

Course Outcomes of English General

SEMESTER - 1

DSC (ENG) 1A: Selections from The Individual and Society

CO1- Students should be able to analyze and interpret the selected literary works, examining themes, symbolism, character development, narrative techniques, and other elements of literary analysis.

CO2- Students should develop an understanding and appreciation for the diverse voices and perspectives presented in the selected works, including those of different cultures, genders, and social backgrounds.

CO3- Students should explore the cultural, historical, and social contexts in which the selected works were written. They should understand how these contexts influenced the themes, characters, and overall meaning of the texts.

CO4- Students should be able to compare and contrast the selected works, identifying similarities and differences in themes, writing styles, narrative structures, and social commentaries.

CO5- Students should develop critical thinking skills and the ability to provide insightful interpretations of the selected works, supporting their arguments with evidence from the texts.

ALCC 1: ALTERNATIVE ENGLISH 1

CO1- Students should develop a solid understanding of prosody, which refers to the patterns of rhythm, stress, and intonation in language and poetry. They should be able to analyze a given text and identify the metrical patterns, syllable stresses, and poetic devices used to create rhythm and emphasis.

CO2- Students should become proficient in identifying and analyzing various rhetorical devices and figures of speech used in written and spoken language. They should be able to recognize and explain the effects of devices such as simile, metaphor, personification, hyperbole, alliteration, and more.

CO3- Students should acquire the skills to write effective advertising copy. They should understand the principles of persuasive communication and be able to create compelling and attention-grabbing advertisements using concise and impactful language, appealing to target audiences, and employing persuasive techniques.

CO4- Students should gain a thorough understanding of different types of sentences (declarative, exclamatory, imperative, interrogative) and their functions. They should be able to analyze sentences and identify their types accurately. Additionally, students should learn to transform sentences from one type to another while preserving the meaning and grammatical structure.

AECC 1: COMPULSORY ENGLISH

CO1- Students should be able to read and comprehend complex passages and extract the main ideas and key details. They should develop the ability to summarize the passage concisely while

retaining its essential meaning and logical structure. They should also demonstrate proficiency in maintaining clarity, coherence, and coherence in their précis writing.

CO2- Students should learn the principles and conventions of writing effective applications for various purposes, such as job applications, bank loan applications, or filing a First Information Report (FIR). They should be able to tailor their language and tone to suit the specific audience and purpose of the application.

CO3- Students should acquire the skills to gather, analyze, and organize information for report writing. They should be able to present information in a structured and logical manner, using headings, subheadings, and appropriate formatting. They should also demonstrate proficiency in writing clear, concise, and coherent reports, addressing the purpose, scope, and audience requirements.

CO4- Students should develop strong reading comprehension skills to understand and analyze unfamiliar passages from various literary forms such as prose, verse, or dialogue. They should be able to identify and comprehend the main ideas, themes, tone, and literary devices employed in the passage. They should also demonstrate the ability to answer questions related to the passage accurately, including inferential and interpretive questions.

SEMESTER - 2

DSC 1B: SELECTIONS FROM MODERN INDIAN LITERATURE

CO1- Students should develop the ability to analyze and interpret the selected literary works, including understanding the themes, characterization, plot development, narrative techniques, and literary devices employed by the authors.

CO2- Students should gain an understanding of the cultural, historical, and social contexts in which the selected works were written. They should explore how these contexts influence the themes, characters, and overall meaning of the texts.

CO3- Students should be able to compare and contrast the selected works, identifying similarities and differences in themes, writing styles, narrative structures, and social commentaries. They should analyze how these elements contribute to the uniqueness and significance of each work.

CO4- Students should develop critical thinking skills and the ability to provide insightful interpretations of the selected works. They should support their arguments with evidence from the texts and engage in critical discussions on the themes and messages conveyed by the authors.

CO5- Students should develop an appreciation for the diverse literary traditions and perspectives represented in the selected works. They should recognize the importance of cultural diversity and engage in discussions on the representation of different cultures, identities, and social issues in literature.

LCC 2: BASICS OF ENGLISH 1

CO1- Students should be able to demonstrate effective essay writing skills, including proper organization, coherence, and clarity of ideas. They should develop the ability to critically analyze and interpret a cultural event or topic, providing insightful observations and reflections.

They should also demonstrate proficiency in using appropriate vocabulary, grammar, and sentence structure in their essays.

CO2- Students should develop creative writing skills by using given hints to create engaging and well-structured stories. Students should demonstrate the ability to effectively develop characters, plotlines, and settings in their stories. They should also enhance their descriptive writing skills to effectively convey emotions, details, and sensory experiences.

CO3- Students should expand their vocabulary by learning synonyms and antonyms of commonly used words. They should demonstrate the ability to correctly identify and use synonyms and antonyms in appropriate contexts. They should also enhance their language skills and word choice, allowing them to express ideas more precisely and effectively.

CO4- Students should develop an understanding of the rules and conventions of voice change (active to passive voice) and change of narration (direct to indirect speech) in English grammar. They should be able to apply these rules effectively, transforming sentences from one voice or narration to another while maintaining the meaning and grammatical accuracy.

SEMESTER - 3

DSC (ENG) 1C: BRITISH LITERATURE-1

CO1- Students should develop the ability to analyze and interpret the selected literary works, including understanding the themes, characterization, plot development, narrative techniques, and literary devices employed by the authors.

CO2- Students should gain an understanding of the historical, social, and cultural contexts in which the selected works were written. They should explore how these contexts influence the themes, characters, and overall meaning of the texts.

CO3- Students should be able to compare and contrast the selected works, identifying similarities and differences in themes, writing styles, dramatic structure, and character development. They should analyze how these elements contribute to the uniqueness and significance of each work.

CO4- Students should appreciate the language and style used by Charles Dickens and William Shakespeare. They should develop the ability to recognize and analyze literary devices, rhetorical techniques, wordplay, and poetic language employed by the authors.

CO5- Students should develop an increased appreciation for literature as an art form and its ability to reflect and comment on society, human nature, and universal themes. They should engage in discussions on the enduring relevance and impact of these literary works.

ALCC 2: ALTERNATIVE ENGLISH 2

CO1- Students should develop the ability to analyze and interpret the selected literary works, including understanding the themes, characterization, plot development, narrative techniques, and literary devices employed by the authors.

CO2- Students should gain an understanding of the historical, social, and cultural contexts in which the selected works were written. They should explore how these contexts influence the themes, characters, and overall meaning of the texts.

CO3- Students should be able to compare and contrast the selected works, identifying similarities and differences in themes, writing styles, narrative structures, and character development. They should analyze how these elements contribute to the uniqueness and significance of each work.

CO4- Students should appreciate the language and style used by Charles Dickens and James Joyce. They should develop the ability to recognize and analyze literary devices, narrative techniques, symbolism, imagery, and the use of stream of consciousness or other innovative narrative approaches employed by the authors.

CO5- Students should develop critical thinking skills and the ability to provide insightful interpretations of the selected works. They should support their arguments with evidence from the texts and engage in critical discussions on the themes, social commentary, and character motivations.

SECE 1: A) BUSINESS COMMUNICATION/ B) MORAL AND BEHAVIORAL SCIENCE – I (Interdisciplinary)

A) BUSINESS COMMUNICATION

CO1- Students should be able to write effective and professional job applications, internship applications, or other formal applications required in a business context. They should demonstrate an understanding of the appropriate format, tone, and content for different types of applications.

CO2- Students should acquire the skills to create persuasive and engaging advertisement copy. They should demonstrate an understanding of the target audience, brand positioning, and marketing strategies to craft compelling advertisements.

CO3- Students should be able to write professional and concise appointment letters, joining letters, or similar correspondence used in the business context. They should demonstrate an understanding of the appropriate tone, structure, and content for such letters.

CO4- Students should gain an understanding of the role of email communication in business settings. They should develop proficiency in composing and sending professional emails, including appropriate subject lines, greetings, and signatures.

CO5- Students should demonstrate the ability to write clear, concise, and effective business emails, focusing on clarity of purpose, professionalism, and appropriate etiquette.

CO6- Students should improve their written communication skills, including grammar, vocabulary, sentence structure, and formatting. They should demonstrate clarity, coherence, and organization in their written business communication.

CO7- Students should develop an understanding of the different contexts and purposes of business communication, including internal communication, external communication, and communication with clients or customers. They should recognize the importance of tailoring communication to specific audiences, considering cultural sensitivity, and adapting to different business settings.

B) MORAL AND BEHAVIORAL SCIENCE – I (Interdisciplinary)

CO1- Students should develop a comprehensive understanding of the principles, theories, and concepts related to moral and behavioural science. They should be familiar with key theories and perspectives from psychology, sociology, philosophy, and related fields.

CO2- Students should acquire the knowledge and skills necessary to make ethical decisions in various personal, social, and professional contexts. They should be able to identify ethical dilemmas, evaluate different options, and apply ethical principles to resolve conflicts.

CO3- Students should be able to analyze and explain human behaviour from a moral and behavioral science perspective. They should understand the influence of biological, psychological, social, and cultural factors on individual and group behaviour.

CO4- Students should reflect on their own values, beliefs, and ethical frameworks. They should develop self-awareness and the ability to apply ethical principles to their personal lives and professional careers, recognizing the ethical implications of their actions and decisions.

SEMESTER – 4

DSC 1D: LITERARY CROSS CURRENTS

CO1- Students should develop the ability to analyze and interpret the selected literary works, including understanding the themes, symbolism, imagery, figurative language, and literary devices employed by the authors. They should demonstrate an understanding of the specific literary elements present in each work and their impact on the overall meaning and effect.

CO2- Students should gain an understanding of the historical, social, and cultural contexts in which the selected works were written. They should explore how these contexts influence the themes, characters, and overall meaning of the texts. They should recognize the relevance and significance of these works within their respective contexts.

CO3- Students should develop critical thinking skills and the ability to provide insightful interpretations of the selected works. They should support their arguments with evidence from the texts and engage in critical discussions on the themes, symbolism, character development, and social issues portrayed in the works.

CO4- Students should develop an increased appreciation for literature as an art form and its ability to convey complex emotions, ideas, and social commentary. They should engage in discussions on the literary techniques, themes, and social issues presented in the works.

LCC 4: BASICS OF ENGLISH 2

CO1- Students should develop the ability to analyze and interpret the selected literary works, including understanding the themes, symbolism, imagery, figurative language, and literary devices employed by the authors. They should demonstrate an understanding of the specific literary elements present in each work and their impact on the overall meaning and effect.

CO2- Students should gain an understanding of the historical, social, and cultural contexts in which the selected works were written. They should explore how these contexts influence the themes, characters, and overall meaning of the texts.

CO3- Students should be able to compare and contrast the selected works, identifying similarities and differences in themes, writing styles, narrative techniques, and social

commentaries. They should analyze how these elements contribute to the uniqueness and significance of each work.

CO4- Students should develop critical thinking skills and the ability to provide insightful interpretations of the selected works. They should support their arguments with evidence from the texts and engage in critical discussions on the themes, symbolism, character development, and social issues portrayed in the works.

SECE 2: A) CREATIVE WRITING/ B) MORAL AND BEHAVIORAL SCIENCE – II (Interdisciplinary)

A) CREATIVE WRITING

CO1- Students should develop a clear understanding of what creative writing entails. They should be familiar with the characteristics and elements of creative writing, such as imagination, originality, storytelling, and expressive language.

CO2- Students should develop their writing skills by learning and applying the fundamental techniques and principles of writing. They should understand the importance of aspects such as plot development, character creation, dialogue, description, and narrative structure.

CO3- Students should be exposed to various modes of creative writing, such as poetry, fiction, non-fiction, drama, and creative non-fiction. They should gain an understanding of the unique features, conventions, and techniques associated with each mode.

CO4- Students should demonstrate their ability to create a coherent and engaging story using hints provided. They should effectively incorporate the hints into their narrative, develop characters, establish a plot, and create a suitable resolution. Their story should showcase their understanding of narrative elements and their creative storytelling skills.

CO5- Students should showcase their ability to write a creative and engaging travelogue. They should effectively convey their travel experiences, observations, and emotions through descriptive language and vivid imagery. Their travelogue should demonstrate their storytelling abilities and their skills in capturing the essence of a place or journey.

CO6- Students should develop their creative thinking skills and foster their ability to generate unique ideas and perspectives. They should demonstrate creativity in their writing, employing innovative approaches, and experimenting with different writing styles and techniques.

CO6- Students should enhance their written communication skills, including grammar, vocabulary, sentence structure, and organization. They should be able to express their thoughts, ideas, and emotions effectively in their creative writing. They should demonstrate clarity, coherence, and an appropriate use of language.

B) MORAL AND BEHAVIORAL SCIENCE – II (Interdisciplinary)

CO1- Students should develop their ability to engage in moral reasoning and critical thinking. They should be able to evaluate moral issues, consider different perspectives, and articulate well-reasoned arguments supported by moral theories and evidence.

CO2- Students should develop a comprehensive understanding of the principles, theories, and concepts related to moral and behavioural science. They should be familiar with key theories and perspectives from psychology, sociology, philosophy, and related fields.

CO3- Students should understand the importance of ethical leadership and social responsibility. They should be able to identify and analyze ethical challenges in leadership roles and develop strategies for ethical decision-making and responsible behavior in professional and societal settings.

CO4- Students should reflect on their own values, beliefs, and ethical frameworks. They should develop self-awareness and the ability to apply ethical principles to their personal lives and professional careers, recognizing the ethical implications of their actions and decisions.

SEMESTER - 5

DSE 1A: A) WOMEN'S WRITING/ B) SHAKESPEARE

A) WOMEN'S WRITING

CO1- Students should gain an understanding of the historical, social, and cultural contexts in which women's writing emerged and developed. They should explore the contributions and achievements of women writers throughout history and across different literary genres.

CO2- Students should develop the ability to critically analyze and interpret women's literature. They should examine the themes, styles, and techniques employed by women writers, considering the ways in which they address gender, identity, power, sexuality, and other relevant social issues.

CO3- Students should explore the ways in which women's writing challenges and subverts traditional gender norms and expectations. They should examine how women writers assert their agency, reclaim their voices, and contribute to the empowerment and liberation of women through their literary works.

CO4- Students should recognize the political dimensions of women's writing. They should understand how women writers have used their works as platforms for social commentary, activism, and resistance against gender inequalities and injustices.

CO5- Students should develop empathy and understanding towards women's experiences and perspectives as portrayed in literature. They should engage in critical discussions on the representation of women in literature and recognize the importance of diverse and authentic voices in shaping our understanding of women's lives.

B) SHAKESPEARE

CO1- Students should develop a comprehensive understanding of Shakespeare's plays, sonnets, and other literary works. They should be familiar with the major themes, characters, plot structures, and literary devices used by Shakespeare.

CO2- Students should develop the ability to analyze and interpret Shakespeare's works, including understanding the language, symbolism, imagery, figurative language, and dramatic techniques employed by the author. They should demonstrate an understanding of the specific literary elements present in each work and their impact on the overall meaning and effect.

CO3- Students should gain an understanding of the historical and cultural context in which Shakespeare wrote. They should explore the Elizabethan era, the Renaissance period, and the social and political influences on Shakespeare's works.

CO4- Students should engage in critical interpretation of Shakespeare's works, considering different scholarly perspectives and interpretations. They should develop the ability to form and articulate their own interpretations based on textual evidence, analysis, and critical thinking.

CO5- Students should recognize the enduring influence and legacy of Shakespeare's works in literature, theatre, and popular culture. They should explore how Shakespeare has influenced subsequent generations of writers, artists, and thinkers, and how his works continue to resonate with audiences worldwide.

GEE- 1: LANGUAGE, LITERATURE AND CULTURE

CO1- Students will gain knowledge about the intricacies of language, including its structure, functions, and evolution.

CO2- Analyze and interpret literary works: Students will learn to critically analyze and interpret literary texts from different cultural and historical contexts.

CO3- Explore the relationship between language, literature, and culture: Students will examine how language and literature reflect, shape, and are influenced by cultural norms, values, and beliefs.

CO4- Students will gain insights into diverse cultural perspectives through the study of literature and language.

SECE 3: ENGLISH LANGUAGE TEACHING- I

CO1- Students should develop a solid understanding of the principles of language acquisition and learning. They should be familiar with key theories and concepts related to how second languages are acquired and the factors that influence language learning.

CO2- Students should be introduced to various methods and approaches used in English language teaching, such as the communicative approach, task-based learning, and the lexical approach. They should understand the strengths, limitations, and underlying principles of each approach.

CO3- Students should learn a range of effective language teaching techniques and strategies. They should be able to apply these techniques in planning and delivering English language lessons, including activities for vocabulary development, grammar instruction, speaking, listening, reading, and writing skills.

CO4- Students should develop an understanding of the diverse needs and characteristics of English language learners. They should learn how to identify individual learner needs, adapt teaching materials and activities to cater to different learning styles, and create an inclusive and supportive learning environment.

CO5- Students should gain the skills to design and plan effective English language lessons. They should be able to set clear learning objectives, select and sequence appropriate materials and activities, and assess learners' progress.

CO6- Students should develop an awareness of cross-cultural communication and intercultural competence in English language teaching. They should understand the importance of promoting intercultural understanding and sensitivity, addressing cultural differences in the classroom, and fostering inclusive and respectful communication among learners.

SEMESTER – 6

DSE-1B: A) AMERICAN LITERATURE/ B) BRITISH LITERATURE – 2

A) AMERICAN LITERATURE

CO1- Students should become familiar with significant works of American literature, including novels, plays, poetry, and essays. They should develop an understanding of the diverse voices, themes, and styles that contribute to the rich tapestry of American literary tradition.

CO2- Students should gain an understanding of the historical, social, and cultural contexts in which American literature has been produced. They should explore the ways in which historical events, social movements, and cultural shifts influence and shape American literary works.

CO3- Students should develop skills in analyzing and interpreting American literary texts. They should be able to identify and analyze literary devices, narrative techniques, themes, and symbolism in the selected works. They should demonstrate the ability to construct well-supported arguments and draw insightful conclusions.

CO4- Students should be able to compare and contrast works of American literature, both within a specific time period and across different periods. They should analyze how authors address similar themes, employ various literary techniques, and respond to their cultural and historical contexts.

CO5- Students should explore the diverse voices and perspectives represented in American literature. They should recognize the contributions of writers from different ethnic, racial, and cultural backgrounds and examine how these writers portray and shape American identity and experiences.

CO6- Students should develop an understanding of key literary movements and influences in American literature, such as Romanticism, Realism, Modernism, and Postmodernism. They should explore how these movements reflect and respond to the changing cultural and intellectual landscape of America.

B) BRITISH LITERATURE – 2

CO1- Students should develop the ability to analyze and interpret the selected British literary works, including understanding the themes, symbolism, imagery, figurative language, and literary devices employed by the authors.

CO2- Students should gain an understanding of the historical, social, and cultural contexts in which the selected works were written. They should explore how these contexts influence the

themes, characters, and overall meaning of the texts. They should recognize the relevance and significance of these works within their respective contexts.

CO3- Students should develop critical thinking skills and the ability to provide insightful interpretations of the selected British works. They should support their arguments with evidence from the texts and engage in critical discussions on the themes, symbolism, character development, and social issues portrayed in the works.

SECE 4: ENGLISH LANGUAGE TEACHING – II

CO1- Students should develop a comprehensive understanding of various methods and approaches used in teaching English as a second or foreign language. They should be familiar with the principles, characteristics, strengths, and limitations of each method/approach mentioned, including the Grammar Translation Method, Direct Method, Dr West's Method, Structural Approach, and Communicative Approach.

CO2- Students should be able to apply the different methods and approaches in teaching English to develop specific language skills. They should understand how each method/approach can be used to foster reading skills, listening skills, speaking and writing skills, grammar sense, and vocabulary development.

CO3- Students should be able to employ the mentioned methods/approaches to develop reading skills in learners. They should be able to design and implement strategies for promoting reading comprehension, critical thinking, and literary appreciation in learners.

CO4- Students should be able to use the mentioned methods/approaches to enhance learners' listening skills. They should design and implement activities to improve listening comprehension, note-taking, and critical listening skills. They should demonstrate an understanding of selecting and utilizing authentic audio materials and incorporating listening practice effectively into their lessons.

CO5- Students should be able to employ the mentioned methods/approaches to enhance learners' speaking and writing skills. They should design and implement activities to develop learners' oral fluency, pronunciation, and communicative competence.

GEE2- LITERARY CROSS-CURRENTS- II

CO1- Students should develop the ability to analyze and interpret the selected literary works, including understanding the themes, symbolism, imagery, figurative language, and literary devices employed by the authors.

CO2- Students should gain an understanding of the historical, social, and cultural contexts in which the selected works were written. They should explore how these contexts influence the themes, characters, and overall meaning of the texts.

CO3- Students should develop the ability to analyze and interpret the characters in the selected works. They should examine the motivations, actions, and development of the characters and analyze how they contribute to the overall meaning and effect of the texts.

CO4- Students should explore the major themes present in the selected works. They should analyze how these themes are developed and portrayed by the authors and consider the broader implications and social relevance of these themes.

CO5- Students should analyze the language and writing style employed by the authors. They should examine the use of literary devices, figurative language, syntax, and diction, and evaluate how these elements contribute to the overall impact of the texts.

CO6- Students should consider the cultural and social commentary presented in the selected works. They should explore how the authors address social issues, challenge societal norms, or offer insights into the human condition.