**COURSE OUTCOMES**

**Department of English: M.A.**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01 | **M.A.& I-Sem** | **Basic Grammar Structure (DSC) & MEL6101T**  | **CO 1** | Able to recognize English grammar, sentence structures, and different concepts and notions. |
| **CO2** | Able to describe the sentences across different structures and explain how they affect the meaning and structure. |
| **CO3** | Able to apply tenses clearly & correctly both in writing and speaking. |
| **CO4** | Able to use prose readings and produce well-written formal & informal letters, as well as writing conventions such as precis summaries & report writing using appropriate language and structure. |
| 02 | **M.A. & I-Sem** | **Renaissance and Reformation Literature(DSC) & MEL6102T** | **CO 1** | Able to interpret key works from the English Renaissance and Early Modern period. |
| **CO2** | Able to examine the various themes, literary techniques, and historical contexts of related literary and artistic works. |
| **CO3** | Able to illustrate the social, political, and philosophical concerns that shaped these works. |
| **CO4** | Able to apply their lasting influence on the development of English literature specially on Milton and other Romantic Poets & writers. |
| 03 | **M.A. & I-Sem** | **Restoration to Romantic Period Literature(DSC)& MEL6103T** | **CO 1** | Able to outline how Milton’s,Dryden’s & Pope’s works reflect the historical and cultural contexts of their time. |
| **CO2** | Able to explain the emotional and philosophical undertones of the poems, particularly in the context of Romanticism and relate to their lives. |
| **CO3** | Able to illustrate the connections between the personal lives of the poets and the themes explored in their works. |
| **CO4** | Able to determine how Lamb and Hazlitt's personal style and emotional insights connect with the larger cultural and philosophical debates of their time. |
| 04 | **M.A. & I-Sem** | **Victorian to Modern Period Literature(DSC) & (MEL6104T)** | **CO 1** | Able to recall and identify key themes such as jealousy, love, isolation, and existential questions in the works of Browning and Tennyson. |
| **CO2** | Able to explain the thematic concerns of spirituality, nature, and love in the poems of Hopkins and Browning, evaluating their relevance to the Victorian period. |
| **CO3** | Able to apply critical theories to analyze the role of social critique, religion, and morality in the works of Arnold and Rossetti. |
| **CO4** | Able to apply the literary techniques and themes of the novels during the Victorian social issues, gender roles, and the impact of industrialization. |
| 05 | **M.A. & I-Sem** | **American Literature (DSE) & MEL6105T** **General English-I & AEC5GE1T** | **CO 1** | Able to recall how Dickinson’s lyricism, Frost’s rural imagery, and Whitman’s expansive free verse reflect their respective perspectives on life and the individual’s role in society. |
| **CO2** | Able to explain how transcendentalist ideals in Emerson and Thoreau influence American intellectual thought and how Melville’s Bartleby challenges these ideals with its focus on alienation. |
| **CO3** | Able to apply critical thinking to analyze how Miller’s work critiques post-World War II America and O’Neill’s play reflects the human struggle for meaning and redemption. |
| **CO4** | Able to apply the relevance of Hawthorne’s and Steinbeck’s critiques of society and their representations of personal and collective struggle. |
| 06 | **M.A.& II-Sem.** | **Literary Criticism (DSC) & MEL6201T** | **CO1** | Able not only to recite the texts but also define critically with the ideas and be able to apply them to their own analysis of literature. |
| **CO2** | Able to discuss a deeper understanding of how Romantic poets theorized about the role and function of poetry, the poet’s relationship to society, and the imagination as a creative and transformative force. |
| **CO3** | Able to apply their own interpretations and critique the relevance and application of these critical frameworks in the modern literary landscape. |
| **CO4** | Able to illustrate their analytical skills, engage with key literary debates, and develop original arguments about the role of literature and criticism in contemporary society. |
| 07 | **M.A.& II-Sem.** | **201hcentury Literature (DSC) & MEL6202T** | **CO1** | Able to identify a nuanced understanding of modernist and postmodernist literature, gaining insight into how authors grappled with the profound social, political, and philosophical questions of the 20th century. |
| **CO2** | Able to interpret with complex literary works and apply diverse critical perspectives to both classic and contemporary texts. |
| **CO3** | Able to illustrate literary analysts developing independent thinking, advanced writing, and research skills. |
| **CO4** | Able to apply the role of writers in reflecting cultural anxieties, social movements, and philosophical shifts. |
| 08 | **M.A.& II-Sem.** | **Post Modern Literature (DSC) & MEL6203T** | **CO1** | Able to outline the thematic analysis and critical interpretation of modern poetry. |
| **CO2** | Able to discuss more complex dramatic forms and techniques, as well as the socio-political contexts in which these works were written. |
| **CO3** | Able to explain the intersection of literature and activism and understand how Fowles, Vonnegut, Amis, and King grapple with the ethical and philosophical dilemmas of human existence, identity, and social justice. |
| **CO4** | Able to apply independent thought, critical application of theory, and a rigorous examination of literature's role in shaping social consciousness. |
| 09 | **M.A.& II-Sem.** | **Post Colonial Literature (DSC) & MEL6204T** | **CO1** | Able to define the complex themes such as identity, spirituality, gender, and the individual’s place in the world with the help of literary pieces of R. Parthasarathy, Sri Aurobindo, and Judith . |
| **CO2** | Able to describe the postcolonial narratives and their role in shaping contemporary discussions on identity, power, and cultural transformation. |
| **CO3** | Able to solve the crucial contemporary global issues such as climate change, diaspora, and language politics in the contemporary society. |
| **CO4** | Able to use the lens of postcolonial theory & literature for global power relations, cultural identity, and ecological crisis.  |
| 10 | **M.A.& II-Sem.** | **Indian Classics in Translation (DSE) & MEL6205T** | **CO1** | Able to define the significance of Lord Rama's birth and his divine qualities along with Bal Kand's themes of dharma, virtue, and righteousness & the core teachings of the Bhagavad Gita. |
| **CO2** | Able to describe the deeper philosophical insights in *Meghdoot* regarding love, longing, and the transience of life & in *Svapnavasavadatta* regarding love,duty ,nature and human emotion and apply in their social life. |
| **CO3** | Able to apply literary analysis, interpretation, and contextual understanding, preparing them for further study in literature, cultural studies, and philosophical inquiries. |
| **CO4** | Able to demonstrate the impact of Monto’s & Tagore’s literature on the socio-cultural and political fabric of India during their time and their contribution to both literature and social reform. |
| 11 | **M.A. & III Sem.** | **Critical Theory-1 & MEN-301** | **CO1** | Able to define the concept and uses of critical theory in an academic context. |
| **CO2** | Able to explain critical thinking in practices. |
| **CO3** | Able to give original examples of the key terms of critical ttheories. |
| **CO4** | Able to demonstrate their knowledge and skills in academic literature.  |
| **CO5** | Able to apply their critical thinking as independent thinker and researcher.  |
| 12 | **M.A.& III-Sem** | **Indian Writing in English – I &MEN-302** | **CO1** | Able to **recall** and **identify** the central themes and key elements of the selected poems from **Savitri** (Book I, Canto I) and **Gitanjali** (Songs 1–15). |
| **CO2** | Able to **explain** the themes and underlying meanings in poems like “The Freaks,” “A Hot Noon in Malabar,” and “Night of the Scorpion” by Kamala Das, and “Enterprise,” “Poet Lover and Birdwatcher,” by Nissim Ezekiel. |
| **CO3** | Apply the socio-political implications of **Nagamandala** and **Silence! The Court is in Session.** |
| **CO4** | **Apply the narrative techniques and symbolic elements of Kanthapura and Coolie in understanding of colonialism, caste, and identity .** |
| **CO5** | **Able to apply the themes of exile, self-discovery, and identity in A House for Mr. Biswas and Jasmine.** |
| 13 | M.A.& III-Sem | **American Literature – I & MEN-303** | **CO1** | **Able to identify the themes of national identity, individualism, and the human experience in the specified poems.** |
| **CO2** | **Able to interpret Dickinson’s themes, particularly the nature of life, death, and the human psyche.** |
| **CO3** | **Able to explain Stevens' commentary on modern life and the role of poetry in constructing meaning.** |
| **CO4** | **Able to apply Emerson's concept of self-reliance and its implications for American thought and culture and Thoreau’s argument for civil disobedience and its relevance to contemporary political and social issues.** |
| **CO5** | **Able to apply the intellectual movements and philosophical themes that shaped American literature.** |
| 14 | M.A.& III-Sem | **LINGUISTICS -1&****MEN-304** | **CO1** | **Able to define the concepts of linguistics and phonetics.** |
| **CO2** | **Able to discuss the correct pronunciation of Advanced English.** |
| **CO3** | **Able to present the procedure of the production of human speech sounds.** |
| **CO4** | **Able to use the branches of linguistics and phonetics.** |
| **CO5** | **Able to determine the classification of human speech sound.** |
| 15 | M.A.& III-Sem | **Modernist Literature-I & MEN-305** | **CO1** | **Able to outline the literary techniques of Hopkins,Yeats,Eliot and Auden.**  |
| **CO2** | **Able to describe the thematic and stylistic elements of poetry by Gerard Manley.** |
| **CO3** | **Able to demonstrate the central themes and forms in T.S. Eliot’s The Waste Land.** |
| **CO4** | **Able to determine W.H. Auden's poems related to the themes of war, loss, and memory.** |
|  | **CO5** | **Able to demonstrate Dylan Thomas’s poetic themes of life, death, and personal reflection.** |
| 16 | M.A.& IV-Sem | **Critical Theory-II &****MEN-401** | **CO1** | **Able to identify and define the fundamental elements of Rasa and Bhava theories.**  |
| **CO2** | **Able to discuss the relationship between tradition and the individual artist, and explain the concept of poetic innovation within the context of historical and literary traditions.** |
| **CO3** | **Able to apply I.A. Richards’ theories to analyze a poem, focusing on the process of communication between the poet and the audience, and evaluating the role of meaning, context, and interpretation in poetic works.** |
| **CO4** | **Able to demonstrate how Saussure’s structuralist view of language and Foucault’s conceptualization of the author impact literary criticism, semiotics, and the role of the author in shaping text and meaning.** |
| **CO5** | **Able to use Frye’s theory of criticism as a structural force and Showalter’s feminist approach to literary criticism in contemporary literary analysis and criticism.** |
| 17 | M.A.& IV-Sem | **MEN-402** | **CO1** | **Able to identify and describe the key themes, emotional tones, and stylistic elements in *From Exile, From Trial, From Homecoming* by R. Parthasarthy and *Indian Summer, A Missing Person, Hunger* by Jayanta Mahapatra.** |
| **CO2** | **Able to demonstrate an understanding of the historical, social, and cultural contexts in which *The Autobiography of an Unknown Indian* and *The Discovery of India* were written, analyzing the authors’ perspectives on Indian identity, colonialism, and nationalism.** |
| **CO3** | **Able to apply Gandhi's principles of nonviolence and Kalam's ideas on youth empowerment and national development to contemporary issues.** |
| **CO4** | **Able to apply the themes such as mental health, marital struggles, and personal identity in post-independence Indian society as presented in *The Dark Holds No Terror* and *Cry the Peacock*,**  |
| **CO5** | **Able to discuss the thematic exploration of globalization, colonialism, and social inequality in *The Glass Palace* and *The White Tiger*’.**  |
| 18 |  | **American Literature &MEN-403** | **CO1** | **Able to identify and describe the central themes, characters, and major events in *The Emperor Jones* and *The Glass Menagerie*, demonstrating basic comprehension of the texts.** |
| **CO2** | **Able to discuss the thematic concerns and character dynamics in *All My Sons* and *Who’s Afraid of Virginia Woolf?*** |
| **CO3** | **Able to apply literary theory of each author to explore themes of time, struggle, and human resilience found in *The Sound and the Fury* and *The Old Man and the Sea*.**  |
| **CO4** | **Able to demonstrate how each novel critiques societal norms and addresses issues of personal and collective morality by reading the characters, symbolism, and social criticism of the novel .** |
| **CO5** | **Able to determine the major themes, techniques, and impact of these movements on modern literature and theatre.** |
| 19 | M.A.& IV-Sem | **Linguistics-II &MEN-404** | **CO1** | Able to define phonemes and allophones in the context of English phonology and recognize the different classifications of English phonemes. |
| **CO2** | Able to paraphrase an understanding of how morphemes form the building blocks of words and identify the different word-classes and their role in morphology. |
| **CO3** | Able to use and break down sentence structures using IC analysis, identifying constituents, and applying knowledge of syntax to understand word order, concord, and government within different sentence types. |
| **CO4** | **Able to demonstrate the ability to identify and analyze various semantic relationships in English, including synonymy, antonymy, and polysemy, and apply these concepts to practical language analysis.** |
| CO5 | Able to apply phrase structure grammar, identifying its strengths and limitations in the description and analysis of syntactic structures. |
|  | M.A.& IV-Sem | **MODERNIST LITERATURE - II &MEN-405** | CO1 | Able to identify the use of absurdism and existential themes in *Waiting for Godot* and relate it to broader philosophical and literary contexts. |
| 20 | CO2 | Able to discuss the main character’s emotional and social conflicts in *Look Back in Anger*, exploring how these issues reflect the broader cultural disillusionment of the 1950s. |
| CO3 | Able to apply the various plot, characters and themes in social life through a close reading of *Disgrace & The Grass is Singing*. |
| CO4 | Able to illustrate the protagonist’s evolving relationship with food as a metaphor for social and personal identity within the context of the 1960s feminist movement. |
| CO5 | Able to apply the concept of Orientalism and its impact on the cultural, political, and academic construction of the East through Said’s theoretical framework. |