

## SCHOOL OF ARTS AND HUMANITIES

### DEPARTMENT OF ENGLISH AND CULTURAL STUDIES

#### Policy Document for Feedback System

##### Objective

The feedback system aims to establish a structured, continuous process for collecting, analyzing, and acting upon feedback from all relevant stakeholders to enhance the curriculum of the Department of English and Culture Studies.

##### Key Components

**Stakeholder Involvement:** Regular feedback will be solicited from students, parents, alumni, faculty, and external academic experts.

##### Feedback Mechanisms:

**Surveys:** Conducted at the end of each semester to gather feedback on specific courses and the overall curriculum.

**Focus Groups:** Organized annually with representatives from each stakeholder group to discuss the curriculum in detail.

**Data Analysis:** Feedback data will be systematically analyzed to identify trends, strengths, and areas needing improvement.

**Reporting and Action:** The results of the feedback analysis will be reported to the department and used to inform curriculum revisions. An action plan will be developed and implemented for any identified areas of concern.

## FEEDBACK

Curriculum feedback is an essential component in ensuring that academic programs remain relevant, dynamic, and aligned with the evolving needs of students, society, and the job market. In the context of the Department of English and Culture Studies, gathering and analyzing feedback from various stakeholders, including students, parents, alumni, and academic experts, plays a pivotal role in shaping the curriculum. This process not only highlights the strengths of the current syllabus but also identifies areas for improvement, ensuring that the department continues to offer high-quality education that meets the expectations of its diverse community.

##### Feedback Analysis

##### Parent Feedback Analysis

The parent feedback reveals a generally positive reception of the curriculum, particularly in terms of its orientation towards higher education and skills development. Here are some key observations:

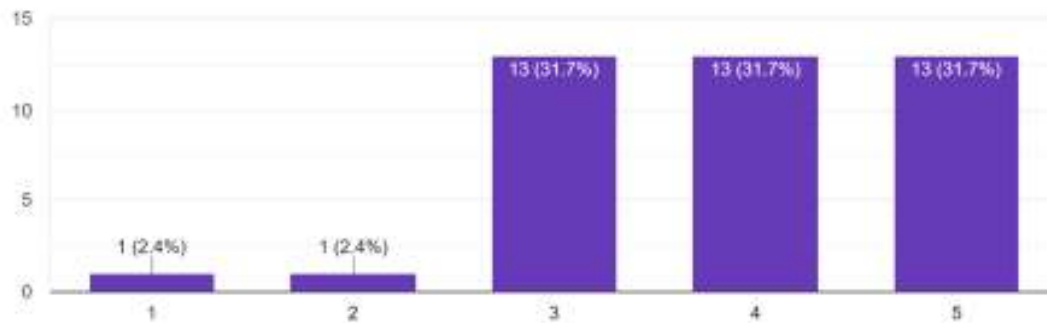
**Syllabus Orientation:** Most parents rated the syllabus highly (4-5 on a scale of 5) for effectively preparing students for higher education and equipping them with the necessary skills.

**Self-Study and Research Attitude:** There was some variance in responses, with a few parents expressing concerns about the level of promotion of self-study and research, indicating a need for more emphasis in this area.

**Overall Satisfaction:** The satisfaction levels regarding the syllabus's ability to meet expectations related to upskilling, employability, and personal growth were mixed, with some parents highlighting areas for improvement.

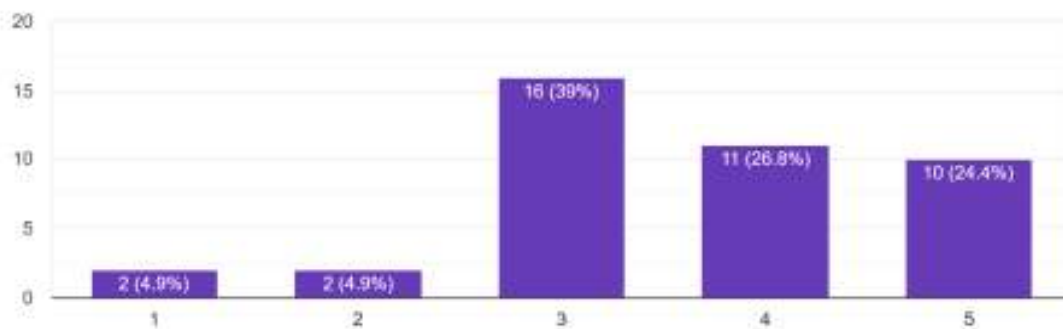
Promotion of self-study and an attitude of research through the syllabus

41 responses



How well were the overall expectations from the syllabus and the programme met in terms of employability, higher education, upskilling and whole-person development?

41 responses



### Student Feedback Analysis

The student feedback similarly provides valuable insights into the effectiveness of the curriculum from a learner's perspective. Key points include:

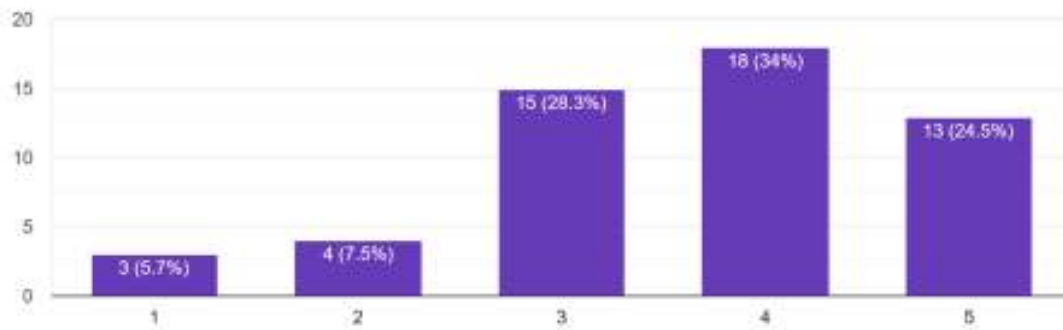
**Relevance and Practicality:** Students generally appreciated the practical aspects of the syllabus but noted that certain areas could benefit from more hands-on experience and contemporary relevance.

**Skill Development:** While students acknowledged the curriculum's role in developing critical thinking and communication skills, there were calls for more opportunities to engage in research and independent study.

**Course Content:** Some students suggested updates to course content to include more diverse perspectives and recent developments in the field.

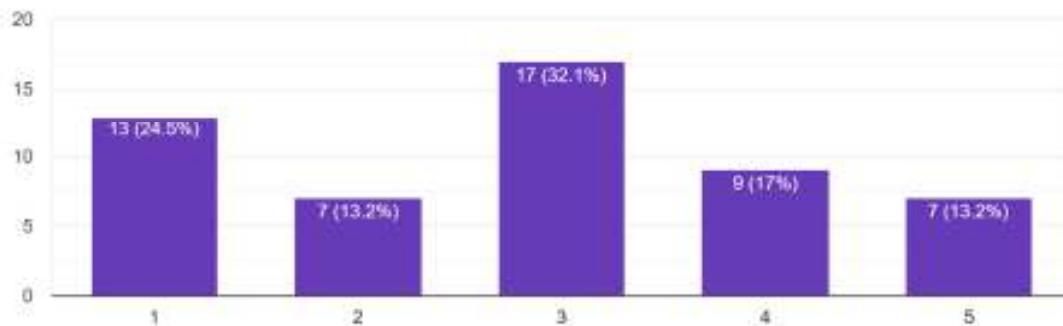
Efficacy of the syllabus in developing critical/ analytical thinking

53 responses



Weightage given to employability and real-life professional development in the design and development of syllabus

53 responses



### **Feedback from Alumni and Academic Experts**

In addition to feedback from current students and parents, input from alumni and academic experts is crucial. Alumni can provide insights based on their real-world experiences, highlighting the long-term impact of the curriculum on their careers. Their feedback can help bridge the gap between academic training and professional requirements. Academic experts, on the other hand, bring an external perspective that is essential for maintaining academic rigor and ensuring that the curriculum remains at the cutting edge of the discipline. Their expertise can guide the integration of new theories, methodologies, and pedagogical approaches.

The alumni and academic experts provided their feedback verbally and in-person during the Board of Studies Meeting. The suggestions included including more skill development components and practical skills to make students employable.

### **Action Plan Based on Feedback Data**

#### **Curriculum Enhancement:**

**Update Course Content:** Integrate more contemporary issues and diverse perspectives in course materials.

**Increase Research Opportunities:** Introduce more research-oriented assignments and projects to foster a deeper understanding of the field.

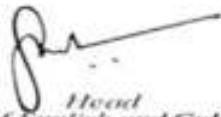
**Practical Skills Development:** Incorporate workshops and hands-on activities that provide students with practical skills relevant to their future careers.

#### **Regular Review and Updates:**

**Annual Curriculum Review:** Conduct an annual review of the curriculum based on feedback to ensure that it remains relevant and effective.

**Feedback Loop:** Communicate the outcomes of the feedback process to stakeholders, ensuring transparency and continuous improvement.

This feedback system and action plan will help the Department of English and Culture Studies maintain a curriculum that is responsive to the needs of its students and aligned with the latest academic and professional standards.



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