

Department of Languages

Student Feedback Analysis

AY:2024-25

The feedback responses include ratings on various aspects of the syllabus. The following sections provides a detailed understanding of the various elements of the feedback .

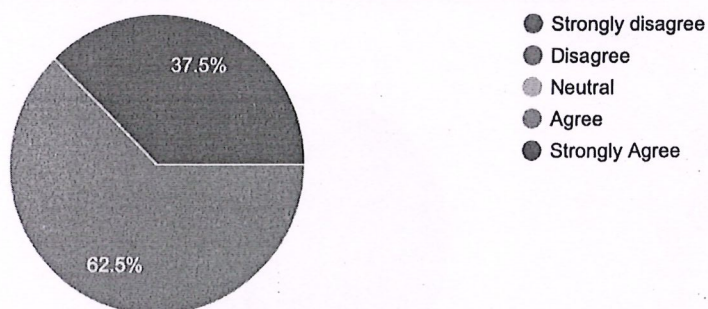
1. Quantitative Analysis

1. Syllabus Objectives and Learning Outcomes

- Most respondents either "Strongly Agree" or "Agree" that the syllabus satisfies the stated objectives and learning outcomes.
- Positive responses indicate alignment between the curriculum goals and student expectations.

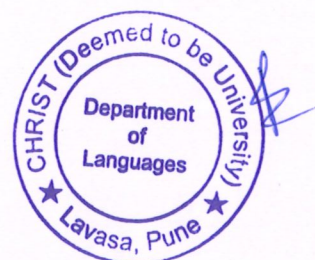
The syllabus satisfies the stated objectives and learning outcomes

8 responses

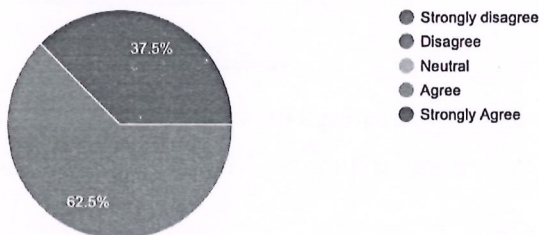


2. Relevance of Topics Covered

- Majority of students marked "Strongly Agree" or "Agree" that the syllabus covers relevant topics.
- This reflects that the course content is contemporary and applicable to the field.



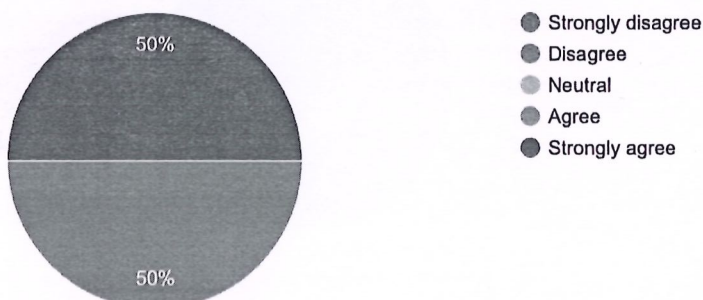
The syllabus covers relevant topics
8 responses



3. Knowledge and Skill Enhancement

- The feedback indicates that the syllabus contributes to enhancing knowledge and skills. However, a few responses (e.g., "Neutral") suggest room for improvement, especially in tailoring the syllabus toward diverse learning needs.

The syllabus enhances your knowledge and skills in the relevant domain
8 responses



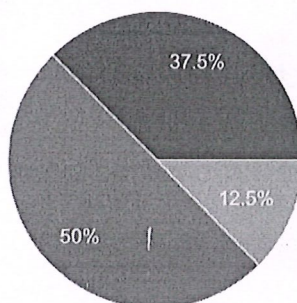
4. Critical/Analytical Thinking

- A significant portion of students believe the syllabus effectively develops critical thinking, though no "Disagree" responses were noted. This highlights a strength but also implies the need to reinforce this aspect further.



The syllabus is effective in developing critical/analytical thinking

8 responses



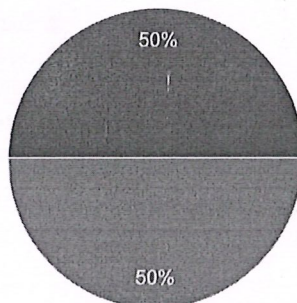
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

5. Relevance of Textbooks and References

- A strong agreement in this section highlights that the curriculum includes appropriate and relevant study materials.

The text books and reference materials are relevant to the content of the syllabus

8 responses



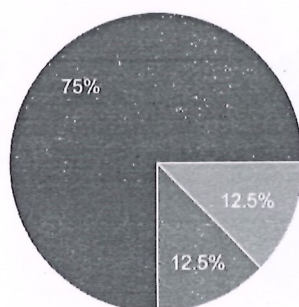
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

6. Orientation Toward Higher Education

- The majority of respondents found the syllabus geared toward higher education, though a few neutral responses suggest potential gaps in advanced learning opportunities.

The syllabus is oriented towards higher education

8 responses



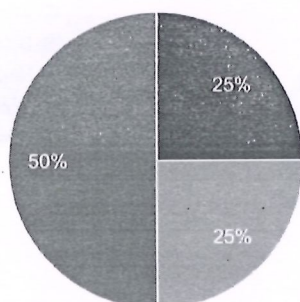
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

7. Career Skill Development

- While some students strongly agree that the syllabus is career-oriented, the "Neutral" responses reveal a possible gap in linking theoretical knowledge to practical, career-specific skills.

The syllabus is designed to enhance skills pertaining to relevant career opportunities

8 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

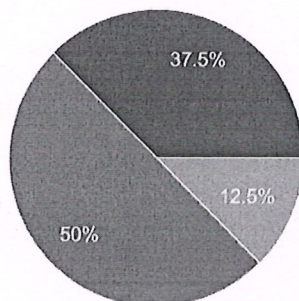
8. Promotion of Self-Study and Research Temperament

- Strong responses in this category reflect that the syllabus encourages independent research and inquiry, though continuous improvements could bolster this further.



The syllabus promotes self-study and research temperament

8 responses



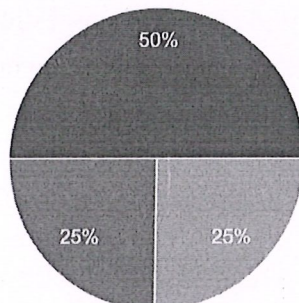
● Strongly disagree
● Disagree
● Neutral
● Agree
● Strongly Agree

9. Overall Expectations

- While many responses are positive, some neutral responses indicate that the syllabus meets expectations but could improve in specific areas, as detailed in qualitative feedback.

The syllabus meets your overall expectations

8 responses



● Strongly disagree
● Disagree
● Neutral
● Agree
● Strongly agree



2. Qualitative Analysis

The "Comments and Suggestions" section offers valuable insights into students' experiences and expectations:

1. Positive Feedback:

- Students appreciated the inclusion of "new and relevant areas" in the curriculum, suggesting its contemporary appeal.
- The promotion of research-oriented learning was highlighted as a strength.

2. Suggestions for Improvement:

- **Exam Structure:** A suggestion to improve the exam structure by covering diverse areas and ensuring more balanced assessment.
- **Practical Orientation:** Students indicated a need for better alignment between syllabus content and career opportunities.
- **Skill Development:** Neutral ratings in career skills reflect the need for more practical modules (e.g., internships, workshops).

3. General Observations:

- Some students opted not to provide specific suggestions, marking comments as "none." This suggests either satisfaction with the curriculum or a lack of critical engagement with the feedback process.



3. Action Plan Based on Feedback

1. Exam and Assessment Structure:

- Revise the evaluation strategy to ensure diverse areas of the syllabus are assessed.
- Include practical or open-ended assessments that evaluate critical and analytical thinking.

2. Career-Oriented Modules:

- Introduce more skill-based workshops, industry collaborations, or internship opportunities.
- Add career-centric electives or capstone projects.

3. Promoting Critical Thinking and Research:

- Strengthen activities like case studies, group discussions, and research presentations.
- Encourage self-directed projects that align with real-world challenges.

4. Student Engagement:

- Increase feedback engagement by educating students on the purpose and value of providing constructive criticism.

5. Improved Communication of Syllabus Objectives:

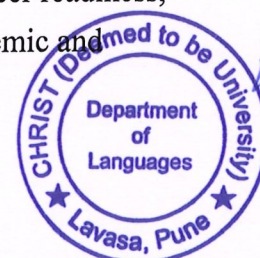
- Host orientation sessions to align student expectations with course objectives.
- Regularly update students on how the curriculum equips them with skills for higher education and career readiness.

6. Address Neutral Responses:

- Conduct follow-up sessions to explore why some students feel neutral about specific aspects (e.g., career readiness, overall expectations).
- Use this insight to further refine curriculum design.

4. Conclusion

Overall, the feedback reflects a positive reception of the curriculum with some areas for improvement. Key strengths include relevance, research focus, and alignment with higher education goals. However, actionable steps can enhance exam structures, career readiness, and critical thinking components, ensuring the syllabus meets evolving academic and professional demands.



Department of Languages,

Faculty Feedback Analysis

AY:2024-25

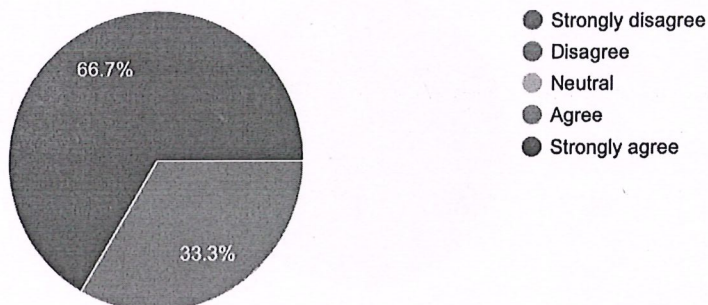
Faculty feedback offers insights into the curriculum's effectiveness, relevance, and alignment with institutional and academic goals. The following sections provide a detailed analysis of the various components of the feedback

1. Quantitative Analysis

1. Syllabus Objectives and Learning Outcomes

- Majority of the faculty members "Strongly Agree" that the syllabus meets its stated objectives and learning outcomes.
- This indicates a general satisfaction with the course alignment with academic and pedagogical goals.

The syllabus satisfies the stated objectives and learning outcomes
6 responses



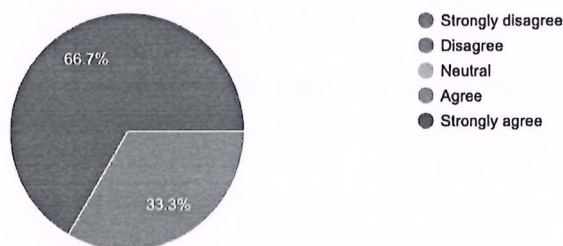
2. Process for Updating the Curriculum

- Most respondents agree that there is a continuous process for updating the syllabus with relevant topics. However, a few "Agree" responses suggest room for a more streamlined or transparent update process.



There is a continuous process for modifying, suggesting and incorporating updated topics to the syllabus

6 responses

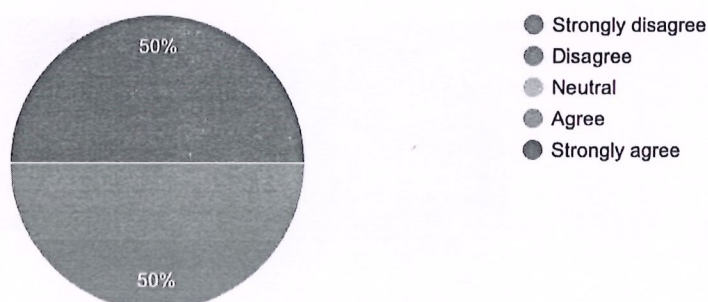


3. Development of Independent Thinking

- Faculty strongly believe that the curriculum fosters independent thinking among students. The "Strongly Agree" responses dominate, showcasing the curriculum's intellectual rigor.

The curriculum is effective in developing independent thinking

6 responses

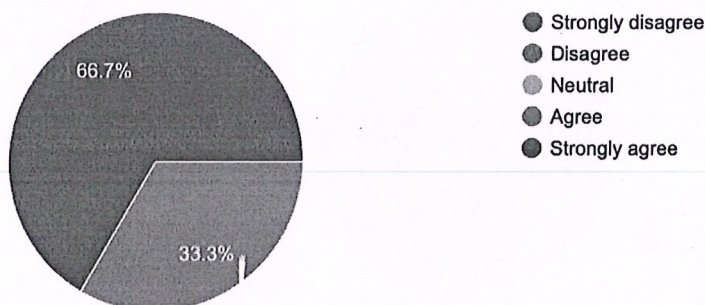


4. Departmental Review of Curriculum

- Faculty unanimously acknowledge that departmental expert committees regularly review the curriculum. This practice is a strong point and highlights the institution's commitment to academic quality.



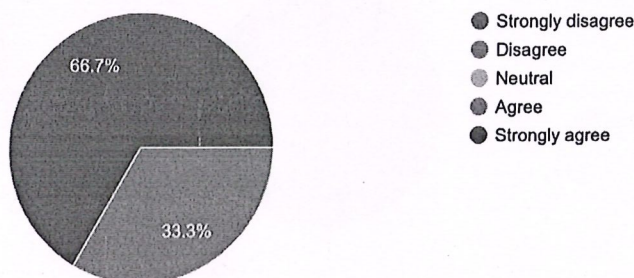
The Department level expert committee regularly meets to review the curriculum.
6 responses



5. Knowledge Enhancement

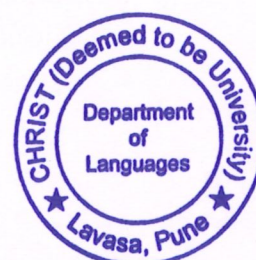
- Many responses rated "Strongly Agree" or "Agree," indicating that the curriculum effectively enhances faculty knowledge in the subject area, fostering intellectual growth.

The curriculum enhances your knowledge in the subject area
6 responses



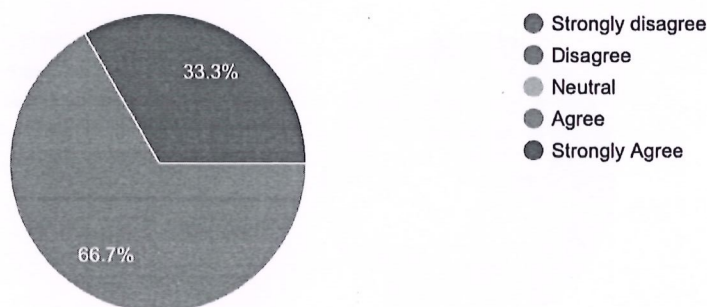
6. Practical Application of Knowledge

- The curriculum's focus on enabling students to apply their knowledge in practical situations received positive feedback, though responses like "Agree" suggest potential enhancements in this domain.



The curriculum enables the students to implement the acquired knowledge in practical situations

6 responses

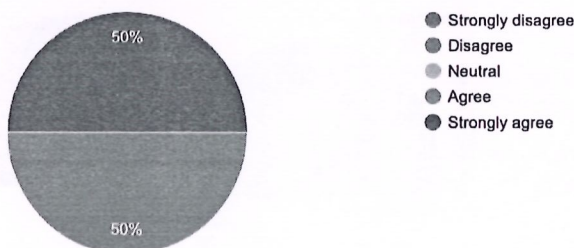


7. Research Integration in Teaching

- Faculty largely "Strongly Agree" that the curriculum requires integrating research into teaching. This is a strength of the program and aligns well with the goals of higher education.

The curriculum requires teachers to incorporate research into their teaching

6 responses



2. Qualitative Feedback

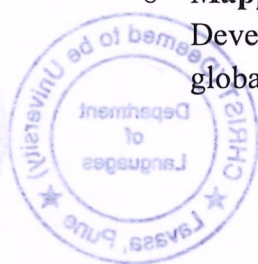
Faculty provided valuable suggestions in the "Comments and Suggestions" section:

1. Positive Observations:

- Faculty recognize the structured efforts to maintain curriculum relevance and encourage independent thinking.

2. Suggestions for Improvement:

- Mapping Curriculum to SDG Goals:** Aligning curriculum with Sustainable Development Goals (SDGs) was highlighted, which could give the program a global relevance and purpose.



- **Student-Centric Pedagogy:** A shift towards more innovative teaching methodologies, such as project-based learning or flipped classrooms, was suggested to enhance student engagement.
- **Regular Updates:** Faculty emphasized the importance of continuous syllabus updates to keep pace with advancements in the field.
- **Integration of Practical Components:** Some suggestions focused on increasing the practical applications within the curriculum, including case studies, workshops, and internships.

3. General Observations:

- A few comments (e.g., "None" or "-") reflect satisfaction with the curriculum or a lack of additional feedback.
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3. Action Plan Based on Faculty Feedback

- **Alignment with Sustainable Development Goals (SDGs)**

Action: Incorporate SDG themes into relevant courses such as *Postcolonial Digital Narratives* and *World Literature*.

Measurable Outcome: By the next academic year, 30% of course assessments will include SDG-focused assignments or projects.

- **Student-Centric Pedagogy**

Action: Introduce interactive learning methods such as project-based learning, flipped classrooms, and peer-led discussions.

Measurable Outcome: Conduct faculty training workshops (at least 2 per semester) on student-centric teaching strategies, with a target of implementing these in 50% of the courses.

- **Research-Integrated Teaching**

Action: Encourage faculty to incorporate their research findings into classroom discussions and assignments.

Measurable Outcome: At least 40% of courses should have faculty-led research components, with students required to engage in at least one research-based project per semester.

