

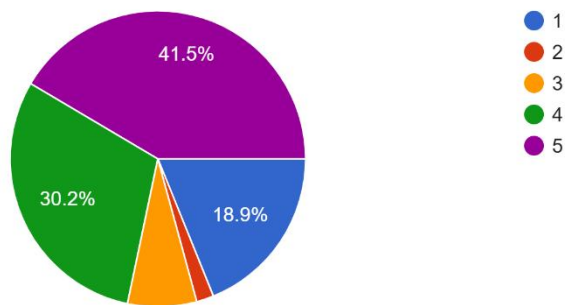
**JANKI DEVI MEMORIAL COLLEGE  
DEPARTMENT OF POLITICAL SCIENCE  
Academic Session: 2025-2026 (Odd Semester)**

**Course Exit Survey  
Analysis and Action Taken Report**

**Course: DSC (Political Science (H))  
Paper: Understanding Political Theory  
Unique Paper Code: 2322101101  
Semester I**

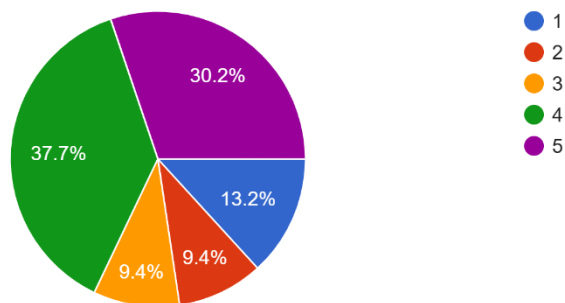
This course introduces the various ways of theorizing politics.

53 responses



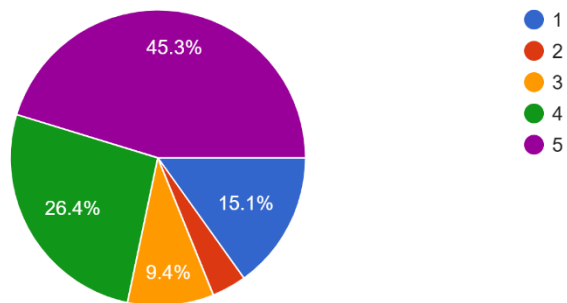
This course helps to introduce and assess the conventional as well as contemporary approaches to understanding politics.

53 responses



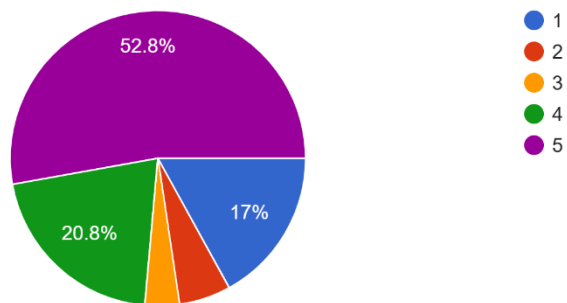
The course familiarizes students with central debates in political theory.

53 responses



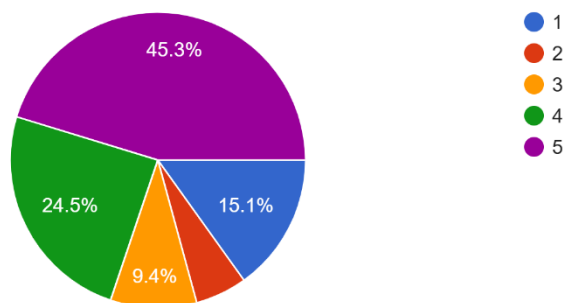
The course investigates various traditions and critical perspectives on political theory.

53 responses



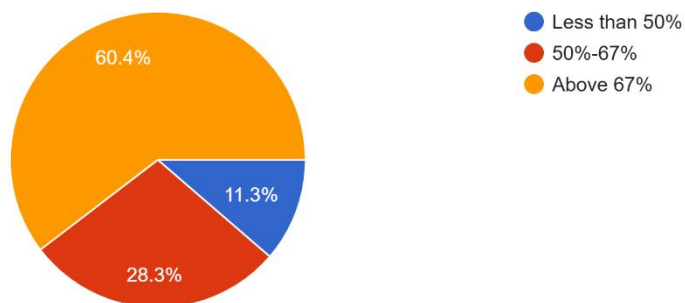
The core aim of the course is to develop critical and analytical skills among students and the development of their understanding to some of the key concepts in political practices.

53 responses



How much was your attendance?

53 responses



### **Observation**

The Discipline Specific Course titled “Understanding Political Theory” aims to help students to understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living. It also helps them to understand multiple frames by which the idea of political community is debated and the significance of theorizing and relating theory to practice. Further it also helps them to know how political theory provides a normative framework to resolve various social and political problems and issues. The students found this course very helpful, engaging and useful. Attendance of the students turns out to be an area of concern as 60 percent students attended more than 67 percent attendance in the given course, while 29 percent students had attendance between 50 and 67 percent. More than 11 percent students had less than 50 percent attendance. The students overall gave positive feedback on the course and pedagogy. With regard to pedagogy, the students appreciated the teachers and teaching methods.

### **Action Taken Report**

Overall, the course received overall positive feedback. Though the students have expressed satisfaction with the pedagogy, in order to make the course more interesting, field visits to different places of urban, semiurban and rural areas shall be organized to give a hands-on understanding about the concepts and theories related to Political theory. Moreover, for the comprehensive understanding of the subject among students, an interaction with some important political theorists and political personnel in the form of seminars and workshops shall also be organised. As attendance remains a little area of concern, measures such as one-on-one contact with the students to encourage them to attend the lectures shall be undertaken.

## **Course Exit Survey: Analysis Report**

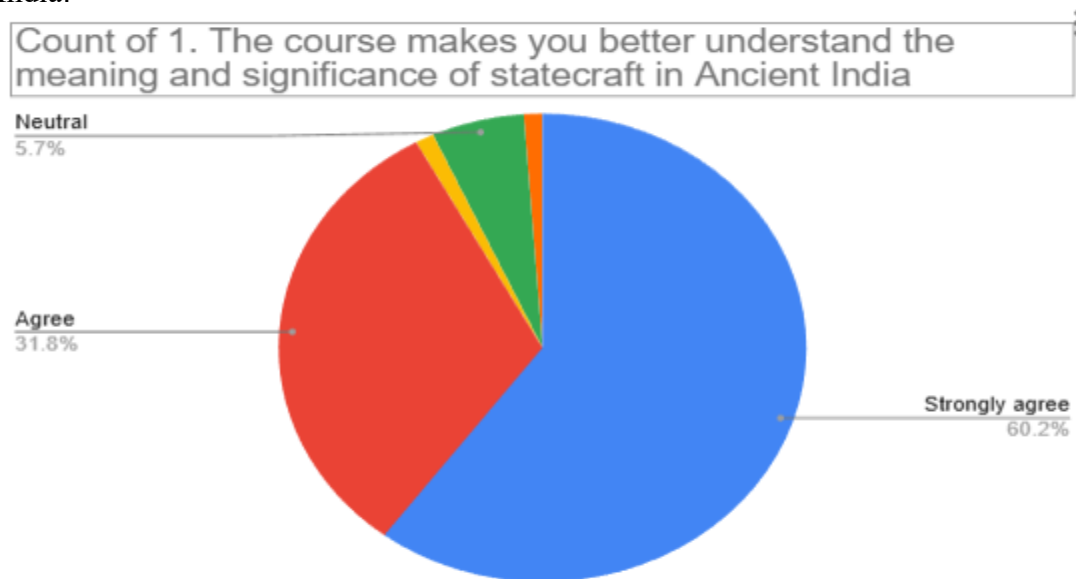
**B.A. (Hons.) Political Science (NEP)**

**Session: 2025-2026**

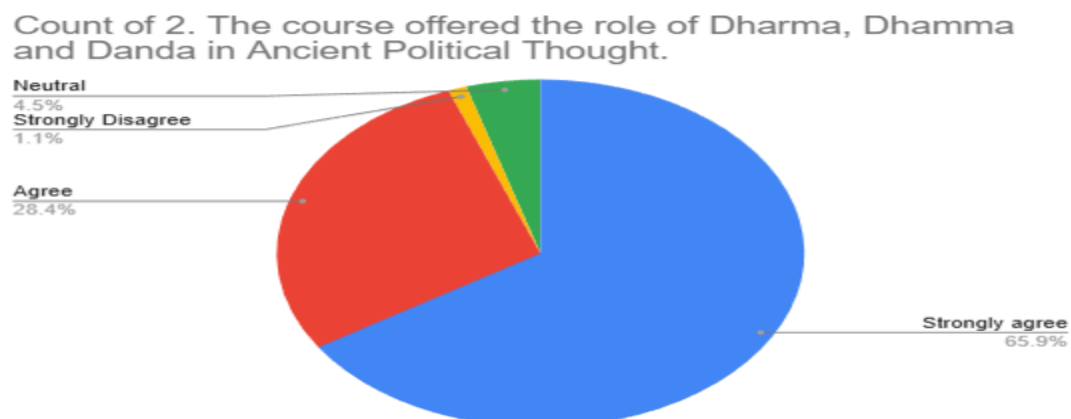
- **BA Hons: 1H A and 1H B**
- **Semester: 1**
- **Discipline Specific Core Course 3: Ideas and Institutions in Indian Political Thought**
- **Unique Paper Code: 2322101102**

**Total Responses = 88**

1. The course makes you better understand the meaning and significance of statecraft in Ancient India.



2. The course offered the role of Dharma, Dhamma and Danda in Ancient Political Thought.

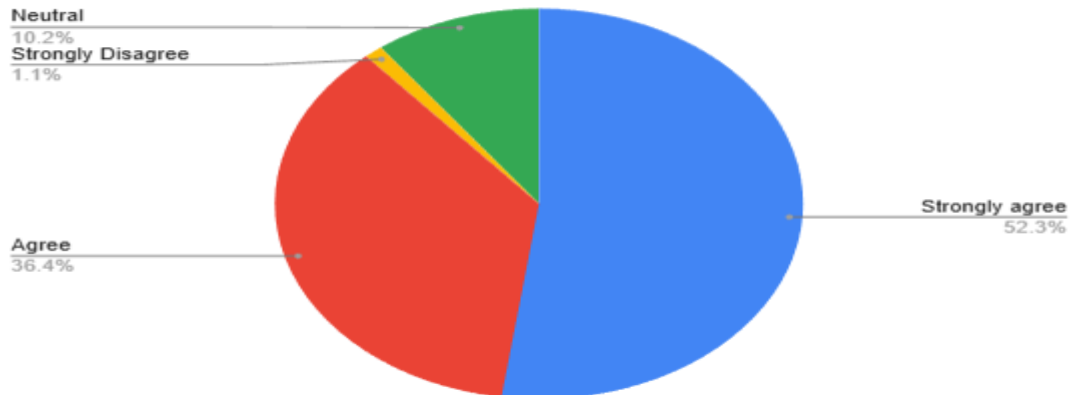


3. The course provides a comprehensive understanding Nyay and Niti in Ancient India and



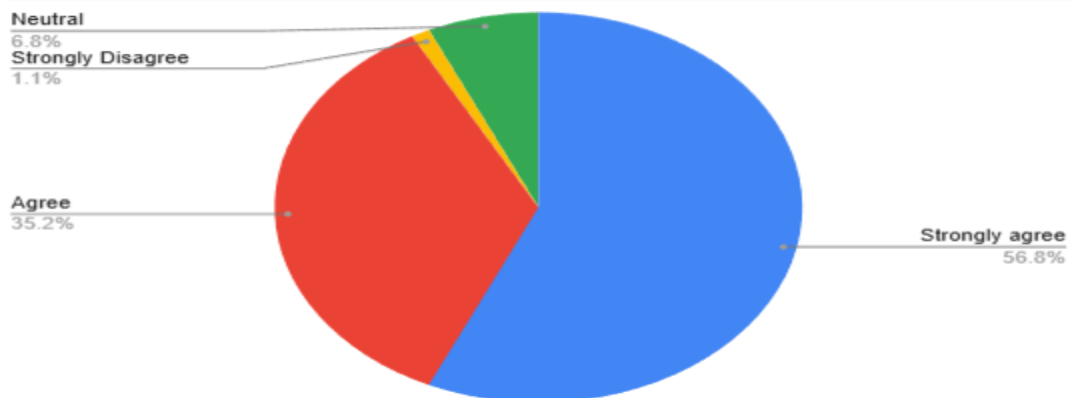
## Amartya Sen's philosophy of Nyaya

Count of 3. The course provides a comprehensive understanding Nyay and Niti in Ancient India and Amartya S...



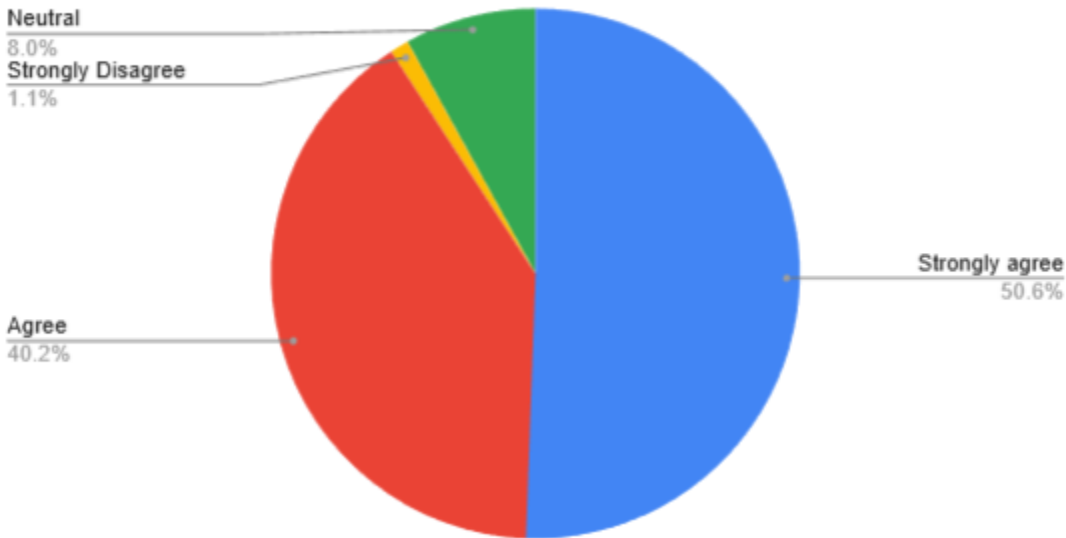
4. The course effectively enhanced understanding of the important institutions of ancient Indian governance (Sabha and Samiti) and their roles.

Count of 4. The course effectively enhanced understanding of the important institutions of ancient Indian governance (Sabh...



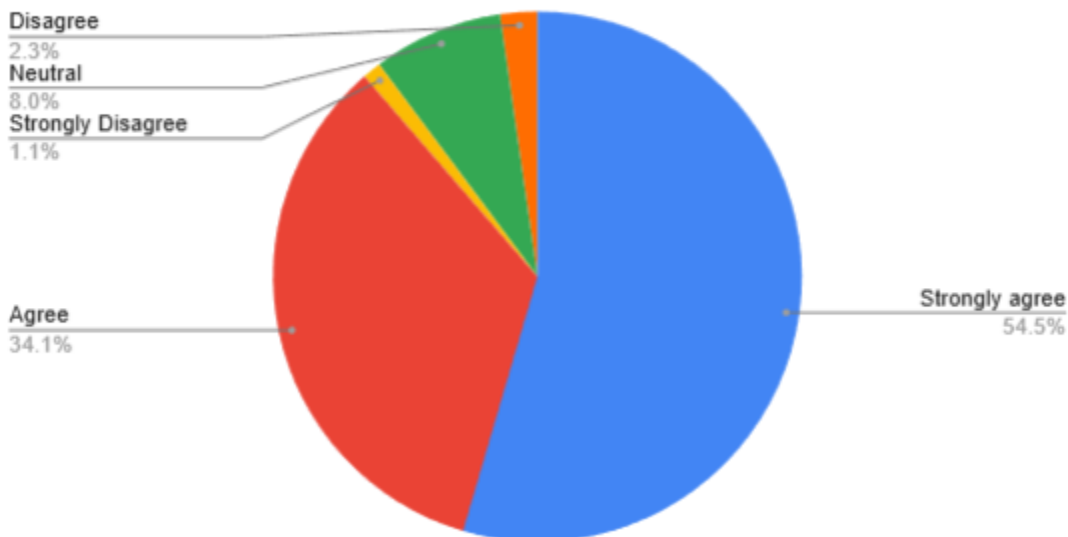
5. The course provided a clear understanding of the ideas of Rashtra and Rajya and their modern relevance.

Count of 5. The course provided a clear understanding of the ideas of Rashtra and Rajya and their modern relevance.



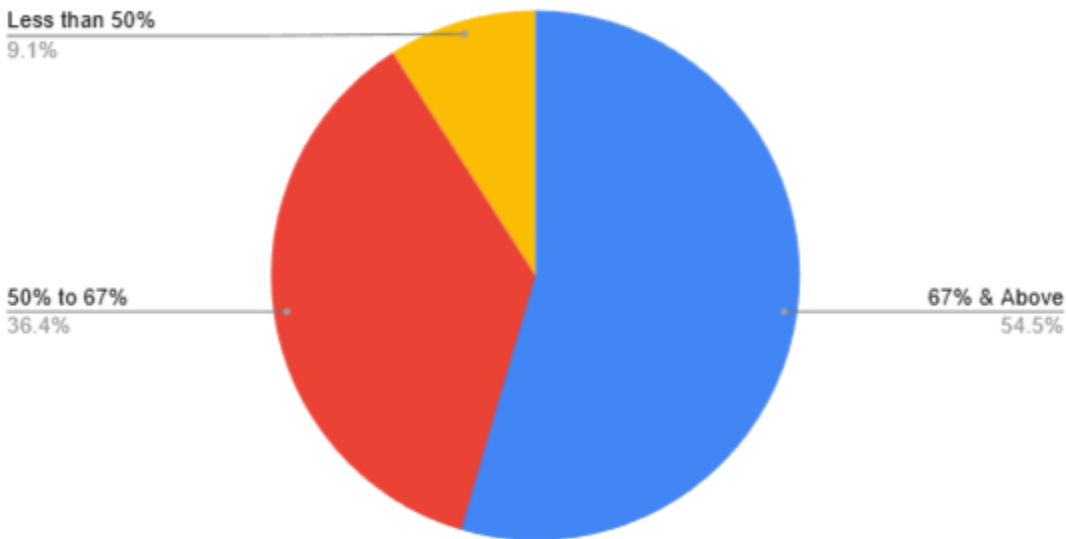
6. The course provided an insightful understanding and comparative analysis between varna system of ancient India with the jati system.

Count of 6. The course provided an insightful understanding and comparative analysis between varna syatem of ancient I...



7. What was your attendance percentage for this course?

Count of 7. What was your attendance percentage for this course?



#### **OBSERVATIONS:**

The course enabled the students to focus on understanding ancient Indian statecraft (Rashtra/Rajya, Dharma/Danda, Nyaya/Niti, Varna/Jati), key thinkers (Manu, Kautilya), traditional institutions (Sabha, Samiti), and challenging colonial views, aiming to provide a comprehensive grasp of India's rich political heritage from ancient to modern times, including concepts like Ahimsa, Swaraj, and justice, developing critical engagement with historical political frameworks.

The historical political framework of the discipline introduces different political dynasties, ideas and institutions of ancient Indian political thought. Students were engaged with the classroom discussions to discuss about Dharma, Dhamma and Danda to feel the sense of these principles in the ancient society. They were engaged with the historical and classical texts especially primary texts to better understand the concepts and their reflections and relevance with the contemporary times. The course enabled the students to understand the relevance of the statecraft and contribution by our great philosophers and their seminal work.

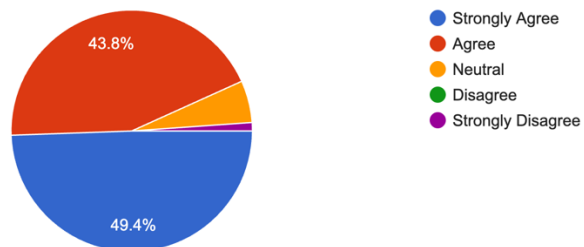
#### **ACTION TO BE TAKEN:**

The teaching-learning process can be more streamlined by adding rich reading experiences like classical texts or translated texts to enrich the learning experience. More diverse ways of continuous assessment can be included by adding audio recordings of the topics by the students. This can be very beneficial for peer to peer learning. These exercises will make this subject a living experience and involve students in a more involved learning process. The advanced learners and slow/average learners were identified during classroom interactions and class tests. They were provided with study material as per the level of understanding of the students where important points were highlighted. The advanced learners were provided with a hard copy of the classical texts for a week.

Course Exit Survey For Political Science, BA (Hons.), Semester I, 2025-2026 (Colonialism and Nationalism in India)

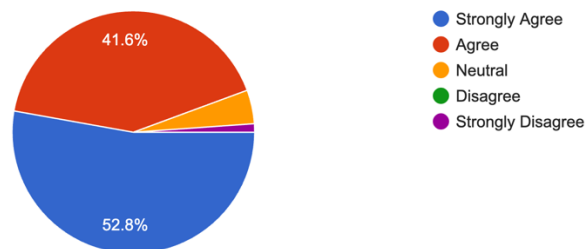
The course enables you to understand the nature of colonial rule in India and the emergence of the discourse on nationalism as a response to it.

89 responses



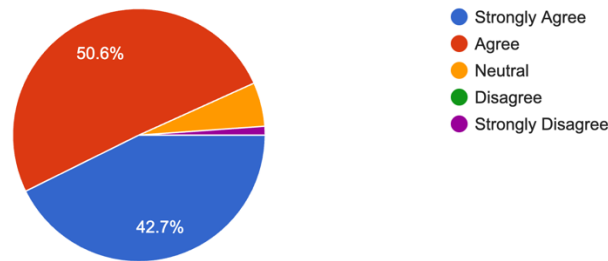
The course helps you understand the impacts of colonialism on Indian society, polity, agriculture, land relations, industry, ecology and economy.

89 responses



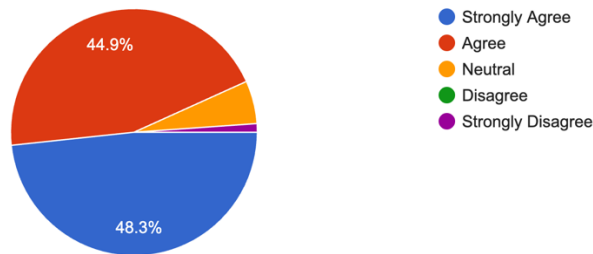
The course helps you to have an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases.

89 responses



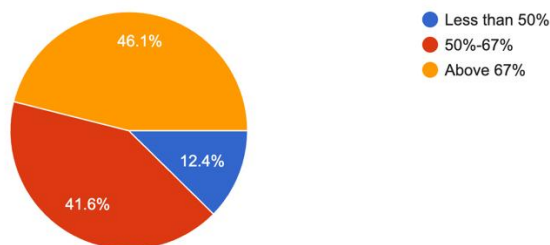
The course enables you to understand various social movements (peasants, tribals, workers, women, and anti-caste movements), the questions th... their contributions to the nationalist movement.

89 responses



How much was your attendance?

89 responses



## OBSERVATIONS:

From the given responses, it can be summarised that nearly 50 % of the students strongly agreed that they understood the nature of colonial rule in India and its emergence of the discourse on nationalism, while 43.8 % agreed and 5.6 % remained neutral. However, 1.1 % strongly disagreed with the view. Further, more than half (52.8 %) strongly agreed that the course helped them understand the impacts of colonialism on Indian society, polity, agriculture, land relations, industry, ecology and economy, while 41.6 % agreed, 4.5 % remained neutral and 1.1 % disagreed with the view. In addition, 42.7 % of the students strongly agreed that the course enabled them to understand the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases, while more than half of the students (50.6%) agreed, 5.6 % remained neutral and 1.1 % disagreed. Further, 48.3 % strongly agreed that the course enabled them understand various social movements and their contributions to the nationalist movement, while 44.9 % agreed, 5.6 % remained neutral and 1.1 % disagreed. This suggests that the majority of students have reached a consensus on the effectiveness of the course in helping them develop a comprehensive understanding of colonial rule in India and the

evolution of nationalist discourse. A majority of students agreed or strongly agreed that the course enhanced their understanding of the socio-economic, political, and ecological impacts of colonialism, as well as the changing phases of the nationalist movement. Overall, the findings suggest a strong consensus among students regarding the course's role in deepening their historical understanding of colonialism and nationalism in the Indian context. In terms of attendance observations, 46.1% students had above 67% attendance, while 41.6 % had their attendance between 50-67% and 12.4 % had less than 50% attendance.

**ACTION TO BE TAKEN:**

The teaching–learning process will be further enhanced by incorporating multimedia resources such as archival documents, historical maps, documentaries, and visual timelines to deepen students' understanding of colonial rule and nationalist movements. To further improve academic performance, research-based assignments, project work, and seminars will be introduced to encourage analytical thinking on the socio-economic, political, and ecological impacts of colonialism. Educational visits to museums, archives, and memorial sites related to the freedom movement will be organized to provide experiential learning. Moreover, adequate measures will be adopted to improve attendance among students and increase their interest in the subject and related activities.

## Course Exit Survey: Analysis Report

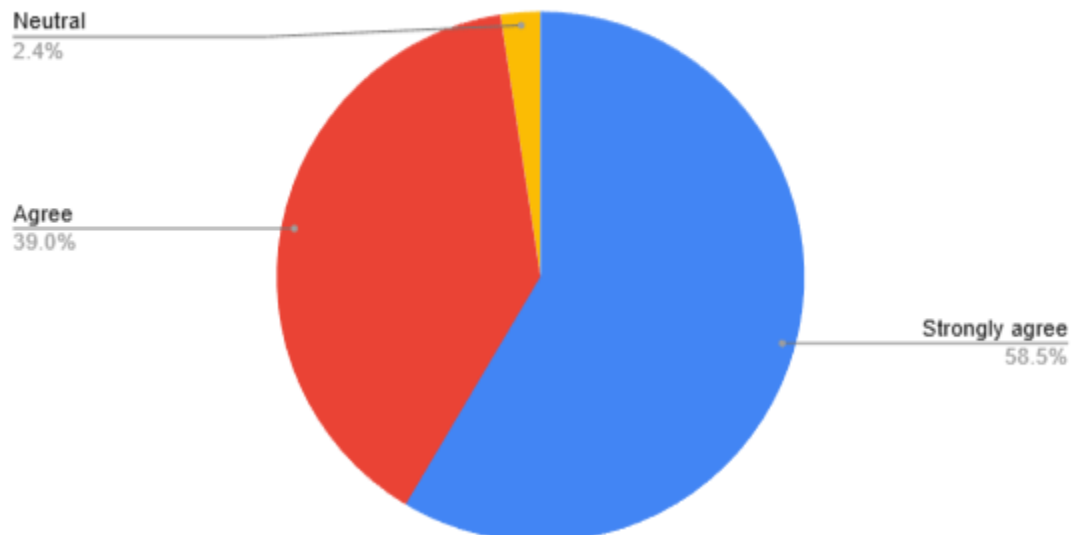
### B.A. SEC - Political Science (NEP) (I Year, I Semester), Session: 2025-2026

- **Name of the Course:** Common Programme Group (SEC)
- **Name of the Paper:** Life Skills Education
- **Unique Paper Code:** 2336000002

**Total Responses = 47**

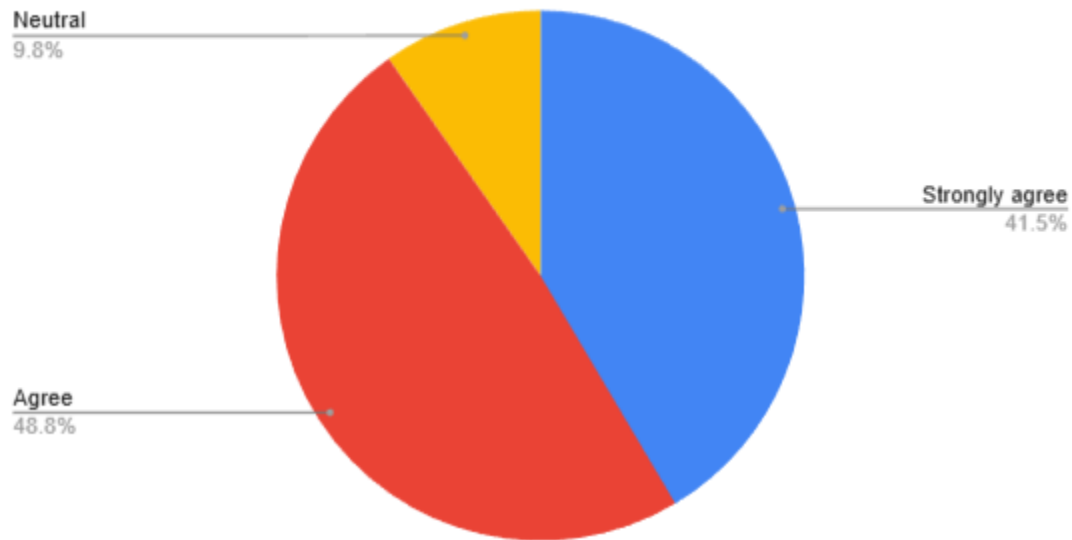
1. The course makes you better understand the meaning and significance of life skills education

Count of 1. The course makes you better understand the meaning and significance of life skills education :



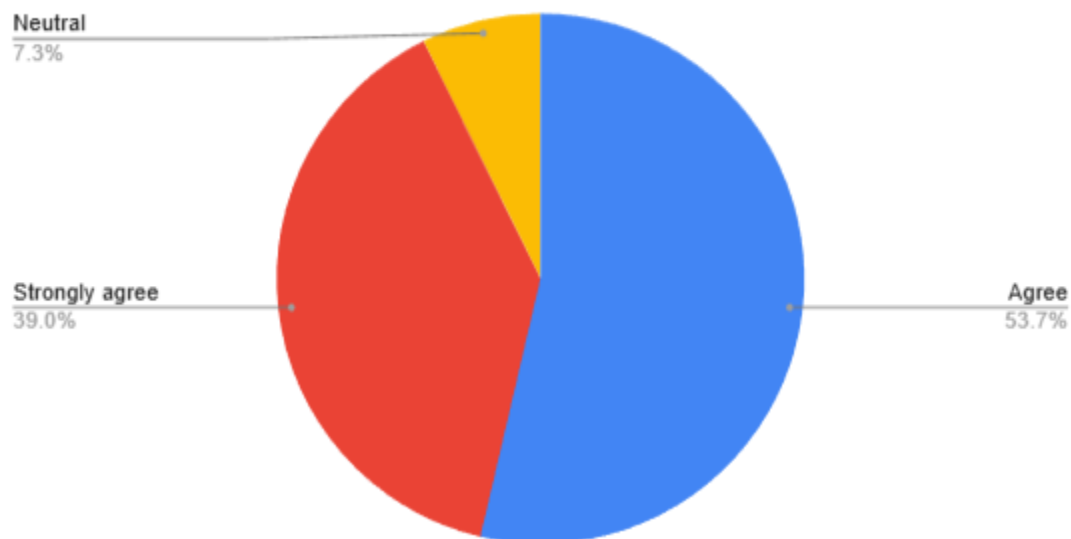
2. The course strengthened the understanding of life skills for career building, critical thinking and attitudinal base for innovative leadership

Count of 2. The course strengthened the understanding of life skills for career building, critical thinking and attitudinal base f...



3. The course offered insights about human values while utilizing life skills in field work

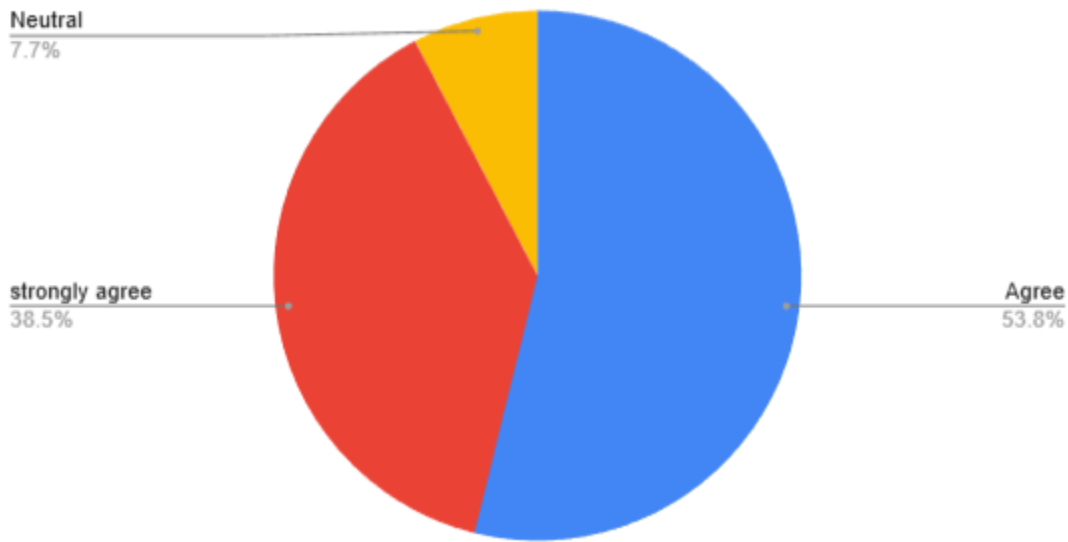
Count of 3. The course offered insights about human values while utilizing life skills in field work



4. The course provided valuable inputs about essential life skills that can lead to high employability and good work culture.

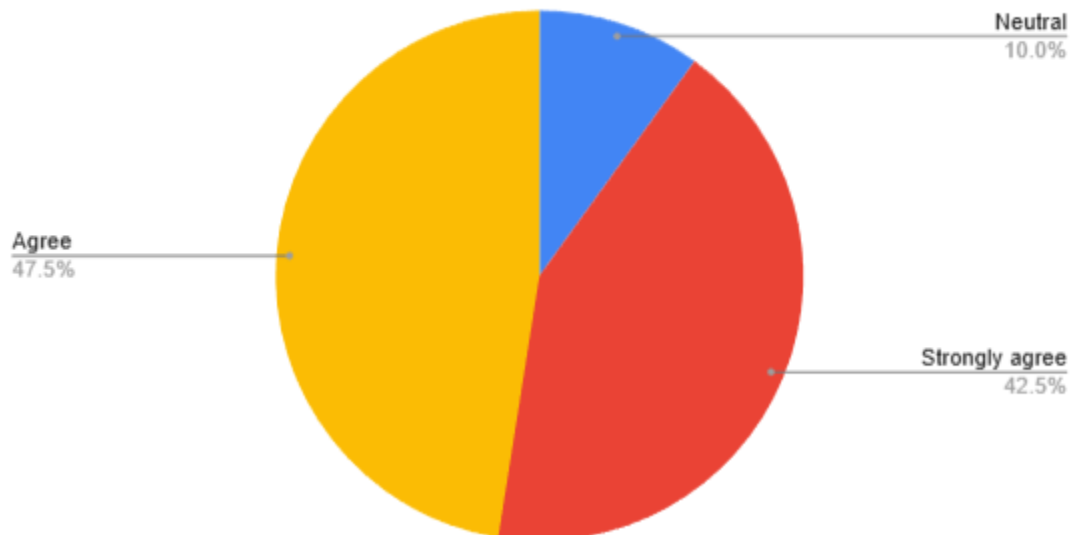


Count of 4. The course provided valuable inputs about essential life skills that can lead to high employability and go...



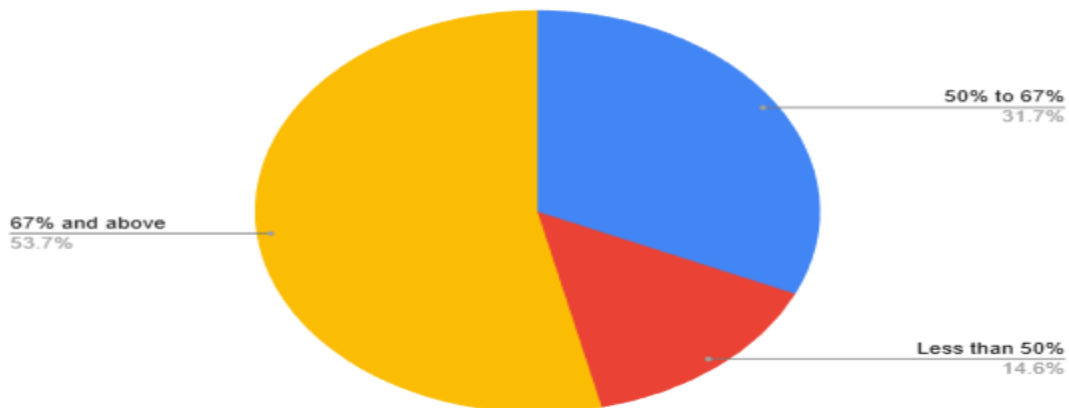
5. The course imparted life skills education in field work practices

Count of 5. The course imparted life skills education in field work practices



6. What was your attendance percentage

Count of 6. What was your attendance percentage



**OBSERVATIONS:**

The course enabled the student to impart life skills in field work practice. The students were engaged in classroom discussions on career building, how to develop critical thinking and develop patience and empathetic attitude towards others. They were engaged with the historical speeches of the great leaders worldwide to understand the importance of words, content and slogans used to motivate public. Students enjoyed participating in the speech analysis on the topical issues of their own choice and discussed challenges associated with it, with the problem-solving approach. The students learnt about different elements of life skills set by the World Health Organization and their significance in the contemporary times. They learnt the strength-based life skill development, team work, innovative leadership and design thinking.

**ACTION TO BE TAKEN:**

The teaching-learning process can be more streamlined by adding practical experiences like an educational visit to enrich the learning experience and peer to peer interaction. They will be encouraged to work in a group and prepare a report on their experiences at the sight. More diverse ways of continuous assessment can be included by adding documentary sessions, and interviews based on their resume. These exercises will make this subject a living experience and involve students into a more involved learning process. The students will be engaged in more overall development by engaging in practical, on-field and involved learning experiences.

**Course Exit Survey Course: SEC,  
Undergraduate Academic Session: (Semester I) 2025–26  
Course Name / Paper: SEC – *Communication in Everyday Life*  
Unique Paper Code: 2036000002**

**Observations / Analysis**

The Course Exit Survey responses indicate that the course *Communication in Everyday Life* was effective in introducing students to the fundamental concepts and practical dimensions of communication. Most students reported a clear understanding of key aspects such as the meaning and features of communication, the communication cycle, feedback mechanisms, and barriers to effective communication.

The course contributed significantly to the development of students' **listening skills**, including awareness of netiquette and note-taking practices. A majority of

respondents also acknowledged improvement in their **speaking skills** through activities such as oral presentations, group discussions, and public speaking exercises. Additionally, the course helped enhance students' **reading skills**, particularly close and analytical reading.

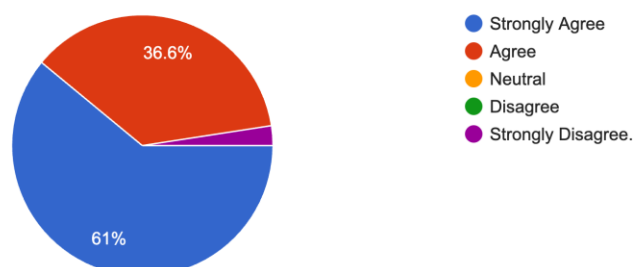
Overall, students reported noticeable improvement in their **overall communication skills**, which are essential for academic engagement, interpersonal interaction, and professional preparedness. As a Skill Enhancement Course offered in the first year, the paper successfully laid a strong foundation for effective communication in everyday and academic contexts.

**Action to Be Taken:** Based on feedback from students who indicated moderate levels of satisfaction in certain areas, the following actions can be undertaken:

- More activity-based learning methods will be incorporated, including role-plays, mock interactions, and structured group discussions.
- Additional practice sessions will be organized to strengthen listening and speaking skills, especially for students with lower attendance or confidence levels.
- Greater emphasis will be placed on participatory classroom engagement to encourage active involvement of all learners.
- Supplementary guidance and remedial support will be provided to students requiring additional help to improve their communication competencies. These measures aim to further enhance student learning outcomes, participation, and skill development in future iterations of the course.

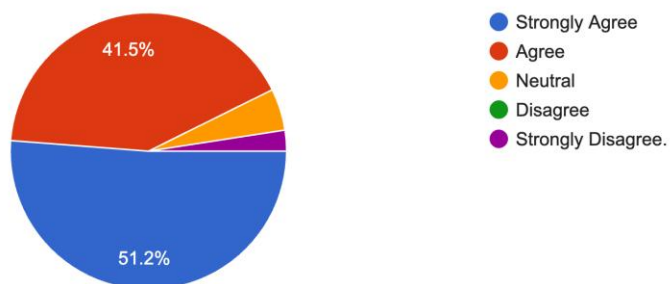
### Feedback in form of pie-chart:

1. This course explained the concepts of communication (meaning, features, cycle, feedback, barriers etc.)  
41 responses



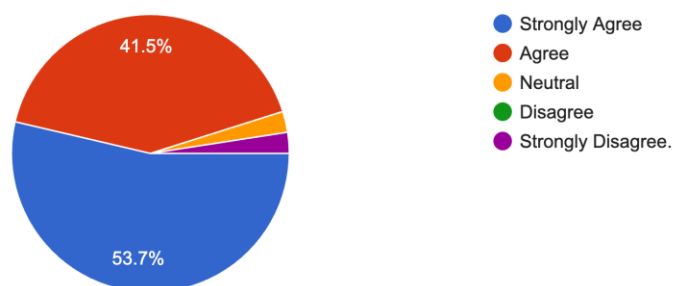
2. This course improved my listening skills, including netiquette, and note-taking.

41 responses



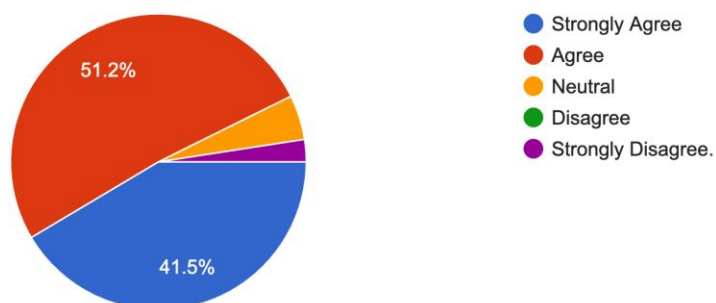
3. This course enhanced my speaking skills through oral presentations, group discussions, and public speaking.

41 responses



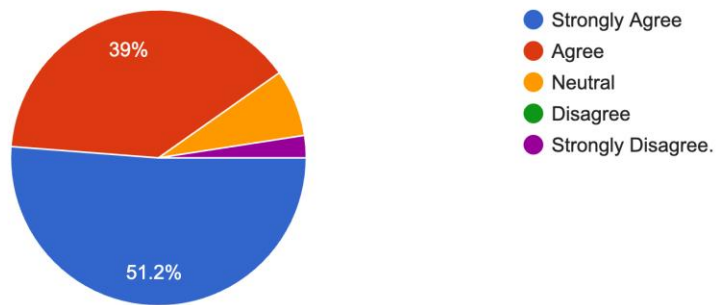
4. This course developed my reading skills, including close reading.

41 responses



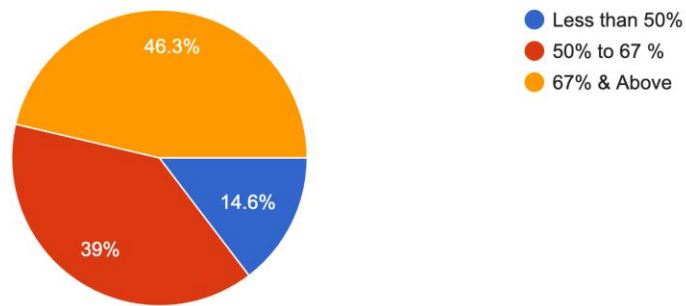
5. This course helped me to improve my overall communication skills

41 responses



6.What was your attendance percentage for this course?

41 responses

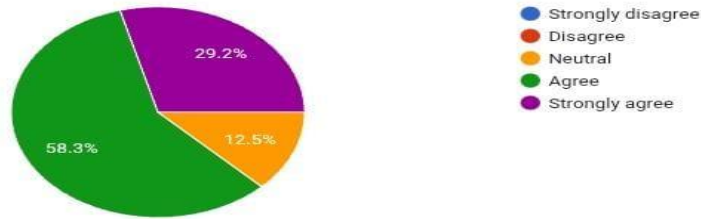


**SEC Political Leadership and Communication**  
**24 responses**

The course taught you the fundamentals of political leadership and communication.

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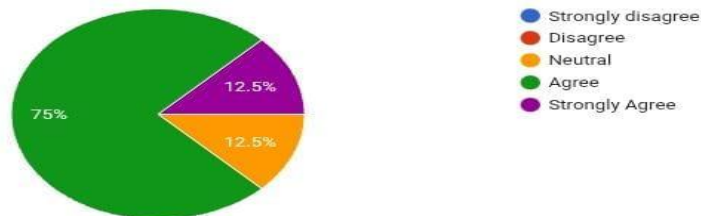
24 responses



The course enhanced the rational opinion of yours about the politics.

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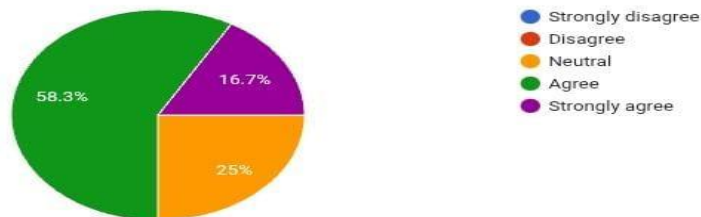
24 responses



The course are helpful to you about the political understanding as layman ?

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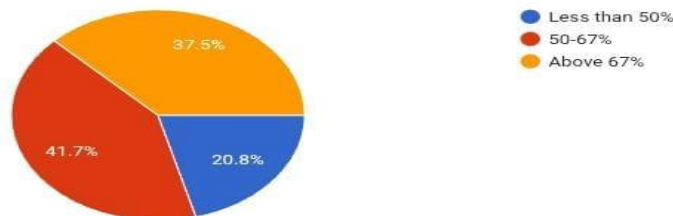
24 responses



How much was your attendance in this course?

 Copy chart

24 responses



#### Course Specific Outcomes:

Based on the feedback received, the following outcomes have been observed:

- More than 58% of students agreed and 29% of students are strongly agreed that the course helped them understand the fundamentals of the political leadership and communication.
- More than 75% of students agreed and 12% of students are strongly agreed that the course enhanced their rational opinion about the political leadership and communication.
- More than 58% of students agreed and 16% of students are strongly agreed that the course build their political understanding as layman.

Overall, the student feedback has been overwhelmingly positive and encouraging, with negative responses ranging from only **5-8%** across all questions.

**Action to be Taken:**

Based on the response and feedback from the students, the Department will take the following initiatives: Field visits, excursion activities etc. will be organised in future to enable students to link what they have studied with the practical reality. Students will be given a prior information about the notable think tanks and research institutions and all the possible help will be rendered to enable them to get internships at such institutions. For Hindi medium students, translation of academic articles and chapters from the books will be provided well in advance. For slow and advanced learners, regular remedial classes and mentoring support will be provided.

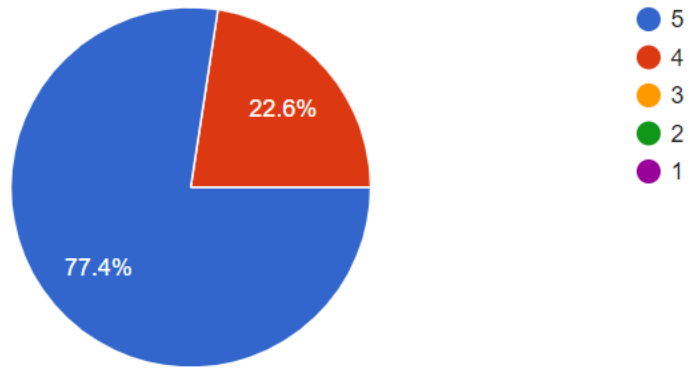
Considering the importance of digital education in enhancing the quality, equity and accessibility of education, interactive classrooms through the use of ICT including the smart boards will be promote.

**VAC NCC 1- Exit Survey 2025**

**BA POLITICAL SCIENCE SEM SEM 1**

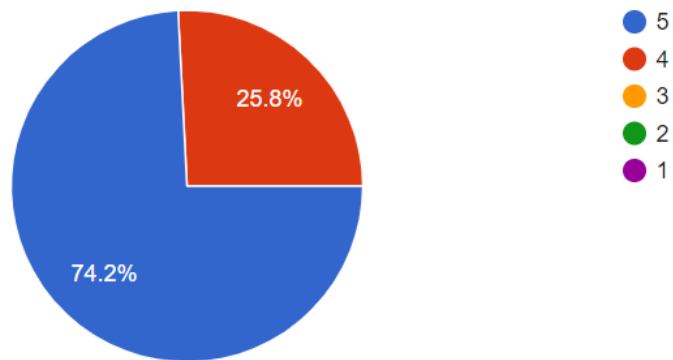
1) The paper gave an understanding to theme and essence of National Cadet Corps.

31 responses



2) It helps in understanding the concept of Personality development and the elements it comprises off?

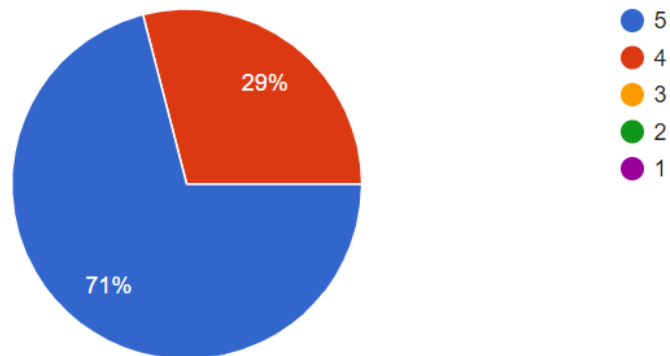
31 responses





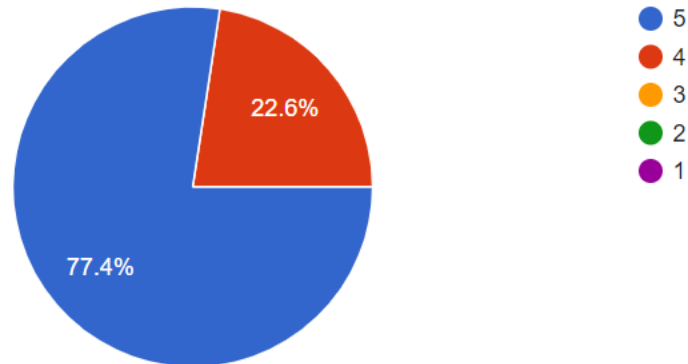
3) NCC helps in building the spirit of social service and community development ?

31 responses



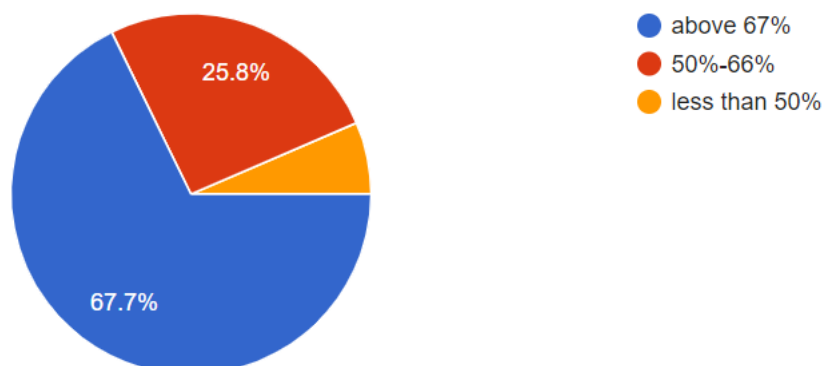
4) NCC builds in the quality of leadership and teamwork amongst the youth.

31 responses



5) Share your attendance percentage in this course

31 responses



**OBSERVATIONS:**

From the above responses, it is observed that majority of the students have had a clear understanding of national cadet corps. The paper has attempted to provide the students a comprehensive of important aspects of leadership, personality development and community development. The value addition course aims to build better youth of tomorrow.

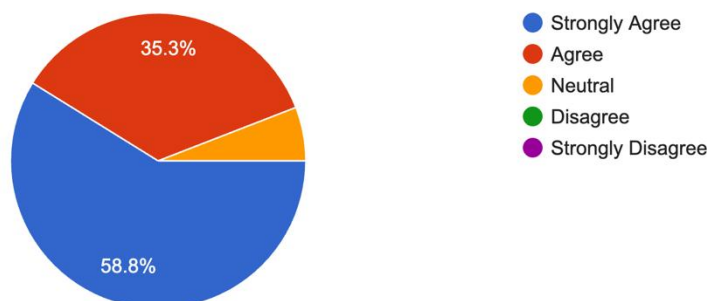
**ACTION TAKEN REPORT-**

For the moderate responses, topics will be discussed more with the students during tutorials and remedial classes. For the weak students, special classes will be held to discuss important questions with them. Adequate methods will be adopted for making the students more engaged. and develop higher interest and attendance. Regular assessments in the form of presentations will be carried out also.

**Course Exit Survey 2025-2026 - VAC Political Science, Digital Empowerment, I Semester**

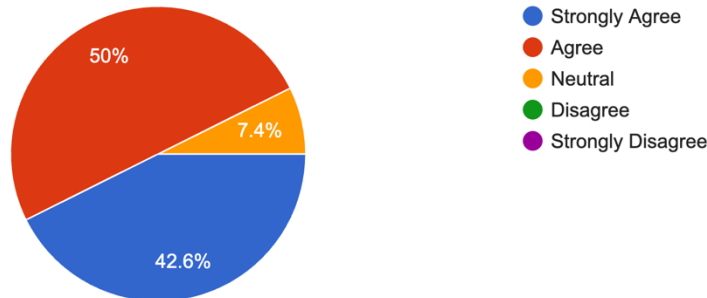
The course enables you to understand the digital world and need for digital empowerment

68 responses



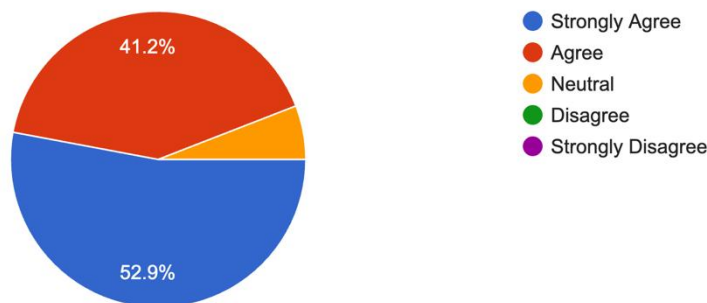
The course enables you to communicate and collaborate in cyberspace using social platforms, electronic mail, and blogs.

68 responses



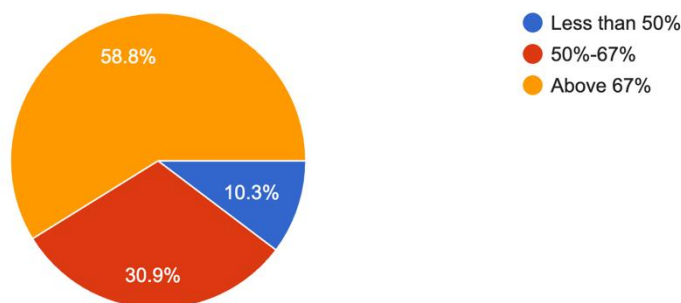
The course helps you understand the significance of security and privacy in the digital world.

68 responses



How much was your attendance?

68 responses



#### OBSERVATIONS:

From the given responses, it can be summarised that nearly 60% of the students strongly agreed that they gained in-depth understanding of the significance of digital world and need for digital empowerment, while 35.3% agreed and 5.9 % remained neutral. Further, 42.6% of students strongly agreed that the course enabled them communicate and collaborate in cyberspace using social platforms, electronic mail, and blogs, while half of the students agreed, and 7.4 %

remained neutral. In addition, 52.9% of the students strongly agreed that the course helped them understand the significance of security and privacy in the digital world, while 41.2 % agreed and 5.9 % remained neutral. This indicates that none of the students disagreed with the view, highlighting the course's success in achieving its learning objectives. It also suggests that a large majority of students reached a consensus on the effectiveness of the course in helping them understand the significance of digital world in contemporary times and the need to ensure safety in cyberspace. In terms of attendance observations, 58.8% students had above 67% attendance, while 30.9 % had their attendance between 50-67% and 10.3 % had less than 50% attendance.

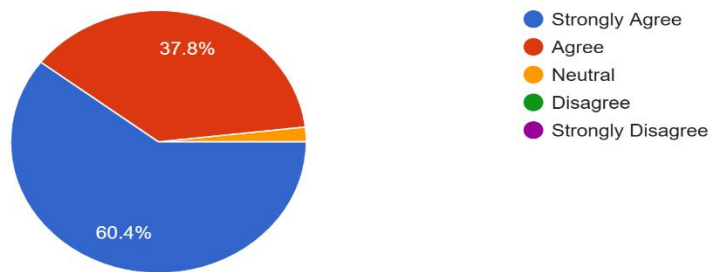
#### **ACTION TO BE TAKEN:**

The teaching–learning process will be further enhanced by integrating multimedia resources such as digital literacy modules, short explanatory videos, case studies on cyber safety, emerging digital technologies and cyber laws. The teaching–learning process has already included hands-on activities such as practical exercises on digital awareness and communication. It will further incorporate additional workshops and expert talks on emerging digital technologies and cyber security to deepen practical understanding. Moreover, adequate measures will be adopted to improve attendance among students and increase their interest in the subject and related activities.

**Course Exit Survey**  
**Analysis and Action taken Report**  
**Course: BA Program (Political Science)**  
**Paper: Introduction to Political Theory (Minor)**  
**Unique Paper Code: 2322201101**  
**Semester I**  
**Academic Session: 2025-26**

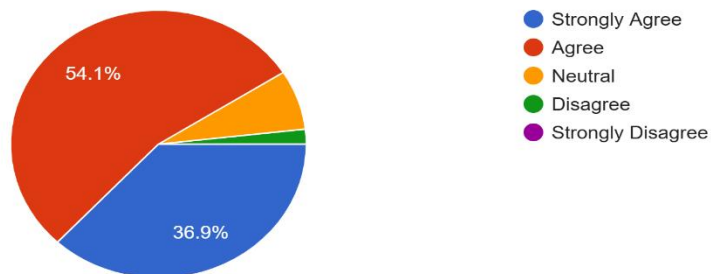
The course enables the students to distinguish between positive and negative liberty.

111 responses



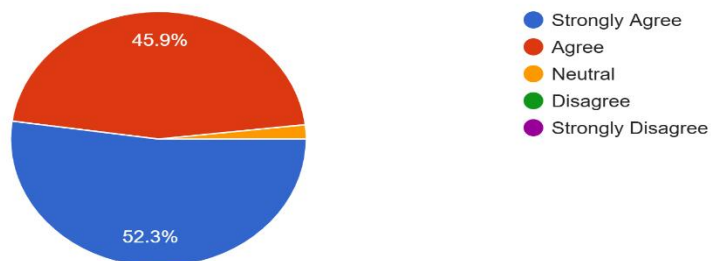
The course enables you to conceptualise and theorise the relevant social practices.

111 responses



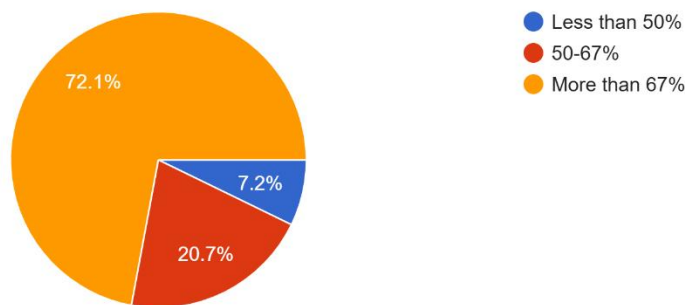
The course equips the students with various aspects of Justice and Rights.

111 responses



How much was your attendance in this course?

111 responses



### Observation

The B.A. Program (Minor) course titled “Introduction to Political Theory” explores the meaning of political and investigates various concepts of political theory like liberty, equality, justice. The course also aims to acquaint students with important political debates on political theory and critically analyse them. The students found this course quite interesting and informative. They also found the pedagogy to be quite effective. More than 98 percent students were able to distinguish between different dimensions of an important concepts of political theory i.e. positive liberty and negative liberty. The course enabled more than 91 percent students to conceptualise and theorise the relevant social practices. The course also equipped 98 percent students with understanding and knowledge of various aspects of Justice and Rights. Attendance of the students can be earmarked as an area for improvement as 72 percent students attended more than 67 percent attendance in the given course, while 21 percent students had attendance between 50 and 67 percent. More than 7 percent students had less than 50 percent attendance. The students overall gave positive feedback on the course and pedagogy; however, a few suggestions for improving the course included inclusion of practical component which included visits to historical places, teaching to be done bilingually and more classroom engagement.

### Action Taken Report

Though the course received overall positive feedback, some areas of improvement were also highlighted. On the basis of student’s feedback, student centric pedagogy to be further integrated in the teaching-learning process by the teachers such as role play, classroom reflections, use of visual aids etc. Though the teachers already used engaging pedagogy, extra space shall be curated for more classroom discussions and debates. The use of bilingual mode of teaching was further communicated to the teachers so that the students could grasp the contents with ease. Attendance which remains a main concern shall be countered with measures such as one-on-one contact with the students to encourage them to attend the lectures.

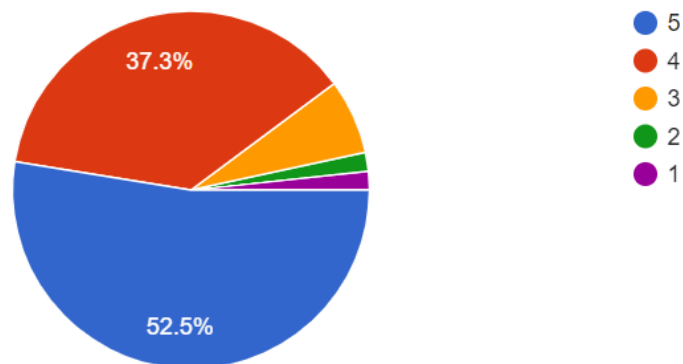
# Semester I- Public Administration in India

Department: Political Science

Program: BA Political SC

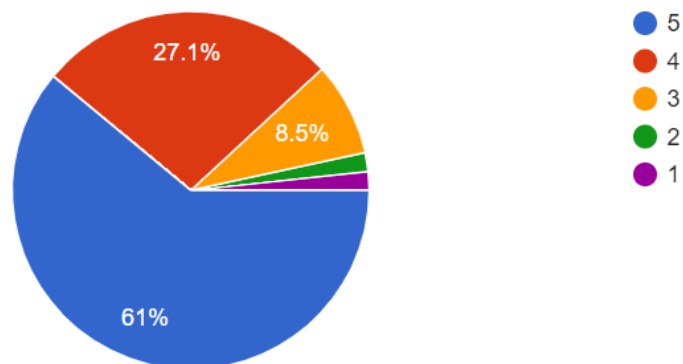
1). The course helped in recognizing the significance of local governance and decentralization.

59 responses



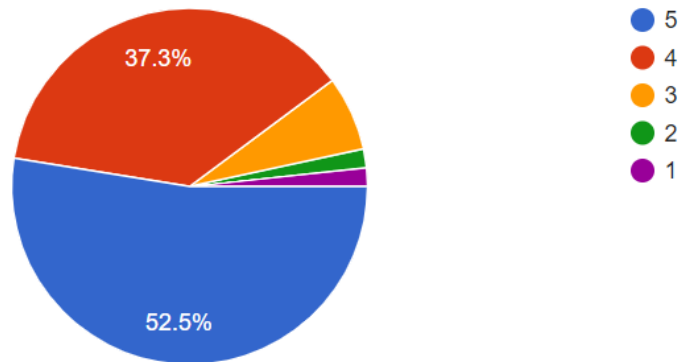
2) The course has been able to give a clear understanding of the budget process and cycle in India

59 responses



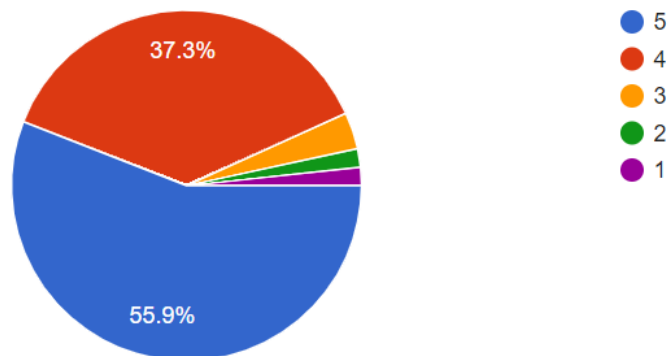
3) The course has been able to highlight several social welfare practices in India

59 responses



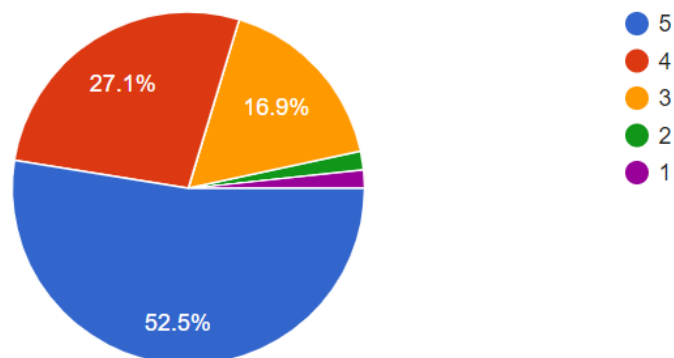
4) The course has been able to familiarize the rise of E- governance and Digital India mission aptly

59 responses



5) The course has been able to provide an insight about Public Administration in India

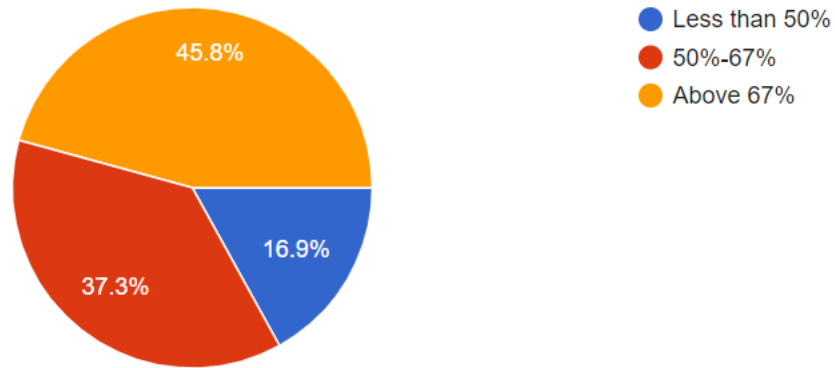
59 responses





How much was your attendance in this course?\*

59 responses



**OBSERVATIONS:**

From the above responses, it is observed that majority of the students have had a clear theoretical understanding of administration and public policy. The paper has attempted to provide the students a comprehensive understanding on contemporary developments of administration.

**ACTION TO BE TAKEN REPORT-**

For the moderate responses, topics will be discussed more with the students during tutorials and remedial classes. For the weak students, special classes will be held to discuss important questions with them. Adequate methods will be adopted for making the students more engaged. and develop higher interest and attendance. Regular assessments in the form of presentations will be carried out also.

**JANKI DEVI MEMORIAL COLLEGE  
DEPARTMENT OF POLITICAL SCIENCE  
Academic Session: 2025-2026 (Odd Semester)**

**Course Exit Survey  
Analysis and Action Taken Report**

**Course Exit Survey and ATR**

**Course Name: DSC- Political Theory Concepts and Debates**

**BA (Hons) Political Science - 2nd Year - 3rd Semester**

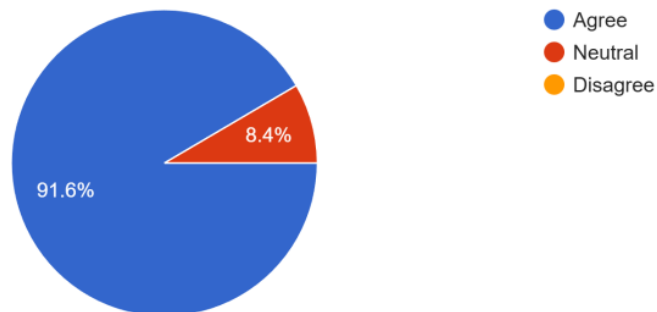
**Course Instructor: Prof. Poonam Kanwal & Dr. Zubeer Ahmed**

**Course Code - 2322102302**

**83 responses**

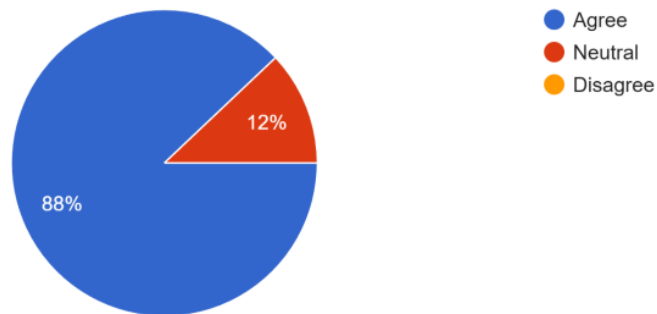
The course helps you to understand the basic concepts in Political Theory and how they manifest in social practices and daily life .

83 responses



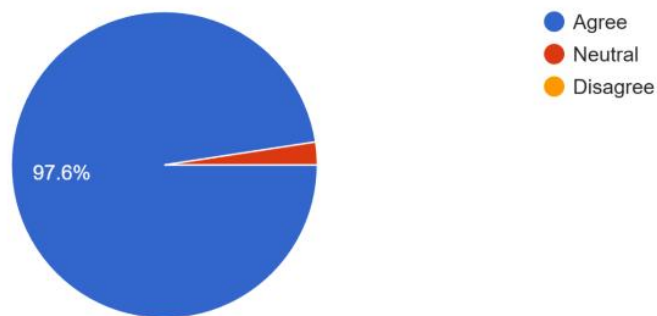
The course helps you to understand with clarity social, economic, political and cultural issues.

83 responses



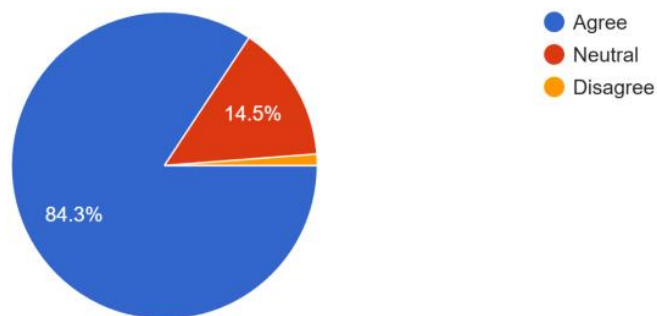
The course has enriched your understanding of concepts like Justice, Equality, liberty and Rights.

83 responses



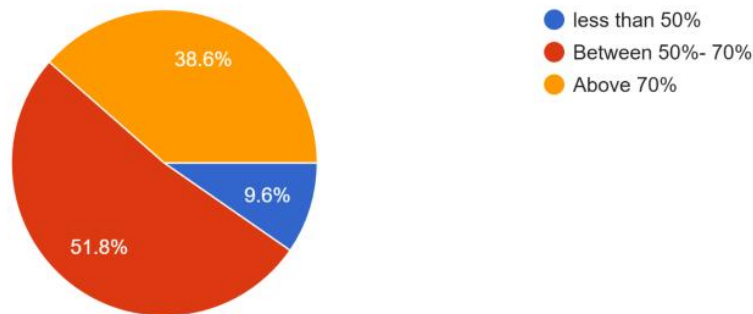
The course helps you to understand that there is no single perspective on these concepts.

83 responses



How much was your attendance

83 responses



### **Course Specific Outcomes:**

From the responses, it is observed that more than 91% of the students agree that this course helped them to understand the basic concepts in Political Theory and how they manifest in daily life. 83% of students agree that this course has helped them to understand the social, economic, political, and cultural issues with more clarity. 91.6% students agree that this course has helped them to understand the concepts of Liberty, Equality, Justice, Rights, and Democracy

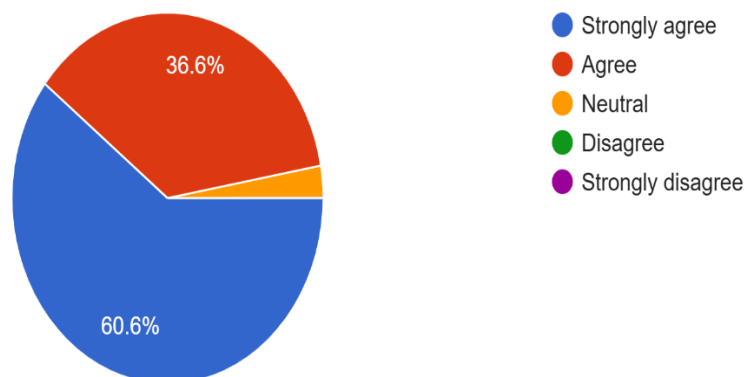
### **Action to be Taken:**

Based on the response and feedback from the students, more efforts will be taken to improve the students' understanding of the various concepts in Political Theory. More attempts will be made to link the concepts with the daily life struggles of human beings and especially the marginalized communities. Specific case studies will be undertaken to make the course more lively.

**Course Exit Survey**  
**B.A. (Hons) Ancient and Medieval Indian Political Thought,**  
**Unique Paper code- 2322102301, IInd year, Sem- 3rd, 2025-26**

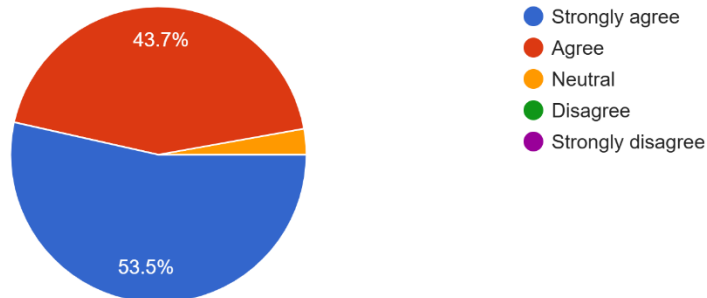
1. The course helps you to understand the major institutions of government in ancient India and how did they function.

71 responses



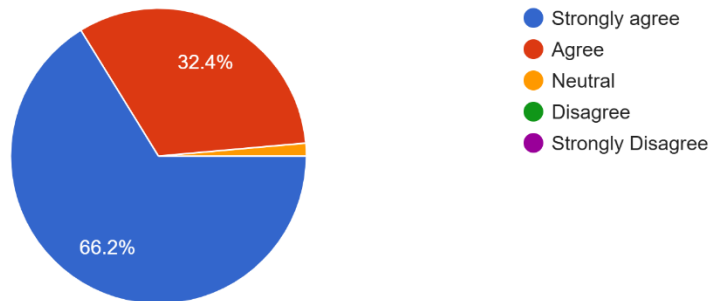
1. The course helps you to understand the major institutions of government in ancient India and how did they function.

71 responses



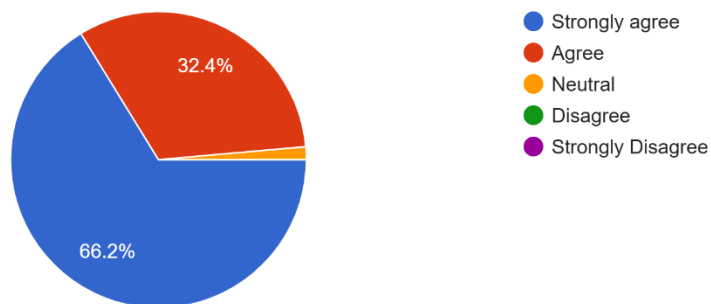
2. Through this course students will also be familiarized with thinkers like Manu, Shukra, Brihaspati and Kautilya and the role of statecraft in society.

71 responses



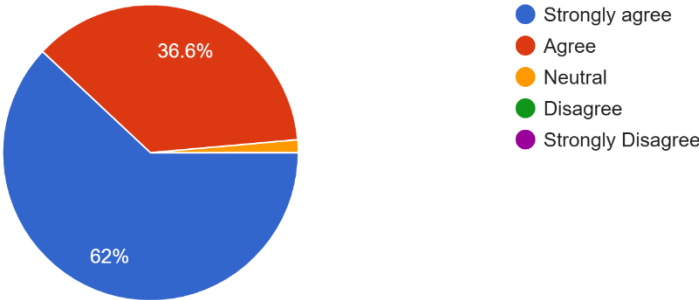
3. Through this course students will also be familiarized with thinkers like Manu, Shukra, Brihaspati and Kautilya and the role of statecraft in society.

71 responses



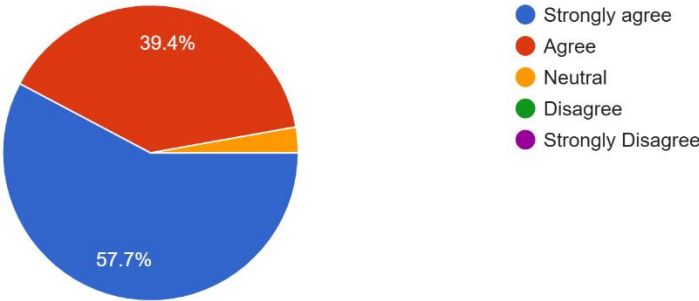
4. Students also get knowledge about the ancient institutions and , their functioning and their duties..

71 responses



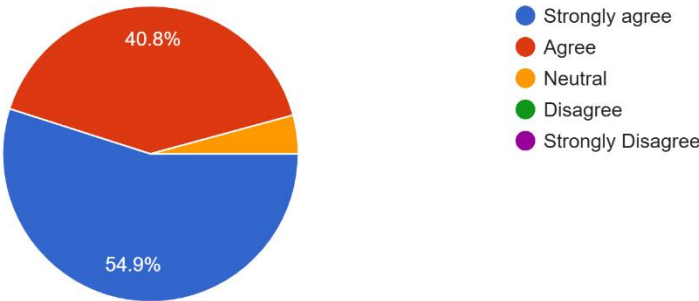
5. The students will be able to answer how Kabir epitomized the syncretic tradition of India.

71 responses



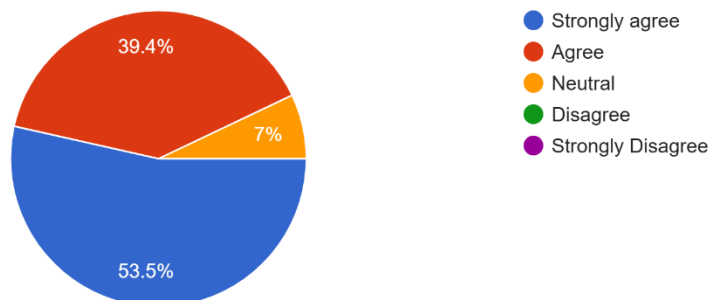
6. The students will be able to answer how Kabir epitomized the syncretic tradition of India.

71 responses



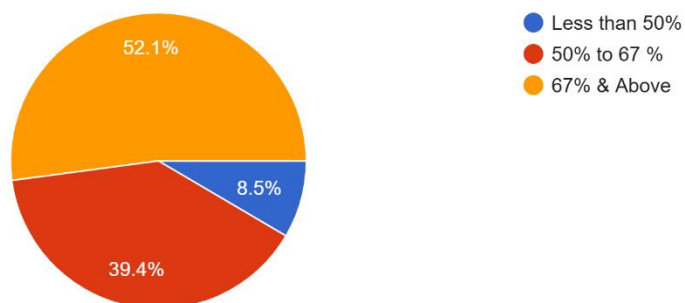
7. The paper helps you to understand the political and economic ideas of Tiruvallur and what was the take on ethics.

71 responses



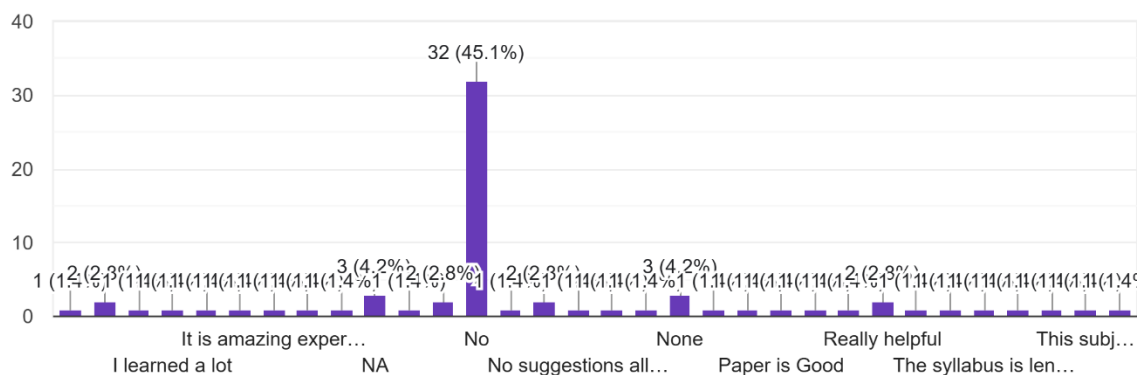
8. How much of your attendance in the Course?

71 responses



9. Any other suggestion/s

71 responses



## Analysis

The analysis of the response shows that approximately 80% of the students either strongly agreed or agreed that they understood the course. Most of the students agreed that the course helped them to understand the importance of Ancient and medieval Indian political thought, which constitutes a distinctive intellectual tradition shaped by indigenous philosophical ideas and historical experiences. Rather than developing abstract theories of sovereignty or popular consent, Indian



political thinking emphasized ethical governance, social order, and the moral responsibilities of rulers. An analysis of this tradition reveals both continuity and change, as political ideas adapted to evolving social structures, religious influences, and imperial realities. Analytically, ancient and medieval Indian political thought can be understood as a tradition focused more on governance than on political rights. Overall, it can be concluded that students really enjoyed the course and found it very relevant.

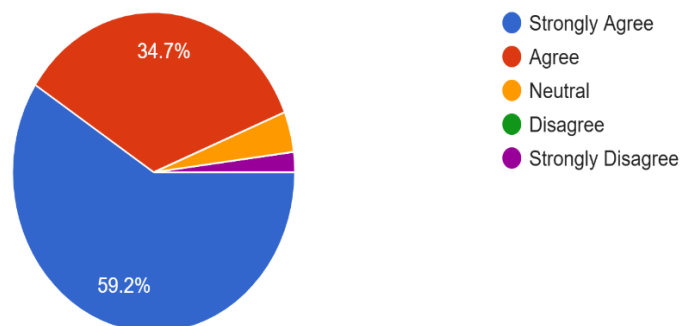
### **Actions to be Taken**

For the question where we have received moderate response, topics will be discussed in detail with the students in tutorials, and remedial classes regularly. More debates and discussions would be organised more often in classes. Teaching methods will move beyond textual memorization. Case studies, debates, and interdisciplinary approaches involving history, philosophy, and political science can make the subject more engaging and analytical. This will help students relate ancient and medieval ideas to present-day political challenges. By adopting a critical, comparative, and inclusive approach, ancient and medieval Indian political thought can be transformed from a static historical subject into a dynamic source of political understanding and ethical reflection.

### **Course Exit Survey** **B.A. (Hons), Western Political Philosophy- 1, DSC-13, 3rd year, semester Vth, Unique** **Paper code- 2322103501,** **2025-26**

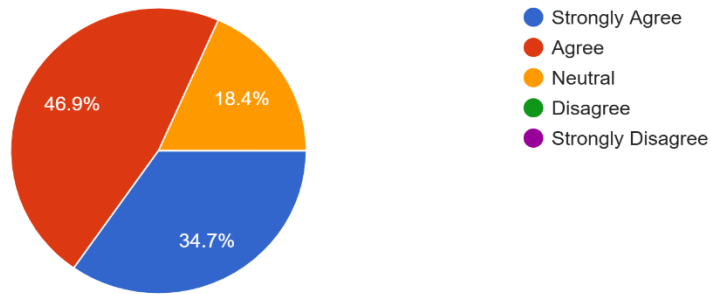
1. The course helped you to understand the importance of classical text like Republic, Politics and Prince etc..

49 responses



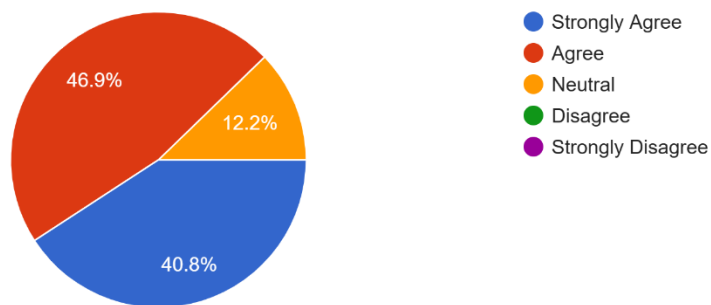
2. The course provided you the ability to understand how to read and decode the classics and use them to engage contemporary socio-political issues.

49 responses



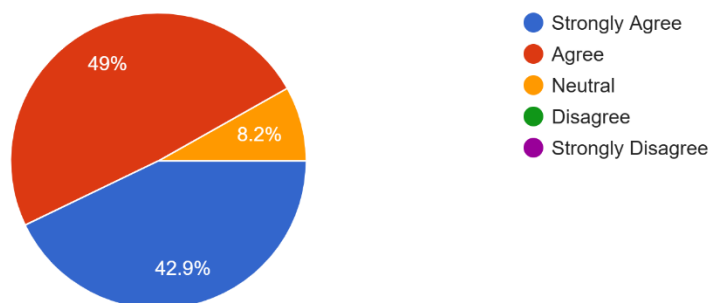
3. The course connect with historically written text and interpretations.

49 responses



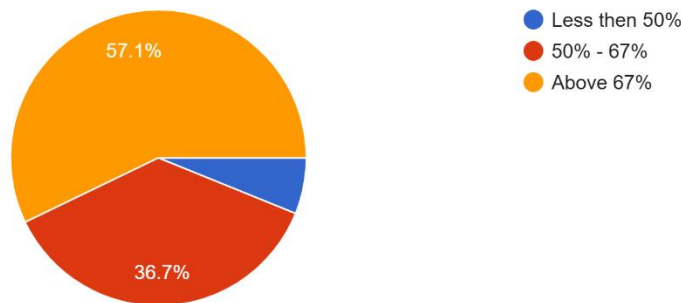
4. The course provide a critical grasp of the philosophical issues at the heart of politics.

49 responses



5. How much was your attendance in this course?

49 responses



### **Observations:**

The analysis of the response shows that approximately 80% of the students either strongly agreed or agreed that they understood the course. Most of the students agreed that the course helped them to understand the importance of classical texts like Republic, Politics etc. and also enabled them to understand and appreciate the views of classical political philosophers. Most of them agreed that course generated keen interest in you about the classical political philosophers. Overall, it can be concluded that students really enjoyed the course and found it very relevant.

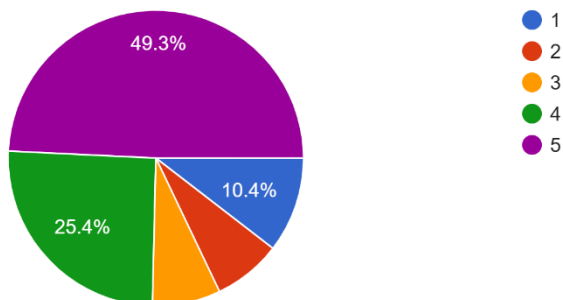
### **Action to be taken Report:**

For the question where we have received moderate response, topics will be discussed in detail with the students in tutorials, and remedial classes regularly. More debates and discussions would be organised more often in classes. Time to time assessment about clarity of the subjects will be ensured. For the weak students, special sessions will be held to cater to their special demand.

**Course Exit Survey  
Analysis and Action Taken Report  
Course: DSC (Political Science (H))  
Paper: Constitutional Government and Democracy in India  
Unique Paper Code: 2322102303  
Semester III  
Academic Session : 2025-2026**

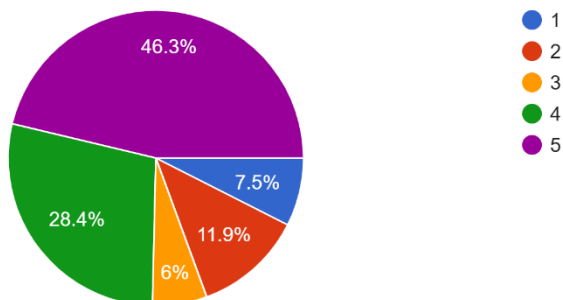
The aim of this course is to enable students to know the constitutional design of government and political institutions in India.

67 responses



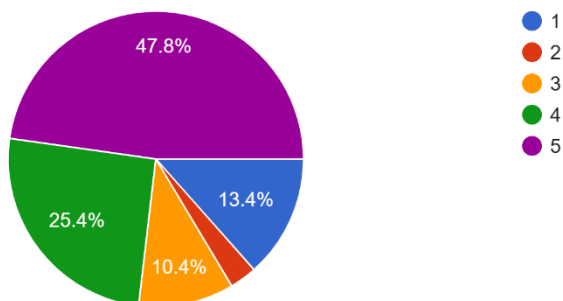
The purpose is to understand how liberty, equality and justice, territorial decentralization and federalism, development and democracy, serve as va...h constitutional democracy in India is premised

67 responses



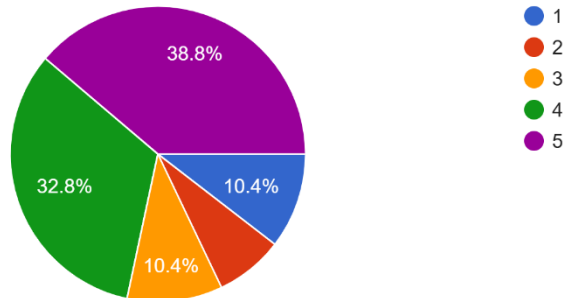
The course helps develop an understanding of how the different organs of government exist in an institutional matrix which is characterised by conf... of powers in an asymmetrical federal arrangement.

67 responses



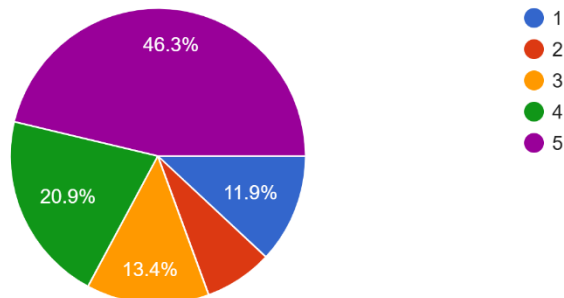
The course helps to encourages students to see how institutional practices and constitutional design are impacted by the political contexts within which they unfold.

67 responses



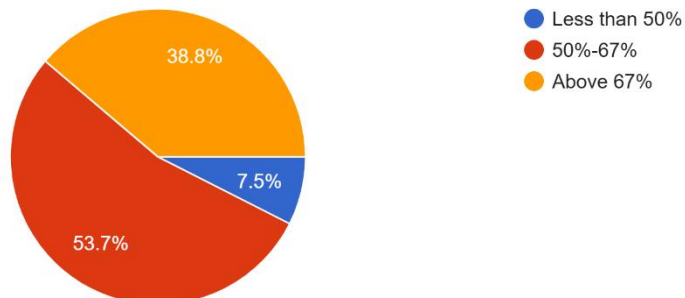
The course enables students to develop the ability to comprehend the relationships between constitutionalism, democracy and governance by using concepts and analytical frameworks.

67 responses



How much was your attendance?

67 responses



## Observation

The Discipline Specific Course titled “Constitutional Government and Democracy in India” aims to help students to know the constitutional design of government and political institutions in India. The purpose is to understand how liberty, equality and justice, territorial decentralization and federalism, development and democracy, serve as values on which constitutional democracy in India is premised. The course traces the contestations over how these values were incorporated in the Constitution, and demonstrates the manner in which they played out in practice. The students found this course very helpful, engaging and useful. Attendance of the students turns out to be an area of concern as

only 39 percent students attended more than 67 percent attendance in the given course, while 54 percent students had attendance between 50 and 67 percent. More than 7 percent students had less than 50 percent attendance. The students overall gave positive feedback on the course and pedagogy. With regard to pedagogy, the students appreciated the teachers and teaching methods.

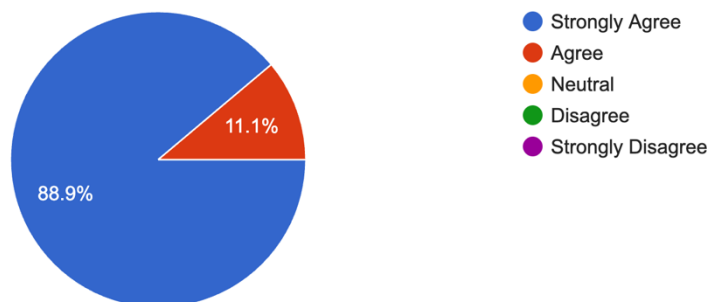
### Action Taken Report

Overall, the course received overall positive feedback. Though the students have expressed satisfaction with the pedagogy, in order to make the course more interesting, field visits to place related to Parliament, PM Sangrahalaya, Ambedkar Museum shall be organized to give a hands-on understanding about the events related to Pre and Post Constitutional developments. As attendance remains a main area of concern, measures such as one-on-one contact with the students to encourage them to attend the lectures shall be undertaken.

Course Exit Survey For Political Science, DSE, Semester III, 2025-2026 (Indian Constitution: Key Debates)

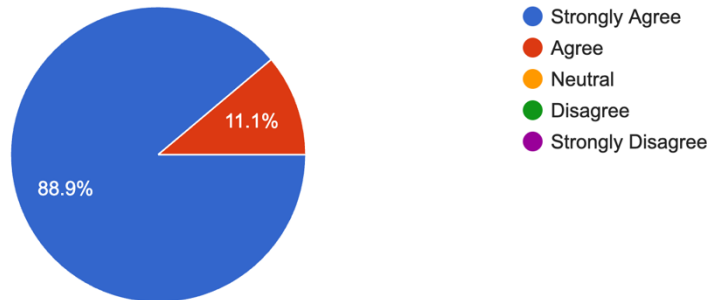
The course enables you to understand the debates in the Constituent Assembly and the forms in which they have remained significant.

9 responses



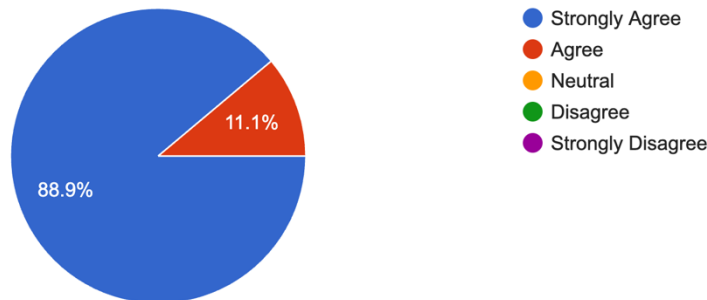
The course helps you understand the distinguishing features of the constitution and the modalities through which consensus on contentious matters were arrived in the Constituent Assembly.

9 responses



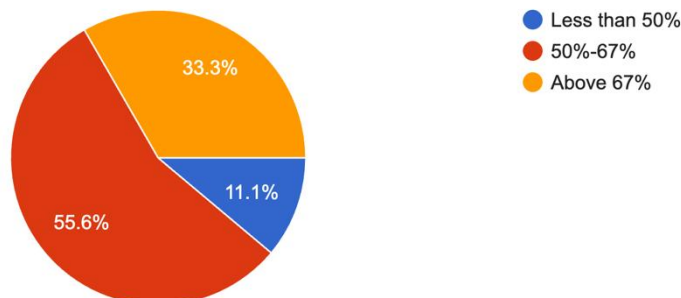
The course helps you understand the principles and constitutional values that were sought to be entrenched.

9 responses



How much was your attendance?

9 responses



#### OBSERVATIONS:

From the given responses, it can be summarised that almost 90 % of the students strongly agreed that they gained in-depth understanding of the debates in the Constituent Assembly and the forms in which they have remained significant, while 11.1 % agreed. Further, almost 90% (88.9) of students strongly agreed that the course provided them with an understanding of the distinguishing features of the constitution and the modalities through which consensus on contentious matters were arrived in the Constituent Assembly, while 11.1 % agreed. In addition,

88.9% of the students strongly agreed that the course enabled them to understand the principles and constitutional values that were sought to be entrenched, while 11.1 % agreed.

This suggests that the majority of students have reached a consensus regarding the effectiveness of the course in enhancing their understanding of the Indian Constitution. Nearly all students strongly agreed that the course enabled them to gain in-depth insights into the debates of the Constituent Assembly, the distinctive features of the Constitution, and the processes through which consensus was achieved on contentious issues. Notably, none of the students remained neutral or disagreed with the view, highlighting the course's success in achieving its learning objectives. In terms of attendance observations, 33.3 % students had above 67% attendance, while 55.6% had their attendance between 50-67% and 11.1 % had less than 50% attendance.

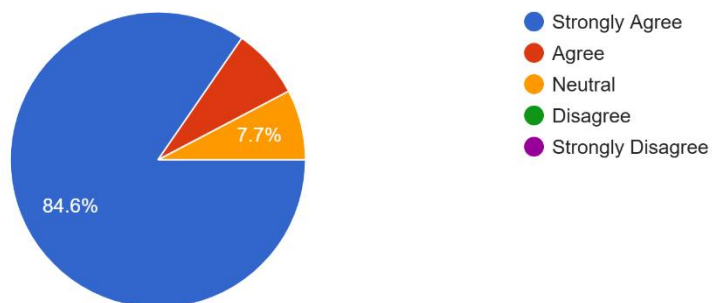
#### **ACTION TO BE TAKEN:**

The teaching-learning process can be enhanced by incorporating multimedia resources such as Constituent Assembly debates (audio/video excerpts), documentaries, constitutional timelines, and expert lectures to deepen conceptual clarity. These tools will provide diverse perspectives and help students' understating of critical engagement. To further improve academic performance, diverse ways such as research papers, group projects, and field visits to Parliament, Museums, will be incorporated. These visits will provide students with first-hand exposure to institutional functioning. This approach allow students to enrich their learning experience. Special classes will be conducted for students who require additional academic help. Moreover, adequate measures will be adopted to improve attendance among students and increase their interest in the subject and related activities.



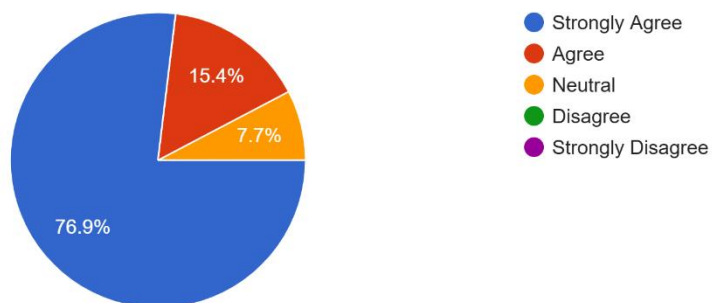
The course enables you to understand the dynamics of state formation in India

13 responses



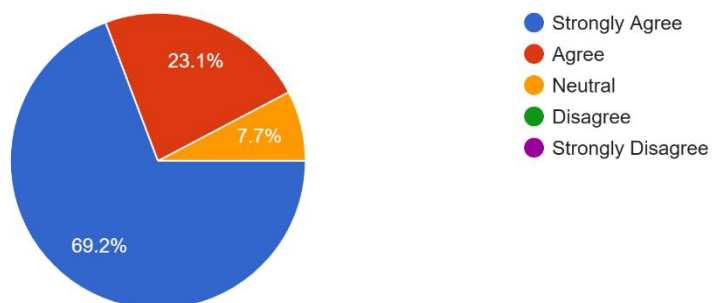
The course enables you to understand the political economy of development in India.

13 responses



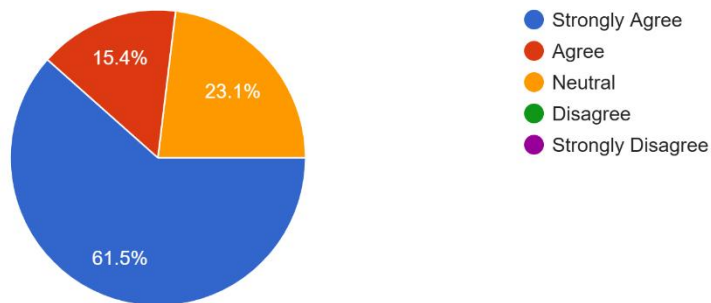
The course enables you to understand the regional political parties.

13 responses



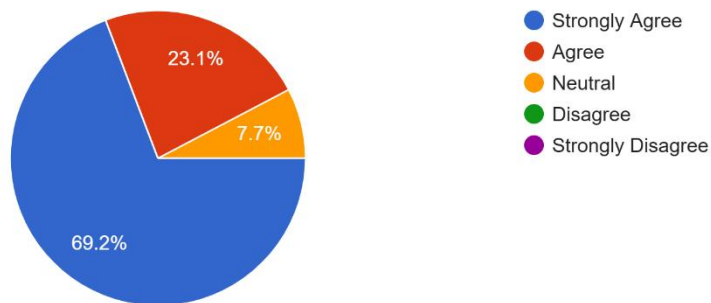
How much was your attendance ?

13 responses



The course enables you to understand the regional political parties.

13 responses



### Observations:

The course proved to be highly beneficial in helping students develop a comprehensive understanding of the various dynamics of the state. Students responded positively to the teaching-learning process, thoroughly enjoying the pedagogy and adapting well to the instructional methods adopted. The availability of adequate and well-structured study material supported their learning, and regular attendance reflected their sustained interest and engagement with the course content.

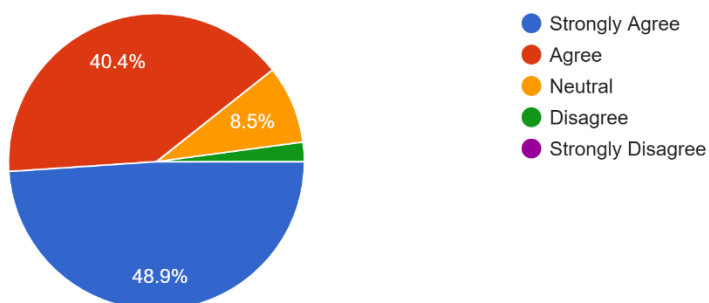
### Action to be Taken:

To further enhance student involvement and deepen learning outcomes, greater emphasis can be placed on interactive teaching strategies. Frequent classroom discussions, project-based learning, group reading sessions, and structured debates may be incorporated to promote critical thinking, collaborative learning, and more active, immersive engagement among students.

**Unique Paper Code: 2324002003**  
**Semester III**  
**Academic Session: 2025-26**

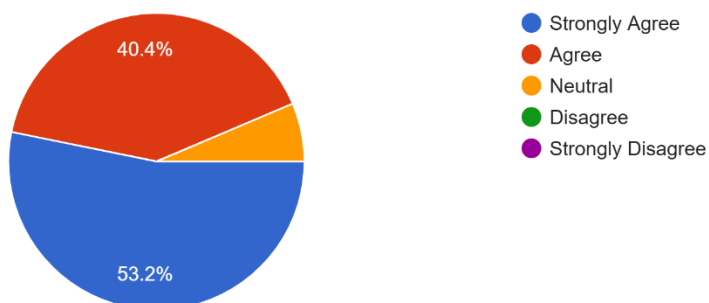
The course develops the knowledge among students about different approaches to the study of nationalism in India.

47 responses



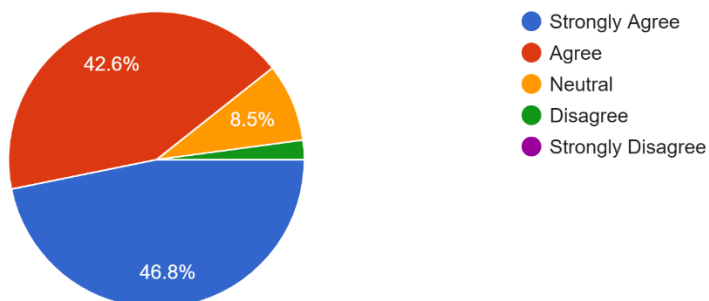
The course develops an understanding about different phases of national movement in India.

47 responses



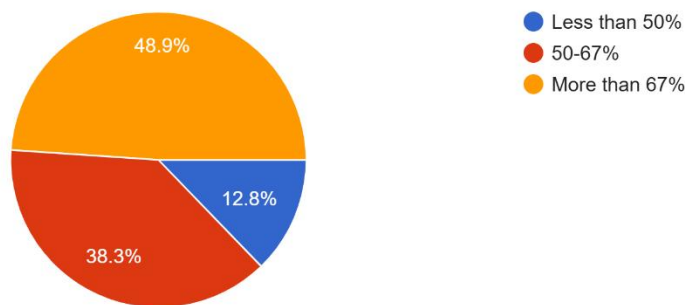
The course enables students to learn about the contribution of various social movements in the anti-colonial struggle.

47 responses



How much was your attendance in this course?

47 responses



### Observation

The Generic Elective Course titled “Nationalism in India” aims to help students understand the national movement in India by looking at it from different theoretical perspectives. The course also tries to focus on the various tensions and debates within nationalism in India as it engaged with the questions of communalism, class struggle, caste and gender. The students found this course very helpful, engaging and useful. More than 91 percent students were able to develop knowledge about different approaches to the study of nationalism in India. The course enabled 94 percent students to develop an understanding about different phases of national movement in India. The course also enabled 92 percent students to learn about the contribution of various social movements in the anti-colonial struggle. Attendance of the students turns out to be an area of concern as only 49 percent students attended more than 67 percent attendance in the given course, while 38 percent students had attendance between 50 and 67 percent. More than 13 percent students had less than 50 percent attendance. The students overall gave positive feedback on the course and pedagogy. A few students expressed their concern about non-marking of ECA performa by the teachers. However, with regard to pedagogy, the students appreciated the teachers and teaching methods.

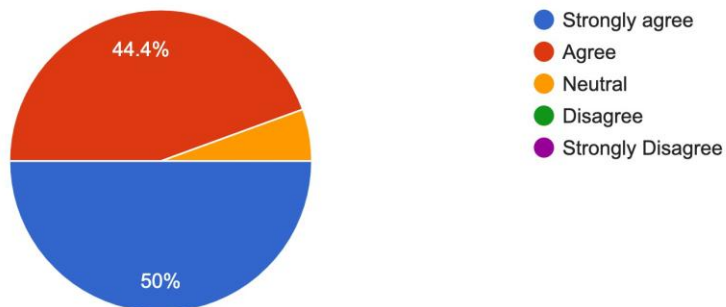
### Action Taken Report

Overall, the course received overall positive feedback. The only area of concern highlighted by students was their ECA performa not being marked by the teacher. This will be conveyed to the concerned teachers. At the same time, students will also be encouraged to submit their ECA performa on time so that the teachers can mark the performa attendance on time. Though the students have expressed satisfaction with the pedagogy, in order to make the course more interesting, field visits to place related to freedom struggle shall be organized to give a hands-on understanding about the events related to pre-independence period. As attendance remains a main area of concern, measures such as one-on-one contact with the students to encourage them to attend the lectures shall be undertaken.

**COURSE EXIT SURVEY ANALYSIS**  
**GE SEMESTER 3**  
**Course: POLITICS OF GLOBALISATION UPC**  
**:2324002007**

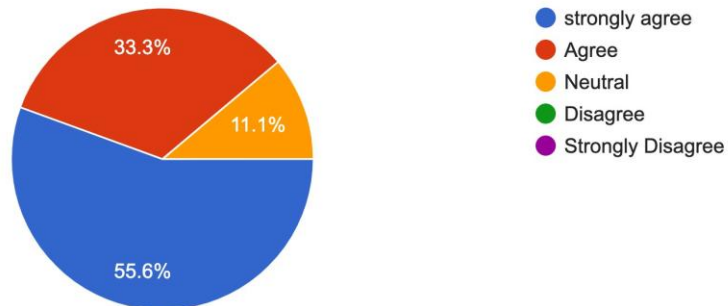
1.The course helped the students in gaining an understanding of the different theoretical perspectives on globalisation

18 responses



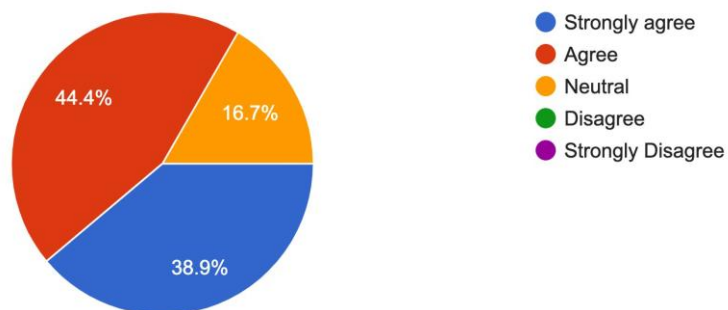
2. The course helped in demonstrating the knowledge of the historical trajectory of the development of international financial institutions like World Bank and IMF

18 responses



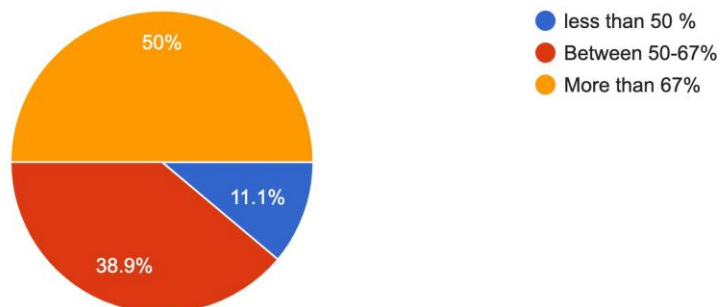
3. The course helped in understanding the contribution of various global social movements and international migration?

18 responses



4. How much was your attendance in the course.

18 responses



**Observations:** from the given responses, it can be summarised that 94.4% students gained a good understanding of the theoretical perspectives on globalisation wherein 50% strongly agreed while 44.4% agreed that the course improved their understanding of the above topics. 5.6% were neutral.

Similarly 55.5% strongly agreed while 33.3% agreed on the fact that the course helped in understanding the historical trajectory of the Growth of International Financial Institutions like IMF and World Bank. 11.1% were neutral in this.

Further, 38.9% strongly agreed while 44.1% agreed that the course improved their understanding of International migration and Global social movements.

Attendance 50% students had more than 67% attendance, 38.9% students had their attendance ranging between 50 to 67%. 11.1% had an attendance below 50%

## 5. Any suggestions/comments/feedback

8 responses

It was an amazing experience

Thank you for an incredible semester. Your ability to make the complex politics of globalization clear, engaging, and relevant was brilliant

Good subject

Politics of Globalisation is an interesting subject that explains how global forces influence national politics and everyday life. It helped me understand concepts such as neoliberalism, global governance, and inequality in a simple and meaningful way. The subject is useful for understanding current global events and power relations among countries.

NA

No suggestions

## ACTION TAKEN REPORT

For the moderate responses, topics were discussed more with the students during tutorials and remedial classes. For the weak students, special classes were held to discuss important questions with them. Adequate methods were adopted for making the students more engaged and develop higher interest and attendance. Regular assessments was carried out.

**Course Exit Survey and ATR**

**Department: Political Science**

**Course Name: Negotiations and Leadership (SEC) (August-December 2025)**

**Unique Paper Code:2416000003**

**Course Instructor: Mr. Ahirrao Dinesh Bharat**

**Pie Charts based on the students response:**



8:41

34%



## SEC Negotiations and Leadership, August-Dec

Questions

Responses

44

Settings

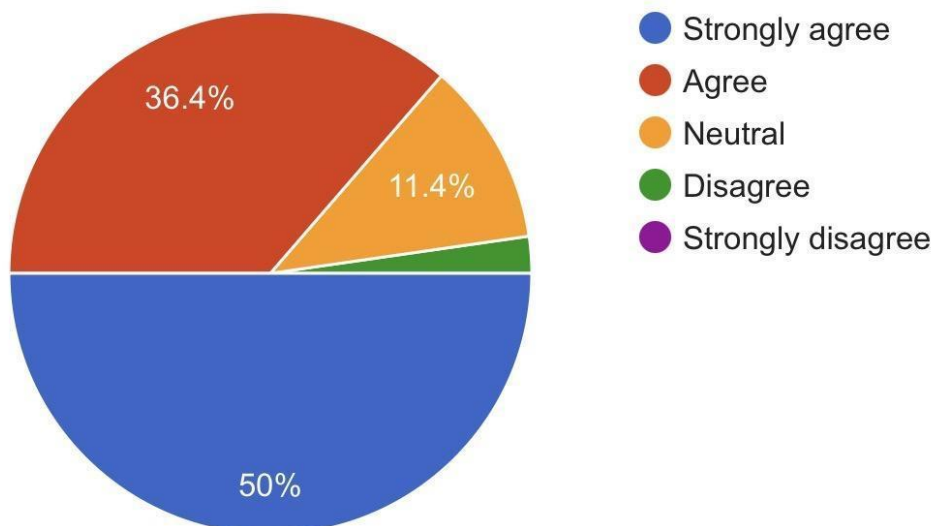
### Course Specific Questions

Q.1 This course enhanced my understanding of what negotiation is and why it is a critical leadership skill.



Copy chart

44 responses





8:41

34%



## SEC Negotiations and Leadership, August-Dec

Questions

Responses

44

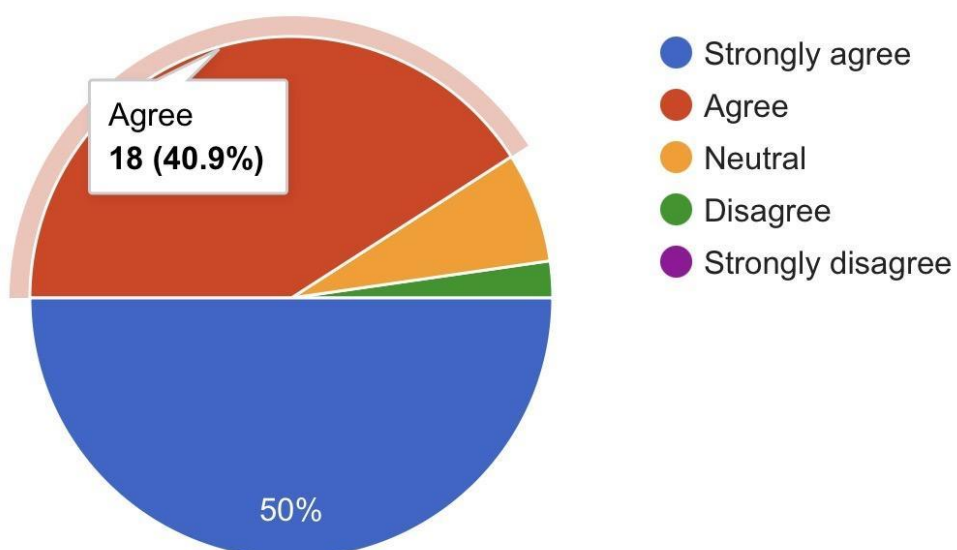
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Q.2 I am confident in identifying and applying the key steps and pillars of effective negotiation (such as preparation, communication, trust-building, and closure)



Copy chart

44 responses





## SEC Negotiations and Leadership, August-Dec

Questions

Responses

44

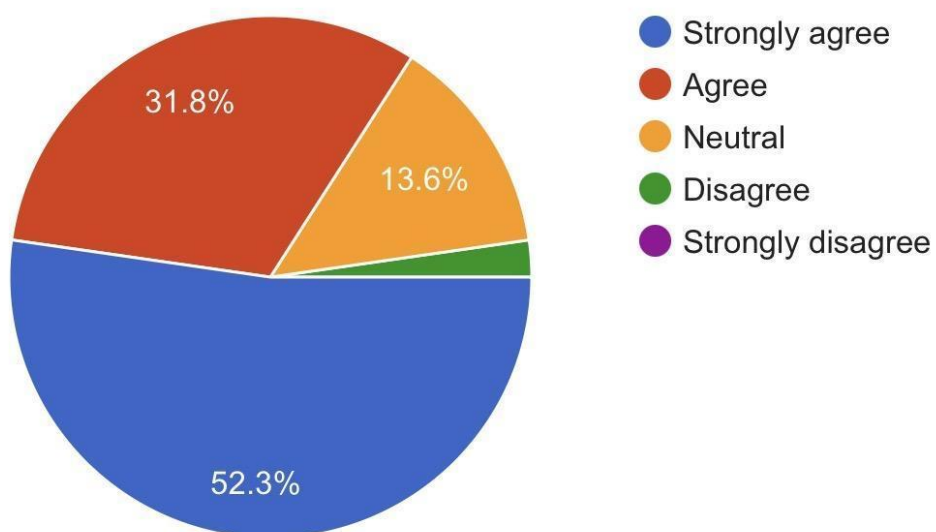
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Q.3 The concepts of BATNA (Best Alternative to a Negotiated Agreement) and ZOPA (Zone of Possible Agreement) are now clear to me and I can apply them in real-life scenarios.



Copy chart

44 responses



8:40

Signal strength, Wi-Fi, and 32% battery icons



## SEC Negotiations and Leadership, August-Dec

Questions

Responses

44

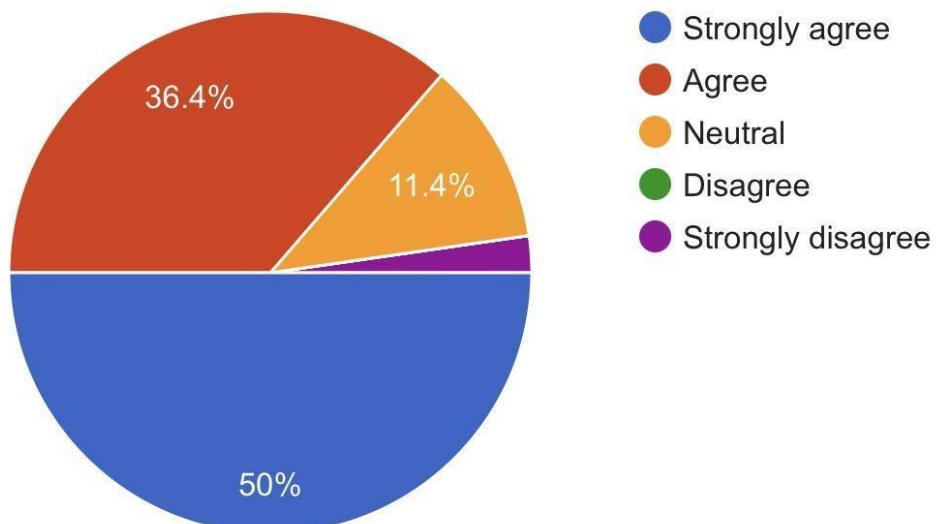
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Q.4 The Harvard negotiation case studies used in the course helped me understand how theoretical concepts are applied in practical, high-stakes negotiation contexts.



Copy chart

44 responses



8:40

32%



## SEC Negotiations and Leadership, August-Dec

Questions

Responses

44

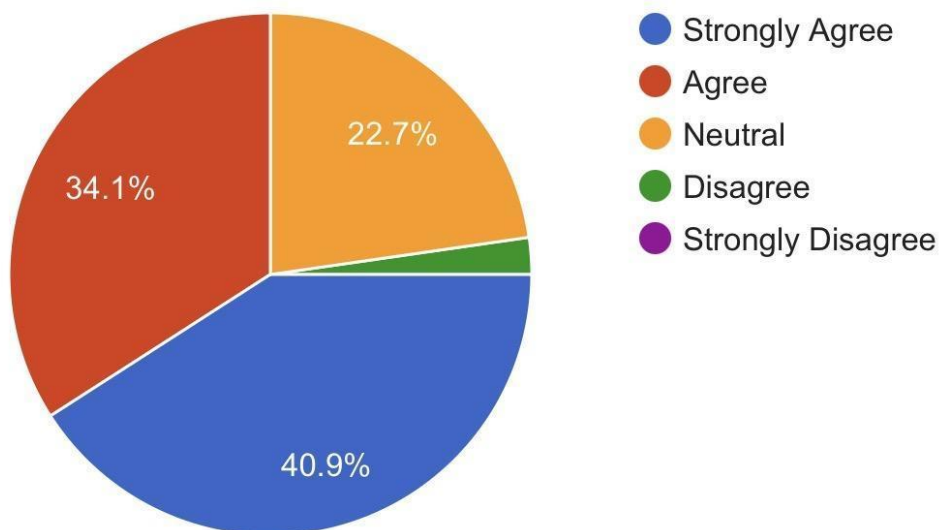
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Q.5 The book 'Getting to Yes' helped me understand the importance of principled negotiation based on interests rather than positions.



Copy chart

44 responses



8:42

35%



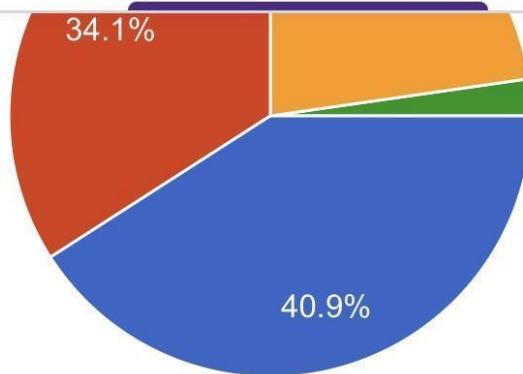
## SEC Negotiations and Leadership, August-Dec

Questions

Responses

44

Settings

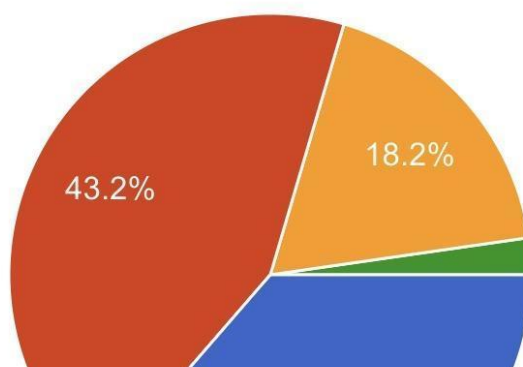


Disagree  
Strongly Disagree

Q.6 Key ideas from Getting to Yes –such as separating the people from the problem and inventing options for mutual gain—were clearly explained and applicable to real-world situations.

Copy chart

44 responses



Strongly Agree  
Agree  
Neutral  
Disagree  
Strongly Disagree



8:42

36%



## SEC Negotiations and Leadership, August-Dec

Questions

Responses

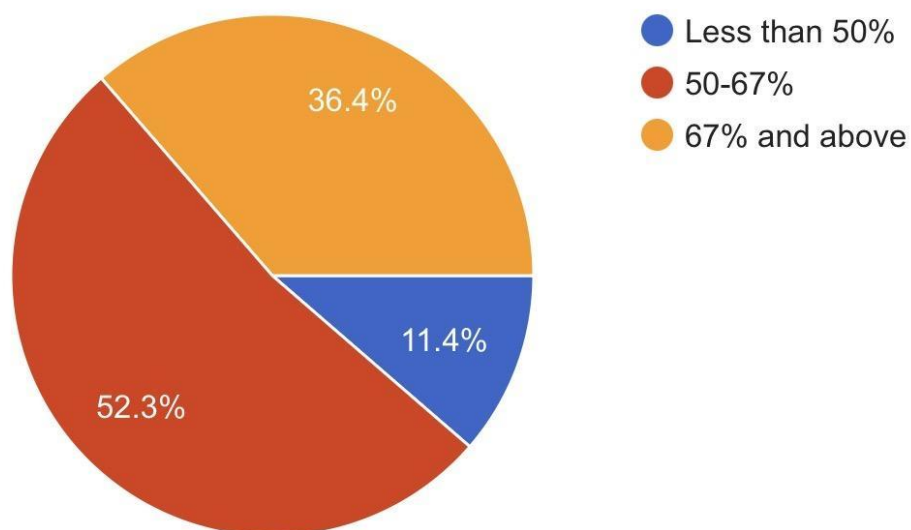
44

Settings

Q.7 How much was your attendance in this course?

Copy chart

44 responses



### Course Specific Outcomes:

From the responses, it is observed that, more than 85% of the students agreed that this course enhanced their understanding of what negotiation is and why it is a critical leadership skill.

More than 90% of students agreed they are confident in identifying and applying the key steps and pillars of effective negotiation (such as preparation, communication, trust-building, and closure)

More than 80% agreed that the concepts of BATNA (Best Alternative to a Negotiated Agreement) and ZOPA (Zone of Possible Agreement) are now clear to them and they can apply them in real-life



scenarios.

More than 85% students agreed that the Harvard negotiation case studies used in the course helped them to understand how theoretical concepts are applied in practical, high-stakes negotiation contexts. More than 75 % of students agreed that the book 'Getting to Yes' helped them to understand the importance of principled negotiation based on interests rather than positions.

More than 75 % of students agreed that key ideas from Getting to Yes—such as separating the people from the problem and inventing options for mutual gain—were clearly explained and applicable to real-world situations.

Overall the feedback from the students has been positive and encouraging. Negative response to all the questions was in the range of 5-10% only.

**Action to be Taken:**

Based on the response and feedback from the students, the Department will take the following initiatives: Field visits, excursion activities etc. will be organised in future to enable students to link what they have studied with the practical reality.

Considering the importance of training and guidance in research field, special sessions regarding how to conduct the research, how to write research proposal etc. will be held. Students will be given a prior information about the notable think tanks and research institutions and all the possible help will be rendered to enable them to get internships at such institutions.

For Hindi medium students, translation of academic articles and chapters from the books will be provided well in advance. For slow and advanced learners, regular remedial classes and mentoring support will be provided. Considering the importance of digital education in enhancing the quality, equity and accessibility of education, interactive classrooms through the use of ICT including the smart boards will be promoted.

## **COURSE EXIT SURVEY: Analysis Report**

**Academic Session: 2025-26**

-

**Department: Political Science**

**Program: SEC-Students enrolled in different courses**

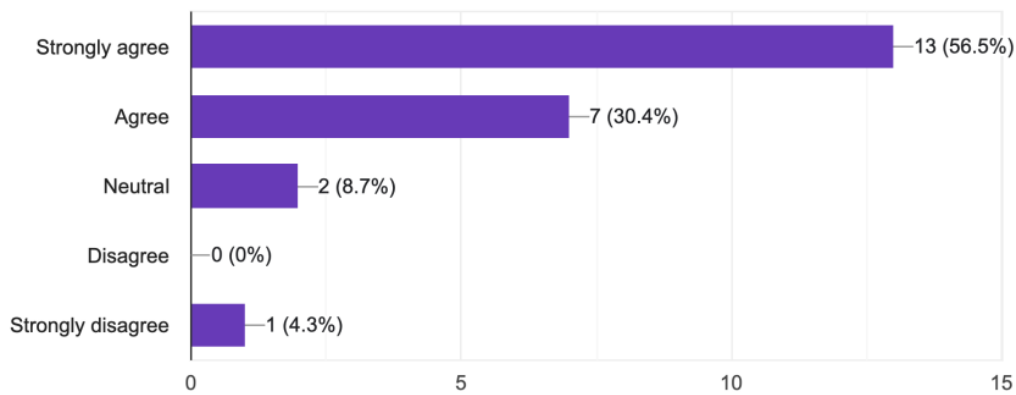
**Course Name: SEC-Cyber Sphere and Security: Global Concern**

**Course Code&UPC: SEC-3206000001**

**Semester: III**

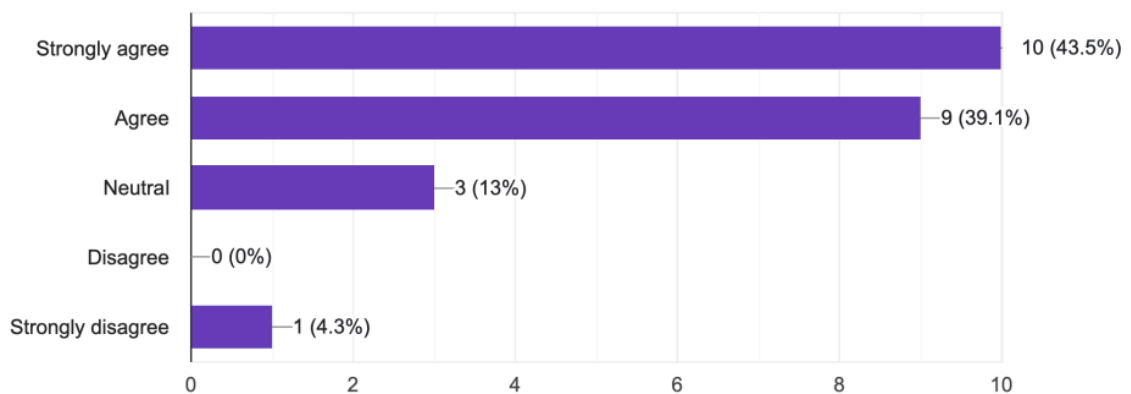
**1. The course helped the students to apprehend key terms relating to cyber security.**

23 responses



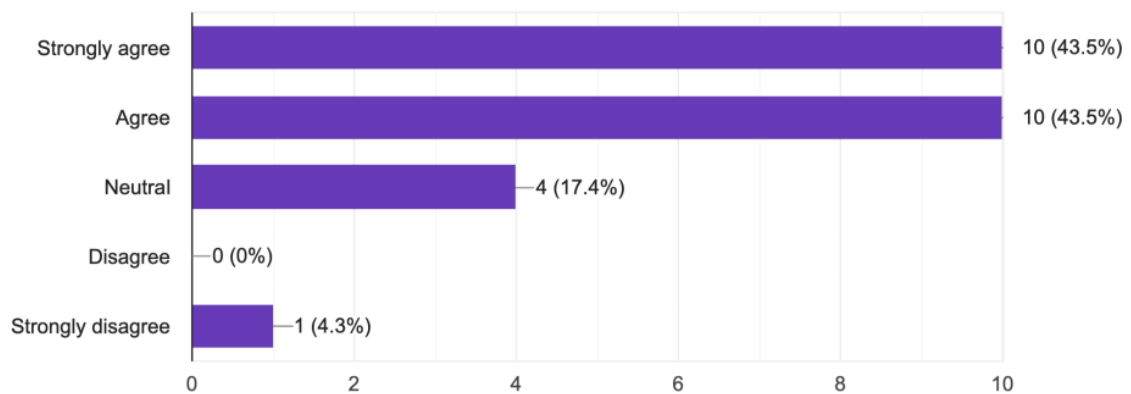
**2. Students were able to understand cyber security law and concepts.**

23 responses



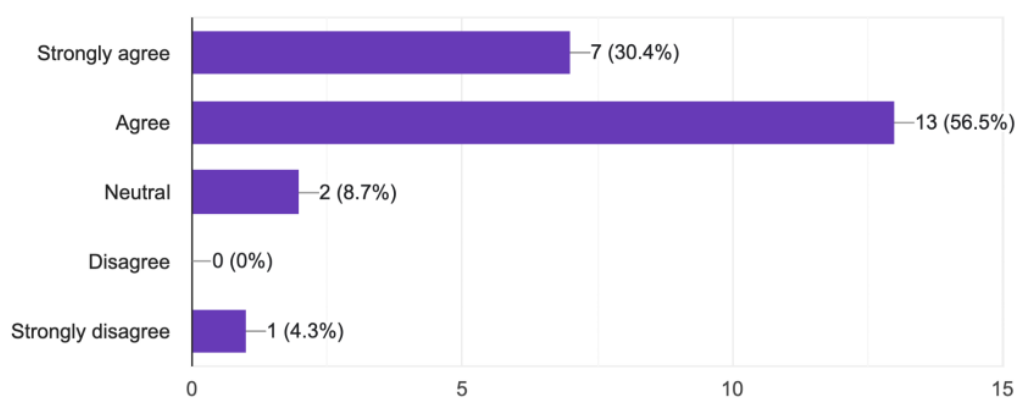
3. After studying the concepts, students were able to identify and examine basic security loopholes in the cyber realm.

23 responses



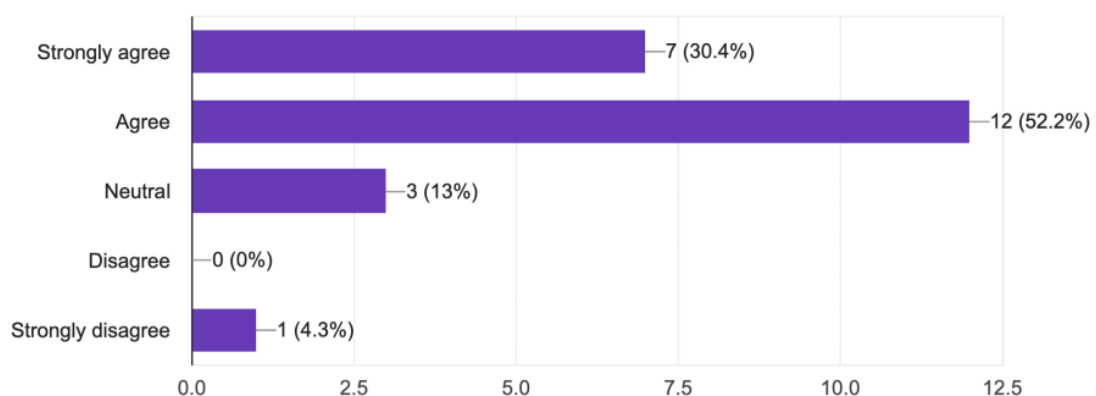
4. After studying the course, the students were able to secure and protect personal data with safe internet usage?

23 responses



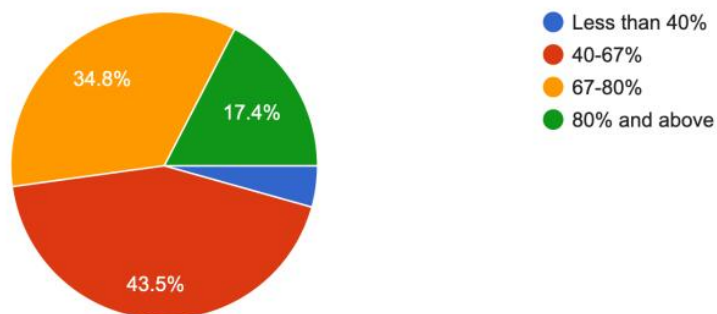
5. After studying the course, the students were able to assimilate approaches for incident analysis and response and best cyber security practices e.g. cyber fraud, cyber bullying, hacking, etc.

23 responses



## 6. What was your attendance percentage ?

23 responses



### OBSERVATION

The feedback has been satisfactory. The objective of the course was to impart basic knowledge related to cyber security and related concepts. With the use of ICT, an effort was made to make the course engaging and application based.

### ACTION TO BE TAKEN REPORT:

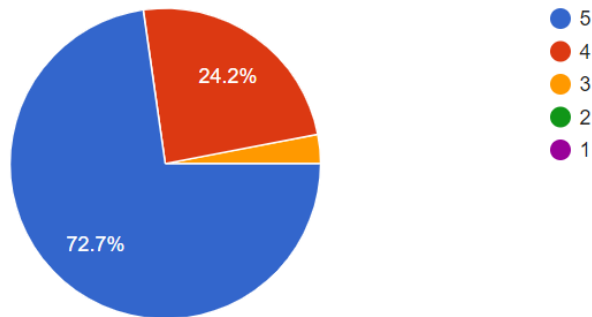
New avenues will be explored to make the course in sync with the unfolding cyber world.

## VAC NCC 3- Exit Survey 2025

### BA POLITICAL SCIENCE SEM- 3

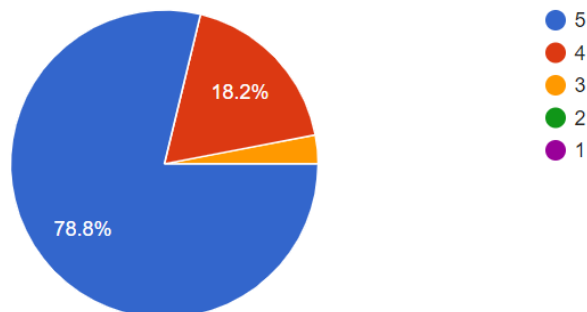
1) The paper gave an understanding to theme and essence of National Cadet Corps.

33 responses



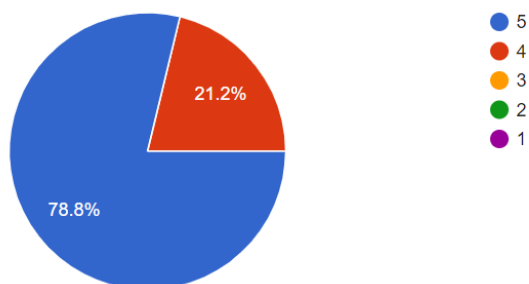
2) It helps in understanding the concept of Personality development and the elements it comprises off?

33 responses



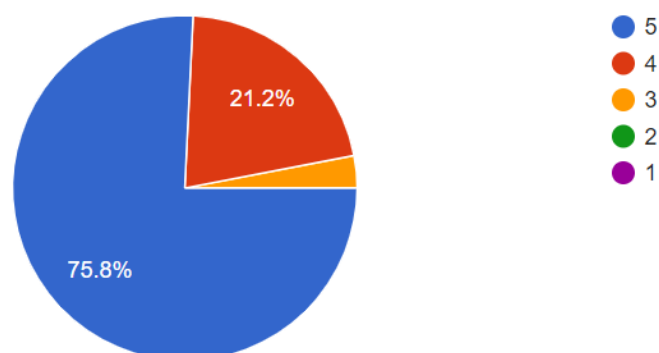
3) NCC helps in building the spirit of social service and community development ?

33 responses



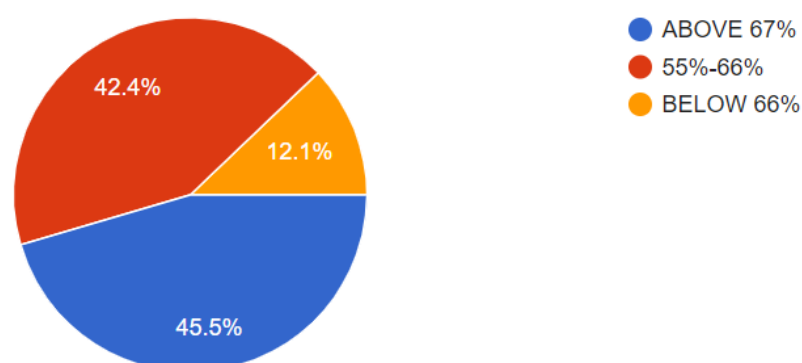
#### 4) NCC builds in the quality of leadership and teamwork amongst the youth.

33 responses



#### 5) Share your attendance percentage in this course

33 responses



#### OBSERVATIONS:

From the above responses, it is observed that majority of the students have had a clear understanding of national cadet corps. The paper has attempted to provide the students a comprehensive of important aspects of leadership, personality development and community development. The value addition course aims to build better youth of tomorrow.

#### ACTION TAKEN REPORT-

For the moderate responses, topics will be discussed more with the students during tutorials and remedial classes. For the weak students, special classes will be held to discuss important questions with them. Adequate methods will be adopted for making the students more engaged. and develop higher interest and attendance. Regular assessments in the form of presentations will be carried out also.

**Course: B.A. (Programme)**  
**Academic Session: (Semester III) 2025–**  
**26**

**Course Name / Paper: Ancient and Medieval Indian Political Thought**  
**Unique Paper Code: 2322102301**

### **Observations / Analysis**

The Course Exit Survey indicates that the course enabled students to develop a clear and systematic understanding of major themes, thinkers, and traditions in Ancient and Medieval Indian Political Thought. Students gained familiarity with the political, ethical, and social ideas of thinkers such as Manu, Shukra, Brihaspati, Kautilya, Tiruvalluvar, Basavanna, Kabir, and Guru Nanak, and were able to situate their ideas within their historical and socio-political contexts.

The course helped students understand the evolution of Indian political ideas related to state, governance, justice, morality, economy, and society. Students reported improved conceptual clarity regarding institutions, governance structures, and normative principles in ancient and medieval India. The emphasis on syncretic traditions and reformist thought enabled learners to appreciate India's pluralistic and inclusive intellectual heritage.

Overall, the course enhanced students' critical thinking skills by encouraging them to compare traditional political ideas with contemporary concerns, thereby strengthening their analytical and interpretative abilities.

### **Action to Be Taken**

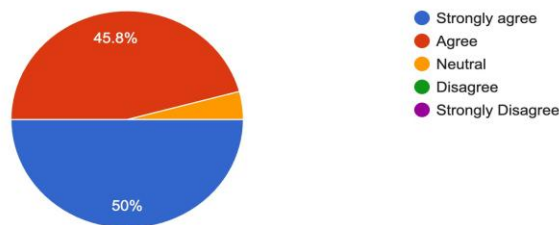
To address feedback from students who indicated moderate levels of understanding in certain areas, the following measures can be undertaken:

- Additional tutorial and remedial sessions will be organized to revisit complex concepts and key thinkers.
- More classroom discussions, debates, and short presentations will be incorporated to strengthen conceptual engagement.
- Focused academic support will be provided to students requiring extra assistance, particularly for examination-oriented preparation.
- Innovative teaching methods, including visual aids and comparative frameworks, will be adopted to make the subject more engaging and accessible.

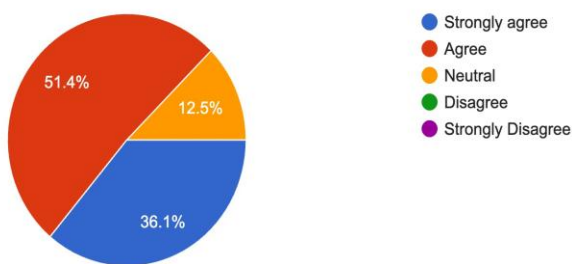
These steps aim to further improve learning outcomes, student participation, and overall course effectiveness.

Feedback in form of pie-chart:

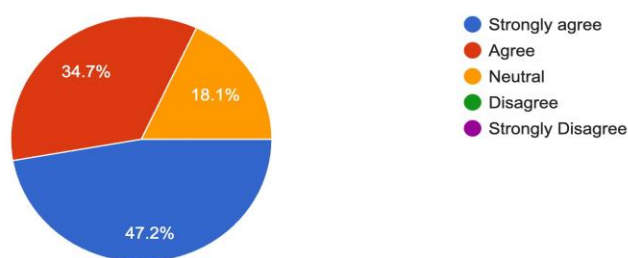
1. The course effectively enhanced understanding of the important institutions of ancient Indian governance and their roles.  
72 responses



3. The course offered comprehensive coverage of ancient institutions, their functioning, and their significance.  
72 responses

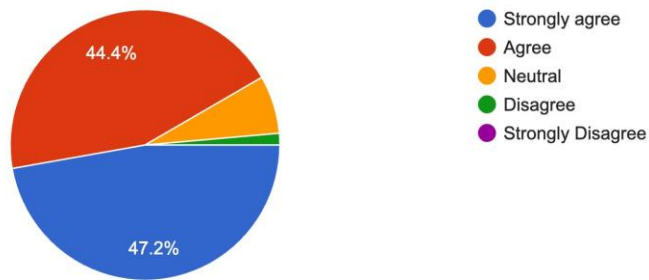


4. The course provided insightful understanding of how Kabir and Guru Nanak epitomised India's syncretic tradition.  
72 responses

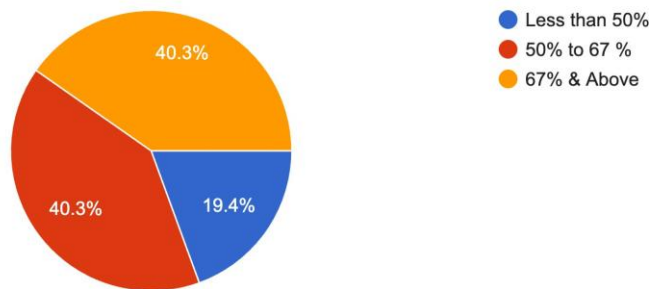




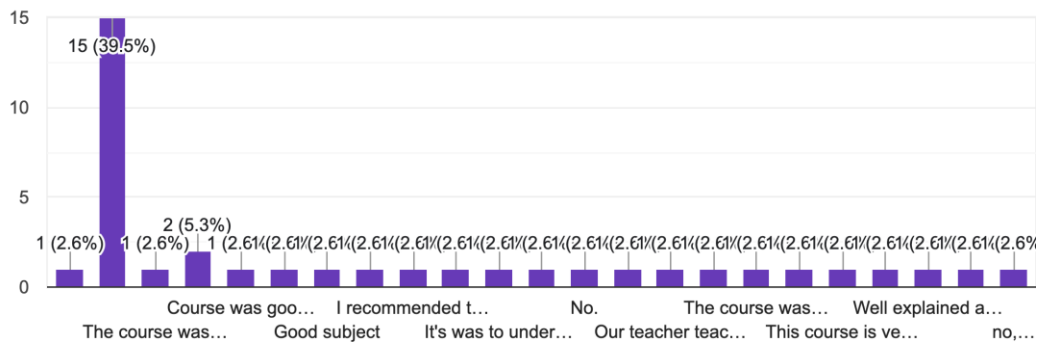
72 responses



72 responses



38 responses

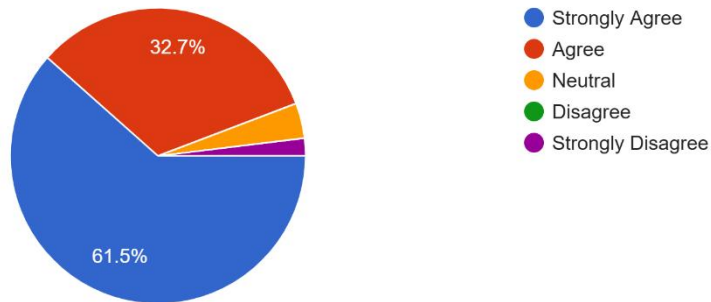


**Course Name: Theory and Practice of Democracy (Major)**

**Unique Paper Code: 2322202302**

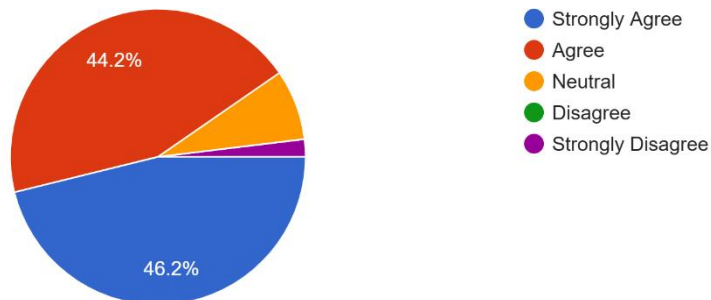
The course enables you to understand various aspects of democracy.

52 responses



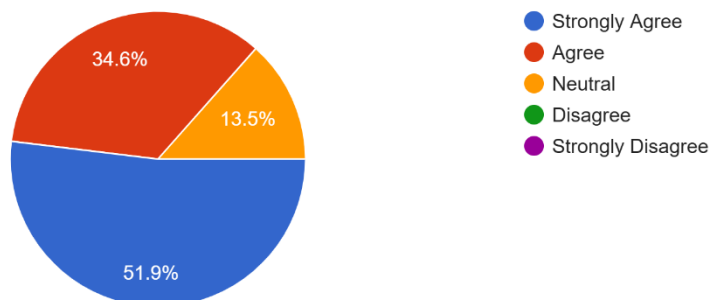
The course enables you to contrast the difference between theory and practice of democracy.

52 responses



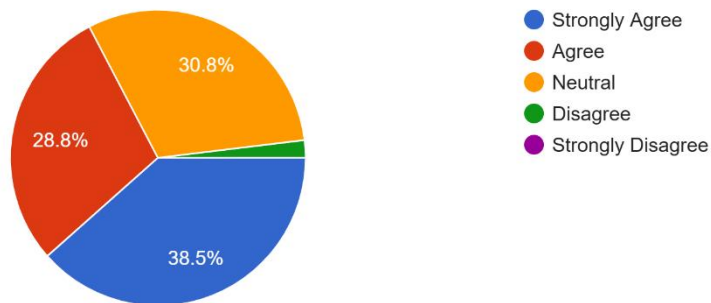
The course enables you to understand the global outreach of democracy through globalisation and multiculturalism.

52 responses



How much was your attendance ?

52 responses



### **OBSERVATIONS:**

The course enabled the students to understand the historical evolution of democracy since Ancient Greece and India. It engaged students to learn about different theories and approaches of democracy. The course enabled the students to have an understanding on democratic functioning by comparing democratic practices in the past and their contested legacies in contemporary times. It also engaged them into assessing political institutions and practices. They were able to engage in contemporary debates on diversity, citizenship, representation and globalisation.

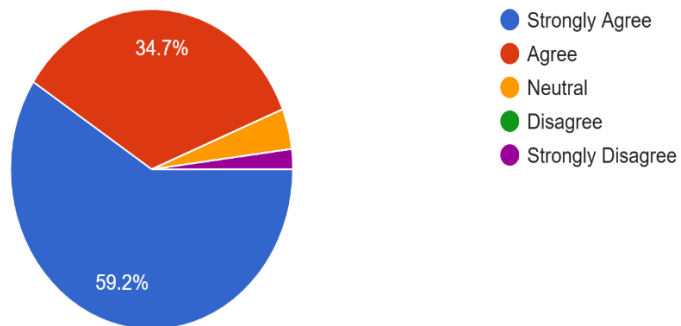
### **ACTION TO BE TAKEN:**

The teaching-learning process can be enhanced by adding practical experiences, like organising field trips to places like the Parliament of India, and the National Museum, which allow students to enrich the learning experience. The incorporation of multimedia resources like documentaries and interviews would provide diverse perspectives and further engage students. To better assess students' understanding.

**Course Exit Survey**  
**B.A. (Hons), Western Political Philosophy- 1, DSC-13, 3rd year, semester Vth,**  
**Unique Paper code- 2322103501,**  
**2025-26**

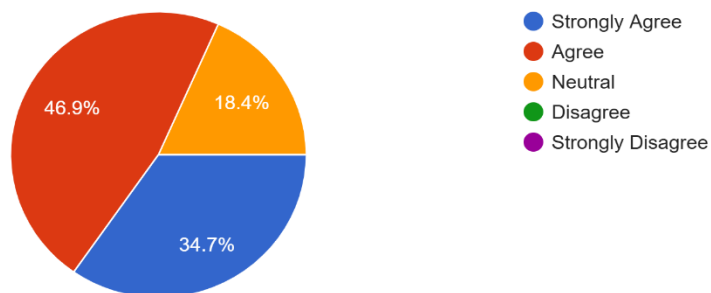
1. The course helped you to understand the importance of classical text like Republic, Politics and Prince etc..

49 responses



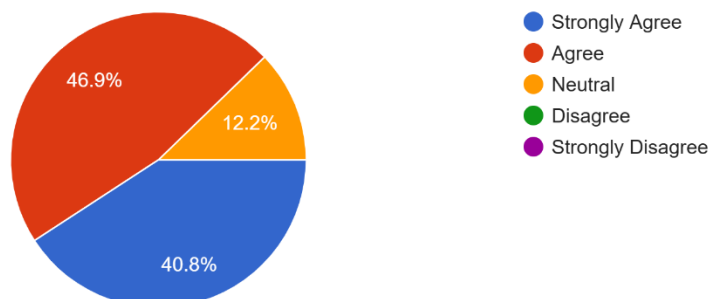
2. The course provided you the ability to understand how to read and decode the classics and use them to engage contemporary socio-political issues.

49 responses



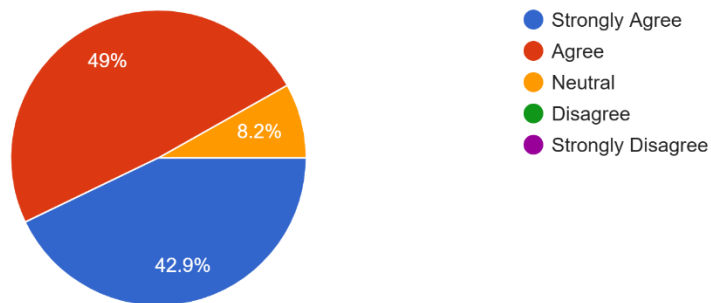
3. The course connect with historically written text and interpretations.

49 responses



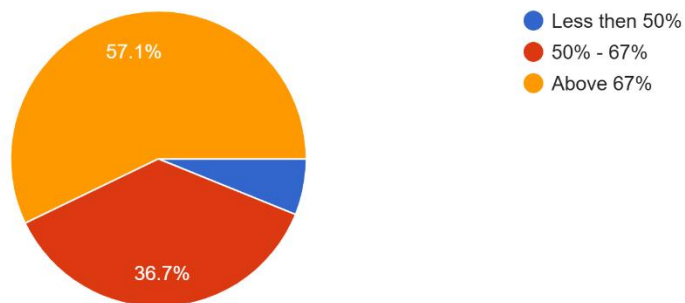
4. The course provide a critical grasp of the philosophical issues at the heart of politics.

49 responses



5. How much was your attendance in this course?

49 responses



### Observations:

The analysis of the response shows that approximately 80% of the students either strongly agreed or agreed that they understood the course. Most of the students agreed that the course helped them to understand the importance of classical texts like Republic, Politics etc. and also enabled them to understand and appreciate the views of classical political philosophers. Most of them agreed that course generated keen interest in you about the classical political philosophers. Overall, it can be concluded that students really enjoyed the course and found it very relevant.

### Action to be taken Report:

For the question where we have received moderate response, topics will be discussed in detail with the students in tutorials, and remedial classes regularly. More debates and discussions would be organised more often in classes. Time to time assessment about clarity of the subjects will be ensured. For the weak students, special sessions will be held to cater to their special demand.

# COURSE EXIT SURVEY ANALYSIS

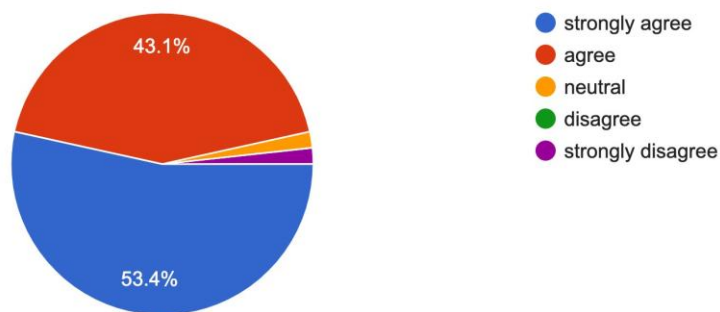
## DSC SEMESTER 5

### Course: MODERN INDIAN POLITICAL THOUGHT

UPC :2322103502

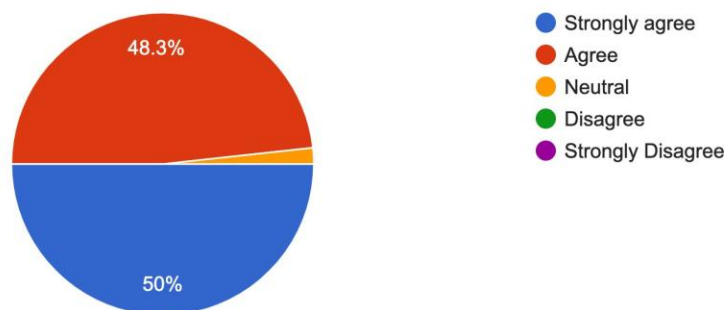
Did the course improve your understanding about the ideas and thoughts of Indian Political Thinkers

58 responses



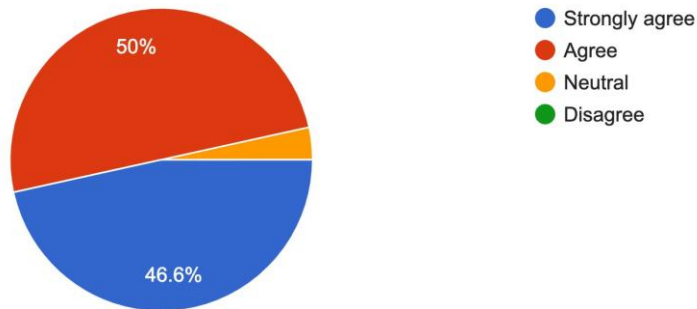
Did the course improve your understanding of debates concerning nationalism, democracy, secularism etc?

58 responses



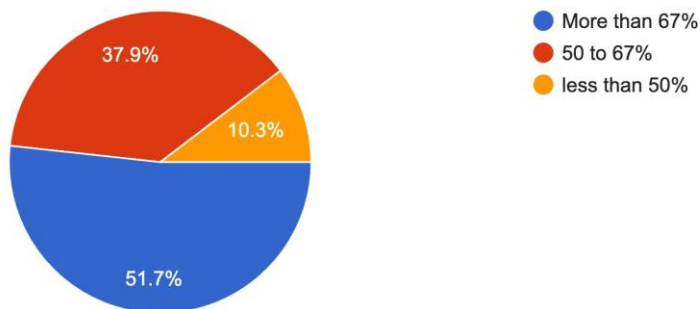
Has the course helped you in improving the knowledge towards Indian Political Thought?

58 responses



What was your attendance in the course

58 responses



**Observations:** from the given responses, it can be summarised that almost 96.5 students gained a good understanding of the ideas of Indian Political thinkers. 53.4% strongly agreed while 43.1% agreed that the course improved their understanding of the above topics. 2.4% were neutral while around 1.2% strongly disagreed.

Similarly 50% strongly agreed while 48.3% agreed on the fact that the course helped in understanding the debates surrounding nationalism, secularism and democracy. There was no disagreement regarding the same while 1.7% were neutral.

Further, 46.6% strongly agreed while 50% agreed that the course improved their knowledge and sensitivity about Indian Political thought.

Attendance 51.7% students had more than 67% attendance, 37.9% students had their attendance ranging between 50 to 67% while 10.3 had less than 50% attendance

#### ACTION TAKEN REPORT

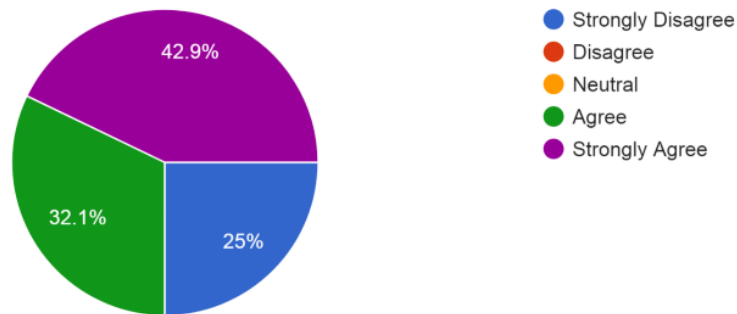
For the moderate responses, topics were discussed more with the students during tutorials and remedial classes. For the weak students, special classes were held to discuss important questions with them. Adequate methods were adopted for making the students more engaged and develop higher interest and attendance. Regular assessments was carried out.



Course Exit Survey  
Aug-Nov 2025  
Political Process in India  
UPC: 2322103503

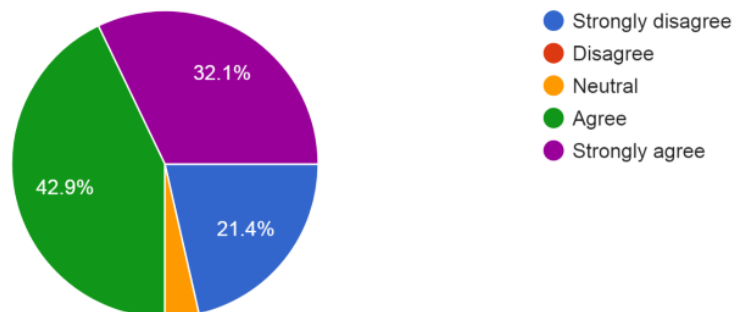
The course enhance your understanding about the meaning, nature and dynamics of political parties in India.

28 responses



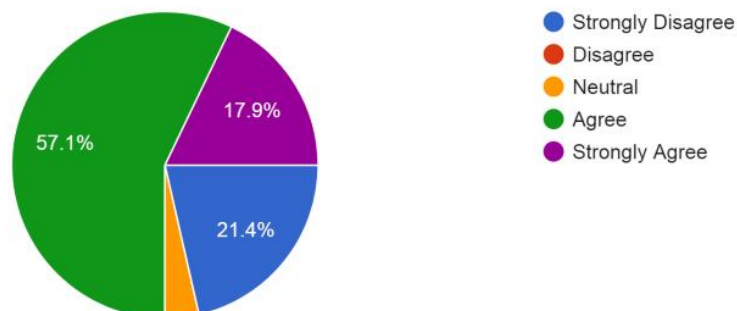
The course helps you to understand electoral process, representation and social determinants of voting behavior in India.

28 responses



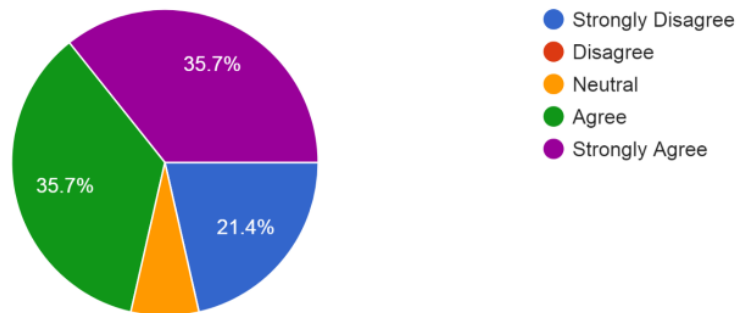
The course helps you to understand debate on secularism and communalism in India.

28 responses



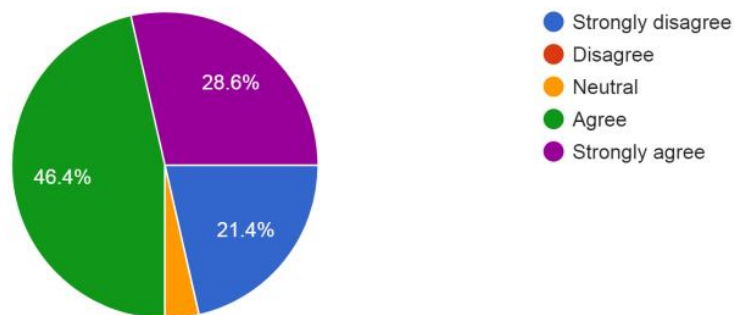
The course helps you to know about the politicization of caste and intersectionality of caste class and gender.

28 responses



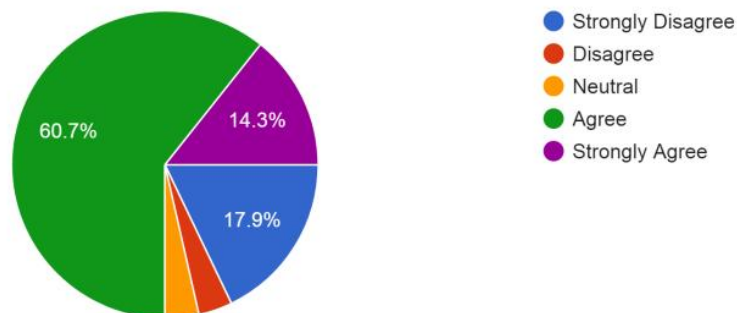
The course helps you to understand the policies and and challenges for tribes in India

28 responses



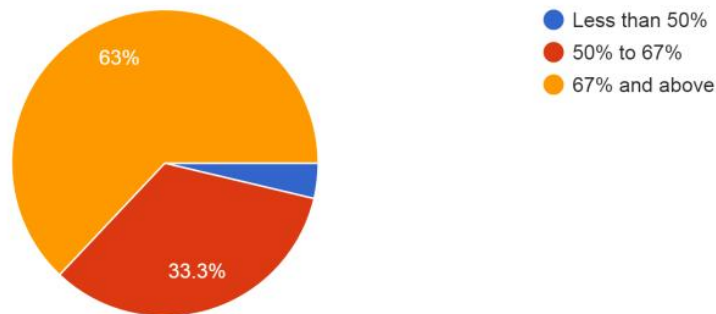
The course helps you to know about the dimensions of the Indian state.

28 responses



How much was your attendance in the course.

27 responses



### **OBSERVATIONS:**

Based on the provided responses, it is evident that approximately 94-96% of students expressed strong agreement that the course significantly contributed to their understanding of the paper comparative government and politics. They also gained knowledge about various concepts like classification of governments and regimes. The majority of students acknowledged an increased awareness of the significance of the nature, scope and methods of comparative government and politics. The course played a crucial role in equipping students with knowledge and skills necessary to know about the functional structure of political systems like the electoral system and party system.

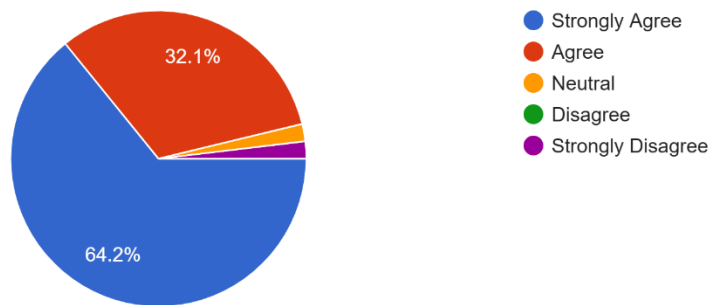
### **Action Taken Report**

For a few responses received - remedial classes will address identified topics. Efforts will be made to enhance class engagement to improve overall attendance rates.

**Course Exit Survey**  
**Analysis and Action taken Report**  
**Course: BA Hons. (Political Science)**  
**Paper: DSE: Understanding Ambedkar**  
**Unique Paper Code: 2323100007**  
**Semester: V**  
**Academic Session: 2025-26**

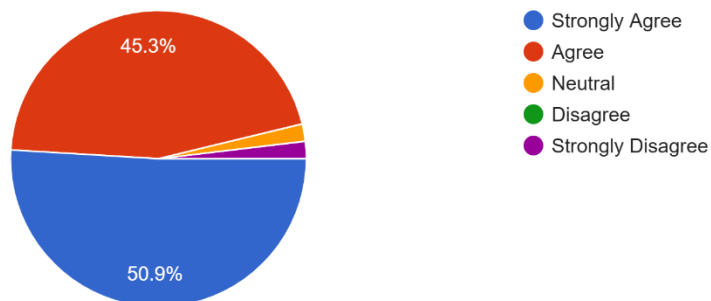
The course enables the students to understand Ambedkar's ideas on constitution, women empowerment, economy and polity.

53 responses



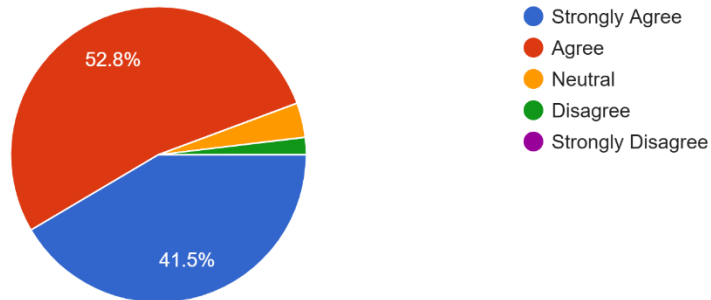
The course enables the students to understand the relevance of Ambedkar's ideas in contemporary India, by looking beyond caste.

53 responses



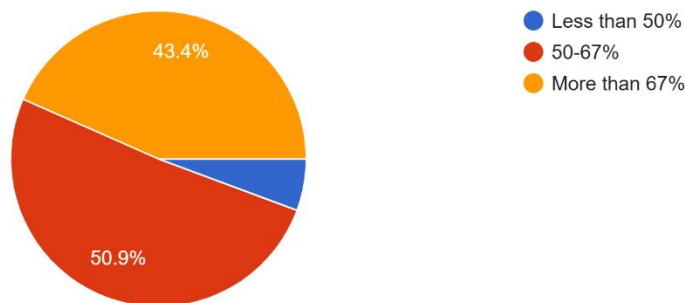
The course helps students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms.

53 responses



How much was your attendance in this course?

53 responses



## Observation

The B.A. Hons (DSE) course titled “Understanding Ambedkar” broadly intends to introduce Ambedkar’s ideas and their relevance in contemporary India, by looking beyond caste. The course aims to help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. The students found this course quite interesting and informative. The course enabled more than 96 percent students to understand Ambedkar’s ideas on constitution, women empowerment, economy and polity. A total of 96 percent students were able to understand the relevance of Ambedkar's ideas in contemporary India, by looking beyond caste. The course helped 94 percent students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. Overall, the course broadly succeeded in achieving its intended objective. Attendance of the students however, can be earmarked as an area for improvement as only 43 percent students attended more than 67 percent attendance in the given course, while 51 percent students had attendance between 50 and 67 percent. Six percent students had less than 50 percent attendance. The students overall gave positive feedback on the course and pedagogy.

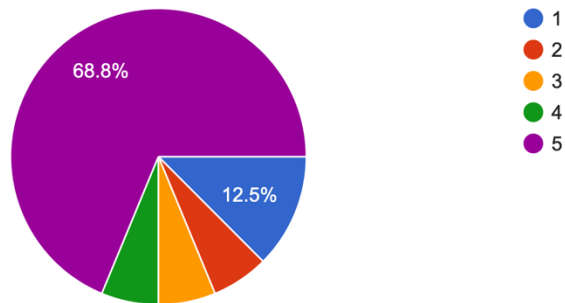
## **Action Taken Report**

The course received overall positive feedback. However, a couple of students in the survey gave a bad rating in the questions and observed the course to be bad. These students it was found had very low attendance in the course, hence we not able to grasp the topics. In future such students shall be appraised about the importance of being regular in the class and its corresponding impact on their knowledge and understanding of the course. In addition to this, to make teaching learning process more engaging, an attempt will be made to further integrate pupil centric pedagogy to make the course more engaging and interactive by curating an extra space for more classroom discussions and debates. It is further planned that to provide hands-on, real-world experiences to classroom learning and to further boosting students' engagement and profound understanding of topics, field visits shall be organised. Attendance which remains a main concern shall be countered with measures such as one-on-one contact with the students to encourage them to attend the lectures.

## GE Course Exit Survey for Third Year BA (Hons)(Semester V) 2025-26 (Governance: Issues and Challenges)

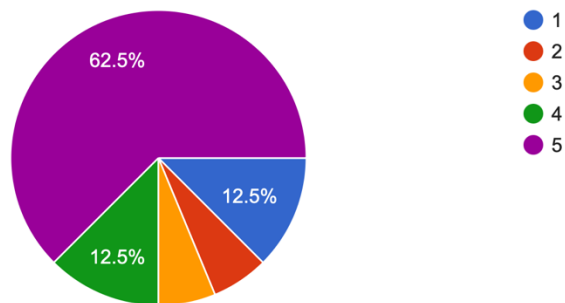
3.Has the course manage to make you understand the idea of Governance and the various issues and challenges

16 responses



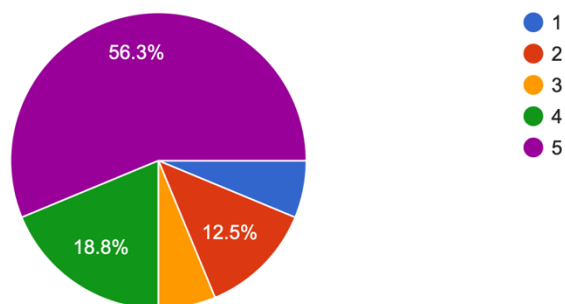
4.The course ensured you develop an understanding of the functioning of various units of governments

16 responses



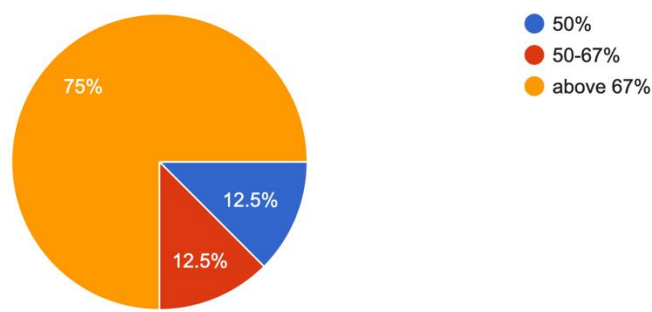
5.The course has help you understand the idea of people participation and idea of good governance in India

16 responses



6. How much was your attendance in this course?\*

16 responses

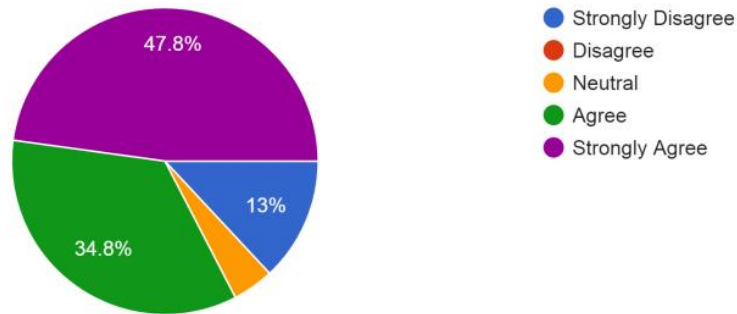




**Course Exit Survey**  
**August-November 2025**  
**Introduction to the Indian Constitution**  
**UPC: 232400200**

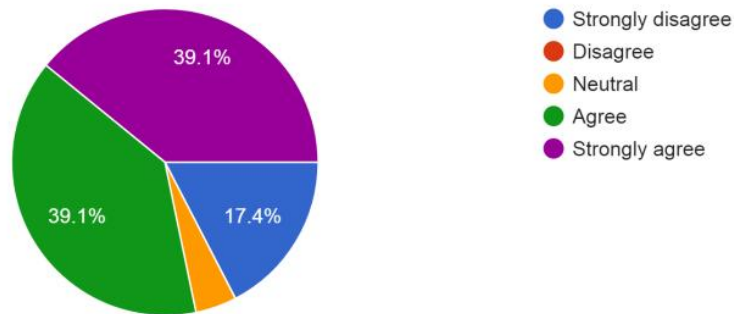
The course helps you to understand the making of the Indian constitution.

23 responses



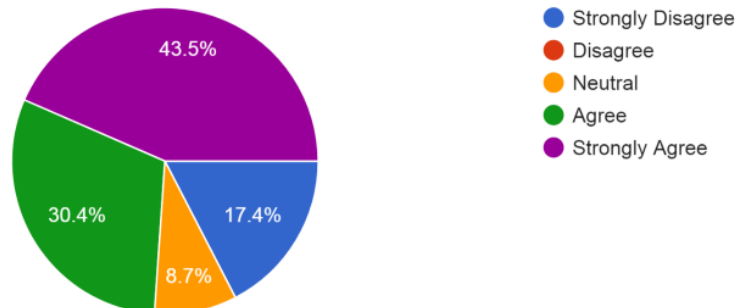
The course helps you to understand the basic features of the Indian constitution.

23 responses



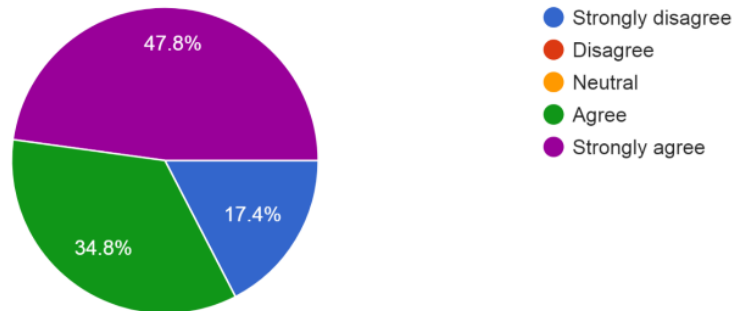
The course helps you to know about the different aspects of the fundamental rights of Indian constitution.

23 responses



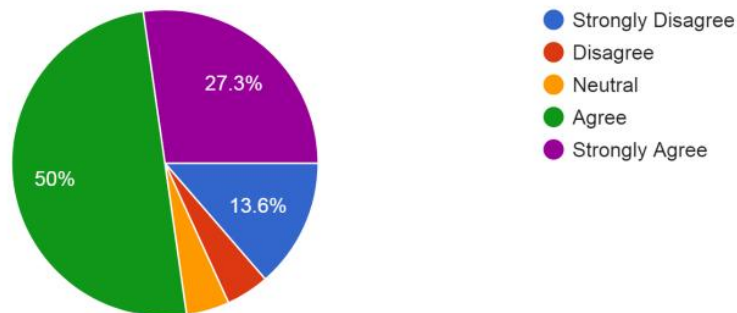
The course helps you to understand the organs of the government legislative executive and judiciary.

23 responses



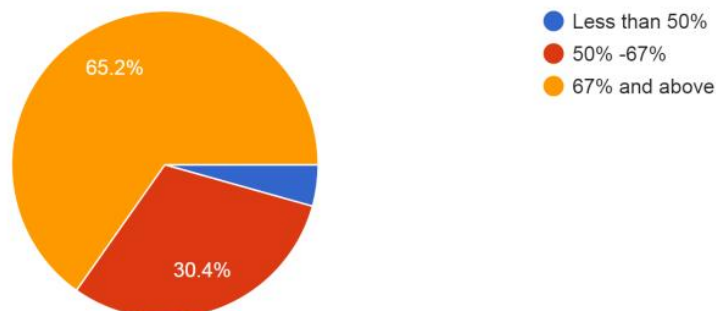
The course helps you to understand the center state relations and decentralization.

22 responses



How much was our attendance

23 responses



### **OBSERVATIONS:**

Based on the provided responses, it is evident that approximately 94-96% of students expressed strong agreement that the course significantly contributed to their understanding of the paper comparative government and politics. They also gained knowledge about various concepts like classification of governments and regimes. The majority of students

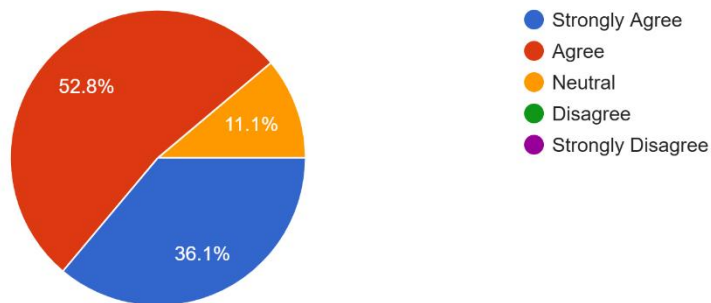
**acknowledged an increased awareness of the significance of the nature, scope and methods of comparative government and politics. The course played a crucial role in equipping students with knowledge and skills necessary to know about the functional structure of political systems like the electoral system and party system.**

#### **Action Taken Report**

**For a few responses received - remedial classes will address identified topics. Efforts will be made to enhance class engagement to improve overall attendance rates**

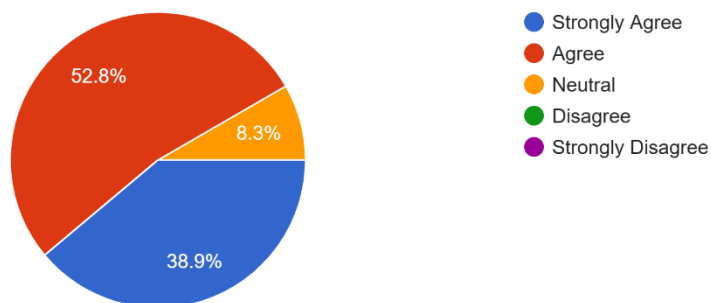
The course equips the students with various theories of leadership and their examples.

36 responses



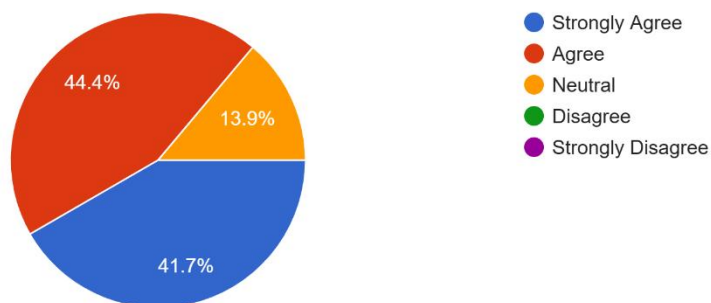
The course equips the students with various theories of communication and their relevance in political realm.

36 responses



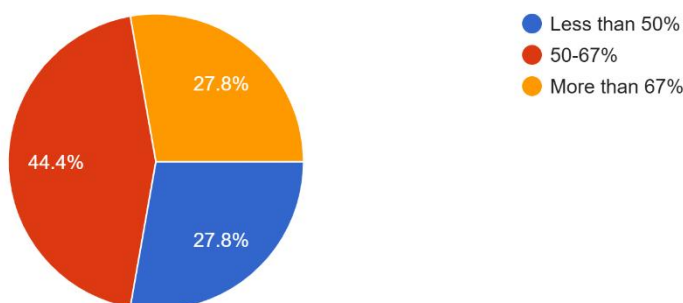
The course enables the students to use psephology as a tool.

36 responses



How much was your attendance in the course?

36 responses



### Observations:

Out of 36 respondents, the majority of students (44.4%) reported an attendance between 50–67%. An equal proportion of students (27.8% each) reported attendance of less than 50% and more than 67%. This indicates moderate overall attendance, with scope to improve regular participation and encourage higher attendance levels. Overall, the students were satisfied with the lecture delivery and curriculum of the paper and enjoyed the practical aspect of it.

### Action to be Taken:

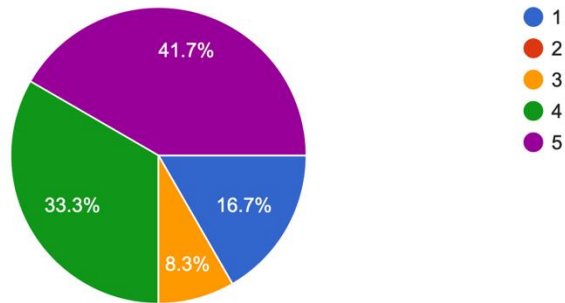
Based on student responses and feedback, the Department plans to undertake several initiatives to further enrich the learning experience. Field visits and excursion activities will be organized to help students meaningfully connect theoretical knowledge with practical realities. Students will be informed in advance about prominent think tanks and research institutions, and necessary guidance and support will be provided to facilitate internships at such organizations.

To ensure inclusivity, Hindi medium students will be provided with translated academic articles and book chapters well in advance. Additionally, regular remedial classes and mentoring support will be arranged for both slow and advanced learners to address diverse learning needs. Recognizing the growing importance of digital education in improving quality, equity, and accessibility, the Department will promote interactive classrooms through the effective use of ICT tools, including smart boards.

## SEC Course Exit Survey For Third Year V Semester 2025-26 (Cyber Sphere and Security: Global Concern)

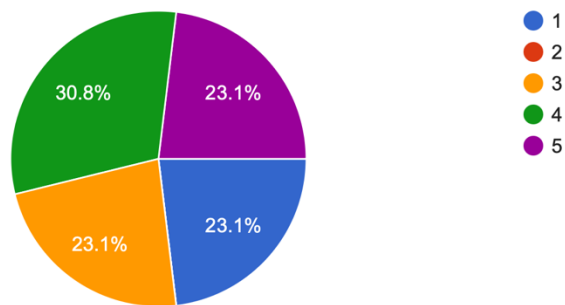
3 The course taught you the fundamentals of Cyber Sphere and Security

12 responses



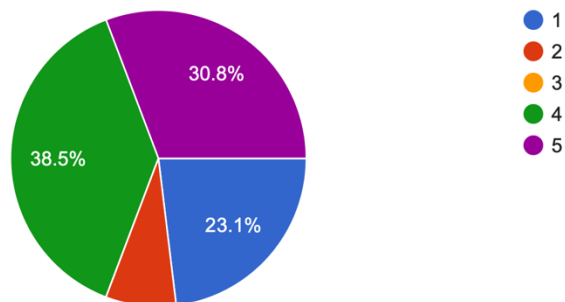
4. The course equipped you to understand the various Cyber Laws

13 responses



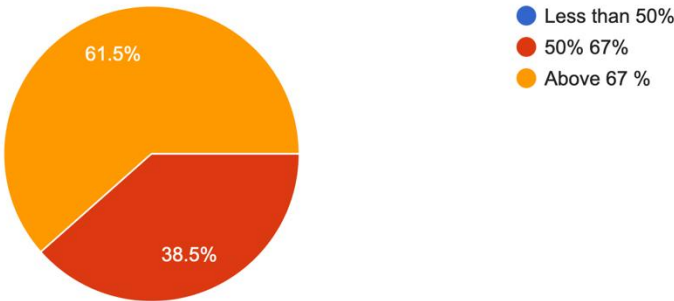
5. The course enabled you to understand the Cyber Security and its various threats

13 responses



6. How much was your attendance in this course

13 responses



## COURSE EXIT SURVEY: Analysis Report

Academic Session: 2025-26

-

**Department: Political Science**

**Program: B.A.(Prog)**

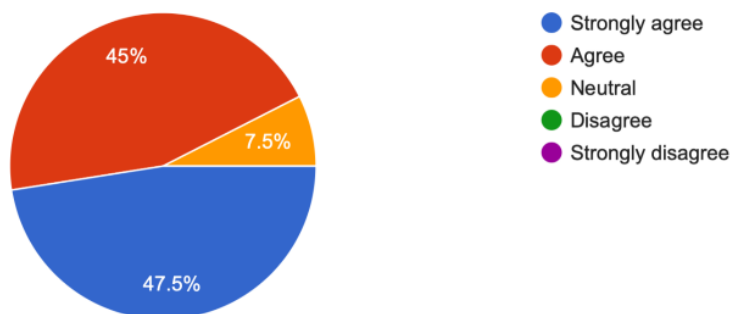
**Course Name: Introduction to International Relations**

**Course Code&UPC:22501/2322203501**

**Semester: V**

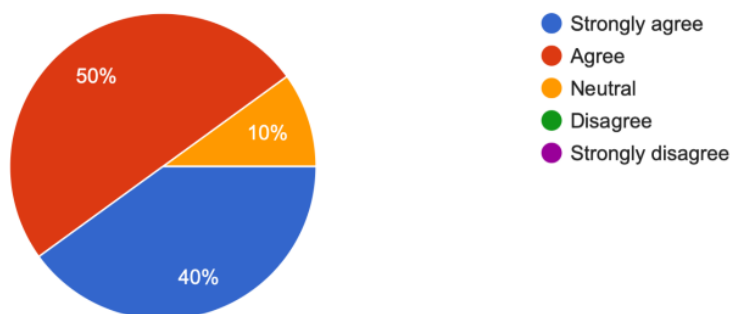
1. Students understood the ways in which IR as a discipline evolved from a Eurocentric vantage point to the emergence of a critical movement...towards a more inclusive, historical and a global IR.

40 responses



2. Students understood the ways in which scholarship from postcolonial countries such as India contribute to understanding the world around us.

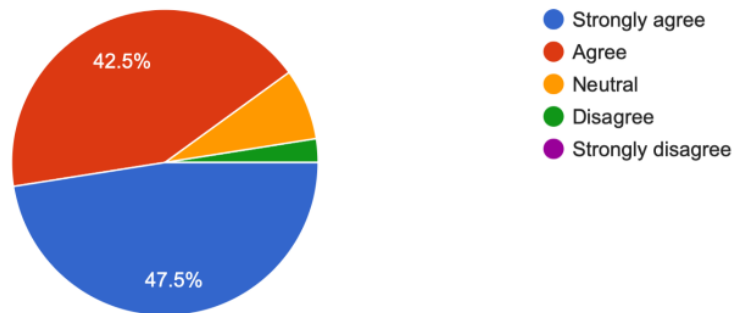
40 responses





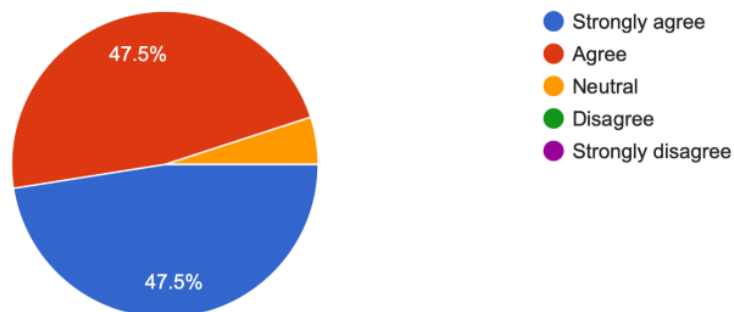
3. The course helped students to understand key concepts and concerns of IR such as war and peace, state, sovereignty and human rights to under... world towards more efficient global governance.

40 responses



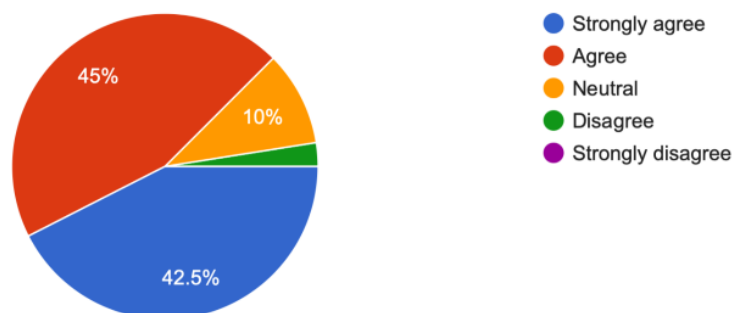
4. The students developed critical understandings of power hierarchies and unequal relationships through the lens of feminism and Marxism

40 responses



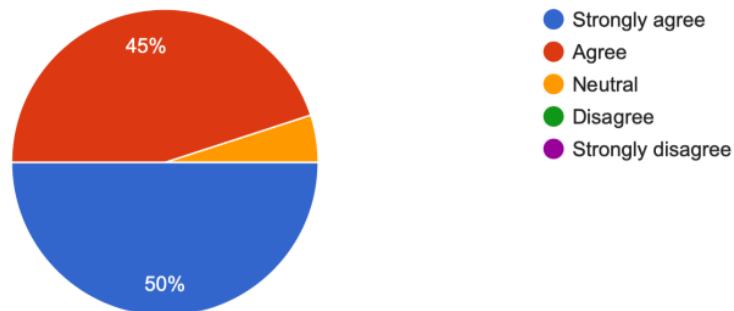
5. The students understood the important aspects of Non-Western IR that can help students investigate and shape the future course of the discipline.

40 responses



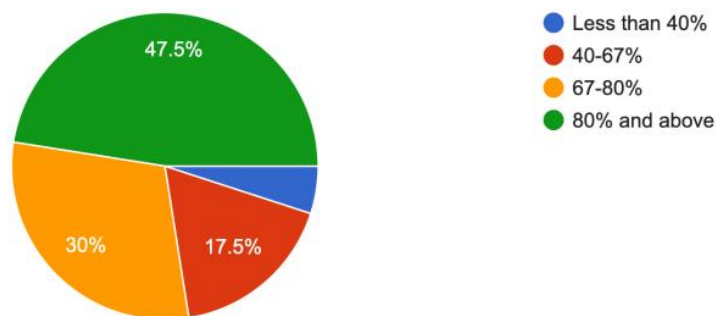
6. The course helped the students to develop a basic understanding of the Indian contributions to the discipline of international relations.

40 responses



7. What was your attendance percentage?

40 responses



## OBSERVATION

The course was well taken by all the students. They were exposed to various ideas, concepts and methods and theories to understand International Relations. They also learnt about the notion of power and conflict and its changing nature globally. Additionally, the students understood how to deconstruct the eurocentric agenda, specifically in the field of IR.

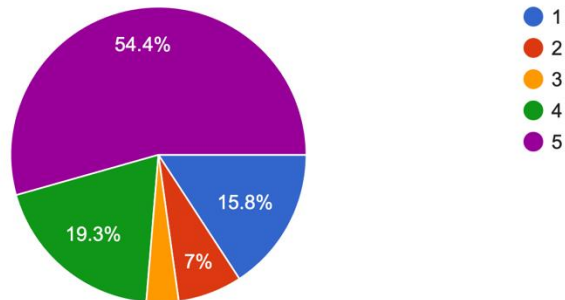
## ACTION TO BE TAKEN REPORT:

For the moderate responses, topics will be discussed more with the students in tutorials and remedial classes regularly. Debates and discussions would be organised more often with area experts. Measures will be taken to make the subject more engaging and appealing to the students in order to ensure full attendance on their part.

## THOUGHT.

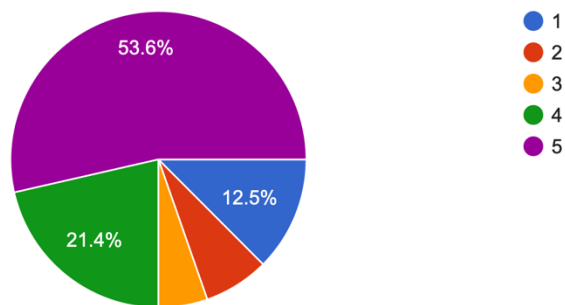
The course helped develop an understanding of the Indian Modern Political Thought

57 responses



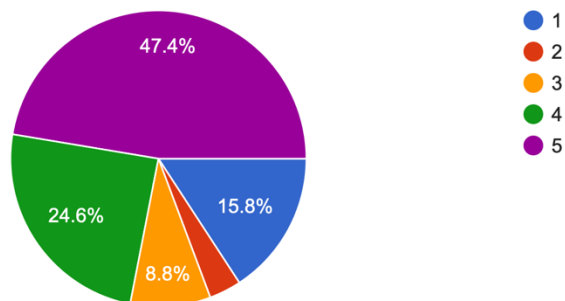
The course enabled you to develop an understanding about modern Indian thought.

56 responses



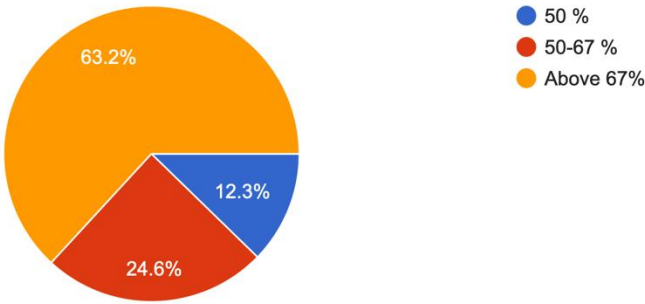
The course assisted in helping you to analyse the writings of various Indian political thinkers of modern India

57 responses



How was your attendance in the course

57 responses



## **COURSE EXIT SURVEY: Analysis Report**

**Academic Session: 2025-26**

**Department:** Political Science

**Program:** B.A. (Prog)

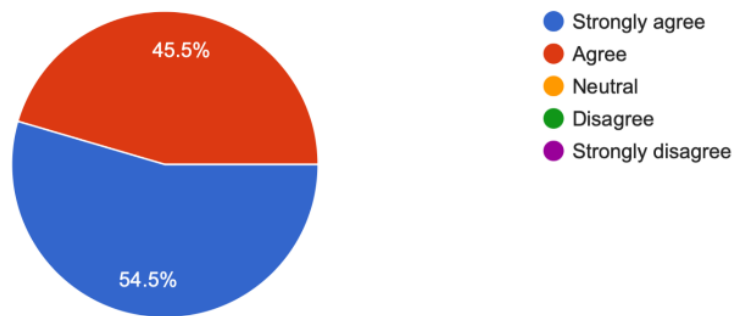
**Course Name:** DSE- Understanding Ambedkar

**Course Code&UPC:** 22501/2323100007

**Semester:** V

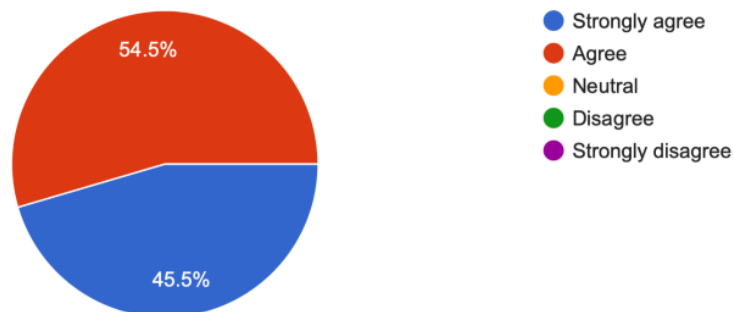
1. The course is designed to provide students the original writings and ideas of Ambedkar on diverse issues beyond caste and equip them to critically engage with the ideas, interpretations.

11 responses



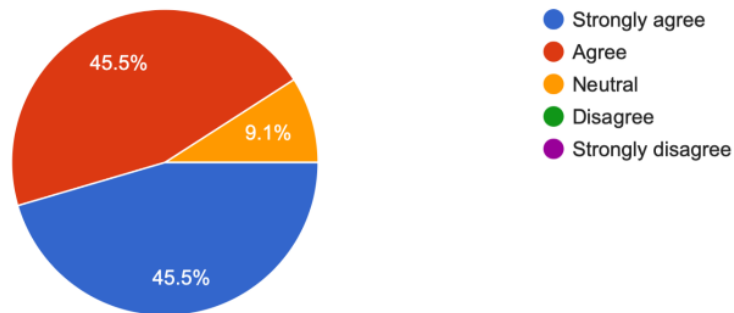
2. By engaging with the original sources as well as secondary writings on Ambedkar's ideas that cover, caste, class, gender, religion, state, democra...rstand a thinker in the context of time and space.

11 responses



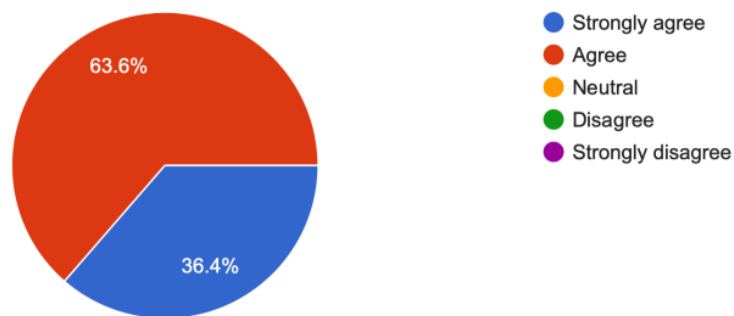
3. At the end of the course, students were equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker.

11 responses



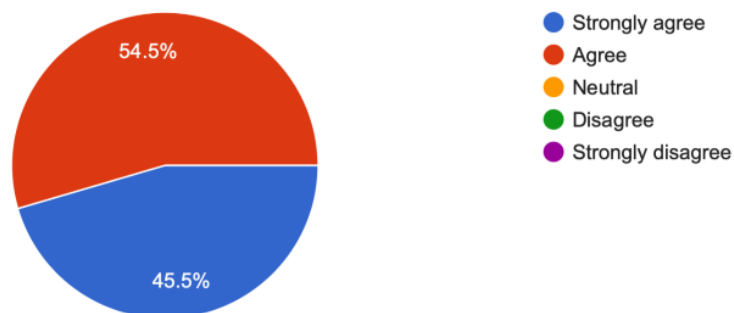
4. The students were equipped in understanding the conceptual and philosophical diversity, situatedness and significance of Ambedkar beyond his social justice and drafting the Indian constitution.

11 responses



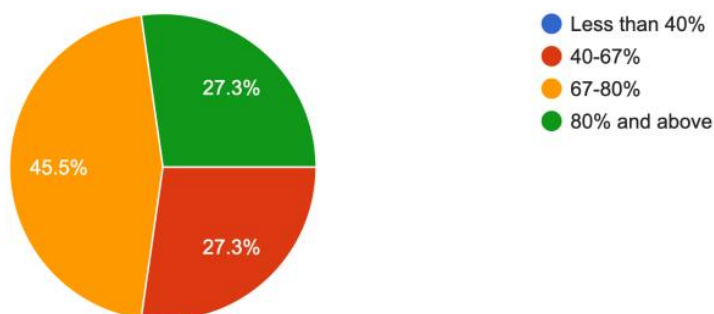
5. The course provided an opportunity to the students to understand Ambedkar for his several important contributions in the field of religion, state, democracy, gender, economy and history.

11 responses



6. What was your attendance percentage ?

11 responses



**OBSERVATION**

The feedback has been satisfactory. The objective of the course was to impart basic knowledge related to Ambedkar's thought. The students were made to read the original text of Ambedkar to grasp the political, economic, social, religious dynamics of Indian society. An effort was made to inculcate constitutional values in them.

**ACTION TO BE TAKEN REPORT:**

More special lectures will be organised to facilitate learning

**Course Exit Survey and ATR**

**Department: Political Science**

**Course Name: Themes in Western Political Philosophy, DSC, 7th Semester (Combined)  
(August-December 2025)**

**Unique Paper Code: 2322104701**

**Course Instructor: Mr. Ahirrao Dinesh Bharat**

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## Themes in Western Political Philosophy, August

Questions

Responses

31

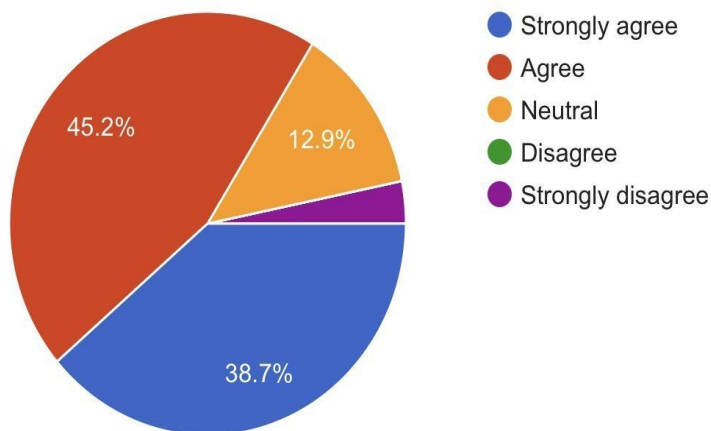
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### Course Specific Questions

Q.1 This course deepened my understanding of the Enlightenment and its role in shaping modernity.

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31 responses





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## Themes in Western Political Philosophy, August

Questions

Responses

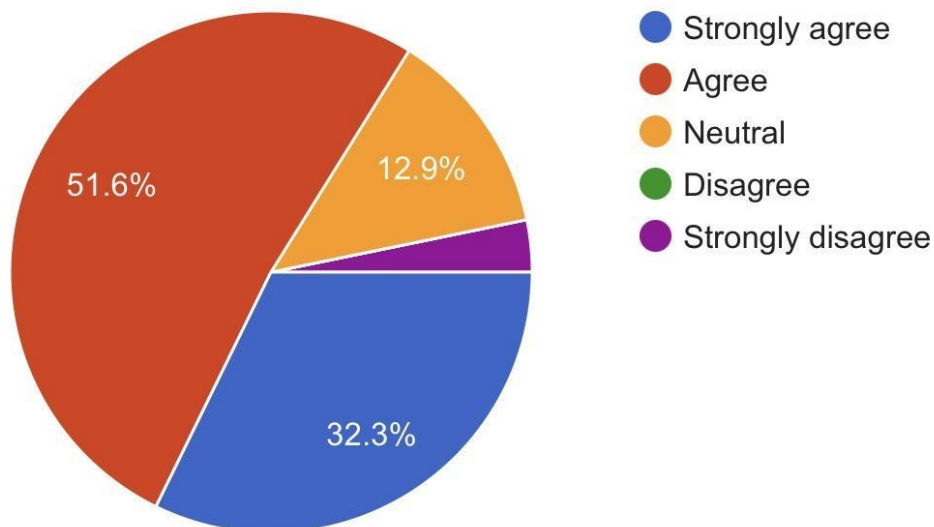
31

Settings

Q.3 This course enhanced my comprehension of Hegelian thought concerning the Family, Civil Society, and the State.

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31 responses



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## Themes in Western Political Philosophy, August

Questions

Responses

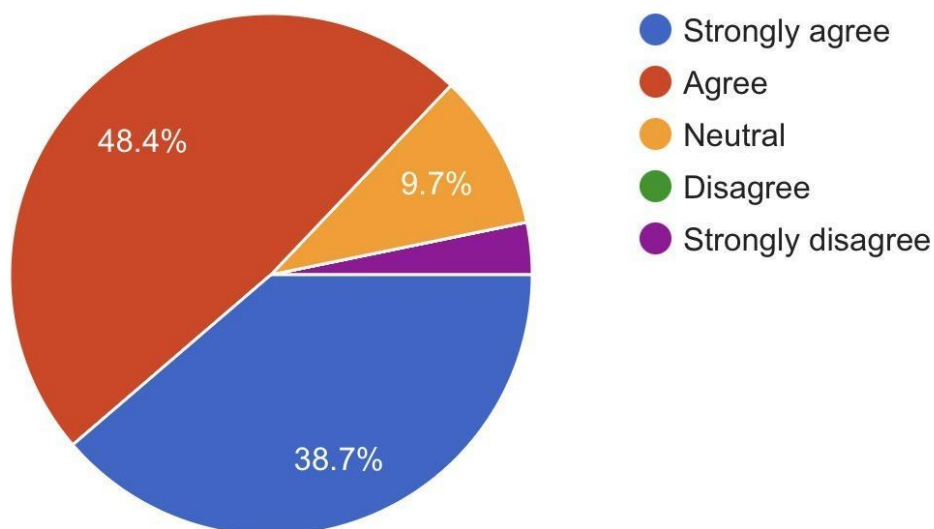
31

Settings

Q.4 The course enabled me to comprehend J. S. Mill's efforts to reform Benthamite utilitarianism, making it a more humane and ethically grounded philosophy.

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31 responses



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## Themes in Western Political Philosophy, August

Questions

Responses

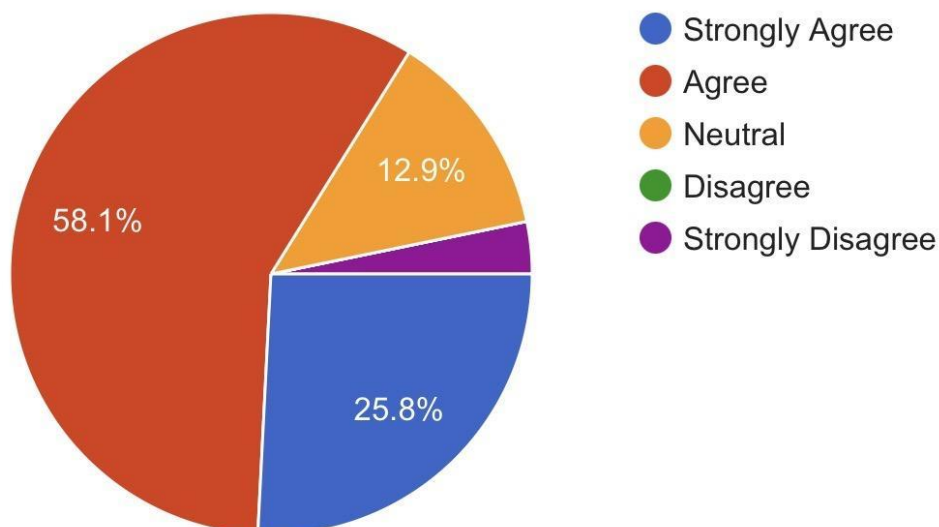
31

Settings

Q.5 This course enhanced my ability to critically and comparatively examine the dialectical approaches of Hegel and Marx.

 [Copy chart](#)

31 responses



**Course Specific Outcomes:**

From the responses, it is observed that, more than 80 % of the students agreed that this course deepened their understanding of the Enlightenment and its role in shaping modernity.

More than 80% of students agreed that this course helped them grasp the significance of reason in comprehending reality and deepened their understanding of Immanuel Kant's views on Empiricism and Rationalism.

More than 80% of students agreed that this course enhanced their comprehension of Hegelian thought concerning the Family, Civil Society, and the State.

More than 85 % agreed that this course enabled them to comprehend J. S. Mill's efforts to reform Benthamite utilitarianism, making it a more humane and ethically grounded philosophy.

More than 83 % students agreed that this course enhanced their ability to critically and comparatively examine the dialectical approaches of Hegel and Marx.

Overall the feedback from the students has been positive and encouraging. Negative response to all the questions was in the range of 5-10% only.

**Action to be Taken:**

Based on the response and feedback from the students, the Department will take the following initiatives: Field visits, excursion activities etc. will be organised in future to enable students to link what they have studied with the practical reality.

Considering the importance of training and guidance in research field, special sessions regarding how to conduct the research, how to write research proposal etc. will be held. Students will be given a prior information about the notable think tanks and research institutions and all the possible help will be rendered to enable them to get internships at such institutions.

For Hindi medium students, translation of academic articles and chapters from the books will be provided well in advance. For slow and advanced learners, regular remedial classes and mentoring support will be provided.

Considering the importance of digital education in enhancing the quality, equity and accessibility of education, interactive classrooms through the use of ICT including the smart boards will be pr

# COURSE EXIT SURVEY: Analysis Report

**Academic Session: 2025-26**

**Department: Political Science**

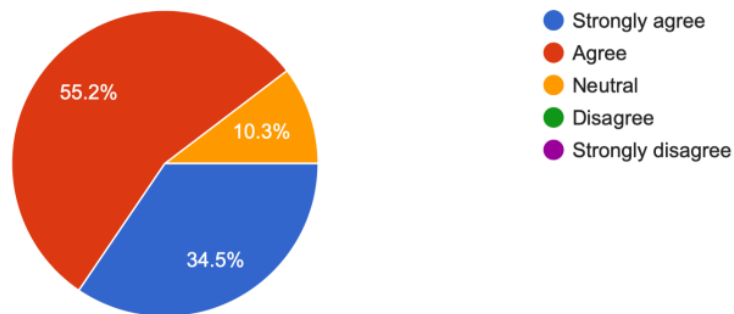
**Program: B.A.(Hons+Prog)**

**Course Name: Research Methods in Politics**  
**Semester: VII**

**Course Code&UPC: 22527/2323100021**

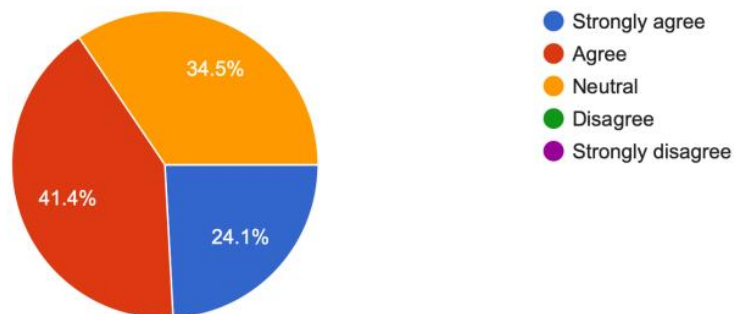
1. The course helped the students to have preliminary training in basic elements of social science research.

29 responses



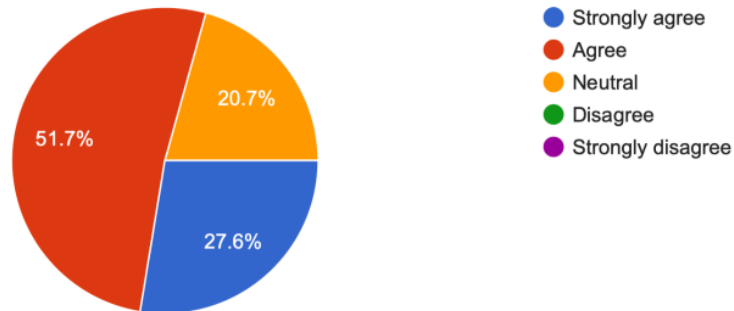
2. The course helped the students to be familiar with how to conceptualize a research problem.

29 responses



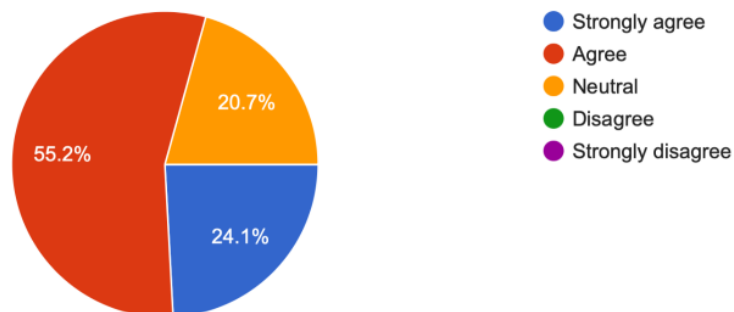
3. The course enabled the students to be familiar with diverse methodologies used in the study of politics.

29 responses



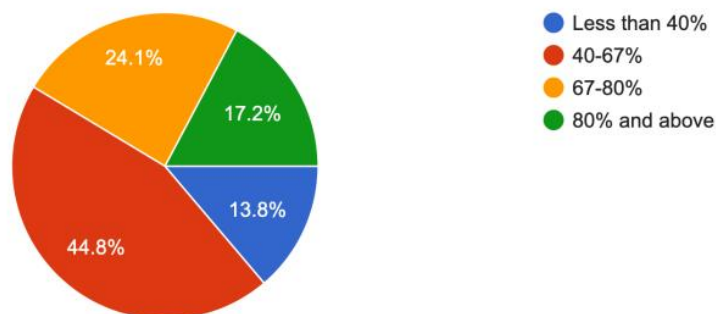
4. The course enabled the students to acquire the skills to identify and understand the use of specific methodologies in a text.

29 responses



5. What was the attendance percentage

29 responses



The feedback received from the students is satisfactory. The students appreciated the objective of the course imparting basic training and exposure to research in politics. They learnt diverse methodologies deployed in Political Science research. Special attention was given to encourage the students to do literature review, identify gaps, find out a researchable problem of the study.

**ACTION TO BE TAKEN REPORT:**

Out of 29 responses, 17 have less than 67% attendance. This has a profound impact on achieving the course outcomes. Absenteeism is indeed a challenge. To address this, special measures will be taken to make the subject more engaging and appealing to the students in order to ensure higher attendance on their part.

# Department of Political Science

DSE - Introduction to Human Rights (2025- 2026)

BA Hons & Prog - 4th Year -

7th Semester - Odd Semester

Paper Code - 2323100020

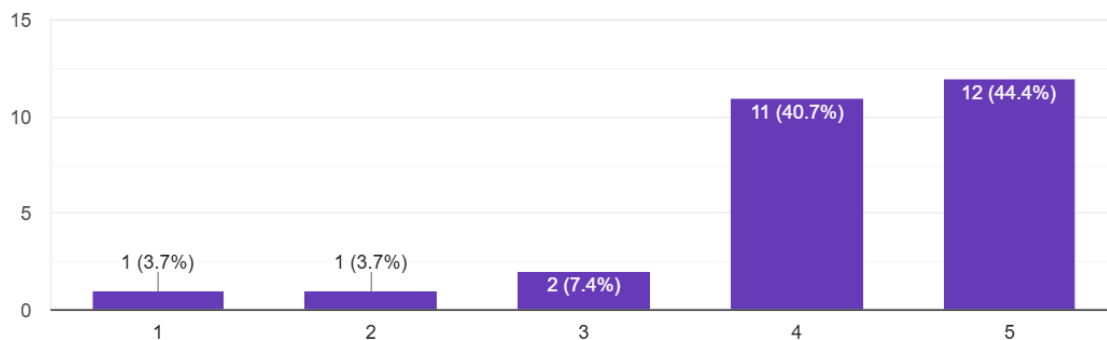
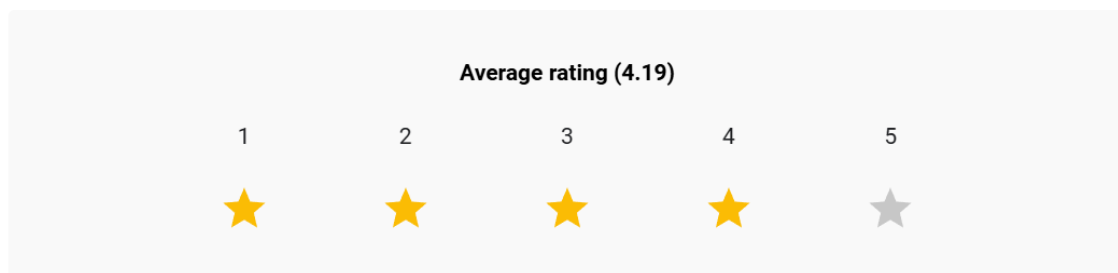
Course Instructor- Prof. Poonam Kanwal & Dr. Jason Wahlong

## 27 Responses

The course enhances your understanding of the concept of human rights.

 [Copy chart](#)

27 responses

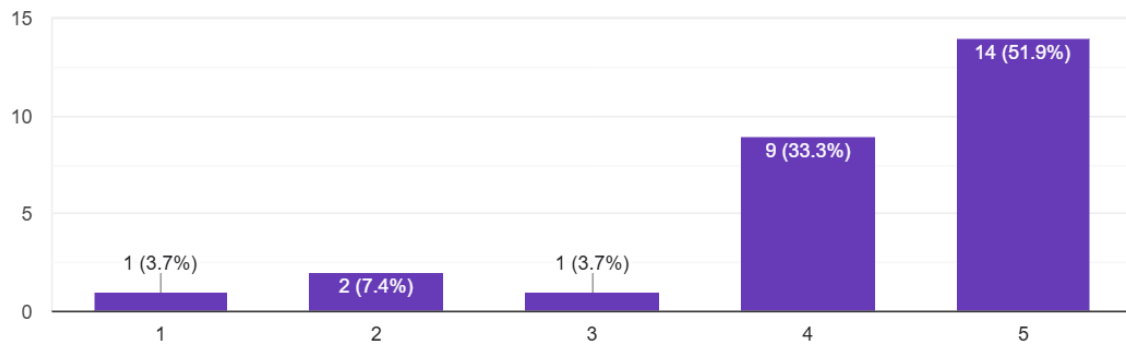
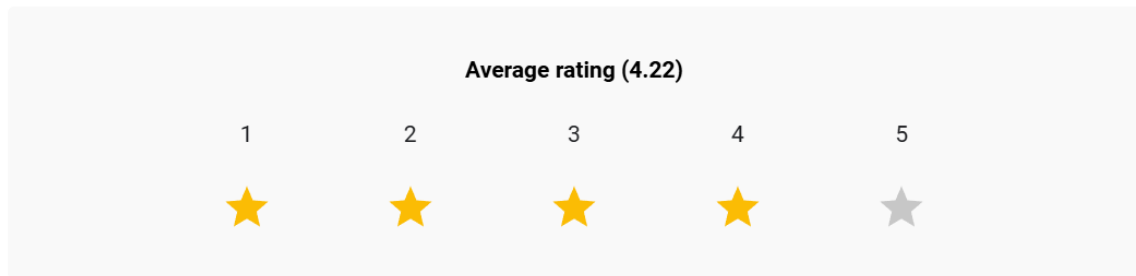




The course provides you the ability to understand the human rights regime.

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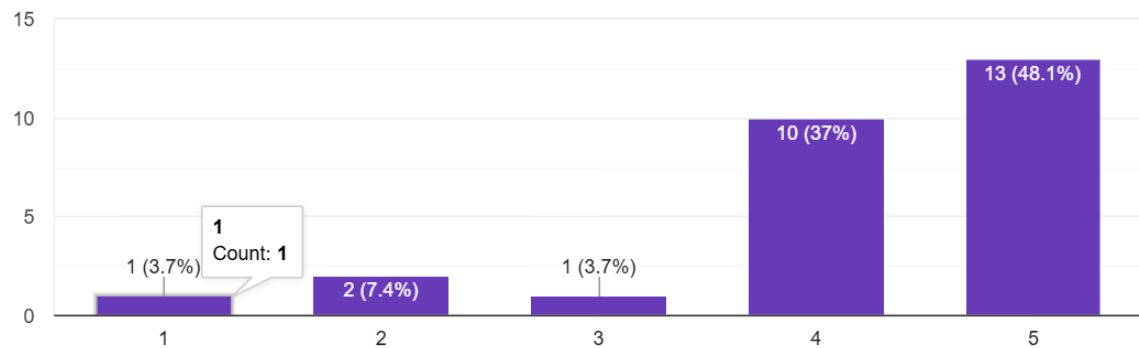
27 responses



The course helps you to understand the difference between international human rights and citizenship rights.

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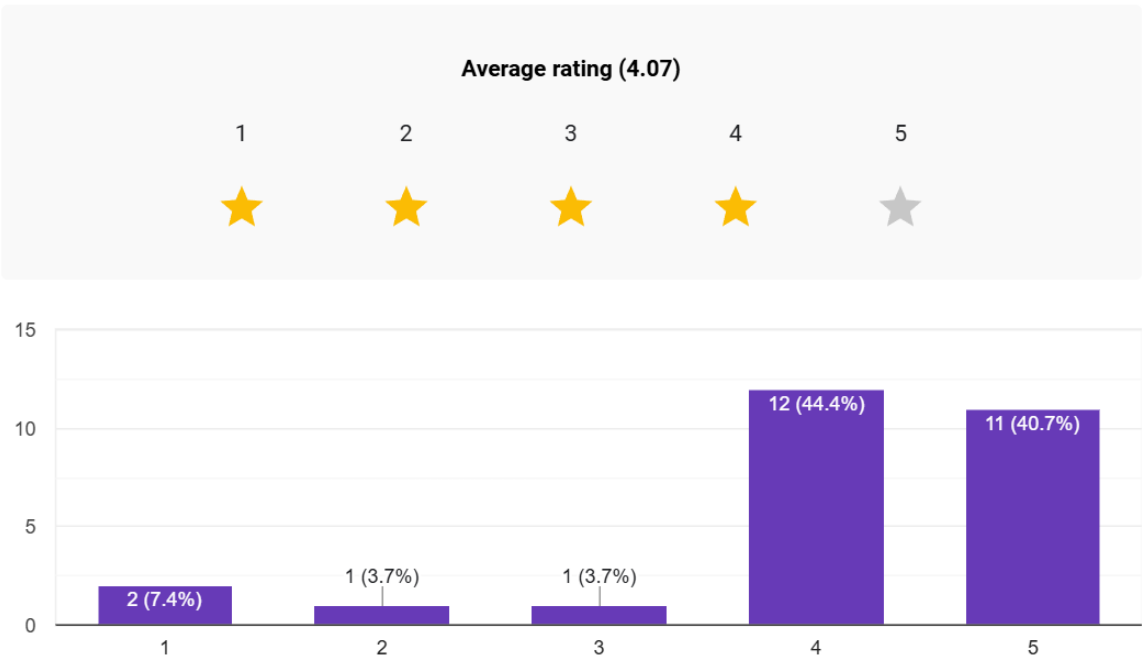
27 responses



The course helps you to understand the rights of citizens in general and marginalised (dalits, tribals ) sections in particular.

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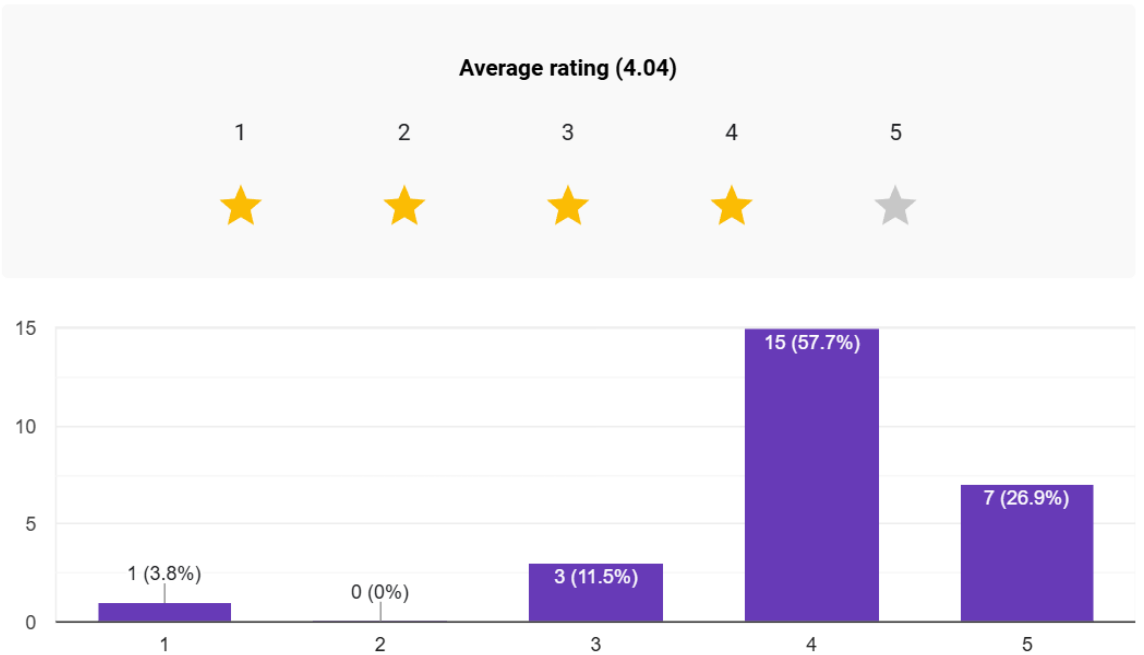
27 responses



How was your attendance in this course?

 [Copy chart](#)

26 responses



**Course Specific Outcomes:**

From the responses, it is observed that more than 87% of the students agree that this course helped them to understand the concept of human rights and the human rights regime. More than 80% students agree that this course provides them with the ability to understand the rights of marginalised communities in India. Overall, the feedback from the students has been positive and encouraging. Negative responses to all the questions were in the range of 3-7% only.

**Action to be Taken:**

Based on the response and feedback from the students, more efforts will be taken to improve the students' understanding of the concept of human rights and the human rights regime. More attempts will be made to link the issues concerning human rights with the daily life struggles of marginalised communities. Specific case studies will be undertaken to make the course more lively.

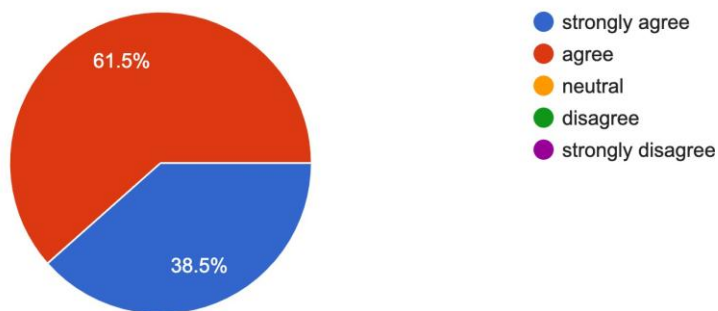
# COURSE EXIT SURVEY ANALYSIS

## DSC SEMESTER 7

### Course: CONTEMPORARY DEBATES IN INDIAN POLITICS UPC :2323100015

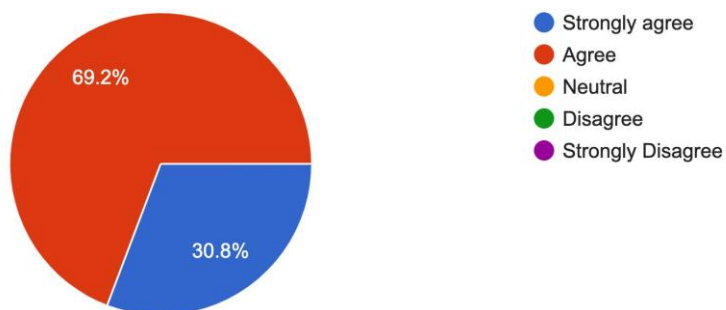
Did the course improve your understanding about State and citizenship ?

13 responses



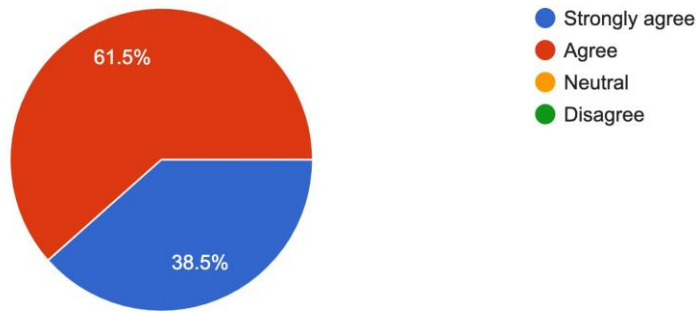
Did the course improve your understanding of debates concerning CAA and NRC ?

13 responses



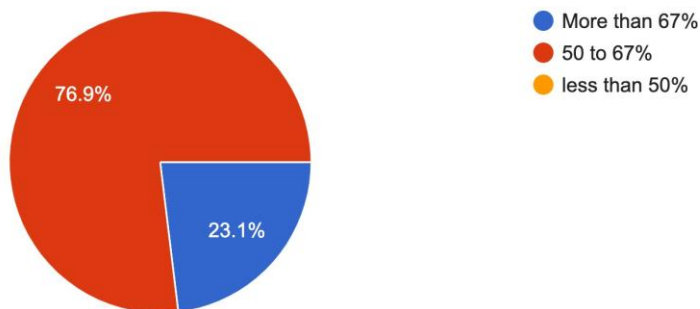
Has the course helped you in improving the knowledge about Media and Democracy ?

13 responses



What was your attendance in the course

13 responses



**Observations:** from the given responses, it can be summarised that almost 100% students gained a good understanding of State and Citizenship wherein 38.5% strongly agreed while 61.5% agreed that the course improved their understanding of the above topics.

Similarly 30.8% strongly agreed while 69.2% agreed on the fact that the course helped in understanding the debates surrounding CAA and NRC. There was no disagreement regarding the same.

Further, 38.5% strongly agreed while 61.5% agreed that the course improved their knowledge about Media and Democracy.

Attendance 23.1% students had more than 67% attendance, 76.9 students had their attendance ranging between 50 to 67%.

#### ACTION TAKEN REPORT

For the moderate responses, topics were discussed more with the students during tutorials and remedial classes. For the weak students, special classes were held to discuss important questions with them. Adequate methods were adopted for making the students more engaged and develop higher interest and attendance. Regular assessments was carried out .

## Course Exit Survey for the DSE paper 'Feminism: Theory and Practice'

(7th semester)

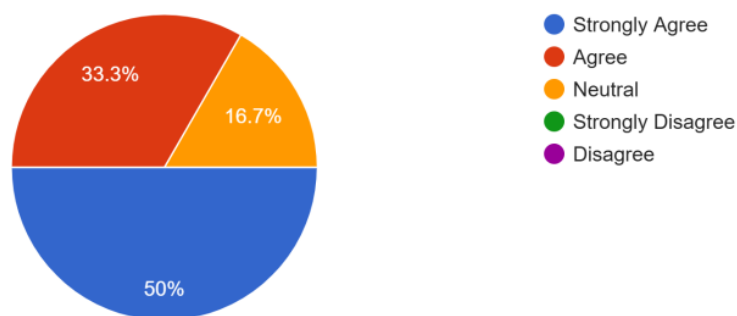
The survey had an overwhelming response from the students indicating that they were thoroughly satisfied with the way the course was taken care of. The survey is indicative of the sense that students have understood each topic of the syllabus with clarity. Having said that, it is also observed that a very small number of students had mentioned that their understanding of the topic can be said to be neither complete nor any less. My attempt from the next semester would be to identify those students right at the beginning and engage with them specially to help them cope up wherever they are faltering.

Action to be taken:

The teaching-learning process can be enhanced by adding practical experiences, like organizing field trips to historical sites or museums, which allow students to enrich the learning experience. The incorporation of multimedia resources like maps, charts, documentaries would provide understanding on the different aspects of women's lives.

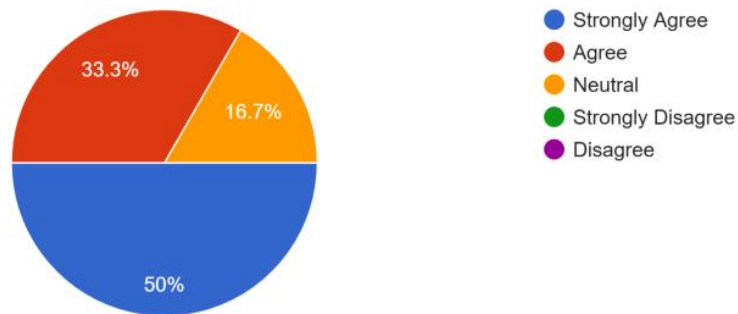
1. The course helps you to understand the the fundamental difference between biologism and social constructivism.

6 responses



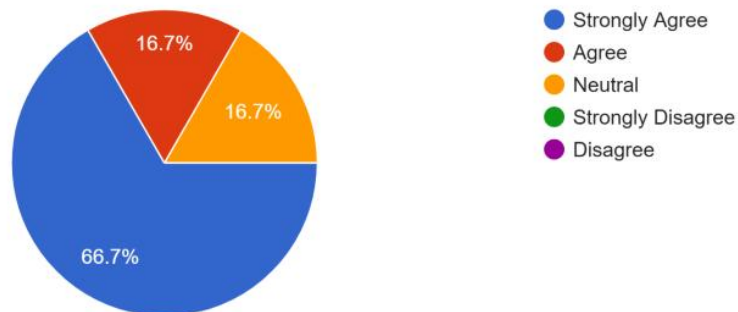
2. The course enables one to understand the various theories of feminism.

6 responses



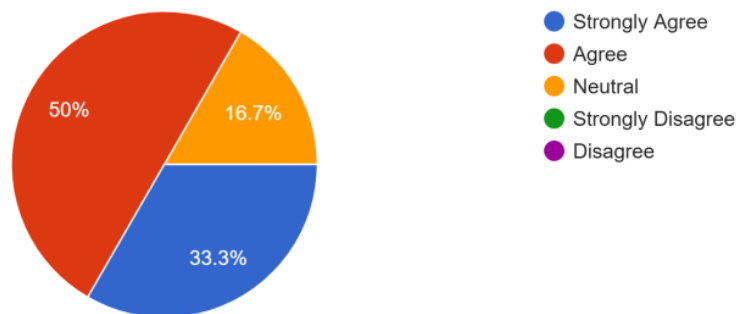
3. The course equips one with understanding the invisible character of women's work.

6 responses



4. The course helps us trace the trajectory of women's movement in India from colonial to the post-colonial times.

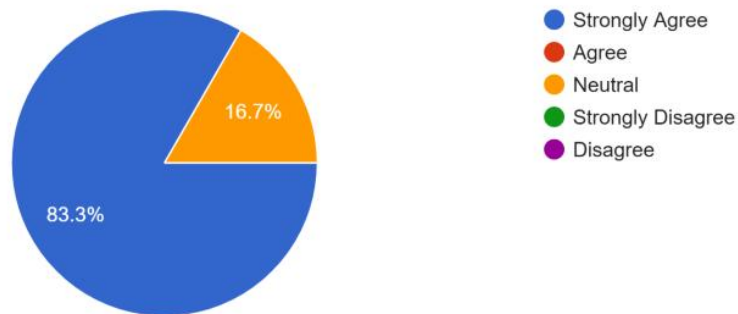
6 responses





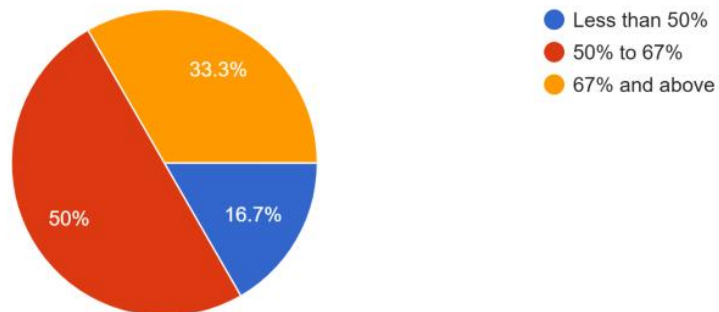
5. The course helps us understand the violence happening in the lives of women.

6 responses



6. What was your attendance percentage for this course?

6 responses



## COURSE EXIT SURVEY FORM FOR GE 'WOMEN AND POLITICS IN INDIA' VII SEMESTER

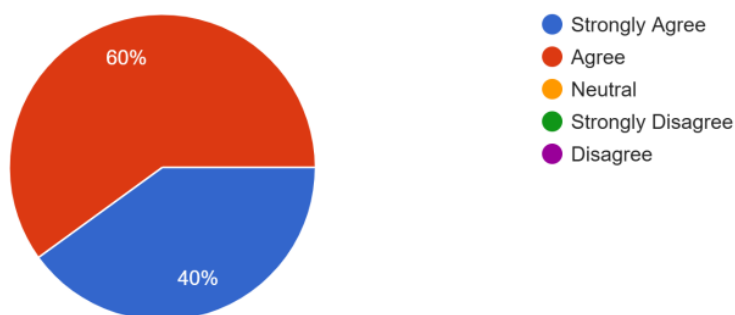
The survey had an overwhelming response from the students indicating that they were thoroughly satisfied with the way the course was taken care of. The survey is indicative of the sense that students have understood each topic of the syllabus with clarity. Having said that, it is also observed that a very small number of students had mentioned that their understanding of the topic can be said to be neither complete nor any less. My attempt from the next semester would be to identify those students right at the beginning and engage with them specially to help them cope up wherever they are faltering.

### Action to be taken:

The teaching-learning process can be enhanced by adding practical experiences, like organizing field trips to historical sites or museums, which allow students to enrich the learning experience. The incorporation of multimedia resources like maps, charts, documentaries would provide understanding on the different aspects of women's lives.

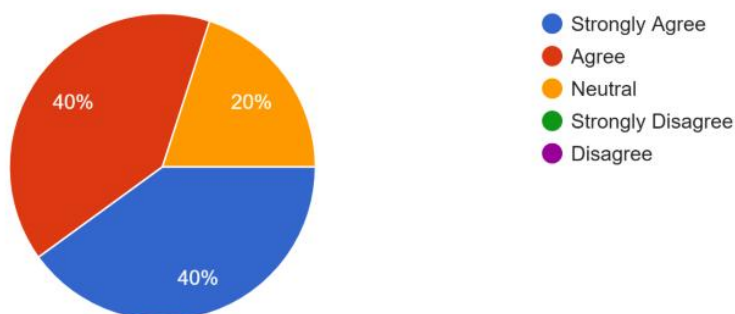
1. The course helps you to understand the the fundamental difference between biologism and social constructivism.

5 responses



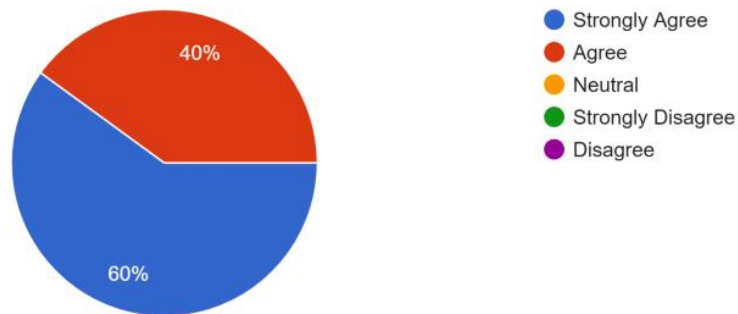
2. The course enables one to understand the various theories of feminism

5 responses



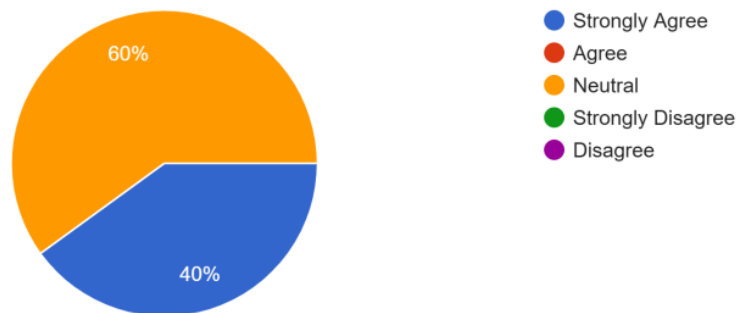
3. The course equips one with understanding the invisible character of women's work.

5 responses



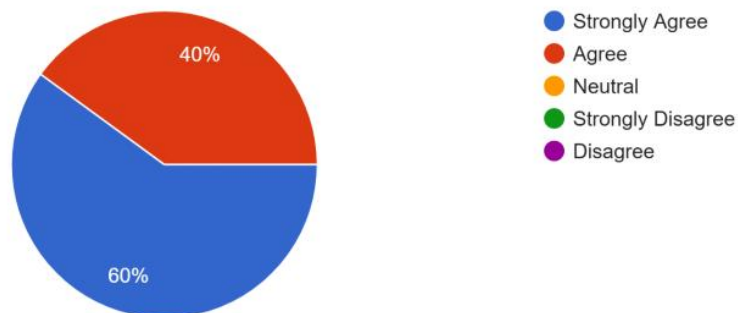
4. The course helps us trace the trajectory of women's movement in India from colonial to the post-colonial times.

5 responses



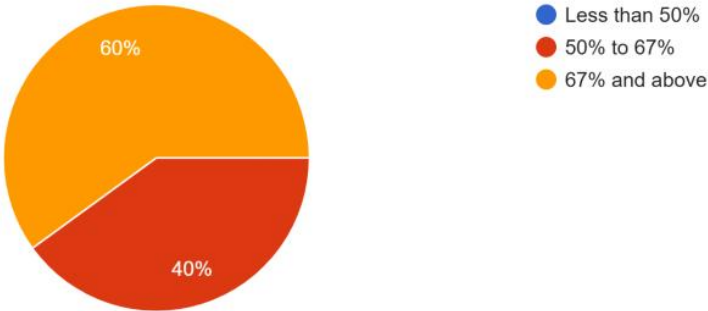
5. The course helps us understand the violence happening in the lives of women.

5 responses



6. What was your attendance percentage for this course?

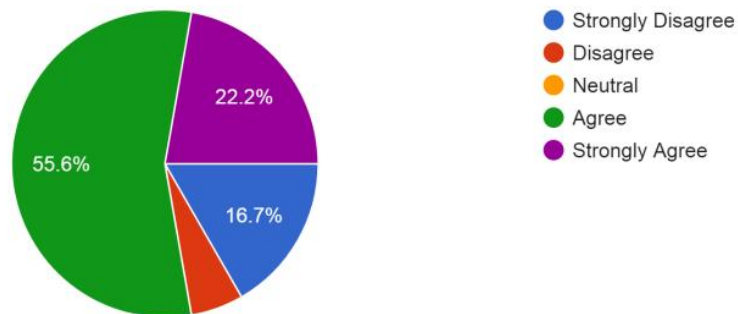
5 responses



Course Exit Survey  
Aug-Nov 2025  
Election Commission and Process in India  
2324000011

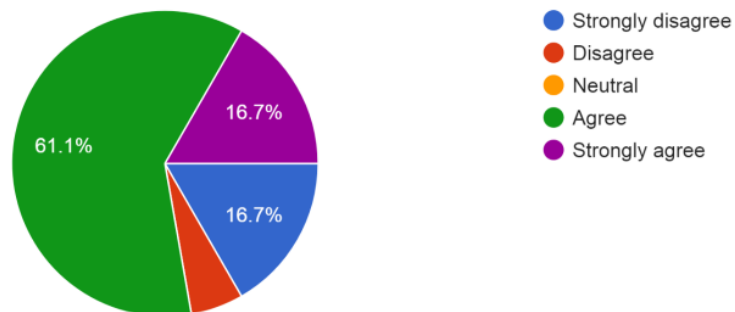
The course helps you to understand the relationship between election and democracy.

18 responses



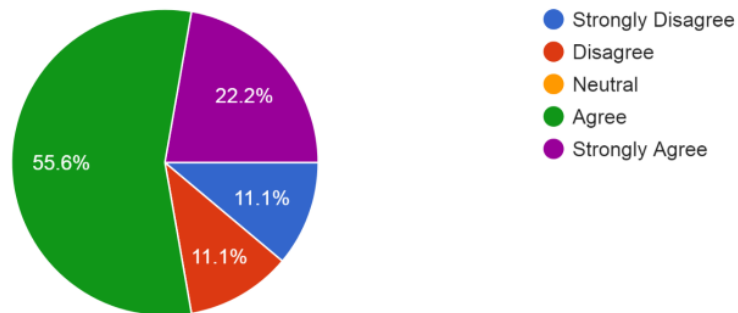
The course helps you to understand structure, composition, power, function and autonomy and accountability of the Election Commission of India.

18 responses



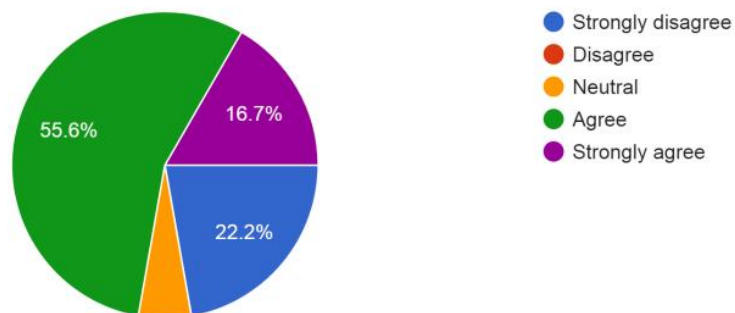
The course helps you to understand the delimitation of constituencies and administration of the elections in India.

18 responses



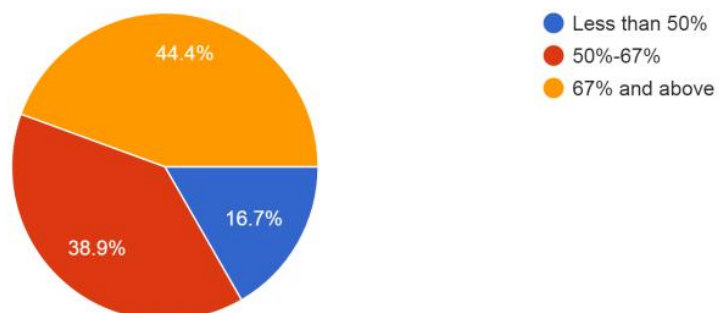
The course helps you to understand the political parties and electoral reforms in India.

18 responses



How much was your attendance in the course

18 responses



## **OBSERVATIONS:**

**Based on the provided responses, it is evident that approximately 94-96% of students expressed strong agreement that the course significantly contributed to their understanding of the paper comparative government and politics. They also gained knowledge about various concepts like classification of governments and regimes. The majority of students acknowledged an increased awareness of the significance of the nature, scope and methods of comparative government and politics. The course played a crucial role in equipping students with knowledge and skills necessary to know about the functional structure of political systems like the electoral system and party system.**

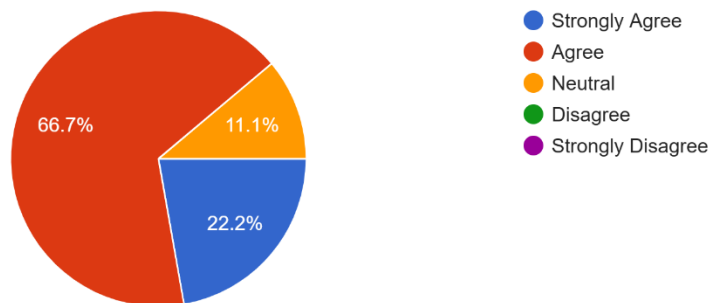
## **Action Taken Report**

**For a few responses received - remedial classes will address identified topics. Efforts will be made to enhance class engagement to improve overall attendance rates**

**Course Exit Survey**  
**Analysis and Action taken Report**  
**Course: BA Program (Political Science)**  
**Paper: Election and Data Driven Electoral Analysis (SBC)**  
**Unique Paper Code: 232167240001**  
**Semester VII**  
**Academic Session: 2025-26**

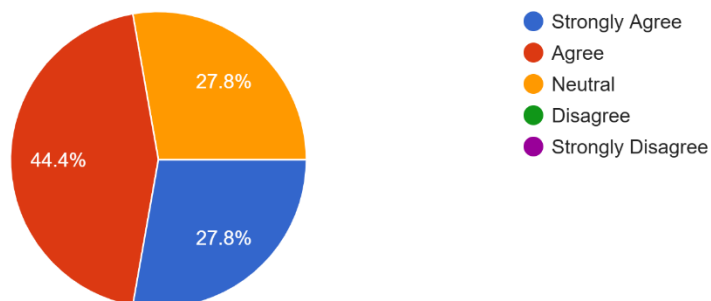
The course enables the students to demonstrate an in-depth knowledge of India's electoral system and identify key electoral data sources.

18 responses



The course enables the students to create effective visualizations to represent electoral results and derive meaningful insights.

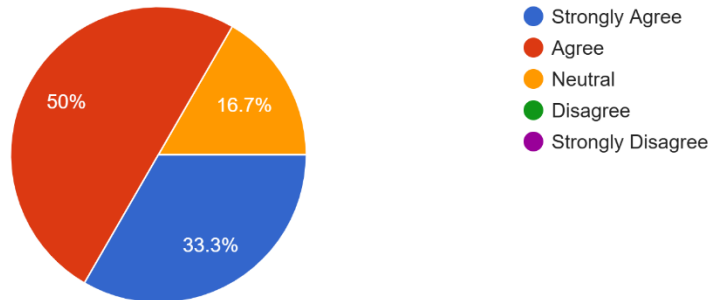
18 responses





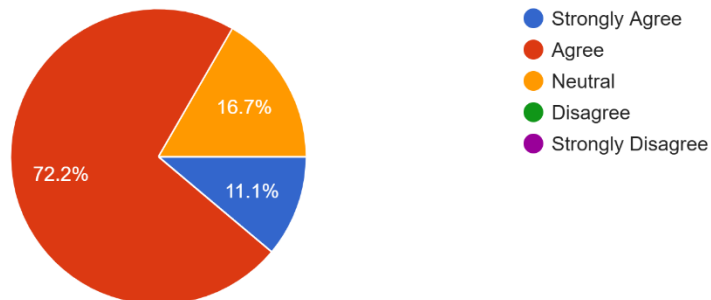
The course helps students to apply appropriate analytical methods to interpret polling data and assess voter behavior.

18 responses



the course enables students to evaluate electoral data with critical reasoning and ethical awareness of its societal implications.

18 responses



## Observation

The B.A. Program (Skill Based Course) titled "Election and Data Driven Electoral Analysis" aims to provide a comprehensive understanding of India's electoral framework and data sources by developing methodological competence in analyzing polling data and voter sentiment and building foundational skills in visualizing electoral results and interpreting patterns. Overall, the students seemed quite satisfied with the course and found it interesting and informative. More than 89 percent students were able to attain an in-depth knowledge of India's electoral system and identify key electoral data sources. The course enabled 72 percent students to create effective visualizations to represent electoral results and derive meaningful insights. However, 28 percent students expressed neutrality on this question. More than 80 percent students responded that they could apply appropriate analytical methods to interpret polling data and assess voter behaviour. The course enabled 83 percent students to evaluate electoral data with critical reasoning and ethical awareness of its societal implications. Seventeen percent students expressed neutrality on this

question. One of the suggestions given by student is to include field visits to ECI, CSDS or ADR or other such institution to show how election survey data is collected & analyzed.

### **Action Taken Report**

Though in the subjective responses, the students gave overall positive feedback, yet the neutral responses of students on various question remain a matter of concern. The main cause for less favourable response is absenteeism among students. The attendance of students in this course was very low and some students joined this course very late, therefore they could not grasp certain topics. In future such students shall be appraised about the importance of being regular in the class and its corresponding impact on their knowledge and understanding of the course. To achieve higher attendance of students in class, measures such as one-on-one contact with the students to encourage them to attend the lectures; and to make the subject even more interesting and engaging to the students will be taken. It was also noted that since the classes were held in the classroom, the students could not understand some topics such as visualization etc. through methods like lecture and use of PowerPoint presentations. Therefore, in the next semester, computer lab shall be used for explanation and demonstration of these topics and the students will be made to work in computer for better understanding of data and its visualization. The suggestion of field visit to ECI, CSDS and ADR shall be taken into consideration in the next semester.