

# ST. XAVIER'S COLLEGE JAIPUR

Nevta - Mahapura Road, Jaipur - 302029, Rajasthan, India

*Affiliated to the University of Rajasthan*

*Approved under Section 2(f) & 12(B) of the UGC Act, 1956*



## COURSE OUTCOMES

**M.A. English**

**(Master of Arts)**

**Department of English**

## Course Outcomes (COs)

### M.A. English Previous

#### P-I Modern English Usage, Phonetics and Language

|       |  |
|-------|--|
| CO 1. | Raising awareness of the conventions of written academic literacy  |
| CO 2. | Knowledge of the Ideational Function of language   |
| CO 3. | Comprehend the Interpersonal Function of language (to indicate, establish, or maintain social relationships between people)  |
| CO 4. | Understand the Textual Function of language for literary appreciation of text  |
| CO 5. | To study the morphology of the English Language  |
| CO 6. | To practice and master Articulatory Phonetics Study (how speech sounds are made)   |
| CO 7. | To understand Acoustic Phonetics Study (the physical properties of speech as sound waves) and Auditory Phonetics to study the perception of speech sounds via ears |
| CO 8. | Discussing and defining Idioms, Antonyms and Synonyms  |

#### P-II Elizabethans and Augustans

|       |  |
|-------|--|
| CO 1. | To understand the nuances of the two major ages of English Literature viz the Elizabethan Age and the Augustan Age   |
| CO 2. | To create an understanding of the times of Queen Elizabeth I, the rise of New Learning and the factors that contributed to the popularity of drama   |
| CO 3. | To trace the arrival of blank verse and the sonnet form to England and their extensive use at the hands of Marlowe and Shakespeare   |
| CO 4. | To make an in-depth study of both the forms of drama—the tragedy as well as the comedy   |
| CO 5. | To explore the rise of a parallel school of poetry called Metaphysical Poetry and its features and to delve deeper into the reasons for the unpopularity of the Metaphysical Poets and their revival in the 20 <sup>th</sup> century |
| CO 6. | To trace the development of Essay from Montaigne to Bacon  |
| CO 7. | To comprehend the scale and scope of an epic while indulging in an in-depth study of Paradise Lost   |
| CO 8. | To understand and explore the various facets of Allegory and Mock Epic—from religious to political to literary   |

## Course Outcomes (COs)

### M.A. English Previous

#### P-III Pre-Romantics and Romantics

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|-------|--|
| CO 1. | Gain a deeper understanding of the circumstances that brought about the Romantic Revival                           |
| CO 2. | Comprehend the impact of the French Revolution on romantic poets   |
| CO 3. | Appreciate the pre-romantic poets and their contribution to heralding a change through their poetry                |
| CO 4. | Analyse the impact of the publication of the <i>Lyrical Ballads</i>  |
| CO 5. | Appreciate the poetry of Wordsworth and Coleridge and be able to compare the different styles                      |
| CO 6. | Appreciate the poetry of Keats and Shelley   |
| CO 7. | Evaluate the novelists and dramatists of the era and gain an understanding of the society and culture of the times |
| CO 8. | Critically evaluate <i>Frankenstein</i> and the genre of science fiction   |

#### P-IV Victorian Literature

|       |  |
|-------|--|
| CO 1. | Appreciation of Dramatic Monologue as a form and its use by Robert Browning  |
| CO 2. | Explicate and delineate the religious elements in Hopkins' poetry and explain Inscap and Instress  |
| CO 3. | Comprehend the feminist approach in the Victorian era with reference to Elizabeth Barrett Browning   |
| CO 4. | Strengthen the understanding of critical approaches to literature through Arnold and Pater's works   |
| CO 5. | Critical appreciation of the 'Comedy of Errors' as a form of drama with reference to Oscar Wilde   |
| CO 6. | Comparison and comprehension of the novel and its characteristics in the era with reference to Jane Austen, Charles Dickens and Thomas Hardy |
| CO 7. | Evaluate Thomas Hardy as a representative Victorian novelist and explore the central thematic concerns in his novels                         |
| CO 8. | Critically explicate the novel by Charles Dickens with reference to the background of the history of England and France                      |

## Course Outcomes (COs)

### M.A. English Final

#### P-I Literary Theory

|       |   |
|-------|---|
| CO 1. | To understand the nuances of literary theory and criticism  |
| CO 2. | To compare and contrast the classical mode of criticism both in Europe and India  |
| CO 3. | To trace the development of critical thought and temper through the ages from Aristotle to Dryden to Pope to Coleridge to the 20 <sup>th</sup> and 21 <sup>st</sup> centuries |
| CO 4. | To make an in-depth analysis of the various 'ISMs' that became popular in the modern and ongoing postmodern era   |
| CO 5. | To learn to apply these tenets to texts that the students have already studied  |
| CO 6. | To study the development of the feminist movement and its close relationship with the Marxist and postcolonial movement in literature   |
| CO 7. | To understand how imperialism contributed towards the rise of colonial and Postcolonial literature  |
| CO 8. | To trace the development of Structural and Poststructural studies in the literature   |

#### P-II Twentieth-Century Literature: Poetry and Drama

|       |   |
|-------|---|
| CO 1. | Appreciate the trends in Modern literature in the twentieth century through an appreciation of the poetry and plays of the prominent writers of the time  |
| CO 2. | To augment the knowledge of literary history with cultural history and highlight various influences on writers such as W. B Yeats and T. S Eliot  |
| CO 3. | Analyse the poetry of poets such as Philip Larkin and Ted Hughes from a variety of perspectives, giving independent readings of literature and understanding of language                                      |
| CO 4. | Evaluate G. B Shaw as an Iconoclast and evaluate his plays in terms of form and content   |
| CO 5. | Appreciate the play of J.M Synge and its use of supernatural elements, as well as ascertain the influence of folklore in his play   |
| CO 6. | Evaluate the aspects of the 'Theatre of the Absurd'   |
| CO 7. | Analyse Harold Pinter as a playwright and evaluate his play in terms of form, content and language  |
| CO 8. | Students would be able to write analytically with the appropriate knowledge of relevant fields within the discipline and inculcate research skills which enable students to expand their horizon of knowledge |

## Course Outcomes (COs)

### M.A. English Final

#### P-III Twentieth Century Literature: Prose and Fiction

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|--------------|---|
| <b>CO 1.</b> | To study twentieth-century fiction in English by significant writers of the period. The texts will be used to illustrate a variety of narrative techniques and will represent a wide chronological range across the century |
| <b>CO 2.</b> | The course introduces students to major literary movements in fiction in the twentieth century and will suggest a variety of critical strategies appropriate for the analysis of literary works                             |
| <b>CO 3.</b> | Students will be introduced to key innovations in fiction and prose writing in English in the twentieth century and will study in detail examples of these forms  |
| <b>CO 4.</b> | The capacity to analyse and critically examine diverse forms of discourse   |
| <b>CO 5.</b> | To develop the faculties of critical reasoning  |
| <b>CO 6.</b> | To hone research skills, including the retrieval of information, the organisation of material and the evaluation of its importance  |
| <b>CO 7.</b> | Understand the political, social and cultural contexts of the period through the essays   |
| <b>CO 8.</b> | The study of essays in the period as a vehicle for representing personal experiences moved into literary, social and cultural criticism and engaged in polemic and persuasion   |

## Course Outcomes (COs)

### M.A. English Final

#### P-IV Indian Writing in English and in Translation

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|--------------|--|
| <b>CO 1.</b> | To understand the socio-historical context of Indian Literature in English   |
| <b>CO 2.</b> | To identify the socio-cultural convergences and divergences of Indian Writing in English with other literatures, especially the ones from the colonies   |
| <b>CO 3.</b> | To evaluate the theory of the core and margins in the Indian social set-up and how it resonates in its literature and understand the context and concerns reflected in the writings from different parts of India by exploring the translated works of various authors |
| <b>CO 4.</b> | To explore the ingrained spirituality in the Indian identity by analysing the works of the philosopher writers like - Sri Aurobindo and Tagore   |
| <b>CO 5.</b> | To comprehend the issues of Indian Feminism by exploring the works of Kamala Das   |
| <b>CO 6.</b> | To understand the thematic dimensions of the works by Ezekiel and Ramanujan  |
| <b>CO 7.</b> | To explore Karnad's <i>Tale Danda</i> and Dattani's <i>Final Solutions</i> to understand the Indian caste system and related social movements, and their impact on community and individual  |
| <b>CO 8.</b> | To realise how deeply the partition of India disrupted the social warp and weft of the nation and gave way to politics of hatred and violence by exploring the works of Dharamvir Bharati and Mahesh Dattani   |

## Course Outcomes (COs)

### M.A. English Final

#### P-V(b) American Literature

|       |   |
|-------|---|
| CO 1. | To trace the development of American Literature for a better understanding of its peculiar characteristics                              |
| CO 2. | To trace the development of American short story, novel and drama   |
| CO 3. | To have a taste of the critical temper of American Literary circles   |
| CO 4. | To be sensitised towards the impact of the two world wars through the novels that portray war and its violence as senseless and inhuman |
| CO 5. | To explore the idea of the American Dream and examine its portrayal in literature   |
| CO 6. | To trace the development of American Poetry and its unique flavour by studying a plethora of poems by its most influential poets        |
| CO 7. | To trace the richness of American transcendental philosophy and the ensuing rich style of writing                                       |

#### P-V(d) Postcolonial Literature

|       |   |
|-------|---|
| CO 1. | To trace the development of Postcolonial Literature and be aware of the complexity of the term                                |
| CO 2. | To be sensitised towards the ramifications of colonisation and how it impacted different parts of the world in various ways   |
| CO 3. | To be sensitised to different cultures, races, and languages and be able to appreciate and value the differences              |
| CO 4. | To be able to critically look at the various aspects of imperialism   |
| CO 5. | To be sensitised towards racialism and see its negative impact on the world   |
| CO 6. | To study closely the psychological impact of colonisation on the collective consciousness of a nation and also on individuals |
| CO 7. | To see a parallel between postcolonialism and feminism  |
| CO 8. | To learn to reinterpret canonical texts from a postcolonial point of view   |