

## DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN LANGUAGES

### CIRCULAR

Date: 17.03.2025

Department of English and Other Indian & Foreign Languages is going to conduct Board of Studies (BoS) meeting for the B. Tech English courses on **28.03.2025** from 10.00 AM in blended mode. All the members are requested to make it convenient to attend the meeting.

**The members are**

- |   |                                |
|---|--------------------------------|
| 1. Dr. Gomatam Mohana Charyulu, Professor and Head, EOFL, VFSTR | - Chairperson                  |
| 2. Prof. K Venkat Reddy   | - External Member (Academic)   |
| 3. Prof. Shrimathy V  | - External Member (Research)   |
| 4. Dr. Nakul Kundra   | - External Member (Academic)   |
| 5. Mr. G. Avinash Raman   | - External Member (Industry)   |
| 6. Prof. A. Sharada   | - Internal Member              |
| 7. Dr. Sasi Ratnakar  | - Internal Member              |
| 8. Dr. Baiju Krishnan   | - Internal Member (Off campus) |
| 9. Dr. Al Mamun Sarkar  | - Nominee (Dean-R&D)           |
| 10. Dr. K V B Ravindra Babu                                     | - Nominee (Dean-SASH)          |
| 11. Dr. G. Nageswara Rao, Associate Professor, EOFL             | - Member Secretary             |

**Agenda of the BoS Meeting:**

1. To discuss and finalize the curriculum structure and credits distribution of I.B. Tech, TEC and EPCS, and II B. Tech PC and SS Lab for the regulation 2025 (R25-C25).
2. To discuss and finalize the curriculum structure of Pre-semester course Communicative English for I. B.Tech. R25-C25
3. To discuss and map the SDGs and IKS components in the syllabus.
4. To approve the R25-C25 curriculum, syllabus and assessment schemes of I and II B. Tech courses and recommend to the Academic council.
5. To discuss and finalize the curriculum structure of Value added Courses for I. B.Tech.
6. To analyse the results of formative & summative assessments and the correlation between formative & summative assessments and between theory & lab marks.
7. To analyse the feedback collecting from all the stake holders and recommend the necessary changes in the curriculum to BoS.

  
**Member Secretary**

  
**Chairperson**

## DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN LANGUAGES

Date: 28.03.2025





### Minutes of Board of Studies Meeting



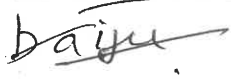



Board of Studies (BoS) meeting of B. Tech English courses was conducted on 28.03.2025 in blended mode from 10.00 AM to 12.30 PM. HoD Cabin, First floor, A Block, VFSTR This is the link to join in the meeting <https://meet.google.com/wuy-cvcz-wrd>.

#### Agenda of the BoS Meeting:

1. To discuss and finalize the curriculum structure and credits distribution of B.Tech, TEC and EPCS, and II B. Tech PC and SS Lab for the regulation 2025 (R25-C25).
2. To discuss and finalize the curriculum structure of Pre-semester course Communicative English for I. B.Tech. R25-C25
3. To discuss and map the SDGs and IKS components in the syllabus.
4. To approve the R25-C25 curriculum, syllabus and assessment schemes of I and II B.Tech. English courses and recommend to the Academic council.
5. To discuss and finalize the curriculum structure of Value added Courses for I. B.Tech.
6. To analyse the results of formative & summative assessments and the correlation between formative & summative assessments and between theory & lab marks.
7. To analyse the feedback collecting from all the stake holders and recommend the necessary changes in the curriculum to BoS.

The following members were present either thorough offline or online.

S.No.	Name and Designation of the Member	Position	Signature
1.	Dr. Gomatam Mohana Charyulu, Professor and HoD, Dept. of EOFL, VFSTR	Chairperson	
2.	Prof. K Venkat Reddy, Professor, Dept. of Training and Development, The EFLU, Shillong.	External Member (Academic)	
3.	Prof. Shrimathy V, Professor and HoD, Department of English, Anna University, Chennai, Tamilnadu.	External Member (Research)	
4.	Dr. Nakul Kundra, Associate Professor English and Modern European Languages, University of Allahabad.	External Member (Academic)	
5.	Dr. G. Avinash Raman, HR, SAP,	External Member	

	Hyderabad.	(Industry)	
6.	Prof. A. Sharada, Professor & Dean, International Students, VFSTR	Internal Member	
7.	Dr. Sasi Ratnakar, Associate Professor, Dept. of EOFL, VFSTR.	Internal Member	
8.	Dr. Baiju Krishnan, Assistant Professor, Dept. of EOFL, (Off –Campus) Hyderabad	Internal Member (Off campus)	
9.	Dr. Al Mamun Sarkar, Assistant Professor, Dept. of EOFL, VFSTR.	Internal member (Dean-R&D Nominee)	
10.	Dr. K V B Ravindra Babu, Associate Professor, Dept. of EOFL, VFSTR.	Internal member (Dean-SASH Nominee)	
11.	Dr. G. Nageswara Rao, Associate Professor, (BoA) Dept. of EOFL, VFSTR	Member Secretary	

The following member has taken leave of absence:

1. Dr. G. Avinash Raman

#### Proceedings:

Dr. G. Nageswara Rao, Member Secretary initiated the meeting by welcoming and introducing the external members to the internal members. Chairperson Dr. G. Mohana Charyulu, Professor and Head, department of EOFL, VFSTR presented about the *NEP 2020 Compliant Regulation - R25-C25* which emphasis on creating *learning centric* (continuous learning and continuous assessment model), offering I & II B.Tech., Pre-semester course for I B. Tech proposed syllabus.

#### The following points were discussed in the BoS meeting:

1. Regulation R25-C25.
2. Curriculum structure with credits, credits distribution (L-T-P-SL).
3. Significance of self-learning (SL)
4. 2 Modules, Module-1 is fundamental with 2 units and Module-2 is advanced level with 3 units
5. Assessment methods (Formative & Summative)
6. Pre-semester English Course
7. Grading Schemes
8. SDGs Mapping and incorporation of IKS components
9. Consideration of new program outcomes (POs) as prescribed by the NBA
10. The results of formative & summative assessments and the correlation between formative & summative assessments and between theory & lab marks
11. About the feedback collecting from all the stake holders of the university

**The following are the observations:**

1. Major restructuring has taken place in the curriculum which is oriented towards continuous learning and assessment based on Module structure.
2. R25-C25 curriculum structure including I & II B. Tech courses. (**Appendix - I**)
3. The curriculum is encompassing the courses that enable employability or skill development, provided in **Appendix - II**.
4. Total average percentage of syllabus revised was **30%** compared to previous curriculum provided in **Appendix - III**.
5. The significant changes are made in the content of all courses and hence the courses are considered as new courses provided in **Appendix - IV**.
6. **Indian Knowledge System (IKS)** components are incorporated in the relevant courses and the details are mentioned in **Appendix - V**.
7. The courses in the curricula are mapped with the **Sustainable Development Goals (SDGs)** and the mapping details are provided in **Appendix - VI**.
8. Feedback from various stakeholders are incorporated appropriately in the R25-C25 curriculum.

**The following improvements are suggested: (Action Points)**

The following discussions and suggestions were recorded during the Board of Studies (BoS) meeting organized in the Department of EoFL.

1. Dr. Nakul Kundra expressed his approval to the concept of including Self-learning dimension along with the existing LTP structure.
2. It was recommended by the expert that Technical English Communication (TEC) should be changed to "Technical English Course".
3. Dr. Nakul Kundra opined that the English texts suggested for I year I Semester was good.
4. Prof. Reddy and Dr. Nakul opined that the plan of course presented for improving the communication skills in the Pre-semester course should be re-studied. The Chair responded that the plan shall be placed before the department for discussion and shall be resubmitted after reaching common consensus in the department.
5. In the case of EPCS, experts suggested that steps to ensure overall comprehension should be explored. The sequence of LSRW should be altered to LRSW.
6. Prof. Reddy suggested to change the order of the proposed units in SS lab as per the level of complexity.
7. External members suggested to create more awareness about IKS to the faculty members by conducting either department workshops or institute level workshops.

Having discussed the points, the BoS meeting was concluded with the thanksgiving remarks by the Chair, Prof. G. Mohancharyulu, Prof. A. Sharada and Dr. G. Nageswara Rao.

Sl.No.	Suggestions	Action Taken
1	Dr. Nakul Kundra recommended to change the name of Technical English Communication” to “Technical English Course”.	As the course title is fixed for the last many years, in Previous BoS meetings also it is thoroughly discussed and remained the same as it is. So this title is same as “Technical English Communication” (TEC).
2	External experts opined that the plan of course presented for improving the communication skills in the Pre-semester course should be re-studied.	The Chair responded that the plan shall be placed before the department for discussion. They opined that the level nomenclature Basic and other level may impact on the minds of the newly joined students and it may lead to a kind of psychological stress. The course structure and syllabus is good as they opined but their suggestion is only at th title. So the department wants to rename them as par with CEFR levels like A2, B1, B2 and C1 level instead of Basic, Intermediate, Advanced and Proficiency.
3	External members suggested to create more awareness about IKS to the faculty members by conducting either department workshops or institute level workshops.	It is advised to all the faculty members to complete a course on IKS offered by NPTEL or any other FDP organized by IKS, MHRD, Govt. of India in the fourth coming short vacation.

**The following recommendations and approvals are made after the discussion:**

1. BoS Members approved the revised regulations, curriculum structure, syllabus, assessment schemes of I & II B. Tech. and Pre-semester courses and it follows based on the NEP 2020.
2. The courses offered for I & II B. Tech for the regulation R25-C25 are approved.
3. English for Pre-semester course is approved.
4. SDGs mapping and incorporation of the IKS components in the syllabus is approved.
5. Value added courses are approved.

There being no further points for discussion, the Chairperson thanks all the external, internal, invited members and announced that the meeting was concluded.

  
Member Secretary

  
Chairperson

## DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN LANGUAGES

### CIRCULAR

Date: 05.03.2025

Department of English and Other Indian & Foreign Languages is going to conduct Department Academic Advisory Committee (DAAC) meeting for the I & II B. Tech English courses on **11.03.2025** from 10.00 AM at HoD Cabin 1<sup>st</sup> Floor, A Block. All the members are requested to make it convenient to attend the meeting.

#### The members are

- |   |                                |
|---|--------------------------------|
| 1. Dr. Gomatam Mohana Charyulu, Professor and Head, EOFL, VFSTR - Chairperson |                                |
| 2. Prof. A. Sharada   | - Internal Member              |
| 3. Dr. Sasi Ratnakar  | - Internal Member              |
| 4. Dr. Baiju Krishnan   | - Internal Member (Off campus) |
| 5. Dr. D. Sravana Jyothi  | - Internal Member              |
| 6. Dr. Gouthami Paltati   | - Internal Member              |
| 7. Dr. Al Mamun Sarkar  | - Nominee (Dean-R&D)           |
| 8. Dr. K V B Ravindra Babu  | - Nominee (Dean-SASH)          |
| 9. Dr. G. Nageswara Rao, Associate Professor, EOFL                            | - Member Secretary             |

#### Agenda of the BoS Meeting:

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**Member Secretary**

  
**Chairperson**



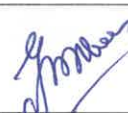


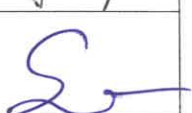

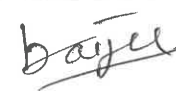
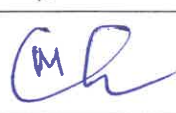


**DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN  
LANGUAGES  
SCHOOL OF APPLIED SCIENCES AND HUMANITIES**

**Date: 11.03.2025**

**Minutes of DAAC Meeting**

The Department of English and Other Indian & Foreign Languages has conducted the Department Academic Advisory Committee (DAAC) meeting for the I. B.Tech. programme (TEC and EPCS courses), II. B. Tech (PC), III B. Tech (SS Lab) and B.Sc. (TEC and EPCS courses) programs on 11.03.2025 at the HoD Cabin, First Floor, A Block, VFSTR, from 10:15 AM onwards in offline mode, under the chairmanship of the Head of the Department of EOFL.

The following members were present.

S.No	Name of the Member	Designation	Committee Role	Signature
1	Dr. Gomatam Mohana Charyulu,	Professor and HoD, Dept. of EOFL, VFSTR	Chairperson	
2	Prof. A. Sharada	Professor & Dean, International Students, VFSTR	Internal Member	
3	Dr. Sasi Ratnakar	Associate Professor, Dept. of EOFL, VFSTR.	Internal Member	
4	Dr. D. Sravana Jyothi	Assistant Professor, Dept. of EOFL, VFSTR.	Internal Member	
5	Dr. Gouthami Paltati	Assistant Professor, Dept. of EOFL, VFSTR.	Internal Member	
6	Dr. Baiju Krishnan	Assistant Professor, Dept. of EOFL, (Off – Campus) Hyderabad	Internal Member (Off campus)	
7	Dr. Al Mamun Sarkar	Assistant Professor, Dept. of EOFL, VFSTR.	Internal member (Dean-R&D Nominee)	
8	Dr. K V B Ravindra Babu	Associate Professor, Dept. of EOFL, VFSTR.	Internal member (Dean-SASH Nominee)	
9	Dr. G. Nageswara Rao	Associate Professor, (BoA) Dept. of EOFL, VFSTR	Member Secretary	

### Agenda of the Meeting

1. To analyze feedback collected from various stakeholders including Alumni, Employers, Faculty, Parents, and Students for the academic year 2024–2025.
2. To review and propose necessary modifications to the upcoming R25 & C25 curriculum based on feedback insights.
3. To finalize recommendations for designing and structuring the upcoming R25 & C25 curriculum with enhanced relevance to the needs of industry.
4. To analyze results of **formative and summative assessments**, especially the correlation between theory and lab marks.

### Discussion and Key Points:

- Feedback analysis indicates that laboratory-based learning enhances students' technical and practical skills significantly.
- The curriculum is generally well-received, catering effectively to both the slow learners and the advanced learners.
- Suggestions emphasized the need for internship exposure, interdisciplinary learning, enhanced communication skills training, and inclusion of emerging areas such as AI, Digital Humanity and Problem Solving skills

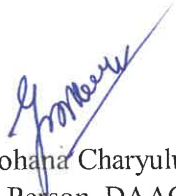
Based on the feedback, the following points were discussed:

- R25 Syllabus: Major revisions in course outcomes and practical components are proposed to better align with industry requirements.
- C25 Curriculum: Emphasis will be placed on skill-based electives, multi-disciplinary open electives, research-oriented mini projects, and inclusion of 21st-century skill.

It was resolved that these changes and suggestions would be incorporated in the curriculum and forwarded to the BoS for review and approval.

The detailed stakeholder feedback summary is appended as Annexure-I.

The recommendations of the DAAC will be formally submitted to the Board of Studies (BoS) for further consideration and implementation.

  
Dr. G. Mohana Charyulu  
Chair Person, DAAC  
Department of EOFL



## Annexure I

### Alumni Feedback Summary

The alumni strongly appreciated the curriculum, reporting a high level of satisfaction with its alignment to industry standards and program outcomes.

Feedback Area	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree
Foundation in Basic Engineering Concepts	92.8%	7.2%	0%	0%	0%
Course Contents aligned with Program Outcomes	91.6%	8.4%	0%	0%	0%
Job-Oriented Skills	90.2%	7.8%	1%	0%	0%
Tools & Technologies analysing Case Studies	90.5%	9.5%	1%	0%	0%
Ability to compete with peers from other universities	94.9%	5.1%	1%	0%	0%
Curriculum superiority over previous curriculum	93.2%	6.8%	1%	0%	0%

Average Rating (on a scale of 5):

All questions received ratings between 4.695 to 5.0, grading as Excellent.

Suggestions: None provided.

### Employer Feedback Summary

Employers provided highly positive feedback, acknowledging the curriculum's alignment with industry demands and its effectiveness in developing student competencies.

Feedback Area	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree
Curriculum matches Program Outcomes	87.5%	12.5%	0%	0%	0%
Scope for improving industry skills	91.5%	8.5%	0%	0%	0%
Tools & Technologies analysing Case Studies	94.5%	5.5%	0%	0%	0%
Problem-Solving & Soft Skills prepare students for placement	93.8%	6.3%	0%	0%	0%

Average Rating:

Ratings ranged between 4.875 to 5.0, all graded Excellent.

Suggestions: None provided.

### Faculty Feedback Summary

Faculty feedback reflected a balanced view, appreciating curriculum structure while suggesting minor improvements.

Feedback Area	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree
Curriculum aligned with Program Outcomes	25%	50%	25%	0%	0%
Enhances Problem-Solving & Communication Skills	62.5%	25%	12.5%	0%	0%
Credit Allocation is Satisfactory	62.5%	25%	12.5%	0%	0%
LTP Distribution is Justifiable	37.5%	50%	12.5%	0%	0%
Curriculum supports Self-learning	75%	12.5%	12.5%	0%	0%
Course Composition (Content, Communication, Skill Development, )	75%	12.5%	12.5%	0%	0%
Laboratory sessions improve technical skills	62.5%	25%	12.5%	0%	0%

Average Rating:

Ranged between 4.25 to 4.75, all rated Excellent.

Suggestions:

- Include internships.

### Student Feedback Summary

Students expressed a generally positive but slightly more critical view, suggesting infrastructural and pedagogical enhancements.

Feedback Area	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree
Curriculum Content	52.2%	26.6%	11.6%	7%	4.5%
Problem Solving & Core Competencies	50.2%	19.6%	9.3%	9%	12%
Support for Advanced and Slow Learners	51.2%	17.3%	19.9%	8%	3.5%
Contact Hour Distribution	52.5%	18.6%	10.3%	15%	3.5%
Course Composition	57.1%	14%	15%	9.3%	4.5%
Laboratory Sessions	54.8%	19.6%	9.3%	9.3%	7%

Average Rating:

Ranged between 3.786 to 4.019, with most rated Very Good, and some Excellent.

**Suggestions:**

- Improve smart board and computer training facilities.
- Add practical and industry-aligned courses.
- Clearly define learning outcomes.
- Provide more lab facilities and hands-on practice.
- Focus more on professional communication and writing skills.

## Annexure II

### DAAC Recommendation on Formative Question Paper Standard and CO-PO Attainment Target Fixing

#### 1. Formative Assessment Question Paper Standards

In light of the academic performance and student feedback for the above subject, the DAAC recommends the following for the design and implementation of formative assessments (e.g., class tests, quizzes, assignments, internal exams):

- **Cognitive Level Balance:**  
Adopt Bloom's Taxonomy to balance the cognitive levels of questions:
  - 30% of questions at **Remembering and Understanding** levels
  - 40% at **Applying and Analyzing** levels
  - 30% at **Evaluating and Creating** levels (depending on program level)
- **Coverage of Course Outcomes (COs):**  
Each assessment must explicitly map questions to Course Outcomes (COs), ensuring:
  - All COs are evaluated at least once across the assessments
  - Each CO is tested through questions at appropriate cognitive levels
- **Difficulty Level Calibration:**  
Based on the recent difficulty experienced by students, the question paper should maintain:
  - 30% **Easy** questions (concept-based)
  - 50% **Moderate** questions (application based)
  - 20% **Difficult** questions (analytical, case-study, or open-ended)
- **Question Paper Review Process:**  
All formative question papers should undergo internal review to ensure:
  - Alignment with syllabus and COs
  - Reasonable difficulty and time-bound answerability
  - Clear instructions and grading rubrics

#### 2. CO-PO Mapping and Attainment Target Fixing

Based on performance data and the difficulty level experienced by students in the current and previous cycles:

- **Attainment Level Thresholds:**
  - **Target Level 1 (Basic Attainment):**  $\geq 50\%$  of students scoring above 40% marks in a CO
  - **Target Level 2 (Moderate Attainment):**  $\geq 60\%$  of students scoring above 50% marks in a CO

- **Target Level 3 (High Attainment):**  $\geq 70\%$  of students scoring above 60% marks in a CO
- **Adjustment Based on Subject Difficulty:**
  - If **>50%** of students scored below 40% in a particular CO, re-evaluate the mapping of that CO to the assessments or revise the teaching-learning strategy.
  - For subjects identified as difficult based on trend analysis, a target level reduction by 1 can be considered after discussion and justification.
- **Corrective Actions:**
  - For COs not meeting the target level:
    - Conduct remedial sessions focused on weak COs
    - Include more practice in those areas
    - Reassess teaching strategies and content delivery
- **PO Mapping and Aggregation:**
  - Use weighted averages of CO attainment levels to compute PO attainment
  - Ensure clarity and consistency in the mapping logic across courses

### 3. Recommendations for Future Improvement

- Establish a **question bank repository** categorized by COs, Bloom's level, and difficulty
- Incorporate **student feedback mechanisms** to refine assessment strategies
- Regularly **review attainment targets** based on academic data trends

Approved by:

  
DAAC Chairperson and HoD

  
Dean SASH



## DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN LANGUAGES

### APPENDIX I

#### B. Tech Programme: Curriculum Structure

##### I Year I Semester Structure

S. No.	Course Code	Course Title	L	T	P	SL	C	Remarks	Course Offered By
1.	25ENxxx	Technical English Communication	1	0	2	1	2	Basic Sciences	S&H-English
2.	25ENxxx	English Proficiency and Communication Skills	0	0	2	0	1	Basic Sciences	S&H-English
		<b>Total</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>3</b>		
		Contact Hours	30 Hours						

**L=Lecture; T= Tutorial; P= Practical; SL= Self Learning; C=Credits**

##### I Year II Semester Structure

S. No.	Course Code	Course Title	L	T	P	SL	C	Remarks	Course Offered By
1.	25ENxxx	Technical English Communication	1	0	2	1	2	Basic Sciences	S&H-English
2.	25ENxxx	English Proficiency and Communication Skills	0	0	2	0	1	Basic Sciences	S&H-English
		<b>Total</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>3</b>		
		Contact Hours	30 Hours						

**L=Lecture; T= Tutorial; P= Practical; SL= Self Learning; C=Credits**

##### II Year I Semester Structure

S. No.	Course Code	Course Title	L	T	P	SL	C	Remarks	Course Offered By
1.	25ENxxx	Professional Communication	0	0	2	0	1	Basic Sciences	S&H-English
2.	25ENxxx	Soft Skills Lab	0	0	2	0	1	Basic Sciences	S&H-English
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>		
		Contact Hours	30 Hours						

**L=Lecture; T= Tutorial; P= Practical; SL= Self Learning; C=Credits**



## II Year II Semester Structure

S. No.	Course Code	Course Title	L	T	P	SL	C	Remarks	Course Offered By
1.	25ENxxx	Professional Communication	0	0	2	0	1	Basic Sciences	S&H-English
2.	25ENxxx	Soft Skills Lab	0	0	2	0	1	Basic Sciences	S&H-English
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>		
		Contact Hours	30 Hours						

**L=Lecture; T= Tutorial; P= Practical; SL= Self Learning; C=Credits**

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## DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN LANGUAGES

### APPENDIX II

#### List of Courses that Enables Employability or Entrepreneurship or Skill Development

S. No.	Course Code	Course Title	Year of Introduction	Employability / Entrepreneurship / Skill development
1	25ENxxx	Technical English Communication	2025	<b>Skill Development:</b> To impart adequate knowledge on the need of language and presentation skills.
2	25ENxxx	English Proficiency and Communication Skills	2025	<b>Skill Development:</b> To impart adequate knowledge on the need of language Proficiency.
3	25ENxxx	Professional Communication	2026	<b>Skill Development:</b> To impart adequate knowledge on the need of language Proficiency on four skills of LSRW.
4	25ENxxx	Soft Skills Laboratory	2026	<b>Skill Development:</b> To impart adequate knowledge on the need of language Proficiency and problem solving techniques.

  
**Member Secretary**

  
**Chairperson**

## DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN LANGUAGES

### APPENDIX III

#### Comparison of Course Contents between R25-C25 and R22-C22/C24 Curriculums

S. No.	Course Code	Course Title	% of Changes	Justification for the changes
1.	25ENxxx	Technical English Communication	40%	Total content has been changed and the current global issues and technical topics have been incorporated which are very much pertinent to the budding engineers
2.	25ENxxx	English Proficiency and Communication Skills	10 %	As it is designed by Cambridge Assessment English at B1 level, minor modifications have been done.
3.	25ENxxx	Professional Communication	25%	Module 2 is changed with applications and case studies
4.	25ENxxx	Soft Skills Lab	30%	Based on the industrial needs, this course includes interview skills, Analytical skills and Team building

  
**Member Secretary**

  
**Chairperson**

## DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN LANGUAGES

### APPENDIX V

#### I. Details of IKS Components Incorporated in R25-C25 Curriculum

Course Type	Total number of Courses	Number of Courses Incorporating IKS	Percentage
Professional Core	4	4	100%
<b>Total</b>	<b>4</b>	<b>4</b>	<b>100%</b>

#### II. List of Courses in the R25-C25 Curriculum Incorporating IKS

S. No.	Course Code	Course Title	Type of course	Module (Unit)	IKS Components Incorporated
1.	25ENxxx	Technical English Communication	Humanities	M1-U1	Traditional Communication Methods in Ancient India and the <i>Gurukul system</i> emphasized face-to-face communication, clarity in speech, and respectful dialogue.
				M2-U1	Ancient India promoted renewable energy use through solar, water, and wind, applied <i>Panch Mahabhutas principles</i> , and built energy-efficient structures for sustainable living.
				M2-U2	Traditional Indian farming used organic methods, stepwell and tank irrigation, crop rotation, and biodiversity-based pest control for sustainable agriculture.
2.	25ENxxx	English Proficiency and Communication Skills	Humanities	M1-U1	<i>Vedanta, Sankhya, and Yoga</i> , the concept of cyclical time is fundamental. <i>Atman (soul)</i> is eternal and always present. In Indian agriculture, astrology, and spirituality, the regular appearance of seasons or celestial events often translates to frequency. (Life on Earth, governed by cycles of <i>karma</i> and rebirth, reflects actions that happen at varying intervals).

				M2-U1	<i>Mount Meru, in Hindu, Buddhist, and Jain cosmology, is considered the center of the universe, and many deities are believed to reside on its peaks.</i>
				M2-U1	<i>Indian philosophy, particularly in Hinduism, Buddhism, and Jainism, the law of karma is central to understanding the relationship between actions and their consequences.</i>
3.	25ENxxx	Professional Communication	Humanities	M1-U1	<p><i>Svadharma</i>(one's prescribed duty) is emphasized - aligning personal skills and nature (<i>Swabhava</i>) with the role in society/work.</p> <p><i>Shiksha &amp; Gurukul Parampara.</i></p> <p><i>Karma Yoga and Trupti (Contentment).</i></p> <p>Ancient texts emphasize balance of <i>Artha (wealth)</i>, <i>Dharma (duty)</i>, <i>Kama (desires)</i>, and <i>Moksha (liberation)</i> → aligning with modern work-life balance and holistic job satisfaction.</p> <p>The <i>Purusharthas</i> framework (<i>Dharma, Artha, Kama, Moksha</i>) gives a holistic model of employee motivation.</p>
				M1-U2	<p><i>Svadharma &amp; Varna-Ashrama Dharma. Svadharma</i> means performing work that aligns with one's nature (<i>swabhava</i>). This is like career alignment with skills, interests, and personality today.</p> <p><i>Varna-Ashrama Dharma:</i> Work roles in society were traditionally aligned with temperament, aptitude, and values. This is not about caste but about skill-based division of labour.</p>
				M2-U2	<p><i>Vak Shakti (Power of Speech)</i></p> <p><i>Ancient Indian texts emphasized effective, ethical, and convincing communication.</i></p>

					<p>Rig Veda &amp; Upanishads: <i>Vak</i> (speech) was considered divine energy — persuasion was about clarity, truth, rhythm, and impact.</p> <p>Natyashastra: Trained in <i>rhetoric, gestures, and audience engagement</i>, similar to persuasive communication in sales and trade fairs.</p> <p><i>Arthashastra &amp; Chanakya Neeti</i></p> <p>Kautilya's <i>Arthashastra</i> gave strategies for <i>trade, negotiation, pricing, and persuasion</i> — advising rulers and merchants on how to win trust and influence. It stressed three modes of persuasion:</p> <p><i>Sama</i> (gentle persuasion/conciliation)</p> <p><i>Dana</i> (offering/incentives)</p> <p><i>Bheda</i> (using logic and differentiation)</p> <p><i>Danda</i> (force — less relevant in trade fairs, but shows complete framework)</p>
4.	25ENxxx	Soft skills	Humanities	<p>M1-U1</p> <p><i>Atma-Vichara</i> (self-inquiry). <i>Jagrat, Swapna, Sushupti, Turiya</i> and the importance of <i>Atma-Bodha</i>. <i>Panchatantra</i> and <i>Mahabharata</i>.</p> <p>M1-U2</p> <p><i>Purusharthas</i> (Dharma, Artha, Kama, Moksha). <i>Dhyana</i> (meditation) and <i>Pranayama</i> for holistic well-being and emotional balance. <i>Dinacharya</i> and <i>Ritucharya</i>.</p> <p>M2-U1</p> <p><i>Samskaras</i> (refinement), ancient concepts of <i>Aachara</i> (right conduct), and <i>Sadvritta</i> (ideal behavior).</p> <p>M2-U2</p> <p><i>Purusharthas</i> and <i>Svadharm</i>a (personal duty or career path. <i>Shastrartha</i>, Sabha traditions of discourse.</p>	

  
Member Secretary

  
Chairperson



## DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN LANGUAGES

### APPENDIX VI

#### I. Details of SDG Mapped Courses in R25-C25 Curriculum

Course Type	Total number of Courses	Number of Courses Mapped with SDGs	Percentage
Professional Core	4	4	100%
Total	4	4	100%

#### II. List of R25-C25 Courses Mapped with SDGs along with Justification

S. No.	Course Code	Course Title	Type of course	SDGs covered	Justification
1.	25ENxxx	Technical English Communication	Humanities	4	Enhances learners' proficiency in technical English, ensuring equitable access to quality education.
				9	Builds communication skills needed to share innovative ideas and support industrial growth.
				7	Prepares students to communicate effectively in sustainable energy projects and documentation.
				13	Equips learners to present and advocate climate action solutions through clear technical communication.
				2	Enables effective articulation of solutions in agriculture and food security initiatives.
				12	Promotes awareness and reporting on sustainable consumption and production practices.
				8	Improves employability and workplace communication, fostering decent jobs and growth.

2.	25ENxxx	English Proficiency and Communication Skills	Humanities	3	Encourages stress-free learning through effective communication skills.
				4	Improves English proficiency for inclusive quality education.
				6	Builds communication for awareness on hygiene and sanitation.
				9	Strengthens skills to communicate innovative industrial ideas.
				11	Promotes dialogue for sustainable and inclusive communities.
				15	Enables communication supporting biodiversity and environmental conservation
3.	25ENxxx	Professional Communication	Humanities	3	Promotes stress-free interaction and positive workplace communication.
				4	Enhances professional communication for equitable quality education.
				5	Encourages inclusive, bias-free communication across genders.
				9	Strengthens technical discourse for industry and innovation.
				10	Fosters communication bridging social and cultural inequalities.
				16	Encourages democratic values through contemporary texts.
				17	Builds collaboration through effective global communication skills.
4.	25ENxxx	Soft Skills	Humanities	1	Improves employability skills reducing poverty levels.
				3	Encourages stress management and healthy interpersonal communication.
				4	Builds soft skills enhancing holistic educational outcomes.
				5	Promotes respectful, inclusive, and unbiased workplace communication.

				10	Develops intercultural competence reducing social and workplace inequalities.
				17	Strengthens teamwork and collaboration for global partnerships.

### III. Mapping of R25-C25 Courses with individual SDGs

SDG No.	SDG Name	No. of courses mapped	Percentage of courses mapped
1	No Poverty	1	25%
2	Zero Hunger	1	25%
3	Good Health and Well-Being	3	75%
4	Quality Education	4	100%
5	Gender Equality	2	50%
6	Clean Water and Sanitation	1	25%
7	Affordable and Clean Energy	1	25%
8	Decent Work and Economic Growth	1	25%
9	Industry, Innovation and Infrastructure	3	75%
10	Reduced Inequalities	2	50%
11	Sustainable Cities and Communities	1	25%
12	Responsible Consumption and Production	1	25%
13	Climate Action	1	25%
14	Life Below Water	0	0%
15	Life On Land	1	25%
16	Peace, Justice and Strong Institutions	1	25%
17	Partnerships for the Goals	2	50%

  
Member Secretary

  
Chairperson

## DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN LANGUAGES

### APPENDIX VII

#### Action Taken Report (ATR) on the suggestions given in earlier BoS meetings

S.No.	Action Point	Response
1.	Dr. Nakul Kundra recommended to change the name of Technical English Communication” to “Technical English Course”.	As the course title is fixed for the last many years, in Previous BoS meetings also it is thoroughly discussed and remained the same as it is. So this title is same as “Technical English Communication” (TEC).
2.	External experts opined that the plan of course presented for improving the communication skills in the Pre-semester course should be re-studied.	The Chair responded that the plan shall be placed before the department for discussion. They opined that the level nomenclature Basic and other level may impact on the minds of the newly joined students and it may lead to a kind of psychological stress. The course structure and syllabus is good as they opined but their suggestion is only at the title. So the department wants to rename them as par with CEFR levels like A2, B1, B2 and C1 level instead of Basic, Intermediate, Advanced and Proficiency.
3.	External members suggested to create more awareness about IKS to the faculty members by conducting either department workshops or institute level workshops.	It is advised to all the faculty members to complete a course on IKS offered by NPTEL or any other FDP organized by IKS, MHRD, Govt. of India in the fourth coming short vacation.

  
 Member Secretary

  
 Chairperson