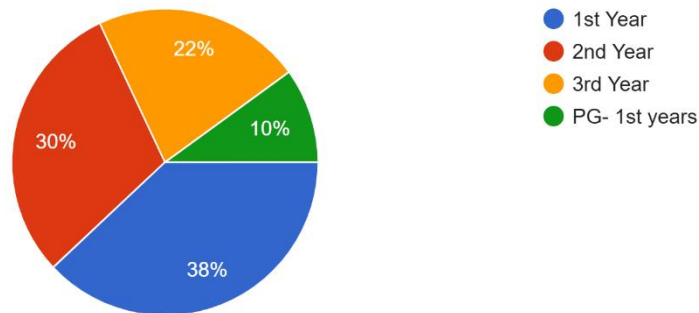


## Student- Curriculum Feedback Analysis and Action Taken Report

The Department of Media Studies, CHRIST (Deemed to be University), Yeshwanthpur Campus, collected structured feedback from students across all years of study for the Academic Year 2025–26. The instrument was a Google Form-based questionnaire covering curriculum quality, industry alignment, practical exposure, syllabus value dimensions, and open-ended suggestions for improvement.

A total of 50 students responded to the feedback survey, representing all years of study:

Current year of course  
50 responses



### Intellectual Enrichment

Students were asked whether their time at the Department had been intellectually enriching:

Response	Count	Percentage
Yes	35	70%
Maybe	13	26%
No	2	4%

70% of students confirmed that their time in the department has been intellectually enriching. A further 26% responded 'Maybe', indicating partial satisfaction that can be addressed through targeted enhancements.

### Overall Programme Satisfaction

Students rated their overall satisfaction with the programme quality on a scale of 1 to 5:

Rating	No. of Respondents	Percentage
5 – Highly Satisfied	7	14%
4 – Satisfied	19	38%
3 – Neutral	19	38%
2 – Dissatisfied	4	8%
1 – Highly Dissatisfied	1	2%
<b>Total</b>	<b>50</b>	<b>100%</b>

52% of respondents rated the programme at 4 or 5, reflecting a generally positive perception of programme quality. The combined neutral and dissatisfied segment (48%) signals scope for improvement, particularly in practical relevance and industry integration.

**Curriculum Alignment with Industry Trends**

Response	Count	Percentage
Very Well	7	14%
Well	23	46%
Neutral	17	34%
Poor	2	4%
Very Poor	1	2%

60% of students feel the curriculum aligns well or very well with industry trends. However, the 34% neutral response suggests that the perceived relevance of content could be strengthened through updated course materials and stronger industry linkages.

**Hands-on Experience with Industry Tools**

Response	Count	Percentage
Yes	11	22%
Somewhat	27	54%
No	12	24%

Only 22% of students confirmed adequate hands-on experience with industry-standard tools. A combined 78% reported partial or no such exposure, which is a significant gap given the professional orientation of the Media Studies programme. Qualitative responses specifically mentioned Adobe Premiere Pro, DaVinci Resolve, Photoshop, and social media analytics platforms.

### Theory-Practice Balance

Response	Count	Percentage
Well Balanced	41	82%
Too Much Theory	7	14%
Too Much Practical	2	4%

82% of respondents consider the curriculum to be well balanced between theory and practice. This is a notable positive finding. The 14% who perceived an excess of theoretical content can be addressed through structured workshop sessions and applied assignments.

### Syllabus Value Dimensions (Rating Scale: 1 – Least to 5 – Most)

Students rated how effectively the syllabus adds value across seven key dimensions:

Dimension	Mean Score (out of 5)	Interpretation
Skills	3.18	Moderate
Concepts	3.44	Moderate–High
Knowledge	3.58	Moderate–High
Analytical Abilities	3.24	Moderate
Creativity	3.60	Moderate–High
Employability	3.04	Moderate
Entrepreneurship	2.96	Below Moderate

Creativity (3.60) and Knowledge (3.58) received the highest ratings, indicating that conceptual and creative learning is perceived positively. Employability (3.04) and Entrepreneurship (2.96) recorded the lowest scores, suggesting that career-readiness and entrepreneurial skill-building must be more explicitly incorporated into the curriculum.

### Curriculum Applicability at Different Levels

Students were asked whether the syllabus adequately covers knowledge applicable at local, regional, national, and global levels:

Level	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Local	3 (6%)	24 (48%)	19 (38%)	2 (4%)	2 (4%)
Regional	1 (2%)	24 (48%)	23 (46%)	2 (4%)	0 (0%)
National	2 (4%)	20 (40%)	23 (46%)	4 (8%)	1 (2%)
Global	1 (2%)	14 (28%)	27 (54%)	7 (14%)	1 (2%)

While local and regional applicability received the strongest positive responses (54% and 50% agreement respectively), global applicability shows the widest gap with 54% neutral and 16% disagreement. This indicates that the curriculum may benefit from the inclusion of global media perspectives, international case studies, and cross-cultural content.

### Areas Identified for Improvement

Students were asked to identify areas where they felt the programme needed the most improvement (multiple selection permitted):

Area of Improvement	No. of Respondents	% of Total
Industry Exposure	30	60%
Career Guidance & Job Placement Support	27	54%
Teaching Methods	25	50%
Practical Training	24	48%
Collaboration with Industry Professionals	22	44%
Course Content	20	40%
Communication & Soft Skills Development	10	20%
Faculty Support & Mentoring	10	20%

Industry exposure (60%) and career guidance (54%) emerged as the most critical concerns. Teaching methods (50%) and practical training (48%) also featured prominently, underscoring the need for pedagogical and curricular reform.

## Qualitative Suggestions – Subjects and Skills to be Added or Restructured

Open-ended responses were analysed and categorised into the following thematic areas:

Theme	Specific Student Suggestions
Software and tools training	Adobe Premiere Pro, DaVinci Resolve, Photoshop, audio production tools, Google Analytics, social media analytics
Design and digital skills	Graphic design, UI/UX design, digital marketing, brand development
Practical restructuring	Film making, AV production workshop model, increased lab hours for existing courses, research practicum
Industry and placement focus	Internship duration, placement cell engagement, real-world project experience
Analytics and data	Data analysis as a core subject, social media analytics, marketing analytics
Curriculum relevance review	Bloomberg tool contextualisation, AI courses alignment with majors, Media Law communication improvements

### Key Findings-

- 70% of students find their time in the department intellectually enriching, and 82% regard the curriculum as well balanced between theory and practice.
- 52% are satisfied or highly satisfied with overall programme quality, while 48% remain neutral or dissatisfied, indicating room for improvement.
- 78% of students have only partial or no access to industry-standard tools and software, representing a critical gap in practical preparation.
- Employability (mean: 3.04) and Entrepreneurship (mean: 2.96) are the weakest perceived dimensions of syllabus value.
- Industry exposure (60%), career guidance (54%), teaching methods (50%), and practical training (48%) are the top four areas flagged for improvement.
- Global applicability of the curriculum is perceived as weak, with 54% of students remaining neutral and 16% disagreeing.
- Students have specifically requested training in Adobe Suite, DaVinci Resolve, UI/UX tools, data analytics, Google Analytics, and social media analytics platforms.
- Concerns were raised about the integration and contextualisation of Bloomberg within the Media Studies curriculum.
- Students expressed dissatisfaction with last-minute communication of assignment and examination materials.

### **Action Taken Report**

Based on a comprehensive analysis of student feedback, the Department of Media Studies has undertaken a series of structured measures to enhance academic quality and student outcomes. Key actions include strengthening industry engagement through formal collaborations and regular expert interactions, improving career readiness via closer coordination with the Placement Cell and alumni mentoring, and diversifying teaching methodologies by adopting more experiential and workshop-based approaches. The department is also expanding access to practical training and industry-standard tools, introducing skill-based and entrepreneurship-oriented electives, and enriching the curriculum with global perspectives. Additionally, academic processes have been streamlined through formalised communication protocols, and a review of certain tools and course components is being conducted to ensure better alignment with programme objectives. These initiatives reflect the department's commitment to continuous improvement and responsiveness to student needs.

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## **Academic Peers- Curriculum Feedback Analysis and Action Taken Report**

This report documents the structured collection and analysis of feedback from academic peers on the Department of Media Studies, CHRIST (Deemed to be University), Yeshwanthpur Campus, curriculum for the Academic Year 2025-26. Academic peer feedback provides an independent and informed evaluation of the curriculum from faculty of cognate disciplines and related departments. Peers bring a comparative perspective - assessing the curriculum's intellectual rigour, industry alignment, pedagogical flexibility, and assessment design relative to the standards and practices of their own disciplines. All four respondents are from departments with direct subject overlap with Media Studies, making their inputs particularly relevant for interdisciplinary quality benchmarking.

### **Relevance of Curriculum to Industry Trends and Academic Advancements**

Peers rated the curriculum's relevance to current industry trends and academic advancements on a scale of 1 to 5:

<b>Response</b>	<b>No. of Respondents</b>	<b>Percentage</b>
5 – Highly Relevant	2	50%
4 – Relevant	2	50%
3 – Moderately Relevant	0	0%
2 – Less Relevant	0	0%
1 – Not Relevant	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

This is the strongest quantitative finding in the academic peers' feedback. All four respondents (100%) rated the curriculum's relevance to industry trends and academic advancements at either 4 or 5, yielding a mean score of 4.50 out of 5. This represents unanimous positive recognition from peer academics that the Media Studies curriculum is current and academically credible in its orientation.

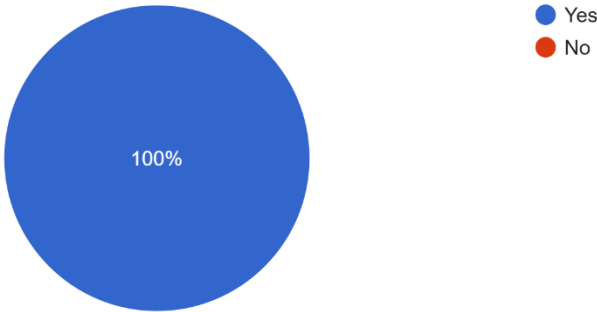
Metric	Value	Interpretation
Mean Rating	4.50 / 5	Strong perceived relevance to industry and academia
Rated 4 or 5	4 (100%)	Full consensus among peer respondents
Rated 3 or below	0 (0%)	No concerns raised on curriculum currency

**Flexibility for Incorporating Innovative Teaching Methods**

Peers were asked whether the curriculum provides sufficient flexibility for faculty to use innovative teaching methods such as case studies, projects, and hands-on learning:

Does the curriculum provide sufficient flexibility for faculty to incorporate innovative teaching methods (e.g., case studies, projects, hands-on learning)?

5 responses



All four peer respondents (100%) confirmed that the curriculum provides sufficient flexibility for faculty to incorporate innovative pedagogical approaches. This finding, consistent across all departments represented, suggests that the curriculum's design does not restrict creative and applied teaching methods — though the qualitative data indicates that the actual realisation of this flexibility in practice may require further institutional support and resources.

**Alignment of Syllabus with Expected Learning Outcomes**

Response	No. of Respondents	Percentage
Very Well	2	50%
Well	1	25%

Moderate	1	25%
Poor / Very Poor	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

75% of peers rated the syllabus as aligning 'Well' or 'Very Well' with expected learning outcomes. One peer (25%) rated the alignment as 'Moderate', indicating that for at least some elements of the curriculum, the mapping between course content and stated outcomes requires strengthening. No peer assessed alignment as poor or very poor, reflecting a broadly positive external view of the curriculum's structural coherence.

### Alignment of Assessment Methods with Course Objectives

Peers were asked whether the assessment methods — including assignments, examinations, and presentations — are aligned with course objectives:

Response	No. of Respondents	Percentage
Strongly Agree	0	0%
Agree	2	50%
Neutral	1	25%
Strongly Disagree	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

Assessment alignment generated the most divided response across all quantitative questions. While 50% of peers agreed that assessment methods are aligned with course objectives, 25% were neutral and 25% strongly disagreed. The 'Strongly Disagree' response is a notable finding that warrants direct attention. Qualitative feedback from the same dataset reinforces this concern, with peers recommending a substantive shift away from end-semester examinations toward continuous, portfolio-based, and project-oriented evaluation models. This split pattern suggests that assessment design is the most contested dimension of the curriculum as evaluated by peer academics.

### Suggestions for Improving Assessment Strategies

Peers offered the following qualitative suggestions for enhancing assessment strategies to better support student learning.

- **Prioritize Practical and Continuous Evaluation:** Assessment should shift from end-semester exams to continuous evaluation that includes hands-on assignments, portfolio building, and industry-oriented projects.

- **Enhance Practical Application:** Implement more practicals and assignments that are industry-oriented to better develop students' skills, creativity, and readiness for the media industry.
- **Provide Clear Feedback:** Incorporate clear feedback and flexible project choices within the assessment strategies.
- **Acceptance:** One respondent felt the current strategies were acceptable, and another indicated no suggestions for improvement.

### **Additional Feedback and Recommendations for Curriculum Enhancement**

Peers provided the following additional recommendations for strengthening the curriculum:

- **Practical Skills and Industry Readiness:** The curriculum could be enhanced by incorporating regular newsroom simulations, short internships each semester, and a final capstone multimedia project to improve practical exposure and industry readiness.
- **Specific Course Additions:** Suggestions include adding specific courses in data journalism, social media content strategy, fact-checking, and basic video and podcast production.
- **Experiential Learning:** Recommend including more workshop and student exchange programs.
- **General Enhancement:** One respondent requested an industry-relevant curriculum.

### **Key Findings-**

- Curriculum relevance to industry trends and academic advancements was rated 4 or 5 by all four peer respondents (100%), yielding a mean score of 4.50/5 — the strongest positive finding in this feedback cycle.
- All four peers (100%) confirmed that the curriculum provides sufficient flexibility for faculty to adopt innovative teaching methods, including case studies, projects, and hands-on learning.
- 75% of peers rated syllabus alignment with learning outcomes as 'Well' or 'Very Well'; one peer (25%) rated it as 'Moderate', indicating a localised alignment gap.
- Assessment alignment is the most contested dimension: while 50% agreed that assessments align with course objectives, 25% were neutral and 25% strongly disagreed — suggesting that assessment design requires priority attention.
- Peer recommendations strongly and consistently point toward a shift from examination-heavy to continuous, portfolio-based, and project-oriented assessment models.
- Specific content additions recommended by peers include: data journalism, social media content strategy, fact-checking, podcast and video production, and newsroom simulation exercises.
- A semester-linked short internship programme and a final-year capstone multimedia project were recommended as structural additions to strengthen professional readiness.
- More workshops and inter-institutional student exchange programmes were recommended to broaden the academic and professional exposure of students.

### **Action Taken Report (ATR) on Academic Peer Feedback**

Based on feedback received from academic peers, the Department of Media Studies has initiated targeted measures to strengthen assessment practices, curriculum design, and industry alignment. In response to concerns regarding assessment methods, the department is undertaking a comprehensive review to reduce reliance on end-semester examinations and increase the use of continuous, portfolio-based, and project-oriented evaluations, supported by standardised rubrics shared at the beginning of each semester. Efforts are also being made to integrate practical, hands-on learning through revised assessment matrices that include portfolio components, peer and self-assessment, and structured mid-semester feedback. Identified curriculum gaps in areas such as data journalism, social media strategy, fact-checking, and multimedia production are being addressed through proposed syllabus revisions and the introduction of relevant electives and practical modules. To enhance professional exposure, the department is working towards formalising internship-linked learning and incorporating simulated industry environments within courses. Additionally, the introduction of a final-year capstone project is being proposed to consolidate practical learning outcomes. The department is also expanding skill-based workshops and exploring student exchange opportunities to enrich academic experience. Continuous curriculum relevance is being ensured through annual peer reviews, active involvement of industry practitioners in curriculum development, and alignment of course content with evolving industry standards.



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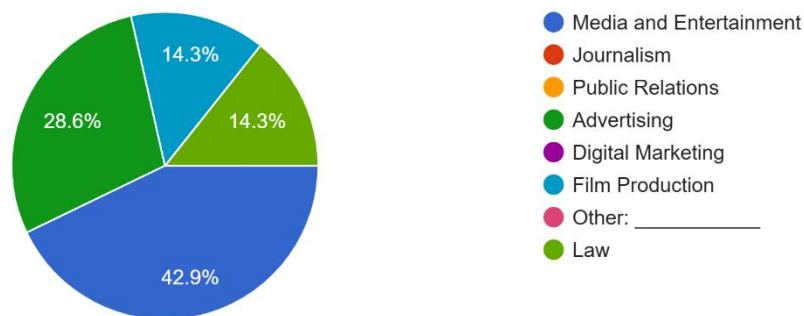
## Alumni- Curriculum Feedback Analysis and Action Taken Report

This report documents the collection and systematic analysis of alumni feedback on the Department of Media Studies' curriculum for the Academic Year 2025-26. Alumni represent a uniquely valuable source of feedback, as they can assess the curriculum from the vantage point of professional experience — reflecting on what the programme equipped them with and what it did not. All seven respondents graduated in 2025, making their feedback directly relevant to the most recent iteration of the Media Studies curriculum. Their current roles span video editing, graphic design, film production, direction, performance, higher academic study, and law, offering a cross-sectoral perspective on curricular preparedness.

### Alumni Profile-

Industry Sector:

7 responses



### Overall Curriculum Structure Rating

Alumni rated the overall structure of the Media Studies curriculum on a scale of 1 to 5:

Response	No. of Respondents	Percentage
5 – Excellent	1	14%
4 – Good	2	29%
3 – Average	3	43%
2 – Poor	1	14%
1 – Very Poor	0	0%
<b>Total</b>	<b>7</b>	<b>100%</b>

43% of alumni rated the curriculum structure as average, while 43% rated it as good or excellent. 14% rated it as poor. The mean rating of 3.43/5 reflects moderate satisfaction with the overall curriculum architecture, with significant scope for structural improvement. Qualitative responses reinforced this finding, with alumni citing lack of departmental structure and ad hoc academic planning as recurring concerns.

Metric	Value	Interpretation
Mean Rating	3.43 / 5	Moderate satisfaction with curriculum structure
Rated 4 or 5	3 (43%)	Positive minority view
Rated 3 or below	4 (57%)	Majority perceive room for structural improvement

### Relevance of Core Subjects to Media Industry Demands

Alumni rated how well the core subjects aligned with current demands of the media industry:

Response	No. of Respondents	Percentage
5 – Highly Relevant	1	14%
4 – Relevant	1	14%
3 – Moderately Relevant	2	29%
2 – Less Relevant	3	43%
1 – Not Relevant	0	0%
<b>Total</b>	<b>7</b>	<b>100%</b>

This is the most critical finding in the quantitative data. 43% of alumni rated the relevance of core subjects at 2/5, and a further 29% rated it at 3/5 — meaning 72% of alumni find the core curriculum only moderately or less relevant to current industry demands. The mean score of 3.00/5 signals a significant gap between curriculum design and professional expectations. Only 28% of alumni rated relevance positively (4 or 5).

### Subjects and Modules Identified as Most Beneficial

- **Media Production & Practical Skills:** Practical courses, including software for media, photography, filmmaking, multimedia production, and audio production & podcasting, were highly beneficial.

- **Storytelling & Writing:** Subjects focused on content creation, such as Strategic Storytelling, Media Storytelling, and Writing for Media, were essential for career development.
- **Theoretical & Critical Studies:** Courses like critical thinking and media literacy, Film Studies, Screen Studies, and Indian Cinema were cited as beneficial.
- **Specialized Areas:** Other valuable modules included Social Media & Content Creation and Media Law.

### Subjects or Skills Identified as Missing or Insufficiently Covered

- **Practical Skills and Production:** Several respondents emphasized the need for more practical assignments and a greater focus on production, particularly in film, suggesting an update to course delivery that moves beyond theory slides.
- **Specific Subject Inclusion:** Recommendations included teaching Photography using actual cameras (in Media Labs), Story & Screenplay Writing for Cinema, and Photoshop.
- **Curriculum Updates:** The advertising and PR courses were cited as being outdated and needing immediate revision.
- **General Satisfaction:** Two respondents indicated that they did not feel any subjects were missing or had no feedback on this topic.

The most consistently identified gaps were: software and digital tools training (Photoshop, design applications, camera software), hands-on film production, and practical assignments in place of theory-heavy instruction. Several alumni also noted that the advertising and PR courses felt outdated and disconnected from current industry practice.

### Practical Skills Integration

Alumni were asked how well the curriculum integrated practical skills through internships, workshops, and hands-on projects:

Response	No. of Respondents	Percentage
Excellent Integration	1	14%
Good Integration	2	29%
Average Integration	1	14%
Poor Integration	3	43%
<b>Total</b>	<b>7</b>	<b>100%</b>

43% of alumni — the single largest group — rated practical skills integration as 'Poor'. A combined 57% rated it Average, Good, or Excellent. This data, read alongside qualitative feedback emphasising the need for more hands-on, production-oriented, and outside-classroom learning, points to practical training as the highest-priority area for curriculum reform.

## Quality of Teaching

Alumni rated the overall quality of teaching in the department on a scale of 1 to 5:

Response	No. of Respondents	Percentage
5 – Excellent	2	29%
4 – Good	1	14%
3 – Average	3	43%
2 – Poor	1	14%
1 – Very Poor	0	0%
<b>Total</b>	<b>7</b>	<b>100%</b>

Teaching quality received a mean rating of 3.57/5. While 43% of alumni were positive (ratings of 4 or 5), 43% rated it as average and 14% as poor. This split reflects an uneven teaching experience across different faculty and courses, consistent with qualitative feedback that highlighted variation in faculty industry currency and pedagogical effectiveness.

## Faculty Knowledge

Alumni assessed whether faculty members were knowledgeable and updated with the latest trends in the media industry:

Response	No. of Respondents	Percentage
Always	1	14%
Most of the Time	2	29%
Occasionally	3	43%
Rarely	1	14%
<b>Total</b>	<b>7</b>	<b>100%</b>

Only 43% of alumni felt faculty were updated with industry trends 'Always' or 'Most of the Time'. 57% reported that faculty were only 'Occasionally' or 'Rarely' current with industry developments. This represents a significant concern in a field as rapidly evolving as media and communications, and aligns with student feedback that similarly flagged this gap.

### Effectiveness of Teaching Methods

Alumni rated the effectiveness of teaching methods used — including lectures, discussions, case studies, and group projects:

Response	No. of Respondents	Percentage
Very Effective	1	14%
Effective	2	29%
Neutral	3	43%
Ineffective	1	14%
Very Ineffective	0	0%
<b>Total</b>	<b>7</b>	<b>100%</b>

43% of alumni found teaching methods 'Neutral' in effectiveness, while 43% found them effective or very effective. 14% rated methods as ineffective. The qualitative record indicates that alumni desired more active, applied, and industry-immersive pedagogies — including field work, live projects, and practitioner-led sessions — over conventional lecture-based delivery.

### Confidence in Applying Curriculum Skills Professionally

Alumni were asked how confident they felt in applying the skills learned during their course in professional work:

Response	No. of Respondents	Percentage
Very Confident	1	14%
Confident	3	43%
Neutral	1	14%
Not Confident	1	14%
Not Confident at All	1	14%
<b>Total</b>	<b>7</b>	<b>100%</b>

57% of alumni reported feeling confident or very confident in applying their skills professionally — a modestly positive outcome. However, 29% expressed low or no confidence, and 14% were neutral. Given that all respondents graduated in 2025 and are already in professional or higher academic roles, the proportion lacking professional confidence is a significant signal that the curriculum's vocational preparation component needs strengthening.

### **Alumni Suggestions for Curriculum and Student Experience**

- **Increased Practical Focus:** The primary suggestion across multiple responses is to shift the curriculum focus from theory to practical teaching, including more practical projects, real-world relevance, and hands-on exposure through independent projects, live events, or field trips.
- **Industry Relevance and Software Skills:** Subjects need to be made more relevant to current industry happenings (e.g., Strategic Storytelling content relevance), and students require training in essential media software, specifically mentioning design, writing, and camera software.
- **Curriculum Improvement and Integration:** Suggestions include the need to simply "Improve curriculum" and to integrate practical subjects like VR learning earlier in the degree program.
- **Faculty Knowledge and Teaching Methods:** Faculty members should possess more knowledge of current industry trends, and teaching should take place outside conventional classrooms.

### **Key Findings-**

- Overall curriculum structure received a mean rating of 3.43/5; 57% of alumni rated the structure as average or below, indicating the need for a more intentional and coherent curriculum architecture.
- Core subject relevance to industry is the most critical concern: 72% of alumni rated relevance at 3/5 or below, with a mean of 3.00/5. Only 28% found the core curriculum sufficiently aligned with professional demands.
- Practical skills integration was rated 'Poor' by 43% of alumni — the single largest response group — making it the top priority for immediate curricular intervention.
- Software and digital tools training was the most consistently identified content gap, with alumni specifically citing Photoshop, Adobe Suite, camera software, design tools, and analytics platforms as absent or inadequately taught.
- 57% of alumni reported faculty industry currency as only 'Occasional' or 'Rare', pointing to the need for sustained faculty professional development and industry engagement.
- 29% of alumni felt not confident or not at all confident in applying course skills in their professional roles — a significant outcome given that all respondents are recent graduates already in the workforce or higher education.
- The most valued subjects were those with applied, creative, or production-oriented dimensions: Writing for Media, Film Studies / Filmmaking, Multimedia Production, Audio Production, and Photography.

- Alumni highlighted structural issues including last-minute academic communication, absence of standardised course planning, insufficient lab equipment, and restricted access to production tools for portfolio development.
- Recommendations consistently pointed toward: more practical and project-based learning, industry-expert involvement, field exposure, software training, and a stronger Film Production track with dedicated faculty from the Indian Cinema industry.

### **Action Taken Report (ATR) on Alumni Feedback**

Based on the analysis of alumni feedback, the Department of Media Studies has undertaken comprehensive measures to enhance curriculum relevance, practical training, and overall academic delivery. To address concerns regarding limited hands-on learning, the department is restructuring courses to include mandatory practical components, workshop-based delivery, and a semester-long capstone project. Curriculum relevance is being strengthened through consultations with alumni and industry practitioners, with revisions to core subjects to better reflect current media practices. Dedicated modules on software and digital tools are being introduced to ensure proficiency in industry-standard applications across specialisations. Faculty development is being prioritised through industry immersion programmes and regular training to enhance pedagogical effectiveness and industry alignment. Infrastructure gaps are being addressed through proposed equipment augmentation and the introduction of a structured equipment borrowing policy to support student portfolio development. Academic processes are being streamlined through the implementation of a formal academic calendar, standardised course plans, and improved communication protocols. Industry engagement is being expanded through visiting faculty and practitioner-led modules, particularly in film and media production. Additionally, internship-linked assessments, live projects, and alumni mentoring initiatives are being introduced to improve students' confidence and readiness for professional practice.

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## Faculty- Curriculum Feedback Analysis and Action Taken Report

This report documents the structured collection and analysis of faculty feedback on the Department of Media Studies' curriculum for the Academic Year 2025-26. Faculty feedback is a critical component of the stakeholder feedback mechanism, offering pedagogical insight grounded in classroom experience. The instrument used was a structured Google Form with both quantitative rating items and open-ended qualitative questions covering curriculum relevance, syllabus coverage, teaching flexibility, learning outcome alignment, and assessment strategies.

### Curriculum Relevance to Industry Trends and Academic Advancements

Faculty rated the curriculum's relevance to current industry trends and academic advancements on a scale of 1 to 5:

Response	No. of Respondents	Percentage
5 – Highly Relevant	0	0%
4 – Relevant	4	80%
3 – Moderately Relevant	0	0%
2 – Less Relevant	1	20%
1 – Not Relevant	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

80% of faculty rated the curriculum as relevant (4/5) to industry trends, indicating a generally positive perception of curriculum currency. One faculty member rated it at 2, citing gaps in technology integration and the need for stronger industry orientation, which signals an area requiring prompt attention.

Metric	Value	Interpretation
Mean Rating	3.80 / 5	Moderate–High Relevance
Respondents rating 4 or 5	4 (80%)	Majority view is positive
Respondents rating below 3	1 (20%)	Requires targeted curriculum update

### Coverage of Fundamental and Advanced Topics

Response	No. of Respondents	Percentage
Yes – Adequately covered	4	80%
No – Gaps identified	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

80% of faculty confirmed that the syllabus adequately covers both fundamental and advanced topics required for their courses. One faculty member (20%) indicated gaps in coverage, noting that the course currently lacks proper structure, leaving content development largely to individual faculty discretion.

### Flexibility for Innovative Teaching Methods

Response	Count	Percentage
Yes – Sufficient flexibility	4	80%
Conditional – Flexibility exists because syllabus lacks defined structure	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

Four faculty members affirmed that the curriculum provides adequate space for innovative pedagogical approaches including case studies, projects, and hands-on learning. Notably, one respondent indicated flexibility exists by default due to the absence of defined syllabus structure — a concern that points to a need for standardised course planning frameworks rather than unstructured openness.

### Alignment of Syllabus with Expected Learning Outcomes

Response	No. of Respondents	Percentage
Very Well	1	20%
Well	3	60%
Moderate	1	20%
Poor / Very Poor	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

80% of faculty rated the alignment of the syllabus with learning outcomes as 'Well' or 'Very Well'. One faculty member rated it as 'Moderate', indicating that for at least some courses, the mapping between syllabus content and intended learning outcomes requires strengthening. No faculty rated alignment as poor or very poor.

### Alignment of Assessment Methods with Course Objectives

Response	No. of Respondents	Percentage
Strongly Agree	1	20%
Agree	4	80%
Neutral / Disagree	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

All five faculty members (100%) agreed or strongly agreed that current assessment methods are aligned with course objectives. This represents the strongest area of consensus in the faculty feedback. However, qualitative responses indicate that while alignment is acknowledged, the quality and rigour of assessment strategies can be significantly enhanced.

### Challenges Faced in Teaching and Suggested Curriculum Improvements

Faculty were asked to describe challenges they face while teaching and to suggest how the curriculum can be improved to address them.

Faculty identified several challenges in teaching the course, primarily arising from the rapidly evolving nature of the media industry and continuous changes in technology and tools, which make it difficult to stay updated and engage with content in sufficient depth. Concerns were also raised regarding constraints related to course timings, teaching hours, and frequent syllabus modifications or course removals. Additionally, there is a perceived need for stronger industry integration within the curriculum. To address these challenges, faculty suggested incorporating more industry-oriented approaches and regularly updating the curriculum to include emerging trends and technology-driven content, thereby ensuring greater relevance and effectiveness in teaching and learning.

### Suggestions for Improving Assessment Strategies

- **Assessment Strategies:** Suggestions for improvement include making assignments more rigorous so students learn effectively, and focusing on assessing experiential learning, in-depth understanding, and closer-end learning.
- **New Assessment Methods:** Introduce diverse assessment strategies such as micro learning, game-based assessment, case study-based assessments, and field works.

## **Key Findings**

- 80% of faculty rate the curriculum as relevant to industry trends (mean: 3.80/5), though one faculty member identified significant gaps in technology and industry integration.
- 80% confirm that the syllabus covers necessary fundamental and advanced topics; however, one course was flagged as having no structured content framework, placing the burden of course design entirely on individual faculty.
- All five faculty (100%) agree that current assessment methods are aligned with course objectives, but qualitative feedback indicates a strong desire to move beyond conventional assessment toward experiential, game-based, and case study models.
- The most consistently identified challenge is the rapid pace of change in media industry tools and technologies, with three faculty members raising this as a primary concern.
- Faculty have specifically recommended: experiential learning assessment, micro-learning formats, game-based evaluation, case studies, field work, and more rigorous assignment structures.
- One faculty member raised concerns about course timings, contact hours, and the need to reassess the retention or restructuring of certain courses.
- Adoption of global curriculum benchmarks was recommended, alongside stronger industry–curriculum alignment.
- The 80% alignment on learning outcomes and the 100% agreement on assessment alignment are notable strengths; however, structural gaps in curriculum design and technology currency remain as priority areas for action.

## **Action Taken Report (ATR) on Faculty Feedback**

Based on faculty feedback analysis, the Department of Media Studies has initiated several measures to strengthen curriculum relevance, pedagogy, and course delivery. To address the challenge of rapidly evolving technology and industry practices, a biannual curriculum review mechanism is being instituted, along with regular technology-update workshops and the formation of a Faculty Development Committee to track emerging trends. Efforts are underway to enhance industry integration through structured guest lectures, collaborative input into the curriculum from media professionals, and the incorporation of live, project-based assignments. Assessment practices are being diversified to include experiential components such as case studies, fieldwork, and rubric-based evaluations to promote deeper learning. Identified gaps in syllabus coverage are being addressed through course-level audits and revisions in consultation with academic experts and the Board of Studies. Additionally, standardised course design templates and documented course plans are being implemented to ensure consistency and clarity in curriculum delivery. The department is also working to incorporate global perspectives by benchmarking against international programmes and integrating cross-cultural and policy-oriented content. Concerns related to course structure, timing, and delivery are being reviewed through internal consultations, with recommendations to be placed before the Department Council for further action.

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