

Department of Languages

Advisory Board Feedback Analysis

AY:2024-25 (Even Semester)

The feedback form was circulated to members of the Advisory Board following the recent departmental review meeting. The objective was to obtain insights and suggestions regarding academic practices, research engagement, student development initiatives, and administrative processes. Responses were analyzed to identify recurring themes, strengths, and areas for improvement.

1. Academic Curriculum and Pedagogy

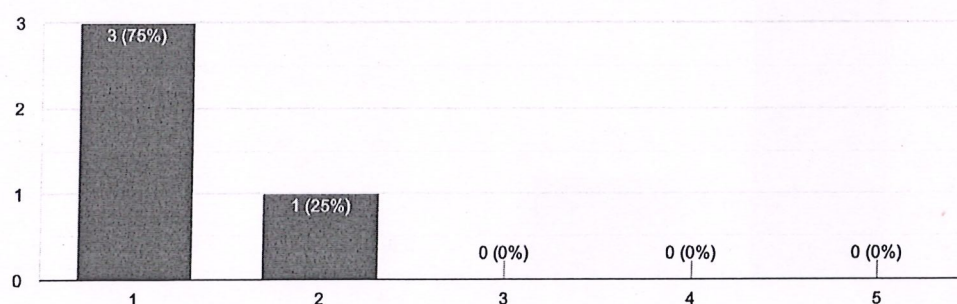
- Overall Academic Direction of the Department**

Feedback:

The Advisory Board's feedback on the overall academic direction of the Department of English and Cultural Studies is highly positive, with 75% respondents rating it as "Excellent" and 25% rating it as "Very Good." This indicates strong approval of the department's academic vision, curriculum design, and alignment with contemporary educational goals, including NEP 2020. The single "Very Good" rating suggests there is still room for incremental improvements, possibly in areas like international collaborations, advanced research opportunities, or skill-based interventions.

How would you rate the overall academic direction of the Department of English and Cultural Studies?

4 responses



- Action Taken:**

To build on this positive evaluation, the department will continue to strengthen its research-driven pedagogy through:

- Conducted 1 Faculty development sessions and encouraging the Faculty members to participate in external FDP programs.
- Enabled student exposure through collaborations and skill-building workshops. Plans are in motion to formalize international academic tie-ups, introduce certificate courses in emerging fields, and host national-level conferences to further consolidate its academic standing and ensure sustained excellence.



2. Research and Faculty Development

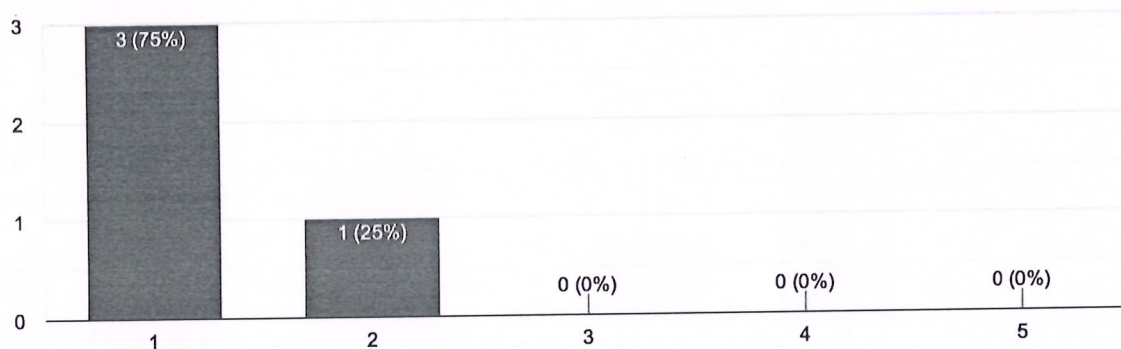
- **Feedback:** The board emphasized the need for increased participation in conferences (National/International), faculty publications in, collaborative research projects, and FDPs focused on emerging fields.
- **Action Taken:**
 - Faculty have been actively encouraged to present at conferences (National/International).
 - **research clusters** have been created under CLAN (Christ) to develop a culture of research helping the students in presenting their research at various conferences.
 - The department has applied for **minor research grants** to support faculty and student projects.

3. Overall Observations

- **Strengths Identified:**
 - Commitment to NEP 2020 compliance through interdisciplinary and experiential learning.

To what extent does the department align with institutional goals such as NEP 2020 directives (interdisciplinarity, digital fluency, experiential learning)?

4 responses

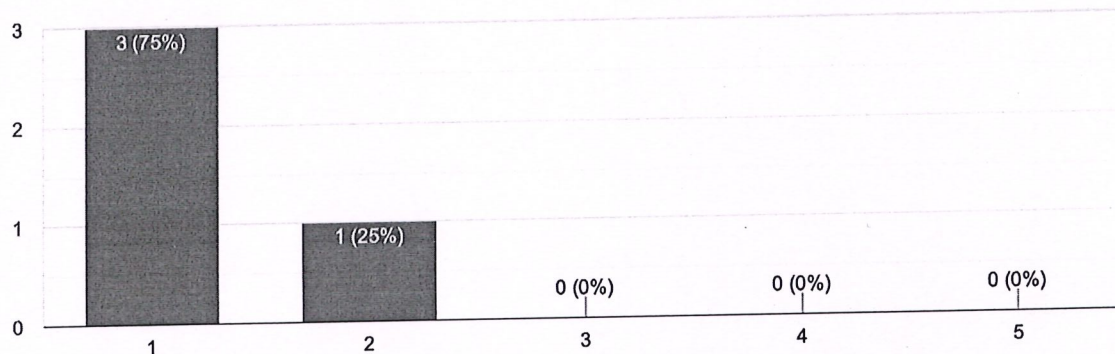


- Positive engagement in student-led initiatives and cultural activities.
- Faculty enthusiasm for research-driven pedagogy.



Does the department effectively integrate emerging disciplines (e.g., Digital Humanities, Cultural Studies, Gender Studies) into its curriculum?

4 responses

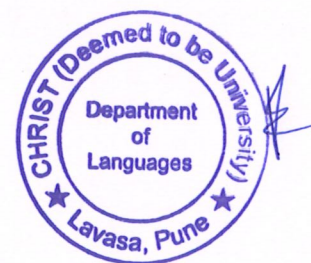


- **Areas Needing Continued Focus:**

- International collaborations for student/faculty exposure.
- Industry tie ups for practical implementation of knowledge acquired
- Strengthening documentation and communication channels.

Conclusion

The Advisory Board's feedback has been instrumental in shaping the department's roadmap for 2025–26. The actions taken reflect a commitment to continuous improvement, research excellence, and holistic student development in alignment with Christ University's vision and NEP 2020. Regular review cycles and sustained collaboration with the Advisory Board will ensure accountability and progress.



Department of Languages

Parents Feedback Analysis

AY:2024-25

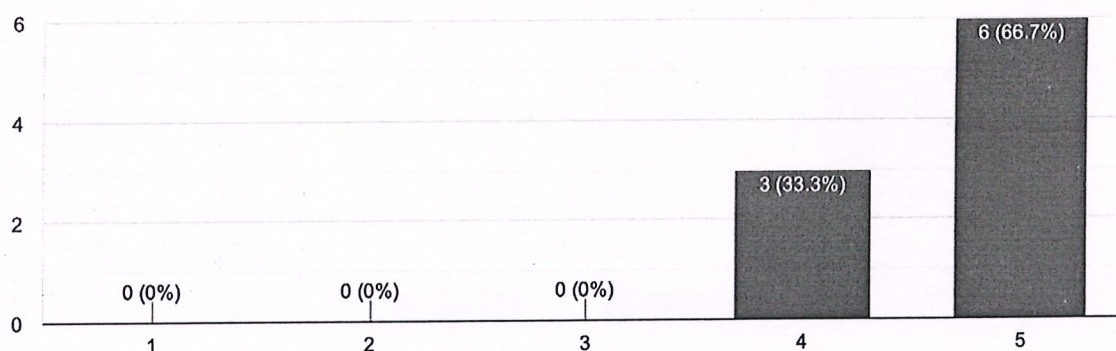
Parental feedback plays a crucial role in the teaching-learning process by providing valuable insights into student progress, curriculum effectiveness, and areas for improvement. It helps educators align academic strategies with student needs, ensuring a more holistic and industry-relevant learning experience. Constructive feedback from parents fosters collaboration between educators and families, enhancing student engagement, career readiness, and overall academic growth. By actively incorporating parental perspectives, institutions can create a more supportive and well-rounded educational environment.

1. Curriculum Structure and Industry Alignment

- Most parents rated the curriculum structure highly (4-5 out of 5).
- Majority believe that the curriculum aligns well with industry trends and digital advancements.
- A few responses indicate uncertainty about industry relevance.

How satisfied are you with the curriculum structure and course content?

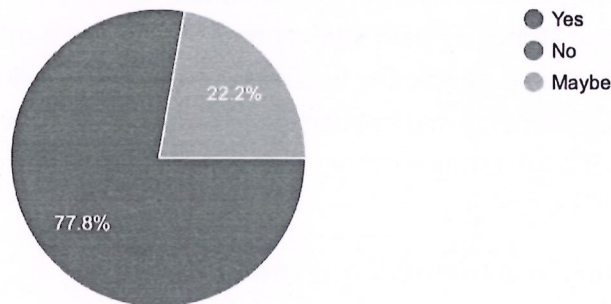
9 responses



2. Research and Analytical Skills Development

- Several parents rated this aspect lower (mostly 1-2 out of 5).
- Indicates a perceived gap in fostering strong research and analytical abilities.

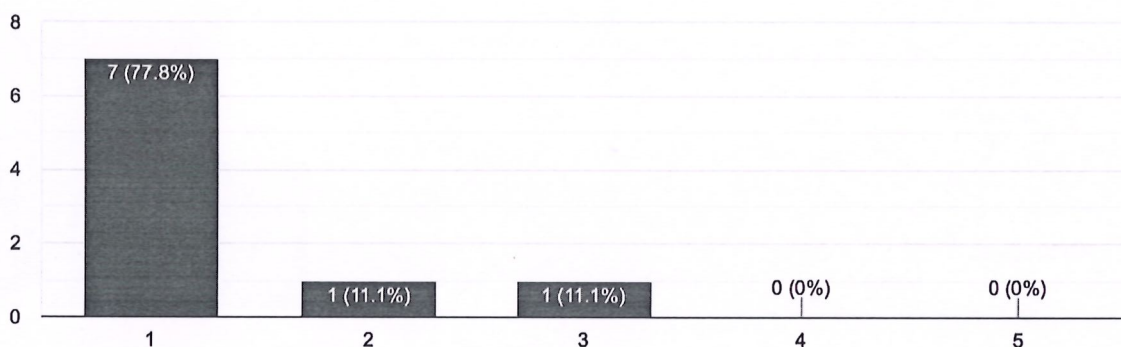
Do you feel the curriculum aligns with current industry trends and digital advancements?
9 responses



3. Communication and Critical Thinking Skills

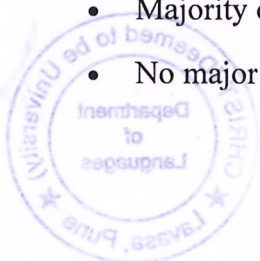
- Most parents reported noticeable improvements in their ward's communication and critical thinking abilities.

Do you think the curriculum supports the development of research and analytical skills?
9 responses

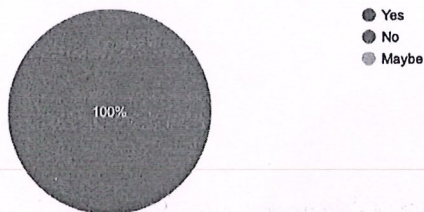


4. Academic Progress

- Majority of the responses rated academic progress as satisfactory.
- No major concerns were raised in this category.



Do you see noticeable growth in your ward's communication and critical thinking skills?
9 responses

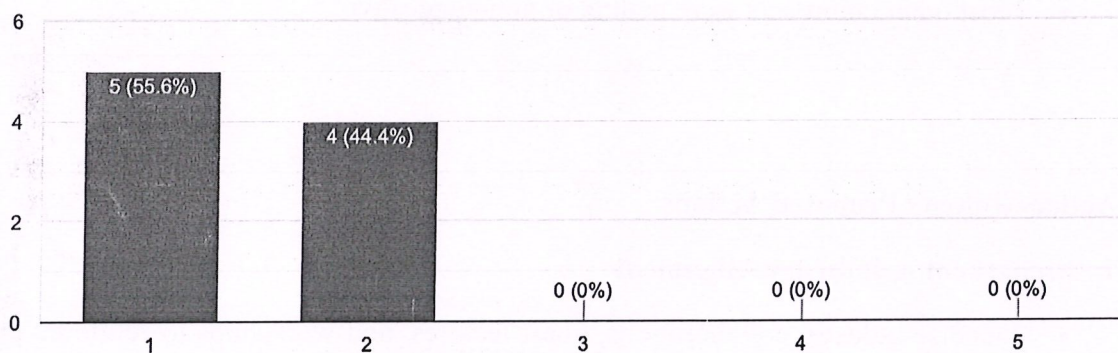


5. Career Readiness and Future Opportunities

- Mixed feedback, with some parents giving lower ratings (1-2 out of 5).
- Suggests concerns regarding how well the program prepares students for career paths.

How well does the program support career readiness and future opportunities for your ward?

9 responses



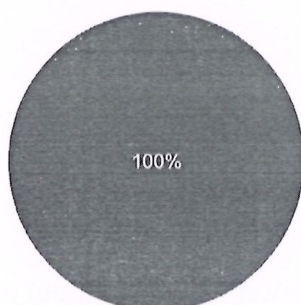
6. Leadership, Confidence, and Problem-Solving Abilities

- Most parents acknowledged positive changes in their ward's confidence and leadership skills.



Have you noticed any positive changes in your ward's confidence, leadership, or problem-solving abilities?

9 responses



● Yes
● No
● Somewhat

7. Additional Comments

- One parent expressed concern about excessive focus on extracurricular activities.
- Most other comments were neutral or non-suggestive.

Actions Taken / Proposed Actions

1. Strengthening Industry Alignment

- Increase industry collaborations, guest lectures, and workshops to reinforce practical applications.
- Introduce optional industry certifications to bridge any perceived gaps.

2. Enhancing Research and Analytical Skills

- Incorporate more research-based assignments and projects.
- Conduct at least two workshops on analytical thinking and research methodologies in one academic year.
- Provide additional academic mentoring for students needing support in this area.

3. Reinforcing Career Readiness

- Enhance career counselling services through at least one career counselling session in one academic year.
- Conduct resume-building and interview-prep sessions.
- Introduce at least one good internship opportunity in every semester.



4. Balancing Academics and Extracurricular Activities

- Ensuring that the student is not engaging in more than three club activities.
- Conducting one session on time management every semester and keeping track of the number of extra-curricular activities a student is involved in.

5. Strengthening Communication with Parents

- Conduct parent-teacher meetings in the beginning and ending of the semester, to address concerns.



Department of Languages

Student Feedback Analysis

AY:2024-25 (Even Semester)

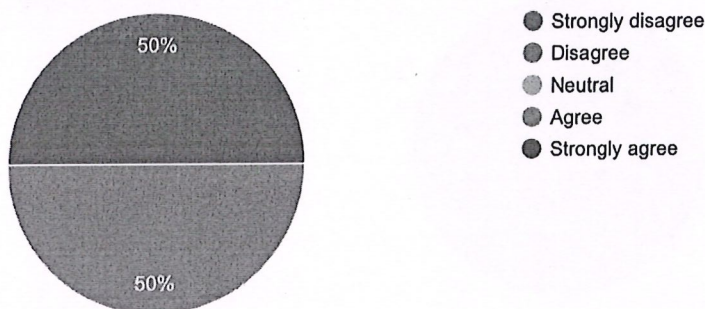
The feedback responses collected from postgraduate students provide ratings and suggestions on various elements of the syllabus and teaching practices. The following sections offer a detailed understanding of the feedback:

1. Syllabus Objectives and Learning Outcomes

- 50% of students marked “Strongly Agree” and 50% marked “Agree” that the curriculum this semester was well-structured and comprehensive.
- This indicates that the course design aligns well with learning outcomes and student expectations.

The curriculum this semester was well-structured and comprehensive.

8 responses



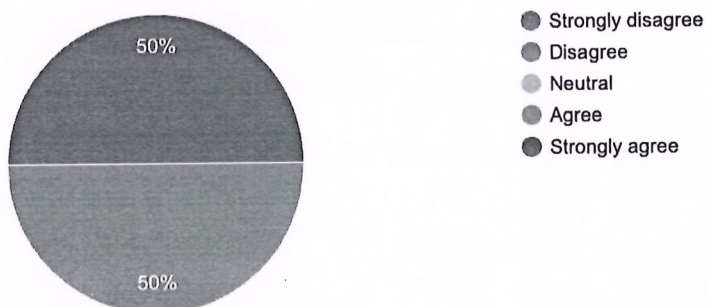
2. Relevance of Topics Covered

- A balanced 50% “Strongly Agree” and 50% “Agree” response confirms that course content was seen as relevant to both contemporary academic discourse and professional needs.
- Students acknowledged that the curriculum addressed current global and interdisciplinary issues.



Course content was relevant to contemporary academic and professional needs.

8 responses

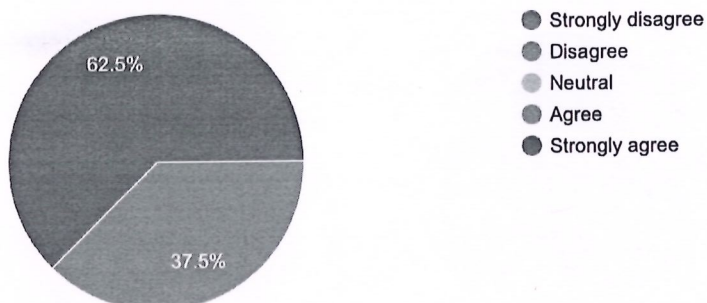


3. Knowledge and Skill Enhancement

- The overall feedback suggests a high level of satisfaction with the knowledge gained.
- 62.5% students feel that the syllabus promotes interdisciplinary thinking and creative inquiry.

The syllabus promoted interdisciplinary thinking and creative inquiry.

8 responses



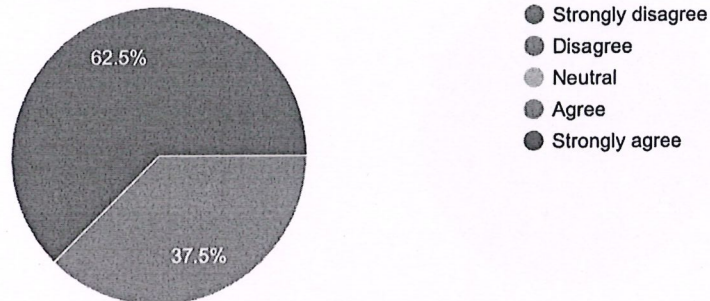
4. Balance between theory and practice:

- 62.5 % students strongly agree and 37.5% students agree that the curriculum provides a balanced approach through theoretical knowledge and practical application.



There was a balance between theory and practical application.

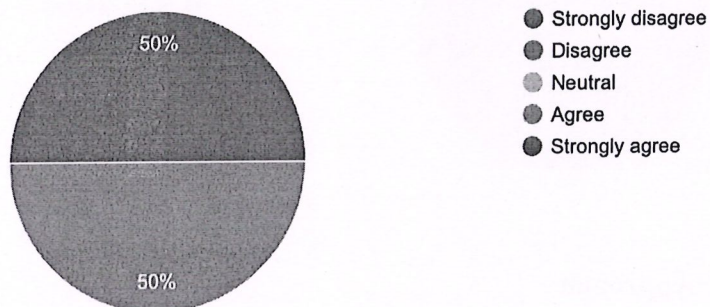
8 responses



- 50 % students strongly agree and 50% students agree that the syllabus integrates current trends and research.

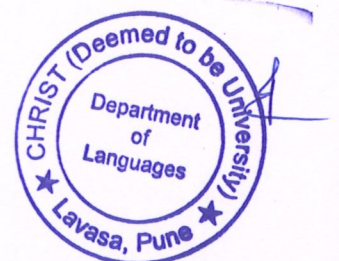
Courses integrated current developments, case studies, or research.

8 responses



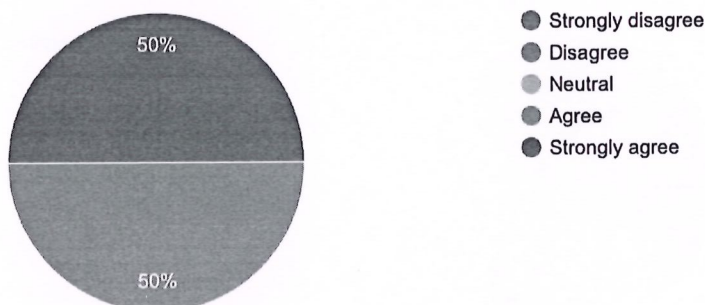
5. Relevance of Textbooks and References

- All students believe that the texts and references are inclusive and diverse in scope with strong relevance to Digital Humanities.



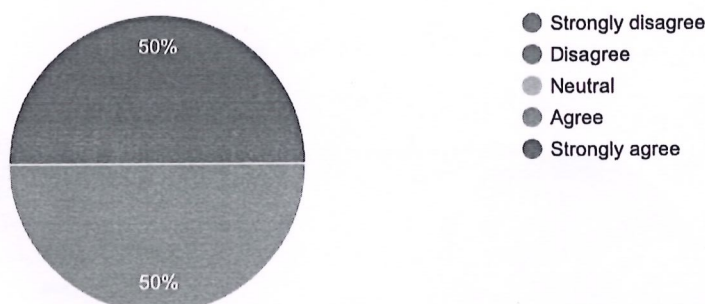
Texts and resources used were inclusive and diverse in scope.

8 responses



Texts and resources used were inclusive and diverse in scope.

8 responses



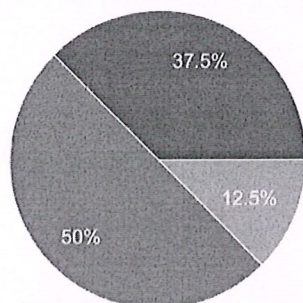
6. Learner Centric Approach

- The students strongly agreed that the teaching learning process applied adheres to the principles of learner-centric approach. Through active student participation and peer learning activities, the faculty members were able to enhance the learning experience.
- 37.5% students strongly agree, 50% agree that course objectives were clearly communicated and met. 12.5% students gave a neutral response regarding the same.



Course objectives were clearly communicated and met.

8 responses

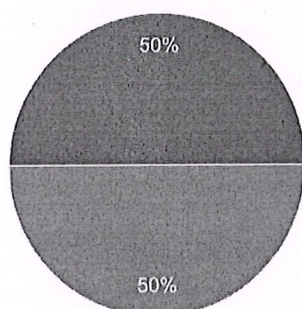


- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

- 50 % students strongly agree and 50% students agree that assessments reflected course outcomes effectively.

Assessments reflected the Course outcomes effectively.

8 responses

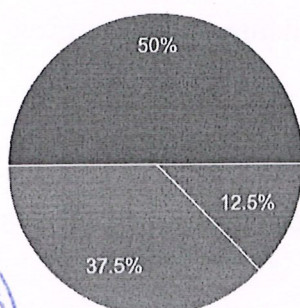


- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

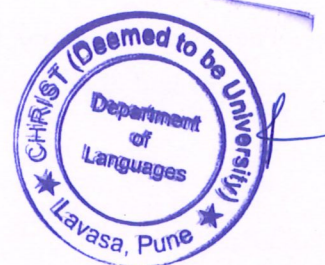
- 50% students strongly agree and 37.5% agree that the faculty members encouraged critical thinking and student participation. 12.5% students disagree to the same.

Faculty encouraged critical thinking and student participation

8 responses



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

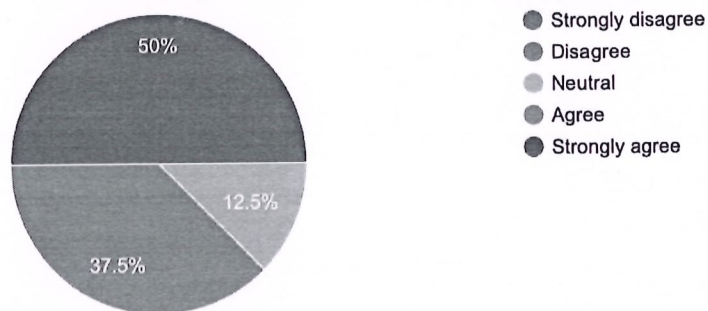


7. Teaching–Learning Process

Students consistently rated faculty as well-prepared, engaging, and supportive of critical thinking and participation. The learner-centric approach was repeatedly cited as a strength, allowing for active learning, peer discussions, and application-oriented tasks (e.g., CIAs, class presentations, and group discussions).

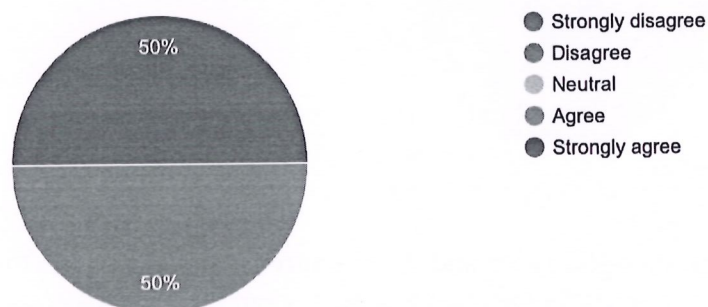
The teaching-learning process supported learner-centric education (e.g., personalized learning, active participation, peer learning).

8 responses



Feedback on assignments and exams was timely and constructive.

8 responses

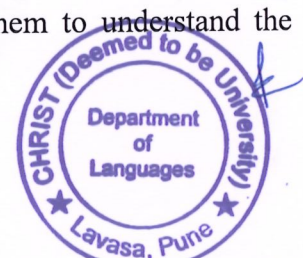
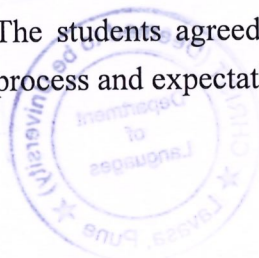


8. Promotion of Self-Study and Research Temperament

- Strong agreement in this section showed that the curriculum encourages self-study, independent inquiry, and research skill-building through project work and seminar-based learning.

9. Internship Orientation

The students agreed that the internship orientation greatly helped them to understand the process and expectations from the internship.



2. Qualitative Analysis

Positive Feedback:

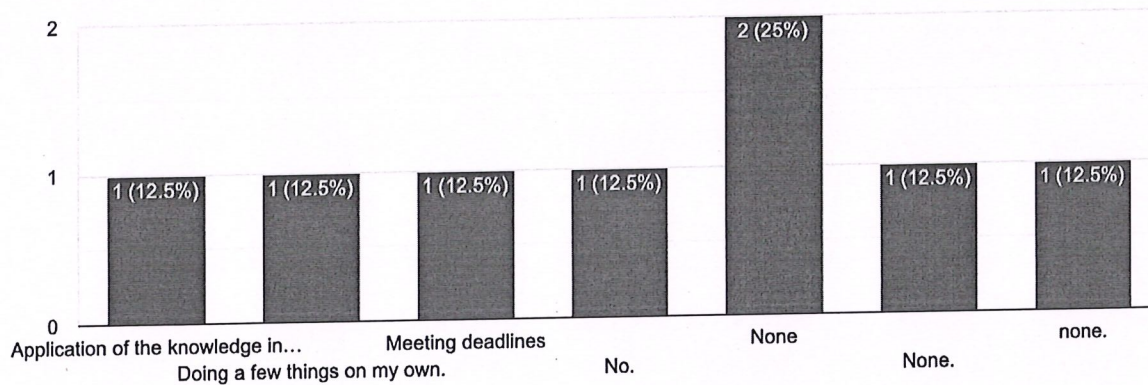
- Students commended the relevance and innovation in topics, especially digital humanities integration.
- Faculty engagement, use of LMS and Google Classroom, and timely evaluations were praised.
- Courses were appreciated for fostering independent thinking and interdisciplinary application.

Suggestions for Improvement:

- **Assessment Diversity:** Students requested assessments that move beyond traditional exams to include digital projects, blogs, and presentations.
- **Skill Development:** Some highlighted the need for more practical modules such as internships, content writing, editing, or data visualization workshops.

What challenges did you face, if any, in academic or support systems?

8 responses

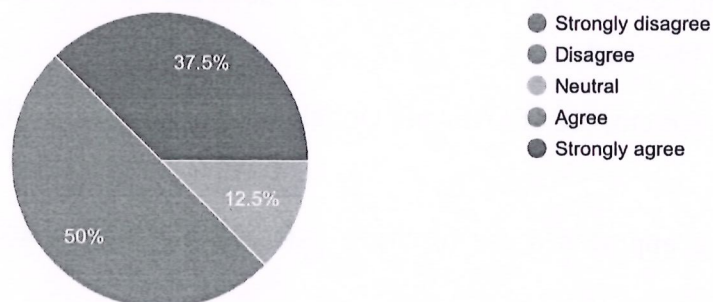


- **Clarity in Objectives:** A few comments suggested making the link between course objectives and outcomes more transparent at the start of each semester.



Internship based orientation was helpful

8 responses



- The majority expressed satisfaction with the curriculum, though neutral and a few isolated negative responses point to the need for clearer linkage between course objectives and long-term academic/professional outcomes.



3. Action Taken and Plan Based on Feedback

3.1 Exam and Assessment Structure

- Revise course assessment plans to incorporate multimodal evaluation (e.g., e-portfolios, video essays, digital storytelling).
- Emphasize application-based learning through open-ended assessments and in-class presentations.

3.2 Career-Oriented Modules

- Introduce practical skill modules such as *Writing for Digital Platforms*, *Cultural Project Management*, and *Editing and Publishing*.
- Organize career talk series and industry mentor sessions in collaboration with alumni and professionals.

3.3 Promoting Critical Thinking and Research

- Enhance project-based learning and integrate cross-disciplinary topics.
- Encourage independent research projects under faculty mentorship, especially for final-year students through the engagement with Christ Language and Arts Network (CLAN).

3.4 Student Engagement and Mentorship

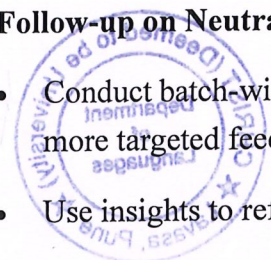
- Promote peer learning and student-led discussion forums.
- The Department follows a structured peer mentorship systems for the students. The system can be further strengthened based on one to one meeting with the students.

3.5 Orientation and Communication of Objectives

- Enhance orientation sessions each semester on curriculum goals, assessment strategies, and career pathways.
- Create course-specific handouts or briefing documents to ensure clarity.

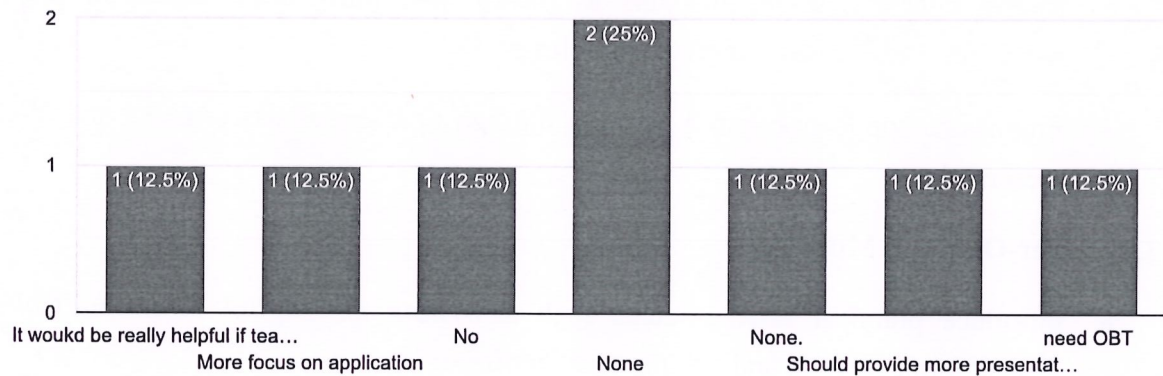
3.6 Follow-up on Neutral Responses

- Conduct batch-wise focus group discussions to understand neutral responses and gather more targeted feedback.
- Use insights to refine pedagogy, course content, and student engagement activities.



Suggestions for improving the curriculum, teaching, or student support:

8 responses



General Observations:

- A number of students submitted “no comments” or generic responses, indicating either general satisfaction or limited engagement with the feedback process.



4. Conclusion

Overall, the feedback for the even semester is encouraging, with students recognizing the department's strengths in content relevance, faculty support, and research orientation. Addressing the highlighted areas—particularly in skill development and assessment structure—will further strengthen the department's offerings and student outcomes in line with NEP 2020 goals.



Department of Languages

Parents Feedback Analysis

AY:2024-25 (Even Semester)

1. Overview

The Department of Languages collected structured feedback from parents to assess academic satisfaction, skill development, and institutional support offered to students during the Even Semester of the academic year 2024–25. The feedback mechanism is part of the department's commitment to continuous quality improvement of the curriculum and its alignment with the NEP 2020 vision.

Quantitative Overview

The quantitative analysis of the Parents Feedback – Even Semester 2024–25 provides insights into the overall satisfaction levels across key academic and developmental parameters. Responses were received from five parents, and each item was evaluated based on rating scales and binary (Yes/No) options. The data reveals high levels of parental satisfaction and positive perceptions regarding the curriculum, skill development, and institutional support.

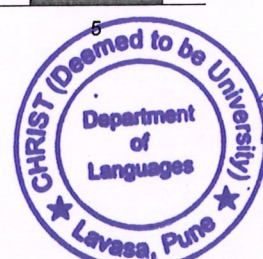
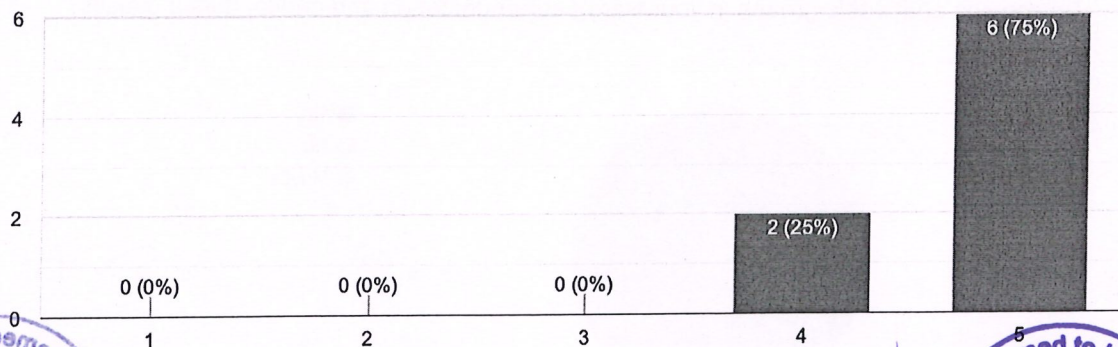
Curriculum and Academic Quality

- Curriculum Structure and Content:**

A majority of parents rated the curriculum structure and course content highly, with most giving 5/5 satisfaction. They expressed confidence that the curriculum aligns with current industry trends and digital advancements. However, one parent suggested a better balance between academic rigor and extracurricular activities, noting that certain events (e.g., dance and drama) may occasionally distract from academic focus.

How satisfied are you with the curriculum structure and course content?

8 responses

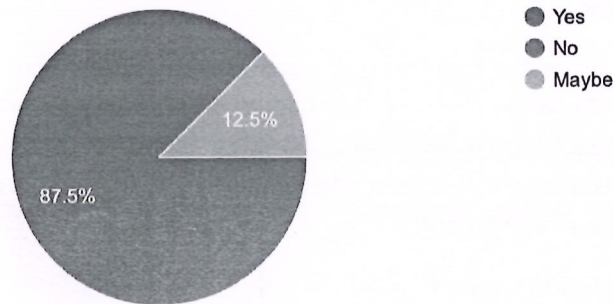


• **Curriculum Alignment with Industry Trends and Digital Advancements:**

Parents widely agreed that the programme supports the development of research, analytical, communication, and critical thinking skills in students. Many observed positive growth in confidence, leadership, and problem-solving abilities, which they attributed to both academic activities and co-curricular exposure. This reflects the department's success in fostering holistic student development.

Do you feel the curriculum aligns with current industry trends and digital advancements?

8 responses

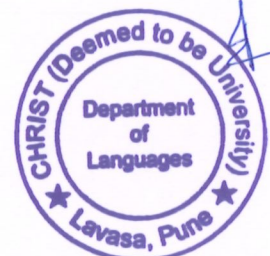
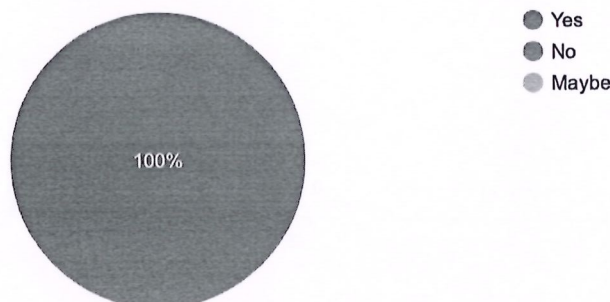


Skill Development

Parents widely agreed that the programme supports the development of research, analytical, communication, and critical thinking skills in students. Many observed positive growth in confidence, leadership, and problem-solving abilities, which they attributed to both academic activities and co-curricular exposure. This reflects the department's success in fostering holistic student development.

Do you see noticeable growth in your ward's communication and critical thinking skills?

8 responses



Academic Progress and Personal Growth

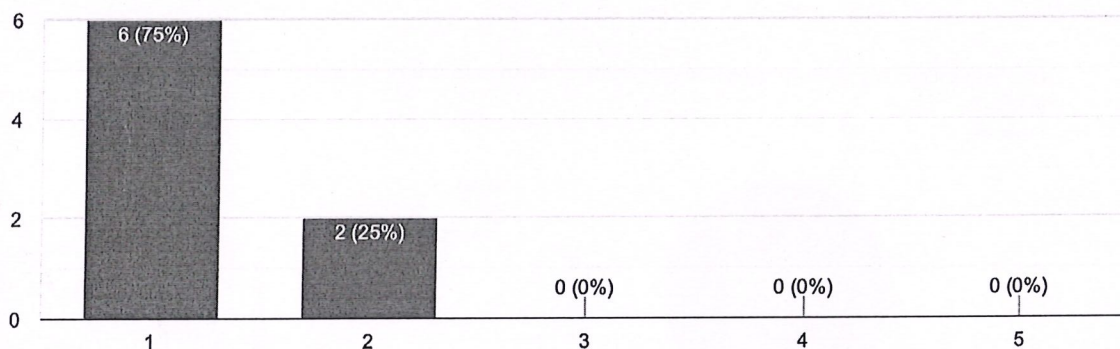
• Overall Academic Progress:

Overall academic progress received high ratings, with many parents expressing gratitude to faculty for their dedication and support. Positive observations included improved self-confidence, interpersonal skills, and independent learning habits. However, concerns were noted regarding:

- Ensuring extracurricular activities do not compromise academic schedules.
- Providing clearer pathways for post-graduation employment opportunities.

How satisfied are you with the overall academic progress of your ward?

8 responses

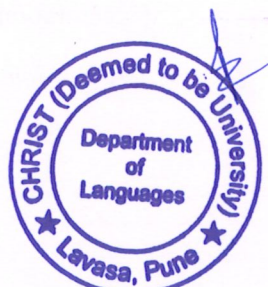
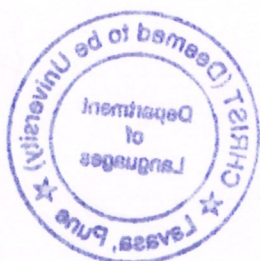


• Career Readiness and Future Opportunities:

While most parents acknowledged that the programme supports career readiness, a recurring suggestion was the need for enhanced internship and placement support. One parent specifically recommended:

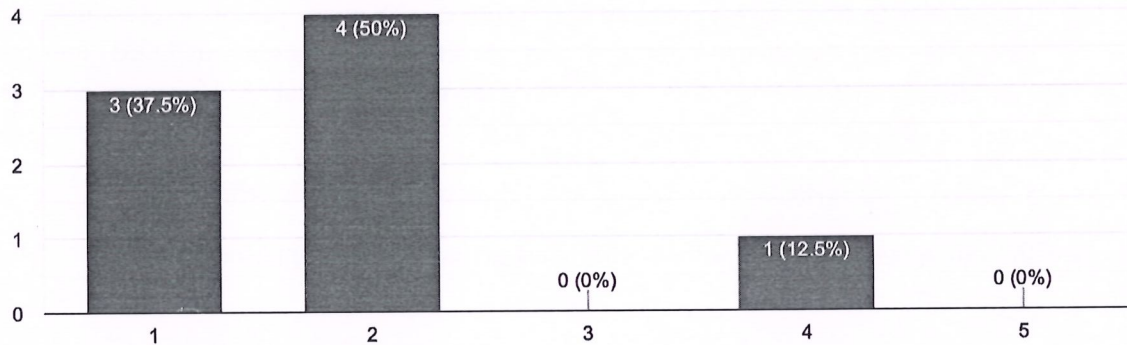
- Stronger placement cell engagement to connect students with relevant job opportunities.
- Guidance for securing internships, as many students find it challenging to independently locate industry-relevant opportunities.

This indicates a demand for more structured career support mechanisms to strengthen the transition from academia to employment.



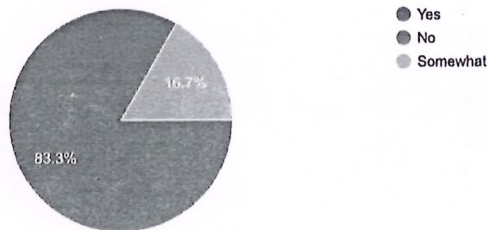
How well does the program support career readiness and future opportunities for your ward?

8 responses



Have you noticed any positive changes in your ward's confidence, leadership, or problem-solving abilities?

6 responses



Key Observations and Comments

Positive Observations:

- The majority of parents expressed strong satisfaction with the curriculum structure and student academic progress.
- Skill development in communication, critical thinking, and problem-solving received highly positive feedback.
- Students were noted to have shown measurable growth in confidence and leadership.

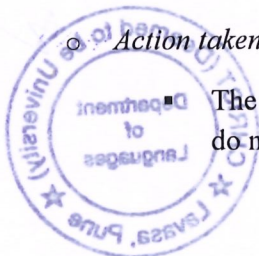
Areas of Concern:

1. Excessive Focus on Co-curricular Activities:

- Feedback:* Co-curricular activities (e.g., dance, drama) are interfering with academic concentration.

Action taken:

The department has revised activity scheduling to ensure co-curricular events do not overlap with critical academic sessions.



- Students are now required to prioritize mandatory academic responsibilities, with flexibility to opt into co-curriculars as per interest.
- Mentoring the students to help them balance curricular, co-curricular and extra-curricular activities
- Workshop on time management has been planned for the next semester.

2. Career and Internship Support Needs Strengthening:

- *Feedback:* Lack of adequate guidance in securing internships and placement opportunities.
- *Action Taken and action plan:*
 - A dedicated Internship and Career Guidance Coordinator has been appointed.
 - Creating a database for internship and placement opportunities
 - Collaborations with companies and NGOs have been initiated to secure internship pipelines.
 - Workshops on resume writing, internship portals, and mock interviews are scheduled for August–September 2025.
 - The placement cell has begun outreach to expand industry engagement aligned with English Studies.

3. Curriculum–Industry Alignment Needs Attention:

- *Feedback:* One respondent expressed uncertainty about the curriculum's alignment with digital advancements.
- *Action Taken:*
 - The Board of Studies will review and recommend enhancements to existing courses by integrating digital humanities, content creation, and media literacy modules.
 - Industry experts have been included in the Board of Studies and Advisory Board.
 - Sessions on digital tools (Canva, AI in writing, digital portfolio, storytelling) have been integrated in bridge course and workshops initiated- calendar

4. Strategic Outcomes and Future Directions

- **Enhanced Career Readiness:** Systematic efforts toward internship and placement will improve student exposure to real-world professional environments.
- **Balanced Co-curricular Engagement:** Academic priorities are being reinforced while retaining space for holistic development.



- **Curricular Responsiveness:** Feedback has prompted a proactive review of course offerings in line with NEP 2020 and global trends. The department is planning to reach out to non-responsive participants to understand their lack of response. The department also plans to have a one to one with respective parents to update them regarding their wards progression.

5. Conclusion

Parental feedback for the Even Semester 2024–25 reflects overall satisfaction with the academic and developmental environment at CHRIST (Deemed to be University), Lavasa. The department remains committed to addressing the highlighted concerns through structured action and continuous dialogue with stakeholders. All responses have been acknowledged and translated into implementable strategies for academic enhancement and student success.



Department of Languages,
Faculty Feedback Analysis: Even Semester

AY:2024-25

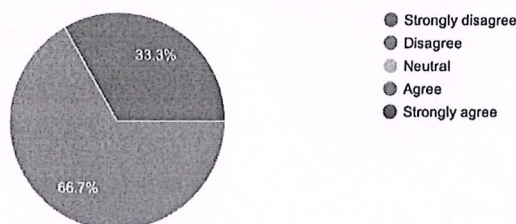
Overview

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.

The feedback form assessed faculty responses on a 5-point Likert scale across seven key indicators:

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

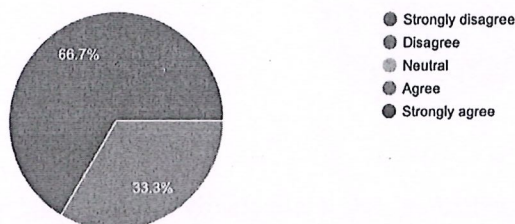
The syllabus satisfies the stated objectives and learning outcomes
6 responses



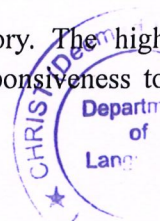
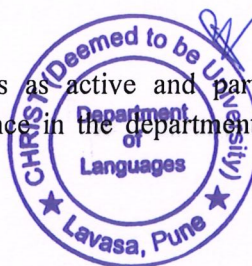
All respondents agreed that the syllabus meets its learning objectives, with over a quarter expressing strong satisfaction. This reflects general curricular alignment with stated goals.

2. There is a continuous process for modifying, suggesting, and incorporating updated topics to the syllabus.

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6 responses

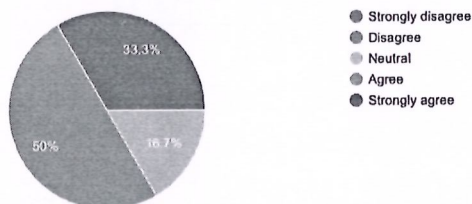


Faculty perceive the curriculum revision process as active and participatory. The high percentage of strong agreement indicates confidence in the department's responsiveness to academic developments.



3. 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.

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

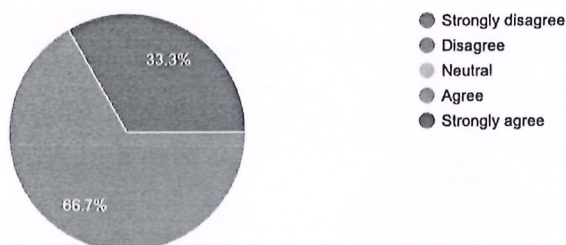
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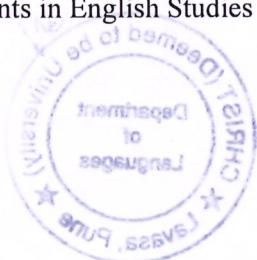
Feedback reflects trust in institutional mechanisms for curriculum governance and the active role of the expert committee.

5. 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.



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)

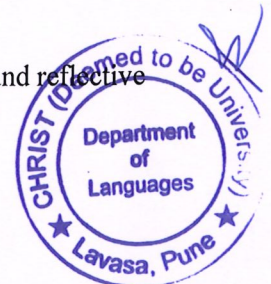
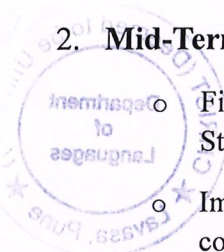
1. Short-Term

- 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

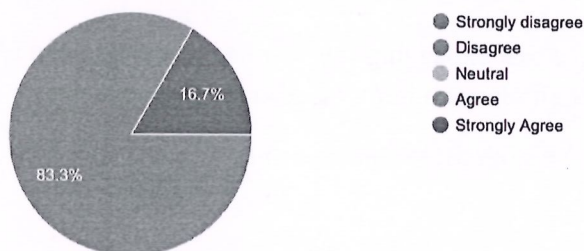
- Finalize and submit new elective syllabi (Digital Humanities Theories, Museum Studies) for BoS and Academic Council approval.

- Implement revised assessment model for final-year projects with applied and reflective components.



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

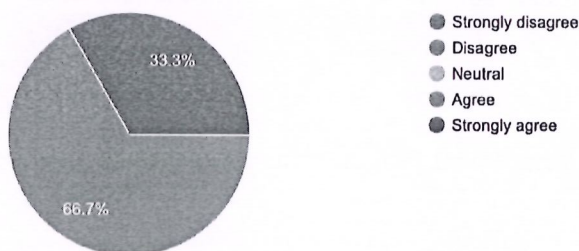
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Responses show high affirmation for practical applicability, though the relatively lower percentage of “Strongly Agree” suggests the need for deeper experiential engagement.

7. The curriculum requires teachers to incorporate research into their teaching.

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6 responses



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



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.



Department of English and Cultural Studies
Action taken report based on feedback analysis of AY 2024-25

Action Taken Report Based on Consolidated Feedback Analysis (AY 2024–25)

The Department of English and Cultural Studies reviewed the feedback received from Academic Peers, Students, Faculty, and Alumni, during the AY 2024-25. The feedback was presented in the Board of Studies, discussed and actions were planned. It was then passed through Board of Studies. Based on the observations recorded in the feedback analysis the following actions have been initiated to strengthen curriculum quality, industry relevance, research culture, experiential learning, student support, and continuous quality enhancement.

- **Curriculum Enhancement and Contemporary Relevance**

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**

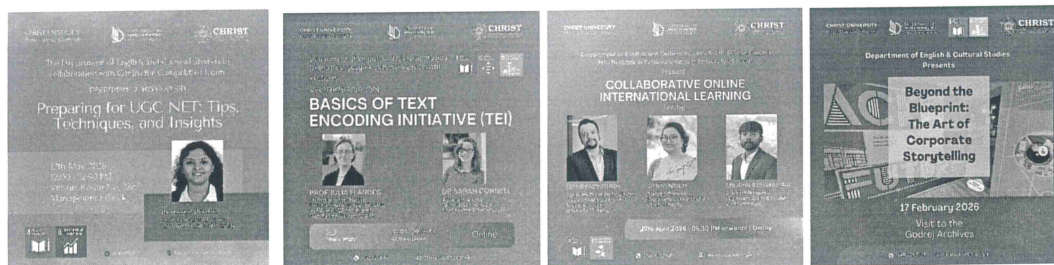
Faculty have been encouraged to integrate application-based assignments, case studies, and project-based learning. Several workshops (TEI workshop, Oral History) have already been conducted to equip the students with practical skills making them job ready. The Collaborative Online International Learning (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. These activities and initiatives are based on the feedback received from students in the AY 2024-25.

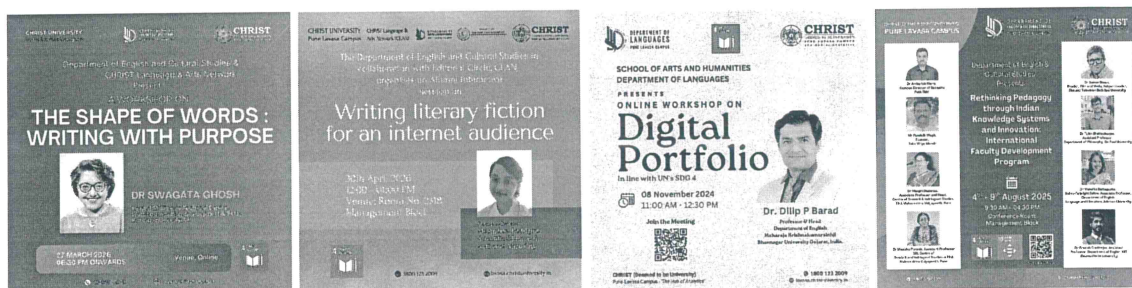


Proof of Implementation:



• Strengthening Industry Integration and Employability

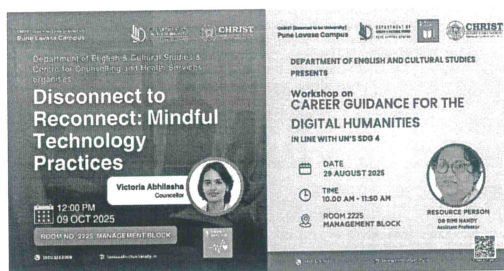
1. Two Quality Enhancement Program was conducted for the Department faculty members to introduce and enhance their engagement with Digital Tools in context of Digital Humanities for increasing their efficacy as facilitators for the students.
2. One Faculty Development Program was conducted to introduce 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.
3. Guest Lectures and workshops were conducted to enhance professional skills thereby making the students industry ready.



- **Student Support and Well-being**

1. Strengthened mentoring, academic counselling, career counselling, parent interactions, and balanced scheduling of co-curricular activities.

Proof of Implementation:



- **Continuous Quality Assurance**

1. Strengthened stakeholder feedback analysis, Board of Studies reviews, Advisory Board consultations, and documentation of quality initiatives.

Conclusion

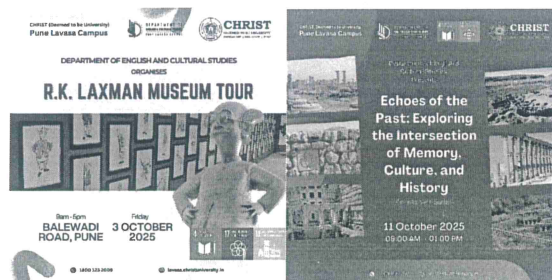
The actions undertaken demonstrate the department's commitment to continuous quality enhancement, stakeholder-driven curriculum development, research-led teaching, industry engagement, and holistic student development. These initiatives align with NEP 2020 and the University's quality assurance framework.



• Experiential Learning

1. Increased project-based assessments, archive visits, museum visits, community documentation, and digital portfolio development.
2. Multimodal assignments were included to assess students beyond traditional methods.

Proof of Implementation:



• Research and Innovation

1. Promoted research-integrated teaching, interdisciplinary projects, faculty development programmes, and student research presentations.
2. Conducted sessions for improving research skills through interaction with international scholars.
3. Increased student conference presentation. A total of 2 papers were presented at international conferences

Proof of Implementation:

