

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022
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
5	B.A. (Hons.) History	History of Modern Europe – I
5	B.A. (Hons.) History	History of India – VII (c.1600-1750)
5	B.A. (Hons.) History	History of the USA:

		Independence to Civil War
5	B.A. (Hons.) History	History of Modern China (c. 1840-1950s)
5	BA (P)	Issues in twentieth Century World History I
5	BA (P) GE	Women in Indian History
5	BA (P)	Popular Culture
6	B.A. (Hons.) History	History of India – VIII (c.1857-1950)
6	B.A. (Hons.) History	History of Modern Europe – II
6	B.A. (Hons.) History	History of the USA: Reconstruction to New Age Politics
6	B.A. (Hons.) History	History of Modern Japan (c. 1868-1950s)
6	BA (P)	Issues in Twentieth Century World History II
6	BA (P) GE	Nature in Human History
6	BA (P)	Radio and Cinema in India: A Social History

COURSE EXIT SURVEY: Analysis Report

Academic Session: 2021-2022

DEPARTMENT OF HISTORY

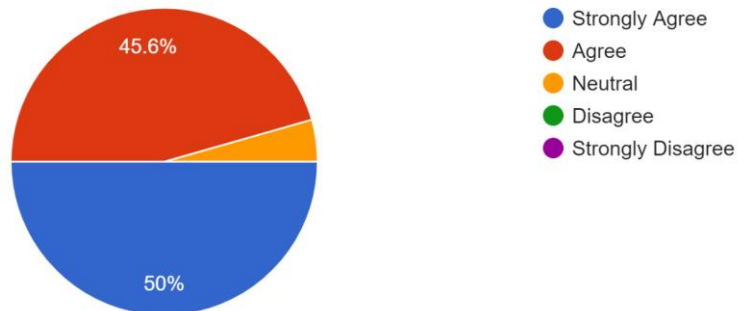
Program: B.A. (H)

Semester: 1

Course Name: History of India-I

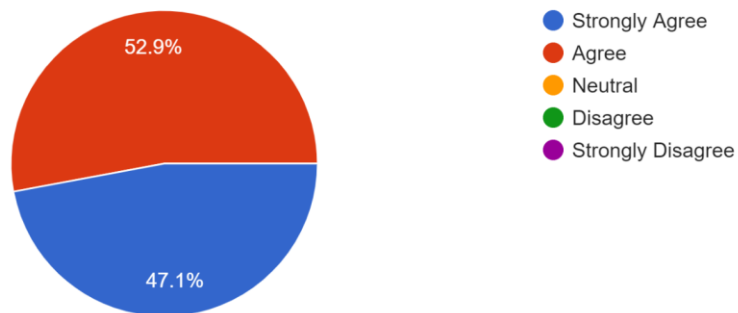
This course allowed you to understand about the idea of continuity and change.

68 responses



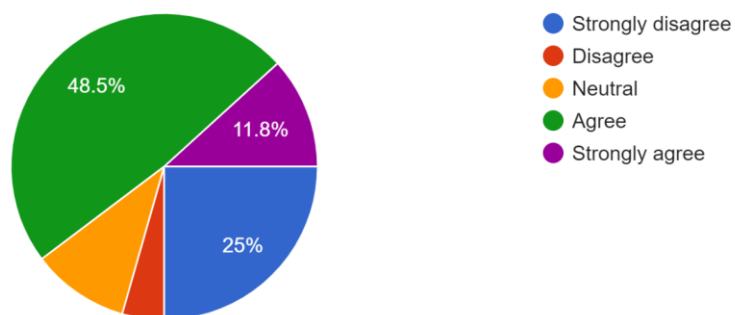
The course allowed you to gain a deeper understanding of the concept of changing notions of early Indian History.

68 responses



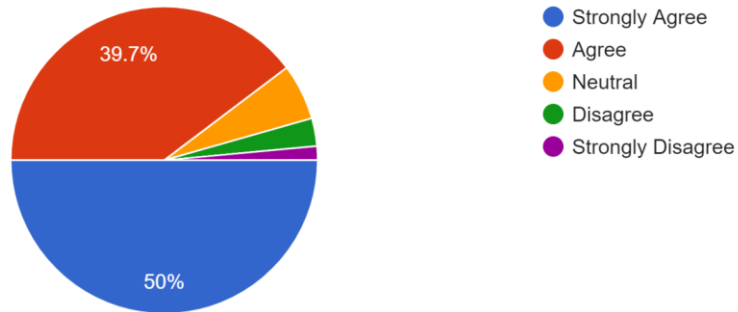
The course helped you in developing an informed understanding of the changing relationship between environment and Human growth.

68 responses



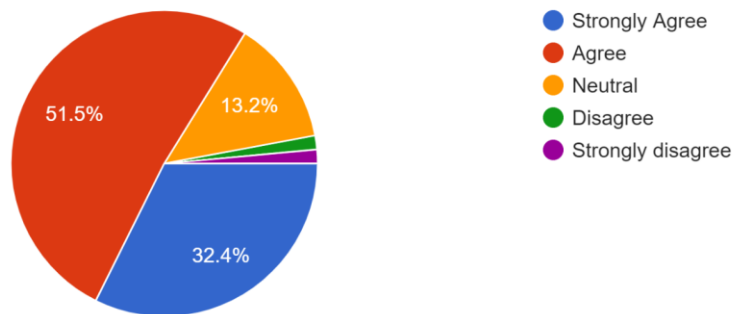
The course allowed you to understand the development of different stages of human being in relation with changing social, economic, and political dynamics.

68 responses



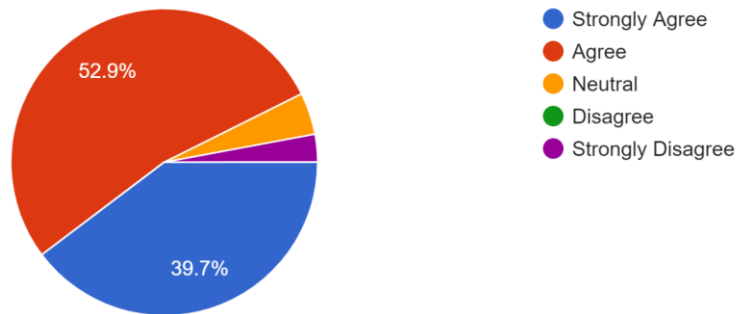
The course allowed you to gain a processed understanding of the ideas about the Aryan invasion theory.

68 responses



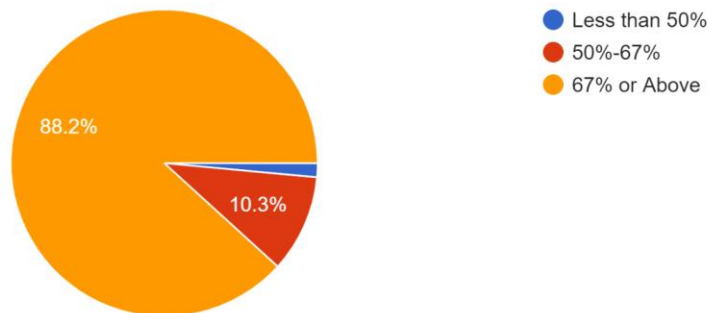
The course enabled you to understand the factors responsible for the origins and decline of Harappan Civilization

68 responses



How much was your attendance in this course?

68 responses



OBSERVATIONS

Majority of them comprehended paper well. Very few didn't understand some of the topics

ACTION TAKEN REPORT

Will try to focus upon interrelationship between different historical processes

Academic Session: 2021-2022
DEPARTMENT OF HISTORY

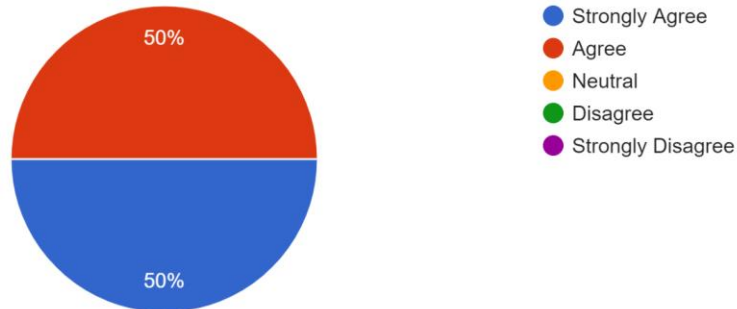
Program: B.A. (H)

Semester: 1

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

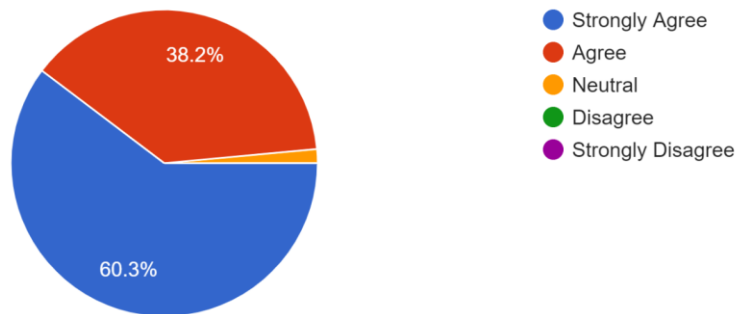
This course has allowed you to understand the relevance of Environment in Human progress.

68 responses



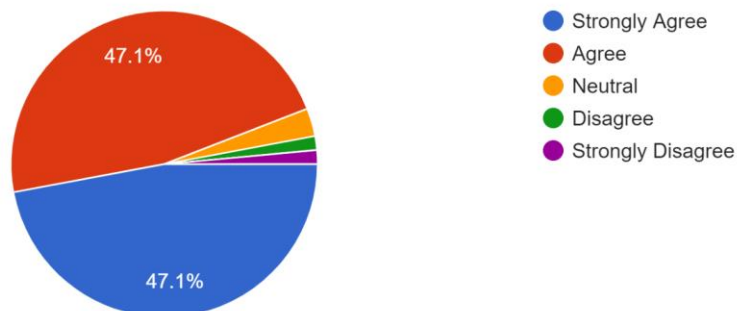
The course provided you with understanding of the interrelationship between the biological growth and cultural evolution of mankind.

68 responses



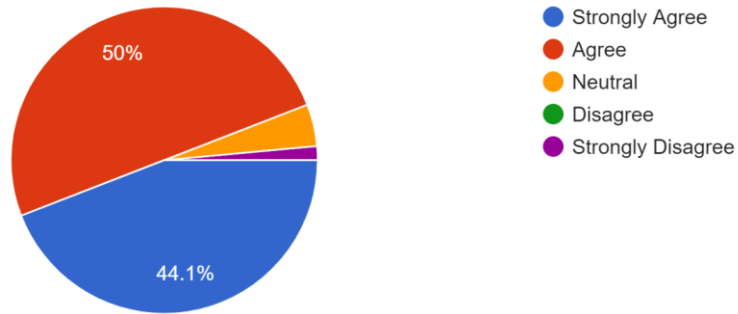
The course enabled you to understand the relevance of "Mesolithic" as a transitional phase.

68 responses



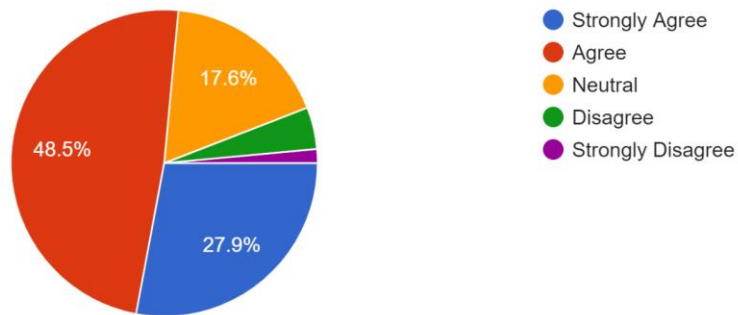
The course allowed you to understand the difference between “Neolithic” as revolutionary change or as an evolutionary process.

68 responses



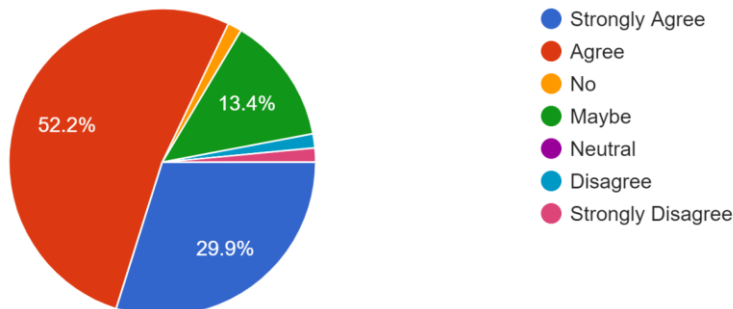
The course enhanced your understanding of the role of temple in Mesopotamian urbanization.

68 responses



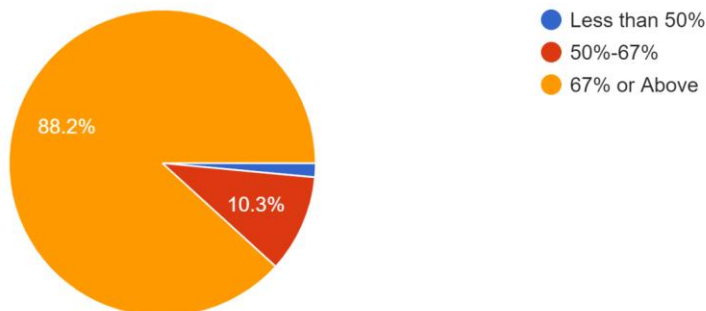
The course enabled you to understand the role of iron technology as a harbinger of change in human social progress.

67 responses



How much was your attendance in this course?

68 responses



Observation: twenty four students successfully submitted their response for the course exit survey of the year 2021-2024. Majority accepted that the course helped them to understand the political, social, economic and cultural trends of the ancient and medieval world.

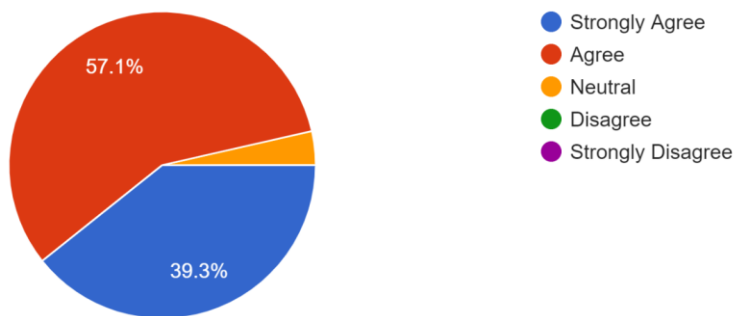
The detailed observations are:

1. In the response of the first question 66.7% student opted for agreed, 29.2% opted for neutral, while 4.1% showed their disagreement that course helped them to understand the historical developments in Ancient Greece and Rome.
2. 20.8% strongly 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. 37.5% agreed, 33.3% neutral and 8.3 % opted for disagree.
3. 2.1% students stated that the emergence and institutionalization of social hierarchies and marginalization of dissent was not very clear.
4. 4.2% disagree that the course couldn't explain the trends in the medieval economy.
5. 83.4 % agreed that the course helped them to understand the role of religion and other cultural practices in community organization, while 16.7 opted for neutral.
6. 8.3% admitted that their attendance is less than 50% for this course.

Program: B.A. (H) GE
Semester: 1
Course Name: Delhi through the Ages

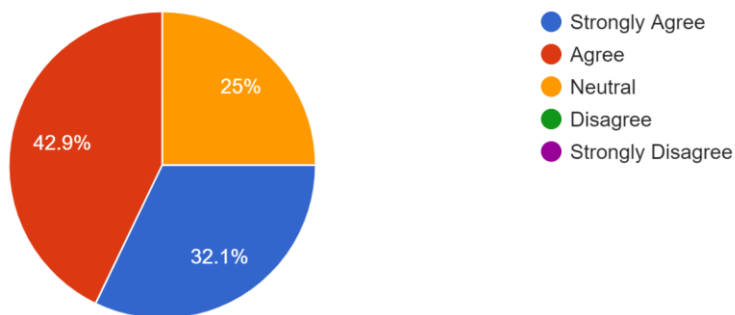
The course provided you the ability to understand analyse different kinds of sources about entire Delhi - archaeological, architectural and a variety of textual materials.

28 responses



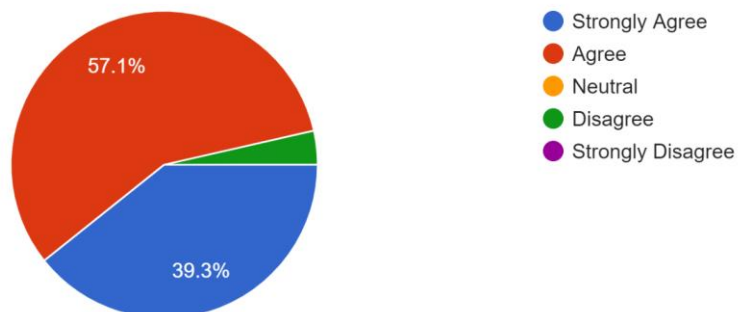
The course enabled you to understand the difficulties in appropriating narratives of the state with the history of particular localities.

28 responses



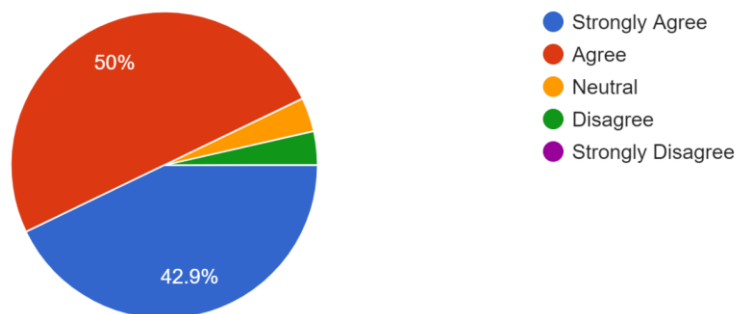
The course elucidated analyse processes of urbanization and state formation.

28 responses



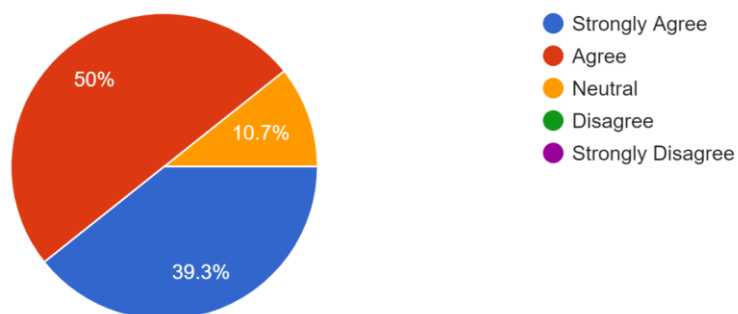
The course enabled you to understand that how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time.

28 responses



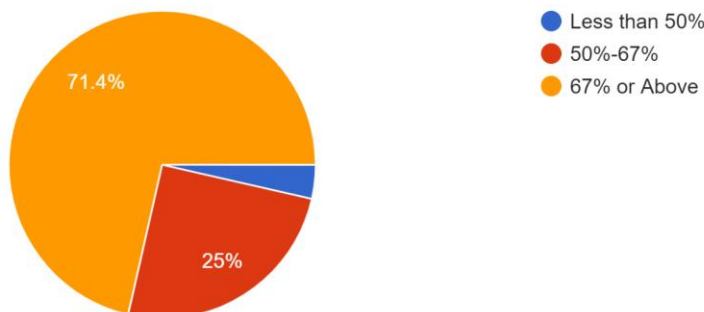
The course enabled you to understand the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life.

28 responses



How much was your attendance in this course?

28 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: 2021-2022
DEPARTMENT OF HISTORY

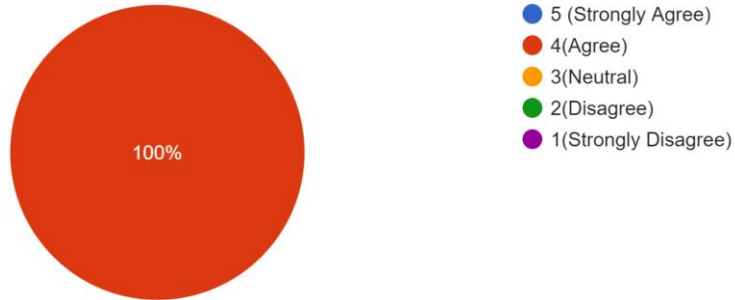
Program: B.A. (P)

Semester: 1

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

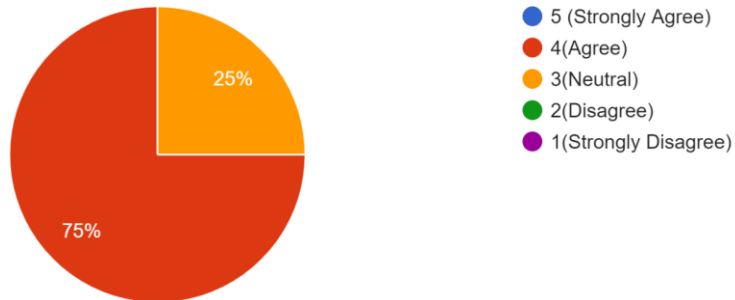
Has the course helped you to understand the utility of Historywriting discipline in India.

4 responses



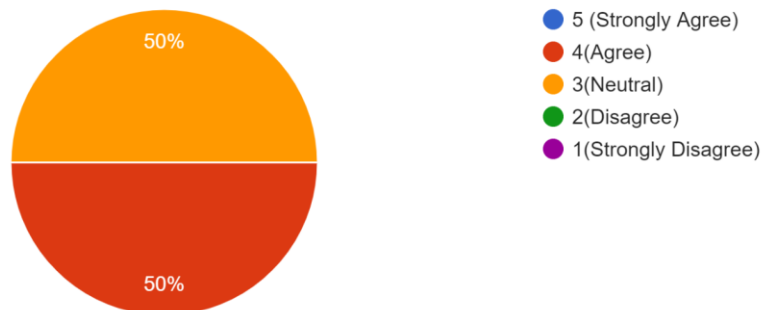
Has this course helped you to understand the relevance of environmental history to understand human development.

4 responses



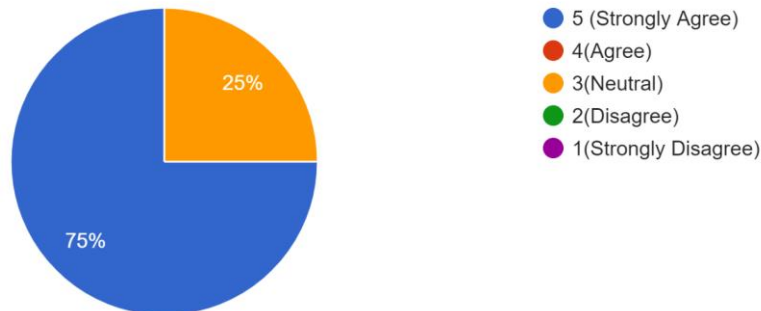
Has the course managed you to reflect upon the different stages of human growth in relation to its Concerned socio economic political changes.

4 responses



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

4 responses



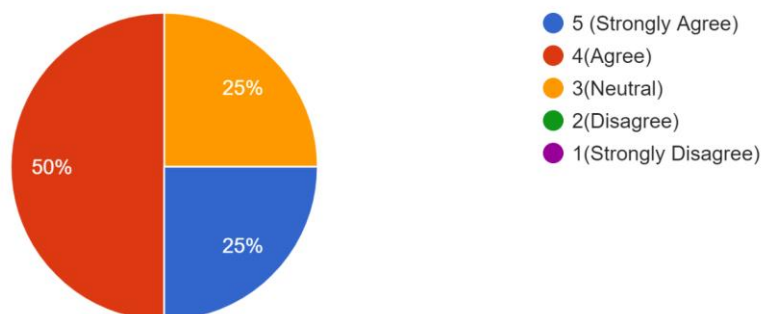
Did this course help you to understand the growth of differentheterodox sects in India.

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.

COURSE EXIT SURVEY: Analysis Report

Academic Session: 2021-2022

DEPARTMENT OF HISTORY

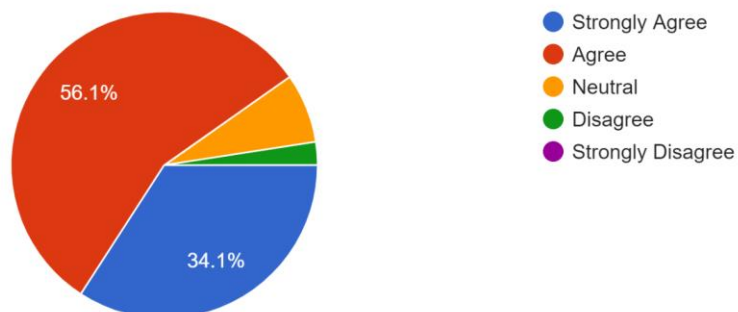
Program: B.A. (H) History

Semester: 2

Course Name: History of India-II

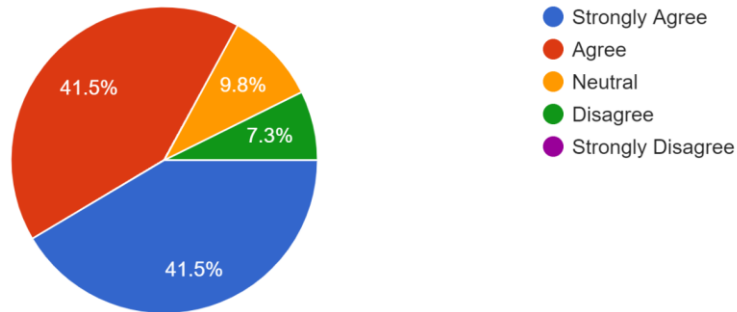
This course allowed you to understand the utility of History writing discipline in India.

41 responses



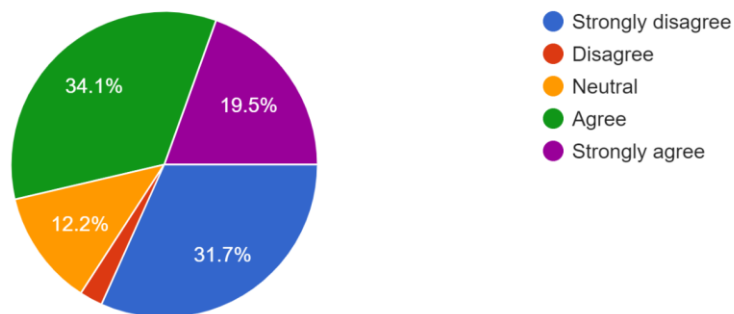
The course allowed you to gain a deeper understanding of the the relevance of Metal economy during Kushana Age.

41 responses



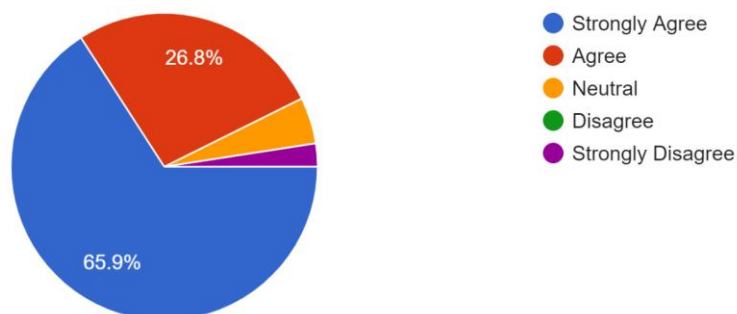
The course helped you in developing an informed understanding of the different stages of human growth in relation to its Concerned socio economic political changes.

41 responses



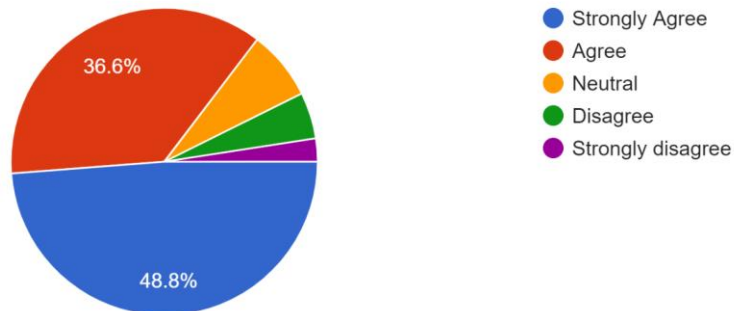
The course allowed you to understand the the concept of "Empire" in India.

41 responses



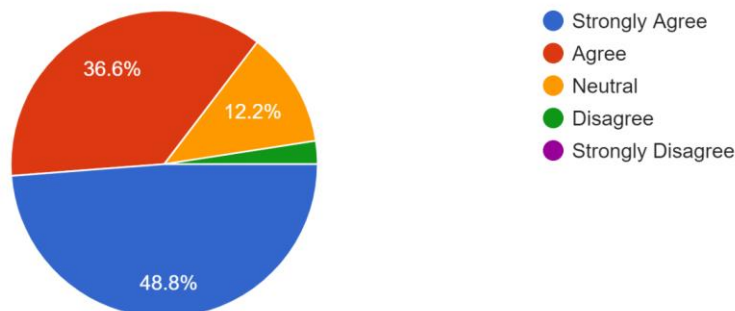
The course allowed you to understand the growth of different heterodox sects in India.

41 responses



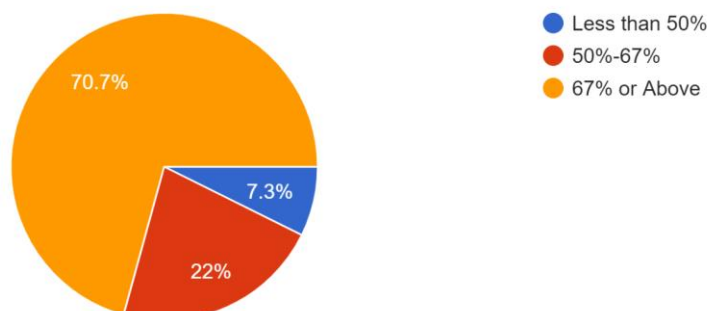
The course enabled you to understand the idea of "Golden age" in India.

41 responses



How much was your attendance in this course?

41 responses



Observations

Students 's response on this paper is quite positive. Very few students could not understand Growth of human being in relation to their changing environment.

Action Taken Report

Will try to focus on various stages of Human growth' s chapter and Idea of Golden age.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022
DEPARTMENT OF HISTORY

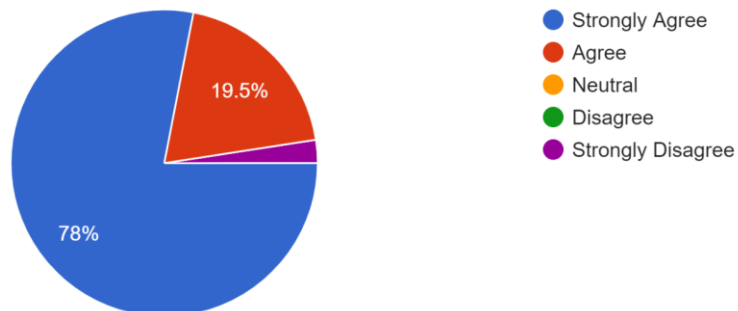
Program: B.A. (H) History

Semester: 2

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

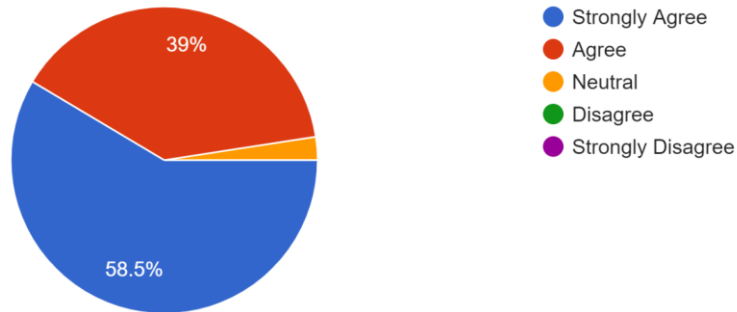
This course has allowed you to understand the main historical developments in Ancient Greece and Rome.

41 responses



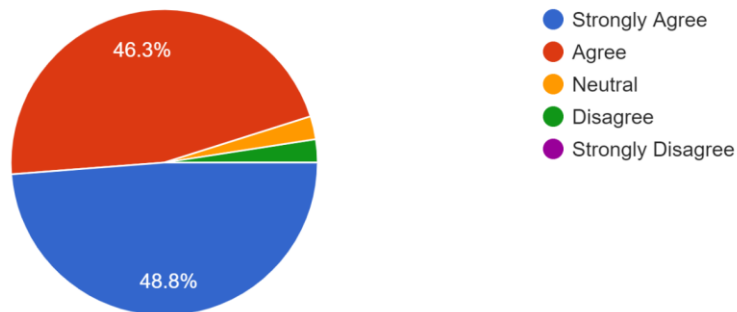
The course allowed you to gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.

41 responses



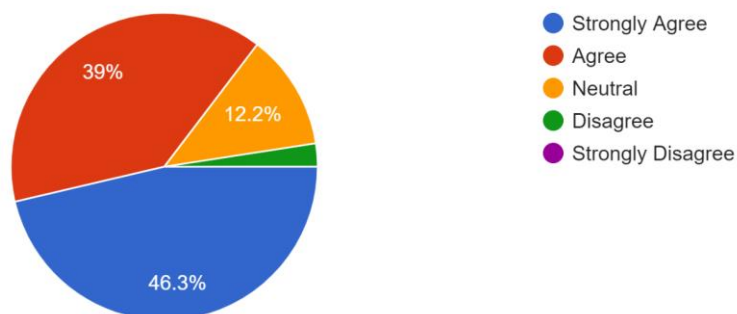
The course enabled you to understand the emergence and institutionalization of social hierarchies and marginalization of dissent.

41 responses



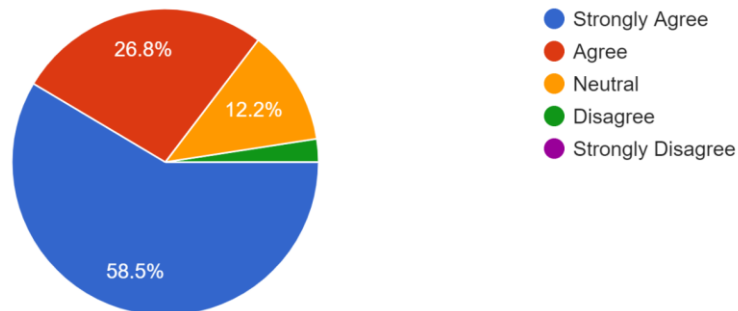
The course allowed you to understand the trends in the medieval economy.

41 responses



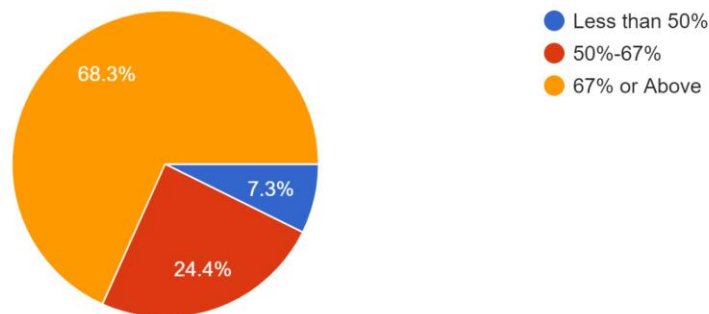
The course enhanced your understanding the role of religion and other cultural practices in community organization.

41 responses



How much was your attendance in this course?

41 responses



Observations: In the course exit survey 90 % 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. 97.5 % students accepted that course helped them to understand the historical developments in Ancient Greece and Rome, while 2.5% showed their disagreement.
2. 97.5 % 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, 2.5% opted for neutral option.
3. 95.1% students stated that the emergence and institutionalization of social hierarchies and marginalization of dissent was clear to them while remaining 4.9 opted for neutral and disagreement options.
4. 2.5 % students disagree that the course couldn't explain the trends in the medieval economy and 12.2% students had opted for neutral option.

5. 12.2% 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 2.5 have shown their disagreement with the same.
6. 7.3 % participants had 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. Students were asked to improve their attendance in each paper. This survey helped us to understand the expectation of students and improvises active teaching learning process.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022
DEPARTMENT OF HISTORY

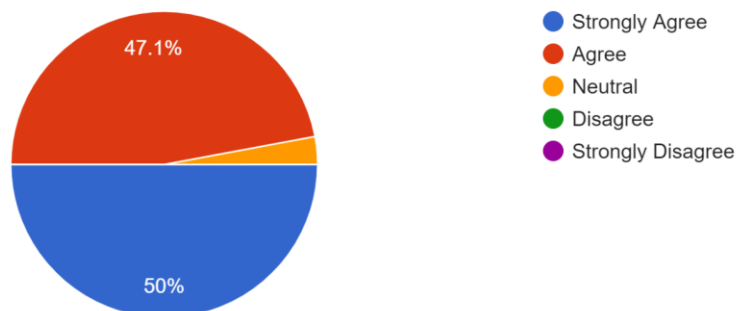
Program: B.A. (H) History

Semester: 2

Course Name: The World After 1945

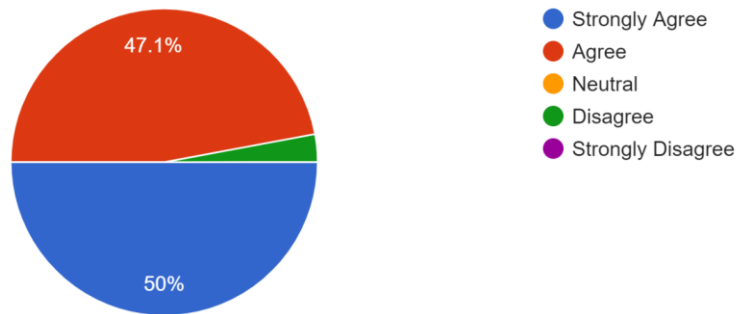
The course allowed you to understand with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century.

34 responses



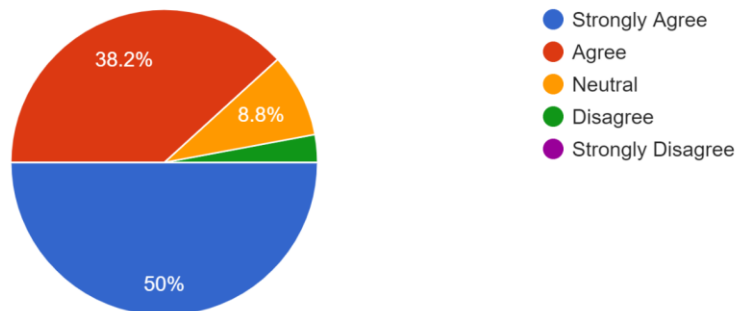
The course enabled you to understand that how to develop acritical understanding of globalization with its diverse implications across continents through cinema, music, and food.

34 responses



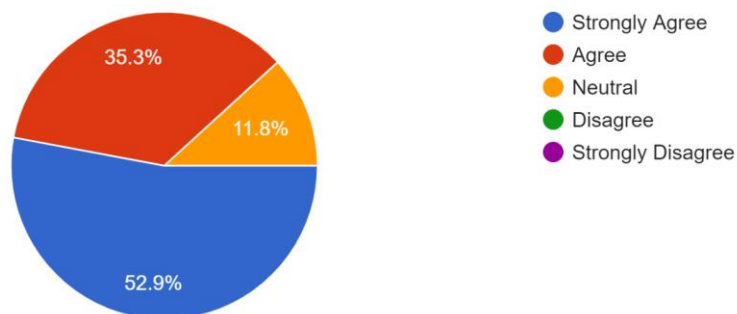
The course enabled you to understand the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes.

34 responses



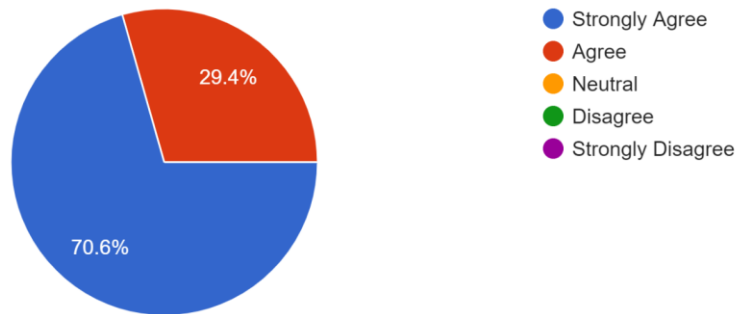
The course elucidated the processes of Decolonisation and politics during Cold War era.

34 responses



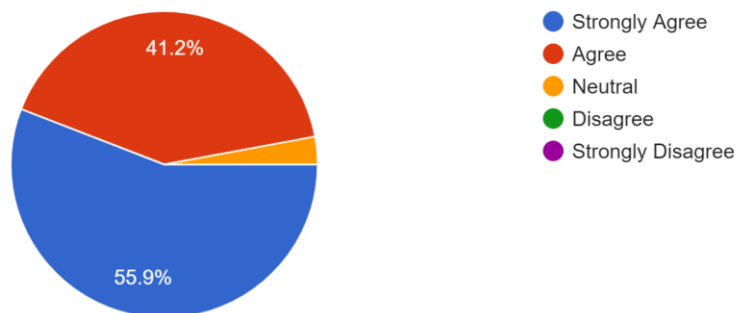
The course provided you the ability to understand the feminist movement and other political movements resisting the state and patriarchy in the 20th century.

34 responses



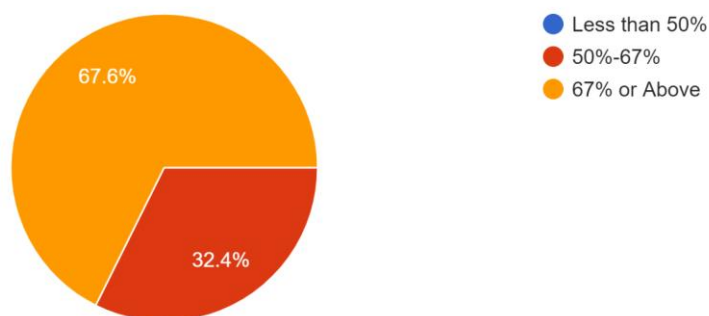
The course enabled you to understand the emergence of the new social movements in the wake of environmental issues arose in the twentieth century

34 responses



How much was your attendance in this course?

34 responses



Observations

The responses received from students suggest that the students are content with the teaching method and were able to comprehend the course effectively. However, some students have mentioned that the vast syllabus makes the course more difficult.

Action Taken Report

A very small percentage of students have opted for 'disagree' and 'strongly disagree'. This suggests that there is a need to arrange more discussions and remedial classes in tutorial to ensure that all the students are able to understand the course.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022
DEPARTMENT OF HISTORY

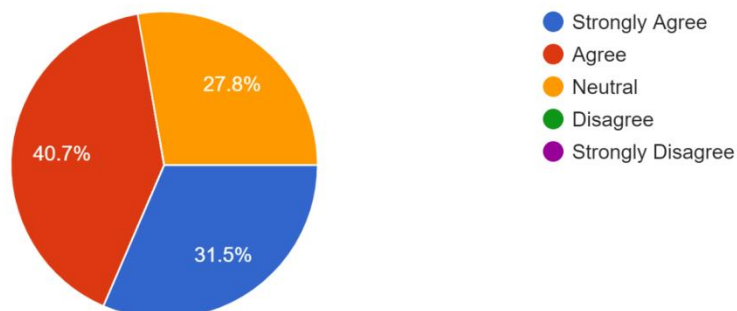
Program: B.A. (P)

Semester: 2

Course Name: History of India, c. 300 to 1200

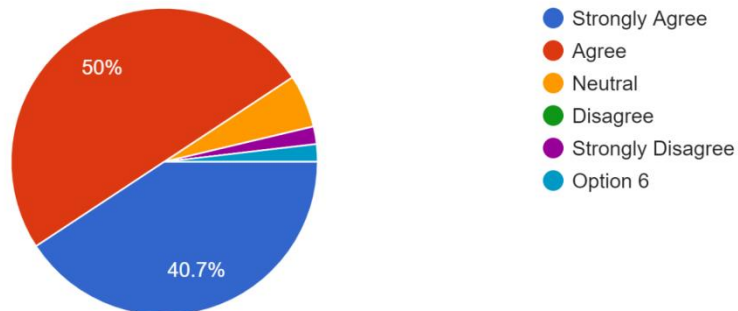
Discuss the various historiography trends writing early medieval India.

54 responses



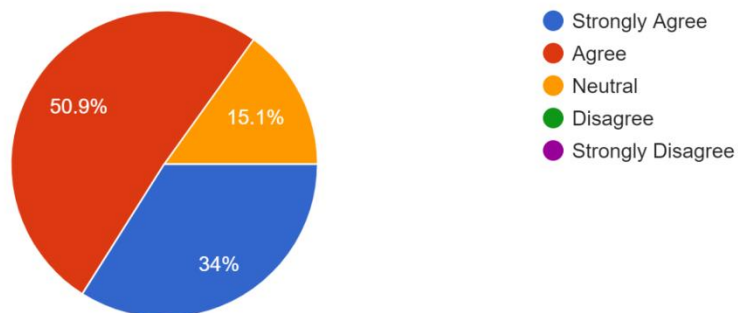
Discuss the political and cultural relationships between the Gupta and Vakatas rules.

54 responses



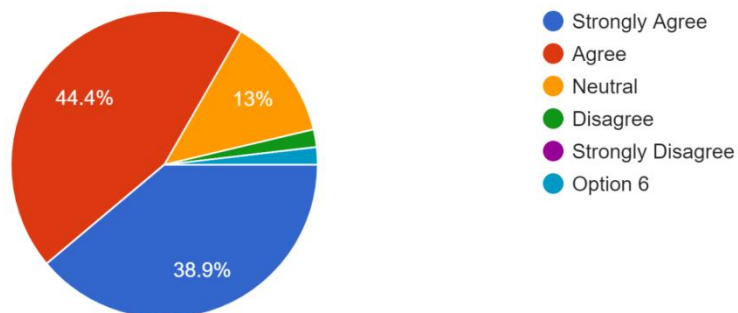
Underline the socio-economic changes from AD Sixth to Eight century.

53 responses



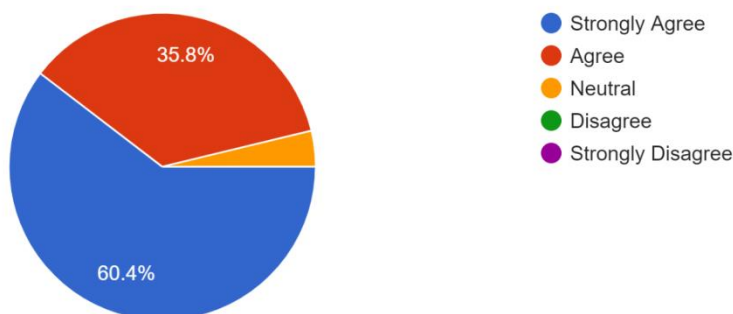
Write an essay on the Art and Architecture of the Pallavas.

54 responses



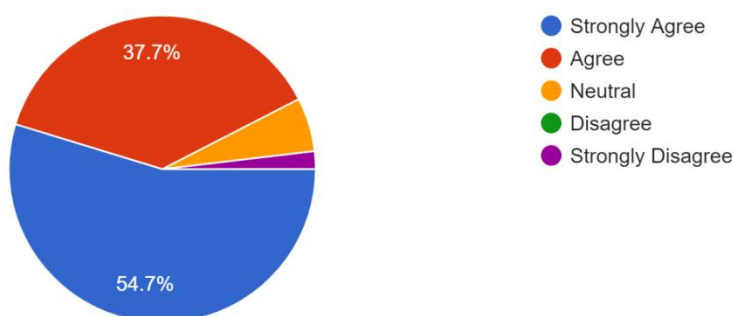
Underline the changes in the policy, economy, and society during the post Gupta period.

53 responses



Describe the political and cultural achievements of Harshvardhan

53 responses



Observations

Action Taken Report

1. 31.5 % & 40.7 % students have understood this topic and very few 27.8 % of students are neutral. So from next time will try to make my lectures more interesting so that students can absorb and retain the information and use these in future examination.
2. In this unit 40.7% & 50 % of students have understood and they are agreed and strongly agree but 9.3% of students are Neutral. I will try to make my lecture more interesting so that these students can absorb and retain the information for their use in different competitive as well as academic examinations.
3. In this unit 34 % & 50.9 percent of students are agree and strongly agree and have understood this unit but 15.1 % students are neutral. I will try to make my lecture more informative, interesting so that students can absorb and retain the information for examination.
4. In this unit 38.9% & 44.41 % students are agree and strongly agree and have understood it very well but 13 % 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 60.4 & 35.8 percent of students are agree and strongly agree and have understood it properly but 3.8 % 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 and various competitive examination.

6. In this unit 54.7% & 37.7 percent of students are agree and strongly agree and have understood this unit properly but 7.6 % students are neutral. I will try to make my lecture more informative, interesting so that students can absorb and retain the information to improve their writing skill and write good answer in the their different examinations.

COURSE EXIT SURVEY: Analysis Report

Academic Session: 2021-2022

DEPARTMENT OF HISTORY

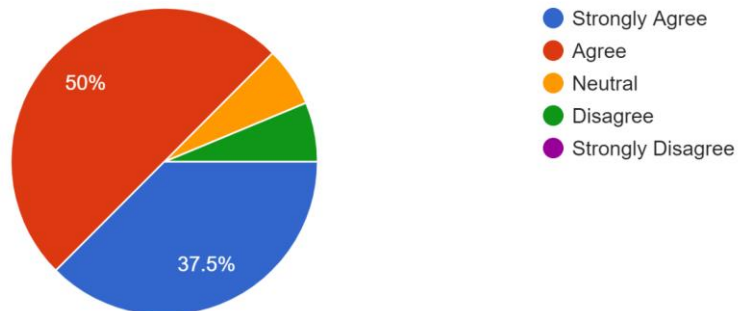
Program: B.A. (H)

Course Name: History of India-III

Semester: 3

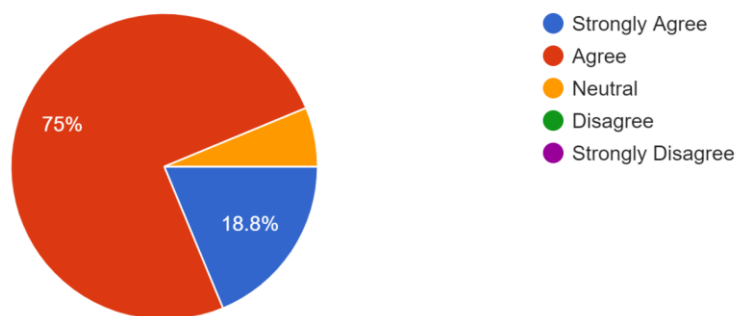
The course allowed you to understand the major debates on early medieval India.

16 responses



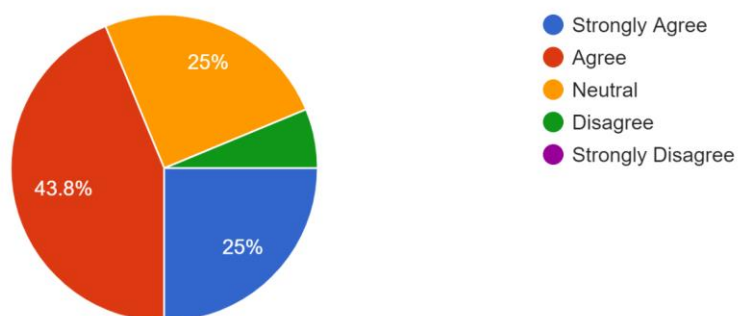
The course provided you the ability to understand the patterns of change and continuity in socio-economic and political processes.

16 responses



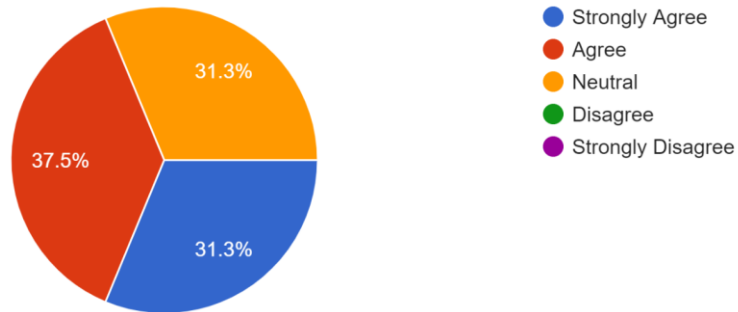
The course enabled you to understand how historians read and interpret sources in divergent ways.

16 responses



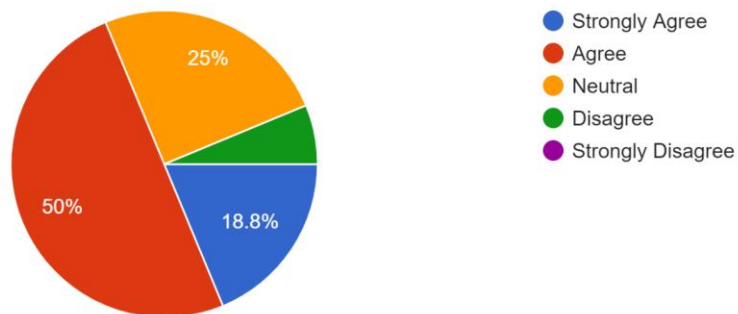
The course elucidated the interconnections between state formation, agrarian expansion, proliferation of castes and urbanization.

16 responses



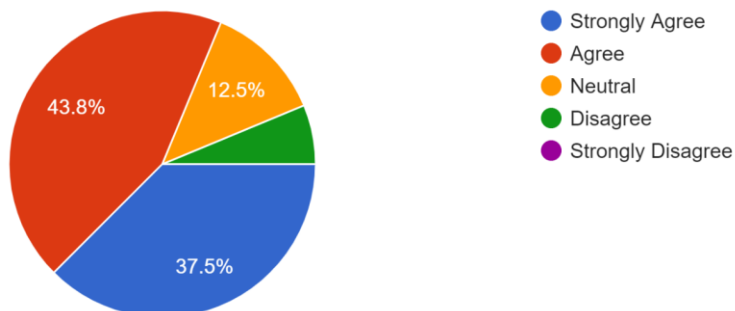
The course enabled you to understand the Bhakti movement, Puranic Hinduism and Tantrism.

16 responses



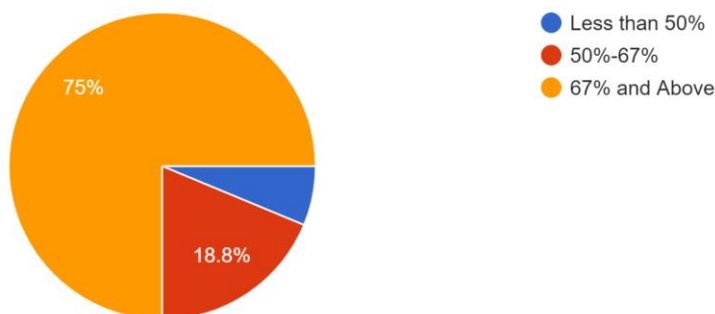
The course enabled you to understand art and architectural developments in the early medieval period.

16 responses



How much was your attendance in this course?

16 responses



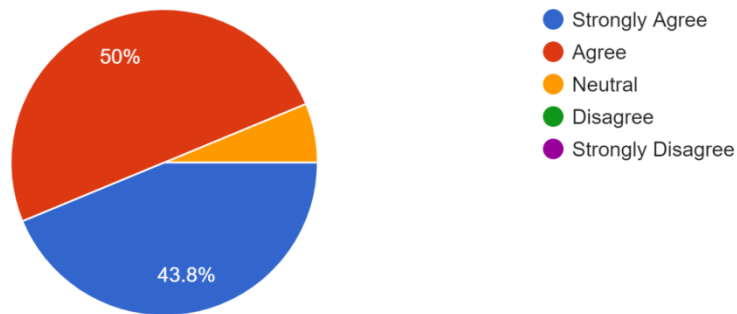
OBSERVATIONS: The paper is shared with the division of sections into Hindi and English medium. Most of the questions have received a positive response. In some questions a minute percentage of students have given a negative reply. The attendance for the course was good with majority having above 67%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

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

Course Name: Rise of Modern West-I

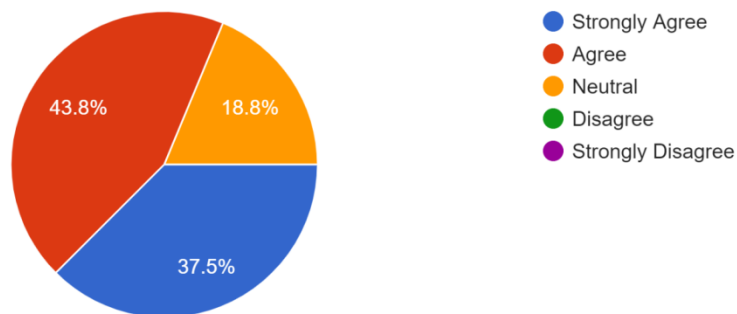
The course allowed you to understand the issues and debates related to transition from feudalism to capitalism in Europe and the concept of Eurocentrism.

16 responses



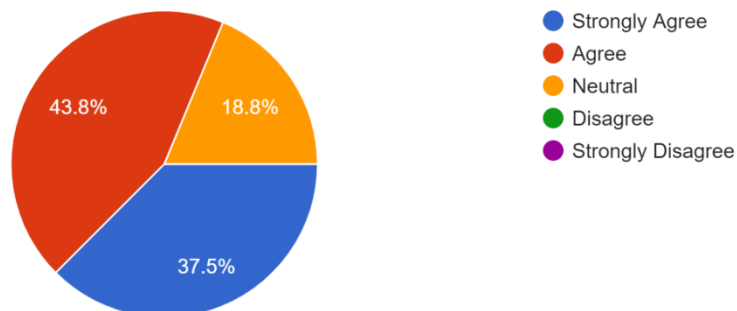
The course enabled you to understand the process of early colonization or the age of exploration, inter-linkages, and impact of trade and empire on ...ope, the New World, West Africa and parts of Asia.

16 responses



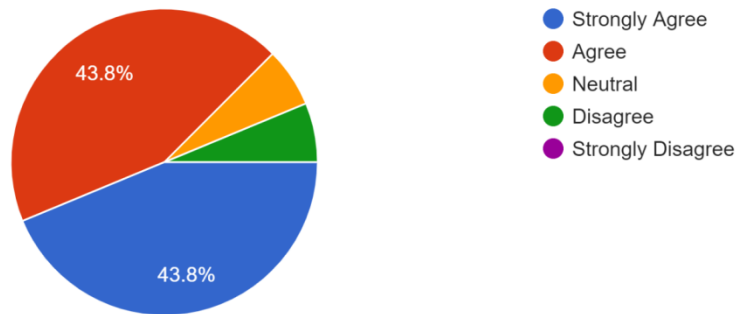
The course enabled you to understand the process of early colonization or the age of exploration, inter-linkages, and impact of trade and empire on ...ope, the New World, West Africa and parts of Asia.

16 responses



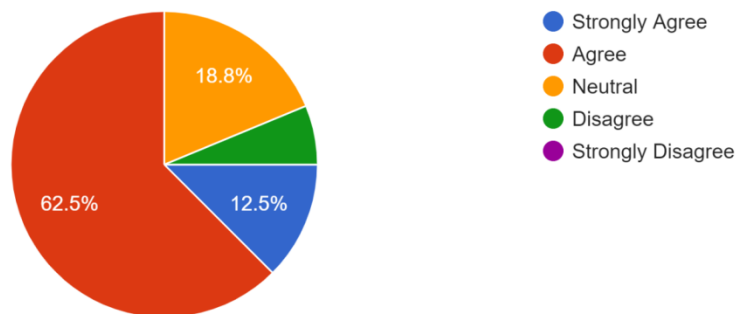
The course elucidated the social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism.

16 responses



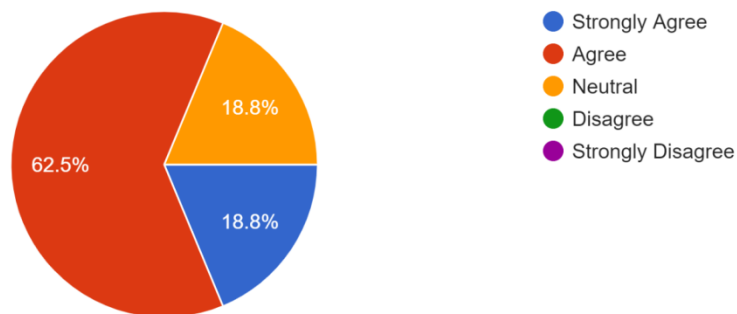
The course enabled you to understand the economic, political, social and intellectual dimensions of Reformation and Reformation's impact on different regions of Europe.

16 responses



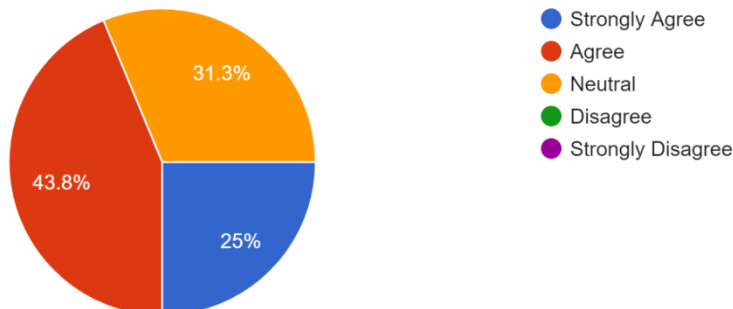
The course enabled you to understand the decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe.

16 responses



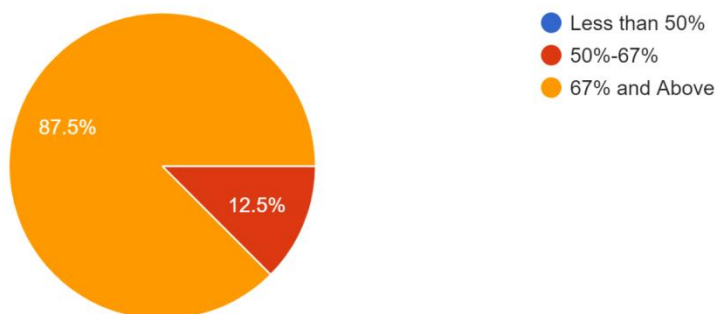
The course enabled you to understand the nature of the European Absolutist state system and the interconnections between economy, society, religio... with case studies of European Absolutist states.

16 responses



How much was your attendance in this course?

16 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.

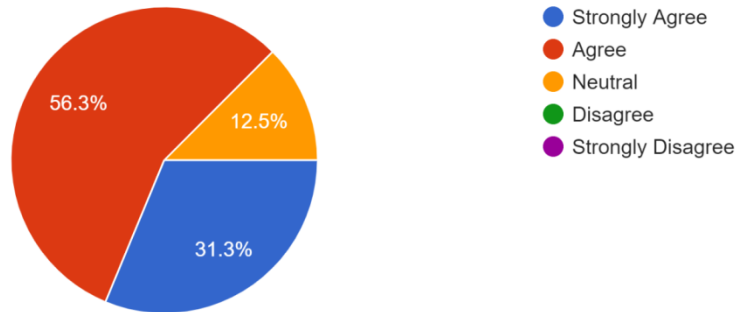
COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

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

Semester: 3

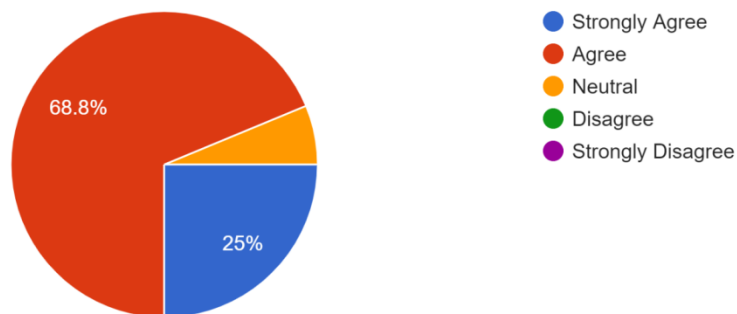
The course allowed you to understand different kinds of sources available for writing histories of various aspects of life during the 13th to the 15th century.

16 responses



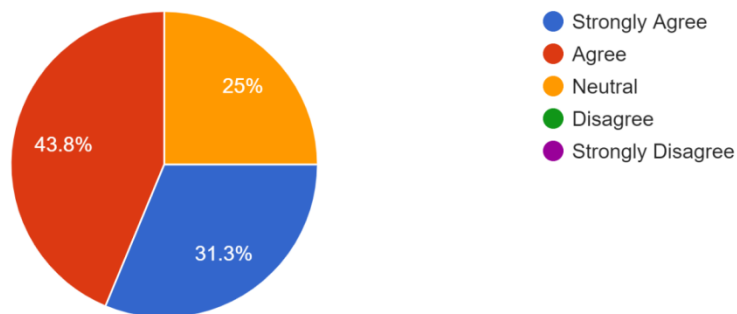
The course provided you the ability to understand the varied ways in which historians interpret the sources of the period of study.

16 responses



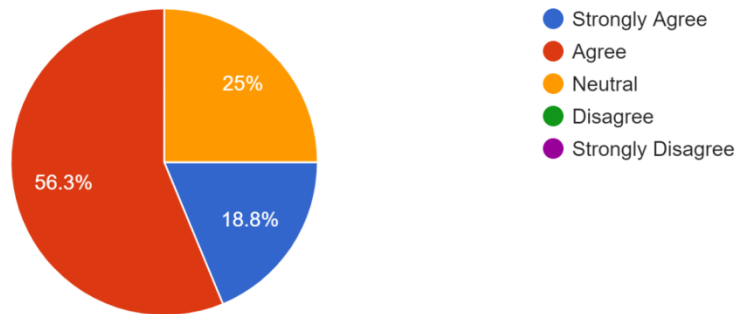
The course enabled you to understand the multiple perspectives from which historians have studied the politics and cultural developments across of the Rajputs, Delhi Sultante and Vijayanagara.

16 responses



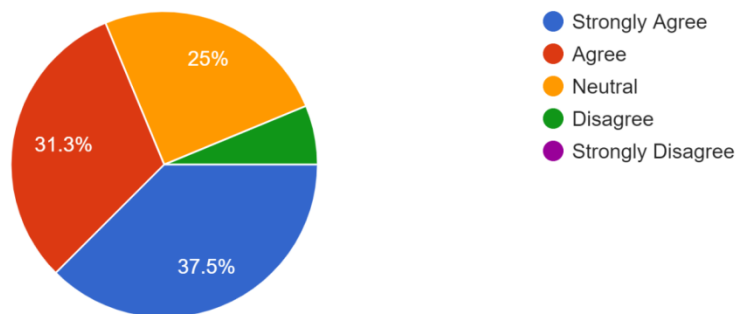
The course elucidated economic , ecological and technological changes during this period and explore the interlinkages between them.

16 responses



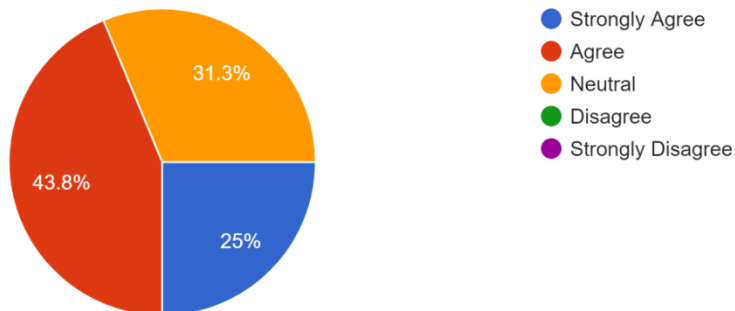
The course enabled you to understand religious – cultural sphere with regard especially to Sufi and Bhakti doctrine and practices.

16 responses



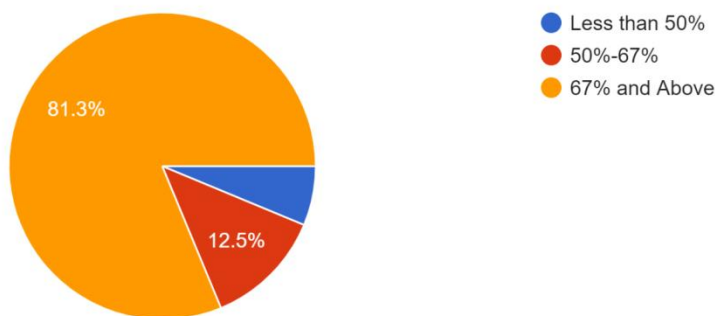
The course enabled you to understand the ways in which challenges to patriarchy by certain women and cross-confessional interactions shaped the times.

16 responses



How much was your attendance in this course?

16 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.

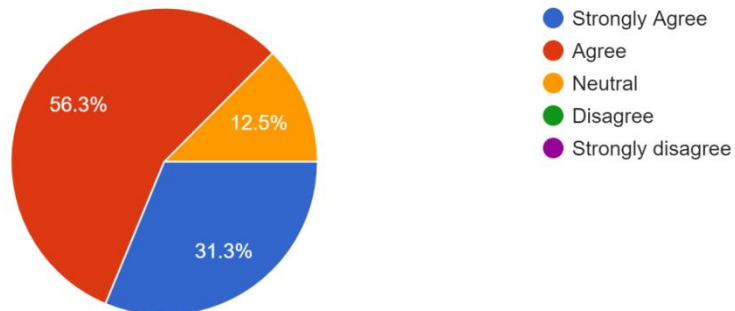
COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

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

Semester: 3

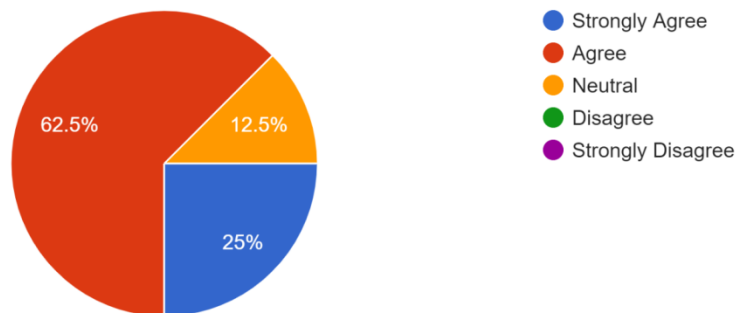
The course allowed you to understand the complex character of heritage.

16 responses



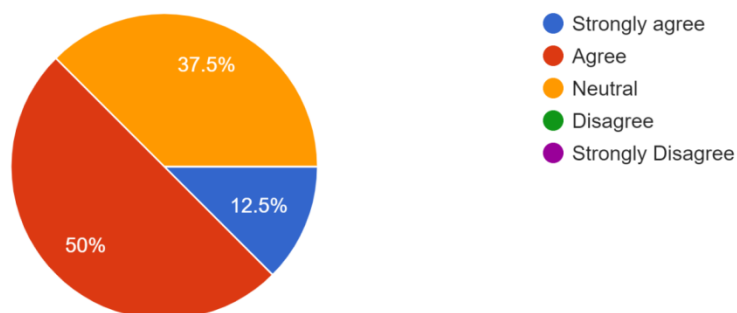
The course provided you the ability to understand the historical processes which result into the making of heritage.

16 responses



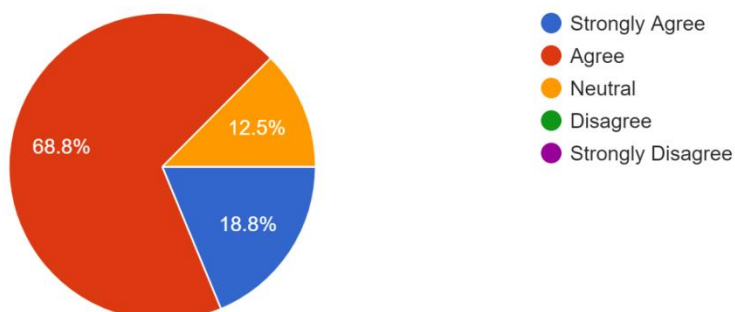
The course enabled you to understand the significance of cultural diversity in the creation of heritage.

16 responses



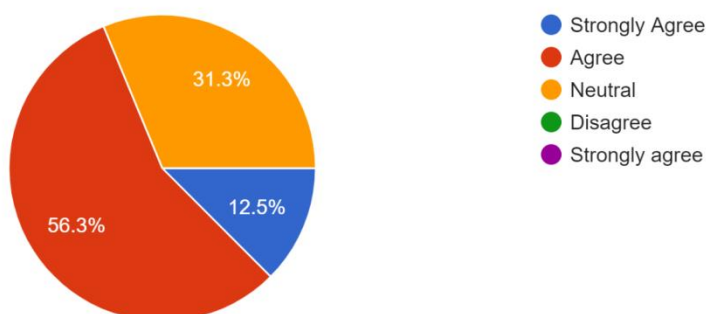
The course understand how heritage can be a medium to generate revenue.

16 responses



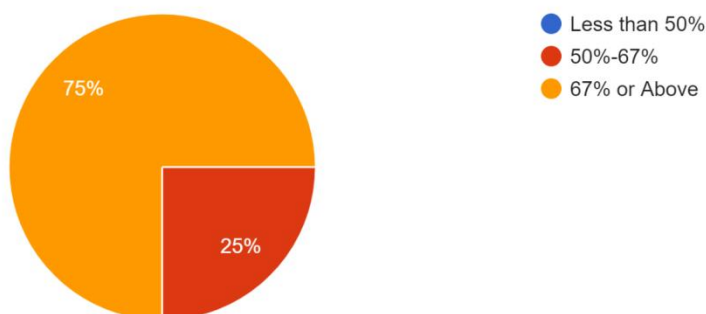
The course enabled you to understand the nuances of heritage and appreciate its importance.

16 responses



How much was your attendance in this course?

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

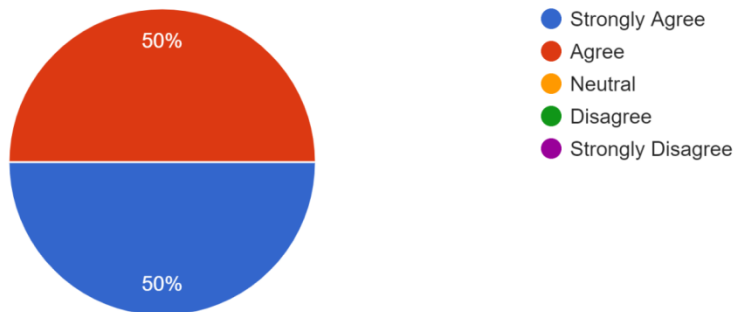
COURSE EXIT SURVEY: Analysis Report
Academic Session: 2020-2021
DEPARTMENT OF HISTORY

Program: B.A. (H)
Course Name: Making of Post Colonial India

Semester: 3

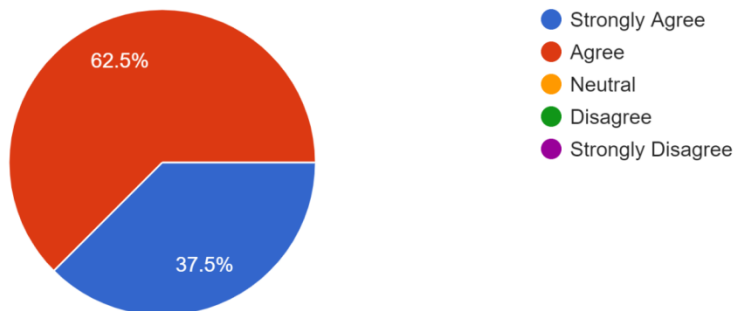
This course contribute towards enhancing your understanding about the challenges and complexities that were there in front of the Const...hile making the Constitution of independent India?

8 responses



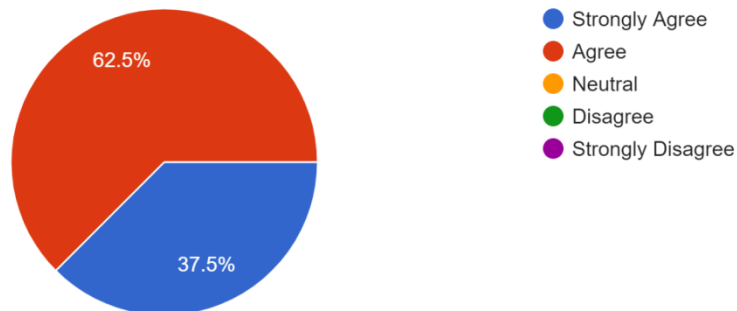
The course enabled you to gain greater knowledge regarding the history and politics of early years of independence especially with reference to linguistic reorganization of states?

8 responses



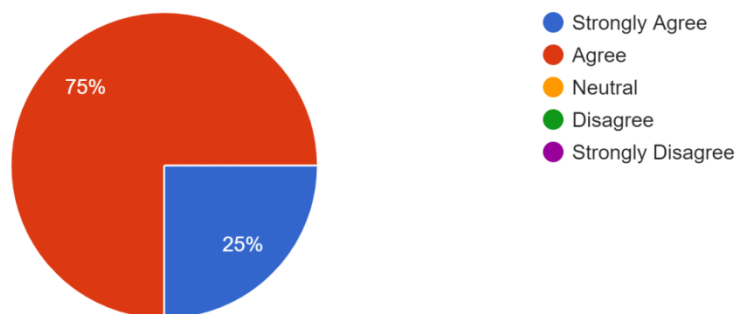
The course enabled you to understand the challenges such as the economic, administrative and political that independent India faced in the early years of independence?

8 responses



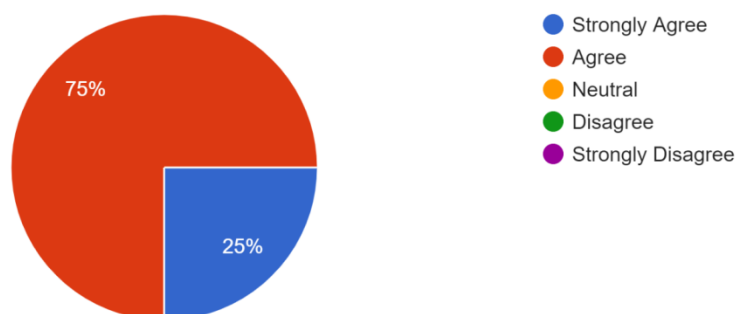
The course elucidated the processes of the concerns and issues, which contributed to the making of independent India's foreign policy with reference to idea of Non-Alignment and Panchsheel?

8 responses



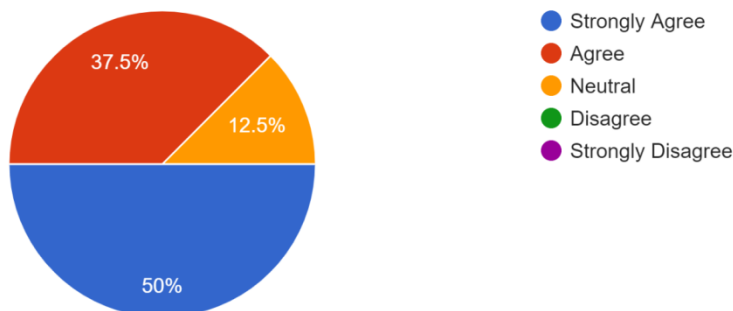
The course provided you the ability to understanding the regional challenges around the issues of development in the context of Bihar and Punjab?

8 responses



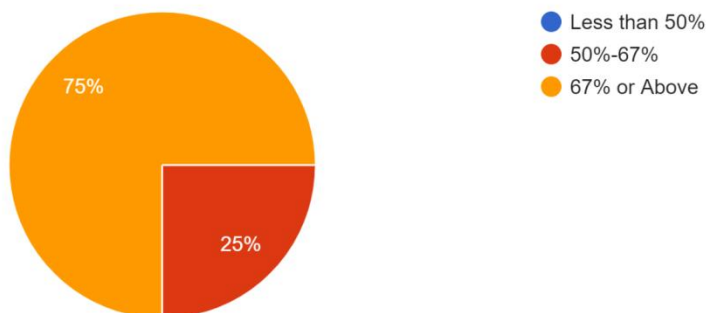
The course enabled you to understand the history of social reform such as Women and Hindu Code Bill more detailed?

8 responses



How much was your attendance in this course?

8 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.

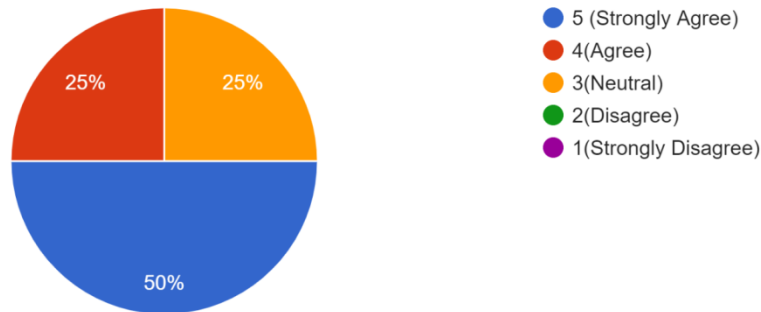
Program: B.A. (P) History

Semester: 3

Course Name: History of India C 1200-1700

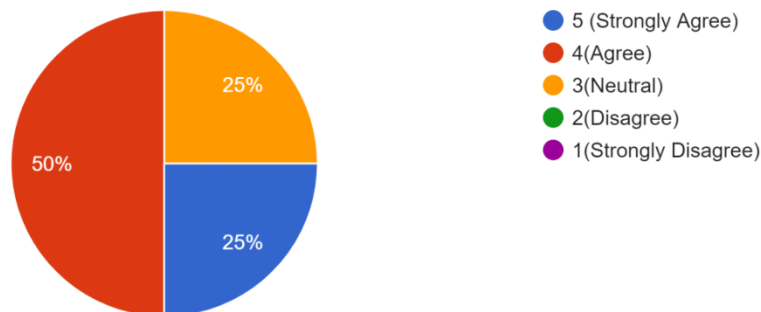
The course allowed you to understand the politics, political economy and administrative transitions under the various Sultanate regimes.

4 responses



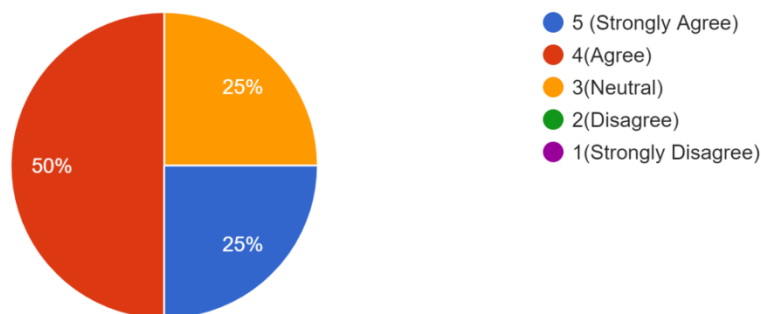
The course provided you the ability to understand the historiography on the politics, society and economy of the Vijayanagara state., the historical ...the reproduction of power in the Vijayanagara state

4 responses



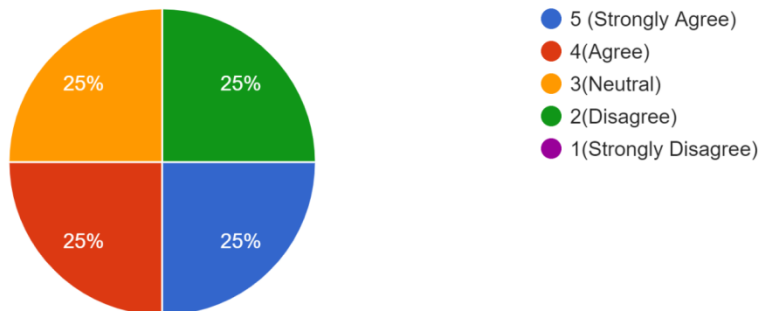
The course enabled you to understand the complex political, cultural and social world constructed under the Mughal regime. Mughal imperial ideology... various historiographical debates on Aurangzeb.

4 responses



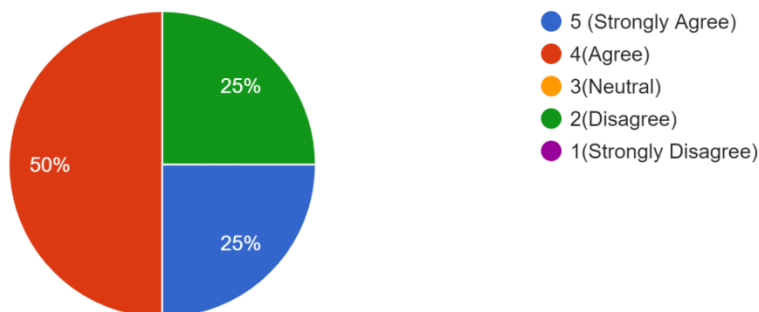
The course elucidated the emerging political formations in the Deccan and the Punjab plains. The competition for resources in these seventeenth century... of a new body of elites with political aspirations.

4 responses



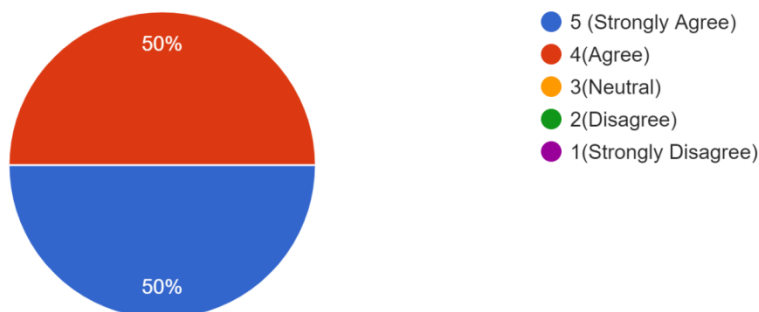
The course enabled you to understand architectural and painting traditions in the medieval period, the political and artistic contributions of patrons,...ur Sikri and Hampi) and Mughal miniature paintings.

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:

- 7. 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.**
- 8. 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.**
- 9. 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.**
- 10. 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.**
- 11. 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.**
- 12. 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: 2021-2022
DEPARTMENT OF HISTORY

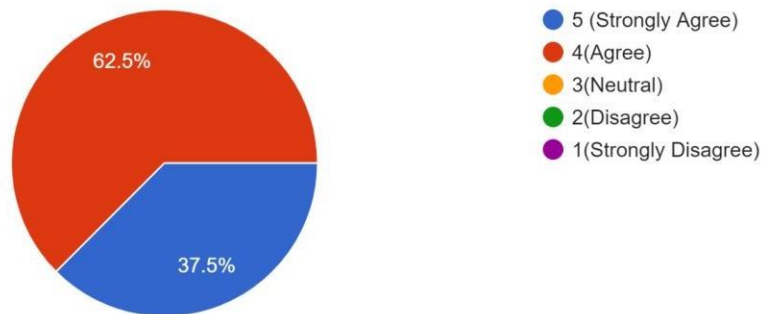
Program: B.A. (P) History

Semester: 3

Course Name: Heritage and Tourism

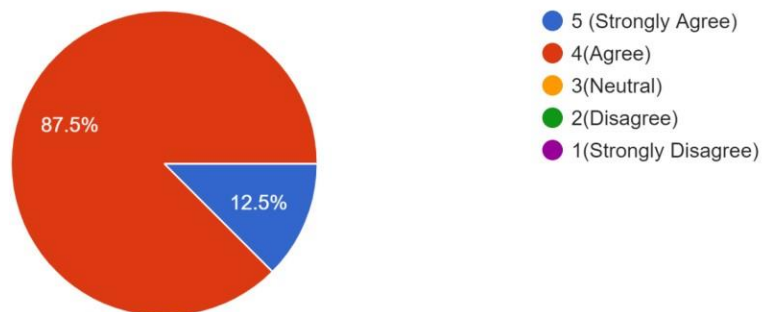
The course enhanced your ability to discern the nature of the cultural heritage of the nation.

8 responses



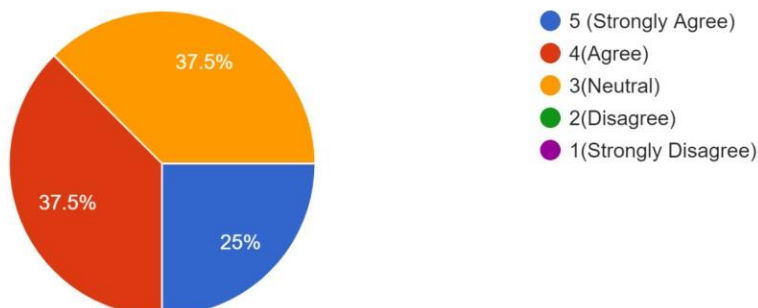
The course allowed you to contextualise your country's history of heritage representation, to effectively comprehend the present.

8 responses



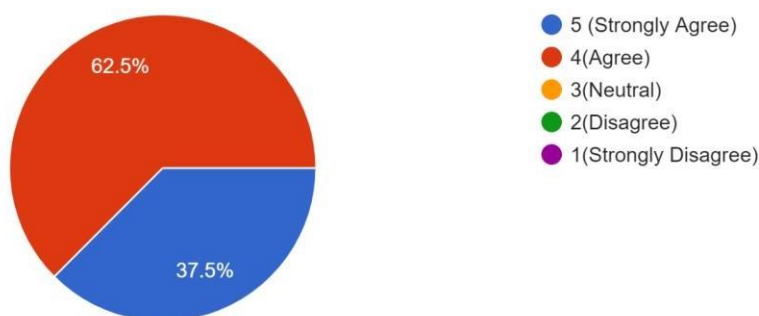
The course enabled you to draw inference from different aspects of tourism, its varieties and be sensitive to the impact of overkill tourism in different...ities, thus making a case for sustainable tourism.

8 responses



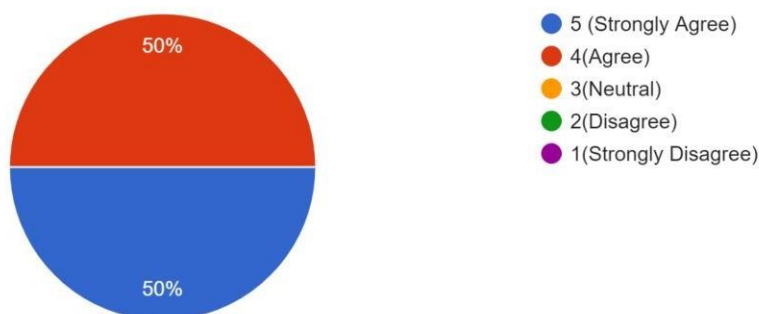
The course equipped you with theoretical knowledge of heritage and tourism.

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: 2021-2022
DEPARTMENT OF HISTORY

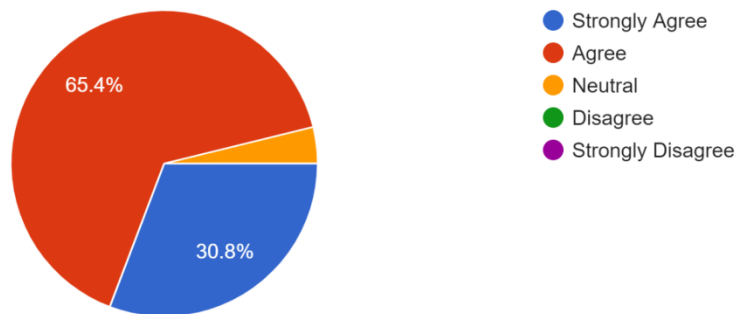
Program: B.A. (H)
4

Semester:

Course Name: Rise of Modern West-II

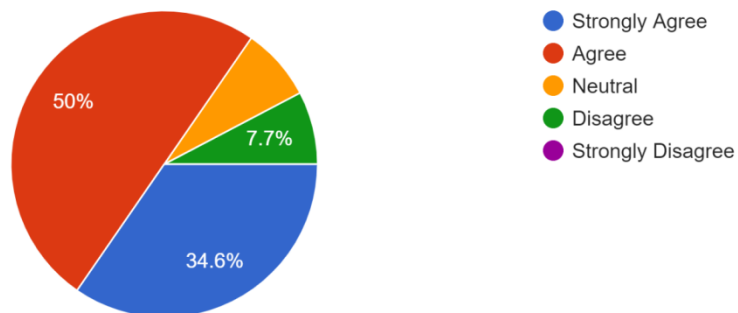
The course allowed you to understand the major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.

26 responses



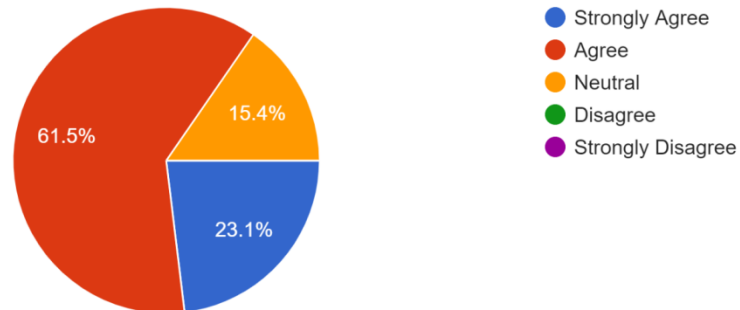
The course enabled you to understand the 17th century crisis and economic recovery in different parts of Europe.

26 responses



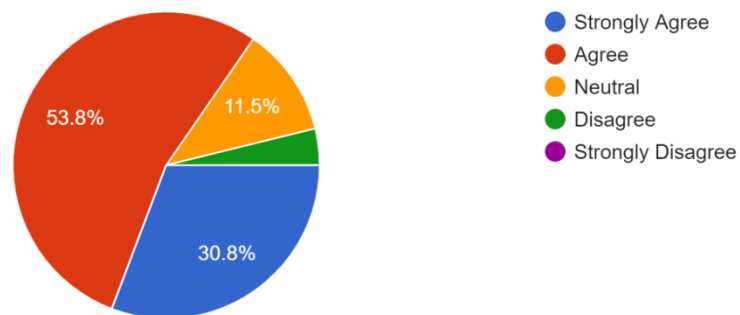
The course elucidated the origins of the English Revolution and the important strands within the Revolution and their outcomes.

26 responses



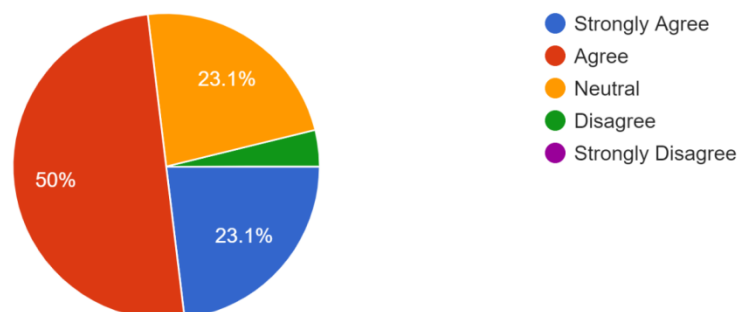
The course enabled you to understand the origins of modern science will be explained with its linkages to society, economy, and Enlightenment.

26 responses



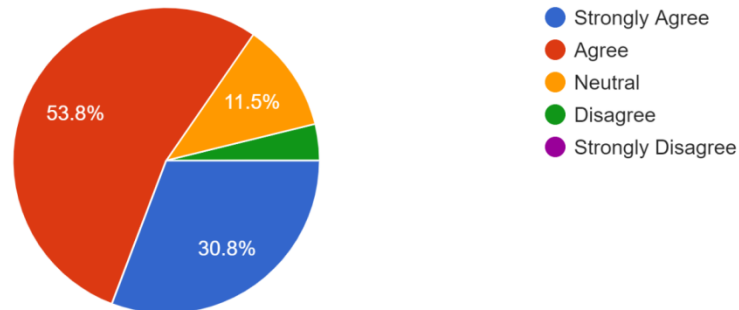
The course enabled you to understand the concept and features of Mercantilism and their impact on Europe and the periphery

26 responses



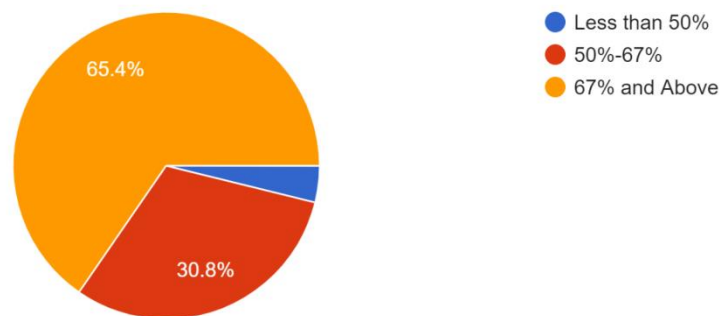
The course enabled you to understand the features of Europe's economy and origins of the Industrial Revolution.

26 responses



How much was your attendance in this course?

26 responses



COURSE EXIT SURVEY: Analysis Report

13. 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.
14. 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.
15. 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.
16. 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.
17. 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.

- 18. 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.**
- 19. 67 % was attendance in this course.**

Academic Session: 2021-2022
DEPARTMENT OF HISTORY

Program: B.A. (H)

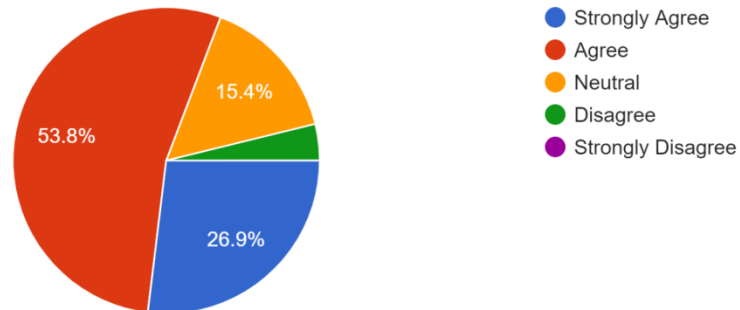
4

Course Name: History of India-V

Semester:

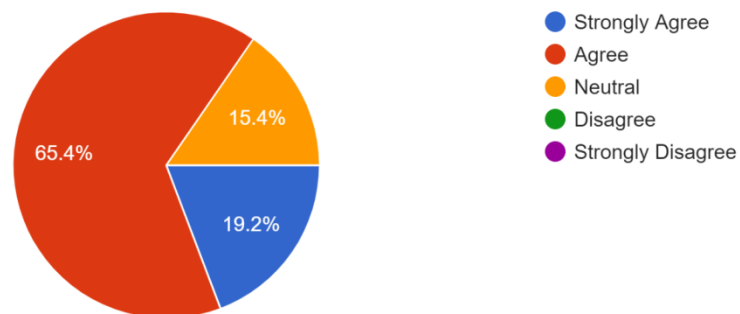
The course enabled you to understand the changes and continuities in agrarian relations and revenue regimes .

26 responses



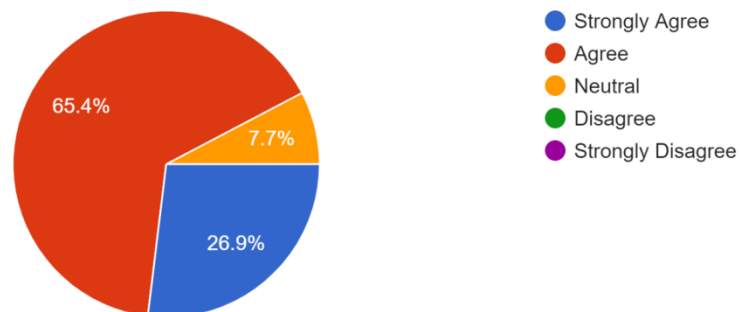
The course elucidated how different means such as visual culture(particularly architecture) was used to articulate authority by the rulers.

26 responses



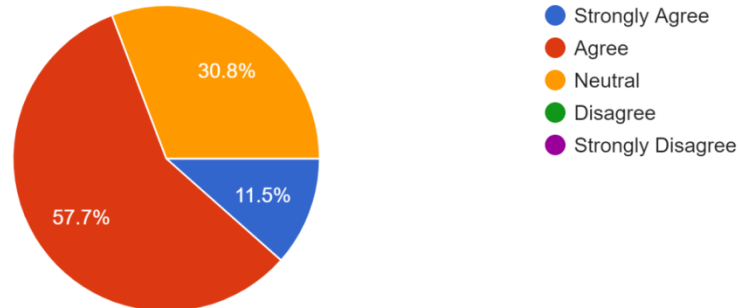
The course enabled you to understand political and religious ideologies of the times focusing not just on the Mughal rulers but more generally on the cross-cutting ideas in circulation.

26 responses



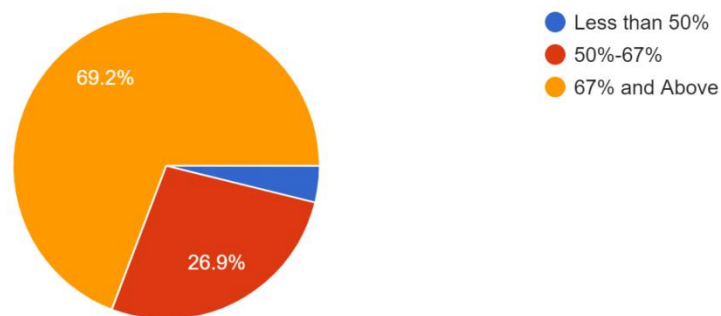
The course enabled you to understand the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

26 responses



How much was your attendance in this course?

26 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.**

Academic Session: 2020-2021
DEPARTMENT OF HISTORY

Program: B.A. (H)

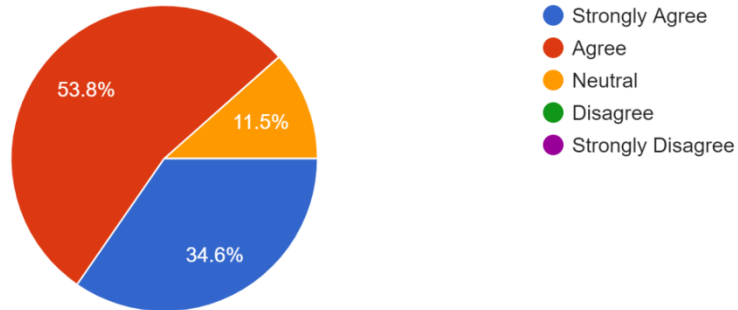
4

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

Semester:

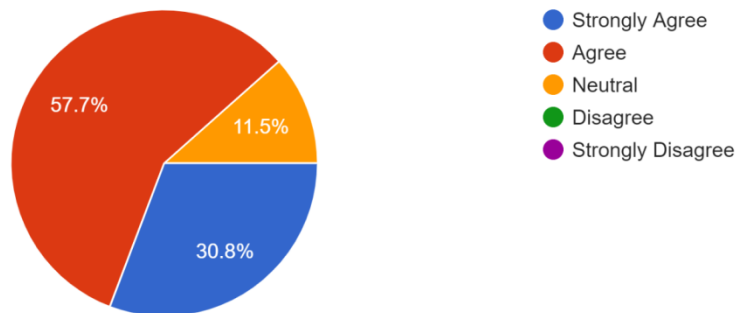
The course allowed you to understand key developments of the 18th century in the Indian subcontinent.

26 responses



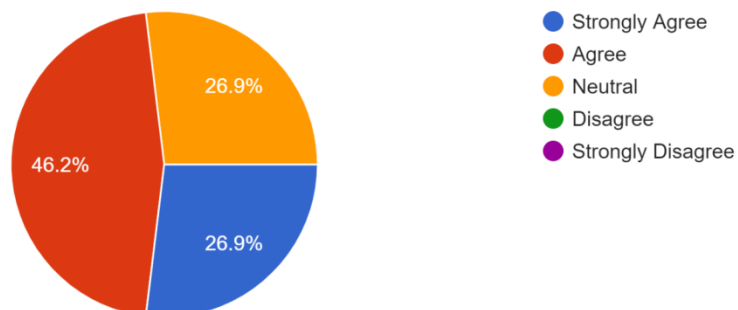
The course provided you the ability to understand the establishment of Company rule and important features of the early colonial regime in the Indian subcontinent.

26 responses



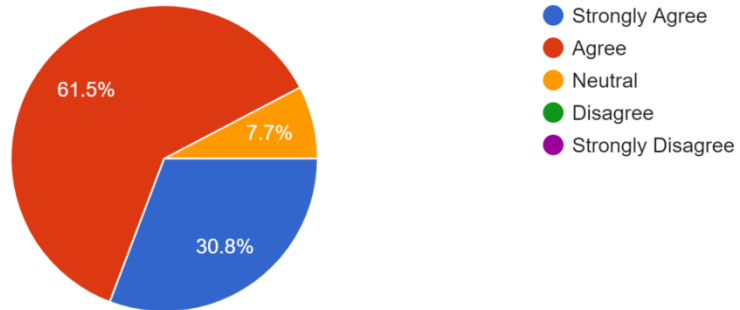
The course enabled you to understand the peculiarities of evolving colonial institutions (education and legal) and their impact.

26 responses



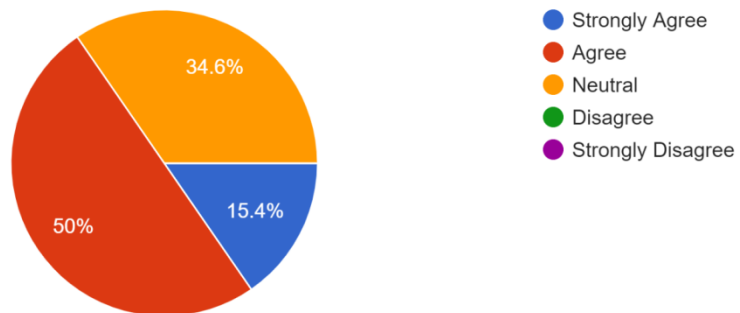
The course elucidated the impact of colonial rule (land revenue systems, drain of wealth, de-industrialization, etc.) on the economy of Indian subcontinent.

26 responses

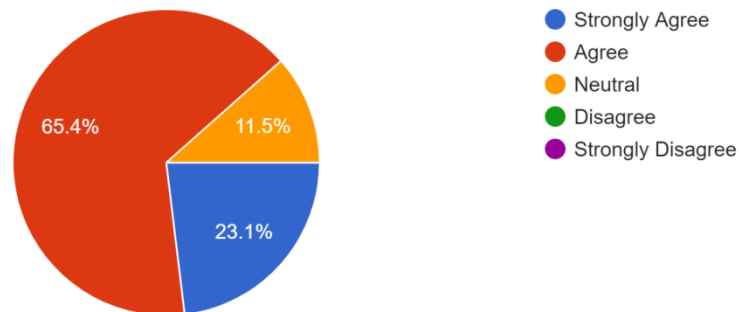


The course enabled you to understand the social churning on questions of tradition, reform, etc. during first century of British colonial rule

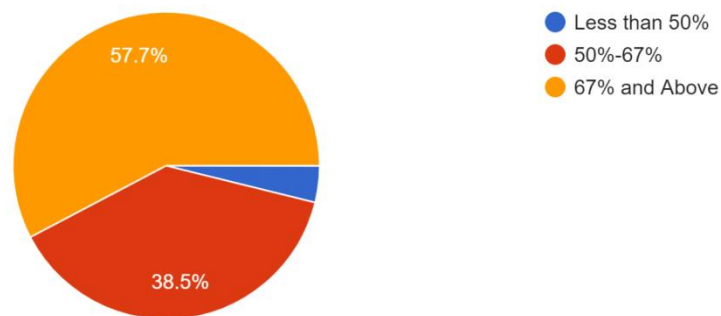
26 responses



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.
26 responses



How much was your attendance in this course?
26 responses



Observation

While maximum number of students have expressed satisfaction with course outcome, some students have chosen neutral as option in understanding the course outcome. None of the students have chosen disagree or dissatisfied as an option while answering to the question suggesting that the course was able to achieve its outcome.

Action Taken Report

In order to enhance the understanding of students, some actions have been taken by the department. For instance, using ICT tools to introduce new learning teaching methods that may allow students to construe the topics more effectively. Besides, students will be further encouraged to communicate their doubts and queries in the classroom.

Program: B.A. (H)

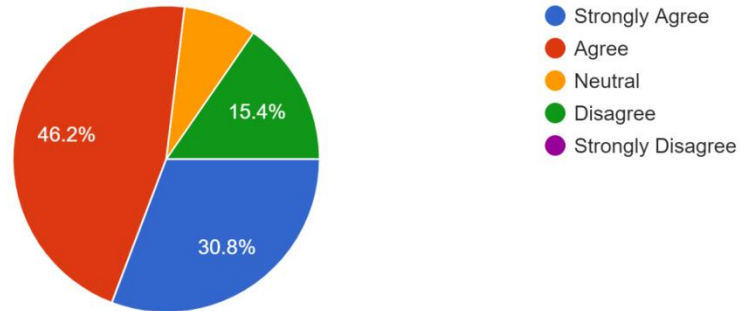
4

Course Name: Indian Art and Architecture

Semester:

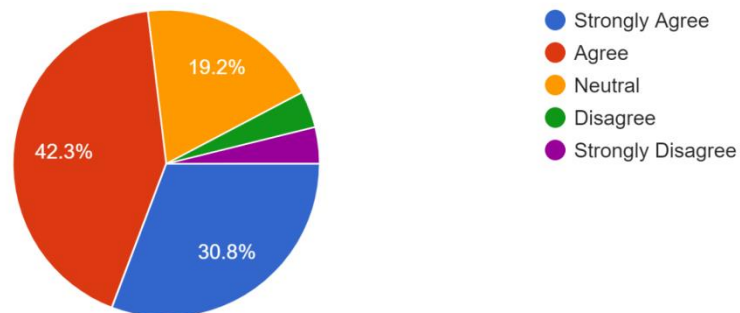
The course allowed you to understand how Indian art was perceived in the west under colonial rule.

26 responses



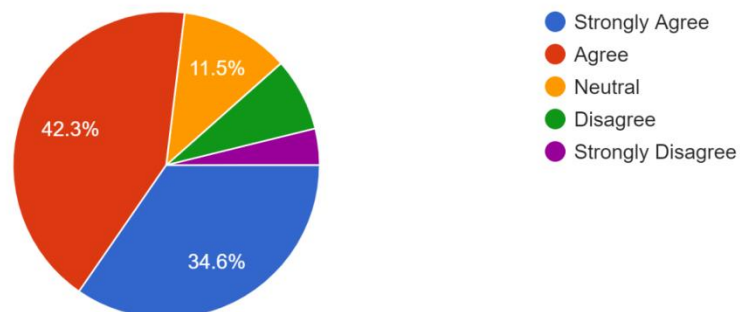
The course provided you the ability to understand changing perspectives on Indian art.

26 responses



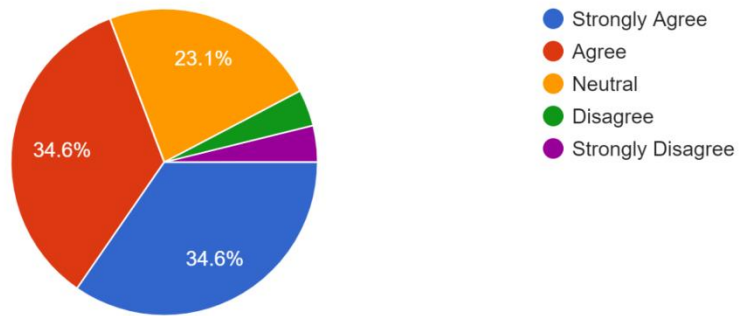
The course enabled you to understand stylistic features of different genres of art.

26 responses



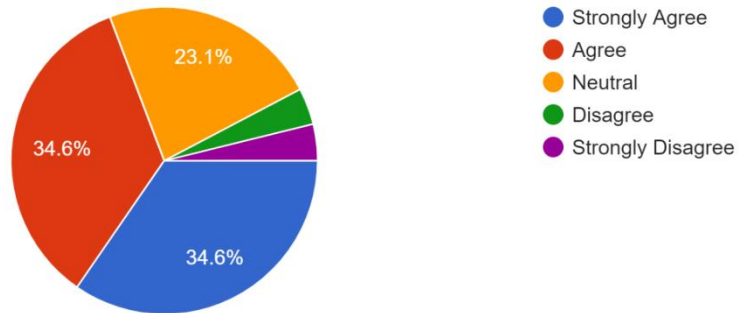
The course elucidated the patronage patterns and artist-patron relations.

26 responses



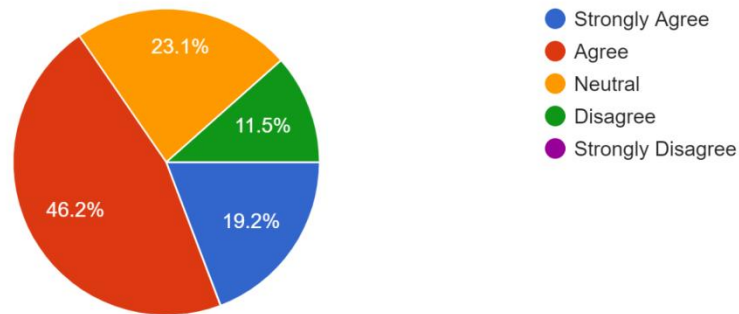
The course elucidated the patronage patterns and artist-patron relations.

26 responses



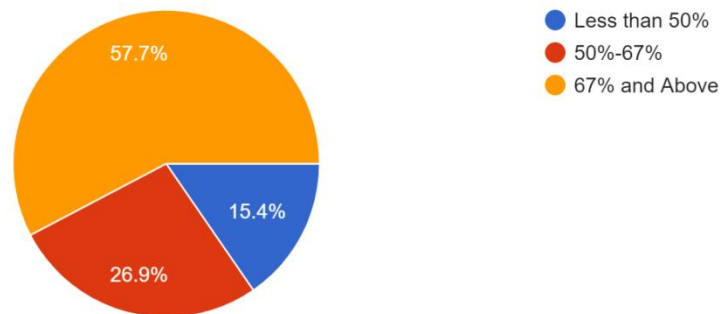
The course enabled you to understand the representation of gender in art.

26 responses



How much was your attendance in this course?

26 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 not good with not a very big majority having above 67% attendance. This is despite the fact that 2020-21 were Covid years. _

ACTION TAKEN REPORT: The paper is a SEC paper where filed work is an important component. 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)

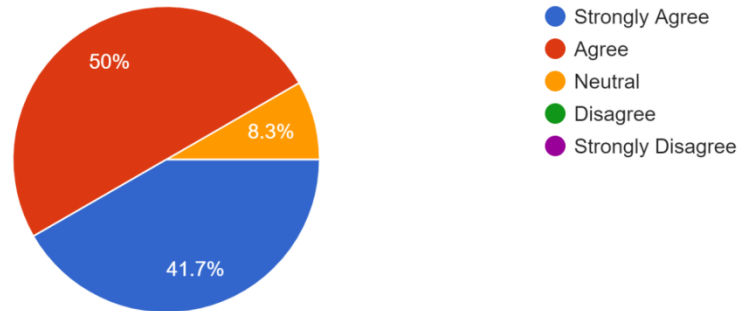
4

Course Name: Religion and Religiosity

Semester:

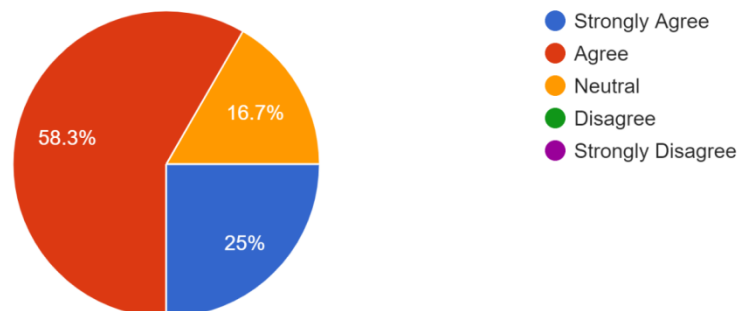
The course allowed you to understand the actual meaning of Religion and Religiosity in the Past and Present time.

12 responses



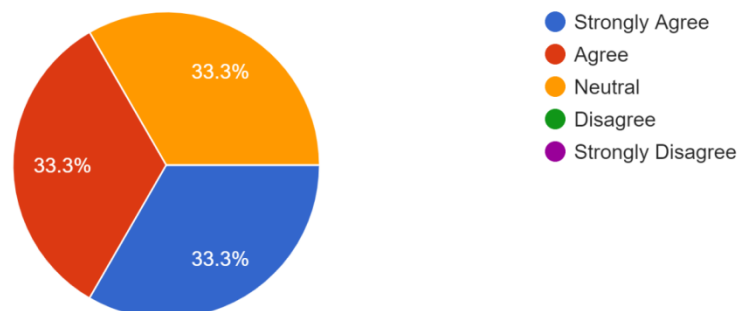
The course provided you the ability to understanding multiple religious traditions that flourished through the ages in the Indian subcontinent.

12 responses



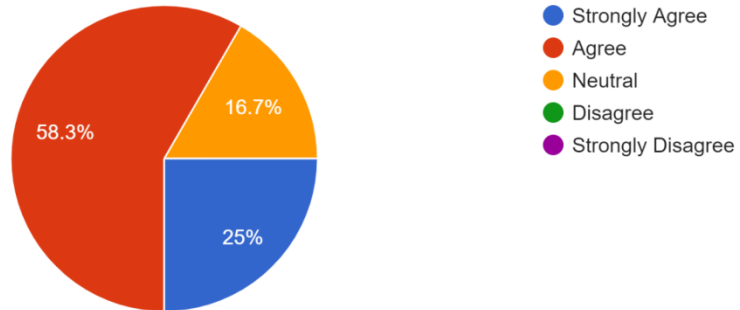
The course enabled you to understand the basic chronological, spatial and substantive contours of each of the religious traditions as well as certain intellectual currents that questioned them.

12 responses



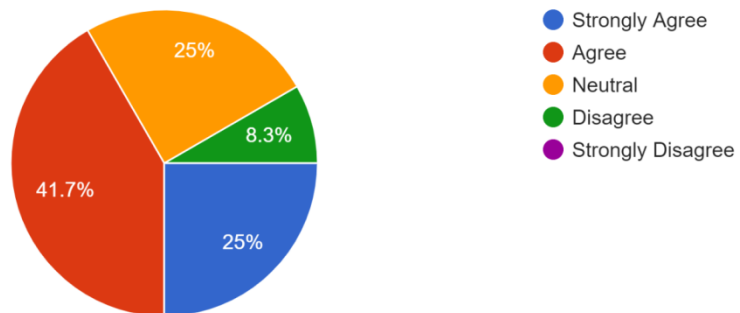
The course elucidated the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs; and religion.

12 responses



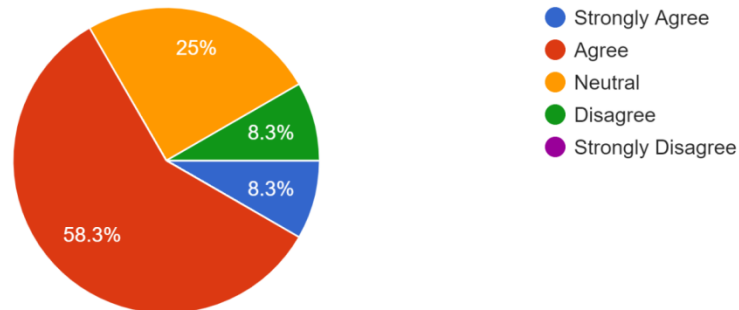
The course enabled you to understand that how each religious tradition is dynamic and changing in relation to each other and in relation to its own past.

12 responses



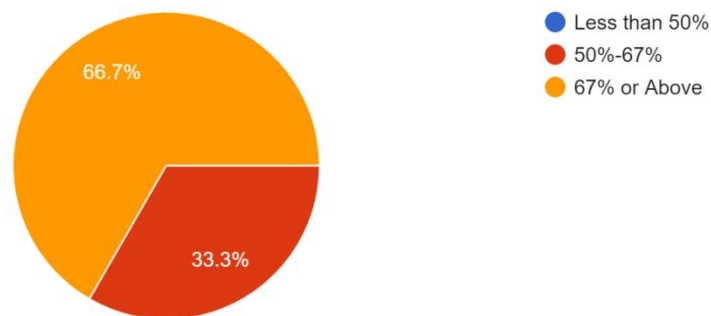
The course enabled you to understand the varied scholarly approaches to each of the issues outlined above.

12 responses



How much was your attendance in this course?

12 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 2020-22 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

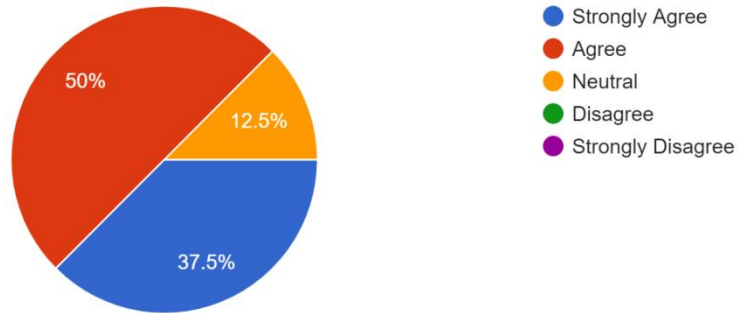
Program: B.A. (P) History

Semester: 4

Course Name: HISTORY OF INDIA, 1700 TO 1950

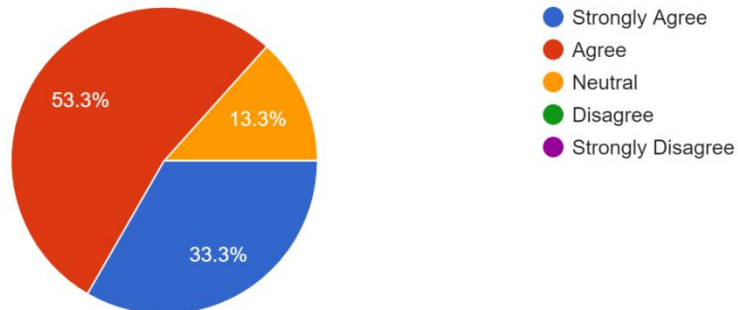
Why did Mahatma Gandhi launch the Non Cooperation Movement and why was it withdrawn.

16 responses



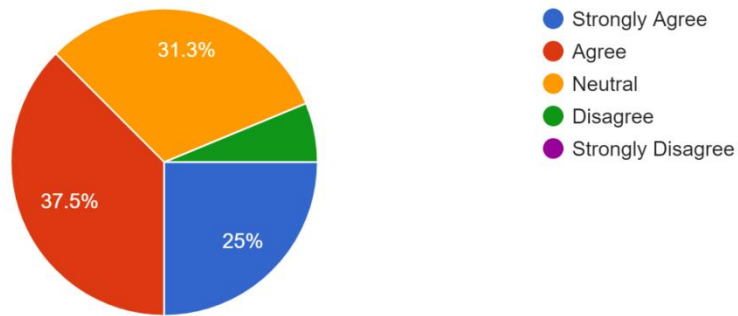
What were the factors which led to rise of communalism in India.

15 responses



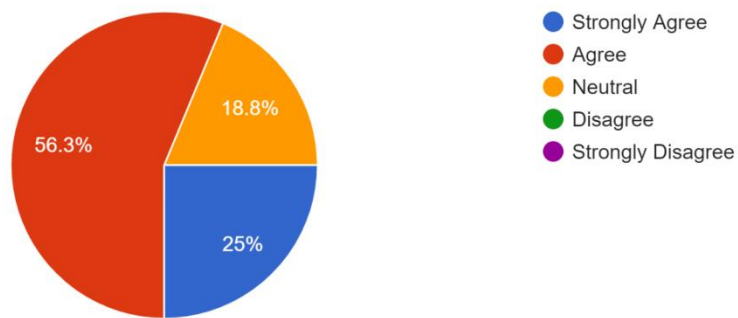
What were the methods and ideology of the Extremist Movement in India.

16 responses



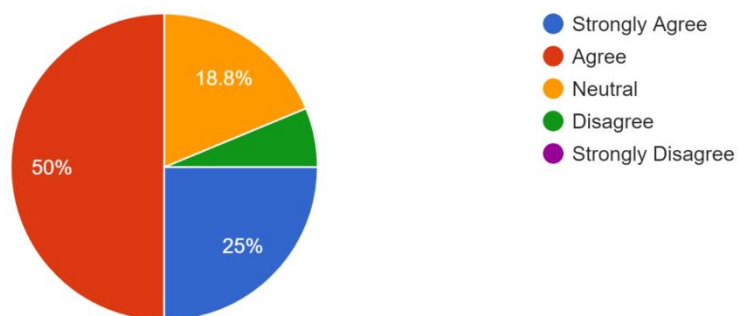
Discuss the factors that led to the rise of National Movement in late 19th century India

16 responses



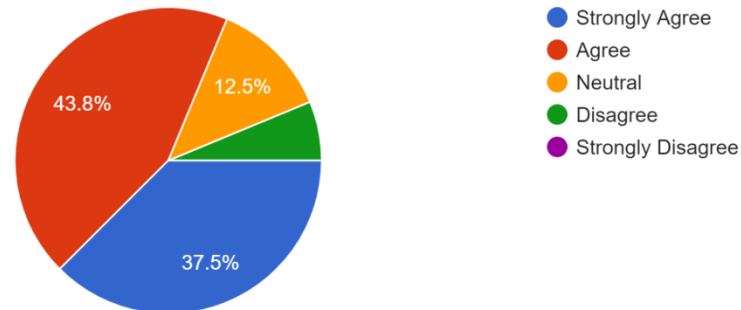
Describe the major influences and issues involved in the formation of the Indian constitution.

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

20. 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.
21. 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.
22. 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.
23. 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.
24. 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.
25. 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.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022
DEPARTMENT OF HISTORY

Program: B.A. (H)

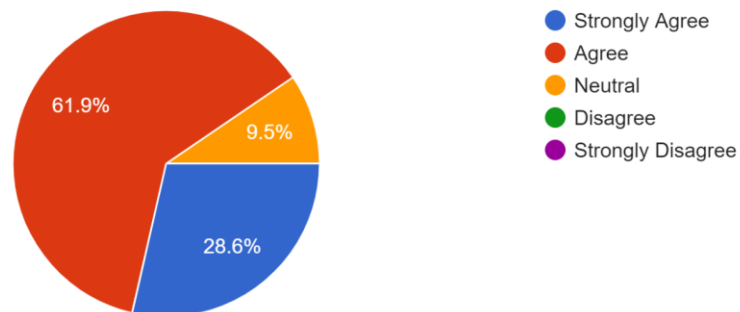
Semester:

5

Course Name: History of Modern Europe-I (c. 1780-1939)

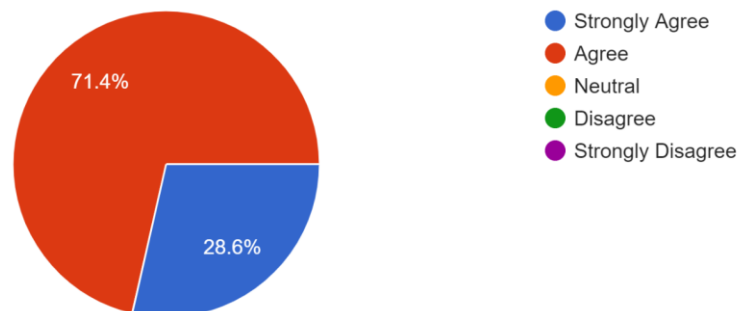
This course enhanced your understanding of the causes and nature of the French revolution of 1789?

21 responses



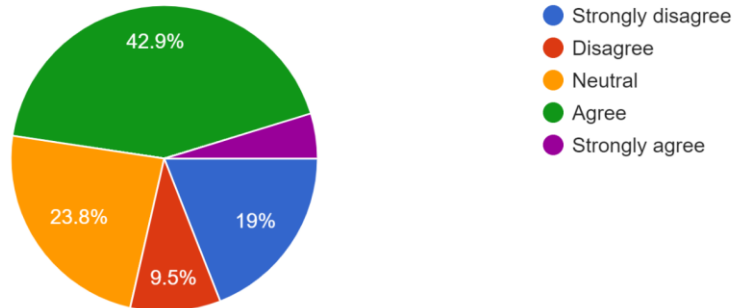
The course allowed you to gain a deeper understanding about the impact of Napoleonic reforms in the making of Modern Europe?

21 responses



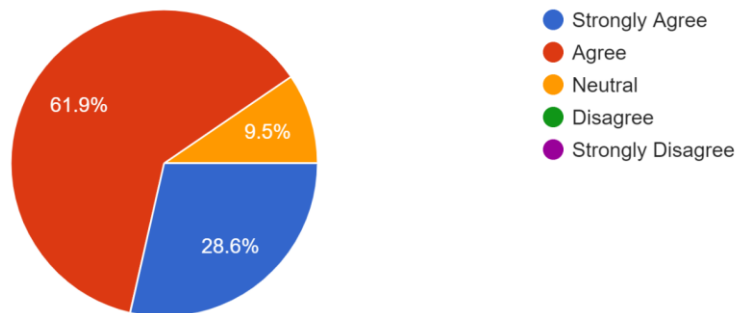
The course helped you in developing an informed understanding of the processes of capitalist development in industry and agriculture in 19th century Europe?

21 responses



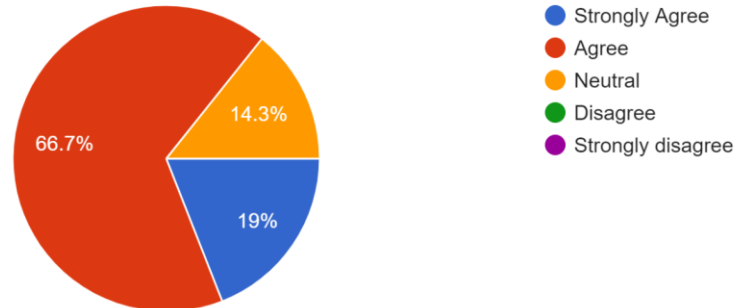
The course allowed you to understand the nature and impact of industrial revolution on economy and society of Europe in the 18th and 19th centuries.

21 responses



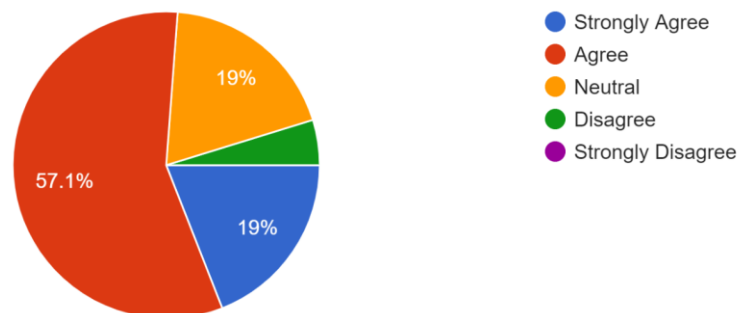
The course allowed you to gain a processed understanding of the evolution and the working of liberal democracy in Europe in between 1750 to 1850?

21 responses



The course enabled you to understand the transformation of the political systems of the 19th Century Europe?

21 responses



OBSERVATION:

Students need to be more 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 use so that students participate in a great number and 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: 2021-2022

DEPARTMENT OF HISTORY

Program: B.A. (H)

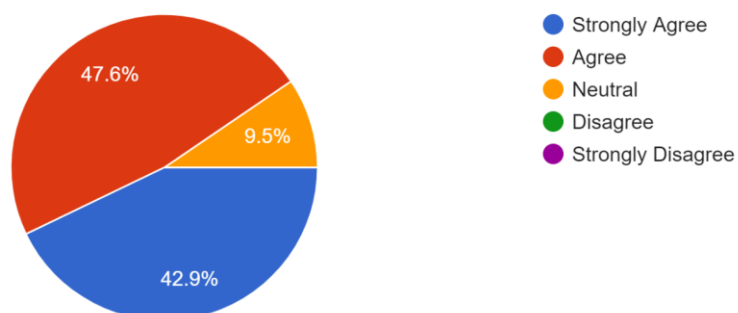
Semester:

5

Course Name: History of India-VII (c. 1600-1750)

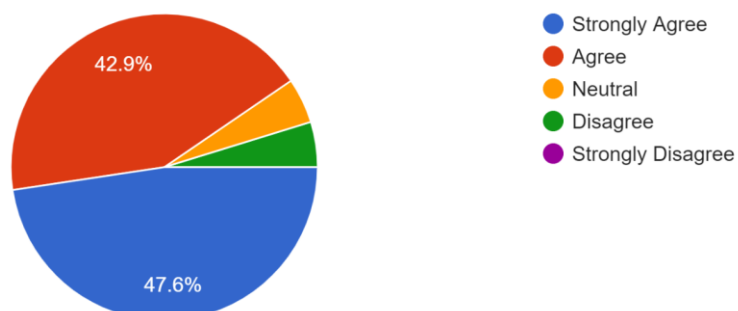
This course has allowed you to understand the gamut of contemporaneous literature available in Persian and non-Persian languages for the period under study

21 responses



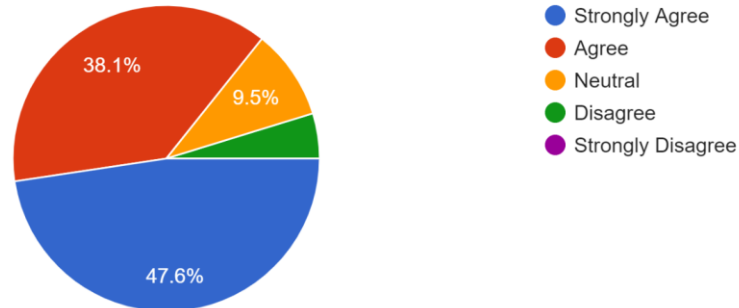
The course provided you with understanding of the the major social, economic, political and cultural developments of the time.

21 responses



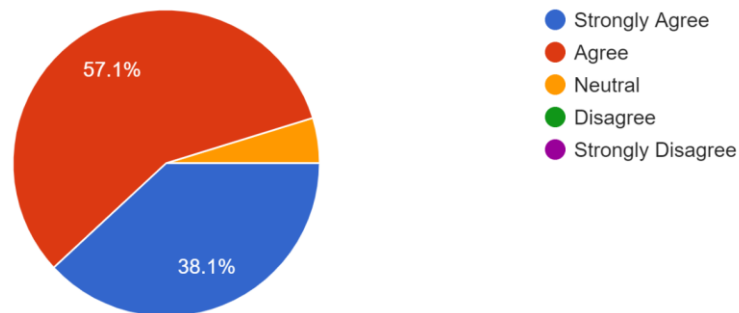
The course enabled you to understand the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies.

21 responses



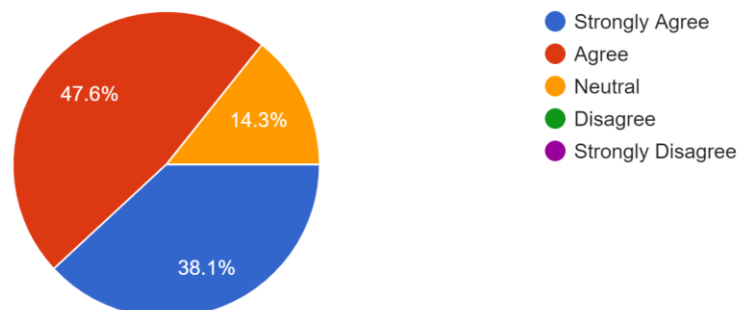
The course allowed you to understand the larger motives behind the Imperial patronage of art and architecture.

21 responses



The course enhanced your understanding of the continued expansion and dynamism of agriculture, crafts and maritime trade in India.

21 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: 2021-2022
DEPARTMENT OF HISTORY

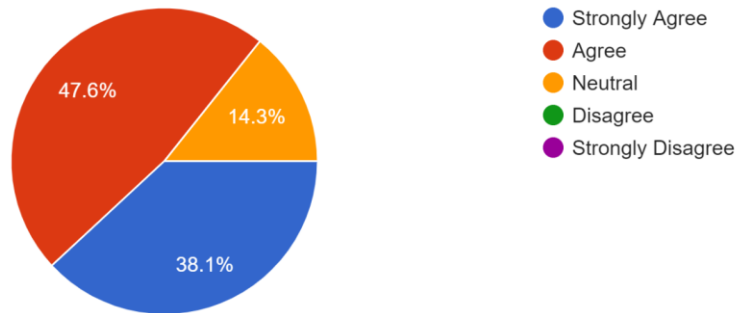
Program: B.A. (H)
5

Semester:

Course Name: History of the USA: Independence to Civil War

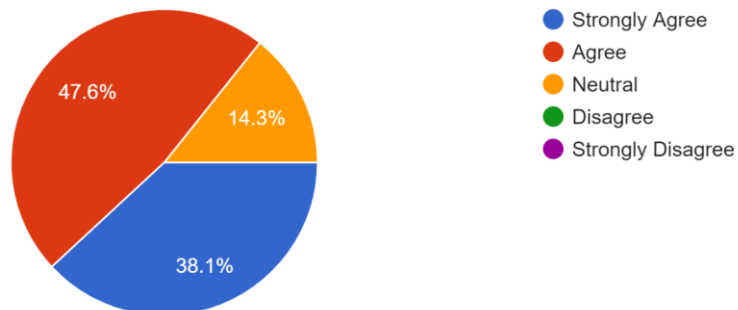
The course allowed you to understand the growth of colonies in America, its diverse demography, forms of labour and indigenous tribes and learn about American Revolution.

21 responses

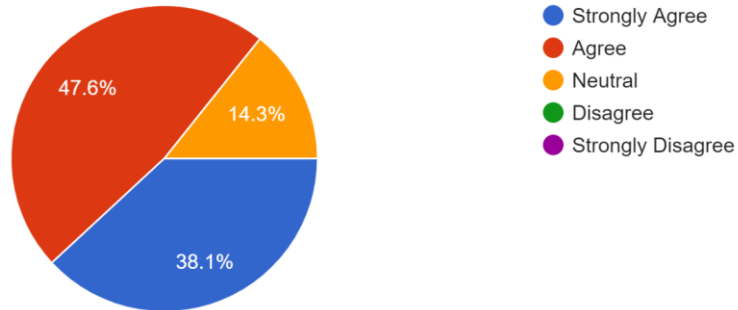


The course provided you the ability to understand the limits of American Democracy in its initial phase, the westward expansion and its' implication...zation and displacement of the indigenous tribes.

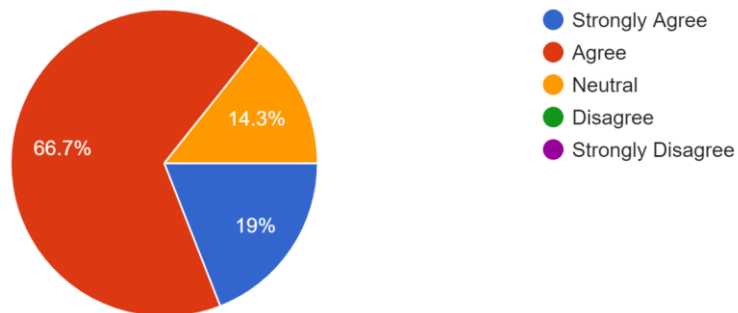
21 responses



The course enabled you to understand the growth of early Capitalism through study of growth of market society, industrial labour. It helps you to ex...unities most visible in terms of race, migrant labour.
21 responses

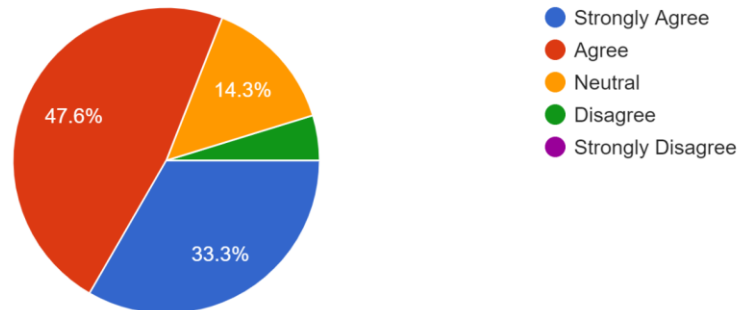


The course elucidated the U.S. quest for dominance. US Imperialism and Changing Diplomacy which was manifested in Manifest Destiny and Wa...2 and subsequent enactment of Monroe Doctrine.
21 responses



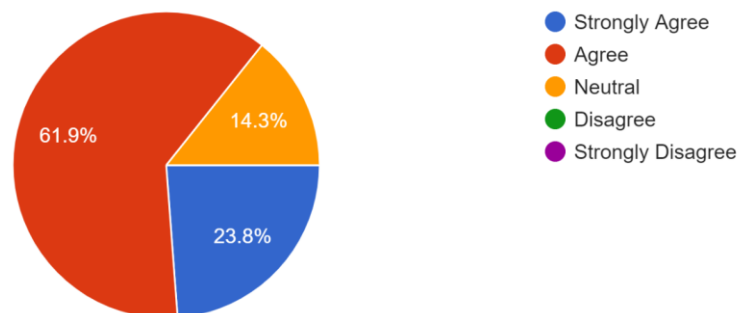
The course enabled you to understand the economics of slavery and its diverse often contradictory implications for South and North, slave life and cu...lave resistance including female slave resistance.

21 responses



The course enabled you to understand the history of Civil War in the United States. Various interpretations to explain the issues involved causes and impact of the civil war.

21 responses



Students needs 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 use so that students participate in a great number and 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: 2021-2022
DEPARTMENT OF HISTORY

Program: B.A. (H)

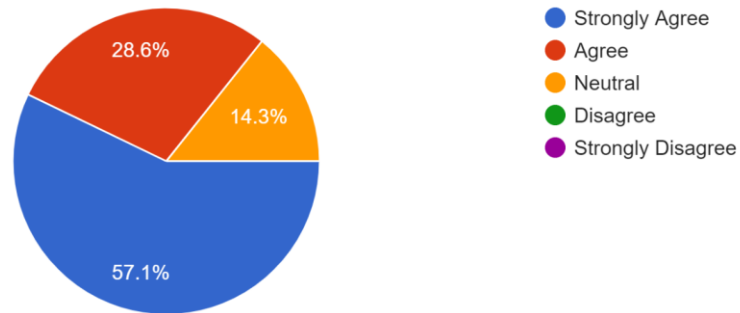
Semester:

6

Course Name: History of Modern China (c. 1840-1950)

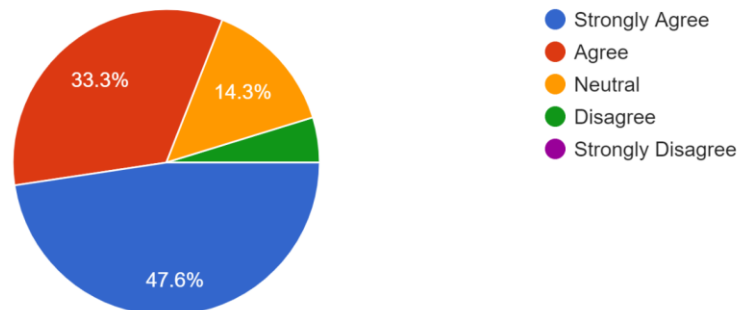
The course provided you with understanding of the processes of imperialism and colonialism in 19th and early 20th century China.

21 responses



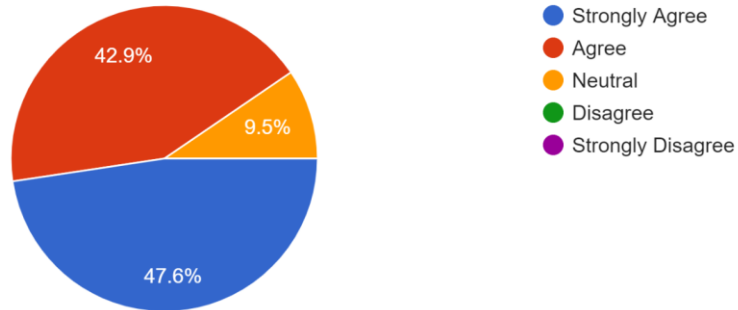
The course enabled you to understand the process of China's transformation into a modern nation and the responses to the tumultuous changes that were taking place.

21 responses



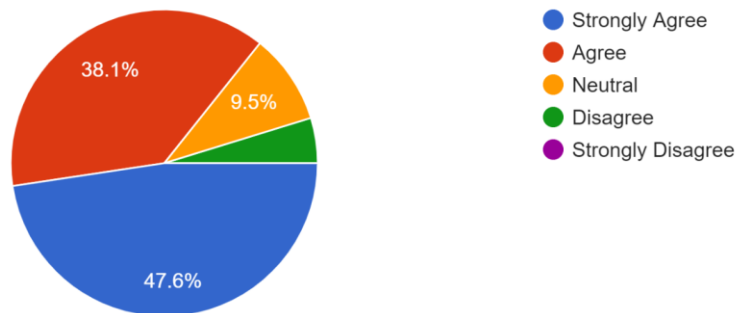
The course allowed you to develop a critical understanding of the the various reform efforts, popular movements and nationalist and revolutionary struggles in China.

21 responses



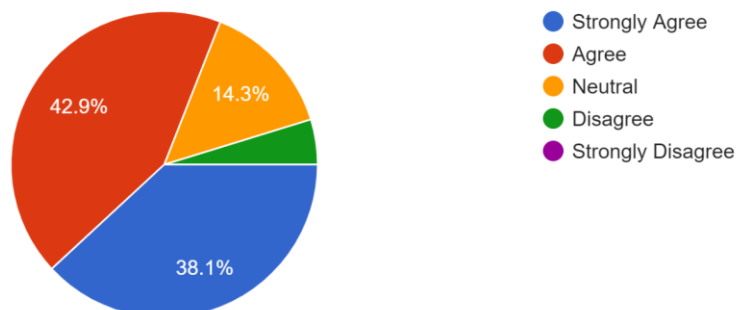
The course enabled you to understand the success of the Communist struggle in China and the transformation of China into a Communist country.

21 responses



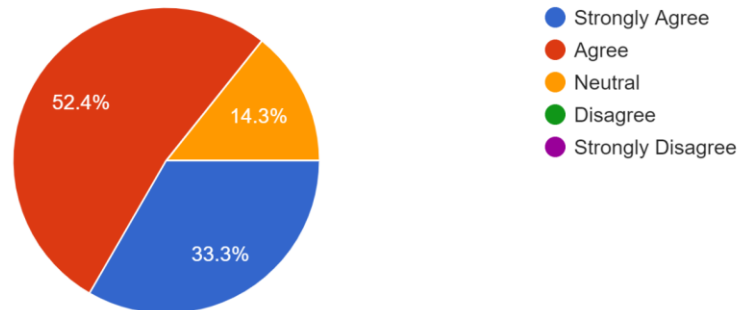
The course allowed you to understand China's development in the larger context of the divergence debate.

21 responses



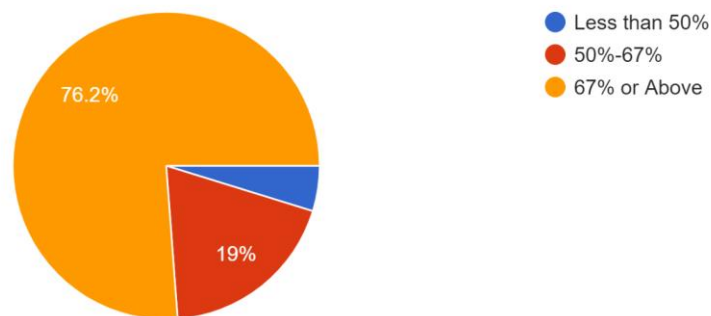
The course allowed you to understand the historiographical debates pertaining to the various themes in the course.

21 responses



How much was your attendance in this course?

21 responses



OBSERVATIONS

85% of the respondents agree and strongly agree that they understood the processes of imperialism and colonialism in 19th and 20th centuries China as demonstrated through this course. About 80% understood the process of China's transformation into a modern nation. About 90% respondents developed a critical understanding of the reform efforts, popular movements, nationalist and revolutionary movements in modern China. 85% students also gained an understanding of the success of the Communist movement in China. 81% respondents could view China's development in the larger context of the divergence debate and around 85% could grasp the historiographical debates arising in the various topics discussed. The classes were largely well attended with around 76% having an attendance of above 67%. A minor percentage of respondents roughly 14% were either neutral or did not agree with the larger understanding gained by the majority who attended classes regularly.

ACTION TAKEN REPORT

Attempts were made to address the problem areas or the lack of clarity among the minority who were neutral or disagreed with the survey questions through tutorials and extra classes. Additional emphasis on the re

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022
DEPARTMENT OF HISTORY

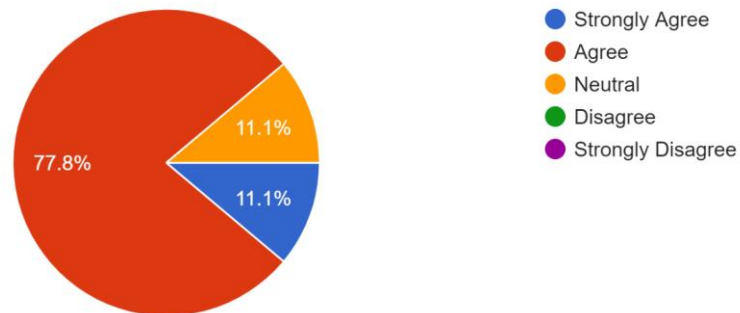
Program: B.A. (P) History

Semester: 5

Course Name: Issues in Twentieth Century World History-I

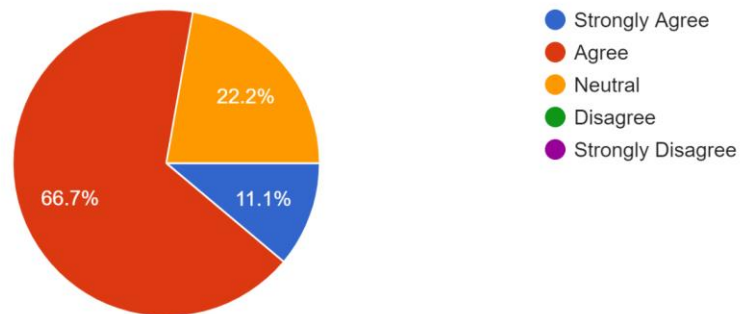
Defining world history and explain the evolving polities

9 responses



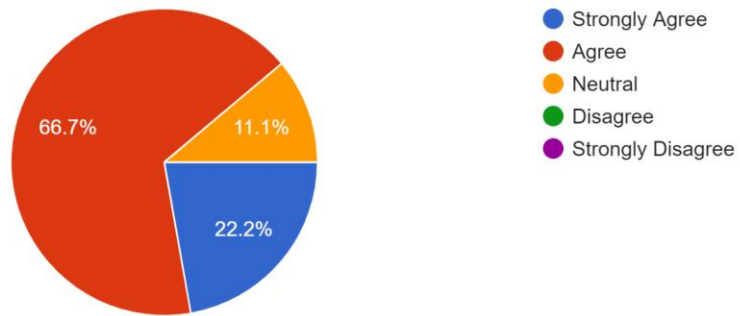
Categorising the economies and cultures of the twentieth century world.

9 responses



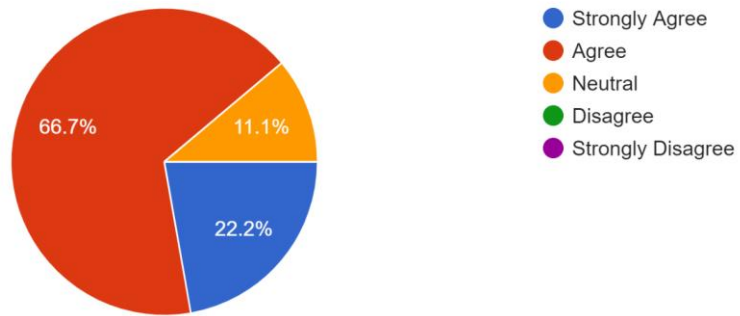
Defining the making of the geopolitical order and 'North-South' distinctions

9 responses



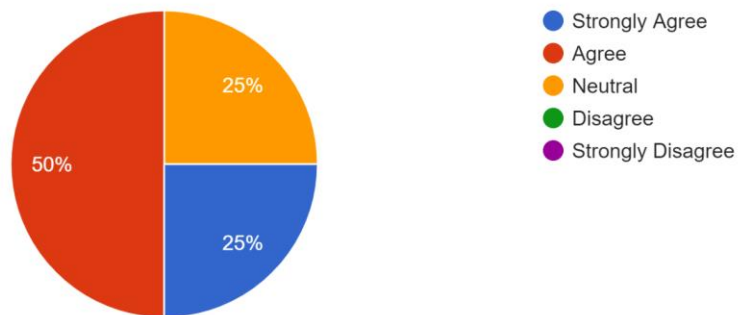
Delineating the complex character of modernity and its differences

9 responses



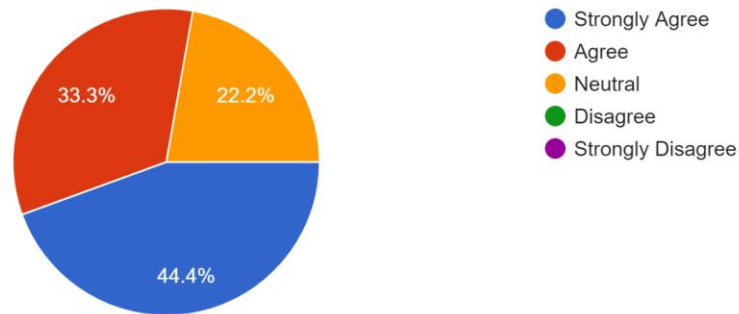
Demonstrating critical skills to discuss and analyze diverse social movements and cultural trends.

8 responses



Did the course help you in getting conceptual clarity

9 responses



Observations

The students were able to understand most of the conceptual framework of the course. Above 75 percent of the students have been able to understand the definition of world history and evolving politics. Economies and culture of the 20th century have been understood by 75 percent on the other hand 22 percent were able to completely grasp the concepts. However, only 50 percent of the students were able to understand social movements and cultural trends. Lastly, there is a mixed response on conceptual clarity regarding the course.

Action Taken Report

While teaching this course concepts of modernity, culture and overall framework of the course were taken extra care of. The overall conceptual clarity about the course was missing in the survey. Henceforth, the teaching emphasised on getting conceptual clarity across to the students by discussions and debates in class. Maps, visuals, videos and documentaries were shared with the students for making world history a more exciting experience.

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

DEPARTMENT OF HISTORY

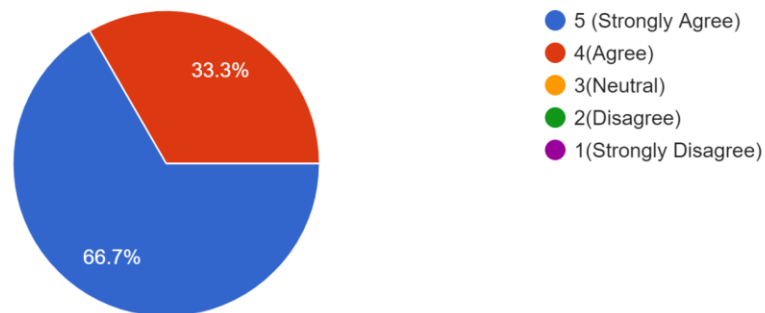
Program: B.A. (P) History

Semester: 5

Course Name: Women in Indian History (GE-I)

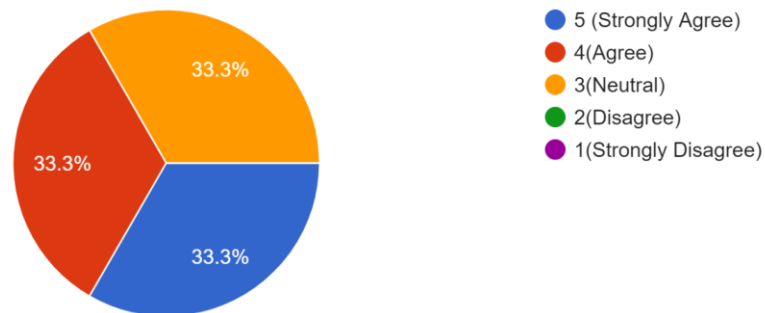
Discuss the concepts of gender and patriarchy with reference to social processes in early Indian history.

3 responses



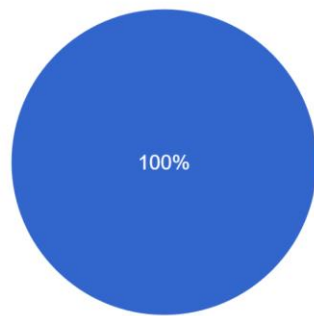
Assess the historiographical approaches to the study of gender and the change from the 'Altekarian paradigm' to the post-modern approaches.

3 responses



Elaborate upon the relationship of women to property and women as property.

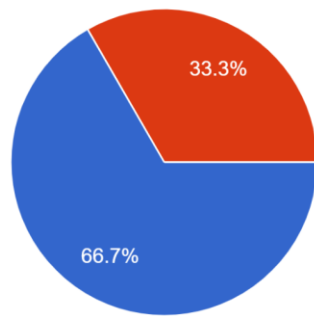
3 responses



- 5 (Strongly Agree)
- 4 (Agree)
- 3 (Neutral)
- 2 (Disagree)
- 1 (Strongly Disagree)

Understand the politics of the domestic and relationship of women with power and the public space.

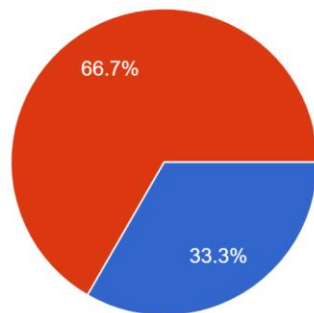
3 responses



- 5 (Strongly Agree)
- 4 (Agree)
- 3 (Neutral)
- 2 (Disagree)
- 1 (Strongly Disagree)

Examine the contribution of women to the Bhakti movement.

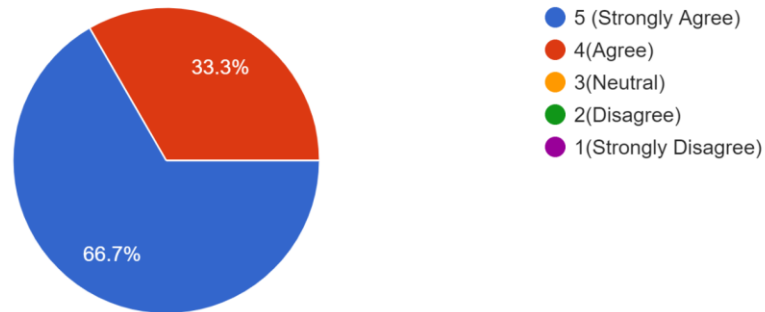
3 responses



- 5 (Strongly Agree)
- 4 (Agree)
- 3 (Neutral)
- 2 (Disagree)
- 1 (Strongly Disagree)

Discuss the gender debates in modern India with reference to the question of women's education and social reform.

3 responses



Observations

Responses of students suggest that the students were able to comprehend the issues discussed in the paper. In all questions except one, 100% students have responded to positively.

Action Taken Report

There is a need to discuss the post-modern idea of gender in greater detail to ensure enhanced understanding of the issue.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022
DEPARTMENT OF HISTORY

Program: B.A. (H)

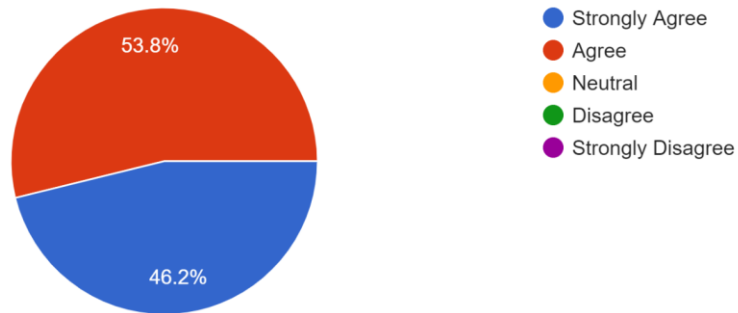
Semester:

6

Course Name: History of India-VIII (c. 1857-1950)

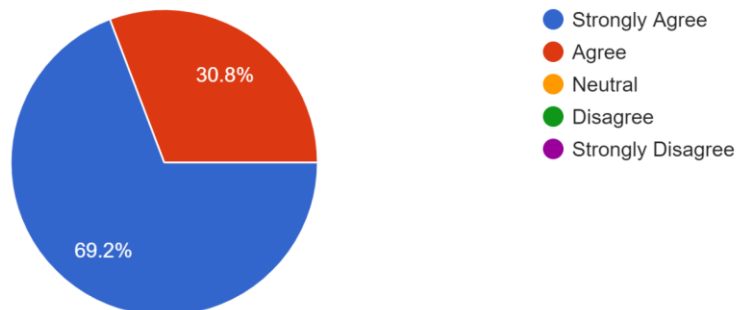
The course allowed you to understand how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.

13 responses



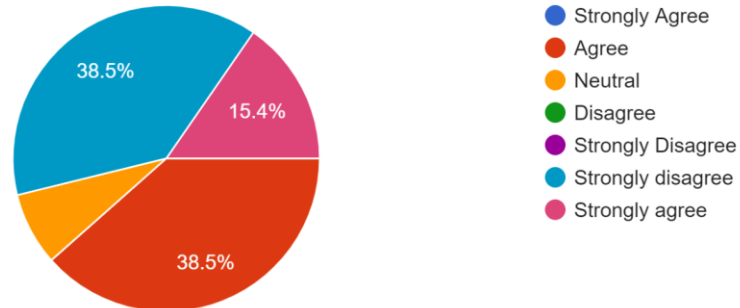
The course provided you the ability to understand the social and economic facets of colonial India and their influence on the national movement.

13 responses



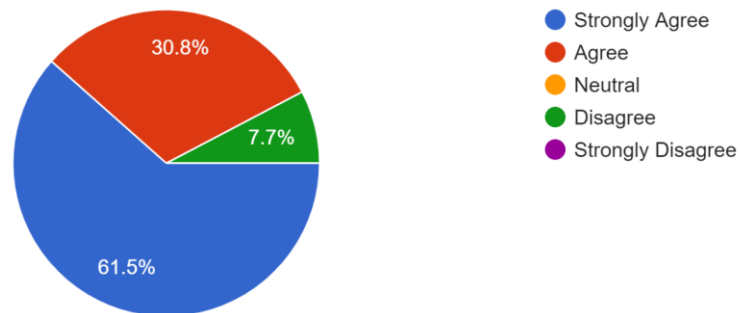
The course enabled you to understand the various trends of anti-colonial struggles in colonial India.

13 responses



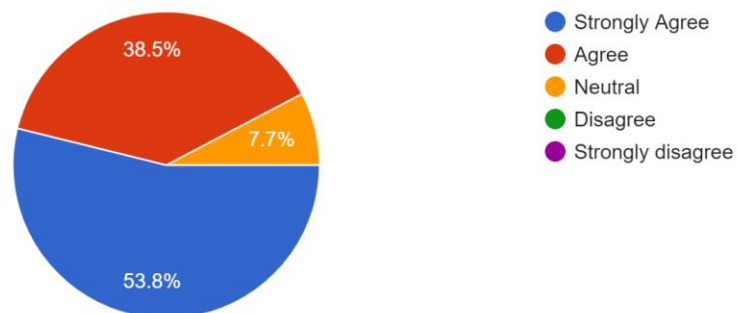
The course allowed you to understand the significant contribution of socio-political movements, tribal movements, and contribution of individuals ...agat Singh in expanding the scope of nationalism.

13 responses



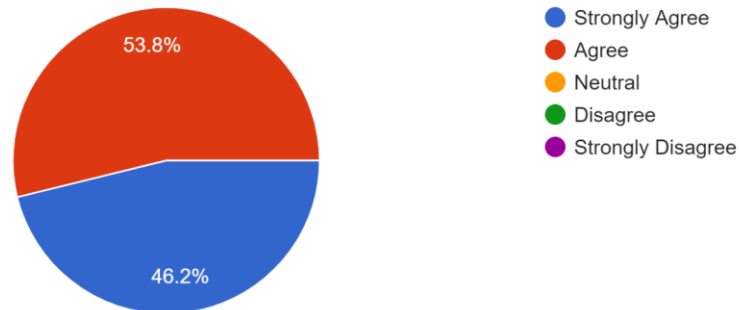
The course understand the complex developments leading to communal violence and Partition.

13 responses



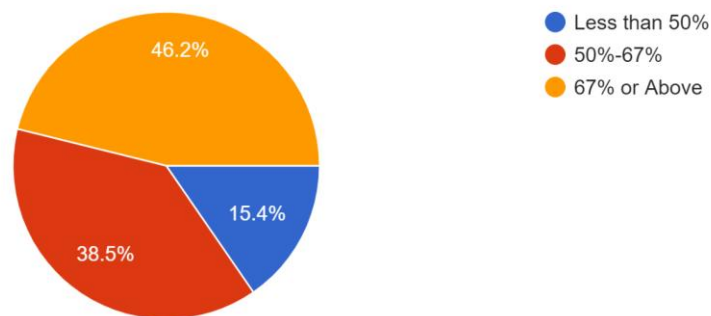
The course enabled you to understand the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence.

13 responses



How much was your attendance in this course?

13 responses



OBSERVATIONS

The responses of students suggest that the outcomes of the course are coherent to the students. In most of the questions, all students have either responded with 'strongly agree' or 'agree'. Though, in some questions students have also opted for 'neutral' option. The responses of students suggest that the paper was able to achieve its learning outcome for most of the topics and units. Students have not made any recommendations for any improvement for this paper. Therefore, it appears that students are satisfied with the paper. However, there is some scope of improvement.

ACTION TAKEN REPORT

Since the response of students for this paper appears to be satisfactory, it would be possible to gradually introduce some advanced methods of learning in this paper to enhance the impact of the paper. Students can be further offered research projects instead of assignments to gain some exposure to primary sources and research methodology.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022
DEPARTMENT OF HISTORY

Program: B.A. (H)

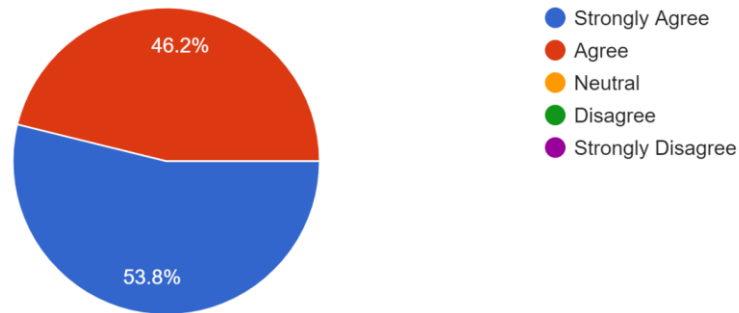
Semester:

6

Course Name: History of Modern Europe-II (c. 1780-1939)

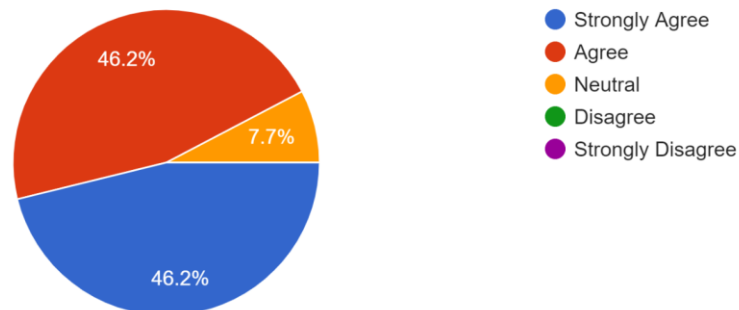
The course provided you with understanding of the origins, visions and movements leading up to the establishment of a socialist order and society in Russia.

13 responses



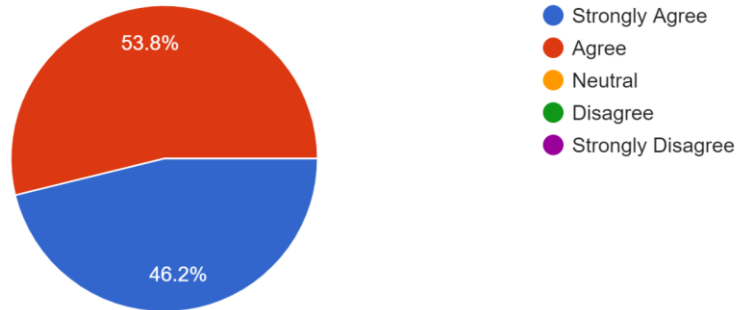
The course enabled you to understand intellectual currents, popular movements and the formation of national identities in Europe in the late 19th and early 20th centuries.

13 responses



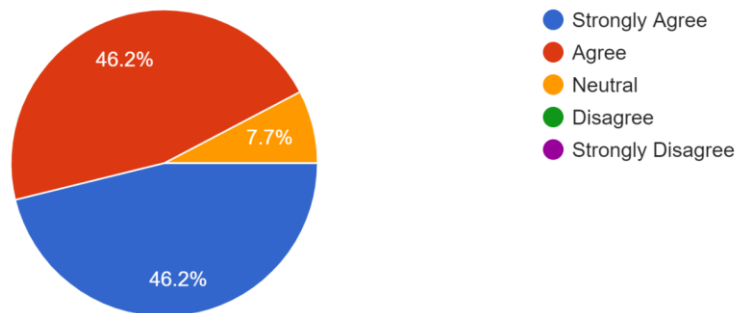
This course has allowed you to gained deeper insight into the nature of Tsarist Russia and the causes therein which went on to make Bolshevik revolution of 1917.

13 responses



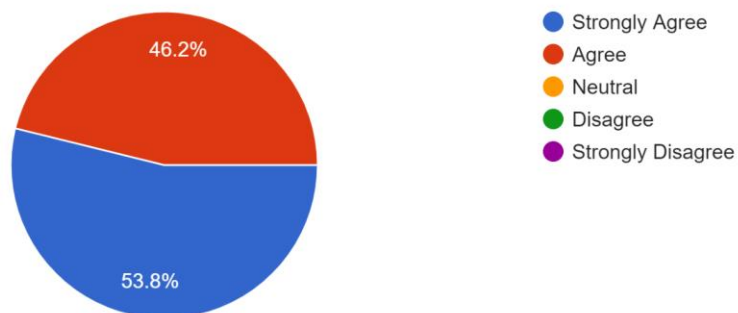
The course enabled you to understand intellectual currents, popular movements and the formation of national identities in Europe in the late 19th and early 20th centuries.

13 responses



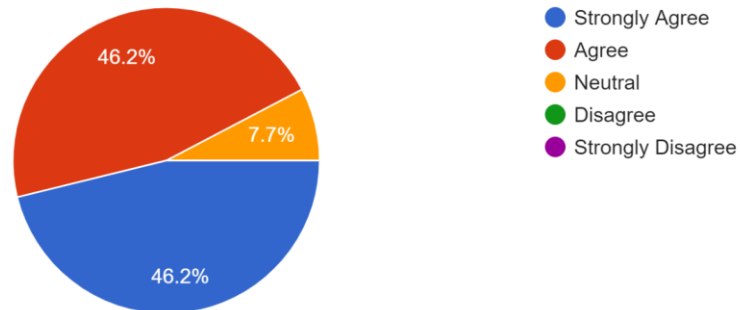
The course allowed you to understand Bonapartism in France and Bismarckism in Germany.

13 responses



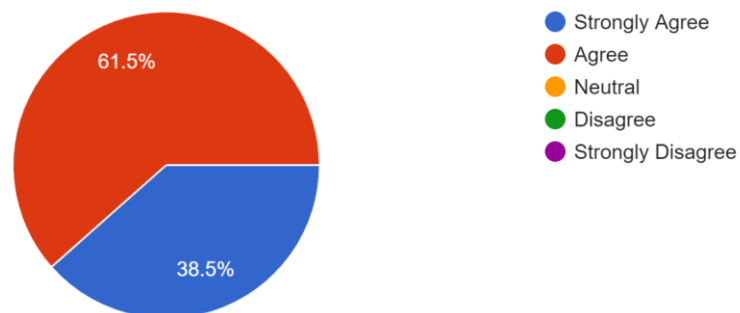
The course enhanced your understanding of the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.

13 responses



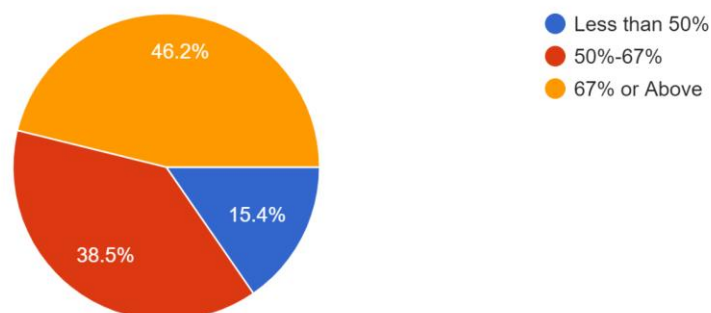
The course provided you an understanding of the processes and methods that led to the creation of mass society in Europe in the second half of the 19th century and first half of 20th century.

13 responses



How much was your attendance in this course?

13 responses



OBSERVATION:

Students needs 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 use so that students participate in a great number and 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: 2021-2022
DEPARTMENT OF HISTORY

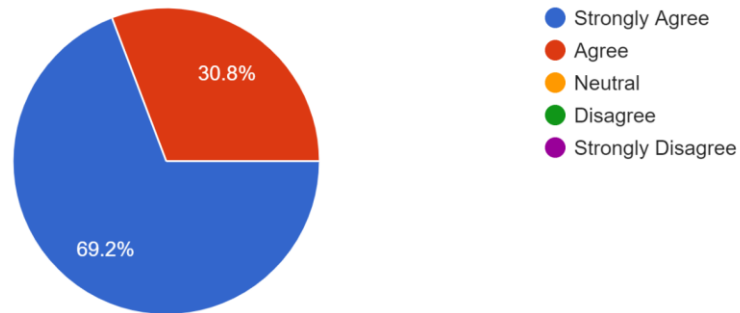
Program: B.A. (H)
6

Semester:

Course Name: History of the USA: Reconstruction to New Age Politics

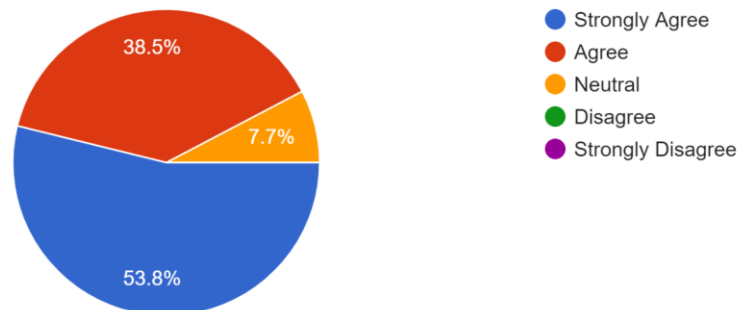
The course allowed you to understand the issues associated with Reconstruction in post civil war USA, what historians describe as 'redemption' and its failure.

13 responses



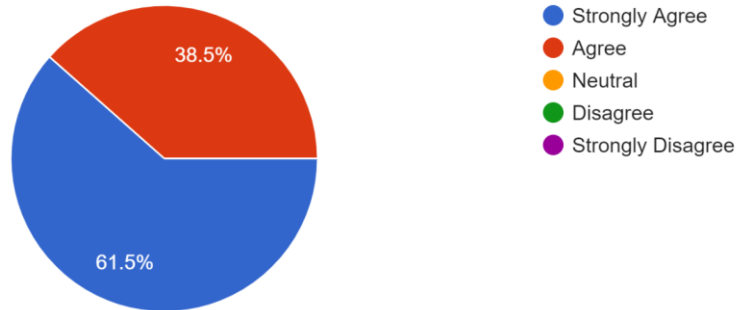
The course provided you the ability to understand the the growth of Capitalism in the USA which saw the emergence of Big Business.

13 responses



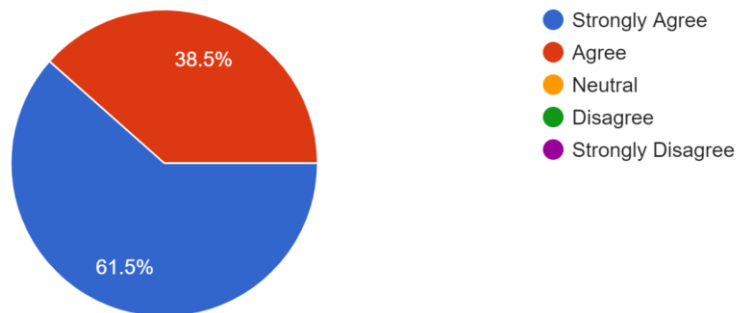
The course provided you the ability to understand Labour Unions and Civil Rights movements which touched both men and women

13 responses



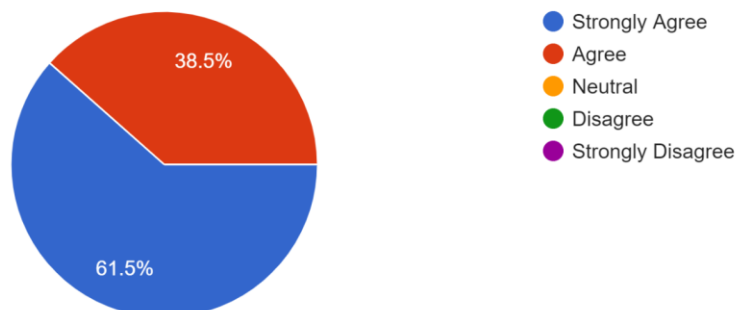
The course enabled you to understand the politics of Progressivism and the making of the 'New Deal' as a response to the Great Depression and economic experimentation.

13 responses



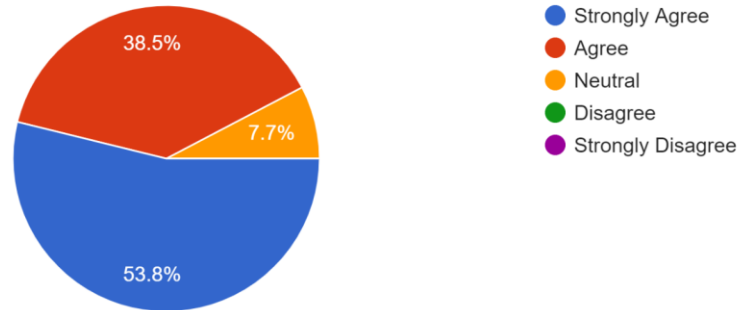
The course elucidated the gender roles by examining women's liberation movements and White and Black Women in the emerging 'Public' Space.

13 responses



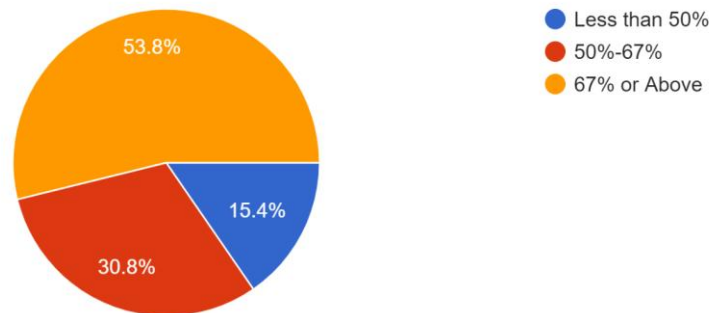
The course enabled you to understand the significance of Civil Rights Movements and Martin Luther King Jr.

13 responses



How much was your attendance in this course?

13 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.

ACTION TAKEN REPORT

Based on the students' feedback of the paper, further changes will be made in the learning process. 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: 2021-2022
DEPARTMENT OF HISTORY

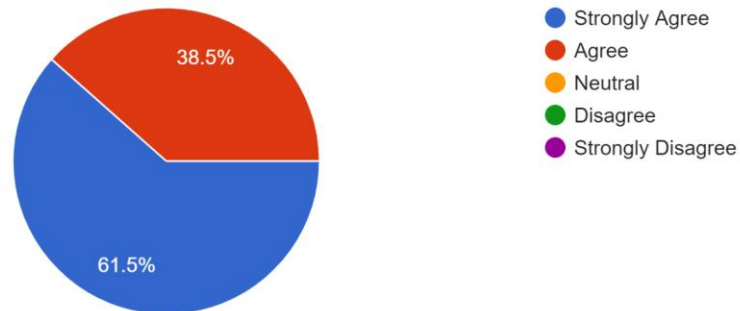
Program: B.A. (H)
6

Semester:

Course Name: History of Modern Japan (c. 1868-1950s)

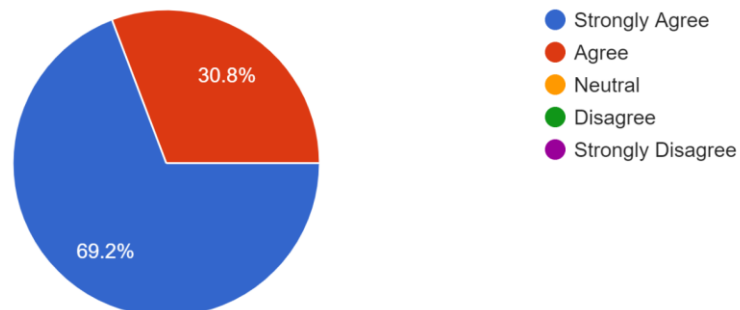
The course provided you with understanding of Japan's transition from feudalism to capitalism.

13 responses



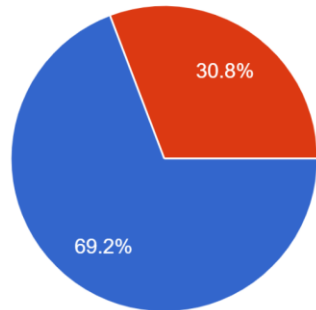
The course enabled you to understand how despite its feudal past Japan was able to modernize and industrialize rapidly and transform into an imperial power.

13 responses



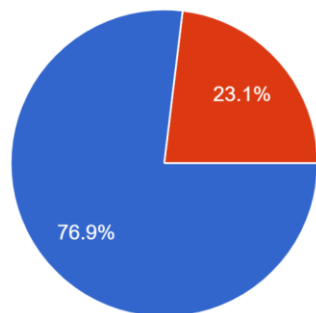
The course allowed you to develop a critical understanding of the Meiji reform efforts and popular movements.

13 responses



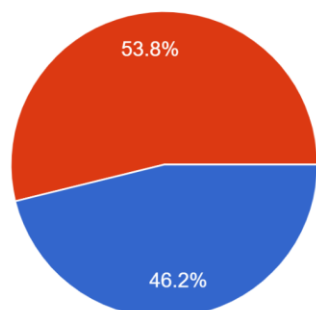
The course enabled you to contextualize Japan's rise as an imperialist power and how Korea and Manchuria became victims of Japanese imperialism.

13 responses



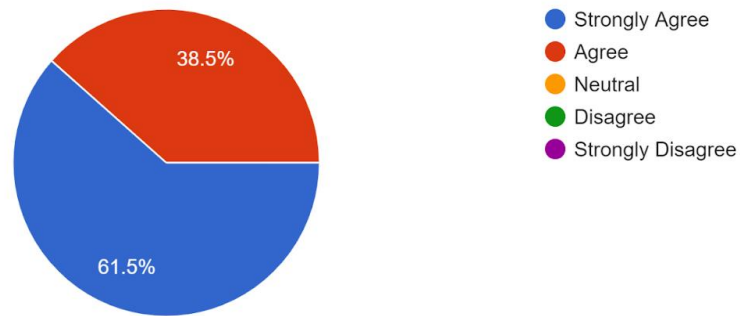
The course allowed you to understand Japan's short-lived experiment with democracy and shift to militarism.

13 responses



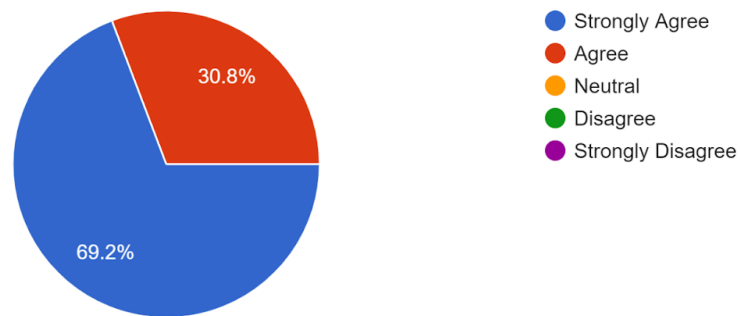
The course provided you with understanding of Japan's transition from feudalism to capitalism.

13 responses



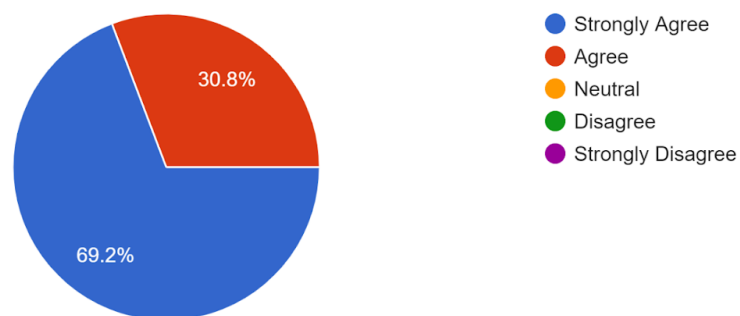
The course enabled you to understand how despite its feudal past Japan was able to modernize and industrialize rapidly and transform into an imperial power.

13 responses



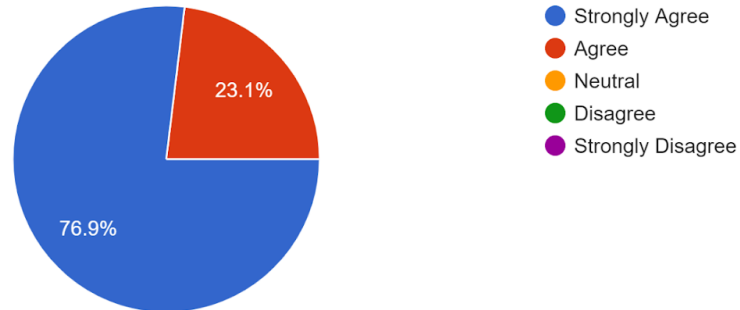
The course allowed you to develop a critical understanding of the Meiji reform efforts and popular movements.

13 responses



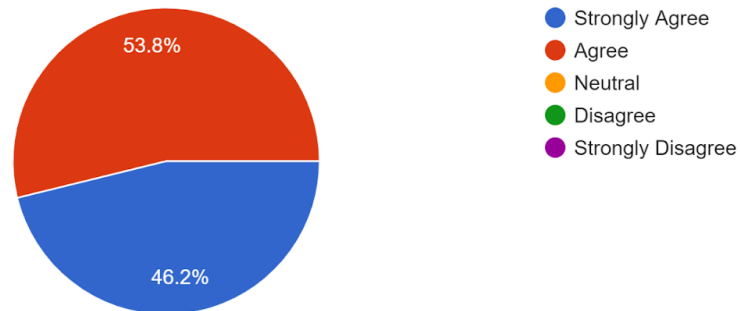
The course enabled you to contextualize Japan's rise as an imperialist power and how Korea and Manchuria became victims of Japanese imperialism.

13 responses



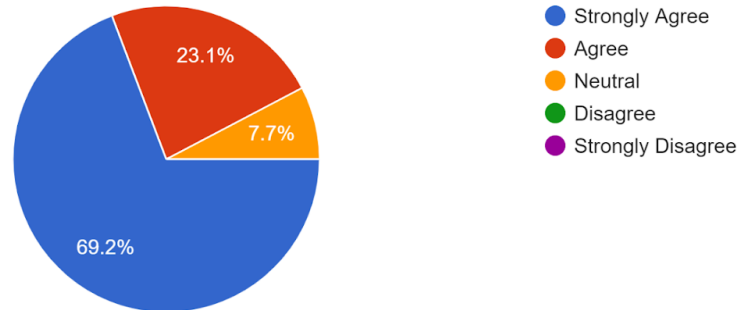
The course allowed you to understand Japan's short-lived experiment with democracy and shift to militarism.

13 responses



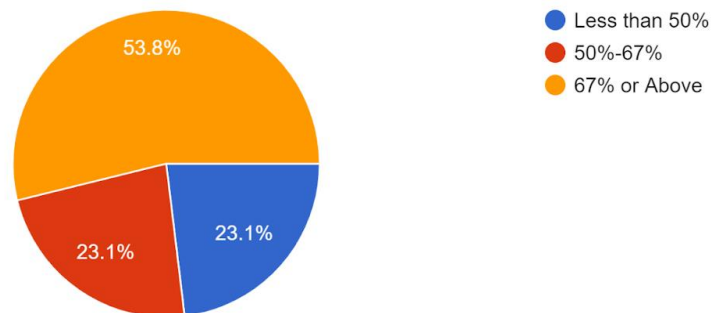
The course allowed you to understand Japan's role in the Second World War and the dismantling of her imperial structure.

13 responses



How much was your attendance in this course?

13 responses



OBSERVATIONS

100% of the respondents agree and strongly agree that they understood the Japan's transition from feudalism to capitalism in the 19th and 20th centuries as demonstrated through this course. 100% understood the feudal past of Japan and the process of transformation of Japan into a 'modern' state. 100% respondents developed a critical understanding of the Meiji restoration and popular movements in Japan. 100% students also gained an understanding of Japan's rise as an imperialist power. 100% respondents could understand the brief period of experiment with Japan and its return to being a militaristic state and around 94% could grasp Japan's role in the second world war. The classes were largely well attended with around 53.8% having an attendance of above 67%. A minor percentage of respondents roughly 14% were either neutral or did not agree with the larger understanding gained by the majority who attended classes regularly.

ACTION TAKEN REPORT

Attempts were made to address the problem areas or the lack of clarity among the minority who were neutral or disagreed with the survey questions through tutorials and extra classes. Additional emphasis on the reading material was also made.

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

DEPARTMENT OF HISTORY

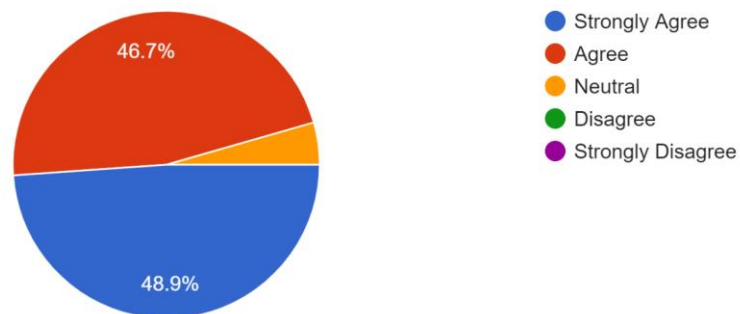
Program: B.A. (P) History

Semester: 6

Course Name: Issues in the twentieth century world history-II

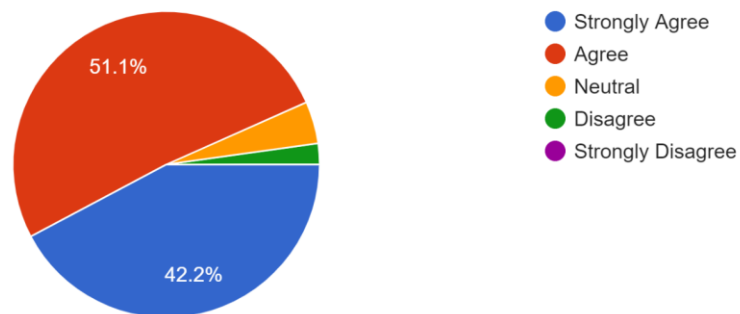
The course allowed you to understand the concept of world history

45 responses



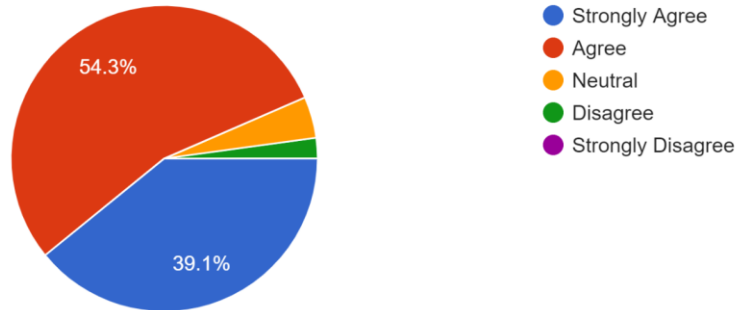
The course enhanced your understanding of evolving polities, economies and cultures of the twentieth century world.

45 responses



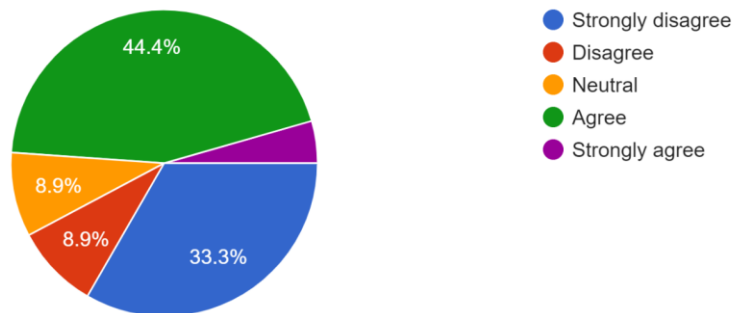
The course helped you in analyzing the interconnectedness in world history through the process of cold war and decolonization

46 responses



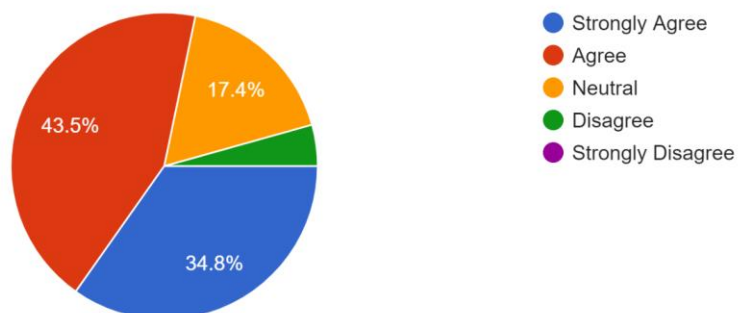
The helped you in developing critical skills to discuss diverse social movements and cultural trends.

45 responses



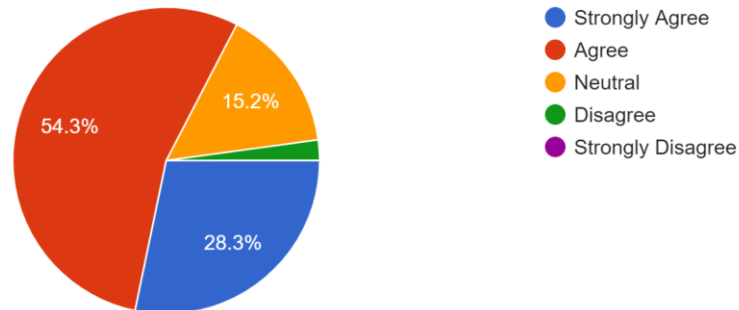
Having an overall analytic view about the period of study

46 responses



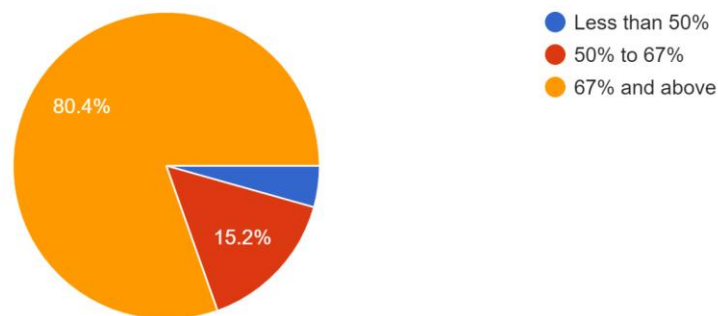
The course helped you in analyzing the role of spectator sports and cinema in the context of World and connected History

46 responses



Your attendance in the course was

46 responses



Observations

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 Taken Report

While teaching this course concepts of modernity, culture and overall framework of the course were taken extra care of. The overall conceptual clarity about the course was missing in the survey. Henceforth, the teaching emphasised on getting conceptual clarity across to the students by discussions and debates in class. Maps, visuals, videos and documentaries were shared with the students for making world history a more exciting experience.

COURSE EXIT SURVEY: Analysis Report
Academic Session: 2021-2022
DEPARTMENT OF HISTORY

Program: B.A. (P) History

Semester: 6

Course Name: Radio and Cinema: A Social History

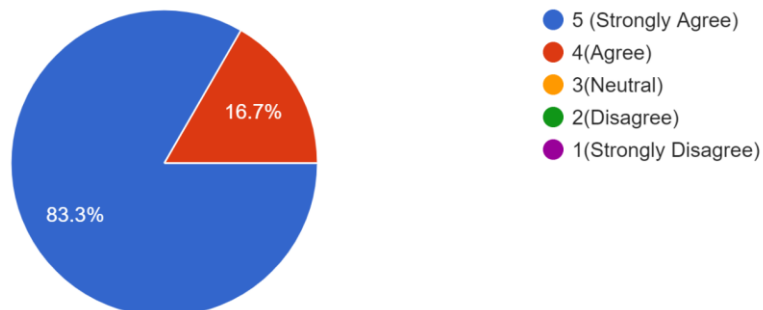
Have you developed an informed understanding about the nature and forms of massmedia?

6 responses



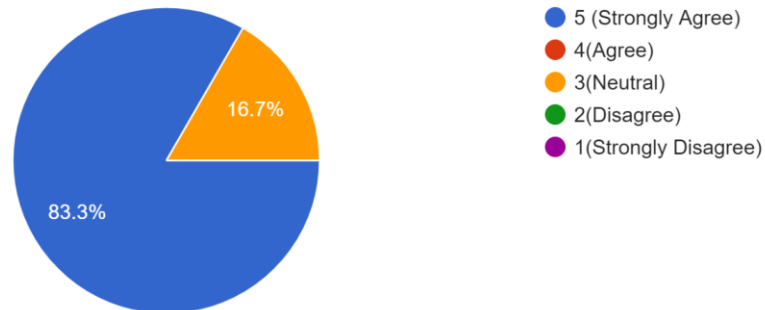
Did you attain a deeper understanding of the complex trajectories associated with the development of radio under the colonial government in India?

6 responses



Did this course help you have detailed knowledge about various aspects of All IndiaRadio (AIR) programming policies especially music immediately before and after independence?

6 responses



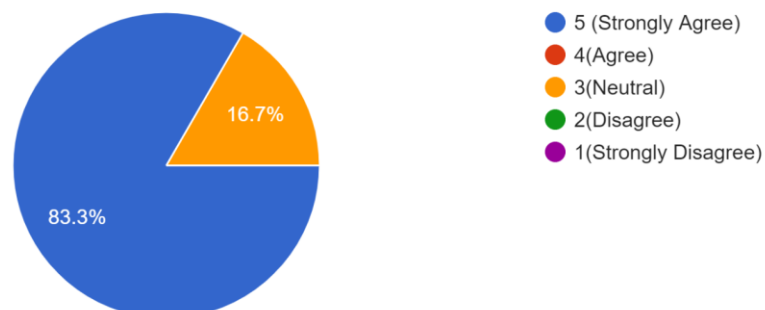
Are you sufficiently aware of the development of the Indian cinema in its early years especially as it advanced from the silent era to talkies and as it experimented with different forms and genres?

6 responses



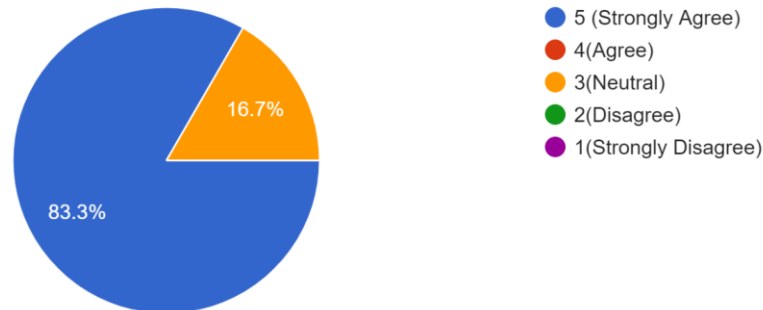
Do you find yourself Critically informed about the ways through which Indian cinema engaged with social and ideological issues of its time especially in the initial decades after independence?

6 responses



Are you in possession of an analytical understanding of the differences between parallel and commercial cinema as they developed in Independent India?

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.

