

COURSE EXIT SURVEY: Analysis Report
Academic Session: Sem 1 and 2

Department: English

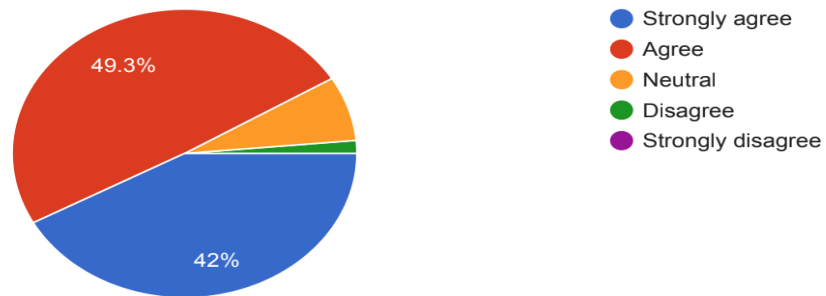
Program: Hons Courses

Course Name: GE SEM 1 and 2.

Course Code: Semester: 1 and 2

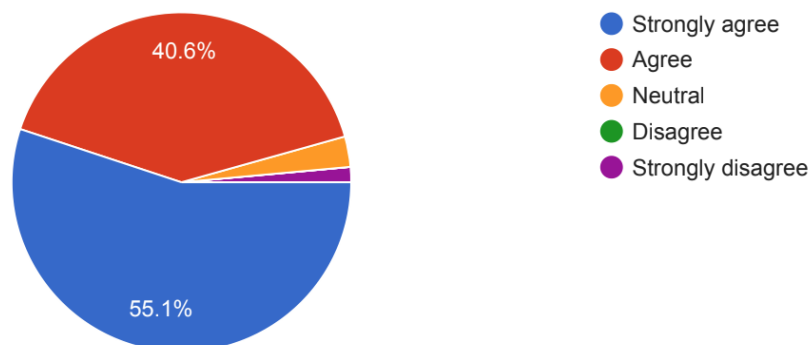
I have learnt something about literature and its genres in this course.

69 responses



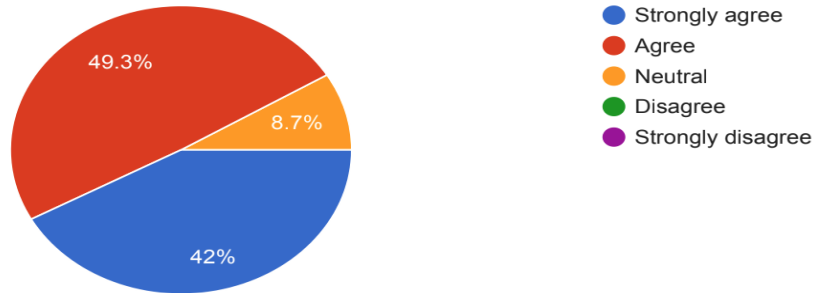
I understand important concepts like gender, globalisation, race, caste, class and war and their impact on society now.

69 responses



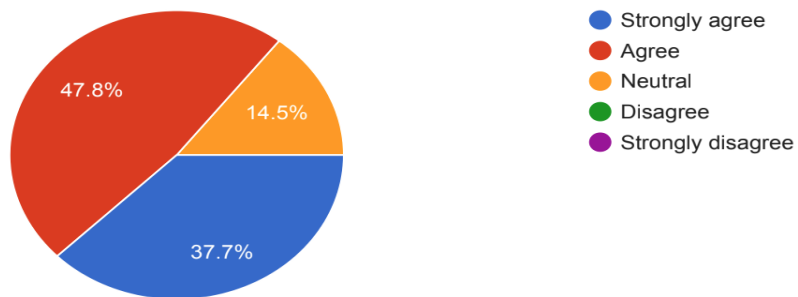
My knowledge of these concepts improved after this course.

69 responses



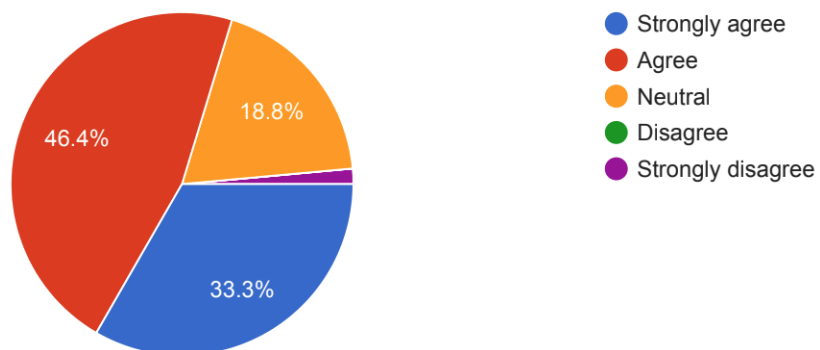
I am able to analyse essays, poems and short stories better now.

69 responses



My ability to communicate in English has improved after completing this course.

69 responses



OBSERVATIONS:

From the given responses, it is observed that more than 90% of students strongly agreed and agreed that they got an understanding of literary concepts and genres through this course. More The majority of students understood the concepts of partnership firm and prepare than 95% students felt that they learnt and understood concepts like Caste, Race, Gender, War and Violence much better now. It is also observed that a majority of the students acquired better writing skills and communication abilities. Their English comprehension skills also improved due to the course. The analytical skills of the students also underwent a significant improvement.

ACTION TO BE TAKEN REPORT:

To help students gain competence in English communication the Department will encourage them to use the language lab. Arrange more remedial classes for students who need additional academic support. To give more tutorials to Improve writing skills. To help with speaking skills more effectively, practise through class presentations, group discussions and debates. More interactive classroom by using ICT through the Smart Classroom

COURSE EXIT SURVEY: Analysis Report
Academic Session: _____

Department:English.....

Programme: Eng H II Yr SEM IV..

Course Name:

Paper VIII: British Literature: 18th Century (12031401)

Paper IX: British Romantic Literature (12031402)

Paper X: British Literature: 19th Century (12031403)

SEC: Translation Studies (12033904)

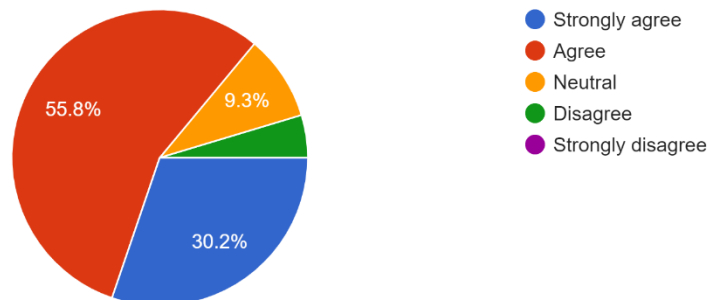
Course Codes:

Semester: ...IV.....

Paper VIII: British Literature: 18th Century

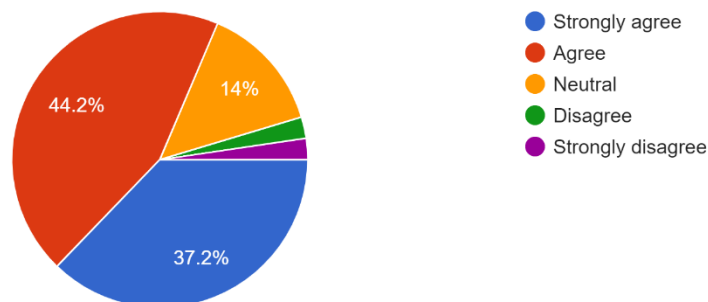
This course contributed to my understanding of a wide range of genres and texts: both canonical and of writers who have generated more interest in recent years, of the long 18th Century.

43 responses

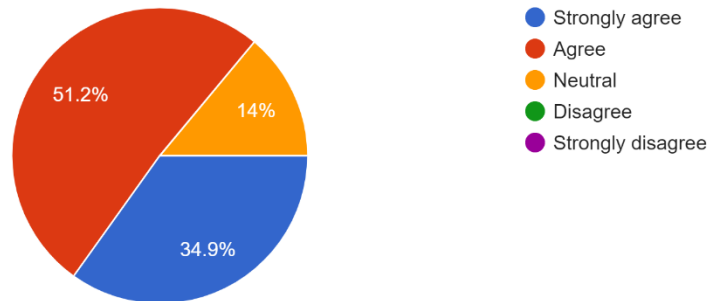


Reading Congreve, Swift, Haywood, Johnson, Gray, Fielding, Locke, Defoe, Addison, Equiano and William Hay is crucial for students of English Hons.

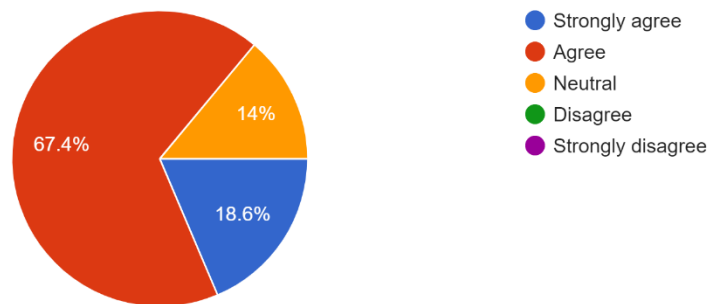
43 responses



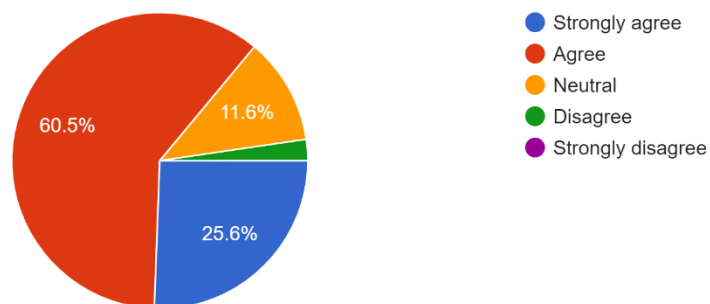
I understand concepts like Enlightenment, partisan satire, satire, travel narrative, slave narrative, disability, age of sensibility, the rise of the nove...cience and eighteenth- century women's writing well.
43 responses



I can interpret and analyse a literary text better now by taking into account the political and philosophical debates the long 18th Century, early m...eformity, social mobility, fiction and history etc.
43 responses



My ability to express myself in writing and speech has improved by studying the rise of different prose and poetic forms in the long eighteenth century.
43 responses



OBSERVATIONS:

From the given responses, it is observed that around 55.8% of students agreed that the course contributed to their understanding of canonical writers of the long 18th Century. 44.2% of students agreed that reading Congreve, Swift, Haywood, Johnson, Gray, Fielding, Locke, Defoe, Addison, Equiano and William Hay is important for students of literature. 51.2% agreed that their concepts like Enlightenment, partisan satire, satire, travel narrative, slave narrative, disability, age of sensibility, the rise of the novel, rationality and science improved after doing this course. 67.4% agreed that can interpret and analyse a literary text better now by taking into account the political and philosophical debates the long 18th Century. It is also observed that students had an interest in the paper as 41.9% of students had more than 67% of attendance.

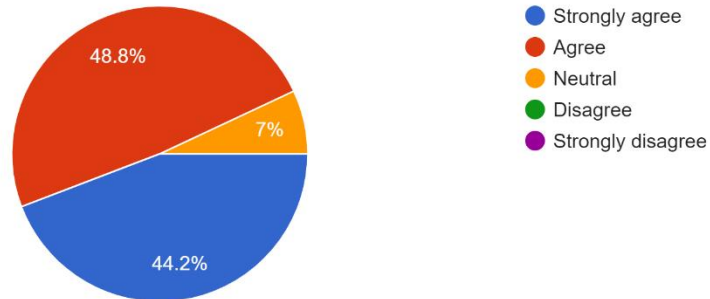
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

Paper IX: British Romantic Literature

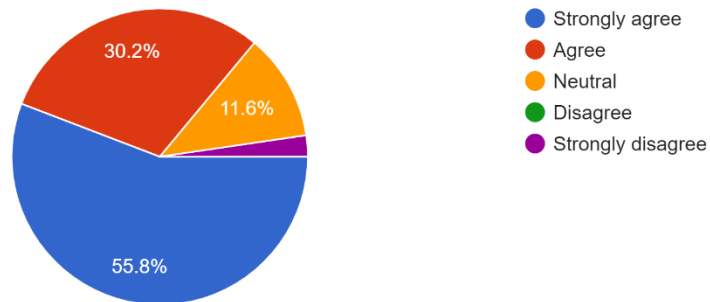
This course contributed to my understanding of literature?

43 responses



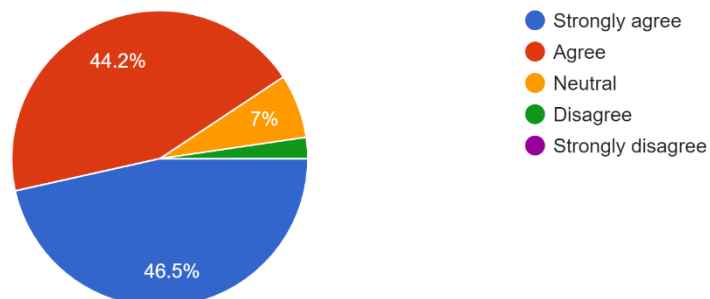
Reading Wordsworth, Coleridge, Blake, Byron Keats and Shelley is crucial for students of Eng. Hons.

43 responses



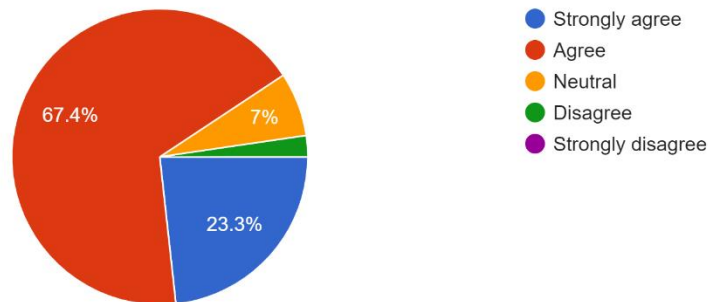
I understand concepts like Reason and Imagination, Literature and Revolution, Concepts of Nature and the Romantic Lyric.

43 responses



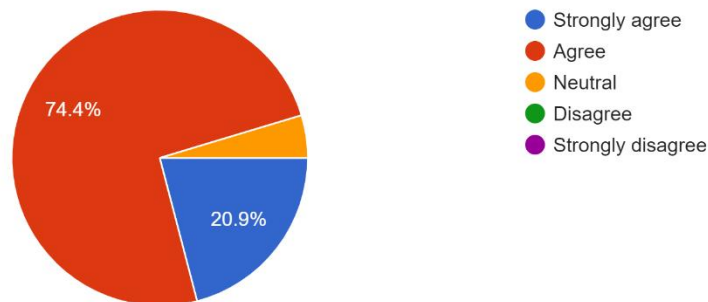
I can interpret and analyse a text better now.

43 responses



My ability to express myself in writing and speech has improved.

43 responses



OBSERVATIONS:

From the given responses, it is observed that around 48.8% of students agreed that the course contributed to their understanding of Romantic literature and 55.8% strongly agreed that reading Wordsworth, Coleridge, Blake, Byron Keats and Shelley is crucial for students of literature. 46.5% strongly agreed that their concepts like Reason and Imagination, Literature and Revolution, Concepts of Nature and the Romantic Lyric improved after doing this course. 67.4% agreed that can interpret and analyse a text better now. 74.4% students agreed that their writing and speaking skills improved after completion of this course. It is also observed that students had an interest in the paper as 41.9% of students had more than 67% of attendance.

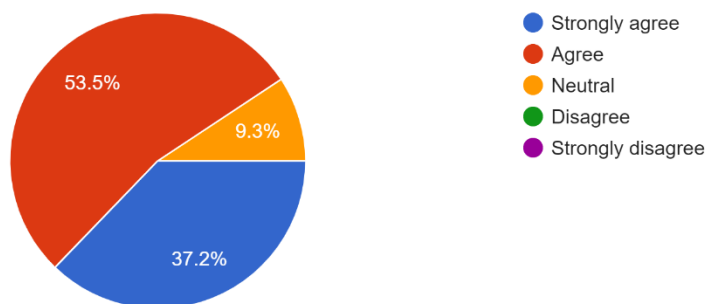
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

Paper X: British Literature: 19th Century

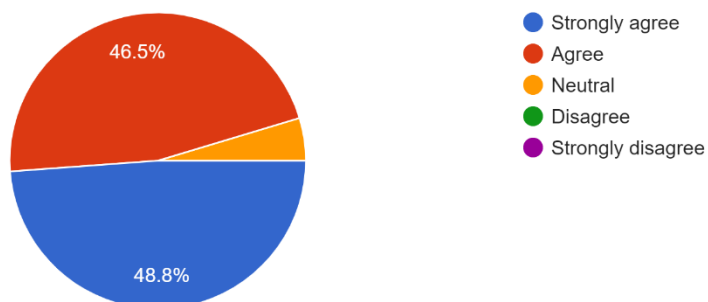
The course contributed to my understanding of 19th century British literature.

43 responses



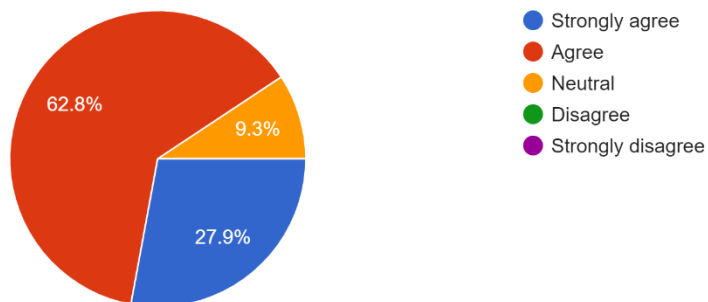
Reading texts like 'Pride and Prejudice,' 'Jane Eyre,' 'Great Expectations' and 'Fra Lippo Lippi' is important for students of English literature.

43 responses



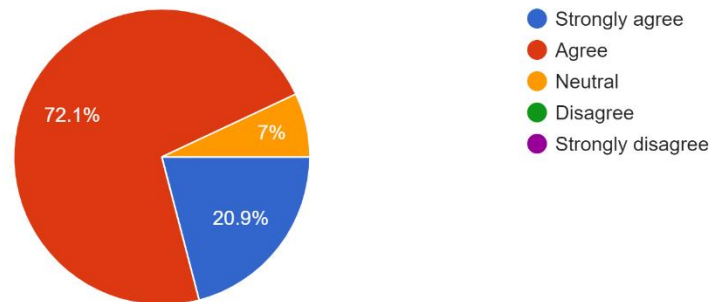
The course helped me in understanding concepts like industrialism, gentry, positivism, dramatic monologue and other issues from the Victorian age.

43 responses



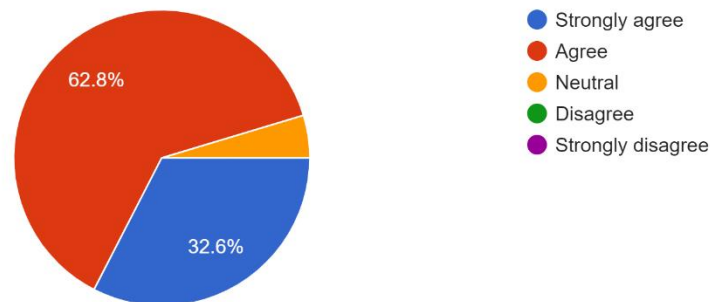
I can interpret and analyse a 19th century British poem or novel now.

43 responses



My ability to express myself in writing and speech has improved.

43 responses



OBSERVATIONS:

From the given responses, it is observed that around 53.5% of students agreed that the course contributed to their understanding of 19th century British literature and 48.8% strongly agreed that reading texts like 'Pride and Prejudice,' 'Jane Eyre,' 'Great Expectations' and 'Fra Lippo Lippi' are crucial for students of literature. 62.8% students agreed that their concepts like industrialism, gentry, positivism, dramatic monologue and other issues from the Victorian age improved after doing this course. 72.1% agreed that can interpret and analyse a 19th century British poem or novel better now. 62.8% students agreed that their writing and speaking skills improved after completion of this course. It is also observed that students had an interest in the paper as 41.9% of students had more than 67% of attendance.

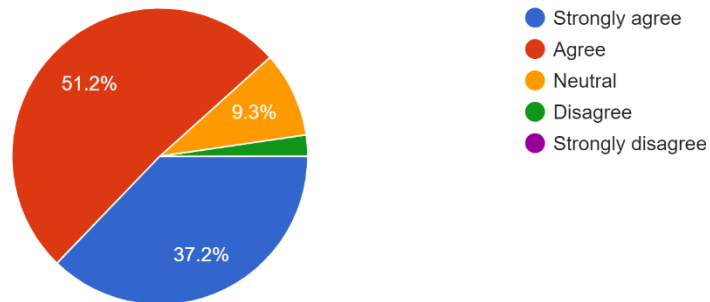
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

SEC: Translation Studies

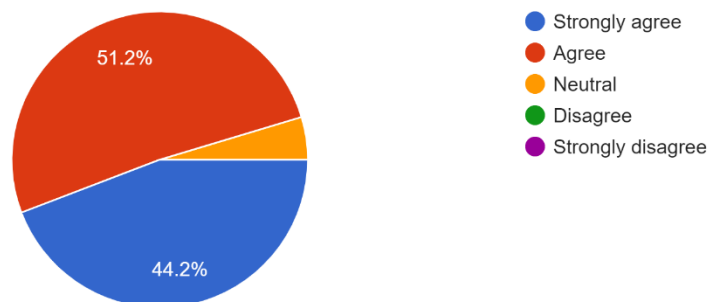
I learned about major theoretical concepts like Equivalence, Code Switching, Code Mixing, Transliteration, Back Translation etc

43 responses



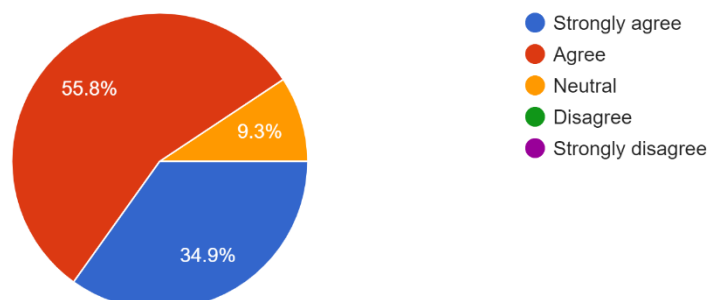
I have become more aware of the different types of writings/ texts and genres and that they need different strategies of translations.

43 responses



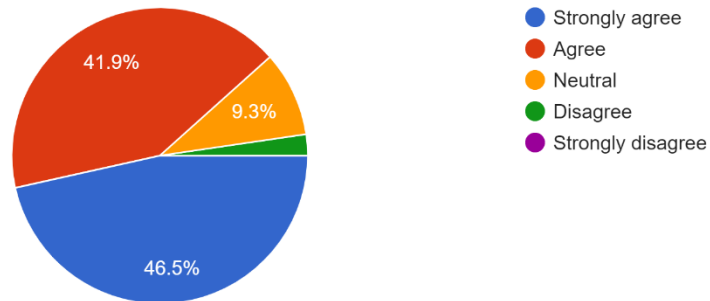
I am aware of the different modes of translation like Semantic Translation, Literal Translation, Free Translation, Official Translation, Subtitling Dubbing, Interpretation Etc.

43 responses



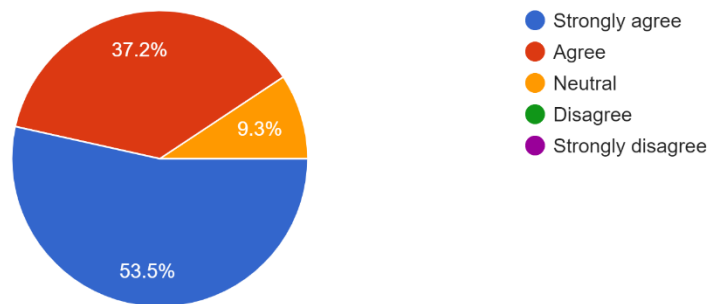
I can attempt basic translations of Proverbs/Idioms, Advertisements/ Taglines, Newspaper Headings, Series/Scenes from Films etc. now.

43 responses



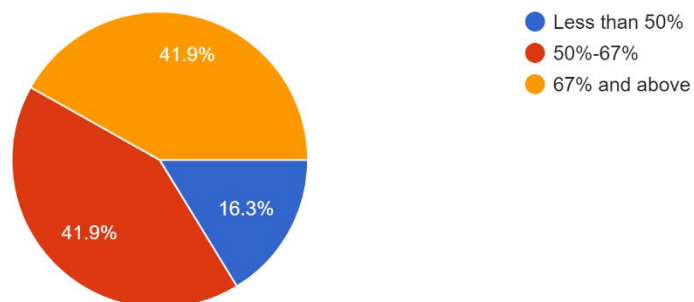
I am aware of issues of Language and its relationship with Gender, Class and Caste and its relevance to translation. I am also familiar with Mac...ations and their use and limitations in translation.

43 responses



How much was your attendance in this course?

43 responses



OBSERVATIONS:

From the given responses, it is observed that around 51.2% of students agreed that the course contributed to their understanding of major theoretical concepts like Equivalence, Code Switching, Code Mixing, Transliteration, Back Translation etc and 51.2% of the students agreed that they became more aware of the different types of writings/ texts and genres and different strategies used for translation. 55.8% agreed that their concepts like Semantic Translation, Literal Translation, Free Translation, Official Translation, Subtitling Dubbing, Interpretation etc improved after doing this course. 46.5% strongly agreed that they can attempt basic translations of Proverbs/Idioms, Advertisements/ Taglines, Newspaper Headings, Series/Scenes from Films etc. now. 53.3% students strongly agreed that they became of aware of issues of Language and its relationship with Gender, Class and Caste and its relevance to translation. It is also observed that students had an interest in the paper as 41.9% of students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

COURSE EXIT SURVEY: Analysis Report

Academic Session: _____

Department:English.....

Program:... Eng H II Yr SEM III..

Course Name:

Paper V: American Literature (12031301)

Paper VI: Popular Literature (12031302)

Paper VII: British Poetry and Drama: 17th and 18th Centuries (12031303)

SEC: Modes of Creative Writing: Poetry, Fiction and Drama (12033914)

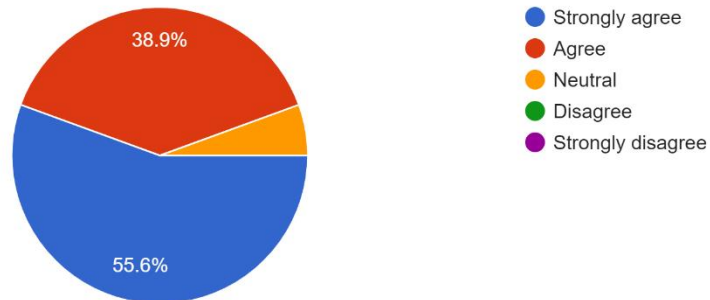
Course Codes:

Semester: ...III.....

Paper V: American Literature

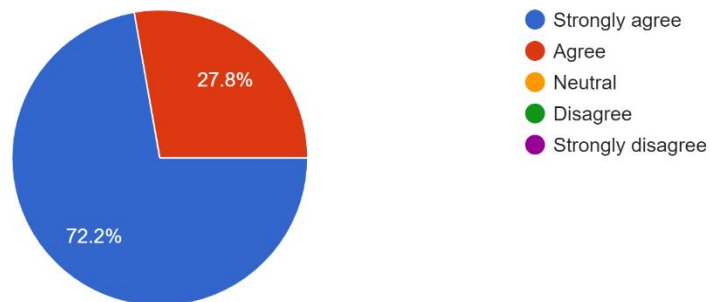
I understand the importance of this course.

18 responses



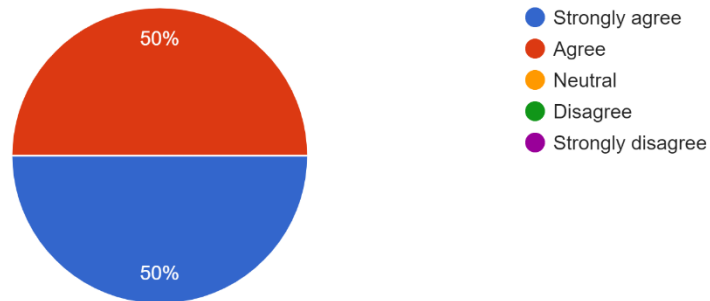
Reading American literature is important for students of English Hons.

18 responses



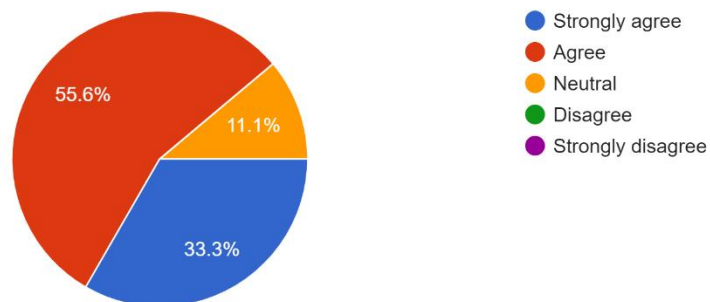
I understand concepts like America's multicultural and multi-racial society, the American Dream, Manifest Destiny, racism etc. now

18 responses



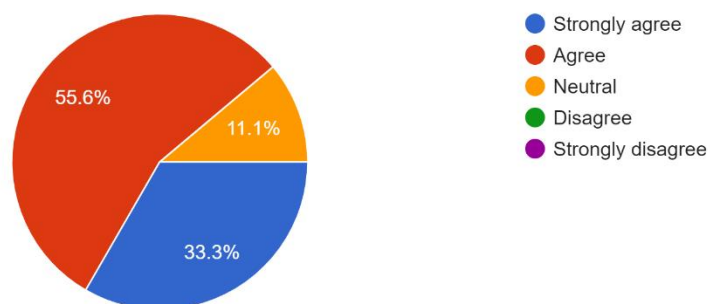
I can interpret and analyse the text better now.

18 responses



My ability to express myself in writing and speech has improved.

18 responses



OBSERVATIONS:

From the given responses, it is observed that around 55.6% of students strongly agreed that they understood the importance of this course and 72.2% strongly agreed that reading American literature is important for students of literature. 50% strongly agreed that their concepts like America's multicultural and multi-racial society, the American Dream, Manifest Destiny, racism etc improved after doing this course. 55.6% agreed that can interpret and analyse a text better now and their writing and speech have considerably

improved. It is also observed that students had an interest in the paper as 72.2% of students had more than 67% of attendance.

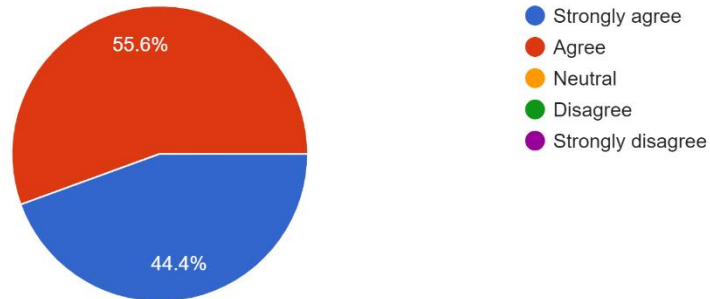
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

Paper VI: Popular Literature

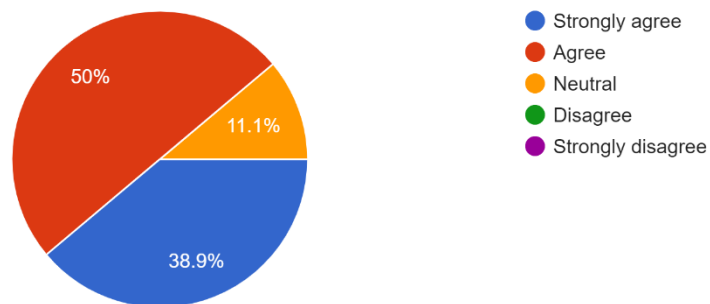
This course contributed to my understanding of literature as a broader category?

18 responses



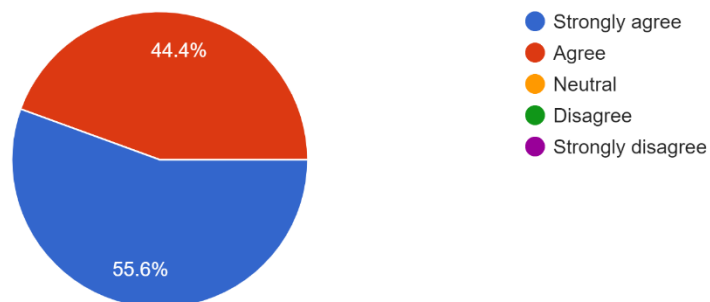
Reading Lewis Carroll, Sukumar Ray, Agatha Christie, Science Fiction and Bhimayana is crucial for students of English Hons.

18 responses



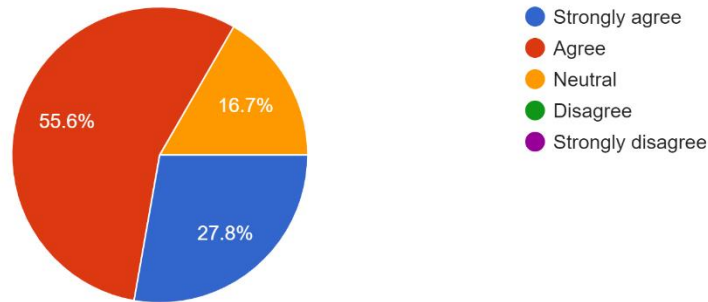
I understand concepts like Popular Culture, Mass Culture, Bestsellers, Popular Fiction, Children's Literature, Detective Fiction, Science Fiction etc.

18 responses



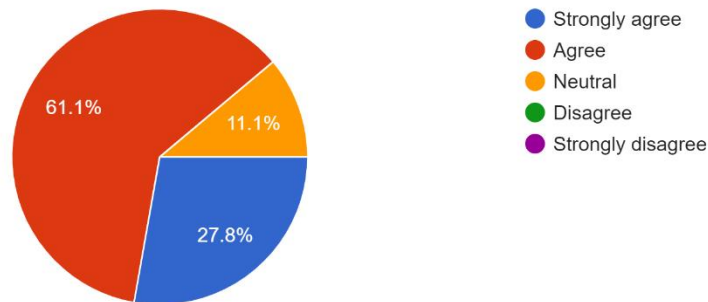
I can interpret and analyse a popular text better now.

18 responses



My ability to express myself in writing and speech has improved.

18 responses



OBSERVATIONS:

From the given responses, it is observed that around 55.6% of students agreed that the course contributed to their understanding of literature as a broader category and 50% agreed that reading texts like Lewis Carroll, Sukumar Ray, Agatha Christie, Science Fiction and Bhimayana is important for students of literature. 55.6% strongly agreed that their concepts like Popular Culture, Mass Culture, Bestsellers, Popular Fiction, Children's Literature, Detective Fiction, Science Fiction etc improved after doing this course. 55.6% agreed that can interpret and analyse a popular text better now and 61.1% students agreed that their writing and speech have considerably improved. It is also observed that students had an interest in the paper as 72.2% of students had more than 67% of attendance.

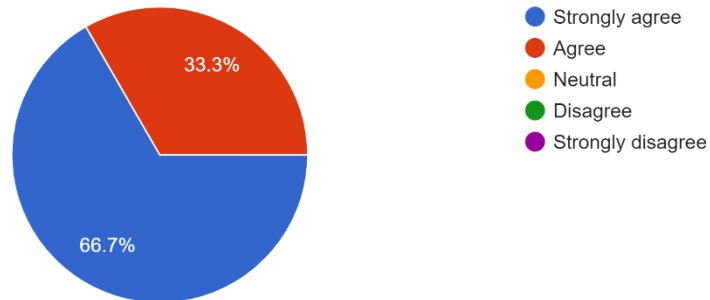
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

Paper VII: British Poetry and Drama: 17th and 18th Centuries

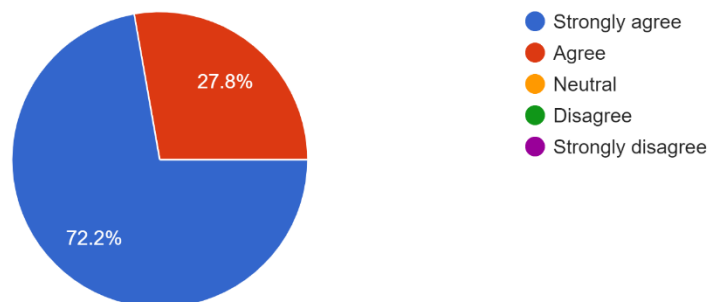
This course contributed to my understanding of British literature in the 17th to 18th century ?

18 responses



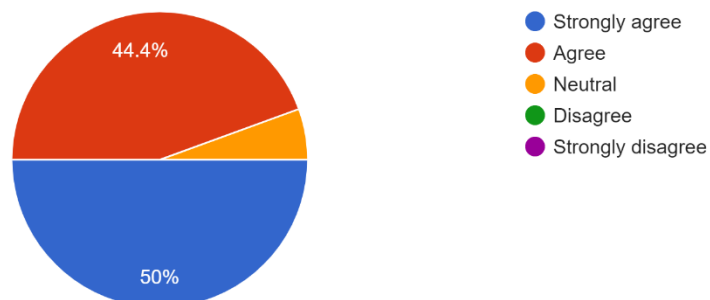
Reading authors like William Shakespeare, John Milton, Aphra Behn and Alexander Pope is crucial for students of English Hons.

18 responses



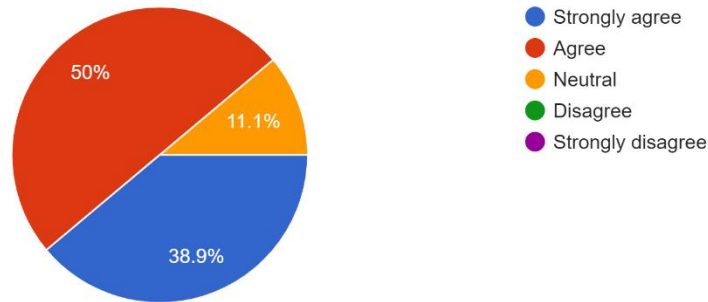
I understand concepts like tragedy, free will, satire and social criticism as well as diverse 17th century philosophical concepts

18 responses



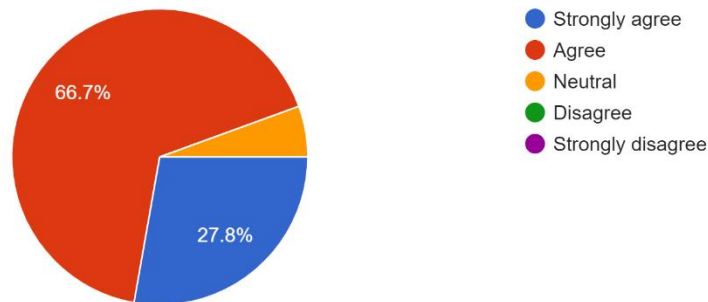
I can interpret and analyse a text from 17th - 18th century Britain now.

18 responses



My ability to express myself in writing and speech has improved.

18 responses



OBSERVATIONS:

From the given responses, it is observed that around 66.7% of students strongly agreed that the course contributed to their understanding of British literature in the 17th to 18th century and 72.2% strongly agreed that reading authors like William Shakespeare, John Milton, Aphra Behn and Alexander Pope is important for students of literature. 50% strongly agreed that their concepts like tragedy, free will, satire and social criticism as well as diverse 17th century philosophical concepts improved after doing this course. 50% agreed that can interpret and analyse a text from 17th - 18th century Britain now and 66.7% of the students felt their writing and speech have considerably improved. It is also observed that students had an interest in the paper as 72.2% of students had more than 67% of attendance.

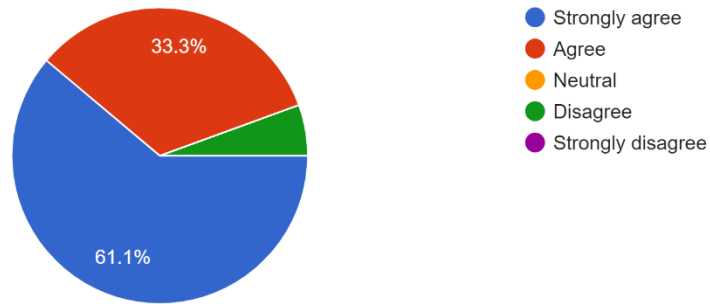
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

SEC: Modes of Creative Writing: Poetry, Fiction and Drama

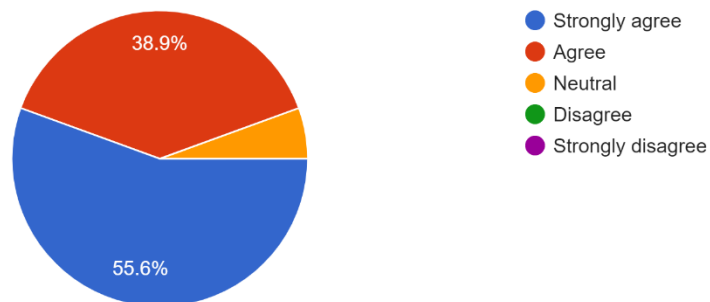
This course contributed to my understanding of Creative Writing and how it is different from Academic writing.

18 responses



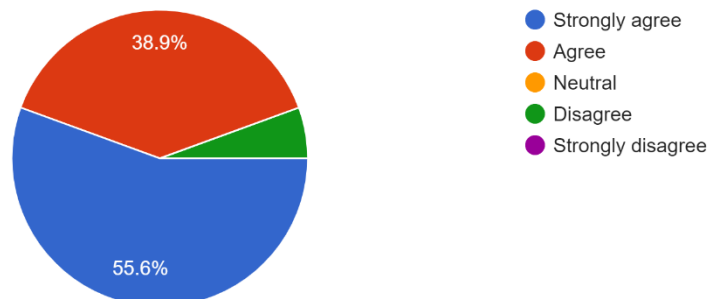
I have been introduced to a variety of tropes and figures of speech and have a better understanding of the various nuances of literary language.

18 responses



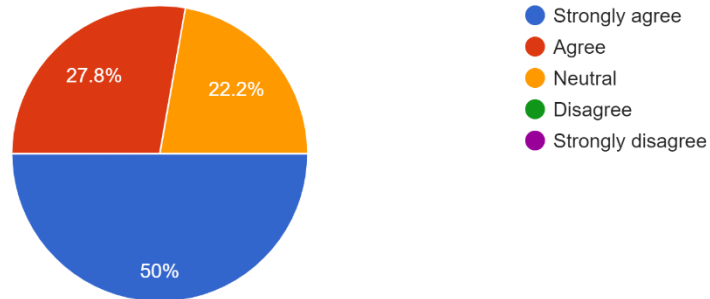
I understand concepts like plot, setting, characterisation, narrative style, meter and other such technical terms involved in writing a short story, poem and a play.

18 responses



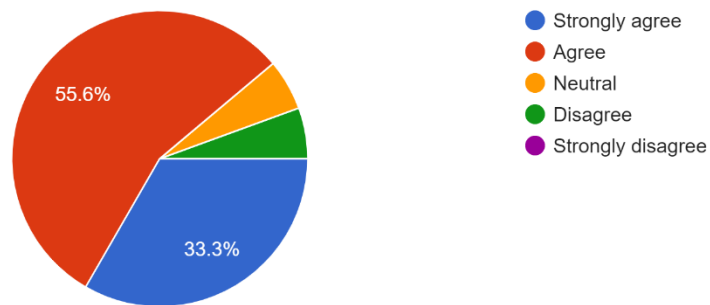
I have been encouraged to revise and edit my work and inculcate the skills of editing for publishing my work.

18 responses



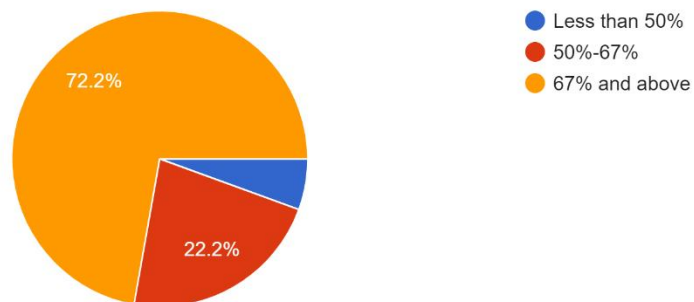
My ability to express myself creatively has improved and I can put down my ideas more comprehensively.

18 responses



How much was your attendance in this course?

18 responses



OBSERVATIONS:

From the given responses, it is observed that around 61.1% of students strongly agreed that the course contributed to their understanding of Creative Writing and how it is different from Academic writing. 55.6% strongly agreed that they have been introduced to a variety of tropes and figures of speech and have a better understanding of the various nuances of literary language. 55.6% strongly agreed that their concepts like plot, setting, characterisation, narrative style, meter and other such technical terms involved in writing a short story, poem and a play improved after doing this course. 50% strongly agreed that they have been encouraged to revise and edit their work and inculcate the skills of editing for publishing. 55.6% students agreed that their ability to express creatively has improved after completion of this course. It is also observed that students had an interest in the paper as 72.2% of students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

COURSE EXIT SURVEY: Analysis Report
Academic Session: _____

Department:English.....

Program:... Eng H I Yr SEM I..

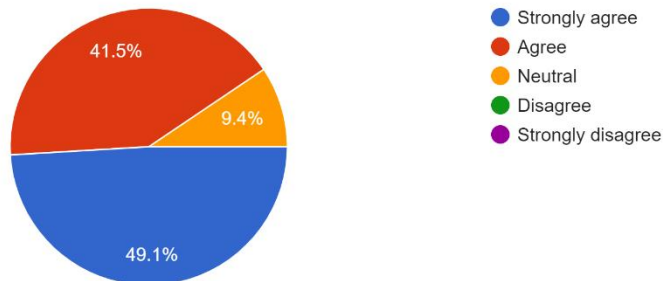
Course Name:...P1: Indian Classical Lit and P-2: European Classical Lit ... Course Codes: 12031101 and 12031102.....

Semester: ...I.....

Paper 1: Indian Classical Literature

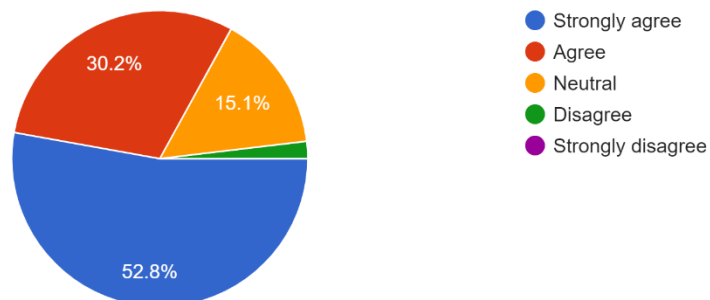
The course contributed to my understanding of Indian classical literature.

53 responses



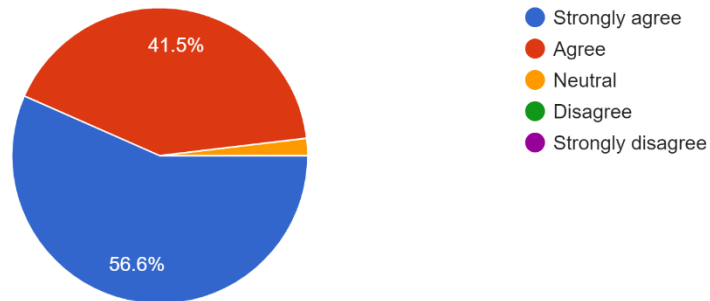
Reading texts like the Mahabharata and the Abhijnanashakuntalam is important for students of English literature.

53 responses



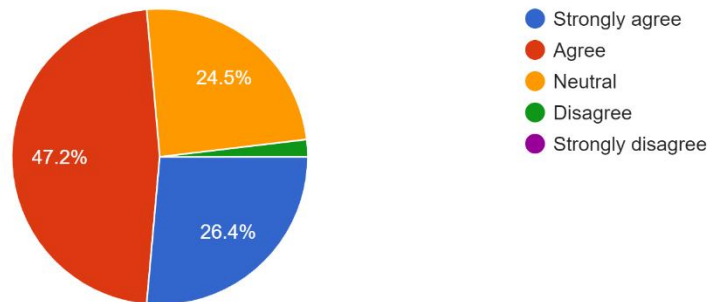
The course helped me in understanding concepts like dharma, rasa, bhava, nataka, prakarana clearly.

53 responses



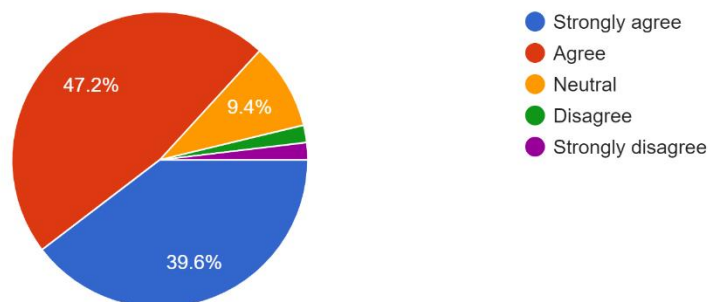
I can interpret and analyse an ancient play or epic now

53 responses



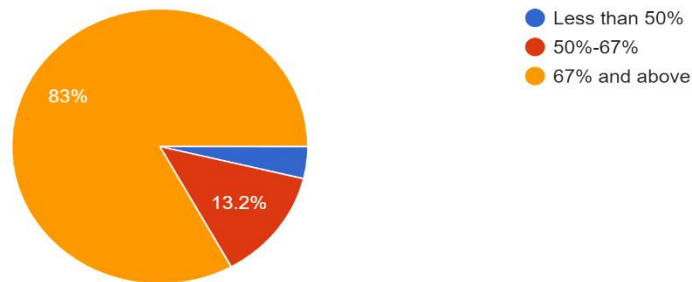
My ability to express myself in writing and speech has improved.

53 responses



How much was your attendance in this course?

53 responses



OBSERVATIONS:

From the given responses, it is observed that around 49.1% of students strongly agreed that the course contributed to their understanding of Indian classical literature and 52.8% strongly agreed that reading texts like Mahabharata and Abhijnanashakuntalam is important for students of literature. 56.6% strongly agreed that their concepts like dharma, rasa, bhava, nataka, prakarana improved after doing this course. 47.2% agreed that they can interpret and analyse an ancient play or epic now and their writing and speech have considerably improved. It is also observed that students had an interest in the paper as 83% of students had more than 67% of attendance.

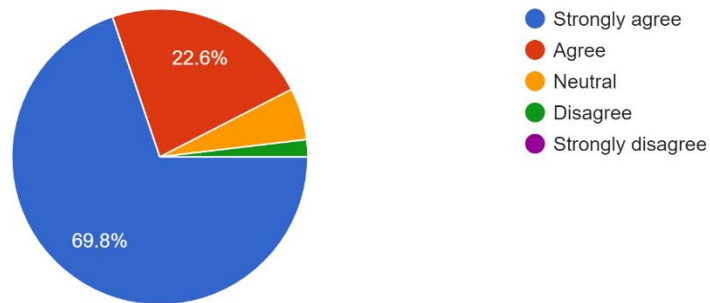
ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

Paper 2: European Classical Literature

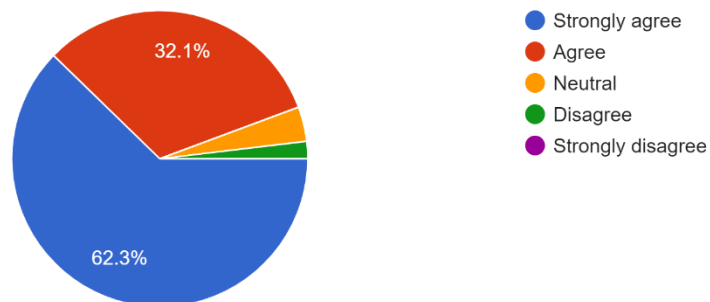
This course contributed to my understanding of English literature.

53 responses



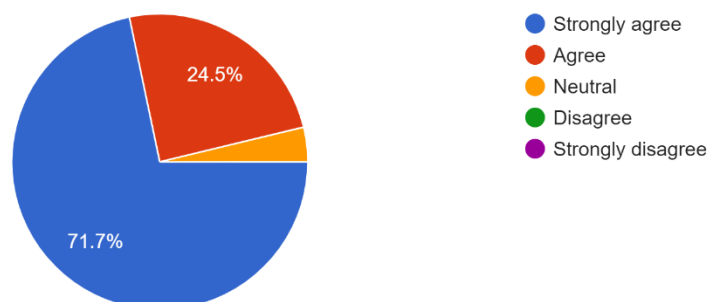
Reading Homer's Iliad, The Bible, Greek tragedy and Roman comedy is crucial for students of English Hons.

53 responses



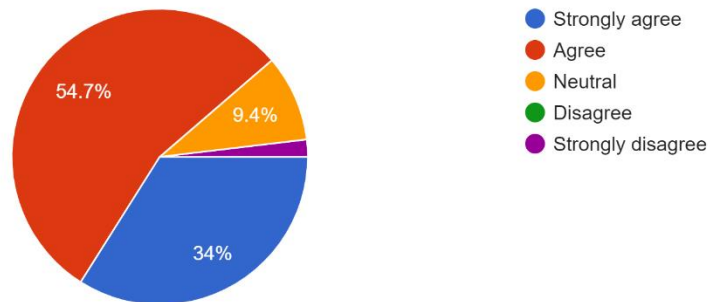
This course educated us about important topics like the epic, tragedy, comedy, satire, lyric etc.

53 responses



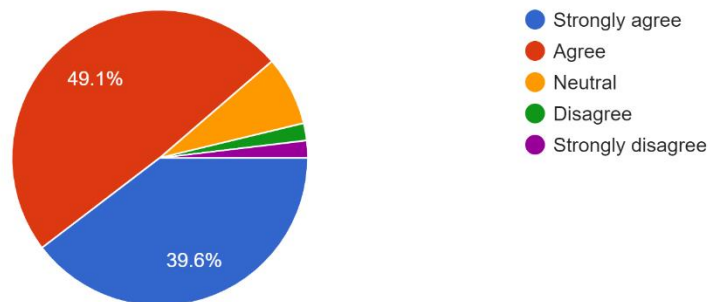
I can interpret and analyse a text better now.

53 responses



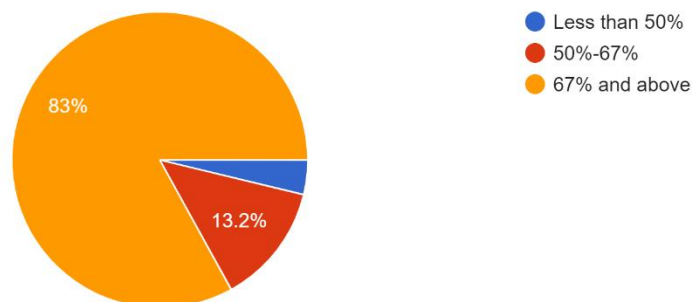
My ability to express myself in writing and speech has improved.

53 responses



How much was your attendance in this course?

53 responses



OBSERVATIONS:

From the given responses, it is observed that around 69.8% of students strongly agreed that the course contributed to their understanding of European Classical literature and 62.3% strongly agreed that reading texts like Homer's *Iliad*, The Bible, Greek tragedy and Roman comedy is crucial for students of literature. 71.7% strongly agreed that their concepts like the epic, tragedy, comedy, satire, lyric etc improved after doing this

course. 54.7% agreed that can interpret and analyse an ancient play or epic now. 49.1% students agreed that their writing and speaking skills improved after completion of this course. It is also observed that students had an interest in the paper as 83% of students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

COURSE EXIT SURVEY: Analysis Report
Academic Session: _____

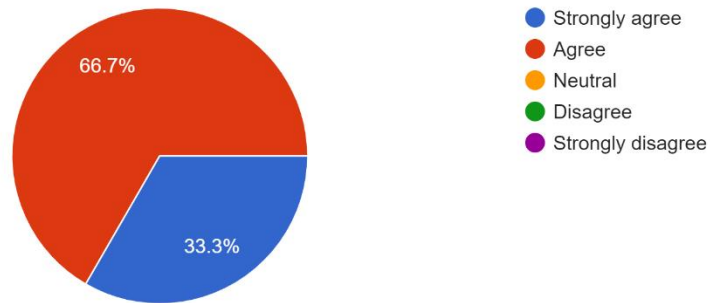
Department:English.....

Program:... BA P English, DCE...II..

Course Name:...World Literatures II Course Code: 12127903..... Semester: ...VI.....

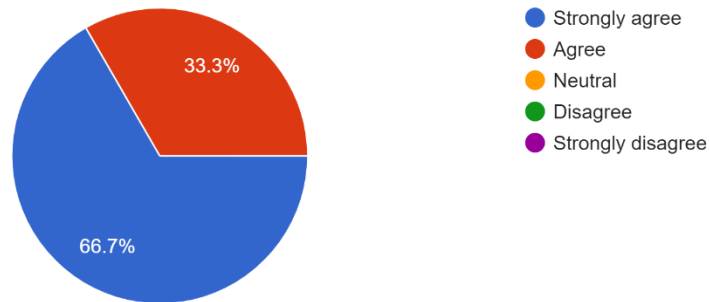
I learnt about some major works of world literature in this course.

9 responses



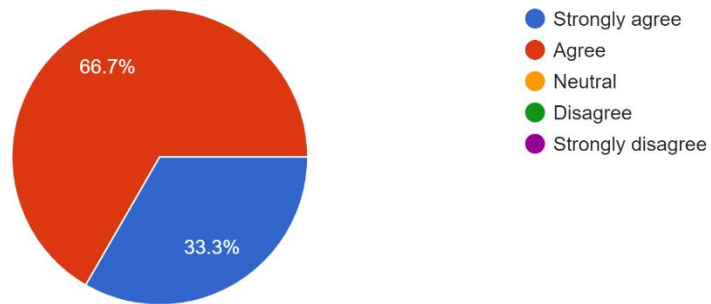
I studied important concepts like postcolonialism, subaltern, race, nationalism and margins etc.

9 responses



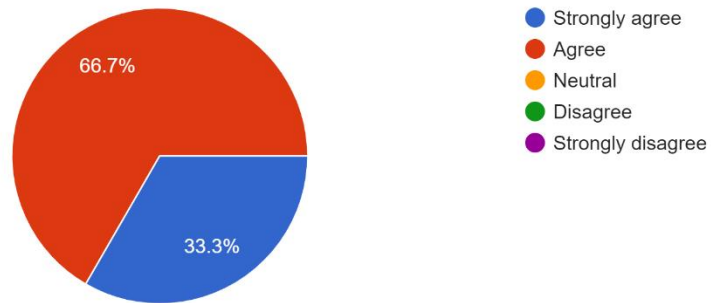
My knowledge of these concepts improved after this course.

9 responses



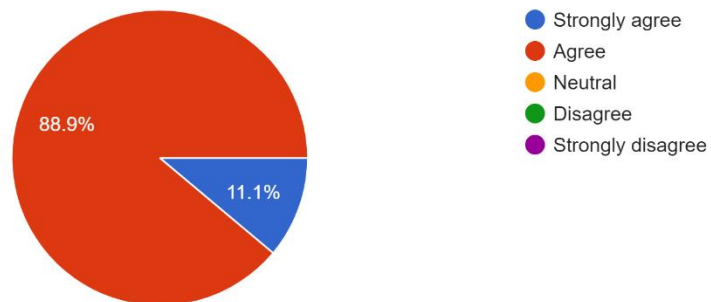
I am able to understand and analyse poems and short stories better now.

9 responses



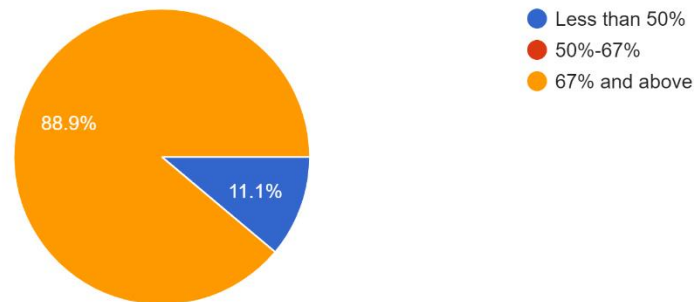
My ability to communicate in English has improved.

9 responses



How much was your attendance in this course?

9 responses



OBSERVATIONS:

From the given responses, it is observed that around 66.7% of students agreed that they learnt about the major works of world literature and 66.7% strongly agreed that they got an understanding of the theoretical framework and important concepts like postcolonialism, subaltern, race, and nationalism. 66.7% agreed that their concepts improved after doing this course. 88.9% agreed that their ability to communicate in English has majorly improved. It is also observed that students had an interest in the paper as 88.9% of students had more than 67% of attendance.

ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and practical classes on Tally software. For the weak students, special classes will be held to discuss important questions with them. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part. Assessments would also be done at regular intervals.

COURSE EXIT SURVEY: Analysis Report
Academic Session:2021-22

Department: English

Program:B.A (H) English

Course Name:Core papers- Paper 11: Women's Writing, Paper 12: British Literature: The Early 20th Century

DSE: Pre-colonial Indian Literatures, DSE: Nineteenth Century European Realism

DSE: Modern Indian Writing in English Translation, DSE: Literature and Caste

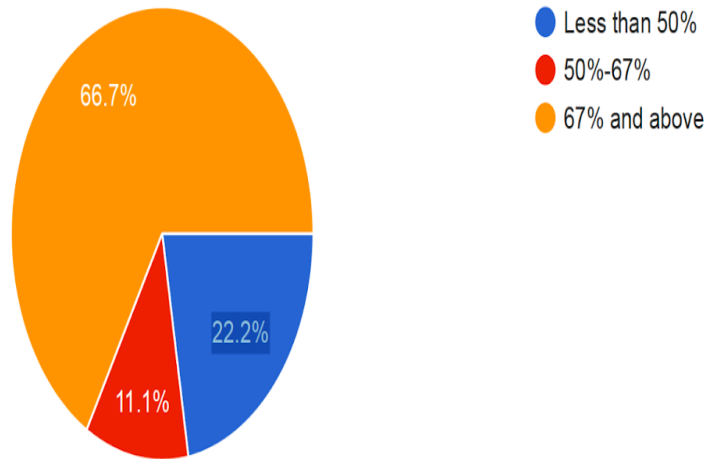
Course Code: 511

Semester: V

How much was your attendance in this course?



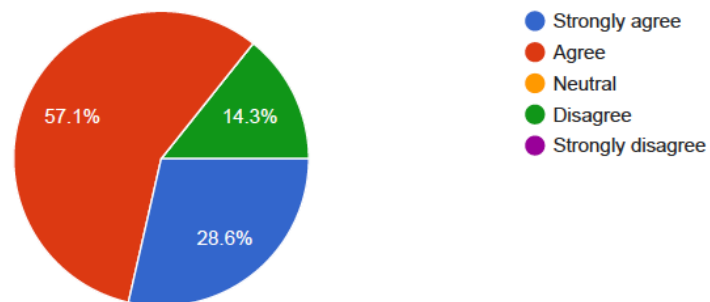
9 responses



I can interpret and analyse a 19th century novel now.

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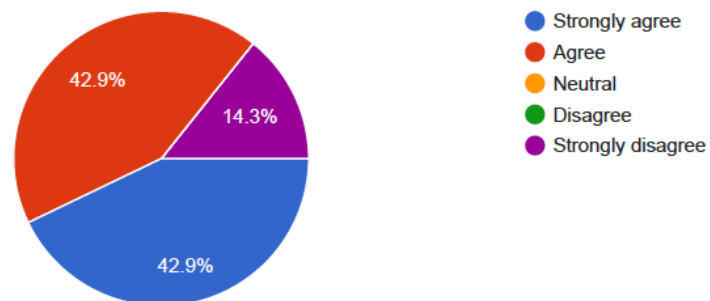
7 responses



My ability to express myself in writing and speech has improved.

 Copy

7 responses



Please share any suggestions/ comments/observations

0 responses

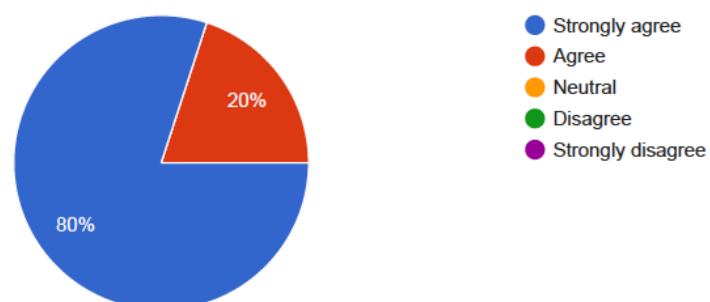
No responses yet for this question.

DSE: Modern Indian Writing in English Translation

This course contributed to my understanding of literature.

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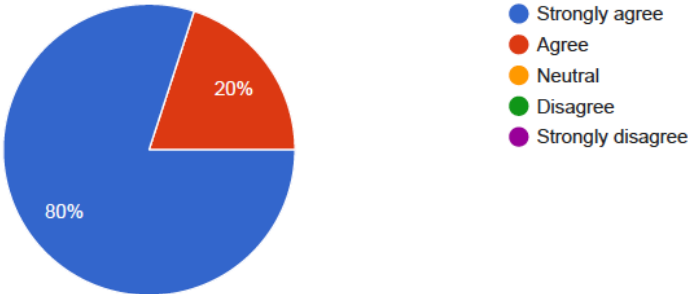
5 responses



Reading Indian writings from different regions, which have been translated into English, is important for students of English Hons.

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5 responses



I understand concepts like history, memory, caste, gender, resistance, regionality of literature, translation, colonialism and post-colonialism, decolonisation, etc. much better now.

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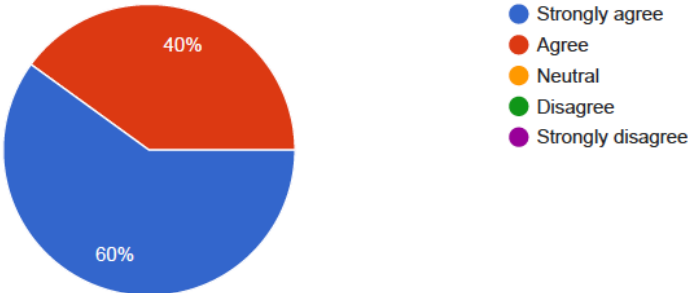
5 responses



I can interpret and analyse a text better now.

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5 responses

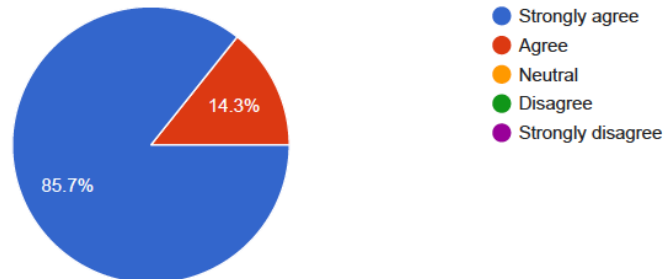


DSE: Nineteenth Century European Realism

The course contributed to my understanding of European Literature of the 19th Century.

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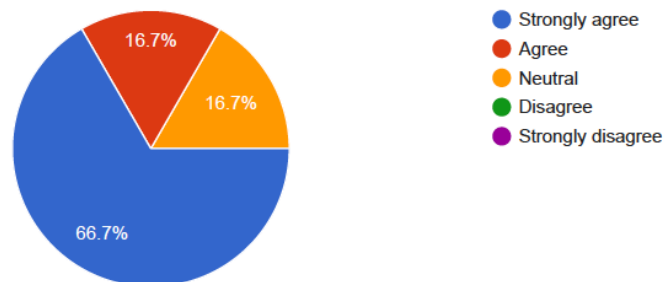
7 responses



Reading texts like 'Old Man Goriot' and 'Dead Souls' is important for students of English Literature.

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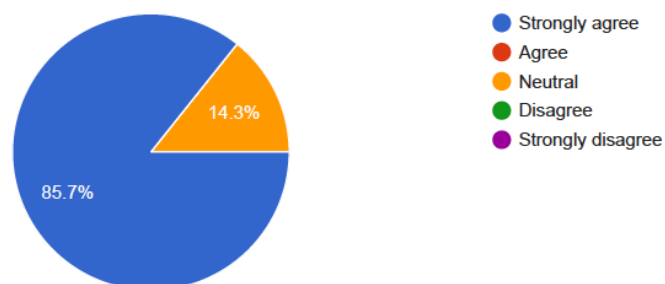
6 responses

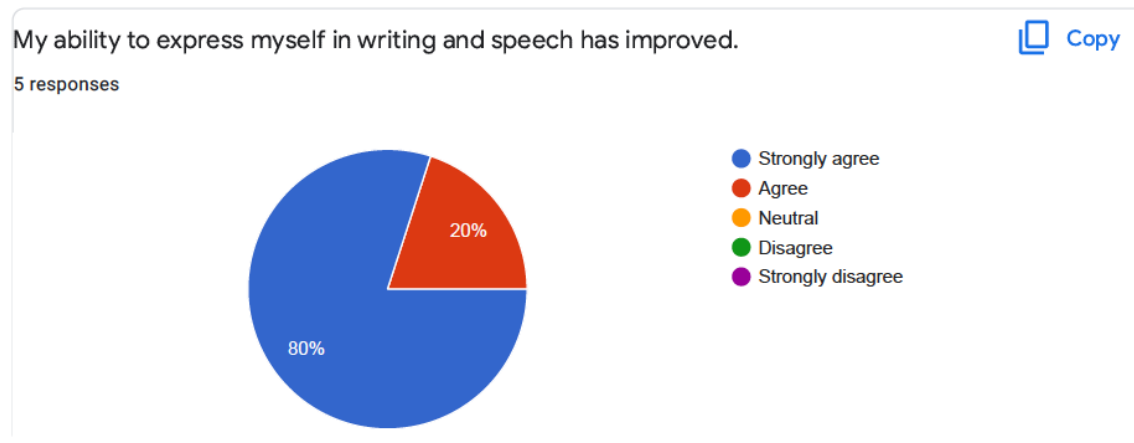


The course helped me in understanding concepts like realism, verisimilitude, bourgeoisie, naturalism clearly.

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7 responses





OBSERVATIONS:

From the given responses, for the Core paper form's given responses, it is observed that around over 66.7% of students had over 67% attendance/above. 11.1% students stated that they had between 50% to 67% and 22.2% had less than 50% attendance. 85.7% strongly agreed that the course, DSE: Nineteenth Century European Realism contributed to my understanding of European Literature of the 19th Century. For the question on reading texts like 'Old Man Goriot' and 'Dead Souls' is important for students of English Literature, 66.7% students stated they strongly agreed. A clear majority of 87.6% students strongly agreed that the course helped them in understanding concepts like realism, verisimilitude, bourgeoisie, naturalism clearly. A small number of students, 14.3% remained neutral. 57.1% of students agreed that they can interpret and analyse a 19th century novel now.

42.9% strongly agreed that their ability to express themselves in writing and speech has improved. The same percentage of students agreed with this statement as well. 14.3% were neutral regarding this response.

For the DSE: Modern Indian Writing in English Translation, an overwhelming percentage of students, i.e. 80% strongly agreed that this course contributed to their understanding of literature. 20% agreed with this statement. Similarly, 80% strongly agreed that reading Indian writings from different regions, which have been translated into English, is important for students of English Hons. 20% agreed with this statement. 100% of students said they understand concepts like history, memory, caste, gender, resistance, regionality of literature, translation, colonialism and post-colonialism, decolonisation, etc. much better now. For the statement I can interpret and analyse a text better now, 60% students strongly agreed and 40% agreed.

For the statement 'My ability to express myself in writing and speech has improved;', 80% of students strongly agreed and 20% agreed.

Action To Be Taken:

The department will pursue the following measures, to help students gain competence in English communication the department will encourage them to use the Language Lab. It will also arrange more remedial classes for students who need additional academic support. The department will also give more tutorials to improve

writing skills and clear doubts. To help with speaking skills, the department will push for class presentations, group discussions and debates. For better understanding of ideas and concepts interactive classrooms shall be used through ICT and smart boards. To ensure higher attendance students will be motivated and be given peer counsel and support.

COURSE EXIT SURVEY: Analysis Report
Academic Session:2021-22

Department: English

Program:B.A (H) English

Course Name:SEC, EN, CES, Sem 3 & 4-Translation Studies and Modes of Creative Writing: Poetry, Fiction and Drama

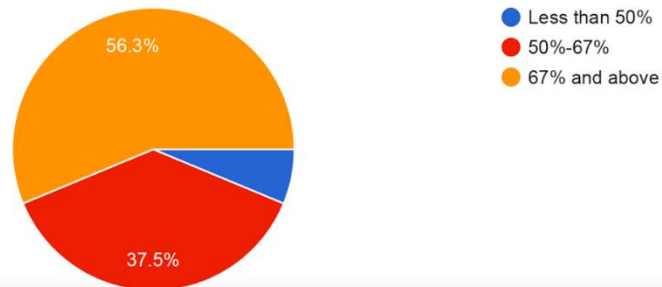
Course Code: 511

Semester: 3 and 4

How much was your attendance in this course?

 Copy

16 responses



Please share any suggestions/comments/observations

2 responses

NA

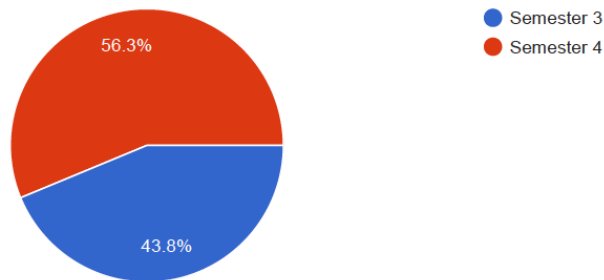
It's very nice course.

Paper - SEC 8: Modes of Creative Writing: Poetry, Fiction and Drama

When did you do this course?

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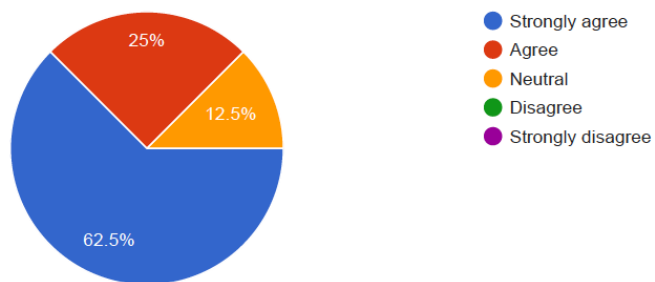
16 responses



This course contributed to my understanding of Creative Writing and how it is different from Academic writing.

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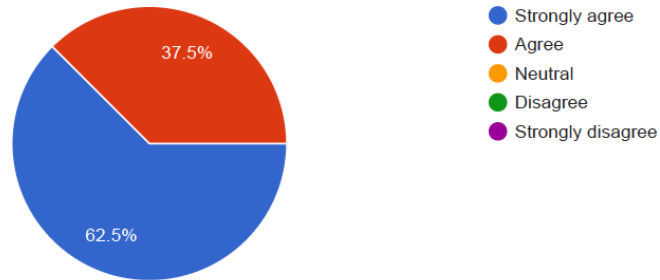
16 responses



I am aware of the different modes of translation like Semantic Translation Literal Translation, Free Translation, Official Translation, Subtitling Dubbing, Interpretation Etc.

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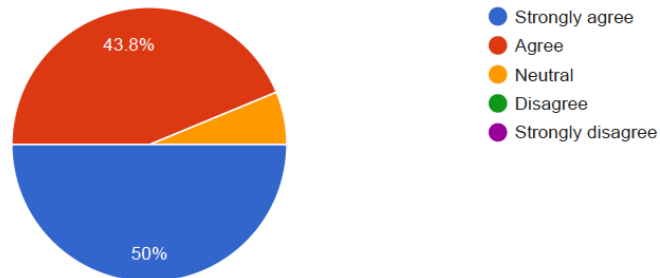
16 responses



I can attempt some basic translations of Proverbs/Idioms, Advertisements/ Taglines, Newspaper Headings, Series/Scenes from Films etc.

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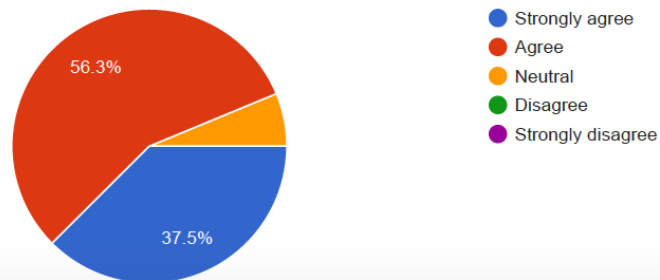
16 responses



I am aware of issues of Language and its relationship with Gender, Class and Caste and its relevance to translation. I am also familiar with Machine based applications and their use and limitations in translation.

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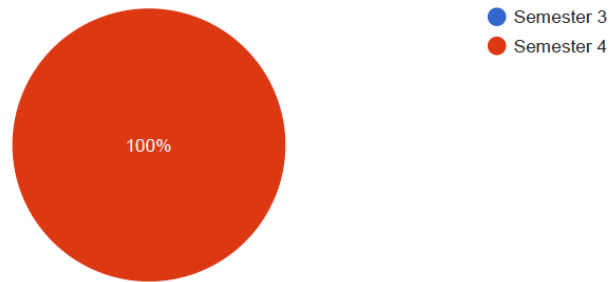
16 responses



When did you do this course?

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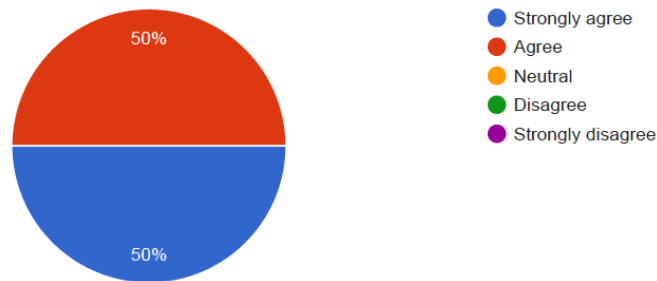
13 responses



I learned about the major theoretical concepts like Equivalence, Code Switching, Code Mixing, Transliteration, Back Translation etc.

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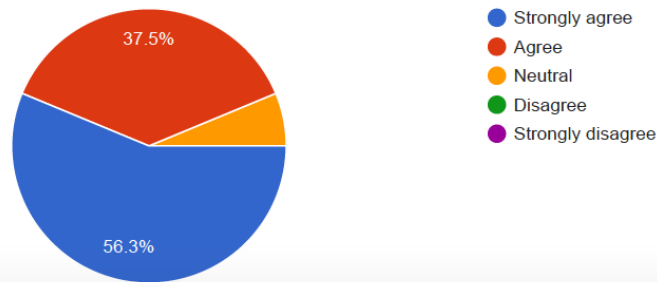
16 responses



I have become more aware of the different types of writings/ texts and genres and that they need different strategies of translations.

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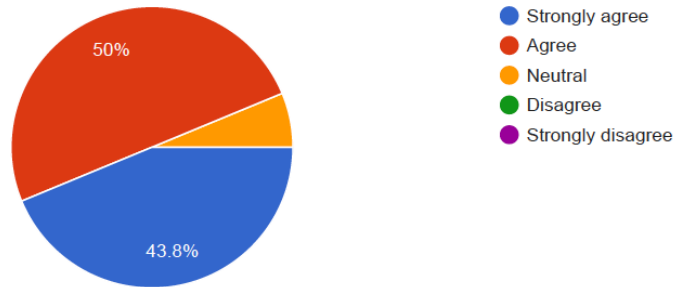
16 responses



I have been introduced to a variety of tropes and figures of speech and have a better understanding of the various nuances of literary language.

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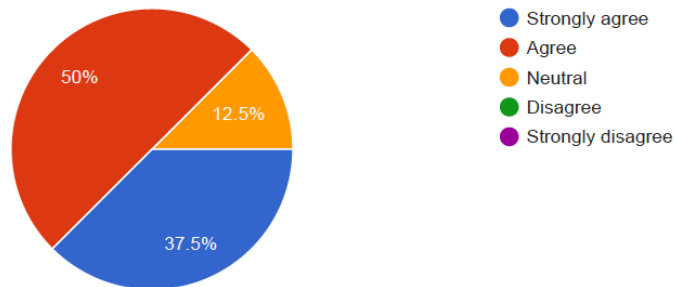
16 responses



I understand concepts like plot, setting, characterisation, narrative style, meter and other such technical terms involved in writing a short story, poem and a play.

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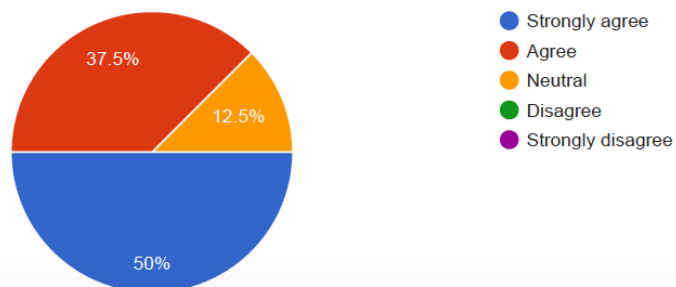
16 responses



I have been encouraged to revise and edit my work and inculcate the skills of editing for publishing my work.

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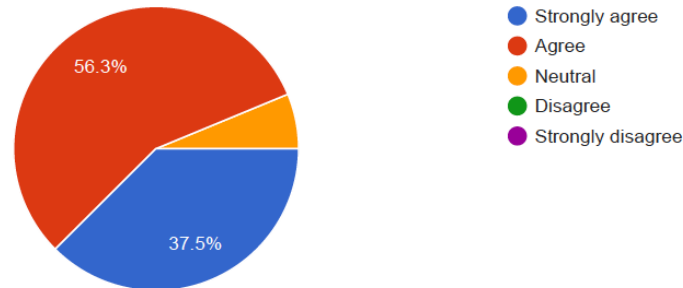
16 responses



My ability to express myself creatively has improved and I can put down my ideas more comprehensively.

 Copy

16 responses



OBSERVATIONS:

For the SEC Paper, Translation Studies form's given responses, it is observed that around over 53% of students had over 67% attendance/above. 37.5% students stated that they had between 50% to 67%. 50% of students strongly agreed and 50% agreed that they learned about major theoretical concepts like Equivalence, Code Switching, Code Mixing, Transliteration, Back Translation etc.

56.3% of students strongly agreed that they became more aware of the different types of writings/ texts and genres and that they needed different strategies of translations. 37.5% agreed with the same statement, and 6.2 % were neutral regarding it. 62.5% of the students said that they strongly agreed that they were aware of the different modes of translation like Semantic Translation, Literal Translation, Free Translation, Official Translation, Subtitling, Dubbing, Interpretation Etc. 37.5% of students agreed with this statement.

50% of students strongly agreed that they could attempt some basic translations of Proverbs/Idioms, Advertisements/ Taglines, Newspaper Headings, Series/Scenes from Films etc. 43.8% agreed with this and the remaining students were neutral regarding this statement.

56.3% students said they agreed that they were aware of issues of Language and its relationship with Gender, Class and Caste and its relevance to translation. I am also familiar with Machine based applications and their use and limitations in translation, whereas 37.5% strongly agreed with this statement. The remaining stated they were neutral.

SEC 8: Modes of Creative Writing: Poetry, Fiction and Drama

62.5% strongly agreed that the course contributed to their understanding of Creative Writing and how it is different from Academic writing. 50% of students agreed they

had been introduced to a variety of tropes and figures of speech and have a better understanding of the various nuances of literary language. 43.8% strongly agreed with this and the rest remained neutral. Half of the students, said they understand concepts like plot, setting, characterisation, narrative style, meter and other such technical terms involved in writing a short story, poem and a play. 37.5% strongly agreed with this, and 12.5% remained neutral. 50% of the students mentioned they had strongly been encouraged to revise and edit my work and inculcate the skills of editing for publishing my work. 37.5% stated that they agreed with the statement and

12.5% said they were neutral. 56.3% agreed that my ability to express myself creatively has improved and they can put down my ideas more comprehensively and 37.5% agreed with this statement. The remaining were neutral.

Overall, the feedback has been positive and insightful

Action To Be Taken:

The department will pursue the following measures, to help students gain competence in English communication the department will encourage them to use the Language Lab. It will also arrange more remedial classes for students who need additional academic support. The department will also give more tutorials to improve writing skills and clear doubts. To help with speaking skills, the department will push for class presentations, group discussions and debates. For better understanding of ideas and concepts interactive classrooms shall be used through ICT and smart boards. To ensure higher attendance students will be motivated and be given peer counsel and support.

COURSE EXIT SURVEY: Analysis Report
Academic Session:2021-22

Department: English

Program:B.A (H) English

Course Name:SEC, Core Papers, Sem 6

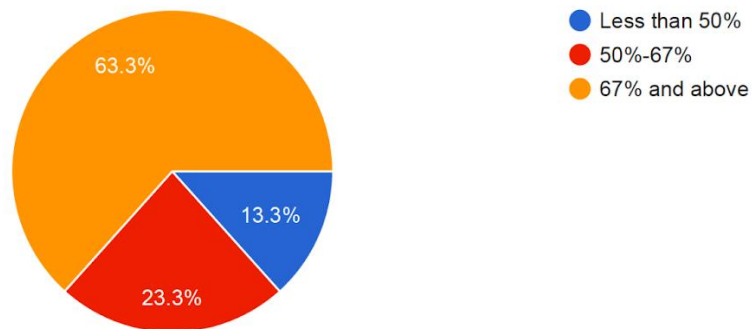
Course Code: 511

Semester:Semester VI

How much was your attendance in this course?

 Copy

30 responses

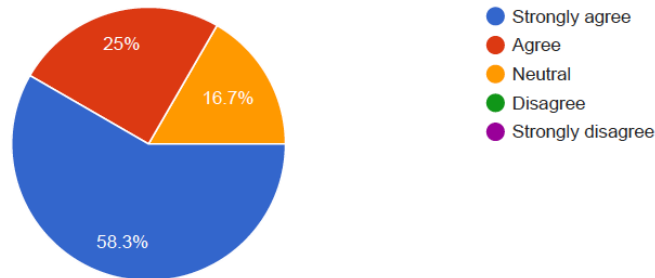


Paper 13: Modern European Drama

The course contributed to my understanding of Modern Indian drama and performance.

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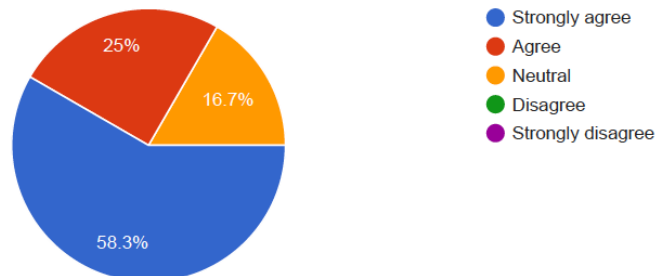
12 responses



Reading texts like Nabanna and Procession is important for students of English Literature.

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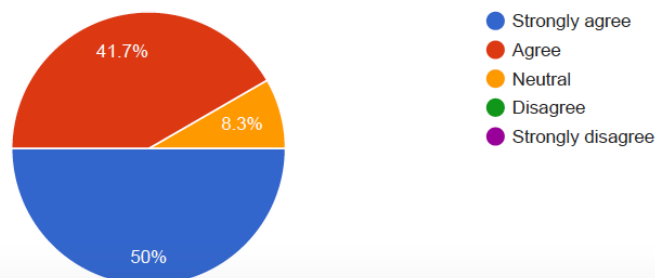
12 responses



The course helped me in understanding concepts like proscenium, street theatre, third theatre, audience participation clearly.

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12 responses



OBSERVATIONS:

58.3% students strongly agreed that the course contributed to my understanding of Modern Indian drama and performance. 25% agreed with the statement whereas 16.7% felt neutral towards it. The same statistics were reflected in the responses for the question on reading texts like Nabanna and Procession is important for students of English Literature. Half of the students strongly agreed that the course helped them in understanding concepts like proscenium, street theatre, third theatre, audience participation clearly. Similarly, the responses reflected the same number of students for each component for the question on

interpreting and analysing an Indian play with respect to performance traditions now. 41.7% strongly agreed that their ability to express themselves in writing and speech improved, 41.7% agreed with this and 8.3% strongly disagreed.

For the DSE: Speculative Fiction and Detective Literature paper, 59.1% strongly agreed that they understand the importance of this course. 31.8% agreed with this and the remaining students in equal numbers disagreed and were neutral. 81.8% of students strongly agreed that understanding why reading different genres of literature like speculative fiction and detective stories is also important for students of English Hons and 13.6% agreed with this, the remaining were neutral.

69.6% strongly agreed with the statement that they understand concepts like science fiction, detection, crime novels and different sub-genres like the police procedural, cosy murder mystery, locked room mystery, noir, thriller, spy story etc. now. 21.7% agreed with this and 8.7% were neutral. For the question on interpreting and analysing a text better now, 56.5% strongly agree and 34.8% agreed, and 8.7% students remained neutral. 50% of the students said they strongly agreed that their ability to express yourself in writing and speech has improved, the remaining disagreed.

ACTION TO BE TAKEN REPORT:

The department will pursue the following measures, to help students gain competence in English communication the department will encourage them to use the Language Lab. It will also arrange more remedial classes for students who need additional academic support. The department will also give more tutorials to improve writing skills and clear doubts. To help with speaking skills, the department will push for class presentations, group discussions and debates. For better understanding of ideas and concepts interactive classrooms shall be used through ICT and smart boards. To ensure higher attendance students will be motivated and be given peer counsel and support.

COURSE EXIT SURVEY: Analysis Report
Academic Session: Sem 3 and 4

Department: English

Program: BA/BCOM English A/B/C

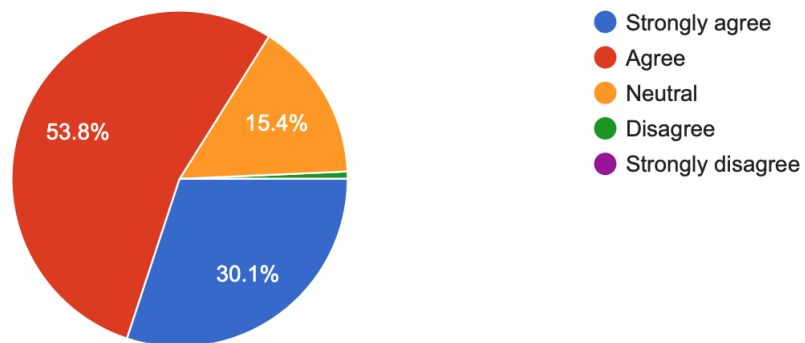
Course Name: English A/B/C

Course Code:

Semester: ...3 and 4.....

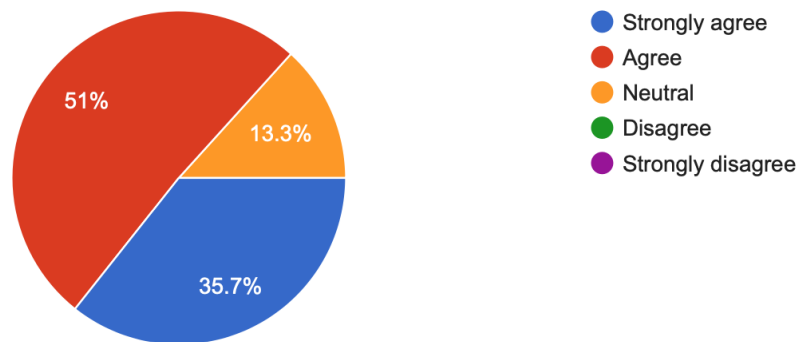
The course improve my language and grammar skills.

143 responses



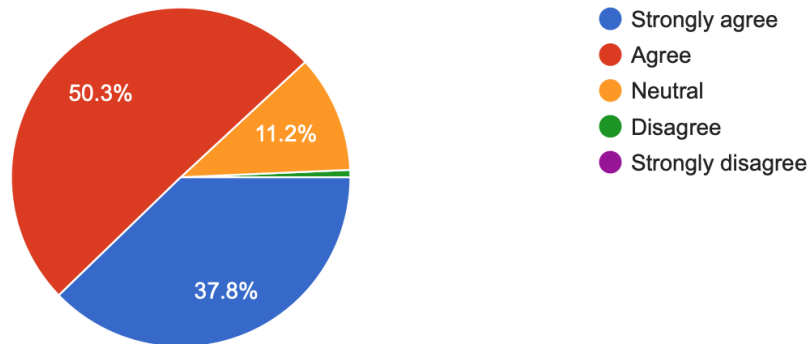
I can understand and comprehend different kinds of texts one encounters in everyday life.

143 responses



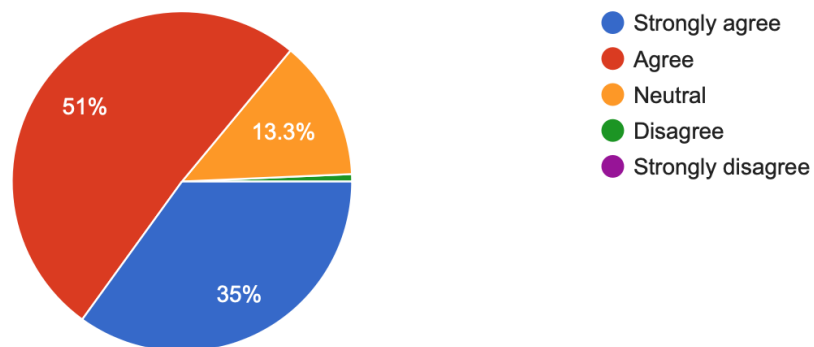
The course helped me in understanding different forms of writing and using them on my own in the form of short paragraphs, speeches and debates.

143 responses



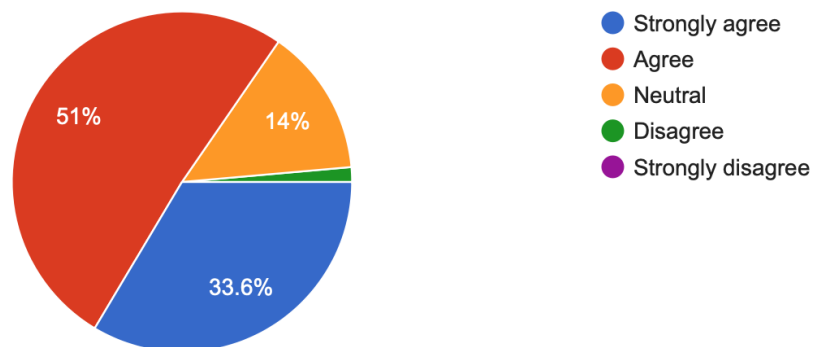
My ability to identify and collate information has improved due to this course.

143 responses



My ability to express myself in writing and speech has improved.

143 responses



OBSERVATIONS:

From the given responses, it is observed that around 83% of students strongly agreed and agreed that the course improved their linguistic and grammatical skills. More than 85% of students found that they can now understand and comprehend various types of texts that they encounter in everyday life. 84% of students also reported that they can now express themselves much better in writing as well as speech. It is also observed that 87% of the students reported that they could collate and identify information much better than before.

ACTION TO BE TAKEN REPORT:

To help students gain competence in English communication the Department will encourage them to use the language lab. There will also be more remedial classes for students who need additional academic support. The department will also give more tutorials to improve writing skills. To help with speaking skills more effectively, more exercises to practise through class presentations, group discussions and debates. More interactive classroom by using ICT through the Smart Classroom to help the students.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 1& 2

Department: English

Program: BA/ BCOM Program

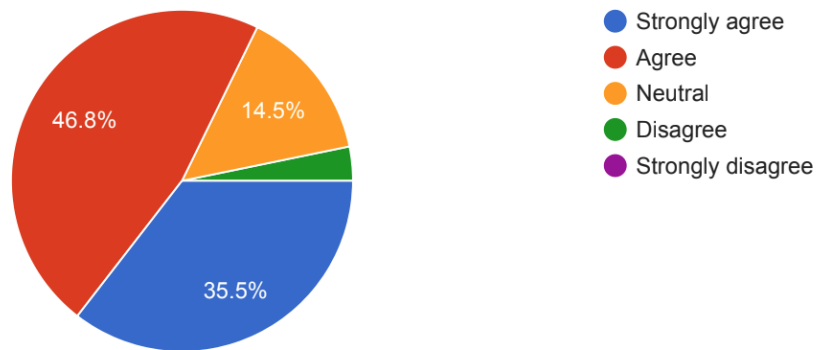
Course Name: Eng lang A/B/C

Course Code:

Semester: 1 & 2

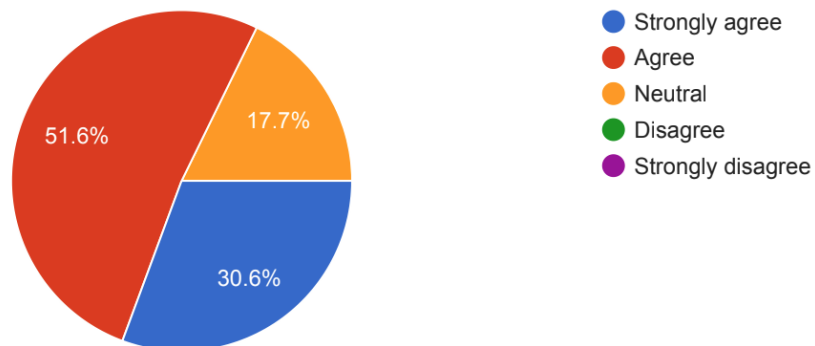
The course has improved my language and grammar skills.

62 responses



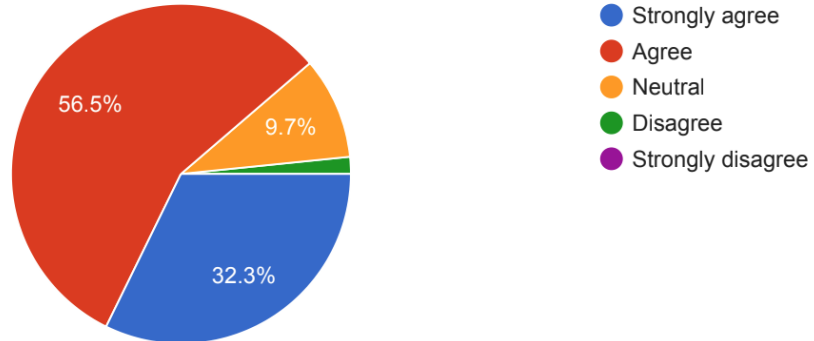
I can understand and analyse different kinds of texts, like news, advertisements and other such forms encountered in everyday life.

62 responses



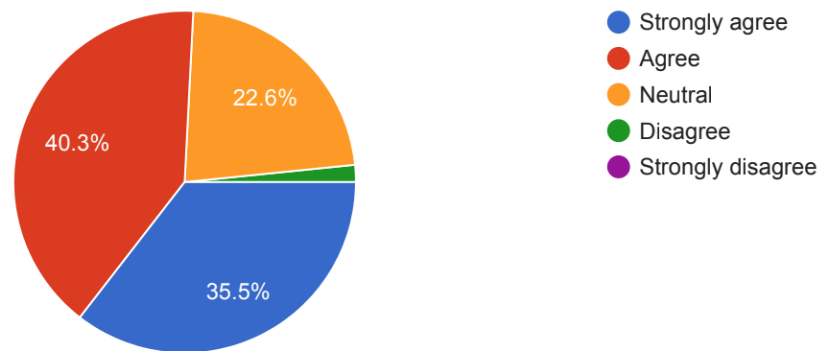
The course helped me in understanding different forms of writing and using them on my own in the form of diary/journal writing, CV writing and letter writing.

62 responses



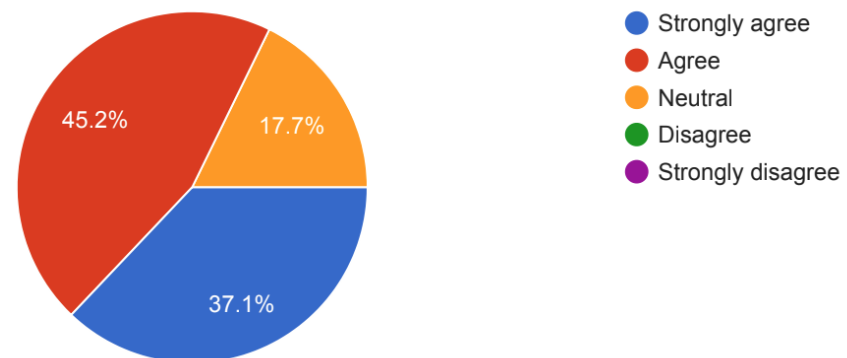
My ability to formulate ideas and express them has improved due to this course.

62 responses



My ability to understand English texts and media has improved.

62 responses



OBSERVATIONS:

From the given responses, it is observed that around 88% of students strongly agreed and agreed that their understanding of different forms of writing and using them on their own in the form of diary/journal writing, CV writing and letter writing has improved significantly. Over 80% of the students reported that understand and analyse different kinds of texts, like news, advertisements and other such forms encountered in everyday life much better after the course. Over 75% of the class reported that their ability to formulate ideas and express them has improved due to this course, as well as their ability to understand English language and contemporary media.

ACTION TO BE TAKEN REPORT:

To help students gain competence in English communication the Department will encourage them to use the language lab. There will also be more remedial classes for students who need additional academic support. The department will also give more tutorials to improve writing skills. To help with speaking skills more effectively, more exercises to practise through class presentations, group discussions and debates. More interactive classroom by using ICT through the Smart Classroom to help the students.

COURSE EXIT SURVEY: Analysis Report

Academic Session: 2021-22

Department: English

Program: B.A. Programme

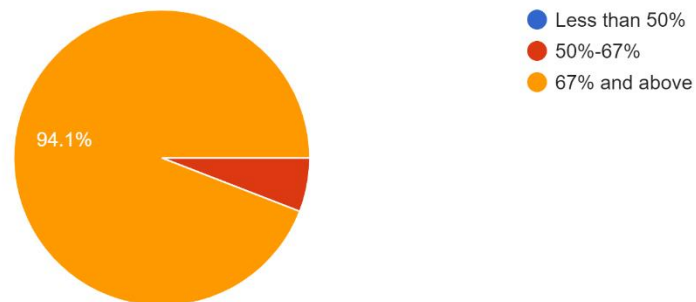
Course Name: Selections from Individual and Society: Essays, Stories and Poems

Course Code:

Semester: I

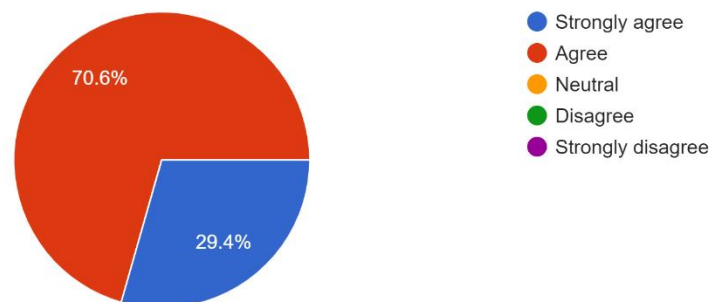
How much was your attendance in this course?

17 responses



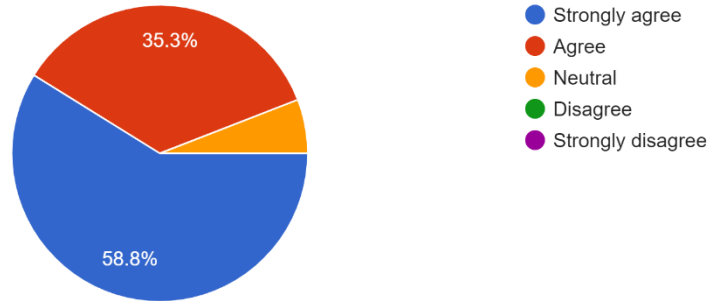
I have learnt about literature and its genres in this course.

17 responses



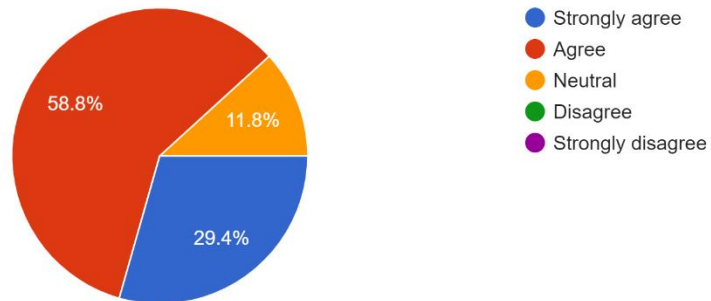
I understand important concepts like gender, globalisation, race, caste, class and war and their impact on society now.

17 responses



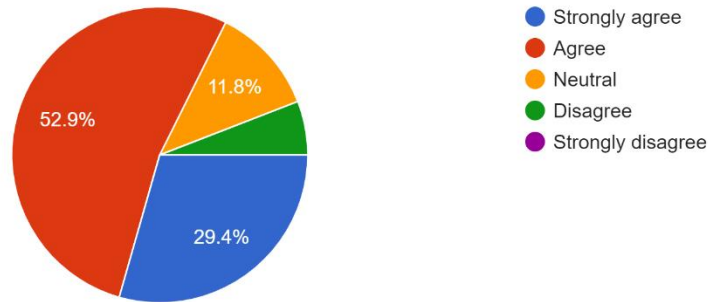
My knowledge of these concepts improved after this course.

17 responses



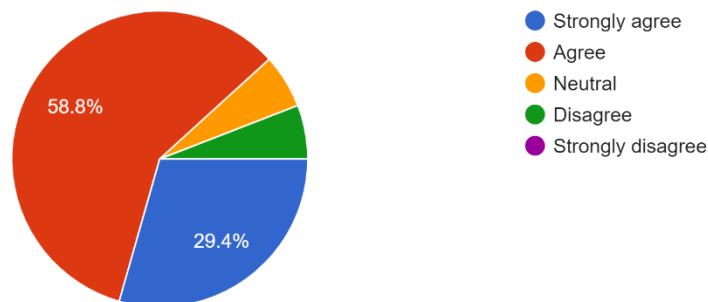
I am able to analyse essays, poems and short stories better now.

17 responses



My ability to communicate in English has improved after completing this course.

17 responses



OBSERVATIONS:

From the given responses, it is observed that all the students who responded strongly agreed and agreed that they got a deeper understanding of the literary genres introduced in this course. The majority of students understood the socio- political cross currents of ideas in the units of Caste/ Class, Gender, Race, Violence and War. They also expressed a growing interest in the genres of poetry and short stories introduced in this course and how these concepts relate to the social structures they live in. 88.2% of the students also felt that their language skills also improved as a result of studying this course. 94.1% of the students had more than 67% and above attendance.

ACTION TO BE TAKEN REPORT:

The department has decided to arrange more remedial classes for students who need additional academic support. We also believe that overall, more tutorials will help all

students improve their writing skills. We want to make the classrooms more interactive by incorporating ICT through smart classrooms to engage the students and hopefully incentivise better attendance. Students who need help with Language and communication will be strongly encouraged to use the language lab. For Speaking Skills we propose to incorporate more class presentations and active involvement in group discussions and debates.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-22

Department: English

Program: B.A. Programme

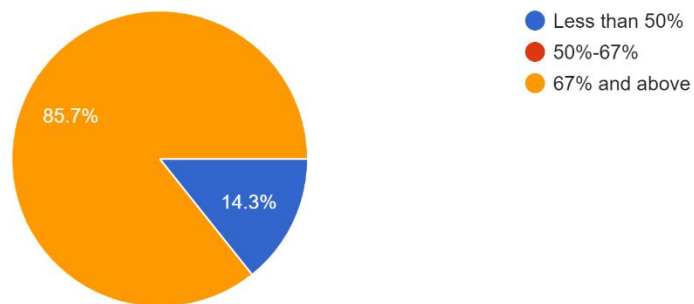
Course Name: Detective Literature

Course Code:

Semester: V

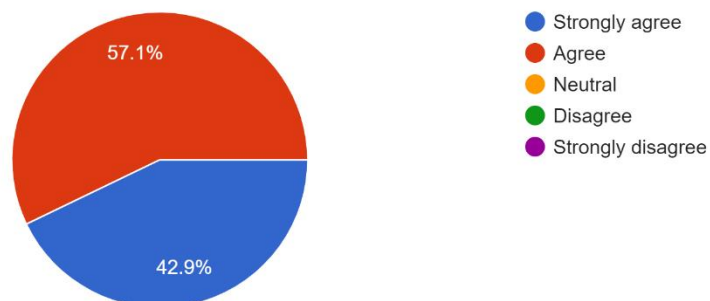
How much was your attendance in this course?

7 responses

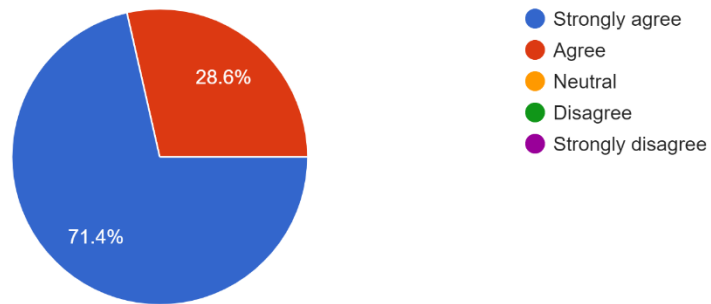


This course contributed to my understanding of popular literature.

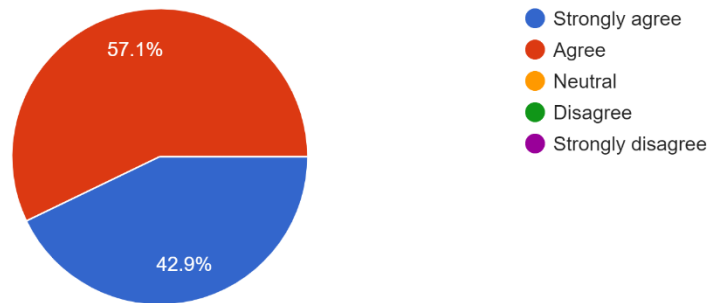
7 responses



Reading Poe, Doyle, Bandopadhyay and Christie is crucial for students of Detective Fiction.
7 responses

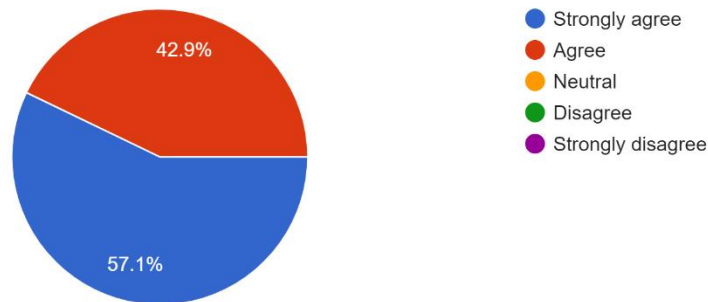


I understand concepts like the genre, bestseller, detective fiction, police procedural, detective, golden era of detective literature etc.
7 responses



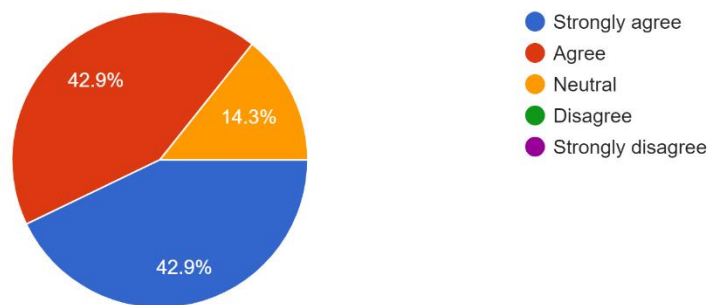
I can interpret and analyse a detective literature- based text better now.

7 responses



My ability to express myself in writing and speech has improved.

7 responses



OBSERVATIONS:

From the given responses, it is observed that all the students who responded strongly agreed and agreed that they got a deeper understanding of the genres of both Popular Fiction and the many sub genres of Detective Literature introduced in this course. The majority of students understood the various tropes involved in reading detective fiction from the texts they read. They have also become familiar with the importance of reading Popular Fiction along with Canonical Literature. Some of the students have also expressed a growing interest in the genres introduced and expressed a desire to read more works of the authors they have been introduced to through this course. 85.7% of the students also felt that their language skills also improved as a result of studying this course. 85.7% of the students had more than 67% and above attendance.

ACTION TO BE TAKEN REPORT:

The department has decided to arrange more remedial classes for students who need additional academic support. We also believe that overall, more tutorials will help all students improve their writing skills. We want to make the classrooms more interactive by incorporating ICT through smart classrooms to engage the students and hopefully incentivise better attendance. Students who need help with Language and communication will be strongly encouraged to use the language lab. For improvement in Speaking Skills we propose to incorporate more class presentations and active involvement in group discussions and debates.

COURSE EXIT SURVEY: Analysis Report

Academic Session: 2021-22

Department: English

Program: B.A. Programme

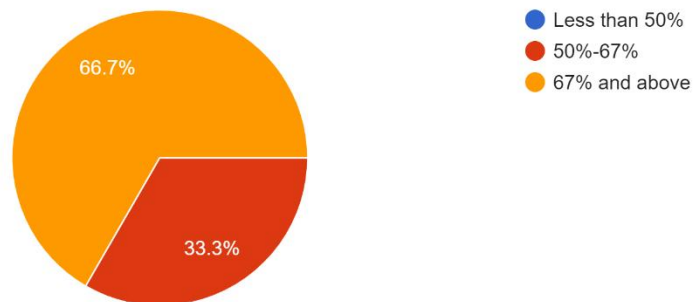
Course Name: British Literature: Poetry and A Play, Selections from Living Literatures: An Anthology of Poetry and Prose

Course Code:

Semester: III

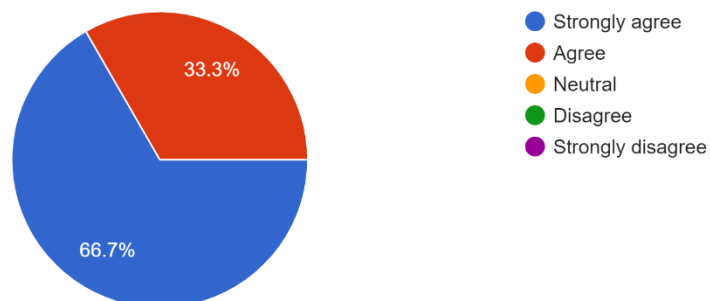
How much was your attendance in this course?

3 responses



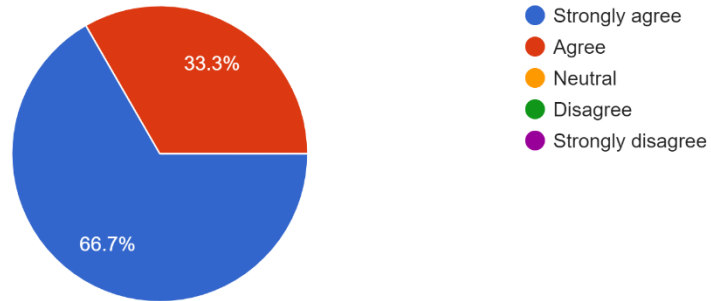
I have learnt about some major works of English literature written during the Elizabethan age in this course.

3 responses



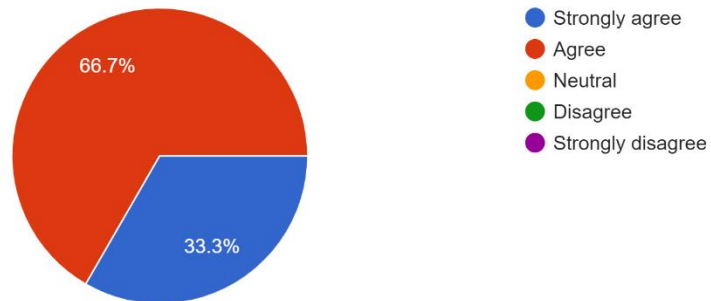
Now I understand topics like the renaissance, the sonnet, courtly love tradition, Shakespearean tragedy etc.

3 responses



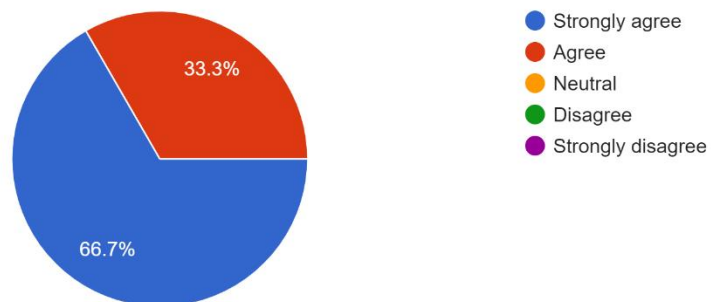
My writing and language skills have become better after this course.

3 responses



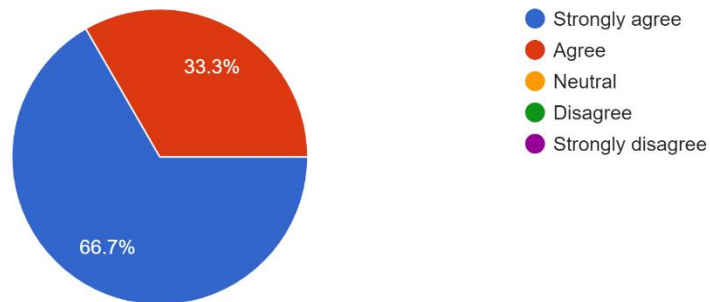
I am able to analyse and interpret poems and short stories better now.

3 responses



My ability to communicate in English has improved.

3 responses



OBSERVATIONS:

From the given responses, it is observed that most of the students strongly agreed and agreed that they got a deeper understanding of the specific concepts, texts, genres of the Elizabethan Period in English Literature. The majority of students understood the social and intellectual cross currents of ideas in the said period. They also expressed a growing interest in the genres of poetry and drama now that they have formally studied these forms and have a better vocabulary to engage with them. 100% of the students also felt that their language skills also improved as a result of studying this course. 67% of the students had more than 67% and above attendance.

ACTION TO BE TAKEN REPORT:

The department has decided to arrange more remedial classes for students who need additional academic support. We also believe that overall, more tutorials will help all students improve their writing skills. We want to make the classrooms more interactive by incorporating ICT through smart classrooms to engage the students and hopefully incentivise better attendance.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022

Department: of English

Program: B.A. Programme

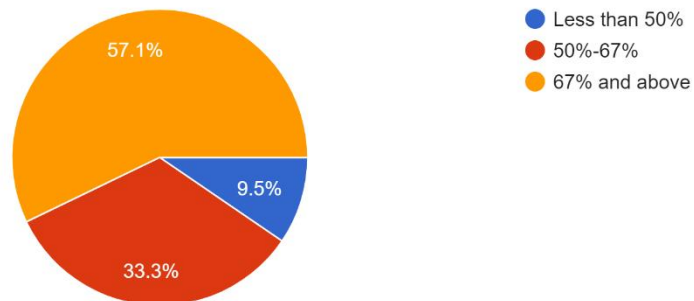
Course Name: Literary Crosscurrents: Selections from Living Literatures: An Anthology of Prose and Poetry

Course Code:

Semester: IV

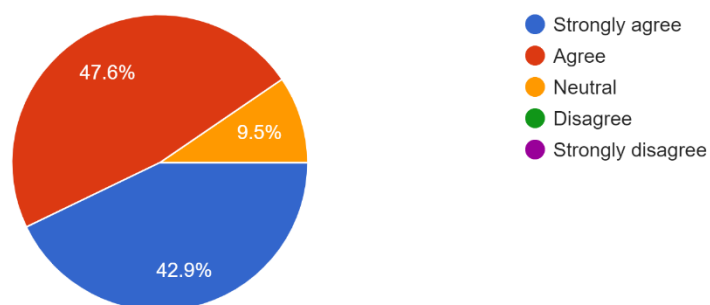
How much was your attendance in this course?

21 responses



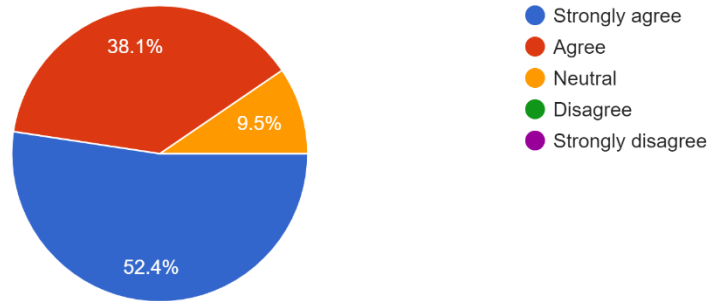
I was introduced to some major works in this course that improved my knowledge of English literature.

21 responses



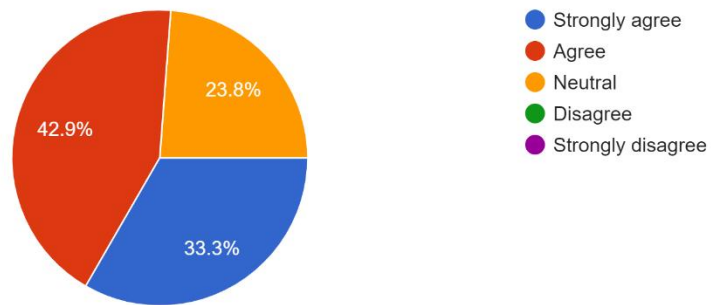
I know much more about the literature and culture of the Victorian period and topics like faith and doubt, the dramatic monologue, modernism etc.

21 responses



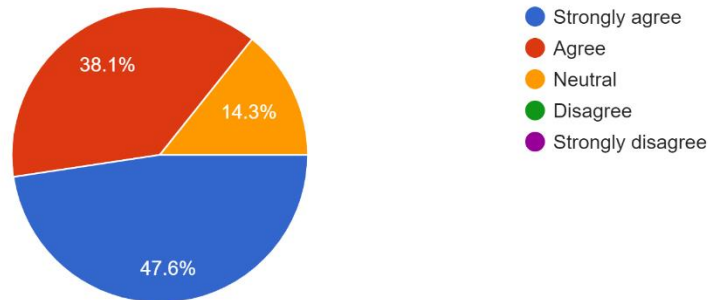
My knowledge of these concepts improved after this course.

21 responses



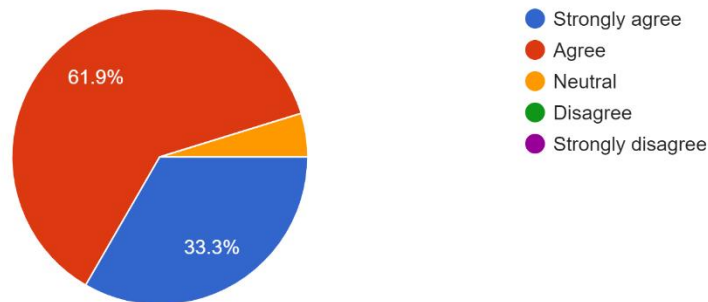
My ability to communicate in English has improved.

21 responses



I am able to analyse poems and short stories better now.

21 responses



OBSERVATIONS:

From the given responses, it is observed that around 90% of the students strongly agreed and agreed that they got a deeper understanding of the specific concepts, texts, genres of the Victorian Period in English Literature. The majority of students understood the social and intellectual cross currents of ideas in the said period. They also expressed a growing interest in the genres of poetry and fiction now that they have formally studied these forms and have a better vocabulary to engage with them. 85.1% of the students also felt that their language skills also improved as a result of studying this course. 57.1% of the students had more than 67% and above attendance.

ACTION TO BE TAKEN REPORT:

The department has decided to arrange more remedial classes for students who need additional academic support. We also believe that overall, more tutorials will help all students improve their writing skills. We want to make the classrooms more interactive by incorporating ICT through smart classrooms to engage the students and hopefully incentivise better attendance.

