



**DEPARTMENT OF ENGLISH
BACHA KHAN UNIVERSITY CHARSADDA
REVISED CURRICULUM FOR BS/AD IN ENGLISH**

Effective for BS/AD ENGLISH Program for the Student Admitted in Fall 2025 Semester and Onwards in the Department of English Bacha Khan University Charsadda, and Affiliated Colleges with Bacha Khan University

Approved by the

*Board of Studies in its Meeting held on August 01, 2025,
11th Board of Faculty of Social Sciences, Arts and Humanities,
15th Academic Council
and
Final approval by 36th Syndicate.*



**DEPARTMENT OF ENGLISH
BACHA KHAN UNIVERSITY
CHARSADDA, PAKISTAN**

Beasim Ali

Controller of Examinations
Bacha Khan University
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2025

Bacha Khan University, Charsadda

BACHELOR OF STUDIES (BS)

Program Description

The program of BS English is structured in accordance with the HEC Undergraduate Education Policy V 1.1 (2023) and subsequent notifications, to provide a comprehensive and interdisciplinary understanding of the English language, literature, and linguistics in both historical and contemporary contexts. Throughout the program, students will engage with a broad spectrum of literary texts, linguistic theories, and communicative practices to develop a critical awareness of language, culture, identity, and meaning-making. The curriculum is designed to equip students with foundational and advanced knowledge in English Literature and English Linguistics, supported by core and elective courses that reflect global trends, local relevance, and emerging fields such as digital humanities, discourse studies, and language technology. Students will learn to analyze texts, investigate language structure and use, and explore the socio-political and philosophical dimensions of literature and language. As a policy requirement, the program includes a capstone project that allows students to apply their disciplinary and interdisciplinary learning to real-world linguistic, literary, or cultural questions. Through this capstone, students will demonstrate research competence, critical thinking, and academic communication skills while contributing original insights to the field of English studies. The main goal of this program is to prepare students for diverse career paths in academia, education, research, publishing, media, cultural institutions, and language-related industries. Graduates of BS English will possess strong analytical and interpretive abilities, advanced communication and writing skills, and a critical understanding of how language and literature shape and are shaped by societies across time and space.

Standard Nomenclature

The scheme of study prescribed for the four-year undergraduate degree in English is based on a total of 7 electives. Where these courses are opted from the general pool of electives, the degree will be titled **Bachelor of Studies in English** in its generic form and without any specialization. Whereas, if all the electives are opted from within a single specialization domain, the degree will be titled Bachelor of Studies in English with the name of specialization in parenthesis in accordance with the National Qualifications Framework (2015).



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Program Learning Outcomes

By the completion of Bachelor of Studies in English, the graduates will be able to:

- Understand and explain core concepts, theories, and critical traditions in English studies.
- Apply interdisciplinary approaches to critically examine texts, discourse, and language use across historical, cultural, and technological contexts.
- Demonstrate proficiency in interpretive, analytical, and communicative skills, including close reading, critical writing, linguistic analysis, and oral expression.
- Recognize the role of language, literature, and culture in shaping social identities, power dynamics, and worldviews in both local and global contexts.
- Integrate emerging technologies including AI and media technologies in the study and application of English studies to respond to contemporary societal and professional needs.

Eligibility & Admission Criteria

Higher Secondary School Certificate (involving 12 years of schooling) or an IBCC equivalent qualification in any group is the basic eligibility requirement for admission in the BS English including any of its specializations. Further, the university concerned may set minimum eligibility scores and may conduct entry / admission test through its own testing body or an external testing services provider of repute as per the screening, admission and merit calculation criteria approved by its statutory bodies.

Program Structure

The Bachelor of Studies in English is structured in accordance with the provisions of the HEC Undergraduate Education Policy V 1.1. and comprises of minimum **136** credit hours spread over 8 regular semesters. Universities may offer courses up to a maximum of 148 credit hours provided that the total number of credit hours are reasonably set to achieve the Program Learning Objectives (PLOs) without putting an undue burden on students.

Structure of BS English (Language and Literature) Programme:

1	Total credit hours:	136
2	Course work credit hours:	133
3	Major	
4	Minor	
5	Multi-disciplinary	
6	Total semesters:	8-12-14

Course Codes



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1. **ENG** represents English as a discipline.
2. **First digit** represents year.
3. **Second digit** represents semester number of the year.
4. **Third digit** represents the level/ difficulty of course.



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The proposed scheme of studies for the program of AD/BS English language and Literature

SCHEME OF STUDIES FOR BS ENGLISH

FIRST YEAR: FIRST SEMESTER

Semester I			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-311	Functional English	General Education	03(3-0)
ENG-312	Introduction to Literary Studies	Major	03(3-0)
ENG-313	Introduction to Linguistics	Major	03(3-0)
MATH-313	Quantitative Reasoning – I *	General Education	03(3-0)
IS-312	Islamic Studies * (Religious Edu / Ethics for non-Muslim students)	General Education	02(2-0)
CS-311	Applications of Information & Communication Technologies	General Education	03(2-1)
QUR-300	Understanding of Holy Quran-I / Fehm-e-Quran-I	General Education	1(0-1)
Total Credit Hours			18

FIRST YEAR: SECOND SEMESTER

Semester II			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-321	Introduction to Literary Movements	Major	3 (3-0)
ENG-322	Introduction to Phonetics & Phonology	Major	3 (3-0)
ENG-323	Expository Writing *	General Education	3 (3-0)
MATH-326	Quantitative Reasoning – II *	General Education	3 (3-0)
PS-314	Pakistan Studies *	General Education	2 (2-0)
PSY-311	Social Sciences ** Fundamentals of Psychology	General Education	2 (2-0)
QUR-301	Understanding of Holy Quran-II / Fehm-e-Quran-II	General Education	1 (1-0)
Total Credit Hours			17

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SECOND YEAR: THIRD SEMESTER

Semester III			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-411	Introduction to Textual Analysis	Major	03(3-0)
ENG-412	Introduction to Morphology	Major	03(3-0)
ENG-413	British Literary History: Medieval to Romantic	Major	03(3-0)
BOT-311	Natural Science* Diversity of Plant	General Education	3 (2+1)
PASH-324	Pashto Language: Introduction and Development	General Education	02(2-0)
SOC-313	Civics & Community Engagement *	General Education	02(2-0)
PS-321	Ideology & Constitution of Pakistan *	General Education	02(2-0)
	Total Credit Hours		18

SECOND YEAR: FOURTH SEMESTER

Semester IV			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-421	British Literary History: Victorian to Postmodern	Major	03(3-0)
ENG-422	Syntax	Major	03(3-0)
ENG-423	Semantics and Pragmatics	Major	03(3-0)
ENG-424	Poetry: 14 th to 19 th Century	Major	03(3-0)
ENG-425	Stylistics	Major	03(3-0)
MGT-411	Entrepreneurship *	General Education	02(2-0)
	Total Credit Hours		17



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THIRD YEAR: FIFTH SEMESTER

Semester V			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-511	Classical Drama	Major	03(3-0)
ENG-512	Sociolinguistics	Major	03(3-0)
ENG-513	Non-Fiction	Major	03(3-0)
ENG-111	Creative Writing across Discipline	Interdisciplinary	03(3-0)
ENG-112	Intercultural Communication	Interdisciplinary	03(3-0)
ENG-113	Postcolonial Thought and Language Studies	Interdisciplinary	03(3-0)
	Total Credit Hours		18

THIRD YEAR: SIXTH SEMESTER

Semester VI			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-521	Novel: 18th & 19th Century	Major	03(3-0)
ENG-522	Psycholinguistics	Major	03(3-0)
ENG-523	Second Language Acquisition	Major	03(3-0)
ENG-524	Literary Theory and Criticism	Major	03(3-0)
ENG-525	Academic reading and writing	Major	03(3-0)
ENG-600	Internship	Internship	03 (0-3)
	Total Credit Hours		18



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FOURTH YEAR: SEVENTH SEMESTER

Semester VII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-611	Comparative Literature	Major	03(3-0)
ENG-612	American Literature	Major	03(3-0)
ENG-613	ESP	Major	03(3-0)
ENG-614	Applied Linguistics	Major	03(3-0)
ENG-615	Discourse Studies	Major	03(3-0)
	Language & Technology in the Digital Age	Interdisciplinary (Mandatory)	03(3-0)
	Total Credit Hours		18

FOURTH YEAR: EIGHTH SEMESTER

Semester VIII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-621	Literature of Resistance	Major	03(3-0)
ENG-622	South Asian Literature	Major	03(3-0)
ENG-623	language ,Gender and identity	Major	03(3-0)
ENG-624	Research Methods for English Studies	Major	03(3-0)
ENG-625	Capstone Project	Capstone	03(3-0)
	Total Credit Hours		15

Recommended List of Interdisciplinary Courses

Students may opt interdisciplinary courses from the following list where required in the scheme of studies for BS English, from the same or other departments to complement their holistic understanding of the major, provided that the same is allowed by the department concerned. The list provided here is a recommended one only and the department concerned may add more courses as and when needed.

1. Creative Writing across Disciplines



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2. Environmental Humanities
3. Intercultural Communication
4. Introduction Human Nutrition & Dietetics
5. Introduction of Media Studies
6. Introduction to Gender Studies
7. Introduction to Political Science
8. Introduction to Public Administration
9. Language & Politics
10. Language & Power
11. Language, Race & Ethnicity
12. Literature & Law
13. Modern World History
14. Narratives of Health & Illness
15. Philosophy of Language
16. Postcolonial Thought & Cultural Studies
17. Public Relations
18. Sustainable Development Goals
19. Technology & Society in the 21st Century
20. Visual Culture & Representation

Specialization 1: English Linguistics

Below is the recommended list of courses within the given specialization. The department concerned may offer courses from the following list or any other course as elective(s) relevant to the given specialization, keeping in view its available academic, human and infrastructural resources:

1. Anthropological Linguistics
2. Applied Linguistics
3. Artificial Linguistics
4. Cognitive Linguistics
5. Comparative Linguistics
6. Computational Linguistics
7. Corpus Linguistics
8. Critical Discourse Analysis
9. Ecolinguistics
10. English for Specific Purposes
11. Forensic Linguistics
12. Language Acquisition Disorders
13. Language Testing & Assessment
14. Language, Gender & Identity



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15. Multilingualism
16. Multimodalities in Communication
17. Neurolinguistics
18. Pedagogical Grammar
19. TESOL: Theory & Practice
20. Translation Studies

Specialization 2: English Literature

Below is the recommended list of courses within the given specialization. The department concerned may offer courses from the following list or any other course as elective(s) relevant to the given specialization, keeping in view its available academic, human and infrastructural resources:

1. 20th Century Global Literature: Poetry & Drama
2. American Literature
3. Children Literature
4. Comparative Literature
5. Continental Literature
6. Digital Narratives & Electronic Literature
7. Disability Studies
8. Environmental Humanities
9. Fantasy & Speculative Fiction
10. Literature of Resistance
11. Literature, Film and Theater
12. Medical Humanities
13. Pakistani Literature in English
14. Partition Literature
15. Post-Modernist Literature
16. Postcolonial Literature
17. South Asian Literature
18. Teaching of Literature
19. Women Writings
20. World Literatures in Translation

List of Courses of Arts & Humanities

3. PSH101-Pashto Literature
4. URD101-Urdu Literature
5. PH101- Introduction to Philosophy

List of Courses of Social Sciences

1. BS121- Principles of Management
2. ECON111-Principles of Microeconomics
4. PSY-311 - Fundamentals of Psychology
7. JMC102-Introduction to Journalism and Mass Communication
8. SOC101- Introduction to Sociology
9. PHI302-Logic & Critical Thinking
10. SW211- Human Rights



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- 11. BS131- Human Resource Management
- 14. GEOG101- Fundamental of Geography

List of Courses of Natural Sciences



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Semester I			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-311	Functional English	General Education	03(3-0)
ENG-312	Introduction to Literary Studies	Major	03(3-0)
ENG-313	Introduction to Linguistics	Major	03(3-0)
MATH-313	Quantitative Reasoning – I *	General Education	03(3-0)
IS-312	Islamic Studies * (Religious Edu / Ethics for non-Muslim students)	General Education	02(2-0)
CS-311	Applications of Information & Communication Technologies *	General Education	03(2-1)
QUR-300	Understanding of Holy Quran-I / Fehm-e-Quran-I	General Education	1(0-1)
Total Credit Hours			18

Semester –I			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-311	Functional English	General Education	03(3-0)

DESCRIPTION:

This course is designed to equip students with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.

COURSE LEARNING OUTCOMES:

By the end of this course, students will be able to: 1. Apply enhanced English communication skills through effective use of word choices, grammar and sentence structure. 2. Comprehend a variety of literary/non-literary written and spoken texts in English. 3. Effectively express information, ideas and opinions in written and spoken English. 4. Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

SYLLABUS



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1. Foundations of Functional English: Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions) Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.) Word formation (affixation, compounding, clipping, back formation, etc.) Sentence structure (simple, compound, complex and compound-complex) Sound production and pronunciation 2. Comprehension and Analysis: Understanding purpose, audience and context Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.) Reading strategies (skimming, scanning, SQ4R, critical reading, etc.) Active listening (overcoming listening barriers, focused listening, etc.) Principles of communication (clarity, coherence, conciseness, courteousness, correctness, 3. Effective Communication: etc.) Structuring documents (introduction, body, conclusion and formatting)

Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.) Public speaking (overcoming stage fright, voice modulation and body language) Presentation skills (organization content, visual aids and engaging the audience) Informal communication (small talk, networking and conversational skills) Professional writing (business e-mails, memos, reports, formal letters, etc.)

SUGGESTED PRACTICAL ACTIVITIES (OPTIONAL)

As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays and real-life scenarios and will be required to apply skills acquired throughout the course in the form of a final project.

SUGGESTED INSTRUCTIONAL/READING MATERIALS

1. "Understanding and Using English Grammar" by Betty Schramper Azar.
2. "English Grammar in Use" by Raymond Murphy.
3. "The Blue Book of Grammar and Punctuation" by Jane Straus.
4. "English for Specific Purposes: A Learning-Centered Approach" by Tom Hutchinson and Alan Waters.
5. "Cambridge English for Job-hunting" by Colm Downes.
6. "Practical English Usage by Michael Swan.
7. "Reading Literature and Writing Argument" by Missy James and Alan P. Merickel.
8. "Improving Reading: Strategies, Resources, and Common Core Connections" by Jerry Johns and Susan Lenski.
9. "Comprehension: A Paradigm for Cognition" by Walter Kintsch.
10. "Communication Skills for Business Professionals" by J.P. Verma and Meenakshi Raman.

Semester –I			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-312	Introduction to Literary Studies	General Education	03(3-0)

Course Objectives:

- Introduce students to the basic concepts, genres, and methods of literary analysis.
- Develop critical reading and writing skills through engagement with literary texts.



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Learning Outcomes:

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

- Demonstrate knowledge of key concepts and terms.
- Identify major literary genres.
- Recognize different literary devices and techniques.

Course Contents

Week 1

What is Literature?

- Definitions of literature
- Literary vs. non-literary texts

Week 2

Major Literary Genres

- Fiction, poetry, drama, nonfiction
- Examples from classic and modern texts

Week 3

Literary Devices & Techniques

- Metaphor, simile, symbolism, irony
- Alliteration, imagery, foreshadowing

Week 4

Narrative Structure & Point of View

- Plot (exposition, climax, resolution)
- First-person vs. third-person narration

Week 5

Poetry: Form and Language

- Meter, rhyme, stanza forms
- Sonnet, haiku, free verse

Week 6

Drama: Tragedy and Comedy

- Aristotle's *Poetics*
- Shakespearean vs. modern drama

Week 7

The Short Story

- Elements: setting, character, conflict
- Analysis of stories by Poe, Chekhov

Week 8

Midterm Review

- Recap of key concepts

Week 9

Classical & Renaissance Literature

- Homer, Dante, Shakespeare
- Humanism and Reformation influences

Week 10

Enlightenment & Romanticism

- Reason vs. emotion



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- Works by Wordsworth, Shelley

Week 11

Realism & Modernism

- Dickens, Flaubert, Joyce
- Stream of consciousness technique

Week 12

Postcolonial & Feminist Literature

- Said’s *Orientalism*
- Texts by Achebe, Atwood

Week 13

Postmodernism & Magical Realism

- Borges, García Márquez
- Metafiction, intertextuality

Week 14

Literary Theory: Basic Approaches

- Formalism, structuralism
- Introduction to deconstruction

Week 15

Writing About Literature

- Thesis statements, textual evidence
- MLA/APA citation basics

Week 16

Final Presentations & Course Wrap-Up

- Student-led text analyses
- Reflection on literary movements

Recommended Readings

- *The Norton Anthology of English Literature*
- *How to Read Literature Like a Professor* (Foster) .
- *Literary Theory: A Very Short Introduction* (Culler)

Semester –I			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-312	Introduction to Linguistics	General Education	03(3-0)

Introduction to Linguistics

Course Objectives:

- To introduce linguistics as a discipline
- To introduce the components of language and their scientific study
- To introduce major schools in linguistics

Learning Outcomes:

- Define fundamental concepts in linguistics.
- Describe the nature and structure of language across its core components (phonology,



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morphology, syntax, semantics, and pragmatics).

c) Recognize key linguistic features.

Course Contents:

Unit 1: Basic terms and concepts in Linguistics

Week #	Topic
1	<ul style="list-style-type: none"> • Language and Linguistics • Language Learning and Language Acquisition • Pidgin and Creole
Week 2	<ul style="list-style-type: none"> • Accent and Dialect • Bilingualism and Code Switching
Week 3	<ul style="list-style-type: none"> • Competence and Performance • Input Hypothesis • Critical Age Hypothesis
Week 4	<ul style="list-style-type: none"> • Innateness Hypothesis • Universal Grammar • Language Acquisition Device

Unit 2: What is language?

	Topic
Week 5	<ul style="list-style-type: none"> • What is Language?
Week 6	<ul style="list-style-type: none"> • Design features
Week 7	<ul style="list-style-type: none"> • Nature and functions of language

Unit 3: Introduction to the Components of Language

	Topic
Week 8	<ul style="list-style-type: none"> • Phonetics and Phonology
Week 9	<ul style="list-style-type: none"> • Syntax
Week 10	<ul style="list-style-type: none"> • Morphology
Week 11	<ul style="list-style-type: none"> • Lexicology
Week 12	<ul style="list-style-type: none"> • Semantics and Pragmatics

Unit 4: Scope of Linguistics: An introduction to major branches of linguistics

	Topic
Week 13	<ul style="list-style-type: none"> • Psycholinguistics • Sociolinguistics



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Week 14	<ul style="list-style-type: none"> • Forensic Linguistics • Neurolinguistics • Applied Linguistics
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Unit 5: Schools of Linguistics

Week	Topic
15	<ul style="list-style-type: none"> • Historicism • Structuralism
Week 16	<ul style="list-style-type: none"> • Generativism • Functionalism

Recommended Readings:

1. Aitchison, J. (2000). Linguistics. Teach Yourself Books.
2. Akmajian, A., Demers, R. A., Farmer, A. K. & Harnish, R. M. (2001). Linguistics: An Introduction to Language and Communication. (Fourth edition). Massachusetts: MIT.
3. Farmer, A. K, & Demers, R. A. (2005). A Linguistics Workbook. M. I. T Press.
4. Finch, G. (2004). How to Study Linguistics: A Guide to Understanding Linguistics. Palgrave.
5. Fromkin, V. A., Rodman, R. & Hymas, M. (2002). Introduction to Language. (Sixth edition). New York: Heinley.

Semester I			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
MATH-313	Quantitative Reasoning – I *	General Education	03(3-0)

Course Objective: This course aims to develop the basic mathematical skills which ultimately enhance problem solving skills using inductive and deductive reasoning, Polya's strategy, and sets. The basic concepts will be developed with applications from the real world such as algebraic models with equations, rates, ratios, and percentages will be discussed. Students will also explore linear models, including rectangular-coordinates, functions, empowering them to analyse real-world problems with logical precision. By the course's end, students will have honed problem-solving, logical reasoning, and mathematical modelling abilities to tackle diverse challenges confidently.

Course Outline:

Numerical Literacy: Number system and basic arithmetic operations, Units and their conversions, dimension, area, perimeter and volume, Rates, ratios, proportions and percentage Types and sources of data, Measurements scales, Tabular and graphical presentation of data, Quantitative reasoning exercise using number knowledge



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Fundamental Mathematical Concepts: Basic of geometry (lines, angles, circles, polygons etc.), Sets and their operations, Relation, function and their graphs, Exponents, factoring and simplifying algebraic expressions, Algebraic and graphical solutions of linear and quadratic equation and inequalities, Quantitative reasoning exercises using fundamental mathematical concepts.

Fundamental Statistical Concepts: Population and sample, Measures of central tendency, dispersion and data interpretation, Rules of counting (multiplicative, permutation and combination), Basic probability theory, Introduction to random variables and their probability distributions, Quantitative reasoning exercises using fundamental statistical concepts.

Recommended Books:

1. "Quantitative Reasoning: Tools for Today's Informed Citizen" by Bernard L. Madison, Lynn and Arthur Steen.
2. "Quantitative Reasoning for the Information Age" by Bernard L. Madison and David M. Bressoud.
3. "Fundamentals of Mathematics" by Wade Ellis.
4. "Quantitative Reasoning: Thinking in Numbers" by Eric Zaslow.
5. "Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis" by Ethan Bueno de Mesquita and Anthony Fowler.
6. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
7. "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
8. "Statistics for Technology: A Course in Applied Statistics" by Chatfield, C.
9. "Statistics: Unlocking the Power of Data" by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, and Eric F. Lock.

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Semester I			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
IS-312	Islamic Studies * (Religious Edu / Ethics for non-Muslim students)	General Education	02(2-0)

Title	Description
Teaching weeks	16
Objectives:	<ul style="list-style-type: none">• طلباء کرام کو اسلام کے بنیادی عقائد کا تعارف کرانا۔• قرآن کریم کے پیغام کو منتخب سورتوں کے ضمن میں بیان کرنا۔• کتاب و سنت کی تعلیم سے آگاہی فراہم کرنا۔• سیرت طیبہ کے اہم پہلوؤں کو پیش کرنا۔• اسلامی اقدار و اخلاقیات سے روشناس کرانا۔
Week	Content
1.	عقائد اسلام 1- عقیدہ اور اسلام کا مفہوم 2- توحید و رسالت و عقیدہ آخرت
2.	عبادات 1- عبادت کا مفہوم 2- عبادات بدنہ (نماز، روزہ) اور عبادات مالیہ (زکوٰۃ، حج)
3.	القرآن الکریم 1- قرآن کی تعریف، فضائل قرآن 2- جمع و تدوین قرآن اور قرآن کریم کے اہم مضامین
4.	منتخب سورتوں کا ترجمہ 1- ترجمہ سورۃ الفاتحہ 2- ترجمہ سورۃ الحجرات (رکوع نمبر ۱)
5.	منتخب سورتوں کا ترجمہ 3- ترجمہ سورۃ الحجرات (رکوع نمبر ۲) 4- ترجمہ سورۃ الفرقان (آیت ۶۱ – ۷۷)
6.	حدیث و سنت 1- حدیث و سنت کا مفہوم اور اقسام 2- حدیث کی شرعی حیثیت / حجیت حدیث
7.	حدیث و سنت 1- تدوین حدیث اور اس پر ہونے والے اشکالات کے جوابات 2- منتخب کتب حدیث کا تعارف
8.	ترجمہ منتخب احادیث 1- ایمانیات سے متعلق پانچ احادیث 2- حلال و حرام سے متعلق پانچ احادیث
9.	ترجمہ منتخب احادیث 3- معاملات سے متعلق پانچ احادیث 4- تعلیم و تعلم سے متعلق پانچ احادیث
10.	حقوق 1- حقوق اللہ اور حقوق العباد 2- حقوق العباد: والدین و اولاد اور اساتذہ و پڑوسیوں کے حقوق



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11.	حقوق 3- حقوق العباد: معذوروں، خدام اور مزدوروں کے حقوق 4- حقوق العباد: اقلیتوں کے حقوق، خواتین کے حقوق
12.	سیرت النبی ﷺ 1- سیرت کا مفہوم اور سیرت نگاری کا مختصر تعارف 2- قبل از بعثت نبی اکرم ﷺ کے حالات زندگی
13.	سیرت النبی ﷺ: مکی دور 1- نزول وحی اور دعوت کے ابتدائی تین سال 2- مکی دور کے مختصر حالات
14.	سیرت النبی ﷺ: مدنی دور 1- نئے معاشرے کی تشکیل / مسلمانوں میں بھائی چارگی 2- غزوات النبی ﷺ
15.	اخلاقیات 1- اخلاقیات کا مفہوم، اسلام کا نظریہ اخلاق 2- اخلاقیات کے مثبت و منفی پہلو (حصول و تدارک)
16.	Make Up/Quiz, Presentations

نصابی کتب:

1. مفتی تقی عثمانی، آسان ترجمہ قرآن
2. صفی الرحمن مبارکپوری، الرحیق المختوم
3. اخلاق و فلسفہ اخلاق، مولانا محمدحفظ الرحمن سیوہاروی
4. زبدة الفقه، سید زوار حسین شاہ
5. سیرت کورس، مفتی مصطفیٰ عزیز

: حوالہ جاتی کتب

- 1- پروفیسر توشی بیگواز تنسو، مترجم: ڈاکٹر محمد مسعود خالد، دینی اخلاقیات کے قرآنی مفاہیم
- 2- ابو حمزہ عبدالخالق صدیقی، اسلام کا نظام اخلاق و ادب
- 3- حافظ قاری محمد ہمایوں، تہذیب الاخلاق
- 4- عرفان حسن صدیقی، اسلام کی اخلاقی تعلیمات
- 5- مولانا منظور احمد نعمانی، معارف الحدیث
- 6- علامہ عبد المصطفیٰ اعظمی، نوادر الحدیث (اردو)
- 7- سید بدیع الدین شاہ رشدی، چالیس احادیث
- 8- مفتی ابو القاسم نعمانی، اسلامی رواداری

Semester I			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
CS-311	Applications of Information & Communication Technologies *	General Education	03(2-1)

Course Learning Outcomes (CLOs):		
At the end of the course the students will be able to:	Domain	BT Level*
1- Explain the fundamental concepts, components, and scope of Information and Communication Technologies (OCT)	C	1
2- Identify uses of various ICT platforms and tools for different purposes.	C	2
		2

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<p>3- Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.</p> <p>4- Understand the ethical and legal considerations in use of ICT platforms and tools.</p>	C	3
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* BT = Bloom's Taxonomy, C = Cognitive domain, P = Psychomotor domain, A = Affective domain

Course Content:

1. Introduction to Information and Communication Technologies:
 - Components of Information and Communication Technologies (basics of hardware. software, ICT platforms, networks, local and cloud data storage etc.).
 - Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.).
 - Emerging technologies and future trends.
2. Basic ICT Productivity Tools:
 - Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide Web.
 - Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.).
 - Microsoft Office Suites (Word, Excel, PowerPoint).
 - Google Workspace (Google Docs, Sheets, Slides).
 - Dropbox (Cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft Office integration).
 - Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas).
 - Video conferencing (Google Meet, Microsoft Teams, Zoom, etc.).
 - Social media applications (LinkedIn, Facebook, Instagram, etc.).
3. ICT in Education:
 - Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.).
 - Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.).
 - Interactive multimedia and virtual classrooms.
 - ICT in Health and Well-being:
 - Health and fitness tracking devices and applications (Google Fit, Samsung Health, Apple Health, Xiaomi Mi Band, Runkeeper, etc.).
 - Telemedicine and online health consultations (OLADOC, Sehat Kahani, Marham, etc.).
4. ICT in Personal Financial and Shopping:
 - Online banking and financial management tools (JazzCash, Easypaisa, Zong PayMax, I LINK and MNET, Keenu Wallet, etc.).
 - E-commerce platforms (Daraz.pk, Telcmart, Shophive, etc.)
 - Digital Citizenship and Online Etiquette:
 - Digital identity and online reputation.
 - Netiquette and respectful online communication.
 - Cyberbullying and online harassment.
5. Ethical Considerations in Use of ICT Platforms and Tools:
 - Intellectual property and copyright issues.

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<ul style="list-style-type: none"> • Ensuring originality in content creation by avoiding plagiarism and unauthorized use of information sources. • Content accuracy and integrity (ensuring that the content shared through ICT platforms is free from misinformation, fake news, and manipulation)
PRACTICAL REQUIREMENTS
<p>As part of the overall learning requirements, the course will include:</p> <ol style="list-style-type: none"> 1. Guided tutorials and exercises to ensure that students are proficient in commonly used software applications such as word processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), and spreadsheet software (e.g., Microsoft Excel) among such other tools. Students may be assigned practical tasks that require them to create documents, presentations, and spreadsheets etc. 2. Assigning of tasks that involve creating, managing, and organizing files and folders on both local and cloud storage systems. Students will practice file naming conventions, creating directories, and using cloud storage solutions (e.g., Google Drive, OneDrive). 3. The use of online learning management systems (LMS) where students can access course materials, submit assignments, participate in discussion forums, and take quizzes or tests. This will provide students with the practical experience with online platforms commonly used in education and the workplace.
Teaching Methodology:
Lecturing, Written Assignments, Project
Course Assessment:
Sessional Exam, Home Assignments, Quizzes, Lab, Presentation, Final Exam
Reference Materials:
<ol style="list-style-type: none"> 1. "Discovering Computers" by Vermaat, Shaffer, and Freund. 2. "GO! with Microsoft Office" Series by Gaskin, Vargas, and McLellan. 3. "Exploring Microsoft Office" Series by Grauer and Poatsy. 4. "Computing Essentials" by Morley and Parker. 5. "Technology in Action" by Evans, Martin, and Poatsy.

Semester I			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
QUR-300	Understanding of Holy Quran-I / Fehm-e-Quran-I	General Education	1(0-1)

Course Learning Outcomes:

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

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs (unit 1 to 5 of Muallim ul Quran Book) and then sentences having present tense (first half of unit 6 of Muallim ul Quran Book).
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles) , compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences including nominal



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sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath –based sentences.

5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40 % of each page of the holy Quran.

Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.



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• **Course Outline:**

Weeks	Lectures (1.5 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Rules
1.	1.	1	1-6	Writing the meaning of Quranic words Lesson 1-8	Proper Noun Masculine & Feminine
	2.	1	9-14	Writing the meaning of Quranic words 9-14	Two kinds of plural Concept of (و) “And” Common Noun
2.	1.	1	15-17	Writing the meaning of Quranic words, phrases & translation of Sentences 15-17	Demonstrative Noun (This & That for Masculine (هذا- هذه) Demonstrative Noun (This & That for Feminine) (ذلك- تلك)
	2.	1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words , phrases & translation of Sentences 17-19 Quiz	Laam for emphasis (لام التأكيد) Superlative Degree like أكبر Revision of all Quranic Sentences
3.	1.	Unit 2	1-3	Writing the meaning of Quranic words, phrases & translation of Sentences 1-3	Emphatic Particle إن (اللام) Preposition “For” (في) Preposition (في)
	2.	2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition (على- من- إلى)
4.	1.	2	7- 9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition (الباء) Absolute Negation Particle Exceptive Particle (لا النافية (إلا) (ما النافية) (للجنس)
	2.	2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction(أن), Was (كان), Vocative Particle(حرف النداء)

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5.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصوف)
	2.	3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	Quranic Possessive Construction (مضاف ومضاف إليه)
6.	1.	3	6-7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضاف ومضاف إليه)
	2.	3	8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم المفعول), Dual (مثنى)
7.	1.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He (هو) (المنفصل) Possessive Pronoun His (له) (المتصل)
	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3-4	Possessive Pronoun with prepositions في بيته like Pronoun "His" with prepositions like له، منه، فيه
8.	1.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You (أنت) (المنفصل) Possessive Pronoun Your (لك) (المتصل) Possessive Pronoun with prepositions في بيتك like Pronoun "your" with prepositions like لك، منك، فيك
	2.	Mid Term			

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9.	1.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She (هي المنفصل) Possessive Pronoun Her ها المتصل) Possessive Pronoun with prepositions like في بيتها Pronoun "Her" with prepositions like لها،
	2.	4	13-16	Writing the meaning of Quranic phrases & sentences 13-16	Personal Pronoun I (أنا المنفصل) Possessive Pronoun Her ي المتصل) Possessive Pronoun with prepositions like في بيتي Pronoun "My" with prepositions like لي
10.	1	4	17 & Revision Unit 4	Revision of all Quranic sentences of Unit 4 Quiz	Adverb (حال)
	2.	Unit 5	1-2	Writing the meaning of Quranic phrases & sentences 1-2	Masculine Plural جمع المذكر السالم و جمع المذكر السالم المسبوق بحرف الجر
11.	1.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المذكر السالم المسبوق بالإضافة
	2.	5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم المنفصل) Possessive Pronoun Their هم المتصل)
12.	1.	5	7-8	Writing the meaning of Quranic phrases, sentences & verses 7-8	Possessive Pronoun with prepositions like في بينهم Pronoun "Their" with prepositions like لهم
	2.	5	9-11	Writing the meaning of Quranic phrases, sentences & verses 9-11	Personal Pronoun You (أنتم المنفصل) Possessive Pronoun Your كم المتصل) Possessive Pronoun with prepositions

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					like في بيتكم
13.	1.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	Pronoun "Your" with prepositions like لكم Personal Pronoun We (نحن) (المنفصل) Possessive Pronoun Our نا (المتصل)
	2.	5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions like في بيتنا Pronoun "Our" with prepositions like لنا
14.	1.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those (هؤلاء- أولئك)
	2.	5	19-23	Writing the meaning of Quranic sentences & Verses 19-23	ما / إلا، إن / إلا، إنما، ليس، ما ، (أ/أم، أن، بل، كان (ألا، أليس، اليوم، يومئذ، سبحان، ما بينهما، قل، إذن، بنس، نعم، كلا، ما أدراك، حسب، أعلم ب، مصير، مرجع، دينا(تمييز)
15.	1.	5	Revision Unit 5	Quiz	
	2.	5	1-3 (till Page 16)	Writing the meaning of Quranic Verbs & Translation of Quranic Sentences & Verses (1-3)	Introduction of Present Tense(فعل مضارع) & Verbal Sentence (جملة فعلية) Present Tense الفعل المضارع صيغة المفرد يعلم
16.	1.	6	3 (From Page 17) & 4-5	Translation of Quranic Sentences & Verses 3-5	Present Tense الفعل المضارع صيغة المفرد يعلم
	2.	6	6	Translation of Quranic Sentences & Verses	Present Tense الفعل المضارع صيغة الجمع يعلمون

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FIRST YEAR: SECOND SEMESTER

Semester II			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-321	Introduction to Literary Movements	Major	3 (3-0)
ENG-322	Introduction to Phonetics & Phonology	Major	3 (3-0)
ENG-323	Expository Writing *	General Education	3 (3-0)
MATH-326	Quantitative Reasoning – II *	General Education	3 (3-0)
PS-314	Pakistan Studies *	General Education	2 (2-0)
PSY-311	Social Sciences ** Fundamentals of Psychology	General Education	2 (2-0)
QUR-301	Understanding of Holy Quran-II / Fehm-e-Quran-II	General Education	1 (1-0)
Total Credit Hours			17

Semester –II			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-321	Introduction to Literary Movements	General Education	03(3-0)

Course Description:

This course provides an in-depth exploration of major literary movements from the Renaissance to contemporary times. Students will examine the historical, cultural, and philosophical contexts of these movements and analyze representative texts. The course emphasizes critical reading, comparative analysis, and the relationship between literature and other art forms.

Course Learning Outcomes (CLOs):

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

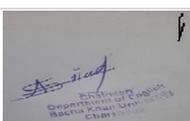
- a) Identify key literary movements.
- b) Analyze and interpret literary works within their movements.
- c) Recognize the relationship of literary movements with other artistic and cultural movements.

Course Outline (15 Weeks)

Week 1-2: Introduction to Literary Movements

- Definition and significance of literary movements
- The role of historical and cultural contexts
- Methodology for analyzing literary movements
- **Primary Reading:** Excerpts from *The Norton Anthology of World Literature*

Week 3-4: The Renaissance (14th–17th Century)



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- Humanism, revival of classical learning
- Key figures: Shakespeare, Petrarch, Milton
- Relationship with visual arts (Da Vinci, Michelangelo)
- **Primary Reading:** Shakespeare's *Sonnet 18*, excerpts from *Paradise Lost*

Week 5: Enlightenment and Neoclassicism (18th Century)

- Reason, order, and satire
- Key figures: Voltaire, Alexander Pope, Jonathan Swift
- Influence on political and scientific thought
- **Primary Reading:** Swift's *A Modest Proposal*, Pope's *The Rape of the Lock*

Week 6-7: Romanticism (Late 18th–Early 19th Century)

- Emotion, nature, and individualism
- Key figures: Wordsworth, Coleridge, Keats, Mary Shelley
- Connection with Romantic art (Caspar David Friedrich, Turner)
- **Primary Reading:** Wordsworth's *Daffodils*, Shelley's *Frankenstein* (excerpts)

Week 8: Realism and Naturalism (19th Century)

- Depiction of everyday life and social issues
- Key figures: Dickens, Flaubert, Zola
- Influence of industrialization and Darwinism
- **Primary Reading:** Excerpts from *Madame Bovary*, Zola's *Thérèse Raquin*

Week 9: Modernism (Early 20th Century)

- Fragmentation, stream of consciousness, disillusionment
- Key figures: Woolf, Joyce, Eliot, Kafka
- Intersection with Cubism and Surrealism (Picasso, Dali)
- **Primary Reading:** Eliot's *The Waste Land*, Kafka's *The Metamorphosis*

Week 10: Harlem Renaissance (1920s–1930s)

- African-American cultural revival
- Key figures: Langston Hughes, Zora Neale Hurston
- Jazz and visual arts (Aaron Douglas)
- **Primary Reading:** Hughes' *The Negro Speaks of Rivers*, Hurston's *Their Eyes Were Watching God* (excerpts)

Week 11: Postcolonial Literature (Mid–Late 20th Century)

- Decolonization, identity, hybridity
- Key figures: Achebe, Rushdie, Walcott
- Influence of globalization and migration
- **Primary Reading:** Achebe's *Things Fall Apart* (excerpts)

Week 12: Postmodernism (Late 20th Century)

- Metafiction, intertextuality, irony
- Key figures: Borges, Pynchon, Atwood
- Connection with postmodern art (Warhol, Magritte)
- **Primary Reading:** Borges' *The Library of Babel*, Atwood's *The Handmaid's Tale* (excerpts)

Week 13: Contemporary and Global Literature (21st Century)

- Digital age literature, climate fiction, migration narratives
- Key figures: Chimamanda Ngozi Adichie, Mohsin Hamid
- **Primary Reading:** Hamid's *Exit West* (excerpts)

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Week 14: Literary Movements and Interdisciplinary Connections

- Literature and film adaptations
- Literature and music (Bob Dylan’s Nobel Prize)
- Literature and digital media (hypertext fiction)

Week 15: Review and Final Presentations

- Recap of major movements
- Student-led discussions on comparative analysis

Recommended Textbooks:

1. **The Norton Anthology of World Literature** (10th Edition) – Martin Puchner
 - *Comprehensive coverage of global literary movements*
2. **Literary Movements for Students** (Gale) – David Galens
 - *Detailed analysis of movements with contextual essays*
3. **The Theory Toolbox** – Jeffrey Nealon & Susan Searls Giroux
 - *Critical approaches to interpreting literary movements*

Semester –II			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-322	Introduction to Phonetics & Phonology	General Education	03(3-0)

Course Description:

This course introduces students to the scientific study of speech sounds (phonetics) and sound systems in language (phonology). Students will learn the International Phonetic Alphabet (IPA), analyze speech production, distinguish between segmental and suprasegmental features, and examine phonological rules and patterns across languages.

Course Learning Outcomes (CLOs):

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

- a) Describe how speech sounds are produced, classified, and transcribed using the IPA.
- b) Recognize segmental and suprasegmental features.
- c) Identify and analyze phonological patterns.

Course Outline (15 Weeks)

Week 1: Introduction to Phonetics & Phonology

- Difference between phonetics and phonology
- Branches of phonetics: articulatory, acoustic, auditory
- Importance of IPA in linguistic study



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Week 2: Speech Production & Articulatory Phonetics

- Anatomy of the vocal tract
- Voicing, place, and manner of articulation
- IPA consonant chart introduction

Week 3: Consonants in Detail

- Plosives, fricatives, affricates, nasals, approximants
- IPA transcription practice
- Language-specific consonant variations

Week 4: Vowels & Vowel Classification

- Monophthongs vs. diphthongs
- Cardinal vowels and vowel space
- IPA vowel chart practice

Week 5: Suprasegmental Features (Prosody)

- Stress, rhythm, and syllable structure
- Tone and intonation patterns
- Practical exercises in stress and intonation

Week 6: Phonetics of Connected Speech

- Assimilation, elision, linking
- Weak forms and contractions
- Transcribing natural speech

Week 7: Introduction to Phonology

- Phonemes vs. allophones
- Minimal pairs and complementary distribution
- Phonological rules introduction

Week 8: Phonological Processes

- Neutralization, deletion, insertion
- Co-articulation effects
- Case studies from different languages

Week 9: Syllable Structure & Phonotactics

- Onset, nucleus, coda
- Sonority hierarchy
- Cross-linguistic syllable patterns

Week 10: Morphophonemics



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- Interaction between morphology and phonology
- Allomorphy (e.g., English plural -s)
- Examples from inflectional morphology

Week 11: Tone & Intonation Systems

- Tone languages
- Intonation in English (questions vs. statements)
- Pitch accent languages

Week 12: Phonological Theories Overview

- Classical phonemics vs. generative phonology
- Optimality Theory (OT) basics
- Current trends in phonological research

Week 13: Sociophonetics & Variation

- Dialectal and social variations in pronunciation
- Accent studies (e.g., British vs. American English)
- Forensic phonetics applications

Week 14: Applied Phonetics & Phonology

- Speech therapy and language disorders

Week 15: Review & Final Project Presentations

- Recap of key concepts
- Student presentations on phonological analysis

Recommended Textbooks:

1. **A Course in Phonetics** (7th Ed.) – *Peter Ladefoged & Keith Johnson*
 - *Classic textbook with clear explanations and exercises*
2. **Introducing Phonology** (2nd Ed.) – *David Odden*
 - *Great for phonological theory and rule-based analysis*
3. **The Sounds of Language: An Introduction to Phonetics and Phonology** – *Elizabeth C. Zsiga*
 - *Balanced approach with real-world examples*



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Semester –II			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-323	Expository Writing	General Education	03(3-0)

DESCRIPTION

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the pre-requisite course, Functional English, this course will enhance students' abilities of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

COURSE LEARNING OUTCOMES

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

1. Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.
2. Demonstrate mastery of diverse expository types to address different purposes and audiences,
3. Uphold ethical practices to maintain originality in expository writing.

SYLLABUS

1. Introduction to Expository Writing: Understanding expository writing (definition, types, purpose and applications) Characteristics of effective expository writing (clarity, coherence and organization) Introduction to paragraph writing
2. The Writing Process: Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.) Drafting (three stage process of drafting techniques) Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.) Proof reading (fine-tuning of the draft) Peer review and feedback (providing and receiving critique)



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3. Essay Organization and Structure: Introduction and hook (engaging readers and introducing the topic) Thesis statement (crafting a clear and focused central idea) Body Paragraphs (topic sentences, supporting evidence and transitional devices) Conclusion (types of concluding paragraphs and leaving an impact) Ensuring cohesion and coherence (creating seamless connections between paragraphs)

4. Different Types of Expository Writing:

Description

Illustration. Classification Cause and effect (exploring causal relationships and outcomes) Process analysis (explaining step-by-step procedures) Comparative analysis (analyzing similarities and differences)

5. Writing for Specific Purposes and Audiences: Different types of purposes (to inform, to analyze, to persuade, to entertain etc.) Writing for academic audiences (formality, objectivity, and academic conventions) Writing for public audiences (engaging, informative and persuasive language) Different tones and styles for specific purposes and audiences

6. Ethical Considerations: Ensuring original writing (finding credible sources, evaluating information etc.) Proper citation and referencing (APA, MLA, or other citation styles) Integrating quotes and evidences (quoting, paraphrasing, and summarizing) Avoiding plagiarism (ethical considerations and best practices)

SUGGESTED PRACTICAL ACTIVITIES (OPTIONAL)

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing

SUGGESTED INSTRUCTIONAL/READING MATERIALS

1. "The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.
2. "They Say/I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein.
3. "Writing Analytically" by David Rosenwasser and Jill Stephen.
4. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.
5. "The Elements of Style" by William Strunk Jr. and E.B. White.
6. "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.
7. "Writing to Learn: How to Write-and Think Clearly About Any Subject at All" by William Zinsser.
8. "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg.
9. "The Art of Styling Sentences" by Ann Long knife and K.D. Sullivan.
10. "Writing Today" by Richard Johnson-Sheehan and Charles Paine.

Semester II			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
MATH-326	Quantitative Reasoning – II *	General Education	3 (3-0)

Course Objective: The primary objective of this course is to explore probability and statistics. The curriculum includes in-depth study of exponential and logarithmic functions, as well as



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problem-solving related to these mathematical concepts. Solving system of linear equations and matrix algebra is the part of this course which ultimately develops the necessary background for data analysis. Overall, the course aims to equip students with a comprehensive understanding of mathematical concepts relevant to probability and statistics enabling them to apply these skills in real-world scenarios.

Course Outline:

Logic, Logical and critical Reasoning: Introduction and importance of logic, Inductive, deductive and abductive approaches of reasoning, Proposition Arguments (Valid, invalid) logical connectives, truth tables and propositional equivalences, Logical Fallacies, Venn Diagrams, Predicates and Quantifiers, Quantitate Reasoning exercises using logical reasoning logical reasoning concepts and techniques.

Mathematical modeling and Analysis: Introduction to deterministic models, Use of linear function for modeling in real- world situations, Modeling of the system of linear equation and others solutions, Elementary introduction to derivatives in mathematical modeling, Linear and exponential growth and decay models, Quantitative reasoning exercises using mathematical modeling.

Statistical Modeling and Analyses: Introduction to Probabilistic models, Bivariate analysis, Scatter plots, Simple linear regression model and correlation analysis, Basics of estimation and confidence interval, Testing of hypothesis (z-test, t-test), Statistical inference in decision making, Quantitative reasoning exercise using statistical modelling.

Recommended Books:

1. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
2. "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
3. "Discrete Mathematics with Applications" by Susanna S. Epp.
4. "Applied Mathematics for Business, Economics and Social Sciences" by Frank S Budnick.
5. "Elementary Statistics: A Step by Step Approach" by Allan Bluman.
6. "Introductory Statistics" by Prem S. Mann.
7. "Applied Statistical Modeling" by Salvatore Babones.
8. "Barrons SAT" by Sharvon Weiner Green, M.A and Ira K.Wolf.

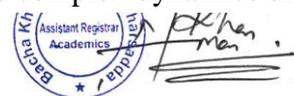
Semester II			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
PS-314	Pakistan Studies *	General Education	2 (2-0)

DESCRIPTION

This course is designed to provide students with a comprehensive exploration of Pakistan's identity, spanning geographical, historical, and cultural dimensions. It delves into the diverse landscapes, ancient civilizations, and rich cultural heritage that define Pakistan. Moreover, it examines the socio-cultural and political transformations in Pakistan over time including democratic transitions and military interventions. The aim of this course is to inculcate in students a nuanced understanding of Pakistan's past, present, and potential future trajectories, enabling them to critically evaluate the complex dynamics shaping the



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nation's development.

COURSE LEARNING OUTCOMES

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

- ❖ Have enhanced knowledge of the geographical, historical, and political aspects of Pakistan.
- ❖ Understand the society and culture of Pakistan.
- ❖ Understand and explain the socio-economic developments in Pakistan.
- ❖ Explore contemporary issues and challenges faced by Pakistan and their implications for the future.

SYLLABUS

1. Introduction to Pakistan:

- Geographical location and significance.
- Historical background: Ancient civilizations in the region.
- Factors leading to the creation of Pakistan.

2. Political History of Pakistan:

- Formative phase.
- Military interventions and democratic transitions.

3. Geography of Pakistan:

- Physiography: Mountains, plans, plateaus, deserts, valleys and coastal areas.
- River systems: Indus River and its tributaries.
- Climatic regions of Pakistan.

4. Society and Culture of Pakistan:

- Socio-cultural diversity
- Languages and literature of Pakistan.

5. Economic Development of Pakistan:

- Agriculture and industrial sectors of Pakistan.
- Economic challenges of Pakistan.

6. Contemporary Issues:

- Foreign relations of Pakistan.
- Security challenges terrorism, extremism, and regional conflicts.
- Environmental problems and sustainable development (SDGs).
- Media and social change.

SUGGESTED INSTRUCTIONAL/READING MATERIALS

1. "Jinnah of Pakistan" by Stanley Wolpert
2. "The Sole Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan" by Ayesha Jalal
3. "The struggle for Pakistan" by Ishtiaq Husain Qureshi
4. "Pakistan, the Formative Phase, 1857-1948" by Khalid B. Sayeed
5. "Pakistan Studies: A Book of Readings" by Sikandar Hayat
6. "Constitutional and Political History of Pakistan" by Hamid Khan
7. "Trek to Pakistan" by Ahmad Saeed and Kh. Mansur Sarwar
8. "Pakistan: A Modern History" by Ian Talbot
9. "Politics in Pakistan: The Nature and Direction of Change" by Khalid B. Sayeed
10. "Physical Geography of Pakistan" by Umar Jahangir
11. "A Geography of Pakistan: Environment, People, and Economy" by Fazle Karim Khan
12. "Pakistan's Foreign Policy: An Historical Analysis" by S. M. Burke
13. "Separatism in East Pakistan" by Rizwan Ullah Kokab
14. "Being Pakistani: Society, Culture and the Arts" by Raza Rumi





15. "Pakistan's Cultural Heritage: Socio-Economic and Technological Aspects" edited by Abdul Jabbar Khan
16. "Language and Politics in Pakistan" by Tariq Rahman
17. "Sociology" by Horton and Hunt
18. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring
19. "Economic Development of Pakistan" by Ishrat Husain
20. "Issues in Pakistan's Economy" by S. Zaidi

Semester II			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
PSY-311	Social Sciences ** Fundamentals of Psychology	General Education	2 (2-0)

Course Description

This course provides some basic knowledge of the key terms, facts and principles designed to aid the students in understanding individual behaviour. Behaviour is analyzed and interpreted through activities and discussion of such topics as motivation, emotion, perception, learning and intelligence.

Course Objectives:

- To describe psychology with major areas in the field,
- To identify the parameters of this discipline. Distinguish between the major perspectives on human thought and behavior. Appreciate the variety of ways psychological data are gathered and evaluated.
- To gain insight into human behavior and into one's own personality or personal relationships. Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

Course Outlines:

- 1. Introduction to Psychology:**
 - a) Nature and Application of Psychology with special reference to Pakistan.
 - b) Historical Background and Schools of Psychology (A Brief Survey)
 - c) Specializations and branches of Psychology
- 2. Methods of Psychology**
 - a. Observation
 - b. Case History Method Experimental Method
 - c. Survey Method
 - d. Interviewing Techniques
- 3. Sensation**
 - a. Characteristics and Major Functions of Different Sensations
 - b. Vision: Structure and function of the Eye
 - c. Audition: Structure and functions of the Ear
- 4. Perception**
 - a. Nature of Perception
 - b. Factors of Perception: Subjective, Objective and Social



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- c. Kinds of Perception
- d. Spatial Perception
- e. Temporal Perception; Auditory Perception

5. Motives

- a. Definition and Nature
- b. Classification
- c. Primary (Biogenic) Motives: Hunger, Thirst, Defecation and Urination, Fatigue, Sleep, Pain, Temperature, Regulation, Maternal Behavior, Sex
- d. Secondary (Socio-Genic) Motives: Play and Manipulation, Exploration and Curiosity, Affiliation, Achievement and Power, Competition, Cooperation, Social Approval and Self Actualization.

6. Learning

- a. Definition of Learning
- b. Types of Learning: Classical Operant Conditioning, Methods of Learning: Trial and Error; Learning by Insight; Observational Learning

7. Memory

- a. Definition and Nature
- b. Memory Processes: Retention, Recall and Recognition
- c. Forgetting: Nature and Causes

Recommended Books:

1. Atkinson R. C., & Smith E. E. (2000). Introduction to psychology (13th ed.). Harcourt Brace College Publishers.
2. Fernald, L. D., & Fernald, P. S. (2005). Introduction to psychology. USA: WMC Brown Publishers.
3. Glassman, W. E. (2000). Approaches to psychology. Open University Press. Hayes, N. (2000). Foundation of psychology (3rd ed.). Thomson Learning. Lahey, B. B. (2004). Psychology: An introduction (8th ed.). McGraw-Hill Companies, Inc.
4. Leahey, T. H. (1992). A history of psychology: Main currents in psychological thought. New Jersey: Prentice-Hall International, Inc.
5. Myers, D. G. (1992). Psychology. (3rd ed.). New York: Wadsworth Publishers.
6. Ormord, J. E. (1995). Educational psychology: Developing learners. Prentice- Hall, Inc

Semester II			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
QUR-301	Understanding of Holy Quran-II / Fehm-e-Quran-II	General Education	1 (1-0)

Course Learning Outcomes:

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

1. Directly comprehend hundreds of Quranic sentences & verses.
2. Understand at least 80 to 85 % of each page of the holy Quran.
3. Understand common verses across different Quranic topics
4. Achieve proficiency in the basic and advance linguistic aspects of the



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Arabic language.

5. Understand the difference between Quranic verbs in various forms, such as present, past and imperative.
6. Develop the ability to understand long verses of the holy Quran independently and then comprehend their interpretation.

Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:

Weeks	Lectures	Units	Lessons	Assignments/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صيغة جمع مذكر غائب مثل يعبدون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع مذكر غائب مثل يعبدون
2.	1.	6	9-10	Understanding & Translation of Verses	Present Tense صيغة مفرد مذكر مخاطب (تعبد) وجمع مذكر مخاطب (تعبدون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع مذكر مخاطب (تعبدون) صيغة المنكلم (أعد)
3.	1.	6	13	Understanding & Translation of Verses	Present Tense صيغة جمع المنكلم (تعبد)
	2.	6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع , لا تعبد، لا تعبوا
4.	1.	6	16-17	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصدر مؤول)
	2.	6	18-19	Understanding & Translation of Verses	Laam uttaleel (لام التعليل) & Laam ul jhood(لام الجود)
5.	1.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
	2.	6	Revision (Unit 6)	Quiz	



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6.	1.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
	2.	6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
7.	1.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
	2.	6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
8.	1.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المفرد للغائب
	2.	MID TERM			
9.	1.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدوا
11.	1.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدنا
	2.	7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدنا
12.	1.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدنا
	2.	7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدنا
13.	1.	7	4 (sec 1-2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عبدتم
	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عبدتم
14.	1.	7	5-6	Understanding & Translation of Verses Quiz	Past Tense صيغة المتكلم والمخاطب عبدت ، عبدن
	2.	7	7	Understanding & Translation of Verses	Past Tense صيغة المؤنث للغائب عب كن

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15.	1.	7	8	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للمفرد
	2.	7	9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول الجمع
16.	1.	8	1-4	Understanding & Translation of Verses	Imperative Verb for singular فعل الأمر للمفرد
	2.	7	5-8	Understanding & Translation of Verses	Imperative Verb for plural فعل الأمر للجمع



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SECOND YEAR: THIRD SEMESTER

Semester III			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-411	Introduction to Textual Analysis	Major	03(3-0)
ENG-412	Introduction to Morphology	Major	03(3-0)
ENG-413	British Literary History: Medieval to Romantic	Major	03(3-0)
	Environmental Sciences	General Education	03(3-0)
PASH-324	Pashto Language: Introduction and Development	General Education	02(2-0)
SOC-313	Civics & Community Engagement *	General Education	02(2-0)
PS-321	Ideology & Constitution of Pakistan *	General Education	02(2-0)
	Total Credit Hours		18

Semester –III			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-411	Introduction to Textual Analysis	Major	03(3-0)

Course Description:

This course equips students with foundational skills in analyzing literary and non-literary texts through close reading, critical thinking, and contextual interpretation. Students will examine various textual elements—such as narrative structure, tone, symbolism, and discourse—while applying different theoretical lenses. The course emphasizes practical engagement with diverse genres (fiction, poetry, drama, essays) and media (print, digital).

Course Learning Outcomes:

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

- a) Recognize close reading techniques to identify meaning, form, and structure in texts.
- b) Analyze textual elements such as tone, symbolism, and narrative perspective contextually.

Interpret literary and non-literary texts.

Course Outline (15 Weeks)

Week 1: Introduction to Textual Analysis

- Defining "text" (literary, non-literary, digital)



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- Difference between *reading* and *close reading*
- Overview of analytical frameworks
Week 2: Close Reading Techniques
- Annotation strategies
- Identifying literal vs. figurative meaning
- **Practice Text:** Emily Dickinson, "Because I could not stop for Death"
Week 3: Narrative Structure & Perspective
- Point of view (1st, 2nd, 3rd person; unreliable narrators)
- Temporal structure (flashbacks, nonlinear narratives)
- **Practice Text:** Edgar Allan Poe, "The Tell-Tale Heart"
Week 4: Tone & Diction
- Word choice and connotation
- Irony, satire, and ambiguity
- **Practice Text:** Jonathan Swift, *A Modest Proposal* (excerpts)
Week 5: Imagery & Symbolism
- Metaphor, simile, allegory
- Cultural vs. universal symbols
- **Practice Text:** William Blake, "The Tyger"
Week 6: Intertextuality & Allusion
- How texts reference other texts
- Parody and homage
- **Practice Text:** T.S. Eliot, *The Waste Land* (excerpts)
Week 7: Discourse Analysis
- Power dynamics in language (Foucault)
- Speech acts and pragmatics
- **Practice Text:** Political speeches or ads
Week 8: Genre-Specific Analysis I: Poetry
- Meter, rhyme, enjambment
- Sonnet vs. free verse
- **Practice Text:** Sylvia Plath, "Daddy"
Week 9: Genre-Specific Analysis II: Prose
- Focalization, free indirect discourse
- **Practice Text:** Jane Austen, *Pride and Prejudice* (opening chapter)
Week 10: Genre-Specific Analysis III: Drama
- Stage directions, subtext, dramatic irony



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- **Practice Text:** Shakespeare, *Hamlet* (soliloquy analysis)

Week 11: Digital & Multimodal Texts

- Hypertext, memes, and visual rhetoric
- **Practice Text:** Twitter threads or graphic novels

Week 12: Feminist & Postcolonial Readings

- Gendered language; colonial discourse
- **Practice Text:** Chimamanda Ngozi Adichie, *We Should All Be Feminists* (essay)

Week 13: Psychoanalytic & Marxist Approaches

- Subconscious symbolism; class critique
- **Practice Text:** Kafka, *The Metamorphosis* (excerpts)

Week 14: Student-Led Workshops

- Peer review of final projects
- Collaborative analysis of unseen texts

Week 15: Final Presentations

- Students present original textual analyses

Recommended Texts:

1. **How to Read Literature Like a Professor** – *Thomas C. Foster*
 - *Accessible guide to literary devices and meaning-making.*
2. **The Cambridge Introduction to Narrative** – *H. Porter Abbott*
 - *Comprehensive theory on narrative structures.*
3. **Critical Theory Today** – *Lois Tyson*
 - *Step-by-step guide to applying theoretical lenses.*

Semester –III			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-412	Introduction to Morphology	Major	03(3-0)

Course Description:

This course introduces students to the study of word structure (morphology) in human language. Students will learn to analyze morphemes, identify word formation processes, and examine morphological patterns across languages. The course combines theoretical foundations with practical problem-solving exercises to develop analytical skills in morphological decomposition and classification.

Course Learning Outcomes (CLOs):

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

- a) Define and explain key concepts related to structure of word.
- b) Analyze structure of word.
- c) Differentiate various word formation processes.



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Course Outline (15 Weeks)

Week 1: Introduction to Morphology

- Definition and scope of morphology
- Relationship with phonology, syntax, and semantics
- Basic terminology: words, morphemes, lexemes

Week 2: Morphemes and Their Types

- Free vs. bound morphemes
- Roots, stems, and affixes
- Practice: Identifying morphemes in English and other languages

Week 3: Morphological Analysis Techniques

- Segmentation of complex words
- Morpheme identification exercises
- Introduction to morphological trees

Week 4: Inflectional Morphology

- Grammatical categories (tense, number, case, gender)
- Inflectional paradigms
- Case study: English verb conjugation and noun pluralization

Week 5: Derivational Morphology

- Word class changes (e.g., verb → noun: *teach* → *teacher*)
- Semantic changes through derivation
- Productivity of derivational affixes

Week 6: Allomorphy and Morphophonemics

- Conditioned allomorphs (e.g., English plural -s, -es, -en)
- Phonological influences on morphology
- Examples from English and other languages

Week 7: Word Formation Processes I - Affixation

- Prefixes, suffixes, infixes, circumfixes
- Cross-linguistic comparison of affixation
- Problem set: Analyzing affixed words

Week 8: Word Formation Processes II - Compounding

- Endocentric vs. exocentric compounds
- Headedness in compounds
- Comparison of compounding in English, German, Chinese

Week 9: Word Formation Processes III - Conversion & Others

- Zero-derivation (e.g., *google* → *to google*)



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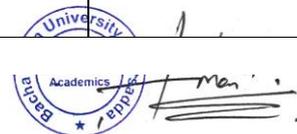
- Clipping, blending, acronyms
- Backformation (e.g., *editor* → *edit*)
Week 10: Morphological Typology
- Isolating, agglutinative, fusional, polysynthetic languages
- Case studies: Mandarin, Turkish, Latin, Mohawk
Week 11: Morphology-Syntax Interface
- Function words vs. content words
- Clitics and their status
- Morphosyntactic features (e.g., agreement)
Week 12: Morphology in Psycholinguistics
- Morphological processing in the brain
- Language acquisition and morphology
- Aphasia and morphological deficits
Week 13: Computational Morphology
- Morphological parsing in NLP
- Stemming vs. lemmatization
- Applications in machine translation
Week 14: Student Presentations
- Research on morphological phenomena in a language of choice
Week 15: Review and Final Exam
- Summary of key concepts
- Problem-solving session
Recommended Textbooks:
- 1. **Morphology** (3rd Ed.) – *Francis Katamba*
 - *Comprehensive introduction with exercises.*
- 2. **Introducing Morphology** (2nd Ed.) – *Rochelle Lieber*
 - *Student-friendly with clear examples.*
- 3. **The Grammar of Words** – *Geert Booij*
 - *Theoretical depth with cross-linguistic data.*

Semester –III			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-413	British Literary History: Medieval to Romantic	Major	03(3-0)

Course Description:



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This course surveys the evolution of British literature from the Medieval period (c. 8th century) to the Romantic era (early 19th century). Students will explore major texts, authors, and literary movements within their historical, religious, and cultural contexts. Emphasis is placed on close reading, thematic analysis, and the relationship between literature and societal change.

Course Learning Outcomes (CLOs):

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

- Identify key literary texts, authors, and movements from the Medieval to the Romantic period.
- Analyze how historical, religious, and cultural contexts shape literary themes and forms.
- Interpret representative works using appropriate literary terminology and historical awareness.

Course Outline (15 Weeks)

Week 1: Introduction to British Literary History

- Periodization: Medieval, Renaissance, Restoration, Enlightenment, Romanticism
- Key historical milestones (Norman Conquest, Reformation, Industrial Revolution)
- Primary Reading:** Excerpts from *The Norton Anthology of English Literature*

Week 2-3: Medieval Literature (8th–15th Century)

- Old English poetry: *Beowulf* (epic tradition, heroic ideals)
- Middle English: Chaucer's *The Canterbury Tales* (social satire, Middle English dialects)
- Religious influences: *The Dream of the Rood*, mystery plays
- Primary Reading:** *Beowulf* (excerpts), Chaucer's "General Prologue"

Week 4-5: The Renaissance (16th–Early 17th Century)

- Humanism and the Elizabethan Golden Age
- Shakespeare's sonnets and plays (*Macbeth*, *Hamlet*)
- Metaphysical poetry: Donne, Herbert (conceits, religious themes)
- Primary Reading:** Shakespeare's Sonnet 18, Donne's "The Flea"

Week 6: Early 17th Century & Puritan Influence

- Milton's *Paradise Lost* (epic, free will, theodicy)
- Cavalier vs. Puritan poetry (Herrick vs. Milton)
- Primary Reading:** Milton, *Paradise Lost* (Book I)

Week 7: Restoration & 18th Century (1660–1785)



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- Satire and neoclassicism: Dryden, Pope, Swift

- Rise of the novel: Defoe's *Robinson Crusoe*
- **Primary Reading:** Swift's *A Modest Proposal*, Pope's *The Rape of the Lock*

Week 8-9: The Enlightenment & Age of Sensibility

- Reason vs. emotion: Johnson, Gray, Sterne
- Gothic literature: Walpole's *The Castle of Otranto*
- **Primary Reading:** Gray's "Elegy Written in a Country Churchyard"

Week 10-12: Romanticism (1785–1830)

- Lyrical Ballads: Wordsworth and Coleridge (nature, imagination)
- Second-generation Romantics: Keats, Shelley, Byron (revolution, individualism)
- **Primary Reading:** Wordsworth's "Tintern Abbey," Keats's "Ode to a Nightingale"

Week 13: Women Writers & Marginalized Voices

- Aphra Behn (Restoration drama), Mary Wollstonecraft (*A Vindication of the Rights of Woman*)
- **Primary Reading:** Wollstonecraft (excerpts), Austen's *Pride and Prejudice* (excerpts)

Week 14: Literature & Historical Trauma

- Responses to war, colonialism, industrialization
- **Primary Reading:** Blake's "London," Coleridge's *The Rime of the Ancient Mariner*

Week 15: Review & Final Projects

- Comparative analysis of themes across periods
- Student presentations on period-specific research

Recommended Texts:

1. **The Norton Anthology of English Literature** (10th Ed.) – *Stephen Greenblatt*
 - *Comprehensive primary texts and contextual essays.*
2. **A Short History of English Literature** – *Benjamin Ifor Evans*
 - *Concise overview of literary periods.*
3. **The Cambridge Companion to British Romanticism** – *Stuart Curran*



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- *Critical perspectives on Romantic literature.*



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Semester III			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
BOT-311	Diversity of Plants	General Education	3 (2+1)

Course Objective: To introduce the students to the diversity of plants and their structures and significance.

Course Learning outcomes; By the end of this course, students will be able to:

- Identify major plant groups.
- Describe the structure, function, reproduction, and adaptation of plants.
- Assess the ecological roles and significance of plant diversity in different habitats.

Course Outline

Algae: General Characteristics, Reproduction, classification, adaptation of Algae

Fungi: General Characteristics, Reproduction, adaptation and classification. Ecological role and significance. Implication of fungi on crop production and industrial applications.

Lichens: Introduction to lichens, Ecological role and significance.

Introduction, origin, history, feature and a generalized life cycle of the representative members.

1. Bryophytes
2. Pteridophytes
3. Gymnosperms

Lab Outline

- Identification, morphology and reproductive structures of algae, fungi and lichens specimens.
- Preparation and preservation of specimens slide for microscopic examination
- Identification, morphology and reproductive structures of bryophytes, Pteridophytes and Gymnosperms
- Field trip to study local flora

Recommended Books

1. Alexopoulos, C.J., Mims, C.W. and Blackwell, M. 1996. Introductory Mycology. 4th ed. John Wiley and Sons Publishers.
2. Hussain, F. 2014. Phycology. A Text book of Algae. Pak Book Empire, Lahore.
3. Lee, R.E. 1999. Phycology. Cambridge University Press, UK
4. Mauseth, J.D. 2003. Botany: An Introduction to Plant Biology. 3rd ed., Jones and Bartlett Pub. UK
5. Prescott, L.M., Harley, J.P. and Klein, A.D. 2004. Microbiology, 3rd ed. W.M. C. Brown Publishers.
6. Vashishta, B.R. 1991. Botany for Degree Students (all volumes). S. Chand and Company. Ltd. New Delhi.



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Semester III			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
PASH-324	Pashto Language: Introduction and Development	General Education	02(2-0)

Arts and Humanities –I (Language) Pashto Course Pool

For other Disciplines

پښتو ژبه: پېژندگلو او پرمختگ

Pashto Language: Introduction and Development

Course Title	پښتو ژبه: پېژندگلو او پرمختگ Pashto Language: Introduction and Development
Course Code	PASH.324
Semester	2 nd
No. of Credit Hours	02
Objectives	<ol style="list-style-type: none"> 1. دا کورس د پښتو زده کونکيو تر څنگ د نورو څانگو د پاره مه د ځکه پکښې د پښتو تعارف په لړ کښې ابتدايي مواد شامل دي چې دوي د پښتو د ابتدايي نقوشو نه خبر شي 2. زده کونکي د پښتو د ليک دود سره آشنا کول 3. زده کونکي د پښتو ژبې او قام په اساسي نظرياتو خبرول 4. زده کونکي د پښتو ادب او پښتو نوموړو شاعرانو د ژوند او شاعرۍ نه خبرول
Course Contents	<ul style="list-style-type: none"> • املاء او رسم الخط کښې فرق • د رسم الخط مختلف قسمونو بيان • د پښتو املاء ارتقاء • پښتو املاء کښې روښاني اختراعات • پښتو املاء ته د خوشحال خان خټک بڅښنې • د باره گلۍ سيمينارونه او پښتو املاء • د پښتو د املاء او رسم الخط په لړ کښې انفرادي کوششونه • د پښتو ژبې په اړه بېلابېلې نظريې (سامي النسل نظريه - اريايي نظريه - پښتانه بني اسرائيل دي؟ - پښتانه اريا دي؟) • د نوموړو پښتو شاعرانو د ژوند احوال: (خوشحال خان خټک - رحمان بابا - حميد بابا - کاظم خان شېدا - حمزه بابا - غني خان - اجمل خټک - قلندر مومند) • د لاندینو شاعرانو د ورکړو شوو غزلونو تشریحات: <ul style="list-style-type: none"> ○ خوشحال خان خټک: توره چې تېريوي خو گزار لره کنه ○ رحمان بابا: په ښه خوي له بد خواهانو بې پروا يم ○ حميد بابا: د ستا د شونډو په څېر کله دي د گل رنگ

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<p>علي خان حمزه بابا ډاکټر محمد اعظم</p>	<p>○ د يارانو د هجران له جوړ و جرمه ○ ستا غمونه به ختمېږي هم که نه ○ پوهه مې او زده کړه مې د مينې له آئينه ده ○ اعظم اعظم</p>
	<p>• د لاندينو افسانه نگارونو د افسانو فني او فکري جايزه</p> <p>○ قلندر مومند: گجرې ○ زيتون بانو: ژوندي غمونه</p>

مجوزه کتابونه:

1. ليکوالي املا او انشاء ، از گل باچا الفت
2. د خير البيان ليک دود ، مشموله خبر البيان، کابل چاپ، پوهاند عبدالشکور رشاد ، مخ ۵۵ تا ۸۰ پورې
3. پښتو ليک دود ، از پرېشان خټک
4. پښتو املاء ، پروفېسر ډاکټر راج ولي شاه خټک
5. پښتو ليک دود ، از خان شهيد عند الصمد خان
6. معياري پښتو ، ډاکټر عبدالرزاق پالوال
7. پښتو ليک دود — ډاکټر نصرالله جان — پښتو اکېډمي
8. ساهو پښتو — مشتاق مجروح
9. پښتانه ليکوال — همېش خليل
10. د ياد شوو شاعرانو د شاعرۍ دېواوين/شعري ټولگې

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Semester III			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
SOC-313	Civics & Community Engagement *	General Education	02(2-0)

Title of the Course: Civics and Community Engagement

Course Code: Soc-313

Credit Hours: 02 (2+0)

DESCRIPTION

This course is designed to provide students with fundamental knowledge about civics, citizenship, and community engagement. In this course, the students will learn about the essentials of civil society, government, civic responsibilities, inclusivity, and effective ways to participate in shaping the society which will help them apply theoretical knowledge to the real-world situations to make a positive impact on their communities.

COURSE LEARNING OUTCOMES

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

1. Demonstrate fundamental understanding of civics, government, citizenship and civil society.
2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
3. Recognize the importance of diversity and inclusivity for societal harmony and peaceful coexistence.

SYLLABUS

1. Civics and Citizenship:

- Concepts of civics, citizenship, and civic engagement.
- Foundations of modern society and citizenship.
- Types of citizenship: active, participatory, digital, etc.

2. State, Government and Civil Society:

- Structure and functions of government in Pakistan.
- The relationship between democracy and civil society.
- Right to vote and importance of political participation and representation.
-

3. Rights and Responsibilities:

- Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973.
- Civic responsibilities and duties.
- Ethical considerations in civic engagement (accountability, non-violence, peaceful dialogue, civility, etc.).

4. Community Engagement:

- Concept, nature and characteristics of community.
- Community development and social cohesion.
- Approaches to effective community engagement.
- Case studies of successful community driven initiatives.

5. Advocacy and Activism:

- Public discourse and public opinion.



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- Role of advocacy in addressing social issues.
- Social action movements.

6. Digital Citizenship and Technology:

- The use of digital platforms for civic engagement.
- Cyber ethics and responsible use of social media.

7. Diversity, Inclusion and Social Justice:

- Understanding diversity in society (ethnic, cultural, economic, political etc.).
- Youth, women and minorities' engagement in social development.
- Addressing social inequalities and injustices in Pakistan.
- Promoting inclusive citizenship and equal rights for societal harmony and peaceful coexistence.

SUGGESTED PRACTICAL ACTIVITIES (OPTIONAL)

As part of the overall learning requirements, the course may have one or a combination of the following practical activities:

1. **Community Storytelling:** Students can collect and share stories from community members. This could be done through oral histories, interviews, or multimedia presentations that capture the lived experiences and perspectives of diverse individuals.
2. **Community Event Planning:** Students can organize a community event or workshop that addresses a specific issue or fosters community interaction. This could be a health fair, environmental cleanup, cultural festival, or educational workshop.
3. **Service-Learning:** Students can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time and skills to address a particular community need, such as tutoring, mentoring, or supporting vulnerable populations.
4. **Cultural Exchange Activities:** Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings, performances, and presentations that promote cross-cultural understanding.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. “*Civics Today: Citizenship, Economics, & You*” by McGraw-Hill Education.
2. “*Citizenship in Diverse Societies*” by Will Kymlicka and Wayne Norman.
3. “*Engaging Youth in Civic Life*” by James Youniss and Peter Levine.
4. “*Digital Citizenship in Action: Empowering Students to Engage in Online Communities*” by Kristen Mattson.
5. “*Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education*” by Graham Pike and David Selby.
6. “*Community Engagement: Principles, Strategies, and Practices*” by Becky J. Feldpausch and Susan M. Omilian.
7. “*Creating Social Change: A Blueprint for a Better World*” by Matthew Clarke and Marie-Monique Steckel.



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Semester III			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
PS-321	Ideology & Constitution of Pakistan *	General Education	02(2-0)

Title of the Course: Ideology and Constitution of Pakistan

Course Code: Ps-321

Credit Hours: 02 (2+0)

COURSE OBJECTIVE

This course is designed to provide students with the fundamental exploration of the ideology and the constitution of Pakistan. The course focuses on the underlying principles, beliefs, aspirations that have been instrumental in shaping the creation and development of Pakistan as a sovereign state. Moreover, the course will enable students to understand the core provisions of the constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistani citizens to enable them function in a socially responsible manner.

LEARNING OUTCOMES

After studying the course, students will be able to:

- Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
- Demonstrate fundamental knowledge about the constitution of Pakistan 1973 and its evolution with special reference to state structure.
- Explain about the guiding principles on rights and responsibilities of Pakistani citizens as enshrined in the constitution of Pakistan 1973.

COURSE OUTLINE

Understanding Ideology and Ideology of Pakistan

- Definition and significance of Ideology
- Historical context of the creation of Pakistan (with emphasis on socio-political, religious and cultural dynamics of British India between 1857 till 1947).
- Contribution of founding fathers of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah, etc.
- Contribution of women and students in the freedom movement for separate homeland for Muslims of British India.

Two-Nation Theory

- The Evolution of Two-Nation Theory in British India
- Urdu-Hindi Controversy
- Partition of Bengal (1905)
- Simla Deputation (1906)
- Allahabad Address (1930)
- Congress Ministries (1937-1939)
- Lahore Resolution (1940)
- Role of Communalism and Religious Differences

UNDERSTANDING CONSTITUTION AND CONSTITUTION OF PAKISTAN

- The need and importance of a constitution
- Constitutional delay in Pakistan (1947-1956)



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- Ideological factors that shaped the constitution of Pakistan
- Objective Resolution (1949)
- Major Constitutional developments in Pakistan: An Overview

CONSTITUTION AND STATE STRUCTURE

- Understanding the structure of Government with reference to Pakistan
- Structure and Role of Executive
- Structure and Role of Legislators
- Structure and Role of Judiciary

FUNDAMENTAL RIGHTS, PRINCIPLES OF POLICY AND RESPONSIBILITIES

- What are fundamental Rights under 1973 constitution of Pakistan?
- Articles 8–28 of 1973 Constitution of Pakistan
- Responsibilities of Pakistani Citizens under Article 5 of the 1973 Constitution of Pakistan

MAJOR CONSTITUTIONAL AMENDMENTS

- The need of Constitutional Amendment
- Amendment Procedure under 1973 constitution of Pakistan
- Notable Constitutional Amendments
 - Second Constitutional Amendment to 1973 Constitution
 - Seventh Constitutional Amendment to 1973 Constitution
 - Eighth Constitutional Amendment to 1973 Constitution
 - Thirteenth Constitutional Amendment to 1973 Constitution
 - Fourteenth Constitutional Amendment to 1973 Constitution
 - Seventeenth Constitutional Amendment to 1973 Constitution
 - Eighteenth Constitutional Amendment to 1973 Constitution
 - Twenty First (21st) Constitutional Amendment to 1973 Constitution

SUGGESTED BOOKS AND READING

1. Sayeed, Khalid B. *Pakistan: The Formative Phase 1857–1948*. Karachi: Oxford University Press, 1968.
2. Husain, Mahmud. *A History of the Freedom Movement: Being the Story of Muslim Struggle for the Freedom of Hind-Pakistan, 1707–1947*. Karachi: Pakistan Historical Society, 1960.
3. Qureshi, Ishtiaq Husain. *The Struggle for Pakistan*. Karachi: University of Karachi, 1965.
4. Aziz, K.K. (1976) “*Party Politics in Pakistan*”. Islamabad: National Commission on Historical and Cultural Research.

Mazher ul Haq. *Theory and Practice in Political Science*. Lahore: Bookland, 1996.



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Semester IV			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-421	British Literary History: Victorian to Postmodern	Major	03(3-0)
ENG-422	Syntax	Major	03(3-0)
ENG-423	Semantics and Pragmatics	Major	03(3-0)
ENG-424	Poetry: 14th to 19th Century	Major	03(3-0)
ENG-425	Stylistics	Major	03(3-0)
MGT-411	Entrepreneurship *	General Education	02(2-0)
Total Credit Hours			17



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Semester –IV			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-421	British Literary History: Victorian to Postmodern	Major	03(3-0)

Course Description:

This course traces the development of British literature from the Victorian era (1837–1901) through the Modernist and Postmodern periods (20th–21st centuries). Students will examine how industrialization, imperialism, world wars, and cultural shifts shaped literary forms, themes, and experimentation. The course emphasizes close reading, theoretical approaches, and the relationship between literature and historical change.

Course Learning Outcomes (CLOs):

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

- Trace major literary developments from the Victorian to Postmodern period.
- Examine thematic and stylistic shifts in literary texts in the light of socio-political changes.
- Apply critical frameworks to analyze texts from different genres within this timeline.

Course Outline (15 Weeks)

Week 1: Introduction to Victorian to Postmodern Literature

- Periodization: Victorian, Edwardian, Modernist, Postmodern
- Key historical shifts: Industrial Revolution, WWI/WWII, decolonization

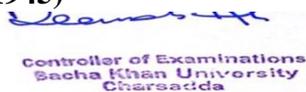
Week 2-3: High Victorian Literature (1837–1870)

- **The Novel & Social Critique:**
 - Dickens (*Hard Times*: industrialization)
 - Brontë sisters (*Jane Eyre*, *Wuthering Heights*: gender, class)
- **Poetry & Morality:**
 - Tennyson ("In Memoriam"), Browning ("My Last Duchess")
- **Primary Reading:** *Jane Eyre* (excerpts), Tennyson's "The Lady of Shalott"

Week 4-5: Late Victorian & Fin de Siècle (1870–1901)

- **Aestheticism & Decadence:**
 - Wilde (*The Picture of Dorian Gray*)
 - Pater ("Conclusion" to *The Renaissance*)
- **Early Modernist Precursors:**
 - Hardy (*Tess of the d'Urbervilles*: fatalism)
- **Primary Reading:** Wilde's *Dorian Gray* (Preface), Hardy's "The Darkling Thrush"

Week 6-7: Modernism (1901–1945)





- **Fragmentation & Experimentation:**

- Joyce (*Ulysses*: myth, language)
 - **Poetry & War:**
 - T.S. Eliot (*The Waste Land*),
 - **Primary Reading:** , " Eliot's "The Love Song of J. Alfred Prufrock"
Week 8-9: Post-War & Postcolonial Literature (1945–1980s)
 - **Angry Young Men & Kitchen Sink Realism:**
 - Osborne (*Look Back in Anger*)
 - **Postcolonial Voices:**
 - Naipaul (*A House for Mr. Biswas*), Rushdie (*Midnight's Children*)
 - **Primary Reading:** Larkin's "This Be The Verse," excerpts from *Midnight's Children*
Week 10-11: Postmodernism (1980s–2000s)
 - **Metafiction & Pastiche:**
 - Zadie Smith (*White Teeth*: multiculturalism)
 - **Theatre of the Absurd:**
 - Beckett (*Waiting for Godot*)
 - **Primary Reading:** Excerpts from *White Teeth*, Stoppard's *Arcadia*
Week 12: Contemporary British Literature (21st Century)
 - **Globalization & Identity:**
 - Bernardine Evaristo (*Girl, Woman, Other*)
 - **Primary Reading:** Ishiguro's *The Remains of the Day* (excerpts)
Week 13: Literature & Theory
 - Applying postcolonial (Said, Bhabha), and Marxist (Eagleton) lenses
Week 14: Student Seminars
 - Presentations on thematic connections across periods
Week 15: Review & Final Exam
 - Synthesis of major themes: empire, identity, modernity
- Recommended Texts:**

1. **The Norton Anthology of English Literature** (Vol. F: 20th Century) – *Stephen Greenblatt*
2. **The Cambridge Companion to Modern British Culture** – *Michael Higgins*
3. **Postmodernist Fiction** – *Brian McHale*



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Semester –IV			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-422	Syntax	Major	03(3-0)

Course Description:

This course provides a rigorous introduction to the scientific study of sentence structure. Students will learn to analyze grammatical patterns, construct tree diagrams, and evaluate competing syntactic theories. The course emphasizes hands-on problem-solving with data from English and other languages, preparing students for advanced linguistic study or applications in NLP.

Course Learning Outcomes (CLOs):

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

- Describe basic syntactic structures and categories in English.
- Apply syntactic rules to analyze phrase and sentence construction.
- Compare different syntactic models and their theoretical implications.

Course Outline (15 Weeks)

Week 1: Introduction to Syntax

- Defining syntax vs. morphology/semantics
- Methodology: Grammaticality judgments, constituency tests
- Activity:** Native speaker intuition experiments

Week 2: Syntactic Categories

- Lexical vs. functional categories (N, V, Adj, Det, Aux, etc.)
- Diagnostics for category identification
- Problem Set:** Categorizing ambiguous words (e.g., "fire")

Week 3: Phrase Structure I

- X-bar theory: Heads, complements, specifiers
- NP, VP, AdjP, AdvP structures
- Workshop:** Drawing trees for simple phrases

Week 4: Phrase Structure II

- TP, CP: Tense and complementizer phrases
- Embedded clauses
- Case Study:** "That"-trace effects

Week 5: Grammatical Functions

- Subjects, objects, adjuncts
- Theta roles and case assignment



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 Academics



- **Analysis:** Dative alternation ("give the book to Mary" vs. "give Mary the book")

Week 6: Movement & Transformations

- Wh-movement, passivization
- Constraints on movement (island effects)
- **Data Exercise:** Pied-piping phenomena

Week 7: Dependency Grammar

- Head-dependent relations
- Comparing constituency vs. dependency trees
- **Software Demo:** Using Stanford Parser

Week 8: Minimalist Program

- Merge, Move, and feature checking
- **Workshop:** Deriving sentences step-by-step

Week 9: Construction Grammar

- Idioms, "the what's X doing Y" construction
- **Activity:** Identifying constructions in memes

Week 10: Cross-Linguistic Syntax

- Head-final vs. head-initial languages
- **Case Studies:** Japanese (SOV), Arabic (VSO)

Week 11: Syntax-Semantics Interface

- Quantifier scope ambiguity
- **Problem Set:** "Every man loves some woman" interpretations

Week 12: Syntactic Variation

- Dialectal differences (e.g., double negatives)
- **Research:** AAVE syntactic patterns

Week 13: Computational Syntax

- Context-free grammars in NLP
- **Workshop:** Building a toy grammar in Python

Week 14: Student Presentations

- Original analyses of syntactic phenomena
- Evaluating Generative vs. Cognitive approaches

Recommended Texts:

1. **Syntax: A Generative Introduction** (4th ed.) – *Andrew Carnie*
 - *Standard textbook with exercises*
2. **Analyzing Syntax Through Texts** – *Elly van Gelderen*
 - *Data-driven approach*
3. **The Cambridge Grammar of English** – *Huddleston & Pullum*





- Descriptive reference

Semester –IV			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-423	Semantics & Pragmatics	Major	03(3-0)

Course Description:

This course explores how meaning is constructed in language through semantics (literal meaning) and pragmatics (contextual meaning). Students will analyze word/sentence relationships, speech acts, implicature, and discourse using theoretical frameworks and real-world examples. The course bridges theoretical linguistics with applications in communication, AI, and social interaction.

Course Learning Outcomes (CLOs):

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

- Explain key concepts and distinctions in semantics and pragmatics.
- Analyze literal and contextual meanings.
- Apply semantic and pragmatic frameworks to real-life language data.

Course Outline (15 Weeks)

Week 1: Introduction to Meaning

- Semantics vs. pragmatics
- The semiotic triangle (sign, object, interpretant)

Week 2: Lexical Semantics

- Word meanings: denotation, connotation, lexical fields
- Semantic relations (synonymy, antonymy, hyponymy)
- **Activity:** Analyzing semantic shifts in slang

Week 3: Compositional Semantics

- Truth-conditional semantics
- Entailment vs. contradiction
- **Case Study:** "The present King of France is bald" (Russell's theory)

Week 4: Formal Semantics

- Quantifiers, logical forms
- Lambda calculus basics
- **Exercise:** Translating English sentences to logical notation

Week 5: Cognitive Semantics

- Prototype theory (Rosch)
- Conceptual metaphors (Lakoff & Johnson)
- **Analysis:** Political metaphors (e.g., "war on drugs")

Week 6: Pragmatics Foundations



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- Speech act theory (Austin, Searle)
 - Locutionary, illocutionary, perlocutionary acts
 - **Activity:** Identifying speech acts in movie dialogues
Week 7: Implicature & Politeness
 - Grice's Cooperative Principle & maxims
 - Conversational vs. conventional implicature
 - **Case Study:** Flouting maxims in comedy
Week 8: Presupposition & Deixis
 - Types of presupposition triggers
 - Deictic expressions (person, place, time)
 - **Exercise:** Analyzing news headlines for presuppositions
Week 9: Discourse Analysis
 - Reference tracking, coherence, cohesion
 - **Application:** Twitter threads vs. academic abstracts
Week 10: Cross-Cultural Pragmatics
 - Politeness theories (Brown & Levinson)
 - Cultural variations in indirectness
 - **Case Study:** Refusal strategies in different languages
Week 11: Experimental Pragmatics
 - Psycholinguistic approaches
 - **Activity:** Designing a pragmatics experiment
Week 12: Semantics/Pragmatics Interface
 - "What is said" vs. "what is meant"
 - **Debate:** Literalism vs. contextualism
Week 13: AI & Computational Applications
 - Chatbots, sarcasm detection
 - **Workshop:** Training a simple NLP model
Week 14: Student Presentations
 - Original research on real-world data (e.g., memes, courtroom transcripts)
Week 15: Review & Future Directions
 - Emerging trends: multimodal pragmatics, emoji semantics
- Recommended Texts:**
1. **Meaning in Language** (3rd ed.) – *D.A. Cruse*
 - *Comprehensive intro with exercises*
 2. **Pragmatics** – *Stephen C. Levinson*



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- *Classic theoretical foundation*

3. **The Linguistics of Humor** – Salvatore Attardo

- *Applied pragmatics focus*

Semester –IV			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-424	Poetry: 14 th to 19 th Century	Major	03(3-0)

Course Description:

This course surveys the evolution of English poetry from the Middle Ages to the Victorian era, examining major poets, forms, and stylistic developments. Students will engage in close readings of canonical works while exploring how historical contexts shaped poetic expression. The course emphasizes technical analysis (meter, rhyme, imagery) and thematic interpretation (religion, love, nature, politics).

Course Learning Outcomes (CLOs):

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

- Identify major poets and poetic forms from the 14th to 19th century.
- Analyze poetic language, meter, and figurative techniques used in selected works.
- Interpret recurring themes and cultural values reflected in 14th to 19th Century poetry.

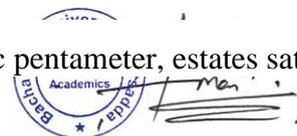
Course Outline (15 Weeks)

Week 1: Introduction to Poetic Analysis

- Tools for close reading: diction, syntax, sound devices
- Scansion basics: Meter (iambic, trochaic) and rhyme schemes
- **Exercise:** Scanning Shakespearean sonnets

Week 2-3: Medieval Poetry (14th–15th Century)

- **Chaucer:** *The Canterbury Tales* (General Prologue) – iambic pentameter, estates satire





- **Mystical Poetry:** Julian of Norwich, *Revelations of Divine Love* – allegory

- **Ballads:** "Sir Patrick Spens" – oral tradition, incremental repetition
- **Primary Reading:** Chaucer's "The Miller's Tale," anonymous "Lyke-Wake Dirge"

Week 4-5: Renaissance Poetry (16th–Early 17th Century)

- **Petrarchan vs. Shakespearean Sonnets:** Wyatt, Sidney, Shakespeare
- **Metaphysical Poetry:** Donne ("The Flea"), Herbert ("The Altar") – conceits
- **Primary Reading:** Shakespeare's Sonnet 116, Donne's "A Valediction: Forbidding Mourning"

Week 6: Milton & the 17th Century

- *Paradise Lost* (Book I) – blank verse, epic similes
- **Cavalier Poets:** Herrick ("To the Virgins"), Marvell ("To His Coy Mistress")
- **Primary Reading:** Milton's "Lycidas," Marvell's "The Garden"

Week 7-8: Augustan & 18th-Century Poetry

- **Neoclassicism:** Pope (*The Rape of the Lock*) – heroic couplets, mock-epic
- **Elegy & Graveyard Poetry:** Gray ("Elegy Written in a Country Churchyard")
- **Primary Reading:** Swift's "A Description of a City Shower," Johnson's "The Vanity of Human Wishes"

Week 9-11: Romantic Poetry (Late 18th–Early 19th Century)

- **Lyrical Ballads:** Wordsworth ("Tintern Abbey"), Coleridge ("Kubla Khan")
- **Second-Generation Romantics:** Keats ("Ode to a Nightingale"), Shelley ("Ozymandias")
- **Primary Reading:** Blake's *Songs of Innocence and Experience*, Byron's "She Walks in Beauty"

Week 12-13: Victorian Poetry (1837–1901)

- **Dramatic Monologue:** Browning ("My Last Duchess"), Tennyson ("Ulysses")
- **Pre-Raphaelites:** Rossetti ("Goblin Market") – sensory imagery
- **Primary Reading:** Arnold's "Dover Beach," E.B. Browning's *Sonnets from the Portuguese*

Week 14: Women & Marginalized Voices

- **Early Women Poets:** Bradstreet, Wheatley
- **Industrial Critique:** Hood ("The Song of the Shirt")
- **Primary Reading:** Mary Robinson's "London's Summer Morning"





Week 15: Synthesis & Final Projects

- Comparative analysis of themes (e.g., nature across periods)
- Student presentations on a chosen poet/movement

Recommended Texts:

1. **The Norton Anthology of Poetry** (6th ed.) – *Margaret Ferguson et al.*
 - *Comprehensive primary texts with annotations*
2. **The Princeton Encyclopedia of Poetry and Poetics** – *Roland Greene*
 - *Reference for poetic forms and terms*
3. **Poetic Form: An Introduction** – *Michael D. Hurley*
 - *Clear guide to meter and structure*



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Semester –IV			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-425	Stylistics	Major	03(3-0)

Course Description:

This course explores how linguistic choices create meaning and effect in texts, bridging literary analysis and linguistics. Students will examine stylistic features across genres (fiction, poetry, ads, media) using tools from pragmatics, discourse analysis, and cognitive linguistics. The course emphasizes hands-on text analysis and theoretical applications.

Course Learning Outcomes (CLOs):

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

- Explain the role of linguistic features in shaping literary and non-literary texts.
- Analyze stylistic elements such as register, tone, cohesion, foregrounding etc.
- Evaluate how stylistic choices influence meaning and reader interpretation.

Course Outline (15 Weeks)

Week 1: Introduction to Stylistics

- Defining style: deviation vs. choice
- Literary vs. non-literary stylistics
- Activity:** Comparing news vs. novel openings

Week 2: Phonostylistics

- Sound symbolism, alliteration, meter
- Workshop:** Analyzing Poe's "The Bells"

Week 3: Lexical Stylistics

- Denotation/connotation, semantic fields
- Case Study:** Political speeches (e.g., Churchill's "We Shall Fight")

Week 4: Grammatical Stylistics

- Syntactic complexity, sentence types
- Exercise:** Hemingway vs. Faulkner passages

Week 5: Register & Dialect

- Jargon, slang, code-switching
- Analysis:** *Trainspotting* (dialect) vs. legal texts

Week 6: Discourse Stylistics



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- Cohesion (reference, ellipsis), narrative voice
- **Workshop:** Chatbot vs. human dialogue

Week 7: Foregrounding

- Parallelism, deviation, iconicity
- **Primary Text:** Cummings' "l(a)" (visual poetry)

Week 8: Cognitive Stylistics

- Conceptual metaphor, deixis
- **Application:** Body-part metaphors in ads

Week 9: Corpus Stylistics

- Frequency, collocation, keyword analysis
- **Software Demo:** AntConc for text patterns

Week 10: Feminist Stylistics

- Gendered language, agency representation
- **Analysis:** *The Handmaid's Tale* pronouns

Week 11: Pragmatic Stylistics

- Implicature, politeness, speech acts
- **Case Study:** Austen's indirect dialogue

Week 12: Multimodal Stylistics

- Image-text relations, film stylistics
- **Workshop:** Analyzing graphic novels

Week 13: Critical Stylistics

- Ideology in syntax/lexis (e.g., passive voice)
- **Exercise:** News headlines on protests

Week 14: Student Presentations

- Stylistic analysis of self-chosen texts

Week 15: Future Directions

- Digital humanities, AI-generated text analysis

Recommended Texts:



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1. **Stylistics** (2nd ed.) – *Paul Simpson*
 - o *Comprehensive theory + examples*
2. **The Cambridge Handbook of Stylistics** – *Peter Stockwell*
 - o *Multidisciplinary approaches*
3. **Language in Literature** – *Geoffrey Leech*
 - o *Classic pedagogical guide*

Semester IV			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
MGT-411	Entrepreneurship *	General Education	02(2-0)

DESCRIPTION:

This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge, skills and abilities, enabling them to seize the limited opportunities for initiating ventures and successfully navigating the challenges that come with starting a business and managing it. The course covers topics relevant to entrepreneurship including setting up and initiation of business (including requirements for registration and incorporation with regulators such as SECP and others), market research, opportunity identification, business planning, financial literacy for managing finances and securing funding, marketing and sales, team building and innovation. Overall, the course is geared towards personal growth and professional development for pursuing innovative ideas, availing opportunities and initiating start-ups.

COURSE LEARNING OUTCOMES:

By the end of this course, students shall have:

1. Knowledge of fundamental entrepreneurial concepts, skills and process.
2. Understanding of different personal, social and financial aspects associated with entrepreneurial activities.
3. Basic understanding of regulatory requirements to set up an enterprise in Pakistan with special emphasis on export businesses;
4. Ability to apply knowledge, skills and abilities acquired in the course to develop a feasible business plan for implementation.

COURSE CONTENTS:

1. Introduction to Entrepreneurship:

- Definition and concept of entrepreneurship;
- Why to become an entrepreneur?
- Entrepreneurial process.
- Role of entrepreneurship in economic development.



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2. Entrepreneurial Skills:

- Characteristics and qualities of successful entrepreneurs (including stories of successes and failures);
- Areas of essential entrepreneurial skills and abilities such as creative and critical thinking innovation and risk taking.

3. Opportunity Recognition and Idea Generation:

- Opportunity identification, evaluation and exploitation;
- Innovative ideas generation techniques for entrepreneurial ventures.

4. Marketing and Sales

- Target market identification and segmentation;
- Four P's of Marketing;
- Developing a marketing strategy
- Branding

6. Financial Literacy:

Basic concepts of income, savings and investments;
Basic concepts of assets, liabilities and equity;
Basic concepts of revenue and expenses;
Overview of cash-flows: Overview of banking products including Islamic modes of financing;
Sources of funding for startups (angel financing, debt financing, equity financing etc.).

6. Team Building for Startups:

- Characteristics and features of effective teams.
 - Team building and effective leadership for startups
- ## 7. Regulatory Requirements to Establish Enterprises in Pakistan:
- Types of enterprises (e.g., sole proprietorship; partnership; private limited companies etc.
 - Intellectual property rights and protection;
 - Regulatory requirements to register an enterprise in Pakistan, with special emphasis export firms;
 - Taxation and financial reporting obligation.

PRACTICAL REQUIREMENTS

As part of the overall learning requirements, students shall be tasked with creating and presenting a comprehensive business plan at the end of the course for a hypothetical or real business idea. This practical exercise shall allow them to apply the knowledge, skills and abilities acquired in the course to develop a feasible business plan and where possible explore the possibility of implementing the plan with support and assistance from established business-persons and entrepreneurs.

SUGGESTED INSTRUCTIONAL / READING MATERIAL

1. "Entrepreneurship: Successfully Launching New Ventures" by Bruce R. Barringer and R. Duane Ireland.



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2. "Entrepreneurship: Theory, Process, and Practice" by Donald F. Kuratko.
3. "New Venture Creation: Entrepreneurship for the 21st Century" by Jeffrey A. Timmons, Stephen Spinelli Jr., and Rob Adams.
4. "Entrepreneurship: A Real-World Approach" by Rhonda Abrams.
5. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries.
6. "Effectual Entrepreneurship" by Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, and Anne-Valerie Ohlsson.

Semester V			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-511	Classical Drama	Major	03(3-0)
ENG-512	Sociolinguistics	Major	03(3-0)
ENG-513	Non-Fiction	Major	03(3-0)
ENG-111	Creative Writing across Disciplines	Interdisciplinary	03(3-0)
ENGG-112	Intercultural Communication	Interdisciplinary	03(3-0)
ENG-113	Introduction to Postcolonialism and Cultural Studies	Interdisciplinary	03(3-0)
Total Credit Hours			18

Semester –V			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-511	Classical Drama	Major	03(3-0)

Course Description:

This course explores the origins and development of Classical drama from ancient Greece to Rome (5th century BCE–4th century CE). Students will analyze tragedies, comedies, and satyr plays by Aeschylus, Sophocles, Euripides, Aristophanes, and Seneca, examining their structural conventions, performance contexts, and enduring cultural influence. The course combines literary analysis with historical study of theater architecture, festivals, and reception theory.

Course Learning Outcomes (CLOs):

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

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- a) Describe the structural and thematic features of Classical drama.
- b) Analyze the works of major dramatists in their historical and philosophical contexts.
- c) Evaluate different dramatic conventions in Classical drama.

Course Outline (15 Weeks)

Week 1-2: Origins of Greek Drama

- Ritual roots: Dionysian festivals
- Theater of Dionysus: architecture and staging
- **Key Concept:** *Mimesis* vs. *catharsis* (Aristotle)

Week 3,4 and 5: Greek Tragedy I - Aeschylus

- *Oresteia* trilogy: justice and divine law
- Evolution of the tragic form (second actor)
- **Primary Reading:** *Agamemnon*

Week 6,7,8: Greek Tragedy II - Sophocles

- *Oedipus Rex*: fate vs. free will
- *Antigone*: divine vs. human law
- **Primary Reading:** *Oedipus Rex*

Week 9,10,11: Greek Tragedy III - Euripides

Week 12,13,14: Aristotle's *Poetics*

- Definition of tragedy
- Six elements of drama
- **Debate:** Is *Oedipus* the perfect tragedy?

Week 15-16: Student Presentations

Recommended Texts:

1. **The Complete Greek Tragedies** (Univ. of Chicago Press)
2. **Greek Theatre Performance** - David Wiles
3. **Roman Drama** - edited by William Beare



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Semester –V			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-512	Sociolinguistics	Major	03(3-0)

Course Description:

This course examines the dynamic relationship between language and society, exploring how social factors (class, gender, ethnicity) influence language use and variation. Students will investigate real-world linguistic phenomena through case studies, empirical data analysis, and theoretical frameworks. The course emphasizes critical engagement with issues of power, identity, and multilingualism in global contexts.

Course Learning Outcomes (CLOs):

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

- Describe the key concepts related to language and society.
- Analyze sociolinguistic phenomena such as code-switching, diglossia, language shift etc.
- Evaluate the relationship between language use and social identity.

Course Outline (15 Weeks)

Week 1: Introduction to Sociolinguistics

- Defining language vs. dialect
- The Sapir-Whorf hypothesis
- Activity:** Mapping personal linguistic repertoire

Week 2: Language Variation

- Regional dialects (isoglosses)
- Social dialects (class, education)
- Case Study:** Labov's NYC department store study

Week 3: Language and Gender

- Deficit vs. difference approaches
- Gendered speech patterns
- Workshop:** Analyzing conversational interruptions



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Week 4: Language and Ethnicity

- African American Vernacular English (AAVE)
- Ethnic dialects and identity
- **Primary Reading:** Lippi-Green's *English with an Accent*

Week 5: Multilingualism

- Diglossia (Arabic, Swiss German)
- Language planning/policy
- **Case Study:** Singapore's bilingual policy

Week 6: Code-Switching & Mixing

- Social motivations
- Grammatical constraints
- **Workshop:** Tag-switching in Spanish-English

Week 7: Language Contact

- Pidgins and creoles
- **Case Study:** Tok Pisin evolution

Week 8: Language Shift/Maintenance

- Immigrant language retention
- **Workshop:** Interviewing heritage speakers

Week 9: Language and Power

- Standard language ideology
- Linguistic discrimination
- **Activity:** Mock language policy debate

Week 10: Sociolinguistic Fieldwork

- Designing surveys/interviews
- Ethical considerations
- **Workshop:** Campus dialect survey



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Week 11: Language and Age

- Age-graded variation
- Teen slang evolution
- **Case Study:** "Vocal fry" media panic

Week 12: Language and Media

- Social media linguistics
- **Workshop:** Hashtag activism analysis

Week 13: Global Englishes

- World English models
- **Debate:** English as lingua franca

Week 14: Student Presentations

- Original sociolinguistic research

Week 15: Course Synthesis

- Future directions in sociolinguistics

Recommended Texts:

1. **An Introduction to Sociolinguistics** - Ronald Wardhaugh
2. **Sociolinguistics: A Very Short Introduction** - John Edwards
3. **Language and Social Relations** - Alexandra Jaffe



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Semester –V			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-513	Non-Fiction	Major	03(3-0)

Course Description:

This course explores the art of literary non-fiction across genres (essays, memoirs, reportage) and historical periods. Students will analyze how writers employ narrative techniques typically associated with fiction to craft compelling true stories, while examining the ethical and philosophical dimensions of truth-telling in non-fiction. The course emphasizes close reading, critical analysis, and the development of students' own non-fiction writing skills.

Course Learning Outcomes (CLOs):

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

- Identify different forms of literary non-fiction including essays, memoirs, and autobiographies.
- Analyze narrative strategies in non-fiction texts.
- Interpret the role of personal, political, and philosophical reflection in shaping non-fiction writing.

Course Outline (15 Weeks)

Week 1: Defining Literary Non-Fiction

- Truth vs. artifice: The "non-fiction novel" debate
- Subjective vs. objective narration
- Reading:** Didion's *On Keeping a Notebook*

Week 2: The Personal Essay

- Montaigne's legacy
- Contemporary essay forms
- Workshop:** Writing a "This I Believe" essay

Week 3: Memoir & Autobiography

- Memory's fallibility
- Case Studies:**
- Hunger* (Roxane Gay) - trauma narration



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- *The Year of Magical Thinking* (Didion) - grief writing

Week 4: Literary Journalism

- New Journalism techniques
- **Reading:** Capote's *In Cold Blood* (excerpts)

Week 5: The Art of Profile Writing

- Character development without invention
- **Exercise:** Campus personality profiles

Week 6: Nature Writing

- From Thoreau to *Braiding Sweetgrass*
- **Fieldwork:** Observational nature essays

Week 7: Political Non-Fiction

- Polemic vs. persuasion
- **Reading:** Orwell's *Politics and the English Language*

Week 8: Experimental Forms

- Graphic memoirs (*Maus*)
- Hybrid texts (*The Argonauts*)

Week 9: Ethical Boundaries

- The James Frey controversy
- **Debate:** How much shaping is acceptable?

Week 10: The Lyric Essay

- Blurring poetry/prose boundaries
- **Workshop:** Writing a collage essay

Week 11: Digital Non-Fiction

- Blog essays (Ta-Nehisi Coates)
- Twitter threads as micro-essays



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Week 12: Global Voices

- Postcolonial non-fiction
- **Reading:** Arundhati Roy's polemics

Week 13: Student Workshops

- Peer review of final projects

Week 14: Publishing Landscape

- From literary magazines to Substack

Week 15: Final Presentations

- "Defense" of students' original non-fiction

Recommended Texts:

1. **The Art of the Personal Essay** (Phillip Lopate)
2. **Tell It Slant** (Brenda Miller)
3. **The Situation and the Story** (Vivian Gornick)

Semester –V			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-111	Creative Writing across Disciplines	Interdisciplinary	03(3-0)

Course Title: Creative Writing across Disciplines

Course Description:

This interdisciplinary course explores creative writing as a powerful tool for expression, communication, and engagement across academic, professional, and artistic contexts. It encourages students to experiment with diverse genres such as narrative nonfiction, reflective essays, science writing, academic fiction, and digital storytelling. Through writing workshops, peer reviews, and reading assignments, students will learn to apply creative techniques to a variety



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of disciplinary topics and real-world issues. The course emphasizes voice, originality, clarity, and audience awareness in creative expression across fields.

Course Learning Outcomes (CLOs):

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

1. Demonstrate an understanding of creative writing forms and techniques across genres and disciplines.
2. Produce original writing that integrates creative and critical thinking in academic or professional contexts.
3. Adapt creative writing to address audiences in diverse fields (e.g., science, education, history, media).
4. Critically analyze and revise their own and others' work using feedback.
5. Reflect on the interdisciplinary potential of creative writing as a mode of inquiry and communication.

15-Week Course Content Outline

Week 1: Introduction to Interdisciplinary Creative Writing

- Defining creative writing across disciplines

Week 2: Elements of Craft I – Language, Voice, and Style

- Finding your voice
- Diction, tone, and figurative language

Week 3: Elements of Craft II – Structure and Form

- Story arcs, scene, and summary
- Linear vs. fragmented narratives

Week 4: Narrative Nonfiction and Memoir

- Blending fact with storytelling
- Writing personal essays with academic themes

Week 5: Creative Academic Writing



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- Engaging introductions and creative arguments

Week 6: Science and Environmental Writing

- Storytelling in scientific contexts
- Writing for science blogs, reports, or magazines

Week 7: Writing for the Media and Journalism

- Ethical storytelling and fact-checking
- Language use in print vs. digital formats

Week 8: Midterm

Week 9: Creative Writing in Education and Pedagogy

- Storytelling for teaching and training
- Writing for young audiences

Week 10: Creative Writing and Social Issues

- Writing for advocacy and activism
- Personal voice and public impact

Week 11: Writing History and Cultural Narratives

- Historical fiction, biography, and heritage writing
- Rewriting local/national stories creatively

Week 12: Digital Storytelling and Multimodal Writing

- Creative blogs, podcasts, scripts, and zines
- Narratives in social media and video

Week 13: Writing across Professions

- Business, legal, and technical writing creatively



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- Writing for NGO/INGO campaigns and projects

Week 14: Revision, Editing, and Submission Techniques

- Drafting, revising, proofreading
- Peer feedback and collaborative editing
- Preparing work for publication or submission

Week 15: Final Portfolio Presentations and Reflection

- Presentation of best works and process journals
- Group feedback and instructor comments
- Final discussion and closing reflection

Recommended Textbooks & Readings

1. **Root, Robert L., & Steinberg, Michael (Eds.) (2007).** *The Fourth Genre: Contemporary Writers of/on Creative Nonfiction*. Pearson.
2. **Kowalewski, David (2012).** *Writing Across the Curriculum: A Guide to Developing Interdisciplinary Assignments*.
3. **Goldberg, Natalie (2005).** *Writing Down the Bones: Freeing the Writer Within*. Shambhala.
4. **Leahy, Anna (Ed.) (2005).** *Power and Identity in the Creative Writing Classroom: The Authority Project*. Multilingual Matters.
5. Selected articles, essays, and multimedia content from scientific journals, news media, and literary magazines.

Semester –V			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-112	Intercultural Communication	Interdisciplinary	03(3-0)

Course Title: Intercultural Communication

Course Description:



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This course explores how culture influences communication behaviors, perceptions, and meanings. It equips students with theoretical frameworks and practical tools to understand and navigate communication across cultural boundaries. Topics include cultural identity, non-verbal communication, ethnocentrism, stereotyping, intercultural conflict, and globalization. The course aims to develop intercultural competence and sensitivity, preparing students for effective interaction in diverse academic, professional, and social settings.

Course Learning Outcomes (CLOs):

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

1. Define and explain key concepts related to culture and communication.
2. Analyze how cultural differences affect communication patterns and practices.
3. Recognize and evaluate the impact of identity, stereotypes, and ethnocentrism in intercultural encounters.
4. Apply intercultural theories to real-life communication scenarios.
5. Demonstrate increased intercultural awareness, empathy, and adaptability.

15-Week Course Content Outline

Week 1: Introduction to Intercultural Communication

- Defining culture and communication
- Intercultural vs. intracultural and cross-cultural communication
- Relevance in a globalized world

Week 2: Theoretical Foundations

- Hofstede's cultural dimensions
- Hall's high- and low-context cultures
- Individualism vs. collectivism

Week 3: Culture and Perception

- How culture shapes worldviews



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- Schemata and interpretation of meaning
- Cultural filters and attribution errors

Week 4: Language and Intercultural Communication

- The Sapir-Whorf hypothesis
- Language, power, and identity
- Translation and meaning across languages

Week 5: Non-verbal Communication across Cultures

- Proxemics, kinesics, haptics, eye contact
- Cultural variation in non-verbal cues
- Paralanguage and silence

Week 6: Identity and Intercultural Interaction

- Social and cultural identity
- Code-switching and identity negotiation
- Intersectionality and identity politics

Week 7: Stereotyping, Prejudice, and Ethnocentrism

- Origins and effects of stereotypes
- In-group/out-group dynamics
- Strategies to reduce bias

Week 8: Intercultural Conflict and Miscommunication

- Sources and types of conflict
- Managing misunderstandings
- Conflict resolution strategies

Week 9: Culture Shock and Adaptation

- Stages of cultural adjustment



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- Acculturation, assimilation, integration
- Emotional and psychological aspects

Week 10: Intercultural Competence and Ethics

- Models of intercultural competence
- Empathy, mindfulness, and openness
- Ethics in intercultural communication

Week 11: Intercultural Communication in Education

- Multicultural classrooms and teaching styles
- Challenges for teachers and students
- Strategies for inclusive pedagogy

Week 12: Intercultural Communication in the Workplace

- Multicultural teams and leadership
- Language barriers and teamwork
- Global business communication

Week 13: Media, Technology, and Global Communication

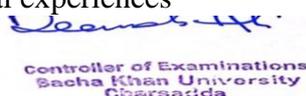
- Representation of cultures in media
- Social media and online interactions
- Intercultural dynamics in digital spaces

Week 14: Intercultural Communication in Pakistan

- Linguistic and cultural diversity
- Regional, ethnic, and religious communication styles
- Case studies: Balochistan, KP, Punjab, Sindh, GB, AJK

Week 15: Student Presentations and Final Reflection

- Case studies and personal experiences





- Peer discussion and critical reflection
- Summary of key insights

Recommended Textbooks & Readings

1. **Samovar, Larry A., Porter, Richard E., & McDaniel, Edwin R. (2017).** *Intercultural Communication: A Reader* (14th ed.). Cengage Learning.
2. **Lustig, Myron W., & Koester, Jolene (2017).** *Intercultural Competence: Interpersonal Communication across Cultures* (8th ed.). Pearson.
3. **Martin, Judith N., & Nakayama, Thomas K. (2018).** *Experiencing Intercultural Communication: An Introduction* (6th ed.). McGraw-Hill.

Selected articles and case studies related to Pakistani intercultural communication.

Semester –V			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-113	Postcolonial Thought & Cultural Studies	Interdisciplinary	03(3-0)

Course Title: Postcolonial Thought & Cultural Studies

Course Description:

This course explores critical ideas from postcolonial thought and cultural studies to examine how colonialism and its legacies have shaped literature, culture, identity, and knowledge production. Students will engage with foundational theorists such as Edward Said, Gayatri Spivak, and Homi Bhabha, while also exploring cultural texts (literary, visual, cinematic) that challenge imperial narratives. Themes such as hybridity, orientalism, mimicry, resistance, diaspora, and globalization are examined through a critical lens that foregrounds power, race, gender, and culture. The course aims to develop critical tools for analyzing cultural representations in both historical and contemporary contexts.

Course Learning Outcomes (CLOs):

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





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1. Define key concepts and theories in postcolonial thought and cultural studies.
2. Critically analyze cultural and literary texts in relation to colonialism and its aftermath.
3. Evaluate how power, ideology, and identity are constructed and contested in postcolonial contexts.
4. Apply interdisciplinary approaches to interpret global and local cultural phenomena.
5. Reflect on the role of culture and representation in shaping historical and contemporary narratives.

15-Week Course Content Outline

Week 1: Introduction to Postcolonialism and Cultural Studies

- Definitions and historical context
- Intersections between postcolonialism and cultural studies
- Key questions and theoretical foundations

Week 2: Colonial Discourse and the Construction of the Other

- The rhetoric of empire
- Representation and knowledge production
- Introduction to Edward Said's *Orientalism*

Week 3: Hybridity, Mimicry, and Ambivalence

- Homi Bhabha's contributions
- Colonial mimicry and resistance
- Hybridity in postcolonial identity

Week 4: Subalternity and Voice

- Gayatri Spivak: "Can the Subaltern Speak?"
- Silencing and representation
- Issues of voice and agency in postcolonial narratives

Week 5: Nation, Identity, and Cultural Memory

- Nationalism and postcolonial nation-building



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- Invention of tradition and historical memory
- Literature and rewriting the nation

Week 6: Language, Power, and Resistance

- Linguistic imperialism and language politics
- Writing back in English and in vernaculars
- Ngũgĩ wa Thiong'o and the politics of decolonizing language

Week 7: Diaspora, Migration, and Displacement

- Theories of diaspora and exile
- Cultural hybridity and transnational identity
- Diasporic literature and trauma

Week 8: Race, Gender, and Postcolonial Feminism

- Intersectionality in postcolonial thought
- Colonial representations of gender and race
- Postcolonial feminist perspectives (e.g., Mohanty, Anzaldúa)

Week 9: Cultural Hegemony and Ideology

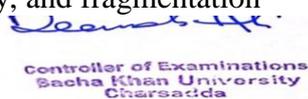
- Gramsci and the concept of hegemony
- Althusser's ideological state apparatuses
- Media and ideological control in postcolonial states

Week 10: Globalization and Neocolonialism

- Continuities of imperial power
- Global culture and cultural homogenization
- Postcolonial critique of neoliberalism

Week 11: Postcolonial Literature and Narrative Strategy

- Magical realism, allegory, and fragmentation





- Storytelling as resistance
- Readings from Salman Rushdie, Arundhati Roy, Chimamanda Ngozi Adichie

Week 12: Cultural Representation in Film and Media

- Visual culture and stereotyping
- Cinema as postcolonial critique
- Analyzing films: *The Battle of Algiers*, *Lagaan*, *District 9*

Week 13: Postcolonial Studies in Pakistan

- Colonial legacy in education and governance
- Urdu, English, and regional identity
- Literary and cultural responses in Pakistani context

Week 14: Decoloniality and Indigenous Epistemologies

- Beyond postcolonialism: decolonial theory
- Indigenous knowledge systems
- Reclaiming indigenous identity and land

Week 15: Student Presentations and Course Reflection

- Presentations on selected topics or texts
- Group discussion and feedback
- Final reflections and course summary

Recommended Textbooks & Readings

1. **Said, Edward (1978).** *Orientalism*. Pantheon Books.
2. **Ashcroft, Bill, Griffiths, Gareth, & Tiffin, Helen (2002).** *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge.
3. **Bhabha, Homi K. (1994).** *The Location of Culture*. Routledge.
4. **Spivak, Gayatri Chakravorty (1993).** *Outside in the Teaching Machine*. Routledge.
5. **Loomba, Ania (2015).** *Colonialism/Postcolonialism* (3rd ed.). Routledge.



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6. Selected articles, short stories, and visual texts relevant to Pakistan and the Global South.



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Semester VI			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-521	Novel: 18 th & 19 th Century	Major	03(3-0)
ENG-522	Discourse Studies	Major	03(3-0)
ENG-523	Psycholinguistics	Major	03(3-0)
ENG-524	Second Language Acquisition	Major	03(3-0)
ENG-525	Literary Theory and Criticism	Major	03(3-0)
ENG-526	Academic reading and writing	Major	03(3-0)
Total Credit Hours			18

Semester –VI			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-521	Novel: 18th & 19th Century	Major	03(3-0)

Course Description:

This course examines the rise and development of the English novel from its early origins in the 18th century through its Victorian maturity. Students will explore how the novel evolved in response to industrialization, colonialism, and changing social structures, while analyzing narrative techniques that define this period. The course combines close reading with historical context and theoretical approaches.

Course Learning Outcomes (CLOs):

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

- Trace the evolution of the English novel during the 18th and 19th centuries.
- Analyze narrative structure, character development, and thematic concerns in the selected novels.
- Evaluate the socio-cultural functions of the novel as a literary form in these periods.

Course Outline (15 Weeks)

Week 1: Origins of the English Novel

- Distinguishing novels from romances
- Early prototypes: *Pamela* vs. *Shamela*
- Reading:** Defoe's *Robinson Crusoe* (excerpts)

Week 2-3: The Rise of Realism (1740-1780)



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- Epistolary fiction: Richardson's *Pamela*
- Comic realism: Fielding's *Tom Jones*
- **Key Concept:** The "rise of the individual"

Week 4: Gothic Experiments

- *The Castle of Otranto* vs. *Frankenstein*
- **Reading:** Radcliffe's *The Mysteries of Udolpho* (excerpts)

Week 5-6: Jane Austen & Social Realism

- Free indirect discourse
- *Pride and Prejudice* as marriage market critique
- **Workshop:** Adapting Austen scenes to modern settings

Week 7-8: Victorian Industrial Novels

- Condition-of-England novels:
 - *Hard Times* (Dickens)
 - *North and South* (Gaskell)
- **Activity:** Mapping industrial cities in novels

Week 9: The Bildungsroman Tradition

- *David Copperfield* vs. *Jane Eyre*
- **Reading:** *Great Expectations* (Pip's maturation)

Week 10: Sensation Fiction

- Collins' *The Woman in White*
- Gender and madness tropes
- **Case Study:** Victorian publishing (serialization)

Week 11: Late Victorian Crisis

- Hardy's *Tess*: Fate vs. modernity
- **Debate:** Is Tess a "pure woman"?

Week 12-13: Fin de Siècle Transformations

- Stevenson's *Jekyll and Hyde*: Duality
- Stoker's *Dracula*: Imperial anxieties
- **Workshop:** Vampire tropes then vs. now

Week 14: Novel Theory

- Lukács on realism
- Watt's *Rise of the Novel*
- **Discussion:** Is the novel inherently bourgeois?





Week 15: Student Symposia

- Research presentations on novel adaptations

Recommended Texts:

1. **The Rise of the Novel** (Ian Watt)
2. **The English Novel: An Introduction** (Terry Eagleton)
3. **Norton Anthology of English Literature** (Vol. D-E)

Semester –VI			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-522	Discourse Studies	Major	03(3-0)

Discourse Studies

Course Learning Outcomes

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

- a) Explain key concepts in discourse studies.
- b) Relate the relevance of concepts in language use.
- c) Apply different models of discourse analysis.

15-Week Course Content

Week	Topics
1	Introduction to Discourse: Definitions, Scope, and History
2	Language vs. Discourse: Structural vs. Functional Views
3	Cohesion and Coherence in Discourse
4	Speech Acts and Pragmatics in Discourse
5	Conversation Analysis and Turn-Taking
6	Critical Discourse Analysis (CDA): Theory and Practice
7	Multimodal Discourse and Digital Communication
8	Midterm Exam
9	Genre Theory and Institutional Discourse
10	Identity, Power, and Ideology in Discourse
11	Political and Media Discourse
12	Narrative Analysis and Storytelling

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Week	Topics
13	Discourse and Culture: Intercultural Perspectives
14	Application of Discourse Models in Real-world Texts
15	Review and Final Assessment Discussion

Recommended Books

1. Gee, James Paul. *An Introduction to Discourse Analysis: Theory and Method*
2. Fairclough, Norman. *Language and Power*
3. Schiffrin, Deborah. *Approaches to Discourse*

Semester –VI			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-523	Psycholinguistics	Major	03(3-0)

Course Learning Outcomes

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

- a) Explain key concepts in psycholinguistics.
- b) Analyze stages in language acquisition.
- c) Identify the factors causing language processing difficulties and disorders.

Recommended Books

1. Field, John. *Psycholinguistics: A Resource Book for Students*
2. Harley, Trevor. *The Psychology of Language*
3. Carroll, David. *Psychology of Language*
4. **15-Week Course Content**

Week	Topics
1	Introduction: What is Psycholinguistics?
2	Brain and Language: Neurolinguistics Overview
3	Models of Speech Production and Perception
4	Lexical Access and Word Recognition
5	Syntax and Sentence Processing
6	Working Memory and Language Comprehension
7	Language Acquisition: Stages and Theories

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Week	Topics
8	Midterm Exam
9	Bilingualism and Multilingual Processing
10	Reading and Writing Processes
11	Language and Cognition: Sapir-Whorf Hypothesis
12	Language Disorders: Aphasia, Dyslexia, SLI
13	Language and Aging: Decline and Compensation
14	Current Research and Experimental Methods
15	Review and Final Reflection

Semester – VI			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-524	Second Language Acquisition (SLA)	Major	03(3-0)

Course Learning Outcomes

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

- Describe major theories and models of second language acquisition (SLA).
- Analyze factors influencing SLA (e.g. age, motivation, input etc.).
- Evaluate pedagogical implications of SLA research.

15-Week Course Content

Week	Topics
1	What is SLA? Historical Overview and Scope
2	Behaviorist and Innatist Theories
3	Krashen's Monitor Model
4	Cognitive and Interactionist Theories
5	Sociocultural Theory in SLA
6	Age, Critical Period Hypothesis
7	Motivation, Aptitude, and Affective Factors
8	Midterm Exam
9	Role of Input, Interaction, and Output
10	Error Analysis and Interlanguage
11	Classroom vs. Naturalistic Acquisition
12	Bilingualism and Code-Switching
13	Task-Based Language Teaching (TBLT)
14	SLA Research and Its Pedagogical Implications
15	Final Review and Application Activity

Recommended Books



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1. Lightbown, Patsy & Spada, Nina. *How Languages Are Learned*
2. Ellis, Rod. *The Study of Second Language Acquisition*
3. Gass, Susan M. & Selinker, Larry. *Second Language Acquisition: An Introductory Course*.

Semester –VI			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-525	Literary Theory and Criticism	Major	03(3-0)

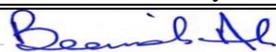
Course Learning Outcomes

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

- a) Identify major schools of thought and key concepts of literary theory and criticism.
- b) Apply major theoretical approaches to interpret texts.
- c) Evaluate the relevance and limitations of different critical perspectives in analyzing literature.

15-Week Course Content

Week	Topics
1	Introduction to Literary Theory and Criticism
2	Formalism and New Criticism
3	Structuralism and Semiotics
4	Post-Structuralism and Deconstruction
5	Marxist Criticism
6	Psychoanalytic Criticism (Freud, Lacan)
7	Feminist and Gender Criticism
8	Midterm Exam
9	Reader-Response and Reception Theory
10	Postcolonial Criticism
11	Ecocriticism and Environmental Criticism
12	Queer Theory
13	Critical Race Theory and Intersectionality


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Week	Topics
14	Application of Multiple Theories to a Single Text
15	Synthesis and Final Review Session

Recommended Books

1. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*
2. Eagleton, Terry. *Literary Theory: An Introduction*
3. Rivkin, Julie & Ryan, Michael. *Literary Theory: An Anthology*



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Semester –VI			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-526	Academic Reading & Writing	Major	03(3-0)

Course Description

This course aims at inculcating proficiency in academic writing through research. It guides students to develop a well-argued and well documented academic paper with a clear thesis statement, critical thinking, argumentation and synthesis of information. This course also teaches students how to use different systems of citations and bibliography. It allows students to become independent and efficient readers armed with appropriate skills and strategies for reading and comprehending texts at undergraduate level.

Course Objectives

To enable the students to:

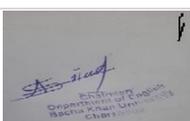
1. Improve literal understanding, interpretation & general assimilation, and integration of knowledge
2. Write well organized academic texts including examination answers with topic/thesis statement and supporting details.
3. Write argumentative essays and course assignments

Course Contents:

- Read academic texts effectively by:
- Using appropriate strategies for extracting information and salient points according to a given purpose
- Identifying the main points supporting details, conclusions in a text of intermediate level
- Identifying the writer's intent such as cause and effect, reasons, comparison and contrast, and exemplification
- Interpreting charts and diagrams
- Making appropriate notes using strategies such as mind maps, tables, lists, graphs.
- Reading and carrying out instructions for tasks, assignments and examination questions
- Enhance academic vocabulary using skills learnt in Compulsory English I course
- Acquire efficient dictionary skills such as locating guide words, entry words, choosing appropriate definition, and identifying pronunciation through pronunciation key, identifying part of speech, identifying syllable division and stress patterns
- Writing Academic Texts

Organization and development of effective compositions

- employ appropriate strategies for prewriting, drafting, revising, and editing as part of the writing process
- compose coherent paragraphs, supporting central ideas with specific details
- Compose organized essays with genre-specific structure including thesis, introduction, body, and conclusion.



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- demonstrate control of key conventions of standard written English
- summarize a text objectively
- respond to a text subjectively
- analyze, synthesize, interpret, and evaluate information from multiple texts
- apply active reading strategies such as skimming, scanning, questioning, and annotating
- develop vocabulary; choose correctly among different forms of related words; evaluate differences in diction, guess the meaning of unfamiliar words using context clues.
- Skimming and scanning practice exercise with every above mentioned aspect of reading.
- Combining sentences, Modals
- **Note:** Teachers need to include practice activities, exercises and worksheets on the provided topics

Recommended Books:

- English Practice Grammar (New edition with tests and answers) by Eastwood, J. 2004. Karachi: Oxford University Press.
- Fisher, A. 2001. Critical Thinking. C UP
- Critical Reading and Writing: An Introductory Course. By Goatly, A. 2000. London: Taylor & Francis
- A Writer's Reference. 2nd Ed. By Hacker, D. 1992. Boston: St. Martin's
- Study writing: A course in written English for academic and professional purposes. By Hamp-Lyons, L. & Heasley, B. 1987. Cambridge: Cambridge University Press.
- Oxford English for Undergraduates. By Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. 2004. Karachi: Oxford University Press.
- Grammar in Use. By Murphy, R. 2003. Cambridge: Cambridge University Press.
- Write to be Read: Reading, Reflection and Writing. By Smazler, W. R. 1996. Cambridge: Cambridge University Press.
- Study Skills. By Wallace, M. 1992. Cambridge: Cambridge University Press.
- Primary Texts: The Norton Field Guide to Writing, by Richard Bullock; or The St. Martin's Guide to Writing, by Rise Axelrod and Charles Cooper; or The Allyn and Bacon Guide to Writing, by John Ramage and John Bean; or The Call to Write, by John Trimbu



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Semester -VII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-611	Comparative Literature	Major	03(3-0)
ENG-612	American Literature	Major	03(3-0)
ENG-613	ESP	Major	03(3-0)
ENG-614	Applied Linguistics	Major	03(3-0)
	Language & Technology in the Digital Age	Interdisciplinary (Mandatory)	03(3-0)
	Total Credit Hours		15

Semester -VII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-611	Comparative Literature	Major	03(3-0)

Course Description:

This course offers an introduction to Comparative Literature, exploring how literary texts, themes, and movements transcend national, linguistic, and cultural boundaries. Students will examine texts from different regions and traditions, comparing literary forms, philosophical ideas, and historical contexts.

Course Learning Outcomes (CLOs):

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

- Define key concepts and methodologies in Comparative Literature.
- Analyze literary texts from multiple cultures and historical periods.
- Compare themes, genres, and literary movements across regions.
- Apply critical theories (e.g., postcolonialism, feminism, world literature) in comparative contexts.
- Reflect on the role of literature in shaping cultural identities and global discourses.

Course Contents

1. Origin of Comparative Literature
(First appearance of the concept, Relation of Comparative Literature with culture and Nationalism, Imperial Perspective)
2. Alternative Concepts of Comparative Literature
(Significance of Postcolonial Approaches in the field of Comparative Literature, Comparative Schools of 1990s, The demise of classical literature and rise of English)
3. Comparing the literature of British Isles



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(Languages, Dialects and Identity)

- 4. Comparative identities in the postcolonial world.
- 5. From Comparative Literature to Translation Studies.
- 6. Possibilities and Limits of Comparative Literature Today
- 7. Comparative Literature in Indian Languages
- 8. Feminism, Marxism, Modernism and Postmodernism across literatures

Recommended Authoritative Textbooks and Resources

- 1. Tötösy de Zepetnek, Steven. *Comparative Literature: Theory, Method, Application*. Amsterdam: Rodopi, 1998.
- 2. Tötösy de Zepetnek, Steven. “The New Humanities: The Intercultural, the Comparative, and the Interdisciplinary.” *Globalization and the Futures of Comparative Literature*. Ed. Jan M. Ziolkowski and Alfred J. López. Thematic Section *The Global South* 1.2 (2007): 45–68.
- 3. Richman Paula. *Many Ramayanas: The Diversity of a Narrative Tradition in South East Asia*. Berkeley: U of California P, 1991.
- 4. Aldridge, A. Owen, (ed.), *Comparative Literature: Matter and Method*, Urbana, University of Illinois Press, 1964.
- 5. Brandt-Corstius, Jan Introduction to the Comparative Study of Literature, New York, 1967.
- 6. Collier, Peter and Geyer-Ryan, Helga, *Literary Theory Today*, London, Polity, 1990.
- 7. Gifford, Henry, *Comparative Literature*, London, 1969.

Semester -VII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-612	American Literature	Major	03(3-0)

Course Description:

This course offers a critical survey of major works, authors, and literary movements in American literature from its origins to contemporary times. Students will examine fiction, poetry, drama, and nonfiction, considering how American literature reflects and shapes national identity, social issues, and cultural values. Emphasis is placed on diverse voices, including Indigenous, African American, feminist, and immigrant writers, providing a comprehensive and inclusive understanding of American literary traditions.

Course Learning Outcomes (CLOs):

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

- Analyze significant texts in American literature across historical periods.
- Identify key literary movements, themes, and cultural contexts.
- Critically engage with diverse American voices and traditions.
- Apply literary theories to interpret works within broader historical and social frameworks.
- Develop coherent written and oral arguments about American literature’s role in shaping culture and identity.



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15-Week Course Content Outline

Week 1: Introduction to American Literature

- Defining American literature
- Canon formation, exclusion, and revision
- Key themes: identity, freedom, race, and the American Dream

Unit 1: Foundations of American Literature

Week 2: Early American Voices

- Native American oral traditions (selected myths)
- Puritan writings: Anne Bradstreet, Jonathan Edwards
- Colonial encounters and cultural clashes

Week 3: American Enlightenment and Revolutionary Writings

- Benjamin Franklin — *The Autobiography* (selections)
- Thomas Paine — *Common Sense* (excerpts)
- Emergence of American political and literary identity

Week 4: Romanticism and Transcendentalism

- Ralph Waldo Emerson — "Self-Reliance"
- Henry David Thoreau — *Walden* (selections)
- Walt Whitman — *Leaves of Grass* (selections)

Week 5: American Gothic and the Short Story Tradition

- Edgar Allan Poe — "The Tell-Tale Heart"
- Nathaniel Hawthorne — "Young Goodman Brown"
- Dark romanticism and psychological complexity

Unit 2: 19th and Early 20th Century American Literature

Week 6: Realism and Social Critique

- Mark Twain — *The Adventures of Huckleberry Finn* (selections)
- Kate Chopin — "The Story of an Hour"
- Realism, regionalism, and social norms

Week 7: African American Literary Voices

- Frederick Douglass — *Narrative of the Life of Frederick Douglass* (selections)
- Paul Laurence Dunbar — Selected Poems
- Literature and the legacy of slavery

Week 8: Modernism and Experimentation

- T.S. Eliot — "The Waste Land" (excerpts)
- F. Scott Fitzgerald — *The Great Gatsby*
- Fragmentation, alienation, and cultural shifts





Week 9: The Harlem Renaissance

- Langston Hughes — Selected Poems
- Zora Neale Hurston — *Their Eyes Were Watching God* (selections)
- Black identity, art, and resistance

Unit 3: Contemporary American Literature

Week 10: Post-World War II American Literature

- Arthur Miller — *Death of a Salesman*
- American Dream and disillusionment

Week 11: Feminist and Minority Voices

- Sylvia Plath — Selected Poems
- Toni Morrison — *Beloved* (selections)
- Gender, race, and memory in contemporary narratives

Week 12: Postmodernism and Narrative Innovation

- Don DeLillo — *White Noise* (selections)
- Postmodern themes: media, consumerism, fragmentation

Week 13: Immigration, Multiculturalism, and the American Experience

- Maxine Hong Kingston — *The Woman Warrior* (selections)
- Jhumpa Lahiri — Selected Short Stories
- Identity, displacement, and belonging

Week 14: 21st Century American Literature and Globalization

- Claudia Rankine — *Citizen: An American Lyric*
- Intersection of race, media, and microaggressions
- Literature's response to contemporary crises

Week 15: Student Presentations and Course Wrap-Up

- Thematic connections across eras and genres
- Student-led discussions on key texts
- Final reflections on American literature and identity

Recommended Authoritative Textbooks and Anthologies

1. **Baym, Nina, et al. (2018)**
The Norton Anthology of American Literature (Shorter 9th Edition)
W.W. Norton & Company.
Comprehensive and widely used anthology of American literary texts.
2. **Gray, Richard (2015)**
A History of American Literature (2nd Edition)



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Wiley-Blackwell.

Historical and thematic overview of American literary development.

3. **Lauter, Paul (2014)**

The Heath Anthology of American Literature (6th Edition)

Cengage Learning.

Emphasizes multicultural and diverse voices in American literature.

Semester -VII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-613	ESP	Major	03(3-0)

Course Description:

English for Specific Purposes (ESP) focuses on the tailored use of English in academic, professional, and technical settings. This course introduces students to the principles, methodologies, and practical applications of ESP, exploring how English is adapted to meet the specific communication needs of various fields, including business, science, technology, healthcare, and law. The course emphasizes needs analysis, materials development, and genre-specific language features, equipping students with skills to design and analyze ESP materials for real-world contexts.

Course Learning Outcomes (CLOs):

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

- Understand the theoretical foundations and scope of ESP.
- Conduct basic needs analyses for specific learner groups.
- Identify linguistic, stylistic, and genre-specific features of English in various professional domains.
- Design and evaluate ESP materials for academic or professional contexts.
- Apply ESP principles to real-world communication in specialized settings.

15-Week Course Content Outline

Week 1: Introduction to ESP

- Definition and scope of ESP
- ESP vs. General English
- Historical development and global significance

Week 2: Theoretical Foundations of ESP

- Hutchinson & Waters' model
- Register, discourse, and genre in ESP
- Needs-driven language teaching

Week 3: Types of ESP: EAP and EOP

- English for Academic Purposes (EAP)



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- English for Occupational Purposes (EOP)
- Subfields: Business, Legal, Medical, Technical English

Week 4: Needs Analysis in ESP

- Importance of needs assessment
- Methods: interviews, surveys, observations
- Case studies from top universities and industries

Week 5: Language and Discourse in Academic Settings (EAP)

- Academic genres: essays, reports, presentations
- Reading and writing strategies for academic success
- Discipline-specific vocabulary and conventions

Week 6: ESP for Science and Technology

- Scientific discourse features
- Technical writing: manuals, reports, specifications
- Clarity, precision, and conciseness in technical communication

Week 7: Business English and Professional Communication

- Business correspondence: emails, memos, reports
- Presentation skills and meeting communication
- Negotiation and intercultural competence

Week 8: Legal English and Policy Discourse

- Legal terminology and formal structures
- Contracts, legislation, and policy documents
- Challenges of plain English in legal contexts

Week 9: Medical English and Healthcare Communication

- Medical terminology and patient-centered language
- Communication in clinical settings
- Ethical considerations in health discourse

Week 10: Materials Design for ESP

- Principles of ESP materials development
- Authenticity, relevance, and learner engagement
- Evaluating and adapting ESP resources

Week 11: Assessment and Evaluation in ESP

- Testing language for specific purposes
- Performance-based assessment



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- Aligning assessment with learner needs

Week 12: Technology and ESP: Digital Tools and Online Resources

- ESP in virtual learning environments
- Corpus tools for ESP
- Mobile apps and online platforms for specific language skills

Week 13: Challenges and Controversies in ESP

- Power dynamics and linguistic gatekeeping
- Language policies in professional domains
- ESP in multilingual and multicultural contexts

Week 14: Global Perspectives and Trends in ESP

- ESP in international education and mobility
- English as a global lingua franca in specialized fields
- Sustainability and equity in ESP practices

Week 15: Student Project Presentations and Course Conclusion

- Presentation of ESP needs analysis or materials project
- Peer feedback and reflection
- Final course review and assessment

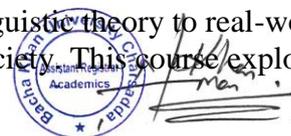
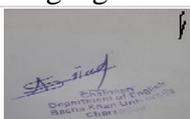
Recommended Authoritative Textbooks

1. **Hutchinson, Tom & Waters, Alan (2019)**
English for Specific Purposes: A Learning-Centred Approach (Updated Edition)
Cambridge University Press.
A foundational text in ESP methodology, used globally in leading universities.
2. **Dudley-Evans, Tony & St John, Maggie Jo (2020)**
Developments in English for Specific Purposes: A Multi-Disciplinary Approach
Cambridge University Press.
Comprehensive exploration of ESP theory and practice.
3. **Flowerdew, John & Peacock, Matthew (Eds.) (2022)**
Research Perspectives on English for Academic Purposes (2nd Edition)
Cambridge University Press.
Incorporates the latest research and global perspectives on EAP.

Semester -VII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-614	Applied Linguistics	Major	03(3-0)

Course Description:

Applied Linguistics examines the practical application of linguistic theory to real-world challenges in language education, policy, technology, and society. This course explores how





linguistic knowledge addresses issues like language learning, multilingualism, digital communication, sociolinguistic justice, and decolonial language practices. Students will engage with current debates and apply analytical skills to diverse contexts.

Course Learning Outcomes (CLOs):

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

- Explain core concepts and approaches in applied linguistics.
- Analyze the role of language in educational, social, and technological settings.
- Critically evaluate language policies and ideologies from global and decolonial perspectives.
- Apply linguistic theory to real-world problems, including language learning and digital communication.
- Engage with contemporary debates on linguistic justice and language documentation.

15-Week Course Content Outline

Week 1: Introduction to Applied Linguistics

- Definition, scope, and history
- Distinctions from theoretical linguistics
- Current global relevance

Week 2: Language Learning and Acquisition

- First vs. second language acquisition
- Theories of SLA (e.g., Krashen, Universal Grammar)
- Applications in multilingual contexts

Week 3: Language Teaching Methodologies

- Communicative Language Teaching (CLT)
- Task-Based Language Teaching (TBLT)
- Recent innovations in language pedagogy

Week 4: Language Assessment and Testing

- Principles of language assessment
- High-stakes testing and societal impacts
- Debates on language proficiency and fairness

Week 5: Language and Technology

- AI, NLP, and linguistics
- Language learning apps and digital tools
- Challenges in machine translation and speech recognition

Week 6: Digital Ethnography in Linguistic Research

- Studying language use in online communities
- Multimodality and digital discourse
- Case studies: Social media, gaming, virtual learning spaces



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Week 7: Language Policy and Planning

- National and regional language policies
- Education, globalization, and language rights
- Case studies from multilingual nations

Week 8: Linguistic Diversity and Multilingualism

- Global linguistic diversity
- Language maintenance, shift, and revitalization
- Multilingual education practices

Week 9: Sociolinguistic Justice and Language Inequality

- Language and power structures
- Linguistic discrimination and linguistic rights
- Movements for linguistic justice (e.g., Black Linguistics)

Week 10: Decolonial Approaches to Language Documentation

- Critiques of traditional linguistic fieldwork
- Community-centered and participatory models
- Ethics in language documentation

Week 11: Language and Identity

- Language as a marker of social identity
- Ethnicity, gender, and linguistic practices
- Performance of identity in multilingual contexts

Week 12: Discourse Analysis and Pragmatics

- Analyzing language in use
- Politeness, power, and meaning in interaction
- Applications in media and political discourse

Week 13: Language in Professional and Institutional Contexts

- Applied linguistics in law, healthcare, and business
- Workplace communication and language barriers
- Language access and inclusivity

Week 14: Contemporary Issues and Debates

- Linguistic imperialism and globalization
- AI, language data, and privacy
- Future directions in applied linguistics

Week 15: Student Presentations and Course Wrap-Up



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- Presentation of applied linguistics projects
- Reflective discussions on course themes
- Final course review and assessment

Recommended Authoritative Textbooks:

1. **Hall, Christopher J. (2020)**
An Introduction to Applied Linguistics: From Practice to Theory (3rd Edition)
Routledge.
Widely used in undergraduate programs at University of Oxford and University of Edinburgh.
2. **Cook, Guy & Wei, Li (2022)**
Applied Linguistics: A Global Introduction
Wiley-Blackwell.
Updated with global perspectives and debates on sociolinguistic justice and language policy.
3. **Heller, Monica, Pietikäinen, Sari & Duchêne, Alexandre (2018)**
Critical Sociolinguistic Research Methods: Studying Language Issues that Matter
Routledge.
Focuses on digital ethnography, decolonial research, and linguistic justice — used at Stanford and MIT.

Semester-VII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
	Language & Technology in the Digital Age	Interdisciplinary (Mandatory)	03(3-0)

Course Description

This course explores the interaction between language and technology, focusing on how digital tools, platforms, and artificial intelligence are reshaping language use, communication, and literacy. It examines digital discourse, online identity construction, computational linguistics, language learning technologies, and ethical issues in AI-mediated communication. Students will engage with real-world data from social media, digital corpora, chatbots, and multimodal platforms.

Course Learning Outcomes (CLOs)

- c) By the end of this course, students will be able to:
 - a) Analyze the impact of digital technologies on language use, communication patterns, and discourse.
 - b) Evaluate linguistic practices across digital platforms such as social media, messaging apps, and AI interfaces.
 - c) Examine ethical, social, and cultural implications of technology-mediated language use.

15-Week Course Content

Week Topics

Introduction to Language and Technology

- 1 - Digital revolution and linguistic change
- Overview of course themes



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Week Topics

- Language in Social Media
- 2 - Features of online discourse (brevity, hashtags, emojis)
- Case studies: Twitter, Instagram, TikTok
- Computer-Mediated Communication (CMC)
- 3 - Synchronous vs. asynchronous modes
- Politeness, turn-taking, and identity online
- Corpus Linguistics and Text Analysis
- 4 - What is a corpus?
- Tools: AntConc, Sketch Engine
- Digital Literacy and Multimodality
- 5 - Visual grammar, memes, gifs, hyperlinks
- Reading multimodal texts
- Language and Artificial Intelligence
- 6 - NLP, GPT models, chatbot linguistics
- How AI processes language
- Translation Technologies
- 7 - Machine translation: Google Translate, DeepL
- Limits of automatic translation
- 8 **Midterm Exam** – Written analysis + reflection
- Speech Recognition and Voice Technologies
- 9 - Siri, Alexa, Google Assistant
- Linguistic limitations and dialect issues
- Digital Language Learning
- 10 - Duolingo, Rosetta Stone, language learning apps
- Gamification and motivation
- Language, Power & Surveillance Online
- 11 - Digital censorship, algorithmic bias
- Language in propaganda and manipulation
- Forensic Linguistics and Cybersecurity
- 12 - Authorship attribution
- Detecting fake news and hate speech
- Language and Identity in the Digital Age
- 13 - Online personas, discourse communities
- Gendered and racialized language online
- Ethical Implications of Language Tech
- 14 - Data privacy, AI misuse, linguistic discrimination





Week Topics

Final Presentations + Review

- Students analyze a digital language phenomenon or platform

Recommended Textbooks

1. **David Crystal.** *Language and the Internet* (Updated Edition) – Cambridge University Press
2. **Susan Herring (ed.).** *The Handbook of the Digital Humanities* – Wiley
3. **Tony McEnery & Andrew Hardie.** *Corpus Linguistics: Method, Theory and Practice* – Cambridge University Press

Semester -VIII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-621	Literature Of Resistance	Major	03(3-0)
ENG-622	Pakistani Literature in English	Major	03(3-0)
ENG-623	Language ,Gender And Identity	Major	03(3-0)
ENG-624	Research Methods for English Studies	Major	03(3-0)
ENG-625	Capstone Project	Capstone	03(3-0)
Total Credit Hours			15

Semester –VIII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-621	Literature Of Resistance	Major	03(3-0)

Course Description:

This course critically examines how literature functions as a form of resistance against political oppression, colonialism, patriarchy, racism, environmental destruction, and other forms of systemic injustice. Emphasis is placed on postcolonial, feminist, anti-racist, Indigenous, and ecological resistance in literature across genres and geographies.

Course Learning Outcomes (CLOs):

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



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Identify and critically analyze literary texts that engage with themes of resistance and social justice.

Examine how literature challenges oppression, colonial legacies, and structural inequalities.

Apply theoretical frameworks such as postcolonialism, feminism, critical race theory, and ecocriticism to literary texts.

Explore global perspectives on resistance in literature from diverse regions and traditions.

Reflect on the role of storytelling, poetry, drama, and fiction as tools for political and cultural change.

15-Week Course Content Outline

Week 1: Introduction to Literature of Resistance

- Defining resistance in literature
- Literature, activism, and social transformation
- Historical overview: literature as dissent

Unit 1: Colonialism, Empire, and Postcolonial Resistance

Week 2: Anti-Colonial Voices

- Aimé Césaire — *Discourse on Colonialism* (excerpts)
- Poetry and prose as anti-colonial critique

Week 3: Postcolonial Fiction and Cultural Reclamation

- Chinua Achebe — *Things Fall Apart*
- Resistance through narrative, history, and cultural identity

Week 4: Indigenous Resistance and Oral Traditions

- Leslie Marmon Silko — *Ceremony* (selections)
- Indigenous epistemologies, land, and decolonization

Unit 2: Race, Gender, and Social Justice

Week 5: African American Literature and the Struggle for Equality

- James Baldwin — *The Fire Next Time*
- Literature confronting racism and envisioning justice

Week 6: Feminist Resistance in Global Contexts

- Audre Lorde — *Sister Outsider* (selections)
- Gender, power, and intersectional resistance

Week 7: Resistance through Poetry

- Mahmoud Darwish — Selected Poems
- Poetic forms of resistance in contexts of occupation and exile

Midterm Week

Week 8: Midterm Exam and Reflection



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- In-class examination covering key texts and theories
- Reflection on the global dimensions of literary resistance

Unit 3: Contemporary Global Resistance

Week 9: Literature of Migration, Borders, and Belonging

- Warsan Shire — *Teaching My Mother How to Give Birth* (selections)
- Refugee narratives, displacement, and transnational resistance

Week 10: Environmental Resistance and Eco-Literature

- Linda Hogan — *Solar Storms* (selections)
- Literature confronting environmental degradation and Indigenous land rights

Week 11: Queer Resistance in Literature

- Ocean Vuong — *On Earth We're Briefly Gorgeous* (selections)
- Queer identity, trauma, and literary resistance

Week 12: Protest, Dystopia, and Speculative Resistance

- Margaret Atwood — *The Handmaid's Tale* (selections)
- Dystopian fiction as critique of authoritarianism

Week 13: Global South and Literature of Resistance

- Arundhati Roy — *The God of Small Things* (selections)
- Literature resisting caste, patriarchy, and historical erasure

Unit 4: Literary Resistance Across Forms

Week 14: Theatre and Resistance

- Wole Soyinka — *Death and the King's Horseman*
- Performance, ritual, and anti-colonial critique

Week 15: Student Presentations and Course Conclusion

- Group presentations on resistance literature case studies
- Final reflections on literature as a tool for cultural and political change

Recommended Authoritative Textbooks and Resources

1. **Ashcroft, Bill; Griffiths, Gareth; Tiffin, Helen (2013)**
The Empire Writes Back: Theory and Practice in Post-Colonial Literatures
Routledge.
Seminal postcolonial literary theory resource.



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2. **Hooks, Bell (2014)**
Ain't I a Woman: Black Women and Feminism
Routledge.
Intersectional feminist critique and literary analysis.
3. **Nixon, Rob (2011)**
Slow Violence and the Environmentalism of the Poor
Harvard University Press.
Explores environmental resistance, particularly in marginalized communities.

Semester –VIII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-622	Pakistani Literature in English	Major	03(3-0)

Course Description:

This course offers a critical exploration of Pakistani Literature written in English, examining its historical evolution, thematic concerns, and global significance. Drawing on academic standards from world-leading universities like Harvard, Oxford, Stanford, and MIT, students will engage with major works of fiction, poetry, and non-fiction by Pakistani writers. The course emphasizes postcolonial identity, gender, migration, religious pluralism, politics, and socio-economic realities. It also addresses how Pakistani literature contributes to global Anglophone writing while reflecting local complexities.

Course Learning Outcomes (CLOs):

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

- Analyze Pakistani literary texts in English through critical and theoretical frameworks.
- Understand the historical, social, and political contexts shaping Pakistani Anglophone literature.
- Explore major themes such as identity, displacement, class, gender, religion, and nationalism.
- Situate Pakistani writers within global postcolonial and diasporic literary traditions.
- Engage with debates around language, representation, and cultural hybridity in Pakistani literature.

15-Week Course Content Outline

Week 1: Introduction to Pakistani Literature in English

- Historical overview: English in Pakistan
- Language, power, and postcolonial expression
- Major literary movements and global relevance

Unit 1: Foundational Voices

Week 2: Partition, Nationhood, and Memory



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- Bapsi Sidhwa — *Ice-Candy-Man* (selections)
- Partition trauma, gender, and communal violence

Week 3: Nationhood, Class, and Gender

- Tehmina Durrani — *My Feudal Lord* (selections)
- Patriarchy, power, and socio-political critique

Unit 2: Contemporary Fiction and Global Perspectives

Week 4: Globalization and Urban Realities

- Mohsin Hamid — *Moth Smoke*
- Class divisions, corruption, and urban alienation

Week 5: Migration, Identity, and Diaspora

- Kamila Shamsie — *Home Fire* (selections)
- Immigration, identity politics, and reinterpretation of classical themes

Week 6: Post-9/11 Pakistan and Global Surveillance

- Mohsin Hamid — *The Reluctant Fundamentalist*
- East-West relations, identity crises, and narrative ambiguity

Unit 3: Poetry, Resistance, and Cultural Identity

Week 7: Poetry as Political and Cultural Resistance

- Selected poems from Faiz Ahmed Faiz (translated)
- Love, revolution, and linguistic resistance

Week 8: Feminist Voices in Pakistani Literature

- Kishwar Naheed and Zehra Nigah (Selected Poems in translation)
- Gender, tradition, and defiance

Midterm Week

Week 9: Midterm Exam and Critical Reflection

- Written exam on key themes, texts, and critical approaches
- Class discussion: Language, identity, and cultural complexity

Unit 4: New Voices and Global Recognition

Week 10: Contemporary Short Stories

- Daniyal Mueenuddin — *In Other Rooms, Other Wonders* (selections)





- Class stratification, rural life, and social mobility

Week 11: LGBTQ+ Representation and Emerging Voices

- Hanya Hassan — Selected short fiction
- Gender, sexuality, and hidden narratives

Week 12: Environmental Crisis and Literary Response

- Omar Shahid Hamid — *The Prisoner* (selections)
- Urban decay, law enforcement, and ecological concerns

Unit 5: Critique, Representation, and Future Directions

Week 13: Pakistani English Literature in Global Context

- Critical essays on Pakistani literature's international reception
- Language politics, authenticity, and representation

Week 14: Student Presentations

- Group presentations on selected authors, texts, or themes

Week 15: Course Conclusion and Final Reflections

- Future of Pakistani Anglophone literature
- Literature's role in fostering global cultural understanding

Recommended Authoritative Textbooks and Resources

1. **Shamsie, Muneza (Ed.) (2011)**
And the World Changed: Contemporary Stories by Pakistani Women
Feminist Press at CUNY.
Key collection of short fiction by Pakistani women writers.
2. **Bald, S., Fernandes, S., & Niranjana, T. (Eds.) (2012)**
The Postcolonial Indian Novel in English (Relevant chapters)
Routledge.
Explores regional and transnational dynamics relevant to Pakistani Anglophone fiction.
3. **Rahman, Tariq (2011)**
Language, Ideology and Power: Language-Learning among the Muslims of Pakistan and North India
Oxford University Press.
Seminal work on language politics, identity, and education in Pakistan.

Semester –VIII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-623	Language ,Gender And Identity	Major	03(3-0)

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Course Description:

This course explores the interrelationship between language, gender, and identity from sociolinguistic, feminist, and critical perspectives. It examines how language both reflects and constructs gendered identities in various cultural, social, and institutional contexts. Students will analyze everyday discourse, media texts, and institutional practices to understand how gender and identity are performed, challenged, and negotiated through language. The course emphasizes critical awareness and equips students to engage with contemporary debates about gendered communication in multilingual and multicultural societies.

Course Learning Outcomes (CLOs):

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

1. Explain key theories and concepts in the study of language, gender, and identity.
2. Analyze how language constructs and reflects gender roles and identities.
3. Evaluate gendered communication patterns in various contexts (e.g., media, education, workplace).
4. Identify and critique gender bias in discourse and linguistic structures.
5. Apply analytical frameworks to real-world texts and conversations.
6. Reflect on their own language use and identity in relation to gender norms.

15-Week Course Content Outline

Week 1: Introduction to Language, Gender, and Identity

- Key terms: gender, sex, identity
- Language as social practice
- Overview of feminist and sociolinguistic perspectives

Week 2: Theories of Gender and Language

- Deficit, Dominance, Difference, and Dynamic models
- Judith Butler's performativity theory
- Intersectionality: race, class, gender, and language

Week 3: Gendered Communication Styles

- Gender differences in spoken language
- Turn-taking, interruptions, tag questions, hedges
- Miscommunication and gender stereotypes

Week 4: Language and Gender in Conversation Analysis

- Gender and politeness theory (Lakoff, Holmes)
- Discourse strategies and power dynamics
- Gender in institutional talk

Week 5: Language and Identity Formation





- Identity as performed and constructed
- Community of practice model
- Code-switching and identity negotiation

Week 6: Gender, Language, and Media

- Representation of gender in TV, film, and advertising
- Stereotypes, objectification, and agency
- Critical media discourse analysis

Week 7: Language, Gender, and Education

- Classroom discourse and gender roles
- Gender bias in textbooks and curriculum
- Language socialization in educational settings

Week 8: Midterm Review and Test

Week 9: Gendered Language and Grammatical Structures

- Generic pronouns and sexist language
- Naming practices and forms of address
- Gender-inclusive language reforms

Week 10: Language and Gender in Digital Communication

- Gendered behavior in online spaces
- Emojis, hashtags, and digital identity
- Feminist discourse in social media

Week 11: Multilingualism, Gender, and Power

- Gendered language use in bilingual/multilingual communities
- Language choice and identity in migrant contexts
- Case studies from Pakistan and other regions

Week 12: Masculinities, Femininities, and Queer Linguistics

- Language and constructions of masculinity/femininity
- Queer theory and linguistic practices
- Non-binary and inclusive language

Week 13: Language, Gender, and Workplace Discourse

- Leadership and gendered talk
- Power, authority, and negotiation styles
- Gender in professional and corporate communication

Week 14: Activism, Language, and Gender Justice



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- Language in feminist movements
- Advocacy and discourse strategies
- Gender-inclusive policy language

Week 15: Student Presentations and Course Conclusion

- Discourse analysis of a gendered text/situation
- Peer feedback and course reflection
- Wrap-up discussion and final review

Recommended Textbooks & Readings

1. **Eckert, Penelope, & McConnell-Ginet, Sally (2013).** *Language and Gender* (2nd ed.). Cambridge University Press.
2. **Cameron, Deborah (2006).** *The Myth of Mars and Venus: Do Men and Women Really Speak Different Languages?* Oxford University Press.
3. **Holmes, Janet, & Meyerhoff, Miriam (Eds.) (2003).** *The Handbook of Language and Gender.* Wiley-Blackwell.
4. **Sunderland, Jane (2006).** *Language and Gender: An Advanced Resource Book.* Routledge.

Semester –VIII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-624	Research Methods for English Studies	Major	03(3-0)

Course Description:

This course equips students with essential research skills for literary and linguistic studies, covering qualitative, quantitative, and mixed-methods approaches. Students will learn to design rigorous academic projects, from formulating research questions to presenting findings, while adhering to ethical standards. The course combines theoretical frameworks with hands-on workshops, culminating in a complete research proposal.

Course Learning Outcomes (CLOs):

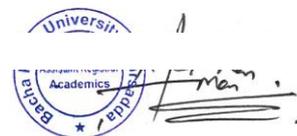
By the end of this course, students will be able to:

- Explain key research paradigms and methodologies used in literary and linguistic research.
- Formulate clear research questions and hypotheses relevant to English studies.
- Select and apply appropriate qualitative and/or quantitative research tools for data collection and analysis.
- Develop a structured research proposal adhering to academic standards and ethical guidelines.

Course Outline (15 Weeks)



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Module 1: Foundations of Research (Weeks 1–3)

Week 1: Introduction to Research Paradigms

- Positivist vs. interpretivist approaches
- Discipline-specific norms (literary vs. linguistic research)
- **Activity:** Analyze sample studies from *PMLA* and *Journal of Linguistics*

Week 2: Research Design

- Formulating research questions/hypotheses
- Variables in linguistic vs. literary research
- **Workshop:** Refining topics into researchable questions

Week 3: Academic Ethics & Plagiarism

- IRB protocols for human subjects research
- Copyright and fair use in textual analysis
- **Case Study:** Ethical dilemmas in sociolinguistic fieldwork

Module 2: Methodologies (Weeks 4–9)

Week 4: Qualitative Methods I – Textual Analysis

- Close reading vs. distant reading
- **Lab:** Using Voyant Tools for thematic analysis

Week 5: Qualitative Methods II – Discourse Analysis

- Conversation analysis (CA)
- Critical discourse analysis (CDA)
- **Workshop:** Analyzing political speeches

Week 6: Quantitative Methods I – Surveys & Experiments

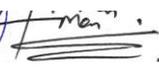
- Designing Likert-scale questionnaires
- **Activity:** Create a survey on dialect perceptions

Week 7: Quantitative Methods II – Corpus Linguistics

- Corpus tools (AntConc, Sketch Engine)
- **Lab:** Comparing gender representations in fiction corpora

Week 8: Mixed Methods & Triangulation

- Combining interviews with textual analysis





- **Case Study:** Research on digital literacy practices

Week 9: Archival & Historical Methods

- Working with manuscripts/digital archives
- **Guest Lecture:** Archival research in literary studies

Module 3: Data Analysis & Presentation (Weeks 10–12)

Week 10: Analyzing Qualitative Data

- Coding frameworks (NVivo, manual coding)
- **Workshop:** Thematic coding of interview transcripts

Week 11: Analyzing Quantitative Data

- Basic statistics (frequency, chi-square tests)
- **Lab:** Excel/R for linguistic data

Week 12: Visualizing & Presenting Data

- Creating effective tables/graphs
- **Activity:** Design an academic poster

Module 4: Proposal Development (Weeks 13–15)

Week 13: Literature Review Strategies

- Synthesizing sources
- **Workshop:** Annotated bibliography peer review

Week 14: Proposal Writing

- Structure: Introduction, methods, expected outcomes
- **Peer Review:** Draft proposals

Week 15: Final Presentations

- 10-minute proposal pitches with Q&A

Key Resources

1. Textbooks:

- *Research Methods in Linguistics* – Lia Litosseliti
- *Literary Research Methods* – Bruce & O'Brien

2. Software/Tools:

- Voyant Tools (text analysis)



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- o AntConc (corpus linguistics)

- o Zotero (citation management)

3. Ethics Guidelines:

- o APA Ethics Code
- o University IRB templates

Semester –VIII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-625	Capstone Project	Major	03(3-0)

Course Objectives:

Objectives could include:

- Understanding the research process from inception to completion.
- Developing skills in literature review, hypothesis formulation, and research design.
- Gaining proficiency in data collection, analysis, and interpretation.
- Learning how to communicate research findings effectively.

Contents/ Description

- The students are required to write thesis of 08-12 thousand words on any topic related to English linguistics and literature.
- The research project/ thesis topic must be approved from a departmental research committee.
- The student must select supervisor/ assigned from department.
- Proper format of thesis must be followed (provided by the department).
- Plagiarism should not exceed 30 %.



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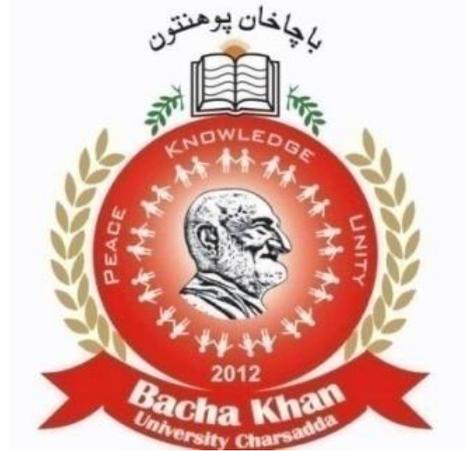
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Thesis Format for BS English

TITLE (16 Times New Roman) (13 to 16 words)

First letter (content word) capital



Student Name

Reg. No:

BS English

Department of English

Bacha Khan University, Charsadda,

Khyber Pakhtunkhwa.



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Research Proposal/Thesis Certificate by Supervisor

(Title of research)

Submitted by

Student Name

Student 's Reg. No.

I have thoroughly checked this proposal as per guidelines issued by Departmental Research Committee (DRC)

	CHECKED	N/A
General Format	<input type="checkbox"/>	<input type="checkbox"/>
Introduction	<input type="checkbox"/>	<input type="checkbox"/>
Literature Review	<input type="checkbox"/>	<input type="checkbox"/>
Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>
Data Analysis	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion	<input type="checkbox"/>	<input type="checkbox"/>
References	<input type="checkbox"/>	<input type="checkbox"/>
Appendix	<input type="checkbox"/>	<input type="checkbox"/>

I certify and endorse the final submission of this proposal.

Supervisor: <u>Name</u> <u>Signature</u>	
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Note: The Research Proposal would not be accepted by Departmental Research Committee (DRC) for Submission if it is not duly signed by supervisor or incomplete.



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Student's Declaration

I _____ hereby, declare that I have prepared the attached Research Proposal/Thesis under the guidelines of prescribed format of Department of English, Bacha Khan University Charsadda.

Student's Signature: _____

Student's Registration No: _____

FOR DEPARTMENTAL RESEARCH COMMITTEE USE:

We recommend that the Research Proposal/Thesis be revised.

We recommend that the Research Proposal/Thesis be accepted.

We recommend that the Research Proposal/Thesis be accepted & forwarded for further process.

Members (DRC) _____

Chairman _____



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Proposal/Thesis Format

Minimum words for BS English is 8000 and maximum 10000 with maximum 30 percent plagiarism/ similarity index. The supervisor will generate and check plagiarism in thesis and will forward to research committee.

CHAPTER 1 (14 size Throughout Document)

INTRODUCTION (14)

- 1.1. Background of Study (12 font size)
- 1.2. Problem Statement
- 1.3. Research Objectives
- 1.4. Research Questions
- 1.5. Significance of Research
- 1.6. Delimitations/Limitation of Study
- 1.7. Organization of Thesis

CHAPTER 2 (14)

LITERATURE REVIEW (14)

- 2.1. Literature Analysis

CHAPTER THREE (14)

RESEARCH METHODOLOGY (14)

- 3.1. Research Nature Quantitative / Qualitative / Mixed Method with justification) (12)
- 3.2. Theoretical / Conceptual / Operational Framework
- 3.3. Research Population
- 3.4. Sample and Sampling Technique



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3.5. Sources of Data

3.6. Data Collection Procedure

3.7 Data Analysis Technique (s)

CHAPTER 4

DATA ANALYSIS

4.1. Data Analysis

CHAPTER 5

CONCLUSION

5.1 Conclusion

5.2 Recommendation

4. References APA Latest Edition

Three chapters (**introduction, literature Review and Research Methodology**) for proposal and five chapters for Research project.

- Page Margin: **1.5 to the left and the rest are 1 inches**
- Title: **16 Bold**
- Chapter names : **14 Bold**
- **Headings (all levels) 12 bold (APA 7th edition)**
- Page Number: **Bottom Center**
- Line Spacing: **2.0**
- Font: **Times New Roman 12**
- All Paragraphs must be justified
- References must not be less than 10 in Proposal while not less than 15 in thesis and must not be outdated. 5 must be latest (last five years).



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Basic Rules—APA

- The first line of each entry in your list should be flush left. Subsequent lines should be indented one-half inch. This is also known as the hanging indent.
- All references should be double-spaced.
- With the exception journal titles, only capitalize the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- Capitalize each word of a journal title except any short prepositions or conjunction words. Always capitalize the first word of a title.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.
- Italicize titles of books, journals, magazines, newspapers, and films. Do not use quotations in the Reference page.

Sources in Print—APA

➤ a book with one author:

Boylan, J. F. (1998). *Getting in*. New York, NY: Warner Books.

➤ two books by the same author: arrange by year of publication:

Morrison, T. (1992). *Jazz*. New York, NY: Knopf.

Morrison, T. (1998). *Paradise*. New York, NY: Knopf.

➤ a book with more than one author (keep the ordering of names

Crowley, T. J., & North, G. R. (1991). *Paleoclimatology*. New York, NY: Oxford University Press.

➤ Part of a book

Daniels, C. (1997). An open letter to the class of 1996 UNCW.

In W. Schindley (Ed.), *The Informed Citizen: Argument and*

Analysis (pp. 32-33). Fort Worth, TX: Harcourt Brace.



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- **an excerpt from a book that reprints material first published someplace else, such as the *Opposing Viewpoints* series:**

Paglia, C. (1994). Madonna has liberated American women.

In F. Whitehead (Ed.), *Opposing viewpoints: Women's rights* (pp. 18-28). San Diego, CA: Greenhaven. (Reprinted from *Madonna II: Venus of the radio waves*, 1991, July 21, *The Independent on Sunday Review*).

- **an article from a reference book:**

Italy. (2000). In *The new encyclopaedia Britannica: Macropaedia* (Vol. xx, pp. xxx-xxx). Chicago, IL: Encyclopaedia Britannica.

- **an article in a periodical (newspaper or magazine):**

Murphy, B. (2002, February 1). Going for gold can wait a day. St. Paul Pioneer Press, pp. A1,

A4. Houppert, K. (2002, February 4). The meaning of Muhammad. *The Nation*, xx, 25-30.

- **an article in a scholarly journal:**

Note: the number following the title of the journal is the volume number. If the journal uses continuous pagination throughout a particular volume, only volume and pages are needed, e.g. *PMLA*, 105, 505-518. If each issue of the journal begins on page 1, however, you must also provide the issue number following the volume, e.g. *Kansas Quarterly*, 13 (3-4), 77-80.

- **an article in a scholarly journal that uses continuous pagination:**

Winnett, S. (1990). Coming unstrung: Women, men, narrative, and principles of pleasure.

PMLA, 105, 505-518.

- **an article in scholarly journal that pages each issue separately**

Barthelme, F. (1981). Architecture. *Kansas Quarterly*, 13 (3-4), 77-80.

Electronic Sources—APA

Web Pages

Many Web pages are found by using search engines, e.g. Google, MSN, Dogpile, or Yahoo. Most of the time, access to pages found using a search engine is free and unrestricted.



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Information needed: Document title or description, the date of publication, and the journal or newspaper title. Include the digital object identifier (DOI), when a DOI is unavailable include a URL. Whenever possible, identify the authors of a document as well.

The “official” title of the page is listed in the upper-left corner of the page AFTER you print it out, or in the upper-left corner of the page in the very top blue bar on the screen. The DOI will be labeled as such and is typically located in the upper-right hand corner of a document. Remember, in cases where a particular piece of information is not available skip to the next piece of information. You should have enough information listed so someone else can easily find that source again.

In general, wikis (such as Wikipedia) are not recommended for research, although they may be appropriate for basic information gathering.

Use this example for a website with an author:

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Journal, vol. number. doi:0000000/000000000000

Brownlie, D. Toward effective poster presentations: An annotated bibliography. European Journal of Marketing, 41(11/12), 1245-1283. doi:10.1108/0309056071082116

With no DOI:

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Journal, volume number. Retrieved from <http://www.someaddress.com/full/url/> Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. Journal of Buddhist Ethics, 8. Retrieved from <http://www.cac.psu.edu/jbe/twocont.html> Online dictionaries and encyclopaedias with no authors listed:

Often, there will not be an author given, if so, simply skip to the next item: the entry title. Provide publication dates if available or specify (n.d.) for no date. When listing the URL, only include the home URL, rather than the full URL.

Feminism. (n.d.) In Encyclopædia Britannica online. Retrieved from <http://www.britannica.com>

Use this example if your web page has an author:



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Doheny, K. (2009) Celexa for Autism No More Effective Than Placebo at Reducing Repetitive Behaviours, Study Shows.

WebMD Health News. June 1, 2009 Retrieved from:

<http://www.webmd.com/brain/autism/news/20090601/antidepressant-no-help-for-autism-behaviors>

➤ **Electronic version of a print book:**

Shotton, M.A. (1989). Computer addiction? A study of computer dependency [DX Reader version]. Retrieved from <http://www.ebookstore.tandf.co.uk/html/index.asp>

- **Online Periodical Article**—journal or newspaper from the WWW: If you are citing a periodical article you accessed from a publication's website, such as Journal of the American Medical Association (jama.ama-assn.org), Time (www.time.com), or the Star Tribune (www.startribune.com), then use the citation format below.

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Journal, vol. number. doi:0000000/000000000000

Brownlie, D. Toward effective poster presentations: An annotated bibliography. European Journal of Marketing, 41(11/12), 1245-1283. doi:10.1108/0309056071082116

➤ **With no DOI:**

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Journal, volume number. Retrieved from <http://www.someaddress.com/full/url/> Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. Journal of Buddhist Ethics, 8. Retrieved from <http://www.cac.psu.edu/jbe/twocont.html>

➤ **Online Government Publication**

U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. (2003). Managing asthma: A guide for schools (NIH publication No. 02-2650). Retrieved from http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth_sch.pdf

➤ **a television or radio program:**



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Safer, M. (Narrator). (1993, September 19). Yes . . . but is it art? [Television series episode]. In J. Smith (Producer), *Sixty Minutes*. New York: WCBS.

Silberner, J. (Narrator). (1998, January 25). Death and society. [Radio broadcast]. In J. Doe (Producer), *Weekend Edition Sunday*. St. Paul, MN: MPR

➤ **A film:**

Information needed: A film entry begins with the producer followed by the director (this is often the same person). You also need the date of publication, the title in italics, the medium in brackets, the country of origin and the studio or distributor.

Capra, F. (Director). (1946). *It's a wonderful life* [Motion picture]. United States: RKO.

Semester –VIII			
COURSE CODE	COURSE TITLE	Course Type/ Category	CREDIT HOURS
ENG-600	Internship	Internship	03(3-0)

Eng- 600

Internship

Credit Hours-03

An internship is a temporary position within an organization, typically offered to students or recent graduates, aimed at providing practical experience and exposure to a particular industry or field of work. Internships can vary widely in terms of duration, responsibilities, and compensation (some are paid, while others may be unpaid).

The primary goals of an internship include:

1. **Gaining Experience:** Interns have the opportunity to apply theoretical knowledge gained in academic settings to real-world situations. This hands-on experience helps them understand how concepts learned in the classroom translate into practice.
2. **Skill Development:** Internships allow individuals to develop and refine specific skills relevant to their career interests. These skills can range from technical skills (e.g., programming, data analysis) to soft skills (e.g., communication, teamwork).
3. **Networking:** Interns have the chance to build professional relationships within their industry. Networking with professionals can lead to mentorship opportunities, career advice, and potential job offers in the future.
4. **Exploring Career Paths:** Internships provide insights into different roles and responsibilities within an organization or industry. This helps interns clarify their career goals and make informed decisions about their future career paths.
5. **Building a Resume:** Having internship experience enhances a resume and makes candidates more competitive in the job market. Employers often value practical experience gained through internships when evaluating potential hires.



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The students are required to do/ have internship in any organization related to the field and to present/ submit report in the department. They are required to fill the approved proforma from the director, principal or head of the institution after successful completion of internship.

The internship may be offered in summer break or during 8th semester.

(The proforma is attached at the end of the curriculum)



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Internship Completion Checklist (3 Months)

Intern Name: _____

Department: _____

Internship Duration: From _____ to _____

Organization Name: _____

Organization Contact Number: _____

Organization Address:

Section A: Attendance & Punctuality

Marks (10 marks for each section)

1. Attended regularly and maintained acceptable attendance
2. Reported to work on time consistently
3. Informed supervisor in case of absence or delay
4. Followed the working hours and break schedules
5. Logged daily activities (e.g., timesheet or logbook)

A. Total Marks 50

Obtained Marks :

Section B: Professionalism and Behavior

Marks (10 marks for each section)

6. Maintained professional attitude and demeanor
7. Followed organization's rules and policies
8. Respected colleagues and staff at all levels
9. Maintained confidentiality and data privacy
10. Demonstrated responsibility and ownership of work



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B. Total Marks 50

Obtained Marks :

Section C: Communication Skills Marks

(10 marks for each Section)

11. Communicated effectively with team and supervisor.
12. Demonstrated good written communication (emails/reports)
13. Participated in discussions and team meetings
14. Accepted feedback gracefully and acted upon it
15. Used appropriate language and tone in the workplace

C. Total Marks 50

Obtained Marks :

Section D: Work Quality & Performance

(10 marks for each Section)

16. Completed assigned tasks on time
17. Paid attention to detail in work
18. Displayed creativity and problem-solving skills
19. Followed instructions and sought clarification when needed
20. Demonstrated ability to work independently when required

D. Total Marks 50

Obtained Marks :

Section E: Teamwork and Collaboration

21. Collaborated well with other team members
22. Volunteered to assist in team projects
23. Showed adaptability to team dynamics
24. Contributed ideas during group activities or meetings
25. Displayed mutual respect and inclusiveness

E. Total Marks 50

Obtained Marks :



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Section F: Learning and Growth

- 26. Demonstrated understanding of organizational operations
- 27. Applied academic learning in work tasks
- 28. Showed curiosity and eagerness to learn
- 29. Attended internal trainings or workshops (if any)
- 30. Met the learning objectives of the internship program

F. Total Marks 50

Obtained Marks :

Total Marks : 300

Obtained Marks: A+B+C+D+E+F=

Marks of External examiner is 50 percent, while 50 percent marks will be awarded by internal supervisor.

Final Review

Overall performance rating: Excellent Good Satisfactory Needs Improvement

Supervisor/Director's Comments:



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Certification

I certify that **Mr. /Ms.** _____ has successfully completed the 3-month internship in the department of _____ at _____, and has fulfilled the evaluation criteria listed above.

Supervisor/Director/ Principal: _____

Signature: _____

Date: _____

Contact Number: _____

Official Stamp _____



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