

DEPARTMENT OF ENGLISH

Action Taken Report on Curriculum Feedback

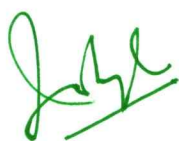
The Department has been collecting structured feedback from its stakeholders ever since it attained its autonomy in 2014. However, the college had the system of collecting feedback from different stakeholders since its first NAAC accreditation in 2000. The well-defined and structured feedback on curriculum 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: M.A. English

Year of Curriculum Revision: 2018-19

Sl. No.	Feedback	Action taken
1	The difficulty level of the syllabus is not fair.	The new syllabus has been framed on par with the national framework prescribed by the UGC, making the content lighter compared to the previous one.
2	The curriculum is not enough to develop ability to analyse real life issues.	Opportunity for practical skills is provided to the students through the introduction of the course Literary Criticism: Theory and Practice which equips them for the critical analysis of situations.
3	The recommended learning materials and resources are not available in the library.	More titles have been added to the Language and Literature section in the library. Library timing has been rescheduled as 8 am-8 pm.
4	The curriculum designed for the programme does not encourage extra learning or self-learning.	Mandatory library hour (Zero Hour) is introduced. Provision has been made for discussion and seminar sessions each week.



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