



CHRIST

(DEEMED TO BE UNIVERSITY)
BANGALORE · INDIA

Department of Media Studies

Bachelor of Arts (Journalism Honours) 2022-2023

School of Arts and Humanities, Bannerghatta Road Campus

Metric: 1.4.1

Structured feedback for curriculum and its transactions is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution

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Feedback Analysis:

Feedback is an essential component of any educational program as it provides valuable insights into the effectiveness of teaching methods, course content, and student learning experiences. In the field of journalism, where practical skills and critical thinking are paramount, understanding student feedback is crucial to continuously improving the course curriculum and delivery. This article presents a comprehensive analysis of student feedback related to a journalism course, highlighting key areas of improvement and the overall impact on student learning outcomes.

Methodology:

The feedback analysis was conducted using a mixed-methods approach, combining quantitative data from surveys and qualitative data from open-ended questions. The surveys were administered at the end of the course to ensure students had sufficient time to reflect on their experiences. The quantitative data provided insights into overall satisfaction levels, while the qualitative data captured specific feedback on course

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content, teaching methods, assignments, and overall learning experiences. The analysis was conducted anonymously to encourage honest and unbiased responses.

Key Findings:

Course Content: Students praised the course for providing a comprehensive understanding of journalism fundamentals, including news writing, investigative reporting, and ethical considerations. However, some students expressed a desire for more specialized topics, such as data journalism or multimedia storytelling, to align with the evolving demands of the industry. Incorporating these subjects into the curriculum could enhance the course's relevance and better prepare students for the changing landscape of journalism.

Teaching Methods: The majority of students appreciated the use of a combination of lectures, workshops, and practical exercises. However, there was a request for more interactive and hands-on activities that simulate real-world scenarios. Integrating guest speakers from the industry or organizing field trips could provide valuable insights and networking opportunities for students. Additionally, incorporating technology and digital tools into the teaching methods was suggested to foster digital literacy skills.

Assignments and Assessments: While most students found the assignments engaging and relevant, some expressed concerns about the workload and time

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management. To address these concerns, implementing a more structured timeline for assignments and providing clear guidelines and expectations could assist students in managing their workload effectively. Additionally, offering diverse types of assessments, such as group projects or multimedia assignments, could cater to different learning styles and enhance creativity.

Faculty Support and Feedback: Students highly valued the support and guidance provided by faculty members throughout the course. However, some students expressed a desire for more timely and constructive feedback on their assignments and projects. Implementing a standardized feedback process with clear evaluation criteria could ensure consistency and enable students to understand areas for improvement.

Feedback analysis is a vital tool for enhancing the effectiveness of journalism courses. This analysis highlighted areas of improvement related to course content, teaching methods, assignments, and faculty support. Incorporating specialized topics, interactive teaching methods, diverse assessments, and timely feedback can contribute to a more comprehensive and engaging learning experience for journalism students. By continuously evaluating and incorporating student feedback, journalism programs can ensure their relevance and equip students with the necessary skills to succeed in the ever-evolving field of journalism.

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Meeting Minutes

Feedback Analysis of Students Related to Journalism Course offered at Media Studies,

BGR

Department: Media Studies

Date: 15-08-2022

Time: 2.30- 4PM

Location: Symposium hall-1

Attendees:

Dr.Parashurama Kamath (HoD)

Dr. Ajay Kumar

Dr Deepak B J

Dr Neelatphal Chanda

Dr Indumati

Dr Jais Merlin

Dr Embassey

Agenda: Review of student feedback regarding the journalism course Identification of key areas for improvement. Discussion on implementing changes to enhance the course.



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Meeting Proceedings:

Opening Remarks:

The Head of the Department opened the meeting and welcomed all attendees. The purpose of the meeting was reiterated, focusing on the analysis of student feedback to improve the journalism course.

Presentation of Student Feedback Analysis:

The Journalism Course Coordinator presented the analysis of student feedback gathered through surveys and open-ended questions. The analysis included both quantitative and qualitative data, highlighting key themes and trends.

Discussion on Course Content:

The faculty members and student representatives engaged in a discussion on the course content. It was noted that the course provided a strong foundation in journalism fundamentals. However, there was a consensus that incorporating more specialized topics, such as data journalism and multimedia storytelling, could enhance the course's relevance. The importance of staying updated with emerging industry trends was emphasized.

Examination of Teaching Methods:

The faculty members shared their experiences and feedback regarding teaching methods. It was acknowledged that the combination of lectures, workshops, and



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practical exercises was appreciated by students. However, there was a suggestion to incorporate more interactive and hands-on activities, including guest speakers from the industry and field trips. The integration of technology and digital tools in teaching methods was also discussed as a means to enhance digital literacy skills.

Assessment and Feedback Mechanism:

The discussion then shifted towards assignments and assessments. While the assignments were generally considered engaging and relevant, concerns were raised regarding the workload and time management. It was proposed to establish a more structured timeline for assignments and provide clear guidelines and expectations to assist students in managing their workload effectively. The importance of timely and constructive feedback on assignments and projects was highlighted, and the need for a standardized feedback process with clear evaluation criteria was recognized.

Faculty Support and Guidance:

The faculty members discussed the importance of providing adequate support and guidance to students. They acknowledged that the existing support system was valued by students but acknowledged the need for more timely feedback. Strategies to ensure timely feedback, such as setting deadlines for faculty members, were proposed to address this concern.



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Action Plan for Improvement:

Based on the discussion, the following action items were identified:

1. Review and revise the course content to include specialized topics relevant to the evolving industry.
2. Incorporate more interactive and hands-on activities, such as guest speakers and field trips, to enhance student engagement.
3. Integrate technology and digital tools into teaching methods to foster digital literacy skills.
4. Establish a more structured timeline for assignments and provide clear guidelines and expectations to assist students in managing their workload.
5. Implement a standardized feedback process with clear evaluation criteria to ensure timely and constructive feedback to students.

Next Steps:

Dr Parashurama Kamath, HoD, assigned the responsibility of revising the course content based on the identified improvements. Faculty members agreed to collaborate in designing and implementing interactive activities and incorporating technology into teaching methods. The implementation of a structured timeline for assignments and the



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establishment of a standardized feedback process will be coordinated by the Course Coordinator in consultation with the faculty members.

Closing Remarks:

The Head of the Department thanked all attendees for their valuable input and emphasized the importance of continuous improvement based on student feedback. The meeting was adjourned

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Action Taken:

Programme-wise Changes in Course Content - Syllabus Revision based on the student's feedback: 2022-23

School: Arts and Humanities

Department: Media Studies ((BGR Campus))

Programme: B.A. Journalism Honours

Semester: First

Course: PRINT JOURNALISM

Course Code: BJOH132

Unit	Existing Syllabus	Proposed Syllabus	Reasons for Change	Remarks
II: Print Journalism in India	Role of press in freedom struggle	Role of press and renunciation of journalist in freedom struggle	Incorporated human value concept	Applicable Batch 2022-23

Semester: Third

Course: COMMUNITY JOURNALISM

Course Code: BJOH331

Unit	Existing Syllabus	Proposed Syllabus	Reasons for Change	Remarks
II: Understanding History and Content of Community Media	Community video	Community video and Podcasting	Added Contemporary technology to enhance the skills	Applicable Batch 2021-24, 2022-25

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III: Reporting for the Community	--	Human Values Women	Incorporated as per the course instructor suggestions	Applicable Batch 2021-24, 2022-25
IV: Ethics in Community Journalism	Outcome of citizen journalism practice	Citizen Journalist and society	Incorporated as per the course instructor suggestions	Applicable Batch 2021-24, 2022-25

Semester: Third

Course: CORPORATE SOCIAL RESPONSIBILITY

Course Code: BJOH341B

IV: Nature and Process of CSR	--	Women empowerment CSR client services, CSR practitioners	Incorporated as per the course instructor suggestions To enhance employability skills and as per the industry requirements	Applicable Batch 2021-24, 2022-25
Unit	Existing Syllabus	Proposed Syllabus	Reasons for Change	Remarks

Semester: Third

Course: BROADCAST MEDIA

Course Code: BJOH351

Unit	Existing Syllabus	Proposed Syllabus	Reasons for Change	Remarks
III: Radio Programs and Production	--	Voice Modulation Techniques Radio Announcers and Jockey Women Programmes	To enhance employability skills and as per the industry requirements To enhance practical skills and as per the industry requirements	Applicable Batch 2021-24, 2022-25

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		Sports Commentary Radio Commercials On Field Recording		
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Semester: Four

Course: DEVELOPMENT COMMUNICATION

Course Code: BJOH431

Unit	Existing Syllabus	Proposed Syllabus	Reasons for Change	Remarks
Unit I: Introduction to Development Communication	—	PARI Development communication professionals	To enhance employability skills	Applicable Batch 2021-24, 2022-25
Unit III: Role of Media in Development	—	New media and development communication	Added Contemporary technology to enhance the skills	Applicable Batch 2021-24, 2022-25

Semester: Five

Course: Media Law

Course Code: BJOH532

Unit	Existing Syllabus	Proposed Syllabus	Reasons for Change	Remarks
Unit IV: Legal and Ethical Aspects of Media	—	Representation of women in advertisement	Incorporated as per the course instructor suggestions	Applicable Batch 2020-2023, 2021-24, 2022-25

Semester: Five

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Course: Film appreciation
Course Code:BJOH541A

Unit	Existing Syllabus	Proposed Syllabus	Reasons for Change	Remarks
III -Cinema and the State	National and regional cinema	National and regional cinema - myths and realities	To promote inclusiveness in Indian cinema by clarifying the wrong notions associated with the concept of national and regional cinema.	Applicable Batch 2020-2023, 2021-24, 2022-25

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