DEPARTMENT OF ENGLISH

BATCH 2017-19

TUTOR’S FEEDBACK (ACADEMIC SESSION 2018-19)

SEMESTER III

The courses 202 301 and 202 303 is also an important course as it introduces the learners to one of the greatest periods of the British English poetry and prose. The learners find the course extremely useful for their understanding of the British English literature. These courses have tried to provide good scholarly and pedagogical training to the students aspiring to become trained and professional faculty in higher academia and also aiming to do research in respective literary and critical fields. The next paper is Course 202 305.This is one of the most critical and also most difficult courses in the syllabus. This course is one where the entire department joins hands to teach the many different Units of the course. We use a lot of ICT in the form of power point presentations to teach this course. The students take this course very seriously and try their best to learn this course as is revealed by the full attendance we always have in our classes.

SEMESTER IV

This course introduces the students to some of the foremost writers of the twentieth century: T. S. Eliot, Joyce, Beckett, and others. The students find the course relevant because much of the themes are contemporary and so relevant to the world today. The attendance of the students is regular. The cluster optional courses on ELT (202 403 and 202 404) have been introduced considering the emergence of ELT as a significant academic field. The ELT course has been designed with emphasis on both theories and practical classes where the learners apply the theories in the classroom through peer-teaching. The course on ELT has proved effective in enhancing employability of the learners as many of them have so far got jobs in engineering or technical institutes. It has also been reported by the learners that the ELT course has also helped them in dealing with the B.Ed. programme. The course offered in 202 405 have been changed and revised from time to time. Proper care is taken so that most of the texts chosen are changed periodically. This course acquaints the students with emerging research areas in postcolonial studies like African literature. It is attended by the students regularly and adequate care is taken to take feedback from the students to improve the course content.

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SEMESTER I

The courses offered in the first semester are mostly the same with a few alterations. The teachers encourage offering new texts to enlarge the scope of reading materials and also to discourage students from mugging up set questions from previous year’s texts. The quality of students have improved down the years and as the department has begun to offer new programmes, the students’ involvement has also increased. With good academic training our students have proved their merit in cracking NET/SET/SSC and other competitive examinations. Some of them are teaching in colleges and university. Class attendance has been quite commendable and students’ response in classes is also satisfactory. As departmental infrastructure has improved students engage with ppt presentations. Although quite a number of them come from backward communities and underprivileged families, it is very satisfying to see them transform and acquire a sense of self as they graduate from the department.

SEMESTER II

The courses introduce the learners to Elizabethan and Jacobean Literature. We have realized that students of the current batch have found it a little difficult to relate to the Renaissance worldview. To make the courses interesting we have shown them plays and their adaptations to show how an old text can acquire contemporary significance. Student response and attendance have been considerably satisfactory, except in a few exceptional cases, which have been individually dealt with.