



Re-Accredited 'B++' 2.86 CGPA by NAAC

VEER NARMAD SOUTH GUJARAT UNIVERSITY

University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.

વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી

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DEPARTMENT OF ENGLISH

No Eng /6089/2023

August 25, 2023

Minutes

The Department of English Faculty members' meeting was held in the department's Meeting Room on August 25, 2023, at 4:00 p.m.

The agenda of this meeting was to analyze the following feedback reports on the curriculum for the Academic Year 2022-2023 and to decide the plan of action required:

1. Student Feedback Analysis
2. Faculty Feedback Analysis
3. Alumni Feedback Analysis

The attendance of the members of the faculty of the department at the said meeting was as follows:

Faculty	Present/ Absent
Dr. Mahesh Kumar Dey Professor & Head, Department of English, Veer Narmad South Gujarat University	Present
Dr. Paresh Joshi, Professor	Present
Dr. Sunil Shah, Professor	Present
Dr. Amit Prajapati, Associate Professor	Present
Dr. Rekha Parmar, Associate Professor	Present
Dr. Mihir Mori, Assistant Professor	Present
Dr. Viraj Desai, Teaching Assistant	Present
Mr. Yogesh Khatri	Present

The received feedback reports, encompassing input from students, teachers, and alumni, proved to be a valuable resource for introspection and enhancement of the educational institution's offerings. These reports were discussed, scrutinized, and subjected to in-depth analysis. Consequently, this analytical endeavour led to identifying key observations,

formulating crucial decisions, and constructing a comprehensive action plan to refine the institution's curriculum and overall educational approach.

A consistent and gratifying theme emerged after a comprehensive review of the feedback - a resounding satisfaction among students, teachers, and alums alike. This positive sentiment strongly affirmed the institution's commitment to quality education and holistic development.

Recognizing the dynamic landscape of education and the evolving demands of the New Education Policy (NEP) 2020, several areas of potential improvement were identified in the curriculum. These changes were deemed essential to align the institution with the modern educational paradigm and equip students with the necessary skills to excel in a competitive professional landscape. Consequently, the following focal points emerged as primary considerations:

Enhancement of Employability Scope: The feedback analysis indicated a consensus among stakeholders that the curriculum could be enriched to better align with contemporary employment opportunities. In light of this, the institution recognized the need to introduce new modules, courses, or learning experiences that would foster practical skills, industry-specific knowledge, and a deeper understanding of real-world applications. This approach would ensure graduates are better prepared to transition seamlessly from academia to professional spheres.

Strengthening Communicative Competence: An intriguing observation that surfaced from the feedback was the potential to enhance communicative competence. Recognizing the significance of practical communication skills in the present globalized world, it was decided to amplify efforts in this direction. This included refining language-focused courses, promoting interdisciplinary dialogues, and integrating platforms for public speaking, group discussions, and written expression. This emphasis is aimed at nurturing knowledgeable graduates adept at articulately conveying their ideas.

Acknowledging these observations and considerations, a series of well-thought-out decisions were taken to revamp the curriculum and overall educational framework. The action plan, thus, consisted of:

Curriculum Restructuring: A thorough curriculum restructuring was planned to implement the desired changes. This involved collaboration among educators, industry experts, and curriculum designers to develop and integrate courses to address employability gaps and enhance communicative abilities.

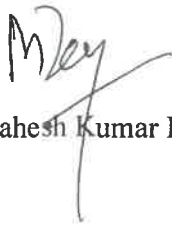
Skill-Centric Modules: New skill-centric modules were proposed, focusing on practical skill acquisition relevant to various professional domains. These modules would be designed to offer hands-on experiences, simulations, and projects to enhance students' functional expertise.

Faculty Development: To execute these changes effectively, faculty development programs were outlined. These programs aim to provide educators with the necessary training and resources to deliver the revised curriculum seamlessly.

Interdisciplinary Integration: Recognizing the multidisciplinary nature of many contemporary challenges, efforts were directed toward integrating subject areas and promoting cross-disciplinary collaborations. This would encourage students to approach problems holistically and creatively.

Assessment and Feedback Loops: The action plan included regular assessment mechanisms to gauge the impact of the proposed changes. Feedback loops were established to ensure real-world outcomes and perceptions informed ongoing improvements.

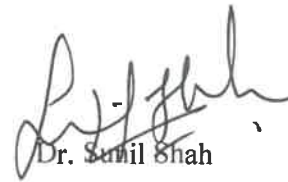
In conclusion, the process of analyzing feedback reports and subsequent deliberations resulted in a robust action plan that aimed to fortify the institution's curriculum in line with the demands of NEP 2020 and the evolving professional landscape. The emphasis on employability and communicative competence showcased the institution's commitment to holistic education, producing graduates who are well-versed in their fields and equipped with the skills to excel in a diverse and competitive world.



Dr. Mahesh Kumar Dey



Dr. Paresh Joshi



Dr. Sunil Shah



Dr. Amit Prajapati



Dr. Rekha Parmar



Dr. Mihir Mori



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Annexure 1: Student Feedback Analysis

Department of English Feedback received from Students Academic year 2022-2023 Semester 1,2,3,4

A Google Form was created to get feedback from students about the curriculum. The average score per items is provided in the table and graph given below:

Semester 1

Table (Score out of 5)

Academic Years 2022-2023 (Semester 1)	Readiness of the syllabus for employability *	Timely revision of the syllabus to meet the societal need *	Content of the syllabus *	Depth of the subject to prepare the student to meet the challenges in the subject *	Use of Teaching Aids and ICT in the class to facilitate teaching *	Availability of learning resources related to the syllabus *	Overall Learning Experience *
ME 01- The Elizabethan and Jacobean Periods in English Literature(1560 – 1640)	4.18	3.20	4.24	4.17	3.21	4.12	4.19
ME 02- The Restoration Period in English Literature (1640–1700)	4.20	4.18	4.16	4.10	4.15	4.10	4.28
ME 03- The Augustan Period in English Literature (1700–1798)	4.81	4.89	4.85	4.80	4.59	4.87	4.87
ME 04A- Women's Writing in English	3.98	4.09	4.11	4.08	4.11	4.25	4.25
ME 04B- New Literatures in English	4.22	4.18	4.25	4.25	3.26	4.15	4.18
ME 04C-English Language Teaching: Language Skills	4.28	4.17	4.26	4.06	4.10	4.30	4.22
ME 05- Multidisciplinary Course (Drama and Psychology)	3.93	4.11	4.08	4.06	4.15	4.26	4.27

Semester 2

Table (Score out of 5)

	Readiness of the syllabus for employability *	Timely revision of the syllabus to meet the societal need *	Content of the syllabus *	Depth of the subject to prepare the student to meet the challenges in the subject *	Use of Teaching Aids and ICT in the class to facilitate teaching *	Availability of learning resources related to the syllabus *	Overall Learning Experience *
ME 06- The Romantic Period in English Literature (1798 –1840)	4.98	3.80	3.89	4.07	3.80	4.98	4.06
ME 07- The Victorian Period in English Literature (1840-1900)	3.78	4.87	3.69	3.86	4.70	4.76	3.80
ME 08- The Modernist Period in English Literature (1900-1950)	3.72	3.89	3.77	3.80	4.10	4.57	3.87
ME 09A- Indian Literature in English Translation	3.98	4.11	4.21	4.12	3.98	4.25	4.22
ME 09B- Travel Writing	4.26	4.30	4.45	4.69	3.98	4.19	4.25
ME 09C-English Language Teaching: Communication skills	3.98	3.73	3.77	4.86	3.50	3.88	3.89
ME 10- Multidisciplinary Course (Novel and Psychology)	4.15	3.80	4.11	4.18	4.28	4.30	4.28

Semester 3

	Readiness of the syllabus for employability *	Timely revision of the syllabus to meet the societal need *	Content of the syllabus *	Depth of the subject to prepare the student to meet the challenges in the subject *	Use of Teaching Aids and ICT in the class to facilitate teaching *	Availability of learning resources related to the syllabus *	Overall Learning Experience *
ME 11- Literary Form: Novel	4.08	4.28	4.15	4.09	4.18	4.27	4.29
ME 12- Literary Criticism	4.13	4.19	4.08	4.18	4.51	4.19	4.18
ME 13- Indian Writing in English	4.10	3.88	3.69	3.90	4.10	3.88	3.89
ME 14A- American Literature	4.19	3.89	4.19	4.15	4.18	4.25	4.21
ME 14B- Translation Studies	4.87	4.44	4.49	4.29	4.50	4.28	4.89
ME 14C- English Language Teaching: Pedagogical Trends	4.29	4.10	3.88	3.81	3.95	4.47	4.05
ME 15- Multidisciplinary Course: (Drama and History)	4.36	4.43	4.29	4.30	4.50	4.39	4.56

Semester 4

	Readiness of the syllabus for employability *	Timely revision of the syllabus to meet the societal need *	Content of the syllabus *	Depth of the subject to prepare the student to meet the challenges in the subject *	Use of Teaching Aids and ICT in the class to facilitate teaching *	Availability of learning resources related to the syllabus *	Overall Learning Experience *
ME 16- Literary Form: Drama	4.35	4.89	3.96	4.55	4.10	4.98	4.20
ME 17- Literary Criticism and Theory	4.63	4.87	4.15	4.19	4.88	3.95	3.89
ME 18- World Literature in Translation	4.10	4.20	4.20	4.08	4.20	4.29	4.87
ME 19A- Film Studies	4.23	4.29	4.29	4.13	4.15	4.28	4.20
ME 19B- Marginal Discourse	3.88	3.89	3.87	4.10	4.19	3.98	3.89
ME 19C- English Language Teaching: Multiple Contexts	4.29	4.89	4.19	4.80	4.87	4.19	3.88
ME 20- Multidisciplinary Course (Novel and History)	3.95	4.89	4.86	4.38	4.80	4.39	4.15