

DEPARTMENT OF ENGLISH

COURSE OUTCOMES

GENERAL ENGLISH

SEMESTER - I

CO#	Course Outcome
C01	Illustrate the various resources of knowledge that Abdul Kalam points out and how the world has changed during the last century. (K3)
C02	Infer the importance of mother tongue and the role of English or any other foreign language in our lives. (K2)
C03	Develop decision making skills and thinking ability to convey their ideas without any confusion. (K3)
C04	Infer the unconditional and unflinching love of mother towards her children and also learn the Indianess and illustrate the importance of parents. (K2)
C05	Develop a mechanism to regain hope and how to overcome the critical situations in life. (K3)
C06	Develop reading skills and to know the moral of the drama i.e., the value of true friendship and love. Practice pronunciation, speaking and writing skills with simple discussion and explanation of important grammatical items to enable the students to use language accurately and appropriately. (K3)

SEMESTER - II

CO#	Course Outcome
C01	Identify the differences between technology and India superstitions. (K3)
C02	Identify the custom of greetings of different cultures and how the practice of shaking hands ingrained in the blood of the Westerner. Develop their aesthetic skills and sense the sights, music and serenity of the Autumn Season. (K3)
C03	Explain the male chauvinism in a patriarchal society. (K2)
C04	Demonstrate how the greedy people face the tragic end. (K2)
C05	Demonstrate how rumors and lack of communication can cause many problems and be destructive. (K3)
C06	Develop dialogue delivery, reading skills and the system of marriage with economic security takes precedence over romance and love in Russian society. Assists pronunciation skills, speaking and writing skills with simple explanation of important grammatical items to enable the student to use language accurately and appropriately. (K3)

SEMESTER - III

CO#	Course Outcome
C01	Practice to overcome shyness. Practice etiquette and manners which are very important for a person to live in the society. Practice to be polite and courteous to others. (K3)
C02	Demonstrate the change of lifestyle, values, morals and the total change in the world. Teach them to be innocent, faithful and sincere with others. (K3)
C03	Demonstrate importance of respect and hard work, coupled with family tradition. (K3)
C04	Demonstrate the importance of mother/daughter relationship on different stages and aspects of life. (K4)
C05	Create the awareness on the evils of child marriage and the prevailing practice of bride price and also widow remarriage. (K6)
C06	Explain how good study skills, just a minute talks and writing skills can increase students confidence, competence and self-esteem. (K2)

DEPARTMENT OF ENGLISH

COURSE OUTCOMES

SPECIAL ENGLISH

SEMESTER - I

AN INTRODUCTION TO ENGLISH LANGUAGE AND LITERATURE - 1

CO#	Course Outcome
CO1	Compare English language in old English and Middle English periods. (K4)
CO2	Compare English literature in old English and Middle English periods. (K4)
CO3	Infer the influence of Latin, Greek, French and other languages in the development of English language. (K4)
CO4	Clarify various forms and terms used in English literature. (K4)
CO5	Illustrate John Donne's poem, 'Death, be not Proud.' (K4)
CO6	Discuss about the importance of studies in Francis Bacon's 'Of Studies.' (K2)

SEMESTER - II

AN INTRODUCTION TO ENGLISH LANGUAGE AND LITERATURE - 2

CO#	Course Outcome
CO1	Articulate the Renaissance of English literature during Elizabethan and Jacobean periods. (K3)
CO2	Classify different forms and terms like allegory, metaphor, and blank verse in English literature. (K4)
CO3	Dramatize William Shakespeare's 'Twelfth Night'. (K3)
CO4	Compare and contrast the characters of Olivia and Viola. (K4)
CO5	Articulate how death is described in the poem 'Elegy Written in a Country Churchyard' written by Thomas Gray. (K3)
CO6	Illustrate how John Milton described the fall of Adam and Eve in his famous work 'Paradise Lost'. (K4)

SEMESTER - III

AN INTRODUCTION TO ENGLISH LANGUAGE AND LITERATURE - 3

CO#	Course Outcome
C01	Explain the characteristics of Restoration literature. (K2)
C02	Classify different literary forms and terms in English language like satire, mock-epic, comedy of manners, sentimental comedy. (K4)
C03	Analyse Alexander Pope's 'The Rape of the Lock – Canto I' as mock epic and a social satire. (K4)
C04	Demonstrate the admirable qualities of Robinson Crusoe in Daniel Defoe's 'Robinson Crusoe'. (K3)
C05	Explain why Millamant is considered as the most admirable character in the play 'The Way of the World' written by William Congreve. (K3)
C06	Compare and contrast the characters of Mirabell and Fainall in 'The Way of the World'. (K4)

SEMESTER - IV

AN INTRODUCTION TO ENGLISH LANGUAGE AND LITERATURE - 4

CO#	Course Outcome
C01	Compare the characteristics of the literature of the Romantic Period to that of Victorian Period. (K4)
C02	Correlate biography, Auto-biography, Historical Novel, Sentimental Novel, Gothic Novel and Regional Novel. (K4)
C03	Classify the characters Flat Character, Round Character, Protagonist and Antagonist in dramas and novels. (K4)
C04	Explain how a Nightingale changes the mood of a person in John Keat's poem 'Ode to A Nightingale'. (K3)
C05	Justify the title of the novel 'Pride and Prejudice' written by Jane Austen and also analyse how the novel Pride and Prejudice is considered as a drawing room comedy. (K5)
C06	Critique the poem 'How do I Love Thee' written by Robert Browning as one of the love poems of English. (K5)

SEMESTER – V

AN OUTLINE OF 20TH CENTURY LITERATURE V

CO#	Course Outcome
C01	Demonstrate the dominant facts that contributed for the growth popular fiction in 20 th century English literature. (K3)
C02	Classify different types of plays and dramas. (K4)
C03	Discuss the religious elements in Philip Larkin's poem 'Church Going'. (K2)
C04	Explain how Robert Frost described the beauty of nature in his poem 'Stopping by Woods on a Snowy Evening'. (K3)
C05	Describe hoe the mob provokes the officer in Shooting an Elephant in George Orwell's novel 'Shooting an Elephant'. (K2)
C06	Demonstrate the contribution of Colonel Pickering in transforming Eliza Dolittle from a common flower girl to a heiress in G.B. Shaw's Pygmallion. (K3)

SEMESTER – V

GLIMPSES OF WORLD LITERATURE

CO#	Course Outcome
C01	Illustrate how Wole Soyinka's 'Telephone Conversation' concentrate on different shades of colour. (K4)
C02	Discuss the major themes and issues in Girish Karnard's 'Tughlaq'. (K2)
C03	Discuss the development of the poverty motif over the course of the novel 'Crime and Punishment'. (K2)
C04	Analyse the unique narrative style of Ngugi Wa Thiango's novel 'A Grain of Wheat' shifting its point of view from one character to another. (K4)
C05	Justify the title of the novel 'My Son's Story' written by Nadine Gordimer. (K5)
C06	Interpret the novel 'My Son's Story' as first person's narrative. (K3)

SEMESTER – VI

A STUDY OF LITERARY CRITICISM

CO#	Course Outcome
C01	Illustrate the elements needed for writing a tragic, comic, epic poetry with regard to Aristotle's 'Poetics'. (K4)
C02	Explain how audience response is important whether it is narrative, enactment, mimesis, imitation and representation according to Aristotle. (K3)
C03	Demonstrate how Sir Philip Sidney reacts to the criticism of Stephen Gosson on poetry in his 'Apology for Poetrie'. (K3)
C04	Express the views of major critics and tastes of men and women in John Dryden's Dramatic Poesy. (K2)
C05	Justify Wordsworth's intention in saying poetry as a 'Spontaneous overflow of powerful feelings' and the poet as a 'man speaking to men'. (K5)
C06	Articulate not only how poems should be written but also how they should be read and appreciated by critics according to T.S Eliot's 'Tradition and Individual Talent'. (K3)

SEMESTER – VI

CLUSTER ELECTIVE – I, AMERICAN LITERATURE-I

CO#	Course Outcome
C01	Illustrate the salient features of American Transcendentalism. (K4)
C02	Assess the shared tradition in commonwealth Literature. (K5)
C03	Categorise various terms of Criticism in American Literature. Such as Historical Criticism, Post-Colonial Criticism, feminist Criticism. (K4)
C04	Articulate how the American born British poet, T.S. Eliot illustrated the overwhelming question, the condition of modernity and the crisis of mortality in his poem 'The Love Song of Alfred J. Prufrock'. (K3)
C05	Assess the emotional state of Hendry during the war and his guilt over having been cowardly rather than brave in the face of battle in Stephen Crane is fiction 'The Red Badge of Courage'. (K5)
C06	Critique the way the institutions and attitudes of Postwar America placed restrictions on Women's lives in Tennessee Williams drama 'A Street Car Named Desire'. (K5)

SEMESTER – VI

CLUSTER ELECTIVE – II, AMERICAN LITERATURE-II

CO#	Course Outcome
CO1	Analyse the importance of decision making in Robert Frost’s poem ‘The Road not Taken’. (K4)
CO2	Demonstrate how an Afro-American write Langston Hughes desires to be treated equally with Native Americans in his poem ‘I, Too’. (K3)
CO3	Articulate how Arthur Miller narrated the frustration of the Salesman Willy Loman in his drama ‘The Death of a Salesman’. (K3)
CO4	Judge the writer’s narrative ability in moldings the adventurous character of Tom Sawyer in Mark Twain’s fiction ‘The Adventures of Tom Sawyer’. (K5)
CO5	Illustrate how Nathaniel Hawthorne described that earthly possessions are not necessary for success and that people should be satisfied with what they have instead of wanting things that aren’t essential in life in his short story ‘The Great Carbuncle’. (K4)
CO6	Assess the narrative skills of the writer in making a short story of an unnamed, unreliable narrator who insists on his sanity after murdering an old man with a vulture eye in Edger Allan Poe’s work ‘The Tell Tale Heart’. (K5)

SEMESTER – VI

CLUSTER ELECTIVE – III, AMERICAN LITERATURE-III

CO#	Course Outcome
CO1	Justify the paradox the more successful you are, the less you appreciate that success in Emily Dickenson’s poem ‘Success is Counted Sweetest’. (K5)
CO2	Evaluate how each stanza of Walt Whitman’s poem ‘O Captain! My Captain!’ gives us a clue about the civil war which ultimately leads to the death of Abraham Lincoln. (K5)
CO3	Evaluate Eugene O’Neill’s plot ‘Long Day’s Journey into Night’ focuses on a dysfunctional family trying to come to grips with its ambivalent emotions in the face of serious familial problems, including drug addiction, moral degradation, deep rooted fear and guilt and life threatening illness. (K5)
CO4	Illustrate how Hemingway is making the point that being determined and never going up indicates what kind of human being one is in molding the character Santiago, a old fisherman in his fiction ‘The Old Man and the Sea’. (K4)
CO5	Justify Martin Luther King Jr’s public speech ‘I Have a Dream’, a call for equality and freedom, became one of the defining movements of the civil rights movement and one of the most iconic speeches in American history. (K5)
CO6	Estimate the irony in O’Hendry’s short story ‘After Twenty Years’ as the story finds the two old friends on opposite sides of the law after twenty years of their reunion. (K4)