

## Department of English and Cultural Studies

### Academic Peers Feedback Analysis

AY: 2025-26

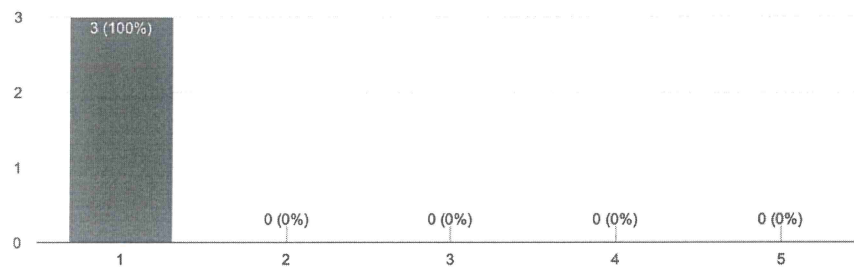
#### I. Overview

The Academic Peers 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

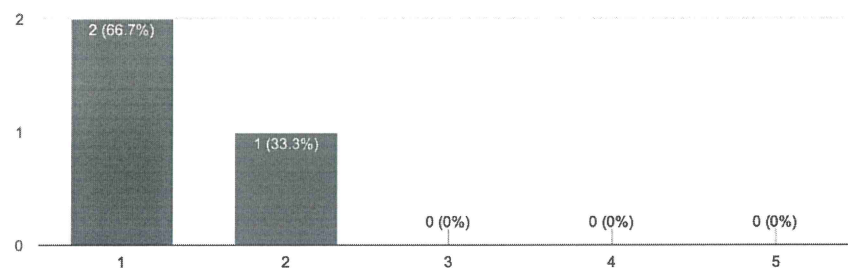
A total of **3 responses** were recorded using a scaled rating system (1–5 range), where 1 denotes excellent and 5 denotes poor, in context of this feedback form.

- **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.



## Department of English and Cultural Studies

### Student Feedback Analysis

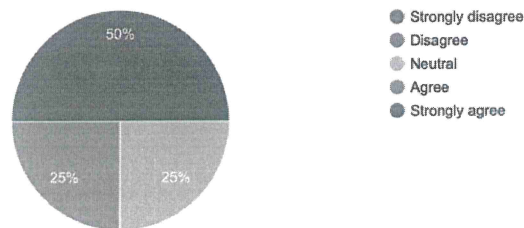
AY- 2025-26

#### 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.

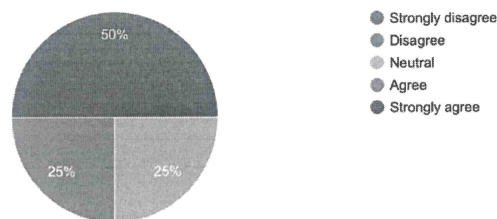
#### Key Observations by Parameter

- **Curriculum Structure & Comprehensiveness**



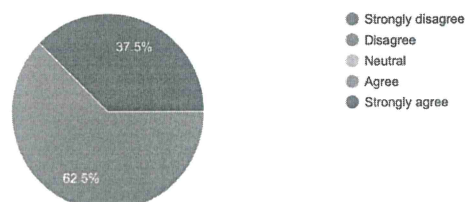
The responses show 50% strongly agree, 25% agree, and 25% with a neutral response to the curriculum structure and its comprehensiveness.

- **Relevance to Contemporary Needs**



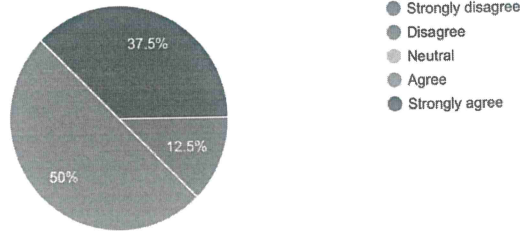
The responses show 50% strongly agree, 25% agree and 25% with a neutral response suggesting alignment with current academic and professional expectations.

- **Interdisciplinary & Creative Thinking**



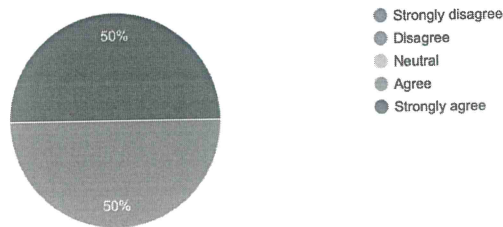
The responses show a very high agreement (~100% positive), indicating success in fostering critical and creative inquiry.

- **Theory-Practice Balance**



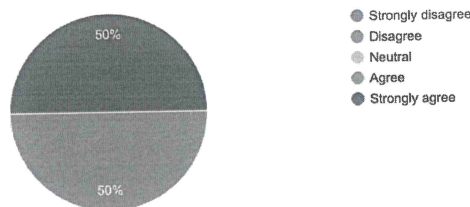
The responses show a moderate satisfaction (75%), with one disagreement highlighting the need for more application-based learning.

- **Integration of Current Developments**

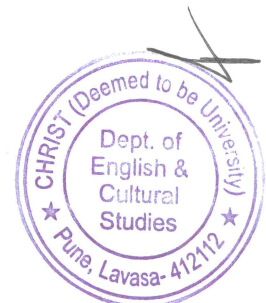


The responses show a strong positive response (~100%), indicating effective inclusion of research and contemporary topics.

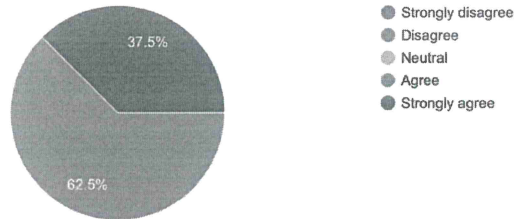
- **Inclusivity and Diversity of Resources**



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

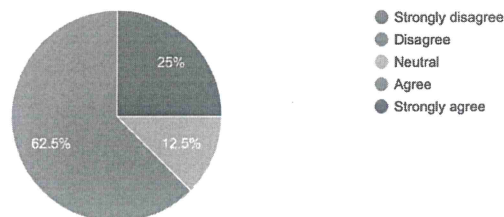


- **Clarity of Course Objectives**



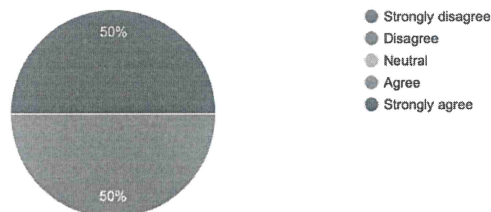
The responses show a strong agreement (~100%), indicating effective communication and delivery.

- **Assessment Alignment**



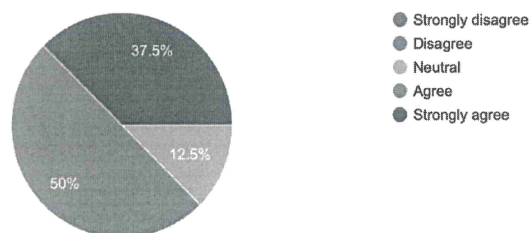
The responses show 25% strongly agree, 62.5 % mostly agree, and 12.5% moderately agree with the assessments clearly reflecting the course outcomes effectively.

- **Faculty Engagement & Pedagogy**



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

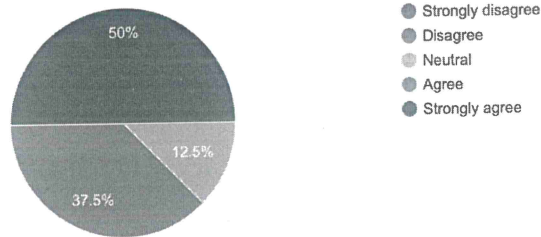
- **Critical Thinking & Participation**



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

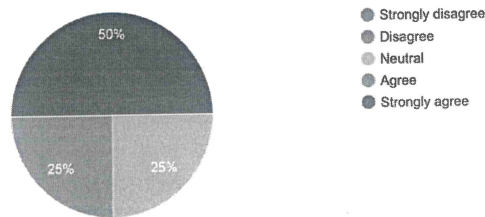


• **Feedback Mechanism**



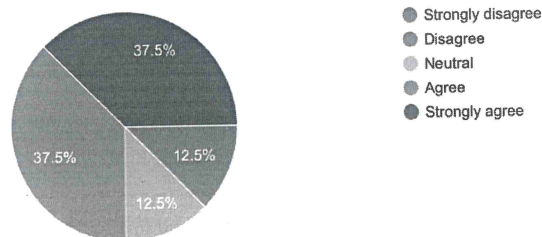
Strong positive (~75–85%), though a few neutral responses suggest scope for improvement in timeliness.

• **Learner-Centric Approach**



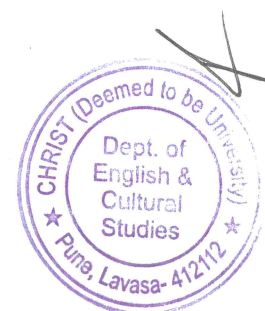
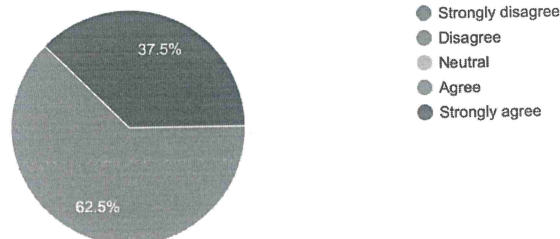
The responses show 50% strongly agree, 25% agree and 25% have neutral responses indicating a high acceptability of learner-centric approach with a room for deeper personalization. Support

• **Library and Learning Resources**



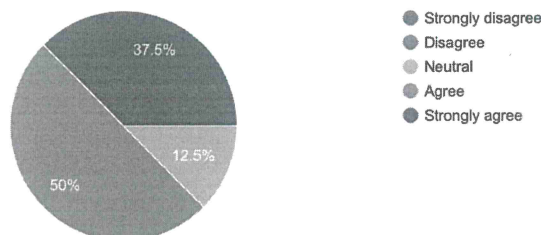
The responses show 37.5 % strongly agree, 37.5% agree, 12.5% have neutral attitude and 12.5 % show dissatisfaction with the availability of resources.

• **Mentoring and guidance:**



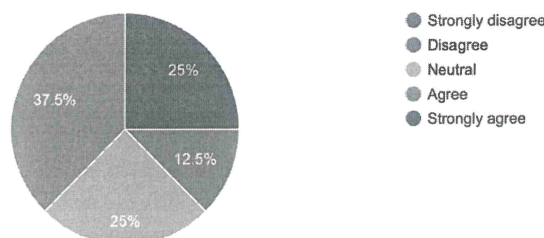
The responses show 37.5 % strongly agree and 62.5% agree that opportunities for mentoring and guidance is available when required. This indicates that the responders are happy with the manner in which mentoring and guidance is carried out.

- **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:**



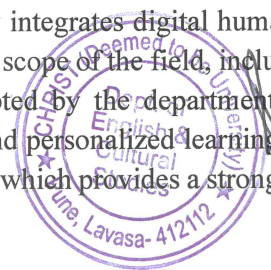
The responses show that 25% strongly agree, 37.5% agree, 25% have neutral response and 12.5% are dissatisfied with the co-curricular/extracurricular balance with academic learning. This indicates that the activities need to be realigned to balance with academic activities.

## 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**

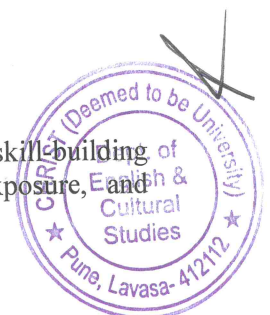
Review of course content has been initiated to address concerns regarding syllabus density, particularly in theory-heavy papers. The syllabus for Literary Criticism and Theory has been revised and validated by the BoS.

#### **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**

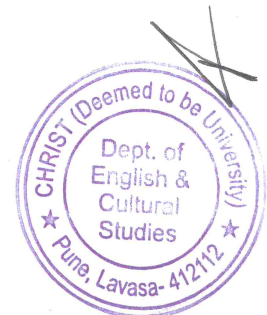
To broaden academic exposure, the department intends to initiate international collaborations, virtual exchange programmes, and global guest lectures, thereby providing students with a wider intellectual and cultural perspective. In parallel, attention will be given to student well-being through the 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

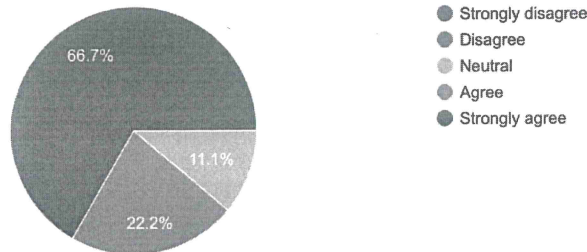
#### I. Overview:

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).

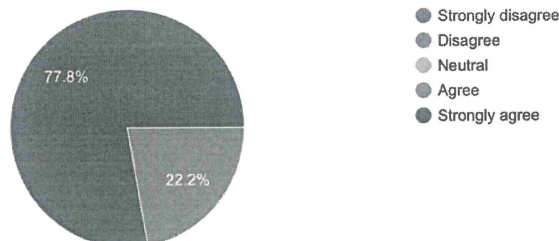
##### 1. The syllabus satisfies the stated objectives and learning outcomes



- **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.

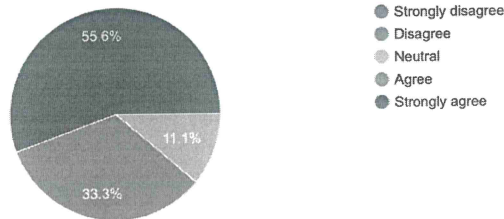
##### 2. Continuous process for updating the syllabus



- **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.

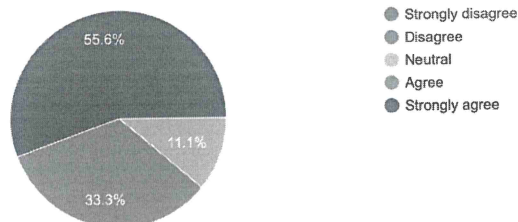
### 3. Curriculum effectiveness in developing independent thinking



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

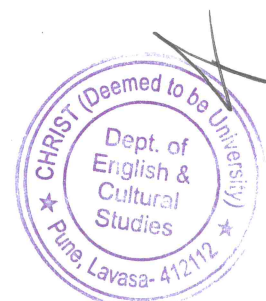
**Interpretation:** Strong endorsement of the curriculum's role in fostering critical and independent thinking.

### 4. Department-level expert committee review

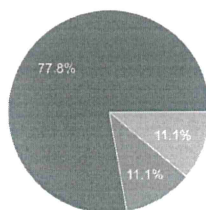


- **Strongly Agree:** 4 (57.14%)
- **Agree:** 2 (28.57%)
- **Neutral:** 1 (14.29%)
- **Mean Score:** 4.43

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



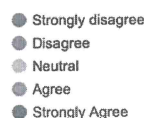
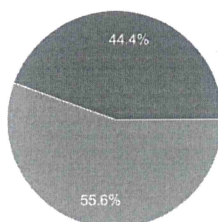
### 5. Curriculum enhances subject knowledge



- **Strongly 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.

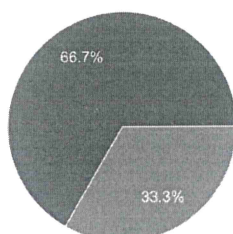
### 6. Application of knowledge in practical situations



- **Strongly 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 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:**

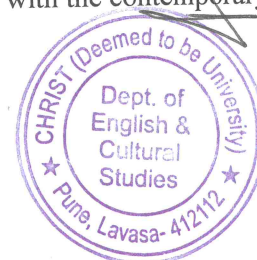
A suggestion to adopt a “hands-on and student-driven approach in the final-year” points to a perceived gap between theoretical learning and practical application. This aligns with broader educational goals to make students industry-ready and adept at translating knowledge into real-world contexts.

- **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

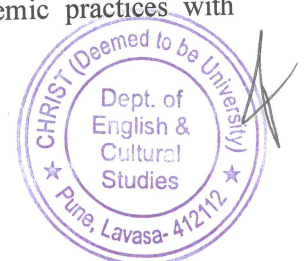
The department will continue to strengthen its curriculum review processes by incorporating regular faculty feedback, mid-semester evaluations, and structured review meetings to ensure the syllabus remains dynamic and relevant.

### 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

### 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.

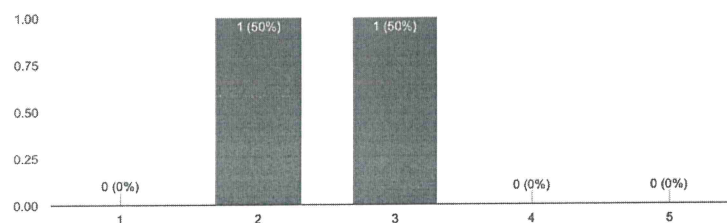
#### Quantitative Analysis

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.

1.

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

2 responses

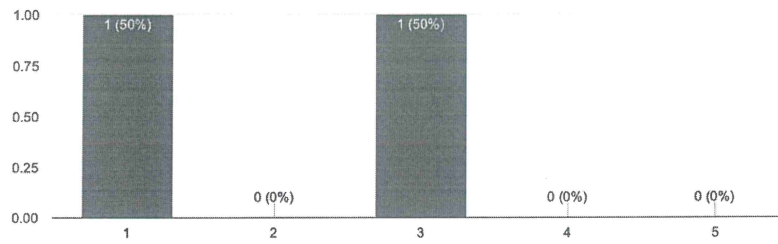


According to the graph, one respondent felt that the curriculum is relevant and one respondent feels it is somewhat relevant.



2.

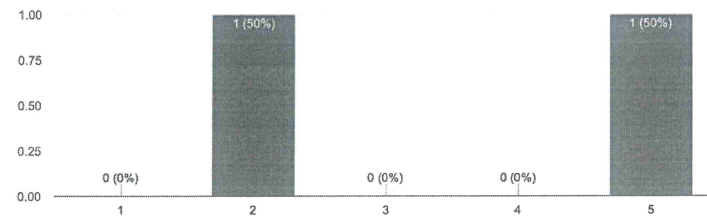
To what extent do you think the curriculum addresses the cross cutting issues  
2 responses



According to the graph , one respondent feels that the curriculum greatly addresses the cross cutting issues while the other feels it is somewhat addressed.

3.

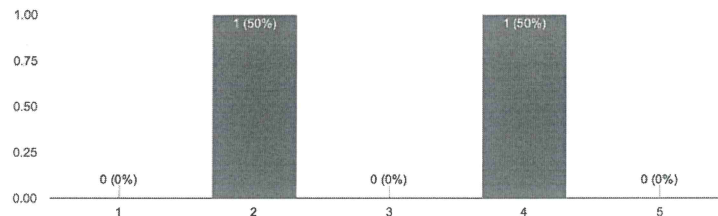
How well do you think the department is integrating digital tools and platforms in teaching-learning?  
2 responses



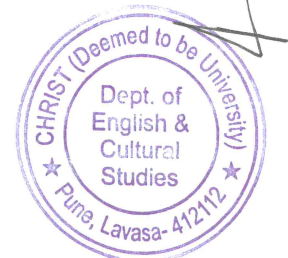
According to the responses , 1 alumni feels that the Department is integrating while the other feels it is somewhat integrating digital platforms and teaching-learning.

4.

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



According to the response, one alumni feels the teaching approaches reflects and one alumni feels it somewhat reflects contemporary academic and workplace expectations.



## II. Qualitative Analysis

The alumni suggested the inclusion training for effective formal and technical writing alongside courses on Digital Marketing and Copywriting. It was also suggested that a provision be made for a minimum of 2 years internship.

## V. Action Taken:

1. One workshop on professional writing was conducted for the students.
2. Initiatives have been taken for reaching out to specific industry connected with digital archiving for providing internship opportunities

## VI. Action Plan (2026–25)

1. **Short-Term**
  - Collaborating with industry experts for providing professional training programs.
2. **Mid-Term**
  - Proposing courses in Copywriting
3. **Long-Term**
  - Signing MoU with relevant industry for placement.

## VII. Conclusion

The feedback received from the alumni 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.





**Department of English and Cultural Studies**  
**Industry Feedback Analysis**  
**AY: 2025-26**

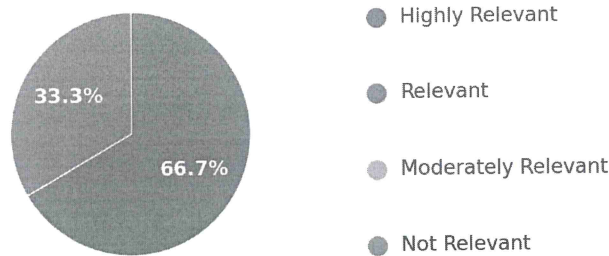
**I. Overview:**

The qualitative and quantitative analysis of industry feedback offers an external, sector-based evaluation of the curriculum’s relevance, employability alignment, and industry readiness. Based on responses collected through the Industry Feedback Form on Course Syllabus, this analysis examines industry perceptions across key parameters such as syllabus component relevance, integration of theory with practice, alignment of digital tools with current industry standards, and graduate employability. By analysing response patterns and mean scores, the report provides a clear understanding of the strengths of the existing curriculum while also identifying areas for further curricular enhancement, thereby supporting continuous quality improvement and alignment with industry expectations and NEP 2020 goals.

**II. Quantitative Analysis of Industry Feedback**

A total of 3 industry responses (from professionals in EdTech/AI, Broadcast Media, and Heritage Management) were analysed. The charts below reproduce the response distributions and colour scheme of the Industry Feedback Form on Course Syllabus (Google Forms). For Items 1, 3, and 4, response categories have additionally been mapped to a numeric scale to compute a Mean Score: Item 1 (Relevant = 4, Highly Relevant = 5); Item 3 (Needs Improvement = 2, Average = 3, Good = 4, Excellent = 5); Item 4 (No = 1, Maybe = 3, Yes = 5). Item 2 is a multiple-select question and is reported by response count only.

**1. Relevance of the Programme to Industry Needs**

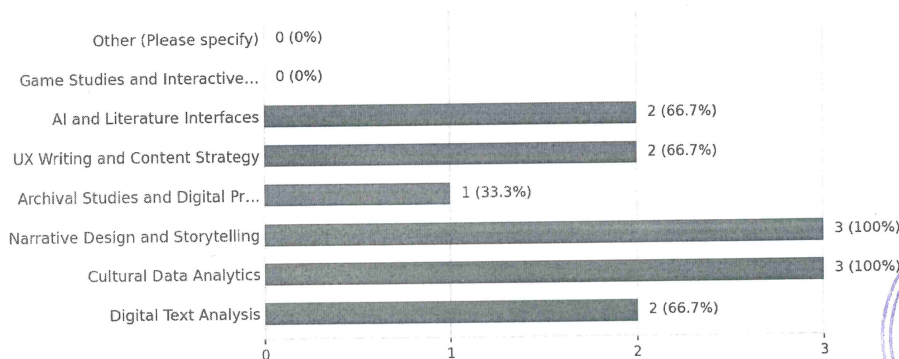


- **Highly Relevant:** 2 (66.7%)
- **Relevant:** 1 (33.3%)
- **Mean Score:** 4.67

**Interpretation:** The highest mean score in the dataset. All three respondents, across EdTech/AI, Media, and Heritage Management, endorsed the overall programme concept, making this the strongest convergent finding in this feedback cycle.

**2. Areas of Industry Value Most Aligned with the Curriculum**

Respondents selected all areas considered valuable to their industry (multiple selections permitted):



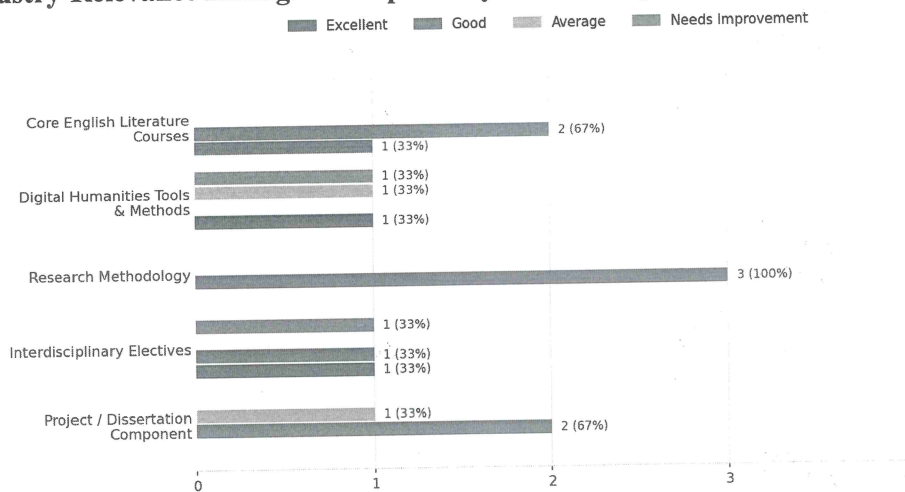
- **Cultural Data Analytics:** 3 (100%)



- **Narrative Design and Storytelling:** 3 (100%)
- **Digital Text Analysis:** 2 (66.7%)
- **UX Writing and Content Strategy:** 2 (66.7%)
- **AI and Literature Interfaces:** 2 (66.7%)
- **Archival Studies and Digital Preservation:** 1 (33.3%)
- **Game Studies and Interactive Media:** 0 (0%)
- **Other:** 0 (0%)

**Interpretation:** Cultural Data Analytics and Narrative Design and Storytelling were selected by all three respondents — the strongest consensus in this question. Digital Text Analysis, UX Writing and Content Strategy, and AI and Literature Interfaces were each selected by two of three, directly corroborating Action Plan Item 3 below. Archival Studies and Digital Preservation was selected only by the Heritage Management respondent, consistent with its sector-specific framing in the Qualitative Analysis. Game Studies and Interactive Media received no selections, suggesting it is not currently a priority for curriculum expansion.

### 3. Industry-Relevance Ratings of Proposed Syllabus Components



#### *Core English Literature Courses*

- **Good:** 2 (66.7%)
- **Excellent:** 1 (33.3%)
- **Mean Score:** 4.33

**Interpretation:** Strong endorsement of the literature core, with no respondent rating this component below ‘Good’. Alongside Research Methodology, this is the component industry respondents are most confident about.

#### *Digital Humanities Tools & Methods*

- **Needs Improvement:** 1 (33.3%)
- **Average:** 1 (33.3%)
- **Excellent:** 1 (33.3%)
- **Mean Score:** 3.33

**Interpretation:** The lowest mean score among the five components, and the widest spread of responses, ranging from ‘Needs Improvement’ to ‘Excellent’. This indicates that perceived adequacy of DH tools and methods varies sharply by sector, making this the component most in need of review.

#### *Research Methodology*

- **Good:** 3 (100%)
- **Mean Score:** 4.00

**Interpretation:** Unanimous agreement that Research Methodology is ‘Good’ — the only component with no variance across respondents, indicating a stable strength of the curriculum.

#### *Interdisciplinary Electives*



- **Needs Improvement:** 1 (33.3%)
- **Good:** 1 (33.3%)
- **Excellent:** 1 (33.3%)
- **Mean Score:** 3.67

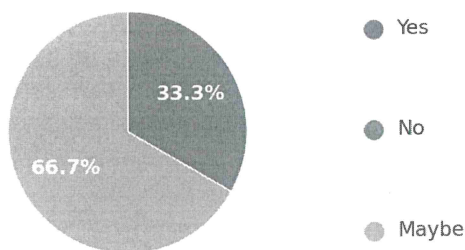
**Interpretation:** As with DH Tools & Methods, ratings span the full range, with the same respondent rating both components 'Needs Improvement'. This pairing suggests the concern is specifically about applied/technical elective content, not the literature electives.

**Project / Dissertation Component**

- **Average:** 1 (33.3%)
- **Good:** 2 (66.7%)
- **Mean Score:** 3.67

**Interpretation:** Moderately positive, with no 'Excellent' ratings. Read alongside the qualitative comments on portfolio-building and demonstrable outputs, this points to scope for strengthening the practical, public-facing dimension of the dissertation component.

**4. Likelihood of Hiring Programme Graduates**



- **Yes:** 1 (33.3%)
- **Maybe:** 2 (66.7%)
- **Mean Score:** 3.67

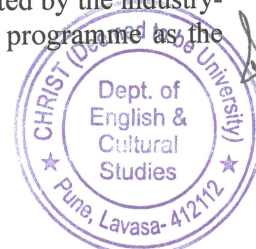
**Interpretation:** Hiring intent is more cautious than the overall relevance score (Item 1) would suggest, with two of three respondents selecting 'Maybe' rather than 'Yes'. This gap between conceptual endorsement and hiring confidence is explored further in the Qualitative Analysis below.

**Overall Interpretation**

Mean scores range from 3.33 (Digital Humanities Tools & Methods) to 4.67 (Relevance of the Programme to Industry Needs). The strongest areas are the overall programme concept (Item 1), the Core English Literature Courses, and Research Methodology, all showing high or unanimous agreement. The weakest areas are Digital Humanities Tools & Methods and Interdisciplinary Electives, both showing the full range of responses from 'Needs Improvement' to 'Excellent' — and, notably, from the same two respondents (EdTech/AI and Heritage Management). Item 2 corroborates this from a different angle: Digital Text Analysis, UX Writing and Content Strategy, and AI and Literature Interfaces — each tied to the applied/technical dimension of Digital Humanities — were independently flagged as valuable by two of three respondents, reinforcing the case for strengthening the components rated weakest. Likelihood of Hiring (3.67) sits below the overall relevance score (4.67), indicating that while the programme's design is endorsed in principle, employers are not yet fully confident in its applied/technical delivery.

**Conclusion**

The quantitative findings indicate that the curriculum's literature core, research methodology, and overall conceptual design are well-regarded by industry, reflecting a sound academic foundation. At the same time, the consistently lower and more variable ratings for Digital Humanities Tools & Methods and Interdisciplinary Electives, mirrored in the cautious hiring intent and corroborated by the industry-value areas identified in Item 2, identify the applied/technical dimension of the programme as the



primary area for curricular enhancement, in line with employability and NEP 2020 goals of practice-integrated learning.

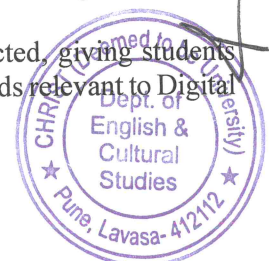
### III. Qualitative Analysis

The open-ended responses provided detailed, sector-specific suggestions for curriculum enhancement. The key themes are outlined below:

- **Curriculum Expansion — AI–Literature Interfaces and UX Writing:**  
Respondents identified **AI–Literature interfaces, UX writing, content strategy, and prompt engineering** as the areas of highest current employability for English/DH graduates across EdTech, SaaS, and media. The existing ‘Creative Writing in Digital Media’ course (Semester IV) was seen as addressing this only partially and arriving too late in the programme.
- **Applied and Experiential Learning — From Theory to Practice:**  
Multiple respondents distinguished between a programme that produces “excellent critics of digital culture” and one that also produces “builders” — graduates able to run a sentiment analysis, build a simple narrative prototype, or create a dataset. A related suggestion was to thread **programming and data skills** across multiple semesters rather than confining them to a single Semester II module.
- **Industry Collaboration and Internship Structure:**  
All three respondents raised industry collaboration, with the existing **2-credit Semester III internship** described as too light for a two-year programme. Suggestions included extending the internship across two semesters, pairing core electives with live industry briefs, an industry-co-supervised dissertation track, and structured practitioner critique sessions in place of one-off guest lectures.
- **Portfolio and Demonstrable Student Outputs:**  
Two respondents independently recommended a **cumulative portfolio requirement** spanning all four semesters — framed variously as a public-facing showcase (blog, podcast, digital exhibition) and as the creation of datasets, archives, and data visualisations — linking this directly to employability.
- **Curriculum Legibility — Learning Outcomes Mapped to Industry Roles:**  
Respondents recommended adding explicit **learning outcomes framed around job roles** (content strategist, digital archivist, narrative designer, DH researcher, AI-content specialist) and publishing more detailed course-level outlines specifying theory versus lab/practical hours, to improve legibility for students and hiring partners alike.
- **Sector-Specific Content — Archival, Oral History and Publishing:**  
The heritage-management respondent recommended additional or strengthened coverage of **Oral Traditions/History and Digital Humanities, and Publishing and Print Technologies**, relevant if the programme intends to position graduates for archival, curatorial, or publishing-adjacent roles.
- **Strengths Affirmed by Industry Respondents:**  
The Media respondent described the overall mix as “well thought-out and comprehensive” and the programme as “both literature oriented and industry friendly,” with no additional components recommended. The literature core was separately praised for its inclusion of **Subalternity, Postcolonial Digital Narratives, and Translation**, with the non-Western-canon emphasis described as “refreshing”.

### V. Action Taken:

1. A new course on Digital Humanities Tools and Methods has been introduced for the upcoming semester, directly addressing the lowest-rated syllabus component (Mean Score: 3.33) identified in this feedback cycle.
2. A Professional Writing event was organised for students, focused on UX writing and content-strategy skills, the areas industry respondents identified as offering the highest current employability for English/Digital Humanities graduates.
3. A hands-on workshop on the Text Encoding Initiative (TEI) was conducted, giving students applied experience in digital text markup and archival/preservation standards relevant to Digital Humanities Tools & Methods and Interdisciplinary Electives.



4. Each student has prepared a digital portfolio, in direct response to industry recommendations for a cumulative, demonstrable body of work to strengthen graduate employability.

*These actions correspond to Action Plan items 1, 3, and 5. Items 2 (distributing programming/data skills across semesters), 4 (internship structure and industry collaboration), 6 (learning-outcome mapping and course-level documentation), and 7 (review of archival/oral-history/publishing elective coverage) have not yet been actioned and remain open for the next review cycle.*

## **VI. Action Plan:**

### **1. Strengthening Digital Humanities Tools & Methods and Interdisciplinary Electives**

Industry ratings for Digital Humanities Tools & Methods (mean 3.33) and Interdisciplinary Electives (mean 3.67) were the lowest and most variable in this feedback cycle, with 'Needs Improvement' selected by both the EdTech/AI and Heritage Management respondents. The department will conduct a course-level audit of these components against sector-specific tool requirements — data analytics, archival/preservation tooling, and AI-text workflows — and increase lab/practical hours where gaps are confirmed.

### **2. Distributing Programming and Data Skills Across Semesters**

Rather than confining 'Programming for Digital Humanities' to a single Semester II module, the department will redistribute core programming and data-analysis skills (Python basics, text analysis, basic visualisation) as recurring applied components within two to three existing electives across Semesters II–IV.

### **3. Introducing AI–Literature Interfaces, UX Writing and Prompt Engineering Content**

To address the area respondents identified as the highest current employability need for English/DH graduates, the department will introduce a dedicated elective on AI and Literature (interfaces, prompting, and co-creation) and/or relocate and expand the existing Semester IV 'Creative Writing in Digital Media' course earlier, with explicit UX writing and prompt-engineering components.

### **4. Strengthening Internship Structure and Industry Collaboration**

In response to convergent feedback from all three respondents across EdTech/AI, Media, and Heritage Management, the department will review the credit weight and duration of the Semester III internship, pair core electives with live industry briefs, explore an industry-co-supervised dissertation track, and replace one-off guest lectures with structured practitioner critique sessions.

### **5. Introducing a Cumulative Student Portfolio Requirement**

The department will introduce a portfolio requirement spanning all four semesters — datasets, visualisations, digital exhibitions, narrative prototypes, and blog/podcast outputs as appropriate — assessed incrementally and showcased at programme exit, to strengthen graduate employability through demonstrable work.

### **6. Mapping Learning Outcomes to Industry Roles and Publishing Course-Level Detail**

To improve the legibility of the programme to prospective students and hiring partners, the department will publish course-level outlines specifying theory versus practical/lab hours and add explicit learning-outcome statements mapped to industry roles — content strategist, digital archivist, narrative designer, DH researcher, and AI-content specialist.

### **7. Reviewing Elective Coverage of Archival, Oral History and Publishing Content**

The department will review the existing elective basket to confirm coverage of archival/preservation and oral-history content, and consider strengthening — rather than adding new — electives in this area, pending demand assessment, to better serve heritage and publishing-sector employers.

## **Conclusion**

This action plan aims to consolidate the strong industry endorsement of the programme's literature core, research methodology, and overall conceptual design, while targeting the applied and technical dimensions — Digital Humanities Tools & Methods, Interdisciplinary Electives, internship structure, and portfolio-building — that this feedback cycle identifies as the primary areas for enhancement. By focusing on these areas, the department seeks to close the gap between strong perceived relevance and cautious hiring intent, in line with employability goals and the transformative vision of NEP 2020.



