



INTEGRAL UNIVERSITY

CRITERION- I–CURRICULAR ASPECTS

1.4 Feedback System

1.4.1: Structured feedback for design and review of syllabus – semester- wise / year- wise is received from 1) Students, 2) Teachers, 3) Employers 4) Alumni

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**Department of Languages
Faculty of Humanities & Social Sciences
Integral University, Lucknow
Minutes of the Meeting of DQAC**

Agenda: Analysis of Feedbacks (Session 2016-17) for all the programs offered by the Department of Languages.

Date: August 08, 2016

Venue: Office of the Dean (HSS) (IIIrd Floor, NLT-A Block)

Time: 02:00 p.m.

S.No.	Member Name	Designation	Signature
1.	Professor S.Z. H. Abidi (Dean, HSS & Head Department of Languages)	Chairman	<i>S.Z.H. Abidi</i>
2.	Dr. Hafiz Mohd. Arif (Assistant Professor)	Member	<i>AF</i>
3.	Dr. Amna Shamim (Assistant Professor)	Member	<i>Amna</i>
4.	Dr. Bushra Wadood (Assistant Professor)	Member	
5.	Dr. Rupali Mirza (Assistant Professor)	Member	<i>R. Mirza</i>
6.	Mr. Syed Wahaj Mohsin (Assistant Professor)	Member	<i>S. Wahaj Mohsin</i>
7.	Ms. Mursalin Jahan (Assistant Professor)	Member	<i>M. Jahan</i>
8.	Mr. Mohd Tariq (Assistant Professor)	Member	

Members Excused:

S.No.	Member Name	Designation	Reason
1.	Dr. Rupali Mirza	(Assistant Professor)	Academic duty

Members Absent:

S.No.	Name	Designation	Reason
1.	Mr. Mohd Tariq	(Assistant Professor)	On Leave

Meeting Agenda details:

1. Analysis of the feedback collected on Curriculum from all the relevant stakeholders for all the programs offered by the Department of Languages (Ph.D. in English and M.A. in



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- English) and Syllabi of Professional Communication Courses taught in other Departments (Basic Professional Communication- LN 101, Essential Professional Communication-LN 104, and Advanced Professional Communication-LN 201).
2. Preparation of detailed Feedback Analysis Report for all the programs offered.
 3. Preparation of action plan against suggested responses.
 4. Recommendations for the perusal of the Board of Studies of the Department of Languages.

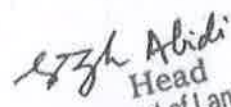
Meeting Minutes:

After due discussions and deliberations following decisions were taken.


1. The collective feedback of all the stakeholders was analysed and a consolidated report of the recommendations was prepared. Feedback was taken against eight questions. The first seven questions have been rigorously designed to capture the qualitative characteristics of the curriculum and its enrichment. The last question is a subjective question which captures the suggestions of the stakeholders. The questions recorded stakeholder views against professional competencies, sequencing of the content, adequacy of syllabi coverage & credit allocation, adequateness of textbooks and reference materials, syllabus in terms of active engagement of students, depth of the syllabus with respect to industry/global scenarios, and suggestion by the stakeholder.
2. The stakeholders have recorded a positive feedback and have shown satisfaction regarding the proposed curriculum. The responses have been collated and the suggestions and necessary action plan for revisions/ additions in the syllabi are captured in the feedback analysis report.
3. The Feedback Analysis Report is enclosed and submitted for necessary action.
4. Meeting ended with thanks to the chair.



(DQAC Chairman)


Head
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(HOD)
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Departmental/Internal Quality Assurance Cell
Department of Languages
Faculty of Humanities & Social Sciences
Integral University, Lucknow
Feedback Analysis Report (Session 2016-2017)

M.A. in English and Ph.D. in English

Curriculum is the vital organ of any education system regardless of the education level. Curricular aspects and the best practices connected to curriculum design and development play a significant role in quality of higher education since the curriculum has a decisive role in steering the other elements of quality. All other aspects whether teaching, learning and evaluation, research and development, infrastructure and learning resources, student activities and support system revolve around it.

Reviewing and updating of the curriculum is an essential ingredient of any vibrant academic system. This has been the Case in Integral University too as necessary additions and changes are introduced in it from time to time by the university with the objective of maintaining an updated curriculum and for providing inputs from stakeholders to take care of speedy development in the knowledge of the subject concerned. Designing of the curriculum in Integral University is based on the stakeholder's suggestions and their needs. To add diversity in collection of responses for feedback, feedback is taken from different stakeholder's like **student, alumni, teacher and employer**. Revising the curriculum is a continuous process to provide an updated education to the students at large. For understanding the needs and requirement of the Curriculum a Revision Feedback is taken for **eight different questions** in which the first **seven questions** are based on **qualitative characteristics** of the curriculum and its enrichment and **grading** (Between 1 to 4) is done by the stakeholders. Responses are collected and recorded for questions which give greater insight into the curriculum ability to meet needs of Professional competencies, sequencing of the contents in the syllabi, adequacy of coverage and credit allocation in syllabi, adequacy of textbooks and reference materials mentioned in syllabi, syllabi content ability to actively engage students, depth of the syllabus for the course in relation to the competencies expected by industry/global scenarios and its competitiveness among learners and its ability to help in career progression. The eighth Question is kept subjective, so that the stakeholders can voice their opinions and suggestions about the curriculum. The structured Feedback on curriculum is collected from all relevant stakeholders and is submitted to the DQAC of the department to deliberate on various suggestions made by stakeholders. Feedback Analysis was done by the

DQAC members and a detailed report for the same was submitted in the office of the Head of the Department. It has been noted that by and large the stakeholders have given a positive feedback and have shown satisfaction in the designed Curriculum, which in rating is above 3 out of 4. From the analysis of the suggestions received from the stakeholders it was known that modification or change in the syllabi of the courses LN441, LN412, LN413, LN414, LN101, LN104, LN201, and LN552, was collected by the stakeholders and new add on course entitled **Dastangoi: Art of Story Telling (LNAD2016-01)** and **Revisiting William Shakespeare (LNAD2017-01)** should also be introduced from the coming session (2016-17).



Structured feedback on curriculum revision
Department of Languages
Feedback Analysis
M.A. in English (2016-2017)

Feedback by Students:

The categorization of rating based on average score of different parameters is as follows:

S. No.	Question	Responses (in terms of %)				Average Score out of 4	Ratings
		Excellent (4)	Very Good (3)	Moderate (2)	Poor (1)		
1.	Professional Competencies : The syllabi/ courses are able to achieve the intended outcomes	100	-	-	-	4	Excellent
2.	Rate the sequencing of the contents in the syllabi/ courses	100	-	-	-	4	Excellent
3.	Rate the adequacy of coverage and credit allocation in syllabi/courses	100	-	-	-	4	Excellent
4.	Rate the adequacy of textbooks and reference materials mentioned in syllabi	100	-	-	-	4	Excellent
5.	Rate the syllabi content in terms of active engagement of the students	67	-	33	-	3.4	Excellent
6.	Rate the depth of the syllabus for the course in relation to the competencies expected by industry/global scenarios	67	-	33	-	3.4	Excellent
7.	The syllabi/course will help in adding competitiveness among learners and helps in carrier progression	67	-	33	-	4	Excellent

*Excellent >3 *Very Good >2 *Moderate >1 *Poor <=1

Text Suggestions:

- Introduction, revision, and/or modification of the study and evaluation scheme to make courses meet the global scenario.



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- Organize workshops, guest lectures and seminars related to the current trends of Literature and Communication Skills.
- An active interaction with alumni is required to aid the students for career guidance and mentorship.
- Evaluation scheme should be modified.
- The syllabi should be mapped by CO-PO.

Analysis of Feedback:

Students' responses to the proposed changes in the curriculum against different parameters were analysed. Based on their feedback the following points were filtered:

- The analysis suggests that almost all the students have given positive feedback which comes out to be excellent in terms of rating.
- For the first four questions related to Professional competencies, sequencing of the contents in the syllabi, adequacy of coverage and credit allocation in syllabi, adequacy of textbooks and reference materials mentioned in syllabi, students showed full satisfaction.
- 67% of the students rated the curriculum "Excellent" with respect to professional competencies, intended outcomes, competencies expected by industry/global scenarios, adequacy of textbooks and reference materials mentioned in syllabi, and will add competitiveness through active engagement among learners and will also helps in carrier progression. 33% rated it to be moderate.
- The suggestions received regarding starting of any Add On Course and efforts to be made to make curriculum more engaging, competitive for global and industry needs and helping in carrier progression are noted down for Action taken report.

Feedback by Teachers:

The categorization of rating based on average score of different parameters is as follows:

S. No.	Question	Responses (in terms of %)				Average Score out of 4	Ratings
		Excellent (4)	Very Good (3)	Moderate (2)	Poor (1)		
1.	Professional Competencies : The syllabi/ courses are able to achieve the intended outcomes	67	-	33	-	3.4	Excellent
2.	Rate the sequencing of the contents in the syllabi/ courses	100	-	-	-	4	Excellent
3.	Rate the adequacy of coverage and credit allocation in syllabi/courses	100	-	-	-	4	Excellent
4.	Rate the adequacy of textbooks and reference materials mentioned in syllabi	100	-	-	-	4	Excellent
5.	Rate the syllabi content in terms of active engagement of the students	67	-	33	-	3.4	Excellent
6.	Rate the depth of the syllabus for the course in relation to the competencies expected by professional sphere/global scenarios	67	-	33	-	3.4	Excellent
7.	The syllabi/course will help in adding competitiveness among learners and helps in carrier progression	67	-	33	-	3.4	Excellent

*Excellent >3 *Very Good >2 *Moderate >1 *Poor <=1

Text Suggestions:

- More diverse teaching-learning methods should be adopted to teach syllabi for instance concept mapping, flipped classroom and so on.

- The edition of books enlisted in the syllabi should be revised.
- Guest lectures by experts should be regularly organised for better outcome.
- Attributes should be clearly mentioned and mapped in the evaluation scheme.
- In M.A. in English Program more emphasis should be given to MLA Handbook.

Analysis of Feedback:

Teachers' responses for the proposed changes in the curriculum against different courses was recorded and analyzed. Based on the teacher's feedback the following points were filtered.

- Expert of the subject rated the various parameters as excellent and very good.
- For the parameters where moderate ratings were recorded, following action plan are proposed.

Action Plan:

- Editions of books should be revised.
- More textbooks and reference materials is to be added in the syllabi.
- The practicality of the syllabi should be enhanced for active engagement.
- Recent researches to be included as reference.
- Map the units with the evaluation scheme.

Feedback by Alumni:

The categorization of rating based on average score of different parameters is as follows:

S. No.	Question	Responses (in terms of %)				Average Score out of 4	Ratings
		Excellent (4)	Very Good (3)	Moderate (2)	Poor (1)		
1.	Professional Competencies : The syllabi/ courses are able to achieve the intended outcomes	67	-	33	-	3.4	Excellent
2.	Rate the sequencing of the contents in the syllabi/ courses	100	-	-	-	4	Excellent
3.	Rate the adequacy of coverage and credit allocation in syllabi/courses	100	-	-	-	4	Excellent
4.	Rate the adequacy of textbooks and reference materials mentioned in syllabi	100	-	-	-	4	Excellent
5.	Rate the syllabi content in terms of active engagement of the students	67	-	33	-	3.4	Excellent
6.	Rate the depth of the syllabus for the course in relation to the competencies expected by industry/global scenarios	67	-	33	-	3.4	Excellent
7.	The syllabi/course will help in adding competitiveness among learners and helps in carrier progression	67	-	33	-	4	Excellent

*Excellent >3 *Very Good >2 *Moderate >1 *Poor <=1

Text Suggestions:

- Lectures should be made more comprehension for facilitating the understanding of the student.
- Focus on foregrounding of the course in the first unit in the form of introduction to the background of the study.
- More emphasis on the practical knowledge and change in the syllabus that are actually useful in the contemporary scenario.
- Syllabus should adapt to the advancements and modifications in the trends to keep the learning up to date.



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- The syllabus should be revised for the development of entrepreneurship skills.
- Engagement of teacher and students must be there to make the course more valuable.
- Focus on research work.
- Enrich the Central/Departmental Library with more books related to the running programs.
- Efforts should be made to strengthen the Alumni network.

Analysis of Feedback:

The Alumni response to different parameters with regards to relevance of syllabi, content of the curriculum against student placement, employability, and progression to higher studies were recorded and analyzed. Based on their feedback the following points were captured.

- A majority of alumni rated the various parameters as excellent and very good.
- For the parameters where moderate and poor ratings were recorded following action plan is proposed.

Action Plan:

- For the adequacy of coverage and credit allocation in syllabi/courses, it will be revisited with the advice of the statutory bodies' committee members.
- The practicality of the syllabi shall be enhanced for active engagement.
- Recent researches to be included as reference.

Feedback by Employer:

The categorization of rating based on average score of different parameters is as follows:

S. No.	Question	Responses (in terms of %)				Average Score out of 4	Ratings
		Excellent (4)	Very Good (3)	Moderate (2)	Poor (1)		
1.	Professional Competencies : The syllabi/ courses are able to achieve the intended outcomes	67	25	-	8	3.5	Excellent
2.	Rate the sequencing of the contents in the syllabi/ courses	80	20	-	-	3.8	Excellent
3.	Rate the adequacy of coverage and credit allocation in syllabi/courses	57	43	-	-	3.6	Excellent
4.	Rate the adequacy of textbooks and reference materials mentioned in syllabi	60	40	-	-	3.6	Excellent
5.	Rate the syllabi content in terms of active engagement of the students	80	20	-	-	3.8	Excellent
6.	Rate the depth of the syllabus for the course in relation to the competencies expected by industry/global scenarios	75	25	-	-	3.8	Excellent
7.	The syllabi/course will help in adding competitiveness among learners and helps in carrier progression	45	33	22	-	3.2	Excellent

*Excellent >3 *Very Good >2 *Moderate >1 *Poor <=1

Text Suggestions:

- Theory courses should be all embracing by means of employing teaching-learning methodologies.
- A great initiative, if this comes into effect.
- Curriculum has relevance to real life situations; reflects current trends and practices in the respective disciplines.
- Organizing workshops, guest lectures and seminars related to the current trends of Literature and Language.
- Focus on PPP classes, so that the skills of the students can be honed.



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Analysis of Feedback:

The Employer' responses to different parameters were recorded and analyzed. Based on their feedback the following points were captured.

- A majority of Employer rated the various parameters as excellent and very good.
- For the parameters where moderate and poor ratings were recorded following action plan is proposed.

Action Plan:

- The adequacy of coverage and credit allocation in syllabi/courses, Professional Competencies to achieve the intended outcomes and adding competitiveness among learners will be revisited with the advice of the statutory body's committee members.
- The practicality of the syllabi shall be enhanced for active engagement.
- Recent researches to be included as reference.
- Modify the evaluation scheme to meet the current demand.



Structured feedback on curriculum revision
Department of Languages
Feedback Analysis
Ph.D. in English (2016-2017)

➤ **STUDENT**

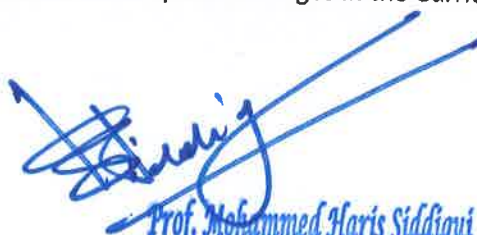
The categorization of rating based on average score of different parameters is as follows:

S. No.	Question	Responses (in terms of %)				Average Score out of 4	Ratings
		Excellent (4)	Very Good (3)	Moderate (2)	Poor (1)		
1.	Professional Competencies: The syllabi/ courses are able to achieve the intended outcomes	100	-	-	-	4	Excellent
2.	Rate the sequencing of the contents in the syllabi/ courses	100	-	-	-	4	Excellent
3.	Rate the adequacy of coverage and credit allocation in syllabi/courses	100	-	-	-	4	Excellent
4.	Rate the adequacy of textbooks and reference materials mentioned in syllabi	50	-	50	-	3.3	Excellent
5.	Rate the syllabi content in terms of active engagement of the students	50	-	50	-	3.3	Excellent
6.	Rate the depth of the syllabus for the course in relation to the competencies expected by industry/global scenarios	50	-	50	-	3.3	Excellent
7.	The syllabi/course will help in adding competitiveness among learners and helps in carrier progression	50	-	50	-	3.3	Excellent

*Excellent >3 *Very Good >2 *Moderate>1 * Poor<=1-

Analysis of Feedback Given By Students against the Proposed Changes in the Curriculum:




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The Student's response to the proposed changes in the curriculum against different parameters with regards to relevance of syllabi, content of the curriculum against student placement, employability, and progression to higher studies were recorded and analyzed. Based on their feedback the following points were captured:

- Almost all the students have given excellent feedback and the proposed curriculum was as per their requirement.
- Students have suggested that MLA Handbook should be taught instead of Statistics in the course Research Methodology offered to the research scholars during coursework examination.

➤ TEACHER

The categorization of rating based on average score of different parameters is as follows:

Sl. No.	Question	Responses (in terms of %)				Average Score out of 4	Ratings
		Excellent (4)	Very Good (3)	Moderate (2)	Poor (1)		
1.	Professional Competencies : The syllabi/ courses are able to achieve the intended outcomes	67	-	33	-	3.3	Excellent
2.	Rate the sequencing of the contents in the syllabi/ courses	67	33	-	-	3.5	Excellent
3.	Rate the adequacy of coverage and credit allocation in syllabi/courses	67	-	33	-	3.3	Excellent
4.	Rate the adequacy of textbooks and reference materials mentioned in syllabi	67	-	33	-	3.3	Excellent
5.	Rate the syllabi content in terms of active engagement of the students	67	-	33	-	3.3	Excellent
6.	Rate the depth of the syllabus for the course in relation to the competencies expected by industry/global scenarios	67	33	-	-	3.5	Excellent
7.	The syllabi/course will help in adding competitiveness among learners and helps in carrier progression	67	33	-	-	3.5	Excellent

*Excellent >3 *Very Good >2 *Moderate >1 *Poor <=1

Analysis of Feedback Given By Teacher against the Proposed Changes in the Curriculum:

The Teacher's response to the proposed changes in the curriculum against different parameters with regards to relevance of syllabi, content of the curriculum against student placement, employability, and progression to higher studies were recorded and analyzed. Based on their feedback the following points were captured.

- A majority of teachers rated the various parameters as excellent and very good.
- Syllabus updation was required as per industry and academic needs, MLA Handbook should be taught instead of Statistics to the scholars of Humanities.

➤ ALUMNI

The categorization of rating based on average score of different parameters is as follows:

S. No.	Question	Responses (in terms of %)				Average Score out of 4	Ratings
		Excellent (4)	Very Good (3)	Moderate (2)	Poor (1)		



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1.	Professional Competencies: The syllabi/ courses are able to achieve the intended outcomes	50	-	50	-	3.3	Excellent
2.	Rate the sequencing of the contents in the syllabi/ courses	100	-	-	-	4	Excellent
3.	Rate the adequacy of coverage and credit allocation in syllabi/courses	100	-	-	-	4	Excellent
4.	Rate the adequacy of textbooks and reference materials mentioned in syllabi	100	-	-	-	4	Excellent
5.	Rate the syllabi content in terms of active engagement of the students	50	-	50	-	3.3	Excellent
6.	Rate the depth of the syllabus for the course in relation to the competencies expected by industry/global scenarios	50	-	50	-	3.3	Excellent
7.	The syllabi/course will help in adding competitiveness among learners and helps in carrier progression	50	-	50	-	3.3	Excellent

*Excellent >3 *Very Good >2 *Moderate >1 *Poor <=1

Analysis of Feedback Given By Alumni against the Proposed Changes in the Curriculum:

The Alumni response to different parameters with regards to relevance of syllabi, content of the curriculum against student placement, employability, and progression to higher studies were recorded and analysed. Based on their feedback the following points were captured:

- Alumni rated the various parameters as excellent and very good.
- Alumni suggested that MLA Handbook should be taught instead of Statistics in the course of Research Methodology to the scholars of Humanities.

Action Taken Report

A meeting of the departmental DQAC members was held on August 08, 2016. In this meeting the feedback analysis report submitted on July 28, 2021 was discussed. After intense deliberations, the DQAC made the following recommendations as the Action Taken Report which was submitted to the BOS committee for further decision on revision and or addition of proposed syllabi. The following proposals were made in the meeting:

- Courses under the Program heads Ph.D. in English and M.A. in English with the codes LN411, LN412, LN413, LN414, LN101, LN104, LN201, and LN552 are being revised.
- Courses under the Program head M.A. in English with the codes LN511, LN512, LN413, LN514, LN515, LN516, LN517, LN518, LN519 and LN520 are introduced in IIIrd and IVth Semester.
- Proposed modifications in the syllabi/evaluation scheme of M.A. in English and Ph.D. in English and the syllabi of Professional Communication taught in other departments (w.e.f. 2016-2017) like LN101, LN104, LN201 and LN552 duly mapped and structured.
- Approval of CO-PO mapped syllabi of all the courses offered by the Department (w.e.f. 2016-2017).
- The DQAC activity calendar was planned for the session 2016-2017 where it was decided that the following activities will be organized in the department of Languages:
 - ❖ Add on course on Dastangoi: Art of Story Telling
 - ❖ Add on course on Revisiting William Shakespeare
 - ❖ Guest Lecture on Communication skills

Based on the expert comments of the BOS members, the committee approved all the reports/agenda items and recommended it for further approval in the FB and AC.



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