# LEARNING OUTCOMES-BASEDCURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION

## BA ENGLISH

## REASEARCH AND POSTGRADUATE DEPARTMENT OF ENGLISH

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## PREFACE

We are pleased to present the Learning Outcome Based Curriculum Framework for the BA Language and Literature program offered by the Research &PG Department of English at Amal College of Advanced Studies, Nilambur. This document embodies our institution's vision and mission, guiding us towards academic excellence and reaffirming our commitment to providing comprehensive and forward-looking education.

The vision of Amal College seeks to establish an advanced learning center that nurtures personal transformation, social empowerment, and excellence. Our mission centers on delivering quality education, shaping responsible citizens, fostering research and innovation, and equipping students with essential life skills. These core principles influence the development of this curriculum.

The Research and Postgraduate Department of English at Amal College aspires to transform the world through language and literature, leading the way in teaching and research.

This curriculum outlines the bachelor and master programs, it aims; graduate attributes, program learning outcomes, course-level learning outcomes, CLO-PLO mapping, teaching and learning methodologies, and assessment techniques. It reflects our commitment to providing transformative education that aligns with the needs of today's world. This framework will guide our faculty and students as we continue our educational journey. The revised guideline on LOCF will be in effect in the curriculum of the college from 2022-2023 academic year onwards.

We express our appreciation to all those who contributed to its development.

Warm regards,

**Dr. Zacaria TV**
Principal
Amal College of Advanced Studies, Nilambur
18/05/2022

## VISION AND MISSION OF THE COLLEGE

### VISION

The vision of Amal College is to establish an innovative learning institution that catalyzes personal transformation, leads community upliftment, and motivates individuals to attain the highest levels of excellence.

### MISSION

▪ **Education Excellence:** We are committed to delivering high-quality education in a nurturing and inclusive environment.

▪ **Responsible Citizens:** Our goal is to prepare our youth to become responsible citizens with a deep sense of patriotism.

▪ **Research and Innovation:** We encourage and support research and innovation to nurture students as contributors to our nation.

▪ **Global Competency:** We strive to establish collaborative partnerships with high-standard institutions, enhancing the global competitiveness of both our institution and our scholars.

▪ **Life Skills:** We empower our students with essential life skills that not only transform their own lives but also uplift their communities.

▪ **Community Empowerment:** We are dedicated to promoting social and educational empowerment in our community through extension and outreach programs.

▪ **Inclusion and Sustainability:** We are committed to fostering sustainable development and advocating for inclusiveness of all sections of the society.

## VISION AND MISSION OF THE DEPARTMENT OF ENGLISH

## VISION

Our vision includes equipping students with advanced language skills and enable them to be apprised of the society and its realities through the prism of literature. We aim to inspire students to have critical and creative thoughts and prepare them for success in their academic and professional lives.

To achieve this vision we,

- Prepare the students to be capable of making an aesthetic reading of literatures written in English language and other regional languages.
- Inculcate in students an ability to read and evaluate literature critically from the perspectives of literary and cultural theories.
- Make the students pursue research activities in the discipline for furthering frontiers of it.
- Train advanced language skill to make them employable and potent enough to clear competitive exams.

## MISSION

Our mission is to create socially responsible citizens who are empowered with rational thoughts, sensibility and integrity and with an inquisitive research mind through literary, theoretical and linguistic learning skills.

## CORE VALUES

We upholds values of academic excellence, creativity, cultural sensitivity, and social responsibility. We strive to provide a supportive learning environment that inspires students to reach their full potentials.

## INTRODUCTION

The learning outcomes-based curriculum framework for Bachelor Degree of English Language and Literature is designed to offer a comprehensive structure within which English programs can be tailored to meet the unique needs of students and adapt to the evolving landscape of language and World Literature. This framework is envisioned to help, maintain the quality and standards of English programs nationwide, facilitating periodic program reviews within a broad framework of agreed-upon graduate attributes, qualification descriptors, program learning outcomes, and course-level learning objectives. It is important to note that this framework does not aim to standardize syllabi for English programs, nor does it dictate specific teaching methods or assessment procedures. Instead, it aims to foster flexibility and innovation in program design, syllabus development, teaching and learning approaches, as well as the evaluation of student learning outcome.

## GRADUATE ATTRIBUTES FOR BA ENGLISH LANGUAGE AND LITERATURE PROGRAMME

Graduate attributes are the high level qualities, skills and understandings that a student should gain as a result of the learning and experiences they engage with, while at university. This 'graduations' is what sets them apart from those without a degree, and is the added value which graduates can enjoy and share with employers and the wider community. They equip students and graduates for lifelong personal development, learning and to be successful in society.

## GRADUATE ATTRIBUTES-DEPARTMENT OF ENGLISH

Employers regard the English degree as intellectually rigorous, and the skills which will be developed as an English student are transferable to many different fields. Thus a student will gain rigorous analytical and communication skills along with various creativity, that will help her/him to have different constructive perspectives on the issues pertaining to her/ his self and society. Whatever career a student chooses, by the

end of the course an Amalian at the department of English can expect to have developed these key graduate attributes:

- **Analytic Skills**

As the students examine various texts written in different genres and explore their authorship, contexts, and audiences and how they have been received among the readers, their analytic skills get enhanced.

- **Communication Skills**

Since the students extend their vocabulary and polish their writing through articles, essays, poems, reports, and similar creative exercises their communication skills get improved.

- **Presentation Skills**

As the students learn to shape language for particular tasks and audiences through seminar discussions and formal assessment sessions the students improve presentation skills.

- **Planning Skills**

These skills are nurtured enhanced as the students conceive ideas and develop them and later on carry out seminar preparation, reading, assessment tasks, individual research, and group projects

- **Reflective Skills**

The reflective skills are improved as the students consider their own opinions and knowledge and how these are developing through engagement with literary and critical texts and group discussion

- **Research Skills**

The research skills are attained as they identify, locate, and select from appropriate materials relating to specific areas of enquiry.

- **IT Skills**

The students get skilled in IT as they make use of electronic resources and communication tools, including the online learning environment and research databases

- **Time Management Skills**

They would attain these skills along with the ability to work under pressure, as they organize and fulfill extensive reading commitments and assessments.

- **Team-Working Skill**

The students attain this skill since they participate with fellow-students in seminars and undertake group works.

| PROGRAMME LEARNING OUTCOME FOR BA ENGLISH LANGUAGE AND LITERATURE PROGRAMME | |
|---|---|
| **PROGRAMME: ENGLISH** | |
| **PLO1** | Students will acquire the ability to write and speak clearly, to read accurately, and to think critically. |
| **PLO2** | Students will have command over advanced level of grammar patterns and usages. |
| **PLO3** | Students will demonstrate their understanding of how written and spoken language expresses a variety of cultural experiences in English |
| **PLO4** | Students get acquainted with different genres of English literature and other literatures including poetry, prose, fiction and drama. |

## COURSE LEARNING OUTCOMES FOR BA ENGLISH PROGRAM

Course Learning Outcomes (CLOs) succinctly outline what students should learn from a course, driving curriculum, teaching methods, and assessments while aligning with program objectives for effective education.

## PROGRAMME NAME: BA ENGLISH LANGUAGE AND LITTERATURE

## COMMON COURSE-ENGLISH

## ENG1A01- LITMOSPHERE: THE WORLD OF LITERATURE

| Course Code | ENG1A01 |
|---|---|
| Course Title | LITMOSPHERE: THE WORLD OF LITERATURE |
| Credits | 03 |
| Hours/Weeks | 04 |
| Category | Common Course |
| Semester | Semester I |
| Regulation | 2022 Onwards |

## COURSE LEARNING OUTCOMES

CLO1: Develop the qualities necessary to become good, kind human being.

CLO2: Attain confidence to ask questions.

CLO3: Apply logical and analytical skills in various situations.

CLO4: Understand and apply problem solving skills.

CLO5: Assimilate new perspectives on life.

CLO6: Enhance the ability to express themselves through writing.

### CLO-PLO MAPPING

|  | PLO1 | PLO2 | PLO3 | PLO4 |
|---|---|---|---|---|
| CLO1 | 1 | - | 2 | - |
| CLO2 | 3 | - | - | - |
| CLO3 | 3 | - | - | - |
| CLO4 | 2 | - | 1 | - |
| CLO5 | 1 | - | 3 | - |
| CLO6 | 3 | - | - | 1 |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation

### ENG2A03- READING FROM THE FRINGES

| Course Code | ENG2A03 |
|---|---|
| Course Title | READING FROM THE FRINGES |
| Credits | 4 |
| Hours/Weeks | 4 |
| Category | Core Course |
| Semester | Semester 2 |
| Regulation | 2019 Onwards |

### COURSE LEARNING OUTCOMES

**CLO1:** Discuss and contemplate on the areas of gender inequality, marginalization, disability studies, racism and casteism

**CLO2:** Develop sensitivity towards environmental concerns and feel responsible towards protecting nature.

**CLO3:** Understand the everyday realities of the marginalized sections of the society and negate the stereotypes surrounding them and accept them as allies

**CLO4:** To develop critical temper and critical thinking.

| CLO-PLO MAPPING | | | | |
|------|------|------|------|------|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | - | 1 | 3 | - |
| CLO2 | - | - | 2 | |
| CLO3 | 1 | - | 3 | - |
| CLO4 | 1 | - | 3 | - |

All the courses together must cover all the PLOs . For a course we map the CLOs to PLOs through th e CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation

| ENG2A04 - READINGS FROM KERALA | |
|------|------|
| Course Code | ENG2A04 |
| Course Title | Readings from Kerala |
| Credits | 04 |
| Hours/Weeks | 05 |
| Category | Common Course |
| Semester | Semester I1 |
| Regulation | 2023 Onwards |

## COURSE LEARNING OUTCOMES

CLO1: Recognize the concepts like globalization, commercialization and Intellectual Property Rights through new literatures.

CLO2: Inculcate the spirit of universal brotherhood by presenting critiques of race, Xenophobia, war and national borders.

CLO3: Dissect the rights of minorities such as children, animals and the disabled and thus create a positive change in the societal perception of them.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | - | 1 | 1 | - |
| CLO2 | 1 | - | 3 | - |
| CLO3 | 1 | - | 1 | - |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG2AO5 – SIGNATURES | |
|---|---|
| Course Code | ENG3A045 |
| Course Title | Signatures |
| Credits | 04 |
| Hours/Weeks | 05 |
| Category | Common Course |
| Semester | Semester I11 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1:** Distinguish different genres of English literature

**CLO2**: Acquire the ability to define personal narratives.

**CLO3**: Familiarize the aesthetics of poetry in English

## CLO-PLO MAPPING

|      | PLO1 | PLO2 | PLO3 | PLO4 |
|------|------|------|------|------|
| CLO1 | -    | 2    | 1    | -    |
| CLO2 | 2    | -    | 3    | 2    |
| CLO3 | 1    | -    | 1    | -    |

All the courses together must cover all the PLOs . For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

## ENG1A06- SPECTRUM

| Course Code  | ENG1A06        |
|--------------|----------------|
| Course Title | SPECTRUM       |
| Credits      | 05             |
| Hours/Weeks  | 05             |
| Category     | Common Course  |
| Semester     | Semester IV    |
| Regulation   | 2019 Onwards   |

## COURSE LEARNING OUTCOMES

**CLO1:** Recognize the concepts like globalization, commercialization and Intellectual Property Rights through new literatures.

**CLO2:** Inculcate the spirit of universal brotherhood by presenting critiques of race, Xenophobia, war and national borders.

**CLO3:** Dissect the rights of minorities such as children, animals and the disabled and thus create a positive change in the societal perception of them.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | - | 1 | 1 | - |
| CLO2 | 1 | - | 3 | - |
| CLO3 | 1 | - | 1 | - |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

**CORE COURSES**

| ENG1B01- INTRODUCING LITERATURE | |
|---|---|
| Course Code | ENG1B01 |
| Course Title | INTRODUCING LITERATURE |
| Credits | 5 |
| Hours/Weeks | 6 |
| Category | Core Course |
| Semester | Semester 1 |
| Regulation | 2019 Onwards |

**COURSE LEARNING OUTCOMES**

**CLO1:** List the literary elements of various genres.

**CLO2:** Formulate the skill of critically appreciating and identifying the linguistic structures of poetic text.

**CLO3:** Illustrate the diverse points of view in a literary work.

**CLO4:** Invent perspectives from the margins and recognize the dominant voices within the text.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 3 | - | - | - |
| CLO2 | 3 | 2 | 3 | 1 |
| CLO3 | 1 | 3 | 3 | - |
| CLO4 | 2 | 3 | 3 | - |

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG2B02- APPRECIATING POETRY | |
|---|---|
| Course Code | ENG2B02 |
| Course Title | APPRECIATING POETRY |
| Credits | 5 |
| Hours/Weeks | 6 |
| Category | Core Course |
| Semester | Semester 2 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1:** Understand the common techniques underlying free verse and traditional forms of poetry

**CLO2:** Understand the basic terminology and practical elements of poetry.

**CLO3:** Identify personal experiences that can be used when writing poems

| CLO-PLO MAPPING | | | | |
|------|------|------|------|------|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 1 | 3 | 2 | - |
| CLO2 | - | 1 | 2 | - |
| CLO3 | - | 1 | 3 | - |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation

| ENG3B03- APPRECIATING PROSE | |
|------|------|
| Course Code | ENG3B03 |
| Course Title | APPRECIATING PROSE |
| Credits | 5 |
| Hours/Weeks | 4 |
| Category | Core Course |
| Semester | Semester 3 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

CO 1: Locate the difference between a personal essay and an impersonal essay

CO 2: Familiarize with the writing styles of the various writers

CO 3: Comprehend the different literary styles

| CLO-PLO MAPPING | | | | |
|------|------|------|------|------|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 2 | - | - | - |
| CLO2 | 2 | 2 | 3 | 1 |
| CLO3 | 2 | 3 | 3 | - |

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG2B02 ENGLISH GRAMMAR AND USAGE | |
|------|------|
| Course Code | ENG2B02 |
| Course Title | ENGLISH GRAMMAR AND USAGE |
| Credits | 5 |
| Hours/Weeks | 6 |
| Category | Core Course |
| Semester | Semester 3 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CL03:** Familiarize the students with the key concepts of English grammar and use them more sensitively in their day-to-day communication needs.

CL02: Develop a sense of English grammar, idioms, syntax, semantics and their usage.

CL03: Develop the logical and analytical skills in the use of language for communication.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 1 | - | 1 | 1 |
| CLO2 | 2 | 1 | 2 | 1 |
| CLO3 | 3 | 1 | 2 | 2 |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG4B05- APPRECIATING FICTION | |
|---|---|
| Course Code | ENG4B05 |
| Course Title | APPRECIATING FICTION |
| Credits | 5 |
| Hours/Weeks | 6 |
| Category | Core Course |
| Semester | Semester 3 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1**: Recognize the elements of fiction

**CLO2:** Trace the growth of English fiction

**CLO3**: Interpret texts with an awareness of literary theories

## CLO-PLO MAPPING

|      | PLO1 | PLO2 | PLO3 | PLO4 |
|------|------|------|------|------|
| CLO1 | 1    | 1    | 2    | 2    |
| CLO2 | 2    | 3    | 3    | 1    |
| CLO3 | 1    | 2    | 1    | 1    |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

## ENG4B06- LITERARY CRITICISM

| Course Code  | ENG4B06            |
|--------------|--------------------|
| Course Title | LITERARY CRITICISM |
| Credits      | 5                  |
| Hours/Weeks  | 4                  |
| Category     | Core Course        |
| Semester     | Semester 4         |
| Regulation   | 2019 Onwards       |

## COURSE LEARNING OUTCOMES

Co 1: Recognize significant texts in literary criticism

Co 2: State the history and evaluation of literary movements

Co 3: Sketch the key concepts or foundational concepts of Indian Aesthetics.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 2 | 3 | 3 | - |
| CLO2 | - | 1 | 2 | - |
| CLO3 | - | 2 | 3 | - |

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG5B07- APPRECIATING DRAMA AND THEATRE | |
|---|---|
| Course Code | ENG5B07 |
| Course Title | Appreciating Drama and Theatre |
| Credits | 03 |
| Hours/Weeks | 04 |
| Category | Core Course |
| Semester | Semester V |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

CLO1: Interpret literary texts in English by nurturing and utilizing their ability to understand drama in a skilled knowledgeable, and ethical manner.

CLO2: Conceptualize various types of drama viz. Tragedy, Comedy,

CLO3: Farce, Melodrama, Historical Plays through the prescribed texts and analyze the effect they create in the audience or readers

CLO4: Understand the structure of a play and learn the dramatic devices used in writing a play.

CLO5: Assimilate new perspectives on life.

CLO6: Enhance the ability to express themselves through writing.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 1 | 2 | 2 | 2 |
| CLO2 | 3 | - | - | - |
| CLO3 | 3 | 1 | - | 3 |
| CLO4 | 2 | - | 1 | - |
| CLO5 | 1 | 2 | 3 | - |
| CLO6 | 3 | - | - | 1 |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation

| ENG5B08- LITERARY THEORY | |
|---|---|
| Course Code | ENG5B08 |
| Course Title | LITERARY THEORY |
| Credits | 4 |
| Hours/Weeks | 5 |
| Category | Core |
| Semester | Semester 5 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1** Acquire knowledge of different literary theories.

**CLO2** Ability to evaluate critical approaches towards literature and culture.

**CLO3** Restate various theoretical aspects in literature and culture.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 3 | 1 | - | 1 |
| CLO2 | 3 | 2 | 3 | 1 |
| CLO3 | 1 | 3 | 3 | - |

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

## ENG5B07- LANGUAGE AND LINGUISTICS

| Course Code | ENG5B07 |
|---|---|
| Course Title | LANGUAGE AND LINGUISTICS |
| Credits | 4 |
| Hours/Weeks | 5 |
| Category | Core |
| Semester | Semester 5 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1** Acquire the knowledge on language as a means of communicative action and relations

**CLO2** Achieves the concepts of linguistics and awareness of latest trends in language study.

**CLO3** Expertise in English pronunciation, grammar syntax and usage for confident daily conversations.

## CLO-PLO MAPPING

|        | PLO1 | PLO2 | PLO3 | PLO4 |
|--------|------|------|------|------|
| CLO1   | -    | 2    | 2    | 1    |
| CLO2   | 3    | -    | 2    | 1    |
| CLO3   | 1    | 2    | 3    | -    |

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

## ENG5B10- INDIAN WRITING IN ENGLISH

| Course Code  | ENG5B10                    |
|--------------|----------------------------|
| Course Title | INDIAN WRITING IN ENGLISH  |
| Credits      | 5                          |
| Hours/Weeks  | 5                          |
| Category     | Core Course                |
| Semester     | Semester 5                 |
| Regulation   | 2019 Onwards               |

## COURSE LEARNING OUTCOMES

**Co 1:** Understand the various features of Indian literature in English.

**Co 2:** Acquire a glimpse of the regional literatures translated in English

**Co 3:** Make the students aware of the superstitious practices prevalent in
Indian society.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 3 | 3 | 1 | - |
| CLO2 | - | 2 | 3 | - |
| CLO3 | - | 1 | 3 | - |

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG6B11 - VOICES OF WOMEN | |
|---|---|
| Course Code | ENG6B11 |
| Course Title | Voices of Women |
| Credits | 04 |
| Hours/Weeks | 04 |
| Category | Common Course |
| Semester | Semester VI |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1:** Inspect the origin of Gender Studies by making a close reading of its precursors.

**CLO2:** Analyzing the diversity of women's experiences across the world critically.

**CLO3:** Competence to defend gender as a social construct.

**CLO4:** Assimilate new perspectives on Gender.

**CLO5:** Enhance the ability to express themselves through writing.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 1 | 3 | 2 | 2 |
| CLO2 | 3 | - | - | - |
| CLO3 | 4 | 1 | - | 5 |
| CLO4 | 2 | - | 1 | - |
| CLO5 | 1 | 2 | 3 | - |
| CLO6 | 3 | - | - | 1 |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG6B12 CLASSICS OF WORLD LITERATURE | |
|---|---|
| Course Code | ENG6B12 |
| Course Title | CLASSICS OF WORLD LITERATURE |
| Credits | 4 |
| Hours/Weeks | 5 |
| Category | Core |
| Semester | Semester 6 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1** Develop a comparative understanding of classic literature in the context of a globalizing

world, and an ability to situate texts in their cultural and historical contexts.

**CLO2** Demonstrate a general understanding of the conventions of literary genres and of the major developments in literary history.

**CLO3** Analyze the aesthetic qualities of literary texts and develop an awareness of influential critical and interpretive methods.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 3 | - | 2 | 1 |
| CLO2 | 3 | 2 | 3 | 1 |
| CLO3 | 1 | 3 | 3 | - |

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG6B13 FILM STUDIES | |
|---|---|
| Course Code | ENG6B13 |
| Course Title | FILM STUDIES |
| Credits | 4 |
| Hours/Weeks | 6 |
| Category | Core |
| Semester | Semester 6 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1** Students will demonstrate that the critical study of cinema inform their filmmaking and that the study and practice of film production enhance their work as film scholars and analysts.

**CLO2** Students will demonstrate that they understand the preproduction, production, and postproduction filmmaking process

**CLO3** Students will demonstrate the relationship between film form and aesthetic effect through both film analysis and the creation of motion pictures.

| CLO-PLO MAPPING | | | | |
|------|------|------|------|------|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 3 | - | 2 | 1 |
| CLO2 | 3 | 2 | 3 | 1 |
| CLO3 | 1 | 3 | 3 | - |

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG6B14- NEW LITERATURES IN ENGLISH | |
|------|------|
| Course Code | ENG6B14 |
| Course Title | NEW LITERSTURES IN ENGLISH |
| Credits | 5 |
| Hours/Weeks | 5 |
| Category | Core Course |
| Semester | Semester 6 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**Co 1:** Demonstrate diverse modes of linguistic and cultural expression and distinguish between ancient and new trends of literary criticism

**Co 2:** Re-construct and articulate questions of Identity, hybridity, and plurality existing in cultures and societies.

**Co 3:** Design and produce specific models of cultural expression in the form of reviews and articles

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 3 | 2 | 2 | - |
| CLO2 | - | 1 | 3 | - |
| CLO3 | - | 2 | 3 | - |

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG6B17- WRITING FOR THE MEDIA | |
|---|---|
| Course Code | ENG6B17 |
| Course Title | WRITING FOR THE MEDIA |
| Credits | 03 |
| Hours/Weeks | 03 |
| Category | Elective |
| Semester | Semester VI |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1:** Familiarize the students with the latest trends in media.

**CLO2:** Understand the specificities and possibilities of the different kinds of media.

**CLO3:** Impart necessary technical writing skills.

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 1 | - | - | - |
| CLO2 | 1 | - | - | - |
| CLO3 | 3 | - | - | 1 |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| ENG6B21 - PROJECT WORK | |
|---|---|
| Course Code | ENG6B21 |
| Course Title | PROJECT WORK |
| Credits | 02 |
| Hours/Weeks | 02 |
| Category | CORE |
| Semester | Semester V |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1:** Demonstrate knowledge of and an ability to conduct research work in the several areas related to language and literature

**CLO2:** Identify, define and demonstrate the research problem

**CLO3:** Create original research projects which assess the contributions and/or complexities of a selected writer, literary movement, aspects of language etc.

**CLO4:** Assess, critique, evaluate a project work and construct meaningful tools for it

## CLO-PLO MAPPING

|  | PLO1 | PLO2 | PLO3 | PLO4 |
|------|------|------|------|------|
| CLO1 | 1 | 1 | 3 | 3 |
| CLO2 | 1 | - | 1 | 3 |
| CLO3 | - | - | 3 | 2 |
| CLO4 | - | - | 2 | 1- |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation

## ENG6B22- RESEARCH METHODOLOGY

| Course Code | ENG6B22 |
|-------------|---------|
| Course Title | RESEARCH METHODOLOGY |
| Credits | 01 |
| Hours/Weeks | 01 |
| Category | CORE |
| Semester | Semester V&V1 |
| Regulation | 2019 Onwards |

## COURSE LEARNING OUTCOMES

**CLO1:** Recognize and identify the fundamentals of research.

**CLO2:** Demonstrate the ability to present a problem and devise a solution as part of a research work.

**CLO3:** Write original research papers

**CLO4:** Assess, critique, evaluate a research paper/work

| CLO-PLO MAPPING | | | | |
|---|---|---|---|---|
| | PLO1 | PLO2 | PLO3 | PLO4 |
| CLO1 | 1 | - | - | 1 |
| CLO2 | 1 | - | 2 | 1 |
| CLO3 | 3 | 3 | - | - |
| CLO4 | - | 1 | 3 | 2 |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation

## COMPLEMENTARY PAPERS

## JOU 1 (2) CO 1 INTRODUCTION TO COMMUNICATION & JOURNALISM

| Course Code | : JOU 1 (2) CO 1 |
|---|---|
| Course Title | : Introduction to Communication & Journalism |
| Credits | 4 |
| Hours/Weeks | : 6 hrs. |
| Category | : Complementary Course |
| Semester | : Semester 2 |
| Regulation | : 2019 onwards |

## COURSE LEARNING OUTCOMES

**CLO1** **:** To introduce the concept of communication to the students

**CLO2** : To let the students acquire the basic knowledge of various communication models

**CLO3** : To help students learn various types of communication

**CLO4** : To let the students learn the evolution of the Indian press

**CLO5** : Provide awareness regarding the different media

| CLO-PLO MAPPING | | | | | |
|------|------|------|------|------|------|
| | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
| CLO1 | 2 | | 1 | | |
| CLO2 | 1 | 1 | 1 | 1 | |
| CLO3 | 3 | 1 | 1 | | |
| CLO4 | | 2 | 1 | 1 | |
| CLO5 | | 1 | 1 | | |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

| JOU 4 (3) CO 1 JOURNALISTIC PRACTICES | |
|------|------|
| Course Code | : JOU 4 (3) CO 1 |
| Course Title | : Journalistic Practices |
| Credits | 4 |
| Hours/Weeks | : 6 hrs. |
| Category | : Complementary Course |
| Semester | : Semester 3 |
| Regulation | : 2019 onwards |

## COURSE LEARNING OUTCOMES

**CLO1** : Gain understanding about the reporting and editing process

**CLO2** : Acquire the essentials language skills of Journalism

**CLO3** : Introduce the concept of Advertising and Public Relations

**CLO4** **:** Understand the functions of News media

**CLO5** **:** Introduce the basic functioning of a Newspaper office

## CLO-PLO MAPPING

|      | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|------|------|------|------|------|------|
| CLO1 | 3    | 3    | 1    |      |      |
| CLO2 | 3    | 1    |      | 1    |      |
| CLO3 | 1    | 1    |      | 1    |      |
| CLO4 | 1    | 1    | 2    | 1    |      |
| CLO5 | 1    |      |      |      |      |

All the courses together must cover all the PLOs. For a course we map the CLOs to PLOs through the CLO-PLO matrix and to PLOs through the CLO-PLO matrix as shown below. The various correlation levels are: "1" – Slight (Low) Correlation "2" – Moderate (Medium) Correlation "3" – Substantial (High) Correlation "-" indicates there is no correlation.

## TEACHING LEARNING PROCESS

The teaching-learning process for the BA English Language and Literature program at our institution encompasses a multifaceted approach designed to cater to the diverse learning styles and needs of our students. We recognize the importance of adapting to the ever-evolving educational landscape while maintaining a strong foundation in traditional methods. Our methodology combines classroom lectures, embracing both traditional and ICT-enabled tools, to ensure a comprehensive understanding of the subject matter. We promote active engagement through written assignments, seminar presentations by students, and field visits, fostering critical thinking and practical insights.
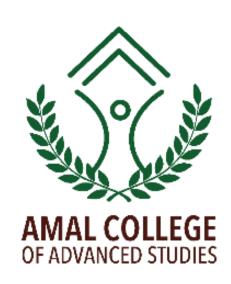
Assessment is a key component, with unit tests, discussions, debates, and role-playing exercises enabling students to apply their knowledge. Our dynamic approach extends to online classes facilitated by a robust learning management system, allowing for flexibility and accessibility. We are attentive to the diverse learning paces of our students, offering remedial classes for those who may require additional support and encouraging advanced learners through self-study assignments. Additionally, the pinnacle of our program involves project work in the sixth semester, providing students with the opportunity to apply their skills in real-world scenarios.

By embracing a holistic teaching-learning process, we aim to empower our students with a well-rounded education, equipping them for success in a dynamic and competitive global landscape.

## CONCLUSION

In conclusion, this Learning Outcome Based Curriculum Framework stands as a blueprint to drive educational excellence, aligning our vision with tangible learning objectives, and guiding our journey towards academic excellence.

**RESEARCH AND POSTGRADUATE DEPARTMENT OF ENGLISH**

**AMAL COLLEGE OF ADVANCED STUDIES NILAMBUR**

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