

**Department of English and Cultural Studies**

**Student Feedback Analysis**

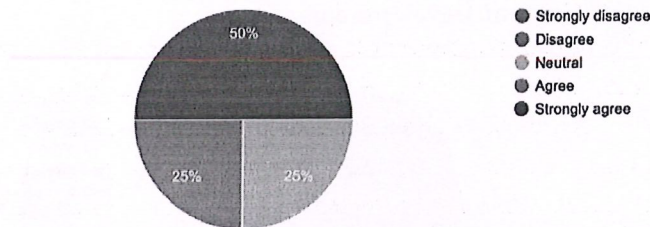
**AY- 2025-26**

**1. Quantitative Analysis**

The quantitative analysis of student feedback provides a structured evaluation of student perceptions regarding the curriculum, pedagogy, and overall learning experience. Based on responses collected using a 5-point Likert scale, this analysis identifies key trends in satisfaction levels across multiple academic parameters. By examining the distribution of responses, the analysis offers insight into areas of strength as well as aspects requiring improvement, thereby serving as a valuable tool for informed decision-making and continuous curriculum enhancement.

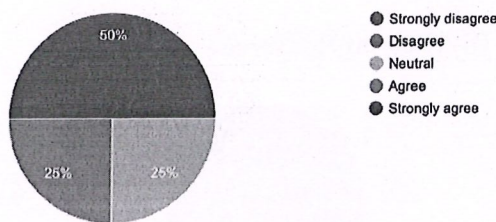
**Key Observations by Parameter**

- Curriculum Structure & Comprehensiveness**



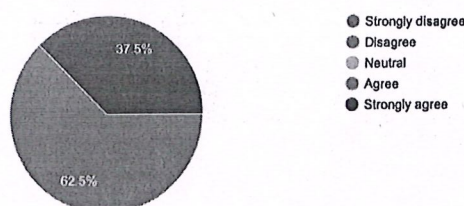
The responses show 50% strongly agree, 25% agree, and 25% with a neutral response to the curriculum structure and its comprehensiveness.

- Relevance to Contemporary Needs**



The responses show 50% strongly agree, 25% agree and 25% with a neutral response suggesting alignment with current academic and professional expectations.

- Interdisciplinary & Creative Thinking**



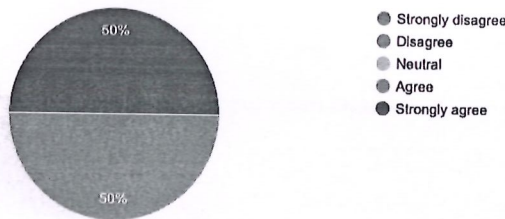
The responses show a very high agreement (~100% positive), indicating success in fostering critical and creative inquiry.

• **Theory-Practice Balance**



The responses show a moderate satisfaction (75%), with one disagreement highlighting the need for more application-based learning.

• **Integration of Current Developments**



The responses show a strong positive response (~100%), indicating effective inclusion of research and contemporary topics.

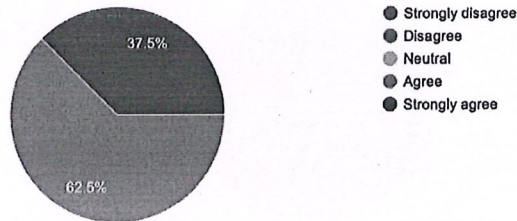
• **Inclusivity and Diversity of Resources**



The responses show a high satisfaction (87%), affirming diverse and representative course materials.

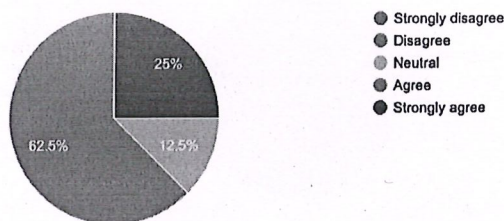


• **Clarity of Course Objectives**



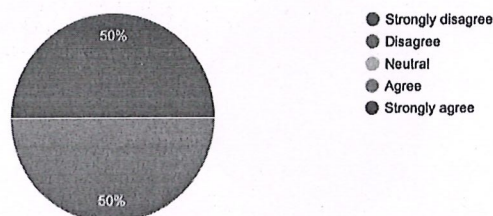
The responses show a strong agreement (~100%), indicating effective communication and delivery.

• **Assessment Alignment**



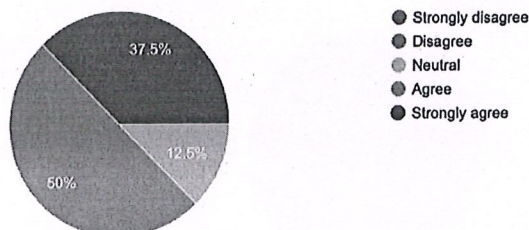
The responses show 25% strongly agree, 62.5 % mostly agree, and 12.5% moderately agree with the assessments clearly reflecting the course outcomes effectively.

• **Faculty Engagement & Pedagogy**

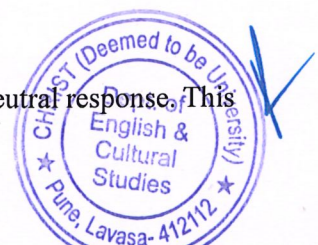


Very high satisfaction (~100%), highlighting strong teaching preparedness and engagement.

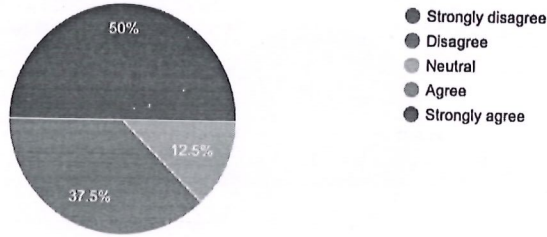
• **Critical Thinking & Participation**



The responses show 37.5% strongly agree, 50% agree and 12.5% with a neutral response. This response confirms learner engagement through critical thinking.

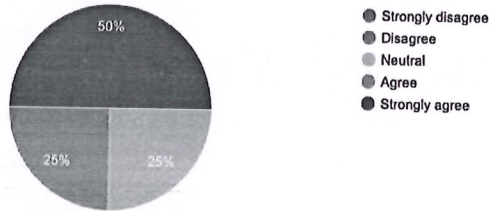


• **Feedback Mechanism**



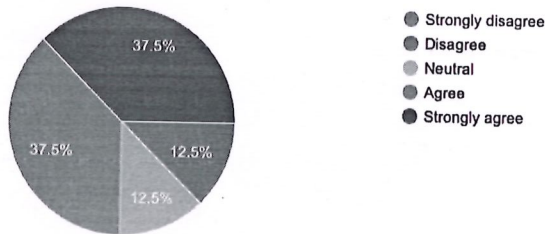
Strong positive (~75–85%), though a few neutral responses suggest scope for improvement in timeliness.

• **Learner-Centric Approach**



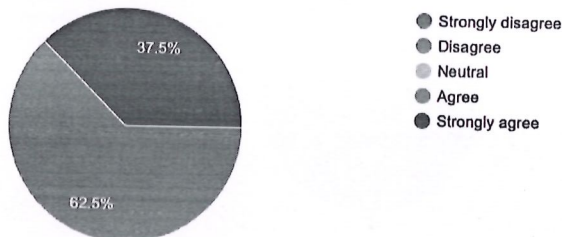
The responses show 50% strongly agree, 25% agree and 25% have neutral responses indicating a high acceptability of learner-centric approach with a room for deeper personalization. Support

• **Library and Learning Resources**



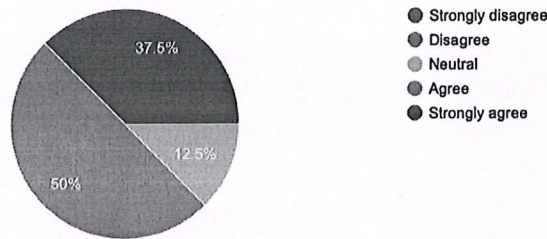
The responses show 37.5 % strongly agree, 37.5% agree, 12.5% have neutral attitude and 12.5 % show dissatisfaction with the availability of resources.

• **Mentoring and guidance:**



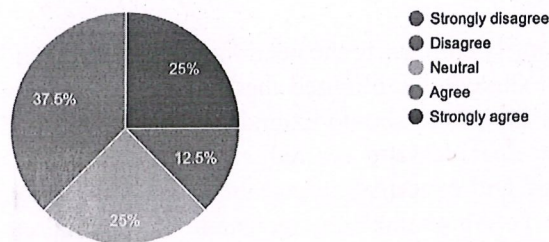
The responses show 37.5 % strongly agree and 62.5% agree that opportunities for mentoring and guidance is available when required. This indicates that the responders are happy with the manner in which mentoring and guidance is carried out.

- **Administrative Processes**



The responses show that 37.5% strongly agree, 50% agree, and 12.5% have a neutral response to the transparency in administrative processes such as attendance and internal marks among others. This indicates that the responders are generally satisfied with the administrative processes.

- **Co-curricular and Extracurricular activities:**



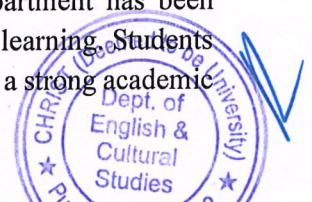
The responses show that 25% strongly agree, 37.5% agree, 25% have neutral response and 12.5% are dissatisfied with the co-curricular/extracurricular balance with academic learning. This indicates that the activities need to be realigned to balance with academic activities.

## II. Qualitative Analysis

Building on the quantitative trends, the qualitative analysis of student feedback provides deeper insight into the lived academic experiences of students, highlighting specific strengths, challenges, and expectations that may not be fully captured through numerical data alone. Student responses reflect a generally positive perception of the curriculum and teaching-learning environment, while also drawing attention to areas requiring refinement, such as workload management, practical application, and infrastructural support. This section aims to synthesize these narrative responses to better understand student needs and to inform targeted, student-centric improvements in curriculum design and delivery.

### Strengths Identified

The student feedback highlights several key strengths of the programme, particularly its strong emphasis on critical thinking and discussion-based learning, which fosters active intellectual engagement. Students appreciated the focus on discussions, feedback, and the encouragement of analytical thinking within the classroom. The curriculum effectively integrates digital humanities and interdisciplinary approaches, allowing students to experience the full scope of the field, including areas such as archiving. Additionally, the learner-centric approach adopted by the department has been recognized as highly beneficial in enhancing student participation and personalized learning. Students also valued the balanced blend of creativity, theory, and digital skills, which provides a strong academic



foundation. The inclusion of academic learning alongside internships, as well as experiential components such as field trips and CIAs, further enriches the learning experience. Overall, the positive response to teaching quality, with remarks such as “classes were good,” reflects a supportive and engaging academic environment.

### **Key Challenges Reported**

The student feedback also highlights several areas of concern that require attention. A recurring issue is the excessive academic workload, particularly the clustering of assignments within short timeframes, which can impact the overall learning experience. Students have also pointed out that certain courses, such as British Literature and Criticism & Theory, have overly dense syllabi, making it challenging to engage with the material in sufficient depth. Additionally, there is a perceived limitation in practical exposure, with students expressing the need for more application-based learning opportunities. The demand for increased field-based learning, including outbound training (OBT) and site visits, further underscores this gap. Infrastructure-related concerns, such as uncomfortable classroom furniture and long academic hours, were also noted, indicating the need for improvements in the physical and scheduling aspects of the learning environment.

### **Student Suggestions**

The student suggestions primarily emphasize the need for a more practical, flexible, and career-oriented learning experience. Several students highlighted the importance of incorporating Outbound training (OBT), suggesting that such initiatives should extend beyond Lavasa or Pune to include exposure to other cities. There is also a clear demand for reducing the emphasis on examinations and instead focusing on application-based and experiential learning, including site visits and hands-on activities. Additionally, students have recommended the inclusion of more career-oriented sessions to better prepare them for professional pathways. Concerns regarding the extensive syllabus in certain subjects were also reiterated, with suggestions to rationalize content for more effective engagement. Overall, these recommendations reflect a strong preference for a more balanced, practice-driven, and industry-relevant academic structure.

### **3. Action Taken Report**

Based on the feedback, the department has initiated the following measures:

#### **1. Curriculum Rationalization**

Review of course content has been initiated to address concerns regarding syllabus density, particularly in theory-heavy papers. The syllabus for Literary Criticism and Theory has been revised and validated by the BoS.

#### **2. Focus on Practical Learning**

Faculty have been encouraged to integrate application-based assignments, case studies, and project-based learning. Several workshops (TEI workshop, Oral History) have already been conducted to equip the students with practical skills making them job ready. The Collaborative Online International Learning (COIL) with the University of Leeds has also been initiated to further the learning experience of the students.

#### **3. Career and Skill Development Initiatives**

The department has initiated plans for career guidance sessions, internships, and skill building workshops. Steps have been taken to incorporate field visits, archival exposure, and



experiential components within relevant courses. Students have completed one visit to Godrej Archives, providing exposure to practical implementation of the theoretical learning.

#### **IV. Action Plan**

In continuation of the measures already implemented based on student feedback, the department proposes a forward-looking Action Plan aimed at enhancing the quality, depth, and sustainability of the teaching-learning experience. This phase focuses on consolidating existing strengths while introducing advanced academic practices that align with evolving educational and industry expectations. Emphasizing experiential learning, industry integration, research engagement, and digital innovation, the plan seeks to create a more dynamic, student-centric, and future-ready academic ecosystem. These initiatives are designed in alignment with the objectives of NEP 2020, ensuring holistic development, interdisciplinary engagement, and improved graduate outcomes.

##### **1. Enhancing Industry Integration and Skill Certification**

In order to enhance employability and industry alignment, the department plans to formalize long-term collaborations with industry partners through Memorandums of Understanding (MoUs). These partnerships will facilitate sustained internship opportunities, live projects, and placement pathways. Additionally, the introduction of micro-credentials and add-on certification courses in areas such as UX/UI design, Editing and Publishing, and Content Creation will further equip students with specialized, market-relevant skills.

##### **2. Promoting Research and Assessment Innovation**

The department also seeks to strengthen the academic and research ecosystem by encouraging student-led research, publications, and conference participation under faculty mentorship. Alongside this, assessment practices will be further refined through the adoption of portfolio-based and continuous evaluation methods, ensuring a more holistic measurement of student learning outcomes.

##### **4. Advancing Personalized and Digital Learning Ecosystems**

A key priority will be the development of personalized learning pathways, where students can choose focused tracks such as research, industry, or creative practice, supported by structured mentorship. Simultaneously, efforts will be made to enhance the digital learning ecosystem through the integration of advanced tools, including AI-assisted learning platforms, digital archives, and optimized Learning Management Systems (LMS).

##### **5. Expanding Global Exposure and Student Well-being Initiatives**

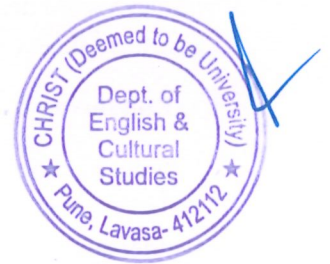
To broaden academic exposure, the department intends to initiate international collaborations, virtual exchange programmes, and global guest lectures, thereby providing students with a wider intellectual and cultural perspective. In parallel, attention will be given to student well-being through the introduction of academic wellness measures, including workload audits and flexible deadlines to ensure a balanced learning experience.

#### **V. Conclusion**

The proposed Action Plan reflects the department's commitment to continuous improvement and academic excellence by building upon previously implemented measures. By focusing on advanced experiential learning, stronger industry linkages, research-driven pedagogy, and enhanced digital



integration, the department aims to create a more holistic and future-oriented learning environment. The emphasis on personalization, global exposure, and student well-being further ensures that the academic experience remains inclusive and responsive to evolving student needs. Overall, this action plan positions the department to not only address current feedback effectively but also to anticipate emerging trends in higher education, in alignment with the transformative vision of NEP 2020.



**Department of English and Cultural Studies**

**Faculty Feedback Analysis**

**AY: 2025-26**

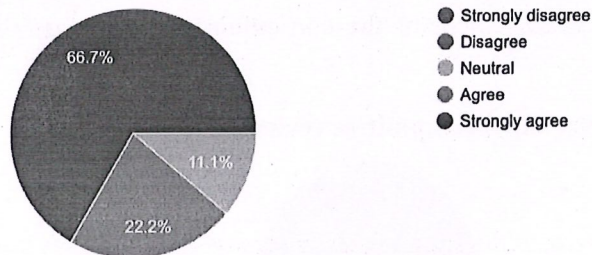
**I. Overview:**

The quantitative analysis of faculty feedback offers a systematic evaluation of the curriculum’s effectiveness, relevance, and alignment with academic objectives. Based on responses collected through a 5-point Likert scale, this analysis examines faculty perceptions across key parameters such as syllabus design, curriculum review processes, research integration, and practical applicability. By analyzing response patterns and mean scores, the report provides a clear understanding of the strengths of the existing curriculum while also identifying areas for further pedagogical enhancement, thereby supporting continuous quality improvement and alignment with institutional and NEP 2020 goals.

**II. Quantitative Analysis of Faculty Feedback**

A total of 7 faculty responses were analyzed across multiple curriculum parameters using a 5-point Likert scale (Strongly Agree = 5 to Neutral = 3).

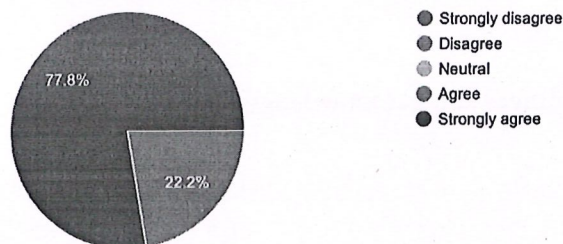
**1. The syllabus satisfies the stated objectives and learning outcomes**



- **Strongly Agree:** 4 (57.14%)
- **Agree:** 2 (28.57%)
- **Neutral:** 1 (14.29%)
- **Mean Score:** 4.43

**Interpretation:** High level of satisfaction, indicating strong alignment between syllabus design and intended learning outcomes.

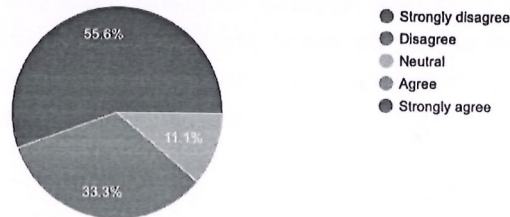
**2. Continuous process for updating the syllabus**



- **Strongly Agree:** 5 (71.43%)
- **Agree:** 2 (28.57%)
- **Mean Score:** 4.71

**Interpretation:** Very high agreement, reflecting an effective and dynamic curriculum revision mechanism.

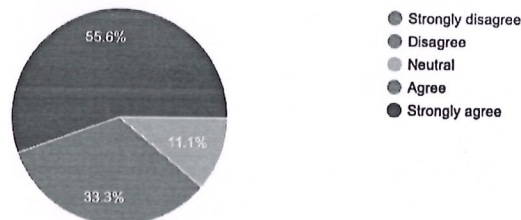
### 3. Curriculum effectiveness in developing independent thinking



- **Strongly Agree:** 4 (57.14%)
- **Agree:** 2 (28.57%)
- **Neutral:** 1 (14.29%)
- **Mean Score:** 4.43

**Interpretation:** Strong endorsement of the curriculum's role in fostering critical and independent thinking.

### 4. Department-level expert committee review

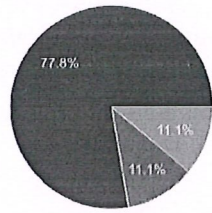


- **Strongly Agree:** 4 (57.14%)
- **Agree:** 2 (28.57%)
- **Neutral:** 1 (14.29%)
- **Mean Score:** 4.43

**Interpretation:** Faculty affirm the regular functioning of curriculum review mechanisms.

### 5. Curriculum enhances subject knowledge



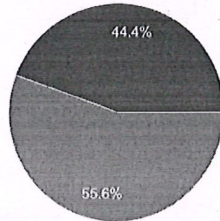


- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

- **Strongly Agree:** 5 (71.43%)
- **Agree:** 1 (14.29%)
- **Neutral:** 1 (14.29%)
- **Mean Score:** 4.57

**Interpretation:** Very strong agreement that the curriculum deepens subject knowledge.

#### 6. Application of knowledge in practical situations

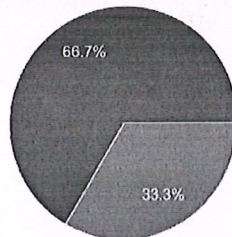


- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

- **Strongly Agree:** 3 (42.86%)
- **Agree:** 4 (57.14%)
- **Mean Score:** 4.43

**Interpretation:** Positive response, though slightly lower “strong agreement” suggests scope for enhancing practical components.

#### 7. Integration of research into teaching

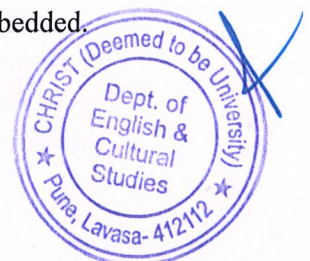


- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

- **Strongly Agree:** 4 (57.14%)
- **Agree:** 3 (42.86%)
- **Mean Score:** 4.57

**Interpretation:** Strong indication that research-oriented teaching practices are well embedded.

**Overall Interpretation**



The overall mean scores (ranging from 4.43 to 4.71) indicate a high level of faculty satisfaction across all parameters. The strongest areas include curriculum revision processes, subject knowledge enhancement, and research integration, while relatively lower (though still positive) responses in practical application and learner-centric approaches suggest minor scope for pedagogical enhancement.

### Conclusion

The quantitative findings demonstrate that the curriculum is well-structured, regularly updated, and aligned with academic and research goals, reflecting strong internal quality assurance mechanisms. The consistently high ratings reaffirm the department's commitment to academic excellence, while also highlighting opportunities to further strengthen practical application and learner-centric pedagogies in line with NEP 2020 objectives.

## II. Qualitative Analysis

The open-ended comments provided rich insights and specific suggestions for curriculum enhancement. The key themes are outlined below:

- **Curriculum Expansion:**

There were multiple calls to introduce niche and contemporary subjects, notably **Digital Humanities Theories** and **Museum Studies**. These areas are considered essential for interdisciplinary exposure and for aligning curriculum with global academic trends. One respondent noted that expanding DH offerings would “make the curriculum more effective,” emphasizing faculty interest in forward-looking content areas.

- **Applied and Experiential Learning:**

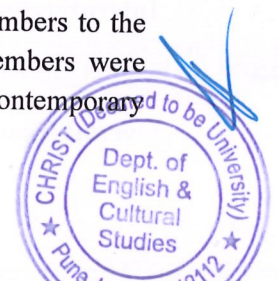
A suggestion to adopt a “hands-on and student-driven approach in the final-year” points to a perceived gap between theoretical learning and practical application. This aligns with broader educational goals to make students industry-ready and adept at translating knowledge into real-world contexts.

- **Curriculum Responsiveness:**

Faculty commended the department for its regular syllabus updates, with one noting this would “make students industry ready with the changing needs.” The consensus was that the curriculum is dynamic and adaptable, which is critical in the face of rapid academic and technological change.

## V. Action Taken:

1. Two Quality Enhancement Program was conducted for the Department faculty members to introduce and enhance their engagement with Digital Tools in context of Digital Humanities for increasing their efficacy as facilitators for the students.
2. One Faculty Development Program was conducted to introduce the Faculty members to the concepts of Indian Knowledge Systems. Through the sessions the faculty members were equipped with ways to integrate traditional Indian Knowledge Systems with the contemporary scenarios.



## **VI. Action Plan:**

### **1. Strengthening Practical Application in Curriculum**

While faculty responses indicate overall satisfaction, there is scope to further enhance the practical applicability of the curriculum. The department will integrate more application-oriented components, including case studies, project-based assignments, and experiential learning modules to bridge the gap between theory and practice.

### **2. Enhancing Learner-Centric Pedagogical Approaches**

To build on existing strengths, the department will promote learner-centric teaching methodologies, including active learning strategies, peer learning models, and participatory classroom practices. Faculty will be encouraged to incorporate innovative teaching techniques aligned with NEP 2020.

### **3. Curriculum Rationalization and Content Structuring**

Based on suggestions regarding course density (e.g., Literary Criticism and Theory), efforts will be made to streamline and redistribute syllabus content across semesters to ensure better comprehension and reduced academic overload.

### **4. Integration of Skill-Based and Value-Added Courses**

The department plans to introduce practical skill-oriented courses, including training in areas such as LCA (Language and Communication Applications), academic writing, and applied humanities skills to enhance student competencies and employability.

### **5. Strengthening Research-Integrated Teaching**

Although research integration is already strong, the department will further encourage research-led teaching practices, including incorporating recent scholarly developments, faculty research, and student-led research projects into classroom delivery.

### **6. Continuous Curriculum Review and Feedback Mechanism**

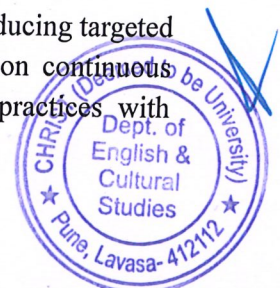
The department will continue to strengthen its curriculum review processes by incorporating regular faculty feedback, mid-semester evaluations, and structured review meetings to ensure the syllabus remains dynamic and relevant.

### **7. Faculty Development and Capacity Building**

To support these initiatives, faculty will be encouraged to participate in Faculty Development Programmes (FDPs) focused on innovative pedagogy, digital tools, and interdisciplinary teaching approaches.

## **Conclusion**

This action plan aims to consolidate the existing strengths of the curriculum while introducing targeted improvements in practical learning, pedagogy, and course structuring. By focusing on continuous enhancement and innovation, the department seeks to further align its academic practices with institutional goals and the transformative vision of NEP 2020.





**Department of English and Cultural Studies**

**Advisory Board Feedback Analysis**

**AY: 2025-26**

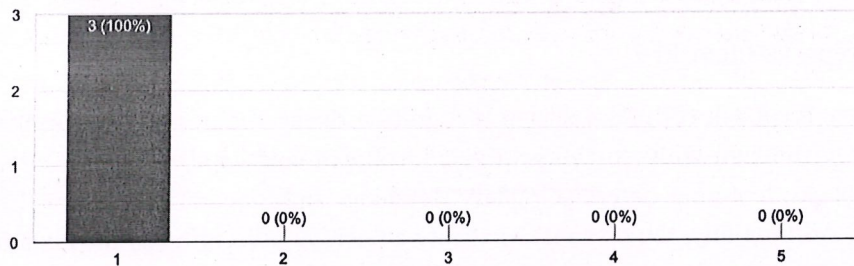
**I. Overview**

The Advisory Board feedback provides critical insights into the academic direction, institutional alignment, and future growth opportunities of the Department of English and Cultural Studies. The responses, though limited in number, offer valuable qualitative perspectives on curriculum design, interdisciplinary engagement, research orientation, and institutional outreach. The ratings across key parameters suggest a need for strategic strengthening while also acknowledging the department's ongoing efforts toward innovation and alignment with contemporary academic trends.

**II. Quantitative Analysis**

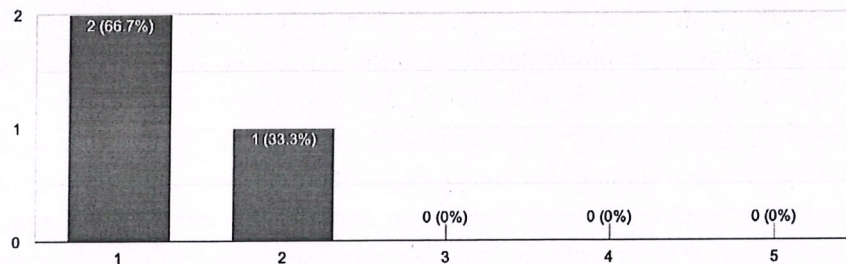
A total of **3 responses** were recorded using a scaled rating system (1–5 range), where 1 denotes excellent and 5 denotes poor, in context of this feedback form.

• **Overall Academic Direction:**



All responses rated 1, indicating excellence in overall academic direction of the Department of English and Cultural Studies Programme.

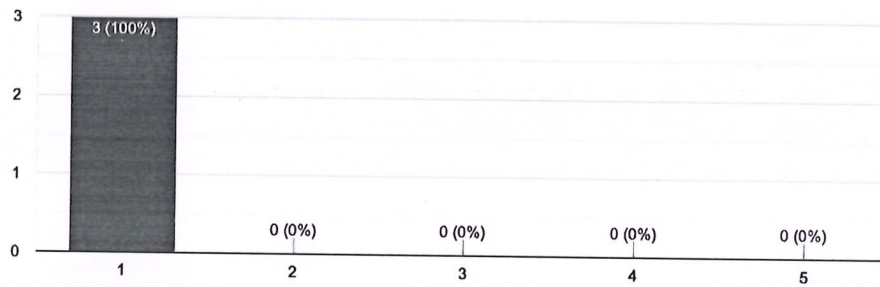
• **Alignment with NEP 2020 Goals:**



The responses show that 66.7 % feel that the Department is fully aligned and 33.3% feel it is aligned to the NEP 2020 Goals.



- **Integration of Emerging Disciplines:**



The responses show that all respondents believe that the Department of English and Cultural Studies and the MA in English with Digital Humanities comprehensively and efficiently integrates emerging disciplines.

### Interpretation

The quantitative findings demonstrate a consistently high level of approval from the Advisory Board, indicating that the department is on a strong academic footing. The ratings affirm that the department is effectively progressing toward contemporary educational goals while maintaining relevance and innovation.

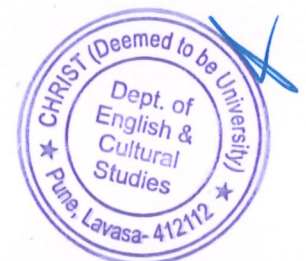
### III. Qualitative Analysis

#### 1. Strengths Identified

The advisory feedback reflects a strong recognition of the department's efforts in building a robust academic environment within a competitive educational landscape. It acknowledges the department's commitment to fostering interdisciplinary learning and integrating digital engagement into its curriculum. Additionally, the responses indicate a positive perception of the department's openness to growth, innovation, and collaborative opportunities. Notably, advisory members have also expressed their willingness to actively engage with the department and contribute to its ongoing development initiatives, further reinforcing a supportive and forward-looking academic ecosystem.

#### 2. Key Areas of Concern

The advisory feedback also identifies several key areas for enhancement that can further strengthen the department's academic and professional impact. There is a clear need to expand research collaborations with institutions in and around Pune to foster a more dynamic research culture. Additionally, strengthening industry and academic outreach, particularly through engagement with corporate sectors, has been emphasized. Increasing the department's visibility through partnerships with publishers and participation in literary festivals is another important recommendation. The feedback also highlights the need to provide faculty with more structured support for research activities and participation in Faculty Development Programmes (FDPs). Furthermore, exploring additional opportunities for interdisciplinary and cross-institutional engagement will contribute to a more integrated and forward-looking academic environment.



### 3. Key Recommendations from Advisory Board

The Advisory Board recommends a strategic focus on strengthening the department's academic and professional engagement through multiple initiatives. These include promoting collaborative research and institutional partnerships to enhance scholarly output, as well as improving outreach strategies to build stronger connections with industry and external stakeholders. The development of linkages with publishers, literary festivals, and academic forums is also suggested to increase the department's visibility and engagement within the broader academic and cultural landscape. Additionally, the board emphasizes the importance of supporting faculty through Faculty Development Programmes (FDPs) and research opportunities, alongside introducing interdisciplinary and short-term courses to enrich academic depth and broaden student learning experiences.

### IV. Action Taken Report

In response to the Advisory Board feedback, the department has initiated the following measures:

- Steps have been taken to enhance research engagement, including encouraging faculty participation in FDPs, conferences, and collaborative research initiatives
- The department has begun exploring institutional collaborations with academic bodies, publishers, and cultural organizations
- Efforts have been made to strengthen the integration of emerging disciplines through curriculum discussions and revisions
- Increased focus on interdisciplinary teaching and digital humanities components within courses
- Initiatives to improve external outreach and visibility, including participation in academic and literary events

### V. Action Plan

#### 1. Strengthening Academic Direction and Curriculum Visibility

The department will undertake a comprehensive review of its curriculum to ensure clearer articulation of its academic direction, particularly in relation to emerging disciplines. Efforts will be made to better communicate these strengths to stakeholders through documentation and academic platforms.

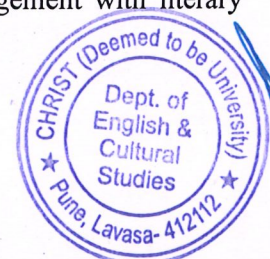
#### 2. Enhancing Research and Faculty Development

A structured framework will be developed to support faculty research, including dedicated time, funding opportunities, and incentives for publications and collaborations. Increased participation in FDPs and academic networks will be encouraged.

#### 3. Expanding Collaborations and Outreach

The department aims to establish formal collaborations with universities, publishers, cultural institutions, and industry partners, particularly within Pune and beyond. Engagement with literary festivals and academic forums will be strengthened.

#### 4. Interdisciplinary and Skill-Based Expansion



Plans are underway to introduce short-term courses and interdisciplinary modules that connect humanities with digital and professional domains, fostering deeper academic engagement.

### **5. Industry and Professional Engagement**

The department will work towards building stronger connections with corporate and creative industries, enabling internships, guest lectures, and real-world exposure for students.

### **VI. Conclusion**

The Advisory Board feedback clearly indicates that the Advisory Board holds a highly positive view of the department's academic direction, curriculum design, and alignment with NEP 2020 objectives. While the foundation is strong, the feedback constructively points toward opportunities for expansion in research, collaboration, and outreach. By building on its existing strengths and implementing targeted enhancements, the department is well-positioned to further consolidate its academic excellence and broaden its institutional impact.



## Department of English and Cultural Studies

### Alumni Feedback Analysis: Odd Semester

AY:2025-26

#### **Overview**

As part of the Department's commitment to academic excellence and reflective curriculum development, faculty members were invited to provide structured feedback on the curriculum for the Even Semester 2024–25. The feedback mechanism aimed to assess the relevance, implementation, and potential enhancement areas in the syllabus across undergraduate programmes in English Studies. The responses reflect thoughtful engagement and constructive suggestions aimed at enriching the curriculum in alignment with NEP 2020 directives and contemporary academic advancements.

This report presents a detailed analysis of alumni feedback collected for the Odd Semester 2025–26. The feedback provides insights into the relevance, effectiveness, and scope of the curriculum and teaching-learning practices. The Department of English aims to incorporate alumni perspectives to align academic offerings with evolving academic and industry standards.

#### **Quantitative Analysis**

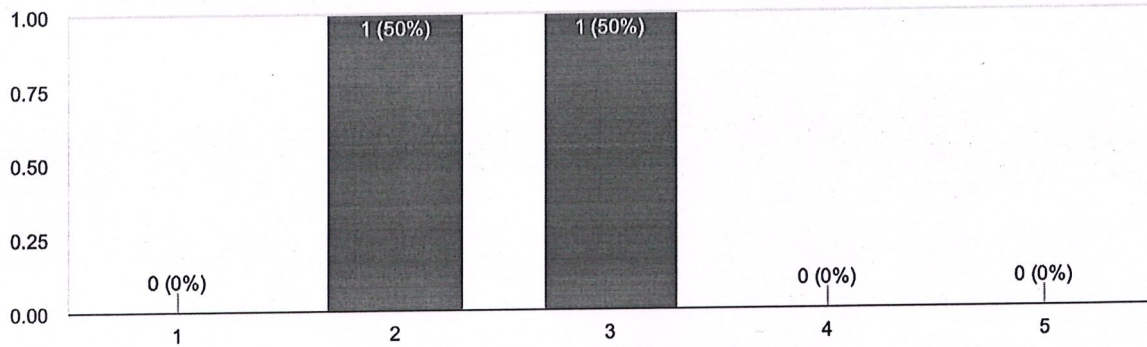
The quantitative analysis reveals a mixed perception among alumni regarding the curriculum and instructional practices of the department. The curriculum's relevance to contemporary academic and industry standards received an average rating of 2.5 out of 5, suggesting moderate satisfaction and a need for alignment with evolving job market demands. Cross-cutting issues—such as ethics, sustainability, and interdisciplinarity—scored lowest at 2.0, indicating that these aspects are currently underrepresented in the curriculum. On the other hand, the integration of digital tools in teaching-learning processes garnered a higher average rating of 3.5, reflecting a relatively strong adoption of technology in pedagogy. The teaching approach, evaluated for its alignment with current academic and workplace expectations like communication, collaboration, and research, earned a 3.0, showing moderate effectiveness with room for pedagogical enhancement. These ratings collectively highlight areas of strength and underscore the necessity for targeted curriculum and teaching reforms.





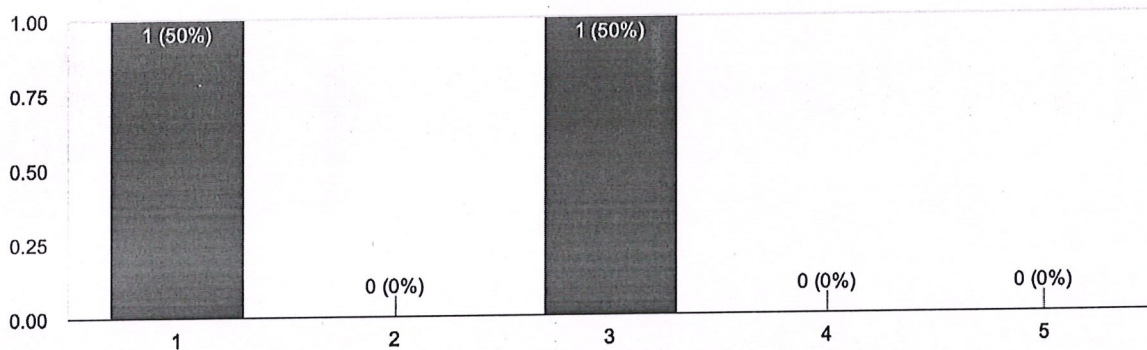
Based on your review and professional experience, how relevant is the Even Semester curriculum to today's academic and industry needs?

2 responses



To what extent do you think the curriculum addresses the cross cutting issues

2 responses



3. Changes would you recommend to improve the thematic breadth of the curriculum:

The alumni suggested adding a section on AI and ethics in cultural production to address current debates. They also suggested incorporating more on site internship opportunities.

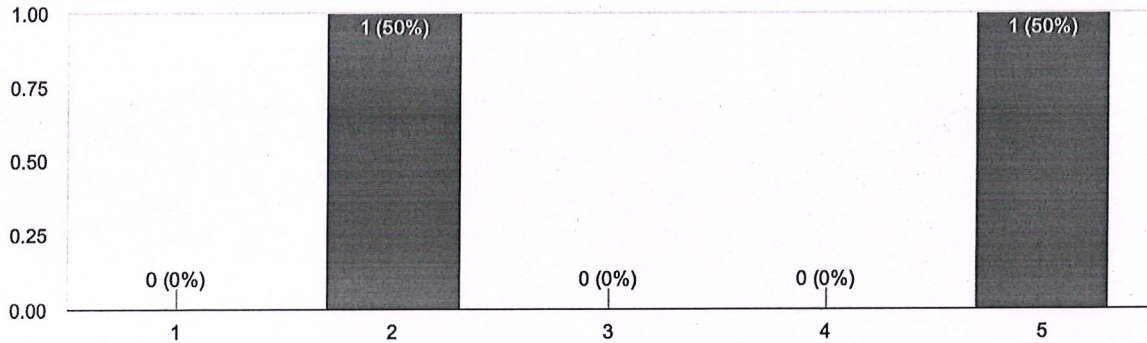




4.

How well do you think the department is integrating digital tools and platforms in teaching-learning?

2 responses

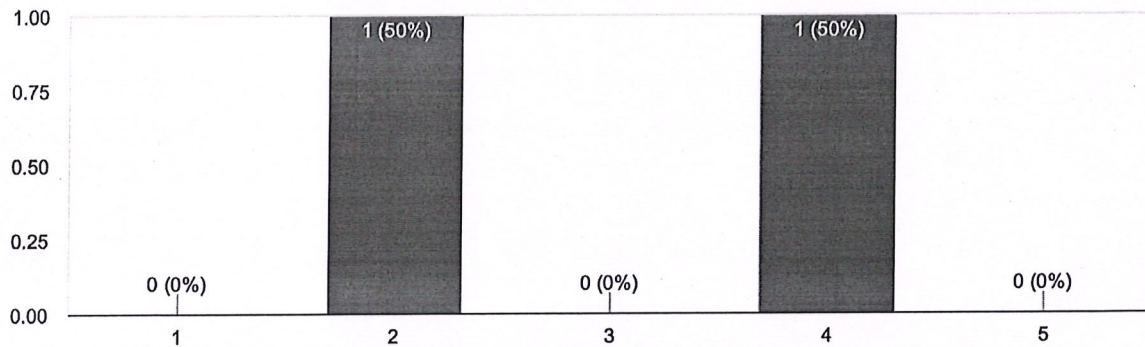


Based on the response, 1 alumni is not sure and the other finds that the department has greatly integrated digital tools and platforms.

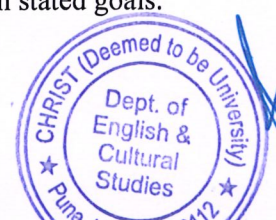
5.

Do you feel the teaching approach reflects contemporary academic and workplace expectations (e.g., communication, collaboration, research skills)?

2 responses



All respondents agreed that the syllabus meets its learning objectives, with over a quarter expressing strong satisfaction. This reflects general curricular alignment with stated goals.

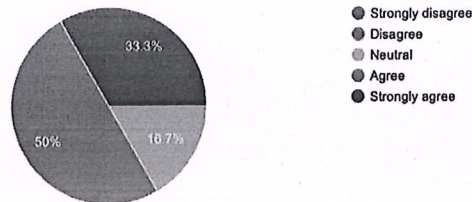




Faculty perceive the curriculum revision process as active and participatory. The high percentage of strong agreement indicates confidence in the department's responsiveness to academic developments.

**1. The curriculum is effective in developing independent thinking.**

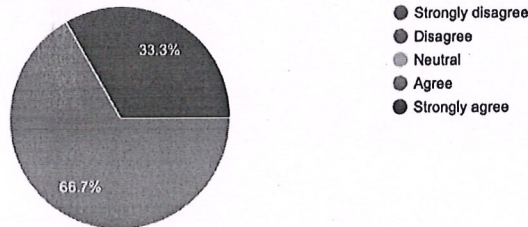
The curriculum is effective in developing independent thinking  
6 responses



A majority believe the curriculum fosters critical and independent thought. This aligns with NEP 2020's emphasis on learner autonomy and reflective learning.

**2. The Department-level expert committee regularly meets to review the curriculum.**

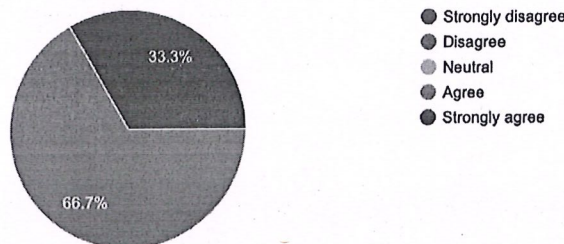
The Department level expert committee regularly meets to review the curriculum.  
6 responses



Feedback reflects trust in institutional mechanisms for curriculum governance and the active role of the expert committee.

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

The curriculum enhances your knowledge in the subject area  
6 responses

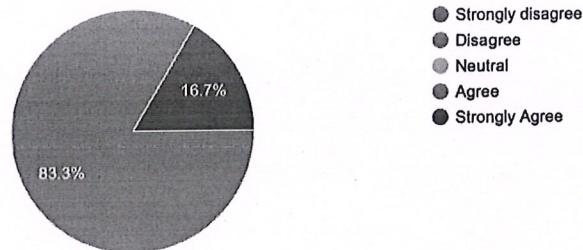




Faculty view the curriculum as intellectually stimulating and in line with academic advancements in English Studies and allied disciplines.

**4. The curriculum enables students to implement the acquired knowledge in practical situations.**

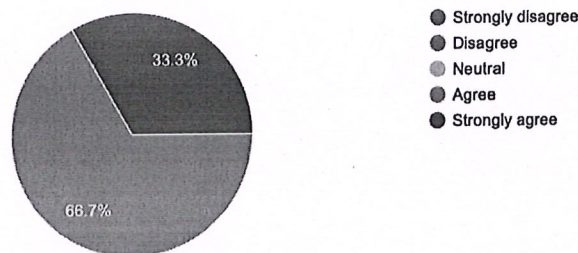
The curriculum enables to the students to implement the acquired knowledge in practical situations  
6 responses



Responses show high affirmation for practical applicability, though the relatively lower percentage of “Strongly Agree” suggests the need for deeper experiential engagement.

**5. The curriculum requires teachers to incorporate research into their teaching.**

The curriculum requires teachers to incorporate research into their teaching  
6 responses



The response shows that all faculty members believe that the curriculum naturally integrates research-led pedagogy.





---

## II. Qualitative Analysis

The open-ended comments provided rich insights and specific suggestions for curriculum enhancement. The key themes are outlined below:

- **Curriculum Expansion:**

There were multiple calls to introduce niche and contemporary subjects, notably **Digital Humanities Theories** and **Museum Studies**. These areas are considered essential for interdisciplinary exposure and for aligning curriculum with global academic trends. One respondent noted that expanding DH offerings would “make the curriculum more effective,” emphasizing faculty interest in forward-looking content areas.

- **Applied and Experiential Learning:**

A suggestion to adopt a “hands-on and student-driven approach in the final-year” points to a perceived gap between theoretical learning and practical application. This aligns with broader educational goals to make students industry-ready and adept at translating knowledge into real-world contexts.

- **Curriculum Responsiveness:**

Faculty commended the department for its regular syllabus updates, with one noting this would “make students industry ready with the changing needs.” The consensus was that the curriculum is dynamic and adaptable, which is critical in the face of rapid academic and technological change.

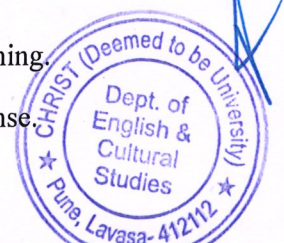
## V. Action Taken:

1. One Quality Enhancement Program was conducted for the Department faculty members to introduce and enhance their engagement with Digital Tools in context of Digital Humanities for increasing their efficacy as facilitators for the students.
2. One Faculty Development Program was conducted to introduce the Faculty members to the concepts of Indian Knowledge Systems. Through the sessions the faculty members were equipped with ways to integrate traditional Indian Knowledge Systems with the contemporary scenarios.

## VI. Action Plan (2025–26)

1. **Short-Term**

- Conduct internal workshop on integrating EdTech tools in Humanities teaching.
- Pilot the use of at least one tool in each course and document student response.





## 2. Mid-Term

- Finalize and submit new elective syllabi (Digital Humanities Theories, Museum Studies) for BoS and Academic Council approval.
- Implement revised assessment model for final-year projects with applied and reflective components.

## 3. Long-Term

- Launch interdisciplinary Digital Humanities minor.
- Partner with local museums or archives for internship opportunities.
- Publish departmental handbook on tools and methodologies for digital research in the Humanities.

## VII. Conclusion

The feedback received from the faculty reflects a shared commitment to evolving curriculum design, enriched by interdisciplinary input and digital integration. The Department acknowledges these insights and commits to a phased, goal-oriented implementation of suggested improvements. Through these initiatives, we aim to strengthen student engagement, academic rigor, and future-readiness in alignment with CHRIST University's vision.



