

**BHARATI VIDYAPEETH  
(DEEMED TO BE UNIVERSITY), PUNE  
(INDIA)**

**Learning Outcomes-Based Curriculum Framework**

**CENTER FOR DISTANCE AND  
ONLINE EDUCATION  
(CDOE)**

**Master of Arts in English  
(M.A. English)**

**Course Structure as per NEP 2020  
(To be implemented from June 2025-26)**

**Under:  
The Faculty of Arts, Social Sciences and Commerce**

## **Centre for Distance and Online Education (CDOE)**

### **Master of Arts in English (M.A. English)**

#### **1. The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) of Master of Arts Degree programme in English Language and Literature:**

Master's Degree is the well-recognized postgraduate qualification in higher education. The contents of this degree are determined in terms of knowledge and understanding, expertise and skills that a student intends to acquire. Often it does not come within the traditional boundaries recognizable at previous academic levels of study; it is specialised and close to the boundaries of current knowledge.

Master's Degree programmes attract entrants with a bachelor's degree with honors or equivalent, or experience that may or may not be directly relevant to the particular profession. Thus, MA Degrees in English Language and Literature aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

Qualification descriptors for this Postgraduate Education reflect in-depth and advanced knowledge and understanding of their subjects enriched by scholarship, research and current practice. These include critical awareness of contemporary issues and developments; critical skills, knowledge of professional responsibility, integrity and ethos. Thus, qualification descriptor sets out the broad level of skills and competencies that Master's students are expected to achieve. They include generic information about what all holders of the qualification are able to do, and the qualities and skills that they have. These reflect student's different aspirations, motivations, learning needs and personal circumstances. Programmes assess not only academic skills but also other skills and attributes including what any professional body requires, recognises and accredits the award of Master's Degrees.

The characteristics associated with the specialised study such as MA in English Language and Literature is predominantly composed of structured learning opportunities. This programme is devoted to research project, leading to dissertation. Training in research methodology is involved

in this programme of study. Students are likely to be further characterized by their ability to study independently, and to use a range of research methods and techniques applicable to advance scholarship in the subject. The ability to complete a research in the subject includes a critical review of existing literatures or other scholarly outputs. They are able to apply research and critical perspective to professional situations both practical and theoretical.

## **2. Aims of Master of Arts Degree Programme in English**

It aims to provide students with a rigorous and integrated academic study of English Language and Literature. Students who complete the Master of Arts Degree Programme in English successfully should:

- acquire an understanding of the principles and institutions of English Language and Literature;
- acquire an improved ability to think analytically about English Language and Literature and to apply this knowledge in their professional and national settings;
- acquire an improved ability to conduct research on English Language and Literature;
- institutionalise framework for cross-national professional collaboration and the exchange of information;
- communicate their conclusions clearly;
- demonstrate self-direction and originality in tackling and solving problems, and in collecting and commenting on complex information;
- indicate ways of extending practices in English Language and Literature and apply English Language and Literature theories to quickly evolving situations

## **3. Postgraduate Attributes in English Language and Literature**

The postgraduate attributes in English Language and Literature involve skills expected to be gained by a student through studies that support in sharpening competence for augmenting contemporary knowledge base, acquiring new learning and skills, identifying with future studies, engaging well in a preferred career and performing a positive role as enlightened citizen in the society. The characteristic, profundity and magnitude of the learning experiences made available to the students support them to unfold the quality attributes in the following manner:

- **Disciplinary Knowledge:** Aptitude to manifest wide and extensive knowledge in the field of study and comprehension of one or more disciplines constitute part of postgraduate attributes

including how other disciplines relate to the field of knowledge. An international perspective in the area of study also gives a wider learning of the subject. In the specialised course on English Language and Literature, the constant review and renewal of subject and courses assure coverage of recent developments. Quality education and training build a condition in which learning is exchanged, critically evaluated and used in contemporary situations with the aptitude to review, examine and integrate and utilize actual learning in the appropriate field.

- **Communication Skill:** Classroom discussion and formal presentations render a suitable opportunity to sharpen oral communication and written assessment skills. They create ability to manifest ideas and thoughts in writing and orally to communicate confidently their viewpoints. By expressing adeptness to listen meticulously, they can read and write logically as well as give obscure information in explicit and succinct manner. With practice as a part of interdisciplinary team, students become able to choose and employ the proper form and methods of communication.
- **Critical Thinking:** The ability to apply critical reasoning to issues through independent thought and informed judgment are important postgraduate attributes integrating information from a wide range of sources. The postgraduates are able to apply analytical thought to body of knowledge and critically evaluate ideas, arguments, claims, beliefs on the basis of empirical evidence from open-ended and reasoned perspectives. They become able to identify relevant assumptions or implications and formulate coherent arguments.
- **Research Related Skills:** Research papers and other research tasks are expected to develop a degree of creativity, originality and discovery that benefits a postgraduate programme of the highest quality and to which students are encouraged. An ability is developed to undertake supervised research, including the design and conduct of investigations in a systematic, critical manner. Identification of appropriate problem and research questions, a critical analysis of the literatures, data analysis by using software and ICT, drawing logical conclusion are integral part of research skills. Postgraduate programme in English Language and Literature is designed to enhance skills in research and analysis, which are tested in all forms of assessment. All postgraduates demonstrate, through subject assessment, their ability to develop substantial research-based scholarship. Research related skill involves a sense of inquiry and capability for asking relevant questions, defining problems, articulation, ability to recognise cause and

effect relationship, formulate hypothesis, and to report the result of experiment or investigation.

- **Self-Directed Learning:** The demanding nature of postgraduate attributes requires effective time-management and an ability to work independently. The rigour of programmes ensure that all postgraduates have developed the ability to work with relative autonomy, which provides a foundation for future leadership roles. Ability to work and learn independently and effectively leads to generating innovative ideas in the changing environment to investigate problems and to have creative solution. Self-learning and application of competence in exploring also help in solving non-familiar problems. This leads to application of one's learning to real life situation and critical sensibility to lived experiences. Well-developed problem-solving abilities also contribute to flexibility of approach.
- **Ethical and Social Understanding:** Profound respect for truth and intellectual integrity including the ethics of scholarship add to the ability to embrace values in conducting one's life and in formulating position about ethical problems from multiple perspectives appreciating environmental and sustainability issues. This postgraduate attribute fosters understanding of social and ethical responsibility and ability to apply ethical standards in order to attain unbiased and truthful actions in all aspects of life. It also involves appreciation of the philosophical and social contexts of a discipline with knowledge of other cultures and appreciation of cultural diversity.
- **Quality of Teamwork:** Teamwork, as postgraduate attributes, creates capacity to value and work effectively and respectfully with diverse team and to facilitate coordinated effort for a common cause. It involves training in mapping out tasks of a team, setting directions and formulating an inspiring vision.

#### **4. Qualification Descriptors**

The qualification descriptors indicate both disciplinary knowledge and understanding as well as generic skills, including global competencies that all students in postgraduate programmes of study for the award of qualification of MA Degree in English Language and Literature should demonstrate.

The students, who complete the course successfully for the Master's Degree in the subject, acquire an understanding of the principles and institutions of English Language and Literature. The

qualification descriptors reflect an improved ability to think analytically about the concept, implementation and development of English Language and Literature in their own professional and national settings. These descriptors also describe an improved ability to conduct research on English Language and Literature in the institutional framework for national or cross-national professional collaboration and the exchange of information.

Postgraduates will have

- an advanced and integrated knowledge of English Language and Literature for the protection and promotion of English Language and Literature;
- an advanced appreciation of the relationship between English Language, Literature and society, at the international and domestic levels, in the field of English Language and Literature; and
- the cognitive and technical skills to independently examine and critically evaluate current issues by reference to international and domestic English Language and Literature standard.

Further, the postgraduates will also be able to

- understand and critically examine the interrelationship between international, regional and domestic histories, philosophies, policies and practices of English Language and Literature;
- engage as informed and open-minded participant in debates about the contested universality of English Language and Literature and its application;
- analyze, interpret and assess the challenges posed to English Language and Literature in the context of globalization; and
- demonstrate autonomy, expert judgment and responsibility as advocate in the field of English Language and Literature.

The students who complete the postgraduate programme of study will be awarded a Master's Degree in English Language and Literature discipline. Some of the qualification descriptors a postgraduate will be capable to demonstrate on completion of Master level programme will include the following:

- systematic, extensive, coherent knowledge and understanding of English Language and Literature study as a whole with its links to related disciplinary areas; critical

comprehension of theories, principles and concepts; and understanding of emerging issues in English Language and Literature;

- procedural knowledge related to the study of English Language and Literature, including research and development;
- skills in one's specialization and contemporary developments in English Language and Literature study, including critical understanding of latest developments in English Language and Literature;
- comprehensive knowledge about current research and skills for identifying problem relating to English Language and Literature study; analysis and interpretation of data using methodologies for formulating evidence based solutions and argument; and skill for critical assessment of wide range of ideas and complex problems relating to English Language and Literature;
- application of disciplinary knowledge and skills to unfamiliar context with ability to analyse issues and seek solution to real-life problem; and
- English Language and Literature related skills to job trades and employment opportunities.

### **5. Programme Specific Learning Outcomes (MA English)**

Programme Learning Outcomes in Human Rights course include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which students are able to demonstrate for the award of LLM/MA Degree in Human Rights qualification.

It is to develop expertise to:

- explore the conditions and dimensions of empowering and transformative learning processes;
- provide an advanced qualification for students wanting to better understand the nature of international human rights in the face of global political, economic, social, legal, ethical and environmental challenges;
- describe and critique the differing approaches, perspectives, and models of human rights and how they impact the ways in which human rights education is carried out in diverse settings;
- design, conduct, analyze and present findings using diverse research tools and methods in order to create knowledge and awareness about human rights issues;

- drawing on critical pedagogies, produce advocacy tools and curricular resources to be used in formal or non-formal educational contexts to address human rights violations;
- analyze the gap between universal rights and grassroots realities in local, regional and global contexts with attention to issues of power, privilege, and marginalization;
- identify diverse methodological tools and skills needed to conduct ethical research;
- synthesize contextual understanding, reflective analysis, theoretical frameworks, and methodological training to inform the production of a thesis and field-based research projects;
- provide grounding in research methods relevant to the advanced study of global issues and develop learner's ability to apply these skills appropriately in an individual dissertation;
- provide opportunities for the development of practical skills necessary to work in organizations confronted by these challenges;
- ensure comparability of learning levels and academic standard across universities;
- focus on knowledge and skill for further study, empowerment and citizenship;

#### **6. Eligibility for admission to M.A. (English) Course:**

Any graduate of this University or any other recognized University shall be admitted to M.A. (English) Course.

#### **7. Intake Capacity:**

The intake capacity of the course will be 40 seats every year.

#### **8. Course Structure of M.A. (English) Course:**

The M.A. programme will be of two years duration consisting of four semesters and of minimum 88 Credits: Semester I (22 Credits), Semester II (22 Credits), Semester III (22 Credits), and Semester IV (22 Credits). In first Semester, there will be five courses of 04 credits each and one course of 02 credits. In Second Semester, there will be four courses of 04 credits each and one course of 02 credits along with On Job Training/ Field Project of 04 credits. For the third semester, there will be four courses of 04 credits each and one course of 02 credits along with Research Project of 04 credits. In the last semester, there will be four courses of 04 credits each and Research Project carrying weightage of 06 credits. Formative as well as Summative assessment will be used for the evaluation, 70% weightage will be given to Summative assessment and remaining 30% will be for Formative assessment. Thus M.A. English degree examination, four Semesters shall be of minimum 88 credits altogether. The following shall be the course structure:



**M.A. English: Semester – I**

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester I	Major Mandatory		Literature in English from 1550 to 1832 – I	04	04	2½	30	70	100
			Introduction to the Study of English Language – I	04	04	2½	30	70	100
			English Language and Literature Teaching – I	04	04	2½	30	70	100
			Introduction to Digital Humanities	02	02	1½	15	35	50
	Major Elective	<b>Any one from the following:</b>							
			a) Linguistics and Stylistics – I	04	04	2½	30	70	100
			b) Postcolonial Literature – I	04	04	2½	30	70	100
	Research Methodology		Research Methodology	04	04	2½	30	70	100

**M.A. English: Semester – II**

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester I	Major Mandatory		Literature in English from 1550 to 1832 – II	04	04	2½	30	70	100
			Introduction to the Study of English Language – II	04	04	2½	30	70	100
			English Language and Literature Teaching – II	04	04	2½	30	70	100
			English for Digital World	02	02	1½	15	35	50
	Major Elective	<b>Any one from the following:</b>							
			a) Linguistics and Stylistics – II	04	04	2½	30	70	100
			b) Postcolonial Literature – II	04	04	2½	30	70	100

	OJT/ FP		On Job Training/ Field Project	120	04	-	30	70	100
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**The students those opt out after completing first two semesters will be awarded PG Diploma.**

**Students completing B.A. Honours / Honours with research degree will be able to take admission to M.A. Semester - III directly**

### **M.A. English: Semester – III**

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester I	Major Mandatory		Literature in English from 1832 to 1980 – I	04	04	2½	30	70	100
			Contemporary Critical Thoughts – I	04	04	2½	30	70	100
			Contemporary Literature – I	04	04	2½	30	70	100
			English for Academic Writing	02	02	1½	15	35	50
	Major Elective	<b>Any one from the following:</b>							
			Semantics and Pragmatics – I	04	04	2½	30	70	100
			Postcolonial Indian English Literature – I	04	04	2½	30	70	100
	Research Project		Research Project	-	04	-	30	70	100

### **M.A. English: Semester – IV**

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester I	Major Mandatory		Literature in English from 1832 to 1980 – II	04	04	2½	30	70	100
			Contemporary Critical Thoughts – II	04	04	2½	30	70	100
			Contemporary Literature – II	04	04	2½	30	70	100
	Major Elective	<b>Any one from the following:</b>							
			Semantics and Pragmatics – II	04	04	2½	30	70	100

			Postcolonial Indian English Literature – II	04	04	2½	30	70	100
	Research Project		Research Project	-	06	-	60	90	150

## 9. Scheme of Examination:

The Assessment of CDOE students of Master of Arts (M.A.) English Major programme in the academic session 2023-24 and thereafter, shall be based on

- (a) University Examinations,
- (b) Internal Assessment,
- (c) Semester Grade Point Average and Cumulative Grade Point Average system

There will be Internal and University examination for each course consisting 70 % weightage for University examination and 30% for Internal Assessment. University examination will be of 70 marks/ 2½ hours duration for 04 credits courses and 30 marks/ 1½ hours duration examination 02 credits courses at the end of each semester.

Internal evaluation will be in the form of: assignments and presentations, orals or any such others. There will be at least two types of assessments from the types given above will be practised. A student who secures 40% in University and Internal evaluation separately, will be awarded the prescribed credits of the course.

A candidate who does not pass the examination in any subject or subjects in one semester will be permitted to reappear in such failed subject or subjects along with the papers of following semesters.

At the end of each semester, a cumulative grade point average (CGPA) and also Semester grade point average (SGPA) will be calculated as a weighted average of the GPI of all courses in which the student has passed till that semester.

A candidate shall be permitted to proceed from the First Semester up to Final Semester irrespective of his/her failure in any of the Semester examinations subject to the condition that the candidates should register for all the arrear subjects of earlier semesters along with current (subsequent) semester subjects.

## 10. Standard of Passing:

For all courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, a student must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

Even a student fails in IA, he/she shall be declared 'pass' in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the student passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

A candidate shall be permitted to proceed further from the First Semester up to Fourth Semester irrespective of his/her failure in any of the Semester examinations subject to the condition that the candidates should register for all the backlog subjects of earlier semesters along with current (subsequent) semester subjects.

The 10-point scale Grades and Grade Points according to the following table.

Range of Marks (Out of 100)	Grade	Grade Point
$80 \leq \text{Marks} \leq 100$	O	10
$70 \leq \text{Marks} < 80$	A+	9
$60 \leq \text{Marks} < 70$	A	8
$55 \leq \text{Marks} < 60$	B+	7
$50 \leq \text{Marks} < 55$	B	6
$40 \leq \text{Marks} < 50$	C	5
Marks < 40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60% and 40%.

GPA is calculated by adding the UE marks out of 70 and IA marks out of 30. The total marks out of 100 are converted to grade point, which will be the GPA.

#### 11. Formula to Calculate Grade Points (GP):

Suppose that 'Max' is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP, Set  $x = \text{Max}/10$  (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of Marks at the evaluation	Formula for the Grade Point
$8x \leq \text{Marks} \leq 10x$	10
$5.5x \leq \text{Marks} < 8x$	Truncate (Marks/x) +2
$4x \leq \text{Marks} < 5.5x$	Truncate (Marks/x) +1

Two kinds of performance indicators, namely, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a student in all the courses in a particular semester, while the CGPA measures the cumulative performance in all courses since his/her enrolment to the course. The CGPA of a student when he/she completes the programme is the final result of the student.

The SGPA is calculated by the formula  $SGPA = \frac{\sum C_k \times GP_k}{\sum C_k}$ , where  $C_k$  is the credit-value assigned to a course and  $GP_k$  is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study during the semester, including those in which he/she might have failed or those for which he/ she remained absent. The SGPA shall be calculated up to two decimal place accuracy.

The CGPA is calculated by the formula  $CGPA = \frac{\sum C_k \times GP_k}{\sum C_k}$ , where  $C_k$  is the credit-value assigned to a course and  $GP_k$  is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study from the time of his/her enrolment to the course and also the during the semester for which CGPA is calculated, including those in which he/she might have failed or those for which he/she remained absent. The CGPA shall be calculated up to two decimal place accuracy.

The Formula to compute equivalent percentage marks for specified CGPA:

% Marks (CGPA) =	$10 \times CGPA - 10$	if $5.00 \leq CGPA \leq 6.00$
	$5 \times CGPA + 20$	if $6.00 \leq CGPA \leq 8.00$
	$10 \times CGPA - 20$	if $8.00 \leq CGPA \leq 9.00$
	$20 \times CGPA - 110$	if $9.00 \leq CGPA \leq 9.50$
	$40 \times CGPA - 300$	if $9.50 \leq CGPA \leq 10.00$

## 12. Award of honours:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
$9.50 \leq CGPA \leq 10.00$	O	Outstanding	$80 \leq \text{Marks} \leq 100$
$9.00 \leq CGPA \leq 9.49$	A+	Excellent	$70 \leq \text{Marks} < 80$
$8.00 \leq CGPA \leq 8.99$	A	Very Good	$60 \leq \text{Marks} < 70$
$7.00 \leq CGPA \leq 7.99$	B+	Good	$55 \leq \text{Marks} < 60$
$6.00 \leq CGPA \leq 6.99$	B	Average	$50 \leq \text{Marks} < 55$
$5.00 \leq CGPA \leq 5.99$	C	Satisfactory	$40 \leq \text{Marks} < 50$
CGPA Below 5.00	F	Fail	Marks Below 40

**13. Gracing:**

The gracing shall be done as per existing rules of the University.

**14. Verification and Revaluation:**

There is provision for verification and revaluation of the result. A student can apply for the verification and revaluation of the result within the two weeks from the declaration of the results with the prescribed fee. The verification and revaluation shall be done as per the existing rules of the University.

**15. Format of the transcript:**

The student will be given a transcript indicating his/her performance at the end of every semester examination. The transcript shall be given as per the following table along with other necessary details:

Course No.	Course Name	No. of Credits	University Examination		Internal Assessment		Grade Point Average	Result
			Grade	Grade Point	Grade	Grade Point		
1								
2								
3								
4								
5								
Total Cumulative Credits Completed			SGPA		CGPA		Equivalent Marks (%)	
<u>Note:</u> GPA is calculated by adding the UE marks out of 60 and IA marks out of 40. The total marks out of 100 are converted to Grade Point, which will be the GPA.								

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(CDOE)  
M.A. (English) Semester –  
I Literature in English 1550 to  
1832 – I

**Total Credits: 04**

**Total Lectures: 60**

Expected Course Learning Outcomes:  
**After completing the study of this course, a learner will be able to:**

- CO1. place the literary works within the historical context and understand how political, social, and cultural factors influenced the literature of the time.**
- CO 2. analyze and interpret literary texts critically, identifying key themes, stylistic elements and literary techniques employed by writers during this period.**
- CO 3. understand various literary movements and genres that emerged during Romantic periods, such as Renaissance drama, Neoclassical poetry, Gothic literature and the Romantic movement.**
- .CO 4. compare and contrast literary works from different writers and genres, exploring common themes, motifs and approaches.**
- CO 5. develop an appreciation for the literary innovations and experimentation that occurred during this period.**
- CO 6. analyze the use of literary devices and language techniques employed by the writers in literary works.**
- CO 7. explore how literature from this period reflects the cultural, political, and philosophical ideas of the time and consider its relevance in a global context.**
- CO 8. demonstrate an understanding of texts within the specific socio-cultural and historical context.**
- CO 9. relish the aesthetic beauty, wonder in the realm of nature reflect in writing.**

#### Course content:

A) Historical background to the period with special reference to the texts.

B) Poetry:

- |                   |   |  |
|-------------------|---|--|
| 1. Edmund Spencer | : | i. Epithalamion                        |
| 2. John Donne     | : | i. The Good Morrow                     |
|                   | : | ii. A Valediction: Forbidding Mourning |
| 3. John Milton    | : | i. Lycidas, ii. On His Blindness       |
| 4. William Blake  | : | i. The Lamb, ii. The Tiger             |

C) Drama:

- |                        |   |                |
|------------------------|---|----------------|
| 1. William Shakespeare | : | <i>Othello</i> |
|------------------------|---|----------------|

D) Fiction:

- |                 |   |                      |
|-----------------|---|----------------------|
| 1. Daniel Defoe | : | <i>Moll Flanders</i> |
|-----------------|---|----------------------|



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**(CDOE)**  
**M.A. (English) Semester – II**  
**Literature in English 1550 to 1832 – II**

Total Credits: 04

Total Lectures: 60

**Course content:**

**A) Historical background to the period with special reference to the texts.**

**B) Poetry:**

- |                       |   |                          |                   |
|-----------------------|---|--------------------------|-------------------|
| a. William Wordsworth | : | i. The Solitary Reaper,  | ii. By The Sea    |
| b. P.B. Shelley       | : | i. Ode to The West Wind, | ii. To a Skylark  |
| c. John Keats         | : | i. The Eve of St. Agnes, | ii. Ode to Autumn |

**C) Drama:**

- |                     |   |                             |
|---------------------|---|-----------------------------|
| a. William Congreve | : | <i>The Way of the World</i> |
|---------------------|---|-----------------------------|

**D) Fiction:**

- |                |   |                            |
|----------------|---|----------------------------|
| a. Jane Austen | : | <i>Pride and Prejudice</i> |
|----------------|---|----------------------------|

**Note: Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.**

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**(CDOE)****M.A. (English) Semester – I****Introduction to the Study of English Language – I**

Total Credits: 04

Total Lectures: 60

Expected Course Learning Outcomes:

**After completing the study of this course, a learner will be able to:**

- CO1. explore the relationship between language and society and study the language variations and social factors influence language use.**
- CO 2. execute the psychological processes involved in language comprehension, production, and acquisition.**
- CO 3. grasp the complexity of language as a communication process shaped by cognitive, biological, cultural, and social factors.**
- CO 4. apply the concepts, theories, and methodologies in qualitative and quantitative analyses of linguistic structure and patterns of language use.**
- CO 5. demonstrate the processes of language change and variation, the role of language in social identities, and the distinctive properties of human language.**
- CO 6. become competent while using English in Academics, Social Communication and at the work place.**
- CO 7. identify the differences in various Englishes used in different countries both in written and spoken forms.**
- CO 8. apply the domain knowledge to train others in second language learning and language acquisition.**
- CO 9. explore the universals across different languages and also appreciate the incredible diversity in languages worldwide.**

**Course content:**

1. The Phonology of English:
  - i. Phonemes/Sounds of English
  - ii. Syllable
  - iii. Word Stress
  - iv. Sentence Stress**
  - v. Intonation**
2. The Morphology of English
  - i. The structure of words
  - ii. Morphemes & allomorphs
  - iii. Types of Morpheme**
  - iv. Processes of word formation**
3. The Grammar of English
  - i. Elements of grammar: Open Ended class and Closed class of words

ii. Phrases: NP, VP, AjP, AvP, PP

iii. The simple sentence

#### 4. Semantics

i. The Terms 'Semantics' and 'Meaning'

ii. Seven Types of Meaning

iii. Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes)

iv. Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

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(CDOE)

M.A. (English) Semester – II

Introduction to the Study of English Language – II

Total Credits: 04

Total Lectures: 60

Course content:

## A) Language and Society:

## i. Language Variation:

- a. Regional Variation/Dialects      b. Social Variation/Sociolects

**c. Individual Variation/Idiolects      d. Stylistic Variation/(i.e. Formal and Informal Styles)**

## ii. Language Contact:

- a. Code Switching      b. Code Mixing      c. Borrowing

## B) Distinctive Features of British, American and Indian English:

- a) Phonological Features      b) Syntactic Features**
- c) Features of Vocabulary      d) Spelling Conventions**

## C) Pragmatics:

## i. Basic Concepts:

- a. Speech Acts      b. Situation and Speech Event**
- c. Deixis      d. Presuppositions and Implicatures**
- e. The Concept of Discourse      f. Cohesion and Coherence**
- g. Turn Taking and Adjacency Pairs**

## D) Pragmatics:

## ii. Conversational Principles:

- a. Politeness in Conversation : Face, Power, Solidarity, etc
- b. Maxims of Politeness Principle (as given by Lakoff and Leech)
- c. Co-operation in Conversation: Maxims of Co-operative Principle (Gricean Maxims as given in G. N. Leech (1983))
- d. Observation and Violation of CP and PP in Conversation

## Reference books:

1. Quirk R, Greenbaum S., & Swartvik J. *A University Grammar of English*, London, Longman, 1973.
2. Quirk R. *The Use of English*, London, Longman, 1962.
3. Gimson, A.C. *An Introduction to The Pronunciation of English*, a revised edition, 1996.
4. Kachru B.B. *The Indianization of English, The English Language in India*, Delhi, OUP, 1983.
5. Kachru B.B. *The Alchemy of English: The spread, functions & models of non-native Englishes*, Delhi, OUP, 1986.

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**(CDOE)**  
**M.A. (English) Semester – I**  
**English Language and Literature Teaching – I**

**Total Credits: 04**

**Total Lectures: 60**

**Expected Course Learning Outcomes:**

**After completing the study of this course, a learner will be able to:**

**CO1. aware of the theories of Language Learning like Cognitive, Behaviourist etc.**

**CO 2. use Language Lab and create course materials such as Bridge course, Remedial Course, Communicative English Course etc.**

**CO 3. use LSRW, CALL and machine assisted Learning and orient the students to various practices in teaching literature.**

**CO 4. conduct different types of tests for evaluation and assessment.**

**CO 5. give significant scholarly participation in the field of English Language and Literature Teaching.**

**CO 6. understand the philosophy of language learning and language teaching to address the demands for the English language in a changing scenario.**

**Course content:**

**A) Learning, Acquisition and Teaching**

1. The nature of language learning and language teaching, the study of literature and the teaching of literature
2. Language acquisition and language learning

**B) Theories and Socio-Linguistic Context**

3. Theories of language learning and their implications for teachers and learners
4. Socio-Linguistic Context of English Language and Literature Teaching in India

**C) Skills, Approaches, methods and techniques**

5. The teaching of language skills, reference skills, study skills and presentation skills
6. Approaches, methods and techniques – communicative approach to language teaching, teaching without lecturing

**D) Teaching, Curriculum and Material Production**

7. Teaching Without Lecturing: Use of Audio-Visual Aids and Computers in Language Teaching
8. Curriculum and Syllabus
9. Materials Production for English Language and Literature Teaching

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**(CDOE)**  
**M.A. (English) Semester – II**  
**English Language and Literature Teaching – II**

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**A) Learning, Acquisition and Teaching**

1. Remedial Teaching, Peer Teaching and Micro Teaching
2. Testing and assessment, qualities of good test and types of tests
3. English for Specific Purposes

**B) Teaching techniques**

4. The teaching of vocabulary
5. The teaching of grammar
6. The teaching of poetry
7. The teaching of drama
8. The teaching of fiction

**C) Lecture plan and Language Teaching and Literature Teaching**

9. Lecture plan for teaching English language and literature
10. The Relationship between Language Teaching and Literature Teaching

**D) New approaches of Teaching and English Teaching Indian Context**

11. Stylistic and Pragmatic Approaches to the Teaching of Literature
12. Major Issues in English Language Teaching in India: Teaching in Large Classes, Role of Mother Tongue in English Language Teaching

**Books for reference:**

1. Brumfit, C. and Carter, R. (1986) *Literature and Language Teaching*, Oxford, OUP.
2. Byrne, D. (1990) *Teaching Oral English*, Longman: Essex.
3. Byrne, D. (1990) *Teaching Writing Skills*, Longman: London and New York.
4. Carter, R. and Long, M. N. (1991) *Teaching Literature*, Longman: London.
5. Byrne, D. (1990) *Teaching Oral English*, Longman, Essex.
6. Byrne, D. (1990) *Teaching Writing Skills*, Longman, London and New York.
7. Duff A. and Maley, A. (1990) *Literature*, Oxford.
8. Grant, N. (1987) *Making the most of your Textbook*, Longman, London and New York.
9. Havgar, J. (1990) *The Practice of English Teaching*, Longman, London.
10. Hill, J. (1986) *Using Literature in Language Teaching*, Macmillan, London.
11. Huges, A. (1989) *Testing for Language Teachers*, CUP, Cambridge.
12. Krishnaswamy, N. and T. Sriraman (1994), *English Teaching in India*, (T. R. Publications, Madras)
13. Krishnaswamy, N. And T. Krishnaswamy (2006), *The Story of English in India*, (Foundation Books)
14. Kudchedkar, G. (1993), *Literature and Language Teaching* (CUP)
15. Nagaraj, G. (1996) *English Language Teaching. Approaches. Methods and Techniques*, Orient Longman, Hyderabad.
16. Sarasvati, V. (2004), *English Language Teaching: Principles and Practice* (O.L.)
17. Tickoo, M. L. (2002), *Teaching and Learning English* (Orient Longman)



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(CDOE)  
M.A. (English) Semester – I  
Introduction to Digital Humanities

Total Credits: 02

Total Lectures: 30

Expected Course Learning Outcomes:

**After completing the study of this course, a learner will be able to:**

**CO 1: Demonstrate an understanding of the nature and key concepts in Digital Humanities**

**CO 2: Appreciate the value of theories and practices of humanities in the digital space in both academic and non-academic contexts.**

**CO 3: Display an understanding of how new technologies are transforming historical teaching, research, writing and publishing**

**CO 4: Evaluate existing digital platforms based on features that can be used for data creation, curation and analysis within different fields such as literature, history, arts, and music.**

**CO 5: Use digital tools and methods to study and promote humanities. CO 6: Curate/Create a piece of digital scholarship.**

Course Contents

### Unit 1. DH: Introduction:

- a) The humanities- development & core concerns
- b) The transitions – oral, text-based, & digital
- c) Evolution of DH-from Busa to Present

### Unit 2. Understanding DH:

- a) Definitions and meaning of digital humanities
- b) Major features of digital humanities
- c) Understanding a DH Project

### Unit 3. DH: Methods and tools:

- a) Developing a DH Project
- b) Digital Archiving
- c) Data Visualization

Reading List/References:

**Adolphs, Svenja and Dawn Knight, editors. The Routledge Handbook of English Language and Digital Humanities. Delhi: Routledge, 2020. Berry, David M., and Anders Fagerjord.**

**Digital humanities: Knowledge and critique in a digital age. John Wiley & Sons, 2017.**

**Bulkun, Mestrovic Deyrup & Mary.**

**Transformative Digital Humanities: Challenges and Opportunities. Delhi: Routledge, 2020.**

**Crompton, Constance, Richard J. Lane, and Ray Siemens, eds.**

**Doing digital humanities: Practice, training, research. Taylor & Francis, 2016.**

**Dobson, James E.**

**Critical Digital Humanities: The Search for a Methodology. Chicago: University Illinois of Press, 2019.**

**Gairola, Roopika Risam and Rahul K. South Asian Digital Humanities: Postcolonial Mediations Across Technology's Cultural Canon. Delhi: Routledge, 2020. Gold, Matthew, editor.**

**Debates in the Digital Humanities. Minneapolis: University of Minnesota Press, 2012. Karla, Maya Dodd & Nidhi.**

**Exploring Digital Humanities in India Pedagogies, Practices, and Institutional Possibilities.** Delhi: Routledge India, 2020. Rosenzweig, Roy and Dan Cohen. **Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web.** Pennsylvania: University of Pennsylvania Press, 2005. Sabharwal, Arjun. **Digital curation in the digital humanities: Preserving and promoting archival and specialcollections.** Chandos Publishing, 2015. Schnapp, Jeffrey. **Digital Humanities.** Cambridge: MIT Press, 2021. Schreibman, Susan and Ray Siemens, editors. **A Companion to Digital Literary Studies.** New Jersey: Blackwell Publishing, 2008. Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. **Defining digital humanities: a reader.** Routledge, 2016. Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. **Digital humanities in practice.** Facet Publishing, 2012

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(CDOE)  
M.A. (English)  
Semester – I English  
for Digital World

Total Credits: 02

Total Lectures: 30

Expected Course Learning Outcomes:

**After completing the study of this course, a learner will be able to:**

- CO1. use digital tools, platforms, and online communication channels and get engage effectively in the digital world.**
- CO 2. execute the netiquette, digital etiquette, the appropriate behavior, and communication norms in online environments.**
- CO 3. create content for websites, social media, and other online platforms, considering factors such as SEO, readability, and audience engagement.**
- CO 4. adapt new technologies, tools, and platforms that emerge in the ever-evolving digital landscape.**
- CO 5. participate in virtual settings, including online group projects, remote meetings and virtual teamwork.**
- CO 6. create and deliver digital presentations, incorporating multimedia elements and engage audience effectively.**
- CO 7. maintain a positive and professional online presence, reflecting personal and professional brand.**
- CO 8. explore the art of digital storytelling, incorporating multimedia elements to craft compelling narratives.**

Course Contents

**Unit - I: Constructing, maintaining and expressing a Self**

1. Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.)
2. Striking up formal, informal conversations (register, tone, vocabulary)
3. Blogs, Facebook posts (expressing likes and dislikes)
4. Formal and informal correspondence (emails, making announcements on social groups: expressing/ declining interests, making requests, sharing information).

**Unit - II: Making an Organisation Profiles and networks**

1. Writing about the institution (describing and assessing)
2. Building networks (compare, contrast, synthesize)
3. Updating Blogs and Vlogs (discourse markers)

**Unit - III: Online Interactions and Diversity**

1. Etiquettes for online interactions including Social Media (chats, meetings, video conferences).
2. Ethics towards inclusive and integrated participation (addressing gender, ethnicity,

- specialabilities)
3. Drawing boundaries in communication (obscenities, hostility, addressing disrespectful comments and feedback: changing register and tone of communication)

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(CDOE)  
M.A. (English) Semester – I  
a) Linguistics and Stylistics – I

Total Credits: 04

Total Lectures: 60

Expected Course Learning Outcomes:

**After completing the study of this course, a learner will be able to:**

- CO1. apply critical thinking through linguistic data analysis in phonetics, phonology, syntax, and at least one other subfield**
- CO 2. write technical material in linguistics, including language description and theory-based analysis**
- CO 3. differentiate various concepts of style, marked style expression means in the text and separate functional styles.**
- CO 4. analyze a literary and non-literary texts stylistically.**
- CO 5. make significant scholarly participation in the field of linguistics.**
- CO 6. demonstrate the understanding of the concepts, theories, and methodologies in qualitative and quantitative analyses of linguistic structure and patterns of language use.**
- CO 7. analyze discourse and do linguistic and stylistics analysis of literary text.**

Course content:

A) Orientation:

**Linguistics as a scientific study of language, langue and parole, linguistic competence and linguistic performance; syntagmatic and paradigmatic relations; ordinary language and literary language, free repetition and repetition and parallelism; foregrounding.**

B) Phonology and literature:

**Segmental and suprasegmental features, sound patterns, onomatopoeia and sound symbolism. The importance of the spoken word and pauses in literature.**

C) Syntax and literature:

**Periodic and loose sentence structure, use of the passive voice, direct and indirect speech, free direct speech and free indirect speech, sentence length, types of sentences - declarative, interrogative, imperative and exclamatory; simple, complex and compound. Syntactic cohesion.**

D) Lexis, Semantics and Literature:

**Content words and function words, lexical sets, collocations and selectional restrictions. Lexical cohesion. Synonymy, antonymy, hyponymy, semantic entailments, paraphrase relationship, semantic anomaly, tautology, contradiction, indeterminacy of meaning in literature, figures of speech based on meaning.**

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(CDOE)  
M.A. (English) Semester – II

a) Linguistics and Stylistics – II

Total Credits: 04

Total Lectures: 60

Course content:

A) Orientation:

**The relationship between linguistics and stylistics, the relationship between literature and stylistics, practical criticism and stylistics. The nature and scope of stylistics, the stages in stylistic analysis, linguistic stylistics and literary stylistics. The strengths and limitations of stylistics.**

B) The stylistics of poetry:

**The concept of poetic diction, creativity in the use of language, poetic license, music in poetry, metre, ambiguity, obscurity and indeterminacy.**

C) The stylistics of drama:

**Theatre and drama, dramatic mode, dramatic text and performance text, the use of proximal deixis in drama, dramatic dialogues and speech act theory, the cooperative principle and the politeness principle, turn taking and adjacency pairs, dramatic dialogues and everyday conversations.**

D) The stylistics of fiction:

**Fiction as a narrative form of discourse, narrative strategies, point of view, universe of discourse, the use of distal deixis in fiction.**

Reading List

1. Austin, J. L. (1962), *How to do things with words*, Oxford: Clarendon Press.
2. Black, Elizabeth (2006), *Pragmatic Stylistics*, (Edinburgh)
3. Crystal, David, *A Dictionary of Applied Linguistics and Stylistics*
4. Cummings, M. and R. Simmons (1983), *The Language of Literature : A Stylistic Introduction to the Study of Literature*, London : Pergamon
5. Fowler, Roger (1971), *The Language of Literature*, London : Routledge and Kegan
6. Krishnaswamy, N., S. K. Verma and N. Nagarajan (1992), *Modern Applied Linguistics*, Madras: Macmillan
7. Leech, Geoffrey (1969), *A Linguistic Guide to English Poetry*, London: Longman
8. Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.
9. Welsh, Katie (1989), *A Dictionary of Stylistics*, London: Longman
10. Wright, Laura and Jonathan Hope (1996), *Stylistics : A Practical Course Book*, London :

Routledge

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(CDOE)  
M.A. (English) Semester – I  
b) Postcolonial Literature – I

Total Credits: 04

Total Lectures: 60

Expected Course Learning Outcomes:

**After completing the study of this course, a learner will be able to:**

- CO1. understand Postcolonial Discourse in writing and in the real world as well as the prominent post-colonial theories and theorists.**
- CO 2. demonstrate the ability to understand violence as a part of colonialism and decolonization and act accordingly**
- CO 3. understand the strategies for re-writing of history and confirm the identities in the context of Postcolonial Literature.**
- CO 4. link widening perspectives in Postcolonial Theory and practice and apply it in the analysis of texts, real life data or actual crises.**
- CO 5. synthesize the historical, social and cultural contexts in which post-colonial literature emerged.**
- CO 6. make significant scholarly participation in the field of Postcolonial Literature.**
- CO 7. master the literary techniques used by post-colonial writers to address colonialism and its aftermath.**
- CO 8. analyze post-colonial literary texts, considering the nuances of cultural representation, power dynamics and socio-political implications.**

Course content:

**A) The Basic Concepts:**

- i. Introduction: situating the postcolonial
- ii. Postcolonial issues in performance
- iii. Postcolonial autobiographical writing
- iv. Appropriating the world: language and voice
- v. Form and genre

**B) Texts:**

- i. Ngugi Wa Thiango : *Decolonising the Mind*
- ii. Dorris Lessing : *The Grass is Singing*

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**(CDOE)**  
**M.A. (English) Semester – II**

**b) Postcolonial Literature – II**

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**A) The Basic Concepts:**

- i. Nation and gender
- ii. Acknowledging economical and cultural diversity
- iii. Colonizing in reverse
- iv. Citizens of the world: reading postcolonial literature

**B) Texts:**

- i. Chinua Achebe : *Things Fall Apart*
- ii. Wole Soyinka : *A Dance of the Forest*

Poems selected from *An Anthology of Commonwealth Poetry* (Macmillan):

- i. Margaret Atwood: Journey to the Interior
- ii. Les Murray: Wilderness
- iii. J. Wright: Woman to Man, The Harp and the King, Nigger's Leap

**Reference Books:**

1. Bill Ashcroft, Gareth Griffiths & Helen Tiffin, *The Post-Colonial Reader*. London: Routledge, 1995.
2. Ashok Bery, *Postcolonial Poetry and Cultural Translation*. Basingstoke: Palgrave Macmillan, 2007.
3. Homi Bhabha, *The Location of Culture*. London: Routledge, 1994.
4. Lloyd Brown, *Women Writers in Black Africa*, Westport, CT: Greenwood Press, 1981.
5. Robert Fraser, *Lifting the Sentence: A Poetics of Postcolonial Fiction*. Manchester: Manchester University Press, 2000.
6. Glenn Hooper and Colin Graham, eds. *Irish and Postcolonial Writing*. Basingstoke: Palgrave Macmillan, 2002.
7. Ania Loomba, *Colonialism/Postcolonialism*. 2<sup>nd</sup> edition. London: Routledge, 2005.
8. John Thieme, *Post-Colonial Studies: The Essential Glossary*. London: Arnold, 2003.
9. Robert J.C. young, *Postcolonilism: A Very Short Introduction*. Oxford: OUP, 2003.
10. Roberts, Neil. Ed. *A Companion to Twentieth Century Poetry* Blackwell, 2001

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**(CDOE)**  
**M.A. (English) Semester – I**

**Research Methodology – I**

Total Credits: 04

Total Lectures: 60

Expected Course Learning Outcomes:

**After completing the study of this course, a learner will be able to:**

- CO1. comprehend the understanding of fundamental research concepts, such as hypothesis formulation, variables, sampling, data collection methods, research design etc.**
- CO 2. design research projects, selecting appropriate research methods and justify the choices.**
- CO 3. conduct a thorough literature review, identifying relevant sources, critically analyzing existing research, and identifying gaps in knowledge..**
- CO 4. choose and implement appropriate data collection methods and demonstrate competence in data analysis techniques, such as descriptive statistics and inferential statistics.**
- CO 5. communicate research findings through well-structured reports and oral presentations.**
- CO 6. draft a research proposal that outlines the research question, objectives, methodology, and potential significance.**
- CO 7. practice the ethical guidelines in conducting research and execute to the principles of research ethics.**

**Course content:**

**A. Introduction:**

1. Meaning and objectives of research, Qualities of a Good Researcher
2. Key terms in research: investigation, exploration, examination, analysis, hypothesis data, methods and techniques, results and findings, etc.
3. Dimensions and Different methods of research in Language and Literature

**B. Process of Research:**

1. Research Area and Research Topic, Preparing Bibliography for Background Reading, Formulating the Research Problem, Extensive Survey of Relevant Literature
2. Developing Hypothesis and Defining Aims and Objectives, Deciding the Scope and Limitations
3. Adopting Appropriate Research Methodology, Writing a Research Proposal

**C. Research Process**

1. Collecting and Classifying Data (books, anthologies, thesauruses, encyclopedias, conference proceedings, unpublished theses, newspaper articles, journals, govt publications, e-journals, web references, research sites, printed and web indexes, etc.; e-

mail discussion groups, special libraries, advanced study centers, virtual libraries, web search engines, etc.)

2. Analyzing the Data, Arriving at Interpretations and Generalizations, Preparing Chapter wise Design

#### **D. Presentation of Research**

1. Format of the Thesis, Logical Writing, Introductions and Conclusions, Presentation of Findings,
2. Footnotes and Endnotes, Writing Bibliography Using Standard Style sheets
3. Writing a Short Research Paper, Writing a Short Dissertation

### Reference Books:

1. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age International Ltd
2. Abdul Rahim, F. (2005), *Thesis Writing: A Manual for Researchers* (New Delhi: New Age International)
3. Gibaldi, Joseph (7<sup>th</sup> edn. 2007), *MLA Handbook for Writers of Research Papers*, New York: MLA Association
4. Lenburg, Jeff (2007), *Guide to Research*, Viva Books
5. Rajannan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad
6. Rahim, F. Abdul (1996), *Thesis Writing-A Manual for Researchers*, New Delhi: New Age International
7. Sinha, M.P. *Research Methods in English*
8. Hillway, George *Introduction to Research*
9. Robinson, *Research Design and Statistical Measures*
10. Campbell, William *Form and Style in Thesis Writing*

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**(CDOE)**  
**M.A. (English) Semester – II**

**On Job Training/ Field Project/ Internship**

**Total Credits: 04**

**Minimum Hours: 120**

**Expected Course Learning Outcomes:**

**After completing On Job Training/ Field Project course, a learner will be able to:**

- CO1. practice the technical skills, problem-solving abilities, and proficiency in using tools and equipment.**
- CO 2. study the industry they are working in deeply, including its history, current trends, and future outlook.**
- CO 3. interact with colleagues, clients, and customers in real-world scenarios.**
- CO 4. adapt to changing situations and diverse work environments, fostering the ability to handle unexpected challenges.**
- CO 5. develop teamwork and collaboration skills and practice the dynamics of working effectively with colleagues.**
- CO 6. analyze problems critically and come up with effective solutions.**
- CO 7. perform at the workplace with professionalism, including punctuality, dress code and ethical behavior.**
- CO 8. take decisions in real-world contexts and face the impact of decisions on business outcomes.**
- CO 9. identify potential issues or opportunities, contributing to continuous improvement within the organization.**

**Course requirement:**

**As per mandatory requirement of National Credit Framework, a student has to complete On Job Training/ Field Project/ Internship of 04 credits as per the requirement of the curriculum. A student has to complete the**



**same during summer break, after completion of the second semester of the first year in the respective Major Subject.**

**A student has to spend minimum 120 hrs for completing On Job Training/ Field Project/ Internship which is the requirement of fulfillment of the credits. He/she has to submit the report of the same to the department and after that there will be evaluation of the same for 100 marks by the university. A student will be evaluated through assessment of the submitted report, his/her engagement in Training/Project/Internship and the viva/oral presentation conducted by the university panel that includes an internal and an external examiner.**

**The college will facilitate On Job Training/ Field Project/ Internship by doing required correspondance with the external organisations. The college will sign Memorandum of Understanding/Association with such organisation who will provide On Job Training/ Field Project/ Internship to the students.**

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