

**KONERU LAKSHMAIAH EDUCATION FOUNDATION (KLEF)  
DEPARTMENT OF ENGLISH  
PROGRAM DEVELOPMENT DOCUMENT  
M.A English  
2018**

**Vision of University:**

To be a globally renowned university.

**Mission of University:**

To impart quality higher education and to undertake research and extension with emphasis on application and innovation that cater to the emerging societal needs through all-round development of students of all sections enabling them to be globally competitive and socially responsible citizens with intrinsic values.

**Goals of the University:**

1. To offer academic flexibility by means of Choice based credit systems and the like.
2. To identify and introduce new specializations and offer programs in emerging areas therein.
3. To incorporate into the curriculum the Application orientation and use high standards of competence for academic delivery
4. To design and implement educational system adhering to outcome based International models.
5. To introduce and implement innovation in teaching and learning process to strengthen academic delivery.
6. To offer academic programs at UG, PG, doctoral, Post-Doctoral which are industry focused, and incorporates Trans-discipline, inter-discipline aspects of the education system.
7. To deliver higher education that includes technologies and meeting the global requirements.

**VISION OF THE DEPARTMENT:**

To pursue **global** standard of excellence in **pedagogy** and **research** with dynamic cutting edge tools to make the English department world renowned.

**MISSION OF THE DEPARTMENT:**

To achieve **world standards** in teaching English as the Second Language and strive for an **action plan of research** to mold the learners into **independent thinkers** and **employable** across the globe.

**PROGRAMME EDUCATIONAL OBJECTIVES:**

The Program Educational Objectives (PEOs) are as follows:

**PEO-1:** Introduce students to the professional conversation in English studies in various fields and to texts from diverse eras and cultures, with the intention of provoking and supporting their intellectual curiosity.

**PEO-2: Culture and History:** Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.

**PEO-3: Valuing literature, language, and imagination:** Students will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts—and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers.

**PEO-4: Sense of Genre:** Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.

**PEO-5: Critical Approaches:** Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.

**PEO-6: Research Skills:** Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.

#### **PROGRAMME OUT COMES: (PO :)**

The student will:

1. Gain an introductory knowledge of some of the issues explored in influential works in English language and the stylistic strategies that writers used to explore those issues.
2. Read complex texts actively: recognize key passages; raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language.
3. Appreciate literary form: recognize how form and structure shape a text's meaning; appreciate how genre generates expectations and shapes meanings.
4. Interpret texts with an awareness of and curiosity for other viewpoints.
5. Practice writing as a process of motivated inquiry, engaging other writers' ideas through the use of quotations, paraphrase, allusions and summary. Use sources well and cite them correctly.

6. Attend to a wider range of voices within interculturalisation.

7. Enjoy the experience of reading challenging literature: appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans.

### Programme Specific Outcomes

PSO1: Global level research opportunities to pursue Ph. D programme. Discipline specific competitive exams conducted by service commission.

PSO2: Enormous job opportunities such as, teaching, media studies, journalism, creative writing, content developing, etc.

National and Global Needs:

ITS Education Asia (ref: Sue Smith)		P. T. Barnum; Ref: Oxford; ESL Copyright 2013	
N1	Gender Sensitization	G1	Expanding horizons
N2	International Citizenship	G2	Critical thinking skills
N3	Academic Needs	G3	Learn from Past
N4	Exploration of the Self	G4	Multi-Culturalism
N5	Finding Routes, en-routes	G5	Effective Communication
N6	Diminishing Boundaries	G6	Creative Writing
N7	Merging Cultures	G7	Humane-istic
N8	Promoting Cross-Cultural Relations	G8	Launchpad to Technology (ESL)
N9	Empowerment	G9	Leadership
N10	Employability	G 10	Employability (ref: Oxford)
N 11	Stretch Boundaries beyond	G 11	Breaking Entertainment Boundaries
N12	Understanding the 'Un-understandable' (Translation)	G12	Growing beyond Gender

**MAPPING OF PEOs with MISSION OF THE DEPARTMENT:**

S.No	Description of PEOs	Key Components of Mission			
		M1	M2	M3	M4
PEO 1	Introduce students to the professional conversation in English studies in various fields and to texts from diverse eras and cultures, with the intention of provoking and supporting their intellectual curiosity.	✓	✓	✓	✓
PEO 2	Culture and History: Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within-and sometimes marginalized by-those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.	✓	✓	✓	✓
PEO 3	Valuing literature, language, and imagination: Students will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts-and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers.	✓	✓	✓	✓
PEO 4	Sense of Genre: Students will develop an			✓	✓

	appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.	✓	✓		
PEO 5	Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.	✓	✓	✓	✓
PEO 6	Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.	✓	✓	✓	✓

## MAPPING OF POs/PSOs with PEOs:

S No	Key Components of POs and PSOs	Description of PEO					
		PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
	Introduce students to the professional conversation in English studies in various fields and to texts from diverse eras and cultures, with the intention of provoking and supporting their intellectual curiosity.	Culture and History: Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within-and sometimes marginalized by-those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.	Valuing literature, language, and imagination: Students will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts-and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers.	Sense of Genre: Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.	Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.	Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.	
PO 1	Gain an introductory knowledge of some of the issues explored in influential works in English language and the stylistic strategies that writers used to explore those issues.	✓		✓		✓	
PO 2	Read complex texts actively: recognize key passages; raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language.			✓	✓	✓	
PO 3	Appreciate literary form: recognize how form and structure shape a text's meaning; appreciate how genre generates expectations and shapes meanings.	✓	✓		✓		
PO 4	Interpret texts with an awareness of and curiosity for other viewpoints.				✓		

		Description of PEO					
PO 5	Practice writing as a process of motivated inquiry, engaging other writers' ideas through the use of quotations, paraphrase, allusions and summary. Use sources well and cite them correctly.	✓					✓
PO 6	Attend to a wider range of voices within intercultural.		✓				
PO 7	Enjoy the experience of reading challenging literature: appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans.				✓		

### PEO mapping against the National and Global Needs:

SI No	PEOs	National	Global
1	Introduce students to the professional conversation in English studies in various fields and to texts from diverse eras and cultures, with the intention of provoking and supporting their intellectual curiosity.	N4, N5, N11	G1, G5, G7, G8, G11
2	Culture and History: Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.	N1, N4, N2, N7, N8, N12	G1, G3, G4, G7, G10, G11, G12
3	Valuing literature, language, and imagination: Students will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts—and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a	N2, N4, N 5, N 6, N9	G1, G2, G3, G4, G6, G7, G10, G11, G12

	fundamental and sustaining human activity, preparing for a life of learning as readers and writers.		
4	Sense of Genre: Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.	N6, N8, N11, N12	G1, G2, G8, G10, G11
5	Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.	2, 3, 5, 10, 11, 12	G1, G2, G4, G8, G11, G10, G12
6	Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.	N3, N5, N9, N10	G1, G2, G5, G8, G9, G10

### PEO mapping against the Academic Goals:

	Academic Goals						
	1	2	3	4	5	6	7
PEO 1	✓		✓			✓	✓
PEO 2	✓	✓	✓	✓		✓	
PEO 3	✓	✓	✓	✓	✓	✓	
PEO 4	✓	✓	✓	✓		✓	
PEO 5	✓		✓	✓	✓	✓	✓
PEO 6	✓	✓	✓	✓	✓	✓	✓

DEPARTMENT OF ENGLISH													
2018-2019 M.A BATCH Course Outcomes vs Program Outcomes													
Course Articulation Matrix													
S No	Course Code	Course Title	LTP	Credits	CO NO	Description of the Course Outcome	Program Outcomes						Course Rationale
							1	2	3	4	5	6	
1	18ENG101	POETRY -1	5-1-0	6	CO1	Understand the relevance of poetry	1						To develop the ability to analyse the genre of poetry
					CO2	Understand and interpret the point of view of the poet			2				
					CO3	Understand the impact of the socio, economic and political conditions of the period on the poets and their creative work.				2			
2	18ENG102	DRAMA- I	5-1-0	6	CO1	Understand the relevance of drama	1						Develop the ability to interpret different forms of drama.
					CO2	Understand and interpret the point of view of the drama			2				
					CO3	Understand the impact of the socio, economic and political conditions of the period on the playwrights and their creative work.				2			
3	18ENG103	PROSE-I	5-1-0	6	CO1	Understand the relevance of drama	1					Develop the skill of extensive reading.	
					CO2	Understand and interpret the point of view of the drama			2				
					CO3	Understand the impact of the socio, economic and political conditions of the period on the playwrights and their creative work.				2			
4	18ENG104	FICTION-I	5-1-0	6	CO1	Understand the relevance of the genre	1					Decode and appraise the text	
					CO2	Understand and interpret the point of view of the novelist			2				
					CO3	Understand the impact of the socio, economic and political conditions of the period on the novelists and their creative work.				2			
5	18ENG105	BOOKREVIEW	0-0-0	4								Ability to analyse and develop the critical perspective of the text	

6	18ENG 201	POETRY -11	5- 1-0	6	CO1	Comprehend the relevance of poetry	1					To analyse varied poetic texts
					CO2	Comprehend and interpret the point of view of the poet			2			
					CO3	Comprehend the impact of the socio, economic and political conditions of the period on the poets and their creative work.				2		
7	18ENG 202	DRAMA- I1	5- 1-0	6	CO1	Understand the relevance of drama	1					Demonstrate the ability to interpret different forms of drama
					CO2	Understand and interpret the point of view of the drama			2			
					CO3	Understand the impact of the socio, economic and political conditions of the period on the playwrights and their creative work.				2		
8	18ENG 203	PROSE-11	5- 1-0	6	CO1	Understand the relevance of drama	1					Read extensively and appreciate texts
					CO2	Understand and interpret the point of view of the drama			2			
					CO3	Understand the impact of the socio, economic and political conditions of the period on the playwrights and their creative work.				2		
9	18ENG 204	TEACHING OF ENGLISH LANGUAGE AND LITERATURE	5- 1-0	6	CO1	Understand the importance of language teaching	1					Decipher and appraise the text
					CO2	Understand the various methods and of teaching English language				2		
10	18ENG 205	ENGLISH NOVEL-11	5- 1-0	6	CO1	Comprehend the relevance of the genre	1					Decipher and appraise the text
					CO2	Comprehend and interpret the point of view of the novelist			2			
					CO3	Comprehend the impact of the socio, economic and political conditions of the period on the novelists and their creative work.				2		

11	18ENG 301	LITERARY CRITICISM AND NEW LITERATURE	5-1-0	6	CO1	Understanding various critical approaches	1										Appreciate the expressive use of language and prepare for a life of learning as readers and writers.
					CO2	Develop ability to elicit feeling, cultivate imagination, and appreciate literary values				2							
12	18ENG 302	AMERICAN LITERATURE AND INDIAN WRITINGS IN ENGLISH - I	5-1-0	6	CO1	Develop the ability to read texts in relation to American historical and cultural contexts..	1										Develop knowledge of the major traditions of American literature
					CO2	Understand various American texts and contexts.				2							
13	18ENG 303	ENGLISH LANGUAGE TEACHING PRACTICE	5-1-0	6	CO1	Prepare lesson plans and identify suitable materials	1										Develop expertise to plan and prepare classroom delivery
					CO2	To deliver the lessons						2					
14	18ENG 304	WOMENS WRITING	5-1-0	6	CO1	To study the works of the women examined in the course;	1										Develop knowledge of and insight into the works studied and understand the lives and contexts of the women.
					CO2	To analyse the texts in question;			2								
					CO3	To consider, more broadly, how these women and their writing contributed to the understanding of womanhood and authorship.				2							
					CO4	To give students a better understanding and appreciation of women's writing:						3					
15	18ENG 305	COLONIAL ENCOUNTER	5-1-0	6	CO1	Expose students to the subtler, complex dimensions of historical phenomena such as colonialism through a study of literary texts.	1										To understand negritude, marginality, apartheid, racialism to modernism, post colonialism and enlightened orientalism
					CO2	Develop awareness about ambiguities and complexities of theories and concepts drawn from a plurality of cultural, intellectual and literary contexts				2							
					CO3	enable students to reflect on the profound implications of tragic repercussions of European colonialism on cultures, communities and traditions					2						
					CO4	Reflect on the nature and continuing value of culture in an age of globalization.							2				
16	18ENG 306	EUROPEAN CLASSICS	5-1-0	6	CO1	To learn the great literary innovations of French, Russian, Spanish and Scandinavian masters of drama, fiction	1										To develop global perspective on European literature

					CO2	Study the works of writers like Balzac, Tolstoy, dostoevesky, ibsen, chekov	2							
					CO3	Study literary movements like naturalism, surrealism, existentionism and noirism.			2					
					CO4	Urban fantasy, magic realim and the revival of Dickensian romantic realism				2				
17	18ENG 307	MANDATORY TERM PAPER	0-0-0	4										Ability to analyse and develop the critical perspective of literature or literary theories
18	18ENG 401	LITERARY CRITICISM: THEORY AND PRACTICE & CLASSICS IN TRANSLATION	5-1-0	6	CO1	Introduce the philosophies of writing and criticism	1							To understand the content and the form of literary works
					CO2	Deal objectively with literary and gain greater panache for the richness and complexity in literary texts.		2						
					CO3	To determine and understand the greatness of literary works, the function of the artist, the critic, the reader and the compendium of literary theories.				2				
					CO4	To know the artist's true intentions and account for multiple interpretations of a text.						2		
19	18ENG 402	AMERICAN LITERATURE & INDIAN WRITINGS IN ENGLISH -II	5-1-0	6	CO1	to develop critical and theoretical approaches to the reading and analysis of literary texts in multiple genres.	2							To develop the skills in industrial applications
					CO2	Build an awareness of the relationship between individual works and the tradition			2					

					CO3	explore a variety and an admixture of classic and post modern trends in the two very strong cultural zones.						2				
					CO4	Articulate the aesthetic principles that guide the scope and variety of works in American and Indian literatures							2			
20	18ENG 403	LITERATURE&MEDIA STUDIES(Elective Paper)	5-1-0	6	CO1	Adapting existing work for screen, the works of Shakespeare and Maupassant (147)		2								Understand the cross generic, innovative fields of collaborative script writing
					CO2	Learn about adaptations of drama and film, Shakespeare's and Orson Welles Macbeth, Dolls House of Ibsen and Patrick Garland. Fiction and film, Daphne Do Maurier's and Alfred Hitch cock's The Birds.			2							
					CO3	Collaborative script development: Tennessee Williams & Elia Kazal,					2					
					CO4	Understand the language and idiom of advertising							2			
21	18ENG 404	RESEARCH METHODOLOGY(Elective Paper)	5-1-0	6	CO1	understand some basic concepts of research and its methodologies.		2								Understand and apply the various research methodologies
					CO2	Identify appropriate research topics and select and define appropriate research problem and parameters			2							
					CO3	Prepare a project proposal and organize and conduct research . (to undertake a project)						2				
					CO4	write a research report and thesis and research proposal					3					
22	18ENG 405	COMMUNICATION & HR SKILLS(Elective Paper)	5-1-0	6	CO1	To understand the meaning and functions of interpersonal and intrapersonal communication.		2								To develop skills for communication and organisation
					CO2	Improve communicative effectiveness					2					
					CO3	Learn and understand Spoken communication , four levels of listening,, logical traps, visual support, Coping with questions and nervousness.,						2				

					CO4	Understand negotiating, team building, client interfering skills, liaison skills,, etiquettes and netiquettes				2		
23	18ENG 406	ASPECTS OF EDITING AND CREATIVE WRITING(Elective Paper)	5- 1-0	6	CO1	Prepare text for a type setup				3		To understand and develop cross generic issues like plot, rclimax, conflict, resolution. Character, action description, dialogues and ambience.
					CO2	Illustrations and proofs. Colour coding and corrections. Authors' corrected proof		2				
					CO3	Creative Writing, tools and techniques, genesis and talent, features and non-features.		2				
					CO4	Other parts of a book. Running heads, page numbers, headings, foot notes and end notes, tables, appendices, glossaries, writing and review.		2				
24	18ENG 407	DISSERTATION	0- 0-0	20								To develop the research skills