

**CURRICULUM FEEDBACK ANALYSIS REPORT OF THE CLUSTER OF ENGLISH AND
CULTURAL STUDIES
FOR THE ACADEMIC YEAR 2022-2023**

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Introduction

Feedback plays a vital role in understanding whether the implementation path is appropriate for achievement of the stated goals. In the design, development and revision of curriculum also, feedback has a very important role in achievement of the stated objectives. The department invites feedback on its programmes and courses from various stakeholders like students, academic experts, and parents to evaluate the effectiveness of the programmes offered and identify areas for improvement. This analysis report gives an insight about the responses collected, the nature of the responses, areas of improvement and action taken based on the analysis for the academic year 2022-2023.

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 2022-2023 the following number of feedback responses were collected from the various stakeholders mentioned above.

1.1 Representation of Stakeholders

Stakeholders	Number of Responses
Students	52
Alumni	21
Faculty Experts	14
Employer/ Industry Experts	5

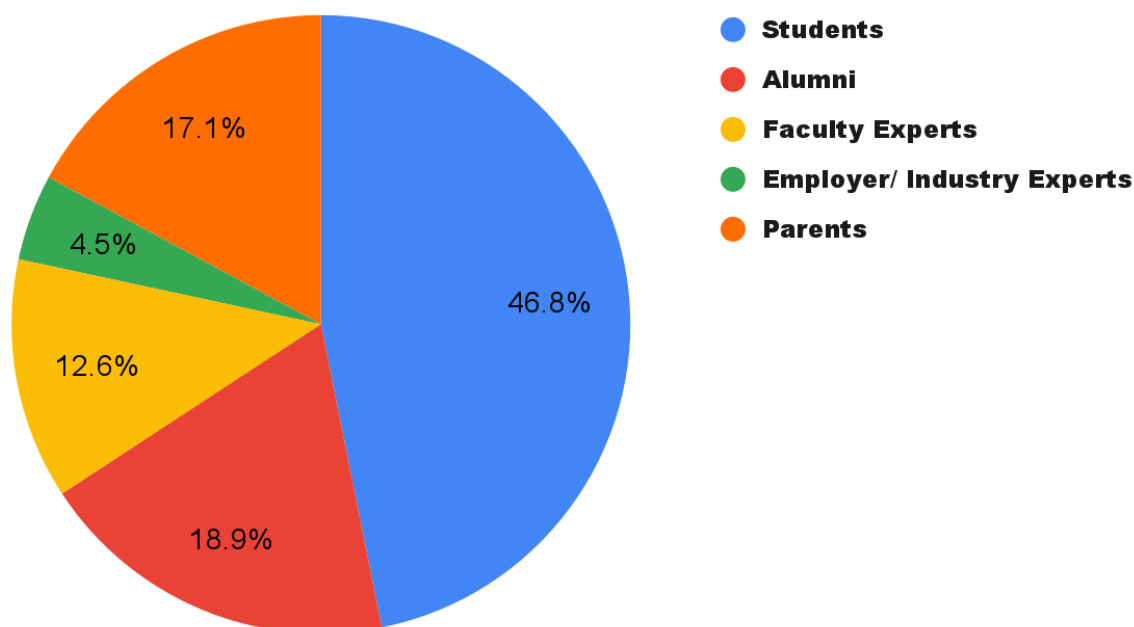
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Parents	19
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Table 1. Representation of stakeholders

Representation of Stakeholders



1.2 Student Feedback

The feedback questionnaire of students helps us in understanding whether the defined curriculum is adhering to the norms of outcome based education, whether the defined curriculum instills 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 highest and 1 being lowest.

For the academic year of 2022-23, the feedback collected from the students were analyzed and the following tables give us an overall understanding of how the students feel about the curriculum for their respective program of study.

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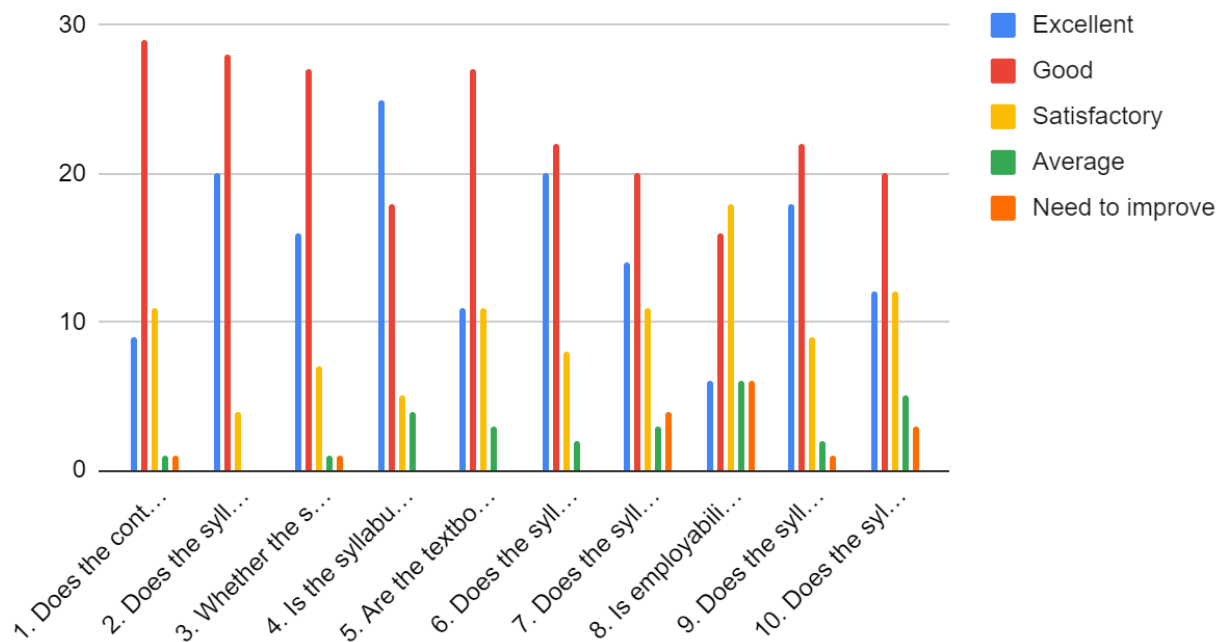
Questions	Excellent	Good	Satisfactory	Average	Need to improve
1. Does the content of the syllabus satisfy the stated objectives and learning outcomes?	9	29	11	1	1
2. Does the syllabus cover advanced topics?	20	28	4	0	0
3. Whether the syllabus enhances your knowledge and skills in the relevant domain?	16	27	7	1	1
4. Is the syllabus effective in developing critical/ analytical thinking?	25	18	5	4	0
5. Are the textbooks and reference materials relevant to the content of the syllabus?	11	27	11	3	0
6. Does the syllabus orient towards higher education?	20	22	8	2	0
7. Does the syllabus enable the students to apply their knowledge in real life situations?	14	20	11	3	4
8. Is employability given weightage in the design and development of syllabus?	6	16	18	6	6
9. Does the syllabus promote self-study and attitude of research?	18	22	9	2	1
10. Does the syllabus meet your overall expectation?	12	20	12	5	3

Table 2. Feedback of Students

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Students' Feedback



The analysis of the feedback indicates excellent responses on most of the questions except question 8 on employability that shows satisfactory response.

Plan of action: Curriculum Development Committees have been advised to consider the inclusion of employability skills in potential courses for the BoS.

1.3 Alumni Feedback

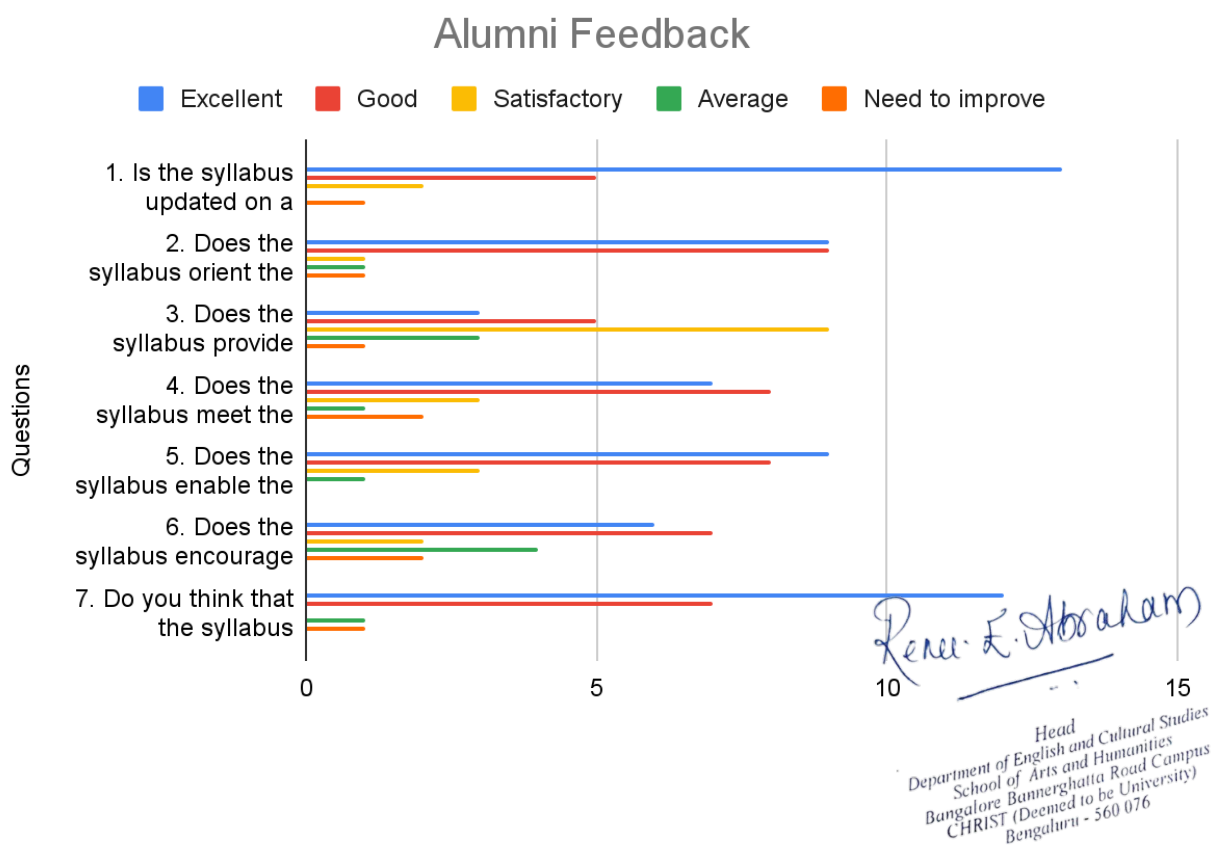
Alumni constitute an integral part of university. Our alumni are pursuing their higher studies, some of them are working for the industry and one of them is an entrepreneur. Their feedback on curriculum helps us design our programme as per the current trends of higher education and industry. It is to 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. Is the syllabus updated on a	13	5	2	0	1

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regular basis depending on the current trends and advanced topics?					
2. Does the syllabus orient the students towards higher education?	9	9	1	1	1
3. Does the syllabus provide employability weightage?	3	5	9	3	1
4. Does the syllabus meet the expectations of the industry?	7	8	3	1	2
5. Does the syllabus enable the student to connect the knowledge to the real-life application?	9	8	3	1	0
6. Does the syllabus encourage entrepreneurship?	6	7	2	4	2
7. Do you think that the syllabus motivates the students for research and development?	12	7	0	1	1

Table 3: Alumni Feedback



The analysis suggests that the syllabus is contemporary in nature and orient students for higher education. It meets the expectations of the industry and enables the students to apply academic expertise in real-life situations. It encourages students to take up entrepreneurship and motivates them for research and development. However, the employability weightage needs more consideration.

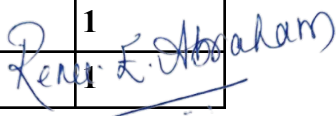
Plan of Action: The CDCs of respective programmes are advised to identify the potential courses and consider employability weightage.

The responses to the question on “In what way would you like to involve yourself in contributing to the department e.g., for providing internships/jobs, ways to strengthen alumni association, mobilizing resources etc.?” are encouraging as our alumni show interest in taking various roles and responsibilities. The following are some samples:

1. I would love to come back to the department and contribute. Strengthen alumni association and mobilizing resources.
2. I can provide tips on how to manage studying and working at the same time since I did it for three years in Christ.
3. Providing internships/jobs/interactive sessions for career building
4. Can provide my own experiences to help students navigate college life.
Collaborative research
5. Our department at CU is particularly doing a phenomenal job of keeping the alumni chain in close contact and touch. I would rather suggest making more utilization of the same by cataloging alumni at various stages of their career, be it industry or academia, made available to the present students through weekly/monthly sessions or alumni resource sites such as in LinkedIn or any private portal. This way, students can research and reach out to people in their aspiring career paths. Alumni, like me, would also most likely be happy to respond to such queries from current students and help in whatever way we can. Perhaps, it can even lead to resource fresh internship/job opportunities making the chain even closer and expand at the same time.

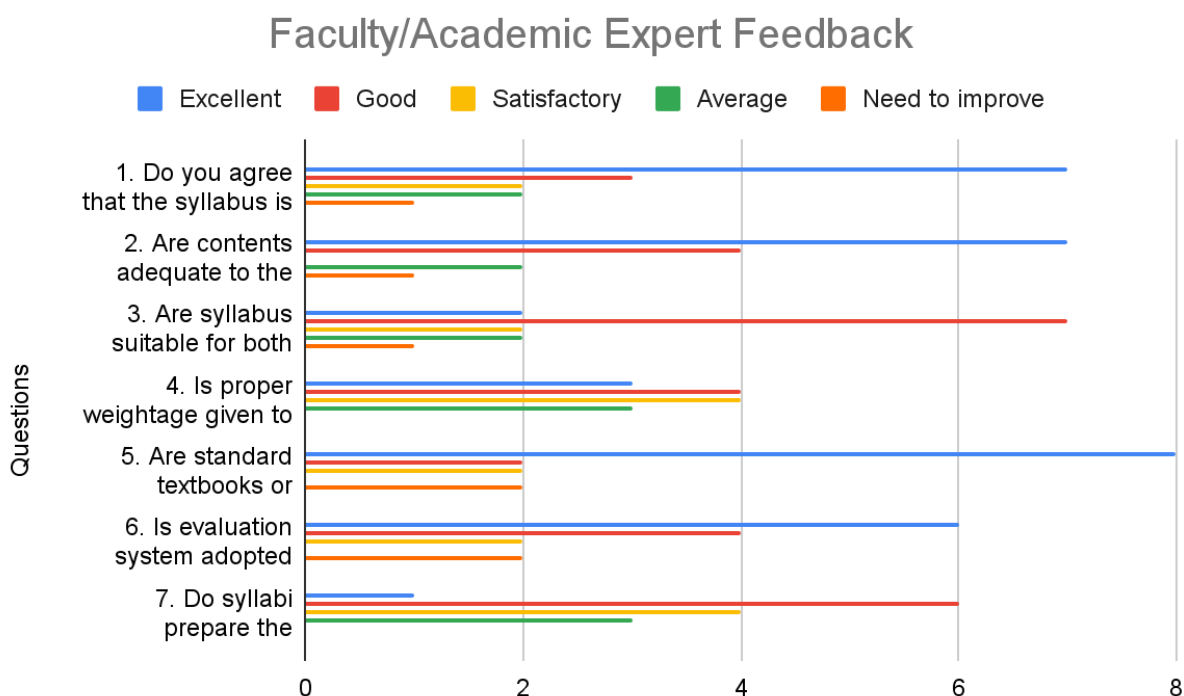
1.4 Faculty/Academic Expert Feedback

Questions	Excellent	Good	Satisfactory	Average	Need to improve
1. Do you agree that the syllabus is contemporary in nature?	7	3	2	2	1
2. Are contents adequate to the syllabus?	7	4	0	2	1
3. Are syllabus suitable for both	2	7	2	2	1


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slow and fast learners?					
4. Is proper weightage given to theory and practical?	3	4	4	3	0
5. Are standard textbooks or materials available for the coverage of the syllabus?	8	2	2	0	2
6. Is the evaluation system adopted under the syllabus sustainable?	6	4	2	0	2
7. Do syllabi prepare the students for job and career?	1	6	4	3	0

Table 4: Faculty/Academic Expert Feedback



The faculty or academic experts found the syllabus contemporary and adequate. The textbooks and reading materials are standard and available and various evaluation systems are sustainable. However, the feedback does suggest the need for better weightage to be given to theory and practical and syllabi need to better equip students for job and career.

Plan of Action: The CDCs are to discuss the matter for their respective programme.

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1.5 Employer Feedback

Questions	Excellent	Good	Satisfactory	Average	Need to improve
1. Do our students have the ability to find solutions to real life/practical problems in industry through the use of academic knowledge?	2	3	0	0	0
2. Do our students have reasonable practical skills for critical analysis?	2	3	0	0	0
3. How do you rate our students with respect to professional ethics and behaviour?	4	1	0	0	0
4. How do you rate our students in written and oral communication abilities?	5	0	0	0	0
5. Do our students have the ability and will to engage in a process of continuous learning to meet the current job requirements?	4	0	1	0	0
6. How do you rate the professional capabilities of our students with respect to students from other institutions?	4	1	0	0	0

Table 5: Employer Feedback

The feedback was collected from the organisation where our students did their internships. The feedback from employers suggests a positive outlook of our students as potential professionals.

1.6 Parents Feedback

Questions	Excellent	Good	Satisfactory	Average	Need to improve

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1. Does the syllabus orient the students towards higher education?	9	8	1	0	1
2. Is employability given weightage in the design and development of the syllabus?	5	7	4	1	2
3. Is the syllabus designed to have a component on value based education?	6	8	4	0	1
4. Does the syllabus have components to serve the needs of society?	6	10	2	0	1
5. Does the syllabus promote self-study and attitude of research?	8	9	1	0	1
6. Does the syllabus help the students to enhance their personality?	7	10	0	0	2

Table 6: Feedback from parents

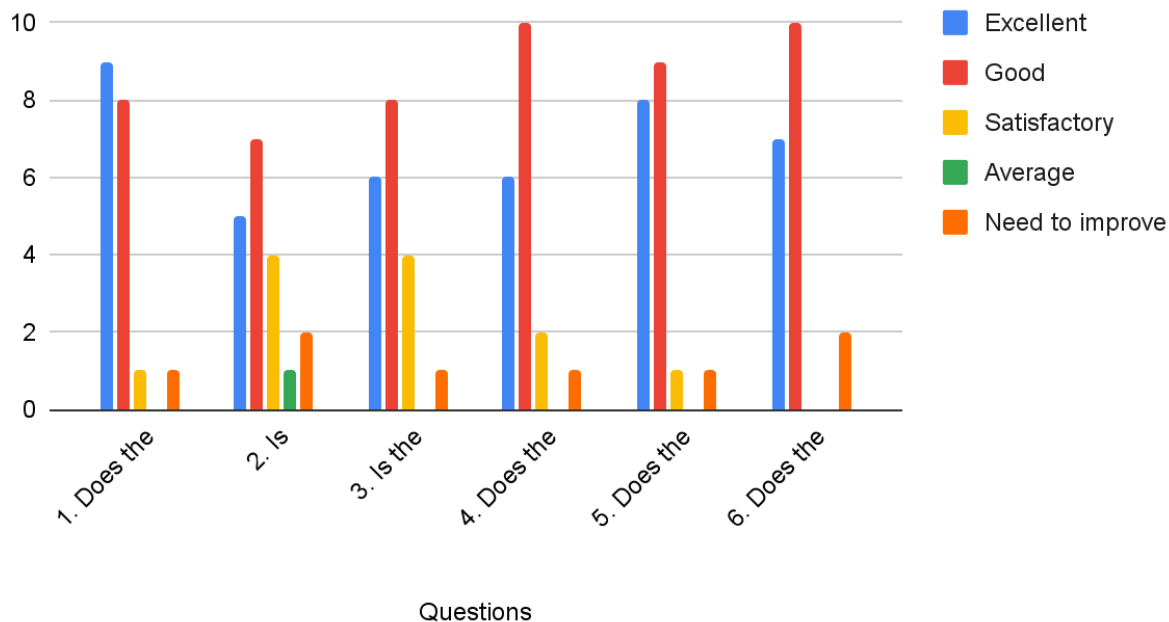
Comments:

1. Found good for the first semester to start with. From next semester, trust, it will keep students more engaged and further develop their conceptual, analytical, and presentation skills along with personality and visionary traits.
2. Overall Good curriculum has been set, still this can be improved by adding skill development programs.

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Parents' Feedback



The feedback from parents shows good confidence in the syllabus. However, they do share some concerns over the weightage of employability in the syllabus.

Plan of Action:

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

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**PLAN OF ACTION ON CURRICULUM FEEDBACK
DEPARTMENT OF ENGLISH AND CULTURAL STUDIES
BANNERGHATTA ROAD CAMPUS**

ACADEMIC YEAR 2022-2023

INTRODUCTION

The department invites feedback on its programmes and courses from various stakeholders like students, academic experts, and parents to evaluate the effectiveness of the programmes offered and identify areas for improvement. Based on the feedback collected, the report on PLAN OF ACTION gives the summary of actions taken based on the analysis of the feedback for the academic year 2022-2023.

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.

Feedback from stakeholders:

The analysis of the feedback from students indicates excellent responses on most of the questions except question 8 on employability that shows satisfactory response. The analysis of alumni feedback suggests that the syllabus is contemporary in nature and orient students for higher education. It meets the expectations of the industry and enables the students to apply academic expertise in real-life situations. It encourages students to take up entrepreneurship and motivates them for research and development. However, the employability weightage needs more consideration is the concern of alumni. The faculty or academic experts found the syllabus contemporary and adequate. The textbooks and reading materials are standard and available and various evaluation systems are sustainable. However, the feedback does suggest the need for better weightage to be given to theory and practical and syllabi need to better equip students for job and career. The feedback from parents shows good confidence in the syllabus. However, they do share some concerns over the weightage of employability in the syllabus.

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Action Taken: The courses catering to employability skills given adequate weightage in the curriculum in the syllabus of 2023-2024. The following courses have been introduced and incorporated with employability skills.

1. DEFC courses
2. Introduction to Linguistics
3. Language, Mind and Machine
4. Sociolinguistics
5. Discourse Analysis
6. Editing and Content Writing
7. Introduction to publishing
8. Translation Studies

Apart from these courses, regular talks with alumni working in industry are scheduled to prepare the students with employability skills. Special master classes on Excel, How to crack interview, soft-skills, NET and IELTS coaching, placement interviews, Canva session, how to read contract, crash course on publishing, Technical writing workshops.

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