



Integral University, Lucknow

Effective from Session: 2025-26 BA & MA							
Course Code	A040801 T/LN426	Title of the Course	English Language Teaching	L	T	P	C
Year	IV/ I	Semester	VIII/ II	5	1	0	4
Pre-Requisite	None	Co-requisite	None				
Course Objectives	1. To develop understanding of core concepts, theories, and methodologies in the subject. 2. To familiarize students with various approaches and critical frameworks. 3. To develop analytical and critical thinking skills through textual analysis. 4. To cultivate research skills and scholarly writing abilities. 5. To understand historical and contemporary contexts of the subject.						

Course Outcomes	
CO1	Analyze and apply major theories of second language acquisition in teaching contexts
CO2	Design effective lesson plans and teaching materials for diverse learners
CO3	Implement various teaching methodologies appropriate to learning objectives
CO4	Develop and use appropriate assessment tools for language skills
CO5	Integrate technology effectively in language teaching

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Historical development of ELT: From Grammar-Translation to Communicative Approach Second Language Acquisition (SLA) theories: Behaviorism, Cognitivism, Constructivism ELT in India Key theorists: Krashen's Input Hypothesis, Vygotsky's Sociocultural Theory	8	CO1
2	Teaching Methods & Approaches	The Direct Method and Audio-Lingual Method Communicative Language Teaching (CLT): Principles and practice Task-Based Language Teaching (TBLT) Content and Language Integrated Learning (CLIL) The Natural Approach and Total Physical Response Eclectic approach and Post-method pedagogy	7	CO2
3	Teaching Language Skills	Teaching listening: Strategies, materials, and activities Teaching speaking: Fluency vs. accuracy, communication strategies Teaching reading: Reading strategies, extensive vs. intensive reading Teaching writing: Process approach, product approach, genre-based approach Integrated skills approach Teaching vocabulary and grammar in context	8	CO3
4	Lesson Planning and Material Development	Principles of effective lesson planning, Setting learning objectives, Selecting and adapting authentic materials, Designing communicative activities, Using coursebooks effectively, Creating supplementary materials, Differentiation and scaffolding	7	CO4
5	Classroom Management	Classroom organization strategies, Creating positive learning environment, Error correction and feedback, Questioning techniques and teacher talk, Pair work and group work, Managing large and multilevel classes, Dealing with challenges	8	CO5
6	Language Assessment	Assessment principles: Validity, reliability, practicality, Types: Formative, summative, diagnostic, Testing four skills, Alternative assessment: Portfolios, self-assessment, Standardized tests: TOEFL, IELTS, Cambridge, Creating classroom tests	7	CO3
7	Technology in Language Teaching	Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), Online teaching and blended learning, Digital tools and platforms, Using multimedia resources, Social media and Web 2.0, Digital literacy	8	CO5
8	Professional Development	Reflective teaching and action research, Teacher professional development, English as a Global Language, Teaching in multilingual contexts, Intercultural communicative competence, English for Specific Purposes (ESP), Current trends in ELT	7	CO4

Reference Books:
Brown, H.D. (2014). Principles of Language Learning and Teaching. Pearson Education.
Lightbown, P.M. & Spada, N. (2013). How Languages are Learned. Oxford University Press.
Richards, J.C. & Rodgers, T.S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.
Harmer, J. (2015). The Practice of English Language Teaching. Pearson Longman.
Nunan, D. (2015). Teaching English to Speakers of Other Languages. Routledge.
e-Learning Source:

<https://www.teachingenglish.org.uk>

<https://www.cambridge.org/elt/blog>

<https://www.onestopenglish.com>

Course Articulation Matrix (COs POs PSOs)												
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	4	1	5	6	7	4	7	5	6	7	4	3
CO2	4	5	6	7	6	4	8	5	2	5	4	6
CO3	7	6	8	4	5	6	7	6	4	7	5	8
CO4	6	5	9	5	7	4	8	2	7	8	5	6
CO5	6	8	7	3	5	4	6	4	8	5	4	3

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



Integral University, Lucknow

Effective from Session: 2025-26- BA and MA							
Course Code	A040802 T/LN427	Title of the Course	Literature and Gender	L	T	P	C
Year	IV/ I	Semester	VIII/ II	5	1	0	4
Pre-Requisite	None	Co-requisite	None				
Course Objectives	1. To develop understanding of core concepts, theories, and methodologies in the subject. 2. To familiarize students with various approaches and critical frameworks. 3. To develop analytical and critical thinking skills through textual analysis. 4. To cultivate research skills and scholarly writing abilities. 5. To understand historical and contemporary contexts of the subject.						

Course Outcomes	
CO1	Apply feminist and gender theories to literary analysis effectively.
CO2	Critically examine gender constructions in literary texts across periods.
CO3	Analyze intersectional approaches to gender in literature.
CO4	Evaluate the contribution of women writers to literary traditions.
CO5	Demonstrate understanding of queer theory and LGBTQ+ literature.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Origins of feminist criticism: Mary Wollstonecraft, Virginia Woolf, First and Second Wave feminism, Key concepts: Male gaze, <i>écriture féminine</i> , Anglo-American vs. French feminism, Simone de Beauvoir, Elaine Showalter's 'gynocriticism'.	8	CO1
2	Women's Writing Traditions	19th century women novelists: Jane Austen, George Eliot Women poets: Sylvia Plath, Adrienne Rich Contemporary writers: Margaret Atwood, Alice Walker Indian women writers: Ismat Chughtai, Kamala Das, Shashi Deshpande	7	CO4
3	Gender and Representation	'Angel in the House' and 'Fallen Woman' Representation of masculinity: Hegemonic and alternative Body and sexuality in literature Gender and genre: Romance, Gothic, Domestic Fiction.	8	CO3
4	Intersectionality and Multiple Identities	Kimberlé Crenshaw's "Intersectional theory" Black feminism and womanism Postcolonial feminism, Third World feminism, Dalit feminism.	7	CO3
5	Masculinity Studies	R.W. Connell: "Hegemonic Masculinity" Crisis of masculinity narratives, Fatherhood and male relationships, Toxic masculinity and violence, Changing masculine identities in contemporary literature.	8	CO3
6	Queer Theory and LGBTQ+ Literature	Eve Sedgwick: "Epistemology of the closet" Heteronormativity and compulsory heterosexuality, Coming out narratives and queer identity, LGBTQ+ literary representations, Transgender literature and non-binary perspectives.	7	CO5
7	Gender and Language	Hélène Cixous and <i>écriture féminine</i> , Luce Irigaray's philosophy of sexual difference, Language, power, and silencing, Reclaiming language and voice in women's writing.	8	CO3
8	Contemporary Gender Issues	Third Wave and Fourth Wave feminism, Postfeminism and popular culture, #MeToo movement and literature, Gender and digital media, Eco-feminism and environmental literature, Transnational feminist perspectives.	7	CO2

Reference Books:
Wollstonecraft, Mary. A Vindication of the Rights of Woman. Penguin Classics.
Woolf, Virginia. A Room of One's Own. Harvest Books.
De Beauvoir, Simone. The Second Sex. Vintage Books.
Showalter, Elaine. A Literature of Their Own. Princeton University Press.
Gilbert, Sandra & Susan Gubar. The Madwoman in the Attic. Yale University Press.
e-Learning Source:
https://www.feministpress.org
https://www.jstor.org (Feminist Studies Journal)
https://www.guernicamag.com

Course Articulation Matrix (COs POs PSOs)												
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	4	1	5	6	7	4	7	5	6	7	4	3
CO2	4	5	6	7	6	4	8	5	2	5	4	6
CO3	7	6	8	4	5	6	7	6	4	7	5	8
CO4	6	5	9	5	7	4	8	2	7	8	5	6
CO5	6	8	7	3	5	4	6	4	8	5	4	3

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



Integral University, Lucknow

Effective from Session: 2025-26- BA and MA							
Course Code	A040803 T/LN428	Title of the Course	Classical Indian Literature	L	T	P	C
Year	IV/ I	Semester	VIII/ II	5	1	0	4
Pre-Requisite	None	Co-requisite	None				
Course Objectives	1. To introduce students to major traditions of Classical Indian Literature across languages. 2. To familiarize students with representative texts from Sanskrit, Pali, Prakrit, Tamil, and classical regional traditions. 3. To understand literary forms such as epic, drama, poetry, fable, and philosophical writing. 4. To explore socio-cultural, ethical, aesthetic, and philosophical dimensions of classical texts. 5. To develop critical reading, comparative analysis, and interpretative skills.						

Course Outcomes	
CO1	Understand the historical development and key features of Classical Indian Literature.
CO2	Analyze classical Indian texts within their socio-cultural and philosophical contexts.
CO3	Interpret major genres such as epic, kavya, drama, bhakti poetry, and narrative prose.
CO4	Apply basic Indian literary concepts such as <i>Rasa</i> , <i>Dharma</i> , <i>Bhakti</i> , and <i>Nīti</i> in textual analysis.
CO5	Develop comparative perspectives between classical Indian and world literary traditions.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction to Classical Indian Literature	Oral and written traditions: Shruti and Smriti. Overview of major literary languages: Sanskrit, Pali, Prakrit, Tamil Literary forms: Epic, Kavya, Nataka, Bhakti poetry, Nīti literature Key concepts: Dharma, Karma, Rasa, Purusharthas	8	CO1
2	The Indian Epic Tradition	Epic as history, myth, and moral philosophy. Narrative structure and characterization. Concept of heroism, duty, and ethical conflict. Reference to selected excerpts from <i>Mahabharata</i> and <i>Ramayana</i> Themes: Dharma, war, kinship, gender roles, kingship	7	CO2
3	Classical Sanskrit Kavya (Poetry)	Nature and features of <i>Kavya</i> Imagery, alankara, rasa Courtly culture and aesthetics Reference to selected verses from Kalidasa's <i>The Cloud Messenger</i>	8	CO3
4	Classical Sanskrit Drama	Kalidasa – <i>Abhijnanasakuntalam</i> (English translation)	7	CO4
5	Bhakti and Devotional Traditions	Bhakti movement: philosophy and social reform Devotion beyond caste and gender Poetry as spiritual expression Reference to selected <i>dohas</i> of Kabirdas.	8	CO5
6	Classical Tamil Literature	Sangam tradition and secular poetry Love (<i>Akam</i>) and war (<i>Puram</i>) poetry Nature and emotional landscapes	7	CO3
7	Nīti, Fables, and Narrative Prose	Didactic literature and moral instruction Storytelling as social critique Reference to <i>Panchatantra</i> (selected stories) and <i>Hitopadesha</i> (selected tales)	8	CO4
8	Classical Indian Literature in Comparative Perspective	Classical Indian aesthetics vs. Western poetics Relevance of classical texts in contemporary times Retellings, adaptations, and translations Women, ecology, and ethics in classical narratives	7	CO5

Reference Books:
• Radhakrishnan, S. <i>Indian Philosophy</i> . Oxford University Press.
• Kalidasa. <i>Abhijnanasakuntalam</i> . Trans. Chandra Rajan. Penguin Classics.
• Valmiki. <i>The Ramayana</i> . Trans. Arshia Sattar. Penguin.

- Doniger, Wendy. *Hindu Myths*. Penguin.
 - A.K. Ramanujan. *Poems of Love and War*. Columbia University Press.
- e-Learning Source:**
- Indian Culture Portal (Government of India)
 - IGNOU e-Gyankosh
 - Sahitya Akademi Digital Archives

Course Articulation Matrix (COs POs PSOs)												
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	4	1	5	6	7	4	7	5	6	7	4	3
CO2	4	5	6	7	6	4	8	5	2	5	4	6
CO3	7	6	8	4	5	6	7	6	4	7	5	8
CO4	6	5	9	5	7	4	8	2	7	8	5	6
CO5	6	8	7	3	5	4	6	4	8	5	4	3

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



Integral University, Lucknow

Effective from Session: 2025-26- BA and MA							
Course Code	A040804 T/LN429	Title of the Course	SAARC Literature	L	T	P	C
Year	IV/ I	Semester	VIII/ II	5	1	0	4
Pre-Requisite	None	Co-requisite	None				
Course Objectives	1. To develop understanding of core concepts, theories, and methodologies in the subject. 2. To familiarize students with various approaches and critical frameworks. 3. To develop analytical and critical thinking skills through textual analysis. 4. To cultivate research skills and scholarly writing abilities. 5. To understand historical and contemporary contexts of the subject.						

Course Outcomes	
CO1	Demonstrate knowledge of major writers and works from SAARC countries.
CO2	Analyze common themes across South Asian literatures.
CO3	Compare different national literary traditions within SAARC.
CO4	Evaluate the impact of historical events on South Asian literature.
CO5	Apply postcolonial and cultural theories to SAARC texts.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Overview of SAARC nations: India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, Maldives, Afghanistan, Linguistic diversity and literary traditions, Historical connections and shared heritage, Impact of British colonialism, Partition narratives, Contemporary writing.	8	CO1
2	Indian Literature in SAARC Context	R.K. Narayan's: <i>The English Teacher</i> Bama: <i>Sangati</i>	7	CO4
3	Pakistani Literature	Saadat Hasan Manto: "Toba Tek Singh" (short story) Mohsin Hamid: <i>The Reluctant Fundamentalist</i> Kishwar Naheed: "We Sinful Women" (poem)	8	CO5
4	Bangladeshi Literature	Kaiser Haq: "Ode on the Lungi", "Liking It" Taslima Nasreen: <i>Split: A Life</i>	7	CO5
5	Sri Lankan Literature	Yasmin Gooneratne: <i>A Change of Skies</i> Shyam Selvadurai: <i>Mansions of the Moon</i>	8	CO4
6	Nepali, Bhutanese Literature	Laxmi Prasad Devkota: "The Lunatic" Kunzang Choden: <i>The Circle of Karma</i>	7	CO3
7	Afghan Literature	Nadia Anjuman: "Light Blue Memories", "A Voiceless Cry" Khalid Hosseini: <i>And the Mountains Echoed</i>	8	CO4
8	Comparative Themes in SAARC	Partition and national borders, Migration, diaspora, and transnational identity, Gender and patriarchy across nations, Religious identity and communalism, Caste and class consciousness, Environmental concerns and rural narratives, Globalization and cultural hybridity	7	CO2

Reference Books:
Rushdie, Salman & Elizabeth West (eds.). <i>The Vintage Book of Indian Writing</i> . Vintage.
Manto, Saadat Hasan. <i>Mottled Dawn: Fifty Sketches and Stories of Partition</i> . Penguin.
Sidhwa, Bapsi. <i>Ice-Candy-Man (Cracking India)</i> . Milkweed Editions.
Nasrin, Taslima. <i>Shame (Lajja)</i> . Penguin Books.
Ondaatje, Michael. <i>Anil's Ghost</i> . Vintage.
e-Learning Source:
https://www.columbia.edu/cu/lweb/indiv/southasia/cuvl
https://www.bl.uk/south-asian-studies
https://www.jstor.org (South Asian Review)

Course Articulation Matrix (COs POs PSOs)												
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CO4	6	5	9	5	7	4	8	2	7	8	5	6
CO5	6	8	7	3	5	4	6	4	8	5	4	3

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



Integral University, Lucknow

Effective from Session: 2025-26- BA and MA											
Course Code	A040805 R/LN430	Title of the Course	Research and Dissertation	L	0	T	0	P	6	C	4
Year	IV/ I	Semester	VIII/ II								
Pre-Requisite	None	Co-requisite	None								
Course Objectives	<ol style="list-style-type: none"> 1. Develop advanced research skills in literary and linguistic studies. 2. Enhance critical thinking and analytical abilities in English literature. 3. Foster independent research methodology and academic writing skills. 4. Enable students to conduct original research and present findings professionally. 5. Prepare students for higher education and research-oriented careers. 										

Course Outcomes	
CO1	Identify and formulate research problems in English literature and linguistics
CO2	Conduct comprehensive literature reviews using primary and secondary sources
CO3	Apply appropriate research methodologies and theoretical frameworks
CO4	Analyze literary texts critically using various critical approaches
CO5	Write and present a well-structured dissertation with proper citations

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Research Fundamentals	Research Methodology, Qualitative and Quantitative Research, Research Gaps, Formulating Research Questions, Topic Selection, Synopsis development, Understanding scope and limitations of Research, Research Ethics and Plagiarism.	8	CO1
2	Literature Review	Conducting comprehensive literature reviews, Accessing and evaluating scholarly sources (journals, books, databases), Critical reading and note-taking strategies, synthesizing existing research and identifying debates.	7	CO4
3	Research Design and Data Collection	Primary text selection and justification, Close reading and textual analysis techniques, Data collection methods (textual analysis, discourse analysis, comparative studies), Organizing and categorizing research materials, Documentation and citation management (MLA, APA, Chicago styles).	8	CO5
4	Analysis and Interpretation	Applying theoretical frameworks to textual analysis, Critical interpretation of literary texts, Thematic analysis and pattern identification, Argumentation development and evidence-based reasoning.	7	CO5
5	Academic Writing	Structure of academic dissertation (Introduction, Literature Review, Methodology, Analysis, Conclusion), Proper citation and referencing techniques, integrating quotations and paraphrasing effectively, Drafting, revision, and proofreading strategies	8	CO4
6	Finalization and Presentation	Final review and editing of dissertation, preparing abstract and keywords, creating bibliography and works cited, Oral presentation and defense preparation, Submission guidelines and evaluation criteria.	7	CO3
7	PPT Basics	Introduction to presentation software, understanding slide design principles, creating title and content slides, Using templates and themes professionally.	7	CO4
8	PPT Presentation and Defense	Slide structure, Design principles: Typography (font selection, size guidelines), Color schemes and visual hierarchy, 6x6 rule for content, Using images, charts, and diagrams effectively. Oral Presentation Skills: Effective delivery techniques, Voice modulation and pacing, Body language and eye contact, Time management, Handling questions during defense	8	CO2

Reference Books:

Booth, Wayne C., et al. *The Craft of Research*. University of Chicago Press.

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

Gibaldi, Joseph. *MLA Handbook* (9th Edition). Modern Language Association.

Griffiths, Patrick. *An Introduction to English Semantics and Pragmatics*. Edinburgh University Press.

Kothari, C.R. *Research Methodology: Methods and Techniques*. New Age International.

e-Learning Source:

<https://www.columbia.edu/cu/lweb/indiv/southasia/cuvl>

<https://www.bl.uk/south-asian-studies>

<https://www.jstor.org> (South Asian Review)

Course Articulation Matrix (COs POs PSOs)												
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	4	1	5	6	7	4	7	5	6	7	4	3
CO2	4	5	6	7	6	4	8	5	2	5	4	6
CO3	7	6	8	4	5	6	7	6	4	7	5	8
CO4	6	5	9	5	7	4	8	2	7	8	5	6
CO5	6	8	7	3	5	4	6	4	8	5	4	3

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