

(1.1.1) Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Upload description in not more than 500 words

Programme Objectives for M A in English Literature

- To enable students develop a broad range of skills including general communicative competence and sophisticated reading and writing skills through inter-disciplinary, intra-disciplinary and skill based courses.
- To enable students hone their critical processes for the comprehension, appreciation and evaluation of English Literature in general and literary texts in particular.
- To enable students assimilate historically informed and geographically diverse perspectives on English Literature
- To expose students not only to an exciting range of texts from across the spectrum of canonical English Literature and Language Writing but also to indigenous languages and literatures.
- To prepare students for employment not only in academic institutions but also other organisations enhancing academia-industry linkages thereby.

Semester I

SEMESTER I

Course Code	Course Name	Paper Category
ENG-01 -CR	Drama 1	Core (CR) 4 credits
ENG-02 -CR	Novel 1	Core (CR) 4 credits
ENG-03 -CR	Introduction to Linguistics	Core (CR) 4 credits
ENG-04 –DCE	Kashmiri Literature in English Translation	Discipline Centric Elective (DCE) 4 Credits
ENG-05 –DCE	European Drama	DCE (2 Credits)
ENG-06 –DCE	The British Novel	DCE (2 Credits)
ENG-07 -DCE	English Prose	DCE (2 Credits)
ENG-08 –DCE	English Drama	DCE (2 Credits)
ENG-09-DCE	Women’s Writing (Short Story)	DCE (2 Credits)
ENG-10-DCE	Autobiography	DCE (2 Credits)
ENG-11-GE	Introducing Literature	Generic Elective (GE) (2 Credits)
ENG-12-GE	Introducing Poetry-I	Generic Elective (GE) (2 Credits)
ENG-13-OE	English Communication Skills-I	Open Elective (OE) (2 Credits)

ENG-14-OE	Essays-I	Open Elective (OE) (2 Credits)
ENG-15-OE	Literature and Mysticism-I	Open Elective (OE) (2 Credits)

Course Objectives

ENG	01	CR: Drama	1
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The aim of the course is to introduce students to the genre of drama with special focus on the transition from Greek to English drama. It helps students understand the distinction between the thematic and formal characteristics of Greek and English Drama.

ENG	02	CR: Novel 1 (18th and 19th Century)
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The course aims to introduce students to a century of writing marked by the emergence of modern culture and society in Britain. The aim, here, is to highlight the socio-economic and historical factors of the age which engendered this new genre of literature. Moreover, students are also encouraged to understand the narrative techniques in the prescribed novels which eventually helps them improve their reading and writing skills.

ENG	04	DCE: Kashmiri Literature in English Translation
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This course has been designed with the purpose of letting students know their indigenous literature. The paper aims to create awareness among students of the rich literary heritage of Kashmir and introduce them to the various genres of Kashmiri Literature. It also helps to students understand the importance of translation in the dissemination of vernacular literatures and appreciate the idiomatic and stylistic differences in the source and target languages.

ENG	03	CR: Introduction to Linguistics
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To introduce students to the scientific study of language, that is linguistics, with a special focus on the branches of linguistics, traditional grammar, phonetics and sociolinguistics. The course helps students develop a conscious scientific knowledge about language in general and English language in particular which ultimately helps them to become effective language teachers.

ENG	05	DCE: European Drama
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To introduce students to drama other than British so that they develop a comprehensive understanding of how British Drama is different from European Drama. The course also helps them to know and appreciate the richness and variety of drama.

ENG	06	DCE: The British Novel
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The course augments the students' understanding of the core course on Novel I. The students are exposed to some more texts in the genre of novel to appreciate the structural and stylistic variation between the novelists.

ENG	07	DCE: English Prose
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To introduce students to the genre of prose, an important form of writing across ages. This paper also helps students understand the distinction between the stylistic/thematic differences between the prose writers recommended in this course.

ENG	08	DCE: English Drama
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The said course provides an opportunity to students to read and appreciate some more texts of English Drama. It enables them to know the historical and socio-political context of the respective ages in which these plays were written.

ENG	09	DCE: Women's Writing (Short Story)
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The course introduces students to the basic assumptions of feminism and writers who have debated women's issues in their writings. Here the students are made to appreciate the attempts made by different women writers to make their voice heard through one of the most popular literary form of short story.

ENG	10	DCE: Autobiography
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The course introduces the students to the genre of autobiography which has gained importance in the present postcolonial and postmodern times. The students are made to understand the diverse forms of autobiographical writing like autobiography, memoir, testimonial, personal blogs, and conversion narrative. It also explores the ways in which writers construct and represent memory and the impact these narratives have on our understanding of the political and cultural context in which they are produced.

ENG	11	GE: Introducing Literature
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The course, meant for students of other departments, is aimed to introduce them to the basics of creative/imaginative literature. For students, especially from sciences and social sciences, this proves immensely useful as they are exposed to the genres of literature like poetry, drama and novel. The students are made to appreciate the creative and figurative use of English language.

ENG	12	GE: Introducing Poetry	I
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The course, meant for students of other departments, is aimed to introduce them to the genre of English poetry. It helps them acquire and develop sophisticated reading skills and understand the creative use of English language.

ENG	13	OE: English Communication Skills	1
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The course, meant for students of other departments, helps them understand the various dimensions of Communication Skills. This course gives them enough opportunity to hone their proficiency in various communication skills and become effective speakers, readers and writers of the English language.

ENG	14	OE: Essays	1
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The course, meant for students of other departments, focuses on 18th and 19th century essay writing, a genre that has emerged as a very important form of writing. The essays prescribed in the course aim to acquaint students with some pertinent issues of contemporary relevance.

ENG	15	OE: Literature and Mysticism	I
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The course, is for students of other departments, aims to provide basic knowledge about mysticism and its characteristic features. It also helps them to understand how mysticism cuts across all the boundaries of traditional religious and unifies all. It is also aimed to stress the importance of human values by foregrounding the relation between literature and mysticism.

SEMESTER II

Course Code	Course Name	Paper Category
ENG-16 -CR	Drama II	Core (CR) 4 credits
ENG-17 -CR	Novel II	Core (CR) 4 credits
ENG-18 -CR	Poetry I (From Chaucer to Milton)	Core (CR) 4 credits
ENG-19 -DCE	English Language Teaching	Discipline Centric Elective (DCE) 4 Credits
ENG-20 –DCE	Short Story Across Cultures	DCE (2 Credits)
ENG-21 –DCE	The European Novel	DCE (2 Credits)
ENG-22–DCE	Modern Drama	DCE (2 Credits)
ENG-23–DCE	Neo-Classical Poetry	DCE (2 Credits)
ENG-24-DCE	Non-Fictional Prose	DCE (2 Credits)
ENG-25-DCE	Urdu/Persian Poetry in English Translation	DCE (2 Credits)
ENG-26-GE	Introducing Poetry- II	Generic Elective (GE) (2 Credits)
ENG-27-GE	Introducing Drama	Generic Elective (GE) (2 Credits)
ENG-28-OE	English Communication Skills-II	Open Elective (OE) (2 Credits)
ENG-29-OE	Essays- II	Open Elective (OE) (2 Credits)
ENG-30-OE	Literature and Mysticism- II	Open Elective (OE) (2 Credits)

Course Objectives

ENG-16 -CR	Drama II
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To introduce students to the genre of modern drama with special focus on how the transition to modernity resulted in fundamental changes in the genre. The course helps the students to learn the actual usage of language in different contexts and also enhances their communication skills.

ENG-17 -CR	Novel II
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To introduce students to the genre of modern novel with special focus on how the transition to modernity resulted in fundamental changes in the genre. The importance of the modern novel for understanding the culture, ethos and language of England cannot be overemphasised. Moreover, students are encouraged to learn narrative skills through the study of novels which helps them improve creative writing skills.

ENG-18 -CR	Poetry I (From Chaucer to Milton)
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To introduce students to the important genre of poetry and great English poets like Chaucer, Shakespeare and Milton. A thorough analysis of texts enhances their reading and critical skills and enables them to acquire competence to understand difficult texts.

ENG-19 -DCE	English Language Teaching
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To introduce students to the all-important field of English Language Teaching which simultaneously aims at providing a historical overview of the subject as well as the most effective ways of teaching English today. The focus is on imparting practical knowledge which helps them in their role as teachers of English at various levels after taking the Masters degree.

ENG-20 –DCE	Short Story Across Cultures
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To introduce students to the genre of short story with a focus on how it varies across cultures. In view of the increasing importance of short story due its brevity and concentration, the importance to the students of learning the art of story-telling is evident. Many go on to try their hand in the genre.

ENG-21 –DCE	The European Novel
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To introduce students to fiction writing other than British so that they develop a comprehensive understanding of the novel genre. Through the European novel, the students get to know the richness and variety, and various dimensions of novel writing.

ENG-22–DCE	Modern Drama
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This course augments the 4-credit course Drama-II. Students get exposed thoroughly to some important texts in modern drama.

ENG-23–DCE	Neo-Classical Poetry
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To introduce students to an important phase of British poetry which helps them understand the place and significance of poetry in eighteenth century England.

ENG-24-DCE	Non-Fictional Prose
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To introduce students to the genre of non-fiction, a very important form of writing in the contemporary world. Non-fictional writing, especially essays, provides students an in-depth knowledge of some contemporary issues of importance and also helps them understand the difference between fictional and non-fictional modes of writing.

ENG-25-DCE	Urdu/Persian Poetry in English Translation
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To introduce students to non-European literatures through translation. Since the establishment of postcolonial studies, translation has gained immense importance and popularity, and students need to look beyond the canons of English and European literatures. The course is especially useful to them since Urdu and Persian have contributed immensely to the Kashmiri language and literature.

ENG-26-GE	Introducing Poetry- II
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The course, meant for students of other departments, is aimed to introduce them to some important texts in English poetry. For students, especially from sciences and social sciences, this proves immensely useful as they are exposed to the creative use of language. The aim is to create an awareness in them about non-utilitarian modes of communication.

ENG-27-GE	Introducing Drama
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The course, meant for students of other departments, is aimed to introduce them to the genre of drama. Students learn language-use in various contexts and also the fundamental characteristics of drama like character, conflict and dialogue.

ENG-28-OE	English Communication Skills-II
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The course, meant for students of other departments, focuses on the most important communication skills in English. The mode of teaching is student-centric and a rigorous participation of students is ensured in the class.

ENG-29-OE	Essays- II
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The course, meant for students of other departments, focuses on contemporary essay writing, a genre that has emerged as a very important form of writing in recent decades. The course provides students an in-depth knowledge of some contemporary issues of importance and also helps them understand the difference between fictional and non-fictional modes of writing.

ENG-30-OE	Literature and Mysticism- II
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The course, meant for students of other departments, aims to stress the importance of human values by foregrounding the relation between literature and mysticism. Since many great mystics have also been great poets, higher poetry and spirituality share a common ground which the course aims to lay bare.

SEMESTER III

Course Code	Course Name	Paper Category
ENG-31 -CR	Poetry II(Romantic & Victorian	Core (CR) 4 credits
ENG-32 -CR	Literary Theory and Criticism-!	Core (CR) 4 credits
ENG-33 -CR	American Literature 1(Novel)	Core (CR) 4 credits
ENG-34 -DCE	Indian Writing in English	Discipline Centric Elective (DCE) 4 Credits
ENG-35 –DCE	Victorian Poetry	DCE (2 Credits)
ENG-36 –DCE	Twentieth Century British Novel	DCE (2 Credits)
ENG-37–DCE	Latin American Fiction	DCE (2 Credits)
ENG-38–DCE	Feminism : An Introduction	DCE (2 Credits)
ENG-39-DCE	Translation : Theory & Practice	DCE (2 Credits)

ENG-40-DCE	Revisionary Writing	DCE (2 Credits)
ENG-41-GE	Introducing Novel	Generic Elective (GE) (2 Credits)
ENG-42-GE	Kashmiri Literature in English	Generic Elective (GE) (2 Credits)
ENG-43-OE	Contemporary Poetry	Open Elective (OE) (2 Credits)
ENG-44-OE	Short Story	Open Elective (OE) (2 Credits)
ENG-45-OE	English for Specific Purposes	Open Elective (OE) (2 Credits)

Course Objectives

ENG-31 -CR	Poetry II (Romantic & Victorian)
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To introduce students to the genre of poetry and trace the transition from neo-classicism to romanticism . The course helps the students to identify the differences in Romantic and Victorian poetry both in terms of form and subject . It makes them critical readers while introducing them to the culture, ethos and language of England during these eras.

ENG-32 -CR	Literary Theory and Criticism -1
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To introduce students to the fundamentals of literary theory and criticism. It takes the students to the world of ideas and inculcates a critical sense in them. The course enables them to appreciate literature better and relate it to other discourses like philosophy, psychology, sociology and politics. It exposes students to the progression of thought from classical to modern times regarding various aspects of literature .

ENG-33 –CR	American Literature 1(Novel)
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To introduce students to literature other than the British canon. It helps to trace the history of American literature especially the novel and enables the students to connect America’s political and cultural evolution with its literature. A thorough analysis of texts enhances their critical and linguistic skills and broadens their perspective.

ENG-34 -DCE	Indian Writing in English
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To introduce students to the important field of Indian Writing in English as a significant example of postcolonial, nationalist writing. Students not only acquire a knowledge of Indian political and cultural history but are also exposed to the creative handling of the English language at the hands of Indian writers.

ENG-35 –DCE	Victorian Poetry
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To introduce students to Victorian poetry and acquaint them with Victorian sensibility. Their attention is drawn to how poets engaged with certain seminal conflicts of the era. Emphasis is laid on a critical reading of the prescribed texts which also adds to the language proficiency of the students.

ENG-36 –DCE	Twentieth Century British Novel
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To introduce students to fiction writing so that they develop a comprehensive understanding of the novel genre. The students gain an insight into the events and developments that shaped the twentieth century and ushered in literary modernism, with its emphasis on formal experimentation. Prescribed novels showcase formal and technical innovations and expose students to the modern idiom.

ENG-37–DCE	Latin American Fiction
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To introduce students to Latin American novelists writing in English and draw their attention to literatures outside the western canon that are now receiving more and more academic attention. Students get exposed to different cultural experiences translated into literary writing as well as the unique innovations of Latin American fictionists .

ENG-38-DCE	Feminism :An Introduction
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To introduce students to the basic tenets of Feminism and familiarize them with writers who foreground women's issues and plead for equality and justice. Texts have been selected to accommodate both western and non-western views regarding feminism.

ENG-39-DCE	Translation :Theory &Practice
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To introduce students to the field of Translation Studies which has gained immense popularity and importance in current times of increasing cultural crossings. Students are familiarized with the theoretical assumptions of Translation as well as its praxis. The course speaks for the growing importance of comparative literature and promotes an interdisciplinary approach.

ENG-40-DCE	Revisionary Writing
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To introduce students to texts which are a retelling of established narratives. The aim is to broaden their understanding and make them aware of the possibilities of other perspectives and alternate viewpoints. Students are enabled to move beyond the bounds of canonical texts and interrogate the politics of exclusion embedded therein.

ENG-41-GE	Introducing Novel
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The course, meant for students of other departments, is aimed to introduce them to some important novels in English. This proves immensely useful as students are exposed to different cultural contexts and experiences. It allows them to learn the English language through its creative usage at the hands of novelists.

ENG-42-GE	Kashmiri Literature in English
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The course, meant for students of other departments, is aimed to introduce them to creative writing in English by Kashmiri writers. The purpose is to familiarize them with the exquisite use of the English language and different literary forms like novel and poetry by these Kashmiri writers. The objective is also to make them understand how by making their local idioms and phrases heard, these writers draw attention to the non-English linguistic and cultural contexts.

ENG-43-OE	Contemporary Poetry
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The course, meant for students of other departments, introduces them to the genre of poetry. Students, especially from science and social science streams, are shown how poets use language creatively. This enriches their language usage while also introducing them to various literary devices.

ENG-44-OE	Short Story
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The course, meant for students of other departments, focuses on the genre of the short story. The brevity of the genre makes it an excellent way of not only introducing students from diverse streams to literature but also improving their language skills. Short stories are prescribed across cultures which provide students opportunity to become familiar with various cultural contexts.

ENG-45-OE	English for Specific Purposes
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The course, meant for students of other departments, focuses on the use of English in various situations and for varied purposes. Students from diverse streams are taught important communication and writing skills keeping their needs in mind. Active participation of students is ensured so that they are equipped with necessary skills.

SEMESTER IV

Course Code	Course Name	Paper Category
ENG-46-CR	Poetry III (Modern Poetry)	Core (CR) 4 credits
ENG-47 -CR	Literary Theory and Criticism-II	Core (CR) 4 credits
ENG-48-CR	New Literatures in English	Core (CR) 4 credits
ENG-49 -DCE	American Literature –II (Poetry and Drama)	Discipline Centric Elective (DCE) 4 Credits
ENG-50–DCE	Canadian and Australian Literature	DCE (2 Credits)
ENG-51–DCE	Postmodern Novel	DCE (2 Credits)
ENG-52–DCE	African and Caribbean Literature	DCE (2 Credits)
ENG-53–DCE	Literature of Dissent	DCE (2 Credits)
ENG-54-DCE	South Asian Diasporic Fiction	DCE (2 Credits)
ENG-55-DCE	Contemporary World Fiction	DCE (2 Credits)
ENG-56- GE	Introducing Poetry III	Generic Elective (GE) (3 Credits)
ENG-57-GE	Modern Drama	Generic Elective (GE) (2 Credits)
ENG-58-OE	Popular Literature	Open Elective (OE) (2 Credits)
ENG-59-OE	Travel Writing	Open Elective (OE) (2 Credits)
ENG-60-OE	Literature and Media	Open Elective (OE) (2 Credits)

Course Objectives

ENG-46 -CR	Poetry III (Modern Poetry)
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To introduce the students to the historical, cultural and aesthetic transformations of the twentieth century. The students particularly gain knowledge of the rise of literary modernism by studying some seminal poets of the era. The course also develops the students' capacity to understand the rise of novel poetic forms in the twentieth century.

ENG-47-CR	Literary Theory and Criticism -II
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A continuation of Literary theory I introduced in semester three, this course is an advancement of the same. It exposes the students to more rigorous and modern critical schools, which enables them to develop a critical understanding of literary texts and their collusion with Language, Subjectivity, Ideology and Nationalism.

ENG-48 –CR	New Literatures in English
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The aim of the course is to move beyond the Anglo-American English canon and introduce students to fictional writing from different global perspectives like African, Canadian, Caribbean and the Asian subcontinent. Students develop a critical understanding of alternative strategies in artistic representation and the role of revisionism in literature.

ENG-49 -DCE	American Literature (Poetry and Drama)
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A continuation of American Literature I already introduced in semester III, this course further exposes students to the developments in American poetry and Drama. Students gain a critical understanding of American literary modernism through an exposure to seminal poems, plays of the modern era in American Literature.

ENG-50 –DCE	Canadian and Australian Literature
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An intensive course that focuses on feminist and nativist writing from colonial cultures in order to to expand the students' notion of postcolonial and feminist literary representation. Students gain an understanding of textual strategies other than English and American by a reading of some important writers from Canada and Australia.

ENG-51 –DCE	Postmodern Novel
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This course is aimed to introduce the more contemporary form of novel writing to the students in order to highlight the current trends in novel writing. By an exposure to two diverse novelists, the course gives critical insights into the postmodernist preoccupation with historiographic metafiction, self-referentiality etc.

ENG-52–DCE	African and Caribbean Literature
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This course is aimed to introduce students to the non-white, non-western writing in English from two very eminent African and Caribbean writers who write specifically with a view to redress colonial representations of these two cultures. Students develop a critical understanding of alternative historiography and contesting hegemonic discourses.

ENG-53-DCE	Literature of Dissent
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The course aims to introduce the students to the role of political dissent in literature. By offering a study of Palestinian, African and Indian writing, the students gain an understanding of how resistance works through literature. The students also learn to appreciate various linguistically creative strategies used by the writers.

ENG-54-DCE	South Asian Diasporic Fiction
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The course aims to introduce the field of Diasporic writing to the students. By focussing on two diasporic writers from the subcontinent, students understanding of the concepts of exile, home, nation, identity and nationalism is sharpened. As a critical theory diaspora studies and the concept of multiculturalism are currently being increasingly applied to the reading of literary texts that transcend geographical and other boundaries.

ENG-56-DCE	Contemporary World Fiction
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The students gain an understanding of the contemporary form of novel writing by reading two seminal postmodern practitioners of this genre. Through this course, the students gain an understanding of global literatures by addressing the specificities of various cultural positions. Students gain an insight into the broadening of the subject matter of the canonical English novel.

ENG-56-GE	Introducing Poetry III
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The course, meant for students of other departments, is a continuation of the earlier course on poetry introduced in semester two. Students from other departments are expected to benefit from this course in modern English poetry by understanding creative use of language and poetic discourse through a study of some important modern texts. The students also gain proficiency in the language through this course.

ENG-57-GE	Modern Drama
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This course is offered to students of other departments and is a continuation of the more introductory course in Drama in semester two. The students gain knowledge about dramatic conventions and the importance of the dramatic tradition in English literature. They acquire greater linguistic skills through an exposure to the reading of plays prescribed in this course.

ENG-58-OE	Popular Literature
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The course, meant for students of other departments, introduces the idea of popular writing as well as an understanding of such concepts as the bestseller, entertainment literature etc. Aimed at addressing the non-canonical works in English, students are taught more accessible texts and shown the effects of popular culture, mass

market etc on literature. The students also gain proficiency in language by their reading of simpler, non-academic texts.

ENG-59-OE	Travel Writing
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The course, meant for students of other departments, focuses on the area of travel writing and such related concepts as memoir, diary, travelogue etc. The students gain an insight into the intersection between journeying and literature. The course also benefits the students by enriching their creative, imaginative usage of language.

ENG-60-OE	Literature and Media
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The course, meant for students of other departments, focuses on the interdependence of literature and media. The students are exposed to such concepts as adaptation, the politics of adaptation and the growing role of literary studies in the media. Students taking this course will find an applicability in various academic and industry-based vocations.

**(1.1.2) Percentage of programs where syllabus revision was carried out during the last five years
Data Requirement for last five years (Academic years 2012 -2016)**

Program Code	Department	Name of the program revised	% of programs Revised	% of programs revised
M A	English	M A English	(2013)	3/3x100=100%
M A	English	M A English	90% (2014)	
M A	English	M A English	40% (2015)	
PGDSE	English	Post graduate diploma in spoken English	50% (2015)	
Ph.D	English	Integrated Ph.D	50%(2016)	

(1.1.3) Average percentage of courses having focus on employability/ entrepreneurship/ skill development Data Requirement for last five years (Academic years 2012 -2016)

Name of the Course with code	Department	Activities with direct bearing on Employability/ Entrepreneurship/ skill development	Name of the Programme	Average % of courses focusing on skill development
Eng-03-CR	English	The paper focuses on developing awareness among students the ability to take up projects from various agencies like UGC, ICPR, ICSSR and CIIL in Linguistics, Comparative Linguistics, Sociolinguistics and Lexicography.	Introduction to Linguistics	4/60x100=6% (To be discussed with the teachers)
Eng-19-DCE	English	The paper helps students develop the skill of teaching English language to students at different levels across the state.	English Language Teaching	
Eng-13-OE	English	The paper aims to develop and hone communication skills of the students outside the department of English. Pertinently the said course is an Open Elective course which students from any discipline can opt for.	Communication Skills I	
Eng-28-OE	English	The paper aims to develop and hone communication skills of the students outside the department of English. Pertinently the said course is an Open Elective course which students from any discipline can opt for.	Communication Skills II	

Documents: Upload Program; Curriculum; Syllabus of the courses; Minutes of the Boards of Studies/ Academic Council with course approvals. MoUs with relevant organizations for these courses, if any.

(1.2.1) Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Data Requirement for last five years (Academic years 2012 -2016)

Name of the new course introduced	Department	Name of the programme/Course	% of courses introduced
PGDSE	English	Post graduate diploma in Spoken English	$2/3 \times 100 = 66\%$
M A Courses	English	Masters Degree in English	
Ph.D	English	Integrated Doctorate of Philosophy	

Department/ Centre/ Directorate _____

(1.2.2) Percentage of programs in which Choice Based Credit System (CBCS)/elective course system has been implemented

Data Requirement for last five years (Academic years 2012 -2016)

Name of all programs adopting CBCS	Department	Name of all programs adopting elective course system	% of courses in which CBCS has been implemented
M A in English	Department	Masters Degree in English	1/3x100=33

(1.3.2) Number of value-added courses imparting transferable and life skills offered during the last five years**Data Requirement for last five years (Academic years 2012 -2016)**

Names of the value added courses with 30 or more contact hours	Department	No. of times offered during the same year	Total no. of students completing the course in the year
PGDSE/CSE (Post Graduate Diploma in Spoken English)	English	Once only	13 students (2013) 1. Idreesa Qadir 2. Heena Saba 3. Fayaz Ahmad Sheikh 4. Tahira Azam 5. Abid Majeed 6. Subreena Asgar 7. Aaliya Fazili 8. Zaffar Ahmad 9. Nasir Ali 10. Ghousia John 11. Subhat 12. Syed Safudin 13. Tashim Wali
CSE (Certificate in Spoken English)	English	Once only	11 students (2015) 1. Saima Sidiq 2. Jameel Ahmad 3. Adil Ahmad 4. Uzma Nayeem 5. Riyaz Ahmad 6. Sajad Afzal 7. Ubaid Ahmad 8. Farooz Ahmad 9. Suraiya Nazeer 10. Tahir Majeed 11. Musaid Ul Haq

(1.3.3) Number of value-added courses imparting transferable and life skills offered during the last five years

Percentage of students enrolled in the courses

Data Requirement for last five years (Academic years 2012 -2016)

Names of the value added courses with 30 or more contact hours	Department	No. of times offered during the same year	Total no. of students completing the course in the year	% of students enrolled
Post graduate diploma in Spoken English	English	Once only	13(2013)	24/24x100=100%
Certificate course in Spoken English	English	Once only	11 (2015	

Department/ Centre/ Directorate _____

(2.1.1) Average percentage of students from other States and Countries during the last five years

Data Requirement for last five years (Academic years 2012 -2016)

Number of students enrolled from other states and countries	Department	Total number of students enrolled
Nil	English	Nil

(2.1.3) Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Data Requirement for last five years (Academic years 2012 -2016)

Number of students admitted from the reserved category	Department	Total number of seats earmarked for reserved category as per GOI or State Government rule	Average % of Reserved Seats
21	English	21 (2012)	139/139x100=100%
21	English	21 (2013)	
22	English	22(2014)	
28	English	28 (2015)	
47	English	47 (2016)	

Department/ Centre/ Directorate _____

(2.2.1) The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Upload a description of the initiative in not more than 500 words

Nil

Department/ Centre/ Directorate _____

(2.2.2) Student - Full time teacher ratio

Data Requirement for last five years (Academic years 2012 -2016)

Total number of students enrolled in the institution	Department	Total number of full time teachers in the institution	Student Teacher Ratio
75+76=151	English	9 (2011)	151:9
76+76=152	English	8 (2012)	152:8
77+77=154	English	8 (2013)	154:7
77+77=154	English	7 (2014)	154:7
77+77=154	English	7 (2015)	154:7
77+77=154	English	7 (2016)	154:7

Department/ Centre/ Directorate _____

(2.3.1) Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Upload description of student centric methods in not more than 500 words.

STUDENT CENTRIC METHODS

Student is at the center of our teaching programme and various methods are devised to cater to his /her specific needs while also keeping in view the larger objectives of the Masters programme. Apart from introducing students to canonical literary texts, the prescribed syllabus attempts to develop a critical sense in them. They are introduced to other literatures written in English which exposes them to diverse cultural contexts while enhancing their understanding of their own culture and literature.

The fact cannot be overlooked that students who join M A English programme should also exhibit proficiency in the use of English language once they complete their degree. Students come to us with varying linguistic capabilities, their command over speaking and writing of English leaves much to be desired. Keeping this in mind, interactive sessions are arranged where individual attention is paid to students to improve their spoken English. They are provided opportunities for verbal interaction; various measures are taken to boost their confidence. **Participative Learning** is encouraged; differing learning pace of students is kept in mind. Skills of reading and writing are also honed in these sessions. Writing and reading exercises are devised, deficiencies of the students are pointed out and ways of improvement suggested. Follow up on these is ensured. **Problem Solving Methods** are employed with every student provided a chance to identify his/her problem area. Help is rendered in these sessions not only with regard to skill enhancement but issues of conceptual understanding are also addressed. Students are encouraged to seek help from faculty even outside the classroom. Tutorials and seminars are held with the aim of improving conceptual clarity. Students are divided into smaller groups and encouraged to ask questions and seek clarifications. Active participation of students is sought, passive learning is discouraged. Faculty acts merely as facilitators during these presentations. **Experiential Learning** is the focus; students are asked to think and reflect on given topics. Current topics are chosen as are those to which our students can relate. Some students who show aptitude for creative writing are offered guidance. At a more advanced level **Participative Learning** is offered for research scholars. Regular seminars are organized for them and inputs provided by teachers and other scholars. The seminar sessions are vibrant and scholars are provided a platform where they can voice their doubts and seek guidance. Healthy discussion and debate is ensured. Scholars are provided with useful suggestions and given hands on tips for structuring their material and improving their writing.

Department/ Centre/ Directorate _____

(2.3.2) Average percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Data Requirement for last five years (Academic years 2012 -2016)

Number of teachers using ICT (LMS, e-resources)	Department	Number of teachers on roll	ICT tools and resources available	% of teachers using ICT tools
Dr Tasleem Ahmad War	English	7	Ppt, over	6/7x100=85%

			head projector and audiovisuals	
Dr Mufti Mudasir	English			
Dr Nusrat Jan				
Professor Hameeda	English			
Dr Iffat Maqbool	English			
Professor Lily Want	English			
Dr G R Mir				

(2.3.3) Ratio of mentor to students for academic and stress related issues

Data Requirement for last five years (Academic years 2012 -2016)

Number of students assigned to each Mentor	Department
18:1(2012)	English
18:1 (2013)	English
22:1 (2014)	English
22:1 (2015)	English
22:1 (2016) (Add Supplementary)	English

**(2.4.1) Average percentage of full time teachers against sanctioned posts during the last five years
Data Requirement for last five years (Academic years 2012 -2016)**

Number of full time teachers	Department	Number of sanctioned posts	Average % of teachers
8 (2012	English	11	$8/11 \times 100 = 72\%$
8 (2013)	English	11	$8/11 \times 100 = 72\%$
7 (2014)	English	11	$7/11 \times 100 = 63\%$
7 (2015)	English	11	$7/11 \times 100 = 63\%$
7 (2016)	English	11	$7/11 \times 100 = 63\%$

Department/ Centre/ Directorate _____

(2.4.5) Average percentage of full time teachers from other States against sanctioned posts during the last five years

Data Requirement for last five years (Academic years 2012 -2016)

Number of full time teachers from other states	Department	Total number of sanctioned posts
Nil	Nil	Nil

Department/ Centre/ Directorate _____

(2.6.1) Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students

Data Requirement for last five years (Academic years 2012 -2016)

Upload COs for all courses (exemplars from Glossary-Notes)	Department	Upload a description of Mechanism of Communication

Department/ Centre/ Directorate _____

(2.6.2) Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Upload a description of the method of measuring attainment of POs , PSOs and COs in not more than 500 words and the level of attainment of POs , PSOs and COs.

(2.6.3) Average pass percentage of students

Data Requirement for last five years (Academic years 2012 -2016)

Program Code	Department	Name of the program	Number of students appeared	Number of students passed	Pass percentage
M A	English	M A in English	150	140	93% (2012)
M A	English	M A in English	150	142	94% (2013)
M A	English	M A in English	154	145	94.1% (2014)
M A	English	M A in English	154	140	90% (2015)
M A	English	M A in English	154	142	92% (2016)

Documents: Videos and photographs geotagged

(3.1.6) Percentage departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognitions by government agency

Data Requirement for last five years (Academic years 2012 - 2016)

Name of the Department	Name of the Scheme	Name of the funding agency	Year of Award	Funds provided	Duration of award

Upload of departmental recognition award letters on departmental website and send a hard copy and the scanned copies to office of the DIQA

Department/ Centre/ Directorate _____

(3.3.3) Number of awards for innovation won by institution/teachers/research scholars/students during the last five years

Data Requirement for last five years (Academic years 2012 - 2016)

Name of the Awardee	Department	Name of the Awarding Agency with contact details	Year of Award

Documents: Upload of award letters

Department/ Centre/ Directorate _____

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(3.4.5) Number of research papers per teacher in the Journals notified on UGC website during the last five years**Data Requirement for last five years (Academic years 2012 - 2016)**

Title of paper	Department	Name of the author/s	Department of the teacher	Name of journal	Year of publication	ISBN/ISSN number
Doris Lessing's Leap into Apocalyptic Fiction	English	Dr Tasleem Ahmad War	English	The Criterion: An International Journal in English	2012	(ISSN:0976-8165)
Games and Language Teaching	English	Do	English	The Journal of English Language Teaching	2012	(ISSN:0973-5208).
Political Thought of Shah-i-Hamedan and N.Machiavelli: A Study in Contrast	English	Do	English	New Academia- An International Journal of English Language, Literature and Literary Theory	2012	(ISSN: 2277-3967)
Appropriating Paradoxes of Teaching Deconstruction: An Eastern Approach	English	Do	English	Contemporary Discourse: A Peer Reviewed International Journal	2012	(ISSN: 0976-3686)
Sheikhul-Alam and the Apocalyptic Tradition	English	Do	English	Alamdar: A Journal of Kashmiri Society and Culture.	2012	(ISSN: 2249-5096)
Retrieval of India culture and tradition in Girish Karnad's Plays	English	Do	English	Galaxy: International Multidisciplinary Research Journal	2012	(ISSN: 2278-9529)
The Whisky-Priests Journey to Sainthood: A Study of Graham Greene's The Power and the Glory	English	Do	English	English Studies in India, Department of English.	2012	ISSN: 09756574
Craftsmen of Genius: Persian Poets of Mughal	English	Dr Mufti Mudasir	English	<i>Research Journal of English</i>	2016	(ISSN 0975-6604)

India				<i>Language and ISSN 2395-2636 Literature</i>		
Holy Lives as Texts: Saints and the Fashioning of Kashmir's Muslim Identity	English	Do	English	<i>Philological Encounters: A Peer-reviewed Journal of Philology.</i>	2016	(ISSN 2451-9189 / E-ISSN 2451-9197) BRILL.
Language, Power and Human Subject in Pinter's Early Plays	Do	Do	Do	<i>LITERARIA: A Peer-reviewed International Journal</i>	2014	(ISSN 2229-4600)
The Female Subject in Pinter's <i>The Collection</i> and <i>The Homecoming</i>	Do	Do	Do	<i>English Studies in India. A Refereed Journal of Language and Literature</i>	2013	ISSN: 09756574
The Decentered Subject: Memory Plays of Pinter	Do	Do	Do	<i>Labyrinth: An International Refereed Journal of Postmodern Studies.</i>	2012	(ISSN 0976-0814)
"The Republic of English: Egalitarian Impulses at Work in Indian Writing in English"	English	Dr Iffat Maqbool	English	English Studies In India	2012	ISSN: 09756574
"If there is a poet, it is this it is this: Aga Shahid Ali: Chronicler of Pain"	English	Dr Iffat	English	The Criterion	2012	ISSN:0976-8165
"Seamus Heaney and the Poetics of Place"	English	Dr Iffat	English	The Criterion	2012	ISSN:0976-8165
"Poetry as Ethics: An Appraisal of Seamus Heaney's Poetic Orbit"	English	Dr Iffat	English	English Studies In India	2014	ISSN: 09756574
"Is Freud Hostile to Feminism?: A Critique of Anti-Freud Feminism"	English	Professor Hameeda Bano	English	<i>English Studies in India</i>	2014	ISSN: 09756574
"Postcolonial Novel and the	English	Professor Hameeda	English	<i>English Studies in India</i>	2014	ISSN: 09756574

21stCentury”		Bano				
“ Is there Cohesiveness in the Diversity of Muslim Feminisms?”	English	Do	English	<i>Insight Islamicus.</i> Published by Shahi Hamdaan Institute of Islamic Studies	2015	ISSN-0975-6590
“Literature and the Sacred:Issues, Legacies and the Path Ahead”	English	Do	English	English Studies in India	2015	ISSN: 09756574
“Classics and the Idea of Literature”	English	Do	English	English Studies in India	2016	ISSN: 09756574

(3.4.6) Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years**Data Requirement for last five years (Academic years 2012 - 2016)**

Name of the teacher: Title of the paper	Department	Title of the book published: Name of the author/s: Title of the proceedings of the conference	Name of the publisher: National / International	National / international : ISBN/ISSN number of the proceeding	Year of publication:
Dr Tasleem Ahmad War	English	Approaching the End: Apocalyptic Vision in Graham Greene's Select Novels.	Adhyayan Publishers and Distributors, New Delhi.	National ISBN:878-81-8435-346-4	2012
Dr Tasleem Ahmad War	English	Vignettes: Short Stories from Kashmir	Jay Kay Books, Srinagar	National 9789383908509	2015
Dr Mufti Mudasir	English	The Captured Gazelle: The Poems of Ghani Kashmiri	Penguin Classics, New Delhi	International ISBN: 9780143415626	2013
Dr Mufti Mudasir	English	<i>Towards a Poetics of Postmodern Drama: A Study of Harold Pinter and Tom Stoppard.</i>	Cambridge Scholars Publishing: Newcastle-upon-Tyne, United Kingdom	International ISBN:9781443862936	2014
Professor Lily Want Dr Nusrat Jan Dr Iffat Maqbool jointly edited the three textbooks for undergraduate students of Kashmir valley		Understanding English I, II and III	Foundation Books, Cambridge.	9789382993	2014

(3.5.3) Revenue generated from corporate training by the institution during the last five years

Data Requirement for last five years (Academic years 2012 - 2016)

Names of the teacher – consultants	Department	Title of the corporate training program	Agency seeking training with contact details	Revenue generated (amount in rupees)	Number of trainees	Total revenue generated in rupees

Documents: Audited statements of account indicating the revenue generated through consultancy.

Department/ Centre/ Directorate _____

**3.7.1 Number of collaborative activities for research, faculty exchange, student exchange per year
Data Requirement for last five years (Academic years 2012 - 2016)**

Title of the collaborative activity	Department	Name of the collaborating agency with contact details	Source of financial support	Year of collaboration	Duration	Nature of the activity

Department/ Centre/ Directorate _____

(3.7.2) Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Data Requirement for last five years (Academic years 2012 - 2016)

Title of the linkage	Department	Name of the partnering institution/ industry/ research lab with contact details	Year of commencement	Duration (From-to)	Duration (From-to)	Nature of linkage

Documents: Upload the linkages with institutions/ industries

3.7.3 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs ongoing activities to be considered)

Data Requirement for last five years (Academic years 2012 - 2016)

Organisation with which MoU is signed	Department	Name of the institution/ industry/ corporate house	Year of signing MoU	Duration	List the actual activities under each MoU	Number of students/ teachers participated under MoUs

Documents: Upload the MoUs with institution/ industry/ corporate house

Department/ Centre/ Directorate _____

(4.1.2) The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.,) and cultural activities

Upload a description of adequate facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate.

Department/ Centre/ Directorate _____

4.1.3 Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS, etc.

Data Requirement for last five years (Academic years 2012 - 2016)

Number of classrooms with LCD facilities	Department	Number of classrooms with wi-fi/ Lan facilities	Number of seminar halls with ICT facilities	
2	English	5	1	
			% of classrooms with ICT-enabled facilities: $8/8 \times 100 = 100$	

(5.2.1) Average percentage of placement of outgoing students during the last five years**Data Requirement for last five years (Academic years 2012 - 2016)**

Name of the employer with contact details	Department	Number of students placed	Average % of students
Department of Higher Education, Government of Jammu and Kashmir	English	1. WASIA MUSHTAQ 2. NAHEED SHAFI 3. SYED HUMAYOUN 4. SHAIFTA AYOUB 5. INSHA SIRAJ 6. MOHD ADREES 7. MANSHA MALIK 8. MOHMAD RAFIQ GUROO 9. JAVAID AHMAD LONE 10. ASHIQ HUSSAIN 11. ABDUL MAJEED 12. JUNAID SHABIR 13. IMRAN MOHD SHAFI 14. FAYAZ MOHMAD 15. UZMA AFSHAN 16. SYED UMRA 17. MEHVISH SYED 18. MOHD ASGAR KHAN 19. BILQUEES RASOOL 20. SHABIR AHMAD MIR 21. MUKHTAR AHMAD DAR 22. MUBASHIR KARIM 23. ADIL HUSSAIN 24. JON MOHD BHAT 25. BASHARAT AHMAD DAR 26. GHULAM MOHAMMAD 27. JAVERIA KHURSHID 28. TABISH MAJID 29. ASMA ARSHI 30. FARIDA BANO 31. MOHD YOUNUS BHAT 32. AMIR SADIQ 120 BHAT 33. SHEIKH MOHAMMAD IRFAN 34. MOHD ASHRAF 35. SHAFIA 36. ABDUL MAJEED DAR 37. TUBA ARASHID 38. SHABEER AHMAD TAING	

		39. ANEESA AYANEE 40. NASEER AHMAD KHAN 41. MOHD ASHRAF BHAT 42. SAIMA MANZOOR 43. SYED AAMIR 44. AASEEYA SHAFI SHAH 45. AASHAQ HUSSAIN 46. SHAZIA NAZIR 47. MUDASIR ALLTAF BHAT 48. MUNEER HUSSAIN 49. DEEBA 50. MUDASIR AHMAD SHAH 51. TAHIR HABIB GANAI 52. AB. RAFAY BHAT 53. ALTAF AHMAD BHAT 54. SAJAD AHMAD RAMZAN 55. ALIYA MUZAFFER 56. ABDUL GANI 57. RAYEES AHMAD 58. FEROZ AHMAD BHAT 59. AS-SAMI 60. SABA RAUF RAFIQI 61. NAYEEM AHMAD SHAH 62. HILAL AHMAD WANI 63. AALIYA MOHAMMAD BASHIR 64. MANZOOR AHMAD BHAT 65. NAVEED AHMAD 66. TANVEER AHMAD 67. MUZAFAR SHEIKH 68. ANEYEEES -UL- ISLAM 69. MOHAMMAD LUQMAN 70. TANVIR AHMED 71. JAVED AHMAD 72. MOHD SALIM 73. AB MAJID DAR 74. MOHD YAQUB 75. MOHD ISRAR- 76. RAQEEB AHMAD LONE 77. PARVEEN 78. TARIQ AHMAD GHULAM RASOOL 79. MUDASIR AHMAD 80. TARIQ AHMAD	

Document :Upload annual report of placement cell

(5.2.2) Percentage of student progression to higher education (previous graduating batch)**Data Requirement for last five years (Academic years 2012 - 2016)**

UG to PG :	Department	PG to MPhil:	PG to PhD:	MPhil to PhD:	PhD to Post doctora l:	% of students
		6+12	6	35		$59/385 \times 100 = 15\%$
		1. Rabiya Ahmad 2. Masooda Suhaila 3. Mansha Malik 4. Tuba Rashid 5. Ambreen Showkat 6. Nadiya Nisar 7. Syed Moniza Nizam 8. Irina Talashi 9. Mudasir Habib 10. Mehvish Syed 11. Insha Siraj 12. Nazir Ahmad Khan 13. Mahvish Altaf 14. Raqeeb Ahmad Lone 15. Aneesa Bashir 16. Aijaz Ahmad Padroo 17. Nazir Ahmad Mir 18. Birjis Ayub	19. Aaliya Bashir 20. Aaliya Mushtaq 21. Iram Qureshi 22. Najma 23. Mohd Huzaifa Pandit 24. Najma	1. Shaheena Akhtar 2. Anayat Ali Shah 3. Isma Hamid 4. Sumaira Akhtar 5. Javed Ahmad Dar 6. Basma Majid 7. Naziyah Nabi 8. Sameeul Haq 9. Mohd Rafiq Guroo 10. Mukhtar Ahmad Dar 11. Aijaz Ahmad Dar 12. Nadiya Yaqub Mir 13. Abid Ahmad 14. Abid Ali 15. Mahvish Altaf 16. Mehvish Syed 17. Insha Siraj 18. Nazir Ahmad Khan 19. Ab Majid Dar		

		Khan		20. Mudasir Ahmad Shah		
				21. Uzma Afshan		
				22. Deeba		
				23. Bhat Rehana		
				24. Junaid Shabir		
				25. Syed Umrah Shah		
				26. Mohd Ashraf Najar		
				27. Insha Mattoo		
				28. Farooq Ahmad Sheikh		
				29. Aneesa Ayanee		
				30. Nadiya Shah		
				31. Farrukh Faizan		
				32. Gh Mohiddin		
				33. Tariq Ahmad Shah		
				34. Irfana Shafi		
				35. Master Showkat Ali		

Document: Upload document from Student/alumni database

(5.2.3) Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

Data Requirement for last five years (Academic years 2012 - 2016)

NE T	SLE T	GAT E	GMAT E	CA T	GR E	TOEF L	Civil Service s	State government examination s	Av.% of students qualifying in NET/SET Exam.
37	92						1		140/240x100=58 %

Document: Upload document from Student/alumni database

