

BACHELOR OF ARTS (HONORS) IN ENGLISH



OUTCOME-BASED CURRICULUM



SUMMER 2025
Department of English
VARENDRA UNIVERSITY

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OBE CURRICULUM

PART A – INTRODUCTION

Vision of the University

The vision of Varendra University is to be established as a top-ranking university nationally and internationally through continuous innovation in education, research, creativity, and entrepreneurship.

Mission of the University

The mission of Varendra University is:

No.	Mission of University (UM)
UM1	to prepare students as competent, compassionate, ethically driven, and socially responsive professionals.
UM2	to educate them through research for intellectual as well as social transformation.
UM3	to enhance their lifelong learning capacity for adaptability to face the challenges of the 21 st century.

Quality Policy

The university is committed to providing an outstanding curricular and co-curricular environment that enables our students to hone their abilities and contribute equally to academia, the professional workplace, and society on a global scale.

Department of English Faculty of Arts and Social Science Bachelor of Arts in English

Vision of the Program Offering Entity

The Department of English at Varendra University aspires to be a leading hub of creativity, critical thinking, and academic excellence in Bangladesh. It aims to foster an intellectually vibrant community where research thrives, literature and theories are explored, and students develop their talents through a dynamic and inclusive approach to education. By embracing the diversity of literary studies and maintaining a nurturing academic environment, the department seeks to prepare globally informed graduates who are equipped for meaningful careers and contribute to the advancement of knowledge and culture.

Mission of the Program Offering Entity (POEM)

The mission of the English Department reflects its commitment to fostering academic excellence, critical thinking, and global citizenship. Through its carefully crafted objectives, the department aims to prepare students with the knowledge, skills, and cultural awareness needed to excel in diverse academic and professional fields. The Mission of the program offering entity is to:

No.	Mission of the Program Offering Entity (POEM)
POEM1	Produce graduates proficient in English literature and language.
POEM2	Foster critical thinking to cultivate global citizenship.
POEM3	Encourage creativity while ensuring academic excellence.
POEM4	Promote and sustain a culture of knowledge.
POEM5	Enhance students' analytical and research skills.
POEM6	Collaborate with institutions and departments for interdisciplinary growth.
POEM7	Bridge historical and contemporary worlds through literature and theory.
POEM8	Prepare globally informed individuals with literary expertise.

Objectives of The Program Offering Entity (POEO)

The Department of English offers a Bachelor of Arts (Honors) in English program with a concentration in English Literature. This program is designed to provide a modern education in literature, language, and language teaching while fostering critical thinking, creativity, and interdisciplinary understanding. The program also focuses on equipping students with practical skills for careers in media, translation, creative writing, linguistics, and teaching, while promoting intellectual growth and lifelong learning.

To achieve these goals, the Program Offering Entity (POE) has established the following objectives:

No.	Objectives of the Program Offering Entity (POEO)
POEO1	Provide a comprehensive and modern education in English literature, language, and language teaching.
POEO2	Promote academic and professional excellence by fostering skills in critical thinking, creativity, and communication.
POEO3	Encourage research, analysis, and interpretation of literature within historical, cultural, and theoretical contexts.
POEO4	Develop an inclusive understanding of diverse cultures and global perspectives through interdisciplinary approaches.
POEO5	Equip students with practical skills for careers in media, translation, creative writing, linguistics, and language teaching.
POEO6	Sustain a culture of knowledge and innovation by promoting intellectual growth and lifelong learning.

POEO to POEM Mapping

POEM/POEO	POEO1	POEO2	POEO3	POEO4	POEO5	POEO6
POEM1	3	3	3			
POEM2		2	2		3	
POEM3		2				3
POEM4	2			3		
POEM5		2	2	3	3	
POEM6				2		3
POEM7		1	2	2	2	2
POEM8	2	2	3		2	3

Correlation: 3 = High, 2 = Medium, 1 = Low

Program Educational Objectives (PEOs)

The Program Educational Objectives (PEOs) are broad statements that outline the career and professional accomplishments graduates are expected to achieve within a few years of completing the Bachelor of Arts (Honors) in English program at Varendra University. These objectives reflect the knowledge, skills, and attitudes the graduates will develop through the program. After successful completion of the BA in English (Honors), graduates will:

No.	Program Educational Objectives (PEO)	Learning Outcome Domain (as per BNQF)
PEO 1	Demonstrate proficiency in listening, speaking, reading, and writing in English.	Fundamental
PEO 2	Analyze and produce texts with critical and creative insight.	Thinking
PEO 3	Interpret and evaluate literary works through historical, cultural, and theoretical lenses.	Thinking
PEO 4	Conduct independent research in literature and related fields.	Fundamental
PEO 5	Foster an understanding of diverse cultures and global perspectives.	Social
PEO 6	Apply skills in media communication, translation, creative writing, linguistics, and English language teaching.	Personal

Program Learning Outcomes (PLOs)

The Department of English has established a comprehensive set of Program Learning Outcomes (PLOs) that outline the desired skills, knowledge, and competencies for graduates of the Bachelor of Arts (Honors) in English program. These outcomes reflect the department's mission and vision and are aligned with the objectives of the program offering entity (POE) and the educational needs of its stakeholders.

Upon successful completion of the program, graduates will be able to:

A. Fundamental Skills

PLO 1: Demonstrate advanced proficiency in listening, speaking, reading, and writing in English for academic, professional, and creative purposes.

PLO 2: Analyze and produce literary, critical, and creative texts using established and emerging theories and methodologies.

PLO 3: Apply effective communication strategies, including public speaking and professional writing, in diverse academic and professional contexts.

PLO 4: Utilize technological tools and digital platforms to enhance learning, teaching, and the production of academic and creative works.

B. Social Skills

PLO 5: Interpret and evaluate texts through historical, cultural, and theoretical perspectives to foster critical cultural awareness.

PLO 6: Engage with diverse global and local cultural contexts through the study of literature, language, and translation.

PLO 7: Advocate for ethical practices and human rights through literature and its application to social issues, fostering socially responsible citizenship.

C. Thinking Skills

PLO 8: Conduct independent research in literature, linguistics, and cultural studies, demonstrating critical inquiry and problem-solving skills.

PLO 9: Evaluate and synthesize ideas from multiple literary traditions, genres, and theoretical frameworks to generate original insights.

PLO 10: Design and execute innovative literary, linguistic, or pedagogical projects, incorporating interdisciplinary approaches where appropriate.

D. Personal Skills

PLO 11: Exhibit professionalism, ethical conduct, and cultural sensitivity in academic, social, and professional settings.

PLO 12: Pursue lifelong learning and intellectual growth through ongoing engagement with literature, language, and related disciplines.

PLO 13: Apply specialized skills in media communication, translation, creative writing, linguistics, and English language teaching to excel in professional roles.

Mapping Program Learning Outcomes (PLOs) with Program Educational Objectives (PEOs)

PLO/PEO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
PLO1	3					
PLO2		3	2			
PLO3	3	2				2
PLO4				3		3
PLO5		2	3		3	
PLO6		1	2		3	2
PLO7			2		3	
PLO8				3		
PLO9		3	3			
PLO10		2	2	2		3
PLO11			1		2	2
PLO12					3	2
PLO13						3

Correlation: 3 = High, 2 = Medium, 1 = Low

Mapping the Mission of the University (UM) with Program Educational Objectives (PEOs)

PEO/UM	UM1	UM2	UM3
PEO 1	3	2	2
PEO 2	3	3	2
PEO 3	3	3	2
PEO 4	2	3	2
PEO 5	3	3	3
PEO 6	2	2	3

Correlation: 3 = High, 2 = Medium, 1 = Low

Mapping the Mission of the Program Offering Entity (POEM) with Program Educational Objectives (PEOs)

POEM/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
POEM1	3					
POEM2		3	2		3	
POEM3		3				2
POEM4				2		
POEM5				3	3	

POEM6				2		3
POEM7		2	3		2	2
POEM8	2	2	3		3	3

Correlation: 3 = High, 2 = Medium, 1 = Low

Graduate Attributes (GA)

The Graduate Attributes (GA) of the Bachelor of Arts (Honors) in English program at Varendra University outline the key competencies, knowledge, and skills that students are expected to develop by the time they graduate. These attributes are designed to align with the department's mission, vision, Program Learning Outcomes (PLOs), and the Bangladesh National Qualifications Framework (BNQF).

The attributes ensure that graduates are not only academically proficient but also equipped with critical thinking, cultural awareness, ethical values, and practical skills to thrive in professional and societal contexts. They reflect a holistic approach to education, preparing students to become well-rounded individuals capable of addressing the challenges of the 21st century.

The following provides a comprehensive overview of the Graduate Attributes (GA) for the program:

No.	Graduate Attribute	Description
GA1	Advanced Proficiency in English	Graduates will demonstrate advanced proficiency in listening, speaking, reading, and writing in English for academic, professional, and creative purposes.
GA2	Critical and Creative Thinking	Graduates will possess strong analytical and creative thinking skills to evaluate, interpret, and produce complex literary and cultural texts.
GA3	Effective Communication	Graduates will excel in communicating complex ideas effectively across diverse platforms, adapting to academic, professional, and social contexts.
GA4	Research and Inquiry Skills	Graduates will demonstrate the ability to conduct independent and collaborative research in literature, linguistics, and cultural studies, using appropriate methodologies.
GA5	Interdisciplinary Knowledge	Graduates will integrate concepts and methods from related fields such as philosophy, media studies, and cultural studies to enrich their understanding of literature and language.
GA6	Ethical and Social Responsibility	Graduates will promote ethical conduct and social responsibility through the application of literary and cultural knowledge to address social and global challenges.
GA7	Global and Cultural Competency	Graduates will exhibit cultural sensitivity and awareness, fostering global citizenship through an appreciation of diverse perspectives in literature and culture.
GA8	Digital Literacy	Graduates will leverage digital tools and technologies to enhance learning, teaching, and communication in academic and professional contexts.
GA9	Adaptability and Lifelong Learning	Graduates will demonstrate resilience and adaptability, embracing lifelong learning to respond to evolving academic, professional, and societal needs.
GA10	Innovation and Creativity	Graduates will apply innovative approaches to literary, linguistic, and pedagogical challenges, fostering originality in research and professional endeavors.
GA11	Media and Professional Skills	Graduates will apply practical skills in media communication, creative writing, translation, and language teaching to excel in diverse professional roles.
GA12	Leadership and Teamwork	Graduates will exhibit leadership and collaborative skills, effectively contributing to and managing teams in interdisciplinary and multicultural environments.

Mapping Program Learning Outcomes (PLOs) and Graduate Attributes (GAs)

PLO/GA	GA 1	GA 2	GA 3	GA 4	GA 5	GA 6	GA 7	GA 8	GA 9	GA 10	GA 11	GA 12
PLO 1	3		3						2		3	
PLO 2		3		2	2				3	3		
PLO 3			3	2							3	2
PLO 4				3				3	2	2		
PLO 5		2					3					
PLO 6						2	3					
PLO 7				2		3	3			2		
PLO 8		3		3	3				3			
PLO 9		3		3	3		5		3	3		
PLO 10				3	3				3	3		2
PLO 11						3					2	3
PLO 12				2					3			
PLO 13	2		3	2						3	3	

Correlation: 3 = High, 2 = Medium, 1 = Low

Mapping Graduate Attributes (GA) And BNQF Learning Domains (LOD)

GA/LOD	Fundamental Domain	Thinking Domain	Social Domain	Personal Domain
GA1: Advanced Proficiency in English	✓			
GA2: Critical and Creative Thinking		✓		
GA3: Effective Communication	✓		✓	
GA4: Research and Inquiry Skills	✓	✓		
GA5: Interdisciplinary Knowledge	✓	✓		
GA6: Ethical and Social Responsibility			✓	✓
GA7: Global and Cultural Competency			✓	✓
GA8: Digital Literacy	✓	✓		
GA9: Adaptability and Lifelong Learning		✓		✓
GA10: Innovation and Creativity		✓		
GA11: Media and Professional Skills	✓	✓	✓	
GA12: Leadership and Teamwork			✓	✓

Mapping Courses with Program Learning Outcomes (PLOs)

Course Code	Course Title	Program Learning Outcomes (PLOs)												
		Fundamental Domain				Social Domain			Thinking Domain			Personal Domain		
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13
02311101	Listening and Speaking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02311102	Reading	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
02311103	Writing	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
02321104	Introduction to Poetry	✓	✓			✓	✓	✓	✓	✓	✓		✓	
02321105	Introduction to Fiction	✓	✓			✓	✓	✓	✓	✓	✓		✓	
02321201	Introduction to Drama	✓	✓			✓	✓	✓	✓	✓	✓		✓	
02321202	Introduction to Nonfiction	✓	✓			✓	✓	✓	✓	✓	✓		✓	
02311203	Academic Writing	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓
02221204	History of England	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓
02221205	History of the Emergence of Bangladesh	✓	✓			✓	✓	✓	✓	✓	✓		✓	
06111206	Computer Fundamentals	✓		✓	✓						✓		✓	✓
02322301	Classics in Translation I	✓	✓			✓	✓	✓	✓	✓	✓		✓	
02322302	Classics in Translation II	✓	✓			✓	✓	✓	✓	✓	✓		✓	
02312303	Professional Communication	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
02232304	Western Philosophy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02322305	Romantic Poetry	✓	✓			✓	✓	✓	✓	✓	✓		✓	
02322306	Bengali Literature	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
02322401	Introduction to Language Studies	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

02322402	Literary Criticism and Theory I	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
02312403	Advanced Reading and Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02322404	16 th and 17 th Century Drama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02322405	16 th and 17 th Century Poetry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02322406	18 th Century Literature	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02313501	Translation Studies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02323502	Literary Criticism and Theory II	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02323503	English Prose: From Bacon to Mill	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02323504	19 th Century Poetry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02323505	19 th Century Novel	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
03213506	Media Studies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02323601	20 th Century Novel	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02323602	20 th Century Poetry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02323603	20 th Century British Drama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02323604	American Poetry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02323605	American Nonfiction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02323606	American Novel	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
03143607	Introduction to Cultural Studies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
01144701	Introduction to English Language Teaching	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02324702	Shakespeare	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02324703	Contemporary Short Fiction in English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02324704	Dystopian Literature	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02324705	New Literatures in English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02324706	Human Rights and Literature	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02114707	Film Studies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02324801	Undergraduate Thesis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
02884802	Internship	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

PART B - STRUCTURE OF THE CURRICULUM

Name of the Program

Bachelor of Arts (Honors) in English

Duration of the Program

The duration of Bachelor of Arts (Honors) in English program is four (4) academic years with two Semesters in each year.

Semester System

The academic calendar at Varendra University is divided into two semesters each year, providing students with a structured timeline for their studies. Below is the detailed breakdown of the semesters and their respective durations:

Semester	Title of the Semester	Duration
Semester I	Spring	January–June
Semester II	Summer	July–December

Each semester consists of 26 weeks:

Semester Duration	Weeks
Instructions/Lectures	15 weeks
Exam Preparation	1.5 weeks
Midterm and Final Examinations	5 weeks
Result Preparation/Processing	1.5 weeks
Scheduled Vacation	3 weeks

Total Minimum Credit Requirement

Bachelor of Arts (Honors) in English program consists of minimum 140 Credit Hours.

Admission Requirement

1. The total GPA requirement is 5, with a minimum of 2.5 in either SSC or HSC/equivalent for admission into the Bachelor of Arts (Honors) in English program. However, students with a minimum GPA of 2.00 in SSC/HSC/equivalent and a total GPA of 6.00 or above may apply.
2. For new students, a minimum of five subjects from O-Level and two subjects from A-Level are required. Among these seven subjects, students must have obtained a B-grade or GPA of 4.00 in four subjects and a C-grade or GPA 3.50 in the other three subjects.
3. The total GPA requirement for the children of Freedom Fighters is 5.00 in both SSC and HSC Examinations.
4. All diploma holders from government-approved institutions and the UGC or related council-approved institutes will be considered as having an HSC/Equivalent. They will need to take the usual admission test for any existing programs of Varendra University.

Maximum Academic Years of Completion

A student must complete the program within 7 (seven) academic years.

Minimum CGPA Requirements for Graduation

For graduation, all required credits of the program must be earned within the maximum allowed period.

- a. The minimum CGPA required is 2.0.
- b. Students with an 'F' grade in any course are not eligible for the degree.

Program Structure

The courses in the Bachelor of Arts (Honors) in English program are categorized in the following way:

Course Type	Number Of Courses	Credit Hour	Percentage
General Education (GED)	13	39	27.86%
Core Course	30	90	64.28%
Capstone (Thesis and Internship)	2	11 (6+5)	7.86%
Total	45	140	100%

Semester-wise Distribution of Courses

FIRST SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

Sl. No.	Course Code	Course Title	Type	Credit	Marks		
					CIE	SMEE	Total
1	02311101	Listening and Speaking	GED	3	50	50	100
2	02311102	Reading	GED	3	50	50	100
3	02311103	Writing	GED	3	50	50	100
4	02321104	Introduction to Poetry	Core	3	50	50	100
5	02321105	Introduction to Fiction	Core	3	50	50	100
Total				15	250	250	500

SECOND SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

Sl. No.	Course Code	Course Title	Type	Credit	Marks		
					CIE	SMEE	Total
1	02321201	Introduction to Drama	Core	3	50	50	100
2	02321202	Introduction to Nonfiction	Core	3	50	50	100
3	02311203	Academic Writing	GED	3	50	50	100
4	02221204	History of England	GED	3	50	50	100
5	02221205	History of the Emergence of Bangladesh	GED	3	50	50	100
6	06111206	Computer Fundamentals	GED	3	50	50	100
Total				18	300	300	600

THIRD SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

Sl. No.	Course Code	Course Title	Type	Credit	Marks		
					CIE	SMEE	Total
1	02322301	Classics in Translation I	Core	3	50	50	100
2	02322302	Classics in Translation II	Core	3	50	50	100
3	02312303	Professional Communication	GED	3	50	50	100
4	02232304	Western Philosophy	GED	3	50	50	100
5	02322305	Romantic Poetry	Core	3	50	50	100
6	02322306	Bengali Literature	GED	3	50	50	100
Total				18	300	300	600

FOURTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

Sl. No.	Course Code	Course Title	Type	Credit	Marks		
					CIE	SMEE	Total
1	02322401	Introduction to Language Studies	Core	3	50	50	100
2	02322402	Literary Criticism and Theory I	Core	3	50	50	100
3	02312403	Advanced Reading and Writing	Core	3	50	50	100
4	02322404	16 th and 17 th Century Drama	Core	3	50	50	100
5	02322405	16 th and 17 th Century Poetry	Core	3	50	50	100
6	02322406	18 th Century Literature	Core	3	50	50	100
Total				18	300	300	600

FIFTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

Sl. No.	Course Code	Course Title	Type	Credit	Marks		
					CIE	SMEE	Total
1	02313501	Translation Studies	Core	3	50	50	100
2	02323502	Literary Criticism and Theory II	Core	3	50	50	100
3	02323503	English Prose: From Bacon to Mill	Core	3	50	50	100
4	02323504	19 th Century Poetry	Core	3	50	50	100
5	02323505	19 th Century Novel	Core	3	50	50	100
6	03213506	Media Studies	GED	3	50	50	100
Total				18	300	300	600

SIXTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

Sl. No.	Course Code	Course Title	Type	Credit	Marks		
					CIE	SMEE	Total
1	02323601	20 th Century Novel	Core	3	50	50	100
2	02323602	20 th Century Poetry	Core	3	50	50	100
3	02323603	20 th Century British Drama	Core	3	50	50	100
4	02323604	American Poetry	Core	3	50	50	100
5	02323605	American Nonfiction	Core	3	50	50	100
6	02323606	American Novel	Core	3	50	50	100
7	03143607	Introduction to Cultural Studies	GED	3	50	50	100
Total				21	350	350	700

SEVENTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

Sl. No.	Course Code	Course Title	Type	Credit	Marks		
					CIE	SMEE	Total
1	01144701	Introduction to English Language Teaching	Core	3	50	50	100
2	02324702	Shakespeare	Core	3	50	50	100
3	02324703	Contemporary Short Fiction in English	Core	3	50	50	100
4	02324704	Dystopian Literature	Core	3	50	50	100
5	02324705	New Literatures in English	Core	3	50	50	100
6	02324706	Human Rights and Literature	Core	3	50	50	100
7	02114707	Film Studies	GED	3	50	50	100
Total				21	350	350	700

EIGHTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

Sl. No.	Course Code	Course Title	Type	Credit	Marks		
					CIE	SEE	Total
1	02324801	Undergraduate Thesis	Capstone	6	50	50	100
2	02884802	Internship	Capstone	5	50	50	100
Total				11	100	100	200

*CIE=Continuous Internal Evaluation, SEE/SMEE= Semester End Examination/Semester Mid and End Examination

PART C – DESCRIPTION OF ALL COURSES

FIRST SEMESTER

02311101 - LISTENING AND SPEAKING

Course Description

This introductory course develops foundational skills in listening and speaking, equipping students to communicate effectively in academic and everyday contexts. Through targeted practice in listening comprehension, oral communication, pronunciation, and cross-cultural dialogue, students will enhance their linguistic proficiency and confidence. The course emphasizes the practical application of language skills, preparing students for academic success, professional interactions, and global engagement. It aligns with the English department’s mission to foster comprehensive language competence and critical thinking.

Course Objectives

The objectives of this course are to:

1. Develop effective listening strategies to comprehend academic lectures, media, and informal conversations.
2. Analyze the contextual use of vocabulary and expressions in diverse listening and speaking scenarios.
3. Apply phonetic principles to improve pronunciation, intonation, and speech clarity.
4. Create coherent and engaging presentations tailored to academic and everyday purposes.
5. Evaluate speaking performances to identify strengths and areas for improvement.

Course Learning Outcomes

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

1. Demonstrate proficiency in English listening and speaking through active participation in academic and conversational settings. [Cognitive: Apply]
2. Analyze spoken language for meaning, tone, and context to interpret verbal and nonverbal cues effectively. [Cognitive: Analyze]
3. Practice clear and accurate pronunciation, stress, rhythm, and intonation patterns in structured and spontaneous speech. [Psychomotor: Practice]
4. Construct and deliver structured oral presentations that incorporate critical thinking and creativity. [Cognitive: Create]
5. Reflect on individual and peer communication performances to foster continuous learning and improvement. [Affective: Evaluate]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes/Listening Test	20%
Assignments/Presentation/Speaking/In-class Test	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓		✓	✓		✓					✓		✓
CLO 2	✓	✓		✓	✓			✓					
CLO 3	✓			✓							✓		✓
CLO 4	✓		✓			✓				✓			✓
CLO 5	✓		✓				✓		✓		✓	✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	6	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation
CLO2	✓			✓	✓	✓		5	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation
CLO3	✓			✓			✓	4	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation
CLO4	✓			✓	✓	✓	✓	5	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation
CLO5			✓	✓	✓	✓	✓	7	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation

BTD: Bloom’s Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Course Orientation; Icebreaking: Introducing oneself, offering/requesting clarification	Brainstorming, interactive Q&A, role-playing, Syllabus Overview	Speaking Test/Presentation Attendance	CLO1, CLO3
	Lecture 2: Types of communication; Symbiosis of verbal and non-verbal communication; Body language demonstration	Case studies, guided practice, pair work	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2
2	Lecture 3: Cambridge IELTS Listening: Clarify and confirm understanding; Respond to questions and viewpoints	Listening drills, role-playing, guided discussions	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question Attendance	CLO1, CLO2
	Lecture 4: Cambridge IELTS Speaking: Communicating clearly; Asking questions; Comparative descriptions; Quiz 1	Scenario-based activities, brainstorming, guided speaking sessions	Speaking Test/Presentation Attendance	CLO1, CLO2, CLO3

3	Lecture 5: Listening to predict; Sharing perspectives on “Going to the Cinema”	Predictive exercises, group discussions, reflective sharing	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question Attendance	CLO1, CLO2
	Lecture 6: Jobs: Intonation, main ideas vs. details, future plans, and career discussion	Intonation drills, collaborative discussions, individual presentations	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2
4	Lecture 7: Tour of London: Generalizations, cultural markers, responding to requests, following instructions	Guided listening, pair work on cultural markers, instructional practice	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2, CLO3
	Lecture 8: Universities: Compare local and international experiences; Express opinions and feelings	Debate-style discussions, reflective journaling	Short Answer Question Speaking Test/Presentation Attendance	CLO1, CLO2, CLO5
5	Lecture 9: Planning a social event: Main points; Likes, dislikes, hopes; Promoting cultural diversity	Collaborative planning, peer feedback on cultural inclusivity	Short Answer Question Speaking Test/Presentation Attendance	CLO1, CLO5
	Lecture 10: Comparing people and places: Requests, facts, and comparative descriptions	Comparative discussions, interactive scenarios, group analysis	Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2, CLO3
6	Lecture 11: My Hero: Instructions, listening for detail, grammatical/phonological details	Instruction-following exercises, grammar and phonology games	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question Attendance	CLO1, CLO2, CLO3
	Lecture 12: Academic Presentation: Topic selection, presentation etiquette, impactful slides	Presentation planning workshops, visual aid discussions	Presentation Attendance	CLO3, CLO4
7	Lecture 13: Malala & Lauren Singer: Multi-step instructions, making simple factual statements	Instruction-following tasks, group	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association	CLO1, CLO2, CLO3

		discussions on factual accuracy	Task/Short Answer Question/Speaking Test/Presentation Attendance	
	Lecture 14: Pre-Midterm Quiz; Midterm decorum for listening/speaking	Brief Content Recap, Clarification of Assessment Rubrics and Instructions Structured question-solving	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2
8	Lecture 15: Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: John Lennon's Imagine: Gist/detail listening, cultural markers in language, describing facts	Audio-assisted discussions, reflective analysis	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2, CLO3
	Lecture 17: High Achievers: General/specific info, pop culture immersion, describing facts	Guided discovery, reflective journaling	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2, CLO3
12	Lecture 18: Multi-media assisted presentations	Multi-media presentation workshops, collaborative editing	Presentations Attendance	CLO3, CLO4
	Lecture 19: How to Study: Discussions, identifying feelings/opinions, creating mind maps	Brainstorming, reflective discussions, mind mapping exercises	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO2, CLO3, CLO5
13	Lecture 20: Survivors: Narrating simple stories, past events, clear statements	Storyboarding, role-playing	MCQ/Cloze Test/Binary Choice Question/Information	CLO1, CLO3

			Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	
	Lecture 21: Blue Peter's Workout: Analogies, pros/cons discussions	Group discussions on analogies, debate on pros/cons	Speaking Test/Presentation Attendance	CLO1, CLO2
14	Lecture 22: Work-Life Balance: Gist, expressing opinions, relating to speakers	Reflective journaling, guided discussions	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2, CLO5
	Lecture 23: Online Safety: Clarifying/responding, handling questions, engaging viewpoints	Collaborative case studies, role-playing	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2, CLO3
15	Lecture 24: Newspaper/Magazine Review: Critical thinking, formal language, diverse viewpoints; Quiz 2	Critical reading workshops, formal language exercises	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation Attendance	CLO1, CLO2, CLO3, CLO5
	Lecture 25: Movie Review: Oscar short animations; Clarifying/responding to viewpoints, formal register	Visual analysis, reflective group discussions	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation/Movie Review Attendance	CLO1, CLO2, CLO3, CLO5
16	Lecture 26: Role-play: Complaints/criticism, intonation, stress, non-verbal clarification Class Test on Short Animation Review	Interactive role-play, group exercises on intonation and stress	Speaking Test/Presentation/Movie Review Attendance	CLO1, CLO3
	Lecture 27: Debate (Part 1): Pros/cons, adapting contributions, moving discussion forward	Debate preparation workshops, mock debates	Speaking Test/Presentation Attendance	CLO2, CLO3, CLO5
17	Lecture 28: Debate (Part 2): Interruptions, changing	Guided debates, reflective	Speaking Test/Presentation Attendance	CLO2, CLO3, CLO5

	topics, supporting arguments, body language	feedback sessions		
	Lecture 29: Presentation	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO5
18	Lecture 30: Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	MCQ/Cloze Test/Binary Choice Question/Information Recall Task/Association Task/Short Answer Question/Speaking Test/Presentation	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Listening:

- To follow basic everyday communication on familiar topics:
- Identifying the speakers and the main points in talks (who, relationships, etc.)
- Identifying language functions (the speaker's purpose)
- Identifying and using a range of common expressions
- Identifying and using complex numerical information and date
- Listening for general comprehension (giving the summary after listening to texts/audio clips/video clips)
- Listening for detailed information
- Using information from academic and informal listening passages to answer questions,
- Inferring some situational details including relationships
- Comprehending and following directions on simplified maps, public service announcements in stations, airports, etc.
- Taking notes using a partial outline of short academic lectures and informal listening passages
- Asking for and giving preferences

Speaking:

- To participate in conversations and paired/small group speaking activities:
- Speaking comprehensibly, working on pronunciation elements (word stress, vowels and linking) as needed
- Giving extempore speeches
- Expressing opinions, immediate needs, wants and plans
- Interviewing classmates using wh-questions
- Focusing on encounters, introductions, greetings and goodbyes, invitations
- Giving information, opinions and instructions
- Getting and giving advice and opinion
- Relating simple stories (picture story/everyday activity)
- Making short phone calls seeking specific information
- Using information from academic and informal listening passages to summarize orally and discuss
- Participating in whole class and small group discussions

- Organizing and giving presentations on academic/non-academic subjects
- Debating on local and global issues
- Experiential Learning: short field trips to local points of interests using only English

English Phonology:

- Phonemes and allophones
- Sound (vowel and consonant) recognition
- Connected speech: assimilation, elision, linking, reduction, intrusion, etc.
- Intonation: word stress, sentence stress, accentuation patterns etc.
- Phonemic transcriptions: separate words, continuous speeches
- Different groups of sounds (homophones and homonyms)

Recommended Readings

Listening:

A. Alderson & T. Lurich

Listening

British Council

The Teaching of Listening Comprehension

Gillian Brown

Listening to Spoken English

Penny Ur

Teaching Listening Comprehension

Speaking:

Christina Latham-Koenig

English File

& Clive Oxenden

G. Brown & G. Yule

Teaching the Spoken Language

G. Ramsey & H. Res-Parnell

Well-spoken

L. Jones

Ideas

M. Bygate

Speaking

R. Ellis & B. Tomlinson

Speaking

R. Gower

Speaking

R. Nolasco

Speaking

Pronunciation:

A. Barker

Ship or Sheep: An intermediate Pronunciation Course

A. C. Gimson

A Practical Course of English Pronunciation

A. C. Gimson

An introduction to the Pronunciation of English

A. S. Hornby, (Ed.)

The Oxford Advanced Learners' Dictionary of Current English

D. Abercrombie

Elements of General Phonetics

D. Jones

English Pronouncing Dictionary

J. D. O'Connor

Better English Pronunciation (text with cassettes)

J. Trim

English Pronunciation Illustrated

P. H. Hargreaves & G. Seymour

Practical English Phonetics

P. Roach

English Phonetics & Phonology: A Practical Course

R. Hooke & J. Rowell

A Handbook of English Pronunciation

T. Balasubramanian

A Textbook for English Phonetics for Indian Students

W. Colson

Practical Phonetics

02311102 - READING

Course Description

This course develops essential reading skills, enabling students to process and comprehend written texts effectively. By revisiting and building upon prior language knowledge, the course fosters critical reading abilities and enhances appreciation of various text types. Through an interactive communicative approach, students will acquire strategies for efficient reading, vocabulary enrichment, and comprehension of complex ideas. The course supports the English department's goal of promoting language proficiency and analytical thinking across diverse contexts.

Course Objectives

The objectives of the course are to:

1. Enhance reading comprehension by applying techniques such as scanning, skimming, and strategic processing.
2. Interpret figurative language, tone, and mood within diverse text types to appreciate stylistic elements.
3. Develop vocabulary and syntactic awareness to aid in understanding complex passages.
4. Critique and evaluate written works by identifying main ideas, supporting details, and inferences.
5. Synthesize information from multiple texts to create summaries and visual representations of key concepts.

Course Learning Outcomes

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

1. Demonstrate proficiency in reading and understanding written texts, including fiction, non-fiction, and poetry. [Cognitive: Apply]
2. Analyze text structures, patterns, and discourse to interpret meaning and infer contextual details. [Cognitive: Analyze]
3. Evaluate tone, mood, and authorial intent in various reading specimens. [Cognitive: Evaluate]
4. Create summaries and visual maps to organize and synthesize information from texts. [Cognitive: Create]
5. Value the cultural and aesthetic aspects of written works by responding critically to sensory images and figurative expressions. [Cognitive: Analyze, Evaluate; Affective: Value]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignment/In-class Test	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓											✓	✓
CLO 2	✓	✓			✓			✓					
CLO 3	✓												✓
CLO 4	✓			✓					✓	✓			✓
CLO 5		✓			✓	✓	✓		✓			✓	

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOA/PLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓			✓	3	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals/Summarization Task
CLO2	✓			✓	✓	✓		4	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals/Summarization Task

CLO3	✓			✓			✓	2	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals/Summarization Task
CLO4	✓			✓		✓	✓	5	Summarization Task
CLO5	✓		✓	✓	✓	✓	✓	6	Reading Logs/Journals
BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)									

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introductory Discussion & Definition of Reading	Brainstorming Interactive Lecture Guided discussion Syllabus Overview	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO1
	Lecture 2: Types of Reading	Brainstorming Interactive Lecture Guided discussion	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO1
2	Lecture 3: How to read?	Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO1, CLO2
	Lecture 4: Stages of Reading (Pre-reading, while-reading and post-reading)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO1, CLO2
3	Lecture 5: Stages of Reading (Pre-reading, while-reading and post-reading)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO1, CLO2
	Lecture 6: Reading Comprehension (Organizational structures of the reading specimen)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO1, CLO2
4	Lecture 7: Reading Comprehension (Reading techniques: scanning and skimming)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO1, CLO2

	Lecture 8: Reading Comprehension (Reading techniques: scanning and skimming)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO1, CLO2
5	Lecture 9: Reading Comprehension (Vocabulary, Morphological & Syntactic knowledge)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO3
	Lecture 10: Reading Comprehension (Vocabulary, Morphological & Syntactic knowledge)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO3
6	Lecture 11: Reading Comprehension (Making appropriate associations to key phrases)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO3, CLO4
	Lecture 12: Reading Comprehension (Automaticity and rapid word recognition) & Assigning Assignment	Icebreaking Discussion Brainstorming Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO3
7	Lecture 13: Quiz	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO2, CLO3
	Lecture 14: Review of the previous topics & Assignment Submission	Review, Q&A session, collaborative recall	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals Attendance	CLO1, CLO3, CLO4
8	Lecture 15: Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4
9-10	Mid-term Examination	-	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question	CLO1, CLO2, CLO3, CLO4
11	Lecture 16: Evaluation, critical reading & Main-ideas comprehension	Icebreaking Brainstorming Interactive Lecture	MCQ/Cloze Test/Ternary Choice Question/Vocabulary	CLO2, CLO3

	(Based on Fiction/Non-fiction Specimen)	Guided discussion Individual/group work	Test/Short Answer Question/Reading Logs/Journals Attendance	
	Lecture 17: Evaluation, critical reading & Main-ideas comprehension (Based on Fiction/Non-fiction Specimen)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals Attendance	CLO2, CLO3
12	Lecture 18: Text-structure awareness and discourse organization (Based on given reading specimen)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals Attendance	CLO2, CLO4
	Lecture 19: Developing strategic-processing abilities (Based on given reading specimen)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals Attendance	CLO4
13	Lecture 20: Inferences about text information (Based on given reading specimen)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals Attendance	CLO4, CLO5
	Lecture 21: Synthesis skill development & mapping a concept described by a text (making a simple visual graphic)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals Attendance	CLO4, CLO5
14	Lecture 22: Synthesis skill development & mapping a concept described by a text (making a simple visual graphic)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals Attendance	CLO4, CLO5
	Lecture 23: Summarization (based on given fiction/non-fiction/poetry Specimen)	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	Summarization Task, Attendance	CLO4, CLO5
15	Lecture 24: Summarization (based on given fiction/non-	Icebreaking Brainstorming Interactive Lecture	Summarization Task, Attendance	CLO4, CLO5

	fiction/poetry Specimen)	Guided discussion Individual/group work		
	Lecture 25: Reading and summarizing fiction	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	Summarization Task, Attendance	CLO4, CLO5
16	Lecture 26: Reading and summarizing non-fiction	Icebreaking Discussion Brainstorming Lecture Guided discussion Individual/group work	Summarization Task, Attendance	CLO4, CLO5
	Lecture 27: Reading and summarizing poetry & Assigning Assignment	Icebreaking Brainstorming Interactive Lecture Guided discussion Individual/group work	Summarization Task/Reading Logs/Journals Attendance	CLO4, CLO5
17	Lecture 28: Class Test	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question Attendance	CLO1, CLO2, CLO3
	Lecture 29: Discussion on exam test formats & Assignment Submission	Review, Q&A session, collaborative recall	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Reading Logs/Journals Attendance	CLO4, CLO5
18	Lecture 30: Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	MCQ/Cloze Test/Ternary Choice Question/Vocabulary Test/Short Answer Question/Summarization Task	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

General reading:

- Types of Reading (Silent and oral reading, intensive and extensive reading, Fluency and reading speed)
- Stages of Reading (Pre-reading, while-reading and post-reading)
- Reading techniques (scanning and skimming)
- Automaticity and rapid word recognition
- Search processes
- Vocabulary knowledge
- Morphological knowledge

- Syntactic knowledge
- Text-structure awareness and discourse organization
- Main-ideas comprehension
- Recalling relevant details
- Strategic-processing abilities
- Inferences about text information
- Summarization abilities
- Making appropriate associations to key phrases.
- Mapping a concept described by a text (making a simple visual graphic).
- Synthesis skills
- Evaluation and critical reading
- Organizational structures/patterns of the reading specimen
- Reading and summarizing fiction (prose)
- Reading and summarizing non-fiction (prose)
- Reading and summarizing poetry

Short stories:

Anton Chekhov	“The Looking Glass”
Michael Foster	“Later”
William Somerset Maugham	“The Ant and the Grasshopper”
William Sydney Porter	“The Romance of a Busy Broker”

Poems:

Emily Dickinson	“A Route of Evanescence”
Robert Frost	“Fire and Ice”, “Mowing”, “Nothing Gold Can Stay”
W. B. Yeats	“Aedh Wishes for the Cloths of Heaven”
William Blake	“Ah! Sun-flower”, “Earth’s Answer”, “Infant Joy”, “Infant Sorrow”

Essays:

Bertrand Russell	“How to Grow Old”
E. M. Forster	“Tolerance by”
Francis Bacon	“Of Great Place”
Plato	“Myth of the Cave”
Ralf Waldo Emerson	“Art”

Recommended Readings

BBC Learning English	<i>The English We Use</i>
Catherine Wallace	<i>Reading</i>
Catherine Walter	<i>Authentic Reading</i>
Charles J. Alderson and A. H. Urquhart	<i>Reading in a Foreign Language</i>
E. L. Tibbits (Ed.)	<i>Exercises in Reading Comprehension</i>
Eddie Williams	<i>Reading in the Language Classroom</i>
Jean Greenwood	<i>Class Readers</i>
John Milne	<i>Heinemann Guide Reader’s Handbook</i>
Simon Greenall and Michael Swan	<i>Effective Reading</i>

02311103 - WRITING

Course Description

This course develops essential English writing skills, focusing on grammar, composition, and essay development. It provides an analytical understanding of sentence structure, vocabulary, punctuation, and paragraph coherence to enhance students’ ability to communicate effectively in writing. Through a structured approach to drafting and revising, students will learn to compose clear, well-organized paragraphs, essays, and professional

correspondence. The course aligns with the English department’s objectives of fostering linguistic precision, critical thinking, and effective written communication for academic and professional contexts.

Course Objectives

The objectives of the course are to:

1. Develop a strong foundation in grammar, sentence mechanics, and syntax to enhance writing clarity and accuracy.
2. Analyze the structure and organization of paragraphs and essays to create coherent and cohesive compositions.
3. Apply effective techniques for prewriting, drafting, revising, and finalizing written work.
4. Evaluate various types of writing, including professional correspondence and essays, to improve written communication.
5. Create structured, logical, and well-supported paragraphs and essays for academic and practical purposes.

Course Learning Outcomes

At the end of the course, the students should be able to:

1. Demonstrate proficiency in grammar and sentence construction by correctly applying parts of speech, punctuation, and capitalization. [Cognitive: Apply]
2. Analyze sentence structures, including clauses and phrases, to identify and correct grammatical errors. [Cognitive: Analyze]
3. Compose coherent paragraphs and essays using effective development techniques, including unity, coherence, and thesis statements. [Cognitive: Create]
4. Evaluate the quality of written work by identifying strengths and weaknesses in grammar, organization, and clarity. [Cognitive: Evaluate]
5. Utilize transitional devices and rhetorical strategies to enhance cohesion and readability in written communication. [Cognitive: Apply]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes/In-class Test/Assignments	20%
Assignments/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓			✓							✓	✓	
CLO 2	✓	✓							✓				
CLO 3	✓		✓	✓					✓	✓		✓	✓
CLO 4	✓	✓							✓				
CLO 5	✓			✓						✓		✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		

CLO1	✓		✓		✓	4	MCQ, Phrase and Clause Identification, Transformation of Sentences, Error Correction
CLO2	✓		✓		✓	3	MCQ, Phrase and Clause Identification, Transformation of Sentences, Error Correction
CLO3	✓		✓		✓	7	MCQ, Paragraph Writing, Attendance
CLO4	✓		✓		✓	3	MCQ, Error Correction, Attendance
CLO5	✓		✓		✓	5	MCQ, Amplification Writing, Paragraph Writing, Essay Writing
BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)							

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Writing: Skill, aspects, audience, purpose	Interactive lecture with visual aids, guided discussion, Q&A, syllabus overview	MCQ, Attendance	CLO1
	Lecture 2: Parts of Speech: Noun (types, number, case), Pronoun, Adjective (types, usage, comparison)	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis/Cloze Test Attendance	CLO1
2	Lecture 3: Article: Usage and omission; Verb (types, intransitive/transitive, incomplete predication)	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis/Cloze Test Attendance	CLO1, CLO2
	Lecture 4: Verb: Infinitive, participle, gerund, irregular verbs, errors in usage	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis/Cloze Test Attendance	CLO1
3	Lecture 5: Verb: Auxiliaries and modals (Be, Have, Do, Can, May, Might, Ought to, Used to, Need, Dare)	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis/Cloze Test Attendance	CLO1, CLO2
	Lecture 6: Adverb: Types, forms; Preposition, conjunction, interjection	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis/Cloze Test Attendance	CLO1, CLO2
4	Lecture 7: Tense: Present, past, future and their usage	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis/Cloze Test Attendance	CLO1, CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ/ Grammatical Analysis/Cloze Test Attendance	CLO1, CLO2, CLO4
5	Lecture 9: Phrase and clause	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis/Cloze Test Attendance	CLO1, CLO2
	Lecture 10: Sentences: Simple, compound,	Interactive lecture with visual aids, guided	MCQ/ Grammatical Analysis/Cloze Test	CLO1, CLO2

	complex; sentence analysis	discussion, guided practice	Attendance	
6	Lecture 11: Paragraph: Introduction, elements, cohesive devices	Interactive lecture with visual aids, guided discussion, guided practice	Paragraph Writing Attendance	CLO3
	Lecture 12: Paragraph: Sentence functions, structure, writing techniques	Interactive lecture with visual aids, guided discussion, guided practice	Paragraph Writing Attendance	CLO3
7	Lecture 13: Paragraph: Techniques, samples, transitional words	Interactive lecture with visual aids, guided discussion, guided practice	Paragraph Writing Attendance	CLO3, CLO5
	Lecture 14: Pre-mid discussion	Collaborative recall	MCQ/ Grammatical Analysis/Cloze Test/Paragraph Writing Attendance	CLO1, CLO3, CLO4
8	Lecture 15: Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	MCQ/ Grammatical Analysis/Cloze Test/Paragraph Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Transformation: Affirmative to negative	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis Attendance	CLO1
	Lecture 17: Transformation: Assertive to interrogative/imperative, exclamatory to assertive	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis Attendance	CLO1
12	Lecture 18: Transformation: Complex to simple, compound to simple	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis Attendance	CLO1
	Lecture 19: Transformation: Complex to compound, simple to complex	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis Attendance	CLO1, CLO2
13	Lecture 20: Transformation: Change of degrees	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/ Grammatical Analysis Attendance	CLO1, CLO2
	Lecture 21: Subject-verb agreement: Rules 1–18	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/Error Correction Attendance	CLO1
14	Lecture 22: Subject-verb agreement: Rules 19–35	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/Error Correction Attendance	CLO1

	Lecture 23: Completing sentences: Rules 1–16	Interactive lecture with visual aids, guided discussion, guided practice	Sentence Completion Attendance	CLO1, CLO2
15	Lecture 24: Completing sentences: Rules 17–33	Interactive lecture with visual aids, guided discussion, guided practice	Sentence Completion Attendance	CLO1, CLO2
	Lecture 25: Order of words, punctuation (basics)	Interactive lecture with visual aids, guided discussion, guided practice	MCQ/Cloze Test Attendance	CLO1
16	Lecture 26: Amplification	Interactive lecture with visual aids, guided discussion, guided practice	Amplification Writing Attendance	CLO3, CLO5
	Lecture 27: Essay: Introduction, structure, content	Interactive lecture with visual aids, guided discussion	Essay Writing Attendance	CLO3, CLO5
17	Lecture 28: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ/ Grammatical Analysis/Cloze Test Attendance	CLO1, CLO2, CLO4
	Lecture 29: Pre-Final Discussion	Collaborative recall	MCQ/ Grammatical Analysis/Sentence Completion/Error Correction/Essay Writing Attendance	CLO1, CLO2, CLO3, CLO4
18	Lecture 30: Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	MCQ/ Grammatical Analysis/Sentence Completion/Error Correction/Essay Writing/Amplification	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Writing:

- Unity, order, coherence, cohesion
- The topic sentence and thesis statement
- Techniques of paragraph and essay development
- Techniques of précis and amplification.

Grammar:

- Noun and Pronoun
- Types and structure of words and phrases
- Types and structure of clauses and sentences
- Verb and Phrasal verb
- Adjective, Articles and Determiners

- Adverb and Adverbials
- Preposition and Conjunction
- Transitional words and Phrases
- Subject-verb agreement
- Tense
- Voice
- Making Question (wh question, yes/no question, tag question, embedded question)
- Capitalization
- Common usages of Punctuation

Core Readings

Anne Cole Brown

Maurice Imhoof & Herman Hudson

Raymond Murphy

Raymond Murphy

Houghton Mifflin English Grammar and Composition

From Paragraph to Essay

Essential Grammar in Use

English Grammar in Use

Recommended Readings

A P Cowie & Ronald Mackin

Andrea M. Lunsford, et al.

Don Schiach

Hester Lott

Jahurul Islam

Jahurul Islam

Kelley Griffith

Sadrudin Ahmed

Oxford Dictionary of Current Idiomatic English

Easy Writer

How to Write Essays

Real English Grammar

A Handbook of Paragraph Writing

ABC of English Grammar

Writing Essays about Literature

Learning English the Easy Way

02321104 - INTRODUCTION TO POETRY

Course Description

This introductory course provides a comprehensive exploration of poetry as a literary genre, focusing on its forms, themes, and stylistic devices across different eras and traditions. Students will analyze and interpret poems critically, enhancing their understanding of poetic techniques, rhetoric, and prosody. The course emphasizes the cultural and historical contexts of poetry, fostering an appreciation for its artistic and socio-cultural significance. Through close reading and discussion, students will develop critical thinking and interpretive skills, aligning with the department's mission to cultivate literary analysis and intellectual engagement.

Course Objectives

The objectives of the course are to:

1. Understand poetry as a literary genre by identifying key elements, including theme, structure, and tone.
2. Analyze poetic texts using critical frameworks to interpret meaning and artistic techniques.
3. Evaluate the socio-cultural and historical contexts of poetry to enhance comprehension and appreciation.
4. Develop skills in identifying and applying rhetorical and prosodic terms in the study of poetry.
5. Create comparative analyses of poetic texts from different traditions and time periods.

Course Learning Outcomes

At the end of the course, the students should be able to:

1. Identify and explain the fundamental features, forms, and types of poetry from diverse traditions. [Cognitive: Understand]
2. Analyze poetic texts critically, focusing on structure, tone, and imagery. [Cognitive: Analyze]
3. Evaluate the socio-cultural and historical significance of selected poems. [Cognitive: Evaluate]
4. Interpret layers of meaning in poetic texts using rhetorical and prosodic analysis. [Cognitive: Apply]
5. Compose a critical essay comparing thematic and structural elements of poems from different eras. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓					✓						✓	
CLO 2	✓	✓			✓	✓		✓	✓				
CLO 3	✓				✓	✓	✓		✓			✓	
CLO 4	✓	✓							✓				
CLO 5		✓			✓	✓	✓	✓	✓	✓		✓	

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	3	MCQ, Short notes/Essay, Attendance, MCQ, Short notes/Essay, Attendance, Mid-term and Final Examinations
CLO2	✓			✓	✓	✓		6	MCQ, Short notes/Essay, Attendance, MCQ, Short notes/Essay, Attendance, Mid-term and Final Examinations
CLO3	✓			✓	✓	✓	✓	6	MCQ, Short notes/Essay, Attendance, MCQ, Short notes/Essay, Attendance, Mid-term and Final Examinations
CLO4	✓			✓		✓		3	MCQ, Short notes/Essay, Attendance, MCQ, Short notes/Essay, Attendance, Mid-term and Final Examinations
CLO5	✓			✓	✓	✓	✓	8	MCQ, Short notes/Essay, Presentation, Attendance, Mid-term and Final Examinations

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction, Course Outline and Curriculum Discussion, Definition and scope of syllabus	Interactive lecture, guided discussion, Q&A, syllabus overview	MCQ, Attendance	CLO1
	Lecture 2: Discussion on Literature and Poetry, Definition of Literature and Poetry	Interactive lecture, concept mapping, Socratic questioning, group discussion on types and elements of poetry	MCQ Short notes/Essay Attendance	CLO1

2	Lecture 3: Types of Poetry, Elements of Poetry	Interactive lecture, concept mapping, Socratic questioning, group discussion on types and elements of poetry	MCQ Short notes/Essay Attendance	CLO1, CLO2
	Lecture 4: How to read Poetry analyzing “Stopping by Woods on a Snowy Evening” by Robert Frost	Close reading, annotation, guided analysis	MCQ Short notes/Essay Attendance	CLO2, CLO4
3	Lecture 5: Rhetoric 1- Introduction to Rhetorics, Categories, Simile, Metaphor, Allegory, Fable, Parable	Interactive lecture with visual aids, guided discussion, Q&A	MCQ Short notes/Essay Attendance	CLO4
	Lecture 6: Rhetoric 2- Antithesis, Paradox, Oxymoron, Epigram, Metonymy, Synecdoche, Allusion	Interactive lecture with visual aids, guided discussion, Q&A	MCQ Short notes/Essay Attendance	CLO4
4	Lecture 7: Rhetoric 3- Personification, Transferred Epithet, Pathetic Fallacy, Hyperbole, Irony, Sarcasm, Euphemism	Interactive lecture with visual aids, guided discussion, Q&A	MCQ Short Notes Attendance	CLO4
	Lecture 8: Rhetoric 4- Alliteration, Onomatopoeia, Pun, Review of previous classes on Rhetorics	Interactive lecture with visual aids, guided discussion, Q&A, recap through quizzes	Question-Answer MCQ Short Notes Attendance	CLO4
5	Lecture 9: Discussion on “Stopping by Woods on a Snowy Evening” by Robert Frost	Interactive lecture, guided discussion, Theme-based exploration, debate on poem interpretation	Short notes/Essay MCQ Attendance	CLO3, CLO4, CLO5
	Lecture 10: Class Test	Reflective feedback, preparation tips	Short notes/Essay MCQ Attendance	CLO1, CLO2, CLO4
6	Lecture 11: Discussion on “Ozymandias” by P. B. Shelly	Interactive lecture, close reading, collaborative discussion	Short notes/Essay MCQ Attendance	CLO2, CLO3, CLO5
	Lecture 12: Discussion on “I Like to See it Lap the Miles” by Emily Dickinson	Interactive lecture, close reading, collaborative discussion	Short notes/Essay MCQ Attendance	CLO2, CLO3, CLO5
7	Lecture 13: Quiz 1	Reflective feedback, preparation tips	MCQ, Attendance	CLO1, CLO2, CLO4
	Lecture 14: Understanding the questions and	Guided practice, critique sample answers	Short notes/Essay MCQ Attendance	CLO1, CLO2

	discussion on answering strategies			
8	Lecture 15: Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short notes/Essay MCQ	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Discussion on Structural Patterns of Poems, Categories of Poems	Interactive lecture with visual aids, concept mapping, pattern identification	Short notes/Essay MCQ Attendance	CLO1, CLO2
	Lecture 17: Discussion on Sonnets, Discussion on "Sonnet 19" by William Shakespeare	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short notes/Essay MCQ Attendance	CLO1, CLO3
12	Lecture 18: Discussion on "Sonnet 19" by William Shakespeare	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short notes/Essay MCQ Attendance	CLO3
	Lecture 19: Discussion on "Aunt Jennifer's Tigers" by Adrienne Rich	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short notes/Essay MCQ Attendance	CLO3
13	Lecture 20: Discussion on "Ars Poetica" by Archibald McLeish	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short notes/Essay MCQ Attendance	CLO3, CLO4
	Lecture 21: Prosody- Introduction to Prosody, Syllable and Accent	Lecture with audiovisual aids, rhythmic clapping exercises	MCQ (Prosody identification and analysis)	CLO4
14	Lecture 22: Discussion on Dramatic Monologue and "My Last Duchess"	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short notes/Essay MCQ Attendance	CLO2, CLO3
	Lecture 23: Discussion on Dramatic Monologue and "My Last Duchess"	Role-play, dramatic readings, group analysis	Short notes/Essay MCQ Attendance	CLO2, CLO3
15	Lecture 24: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ, Attendance	CLO1, CLO2, CLO3
	Lecture 25: Discussion on "An Apple Gathering" by Christina Rossetti	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short notes/Essay MCQ Attendance	CLO3

16	Lecture 26: Discussion on “An Apple Gathering” by Christina Rossetti	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short notes/Essay MCQ Attendance	CLO3
	Lecture 27: Presentation (Session 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation, Attendance	CLO5
17	Lecture 28: Presentation (Session 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation, Attendance	CLO5
	Lecture 29: Presentation (Session 3)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation, Attendance	CLO5
18	Lecture 30: Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short notes/Essay MCQ	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

- Rhetoric & Prosody
- Poetry: Theme, structural devices (contrast, illustration, repetition), mood, imagery, tone, principal, verse forms (descriptive, lyrical, narrative, reflective and others), interrelationships, effect, rhetoric

Poems:

Adrienne Rich
Anne Finch
Archibald McLeish
Christina Rossetti
Emily Bronte
Emily Dickinson
Jonathan Swift
Langston Hughes
P. B. Shelly
Robert Browning
Robert Frost
Ted Hughes
Thomas Gray
W. B. Yeats
William Shakespeare

“Aunt Jennifer’s Tigers”
“A Nocturnal Reverie”
“Ars Poetica”
“An Apple Gathering”
“No Coward Soul is Mine”
“I Like to See it Lap the Miles”
“A Description of the Morning”
“Rivers”
“Ozymandias”
“My Last Duchess”
“Stopping by Woods on a Snowy Evening”
“Pike”
“Ode on a distant prospect of Eton College”
“The Lake Isle of Innisfree”
“Sonnet 19”

Core Reading

Margaret Ferguson, et al.

The Norton Anthology of Poetry

Recommended Readings

Bose and Sterling
Cleanth Brooks

Rhetoric and Prosody
Understanding Poetry

Gopal Mallik Thakur
 Greg Johnson & Thomas R. Arp
 Griffith Kelly
 H. L. B. Moody
 J A Cuddon
 Kathleen Morner
 L G Alexander
 M H Abrams
 Marjorie Boulton
 Richard Gill
 W J D Mordaunt
 X J Kennedy

An Anatomy of Rhetoric and Prosody
Perrine's Sound and Sense: An Introduction to Poetry
Writing Essays about Literature
The Teaching of Literature
Penguin Dictionary of Literary Terms
NTC Dictionary of Literary Terms
Poetry and Prose Appreciation for Overseas Students
A Glossary of Literary Terms
Anatomy of Poetry
Mastering English Literature
A Writers Guide to Literature
Introduction to Literature

02321105 - INTRODUCTION TO FICTION

Course Description

This course introduces students to the study of fiction, focusing on critical analysis and interpretation of narrative forms. Through an exploration of key elements—such as plot, structure, characterization, setting, and themes—students will evaluate how fiction reflects and shapes socio-historical and cultural contexts. The course emphasizes developing analytical thinking and critical writing skills, preparing students to engage deeply with literary texts and broader cultural narratives. It aligns with the English department's mission to foster intellectual inquiry and literary appreciation.

Course Objectives

The objectives of the course are to:

1. Analyze the narrative structures and stylistic techniques used in various works of fiction.
2. Evaluate the thematic and socio-cultural dimensions of selected literary texts.
3. Develop critical interpretations of fiction through detailed textual analysis.
4. Synthesize insights from different texts to explore recurring literary patterns and their broader implications.
5. Understand key elements of fiction, including plot, characterization, and setting, to build foundational literary knowledge.

Course Learning Outcomes

At the end of the course, the students should be able to:

1. Identify and explain the fundamental narrative elements of fiction, including plot, structure, and characterization. [Cognitive: Understand]
2. Analyze literary texts for thematic depth and stylistic nuances across different time periods and cultural contexts. [Cognitive: Analyze]
3. Evaluate the socio-historical and political influences reflected in selected works of fiction. [Cognitive: Evaluate]
4. Interpret complex narrative techniques and their effects on meaning and reader engagement. [Cognitive: Apply]
5. Construct comparative analyses of texts, drawing connections between themes, styles, and contexts. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%

Semester End Examination	30%
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Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓					✓						✓	
CLO 2	✓	✓			✓	✓		✓	✓				
CLO 3	✓				✓	✓	✓		✓			✓	
CLO 4	✓	✓							✓				
CLO 5		✓			✓	✓	✓	✓	✓	✓		✓	

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	3	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓		✓		7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓		✓		3	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	8	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction, Course Outline, Fiction: definition, different features, forms and types	Interactive lecture, guided discussion, Q&A, syllabus overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Plot: definition, different features, and types	Interactive lecture with visual aids, collaborative discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Narrative Techniques	Interactive lecture with visual aids, collaborative discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 4: Point of View, Style	Interactive lecture with visual aids, collaborative discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2

3	Lecture 5: Setting, Characterization and Characters	Interactive lecture with visual aids, collaborative discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1, CLO2
	Lecture 6: “Araby”: the author and the background, reading the text	Interactive lecture with visual aids, close reading, collaborative discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
4	Lecture 7: “Araby”: Reading the text and analysis	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3, CLO4
	Lecture 8: “Araby”: reading the text and analysis	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
5	Lecture 9: “Araby”: Epiphany and Final Discussion	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 10: Quiz-1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO3
6	Lecture 11: “The Invisible Japanese Gentlemen”: the author, the background, reading the text	Interactive lecture with visual aids, close reading, collaborative discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3, CLO4
	Lecture 12: “The Invisible Japanese Gentlemen”: reading the text and analysis	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
7	Lecture 13: “The Invisible Japanese Gentlemen”: reading the text and analysis and Final Discussion	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 14: Problem solving and Class Test	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO3

8	Lecture 15: Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: The Luncheon: the author and the background, reading the text	Interactive lecture with visual aids, close reading, collaborative discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3, CLO4
	Lecture 17: The Luncheon: reading the text and analysis	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3, CLO5
12	Lecture 18: The Luncheon: reading the text and analysis	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 19: The Luncheon: reading the text and analysis and Final Discussion and assigning assignment topic	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3, CLO4
13	Lecture 20: <i>The Garden Party</i> : the author and the background, reading the text	Interactive lecture with visual aids, close reading, collaborative discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 21: <i>The Garden Party</i> : reading the text and analysis	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
14	Lecture 22: <i>The Garden Party</i> : reading the text and analysis	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 23: <i>The Garden Party</i> : reading the text and analysis	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5

15	Lecture 24: <i>The Garden Party</i> : reading the text and analysis	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 25: <i>The Garden Party</i> : reading the text and analysis	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
16	Lecture 28: <i>The Garden Party</i> : reading the text and analysis and Final Discussion	Interactive lecture with visual aids, close reading, collaborative discussion, Group analysis, interpretation debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1, CLO2
	Lecture 27: Viva (Session 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
17	Lecture 28: Viva (Session 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Problem Solving and Quiz-2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Aali Areefur Rahman
Anton Chekhov
George Orwell
Graham Greene
James Joyce
Katherine Mansfield
R. K. Narayan
Robert Louis Stevenson
W. Somerset Maugham

“Grandmother’s Wardrobe”
“The Bet”
Animal Farm
“The Invisible Japanese Gentlemen”
“Araby”
The Garden Party
The Financial Expert
Dr. Jekyll and Mr. Hyde
“The Luncheon”

Recommended Readings

E M Forster

Aspects of the Novel

F B Millett
 H L B Moody
 L G Alexander
 Marjorie Boulton
 W J D Mordaunt

Reading Fiction
The Teaching of Literature
Poetry and Prose Appreciation for Overseas Students
Anatomy of Fiction
A Writer's Guide to Literature

SECOND SEMESTER

02321201 - INTRODUCTION TO DRAMA

Course Description

This course explores the origins and evolution of drama as a literary genre, focusing on its structural, thematic, and stylistic elements. Through the study of representative texts from different periods and genres—including tragedy, comedy, and absurd plays—students will analyze how social, political, and cultural contexts influence dramatic works. By engaging with diverse perspectives and critical approaches, students will develop analytical skills and a deeper understanding of the dynamic nature of drama. This course supports the department's objective of fostering literary appreciation and critical inquiry.

Course Objective

The objectives of the course are to:

1. Understand the key elements of drama, including plot, structure, dialogue, characterization, and conflict.
2. Analyze dramatic texts from different periods to identify thematic, structural, and stylistic variations.
3. Evaluate the socio-political and cultural influences on dramatic works across historical periods.
4. Interpret the complexities of dramatic texts using multiple critical perspectives.
5. Create well-supported arguments and critical analyses of dramatic texts in written and oral formats.

Course Learning Outcomes

At the end of the course, the students should be able to:

1. Identify and explain the fundamental features and forms of drama across different periods and genres. [Cognitive: Understand]
2. Analyze dramatic texts critically to explore themes, structures, and stylistic elements. [Cognitive: Analyze]
3. Evaluate the impact of socio-cultural and political contexts on the development of drama. [Cognitive: Evaluate]
4. Apply critical theories and perspectives to interpret dramatic texts and their meanings. [Cognitive: Apply]
5. Develop comparative analyses of dramatic works, demonstrating an understanding of historical and cultural shifts in the genre. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓					✓						✓	
CLO 2	✓	✓			✓	✓		✓	✓				

CLO 3	✓				✓	✓	✓		✓			✓	
CLO 4	✓	✓				✓			✓				
CLO 5	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	3	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO2	✓			✓	✓	✓		6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO3	✓			✓	✓	✓	✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO4	✓			✓	✓	✓		4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO5	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Drama as a Genre, Course Overview	Interactive Lecture, Syllabus Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 2: Elements of Drama – Plot, Character, Dialogue, Setting	Concept Mapping, Think-Pair-Share	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
2	Lecture 3: Historical Overview of Western Drama	Multimedia Lecture, Timeline Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 4: Tragedy and Comedy: Structural and Thematic Variations	Group Discussion, Graphic Organizer	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1, CLO2
3	Lecture 5: Introduction to G. B. Shaw and Context of Arms and the Man	Biographical Lecture, Historical Contextualization	Short Notes/Short Answer Question/MCQ/Critical Essay	CLO1

			Writing/Presentation Attendance	
	Lecture 6: Reading Arms and the Man: Act I	Close Reading, Socratic Questioning	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
4	Lecture 7: Arms and the Man: Acts II & III, Character Analysis	Guided Analysis, Role Play	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 8: Discussion and Interpretation of Arms and the Man	Debate, Analytical Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2, CLO3
5	Lecture 9: Quiz 1 and Thematic Mapping of Arms and the Man	Discussion Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO2
	Lecture 10: Problem Solving Session (Shaw's Use of Anti-Romanticism)	Problem Solving Tasks	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2, CLO4
6	Lecture 11: Introduction to Oscar Wilde and the Aesthetic Movement	Lecture, Multimedia Presentation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 12: Reading The Importance of Being Earnest: Act I	Close Reading, Paired Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
7	Lecture 13: The Importance of Being Earnest: Acts II & III	Group Analysis, Satirical Lens Exploration	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 14: Satire, Irony and Character Analysis	Discussion Circle, Rhetorical Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2, CLO3

8	Lecture 15: Review Class on Wilde and Shaw	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to Irish Drama and J. M. Synge	Lecture, Historical Context Exploration	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 17: Reading Riders to the Sea: Analysis of Symbols and Language	Textual Interpretation, Cultural Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
12	Lecture 18: Themes of Fate, Religion and Gender in Riders to the Sea	Theme-Based Discussion, Critical Response	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2, CLO3
	Lecture 19: Discussion: The Sea as a Character; Grief and Identity	Guided Debate, Reflective Writing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
13	Lecture 20: Comparative Analysis: Shaw vs. Wilde vs. Synge	Comparative Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO5
	Lecture 21: Group Presentations (Session 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO5
14	Lecture 22: Group Presentations (Session 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO5
	Lecture 23: Group Presentations (Session 3)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO5
15	Lecture 24: Revision of Key Themes and Dramatic Techniques	Collaborative Summary, Concept Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2, CLO4

	Lecture 25: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Quiz 2 Attendance	CLO4
16	Lecture 26: Debate – Which Play Best Represents Modern Drama?	Structured Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO5
	Lecture 27: Problem Solving Session	Guided Problem Solving	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
17	Lecture 28: Review Class on All Texts	Thematic Recap	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Comparing All Texts	Thematic Recap	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

G. B. Shaw	<i>Arms and the Man</i>
Oscar Wilde	<i>The Importance of Being Earnest</i>
J. M. Synge	<i>Riders to the Sea</i>
Tom Stoppard	<i>Rosencrantz and Guildenstern Are Dead</i>
George S. Kaufman & Moss Hart	<i>The Man Who Came to Dinner</i>

Recommended Readings

Nigel Alexander	<i>A Critical Commentary on Arms and the Man and Pygmalion</i>
Morjorie Boulton	<i>Anatomy of Drama</i>
Louis Crompton	<i>Shaw the Dramatist</i>
Nicholas Grene	<i>Synge: A Critical Study of His Plays</i>
X. J. Kennedy	<i>An Introduction to Drama</i>
Walter J De Mordaunt	<i>A Writers Guide to Literature</i>
J. L. Styan	<i>The Elements of Drama</i>

02321202 - INTRODUCTION TO NONFICTION

Course Description

This course introduces students to the study of English nonfiction prose, exploring its diverse forms, narrative techniques, and stylistic elements. Through critical reading and analysis, students will examine themes, structures, and rhetorical devices used by authors across different eras. The course emphasizes the socio-cultural and historical contexts of nonfiction, encouraging students to connect literary insights to contemporary issues. By engaging with a range of texts, students will develop critical thinking and interpretive skills, contributing to their broader understanding of literature and society.

Course Objectives

The objectives of the course are to:

1. Understand the key features, forms, and stylistic elements of nonfiction prose across various periods. (Understand)
2. Analyze nonfiction texts for thematic depth, structural patterns, and rhetorical devices. (Analyze)
3. Evaluate the socio-cultural and historical contexts that shape nonfiction writing. (Evaluate)
4. Apply critical reading techniques to interpret nonfiction texts and their underlying meanings. (Apply)
5. Synthesize insights from nonfiction texts to draw connections between literary traditions and contemporary issues. (Create)

Course Learning Outcomes

At the end of the course, the students should be able to:

1. Identify and explain the fundamental features and forms of nonfiction prose across different periods. [Cognitive: Understand]
2. Analyze nonfiction texts critically, focusing on themes, structures, and rhetorical devices. [Cognitive: Analyze]
3. Evaluate the influence of socio-cultural and historical contexts on the development and significance of nonfiction texts. [Cognitive: Evaluate]
4. Apply critical reading techniques to interpret layers of meaning in nonfiction prose. [Cognitive: Apply]
5. Create analytical essays that connect literary insights from nonfiction texts to broader cultural and contemporary issues. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓				✓							✓	
CLO 2	✓	✓			✓	✓		✓	✓				
CLO 3	✓				✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓	✓			✓				
CLO 5	✓	✓			✓	✓	✓	✓	✓	✓		✓	

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	3	Short Notes/Short Answer Question/MCQ/Critical Essay Writing
CLO2	✓			✓	✓	✓		6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓		5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)									

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Nonfiction – Definitions and Forms	Interactive Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Key Concepts in Nonfiction – Structure, Purpose, Style	Concept Mapping, Group Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Historical Background of Nonfiction Prose	Timeline-based Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: Close Reading Skills and Analytical Strategies	Guided Practice, Think-Pair-Share	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
3	Lecture 5: Charles Lamb – Dream Children: A Reverie (Part 1)	Close Reading, Textual Annotation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: Dream Children: A Reverie (Part 2) – Personal Voice and Sentimentality	Group Analysis, Reflection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
4	Lecture 7: J. B. Priestly – On Doing Nothing: Irony and Commentary	Debate, Satirical Analysis	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ	CLO2
5	Lecture 9: Martin Luther King – I Have a Dream: Rhetorical Strategies	Speech Analysis, Listening Activity	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 10: Structure and Cultural Impact of “I Have a Dream”	Textual Breakdown and Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: James Thurber – The Rabbits who caused all the Troubles: Allegory and Satire	Allegorical Reading, Role Play	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 12: Virginia Woolf – Professions for Women: Feminist Themes	Socratic Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: Discussion on Writing Style	Multimedia-based Lecture Socratic Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 14: Class Test – In-Class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Jonathan Swift – A Modest Proposal: Satire and Irony	Satirical Reading, Textual Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 17: Social Commentary in A Modest Proposal	Discussion Circle, Theme Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
12	Lecture 18: George Orwell – Shooting an	Narrative Dissection, Comparative Framework	Short Notes/Short Answer Question/MCQ/Critical	CLO2

	Elephant: Colonialism and Conflict		Essay Writing/Viva Attendance	
	Lecture 19: Critical Reflection on Orwell and Narrative Voice	Reflective Writing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
13	Lecture 20: Quiz 2 (Post Mid)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1
	Lecture 21: Contextual and Thematic Comparison: Swift vs. Orwell (Part 1)	Comparative Analysis Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
14	Lecture 22: Swift vs. Orwell (Part 1)	Comparative Analysis Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 23: Viva Sessions (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
15	Lecture 24: Viva Sessions (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 25: Class Discussion – Connections Across Authors and Themes (Part 1)	Synthesis Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
16	Lecture 26: Class Discussion – Connections Across Authors and Themes (Part 2)	Synthesis Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 27: Final Writing Tips and Peer Sharing	Peer Review	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Summative Review – Rhetoric and Argument	Revision Session	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 29: Final Wrap-up – Analytical Techniques Revisited	Think-Aloud Review	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5

18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Charles Lamb	“Dream Children: A Reverie”
J.B. Priestly	“On Doing Nothing”
Martin Luther King	“I Have a Dream”
James Thurber	“The Rabbits who caused all the troubles”
Virginia Woolf	“Professions for Women”
Jonathan Swift	“A Modest Proposal”
George Orwell	“Shooting an Elephant”
R.W. Emerson	“Self-Reliance”
E. B. White	“Once More to the Lake”

Recommended Readings

M. H. Abrams	<i>A Glossary of Literary Terms</i>
Kathleen Morner	<i>NTC Dictionary of Literary Terms</i>
J. A. Cuddon	<i>Penguin Dictionary of Literary Terms</i>
X. J. Kennedy	<i>Introduction to Literature</i>
Richard Gill	<i>Mastering English Literature</i>
Griffith Kelly	<i>Writing Essays about Literature</i>
W. J. D Mordaunt	<i>A Writers Guide to Literature</i>
H. L. B Moody	<i>The teaching of Literature</i>

02311203 - ACADEMIC WRITING

Course Description

This course focuses on the principles and practices of academic writing, equipping students with essential skills for effective communication in academic settings. Students will develop proficiency in essay organization, paragraph coherence, and sentence construction, while refining error correction, punctuation, and vocabulary usage. The course also introduces foundational research writing skills, including formulating research questions, summarizing, paraphrasing, and referencing in MLA and APA styles. Designed to prepare students for advanced academic work, this course emphasizes clarity, accuracy, and adherence to academic conventions, aligning with the English department’s objective of fostering critical thinking and scholarly communication.

Course Objectives

The objectives of the course are to:

1. Understand the conventions of academic writing, including content organization, coherence, and style. (Understand)
2. Analyze academic texts to identify key elements such as argument structure, evidence, and referencing techniques. (Analyze)
3. Apply fundamental research writing skills, including notetaking, summarizing, paraphrasing, and proper citation. (Apply)
4. Evaluate and correct common syntactic, semantic, and lexical errors to enhance the clarity and accuracy of academic writing. (Evaluate)
5. Create well-structured academic essays, abstracts, and literature reviews that adhere to academic standards. (Create)

Course Learning Outcomes

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

1. Identify key elements of academic writing, including sentence structure, paragraph coherence, and essay organization. [Cognitive: Understand]
2. Analyze academic texts to extract key ideas, research gaps, and supporting arguments. [Cognitive: Analyze]
3. Apply proper citation styles (MLA/APA) and techniques such as summarizing, paraphrasing, and direct quoting. [Cognitive: Apply]
4. Evaluate and correct common errors in academic writing to ensure clarity and grammatical accuracy. [Cognitive: Evaluate]
5. Compose structured academic texts, including abstracts, literature reviews, and research-based essays. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes/In-class Test	10%
Project 1 (Research Question Development)	10%
Project 2 (Short Literature Review Writing with Abstract)	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓											✓	
CLO 2	✓	✓			✓			✓	✓				
CLO 3	✓		✓	✓						✓			✓
CLO 4	✓								✓			✓	✓
CLO 5	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓			✓	2	Error Correction Test/Project/Cloze Test/MCQ/Summarization/Literature Review
CLO2	✓			✓	✓	✓		5	Error Correction Test/Project/Cloze Test/MCQ/Summarization/Literature Review
CLO3	✓			✓		✓	✓	4	Error Correction Test/Project/Cloze Test/MCQ/Summarization/Literature Review
CLO4	✓			✓		✓	✓	4	Error Correction Test/Project/Cloze Test/MCQ/Summarization/Literature Review
CLO5	✓			✓	✓	✓	✓	11	Error Correction Test/Project/Cloze Test/MCQ/Summarization/Literature Review

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Academic Writing – Understanding the features of academic writing, Differences between academic and non-academic writing; Importance of purpose and audience; Notetaking	Interactive lecture with visual aids, guided discussion, Q&A, syllabus overview	Project/Literature Review Attendance	CLO1
	Lecture 2: Error Correction 1 – Verbs and Be, have and do; Academic Word and Phrases 1	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Project/Cloze Test/MCQ Attendance	CLO1, CLO4
2	Lecture 3: Error Correction 2 – Present Tenses, Talking about the Future, Past and Perfect Tenses; Academic Word and Phrases 2	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Project/ Cloze Test/MCQ Attendance	CLO1, CLO4
	Lecture 4: Error Correction 3 – Passives and Modal Auxiliary Verbs; Academic Word and Phrases 3	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Project/Cloze Test/MCQ Attendance	CLO1, CLO4
3	Lecture 5: Error Correction 4 – Infinitives, -ing forms and Past Participles; Academic Word and Phrases 4	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Project/Cloze Test/MCQ Attendance	CLO1, CLO4
	Lecture 6: Error Correction 5 – Determiners: a/an and the; my, your, etc; this, that, etc.; Academic Word and Phrases 5	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Project/Cloze Test/MCQ Attendance	CLO1, CLO4
4	Lecture 7: Research Skills and Source Evaluation	Interactive lecture with visual aids, guided discussion, guided practice	Project/MCQ/ Summarization/Literature Review Attendance	CLO2, CLO3
	Lecture 8: Formulating Research Question 1	Interactive lecture with visual aids, guided discussion, guided practice	Project/MCQ Attendance	CLO2, CLO3
5	Lecture 9: Formulating Research Question 2	Workshop, Brainstorming, Group Work, Peer Review	Project/MCQ Attendance	CLO2, CLO3
	Lecture 10: Punctuation –	Interactive lecture with visual aids,	Error Correction Test/Cloze Test/MCQ	CLO1, CLO4

	Quotation, Ellipsis, Slashes	guided discussion, guided practice	Attendance	
6	Lecture 11: Punctuation – Parentheses and Brackets, Capitalization	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Cloze Test/MCQ Attendance	CLO1, CLO4
	Lecture 12: Quiz 2	Reflective feedback, preparation tips	Error Correction Test/Cloze Test/MCQ Attendance	CLO4
7	Lecture 13: Quoting, paraphrasing, and summarizing 1	Interactive lecture with visual aids, guided discussion, guided practice	Project/MCQ/ Summarization/Literature Review Attendance	CLO2, CLO3
	Lecture 14: Quoting, paraphrasing, and summarizing 2	Review, Q&A session, collaborative recall	Project/MCQ/ Summarization/Literature Review Attendance	CLO2, CLO3
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Error Correction Test/Cloze Test/MCQ/Summarization	
11	Lecture 16: Error Correction 6 – Determiners: Quantifiers Academic Word and Phrases 6	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Project/Cloze Test/MCQ Attendance	CLO1, CLO4
	Lecture 17: Error Correction 7 – Pronouns, Adjectives, Adverbs and Adverbials Academic Word and Phrases 7	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Project/Cloze Test/MCQ Attendance	CLO1, CLO4
12	Lecture 18: Error Correction 8 – Comparison, Prepositions, Basic Clause Types, Conjunctions, Sentences and Clauses Academic Word and Phrases 8	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Project/Cloze Test/MCQ Attendance	CLO1, CLO4
	Lecture 19: Error Correction 9 – Relative Clauses, If, Other Adverbial Clauses, Noun Clauses, Direct and Indirect Speech Academic Word and Phrases 9	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Project/Cloze Test/MCQ Attendance	CLO1, CLO4

13	Lecture 20: Error Correction 10 – Information Structure, Written Texts Academic Word and Phrases 10	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Project/Cloze Test/MCQ Attendance	CLO1, CLO4
	Lecture 21: Punctuation: Comma	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Cloze Test/MCQ Attendance	CLO1, CLO4
14	Lecture 22: Punctuation: Period, Abbreviation, Apostrophe, Semicolon, colon	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Cloze Test/MCQ Attendance	CLO1, CLO4
	Lecture 23: Punctuation: Question, Exclamation mark, Hyphen, Dashes	Interactive lecture with visual aids, guided discussion, guided practice	Error Correction Test/Cloze Test/MCQ Attendance	CLO1, CLO4
15	Lecture 24: Introduction to citation styles (MLA, APA, Chicago, etc.) 1	Interactive lecture with visual aids, guided discussion, guided practice	MCQ, Solo Project 2, Attendance	CLO3
	Lecture 25: Introduction to citation styles (MLA, APA, Chicago, etc.) 2	Interactive lecture with visual aids, guided discussion, guided practice	MCQ, Solo Project 2, Attendance	CLO5
16	Lecture 26: Short Literature Review and Abstract Writing 1	Interactive lecture with visual aids, guided discussion, guided practice	Project, Attendance	CLO3
	Lecture 27: Short Literature Review and Abstract Writing 2	Workshop, Brainstorming, Group Work	Project, Attendance	CLO5
17	Lecture 28: Quiz 2	Reflective feedback, preparation tips	Error Correction Test/Cloze Test/MCQ Attendance	CLO4
	Lecture 29: Digital editing and proofreading	Workshop, Group Work, Q&A Session	Project Attendance	CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Error Correction Test/Cloze Test/MCQ/Summarization	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

- Sentence structure analysis
- Error correction
- Punctuation

- Academic vocabulary (Oxford Academic Phrasal Lexicon)
- Developing research questions
- Reading research materials
- Note taking
- Digital editing and proofreading
- Paraphrasing
- Summarizing
- Direct quoting
- Referencing in MLA or APA style
- Literature review writing
- Abstract Writing
- Techniques of collecting secondary research materials

Core Readings

Adrian Wallwork

English for Writing Research Papers

Alan Meyers

Longman Academic Writing Series 5: Essays to Research Papers

John M Swales & Christine B Feak

Abstracts and the Writing of Abstracts, Volume I

John M Swales & Christine B Feak

Academic Writing for Graduate Students: Essential Tasks and Skills

John M Swales & Christine B Feak

Telling a Research Story: Writing a Literature Review

Michael Swan

Practical English Usages, 4th Edition

Nigel A Caplan

Grammar Choices for Graduate and Professional Writers

Penny Hands

Collins Easy Learning Grammar and Punctuation

Recommended Readings:

A. S. Hornby

Oxford Advanced Learner's Dictionary, 10th Edition

American Psychological Association

Publication Manual of the American Psychological Association

Eric Hayot

The Elements of Academic Style: Writing for The Humanities

Jane Straus, et al.

The Blue Book of Grammar and Punctuation

K. D. Sullivan and Merilee Eggleston

The McGraw-Hill Desk Reference for Editors, Writers, and Proofreaders

Michael Swan

Practical English Usages, 3rd Edition

Modern Language Association

MLA Handbook

R. W. Burchfield

The New Fowler's Modern English Usage

Stephen Howe and Kristina

PhraseBook for Writing Papers and Research in English

T. J. Fitikides

Common Mistakes in English

William Strunk Jr.

The Elements of Style

02221204 - HISTORY OF ENGLAND

Course Description

This course examines England's social and political history from ancient times to the Second World War, focusing on its influence on literature and cultural development. By exploring key historical periods and their literary connections, students will gain a deeper understanding of the interplay between historical events, political identity, and literary growth. The course emphasizes critical analysis of historical contexts to enhance students' appreciation of English literary traditions and their relevance to modern national and international politics. This aligns with the English department's commitment to fostering historical awareness and critical engagement with literary texts.

Course Objectives

The objectives of the course are to:

1. Understand the key social, political, and cultural developments in England from ancient times to the modern era. (Understand)
2. Analyze the relationship between historical events and the evolution of English literary traditions. (Analyze)

- Evaluate the impact of England's political and social history on national and international political identities. (Evaluate)
- Apply knowledge of historical contexts to interpret literary works and their cultural significance. (Apply)
- Synthesize insights from historical and literary studies to draw connections between historical eras and contemporary global issues. (Create)

Course Learning Outcomes

At the end of the course, the students should be able to:

- Identify the major historical periods of England and their distinctive political and cultural characteristics. [Cognitive: Understand]
- Analyze the influence of historical contexts on English literary movements and works. [Cognitive: Analyze]
- Evaluate the role of historical and cultural developments in shaping modern political and literary identities. [Cognitive: Evaluate]
- Apply historical knowledge to contextualize and interpret English literary texts from various periods. [Cognitive: Apply]
- Construct comparative analyses of historical periods and their impact on both literature and modern political ideologies. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	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	✓	✓			✓	✓	✓	✓	✓	✓		✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NO/PLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	3	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓		4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

CLO5	✓		✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)								

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to English History and Literature	Interactive Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: The Anglo-Saxon Period: Society and Oral Traditions	Timeline Construction	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Anglo-Saxon Politics and Early Literature	Discussion and Guided Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: The Norman Conquest: Causes and Outcomes	Cause-Effect Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: Norman Administration and Cultural Shifts	Debate, Group Reflection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: The English Renaissance: Humanism and Reformation	Multimedia Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
4	Lecture 7: Renaissance Politics and Literary Bloom	Textual Mapping and Comparative Chart	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 8: Quiz 1 + In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ, Critical Essay Writing Attendance	CLO2, CLO5
5	Lecture 9: The Puritan Period: Religion and Governance	Textual Analysis, Group Task	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: Literature of the Puritan Age	Contextual Discussion	Short Notes/Short Answer	CLO3

			Question/MCQ/Critical Essay Writing/Viva Attendance	
6	Lecture 11: The Restoration: Political Changes and Literary Response	Lecture, Political Chart Review	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 12: The Glorious Revolution: Impacts on Culture and Thought	Reflective Writing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: Scientific and Rational Thought in Restoration Era	Primary Source Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Review of Historical Movements till 18 th Century	Collaborative Timeline Activity	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
8	Lecture 15: Review Class for Midterm	Comprehensive Content Review Q&A Session	Attendance	CLO1
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Industrial Revolution: Economic and Social Impacts	Lecture, Visual Aids	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 17: Literary Reactions to Industrialization	Theme-Based Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: The Victorian Period: Morality and Imperialism	Comparative Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 19: Gender and Class in Victorian Literature	Group Dialogue and Poster Sharing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1

	Lecture 21: World War I: Global Context and British Society	Lecture and Documentary Viewing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
14	Lecture 22: Literary Responses to WWI	Response Journal, Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 23: World War II and the Changing British Identity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
15	Lecture 24: Post-War British Society and International Relations	Charting Political Trends	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: Comparative Analysis: Ancient vs. Modern Political Structures	Mapping Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: Discussion on Nationalism and Political Identity	Lecture and Discussions	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Student-led Viva Sessions (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva	CLO1, CLO2, CLO3, CLO4, CLO5
17	Lecture 28: Student-led Viva Sessions (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Final Wrap-up and Instructions	Mapping Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

- The Anglo-Saxon Period
- The Norman Conquest and Its Impacts
- The Renaissance
- Puritan Period
- Restoration and the Glorious Revolution
- Industrial Revolution
- The Victorian Period
- World Wars

Core Readings

Thomas Frederick Tout	<i>An Advanced History of Great Britain</i>
George Macaulay Trevelyan	<i>The History of England</i>
George Macaulay Trevelyan	<i>English Social History</i>
John Thorn and Roger Lockyer	<i>A History of England</i>

Recommended Readings

Jacob Bronowski & Bruce Mazlish	<i>Western Intellectual Tradition: From Leonardo to Hegel</i>
Herbert Albert Laurens Fishers	<i>A History of Europe</i>
Johan Huizinga	<i>The waning of the Middle Ages</i>
John Harold Plumb	<i>England in the Eighteenth Century</i>
Preserved Smith	<i>The Age of Reformation</i>
David Thomson	<i>England in the Nineteenth Century</i>
David Thomson	<i>England in the Twentieth Century</i>
Basil Willey	<i>The Seventeenth Century Background</i>
Basil Willey	<i>The Eighteenth Century Background</i>
Basil Willey	<i>Nineteenth Century Studies</i>
Ernest Llewellyn Woodward	<i>The Age of Improvement</i>

02221205 - HISTORY OF THE EMERGENCE OF BANGLADESH

Course Description

This course examines the historical, political, and cultural dimensions of the Bangladesh Liberation War of 1971, tracing the rise of the Bengali nationalist movement and its culmination in independence. It highlights the contributions of key figures, including Bangabandhu Sheikh Mujibur Rahman, and the sacrifices of freedom fighters. Through an exploration of pivotal events from 1947 to 1971, the course fosters a deeper understanding of the socio-political struggles that shaped modern Bangladesh. By analyzing historical narratives and their contemporary implications, students will develop critical thinking and civic awareness, aligning with the broader objectives of fostering informed and engaged citizenship.

Course Objectives

The objectives of the course are to:

1. Understand the historical and political developments leading to the Liberation War of 1971.
2. Analyze the contributions of key figures and movements, including Bangabandhu Sheikh Mujibur Rahman and the Six-Point Movement.
3. Evaluate the socio-political and economic disparities that contributed to the rise of Bengali nationalism. (Evaluate)
4. Apply historical knowledge to compare the expectations and outcomes of the Liberation War.
5. Create research-based insights on contemporary issues related to the legacy of the Liberation War.

Course Learning Outcomes

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

1. Identify the major historical events and movements that led to the emergence of Bangladesh. [Cognitive: Understand]

- Analyze the roles of key individuals and political movements in the Liberation War. [Cognitive: Analyze]
- Evaluate the socio-economic and political disparities between East and West Pakistan and their influence on the independence movement. [Cognitive: Evaluate]
- Apply historical knowledge to contextualize and address contemporary socio-political issues in Bangladesh. [Cognitive: Apply]
- Develop research-based perspectives on the legacy of the Liberation War and its relevance to modern Bangladesh. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓				✓							✓	
CLO 2	✓	✓			✓	✓		✓	✓				
CLO 3	✓				✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓	✓			✓				
CLO 5	✓	✓			✓	✓	✓	✓	✓	✓		✓	

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	3	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓		5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to the Course; Historical	Interactive Lecture	Short Notes/Short Answer Question/MCQ/Critical	CLO1

	Context of Language Issue		Essay Writing/Viva Attendance	
	Lecture 2: Agitation of 1948 and Events Leading to 1952	Timeline Construction, Class Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: 21 st February 1952 – Events and Significance	Group Analysis, Video Documentary	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: Constitutional Status of Bangla Language	Guided Reading, Think-Pair-Share	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
3	Lecture 5: Economic Disparity Between East and West Pakistan	Data Interpretation, Comparative Charting	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: Administrative and Political Disparities	Debate and Group Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
4	Lecture 7: Rise of Ayub Khan’s Military Rule Begins	Lecture, Historical Simulation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 8: Constitutional Reforms and Six-point Movement: Background	Source-based Learning, Paired Task	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
5	Lecture 9: Quiz 1 and Discussion of Six-point Demands	Lecture Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 10: Consequences of Six-point Movement	Case Discussion, Reflective Dialogue	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Mass Upsurge of 1969 – Causes and Events	Primary Source Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Role of Yahya Khan and Political Transition	Interactive Lecture with Political Mapping	Short Notes/Short Answer Question/MCQ/Critical	CLO3

			Essay Writing/Viva Attendance	
7	Lecture 13: General Election 1970 – Context and Campaigns	Campaign Literature Review	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 14: Results and Political Implications	Timeline Recap, Comparative Reflection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Historic Speech of 7 March: Context and Rhetoric	Close Reading, Rhetorical Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 17: Noncooperation Movement and 25 March Genocide	Visual Timeline, Reflective Writing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
12	Lecture 18: Formation and Functions of Mujibnagar Government	Interactive Lecture, Group Notes	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 19: Liberation War and Role of Mujibnagar Government	Peer Teaching and Debriefing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
13	Lecture 20: Bangladesh Since 1971 – Political Developments	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 21: Bangladesh Since 1971 – Social Developments	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
14	Lecture 22: Economic Growth and Challenges Post-1971 (Part 1)	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5

	Lecture 23: Economic Growth and Challenges Post-1971 (Part 2)	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
15	Lecture 24: Contemporary Bangladesh: National and Global Identity	Lecture and Discussion Concept Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 25: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
16	Lecture 26: Group Discussion on Legacy of Liberation (Session 1)	Discussion, Group Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Group Discussion on Legacy of Liberation (Session 2)	Discussion, Group Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Viva (Session 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Session 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

- Language Movement of 1952 Primary discussion on Bangla and Urdu language; early stage of movement; Agitation of 1948, 21 February of 1952; Constitutional status of Bangla language.
- Disparity Between Two Wings of Pakistan Economic disparity; Administrative disparity; Political disparity.
- Military Rule of Ayub Khan and Six Point Movement Commander-in-Chief of the Pakistan Army; President of the Pakistan; Constitutional and legal reforms; Background of Six-point movement; Six-point movement; Result of six-point movement.
- Mass Upsurge of 1969 and Yahiya Khan, General Election of 1970 Shorbodolio Chatro Shongram Porishad (All Party Student Action Committee); Democratic Action Committee; Withdrawal of

Agartala conspiracy case; Election campaign in East Pakistan, Political condition of west Pakistan; Result of the election and aftermath condition of election.

- Historic Speech of 7 March, Noncooperation Movement, Genocide of 25 March, Mujibnagar
- Government, Overall condition of Bangladesh (From 1971- Today) Importance of 7 march speech; formation of Mujibnagar government; Function of the Mujibnagar government.

Recommended Readings

K.B. Sayeed

ড. মো. মাহবুবর রহমান

বশীর আল হেলাল

আতিউর রহমান

আবুল মাল আব্দুল মুহিত

Political System of Pakistan

বাংলাদেশের ইতিহাস ১৯৪৭-৭১

ভাষা আন্দোলনের ইতিহাস

অসহযোগের দিনগুলি: মুক্তিযুদ্ধের প্রস্তুতিপর্ব

বাংলাদেশ: জাতিরাত্রের উদ্ভব

Leading Case

Agartala conspiracy case

Statutes

Indian Independence Act 1947

Constitution of Pakistan 1956

Constitution of Pakistan 1962

Constitution of Bangladesh 1972

06111206 - COMPUTER FUNDAMENTALS

Course Description

This course provides an introduction to the fundamentals of computers, covering essential hardware, software, operating systems, networking, and database concepts. Students will gain hands-on experience with application software such as MS Word, MS Excel, and MS PowerPoint, as well as practical knowledge of internet usage and email communication. Designed to develop digital literacy and technical proficiency, this course equips students with skills necessary for academic and professional success, aligning with the broader goals of fostering technological competence and critical thinking.

Course Objectives

The objectives of the course are to:

1. Understand the foundational concepts of computer hardware, software, networking, and database systems.
2. Apply skills in using word processing, spreadsheet analysis, and presentation software to complete academic and professional tasks.
3. Analyze the functionalities and purposes of different computer components and software systems.
4. Evaluate the effective use of internet resources and email communication in a professional context.
5. Create professional documents, spreadsheets, and presentations using application software.

Course Learning Outcomes

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

1. Identify and explain the basic components of computer systems, including hardware, software, and networking. [Cognitive: Understand]
2. Apply knowledge of word processing software to create and format professional documents. [Cognitive: Apply]
3. Utilize spreadsheet software for data analysis, chart creation, and reporting. [Cognitive: Apply]
4. Analyze the role of operating systems, databases, and networking in modern computing. [Cognitive: Analyze]
5. Evaluate the appropriate use of internet tools and email communication for academic and professional purposes. [Cognitive: Evaluate]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quiz	10%
Lab Work	30%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓			✓								✓	
CLO 2	✓		✓	✓									✓
CLO 3	✓			✓									✓
CLO 4	✓			✓								✓	
CLO 5	✓			✓						✓		✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓			✓	3	MCQ/Short Answer Question/Short Notes
CLO2	✓			✓			✓	4	MCQ/Short Answer Question/Short Notes/Lab Test
CLO3	✓			✓			✓	3	MCQ/Short Answer Question/Short Notes/Lab Test
CLO4	✓			✓			✓	3	MCQ/Short Answer Question/Short Notes/Lab Test
CLO5	✓			✓		✓	✓	5	MCQ/Short Answer Question/Short Notes/Lab Test/Email Writing

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Computer Fundamentals	Interactive Lecture	MCQ/Short Answer Question/ Short Notes Attendance	CLO1
	Lecture 2: Hardware Units of Computer	Interactive Lecture	MCQ/Short Answer Question/ Short Notes Attendance	CLO1
2	Lecture 3: Types of Software & Operating Systems	Lecture with Demonstration	MCQ/Short Answer Question/ Short Notes Attendance	CLO1
	Lecture 4: Types of Computers and Number Systems	Guided Practice	MCQ/Short Answer Question/ Short Notes Attendance	CLO1

3	Lecture 5: Computer Networking	Interactive Lecture	MCQ/Short Answer Question/ Short Notes Attendance	CLO1
	Lecture 6: Database Concepts and SQL Overview	Interactive Lecture	MCQ/Short Answer Question/ Short Notes Attendance	CLO1
4	Lecture 7: Introduction to MS Word	Demonstration + Hands-on	MCQ Lab Test Attendance	CLO2
	Lecture 8: Document Formatting in MS Word	Lab Work	Lab Test Attendance	CLO2
5	Lecture 9: Advanced Word Processing (Table, Columns, Symbols)	Lab Work	Lab Test Attendance	CLO2
	Lecture 10: Resume Writing Using Word Processor	Lab Exercise	Lab Test Attendance	CLO2
6	Lecture 11: Introduction to MS Excel	Lecture + Lab Demo	MCQ Attendance	CLO3
	Lecture 12: Basic Functions and Cell Formatting	Lab Work	Lab Test Attendance	CLO3
7	Lecture 13: Charts, Sorting, Filtering	Lab Work	Lab Test Attendance	CLO3
	Lecture 14: Quiz	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO4
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Slide Creation in PowerPoint	Lecture + Practice	Project Presentation Attendance	CLO5
	Lecture 17: Design, Animation, Transitions	Hands-on Practice	Lab Test Attendance	CLO5
12	Lecture 18: Slide Show, Notes, and Delivery Techniques	Peer Demonstration	Project Presentation Attendance	CLO5
	Lecture 19: Introduction to Internet and Email	Lecture + Demo	Email Writing Attendance	CLO4
13	Lecture 20: Using Internet for Research	Interactive Lab	MCQ Attendance	CLO4
	Lecture 21: Email Structure and Etiquette	Demonstration	Lab Test Attendance	CLO4
14	Lecture 22: Advanced Email Skills: Attachments, CC/BCC	Lab Work	Lab Test Attendance	CLO4
	Lecture 23: Working with Bengali Fonts	Hands-on Practice	Attendance	CLO2

15	Lecture 24: WordArt, Picture Editing, and Drawing Tools	Practical Task	Lab Test Attendance	CLO2
	Lecture 25: Freezing/Unfreezing Panes, Paste Special (Excel)	Lab Test	Lab Test Attendance	CLO3
16	Lecture 26: Project Preparation: Practical Application	Workshop	Project Presentation Attendance	CLO2, CLO3, CLO4, CLO5
	Lecture 27: Final Project Presentation (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Project Presentation Attendance	CLO2, CLO3, CLO4, CLO5
17	Lecture 28: Final Project Presentation (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Project Presentation Attendance	CLO2, CLO3, CLO4, CLO5
	Lecture 29: Final Project Presentation (Day 3)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Project Presentation Attendance	CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ	CLO1, CLO2, CLO3, CLO4

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

- Hardware and software: Hardware Units of Computer (Input, Output, Memory, Arithmetic Logic Unit, Control Unit), Software and its types, Operating Systems, Types of Computers, Computer Networking, Database Concepts and SQL, Programing Concepts, Number System, E-commerce
- Word Processing: Creating a new document, Document alignment, Font selection, Super Script, Subscript, Paragraph Indentation, Character Spacing, Line Spacing, Editing using cut, copy and paste, Inserting Symbol, Bullet & Numbering, Header & Footer, Border and shading, Page setup, Printing a document, Working with picture and drawing, Auto correction, Find & Replace, Using a spell checker, Using Bengali font, Tables and Columns
- Spreadsheet Analysis: Row and column numbering; Inserting and deleting row and column; Changing row height and column width; Freezing & Unfreezing pane; Paste Special; Auto fill; Working with formulas; Conditional formatting; Cell formatting; Page setup; Sorting; Data Filtering; Chart and graphs
- Presentation Software: Creating slide; Inserting new slides; Viewing slides; Applying design; Slide transition; Animation; Slide Show
- Internet & Email: The use of internet, Searching for information, Downloading appropriate software, basics of email

Recommended Readings

Bappi Ashraf
Dr. M. Lutfar Rahman and
Dr. M. Alamgir Hossain

Mastering MS PowerPoint, Gyankosh Prokashani
Computer Fundamentals, Systech Publication Ltd.

J. Stanley Warford
 Winn L. Rosch
 Mahbubur Rahman
 Mahbubur Rahman
 Peter Norton and John Goodman
 Peter
 William S. Davis

Computer Systems, Jones & Bartlett Publishers
Hardware Bible, Que
MS Word, Systech Publication Ltd.
MS Excel, Systech Publication Ltd.
Inside the PC, Sams
Norton Introduction to Computer, McGraw-Hill Publishers
Introduction to Computers, McGraw-Hill Publishers

THIRD SEMESTER

02322301 - CLASSICS IN TRANSLATION I

Course Description

This course introduces students to classical epics from the Western literary tradition, focusing on foundational texts from ancient Greece and Rome. Through the study of works such as *The Iliad*, *The Aeneid*, and *Inferno*, students will explore epic conventions, classical mythology, and the socio-historical contexts that shaped these masterpieces. The course emphasizes the enduring influence of classical literature on English literary traditions, fostering critical thinking, cultural awareness, and an appreciation for the intellectual legacy of the classical and medieval periods.

Course Objectives

The objectives of the course are to:

1. Understand the major elements of classical epics, including epic conventions, mythology, and literary styles.
2. Analyze the socio-historical and cultural contexts of Greek and Roman epics and their influence on English literature.
3. Evaluate thematic perspectives and narrative techniques used in classical epics.
4. Develop critical reading and analytical skills to interpret long narrative poems.
5. Compare the literary and cultural contributions of classical and medieval Western texts to contemporary global cultural issues.

Course Learning Outcomes

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

1. Identify and explain the epic conventions and literary features of classical Western texts. [Cognitive: Understand]
2. Analyze the socio-historical and political contexts underlying Greek and Roman long narrative poems. [Cognitive: Analyze]
3. Evaluate the thematic and stylistic elements of classical epics in relation to English literary traditions. [Cognitive: Evaluate]
4. Apply critical reading skills to uncover different layers of meaning in classical and medieval texts. [Cognitive: Apply]
5. Construct comparative analyses of classical texts, connecting their themes and ideas to contemporary global cultural issues. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓				✓	✓						✓	
CLO 2	✓	✓			✓	✓		✓	✓				
CLO 3	✓				✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓				✓				
CLO 5	✓	✓			✓	✓	✓	✓	✓	✓		✓	

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓		4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Classical Epics and Epic Conventions	Interactive Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Oral Tradition, Myth, and Heroic Archetypes in Ancient Greece	Group Discussion and Myth Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Historical and Literary Background of The Iliad	Lecture with Timeline Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 4: Homer's The Iliad Book 1 – Themes of Rage and Honor	Close Reading and Think-Pair-Share	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: Homer's The Iliad Book 2 –	Lecture and Structured Debate	Short Notes/Short Answer Question/MCQ/Critical	CLO2

	Catalogue of Ships and Structure		Essay Writing/Viva Attendance	
	Lecture 6: Literary Devices and Cultural Context in The Iliad	Socratic Dialogue	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
4	Lecture 7: Comparative Themes – Honor, Fate, War	Theme Mapping and Peer Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Introduction to Virgil and the Roman Epic Tradition	Biographical Lecture and Historical Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 10: Dido Episode – Context and Characterization	Character Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Love, Duty, and Tragedy in The Aeneid	Lecture and Group Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Literary Analysis of the Dido Episode	Quotation Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: Thematic Comparisons – The Iliad vs. The Aeneid	Comparative Charting	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 14: Class Test: In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Dante and the Medieval Worldview	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO1

			Essay Writing/Viva Attendance	
	Lecture 17: Canto 1 – Introduction to Inferno’s Allegorical Structure	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: Canto 2–3 – Virgil, Limbo, and the Gates of Hell	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: Cantos 4–5 – Courtly Love and the Punishment of Lust	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Cantos 6–9 – Discontent, Heresy, and Styx	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
14	Lecture 22: Canto 10 – Politics, Exile, and Prophecy	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 23: Viva Sessions (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
15	Lecture 24: Viva Sessions (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 25: Thematic Mapping Across Iliad, Aeneid, and Inferno	Student Presentation and Viva	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
16	Lecture 26: Comparative Analysis: Epic Heroism Then and Now	Comparative Synthesis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Classical Echoes in Modern Literature and Politics	Group Activity and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO5

			Essay Writing/Viva Attendance	
17	Lecture 28: Intertextuality and Global Themes (Part 1)	Media Mapping, Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 29: Intertextuality and Global Themes (Part 2)	Media Mapping, Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19- 20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Homer	<i>The Iliad</i> , Books 1 & 2
Virgil	<i>The Aeneid</i> (Dido Episode)
Dante	<i>Inferno</i> (Canto 1-10)

Core Readings

Sarah N. Lawall & Maynard MacK (Ed.)	<i>Norton Anthology of World Masterpieces: The Western Tradition</i> , Vol. 1
Richmond Lattimore (Trans.)	<i>The Iliad of Homer</i>
Robert Fagles (Trans.)	<i>The Aeneid</i>
John Ciardi (Trans.)	<i>The Divine Comedy</i>

Recommended Readings:

A. Lang	<i>The World of Homer</i>
C. M. Bowra	<i>From Virgil to Milton</i>
C. M. Bowra	<i>The Heroic Poetry</i>
E. Hamilton	<i>The Greek Way and the Roman Way</i>
F. J. H. Letters	<i>Virgil</i>
G. Highet	<i>The Classical Tradition</i>
G. Murray	<i>The Rise of Greek Epic</i>
George Steiner (Ed.)	<i>Homer: A Collection of Critical Essays</i>
H. D. F. Kitto	<i>Greek Tragedy: A Literary Study</i>
Harold Bloom	<i>Homer's Iliad: Bloom's Notes</i>
J. V. Luce	<i>Homer and the Heroic Age</i>
Julia Wolfe Loomis	<i>Virgil's The Aeneid and the Georgics, The Eclogues</i>
W. A. Camps	<i>An Introduction to Homer</i>
W. F. Jackson Knight	<i>Roman Virgil</i>

02322302 - CLASSICS IN TRANSLATION II

Course Description

This course explores classical drama from the Western literary tradition, focusing on the works of prominent Greek playwrights such as Aeschylus, Sophocles, Euripides, and Aristophanes. Students will examine key elements of classical tragedy and comedy, including their thematic, structural, and stylistic features, within their historical and cultural contexts. The course also emphasizes the enduring influence of classical drama on modern literature and criticism, fostering critical thinking and cultural awareness. This course aligns with the department’s goal of deepening students’ understanding of literary traditions and their contemporary relevance.

Course Objectives

The objectives of the course are to:

1. Understand the defining features of classical Greek drama, including its thematic, structural, and stylistic elements.
2. Analyze the socio-historical and political contexts of classical Greek tragedies and comedies.
3. Evaluate the influence of classical drama on modern literature and criticism.
4. Apply critical reading and interpretive techniques to explore multiple layers of meaning in classical texts.
5. Create comparative analyses of classical and contemporary literary works to explore the persistence of classical traditions.

Course Learning Outcomes

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

1. Identify the major thematic, structural, and stylistic features of classical Greek drama. [Cognitive: Understand]
2. Analyze classical plays in their socio-historical and political contexts to uncover their underlying messages. [Cognitive: Analyze]
3. Evaluate the relevance of classical themes and techniques in shaping modern literary and cultural discourse. [Cognitive: Evaluate]
4. Apply critical thinking and close reading techniques to interpret the layers of meaning in classical tragedies and comedies. [Cognitive: Apply]
5. Construct research-based essays or presentations comparing classical and contemporary texts to highlight the enduring influence of Greek drama. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓				✓	✓						✓	
CLO 2	✓	✓			✓	✓		✓	✓				
CLO 3	✓				✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓				✓				
CLO 5	✓	✓			✓	✓	✓	✓	✓	✓		✓	

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓		4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)									

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Classical Greek Drama – Origins and Forms	Interactive Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Structure and Conventions of Tragedy and Comedy	Concept Mapping, Paired Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Aeschylus and the Evolution of Tragedy	Biographical and Historical Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: Aeschylus – Agamemnon: Plot and Thematic Overview	Close Reading, Plot Breakdown	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: Justice, Fate, and the Gods in Agamemnon	Thematic Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: Sophocles and the Height of Greek Tragedy	Lecture, Timeline Integration	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
4	Lecture 7: Sophocles – Oedipus Tyrannus: Dramatic Irony and Tragic Vision	Discussion Circle	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instruction	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Euripides and the Humanization of Tragedy	Author Background and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 10: Euripides – Medea: Revenge, Passion, and Reason	Debate, Guided Reading	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Medea’s Characterization and Feminist Readings	Feminist Lens Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: The Role of Chorus in Classical Tragedy	Role of Chorus Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
7	Lecture 13: Thematic Comparison: Aeschylus, Sophocles, Euripides	Comparative Table Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 14: Class Test – In-Class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instruction	Critical Essay Writing Attendance	CLO 5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to Greek Comedy – Social Satire and Humor	Lecture with Comic Elements	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 17: Aristophanes – Lysistrata: Gender, War, and Power	Satirical Reading and Interpretation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: Comic Techniques and	Scene Analysis	Short Notes/Short Answer Question/MCQ/Critical	CLO2

	Theatrical Devices in Lysistrata		Essay Writing/Viva Attendance	
	Lecture 19: Political Commentary and Audience Engagement	Lecture and Political Context Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instruction	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Modern Adaptations and Reinterpretations of Greek Drama	Video and Textual Comparisons	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
14	Lecture 22: Classical Drama's Legacy in Contemporary Theater	Lecture and Presentation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 23: Viva Sessions (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instruction	Viva Attendance	CLO4
15	Lecture 24: Viva Sessions (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instruction	Viva Attendance	CLO5
	Lecture 25: Comparative Review of Classical Tragedy and Comedy	Group Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
16	Lecture 26: Intertextuality: Greek Drama in Modern Literature	Comparative Reading	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Theatrical Elements and Stagecraft in Antiquity	Multimedia Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Final Review Discussion – Key Themes and Techniques (Part 1)	Instructional Session Q&A Session	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 29: Final Review Discussion – Key Themes and Techniques (Part 2)	Instructional Session Q&A Session	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5

18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

The following literary texts will be used in class:

Aeschylus	<i>Agamemnon</i>
Aristophanes	<i>Lysistrata</i>
Euripides	<i>Medea</i>
Sophocles	<i>Oedipus Tyrannus</i>

Core Readings

Sarah N. Lawall & Maynard MacK (Ed.)	<i>Norton Anthology of World Masterpieces: The Western Tradition</i> , Vol. 1
Whitney J. Oates & Eugene O'Neill Jr. (Ed.)	<i>The Complete Greek Drama</i> , Volume 1 & 2

Recommended Readings

C. A. E. Lusching	<i>Granddaughter of the Sun: A Study of Euripides' Medea</i>
C. M. Bowra	<i>Sophoclean Tragedy</i>
Edith Hamilton	<i>The Greek Way and The Roman Way</i>
G. Murray	<i>Greek Comedy</i>
Gilbert Highet	<i>The Classical Tradition</i>
Gilbert Norwood	<i>Greek Comedy</i>
H. D. F. Kitto	<i>Greek Tragedy</i>
Harold Bloom (Ed.)	<i>Modern Critical Interpretation: Sophocles' Oedipus Rex</i>
Michael J. O'Brien (Ed.)	<i>Twentieth Century Interpretation of Oedipus Rex: A Collection of Critical Essays</i>
T. B. L. Webster	<i>The Tragedies of Euripides</i>
Thomas Woodard (Ed.)	<i>Sophocles: A Collection of Critical Essays</i>
William Allan	<i>Euripides' Medea</i>
William Walter	<i>Sophocles: The Plays</i>

02312303 - PROFESSIONAL COMMUNICATION

Course Description

This course introduces students to the principles and practices of professional communication, focusing on both written and spoken forms. Students will learn to compose clear, strategic, and context-appropriate messages for various professional settings. Topics include business correspondence, technical writing, and public speaking tailored to diverse audiences and socio-cultural contexts. Emphasis is placed on developing effective communication, leadership, and interpersonal skills to prepare students for academic and professional success.

Course Objective

The objectives of the course are to:

1. Understand the principles of professional communication, including formal writing and public speaking.
2. Analyze the characteristics, formats, and language of different forms of professional correspondence.
3. Apply communication strategies for diverse professional contexts, including written and verbal communication.

4. Evaluate the effectiveness of communication strategies in achieving clarity, persuasion, and audience engagement.
5. Create professional documents and presentations that demonstrate strategic communication and cultural awareness.

Course Learning Outcomes

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

1. Identify the differences between formal and informal communication in professional settings. [Cognitive: Understand]
2. Compose professional documents, including emails, memos, résumés, and project proposals. [Cognitive: Apply]
3. Evaluate the appropriateness of different communication strategies for various audiences and contexts. [Cognitive: Evaluate]
4. Apply public speaking techniques to deliver clear and engaging presentations tailored to specific audiences. [Cognitive: Apply]
5. Create professional correspondence and presentations that demonstrate strategic thinking and cultural sensitivity. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes/In-class Test	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓				✓							✓	
CLO 2	✓		✓									✓	✓
CLO 3	✓		✓	✓		✓							✓
CLO 4	✓		✓		✓							✓	✓
CLO 5	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NO/PLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	3	MCQ/Presentation
CLO2	✓			✓			✓	4	Short Answer Questions/MCQ
CLO3	✓			✓	✓		✓	5	Project/Report Writing/MCQ/Short Answer Questions/Short Notes/Letter Writing/ Résumé Writing/Notice Writing/Memo Writing/Presentation
CLO4	✓			✓	✓		✓	5	MCQ/Presentation
CLO5	✓			✓	✓	✓	✓	11	Project/Report Writing/MCQ/Short Answer Questions/Short Notes/Letter Writing/ Résumé Writing/Notice Writing/Memo Writing/Presentation

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Professional Communication – Purpose, Scope, and Principles	Interactive Lecture	Short Notes/MCQ Attendance	CLO1
	Lecture 2: Notes and Memos – Structure and Formality	Practical Writing Workshop	Short Answer Questions/MCQ Attendance	CLO2
2	Lecture 3: Emails – Format and Tone in Workplace Communication	Hands-on Email Drafting	Email Writing/MCQ Attendance	CLO2
	Lecture 4: Official Notices and Minutes of Meetings	Instruction and Review	Notice/Meeting Minute Writing/MCQ Attendance	CLO2
3	Lecture 5: Writing and Structuring Tenders	Case-Based Teaching	Short Notes/MCQ/Project Attendance	CLO2
	Lecture 6: Advertisement – Language, Target Audience, and Clarity	Creative Ad Composition	Project/MCQ/Short Answer Questions Attendance	CLO2
4	Lecture 7: Résumé Writing – Formats, Targeting, and Best Practices	CV Building Session	Portfolio Development/MCQ/Résumé Writing Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2
5	Lecture 9: Cover Letters and Their Strategic Role in Recruitment	Peer Review and Discussion	Portfolio Development/MCQ/Letter Writing Attendance	CLO2
	Lecture 10: Office Orders, Circulars, Interview Calls	Memo Drafting Activity	Project/Short Notes/MCQ Attendance	CLO2
6	Lecture 11: Appointment, Joining Letters and Resignation Letters	Comparative Document Analysis	Letter Writing/MCQ Attendance	CLO2
	Lecture 12: Letters of Recommendation and Reference Letters	Roleplay and Editing Task	Letter Writing/MCQ Attendance	CLO2
7	Lecture 13: Writing Effective Resignation Letters	Real-World Simulation	Letter Writing/MCQ Attendance	CLO2

	Lecture 14: In-class Test	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Letter Writing Attendance	CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Letter Writing Résumé Writing/Notice Writing/Memo Writing	CLO1, CLO2, CLO3, CLO5
11	Lecture 16: Project Proposal – Structure, Content, and Audience	Proposal Writing Workshop	Project/MCQ/Short Answer Questions Attendance	CLO2
	Lecture 17: Project Report – Coherence, Precision, and Formatting	Report Structuring and Practice	Report Writing Attendance	CLO2
12	Lecture 18: Miscellaneous Correspondence – Internal and External Communication	Scenario-Based Learning	Short Notes/MCQ Attendance	CLO2
	Lecture 19: Public Speaking – Audience Awareness and Delivery Techniques	Guided Public Speaking Practice	Presentation/MCQ/Short Notes Attendance	CLO4
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Presentation Planning and Visual Aids	Workshop on Presentation Design	Presentation Attendance	CLO4
14	Lecture 22: Delivering Professional Presentations – Clarity, Confidence, and Structure	Mock Presentation and Feedback	Presentation Attendance	CLO4
	Lecture 23: Strategies for Communicating with Diverse Audiences	Interactive Discussion	Presentation Attendance	CLO4
15	Lecture 24: Interpersonal Communication and Leadership in the Workplace	Roleplay and Reflection	MCQ Attendance	CLO5
	Lecture 25: Cultural Sensitivity in Global Business Communication	Case Study	MCQ/Short Notes Attendance	CLO5

16	Lecture 26: Writing and Speaking with Strategic Purpose	Collaborative Editing	MCQ/Short Notes Attendance	CLO5
	Lecture 27: Peer Critique of Drafted Business Documents	Simulated Presentation	Project Attendance	CLO5
17	Lecture 28: Group Project Presentation 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Group Project Presentation 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Report Writing/MCQ/Short Answer Questions/Short Notes	CLO1, CLO2, CLO3, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

- Notes and Memos
- Emails
- Notices for and Minutes of Meetings
- Tenders
- Advertisements
- Résumé and Cover Letter
- Official Letters: Office Order, Circular, Call for Interviews
- Appointment Letter, Joining Letter, Reference Letter, Letters of Recommendation,
- Resignation Letter
- Project Proposals
- Project Reports
- Miscellaneous Correspondence

Recommended Readings

A. Ashley	<i>A Handbook of Commercial Correspondence</i>
Fowler, H.R. & Aaron, J. E	<i>The Little Brown Handbook</i>
L. Sue Baugh	<i>How to Write First Class Business Correspondence</i>
Margaret Helliwell	<i>Business Plus</i>
Mary Ellen Guffey	<i>Essentials of Business Communication</i>
Prof Ataul Haque	<i>English Writing Skills</i>
Rajendra Pal	<i>Essentials of Business Communication</i>
Roz Combley	<i>Cambridge Business English Dictionary</i>
Shirley Taylor	<i>Model Business Letters, Emails and Other Documents</i>

02232304 - WESTERN PHILOSOPHY

Course Description

This course explores the major philosophical traditions of the Western world, beginning with the early Greek philosophers and extending to Existentialism and contemporary thought. Students will engage with key ideas, including idealism, transcendentalism, class theory, and human existence, tracing the development of philosophical concepts and their impact on global intellectual traditions. Emphasis is placed on the connections between philosophy, literature, and cultural development, fostering critical thinking and an understanding of the role of philosophical inquiry in shaping human thought and society.

Course Objectives

The objectives of the course are to:

1. Understand the historical progression of Western philosophical thought from its origins to modern times.
2. Analyze the contributions of key philosophers and schools of thought to intellectual and cultural history.
3. Evaluate the relationship between philosophical ideas and literary works, emphasizing their shared intellectual contexts.
4. Develop critical thinking skills to assess the relevance of Western philosophy to contemporary cultural and intellectual issues.
5. Create research-based analyses that connect philosophical concepts with broader social, cultural, and literary developments.

Course Learning Outcomes

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

1. Explain key philosophical concepts as introduced by major Western philosophers, demonstrating their relevance to historical and cultural contexts. (Cognitive: Understand)
2. Analyze the contributions of key figures to Western philosophical thought, evaluating their impact on contemporary critical and creative practices. (Cognitive: Analyze)
3. Evaluate ethical frameworks and philosophical arguments to understand their application to modern societal issues. (Cognitive: Evaluate)
4. Apply philosophical methodologies, including critical reasoning and dialectical inquiry, to develop independent research projects and address complex intellectual challenges. (Cognitive: Apply)
5. Create reflective essays and projects that blend philosophical theories with technological tools, demonstrating mastery in developing and expressing original ideas that foster intellectual growth. (Cognitive: Create)

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓				✓	✓						✓	
CLO 2	✓	✓			✓	✓		✓	✓				
CLO 3	✓				✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓	✓		✓	✓	✓		✓	
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO2	✓			✓	✓	✓		6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO3	✓			✓	✓	✓	✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO4	✓			✓	✓	✓	✓	8	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
BTD: Bloom’s Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)									

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Philosophy – Definition, Scope, and Branches	Lecture and Conceptual Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 2: Introduction to Early Philosophers – Pre-Socratic Thinkers	Textual Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
2	Lecture 3: Socrates – Ethical Inquiry and Dialectics	Socratic Dialogue	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 4: Plato – Theory of Forms and Epistemology	Philosophical Reading Circles	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
3	Lecture 5: Aristotle – Logic, Ethics, and Political Philosophy	Case Study Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1

	Lecture 6: Platonism – Interpretations and Influence	Comparative Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
4	Lecture 7: Neo-Platonism – Plotinus and Spiritual Abstraction	Interpretative Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Scholasticism – Faith, Reason, and Thomas Aquinas	Historical Contextualization	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 10: The Renaissance – Humanism and Scientific Rationalism	Renaissance Inquiry	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
6	Lecture 11: Rationalism – Descartes, Spinoza, and Leibniz	Rationalist Logic Practice	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 12: Empiricism – Locke, Berkeley, and Hume	Empirical Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
7	Lecture 13: Marxism – Class Theory and Historical Materialism	Dialectical Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO3, CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Evolutionism – Darwin and its Philosophical Impact	Scientific Theory Integration	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 17: Psychoanalytic Philosophy – Freud and Jung	Psychoanalytic Application	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
12	Lecture 18: Pragmatism – Peirce, James, and Dewey	Philosophical Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
	Lecture 19: Logical Positivism – Language, Science, and Verification	Concept Clarification	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Existentialism – Kierkegaard and Nietzsche	Philosophical Inquiry	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
14	Lecture 22: Existentialism Continued – Heidegger and Sartre	Comparative Textual Study	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 23: Contemporary Implications of Existentialism	Seminar and Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
15	Lecture 24: Dialectical Reasoning and Critical Thinking Workshop	Critical Thinking Task	Short Notes/Short Answer Question/MCQ/Critical Essay	CLO4

			Writing/Presentation Attendance	
	Lecture 25: Applications of Philosophy in Modern Ethical Dilemmas	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
16	Lecture 26: Group Discussions on Technology and Human Thought	Roundtable Dialogue	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
	Lecture 27: Contemporary Relevance	Panel Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO5
17	Lecture 28: Student Presentations Day 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4
	Lecture 29: Student Presentations Day 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

The following topics will be covered in the course:

- Introduction to Philosophy
- Introduction to early philosophers
- The big three of Greek Philosophy: Socrates, Plato and Aristotle
- Platonism
- Neo-Platonism
- Scholasticism
- The Renaissance
- Rationalism and Empiricism
- Marxism
- Evolutionism
- Psychoanalytic Philosophy
- Pragmatism and Logical Positivism

- Existentialism

Core Reading

Samuel Enoch Stumpf and
James Fieser
T.Z. Lavine

Socrates to Sartre and Beyond: A History of Philosophy

From Socrates to Sartre: The Philosophic Quest

Recommended Readings

Albert Camus
Aristotle and David Ross (Translator)
Calvin S. Hall
Calvin S. Hall (Author), Vernon J. Nordby
D. M. Datta
Desmond Lee (Translator)
Eckhart Tolle
Evelyn Underhill
F. W. Nietzsche
Harrison Barret
Jadunath Sinha
Jean Paul Sartre
John Shand
Jostein Garder
R J Hollingdale (Translator)
Sarvepalli Radhakrishnan
Sigmund Freud
Sigmund Freud
Simon Blackburn
W H D Rouse (Translator)

The Myth of Sisyphus
The Nicomachean Ethics
A Primer of Freudian Psychology
A Primer of Jungian Psychology
The Chief Currents of Contemporary Philosophy
Plato's The Republic
The Power of Now
The Essentials of Mysticism
Thus Spake Zarathustra
Mastering Philosophy
Introduction to Philosophy
Existentialism and Humanism
Philosophy and Philosophers
Sophie's World
Friedrich Nietzsche: A Nietzsche Reader
History of Philosophy: Eastern and Western
The Essentials of Psychoanalysis
The Interpretations of Dream
Dictionary of Philosophy
The Great Dialogues of Plato

02322305 - ROMANTIC POETRY

Course Description

This course introduces students to the major poets and themes of the Romantic period in Britain (1789–1832), focusing on works by William Blake, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, Lord Byron, and John Keats. By situating these works within their historical context of social and political upheaval, the course explores how Romantic poetry redefined concepts of self, nature, freedom, and imagination. Emphasis is placed on the philosophical and theoretical underpinnings of Romanticism and the diverse literary forms that expressed its vision. This course fosters critical analysis, cultural awareness, and an appreciation for the enduring impact of Romanticism on modern literature and thought.

Course Objectives

The objectives of the course are to:

1. Understand the socio-cultural and historical currents that shaped the Romantic period and its literature.
2. Analyze the thematic, stylistic, and philosophical elements of Romantic poetry.
3. Evaluate the impact of Romantic ideals on European culture and their relevance to contemporary issues.
4. Apply close reading and critical interpretation techniques to Romantic poetry.
5. Create comparative analyses of Romantic poetic works, highlighting their thematic and stylistic innovations.

Course Learning Outcomes

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

1. Identify the key themes, styles, and techniques of major Romantic poets. [Cognitive: Understand]
2. Analyze Romantic poetry in the context of its historical, social, and political backgrounds. [Cognitive: Analyze]

- Evaluate the philosophical and theoretical ideas underpinning Romanticism and their cultural significance. [Cognitive: Evaluate]
- Apply critical reading skills to uncover multiple layers of meaning in Romantic poems. [Cognitive: Apply]
- Construct research-based essays or presentations comparing thematic and stylistic aspects of Romantic poetry. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓				✓	✓						✓	
CLO 2	✓	✓			✓	✓		✓	✓				
CLO 3	✓	✓			✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓				✓				
CLO 5	✓	✓			✓	✓	✓	✓	✓	✓		✓	

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NO/PLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓		4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NO/PLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Course Introduction, Syllabus Overview, Definition of Romanticism	Lecture, Syllabus Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1

	Lecture 2: Romanticism vs. Neo-Classicism – Historical and Literary Differences	Comparative Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Romantic Poetry – Major Themes, Traits, and Techniques	Interactive Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: Introduction to William Wordsworth – Style and Philosophical Vision	Author-based Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
3	Lecture 5: Close Reading – “Tintern Abbey” (Part 1)	Close Reading	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: Close Reading – “Tintern Abbey” (Part 2)	Textual Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
4	Lecture 7: “Ode: Intimations of Immortality” – Text and Themes	Group Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Introduction to William Blake – Life, Themes, and Symbolism	Lecture, Visual Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 10: “Introduction” from Songs of Innocence & Experience	Guided Reading	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
6	Lecture 11: “The Lamb” – Innocence and Religious Symbolism	Discussion and Symbol Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 12: “The Tyger” – Symbolism and Duality	Symbolic Interpretation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2

7	Lecture 13: “Holy Thursday” and “The Chimney Sweeper” – Social Critique	Theme-based Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to Samuel Taylor Coleridge – Vision and Imagination	Lecture, Author Biography	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 17: “The Rime of the Ancient Mariner” – Part I & II	Narrative Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: “The Rime of the Ancient Mariner” – Part III & IV	Theme Tracking	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: “The Rime of the Ancient Mariner” – Part V–VII	Close Reading	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: “Kubla Khan” – Imagination and the Sublime	Textual Dissection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
14	Lecture 22: Interpretation of Nature and Supernatural in Coleridge	Reflective Seminar	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 23: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

15	Lecture 24: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 25: Comparative Thematic Study – Wordsworth, Blake, Coleridge	Comparative Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
16	Lecture 26: Romantic Poetic Techniques – A Synthesis	Charting and Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Influence of Romanticism on Later Literary Movements	Lecture, Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
17	Lecture 28: Final Discussion – Evaluating Romantic Thought	Class Dialogue	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 29: Final Preparation and Q&A	Clarification Session	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

William Blake

Songs of Innocence:

“Introduction”

“The Lamb”

“The Little Black Boy”

“The Chimney Sweeper”

“Holy Thursday”

Songs of Experience:

“Introduction”

“Earth’s Answer”

“Holy Thursday”

“The Chimney Sweeper”

“The Tyger”

William Wordsworth

Lacy Poems

“Michael”

Samuel Taylor Coleridge	“Tintern Abbey” “Ode: Intimations of Immortality” <i>The Rime of the Ancient Mariner</i> “Kubla Khan”
George Gordon Byron	“Dejection: An Ode” <i>Don Juan</i> (Canto I)
John Keats	“Ode to a Nightingale” “Ode on a Grecian Urn” “To Autumn” “Ode on Melancholy” “Ode to the West Wind” “To a Skylark” <i>Adonais</i> “Hymn to Intellectual Beauty”

Core Reading

Stephen Greenblatt (Ed.)

The Norton Anthology of English Literature, Vol. 2, 8th Edition

Recommended Readings

Brothers Notes	<i>Selected Poems and Letters: John Keats</i>
C. Thorpe, et al (Eds.)	<i>The Major English Romantic Poets: A Symposium in Reappraisal</i>
C. H. Potton	<i>The Rediscovery of Wordsworth</i>
C. M. Bowra	<i>Romantic Imagination</i>
Cleanth Brooks	<i>The Well-Wrought Urn</i>
D. Perkins	<i>The Quest for Performance: The Symbolism of Wordsworth, Shelley and Keats</i>
D. V. Eardman	<i>The Illuminated Blake</i>
David P. Pirie	<i>Shelley</i>
E. E. Bostetter	<i>The Romantic Ventriloquists: Wordsworth, Coleridge, Keats, Shelley, Byron</i>
E. J. McCorkell	<i>The Mysticism of Wordsworth</i>
G. S. Fraser (Ed.)	<i>Keats Odes: A Collection of Critical Essays</i>
George M. Ridenour (Ed.)	<i>Shelley: A Collection of Critical Essays</i>
Harold Bloom	<i>The Ringers in the Tower</i>
Harold Bloom	<i>The Visionary Company: A Reading of English Romantic Poetry</i>
Iain McCalman (Ed.)	<i>An Oxford Companion to the Romantic Age: British Culture, 1776-1832</i>
J. P. Lilley	<i>Wordsworth's Interpretation of Nature</i>
Jack Stillinger (Ed.)	<i>Twentieth Interpretation of Keats's Odes: A Collection of Critical Essays</i>
Judith O'Neil (Ed.)	<i>Critics on Keats</i>
L. Cookson and B. Loughrey	<i>Critical Essays on Keats: Poems and Letters</i>
M. H. Abrams	<i>Mirror and the Lamp: Romantic Theory and the Critical Tradition</i>
M. Praz	<i>The Romantic Agony</i>
Marilyn Gaull	<i>English Romanticism</i>
Michael Ferber	<i>The Poetry of Shelley</i>
Murray Cohen	<i>The Poetry of Percy Byssbe Shelley</i>
Northrop Fry	<i>A Study of English Romanticism</i>
Northrop Fry	<i>Blake: A Collection of Critical Essays</i>
Northrop Fry	<i>Fearful Symmetry</i>
Penguin Critical Studies	<i>The Poetry of Keats</i>
R. B. Woodings	<i>Shelley: Modern Judgements Selections of Critical Essays</i>
R. F. Glecker	<i>The Piper and the Bard: A study of William Blake</i>
R. H. Fogle	<i>The Imagery of Keats and Shelley</i>
Robin Mayhead	<i>John Keats</i>
Stuart Curran (Ed.)	<i>The Cambridge Companion to English Romanticism</i>
William Wordsworth	<i>Preface to Lyrical Ballads</i>

02322306 - BENGALI LITERATURE

Course Description (কোর্স-পরিচিতি)

বাংলা ভাষা ও সাহিত্যের প্রবণতা-পরিধি সম্পর্কে পূর্ণাঙ্গ ধারণা এবং জ্ঞানার্জনের নিমিত্তে কোর্সটি ক্যারিকুলামের অন্তর্ভুক্ত করা হয়েছে। এখানে বাংলা সাহিত্যের অগ্রগণ্য কবি ও কথাসাহিত্যিকদের রচনাকর্মসমূহের গুরুত্বপূর্ণ অংশ শিক্ষার্থীর কাছে তুলে ধরা হয়। বিশেষত যাঁরা বাংলা ভাষা ও সাহিত্যের উন্নতি আনয়নে পালন করেছেন মূখ্য ভূমিকা তাঁদের মনন ও সৃজনশীলতা দিয়ে। কোর্সটিতে থাকছে কবিতা, গল্প, উপন্যাস এবং নাটকের মূল্যায়নের পাশাপাশি সাহিত্যিকদের জীবনী, চিন্তাক্ষেত্র ও তাঁদের বেড়ে ওঠার জগৎ। মাইকেল মধুসূদন দত্ত, রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম, জীবনানন্দ দাশ, জসীম উদদীন, শামসুর রাহমান, আল মাহমুদের নির্দিষ্ট কবিতাসমূহের সঙ্গে রবীন্দ্রনাথ, শরৎচন্দ্র, হাসান আজিজুল হকের ছোটগল্প এখানে পাঠ্য। এছাড়াও কোর্সটিতে আছে বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, সৈয়দ ওয়ালীউল্লাহর উপন্যাসের পঠন-পাঠন ও আলোচনা। নাট্যকার মুনীর চৌধুরী সেলিম আল-দীনের নাটক নিয়েও রয়েছে মূল্যায়নভিত্তিক ব্যাখ্যা-বিশ্লেষণ।

Course Objectives (লক্ষ্য ও উদ্দেশ্য)

কোর্সের লক্ষ্য ও উদ্দেশ্য হলো:

১. সাহিত্যের অন্যতম এবং গুরুত্বপূর্ণ শাখা কবিতার ঐতিহাসিক পরিবর্তন ও প্রাসঙ্গিকতা মূল্যায়ন করা।
২. বাংলা কবিতার পালাবদল ইতিহাসের পরিপ্রেক্ষিতে তার প্রয়োজনীয়তা ও প্রভাব সম্পর্কে সত্যিকার ধারণা অর্জন করা।
৩. বাংলা কবিতার আধুনিকতা ও রোমান্টিকতা কীভাবে বিশ্ব-কবিতার সঙ্গে সাযুজ্যপূর্ণ সম্পর্ক স্থাপন করেছে তা বিশ্লেষণ করা।
৪. গল্প, উপন্যাস ও নাটকের মাধ্যমে সমাজবাস্তবতা ও মানুষের জীবনচরণের প্রতিফলন অনুধাবন করা।
৫. সাহিত্যের ফর্ম ও শৈলী নিয়ে বিশদ পর্যালোচনা করা এবং সাহিত্যিক, দার্শনিক ও সমাজতাত্ত্বিক দৃষ্টিকোণ থেকে সাহিত্য বিশ্লেষণ করা।
৬. সাহিত্যে বিধৃত মানুষ ও সমাজচিন্তার পরিচিতি অর্জন করা।

Course Learning Outcomes (পাঠকৃত অর্জন)

কোর্স সমাপ্ত হলে শিক্ষার্থীরা:

১. বাংলা সাহিত্য সম্পর্কে মৌলিক আলোচনা করতে পারবে। [Cognitive: Understand]
২. বাংলার ইতিহাস-ঐতিহ্যের সঙ্গে বাংলা কবিতা, গল্প, উপন্যাস, নাটক নির্মাণের সাংস্কৃতিক পর্যায়টি সনাক্ত করতে পারবে। [Cognitive: Remember]
৩. সাহিত্য-পাঠের মাধ্যমে নিজেদের মানবতাবাদী ও বুদ্ধিবাদী চিন্তার দক্ষতা বিকশিত করতে পারবে। [Affective: Value]
৪. বাংলা সাহিত্যের বিভিন্ন ধারা সম্পর্কে সমালোচনামূলকভাবে লিখতে পারবে। [Cognitive: Evaluate]

Assessment and Evaluation (পরীক্ষণ ও মূল্যায়ন)

বিশ্ববিদ্যালয়ের গ্রেডিং কাঠামো অনুযায়ী গ্রেড গণনা করা হবে এবং সংশ্লিষ্ট গ্রেডিং ওজনের সাথে নিম্নলিখিত মূল্যায়ন মানদণ্ডের ভিত্তিতে শিক্ষার্থীদের মূল্যায়ন করা হবে।

Continuous Internal Evaluation (CIE) (অভ্যন্তরীণ মূল্যায়ন)	
Class Attendance (ক্লাস উপস্থিতি)	10% (১০%)
Quizzes (কুইজ)	20% (২০%)
Assignment (অ্যাসাইনমেন্ট)/Viva (মৌখিক পরীক্ষা)/In-Class Test (শ্রেণি পরীক্ষা)	20% (২০%)
Semester Mid and End Examination (SMEE) (মধ্য সেমিস্টার ও সেমিস্টার শেষ পরীক্ষা)	
Semester Mid Examination (মধ্য সেমিস্টার পরীক্ষা)	20% (২০%)
Semester End Examination (সেমিস্টার শেষ পরীক্ষা)	30% (৩০%)

Mapping Course Learning Outcomes (CLOs) with the PLOs (কোর্স শিক্ষার ফলাফল-কার্যক্রম শিক্ষার ফলাফল পরিকল্পনা)

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓			✓			✓	
CLO 2	✓	✓			✓	✓	✓					✓	
CLO 3	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
CLO 4	✓	✓			✓	✓	✓	✓	✓	✓		✓	

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓	✓	✓	6	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা
CLO2	✓			✓	✓		✓	6	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা
CLO3			✓	✓	✓	✓	✓	11	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা
CLO4	✓			✓	✓	✓	✓	9	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: কবিতা কী? ধারণা ও ইতিহাসের সূচনা	সক্রিয় অংশগ্রহণমূলক বক্তৃতা ও আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO1
	Lecture 2: বাংলা ও বিশ্ব কবিতার সংক্ষিপ্ত ইতিহাস	সক্রিয় অংশগ্রহণমূলক বক্তৃতা ও আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO2
2	Lecture 3: রবীন্দ্রনাথের জীবনী ও কবিতা বিশ্লেষণ (পর্ব ১)	সক্রিয় অংশগ্রহণমূলক বক্তৃতা ও আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO1
	Lecture 4: রবীন্দ্রনাথের কবিতা বিশ্লেষণ (পর্ব ২)	কবিতার পাঠ ও আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO1
3	Lecture 5: কাজী নজরুল ইসলামের জীবনী ও কবিতা বিশ্লেষণ	আলোচনাচক্র	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা	CLO1

			উপস্থিতি	
	Lecture 6: জীবনানন্দ দাশের কবিতা ও তাঁর জীবনদর্শন	পাঠ-পর্যালোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO2
4	Lecture 7: জসীম উদদীন ও শামসুর রাহমানের কবিতা বিশ্লেষণ	তুলনামূলক পাঠ	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO2
	Lecture 8: কুইজ ১ + শ্রেণি পরীক্ষা	সংক্ষিপ্ত বিষয়বস্তু পর্যালোচনা, মূল্যায়ন রুব্রিক্স এবং নির্দেশাবলী আলোচনা	বহুনির্বাচনী প্রশ্ন উপস্থিতি সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা	CLO1, CLO2, CLO4
5	Lecture 9: আল মাহমুদের কবিতা পাঠ ও মূল্যায়ন	কবিতার পাঠ ও আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO1
	Lecture 10: কবিতা পাঠের শৈলী ও মানবিক বোধ	সক্রিয় অংশগ্রহণমূলক বক্তৃতা ও আলোচনা, মূল্যায়নভিত্তিক শ্রেণি কাজ	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO3
6	Lecture 11: রবীন্দ্রনাথের ছোটগল্প পাঠ ও বিশ্লেষণ	গল্প পাঠ ও আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO1
	Lecture 12: শরৎচন্দ্রের গল্প বিশ্লেষণ ও বিষয় বৈচিত্র্য	দলীয় বিশ্লেষণ	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO2
7	Lecture 13: বিষবৃক্ষ উপন্যাস পাঠ, কাঠামো ও ভাষাশৈলী	উপন্যাস বিশ্লেষণ	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক	CLO2

			প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	
	Lecture 14: চাঁদের অমাবস্যা উপন্যাস ও লেখকের প্রেক্ষাপট	সক্রিয় অংশগ্রহণমূলক বক্তৃতা ও আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO2
8	Lecture 15: মধ্যবর্তী পর্যালোচনামূলক ক্লাস	সামগ্রিক বিষয়বস্তু পর্যালোচনা ও প্রশ্নোত্তর পর্ব	উপস্থিতি	CLO1, CLO2, CLO3, CLO4
9-10	মধ্য সেমিস্টার পরীক্ষা	-	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা	CLO1, CLO2, CLO3, CLO4
11	Lecture 16: কবিতা ও উপন্যাসে শৈলী বিচারের উপায়	শৈলী বিশ্লেষণ ও রূপরেখা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO4
	Lecture 17: সাহিত্যিকদের মানবিক দর্শন	মূল্যবোধ ও পাঠভিত্তিক আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO3
12	Lecture 18: সাহিত্যচর্চার ঐতিহ্য ও বাংলা সংস্কৃতি	সক্রিয় অংশগ্রহণমূলক বক্তৃতা ও আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO3
	Lecture 19: সাহিত্য ও সমকালীনতা – রাজনৈতিক ও সামাজিক বার্তা	সমকালীন প্রেক্ষাপট বিশ্লেষণ	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO3
13	Lecture 20: কুইজ ২	সংক্ষিপ্ত বিষয়বস্তু পর্যালোচনা, মূল্যায়ন রুব্রিক্স এবং নির্দেশাবলী আলোচনা	বহুনির্বাচনী প্রশ্ন উপস্থিতি	CLO1, CLO2
	Lecture 21: মানবতাবাদ ও বুদ্ধিবাদ: সাহিত্যের প্রভাব	দর্শনমূলক সংলাপ	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক	CLO3

			প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	
14	Lecture 22: সাহিত্যিক অবদানের তুলনামূলক আলোচনার প্রস্তুতি	দলীয় বিশ্লেষণ	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO2, CLO4
	Lecture 23: মৌখিক পরীক্ষা – দিন ১	মূল্যায়ন রুব্রিক্স এবং নির্দেশাবলী আলোচনা	মৌখিক পরীক্ষা উপস্থিতি	CLO5
	Lecture 24: মৌখিক পরীক্ষা – দিন ২	মূল্যায়ন রুব্রিক্স এবং নির্দেশাবলী আলোচনা	মৌখিক পরীক্ষা উপস্থিতি	CLO5
15	Lecture 25: সাহিত্যের বিভিন্ন ধারা ও প্রতিফলন	তুলনামূলক পর্যালোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO4
16	Lecture 26: চিন্তাভাবনার বিকাশে বাংলা সাহিত্যের অবদান	আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO4
	Lecture 27: উপন্যাস, গল্প, কবিতার মিল ও অমিল	শ্রেণিভিত্তিক তুলনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO4
17	Lecture 28: আধুনিক বাংলা সাহিত্য ও বিশ্বসাহিত্য ১	আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO1
	Lecture 29: আধুনিক বাংলা সাহিত্য ও বিশ্বসাহিত্য ২	আলোচনা	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা/মৌখিক পরীক্ষা উপস্থিতি	CLO1
18	Lecture 30: চূড়ান্ত পর্যালোচনামূলক ক্লাস	সামগ্রিক বিষয়বস্তু পর্যালোচনা ও প্রশ্নোত্তর পর্ব	উপস্থিতি	CLO1, CLO2, CLO3, CLO4

19-20	সেমিস্টার শেষ পরীক্ষা	-	বহুনির্বাচনী প্রশ্ন/সংক্ষিপ্ত নোট/সংক্ষিপ্ত উত্তর প্রশ্ন/সমালোচনামূলক প্রবন্ধ লেখা	CLO1, CLO2, CLO3, CLO4
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N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content (পাঠের বিষয়বস্তু)

- কবিতা কী?
- বাংলা কবিতার ইতিহাস এবং বিশ্ব-কবিতার ইতিহাস পর্যালোচনা।
- রবীন্দ্রনাথের কবিতা-পাঠ, মূল্যায়ন এবং তাঁর জীবনী সম্পর্কে আলোচনা।
- কাজী নজরুল ইসলামের কবিতা-পাঠ, মূল্যায়ন এবং তাঁর জীবনী সম্পর্কে আলোচনা।
- জীবনানন্দ দাশ ও জসীম উদদীনের কবিতা-পাঠ, মূল্যায়ন এবং তাঁর জীবনী সম্পর্কে আলোচনা।
- শামসুর রাহমান ও আল মাহমুদের কবিতা-পাঠ, মূল্যায়ন এবং তাঁর জীবনী সম্পর্কে আলোচনা।
- রবীন্দ্রনাথ ও শরৎচন্দ্রের গল্পের পাঠ-পর্যালোচনা।
- *বিষুবৃক্ষ* ও *চাঁদের অমাবস্যা* উপন্যাস আলোচনা, পাঠ এবং বিশ্লেষণ।
- কবিতা, গল্প, উপন্যাসের শৈলী-বিচার।

কবিতা, গল্প ও উপন্যাস:

আল মাহমুদ	সোনালী কবিন (৫)
বঙ্কিমচন্দ্র চট্টোপাধ্যায়	বিষুবৃক্ষ
কাজী নজরুল ইসলাম	বিদ্রোহী, বাতায়ন পাশে গুবাক:তরুর সারি
জসীমউদ্দিন	কবর
জীবনানন্দ দাশ	বনলতা সেন, বোধ, আট বছর আগে একদিন
মাইকেল মধুসূদন দত্ত	বঙ্গভাষা
রবীন্দ্রনাথ ঠাকুর	খোকাবাবুর প্রত্যাবর্তন, ক্ষুদিত পায়ান, শান্তি
রবীন্দ্রনাথ ঠাকুর	বলাকা, পৃথিবী, আত্রিকা, বাঁশি, নিরুদ্দেশ যাত্রা
শরৎচন্দ্র চট্টোপাধ্যায়	মহেশ
শামসুর রাহমান	রুপালি স্নান, স্বাধীনতা তুমি
সৈয়দ ওয়ালিউল্লাহ	চাঁদের অমাবস্যা

Recommended Reading (প্রস্তাবিত অনুসরণীয় গ্রন্থ)

অশ্রু-কুমার সিকদার	<i>আধুনিক কবিতার দিগবলয়</i>
অশ্রু-কুমার সিকদার	<i>আধুনিকতা ও বাংলা উপন্যাস</i>
আবু সয়ীদ আইয়ুব	<i>আধুনিকতা ও রবীন্দ্রনাথ</i>
ক্ষুদিরাম দাস	<i>রবীন্দ্রে প্রতিভার পরিচয়</i>
খোন্দকার আশরাফ হোসেন	<i>বাংলাদেশের কবিতা: অন্তরঙ্গ অবলোকন</i>
নীহাররঞ্জন রায়	<i>রবীন্দ্রে সাহিত্যের ভূমিকা</i>
প্রমথনাথ বিশী	<i>রবীন্দ্রে কাব্য প্রবাহ</i>
বৃদ্ধদেব বসু	<i>কালের পতুল</i>
মানিকুল ইসলাম	<i>বাংলাদেশের উপন্যাসে লৌকিক চেতনার রূপায়ণ</i>
সরোজ বন্দ্যোপাধ্যায়	<i>বাংলা কবিতার কালাত্তর</i>
সুকুমার বিশ্বাস	<i>বাংলাদেশের নাট্যচর্চা ও নাটকের ধারা</i>
ছমায়ুন আজাদ	<i>নিঃসঙ্গ শেরপা: শামসুর রাহমান</i>

FOURTH SEMESTER

02322401 - INTRODUCTION TO LANGUAGE STUDIES

Course Description

This course provides an introduction to the systematic study of language, focusing on its structure, function, and universal properties. Students will explore key domains of linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics, as well as interdisciplinary applications in sociolinguistics, psycholinguistics, and discourse analysis. By comparing and analyzing linguistic systems, the course fosters critical thinking and insights into the relationship between language, mind, society, and culture. Designed to provide foundational knowledge, this course equips students with tools to investigate linguistic phenomena across disciplines and apply linguistic theory to real-world contexts.

Course Objectives

The objectives of the course are to:

1. Understand the fundamental principles, domains, and methodologies of linguistic analysis.
2. Analyze the structural components of language, including phonology, morphology, syntax, semantics, and pragmatics.
3. Evaluate the interdisciplinary relevance of linguistic theories to fields such as psychology, anthropology, and artificial intelligence.
4. Apply linguistic theories and methods to investigate real-world linguistic phenomena and issues.
5. Create concise linguistic rules and diagrams to formalize and represent linguistic data.

Course Learning Outcomes

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

1. Identify the core concepts and methodologies of linguistic analysis across various domains. [Cognitive: Understand]
2. Analyze linguistic structures and systems, including sound patterns, word formation, syntax, and meaning. [Cognitive: Analyze]
3. Evaluate the role of language in shaping identity, society, and cognition through interdisciplinary perspectives. [Cognitive: Evaluate]
4. Apply theoretical frameworks to analyze linguistic data and solve language-related problems in real-world contexts. [Cognitive: Apply]
5. Create formal representations of linguistic structures and argue linguistic positions using empirical evidence. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓				✓							✓	
CLO 2	✓	✓			✓			✓	✓				
CLO 3	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓
CLO 4	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
CLO 5	✓	✓		✓	✓			✓	✓	✓		✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	3	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance
CLO2	✓			✓	✓	✓		5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance
CLO3	✓			✓	✓	✓	✓	10	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance
CLO4	✓			✓	✓	✓	✓	11	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance
CLO5	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance

BTD: Bloom’s Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Language and Linguistics – What is Language?	Lecture and Explanation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 2: Knowing a Language vs Knowing What Language Is; Design Features of Language	Conceptual Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
2	Lecture 3: Linguistic Variation and Language Families	Comparative Language Study	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 4: Language and Identity	Interactive Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
3	Lecture 5: Introduction to Cognitive Linguistics	Theory Integration	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3

	Lecture 6: Bilingualism and Neurolinguistics	Lecture and Video Demonstration	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
4	Lecture 7: Phonetics – Speech Sounds and Articulatory Features	Pronunciation Practice	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Phonology – Phonemes, Allophones, and Syllable Structures	Structural Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 10: Morphology – Morphemes and Word Formation Processes	Morphology Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
6	Lecture 11: Syntax – Sentence Structure and Phrase Structure Rules	Syntax Tree Practice	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 12: Semantics – Meaning, Sense, and Reference	Semantic Problem Solving	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
7	Lecture 13: Pragmatics and Discourse Analysis	Discourse Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Semiotics and Stylistics	Textual Interpretation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 17: Sociolinguistics – Language and Society, Variation and Change	Sociolinguistic Case Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
12	Lecture 18: Historical Linguistics and Language Families	Historical Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
	Lecture 19: Language Typology – Structural and Functional Classification	Typological Comparison	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Psycholinguistics – Language and Mind	Cognitive Modelling	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
14	Lecture 22: Language Acquisition – First and Second Language Learning	Acquisition Theory Application	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
	Lecture 23: Language Processing – Perception and Production	Cognitive Task Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
15	Lecture 24: Language and Artificial Intelligence – NLP and Machine Learning	Technology Demonstration	Short Notes/Short Answer Question/MCQ/Critical Essay	CLO4

			Writing/Presentation Attendance	
	Lecture 25: Language Technologies – Tools for Analysis and Teaching	Hands-on Exploration	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
16	Lecture 26: Endangered Languages – Causes, Effects, and Preservation	Preservation Strategy Critique	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
	Lecture 27: The World's Ethnosphere and Linguistic Diversity	Ethnographic Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO5
17	Lecture 28: Student Presentations – Case Studies on Language in Context (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Student Presentations – Case Studies on Language in Context (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

- What is Language?
- Knowing a language vs knowing what language is; the design features of language
- Linguistic Variation
- Language and Identity
- Cognitive Linguistics
- Bilingualism and Neurolinguistics
- Phonetics and Phonology
- Morphology and Syntax
- Semantics, Pragmatics and Discourse Analysis
- Semiotics and Stylistics
- Sociolinguistics and Historical Linguistics
- Typology
- Psycholinguistics

- Language Acquisition
- Language Processing
- Artificial Intelligence, technology and language
- Endangered languages and the world's 'ethnosphere'

Core Readings

George Yule

The Study of Language

John Lyons

Linguistics: An introduction

William O'Grady, et al.

Contemporary Linguistics: An Introduction

Recommended Readings

Charles F Hockett

A Course in Modern Linguistics

David Crystal

Linguistics

David Wilkins

Linguistics in Language Teaching

Dwight Bolinger

Aspects of language

Ferdinand de Saussure

Course in General Linguistics

Koenraad Kuiper & W Scott Allan

An Introduction to English Language

Leonard Bloomfield

Language

Richard A Hudson

Sociolinguistics

Victoria Fromkin

An Introduction to Language

02322402 - LITERARY CRITICISM AND THEORY I

Course Description

This course explores the foundational principles and historical development of literary criticism and theory, from Classical antiquity to early Modernism. Students will engage with key texts and critics such as Aristotle, Sidney, and Wordsworth to understand critical frameworks, including Neoclassicism, Romanticism, and Victorian realism. The course emphasizes applying theoretical ideas to interpret literary works in their historical and cultural contexts, fostering critical thinking, analytical skills, and a deeper appreciation for the evolution of literary thought.

Course Objectives

The objectives of the course are to:

1. Identify foundational theories, critics, and movements from Classical to early Modernist periods.
2. Analyze literary texts within their historical, cultural, and social contexts to uncover their deeper meanings.
3. Evaluate critical frameworks and their application in interpreting diverse literary works.
4. Synthesize theoretical concepts to form well-reasoned and cohesive literary analyses.
5. Develop an appreciation for the evolution of literary criticism as a discipline.

Course Learning Outcomes

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

1. Describe the foundational principles, critics, and movements that shaped early Western literary traditions. [Cognitive: Remember]
2. Interpret literary texts using Classical, Neoclassical, Romantic, and Victorian theoretical frameworks. [Cognitive: Apply]
3. Critically evaluate the socio-cultural and historical contexts influencing key critical theories. [Cognitive: Evaluate]
4. Construct well-argued written and oral analyses applying theoretical concepts to literary texts. [Cognitive: Create]
5. Relate foundational literary theories to contemporary cultural and intellectual issues. [Cognitive: Analyze]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓							✓	
CLO 2	✓	✓			✓	✓		✓	✓				
CLO 3	✓	✓			✓	✓	✓		✓			✓	
CLO 4	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	
CLO 5	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva
CLO2	✓			✓	✓	✓		6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva
CLO3	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva
CLO4	✓			✓	✓	✓	✓	10	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva
CLO5	✓			✓	✓	✓	✓	11	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction, Course Outline and Curriculum Overview	Lecture, Discussion, Syllabus walkthrough	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO1
	Lecture 2: Classical Overview – Plato, Aristotle, Horace, Longinus	Contextual lecture, Comparison, Key term discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO1, CLO2

2	Lecture 3: Aristotle – <i>Poetics</i>	Close reading, Concept explanation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO1, CLO2
	Lecture 4: Aristotle – <i>Poetics</i> (Continuation)	Plot structure Workshop, Tragedy analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO3
3	Lecture 5: Aristotle – <i>Poetics</i> (Continuation)	Group discussion, Catharsis mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO3
	Lecture 6: Renaissance Overview – Philip Sidney, Lodovico Castelvetro	Timeline Lecture, Historical framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO1, CLO2
4	Lecture 7: Samuel Johnson – “Preface to Shakespeare”	Argument breakdown, Rhetorical strategies	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO3, CLO4
	Lecture 8: Samuel Johnson – “Preface to Shakespeare” (Continuation)	Debate, Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO4
5	Lecture 9: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 10: Neoclassic Overview – Boileau, Dryden, Pope	Lecture, Visual charts, Key term revision	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO1, CLO2
6	Lecture 11: Philip Sidney – “An Apology for Poetry”	Dialogue Form, Character Dissection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO3
	Lecture 12: Philip Sidney – “An Apology	Stylistic comparisons	Short Notes/Short Answer Question/MCQ/Critical	CLO3, CLO4

	for Poetry” (Continuation)		Essay Writing/Presentation/Viva Attendance	
7	Lecture 13: Philip Sidney – “An Apology for Poetry” (Continuation)	Debate, Student-led discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO3, CLO4
	Lecture 14: Thematic Recap	Synthesis, Timeline mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO1, CLO2, CLO3
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4
9- 10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO1, CLO2, CLO3, CLO4
11	Lecture 16: Romantic Overview – Wordsworth, Coleridge, Shelley, Blake	Historical overview, Thematic mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO1, CLO2
	Lecture 17: Wordsworth – “Preface” to <i>Lyrical Ballads</i>	Reading and Interpretation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO3
12	Lecture 18: Wordsworth – “Preface” to <i>Lyrical Ballads</i> (continuation)	Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO3
	Lecture 19: Wordsworth – “Preface” to <i>Lyrical Ballads</i> (continuation)	Close reading, Key concept mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO3
13	Lecture 20: Victorian Overview – Arnold, Mill, Carlyle, James, Lewes	Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO1, CLO3

	Lecture 21: Matthew Arnold – “The Study of Poetry”	Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO3, CLO4
14	Lecture 22: Matthew Arnold – “The Study of Poetry” (Continuation)	Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO3, CLO4
	Lecture 23: Matthew Arnold – “The Study of Poetry” (Continuation)	Group critique and response	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO3, CLO4
15	Lecture 24: Modern Overview – Eliot, Woolf, Joyce, Richards, Brooks	Lecture, Visual timeline	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO1, CLO2
	Lecture 25: T. S. Eliot – “Tradition and the Individual Talent”	Characters, Structure, Plot analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO4
16	Lecture 26: T. S. Eliot – “Tradition...” (Continuation)	Modernism, impersonality, literary tradition	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO2, CLO4, CLO5
	Lecture 27: Comparative Synthesis – Romantic to Modern	Concept workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation/Viva Attendance	CLO3, CLO5
17	Lecture 28: Presentation/Viva	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation/Viva Attendance	CLO4, CLO5
	Lecture 29: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
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N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

1. Classical

Overview: Plato, Aristotle, Horace, Longinus

Content: Aristotle – *Poetics*

2. Renaissance

Overview: Philip Sidney, Lodovico Castelvetro

Content: Philip Sidney – “An Apology for Poetry”; Samuel Johnson – “Preface to Shakespeare”

3. Neoclassic

Overview: Boileau, Dryden, Pope

Content: John Dryden – “An Essay of Dramatic Poesy”

4. Romantic

Overview: Wordsworth, Coleridge, Shelley, Blake

Content: P. B. Shelley – “A Defense of Poetry”; Wordsworth – “Preface” to *Lyrical Ballads*; Coleridge – Selection from *Biographia Literaria*

5. Victorian

Overview: Matthew Arnold, John Stuart Mill, Henry James, Thomas Carlyle, G.H. Lewes

Content: Matthew Arnold – “The Study of Poetry”

6. Modern

Overview: T.S. Eliot, Virginia Woolf, James Joyce, I.A. Richards, Cleanth Brooks

Content: E. M. Forster – “Introduction” to *Aspects of the Novel*; T. S. Eliot – “Tradition and the Individual Talent”

Recommended Readings

A. R. Jones & Tydeman (Eds.) – *Lyrical Ballads (Casebook)*

E. M. Forster – *Aspects of the Novel*

G. Clingham (Ed.) – *The Cambridge Companion to Samuel Johnson*

J. J. Williams (Ed.), et al. – *The Norton Anthology of Theory and Criticism*

L. Newlyn (Ed.) – *The Cambridge Companion to Coleridge*

S. H. Butcher – *Aristotle’s Theory of Poetry and Fine Arts*

V. Buckley – *Poetry on Morality*

W. K. Wimsatt & Cleanth – *Literary Criticism*

Nietzsche – *The Birth of Tragedy*

Donald Thomas (Ed.) – *The Post-Romantics*

02312403 - ADVANCED READING AND WRITING

Course Description

This advanced-level course integrates sophisticated reading and writing competencies essential for upper-division undergraduate students. The course cultivates a nuanced understanding of both general and academic discourse through engagement with diverse textual genres and writing modalities, enabling students to enhance their capacity to produce lucid, coherent, and fluent academic prose by incorporating critical analyses of challenging scholarly and literary texts into their writing repertoire. Through a tripartite structure that systematically develops advanced reading strategies (from efficient information extraction to complex inferential analysis), sophisticated

writing techniques (including well-structured academic essays characterized by coherent argumentation and appropriate scholarly tone), and integrated research methodologies (introducing digital scholarly tools and multimodal analysis), students master the skills necessary for standardized academic assessments (IELTS/TOEFL) while developing theoretical frameworks, sound research methodologies, and a distinctive academic voice across specialized genres such as book reviews and research proposals. By engaging with interdisciplinary perspectives and emerging trends in academic research, students position themselves within evolving scholarly conversations, thereby developing comprehensive academic literacy that enables meaningful participation in discourse communities and prepares them for advanced undergraduate research projects and potential graduate-level study in literary and linguistic disciplines.

Course Objectives

The objectives of the course are to:

1. Analyze complex academic and literary texts by applying advanced reading strategies such as inferential reasoning, contextual evaluation, and interdisciplinary synthesis.
2. Develop well-structured academic essays, research-based papers, and critical book reviews using coherent argumentation and evidence-based analysis.
3. Integrate digital research tools and multimodal analysis techniques to enhance academic literacy and navigate contemporary scholarly discourse.
4. Evaluate the credibility, biases, and rhetorical strategies of scholarly texts to engage critically with diverse perspectives in academic discussions.
5. Construct a distinctive academic voice through engagement with theoretical frameworks, research methodologies, and interdisciplinary perspectives.

Course Learning Outcomes

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

1. Critically analyze academic and literary texts using advanced reading strategies, including skimming, scanning, contextual assessment, and inferential reasoning. [Cognitive: Analyze]
2. Synthesize multiple sources and research materials to develop coherent, well-structured, and argument-driven academic writing. [Cognitive: Synthesize]
3. Apply research tools (e.g., JSTOR, ProQuest, Hypothes.is, Zotero, Mendeley) to conduct scholarly research and cite sources effectively. [Cognitive: Apply]
4. Evaluate the credibility, biases, and rhetorical techniques of diverse academic texts to enhance critical engagement. [Cognitive: Evaluate]
5. Develop a clear academic voice through research-based writing, book reviews, argumentative essays, and research proposals. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes/In-class Test	10%
Project 1 (Academic Book Review)	10%
project 2 (Writing Research Proposal)	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓		✓	✓	✓		✓	✓			✓	
CLO 2	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓
CLO 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓	✓	✓	8	MCQ
CLO2	✓			✓	✓	✓	✓	11	Project/Research Proposal Writing/Book Review
CLO3	✓			✓	✓	✓	✓	12	Project/Research Proposal Writing/Book Review
CLO4	✓			✓	✓	✓	✓	12	Project/Research Proposal Writing/Book Review/MCQ/Short Answer Question
CLO5	✓			✓	✓	✓	✓	13	Project/Research Proposal Writing/Book Review/Essay Writing

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Advanced Reading and Writing – Overview of Skills and Goals	Interactive Lecture	MCQ Attendance	CLO1
	Lecture 2: Academic Reading and Standardized Tests (IELTS/TOEFL)	Practice Reading Workshop	MCQ Attendance	CLO1
2	Lecture 3: Skimming and Scanning Scholarly Texts	Timed Reading and Analysis	MCQ Attendance	CLO1
	Lecture 4: Factual and Contextual Analysis of Research Papers	Collaborative Reading Task	MCQ Attendance	CLO4
3	Lecture 5: Inference and Critical Thinking in Literary and Academic Texts	Socratic Discussion	MCQ Attendance	CLO1
	Lecture 6: Concept Mapping and Interdisciplinary Reading	Visual Mapping Exercise	MCQ Attendance	CLO1
4	Lecture 7: Digital and Multimodal Academic Reading (JSTOR, YouTube Lectures, etc.)	Digital Text Navigation	MCQ Project (Research Proposal) Attendance	CLO1
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Case Study Discussion –	Case Study Analysis	MCQ Project (Research Proposal)	CLO1

	Interpreting Contemporary Research		Attendance	
	Lecture 10: Academic Essay Structure and Argumentation	Writing Lab – Thesis and Outline	Essay Writing Attendance	CLO2
6	Lecture 11: Developing Goals, Objectives, and Theoretical Frameworks	Mini Research Proposal Planning	Project (Research Proposal) Short Answer Question MCQ Attendance	CLO2
	Lecture 12: Developing Methodology and Ethical Considerations	Methodology Workshop	MCQ/Short Answer Question Attendance	CLO2
7	Lecture 13: Connecting Problem, Framework, and Methodology	Group Concept Mapping	MCQ/Short Answer Question Attendance	CLO2
	Lecture 14: In-class Test	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Short Answer Question Attendance	CLO5
8	Lecture 15: Midterm Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Establishing Scholarly Voice – Academic Tone and Clarity	Voice and Tone Exercise	Project/Short Notes/Short Answer Question/MCQ Attendance	CLO5
	Lecture 17: Research-based Writing – Synthesis of Sources	Source Integration Practice	Project/Short Notes/Short Answer Question/MCQ Attendance	CLO2
12	Lecture 18: Writing an Academic Book Review	Book Review Structure & Evaluation	Project (Book Review) MCQ Attendance	CLO5
	Lecture 19: Argumentative and Integrated Writing – Multi-source Citation	Analytical Writing Task	Essay Writing Attendance	CLO2
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Project 1 Workshop – Book Review	Peer Review Workshop	Project (Book Review) Attendance	CLO5
14	Lecture 22: Project 2 – Drafting the Research Proposal	Drafting and Instructor Feedback	Project (Research Proposal) Attendance	CLO3
	Lecture 23: Research Integration and Digital Tools (Zotero/Mendeley)	Digital Tools Demonstration	Project (Research Proposal) Attendance	CLO3

15	Lecture 24: Multimodal Text Analysis and Annotation	Hands-on Annotation Task	Project (Research Proposal) Project (Book Review) Attendance	CLO1
	Lecture 25: Interdisciplinary Reading – Examples and Models	Comparative Genre Analysis	Project (Research Proposal) MCQ Attendance	CLO4
16	Lecture 26: Trends in Academic Research – Digital Humanities and Mixed Methods	Seminar on Emerging Trends	Project (Research Proposal) MCQ Attendance	CLO5
	Lecture 27: Refining Academic Style – Revision and Feedback	Rewriting and Polishing	Project (Research Proposal) Project (Book Review)	CLO5
17	Lecture 28: Final Proposal Peer Review and Presentation 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Project Presentation Attendance	CLO4
	Lecture 29: Final Proposal Peer Review and Presentation 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Project Presentation Attendance	CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

1. Advanced Reading Skills

- Focus on Academic Reading (including Academic IELTS and TOEFL): Emphasizing standardized test skills alongside academic reading strategies is a strong approach. It prepares students for both academic coursework and language proficiency tests.
- Skimming and Scanning Techniques: Clearly defined as strategies to quickly extract key information from scholarly texts, research reports, and test passages.
- Factual and Contextual Analysis: The inclusion of evaluating author credentials, publication venues, and biases ensures students develop critical assessment skills essential for academic research.
- Inference and Critical Thinking: Emphasizing the evaluation of underlying ideologies and rhetorical strategies adds depth to the reading process, helping students navigate complex texts.
- Concept Mapping and Interdisciplinary Connections: Using visual mapping techniques to link ideas across disciplines is a valuable skill for synthesizing diverse academic perspectives.
- Digital and Multimodal Academic Reading: Integrating digital texts and multimedia resources prepares students for navigating varied digital platforms—a skill increasingly vital in academia.
- Case Studies & Contemporary Issues: Engaging with current research papers and articles contextualizes learning and connects theory to real-world academic challenges.

2. Advanced Writing Skills

- Academic Essay Writing: The focus on coherent structure, evidence-based analysis, and academic tone is well-articulated, ensuring students meet the high standards expected in scholarly writing.

- **Research-Based Writing:**
The detailed breakdown into:
 - Developing Goal and Objectives: Provides guidance on articulating clear, measurable aims and outcomes for research or writing projects.
 - Developing Theoretical Framework: Encourages critical engagement with seminal and contemporary scholarship.
 - Developing Research Methodology: Offers clear guidance on both qualitative and quantitative approaches, along with ethical considerations.
 - Connecting Research Problem with Theoretical Framework and Methodology: Ensures that students understand how to build a cohesive and justified research proposal or paper.
- **Scholarly Voice and Identity Development:** Focusing on analyzing established scholars' styles and cultivating a confident academic voice is an excellent way to support students in finding their unique place within academic discourse.
- **Academic Book Review Writing:** Critically analyzing scholarly texts reinforces both reading and writing skills while deepening subject-matter understanding.
- **Argumentative & Integrated Writing:** Emphasizes synthesizing multiple sources and acknowledging counterarguments—crucial for developing well-rounded, persuasive academic arguments.
- **Creative Problem Solving in Research:** Encourages innovative thinking and the application of interdisciplinary approaches to tackle complex research challenges.

3. Research Integration and Digital Tools for Academic Purposes

- **Digital Tools for Research and Writing:** Listing specific tools (e.g., JSTOR, ProQuest, Hypothes.is, Zotero, Mendeley) makes this section very practical, ensuring students are familiar with the digital resources essential for academic research and proper citation practices.
- **Multimodal Academic Text Analysis:** Analyzing texts that combine visual, auditory, and textual elements further strengthens students' critical evaluation skills across different media forms.
- **Interdisciplinary Perspectives:** This component broadens students' understanding by incorporating diverse academic disciplines and their unique methodologies.
- **Contemporary Trends in Academic Research:** Addressing current trends (like mixed methods and digital scholarship) ensures that the course remains relevant and forward-looking in an evolving research landscape.

Core Course Books

Adrian Wallwork	<i>English for Writing Research Papers</i>
Alan Meyers	<i>Longman Academic Writing Series 5: Essays to Research Papers</i>
Cambridge University Press	<i>Cambridge Certificate in Advanced English Series</i>
Cambridge University Press	<i>Cambridge Preparation for the TOEFL Test</i>
Cambridge University Press	<i>IELTS 17 Academic Student's Book</i>
Cambridge University Press	<i>IELTS 18 Academic Student's Book</i>
Cambridge University Press	<i>IELTS 19 Academic Student's Book</i>
Eric Hayot	<i>The Elements of Academic Style: Writing for The Humanities</i>
Jane Straus, et al.	<i>The Blue Book of Grammar and Punctuation</i>
John Arnold & Jeremy Harmer	<i>Advanced Writing Skills</i>
John M. Swales & Christine B. Feak	<i>Academic Writing for Graduate Students: Essential Tasks and Skills</i>
William Strunk Jr.	<i>The Elements of Style</i>

Recommended Readings

Educational Testing Service	<i>The Official Guide to the TOEFL iBT Test</i>
Educational Testing Service	<i>ETS The Official Guide to TOEFL Test</i>
G. M. Crawley & E. O'Sullivan	<i>The Grant Writer's Handbook: How to Write a Research Proposal and Succeed</i>
Gabriele Griffin	<i>Research Methods for English Studies</i>
J. D. Lester & J. D. Lester, Jr.	<i>Writing Research Papers: A Complete Guide</i>
M. Montgomery	<i>Ways of Reading: Advanced Reading Skills for Students of English Literature</i>
Modern Language Association	<i>MLA Handbook, 9th Edition</i>
Simon Eliot & W. R. Owens	<i>A Handbook to Literary Research</i>

Susan Anker

Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life

The Princeton Review

Cracking the TOEFL

Wayne C. Booth, et. Al.

The Craft of Research

Gerald Graff & Cathy Birkenstein

They Say / I Say: The Moves That Matter in Academic Writing

David Rosenwasser & Jill Stephen

Writing Analytically

Mortimer J. Adler &

How to Read a Book: The Classic Guide to Intelligent Reading

Charles Van Doren

John W. Creswell

Research Design: Qualitative, Quantitative, and Mixed Methods Approaches

Stephen Bailey

Academic Writing: A Handbook for International Students

Patricia Goodson

Becoming an Academic Writer

Kay O'Halloran

Multimodal Discourse Analysis: Systemic Functional Perspectives

02322404 - 16TH AND 17TH CENTURY DRAMA

Course Description

This course explores the dramatic literature of the 16th and 17th centuries, focusing on key works from the Elizabethan and Jacobean periods. Through the study of tragedies and comedies by dramatists such as Shakespeare, Marlowe, and Jonson, students will examine the transition from medieval to Renaissance forms and themes, alongside the socio-political and cultural shifts of the era. Emphasis is placed on the complexity of individual and societal issues depicted in these works, fostering critical analysis and an appreciation for the enduring influence of Renaissance drama on literary and cultural traditions.

Course Objective

The objectives of the course are to:

1. Understand the historical, social, and intellectual contexts of 16th and 17th century drama.
2. Analyze the thematic, structural, and stylistic features of Elizabethan and Jacobean drama.
3. Evaluate the influence of socio-political changes on the development of Renaissance drama.
4. Apply critical reading and interpretive techniques to explore the layers of meaning in dramatic texts.
5. Create comparative analyses of Renaissance dramas and contemporary cultural or literary issues.

Course Learning Outcomes

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

1. Identify the major socio-historical and cultural influences on the development of 16th and 17th century drama. [Cognitive: Understand]
2. Analyze Renaissance dramas for their thematic depth, structural innovation, and stylistic features. [Cognitive: Analyze]
3. Evaluate the relevance of Renaissance dramatic themes to contemporary societal and cultural issues. [Cognitive: Evaluate]
4. Apply close reading and critical thinking skills to interpret the complexity of characters, themes, and contexts in Renaissance drama. [Cognitive: Apply]
5. Construct research-based essays or presentations comparing Renaissance dramas with modern literary and cultural themes. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓	✓	✓				
CLO 3	✓	✓			✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓	✓		✓	✓			✓	
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to 16th & 17th Century Drama – Historical Contexts	Lecture, Timeline Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Elizabethan and Jacobean Theater Conventions	Group Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Introduction to Christopher Marlowe and Doctor Faustus	Author Overview Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: Doctor Faustus – Ambition, Knowledge, and the Supernatural	Close Reading and Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: Doctor Faustus – Structure, Soliloquy, and Tragic Vision	Theme Mapping	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
	Lecture 6: Introduction to John Webster and Jacobean Tragedy	Historical Contextual Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
4	Lecture 7: The Duchess of Malfi – Themes and Context	Character and Theme Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: The Duchess of Malfi – Characterization and Revenge Motif	Dialogic Reading	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: Symbolism, Imagery, and Politics in The Duchess of Malfi	Symbolic Interpretation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
6	Lecture 11: Intertextual Themes – Marlowe vs. Webster	Comparative Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Renaissance Ideals and the Human Condition in Tragedy	Conceptual Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: Thematic and Structural Comparisons – Faustus & Malfi	Synthesis Activity	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to William Shakespeare and Macbeth	Lecture with Visual Aids	Short Notes/Short Answer Question/MCQ/Critical	CLO1

			Essay Writing/Viva Attendance	
	Lecture 17: Macbeth – Ambition, Fate, and Moral Conflict (Acts I–II)	Thematic Dissection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: Macbeth – Guilt, Madness, and Power (Acts III–IV)	Conflict and Psychology Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: Macbeth – Justice and Tragic End (Act V)	Discussion and Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Introduction to William Congreve and Restoration Comedy	Historical Framing, Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
14	Lecture 22: The Way of the World – Plot and Comic Devices	Close Reading	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 23: Characterization and Social Critique in Congreve	Satirical Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: Satire and Gender Dynamics in Restoration Comedy	Dialogue-based Group Work	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 25: Themes of Deceit and Wit – Comparison with Shakespeare	Comparative Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
16	Lecture 26: Renaissance and Restoration – Continuity and Change	Socratic Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 27: Legacy of 16th and 17th Century Drama, Contemporary	Collaborative Charting, Reflective Dialogue	Short Notes/Short Answer Question/MCQ/Critical	CLO5

	Relevance of Renaissance Themes		Essay Writing/Viva Attendance	
17	Lecture 28: Viva (Session 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Session 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Ben Jonson	<i>The Alchemist</i>
Christopher Marlowe	<i>Doctor Faustus</i>
John Webster	<i>The Duchess of Malfi</i>
Shakespeare	<i>Macbeth</i>
Thomas Kyd	<i>The Spanish Tragedy</i>
William Congreve	<i>The Way of the World</i>

Recommended Readings

Barish Jonas A	<i>Ben Jonson: A Collection of Critical Essay</i>
Boris Ford (ed.)	<i>The Age of Shakespeare</i>
Cesar Lombardi Barber	<i>Shakespeare's Festive Comedy</i>
Fredson Bowers	<i>Elizabethan Revenge Tragedy</i>
G Wilson Knight	<i>The Wheel of Fire</i>
J. Dover Wilson	<i>The Essentials of Shakespeare</i>
John Davies Jump	<i>Marlowe's Doctor Faustus: A Casebook</i>
Lilly B. Campbell	<i>Dr Faustus: A Case of Conscience</i>
Muriel Clara Bradbrook	<i>The Growth and Structure of Elizabethan Tragedy</i>
Muriel Clara Bradbrook	<i>Themes and Conventions of Elizabethan Comedy</i>
Nicolas Brooke	<i>The Moral Tragedy of Dr Faustus</i>
Percy Simpson	<i>Studies in Elizabethan Drama</i>
Philip Henderson	<i>Christopher Marlowe</i>
Richard Harp	<i>Ben Jonson's Plays and Masques</i>
Samuel Johnson	<i>Preface to Shakespeare</i>
U. M.s Ellis-Fermor	<i>The Jacobean Drama: An Interpretation</i>

02322405 - 16TH AND 17TH CENTURY POETRY

Course Description

This course examines the poetry of the 16th and 17th centuries, focusing on key figures such as Edmund Spenser, John Donne, John Milton, and Andrew Marvell. Through the study of these poets, students will explore the literary, cultural, and intellectual currents that shaped one of the most vibrant periods in English literary history. Emphasis is placed on poetic forms, techniques, and themes, as well as their connections to the socio-historical

and cultural contexts of the time. This course aims to develop critical thinking, analytical skills, and an appreciation for the enduring influence of Renaissance and early modern poetry.

Course Objectives

The objectives of the course are to:

1. Understand the major poetic forms, themes, and techniques of 16th and 17th-century English poetry.
2. Analyze the relationship between poetic works and the socio-historical and cultural contexts of the period.
3. Evaluate the thematic and stylistic contributions of Spenser, Donne, Milton, and Marvell to English literary traditions.
4. Apply close reading and critical interpretation techniques to examine the complexity of Renaissance and early modern poetry.
5. Create comparative analyses that highlight the relevance of 16th and 17th-century poetry to contemporary literary and cultural issues.

Course Learning Outcomes

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

1. Identify the key poetic forms, themes, and techniques used by 16th and 17th-century poets. [Cognitive: Understand]
2. Analyze the cultural, historical, and political influences reflected in the poetry of Spenser, Donne, Milton, and Marvell. [Cognitive: Analyze]
3. Evaluate the contributions of Renaissance and early modern poetry to the evolution of English literary traditions. [Cognitive: Evaluate]
4. Apply critical reading skills to interpret layers of meaning in selected poems and epics. [Cognitive: Apply]
5. Construct well-reasoned essays or presentations connecting the thematic and stylistic elements of 16th and 17th-century poetry to broader literary and cultural issues. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓	✓	✓				
CLO 3	✓	✓			✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓	✓		✓	✓			✓	
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		

CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)									

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction, Syllabus, and Definition of Poetry	Lecture, Syllabus Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Historical Context of 16 th and 17 th Century Poetry	Historical Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Life and Works of John Milton	Author-Centric Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: Paradise Lost Book I – Context and Invocation	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: Paradise Lost Book I – Part 1	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: Paradise Lost Book I – Part 2	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
4	Lecture 7: Paradise Lost Book I – Part 3	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 8: Paradise Lost Book I – Part 4	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
5	Lecture 9: Paradise Lost Book I – Part 5	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
6	Lecture 11: Paradise Lost Book I – Satan and Heroism	Thematic Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 12: Literary Techniques in Paradise Lost	Group Work and Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
7	Lecture 13: Milton’s Poetic Style and Cultural Context	Comparative Framework	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to Metaphysical Poetry and Life of John Donne	Concept Lecture, Biography	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 17: Donne’s “The Flea” and “A Valediction: Forbidding Mourning”	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: “Go and Catch a Falling Star” and “The Canonization”	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: “The Good-Morrow” – Textual	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO2

	Analysis and Interpretation		Essay Writing/Viva Attendance	
13	Lecture 20: Life and Themes of Andrew Marvell	Biographical Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 21: “To His Coy Mistress” – Time, Seduction, and Rhetoric	Textual and Rhetorical Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
14	Lecture 22: “Definition of Love” – Paradox and Logic	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 23: “A Dialogue between the Soul and Body” – Conflict and Duality	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
15	Lecture 24: Viva – Day 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 25: Viva – Day 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
16	Lecture 26: Comparative Evaluation of Milton, Donne, and Marvell; Cultural and Religious Influences in Metaphysical Poetry	Interactive Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3, CLO4
	Lecture 27: Influence of Renaissance Poets on Modern Poetry	Interactive Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Poetic Voice, Conceits, and Religious Allegory	Interactive Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 29: Themes Across the Century and Quiz 2	Interactive Discussion Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1, CLO2, CLO3, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
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N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Edmund Spenser
John Donne

Fairie Queene (Book I & II)
“The Flea”
“A Valediction: Forbidding Mourning”
“Go and Catch a Falling Star”
“The Canonization”
“The Sun Rising”
“The Good-Morrow”
“Death Be Not Proud”
“Batter My Heart, Three-personed God”
“A Hymn To God The Father”
Paradise Lost (Book 1)
“To His Coy Mistress”
“Definition of Love”
“A dialogue between the Soul and Body”

John Milton
Andrew Marvell

Recommended Readings

A. J. Smith
C. S. Lewis
D. Bush
E. S. Donno
Enamul Haque
Harold Bloom
Harold Bloom
Helen Gardner
J. C. Grierson Herbert
Joe Nutt
Julian Lovelock
Rosemond Tuve

John Donne: A Critical Heritage
A Preface to Paradise Lost
Paradise Lost in Our Time
Andrew Marvell: The Critical Heritage
Milton and Revenge
John Donne and the Metaphysical Poets
Paradise Lost
John Donne: A Collection of Critical Essays
Metaphysical Lyrics and Poems of the
John Donne: The Poems
Milton: A Casebook
Elizabethan and Metaphysical Imagery
Seventeenth Century
“The Metaphysical Poets”

T. S. Eliot

02322406 - 18TH CENTURY LITERATURE

Course Description

This course examines the literature of the 18th century, a pivotal period in the development of modern literary culture. Students will explore the emergence of new literary forms, including the novel, travel fiction, and the mock epic, alongside the revival of traditional forms. Emphasis is placed on the socio-historical and cultural contexts of these works, reflecting Britain’s growing global influence. Through the study of authors such as Defoe, Swift, Pope, and Dryden, the course fosters critical analysis and an understanding of how 18th-century literature addresses human folly, reason, and societal norms.

Course Objectives

The objectives of the course are to:

1. Understand the socio-historical and intellectual contexts that shaped 18th-century literature.
2. Analyze the thematic, stylistic, and formal innovations in 18th-century literary works.
3. Evaluate the cultural and political significance of literary texts in reflecting and shaping societal values.

4. Apply critical thinking and close reading techniques to interpret complex literary texts.
5. Create insightful comparative analyses connecting 18th-century literature to contemporary cultural and literary issues.

Course Learning Outcomes

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

1. Identify the defining features and forms of 18th-century literature, including novels, mock epics, and satire. [Cognitive: Understand]
2. Analyze the influence of socio-political and cultural contexts on the themes and styles of 18th-century literary works. [Cognitive: Analyze]
3. Evaluate the relevance and impact of 18th-century literary texts on modern literary traditions and societal norms. [Cognitive: Evaluate]
4. Apply critical reading strategies to uncover the layers of meaning in prose, poetry, and satire from the period. [Cognitive: Apply]
5. Create well-supported arguments or essays linking 18th-century literary themes and forms to contemporary global cultural issues. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓	✓	✓				
CLO 3	✓	✓			✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓	✓		✓	✓			✓	
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NO/APLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Course Introduction and 18 th Century Overview	Lecture, Historical Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Socio-political Contexts of 18 th Century England	Discussion and Timeline Work	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Jonathan Swift – Introduction and Satiric Technique	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: <i>Gulliver's Travels</i> – Part I: Lilliput	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: <i>Gulliver's Travels</i> – Political Allegory in Lilliput	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: <i>Gulliver's Travels</i> – Part II: Brobdingnag	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
4	Lecture 7: <i>Gulliver's Travels</i> – Morality and Relativity in Brobdingnag	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 8: MCQ Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: <i>Gulliver's Travels</i> – Part III: Laputa and Intellectual Satire	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: <i>Gulliver's Travels</i> – Part IV: The Houyhnhnms and Human Nature	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
6	Lecture 11: Themes and Style in <i>Gulliver's Travels</i>	Theme Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Interpreting Satire and Irony in Swift's Narrative	Critical Seminar	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: <i>Gulliver's Travels</i> – Comparative Perspective	Comparative Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to Alexander Pope and the Mock Epic	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 17: <i>The Rape of the Lock</i> – Canto I & II	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: <i>The Rape of the Lock</i> – Canto III	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: <i>The Rape of the Lock</i> – Canto IV & V	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Satirical Techniques and the Role of the Heroine	Character and Theme Review	Short Notes/Short Answer Question/MCQ/Critical	CLO3

			Essay Writing/Viva Attendance	
14	Lecture 22: Introduction to John Dryden and the Satiric Tradition	Author-Centric Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 23: “Mac Flecknoe” – Form and Intent	Lecture, Parody Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: “Mac Flecknoe” – Political Satire and Poetic Devices	Rhetorical Tools Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 25: Dryden and Pope – Comparative Study	Dual Author Study	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: Influence of 18th Century Satire on Modern Media	Contemporary Media Comparison	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 27: Themes of Vanity, Reason, and Morality; Literary Legacy of Swift, Pope, and Dryden	Theme Mapping, Synthesis Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4, CLO5
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Daniel Defoe
Jonathan Swift
Alexander Pope

Robinson Crusoe
Gulliver's Travels
The Rape of the Lock

John Dryden “Mac Flecknoe”
“The Medal”

Recommended Readings

L. I. Bredvold	<i>The Intellectual Milieu of John Dryden</i>
J. M. Bulitt	<i>Jonathan Swift and the Anatomy of Satire</i>
J. Butt	<i>Pope, Dickens and Others</i>
J. P. Forster	<i>Jonathan Swift: The Fictions of the Satirist</i>
J. D. Hunt (Ed.)	<i>Pope: The Rape of the Lock (A Casebook)</i>
B. King (Ed.)	<i>Dryden's Mind and Art</i>
A. Nicoll	<i>A History of Early Eighteenth Century Drama</i>
J. O'Neill	<i>Critics on Pope</i>
F. Palmeri (Ed.)	<i>Critical Essays on Jonathan Swift</i>
G. Tillotson (Ed.)	<i>Alexander Pope: The Rape of the Lock and Other Poems</i>
E. Tuveson (Ed.)	<i>Swift: A Collection of Critical Essays</i>

FIFTH SEMESTER

02313501 - TRANSLATION STUDIES

Course Description

This course provides an introduction to translation studies as an interdisciplinary field, exploring key theories, methodologies, and practices. Divided into theoretical and practical sections, the course examines translation as a cultural and linguistic activity, addressing issues such as equivalence, cultural context, and translation ethics. Students will gain hands-on experience translating various literary genres while evaluating translations using prominent theoretical frameworks. Emphasis is placed on the evolving role of translation in intercultural communication, digital contexts, and globalized environments.

Course Objectives

The objectives of the course are to:

1. Understand the scope, history, and foundational principles of translation studies.
2. Analyze linguistic and cultural challenges in translation and their theoretical implications.
3. Evaluate different translation approaches and their effectiveness in various contexts.
4. Apply translation theories and methodologies to the practice of translating literary texts.
5. Create critical analyses and evaluations of translated texts, considering cultural, linguistic, and ethical dimensions.

Course Learning Outcomes

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

1. Identify key concepts and theories in translation studies and their applications. [Cognitive: Understand]
2. Analyze linguistic, cultural, and ethical issues inherent in translation practices. [Cognitive: Analyze]
3. Evaluate translations using theoretical frameworks and quality assessment methods. [Cognitive: Evaluate]
4. Apply translation strategies to produce accurate and culturally sensitive translations of literary texts. [Cognitive: Apply]
5. Construct well-supported critiques of translations, reflecting on personal translation practices and broader trends in the field. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	

Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓	✓	✓				
CLO 3	✓	✓			✓	✓	✓	✓	✓			✓	
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
CLO 5	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing
CLO2	✓			✓	✓	✓		7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing
CLO3	✓			✓	✓	✓	✓	8	Short Notes/Short Answer Question/MCQ/Critical Essay Writing
CLO4	✓			✓	✓	✓	✓	12	Project/Translation/Short Notes/Short Answer Question/MCQ/Critical Essay Writing
CLO5	✓			✓	✓	✓	✓	12	Project/Short Notes/Short Answer Question/MCQ/Critical Essay Writing

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Translation Studies: Scope and Importance	Lecture and Interactive Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1
	Lecture 2: Historical Development of the Discipline	Lecture and Timeline Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1
2	Lecture 3: Andre Lefevere and Major Schools of Translation Thought	Theorist Profile Presentation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1
	Lecture 4: Cultural Turn in Translation Studies	Textual Comparison Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1
3	Lecture 5: Defining Translation and Its Types	Interactive Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1

	Lecture 6: Translator's Role and Translation as Intercultural Communication	Pair Work and Reflection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO2
4	Lecture 7: Equivalence and Skopos Theory	Theoretical Case Study	Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO1
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2
5	Lecture 9: Polysystem Theory and Descriptive Translation Studies (DTS)	Diagram and Application Exercise	Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO1
	Lecture 10: Linguistic and Cultural Approaches to Translation	Socratic Seminar	Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO2
6	Lecture 11: Context, Shifts, and Transformation in Translation	Transformational Task	Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO2
	Lecture 12: Postcolonial, Gendered, and Ideological Issues in Translation	Group Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO3
7	Lecture 13: Visibility, Copyright, and Ethical Translation Practice	Ethical Case Study	Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO3
	Lecture 14: In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO1, CLO2
8	Lecture 15: Midterm Review Class	Comprehensive Content Review, Q&A Session	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO 2, CLO3
9-10	Mid-term Examination		Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO 2, CLO3
11	Lecture 16: Translating Poetry and Prose – Theories and Practices	Genre-based Practice	Project/Translation/Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO4

	Lecture 17: Translating Drama and Non-fiction	Workshop and Peer Feedback	Project/Translation/Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO4
12	Lecture 18: Comparative Translation Analysis	Comparative Task	Project/Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO3
	Lecture 19: Quality Assessment and Translation Criticism	Rubric-based Evaluation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Translation Self-evaluation and Reflective Practice	Reflective Journal Review	Project/Translation/Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO5
14	Lecture 22: Digital Tools and Machine Translation	Digital Tools Demonstration	Project/Translation/Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO4
	Lecture 23: Localization, Globalization, and Digital Age Translation 1	Research and Analysis Task	Project/Translation/Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO4
15	Lecture 24: Localization, Globalization, and Digital Age Translation 2	Workshop and Q&A	Project/Translation/Short Notes/Short Answer Question/MCQ/Critical Essay Writing Attendance	CLO5
	Lecture 25: Project Presentation – Day 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Project Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO 5
16	Lecture 26: Project Presentation – Day 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Project Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 27: Project Presentation – Day 3	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Project Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
17	Lecture 28: Project Presentation – Day 4	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Project Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

	Lecture 29: Project Presentation – Day 5	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Project Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Translation/Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Translation/Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Introduction to Translation Studies

Historical Development of Translation Studies

- Evolution from linguistics to an independent discipline
- Andre Lefevere's contribution and impact
- Major schools of translation thought
- Cultural turn in translation studies

Fundamentals of Translation

- Defining translation and its scope
- Types of translation
- The translator's role and responsibilities
- Translation as intercultural communication

Translation Theory

Core Theoretical Concepts

- Equivalence theories
- Skopos theory
- Polysystem theory
- Descriptive Translation Studies (DTS)

Cultural and Linguistic Approaches

- Linguistic approaches to translation
- Cultural approaches to translation
- The role of context in translation
- Translation shifts and transformations

Translation Politics and Ethics

Power Relations in Translation

- Post-colonial perspectives
- Gender and translation
- Ideology in translation
- Cultural hegemony and resistance

Ethics and Professional Practice

- Translator's visibility/invisibility
- Ethics in translation practice
- Copyright and attribution
- Professional standards and guidelines

Literary Translation Practice

Translating Different Literary Genres

- Poetry translation
- Prose translation
- Drama translation
- Creative non-fiction translation

Translation Analysis and Evaluation

- Comparative analysis of translations
- Quality assessment methods
- Translation criticism
- Self-evaluation techniques

Contemporary Issues and Research (2 weeks)

Current Trends

- Digital tools in translation
- Machine translation vs. human translation
- Localization and globalization
- Translation in the digital age

Core Readings

Basil Hatim

Translation: An Advanced Resource Book

Edwin Gentzler

Contemporary Translation Theories

Gayatri Spivak

Politics of Translation

Jeremy Munday

Introducing Translation Studies

Susan Bassnett

Translation Studies

Recommended Readings

Andre Lefevere

Translation, Rewriting and the Manipulation of Literary Fame

Anthony Pym

Exploring Translation Theories

Eugene Nida

Toward a Science of Translating

Flora Ross Amos

Early Theories of Translation

George Steiner

After Babel: Aspects of Language and Translation

Lawrence Venuti

The Translator's Invisibility

Lawrence Venuti

The Translation Studies Reader

Maria Tymoczko

Enlarging Translation, Empowering Translators

Mona Baker

In Other Words: A Coursebook on Translation

Mona Baker & Gabriela Saldanha

The Routledge Encyclopedia of Translation Studies

Roman Jakobson

On Linguistic Aspects of Translation

Sujit Mukherjee

Translation as Discovery

Susan Bassnett & Harish Trivedi (Eds.)

Post-colonial Translation

02323502 - LITERARY CRITICISM AND THEORY II

Course Description

This course examines modern and contemporary literary theories and their application to diverse literary texts and cultural discussions. Students will explore critical movements such as Structuralism, Poststructuralism, Marxism, Feminism, and Postcolonialism to analyze literature's role in reflecting and shaping social, political, and philosophical issues. By engaging with foundational texts by Barthes, Derrida, and Said, students will develop the ability to evaluate, compare, and construct arguments about the dynamic relationship between literature, culture, and history.

Course Objectives

The objectives of the course are to:

1. Identify foundational theories, critics, and movements from Classical to early Modernist periods.

- Analyze literary texts within their historical, cultural, and social contexts to uncover their deeper meanings.
- Evaluate critical frameworks and their application in interpreting diverse literary works.
- Synthesize theoretical concepts to form well-reasoned and cohesive literary analyses.

Course Learning Outcomes

At the end of the course, the students should be able to:

- Explain the foundational concepts and evolution of modern and contemporary literary theories. [Cognitive: Understand]
- Apply specific theoretical frameworks to analyze literary texts. [Cognitive: Apply]
- Critique the logic, structure, and implications of various literary theories. [Cognitive: Evaluate]
- Develop independent interpretations of literary texts using theoretical insights. [Cognitive: Create]
- Write analytical essays demonstrating informed and nuanced engagement with literary theories. [Cognitive: Apply]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓	✓	✓				
CLO 3	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CLO 4	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation
CLO2	✓			✓	✓	✓		7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation
CLO3	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation
CLO4	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction, Course Outline and Curriculum Overview	Interactive lecture, syllabus walkthrough, Q&A	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO1
	Lecture 2: Viktor Shklovsky – “Art as Technique”	Lecture with textual analysis, think-pair-share discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO1, CLO2
2	Lecture 3: Viktor Shklovsky – “Art as Technique” (Continuation)	Close reading, guided discussion, student reflection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO2
	Lecture 4: Viktor Shklovsky – “Art as Technique” (Continuation)	Group work on examples of defamiliarization	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO2, CLO5
3	Lecture 5: Edward Said – “Introduction” to Orientalism	Lecture, critical reading task, concept mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO1, CLO2
	Lecture 6: Edward Said – “Introduction” to Orientalism (Continuation)	Group debate, reflective writing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO2, CLO3
4	Lecture 7: Edward Said – “Introduction” to Orientalism (Continuation)	Guided Q&A, student-led presentations	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO3, CLO4
	Lecture 8: Edward Said – “Introduction” to Orientalism (Continuation)	Comparative discussion (Orientalism vs. Formalism)	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO3
5	Lecture 9: Edward Said – “Introduction” to Orientalism (Continuation)	Textual analysis, instructor feedback on responses	Short Notes/Short Answer Question/MCQ/Critical Essay	CLO2, CLO4

			Writing/Viva/Presentation Attendance	
	Lecture 10: Edward Said – “Introduction” to Orientalism (Continuation)	Seminar-style discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO2, CLO4, CLO5
6	Lecture 11: Edward Said – “Introduction” to Orientalism (Continuation)	Peer teaching, collaborative synthesis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO3, CLO4
	Lecture 12: Edward Said – “Introduction” to Orientalism (Continuation)	Open forum, instructor commentary	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO4, CLO5
7	Lecture 13: Class Test	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Attendance	CLO5
	Lecture 14: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Lionel Trilling – Freud and Literature	Lecture, psychoanalytic text analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO1, CLO2
	Lecture 17: Lionel Trilling – Freud and Literature (Continuation)	Case study of Freud’s application in literature	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO2, CLO4
12	Lecture 18: Lionel Trilling – Freud and Literature (Continuation)	Group analysis of character/psyche	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO3

	Lecture 19: Lionel Trilling – Freud and Literature (Continuation)	Seminar debate (Psychoanalysis vs. Marxism)	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO3, CLO4
13	Lecture 20: Terry Eagleton – Literature and History (Chapter 1)	Lecture, timeline mapping, socio-historical analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO1, CLO2
	Lecture 21: Terry Eagleton – Literature and History (Continuation)	Group comparative discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO2, CLO3
14	Lecture 22: Terry Eagleton – Literature and History (Continuation)	Instructor-guided problem-solving with text	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO3, CLO4
	Lecture 23: Terry Eagleton – Literature and History (Continuation)	Peer presentations with feedback	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO3–CLO5
15	Lecture 24: Terry Eagleton – Literature and History (Continuation)	Critical essay drafting session	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO4, CLO5
	Lecture 25: Terry Eagleton – Literature and History (Continuation)	Seminar-style review	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO4, CLO5
16	Lecture 26: Terry Eagleton – Literature and History (Continuation)	Open forum, teacher summation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO4, CLO5
	Lecture 27: Theory Integration & Reflection	Reflective discussion, synthesis activities	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva/Presentation Attendance	CLO1–CLO5

17	Lecture 28: Viva/Presentation	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva/Presentation Attendance	CLO5
	Lecture 29: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19- 20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

1. Structuralism and Formalism (1920s - 1960s)

Overview: Viktor Shklovsky, Saussure, Roland Barthes

Content: Viktor Shklovsky – “Art as Technique”; Northrop Frye – “Ethical Criticism: Theory of Symbols” (from *Anatomy of Criticism: Four Essays*)

2. Poststructuralism and Deconstruction (1960s - 1980s)

Overview: Jacques Derrida, Roland Barthes, Michel Foucault

Content: Roland Barthes – “Myth Today” (from *Mythologies*)

3. Marxism (19th century-present)

Overview: Georg Lukács, Antonio Gramsci, Louis Althusser.

Content: Terry Eagleton – *Marxism and Literary Criticism* (Chapter 1: “Literature and History”)

4. Psychoanalysis (20th century)

Overview: Sigmund Freud, Carl Jung, Jacques Lacan

Content: Lionel Trilling – Selection from *The Liberal Imagination*

5. Feminism (20th century-present)

Overview: Virginia Woolf, Simone de Beauvoir, Elaine Showalter

Content: Hélène Cixous – “The Laugh of the Medusa”

6. Postcolonialism (Late 20th century-present)

Overview: Edward Said, Gayatri Spivak, Homi Bhabha, Elleke Boehmer

Content: Edward Said – “Introduction” to *Orientalism*

Recommended Readings

Ania Loomba – *Colonialism/Postcolonialism*

Bill Ashcroft et al. – *The Empire Writes Back*

Carl Jung – *Archetypes and the Collective Unconscious*

Carol Sanders (Ed.) – *The Cambridge Companion to Saussure*

Chomsky – *The Essential*

Edward W. Said – *Culture and Imperialism*

Edward W. Said – *Orientalism*

Elaine Showalter – *Toward a Feminist Poetics*

Frantz Fanon – *Black Skin, White Masks*

Fredric Jameson – *The Political Unconscious*
 Gayatri Chakravorty Spivak – *Can the Subaltern Speak?*
 György Lukács – *History and Class Consciousness*
 Hélène Cixous – “The Laugh of the Medusa” (Translated by Keith Cohen and Paula Cohen)
 Homi K. Bhabha – *The Location of Culture*
 Jacques Derrida – *Of Grammatology*
 Jacques Lacan – *The Four Fundamental Concepts of Psychoanalysis*
 Jonathan Culler – *Literary Theory: A Very Short Introduction*
 Jonathan Culler – *Structuralist Poetics*
 Judith Butler – *Gender Trouble*
 Lionel Trilling – *The Liberal Imagination*
 Lodge Wood – *Modern Criticism and Theory*
 MacKenzie – *Orientalism: History, Theory and the Arts*
 Malcolm Bradbury et al. (Ed.) – *Modernism*
 Maud Ellmann – *Psychoanalytic Literary Criticism*
 Michel Foucault – *The Archeology of Knowledge*
 Ngũgĩ Wa Thiong’o – *Decolonising the Mind*
 Ngũgĩ Wa Thiong’o – *Globalectics*
 Northrop Frye – *Anatomy of Criticism: Four Essays*
 Peggy Kamuf (Ed.) – *A Derrida Reader: Between the Blinds*
 Peter Barry – *Beginning Theory*
 Raman Selden – *A Reader’s Guide to Contemporary Literary Theory*
 Raman Selden (Ed.) – *The Theory of Criticism: From Plato to Present*
 Raymond Williams – *Marxism and Literature*
 Rice & Waugh (Ed.) – *Modern Literary Theory*
 Richard Ruland et al. (Ed.) – *From Puritanism to Postmodernism*
 Roland Barthes – *Mythologies*
 Roland Barthes – *S/Z*
 Roland Barthes – *The Pleasure of the Text*
 Samuel P. Huntington – *The Clash of Civilizations and the Remaking of World Order*
 Shelley Walla – *Edward Said and the Writing of History*
 Sigmund Freud – *The Interpretation of Dreams*
 Simon Roger – *Gramsci’s Political Thought: An Introduction*
 Simone de Beauvoir – *The Second Sex*
 Terry Eagleton – *Literary Criticism*
 Terry Eagleton – *Literary Theory*
 Terry Eagleton – *Marxism and Literary Criticism*
 Terry Eagleton – *The English Novel*
 Virginia Woolf – *A Room of One’s Own*

02323503 - ENGLISH PROSE: FROM BACON TO MILL

Course Description

This course explores the evolution of English prose from the 16th to the 19th century through the works of prominent essayists such as Francis Bacon, Charles Lamb, John Henry Newman, and John Stuart Mill. Students will examine the stylistic, thematic, and contextual aspects of essays, focusing on their socio-political and cultural dimensions. Emphasis is placed on the genre’s development, the individual voices of essayists, and the relevance of their ideas to contemporary intellectual and cultural issues. The course aims to develop critical thinking, analytical skills, and an appreciation for the essay as a literary form.

Course Objectives

The objectives of the course are to:

1. Understand the historical and intellectual contexts of the essay genre from the 16th to 19th century.
2. Analyze the thematic and stylistic features of essays by key essayists and their relevance to their socio-cultural contexts.

- Evaluate the contributions of the essay genre to English prose and its influence on contemporary thought.
- Apply critical reading and interpretive skills to analyze essays as literary and cultural texts.
- Create well-supported critiques and analyses of essays, connecting their themes and styles to modern intellectual and cultural discussions.

Course Learning Outcomes

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

- Identify the key features and historical significance of the essay as a literary form. [Cognitive: Understand]
- Analyze the stylistic and thematic dimensions of essays, considering their cultural, social, and political contexts. [Cognitive: Analyze]
- Evaluate the relevance of essays from the 16th to 19th century to contemporary intellectual and cultural issues. [Cognitive: Evaluate]
- Apply close reading and critical thinking techniques to interpret essays and uncover their multiple layers of meaning. [Cognitive: Apply]
- Create analytical essays or presentations that explore the connections between historical essays and modern cultural and intellectual themes. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓	✓	✓				
CLO 3	✓	✓			✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓	✓	✓	✓	✓			✓	
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NO/PLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	8	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Course and the Essay as a Genre	Lecture, Genre Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Introductory Lecture on Francis Bacon	Historical Introduction	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Bacon's Writing Style and Historical Context	Stylistic Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: "Of Marriage and Single Life" – Close Reading	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: "Of Studies" – Style and Meaning	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: "Of Truth" – Analysis and Interpretation	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
4	Lecture 7: Introduction to Charles Lamb	Biographical Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 8: Quiz	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: "A Bachelor's Complaint" – Humor and Social Commentary	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: Essay Form and Romantic Influence in Lamb	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO3

			Essay Writing/Viva Attendance	
6	Lecture 11: Thematic and Stylistic Comparison – Bacon vs. Lamb (Part 1)	Comparative Framework	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Thematic and Stylistic Comparison – Bacon vs. Lamb (Part 2)	Comparative Framework	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: Revisiting Essay Structure and Purpose	Seminar Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO 5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introductory Lecture on John Henry Newman	Lecture, Historical Background	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 17: <i>The Idea of a University</i> – Discourse V	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: <i>The Idea of a University</i> – Discourse VI	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: <i>The Idea of a University</i> – Discourse VII	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Newman’s Intellectual Vision – Analysis and Response	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO3

			Essay Writing/Viva Attendance	
14	Lecture 22: Introduction to John Stuart Mill	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 23: <i>On Liberty</i> – Chapter 2	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
15	Lecture 24: <i>On Liberty</i> – Chapter 3	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 25: Themes of Individuality and Freedom in Mill	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
16	Lecture 26: Comparative Views: Newman and Mill	Comparative Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 27: The Essay and the Public Intellectual Tradition; Contemporary Resonances of Classical Prose	Cultural Discussion, Synthesis Reflection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Francis Bacon	“Of Marriage and Single Life” “Of Plantations” “Of Truth” “Of Studies”
Charles Lamb	“The South-Sea House” “Dream-Children: A Reverie” “A Bachelor’s complaint of the Behaviour of Married People” “Christ’s Hospital Five and Twenty Years Ago”
John Henry Newman	<i>The Idea of a University</i> (Discourses V, VI & VII)
John Stuart Mill	<i>On Liberty</i> (Chapters 2 & 3)

Core Readings

Edwin A. Burt (Ed.)	<i>The English Philosophers from Bacon to Mill</i> (Modern Library, 1994)
John Stuart Mill	<i>On Liberty</i> (The Floating Press, 2009)

Recommended Readings

Alan Ryan	<i>The Philosophy of John Stuart Mill</i>
Brian Martin	<i>John Henry Newman: His Life and Work</i>
David Bromwich & George Kateb	<i>On Liberty: John Stuart Mill</i>
David Daiches	<i>A Critical History of English Literature: From the Beginnings to Milton, vol. 1</i>
David Daiches	<i>A Critical History of English Literature: The Restoration to the Present Day, vol. 2</i>
F.G. Selby	<i>Bacon’s Essays</i>
Fergal McGrath	<i>Newman’s University: Idea and Reality</i>
Frank M. Turner	<i>John Henry Newman: The Challenge to Evangelical Religion</i>
Geoffrey Scarre	<i>Logic and Reality in the Philosophy of John Stuart Mill</i>
George E. Wherry	<i>Cambridge and Charles Lamb</i>
Ian Ker & Terrence Merrigan	<i>The Cambridge Companion to John Henry Newman</i>
Ian Ker	<i>John Henry Newman: A Biography</i>
Isaiah Berlin	<i>Liberty: Incorporating Four Essays on Liberty</i>
Rina Arya	<i>Francis Bacon: Critical and Theoretical Perspectives</i>
Simon Hull	<i>Charles Lamb, Elia and the London Magazine: Metropolitan Muse</i>

02323504 - 19TH CENTURY POETRY

Course Description

This course examines the poetry of the Victorian period, a time of significant social, political, and intellectual transformation. Through close analysis of works by Alfred Tennyson, Robert Browning, and Matthew Arnold, students will explore themes such as industrialization, religious faith and doubt, and the rise of the Victorian city. Emphasis is placed on the poets’ responses to the spirit of the age, their connections to Romantic predecessors, and the relevance of their works to contemporary cultural and intellectual debates.

Course Objectives

The objectives of the course are to:

1. Understand the key socio-historical and intellectual currents of the 19th century and their influence on Victorian poetry.
2. Analyze the thematic and stylistic features of Victorian poetry, with attention to its engagement with contemporary issues.
3. Evaluate the relationships between Victorian poetry and Romanticism, and their significance in shaping modern poetic traditions.
4. Apply critical reading strategies to interpret and assess the relevance of Victorian poetry in the 21st century.
5. Create thoughtful critiques and essays connecting the themes of Victorian poetry to broader cultural and intellectual discussions.

Course Learning Outcomes

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

1. Identify the defining themes, styles, and socio-historical contexts of 19th-century Victorian poetry. [Cognitive: Understand]
2. Analyze the interactions between Victorian poetry and the intellectual and cultural shifts of the period, including industrialization and religious doubt. [Cognitive: Analyze]
3. Evaluate the influence of Romantic predecessors on Victorian poets and their role in shaping modern poetic forms. [Cognitive: Evaluate]
4. Apply critical thinking and close reading techniques to uncover complex meanings and stylistic nuances in Victorian poems. [Cognitive: Apply]
5. Create well-structured critical essays that connect Victorian poetry to contemporary cultural and intellectual issues. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓	✓	✓				
CLO 3	✓	✓			✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓	✓		✓	✓			✓	
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓		7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Course and Overview of 19 th Century Poetry	Lecture, Historical Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Victorian vs. Romantic Literature – Key Differences	Comparative Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Features and Forms of Victorian Poetry	Genre Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: Introduction to Alfred Tennyson – Biography and Themes	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
3	Lecture 5: “The Lotos-Eaters” – Exploration and Indolence	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: “Tithonus” – Immortality and Regret	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
4	Lecture 7: “Ulysses” – Heroism and the Journey Motif	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Comparative Themes in Tennyson’s Poems	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: Poetic Techniques and Language in Tennyson	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
6	Lecture 11: Victorian Concepts of Identity and Time	Theme Mapping	Short Notes/Short Answer Question/MCQ/Critical	CLO3

			Essay Writing/Viva Attendance	
	Lecture 12: The Poet Laureate and the Victorian Imagination (Part 1)	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: The Poet Laureate and the Victorian Imagination (Part 2)	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO 4, CLO 5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to Robert Browning – Biography and Style	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 17: “A Grammarian’s Funeral” – Learning and Legacy	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: “Fra Lippo Lippi” – Art, Realism, and Morality	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: Comparative Themes and Browning’s Dramatic Monologue	Lecture and Discussion, Dramatic Structure Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Introduction to Matthew Arnold – Biography and Influence	Lecture and Background Context	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
14	Lecture 22: “The Scholar Gipsy” – Tradition and Modernity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
	Lecture 23: “Dover Beach” – Faith, Doubt, and Loss	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: Arnold’s Poetic Philosophy	Conceptual Exploration	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 25: Thematic and Stylistic Comparison: Tennyson, Browning, Arnold	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: Victorian Poets and the Spirit of the Age	Sociocultural Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 27: Modern Echoes of Victorian Poetic Themes	Lecture and Discussion, Intertextual Reading	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Alfred Tennyson	“The Lotos-Eaters” “Ulysses” “Locksley Hall” “Tithonus” <i>In Memoriam</i> (Selection)
Robert Browning	“A Grammarian’s Funeral” “Fra Lippo Lippi” “Andrea del Sarto”

Mathew Arnold
“Porphyria’s Lover”
“The Scholar Gipsy”
“Dover Beach”
“Thyrsis”

Recommended Readings

J. H. Buckley	<i>The Victorian Temper: A Study in Literary Culture</i>
F. L. Lucas	<i>The Victorian Poets</i>
Wright	<i>A Victorian Literature: Modern Essays in Criticism</i>
H. Burton	<i>Tennyson (A Selection with Commentary)</i>
H. Bloom	<i>Alfred, Lord Tennyson</i>
R. Ebbatson	<i>Tennyson</i>
J. Killham (ed)	<i>Critical Essays on the Poetry of Tennyson</i>
E. Berdoe	<i>The Browning Cyclopaedia</i>
J. Bristow	<i>Robert Browning</i>
Bloom, H & Munich	<i>A Robert Browning: A Collection of Critical Essays</i>
P. Honan	<i>Browning’s Characters</i>
W. D. Anderson	<i>Matthew Arnold and the Classical Tradition</i>
K. Allott	<i>Matthew Arnold</i>
W. S. Johnson	<i>The Voices of Matthew Arnold</i>
J. E. M. Latham	<i>Critics on Matthew Arnold</i>

02323505 - 19TH CENTURY NOVEL

Course Description

This course explores the 19th-century British novel at its height, focusing on its diverse genres, including the novel of manners, gothic romance, historical romance, satire, and tragedy. Students will engage in close readings of works by Austen, the Brontës, Dickens, Hardy, and Eliot, examining their intricate plots and the cultural, social, and intellectual forces shaping them. The course emphasizes developing analytical and argumentative skills to understand the novels’ historical context and their contemporary significance.

Course Objectives

The objectives of the course are to:

1. Understand the socio-historical and intellectual contexts influencing 19th-century British novels.
2. Analyze the thematic and stylistic features of novels from different genres and their connections to the cultural and social dynamics of the period.
3. Evaluate the relationships between the novels’ themes and the broader intellectual and cultural movements of the 19th century.
4. Apply critical reading and analytical techniques to interpret complex literary texts.
5. Create well-reasoned arguments and comparative analyses linking 19th-century novels to contemporary social and cultural issues.

Course Learning Outcomes

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

1. Identify the defining themes, genres, and socio-historical contexts of 19th-century British novels. [Cognitive: Understand]
2. Analyze the interactions between plot structures, character development, and cultural influences in 19th-century novels. [Cognitive: Analyze]
3. Evaluate the thematic relevance and intellectual impact of 19th-century novels in relation to their historical and social contexts. [Cognitive: Evaluate]
4. Apply critical and close reading strategies to uncover the layered meanings and stylistic nuances in Victorian novels. [Cognitive: Apply]
5. Create comparative essays or discussions connecting 19th-century novelistic themes to contemporary global cultural and intellectual issues. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓	✓	✓				
CLO 3	✓	✓			✓	✓	✓		✓			✓	
CLO 4	✓	✓			✓	✓		✓	✓			✓	
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to 19 th -Century Novel and Narrative Forms	Lecture, Genre Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Historical and Social Contexts of the 19 th Century	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1

2	Lecture 3: Introduction to Charles Dickens – Life and Style	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: <i>A Tale of Two Cities</i> – Historical Context and Themes	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: <i>A Tale of Two Cities</i> – Plot and Character Analysis	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: <i>A Tale of Two Cities</i> – Stylistic Features and Symbolism	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
4	Lecture 7: Introduction to Thomas Hardy – Biography and Literary Themes	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: <i>Tess of the D'Urbervilles</i> – Rural England and Gender Politics	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: <i>Tess of the D'Urbervilles</i> – Tragedy, Determinism, and Social Critique	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
6	Lecture 11: <i>Tess of the D'Urbervilles</i> – Close Reading of Key Episodes	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 12: Comparative Study – Dickens and Hardy	Comparative Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: Socio-political Themes in Pre-Mid Novels	Thematic Review	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3

	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to George Eliot – Biography and Literary Vision	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 17: <i>Silas Marner</i> – Faith, Community, and Industrialization	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: <i>Silas Marner</i> – Narrative Technique and Moral Transformation	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: <i>Silas Marner</i> – Symbolism and Closure	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Introduction to Jane Austen – Biography and Genre	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
14	Lecture 22: <i>Pride and Prejudice</i> – Class, Marriage, and Satire	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 23: <i>Pride and Prejudice</i> – Characterization and Plot Progression	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
15	Lecture 24: <i>Pride and Prejudice</i> – Style and Social Commentary	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3

	Lecture 25: Austen and Eliot – Comparative Themes and Structures	Comparative Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: Gender and Society Across the Victorian Novel	Comparative Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 27: Modern Reflections of 19 th -Century Novelistic Concerns, Evaluating the 19 th -Century Novel's Legacy	Cross-genre Synthesis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Charles Dickens	<i>A Tale of Two Cities</i>
Thomas Hardy	<i>Tess of the D'Urbervilles</i>
George Eliot	<i>Silas Marner</i>
Charlotte Bronte	<i>Jane Eyre</i>
Emily Bronte	<i>Wuthering Heights</i>
Jane Austen	<i>Pride and Prejudice</i>

Recommended Readings

A. E. Dyson	<i>Charles Dickens: Modern Judgments</i>
Allott Mirriam	<i>Jane Eyre and Vilette, a selection of critical essays</i>
Amanda Anderson	<i>Tainted Souls and Painted Faces: The Rhetoric of Fallenness in Victorian Culture</i>
Amanullah Ahmed	<i>Dickens and Other Essays</i>
Barbara Hardy	<i>The Moral Art of Dickens</i>
Barbara Prentis	<i>The Bronte Sisters and George Eliot: A Unity of Difference</i>
David Cecil	<i>Hardy the Novelist</i>
David Cecil	<i>Victorian Novelists: Essays in Revaluation</i>
Douglas Brown	<i>Thomas Hardy</i>
George Gissing	<i>Critical Studies of the Works of Charles Dickens</i>
Graham Handley	<i>State of the Art: George Eliot</i>

J. Hillis Miller
 Mary Lyndon Shanley
 Phillip Collins

Charles Dickens: The World of His Novels
Feminism, Marriage, and the Law in Victorian England
Dickens and Crime

03213506 - MEDIA STUDIES

Course Description

This course provides a comprehensive introduction to media and communication, blending theoretical insights with practical applications. The theoretical section explores fundamental communication theories, media politics, ethics, and the role of English in media, particularly in Bangladesh. The practical section equips students with skills in news writing, editing, translating, and digital media content creation. Emphasis is placed on fostering critical media literacy, enhancing professional communication, and developing transferable skills for diverse media platforms. This course prepares students for the dynamic world of media communication by combining analytical and hands-on approaches.

Course Objectives

The objectives of the course are to:

1. Analyze fundamental communication theories and their application in media contexts.
2. Evaluate the role of media politics and ethics in shaping communication practices.
3. Develop practical skills in writing, editing, and presenting media content for various platforms.
4. Apply critical thinking and media literacy techniques to assess and interpret media messages.
5. Demonstrate proficiency in professional media communication, including oral and written presentations.

Course Learning Outcomes

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

1. Identify the key concepts and barriers in communication and the functions of mass media. [Cognitive: Remember]
2. Analyze the impact of media politics and ethics on media practices in local and global contexts. [Cognitive: Analyze]
3. Create compelling media content, including news stories, headlines, press releases, and digital media posts. [Cognitive: Create]
4. Evaluate the credibility and effectiveness of media messages using critical analysis techniques. [Cognitive: Evaluate]
5. Demonstrate advanced skills in professional media communication, such as interviewing, presenting, and proofreading. [Psychomotor: Demonstrate]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓	✓	✓				
CLO 3	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CLO 4	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO2	✓			✓	✓			7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO3	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO4	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO5		✓		✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation

BTD: Bloom’s Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Communication Theory and Models	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 2: Types and Barriers of Communication	Case-Based Learning	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
2	Lecture 3: Evolution of Mass Communication and Language in Media	Lecture and Multimedia Use	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 4: Register, Style, and Linguistic Features of Media English	Language Feature Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO5
3	Lecture 5: Types of Mass Media – Traditional, New, and Convergent	Comparative Media Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1

	Lecture 6: Media Literacy – Critical Consumption and Fact-checking	Media Literacy Training	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
4	Lecture 7: Media Politics – Ownership, Control, and English Media in Bangladesh	Lecture and Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2
5	Lecture 9: Media Ethics – Professional Standards, Consent, and Cultural Sensitivity	Ethical Dilemma Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 10: Introduction to News Writing – Values, Leads, and Headlines	Newsroom Simulation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
6	Lecture 11: Writing News Stories and Captions	Writing Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
	Lecture 12: Editorial Content – Opinions, Letters, Press Releases	Editorial Review	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
7	Lecture 13: Script Writing for Broadcast Media (TV/Radio)	Broadcast Simulation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4
9-10	Mid-term Examination	-	Short Notes/Short Answer	CLO1, CLO2, CLO3, CLO4

			Question/MCQ/Critical Essay Writing	
11	Lecture 16: Interview Techniques and News Casting	Roleplay and Interviews	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO5
	Lecture 17: Subtitling, Translation, and Presentation Skills	Audio-Visual Practice	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO5
12	Lecture 18: Digital Media Content – Social Media and Blogging	Social Media Simulation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
	Lecture 19: Web Content and SEO Fundamentals	SEO and Content Lab	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2
	Lecture 21: Professional Practices – Conferences, Media Interviews	Media Practice	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4, CLO5
14	Lecture 22: Surveys and Research in Media Writing	Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
	Lecture 23: Proofreading and Editing Media Content	Editing Session	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO5
15	Lecture 24: Portfolio Development – Branding and Career Planning	Portfolio Mentorship	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4

	Lecture 25: Networking and Opportunities in Media	Career Talk	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO5
16	Lecture 26: Hands-on Workshop – Multi-platform Adaptation	Platform Adaptation Exercise	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
	Lecture 27: Student Presentations – Media Projects (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
17	Lecture 28: Student Presentations – Media Projects (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Student Presentations – Media Projects (Day 3)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content:

SECTION A: THEORY

Part 1: Fundamentals of Communication

Introduction to Communication Theory

- Basic models of communication
- Types of communication
- Barriers to communication
- Evolution of mass communication

Language and Communication

- Functions of language in media
- Register and style in media English
- Linguistic features of media texts
- Cultural aspects of media language

Part 2: Media Communication

Understanding Mass Media

- Types of mass media
- Traditional vs. new media
- Media convergence

- Digital media platforms

Media Literacy

- Critical media consumption
- Media analysis techniques
- Fact-checking and verification
- Media credibility assessment

Part 3: Media Politics and Ethics

Media Politics

Ownership and control

- Media bias and propaganda
- Political economy of media
- English media in Bangladesh
- Global vs. local media perspectives

Media Ethics

- Professional standards
- Privacy and consent
- Copyright and attribution
- Social responsibility
- Cultural sensitivity

SECTION B: PRACTICE

Part 4: Print Media Writing

News Writing

- News values and selection
- Structure of news stories
- Headlines and captions
- Lead writing
- Feature writing

Editorial Content

- Opinion pieces
- Editorials
- Letters to the editor
- Press releases
- News briefs

Part 5: Broadcast and Digital Media

Broadcast Writing

- Script writing for TV/radio
- News casting techniques
- Interview techniques
- Subtitling and translation
- Voice modulation and presentation

Digital Media Content

- Social media writing
- Blog posts
- Web content
- Multi-platform content adaptation
- SEO basics

Part 6: Advanced Media Skills

Professional Practice

- Press conferences
- Media interviews
- Survey preparation and reporting

- Research for media writing
- Content editing and proofreading

Portfolio Development

- Building a professional portfolio
- Personal branding
- Networking in media
- Career opportunities

Recommended Readings

Emory Griffin *A First Look at Communication Theory*

Joseph Klapper *The Effects of Mass Communication*

Nancy Bonvillian *Language, Culture and Communication*

Norman Jacobs *Mass Media in Modern Society*

Paul Cobley *The Communication Theory Reader*

Simon During *The Cultural Studies Reader*

Werner Severin *Communication Theories: Origins, Methods, and Uses in the Mass Media*

(In addition to this list, the course teacher(s) will select materials like newspapers, electronic data/images, reports, editing/subtitling tools and other necessary documents for practice classes)

SIXTH SEMESTER

02323601 - 20TH CENTURY NOVEL

Course Description

This course examines significant works by influential English novelists of the 20th century, exploring their literary, social, and historical contexts. Students will analyze key themes such as British imperialism, human alienation, and the conflict between civilization and savagery while studying literary techniques such as stream of consciousness, symbolism, and realism. The course emphasizes the relationship between literature and societal change, fostering critical awareness of modern British life and global cultural issues.

Course Objectives

The objectives of the course are to:

1. Analyze major traits and literary techniques of 20th-century English novels, including stream of consciousness, symbolism, and realism.
2. Examine the socio-historical and political contexts of 20th-century British society as reflected in modern English literature.
3. Compare and contrast the themes and perspectives of 20th-century novels with contemporary literature.
4. Critique literary texts to identify their exploration of individual psychology, colonialism, and cultural transitions.
5. Apply insights gained from 20th-century novels to understand contemporary global cultural issues.

Course Learning Outcomes

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

1. Identify the distinctive features and techniques of 20th-century English novels. [Cognitive: Remember]
2. Interpret literary works in relation to their socio-historical and cultural contexts. [Cognitive: Understand]
3. Analyze complex themes such as alienation, colonialism, and societal conflict in selected novels. [Cognitive: Analyze]
4. Evaluate the influence of 20th-century literature on contemporary thought and cultural issues. [Cognitive: Evaluate]
5. Create critical essays and arguments that synthesize textual analysis with historical and cultural insights. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓										✓	
CLO 2	✓	✓			✓	✓	✓					✓	
CLO 3	✓	✓			✓	✓	✓	✓	✓			✓	
CLO 4	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓			✓	3	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓		✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	8	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	11	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to the 20 th -Century Novel and Modernism	Lecture, Genre Orientation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Historical and Cultural Contexts of the Early 20 th Century	Historical Background Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
2	Lecture 3: Introduction to D. H. Lawrence and <i>Sons and Lovers</i>	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
	Lecture 4: <i>Sons and Lovers</i> – Family Dynamics and Psychological Depth	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
3	Lecture 5: <i>Sons and Lovers</i> – Symbolism and Industrial Society	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 6: <i>Sons and Lovers</i> – Sexuality and Alienation	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
4	Lecture 7: Introduction to James Joyce and Modernist Techniques	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: <i>A Portrait of the Artist</i> – Bildungsroman and Religion	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: <i>A Portrait of the Artist</i> – Aesthetic Theory and Artistic Rebellion	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Stream of Consciousness and Interior Monologue	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Comparing Joyce and Lawrence – Themes and Techniques	Comparative Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: The 20 th -Century Novel – Emerging Ideas and Forms	Conceptual Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO 5

8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to Joseph Conrad and Imperial Contexts	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 17: <i>Heart of Darkness</i> – Colonialism and Civilization	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: <i>Heart of Darkness</i> – Narrative Frame and Symbolism	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: <i>Heart of Darkness</i> – Race, Gender, and Power	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Introduction to Virginia Woolf and the Bloomsbury Group	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
14	Lecture 22: <i>To the Lighthouse</i> – Time, Memory, and Consciousness	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 23: <i>To the Lighthouse</i> – Gender, Space, and Subjectivity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: <i>To the Lighthouse</i> – Style, Structure, and Themes	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 25: Woolf and Conrad – Dialogues of Form and Theme	Comparative Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO4

			Essay Writing/Viva Attendance	
16	Lecture 26: The Modern Novel and Its Global Legacy	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 27: Literature, Psychology, and Social Reform; Contemporary Relevance of the 20th-Century Novel	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

D H Lawrence

James Joyce & John Paul Riquelme

Joseph Conrad & Paul B Armstrong

Virginia Woolf

Sons and Lovers (Wordsworth Classics)

A Portrait of the Artist as a Young Man (Norton Critical Editions)

Heart of Darkness (Norton Critical Editions)

To the Lighthouse (Wordsworth Classics)

Recommended Readings

Andrea White

Andrew Michael Roberts

Andrew Milner

Arnold Goldman

C M Bowra

David Daiches

George Orwell & Thomas Pynchon

Ian Watt

Irving Howe

Irving Howe

Jeffrey Meyers

Joan Bennett

Keith M Sagar

Mark Robert Hillegas

Nathan Waddell

Patricia Clements & Isobel Grundy

Joseph Conrad and the Adventure Tradition

Conrad and Gender

Locating Science Fiction

Joyce Paradox

The Heritage of Symbolism

Virginia Woolf

Nineteen Eighty-Four: The Annotated Edition

Conrad in the Nineteenth Century

1984 Revisited: Totalitarianism in Our Century

Orwell's Nineteen Eighty-Four: Text, Sources, Criticism

Orwell: Wintry Conscience of a Generation

Virginia Woolf: Her Art as a Novelist

The Art of D.H. Lawrence

The Future as Nightmare: H. G. Wells and the Anti-Utopians

The Cambridge Companion to Nineteen Eighty-Four

Virginia Woolf: New Critical Essays

Paul A. Chilton & Crispin Aubrey

Percy Lubbock

Robert Kimbrough (Ed.)

Stephen Ross

T. S. Eliot

William Tindall

Nineteen Eighty Four in 1984: Autonomy, Control and Communication

The Craft of Fiction

Heart of Darkness

Conrad and Empire

Introducing James Joyce

A Reader's Guide to James Joyce

02323602 - 20TH CENTURY POETRY

Course Description

This course explores key poetic movements and figures of the 20th century, focusing on the major themes, stylistic innovations, and cultural influences that shaped modern poetry. Through a close reading of selected poems by W.B. Yeats, T.S. Eliot, W.H. Auden, and Dylan Thomas, students will critically engage with modernism's response to the psychological and cultural aftermath of two world wars. The course examines the interplay of poetic form, rhythm, and meaning in reflecting the fragmented yet dynamic realities of modern life. Additionally, students will explore how these poets negotiate tradition and innovation, addressing individual and collective consciousness in an era of rapid transformation. By studying these literary works, students will develop analytical skills and a deeper understanding of poetry's role in shaping intellectual and cultural discourse.

Course Objectives

The objectives of the course are to

1. Identify major poetic movements, themes, and stylistic innovations in 20th-century poetry.
2. Analyze the socio-historical and cultural influences shaping modernist and postmodernist poetry.
3. Interpret complex poetic structures, themes, and forms, emphasizing modernist experimentation.
4. Evaluate the impact of war, modernity, and existential concerns on the works of Yeats, Eliot, Auden, and Thomas.
5. Construct original literary critiques and comparative analyses of different poetic styles and thematic concerns.

Course Learning Outcomes

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

1. Explain the literary, intellectual, and cultural shifts that shaped 20th-century poetry. [Cognitive: Understand]
2. Analyze the relationship between poetic form, content, and historical context in modern poetry. [Cognitive: Analyze]
3. Critically evaluate key themes, styles, and poetic devices used by Yeats, Eliot, Auden, and Thomas. [Cognitive: Evaluate]
4. Interpret the psychological and existential dimensions of modern poetry through close reading techniques. [Cognitive: Understand]
5. Develop informed literary critiques that compare different poetic voices and aesthetic movements. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓										✓	
CLO 2	✓	✓			✓	✓	✓					✓	
CLO 3	✓	✓			✓	✓	✓	✓	✓			✓	
CLO 4	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓			✓	3	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓		✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	8	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	11	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to 20 th -Century Poetry and Modernism	Lecture, Movement Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Literary and Cultural Contexts Post-WWI	Historical Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Introduction to W. B. Yeats – Life, Vision, and Poetic Style	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 4: “The Second Coming” – Symbolism and Apocalyptic Vision	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: “Sailing to Byzantium” – Immortality and Art	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
	Lecture 6: “Easter, 1916” – Political Vision and Poetic Form	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
4	Lecture 7: “Leda and the Swan” – Myth, Violence, and History	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Introduction to T. S. Eliot – Biography and Early Works	Author Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: “The Love Song of J. Alfred Prufrock” – Alienation and Urban Space	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: “The Hollow Men” – Fragmentation and Despair	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Yeats and Eliot – A Comparative Study	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
7	Lecture 13: Poetic Forms, Movements, and Modern Consciousness	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

11	Lecture 16: Introduction to Dylan Thomas – Voice and Imagery	Biographical Introduction	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 17: “Do not go gentle into that good night” – Form and Emotion	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: “Fern Hill” – Nostalgia and the Loss of Innocence	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: Introduction to W. H. Auden – Biography and Poetic Vision	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: “The Shield of Achilles” – Politics and Classical Allusion	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
14	Lecture 22: “As I Walked Out One Evening” – Rhythm, Love, and Irony	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 23: Eliot, Auden, and Thomas – Dialogues on Form and Meaning	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: Modernist Poetry – Synthesis and Analysis	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: Voice, Structure, and Cultural Anxiety	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: Modern Poetry and the Psychological Self	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5

	Lecture 27: Critical Reflections and Literary Influence; 20 th -Century Poetic Movements and Their Legacy	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

The following literary texts will be used in class:

Dylan Thomas

“Do not go gentle into that good night”
 “The force that through the green fuse drives the flower”
 “The Hunchback in the Park”
 “Fern Hill”

T. S. Eliot

“Poem in October”
 “Portrait of a Lady”
 “The Hollow Men”
 “The Love Song of J. Alfred Prufrock”

W. B. Yeats

“A Dialogue of Self and Soul”
 “A Prayer for My Daughter”
 “Among School Children”
 “Byzantium”
 “Easter 1916”
 “Lapis Lazuli”
 “Leda and the Swan”
 “No Second Troy”
 “Sailing to Byzantium”
 “September 1913”

W. H. Auden

“The Second Coming”
 “The Wild Swans at Coole”
 “As I Walked Out One Evening”
 “The Quest”
The Sea and the Mirror
 “The Shield of Achilles”

Core Readings

Margaret Ferguson, et al.

The Norton Anthology of Poetry

Poetry Foundation
T. S. Eliot
W. B. Yeats
W. H. Auden

<https://www.poetryfoundation.org/>
The Complete Poems & Plays (Faber and Faber)
The Collected Poems of W. B. Yeats (Wordsworth Poetry Library)
Collected Shorter Poems 1927 – 1957 (Faber and Faber)

Recommended Readings

A. G. Stock	<i>W. B. Yeats: His Poetry and Thought</i>
B. C. Southam	<i>A Guide to the Selected Poems of T. S. Eliot</i>
Dominic Manganiello	<i>T. S. Eliot and Dante</i>
Harold Bloom	<i>Genius: A Mosaic of One Hundred Exemplary Creative Minds</i>
Harold Bloom, (Ed.)	<i>T. S. Eliot's The Waste Land</i>
Hugh Kenner	<i>Twentieth Century Views: T. S. Eliot</i>
John Unterecker	<i>Yeats: A Collection of Critical Essays</i>
Linda Cookson, (Ed.)	<i>Critical Essays on The Waste Land</i>
Marjorie Howes (Ed.)	<i>The Cambridge Companion to W. B. Yeats</i>
Michael O'Neill (Ed.)	<i>The Poems of W. B. Yeats: A Sourcebook</i>
Nicholas Drake	<i>The Poetry of W. B. Yeats</i>
Peter Ackroyd	<i>T. S. Eliot</i>
Stan Smith	<i>W. B. Yeats: A Critical Introduction</i>
Stephen Cooze (Ed.)	<i>T. S. Eliot: The Waste Land</i>
Steve Ellis	<i>Dante and English Poetry: Shelley to Eliot</i>
T. S. Eliot	<i>Tradition and the Individual Talent</i>
Tony Davies (Ed.)	<i>The Waste Land</i>

02323603 - 20TH CENTURY BRITISH DRAMA

Course Description

This course explores the major themes, styles, and trends in 20th-century British drama, focusing on the intersection of form, content, and societal change. Students will examine the evolution of British theatre, the influence of Absurd Theatre, and the contributions of key dramatists. Using critical and theoretical frameworks, the course investigates the ways these plays engage with cultural, social, and philosophical shifts. Students will also explore contemporary theatre practices and develop an understanding of the thematic and technical innovations in British drama during this period.

Course Objective

The objectives of this course are to:

1. Analyze the forms, themes, and stylistic developments in 20th-century British drama.
2. Evaluate the socio-cultural and philosophical influences on the selected plays.
3. Develop skills in critical reading, interpretation, and discussion of dramatic texts.
4. Synthesize ideas from the plays to connect with broader cultural and global issues.

Course Learning Outcomes

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

1. Identify the key thematic and stylistic features of 20th-century British drama. [Cognitive: Remember]
2. Analyze the socio-historical and philosophical underpinnings of the selected plays. [Cognitive: Analyze]
3. Evaluate the cultural significance and contemporary relevance of British dramas from the 20th century. [Cognitive: Evaluate]
4. Interpret dramatic texts critically using appropriate theoretical frameworks. [Cognitive: Understand]
5. Create well-informed critical essays and discussions that connect drama with global cultural issues. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓							✓	
CLO 2	✓	✓			✓	✓	✓					✓	
CLO 3	✓	✓	✓		✓	✓	✓	✓	✓			✓	
CLO 4	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓		✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to 20 th -Century British Drama	Lecture, Period Orientation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Historical and Cultural Background of Modern British Theatre	Contextual Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Introduction to G. B. Shaw – Style and Intellectual Legacy	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1

	Lecture 4: <i>Man and Superman</i> – Social Satire and Philosophy	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: <i>Man and Superman</i> – Characterization and Themes	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: Dramatic Form and Shaw's Comedy of Ideas	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
4	Lecture 7: Introduction to Harold Pinter – Pinteresque Dialogue	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: <i>The Dumb Waiter</i> – Absurdism and Tension	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: Power, Silence, and Existential Angst in Pinter	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Comparative Study – Shaw and Pinter	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Staging and Performance in Early 20 th -Century Drama	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
7	Lecture 13: Review of Themes and Trends	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5

8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to John Osborne – Angry Young Men Movement	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 17: <i>Look Back in Anger</i> – Conflict and Realism	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: Class and Gender in <i>Look Back in Anger</i>	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: Stagecraft and Emotional Architecture in Osborne	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Introduction to Samuel Beckett – Existential and Absurdist Theatre	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
14	Lecture 22: <i>Waiting for Godot</i> – Plotlessness and Repetition	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 23: <i>Waiting for Godot</i> – Thematic Symbolism and Minimalism	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: Human Condition and Language in Beckett	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 25: Comparative Readings: Pinter, Osborne, Beckett	Comparative Analysis	Short Notes/Short Answer Question/MCQ/Critical	CLO4

			Essay Writing/Viva Attendance	
16	Lecture 26: Theatrical Innovations in Late 20 th -Century Drama	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 27: Legacy of 20 th -Century British Drama in Global Context; Theatre and Cultural Politics	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

G. B. Shaw	<i>Man and Superman</i>
Harold Pinter	<i>The Dumb Waiter</i>
John Osborne	<i>Look Back in Anger</i>
Samuel Beckett	<i>Waiting for Godot</i>

Recommended Readings

Amitava Roy & Arnab Ray	<i>Look Back in Anger: A Collection of Critical Essays</i>
Arthur F. Ganz	<i>Pinter: A Collection of Critical Essays</i>
Austin E. Quigley	<i>Pinter Problem</i>
Eric Bentley	<i>Bernard Shaw: A Reconsideration</i>
Eric Bentley	<i>The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama</i>
Harold Bloom	<i>Samuel Beckett's Waiting for Godot</i>
Hugh Kenner	<i>A Reader's Guide to Samuel Beckett</i>
Hugh Kenner	<i>Samuel Beckett: A Critical Study</i>
John Heilpern	<i>John Osborne: A Patriot for Us</i>
John Heilpern	<i>John Osborne: The Many Lives of the Angry Young Man</i>
Lawrence Graver	<i>Beckett: Waiting for Godot</i>
Lois G. Gordon	<i>Stratagems to Uncover Nakedness: The Dramas of Harold Pinter</i>
Louis Crompton	<i>Shaw the Dramatist</i>
Marjorie Boulton	<i>The Anatomy of Drama</i>
R J Kaufmann	<i>G. B. Shaw: A Collection of Critical Essays</i>

02323604 - AMERICAN POETRY

Course Description

This course explores the development of 19th and 20th-century American poetry, emphasizing its distinct literary, cultural, and political contexts. Students will examine Romantic and Transcendentalist poets, along with modern American poets, to understand the evolution of American literary identity. Through critical analysis of selected texts, students will explore themes of individuality, political identity, and artistic expression, fostering an appreciation for the intersection of literature and societal dynamics.

Course Objectives

The objectives of the course are to:

1. Analyze the evolution of 19th and 20th-century American poetry, focusing on its distinctive features and historical development.
2. Evaluate the impact of socio-political contexts on the themes and styles of American poets.
3. Examine the philosophical and artistic movements, such as Romanticism and Transcendentalism, that shaped American poetry.
4. Develop critical thinking skills to interpret and critique literary texts, emphasizing their cultural and historical relevance.

Course Learning Outcomes

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

1. Identify the distinctive features and themes of 19th and 20th-century American poetry. [Cognitive: Remember]
2. Interpret poems within their socio-historical and cultural contexts. [Cognitive: Understand]
3. Analyze complex literary themes such as individuality, nature, and political identity in selected poems. [Cognitive: Analyze]
4. Evaluate the influence of Romantic and Transcendentalist philosophies on American literary traditions. [Cognitive: Evaluate]
5. Create critical essays and presentations that integrate literary analysis with broader cultural insights. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓										✓	
CLO 2	✓	✓			✓	✓	✓					✓	
CLO 3	✓	✓			✓	✓	✓	✓	✓			✓	
CLO 4	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓			✓	3	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓		✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	8	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	11	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)									

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to American Poetry – Historical and Cultural Framework	Lecture, Timeline Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Key Themes and Movements in American Poetry	Movement and Genre Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Introduction to Walt Whitman – Life and Literary Philosophy	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 4: <i>Song of Myself</i> – Individualism and Democratic Vision	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: Whitman's Poetic Techniques and Free Verse	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: Introduction to Emily Dickinson – Life and Style	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
4	Lecture 7: "Because I Could Not Stop for Death" – Mortality and Eternity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO3

			Essay Writing/Viva Attendance	
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: "I Taste a Liquor Never Brewed" – Nature and Spirituality	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 10: "The Narrow Fellow in the Grass" – Ambiguity and Perception	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Themes and Structures in Dickinson's Poetry	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 12: Comparative Study – Whitman and Dickinson	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
7	Lecture 13: Romanticism and Transcendentalism in American Poetry	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to Robert Frost – Life, Themes, and Forms	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 17: "Mending Wall" – Boundaries and Human Relations	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: "The Road Not Taken" – Choices and Consequences	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
	Lecture 19: “Birches” – Nature, Escape, and Imagination	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Introduction to Wallace Stevens – Aesthetic Philosophy	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
14	Lecture 22: “The Idea of Order at Key West” – Art and Perception	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 23: “Anecdote of the Jar” – Modernism and Order	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: Imagery and Innovation in Modern American Poetry	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: Comparative Themes – Frost vs. Stevens	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: American Poetic Identity and Global Influence	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Language, Thought, and Contemporary Echoes; Cultural Legacy of American Poetry	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

The following literary texts will be used in class:

Emily Dickinson

“A Route of Evanescence”
 “Apparently with No Surprise”
 “As Imperceptibly as Grief”
 “Because I Could not Stop for Death”
 “Behind Me Dips Eternity”
 “Further in Summer than the Birds”
 “I Taste a Liquor Never Brewed”
 “The Narrow Fellow in the Grass”
 “There’s a Certain Slant of Light”
 “These are the Days When Birds Come Back”

Robert Frost

“After Apple Picking”
 “Birches”
 “Design”
 “Mending Wall”
 “Mowing”
 “The Death of the Hired Man”
 “The Road Not Taken”
 “The Wood-Pile”
 “Tree at My Window”
 “West-Running Brook”
 “Anecdote of the Jar”
 “Peter Quince at the Clavier”
 “Sunday Morning”
 “The Idea of Order at Key West”
Song of Myself (Selection)
 “When Lilacs Last in the Dooryard Bloom’d”

Wallace Stevens

Walt Whitman

Core Reading

Robert S. Levine, et al.

The Norton Anthology of American Literature, Volume A & B

Recommended Readings

D. H. Lawrence

Studies in Classic American Literature

David S. Reynolds

Walt Whitman’s America: A Cultural Biography

Deirdre J. Fagan

Critical Companion to Robert Frost: A Literary Reference to His Life and Work

Fred D. White

Approaching Emily Dickinson: Critical Currents and Crosscurrents since 1960

Geoffrey Dutton

Walt Whitman (Writers & Critics)

J. Hillis Miller

Poets of Reality

Jay B. Hubbell

Who are the Major American Writers?

John N. Serio (Ed.)

The Cambridge Companion to Wallace Stevens

M. Jimmie Killingsworth (Ed.)

The Cambridge Introduction to Walt Whitman

Malcolm Cowley (Ed.)
 Radcliffe Squires
 Robert Faggen (Ed.)
 Wendy Martin (Ed.)

Leaves of Grass
The Major Themes of Robert Frost
The Cambridge Companion to Robert Frost
The Cambridge Companion to Emily Dickinson

02323605 - AMERICAN NONFICTION

Course Description

This course provides an in-depth exploration of American nonfiction by influential writers and thinkers, examining its distinctive features and cultural significance in American literature. Students will engage with foundational texts that reveal the intricate relationship between artistic expression, societal identity, and political development that makes American nonfiction uniquely American. Through critical examination of essays, speeches, and theoretical works, students will develop a comprehensive understanding of major American essayists while exploring themes of individuality, resistance, and identity within their historical and cultural contexts.

Course Objectives

The objectives of the course are to:

1. Analyze the evolution of American nonfiction, focusing on its defining characteristics and historical significance.
2. Evaluate the impact of socio-political and cultural contexts on American nonfiction.
3. Interpret texts from diverse American thinkers to explore themes such as identity, resistance, and democracy.
4. Develop critical reading and writing skills to engage with complex ideas in American nonfiction.

Course Learning Outcomes

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

1. Identify the distinctive characteristics and historical significance of American nonfiction. [Cognitive: Remember]
2. Explain the socio-political and cultural themes reflected in American nonfiction texts. [Cognitive: Understand]
3. Analyze complex themes such as identity, resistance, and democracy in American nonfiction. [Cognitive: Analyze]
4. Critique the role of American nonfiction in shaping cultural and intellectual discourse. [Cognitive: Evaluate]
5. Compose essays and presentations that critically engage with texts and articulate informed perspectives. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓							✓	
CLO 2	✓	✓			✓	✓	✓					✓	
CLO 3	✓	✓	✓		✓	✓	✓	✓	✓			✓	

CLO 4	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓		✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom’s Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to American Nonfiction – Form, Genre, and Function	Lecture, Historical Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Key Themes and Movements in American Intellectual History	Theme Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Introduction to Emerson – Transcendentalism and Education	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 4: “The American Scholar” – National Identity and Individuality	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: Introduction to Thoreau – Civil Liberties and Moral Agency	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: “Civil Disobedience” – Resistance and Conscience	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO3

			Essay Writing/Viva Attendance	
4	Lecture 7: Introduction to Baldwin – Race, Identity, and the Personal Essay	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: “Notes of a Native Son” – Fatherhood, Race, and Anger	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 10: Baldwin’s Style and Narrative Voice	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Emerson, Thoreau, Baldwin – Comparative Philosophies	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 12: Mid-century American Nonfiction and Civil Rights Discourse	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
7	Lecture 13: Thematic Review and Integration	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to Noam Chomsky – Politics and Language	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 17: “The Responsibility of	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO2

	Intellectuals” – Media and Power		Essay Writing/Viva Attendance	
12	Lecture 18: Introduction to Susan Sontag – Aesthetics and Criticism	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: “Against Interpretation” – The Role of Criticism and Form	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Introduction to Edward Said – Theory and Identity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
14	Lecture 22: “The Politics of Knowledge” – Postcolonial Critique	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 23: Comparing Chomsky, Sontag, and Said	Intertextual Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: Knowledge, Power, and Responsibility	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: Contemporary Implications of American Nonfiction	Rhetorical Strategies Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: Rhetorical Strategies and Argumentation	Argumentative Writing Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: The Public Intellectual and Cultural Identity; Themes and Reflections	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Henry David Thoreau
Ralph Waldo Emerson

“Civil Disobedience”

“Politics”

“Self-Reliance”

“The American Scholar”

“Aesthetics of Silence”

“Against Interpretation”

“The Future of Criticism”

“The Politics of Knowledge”

“Nationalism, Human Rights, and Interpretation”

“Themes of Resistance Culture” (Chapter 3 of *Cultural and Imperialism*)

“Note on a Native Son”

“The Responsibility of Intellectuals”

“Toward a Feminist Poetics” (Part 1 of *The Madwoman in the Attic*)

Susan Sontag

“The Democratic Conception in Education” (*Democracy and Education*)

Edward W. Said

“Philosophy of Education” (Chapter 24)

“Posthumans and Democracy in Popular Culture”

James Baldwin

“The Poetics of Disobedience”

Noam Chomsky

“The Mind’s Own Place”

Sandra Gilbert and Susan Gubar

“The Poem as a Field of Action”

John Dewey

“The White Negro”

James J. Hughes

Alice Notley

George Oppen

William Carlos Williams

Norman Mailer

Core Reading

Robert S. Levine, et al.

The Norton Anthology of American Literature, Volume A & B

Recommended Readings

D. H. Lawrence

Studies in Classic American Literature

Jack Turner (Ed.)

A Political Companion to Henry David Thoreau

Jay B. Hubbell

Who are the Major American Writers?

Joel Myerson (Ed.)

The Cambridge Companion to Henry David Thoreau

Joel Porte & Sandra Morris (Ed.)

The Cambridge Companion to Ralph Waldo Emerson

Peter S. Field

Ralph Waldo Emerson: The Making of a Democratic Intellectual

Leland A. Poague, Kathy A. Parsons

Susan Sontag An Annotated Bibliography 1948–1992

Peter Burke

The Polymath: A Cultural History from Leonardo Da Vinci to Susan

Benjamin Moser

Sontag: Her Life and Work

Paul A. Bove

Edward W. Said

Robert T. Tally Jr.	<i>The Geocritical Legacies of Edward W. Said: Spatiality, Critical Humanism, and Comparative Literature</i>
Bill Ashcroft, Pal Ahluwalia	<i>Edward Said</i>
Dwight McBride	<i>James Baldwin Now</i>
Harold Bloom (Ed.)	<i>James Baldwin</i>
Loveralie King, Lynn Orilla Scott	<i>James Baldwin and Toni Morrison: Comparative Critical and Theoretical Essays</i>
Bill Schwarz, Cora Kaplan (Ed.)	<i>James Baldwin: America and Beyond</i>
Noam Chomsky	<i>The Essential Chomsky</i>
Robert F. Barsky	<i>Noam Chomsky: A Life of Dissent</i>
Alison Edgley	<i>The Social and Political Thought of Noam Chomsky</i>
Annette R. Federico	<i>Gilbert and Gubar's the Madwoman in the Attic After Thirty Years</i>
David T. Hansen	<i>John Dewey and Our Educational Prospect: A Critical Engagement With Dewey's Democracy and Education</i>
Cary Wolfe	<i>What Is Posthumanism?</i>

02323606 - AMERICAN NOVEL

Course Description

This course explores the evolution of the American novel from the mid-19th century to the early 21st century, providing students with insights into American life, society, and multicultural dynamics. Through close reading and analysis of four seminal works, students will trace the development of the novel as a genre in terms of form, content, themes, and stylistic innovations. The course emphasizes critical engagement with diverse perspectives, including the Afro-American literary tradition, and examines how literature reflects and critiques societal norms and values.

Course Objectives

The objectives of the course are to:

1. Examine the evolution of the American novel as a literary genre, focusing on its forms, themes, and stylistic innovations.
2. Analyze the social, cultural, and historical contexts represented in the selected novels.
3. Develop critical and ethical perspectives by engaging with themes of race, identity, and societal critique.
4. Critique fictional characters and narrative techniques to understand their impact on readers' perceptions of life and morality.

Course Learning Outcomes

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

1. Identify key themes, styles, and techniques characteristic of American novels across literary periods. [Cognitive: Remember]
2. Analyze the interplay between narrative structure, character development, and cultural context in the selected texts. [Cognitive: Analyze]
3. Evaluate the thematic and stylistic contributions of the selected novels to American literature. [Cognitive: Evaluate]
4. Synthesize insights from the novels to formulate critical responses to contemporary societal issues. [Cognitive: Create]
5. Apply advanced critical reading and analytical skills to explore the socio-political dimensions of the texts. [Cognitive: Apply]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	

Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓							✓	
CLO 2	✓	✓			✓	✓	✓					✓	
CLO 3	✓	✓	✓		✓	✓	✓	✓	✓			✓	
CLO 4	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓		✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to the American Novel – History, Form, and Function	Lecture, Genre Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Overview of Literary Movements and Socio-Cultural Contexts	Contextual Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Introduction to Nathaniel Hawthorne and <i>The Scarlet Letter</i>	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 4: <i>The Scarlet Letter</i> – Puritanism, Guilt, and Social Judgment	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
3	Lecture 5: <i>The Scarlet Letter</i> – Symbolism and Characterization	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: Thematic Analysis and Structure in Hawthorne’s Narrative	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
4	Lecture 7: Introduction to Toni Morrison and African-American Literary Tradition	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: <i>The Bluest Eye</i> – Race, Identity, and Beauty Standards	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 10: <i>The Bluest Eye</i> – Fragmented Structure and Narrative Voice	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Morrison’s Use of Intertextuality and Cultural Critique	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 12: Comparative Themes in Hawthorne and Morrison	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
7	Lecture 13: Mid-century American Society and Literary Reflections	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to Ernest Hemingway – Minimalism and Heroism	Biographical and Stylistic Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 17: <i>The Old Man and the Sea</i> – Symbolism and Stoicism	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: Hemingway's Style – Simplicity and Depth	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: Human Dignity and Struggle in Hemingway's Narrative	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Introduction to Herman Melville – Thematic and Stylistic Complexity	Lecture and Discussion, Historical Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
14	Lecture 22: <i>Moby Dick</i> – Obsession, Knowledge, and the Sublime	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 23: <i>Moby Dick</i> – Narrative Structure and Symbolism	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: Religion, Race, and Environment in Melville's Text	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: Comparative Reading – Morrison, Hemingway, Melville	Comparative Literary Reflection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4

16	Lecture 26: Reflections on American Identity through the Novel	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Multivocality and Moral Dilemmas in American Fiction; Societal Relevance of the American Novel Today	Analytical Dialogue	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19- 20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content:

Earnest Hemingway	<i>Old Man and the Sea</i>
Herman Melville	<i>Moby Dick</i>
Nathaniel Hawthorne	<i>The Scarlet Letter</i>
Tony Morrison	<i>The Bluest Eye</i>

Recommended Readings

A. N. Kaul	<i>Hawthorne: A Collection of Critical Essays</i>
Alan Heimert	<i>Moby-Dick and American Political Symbolism</i>
Arlin Turner	<i>Nathaniel Hawthorne: A Biography</i>
Arlin Turner	<i>Nathaniel Hawthorne: An Introduction and Interpretation</i>
Bainard Cowan	<i>Exiled Waters: Moby-Dick and the Crisis of Allegory</i>
Bert Bender	<i>Sea-Brothers: The Tradition of American Sea Fiction from Moby-Dick to the Present</i>
Carlos Baker	<i>Ernest Hemingway: A Life Story</i>
Carlos Baker	<i>Hemingway, the Writer as Artist</i>
Francoise Grellet	<i>An Introduction to American Literature, Time Present and Time Past</i>
Frederick J. Hoffmann	<i>The Twenties: American Writing in the Postwar Decade</i>
Harold Bloom	<i>Bloom's Modern Critical Interpretations: Toni Morrison's The Bluest Eye</i>
Harold Bloom	<i>Earnest Hemingway's The Old Man and the Sea: Bloom's Modern Critical Interpretations</i>
Harold Bloom	<i>Herman Melville's Moby-Dick</i>
John N. Duvall	<i>The Identifying Fictions of Toni Morrison: Modernist Authenticity and Postmodernist Blackness</i>
Justine Tally	<i>The Cambridge Companion to Toni Morrison</i>

Philip Young
 R. P. Weeks
 Rachel Lister
 Richard Chase
 Robert S. Levine
 Scott Donaldson

Ernest Hemingway: A Reconsideration
Hemingway: A Collection of Critical Essays
Reading Toni Morrison
Melville: A Collection of Critical Essays
The Cambridge Companion to Herman Melville
By Force of Will: The Life and Art of Ernest Hemingway

03143607 - INTRODUCTION TO CULTURAL STUDIES

Course Description

This course introduces students to Cultural Studies, an interdisciplinary field that critically examines culture in its various forms, including popular culture, sub-culture, mass culture, and multiculturalism. Drawing from diverse disciplines such as literary criticism, social sciences, and media studies, the course investigates the intersections of culture, power, identity, and representation. Originating in the UK and institutionalized through the Birmingham Center for Contemporary Cultural Studies, Cultural Studies has evolved globally, offering tools to analyze culture as a site of power, resistance, and social transformation. Students will explore key theories and concepts to understand culture as a dynamic and contested domain of human experience.

Course Objective

The objectives of the course are to:

1. Analyze the foundational theories and development of Cultural Studies and their application across disciplines.
2. Evaluate the relationship between culture, power, and politics, with a focus on contemporary issues such as identity and representation.
3. Interpret cultural phenomena, including popular culture, sub-culture, and mass culture, using critical theoretical frameworks.
4. Develop cultural awareness and adaptability through engagement with diverse global perspectives and critical thinking exercises.

Course Learning Outcomes

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

1. Demonstrate an understanding of key cultural theories and theorists and their relevance to interdisciplinary studies. [Cognitive: Understand]
2. Analyze cultural texts and practices critically, identifying power dynamics and ideological constructs. [Cognitive: Analyze]
3. Evaluate the historical development and global impact of Cultural Studies, particularly its role in examining contemporary issues. [Cognitive: Evaluate]
4. Create informed arguments and critiques of cultural phenomena, integrating theoretical and practical insights. [Cognitive: Create]
5. Apply knowledge of Cultural Studies to interpret and respond to cultural diversity in global and local contexts. [Cognitive: Apply]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13

CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓	✓		✓	✓	✓	✓				✓	
CLO 3	✓	✓	✓		✓	✓	✓	✓	✓			✓	
CLO 4	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO2	✓			✓	✓	✓	✓	8	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO3	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO4	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation

BTD: Bloom’s Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Cultural Studies – Concepts and Characteristics	Lecture and Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 2: Cultural Studies and Interdisciplinarity	Interactive Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
2	Lecture 3: Theorizing Culture – Key Concepts and Perspectives	Conceptual Framework Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
	Lecture 4: Historical Development of Cultural Studies – From Birmingham to Global	Historical Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO1
3	Lecture 5: Marxism and Culture – Base,	Lecture and Discussion	Short Notes/Short Answer	CLO2

	Superstructure, and Ideology		Question/MCQ/Critical Essay Writing/Presentation Attendance	
	Lecture 6: Feminism – Gender, Power, and Cultural Representation	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
4	Lecture 7: Postcolonialism and the Politics of Identity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Race, Gender, Class, and Identity – Intersectionality in Culture	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 10: Gramsci and Hegemony – Consent, Resistance, and Cultural Power	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
6	Lecture 11: Culture as Industry – Adorno, Horkheimer, and Mass Culture	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
	Lecture 12: Advertising as Magic – Semiotics and Consumer Culture	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
7	Lecture 13: Nation and Nationalism – Imagined Communities	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO3
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5

8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Edward Said and Orientalism – Representations of the Other	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 17: Analyzing History through Cultural Studies	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
12	Lecture 18: Legal Identity and Cultural Formation	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 19: The Country and the City – Raymond Williams and Spatial Politics	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: The Sports Industry – Identity, Nation, and Capital	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
14	Lecture 22: Ideologies and Cultural Practice	Ideological Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO2
	Lecture 23: Consumer Culture – Desire, Branding, and Capital	Branding and Media Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
15	Lecture 24: Fashion Studies – Style,	Fashion Theory Application	Short Notes/Short Answer	CLO4

	Subculture, and Resistance		Question/MCQ/Critical Essay Writing/Presentation Attendance	
	Lecture 25: Beauty as Fashion – Bodies, Media, and Norms	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
16	Lecture 26: Applied Cultural Studies – Interpreting Cultural Texts	Interpretation Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation Attendance	CLO4
	Lecture 27: Project Presentations I	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
17	Lecture 28: Project Presentations II	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Project Presentations III	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

- The concept of Cultural Studies & its characteristics
- Theorizing Culture
- Historical Development of Cultural Studies
- Marxism
- Feminism
- Postcolonialism
- Race, Gender, Class, Identity
- Gramsci & Hegemony
- Culture as Industry
- Advertising as Magic
- Nation & Nationalism
- Orientalism
- Analyzing history
- Legal Identity and Culture

- The Country and the City
- The Sports Industry
- Ideologies
- Consumer Culture
- Fashion Studies
- Beauty as Fashion

Recommended Readings

Ania Loomba	<i>Colonialism/ Postcolonialism</i>
Bill Ashcroft, et al. (Ed.)	<i>Edward Said</i>
Bill Ashcroft, et al. (Ed.)	<i>Post-Colonial Studies: The Key Concepts</i>
Bill Ashcroft, et al. (Ed.)	<i>The Post-Colonial Studies Reader</i>
Bill Ashcroft, et al.	<i>The Empire Writes Back: Theory and Practice in Post-Colonial Literature</i>
Edward W. Said	<i>Culture and Imperialism</i>
Edward W. Said	<i>Orientalism</i>
Elleke Boehmer	<i>Colonial and Postcolonial Literature: Migrant Metaphors</i>
Frantz Fanon	<i>Black Skin, White Masks</i>
Frantz Fanon	<i>The Wretched of the Earth</i>
Gayatri Chakravorty Spivak & Sarah Harasym	<i>The Post-Colonial Critic: Interviews, Strategies, Dialogues</i>
Homi K. Bhabha	<i>The Location of Culture</i>
John McLeod	<i>Beginning Postcolonialism</i>
John Stoney	<i>What is Cultural Studies? A Reader</i>
John Storey	<i>Cultural Theory and Popular Culture: A Reader</i>
John Stuart Mill	<i>On Liberty</i>
Leela Gandhi	<i>Postcolonial Theory: A Critical Introduction</i>
John M. MacKenzie	<i>Orientalism: History, Theory and the Arts</i>
Maswood Akhter	<i>Musings Post Colonies</i>
Moustafa et al. (Ed.)	<i>The Edward Said Reader</i>
Ngũgĩ wa Thiong'o	<i>Globalectics: Theory and the Politics of Knowing</i>
Ngũgĩ wa Thiong'o	<i>Decolonising the Mind: The Politics of Language in African Literature</i>
Patrick Williams, et al. (Ed.)	<i>Colonial Discourse and Post-Colonial Theory: A Reader</i>
Peter Childs, et al. (Ed.)	<i>An Introduction to Postcolonial Theory</i>
Peter Hulme, et al. (Ed.)	<i>Colonial Discourse/ Postcolonial Theory</i>
Philip Smith	<i>Cultural Theory: An Introduction</i>
Pramod K. Nayar	<i>An Introduction to Cultural Studies</i>
Salman Rushdie	<i>Imaginary Homelands: Essays and Criticism 1981- 1991</i>
Samuel P. Huntington	<i>The Clash of Civilizations and the Remaking of World Order</i>
Simon During (Ed.)	<i>The Cultural Studies Reader</i>
Simon During	<i>Cultural Studies: A Critical Introduction</i>

SEVENTH SEMESTER

01144701 - INTRODUCTION TO ENGLISH LANGUAGE TEACHING

Course Description

This course provides a foundational overview of English Language Teaching (ELT) methodologies and theories. It explores language acquisition, syllabus design, materials development, testing, and evaluation while emphasizing practical applications in lesson planning and classroom management. Students will gain insights into key teaching approaches, linguistic principles, and the integration of technology in language teaching. By the end of the course, students will be equipped to create effective English language learning environments and communicate proficiently as educators.

Course Objectives

The objectives of the course are to:

1. Analyze major theories of language learning and their application in English Language Teaching (ELT).
2. Evaluate the strengths and limitations of various teaching methods and approaches.
3. Design effective syllabi, lesson plans, and teaching materials tailored to diverse learner needs.
4. Apply best practices in assessment and evaluation to measure language learning outcomes.
5. Integrate emerging technologies and innovative strategies into ELT to enhance student engagement.

Course Learning Outcomes

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

1. Explain fundamental theories of language learning and teaching methods. [Cognitive: Understand]
2. Analyze classroom scenarios to determine the most effective instructional strategies. [Cognitive: Analyze]
3. Design syllabi, lesson plans, and assessments that align with pedagogical goals. [Cognitive: Create]
4. Evaluate language tests for reliability, validity, and practicality. [Cognitive: Evaluate]
5. Demonstrate effective use of technology and culturally responsive practices in language instruction. [Cognitive: Apply]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓	✓	✓	✓	✓	✓	✓				✓	
CLO 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NO/PLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO2	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO3	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO4	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to ELT – Goals, Scope, and Objectives	Lecture and Concept Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Theories of Language Learning – Behaviorist to Constructivist Views	Theoretical Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Krashen's Hypotheses on Language Acquisition	Discussion-Based Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: Methodology – Approach, Design, and Procedure	Instructional Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
3	Lecture 5: Traditional Methods – Grammar-Translation, Audio-Lingual, Direct Method	Comparative Method Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 6: Alternative and Modern Methods – TPR, Silent Way, CLT, Natural Approach	Demonstration and Critique	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
4	Lecture 7: Teaching Macro and Micro Skills of English Language	Lecture and Activity-Based Tasks	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2
5	Lecture 9: Syllabus and Curriculum Design – Hilda Taba's Model	Model Exploration and Design Task	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 10: Course (Syllabus) Design: Theory and Practice	Workshop and Evaluation	Short Notes/Short Answer Question/MCQ/Critical	CLO3

			Essay Writing/Viva Attendance	
6	Lecture 11: Language Materials Design and Adaptation	Lecture and Practical Tasks	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Evaluation of Teaching Materials	Case Study Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: Testing and Evaluation – Types of Tests and Test Qualities	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO3, CLO4
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4
11	Lecture 16: Lesson Planning – Components and Models	Workshop and Simulation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 17: Linguistics in Language Teaching	Lecture and Linguistic Insight	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
12	Lecture 18: Sociolinguistics and ELT – Culture, Identity, and Register	Lecture and Case Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 19: Literature and Language Teaching	Text-Driven Pedagogy	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2
	Lecture 21: Bilingualism in the Language Classroom	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO2

			Essay Writing/Viva Attendance	
14	Lecture 22: Cultural Integration in ELT	Interactive Task	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 23: Gamification in Language Teaching	Gamification Demo	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
15	Lecture 24: Language Teaching Technologies – From AV Aids to AI	Technology Showcase	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 25: Online English Teaching – Platforms and Pedagogy	Blended Teaching Demonstration	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
16	Lecture 26: Designing Tasks with Technology – Blended Learning Models	Task-Based Teaching	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 27: Microteaching Demonstration and Peer Feedback	Mock Teaching Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
17	Lecture 28: Student Presentation – Lesson Plan and Syllabus Project (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Student Presentation – Lesson Plan and Syllabus Project (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

- Theories of Language Learning
- Language Acquisition and Learning: Krashen's Hypotheses on language acquisition

- Methodology: Approach, Design and Procedure
- Approaches to and Methods of Language Teaching: Grammar-Translation Method, Total Physical Response, Audio-Lingual Method, the Silent Way, the Natural Approach, the Direct Method, Communicative Language Teaching
- Teaching macro and micro skills of English language
- Syllabus and Curriculum: Hilda Taba's Model of Curriculum Development
- Course (Syllabus) Design: theory and practice, different steps in syllabus design
- Language Materials Design, Evaluation and Adaptation
- Testing and Evaluation: Types of Tests, Qualities of a Good Test, Reliability, Validity and Practicality of Language Tests
- Language Lesson Planning
- Linguistics in language teaching
- Sociolinguistics and English language teaching
- Literature and Language teaching
- Bilingualism in Language classroom
- Cultural Integration in English Language Teaching
- Gamification and Language teaching
- Language teaching technologies
- Online English teaching

Core Readings

Diane Larsen-Freeman & M Anderson
 H Douglas Brown
 Jack C Richards & Theodore S Rodgers
 Jeremy Harmer
 John Brian Heaton
 John Munby
 Leslie E Sheldon (Ed.)

Techniques and Principles in Language Teaching
Principles of Language Learning and Teaching
Approaches and Methods in Language Teaching
The Practice of English Language Teaching
Writing English language tests
Communicative Syllabus Design
ELT Textbooks and Materials: Problems in Evaluation and Development
Communicative Language Teaching: An Introduction
Fundamental Considerations in Language Testing
"Needs analysis in language teaching"
The ELT Curriculum: Design, Innovation and Management
Second Language Learning and Language Teaching

Littlewood William & Michael Swan
 Lyle F Bachman
 Richard West
 Ronald V White
 Vivian Cook

Recommended Readings

Adrian Holliday
 Barry McLaughlin
 Bernard Spolsky
 D A Wilkins
 George Yule
 Henry G Widdowson
 James Scrivener
 Julian Edge
 Kama Einhorn

Appropriate Methodology in Social Context
Theories of Second Language Learning
Conditions for Second Language Learning
The Notional Syllabus
The Study of Language
Teaching Language as Communication
Learning Teaching
Essentials of English Language Teaching
Easy & Engaging ESL Activities and Mini-Books for Every Classroom

Koenraad Kuiper & W Scott Allan
 L Ferlazzo and K Hull-Sypniewski
 Leonard Bloomfield
 Richard A Hudson
 Rod Ellis
 Stephen D Krashen
 T S C Farrell & G Jacobs

An Introduction to English Language
The ESL/ELL Teacher's Survival Guide
Language
Sociolinguistics
Understanding Second Language Acquisition
Second Language Acquisition and Second Language Learning
Essentials for Successful English Language Teaching

02324702 - SHAKESPEARE**Course Description**

This course provides an introduction to the works of William Shakespeare, focusing on a selection of his plays across key dramatic genres, including tragedies, comedies, histories, and romances. Through close reading and analysis, students will explore Shakespeare's themes—such as love, betrayal, leadership, and the transformative power of art. The course also examines character development, structural elements, dramatic techniques, and the historical and cultural contexts of Elizabethan and Jacobean England. Furthermore, students will engage with contemporary interpretations of Shakespeare's plays to understand their enduring relevance.

Course Objectives

The objectives of the course are to:

1. Analyze the historical, cultural, and social contexts of Elizabethan and Jacobean England as they inform Shakespeare's plays.
2. Examine the dramatic structures, techniques, and genres employed by Shakespeare.
3. Interpret the thematic complexities of Shakespeare's works through close reading and textual analysis.
4. Evaluate Shakespeare's contribution to the English language and his influence on modern literature and thought.
5. Develop critical perspectives by engaging with contemporary criticism and interpretations of Shakespeare's plays.

Course Learning Outcomes

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

1. Identify key dramatic genres, concepts, and techniques in Shakespeare's plays. [Cognitive: Remember]
2. Analyze the interplay between character development, themes, and historical context in selected plays. [Cognitive: Analyze]
3. Evaluate the significance of Shakespeare's works in the evolution of English literature and modern thought. [Cognitive: Evaluate]
4. Apply critical theories and textual analysis to develop nuanced interpretations of Shakespeare's plays. [Cognitive: Apply]
5. Synthesize insights from historical and contemporary criticism to create informed academic arguments. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓	✓		✓	✓	✓	✓				✓	
CLO 3	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓	✓	8	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	10	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
BTD: Bloom’s Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)									

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Shakespeare – Life, Theatre, and Literary Legacy	Lecture, Timeline Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Elizabethan and Jacobean England – Cultural and Political Background	Contextual Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Introduction to <i>Merchant of Venice</i> – Genre, Characters, Themes	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 4: <i>Merchant of Venice</i> – Justice, Mercy, and Identity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: <i>Merchant of Venice</i> – Portia’s Agency and Courtroom Scene	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: Introduction to <i>Othello</i> – Themes of Race, Jealousy, and Power	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3

4	Lecture 7: <i>Othello</i> – Character Dynamics and the Role of Iago	Comparative Character Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: <i>Othello</i> – Tragic Structure and Psychological Conflict	Psychological Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 10: Language and Performance in <i>Othello</i>	Performance Critique	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Merchant vs <i>Othello</i> – Genre, Conflict, and Resolution	Comparative Genre Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 12: Shakespearean Tragedy vs Comedy – Form and Function	Literary Structure Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
7	Lecture 13: Review of Early Plays and Critical Themes	Concept Review	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Introduction to <i>Julius Caesar</i> – Historical and Political Context	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 17: <i>Julius Caesar</i> – Rhetoric, Betrayal, and Power	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2

12	Lecture 18: Brutus, Cassius, and Leadership in Crisis	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: Introduction to <i>King Lear</i> – Theme of Madness and Authority	Theme Introduction and Textual Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: <i>King Lear</i> – Justice, Blindness, and Redemption	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
14	Lecture 22: <i>King Lear</i> – Family Dynamics and Tragic Form	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 23: Caesar vs Lear – Politics, Tragedy, and Catharsis	Comparative Tragedy Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: Shakespearean Tragedy – Archetypes and Influence	Critical Form Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: Shakespeare and the Evolution of Dramatic Form	Legacy and Global Interpretation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: The Global Reception and Reinterpretation of Shakespeare	Theory Application Seminar	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Applying Literary Theories to Shakespeare	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

William Shakespeare

Julius Caesar
King Lear
Merchant of Venice
Othello

Recommended Readings

A.C. Bradley	<i>Shakespearean Tragedy</i>
Boris Ford (Ed.)	<i>The Age of Shakespeare (Pelican)</i>
Charles Barber	<i>Richard II</i>
Charlton	<i>Shakespearean Comedy</i>
D. Wilson	<i>The Essentials of Shakespeare</i>
D.N. Smith (Ed.)	<i>Shakespearean Criticism (1623:1840)</i>
David Elloway	<i>Julius Caesar</i>
E.K. Chambers	<i>Shakespeare: A Survey</i>
E.M. Tillyard	<i>Shakespeare's Problem Plays</i>
E.M. Tillyard	<i>W. Shakespeare's History Plays</i>
G. Wilson	<i>Principles of Shakespearean Production</i>
Harley & Granville Barker	<i>A Companion to Shakespeare Studies</i>
Jan Kott	<i>Shakespeare Our Contemporary</i>
Joseph Campbell	<i>The Hero with a Thousand Faces</i>
L.C. Knights	<i>Explorations; Some Shakespearean Themes</i>
Michael Anderegg	<i>Shakespeare and Popular Culture</i>
P. Simpton	<i>Studies in Elizabethan Drama</i>
Richard Gill	<i>Mastering Shakespeare</i>
U. M. Ellis Fermor	<i>The Jacobean Drama: An Interpretation</i>

02324703 - CONTEMPORARY SHORT FICTION IN ENGLISH

Course Description

This course offers an in-depth exploration of contemporary short fiction in English, focusing on its diverse cultural contexts and thematic richness. By examining works from authors across the globe, students will gain insight into how short fiction reflects and critiques societal and cultural dynamics. The course emphasizes the evolution of narrative techniques, the use of English as a global medium, and the significance of creative expression in addressing contemporary issues.

Course Objectives

The objectives of the course are to:

1. Analyze the thematic and stylistic elements of contemporary short fiction across global contexts.
2. Explore the cultural, historical, and social issues depicted in short fiction from various regions.

3. Critically evaluate the role of English as a global medium for storytelling.
4. Develop creative and analytical skills to craft and critique narrative structures.

Course Learning Outcomes

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

1. Identify key themes, narrative techniques, and cultural contexts in contemporary short fiction. [Cognitive: Remember]
2. Analyze the relationship between cultural identity and storytelling in selected short fiction. [Cognitive: Analyze]
3. Evaluate the literary, cultural, and social significance of the stories studied. [Cognitive: Evaluate]
4. Create original short narratives inspired by the techniques and themes explored in the course. [Cognitive: Create]
5. Discuss the global appeal and cultural variations in contemporary short fiction. [Cognitive: Understand]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓		✓			✓	
CLO 3	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	10	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain; (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Contemporary Short Fiction – Definition and Scope	Lecture and Genre Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Global English and the Short Story Form	Contextual Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Nadine Gordimer – Literary Context and South African Identity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 4: “The Generation Gap” – Race, Class, and Narrative Voice	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: Bharati Mukherjee – Diaspora and Postcolonial Identity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: “Nostalgia” – Memory, Migration, and Cultural Adaptation	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
4	Lecture 7: Ben Okri – Magical Realism and Postcolonial Consciousness	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: “Belonging” – Exile, Myth, and the Supernatural	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 10: Comparative Themes – Gordimer, Mukherjee, Okri	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Techniques in Contemporary Storytelling	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO4

			Essay Writing/Viva Attendance	
	Lecture 12: Cultural Identity and Narrative Innovation	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
7	Lecture 13: Literature as Social Critique	Literary Theory Application	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Margaret Atwood – Gender, Structure, and Satire	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 17: “Happy Endings” – Experimental Narrative and Irony	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: Jhumpa Lahiri – Diaspora, Belonging, and Language	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: “The Third and Final Continent” – Immigrant Life and Cultural Displacement	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Kazuo Ishiguro – Memory, Loss, and Narrative Ambiguity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
14	Lecture 22: “A Village After Dark” – Time, Identity, and Repression	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO3

			Essay Writing/Viva Attendance	
	Lecture 23: Cultural Perspectives in Atwood, Lahiri, Ishiguro	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: Intersections of Globalization and Literature	Global Literary Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: The Evolution of Short Fiction in the 21 st Century	Historical Trends Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: The Role of English in Multicultural Storytelling	Language and Form Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Creating Short Fiction – Style, Theme, Identity and Contemporary Voices	Creative Writing Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Ishiguro

Margaret Atwood

Milan Kundera

Ben Okri

Jhumpa Lahiri

Bharati Mukherjee

Khushwant Singh

Nadine Gordimer

“A Village After Dark”

“Happy Endings”

“The Apologizer”

“Belonging”

“Third and Final Continent”

“Nostalgia”

“Portrait of a Lady”

“The Generation Gap”

Recommended Readings

Ann Charters	<i>The Story and its Writers: An Introduction to Short Fiction</i>
Dana Gioia	<i>The Art of the Short Story</i>
Gerald Prince	<i>A Dictionary of Narratology</i>
Janet Burroway	<i>Writing Fiction: A Guide to Narrative Craft Hallie and Whit Burnett Fiction Writer's Handbook</i>
Joan Silber	<i>The Art of Time in Fiction</i>
Vijay Mishra	<i>The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary</i>
Wayne C. Booth	<i>The Rhetoric of Fiction</i>

02324704 - DYSTOPIAN LITERATURE

Course Description

This course explores dystopian literature as a genre that envisions bleak and chaotic futures shaped by totalitarian regimes, technological control, environmental crises, and existential threats. Through close readings of key texts, students will examine recurring themes, motifs, and images, analyzing how these works critique and reflect socio-political, cultural, and environmental realities. By understanding the historical development of utopian and dystopian literature, students will gain insights into the genre's influence on contemporary thought and its potential to inspire societal change.

Course Objectives

The objectives of the course are to:

1. Analyze the historical development and defining characteristics of dystopian literature.
2. Evaluate the role of power, control, and surveillance as recurring themes in dystopian texts.
3. Interpret the interplay between literature and socio-political, environmental, and technological issues.
4. Develop critical reading and analytical skills through the study of major dystopian works.
5. Apply theoretical frameworks to explore the relevance of dystopian narratives to contemporary challenges.

Course Learning Outcomes

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

1. Identify and describe key features and themes of dystopian literature. [Cognitive: Remember]
2. Explain the socio-political, cultural, and environmental contexts of dystopian texts. [Cognitive: Understand]
3. Analyze the dynamics of power, control, and surveillance in dystopian narratives. [Cognitive: Analyze]
4. Critique the use of technology and media as instruments of manipulation in dystopian works. [Cognitive: Evaluate]
5. Synthesize insights from dystopian literature to propose informed perspectives on contemporary issues. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓							✓	

CLO 2	✓	✓			✓	✓	✓					✓	
CLO 3	✓	✓	✓		✓	✓	✓	✓	✓			✓	
CLO 4	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	4	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓		✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	9	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Dystopian Literature – Origins and Genre Conventions	Lecture and Genre Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Utopia vs. Dystopia – Literary and Political Frameworks	Thematic Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Aldous Huxley – Historical Context and Themes	Author and Historical Background	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 4: <i>Brave New World</i> – State Control and Technocratic Power	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: <i>Brave New World</i> – Freedom, Happiness, and Conditioning	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2

	Lecture 6: George Orwell – Biography and Context	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
4	Lecture 7: <i>Nineteen Eighty-Four</i> – Totalitarianism and Surveillance	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: <i>Nineteen Eighty-Four</i> – Language, Power, and Rebellion	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 10: Comparing Control in Huxley and Orwell	Comparative Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Gender, Propaganda, and Identity in Dystopia	Sociopolitical Critique	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 12: The Role of Fear and Psychological Manipulation	Psychological Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
7	Lecture 13: The Dystopian Hero – Resistance and Disillusionment	Character Study	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Margaret Atwood – Feminism and Environmental Critique	Author Introduction and Feminist Context	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2

	Lecture 17: <i>The Handmaid's Tale</i> – Gender Politics and Religious Control	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: Language, Power, and Storytelling in <i>The Handmaid's Tale</i>	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: Introduction to Cormac McCarthy – Minimalism and Apocalypse	Author Biography and Genre Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: <i>The Road</i> – Survival, Ethics, and Fatherhood	Ethical Inquiry	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
14	Lecture 22: Environmental Collapse and Moral Decay in <i>The Road</i>	Post-apocalyptic Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 23: Comparative Themes: Atwood, McCarthy, Orwell, Huxley	Comparative Synthesis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: Surveillance, Silence, and Subjectivity in Dystopia	Symbolism and Political Critique	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: The Evolution of the Dystopian Genre	Historical Evolution Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: Resistance and Hope in Contemporary Dystopian Fiction	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Applying Dystopian Critique to Modern Contexts	Contemporary Issues Dialogue	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5

17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Aldous Huxley	<i>Brave New World</i>
Anthony Burgess	<i>A Clockwork Orange</i>
Cormac McCarthy	<i>The Road</i>
Ernest Callenbach	<i>Ecotopia</i>
George Orwell	<i>Nineteen Eighty-Four</i>
Indra Sinha	<i>Animal's People</i>
Margaret Atwood	<i>The Handmaid's Tale</i>
Prayaag Akbar	<i>Leila</i>
Thomas More	<i>Utopia</i>
William Golding	<i>Lord of the Flies</i>

Recommended Readings

Utopia and Dystopia:	
Gregory Clayaes	<i>Dystopia: A Natural History</i>
Gregory Clayaes, Sargent Lyman	<i>The Utopia Reader</i>
Michael Gordin, et.al	<i>Utopia/Dystopia: Conditions of Historic Possibility</i>
Fredric Jameson	<i>Archaeologies of the Future: The Desire called Utopia and Other Science Fictions</i>
Edward Rothstein, et.al.	<i>Visions of Utopia</i>
Nicholas Spenser	<i>After Utopia: The Rise of Critical Space in 20th Century American Fiction</i>
Philip Wegener	<i>Imaginary Communities: Utopia, the Nation, and The Special Histories of Modernity</i>
L. M. Demerjian	<i>The Age of Dystopia</i>
Paul Ricoeur, George Taylor	<i>Lectures on Ideology and Dystopia</i>
Kathryn L Brown	<i>Dispatches from Dystopia: Histories of Places Not Yet Forgotten</i>
Hannah Arendt	<i>The Origins of Totalitarianism</i>
Jean Francois Lyotard	<i>The Postmodern Condition: A Report on Knowledge</i>
William Golding:	
John Carey	<i>William Golding: The Man Who Wrote Lord</i>
Harold Bloom (ed)	<i>Lord of the Flies</i>
Raymond Wilson	<i>Lord of the Flies</i>
Kirstin Olsen	<i>Understanding Lord of the Flies</i>

L. L. Dickson
Howard S Bobb

The Modern Allegories of William Golding
The Novels of William Golding

George Orwell:
Stephen Ingle
Jeffrey Meyers
Edward Quinn
John Rodden
Harold Bloom
Lorraine Saunders
Harold Bloom, Albert A. Berg
Robert Colls
Valerie Meyers
Roger Fowler

The Social and Political Thought of George Orwell
George Orwell: Critical Heritage
Critical Companion to George Orwell
The Cambridge Companion to George Orwell
George Orwell
The Unsung Artistry of George Orwell
George Orwell's 1984
George Orwell: English Rebel
George Orwell
The Language of George Orwell

Aldous Huxley:
Harold Bloom

Ronald T Sion

Aldous Huxley
Aldous Huxley's Brave New World
Aldous Huxley and the Search for Meaning: A Study of the Eleven Novels
Aldous Huxley: Brave New World
Aldous Huxley and the Mysticism of Science

Raychel H Reiff
June Deery

Margaret Atwood:
Harold Bloom

Margaret Atwood
Margaret Atwood's The Handmaid's Tale
Margaret Atwood: Language, Text and System
Margaret Atwood: Writing and Subjectivity New Critical Essays

Sherrill Grace
Colin Nicholson

Fiona Tolan
Heidi S Macpherson
Coral Ann Howells

Margaret Atwood: Feminism and Fiction
The Cambridge Introduction to Margaret Atwood
The Cambridge Companion to Margaret Atwood

Cormac McCarthy:
Jay Ellis

No Place for Home: Spatial Constraint and Character Flight in the Novels of Cormac McCarthy
Reading Cormac McCarthy

William P. Greenwood
Harold Bloom
Edwin T Arnold, Dianne C Luce
Andrew Keller Estes

Cormac McCarthy
Perspectives on Cormac McCarthy
Cormac McCarthy and the Writing of American Spaces

Russell M Hiller

Morality in Cormac McCarthy's Fiction: Souls at Hazard

Hawkins Ty

Cormac McCarthy's Philosophy

02324705 - NEW LITERATURES IN ENGLISH

Course Description

This course examines the emergence and evolution of New Literatures in English, emphasizing the literary and cultural productions of postcolonial countries and diaspora communities. It explores how these literatures resist colonial constructs, challenge the English literary canon, and articulate diverse themes of identity, migration, and national identity. By analyzing texts from varied regions and traditions, students will gain a deeper understanding of how New Literatures destabilize imperial ideologies and contribute to the global literary landscape.

Course Objective

The objectives of the course are to:

1. Analyze the historical, cultural, and political contexts that gave rise to New Literatures in English.
2. Evaluate the literary strategies and thematic concerns employed by writers in postcolonial and diaspora contexts.
3. Interpret the linguistic and stylistic innovations that characterize New Literatures in English
4. Synthesize insights from diverse texts to understand the complexities of postcolonial identity formation.

Course Learning Outcomes

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

1. Explain the key concepts, themes, and genres of New Literatures in English. [Cognitive: Understand]
2. Analyze how these literatures critique and resist colonial ideologies. [Cognitive: Analyze]
3. Evaluate the contributions of postcolonial writers to global literature. [Cognitive: Evaluate]
4. Apply theoretical perspectives to interpret the cultural and historical dimensions of selected texts. [Cognitive: Apply]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓						✓	
CLO 2	✓	✓			✓	✓	✓		✓			✓	
CLO 3	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	5	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	10	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to New Literatures in English – Definitions and Debates	Lecture and Concept Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Postcolonialism and the Literary Canon	Theoretical Framework Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Chinua Achebe – African Storytelling and Colonial Encounter	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 4: <i>Things Fall Apart</i> – Igbo Culture and British Colonialism	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: <i>Things Fall Apart</i> – Language, Narrative Form, and Identity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: R. K. Narayan – Indian Realism and the Rise of the English Novel	Lecture and Genre Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
4	Lecture 7: <i>The Guide</i> – Conflict Between Spirituality and Modernity	Thematic Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: <i>The Guide</i> – Gender, Transformation, and Setting	Character and Setting Study	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 10: Comparative Study – Achebe and Narayan	Comparative Dialogue	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
6	Lecture 11: Resistance and Representation in Early Postcolonial Texts	Theory-Driven Reading	Short Notes/Short Answer Question/MCQ/Critical	CLO4

			Essay Writing/Viva Attendance	
	Lecture 12: Regional Voices in English Literature	Regional Context Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
7	Lecture 13: Narrative Form and Political Consciousness	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Anita Desai – Memory, Family, and Partition	Biographical Framing and Partition Lens	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 17: <i>Clear Light of Day</i> – Gender and Historical Consciousness	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
12	Lecture 18: The Role of Silence and Space in Desai’s Fiction	Symbolic Interpretation	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 19: Introduction to Amitav Ghosh – Genre and History	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: <i>The Shadow Lines</i> – Nation, Borders, and Subjectivity	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
14	Lecture 22: <i>The Shadow Lines</i> – Time, Trauma, and Narrative	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical	CLO3

			Essay Writing/Viva Attendance	
	Lecture 23: Comparative Analysis – Desai and Ghosh	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
15	Lecture 24: The Global Novel and the Postcolonial Condition	Global Literary Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: Language, Identity, and Multivocality	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: Literary Strategies of Cultural Resistance	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 27: Applications of Postcolonial Theory	Theory Application	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Amitav Ghosh	<i>The Shadow Lines</i>
Anita Desai	<i>Clear Light of Day</i>
Chinua Achebe	<i>Things Fall Apart</i>
Monica Ali	<i>Brick Lane</i>
R. K. Narayan	<i>The Guide</i>

Recommended Readings

Andrew Teverson & Sara Upstone

Postcolonial Spaces: The Politics of Place in Contemporary Culture

C. L. Innes & Bernth Lindfors
 Fakrul Alam
 Fakrul Alam
 Harold Bloom

Critical Perspectives on Chinua Achebe
Imperial Entanglements and Literature in English
South Asian Writers in English
Achebe's Things Fall Apart: Bloom's Modern Critical Interpretations
Chinua Achebe's Things Fall Apart
Achebe's Things Fall Apart
The Novels of Anita Desai: A Critical Study
Another Canon: Indian Texts and Traditions in English
Musings Post Colonies
The Indian English Novel: Nation, History, and Narration
The Fiction of Anita Desai
South Asian Partition Fiction in English: From Khushwant Singh to Amitav Ghosh
Critical Responses to Anita Desai Vol. I & II
Chinua Achebe's Things Fall Apart: A Critical Companion

Isidore Okpewho
 John Chua
 M. Rajeshwar
 Makarand Paranjape
 Maswood Akhter
 Priyamvada Gopal
 R. K. Dhawan
 Rituparna Roy

Shubha Tiwari
 Tapan Basu

02324706 - HUMAN RIGHTS AND LITERATURE

Course Description

This course bridges the discourses of human rights and literature, focusing on the foundational concepts, debates, and controversies surrounding universal human rights. By analyzing key literary texts, students will explore how literature reflects, critiques, and raises awareness of human rights issues. The course emphasizes the role of literature in fostering empathy, understanding global human tragedies, and promoting a culture of equality and justice.

Course Objective

The objectives of the course are to:

1. Analyze the relationship between human rights concepts and their representation in literary texts.
2. Evaluate the social, political, and cultural contexts that influence human rights literature.
3. Interpret literary texts through the lens of human rights theories and frameworks.
4. Critique cases of human rights violations and propose interventions informed by literary insights.

Course Learning Outcomes

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

1. Explain foundational concepts and debates related to human rights. [Cognitive: Understand]
2. Analyze literary texts to identify their engagement with human rights issues. [Cognitive: Analyze]
3. Evaluate the impact of human rights violations as portrayed in literature. [Cognitive: Evaluate]
4. Create a reflective or analytical project addressing a global human rights issue inspired by literary analysis. [Cognitive: Create]

Assessment and Evaluation

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓			✓	✓	✓					✓	

CLO 2	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CLO 3	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	6	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO2	✓			✓	✓	✓	✓	10	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO3	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva
CLO4	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva

BTD: Bloom’s Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Human Rights – History, Concept, and Frameworks	Lecture and Theoretical Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Literature and Human Rights – Interdisciplinary Perspectives	Conceptual Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Andrew Clapham – Overview of Human Rights Discourse	Critical Overview	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: Universalism vs. Cultural Relativism in Human Rights	Debate and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
3	Lecture 5: Maya Angelou – Biography and Historical Context	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: <i>I Know Why the Caged Bird Sings</i> – Race, Gender, and Trauma	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2

4	Lecture 7: Literary Voice as Resistance in Angelou's Memoir	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Representation of Oppression in Angelou's Work	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: The Role of Autobiography in Human Rights Literature	Genre Study and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
6	Lecture 11: The Ethics of Literary Testimony	Ethical Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Intersectionality and Human Dignity in Literature	Intersectional Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: Literature as a Tool for Advocacy and Empathy	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO4
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4
11	Lecture 16: J. M. Coetzee – Apartheid and Literary Dissent	Contextual Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 17: <i>Waiting for the Barbarians</i> – Empire and Torture	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2

12	Lecture 18: Allegory, Othering, and Fear in Coetzee's Novel	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 19: Nelson Mandela – Life, Struggle, and Human Rights	Autobiographical Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: <i>Long Walk to Freedom</i> – Reconciliation and Justice	Justice and Reconciliation Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
14	Lecture 22: Autobiography as Collective Memory	Lecture and Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 23: Comparative Study – Coetzee and Mandela	Comparative Reflection	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
15	Lecture 24: Literature, Law, and Human Rights Practice	Legal and Literary Discourse Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: Literary Form and the Voice of the Silenced	Stylistic Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: Writing for Advocacy – Literature and Testimony	Creative Advocacy Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 27: Contemporary Human Rights Crises in Literature; Literature and Social Justice	Contemporary Issue Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
17	Lecture 28: Viva (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Viva Attendance	CLO1, CLO2, CLO3, CLO4
	Lecture 29: Viva (Day 2)	Brief Content Recap, Clarification of	Viva Attendance	CLO1, CLO2, CLO3, CLO4

		Assessment Rubrics and Instructions		
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content

Andrew Clapham
Jack Donnelly
J. M. Coetzee
Maya Angelou
Nelle Harper Lee
Nelson Mandela

Human Rights: A Very Short Introduction
Universal Human Rights in Theory and Practice
Waiting for the Barbarians
I Know Why the Caged Bird Sings
To Kill a Mockingbird
Long Walk to Freedom: The Autobiography of Nelson Mandela

Recommended Readings

Alexandra Schultheis
Amartya Kumar Sen
Charles R. Beitz
Chielozona Eze

Vulnerability and Security in Human Rights Literature and Visual Culture
Development as Freedom
The Idea Of Human Rights
Ethics and Human Rights in Anglophone African Women's Literature: Feminist Empathy
The Cambridge Companion to Human Rights and Literature
Writing Human Rights: The Political Imaginaries of Writers of Color
Waiting for the Barbarians: Essays from the Classics to Pop Culture
J. M. Coetzee and the Life of Writing: Face-to-face with Time
Nelson Mandela: South Africa's Anti-Apartheid Revolutionary
The Cambridge Introduction to J. M. Coetzee
Universal Declaration of Human Rights
Fictions of Dignity: Embodying Human Rights in World Literature
Nelson Mandela: A Very Short Introduction
Literature and Human Rights: The Law, the Language and the Limitations of Human Rights Discourse

James Dawes
Joanne M. Braxton
Johannes Morsink
Lyndsey Stonebridge
Lynn Hunt
Mary C. Burke
Matt Doeden
Michael Galchinsky
Patrick Hayes
Pramod K Nayar
Pramod K. Nayar
Sophia A. McClennen &
Alexandra Schultheis Moore
William D. Schanbacher

The Novel of Human Rights
Maya Angelou's I Know Why the Caged Bird Sings: A Casebook
The Universal Declaration of Human Rights: Origins, Drafting, and Intent
Writing and Righting: Literature in the Age of Human Rights
Inventing Human Rights: A History
Human Trafficking: Interdisciplinary Perspectives
Nelson Mandela. World Leader for Human Rights
The Modes of Human Rights Literature: Towards a Culture Without Borders
J.M. Coetzee and the Novel: Writing and Politics after Beckett
Writing Wrongs: The Cultural Construction of Human Rights in India
Human Rights and Literature: Writing Rights
The Routledge Companion to Literature and Human Rights
Food as a Human Right: Combatting Global Hunger and Forging a Path to Food Sovereignty

02114707 - FILM STUDIES

Course Description

This course introduces students to the interdisciplinary field of Film Studies, transforming their passion for cinema into professional expertise through critical analysis of film as an art form, cultural artifact, and medium of communication. Students explore the history, language, and theory of film while examining its relationship with literature, ethics, and society, developing both analytical and creative skills essential for careers in film, media, and related industries. By engaging with various genres, theories, and practices, students cultivate a nuanced understanding of global filmmaking trends and film's cultural impact, challenging them to look beyond the viewing experience and master the technical and creative skills needed for roles ranging from broadcast journalism to arts and events management.

Course Objective

The objectives of the course are to:

1. Analyze film techniques and theories to deepen critical appreciation of cinema as a cultural text.
2. Evaluate film's historical and cultural impact on societal narratives across traditional and digital platforms.
3. Develop skills for insightful film analysis beyond surface-level entertainment.
4. Create innovative frameworks for understanding and discussing media's role in shaping cultural perspectives.

Course Learning Outcomes

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

1. Demonstrate an understanding of the fundamental concepts and theories in Film Studies, including structuralist, auteur, and feminist perspectives. [Cognitive: Understand]
2. Analyze films critically, applying theoretical frameworks to assess their artistic and cultural significance. [Cognitive: Analyze]
3. Evaluate the ethical and societal implications of film as a medium of communication and cultural representation. [Cognitive: Evaluate]
4. Create original and well-informed film critiques, reviews, and essays that reflect a deep engagement with cinematic texts. [Cognitive: Create]
5. Apply knowledge of film history and contemporary trends to understand the evolution of global filmmaking practices. [Cognitive: Apply]

Assessment and Evaluation:

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Presentation/Viva-voce/In-class Test/Solo Project/Collaborative Project	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓		✓	✓	✓			✓			✓	
CLO 2	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓
CLO 3	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom’s Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓	✓	✓	7	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO2	✓			✓	✓	✓	✓	10	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO3	✓			✓	✓	✓	✓	12	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO4	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
CLO5	✓			✓	✓	✓	✓	13	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Presentation
BTD: Bloom’s Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)									

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Introduction to Film Studies – History, Scope, and Key Concepts	Lecture and Introductory Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 2: Writing, Reviewing, and Film Criticism	Critical Writing Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
2	Lecture 3: Film and New Media – Digital Evolution and Streaming Culture	Lecture and Media Integration	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO1
	Lecture 4: Global Filmmakers and Auteur Theory	Auteur Lecture and Case Study	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
3	Lecture 5: Audiences, Fandom, and Cultural Reception	Cultural Analysis Discussion	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 6: Film Exhibition and Consumption – From Theatre to Netflix	Lecture and Industry Trends	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2

4	Lecture 7: Documentary – Truth, Representation, and Form	Genre and Form Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 8: Quiz 1	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
5	Lecture 9: Film, Literature, and Adaptation – Narrative Intersections	Narrative Comparison Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 10: Film and Ethics – Violence, Representation, and Consent	Ethical Debate	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
6	Lecture 11: Types of Film – Genre, Style, and Structure	Genre Mapping	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 12: Structuralist Theory – Signs, Codes, and Meaning	Theory and Semiotics	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
7	Lecture 13: Close Analysis of a Selected Film (Genre/Theme Focus)	Scene-by-Scene Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 14: Class Test – In-class Critical Essay	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Critical Essay Writing Attendance	CLO3, CLO4, CLO5
8	Lecture 15: Review Class and Pre-Mid Wrap-up	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
9-10	Mid-term Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5
11	Lecture 16: Schreiber Theory – Writers as Visionaries	Lecture and Textual Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2
	Lecture 17: Marxist Film Theory – Class, Capitalism, and Cinema	Class and Cinema Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO2

12	Lecture 18: Feminist Film Theory – The Gaze and Representation	Visual Culture Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 19: Psychoanalytic Film Theory – Desire, Trauma, and Fantasy	Psychoanalytic Reading	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
13	Lecture 20: Quiz 2	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	MCQ Attendance	CLO1, CLO2, CLO3
	Lecture 21: Posthumanism and Film – Cyborgs, AI, and Beyond	Lecture and Conceptual Framing	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
14	Lecture 22: Auteur Theory Revisited – Case Study Analysis	Case Study Seminar	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO3
	Lecture 23: Structuralist and Psychoanalytic Reading of a Film	Theoretical Application	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
15	Lecture 24: Analysis of a Feminist or Posthumanist Film	Interpretive Practice	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
	Lecture 25: Notable Film Theorists – Mulvey, Metz, Bordwell, and More	Thinker-Focused Lecture	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
16	Lecture 26: Writing Film Reviews – Voice, Perspective, and Critique	Review Workshop	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO5
	Lecture 27: Contemporary Trends in Global Filmmaking	Trend Analysis	Short Notes/Short Answer Question/MCQ/Critical Essay Writing/Viva Attendance	CLO4
17	Lecture 28: Presentation (Day 1)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5

	Lecture 29: Presentation (Day 2)	Brief Content Recap, Clarification of Assessment Rubrics and Instructions	Presentation Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
18	Lecture 30: Final Review Class	Comprehensive Content Review, Q&A Session	Attendance	CLO1, CLO2, CLO3, CLO4, CLO5
19-20	Final Examination	-	Short Notes/Short Answer Question/MCQ/Critical Essay Writing	CLO1, CLO2, CLO3, CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Course Content:

- Introduction to Film Studies
- Writing, Reviewing and Film Criticism
- Film and New Media
- Filmmakers
- Audiences and Fandom
- Film Exhibition and Consumption
- Documentary
- Film, Literature and Adaption
- Film and Ethics
- Types of Film
- Film Theories
- Structuralist Theory
- Auteur Theory
- Schreiber theory
- Marxist Film Theory
- Feminist Film Theory
- Psychoanalytic film theory
- Posthuman and film
- Notable Film Theorists
- Close analysis of film

Recommended Readings

Andrew Dix

Anna Everett

Amy Villarejo

Callum T. F. McMillan

Dana Polan and Haidee Wasson

Dana Polan

David Bordwell

Grant Barry Keith.

Guido Rings

James Chapman

Joshua Foa Dienstag

Beginning Film Studies

Digital Diaspora: A Race for Cyberspace

Film Studies: The Basics

Posthumanism in Digital Culture: Cyborgs, Gods and Fandom

"Young Art, Old Colleges." Inventing Film Studies

Scenes of Instruction: The Beginnings of the U.S.

Study of Film

Making Meaning: Inference and Rhetoric in the Interpretation of Cinema

Film Study in the Undergraduate Curriculum

The Other in Contemporary Migrant Cinema

Cinemas of the World: Film and Society in the Twentieth Century

Cinema Pessimism: A Political Theory of Representation

Katherine Farrimond	<i>and Reciprocity</i> <i>The contemporary femme fatale: gender, genre and American cinema</i>
Kathleen L. Brown	<i>Teaching Literary Theory Using Film Adaptations</i>
Mette Hjort, Scott Mackenzie	<i>Cinema and Nation</i>
Michael Hauskeller, Thomas D. Philbeck, (eds.)	<i>The Palgrave Handbook of Posthumanism in Film and Television</i>
Ronald Bergan	<i>Film</i>
Robert Stam	<i>Film Theory: An Introduction</i>
Robert Stam and Alessandra Raengo	<i>A Companion to Literature and Film</i>
Sarah Casey Benyahia and John White	<i>As Film Studies the Essential Introduction</i>
Sikov, Ed.	<i>Film Studies: An Introduction</i>
Sukhmani Khorana	<i>Crossover Cinema: Cross-Cultural Film from Production to Reception</i>
Susan Hayward	<i>Cinema Studies: The Key Concepts</i>
Tijana Mamula	<i>Cinema and Language Loss: Displacement, Visuality and The Filmic Image</i>
Toby Miller and Robert Stam	<i>A Companion to Film Theory</i>
Walter Benjamin	<i>Illuminations</i>

EIGHTH SEMESTER

02324801 - UNDERGRADUATE THESIS

Course Description

This advanced-level course provides students with the opportunity to independently conduct research and produce a scholarly thesis, serving as the capstone project for the Bachelor of Arts in English program. The course integrates critical reading, rigorous research, analytical writing, and oral presentation skills. Students are required to design and execute original research studies, critically engage with existing scholarship, and articulate findings in a professional thesis. This course serves as a foundation for future academic or professional research endeavors, fostering independent thought, creativity, and knowledge creation.

Course Objectives

The objectives of the course are to:

1. Develop the ability to conduct independent research using appropriate methodologies and frameworks.
2. Apply critical thinking and analytical skills to evaluate existing scholarship and construct original arguments.
3. Synthesize diverse sources of information to create a coherent and well-structured thesis.
4. Present research findings effectively through professional academic writing and oral presentations.
5. Evaluate complex issues and propose innovative solutions using evidence-based research.

Course Learning Outcomes

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

1. Design a research study, including formulating research questions, selecting appropriate methods, and planning execution. [Cognitive: Create]
2. Critically analyze and synthesize literature to identify research gaps and frame original arguments. [Cognitive: Analyze]
3. Produce a comprehensive research paper that adheres to academic standards and conventions. [Cognitive: Create]
4. Defend research findings through well-structured oral presentations and respond to feedback constructively. [Cognitive: Evaluate, Affective: Respond]
5. Demonstrate the ability to address complex issues with creativity, independence, and intellectual rigor. [Cognitive: Demonstrate]

Teaching-Learning Strategy

The course provides a structured framework within which students will research, write, and revise their thesis papers. The course commences with the development of a research proposal, requiring students to submit a comprehensive 1,500-word document that includes the thesis title, scope, objectives, critical orientation, research methodology, rationale, literature review, and indicative bibliography. The preparation of this proposal constitutes a substantive component of the intellectual process rather than a mere formality, serving as the foundation for developing a project of appropriate focus and scope. The proposal represents the initial step toward completing a comprehensive thesis project. Following proposal submission, instructors will conduct thorough discussions and reviews of each proposal while providing students with a comprehensive overview of the thesis development process. In subsequent class sessions, students will engage in regular consultations with their supervisors to discuss research progress, evaluate research strategies, conduct critical assessments of source materials, and address technical aspects including in-text citations and referencing protocols. Students must submit a complete thesis draft to their supervisors with sufficient time allocated for comprehensive feedback and subsequent revisions before the final defense. As the thesis approaches completion, students will schedule formal defense sessions with their supervisors, presenting their work before a defense board that includes the supervisor and two additional faculty members.

Assessment and Evaluation

The course evaluation encompasses multiple components, with primary emphasis placed on the independently written thesis, attendance records, and oral presentation performance, while also considering the student's demonstrated ability to provide and receive constructive criticism throughout the work-in-progress phases. An oral presentation will be scheduled at the semester's conclusion for the formal defense of the thesis project. Prior to the defense, students must complete necessary editing and corrections to ensure the thesis meets academic standards. In certain circumstances, students may be required to submit a revised version of their thesis following the defense, providing both digital and hard copy formats to fulfill degree requirements.

Grades will adhere to the university grading structure. Students will be evaluated comprehensively based on the following assessment criteria with respective grading weights:

Continuous Internal Evaluation (CIE)	
Attendance and Participation (Class Activities and Supervisor Consultations)	10%
Research Proposal	10%
Thesis Defense	30%
Semester End Examination (SEE)	
Undergraduate Thesis	50%

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1	✓	✓		✓				✓	✓	✓		✓	
CLO 2	✓	✓			✓	✓		✓	✓	✓		✓	
CLO 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOA/PLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓		✓	✓	7	Research Proposal, Thesis Writing
CLO2	✓			✓	✓	✓	✓	8	Research Proposal, Thesis Writing
CLO3	✓			✓	✓	✓	✓	13	Research Proposal, Thesis Writing

CLO4	✓		✓	✓	✓	✓	✓	13	Thesis Defense, Research Proposal Presentation
CLO5	✓		✓	✓	✓	✓	✓	13	Thesis Defense, Thesis Writing
BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)									

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Lecture 1: Orientation and Supervisor Meetup	Discussion and Q&A	Attendance	CLO1
	Lecture 2: Understanding Research Process (Day 1)	Lecture and Discussion	Attendance	CLO1
2	Lecture 3: Understanding Research Process (Day 2)	Lecture and Discussion	Attendance	CLO1
	Lecture 4: Understanding Research Process (Day 3)	Lecture and Discussion	Attendance	CLO1
3	Research Interest Survey and Individual Consultation	Survey and Consultation	Survey, Consultation Feedback	CLO1, CLO2
4	Initial Literature Review	Guided Review and Consultation	Literature Review Submission, Feedback	CLO2
5	Research Topic Finalization	Individual Meetings and Consultations	Topic Approval	CLO1, CLO2
6	Preparing Introduction	Workshop, Guided Writing and Consultation	Draft Introduction Submission & Feedback	CLO3
7	Designing Theoretical/Conceptual Framework	Workshop and Seminar Discussion	Framework Draft Submission & Feedback	CLO2, CLO3
8	Selecting Research Methodology and Methods	Workshop, Seminar and Consultation	Methodology Approval	CLO1, CLO3
9-10	Preparing Research Proposal	Guided Writing, Individual Consultation	Research Proposal Draft Submission & Feedback	CLO1, CLO2, CLO3
11	Research Proposal Presentation	Clarification of Assessment Rubrics and Instructions, Peer and Supervisor Feedback	Proposal Presentation (Graded)	CLO4
12-18	Thesis Writing	Guided Independent Research and Weekly Consultation	Draft Thesis Submission & Ongoing Feedback	CLO3, CLO5
19	Final Thesis Submission	Independent Work and Revision	Final Thesis Submission (Graded)	CLO1, CLO2, CLO3, CLO4, CLO5
20	Thesis Defense Presentation/Viva	Clarification of Assessment Rubrics and Instructions and Constructive Criticism	Thesis Defense (Graded)	CLO4, CLO5

N.B.: This course plan is tentative. The course teacher reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Recommended Readings

American Psychological Association <i>Association</i>	<i>Publication Manual of the American Psychological Association</i>
C. R. Kothari	<i>Research Methodology: Methods and Techniques</i>
Gabriele Griffin	<i>Research Methods for English Studies</i>
Hossein Tavakoli	<i>A Dictionary of Research Methodology and Statistics in Applied Linguistics</i>
Ivan Lowe	<i>A First Textbook of Research Methodology and Thesis Writing for Second Language English Speakers</i>
J. Creswell	<i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</i>
McKinley & Rose <i>Applied Linguistics</i>	<i>The Routledge Handbook of Research Methods in Applied Linguistics</i>
Modern Language Association	<i>MLA Handbook for Writers of Research Papers</i>
Paltridge and Phakiti	<i>Research Methods in Applied Linguistics: A Practical Resource</i>
The University of Chicago Press Editorial Staff	<i>The Chicago Manual of Style</i>

02884802 - INTERNSHIP

Course Description

This capstone internship course provides undergraduate students of English literature a valuable opportunity to integrate their theoretical understanding with practical professional experience across various fields closely aligned with literary and linguistic expertise. Through placements at educational institutions, publishing houses, media outlets, cultural organizations, translation services, literary agencies, human rights NGOs, film production companies, as well as roles in teacher assistantship and research assistantship, students engage meaningfully in professional activities that bridge academic concepts with real-world applications. Participants enhance specialized competencies, including pedagogical strategies, editorial and proofreading skills, translation techniques, media and content creation, critical literary analysis, classroom support through teacher assistantships, and academic research skills developed through research assistantships. Concurrently, students cultivate vital professional qualities such as analytical rigor, rhetorical adaptability, and cultural awareness, effectively preparing them for future career paths. The structured, immersive experience gained from this internship enriches their professional portfolio, improves marketability, and equips students with intellectual flexibility and contextual sensitivity essential for significant contributions in contemporary literary, educational, media, and cultural sectors.

Course Objectives

The objectives of the course are to:

1. Apply theoretical knowledge from literary and linguistic studies to real-world professional environments, including teaching and research contexts.
2. Develop industry-specific skills, such as curriculum planning, editing, translation, digital content creation, media writing, classroom support as teacher assistants, and research methodologies as research assistants.
3. Analyze workplace dynamics, professional communication, and ethical considerations across literary, media, educational, teaching, and research sectors.
4. Synthesize academic research with hands-on experience to create innovative content, lesson plans, editorial projects, or research outputs.
5. Evaluate professional growth, problem-solving abilities, adaptability, and research competencies through structured self-reflection and portfolio development.

Course Learning Outcomes

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

1. Explain key principles of workplace expectations and professional ethics within literary, media, educational, teaching, and research fields. [Cognitive: Explain]
2. Demonstrate proficiency in executing key professional skills, including teaching strategies, editorial revision, translation, digital content production, teacher assistance roles, research methodologies, and project management. [Psychomotor: Demonstrate]
3. Analyze professional challenges, organizational structures, and the role of literature and language in educational, media, cultural, teaching, and research industries. [Cognitive: Analyze]
4. Synthesize academic research with practical experiences by producing teaching materials, research outputs, reports, creative portfolios, or media content. [Cognitive: Synthesize]
5. Reflect on personal and professional growth, including teaching and research experiences, through self-assessment, feedback incorporation, and portfolio development. [Affective: Reflect]

Assessment and Evaluation

Grades will be calculated by the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

Continuous Internal Evaluation (CIE)	
Pre-Internship Preparation Orientation	10%
Workplace Performance Assessment (Attendance and Professional Conduct)	10%
Monthly Progress Reports and Reflective Journals	10%
Professional Portfolio (including samples of teaching materials, research, editorial work, or creative projects)	20%
Semester End Examination (SEE)	
Supervisor's Evaluation Report	10%
Employer's Evaluation Report	10%
Final Internship Report	20%
Final Internship Presentation/Viva	10%

Supervision and Monitoring

Each student will be assigned an academic supervisor responsible for providing continuous guidance and oversight of their internship progress and portfolio development. The supervisor will maintain regular weekly contact with the host employer to ensure effective communication, timely resolution of issues, and constructive feedback.

Responsibilities of Industry Partners

Industry partners/Employers are expected to provide structured orientation programs to help interns integrate seamlessly into their roles. They should assign experienced professionals to serve as mentors and evaluators, offering consistent support and guidance throughout the internship period. Furthermore, organizations should ensure that interns engage in meaningful projects aligned closely with academic learning outcomes. Active participation in the ongoing assessment process through regular, constructive feedback is essential to foster interns' professional growth and ensure successful experiential learning outcomes.

Student Roles and Responsibilities

Students are expected to actively participate throughout the internship period by maintaining detailed reflective journals and engaging consistently with their academic supervisors and industry mentors. They must meticulously document all professional experiences and practical tasks for comprehensive portfolio development, clearly aligning their activities with the course learning outcomes. Students should proactively seek regular feedback from both supervisors and workplace mentors, diligently implement suggested improvements, and participate meaningfully in all preparatory workshops, orientation sessions, and reflection discussions. Timely submission of all assessments, reports, and portfolio components, coupled with active contribution during presentations and viva sessions, is essential to successfully complete this internship course.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13
CLO 1			✓		✓	✓	✓				✓	✓	✓

CLO 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 3		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 4	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
CLO 5					✓		✓				✓	✓	✓

Alignment of CLOs with Bloom's Taxonomy and BNQF Learning Outcome Domains, PLO Coverage, and Assessment Methods

CLOs	BTD			LOD				NOAPLO	Assessment Tools
	C	P	A	FS	SS	TS	PS		
CLO1	✓			✓	✓		✓	7	MCQ, Completion of Readiness Checklist, Initial Feedback Report
CLO2		✓		✓	✓	✓	✓	11	Attendance; Initial Feedback Report; Employer & Supervisor Progress Reports; Reflective Journals
CLO3	✓			✓	✓	✓	✓	9	Employer & Supervisor Progress Reports; Reflective Journals
CLO4	✓			✓	✓	✓	✓	11	Employer & Supervisor Progress Reports; Reflective Journals; Portfolio Assessment
CLO5			✓		✓		✓	5	Portfolio Assessment; Final Report Evaluation; Presentation Evaluation/Viva Examination

BTD: Bloom's Taxonomy Domains; C: Cognitive; P: Psychomotor; A: Affective; LOD: Learning Outcome Domain: (FS: Fundamental skills, SS: Social skills, TS: Thinking skills, PS: Personal Skills); NOAPLO: Number of Assessed Program Learning Outcomes (PLOs)

Course plan outlining content, teaching-learning and assessment strategies aligned with CLOs

Wk.	Lecture and Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Pre-Internship Orientation: Goals and Expectations	Interactive Lecture; Group Discussion; Clarification of Rubrics and Guidelines	MCQ; Attendance	CLO1
2	Workplace Readiness and Safety Training	Interactive Workshop; Case Studies; Clarification of Guidelines	MCQ; Attendance; Completion of Readiness Checklist	CLO1
3	Workplace Visit and Initial Supervisor Meeting	Site Visit; Supervisor-Student Discussion; Q&A Session	Attendance; Initial Feedback Report	CLO1, CLO2
4-7	Internship Placement: Phase 1	Practical Work; Weekly Supervisor Check-ins; Reflective Journals	Employer & Supervisor Progress Reports; Reflective Journals	CLO2, CLO3
8	Mid-Internship Reflection Session	Reflective Discussion; Peer Sharing; Supervisor Feedback	Mid-Placement Reflective Report	CLO3, CLO5
9-15	Internship Placement: Phase 2	Practical Work; Supervisor Monitoring; Project Development	Employer & Supervisor Progress Reports; Reflective Journals	CLO2, CLO3, CLO4

16	Professional Portfolio Preparation and Workshop	Guided Portfolio Workshop; Peer Review; Supervisor Guidance;	Draft Portfolio Submission & Peer Feedback	CLO4, CLO5
17	Professional Portfolio Submission	Individual Portfolio Compilation	Portfolio Submission and Assessment	CLO4, CLO5
18	Final Internship Report Writing Workshop	Guided Report Writing; Supervisor Feedback	Submission of Final Report	CLO4, CLO5
19	Submission of Final Internship Report	Individual Report Submission	Final Report Evaluation	CLO5
20	Final Internship Presentation/Viva	Clarification of Assessment Rubrics and Instructions; Critical Feedback	Presentation Evaluation/Viva Examination	CLO5

N.B.: This course plan is tentative. The course teacher/supervisor reserves the right to modify or enhance it as necessary, ensuring that the content(s), teaching-learning strategies, and assessment methods remain properly aligned with the Course Learning Outcomes (CLOs).

Recommended Readings

Books:

- Baker, Mona. *In Other Words: A Coursebook on Translation*
- Bolles, Richard N. *What Color Is Your Parachute? 2024: Your Guide to a Lifetime of Meaningful Work and Career Success*
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*
- Bovée, Courtland L. and John V. Thill. *Business Communication Today*
- Butcher, Judith, Caroline Drake, Maureen Leach. *Butcher's Copy-editing: The Cambridge Handbook for Editors, Copy-editors and Proofreaders*
- Eagleton, Terry. *Literary Theory: An Introduction*
- Farrell, Thomas S.C. *Reflective Practice in ESL Teacher Development Groups: From Practices to Principles*
- Fish, Stanley. *Professional Correctness: Literary Studies and Political Change*
- Freire, Paulo. *Pedagogy of the Oppressed*
- Gross, Gerald, ed. *Editors on Editing: What Writers Need to Know About What Editors Do*
- Guffey, Mary Ellen and Dana Loewy. *Essentials of Business Communication*
- Harmer, Jeremy. *How to Teach English*
- Harmer, Jeremy. *The Practice of English Language Teaching*
- Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*
- Lore, Nicholas. *The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success*
- Manovich, Lev. *The Language of New Media*
- Moon, Jennifer. *A Handbook of Reflective and Experiential Learning*
- Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*
- Rothman, Miriam. *The Student's Guide to Academic and Professional Writing in Education*
- Schön, Donald A. *The Reflective Practitioner: How Professionals Think in Action*
- Scrivener, Jim. *Learning Teaching*
- Sweitzer, H. F., and King, M. A. *The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning*
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*
- Venuti, Lawrence. *The Translator's Invisibility: A History of Translation*

PART D – GRADING AND EVALUATION

Evaluation

Evaluation (CIE) and the Semester-End Examination (SEE). The SEE comprises both a midterm and a final examination, except in the case of undergraduate theses and internships. The CIE may include class tests, quizzes, attendance, presentations, assignments, case studies, research papers, projects, viva voce, solo projects, collaborative projects, report writing, and other related activities. CIE accounts for 50% of the total marks, with the remaining 50% allocated to the SEE. The distribution of marks is as follows:

Theory course:

SEE	Mid Term	20%
	Final	30%
CIE	Class test/Quiz/Attendance/Presentation/Take-Home Test (Assignments)/Case study/Research Paper/Project/Viva/Collaborative Project	50%
Total		100%

Thesis course:

SEE	Undergraduate Thesis	50%
CIE	Attendance	10%
	Research Proposal	10%
	Thesis Defense	30%
Total		100%

Internship:

Internship (SEE)	Supervisor's Evaluation Report	20%
	Employer's Evaluation Report	20%
	Final Internship Report	10%
	Final Internship Presentation/Viva	10%
CIE	Pre-Internship Preparation Orientation	10%
	Workplace Performance Assessment	10%
	Monthly Progress Reports and Reflective Journals	10%
	Professional Portfolio	20%
Total		100%

★ Students must obtain pass marks in SEE and CIE separately.

Grading Scale and Grades

The following Letter Grade and Grade Point system, which was introduced by the UGC as a uniform grading system for all public and private universities, will be followed in Bachelor of Arts (Honors) in English program:

Numerical Grade	Letter Grade	Grade Point
80% and above	A+	4.00
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.50
65% to less than 70%	B+	3.25
60% to less than 65%	B	3.00
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.50
45% to less than 50%	C	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00

Cumulative Grade Point Average (CGPA)

Student's performance will be evaluated on the basis of Grade Point Average (GPA) semester wise and Cumulative Grade Point Average (CGPA) of total completed courses

The Cumulative Grade Point Average (CGPA) will be computed according to following formula:

$$CGPA = \frac{\text{Sum of (Earned Credit} \times \text{Corresponding Grade Points)}}{\text{Total Credits}}$$

Retake

- a. If a student obtains F grade(s) in any courses for any reasons, s/he must retake the course(s).
- b. For retake and improvement, a student can take a maximum of 12 credits or 4 courses altogether in any semester.
- c. If s/he passes after appearing at the retake examination, the (passed) result will be used for calculation of GPA and CGPA, but past grade must be recorded in the students' database; or grade report will be shown as 'R' (Retake). But in final official transcript (after completion of the degree) R' will not be shown.
- d. If a student obtains F grade(s) after the end of the program, s/he will get a chance to complete the course (s) within additional 2 years after the end of his/her specific time of completing the degree. But in case of failing in Pre-Requisite course(s), the student must retake the course in the succeeding semester.
- e. Except for Pre-Requisite course(s), a student can retake the course(s) at his/her convenient semester(s).
- f. A retake student will complete all course curriculums (i.e. class attendance, class test, assignment etc.) including midterm and final examinations of the specific course(s). In special cases, if the student cannot attend classes or continuous assessment (i.e., assignment, class test etc.), previous marks can be accepted to calculate GPA.
- g. If course(s) cannot be offered due to any reason (i.e., course drop or unavailability of students etc.), department can take necessary steps to arrange only midterm and final examination for the retake student(s). In such cases, other marks except midterm and final examination will be carried forward from the previous semester where s/he attended the course(s).
- h. The department may arrange separate examinations with separate questions (for midterm and final examinations only) for retake students if it cannot be accommodated in the regular examination schedule. But the examination must be completed in not more than 7 working days after the completion of midterm or final examinations.
- i. Students who want to retake a course must get his/her registration completed at the beginning of each semester.
- j. A student will have to pay requisite fee of the per credit fees for the retake course(s).
- k. Retake rules are applicable for both Undergraduate and Graduate/Master's programs.
- l. If a student retakes his/her failed course(s) after finishing normal duration of the program, s/he will pay only registration fee, exam fee and requisite fee for retake of course(s). If s/he fails to improve again, no refund of fees will be made.

Improvement

- a. A student obtaining B, B-, C+, C and D grades may improve the grade(s) by appearing in the midterm and final examinations or final examination.
- b. A student may improve above mentioned grade(s) in any semester along with regular courses. In case of improvement after passing all courses of the respective program, a student will be allowed once in the succeeding semester, but s/he has to take approval from the head/coordinator of the department
- c. For improvement and retake, a student can take a maximum of 12 credits or 4 courses altogether in any semester.
- d. To prepare the improvement results, the course teachers can only modify midterm and final examination marks of the students in the result automation process. Other marks (i.e., class test, assignment etc.) will be automatically generated by the software from the previous database.
- e. A student will have to pay requisite fee of the per credit fees for the improvement of grades.
- f. If an examinee fails to improve his/her result, the previous result in the software will stand.
- g. If a student improves his/her course(s) after finishing normal duration of the program, s/he will pay only registration fee, exam fee and requisite fee for improvement of course(s). If s/he fails again, no refund of fees will be made.

Semester Drop

- a. After getting enrolled for a semester, if any student fails to continue academic activities (i.e., class, exam, practical, assignment, presentation etc.) up to midterm examination, s/he will be considered as a semester drop student. In this case s/he will not be allowed to sit for the final exam.

- b. After getting enrolled for a semester, if any student completes all academic activities, but fails to appear at the midterm examination, the student may be allowed to sit for the final exam.
- c. Semester drop students may get readmission in the subsequent semester on payment of semester drop fee and his/her paid amount (full/partial) will be adjusted at the time of readmission. However, if any student discontinues the study forever, s/he will not get back the money paid at the time of admission.
- d. In case of semester drop or withdrawal, a student will be considered as a fresh student for the semester. S/he will get all chances for improvement, retake and re-admission like a fresh student. However, a student must complete his/her program within the time mentioned in section 7 from the time of his /her first semester admission.

Academic Make-up Procedures and Compensatory Instruction Policy

Class Session Compensation

In the event that scheduled class sessions cannot be conducted within the allocated eighteen-week academic calendar, the course instructor assumes full responsibility for providing compensatory instruction. All missed instructional time must be addressed through alternative scheduling arrangements completed prior to the final examination period. The course instructor shall coordinate with the department administration to establish appropriate make-up sessions that maintain the integrity of the course curriculum and ensure students receive the complete instructional experience as outlined in the course syllabus.

Assessment Make-up Provisions

Students who are unable to participate in scheduled assessment activities may be eligible for alternative assessment opportunities at the discretion of the course instructor. Such provisions are contingent upon the presentation of valid documentation supporting the student's absence. The course instructor shall evaluate each request individually, considering the circumstances surrounding the absence and the student's academic standing in the course.

Excuse Validation Process

The course instructor bears the responsibility for determining the validity of student excuses for missed instructional activities or assessments. This evaluation process shall consider documented evidence of circumstances beyond the student's control, including but not limited to medical emergencies, family crises, or other extenuating circumstances that prevent course participation. The instructor shall maintain consistent standards in evaluating excuse validity while exercising appropriate academic judgment in individual cases.

Implementation Timeline

All make-up procedures, whether for missed class sessions or assessment activities, must be completed within the current semester prior to the mid-term/final examination period. This timeline ensures that students receive equivalent instructional exposure and assessment opportunities while maintaining the academic calendar's integrity. The course instructor shall communicate specific make-up scheduling to affected students in a timely manner to facilitate successful completion of course requirements.

Internship Policy

Internship Duration and Credits

1. The internship duration shall be two months, offering students an immersive professional experience aligned with their academic learning.
2. The internship course carries 5 credits, in accordance with the established program curriculum.

Placement and Responsibilities

3. Internship opportunities will span diverse professional settings, including educational institutions, publishing houses, media organizations, cultural institutions, translation agencies, literary agencies, human rights NGOs, film production companies, as well as opportunities for teacher assistantships or research assistantships, reflecting the broad applicability of literary and linguistic expertise.
4. The department will facilitate internship placements that align with students' career goals and academic objectives. Students may independently secure internships, subject to departmental approval, ensuring that the placements align with the course's objectives. The department will provide formal support letters for independently secured internships.

5. Intern responsibilities will include professional tasks such as teaching English, curriculum planning, editorial work, translation assignments, content creation, literary analysis, teacher assistantship roles, research assistantship duties, and other relevant responsibilities based on their placement.

Supervision and Support

6. Each intern will be assigned a faculty supervisor from the English Department, who will provide mentorship, assess progress, and guide the student in synthesizing academic theory with professional practice.
7. Interns must maintain regular communication with their assigned supervisor, discussing experiences, workplace challenges, achievements, and professional growth.

Completion and Certification

8. Interns will receive a certificate of completion from their host institution upon fulfilling all professional responsibilities and institutional requirements.

Final Report and Evaluation

9. Upon completion of the internship, students must submit a comprehensive internship report addressing key elements such as:
 - Application of literary and linguistic theories in professional environments.
 - Strategies employed in teaching, editorial revision, translation, digital content production, media writing, teacher assistance, or research assistance.
 - Analysis of workplace dynamics, professional communication, and ethical considerations.
 - Reflection on professional challenges encountered and strategies employed for resolution.
 - Assessment of personal and professional growth, including portfolio development.
10. The internship report must adhere strictly to departmental guidelines and formatting requirements, prepared under the guidance of the assigned faculty supervisor.

Presentation and Viva Voce

11. Interns must participate in a defense presentation/viva voce, presenting their professional experiences and reflective analyses to an evaluation committee. This committee will assess students' ability to critically analyze their internship, integrate theoretical insights, and articulate their professional growth.

Professional Conduct

12. Interns are expected to uphold professional standards reflective of Varendra University's values, representing the English Department positively in all professional interactions.
13. Interns must adhere strictly to the policies and regulations of their host institutions, demonstrating responsibility, respect, ethical conduct, and cultural sensitivity.

Policy Revisions

14. This internship policy is subject to periodic reviews and amendments by the English Department and Varendra University's academic council to maintain alignment with educational standards, professional practices, community needs, and evolving institutional goals.