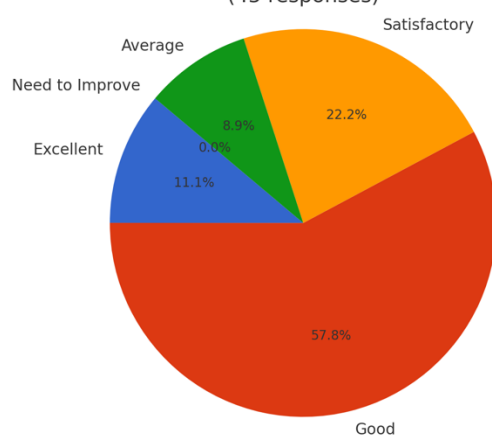
3. Parent Feedback Analysis

A total of 46 parents shared their perspectives on curriculum quality and career readiness.

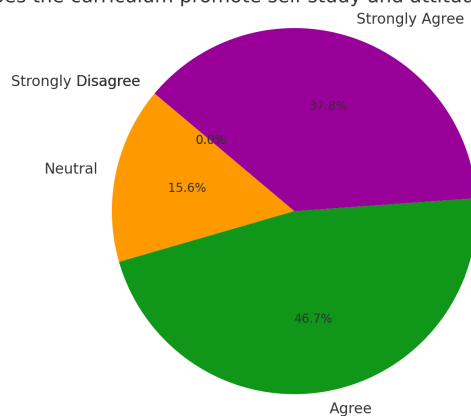
Strengths:

- 85% of parents agreed that the curriculum supports their child's **academic and career aspirations**.
- 80% appreciated its focus on **analytical and communication skills**. **Areas for Improvement:**
- More **guest lectures and industry exposure** were suggested.
- Parents emphasized the need for **stronger career-readiness modules**. Some parents wanted **more workshops and hands-on projects**

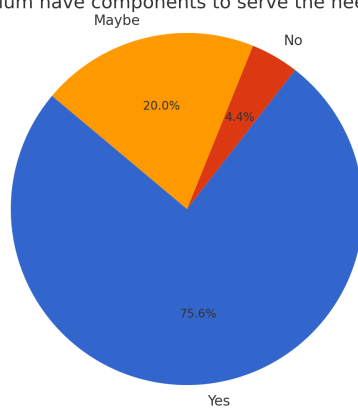
Does the curriculum orient the students towards higher education?
(45 responses)



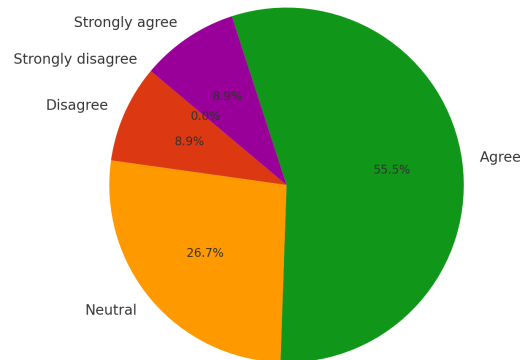
Does the curriculum promote self-study and attitude of research?
Strongly Agree



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



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



4. Academic Peer Feedback Analysis

Feedback from academic peers was collected to assess the curriculum's alignment with academic standards, industry relevance, and teaching effectiveness. Below is a summary of the key insights derived from their responses:

Strengths:

- Peers consistently rated the curriculum as **Good to Excellent** in achieving its stated objectives and learning outcomes.
- The curriculum was seen as **effective in encouraging independent thinking**, with 60% of respondents rating it as "Good" and 20% as "Excellent".
- Faculty members appreciated that the curriculum **demands research-inclusive teaching**, indicating a positive integration of scholarship and instruction.
- The majority recognized that the curriculum **enhances subject knowledge** and enables real-life application, particularly in media-oriented courses.
- Comments praised the syllabus as "**well structured and designed**", "**perfectly devised**", and "**comprehensive**" in its approach.

Areas for Improvement:

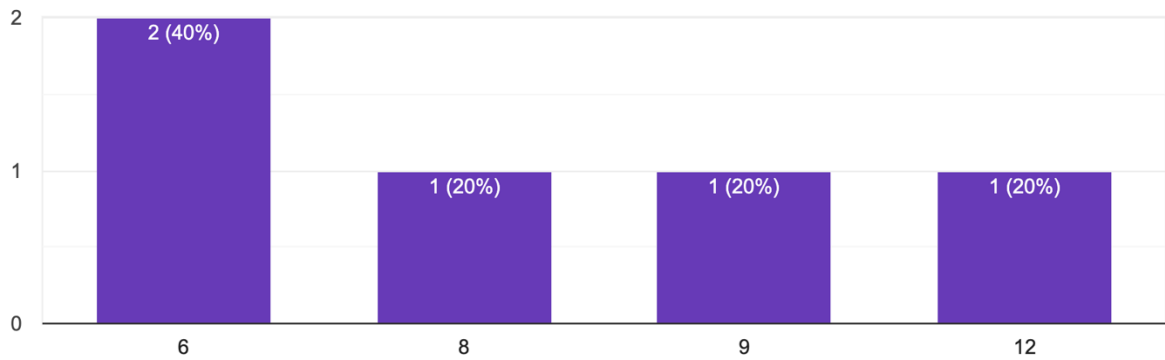
A few responses rated the feedback mechanism and curriculum revision process as

- "Average", indicating the need for a more robust and formalized structure to **propose and incorporate new topics** regularly.
- One response suggested the curriculum should be more **outcome-focused and evaluative**, particularly in aligning with current industry expectations.
- Although feedback was largely positive, the **minor variations in ratings**

suggest room for ongoing review and enhancement to maintain relevance and engagement across disciplines.

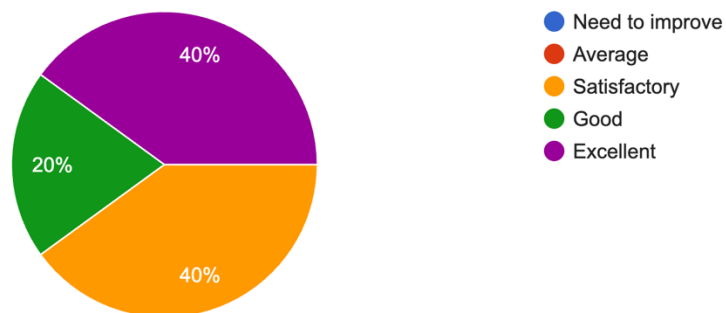
Experience in Teaching (Number of Years)

5 responses



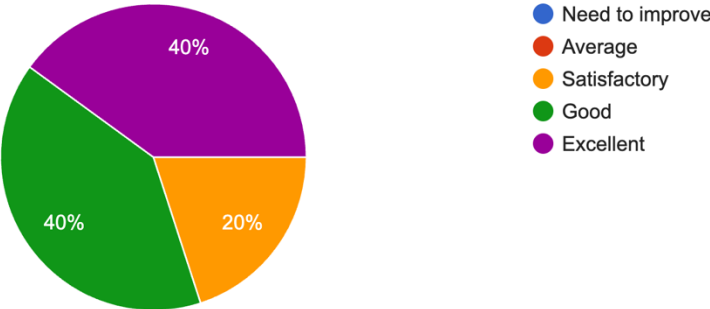
Does the curriculum satisfy the stated objectives and learning outcomes?

5 responses



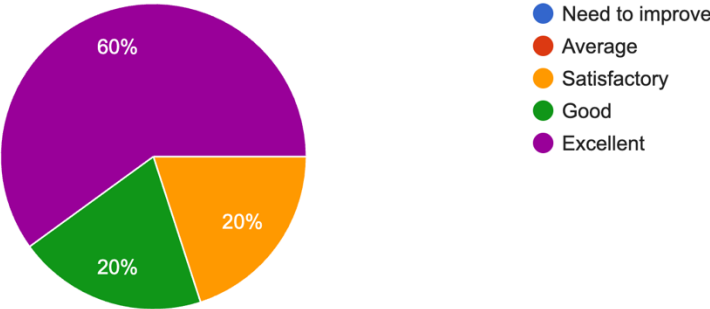
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

5 responses



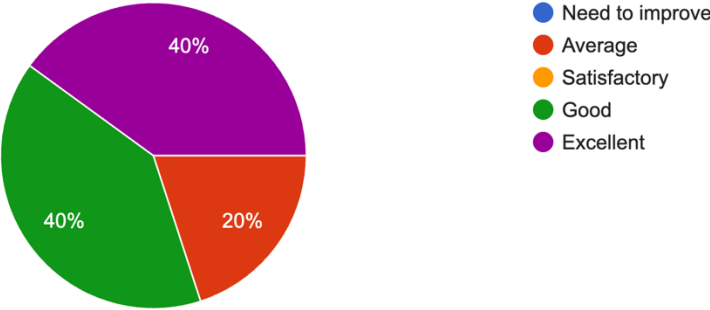
Is the curriculum effective in developing independent thinking?

5 responses



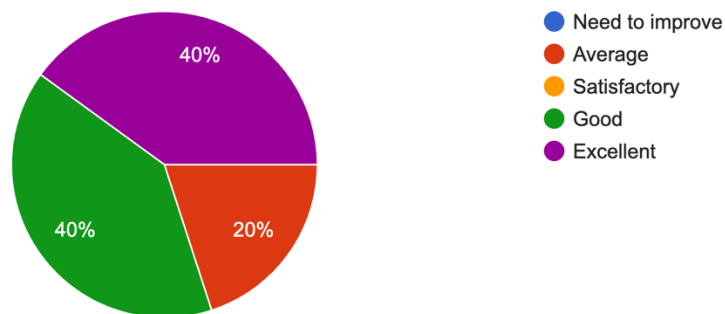
Does the departmental level expert committee meet to review the curriculum?

5 responses



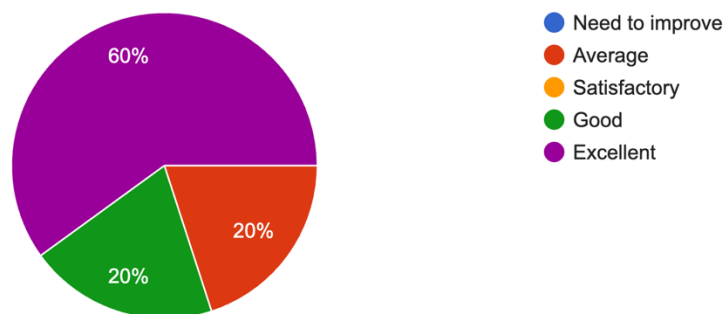
Does the curriculum enhance your knowledge in the subject area?

5 responses



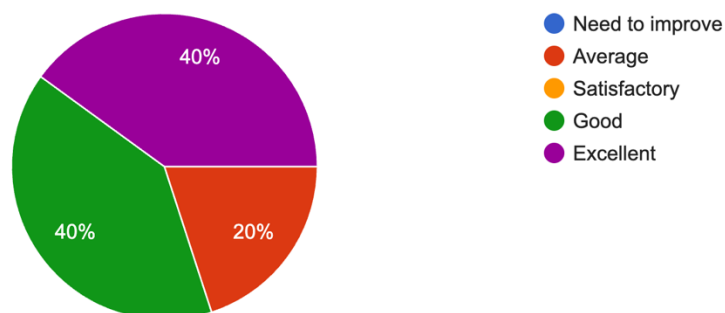
Does the curriculum enable the students to apply their knowledge in real life?

5 responses



Does the curriculum demand the teachers for research inclusive teaching?

5 responses



Summary of Action Taken

Based on the insights gathered from stakeholder feedback and the assessment conducted by the CDC, necessary modifications and revisions were proposed and discussed in the Board of Studies meeting for A.Y. 2024-25 for consideration regarding the BA in Media, Psychology (hons./hons. with research) programme:

Based on the collected feedback, the following actions are being implemented:

a. Enhancing Practical Learning:

More studio visits, field trips, and industry projects will be introduced.
Increase hands-on assignments in photography, videography, and digital media skills.

b. Skill-Based Courses:

New subjects on multimedia production, content creation, and psychology-based media research will be added.

c. Stronger Industry Collaborations:

More guest lectures, workshops, and internship opportunities will be provided.

d. Content Restructuring:

Reducing theoretical overload and incorporating more engaging, application-based learning.

e. Strengthening Curriculum Review Mechanisms:

A formalized and periodic review process has been initiated at the departmental level to ensure timely updates and modifications to the curriculum based on peer suggestions and emerging trends.

f. Encouraging Continuous Input from Academic Experts:

An academic peer consultation framework is being established, allowing faculty from diverse institutions and specializations to contribute regularly to curriculum development through structured surveys or panel reviews.

g. Enhancing Research Integration:

Faculty are being encouraged to align course modules with their research areas, promoting a more inquiry-driven learning environment that supports academic depth and innovation.

h. Reinforcing Application-Based Learning:

Feedback indicating the need for more real-world applicability is being addressed through increased inclusion of media projects, case studies, and interdisciplinary assignments within existing courses.

i. Quality Assurance through Peer Benchmarking

The department will compare its curriculum periodically with leading institutions and

integrate best practices, ensuring that course content remains competitive, creative, and comprehensive.

j. Training Workshops for Faculty

Faculty development programs will include sessions on curriculum design, outcome-based education (OBE), and media pedagogy to continually enhance teaching effectiveness in line with peer expectations.

k. Modern Teaching Methods:

Encouraging faculty to integrate interactive discussions, project-based learning, and workshops.

The BMPSY curriculum has received positive feedback, with students, faculty, parents and academic peer appreciating its academic structure and skill development aspects. However, there is a strong need to enhance industry exposure, skill-based learning, and practical applications. The department is committed to continuously improving the curriculum to ensure it remains career- relevant, engaging, and industry-aligned.

Future Review: A follow-up feedback collection and curriculum review will be conducted in the next academic session to track progress.



