

DEPARTMENT OF ENGLISH

Action Taken Report on Curriculum Feedback

The Department has been collecting structured feedback from its stakeholders ever since it attained its autonomy in 2014. However, the college had the system of collecting feedback from different stakeholders since its first NAAC accreditation in 2000. The well-defined and structured feedback on curriculum and syllabi is taken from students, teachers, employers and alumni. The questions pertain to different aspects of curriculum like its relevance, its ability to meet industry requirement, develop leadership qualities, communication skills, professional ethics, extra-learning, gender equity and care for nature and environment. On the basis of the feedback collected and its analysis, the department effected appropriate changes in the syllabus and policy decisions have been made to ensure continuous improvement in the curriculum.

The department also has two other methods of collecting feedback from its stakeholders. One is the teacher evaluation feedback collected from every student after every semester, before the issue of hall tickets. This is a mandatory requirement for the students to download the hall ticket. This gives a comprehensive evaluation about the teaching learning process in the college. Two, the department collects exit evaluation where the students express their genuine feeling about the programme and the college. The exit survey includes questions about the curriculum, teaching-learning, infrastructure, employability, skill development, conduct of examination, grievance redressal mechanism and service learning programme in the college. The department has been making use of the feedback system to improve the teaching-learning process and well as other activities of the department an college.

Programme: B.A. English Copy Editor

Year of Curriculum Revision: 2014-15

Year of Curriculum Implementation: 2015-16

Sl.No	Feedback	Action taken
1	The learning objectives of each course in the syllabus are well defined and clear	The learning objectives are well-defined.
2	The syllabus designed for the programme is appropriate and suitably updated.	Practical component is made compulsory in courses like Copy Editing1 and Copy Editing 2.
3	The recommended textbooks and other learning resources are adequately available	Minor changes have been effected in the content of some courses.
4	The curriculum designed for the programme encourages extra learning/self-learning.	Added component of practical criticism in courses like Reading Poetry and Copy Editing
5	The curriculum sufficiently motivates for further study and research.	Research component is added in the 5th semester curriculum
6	The curriculum is designed to develop ability to model and analyse the real life issues.	Syllabus addressed the need to nourish human values and professional ethics. In designing syllabus, due emphasis is laid on grooming learners to responsible citizens.



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