

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

Semester	Programme	Course
1	B.A. (Hons.) History	History of India-I
1	B.A. (Hons.) History	Social Formations and Cultural Patterns of the Ancient World-I
1	GE for Hons.	Delhi through the Ages
1	BA (P)	History of India from earliest times up to c. 300 CE
2	B.A. (Hons.) History	History of India – II
2	B.A. (Hons.) History	Social Formations and Cultural Patterns of the Ancient World-II
2	GE for Hons.	The World After 1945
2	BA (P)	History of India c. 300-1200
3	B.A. (Hons.) History	History of India – III (c. 750-1200 CE)
3	B.A. (Hons.) History	Rise of the Modern West – I
3	B.A. (Hons.) History	History of India – IV (c. 1200-1500)
3	B.A. (Hons.) History	Understanding Heritage
3	GE for Hons.	Making of Post-Colonial India (c. 1950-1990)
3	BA (P)	History of India c. 1200-1700
3	BA (P)	Heritage and Tourism
4	B.A. (Hons.) History	Rise of the Modern West – II
4	B.A. (Hons.) History	History of India – V (c. 1500-1600)
4	B.A. (Hons.) History	History of India – VI (c. 1750-1857)
4	B.A. (Hons.) History	Indian Art and Architecture
4	GE for Hons.	Religion and Religiosity
4	BA (P)	History of India c. 1700-1950
4	BA (P)	Archives and Museum

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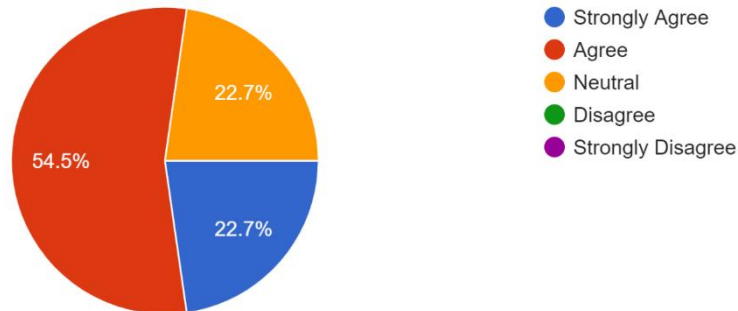
Program: B.A. (H)

Semester: 1

Course Name: History of India-I

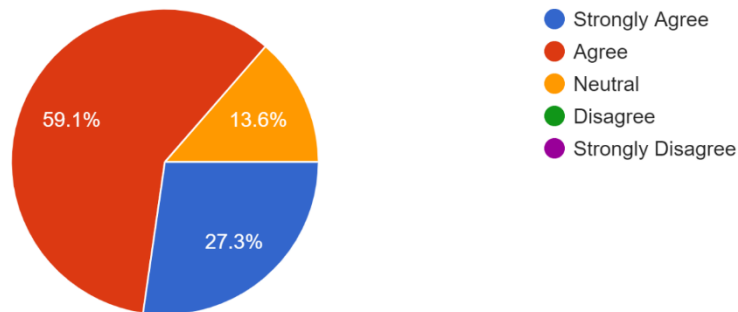
This course allowed you to understand about the idea of continuity and change.

22 responses



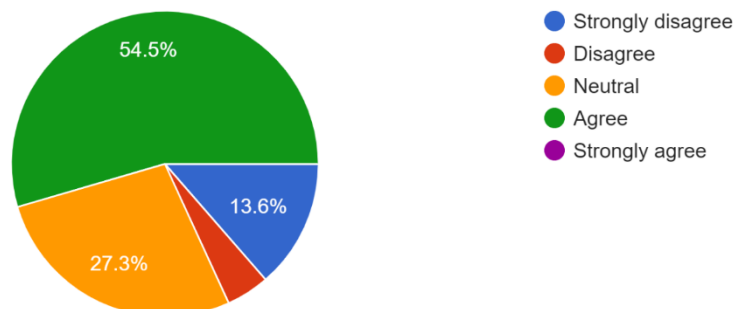
The course allowed you to gain a deeper understanding of the concept of changing notions of early Indian History.

22 responses



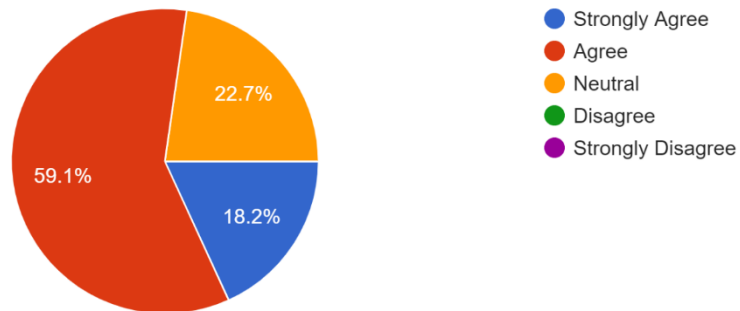
The course helped you in developing an informed understanding of the changing relationship between environment and Human growth.

22 responses



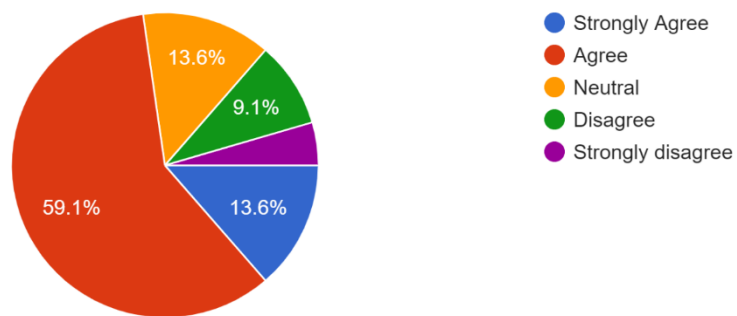
The course allowed you to understand the development of different stages of human being in relation with changing social, economic, and political dynamics.

22 responses



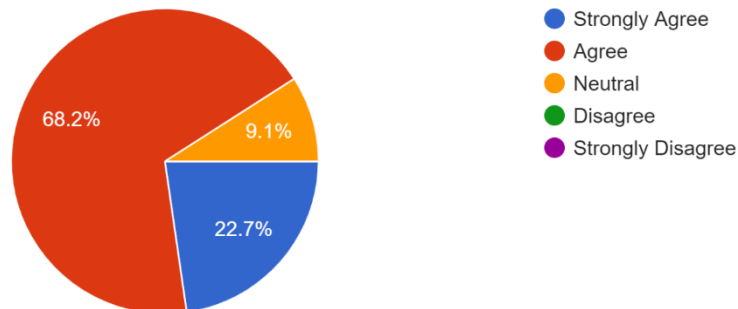
The course allowed you to gain a processed understanding of the ideas about the Aryan invasion theory.

22 responses



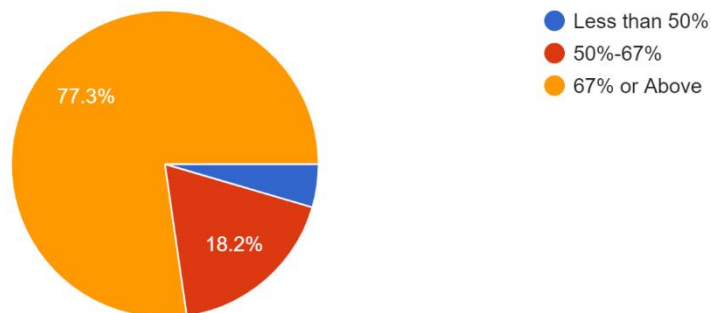
The course enabled you to understand the factors responsible for the origins and decline of Harappan Civilization

22 responses



How much was your attendance in this course?

22 responses



OBSERVATIONS

Majority of students managed to understand this course. Very few people were not able to comprehend the debate based questions.

ACTION TAKEN REPORT

Will emphasize more on debate based questions.

Academic Session: 2020-2021
DEPARTMENT OF HISTORY

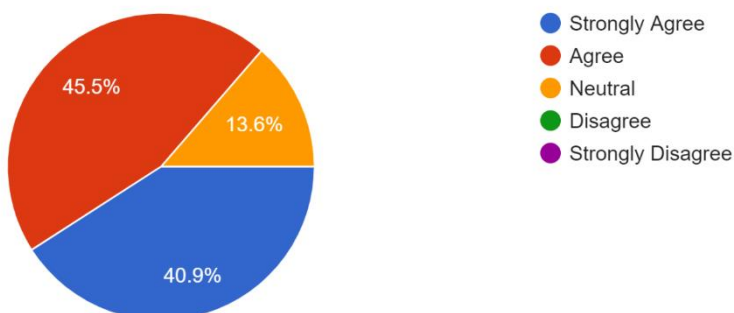
Program: B.A. (H)

Semester: 1

Course Name: Social Formations and Cultural Patterns of the Ancient World-I

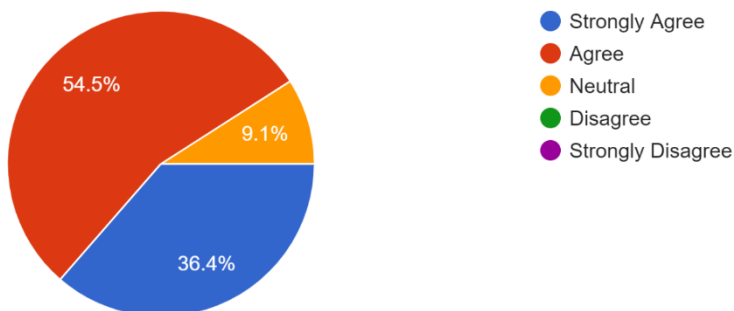
This course has allowed you to understand the relevance of Environment in Human progress.

22 responses



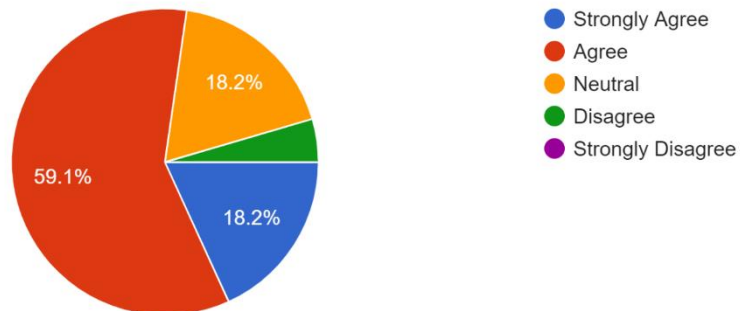
The course provided you with understanding of the interrelationship between the biological growth and cultural evolution of mankind.

22 responses



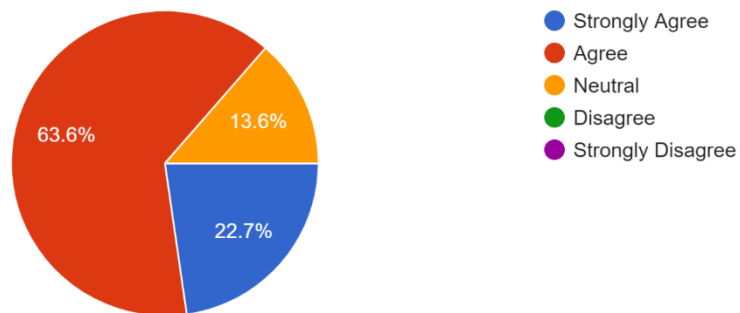
The course enabled you to understand the relevance of "Mesolithic" as a transitional phase.

22 responses



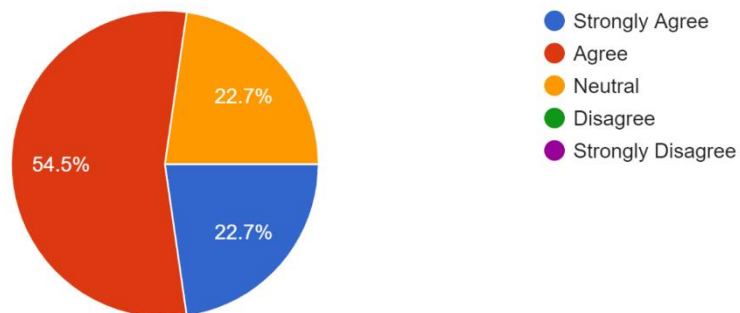
The course allowed you to understand the difference between "Neolithic" as revolutionary change or as an evolutionary process.

22 responses



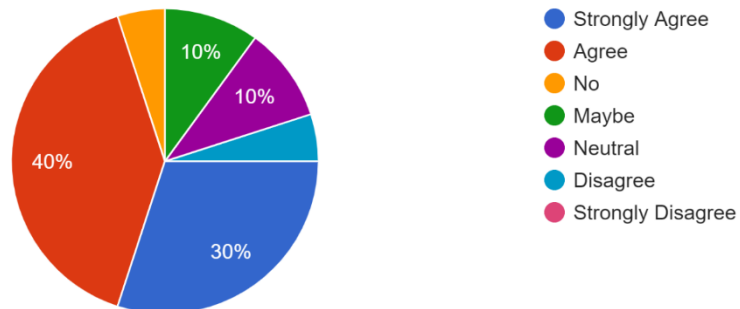
The course enhanced your understanding of the role of temple in Mesopotamian urbanization.

22 responses



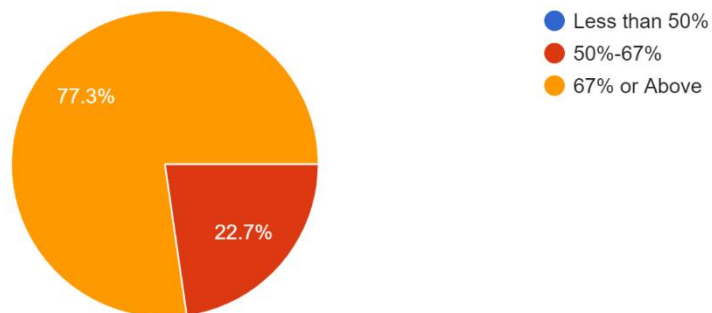
The course enabled you to understand the role of iron technology as a harbinger of change in human social progress.

20 responses



How much was your attendance in this course?

22 responses



OBSERVATIONS

Majority of students were able to comprehend the course taught.

ACTION TAKEN REPORT

Would like to make the paper more interactive

COURSE EXIT SURVEY: Analysis Report
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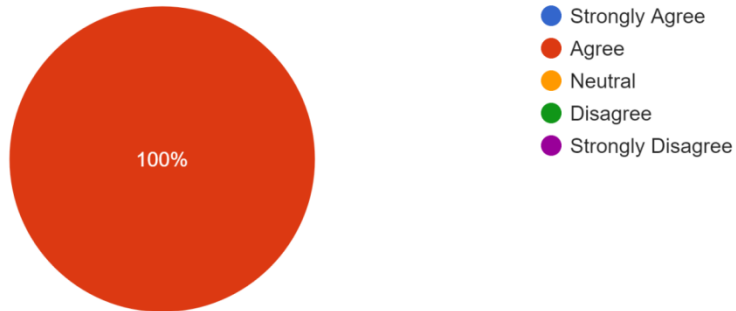
Program: B.A. (H)

Semester: 1

Course Name: Delhi through the Ages

The course allowed you to understand the changes in the city of Delhi from its early inception to the twentieth century.

2 responses



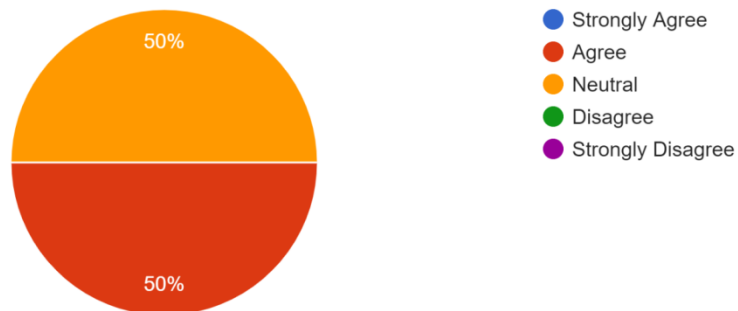
The course provided you the ability to understand analyse different kinds of sources about entire Delhi - archaeological, architectural and a variety of textual materials.

2 responses



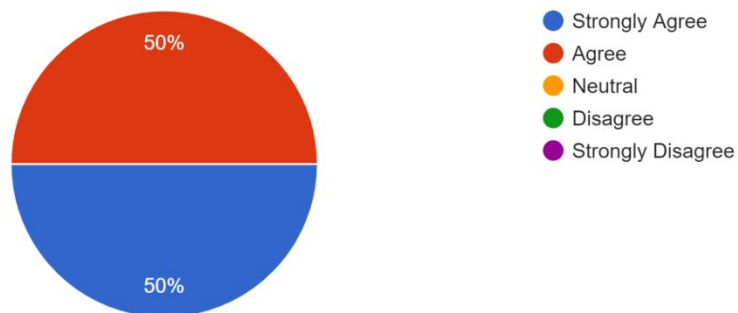
The course enabled you to understand the difficulties in appropriating narratives of the state with the history of particular localities.

2 responses



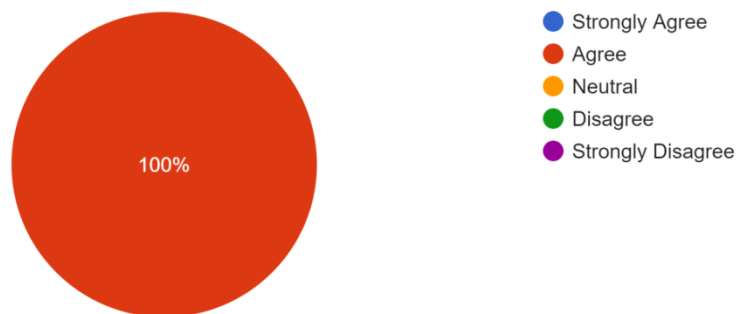
The course elucidated analyse processes of urbanization and state formation.

2 responses



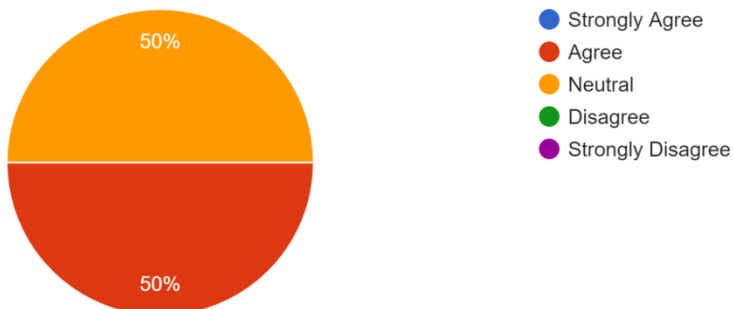
The course enabled you to understand that how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time.

2 responses



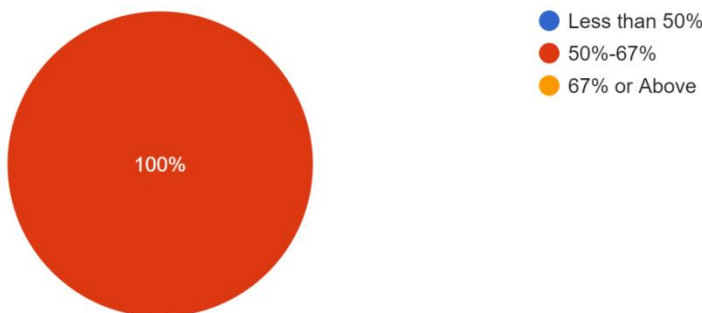
The course enabled you to understand the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life.

2 responses



How much was your attendance in this course?

2 responses



OBSERVATIONS

The responses of students suggest that the outcomes of the course are coherent to the students. In most of the questions, majority of students have either responded with strongly agree or agree. However, some of the students may have not been completely satisfied with the articulation of a topic since they have either responded with 'neutral', 'disagree' or 'strongly disagree' option. While making suggestions and comments, most of the students indicated the problems they have faced in learning process due to online classes which restrict the ability of students and teachers to interact. The attendance of students further indicate that the percentage of students who faced problems in understanding overlaps with their attendance as well. Therefore, there is a need for a further qualitative feedback to interact with students and construe the problems they are facing.

ACTION TAKEN REPORT

Based on the students' feedback of the paper, further changes will be made in the learning process. Firstly, the reduction of COVID-19 cases will eliminate the communication barriers allowing students to be more inquisitive and responsive. Secondly, as per the needs of students, teaching method will be moulded to ensure a wholesome learning process. Feedbacks shall be obtained from students at regular intervals to evolve learning process.

Academic Session: 2020-2021
DEPARTMENT OF HISTORY

Program: B.A. (P)

Semester: 1

Course Name: History of India from earliest times up to c. 300 CE

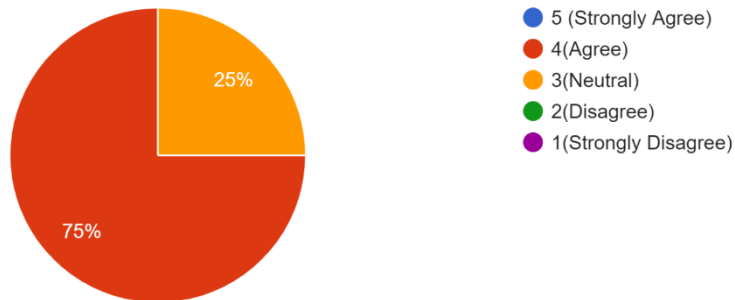
Has the course helped you to understand the utility of Historywriting discipline in India.

4 responses



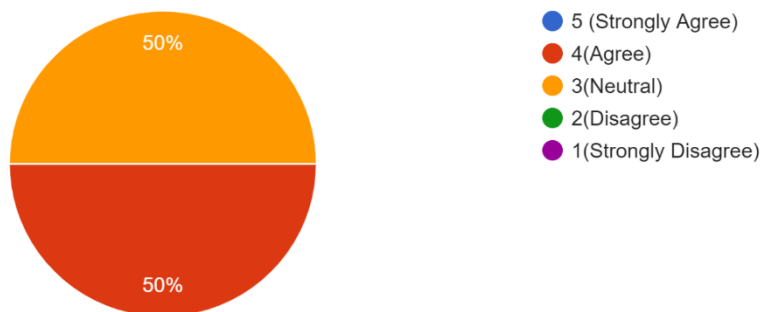
Has this course helped you to understand the relevance of environmental history to understand human development.

4 responses



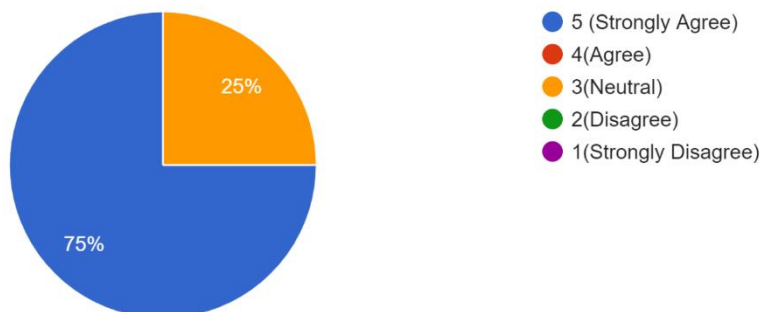
Has the course managed you to reflect upon the different stages of human growth in relation to its Concerned socio economic political changes.

4 responses



Has the course shaped your ideas about the concept of "Empire" in India.

4 responses



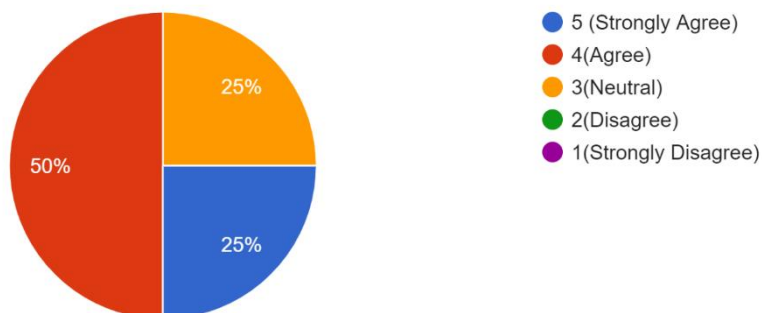
Did this course help you to understand the growth of different heterodox sects in India.

4 responses



Has this course helped you to comprehend the idea of "Goldenage" in India.

4 responses



Observations

According to the report students managed to understand basic concepts of this Paper. Majority of them comprehended it well

Action Taken Report

Topics like Heterodox sects and idea of Golden age need to give a little more attention.

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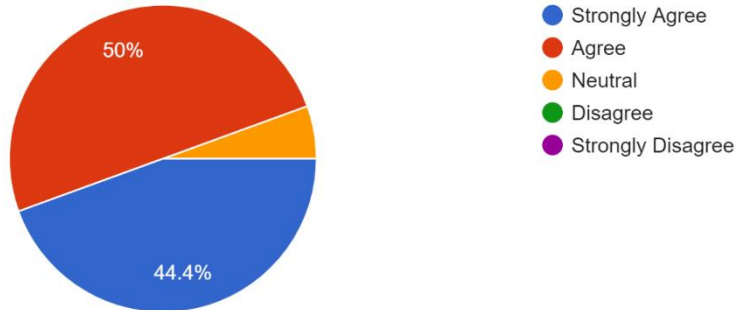
Program: B.A. (H)

Semester: 2

Course Name: Core Course 3: History of India-II

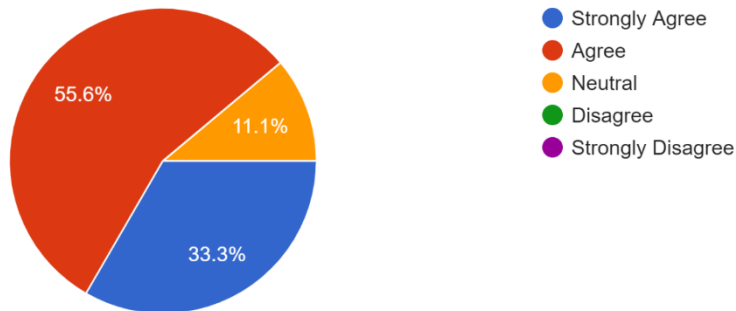
This course allowed you to understand the utility of History writing discipline in India.

18 responses



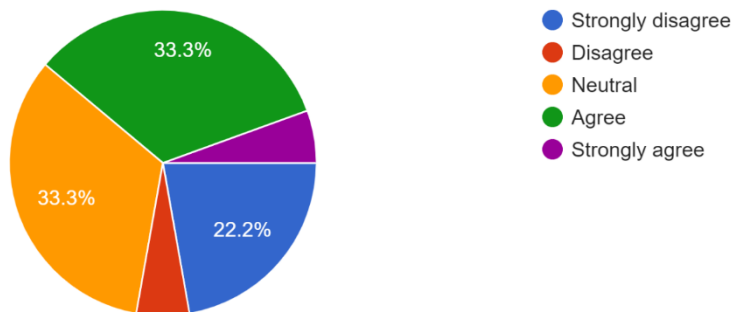
The course allowed you to gain a deeper understanding of the the relevance of Metal economy during Kushana Age.

18 responses



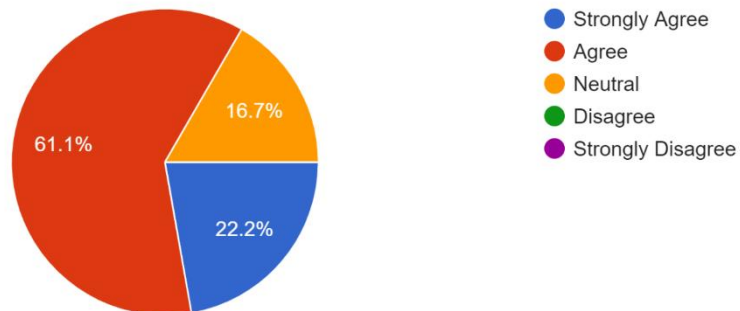
The course helped you in developing an informed understanding of the different stages of human growth in relation to its Concerned socio economic political changes.

18 responses



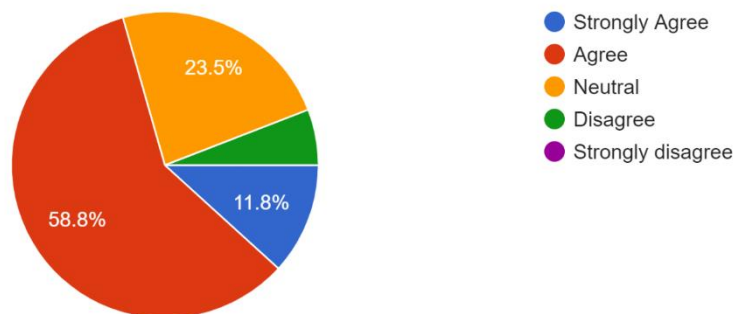
The course allowed you to understand the the concept of "Empire" in India.

18 responses



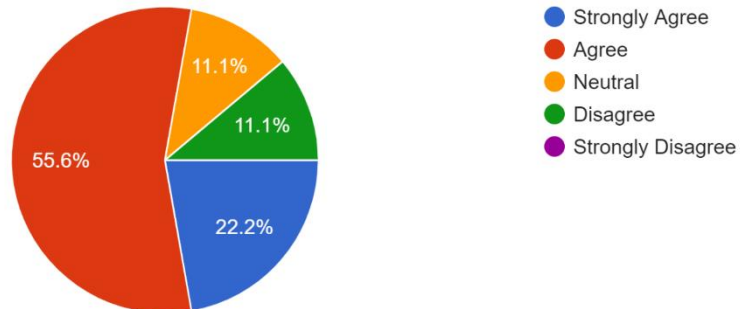
The course allowed you to understand the growth of different heterodox sects in India.

17 responses



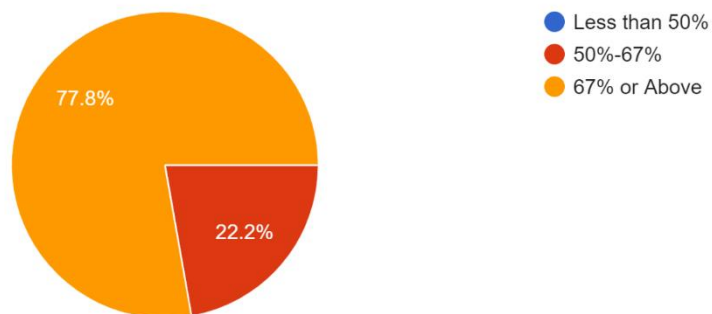
The course enabled you to understand the idea of “Golden age” in India.

18 responses



How much was your attendance in this course?

18 responses



OBSERVATIONS

Majority of students responded well and understand this paper. Few could not comprehend the relationship between different historical processes.

ACTION TAKEN REPORT

Will focus upon the idea of interrelationship between different historical processes

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
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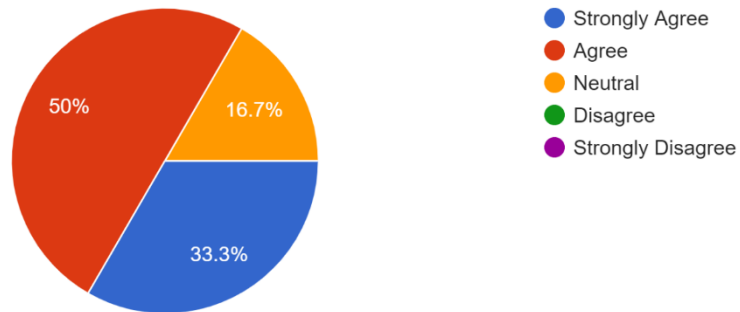
Program: B.A. (H)

Semester: 2

Course Name: Social Formations and Cultural Patterns of the Ancient and Medieval World-II

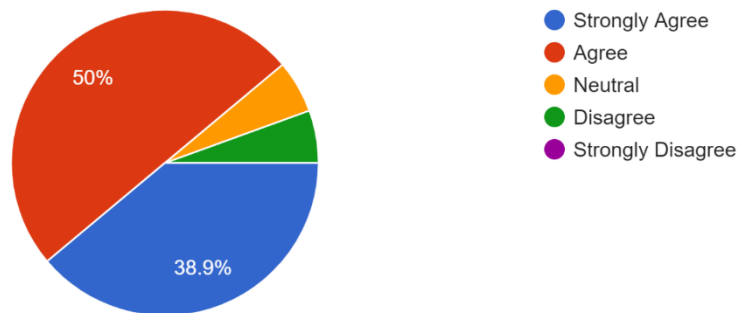
This course has allowed you to understand the main historical developments in Ancient Greece and Rome.

18 responses



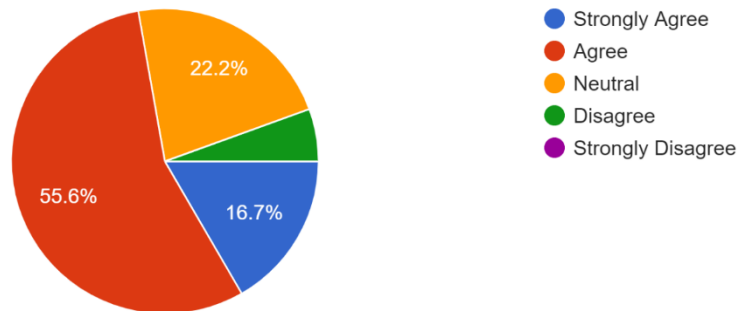
The course allowed you to gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.

18 responses



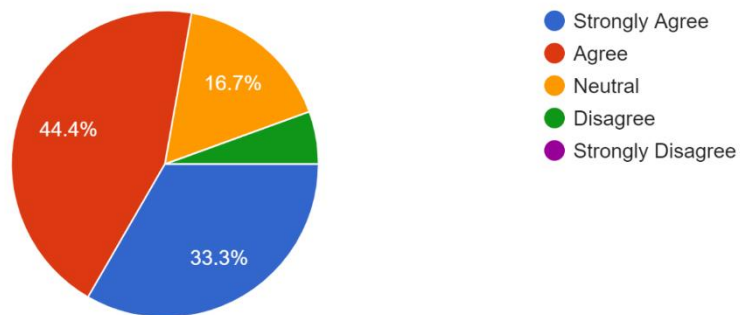
The course enabled you to understand the emergence and institutionalization of social hierarchies and marginalization of dissent.

18 responses



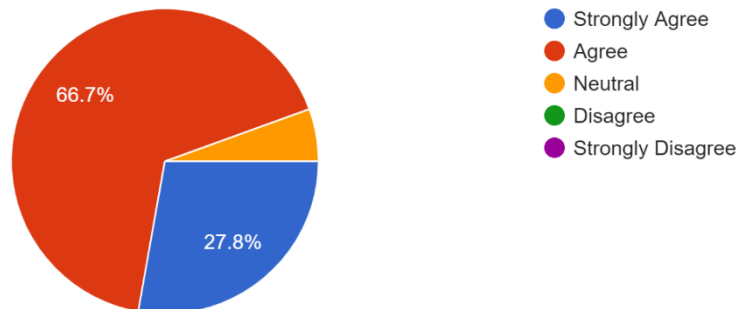
The course allowed you to understand the trends in the medieval economy.

18 responses



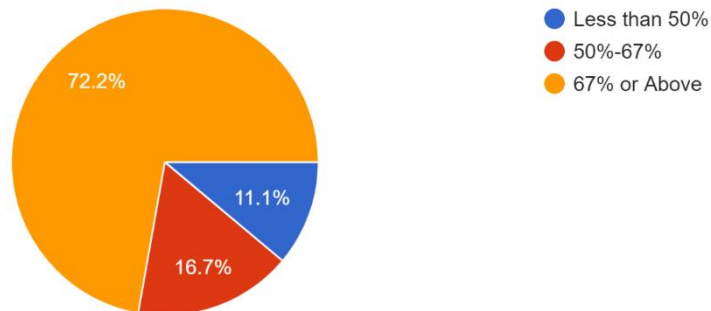
The course enhanced your understanding the role of religion and other cultural practices in community organization.

18 responses



How much was your attendance in this course?

18 responses



Observation: More than 85% students admitted that the course was able to fulfill the objectives and it helped to understand the various historical trends in the Ancient and Medieval worlds. The following observations could be helpful for more effective measures to achieve the goal.

1. 83.3% students accepted in the survey that course helped them to understand the historical developments in Ancient Greece and Rome, while 16.7% opted for a neutral option.
2. 88.9% agreed that they received an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship, 5% opted for neutral and 5% showed their disagreement.
3. 6% students stated that the emergence and institutionalization of social hierarchies and marginalization of dissent was not very clear.
4. 3.6 % students disagree that the course couldn't explain the trends in the medieval economy.

5. 5% student opted for neutral option for the question that course helped them to understand the role of religion and other cultural practices in community organization, while other agreed with the fact that course able to fulfill the objective.
6. 11.1% admitted that they had less than 50% attendance for this course.

Action Taken Report: The feedback given by the students were analyzed and suitable action was taken to so as to satisfy the expectation of the students. This helped us to improvise our teaching as per the expectation of the students. Students were encouraged to improve their attendance in the classes.

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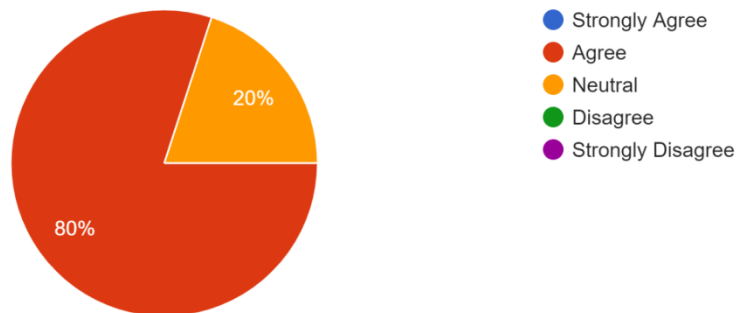
Program: B.A. (H)

Semester: 2

Course Name: GE Sem 2 World After 1945

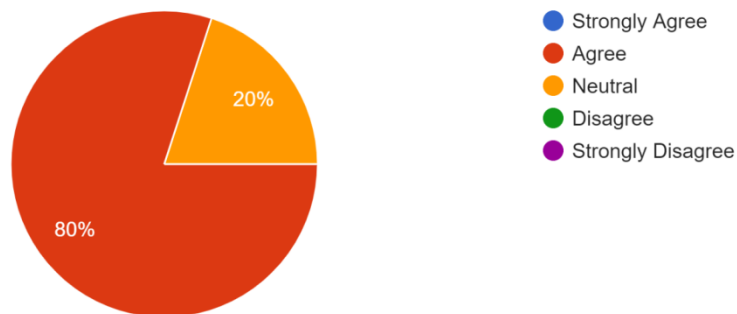
The course allowed you to understand with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century.

5 responses



The course enabled you to understand that how to develop acritical understanding of globalization with its diverse implications across continents.

5 responses



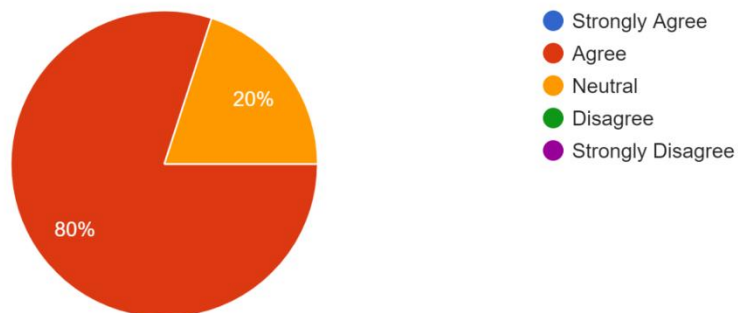
The course enabled you to understand the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes.

5 responses



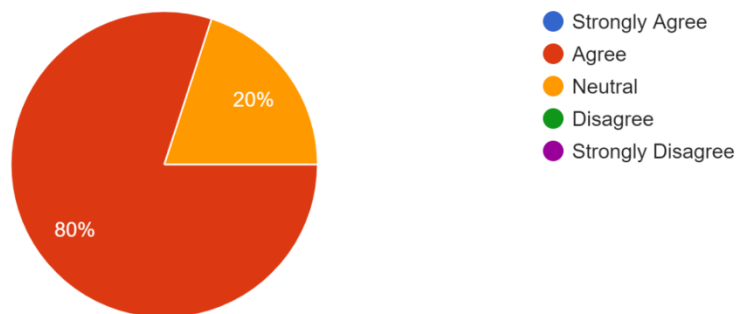
The course elucidated the processes of Decolonisation and politics during Cold War era.

5 responses



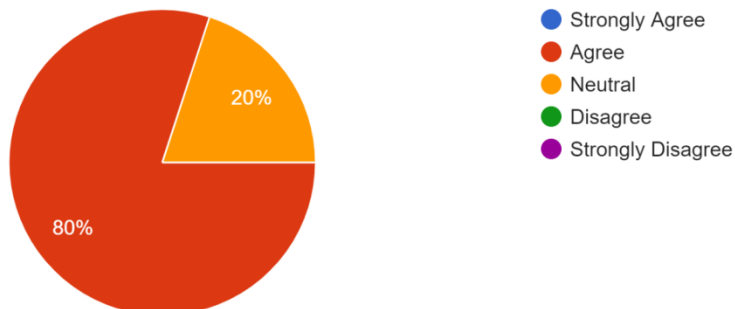
The course provided you the ability to understanding of the evolving polities, societies and cultures of an increasingly global world.

5 responses



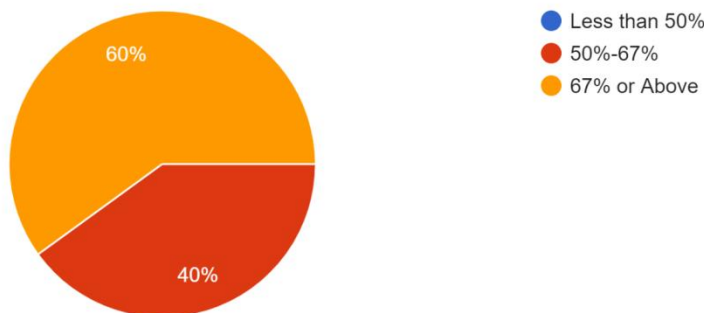
The course enabled you to understand the emergence of the new social movements challenging these regimes and the move towards unipolarity by ...ury constitute important themes of study for all.

5 responses



How much was your attendance in this course?

5 responses



OBSERVATIONS

The responses of students suggest that the outcomes of the course are coherent to the students. In most of the questions, majority of students have either responded with strongly agree or agree. However, some of the students may have not been completely satisfied with the articulation of a topic since they have either responded with 'neutral', 'disagree' or 'strongly disagree' option. While making suggestions and comments, most of the students indicated the problems they have faced in learning process due to online classes which restrict the ability of students and teachers to interact. The attendance of students further indicate that the percentage of students who faced problems in understanding overlaps with their attendance as well. Therefore, there is a need for a further qualitative feedback to interact with students and construe the problems they are facing.

ACTION TAKEN REPORT

Based on the students' feedback of the paper, further changes will be made in the learning process. Firstly, the reduction of COVID-19 cases will eliminate the communication barriers allowing students to be more inquisitive and responsive. Secondly, as per the needs of students, teaching method will be moulded to ensure a wholesome learning process. Feedbacks shall be obtained from students at regular intervals to evolve learning process.

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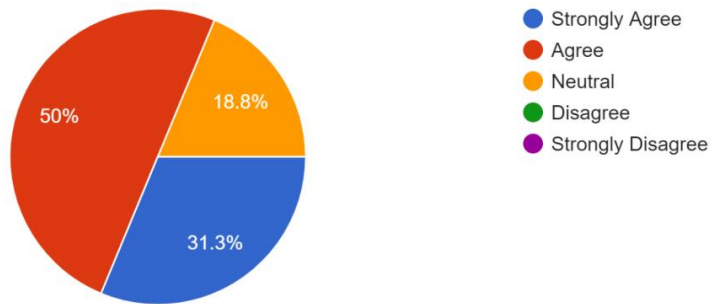
Program: B.A. (P)

Semester: 2

Course Name: History of India c. 300-1200

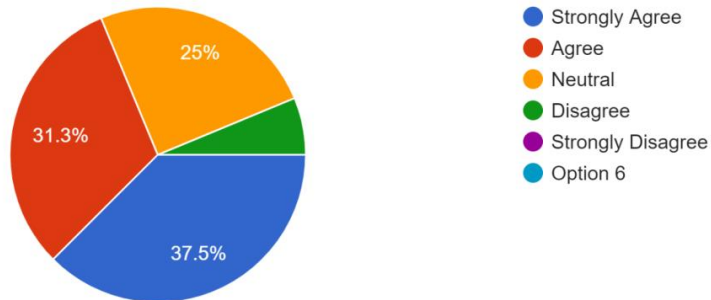
Discuss the various historiography trends writing early medieval India.

16 responses



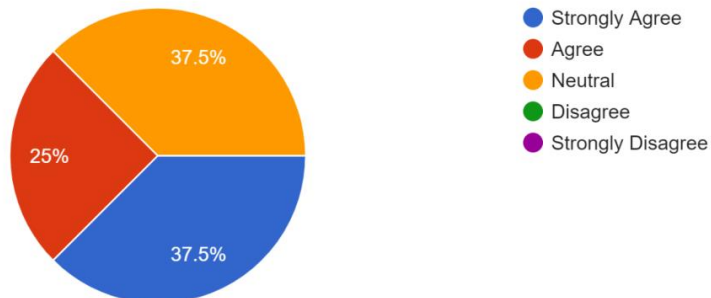
Discuss the political and cultural relationships between the Gupta and Vakatas rules.

16 responses



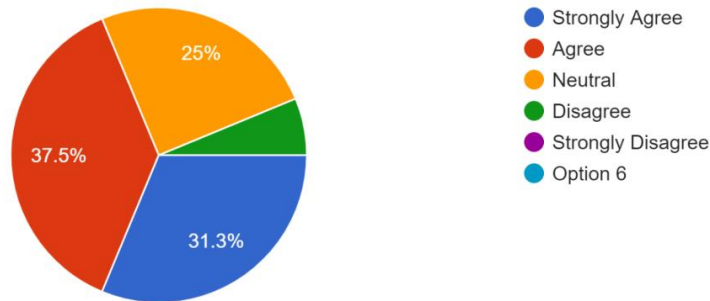
Underline the socio-economic changes from AD Sixth to Eight century.

16 responses



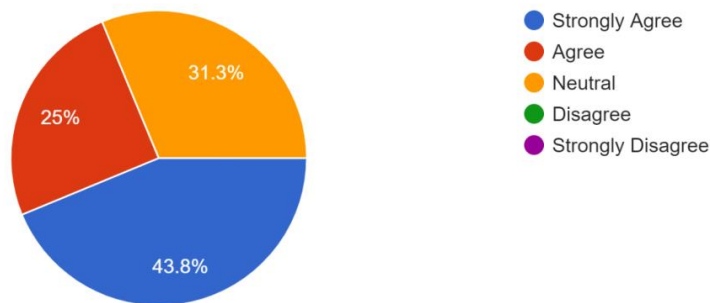
Write an essay on the Art and Architecture of the Pallavas.

16 responses



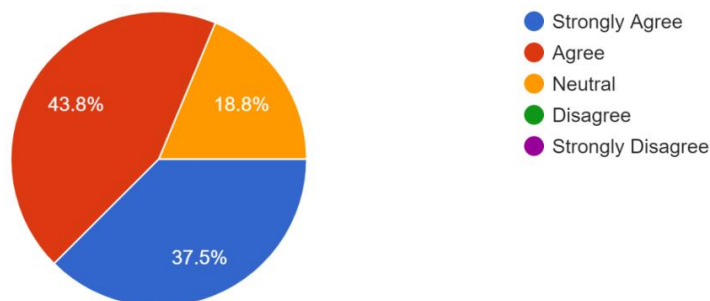
Underline the changes in the policy, economy, and society during the post Gupta period.

16 responses



Describe the political and cultural achievements of Harshvardhan

16 responses



Observations

Action Taken Report

1. 31.3 % & 50 % students have understood this topic and very few% of students are neutral. So from next time will try to make my lecture more interesting so that students can absorb and retain the information.
2. In this unit 37.5% & 31.5 % of students have understood and they are agree and strongly agree but 25% of students are Neutral. I will try to make my lecture more interesting so that these students can absorb and retain the information.

- 3. In this unit 37.5% & 25 percent of students are agree and strongly agree but 37.5 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information.**
- 4. In this unit 37.5% & 31.3 % students are agree and strongly agree but 25 % students are neutral. I will try to make my lecture more interesting so that students who have not understood can absorb and retain the information.**
- 5. In this unit 43% & 25 percent of students are agree and strongly agree but 31.3 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information to improve their writing skill and write good answer in next examination.**
- 6. In this unit 43% & 37.5 percent of students are agree and strongly agree but 18.87 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information to improve their writing skill and write good answer in next examination.**

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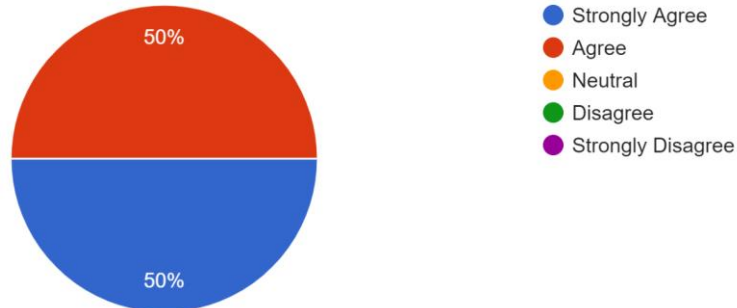
Program: B.A. (H)

Semester: 3

Course Name: History of India-III

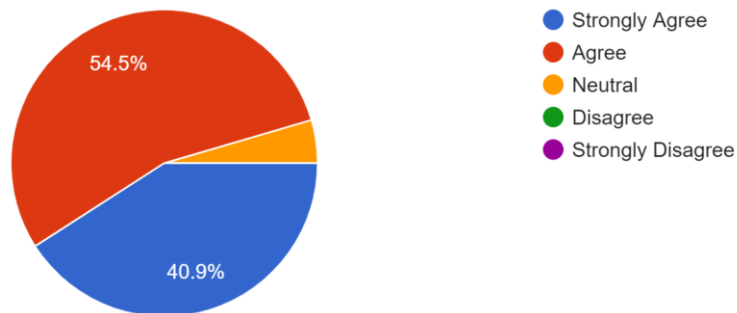
The course allowed you to understand the major debates on early medieval India.

22 responses



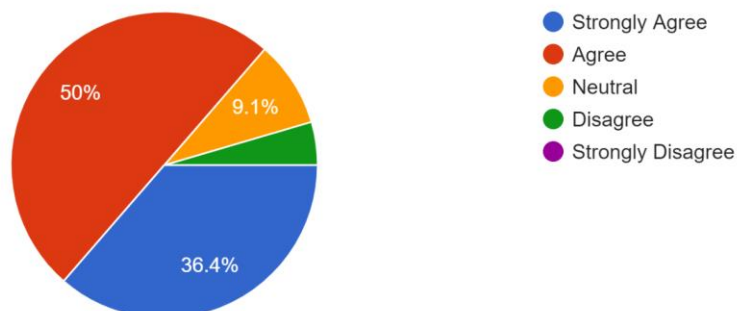
The course provided you the ability to understand the patterns of change and continuity in socio-economic and political processes.

22 responses



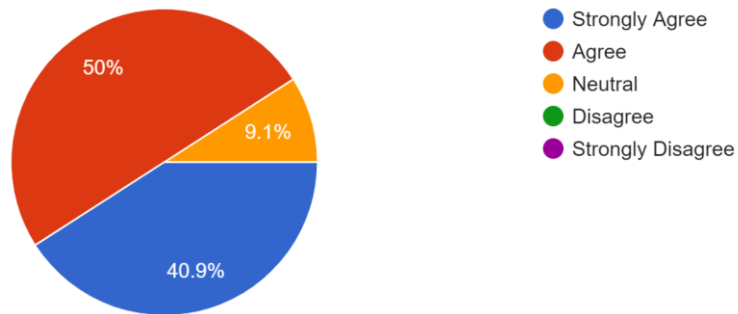
The course enabled you to understand how historians read and interpret sources in divergent ways.

22 responses



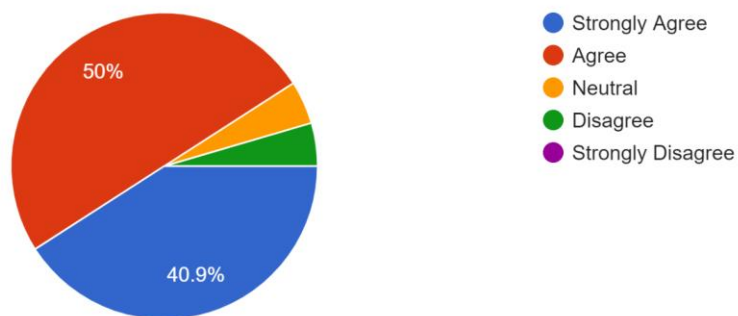
The course elucidated the interconnections between state formation, agrarian expansion, proliferation of castes and urbanization.

22 responses



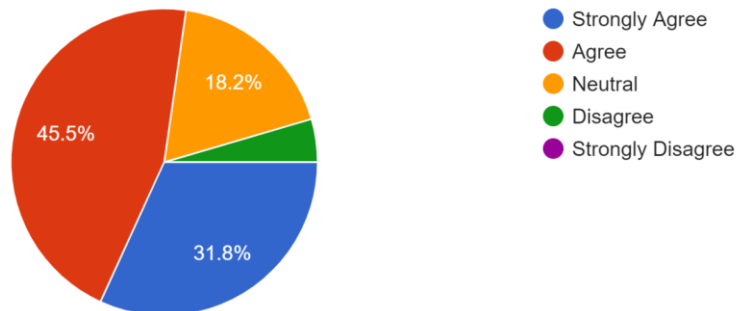
The course enabled you to understand the Bhakti movement, Puranic Hinduism and Tantrism.

22 responses



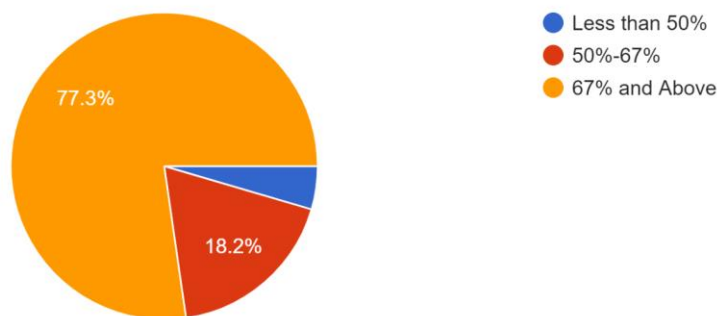
The course enabled you to understand art and architectural developments in the early medieval period.

22 responses



How much was your attendance in this course?

22 responses



OBSERVATIONS: Most of the questions have received a positive response. In some questions a minute percentage of students have given a negative reply. The attendance for the course was good with majority having above 67% attendance. This is despite the fact that 2020-21 were Covid years. _

ACTION TAKEN REPORT: Not much action required. Student's regularity should be the compulsory condition for maximum understanding and retention.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

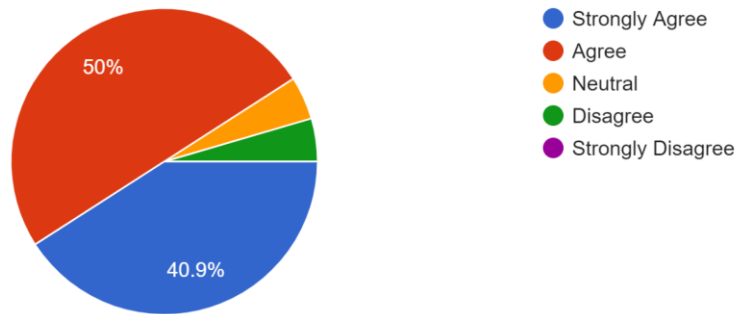
Program: B.A. (H)

Semester: 3

Course Name: Rise of Modern West-I

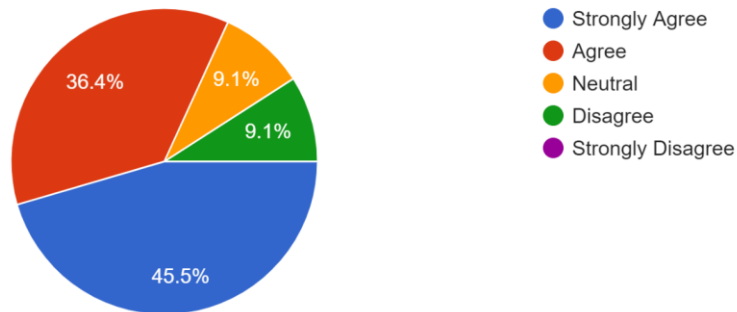
The course allowed you to understand the issues and debates related to transition from feudalism to capitalism in Europe and the concept of Eurocentrism.

22 responses



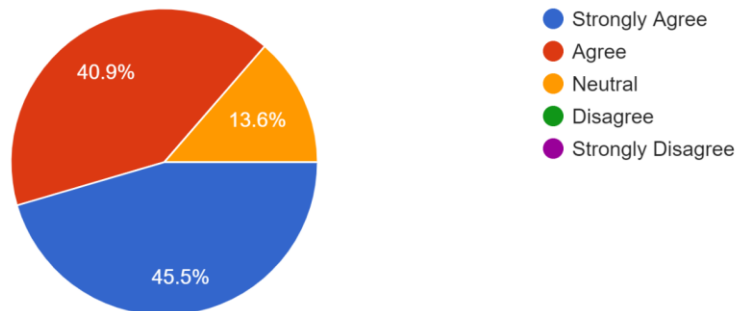
The course enabled you to understand the process of early colonization or the age of exploration, inter-linkages, and impact of trade and empire on ...ope, the New World, West Africa and parts of Asia.

22 responses



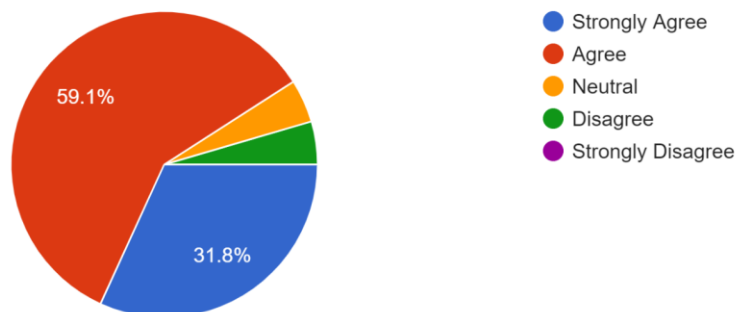
The course elucidated the social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism.

22 responses



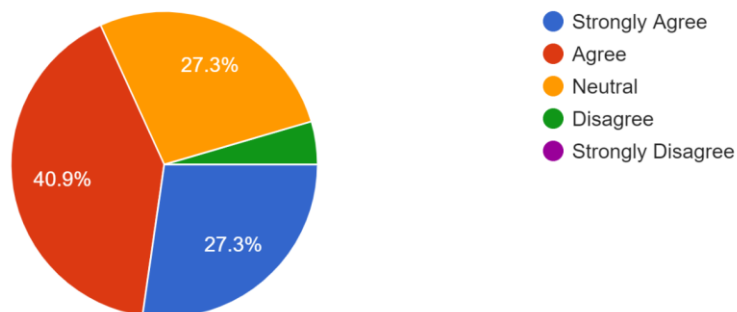
The course enabled you to understand the economic, political, social and intellectual dimensions of Reformation and Reformation's impact on different regions of Europe.

22 responses



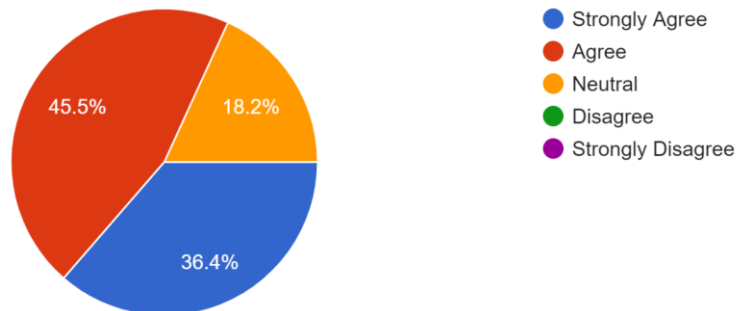
The course enabled you to understand the decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe.

22 responses



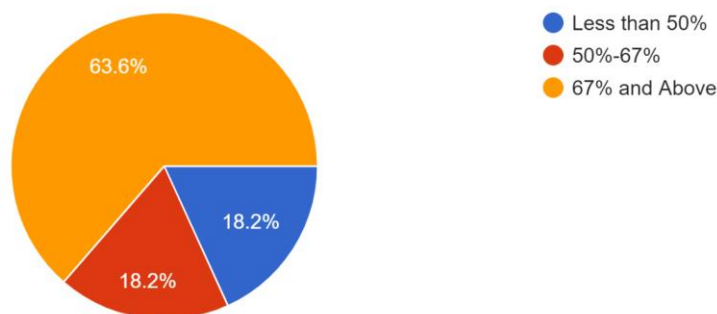
The course enabled you to understand the nature of the European Absolutist state system and the interconnections between economy, society, religio... with case studies of European Absolutist states.

22 responses



How much was your attendance in this course?

22 responses



OBSERVATIONS

The responses of students suggest that the outcomes of the course are coherent to the students. In most of the questions, majority of students have either responded with strongly agree or agree. However, some of the students may have not been completely satisfied with the articulation of a topic since they have either responded with 'neutral', 'disagree' or 'strongly disagree' option. While making suggestions and comments, most of the students indicated the problems they have faced in learning process due to online classes which restrict the ability of students and teachers to interact. The attendance of students further indicate that the percentage of students who faced problems in understanding overlaps with their attendance as well. Therefore, there is a need for a further qualitative feedback to interact with students and construe the problems they are facing.

ACTION TAKEN REPORT

Based on the students' feedback of the paper, further changes will be made in the learning process. Firstly, the reduction of COVID-19 cases will eliminate the communication barriers allowing students to be more inquisitive and responsive. Secondly, as per the needs of students, teaching method will be moulded to ensure a wholesome learning process. Feedbacks shall be obtained from students at regular intervals to evolve learning process.

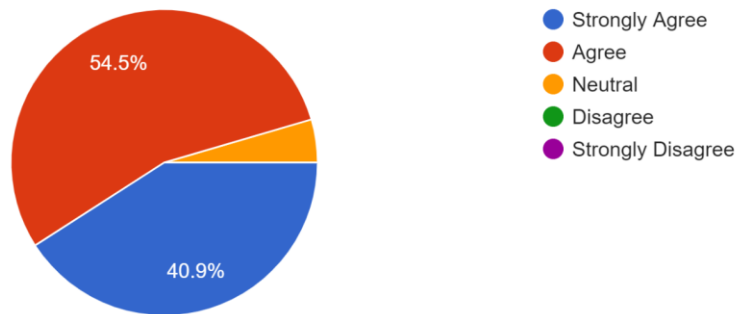
COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

Program: B.A. (H)
Course Name: History of India-IV

Semester: 3

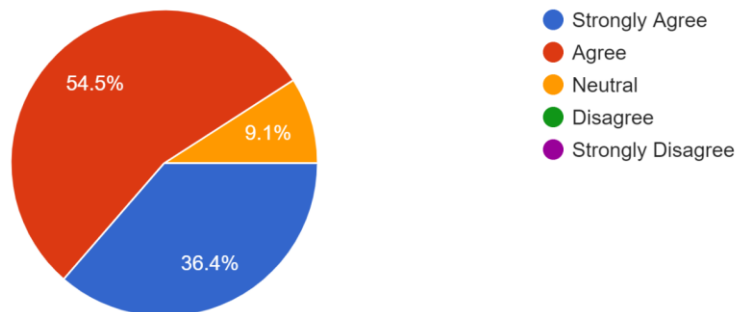
The course allowed you to understand different kinds of sources available for writing histories of various aspects of life during the 13th to the 15th century.

22 responses



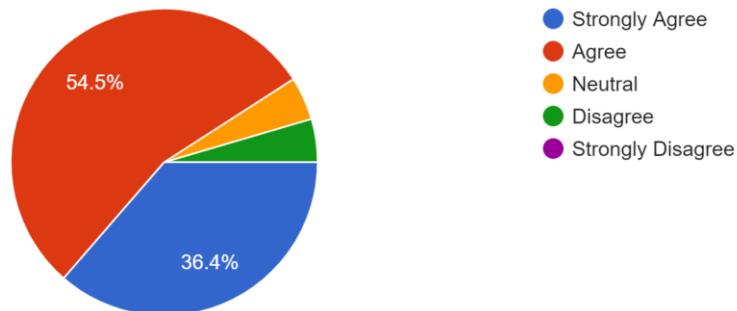
The course provided you the ability to understand the varied ways in which historians interpret the sources of the period of study.

22 responses



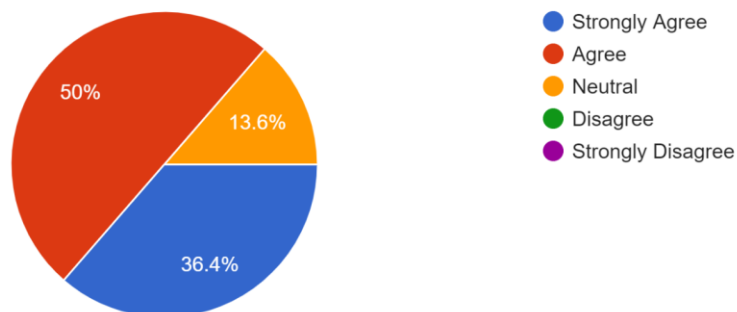
The course enabled you to understand the multiple perspectives from which historians have studied the politics and cultural developments across of the Rajputs, Delhi Sultante and Vijayanagara.

22 responses



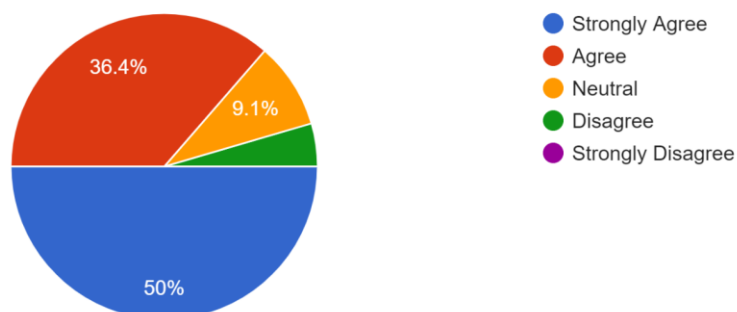
The course elucidated economic , ecological and technological changes during this period and explore the interlinkages between them.

22 responses



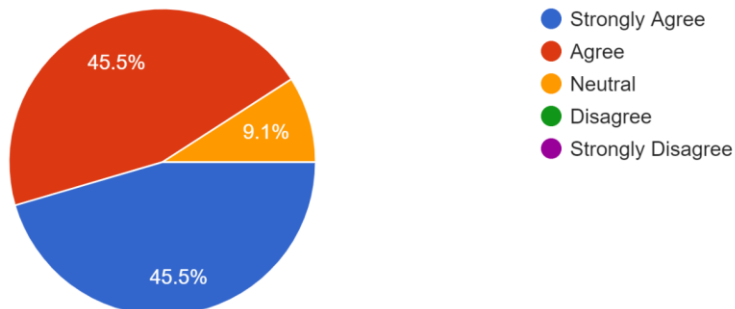
The course enabled you to understand religious – cultural sphere with regard especially to Sufi and Bhakti doctrine and practices.

22 responses



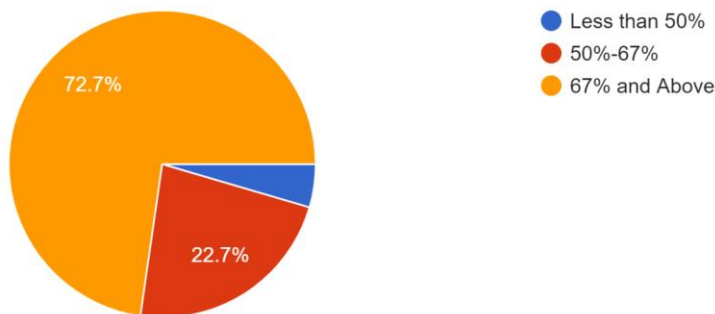
The course enabled you to understand the ways in which challenges to patriarchy by certain women and cross-confessional interactions shaped the times.

22 responses



How much was your attendance in this course?

22 responses



OBSERVATIONS

The responses of students suggest that the outcomes of the course are coherent to the students. In most of the questions, majority of students have either responded with strongly agree or agree. However, in one question a small percentage of students may have not been completely satisfied with the articulation of a topic since they have responded with 'disagree' option. While making suggestions and comments, most of the students indicated the problems they have faced in learning process due to online classes which restrict the ability of students and teachers to interact. The attendance of students further indicate that the percentage of students who faced problems in understanding overlaps with their attendance as well. Therefore, there is a need for a further qualitative feedback to interact with students and construe the problems they are facing.

ACTION TAKEN REPORT: Student's regularity should be the compulsory condition for maximum understanding and retention.

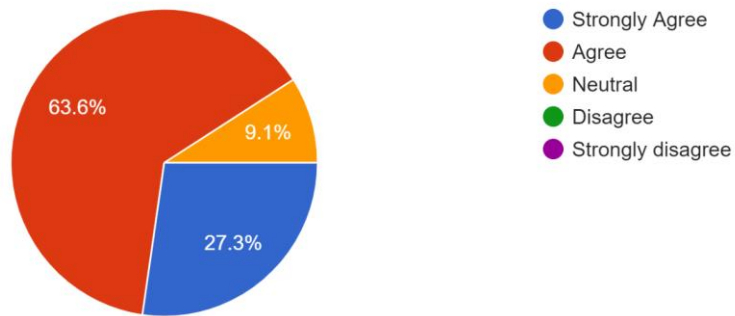
COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

Program: B.A. (H)
Course Name: Understanding Heritage

Semester: 3

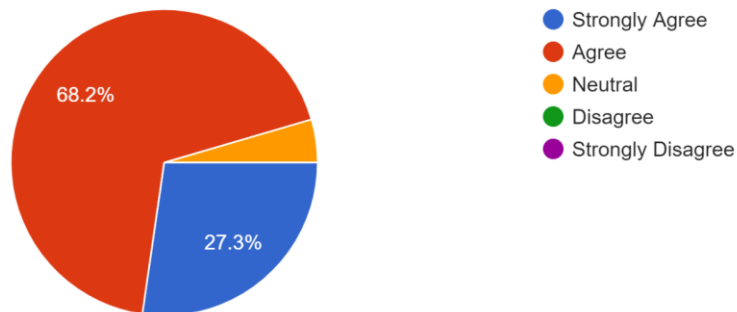
The course allowed you to understand the complex character of heritage.

22 responses



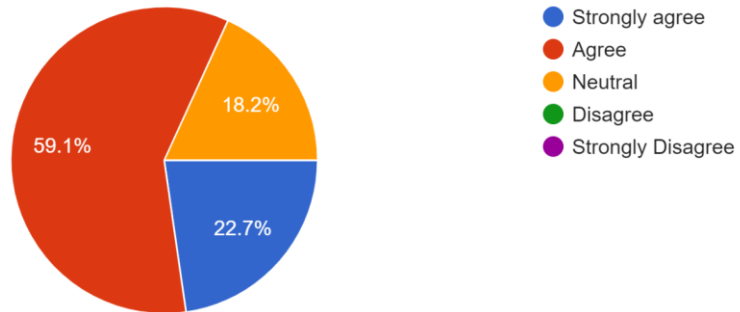
The course provided you the ability to understand the historical processes which result into the making of heritage.

22 responses



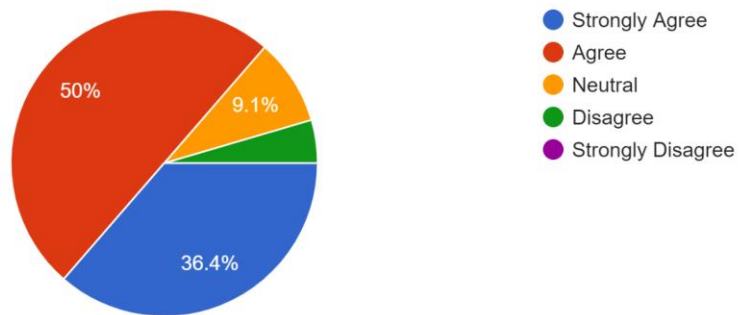
The course enabled you to understand the significance of cultural diversity in the creation of heritage.

22 responses



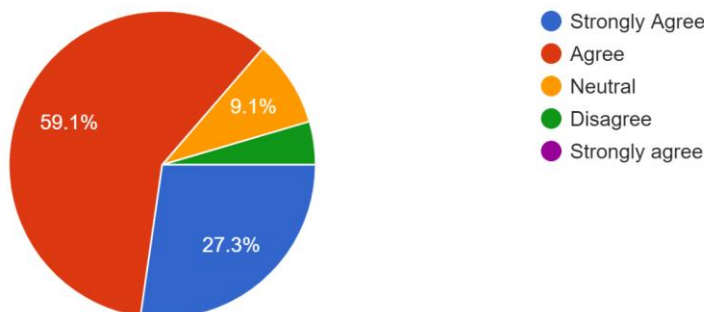
The course understand how heritage can be a medium to generate revenue.

22 responses



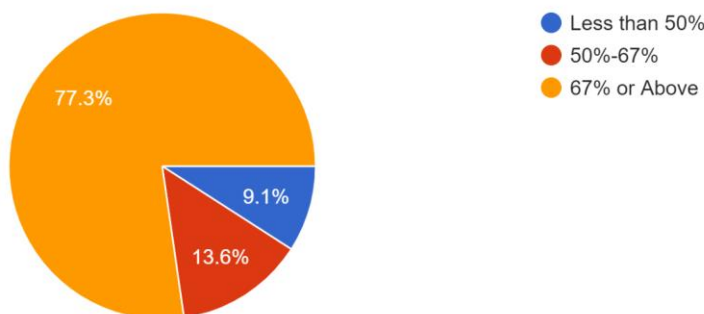
The course enabled you to understand the nuances of heritage and appreciate its importance.

22 responses



How much was your attendance in this course?

22 responses



OBSERVATIONS

The responses of students suggest that the outcomes of the course are coherent to the students. In most of the questions, majority of students have either responded with strongly agree or agree. However, some of the students may have not been completely satisfied with the articulation of a topic since they have either responded with 'neutral', 'disagree' or 'strongly disagree' option. While making suggestions and comments, most of the students indicated the problems they have faced in learning process due to online classes which restrict the ability of students and teachers to interact.

ACTION TAKEN REPORT

Based on the students' feedback of the paper, further changes will be made in the learning process. Firstly, the reduction of COVID-19 cases will eliminate the communication barriers allowing students to be more inquisitive and responsive. Secondly, as per the needs of students, teaching method will be moulded to ensure a wholesome learning process. Feedbacks shall be obtained from students at regular intervals to evolve learning process.

COURSE EXIT SURVEY: Analysis Report

Academic Session: 2020-2021

DEPARTMENT OF HISTORY

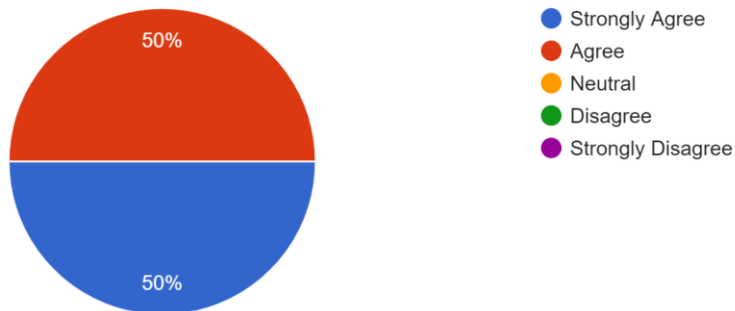
Program: B.A. (H)

Semester: 3

Course Name: Making of Post-Colonial India

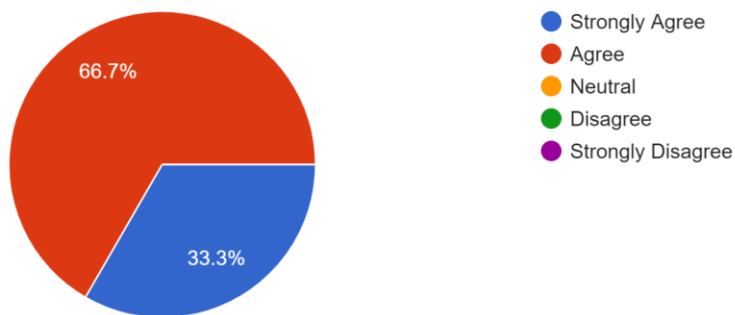
This course contribute towards enhancing your understanding about the challenges and complexities that were there in front of the Consti...hile making the Constitution of independent India?

6 responses



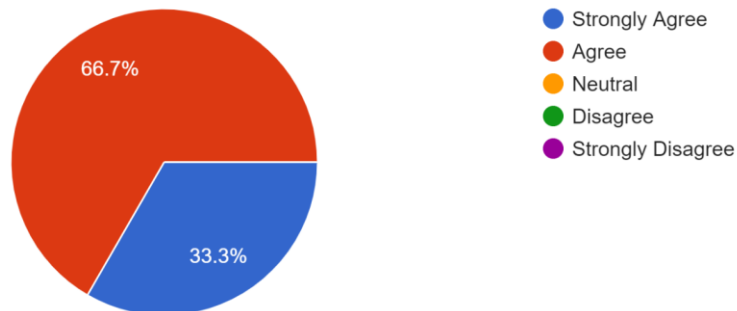
The course enabled you to gain greater knowledge regarding the history and politics of early years of independence especially with reference to linguistic reorganization of states?

6 responses



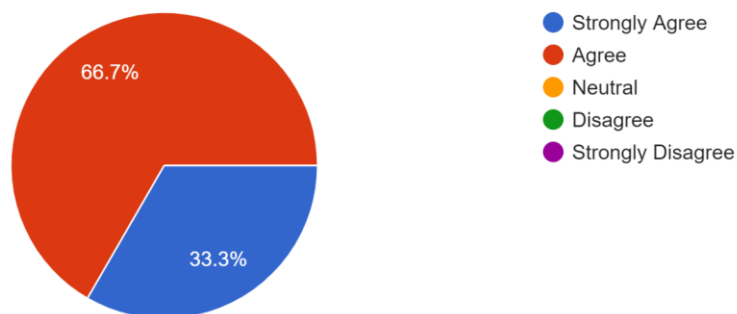
The course enabled you to understand the challenges such as the economic, administrative and political that independent India faced in the early years of independence?

6 responses



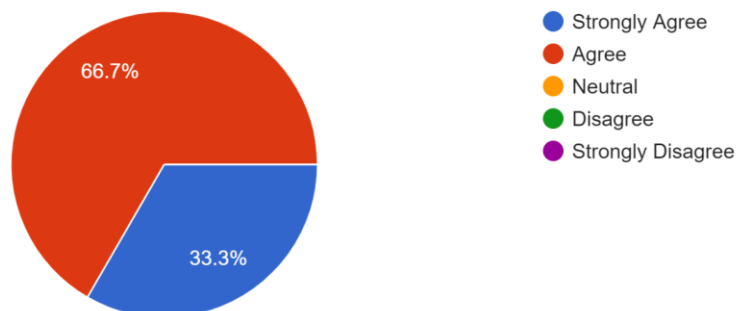
The course elucidated the processes of the concerns and issues, which contributed to the making of independent India's foreign policy with reference to idea of Non-Alignment and Panchsheel?

6 responses



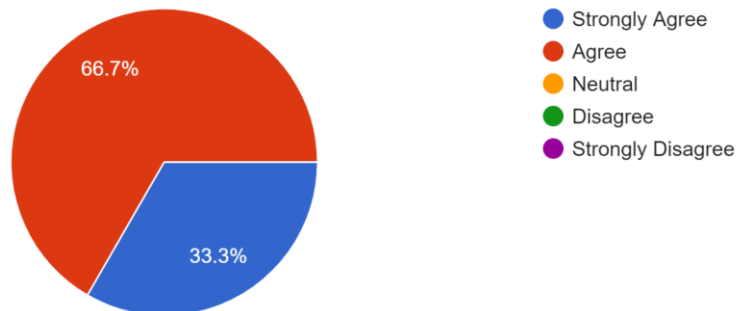
The course provided you the ability to understanding the regional challenges around the issues of development in the context of Bihar and Punjab?

6 responses



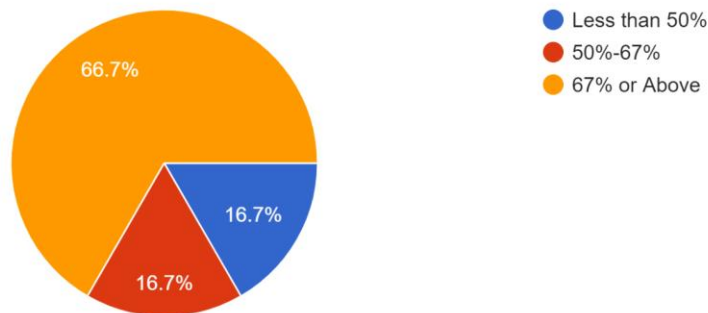
The course enabled you to understand the history of social reform such as Women and Hindu Code Bill more detailed?

6 responses



How much was your attendance in this course?

6 responses



OBSERVATION:

Students need to be made engaged with in a greater detail of subject, Readings need to be toned down and students need to take more interest in reading more deeply, Remoteness and abstractness of subject needs to be curtailed and made more tangible and intangible, there should be more participatory and discussion sessions so that students are able to express themselves and create their own ideas related to subject so they have a better knowledge and have more conceptual clarity.

ACTION PLAN:

We should use the pedagogical method in teaching for making the subject interesting, Interactive technique should be used so that students participate in a great number and are able to create ideas and understand the subject easily, with references to the challenges mentioned above following methods need to be invoked and applied: screening of films, documentaries etc.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021

DEPARTMENT OF HISTORY

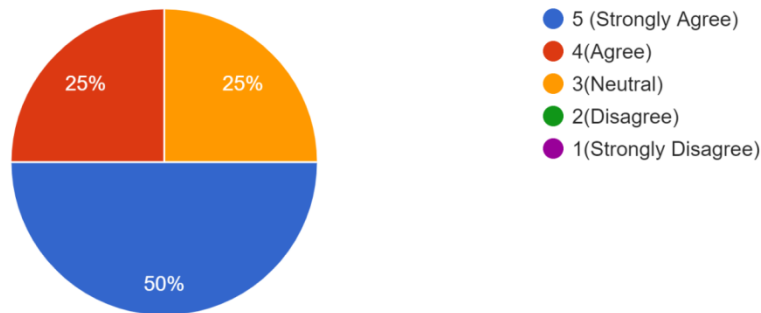
Program: B.A. (P) History

Semester: 3

Course Name: History of India C 1200-1700

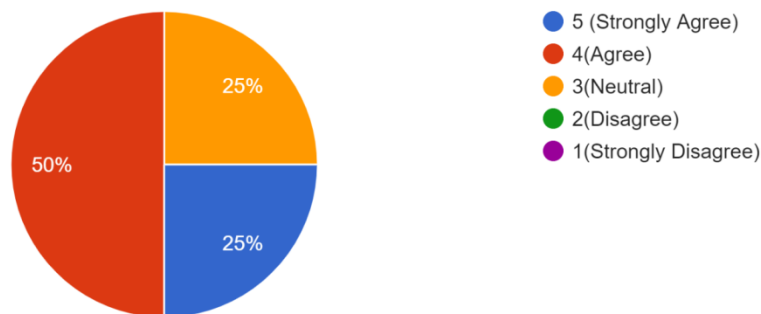
The course allowed you to understand the politics, political economy and administrative transitions under the various Sultanate regimes.

4 responses



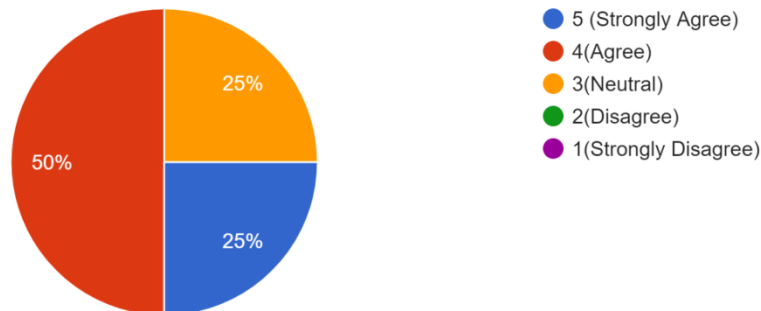
The course provided you the ability to understand the historiography on the politics, society and economy of the Vijayanagara state., the historical ...the reproduction of power in the Vijayanagara state

4 responses



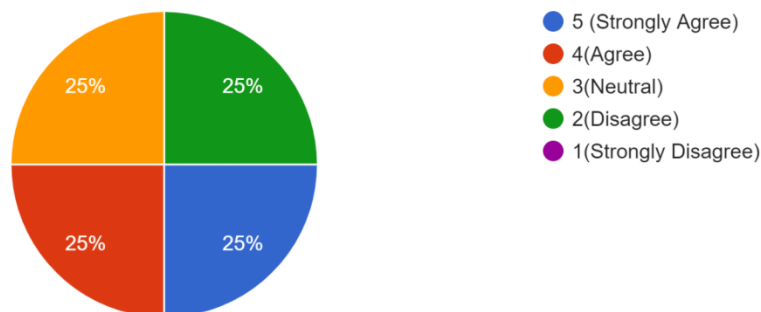
The course enabled you to understand the complex political,cultural and social world constructed under the Mughal regime.Mughal imperial ideology...evarious historiographical debates on Aurangzeb.

4 responses



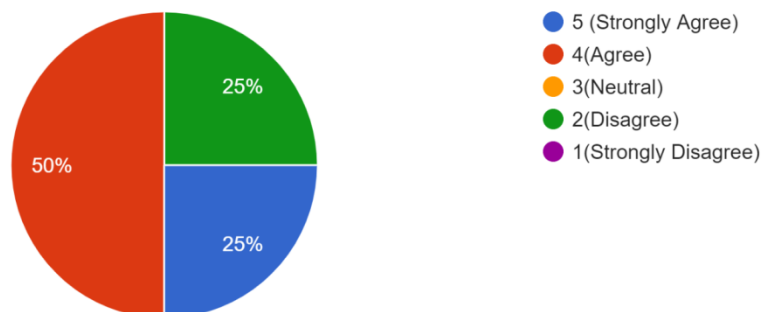
The course elucidated the emerging political formations in theDeccan and the Punjab plains. The competition for resources in theseventeenth century... of a new body ofelites with political aspirations.

4 responses



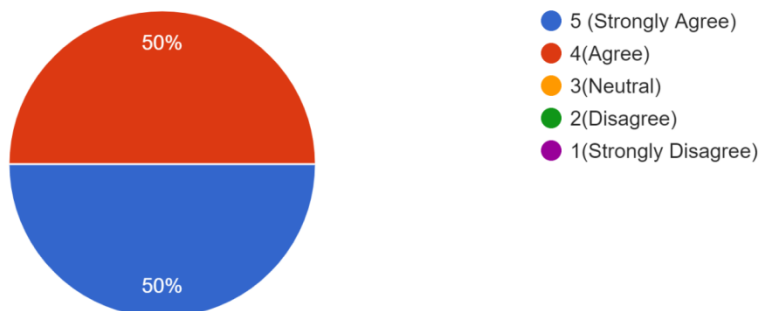
The course enabled you to understand architectural and paintingtraditions in the medieval period, the political and artisticcontributions of patrons,...ur Sikri and Hampi) and Mughal miniaturepaintings.

4 responses



The course enabled you to understand the cultural traditions in the medieval period with special reference to Kabir and Mirabai, Nizam al-Din Auliya and popular mystic literature from the South.

4 responses



Observations

Action Taken Report:

- 1. 50% & 25 % students have understood this topic and very few% of students are neutral. So from next time will try to make my lecture more interesting so that students can absorb and retain the information.**
- 2. In this unit 50% & 25 % of students have understood and they are agree and strongly agree but 25 % of students are Neutral. I will try to make my lecture more interesting so that these students can absorb and retain the information.**
- 3. In this unit 25% & 25 percent of students are agree and strongly agree but 25 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information.**
- 4. In this unit 25 % & 25 % students are agree and strongly agree but 25 % students are neutral. I will try to make my lecture more interesting so that students who have not understood can absorb and retain the information.**
- 5. In this unit 50% & 25 percent of students are agree and strongly agree but 25 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information to improve their writing skill and write good answer in next examination.**
- 6. In this unit 50 % & 50 percent of students are agree and strongly agree. I will try to make my lecture more interesting so that students can absorb and retain the information to improve their writing skill and write good answer in next examination.**

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

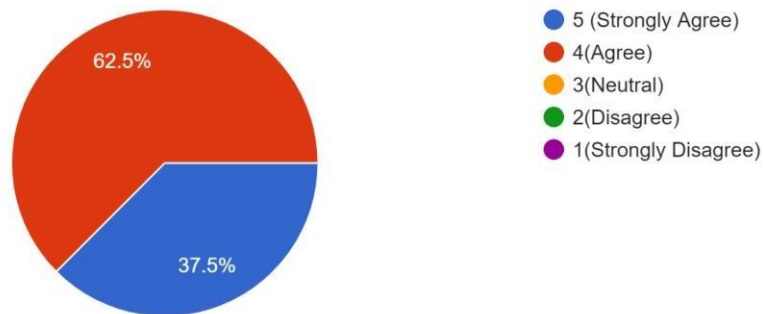
Program: B.A. (P) History

Semester: 3

Course Name: Heritage and Tourism

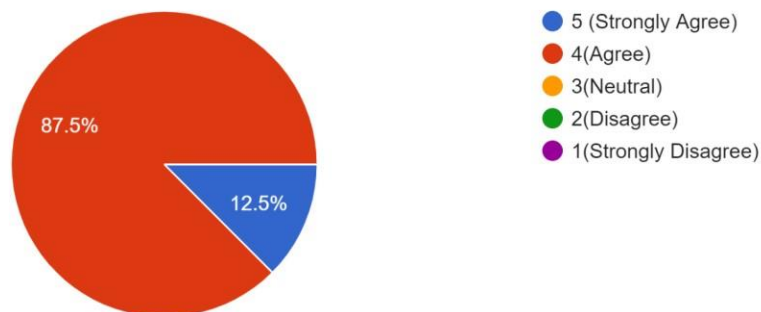
The course enhanced your ability to discern the nature of the cultural heritage of the nation.

8 responses



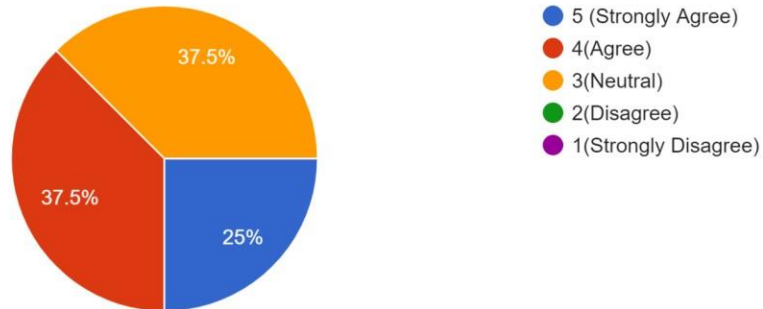
The course allowed you to contextualise your country's history of heritage representation, to effectively comprehend the present.

8 responses



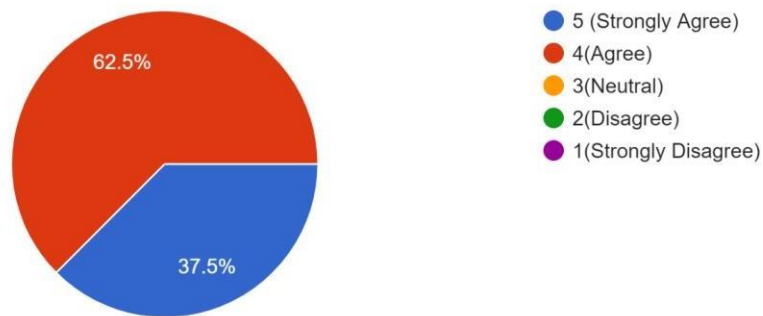
The course enabled you to draw inference from different aspects of tourism, its varieties and be sensitive to the impact of overkill tourism in different...ities, thus making a case for sustainable tourism.

8 responses



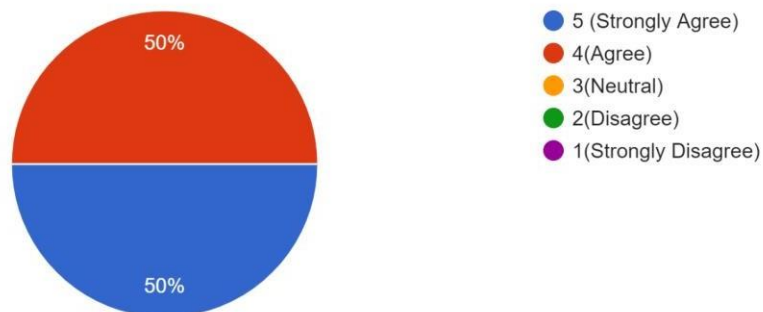
The course equipped you with theoretical knowledge of heritage and tourism.

8 responses



The course enabled you to understand the relationship between tourism and economy.

8 responses



Observations

Action Taken Report

- 1. 62.5 % & 37.5 % students have understood this topic and they are agreed and strongly agree. So, from next time will try to make my lecture more interesting so that students can absorb and retain the information.**
- 2. In this unit 87.5% & 12.5 % of students have understood and they are agreed and strongly agree. I will try to make my lecture more interesting so that these students can absorb and retain the information.**
- 3. In this unit 37.5 % & 25% percent of students are agree and strongly agree but 37.5 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information.**
- 4. In this unit 62.5% & 37.5 % students are agreed and strongly agree. I will try to make my lecture more interesting so that students who have not understood can absorb and retain the information.**
- 5. In this unit 50% & 50% percent of students are agree and strongly agree. I will try to make my lecture more interesting so that students can absorb and retain the information to improve their writing skill and write good answer in next examination.**

COURSE EXIT SURVEY: Analysis Report

Academic Session: 2020-2021

DEPARTMENT OF HISTORY

Program: B.A. (H)

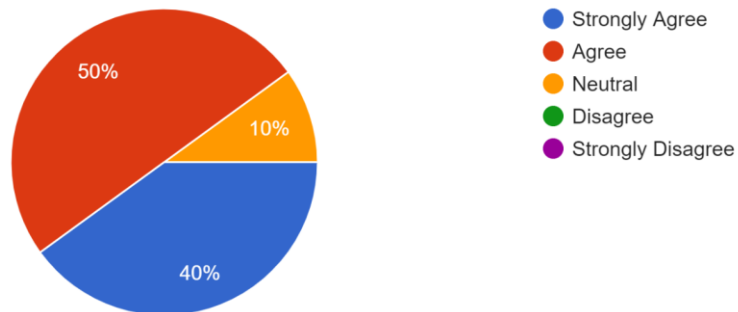
Semester:

4

Course Name: Rise of Modern West-II

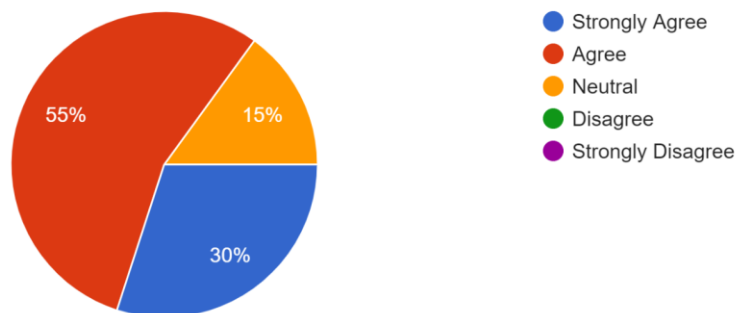
The course allowed you to understand the major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.

20 responses



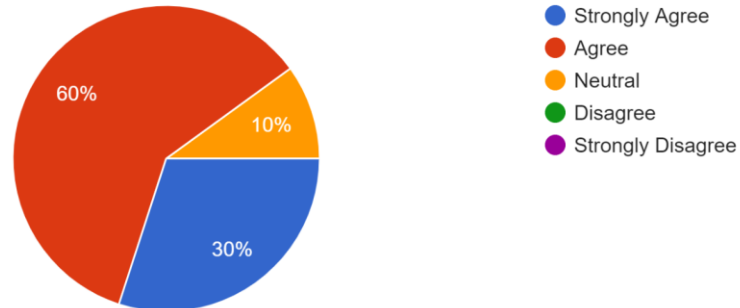
The course enabled you to understand the 17th century crisis and economic recovery in different parts of Europe.

20 responses



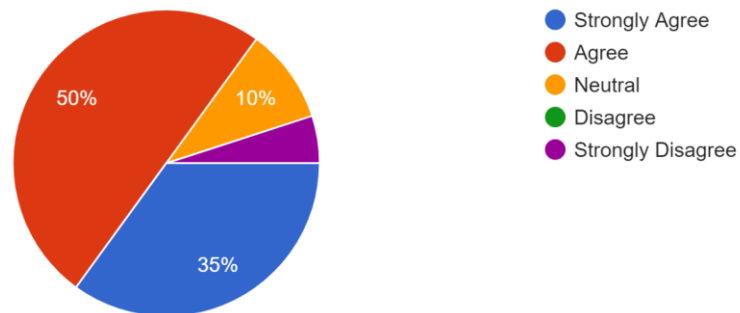
The course elucidated the origins of the English Revolution and the important strands within the Revolution and their outcomes.

20 responses



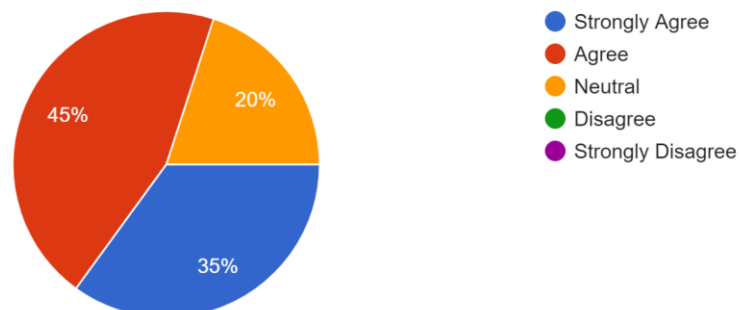
The course enabled you to understand the origins of modern science will be explained with its linkages to society, economy, and Enlightenment.

20 responses



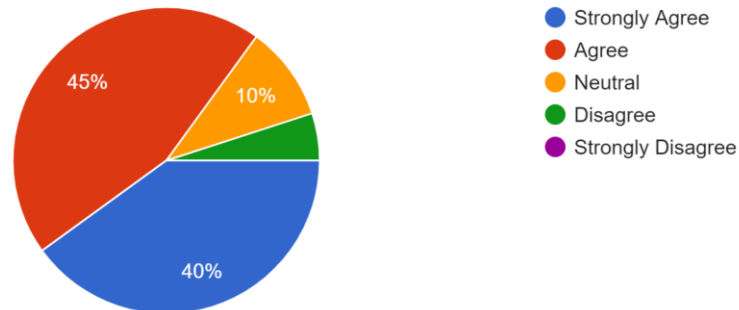
The course enabled you to understand the concept and features of Mercantilism and their impact on Europe and the periphery

20 responses



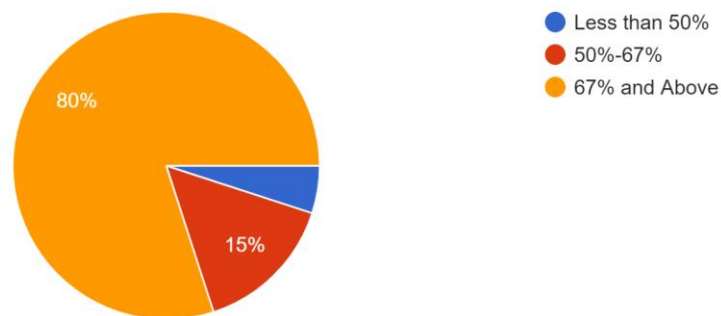
The course enabled you to understand the features of Europe's economy and origins of the Industrial Revolution.

20 responses



How much was your attendance in this course?

20 responses



COURSE EXIT SURVEY: Analysis Report

1. **30.8 % & 65.4 % students have understood this topic and very few% of students are neutral. So from next time will try to make my lecture more interesting so that students can absorb and retain the information.**
2. **In this unit 34.6 & 50 % of students have understood and they are agree and strongly agree but 7.7 % of students are disagree. I will try to make my lecture more interesting so that these students can absorb and retain the information.**
3. **In this unit 23.1 & 61.5 percent of students are agree and strongly agree but 15.4 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information.**
4. **In this unit 30.8 & 53.8 % students are agree and strongly agree but 11.5 % students are neutral. I will try to make my lecture more interesting so that students who have not understood can absorb and retain the information.**
5. **In this unit 23.1 & 50 percent of students are agree and strongly agree but 23.1 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information to improve their writing skill and write good answer in next examination.**
6. **In this unit 30.8 & 53.8 percent of students are agree and strongly agree but 11.5 % students are neutral. I will try to make my lecture more interesting so that**

students can absorb and retain the information to improve their writing skill and write good answer in next examination.

7. 67 % was attendance in this course.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

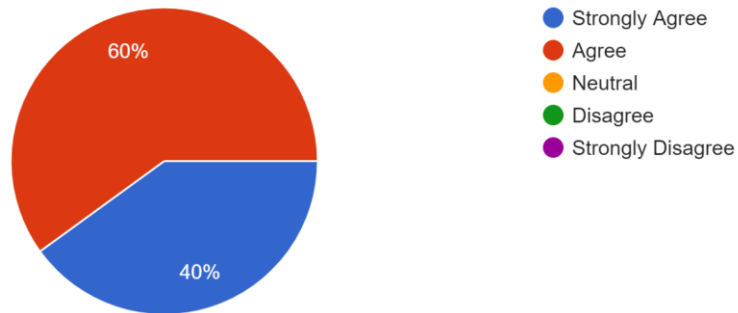
Program: B.A. (H)

Semester: 4

Course Name: History of India-V

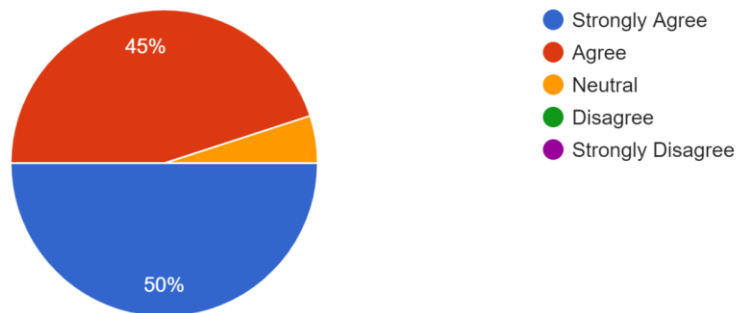
The course allowed you to understand major sources available in Persian and vernacular languages for the period under study.

20 responses



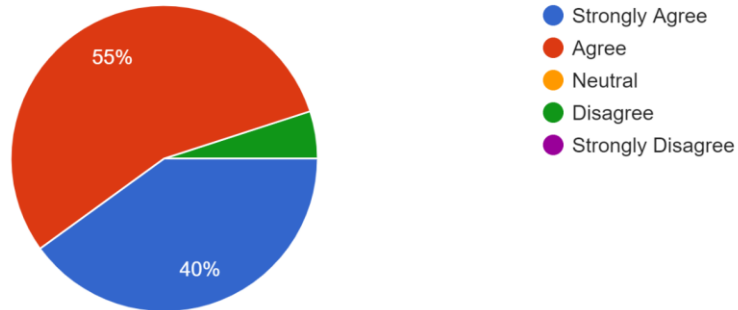
The course provided you the ability to understand the varied scholarly perspectives on the issues of the establishment , consolidation and nature of the Mughal state .

20 responses



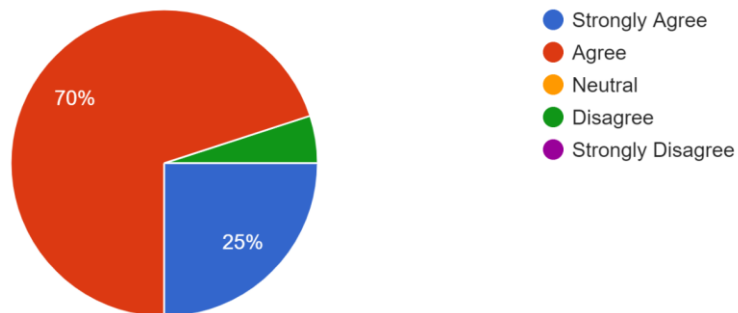
The course enabled you to understand the changes and continuities in agrarian relations and revenue regimes .

20 responses



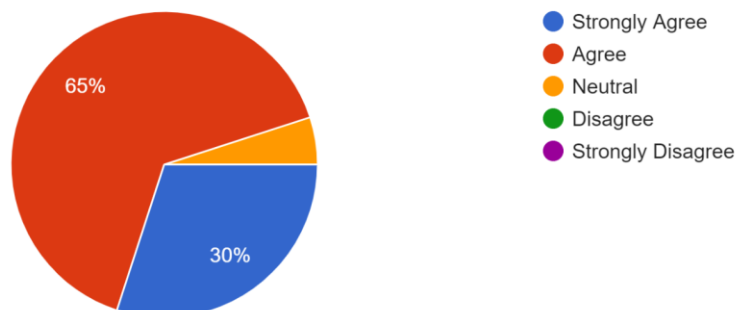
The course elucidated how different means such as visual culture(particularly architecture) was used to articulate authority by the rulers.

20 responses



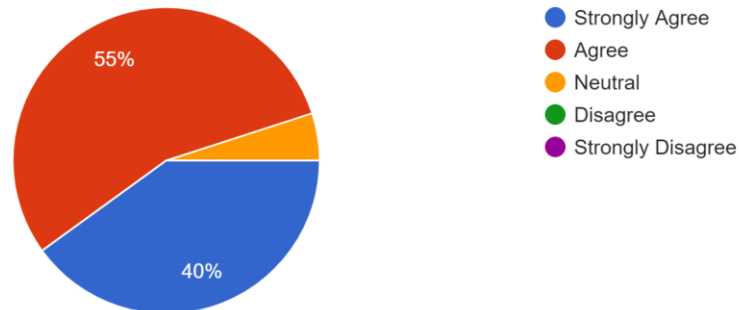
The course enabled you to understand political and religious ideologies of the times focusing not just on the Mughal rulers but more generally on the cross-cutting ideas in circulation.

20 responses



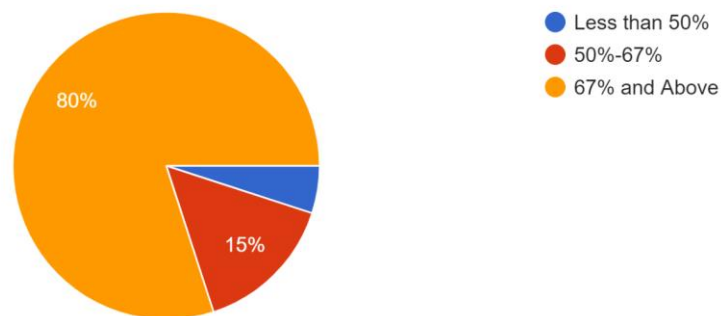
The course enabled you to understand the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

20 responses



How much was your attendance in this course?

20 responses



COURSE EXIT SURVEY: Analysis Report

- 1. 28.9 % & 53.8 % students have understood this topic and 15.4 % of students are neutral. So from next time will try to make my lecture more interesting so that students can absorb and retain the information.**
- 2. In this unit 19 & 65.4 % of students have understood and they are agree and strongly agree but 15.4 % of students are disagree. I will try to make my lecture more interesting so that these students can absorb and retain the information.**
- 3. In this unit 29.4 & 65.4 percent of students are agree and strongly agree but 7.2 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information.**
- 4. In this unit 11.5 & 57.7 % students are agree and strongly agree but 30.8 % students are neutral. I will try to make my lecture more interesting so that students who have not understood can absorb and retain the information.**
- 5. 68.2 % was attendance in this course.**

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

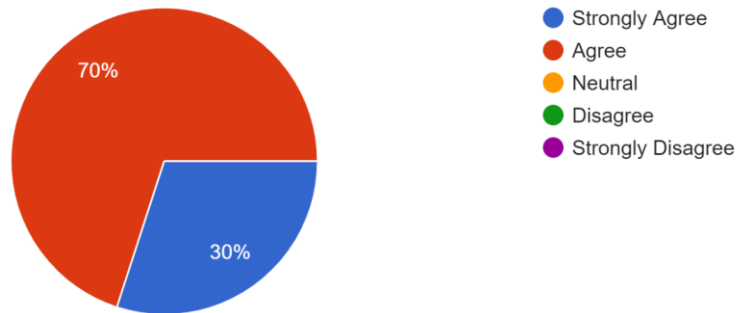
Program: B.A. (H)

Semester: 4

Course Name: History of India-VI (c. 1750-1857)

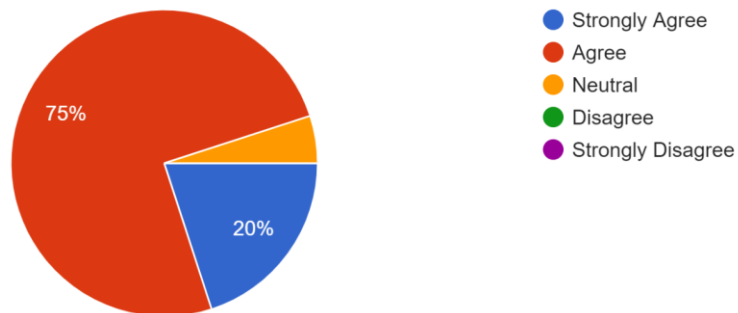
The course allowed you to understand key developments of the 18th century in the Indian subcontinent.

20 responses



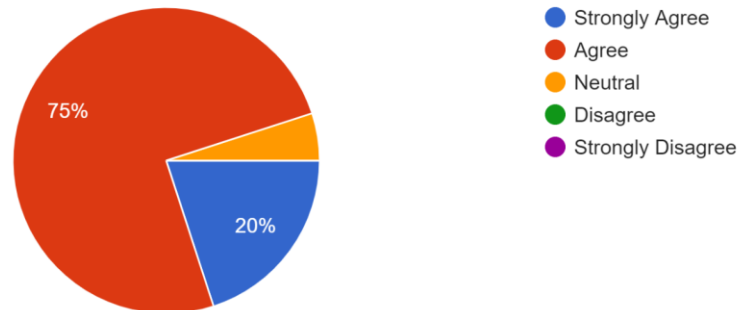
The course provided you the ability to understand the establishment of Company rule and important features of the early colonial regime in the Indian subcontinent.

20 responses



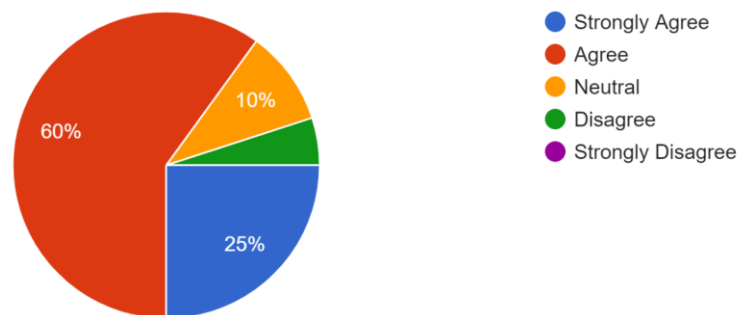
The course provided you the ability to understand the establishment of Company rule and important features of the early colonial regime in the Indian subcontinent.

20 responses



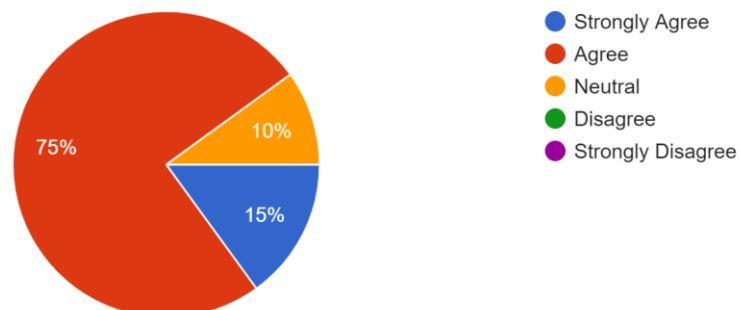
The course enabled you to understand the peculiarities of evolving colonial institutions (education and legal) and their impact.

20 responses



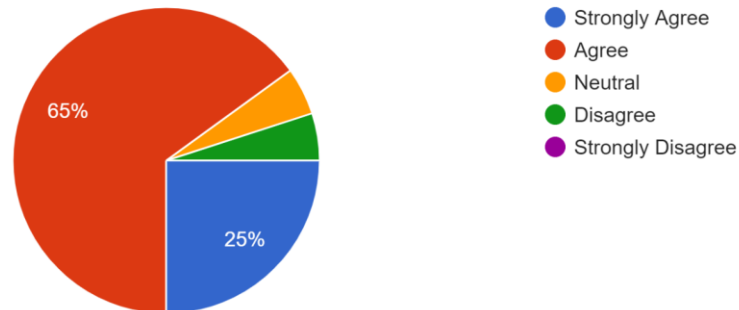
The course elucidated the impact of colonial rule (land revenue systems, drain of wealth, de-industrialization, etc.) on the economy of Indian subcontinent.

20 responses



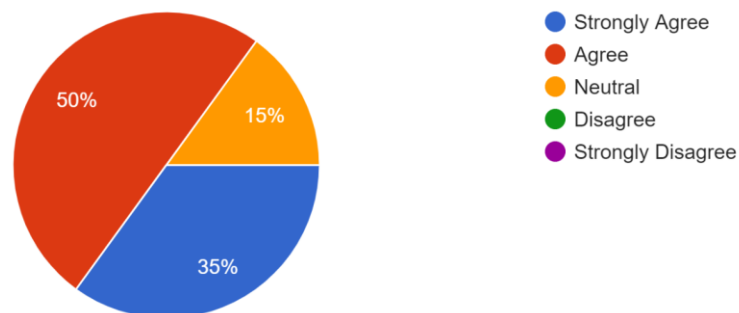
The course enabled you to understand the social churning on questions of tradition, reform, etc. during first century of British colonial rule

20 responses



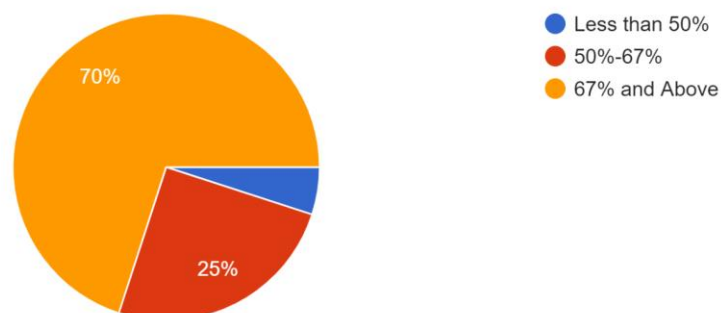
The course enabled you to understand the issues of landed elite (Zamindars and revolt of 1857), and those of struggling peasants, tribals and artisans (tribal resistance) during the Company Raj.

20 responses



How much was your attendance in this course?

20 responses



OBSERVATIONS

The responses of students suggest that the outcomes of the course are coherent to the students. In most of the questions, majority of students have either responded with strongly agree or agree. However, some of the students may have not been completely satisfied with the articulation of a topic since they have either responded with 'neutral', 'disagree' or

'strongly disagree' option. While making suggestions and comments, most of the students indicated that the syllabus of this paper is too lengthy which makes it impossible for them to focus on all the topics. The intensity of the paper along with the number of topics dilute the learning ability of students. The paper consists of a long list of readings which pose another learning barrier.

ACTION TAKEN REPORT

Based on the students' feedback of the paper, further changes will be made in the learning process. In future, the number of readings discussed in the classroom shall be reduced to make learning more crisp and precise. Besides, more interactive exercises will be practiced to disseminate knowledge in a more interesting and effective manner.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

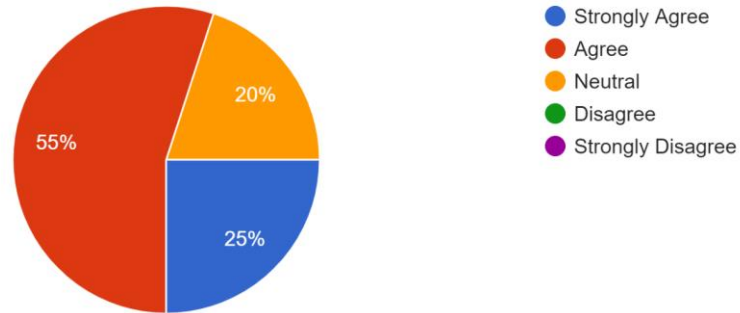
Program: B.A. (H)

Semester: 4

Course Name: Indian Art and Architecture

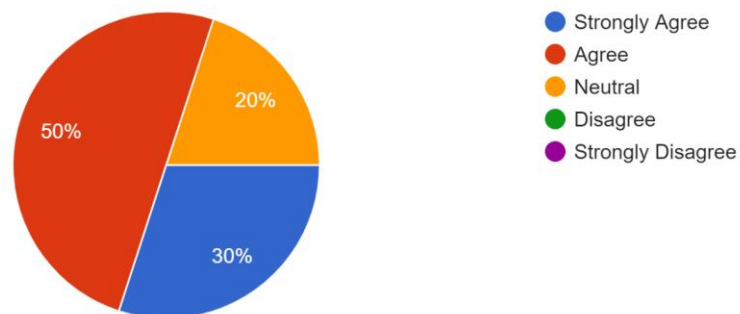
The course allowed you to understand how Indian art was perceived in the west under colonial rule.

20 responses



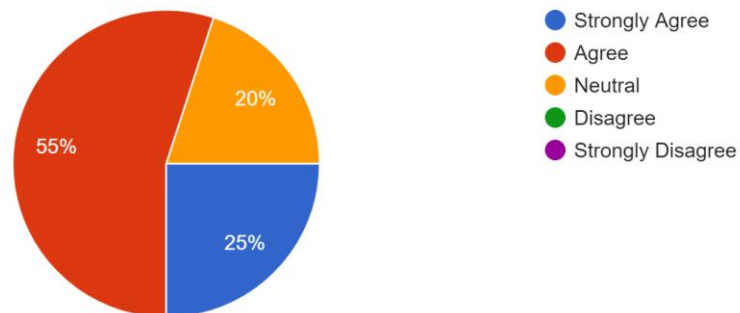
The course provided you the ability to understand changing perspectives on Indian art.

20 responses



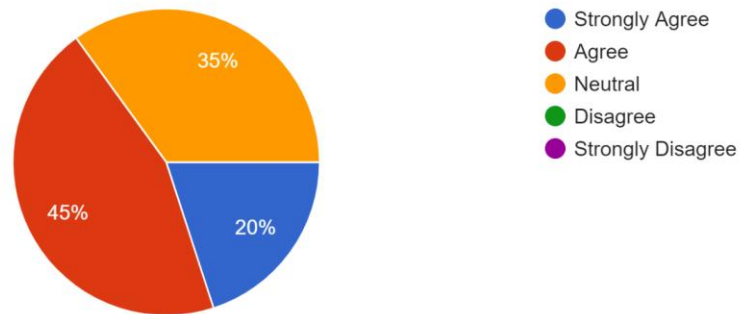
The course enabled you to understand stylistic features of different genres of art.

20 responses



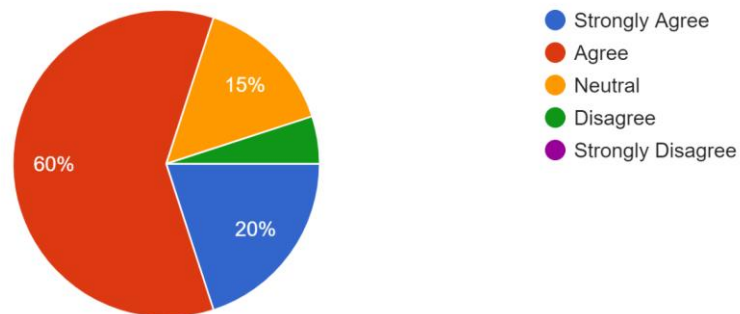
The course elucidated the patronage patterns and artist-patron relations.

20 responses



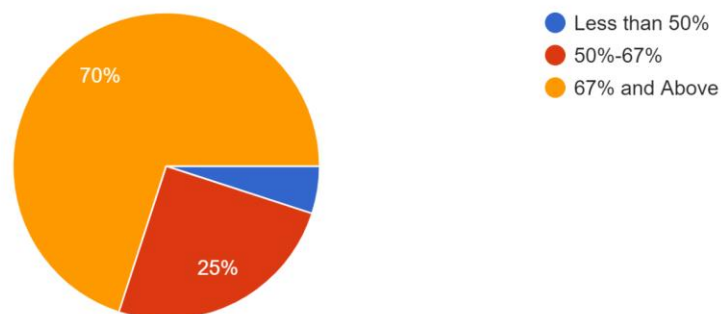
The course enabled you to understand the representation of gender in art.

20 responses



How much was your attendance in this course?

20 responses



OBSERVATIONS: The paper is shared with a division into two sections. Most of the questions have received a positive response. In some questions a minute percentage of students have given a negative reply. The attendance for the course was good with majority having above 67% attendance. This is despite the fact that 2020-21 were Covid years. _

ACTION TAKEN REPORT: Student's regularity should be the compulsory condition for maximum understanding and retention.

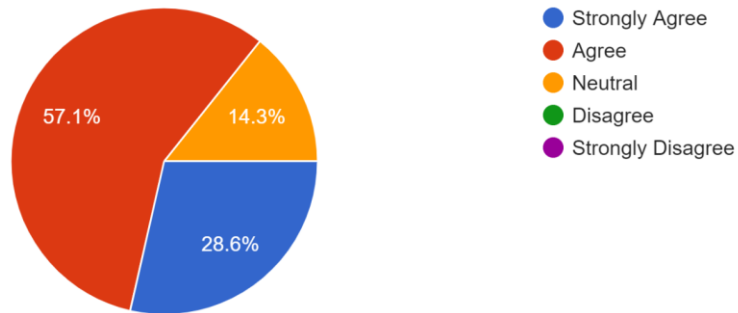
COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

Program: B.A. (H)
Course Name: Religion and Religiosity

Semester: 4

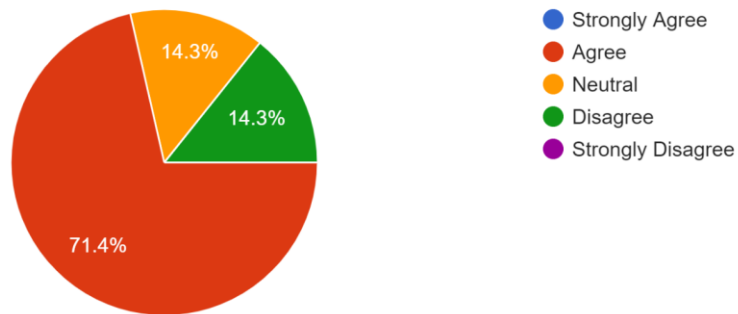
The course allowed you to understand the actual meaning of Religion and Religiosity in the Past and Present time.

7 responses



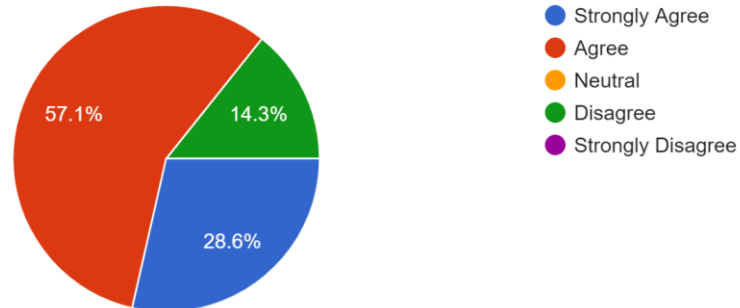
The course provided you the ability to understanding multiple religious traditions that flourished through the ages in the Indian subcontinent.

7 responses



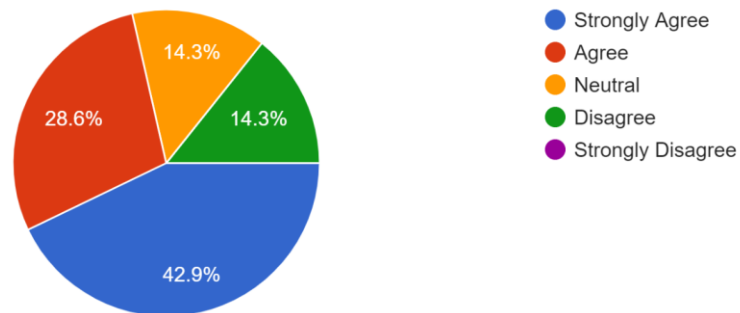
The course enabled you to understand the basic chronological, spatial and substantive contours of each of the religious traditions as well as certain intellectual currents that questioned them.

7 responses



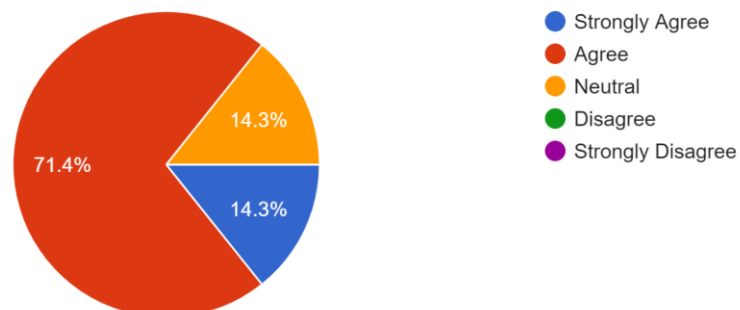
The course elucidated the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs; and religion.

7 responses



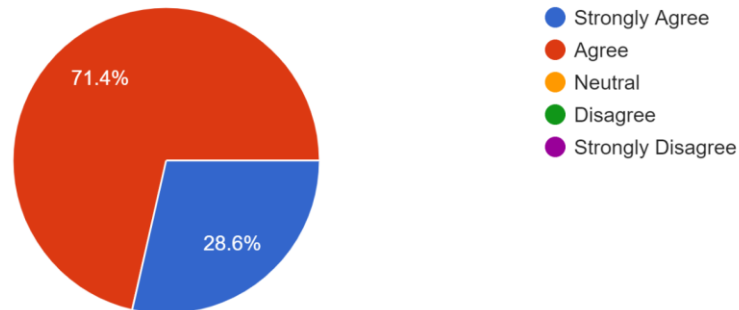
The course enabled you to understand that how each religious tradition is dynamic and changing in relation to each other and in relation to its own past.

7 responses



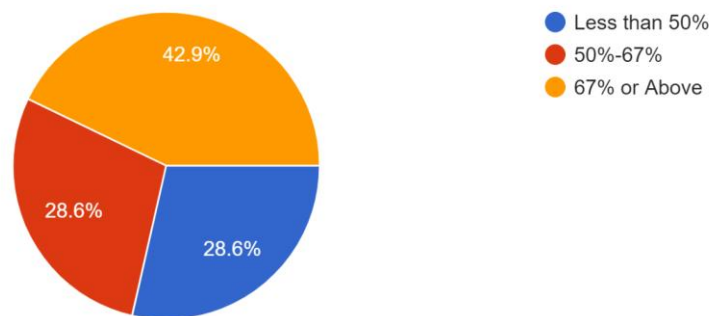
The course enabled you to understand the varied scholarly approaches to each of the issues outlined above.

7 responses



How much was your attendance in this course?

7 responses



OBSERVATIONS: The paper is shared with the division of sections into Hindi and English medium. Most of the questions have received a positive response. In some questions a minute percentage of students have given a negative reply. The attendance for the course was good with majority having above 67% attendance. This is despite the fact that 2020-21 were Covid years. _

ACTION TAKEN REPORT: The paper is a GE paper where students would not be very familiar with the methods, chronology, and paradigms of History as a discipline of study. Class teachers can introduce them to these before covering the syllabus. Student's regularity should be the compulsory condition for maximum understanding and retention.

COURSE EXIT SURVEY: Analysis Report

Academic Session: 2020-2021
DEPARTMENT OF HISTORY

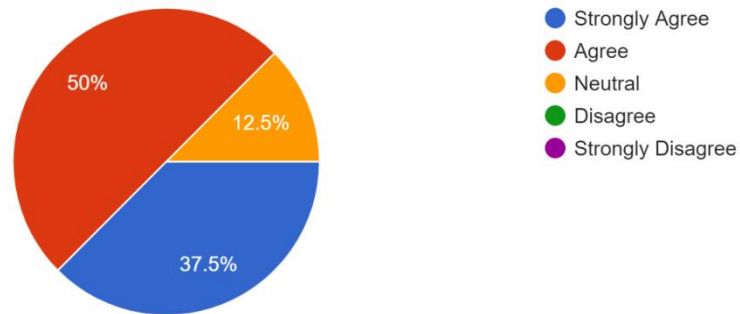
Program: B.A. (P) History

Semester: 4

Course Name: HISTORY OF INDIA, 1700 TO 1950

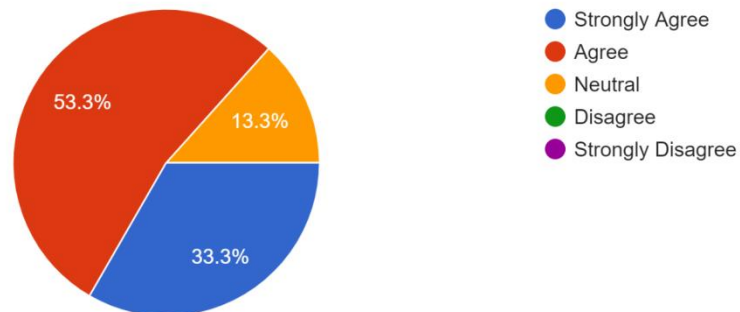
Why did Mahatma Gandhi launch the Non Cooperation Movement and why was it withdrawn.

16 responses



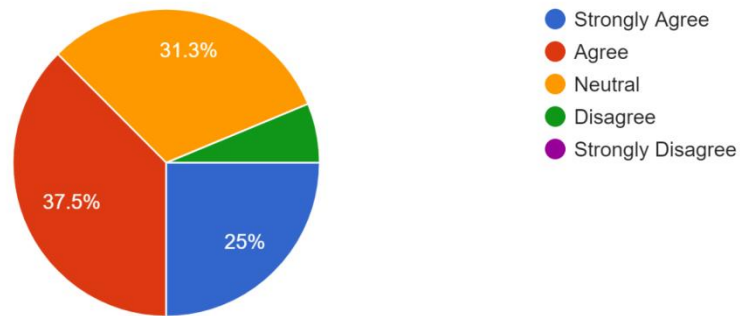
What were the factors which led to rise of communalism in India.

15 responses



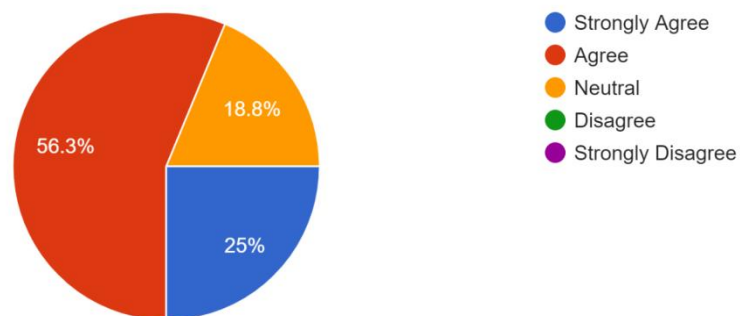
What were the methods and ideology of the Extremist Movement in India.

16 responses



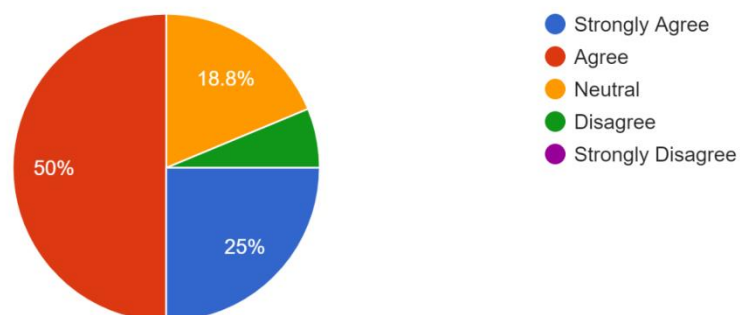
Discuss the factors that led to the rise of National Movement in late 19th century India

16 responses



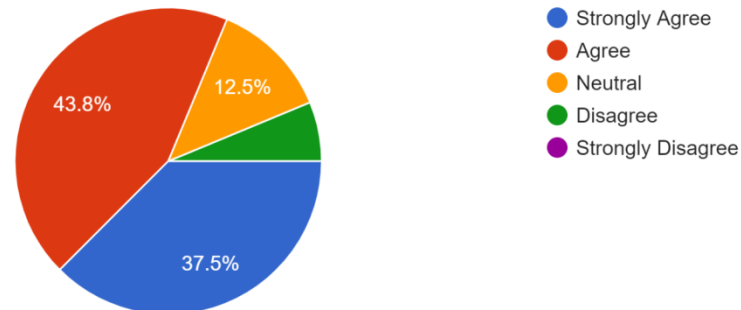
Describe the major influences and issues involved in the formation of the Indian constitution.

16 responses



Discuss the contribution of Socio-Religious Reform Movement in the addressing to women's question in nineteenth century India.

16 responses



Observations

Action Taken Report

1. **50 % & 37.5 % students have understood this topic and very few 12% of students are neutral. So from next time will try to make my lecture more interesting so that students can absorb and retain the information.**
2. **In this unit 53.3% & 33.3 % of students have understood and they are agreed and strongly agree but 13.3% of students are Neutral. I will try to make my lecture more interesting so that these students can absorb and retain the information.**
3. **In this unit 37.5 % & 25 percent of students are agree and strongly agree but 31.3 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information.**
4. **In this unit 56.3% & 25 % students are agree and strongly agree but 18.5 % students are neutral. I will try to make my lecture more interesting so that students who have not understood can absorb and retain the information.**
5. **In this unit 50% & 25 percent of students are agree and strongly agree but 18.8 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information to improve their writing skill and write good answer in next examination.**
6. **In this unit 43.8% & 37.5 percent of students are agree and strongly agree but 12.5 % students are neutral. I will try to make my lecture more interesting so that students can absorb and retain the information to improve their writing skill and write good answer in next examination.**