DEPARTMENT OF ENGLISH

BATCH 2017-19

TUTOR’S FEEDBACK (ACADEMIC SESSION 2017-18)

SEMESTER I

The various courses offered by the department are coordinated by the internal departmental teachers. The tutor’s feedback is related to the evaluation, revision and up gradation of the courses in the curriculum. The core language courses (202 101 and 202 102) have been introduced to enhance the learners’ language awareness and to enable them to apply rules and principles of linguistics to literary appreciation. The courses have been quite useful in expanding the knowledge of the learners in different aspects of English language. The course on structural linguistics introduces the learners to English Phonetics and Phonology; morphology and syntax. The second course introduces the learners to sociolinguistics and language variation. In course 202 103 & 104, both canonical and emerging poems and plays by Indian writers in English are taught, which has a very good class response and attendance. This course is useful for students as they learn intensively about indigenous literary traditions that exist outside British literature. The course (202 105) very effectively makes the learners aware of language varieties and diversities so that they can appreciate literary and non-literary language use in a better way. The course has, like the earlier years, been popular with the students. For many of them this is the first time that the study of the caste system has been given an official position in their curriculum. This has enabled many of them to begin to think analytically about the caste system instead of accepting it as a given. While mainstream literatures have always been part of their syllabus, marginalised voices in print is a new experience to them. The students’ satisfaction is reflected in their feedback forms.

SEMESTER II

The courses (202 201 & 202 202) are core courses which introduce the learners to the Elizabethan and Jacobean literature especially the dramas written by William Shakespeare. The course is very important since it introduces the learners to an age which shaped the course of the British English literature in the years to come. These courses have been generally well-received by the students. The infrastructure required to teach such as ICT enabled classrooms and adequate books have improved over the years. The attendances of the students have been good and the class response is also quite commendable. The course 202 205 helped the students anchor their study of English Literature in a context that was relevant to them. The course brought u themes of significance in our modern world. The workshop on Indian Third Theatre gave them the much-needed exposure to first-hand experience of scripting and handling drama. The attendance and participation of the students in the classes are satisfactory. The students’ satisfaction is reflected in their feedback forms.