

CHRIST (Deemed to be University) Bangalore 560076
Department of English and Cultural Studies, Bannerghatta Road Campus

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT
ACADEMIC YEAR 2025-2026

Introduction

Feedback plays a vital role in understanding whether the implementation path is appropriate for the achievement of the stated goals. In the design, development and revision of curriculum, feedback has a very important role in the achievement of the stated objectives. The department invites feedback on its programmes and courses from various stakeholders like students, academic experts, employers/industry personnel and parents to evaluate the effectiveness of the programmes offered and identify areas for improvement. This analysis report gives an insight into the responses collected, the nature of the responses, areas of improvement and action taken by the Department of English and Cultural Studies based on the analysis for the academic year 2025-2026.

The head of the department constitutes Curriculum Development Committees (CDC). The sole purpose of the CDC is to subject the curriculum for a thorough review by all the stakeholders. Stakeholder feedback is given enough scope during the review process. Feedback is sought from the students, alumni, academic experts, Employer or Industry experts, and parents.

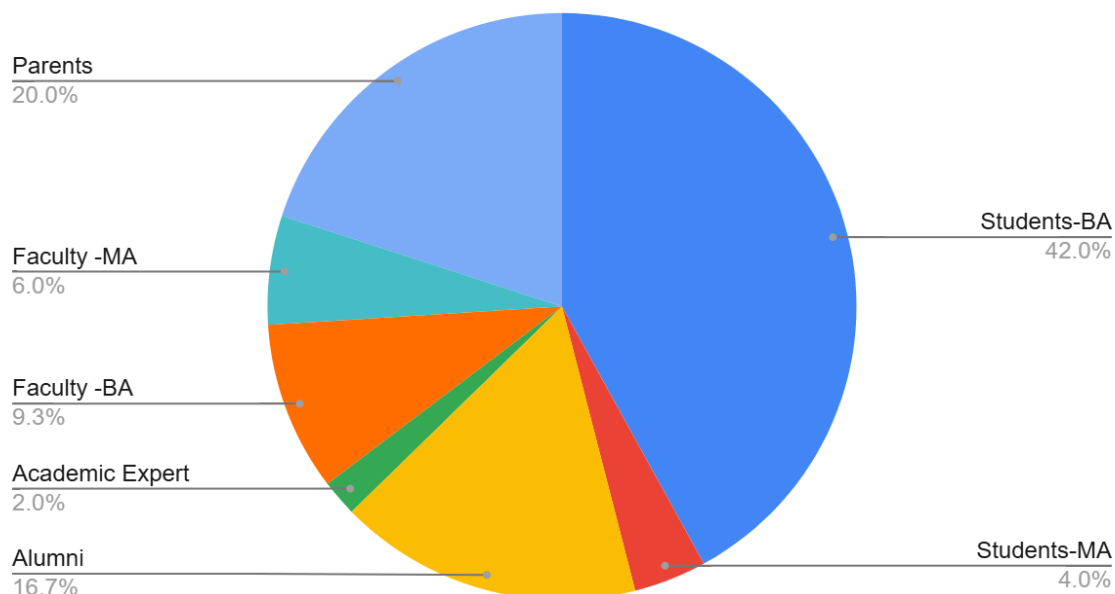
The committee reviews the feedback and incorporates relevant changes in the syllabus and gets it approved during the Board of Studies (BOS) meeting. The recommendations of the BOS members are incorporated and the final curriculum is prepared and updated on the website. With the above feedback forms devised for various stakeholders, the Department, through its various programmes and courses, have collected the above-mentioned feedback forms and for the academic year of 2025-2026, the following number of feedback responses were collected from the various stakeholders mentioned above.

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1.1 Representation of Stakeholders

Stakeholders	Number of Responses
Students-BA	63
Students-MA	6
Alumni	25
Academic Expert	3
Faculty -BA	14
Faculty -MA	9
Parents	30

Number of Responses



1.2 Student Feedback

The feedback questionnaire of students helps us understand whether the defined curriculum is adhering to the norms of outcome-based education, whether the defined curriculum instils the research culture in students, whether the defined curriculum allows the students to be curious and

develop them to be individuals with an attitude for life-long learning etc. thus enabling the Department to attain University's mission leading to the attainment of Vision. All the feedback forms have been devised to be rated on a 5-point scale, with 5 being the highest and 1 being the lowest.

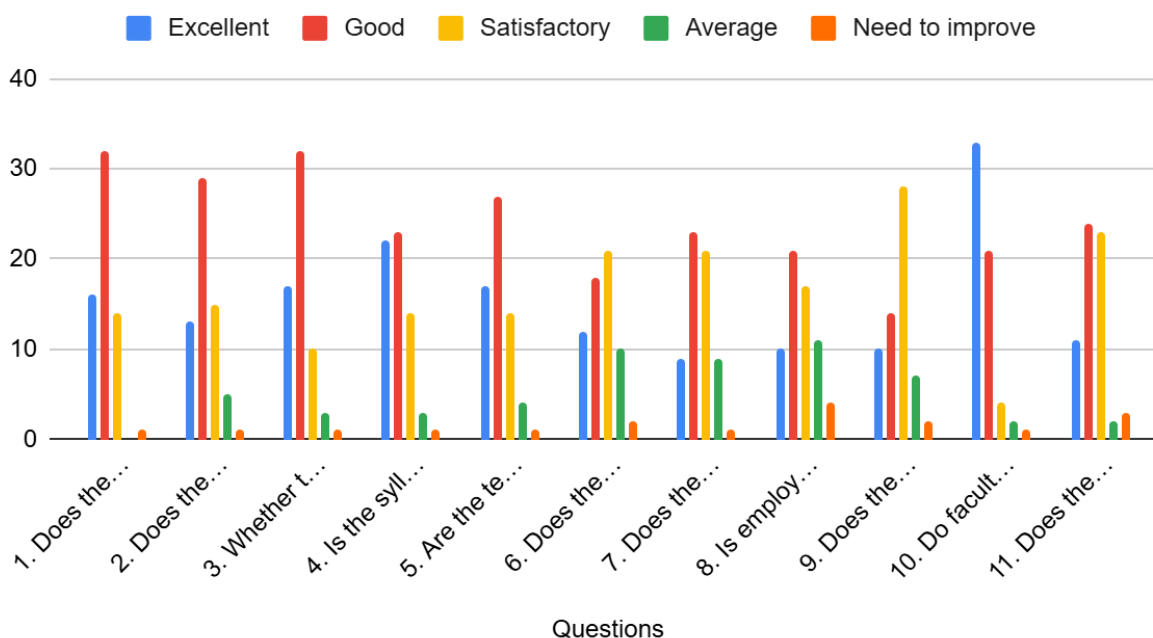
For the academic year of 2025-26, the feedback collected from the students was analysed and the following tables give us an overall understanding of how the students feel about the curriculum for their respective program of study.

Questions	Excellent	Good	Satisfactory	Average	Need to improve

1. Does the content of the syllabus satisfy the stated objectives and learning outcomes?	16	32	14	0	1
2. Does the syllabus cover advanced topics and address the needs of Local, Regional, National and Global concerns?	13	29	15	5	1
3. Whether the syllabus enhances your knowledge and develops your capacity in the relevant domain?	17	32	10	3	1
4. Is the syllabus effective in developing critical/ analytical thinking about cross-cutting issues of gender, environment and sustainable issues, human values, and professional ethics?	22	23	14	3	1
5. Are the textbooks and reference materials relevant to the content of the syllabus?	17	27	14	4	1
6. Does the program orient towards higher education and career through career counselling sessions through regular talks by academicians, industry experts, alumni etc.	12	18	21	10	2
7. Does the syllabus enable the students to apply their knowledge in real-life situations?	9	23	21	9	1
8. Is employability given weightage in the design and development of syllabus?	10	21	17	11	4
9. Does the program include students' centric methods?	10	14	28	7	2
10. Do faculty members use ICT like (Google Classroom, Moodle etc.) for their courses?	33	21	4	2	1
11. Does the syllabus meet your	11	24	23	2	3

overall expectations?					
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Student Feedback-BA



The overall feedback on the syllabus is largely positive, with most respondents rating it as Good or Excellent across key parameters. The syllabus effectively meets its stated objectives, enhances subject knowledge, and promotes critical and analytical thinking. The relevance of textbooks and the integration of ICT tools by faculty received particularly strong appreciation. However, areas such as career orientation, employability focus, real-life application of knowledge, and student-centric methods received comparatively moderate ratings, indicating scope for improvement. Overall, the syllabus meets expectations but would benefit from strengthening its practical and career-oriented components.

Sample Comments:

1. The course provides many industry based and academia based opportunities for various professions.
2. The course is evolving and the introduction of Digital humanities into the field of arts is something I am looking forward to.
3. The syllabus is exceptional and keeps up with recent trends in academia.

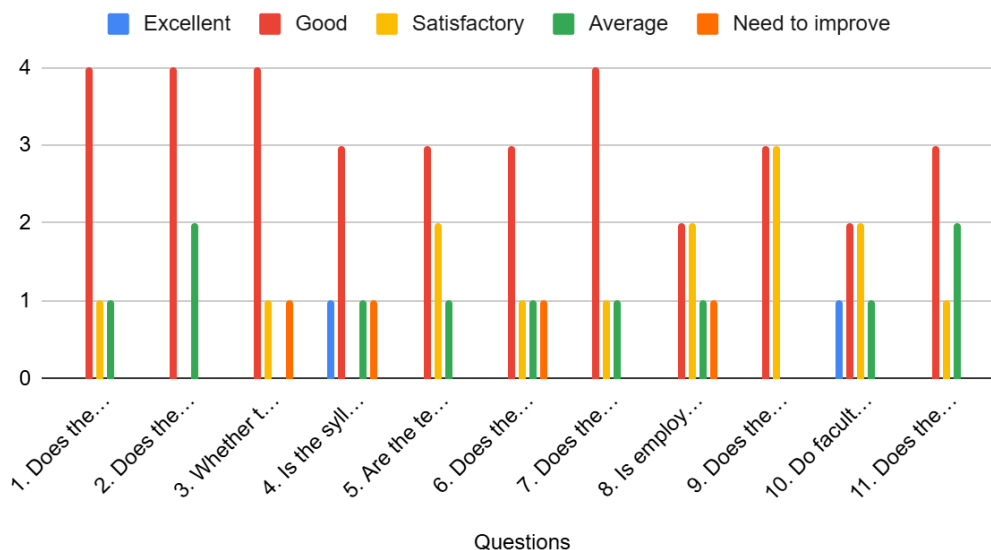
4. Very well constructed syllabi by the professors
5. I see a lot of opportunities in the course.

Plan of Action: To improve the syllabus, a focused action plan should be implemented by strengthening employability through skill-based modules, internships, and industry-oriented assignments. Career guidance can be enhanced by organizing regular counselling sessions, guest lectures, and alumni interactions. Greater emphasis should be placed on practical learning through real-life projects and fieldwork. Adopting more student-centric teaching methods such as discussions, presentations, and experiential learning will further improve engagement. Additionally, periodic feedback and regular syllabus reviews should be conducted to ensure continuous improvement and alignment with current academic and industry requirements.

Questions	Excellent	Good	Satisfactory	Average	Need to improve
1. Does the content of the syllabus satisfy the stated objectives and learning outcomes?	0	4	1	1	0
2. Does the syllabus cover advanced topics and address the needs of Local, Regional, National and Global concerns?	0	4	0	2	0
3. Whether the syllabus enhances your knowledge and develops your capacity in the relevant domain?	0	4	1	0	1
4. Is the syllabus effective in developing critical/ analytical thinking about cross-cutting issues of gender, environment and sustainable issues, human values, and professional ethics?	1	3	0	1	1
5. Are the textbooks and reference materials relevant to the content of the syllabus?	0	3	2	1	0
6. Does the program orient towards higher education and	0	3	1	1	1

career through career counselling sessions through regular talks by academicians, industry experts, alumni etc.					
7. Does the syllabus enable the students to apply their knowledge in real-life situations?	0	4	1	1	0
8. Is employability given weightage in the design and development of syllabus?	0	2	2	1	1
9. Does the program include students' centric methods?	0	3	3	0	0
10. Do faculty members use ICT like (Google Classroom, Moodle etc.) for their courses?	1	2	2	1	0
11. Does the syllabus meet your overall expectations?	0	3	1	2	0

Student Feedback-MA



The feedback indicates a generally moderate level of satisfaction with the syllabus, with most responses falling under Good and Satisfactory, and very few under Excellent. The syllabus is perceived as adequately meeting learning objectives, enhancing knowledge, and enabling real-life application, though ratings suggest room for improvement. Areas such as coverage of advanced topics, employability focus, career orientation, and integration of cross-cutting issues received some Average and Need to Improve responses, highlighting concerns. Student-centric methods and ICT usage show balanced but not outstanding feedback. Overall, while the syllabus meets expectations at a basic level, it requires strengthening in advanced content, career support, and skill-oriented components to achieve higher satisfaction levels.

Sample Comments:

1. The curriculum has shaped a new way of thinking in me
2. Interactive and a fun-learning experience
3. It is a strong program, with an up to date syllabus

Plan of Action: The syllabus should be strengthened by adding **advanced and skill-based content aligned with industry needs. More focus should be given to employability through internships, practical training, and career guidance sessions.** Student-centric teaching methods and effective use of ICT tools should be enhanced. Regular feedback and periodic syllabus reviews should be conducted to ensure continuous improvement.

1.3 Alumni Feedback

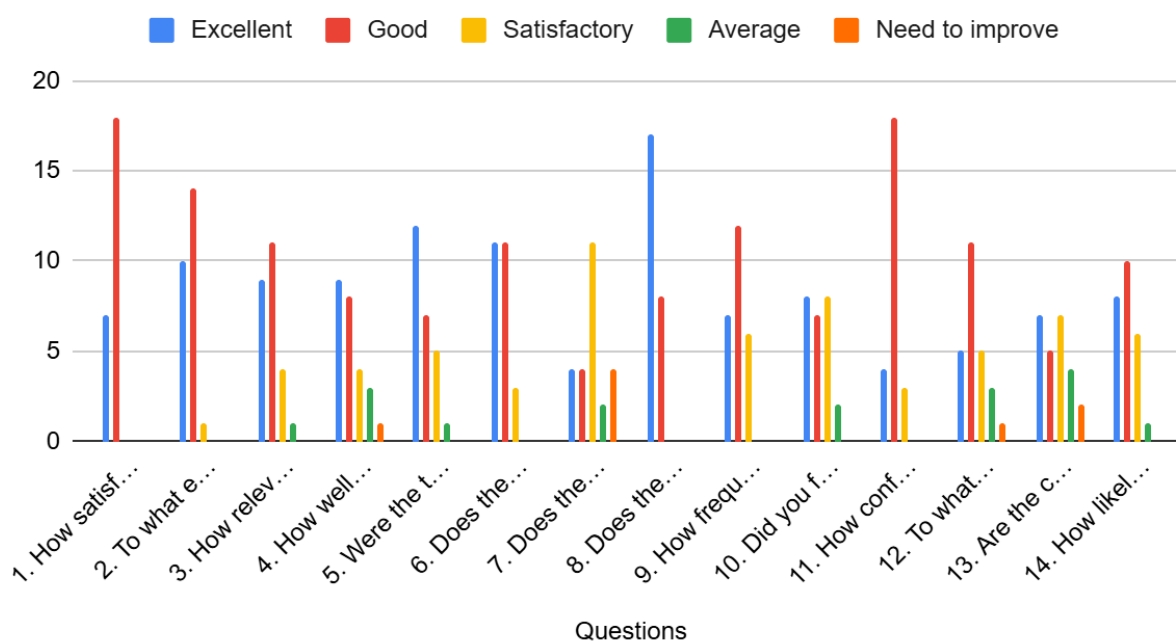
Alumni constitute an integral part of the university. Our alumni are pursuing their higher studies, some of them are working in the industry and one of them is an entrepreneur. Their feedback on the curriculum helps us design our programme as per the current trends of higher education and industry. It is to be noted that our final-year students are writing their ESE, so their responses as alumni have not been taken into consideration.

Questions	Excellent	Good	Satisfactory	Average	Need to improve
1. How satisfied were you with your	7	18	0	0	0

overall experience in the program?					
2. To what extent did the program meet your expectations?	10	14	1	0	0
3. How relevant were the courses in your program to your current career or further studies?	9	11	4	1	0
4. How well did the program prepare you with the necessary skills and knowledge for your field?	9	8	4	3	1
5. Were the teaching methods used in the program effective?	12	7	5	1	0
6. Does the curriculum take Local, Regional, National and Global needs into account?	11	11	3	0	0
7. Does the curriculum focus on employability, entrepreneurship, and skill development?	4	4	11	2	4
8. Does the curriculum give ample importance to cross-cutting issues such as gender, human values, environment and sustainability, and professional ethics?	17	8	0	0	0
9. How frequent and relevant is the ICT usage in classroom engagements?	7	12	6	0	0
10. Did you feel adequately supported by faculty and staff throughout your program?	8	7	8	2	0
11. How confident do you feel in your ability to succeed in your chosen career path?	4	18	3	0	0
12. To what extent did the program help you secure your current job or prepare you for further studies?	5	11	5	3	1
13. Are the courses offered in the curriculum equipped with opening	7	5	7	4	2

up multiple career prospects?					
14. How likely are you to recommend the program to others?	8	10	6	1	0

Alumni Feedback



The feedback reflects a generally positive perception of the program, with most responses concentrated in the Excellent and Good categories, particularly regarding overall satisfaction, meeting expectations, curriculum relevance, cross-cutting issues, and confidence in career success. Teaching methods and consideration of local to global needs are also rated favorably. However, areas such as employability, entrepreneurship, skill development, career prospects, and job preparation show comparatively higher responses in Satisfactory, Average, and Need to Improve, indicating scope for enhancement. Faculty support and ICT usage received moderate to good ratings. Overall, the program is well-regarded but would benefit from strengthening its career-oriented and skill-development components.

Plan of Action: To enhance the program, greater emphasis should be placed on employability, entrepreneurship, and skill development through internships, industry collaborations, and practical training. Career guidance and placement support should be strengthened with regular

workshops, alumni interactions, and job-oriented sessions. The curriculum should be periodically updated to expand career prospects and align with industry needs. Continuous feedback from students and alumni should be used to ensure ongoing improvement and relevance.

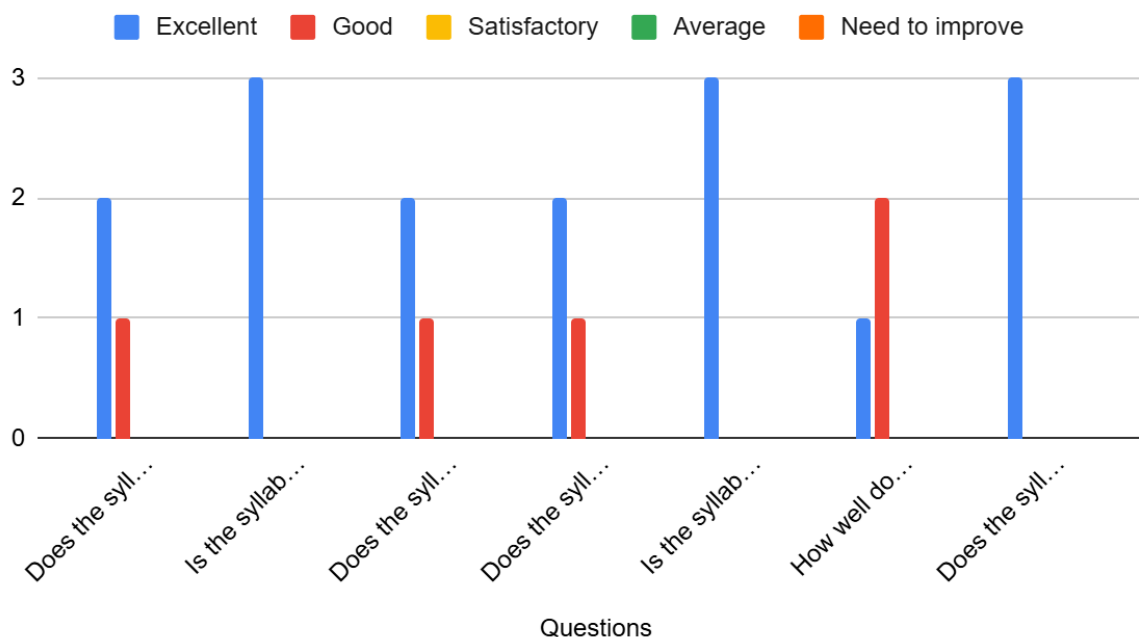
Sample Comments:

1. Provides one the foundation to critically engage with life.
2. The focus on emerging fields of study in humanities, the balance between the canonical texts and the non-canonical ones, continuous assignments that test the student's grasp over a particular concept
3. The way the courses can connect to environmental and global issues helps think more practically.

1.4 Academic Expert Feedback

Questions	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus satisfy the stated objectives and learning outcomes?	2	1	0	0	0
Is the syllabus effective in developing independent thinking?	3	0	0	0	0
Does the syllabus enhance knowledge in the subject area?	2	1	0	0	0
Does the syllabus enable the students to apply their knowledge in real life?	2	1	0	0	0
Is the syllabus contemporary in nature?	3	0	0	0	0
How well does the syllabus orient students towards employability?	1	2	0	0	0
Does the syllabus demand from the teachers research inclusive teaching?	3	0	0	0	0

Academic Expert Feedback



The feedback indicates a highly positive evaluation of the syllabus, with responses exclusively in the Excellent and Good categories and no ratings in Satisfactory, Average, or Need to Improve. Most respondents rated the syllabus as Excellent in areas such as developing independent thinking, being contemporary in nature, and encouraging research-inclusive teaching. It is also viewed positively in terms of achieving learning outcomes, enhancing subject knowledge, enabling real-life application, and supporting employability. Overall, the syllabus is perceived as effective, relevant, and well-aligned with academic and professional expectations.

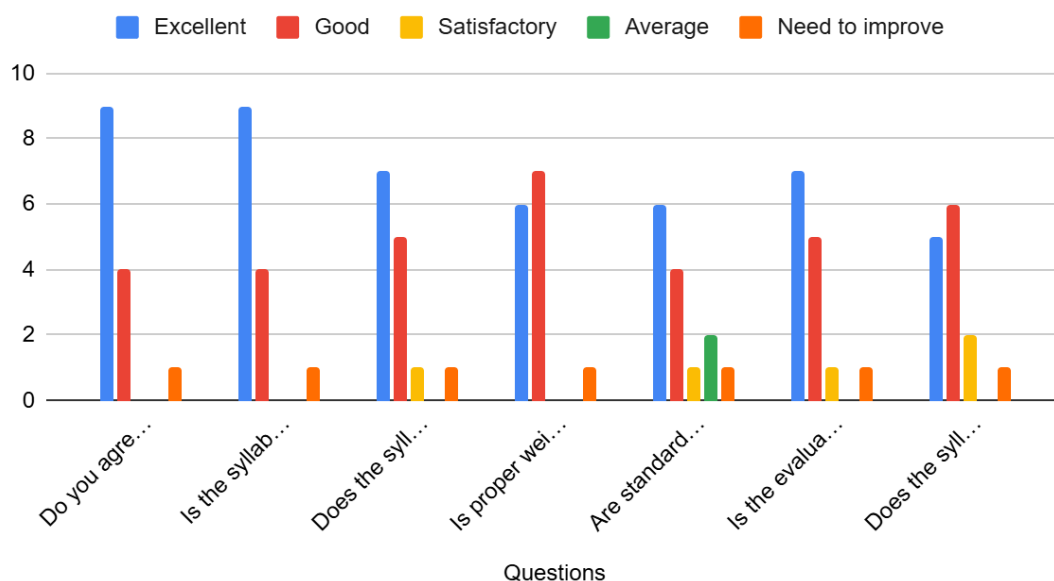
Plan of Action: Although the syllabus is highly rated, it can be further strengthened by placing additional emphasis on employability through practical projects, internships, and career-oriented activities. Encouraging more research-based assignments and collaborative learning can enhance both teaching and student engagement. Regular reviews should be conducted to keep the syllabus contemporary and aligned with evolving industry and academic standards.

1.5 Faculty Feedback

Faculty members' feedback is an important parameter for the quality improvement of the curriculum and the quality of the students of the institution. The feedback on the curriculum is collected every year and evaluated by IQAC and necessary updates are carried out in the curriculum design and syllabus by the Curriculum Development Committee for the betterment of the teaching-learning process for the benefit of the student community.

Questions	Excellent	Good	Satisfactory	Average	Need to improve
Do you agree that the syllabus is contemporary in nature?	9	4	0	0	1
Is the syllabus effective in developing independent thinking?	9	4	0	0	1
Does the syllabus meet the adequate requirements of fast learners?	7	5	1	0	1
Is proper weightage given to theory and practical?	6	7	0	0	1
Are standard textbooks or materials available for the coverage of the syllabus?	6	4	1	2	1
Is the evaluation system adopted under the syllabus sustainable?	7	5	1	0	1
Does the syllabi prepare the students for job and career?	5	6	2	0	1

Faculty Feedback- BA

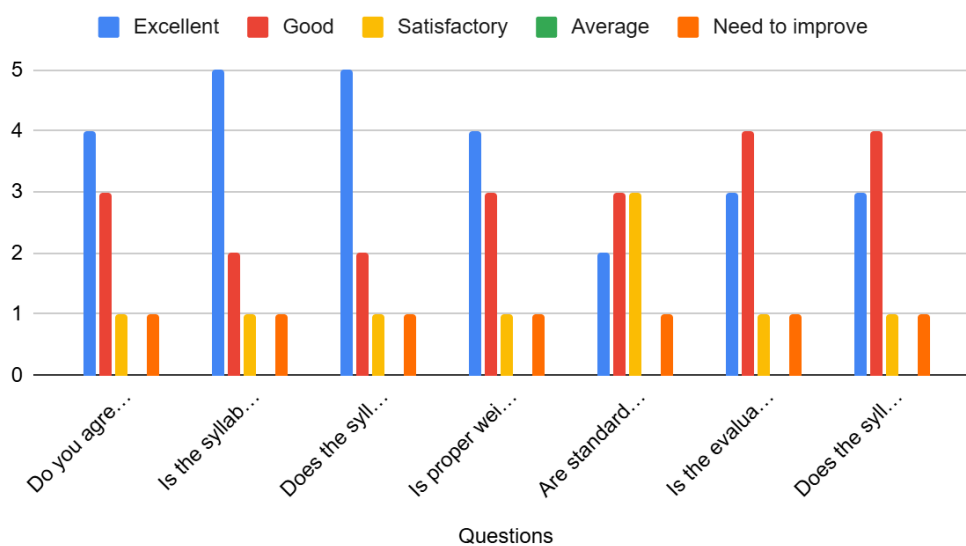


The feedback indicates that the syllabus is generally well-regarded, with most responses falling under Excellent and Good, particularly for being contemporary, developing independent thinking, and addressing the needs of fast learners. Theory-practical balance, availability of standard textbooks, and the sustainability of the evaluation system are also viewed positively, though a few respondents noted room for improvement. Preparation for jobs and career received comparatively more Satisfactory responses, suggesting some gaps in employability focus. Overall, the syllabus is effective and relevant but could benefit from strengthening career-oriented components and resources.

Plan of Action: To improve the syllabus, greater focus should be given to career preparation and employability through practical training, internships, and industry-oriented projects. Updating and expanding learning resources, including standard textbooks and reference materials, can enhance coverage for fast learners. Maintaining a balanced theory-practical approach and regularly reviewing the evaluation system will ensure sustainability and continued relevance of the syllabus.

Questions	Excellent	Good	Satisfactory	Average	Need to improve
Do you agree that the syllabus is contemporary in nature?	4	3	1	0	1
Is the syllabus effective in developing independent thinking?	5	2	1	0	1
Does the syllabus meet the adequate requirements of fast learners?	5	2	1	0	1
Is proper weightage given to theory and practical?	4	3	1	0	1
Are standard textbooks or materials available for the coverage of the syllabus?	2	3	3	0	1
Is the evaluation system adopted under the syllabus sustainable?	3	4	1	0	1
Does the syllabi prepare the students for job and career?	3	4	1	0	1

Faculty Feedback-MA



The feedback shows that the syllabus is generally viewed positively, with most responses in the Excellent and Good categories, especially for developing independent thinking, meeting the needs of fast learners, and balancing theory and practical components. However, some areas, such as the availability of standard textbooks, evaluation system, and preparation for jobs and careers, received more Satisfactory and a few Need to Improve responses. Overall, the syllabus is contemporary and effective, but there is room to strengthen learning resources, evaluation methods, and employability-focused elements.

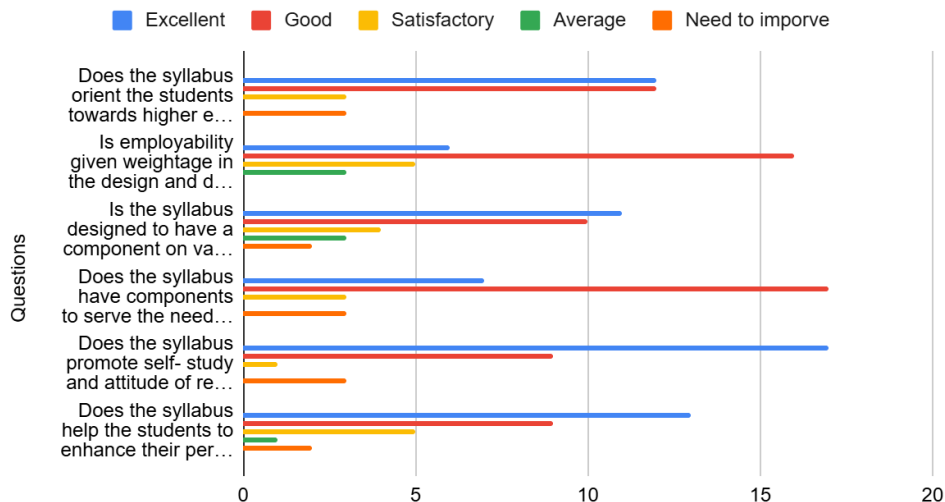
Plan of Action: To enhance the syllabus, focus should be given to improving learning resources by ensuring the availability of updated textbooks and reference materials. Strengthening the evaluation system and incorporating more career-oriented and practical components will better prepare students for employment. Regular reviews and feedback collection should be conducted to keep the syllabus contemporary, balanced, and responsive to the needs of fast learners.

1.6 Parents Feedback

Questions	Excellent	Good	Satisfactory	Average	Need to improve
Does the syllabus orient the students towards higher education?	12	12	3	0	3
Is employability given weightage in the design and development of the syllabus?	6	16	5	3	0
Is the syllabus designed to have a component on value-based education?	11	10	4	3	2
Does the syllabus have components to serve the needs of society?	7	17	3	0	3
Does the syllabus promote self-study and attitude of research?	17	9	1	0	3
Does the syllabus help the students to enhance their	13	9	5	1	2

personality?					
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Parents Feedback



The feedback indicates that the syllabus is generally well-received, with most responses in the Excellent and Good categories. It is particularly effective in promoting self-study, research attitude, personality development, and value-based education. Employability and orientation towards higher education are also positively rated, though a few responses suggest room for improvement. Components addressing societal needs received mixed feedback, indicating some gaps. Overall, the syllabus is comprehensive and supportive of academic, personal, and professional development, but could be further strengthened in employability and societal engagement aspects.

Plan of Action: To further strengthen the syllabus, emphasis should be placed on enhancing employability through skill-based modules, internships, and career-oriented activities. Components addressing societal needs can be expanded with community projects and service-learning opportunities. Continued focus on self-study, research, and value-based education should be maintained, while providing additional support for personality development and higher education orientation. Regular syllabus reviews and feedback collection will ensure ongoing relevance and effectiveness.

Sample comments:

1. Comprehensive development oriented
2. The overall syllabus is designed in a very good way that is helping my ward to develop skill sets which will help her to excel in her career development.
3. Regular Assessment & Assignment is very helpful in all aspects.
4. Excellent faculty and educational resources coupled with emphasis on evolving students to make them self reliant

Plan of Action:

Based on the feedback analysis and opinion of the stakeholders, the Department has decided all the CDCs to consider the recommendations in preparing the syllabus and curriculum, and discuss the same in the CRM and Board of Studies (BoS) and ratify the necessary changes.

Action Taken Based on Stakeholder Feedback:

The curriculum revision process was guided by the comprehensive Curriculum Feedback Analysis Report for the academic year 2024–2025. Inputs from students, alumni, academic experts, faculty, industry experts, and parents were taken into account by the Curriculum Development Cell (CDC). The following revisions were specifically aligned with stakeholder recommendations and discussed and ratified in this BoS:

- Introduction of new courses such as Introduction to Digital Humanities (ENG101-2B) and Ethics in the Age of Digitality (ENG204B-3B) directly address feedback from students and industry personnel calling for more contemporary and digitally oriented syllabi.
- Course title updates, such as renaming Editing and Content Writing to Writing and Editing in the Digital Age, were implemented in response to student suggestions for improved alignment with current professional writing environments.
- Courses like Digital Storytelling and Publishing were shifted semesters to allow for incremental learning, as suggested by both students and faculty.
- A new CIA and ESE pattern with viva for Literatures in Performance (ENG206A-3B) was introduced, implementing the learner-centric approach advocated by faculty and academic experts in the feedback sessions.
- Stakeholder concern regarding employability and real-world relevance led to the inclusion of more application-based modules, internships, and output-based assessments across multiple courses.
- Academic experts' suggestion to integrate Climate Change and Mobility Studies in Cultural Ecology courses was forwarded to the respective CDCs for upcoming review cycles.

These revisions reflect a commitment to continuous curriculum enhancement and alignment with NEP guidelines, stakeholder aspirations, and institutional vision.


Head
Department of English and Cultural Studies
School of Arts and Humanities
Bangalore Bannerghatta Road Campus
CHRIST (Deemed to be University)
Bengaluru - 560 076

