

**Study & Evaluation Scheme of  
M.A.(English) Era University,  
Lucknow  
Department of English**

**Semester – I**

Course Code	Subject	Periods Per h/week/Sem			Evaluation Scheme Sessional			End Sem Theory Exam	Subject Total	Credit	Total Credit Points
		L	T	P	CT	TA	Total				
MA401	17th-18th Centuries English Literature	3	1	0	10	15	25	75	100	4	4
MA402	19th Century English Literature	3	1	0	10	15	25	75	100	4	4
MA403	20th Century British Literature	3	1	0	10	15	25	75	100	4	4
MA404	English Language Teaching	3	1	0	10	15	25	75	100	4	4
MA405	Value Added Course-Linguistics	1	1	0	10	15	25	75	100	2	2
MA406	Research Project Writing	1	1	0	10	15	25	75 Assessment and Internal Viva (No Exam)	100	2	2
									600	20	20
	(Online Tutorial for VAC)										

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M. Adhikari 11/3/24

R. Muz 11/3/24

U Mehnabi 11/3/24

11/3/24

Name of the Program	Masters in English			Year/ Semester:	First/ First
Course Name	17 <sup>th</sup> & 18 <sup>th</sup> Centuries English Literature	Course Code	MA401	Type:- Theory	Theory
Credits	4			Total Hours	60
Evaluation Spread	Internal Assessment	25		End Term Exam	75
Type of Course	<input checked="" type="radio"/> Compulsory	<input checked="" type="radio"/> Core	<input type="radio"/> Creative		<input type="radio"/> Life Skill
Course Objectives	<p>1. Analyze how socio-political factors shaped literature during the Renaissance and Restoration periods.</p> <p>2. Ability to decode poems by Chaucer, Gray, and Pope, studying how themes, techniques, and cultural context shaped the poetry in this period.</p> <p>3. Explore Shakespeare's <i>Hamlet</i> comprehensively, examining characters, themes, language, and historical context from diverse critical perspectives.</p> <p>4. Compare narrative styles and societal themes in <i>Tom Jones</i> and <i>Pamela</i>, focusing on moral development, social classes, gender roles, and literary techniques.</p>				
<b>Course Outcomes (CO): After the successful course completion learner will develop the following attributes.</b>					
Course Outcome (CO)	Attributes				
CO1	Comprehensive understanding of the social, historical, and cultural dynamics				
CO2	Develop the ability to analyze and interpret diverse literary works and understand Literary techniques and forms.				
CO3	Students will critically assess moral, social, gender, and narrative elements related to Shakespeare's works.				
CO4	Students will link literature to historical contexts, recognizing their impact on 17th and 18th-century English writing amid societal and political shifts.				
Pedagogy	Socratic Seminars/ Literary Circles, Close reading and textual analysis, Role Play, Creative Projects, Multi modal Presentation, Comparative essay writing and analysis, Peer review and Feedback.				
Internal Evaluation Mode	Attendance/Behavior/Punctuality - 05 Class Test/Presentation/Assignment - 05 Mid Semester - 15				
Session Details	Topic			Hours	Mapped CO
Unit 1	<b>Social and Historical Background:</b> Age of Renaissance and Reformation Age of Restoration			15	CO1

M. A. Adhikari 11/3/24  
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 R. May 11/3/24  
 V. Mehrotra 14/3/24  
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Unit 2	<b>POETRY:</b> -Geoffrey Chaucer: "The Nun's Priest's Tale" from The General Prologue to <i>The Canterbury Tales</i> * -Thomas Gray: "Elegy Written in a Country Churchyard" -Alexander Pope: "The Rape of the Lock"	15	CO2
Unit 3	<b>DRAMA:</b> <b>William Shakespeare: Hamlet</b> -Exploration of Themes -Character Analysis -Language and Style -Cultural and Historical Context -Critical Interpretations	15	CO3
Unit 4	<b>NOVEL:</b> <b>Henry Fielding: Tom Jones*</b> -Moral Development and Virtue -Social Class and Morality -Love and Relationships -Satire and Humor -Picaresque Elements -Narrative Style  <b>Samuel Richardson: Pamela; or, Virtue Rewarded</b> -Virtue and Morality -Class and Social Hierarchy -Gender and Power Dynamics -Epistolary Form and Narrative Technique -Redemption and Moral Triumph	15	CO4
<b>Total</b>		<b>60</b>	

CO-PO and PSO Mapping													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	
CO1	3	2	2	2	2	2	2	2	3	2	2	3	
CO2	2	2	3	2	2	2	2	2	3	2	2	2	
CO3	2	2	2	2	2	2	2	2	2	2	2	2	
CO4	2	1	2	2	2	2	2	2	2	2	2	2	
<i>Strong contribution-3, Average contribution-3, Low contribution-1</i>													
Suggested Readings:													
<b>Text- Books</b>	- Kulkarni, C.U., <i>English Literature "16th &amp; 17th Century"</i> . Prashant Publication, August 2019. ISBN: 9789389493023, Paperback. 208 pages. - Board of Editors, Davangere University, Karnataka. <i>English Literature: Sixteenth to Eighteenth Centuries</i> . Orient Black Swan, 2013. ISBN: 9788125052005, Paperback, 372 pages. -Shakespeare, William, " <i>The Tragedy of Hamlet</i> ". Prince of Denmark (London). The Folio Society, 1954.												
<b>Reference Books</b>	-"England in the Age of Shakespeare" by Jeremy Black -"The English Civil War: A Beginner's Guide" by Julian Whitehead -"The Cultural History of England" edited by Alexander Samson												

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M. S. ... 11/3/24  
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 V. Mehta ... 11/3/24  
 R. M. ... 11/3/24  
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	- "The Norton Anthology of English Literature: Middle Ages through the Restoration and the Eighteenth Century" edited by Stephen Greenblatt
<b>Para Text</b>	<a href="https://youtu.be/ztuBuXcZ0kU">https://youtu.be/ztuBuXcZ0kU</a> <a href="https://youtu.be/Q2bfskewGhel">https://youtu.be/Q2bfskewGhel</a> <a href="https://www.google.co.in/books/edition/Cultural_Aspects_of_Translation/zYJLAQAQAQBAJ?hl=en&amp;gbpv=1&amp;dq=Elegy+Written+in+a+Country+Churchyard+a+literary+analysis+and+evaluation+on+social+and+political+background++&amp;pg=PA217&amp;printsec=frontcov">https://www.google.co.in/books/edition/Cultural_Aspects_of_Translation/zYJLAQAQAQBAJ?hl=en&amp;gbpv=1&amp;dq=Elegy+Written+in+a+Country+Churchyard+a+literary+analysis+and+evaluation+on+social+and+political+background++&amp;pg=PA217&amp;printsec=frontcov</a> <a href="https://classicalartsuniverse.com/wp-content/uploads/2016/04/H-A-M-L-E-T-Download-in-PDF.pdf">https://classicalartsuniverse.com/wp-content/uploads/2016/04/H-A-M-L-E-T-Download-in-PDF.pdf</a> <a href="https://pracownik.kul.pl/files/10791/public/the_canterbury_tales_penguin_classics_by_geoffrey_chaucer_nevill_coghill_z-lib.org.pdf">https://pracownik.kul.pl/files/10791/public/the_canterbury_tales_penguin_classics_by_geoffrey_chaucer_nevill_coghill_z-lib.org.pdf</a> <a href="https://gyansanchay.csjmu.ac.in/wp-content/uploads/2022/04/The-Elegy-Written-in-a-Country-Churchyard.pdf">https://gyansanchay.csjmu.ac.in/wp-content/uploads/2022/04/The-Elegy-Written-in-a-Country-Churchyard.pdf</a> <a href="https://bpb-us-e2.wpmucdn.com/sites.uci.edu/dist/7/3203/files/2017/11/Rape-of-the-Lock-footnotes.pdf">https://bpb-us-e2.wpmucdn.com/sites.uci.edu/dist/7/3203/files/2017/11/Rape-of-the-Lock-footnotes.pdf</a> <a href="https://rafienglishclinic.com/upload/blog/dastan%20haye%20kutah%20baraye%20yadgiri%20/Fielding%20Tom%20Jones%20%28Penguin%20Readers%2C%20Level%206%29%20%281999%29.pdf">https://rafienglishclinic.com/upload/blog/dastan%20haye%20kutah%20baraye%20yadgiri%20/Fielding%20Tom%20Jones%20%28Penguin%20Readers%2C%20Level%206%29%20%281999%29.pdf</a> <a href="https://gacbe.ac.in/pdf/ematerial/18BEN43C-U2.pdf">https://gacbe.ac.in/pdf/ematerial/18BEN43C-U2.pdf</a>

### Recapitulation & Examination Pattern

#### Structure of the Question Paper for the End-Semester Examination:

- i. Attempt all questions.
- ii. All parts of question no. 1 are compulsory. (10 x 0.5 = 5 Marks)
- iii. Attempt all short notes from question 2. (5 X 2 = 10 Marks)
- iv. Attempt any two parts out of the three parts in each of the questions from 3 to 6. (7.5X 2= 15 Marks)  
4 questions X 15= 60 Marks
- v. All parts of a question must be answered together.  
Total marks 5+10+60=75  
\*Please refer to the end-semester question paper sample.

**(Semester –End Exam- 75 Marks, Internal Assessment 25 Marks)**

#### Internal Continuous Assessment:

Component	Marks	Pattern
Mid Semester	15	<b>Section A:</b> Contains 5 MCQs/Fill in the blanks/One Word Answer/ True-False type of questions. Each question carries 1 mark <b>Section B:</b> Contains 3 long answer type questions. Each question carries 5 marks. You have to attempt only 2 questions
Class Test/Presentation/Assignment	5	Class Test, Presentation and Assignments will fulfill 05 internal course grades. The details will be discussed in class.
Attendance/Behavior/Punctuality	5	Marks of attendance will be as per student's attendance.
<b>Total Marks</b>	<b>25</b>	

Course created by:

Dr Rupali Mirza

Ms. Syeda Saleha Jafri

Dr. Mirza Aqeel Abbas

Approved by:

Signature:


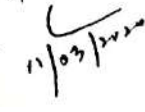
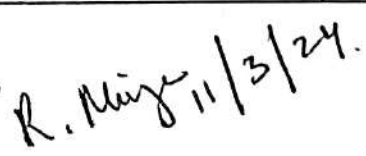

*M. Mirza* 11/3/24  
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*M. Mirza*  
 11/3/24

*M. Mirza*  
 11/3/24



Name of the Program	Masters in English			Year/ Semester:	First/ First
CourseName	19 <sup>th</sup> Centuries English Literature	Course Code	MA402	Type:- Theory	Theory
Credits	4			Total Hours	60
EvaluationSpread	Internal Assessment	25		End Term Exam	75
Type of Course	<input type="radio"/> Compulsory	<input checked="" type="radio"/> Core	<input type="radio"/> Creative		<input type="radio"/> Life Skill
Course Objectives	<p>1. To explore the social and historical contexts that influenced the literature of the Romantic period, focusing on significant events, movements, and cultural shifts.</p> <p>2. To analyze and interpret selected poems from prominent Romantic poets, such as John Keats, A.L. Tennyson, William Wordsworth, D.G. Rossetti, and William Blake, to understand their thematic concerns, stylistic techniques, and contributions to the literary landscape.</p> <p>3. To examine critical essays by key figures of the Romantic era, such as Matthew Arnold, to understand their perspectives on the role and function of literary criticism in contemporary society.</p> <p>4. To study Emily Bronte's Wuthering Heights as a representative novel of the Romantic period, exploring its themes, narrative techniques, and its place within the broader literary tradition.</p>				
<b>Course Outcomes (CO): After the successful course completion, the learner will develop the following attributes.</b>					
Course Outcome	Attributes				
CO1	Students will demonstrate an understanding of the social and historical background of the Romantic period, including its major themes, political climate, and cultural milieu.				
CO2	Students will be able to critically analyze and interpret a variety of Romantic poems, identifying and evaluating their thematic elements, imagery, symbolism, and poetic devices.				
CO3	Students will develop the ability to engage with literary criticism effectively, synthesizing the insights of prominent critics like Matthew Arnold to analyze and evaluate literary texts within their historical and cultural contexts.				
CO4	Students will gain a deeper appreciation and comprehension of the novel Wuthering Heights, recognizing its significance as a literary work of the Romantic period and its enduring relevance in contemporary discourse on love, passion, and societal norms.				
Pedagogy	Literary Analysis Workshops, Historical Contextualization Activities, Critical Thinking Exercises, Creative Projects, Socratic Seminars, Field Trips and Cultural Experiences				
Internal EvaluationMode	Attendance/Behavior/Punctuality - 05 Class Test/Assignment/Presentation - 05 Mid Semester - 15				
SessionDetails	Topic			Hours	Mapped CO
Unit 1	<b>Social and Historical Background:</b> -Overview of the Romantic period -Cultural movements and intellectual trends that shaped the Romantic sensibility, such as the Enlightenment, the Industrial Revolution, and the French Revolution.			15	CO1  28

*V. Mehta 11/3/24*  
*M. N. Ali 11/3/24*  
*R. Nigze 11/3/24*  







	<ul style="list-style-type: none"> <li>-Exploration of political ideologies prevalent during the period, such as liberalism, nationalism, and romanticism.</li> <li>-Analysis of social hierarchies, class divisions, and power dynamics in Romantic society.</li> <li>-Exploration of literary and artistic movements that emerged alongside Romanticism, including the Gothic revival, the rise of the picturesque, and the pre-Raphaelite Brotherhood.</li> <li>-Analysis of how Romantic artists and writers responded to societal changes and expressed their ideals through their works.</li> <li>-Scientific and philosophical influences, religious, spiritual and global context.</li> </ul>		
Unit 2	<p><b>Poetry-</b></p> <p><b>1] John Keats: "Ode on a Grecian Urn"</b></p> <ul style="list-style-type: none"> <li>- Exploration of Keats' life and poetic style</li> <li>- Analysis of the themes of beauty, art, and permanence, Examination of the imagery and symbolism of the Grecian urn</li> <li>- Discussion of the poem's philosophical implications and unresolved tensions</li> </ul> <p><b>2] A.L. Tennyson: "The Brook"</b></p> <ul style="list-style-type: none"> <li>- Overview of Tennyson's background and poetic influences</li> <li>- Analysis of the brook as a symbol of continuity and change</li> <li>- Exploration of themes such as the passage of time and the beauty of nature, Tennyson's use of sound and rhythm to evoke the brook's flow</li> </ul> <p><b>3] William Wordsworth: "Lucy Gray"</b></p> <ul style="list-style-type: none"> <li>- Introduction to Wordsworth's role in the Romantic movement</li> <li>- Analysis of the narrative structure, characterization, Examination of themes such as loss, innocence, and the supernatural</li> <li>- Discussion of Wordsworth's depiction of nature and its relationship to human experience</li> </ul> <p><b>4] D.G. Rossetti: "The Blessed Damozel"*</b></p> <ul style="list-style-type: none"> <li>- Overview of Rossetti's artistic and poetic background, Analysis of the Pre-Raphaelite aesthetic and its influence on the poem</li> <li>- Exploration of the themes of love, longing, and the afterlife</li> <li>- Discussion of Rossetti's use of vivid imagery and symbolism to evoke Damozel's heavenly realm</li> </ul> <p><b>5] William Blake: "The Tyger"*</b></p> <ul style="list-style-type: none"> <li>- Introduction to Blake's visionary poetry and his mystical worldview</li> <li>- Analysis of the symbolism and duality represented by the tiger</li> <li>- Examination of themes such as creation, innocence, and the nature of evil, Discussion of Blake's use of rhetorical questions and rhythmic repetition to convey the poem's power and mystery</li> </ul>	15	CO2
Unit 3	<p><b>ESSAY</b></p> <p><b>Matthew Arnold's "The Function of Criticism at the Present Time"</b></p> <ul style="list-style-type: none"> <li>-<b>Matthew Arnold's Background and Context:</b> Overview of Arnold's life, career, and contributions to literary criticism, Arnold's position as a prominent Victorian intellectual and cultural critic</li> <li>-<b>The Role of Criticism in Society:</b> Analysis of Arnold's views on the purpose</li> </ul>	15	CO3

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M. H. ...  
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	<p>and function of literary criticism, exploring the relationship between criticism, culture, and societal progress and examining Arnold's arguments for the importance of critical engagement with literature</p> <ul style="list-style-type: none"> <li>- <b>Culture and Anarchy &amp; The Crisis of Modernity:</b> Arnold's concept of "culture" and its significance in Victorian society and Analysis of Arnold's critique of social and political unrest in Victorian England</li> <li>- Examination of Arnold's ideas on the role of culture in promoting social harmony and moral improvement</li> <li>- Exploration of Arnold's concerns about the decline of cultural and moral values in the modern age</li> <li>- Analysis of Arnold's critique of the impact of industrialization, materialism, and utilitarianism on society and Discussion of Arnold's call for a return to the moral and aesthetic ideals of the past</li> </ul>		
Unit 4	<p><b>NOVEL:</b></p> <p><b>Emily Bronte: Wuthering Heights*</b></p> <p><b>Author and Context:</b></p> <ul style="list-style-type: none"> <li>- Overview of Emily Bronte's life, background, and literary influences.</li> <li>- Discussion of the historical and social context in which "Wuthering Heights" was written.</li> </ul> <p><b>Narrative Structure and Style:</b></p> <ul style="list-style-type: none"> <li>- Analysis of the novel's complex narrative structure, including its use of multiple narrators and nonlinear timeline.</li> <li>- Examination of Bronte's distinctive writing style, characterized by vivid imagery and emotional intensity.</li> </ul> <p><b>Themes and Motifs:</b></p> <ul style="list-style-type: none"> <li>- Exploration of key themes such as love, revenge, social class, and the supernatural.</li> <li>- Analysis of recurring motifs such as the moors, the weather, and the symbolism of the houses.</li> </ul> <p><b>Characterization and Relationships:</b></p> <ul style="list-style-type: none"> <li>- Discussion of the novel's central characters, including Heathcliff, Catherine, and their complex relationship</li> <li>- Examination of how Bronte portrays themes of passion, obsession, and destructive love through her characters</li> </ul>	15	CO4
	<b>Total</b>	60	

CO-PO and PSO Mapping												
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	2	3	2	2	2	3	2	2	3
CO2	2	2	3	3	2	2	2	2	2	2	2	2
CO3	3	2	2	2	2	2	2	2	2	2	2	2
CO4	2	2	2	2	2	2	2	2	2	2	2	2
<i>Strong contribution-3, Average contribution-2, Low contribution-1.</i>												
<b>Suggested Readings:</b>												

*M.A. Siddiqui 11/3/24*  
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*R. Nigam 11/3/24*  
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 75



<b>Text- Books</b>	<p>Kents, John, "Ode on a Grecian Urn", e-art now ebooks, 31<sup>st</sup> July 2017, ISBN: 9755026839743, pages 454</p> <p>Tennyson, A.L. "The Song of the Brook", Creative Media Partners, LLC, 29<sup>th</sup> August 2016, ISBN: 9781374563173, pages-86</p> <p>Wordsworth, William, "Lucy Gray", GRIN Verlag, 2015, ISBN: 9781656855422, pages-20.</p> <p>Rossetti, D.G. "The Blessed Damozel"*, anoboco, 25<sup>th</sup> September 2016, ISBN: 97817641657.</p> <p>Blake, William, "The Tyger"*, C.E. Merrill Publishing Company, 1969, pages-126.</p> <p>Arnold's, Matthew, "The Function of Criticism at the Present Time", Read How You Want.com, 2006, ISBN: 1458705722.</p> <p>Bronte, Emily, "Wuthering Heights"*, Harvard University, Harper and Brothers publishers, Franklin Square, 1858, pages-288.</p>
<b>Reference Books</b>	<p>Jones, Stedman &amp; Claves Gregory, "The Cambridge History of Nineteenth Century Political Thoughts", Cambridge University Press, 7<sup>th</sup> July 2011, ISBN: 9780521430562.</p> <p>Fuller, Margret, "Women in the Nineteenth Century", Dover Publication, March 2012, 0486112004</p> <p>Dalmia, Vasudha, "India's Literary History", Essay on the Nineteenth Century, Permanent Black, 2004, ISBN: 8178240564, pages-515</p> <p>Natrajan, Nalini, "Handbook of Nineteenth Century of India", Bloomsbury Publication, ISBN: 031303267X pages-448</p>
<b>Para Text</b>	<p><a href="https://guides.library.unlv.edu/c.php?g=332911&amp;p=3358080">https://guides.library.unlv.edu/c.php?g=332911&amp;p=3358080</a></p> <p><a href="https://digital.library.pitt.edu/collection/19th-century">https://digital.library.pitt.edu/collection/19th-century</a></p> <p><a href="https://ddccutkal.ac.in/Downloads/UG_5LM/English/CORE_6.pdf">https://ddccutkal.ac.in/Downloads/UG_5LM/English/CORE_6.pdf</a></p> <p><a href="https://youtu.be/AX87LXZnyw">https://youtu.be/AX87LXZnyw</a></p> <p><a href="https://www.sparknotes.com/lit/wuthering/summary/">https://www.sparknotes.com/lit/wuthering/summary/</a></p> <p><a href="https://poemanalysis.com/william-wordsworth/lucy-gray/">https://poemanalysis.com/william-wordsworth/lucy-gray/</a></p> <p><a href="https://www.supersummary.com/the-tyger/summary/">https://www.supersummary.com/the-tyger/summary/</a></p> <p><a href="http://public.library.uk/ebooks/24/100.pdf">http://public.library.uk/ebooks/24/100.pdf</a></p>

**Recapitulation & Examination Pattern**

**Structure of the Question Paper for the End-Semester Examination:**

- i. Attempt all questions.
- ii. All parts of question no. 1 are compulsory. (10 x 0.5 = 5 Marks)
- iii. Attempt all short notes from question 2. (5 X 2 = 10 Marks)
- iv. Attempt any two parts out of the three parts in each of the question from 3 to 6. (7.5X 2= 15 Marks)  
4 questions X 15= 60 Marks
- v. All parts of a question must be answered together.  
Total marks 5+10+60=75

\*Please refer to end-semester question paper sample.

**Semester –End Exam- 75 Marks, Internal Assessment 25 Marks)**

**Internal Continuous Assessment:**

Component	Marks	Pattern
Mid Semester	15	<p><u>Section A:</u> Contains 5 MCQs/Fill in the blanks/One Word Answer/ True-False type of questions. Each question carries 1 mark.</p> <p><u>Section B:</u> Contains 3 long answer type questions. Each question carries 5 marks. You have to attempt only 2 questions.</p>
Class Test/Presentation/Assignment	05	Class Test, Presentation and Assignments will fulfill 10 internal course grades. The details will be discussed in class.
Attendance/Behavior/Punctuality	05	Marks of attendance will be as per student's attendance.
<b>Total Marks</b>	<b>25</b>	

<p>Course created by:          Dr Rupali Mirza          Ms. Syeda Saleha Jafri          Dr. Muneer Anwar Abbasi</p>	<p>Approved by:          Signature:          Dr. Muneer Anwar Abbasi 11/2/24</p>
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Name of the Program	Masters in English			Year/ Semester:	First/ First
Course Name	20 <sup>th</sup> Centuries British Literature	Course Code	MA403	Type:- Theory	Theory
Credits	4			Total Hours	60
Evaluation Spread	Internal Assessment	25		End Term Exam	75
Type of Course	<input type="radio"/> Compulsory	<input checked="" type="radio"/> Core	<input type="radio"/> Creative		<input type="radio"/> Life Skill
Course Objectives	<ol style="list-style-type: none"> <li>1. To examine the social and historical contexts that influenced the literary works of the 20th century, with a focus on major events, cultural movements, and intellectual trends.</li> <li>2. To analyze and interpret a selection of poetry, novels, and drama from diverse authors, representing different literary styles, thematic concerns, and aesthetic sensibilities.</li> <li>3. To explore the thematic, stylistic, and formal characteristics of the selected texts, with attention to how they reflect and respond to the cultural and intellectual climate of their time.</li> <li>4. To develop critical thinking skills, close reading abilities, and written communication proficiency through engagement</li> </ol>				
<b>Course Outcomes (CO): After the successful course completion, the learner will develop the following attributes.</b>					
Course Outcome	Attributes				
CO1	Students will demonstrate an understanding of the social, historical, and cultural contexts that shaped 20th-century literature, including the impact of modernism, post-colonialism, and social change on artistic expression.				
CO2	Students will be able to analyze and interpret a variety of literary texts, identifying key themes, motifs, and stylistic techniques employed by the authors.				
CO3	Students will develop the ability to critically evaluate literary works within their cultural and historical contexts, engaging with scholarly debates and theoretical frameworks to deepen their understanding				
CO4	Students will enhance their written and oral communication skills through the completion of essays, presentations, and class discussions that demonstrate their analytical insights and interpretations of the assigned texts.				
Pedagogy	Literary analysis & criticism, multimedia presentation, literature circles, virtual tour (digital integration)				
Internal Evaluation Mode	Attendance/Behavior/Punctuality - 05 Class Test/Assignment/ Presentation - 05 Mid Semester - 15				
Session Details	Topic			Hours	Mapped CO
Unit 1	<b>Social and Historical Background:</b> - Major historical events, such as World War I, the Great Depression, and the interwar period. - Social changes, including urbanization, industrialization, and shifts in gender roles. - The impact of modernism on literature and art. - Exploration of philosophical and intellectual trends, such as and existentialism psychoanalysis. - Analysis of political ideologies and movements, such as fascism, socialism, and colonialism.			15	CO1

*Vineet K* 11/12/24  
*MA403* 11/03/24  
*MA403* 11/12/24  
*R. Singh* 11/3/24  
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	- Examination of the aftermath of World War I and its influence on society and politics.		
Unit 2	<p><b>Poetry</b></p> <p><b>W B Yeats: Sailing To Byzantium*</b></p> <ul style="list-style-type: none"> <li>- Yeats' life and influences, including his interest in mysticism and Irish nationalism.</li> <li>- Analysis of themes such as mortality, art, and the search for spiritual transcendence</li> </ul> <p><b>Philip Larkin: Church Going</b></p> <ul style="list-style-type: none"> <li>- Larkin's background and poetic style, including his reputation as a "poet of the ordinary."</li> <li>- Exploration of themes such as faith, doubt, and the decline of religious institutions.</li> </ul> <p><b>T S Eliot: The Waste Land*</b></p> <ul style="list-style-type: none"> <li>- Eliot's literary influences and his role in shaping modernist poetry.</li> <li>- Analysis of the fragmented structure, multiple voices, and allusions in the poem.</li> </ul>	15	CO2
Unit 3	<p><b>Novel:</b></p> <p><b>Toni Morrison: A Mercy</b></p> <ul style="list-style-type: none"> <li>- Morrison's background and thematic concerns, including race, identity, and memory.</li> <li>- Exploration of the novel's historical setting and its depiction of slavery in 17th-century America.</li> </ul>	15	CO3
Unit 4	<p><b>DRAMA:</b></p> <p><b>John Osborne: Look back in Anger*</b></p> <ul style="list-style-type: none"> <li>- Osborne's contribution to the "Angry Young Men" movement in British drama.</li> <li>- Analysis of themes such as class, alienation, and the disillusionment of post-war British society.</li> </ul>	15	CO4
	<b>Total</b>	60	

### CO-PO and PSO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	3	3	2	2	2	3	2	2	3
CO2	2	2	3	3	2	2	3	2	2	2	2	2
CO3	2	2	3	2	2	3	2	2	2	2	2	2
CO4	2	3	2	2	2	2	2	2	2	2	2	2

Strong contribution-3, Average contribution-2, Low contribution-1,

### Suggested Readings:

<b>Text- Books</b>	<p>- Yeats, W.B., "Sailing To Byzantium", Gale Cengage Learning, 2016, ISBN:9781410357151, Pages-18</p> <p>- Eliot, T.S., "The Waste Land", Prabhat Prakashan, 2021, pages-44</p> <p>- Osborne, John, "Look back in Anger"*,</p> <p>- Morrison, Toni, "A Mercy", Knopf, November 11, 2008, ISBN: 9780307264237, pages-167</p>
<b>Reference Books</b>	<p>- Booth, James, "Philip Larkin", Life Art &amp; Love, Bloomsbury Publishing, 28<sup>th</sup> August 2014, ISBN: 1408851679, pages-544</p> <p>- Schrage, Michaela &amp; Tracy, Tony, "Ageing Masculinities in Irish Literature and Visual Culture", Routledge 29 January 2024, ISBN: 9781032146904, pages- 268</p> <p>- Fitzgerald, F. Scott, "The Great Gatsby", Scribner, 1<sup>st</sup> January 1925, Paperback, pages-180</p>
<b>Para Text</b>	<p><a href="https://www.britannica.com/art/English-literature/The-20th-century">https://www.britannica.com/art/English-literature/The-20th-century</a></p> <p><a href="https://www.sparknotes.com/poetry/yeats/section6/">https://www.sparknotes.com/poetry/yeats/section6/</a></p> <p><a href="https://allpoetry.com/Church-Going">https://allpoetry.com/Church-Going</a></p> <p><a href="https://guides.library.unlv.edu/c.php?g=332911&amp;p=3358082">https://guides.library.unlv.edu/c.php?g=332911&amp;p=3358082</a></p> <p><a href="https://www.litcharts.com/poetry/t-s-eliot/the-waste-land">https://www.litcharts.com/poetry/t-s-eliot/the-waste-land</a></p> <p><a href="https://ebooks.inflibnet.ac.in/engp04/chapter/twentieth-century-major-writers-and-works">https://ebooks.inflibnet.ac.in/engp04/chapter/twentieth-century-major-writers-and-works</a></p>

V. Meher 11/3/24  
 11/03/2024  
 11/3/24  
 R. Muz 11/3/24  
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## Recapitulation & Examination Pattern

### Structure of the Question Paper for the End-Semester Examination:

- i. Attempt all questions.
  - ii. All parts of question no. 1 are compulsory. (10 x 0.5 = 5 Marks)
  - iii. Attempt all short notes from question 2. (5 X 2 = 10 Marks)
  - iv. Attempt any two parts out of the three parts in each of the question from 3 to 6. (7.5X 2= 15 Marks)  
4 questions X 15= 60 Marks
  - v. All parts of a question must be answered together.  
Total marks 5+10+60=75
- \*Please refer to end-semester question paper sample.

**(Semester –End Exam- 75 Marks, Internal Assessment 25 Marks)**

#### Internal Continuous Assessment:

Component	Marks	Pattern
Mid Semester	15	<b>Section A:</b> Contains 5 MCQs/Fill in the blanks/One Word Answer/ True-False type of questions. Each question carries 1 mark.  <b>Section B:</b> Contains 3 long answer type questions. Each question carries 5 marks. You have to attempt only 2 questions.
Class Test/Presentation/Assignment	05	Class Test, Presentation and Assignments will fulfill 10 internal course grades. The details will be discussed in class.
Attendance/Behavior/Punctuality	5	Marks of attendance will be as per student's attendance.
Total Marks	25	

Course created by:

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Ms. Syeda Saleha Jafri

Dr. Mirza Aqeel Abbas

Approved by:

Signature:

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11/3/24

*M.S. Saleha Jafri*  
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11/03/24

*R. Mirza*  
11/3/24

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Name of the Program	Masters in English			Year/Semester:	First/ First
Course Name	English Language Teaching	Course Code	MA404	Type:- Theory	Theory
Credits	4			Total Hours	60
Evaluation Spread	Internal Assessment	25		End Term Exam	75
Type of Course	<input type="checkbox"/> Compulsory	<input checked="" type="checkbox"/> Core		<input type="checkbox"/> Creative	<input type="checkbox"/> Life Skill
Course Objectives	<p>1. To introduce students to the fundamental concepts and principles of linguistics, including the properties and varieties of human language.</p> <p>2. To explore key theories and methodologies in linguistics, such as structuralism, phonology, and morphology, and their relevance to the analysis of language structure and usage.</p> <p>3. To develop students' understanding of the structural components of language, including phonemes, morphemes, and syntactic patterns, and their role in linguistic communication.</p> <p>4. To examine different approaches to English language teaching, including direct methods, audio-lingual methods, and communicative language teaching, and their implications for language learning and pedagogy.</p>				
<b>Course Outcomes (CO): After the successful course completion, the learner will develop the following attributes.</b>					
Course Outcome	Attributes				
CO1	Students will demonstrate a comprehensive understanding of the properties and varieties of human language, including standard and non-standard varieties, dialects, pidgins, and creoles.				
CO2	Students will be able to analyse language structure and usage using the principles and methodologies of structuralism, including Saussure's concepts of langue and parole, signifiers and signified, and syntagmatic and paradigmatic relations.				
CO3	Students will develop proficiency in phonological analysis, including the identification and description of speech sounds, phonemes, stress, and intonation patterns in English and other languages.				
CO4	Students will enhance their knowledge of English language teaching methodologies, including the direct method, audio-lingual method, and communicative language teaching, and their ability to apply these methods in language learning and instruction contexts.				
<b>Pedagogy</b>					
Internal Evaluation Mode	Attendance/Behavior/Punctuality - 05 Class Test/Assignment/ Presentation - 05 Mid Semester - 15				
Session Details	Topic			Hours	Mapped CO
Unit 1	<b>Language: Language and Communication; Properties Of Human Language*</b> -Definition, characteristics and functions of language -Communication and Expression -Arbitrariness, Displacement, Productivity and Cultural Transmission <b>Language varieties: Standards and Non-standard language, Dialect, Pidgin, Creole</b>			15	CO1
Unit 2	<b>Structuralism: Ferdinand de Saussure: Synchronic and Diachronic approaches; Langue and Parole; Sign, Signifier, Signified and Semiology; Syntagmatic and Paradigmatic Relations</b> -Introduction to Ferdinand de Saussure and Structuralism			15	CO2

M.S. Khan 11/3/24  
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-Synchronic and Diachronic Approaches to Language Study- -Langue and Parole: Systematic Structure vs. Actual Usage -Basic Concepts: Sign, Signifier, Signified, and Semiology -Syntagmatic and Paradigmatic Relations in Language		
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Unit 3	<b>Phonology:</b> (a) Speech mechanism and the Organs of Speech (b) Consonants, Vowels, Diphthongs: Articulation & classification (c) Phoneme*: Definition, Identification and Distribution (d) Stress and Intonation pattern in language (e) Syllable* structure and patterns <b>Morphology:</b> (a) Morphemes: Words and Affixes (Types, Functions and Morphological Analysis) (b) Word Formation* Process: Affixation, Compounding, Derivation and Inflection	15	CO3
Unit 4	<b>English Language Teaching (ELT):</b> (a) Direct Method: Principles, Techniques and Criticisms Indirect Method: Characteristics and Pedagogical Approaches (b) Audio-lingual Method: Theoretical Foundations and Classroom Techniques (c) Communicative Language Teaching (CLT): Principles, Activities and Role of the Educator	15	CO4
<b>Total</b>		60	

**CO-PO and PSO Mapping**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	3	3	2	2	3	3	2	3	3
CO2	2	3	3	3	2	2	2	2	2	3	2	2
CO3	3	3	3	2	2	3	2	3	2	2	2	2
CO4	2	3	2	2	2	2	2	2	2	2	2	2

Strong contribution-3,

Average contribution-2,

Low contribution-1,

**Suggested Readings:**

**Text- Books**

- Akmajian Adrian, Demers A. Richards, Harnish M. Robert, "Linguistic: An Introduction to Language and Communication", MIT Press, 1984, ISBN: 0262510294
- Lane, Michael, "Intro to Structuralism", Basic Books, 3 December 1970, ISBN: 9780465035762, pages-456
- Inkelas, Sharon, "The Interplay of Morphology and Phonology", Oxford University Press, ISBN: 9780199280483, PAGES-422
- Raman, Meenakshi, "English Language Teaching", Atlantic Publisher & Distributor (P) Limited, 2004, ISBN: 8126903287, pages-240

**Reference Books**

- Diver, William, "Language: Communication and Human Behaviour", Brill, 14<sup>th</sup> October 2012, ISBN: 9004209107, pages-578
- Sturrock, John, "Structuralism", Wiley, 15<sup>th</sup> April 2008, ISBN: 9780470776742, pages-176
- Murray, Thomas Edward, "The Structure of English", Allyn and Bacon, 1995, ISBN: 0205160530, pages-272
- Target, Francesca, "Working in English Language Teaching", Kogan Page, 2003, ISBN: 0749440201, pages-199

Umehachi  
11/3/24

M. D. ...  
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11/8/24

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11/03/2022

R. Nijje  
11/3/24

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<b>Para Text</b>	<a href="https://testbook.com/ias-preparation/human-language-properties">https://testbook.com/ias-preparation/human-language-properties</a> <a href="https://youtu.be/KGuDF4FdsHE">https://youtu.be/KGuDF4FdsHE</a> <a href="https://youtu.be/32rNJweW45k">https://youtu.be/32rNJweW45k</a> <a href="https://youtu.be/TqAtAqGqU28">https://youtu.be/TqAtAqGqU28</a> <a href="https://www.researchgate.net/publication/271889481_English_Language_Teaching_EL_T_and_Integration_of_Media_Technology">https://www.researchgate.net/publication/271889481_English_Language_Teaching_EL_T_and_Integration_of_Media_Technology</a> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3608811/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3608811/</a> <a href="https://www.sciencedirect.com/topics/social-sciences/structuralism">https://www.sciencedirect.com/topics/social-sciences/structuralism</a>
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### Recapitulation & Examination Pattern

### Structure of the Question Paper for the End-Semester Examination:

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- All parts of question no. 1 are compulsory. (10 x 0.5 = 5 Marks)
- Attempt all short notes from question 2. (5 X 2 = 10 Marks)
- Attempt any two parts out of the three parts in each of the question from 3 to 6. (7.5X 2= 15 Marks)  
4 questions X 15= 60 Marks
- All parts of a question must be answered together.  
Total marks 5+10+60=75  
\*Please refer to end-semester question paper sample.

**(Semester –End Exam- 75 Marks, Internal Assessment 25 Marks)**

### Internal Continuous Assessment:

Component	Marks	Pattern
Mid Semester	15	<p><b>Section A:</b> Contains 5 MCQs/Fill in the blanks/One Word Answer/ True-False type of questions. Each question carries 1 mark.</p> <p><b>Section B:</b> Contains 3 long answer type questions. Each question carries 5 marks. You have to attempt only 2 questions.</p>
Class Test/Presentation/Assignment	05	Class Test, Presentation and Assignments will fulfill 10 internal course grades. The details will be discussed in class.
Attendance/Behavior/Punctuality	5	Marks of attendance will be as per student's attendance.
Total Marks	25	

#### Course created by:

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Ms. Syeda Saleha Jafri  
Dr. Mirza Aqeel Abbas

#### Approved by:

Signature:

*M.A. Abbas*  
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*L. Mirza*  
11/03/2024

*R. Mirza*  
11/3/24

*Umehwa*  
11/3/24

*[Signature]*  
11/3/24



Department of English  
Era University  
Course Outline

<b>Course Name</b>	<b>LINGUISTICS</b> Code: MA405	<b>Semester: 1</b>	<b>From.....to.....</b>
<b>Credits</b>	<b>2</b>	<b>Total sessions</b>	<b>30 hours</b>
<b>Course Objectives</b>	<input type="checkbox"/> To encourage students to develop their interest in the use of English. <input type="checkbox"/> Develop and apply the concepts and methods of the English language. <input type="checkbox"/> Develop an understanding of language issues. <input type="checkbox"/> Develop skills as interpreters and producers of meaning.		
<b>Learning Outcome</b>	After completion of the course, students will: <ul style="list-style-type: none"> <li>• Comprehensive understanding of the structure of language.</li> <li>• Developing analytical skills that enable them to analyze and interpret language data.</li> <li>• Students learn to evaluate different theories and perspectives within linguistics and to critically assess the evidence supporting them.</li> <li>• Students learn how to present their ideas clearly and persuasively, whether in academic writing, presentations, or discussions.</li> </ul>		
<b>Pedagogy</b>	Interactive, discussion-based, student-centric, activity based skills		
<b>Sessions</b>	<b>Topic</b>	<b>Hours</b>	
<b>Unit 1</b>	<b>Introduction to language</b> Overview of language, animal Communication & human language The human brain & language development.	<b>6 hours</b>	
<b>Unit 2</b>	<b>Phonetics and Phonology</b> Air stream mechanisms, places and Numbers of articulation, Vowels and Consonants, Supra- segmental features. ConceptOf Distinctive features, Concept of Phoneme, Principles of Phonemic Analysis, phonological processes.	<b>6 hours</b>	
<b>Unit 3</b>	<b>Morphology and Semantics</b> Morph, Allomorph, Morpheme and word. Morpheme as a meaningful unit and as a	<b>6 hours</b>	

*M. P. K. S.*  
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*V. Mehrotra*  
11/3/24

*M. P. K. S.*  
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*J. K. S.*  
11/3/24

*R. Singh*  
11/3/24

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	<p>grammatical unit.</p> <p>Types of morphs Word formation process; Inflection, Derivation, Compound formation, Reduplication etc.,</p> <p>Grammatical Categories and Parts of Speech</p> <p>Science structure - Lexical and Phrasal.</p> <p>Phrase markers and tree diagrams Generative Grammar and adequacies of grammar.</p>	
Unit 4	<p><b>Language variation and changes</b></p> <p>Social and Geographical variation, Language in relation to social variables like caste, class ,etc .,. Styles and Registers. Diglossia and Bilingualism. Code-switching and Code-mixing. Language and culture ,Ethno methodology and ethnography of speaking.</p>	6 Hours
Unit 5	<p><b>Analysis of use of Language</b></p> <p>Distinguish the linguistic features of written, spoken and multimodal texts, interpretation of meanings with different modes of communication, Knowledge of purpose, audience, context and culture influence language use; Adoption of appropriate tone and style in writing for specific audiences, purposes, contexts and cultures.</p>	6
	<b>Total Hours</b>	<b>30 hours</b>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Abercrombie, D. Elements of General Phonetics. Edinburgh UP, 1967.</li> <li><input type="checkbox"/> Agnihotri, R.K. and Khanna, A. L. (ed.) English Language Teaching in India: Issues and Innovations. New Delhi: Sage Publications, 1995.</li> <li><input type="checkbox"/> Aronoff, M. Word Formation in Generative Grammar. Cambridge, Massachusetts: MIT UP. 1976.</li> </ul>	

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Mehrotra  
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R. Nigam 11/3/24.

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	<input type="checkbox"/> Brumfit, C.J. and Roberts, J.T., Language and Language teaching. London: Batsford 1983. <input type="checkbox"/> Catford, J.C. A Practical Introduction to Phonetics. Oxford: Oxford UP, 1988. <input type="checkbox"/> Cook, V. Linguistics and Second Language Acquisition. London: Macmillan, 1993. <input type="checkbox"/> Culicover, P.W. Principles and Parameters: An Introduction to Syntactic Theory, Oxford: Oxford UP, 1997. <input type="checkbox"/> Fabb, N. Sentence Structure. London: Routledge. 1994	
<b>Suggested Apps:-</b>	<a href="https://youtu.be/RL_XDsOysf8">https://youtu.be/RL_XDsOysf8</a> <a href="https://youtu.be/Ai9hyDiaZs4">https://youtu.be/Ai9hyDiaZs4</a> <a href="https://academic.oup.com/applij">https://academic.oup.com/applij</a>	

**Course created by:**  
Dr Rupali Mirza  
Ms Vishakha Mehrotra  
Ms Saleha Jafri  
Dr Mirza Aqeel Abbas

**Head of Department:**  
Dr Rupali Mirza  
Head and Associate Professor  
Department of English  
Era University, Lucknow  
**Signature:**

*V. Mehrotra 11/3/24*  
*M.A. Abbas 11/3/24*  
*R. Mirza 11/3/24*  
*[Signature] 11/3/24*

**Department of English  
Era University, Lucknow  
Course Outline  
(2024-25)**

<b>Course Name</b>	<b>Research Project MA406</b>		<b>Semester: 1</b>	<b>From..... To.....</b>
<b>Credits</b>	<b>02</b>		<b>Total sessions</b>	<b>30 hours</b>
<b>Evaluation spread</b>	<b>Internal Continuous</b>	<b>25 marks</b>	<b>End Term Assessment of Project and Viva</b>	<b>75 marks</b>
<b>Course Objective</b>	The project will provide the students with the know-how for learning mechanics of documentation and writing. They will be able to conduct an independent study on suggested topics after referencing available sources to write a detailed project and present it in the classroom environment.			
<b>Learning Outcome</b>	Student will able to: <ul style="list-style-type: none"> <li>• Learn to review literature</li> <li>• Learn mechanics of writing and documentation</li> <li>• It will provide a stepping stone for conducting research</li> <li>• Hands-on experience to write a research project under supervision.</li> </ul>			
<b>Pedagogy</b>	Interactive, discussion-based, student-centered.			
<b>Internal Evaluation Mode</b>	Guidance about steps to research writing and documentation style. Project submission and presentation.			
<b>Session details</b>	<b>Topic</b>			<b>Hours</b>
	<p>Introduction to Steps of Writing Research:</p> <ul style="list-style-type: none"> <li>• Step 1: Identify and develop your topic</li> <li>• Step 2 : Do a preliminary search for information</li> <li>• Step 3: Locate materials</li> <li>• Step 4: Evaluate your sources</li> <li>• Step 5: Make notes</li> <li>• Step 6: Write your paper</li> <li>• Step 7: Cite your sources properly.</li> <li>• Step 8: Proofread</li> </ul> <p>MLA style of writing and documentation.</p> <p>The topic for project will be decided on the basis of choices provided by the Instructor and also on the basis of student's interest.</p>			30

*M. S. Siddiqui 11/3/24*      *J. 11/03/24*      *R. Muz 11/3/24*

*Umchoshi 11/3/24*      *11/3/24*

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**Course created by:**

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Ms. Syeda Saleha Jafri

Dr. Mirza Aqeel Abbas

**Approved by:**

U Mehmood  
11/3/24

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11/3/24