

DEPARTMENT OF ENGLISH AND OTHER INDIAN & FOREIGN LANGUAGES

Date: 28.03.2025

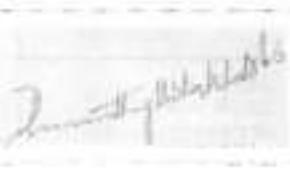
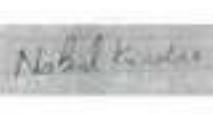
Minutes of Board of Studies Meeting

Board of Studies (BoS) meeting of M.A. English program was conducted on 28.03.2025 in blended mode from 01.30 PM to 5.30 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 M.A. English Programme for the regulation 2025 (R25-C25).
2. To discuss and finalize the list of elective courses for M.A. English Programme for the regulation 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 M.A. English Programme and recommend to the Academic council.
5. To discuss and finalize the curriculum structure of Value added Courses for M.A. English.
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	



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 M.A. English programs on **28.03.2025** from 01.30 PM 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-SASHI)
11. Dr. G. Nageswara Rao. Associate Professor, EOFL	- Member Secretary

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7. To analyse the feedback collecting from all the stake holders and recommend the necessary changes in the curriculum to BoS.


Member Secretary


Chairperson

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

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 for M.A. English 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 topics with 3 units.
5. Assessment methods (Formative & Summative).
6. Grading Schemes.
7. Open Elective courses.
8. Information related to NPTEL courses for the Academic Year 2025-26.
9. Creative work-in-Liu-Course work
10. SDGs Mapping and incorporation of IKS components
11. Programme Outcomes of M.A. English
12. The results of formative & summative assessments and the correlation between formative & summative assessments and between theory & lab marks
13. 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 list of professional core, open elective, NPTEL courses of M. A (English) programmes. (**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 35% 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 is incorporated appropriately in the R25-C25 curriculum.

The following improvements are suggested: (Action Points)

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

1. Prof. Srimathy Venkata Lakshmi enquired the inclusion of history of English literature in M.A. English which was supposed to be read at the graduation level. Prof. Mohanacharyulu responded that in the current situation, there was no takers for B.A. English Literature and majority of students joining M.A. (English) hail from science, commerce or humanities background. So, to make them conversant of the basics of literature, this paper was included without which, the students cannot understand the various aspects of the literary works, the ages in which they were created, and the influences that acted on their creation.
2. Prof. Srimathy Venkata Lakshmi advised that the paper "Modern English Language" should be renamed as "English Language and Literature: An Introduction". She recommended to include the works of Dr. Bala Subramaniam and John Shekar. She also recommended to include the publication "Grammar: An Introduction to Linguistics" to suit the content of the above-said paper.
3. Dr. Nakul Kundra expressed his approval to the concept of including Self-learning dimension along with the existing LTP structure.
4. It was recommended by the Prof. K. Venkat Reddy that A Course on Technical Writing (ACTW) should be changed to "A Course on Writing Skills".
5. The course in which writing skills for media were discussed, Dr. Reddy suggested to adopt a more relevant and focused title for course as the term media has a wider coverage including advertisement, websites, pamphlet writing, blogging etc. The Chair proposed to use the expression "Writing for News Media" which was approved by the experts.

6. Dr. Nakul Kundra opined that the English texts suggested for II year I Semester were good.
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	"Modern English Language" should be renamed as "English Language and Literature: An Introduction". It is also recommended to include the publication "Grammar: An Introduction to Linguistics" to suit the content of the above-said paper.	According to the suggestion, the name of the course title "Modern English Language" has been changed as "English Language and Literature: An Introduction" after due discussion in the department.
2	"A Course on Technical Writing (ACTW) is suggested to be changed to "A Course on Writing Skills".	As the major part of the course is on writing skills, the suggested title is also appropriate to the course, so the course name is changed from "A Course on Technical Writing (ACTW) to "A course on Writing Skills" (ACWS)
3	External experts opined that the plan of course presented for improving the communication skills in the Pre-semeseter 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.
4	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 M.A (English) programme and it follows based on the NEP 2020.
2. The courses offered for M.A (English) Programme for the regulation R25-C25 are approved.
3. Programme Outcomes of M.A. English approved.
4. NPTEL courses are approved for the Academic Year 2025-26.
5. SDGs mapping and incorporation of the IKS components in the syllabus is approved.
6. 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

APPENDIX I

M.A. English Programme: Curriculum Structure

I Year I Semester Structure

S. No.	Course Code	Course Title	L	T	P	SL	C	Remarks	Course Offered By
1.	25EN401	Modern English Language: An Introduction	3	0	2	2	4	Basic Sciences	S&H-English
2.	25EN402	Modern Literary Survey	3	0	2	2	4	Basic Sciences	S&H-English
3.	25EN403	Basics of Literary Studies	3	0	2	2	4	Basic Sciences	S&H-English
4.	25EN404	A course on Technical Writing	3	0	2	2	4	Basic Sciences	S&H-English
5.	25EN405	IT tools workshop: Editing practice	3	0	2	2	4	Basic Sciences	ACSE
Total			15	0	10	10	20		
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.	25EN406	An Introduction to ELT	3	0	2	2	4	Basic Sciences	S&H-English
2.	25EN407	Advanced Literary Studies	3	0	2	2	4	Basic Sciences	S&H-English
3.	25EN408	Literary Theory	3	0	2	2	4	Basic Sciences	S&H-English
4.	25EN409	Advanced Listening and Speaking Skills Lab	3	0	2	2	4	Basic Sciences	S&H-English
5.	25EN410	CEFR B1 Proficiency (PET)	3	0	2	2	4	Basic Sciences	S&H-English
Total			15	0	10	10	20		
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.	25EN501	Writing Skills for Media	3	0	2	2	4	Basic Sciences	S&H-English
2.	25EN502	Postcolonial studies and Indian Writing in English	3	0	2	2	4	Basic Sciences	S&H-English
3.	25EN503	New Literatures in English	3	0	2	2	4	Basic Sciences	S&H-English
4.	25EN504	CEFR B2 Proficiency (BEC-Vantage)	3	0	2	2	4	Basic Sciences	S&H-English
5.	25EN505	Cyber Security	3	0	2	2	4	Basic Sciences	ACSE
Total			15	0	10	10	20		
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.	25EN506	Language Testing and Evaluation	3	0	2	2	4	Basic Sciences	S&H-English
2.	25EN507	Cultural Studies	3	0	2	2	4	Basic Sciences	S&H-English
3.	25EN508	Literary and Creative Writing	3	0	2	2	4	Basic Sciences	S&H-English
4.	25EN509	Translation Studies (A Practical Approach Orientation Lab)	3	0	2	2	4	Basic Sciences	S&H-English
5.	25EN510	Project	3	0	2	2	4	Basic Sciences	S&H-English
Total			15	0	10	10	20		
Contact Hours			30 Hours						

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

I. List of Department Elective Courses

S. No.	Course Code	Course Title	L	T	P	SL	C	Name of the Stream (if available)
1.	25EN801	American Literature	2	2	2	2	4	I Year
2.	25EN802	Afro-American Literature	2	2	2	2	4	I Year
3.	25EN803	Diaspora Literature	2	2	2	2	4	I Year
4.	25EN804	Curriculum and Material Development	2	2	2	2	4	II Year
5.	25EN805	Classics in Translation	2	2	2	2	4	II Year
6.	22EN806	Regional Literature in English	2	2	2	2	4	II Year

V. List of SWAYAM - NPTEL Courses

S.No	Course Name with NPTEL Code	NPTEL Course Offered by	Credits
1.	History of English Language and Literature	IIT, Madras	3
2.	Literary Criticism (From Plato to Levis)	IIT, Madras	3
3.	Gender and Literature	IIT, Madras	2
4.	Technical English for Engineers	IIT, Madras	2
5.	Cyber Security and Privacy	IIT, Madras	2


Member Secretary


Chairperson



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	25EN401	Modern English Language: An Introduction	2025	Employability: To Interpret a recognition of the major stages in the development of English language and the effect of social and cultural factors on the rise and evolution of English in the world today
2	25EN402	Modern Literary Survey	2025	Employability: To impart the knowledge of literary movements, writers, and critical approaches of the late 19 th , 20 th and 21 st centuries.
3	25EN403	Basics of Literary Studies	2025	Employability: To understand and interpret literary texts, the historical and cultural contexts of literature, and develop critical thinking skills.
4	25EN404	A Course on Technical Writing	2025	Employability-To apply various techniques of language
5	25EN405	IT tools workshop: Editing practice	2025	Skill Development: To utilize digital tools effectively for editing written texts, enhancing the ability to refine and improve own writing also understanding various editing software and techniques, as well as developing critical analysis skills.
6	25EN406	An Introduction to ELT	2025	Employability: To Illustrate fundamental principles and practices of language teaching.
7	25EN407	Advanced Literary Studies	2025	Employability: To provide in-depth knowledge and skills in analyzing and interpreting literature, both historically and theoretically.
8	25EN408	Literary Theory	2025	Employability: To Analyze critical appraisal of literary cannon of world literature.
9	25EN409	Advanced Listening and Speaking Skills Lab	2025	Skill Development: To enhance proficiency in Speaking Skills
10	25EN410	CEFR B1 Proficiency (PET)	2025	Skill Development: To enhance proficiency in LSRW skills

11	25EN501	Writing Skills for Media	2026	Skill Development: To understand about the writing skills and its techniques for different mass media writing.
12	25EN502	Postcolonial studies and Indian Writing in English	2026	Skill Development: To collect and transfer information on IWE and its influence on Post-Colonial writing
13	25EN503	New Literatures in English	2026	Skill Development: To Interpret the background and rise of New Literatures in English in different parts of the world.
14	25EN504	CEFR B2 Proficiency (BEC-Vantage)	2026	Skill Development: To enhance proficiency in Advanced LSRW skills
15	25EN505	Cyber Security	2026	Employability: To understand the basics of cyber security and the security threats in day-to-day activities.
16	25EN506	Language Testing and Evaluation	2026	Employability: To design particular procedure for Testing and Evaluation
17	25EN507	Cultural Studies	2026	Skill Development: To acquire sufficient knowledge in various cultural studies and discover the realities hidden behind the constructs of race, class and gender
18	25EN508	Literary and Creative Writing	2026	Skill Development: To develop skills and knowledge of narrative techniques, writing place, as well as writing for change.
19	25EN509	Translation Studies (A Practical Approach Orientation Lab)	2026	Employability: To Translate the texts from one language to another one
20	25EN510	Project	2026	Skill Development: To prepare a dissertation on language activities and its impact
21	25EN801	American Literature	2026	Employability: To discover the cultural and historical context of American Literature and examine the cultural values and ethos reflected through select texts in American Literature
22	25EN802	Afro-American Literature	2026	Employability: To analyze and critically examine the rich and complex history, themes, and literary forms of Afro-American literature that reflects the experiences, struggles, and cultural expressions of African Americans' identity and social justice.

23	25EN803	Diaspora Literature	2026	Employability: To analyze and explore the literary works created by individuals who have experienced displacement and migration, often from a specific homeland or cultural context.
24	25EN804	Curriculum and Material Development	2026	Skill Development: To understand nuances of curriculum and find new avenues to design teaching English through technology as per the needs of the learners
25	25EN805	Classics in Translation	2026	Employability: To explore the cultural, historical, and aesthetic value of the classics, as well as understanding the nuances and challenges of translating them.
26	22EN806	Regional Literature in English	2026	Employability: To understand and interpret literary works, focusing on themes, styles, and literary devices used by writers from different regions.



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.	25EN401	Modern English Language: An Introduction	30%	Additional exercises and practice activities have been incorporated into each module.
2.	25EN402	Modern Literary Survey	30%	Every module now includes extra exercises and practice tasks.
3.	25EN403	Basics of Literary Studies	25%	Extra practice opportunities and exercises have been added to all modules.
4.	25EN404	A Course on Technical Writing	30%	Each module has been enriched with supplementary exercises and practice sessions.
5.	25EN405	IT tools Workshop: Editing Practice	25%	Additional practice components related to Language tools and exercises are now part of every module.
6.	25EN406	An Introduction to ELT	30%	Each module features enhanced practice segments and supplementary exercises.
7.	25EN407	Advanced Literary Studies	30%	Extra learning activities in literary studies and practice elements have been embedded in every module.
8.	25EN408	Literary Theory	30%	All modules now offer expanded practice sections and added exercises.
9.	25EN409	Advanced Listening and Speaking Skills Lab	25%	More exercises and skill components have been integrated into each activity
10.	25EN410	CEFR B1 Proficiency (PET)	10%	More exercises and dedicated practice opportunities have been integrated into each module.

11.	25EN501	Writing Skills for Media	30%	Each module features enhanced practice segments and supplementary News articles or media clippings.
12.	25EN502	Postcolonial studies and Indian Writing in English	30%	We have introduced latest works and ideas presented by scholars across the world.
13.	25EN503	New Literatures in English	30%	Incorporated thematic studies of postcolonial voices alongside multimedia adaptations for comparative analysis.
14.	25EN504	CEFR B2 Proficiency (BEC-Vantage)	25%	Adopted as per the Cambridge B2 Level pattern.
15.	25EN505	Cyber Security	25%	Introduced new Language Technical tools for practice.
16.	25EN506	Language Testing and Evaluation	30%	Incorporated practical workshops on designing rubrics, test items, and feedback strategies for diverse learner groups.
17.	25EN507	Cultural Studies	30%	Included comparative analysis of global and indigenous cultural frameworks through multimedia case studies.
18.	25EN508	Literary and Creative Writing	30%	Added peer-review sessions and publication-oriented assignments to nurture professional writing skills.
19.	25EN509	Translation Studies (A Practical Approach Orientation Lab)	25%	Introduced hands-on projects translating texts across genres and registers using digital tools.
20.	25EN510	Project	25%	Interdisciplinary research with real-world applications and field-based data collection procedure are added.
21.	25EN801	American Literature	30%	Extended to include lesser-known voices and contemporary works reflecting current social issues.
22.	25EN802	Afro-American Literature	30%	Enriched content with spoken-word poetry, visual media, and historical context discussions.
23.	25EN803	Diaspora Literature	30%	Incorporated author interviews, memoir excerpts, and film adaptations for deeper cultural insight.

24.	25EN804	Curriculum and Material Development	30%	Added training on integrating technology and inclusive materials into curriculum design.
25.	25EN805	Classics in Translation	30%	Expanded to examine translation ethics and the role of translators in shaping literary reception.
26.	22EN806	Regional Literature in English	30%	Included oral history projects and interviews with regional authors to contextualize the works studied.



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	18	18	30%
Interdisciplinary	2	2	30%
Department Electives	6	6	35%
Total	26	26	31.66%

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.	25EN401	Modern English Language: An Introduction	Professional Core	M1-U2	Derivation (<i>vyutpatti</i>) of words and semantic roots (<i>dhātus</i>) <i>Pāṇini's grammar</i> , a sentence is seen as a structured whole, formed by words related through semantic and syntactic roles, especially <i>kārakas</i> (agents, instruments, locations, etc.)
2.	25EN402	Modern Literary Survey	Professional Core	M1-U1	Class equality- <i>Varna-asura</i> (<i>Ideal varna</i>) vs. <i>Jati</i> (<i>distorted caste</i>) Ancient idea of duties based on qualities, not birth. Bhakti and Buddhist movements challenged caste inequality- Collective good <i>Lokasangraha</i> (<i>welfare of the world - Gita</i>) Emphasizes duty for the common good, not personal gain. - Worker dignity- <i>Shrama as sacred in Rigveda</i>
3.	25EN403	Basics of Literary Studies	Professional Core	M1-U1	<i>kathās</i> (storytelling), <i>ākhyānas</i> (prose narratives), <i>Purāṇas</i> , and classical epics such as the <i>Mahābhārata</i> and <i>Rāmāyaṇa</i> ,
4.	25EN404	A course on	Professional Core	M -U1	Structured Communication in

		Technical Writing		M2-U2	<i>Śāstras</i> Ancient scholars often wrote <i>bhāṣyas</i> (commentaries) and <i>tīkās</i> (sub-commentaries) on foundational texts.
5.	25EN405	IT tools workshop: Editing practice	Interdisciplinary	M2-U1	Interactive learning games like <i>ākṣa-kreeda</i> (dice-based question games), <i>paheli</i> (riddles), and <i>samasyā-pūraṇa</i> (problem-solving in poetry)
6.	25EN406	An Introduction to ELT	Professional Core	M1-U1 M2-U2	Repetition (<i>śravana</i>), reflection (<i>manana</i>), and recitation (<i>nididhyāsana</i>). śruti (listening) and patha (recitation)
7.	25EN407	Advanced Literary Studies	Professional Core	M1-U1	<i>Jnana Yoga</i> (Path of Knowledge): <i>Escapism ~ Sannyasa Dharma</i> : Renunciation for higher purpose
8.	25EN408	Literary Theory	Professional Core	M1-U1 M2-U2	Mimesis (Imitation - Plato, Aristotle) <i>Anukarana / Anukriti</i> (Imitation in <i>Natyashastra</i>)- Catharsis (Emotional Purging - Aristotle) <i>Rasa Nishpatti</i> (Emotional Realization) Formalist theory / Structure <i>Aucitya</i> (Propriety) <i>Kuntaka</i> , Reader-Response Criticism <i>Sahrdaya</i> (The Sensitive Reader) Semiotics / Symbolism <i>Dhvani</i> (Suggestion)
9.	25EN409	Advanced Listening and Speaking Skills Lab	Professional Core	M1-U1 M2-U3	Elision <i>Śikṣā</i> , the science of phonetics and articulation. Techniques like <i>pratisamhitā</i> (breaking words into sounds) and <i>patha</i> recitation styles (<i>krama</i> , <i>jata</i> , <i>ghana</i>)
10.	25EN410	CEFR B1 Proficiency (PET)	Professional Core	M1-U1	<i>Vedanta, Sankhya, and Yoga</i> , the concept of cyclical time is fundamental. <i>Atman</i> (soul) 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>
11.	25EN501	Writing Skills for Media	Professional Core	M1-U2	Debate (<i>vāda</i>), including cause and effect (<i>kārya-kārana bhāva</i>), comparisons (<i>upamāna</i>), and forming valid generalisations.
12.	25EN502	Postcolonial studies and Indian Writing in English	Professional Core	M1-U2	<i>Maya and Tamas in the Gunas concept: Themes of inner darkness, illusion of civilization, and the limits of reason</i> <i>Karma and Dharma</i> conflict—the magistrate, like Arjuna in the Bhagavad Gita, must confront his role in systemic violence
13.	25EN503	New Literatures in English	Professional Core	M2-U1	<i>Lokadharmi</i> Theatre and Folk Performance as Social Commentary Bhakti and Indigenous Literary Movements
14.	25EN504	CEFR B2 Proficiency (BEC-Vantage)	Professional Core	M1-U1	<i>Svadharma</i> (one's prescribed duty) is emphasized - aligning personal skills and nature (<i>Swabhava</i>) with the role in society/work. <i>Shiksha & Gurukul Parampara</i> . <i>Karma Yoga and Trupti (Contentment)</i> . Ancient texts emphasize balance of <i>Artha</i> (wealth), <i>Dharma</i> (duty), <i>Kama</i> (desires), and <i>Moksha</i> (liberation) → aligning with modern work-life balance and holistic job satisfaction. The <i>Purusharthas</i> framework (<i>Dharma, Artha, Kama, Moksha</i>) gives a holistic model of

				M1-U2	<p>employee motivation.</p> <p><i>Svadharma & Varna-Ashrama Dharma.</i> Svadharma 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 & Upanishads: <i>Vak (speech)</i> 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 & 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.</p> <p>It stressed three modes of persuasion:</p> <ul style="list-style-type: none"> <i>Sama</i> (gentle persuasion/conciliation) <i>Dana</i> (offering/incentives) <i>Bheda</i> (using logic and differentiation) <i>Danda</i> (force — less relevant in trade fairs, but shows complete framework)
15.	25EN505	Cyber Security	Interdisciplinary	M1-U2 M2-U2	<p><i>Kautilya's Arthashastra</i> discusses “<i>dūtaprathā</i>” (<i>spycraft</i>), infiltration, psychological manipulation, and counter-</p>

					deception techniques.
					Social media- data privacy and security issues. logical fallacies (<i>hetvābhāsa</i>)
16.	25EN506	Language Testing and Evaluation	Professional Core	M1-U1	<p><i>Guru-Shishya Parampara:</i> Teaching was personalized, experiential, and value-based. The Guru observed the learner's aptitude and taught accordingly.</p> <p>Dialogue (<i>Samvāda</i>), storytelling (<i>Kathā</i>), chanting (<i>Śruti-Smṛti</i>), debate (<i>Shāstrārtha</i>), and demonstration (<i>Prayoga</i>).</p> <p><i>Oral Tradition:</i> Mastery was tested through accurate memorization (<i>śruti pāṭha</i>) and the ability to explain meaning (<i>artha-prakāśa</i>).</p> <p><i>Practical Demonstrations:</i> In Ayurveda, Astronomy, Architecture (<i>Vāstu</i>), evaluation involved real-life application of knowledge.</p> <p><i>Shāstrārtha (Scholarly Debates):</i> A rigorous form of testing where scholars defended or opposed a thesis before the Guru or assembly.</p> <p><i>Parikṣā (Examination):</i> The word <i>Parikṣā</i> itself occurs in ancient texts meaning “thorough examination.” It involved mental, moral, and practical testing.</p> <p><i>Stages of Learning (Ādhyayana → Ādhyāpana → Anubhava):</i> True testing was not just recall but the ability to teach and apply knowledge in real life.</p> <p><i>Śruti-Smṛti tradition –</i> Students were tested for accurate recitation (<i>śuddha ucchāraṇa</i>) and comprehension of Vedic texts; mastery in Sanskrit grammar</p>

					(<i>vyākaraṇa</i>) was seen as proof of proficiency.
					In <i>toll</i> (traditional Sanskrit schools), new students were tested on basic literacy (alphabets, <i>ślokas</i>) to decide whether to start with <i>prārambha vyākaraṇa</i> (basic grammar) or advanced texts (<i>Pāṇini's Aṣṭādhyāyī</i>).
					Daily oral recitations (<i>pāṭha</i>), debates (<i>śāstrārtha</i>), and chanting under Guru's supervision – continuous observation, not one-time exams.
					<i>Parikṣā</i> at the end of training, where students demonstrated memorization, interpretation, and sometimes authored a small commentary (<i>fikā</i>).
17.	25EN507	Cultural Studies	Professional Core	M2-U1	<i>Loka-dharma and Loka-rasa</i> : Reflect how culture is lived and practiced across caste and class.
				M2-U3	Jameson's idea of utopia in mass culture can be paralleled with collective spiritual aspirations in <i>Bhakti/Sufi traditions</i> , where the marginalized express both critique and transcendent.
18.	25EN508	Literary and Creative Writing	Professional Core	M1-U1	" <i>Lokokti</i> " (proverbs/idioms) and " <i>Rīti</i> " (style/form of expression).
				M2-U2	<i>Paryaya</i> (synonyms) and <i>Viparita</i> (antonyms) with contextual application.
					<i>Nātyaśāstra</i> Concept (English Narrative Equivalent) <i>Arambha</i> Beginning / Inciting incident <i>Yatna</i> Rising action / Attempt <i>Prapti</i> Nearing the objective <i>Niyata Phala</i> - Turning point <i>Phala</i> Climax / Resolution.
19.	25EN509	Translation Studies (A Practical Approach Orientation Lab)	Professional Core	M1-U1	<i>Kalidasa's Kumarasambhavam</i> Canto VIII

20.	25EN510	Project	Professional Core	N A	<p><i>Anvikshiki</i> (logical inquiry), <i>Śravana-Manana-Nididhyāsana</i> (learning, reflection, deep assimilation), and <i>Śāstrārtha</i> (debate) as structured methodologies.</p> <p>(<i>bhāṣya, tīkā</i>) systematically analyzed texts word-by-word and theme-by-theme.</p> <p><i>Śāstrārtha</i> (scholarly debate) in public assemblies where students defended interpretations before Guru and peers.</p> <p><i>prayoga</i> (practical demonstration) as project-like application.</p>
21.	25EN801	American Literature	Dept. Elective	M1-U1	<p>Kalidasa's <i>Meghaduta</i>: themes of separation, longing, journey, hope.</p> <p>"Mending Wall" (D)</p> <p><i>Bhartrihari's Nīti Shatāka</i>: speaks on human relations, false sense of propriety.</p>
22.	25EN802	Afro-American Literature	Dept. Elective	M1-U2	<p>Oral Tradition as a Knowledge System</p> <p><i>Folklore, call-and-response, sermons, proverbs</i></p> <p>These reflect African and African-American orality, a key component of IKS</p>
23.	25EN803	Diaspora Literature	Dept. Elective	M1-U1	<p>Spiritual and Philosophical Knowledge</p> <p>Hindu cosmology (<i>karma, moksha, dharma</i>)</p> <p>Texts like the <i>Bhagavad Gita, Vedas, Upanishads</i></p> <p><i>Yoga and meditation</i> traditions</p> <p>Ex: Rohinton Mistry (Parsi-Canadian writer) subtly invokes karmic ideas in <i>A Fine Balance</i>, where suffering and destiny are</p>

					central themes. Ex: Jhumpa Lahiri's characters often struggle with existential questions that echo Vedantic ideas, especially in works like <i>The Namesake</i> .
24.	25EN804	Curriculum and Material Development	Dept. Elective	M1-U1	<i>Adhikari-bheda</i> (learner-based instruction) Pedagogical Alignment <i>Guru-Shishya Parampara</i> Prewriting (Idea Generation) <i>Manana</i> (Reflection), <i>Sankalpa</i> (Intention) Drafting <i>Rachana</i>
25.	25EN805	Classics in Translation	Dept. Elective	M1-U2 M2-U1	<i>Rāmāyaṇa</i> and <i>Mahābhārata</i> were translated/adapted into Pali, Prakrit, Tamil, Telugu, Kannada, Bengali, Persian, and later into English (e.g., Kamban's <i>Ramavataram</i> , Tulsidas' <i>Ramcharitmanas</i>). <i>translated but transcreated</i> (e.g., Kālidāsa's <i>Meghadūta</i> retold in multiple Indian languages with local imagery). Upanishads, Bhagavad Gita, and Yoga Sutras translated into Persian (<i>Sirr-i-Akbar</i> by Dara Shikoh) and later into English (Charles Wilkins' Gita) (<i>bhāṣya</i> , <i>sīkā</i> , <i>vyākhyāna</i>) were both <i>translation</i> and <i>interpretation</i> , e.g., Śankara's commentaries rendering complex Sanskrit into accessible Sanskrit/Prakrit for learners.
26.	22EN806	Regional Literature in English	Dept. Elective	M1-U1	<i>Vedas</i> , <i>Upanishads</i> , <i>Classical Indian philosophy</i>



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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	18	18	100%
Interdisciplinary	2	2	100%
Department Electives	6	6	100%
Total	26	26	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.	25 EN401	Modern English Language: An Introduction	Professional Core	4	Provides linguistic foundation supporting higher quality education
				5	Encourages inclusive language promoting gender sensitivity.
				9	Strengthens linguistic skills aiding research and innovation.
				12	Promotes awareness through language on sustainable practices.
2.	25EN402	Modern Literary Survey	Professional Core	3	Encourages reflection on mental health through literature.
				4	Provides literary knowledge for holistic quality education.
				5	Highlights feminist writings promoting gender equality.
				8	Builds analytical skills enhancing employability and growth.
				10	Examines texts addressing social justice and equity.
				11	Studies literature advocating

					cultural and community sustainability.
				12	Explores literary themes of sustainability and responsibility.
				13	Analyzes eco-critical literature fostering climate awareness.
				16	Promotes democratic values through literary representation.
				1	Enhances employability through analytical literary study skills.
				3	Promotes empathy and mental well-being through literature.
				4	Provides foundational literary knowledge for quality education
				5	Encourages critical engagement with gender-inclusive texts.
				8	Strengthens critical thinking for professional growth opportunities.
				10	Examines marginalized voices to reduce social inequalities
				11	Inspires cultural understanding for sustainable communities.
				12	Studies texts emphasizing responsible social practices.
				13	Engages with eco-literature to support climate awareness.
				16	Promotes justice and peace through literary narratives.
				4	Develops technical writing proficiency for academic excellence.
				8	Improves workplace documentation skills enhancing employability.
				9	Strengthens technical reporting supporting industry and innovation.
				11	Facilitates communication for sustainable urban development projects.
				16	Promotes transparency through ethical and accurate documentation.
3.	25EN403	Basics of Literary Studies	Professional Core		
4.	25EN404	A course on Technical Writing	Professional Core		

5.	25EN405	IT tools workshop: Editing practice	Interdisciplinary	3	Encourages stress-free digital learning through IT tools
				4	Enhances digital literacy ensuring inclusive quality education.
				8	Builds editing skills improving professional employability.
				9	Strengthens digital competence supporting innovation and industry needs.
				16	Promotes ethical editing ensuring transparency and accountability.
6.	25EN406	An Introduction to ELT	Professional Core	4	Strengthens English teaching methods ensuring inclusive education.
				8	Enhances teacher training improving employability and professional growth.
				15	Integrates ecological awareness in language teaching contexts.
				17	Promotes global collaboration through ELT practices.
7.	25EN407	Advanced Literary Studies	Professional Core	3	Explores literature addressing mental health and well-being.
				4	Provides advanced literary knowledge for higher education.
				5	Analyzes feminist texts promoting gender equality.
				10	Examines marginalized voices to challenge social inequalities.
				16	Encourages democratic values through critical literary study.
8.	25EN408	Literary Theory and Criticism	Professional Core	3	Encourages reflection on psychological well-being through theory.
				4	Provides critical frameworks strengthening higher literary education.
				5	Examines feminist criticism fostering gender sensitivity.
				10	Studies postcolonial theory addressing systemic inequalities.
				11	Promotes cultural sustainability through literary discourse.

				12	Analyzes texts advocating responsibility and sustainability.
				13	Engages with eco-criticism promoting climate consciousness.
				16	Advances justice and democracy through critical perspectives.
9.	25EN409	Advanced Listening and Speaking Skills Lab	Professional Core	4	Enhances oral proficiency supporting inclusive quality education.
				5	Promotes respectful, bias-free communication across genders
				8	Builds workplace-ready communication skills improving employability.
				17	Strengthens collaboration through global communication competence.
10.	25EN410	CEFR B1 Proficiency (PET)	Professional Core	4	Improves English proficiency ensuring access to quality education.
				5	Encourages inclusive communication fostering gender equity.
				8	Strengthens language competence enhancing employability prospects.
				17	Builds intercultural communication supporting global partnerships
11.	25EN501	Writing Skills for Media	Professional Core	4	Develops media writing skills enhancing educational outcomes.
				10	Promotes inclusive media narratives reducing social inequalities.
				16	Encourages ethical journalism supporting justice and democracy.
12.	25EN502	Postcolonial Studies and Indian Writing in English	Professional Core	4	Provides critical insights strengthening literary and cultural education.
				10	Examines marginalized voices addressing social and cultural inequalities
				16	Promotes justice, democracy, and decolonial perspectives through literature.

13.	25EN503	New Literatures in English	Professional Core	4	Broadens perspectives through diverse global literary education.
				8	Develops analytical skills enhancing employability and growth.
				10	Highlights marginalized voices reducing cultural and social disparities.
				16	Encourages democratic values through postcolonial and contemporary texts.
				17	Promotes intercultural dialogue strengthening global partnerships.
14.	25EN504	CEFR B2 Proficiency (BEC-Vantage)	Professional Core	4	Enhances advanced English proficiency for academic excellence.
				5	Promotes inclusive, unbiased communication across genders.
				8	Strengthens workplace communication improving employability.
				17	Builds global communication competence supporting international collaboration.
15.	25EN505	Cyber Security	Interdisciplinary	1	Protects digital assets supporting economic stability and growth.
				4	Provides essential knowledge on cybersecurity for learners.
				5	Promotes equal participation in cybersecurity education and careers.
				8	Strengthens digital safety enabling secure economic development.
				17	Encourages international collaboration on global cybersecurity challenges.
16.	25EN506	Language Testing and Evaluation	Professional Core	4	Ensures fair assessment practices enhancing learning quality.
				5	Promotes unbiased language testing ensuring gender inclusivity.
				8	Builds evaluation skills improving employability and academic growth.
				17	Encourages standardized testing supporting global

					academic collaboration.
17.	25EN507	Cultural Studies	Professional Core	3	Explores cultural narratives promoting psychological well-being.
				4	Provides critical cultural knowledge enhancing holistic education.
				5	Analyzes cultural practices fostering gender sensitivity and equality.
				8	Builds cultural competence improving employability and global opportunities.
				16	Encourages democratic values through cultural awareness and critique.
18.	25EN508	Literary and Creative Writing	Professional Core	1	Enhances employability through creative and professional writing skills.
				4	Develops literary creativity fostering holistic quality education.
				5	Encourages inclusive expression supporting gender equality in writing.
				8	Builds creative industries skills contributing to economic growth.
				17	Promotes intercultural collaboration through creative literary projects.
19.	25EN509	Translation Studies (A Practical Approach Orientation Lab)	Professional Core	3	Ensures accurate translation of health information for public safety.
				4	Enhances multilingual education and cross-cultural learning opportunities.
				5	Empowers women translators and promotes gender-inclusive communication.
				16	Facilitates access to justice through multilingual communication.
20	25EN510	Project	Professional Core	4	Encourages experiential learning and practical application of knowledge.
				5	Promotes equal participation of all genders in project work.
				8	Develops professional skills fostering innovation and employability opportunities.

				16	Strengthens research for transparent, ethical, and accountable institutions.
				17	Encourages collaborative projects fostering global and local partnerships.
21	25EN801	American Literature	Dept. Elective	10	Highlights marginalized voices, reducing cultural and social inequalities.
				2	Explores literary depictions of hunger, poverty, and sustenance
				4	Enhances critical thinking through diverse literary perspectives.
				5	Examine women's representation and challenges gender stereotypes.
				16	Facilitates access to justice through communication.
				3	Explores racial trauma's impact on mental and social health.
22	25EN802	Afro-American Literature	Dept. Elective	2	Addresses poverty, deprivation, and hunger in marginalized communities.
				4	Promotes awareness and education through diverse cultural narratives.
				10	Challenges racial discrimination and advocates for social equity.
				17	Encourages intercultural dialogue fostering global solidarity and partnerships.
				3	Highlights migration struggles affecting emotional and psychological well-being.
				4	Enhances cultural literacy and promotes inclusive global education.
23	25EN803	Diaspora Literature	Dept. Elective	5	Examines migrant women's voices advocating gender justice worldwide.
				8	Explores migrant labor issues and aspirations for economic stability.
				10	Discusses discrimination, displacement, and quest for equal opportunities.
				17	Encourages intercultural

					dialogue and cooperation across global diasporic communities.
24	25EN804	Curriculum and Material Development	Dept. Elective	3	Integrates health themes ensuring holistic and balanced education.
				4	Designs learner-centered curricula that foster inclusive, high-quality learning.
				5	Develops gender-sensitive materials promoting equal educational access.
				10	Reduces disparities through inclusive and accessible curriculum design.
				17	Encourages collaborative material development through institutional partnerships.
25	25EN805	Classics in Translation	Dept. Elective	3	Translated classics reflect ethical values promoting mental well-being.
				4	Provides access to world classics, enriching literary education.
				5	Highlights women's roles and gender narratives in classics.
				8	Strengthens translation skills, creating employability in global markets.
				17	Promotes cross-cultural literary exchanges, fostering global partnerships.
26	22EN806	Regional Literature in English	Dept. Elective	4	Enhances cultural knowledge through diverse regional literary traditions.
				10	Gives voice to marginalized regions, reducing cultural disparities.
				16	Encourages justice and harmony through regional literary narratives.

III. Mapping of R25-C25 Courses with individual SDGs

SDG No.	SDG Name	No. of courses mapped	Percentage of courses mapped
1	No Poverty	3	11.53%
2	Zero Hunger	2	7.69%
3	Good Health and Well-Being	11	42.30%
4	Quality Education	26	100%

5	Gender Equality	18	69.29%
6	Clean Water and Sanitation	0	0%
7	Affordable and Clean Energy	0	0%
8	Decent Work and Economic Growth	16	61.53%
9	Industry, Innovation and Infrastructure	2	7.69%
10	Reduced Inequalities	12	46.15%
11	Sustainable Cities and Communities	4	25.38%
12	Responsible Consumption and Production	4	25.38%
13	Climate Action	3	11.53%
14	Life Below Water	0	0%
15	Life On Land	1	3.84%
16	Peace, Justice and Strong Institutions	14	53.84%
17	Partnerships for the Goals	13	50%


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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.	“Modern English Language” should be renamed as “English Language and Literature: An Introduction”. It is also recommended to include the publication “Grammar: An Introduction to Linguistics” to suit the content of the above-said paper.	According to the suggestion, the name of the course title “Modern English Language” has been changed as “English Language and Literature: An Introduction” after due discussion in the department.
2.	“A Course on Technical Writing (ACTW) is suggested to be changed to “A Course on Writing Skills”.	As the major part of the course is on writing skills, the suggested title is also appropriate to the course, so the course name is changed from “A Course on Technical Writing (ACTW) to “A course on Writing Skills” (ACWS)
3.	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).
4.	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 per with CEFR levels like A2, B1, B2 and C1 level instead of Basic, Intermediate, Advanced and Proficiency.

5.	<p>External members suggested to create more awareness about IKS to the faculty members by conducting either department workshops or institute level workshops.</p>	<p>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.</p>
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