



INTEGRAL UNIVERSITY, LUCKNOW

Effective from Session: 2020-21							
Course Code	LN215	Title of the Course	American Literature	L	T	P	C
Year	II	Semester	III	5	1	0	
Pre-Requisite	None	Co-requisite	None				
Course Objectives	To familiarize the students with the origin and development of American Literature, introduce them with some of the significant American writers and provide them with the opportunity to examine some of the recurring themes in American Literature						

Course Outcomes	
CO1	Students will be acquainted with the genre of short s poetry and different literary devices associated with it.
CO2	Students will be able to identify and discuss the role of race, class, ethnicity etc. in creating and developing American Literature with special reference to fiction.
CO3	Students will gain an insight into American’s impulses and their experiences in reference to different situation through the study of life and the work of Dramatist introduced in this course.
CO4	Student will be able to use literary texts to examine the historical, social and cultural contexts in which they were written with special reference to Prose.
CO5	Learners’ critical thinking and critical writing skill will be improved through the reading and interpretation themes in the short storied introduced in this course.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Poetry	Anne Bradstreet: ‘The Prologue’	10	CO1
2	Fiction	. Scott Fitzgerald: <i>The Great Gatsby</i> Toni Morrison: <i>Beloved</i>	13	CO2
3	Drama	Eugene O’ Neill: The Hairy Ape	12	CO3
4	Prose	Kenneth Burke: “Definition of Man”	12	CO4
5	Short Story	Edgar Allan Poe: “The Purloined Letter” “The Ambitious Guest” Nathaniel Hawthorne:	13	CO5

Books recommended:

1. *A History of American Literature* by Richard Gray
2. ‘The Purloined Letter’ Edgar Allan Poe
3. *Light in August* by William Faulkner
4. *The Great Gatsby* by F. Scott Fitzgerald

e-Learning Source:

1. <https://www.cambridge.org/core/series/cambridge-history-of-american-literature/608196CA724ADA74F3EE7DDA7ADCDCD0#>
2. <https://literarydevices.net/genre/>

Course Articulation Matrix (Cos, Pos, PSOs)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO4	PSO5	PSO6	PSO7
CO1	4	1	5	6	7	4	7	5	6	7	4	3	6
CO2	4	5	6	7	6	4	8	5	2	5	4	6	7
CO3	7	6	8	4	5	6	7	6	4	7	5	8	7
CO4	6	5	9	5	7	4	8	2	7	8	5	6	3
CO5	6	8	7	3	5	4	6	4	8	5	4	3	6

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



INTEGRAL UNIVERSITY, LUCKNOW

Effective from Session: 2020-2021							
Course Code	LN216	Title of the Course	Popular Literature	L	T	P	C
Year	II	Semester	III	5	1	0	6
Pre-Requisite	None	Co-requisite	None				
Course Objectives	The course aims at introducing Canonical and Popular writers to the students. It will also highlight the caste gender and identity vis-à-vis popular literature. The students will also be made aware of the ethics and education in children’s literature, the difference between sense and nonsense and the Graphic Novel						

Course Outcomes	
CO1	Develop the understanding about canonical and Popular writers, and make difference between them
CO2	Develop the basic understanding of the genre of short story
CO3	Develop the basic understanding about the Indian ethics and culture through popular novels
CO4	To develop understanding of Travelogues
CO5	To develop the understanding of specific sub-genres under popular literature

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mappe dCO
1	Introduction	The Canonical and the Popular, Ethics and Education in Children Literature, Graphic Novel, Sub-genres of Popular Literature	12	CO1
2	Short Story	Ruskin Bond’s <i>The Night Train at Deoli</i>	12	CO2
3	Novel	Chetan Bhagat’s <i>Two States</i>	13	CO3
4	Travelogue	William Dalrymple’s <i>City of Djinn</i> s	13	CO4
5	Novel	Ian Fleming: <i>From Russia With Love</i>	10	CO5

Reference Books:
<i>The Night Train at Deoli and Other Stories</i> by Ruskin Bond, Penguin Books
<i>Two States</i> by Chetan Bhagat, Rupa Publications
<i>Foot lose in the Himalaya</i> , by Bill Aitken, Permanent Black
e-Learning Source:
https://www.enotes.com/homework-help/what-theme-story-night-train-deoli-by-ruskin-bond-294928
https://brainly.in/question/6187419#:~:text=Two%20States%20is%20a%20novel,way%20to%20their%20happy%20life.
https://www.goodreads.com/book/show/982062.Footlose_in_the_Himalaya
https://www.fadedpage.com/showbook.php?pid=20160104

Course Articulation Matrix (COs POs PSOs)													
PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	1	1	1	2	1	1	3	1	1	1	2	
CO2	3	1	2	1	3	1	1	3	1	2	1	3	
CO3	3	1	2	1	3	1	1	3	1	2	1	3	
CO4	3	1	1	1	2	1	1	3	1	1	1	2	
CO5	3	1	1	1	2	1	1	3	1	1	1	2	

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



INTEGRAL UNIVERSITY, LUCKNOW

Effective from Session: 2020-2021							
Course Code	LN217	Title of the Course	British Poetry and Drama: 17th and 18th Centuries	L	T	P	C
Year	II	Semester	IV	5	1	0	
Pre-Requisite	None	Co-requisite	None				
Course Objectives	The purpose of this undergraduate course is to impart an understanding of 17th and 18th British society and literature. The knowledge of literary writings produced in these centuries will help the students to understand the intellectual history of Europe and the changes that came under its influence to shape the human culture.						

Course Outcomes	
CO1	To give an insight of the social and intellectual background of early 17 th century, the genres that flourished during these times: Jacobean Tragedy, Mock Epic, Comedy of Manners and Epic, Renaissance and Puritanism.
CO2	To enable the students to understand the Jacobean Tragedies
CO3	To give an understanding of the most important Epic of the period: Paradise Lost, its Puritan and Renaissance elements.
CO4	To give an understanding of Comedy of Manners and the society reflected in them. To trace the transformation of European temperament passing through the Commonwealth period, Restoration age and Age of Reason
CO5	To introduce the students with various genres like the Mock-epic, Satire, Burlesques, Epic, Comedy of manners etc. To give an insight on the condition of women in 17 th and 18 th centuries

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Features of Jacobean Tragedy, social and political conditions in early 17 th century in Britain, a detailed study.	13	CO1
2	Jacobean tragedy	John Webster's <i>The Duchess of Malfi</i>	12	CO2
3	Epic	John Milton's <i>Paradise Lost</i> .	13	CO3
4	Comedy of Manners	William Congreve's <i>The Way of the World</i>	10	CO4
5	Mock Epic	Alexander Pope's <i>The Rape of the Lock</i>	12	CO5

Reference Books:

1. *An outline History of English Literature* by William Henry Hudson
2. *A Study of English Criticism Background* by B.Prasad
3. *A Background to the Study of English Literature* by B. Prasad

e-Learning Source:

- <https://www.britannica.com/topic/The-Duchess-of-Malfi>
<https://www.sparknotes.com/poetry/paradiselost/>
<https://www.cliffsnotes.com/literature/w/the-way-of-the-world/play-summary>

Course Articulation Matrix (COs POs PSOs)											
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO4	PSO5
CO1	3	1	1	1	2	1	2	2	1	2	2
CO2	3	1	2	1	3	1	2	3	1	2	3
CO3	3	1	2	1	3	1	2	3	1	2	3
CO4	3	1	1	1	2	2	1	2	2	1	2
CO5	3	2	1	3	1	2	2	1	2	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



INTEGRAL UNIVERSITY, LUCKNOW

Effective from Session: 2020-2021

Course Code:	LN218	Title of the Course	Business Communication for English	L	T	P	C
Year	II	Semester	III	2	1	0	3
Pre-Requisite	None	Co-requisite	None				
Course Objectives	<ul style="list-style-type: none"> • Developing the art of communication and learning language • Knowledge of Professional, cultural and cross-cultural communication • Basic knowledge of Report writing • Knowledge of writing as in minutes of meetings • Basic concepts of group discussion, organizing seminars and conferences. • Understanding how to prepare for and give oral presentations 						

Course Outcomes

CO1	Basic Understanding of communication and Professional Communication.
CO2	Basic knowledge of Report writing.
CO3	Basic understanding of research tools.
CO4	Basic tools of communication and improvement in communicative competence.
CO5	Understanding how to prepare for and give oral presentations.

Unit No.	Title of the Unit	Content of Unit	ContactHrs.	Mappe dCO
1	Business Communication: Theory & Practice	Business Communication: Its Meaning and Importance, Essentials of Effective Communication, Barriers to Effective Communication	6	CO-1
2	Using Bibliographical Research	Bibliography & research tools and citation. MLA Style-sheet	6	CO-2
3	Writing	A- Project Report B- Minutes of the meeting	6	CO-3
4	Spoken English for Business Communication	Tools of communication. Spoken English practice as in Group discussion & extempore	6	CO-4
5	Making oral Presentation	Drafting presentation Manner of presentation	6	CO-5

Reference Books:

1. Kumar, Sanjay and Pushp Lata., *Communication Skills*. Oxford University Press, Oxford 2011.
2. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principals and Practice*. Second Edition, Oxford University Press, 2012.
3. Raina, Roshan Lal, Iftikhar Alam, and Faizia Siddiqui, *Professional Communication*. Himalaya Publication House 2012.
4. Agarwal, Malti. *Professional Communication*. Krishna's Educational Publishers. 2016.

e-Learning Source:

- 1- <http://www.uptunotes.com/notes-professional-communication-unit-i-nas>
- 2- <https://www.docsity.com/en/subjects/professional-communication/>
- 3- <https://lecturenotes.in/download/note/22690-note-for-communication-skills-for-profession...>

Course Articulation Matrix (COs POs PSOs)											
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO4	PSO5
CO1	3	1	1	2	2	1	2	3	1	1	2
CO2	3	1	2	2	3	1	2	3	1	2	2
CO3	3	1	2	2	3	1	2	3	1	2	2
CO4	3	1	1	2	2	1	2	3	1	1	2
CO5	3	1	1	2	2	1	2	3	1	1	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



INTEGRAL UNIVERSITY, LUCKNOW

Effective from Session: 2020-2021							
Course Code	LN220	Title of the Course	Media & Mass Communication LN 220	L	T	P	C
Year	2022-23	Semester	III	5	1	0	
Pre-Requisite	None	Co-requisite	None				
Course Objectives	To make students able to understand and apply knowledge of human communication and language processes, the importance of aesthetic communication in advertising, the basics of journalistic reporting and the basics of Script Writing for electronic media.						

Course Outcomes	
CO1	Students will be able to understand and apply knowledge of human communication and language processes as they occur across various contexts, e.g., interpersonal, intrapersonal, small group, organizational, media, gender, family, intercultural communication, technologically mediated communication, etc. from multiple perspectives.
CO2	What roles do aesthetic categories play in advertising imagery? How does aesthetic communication affect advertising? In light of such questions, the students will know the importance of aesthetic communication in advertising.
CO3	This writing and survey course helps students focus their skills by exploring different forms of writing online and in print. To learn the basics of journalistic reporting, writing and editing.
CO4	They will understand the basics of Script Writing for electronic media under the specific syllabus. What is electronic media? Radio, TV, web, non-broadcast gadgets Characteristics of electronic media Audio-visual, dynamic, virtual, distance mode Skills for media writing Screen image understanding, visual thinking, concise, flow.
CO5	Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mappe d CO
1	Introduction to Mass Communication	The main objective of media, Mass Communication and the impact of Globalization, Forms of Mass Communication, know your learner to plan effective teaching and learning, Case studies and issues of Indian Journalism, Practical analysis and Performing Street plays.	12	CO1
2	topics for Student Presentation	Student Presentations, Discussing Units of Language and Practical approach.	12	CO2
3	Advertisement	Writing News Reports and Editorials, Characteristics of electronic media, Editing for Print and Online Media, Technical format of script, types of editorial writing, Media As a marketing platform, Impact of social media on politic	12	CO3
4	Media Writing	Enacting an advertisement in a group, Creating jingles and tag lines, Behaviourist Theory, Innateness Theory Cognitive Theory, 3.Social Interactionist Theory	12	CO4
5	Introducti onto social Media	Types and Impact of social media on Commerce.	12	CO5

Reference Book	
1. An Introduction to English Language Teaching : Nihalani	
2. . A hand book for international studies: S Bailey	
3. Academic Writing in English : Carolyn Brimley Norris,	
4. Academic Writing Guide : Anne Whitaker Grammar For Academic Writing	
e-Learning Source:	

<https://www.verywellmind.com/behavioral-psychology-4157183> <https://courses.lumenlearning.com/cochise-sociology-os/chapter/the-interactionist-perspective/>

Course Articulation Matrix (COs POs PSOs)												
PO - PS O CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	1	2	1	2	1	3	1	2	1
CO2	3	1	2	2	3	1	2	1	2	2	3	1
CO3	3	1	3	2	3	1	2	1	3	2	3	1
CO4	3	2	1	1	2	2	2	2	1	1	2	2
CO5	3	1	1	2	2	1	2	1	1	2	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

Effective from Session: 2020-2021							
Course Code	LN221	Title of the Course	British Literature: 18 th Century	L	T	P	C
Year	II	Semester	IV	5	1	0	6
Pre-Requisite	10+2	Co-requisite	Nil				
Course Objectives	To make students familiar with novels, drama and poetry of 18 th century British literature and to develop an understanding of the canonical literary texts of the age.						

Course Outcomes	
CO1	The students will have sound knowledge of the age the 18 th century British Literature with reference to its social and intellectual background, rise of the new genres, the Enlightenment and Neo-Classicism, Restoration Comedy and transitional poets
CO2	The students will be introduced with the factors that led to the origin of novels in the 18 th British Literature. The students will also become familiar with the elements of novels as per the model given by Gustav Freytag.
CO3	The students will become familiar with the political situations and Scientific discoveries in England. They will also be introduced with Travelogue as a sub-genre of novels.
CO4	Students will be introduced to the features of Poetry developing their aesthetic sense. It will give them knowledge of various poetical forms, techniques, rhymes and meters.
CO5	The students will develop an understanding of the poetry and the literary devices associated with it. They will get to know the meaning and features of Elegy as form of poetry.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Social and Intellectual Background, Rise of the New Genres, The Enlightenment and Neo-Classicism, Restoration Comedy, Transitional Poets	12	CO-1
2	Novels	Henry Fielding: <i>Joseph Andrews</i>	10	CO-2
3	Novels	Jonathan Swift: <i>Gulliver's Travels</i>	12	CO-3
4	Poetry	William Collins: "How sleeps the Brave"	10	CO-4
5	Poetry	Thomas Gray: 'Elegy Written in a Country Churchyard'	16	CO-5

Reference Books:

1. *A background to the study of English Literature* by B. Prasad
 3. Swift, Jonathan. DeMaria, Robert J (ed.). *Gulliver's Travels*. Penguin, 2003.
 4. Lund, Roger D. *Jonathan Swift's Gulliver's Travels: A Routledge Study Guide*. Routledge, 2006.
 5. *Joseph Andrews* by Henry Fielding. Project Gutenberg.
- Eighteenth-Century British Literature and Postcolonial Studies by Suvir Kaul. Edinburgh University.

e-Learning Source:

1. <https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>
2. <https://www.rnlkwc.ac.in/pdf/study-material/english/SEM%20II-CC3-GULLIVER'S%20TRAVELS.pdf>
3. <https://sites.udel.edu/britlitwiki/themes-of-joseph-andrews-and-modern-times/>

Course Articulation Matrix (COs POs PSOs)												
PO - PS O CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	1	2	1	2	1	3	1	2	1
CO2	3	1	2	2	3	1	2	1	2	2	3	1
CO3	3	1	3	2	3	1	2	1	3	2	3	1
CO4	3	2	1	1	2	2	2	2	1	1	2	2
CO5	3	1	1	2	2	1	2	1	1	2	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

Effective from Session: 2020-2021							
Course Code	LN222	Title of the Course	British Romantic Literature	L	T	P	C
Year	II	Semester	IV	5	1	0	6
Pre-Requisite	10+2	Co-requisite	U.G.				
Course Objectives	To provide an insight on the origin and development of British Romantic Movement and Literature.						

Course Outcomes	
CO1	Students will be given an insight on French Revolution, political and cultural changes in late 18 th Century in Europe. Social and Intellectual Background, Reason and Imagination, conceptions of Nature, Individualism
CO2	Students will be introduced the features of Transitional 'poets.
CO3	To make them understand the First-Generation Romantic Poets.
CO4	Students will be introduced with the most prominent Second-Generation Romantic poets and their lives.
CO5	Students will get an insight on Gothic Literature.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	French Revolution, political and cultural changes in late 18 th Century in Europe. Social and Intellectual Background, Reason and Imagination, conceptions of Nature, Individualism	12	CO1
2	Transitional Poets	William Blake's "The Chimney Sweeper" and "The Lamb"	12	CO2
3	First Generation Romantics	1. William Wordsworth's "Tintern Abbey" and "Ode to the Intimations of Immortality" 2. S.T. Coleridge's "Kubla Khan"	12	CO3
4	Second Generation Romantics	1. Byron's "Child Harold's Pilgrimage" 2. Shelley's "Ode to the West Wind" and "Ozymandias" 3. Keats' "Ode to the Nightingale" and "To Autumn"	12	CO4
5	Gothic Novel	Mary Shelley: <i>Frankenstein</i>	12	CO5

Reference Books:

1. *English Romanticism* by Marilyn Gaul
2. Richard Holmes, *Coleridge: Early Visions, 1772-1804* (Pantheon, 448pp.) and *Coleridge: Darker Reflections, 1804-1834* (Pantheon, 656pp.)
3. M. H. Abrams, *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford University Press, 416pp.
4. Daisy Hay, *Young Romantics: The Shelleys, Byron, and Other Tangled Lives*. Bloomsbury, 384pp.
5. William Wordsworth, *The Prelude*, 1805 version.

e-Learning Source:

- <https://www.britannica.com/art/English-literature/The-Romantic-period>
<https://www.enotes.com/topics/romantic-poets>
<https://owlcation.com/humanities/The-Gothic-Novel-What-is-Gothic-Literature>
<https://www.supersummary.com/preface-to-lyrical-ballads/summary/>

Course Articulation Matrix (Cos POs PSOs)												
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	3	3	3	3	3	3
CO2	3	3	2	3	3	2	2	3	2	2	3	3
CO3	2	2	2	3	2	3	3	2	3	3	3	2
CO4	2	3	3	2	2	3	2	2	3	2	3	2
CO5	3	3	2	2	3	2	3	3	2	3	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

Effective from Session: 2022-21							
Course Code	LN223	Title of the Course	British Literature: Victorian Age	L	T	P	C
Year	II	Semester	IV	5	1	0	
Pre-Requisite	None	Co-requisite	None				
Course Objectives	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Know about the historical background of Victorian Period. 2. Aspect of marriage and sexuality as well as the condition of women in the context of Victorian Period. 3. Have the glimpse of social and literary background of the period. 4. Describe about the impact of religion and science just to make them aware about faith and doubt found in the contemporary society of Victorian Period. 5. Describe about Poetic Forms- Dramatic Monologue, various poets of Dramatic Monologue, its techniques and style. Analyze various text in the context of Victorian Period 						

Course Outcomes	
CO1	Basic Understanding of the historical background and some aspects of Victorian literature and culture, Social and Intellectual Background, Industrialization, Victorian Compromise, Utilitarianism, Marriage and sexuality, Dramatic Monologue
CO2	Basic understanding of the class, effects of industrialization the context of Victorian Age, Victorian novels, social realism. Know about the ethical theory utilitarianism and analyze the utilitarianism in Charles Dickens's <i>Hard Times</i> . Basic understanding of condition of women, role and responsibility, rights, theme of masculinity, marriage and sexuality in the context of Victorian Age with context of <i>Jane Eyre</i>
CO3	Basic understanding about the important social and historical changes that altered the nation in many ways and about the information of literary works flourished in Victorian period, its impact on contemporary society.
CO4	More seminal poetry from Victorian Age and understanding of Dramatic monologues
CO5	Know about the Pre-Raphaelite poetry

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Social and Intellectual Background, Industrialization, Victorian Compromise, Utilitarianism, Marriage and sexuality, Dramatic Monologue	12	CO1
2	Novels	Charles Dickens' <i>Hard Times</i> and Charlotte Bronte's <i>Jane Eyre</i>	12	CO2
3	Poetry	Lord Alfred Tennyson's "The Lady of Shalott", "The Defence of Lucknow" and "Ulysses"	13	CO3
4	Poetry	Robert Browning's "My Last Duchess", "The Last Ride Together", "Fra Lippo Lippi"	13	CO4
5	Poetry	D.G. Rossetti's <i>The Blessed Damozel</i>	10	CO5

Reference Books:

Adams, James Eli. *A history of Victorian Literature*. 2012
 Roston, Muray. *Victorian Context: Literature and the Visual Arts-Page-206*. 1996
 Curry, S.S. *Browning and the Dramatic Monologue*. 2019
 Trivedi, R. D. *A Compendious history of English Literature*. 2009

e-Learning Source:

<https://plato.stanford.edu/entries/utilitarianism-history/>
<https://www.bachelorandmaster.com/literaryterms/dramatic-monologue.html#.XwbQyaEzals>
<https://pdfs.semanticscholar.org/3489/f55b501b1ca6f58888e175b5a27743c33405.pdf>
https://www.literaryhistory.com/19thC/19th_century_novel.htm

Course Articulation Matrix (COs POs PSOs)												
PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	6	5	6	7	8	5	3	3	2	5	7	5
CO2	6	8	6	4	3	2	4	5	4	3	2	4
CO3	7	8	5	4	3	5	6	7	6	5	4	6
CO4	7	5	7	8	5	4	3	8	7	6	5	4
CO5	6	7	8	5	4	6	5	6	5	4	7	5

2- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



INTEGRAL UNIVERSITY, LUCKNOW

Effective from Session: 2020-2021							
Course Code	LN224	Title of the Course	English Language Teaching	L	T	P	C
Year	II	Semester	IV	1	1	0	
Pre-Requisite	None	Co-requisite	None				
Course Objectives	Students will be able to: 1. Know about various theories of language acquisition 2. Gain knowledge about different method of teaching English 3. Will learn Grammar Translation Method and Direct Method 4. Will learn about Communicative Language Teaching 5. Develop an understanding about English Language Teaching in India 6. Analyze about various problems in teaching English in India						

Course Outcomes	
CO1	Gain the basic knowledge about the learner
CO2	Develop the basic understanding of Language Acquisition and Language Learning
CO3	Basic knowledge of different theories of language acquisition
CO4	Develop the cognition about the different methods of teaching English like Grammar-Translation Method and Direct Method
CO5	Basic understanding of English Language Teaching in India, problems of Teaching English in India, Contrastive and Error analysis

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Knowing the Learner	Knowing the Learner	4	CO1
2	Language Acquisition and Language Learning	Language Acquisition and Language Learning	5	CO2
3	Theories of Language Acquisition	Theories of Language Acquisition	4	CO3
4	Methods of Teaching English	Grammar Translation Method, Direct Method, Communicative Language Teaching	4	CO4
5	English Language Teaching in India	Problems of teaching English in India , Contrastive and Error Analysis	3	CO5

Reference Books:

1. The Practice of English Language Teaching by Jeremy Harmer
2. Easy TEFL Guide to Teaching English as a Foreign Language by T.S. Seifert

e-Learning Source:

<https://www.teachingenglish.org.uk/article/analysing-language>

<https://files.eric.ed.gov/fulltext/ED497389.pdf>

https://link.springer.com/chapter/10.1007/978-946091-797-4_3

Course Articulation Matrix (COs POs PSOs)												
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	1	1	2	1	1	1	1	1	2	1
CO2	3	1	2	1	3	1	1	1	2	1	3	1
CO3	3	1	2	1	3	1	1	1	2	1	3	1
CO4	3	1	1	1	2	1	1	1	1	1	2	1
CO5	3	1	1	1	2	1	1	1	1	1	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



INTEGRAL UNIVERSITY, LUCKNOW

Effective from Session: 2020-2021							
Course Code	LN226	Title of the Course	Contemporary India: Women and Empowerment	L	T	P	C
Year	II	Semester	IV	5	1	0	
Pre-Requisite	None	Co-requisite	None				
Course Objectives	<ol style="list-style-type: none"> 1. Know about gender as a social construct 2. Differentiate between Masculinity and Femininity 3. Understand about history of Women's Movement in India 4. Differentiate between pre-independence and post-independence period 5. Understand about women, partition of India and nationalism 6. Analyze the environment in relation to domestic violence, female feticide, intervention of state and sexual harassment 						

Course Outcomes	
CO1	Basic Understanding of gender and social construct and the role and effects of patriarchy on the society.
CO2	Basic knowledge of structure of the society and its components i.e. the role of man and woman in the social and cultural development.
CO3	Know about the history of women's movement in India and their role in Indian Independence Movement.
CO4	Analyze the environment in relation to domestic violence, female feticide, intervention of state and sexual harassment.
CO5	Know about Dalit Discourse and Female voices. Understand the position of women pre-independence and post-independence

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Gender as a Social Construct	Gender as a Social Construct (Masculinity and Femininity) Patriarchy	12	CO1
2	History of Women's Movement in India	History of Women's movement in India: (Pre-independence, post-independence), Women, Nationalism and Partition	12	CO2
3	Women and Environment	Women and Environment: Domestic Violence, Female Feticide, Intervention of State, sexual harassment.	12	CO3
4	Female voices	Rokaiya Sakhawat Husain's "Sultana's Dream"	12	CO4
5	Dalit Discourse	Essay by a women writer	12	CO5

Reference Books:

Melinda. *The Moments of Lift: How Empowering Women Changes the World*. 2020 arker, Meg-John and Julia Scheel. *Gender: A Graphic Guide*. 2019
 usain, Rokaiya Sakhawat . *Sultana's Dream*. The Indian Ladies Magazine, 1908.
 ardtmann, Eva Maria. *The Dalit Movement in India: Local Practices and Global Connections*. 2019

e-Learning Source:

<https://www.worldcat.org/title/social-construction-of-gender/oclc/22628998>
<https://sk.sagepub.com/reference/diversityineducation/n627.xml>
<https://scholarblogs.emory.edu/postcolonialstudies/2014/06/10/hossain-rokeya-sakhawat/>

Course Articulation Matrix (COs POs PSOs)												
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	1	1	2	1	1	1	2	1	1	1
CO2	3	1	2	1	3	1	1	1	3	1	1	1
CO3	3	1	2	1	3	1	1	1	3	1	1	1
CO4	3	1	1	1	2	1	1	1	2	1	1	1
CO5	1	1	1	1	2	1	1	1	2	1	1	1

3- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation