

**Outcome-Based Education (OBE) Curriculum**

**BA (Hon's) in English**



**Department of English**

School of Humanities

**Sylhet International University**

## **Contents**

### Part A: Introduction

- About the Department
- Vision
- Mission
- Objectives of the Department
- PEO
- PLO
- Mapping PEOs to Mission
- Mapping PEOs to PLOs

### Part B: Structure of the Curriculum

### Part C: Course Description of All Courses

## **PART A**

1. **Title of the Academic Program:** Bachelor of Arts in English
2. **Name of the University:** Sylhet International University
3. **Vision of the University:** The vision of Sylhet International University is to infuse into its students a passion for learning that will help them grow in their professional lives, and thereby contributing to building a better society of the 21st century.
4. **Mission of the University:** Sylhet International University is achieving its mission by:
  - Providing an excellent teaching-learning environment
  - Providing professionally accomplished faculty possessing an appropriate balance of academic qualifications
  - Providing financial grants to the poor but meritorious students
  - Imparting education with ethical concern and social responsibility
  - Stimulating the search for knowledge
  - Encouraging inquiry and conversation across the traditional academic disciplines
  - Promoting opportunity for students to develop as creative independent thinkers and leaders
5. **Name of the Program Offering Entity:** Department of English
6. **Vision of the Program Offering Entity:** To provide a standardized learning for making students well equipped for dealing with global & national challenges in education, communication, employment and leadership.
7. **Mission of the program Offering Entity:** Department of English seeks:

- i. To provide students with the highest quality of education both in English language and literature, judiciously combining tradition with contemporaneity.
- ii. To attract the best possible students from diverse geographical, professional, racial and ethnic backgrounds.
- iii. To prepare the graduates as the citizens of a larger community by encouraging participation in service learning, and in diverse and international course work & programming.
- iv. To achieve personal academics by the use of modern, educational, technology in tertiary level for developing independent thoughts, high ethical standards and co-ordination.
- v. To develop the students as effective researchers on fundamental and sociopolitical problems to involve in combating societal and industrial revolution.

8. **Objectives of the Program Offering Entity:**

- a. To develop communicative competence among students so that they flourish themselves globally and locally.
- b. To build research skills in the field of English Language, literature and linguistics.
- c. To develop creativity and critical thinking skills for accumulating ideas and thoughts for the betterment of the country.
- d. Enable them to serve for fulfilling national purpose and prove themselves as an ideal citizen by improving their ethical and social values and responsibilities.
- e. Improving better communication as well as interpersonal skills to face the competitive world.

9. **Name of the Degree:** Bachelor of Arts in English

#### **10. Description of the Program:**

Department of English seeks to provide students with the highest quality of education both in English language and literature, judiciously combining tradition with contemporaneity. It seeks to attract the best possible students from diverse geographical, professional, racial and ethnic backgrounds; it encourages minority and foreign applicants and those returning to school after an interruption of their academic lives. It strives to empower students through the study of literature and language, to make them competent enough to contribute to their workplaces and communities. A student will be required to complete a minimum of 43 courses (140 credits out of 149) in order to obtain his/her Bachelor's degree offered by the Department. The four-year 'Bachelor of Arts (Hons.) in English program is to be completed in eight semesters with a total duration of six years.

#### **11. Graduate Attributes (based on need assessment):**After completion of four-year B. A

(Hons.) in English program, the students would be able to gain the following attributes:

##### **Fundamental Skills:**

1. Literary and Linguistic Knowledge
2. Modern Tool Usage

##### **Thinking Skills:**

1. Analytical Ability
2. Creativity
3. Research

##### **Social Skills:**

1. Language, Culture and Society

2. Environment and Sustainability

3. Communication

**Personal Skills:**

1. Ethics

2. Individual Work, Teamwork and Leadership

3. Life-long Learning

4. Project Management and Life skills

**12. PEOs of the Department: Upon completing BA (Hons) in English program, students will be able to:**

- i. To develop sufficient knowledge of English Language, Grammar, English Literature and Applied Linguistics in order to creatively apply the philosophies and techniques in all relevant fields.
- ii. To create an awareness of the depth and complexity of human existence, perceived across the boundaries of time, place, culture, race, ethnicity, gender, socioeconomic class and sexual orientation.
- iii. Our graduates will have professional careers in the local, regional and global organizations by demonstrating intense professionalism and upholding professional, Social and ethical values that are highly needed to establish a sustainable future for all.
- iv. Our graduates will be equipped with a wide range of diverse skills including communication, interpretative, analytical and leadership skills that will make them holistically sound and competent

- v. To develop students with positive mindset, impersonal, leadership and team building skills to face the challenges in broader aspects demonstrating integrity and ethical standard.

**PLO (Program Learning Outcomes):** After successful completion of the program, students will be able to:

1. Demonstrate the ability to formulate and defend surprising, contestable and critically significant argument in which they will analyze, evaluate and synthesize material effectively.
2. Explore discipline in language through formal writing and presentation including appropriate structure, form, rhetoric style and uses.
3. Acquire advanced professionalization in a study of English through the courses of study and through the articulation of their academic, professional and pedagogical goals.
4. Apply knowledge and skills for producing new knowledge with unique and complete data for national and global development.
5. Demonstrate a critical awareness and knowledge of the literary, cultural, artistic, socio-historical and theoretical contexts in which literature is written, produced and read.
6. Demonstrate mastery of the discipline by characterizing, instantiating and critiquing the dominant critical theories, methodologies, and practices in the field.
7. Strengthen their skills on language, linguistics, ELT and on literature sharpening their foresights on any difficult academic and research oriented context.
8. Develop ability of writing clearly and effectively in a coherent and cohesive manner
9. Demonstrate professional knowledge and excellence in their career.

10. Develop their skills for facing social and global challenges and IT abilities for upcoming forth industrial revolution.

11. Develop the imaginative power to build a horizon of exploring research and academic field.

12. Recognize the significance of autonomous and life-long learning and develop the ability to apply their learning into practice throughout their lives.

**Mapping Mission of the Department with PEOs:**

Mission/PEO	PEO1	PEO2	PEO3	PEO4	PEO5
M1	×	×			
M2		×	×		
M3			×	×	×
M4	×				×
M5		×	×		×

**Mapping PLOs with the PEO:**

PLOs/PEOs	PEO1	PEO2	PEO3	PEO4	PEO5
PLO1	×				
PLO2		×			
PLO3	×				

<b>PLO4</b>			×		×
<b>PLO5</b>			×		
<b>PLO6</b>	×				
<b>PLO7</b>					×
<b>PLO8</b>				×	
<b>PLO9</b>				×	
<b>PLO10</b>			×		
<b>PLO11</b>					×
<b>PLO12</b>			×		

**Part B.**

- a. **Structure of the Curriculum**
- b. **Duration of the program:** 4 Years (8 Semesters)
- c. **Admission Requirements:** As per UGC guidelines
- c. **Total minimum credit requirement for the Degree:** 137 credits
- d. **Total class weeks in a Year/semester:** 45 classes (24 weeks)
- e. **Minimum CGPA requirements for graduation:** CGPA 2.00
- f. **Maximum academic years of completion:** 6 Years
- g. **Category of Courses:**

## Category of Courses:

### i. General Education Courses:

SL. No.	Credit	Course Title
1.	2.0	ICT and Computer application
2.	3.0	Bangladesh Studies
3.	3.0	Introduction to Bangla Language and Literature
4.	3.0	Principles of Economics
5.	2.0	Introduction to Sustainable Development
6.	3.0	Psychology and Profession
7.	3.0	Entrepreneurship Strategy and Innovation
8.	2.0	Professional Ethics and Moral Practices
9.	2.0	Art of Career Planning
10.	2.0	Introduction to Climate Change

### ii. Core Courses:

#### Language Courses-

SL. No.	Credit	Course Title
1.	3.0	Fundamentals of English I (Oral and Written Communication)
2.	3.0	Fundamentals of English II (Language Composition & Comprehension)
3.	3.0	Principles of Linguistics
4.	3.0	Language Competence I: Reading and Writing

5.	3.0	Phonetics and Phonology for English Learners
6.	3.0	Language Competence II: Listening and Speaking
7.	3.0	Morphology and Syntax
8.	3.0	Advanced Professional English Writing
9.	3.0	The Art of English Creative Writing
10.	3.0	Methods and Approaches of English Language Teaching (ELT)

### Literature Courses-

SL. No.	No.	Course Title
1.	3.0	Critical Appreciation: Rhetoric and Prosody
2.	3.0	Introduction to English Literature I
3.	3.0	Socio-Political and Cultural History of England
4.	3.0	Introduction to English Literature II
5.	3.0	History of English Literature
6.	3.0	Aesthetics and Literary Movements
7.	3.0	Selected Literature from Elizabethan and Jacobean Period
8.	3.0	Western Philosophy (From Pre-Socratic to Postmodern era)
9.	3.0	Survey of English Literature (From Restoration to 18 <sup>th</sup> Century)
10.	3.0	Anglo-Saxon and Medieval English Literature
11.	3.0	European History in Literary Context
12.	3.0	History and Development of Eastern Thoughts
13.	3.0	Romantic Poetry
14.	3.0	Literature from Victorian Era (Poetry)
15.	3.0	Literature from Victorian Era(Fiction)
16.	3.0	Classical and Modern Literary Theory
17.	3.0	Survey of American Literature
18.	3.0	Greek and Latin Classics in Translation
19.	3.0	Modern English Literature
20.	3.0	Post colonial theories and literature
21.	3.0	Ecocriticism and Environmental narratives
22.	3.0	Research Methodology
23.	3.0	Translation Studies

**iii. Elective courses:**

<b>SL. No.</b>	<b>Credit</b>	<b>Course Title</b>
1.	3.0	Comparative Literature
2.	3.0	Development of Modern English Language
3.	3.0	South Asian Literature in English
4.	3.0	European Classics in Translation
5.	3.0	Travel Literature
6.	3.0	Arabian and Persian Literature
7.	3.0	Post Modernism
8.	3.0	Contemporary Literature

**iv. Capstone course/Internship/Thesis/Projects/Portfolio: Research**

<b>SL. No.</b>	<b>Credit</b>	<b>Course Title</b>
1.	1.0	1-2 Viva Voce
2.	1.0	2-2 Viva voce
3.	1.0	3-2 Viva voce
4.	1.0	4-2 Viva voce
5.	3.0	Project/ Thesis/Research

Year/Level/ Semester wise Distribution of Courses

B.A (Honours)

Department of English

**1<sup>st</sup> year 1<sup>st</sup> semester:**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
ENG 0232-111	Critical Appreciation: Rhetoric and Prosody	3.0
ENG 0232-112	Introduction to English Literature I	3.0
ENG 0231-113	Fundamentals of English I (Oral and Written Communication)	3.0
ENG 0232-114	Socio-Political and Cultural History of England	3.0
CSE 0611-101	ICT and Computer Application	2.0
BANG 0232-101	Introduction to Bangla Language and Literature	3.0
	<b>Total</b>	<b>17.0</b>

**1<sup>st</sup> year 2<sup>nd</sup> semester**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
ENG 0231-121	Fundamentals of English II (Language Composition and Comprehension)	3.0
ENG 0232-122	Principles of Linguistics	3.0
ENG 0232-123	History of English Literature	3.0
ENG 0232-124	Introduction to English Literature II	3.0
GED 0222-101	Bangladesh Studies	3.0
ENG 0232-100	Viva voce	1
	<b>Total</b>	<b>16.0</b>

**2<sup>nd</sup> year 1<sup>st</sup> semester**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
ENG 0231-211	Language Competence I: Listening and Speaking	3.0
ENG 0232-212	Phonetics and Phonology for English Learners	3.0
ENG 0232-213	Selected Literature from Elizabethan and Jacobean Period	3.0
ENG 0232-214	Survey of English Literature (From Restoration to 18 <sup>th</sup> Century)	3.0
ENG 0232-215	The Art of English Creative Writing	3.0
BUS 0311-201	Principles of Economics	3.0
	<b>Total</b>	<b>18.0</b>

**2<sup>nd</sup> year 2<sup>nd</sup> semester**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
GED 0031-201	Introduction to Sustainable Development	2.0
ENG 0232-221	Anglo-Saxon and Medieval English Literature	3.0
ENG 0232-222	European History in Literary Context	3.0
ENG 0232-223	Morphology and Syntax	3.0
ENG 0231-224	Language Competence II: Reading and Writing	3.0
GED 0521-202	Introduction to Climate Change	2.0
ENG 0222-200	Viva Voce	1.0
	<b>Total</b>	<b>17.0</b>

### 3rd Year 1st Semester

Course Code	Course Title	Credit Hours
ENG 0232-311	Advanced Professional English Writing	3.0
ENG 0232-312	Aesthetics and Literary Movements	3.0
ENG 0232-313	Romantic Poetry	3.0
ENG 0232-314	Post colonial theories and literature	3.0
ENG 0232-315	Western Philosophy (From Pre-Socratic to Postmodern era)	3.0
GED 0031-303	Art of Career Planning	2.0
	<b>Total</b>	<b>17.0</b>

### 3rd year 2nd Semester

Course Code	Course Title	Credit Hours
GED 0313- 304	Psychology and Profession	3.0
ENG 0232-321	History and Development of Eastern Thoughts	3.0
ENG 0232-322	Literature from Victorian Era I (Poetry)	3.0
ENG 0232-323	Literature from Victorian Era II (Fiction)	3.0
GED 0413-301	Entrepreneurship Strategy and Innovation	3.0
ENG 0222-300	Viva Voce	1.0
	<b>Total</b>	<b>16.0</b>

#### 4th Year 1st Semester

Course Code	Course Title	Credit Hours
ENG 0232-411	Methods and Approaches of English Language Teaching (ELT)	3.0
GED 0223-401	Professional Ethics and Moral Practices	2.0
ENG 0232-412	Survey of American Literature	3.0
ENG 0232-413	Greek and Latin Classics in Translation	3.0
ENG 0232-414	Translation Studies	3.0
ENG 0232-415	Research Methodology	3.0
	<b>Total</b>	<b>17.0</b>

#### 4th Year 2nd Semester

Course Code	Course Title	Credit Hours
ENG 0232-421	Modern English Literature	3.0
ENG 0232-422	Eco criticism and Environmental narratives	3.0
ENG 0232-423	Classical and Modern Literary Theory	3.0
ENG 0232-4**	Elective Course I	3.0
ENG 0232-4**	Elective Course II	3.0
ENG 0232-431	Project/ Thesis	3.0
ENG 0232-432	Viva Voce (Comprehensive)	1.0
	<b>Total</b>	<b>19.0</b>

**Elective Courses:**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
ENG 0232-424	Comparative Literature	3.0
ENG 0232-425	Development of Modern English Language	3.0
ENG 0232-426	South Asian Literature in English	3.0
ENG 0232-427	European Classics in Translation	3.0
ENG 0232-428	Post Modernism	3.0
ENG 0232-429	Contemporary literature	3.0
ENG 0232-430	Travel literature	3.0
ENG 0232-431	Arabian and Persian Literature	3.0

**\*\*\* The following two courses will be offered by the Department English as GED courses to the other departments**

English Language Skills I: Reading and Writing  
English Language Skills II: Listening and Speaking

## Part C

Description of all courses of the program including the following information for each course:

### 1<sup>st</sup> Year 1<sup>st</sup> Semester

<b>Course Title:</b> Fundamentals of English I (Oral and Written Communication)	<b>Course Code:</b> ENG 0231-113	<b>Level:</b> 1st year 1st Semester
<b>Credit :</b> 3.0	<b>Course Type:</b> Language	<b>Total Marks:</b> 100

**The rationale of the Course:** This learner-centered course is designed to upgrade students' speaking and writing skills for personal, educational or employment purposes. This course focuses on extending speaking and listening skills to improve confidence and develop basic proficiency in speaking and writing.

**Course objectives:** the objectives of the course are:

1. Students will be able to imbibe correct usage of English grammar *in* writing and speaking.
2. It gives them sufficient practice in the use of language.

### **Course Learning Outcomes:**

Upon completion of this course, students will be able to:

CLO1. Speak in formal and informal situations fluently and accurately

CLO2. Understand and analyze various listening texts

CLO3. Be competent in writing with grammatical accuracy

CLO4. Carry on conversation in any social situation

CLO5. Develop effective and coherent writing skills

**Mapping Course Learning Outcomes (CLOs) with the PLOs**

CLO/P LO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PLO 12
CLO 1										✓		
CLO 2		✓		✓								
CLO 3						✓						
CLO 4			✓							✓		✓
CLO 5		✓								✓		

**Mapping CLOs with the Teaching-Learning and Assessment Strategy**

Course content	CLOs	Teaching-Learning Strategy	Assessment Strategy
Grammatical and Structural aspects covering  Parts of Speech, Tense, Voice, Clause, Preposition, Degrees of Comparison,  Synonyms and Antonyms, etc;	CLO 1	Interactive Learning, Collaborative Learning, Pair Work, Group Work, Debate, Task Based Learning, Problem Solving	Grammar, Vocabulary, Discourse Management, Fluency, Pronunciation, Drama
Identifying and analyzing Grammatical errors including errors in Spelling and	CLO 2	Cooperative Learning, Peer checking, Collaborative Learning, Critical Learning & Problem	Identification, argumentative essay, free hand writing, idea development and practice

Punctuation marks		Solving	
Essay writing, cover letter, CV and formal applications	CLO 3	Cooperative Learning, Group Work, Individual Work, Poster Presentation, Power Point Presentation, Feedback	Presentation, Assignment
Listening: Understanding – Spoken English, Formal English; Exercises	CLO 4	Interactive learning, Collaborative Learning, Participatory	Assignment, Exercise

**Books Recommended:**

1. Jones L., Alexander R., New International Business English (Communication Skills in English for Business Purposes), Cambridge University Press.
2. NCERT, Knowing about English – A Book of Grammar and Phonology
3. NCERT, Working with English – A Workbook
4. Pamela J. Sharp: Barron's TOFEL
5. Oxford Modern English Grammar

<b>Course Title:</b> Introduction to English Literature I	<b>Course Code:</b> ENG 0232-112	<b>Level:</b> 1 <sup>st</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Literature	<b>Credit:</b> 3.0	<b>Total Marks:</b> 100

**The Rationale of the Course:** Students need to familiarize themselves with diverse genres, literary terms, lives and poetic works of the poets of various periods. The course will help students to develop the skills of analyzing and interpreting poems of different periods in terms of philosophical, cultural, and historical contexts.

**Course Objectives:** The objectives of this course are:

1. To acquaint students with miscellaneous genres, literary terms, lives and poetic works of the poets of various periods
2. To build up the ability to create critical appreciation based upon various theoretical approaches
3. To introduce students to literary and historical backgrounds of different periods of English literature

**Course Learning Outcomes:**

Upon completion of this course, the students will be able to:

CLO1. Recognize the basic literary terms and historical backgrounds of the English literature

CLO2. Acquire skill to do research on sociopolitical, philosophical, ecological, religious and psychological aspects reflected in English literature

CLO3. Understand and appreciate Poetry as a literary art form

CLO4. Recognize the rhythmic, metrics and musical aspects of poetry

CLO5. Evaluate and critique poetry using appropriate literary techniques

**Mapping Course Learning Outcomes (CLOs) with the PLOs**

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PLO11	PLO12
CLO1					√							
CLO2			√		√			√				
CLO3				√								√
CLO4		√			√							
CLO5				√	√			√				

**Mapping CLOs with the Teaching-Learning& Assessment Strategy**

Content	CLO	Teaching-Learning Strategy	Assessment Strategy
Shakespeare: “Shall I compare thee to a Summer’s day”; “My Mistress’s Eyes are Nothing Like the Sun.”	CLO 1	Lecture, PowerPoint Presentation,	Quiz, Assignment
Donne: “The Sunne Rising”; “Canonization.”	CLO 2	Lecture, Video,	Presentation,

P. B. Shelley: "The Ode to the West Wind"		PowerPoint, Discussion	
John Keats: "Ode on a Grecian Urn.", "To Autumn" Tennyson: "Ulysses", "The Lotos-Eaters"	CLO 3	Handouts, Discussion, PowerPoint Presentation	Term-test
Browning : "My Last Duchess", "Fra Lippo Lippi" Eliot: "The Love Song of J. Alfred Prufrock."	CLO 4	Lecture	Assignment, Writing Poetry
Emily Dickinson : "I like to see it Lap the Miles"; "Because I could not stop for Death"	CLO 5	PowerPoint Presentation, Academic paper	Assignment, term test, Quiz

#### Books Recommended:

1. C. Brooks and R.P Warren: *Understanding Poetry*
2. C. Shapiro and Beum: *A Prosody Handbook*
3. M. H. Boulton: *Anatomy of Poetry*
4. M.H. Abrams: *A Glossary of Literary Terms*
5. X.J Kennedy: *An Introduction to Poetry, Fiction and Drama*
6. Pranab Kanti Deb: *An Approach to the Study of English Literature*

<b>Course Title-</b> Critical Appreciation: Rhetoric and Prosody	<b>Course Code:</b> ENG 0232-111	<b>Level:</b> 1 <sup>st</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Theory	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

**The rationale of the course:** Students of English Language and Literature need to gather knowledge about the classical art of persuasion. They need to analyze rhetorical terms to study literature

critically. They also need to explore the dynamics of symbolic action through studying rhetoric and prosody. The course will help students to categorize the literary features of poetry and interpret the literary techniques.

**Course Objectives:** The objectives of this course are

1. To provide students with knowledge of the classical art of persuasion.
2. To identify the fluent use of language.
3. To analyze different rhetorical terms.
4. To develop students' understanding of various literary figures of speech.

### **Course Learning Outcome**

Upon completion of this course, the student will be able to:

CLO1. Recognize and describe the classical art of persuasion.

CLO2. Interpret the different literary terms.

CLO3. Categories, compare and contrast the material aspects of pomes.

CLO4. Evaluate literary figures of speech.

CLO5. Understand and appreciate literature as an art form.

CLO6. Analyze the various symbolic use in literature.

CLO7. Recognize the rhythms, metrics and other musical aspects of literature.

## Mapping CLOs and PLOs

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	√			√				
CLO2	√		√					
CLO3		√			√			
CLO4		√	√					
CLO5			√	√				
CLO6	√							
CLO7		√			√			

## Mapping CLOs with the Teaching-Learning and Assessment Strategy

Course content	CLO	Teaching-Learning Strategy	Assessment Strategy
Summary and Interpretation: Narrative prediction	CLO1	Lecture, Presentation	Essay question, Quiz
language, dialogue and setting; sound patterns and interpretation;	CLO2/CLO3	Lecture, Group discussion	MCQ, Short answer
literary and non-literary language; word patterns; stylistic analysis	CLO3/CLO4	Lecture, Pair work	Assignment
Analyzing poetry and prose for sound,	CLO4/CLO7	Lecture, Visual presentation	MCQ/presentation
sense, imagery, structure, rhetoric and prosody	CLO5/CLO6	Lecture, video clips	Essay Question

**Books Recommended:**

1. M H Abrahams: *A Glossary of Literary Terms*
2. Bose and Sterling: *Elements of Rhetoric and Prosody*
3. M Boulton: *Anatomy of Poetry & Anatomy of Prose*
4. J A Cuddon: *Dictionary of Literary Terms and Literary Theory*
5. Gopal Mallik Thakur: *The Anatomy of Rhetoric and Prosody*
6. Rodger Fowler: *A Dictionary of Modern Critical Terms*
7. Martin Stephen: *English Literature: A student Guide*

<b>Course Title:</b> ICT and Computer Application	<b>Course Code:</b> CSE 0611-101	<b>Level:</b> 1 <sup>st</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Theory	<b>Credits:</b> 2.0	

**The rationale of the course:** The purpose of this course is to provide students the basic knowledge of computing technologies, its processing techniques and services.

**Course Objectives:** The objectives of this course are

1. To make students explore and understand ethics and boundaries of morality and technology.
2. To help them understand and explore cyber security.
3. To help them understand, explore, and acquire a critical understanding of cyber law.
4. To facilitate necessary knowledge about different rules for legal bindings.

### Course Learning Outcome:

Upon completion of this course, the student will be able to:

CLO1. Demonstrate applications of Computers and outline the procedure of computer operations.

CLO2. Explain the classifications of Computers and distinguish between components and peripherals.

CLO3. Identify different number systems and convert them into others.

CLO4. Categorize different data processing techniques.

CLO5. Critically analyze and compare among various operating systems and their functionalities.

CLO6. Utilize and apply different applications and system software in need.

CLO7. Describe computer programming languages and their scope of implementation.

CLO8. Illustrate the mechanism of data transmission and networking.

### Mapping CLO with PLO:

CLO/PL O	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PL O 10	PLO 11	PLO 12
CLO1			✓					✓				
CLO2						✓						
CLO3	✓											
CLO4			✓			✓						✓
CLO5			✓									
CLO6							✓					
CLO7	✓				✓							
CLO8										✓		

### Mapping CLOs with the Teaching-Learning and Assessment Strategy:

Course content	CLO	Teaching-Learning Strategy	Assessment Strategy
<b>Introduction:</b> Definition, history & some	CLO1, CLO5	Lecture	Assignment

applications of computers.			
<b>Classification of Computer:</b> H/W and S/W computer components.	CLO2, CLO3	Lecture, Group Discussion	MCQ, Written test
<b>Number systems :</b> Binary, octal, hexadecimal number systems and operations, computer codes. Boolean algebra. Data processing techniques. Arithmetic and logic operation. Logic gates. Operating systems: MS-WINDOWS, UNIX. Application software's: Word processors, word perfect, MS word Excel, Foxpro.	CLO3, CLO7, CLO8	Lecture, Group work	Assignment
<b>Programming languages:</b> M/c language, assembly language, high level languages, source & object language, 4th generation language, compilers, translators & interpreter. Elements of computer H/W. Data transmission & networking.	CLO4, CLO6, CLO5	Interactive Discussion	MCQ, Written Course

**Books Recommended:**

1. Introduction to Computers – Subramanian
2. Inside the PC – P. Norton
3. Introduction to Computer – Norton
4. Computer Fundamentals – Prodeep K. Sinha

<b>Course Title:</b> Socio-Political and Cultural History of England	<b>Course Code:</b> ENG 0232-114	<b>Level:</b> 1 <sup>st</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Literature	<b>Credits:</b> 3.0	

**The rationale of the course:** English literature students need to understand the social and political history of England to apprehend English literature well. The English social and cultural history is related to English literature.

**Course Objective:**

The objectives of this course are:

1. To gain ideas about English history.
2. To expand their understanding of the aspects of European history
3. To realize the facts of the rivalry among European powers.
4. To compare and contrast different types of conquests.
5. To explore the deep relation of the English history to its literature.
6. To classify different stages of the English history.

**Course Learning Outcome (CLO):**

Upon completion of the course, students will be able to:

CLO1. Learn various phases of the history of England.

CLO2. Acquaint themselves with the invasion of England by the Roman people.

CLO3. Get information and knowledge about the Saxon invasion of England and the development of the English language

CLO4. Connect the English history to its literature.

CLO5. Realize the facts of the Renaissance and its global impact.

CLO6. Achieve a detailed description and viewpoint of Queen Elizabeth I and her diplomatic relations to foreign countries

CLO7. Understand different features of the English literary phases.

CLO8. Be familiar with various ages the English history.

CLO9 Get to know the events of the Industrial Revolution and its effects upon the process of modernization of the globe.

CLO 10 Trace the diplomatic relations of England to other countries and subsequent development of England.

**Mapping Course Learning Outcomes (CLOs) with the PLOs :**

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PL O9	PLO10	PLO 11	PLO1 2
CLO1												
CLO2												x
CLO3												
CLO4							x					
CLO5											x	
CLO6												
CLO7												

CLO8												
CLO9												
CLO10										x		

**Mapping CLOs with Teaching- Learning and Assessment Strategy:**

<b>Course Content</b>	<b>CLO</b>	<b>Teaching Learning Strategy</b>	<b>Assessment Strategy</b>
1. The Phoenicians' Trade with the Britons: BC 200 - BC 79	CLO1	Lecture, Charts, Group work	Short answer, Quiz, Assignment
2. Roman Invasion by Julius Caesar's Legionnaires: BC 79-449 AD?	CLO2	Lecture, Group discussion	Short answer Assignment MCQ
3. The Landing of Hengist and Horsa in Britain: 449-1066 (Anglo Saxon Period)	CLO3	Lecture, Small Group Practice	Short answer Assignment
4. The Norman Invasion: 1066 – 1400 (Anglo Norman Period)	CLO4	Lecture, Exercise	Short answer MCQ
5. The Revival of Learning: 1400-1558 (The Renaissance)	CLO5	Lecture, Exercise, Peer correction	MCQ Assignment
6. Elizabethan Age: 1550-1620	CLO6	Lecture, Small Group Practice	Short answer Assignment
7. The Puritan Age: 1620-1660	CLO7	Lecture, Exercise	Short answer MCQ
8. Period of Restoration: 1660-1700	CLO8	Lecture, Video clips	Short answer Essay

9. The Eighteenth Century: 1700-1800	CLO9	Lecture,	Short answer
10. The Union of the Great Britain and Ireland to Crimean War: 1800-1854	CLO9	Small Group Practice	MCQ Assignment
11. The Victorian Age: 1850-1900	CLO10	Lecture, Exercise	Short answer
12. Twentieth Century England upto the Second World War	CLO 8	Reading practice	MCQ

**Books Recommended:**

1. Mahajan V. D : *History of England*.
2. G. M. Trevelyan : *A Shortened History of England*
3. G. M. Trevelyan : *English Social History*
4. John Thorn, Roger Lockyer, David Smith : *A History of England*
5. Dr. A.N. Johri : *A Social History of England*
6. Ford, Boris : *History of English Literature, Vols. 1 – 10*

<b>Course Title:</b> Introduction to Bangla Language and Literature	<b>Course Code:</b> BANG 0232-101	<b>Level:</b> 1 <sup>st</sup> year 1 <sup>st</sup> semester
<b>Credits:</b> 3.0	<b>Course type :</b> Literature	

### Rationale of the Course:

evsjv fvlv, evsjv e`vKiY Ges evsjv mvwnZ`i wewfbæ avivi cÖwZwbwaZ;kxj mvwnwZ`K I ZvuZ`i mvwnZ`Kg© mœúZ`K© aviYv cÖ`vZ`bi ga` w`Z`q wkÿv\_©xZ`i m,,Rbx kw³i weKvk NUvZ`bv GB †KvZ`m©i jÿ`| evsjv fvlv I mvwnZ`i cÖavb aviv mœúZ`K© AewnZ nZ`j Gi ga` w`Z`q Dwbk †kv evqvZ`bœv mvZ`ji ivó`fvlv AvZ`v`vjb I Dwbk †kv GKvËi mvZ`ji gnvb gyw³hyZ`xi gva`Z`g AwR©Z evsjvZ`Z`ki BwZnm I Zvi mvs`<...wZK `ewkó` mœúZ`K©i aviYv cvIqv hvZ`e|

### Course Objectives:

- wkÿv\_©xZ`i evsjv e`vKiY mœcZ`K© mg`K Ávb jvZ`f AvMÖnx KZ`i †Zvjv;
- i× I cÖwgZ evsjv wjLb-†KŠkj welZ`q Rvbvi AvMÖn m,,wó Kiv;
- wkÿv\_©xZ`i evsjv fvlv I mvwnZ` cVZ`b AvMÖnx KZ`i †Zvjv, evsjv mvwnZ` welZ`q MZ`eIYvi Øvi DZ`bÿvPb Kiv;
- evsjv fvlv I mvwnZ`i weZ`kl weZ`kl avivi †jLK I ZvZ`i iPbvi cwiPq mœcZ`K© Rvbv|

### Intended Learning Outcomes (ILO):

GB †Kvm©wU Aa`qZ`bi dZ`j wkÿv\_©xiv †h mKj welZ`q mg`K Ávb I `ÿZv AR©b KiZ`eÑ

ILO-1: evsjv aÿwb, eY©, Aÿi, kã I c` cÖf...wZ;

ILO-2: cÖwgZ evsjv evvbixwZ, evsjv fvlvixwZ, cwifvlv I cÖwZeY©xKiY;

ILO-3: evsjv KweZv, †QvUMi, cÖeZ`Üi welq%œwPÎ` I wkicÖKiY;

ILO-4: mvwnZ`i ifc I cÖK...wZ|

### Course Contents:

#### fvlv I wbg©wZ

fvlv

Ñevsjv aÿwb I eY©

Ñ`^i I e`Áb

Ñevsjv `^iaÿwb I `^ieY©

Ñevsjv e"Äbaÿwb I e"Äbe‡Y©i D" PviY  
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### wbwg©wZ

Ñw`bwjwc ev Wv‡qwi  
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Ñ`e-WvK ev B-†gBj Ges ýz‡`evZv© ev GmGgGm  
ÑgyL‡jL ev †dmeyK  
ÑcÍvw` †jLb  
Ñmsjvc iPbv  
Ñýz‡`Mí †jLv  
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K. GKz‡k †deªæqvwi; L. gyw³hy³; M. evsjv beel©; N. evsjv Drme; O. loFZz; P. evsjv fvlv; Q.  
evsjvi †jvKms`<...wZ; R. gvbeZv I `bwZKZv; S. wek|vqb; T. AvaywbK Z`cÖhyw³|

### mvwnZ`

#### KweZv

ÑAve`yj nvwKg : e½evYx  
ÑgvB‡Kj gaym~`b `E : e½fvlv  
Ñjvjb mvuB : LvuPvi †fZi AwPb cvwL  
Ñiexª`bv\_ VvKzi : wbS©‡ii `^cœf½  
ÑKvRx bRij Bmjvg : AvR m,,wómy‡Li Djøv‡m  
ÑRxebvbª` `vk : evsjvi gyL Avwg  
Ñnvmvb nvwdRyi ingvb : Agi GKz‡k  
ÑAvjvDwİb Avj AvRv` : `§,,wZ `Íœ  
Ñkvgmyi ivngvb : †Zvgv‡K cvIqvi Rb" †n `^vaxbZv  
Ñ`mq` kvgmyj nK : Avgvi cwiPq

#### †QvUMí I Ab"vb" iPbv

Ñ iexª`bv\_ VvKzi : †cv÷gv÷vi  
Ñ †iv‡Kqv mvLvIqvZ †nv‡mb : evqyhv‡b cÂvk gvBj  
Ñ wef,wZf,lY e‡ª`"vcva"vq : cyuB gvPv  
Ñ kIKZ Iimgvb : †gŠb bq  
Ñ `mq` IqvjxDjøvnb& : bqbPviv  
Ñ Rvnbvivi Bvgg : GKvE‡ii w`b,wj  
Ñ nvmvb AvwRRyj nK : LuvPv

Ñ AvLZviæ¼vqvb Bwjqvm : AcNvZ

cÖeÜ

Ñ ew¼gP>`a P‡Ævcva`vq : ev½vjv fvlv

Ñ iex>`abv\_ VvKzi : mf`Zvi msKU

Ñ nicÖmv` kv`x : ^Zj

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Ñ KvRx bRiæj Bmjvg : eZ©gvb wek|mvwnZ`

Ñ gyn<sup>α</sup>š` Ave`yj nvB : Avgv‡`i evsjv D`PviY

Ñ Kexi †PŠayix : Avgv‡`i AvZÆcwiPq

bvUK

Ñ gybxi †PŠayix : Kei

cvVm~Î :

1. evsjv fvlv I mvwnZ`, (iPbv-msKjb-m<sup>α</sup>úv`bv) iwdKzj Bmjvg I †mŠwgÎ †kLi, evsjv‡`k wek|we`vjg gÄyix

Kwgkb, XvKv, RyjvB, 2018|

2. evsjv GKv‡Wwg cÖwgZ evsjv e`vKiY, iwdKzj Bmjvg, cweÎ miKvi I gvneyeyj nK m<sup>α</sup>úvw`Z, evsjv GKv‡Wwg,

XvKv, Rvbyqvwi, 2014|

3. cvVmswkøó †jLK‡`i MÖš`mg~n|

**1<sup>st</sup> Year 2<sup>nd</sup> Semester:**

<b>Course Title:</b> Bangladesh Studies	<b>Course Code:</b> GED 0222-101	<b>Level:</b> 1 <sup>st</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Theory	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

**The Rationale of the Course:** Bangladesh Studies is a core course for students of all disciplines through which they can develop their knowledge of the historical, physiographic, socio-cultural, political, and economic features of Bangladesh. Students need to understand the structure of government as well as the political system of Bangladesh as active citizens of Bangladesh. They should also need basic knowledge about the election and judiciary system of Bangladesh. As students of the Bachelor of Arts program, they will engage in various types of work, especially in the apparel sector. In the workplace, this knowledge will make them proud and aware of their country.

**Course Objectives:** The objectives of the course are

1. To equip students with factual knowledge and analytical skills that will enable them to learn and critically appreciate history, economy, government and politics of Bangladesh
2. To make student Understand the geography & environment of Bangladesh over time
3. To explain the government, parliamentary and political systems of Bangladesh
4. To develop critical thinking about the political parties of Bangladesh
5. To help them to understand the judicial system of Bangladesh
6. To acquaint students with the election system of Bangladesh

**Course Learning Outcomes (CLOs):** At the end of the Course, the student will be able to:

**CLO1:** Understand the historical root and the journey of the people of Bengal.

**CLO2:** Critically analyse and present cogent argument on why tensions and contestations between and among social groups may emerge within and among states

**CLO3:** Explain the political structure and socio-economic condition of Bangladesh

**CLO4:** Explain the development of the garments industry in Bangladesh from ancient to the modern period 41 42

**CLO5:** Analyze the importance and ways for sustainable development which will increase their awareness on global issues of development process and the nature of environmental challenges.

**CLO6:** Analyze the population structure and change of the country

- CLO7.** Evaluate the government and political systems of Bangladesh.
- CLO8.** Critically analyze the political parties and parliamentary system of Bangladesh.
- CLO9.** Describe the judiciary, executive systems and election process of Bangladesh.
- CLO10.** Build up the analytical skill to assess the role of the opposition and ruling part.

### 5. Mapping CLOs to PLOs

CLO \ PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	*****	*****					*****			*****		
CLO 2	*****		*****					*****				
CLO 3					*****				*****			
CLO 4						*****			*****			
CLO 5			*****		*****						*****	
CLO 6		*****					*****		*****			
CLO 7		*****			*****							
CLO 8				*****					*****			
CLO 9		*****				*****						
CLO 10			*****				*****				*****	*****

### Mapping CLOs with the Teaching-Learning & Assessment Strategy

Course Content	CLOs	Teaching Learning Strategy	Assessment Strategy
AN Introduction to Bangladesh Studies, Origin and Anthropological identification, Territories in Ancient, Medieval and Muslim Period. British colonial rules in Indian Subcontinent, Pakistani movement and birth of Pakistan (1947)	CLO 1 CLO 2	Example: Lecture, Multimedia Presentation, Class Participation, Problem Solving	Test, Exam, Assignment, Quiz
Language movement (1948-1954), Sixpoint movement (1969) Independence of Bangladesh (1971)	CLO 1 CLO 2	-Lecture discussion with multimedia.	Short question Essay Type Observation
Geographical and Environmental studies of 8 Bangladesh Mineral resources and Industrial setup Forms of Government, Foreign Aid	CLO 1 CLO 2	- Video presentation.	Presentation

Globalization and Social Change, Development through Urbanization Development through Industrialization Types of Industries in Bangladesh and Socio-economic Development Private sector development, GDP and Savings	CLO 3 CLO 4	- Lecture discussion with multimedia. - Video presentation.	Report Essay Type
Built Environment and Urban Sustainability Poverty, Inequality and Development Corruption and Underdevelopment Issues in Social Policy: Basic Education, Health care system, Housing	CLO 5 CLO 6	Group/panel discussion.	Short question Essay Type
Form of government in Bangladesh – History of relevant amendments of constitution leading to parliamentary form of government – Relationship among Parliament	CLO1	Lecture, Presentation	Essay question, Quiz
Election and Election Commission – Role of bureaucracy in Bangladesh – Local governments, their present position and expected role	CLO3	Lecture, Visual presentation	MCQ/presentation
Executive and	CLO3	Lecture, Group discussion	MCQ, Short answer
Judiciary in Bangladesh Powers of President and Prime minister	CLO 4	Lecture, Visual presentation	MCQ, Short answer

**Books Recommended:**

1. Sirajul Islam (ed.), History of Bangladesh 1704-1971, Vol.1, Dhaka: Asiatic Society of Bangladesh, 1992.
2. Emajuddin Ahmed (ed.), Society and Politics in Bangladesh, Dhaka Academic Publishers
3. Harold J. Laski: The State in Theory and Practice.
4. Harold J. Laski: A Grammar of Politics.
5. Judd Harmon: Political Thought from Plato to the Present.
6. J. Rosenthal: Political Thought in Medieval Islam
7. David Spitz: Political Theory and Social Change (9th)
8. Morris Janowitz: The Military in the Political Development of New Nation.
9. Finer: Theory and Practice of Modern Government

<b>Course Title-</b> Principles of Linguistics	<b>Course Code:</b> ENG 0232-122	<b>Level:</b> 1 <sup>st</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Theory	<b>Credits:</b> 3.0	

**The rationale of the course:** this course captures unique conceptualizations of the world having its own ways of constructing words, phrases and sentences for communicating ideas. As we comparing structures of various languages, we come to a greater understanding of the world we live in.

**Course Objectives:** The objectives of this course are

1. To provide a fundamental understanding of the basic nature, branches and history of linguistic inquiry.
2. To use methods of logical analysis in analyzing the data from a wide variety of languages and dialects.
3. To distinguish, evaluate and interpret the methodologies and their results in the context of the overall aim of understanding the nature of language.
4. To provide a broad interdisciplinary perspective on work in language to emphasize the connectedness and relevance of work to other fields.
5. To teach students argumentation skills and the construction of arguments supported from analyzed data.
6. To collect and analyze human language data in the context of the linguistic subfields of syntax, semantics and pragmatics phonetics and phonology

## Course Learning Outcome

Upon completion of this course, the student will be able to:

CLO1. Define language and characterize language and its origin argument.

CLO2. Examine the relation between language and culture.

CLO3. Summarize the history of English language classify the changes.

CLO4. Outline the different branches of linguistics.

CLO5. Illustrate the relationship between linguistics and literature.

CLO6. Assess the role of linguistics in language teaching.

CLO7. Examine the theories of second language acquisition.

## Mapping CLOs and PLOs

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		√		√				
CLO2					√		√	√
CLO3		√		√	√			
CLO4		√		√		√	√	
CLO5	√	√			√		√	
CLO6		√	√	√			√	√

CLO7				√	√	√	√	
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### Mapping CLOs with the Teaching-Learning and Assessment Strategy

Course content	CLO	Teaching-Learning Strategy	Assessment Strategy
Language: Definition and Characteristics; Origins of Language,	CLO1	Lecture, Presentation	Essay question, Quiz
Language and Culture; History of English	CLO2	Lecture, Group discussion	MCQ, Short answer
Language and the Study of English Language Changes	CLO3	Lecture, Pair work	Assignment
Different Branches of Linguistics; Phonetics, Morphology, Syntax and Semantics	CLO4	Lecture, Video presentation	MCQ/presentation
Relationship between Linguistics and Literature	CLO5	Lecture, video clips	Essay Question
Role of Linguistics in Language Teaching	CLO6	Lecture, Presentation	Short Question/Assignment
Second Language Acquisition / Learning; Recent Developments in Linguistics.	CLO7	Lecture, Presentation	Short Question/Assignment

### Books Recommended:

1. Victoria Framkin: *An Introduction to Language*

2. John Lyon: *Language and Linguistics*
3. Dr Varshney: *A Introductory Text Book of Linguistics and Phonetics*
4. J Richard & J Plot: *Longman Dictionary of Applied Linguistics*
5. R L Trash: *A Student Dictionary of Language and Linguistics*

<b>Course Title:</b> Introduction to English Literature II	<b>Course Code:</b> ENG 0232-124	<b>Level:</b> 1 <sup>st</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Theory	<b>Credit:</b> 3.0	

**The Rationale of the Course:** This course intends to introduce students to the major genres of literature. It intends to equip students with basic knowledge of the different genres and forms of literature. It will also provide students with basic literary terms. The course also aims at helping students to acquire basic skills that would help them to analyze a piece of a literary work.

**Course Objectives:** the objectives of this course are

1. To acquire knowledge and understanding of the different literary genres (i.e. poetry, drama, novel and short story).
2. To gain knowledge and understanding of major literary terms of each genre.
3. To identify different aspects in literary texts
4. To analyze a literary concept in a given text.

**Course Learning Outcomes (CLO):**

Upon the completion of the course, the students will be able to:

CLO1. Define the different literary genres and the basic literary terms

CLO2. Outline the different literary concepts in a literary text

CLO3. Develop interpret the different aspects of a literary text

CLO4. Evaluate a literary text.

CLO5. Interpersonal Skills & Responsibility

CLO6. Demonstrate an ability to analyze and evaluate a piece of work independently.

CLO7. Work individually or in teams to analyze literary texts and concepts related to this course.

**Mapping of CLO and PLOs:**

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	✓				✓		✓				
CLO2			✓	✓						✓	
CLO3	✓	✓						✓			
CLO4				✓		✓					
CLO5	✓				✓				✓		✓
CLO6											
CLO7			✓				✓		✓		

**Mapping CLO with the Teaching- Learning and Assessment Strategy:**

Course content	CLO	Teaching-learning strategy	Assessment Strategy

George Orwell: 'Shooting an Elephant'	CLO4,CLO6	Lecture	Easy Questions, Quiz
R.K. Narayan: The Financial Expert	CLO3	Lecture, Visual presentation	Short Questions, Assignment
Jane Austen: Pride and Prejudice	CLO1, CLO7	Lecture, Presentation	Assignment
William Golding: Lord of the flies	CLO5	Lecture, Presentation	Easy Questions, Quiz, Assignment
William Shakespeare: A Midsummer Night's Dream	CLO2, CLO3	Lecture, Visual Presentation	Assignment
Bernard Shaw: Arms and the Man	CLO6	Lecture	Assignment, presentation

**Books Recommended:**

1. E. M. Forster : Aspects of the Novel
2. F.B. Millett : Reading Fiction
3. M. Boulton : Anatomy of Fiction; Anatomy of Prose
4. X.J. Kennedy : An Introduction to Poetry, Fiction and Drama.
5. M. Boulton : Anatomy of Drama
6. R.T. Jones : Studying Drama, An Introduction
7. S.I. Choudhury : Kabya Totto (Bangla Translation of Poetics)

<b>Course Title:</b> Fundamentals of English II (Language Composition & Comprehension)	<b>Course Code:</b> ENG 0232-121	<b>Level:</b> 1 <sup>st</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Language	<b>Credit:</b> 3.0	<b>Total Marks:</b> 100

**The Rationale of the Course:** This course develops the ability of communicative competence. It enriches students with knowledge that's helps them to deal with the language of science, technology, commerce and diplomacy for flourishing. This course focuses on language skills of and critical thinking.

**Course Objectives:** the objectives of this course are

1. To generate effective compositions using various methods for critical thought, for the development of ideas, for the arrangement of those ideas to achieve a specific rhetorical goal.
2. To demonstrate understanding of the ways of language and communication shape experience, construct meaning, and foster community;
3. To analyze and describe rhetorical contexts.
4. To analyze and use the forms and conventions of academic writing.
5. To produce texts that demonstrate an understanding purpose, process, subject matter, form, style, tone, and diction are shaped by specific communicative constraints and opportunities;
6. To understand the importance of research to writing, explain the kind of research required by different kinds of writing, and compose effective texts by judiciously using field research, library resources, and sources retrieved from electronic media;
7. To be able to efficient in reading and making lecture notes.

8. To synthesize different and divergent information, using the integration of information from multiple sources to engage in critical discourse;

9. To use American English appropriately.

**Course Learning Outcomes (CLO):**

**Upon completion of this course, students will be able to:**

CLO1. Enable them for Public speaking, Body Language and introduction to power point presentations.

CLO-2: Define classroom etiquettes, teacher’s expectations and respecting the opposite gender.

CLO-3: Examine grammatical competence.

CLO-4: Organizing writing and sensory perception in descriptive writing.

CLO-5: Assess technical writing skills.

**Mapping of CLOs and PLOs:**

CLO/PL O	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PLO1 1	PL O 12
CLO1	✓				✓		✓					
CLO2			✓	✓						✓		✓
CLO3	✓	✓						✓				
CLO4				✓		✓						
CLO5	✓				✓				✓		✓	

**Mapping CLO with the Teaching- Learning and Assessment Strategy:**

<b>Course content</b>	<b>CLO</b>	<b>Teaching-learning strategy</b>	<b>Assessment Strategy</b>
Grammar- Expressing in Style: Words often Confused; One-Word substitution; Idioms.	CLO4	Lecture	Easy Questions, Quiz
Advanced Reading: Understanding business-related correspondences; Comprehension of factual material	CLO3	Lecture, presentation	Short Questions, Assignment
Interpreting Visual Information: Tables, Graphs, Charts; Speech reading.	CLO1, CLO4	Lecture, Presentation	Assignment
Effective Writing : Business Correspondences (letter, fax, e-mail) for making enquiries , placing orders, Asking and Giving Information, registering complaints, Handling Complaints; Drafting notices.	CLO5	Lecture, Presentation	Easy Questions, Quiz, Assignment
Drafting Advertisements: Job Applications	CLO2, CLO3	Lecture, Visual Presentation	Assignment
Speaking: Business Etiquettes; Impromptu speech; Debate; Role Play; Presentations. Listening: Business-related conversations; Exercises.	CLO5	Lecture	Assignment, presentation

**Books Recommended:**

1. A. Ashley: A Handbook of Commercial Correspondence, OUP
2. M. Monipatty: The Craft of Business Letter Writing, Tata McGraw Hill

3. K. Mohan and M. Banerjee: Developing Communication Skills, Macmillan
4. M. Osborn and S. Osborn: Public Speaking, AITBS Publishers
5. M.A. Rizvi: Effective Technical Communication, Tata McGraw-Hill

<b>Course Title:</b> History of English Literature	<b>Course code:</b> ENG 0232-123	<b>Level:</b> 1 <sup>st</sup> year 2 <sup>nd</sup> semester
<b>Credits:</b> 3.0	<b>Course type :</b> Literature	

**Rationale:** The course offers students a repository of the cultural heritage of England. The learners become more knowledgeable, perceptive and intelligent by learning about the forces, individuals, trends, and events that shaped the English Literature of today. The students discover from the power of novels, poems, plays, and stories delight, entertain, inform, shock, and reveal from their own experience.

**Course objectives:**

1. Enable a critical understanding of the intellectual history of England and to equip the learners to analyze literary products within particular socio-historical contexts.
2. To incorporate values and develop human concern in students through exposure to literary texts
3. Explain the historical development of the English language from its origins in Britain to its contemporary role as a global language.
4. Apply critical thinking skills to a variety of written forms including peers' responses to reflect and evaluate information.

**Course Learning Outcomes:**

CLO1: Analyze how the religious, social and political history of England influence the English writers from the Anglo-Saxon period to the postmodernism.

CLO2: Learn about major writers and their works in chronological order.

CLO3: Understand how literature also influences the social and political history of each period.

CLO4: Compare English Literature of one period with that of another.

## Mapping CLOs and PLOs

CLO/PL O	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PL O 10	PL O 11	PL O 12
CLO 1				✓								
CLO 2							✓					
CLO 3					✓							
CLO 4											✓	

## Mapping of CLOs with the Teaching-Learning and Assessment Strategy

Course content	CLOs	Teaching-Learning Strategy	Assessment Strategy
The Anglo-Saxon and Anglo-Norman Period, The Age of Chaucer	CLO1	Lecture, Reading Assignment, Cooperative Learning, Exercise	Discussion, Exercise
The Elizabethan Period and The Puritan Age	CLO2	Lecture, Reading Assignment, Cooperative Learning, Exercise.	Discussion, Exercise, Group Exercise, Identification, Short answer, Assignment
The Restoration Period, Eighteenth Century The Romantic Age	CLO3	Lecture, Cooperative Learning, Group Assignment	Quiz, Assignment, Report
The Victorian Age, The 20th Century Literature Modernism and Postmodernism	CLO4	Lecture, Cooperative Learning, Group Assignment, Presentations & Feedback	Presentations, Assignments

**Books Recommended:**

1. **Edmonds, E.W:** A Historical Summary of English Literature
2. **Hudson, W. H :** An Outline History of English Literature.
3. **Long, J. W :** English Literature.
4. **Batson, F. W :** A Guide to English Literature. Long man
5. **George Watson (ed.):** Concise Cambridge Bibliography of English Literature.
6. **Legouis and Cazamian :** History of English Literature.
7. **Cambridge History of English Literature.**
8. **Oxford History of English Literature.**
9. **Sampson :** The Concise Cambridge History of English Literature.
10. **Daiches, David :** A Critical History of English Literature. (2 volumes).
11. **Ford, Boris :** History of English Literature. (6 volumes)
12. **Macfarlane and Brodberry :** Modernism
13. **Healey, S :** Postmodern for the Beginners.

<b>Course Title:</b> Viva Voce	<b>Course Code:</b> ENG 0232-100	<b>Level:</b> 1 <sup>st</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Oral Presentation	<b>Credit:</b> 1.0	

**Rationale of the Course:** There are a variety of circumstances which might require the use of a viva voce and provision for these is contained in the academic and organizational regulations. There are several legitimate reasons for asking a student to attend a viva voce examination, all of which may have a different impact on the student.

**Course Objectives:** The objectives of this course are

1. To assess student's ability to communicate with another person.
2. To supplement the information obtained through other evaluation techniques.

3. To use stimulation methods like role play and telephone conversation.
4. To identify and analyze the student's presence of mind.
5. To evaluate the student's spontaneity and mannerism.
6. To acquire soundness of knowledge through various forms of question.
7. To diagnose the student's limitation and weakness and take remedial action.

**Course Learning Outcomes (CLO):**

Upon completion of this course, students will be able to:

- CLO1. Provide direct contact with the candidates to assess their communication, presentation skills and overall impression.
- CLO2. Provide opportunity to mitigate circumstances into accounts.
- CLO3. Provide flexibility in moving the candidates from strong to weak points.
- CLO4. Makes students formulate replies without cues, and the reaction is observed for a specific stimulus.
- CLO5. Provide an opportunity for the examiner to get feedback on the performance of the students and the university.

**Mapping of CLOs and PLOs:**

CLO/PL	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO1	PLO1	PL
O	1	2	3	4	5	6	7	8	9	0	1	O 12
CLO1	✓				✓		✓					

CLO2			✓	✓						✓		✓
CLO3	✓	✓						✓				
CLO4				✓		✓						
CLO5	✓				✓				✓		✓	

**Mapping CLO with the Teaching- Learning and Assessment Strategy:**

Course content	CLO	Teaching-learning strategy	Assessment Strategy
All the courses gone through at 1-1 and 1-2 semesters	CLO1-CLO5	There is no specific strategy	Oral Presentation

**Books Recommended:**

All the course books

## 2<sup>nd</sup> Year 1<sup>st</sup> Semester

<b>Course Title:</b> Language Competence II ( Listening and Speaking)	<b>Course Code:</b> ENG 0231 -211	<b>Level:</b> 2 <sup>nd</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Language	<b>Credit:</b> 3.0	<b>Total:</b> 100

**Rationale:** This course is for students who wish to upgrade their speaking and listening skills for personal, educational and employment purposes. The course focuses on extending speaking and listening skills to improve confidence and develop basic proficiency in speaking and listening.

### Course Objectives:

1. To prepare students to utilize listening and speaking skills in real life situations.
2. To explore different strategies for persuasion.
3. To enable students to express themselves fluently and convey their ideas clearly.
4. To equip students to analyze and synthesize information presented in different sources.
5. To develop their ability to comprehend academic listening materials.
6. To provide knowledge for developing skills needed as a presenter, individually or as a group.

### Course Learning Outcomes (CLO):

CLO1. Use appropriate words to give the correct meaning in speaking and writing.

CLO2. Find the meaning of words using context clues.

CLO3. Focus on a wide variety of words suitable for their written and oral work.

CLO4. Distinguish different meanings of words with more than one same word type.

CLO5. Make inferences based on the information in speaking and listening text.

### Mapping of CLOs and PLOs:

CLO/PL O	PLO1	PLO2	PLO3	PLO 4	PLO 5	PLO 6	PLO7	PL O8	PLO 9	PLO 10	PLO1 1	PLO12
CLO1	✓	✓				✓						
CLO2	✓		✓				✓					
CLO3			✓		✓				✓			✓
CLO4				✓				✓		✓		
CLO5	✓	✓				✓					✓	

### Mapping CLO with the Teaching- Learning and Assessment Strategy:

Course content	CLO	Teaching-learning strategy	Assessment Strategy
Language-as a means of Communication, Oral communication: nature, function, and types, Advantages and disadvantages, Guidelines for effective oral communication.	CLO3	Lecture, Presentation	Easy question, Quiz
Listening and Speaking: Features of language for listening and speaking- , Phonetic features, Grammar, Vocabulary, Audience awareness, Context; Speaker-listener rapport; Body language: Perspectives, importance and types; Advantages and limitations; Effective use of body language; Guidelines for improving listening and speaking skills.	CLO1, CLO2 CLO5	Lecture, Visual presentation Lecture, video clips	Presentation Assignment
Situations and tasks: Interview, Telephonic conversation, Discussion, Presentation, Debate, Conversation, Public speaking, Storytelling and retelling, role and play, simulation, giving impromptu talk, teaching .	CLO4	Lecture, Pair work, Group discussion	Presentation

### Books Recommended:

1. Friederike klippel: *Keep Talking*
2. Mantin Bygate: *Speaking*
3. Oconnor, J.L: *Better English Pronunciation*
4. Pease, A : *Body Language (New Ed.)*
5. Gordon, R.L.: *Interviewing Strategy, Techniques and Tactics.*

<b>Course title:</b> Selected Literature from the Elizabethan and Jacobean Period	<b>Course Code:</b> ENG 0232-213	<b>Level:</b> 2 <sup>nd</sup> Year 1 <sup>st</sup> Semester
<b>Course Type:</b> Literature	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** This course aims to provide students with an understanding of literary and historical backgrounds of English literature during Elizabethan and Jacobean period. To familiarize the students with diverse genres, lives and works of the literary masterminds of the Elizabethan and Jacobean period.

**Course Objectives:**

1. To develop the skills of analyzing and interpreting literary texts of the Elizabethan and Jacobean period in terms of different philosophical, cultural, historical and psychological contexts
2. To build up the ability to critically appreciate a text based upon various theoretical approaches
3. To enhance the ability of the students to do research on social, political, religious, economical, ecological, philosophical, psychological aspects.
4. To develop the understanding of the importance of morality in familial, social, national and global contexts

**Course Learning Outcomes:**

Upon completing this course, the students will be able to:

CLO1. Demonstrate the ability to identify and comprehend the literary and historical breakthroughs of the English literature during Elizabethan period

CLO2. Acquire knowledge about different genres, creative geniuses of Elizabethan period and their works

CLO3. Attain the concept of analyzing and interpreting various literary texts of the Elizabethan period in relation to philosophical, cultural, historical and psychological background

CLO4. Gain the capability of creating innovative insights of texts applying different theoretical framework

CLO5. Acquire skill to do research on sociopolitical, philosophical, ecological, economical, religious and psychological aspects of Elizabethan period reflected in English literature

**Mapping Course Learning Outcomes (CLOs) with the PLOs**

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO 1	√											
CLO 2	√			√								

CLO 3					√	√						
CLO 4							√	√			√	
CLO 5			√	√	√						√	

### Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

Course Content	CLOs	Teaching-Learning Strategy	Assessment Strategy
1. Spenser: <i>The Faerie Queen, Bk. 1</i>	CLO 1	Lecture, Video, PowerPoint Presentation,	Quiz, Assignment
2. Thomas Kyd: <i>The Spanish Tragedy</i> Marlowe: <i>Doctor Faustus</i> Shakespeare : <i>Macbeth</i>	CLO 2	Lecture, Cooperative Learning, Discussion	Presentation, Assignment
3. Donne: As in Grierson's Metaphysical Lyrics and Poems (Except "The Sunne Rising" and "Canonization")	CLO 3	Handouts, Academic Paper Analysis,	Assignment, Term-paper Presentation
4. Marvell: As in Grierson's Metaphysical Lyrics and Poems	CLO 4	Handouts, Academic Paper Analysis, Discussion, PowerPoint Presentation	Term-test, Assignment, Presentation
5. Milton : <i>Paradise Lost, Books IX and X</i>	CLO 5	Handouts, Academic Paper Analysis, Discussion, PowerPoint Presentation	Term-paper, Assignment, Presentation

### Books Recommended:

1. A. Alvarez: *The School of Donne*
2. A.J. Smith: *Donne: Songs and Sonnets*
3. B. Willey: *Seventeenth Century Background*
4. E.M. Tillyard: *Milton*
5. F.R. Wilson: *Seventeenth Century English Prose*
6. G.K. Hunter: *Paradise Lost*
7. H.J. Grierson: *Cross Currents in English Literature of the 17<sup>th</sup> Century*
8. J. Bayley, *Spenser: Fairie Queen*
9. *The Pelican Guide to English Literature Vol.3*
10. A. C. Bradeley: *Shakespearian Tragedy*

<b>Course Title-</b> Phonetics and Phonology for English Learners	<b>Course Code:</b> ENG 0232-212	<b>Level:</b> 2 <sup>nd</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Language	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** Students will learn exactly how the sounds of English language are formed, and they will be able to produce them precisely rather than simply using the most similar sound from our existing repertoire.

### Course Objectives:

1. To establish a basic understanding of Phonetics and Phonology.
2. To identify the features and structures of different types of sounds.
3. To develop the skills necessary for examining data and using formal means for describing observation based on English sounds.
4. To heighten meta-linguistic awareness of the subject in a systematic way.
5. To enhance the sensitivity, accuracy and clarity of the student's knowledge of the sound system of language.

### Course Learning Outcome

CLO1. Understand the system of sound and sound combinations in English (Phonology).

CLO2. Understand the process of sound production, its' transmission and perception.

CLO3. Differentiate between consonants and vowels.

CLO4. Pronounce English sounds in isolation and in connected speech.

CLO5. Differentiate between consonants and vowels in all word-positions.

CLO6. Distinguish phonemes and allophones.

CLO7. Know the structure of the English syllable.

CLO8. Know the different types of stress in English.

CLO9. Distinguish strong and weak forms.

CLO10. Know different connected speech processes, as Intonation, assimilation, elision, linking, etc.

### Mapping CLOs and PLOs

CLO/PL O	PL O1	PLO 2	PLO 3	PLO 4	PLO 5	PL O6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PL O12
CLO1				√			√		√	√	√	√
CLO2			√						√		√	
CLO3						√	√		√			√
CLO4	√						√					
CLO5				√		√						
CLO6				√					√			

CLO7				√								
CLO8				√		√			√			
CLO9				√		√			√			√
CLO10		√		√			√		√			√

### Mapping CLOs with the Teaching-Learning and Assessment Strategy

Course content	CLO	Teaching-Learning Strategy	Assessment Strategy
<b>Phonology</b> -Defining speech sounds with the place and manner of articulation.	CLO1	Lecture, Presentation	Essay question, Quiz
<b>Phonetics</b> -Articulatory and Acoustic Phonetics; the organs of speech; IPA symbols	CLO2	Lecture, Group discussion	MCQ, Short answer
Description of Consonants and Vowels of English language; Cardinal vowels, English Short vowels, Long vowels.	CLO3	Lecture, Pair work	Assignment
English Plosives, Fricatives, Affricates and Nasals.	CLO4	Lecture, Visual presentation	MCQ/presentation
Comparing different types of sounds	CLO5	Lecture, video clips	Pronunciation Practice quiz
Phonology-Defining Phone, Allophone and Phoneme.	CLO6	Lecture, Presentation	Short Question/Assignment
English Syllables identification; Mono thong, Diphthong.	CLO7	Lecture, Picture Presentation	Identifying by given picture
Phonemic Transcription-Stress, The nature of Stress	CLO8	Lecture, Visual presentation	Practical drawing and identification
Factor of stress prominence-Weak and Strong forms	CLO9	Lecture, Practice pronunciation	Short question on different forms in words.

Intonation system in English; Functions intonation, structure of tone unit, High and low heads, Pitch, transcription of utterance.	CLO10	Lecture, Pair work	Identification by quiz.
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**Books Recommended:**

- Peter Roach: *English Phonetics and Phonology*
- Allan Cruttenden: *Pronunciation in English*
- A C Grimson: *An Introduction to Pronunciation of English*
- David Abercrombie: *Elements of General Phonetics*
- Dr Varshney: *An Introductory Text Book of Linguistics and Phonetics*
- David Crystal: *A Dictionary of Linguistics and Phonetics*

<b>Course Title:</b> Survey of English Literature (From Restoration to 18th Century)	<b>Course Code:</b> ENG 0232-214	<b>Level:</b> 2 <sup>nd</sup> Year 1 <sup>st</sup> Semester
<b>Course Type:</b> Literature	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** This course provides students with an understanding of literary and historical backgrounds of English literature covering restoration and neo-classic period. It will also acquaints students with the development of “Novel” as a genre and its different forms like “Satire”, “Allegory” etc and helps them to enhance the ability of textual analyses.

**Course objectives:** The objectives of the course are

- 1.To deepen a student’s awareness of the universal human concerns that are the basis for literary works.
- 2.To stimulate a greater appreciation of language as an artistic medium and of the aesthetic principles that shape literary works.
- 3.To understand literature as an expression of human values within an historical and social context historical context.

**Course Learning Outcomes:**

Upon completion of the course, students will be able:

CLO1. To identify and describe distinct literary characteristics of the 18th century British literature driven by reason, intellect, correctness and satirical spirit.

CLO2. To develop an understanding of 18th-century British literature within its cultural and

CLO3. To evaluate how novel as a genre blossomed in England in the first half of the 18th century society and politics.

CLO4. To analyze the various social and economic causes of the novel's popularity and thus its influence in the depiction of individual character.

CLO5. To develop the necessary critical faculties, analytical approaches, and analytical, interpretative and inference skills for a successful understanding of literature in general, fiction and the novel in particular.

CLO 6. To apply their knowledge to accomplish guided researches in 18th century studies

### Mapping CLOs and PLOs

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	✓							✓				
CLO 2		✓				✓						
CLO 3	✓	✓										
CLO 4.	✓		✓									
CLO 5		✓	✓									
CLO 6				✓	✓							

### Mapping CLOs with the Teaching-Learning & Assessment Strategy

Course content	CLOs	Teaching-Learning Strategy	Assessment Strategy
Dryden : All for love Congreve : The Way of the World	CLO 1	Lecture, Reading Assignment, Cooperative Learning, Exercise	Discussion, Exercise
Sheridan : The Rivals	CLO 2	Lecture, Reading Assignment, Cooperative Learning, Exercise, Problem-based Learning (PBL)	Discussion, Exercise, Group Exercise, Identification, Short answer, Assignment

Pope : The Rape of the Lock Johnson : Life of Cowley	CLO 3	Cooperative Learning, Group Assignment	Assignment, Report
Swift : Gulliver’s Travels	CLO 4	Cooperative Learning, Group Assignment, Presentations & Feedback	Term-paper, Assignment, Presentation
Addison Steele : Coverley Papers (Selections)	CLO 5	Lecture, Reading Assignment, Cooperative Learning, Exercise, Group Assignment	Assignment, Exercise
Defoe : Robinson Crusoe	CLO 6	Cooperative Learning, Group Assignment, Presentations & Feedback	Assignment, Term Paper, Academic Essay

### Books Recommended:

1. The Broadview Anthology of Restoration and Early Eighteenth Century Drama: Concise Edition; J. Douglas Canfield (Editor)
2. Eighteenth Century English Literature, ed. Tillotson, Fussell and Waingrow
3. Authors of the Enlightenment: Britannica Educational Publications
4. The Routledge Anthology of Restoration and Eighteenth Century Drama; Kristina Straub, Misty g Anderson, Daniel O’Quinn

<b>Course Title-</b> The Art of English Creative Writing	<b>Course Code:</b> ENG 0232-215	<b>Level:</b> 2 <sup>nd</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Theory	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** This course is designed to introduce students to the fundamentals and forms of creative expression through language. This course explores the craft of writing across genres such as fiction, poetry, memoir, and dramatic dialogue, with a focus on imagination, voice, and storytelling techniques. Students will read and analyze selected works by established authors, engage in guided writing exercises, and develop their own creative pieces.

### Course Learning Objectives:

By the end of this course, students will:

1. Understand key concepts and techniques used in creative writing.
2. Develop and refine own creative texts through drafting and revision.
3. Engage critically and creatively with literary models.
4. Participate in peer feedback and collaborative workshops.

5. Reflect critically on own writing processes and literary goals.

**Course Learning Outcome:** After the completion of the course, the students will be able to-

CLO1 Demonstrate understanding of key creative writing elements.

CLO2 Produce original writing in at least two genres.

CLO3 Revise creative works based on peer and instructor feedback.

CLO4 Critique peers' work constructively and receive critique.

CLO5 Reflect on personal writing process and growth.

**Mapping of CLO with the PLO**

CLO/PL O	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PLO1 1	PLO1 2
CLO1	✓					✓			✓			
CLO2	✓								✓			
CLO3						✓						
CLO4				✓								
CLO5						✓						✓

**Mapping CLO with Teaching-Learning and Assessment Strategy:**

Sl. No.	Content of the Course	CLOs	Teaching Learning	Assessment Strategy
1	Introduction to Creative Writing: Genres, Purpose, and Process	CLO1	Lecture	Quiz, Test
2	Elements of Craft: Imagery, Voice, Tone, Style, Character, Setting	CLO1	Lecture, group discussion	Quiz, Assignment
3	Writing Fiction: Character, Plot, Dialogue, and Conflict	CLO2	Writing workshops, guided exercises	Original fiction piece, peer feedback notes
4	Writing Poetry: Structure, Rhythm, Metaphor, and Line Breaks	CLO2	Reading writing prompts, group	Poetry portfolio

			discussion	
5	The Art of Revision: Editing for Clarity, Style, and Effect	CLO3	Peer review sessions, instructor feedback	Revised drafts with revision notes
6	Writing Creative Nonfiction: Memoir, Personal Essay	CLO2	Reading samples, brainstorming sessions	Short Answer
7	Reflective Practice: Journaling the Writing Process and Setting Goals	CLO5	Reflective writing, one-on-one feedback	Final reflective essay or portfolio introduction

#### Recommended Book:

- The Creative Writing Course book – Edited by Julia Bell and Paul Magrs
- The Elements of Style – William Strunk Jr. and E.B. White
- FICTION  
Henry: The Last Leaf  
Chinua Achebe: Marriage is a Private Affair
- DRAMA  
Shakespeare: The Merchant of Venice (The Trial Scene)

<b>Course Title :</b> Principles of Economics	<b>Course Code:</b> BUS 0311-201	<b>Level:</b> 2 <sup>nd</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> General Education	<b>Course credit:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** This course will aid students in gaining a fundamental understanding of economic principles and theory.

#### Course Learning Objectives:

1. Make familiar with Microeconomic concept
2. Make familiar with Macro-economic concept
3. Provide knowledge about price, cost, market, unemployment, inflation, GDP, GNP

**Course Learning Outcome:** After the completion of the course, the students will be able to-

CLO1. Understand the fundamentals of microeconomics

CLO2. Understand the fundamentals of macroeconomics

CLO3. Comprehend the different types of cost and law of diminishing marginal return

CLO4. Describe the pricing and output choices made by businesses in perfectly competitive, monopolistically competitive, oligopolistic, and monopolistic markets.

CLO5. Learn about various forms of money from theoretical views as well as how money circulates and performs its various roles in real-world situations.

CLO6. Learn about unemployment, inflation, and Aggregate demand -supply .the most fundamental and significant economic concepts.

### Mapping of CLO with the PLO

CLO/PL O	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PLO1 1	PLO1 2
CLO1	✓					✓			✓			
CLO2	✓								✓			
CLO3						✓						
CLO4				✓								
CLO5						✓						✓
CLO6				✓						✓		✓

### Mapping CLO with Teaching-Learning and Assessment Strategy:

Sl. No.	Content of the Course	CLOs	Teaching Learning	Assessment Strategy
1	<b>Introduction:</b> Fundamentals of economics– Concept of economics, factors of production, Scarcity and efficiency- macroeconomics vs. microeconomics– three problems of economic organization-mixed economy, command economy, free market economy.	CLO1	Lecture	Quiz, Test

2	<b>The Economizing Problem and Understanding Individual Market:</b> Demand and Supply in relation to price rise and price fall, Opportunity cost, Production Possibility Frontier (PPF); : The concepts & determinants of demand & supply; market equilibrium	CLO1	Lecture	Quiz, Assignment
3	<b>Demand and Supply:</b> Elasticity and Its Application: Price elasticity of demand & supply, income elasticity of demand; cross elasticity of demand; and price ceilings and price floors	CLO4	Lecture, Multimedia presentation	Assignment, Short Answer, Observations
4	<b>The Cost of Production in the Short Run and Long Run:</b> Fixed cost, variable cost, total cost, marginal cost, average cost and law of diminishing marginal return	CLO3	Lecture, Problem solving	MCQ, Completion True False
5	<b>Basics of Macroeconomics:</b> Macroeconomic performance , Tools of macroeconomic policy	CLO2	Lecture	Test
6	<b>Money, Interest and Income:</b> Money, evolution, kinds of money, components of money. supply – interest rates, real vs. nominal interest rate, demand for money, banking and money supply – fractional reserve	CLO5	Lecture, Problem Solving	Short Answer
7	<b>Inflation and Unemployment:</b> Inflation, Aggregate Supply, Aggregate Demand, Wage Setting, Unemployment, Short Run and Long Run, Stagflation, Overshooting, Full Unemployment, Unemployment Benefit	CLO5, CLO6	Lecture Problem Solving	Broad Question Assignment Presentation
8	<b>GDP and GNP:</b> GDP and GNP ,Nominal and Real GDP, GDP Measurements, Components of Demand, GDP and Disposable Income, Equations Methods of calculating GDP,real vs. nominal GDP Consumption function – saving function–determinants of investment	CLO5, CLO6	Lecture	Group Presentation

### Recommended Book:

1. Economics - Paul Samuelson
2. Modern Economics – H. L. Ahuja

## 2<sup>nd</sup> Year 2<sup>nd</sup> Semester

<b>Course Title:</b> Introduction to Climate Change	<b>Course Code:</b> GED 0521-202	<b>Level:</b> 2 <sup>nd</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> GED	<b>Credits:</b> 2.0	Total Marks: 100

### Course Description

This course offers a comprehensive introduction to the scientific, social, and economic aspects of climate change. Students will explore the causes and consequences of climate change, climate science principles, adaptation and mitigation strategies, and global policies. The course will emphasize the impact of climate change on Bangladesh and explore solutions through sustainable practices. By the end of this course, students will have a foundational understanding of climate change and be able to propose strategies to address its challenges.

### Course Objectives

By the end of this course, students will:

1. To provide students with fundamental knowledge about the science of climate change.
2. To familiarize students with the causes, impacts, and consequences of climate change on a global and local scale.
3. To introduce students to adaptation and mitigation strategies related to climate change.
4. To enhance students' ability to analyze and propose solutions to climate-related issues, particularly within the context of Bangladesh.
5. To develop awareness of international climate policies, agreements, and frameworks.

### Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Explain the scientific principles underlying climate change, including greenhouse gas effects and climate modeling.
2. Analyze the causes and consequences of climate change on natural and human systems, with a focus on Bangladesh.
3. Discuss various adaptation and mitigation strategies relevant to climate change.
4. Evaluate global and local policies addressing climate change and recommend strategies suitable for Bangladesh.
5. Develop practical solutions and communication strategies to raise awareness about climate change.

### Mapping of CLOs and PLOs (Program Learning Outcomes)

CLO/PLO	PL O1	PL O2	PL O3	PL O4	PL O5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	✓											
CLO 2		✓		✓					✓			
CLO 3					✓							
CLO 4								✓			✓	✓
CLO 5									✓	✓		✓

### Mapping CLO with the Teaching- Learning and Assessment Strategy:

Course content	CLO	Teaching-learning strategy	Assessment Strategy
Introduction to Climate Change (Definition, Scope, Importance)	CLO1	Lecture, discussion	Oral Response
Climate Science Basics (Greenhouse Effect, Climate Modeling, Evidence of Climate Change)	CLO1	Lectures, Reading Materials, Multimedia Presentations	Short Questions
Causes & Consequences of Climate Change (Global & Bangladeshi Context)	CLO2	Case Studies, Group Discussions	Midterm Exams, Assignments, Reports
Adaptation & Mitigation Strategies (Technological, Social, and Policy Approaches)	CLO3	Practical Activities, Field Visits, Workshops	Project Work, Presentations
Policies & Frameworks (Global Agreements, National Policies)	CLO 4	Policy Analysis, Comparative Studies	Research Papers, Presentations

Communication & Awareness (Public Engagement, Climate Education)	CLO 5	Communication Exercises, Campaign Design	Communication Plans, Awareness Projects
Course Review & Assessment	CLO 1-5	Review Sessions, Interactive Discussions	Final Exam, Project Presentation

**Recommended Books:**

**Introduction to Climate Science** by Andreas Schmittner

**The Teacher-Friendly Guide to Climate Change** by Ingrid Zabel

**Climate Toolkit: A Resource Manual for Science and Action** by Frank D. Granshaw

<b>Course Title:</b> Introduction to Sustainable Development	<b>Course Code:</b> GED 0031-201	<b>Level:</b> 2 <sup>nd</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> GED	<b>Credits:</b> 2.0	Total Marks: 100

**Course Description**

This course offers a detailed exploration of sustainable development principles, frameworks, and strategies to address the global challenges of economic, social, and environmental sustainability. Students will be encouraged to critically analyze sustainability issues, propose innovative solutions, and develop ethical responsibility toward sustainable practices. The course will equip students with the necessary skills to contribute effectively to achieving Sustainable Development Goals (SDGs).

**Course Objectives**

By the end of this course, students will:

1. Understand and explain the fundamental concepts, principles, and frameworks of sustainable development.
2. Analyze and evaluate global challenges related to sustainable development, focusing on economic, social, and environmental dimensions.

3. Apply interdisciplinary knowledge to develop practical solutions to sustainability challenges.
4. Demonstrate knowledge of policies, frameworks, and strategies essential for achieving Sustainable Development Goals (SDGs).
5. Exhibit ethical responsibility and advocacy skills for promoting sustainable practices and social justice.

### Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Explain the fundamental concepts and principles of sustainable development.
2. Analyze and evaluate global challenges from economic, social, and environmental perspectives.
3. Develop innovative solutions to address sustainability challenges.
4. Apply knowledge of policies and frameworks to assess and propose strategies for achieving SDGs.
5. Demonstrate ethical responsibility and advocate for sustainable practices.

### Mapping of CLOs and PLOs (Program Learning Outcomes)

CLO/PLO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PLO 12
CLO 1	✓			✓								
CLO 2		✓		✓					✓			
CLO 3					✓	✓						
CLO 4								✓			✓	✓
CLO 5									✓	✓		✓

**Mapping CLO with the Teaching- Learning and Assessment Strategy:**

<b>Course content</b>	<b>CLO</b>	<b>Teaching-learning strategy</b>	<b>Assessment Strategy</b>
Introduction to Sustainable Development	CLO1	Lecture, discussion	Oral Response
Understanding the Three Pillars of Sustainability	CLO1	Lectures, Readings, Discussions	Short Questions
Climate Change and Environmental Challenges	CLO2	Case Studies, Group Discussions	group discussion
Social and Economic Dimensions of Sustainability	CLO2	Lecture, Readings	Assignments
Policies and Frameworks for Sustainable Development (Global and National Policies. International Agreements: Paris Agreement, Agenda 21, etc., Role of Institutions: Government, NGOs, Private Sector, Global and National Policies)	CLO 4	Lecture,	Exams, Assignments
Community Approaches and Public Participation	CLO 2, CLO 5	Debates, Ethical Case Analysis	Presentations, Ethical Reflection Papers
Achieving and Monitoring SDGs	CLO4	Lectures, Discussions, Workshops	Reports, Presentations
Ethical Principles & Advocacy	CLO5	Debates, Ethical Case Analysis	Presentations, Reflection Papers
Future Trends & Innovations	CLO3	Problem-Solving Activities, Projects	research reports
Course Review & Assessment	CLO 1-5	Review Sessions, Interactive Discussions	Final Exam, Project Presentation

## Recommended Books

1. "The Age of Sustainable Development" by Jeffrey D. Sachs
2. "Introduction to Sustainable Development" by Martin J. Ossewaarde
3. "Principles of Sustainable Development" by Fikret Berkes
4. "Our Common Future (The Brundtland Report)" by World Commission on Environment and Development (WCED)

<b>Course Title:</b> Anglo-Saxon and Medieval English Literature	<b>Course Code:</b> ENG 0232-221	<b>Level:</b> 2 <sup>nd</sup> Year 2 <sup>nd</sup> Semester
<b>Course Type:</b> Literature	<b>Credits:</b> 03	<b>Total Marks:</b> 100

**Rationale:** This course focuses on developing the insight of the students about the gradual development of English Language and Literature from the very beginning of time and intensifies their comprehensive understanding about the social, political, historical, religious background of these periods. This course not only introduces the students with different genres of literature of Old and Medieval England but also introduces them with every features of life with detailed and minute accuracy which promotes their in-depth perception of the intricacy, and delicacy of a vast literary timeframe.

### Course Objectives:

1. To explore the working knowledge of medieval literature
2. To identify the features and structures of Anglo Saxon and medieval literature
3. To compare medieval literature with modern and postmodern literature.

### Course Learning Outcome:

CLO1. Develop the basic understanding about the social, political, religious, historical background of the Old and Medieval periods.

CLO2. Develop understanding about the genres, literary devices, techniques, key features, themes of literature of these periods.

CLO3. Develop a detail understanding of the surviving texts of the Old English period and the most prominent texts of the medieval era.

CLO4. Develop the ability to critically analyze the texts of these periods.

CLO5. Develop research ability of the students to compare the literary works of these periods with other literary ages. (Based on themes / contextually / techniques/ representation of the characteristics of the different ages)

### Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO/PLO	PLO 1	PLO 2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO 1	√	√										
CLO 2.							√					
CLO 3						√						
CLO 4	√						√					
CLO 5								√			√	

### Mapping CLOs with the Teaching-Learning& Assessment Strategy

Course Content	CLOs	Teaching-Learning Strategy	Assessment Strategy
1. Beowulf	CLO 1	Lecture, Group discussion Visual and Audio Materials	Short question answer, Quiz
2. The Seafarer	CLO 2	Lecture	MCQ
3. The Wanderer	CLO 2	Interactive discussion, Video	Short Question Answer
4. 14 <sup>th</sup> Century Lyrics: Selected Pieces from Sisam's edition	CLO 3	Detail Lectures on the texts and connecting the texts with related critical theories, Visual and Audio materials	Peer review activities Assignment Project based activity Broad question answer
5. Malory: The Tale of the Death of King Arthur. Ed. Vinaver	CLO 4	Critical thinking and Analytical approach  Problem Based Learning	Class discussion and In class instant quiz

**Books recommended:**

1. Long, W. J : *English Literature*
2. Gordon, R.K: *Anglo-Saxon Poetry. Everyman's Library.*
3. Penguin Classics: *Beowulf.*
4. Penguin Classics: *The Earliest English Poems.*
5. Penguin Classics: *Medieval English Verse.*
6. Renwick & Orton: *The Beginnings of English Literature.*
7. Wardel : *Chapters on Old English Literature.*
8. Penguin Classics: *The History of English Church: Bede*
9. Anderson, G. K: *The Literature of the Anglo-Saxons.*

<b>Course Title-</b> Language Competence II: Reading and Writing	<b>Course Code:</b> ENG 0231-224	<b>Level:</b> 2 <sup>nd</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Language	<b>Credits:</b> 3.0	Total Marks: 100

**Rationale:** English language communication skills are considered vital in today's world. Students need to learn the language skills to do better in their professional life also in their personal life.

**Course Objectives:**

1. To prepare students to use reading and writing skills in real life situations.
2. To enable students to write effectively and coherently using correct grammar, vocabulary, and sentence structure
3. To explore different strategies for persuasion
4. To compare and contrast different types of reading and writing
5. To Identify logic and structure in texts
6. To develop students' drafting, editing and proofreading skills
7. To equip students to identify preliminary, intermediate, and advanced search techniques
8. To provide knowledge for MLA document formatting and citation practices
9. To prepare students to be critical readers, capable of analyzing and evaluating by developing effective reading and writing skills.

**Course Learning Outcome:**

CLO1. Analyze different terms and theories of reading and writing.

CLO2. Learn to develop a thesis statement, structure an argument, perform induction and deduction, and refute opposing arguments.

CLO3. Examine the different strategies of persuasion.

CLO4. Focus on word choice, sentence variety, and paragraph structure.

CLO5. Understand editing, proofreading and paraphrasing.

CLO6. Improve skills to use library sources, taking notes from reading, use quotations, document sources, use footnotes.

CLO7. Interpret Intensive and Extensive Reading; Critical Analysis and Interpretation of Texts. Essays; Report Writing; Book Reviews; Research Papers.

CLO8. Apply MLA/APA research style.

**Mapping CLOs and PLOs**

CLO/PL O	PLO 1	PL O2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PL O 11	PLO11 2
CLO1			√									
CLO2		√		√						√		
CLO3	√			√								
CLO4					√							
CLO5	√		√									√
CLO6			√				√					
CLO7		√			√					√		
CLO8		√		√				√				

**Mapping CLOs with the Teaching-Learning and Assessment Strategy**

Course content	CLO	Teaching-Learning Strategy	Assessment Strategy
Argument and	CLO3	Lecture, Presentation	Essay question, Quiz

Persuasion			
Readers' Theater	CLO1	Lecture, Group discussion	MCQ, Short answer
Jigsaw Reading	CLO1	Lecture, Pair work	Assignment
Editing, Proofreading	CLO5	Lecture, Visual presentation	MCQ/presentation
Academic Writing Application, CV	CLO4/CLO6/CLO7	Lecture, video clips	Essay Question
Dialogue, Summary	CLO4	Lecture, Presentation	Short Question/Assignment
Research Writing, MLA	CLO6/CLO8	Lecture, Presentation	Short Question/Assignment
APA	CLO6/CLO8	Lecture, Presentation	Short Question/Assignment

### Books Recommended:

- Joseph Gibaldi: *MLA Handbook for Writers of Research Papers*. *APA Handbook*
- Cook G: *Discourse and Literature*
- Levinson: *Pragmatics*
- Sharma, R.C & Mohan, K. *Business Correspondence and Report Writing* (2<sup>nd</sup> Ed)
- Heffernan, A.W.J. *Writing: A College Handbook*, Fifth Edition
- *Academic Writing: A Handbook for International Students*: Routledge
- *Practice Makes Perfect: Advanced English Reading and Writing Comprehension*: Kindle Edition
- *Practical English Usage*; Oxford University Press

<b>Course Title:</b> Morphology and Syntax	<b>Course Code:</b> ENG 0232-223	<b>Level:</b> 2 <sup>nd</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Linguistics	<b>Credit: 03</b>	<b>Total Marks:100</b>

**Rationale:** The course focuses on students essential skills for the linguistic description and analysis.

**Course Objectives:**

1. To understand the theory and structures of morphology and syntax.
2. To understand how phonology plays a role in morphology.
3. To understand how morphology plays a role in syntax.
4. To understand morphological-syntactic typological distinctions between languages.

**Course Learning Outcomes (CLO):**

CLO1. Develop understanding of the semiotic operation of language in a range of modes, including morphological syntactic coding and pragmatic implication and be able to articulate these understandings.

CLO2. Develop understanding about the structure of language, including its morphological subsystems.

CLO3. Develop understanding about morphophonemic process in language.

CLO4. Develop understanding about the lexicon and lexical categories.

CLO5. Develop understanding about compositionality, constituency and dependency relations and be able to identify constituent structure at an advanced level.

CLO6. Develop understanding about issues in linguistic typology.

CLO7. Develop understanding about grammatical relations and their expression.

**Mapping of CLOs and PLOs:**

CLO/PL O	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PLO1 1	PL O 12
CLO1	✓				✓		✓					
CLO2			✓	✓						✓		✓

CLO3	✓	✓						✓				
CLO4				✓		✓						
CLO5	✓				✓				✓		✓	
CLO6												
CLO7			✓				✓		✓			

**Mapping CLO with the Teaching- Learning and Assessment Strategy:**

Course content	CLO	Teaching-learning strategy	Assessment Strategy
Types of Morphemes; Morphs and Allomorphs; Bloomfieldian, Concept of Morpheme and its Subsequent Modification; Morphological Processes	CLO4 CLO6	Lecture	Easy Questions, Quiz
Grammar: Definition and Types; Grammatically and Syntax; Syntactic Rules and Syntactic Category	CLO3	Lecture, presentation	Short Questions, Assignment
Grammatical Categories: Meaning, kinds, Primary and Secondary Categories, Person, Number, Gender, Case, Voice, Mood, Tense.	CLO1, CLO7	Lecture, Presentation	Assignment
Complex Noun Phrases- Pre-modifier, Head and Post –modifier  Clause Structure: Subordination- Subordinate and Subordinate Clause, Subordinate and Time, Tense and Aspect	CLO5	Lecture, Presentation	Easy Questions, Quiz, Assignment

Syntactic Analysis: Immediate Constituent Analysis: Phrase Structure Grammar, Case Grammar	CLO2, CLO3	Lecture, Visual Presentation	Assignment
Transformational Generative Grammar: The Components; Standard Theory of Chomsky and Modified Theory of Chomsky.	CLO6	Lecture	Assignment, presentation

### Books Recommended:

1. Bailey, Dudley (1965): *Introductory Language Essays*. New York: Norton & Company Inc.
2. Bauer, Lamie (1988): *Introducing Linguistics Morphology*, Edinburgh, Edinburgh University Press.
3. Chomsky, Noam (1957): *Syntactic Structures*. The Hague : Mouton
4. Chomsky, Noam (1965): *Aspects of the Theory of Syntax*, Cambridge, Mass: MLT Press
5. Cook V. J. (1988): *Chomsky's Universal Grammar*. Oxford : Basis Blackwel' Ltd.
6. Greco, Sidney and Randolph Quirk (1990): *A student's Grammar of the English Language* Singapore' Pearson Education Ltd.
7. Leech, Geoffrey and Jan Svartvik. (2000): *A communicative Grammar of English* Lissex: Pearson Education Ltd.
8. Palmer, Frank (1984): *Grammar*. London : Penguin
9. Quirk, R. S. S. Greenbaum, G Lecch and J. Svartvik. (1985): *A Comprehensive Grammar of the English Language*. London: Longman
10. Quirk, Randolph and Sidney Greenbaum (1973): *A University Grammar of English Essex:* Pearson, Education Ltd.

<b>Course Title:</b> European History in Literary Context	<b>Course Code:</b> ENG 0232-222	<b>Level:</b> 2 <sup>nd</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Literature	<b>Credit:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** European History is the study of the cultural, political, and social developments that have shaped Europe from Classical Greek Period to the present. This course focuses on analyzing texts, visual resources, and other historical evidence and to writing essays expressing historical background.

**Course Objectives:**

- 1 .To focus on student’s developing thinking skill by analyzing historical evidence, developing argumentation, contextualization, comparison, causation and continuity.
2. To involve in interpretations, critiques, questions, investigations, and analyses processes.
3. To learn how to communicate ideas, both spoken and written, persuasively and skillfully.
4. To teach historical events and circumstances that have shaped the European countries, their culture, geopolitical relations, economy, and international relation.
5. To gain a new understanding of the culture, attitudes, and politics of modern Europe.

**Course Learning Outcomes:**

- CLO1. Learn ancient European culture, art, politics, democracy, architecture, science civilizations.
- CLO2. Explore the rapid changes sparked in the Renaissance and trace their legacy through colonialism and an industrial revolution that changed the shape of Europe.
- CLO3. Chart the evolving strains of Christianity in Europe and the far-reaching effects of the reformation and the enlightenment.
- CLO4. Learn the ideals of liberty, equality and justice that still inspire modern democracies.
- CLO5. Know the leadership skill of Napoleon who established a constitutional monarchy, military expansion of French dominion and the reign of Napoleon.
- CLO6. Learn about Napoleon’s downfall, first abdication and Continental system in France.
- CLO7. Learn about the formal agreement of the allied powers Austria, Great Britain, Prussia and Russia committing them to wage war against Napoleon until he was defeated.(The treaty of Vienna)
- CLO8. Know the power of revolution against the ineffective, undemocratic, repressive, and illegitimate society.
- CLO9. Gather knowledge about the Nationalism and Enlightenment ideas which energized people in Europe to push for more democratic forms of government in the 1800's.
- CLO10. Open a new window of Eastern question regarding Britain's determination to banish *Russian* naval power from the Black Sea (Crimean War) and also able to learn revolution that overthrew the imperial government and placed the Bolsheviks in power.
- CLO11. Gain knowledge about Second revolution, the fall of Czar, the communist policies of the Bolshevik Party, led by charismatic lawyer Vladimir Lenin, appealed to the working class Russians.
- CLO12. Learn about the peace treaty of the world War I and World II.

CLO13. Gain Knowledge on Europe’s most elaborately developed dictatorship; Nazi Germany and beginning of World War II which left a lasting mark on Europe.

**Mapping CLOs and PLOs**

CLO/ PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO 1		√			√		√				√
CLO 2				√	√		√				√
CLO 3	√			√							√
CLO 4					√						√
CLO 5				√	√				√		√
CLO 6				√	√				√		√
CLO 7					√						
CLO 8				√	√						
CLO 9					√						√
CLO 10						√					
CLO 11	√							√			
CLO 12					√					√	
CLO 13				√	√						√

CLO 14					√						√
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### Mapping CLOs with the Teaching-Learning and Assessment Strategy

Course content	CLOs	Teaching-Learning Strategy	Assessment Strategy
1.Classical Greece	CLO1	Lecture, Presentation	Multiple choice
2.The Renaissance	CLO2	Lecture, Pair work	Question-answer
3.The Reformation and the enlightenment	CLO3	Lecture, Individual presentation	Quizzes
4.The French Revolution	CLO5	Lecture, Group discussion	Flash Card speech
5.The World War one	CLO4	Lecture, PPT slide presentation	Assignment
6.France on the eve of Revolution, National Constituent Assembly, France under the directory, Napoleon's coming to the power	CLO6	Lecture, Picture presentation	Group presentation
7.Continental System and downfall of Napoleon	CLO7	Lecture, Group discussion	Assignment
8.The Congress of Vienna; Metternich internal and foreign policies.	CLO8	Lecture, pair work	Question-Answer
9.July Revolution, February Revolution	CLO9	Lecture, Group discussion	Table Data presentation with period and incidents.
10.Unification of Italy, Unification of Germany	CLO10	Lecture, News presentation	Assignment
11. The Eastern question: Crimean War and the treaty of Berlin.	CLO11	Lecture, Reading	Presentation(pair)
12. Czar Alexander2, Bolshevik revolution.	CLO12	Lecture, Pair work	Essay writing

13.Paris Peace Conference	CLO13	Lecture, Presentation	Summary writing
14.The emergence of dictatorship in Europe, World War2.	CLO14	Lecture, Role play	Presentation

**Books recommended:**

1. Europe: A History by Norman Davies
2. The Penguin History of Europe by J. M. Roberts
3. Monarchy, Aristocracy and State in Europe 1300–1800 by Hillary Zamora
4. A History of Modern Europe: From the Renaissance to the Present by John Merriman
5. Judt, Tony. Postwar: A History of Europe since 1945.
6. Lebow, Richard Ned, et. al., The Politics of Memory in Postwar Europe.

<b>Course Title:</b> Viva Voce	<b>Course Code:</b> ENG 0222-200	<b>Level:</b> 2 <sup>nd</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Assessment	<b>Credit:</b> 1.0	<b>Total Marks:</b> 100

**Rationale:** There are a variety of circumstances which might require the use of a viva voce and provision for these is contained in the academic and organizational regulations. There are several legitimate reasons for asking a student to attend a viva voce examination, all of which may have a different impact on the student which motivates and ensures students depth of learning.

**Course Objectives:**

1. To assess student's ability to communicate with another person.
2. To supplement the information obtained through other evaluation techniques.
3. To use stimulation methods like role play and telephone conversation.
4. To identify and analyze the student's presence of mind.
5. To evaluate the student's spontaneity and mannerism.
6. To acquire soundness of knowledge through various forms of question.
7. To diagnose the student's limitation and weakness and take remedial action.

**Course Learning Outcomes (CLO):**

CLO1: Provide direct contact with the candidates to assess their communication, presentation skills and overall impression.

CLO2: Provide opportunity to mitigate circumstances into accounts.

CLO3: Provide flexibility in moving the candidates from strong to weak points.

CLO4: Makes students formulate replies without cues, and the reaction is observed for a specific stimulus.

CLO5: Provide an opportunity for the examiner to get feedback on the performance of the students and the university.

**Mapping of CLOs and PLOs:**

CLO/PL O	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PLO1 1	PL O 12
CLO1	✓				✓		✓					
CLO2			✓	✓						✓		✓
CLO3	✓	✓						✓				
CLO4				✓		✓						
CLO5	✓				✓				✓		✓	

**Mapping CLO with the Teaching- Learning and Assessment Strategy:**

Course content	CLO	Teaching-learning strategy	Assessment Strategy
All the courses gone through at 2-1 and 2-2 semesters	CLO1-CLO5	There is no specific strategy	Oral Presentation

**Books recommended:**

All the course books

### 3<sup>rd</sup> Year 1<sup>st</sup> Semester:

<b>Course Title:</b> Advanced Professional English Writings	<b>Course Code:</b> ENG 0232-311	<b>Level:</b> 3 <sup>rd</sup> Year 1 <sup>st</sup> Semester
<b>Course Type:</b> Theory	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** The course aims to improve professional English writing skills by developing the use of vocabulary, grammar, understanding of different business writing genres, and learners' ability to write professional business documents. To go through any academic and formal discipline, students have to undergo this writing course. To enjoy and to present themselves, this course will help them.

#### Course Objectives:

1. To make students competent enough to write their own CV, job applications.
2. To turn students as skilled graduates to compete in the outside world
3. To learn academic and everyday English.
4. To demonstrate thinking skills in good writing practices.
5. To comprehend different aspects of academic writing.
6. To practice various skills of the English language.
7. To read texts to facilitate writing competence as well as understand literary courses.
8. To develop and be expert in formal and academic writing skills.
9. To be privileged in the academic domain.

**Course Learning Objectives:** Upon completion of this course students will be able to:

- CLO1.** Apply knowledge of organizational patterns and structural features to understand purpose, content and effectiveness of professional and corporate texts.
- CLO2.** Appreciate diversity of expression, opinion and perspectives in business communication.
- CLO3.** Explain the specific ideas contained in various professional write ups in collaboration with practical needs.
- CLO4.** Differentiate academic texts from non- academic texts with a view to comprehending professional and academic domains.
- CLO5.** Use critical thinking strategies to practice leadership expertise.
- CLO6.** Demonstrate competence with accuracy in academic writing.
- CLO7.** Acquaint with prewriting, while writing, and post writing skills.
- CLO8.** Acquire magazine article, essay writing skills.
- CLO9.** Learn how to write a good paragraph.
- CLO10.** Realize plagiarism in academic writing.
- CLO11.** Develop four basic skills of the English language.
- CLO12.** Improve grammatical performance.

## 5. Mapping CLOs to PLOs

CLO \ PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PLO 11	PLO 12
CLO 1	**** *	**** *	**** *				**** *			**** *		
CLO 2	**** *		**** *					**** *				
CLO 3			**** *		**** *				**** *			
CLO 4			**** *			**** *			**** *			
CLO 5			**** *		**** *						**** *	
CLO 6		**** *					**** *		**** *			
CLO 7		**** *			**** *							
CLO 8		**** *		**** *					**** *			
CLO 9		**** *	**** *			**** *						
CLO 10		**** *	**** *				**** *				**** *	**** *
CLO 11		**** *										
CLO 12		**** *									**** *	**** *

### Mapping CLOs with Teaching- Learning and Assessment Strategy:

Course Content	CLOs	Teaching Learning Strategy	Assessment Strategy
Business Reports; Business Letters; Job Applications; Internal Memoranda Developing Press Copies ; Notice,	CLO1 CLO2 CLO3	Provide different texts, and teach the specific style of reading professional texts. Discussion of practical business world, its needs & demands and take preparation along with skill development on improvisation.	Reading text and analysis, specific questions on cognitive findings and differences. Reading text and analysis, specific questions on cognitive findings and differences. Report writing.
Minutes and Note of Dissent, Draft Writing Translation, Editing	CLO4 CLO5	Lectures, peer discussion, writing practices and peer review. Instructions on group problem solving and individual problem solving.	Assignment, test, translation and editing
Pre-writing a) Reading relevant texts to facilitate writing. b) Brainstorming, discussing, debating to formulate ideas.  Working out a plan a) Developing a topic b) Making a thesis statement c) Outlining	CLO6 CLO7	Lecture, Charts, Group work Group discussion	Short answer Quiz Assignment
Composing (controlled to free writing) Revising and Editing	CLO8 CLO9	Lecture, Small Group Practice ,Exerise	Short answer Assignment
Different types of writing 1. Situational writing 2. Expository writing 3. Academic writing	CLO10	Lecture, Exercise, Peer correction	MCQ Assignment

Different writing tasks 1. Paragraph writing 2. Essay writing 3. Writing reports 4. Letter writing both informal and formal.	CLO11		
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Grammar in Use: The following aspects may be taught. - Articles - Verb patterns - Tenses - Sentence combining – subordinating and coordination - Conditional sentences - The infinitive, gerund, and participle - Subject – verb agreement.	CLO12	Lecture, Exercise	Short answer, MCQ assignment
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**Books Recommended:**

1. R. C Sharma and K. Mohan: Business Correspondence and Report Writing
2. Dr. M. Maniruzzaman: Basic English Language Skills
3. L.S. Baugh, M. Fryar and D.A. Thomas: How to Write First Class Business Correspondence
4. R.V. Lesikar and J.D Pettit Jr.: Business Communication, Theory and Application
5. R. Pal and J.S. Korlahalli: Essentials of Business Communication
6. R. C Sharma and K. Mohan: Business Correspondence and Report Writing
7. Dr. M. Maniruzzaman: Basic English Language Skills
8. L.S. Baugh, M. Fryar and D.A. Thomas: How to Write First Class Business Correspondence
9. R.V. Lesikar and J.D Pettit Jr.: Business Communication, Theory and Application
10. R. Pal and J.S. Korlahalli: Essentials of Business Communication

<b>Course Title:</b> Western Philosophy (From Pre-Socratic to Postmodern Era)	<b>Course Code:</b> ENG 0232-315	<b>Level:</b> 3 <sup>rd</sup> year 1 <sup>st</sup> Semester
<b>Course Type:</b> Theory	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** This course attempts to examine a wide spectrum of issues, such as the universe, human social consciousness and religion to introduce learners with the western philosophical thoughts.

**Course Objectives:**

1. To make students aware of western philosophers, major movements and philosophical systems of both the ancient and modern world
2. To prepare students competent enough to write philosophical essays pertaining to current issues
3. To develop cognitive skill ability to deliver verbal presentations directed to appropriate audience

**Course Learning Outcomes:**

Upon completion of this course, the students will be able to:

CLO1. Demonstrate the knowledge of the major philosophers, classical, philosophical writing and applying such knowledge to popular context.

CLO2. Describe philosophical theories, concepts, techniques and issues pertinent to popular culture

CLO3. Evaluate the wisdom that lies within the western traditions for communicating with people with diverse religious backgrounds

CLO4. Analyze and incorporate the thoughts for the betterment of the society

CLO5. Evaluate theology, rituals, and moral structures of the thoughts and philosophies studies.

**Mapping of CLOs and PLOs**

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO 1	√											
CLO 2					√				√			√
CLO 3		√			√							√
CLO 4						√			√	√		√
CLO 5					√	√				√		

## Mapping CLOs with the Teaching-Learning & Assessment Strategy

Course Content	CLOs	Teaching-Learning Strategy	Assessment Strategy
The Greeks and the Romans: The Pre-Socratics, Plato, Aristotle, Stoics, Epicureans, Cynics, Skeptics The Medieval World View	CLO 1	Lecture, Reading Assignment	Discussion
The Renaissance: Erasmus, More, Machiavelli, Bacon The Reformation and The Counter-Reformation The Rise of Modern Science: Copernicus, Galileo, Newton The Rise of Modern Philosophy: Descartes, Hobbes, Spinoza, Leibniz, Locke	CLO 2	Lecture, Reading Assignment, Cooperative Learning,	Discussion, Short Q-A, Assignment, Group Assignment
The Enlightenment and 18 <sup>th</sup> Century Thought: The Philosophies, Berkeley, Hume, Burke, Adam Smith, Malthus, Rousseau, Kant. Romanticism and the French Revolution Mary Wollstonecraft and the Birth of Feminism The American War of Independence and Democracy	CLO 3	Lecture, Reading Assignment	Term test
<b>19<sup>th</sup> – Century Thought:</b> Hegel, Marx and Socialism, Utilitarianism, Darwin and the Theory of Evolution, Positivism (Comte), Schopenhauer, Kierkegaard, Nietzsche, Feminism.	CLO 4	Lecture, Reading Assignment, Presentations & Feedback	Research Proposal Presentation, Checklist, Rubric
<b>20<sup>th</sup> Century Thought:</b> Bergson and Creative Evolution Pragmatism, Modern Analytical Philosophy and the Scientific World-View, Modern Psychology (Freud, Jung and Psychoanalysis. Behaviorism, Gestalt Psychology), Existentialism, Feminism	CLO 5	Lecture, Reading Assignment, Presentations & Feedback	Presentations, Group Assignment, term test

### Books Recommended:

1. B. Russell: *History of Western Philosophy*
2. B. Russell: *The Wisdom of the West*
3. *The Encyclopedia of Philosophy*
4. R. Scruton: *A short History of Modern Philosophy*
5. S. Radhakrishnan: ed. *History of Philosophy, East*

6. J.Bronowsk:: *The Western Intellectual Tradition*
7. *Dictionary of the History of Ideas*

<b>Course Title:</b> Aesthetics and Literary Movements	<b>Course Code:</b> ENG 0232-312	<b>Level:</b> 3 <sup>rd</sup> year 1 <sup>st</sup> Semester
<b>Credits:</b> 3.0	<b>Course type:</b> Theory	<b>Total Marks:</b> 100

**Rationale:** This course is designed to expose students to literary theories and movements. This course will explore theorists and the interconnections of the theories for research on related fields.

**Course objectives:**

1. Demonstrate an aesthetic understanding of language and literature.
2. Explore competing theories, methods, concepts and frameworks that surround, explain and situate popular culture, examine popular culture examples and discuss critical issues such as ethics, politics and histories.
3. Demonstrate how literary movements impacts on society and nations.

**Course Learning Outcomes:**

Upon completion of this course, students will be able to

CLO 1 Distinguish the broader ways in which literary theory applies to their own culture, global culture, and their own lives

CLO 2 Produce substantial paper that demonstrates their ability to compare and synthesize the theories presented

CLO 3 Demonstrate through written work and in-class comments their ability to apply various theories to works of literature and aspects of contemporary culture

CLO4. Demonstrate their ability to articulate theoretical concepts orally by their class participation and formal presentation of their paper

CLO5. Communicate with clarity, organization, and conviction in a variety of formats.

**Mapping CLOs and PLOs**

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PLO11	PLO12
CLO 1	✓											
CLO 2	✓		✓									
CLO	✓											

3												
CLO 4	✓											
CLO 5									✓			

### Mapping CLOs with the Teaching-Learning and Assessment Strategy

Course content	CLOs	Teaching-Learning Strategy	Assessment Strategy
Classicism and Neo-Classicism, Romanticism, Art for Art's Sake, Realism	CLO 1	Lecture, Reading Assignment,	Discussion, Exercise
Naturalism, Anger/Hungry movement	CLO 2	Lecture, Reading Assignment,	Assignment, Research
Expressionism, Stream of Consciousness, Surrealism, Imagism	CLO 3	Lecture, Reading Assignment, discussion	Discussion, Exercise, Identification, Short answer, Assignment
Symbolism, The Absurd	CLO 4	Lecture, Reading Assignment, discussion	Presentation, Checklist, Rubric
existentialism, nihilism, secularism	CLO 5	Lecture, Reading Assignment, Cooperative Learning, Exercise, Group Assignment	Assignment, Exercise

#### Books Recommended:

1. Chadwick, Owen : *The Secularization of the European Mind in the 19<sup>th</sup> Century*
2. Cuddon, J. A : *The Penguin Dictionary of Literary Terms and Literary Theory.*
3. Jonathan Culler: *Literary theory: A Very Short Introduction*
4. Harold bloom: *The Western Canon: The Books and School of the Ages*

<b>Course Title:</b> Romantic Poetry	<b>Course Code:</b> ENG 0232-313	<b>Level:</b> 3 <sup>rd</sup> Year 1 <sup>st</sup> Semester
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<b>Credits:</b> 3.0	<b>Course Type:</b> Literature	<b>Total Marks:</b> 100
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**Rationale:** The course offers students the opportunity to recognize the extent to which the Romantic movement of the late eighteenth and early nineteenth centuries transformed English Literature and had profound implications for a modern understanding of the self, nature, reason, freedom, and the role of artist as interpreter of all these.

**Course objectives:** the objectives of the course are

1. Determines the importance of the particular poem in its historical and social context.
2. Discusses the significance of the historical period on the poem by analyzing the effects of the major events in that period.
3. Demonstrate historical and social information to the sample poem.

**Course Learning Outcomes:**

Upon completion of the course, students will be able to

CLO1. To understand different features of English romantic poetry and analyze critically

CLO2. To illustrate various socio-political aspects evident in the pieces and its impact on society.

CLO3. To demonstrate an understanding of the historical and cultural context of English Romanticism and explore ideas for research in various a field.

CLO4. To relate English Romantic Literature with modern day Ecocriticism and Environmentalism

CLO5. Discuss the philosophical ideas that inform English Romantic literature.

**Mapping CLOs and PLOs**

CLO/PL O	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PL O 10	PL O 11	PL O 12
CLO 1	✓					✓						
CLO 2					✓	✓						✓
CLO 3					✓	✓			✓	✓	✓	
CLO 4							✓		✓	✓		✓
CLO 5								✓				✓

**Mapping CLOs with the Teaching-Learning& Assessment Strategy**

Course content	CLOs	Teaching-Learning Strategy	Assessment Strategy
Blake : Songs of Innocence and Experience	CLO 1	Lecture, Reading Assignment, Cooperative Learning	Discussion, Exercise
Coleridge : The Rime of the Ancient Mariner; “Kubla Khan”; “Christabel”; “Dejection: An Ode”	CLO 2	Lecture, Reading Assignment, Cooperative Learning, Exercise, Problem-based Learning (PBL)	Discussion, Exercise, Group Exercise, Identification, Short answer, Assignment
Byron : Don Juan I & II	CLO 3	Cooperative Learning, Group Assignment	Assignment, Report
Keats : “The Eve of St. Agnes”, “Ode to a Nightingale”, “Ode to Psyche”, “Ode on a Melancholy”.	CLO 4,	Cooperative Learning, Group Assignment, Presentations & Feedback	Assignment, PowerPoint Presentation, Quiz
Shelley : Adonais; “Ode to a Skylark”; “The Cloud”.	CLO 5	Lecture, Reading Assignment, Cooperative Learning, Exercise, Group Assignment	Assignment, Exercise
Wordsworth: Prelude I; “Tintern Abbey”; “Immortality Ode”; “Michael”; “She Dwelt Among the Untrodden Ways”; “Three Years She Grew”; “A Slumber Did My Spirits Seal”	CLO 1, CLO 5	Presentation, Discussion, Academic Paper Analysis	Assignment, Term Paper, Academic Essay

### Books Recommended:

1. **F. B. Pinion** : *A Wordsworth Companion*
2. **M. C. Bowra** : *The Romantic Imagination*
3. **M. H. Abrams** : *English Romantic Poets*
4. **N. Frye** : *A Study of English Romanticism*
5. **O. Elton** : *A Survey of English Literature: 1780-183012*
6. **P. Hodgart** : *Preface to Shelley*

<b>Course Title:</b> Post-Colonial Theories and Literature	<b>Course Code:</b> ENG 0232-314	<b>Level:</b> 3 <sup>rd</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Theory	<b>Credit:</b> 3.0	<b>Total Marks:</b> 100

**Rationale of the Course:**

This course aims to introduce students to the major concepts, themes, and issues in post-colonial theories and literature. Students will study the effects of colonialism on societies, cultures, and identities, and examine how literature has been used as a tool for resistance and decolonization. The course will also provide students with the necessary skills to analyze post-colonial texts and theories.

**Course Objectives:**

1. To understand the historical, cultural, and political impact of colonialism on post-colonial societies.
2. To acquire knowledge of key post-colonial theories and literary concepts.
3. To analyze post-colonial literature and theories from a critical perspective.
4. To explore the relationship between literature and post-colonial identity formation.

**Course Learning Outcomes (CLO):**

Upon completion of the course, students will be able to:

**CLO1.** Define key post-colonial theories and concepts such as hybridity, subaltern, and orientalism.

**CLO2.** Identify the impact of colonialism on literature and society.

**CLO3.** Analyze post-colonial texts through the lens of post-colonial theory.

**CLO4.** Critically evaluate the role of post-colonial literature in challenging colonial ideologies.

**CLO5.** Develop an understanding of how post-colonial literature addresses identity, race, and power.

**Mapping between CLOs (Course Learning Outcomes, and PLOs) :**

CLO/PLO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PLO 12
CLO1	✓			✓								
CLO2	✓	✓										
CLO3			✓	✓								
CLO4	✓	✓										
CLO5			✓	✓								

**Mapping CLOs with the Teaching-Learning and Assessment Strategy**

Course content	CLOs	Teaching-Learning Strategy	Assessment Strategy
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Introduction to Post-Colonial Theories: Key Concepts	CLO 1	Lecture, Presentation	Essay question, Quiz
Colonialism and Identity: Exploring Hybridity and Subaltern	CLO 2, CLO 3	Lecture, Group discussion	MCQ, Short answer
Colonialism's Impact on Culture and Literature	CLO 3, CLO 4	Lecture, Pair work	Assignment
Resistance and Decolonization in Post-Colonial Texts.	CLO 4, CLO 5	Lecture, Visual presentation	Presentation, MCQ

### Books Recommended:

1. Orientalism - Edward Said
2. The Location of Culture - Homi K. Bhabha
3. Can the Subaltern Speak? – Gayatri Spivak
4. The Wretched of the Earth - Frantz Fanon
5. Midnight's Children - Salman Rushdie
6. Colonialism and Neocolonialism - Jean-Paul Sartre
7. Postcolonial Theory: A Critical Introduction - Leela Gandhi

<b>Course Title:</b> Art of Career Planning	<b>Course Code:</b> GED 0031-303	<b>Level:</b> 3 <sup>rd</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Theory	<b>Credit:</b> 2.0	<b>Total Marks:</b> 100

### Rationale of the Course:

This course aims to prepare students for their professional journey by equipping them with the essential tools and strategies of career planning. Through self-assessment, goal setting, and practical career development techniques, students will gain clarity and direction for their academic and career paths.

### Course Objectives:

1. To provide students with understanding of career planning fundamentals.
2. To enhance skills in goal setting, time management, and career exploration.
3. To support students in creating actionable career development plans.
4. To foster decision-making and critical thinking regarding career choices.
5. To build confidence in job search, resume writing, and interview preparation.

**Course Learning Outcomes (CLOs):**

CLO1: Describe core principles of career planning and self-assessment.

CLO2: Apply tools for effective goal setting and time management.

CLO3: Develop a personalized career plan and job search strategy.

CLO4: Demonstrate resume writing and interview skills.

CLO5: Reflect critically on career aspirations and development plans.

**Mapping Course Learning Outcomes (CLOs) with the PLOs**

CLO / PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓							
CLO2		✓	✓					
CLO3				✓				
CLO4						✓		
CLO5							✓	✓

**Mapping CLO with Teaching-Learning and Assessment Strategy:**

Course Content	CLO	Teaching-Learning Strategy	Assessment Strategy
Introduction to Career Planning and Self-assessment	CLO1	Lecture, Self-Reflection	Quiz, Participation
Goal Setting and Time Management	CLO2	Workshop, Practice	Assignment
Career Planning and Pathways	CLO3	Lecture, Individual Plan	Career Plan Submission
Resume and Interview Skills	CLO4	Role Play, Peer Review	Mock Interview
Critical Reflection and Decision Making	CLO5	Group Discussion	Reflection Journal

**Books Recommended:**

1. Yate, M. (2016). Knock 'em Dead: The Ultimate Job Search Guide. Adams Media.
2. Bolles, R. N. (2021). What Color Is Your Parachute?. Ten Speed Press.

3. Zalla, J. (2013). How to Write the Perfect Resume. Adams Media.
4. Schneider, B. (2014). Personality and Organizations. Psychology Press.

### 3<sup>rd</sup> Year 2<sup>nd</sup> Semester

<b>Course Title:</b> History and Development of Eastern Thoughts	<b>Course Code:</b> ENG 0232-321	<b>Level:</b> 3 <sup>rd</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Theory	<b>Credit:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** This course surveys the major trends in human history beginning with the rise of civilization. The geographical gaze of this course spans the globe, and the narratives and historical contributions of distinct world civilizations will be assessed through lenses of culture, religion, politics, gender and the environment.

#### Course Objectives:

1. To identify and critically evaluate philosophical arguments created by Eastern philosophers.
2. To evaluate the influence of religion and philosophy on people's life.

#### Course Learning Outcomes (CLO):

Upon completion of this course, students will be able to:

CLO1. Demonstrate the knowledge of the major thoughts, philosophies and religions within the Eastern traditions.

CLO2. Analyze the main tenets of Hinduism, Islam, Jainism, Buddhism, Daoism, Confucianism, Sufism, and other eastern thoughts and philosophies

CLO3. Evaluate the wisdom that lies within the Eastern traditions for communicating with people with diverse religious backgrounds

CLO4. Analyze the Eastern religions in terms of their relations to culture and practice in social life.

CLO5. Evaluate the theologies, rituals, and moral structures of the thoughts and religions studies.

**Mapping of CLOs and PLOs:**

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PL O 12
CLO1	✓				✓		✓					
CLO2			✓	✓						✓		✓
CLO3	✓	✓						✓				
CLO4				✓		✓						
CLO5	✓				✓				✓		✓	

**Mapping CLO with the Teaching- Learning and Assessment Strategy:**

Course content	CLO	Teaching-learning strategy	Assessment Strategy
Indian: The Vedas, The Upanishads, Buddhism, Jainism, Carvaka, The Six Orthodox Schools, Sankhya-Yoga.	CLO4	Lecture	Easy Questions, Quiz
Mimansa-Vedanta, Nyaya-Vaisesikha, Bhakti, Indian Aesthetics.	CLO3	Lecture, presentation	Short Questions, Assignment
Chinese/ Japanese: Taoism, Confucianism, Zen Buddhism	CLO1, CLO2	Lecture, Presentation	Assignment

**Books Recommended:**

1. M. Hiriyanna : Outline of Indian Philosophy ; Essentials of Indian Philosophy
2. S. Radhakrishnan : Indian Philosophy ; History of Philosophy, Eastern and Western.
3. A. Watts : The Way of Zen
4. E. Dimock, et. al. : The Literature of India
5. H. G. Creel : Chinese Thought: From Confucius to Mao Tse—tung

6. T.J. de Boer : The History of Philosophy in Islam
7. The Encyclopedia of Philosophy
8. Encyclopedia Britannica

<b>Course Title:</b> Literature from Victorian Era I (Poetry)	<b>Course Code:</b> ENG 0232-322	<b>Level:</b> 3 <sup>rd</sup> Year 2 <sup>nd</sup> Semester
<b>Course Type:</b> Theory	<b>Credits:</b> 03	<b>Total Marks:</b> 100

**Rationale:** This course will focus specifically on Victorian Poetry. This course will introduce students to all the historical, political, and social changes; major literary movement; and emerging literary practices of this era. Through the study of the immortal poetry of Robert Browning, Lord Tennyson and Matthew Arnold, Elizabeth B. Browning, Hopkins this course will examine the spirit and the struggle of Victorian era.

**Course Objective:**

To understand the forms and themes of Victorian poetry

**Course Learning Outcomes (CLOs):** Upon completion of this course, students will be able to:

- CLO1. Develop the basic understanding of the students about the historical, economic, social, and political issues and perspectives of the age.
- CLO2. Develop deeper understanding of texts, use of literary techniques, themes, and develop critical thinking based on those.
- CLO 3. Develop research skills by engaging the students in comparative study between various issues, literary techniques of this era with those of other eras.
- CLO4. Develop the ability of the students to evaluate the influence of historical, social, political, and economic contexts on form, style, theme and point of view of literature of this era.

**Mapping Course Learning Outcomes (CLOs) with the PLOs**

**Mapping Course Learning Outcome (CLOs) with Teaching Learning Assessment**

Course Content	CLOs	Teaching-Learning Strategy	Assessment Strategy
1. Tennyson : <i>In Memoriam</i> (Selections), “Tithonus”; “Locksley Hall”	CLO 1	Lectures will introduce the historical background of the Victorian period, and cover the production, reception and interpretation of the set texts, and always situating them within this historical context.	Quiz Short question answer Viva
2. Browning : “Porphyria’s Lover”, “Andrea del sarto”; “A Grammarian’s Funeral”; “Rabbi Ben Ezra”.	CLO 2	Flipped classroom technique Lecture Group discussion	MCQ Short Question Answer Exercise

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO 1		✓			✓	✓						
CLO 2	✓	✓	✓									
CLO 3		✓			104			✓				
CLO 4		✓	✓	✓	✓							

3. Arnold: “Thyrsis”; “The Scholar-Gipsy”; “Rugby Chapel” ; “Dover Beach”;	CLO 3	Lecture Reading Materials Group Discussion	Peer review activities Pop test Assignment
4. Browning, Elizabeth B :Sonnets from Portuguese 13, 14 & 21.	CLO 4.	Critical thinking and Analytical approach Lecture Group discussion	Problem solving activities Writing activities -broad and short question answers
5.G. M. Hopkins’ selected poems	CLO 5	Flipped Classroom method Lecture Group discussion Cooperative Learning	Class discussion In class instant quiz Short question answer Project based activity

#### Books Recommended:

1. Hough, Graham. *Romantic Walker*, Hugh. *The Literature of the Victorian Era*.
2. Elton, Oliver. *A Survey of English Literature (1830-1880)*.
3. Brandes, George. *Main Currents in the 19th Century Literature*.

<b>Course Title:</b> Literature from Victorian Era II (Fiction)	<b>Course Code:</b> ENG 0232-323	<b>Course Type:</b> Literature
<b>Level:</b> 3 <sup>rd</sup> Year 2 <sup>nd</sup> Semester	<b>Credit:</b> 03	<b>Total Marks:</b> 100

#### Rationale:

This course aims to introduce students to a wide range of Victorian literature, especially fiction. It will equip students with critical ideas that will help them become more skillful and confident readers of the texts in and beyond this period.

#### Course Objectives:

1. To acquaint the students with the features and writing trends of Victorian society

2. To help the students in conceptualizing the basic changes and revolutions that occurred in Victorian era
3. To facilitate adequate ideas regarding the views and opinions of different novelists who put down their individual opinions based on specific topics or factors.
4. To foster the analytical and critical thinking ability through reading, interpreting and analyzing different novels.
5. To accumulate basic ideas about class consciousness, individual's significance, women's standpoint, class discrimination and other socio-economic issues.

**Course Learning Outcome:**

Upon completion of the course, the students will be able to:

CLO1. Identify and describe the basic characteristics of Victorian novels

CLO2. Explain the social turmoil, the rapid growth of industrialization and its impact on individual life.

CLO3. Distinguish different types of life complexities that existed in class based social atmosphere.

CLO4. Express own viewpoints and opinions through argument, supporting or disagreeing specific issues.

CLO5. Formulate the thinking capability and creativity to generate new ideas by gathering knowledge from the texts.

CLO6. Evaluate the psychological factors like a sibling, parent-child relationships, dreams and madness, growing up, courtship etc.

CLO7. Interpret the environmental changes like the effect of urbanization and the industrial revolution.

CLO8. Recognize the life and legacies of the Victorian period and its literary value in the contemporary period.

**Mapping CLOs and PLOs**

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1					√	√						

CLO2		√			√					√		
CLO3				√			√					√
CLO4	√				√				√			
CLO5	√		√								√	√
CLO6					√			√				
CLO7		√			√					√		
CLO8	√					√						

### Mapping CLOs with the Teaching - Learning and Assessment Strategy

Course Content	CLO	Teaching –Learning Strategy	Assessment Strategy
Emily Bronte: Wuthering Heights	CLO1	Lecture, Group Discussion	Essay, question, Quiz
Charles Dickens: Great Expectations	CLO2	Lecture, Brainstorming, Random calling	Assignment, MCQ
Charlotte Bronte: Jane Eyre	CLO3	Lecture, Visual Presentation, Concept Mapping	Short Questions, Assignment
W.M. Thackeray: Vanity Fair	CLO4	Lecture, Mind Mapping	MCQ, Presentation
George Eliot: Silas Marner	CLO5	Lecture, Jigsaw	Quiz, Short Question
Thomas Hardy: Tess of the D'Urbervilles	CLO6	Lecture, Pair Work	Essay Question, Presentation

### Books Recommended:

1. John Sutherland: *The Longman Companion to Victorian Fiction*
2. *The Encyclopedia of Victorian Era*

3. *The Cambridge History of Victorian Literature*
4. Susie L. Steinbach: *Understanding the Victorians*
5. Eric J. Evans: *The Shaping of Modern Britain: Identity, Industry and Empire*

<b>Course Title:</b> Psychology and Profession	<b>Course Code:</b> GED 0313-304	<b>Level:</b> 3 <sup>rd</sup> Year 2 <sup>nd</sup> semester
<b>Course Type:</b> <i>Theory</i>	<b>Credit:</b> 3	<b>Total Marks:</b> 100

### **Rationale of the Course:**

This course explores the fundamental principles of psychology and their application in professional and academic contexts. It aims to equip students with insights into human behavior, personality, communication, emotional intelligence, stress management, motivation, and leadership — essential skills for thriving in both personal and professional spheres.

### **Course Objectives:**

1. To introduce students to key psychological theories and concepts relevant to professional life.
2. To develop understanding of emotional intelligence, motivation, and stress management.
3. To enhance students' communication, leadership, and teamwork skills.
4. To encourage reflection on personal traits and behavioral patterns for career development.
5. To foster ethical, empathetic, and culturally sensitive practices in professional contexts.

### **Course Learning Outcomes (CLOs):**

Upon completion of this course, the students will be able to:

- CLO1: Demonstrate basic knowledge of key psychological theories and concepts.
- CLO2: Apply psychological principles to improve communication, teamwork, and leadership in professional contexts.
- CLO3: Analyze personal traits and behavioral patterns for personal and career development.
- CLO4: Practice emotional intelligence, stress management, and interpersonal skills in simulated professional situations.
- CLO5: Reflect on psychological insights to promote ethical, empathetic, and culturally sensitive professional practices.

### Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO /PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓						
CLO2		✓	✓	✓			✓	
CLO3	✓				✓			
CLO4						✓		✓
CLO5							✓	✓

### Mapping CLO with Teaching-Learning and Assessment Strategy:

Course Content	CLO	Teaching-Learning Strategy	Assessment Strategy
Introduction to Psychology and Personality	CLO1	Lecture, Discussion	Quiz, Participation
Communication and Leadership	CLO2	Lecture, Group Work	Presentation, Reflection
Self-awareness and Career Development	CLO3	Workshop, Reflection	Reflection Journal
Emotional Intelligence and Stress Management	CLO4	Role Play, Case Study	Practical Assessment
Ethics and Empathy in Professional Life	CLO5	Discussion, Case Analysis	Assignment

### Books Recommended:

1. Feldman, R. S. (2017). Understanding Psychology (13th Edition). McGraw-Hill Education.
2. Weiten, W. (2020). Psychology: Themes and Variations (11th Edition). Cengage Learning.
3. Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam.
4. Robbins, S. P., & Judge, T. A. (2019). Organizational Behavior (18th Edition). Pearson.

5. Myers, D. G. (2014). Psychology in Everyday Life (3rd Edition). Worth Publishers.

<b>Course Title:</b> Entrepreneurship Strategy and Innovation	<b>Course Code:</b> GED 0413-301	<b>Level:</b> 3 <sup>rd</sup> year 2 <sup>nd</sup> semester
<b>Course Type:</b> Theory	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

### **Rationale:**

This course introduces students to the role of the entrepreneur, innovation, and technology in the entrepreneurial process as well as the nature of enterprise and entrepreneurship. It is not about small businesses or lifestyle businesses, but rather the development of growth-oriented businesses, for-profit or non-profit. Entrepreneurship is both a mindset and a set of actions. It involves "creating something from nothing," and successful entrepreneurs understand how to manage and mitigate risk and uncertainty. The course content is applicable to individuals who are considering starting a business or who are already in business - whether large or small - as well as those who are interested in commercializing their own innovations or those of others, as well as those who advise entrepreneurs or engage in policymaking in the area of entrepreneurship.

### **Course Objectives:**

1. To understand basic concepts in the area of entrepreneurship
2. To acquaint students about the role and importance of entrepreneurship for economic development
3. To develop personal creativity and entrepreneurial initiative.

### **Course Learning Outcomes (CLOs):**

CLO1. Discuss the attitudes, values, qualities, attitudes, and processes associated with an entrepreneurial mindset and appropriate entrepreneurial behavior.

CLO2. Explain the significance of Ethics and its practices and the responsibility to society in doing business.

CLO3. Understand and demonstrate the ability to analyze business feasibility, develop a working business model and craft a business plan

CLO4. Gain knowledge about different types of business ownership and acquisition.

CLO5. Outline different marketing plans and strategies, and conduct financial planning for a new venture.

### **Mapping of CLOs to Program Learning Outcomes (PLO)**

<b>CL O</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>	<b>PLO 8</b>	<b>PLO 9</b>	<b>PLO1 0</b>	<b>PLO1 1</b>	<b>PLO1 2</b>
CLO1												✓
CLO2				✓							✓	
D3			✓									
D4					✓							✓
CLO5											✓	

### Mapping CLOs with Teaching-Learning and Assessment Strategy

<b>Course Content</b>	<b>CLOs</b>	<b>Teaching- Learning Strategy</b>	<b>Assessment Strategy</b>
The Foundations of Entrepreneurship: Define Entrepreneur and Entrepreneurship; Characteristics of successful entrepreneurs; Benefits and Drawbacks; Cultural Diversity of Entrepreneurship; How to avoid the pitfalls of entrepreneurial failure.	CLO-1	Lecture, Presentation	Test, Exam, Quiz
Ethics and Social Responsibility: Key stakeholders of businesses; Three levels of ethical standards; Ethical styles of management; Benefits of Moral management; Establishing an Ethical Framework; Reasons for Ethical Lapses; Ethical principles; How to maintain Ethical Standards; Social Responsibility; Business's Responsibility to the Environment, employees, and customers.	CLO-2	Lecture, Presentation	Exam, Assignment, Quiz
Entrepreneurial Mindset: Creativity, Innovation, and Entrepreneurship; Barriers to Creativity; How to Enhance Creativity; The Creative Process; Techniques for Improving the Creative Process.	CLO-1	Lecture, Presentation	Exam, Assignment
Conducting a Feasibility Analysis and Designing a Business Model: Idea	CLO-	Lecture,	Test, Exam,

Assessment; Feasibility Analysis; Porter's Five Forces Model; Developing and Testing a Business Model.	3	Presentation	Assignment
Crafting a Business Plan and Building a Solid Strategic Plan: Define business plan; Reality, competitive, and value test for attracting investors; The Elements of a Business Plan; What lenders and investors look for in a business plan; Building a Strategic Plan; Building a Competitive Advantage; Strategic Management Process.	CLO-3	Lecture, Presentation	Test, Exam, Assignment
Forms of Business Ownership and Buying an Existing Business: Sole Proprietorships and Partnerships; Corporations; How to Create a Legal Business Entity; Buying an Existing Business; Steps in Acquiring a Business.	CLO-4	Lecture, Presentation	Test, Exam, Quiz
Building a Powerful Bootstrap Marketing Plan: A Seven-Sentence Bootstrap Marketing Strategy; Pinpointing the Target Market; Determining Customer Needs and Wants through Market Research.	CLO-5	Lecture, Presentation	Test, Exam, Assignment
Creating a Successful Financial Plan: Basic Financial Statements; Creating Projected Financial Statements; Ratio Analysis; Break-Even Analysis.	CLO-5	Lecture, Presentation	Exam, Assignment
Small Business Planning and Exhibition	CLO-3	Lecture, Presentation	Project

**Books Recommended:**

1. Scarborough, N. and Cornwall, J., 2016. *Essentials of entrepreneurship and small business management*. 8th ed. Boston: Pearson Education Limited.
2. Bessant, J. (2003) *High Involvement Innovation: Building and Sustaining Competitive Advantage Through Continuous Change*. Chicester: John Wiley & Sons.
3. Bygrave, W and Zaccarakis, A (2013) *Entrepreneurship*, 3rd Edition, John Wiley and Co.

4. Drucker, P. (1999) *Innovation and Entrepreneurship*, Butterworth Heinemann, Oxford.

<b>Course Title:</b> Comprehensive Viva Voce	<b>Course Code:</b> ENG 0222-300	<b>Level:</b> 3 <sup>rd</sup> Year 2 <sup>nd</sup> semester
<b>Course Type:</b> Assessment	<b>Credit:</b> 1	

**Rationale:** The Viva Voce (comprehensive) is a useful tool for assessing students' knowledge that they have acquired throughout the whole semester. There are several legitimate reasons for asking a student to attend a viva voce examination, all of which may have a different impact on the student which motivates and ensures students depth of learning.

**Course Objectives:**

1. To assess student's ability to communicate with others.
2. To evaluate the student's spontaneity and mannerism.
3. To acquire soundness of knowledge through various forms of question.
4. To diagnose the student's limitation and weakness and take remedial action.

**Course Learning Outcomes (CLO):**

Upon completion of the course, students will be able to:

CLO1 Make students competent to face oral examination or interview.

CLO2: Provide an opportunity for the examiner to get feedback on the performance of the students and the university

CLO3: Provide flexibility in moving the candidates from strong to weak points.

CLO4: Makes students formulate replies without cues, and the reaction is observed for a specific stimulus.

CLO5: Make students prepared for competitive job at home and abroad

**Mapping of CLOs and PLOs:**

<b>CLO/ LO</b>	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PL O
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												12
CLO1	✓						✓					
CLO2			✓							✓		✓
CLO3	✓	✓						✓				
CLO4				✓								
CLO5	✓				✓				✓		✓	

**Mapping CLO with the Teaching- Learning and Assessment Strategy:**

Course content	CLO	Teaching-learning strategy	Assessment Strategy
All the courses gone through at 3-1 and 3-2 semesters	CLO1-CLO5	Classroom teaching and learning base	Oral Presentation before a board of examiners set by the department

**Books Recommended:**

All text books

## 4<sup>th</sup> Year 1<sup>st</sup> Semester

<b>Course Title-</b> Methods and Approaches of English Language Teaching (ELT)	<b>Course Code:</b> ENG 0232-411	<b>Level:</b> 4 <sup>th</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Linguistics	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** English language teaching skills are considered vital in today's world. Students need to learn the theories and practices of English language teaching to be an effective teacher.

### Course Objectives:

1. To develop and refine skills in teaching and researching on English language on designed program to broaden students' understanding of the challenges faced by English language teachers and learners worldwide.
2. To familiarise the learners with the various principles, theories and issues of language teaching pedagogy.
3. To acquaint students about what is the recent trends of the teaching, and how to manage a classroom.
4. Develop proper attitudes towards language teaching

### Course Learning Outcome

Upon completion of this course, the student will be able to:

CLO1. Compare and contrast the challenges of their future work as educators.

CLO2. To explore different local and international educational models and philosophies;

CLO3. To formulate their own educational philosophy and reflect on the connections between content knowledge and pedagogical approaches;

CLO4. Develop students' codes of ethical conduct and educational policy and practice.

CLO5. Evaluate the different methods of language teaching.

CLO6. Apply various testing systems in their professional life.

CLO7. Interpret and categorize different syllabuses.

### Mapping CLOs and PLOs

CLO/PLO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PLO 12
CLO1	√			√							√	
CLO2		√	√							√		

CLO3		√				√				√		
CLO4	√						√				√	
CLO5				√		√			√			
CLO6			√						√			
CLO7												

### Mapping CLOs with the Teaching-Learning and Assessment Strategy

Course content	CLO	Teaching-Learning Strategy	Assessment Strategy
Approaches, Methods and Techniques in ELT	CLO6/CLO 8	Lecture, Presentation	Essay question, Quiz
History of ELT Grammar- Translation Method, Direct Method, Audio-Lingual Method, Chomskyan, Revolution and Contemporary Methods, The Communicative Approach and the Natural Approach	CLO1	Lecture, Group discussion	MCQ, Short answer
Teaching and Testing the Four Skills: Listening, Speaking, Reading and Writing.	CLO1/CLO 7	Lecture, Pair work	Assignment
Testing: Language Testing – Purposes and kinds – General Principles- Norm – reference and criterion – referenced measurement – Some general requirements for tests: reliability and validity – Ways to estimate reliability –	CLO7/CLO 4	Lecture, Visual presentation	MCQ/presentation
Factors affecting reliability – Types of validity – Factors influencing validity – Ways of assessing different skills. Designing language test formats: multiple choice, close tests, open-ended tests, etc.	CLO7/CLO 3/CLO4	Lecture, video clips	Essay Question
Syllabus Design: Purpose, types, factors, construction. Needs Analysis and syllabus design: a learner centred approach: designing lesson plans, class observation, experimental teaching and feedback. Designing syllabuses for students	CLO6	Lecture, Presentation	Short Question/Assignment

at different levels.			
Error Analysis: The concept of Error – Description and explanation of Error – Significance of Error Analysis – Limitations of Error Analysis.	CLO2/CLO 7	Lecture, Presentation	Short Question/Assignment

### Books Recommended:

1. Hughes 1989 : *Testing for Language Teachers*. CUP
2. Tomlinson (ed.). 1998 : *Materials Development in Language teaching*. CUP
3. C. Richards and T. S. Rodgers. 1986 : *Approaches and methods in Language Teaching*. CUP
4. Ur. 1996 : *A Course in Language Teaching*. CUP
5. V. White. 1988 : *The ELT Curriculum*. Oxford
6. Blackwell 1991 : *Designing Tasks for the Communicative Classroom*. OUP
7. Harmer. 1983 : *The Practices of English Language Teaching* Longman.

<b>Course Title:</b> Survey of American Literature	<b>Course Code:</b> ENG 0232-412	<b>Level:</b> 4 <sup>th</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Literature	<b>Credits:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:** This course mainly focuses on the major American authors and the extent to which the American literature transformed American nationalism. Through readings of the poetry and prose of this course, students will have understandings of modern themes like the self, nature, reason, freedom, nationalism, transcendentalism, and the role of literature to bring liberation.

### Course Objectives:

1. To provide the students with a general understanding of realism in American theatre
2. To develop critical thinking encouraging students to acquaint themselves with both the pros and cons of American drama
3. To introduce students with modern age's dilemma to make them competent enough to combat it.

**Course Learning Outcomes:** Upon completion of this course, the students will be able to:

CLO1. Demonstrate the General knowledge of the drama genre, as well as of the American literature

CLO2. Demonstrate the familiarity with canonical American writers, their work, and socio-political contexts they wrote in as well as their connection with present age.

CLO3. Evaluate and compare various thematic perspectives and styles within American Literature.

CLO4. Develop an increased understanding of the place of American Literature in the context of Western Literary history and also its importance in the realm of world Literature.

CLO5. Rewrite and perform a scene of one of the selected plays to discuss its emotional effects on the audience.

### Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO/PL O	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PLO1 1	PLO1 2
CLO 1		√										
CLO 2					√					√		
CLO 3		√						√			√	
CLO 4					√	√	√					
CLO 5				√					√			

### Mapping CLOs with the Teaching-Learning& Assessment Strategy

Course Content	CLOs	Teaching-Learning Strategy	Assessment Strategy
Emerson :The American Scholar Walt Whitman :Song of Myself	CLO 1	Lecture, Powerpoint Presentation	Group Discussion,
Emily Dickinson: Selections Frost: Selections	CLO 2	Lecture, video	Assignment
Hemingway : <i>A Farewell to Arms</i>	CLO 3	PowerPoint Presentation, Academic paper	Term test
Toni Morrison : <i>The Bluest Eye</i>	CLO 4	Lecture, Reading Assignment, discussion	Presentation, Rubric
Eugene O’Neill : <i>Emperor Jones</i> Arthur Miller : <i>The Death</i>	CLO 5	Video showing	Performance

<i>of a Salesman</i>			on stage
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**Books Recommended:**

1. Aldridge, John : *After the Lost Generation: A Critical Study of the Writers of Two Wars.* 1951.
2. Hoffman J : *Freudianism and the Literary Mind.* 1957
3. Klein, Marcus. *Foreigners: The Making of American Literature*
4. Singal, J. Daniel : *The War Within: From Victorian to Modernist Thought in the South 1919-1945.* 1982
5. Bigsby, C.W.E : *A Critical Introduction to Twentieth Century American Drama. Vol: 1, 1985*
6. O’Neil and His Plays: *Four Decades of Criticism. Ed. Cargil, Oscar.* 1962
7. Day. Christine and Woods, Bob. (ed.) 1978 : *Where I Live: Selected Essays..*
8. Miller, James : *Eugene O’Neil and the American Critic.* 1962
9. Ranald, L. M : *The Eugene O’Neil Companion.* 1984.
10. Quinn, Arthur : *A History of the American Drama from the Civil War to the Present Day.*

<b>Course Title:</b> Professional Ethics and Moral Practices	<b>Course Code:</b> 0223-401	Level: 4th Year 1st Semester
Course Type: Theory	Credits: 02	Total Marks: 100

**Rationale of the Course:**

This course addresses the ethical principles and moral values essential in professional life. It aims to build a strong foundation in ethical decision-making, professional responsibility, and moral integrity to prepare students for ethical challenges in their careers.

**Course Objectives:**

1. To introduce fundamental concepts of ethics and moral reasoning.
2. To analyze ethical dilemmas in various professional contexts.
3. To foster integrity and accountability in decision-making.
4. To promote awareness of legal and societal responsibilities.
5. To encourage ethical leadership and civic responsibility.

**Course Learning Outcomes (CLOs):**

CLO1: Explain core ethical theories and moral principles.

CLO2: Identify and analyze ethical dilemmas in professional scenarios.

CLO3: Apply ethical reasoning in decision-making.

CLO4: Demonstrate understanding of laws, codes, and responsibilities.

CLO5: Promote ethical leadership and civic engagement.

**Mapping Course Learning Outcomes (CLOs) with the PLOs**

CLO /PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓							
CLO2		✓	✓					
CLO3				✓				
CLO4						✓		
CLO5							✓	✓

**Mapping CLO with Teaching-Learning and Assessment Strategy:**

Course Content	CLO	Teaching-Learning Strategy	Assessment Strategy
Ethical Theories and Principles	CLO1	Lecture, Case Study	Quiz, Case Analysis
Professional Dilemmas and Responsibilities	CLO2	Group Discussion	Written Assignment
Ethical Decision Making	CLO3	Simulation, Role Play	Case-Based Assessment
Legal and Social Responsibility	CLO4	Lecture, Guest Talk	Quiz, Participation
Ethical Leadership	CLO5	Debate, Reflection	Presentation

**Books Recommended:**

1. Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2020). Business Ethics: Ethical Decision Making & Cases. Cengage.
2. Shaw, W. H. (2016). Business Ethics. Cengage Learning.
3. Velasquez, M. G. (2014). Business Ethics: Concepts and Cases. Pearson.
4. Ghillyer, A. (2017). Business Ethics Now. McGraw-Hill Education.

<b>Course Title-</b> Greek and Latin Classics in Translation	<b>Course Code:</b> ENG 0232-413	<b>Level:</b> 4 <sup>th</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Theory	<b>Credits:</b> 03	<b>Total Marks:</b> 100

**Rationale:** Students need to develop the knowledge of analyzing the classical literature of ancient Greece and Rome. They also need to study the primary sources of different genres and learn from the texts what role literature has in human life.

**Course Objectives:**

1. To equip students to read the masterpiece of ancient literature.
2. To give students a broad overview of Greek and Latin literature, history, and society and of the surviving monuments of ancient art and culture.
3. To provide students with knowledge of Greek and Latin Classics.
4. To identify the basic techniques for studying literary texts and relating the problems raised in them to more general questions about human experience that we ask in our time and culture.

**Course Learning Outcome**

Upon completion of this course, the student will be able to:

CLO1. Recognize and describe the ancient Greek and Latin Classics

CLO2. Interpret the different literary genres.

CLO3. Categories the various features of Greek and Latin literature.

CLO4. Able to apply the knowledge in their professional life

CLO5. Understand and appreciate literature as an art form.

**Mapping CLOs and PLOs**

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	√			√				
CLO2	√		√					
CLO3		√			√			
CLO4		√	√					
CLO5			√	√				

## Mapping CLOs with the Teaching-Learning and Assessment Strategy

Course content	CLO	Teaching-Learning Strategy	Assessment Strategy
Homer: <i>The Iliad</i>	CLO1	Lecture, Presentation	Essay question, Quiz
Aeschylus: <i>Agamemnon</i>	CLO2	Lecture, Group discussion	MCQ, Short answer
Sophocles: <i>Electra</i>	CLO3	Lecture, Pair work	Assignment
Seneca: <i>Thyestes</i>	CLO4	Lecture, Visual presentation	MCQ/presentation
Euripides: <i>Alcestis</i>	CLO5	Lecture, video clips	Essay Question
Aristophanes: <i>Frogs</i>	CLO 5	Lecture	Assignment

### Books Recommended:

1. Maurice B. Bc Namee: *S.J., Homer and the Epic Hero*
2. H. M. Chadwick: *The Heroic Age*
3. Paul Merchant: *The Epic*
4. H.D.F. Kitto: *Form and Meaning in Drama –Greek Tragedy*
5. Eric Segal: *Oxford Readings in Greek Tragedy*
6. A.E. Haigh: *Tragic Drama of the Greeks*
7. C.H. Whitman: *Aristophanes and the Comic Hero*
8. W. W. Lawrence: *Beowulf and the Epic Tradition*
9. John Jones: *Aristotle and Greek Tragedy*

<b>Course Title:</b> Research Methodology	<b>Course Code:</b> ENG 0232- 415	<b>Level:</b> 4 <sup>th</sup> year 1 <sup>st</sup> semester
<b>Course Type:</b> Core Course	<b>Credits:</b> 3.0	Marks: 100

### Course Description

This course introduces students to research methodologies, including qualitative and quantitative methods, data collection techniques, ethical considerations, and research report writing. It aims to equip students with the necessary skills to conduct independent research in their field of study.

### Course Objectives

By the end of this course, students will:

1. Understand the fundamental concepts, principles, and significance of research in academic and professional contexts.
2. Develop the ability to identify research problems, formulate research questions, and construct hypotheses.
3. Gain proficiency in selecting and applying appropriate research methods and techniques.
4. Learn how to collect, analyze, and interpret data using appropriate tools and frameworks.
5. Enhance their ability to write structured research reports and effectively communicate research findings.
6. Develop ethical awareness and professionalism in conducting research.

### Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. **CLO1:** Explain key concepts, principles, and types of research methodologies.
2. **CLO2:** Identify and formulate research problems, questions, and hypotheses.
3. **CLO3:** Select and apply appropriate research methods, including qualitative and quantitative approaches.
4. **CLO4:** Collect, analyze, and interpret research data using relevant tools and techniques.
5. **CLO5:** Write and present a structured research report adhering to academic and ethical standards.

### Mapping of CLOs and PLOs (Program Learning Outcomes)

CLO/PLO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PLO 12
CLO 1	✓											
CLO 2		✓		✓					✓			
CLO 3					✓							
CLO 4								✓			✓	✓
CLO 5									✓	✓		✓

### Mapping CLO with the Teaching- Learning and Assessment Strategy:

Course content	CLO	Teaching-learning strategy	Assessment Strategy
Introduction to Research	CLO1	Lecture, discussion on real-life research examples	Easy Questions, Oral Response
Types of Research (Qualitative & Quantitative)	CLO1	Lecture & Discussions	Short Questions
Identifying Research Problems, Identify and formulate research problems, questions, and hypotheses	CLO2	Lecture & Discussions	Brainstorming session, group discussion
Formulating Research Questions & Hypotheses	CLO1, CLO2	Lecture, Presentation	Short assignment on developing research questions
Literature Review & Referencing	CLO4	Lecture, Visual Presentation	Library research activity, APA referencing practice
Research Design & Methodology	CLO3	Lecture	Short questions
Data Collection Methods (Survey, Interview, Observation)	CLO4	Lecture, Discussion, Visual presentation	Mock interview & survey design exercise
Sampling Techniques, Data Analysis (Basic Statistics &	CLO3, CLO4	Lecture & Discussion	Group Discussion

Qualitative Analysis)			
Writing Research Reports, Ethical Considerations in Research	CLO4	Lecture, Discussion & Demo Writing	Peer review session on draft research reports
Presenting Research Findings	CLO4, CLO5	Observation	Presentation
Presenting Research Findings	CLO5	Oral Feedback	Q&A session on key concepts
Final Exam & Submission of Research Report	CLO5	Final Submission	Final assessment

### Books Recommended:

1. **Research Methodology: Tools and Techniques** by K. Bhattacharyya
2. **Handbook of Research Methodology** by University of Mumbai

<b>Course Title:</b> Translation Studies	<b>Course Code:</b> ENG 0232-414
<b>Course Type:</b> Core Course	<b>Credit:</b> 3.0
<b>Level:</b> 4th Year 1st Semester	

**The Rationale of the Course:** This course has been designed to meet the current demands in academia by helping learners understand Translation Studies as a valuable field of study. It aims to equip students with the skills needed to translate both literary and non-literary texts. The practice of translation plays a significant role in bridging cultural and linguistic gaps between countries.

### Course Objectives:

1. To help students acquire knowledge of the origin, history, and development of translation and translation studies.
2. To orient students with various theories and techniques of translation.
3. To familiarize students with the problems and issues in translating literary and non-literary texts.
4. To facilitate knowledge of practical skills for translation.

### Course Learning Outcomes:

Upon completion of this course, the students will be able to:

CLO 1. Understand the concept of translation, theories of translation studies, history of translation, literary translation and central issues of translation

CLO 2. Develop skills to translate literary and non-literary pieces

CLO 3. Explain poetry, fiction and drama in translation as per theories of translation studies and analyze translated texts

CLO 4. Apply theories of translation studies into practice

### Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO/P LO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PLO 12
CLO 1						✓						
CLO 2		✓						✓				
CLO 3	✓											
CLO 4				✓					✓	✓		✓

Course content	Teaching-Learning Strategy	Assessment Strategy
<b>Introduction:</b> The concept of translation, Translation Studies as an interdisciplinary, Importance of translation, History of translation.	Lecture, PowerPoint Presentation	Quiz, Test
<b>Central Issues:</b> Language and culture, Types of translation, Problems of equivalence, Loss and gain, Untranslatability, Word-for-word or sense-for-sense translation, Faithfulness, Spirit and truth. History of Translation Theory Early theorists, The Renaissance, Romanticism, The twentieth century, Contemporary translation theory	Discussion, Handouts, Video Clips	Test, Assignment
<b>Literary Translation:</b>  What is literary translation? Poetry and translation, Register and tone, Translating prose, Translating drama, Semantic and communicative translation	<b>Lecture, Handouts</b>	<b>Test, Quiz</b>

<p><b>Translation and Cultural Studies</b> Translation as rewriting, Translation and gender, The hermeneutic approach to translation, Postcolonial translation theory, Skopos Theory, Audiovisual translation</p>	<p><b>Lecture, Group Discussion, Pair Work</b></p>	<p><b>Quiz, Short Answer</b></p>
<p><b>Seminal Essays on Translation</b>  Susan Bassnett. "The translation turn in cultural studies"  Walter Benjamin. "The task of the translator" James S. Holmes "The name and nature of translation studies"  Roman Jakobson. "On linguistic aspects of translation"  Gayatri Chakravorty Spivak. "The politics of translation"  Lawrence Venuti. "Translation, Community, Utopia"</p>	<p><b>Lecture, Interactive Learning, Critical Learning</b></p>	<p><b>MCQ, Written Test</b></p>
<p><b>Practice</b></p> <p>Translating poetry: selected poems by acclaimed Bengali poets</p> <p>Translating prose: selected short stories by well-known Bengali writers</p> <p>Translating drama: a selection of some plays from Bengali Translation from English to Bengali (The course teacher will select texts for translation practice and reading.)</p>	<p><b>Discussion, Interactive Learning</b></p>	<p><b>Presentation, Test</b></p>

**Books Recommended:**

1. Bassnet, Susan. *Translation Studies*, 1991. Routledge, 2002.

2. Delisle, Jean, and Judith Woodsworth, editors. *Translation through History*. John Benjamin Publishing, 1995.
3. Gambier, Yves, and Luc van Doorsaler, editors. *Handbook of Translation Studies*. John Benjamin Publishing, 2010.
4. Landers, Clifford E. *Literary Translation: A Practical Guide*. Multilingual Matters, 2001.
5. Malmkjer, Kirsten, and Kevin Windle, editors. *The Oxford Handbook of Translation Studies*. OUP, 2011.
6. Milan, Carmen, and Francisca Bartrina, editors. *The Routledge Handbook of Translation Studies*. Routledge, 2016.
7. Munday, Jeremy. *Introducing Translation Studies*. Routledge, 2012.
8. Venuti, Lawrence. *The Translation's Invisibility: A History of Translation*. Routledge, 1995.

#### 4<sup>th</sup> Year 2<sup>nd</sup> Semester

<b>Course Title:</b> Classical and Modern Literary Theory	<b>Course Code:</b> ENG 0232-423	<b>Level:</b> 4 <sup>th</sup> Year 2 <sup>nd</sup> Semester
<b>Course Type:</b> Theory	<b>Credit:</b> 3	<b>Total Marks:</b> 100

**Rationale:** The course offers a comprehensive understanding of the significant critical theories of world literature. Moreover, the course also provides opportunities for applying theoretical knowledge in literary criticism, which will help students to enhance critical thinking.

#### Course Objectives:

1. To develop comprehensive knowledge of the significant critical theories of world literature among students
2. To prepare assignments, presentations, term-papers, reports, dissertations; develop critical and creative thinking to enhance skills in decision-making and problem-solving; improve self-awareness, empathy, assertiveness and self-control.

#### Course Learning Outcomes (CLOs):

Upon successful completion of the course, students will be able to:

CLO1. Analyze and interpret different literary texts on the basis of various critical theories.

CLO2. Formulate original theories inspired by different literary theories, and use authentic approaches, methods and techniques in teaching and learning contemporary theories

CLO3. Utilize their critical thinking to comprehend diverse social structures and global

cultures.

CLO4. Extend their wisdom in communicating various environmental issues and develop the awareness of individual responsibilities to preserve and conserve the environment for sustainable development.

CLO5. Develop ethical and moral values and practice them in personal and professional lives in congruence with national culture and tradition.

### Mapping CLOs with the Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1.				√	√							
CLO 2					√	√			√			
CLO 3						√			√	√		
CLO 4						√				√		√
CLO 5.				√		√			√			

### Mapping CLOs with the Teaching-Learning Strategy and the Assessment Strategy

Course Content	Course Learning Outcomes (CLOs)	Teaching-Learning Strategies	Assessment Strategy
1. Dryden :Preface to the Fables	CLO 1	Class lecture, handouts	Quizzes, Short Answers
2. Johnson: Preface to Shakespeare Eliot : Tradition and the Individual Talent; The Metaphysical Poets Arnold : The Study of Poetry	CLO 2	Cooperative learning, Inquiry-based instruction, Professional Development	Quiz Competitions, term test

3. Wordsworth : Preface to the Lyrical Ballads	CLO 3	Cooperative learning, Inquiry-based instruction, Behaviour Management	Broad Answers, Assignments, Presentations, Debates
4. Coleridge : <i>Biographia Literaria</i>	CLO 4	Visualization, Cooperative learning, Inquiry-based instruction,	Presentations, Term paper
5. Said : Introduction to <i>Orientalism</i> 6. Spivak: Three Women's Texts and a Critique of Imperialism	CLO 5	Cooperative learning, Behaviour Management,	Presentations, Debates

### Books Recommended:

1. Wimsal & Brooks : *Literary Criticism: A Short History*.
2. Richards, I.A: *Principles of Literary Criticism*
3. Wellek, Rene: *The Rise of English Literary History*.
4. Warren, Austen. & Wellek, Rene: *Theory of Literature*.

<b>Course Title:</b> Eco-criticism and Environmental Narratives	<b>Course Code:</b> ENG 0232-422	
<b>Type of the course:</b> Literature	<b>Credit:</b> 3.0	<b>Level:</b> 4 <sup>th</sup> year 2 <sup>nd</sup> semester

### Rationale of the Course

This course explores the intersections of literature, ecology, and environmental thought through the lens of ecocriticism. Students will engage with literary and cultural texts that respond to environmental crises, climate change, and human-nature relationships. The course examines how literature shapes and reflects environmental consciousness, activism, and ethics. Readings will include fiction, poetry, nonfiction, and theoretical frameworks, with a focus on both global and South Asian perspectives.

### Course Objectives:

1. To familiarize with the key concepts such as **the Anthropocene, deep ecology, climate fiction (cli-fi), and ecofeminism** in ecocriticism and environmental humanities.
2. To help the students in exploring different narrative strategies used to depict environmental crises.
3. To enhance the ability to judge the role of gender, race, and class in environmental discourse.
4. To develop critical thinking on the perspectives of Anthropocene, posthumanism, and ecofeminism.
5. To engage the students with **contemporary South Asian and global environmental literature**.

### Course Learning Outcome:

CLO1. To understand the theories and concepts that are related to the study of ecology, ecofeminism, climate fiction in eco-criticism and environmental humanities.

CLO2. To analyze the literary texts in relation to climate change, sustainability, and ecological justice.

CLO3. To examine the representation of climate change and its impact on contemporary literature and speculative ecologies.

CLO4. To explore Ecofeminism and Gendered Ecologies such as Feminist environmentalism and Hydro-feminism, Women and nature in literature etc.

CLO5. To acquire knowledge about Postcolonial Ecologies and Indigenous Perspectives such Environmental exploitation and colonial legacies, ecological knowledge etc

CLO6. To judge Blue Humanities and Water Narratives ,Oceanic and riverine ecologies and Water crisis

### Mapping CLO with PLO

CLO/PLO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO1 1	PLO 12
CLO1	X			X		X				X		
CLO2				X	X					X	X	
CLO3	X		X	X	X	X						
CLO4						X					X	X
CLO5			X	X		X					X	X
CLO6			X								X	X

## Teaching-Learning Assessment Strategy

Course Content	Teaching-Learning Strategies	Assessment Strategies
<b>Introduction to Ecocriticism</b> <ul style="list-style-type: none"> <li>• What is ecocriticism?</li> <li>• Key theorists: Cheryll Glotfelty, Lawrence Buell, Greg Garrard</li> <li>• Concepts: Anthropocene, Deep Ecology, Environmental Justice</li> </ul>	Lecture/Handout/ Discussion	Short questions/Quiz
<b>Climate Fiction and Eco-Dystopias</b> <ul style="list-style-type: none"> <li>• Representing climate change in contemporary literature</li> <li>• Climate fiction (Cli-Fi) and speculative ecologies</li> </ul>	Powerpoint/presentation/ Jigsaw Method/Group Discussion	Presentation/ Assignment
<b>Ecofeminism and Gendered Ecologies</b> <ul style="list-style-type: none"> <li>• Feminist environmentalism and Hydrofeminism</li> <li>• Women and nature in literature</li> </ul>	Lecture, Interactive Learning, Critical Learning	Test, MCQ
<b>Postcolonial Ecologies and Indigenous Perspectives</b> <ul style="list-style-type: none"> <li>• Environmental exploitation and colonial legacies</li> <li>• Indigenous ecological knowledge</li> </ul>	Lecture/Powerpoint Presentation	Analytical Question/ Quiz
<b>Blue Humanities and Water Narratives</b> <ul style="list-style-type: none"> <li>• Oceanic and riverine ecologies</li> <li>• Water crisis and climate change</li> </ul>	Lecture, Group Discussion, Pair Work	Presentation, Oral Test, MCQ

### Books Recommended:

1. Lawrence Buell – *The Environmental Imagination* (excerpts)
2. Cheryll Glotfelty – *Introduction to The Ecocriticism Reader* (1996)
3. Greg Garrard – *Ecocriticism* (selected chapters)
4. Amitav Ghosh – *Gun Island*

5. Tahmina Anam- The bones of Grace
6. Margaret Atwood-Oryx and Crake
7. Kim Stanley Robinson – *The Ministry for the Future* (excerpts)
8. Vandana Shiva – *Staying Alive: Women, Ecology, and Development* (excerpts)
9. Astrida Neimanis – *Hydrofeminism: Or, On Becoming a Body of Water* (2012)
10. Tishani Doshi – *A God at the Door* (selected poems)
11. Arundhati Roy- Capitalism: A Ghost Story
12. Arundhati Roy – *The Cost of Living* (excerpts)
13. Mahasweta Devi – *Pterodactyl, Puran Sahay, and Pirtha*
14. Paolo Bacigalupi – *The Water Knife* (excerpts)
15. Astrida Neimanis – *Bodies of Water* (theory excerpts)

<b>Course Title:</b> Viva Voce	<b>Course Code:</b> ENG 0232-432	<b>Level:</b> 4 <sup>th</sup> Year 2 <sup>nd</sup> semester
<b>Course Type:</b> Assessment	<b>Credit:</b> 1	<b>Total Marks:</b> 100

**Rationale:** The Viva Voce (Comprehensive) is a useful tool for assessing students' knowledge that they have acquired throughout the whole undergrad program. There are several legitimate reasons for asking a student to attend a viva voce examination, all of which may have a different impact on the student which motivates and ensures students' depth of learning.

**Course Objectives:**

1. To assess student's ability to communicate with others.
2. To assess the overall knowledge of the student in the relevant academic field acquired over 4 years of study in the undergraduate program.
3. To supplement the information obtained through other evaluation techniques.
4. To use stimulation methods like role-play and telephone conversation.
5. To identify and analyze the student's presence of mind.
6. To evaluate the student's spontaneity and mannerism.
7. To acquire soundness of knowledge through various forms of question.
8. To diagnose the student's limitation and weakness and take remedial action.

**Course Learning Outcomes (CLO):**

CLO1. Provide direct contact with the candidates to assess their communication, presentation skills and overall impression.

CLO2. Provide opportunity to mitigate circumstances into accounts.

CLO3. Provide flexibility in moving the candidates from strong to weak points.

CLO4. Makes students formulate replies without cues, and the reaction is observed for a specific stimulus.

CLO5. Provide an opportunity for the examiner to get feedback on the performance of the students and the university.

**Mapping of CLOs and PLOs:**

CLO/PLO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PL O 12
CLO1	✓				✓		✓					
CLO2			✓	✓						✓		✓
CLO3	✓	✓						✓				
CLO4				✓		✓						
CLO5	✓				✓				✓		✓	

**Mapping CLO with the Teaching- Learning and Assessment Strategy:**

Course content	CLO	Teaching-learning strategy	Assessment Strategy
All the courses gone through during honors.	CLO1-CLO5	There is no specific strategy for comprehensive viva-voce.	Oral Presentation

**Books Recommended:**

- 1.All course books

<b>Course Title:</b> Modern English Literature	<b>Course Code:</b> ENG 0232-421	<b>Course Type:</b> Literature
<b>Level:</b> 4 <sup>th</sup> Year 2 <sup>nd</sup> Semester	<b>Credit:</b> 3.0	<b>Total Marks:</b> 100

**Rationale:**

This course is intended to provide an introductory survey of the modern novel, including an investigation of what it means to be modern as well as an introduction to the concepts of modernism and postmodernism.

**Course Objectives:**

1. To interpret modern novels from a variety of critical approaches
2. To acquaint students with the writing philosophy of Modern novelists that is reflected directly or indirectly in their novels
3. To develop critical thinking and writing skills through reading, interpreting and analyzing modern novels
4. To distinguish the realistic approach to analyzing and face the different complexities of modern life
5. To demonstrate a broad and integrated knowledge of active participation in an increasingly diverse society and build a foundation of study and employment that requires critical thinking and communication skill.

**Course Learning Outcome**

Upon completion of the course, the student will be able to:

CLO1. Recognize word function, narrative style and technical device that are used to narrate the story

CLO2. Differentiate symbolic association of thought and images with relative ideas

CLO3. Recognize two folded reading tasks; first to associate and digest the condition of the fiction with own values and second to draw in mind a completed character with physical and moral definition.

CLO4. Evaluate modern life style by critically projecting personal viewpoints regarding it's shortcomings and positive sides.

CLO5. Demonstrate better understanding and insight into the feeling and thought of others and establish the tendency to accept the perspective of others.

CLO6. Categories, compare and contrast the writing techniques of different writers of Modern Age.

CLO7. Examine the different socio-political and cultural issues that have real life impact.

**Mapping CLOs and PLOs**

CLO/P LO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PLO 12
CLO1	√	√										
CLO2						√						√
CLO3					√							√

CLO4				√						√		
CLO5	√								√			√
CLO6		√				√						
CLO 7										√		√

### Mapping CLO with Teaching –Learning and Assessment Strategy

Course Content	CLO	Teaching –Learning Strategy	Assessment Strategy
Joseph Conrad: <i>Lord Jim</i>	CLO1	Lecture, Presentation	Essay Question, Quiz
E.M. Forster: <i>A Passage to India</i>	CLO2	Lecture, Brainstorming, Group Discussion	Assignment, Short Question
James Joyce: <i>A Portrait of the Artist as a Young Man</i>	CLO3	Lecture, Pair work	Presentation, Group Work
Virginia Woolf: <i>Mrs. Dalloway</i>	CLO4	Lecture, Visual Presentation	MCQ, Short Question
D.H. Lawrence: <i>Sons and Lovers</i>	CLO5	Lecture, Video Clips	Essay Question, Assignment
Doris Lessing: <i>The Grass is Singing</i>	CLO6, CLO7	Visual Presentation, Lecture	Short Question, Assignment

### Books Recommended:

1. Paul Johnson: *Modern Times*
2. *The Bloomsbury Guide to English Literature*, ed. Marion Wyne Davies (New York: Prentice Hall, 1990)
3. *A-Z Guide to Modern Literary and Cultural Theorists* by Stuart Sim
4. Hannah Arendt: *The Origin of Totalitarianism*

<b>Course Title:</b> Thesis/Project		<b>Course Code:</b> ENG 0232-431
<b>Credit:</b> 03	<b>Course type:</b> Assessment	<b>Level:</b> 4 <sup>th</sup> year 2 <sup>nd</sup> Semester

**Rationale:** Thesis course helps students to conduct smaller types of research following a proper and recognized format. This Thesis will enable students to take initiatives to do greater type of research in their future academic life.

**Course Objectives:**

1. To enhance imaginative power and produce something new
2. To interpret theories and doctrines, and give recommendations where appropriate
3. To acquire knowledge on a particular field with standard format
4. To develop effective communicative skills to present research on learners' relative field.

**Course Learning Outcome (CLO):**

Upon completion of the course, the students will be able to:

CLO1. Prepare research plan step by step in a desired format.

CLO2. Implement research plan efficiently, and make any necessary adjustments in consultation with the supervisor

CLO3. Show excellence in better communication.

CLO4. Defend their thesis in front of a board of examiners formed by the Department.

CLO5. Produce a Thesis of publishable quality

**Mapping of CLOs and PLOs:**

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	X							
CLO2		X						
CLO3		X						
CLO4			X					
CLO5						X		

**Mapping CLOs with Teaching- Learning and Assessment Strategy:**

Course Content	CLO	Teaching Learning Strategy	Assessment Strategy
As advised by the supervisor. The topic of the thesis will be on any texts included in the syllabus or outside of the syllabus.	CLO1	As directed by the supervisor.	Presentation and oral examination in front of a board of examiners set by the Department.

**Books Recommended:**

1. Modern Language Association. *MLA Handbook for Writers of Research Papers*
2. Brown, James Dean. *The Cambridge Guide to Research in Language Teaching and Learning*
3. Correa, Delia da Sousa, and W.R. Owens, eds. *A Handbook to Literary Research*
4. *The Chicago Manual Style A Guide to APA Referencing Style*

<b>Course Title:</b> Comparative Literature		<b>Course Code:</b> ENG 0232-424
<b>Credit:</b> 03	<b>Course type:</b> Literature	<b>Level:</b> 4 <sup>th</sup>

**Rationale:** To be familiar with global literature, and to compare various cultures of the people belonging to that literary period.

**Course Objectives:**

1. To enhance imaginative power of the learners.
2. To observe different cultures of different countries.
3. To acquire global education and prestige through literature learning.
4. To expose to various cultures through literature study.
5. To have pleasure and deeper understanding of the target literature.
6. To demonstrate good skills and performance in literary analysis.

**Course Learning Outcome (CLO):**

Upon completion of this course, students will be able to:

1. Learn to write literary criticism.
2. Develop maturity on literary texts dealing.
3. Acquire knowledge about differences of cultures in literature..
4. Realize thematic varieties of literary texts.
5. Widen cognitive capacity.
6. Improve academic reading and writing performance through dealing with literature.

**Mapping with CLOs and PLOs :**

CLO/P LO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PLO 12
CLO1	✓											

CLO2	✓											
CLO3											✓	
CLO4												
CLO5	✓											
CLO6												
CLO7									✓			
CLO8												✓

**Mapping CLOs with Teaching- Learning and Assessment Strategy:**

Course Content	CLO	Teaching Learning Strategy	Assessment Strategy
1. <i>The Thief and The Dogs</i>	CLO1	Lecture, Visual aids, Charts, Group work	Short answer Quiz
2. <i>The Untouchables</i>	CLO2	Lecture, Group discussion	Short answer Assignment MCQ
3. <i>A House for Mr. Biswas</i>	CLO3	Lecture, Small Group Practice	Short answer Assignment
4. <i>Things Fall Apart</i>	CLO4	Lecture, Exercise	Short answer MCQ
5. <i>Things Fall Apart</i>	CLO5	Lecture, Exercise, Peer correction	MCQ Assignment
6. <i>Things Fall Apart</i>	CLO6	Lecture, Small Group Practice	Short answer Assignment
7. <i>The Lion and the Jewel</i>	CLO7	Lecture, Exercise	Short answer MCQ
8. <i>The Lion and the Jewel</i>	CLO8	Lecture, Exercise	Short answer MCQ

**Books Recommended:**

1. Badawi, M. M : *A Short History of Modern Arabic Literature.*
2. Schwartz, Howard : *Lilith's Cave : Jewish Tales of the Supernatural*
3. Schwartz, Howard : *Gabriel's Palace: Jewish Mystical Tales.*
4. Mack, Robert L. (ed.) : *Arabian Night's Entertainments.*

<b>Course Title:</b> Contemporary Literature	<b>Course Code:</b> ENG 0232-429	<b>Level:</b> 4 <sup>th</sup> year 2 <sup>nd</sup> year
<b>Course Type:</b> Elective Course	<b>Credits:</b> 3.0	Total marks: 100

**Rationale of the Course:** This course is designed to help students understand the complex realities of modern society through the lens of contemporary literature. It focuses on how modern authors depict real-life issues, offering insights into societal struggles, psychological challenges, and the broader human experience. The course will enhance students' ability to grasp the core principles of realism and materialism, while also fostering a deeper awareness of psychological struggles, human resilience, and social transformation.

### **Course Objectives:**

The objectives of the course are-

- To enable students to examine texts with diverse critical perspectives.
- To help students uncover the creative philosophies and ideologies that modern authors embed in their narratives.
- To develop robust analytical and ethical thinking skills by engaging deeply with contemporary literary works.
- To encourage students to apply realistic frameworks for understanding the social, cultural, and psychological challenges depicted in modern literature.
- To cultivate effective communication skills and a well-rounded understanding of a diverse society, preparing students for both academic pursuits and professional environments.

### **Course Learning Outcome:**

After completing this course, students will be able to:

CLO1. Apply diverse critical methodologies to interpret contemporary literary works. CLO2. Recognize and discuss major themes such as identity, cultural conflict, social justice, and psychological complexity.

CLO3. Evaluate modern narrative strategies and stylistic elements that shape contemporary literature,

CLO4. Relate literary texts to real-world social, cultural, and historical contexts.

CLO5. Articulate well-reasoned arguments both in written essays and through oral presentations.

CLO6. Employ ethical reasoning and critical analysis in interpreting and engaging with literary texts.

**Mapping of CLO with PLO:**

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	<input checked="" type="checkbox"/>								
CLO2	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			
CLO3							<input checked="" type="checkbox"/>		
CLO4				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
CLO5		<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	
CLO6							<input checked="" type="checkbox"/>		

### Mapping of CLO with Teaching- Learning and Assessment Strategy:

Course Content	CLO	Teaching-Learning Strategy	Assessment Strategy
<i>One Hundred Years of Solitude</i> by Gabriel Garcia Marquez	CLO1	Lecture, Presentation, Visual Presentation	Assignment on movie/book review, Question-answer
<i>Midnight's Children</i> by Salman Rushdie	CLO2	Lecture, presentation, Group work	Quiz and Presentation
<i>A Thousand Splendid Suns</i> By Khaled Hosseini	CLO3	Lecture, Brainstorming, Pair work	MCQ and Assignment
<i>Beloved</i> by Toni Morrison	CLO4	Lecture, Presentation	Essay, Assignment and Question- answer
Maya Angelou's Selected Poems	CLO5	Lecture, Interpretations, Recitation	Presentation, Interpretation, Assignment
Seamus Heany's Selected Poems	CLO6	Lecture, Interpretations, Recitation	Assignment, Question-answer

### Books Recommended:

- García Márquez, Gabriel. *One Hundred Years of Solitude*. Translated by Gregory Rabassa
- Rushdie, Salman. *Midnight's Children*.
- Hosseini, Khaled. *A Thousand Splendid Suns*. Morrison, Toni. *Beloved*.
- Angelou, Maya. *Selected Poems*
- Heaney, Seamus. *Selected Poems 1965–1975* Heaney, Seamus. *Selected Poems 1966–1987*

<b>Course Title:</b> Routes and Roots: Contemporary Travel Literature in English	Course Code: ENG O232- 430
<b>Type of the Course :</b> Elective Course	Credit: 03

### Rationale of the Course

This course examines contemporary travel literature, focusing on the interplay between movement ("routes") and belonging ("roots"). Through diverse narratives, it will explore how

travel shapes cultural perceptions, ecological awareness, and personal identity. The course will engage with fiction, memoirs, poetry, and essays, examining how contemporary travel narratives challenge traditional notions of exploration and discovery.

**Course Objectives:**

By the end of the course, students will be able to:

1. To familiarize with the contemporary travel literature using critical and theoretical frameworks.
2. To bridge relationship between travel, migration, colonial legacies, and identity of different nation of different geographical background.
3. To orient how travel narratives address environmental and geopolitical concerns.
4. To engage with various literary forms, including fiction, memoir, and poetry.
5. Develop original arguments through written and oral presentations.

**Course Learning Outcome:**

CLO1. To understand the different critical and theoretical frame work of contemporary travel literature

CLO2.To examine how travel literature is connected with different geographical and environmental issues

CLO3. To analyze varied literary forms, fiction, poetry, memoir etc from different parts of the world.

CLO 4. To reflect the comparison in writing style and themes in writings of varied geographical areas.

CLO 5. To comprehend the connectivity between travel, migration, colonial legacies, and identity.

**Mapping CLO with PLO:**

CLO/PLO	PLO 1	PLO 2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PL12
CLO1				x	x					x	x	x
CLO2	x		x				x				x	
CLO3				x	x					x	x	
CLO4			x		x			X			x	
CLO5	x							x		x		
CLO6			x		x				x			

## Teaching Learning and Assessment Strategy

Course content	Teaching /Learning Strategy	Assessment Strategy
<p><b>1: Rethinking Travel Writing: From Exploration to Migration</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to Travel Literature:</b> From colonial-era travelogues to contemporary narratives.</li> <li>• <b>Key Questions:</b> Who gets to travel? How do race, gender, and class shape travel narratives?</li> </ul>	Discussion/Group study	Quiz, Short questions
<p><b>2: Migration, Displacement, and Exile</b></p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> Travel as forced movement, exile, and migration rather than leisure.</li> <li>• <b>Key Themes:</b> Borders, belonging, refugee experiences.</li> </ul>	Lecture/ Powepoint presentation	Assignment/Oral test
<p><b>3: The Eco-Politics of Travel: Climate, Nature, and Tourism</b></p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> Environmental consequences of travel and tourism.</li> </ul> <p><b>Key Themes:</b> Climate change, eco-tourism, indigenous knowledge</p>	Lecture/Interactive teaching methods	Analytical questions/MCQ
<p><b>4: Feminist and Decolonial Journeys</b></p>	Group study/Pair work	Quiz,Short questiions

<ul style="list-style-type: none"> <li>• <b>Focus:</b> How women and marginalized travelers narrate their experiences.</li> </ul> <p><b>Key Themes:</b> Gendered perspectives, decolonization of travel writing</p>		
<p><b>5:</b> Digital Nomads, Virtual Travel, and the Future of Travel Writing</p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> How travel literature is evolving in the digital age.</li> <li>• <b>Key Themes:</b> Social media, travel blogging, remote work.</li> </ul>	Lecture/Powerpoint presentation	Presentation,Assignment

**Books Recommended:**

1. Amitav Ghosh – The Nutmeg’s Curse: Parables for a Planet in Crisis (2021)
2. Kapka Kassabova – Border: A Journey to the Edge of Europe (2017)
3. Mohsin Hamid – Exit West (2017)
4. Deepak Unnikrishnan – Temporary People (2017)
5. Warsan Shire – Selected Poems from Bless the Daughter Raised by a Voice in Her Head (2022)
6. Amitav Ghosh – Gun Island (2019)
7. Elizabeth Rush – Rising: Dispatches from the New American Shore (2018)
8. Tishani Doshi – Selected Poems on travel and place from A God at the Door (2021)
9. Monisha Rajesh – Around the World in 80 Trains (2019)
10. Pico Iyer – The Art of Stillness: Adventures in Going Nowhere (2014)
11. Noo Saro-Wiwa – Looking for Transwonderland: Travels in Nigeria (2012)
12. Tahir Shah – In Arabian Nights: A Caravan of Moroccan Dreams (2007)

<b>Course Title:</b> European Classics in Translation	<b>Course Title:</b> ENG 0232-427	<b>Level:</b> 4-2
<b>Course type:</b> Literature	<b>Credits:</b> 03	<b>Total Marks:</b> 100

**Rationale:** The course offers a comprehensive understanding of the significant classics of ancient Greek and Roman literature. Moreover, this course provides opportunities for the learners to conduct research on classicism and cultural studies.

**Course Objectives:**

1. To develop comprehensive knowledge of classicism and classic literature
2. To apply the wisdom of classic literature in research to produce new knowledge in the fields of literature

**Course Learning Outcomes:**

Upon completion of this course, the students will be able to:

CLO1 Analyze and interpret the themes, symbols, characters and other issues of the classics on the basis of various critical theories; identify the challenges in translating the classics in English.

CLO2 Extend their wisdom in communicating various environmental issues and develop the awareness of individual responsibilities to preserve and conserve the environment for sustainable development.

CLO3 Develop ethical and moral values and practice them in personal and professional lives in congruence with national culture and tradition.

CLO4 Compare and contrast the structures and cultures of ancient Greek and Roman society

CLO5 Exploit technological tools to enhance the research on classic literature.

**Mapping of the CLOs with the Program Learning Outcomes (PLOs)**

CLO/PLO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PL O10	PL O11	PL O12
CLO 1	√											

CLO 2						√				√		
CLO 3					√						√	
CLO 4	√											
CLO 5									√	√		

### Mapping CLOs with the Teaching-Learning Strategy and the Assessment Strategy

Content	Course Learning Outcomes (CLOs)	Teaching-Learning Strategies	Assessment Strategy
Aristotle : <i>Poetics</i>	CLO 1	Lecture, Powerpoint Presentation	Quizzes
Virgil : <i>The Aeneid</i>	CLO 2	Video Showing, Differentiation, Peer Discussion	Quizzes, Short Answers,
F. Dostoevsky : <i>Crime and Punishment</i>	CLO 3	Handouts, Discussion, PowerPoint Presentation	Term test
Thomas Mann : <i>Magic Mountain</i>	CLO 4	Academic papers, Podcast	Debate on Specific topic
Milan Kundera : <i>The Joke</i>	CLO 5	Visualization, Cooperative learning, Technology in the Classroom	Assignments and Presentations

**Books Recommended:**

1. Barnet, Burman, Burto, and Cain. Longman (ed.). XI edition: *An Introduction to Literature*.
2. Jerome Beaty and Paul Hunter (ed.) : *The Norton Introduction to Literature*.
3. Webster, Miriam : *Encyclopedia of Literature*
4. Malcolm Bradbary (ed.) : *Introduction to American Studies*,
5. Luedike, L. S : *Making America : The Society and Culture of the United States*.
6. Mathiessen, F. O : *American Renaissance*
7. gLewis , R : *The American Adam*.
8. Tayler, M. C : *History of American Literature : 1607 – 1765* Chase, Richard : *The American Novel* .

<b>Course Title</b> -South Asian Literature	<b>Course Code:</b> ENG 0232-426	<b>Level:</b> 4-2
<b>Course Type:</b> Theory (elective)	<b>Credits:</b> 03	<b>Total Marks:</b> 100

**Rationale:**

This course examines the cultural politics of modern South Asian fiction in English. It explores how Anglophone writing from South Asia has emerged in dialogue with the region’s colonial history, developed into a distinctive literary tradition, and fostered powerful ideas in modern postcolonial writing.

**Course Objectives:**

1. To provide the students with an understanding of the cultural politics of modern South Asian fiction in English
2. To equip students to think critically and creatively about these cultural politics
3. To engage creatively with the literary tradition of South Asian fiction in English
4. To highlight on the major features of neo-classicism and Enlightenment.
5. To get a glimpse of the regional literatures translated in English.

6. To think critically about the relations between literature and other modes of cultural production, including digital and new media
7. To think historically about the multiple ways in which globalization affects contemporary culture
8. To analyze literature and the arts as sites of resistance
9. To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in culture.

### **Course Learning Outcome**

Upon completion of this course, the student will be able to:

CLO1. Interpret the features and contents of South Asian literature

CLO2. Understand significant developments in the history of South Asian English Literature.

CLO3. Apply theoretical approaches to the critical reading of literary texts.

CLO4. Analyze and interpret texts from a variety of genres, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.

CLO5. Demonstrate a working knowledge of major writers, periods, and genres.

CLO6. Explore the art of narration in the works of South Asian Writer

### **Mapping CLOs and PLOs**

<b>CLO/P</b>	<b>PLO</b>	<b>PLO</b>	<b>PLO</b>	<b>PLO</b>	<b>PLO</b>	<b>PLO</b>	<b>PLO</b>	<b>PLO</b>	<b>PLO</b>	<b>PLO</b>	<b>PL</b>	<b>PL</b>
<b>LO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>O</b>	<b>O</b>

											<b>11</b>	<b>12</b>
CLO1	√			√				√	√			
CLO2	√		√			√						
CLO3		√			√					√		√
CLO4		√	√				√					
CLO5			√	√				√			√	
CLO6	√					√	√		√			

### Mapping CLOs with the Teaching-Learning and Assessment Strategy

Course content	CLO	Teaching-Learning Strategy	Assessment Strategy
Amitava Gosh: <i>The Shadow Lines</i>	CLO1, CLO3	Lecture, Presentation	Essay question, Quiz
Jhumpa Lahiri : <i>An Interpreter of Maladies</i>	CLO2	Lecture, Group discussion	MCQ, Short answer
Nissim Ezekiel: Selections	CLO3, CLO4	Lecture, Pair work	Assignment
R.K. Narayan: <i>The Guide</i>	CLO4	Lecture, Visual presentation	MCQ/presentation
Kaiser Huq: Selections	CLO5	Lecture, video clips	Essay Question
Anita Desai: <i>Clear Light of Day</i>	CLO6	Lecture	Quiz

**Books Recommended:**

1. South Asian Literature in English: An Encyclopedia by
2. Ulka Anjaria, ed. *A History of the Indian Novel in English* (Cambridge UP, 2015)
3. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form* (Cambridge University Press, 2012)
4. Deepika Bahri, *Native Intelligence: Aesthetics, Politics, and Postcolonial Literature* (Minneapolis: University of Minnesota P., 2003)
5. Meenakshi Bharat, *Troubled Testimonies: Terrorism and the English Novel in India* (2016)
6. Elleke Boehmer and Rosinka Chaudhuri, eds. *The Indian Postcolonial: A Critical Reader* (London; New York)

<b>Course Title-</b> Postmodernism	<b>Course Code:</b> ENG 0232-428	<b>Level:</b> 4-2
<b>Course Type:</b> Theory (elective)	<b>Credits:</b> 03	<b>Total Marks:</b> 100

**Rational of the Course :**

This course introduces students to Postmodernism, one of the most influential literary and cultural movements of the 20th and 21st centuries. It aims to help students understand the key theories, themes, and characteristics of postmodern literature and philosophy. The course will equip students with the necessary tools to critically analyze postmodern texts and explore how they challenge traditional literary and cultural structures. It will also introduce them to major postmodern writers and their works, enabling them to understand the socio-political and philosophical context of Postmodernism.

**Course Objectives:**

By the end of this course, students will:

1. Gain a clear understanding of Postmodernism as a literary and cultural movement.
2. Identify and analyze key characteristics of postmodern literature, such as metafiction, intertextuality, pastiche, irony, and fragmentation.

3. Explore the historical and philosophical background of Postmodernism.
4. Critically engage with major postmodern writers and texts.
5. Apply **postmodern theories** to literary texts

**Course Learning Outcome(CLO):**

Upon completing the course, students will be able to:

- **CLO1:** Define the fundamental ideas and features of Postmodernism.
- **CLO2:** Identify and analyze postmodern elements in literature.
- **CLO3:** Develop critical arguments about the themes and techniques of postmodern texts.
- **CLO4:** Evaluate the influence of Postmodernism on literature, culture, and philosophy.
- **CLO5:** Work independently or in groups to interpret postmodern literary works and theories.

**Mapping between CLOs (Course Learning Outcomes, and PLOs) :**

CLO/P LO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	✓			✓								
CLO2	✓	✓										
CLO3		✓		✓								
CLO4	✓	✓										
CLO5			✓	✓								

**Mapping CLOs with the Teaching-Learning and Assessment Strategy**

Course content	CLOs	Teaching-Learning Strategy	Assessment Strategy
Introduction to Postmodernism: Key Theories and Concepts	CLO 1	Lecture, Presentation	Essay question, Quiz

Intertextuality and Metafiction in Postmodern Literature	CLO 2, CLO 3	Lecture, Group discussion	MCQ, Short answer
Postmodernism in Philosophy and Cultural Context	CLO 3,CLO 4	Lecture, Pairwork	Assignment
Major Postmodern Writers and Texts	CLO 4, CLO 5	Lecture, Visual presentation	Presentation, MCQ

### Books Recommended:

1. Jean-François Lyotard – *The Postmodern Condition: A Report on Knowledge*
2. Linda Hutcheon – *A Poetics of Postmodernism*
3. Fredric Jameson – *Postmodernism, or, The Cultural Logic of Late Capitalism*
4. Ihab Hassan – *The Dismemberment of Orpheus: Toward a Postmodern Literature*
5. Barry Lewis – *Postmodernism and Literature*
6. Patricia Waugh – *Metafiction: The Theory and Practice of Self-Conscious Fiction*

<b>Course Title-</b> Arabian and Persian Literature	<b>Course Code:</b> ENG 0232-431	<b>Level:</b> 4-2
<b>Course Type:</b> Theory (elective)	Credits: 03	<b>Total Marks:</b> 100

### Course Rationale:

This course explores the works of the major Arabian and Persian writers from ancient time to modern days. The poems included in this course reveal the richness of eastern philosophy. The works of Jalaluddin Rumi, Omar Khayyam and Kahlil Jibran find precedence here. Other writers such as Taha Hussein and J.C. Mardrus are also discussed. The course also encourages students to develop an understanding of philosophical ideas such as - Sufism, Islamic mysticism, Epicureanism, Utilitarianism etc.

### Course Objectives:

- (i) To introduce students to the rich culture found in Arabic and Persian Literature
- (ii) To explain the relevance of various forms used in Arabic and Persian poetry

(ii) To introduce students to philosophical thought inherent in the literature of the East, i.e. Sufism, Islamic mysticism, Epicureanism, Utilitarianism etc.

#### 4. Course Learning Outcomes (CLO):

By the end of the course, the student will be able to

CLO 1: appraise the rich culture and spiritual depth of Arabian and Persian literature

CLO 2: explain philosophical ideas reflected in the literature of the East

CLO 3: evaluate the world as seen through the eyes of Eastern writers

#### 5. Mapping CLOs to PLOs

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	√			√					√			
CLO 2	√		√				√			√		√
CLO 3	√	√			√	√	√	√			√	

#### 7. Mapping CLOs with the Teaching-Learning & Assessment Strategy

Course Content	CLOs	Teaching-Learning Strategy	Assessment Strategy
Jalaluddin Rumi. "The Song of the Reed," The Bald Parrot and the Monk  Omar Khayyam. Rubáiyât of Omar Khayyám. Quartrains 12, 14, 19,21 and as the Kahlil Jibran. The Prophet. "On Marriage," "On Children." "On Giving;" "On Joy  course teacher deems necessary. (Selections from Fitzgerald's	<b>CLO 1</b>	★ Lecture ★ Brainstorming ★ Group Discussion ★ Visual Presentation	Assignment, Short Question, Quiz

translation) and Sorrow"			
Eastern Philosophy as represented in the selected literature i.e. Sufism, Islamic mysticism, Epicureanism, Utilitarianism etc.	<b>CLO 2</b>	★ Critical thinking and Analytical approach ★ Assignment ★ Lecture ★ Group discussion	★ Problem solving activities ★ Writing activities -broad and short question answers
J. C.Mardrus. Translation. One Thousand and One Nights (Selections) Taha Hussein. The Stream of Days	<b>CLO 3</b>	★ Flipped Classroom method ★ Problem solving activities ★ Writing activities - broad and short question answers ★ Lecture ★ Group discussion ★ Cooperative Learning	Broad Answers, Assignments, Presentations

### 8. Books Recommended

- Badawi, Muammad Musafa .A Short History of Modern Arabic Literature. Oxford University Press, 1993.
- Mack, Robert L. Arabian Nights' Entertainments. Oxford University Press, 2009.
- Picard, Barbara Leonie., and Victor Ambrus. Tales of Ancient Persia. Oxford U!, 1993.
- Schwartz, Howard. Lilith's Cave: Jewish Tales of the Supernatural. Oxford University Press, 1991.
- Schwartz, Howard. Gabriel's Palace: Jewish Mustical Tales. Oxford Universty Press, 1994.

**Part D.**

20. Marks distribution for each course :

<b>Class Attendance</b>	<b>Class tests</b>	<b>Mid Semester</b>	<b>Final</b>	<b>Total</b>
10	20 (2x10=20)	20	50	100

**Grading/Evaluation**

<b>Numerical Grade/Marks</b>	<b>Grade Point</b>	<b>Letter Grade</b>
Below Forty	0.00	F
40-44	2.00	D
45-49	2.25	C
50-54	2.50	C+
55-59	2.75	B-
60-64	3.00	B
65-69	3.25	B+
70-74	3.50	A-
75-79	3.75	A
80-100	4.00	A+

**2) Grades**

Letter Grade
F
D
C
C+
B-

B
B+
A-
A
A+

3) Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

Cumulative Grade Point Average (CGPA) is calculated by dividing total grade points by total credits attempted. Grade Point (GP) of a course is calculated by multiplying the grade value by course credit. Grades earned in other universities are reported on the transcript but not counted in calculating the CGPA.

4) Course Withdrawal

Application for semester drop must be submitted to the Registrar through the Dean of the concerned school before the date of 'add or drop' mentioned in the academic calendar. In case of authorized drop (the student must keep the copy of permission for semester drop for the purposes of future enrolment), the tuition fees paid for the semester may be adjusted at the time of payment of fees for subsequent semesters.

(i) Anyone who drops any semester without prior permission will have to pay all the dues including readmission fee.

(ii) No student will be allowed to drop more than three consecutive semesters except under special circumstances to be approved by competent authority.

If a registered student in a particular semester, wants to withdraw his/her registration, he/she has to submit an application for the withdrawal within the deadline given in the academic calendar, failing which he/she will have to pay his/her total fees for the said semester.

If a student intending to withdraw his registration from a particular semester does not apply on or before the dateline mentioned in the academic calendar following due process, he/she will have to pay his/her total fees for the semester.

(iv) Continuing studies after a break of ONE semester:

Students may be allowed to continue without any fees/fines.

(v) Continuing studies after a break of TWO semesters:

Students may be allowed to continue with a readmission fee as per the University rule.

(vi) Continuing studies after a break of THREE semesters or more:

(a) The student may be allowed to continue with a readmission fee as per the University rule.

(b) A student will be allowed to take a break of one semester only without any readmission fee during the entire duration of studies in a particular degree program. If the accumulated break is two or more semesters, appropriate readmission fee will be applicable.

(c) The policy mentioned in para (b) will be applicable if the semester break takes place within the approved time limit for completing the degree.

6) Retake

A student must Re-take a course if he/she receives an “F” grade in a course. He/she may also Re-take a course if he/she wants to improve his/her previous grade.

7) Grade Improvement

For improvement of grade a student must comply with the following requirements:

a) The student will have to pay full registration fee for the re-take course.

b) The student will be required to attend the classes, submit the assignments, and appear at the **Mid Term and Final examinations**.

c) A student may Re-take a course for maximum two times to improve his/her passing grade but only the best grade will be recorded and used for CGPA calculation.

8) Dropout

Application for adding any course and dropping or withdrawing from any course has to be submitted on or before the date-line fixed which is stated in the academic calendar.

