

**Confidential**  
**For Members only**



Accredited with NAAC **A** Grade

**12-B Status from UGC**

**Teerthanker Mahaveer University, Moradabad**



**17<sup>th</sup> Meeting of the IQAC held on 06.07.2023**

**MINUTES OF THE MEETING OF IQAC HELD ON JULY 06, 2023 AT 1600HRS**

**Agenda**

- 17.1 Confirmation of Minutes of Last Meeting held on February 09, 2023.
- 17.2 To take note of ATR on decisions of last Meeting of IQAC
- 17.3 Discussion about Best Practices of individual Colleges.
- 17.4 Presentation and discussion of reports by the Convener of Committees constituted for the purpose of
  - i. Assigning Credits for Co-Curricular Activities
  - ii. Guidelines on Project Based Entrepreneurial Initiative (PBEI)
  - iii. Guidelines for Increasing the Enrollment of Research Fellows
- 17.5 Awareness on National Credit Framework (NCrF) for FYUP by Dean Academics.
- 17.6 Sharing of Feedback of Stakeholders on Syllabus for 2022-23.
- 17.7 AQAR 2022-23 as per updated AQAR Proforma for Health Science Universities
- 17.8 Regarding Reconstitution of IPR Cell.
- 17.9 Academic Audit Report for the Assessment Period July-December, 2022.
- 17.10 Classification of the students on the basis of Slow Learners and Advanced Learners and mentoring of the same accordingly.
- 17.11 Any other matter with the permission of the chair

**The 17th IQAC meeting was held on July 06, 2023 and the following members were present in the meeting:**

1. Prof. Raghuvir Singh	Chairperson
2. Dr. Manula Jain, Dean-Academics	Member
3. Dr. Pradeep Agarwal, Controller of Examinations	Member
4. Prof. Harbansh Dixit, Dean-Law & Legal Studies	Member
5. Prof. M. P. Singh, Dean-Student Welfare	Member
6. Prof. Praveen Kumar Jain, Dean-Agriculture	Member
7. Prof. Nikhil Rastogi, Jt.Registrar-Alumni Coordination Cell	Member
8. Dr. Jyoti Puri, Jt.Registrar-R&D Cell	Member
9. Dr. R. K. Dwivedi, Principal FoE & CCSIT	Member
10. Prof. R N Krishnia, Director-CTLD	Member
11. Prof. Manish Goyal, Principal-Dental	Member
12. Dr. Anurag Verma, Principal- Pharmacy	Member
13. Dr. Rashmi Mehrotra, Principal- Education	Member
14. Prof. Poonam Sharma, Principal-TMCON	Member
15. Prof. Manu Mishra, Principal-Physical Education	Member
16. Mr. Ravindra Deo, Principal	Member
17. Prof. Sheuli Sen, Principal-TPCON	Member
18. Dr. Sushil Kumar Singh, Principal-Law & Legal Studies	Member
19. Prof. Shivani Kaul, Head, Department of Physiotherapy	Member
20. Prof. Jasline M, Vice Principal-Nursing	Member
21. Dr. Ashendra Saxena, Vice Principal-CCSIT	Member
22. Prof. Navneet Kumar, Vice Principal-Paramedical Sciences	Member
23. Dr. Yogesh Kumar	Member
24. Dr. Sudhir Singh	Member
25. Dr. Himansh Kumar	Member
26. Dr. Shubhendra Pratap	Member
27. Dr. A K Pipersenia	Member
28. Dr. Ashutosh Awasthi	Member
29. Dr. Bishnanand Dubey	Member

30. Dr. Sushim Shukla	Member
31. Dr. Pradeep Tangade	Member
32. Dr. S Bhardwaj	Member
33. Ms. Anu Sharma	Member
34. Mr. Devendra Pal Singh	Member
35. Ms. Koma	Member
36. Ms. Sonam Nidhi	Member
37. Mr. Basavaraj Mudhol	Asst. Director, IQAC
38. Dr Aditya Sharma	Director, IQAC

The Chairperson welcomed the members for the 17<sup>th</sup> meeting of IQAC and the following points were discussed in the meeting:

**Agenda 17.1: Confirmation of Minutes of Last Meeting held on February 09, 2023**

The minutes of the 16<sup>th</sup> IQAC meeting held on February 02, 2023 were circulated to all the members vide letter no. 16(RO)/2023/IQAC dated 14.02.2023. Since there were no comments received, the members confirmed of the minutes of meeting.

**Agenda 17.2: To take note of ATR on decisions of last Meeting of IQAC**

The members took note of the follow up action on the decisions of 16<sup>th</sup> IQAC Meeting and approved to record it.

**Agenda 17.3: Discussion about Best Practices of individual Colleges.**

The individual colleges presented the Best Practices as mentioned below in the table:

S.No	College	Best Practice-1	Best Practice-2	Remarks
1	College of Agriculture	Introduction of soft skills courses in the curriculum	–	Soft skill courses are part of the curriculum and cannot be considered as best practices
2	Medical College (Anatomy Department)	Value Added Course Art Meets Science: A Human Canvas	Practical Classes	Practical Classes are routine teaching learning activities wherein value added course Art meets science can be reframed in terms of terminologies.
3	CCSIT	In- House Publication and Scopus Indexed International Conference under the banner of IEEE UP Section	Industrial Certification courses Exploration	Industry Certification Courses Exploration should be clarified properly in order to be recognized as best practice.
4	CTLD	Experiential Learning	Honing Analytical Skills of Students	Experiential Learning is already a part of student centric method in teaching learning process.
5	College of Education	Multiple-Choice Question Based Assignments	Remedial classes for slow learners	Remedial Classes cannot be considered as best practices as it is

				a part of student diversity.
6	College of Fine Arts	Annual Art Exhibition	Emphasis on Practical Work	Emphasis on Practical Work Cannot be a best practice as it is a part of teaching learning.
7	FoE	Building of Environment Responsible and Resource Efficient Eco-system	Best Project Award & Research Publications on Students' Projects to Enhance Innovative Approaches	These can be considered as best practices and can be practiced at the university level.
8	College of Law & Legal Studies	Legal Aid and Legal Awareness	–	Terminologies can be worked upon and the same can be considered as best practice by bringing it into the community services (Villages Adopted by University)
9	College of Nursing	BLS, ACLS Training and Advanced Clinical Skills	Objective Structured Clinical Examination (OSCE) & Training & Placement	BLS, ACLS Training can be a best practice if training of community (Villages Adopted by University) members can be done. OSCE & Training Placement are part of student progression.
10	College of Paramedical Sciences	Centre for Teaching, Learning & Development (CTLD)	Memorandum of Understanding (MoU) with Institutions & Industries.	These practices cannot be best practice.
11	College of Pharmacy	Pharmacy Profession Awareness Club (PAC)	Centre for Pharmacy Career Development (CPCD)	Terminology and functions of the practices need to be considered in order to accept them as best practices.
12	College of Physical Education	Promotion of Research	Fostering Sports activities among Students	Promotion of research is already a practice at university level and sports activity cannot be considered as a best practice.
13	Dept. of Physiotherapy	World-Cafe Teaching Learning Method	Community Oriented Physical Rehabilitation	Terminologies need to be reframed in order to consider them as best practices.
14	TMIMT	Emphasis on Experiential Learning	Career Readiness	These practices are already the part of teaching learning process and cannot be considered as best practices.



Hon'ble Vice Chancellor stated that the best practices presented by the individual colleges have to be reframed along with the nomenclature and terminologies so that they fit the definition of the best practices. He also mentioned that one on one discussion can be done with individual colleges in identifying of best practices in the individual colleges. Hon'ble Vice Chancellor emphasized on the documentation aspects of the best practices along with the evidences of success to be produced in order to prove the best practices in the college. He advised the colleges to focus on the 8 villages adopted by the University under NSS and conduct the activities planned in order to meet the purpose of adaptation.

**Agenda 17.4: Presentation and discussion of reports by the Convener of Committees constituted for the purpose of**

**i. Assigning Credits for Co-Curricular Activities**

Dr. M. P. Singh presented the report in regards to the Co-Curricular Activities which included the list of societies proposed by the committee along with the SOP and the allotment of credits to the same. Hon'ble Vice Chancellor advised on allowing one student to be member of one society in one academic year and a minimum of 3 societies have to be enrolled by the student during the given program duration and to earn the offered credits under Co-Curricular Activities. Director-IQAC mentioned that the SOP of the Co-Curricular Activities will be shared with the colleges. The members of the IQAC had the consensus of the same.

**ii. Guidelines on "Learning by Project Based Entrepreneurial Initiative" (LPBEI)**

Prof. R. N. Krishnia presented the report in regards to the PBEI which consisted of the outcomes achieved by the student which will be graded with 4 Credits. The presentation involved the categorization of credits to the different stages for the project based entrepreneurial initiative. Dean Academics explained in detail regarding the process flow of LPBEI along with the allotment of credits at different levels of achievement during the project. Hon'ble Vice Chancellor made the purpose of the LPBEI clear that is to make the students aware regarding how to start a business and also advised on having a discussion within a small group in the next week for finalization.

**(Annexure-01)**

**iii. Guidelines for Increasing the Enrollment of Research Fellows**

Hon'ble Vice Chancellor informed the members that the University is providing substantial fellowship amount to the research scholars and advised the members to motivate good students among the enrolled PhD to be the Research Scholars and assign them in the roles wherein they will help with the teaching, administration and research works simultaneously to their own research work. Prof. Harbansh Dixit presented the report in regards to the guidelines for increasing the enrollment of Research Fellows. The suggestions made by the committee included an increase in the amount of Fellowship in the medical sciences and in case of non-medical sciences it should be at par with those being awarded by Government Institutions like UGC, CSIR etc. The amount to be increased. Hon'ble Vice chancellor informed the members to motivate the faculty of the colleges to enroll for Ph.D and by the end of 2024 all the faculty should be enrolled in PhD. The members of the IQAC had the consensus of the same and accepted it as presented.

**Agenda 17.5: Awareness on National Credit Framework (NCrF) for FYUP by Dean Academics.**

Dean Academics informed the members that in line with UGC guidelines on Curriculum & Credit Framework for Undergraduate Programmes-2023 for its implementation the University has identified various list of disciplines and their related minor disciplines in the very first phase of NEP Implementation. She enlightened the members with the faculty name under which the departments are offering major and minor disciplines. Further, she added that keeping in view the identification of major disciplines and their related minor disciplines as the first step a draft syllabus for BA-English Honors Programme with credit framework has been designed under the FYUP Pattern which will serve the purpose of providing an insight into how other programme syllabi has to be designed in the same pattern wherein it can be crafted as per the requirement of the particular programme. She also mentioned about the concept of super specialization (deep specialization) instead of being general in terms of major courses offered in the 7<sup>th</sup> and higher Semester giving the deep insights into the learning. Hon'ble Vice Chancellor asked the members for the time period required to prepare the curriculum as per the NCrF and discuss. The members requested for one week of time for the same.

Dean Academics discussed about how this project is going to align with the present working. There would be series of discussion, trainings, committee formation and dedicated section on the website to facilitate all the concerned stake holders. She also informed the members that there will be a dedicated physical space for NEP-2020 Implementation Cell. She also apprised the members of introduction of Faculty of Humanities and Social Sciences. Once there is a considerable number of admissions to start these programmes then the physical space will also be identified. The proposed committee for the NEP-2020 Implementation Cell was also presented and the members were informed to suggest any nominations or changes to be made in the Cell. Dean Academics also informed that the details in regards to the Implementation of NCrF with the proposed programmes in the university will be shared with the members.

- (Annexure-02)

**Agenda 17.6: Sharing of Feedback of Stakeholders on Syllabus for 2022-23**

Director IQAC informed that the feedback on syllabus was taken from all the stakeholders for the academic year 2022-23 and the findings were presented to the members. Hon'ble Vice Chancellor suggested in mentioning the qualitative parameters of the feedback which were taken during the survey. Director IQAC further added that the same would be followed and the qualitative feedback in terms of syllabus would be shared with the individual colleges once the analysis is done.

**Agenda 17.7: AQAR 2022-23 as per updated AQAR Proforma for Health Science Universities**

Director IQAC apprised the members that IQAC has initiated the process for filling the data for the Academic Session 2022-23 for AQAR. The concerned college Criteria Coordinators have been intimated regarding the same and requested the members motivate the coordinators to compile the data and submit it to the IQAC within the stipulated time period. Hon'ble Vice Chancellor suggested in devising a way which can reduce the load of the faculty and the criteria coordinators in collecting the data for AQAR. Director IQAC informed the members that the process is already under way and by the time the module designed on the ERP was ready it became obsolete due to the frequent changing of metrics/templates by NAAC. He also apprised

the members about the single window system to be implemented for NAAC, NIRF, ASIHE and other bodies. Once the final guidelines for the Single Window are released then accordingly the ERP Module will be designed through which the data will be captured and the load on individual faculty members, coordinators and ultimately the load on the colleges will be reduced. Dean Academics further requested the members that any file or data submitted by the respective colleges to the University should be vetted by concerned Deans and Principals, only then relevant documents to be uploaded on the University website.

**Agenda 17.8: Regarding Reconstitution of IPR Cell.**

Director IQAC proposed the reconstitution of IPR Cell of the University aligned with the guidelines of NAAC, UGC and other statutory bodies wherein invitation for one nomination from each college/department, to be member of the IPR Cell, is requested latest by July 15, 2023. Hon'ble Vice Chancellor expressed his concern about the limited activities and functioning of the IPR Cell and recommended that measures be taken to enhance its effectiveness and activity level.

**Agenda 17.9: Academic Audit Report for the Assessment Period July-December, 2022.**

Director IQAC apprised the members about the presentation of points of concern which have been observed for last 3 audits and are common in most of the colleges. The Academic Audit Report for the Assessment Period July-December, 2022 of individual colleges shall be discussed in One on One meeting and the schedule for the same shall be circulated latest by 07/07/2023. Hon'ble Vice Chancellor asked the members to work upon the deficient areas as per the audit report and improve them.

- (Annexure-03)

**Agenda 17.10: Classification of the students on the basis of Slow Learners and Advanced Learners and mentoring of the same accordingly.**

Hon'ble Vice Chancellor advised the members to categorize the students as slow learners and advanced learners on completion of the first semester and develop the strategies accordingly. He also requested the members to communicate any challenges or difficulties encountered by the individual colleges/departments in this regard. The members shared the information that the students are already being categorized soon after the completion of CT-1 and appropriate measures being taken.

**Agenda 17.11: Any other matter with permission from the chair**

**17.11A** Pursuant to the last meeting of IQAC Dean Academics discussed the action points in regards to the two assignments as mentioned below:

- i. Quality Circles
- ii. Formation of the Faculty Club

She apprised the members regarding the draft guideline for Quality Circles being proposed and shared among the members for suggestions and comments and if necessary a meeting can be conducted on the same.

**The meeting ended with the thanks.**



**(Dr Aditya Sharma)**  
Director, IQA



## Annexure-01

### Report of Committee Constituted to Frame Guidelines for Introducing Project Based Learning

#### **{Learning by Project Based Entrepreneurial Initiative (LPBEI)}**

1. The report is in reference to University Circular No TMU//R.O./2022-23/IQAC/008 dated 14 Feb 2023 regarding constitution of committee to frame guidelines for introducing Project Based Learning (PBL).
2. Report is prepared based on NEP 2020 subsection Higher Education Institutes (HIEs), **Holistic Education**, of which projects based education forms a very important component (Page-36 & 37 of NEP 2020 Manual) and guidelines for innovative pedagogical approach & evaluation reforms.
3. Following committee members for the 1st time met in the office of Hon Vice Chancellor for preliminary discussion and thereafter in the office convener, Prof Harbansh Dixit, Dean-Law to discuss various aspects related to project based learning:
  - a) Prof. Harbansh Dixit, Dean, Faculty of Law
  - b) Prof. P.K. Jain, Dean Faculty of Agriculture
  - c) Prof. Vipin Jain, Principal, TMIMT
  - d) Prof. Anurag Verma, Principal, College of Pharmacy
  - e) Prof. R. N. Krishnia, Director-CTLD
4. Committee members discussed all seven points of para-2 of above referred circular and decided to suggest various steps and implementation guidelines for entrepreneurial project based learning.

#### **1. Introduction:-**

With the Indian government pushing the idea of entrepreneurship to further boost the economy, the start-up craze in India has grown significantly. Whether it is the adulation received by the start-up founders or the big numbers of raised capital for business growth, several factors attract the new generation of entrepreneurs to start a start-up company, hence making the start-up space hot and happening.

Being home to the third largest start-up ecosystem in the world, India has more than 65,000 start-ups (as of Mar 2022) as per the data from the Ministry of Commerce & Industry. In terms of funding, Indian start-ups have raised \$42 billion in the year 2021, says a credible report. All these numbers paint a bright picture for many start-up enthusiasts to come up with their own start-up companies.

At TMU, we believe that students of maximum programmes should participate in projects, which can lead to entrepreneurship. In accordance with education philosophy of NEP 2020, we also believe



that the participation in project based learning must be multidisciplinary, which will add to TMU policy of holistic education.

In the view of Committee, the process could be as follows:

a) **Motivating students to take up entrepreneurial projects: -**

After Joining the University, introduction to entrepreneurship should be part of Induction program. Students be trained on teamwork and its benefits. Students be advised to watch the TV serial like **Shark Tank**. Expert on entrepreneurship be invited to explain the complete process and concepts of entrepreneurship to remove any type of hesitation.

b) **Formation of Teams: -** Once conceptually, the students are clear on entrepreneurship, the program coordinator and EDC should form team of 05-10 students from different discipline. Teams smaller than 05 will lack the ideas and teams bigger than 10 can have unmanageable difference. The team leader must identify team members. The team leader should be preferably of the program to which the project is directly related. For example, if project is related to offering a service then MBA student could be team leader and engineering, law could be members of team. Similarly, if project is related to manufacturing then team leader could be from Engineering and members could be from MBA, law and any other specialisation depending upon the requirement of the project.

c) **Identify the Business opportunity (Project): -** Students might already have a start-up idea in mind or are on the lookout for the best one that matches his/her interest while also addressing a market gap. Before they make the decision to finalise their project, it is crucial to learn how to start a start-up in India. While anyone can think of a business idea to start a start-up in India, not every idea is feasible enough to be taken forward. If team believes its start-up idea can address a market gap, it is important to dig deeper and check its feasibility in the long run as a part of learning how to start a start-up in India. To take a step further, team need to ask the following questions:

- Is team idea really going to solve a problem that a significant group of people face?
- How much revenue can team expect from the start-up in the beginning?
- Is there a market for the kind of product/service team wants to offer?

**Team needs to research relevant market and competitors through surveys to better understand the feasibility of business idea. In this**



3

process, the faculty from Management and external experts can provide guidelines.

d) **Thorough Study of Market and Customer:** Since marketing specialists of faculty of management have good knowledge of techniques and process of market research, their services can be useful in guiding teams in market and target group customers research. Help from external expert in this field can also be taken.

e) **Create a business plan:** This is most important stage of any business. If the business plan is correct based on market and customers, research, execution becomes much easier. Once team has checked the feasibility of its idea to build a start-up company, the next important step is to create a business plan. Ideally, this plan should work as an overview of the entire business and include details like:

- Company description
- Opportunities and market size
- Problems to be addressed
- Business model
- Management & organisational structure
- Operational plan
- Financial plan
- Marketing plan
- Technology required
- Finance (Government/NGOs/ investors etc.)
- Work force plan
- Sales and marketing strategy

With a well-defined business plan, team can easily have a holistic view of the entire business process and give the team the right directions to learn how to start a start-up in India.

f) **Arrange funds to start a start-up company:** To start off, teams need funds for their start-up, which can be arranged in several ways, such as:

i) **Team savings/earnings**

Team members can contribute some amount if possible, they can use it to fund their start-up company. This is indeed one of the best ways to build the foundations of your start-up. In case you want to know how to start a start-up in India with no money, your business idea should be attractive and strong enough to compel investors to fund your start-up.

Su



## ii) Angel investments

Team can also outreach angel investors in business niche for investments in exchange for shares of equities in your business. However, you need to prove to these investors that your business idea is worth investing in.

## iii) Bank loans

The idea of sharing the ownership of your start-up with an investor does not sound good to many individuals in the early stage. This is where you can benefit from start-up-friendly bank loans. Once you have learned the basics of how to open a start-up in India and the company is up and running, you can proceed with securing other modes of investment.

- g) **Select the right legal business type:** The next important thing in starting a startup company is to select the right business type, which can be any of the following:

Sl No	Type of Business	Suitability	Remark
1	Proprietorship	Individuals willing to start a start-up with limited resources	
2	Partnership	Willing to run business as Partners	
3	Private Ltd Co	Businesses that have the potential to scale up further with external investments	

- h) **Registration of Company:** Depending on the most suitable legal business type, you need to get your company registered. This can be done with the help of a chartered accountant or tax professional who will guide you through the necessary steps and processes involved. If team has a law student, he can be very useful in this task
- i) **Register the company in Start-up India program:** You can also benefit from registering your start-up company in the Start-up India initiative run by the Indian government. This will help your company to be recognised as a start-up by the Department for Promotion of Industry and Internal Trade (DPIIT) and provide you with a host of benefits, including easier compliance, tax savings, and IPR fast-tracking.

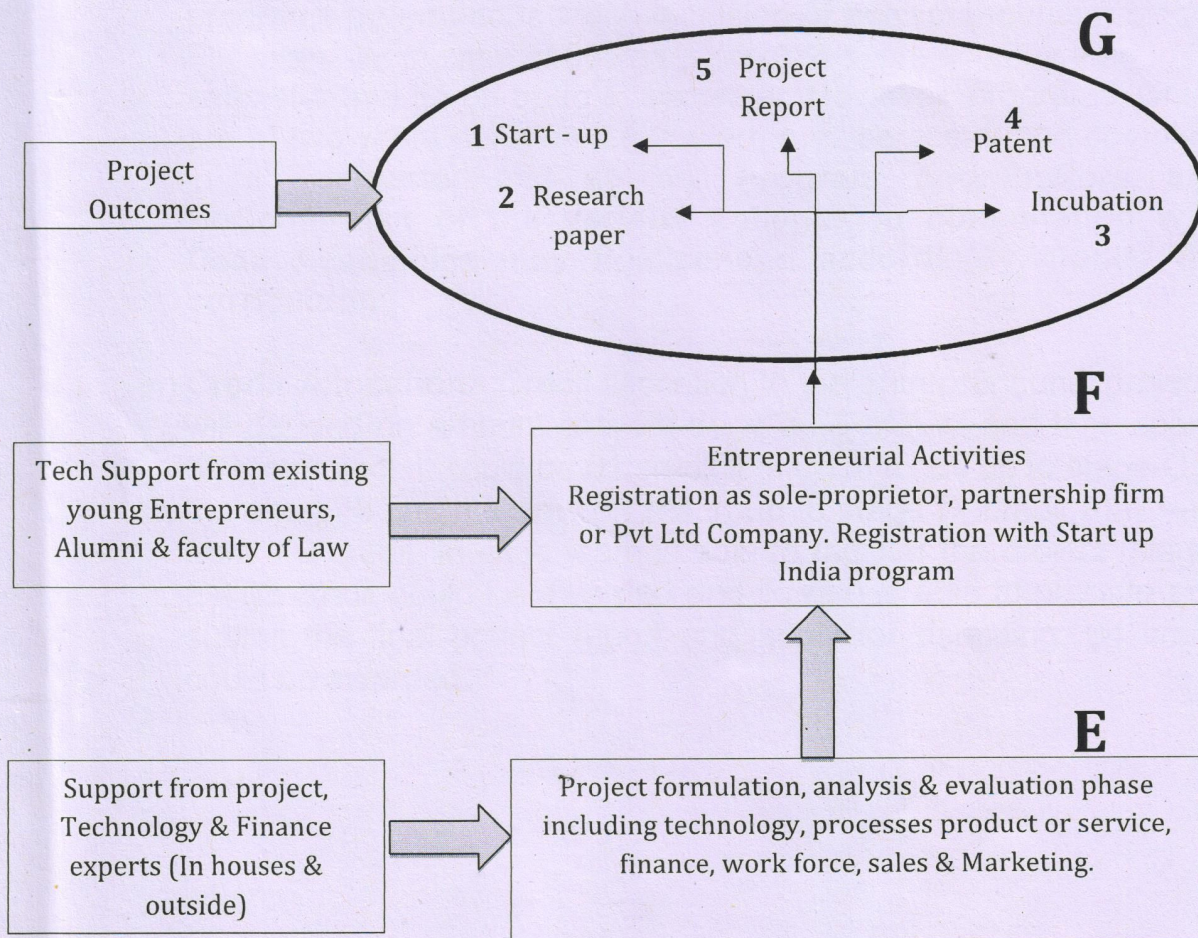


j) **Apply for the intellectual property rights:** As a part of learning how to start a start-up company in India, team would want to have a unique brand name, logo, and other creative assets for your business. Unless you protect these assets legally, any other business can use the same name or logo for commercial purposes. Hence, it is quite important to get all the necessary intellectual property rights. This means getting a trademark for your business name and logo, owning a domain name for your Start-up Company, etc.

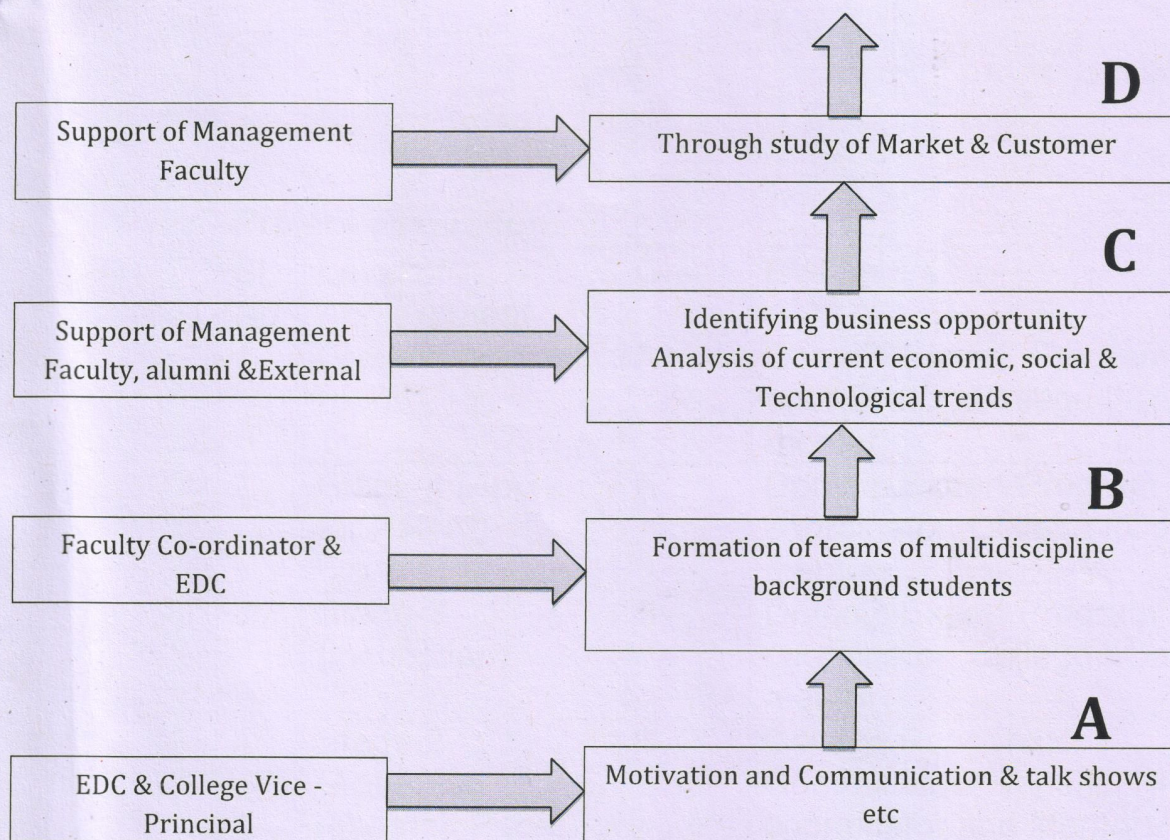
k) **Build the digital presence of your business:** With almost every consumer segment exploring products and services over the internet, it would be best not to miss building a solid web presence of start-up company. Team can do this in several ways, including:

- An attractive website for your consumers that reflects your brand
- Brand profiles on several popular social media platforms
- Based on the nature of your business, you can proceed with selecting the right mix of marketing methods to further boost brand visibility.

### Flow Chart of Entrepreneurial Activities







- l) **Curriculum Embedding:** Committee is of the opinion that the curriculum of various programs, depending on the duration of the programs be embedded with inclusion of entrepreneurial projects. For example, in case of 04 years programs, project may start in 3<sup>rd</sup> semester and go on up to 8<sup>th</sup> semester. However, programs, which are of two years duration it can start in 1<sup>st</sup> semester and complete in 4<sup>th</sup> semester and so on. **Program coordinators and BoSChairman of the various colleges in consultation with Dean Academics may finalise and accordingly modify the curriculum.**
- m) **Credit Allocation:** Credit allocation to the entrepreneurial projects will depend on amount of work done on a project and time spend on the project. It could be 01 credit if team reaches up to stage-C of the chart above. If team can reach up to stage D, credit may vary from 1-2 credit. In case team is able to register the project (stage-E), 03 credit could be awarded and if team is able to prepare and submit the final project report and apply for patenting, 04 credit could be awarded.



**n) Project evaluation:**

Sl No	Level of Achievement	Grade	Evaluators
1	Stage-5 (Project report)	A+	Domain Expert, Program coordinator, College IICand mentor
2	Stage-4 (Apply for Patent)	A	Domain Expert, Program coordinator, College IICand mentor
3	Stage-3 (incubation)	B+	Domain Expert, Program coordinator, College IICand mentor
4	Stage-2 (Approved research Paper)	B	College Research Committee, College IIC, Program coordinator and Mentor
5	Stage-1 (Formation of multidisciplinary team)	C	College IIC, Program coordinator and Mentor
6	Not doing anything on project	Fail	College IIC, Mentor

**o) Programs in which LPBEI is to be Introduced:**

This may be decided in the meeting of Deans/Directors/principals to ensure commitment.

**p) Outcomes:**

- Start up
- Preparation of research paper
- Incubation of Project work
- Patenting a project work
- Preparation of project report

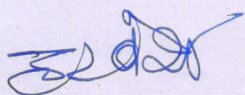
**Conclusion:**

As we can see here, building a start-up from scratch is not as easy, as it may seem. Teams need to get everything in order before they begin the operations of their start-up company. Along with having the start-up mind

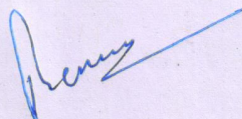


-set, they also need to be patient while following the steps mentioned above and see considerable results.

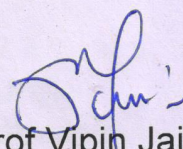
If the university wants to create a culture and develop mind set of students towards learning through entrepreneurship, then all the stake holders have to sincerely work for it and sooner everyone will be comfortable with it.



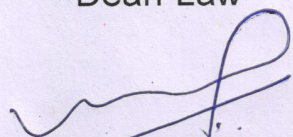
Prof Harbansh Dixit,  
Dean-Law



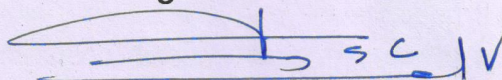
Prof P.K. Jain,  
Dean, Faculty of  
Agriculture



Prof Vipin Jain,  
Principal, TMIMT



Prof. Anurag Verma,  
Principal, College of  
Pharmacy



Prof R.N. Krishnia,  
Director-CTLD



# **Annexure-02**

**Faculty of Humanities & Social Sciences**

**Department of English**

**Study & Evaluation Scheme**

**of**

**Bachelor of Arts (Honours) English**

[Applicable w.e.f. Academic Session: 2023-24]

[As per the guidelines of UGC and National Education Policy-2020]



Accredited with NAAC **A** Grade

**12-B Status from UGC**

**TEERTHANKER MAHAVEER UNIVERSITY**

**N.H.-24, Delhi Road, Moradabad, Uttar Pradesh-244001**

**Website: [www.tmu.ac.in](http://www.tmu.ac.in)**

**TEERTHANKER MAHAVEER UNIVERSITY**  
**(Established under Govt. of U.P. Act No. 30, 2008)**

**Delhi Road, Bagarpur, Moradabad (U.P.)**



## Study & Evaluation Scheme

<b>Institute Name</b>	Faculty of Humanities and Social Sciences, Teerthanker Mahaveer University, Delhi Road, Moradabad
<b>Department</b>	English
<b>Programme</b>	Bachelor of Arts (Honours) – English
<b>Duration</b>	Four Years full time (Eight Semesters)
<b>Medium</b>	English
<b>Minimum Required Attendance</b>	75%
<b>Credits</b>	
<b>Maximum Credits</b>	160
<b>Minimum Credits Required for UG Certificate</b>	40
<b>Minimum Credits Required for UG Diploma</b>	80
<b>Minimum Credits Required for 3-year UG Degree</b>	120
<b>Minimum Credits Required for 4-year UG Degree (Honours)</b>	160
<b>Minimum Credits Required for 4-year UG Degree (Honours with Research)</b>	160 including 12 credits from a research project/dissertation

Assessment:					
Evaluation			Internal	External	Total
Theory			40	60	100
Internal					
Class Test-1	Class Test-2	Class Test-3	Assignment(s)	Attendance & Participation	Total
Best two out of three					
10	10	10	10	10	40
Duration of Examination			External	Internal	
			3 Hours	1.5 Hours	
To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers' continuous evaluation. (i.e., both internal and external). A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have at least 45% marks in aggregate to clear the semester.					

Question Paper Structure	
<b>1</b>	The question paper shall consist of six questions. Out of which first question shall be of short answer type (not exceeding 50 words) and will be compulsory. Question no. 2 to 6 (from Unit-I to V) shall have explanatory answers (approximately 350 to 400 words) along with having an internal choice within each unit.
<b>2</b>	Question No. 1 shall contain 8 parts from all units of the syllabus with at least one question from each unit and students shall have to answer any five, each part will carry 2 marks.
<b>3</b>	The remaining five questions shall have internal choice within each unit; each question will carry 10 marks.

### IMPORTANT NOTES:

1	The purpose of examination should be an assessment of the Course Learning Outcomes (COs) that will ultimately lead to the attainment of Programme Specific Outcomes (PSOs). A question paper must assess the following aspects of learning: Remembering,
---	--



	Understanding, Applying, Analyzing, Evaluating and Creating (Reference: Bloom's Taxonomy).
2	Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.
3	There shall be continuous evaluation of the student and there will be a provision of forthright progress report.

## Programme Structure of Bachelor of Arts (Honours) - English

### A. Introduction:

National Education Policy-2020 aims to address many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21<sup>st</sup> century education, including Education for Sustainable Development Goal-SDG4, while building upon India's traditions and value systems. It lays particular emphasis on the development of the creative potential of each individual along with the development of cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving as well as social, ethical, emotional capacities and dispositions. One of its focal points is to bring about significant changes in the Indian education system at the undergraduate level. It accentuates skill development (SEC), strengthening the value system (VAC), enhancing abilities (AEC), multidisciplinary (MDC), and a holistic approach to education.

The NEP-2020 also proposes a credit-based system for undergraduate programs that allows students to select courses from multiple disciplines and complete their degrees at their own pace. A comprehensive and integrative education is essential to lead the country into the 21st century and the fourth industrial revolution. All the institutions, offering an amalgamation of Humanities, Sciences along with computer literacy and advanced technical courses will move towards more holistic and multidisciplinary education. Students of Humanities will aim to learn more science & vice versa and all will make an effort to incorporate more vocational subjects and soft skills. Imaginative and flexible curricular structures will enable creative combinations of disciplines for study and would offer choice-based curriculum with multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning.

The Bachelor of Arts (Honors) syllabus of Teerthanker Mahaveer University is designed in compliance with the National Education Policy 2020 (NEP 2020) including a wide range of courses that aim to provide students with a well-rounded education.

The program is a four-year undergraduate degree that allows students to specialize in one or more disciplines of their choice and multiple entry & exit. The following is a brief summary of the B.A. (Honours) English syllabus as per NEP-2020:

Foundational Courses are designed to develop critical thinking and problem-solving skills, and include subjects like mathematics, science, and languages. Core Courses cover the fundamental concepts and theories of the chosen subject(s) of study. For example, a student majoring in English, core courses would cover literature, language, and literary criticism. Elective Courses allow students to explore their interests and deepen their understanding of their chosen subjects. Students can choose courses from a range of subjects, including social sciences, humanities, and natural sciences. Interdisciplinary Courses integrate knowledge and methods from multiple disciplines and aim to develop a holistic understanding of complex issues. For example, a course on climate change might integrate knowledge from environmental science, economics, and political science. Skill-based Courses aim to develop practical skills that are relevant to the chosen field of study. For example, a student majoring in journalism, skill-based course might cover media ethics, news reporting, and digital media production. Students are given a choice to pursue research in their study area (12 credits) at the Honors level i.e., 7<sup>th</sup> & 8<sup>th</sup> semesters. The eligibility criteria is to secure minimum 75% marks at the degree level. Those who do not opt for research (weightage 12 credits) will



## Syllabus of B. A. (Honours)-English – Faculty of Humanities & Social Sciences, TMU, Moradabad.

pursue their Honors degree with additional three courses (weightage 12 credits).

Overall, the B.A. Honours syllabus is designed in compliance with the NEP-2020. Our undergraduate programs like BA (Hons) have adopted the required changes in their syllabus, teaching methods, and assessment systems. The new syllabus is multidimensional, with a focus on developing skills like critical thinking, problem-solving, and communication & to prepare students for a wide range of career options and lifelong learning. This will result in significant changes, present an opportunity to create a more dynamic and relevant education system that prepares students for the challenges of the 21<sup>st</sup> century.

### **B. Bachelor of Arts (Honours) English Programme:**

Bachelor of Arts (Honours) English is a four-year full time undergraduate programme divided into eight semesters, that focuses on the discipline of English Language and Literature and its services. The main aim of this programme is to produce quality professionals and research fellows who can work in every sector of the world by implementing the knowledge and skills of English Language and Literature. The programme introduces the various domains of English Language and Literature consists of English Poetry

English Prose, Indian Classical Literature, English Drama, English Fiction, Indian Writing in English, Introduction to Linguistics-1 (English Grammar), History of English Literature, Folk Tales and Children Literature, Introduction to Linguistics-2 (English Phonetics), Literature in Films and Media, Background to the Study of English Literature (Literary Forms, Trends and Movements), Literary Theory, American Literature, Literary Criticism, Indian Literature in Translation, Post-Colonial Literature in English, Women's Writing in English, Contemporary Indian Literature, Selected Writings of Shakespeare, English Language Teaching, Gender Studies, World Literature, Commonwealth Literature and Studies in Autobiography.

The programme is running in a regular mode. The basic eligibility for admission in this programme is a minimum aggregate of 45% in 10+2 examination/equivalent examination with at least 45% marks in aggregate in 5 subjects including English as compulsory subject along with 4 subjects with the highest score out of the remaining subjects.

Course handouts for students will be provided in every course. A course handout is a thorough teaching plan of a faculty taking up a course. It is a blueprint which will guide the students about the pedagogical tools being used at different stages of the syllabus coverage and more specifically the topic-wise complete plan of discourse, that is, how the faculty members treat each and every topic from the syllabus and what they want the student to do, as an extra effort, for creating an effective learning environment. It may be a case study, a role-play, a classroom exercise, an assignment- home or field, or anything else which is relevant and which can enhance their learning about that particular concept or topic. Due to limited availability of time, most relevant topics will have this kind of method in course handout.

Contact hours include work related to Lecture, Tutorial and Practical (LTP), where the institution has flexibility to decide course wise requirements.





## **Bachelor of Arts (Honours) - English Programme Outcomes**

### **Programme Outcomes:**

After completing the Four-Year B.A. (Honours) Degree programme the students will be:

#### **PO1: Development of analytical skills:**

Developing their analytical skills that will enable them to solve the problem related issues that they face during next level of studies.

#### **PO2: Development of Communication Skills:**

Developing their communication skills that will enable them to communicate their understanding of the subjects.

#### **PO3: Ability of Critical Evaluation:**

Capable of asking questions, critically appreciating a scholarly presentation of any form and effectively debating upon the issues which invite cross discussions.

#### **PO4: Social Responsibility:**

Developing their ability to relate the social and national issues to what they have learnt from their books and in the classroom situations.

#### **PO5: Skill Development due to Hands on Experiment:**

Gaining experience through project work and field study to correlate between the ground reality and classroom teaching.

#### **PO6: Destining for Higher Education:**

Emerging highly cognizant of the expansion of the learning in their respective fields which enables them to get admitted to the different state and central universities for higher education.

#### **PO7: Confidence Generation:**

Generating their confidence in the sense that they feel they are employable.

#### **PO8: Development of Research Aptitude:**

Developing research aptitude to undertake their primary level of research work to advanced research when they go for higher studies.

#### **PO9: Better Citizen of the Future:**

Inculcating the broader values of life that help them become responsible citizens of the future.



## **Bachelor of Arts (Honours) - English Programme Specific Outcomes**

### **Programme Specific Outcomes:**

After completing the programme students are expected to:

**PSO1:** Understand the history of English literature and explore its relevance in specific details.

**PSO2:** Comprehend and analyze the characteristics of literary movements and their development in chronological order.

**PSO3:** Understand the fundamental concepts of English language and communication and enhance Listening, Speaking, Reading and Writing (LSRW) skills.

**PSO4:** Apply the knowledge of literary genres in interdisciplinary fields.

**PSO5:** Read and analyze the representative texts as categorized under the various genres.

**PSO6:** Communicate the new ideas of literature through written and verbal assessment.

**PSO7:** Explore the concepts of critical thinking through major literary theories.

**PSO8:** Identify the political and intellectual interrelations between literature and society.

**PSO9:** Become a good citizen of this country with all the knowledge and skill to become or do whatever they want to be in their life.

**PSO10:** Carry out an independent research project under supervision, in accordance with applicable norms for literary research.

**PSO11:** Write papers that construct logical and informed arguments.

**PSO12:** Contest in competitive examinations (written and interactive) related to teaching at all levels.



## Curriculum and Credit Framework for Undergraduate Programmes

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:
- A UG certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
- A UG diploma after 2 years (4 semesters) of study,
- A bachelor's degree after a 3-year (6 semesters) programme of study,
- A 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).
- The 4-year bachelor's degree programme is considered a preferred option since it would provide the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.
- Inclusion of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- Environment education to include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
- Value-based education to include the development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper

### Semester/Credits:

A semester comprises 90 working days and an academic year is divided into two semesters.

A summer term is for eight weeks during summer vacation. Internship/ apprenticeship/ work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. The HEIs can decide on the courses to be offered in the summer term depending on the availability of faculty and the number of students.

### Major and Minor Disciplines:

**Major discipline** is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

**Minor discipline** helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

### Awarding UG Certificate, UG Diploma, and Degrees:

**UG Certificate:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

## **Syllabus of B. A. (Honours)-English – Faculty of Humanities & Social Sciences, TMU, Moradabad.**

**UG Diploma:** Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

**3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement as given in table 2 (Section 5).

**4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements.

**4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

## **Bachelor of Arts (Honours) English: Four-Year (8-Semester) Programme**

### **Basic Structure**

S. No.	Type of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1	Major (MJC)	60	92
3	Minor (MNC)	24	32
4	Multi-Disciplinary Course (MDC)	09	09
5	Ability Enhancement Courses (AEC)	08	08
6	Skill Enhancement Courses (SEC)	09	09
7	Value Added Courses (VAC) common for all UG	06 – 08	06 – 08
8	Summer Internship	02 – 04	02 – 04
9	Research Project / Dissertation	-	12
Total Credits		120	160

## Distribution of Credits

Semester	Course Type	No. ofCourse		Credits		Credits		Total Credits	
I	MJC	1		1x4 Credits=4		20		Exit-01 Certificate award on completion of 4 credits of 120 hours work engagement-vocational course (43)	
	AEC	1		1x2 Credits=2					
	VAC	2		2x2 Credits=4					
	MDC	2		2x3 Credits=6					
	MNC	1		1x4 Credits=4					
II	MJC	1		1x4 Credits=4		23			
	AEC	1		1x2 Credits=2					
	VAC	2		2x2 Credits=4					
	SEC	2		2x3 Credits=6					
	MDC	1		1x3 Credits=3					
	MNC	1		1x4 Credits=4					
III	MJC	2		2x4 Credits=8		20		Exit-02 Diploma awardon Completion of 4 credits of 120 hours work engagement-vocational course (85)	
	AEC	1		1x2 Credits=2					
	SEC	2		2x3 Credits=6					
	MNC	1		1x4 Credits=4					
IV	MJC	3		3x4 Credits=12		22			
	AEC	1		1x2 Credits=2					
	Summer Internship *	1		1x4 Credits=4					
	MNC	1		1x4 Credits=4					
V	MJC	4		4x4 Credits=16		22			Exit-03 UG Degree (125)
	MNC	1		1x4 Credits=4					
	VAC	1		1x2 Credits=2					
VI	MJC	4		4x4 Credits=16		20			
	MNC	1		1x4 Credits=4					
UG Degree with Honors (167)				UG Degree with Honours (Research)# (167)					
VII	MJC	3	3x4 credits=12	20	VII	MJC	3	3x4 Credits=12	22
	MJC	1	1x4 credits=4			Research Methodology	1	1x3 Credits=3	
	MNC	1	1x4 credits =4			Research Project Synopsis	1	1x3 Credits=3	
MNC				1		1x4 Credits=4			
VIII	MJC	2	2x4 Credits=8	20	VIII	MJC	2	2x4 Credits=8	18
						Data Collection, Analysis and Thesis writing	1	1x6 Credits=6	
	MJC	2	2x4 Credits=8			MNC	1	1x4 Credits=4	
	MNC	1	1x4 Credits=4						



Abbreviation: **MJC**-Major Course, **AEC**-Ability Enhancement Course, **VAC**-Value Added Course, **SEC**-Skill Enhancement Course, **MDC**-Multi Disciplinary Course, **MNC**-Minor Course

**\*Summer Internship: It is compulsory for the students who continue for the three years or four years degree programme.**

# Reference: Table 3 of UGC Curriculum and Credit Framework for UG Programme

## List of Courses

Course No		Category		Name of Course		Sem.	
Major-1		MJC		English Poetry		I	
Major-2		MJC		English Prose		II	
Major-3		MJC		English Drama		III	
Major-4		MJC		English Fiction			
Major-5		MJC		Introduction to Linguistics-1		IV	
Major-6		MJC		Indian Writing in English			
Major-7		MJC		Folk Tales and Children Literature			
Major-8		MJC		Introduction to Linguistics-2		V	
Major-9		MJC		History of English Literature			
Major-10		MJC		Background to the Study of English Literature			
Major-11		MJC		Indian Classical Literature			
Major-12		MJC		Literary Criticism		VI	
Major-13		MJC		Selected Writings of Shakespeare			
Major-14		MJC		American Literature			
Major -15		MJC		Gender Studies			
UG Degree with Honors				UG Degree with Honors (Research)			
Course No	Category	Name of Course	Sem.	Course No	Category	Name of Course	Sem.
Major -16	MDC	Literary Theory	VII	Major-16	MDC	World Literature	VII
Major -17	MDC (Deep Specialization)	Drama- Macbeth of William Shakespeare		Major -17	MDC	Commonwealth Literature	VIII
				Major- 18	MDC	Studies in Autobiography	
Major -18	MDC (Deep Specialization)	Poetry (The Paradise Lost: Book-I of John Milton)		Major Research Project	MDC	Research Methodology	VII
						Data Collection & Analysis Thesis writing	VIII
Major -19	MDC	Women’s Writing in English	VIII				
Major -20	MDC (Deep Specialization)	Prose (Pride and Prejudice of Jane Austin)					



## Psychology

Course	Category	Name of Course	Sem.
MNC -1	MNC	Introduction to Psychology	I
MNC -2	MNC	Attention, Prediction & Attitude	I
MNC -3	MNC	Stress & Well Being	II
MNC -4	MNC	Counselling & Child Psychology	III
MNC -5	MNC	Abnormal Psychology	IV
MNC -6	MNC	Psycho Analysis	V
MNC -7	MNC	Industrial Psychology	VII
MNC -8	MNC	Behavioral Psychology	VIII

## Economics

Course	Category	Name of Course	Sem.
MNC -1	MNC	Indian Economics-I	I
MNC -2	MNC	Introductory Microeconomics	II
MNC -3	MNC	Indian Economics-II	III
MNC -4	MNC	Introductory Macroeconomics	IV
MNC -5	MNC	Microeconomics-II	V
MNC -6	MNC	Money and Finance	VI
MNC -7	MNC	Banking Theory and Policy	VII
MNC -8	MNC	Behavioral Economics	VIII

## AEC (Modern Indian Language & English language focused on language and communication skills)

Course	Category	Name of Course	Sem.
Ability Enhancement Course-1	AEC	English Communication -I	I
Ability Enhancement Course-2		English Communication -II	II
Ability Enhancement Course-3		Content Writing & Reading	III
Ability Enhancement Course-4		Communication Tools in Digital Era	IV



**VAC (Common to all) on Understanding India, Environmental Science/Education, Digital and Technological Solutions, Health & Wellness, Yoga Education, Sports, and Fitness**

Course	Category	Name of Course	Sem.
Value Added Course-1	VAC	Bhartiya Bhakti Parampara & Manav Mulya	I
Value Added Course-2		Environmental Sciences	
Value Added Course-3		Fundamental Course on Digital Education	II
Value Added Course-4		Health & Wellness	
Value Added Course-5		Human Values & Professional Ethics	V

**SEC (Practical Skills, Hands-on Training, Soft Skills, etc.,to enhance employability)**

Course	Category	Name of Course	Sem.
Skill Enhancement Course-1	SEC	Soft Skill for Personal Excellence	II
Skill Enhancement Course-2		Entrepreneurship	II
Skill Enhancement Course-3		Soft Skill for Professional Development and Career Readiness	III
Skill Enhancement Course-4		Basics of Aptitude and Cognitive Skills	III

**MDC Group 2 (Library, Information & Media Sciences)**

Course	Category	Name of Course	Sem.
Multi-Disciplinary Course-1	MDC	Fundamental of Journalism	I
Multi-Disciplinary Course-2		Introduction to Mass Communication	I
Multi-Disciplinary Course-3		Technology in Information Sciences	II

**MDC Group 3 (Commerce & Management)**

Course	Category	Name of Course	Sem.
Multi-Disciplinary Course-1	MDC	E-Commerce	I
Multi-Disciplinary Course-2		Digital Marketing	
Multi-Disciplinary Course-3		Fundamentals of Organizational Behavior	II



--	--	--	--

### MDC Group 4 (Natural & Physical Sciences)

Course	Category	Name of Course	Sem.
Multi-Disciplinary Course-1	MDC	Introductory Biology	I
Multi-Disciplinary Course-2		Introductory Physics	
Multi-Disciplinary Course-3		Introductory Chemistry	II

### MDC Group 5 (Mathematics, Statistics & Computer Applications)

Course	Category	Name of Course	Sem.
Multi-Disciplinary Course-1	MDC	Cyber Security	I
Multi-Disciplinary Course-2		Artificial Intelligence	
Multi-Disciplinary Course-3		Vedic Mathematics	II

#### Courses from Other Disciplines (Multidisciplinary):

- All UG students are required to undergo 3 introductory-level courses relating to any of the 5 broad disciplines given above.
- These courses are intended to broaden the intellectual experience and form part of liberal arts and science education.
- Students are not allowed to choose or repeat courses already undergone at the higher secondary

level (12th class) and the chosen Major & Minor discipline.

- Courses under this category:  
Natural and Physical Sciences,  
Mathematics, Statistics, and Computer Applications  
Library, Information, and Media Sciences  
Commerce and Management  
Humanities and Social Sciences
- Offering of the course under the group is subject to availability of faculty members and the number of students opting the same.

## Study & Evaluation Scheme B.A. English: Semester I

S. No.	Category	Course Code	Course Name	Hours/Week			Credit	Marks		
				L	T	P		Internal	External	Total
1	MJC-1		English Poetry	3	1	0	4	40	60	100
2	AEC-1		English Communication -I	1	0	2	2	40	60	100
3	VAC-1		Bhartiya Bhakti Parampara & Manav Mulya	1	0	2	2	40	60	100
4	VAC-2		Environmental Sciences	1	0	2	2	40	60	100
5	MDC -1		To be chosen from group of the MDC courses	2	0	2	3	40	60	100
6	MDC-2		To be chosen from group of the MDC courses	2	0	2	3	40	60	100

**Syllabus of B. A. (Honours)-English – Faculty of Humanities & Social Sciences, TMU, Moradabad.**



7	MNC-1		Courses to be chosen from Related Minor Discipline (Psychology, Economics, Sociology, etc.)	3	1	0	4	40	60	100
			Total	1 3	2	5	20	280	420	700

**B.A. English: Semester II**

S. No.	Category	Course Code	Course Name	Hours/W eek			Credit	Marks		
				L	T	P		Internal	External	Total
1	MJC-2		English Prose	3	1	0	4	40	60	100
2	AEC-2		English Communication -II	1	0	2	2	40	60	100
3	VAC-3		Fundamental Course on Digital Education	1	0	2	2	40	60	100
4	VAC-4		Physical & Psychological Well Being	1	0	2	2	40	60	100
5	SEC-1		Soft Skills for Personal Excellence	2	0	2	3	40	60	100
6	SEC-2		Entrepreneurship	2	0	2	3	40	60	100
7	MDC-3		To be chosen from group of the MDC courses	2	0	2	3	40	60	100
8	MNC-2			3	1	0	4	40	60	100
			Total	12	2	4	23	280	420	700

**B.A. (Diploma) English: Semester III**

S. No.	Category	Course Code	Course Name	Hours/W eek			Credit	Marks		
				L	T	P		Internal	External	Total
1	MJC-3		English Drama	3	1	0	4	40	60	100
2	MJC-4		English Fiction	3	1	0	4	40	60	100
3	AEC-3		Content Writing & Reading	1	0	2	2	40	60	100
4	SEC-3		Soft skill for Professional Development & Career Readiness	2	0	2	3	40	60	100
5	SEC -4		Basics of Aptitude & Cognitive Skills	2	0	2	3	40	60	100
6	MNC-3			3	1	0	4	40	60	100
			Total	14	3	3	20	240	360	600

**B.A. (Diploma) English: Semester IV**

S. No.	Category	Course Code	Course Name	Hours/Week			Credit	Marks		
				L	T	P		Internal	External	Total
1	MJC-5		Introduction to Linguistics-1	3	1	0	4	40	60	100
2	MJC-6		Indian Writing in English	3	1	0	4	40	60	100
3	MJC-7		Folk Tales and Children Literature	3	1	0	4	40	60	100
4	AEC-4		Communication Tools in Digital Era	1	0	2	2	40	60	100
5	MNC-4			3	1	0	4	40	60	100
6	Summer Internship*						4			
			Total	13	4	1	22	200	300	500

**B.A. (Degree) English: Semester V**

S. No.	Category	Course Code	Course Name	Hours/Week			Credit	Marks		
				L	T	P		Internal	External	Total
1	MJC-8		Introduction to Linguistics-2	3	1	0	4	40	60	100
2	MJC-9		History of English Literature	3	1	0	4	40	60	100
3	MJC-10		Background to the Study of English Literature	3	1	0	4	40	60	100
4	MJC-11		Indian Classical Literature	3	1	0	4	40	60	100
5	VAC-5		Human Values & Professional Ethics	1	0	2	2	40	60	100
6	MNC-5			3	1	0	4	40	60	100



			Total	1 5	5	0	20	240	360	600
--	--	--	-------	--------	---	---	----	-----	-----	-----

## B.A. (Degree) English: Semester VI

S. No.	Category	Course Code	Course Name	Hours/Week			Credit	Marks		
				L	T	P		Internal	External	Total
1	MJC-12		Literary Criticism	3	1	0	4	40	60	100
2	MJC-13		Selected Writings of Shakespeare	3	1	0	4	40	60	100
3	MJC-14		American Literature	3	1	0	4	40	60	100
4	MJC-15		Gender Studies	3	1	0	4	40	60	100
5	MNC-6			3	1	0	4	40	60	100
			Total	15	5	0	20	200	300	500

## B.A. (Honours) English: Semester VII

S. No.	Category	Course Code	Course Name	Hours/Week			Credit	Marks		
				L	T	P		Internal	External	Total
1	MJC-16		Literary Theory	3	1	0	4	40	60	100
2	MJC-17		Contemporary Indian Literature	3	1	0	4	40	60	100
			OR							
			Post-Colonial Literature in English							
3	MJC-18		English Language Teaching	3	1	0	4	40	60	100
			OR							
			Literature in Films and Media							
4	MJC (in lieu of Research) 1		World Literature	3	1	0	4	40	60	100
5	MNC-7			3	1	0	4	40	60	100
			Total	15	5	0	20	200	300	500





## B.A. (Honours) English: Semester VIII

S. No.	Category	Course Code	Course Name	Hours/Week			Credit	Marks		
				L	T	P		Internal	External	Total
1	MJC-19		Women's Writing in English	3	1	0	4	40	60	100
2	MJC-20		Indian Literature in Translation	3	1	0	4	40	60	100
			OR							
			Spiritual Literature							
3	MJC (in lieu of Research) -2		Commonwealth Literature	3	1	0	4	40	60	100
4	MJC (in lieu of Research) -3		Studies in Autobiography	3	1	0	4	40	60	100
5	MNC-8			3	1	0	4	40	60	100
			Total	15	5	0	20	200	300	500

**B.A. (Honours with Research) English: Semester VII**

S. No.	Category	Course Code	Course Name	Hours/Week			Credit	Marks		
				L	T	P		Internal	External	Total
1	MJC-16		Literary Theory	3	1	0	4	40	60	100
2	MJC-17		Contemporary Indian Literature	3	1	0	4	40	60	100
			OR							
			Post-Colonial Literature in English							
3	MJC-18		English Language Teaching	3	1	0	4	40	60	100
			OR							
			Literature in Films and Media							
4	Research Project			0	0	16	8	40	60	100
5	MNC-7			3	1	0	4	40	60	100
			Total	12	4	8	24	200	300	500

**B.A. (Honours with Research) English: Semester VIII**

S. No.	Category	Course Code	Course Name	Hours/Week			Credit	Marks		
				L	T	P		Internal	External	Total
1	MJC-19		Women's Writing in English	3	1	0	4	40	60	100
2	MJC-20		Indian Literature in Translation	3	1	0	4	40	60	100
			OR							
			Spiritual Literature							
3	MNC-8			3	1	0	4	40	60	100
4	Research Project			0	0	8	8	100	100	200
			Total	9	3	8	20	220	280	500











<u>Course Code:</u>	<b>B.A. (Honours with Research)</b> <b>English: Semester VII</b> <b>Type of Course -MJC-17</b> <b>Course Name :Post-Colonial Literature in English</b>	<b>L-3</b> <b>T-1</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	On completion of the course, the students will be:	
<b>CO1.</b>	Understanding the literary and nonliterary texts	
<b>CO2.</b>	Understanding how a literary text reflects the various aspects of its era.	
<b>CO3.</b>	Developing familiarity with the most prominent theories as well as renowned authors who have contributed to the development of such ideas.	
<b>CO4.</b>	Assessing the various viewpoints through postcolonial literary tools and techniques	
<b>CO5.</b>	Demonstrating the individual worldview with literary and critical postulations through academic presentations and writings	
<b>Course Content:</b>		
<b>Unit-1:</b>	Introduction: What is Postcolonial literature? Constructing and Contesting Postcolonial Identities • Raja Rao's Kanthapura (Extracts showing nativization of English, Deviation, Use of Mythology, Decolonising the form of Novel) • Salman Rushdie: Midnight's Children (Extracts showing centrality of Event, Chutnification, Magic Realism, and Resistance to Emergency) • V.S. Naipaul: A House for Mr. Biswas (Extracts to demonstrate Dehoming, Diaspora) • Kamala Das: "An Introduction" • Derek Walcott's "Ruins of a Great House"	8 Hours
<b>Unit-2:</b>	The Colonized Write Back • H. T. Johnson: "The Black Man's Burden: A Response to Kipling" (1899) • Chinua Achebe: Things Fall Apart (Extracts to show colonizers influence, breakdown of social fabric in colonial Nigeria) • Jean Rhys: Wide Sargasso Sea (1966) (Extracts to demonstrate Intertextuality and Bricolage as techniques for resistance) • J.M. Coetzee: Foe (1986) (Extracts to demonstrate giving voice to the voiceless) • Ngugi WaThiongo: The Trial of Dedan Kemathi (Extracts to show anti colonial armed resistance, legal frameworks for domination in Colonial Africa)	8 Hours
<b>Unit-3:</b>	Dissent from within the Colonizing World • E.M. Foster: Passage to India (Extracts to show Mimicry, Legal procedures) • Joseph Conrad: Heart of Darkness (Extracts on Depiction of Africa, Africans with emphasis on exoticisation, highlighting the silencing of the Native) • Henry Labouchère: "The Brown Man's Burden" (1899)	8 Hours



<b>Unit-4:</b>	<p>Colonialism as an Ideology</p> <ul style="list-style-type: none"> <li>• Daniel Defoe: Robinson Crusoe (extracts on Man Friday; to show colonialism for use of resources)</li> <li>• Charlotte Bronte: Jane Eyre (Extracts on Bertha Mason as the mixed blood woman)</li> <li>• R. Rider Haggard: King Solomon's Mines (Extracts to show Spirit of Adventure, Quest for Hidden Wealth)</li> <li>• Rudyard Kipling: "White Man's Burden"</li> </ul>	8 Hours
<b>Unit-5:</b>	<p>Resistance to Comprador Ruling Classes and Neocolonialism</p> <ul style="list-style-type: none"> <li>• Wole Soyinka: A Dance of the forests (Extracts to demonstrate Comprador and Neo Colonial trends in Nigeria)</li> <li>• Mahashweta Devi: Mother of 1084 (Extracts to demonstrate Comprador and Neo Colonial trends in India)</li> </ul>	8 Hours
<b>Text Books:</b>	<ul style="list-style-type: none"> <li>• Macaulay's Minutes</li> <li>• Tagore's Essays on Nationalism (Extracts to focus on NonOthering)</li> <li>• Fanon- Black Skins White Masks (Extracts on the Comprador Class)</li> <li>• Ngugi- Decolonising the Mind (Extracts on Culture Bomb)</li> <li>• Susan Gilbert and Susan Gubar- The Madwoman in the Attic: The Woman Writer and the Nineteenth- Century Literary Imagination (1979)</li> <li>• Chinua Achebe- An Image of Africa: Racism in Conrad's 'Heart of Darkness' (1977)</li> </ul>	
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Chinua Achebe. Things Fall Apart</li> <li>• Amma Ata Aidoo. Our Sister Killjoy</li> <li>• J.M. Coetzee. Waiting for the Barbarians</li> <li>• TsitsiDangarembga. Nervous Conditions • Nawal El Saadawi. Woman at Point Zero</li> <li>• BuchiEmecheta. The Joys of Motherhood</li> <li>• Nuruddin Farah. Maps</li> <li>• People Gerald Moore and UlliBeier, eds. Penguin Book of Modern African Poetry (1999 ed.)</li> <li>• NgugiwaThiong'o. Petals of Blood</li> <li>• Wole Soyinka. The Road</li> <li>• M.G. Vassanji. The Gunny Sack</li> <li>• Yvonne Vera, ed. Opening Spaces: An Anthology of Contemporary African Women's Writings</li> <li>• Mulk Raj Anand. The Coolie</li> <li>• Kamala Das. The Old Playhouse and Other Poems</li> <li>• R.K. Narayan. Malgudi Days</li> <li>• Raja Rao. The Serpent and the Rope</li> <li>• Sara Suleri. Meatless Days</li> <li>• Rabindranath Tagore. Home and the World</li> <li>• No Telephone to Heaven Wilson Harris. Palace of the Peacock</li> <li>• V.S. Naipaul. The Mimic Men</li> <li>• Derek Walcott. Collected Poems 1948-1984</li> <li>• Barbara Baynton. Bush Studies Peter Carey.</li> <li>• The Bone People Colin Johnson/Mudrooroo.</li> <li>• Master of the Ghost Dreaming David Malouf.</li> <li>• The Visitants Patrick White. Voss</li> </ul>	
<b>Additional Electronic Reference Material:</b>		

<u>Course Code:</u>	<b>B.A. (Honours with Research)</b> <b>English: Semester VII</b> <b>Type of Course -MJC-18</b> <b>Course Name: Women's Writing in English</b>	<b>L-3</b> <b>T-1</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	On completion of the course, the students will be:	
<b>CO1.</b>	Identify and describe the social,cultural and historical contest for women's writing.	
<b>CO2.</b>	Analyse the literary works of women writers from different regions of the world and their contribution to feminist literary theories.	
<b>CO3.</b>	Evaluate the intersectionality of gender, race and class in women's writings.	
<b>CO4.</b>	Develop critical & analytical skills to analyse and interpret literary texts.	
<b>CO5.</b>	Recognise & appreciate the diversity of women's writing from different regions of the world.	
<b>Course Content:</b>		
<b>Unit-1:</b>	Introduction to women's writing in English. Define women's writing. Historical contest of women's writing. The emergence of feminist literary theories. 1. Introduction to Indian Women Novelists 2. History of Indian Women Novelists 3. Major Concerns of Indian Women Novelists	8 Hours
<b>Unit-2:</b>	1 Anita Desai – Life, Works, Style 2. Voices in the City – Themes, Characters, Critical Views 3. Shashi Despande - Life, Works, Style 4. The Binding Vine - Themes, Characters, Critical Views 5. Nayantara Sehgal – Life, Works, Style 6. Storm in Chandigarh - Themes, Characters, Critical Views	8 Hours
<b>Unit-3:</b>	1. Introduction to Diasporic Women Writers 2. Jhumpa Lahiri - Life, Works, Style 3. The Namesake - Themes, Characters, Critical Views Components	8 Hours
<b>Unit-4:</b>	1. Emily Dickinson – Life, Works, Style 2. Text and Analysis- 'Because I Could not Stop for Death', 'Elysium is as Far as to', 'I had no Time to Hate', 'I Felt a Funeral in My Brain', 'I Heard a Fly Buzz', 'The Soul Selects Her Own Society'. 3. Sylvia Plath - Life, Works, Style 4. Text and Analysis- 'Daddy', 'Lady Lazarus', 'Soliloquy of a Solipsist', 'Mirror'	8 Hours



<b>Unit-5:</b>	1. Kate Chopin 'The Story of an Hour' – Text and Analysis 2. Katherine Mansfield 'Bliss' – Text and Analysis 3. Walla Cather 'Coming Aphrodite' – Text and Analysis 4. Mahasweta Devi 'Draupadi', in Gayatri Chakravarty Spivak, In Other Worlds, pp. 179-96	8 Hours
<b>Text Books:</b>		
<b>Reference Books:</b>	Voices in the City by Anita Desai □ The Fiction of Anita Desai by R.K.Dhawan Storm in Chandigarh by Nayantara Sahgal The Fictional Milieu of Nayantara Sahgal: A Feminist Perspective by Asha Choubey □ Jasmine by Bharati Mukherjee □ Bharati Mukherjee: Critical Perspectives by Somdatta Mandal □	

□  
□  
□  
□

□  
□

□  
□



	<p>1. Ammons, Elizabeth. Conflicting Stories: American Women Writers at the Turn of the Century. 2008.</p> <p>2. Coultrap-McQuinn, Susan. Doing Literary Business: American Women Writers in the Nineteenth Century</p> <p>3. Thompson, Nicole Diane. Victorian Writers and the Women Question. 2006.</p>	
<b>Additional Electronic Reference Material:</b>		

<u>Course Code:</u>	<p align="center"><b>B.A. (Honours with Research)</b>  <b>English: Semester VII</b>  <b>Type of Course -MJC-19</b>  <b>Course Name: Contemporary Indian Literature</b></p>	<b>L-3</b> <b>T-1</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	On completion of the course, the students will be:	
<b>CO1.</b>	Analyze and interpret contemporary Indian literature in terms of its themes, styles, and techniques.	
<b>CO2.</b>	Recognize the ways in which literature reflects and critiques contemporary Indian society and culture.	
<b>CO3.</b>	Engage in critical discussions about the social, cultural, and political issues raised in the works studied.	
<b>CO4.</b>	Develop critical thinking skills to articulate and defend their own interpretations of the works studied.	
<b>CO5.</b>		
<b>Course Content:</b>		
<b>Unit-1:</b>	<p>Introduction to Contemporary Indian Literature</p> <ul style="list-style-type: none"> <li>Defining contemporary Indian literature</li> <li>Major themes and styles in contemporary Indian literature.</li> </ul> <p>Partition Literature</p> <ul style="list-style-type: none"> <li>Train to Pakistan by Khushwant Singh</li> <li>Ice-Candy Man by Bapsi Sidhwa</li> </ul>	8 Hours
<b>Unit-2:</b>	<p>Magic Realism</p> <ul style="list-style-type: none"> <li>The God of Small Things by Arundhati Roy</li> <li>Midnight's Children by Salman Rushdie.</li> </ul> <p>Urban Literature</p> <ul style="list-style-type: none"> <li>Maximum City: Bombay Lost and Found by Suketu Mehta</li> <li>English, August by Upamanyu Chatterjee</li> </ul>	8 Hours



<b>Unit-3:</b>	Indian Diaspora Literature • The Inheritance of Loss by Kiran Desai • The White Tiger by Aravind Adiga	8 Hours
<b>Unit-4:</b>	Historical Fiction • The Shadow Lines by Amitav Ghosh • The Sea of Poppies by Amitav Ghosh	8 Hours
<b>Unit-5:</b>	Mythological Fiction • The Immortals of Meluha by Amish Tripathi • The Palace of Illusions by Chitra Banerjee Divakaruni • The Pregnant King by Devdutt Pattanaik • Asura: Tale of the Vanquished" by Anand Neelakantan	8 Hours
<b>Text Books:</b>		
<b>Reference Books:</b>	1. The God of Small Things by Arundhati Roy \\ 2. Midnight's Children by Salman Rushdie 3. The White Tiger by Aravind Adiga 4. Train to Pakistan by Khushwant Singh 5. The Shadow Lines by Amitav Ghosh 6. English, August by Upamanyu Chatterjee 7. A Fine Balance by Rohinton Mistry 8. The Inheritance of Loss by Kiran Desai 9. Maximum City: Bombay Lost and Found by Suketu Mehta 10. The Immortals of Meluha by Amish Tripathi	
<b>Additional Electronic Reference Material:</b>		

<b><u>Course Code:</u></b>	<b>B.A. (Honours with Research)</b> <b>English: Semester VII</b> <b>Type of Course -MNC-7</b> <b>Course Name: Indian Writing in English</b>	<b>L-3</b> <b>T-1</b> <b>P-0</b> <b>C-4</b>
<b><u>Course Outcomes:</u></b>	On completion of the course, the students will be:	
<b>CO1.</b>	Understanding and appreciation of Indian culture and literature globally.	
<b>CO2.</b>	Improving one's language skills and help them understand the nuances of Indian English.	
<b>CO3.</b>	Developing empathy and cultural understanding by exposing them to different cultures, experiences, and perspectives.	
<b>CO4.</b>	Helping readers gain a deeper understanding of these issues and their impact on Indian society.	



<b>CO5.</b>	Creating literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text	
<b>Course Content:</b>		
<b>Unit-1:</b>	Introduction: Indian English Indian English Literature and its Readership Themes and Contexts of the Indian English Novel The Aesthetics of Indian English Poetry Modernism in Indian English Literature	8 Hours
<b>Unit-2:</b>	Poetry Nissim Ezekiel: A Poem of Dedication Jayanta Mahapatra: Hunger Vikram Seth: Unclaimed A.K. Ramanujan: Anxiety Keki N. Daruwalla: The Unrest of Desire	8 Hours
<b>Unit-3:</b>	Prose Nirad C. Chaudhary: Tell me the Weather and I'll tell the Man Anita Desai: A Farewell Party	8 Hours
<b>Unit-4:</b>	Drama Vijay Tendulkar – Kanyadan Mahesh Dattani: Seven Steps around the Fire	8 Hours
<b>Unit-5:</b>	Fiction R.K. Narayan: The Guide Mulk Raj Anand: The Untouchable A.P.J Abdul Kalam - Wings of Fire	8 Hours
<b>Text Books:</b>	"The Guide" by R.K. Narayan Selected Poems and Songs of Rabindranath Tagore, edited by Uma Das Gupta "Modern Indian Drama: An Anthology" edited by Samik Bandyopadhyay Toru Dutt: Collected Prose and Poetry OUP India (7 November 2005)	
<b>Reference Books:</b>	"The Novels of R.K. Narayan: A Critical Evaluation" by S. Viswanathan "R.K. Narayan" by Shyamala A. Narayan "The Art of R.K. Narayan" edited by John Thieme The Collected Works of Rabindranath Tagore, edited by Sukanta Chaudhuri The Essential Tagore, edited by Fakrul Alam and Radha Chakravarty Narasimhaiah, C D. (Ed.) Makers of Indian English Literature, Delhi: Pencraft International, 2000.	
<b>Additional Electronic Reference Material:</b>		



<u>Course Code:</u>	<b>B.A. (Honours with Research)</b> English: Semester VII Type of Course -Research Project / Dissertation Course Name:	L-3 T-1 P-0 C-4
<b>Course Outcomes:</b>	On completion of the course, the students will be:	
<b>CO1.</b>		
<b>CO2.</b>		
<b>CO3.</b>		
<b>CO4.</b>		
<b>CO5.</b>		
<b>Course Content:</b>		
<b>Unit-1:</b>		8 Hours
<b>Unit-2:</b>		8 Hours
<b>Unit-3:</b>		8 Hours
<b>Unit-4:</b>		8 Hours
<b>Unit-5:</b>		8 Hours



<b>Text Books:</b>		
<b>Reference Books:</b>		
<b>Additional Electronic Reference Material:</b>		

<b><u>Course Code:</u></b>	<b>B.A. (Honours with Research)</b> English: Semester VIII Type of Course -Core Course-20 <b>Course Name:</b> Selected Writings of Shakespeare	L-3 T-1 P-0 C-4
<b>Course Outcomes:</b>	On completion of the course, the students will be:	
<b>CO1.</b>	understand the nature of theatres and audience of the Elizabethan age	
<b>CO2.</b>	appreciate the different types of Shakespearean plays	





<b>CO3.</b>	acquire knowledge of the dramatic skills exemplified in the plays	
<b>CO4.</b>	learn the different dramatic techniques employed by Shakespeare	
<b>CO5.</b>	imbibe the good values upheld by the Shakespearean characters	
<b>Course Content:</b>		
<b>Unit-1:</b>	<b>INTRODUCTION TO SHAKESPEARE</b> 1. Shakespearean Sonnets 2. Shakespearean Theatre and Audience 3. Shakespeare's History Plays 4. Clowns & Fools in Shakespeare's plays 5. Shakespeare's Women 6. Salient features of Shakespeare's tragedies 7. Characteristic features of Shakespeare's Comedies (SS) 8. Shakespeare's Soliloquies	8 Hours
<b>Unit-2:</b>	<b>TRAGEDY</b> Macbeth	8 Hours
<b>Unit-3:</b>	<b>ROMANTIC COMEDY</b> Twelfth Night	8 Hours
<b>Unit-4:</b>	<b>TRAGIC ROMANCE</b> Romeo and Juliet	8 Hours
<b>Unit-5:</b>	<b>HISTORY PLAY</b> Henry IV – Part I (Short summaries will be given for the war scenes and sub-plots)	8 Hours
<b>Text Books:</b>	Shakespeare's – Macbeth Twelfth Night Romeo and Juliet Henry IV – Part I	
<b>Reference Books:</b>	1. Clapp, Larry Ed. A Complete Critical Analysis of Shakespearean Plays with a Reference to Elizabethan Theatre. New Delhi: Dominant Publishers and Distributors, 2007. 2. Greenhill, Wendy and Paul Wignall. Shakespeare: Man of the Theatre. Oxford: Reed Educational and Professional Publishing Ltd., 2000. 3. Grene, Nicholas. Shakespeare's Tragic Imagination. London: Macmillan Press Ltd, 1992. 4. Justman, Stewart. Shakespeare: The Drama of Generations. New Delhi:	

	Macmillan India Ltd., 2007. 5. Peter, Succo. Shakespeare's English Kings: History, Chronicle and Drama. New York: OUP, 1977.	
<b>Additional Electronic Reference Material:</b>		

<b><u>Course Code:</u></b>	<b>B.A. (Honours with Research)</b> <b>English: Semester VIII</b> <b>Type of Course -MJC-21</b> <b>Course Name: English Language Teaching</b>	<b>L-3</b> <b>T-1</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	On completion of the course, the students will be:	
<b>CO1.</b>	To Familiarize guys learners with different approaches and methods in ELT.	
<b>CO2.</b>	To expose Learners to the nature of materials for language learning and make them evaluate and adopt materials and Accord with specific criteria	
<b>CO3.</b>	To Introduce learners to the classification of tests and make them recognise the feature of a good test	
<b>CO4.</b>	To provide Learners with a basics of waste techniques of testing with their relative merits and demerits	
<b>CO5.</b>	To expose learners to issue related to classroom interaction and management	
<b>Course Content:</b>		
<b>Unit-1:</b>	Approaches and methods in language teaching Grammar translation method, direct method, reading metho, audio lingual method, structural approach, communicative approach; lexical approach; silent way; suggest suggestopedia; community language learning; total physical response; content based, task based, and participatory approaches, New trends and perspectives.	8 Hours
<b>Unit-2:</b>	Language teaching material Theoretical aspects pedagogic and non pedagogic materials teaching aids impact of technology on language teaching materials; CALL the basics; evaluation of materials; Recent trends in material design.	8 Hours
<b>Unit-3:</b>	Testing and evaluation Theoretical aspects principles of evolution types and techniques of evaluation	8 Hours



<b>Unit-4:</b>	Classroom interaction - Types tools and techniques Classroom management - Problems and solution	8 Hours
<b>Unit-5:</b>	ELT in the Indian contest Major issues; Changing perspective	8 Hours
<b>Text Books:</b>		
<b>Reference Books:</b>	Branden kris van Den Martin. Bygate, and John.M.Norris. Task based language teaching: A reader. Amsterdam: John benjamin's publishing, 2009. Print. Brown, H Douglas . principles of language learning and teaching. 2nd ed englewood cliffs, N J Prentice hall 1994. print. Davis Alan principle of language testing Oxford basil blackwell 1990 print. Finocchiaro,M and Brumfit .C the functional Notional approach from theory to practice Oxford Oxford University press 1983. print	
<b>Additional Electronic Reference Material:</b>		





<u>Course Code:</u>	<b>B.A. (Honours with Research)</b> <b>English: Semester VIII</b> <b>Type of Course -MNC-8</b> <b>Course Name: Commonwealth Literature</b>	<b>L-3</b> <b>T-1</b> <b>P-0</b> <b>C-4</b>
<b>Course Outcomes:</b>	On completion of the course, the students will be:	
<b>CO1.</b>	Understanding all the literary works under Commonwealth Literature as a part of English Literature.	
<b>CO2.</b>	Understanding the global relevance, significance and resonance of Commonwealth Literature today.	
<b>CO3.</b>	Analyzing and evaluating the postcolonial aspects of the literary works from Commonwealth nations	
<b>CO4.</b>	Appreciating the contribution of translation studies to Commonwealth Literature.	
<b>CO5.</b>	Critically analyzing the relevance of the works in the light of globalisation.	
<b>Course Content:</b>		
<b>Unit-1:</b>	1. E. J. Pratt: The Dying Eagle 2. Mariam Waddington: The Drug Addict 3. Charles Harper: An Aboriginal Mother's Lament	8 Hours
<b>Unit-2:</b>	1. Kenneth Slessor : Gulliver 2. A. D. Hope: Australia 3. Ngugi and Mugo: The Trial of Dedan Kimath	8 Hours

<b>Unit-3:</b>	1. Jessie Mackay: Noosing the Sun God 2. Louis Johnson: Adversaries 3. Roy Campbell : Poets of Africa	8 Hours
<b>Unit-4:</b>	1. Roy Macnab : Stages 2. Frederick George Scott: In the Woods 3. Michael Dei Anang: Africa Speaks	8 Hours
<b>Unit-5:</b>	1. Margaret Atwood: The Edible Woman 2. Chinua Achebe: Things Fall Apart 3. Katherine Mansfield: Miss Brill	8 Hours
<b>Text Books:</b>		
<b>Reference Books:</b>	Ngugi wa Thiong'o and Micere Githae Mugo. The Trial of Deaden Kimathi.	
<b>Additional Electronic Reference Material:</b>		

<b><u>Course Code:</u></b>	<b>B.A. (Honours with Research)</b> English: Semester VIII Type of Course -Research Project / Dissertation Course Name:	<b>L-3 T-1 P-0 C-4</b>
<b><u>Course Outcomes:</u></b>	On completion of the course, the students will :	
<b>CO1.</b>	Acquire and practicing methods of literary and cultural criticism necessary for undertaking research	
<b>CO2.</b>	Apply a variety of reading strategies, including recognizing the meaning of words in context, learning to skim and scan materials, making inferences, recognizing the organizational structure of texts, etc	
<b>CO3.</b>		
<b>CO4.</b>	Perform close textual analysis as a means of identifying and deciphering the aesthetic, political, and cultural importance of literature as a means of cultural production.	





CO5.	Demonstrate analytic and oral skills related to interpretation of different artistic and literary genres.	
Course Content:		
	Introduction: Dissertation Writing is to appreciate a work of art critically employing a theory of criticism and to Substantiate their views with apt illustrations and critical support. It is also to organize the views and format them into a dissertation of a certain number of pages as defined by the department and to use a working knowledge of research methodology to format the dissertation.	Hours
		Hours



**Annexue-03**  
**TEERTHANKER MAHAVEER UNIVERSITY**  
**Internal Quality Assurance Cell (IQAC)**  
**Audit Report Summary of Concern**

	Parameters		July-December 2022	January – June 2022	July– December 2021
	2.12	Are records of CRC & ARC meetings & Ph.D scholars personal file uploaded regularly.	Not available	Not available	Not available
	2.22	Parents' meeting: discussion of students' progress	Nil	Nil	Nil
	3.5	No. of PhD awarded per teacher	Not available	Not available	Not available
	3.7	MoUs signed <ul style="list-style-type: none"> <li>National</li> <li>International</li> </ul>	NIL	Nil	NIL
	3.9	(i) No. of consultancy projects (ii) revenue generated	NIL	NIL	Nil
	3.10	No. of active collaborations and activities undertaken (details to be annexed)	NIL	Nil	Nil

	3.13	No. of faculty who have completed industry – immersion programme	NIL	Nil	NIL
	3.14	Soft and hard copy of research publications of faculty available with HOD.	Nil	Nil	Nil
	3.16	(i) No. of incubation (ii) Start-ups created	Nil	Nil	Nil
	3.18	No. of research projects Gov. & Non.Gov. per teacher: i. applied ii. on going iii. completed iv.funding (Govt. & Non-govt.)	Nil	Nil	Nil
	3.19	No. of teachers awarded national/international fellowship for advance studies/research	Nil during the period assessed	Nil during the period assessed	Nil during the period assessed
	3.24	No. of patents: i. Published ii. Awarded/ granted	NIL	Nil	Nil
	3.25	Awards on innovation won by college/teachers/research scholars/students	Nil	Nil	Nil

	5.9	No .of awards/medals in sports/cultural activities at National/International level	Nil	Nil	Nil
	5.12	No. of students benefited by guidance on competitive exams list.	Nil	Nil	Nil

