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# Bridging Liberal Arts and Industry: Apprenticeship-Embedded English Degrees in the NEP-2020 Framework

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## Abstract

*The transformation of undergraduate English studies in India has become imperative in the context of rapid socio-economic and technological change. Traditionally literature-centric, English programmes are now being re-envisioned to align with employability, interdisciplinarity, and skill-based learning as articulated in the National Education Policy 2020. This paper examines the pedagogical and structural implications of introducing Apprenticeship-Embedded Degree Programmes (AEDP) and internship-integrated curricula for English major students. It argues that AEDP offers a viable framework to bridge the gap between liberal arts education and industry requirements by embedding experiential learning, vocational skills, and professional communication competencies within the academic structure (UGC, 2020; Ministry of Education, 2020). Drawing upon developments in English for Specific Purposes (ESP), digital literacy, and Human Language Technology, the study proposes a comprehensive model comprising ten skill-oriented courses, including corporate communication, digital content writing, media writing, legal English, and Natural Language Processing. The paper situates these curricular innovations within broader theoretical constructs such as communicative competence, Cognitive Academic Language Proficiency (CALP), and Basic Interpersonal Communication Skills (BICS) (Cummins, 1979), while also engaging with the demands of the global knowledge economy (Gee, 2015).*

**Keywords:** Undergraduate English studies, AEDP, employability, interdisciplinarity, skill-based learning

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## I. INTRODUCTION

For quite a long period, undergraduate level English major subjects were literature-centric. After having the degree, students were mostly trying to get the teaching jobs in schools and colleges. Some others, although number is very few prefer to work with media, publishing and advertising companies. But. Time has changed. Now, syllabus for students of English tries to bring balance between both language and literature. Of late, it is realized that the increasing

utility of language in professional and technical domains needs to be addressed. In this context, Apprenticeship-Embedded Degree Programmes (AEDP) for undergraduate English majors aim to bridge the gap between traditional liberal arts education and industry employability, often resulting in a B.A. (English) with a minor in a vocational skill. These programs align with the curriculum framework of University Grants Commission (UGC) and national Education Policy (NEP 2020), and allow students to

earn while they learn, providing paid internships, and industry-relevant training.

An important part of English major is typically to move into careers requiring high communication skill levels. Thus, subjects like Corporate Communication, Content Writing, Digital Marketing, Media & Publishing, HR Operations, and Public Relations. In these programs, 25%-30% practical work experience is associated. Now, it not only makes English Major students industry-ready but also gives them a scope to be associated with field study and language laboratory. Now, such students can become copywriter, editor, PR specialist, instructional designer, and technical writer. What's more, such students can go for subjects of study like data science and human language technology.

## II. BACKGROUND OF THE STUDY

For quite a long time, English major students were used to studying books on literature and literary theories. Then the studies relating to English for Specific Purposes (ESP) was introduced in professional and technical curriculum. Thus, for the last three decades or so, the idea of imparting the courses like Professional Communication in English, Business Communication, English for Engineers or English for Medical Professionals emerged. To some extent, in CBCS syllabus, Media Writing was also included as an Elective paper. Now, in the contemporary scenario, and specifically aligning with the salient features of NEP-2020, the need of new and apprenticeship-based teaching-learning system has to be introduced to English major at UG level too. This increasingly breaks monotony as students have to adaptive to multidisciplinary while gaining knowledge of literatures in English. In addition, of late, it is realized that the learners should develop autonomy; be able to bring about balance between Cognitive Academic Language Proficiency (CALP) and Basic Interpersonal Communication Skills (BICS) (Cummins, 1979). This should be ideally flavored with technical competence and Multiple Intelligence (MI, Gardener, 1983).

In this context, here ten course titles, the course objectives, outcomes and other pedagogical details have been presented aiming to benefit both teachers and students of English language.

## III. BRIEF OUTLINE AND SUGGESTED READINGS OF SOME OF THE AEDC COURSES

Course-1: Corporate Communication and Public Relation

This course introduces learners to the principles and practices of communication in corporate and professional environments. It focuses on internal and external communication, business writing, corporate presentations, media relations, crisis communication, and ethical communication in organizations. By the end of the course, students will be able to understand the role of communication in corporate success; develop professional written and oral communication skills; analyze organizational communication strategies; apply communication tools in real corporate scenarios; and demonstrate ethical and culturally sensitive communication. Course Outcomes include explaining key concepts and models of corporate communication; draft professional corporate documents; deliver effective business presentations; handle internal, external, and crisis communication; and apply ethical and intercultural communication practices.

The paper can be prepared focusing on Introduction to Corporate Communication which can include: meaning and scope of corporate communication; evolution of corporate communication; communication vs business communication; role of communication in corporate identity and image; stakeholders and corporate communication; and ethics in corporate communication. In the second unit, topics of focus can be on organizational and internal Communication which includes formal and informal communication; vertical, horizontal, and diagonal communication; leadership communication; employee engagement and motivation; communication barriers and solutions. Unit three includes corporate writing skills including principles of effective business writing; emails, memos, notices, and circulars; reports; proposals and executive summaries; tone, clarity, and conciseness in corporate writing; corporate presentations and public speaking; presentation planning and structure; visual aids and slide design; persuasive and informative presentations; handling question and answer sessions; and external communication and media relations.

## Course-2: Professional Communication and Workplace Skills

Similar to course-1 but with a different title, this course prepares learners for professional and workplace success by developing communication skills, career readiness, interpersonal competence, ethical awareness, and lifelong learning habits. It integrates self-assessment, employability skills, and professional conduct. Course Objectives of this is to develop professional communication and workplace skills; Enhance self-awareness and career readiness; Demonstrate leadership, teamwork, and adaptability; Prepare for employment processes and workplace culture; Practice ethical and responsible professional behaviour. The Course Outcomes can be to demonstrate effective professional communication; apply interpersonal and teamwork skills; prepare career-ready documents and presentations; exhibit leadership and problem-solving abilities; practice ethical, inclusive, and responsible professionalism

The syllabus broadly covers i. Self-Awareness and professional identity under which verbal and non-verbal communication; workplace communication etiquette; email, reports, and formal correspondence; listening and feedback skills; presentation and public speaking basics. Interpersonal skills and teamwork can include i. emotional intelligence ii. team dynamics and collaboration iii. conflict management iv. networking skills and v. workplace diversity and inclusion. In the third unit, career readiness and employability skills can be focused including resume and cover letter writing; interview skills and group discussions; workplace professionalism and etiquette; time management and productivity; digital professionalism and online presence; leadership, ethics and workplace culture; leadership styles and qualities; decision-making and problem-solving; and Professional ethics and integrity. Unit four titled contemporary workplace skills includes adaptability and resilience; stress management and work-life balance; digital skills for professionals; remote and hybrid work culture; entrepreneurship and freelancing basics; customer interaction and service communication; and cross-cultural workplace communication.

For both the courses, the following list of books can be referred to for various academic and activity-based requirements.

- i. Handbook of Corporate Communication and Public Relations by Edited by Sandra M. Oliver
- ii. Business and Professional Communication: Keys for Workplace Excellence by K.M.Quintanilla and S.T.Wahl
- iii. Understanding Corporate Communication by Dmytro Oltarzhevskyi and Yevgen Zguroloko
- iv. Business Communication Today by C.L. Bovee and J.V.Thill
- v. Corporate Communications: Theory and Practice by Joep Corenellisen
- vi. Essentials of Corporate Communication by C.B.M.Riel & C.J.Fombrun
- vii. Handbook of Corporate Communication & Public Relation by Ed.Sandra M.Oliver
- viii. Professional Communication by Dingwall et al
- ix. Introduction to Professional Communication by Melisa Ashman
- x. Business Communication by Lesikar & Flatley
- xi. Workplace Communication by ILO

## Course-3: Digital Literacy

This course equips learners with essential digital skills required for academic, professional, and everyday contexts. It focuses on digital tools, online safety, information literacy, ethical use of technology, and responsible digital citizenship. Here, course objectives are to develop basic operational skills for digital devices and platforms; use digital tools for learning, communication, and collaboration; evaluate online information critically; Practice safe, ethical, and responsible digital behaviour; understand the social impact of digital technologies. Course outcomes include operating digital devices and common software applications; use the internet effectively for academic and professional purposes; evaluate digital information for credibility and relevance; practice cyber safety and data privacy; demonstrate ethical and responsible digital citizenship. (Gee, 2015).

The syllabus can include: Introduction to digital literacy which covers the areas like meaning and scope of digital literacy; importance of digital skills in education and employment; digital divide and

inclusion, types of digital devices; digital tools and applications; word processing tools (documents, formatting, collaboration); spreadsheets (basic formulas, data organisation); presentation tools (slides, visuals, design principles); cloud storage and file management; and productivity tools for students. The second unit covers internet and information literacy that includes further basics of the internet and web browsers; search engines and effective search strategies; evaluating online sources (fake news, misinformation); digital libraries and open educational resources; academic use of online information. Unit three is based on digital communication and collaboration in which topics like email etiquette and professional communication; video conferencing tools; social media use for learning and networking; online collaboration platforms; and digital footprints are focused. In unit four, cyber safety, security and ethics; cyber threats: phishing, malware, hacking; password management and data protection; online privacy and security practices; cyber laws and digital ethics; plagiarism and intellectual property; responsible online behaviour; artificial intelligence and internet of things (IoT) and technology and society. Some of the suggested books for this course are:

- i. Digital Literacy for Dummies by Faithe Wempen
- ii. Digital Literacy: Tools and Methodologies for Information Society by P.C.Revoltela
- iii. Information Literacy in the Digital Age by Laura Perdeu

#### Course-4: Web-based Content Writing

This course introduces learners to writing for digital platforms. It focuses on creating engaging, audience-centric, and search-optimized content for websites, blogs, social media, and online publications. Students will develop practical skills in content planning, writing, editing, and ethical digital publishing. Here, students will be able to understand the nature and purpose of web content; write clear, engaging, and audience-specific digital content; apply basic SEO principles to writing; adapt content for different web platforms; practice ethical and responsible online writing. After completing the course, students will be able to: explain key concepts of web-based content writing; produce effective content for websites and blogs; apply SEO and readability techniques; edit and

optimize content for digital platforms; and demonstrate ethical digital publishing practices

In this course, first unit contains Introduction to web-based content writing which includes meaning and scope of web content writing; difference between print and digital writing; audience analysis and purpose; content types and platforms; basics of digital publishing; website and blog writing. Unit two contains SEO and Content Optimisation which is based on introduction to Search Engine Optimisation (SEO); keywords and keyword research (basic); writing SEO-friendly content; meta titles and descriptions; Internal linking and readability tools. Unit three is titled Writing for social media and Digital Platforms. This includes Writing for social media platforms; Micro-content and captions; content calendars and consistency; visual-text balance; hashtags, trends, and engagement strategies; editing, plagiarism, ethics and digital credibility. Unit four titled professional web writing and portfolio development includes freelance and professional content writing; writing proposals and client briefs; content marketing basics; building a digital writing portfolio and Introduction to AI tools in content writing (ethical use). In this, following books can be suggested for reading.

- i. Content is King by David Mill
- ii. Reader-centric Writing for Media: Theory and Practice by David Hailey
- iii. Digital Writing Guide by Dan Lawrence

#### Course-5: Advertising and Copywriting

This course introduces students to the principles of advertising and the craft of copy-writing. It focuses on persuasive communication, creative strategy, media planning basics, and ethical advertising practices across print, broadcast, and digital platforms. Course objectives are to understand the role of advertising in marketing and society; analyze different forms of advertisements; develop creative and persuasive copy; adapt copy for various media platforms; practice ethical and responsible advertising. Course Outcomes can be explained key concepts and functions of advertising; analyse advertising strategies and campaigns; write effective advertising copy for multiple media; apply creativity and audience analysis in copywriting; and demonstrate ethical awareness in advertising communication

In this paper, unit one introduces advertising which includes meaning and scope of advertising; advertising versus publicity versus public relations; functions of advertising; types of advertising (product, service, social, political); advertising agencies and their structure; advertising strategy and consumer psychology. In unit two, copywriting fundamentals and meaning and role of copywriting are discussed. Then, topics like qualities of good advertising copy; AIDA and other copy models; tone, style, and language of advertising; creativity in copywriting are usefully related. In unit three, copywriting for different media; print advertisements (newspapers, magazines); radio and TV advertising scripts; outdoor advertising (hoardings, posters); digital advertising copy (web, social media); headlines, slogans, taglines, and captions; layout, visuals and creative execution like topics are covered up. In unit four, focus is on ethics, regulations and contemporary advertising; ethics in advertising; advertising standards and regulations; misleading and surrogate advertising; gender, stereotypes, and representation; emerging trends: influencer marketing, native ads, AI in advertising.

#### Course-6: Writing for Mass Media

This course introduces students to the principles and practices of journalistic writing in English. It focuses on news reporting, feature writing, editing, interviewing, and ethical journalism across print and digital media platforms. Course objectives are to understand the fundamentals of journalism and news values; write clear, accurate, and engaging journalistic content; apply journalistic style and conventions; edit and proofread news content; practice ethical and responsible journalism. The course outcomes are to explain the role and functions of journalism; write different types of news reports and articles; apply journalistic style, structure, and language; edit news content for clarity, accuracy, and balance; and demonstrate ethical and professional journalistic practices.

The syllabus for this course includes: Introduction to journalism and news writing; meaning and scope of journalism; role of journalism in a democracy; print, broadcast, and digital journalism; news values and newsworthiness; structure of a news report (inverted pyramid). In unit two, focus is given on the language of journalism

which includes characteristics of journalistic language; headlines: types and techniques; leads and nut graphs; clarity, brevity, and objectivity; common language errors in news writing; digital and contemporary journalism. In unit three, topics like types of journalistic writing are focused in which hard news and soft news; feature writing; human interest stories; editorials and opinion pieces; reviews and columns are there. In unit four, reporting and interviewing skills; basics of news gathering; sources of news; interviewing techniques; note-taking and observation; reporting beats (education, politics, culture, crime) and editing, ethics and media law are focused.

Some of the books for both the courses can be prescribed as follows:

- i. Fundamentals of Journalism: Reporting, Writing and Editing by Berner. R. Thomas
- ii. Reader-centric Writing for Digital Media: Theory and Practice by David Hailey
- iii. Content is King: Writing and Editing Online by David Mill
- iv. Digital Writing: A Guide to Writing for Social Media and the Web by Dan Lawrence
- v. Writing for Journalists by Matt Swaine and others
- vi. Writing for Journalists by Wynford Hicks and others
- vii. The International Journalism Handbook: Concepts, Challenges and Contexts by Rodrigo Zamith

#### Course-7: English for the Court of Law

This course introduces learners to the language of law, focusing on legal vocabulary, genres, discourse, and communication skills used in legal contexts. It aims to develop competence in reading legal texts, drafting legal documents, interpreting statutes and judgments, and effective oral advocacy using clear and precise English. Course objectives of this syllabus include: understand the structure and style of legal English; interpret legal texts, statutes, and case laws; use legal vocabulary and terminology accurately; draft basic legal documents in formal English; communicate effectively in legal and quasi-legal settings; and develop critical reading and analytical skills for legal discourse. Course Outcomes can be mapped through identifying features of legal language and discourse;

interpreting statutes, contracts, and judgments; drafting basic legal documents using appropriate conventions; applying legal vocabulary in written and oral communication; and presenting arguments clearly and logically in English.

The units include i. Introduction to Legal English which covers up nature and scope of legal English; characteristics of legal language; legal vocabulary and terminology; legal terms, maxims, and expressions; common Latin legal phrases (e.g., habeas corpus, prima facie); archaic terms and doublets (e.g., null and void); words with special legal meanings; and synonyms, antonyms, and collocations in legal English. In unit two, reading, writing and interpreting legal texts can be focused with emphasis on critical reading strategies for legal texts; structure of statutes and acts; reading case laws and judgments; understanding contracts and agreements; interpretation of legal notices; legal writing skills; principles of legal writing; drafting legal notices, affidavits, agreements and contracts; case briefs and summaries; and clarity, coherence, and conciseness in legal writing. Unit three contains oral communication in legal contexts; courtroom language and etiquette; client interviews and consultations; argumentation and persuasion; moot court presentations; professional ethics in legal communication. Unit four contains grammar and style for legal English in which the topics like sentence structure in legal writing; use of passive voice and modality; punctuation and formatting in legal documents; avoiding ambiguity and redundancy; and plain English movement in law.

#### Suggested Books

- i. Legal English by Rupert Haigh
- ii. English for Law: A Toolkit for Discourse and Genre-based Approaches to ESP Language by Girolamo Tessuto
- iii. handbook of Legal Terminology by William Charlton and others
- iv. Modern Legal English: A Handbook for Students by S.K.Bose
- v. The Legal English Manual: Handbook for Professional Legal Language and Practical Skills edited by K.W.Walsh
- vi. Desouza's Forms and Precedents of Conveyancing Book

#### Course -8: Knowledge Process Outsourcing (KPO)

This course introduces students to Knowledge Process Outsourcing (KPO) is a high-end segment of outsourcing that involves analytical, research-based, and knowledge-intensive work. The course focuses on industry practices, sectoral applications, communication skills, research methods, data handling, ethics, and emerging trends in the global KPO industry.

The course aims to familiarize students with the KPO industry and its evolution; develop analytical, research, and domain-specific skills; build professional communication and documentation skills; introduce tools and methods used in KPO services; and create awareness of ethics, data security, and global standards. On completion of the course, students will be able to explain the structure and functioning of the KPO industry; identify major domains and services in KPO; apply research and analytical skills to real-world problems; produce professional reports and presentations; and demonstrate awareness of ethics, compliance, and data security.

The course contents include introduction to KPO; meaning and scope of Knowledge Process Outsourcing; difference between BPO, KPO, and LPO; evolution of the outsourcing industry; global KPO market and India's role; key skills required for KPO professionals; and case study on outsourcing evolution. In the second unit, subjects include KPO domains and services in which topics like market research and business research; financial and investment analysis; publishing and content-based KPO; group presentations on KPO sectors; and use of charts, graphs, and dashboards are focused. In unit three titled communication and documentation in KPO, the topics like professional email writing; business reports and executive summaries; report writing and documentation; presentation skills for global clients; cross-cultural communication; and client interaction and requirement analysis are studied. In unit four, titled technology and tools in KPO, use of spreadsheets and databases; introduction to data visualization tools; basics of automation and AI in KPO; knowledge management systems; cybersecurity and data protection; and ethics, compliance, and future trends are comprehended.

### Suggested Books

i. Knowledge Process Outsourcing: Unlocking Top-line Growth by Outsourcing “the Core,” KMPG Advisory

ii. Knowledge Process Outsourcing: Transformation in the Operating Model for Free Earning Activities (Elix-IRR: KPO Outsourcing)

Course-9: Communication, Personality, and Employability Skills (CPES)

The objectives are to equip students with industry-ready skills in communication, self-management, teamwork, career tools, and ethics to boost employability by 30-50% (via pre/post skill audits). Learning outcomes includes how students will demonstrate effective verbal/non-verbal skills and produce error-free professional documents; complete a personality profile and apply time/stress tools daily; resolve simulated conflicts and deliver a 1-minute elevator pitch; build ATS-optimized resumes and ace mock interviews/GDs; and navigate ethical scenarios and demonstrate cross-cultural competence.

Unit one includes foundations of professional communication like verbal versus non-Verbal: 7-38-55 rule (Mehrabian); practice with role-plays and video feedback; active listening: paraphrasing techniques and follow-up questions; barrier analysis (cultural, psychological, physical); professional writing: pyramid principle for emails/memos/reports; AI tools like Grammarly for editing; activities like rewriting a poorly worded email chain. Unit two covers up personality development and self-management in which topics like big Five Traits: Free online assessments (e.g., IPIP-NEO); self-reflection journals; emotional Intelligence (EQ): Goleman's model; empathy exercises; growth mindset: Carol Dweck's strategies; time/stress management: Eisenhower Matrix, Pomodoro; apps like Todoist or Forest and activities like personalized 1-week time audit with peer review can be done. In the third unit that is interpersonal and team dynamics, topics like conflict resolution: crucial conversations framework; role-plays; networking: authentic strategies (informational interviews); LinkedIn etiquette; public speaking: Glossophobia tips; pitch practice with Toastmasters-style feedback; leadership styles: situational leadership (Hersey-Blanchard); team simulations; and activities such as virtual networking

event simulation can be done. In the fourth unit that is employability and career readiness, topics like verbal reasoning: logical sequences, blood relations, syllogisms, analogies; resume/cover letters: achievement-focused with keywords; tools like canva/resume; digital Footprint: LinkedIn optimization; personal branding audits; interviews/GDs: STAR method; GD strategies (e.g., balanced contributions); and activities like live mock GD and interview with video critique are done. In the fifth unit that is workplace ethics and global etiquette, office etiquette: hybrid meeting norms (Zoom backgrounds, mute etiquette); ethics/Integrity: case studies (e.g., Enron); decision-making frameworks; cross-cultural Competence: Hofstede's dimensions; global team simulations; stress management: mindfulness apps (Headspace); resilience building; Capstone: Group ethics dilemma presentation (integrates all modules).

Assessment Methods include mock Interviews/GDs (25%): Recorded, peer/faculty feedback; portfolio (25%): Resume, LinkedIn profile; verbal Reasoning Test (15%): 45-minute online quiz; TED-Style Talk (20%): 5-minute video on personal growth and participation/Reflections (15%) in weekly journals plus module activities.

### Suggested Textbooks and Reference Books

Business Communication Today by Courtland L. Bovee and John V. Thill (15th ed., 2021) – Excellent for Modules 1 & 4; covers writing and interviews.

Emotional Intelligence 2.0 by Travis Bradberry and Jean Greaves (2009) – Practical EQ assessments for Module 2.

Crucial Conversations: Tools for Talking When Stakes Are High by Kerry Patterson et al. (3rd ed., 2021) – Ideal for Module 3 conflicts.

The 7 Habits of Highly Effective People by Stephen R. Covey (30th Anniversary ed., 2020) – Time management and mindset (Module 2).

How to Win Friends and Influence People by Dale Carnegie (Updated ed., 2022) – Networking and interpersonal skills (Module 3).

Designing Your Life by Bill Burnett and Dave Evans (2016) – Resume/digital branding (Module 4); free workbook online.

Presence: Bringing Your Boldest Self to Your Biggest Challenges by Amy Cuddy (2015) – Public speaking and body language (Modules 1 & 3).

Online Resources: Free supplements include Coursera's "Inspiring Leadership through Emotional Intelligence" (Case Western), LinkedIn Learning (free student access), and YouTube channels like TED-Ed for pitches.

Course-10: Human Language Technology (HLT)

This course introduces students to the intersection of language, technology, and cognition. It explores how human language is processed, represented, and utilized in computational systems. Students will gain foundational knowledge of Natural Language Processing (NLP), machine translation, speech technologies, and digital linguistics while critically engaging with ethical, cultural, and multilingual concerns in the Indian context.

The course objectives include: to introduce core concepts of human language processing and computational linguistics; familiarize students with tools and techniques in Natural Language Processing; analyze language technologies in real-world applications; develop basic hands-on skills in text processing and language data analysis; encourage critical thinking about AI, language, and society. Learning outcomes including understanding key concepts in human language technology and NLP; analyzing linguistic data using basic computational tools; demonstrating practical skills in text annotation, corpus handling, and language tools; critically evaluating language technologies in multilingual and socio-cultural contexts; and applying interdisciplinary approaches combining linguistics, literature, and technology.

The first unit contains topics like Language, Mind, and Technology in which what is Human Language Technology (HLT)? Language and cognition; introduction to linguistics (phonology, morphology, syntax, semantics, pragmatics); language as data: digital text and corpora; and overview of Artificial Intelligence and language are discussed. In the second unit titled foundations of Natural Language Processing, basic topics like what is NLP? scope and applications; text preprocessing: tokenization, stemming, lemmatization; parts of Speech (POS) tagging; syntax and parsing basics and introduction to

corpora and corpus linguistics are included for study. In the third unit, that is Language Technologies in Practice, topics like Machine Translation (rule-based vs neural); speech recognition and synthesis; chatbots and conversational AI; sentiment analysis and text classification; and Indian language technologies and challenges are placed for study. In the fourth unit that is Language, Society, and Ethics, topics like AI and language bias; digital divide and linguistic inequality; ethics of AI and language data; language preservation and technology; and policy perspectives (Digital India, Bhashini initiative) are highlighted. This paper includes practical component in which students will engage in hands-on activities such as: Basic text processing using Python (introductory level); using NLP libraries (NLTK / spaCy – conceptual exposure); corpus creation and annotation; simple chatbot design (rule-based); sentiment analysis mini-project; and exploration of translation tools (Google Translate, Indic NLP tools).

Some of the suggested books are as follows:

- i. Speech and Language Processing by Jurafsky, Daniel & Martin, James
- ii. Natural Language Processing with Python by Bird, Steven, Klein, Ewan & Loper, Edward.
- iii. Foundations of Statistical NLP by Manning, Christopher & Schütze, Hinrich.
- iv. Speech and Language Technology by Sproat, Richard.

Expected Challenges and Possible Solutions

#### IV. EXPECTED CHALLENGES AND POSSIBLE SOLUTIONS

The challenges in dealing with such subjects of study are not many although it needs to be addressed by institutions, facilitators and State and Central level authorities. The teachers have to be primarily equipped with the knowledge and be well-trained in linguistics, stylistics, discourse analysis, ESP (Hutchinson & Waters, 1987) and computer technology. They are required to be able to prepare study materials for activities, field study and monitor the projects of the students. There should be language laboratories and, what's more, the English Departments have to collaborate with other Departments of their respective institutions like

Computer Science Department, Media Studies and other language Departments. There is a need of systematic monitor mechanism by the subject experts right from curriculum design to comprehensive and continuous assessments followed of evaluation of outcomes. In some cases, experts from industries and administrative Departments should be given chance to be a part of this teaching-learning system.

## V. CRITICAL DISCUSSION AND CONCLUSION

In fact, English in India needs to be reviewed both from literary and linguistic perspectives keeping in view its economic and professional utility and global changes. (Crystal, 2003). While talking about the syllabus of English major, earlier not so much were there relating to professional, industry-based and software-based studies. But in the changing situations, it is realized that the students of English major need orientation of professional and technical subjects. Now, there is ample scope in corporate sector both in India and abroad. In order to acquire the technical tools and techniques relating to employment, both students and teachers are required to be equipped with lectures with multimedia support; hands-on lab sessions; project-based learning; peer collaboration and group tasks; flipped classroom discussions; case studies of real-world applications. Additionally, there is a need of updating the knowledge and skills of teachers of English language at the primary, secondary and tertiary levels. There is need of provisions of technical tools, software and gadgets to continue the reformative attempts of teaching and learning of English in India.

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