

**SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED - 431 606**



स्वामी रामानंद तीर्थ
मराठवाडा विद्यापीठ, नांदेड.

(Structure and Syllabus of Four Years UG Programme)

UNDERGRADUATE PROGRAMME OF HUMANITIES

Major in _English

B. A. English (Third Year)

**Effective from the Academic year 2026 - 2027
(As per NEP-2020)**

Preface

On behalf of the Board of Studies in English, I am pleased to present the syllabus for the Third Year of the Four-Year Undergraduate Programme in English (Major), effective from the Academic Year 2026–2027. This curriculum has been designed in alignment with the National Education Policy (NEP) 2020, which envisages a holistic, flexible and multidisciplinary approach to higher education.

The third year marks a significant transition from foundational understanding to advanced analytical engagement. Semester V introduces *Phonetics and Phonology*, *Literary Criticism* (Plato to the twentieth century), *English in India – I* (historical perspectives), *ELT – I* (foundational pedagogies), *Indian English Literature* (Kamble, Ghosh, Ramanujan, Elkunchwar), *Media Studies – I* (news writing and advertising), and a *Field Project* across ELT, Translation and Media.

Semester VI continues with *Modern English Grammar* (descriptive approach), *Literary Theory* (postmodernism, feminism, queer theory, new historicism, structuralism), *English in India – II* (post-independence language politics), *ELT – II* (alternative methods and testing), *American Literature* (Obama, Fitzgerald, Frost, Williams), *Classics in India* (Sudraka and Kalidasa as part of Indian Knowledge Systems), *Media Studies – II* (radio, campaigns, production), and an *On-the-Job Training/Internship* component bridging academia and professional practice across teaching, translation and media sectors.

The assessment pattern comprises 40% Continuous Assessment and 60% End Semester Examination, with a uniform paper structure across all courses, ensuring clarity and predictability for both students and instructors. The Field Project and OJT components provide experiential learning opportunities that develop professional readiness and employability.

I extend my sincere gratitude to all members of the Board of Studies whose expertise, dedication and scholarly rigour have shaped this syllabus. Their collective wisdom from across Maharashtra has ensured that this curriculum is both academically sound and professionally relevant. I also thank the university administration for its unwavering support in implementing NEP 2020.

It is my hope that this syllabus inspires both teachers and learners to engage with English Studies as a dynamic field – honouring its rich intellectual traditions while embracing contemporary linguistic, literary and professional challenges.

Prof. Dr. Rohidas Nitonde

Chairman, Board of Studies in English

Swami Ramanand Teerth Marathwada University, Nanded

Date: 08-06-2026

Place: Nanded



Swami Ramanand Teerth Marathwada University, Nanded

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Credit Structure for UG TY

Vertical/ Credits	Semester V	Semester VI	Total
Major (Core)	12	10	22
Major (Elective)	4+4	4+4	8+8
VSC	2	2	4
IKS	--	2	2
FP/OJT	4	4	8
Total	22/26	22/26	44/52

Courses in Semester V

Particulars	Course Code	Course Name	Credits	Hours/Week
Core	HENGCT1301	Understanding Phonetics and Phonology of English	4	4
	HENGCT1302	Understanding Literary Criticism	4	4
Elective [Any One]	HENGCT1303	English in India - I	4	4
	HENGET1301	English Language Teaching - I	4	4
	HENGET1302	Indian English Literature	4	4
Vocational Course	HENGVC1301	English for Media Studies - I	2	2
Field Project	HENGFP1301	Field Project Related to ELT / Translation / Media	4	4

Courses in Semester VI

Particulars	Course Code	Course Name	Credits	Hours/Week
Core	HENGCT1351	Understanding Modern English Grammar	4	4
	HENGCT1352	Understanding Literary Theory	4	4
	HENGCT1353	English in India - II	2	2
Elective [Any One]	HENGET1351	English Language Teaching - II	4	4
	HENGGT1352	American Literature	4	4
IKS	HENGIKS1351	Classics in India	2	2
Vocational Course	HENGVC1351	English for Media Studies - II	2	2
OJT	HENGFP1351	OJT Related to ELT / Translation / Media	4	4

Course Structure BA TY (Sem - V)
Major in English (Core)

HENGCT1301: Understanding Phonetics and Phonology of English
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/Week)	Credits Assigned
HENGCT1301	Understanding Phonetics and Phonology of English	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	Time for ESE
HENGCT1301	Understanding Phonetics and Phonology of English	40	60	100	2.5 Hrs

Course Objectives (COs):

After completing this course, students will be able to:

No.	Course Objective
CO1	Identify and describe the human organs involved in the production of speech sounds.
CO2	Classify speech sounds (vowels and consonants) using articulatory, auditory, and acoustic phonetics.
CO3	Apply the International Phonetic Alphabet (IPA) for accurate phonetic transcription of English words and short passages.
CO4	Explain the concept of the phoneme as the smallest distinctive sound unit and its role in distinguishing meaning.
CO5	Analyse the structure of the syllable and identify syllable patterns in English.
CO6	Demonstrate correct word accent (stress) patterns and intonation contours in spoken English.

Course Outcomes (COSs):

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Label and describe the functions of the organs of speech (lungs, larynx, vocal cords, tongue, palate, teeth, lips, nasal cavity) in sound production.	Understand
COS2	Classify English consonants according to place of articulation, manner of articulation, and voicing.	Analyse
COS3	Classify English vowels according to tongue height, tongue advancement, lip rounding, and tenseness (including monophthongs, diphthongs, and triphthongs).	Analyse
COS4	Transcribe English words and connected speech using the International Phonetic Alphabet (IPA) with reasonable accuracy.	Apply
COS5	Distinguish between phonemes and allophones and explain the concept of minimal pairs as evidence for phonemic status.	Understand / Analyse
COS6	Identify syllable boundaries and syllable types (e.g., CV, CVC, CCVC) in English words.	Analyse
COS7	Locate primary and secondary stress in polysyllabic English words and recognise common stress rules (e.g., affixes, word class pairs).	Apply
COS8	Recognise and produce basic English intonation patterns (rising, falling, fall-rise) to convey different meanings.	Apply

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	Organs of Speech	15
Unit 2	The Description and Classification of Speech Sounds	15
Unit 3	Phonetic Transcription, The Phoneme, The Syllable	15
Unit 4	Word Accent and Intonation	15
	Total	60

Prescribed Text:

A Course in Phonetics and Spoken English by J. Sethi & P. Dhamija

Guidelines for Course Assessment:

Continuous Assessment (CA): 40 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
20 Marks	12 Marks	8 Marks	40 Marks

End Semester Assessment (60% of the Maximum Marks): 60 Marks

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 3 questions from Q. No. 2 to Q. No. 6)</i>	15 marks
Q.2	Question on Module 1	15 marks
Q.3	Question on Module 2	15 marks
Q.4	Question on Module 3	15 marks
Q.5	Question on Module 4	15 marks
Q.6	Write Short notes. (Any two out of four) (Question based on the entire syllabus)	15 marks

Course Structure
BA TY (Sem - V)
Major in English (Core)

HENGCT1302: Understanding Literary Criticism

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/ Week)	Credits Assigned
HENGCT1302	Understanding Literary Criticism	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	Time for ESE
HENGCT1302	Understanding Literary Criticism	40	60	100	2.5 Hrs

Course Objectives (COs):

After completing this course, students will be able to:

No.	Course Objective
CO1	Understand the foundational theories of literary criticism from Plato and Aristotle.
CO2	Analyse the shift from Neoclassical principles (order, decorum, rules) to the "Battle of Tastes" between Ancients and Moderns.
CO3	Examine the core tenets of Romantic criticism (emotion, imagination, spontaneity) and contrast them with Victorian critical thought (art, morality, culture, and doubt).
CO4	Explore 20th-century critical schools, including Formalism, New Criticism, Psychoanalytic etc as part of the "Age of Interrogation."
CO5	Apply key critical concepts to interpret literary texts.
CO6	Trace the historical evolution of Western literary criticism from 5th century BCE Greece to the mid-20th century.

Course Outcomes (COSs):

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Differentiate between Plato's moral/philosophical objections to poetry and Aristotle's defence of poetry as a mode of knowledge.	Understand / Analyse
COS2	Explain the key debates of the Neoclassical period, including the Quarrel of the Ancients and Moderns.	Understand
COS3	Compare and contrast Romantic criticism with Victorian criticism in terms of their views on emotion, imagination, and the social role of art.	Analyse / Evaluate
COS4	Identify and explain major 20th-century critical approaches, including Formalism, New Criticism, and early Structuralist/Marxist thought.	Understand
COS5	Construct a coherent critical argument tracing the development of a single concept (e.g., imitation, imagination, or the role of the author) across multiple historical periods covered in the syllabus.	Create / Evaluate
COS6	Demonstrate proficiency in using critical terminology in written analysis.	Apply

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	The Greek Masters (Plato's 'Attack on Poetry', Aristotle's 'Observations on Poetry & Tragedy')	15
Unit 2	General Survey from 'The Battle of Tastes' & 'The Triumph of Classicism'	15
Unit 3	General Survey from 'The Romantic Revolt' and 'Victorian Compromise'	15
Unit 4	General Survey from 'The Age of Interrogation'	15
	Total	60

Prescribed Text:

Prescribed Text: An Introduction to English Criticism by B. Prasad

Guidelines for Course Assessment:

Continuous Assessment (CA): 40 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
20 Marks	12 Marks	8 Marks	40 Marks

End Semester Assessment (60% of the Maximum Marks): 60 Marks

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 3 questions from Q. No. 2 to Q. No. 6)</i>	15 marks
Q.2	Question on Module 1	15 marks
Q.3	Question on Module 2	15 marks
Q.4	Question on Module 3	15 marks
Q.5	Question on Module 4	15 marks
Q.6	Write Short notes. (Any two out of four) (Question based on the entire syllabus)	15 marks

Course Structure
BA TY (Sem - V)
Major in English (Core)

HENGCT1303: English in India - I

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/Week)	Credits Assigned
HENGCT1303	English in India - I (4 Credits)	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	Time for ESE
HENGCT1303	English in India - I	40	60	100	2.5 Hrs

Course Objectives (COs):

After completing this course, students will be able to:

No.	Course Objective
CO1	Trace the historical arrival of the English in India from the early British explorers, traders, and missionaries.
CO2	Examine the establishment and consolidation of English through colonial policies, education acts and institutional frameworks.
CO3	Analyse the dissemination of English across the Indian subcontinent.
CO4	Evaluate the socio-cultural and linguistic consequences of English in India, including the emergence of Indian English as a distinct variety.
CO5	Critically assess the post-independence status, debates, and continuing evolution of English in contemporary India.
CO6	Connect the historical phases of English in India to broader questions of language policy, power, identity, and national development.

Course Outcomes (COSs):

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Describe the key events, figures, and institutions of the Exploration and Transportation Phase.	Understand
COS2	Explain the Consolidation Phase.	Understand
COS3	Analyse the Dissemination Phase	Analyse
COS4	Identify the major linguistic features of Indian English (phonological, lexical, syntactic, pragmatic) as a natural outcome of the dissemination process.	Analyse
COS5	Evaluate the conflicting attitudes toward English in India.	Evaluate
COS6	Compare and contrast the role of English before and after Indian independence (1947).	Analyse / Evaluate
COS7	Construct a coherent historical narrative tracing the journey of English in India from the early 1600s to the present day, using evidence from the prescribed text.	Create
COS8	Critically reflect on the present-day status of English in India in relation to class, caste, gender, region, and access to power/resources.	Evaluate

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	The Exploration and Transportation Phase	15
Unit 2	The Consolidation Phase	15
Unit 3	The Dissemination Phase (1-7)	15
Unit 4	The Dissemination Phase (8-14)	15
	Total	60

Prescribed Text:

The Story of English in India by N. Krishnaswamy and L. Krishnaswamy

Guidelines for Course Assessment:

Continuous Assessment (CA): 40 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
20 Marks	12 Marks	8 Marks	40 Marks

End Semester Assessment (60% of the Maximum Marks): 60 Marks

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 3 questions from Q. No. 2 to Q. No. 6)</i>	15 marks
Q.2	Question on Module 1	15 marks
Q.3	Question on Module 2	15 marks
Q.4	Question on Module 3	15 marks
Q.5	Question on Module 4	15 marks
Q.6	Write Short notes. (Any two out of four) (Question based on the entire syllabus)	15 marks

Course Structure
BA TY (Sem - V)
Major in English (Core)

HENGET1301: English Language Teaching - I

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/Week)	Credits Assigned
HENGET1301	English Language Teaching - I	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	Time for ESE
HENGET1301	English Language Teaching - I	40	60	100	2.5 Hrs

Course Objectives (COs):

After completing this course, students will be able to:

No.	Course Objective
CO1	Understand the historical development and key principles of major English Language Teaching (ELT) methods.
CO2	Analyse the Grammar Translation Method (GTM) and the Structural-Oral-Situational Approach.
CO3	Examine Modern Approaches to ELT, including Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT).
CO4	Explore Humanistic Approaches that prioritise the affective and emotional needs of learners.
CO5	Compare and contrast different ELT methods to select appropriate techniques for specific teaching contexts.
CO6	Design basic lesson plans and classroom activities based on different ELT approaches.

Course Outcomes (COSs):

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Describe the key characteristics, teacher/learner roles, and typical classroom activities of the Grammar Translation Method.	Understand
COS2	Explain the principles of the Structural-Oral-Situational Approach.	Understand
COS3	Compare and contrast the Structural-Oral-Situational Approach with the Grammar Translation Method.	Analyse / Evaluate
COS4	Identify the core principles of Modern Approaches.	Understand
COS5	Apply techniques from Modern Approaches to design a short communicative lesson.	Apply
COS6	Explain the philosophical foundations of Humanistic Approaches, focusing on the affective domain.	Understand
COS7	Distinguish between major Humanistic Methods	Analyse
COS8	Evaluate the appropriateness of different ELT methods for specific teaching.	Evaluate
COS9	Design a micro-lesson plan incorporating techniques from at least two different ELT methods.	Create

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	The Grammar Translation Method	15
Unit 2	The Structural - Oral - Situational Approach	15
Unit 3	Modern Approaches	15
Unit 4	Humanistic Approaches	15
	Total	60

Prescribed Text:

English Language Teaching: Approaches, Methods, Techniques By [Nagaraj](#)

Guidelines for Course Assessment:

Continuous Assessment (CA): 40 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
20 Marks	12 Marks	8 Marks	40 Marks

End Semester Assessment (60% of the Maximum Marks): 60 Marks

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 3 questions from Q. No. 2 to Q. No. 6)</i>	15 marks
Q.2	Question on Module 1	15 marks
Q.3	Question on Module 2	15 marks
Q.4	Question on Module 3	15 marks
Q.5	Question on Module 4	15 marks
Q.6	Write Short notes. (Any two out of four) (Question based on the entire syllabus)	15 marks

Course Structure
BA TY (Sem - V)
Major in English (Core)

HENGET1302: Indian English Literature

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/ Week)	Credits Assigned
HENGET1302	Indian English Literature	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	ESE Time
HENGET1302	Indian English Literature	40	60	100	2.5 Hrs

Course Objectives (COs):

After completing this course, students will be able to:

CO1	Analyse autobiographical and testimonial narratives as tools for documenting caste oppression, gender discrimination, and social reform, with special reference to Baby Kamble's <i>The Prisons We Broke</i> .
CO2	Examine the relationship between memory, national borders, political violence, and personal identity in Amitav Ghosh's "Going Away" from <i>The Shadow Lines</i> .
CO3	Interpret A. K. Ramanujan's poetry in terms of its engagement with memory, family, death, cultural hybridity, and the everyday absurdities of middle-class Indian life.
CO4	Understand the decline of the feudal Marathi <i>wada</i> (mansion) system and the disintegration of traditional family structures in Mahesh Elkunchwar's <i>Wada Chirebandi (Old Stone Mansion)</i> .
CO5	Compare and contrast literary representations of personal and collective trauma across different genres (memoir, novel excerpt, poetry, play) and social contexts (caste, partition, family, feudalism).
CO6	Develop critical reading and interpretive skills to analyse Indian literary texts in English and English translation from multiple theoretical perspectives (e.g., Dalit studies, postcolonial studies, memory studies, feminist criticism).

Course Outcomes (COSs):

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Describe the socio-historical context of Maharashtra Dalit life in the mid-20th century as portrayed in Baby Kamble's <i>The Prisons We Broke</i> .	Understand
COS2	Analyse the narrative techniques used in <i>The Prisons We Broke</i> .	Analyse
COS3	Explain the concept of "shadow lines" as developed by Amitav Ghosh in "Going Away."	Understand
COS4	Identify the stylistic features of Ramanujan's poetry (irony, understatement, concrete imagery, hybrid diction, attention to everyday objects).	Analyse
COS5	Analyse the character relationships in <i>Wada Chirebandi</i> as representatives of different responses to historical change.	Analyse
COS6	Compare the representations of "home" and "house" across the four prescribed texts - as a prison (Kamble), as a fragile memory (Ghosh), as a site of family hypocrisy (Ramanujan), and as a crumbling ruin (Elkunchwar).	Evaluate / Analyse

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	Baby Kamble's <i>The Prisons We Broke</i>	15
Unit 2	"Going Away" From <i>The Shadow Lines</i> by Amitav Ghosh	15
Unit 3	"Looking for a Cousin on a Swing," "A River," "Small-Scale Reflections on a Great House," and "Obituary," by A. K. Ramanujan	15
Unit 4	<i>Wada Chirebandi (Old Stone Mansion)</i> by Mahesh Elkunchwar	15
	Total	60

Guidelines for Course Assessment:

Continuous Assessment (CA): 40 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
20 Marks	12 Marks	8 Marks	40 Marks

End Semester Assessment (60% of the Maximum Marks): 60 Marks

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 3 questions from Q. No. 2 to Q. No. 6)</i>	15 marks
Q.2	Question on Module 1	15 marks
Q.3	Question on Module 2	15 marks
Q.4	Question on Module 3	15 marks
Q.5	Question on Module 4	15 marks
Q.6	Write Short notes. (Any two out of four) (Question based on the entire syllabus)	15 marks

Course Structure
BA TY (Sem - V)
Major in English (Core)

HENGVC1301: English for Media Studies - I

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/ Week)	Credits Assigned
HENGVC1301	English for Media Studies - I	02	02

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	ESE Time
HENGVC1301	English for Media Studies - I	20	30	50	1.5 Hrs

Course Objectives (COs):

After completing this course, students will be able to:

No.	Course Objective
CO1	Understand the structure, language devices, and functions of news headlines, including the distinction between broadsheet and tabloid styles.
CO2	Analyse the structure and purpose of the news lead, including the 5 W's (Who, What, When, Where, Why) and the ability to write straight, anecdotal, and descriptive leads.
CO3	Examine the concept of media style, including objectivity vs. subjectivity, media bias, and the ability to distinguish between news articles and reports.
CO4	Develop skills in writing complete news articles, including the use of quotes, interviewing techniques, reported speech, and the "tail" (conclusion).
CO5	Analyse comics as a medium for social commentary, including editorial cartoons, political cartoons, and the role of comics in highlighting injustice.
CO6	Understand the objectives and language of advertising, including slogans, logos, print ads, and the distinction between features and benefits.

Course Outcomes (COSs):

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Identify and explain the key language devices used in news headlines: play on words (pun), alliteration, rhyme, and sensationalist language.	Understand
COS2	Distinguish between broadsheet and tabloid headlines in terms of tone, content, and language style.	Analyse
COS3	Analyse the structure of a news lead by identifying the 5 W's (Who, What, When, Where, Why) and the optional "How."	Analyse
COS4	Write straight news leads, anecdotal leads, and descriptive leads for given news scenarios, incorporating hooks where appropriate.	Apply / Create
COS5	Distinguish between objective and subjective writing, avoiding opinionated language, adjectives, and first-person pronouns in news reporting.	Analyse
COS6	Identify different types of media bias (corporate, mainstream, liberal, conservative) in news extracts and explain how bias is conveyed through word choice.	Analyse / Evaluate
COS7	Explain the concept of circular reporting and fake news, and apply strategies to verify news before sharing (e.g., tracing original sources, checking multiple outlets).	Understand / Apply

Curriculum Details: English for Media Studies - I

Unit No.	Topic	Hrs. Required
Unit 1	Headline, Lead, Style	15
Unit 2	Article, Comics, Advertising	15
	Total	30

Prescribed Text: *English for Media Studies* by David Young, Thammasat University Press

Guidelines for Course Assessment:

Continuous Assessment (CA): 20 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
10 Marks	6 Marks	4 Marks	20 Marks

End Semester Assessment (60% of the Maximum Marks): **30 Marks**

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 2 questions from Q. No. 2 to Q. No. 5)</i>	10 marks
Q.2	Question on Module 1	10 marks
Q.3	Question on Module 2	10 marks
Q.4	Question on Module 3	10 marks
Q.5	Question on Module 4	10 marks

Course Structure
BA TY (Sem - V)
Major in English (Core)

HENGFP1301: Field Project Related to ELT, Translation and Media, etc.

Teaching Scheme

Course Code	Course Name (Paper Title)	(Hrs/Week)	Credits Assigned
HENGFP1301	Field Project Related to ELT, Translation and Media, etc.	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total
HENGFP1301	Field Project Related to ELT, Translation and Media, etc.	40	60	100

Course Objectives:

1. To get introduced to Field Project
2. To give exposure to the community and libraries
3. To develop creative and critical thinking
4. To build scientific writing skills
5. To teach to present a scientific inquiry or research findings

Course Outcomes:

After completion of the course, the learners will:

1. Be familiar with the Field Project
2. Gather the facts and collect data for the study
3. Compare and contrast the inputs to get a logical conclusion
4. Write a project report
5. Make a short presentation on the project they have carried out

Broad Areas for Field Project:

1. English Language & Literature
2. English Language Teaching (ELT)
3. Translation Studies
4. Media and Communication Studies

GUIDELINES FOR FIELD PROJECT

Introduction: The Paradigm of Experiential Learning in English

The traditional landscape of undergraduate English studies has historically leaned toward textual analysis, literary criticism, and theoretical paradigms. However, the contemporary professional environment demands a robust bridge between academic discourse and practical application. For students specializing in English Language Teaching (ELT), Translation, and Media Studies, action-oriented research acts as this essential bridge. The undergraduate Field Project serves as a capstone experiential learning mechanism, designed to transition students from passive consumers of theory to active practitioners within their respective sub-disciplines.

Fieldwork forces an engagement with real-world complexities that a standard classroom setting cannot replicate. In ELT, it exposes students to actual classroom dynamics, learner profiles, and pedagogical bottlenecks. In Translation, it moves beyond literal word substitution to challenge students with cultural transcreation, localized nuances, and industry workflows. In Media Studies, it demands an understanding of target audiences, content curation dynamics, ethics, and narrative constraints across print, digital, and broadcast platforms. Through this immersive exercise, students refine their analytical, ethnographic, and collaborative competencies, establishing a professional portfolio before graduation.

1. Core Objectives of the Field Project

The overarching objective of the Field Project is to cultivate an empirical outlook towards language, text, and media. Specifically, the project aims to enable undergraduate students to:

- **Apply Theoretical Frameworks:** Test classroom theories (such as Krashen’s Monitor Model, Jakobson’s translation typologies, or Agenda-Setting media theories) in live, unstructured environments.
- **Develop Ethnographic Skills:** Learn the mechanics of field observation, questionnaire design, active interviewing, quantitative/qualitative data compilation, and ethical research compliance.
- **Enhance Problem-Solving Capabilities:** Identify critical challenges in real-world communicative ecosystems – such as language acquisition barriers, cross-cultural text mismatches, or digital media biases – and propose viable solutions.
- **Foster Professional Readiness:** Build professional networks, experience organizational hierarchies, and cultivate workplace accountability within educational institutions, publishing houses, and media agencies.

2. Domain-Specific Guidelines & Project Pathways

Students must select a project pathway aligned directly with their chosen specialization. The following frameworks outline acceptable scopes of work, methodologies, and specific field sites for each track.

Pathway A: English Language Teaching (ELT)

ELT projects focus on the mechanics of second-language acquisition, classroom methodologies, material design, or sociolinguistic profiling of language learners. Students analyze the intersection of pedagogical intent and actual learner outcomes.

- **Potential Field Sites:** Primary/secondary public or private schools, Coaching centers, language training institutes, or non-governmental organization (NGO) learning spaces.
- **Methodological Scope:** Classroom observations (minimum 5 sessions), teacher interviews, diagnostic test deployments, student surveys, or comparative evaluation of regional textbooks versus actual class comprehension.
- **Sample Topics of Field Projects:**
 - An analysis of the efficacy of gamified vocabulary tools in regional-medium primary schools.
 - Mapping common phonetic errors among first-generation English learners in a specified locality.

Pathway B: Translation Studies

Translation projects require rigorous analytical work coupled with a hands-on textual or cultural transcreation assignment. It is not merely a linguistic exercise but a study of cross-cultural communication.

- **Potential Field Sites:** Local publishing firms, localization departments of corporate firms, NGOs requiring bilingual documentation, or cultural heritage centers maintaining regional archives.
- **Methodological Scope:** Source text analysis, rigorous execution of a specialized translation project (Source to Target language), annotation of linguistic barriers encountered, and interview-driven field validation of translated material with native speakers.
- **Sample Topics of Field Projects:**
 - Translating an undocumented regional folklore series into English with an extensive analytical commentary on cultural untranslatability.
 - Evaluating the linguistic precision and cultural accessibility of localized government public health brochures.

Pathway C: Media Studies

Media projects look closely at content creation, audience reception, text formatting, and the socio-political implications of modern media narratives.

- **Potential Field Sites:** Local newsrooms (print or digital), broadcasting studios, public relations firms, social media content wings of regional organizations, or digital advertising houses.
- **Methodological Scope:** Quantitative and qualitative content analysis, focus group interviews regarding content reception, production journals detailing the creation of a media artifact, or critical discourse analysis of media representations.
- **Sample Topics of Field Projects:**

- Comparative study of news frame deployment regarding a local environmental crisis across two competing daily newspapers.
- Designing, producing, and assessing the public reception of an educational podcast series addressing digital literacy.

3. Project Methodology & Data Management

All field projects must employ clear, systematic methodologies. Students can use qualitative approaches (thematic analysis, narrative analysis), quantitative metrics (descriptive statistics, percentage metrics), or a mixed-methods design.

4. Structural Layout of the Final Project Report

The final deliverable is an academic report of approximately 3,500 to 5,000 words. It must follow a strict structural hierarchy, outlined below:

Section Component	Recommended Length	Operational Description and Focus
1. Preliminary Pages	1-3 pages	Title Page, Certificate of Authenticity signed by the Guide, Acknowledgments, and Table of Contents.
2. Introduction & Rationale	500-750 words	Statement of the problem, operational definitions of key terms, specific research questions, and the professional justification for the field site chosen.
3. Literature Review	800-1000 words	A synthesis of existing academic papers, textbooks, and case studies relevant to the project path to establish theoretical backing.
4. Field Methodology	600-800 words	Transparent description of the field site, participant selection criteria, data collection instruments, and ethical considerations (consent forms).
5. Data Analysis & Findings	1000-3000 words	Presentation of gathered data using narrative description, tables, or thematic headings. This forms the heart of the project essay.
6. Conclusion & Recommendations	400-500 words	A concise summary of findings, limitations of the fieldwork, practical

		recommendations for field practitioners, and future scope.
7. References & Appendices	As required	Complete bibliography formatted strictly in APA 7th edition, followed by raw survey formats, translation source texts, or field photographs.

5. Operational Timeline and Milestones

To ensure high-quality execution, the project is structured across a semester-long timeline with distinct review phases:

- 1. Weeks 1-3: Conception & Approval:** Selection of the specialization pathway, identification of field sites, preliminary literature reading, and formal submission of a 500-word synopsis to the assigned faculty supervisor.
- 2. Weeks 4-5: Instrument Design:** Formulation of interview questions, translation source text approval, or survey questionnaire piloting. Securing institutional permission letters.
- 3. Weeks 6-9: Active Fieldwork Immersive Phase:** Execution of onsite observations, text translations, interviews, or content aggregation. Weekly logging of progress with the guide is mandatory.
- 4. Weeks 10-12: Data Collation and Drafting:** Transcription of qualitative audio, quantitative data plotting, translation editing, and synthesis of the initial report draft.
- 5. Weeks 13-14: Final Review & Viva Voce:** Plagiarism screening, final formatting compliance checks, submission of the bound manuscript, and an oral presentation before an internal and external assessment panel.

6. Evaluation Matrix and Assessment Criteria

The field project carries a total weightage assigned by the department curriculum structure (typically 100 marks or equivalent credits). Assessment is broken down across distinct internal and external categories:

- **Continuous Internal Assessment (40 %):** Judged on regular attendance to mentor meetings, adherence to timelines, proactive engagement with the field site, and the quality of the initial structural draft.
- **Evaluation of the Final Written Report (40 %):** Assessed on analytical depth, methodical consistency, integration of theory, clarity of writing, grammatical precision, and citation accuracy.
- **Viva Voce Examination (20 %):** A formal defense of the project before an evaluation panel, focusing on the student's understanding of their fieldwork, response to conceptual questions, and articulacy.

Appendix: Fieldwork Ethics and Conduct Code

Undergraduate students representing the institution during fieldwork must adhere to top-tier ethical standards. All participants involved in interviews, surveys, or classroom observations must provide explicit, informed verbal or written consent. No data may be gathered surreptitiously. The identity of student minors or sensitive corporate operational parameters must be completely anonymized within the public report. Fabricating data, field hours, or plagiarizing translation text blocks will result in immediate disqualification and disciplinary action by the board.

Course Structure
BA TY (Sem - VI)
Major in English (Core)

HENGCT1351: Understanding Modern English Grammar

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/ Week)	Credits Assigned
HENGCT1351	Understanding Modern English Grammar	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	Time for ESE
HENGCT1351	Understanding Modern English Grammar	40	60	100	2.5 Hrs

Course Objectives (COs)

After completing this course, students will be able to:

No.	Course Objective
CO1	Understand what grammar is as a systematic, descriptive account of how a language works, distinguishing it from prescriptive rules and popular misconceptions.
CO2	Identify, classify, and analyze the two major word classes in English: open classes (nouns, verbs, adjectives, adverbs) and closed classes (pronouns, prepositions, conjunctions, determiners, auxiliaries).
CO3	Analyze the structure and function of English phrases, including noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases.
CO4	Examine the structure of English clauses, including clause elements (subject, verb, object, complement, adverbial) and clause types (independent, dependent, finite, non-finite).
CO5	Apply grammatical concepts to analyze authentic English sentences from contemporary spoken and written texts.

No.	Course Objective
CO6	Develop a descriptive (rather than prescriptive) approach to understanding English grammar for effective language teaching, writing, or further linguistic study.

Course Outcomes (COSs)

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Define grammar as a descriptive system of rules that native speakers internalize, distinguishing it from prescriptive grammar, etiquette-based rules, and grammatical myths (e.g., "don't split infinitives," "don't end a sentence with a preposition").	Understand
COS2	Explain the difference between descriptive and prescriptive approaches to grammar, with examples of each.	Understand
COS3	Identify and classify open word classes (nouns, verbs, adjectives, adverbs) based on their morphological, syntactic, and semantic properties.	Analyze
COS4	Identify and classify closed word classes (pronouns, prepositions, conjunctions, determiners, auxiliary verbs, interjections) and explain why they are "closed".	Analyze
COS5	Analyze the internal structure of English phrases, including the head, pre-modifiers, and post-modifiers in noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases.	Analyze
COS6	Distinguish between different types of phrases and their grammatical functions within clauses (e.g., noun phrase as subject, prepositional phrase as adverbial).	Analyze
COS7	Identify the five clause elements: Subject (S), Verb (V), Object (O), Complement (C), and Adverbial (A), and understand their obligatory or optional status.	Analyze

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	What Grammar is and Is Not	15
Unit 2	Words (Open and Closed Word Classes)	15
Unit 3	Phrases	15
Unit 4	Clauses	15
	Total	60

Prescribed Text:

English Grammar for Today: N Krishnaswamy, Geoffrey Leech, Margaret Deuchar and Robert Hoogenraad

Guidelines for Course Assessment:

Continuous Assessment (CA): 40 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
20 Marks	12 Marks	8 Marks	40 Marks

End Semester Assessment (60% of the Maximum Marks): 60 Marks

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus)	15 marks
	<i>(Attempt any 3 questions from Q. No. 2 to Q. No. 6)</i>	
Q.2	Question on Module 1	15 marks
Q.3	Question on Module 2	15 marks
Q.4	Question on Module 3	15 marks
Q.5	Question on Module 4	15 marks
Q.6	Write Short notes. (Any two out of four) (Question based on the entire syllabus)	15 marks

Course Structure
BA TY (Sem - VI)
Major in English (Core)

HENGCT1352: Understanding Literary Theory

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/ Week)	Credits Assigned
HENGCT1352	Understanding Literary Theory	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	Time for ESE
HENGCT1352	Understanding Literary Theory	40	60	100	2.5 Hrs

Course Objectives (COs)

After completing this course, students will be able to:

No.	Course Objective
CO1	Understand the historical and intellectual contexts that led to the emergence of Postmodernism as a departure from Modernism and other earlier critical traditions.
CO2	Examine the core tenets of Gender-Based Approaches, including Feminism (various waves and schools) and Lesbian/Gay Criticism (Queer Theory).
CO3	Analyze Historical Approaches to literature, specifically New Historicism and Cultural Materialism, and their emphasis on the mutual entanglement of text and history.
CO4	Understand the foundational concepts of Structuralism, including language as a system of signs, binary oppositions, and the search for deep structures in narrative (narratology).
CO5	Apply key theoretical concepts (e.g., deconstruction, performativity, thick description, signifier/signified) to interpret literary and cultural texts.
CO6	Develop a critical vocabulary and analytical framework to read literature and culture through multiple theoretical lenses, moving beyond a single "correct" interpretation.

Course Outcomes (COs)

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Distinguish between Modernism and Postmodernism across key categories.	Analyze
COS2	Explain key concepts in Postmodernism.	Understand
COS3	Trace the historical development of Feminist criticism through three waves.	Understand
COS4	Apply key concepts from Feminism (patriarchy, phallogocentrism, écriture féminine, the male gaze, intersectionality) to analyze literary texts.	Apply / Analyze
COS5	Explain the key concerns of Lesbian/Gay Criticism / Queer Theory: the heteronormativity, performativity of gender (Judith Butler), queer reading practices, and the social construction of sexuality.	Understand
COS6	Distinguish between New Historicism (Stephen Greenblatt) and Cultural Materialism (Raymond Williams, Jonathan Dollimore) in terms of their origins, key concepts, and political commitments.	Analyze

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	Postmodernism And Before	15
Unit 2	Gender Based Approaches: Feminism & Lesbian/Gay Criticism	15
Unit 3	Historical Approaches: New Historicism & Cultural Materialism	15
Unit 4	Structuralism	15
	Total	60

Prescribed Text:

Contemporary Literary Theory: A Students Companion: N Krishnaswamy, Varghese John, Sunita Mishra (2001)

Guidelines for Course Assessment:

Continuous Assessment (CA): 40 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
20 Marks	12 Marks	8 Marks	40 Marks

End Semester Assessment (60% of the Maximum Marks): 60 Marks

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 3 questions from Q. No. 2 to Q. No. 6)</i>	15 marks
Q.2	Question on Module 1	15 marks
Q.3	Question on Module 2	15 marks
Q.4	Question on Module 3	15 marks
Q.5	Question on Module 4	15 marks
Q.6	Write Short notes. (Any two out of four) (Question based on the entire syllabus)	15 marks

Course Structure
BA TY (Sem - VI)
Major in English (Core)

HENGCT1353: English in India - II

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/Week)	Credits Assigned
HENGCT1353	English in India - II	02	02

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	Time for ESE
HENGCT1353	English in India - II	20	30	50	1.5 Hrs

Course Objectives (COs)

After completing this course students will be able to:

No.	Course Objective
CO1	Analyze the status and role of English in post-Independence India following the departure of the British, including the ambivalent attitudes of "reverence and abhorrence."
CO2	Examine key post-Independence educational commissions and policies (Radhakrishnan Commission, Mudaliar Commission, Kothari Commission, NPE 1968/1986, etc.) and their recommendations on English.
CO3	Understand the official language debates, the three-language formula, the Official Language Act (1963/1967), and the continuation of English as an associate official language.
CO4	Evaluate the "English boom" in India, including the growth of English-medium education, the print media, Indian writing in English, and the emergence of "Indians' English" as a distinct variety.

No.	Course Objective
CO5	Analyze the impact of economic liberalization (1991), the IT revolution, and globalization on the status, function, and perception of English in contemporary India.

Course Outcomes (COs)

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Explain the contrasting attitudes toward English in post-Independence India: reverence (as a unifying force, window to the world) vs. abhorrence (as a colonial relic, symbol of slavery).	Understand
COS2	Describe the key recommendations of major post-Independence educational commissions (Radhakrishnan, Mudaliar, Kothari) regarding the place of English, the three-language formula, and the medium of instruction.	Understand
COS3	Trace the political and legislative history of English in India after 1947, including the Official Language Act (1963/1967), the anti-Hindi agitations, and the continuation of English as an associate official language.	Analyze
COS4	Analyze the "English boom" in India in terms of the exponential growth of universities, colleges, English-medium schools, English newspapers, and Indian writing in English (IWE).	Analyze
COS5	Identify and describe the linguistic features of "Indians' English" (Indian English) across different registers - bureaucratic, literary, social, and code-mixed varieties.	Analyze
COS6	Explain how economic liberalization (1991), the IT revolution, call centers, BPOs, and outsourcing have transformed English into a global commodity and a tool for career advancement.	Understand

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	The Identity Phase	15
Unit 2	The Globalisation Phase	15
	Total	30

Prescribed Text:

The Story of English in India by N. Krishnaswamy and L. Krishnaswamy

Guidelines for Course Assessment:

Continuous Assessment (CA): 20 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
10 Marks	6 Marks	4 Marks	20 Marks

End Semester Assessment (60% of the Maximum Marks): **30 Marks**

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 2 questions from Q. No. 2 to Q. No. 5)</i>	10 marks
Q.2	Question on Module 1	10 marks
Q.3	Question on Module 2	10 marks
Q.4	Question on Module 3	10 marks
Q.5	Question on Module 4	10 marks

Course Structure
BA TY (Sem - VI)
Major in English (Core)

HENGET1351: English Language Teaching - II

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/ Week)	Credits Assigned
HENGET1351	English Language Teaching - II	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	C A	ESE	Total	Time for ESE
HENGET1351	English Language Teaching - II	40	60	100	2.5 Hrs

Course Objectives (COs)

After completing this course, students will be able to:

No.	Course Objective
CO1	Understand the historical development, theoretical foundations, and key principles of alternative ELT methods.
CO2	Analyze the classroom procedures, syllabus design, and techniques associated with each of these methods, identifying their strengths and limitations.
CO3	Examine the rationale behind the Reading Method (Michael West) and its relevance to English as a library language in the Indian context.
CO4	Develop a repertoire of techniques for teaching the four language skills (Listening, Speaking, Reading, Writing) and their integration.
CO5	Evaluate the role, selection criteria, and effective use of teaching aids (blackboard, pictures, charts, projectors, audio/video, language laboratory, ICT).
CO6	Understand the principles of language testing, including types of tests, test construction, and the distinction between skill-getting and skill-using.

Course Outcomes (COs)

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Describe the key principles of the Direct Method and the Audio-Lingual Method.	Understand
COS2	Explain the Reading Method as proposed by Michael West, including vocabulary grading, intensive vs. extensive reading, and its aim of developing fluency in reading.	Understand
COS3	Distinguish Communicational Teaching (Prabhu's project) from other methods, focusing on its procedural syllabus, task-based learning, natural control, and incubation period for language acquisition.	Analyze
COS4	Compare and contrast the four methods (Direct, Audio-Lingual, Reading, Communicational) in terms of their view of language, learning theory, syllabus, and classroom techniques.	Analyze / Evaluate
COS5	Evaluate and select appropriate teaching aids (blackboard, flannel board, flash cards, audio/video, language laboratory, ICT) based on criteria such as cost, visibility, ease of use, and effectiveness.	Evaluate
COS6	Analyze the advantages and challenges of using ICT (e-learning, MOOCs, LMS) and audio/video resources in the ELT classroom.	Analyze
COS7	Construct a short lesson plan or task sequence that integrates two or more language skills (e.g., listening + note-making + writing) or a technique from the methods studied.	Create

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	The Direct Method, The Audio-Lingual Method, The Reading Method, Communicative Method	15
Unit 2	Techniques of Teaching English	15
Unit 3	Teaching Aids	15
Unit 4	Testing	15
	Total	60

Prescribed Text:

English Language Teaching: Approaches, Methods, Techniques By [Nagaraj](#)

Guidelines for Course Assessment:

Continuous Assessment (CA): 40 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
20 Marks	12 Marks	8 Marks	40 Marks

End Semester Assessment (60% of the Maximum Marks): 60 Marks

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 3 questions from Q. No. 2 to Q. No. 6)</i>	15 marks
Q.2	Question on Module 1	15 marks
Q.3	Question on Module 2	15 marks
Q.4	Question on Module 3	15 marks
Q.5	Question on Module 4	15 marks
Q.6	Write Short notes. (Any two out of four) (Question based on the entire syllabus)	15 marks

Course Structure
BA TY (Sem - VI)
Major in English (Core)

HENGET1352: American Literature

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/ Week)	Credits Assigned
HENGET1352	American Literature	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	ESE Time
HENGET1352	American Literature	40	60	100	2.5 Hrs

Course Objectives (COs)

After completing this course, students will be able to:

No.	Course Objective
CO1	Analyze the American Dream as a central theme across different genres and historical periods, from the Jazz Age to the contemporary era.
CO2	Examine the construction of personal and national identity in American literature, including questions of race, class, gender, and regionalism.
CO3	Interpret the works of Robert Frost as representative of American pastoral tradition, modernist sensibilities, and philosophical meditation on nature, labor, loss, and choice.
CO4	Understand the Southern Gothic tradition and family drama in Tennessee Williams's <i>Cat on a Hot Tin Roof</i> , focusing on themes of mendacity, desire, mortality, and social performance.
CO5	Trace the evolution of American literary voice from the modernist novel (Fitzgerald) and poetry (Frost) to mid-20th century drama (Williams) to contemporary memoir (Obama).
CO6	Apply key concepts in American literary criticism (e.g., the American Dream, individualism, the frontier myth, the Southern Gothic, intersectionality) to interpret the prescribed texts.

Course Outcomes (COSs)

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Describe the socio-historical context of Michelle Obama's <i>Becoming</i> , including her childhood on the South Side of Chicago, her family's working-class values, and the barriers she faced as a Black woman pursuing education.	Understand
COS2	Explain the concept of the American Dream as represented in <i>The Great Gatsby</i> – its promise, its corruption, and its ultimate unattainability – with reference to characters such as Gatsby, Daisy, Tom, and Nick.	Understand / Analyze
COS3	Analyze key symbols in <i>The Great Gatsby</i> (the green light, the eyes of Doctor T.J. Eckleburg, East Egg vs. West Egg, the valley of ashes) and their contribution to the novel's critique of wealth, class, and moral decay.	Analyze
COS4	Interpret Robert Frost's poems ("Birches," "Out, Out –," "The Oven Bird," "The Road Not Taken") in terms of their thematic concerns: the tension between imagination and reality, the fragility of life (especially rural labor), the diminishment of nature in modernity, and the anxiety of choice.	Interpret / Analyze
COS5	Explain the central conflicts in <i>Cat on a Hot Tin Roof</i> : mendacity (the "lies" that sustain family relationships), repressed homosexuality (Brick), the desire for inheritance and patriarchal approval (Big Daddy, Gooper, Mae), and the struggle for authentic connection (Maggie and Brick).	Understand / Analyze

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	"Becoming Me" from <i>Becoming</i> by Michelle Obama	15
Unit 2	<i>The Great Gatsby</i> by F. Scott Fitzgerald Adaptation and activities by Richard Larkham, (ELI Readers) 2011	15
Unit 3	"Birches", "Out, Out", "The Oven Bird", and "The Road Not Taken" From <i>Mountain Interval</i> by Robert Frost	15
Unit 4	<i>Cat on a Hot Tin Roof</i> by Tennessee Williams	15
	Total	60

Guidelines for Course Assessment:

Continuous Assessment (CA): 40 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
20 Marks	12 Marks	8 Marks	40 Marks

End Semester Assessment (60% of the Maximum Marks): 60 Marks

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 3 questions from Q. No. 2 to Q. No. 6)</i>	15 marks
Q.2	Question on Module 1	15 marks
Q.3	Question on Module 2	15 marks
Q.4	Question on Module 3	15 marks
Q.5	Question on Module 4	15 marks
Q.6	Write Short notes. (Any two out of four) (Question based on the entire syllabus)	15 marks

Course Structure
BA TY (Sem - VI)
Major in English (Core)

HENGIKS1351: Classics in India

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/Week)	Credits Assigned
HENGIKS1351	Classics in India	02	02

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	ESE Time
HENGIKS1351	Classics in India	20	30	50	1.5 Hrs

Course Objectives (COs)

After completing this course, students will be able to:

No.	Course Objective
CO1	Understand the socio-cultural, political, and historical contexts of classical Sanskrit drama, specifically the works of Sudraka and Kalidasa.
CO2	Analyze the themes, plot structures, characterizations, and dramatic techniques employed in <i>Mrichchhakatika</i> (<i>The Little Clay Cart</i>).
CO3	Examine the themes, narrative strategies, lyrical beauty, and philosophical dimensions of Kalidasa's <i>Abhijnanashakuntalam</i> (<i>The Loom of Time</i>).
CO4	Compare and contrast the two plays in terms of their treatment of love, social hierarchy, gender, justice, and the supernatural.
CO5	Understand the theoretical framework of classical Indian dramaturgy, including the <i>Natyashastra</i> concepts of <i>rasa</i> (aesthetic flavor), <i>bhava</i> (emotion), and <i>dhvani</i> (suggestion).
CO6	Appreciate the literary and philosophical contributions of classical Indian literature as part of the Indian Knowledge Systems (IKS) tradition.

Course Outcomes (COs)

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Describe the historical and literary context of Sudraka's <i>Mrichchhakatika</i> , including its origins in the <i>Dasarupaka</i> tradition and its distinction from other Sanskrit dramas.	Understand
COS2	Analyze the central themes of <i>Mrichchhakatika</i> : love across social classes (the Brahmin Charudatta and the courtesan Vasantasena), social criticism, economic inequality, political intrigue, and the triumph of justice.	Analyze
COS3	Identify and discuss the major characters in <i>Mrichchhakatika</i> – Charudatta, Vasantasena, Sansthanaka (the villain), Aryaka (the rebel), and Madanika – and their dramatic functions.	Understand / Analyze
COS4	Explain the structure and uniqueness of <i>Mrichchhakatika</i> as a <i>prakarana</i> (social play) rather than a <i>nataka</i> (heroic play), including its ten-act structure and use of humor, romance, and political subplots.	Understand
COS5	Describe the literary and historical context of Kalidasa's <i>Abhijnanashakuntalam</i> , including its sources in the Mahabharata and Kalidasa's innovations.	Understand
COS6	Analyze the major themes of <i>Abhijnanashakuntalam</i> : love (<i>shringara rasa</i>), separation (<i>vipralambha</i>), memory and forgetting, nature and civilization, duty (<i>dharma</i>), and the curse-redemption motif.	Analyze

Curriculum Details:

Unit No.	Topic	Hrs. Required
Unit 1	Sudraka: The <i>Mrichchhakatika</i> (Tr. By M. R. Kale) (The Little Clay Cart)	15
Unit 2	Kalidasa: <i>Abhijnanashakuntalam</i> (Tr. By Chandra Rajan) (The Loom of Time)	15
	Total	30

Prescribed Text:

NEP Classical Literature and History of English Literature By [Amit Ganguli](#), [Jay Bansal](#)

Guidelines for Course Assessment:

Continuous Assessment (CA): 20 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
10 Marks	6 Marks	4 Marks	20 Marks

End Semester Assessment (60% of the Maximum Marks): **30 Marks**

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 2 questions from Q. No. 2 to Q. No. 5)</i>	10 marks
Q.2	Question on Module 1	10 marks
Q.3	Question on Module 2	10 marks
Q.4	Question on Module 3	10 marks
Q.5	Question on Module 4	10 marks

Course Structure
BA TY (Sem - VI)
Major in English (Core)

HENGVC1351: English for Media Studies - II

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching (Hrs/ Week)	Credits Assigned
HENGVC1351	English for Media Studies - II	02	02

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total	ESE Time
HENGVC1351	English for Media Studies - II	20	30	50	1.5 Hrs

Course Objectives (COs)

After completing this course students will be able to:

No.	Course Objective
CO1	Understand the history, iconic moments, formats, and language of radio broadcasting, including the rise of podcasting as a digital audio medium.
CO2	Analyze the key ingredients of a successful media campaign (simplicity, humor, branding, relatable situations, storytelling) across print, radio, TV, and digital platforms.
CO3	Develop skills in writing and presenting a compelling pitch for a film or TV series, including genre selection, logline writing, synopsis, and character description.
CO4	Understand the stages of video/film production (pre-production, production, post-production), including screenwriting, storyboarding, camera angles, and shot types.
CO5	Explore interactive media, including social networking sites, video game genres, and mobile app design principles (user-centered design, prototyping, functionality).

Course Outcomes (COs)

On successful completion of the course, students will be able to:

No.	Course Outcome	Bloom's Taxonomy Level
COS1	Describe iconic moments in radio history (Hindenburg Disaster, <i>War of the Worlds</i> , Pearl Harbor, MLK's "I Have a Dream") and explain their impact on public trust and media consumption.	Understand
COS2	Identify the five key ingredients of a successful advertising campaign (simplicity, humor, branding, relatable situations, storytelling) and apply them to analyze print, radio, and TV ads.	Analyze / Apply
COS3	Design a media campaign for a social cause, including print ads, radio spots, a digital marketing plan, and a TV commercial, using appropriate media language and emotional appeals.	Create
COS4	Explain the stages of pre-production (outline, screenplay, storyboard, shot list, casting, location scouting, scheduling, financing) and the function of camera angles (low-angle, high-angle, bird's eye, close-up) in shaping viewer emotions.	Understand / Analyze
COS5	Create a short storyboard or shot list for a narrative scene, demonstrating understanding of camera movements and angles.	Apply / Create
COS6	Explain emerging technologies in media: Blockchain (decentralized data security), AI (automated journalism, emotion recognition), AR/VR (augmented and virtual reality applications).	Understand

Curriculum Details: English for Media Studies - I

Unit No.	Topic	Hrs. Required
Unit 1	Radio, Campaign, Pitch	15
Unit 2	Production, Integration, Future	15
	Total	30

Prescribed Text:

English for Media Studies by David Young, Thammasat University Press

Guidelines for Course Assessment:

Continuous Assessment (CA): 20 Marks (40% of the Maximum Marks)

Class Test	Assignment/Presentation/viva/quiz/ Open book, etc.	Attendance	Total Marks
10 Marks	6 Marks	4 Marks	20 Marks

End Semester Assessment (60% of the Maximum Marks): 30 Marks

Paper Pattern for ESE:

Q.1	Write Short notes. (five sub-questions) (Compulsory Question based on the entire syllabus) <i>(Attempt any 2 questions from Q. No. 2 to Q. No. 5)</i>	10 marks
Q.2	Question on Module 1	10 marks
Q.3	Question on Module 2	10 marks
Q.4	Question on Module 3	10 marks
Q.5	Question on Module 4	10 marks

Course Structure
BA TY (Sem - VI)
Major in English (Core)

HENGOJT1351: OJT Related to ELT, Translation and Media, etc.

Teaching Scheme

Course Code	Course Name (Paper Title)	(Hrs/ Week)	Credits Assigned
HENGOJT1351	OJT Related to ELT, Translation and Media, etc.	04	04

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Course Code	Course Name	CA	ESE	Total
HENGOJT1351	OJT Related to ELT, Translation and Media, etc.	40	60	100

Guidelines for On-the-Job Training (OJT)/ Internship

1. Introduction

On-the-Job Training (OJT) in English Language and Literature is designed to integrate classroom learning with practical experience across diverse domains such as English Language Teaching (ELT), Translation Studies, and Media and Communication. In alignment with National Education Policy-2020 (NEP-2020), it provides students with opportunities to apply their knowledge of language, literature, and critical thinking in real-world contexts like teaching institutions, publishing houses, translation agencies, and media organizations. This experiential learning component enhances students' communicative competence, creative and analytical abilities, and professional skills, thereby preparing them for varied career paths and improving their employability. By engaging with real-life tasks—ranging from teaching and material design to content creation, translation, and critical analysis—students develop a deeper awareness of how language functions across disciplines and professions. This integrative approach not only sharpens linguistic, literary, pedagogical, and communicative competencies but also nurtures creativity, cultural sensitivity, and professional readiness, thereby aligning academic training with contemporary career opportunities in English studies.

The OJT/ Internship component for English programmes shall encompass four major domains but not be restricted to it:

- i. English Language & Literature
- ii. English Language Teaching (ELT)
- iii. Translation Studies
- iv. Media and Communication Studies

2. Objectives

The main objective is to ensure that students move beyond theoretical learning and engage with real-life applications of language, literature, pedagogy, translation, and media practices. In addition to the main objective, the programme shall aim to:

- i. Apply literary and critical theories in practical contexts
- ii. Develop analytical and interpretative skills
- iii. Gain classroom teaching experience
- iv. Understand pedagogy, curriculum design, and learner psychology
- v. Develop skills in lesson planning and evaluation
- vi. Develop bilingual/ multilingual competence
- vii. Practice literary and functional translation
- viii. Understand cultural nuances and equivalence
- ix. Develop content creation skills for print and digital media
- x. Understand media discourse, audience, and communication strategies
- xi. Gain exposure to journalism, digital platforms, and public communication

3. OJT Outcomes (Holistic Development)

After completion of training, students will be able to:

- Communicate effectively across contexts
- Teach English professionally (ELT)
- Translate texts with accuracy and sensitivity
- Create media content for diverse platforms
- Apply literary and linguistic knowledge practically
- Demonstrate employability in multiple sectors

4. Probable Areas for OJT

Training/ internship can be done in the following institutions/ areas:

- Schools (primary, secondary, higher secondary)
- Colleges (junior & senior)
- Spoken English/ IELTS/ TOEFL institutes
- Registered EdTech platforms (online teaching, content development)
- Registered coaching institutions/ classes (online & offline)
- Curriculum design and material preparation units/ bodies
- Translation agencies
- Government offices (administrative translation work)
- Publishing houses (literary translation)
- Media houses (subtitling, dubbing, script translation)
- NGOs working with multilingual communication
- Newspapers and magazine agencies/ institutions
- Digital media platforms (blogs, websites, YouTube content teams)
- Radio and television channels

- Advertising agencies
- Social media and digital marketing firms
- Publishing houses (editing, proofreading)
- Research institutes
- Registered cultural organizations
- Government and private libraries and archives
- Registered creative writing platforms
- And many other closely relevant platforms.

5. Nature of Work/ Tasks (Field-Specific)

When a student goes to acquire training in a particular area, he or she has to perform the following work or tasks meticulously: **If a student performing internship in ELT, he or she has to do the following tasks:**

- Teaching practice (demo lessons, classroom teaching)
- Lesson planning and syllabus design if required
- Assessment and evaluation work
- Preparing teaching-learning materials

If a student is working in the area of translation, one has to consider the following tasks:

- Translating literary texts (poetry, prose, drama)
- Functional translation (official documents, reports)
- Subtitling and script translation
- Comparative linguistic analysis

Those who are working in the area of media, they need to do the following:

- Content writing (news, blogs, and scripts)
- Editing and proofreading
- Social media content creation
- Anchoring/ reporting (where possible)
- Copywriting and digital campaigns

Those students who wish to work in the area of general English, they should include the following work in their internship:

- Academic writing
- Research assistance
- Report writing
- Documentation and communication tasks

The list is general and not exhaustive. Students may include any other closely relevant work or task in their training programme. But it is required that they must include the work or tasks in their final report on the internship.

6. Skills to be developed

After completion of the training, it is expected that the students must acquire some skills. The main aim of the internship is to develop useful skills which will help students in the open

market to find jobs or employment. Meticulous execution of the programme will enhance the following core and related skills among students:

- Advanced writing and communication skills
- Critical thinking abilities
- Analytical thinking skills
- Research aptitude
- Classroom management skills
- Time management and professional ethics
- Teaching methodologies
- Evaluation techniques
- Linguistic accuracy
- Cultural sensitivity
- Skills of Equivalence and interpretation
- Digital literacy
- Audience awareness
- Creative expression
- Multimodal communication
- Collaborative and teamwork skills

7. Role of Internship Cell

The Department of English should align and coordinate with the Internship Cell established in the college/ institution to carry out the programme. The Internship Cell shall play a crucial role in facilitating effective On-the-Job Training by establishing collaborations with relevant institutions such as schools and colleges for ELT, translation agencies, and media houses, including digital platforms. It shall organize training sessions to equip students with essential professional skills, including teaching methodologies in ELT pedagogy, translation techniques, and media writing along with the use of digital tools. Additionally, the Cell shall maintain a comprehensive database of language experts, translators, and media professionals to support student training, mentorship, and industry engagement.

8. Duration and Credits

The indicative requirement regarding Internship duration and credits is as follows:

Internship	Duration	Activities	Credits
Summers	4-8 weeks	Industrial/ Govt. / NGO /MSME / Rural Internship/ Innovation/ Entrepreneurship	8
Winters	2-4weeks	Inter/ Intra-Institutional Activities, Research Project, Community Engagement	2-4
Semester Integrated	Can be part-time; duration can be as per HEI's discretion	Project work, Seminar (excluding credits for Advanced Courses)	2-4

Internship/ Apprenticeship: 8 Credits + Field Projects/ Community Engagement: 4-6 Credits

9. Role of Faculty Mentors

Faculty mentors shall be carefully assigned to students based on their specific areas of specialization to ensure meaningful, domain-oriented guidance throughout the On-the-Job Training process. Faculty members with expertise in English Language Teaching (ELT) shall supervise and support students engaged in teaching internships by guiding them in lesson planning, classroom management, pedagogy, and evaluation practices.

Translation experts shall mentor students involved in translation activities, helping them develop accuracy, linguistic sensitivity, and an understanding of cultural nuances and equivalence. Similarly, faculty specializing in media and communication shall guide students undertaking internships in media organizations by assisting them in content creation, editing, digital communication, and audience engagement strategies.

Faculty from literature backgrounds shall mentor students involved in research, critical writing, and analytical projects, enabling them to apply literary theories and interpretative skills effectively. Throughout the internship period, all faculty mentors shall play an active role in monitoring student progress, assessing the quality and relevance of their domain-specific work, and providing continuous, constructive feedback. This sustained mentorship will not only ensure academic rigor but also foster professional competence, confidence, and reflective learning among students.

10. Task-based Guidelines for Students

Students shall:

- Maintain lesson plans and teaching reflections
- Demonstrate teaching competency
- Maintain the translation portfolio
- Provide source text + translated version
- Reflect on or write on translation challenges
- Maintain a content portfolio (articles, scripts, posts, etc)
- Demonstrate creativity and audience awareness while preparing reports
- Maintain a logbook
- Submit internship report
- Participate in seminar presentations

11. Code of Conduct for Students

Students must:

- Avoid plagiarism in writing and translation
- Maintain academic integrity
- Respect copyright and authorship
- Follow ethical media practices (no misinformation)
- Maintain professionalism in teaching environments

12. Evaluation of OJT/Internship

Evaluation of the OJT component of the curriculum shall be carried out in two key components:

- **Continuous Assessment** (40% of the total marks assigned for this component; 40 Marks out of 100):
- **Semester End Assessment (ESA)** (60% of the total marks assigned for this component; 60 Marks out of 100)

Following is the procedure for the evaluation of the performance of the student who completes the internship:

- i. i. After completion of the internship, students shall be required to prepare a comprehensive report highlighting their learning and takeaways during the internship period. The report shall be signed by the Internship Supervisor, Nodal Officer/ TPO and Faculty Mentor.
- ii. ii. The students are mandated to give a seminar based on the internship undertaken before an expert committee constituted by the concerned department, as per the Performa for Evaluation of Internship (*Appendix IX*)
- iii. iii. The internship shall be evaluated on the basis of performance, as reflected in the Student's log (*Appendix V*), Attendance record (*Appendix VI*), supervisor evaluation form (*Appendix VII*).
- iv. iv. The assessment of the internship will be based on the following criteria:
 - a. Quality and effectiveness of presentation
 - b. Depth of knowledge and demonstrated skills
 - c. Variety and relevance of learning experience
 - d. Practical applications and relationships with concepts taught in the course
 - e. Internship Report
- v. Seminar presentation will enable sharing of knowledge and experience among students and teachers and hence build communication skills and confidence in the intern students. The weightage given to the Internship evaluation shall be as per the credits assigned and evaluation norms as given in the general guidelines of the implementation of NEP-2020 prepared by the University and at the discretion of the concerned HODs and Nodal Officer/TPO.
- vi. The mark/ credits earned by the student shall be submitted to the Examination Section of the University through the online portal along with marks of internal or continuous assessment of other courses.
- vii. The credits will be allocated on the basis of overall grade (above Pass) received by the students during the assessment based on the score of the student:

For 4 credits		For 2 credits	
Marks Scored	Grade	Marks Scored	Grade
90 -100	O	45 - 50	O
80 - 89	A+	40 - 44	A+
70 - 79	A	35 - 39	A
60 - 69	B+	30 - 34	B+
55 - 59	B	27 - 29	B
40 - 54	C	20 - 26	C
0 - 40	F (Fail)	0 - 20	F (Fail)

viii. As a part of the implementation of NEP-2020 3/ 4 year UG, 2-year PG programs, Multiple Entry/ Multiple Exit is permitted to the students. Therefore, if a student wishes to Exit from the HEI after completion of first or second year, he shall be required to complete additional 4 credits of Vocational course/ Internship/ Apprenticeship (from NCQF) in the Summer vacation. After completion of which, he shall be awarded with an UG Certificate or Diploma. The process of completion of these additional 4 credits on NCQF shall be done by the OJT Cell, and the same rules shall be applicable for such students.

13. Internship Report Preparation

While preparing the internship report, students shall follow the prescribed formats provided by the University, which are attached here; however, they must also enrich their report by including essential domain-specific components that reflect the depth of their learning and practical engagement. The report should incorporate detailed lesson plans and teaching reflections for those involved in ELT, demonstrating their understanding of pedagogy and classroom experience. Students engaged in translation work must include sample translations along with critical commentary, highlighting the challenges faced and strategies adopted. Those working in media and communication should present a portfolio of their published or unpublished content, such as articles, scripts, blogs, or digital media outputs. In addition, all students are expected to provide a reflective analysis of their overall learning experience, discussing insights gained, challenges encountered, and personal growth during the internship. The report should also include a clear assessment of skill development, outlining how the internship has contributed to enhancing their linguistic, analytical, professional, and technical competencies. A general outline of the report can be as follows:

- Title page (front page)
- Nomenclature page (name of institution/ college, name of affiliating university, year, name of student, class, seat no., title of project, name of supervisor/ mentor, etc.).
- Disclaimer page if required
- Certificate
- Content page
- Table/ figures/ charts/ diagrams page if required
- Abbreviations page if required

- Introduction
- Methods and techniques if required
- Main body of the report in chapters if necessary
- Conclusion/ results/ outcome
- References
- Indices if necessary
- The given formats (appendices) must be included at appropriate places

14. Internship Linkages

Departments should establish MoUs/ collaborations with:

- Schools, colleges, coaching institutes (ELT)
- Translation agencies and government bodies
- Media houses and digital platforms
- Publishing houses
- NGOs and cultural organizations

15. Use of Appendices

This integrated OJT framework ensures that English students are not confined to a single career path but are prepared for teaching, translation, media, research, and communication professions, thereby aligning with NEP-2020's vision of multidisciplinary and skill-based education. All formats prescribed in the University OJT Policy (Undertaking, Logbook, Evaluation, Report, etc.) shall be adopted without modification.

Internship Undertaking

1. Student Name			
2. Current Address			
3. Residence Address			
4. E-mail ID			
5. Mobile No			
6. AADHAR No			
7. PAN			
8. Overall GPA			
9. Mode of Internship			
10. Internship Preferences			
	Location	Core Area	Organization /Institute
Preference-1			
Preference-2			
Preference-3			
<p>I confirm that I agree with the terms, conditions, and requirements of the Internship Policy. Student Signature:</p> <p>Date:</p>			
<p>I confirm that the student has attended the internship orientation and has met all paperwork and process requirements to participate in the internship program, and has received approval from his/her mentor. Sign of Department Faculty Coordinator:</p> <p>Date:</p>			

Template of the Resume of the Intern

1. Name:
2. Contact Details:
3. Contact Number:
4. E-mail ID:
5. AADHAR No.:
6. Education:

Name of the Department/ College	Name of the Course	Year	Specialization	Marks/ CGP
	SSC			
	HSC			
	BSc/ BA/ BCom			
	MSc/ MA/ MCom			

7. Details of Internship/ Work Experience (if done earlier):
8. Details of Project Work (done earlier, if any):
9. Academic Experience (Semester Project, extracurricular activities, etc.):
10. Emphasize accomplishments that are relevant to the field:
11. Other Achievements and Personal Interests:
12. Leadership positions held outside your formal work environment:
13. Personal interests and accomplishments that will distinguish you from other applicants:
14. Volunteer service/Social Work:
15. Languages known (Mention the level of Proficiency):
16. Computer Proficiency (Mention the skills you possess):

Signature of the student:

Format of Letter for OJT in an Industry/ Enterprise/ Organization

To,
The (Manager, HR)

.....
.....

Subject: **Request for ____ week(s) On-the-Job Training/ Internship in your Industry/ Enterprise/ Organization - reg.**

Dear Sir,

The S. R. T. M. University, Nanded / College established in _____, _____, Maharashtra reflects the vision of leading industrialists and educationalists. Our university/college is accredited with “__” grade by NAAC in _____. The University/ College has been recognized about it’s over all academic excellence and infrastructure.

As a part of the implementation of NEP-2020, the University has made a provision of completing 60 / 90 days On-the-Job Training (OJT) for the students of this University. The primary objective of OJT is to enable the students to acquire skills by getting hands-on-training in the real work environment.

The University/ College has identified your esteemed Organization/ Industry/ Establishment for imparting OJT to the students of _____ course. Around (no.) students would be participating in the OJT. We would like to seek your cooperation in organizing the OJT at your organization. Kindly accord your permission and give at least one week for students to join training after confirmation.

Sr. No.	Name	Roll No.	Year	Department

The resumes of these students are attached with this letter. If vacancies exist, kindly plan for Interviews for the students in the above branches.

A line of confirmation will be highly appreciated.

Yours sincerely,

Nodal Officer/ TPO

Relieving Letter of Student

To,
The General Manager (HR)

.....
.....

Subject: Relieving letter for the student(s) to complete On-the-Job-Training in your esteemed organization.

Dear Sir,

Kindly refer your letter/ e-mail dated.....on the above-cited subject. As permitted by your good self, the following students will undergo Industrial Internship in your esteemed organization under your sole guidance and direction.

Sr. No.	Name	Roll No.	Year	Department

This training being an essential part of the curriculum, the following guidelines have been prescribed in the curriculum for the training. You are therefore requested to please issue the following guidelines to the concerned student mentor.

- i. i. An internship schedule may be prepared, and a copy of the same may be sent to us.
- iii. Each student is required to prepare an internship diary and report.
- ii. iii. Kindly check the Internship diary of the student daily.
- iii. iv. Issue instructions regarding working hours during training and maintenance of the attendance record.

You are requested to evaluate the student's performance on the basis of grading i.e. Excellent, Very Good, Satisfactory and Non-Satisfactory, on the below-mentioned factors:

- i. Attendance and general behaviour.
- ii. Relation with workers and supervisors.
- iii. Initiative and efforts in learning.
- iv. Knowledge and skills improvement.
- v. Contribution to the organization.

The performance report may please be forwarded to the undersigned on completion of training in a sealed envelope.

Your efforts in this regard will positively enhance the knowledge and practical skills of the students; your cooperation will be highly appreciated, and we shall feel obliged.

The students will abide by the rules and regulations of the organization and will maintain proper discipline with keen interest during their internship. The students will report to you on dated along with a copy of this letter.

Yours sincerely,

Nodal Officer/ TPO

Format of Agreement between the University Department/ College Principal and Representative of the Industry/ Organization

Agreement

This agreement is made between the Nodal Officer/ Training and Placement Officer/ Principal of the University/ College Department and the Representative of the Industry or Organization for On-the-Job training, with provision to be made by the Industry/ Enterprise or Organization on the following:

1. Assigning a Trainer or Supervisor for On-the-Job Training of students by the Industry/ Organization.
2. Engaging students on subject-specific work and providing required guidance or support to ensure their learning.
3. Monitoring the attendance and work completed by students on a daily basis.
4. Provide experience letter/certificate of On-the-Job Training to students on completion of the training.
5. In case students need to extend beyond agreed hours, prior intimation shall be taken from the Principal/Head of the School.
 - (i) Abide by the Prevention of Sexual Harassment Act (POSH) for students undergoing training.
 - (ii) Information shall be provided to trainees regarding working conditions of the job, such as physical requirements, potential hazards, health risks, noise levels, etc.

Signature of the Representative
Industry/ Organization

Signature of the Nodal Officer of the
Training and Placement Officer of the
University/ College

Date:

As per the UGC's Sexual Harassments Act, 'sexual harassment' includes unwelcome sexually tinted behaviour, whether directly or by implication, such as (i) physical contact and advances, (ii) demand or request for sexual favours, (iii) making sexually remarks, (iv) showing pornography, or (v) any other unwelcome physical, verbal, or non-verbal conduct of a sexual nature.

Format of the Student's Diary (Logbook)

1. Student Name: _____
2. Trade/ Course Studying: _____
3. Department/ College Name: _____

4. Industry/ Enterprise/ Organization: _____

Week	Task Assigned	Activities Performed	Key Learning	Additional Remarks

Signature of Industry Supervisor

Student's Signature

Student's Attendance Sheet

Name & Address of Organization:

Name of the Student	
Department/ College Name	
Roll Number	
Name of Course	
Type of Work Assigned	
Date of Commencement of Training	
Date of Completion of Training	

Month and Year (to be signed by the Internship Supervisor):

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

- i. The attendance sheet should remain affixed in the Daily Training Diary. Do not remove or tear it off.
- ii. Holidays should be marked in Red Ink in the attendance column. Absent should be marked as 'A' in Red Ink.

Name and Signature with date of Internship Supervisor: _____

Supervisor Evaluation of Intern

Student Name: _____ Date: _____

Work Supervisor: _____ Title: _____

Organization: _____

Internship Address: _____

Dates of Internship: From _____ To _____

Please evaluate the intern by indicating the frequency with which you observed the following behaviours:

Parameters	Needs Improvement	Satisfactory	Good	Excellent
Behaviours				
Performs in a dependable manner				
Cooperates with co-workers and supervisors				
Shows interest in work				
Learns quickly				
Shows initiative				
Produces high-quality work				
Accepts responsibility				
Accepts criticism				
Demonstrates organizational skills				
Uses technical knowledge and expertise				
Shows good judgment				
Demonstrates Creativity/ originality				
Analyses problems effectively				
Is self-reliant				
Communicates well				
Writes effectively				
Has a professional attitude				
Gives a professional appearance				
Is punctual				
Uses time effectively				

Overall performance of student intern (circle one):

(Needs improvement/ Satisfactory/ Good/ Excellent)

Additional comments, if any:

Signature of Industry supervisor

HR Manager

Format for Preparation of Report on OJT by Students

Students are required to prepare a report on the work they performed and learnt during On-the-Job Training (OJT). The report will be included in the student portfolio. Students shall include the following information in the OJT report:

Sr. No.	Section	Expected Details
1.	Introduction	<ul style="list-style-type: none">• Title of the Report• Student's Name, Department/ College, Grade, Roll No.• Name of the Job Role
2.	OJT Overview	<ul style="list-style-type: none">• Employer/ Workplace Details• Name of OJT Site, Address, Website, Supervisor Name• Brief Profile of the Organization (Government, Private, NGO, Business Activity, etc.)• OJT Dates (Start and End), Timings, Number of Hours completed.
3.	OJT Details	<ul style="list-style-type: none">• Activities performed and Observations made during OJT• List of Tools and Equipment used during OJT• Key Learnings and Challenges faced during OJT• Any innovative work done during OJT

Performa for Evaluation of Internship by the University/ College

1. Name of Student: _____
2. Mob. No.: _____
3. Roll No.: _____
4. Program/ Semester: _____
5. Period of Training: _____
6. Home Address with contact No.: _____
7. Address of Training Site: _____
8. Address of Training Providing Agency: _____
9. Name/ Designation of Training In-charge: _____
10. Type of Work: _____
11. Date of Evaluation: _____
12. Please rate the following:

Sr. No.	Particular	Grade
1	Quality and effectiveness of presentation	
2	Depth of knowledge and demonstrated skills.	
3	Variety and relevance of learning experience	
4	Practical applications and relationships with concepts taught	
5	Internship Report	
6	Attendance record, student log, supervisor evaluation	

Overall grade:

Additional Remarks:

Signature of Faculty Mentor

Format for OJT Completion Certificate

This is to certify that Mr./ Ms. _____ (name of the Student/Trainee),
pursuing his/ her _____ course in the Department of the University/ College-
_____ has completed On-the-job Training (OJT) at _____
and completed hours of OJT from _____ to _____.

He/she has participated in the following activities/tasks:

- 1
- 2
- 3
- 4
- 5

Signature

Name of the Authorized Signatory

Designation

Name of Industry/ Enterprise/ Organization Office Stamp

Place:

Date:

Student Feedback of Internship

(To be filled by Students after Internship completion)

1. Student Name: _____ Date: _____
2. Industrial Supervisor: _____ Title: _____
3. Supervisor Email: _____ Internship is: Paid _____ Unpaid _____
4. Organization: _____
5. Internship Address: _____
6. Faculty Coordinator: _____
7. Department: _____
8. Dates of Internship: From _____ To _____

9. Give a brief description of your internship work (title and tasks for which you were responsible):
10. Was your internship experience related to your major area of study?
 - i. Yes, to a large degree
 - ii. Yes, to a slight degree
 - iii. No, not related at all
11. Indicate the degree to which you agree or disagree with the following statements.

This experience has:	Strongly Agree	Agree	Disagree	Strongly Disagree
Given me the opportunity to explore a career field				
Allowed me to apply classroom theory to practice				
Helped me develop my decision-making and problem-solving skills				
Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)				
Expanded my sensitivity to the ethical implications of the work involved				
Made it possible for me to be more confident in new situations				
Given me a chance to improve My interpersonal skills				
Helped me clarify my career goals				
Provided me with contacts which may lead to future employment				
Allowed me to acquire information and/ or use equipment not available at my Institute				

In the Institute internship program, faculty members are expected to be mentors for students. Do you feel that your faculty coordinator served such a function? Why or why not?

- How well were you able to accomplish the initial goals, tasks and new skills that were set down in your learning contract? In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?

- In what areas did you most develop and improve?
- What has been the most significant accomplishment or satisfying moment of your internship?
- What did you dislike about the internship?
- Considering your overall experience, how would you rate this internship? (Circle one).
Satisfactory/ Good/ Excellent
- Give suggestions as to how your internship experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your internship? Was closer supervision needed? Was more of an orientation required?)

Signature of Student

Name: _____

Roll No. _____

Date: _____