



International Journal of Research in Academic World



Received: 12/August/2024

IJRAW: 2024; 3(9):77-82

Accepted: 19/September/2024

Mapping in the Postgraduate Syllabus of English Literature: Vision NEP-2020

¹Divya Joshi, ²Sampat Bhadu, ³Poonam Charan and ^{*4}N Bhojak

^{1,2,3}P.G. Department of English, Government Dungar College (Three Times Consecutively 'A' Grade by NAAC), MGS University, Bikaner, Rajasthan, India.

^{*4}BIRC, Government Dungar College (Three Times Consecutively 'A' Grade by NAAC), MGS University, Bikaner, Rajasthan, India.

Abstract

Curriculum mapping is a crucial process in education, aiming to align resources, activities, assessments, instruction, and educational reforms with a program. It helps identify and rectify gaps, redundancies, and misalignment in course content, improving the overall coherence and effectiveness of a course. A good curriculum considers student abilities, goals, institution expectations, course materials, and time duration. This paper highlights the importance of curriculum mapping for the effective implementation of NEP 2020 in English Literature.

Keywords: NEP 2020, curriculum mapping, higher education, English

Introduction

Curriculum mapping is the process indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness (a curriculum, in the sense that the term is typically used by educators, encompasses everything that teachers teach to students in a school or course, including the instructional materials and techniques they use). It is basically how educators plan what subject content students will learn over the course of the year. In many places, it is done over a four to six-year plan, building off of content from one year to the next. It follows a logical, time-progressive order to give the students a well-rounded and comprehensive educational experience.

Curriculum mapping is important because it allows teachers and administrators to focus on balance between the content across curricula. It allows them to look into each classroom and see what students learn, and help them gather data on redundancies or gaps in the course content. Curriculum mapping also helps teachers and administrators assess the structure of the course, and the time-scale plan of when specific lessons or concepts are taught. One important thing to remember, curriculum maps are never considered "done". They are an ongoing development seeking to improve student learning and content quality across educational institutes. As long as teachers have new students, new classes, and new school years, the content and structure should be continually assessed and revised (if need be) to ensure students get the

most out of their education, and for teachers to use the most effective strategies in their lessons. By providing a structured framework, curriculum mapping helps to make the learning and teaching of English literature more efficient, purposeful, and student-centered. It ensures that lessons and activities are aligned with learning standards, outcomes, and assessments. Teachers can clearly see what is being taught at each stage and how it contributes to overall course objectives. Curriculum maps help teachers ensure that key themes, genres, literary periods, and skills (like critical analysis and writing) are covered across the curriculum, avoiding gaps or unnecessary repetition. English literature often intersects with history, philosophy, and cultural studies. Mapping helps teachers integrate these interdisciplinary connections, enriching students' understanding of texts. By following a mapped curriculum, students progressively develop critical thinking, analytical, and communication skills, with each lesson designed to build on the last. This helps in developing a stronger ability to analyze texts and write effectively. Even if different teachers are following the same map, students benefit from a consistent educational experience regardless of the class they are in.

Here's an example of how a curriculum map for English literature might look. This will outline a course that spans across a semester or academic year, focusing on different literary periods, themes, skills, and assessments.

Unit 1: British Literature-Shakespearean Drama

Duration: 4 weeks

Key Text: *Hamlet* by William Shakespeare

Skills/Focus: Understanding tragedy, soliloquies, iambic pentameter, and character motivations.

Learning Objectives

- Explore the conventions of a Shakespearean tragedy.
- Analyze Hamlet's internal conflict through key soliloquies.
- Discuss themes of revenge, mortality, and madness in the context of Elizabethan society.

Assessment: Group presentation on one theme of *Hamlet* (e.g., madness, revenge, etc.), followed by a written response comparing different interpretations of Hamlet's character.

Unit 2: Romantic Poetry

Duration: 3 weeks

Key Texts: Selected poems by William Wordsworth, Samuel Taylor Coleridge, and John Keats.

Skills/Focus: Analyzing poetic structure, Romantic ideals, nature, emotion vs. reason.

Learning Objectives

- Examine the relationship between nature and human experience in Romantic poetry.
- Analyze how poets use structure, rhyme, and meter to convey meaning.
- Compare different Romantic poets' views on imagination and creativity.

Assessment: Comparative analysis essay on Wordsworth and Coleridge's treatment of nature in their poetry.

Unit 3: The Victorian Novel

Duration: 6 weeks

Key Text: *Great Expectations* by Charles Dickens

Skills/Focus: Character development, social class, bildungsroman structure.

Learning Objectives

- Trace Pip's development from childhood to adulthood and his changing perception of social class.
- Analyze Dickens' critique of Victorian society, especially regarding wealth and social mobility.
- Explore the novel's use of symbolism (e.g., Satis House, the marshes).

Assessment: Mid-term exam including essay questions and a multiple-choice section on key characters and plot events.

Unit 4: Modernism and Stream of Consciousness

Duration: 4 weeks

Key Text: *Mrs. Dalloway* by Virginia Woolf

Skills/Focus: Modernist themes, stream-of-consciousness narrative, fragmented structure, temporal shifts.

Learning Objectives

- Identify modernist themes such as alienation, time, and mental health.
- Analyze Woolf's use of stream-of-consciousness technique to explore interiority.
- Compare the perspectives of Clarissa Dalloway and Septimus Smith.

Assessment: Research paper on modernism in *Mrs. Dalloway* and how Woolf's narrative style contributes to the portrayal of inner thought.

Unit 5: Postcolonial Literature

Duration: 3 weeks

Key Text: *Things Fall Apart* by Chinua Achebe

Skills/Focus: Colonialism, identity, cultural conflict.

Learning Objectives

- Explore the impact of colonialism on indigenous cultures through Achebe's narrative.
- Analyze the tension between tradition and change in Igbo society.
- Discuss the concept of "the other" and how Achebe counters stereotypical portrayals of African societies.

Assessment: Final project: Comparative essay between *Things Fall Apart* and another postcolonial text (e.g., *Wide Sargasso Sea* by Jean Rhys).

Unit 6: Contemporary American Literature

Duration: 2 weeks

Key Text: *The Road* by Cormac McCarthy

Skills/Focus: Post-apocalyptic literature, minimalism, themes of survival and morality.

Learning Objectives

- Analyze the sparse style and minimalistic prose in *The Road*.
- Explore themes of survival, hope, and morality in a post-apocalyptic world.
- Discuss the father-son relationship as central to the novel's emotional impact.

Assessment: In-class timed essay on how McCarthy uses minimalism to enhance themes in *The Road*.

Summative Assessment

- **Final Project:** Analyzing a theme that connects multiple works studied during the course (e.g., alienation, identity, moral conflict). This can be presented as a research paper or a creative project that ties together insights from different literary periods.
- **Final Exam:** Essay-based exam asking students to synthesize knowledge across various texts, themes, and literary periods.

This curriculum map ensures a well-rounded approach to English literature, balancing classic and contemporary works while promoting essential skills like analysis and interpretation. This paper outlines the necessity of curriculum mapping for the successful execution of NEP 2020 in the field of English.

Curriculum Highlights

General Characteristics of a good curriculum

In general, good curriculum consists of following features –

- Well-organized and purposefully designed for effective learning alignment with lessons, courses, subject areas, and credit levels
- No repetitions of concepts and content
- Defined objectives and outcomes
- No academic gaps
- Alignment with the latest reforms such as NEP 2020

The proposed syllabus is observed with following motives -

- To introduce the students to the diverse texts and genres of English literature.

- To enable the students to explore the schools and movements of English literature and help in finding new areas of study.
- To develop capabilities of students for critical evaluation of contemporary issues related to language, socio-cultural, psychological and sustainable development goals
- To generate skilled human resource for CSR.
- To explore themes and concepts of identity, race, colonialism, narratology, and indigeneity.

Methodology

- i). Building an Organized Path:** Curriculum mapping is essentially creating a road map that teachers and students must follow during the course. Curriculum mapping defines the starting and the endpoint of the course and the various milestones that students must achieve on the way. In the present paper the experience of authors during teaching at graduate and postgraduate level in English literature have been opted as tool to identify the path.
- ii). Alignment with Standards:** The post graduates should have the ability to demonstrate comprehensive knowledge and understanding of both the theoretical and applied components of animal science and allied areas of study in a multidisciplinary context. Students should have the ability to connect relevant disciplines, and recent trends in biological and contemporary issues. Every educational institution has some predetermined standards to live up to. Their affiliation to a university or a government education department may define the standard of education they need to impart. Curriculum mapping defines the standards and helps the teachers always keep course goals in sight. The focus and outcomes of the course are clear to everyone. Therefore, teachers and students can work towards the course goals together and achieve the desired outcomes. In the present work locational needs, particularly the needs and requirements of first learner from the social background have been considered
- iii). Improves Communication & Collaboration:** The post graduates in English should have the ability to present and express information, thoughts, experiments and results clearly and concisely for effective communication of any issues. A curriculum map helps teachers understand what a student has learned in the past and their level of understanding when they begin the next level of a course. When teachers of different areas come together for a curriculum mapping exercise, the resulting curriculum design aligns with the bigger student learning picture. For this purpose, help and vision of other disciplines have been considered.
- iv). Map Student's Progress:** A curriculum map defines the different milestones a student needs to achieve along the journey of learning. As students progress through the course, a well-defined curriculum map can highlight the goals they need to succeed. This clarifies the expectations from the students and helps make progress tangible.
- v). A Reflective Practice Tool:** The post graduates of English should have the ability to utilize Information and Communications Technology (ICT) tools, language databases, and softwares in solving phonetics problems. The curriculum mapping process is a reflective exercise in which educators can assess the teaching and learning

experience of the past year. They can assess the course content and its relevance, the learning outcomes, and whether the course content has met their students' learning needs.

- vi). Improve Students' Learning Experience:** After completion of post -graduation in English the students will be able to understand the value of political upheavals, ideologies and interdisciplinary perspective of examining problems related to society and humanity in general.
- vii). Curriculum Flexibility:** A curriculum is utilized best when it's designed as per students' aspirations. For this the designing of Core, Programme or Department Elective, Open Elective, Zero Credit, and Audit Courses are significant. This helps institutions to define courses within different buckets and helps students to select the courses of their own choice and thus supports a Fully Flexible Credit System, which also aligns with the latest reforms as per NEP 2020.

Results and Discussions

Course Title: English Literature of the Renaissance

Course Code: ENG-REN202

Program Outcomes (POs):

- i). Critical Thinking:** Students will develop the ability to critically analyze Renaissance texts, understanding their historical, cultural, and intellectual contexts.
- ii). Literary Appreciation:** Students will gain an appreciation for Renaissance literary forms and the innovation of language, form, and style during this period.
- iii). Interdisciplinary Awareness:** Students will recognize the connections between Renaissance literature and fields such as history, philosophy, religion, and the visual arts.
- iv). Communication Skills:** Students will articulate complex ideas about Renaissance literature through well-structured oral and written communication.
- v). Ethical and Cultural Understanding:** Students will explore issues related to humanism, individualism, and socio-political thought, fostering an understanding of ethical, cultural, and humanistic concerns.

Learning Outcomes (LOs)

At the end of the course, students will be able to:

- i). LO1:** Analyze key themes in Renaissance literature, such as humanism, individualism, and the revival of classical ideas.
- ii). LO2:** Interpret the literary works of prominent Renaissance authors (Shakespeare, Marlowe, Spenser, Milton) in their historical and cultural contexts.
- iii). LO3:** Compare different literary genres from the Renaissance, such as sonnets, epic poetry, drama, and prose.
- iv). LO4:** Engage with Renaissance texts using critical theory, identifying how social, religious, and political tensions are reflected in literature.
- v). LO5:** Conduct independent research, using both primary and secondary sources, to develop a critical understanding of Renaissance literature.
- vi). LO6:** Articulate insights through coherent arguments in written essays, presentations, and group discussions, demonstrating mastery of literary analysis.

Course Structure

Table 1: Course Structure

Unit	Topics Covered	Teaching Methods	Learning Outcomes Addressed (LOs)	Assessment Methods
Unit 1: Introduction to the Renaissance	Historical and cultural context of the Renaissance, Humanism, Classical Revival	Lecture, Group Discussions	LO1, LO4	Class Participation, Short Essay
Unit 2: Petrarch and the Rise of Humanism	Analysis of Petrarch's sonnets and their influence on Renaissance poetry	Close Reading, Seminar Presentation	LO1, LO2, LO4	Textual Analysis, Presentation
Unit 3: Shakespeare's Sonnets and Plays	Study of Shakespeare's sonnets and Hamlet; themes of individualism and fate	Lectures, In-Class Performances	LO2, LO3, LO4, LO6	Essay, Group Discussion, Performance
Unit 4: Renaissance Drama: Marlowe and Shakespeare	Study of Dr. Faustus and Hamlet; morality, ambition, and Renaissance tragedy	Interactive Lecture, Peer Review	LO2, LO4, LO6	Comparative Essay
Unit 5: Epic Poetry: Spenser and Milton	Reading The Faerie Queene and Paradise Lost; allegory and religious symbolism	Group Discussion, Research Workshop	LO2, LO3, LO5	Research Paper, Class Discussion
Unit 6: Metaphysical Poetry and Renaissance Women Writers	Analysis of Donne's poetry and writings by women like Mary Sidney and Isabella Whitney	Close Reading, Collaborative Learning	LO2, LO3, LO5	Poetry Analysis, Group Project
Unit 7: Renaissance Prose	Study of Montaigne's essays and More's Utopia	Seminar, Case Study Discussion	LO1, LO3, LO5	Final Essay, Presentation

Teaching and Learning Strategies

- **Lectures:** To provide an overview of historical and cultural contexts and introduce key Renaissance authors and texts.
- **Close Reading:** To facilitate deep engagement with the language and form of Renaissance texts.
- **Group Discussions and Debates:** To encourage collaborative learning and critical thinking.
- **Research Workshops:** To build students' research skills and encourage independent investigation into Renaissance literature.
- **In-Class Performances:** To bring Renaissance drama to life, enhancing understanding of dramatic techniques and performance aspects.
- **Seminars and Presentations:** To develop oral communication skills and allow students to present their analysis and research.

Assessment Methods

Table 2: Assessment Methods

Assessment Task	Weightage	Linked Learning Outcomes (LOs)
Class Participation	10%	LO1, LO4
Short Essay (1000 words)	15%	LO2, LO4
Textual Analysis (Petrarch's Sonnets)	10%	LO2, LO4, LO5
Comparative Essay (Marlowe vs. Shakespeare)	20%	LO2, LO3, LO4, LO6
Research Paper (Epic Poetry)	25%	LO5, LO6
Final Essay (Montaigne or More)	20%	LO1, LO3, LO5

Graduate Attributes (GAs) Developed

- **Analytical Skills:** Ability to critically analyze complex literary texts.
- **Research Skills:** Proficiency in conducting independent literary research.
- **Communication:** Enhanced oral and written communication skills.
- **Interdisciplinary Thinking:** Understanding of literature's relationship with other disciplines such as history and philosophy.
- **Ethical Understanding:** Insight into Renaissance views on morality, power, and humanism.

Suggested Reading List

- Greenblatt, Stephen, *The Norton Anthology of English Literature, Vol. 1* (Renaissance Period)
- Marlowe, Christopher, *Dr. Faustus*
- Shakespeare, William, *Hamlet and Sonnets*
- Spenser, Edmund, *The Faerie Queene*
- Milton, John, *Paradise Lost*
- Donne, John, *Selected Poems*
- More, Thomas, *Utopia*
- Montaigne, Michel de, *Essays* (selected)

This LOCF ensures that the course is aligned with clear objectives, designed to develop critical thinking, research, and communication skills through the study of Renaissance literature. It also provides students with a holistic understanding of the cultural and intellectual environment of the Renaissance.

Table 3: General Literature Mapping Template

Required Courses	Student will be able to evaluate texts for holistic understanding	Student will be able to prepare a plan for efficient dissemination of values and cultural awareness	Student will be able to evaluate the impact of historical and political events	Student will be able to evaluate relationship of literature with other disciplines	Student will be able to design content and representation of life
EO-1					
EO-2					
EO-3					
EO-4					

Table 4: Mapping Stage 1

Required Courses	Introductory Courses	Methods Courses	Electives: Language/Linguistics	Electives: Writing	Remarks
EO-1	I	I	I		Demonstration
EO-2	I/A	I/A			Analytics
EO-3	I		R	R	Interpretations
EO-4		R	R		Critical Findings

EO1: Students will demonstrate an understanding of the historical, social, and cultural context of the Renaissance period.

Analyzing Poetic Forms

EO2: Students will be able to analyze various poetic forms prevalent during the Renaissance, including sonnets, pastoral poetry, and metaphysical poetry.

Interpreting Themes and Motifs:

EO3: Students will interpret and discuss key themes and motifs present in Renaissance poetry, such as love, nature, humanism, and religious exploration.

Critical Evaluation:

EO4: Students will develop critical thinking skills to evaluate and critique Renaissance poems, considering literary devices, style, and thematic depth.

Table 5: Mapping Stage 2

Program Learning Outcomes					
Required Courses	Student will be able to evaluate texts for holistic understanding	Student will be able to prepare a plan for efficient dissemination of values and cultural awareness	Student will be able to evaluate the impact of historical and political events	Student will be able to evaluate relationship of literature with other disciplines	Student will be able to design content and representation of life
EO-1	Forms and Prosody	Imagery and Symbolism	Renaissance Metaphysical school of poetry	Sonnet as a poetic form	Remarks
EO-2	I	R	I		Demonstration
EO-3	I/A	I/A			Analytics
EO-4	I		R	R	Interpretations

Introduced (I): The skills associated with the program outcome are presented in the course. Reinforced (R) – The skills associated with the program outcome are being worked on at a level above the introductory stage and/or the skills are being developed at a deeper level.

Assessed (A): Students should have developed a sufficient level of competency in the skills associated with the program outcome to have mastered them.

Conclusion

Curriculum Mapping plays a significant role in organizing a course like English Literature of the Renaissance by aligning learning outcomes with content, teaching methods, and assessments. In the context of the above Learning Outcome-based Curriculum Framework (LOCF), curriculum mapping helps ensure that the course is well-structured, coherent, and effective in achieving its educational goals. Curriculum mapping ensures that every learning outcome (LO) is systematically addressed through the course content. For example, the LO1 ("Analyze key themes in Renaissance literature") is directly linked with the content on Petrarch's sonnets, Marlowe's *Dr. Faustus*, and Shakespeare's *Hamlet*, all of which exemplify major Renaissance themes like

humanism, individualism, and classical revival. This alignment guarantees that students will gain a structured understanding of Renaissance literature while meeting the defined academic goals.

Mapping the curriculum ensures that the course moves from foundational knowledge to more complex critical thinking and analysis. For example, in Unit 1, students are introduced to Renaissance cultural and historical contexts, which is necessary for understanding the more complex texts studied in later units like Shakespeare's plays or Milton's *Paradise Lost*. It supports scaffolding, where earlier units build the knowledge base that later units depend on, helping students to gradually acquire more sophisticated analytical skills (as outlined in LO5). Curriculum mapping allows for the integration of varied teaching methodologies (lectures, close reading, group discussions, performances) with corresponding learning outcomes. For example, in-class performances are used to teach Shakespeare's plays, directly supporting LO2 ("Interpret the literary works of prominent Renaissance authors"). This variety in teaching methods accommodates different learning styles and keeps the course engaging, while ensuring that specific learning outcomes are met through targeted activities.

Furthermore, Curriculum mapping links assessment tasks directly to learning outcomes. For instance, the Comparative Essay (Marlowe vs. Shakespeare) assesses LO2, LO3, LO4, and LO6 by requiring students to compare different Renaissance genres, analyze major themes, and develop arguments in a structured manner. Students' progress is effectively measured through assessments that are designed to evaluate specific skills, ensuring that learning is outcome-oriented rather than content-heavy. By mapping how each unit and assessment builds skills like critical thinking, communication, and research (related to Graduate Attributes), the curriculum ensures that students are not only learning literature but also developing broader academic and professional competencies. For example, research skills developed in the Research Paper on Epic Poetry are part of the interdisciplinary and analytical thinking emphasized throughout the course, supporting students' development in both their major field and in transferable skills. Mapping ensures that the curriculum is cohesive across all units, meaning that themes like humanism, individualism, and ethics are revisited in various contexts (poetry, drama, prose) throughout the course. For example, themes of individualism and fate explored in Shakespeare's *Hamlet* are linked with similar themes in Milton's *Paradise Lost*, giving students a consistent and interconnected learning experience. This thematic coherence helps students retain and integrate knowledge across different texts, genres, and units.

Curriculum mapping provides a visual and organized overview of the course that can be easily shared among faculty members or administrators. This ensures that if multiple instructors are involved in teaching, they can follow a standardized framework that aligns with the course objectives. It fosters consistency in instruction and assessment across different sections or semesters. Curriculum mapping makes it easier to adjust the course in response to feedback or changes in academic standards. If a particular learning outcome is not being sufficiently addressed or assessed, the curriculum can be modified accordingly. For example, if students struggle with understanding metaphysical poetry, more emphasis can be placed on teaching techniques such as close reading or expanding the selection of Donne's poems. This adaptability ensures continuous improvement of the curriculum to meet educational goals and student needs.

References

1. Bhojak N, Bhandari HS et al., Green audit & green campus: need of the hour, *International Journal of Current Advanced Research*. 2021; 10(7):24742-43.
2. Divya Joshi & Bhojak N. Institutional Development Plan and NEP 2020: A primary thought, *JETIR*. 2021; 8(11):524-26.
3. Bharti Bhojak, Divya Joshi, Bhandari H.S. and Bhojak N., Curriculum Mapping For Programs and Courses: Vision NEP 2020, *IJCRT*. 2023; 11(6):373-78.
4. NEP 2020: A vision document, Ministry of HRD, GOI.
5. Ministry of Education, Report of the Education Commission 1964-66. GoI, New Delhi, 1966.
6. National Policy on Education. Ministry of HRD, GoI, New Delhi, 1986.
7. Divya Joshi & Bhojak N., National Assessment and Accreditation Council and Institutional preparedness for NEP 2020, *JETIR*. 2022; 9(8):68-72.
8. Divya Joshi & Bhojak N., Comparison between national education policy 2020 and national policy of education, *IJCRT*. 2022; 10(7):345-49.