

ACTION TAKEN ON ALUMNI'S FEEDBACK
MA IN ENGLISH (2017- 2019)/ INTEGRATED MA IN ENGLISH (2015-2019)

Suggestions	Action taken
<p>Topics suggested for inclusion:</p> <ul style="list-style-type: none"> • Modules on Animal Studies, Graphic Narratives, Detective Fiction, Children's Literatures, Adaptation Studies (Text to Film), Environmental Humanities, Medical Humanities, Posthumanities etc. either as electives or as parts of the existing framework in order to acquaint the students with the ever-expanding avenues of research. • There should be one elective option with two papers on critical theory. • North East Literature • Research Methodology • Dalit Literature, European literature • Writing should be an important part of the syllabus. • The course can gain from addition of new theoretical approaches. • Creative Writing • English literature from the South Asian countries 	<ol style="list-style-type: none"> 1. Ideas such as animal studies, environmental humanities, digital humanities, adaption studies, posthumanism, etc. will be incorporated gradually through new courses including a course on Literature and the Critical Humanities in the next round of revision and through LOCF activities. 2. The Department believes that literary cultures of the Northeast can be studied more profitably as part of different courses being offered by the department in an informed manner. The next round of syllabus revision will consider including more writers from the region in existing or proposed courses on South Asian Literature, Postcolonial Studies, Indian Literature in English, Classical Indian Literature, Indian Literature in English Translation, and Modern Indian Fiction in English Translation. 1. The Department has always been open to new and emerging special areas in the subject and has adopted these areas keeping our thrust areas in mind and in keeping with national and international research and curricular practice. Rather than adopting specific trends and responses in a piecemeal manner, we try to incorporate new trends in a holistic manner so that students get to understand and use such ideas more meaningfully in continuation of the existing thrust areas.

- Indian literature in translation
- North Eastern Writing in Translation

Other suggestions:

The department should adopt a rigorous policy of mentoring students from the first semester.

2. Elective papers on Children's Literature and South Asian Literature are already introduced. Relevant components related to these courses will be strengthened in due course in the next round of syllabus revision.
3. A course on Research Methodology is already on offer for MA students. An introductory Research Methodology course with appropriate credit loads will be introduced at the Integrated MA level in the next round of revision. The MA level course will have more practical components.
4. The course on Academic Writing and Research Methodology will be strengthened by including practical writing components.
5. We already have an elective course on Critical Theory. It has been temporarily put on hold due to logistical issues. It will be reintroduced once we have more faculty members to take care of the core courses.
6. Courses in World Literature and Indian Writing in Translation will be introduced during the next round of syllabus revision.
7. The Department has always been mindful of movements and interventions in literature and society of the region. In fact, much of our DRS project is on Colonial and Alternative Modernity in the Northeast. Important writers of Northeast are incorporated in IWE courses. Writers from the region figure in several doctoral studies carried out at the department.
8. The Department believes that literary cultures of the Northeast can be studied more profitably as part of different courses being offered by the department in an informed manner. The next round of syllabus revision will consider including more

	<p>writers from the region in existing or proposed courses on South Asian Literature, Postcolonial Studies, Indian Literature in English, Classical Indian Literature, Indian Literature in English Translation, and Modern Indian Fiction in English Translation.</p> <ol style="list-style-type: none"> 9. Areas such as science fiction, graphic novel, diasporic writing, popular writing, adaptation studies, etc. will be introduced in LOCF activities (seminars, term papers, mini research projects, group research projects, student activities, etc.) so that students have basic ideas in the area without sacrificing the core syllabus content. 10. Creative Writing as a subject requires skills, resources, and orientations that we have chosen not to include in our curricular thrust areas. The department believes that Creative Writing is best taught by creative writers. It is not possible for us to take care of this aspect. Students specifically interested in the course may look elsewhere. 11. New critical approaches are already in use as part of our teaching learning activities across classes and semesters. 12. Mentoring activities are already in practice beginning with the first semester students.
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ACTION TAKEN ON ALUMNI'S FEEDBACK

INTEGRATED BA, B.ED (2013-2019)

Introduction to literary and critical theory, women's literature, Introduction to Classical Literatures, North-East Indian Writing in English Any other suggestion(s): Creative Writing Component, Inclusion of a Term Paper in Final Semester and any other interdisciplinary papers.	No action required. The programme has been discontinued.
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ACTION TAKEN ON TEACHER'S FEEDBACK

MA IN ENGLISH (2017-2019)

<ul style="list-style-type: none">• Include courses on World Literature and Indian Classics in English Translation• Reduce the number of tests per semester	<p>More courses on World Literature and Indian Classics in English Translation may be considered during the next round of syllabus revision.</p> <p>The number of tests has been reduced from 6 to 4 per semester so far. The suggestion can be discussed further in an appropriate forum.</p>
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ACTION TAKEN ON TEACHER'S FEEDBACK

INTEGRATED MA IN ENGLISH (2016- 2019)

<ul style="list-style-type: none">• Include courses on Writing and Research, South Asian Literature and Postcolonial Literature• Reduce the number of tests per semester• Introduce to student research and participatory teaching learning	<p>Postcolonial Literature and South Asian Literature as an elective for Integrated students will be offered from 2019.</p> <p>The suggestion for having fewer examinations will be considered and discussed in an appropriate forum.</p> <p>Individual faculty members are encouraged to incorporate student research and participatory teaching learning during the teaching-learning process.</p>
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Action Taken
MA in Linguistics and Endangered Languages
2018 – 2020

The UGC expert team on their visit to the Centre for Endangered Languages (CFEL), TU, on 22nd and 23rd October 2018 recommended merger of MA in Linguistics and Endangered Languages with MA in Linguistics and Language Technology as some of the papers taught on the programmes were same. Following the recommendation of the UGC expert team, the DAC of Department of EFL met on 18.01.19 and agreed on the merger of the two programmes. The name of the MA programme after the merger remains MA in Linguistics and Language Technology.

Action Taken
MA in Linguistics and Language Technology
2018 - 2020

Sl. No	Suggestions	Action Taken
1	Stylistics Semiotics Clinical Linguistics	All these courses will be considered in the next round of syllabus revision.
2	Psycholinguistics	A core paper on Psycholinguistics has been introduced in 2018 for the 4 th Semester students. The credit has been increased from 3 to 4.
3	Internship Program	The department has been accepting Intern students from other institutions and our students are also encouraged to go for internship to other organizations.

4	Language Teaching, Translation Studies	Language Teaching and Translation Studies are part of the MA English syllabus as core components.
5	Undergraduate courses in Linguistics	The possibility of introducing an Int. M.A in Linguistics and Language Technology has been discussed. The resources and infrastructures required to offer such a program are being explored at the moment.



12-sep-20

(B.K.Danta, Professor)

Dept of English