



UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

NOTIFICATION

The Academic Council in its 19th (4/2023) meeting held on 13.09.2023, has recommended the curricula of the following academic programs for implementation on provisional basis w.e.f Fall 2023 subject to approval by the Syndicate:-

| | | |
|-----|---------------------------------------|-------------|
| 1. | BS in Urdu | (Annex-'A') |
| 2. | BS in Islamic Studies | (Annex-'B') |
| 3. | BS in English (Linguistics) | (Annex-'C') |
| 4. | BS in English (Language & Literature) | (Annex-'D') |
| 5. | BS in Media and Communication Studies | (Annex-'E') |
| 6. | BS in Physical Education | (Annex-'F') |
| 7. | BS in Fine Arts | (Annex-'G') |
| 8. | BS in Textile Design | (Annex-'H') |
| 9. | BS in Graphic Design | (Annex-'I') |
| 10. | BS in Chemistry | (Annex-'J') |
| 11. | BS in Physics | (Annex-'K') |
| 12. | BS in Statistics | (Annex-'L') |
| 13. | BS in Botany | (Annex-'M') |
| 14. | BS in Mathematics | (Annex-'N') |
| 15. | BS in Geology | (Annex-'O') |
| 16. | BS in Geography | (Annex-'P') |
| 17. | BS in Zoology | (Annex-'Q') |
| 18. | BS in History | (Annex-'R') |
| 19. | BS in Pakistan Studies | (Annex-'S') |
| 20. | BS in Education | (Annex-'T') |
| 21. | BS in Sociology | (Annex-'U') |
| 22. | BS in Social Work | (Annex-'V') |
| 23. | BS in Economics | (Annex-'W') |
| 24. | BS in Psychology | (Annex-'X') |
| 25. | BS in International Relations | (Annex-'Y') |
| 26. | BS in Political Science | (Annex-'Z') |


(WAQAR AHMAD)
Additional Registrar (General)

No. SU/Acad/23/1015

Dated: 01.11.2023

Distribution:

- Controller of Examinations (with the request to upload on University Website for affiliated Colleges)

C.C:

- Director Academics
- Director, QEC
- Additional Registrar (Affiliation & Registration)
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification File



Department of English Language and Literature

UNIVERSITY OF SARGODHA

Overview:

Literary study equips students with excellent communication skills, high-level experience in academic research and debate, and the capacity for creative, independent and critical thought. The study of English Literature opens more opportunities as it is considered global language of communication, and employers continue to seek English graduates for the qualities of creative intelligence and clarity of communication that they bring to the workplace in a rapidly shifting and increasingly complex world.

Through this programme, the Department offers students the opportunity to grow as writers, researchers and critical thinkers. The study of literature enables students to get acquainted with the prevailing cultural norms and mores around the world. All great literary workers in any language not only introduce the readers to new vistas but also inculcate in them analytical approach to the social problems. In the modern world, the study of English Literature has assumed even greater importance for nations and their cultures as it brings about harmony and peace among the comity of nations.

Program Structure:

| | |
|--|--|
| Duration | Minimum 4-Years (8-Semesters), Maximum 6-Years (12-Semesters) |
| Admission Requirements: | At least 45% marks in Intermediate (FA, FSc, I.Com, D.Com, ICS, A-Level, or equivalent. <i>(Provisional admission shall be granted on the basis of at least 45% marks in Intermediate Part-I result which shall also be used for determining merit.)</i>) |
| Degree Completion Requirements: | 139 Credit Hours |

General Education (Gen Ed) Requirements: (Mandatory/Core Courses, minimum 30 credit hours):

| Sr. No. | Semester | Course Code | Course Title | Credit Hours | Prerequisite |
|--------------------------------------|----------|------------------------|--|--------------|--------------|
| 1. | 2 | URCG-5112 | Fables, Wisdom Literature and Epic | 2(2-0) | Nil |
| 2. | 4 | URCG-5114 | Basic Science | 3(2-1) | Nil |
| 3. | 2 | URCG-5116 | Science of Society-I | 2(2-0) | Nil |
| 4. | 1 | URCG-5118 | Functional English | 3(3-0) | Nil |
| 5. | 3 | URCG-5119 | Expository Writing | 3(3-0) | Nil |
| 6. | 2 | URCG-5120 | Exploring Quantitative Skills | 3(3-0) | Nil |
| 7. | 3 | URCG-5121 | Tools for Quantitative Reasoning | 3(3-0) | Nil |
| 8. | 1 | URCG-5105 URCG-5126 | Islamic Studies (OR) Religious Education/Ethics | 2(2-0) | Nil |
| 9. | 3 | URCG-5122 | Ideology and Constitution of Pakistan | 2(2-0) | Nil |
| 10. | 1 | URCG-5123 | Applications of Information and Communication Technologies (ICT) | 3(2-1) | Nil |
| 11. | 4 | URCG-5124 | Entrepreneurship | 2(2-0) | Nil |
| 12. | 4 | URCG-5125 | Civics and Community Engagement | 2(2-0) | Nil |
| 13. | 1-8 | URCG-5111 | Translation of Holy Quran I, II, III & IV | NC | Nil |
| 14. | 2 | URCG-5127 | Seerat of the Holy Prophet (SAW) | 1(1-0) | Nil |
| GE Courses Credit Hours Total | | | | 31 | |

Single Major Courses

| Course Code | Course Title | Cr. Hours | Prerequisite (mention course code only) |
|---|--|-----------|--|
| ENGL-5201 | History of English Literature | 3(3-0) | Nil |
| ENGL-5202 | Introduction to Literary Devices and Genres | 3(3-0) | Nil |
| ENGL-5203 | 18 th Century English Novel | 3(3-0) | Nil |
| ENGL-5204 | Early English Prose | 3(3-0) | Nil |
| ENGL-5205 | Classical Poetry | 3(3-0) | Nil |
| ENGL-5206 | Literary Criticism-I | 3(3-0) | Nil |
| ENGL-5207 | Classical Drama | 3(3-0) | Nil |
| ENGL-5208 | Romantic Poetry | 3(3-0) | Nil |
| ENGL-5209 | Literary Criticism-II | 3(3-0) | Nil |
| ENGL-5210 | Shakespearean Drama | 3(3-0) | Nil |
| ENGL-5211 | Victorian and Early Modern Novel | 3(3-0) | Nil |
| ENGL-5212 | Victorian Poetry | 3(3-0) | Nil |
| ENGL-6414 | Modern English Novel | 3(3-0) | Nil |
| ENGL-6415 | 20 th Century Poetry | 3(3-0) | Nil |
| ENGL-6416 | Modern Drama-I | 3(3-0) | Nil |
| ENGL-6417 | Literary Stylistics | 3(3-0) | Nil |
| ENGL-6418 | Modern Critical Theories and Practices | 3(3-0) | Nil |
| ENGL-6419 | American Literature | 3(3-0) | Nil |
| ENGL-6420 | 20 th Century Prose | 3(3-0) | Nil |
| ENGL-6421 | Research Methodology | 3(3-0) | Nil |
| ENGL-6422 | Narratology | 3(3-0) | Nil |
| ENGL-6423 | Modern Drama-II | 3(3-0) | Nil |
| ENGL-6424 | Pakistani Literature in English | 3(3-0) | Nil |
| ENGL-6425 | Islam and Modern English Prose | 3(3-0) | Nil |
| ENGL-6426 | Post-Colonial Novel | 3(3-0) | Nil |
| ENGL-6428 | Creative Writing | 3(3-0) | Nil |
| ENGL-6429 | Literature in Language Classroom | 3(3-0) | Nil |
| ENGL-6430 | Contemporary Language Teaching Methods and Practices | 3(3-0) | Nil |
| ENGL-6431 | South Asian Literature | 3(3-0) | Nil |
| ENGL-6432 | Literary Discourse Analysis | 3(3-0) | Nil |
| Major Courses Credit Hours Total | | 90 | |

Interdisciplinary/Allied courses: minimum 12 credit hours:

| Course Code | Course Title | Cr. Hours | Prerequisite (mention course code only) |
|---|-----------------------------|-----------|--|
| ENGA-6401 | Introduction to Linguistics | 03 | Nil |
| ENGA-6402 | Literature and Philosophy | 03 | Nil |
| ENGA-6403 | Introduction to Psychology | 03 | Nil |
| ENGA-6404 | Applied Linguistics | 03 | Nil |
| Interdisciplinary Courses Credit Hours Total | | 12 | |

Field experience/internship: Minimum 03 credit hours:*Lasting 6-8 weeks and ideally scheduled during summer breaks after 4th semester.*

| | | | |
|-----------|-------------|--------|--|
| ENGL-5213 | Internship* | 3(0-3) | |
|-----------|-------------|--------|--|

Capstone project: Minimum 03 credit hours:*This project, after the sixth semester, requires faculty supervision and evaluation following department guidelines*

| | | | |
|-----------|-------------------|--------|--|
| ENGL-6427 | Capstone Project* | 3(0-3) | |
|-----------|-------------------|--------|--|

Minor Courses:

| | Course Code | Course Title | Cr. Hours |
|---------------------------------|-------------|--|-----------|
| Victorian Literature | ENGL-6433 | Victorian Novel | 3 |
| | ENGL-6434 | Major Victorian Poets | 3 |
| | ENGL-6435 | Victorian Travel Literature | 3 |
| | ENGL-6436 | Victorian Drama | 3 |
| South Asian Literature | ENGL-6437 | Drama (South Asian Literature) | 3 |
| | ENGL-6438 | Poetry (South Asian Literature) | 3 |
| | ENGL-6439 | Fiction (South Asian Literature) | 3 |
| | ENGL-6440 | Short Story (South Asian Literature) | 3 |
| World Literature in Translation | ENGL-6441 | Latin American Literature in Translation | 3 |
| | ENGL-6442 | South Asian and East Asian Literature in Translation | 3 |
| | ENGL-6443 | European Literature in Translation | 3 |
| | ENGL-6444 | African Literature in Translation | 3 |
| Postcolonial Literature | ENGL-6445 | Introduction to Postcolonial Theory and Concepts | 3 |
| | ENGL-6446 | Postcolonial Texts from Africa | 3 |
| | ENGL-6447 | Postcolonial Texts from Asia & Pacific | 3 |
| | ENGL-6448 | Globalization and Postcolonial Literature | 3 |

Summary:

| Sr. No. | Category | No. of Courses | Credit hours |
|---------|-----------------------------------|----------------|--------------|
| 1. | General Courses | 14 | 31 |
| 2. | Subject Major Courses | 30 | 90 |
| 3. | Allied/ Interdisciplinary Courses | 04 | 12 |
| 4. | Internship | 01 | 03 |
| 5. | Capstone Project | 01 | 03 |
| | Total | 50 | 139 |

Scheme of Studies
BS in English (Language and Literature)

Semester-I

| Category | Course Code | Course Title | Credit Hours | Pre-Requisite |
|----------|------------------------|---|--------------|---------------|
| GE-1 | URCG-5118 | Functional English | 3(3-0) | Nil |
| GE-2 | URCG-5105 URCG-5126 | Islamic Studies (OR) Religious Education/Ethics | 2(2-0) | Nil |
| GE-3 | URCG-5123 | Applications of Information and Communication Technologies (ICT) | 3(2-1) | Nil |
| Major-1 | ENGL-5201 | History of English Literature | 3(3-0) | Nil |
| Major-2 | ENGL-5202 | Introduction to Literary Devices and Genres | 3(3-0) | Nil |
| Major-3 | ENGL-5203 | 18 th Century English Novel | 3(3-0) | Nil |
| GE-4 (i) | URCG-5111 | Translation of the Holy Quran-I*** | 0(0-0) | Nil |

Semester Total Credit Hours: 17

Semester-II

| Category | Course Code | Course Title | Credit Hours | Pre-Requisite |
|----------|-------------|-------------------------------------|--------------|---------------|
| GE-5 | URCG-5112 | Fables, Wisdom Literature and Epic | 2(2-0) | Nil |
| GE-6 | URCG-5116 | Science of Society-I | 2(2-0) | Nil |
| GE-7 | URCG-5120 | Exploring Quantitative Skills | 3(3-0) | Nil |
| GE-8 | URCG-5127 | Seerat of the Holy Prophet (SAW)*** | 1(1-0) | Nil |
| Major-4 | ENGL-5204 | Early English Prose | 3(3-0) | Nil |
| Major-5 | ENGL- 5205 | Classical Poetry | 3(3-0) | Nil |
| Major-6 | ENGL-5206 | Literary Criticism-I | 3(3-0) | Nil |

Semester Total Credit Hours: 17

Semester-III

| Category | Course Code | Course Title | Credit Hours | Pre-Requisite |
|-----------|-------------|---------------------------------------|--------------|---------------|
| GE-9 | URCG-5119 | Expository Writing | 3(3-0) | Nil |
| GE-10 | URCG-5121 | Tools for Quantitative Reasoning | 3(3-0) | Nil |
| GE-11 | URCG-5122 | Ideology and Constitution of Pakistan | 2(2-0) | Nil |
| Major-7 | ENGL-5207 | Classical Drama | 3(3-0) | Nil |
| Major-8 | ENGL-5208 | Romantic Poetry | 3(3-0) | Nil |
| Major-9 | ENGL-5209 | Literary Criticism-II | 3(3-0) | Nil |
| GE-4 (ii) | URCG-5111 | Translation of the Holy Quran-II*** | 0(0-0) | Nil |

Semester Total Credit Hours: 17

Semester-IV

| Category | Course Code | Course Title | Credit Hours | Pre-Requisite |
|----------|-------------|----------------------------------|--------------|---------------|
| GE-12 | URCG-5114 | Basic Science | 3(2-1) | Nil |
| GE-13 | URCG-5124 | Entrepreneurship | 2(2-0) | Nil |
| GE-14 | URCG-5125 | Civics and Community Engagement | 2(2-0) | Nil |
| Major-10 | ENGL-5210 | Shakespearean Drama | 3(3-0) | Nil |
| Major-11 | ENGL-5211 | Victorian and Early Modern Novel | 3(3-0) | Nil |
| Major-12 | ENGL-5212 | Victorian Poetry | 3(3-0) | Nil |

Semester Total Credit Hours: 16

Summer Semester*

| Category | Course Code | Course Title | Credit Hours | Pre-Requisite |
|------------|-------------|--------------|--------------|---------------------------------------|
| Compulsory | ENGL-5213 | Internship | 3(3-0) | Completion of minimum 60 hours credit |

Semester-V

| Category | Course Code | Course Title | Credit Hours | Pre-Requisite |
|------------|-------------|--------------------------------------|--------------|---------------|
| ID-1 | ENGA-6401 | Introduction to Linguistics | 3(3-0) | Nil |
| ID-2 | ENGA-6402 | Literature & Philosophy | 3(3-0) | Nil |
| Major-13 | ENGL-6414 | Modern English Novel | 3(3-0) | Nil |
| Major-14 | ENGL-6415 | 20 th Century Poetry | 3(3-0) | Nil |
| Major-15 | ENGL-6416 | Modern Drama-I | 3(3-0) | Nil |
| Major-16 | ENGL-6417 | Literary Stylistics | 3(3-0) | Nil |
| GE-4 (iii) | URCG-5111 | Translation of the Holy Quran-III*** | 0(0-0) | Nil |

Semester Total Credit Hours: 18

Semester-VI

| Category | Course Code | Course Title | Credit Hours | Pre-Requisite |
|----------|-------------|--|--------------|---------------|
| ID-3 | ENGA-6403 | Introduction to Psychology | 3(3-0) | Nil |
| Major-17 | ENGL-6418 | Modern Critical Theories and Practices | 3(3-0) | Nil |
| Major-18 | ENGL-6419 | American Literature | 3(3-0) | Nil |
| Major-19 | ENGL-6420 | 20 th Century Prose | 3(3-0) | Nil |
| Major-20 | ENGL-6421 | Research Methodology | 3(3-0) | Nil |
| Major-21 | ENGL-6422 | Narratology | 3(3-0) | Nil |

Semester Total Credit Hours: 18

Semester-VII

| Category | Course Code | Course Title | Credit Hours | Pre-Requisite |
|------------|-------------|-------------------------------------|--------------|---------------|
| ID-4 | ENGA-6404 | Applied Linguistics | 3(3-0) | Nil |
| Major-22 | ENGL-6423 | Modern Drama-II | 3(3-0) | Nil |
| Major-23 | ENGL-6424 | Pakistani Literature in English | 3(3-0) | Nil |
| Major-24 | ENGL-6425 | Islam and Modern English Prose | 3(3-0) | Nil |
| Major-25 | ENGL-6426 | Post-Colonial Novel | 3(3-0) | Nil |
| GE-4 (iv) | URCG-5111 | Translation of the Holy Quran-IV*** | 0(0-0) | Nil |
| Compulsory | ENGL-6427 | Capstone Project ** | 3(0-3) | |

Semester Total Credit Hours: 18

Semester-VIII

| Category | Course Code | Course Title | Credit Hours | Pre-Requisite |
|----------|-------------|--|--------------|---------------|
| Major-26 | ENGL-6428 | Creative Writing | 3(3-0) | Nil |
| Major-27 | ENGL-6429 | Literature in Language Classroom | 3(3-0) | Nil |
| Major-28 | ENGL-6430 | Contemporary Language Teaching Methods and Practices | 3(3-0) | Nil |
| Major-29 | ENGL-6431 | South Asian Literature | 3(3-0) | Nil |
| Major-30 | ENGL-6432 | Literary Discourse Analysis | 3(3-0) | Nil |

Semester Total Credit Hours: 15

Degree Program Total: 139

*Internship shall be offered after 4th semester for fall intake and after 5th semester for spring intake programmes in summer break only.

**Capstone Project shall be offered in 7th or 8th semester depending upon availability of the relevant faculty.

*** Translation of the Holy Quran and Seerat of the Holy Prophet (SAW) are compulsory for Muslim Students only.

Semester-I

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Contents

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finnegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah.

- To make students understand the relevance and pragmatic significance of Islam in their lives.
- To make learners comprehend the true spirit of Islam with reference to modern world.
- To generate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

Contents

Introduction to Qur'anic Studies

- 1) Basic Concepts of Qur'an
- 2) History of Quran
- 3) Uloom-ul-Quran

مطالعہ قرآن (تعارف قرآن، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 1-5، 482-482؛ سورۃ الحجرات آیات 1-18؛ سورۃ الفرقان آیات 26-77؛ سورۃ المؤمنون آیات 1-11؛ سورۃ الاحزاب آیات 2، 41، 64-66، 24، 52-55؛ سورۃ الانعام آیات 151-156؛ سورۃ الصف آیات 1-12؛ الحشر آیات 18-44؛ آل عمران آیات 154-154؛ النحل آیات 14-12؛ لقمن آیت 44، حم السجدہ آیت 56)

Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام متن، حدیث: [درج ذیل موضوعات پر احادیث کا مطالعہ

1. اعمال کا اجر نیت پر منحصر ہے۔ 4. بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 6. کتاب و سنت گمراہی سے بچنے کا ذریعہ ہیں۔ 2. ارکان اسلام 5. اسلام، ایمان، احسان اور قیامت کی نشانیوں، 2. بچوں کی نماز کی تلقین 7. دین کا گہرا فہم اللہ کی خاص عنایت ہے 8. حصول علم، تلاوت قرآن اور عمل کی اہمیت و فضیلت، 5. روز محشر کا محاسبہ، 14. حقوق اللہ کے ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی لازم ہے 11. حسن خلق کی عظمت اور فحش و بدگونی کی مذمت 14. دنیا و آخرت کی پہلانی کی ضامن چار چیزیں، 16. بلاک کر دینے والی سات چیزیں، 12. بے عمل مبلغ کا عبرت ناک انجام 15. ہر شخص نگران ہے اور ہر شخص مسئول 1 Sirah of the Prophet)

- 2) Importance of the Study of Sirah
- 3) Character building method of the Prophet

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت، تعمیر، سیرت و شخصیت کا نبوی منہاج اور عملی نمونے، اقامت دین کا نبوی طریق کار، اقامت دین بعدِ خلافت راشدہ، میثاق مدینہ، خطبہ حجۃ الوداع، اخلاقی تعلیمات، تشکیل اجتماعیت اور اسوہ حسنہ، قرآن مجید میں سیرت سرور عالم کا بیان، غزوات نبوی ﷺ کے مقاصد و حکمتیں)

Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization

3) Characteristics of Islamic Culture & Civilization

4) Islamic Culture & Civilization and Contemporary Issues

2. اسلامی تہذیب و تمدن (اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر، اسلامی تہذیب کی خصوصیات، اسلامی تہذیب، علمی، معاشرتی اور سماجی اثرات، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبعی، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار، نام ور مسلمان سائنسدان) *Pre-Requisite: Nil*

Recommended Books

- 1) Hameed ullah Muhammad, —Emergence of Islaml , IRI, Islamabad
- 2) Hameed ullah Muhammad, —Muslim Conduct of State
- 3) Hameed ullah Muhammad, _Introduction to Islam
- 4) Ahmad Hasan, —Principles of Islamic Jurisprudencel Islamic Research, Institute, International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq, —Introduction to Al Sharia Al Islamial Allama Iqbal Open University, Islamabad (2001)
- 6) Dr. Muhammad Shahbaz Manj, Teleemat-e- Islam

1. Meaning and Scope of Ethics.
2. Relation of Ethics with:
 - (a) Religion
 - (b) Science
 - (c) Law
3. Historical Development of Morality:
 - (a) Instinctive Moral Life.
 - (b). Customary Morality.
 - (c). Reflective Morality.
4. Moral Theories:
 - (a). Hedonism (Mill)
 - (b). Intuitionism (Butler) (c).
Kant's Moral Theory.
5. Moral Ethics and Society.
 - (a). Freedom and Responsibility.
 - (b). Tolerance
 - (c). Justice
 - (d). Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions:
 - a). Judaism
 - b). Christianity
 - c). Islam
7. Professional Ethics:
 - a). Medical Ethics
 - b). Ethics of Students
 - c). Ethics of Teachers
 - d). Business Ethics

REFERENCE BOOKS:

1. William Lille. An Introduction to Ethics., London Methuen & Co. latest edition.
2. Titus, H.H. Ethics for Today. New York: American Book, latest edition.
3. Hill, Thomas. Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition
4. Ameer Ali, S. The Ethics of Islam. Culcutta: Noor Library Publishers, latest edition
5. Donaldson, D.M. Studies in Muslim Ethics. London: latest edition. 6. Sayeed, S.M.A.(Tr.) Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, Karachi University of

The course introduces students to information and communication technologies and their current applications in their respective areas. Objectives include basic understanding of computer software, hardware, and associated technologies. They can make use of technology to get maximum benefit related to their study domain. Students can learn how the Information and Communications systems can improve their work ability and productivity. How Internet technologies, E-Commerce applications and Mobile Computing can influence the businesses and workplace. At the end of semester students will get basic understanding of Computer Systems, Storage Devices, Operating systems, E-commerce, Data Networks, Databases, and associated technologies. They will also learn Microsoft Office tools that include Word, Power Point, and Excel. They will also learn Open office being used on other operating systems and platforms. Specific software related to specialization areas are also part of course. Course will also cover computer ethics and related Social media norms and cyber laws.

Contents

1. Introduction, Overview and its types
2. Hardware: Computer Systems & Components, Storage Devices and Cloud Computing
3. Software: Operating Systems, Programming and Application Software
4. Introduction to Programming Language
5. Databases and Information Systems Networks
6. The Hierarchy of Data and Maintaining Data
7. File Processing Versus Database Management Systems
8. Data Communication and Networks
9. Physical Transmission Media & Wireless Transmission Media
10. Applications of smart phone and usage
11. The Internet, Browsers and Search Engines
12. Websites Concepts, Mobile Computing and their applications
13. Collaborative Computing and Social Networking
14. E-Commerce & Applications
15. IT Security and other issues
16. Cyber Laws and Ethics of using Social media
17. Use of Microsoft Office tools (Word, Power Point, Excel), mobile apps or other similar tools depending on the operating system
18. Other IT tools/software specific to field of study of the students if any

Recommended Texts

1. Vermaat, M. E. (2018). *Discovering computers: Digital technology, data and devices*. Boston: Cengage Learning.

Suggested Readings

1. O'Leary, T. J., & O'Leary, L. I. (2017). *Computing essentials* (26th ed.). San Francisco: McGraw Hill Higher Education.
2. Schneider, G. M., & Gersting, J. (2018). *Invitation to computer science*. Boston: Cengage Learning.

The objective of this course is to acquaint students with the movements and literary giants in the history of literature and to inform the readers about how historical and socio-cultural events influence literature written in English. Although the scope of this course is quite expansive, the readers shall focus on 16th to late 19th century that is till the Romantic Movement. Histories of literature written by some British Literary historians will be consulted to form some socio-cultural and political cross connections. In its broader spectrum, the course covers a reference to the multiple factors from economic theories to religious, philosophical and metaphysical debates that overlap in these literary works of diverse nature and time periods under multiple contexts. The readings of literature in this way i.e. within the socio-cultural context will help the readers become aware of the fact that literary worlds are basically a referential product of the practice that goes back to continuous interdisciplinary interaction. All the following ages would be taught in two dimensions: firstly, the brief introduction of the important events of that age which influenced the thoughts & the lives of writers & secondly the works of important writers of that movement.

Contents

1. Introduction to Greek literature
2. Dark Ages
3. Medieval English period (1000- 1453 AD)
4. Renaissance Age (1453 – 1616 AD)
5. Reformation Movement in England
6. Puritan Age (1616 – 1660 AD)
7. The Restoration Age (1660 – 1700 AD)
8. Age of Pope (1700-1744 AD)
9. Age of Johnson (1744-1784 AD)
10. Augustan Age
11. Romantic Age (1789 – 1832 AD)
12. Victorian Age (1835 – 1901 AD)
13. 20th Century literature
14. Post-modern literature

Recommended Texts

1. Daiches, D. (1961). *A Critical History of English Literature* (VOL.1-4). London: Secker & Warburg.
2. Long, J. W. (2016). *English Literature: Its History & Significance for the life of English* (enlarged ed.) New York: Ginn and Company.

Suggested Readings

1. Evans, I. (1976). *A short history of English literature*. London. Penguin.
2. Ford, B. (1976). *The new pelican guide to English literature* (VOL.1-9). London: Penguin.
3. Gillie, C. L. (1977). *Longman companion to English Literature* (2nd ed.). London: Longman.
4. Sanders, A. (1994). *A Short Oxford History of English Literature*. Oxford: Clarendon Press.

This is an introductory level course which aims at providing general introduction to both literary and non-literary texts and how genres of literature create meaning and structures, giving way to some of the methods of literary interpretation. Beginning with literary concepts like genre, narrative, character, and figurative language, this course considers the interaction among the reader, the writer, and the text itself, and between different texts. Upon successful completion of this course, students will be able to employ various methods of literary analysis in poetry and prose and other related genres of literature, identify common literary devices and concepts in poetry and prose and understand their effects, understand common literary concepts to analyze the poetry and prose other related genres of literature, recognize and understand the relationship among reader, writer, and text in the creation and interpretation of texts, compare the relationship among different texts in the creation and interpretation of texts.

Contents

1. Definitions of literary genre, devices, their significance and types
2. Genres: Definitions of Fiction & Non-Fiction, Drama, Poetry, etc.
3. Sub-Genre of Prose and Poetry: Comic, Mystery, Horror, Folktale, Fantasy, Fable, Myth, Legend, Haiku, Sonnet, Epic, Elegy, Ode, Ballad, Memoir, Essay, (Auto) Biography, Almanac, Editorial, Journal
4. Elements of Fiction: Plot, Setting, Tone, Theme, Mood, Conflict, Point of View,
5. Elements of Poetry: Dramatic Monologue, Blank and Free verse, Rhyme scheme, Stanza
6. Figurative Devices: Personification, Simile, Metaphor, Hyperbole, Understatement, Satire, Irony, Allegory, Allusion, Euphemism, Metonymy, Synecdoche, Hypallage, Sound Devices, Alliteration, Assonance, Consonance, Anaphora, Onomatopoeia, Antithesis, Paradox, Oxymoron, Climax, Anticlimax, Pun
7. Elements of Drama: Dialogue, Monologue, Tragedy, Comedy, Tragicomedy, Miracle Plays, Morality Plays, Interludes, Tragic hero, Hamartia, climax, Catharsis, Hubris, Catastrophe, Three unities/dramatic unities, Plot, character/ Characterization, Soliloquy, Aside, Chorus, comic relief
8. Terms used in literary criticism/theories: Poetic justice, Symbol/Symbolization, Flashback, Foreshadowing, Colloquialism, Objective correlative, Imagery with types, Melodrama, bildungsroman

Recommended Texts

1. Bawarshi, A. S. & Mary, J. R. (2010). *Genre: An Introduction to History, Theory, Research, and Pedagogy*. Parlor Press.
2. Berthoud, E. (2020). *30-Second Literature: The 50 most important forms, genres and styles, each explained in half a minute*. Ivy Press UK.
3. Martiny, E. (2012). *A Companion to the Poetic Genre*. John Wiley & Sons.

Suggested Readings

1. Fowler, A. (1982). *Kinds of Literature. An Introduction to the Theory of Genres and Modes*. Clarendon.
2. Gardner, J., Lawn, B., Ridl, J. & Schakel, P. (Eds.) (2017). *Literature: A portable anthology* (4th ed.). Boston: Bedford.

The course aims at introducing the students to the fiction of the 18th and 19th centuries. The students will be familiarized with the changing socio economic and literary trends in the fabrics of English fiction and its emergence as a genre of literature. Students will be introduced to new trends in fiction in the age of prose and reason to broaden the vision of the students about the changing trends in the style and themes of the fictional literature. Fiction represents the values of life and imaginative vistas of the society. Keeping in view all these factors students will be prepared to understand the changing environment. Representative novelists such as Fielding, Jane Austen and Charles Dickens will help in bringing about informed learning. The fiction helps in producing knowledge-based students so that they are in a position to compete in the changing pace of the society. Besides academic learning, the students will also be familiarized with the dynamics of 18th and 19th century fiction and their interrelatedness with a myriad of social, cultural, religious and moral issues of English society. This will lead to the preparation of students for the upcoming fictional narratives at the next academic level.

Contents

1. Samuel Richardson: *Pamela*
2. Henry Fielding: *Joseph Andrews*
3. Jane Austen: *Pride & Prejudice*
4. Charles Dickens: *A Tale of Two Cities*

Recommended Texts

1. Hedge, T. (Ed.). (2008). *Pride and prejudice*. Oxford: Oxford University Press.
2. John, J. (Ed.). (2019). *A tale of two cities*. London: Flame Tree Publishing.
3. Potkay, A. (Ed.). (2008). *The adventures of Joseph Andrews*. London: Longman.
4. Richardson, S. (1740). *Pamela: Or, Virtue Rewarded*. London, England: A. Millar.

Suggested Readings

1. Backscheider, P. R., & Ingrassia, C. (2005). *A companion to the eighteenth-century English novel and culture*. Hoboken: Blackwell Publishers.
2. Bloom, H. (Ed.). (2004). *The eighteenth-century English novel*. Philadelphia: Chelsea House Publishers.
3. Hardy, B. (2000). *A reading of Jane Austen*. London: Bloomsbury.
4. Todd, J. (2015). *The Cambridge introduction to Jane Austen* (2nd ed.). Cambridge: Cambridge University Press.

| Topic | Details |
|------------------|---|
| Semester/Level | In some discipline 1 st semester and in some discipline 2 nd Semester/ ADP Program 1 st Year |
| Course Code | URCG-5111 |
| Course Title | Translation of the Holy Quran – I |
| Credit Hours | Non-Credit |
| Objectives | <ul style="list-style-type: none"> • To familiarize the students to keys and fundamentals of recitation of the holy Quran. • To develop the skill of the students of recitation the last revelation. • Students will learn the basic Arabic grammar in a practical way. • To develop an eagerness among the students to explore the last divine Book. |
| Course Contents: | <ul style="list-style-type: none"> • تیسواں پارہ - ناظرہ مع تجوید • بنیادی عربی گرامر اسم اور اس کے متعلقات : اسم فاعل ، مفعول ، تفضیل ، مبالغہ فعل اور اس کی اقسام : ماضی ، مضارع ، امر ، نہی حرف اور اس کی اقسام : حروف علت ، حروف جارہ ، مشبہ بالفعل |
| Memorization: | تیسویں پارے کی آخری بیس سورتیں (حفظ مع ترجمہ) |

Semester-II

The course will enable students to explore human experiences, cultivate an appreciation of the past, enrich their capacity to participate in the life of their times, and enable an engagement with other cultures and civilizations, both ancient and modern. But independently of any specific application, the study of these subjects teaches understanding and delight in the highest achievements of humanity. The three components of the course, including fables, wisdom literature and epic, will enable the learners to explore and understand the classic tradition in literature. Development of personal virtue, a deep Sufi ethic and an unwavering concern for the permanent over the fleeting and the ephemeral are some of the key themes explored in the contents that will develop an intimate connection between literature and life.

Contents

1. Fables
 - The Fables of Bidpai
 - The Lion and the Bull
 - The Ring-dove
 - The Owls and the Crows
 - Selected poem from Bang-i-Dara
2. Gulistan-e- Sa'di
 - Ten hikāyāt from John T. Platts, *The Gulistan*
3. Epic
 - The Shahnama of Firdausi

Recommended Texts

1. Chishti, Y.S. (1991). *Sharaḥ-i bāng-i darā*. Lāhaur: Maktaba-i ta'mīr-i insāniyat
2. John T. P. (1876). *The Gulistan; or, Rose Garden of Shaikh Muslihu 'd- Dīn Sa 'dī of Shīrāz*. London: Wm. H. Allen.

Suggested Readings

1. Thackston, W. (2000). *A Millennium of Classical Persian Poetry*. Maryland: Ibex Publishers.
2. Wood, R. (2013). *Kalila and Dimna: Fables of conflict and intrigue*. United Kingdom: Medina Publishing, Limited.

This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

Learning Outcomes:

The course has following outcomes:

It will

- Introduce student with the nature of human social behavior and foundations of human group life
- Analyze the reciprocal relationship between individuals and society.
- Make student aware with the nature of societies existing in modern world
- Make students familiar with the philosophy of knowledge of social sciences
- Introduce students with the works of prominent theories explain human group behavior
- Help students to understand the foundations of society including culture, socialization, politics and economy
- Introduce students with various dimensions of social inequalities with reference to gender, race, ethnicity and religion
- Make them aware about the understanding of various themes pertains to social science in local context
- Help them recognize the difference between objective identification of empirical facts, and subjective formulation of opinionated arguments

Course Outlines:

1. Introduction to Social Sciences

- Social world, Human Social behavior, Foundations of society
- Evolution of Social sciences
- Philosophy of Science
- Scope and nature of social sciences
- Modernity and social sciences
- Branches of social science: Sociology, Anthropology, Political Science, Economics

Society and Community, Historical evolution of Society

- Types of Societies
- Foraging society, Horticultural society, Pastoralist society
- Agrarian societies, Industrial society, Postindustrial society

2. Philosophy of Knowledge in social Science and social inquiry

- Understanding social phenomenon
- Alternative ways of knowing
- Science as a source to explore social reality
- Objectivity, Value-Free research
- Positivism vs Interpretivism
- Qualitative vs Quantitative

3. Culture and Society

- Idea of Culture, Assumptions of Culture

- Types, Components, Civilization and culture
- Individual and culture. Cultural Ethnocentrism, Cultural Relativism
- Outlook of Pakistani culture
- Global Flows of culture, Homogeneity, Heterogeneity

4. Social Stratification and Social inequality

- Dimensions of inequality, Social class
- Gender, Race, Religion, Ethnicity, Caste
- Patterns of social stratification in Pakistan
- Class, caste system in agrarian society
- Ascription vs Achievement, Meritocracy
- Global stratification in modern world, Global patterns of inequality

5. Personality, Self and Socialization

- Concept of self, Personality
- Nature vs Nurture, Biological vs Social
- Development of Personality
- Socialization as a process, Agents of socialization
- Socialization and self/group identity

6. Gender and Power

- Understanding Gender
- Social construction of Patriarchy
- Feminism in Historical context, Gender Debates
- Gender and Development
- Gender issues in Pakistani society, Women Participation in politics, economy and education
- Toward a gender sensitive society, Gender mainstreaming

Pakistan: State, Society, Economy and Polity

- Colonialism, colonial legacy, National identity
- Transformation in Pakistani society: Traditionalism vs Modernism
- Economy, Informality of Economy, Modern economy and Pakistan
- Political Economy, Sociology of Economy

Recommended Textbooks and Reading Materials:

1. Giddens, A. (2018). *Sociology* (11th ed.). UK: Polity Press.
2. Henslin, J. M. (2018). *Essentials of Sociology: A Down-to-Earth Approach*. (18th Edition) Pearson Publisher.
3. Macionis, J. J. (2016). *Sociology* (16th ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) *Pakistan - Social and Cultural Transformation in a Muslim Nation*.
5. Smelser, N.J. and Swedburg, R., *The Handbook of Economic Sociology*, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at:
<https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) 'The colonial legacy in India and Pakistan', in *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) *Issues in Pakistan's Economy: A Political Economy Perspective*. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) *The Politics of Common Sense: State, Society and Culture in Pakistan*. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., *The Handbook of Economic Sociology*, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

Contents

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5th Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

Suggested Readings

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley.
2. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

مطالعہ سیرت النبی صلی اللہ علیہ وسلم Secret of the Holy Prophet

Course Code

URCG-5127

| Title | Description |
|--------------------------|---|
| Semester | |
| Nature of Course | |
| No. of C.Hrs. | 1(1-0) |
| Total Teaching weeks | 18 |
| Objectives of the Course | <p>۱۔ طلبہ کو مطالعہ سیرتِ مطہرہ کی ضرورت و اہمیت سے آگاہ کرنا ۲۔ تفسیر شخصیت میں مطالعہ سیرتِ مطہرہ کے کردار کو واضح کرنا ۳۔ نبوتِ نبوی کے موقع پر اقسامِ عالم کی عمومی صورت حال سے آگاہ کرنا ۴۔ رسول اکرم صلی اللہ علیہ وسلم کی کنی اور مدنی زندگی کا اس طرح مطالعہ کروانا کہ طلبہ ان واقعات سے متاثر ہو کر سکھیں ۵۔ طلبہ کو ہمہ جہتی کی معاشرت، سیاست، معیشت سے آگاہ کرنا</p> |

Course Description

| S.No. | Title | Description |
|-------|--|--|
| 1 | حضور صلی اللہ علیہ وسلم کے ابتدائی حالات و زندگی | ۱۔ حضور صلی اللہ علیہ وسلم کا تہذیبی نسب و نسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لوگین اور جہانی کے حالات و زندگی |
| 2 | اہل نبوی کے وقت و جگہ کے حالات (ا) | ۱۔ اہل نبوی کے وقت و جگہ کے حالات ۲۔ عرب، مصر، حبشہ، ہندوستان، یمن، شام |
| 3 | اہل نبوی | ۱۔ کنی ہمدانی و حمت اسلام |
| 4 | اہل نبوی | ۱۔ مدنی ہمدانی و حمت اسلام |
| 5 | معاہدات و بیعتیں | آپ کا بیعت نامہ اور اس |
| 6 | معاہدات و بیعتیں | بیعت اہل بدر و معلم |
| 7 | معاہدات و بیعتیں | بیعت بنی نضیر |
| 8 | معاہدات و بیعتیں | بیعت سرگندہ و بیعت |
| 9 | معاہدات و بیعتیں | ذاتی خاص اور مالکیت اثرات |

| | | |
|----|------------------------|---------------------------------------|
| 10 | مخاصص التہجی | ناموس و رسالت |
| 11 | اسوہ حسنہ اور عمر حاضر | غیر مسلموں سے تعلقات |
| 12 | اسوہ حسنہ اور عمر حاضر | اسوہ حسنہ کی روشنی میں گریڈز و عہدگی |
| 13 | اسوہ حسنہ اور عمر حاضر | مستشرقین اور مطالعہ ہیرت |
| 15 | اسوہ حسنہ اور عمر حاضر | وطن سے محبت اور ہیرت |
| 16 | اسوہ حسنہ اور عمر حاضر | مستشرقین کے اعتراضات اور ان کے جوابات |

صلی کتب

| نمبر شمار | نام مولف | نام کتاب |
|-----------|-------------------------------------|-------------------------------|
| 1 | ابن ہشام | السیرۃ النبویہ |
| 2 | مولانا شبلی نعمانی، سعید سلطان مدنی | سیرۃ النبی صلی اللہ علیہ وسلم |
| 3 | قاضی محمد سلیمان سلطان منصور مدنی | رحمۃ اللعالمین |
| 4 | مولانا سعید احمد الحسن علی مدنی | نبی رحمت صلی اللہ علیہ وسلم |
| 5 | ڈاکٹر یحییٰ عظیم مدنی | مہدی نبوی کا کلام حکومت |
| 6 | ڈاکٹر خالد ماری | الانسان کامل |

حوالہ جاتی کتب

| نمبر شمار | نام مولف | نام کتاب |
|-----------|------------------------------|-----------------------------------|
| 1 | سید ابوالاعلیٰ مودودی | ہیرت سرور عالم صلی اللہ علیہ وسلم |
| 2 | مولانا صفی الرحمن مہار کیوری | الربیعۃ الختم |
| 3 | پروفیسر محمد شہدائہ زہری | ضیاء النبی صلی اللہ علیہ وسلم |
| 4 | ڈاکٹر اکرم ہاشمیہ مدنی | السورة النبویة الصحیحة |
| 5 | مولانا سعید ارفان ہاشمی مدنی | الصحیح |

بسم اللہ الرحمن الرحیم

The course aims to introduce the students to Prose as a genre of literature by drawing comparison with poetry. This course is helpful in providing the students with highly philosophical ideas and literary perspectives on a diversified field of topics ranging from social, political, academic, historical and cultural using pithy style. The course content also provides insight about contemporary philosophical theories such as Machiavellianism and rationalism. The students will not only acquire a wide range of knowledge, but working with the course will also enable them to engage with the writing style of different writers, subject matter, content and point of view that they may integrate in their writing or everyday use. After studying this course, students would be able to use the language efficiently in academic and real life situations. The course is helpful for the beginners studying literature to get insight into how they can attempt writing creatively.

Contents

1. Introduction to Prose
2. Francis Bacon: Of Truth
3. Francis Bacon: Of Study
4. Francis Bacon: Of Revenge
5. Francis Bacon: Of Friendship
6. Francis Bacon: Of Great Place
7. Jonathan Swift: Gulliver's Travels
8. Charles Lamb: Dream Children
9. Charles Lamb: Poor Relations
10. John Ruskin: Essay on Work
11. John Ruskin: Essay on War
12. Thomas Carlyle: The Hero as Poet
13. Aldous Huxley: The Doors of Perception

Recommended Texts

1. Lamb, C. (1903). *Essays of Elia*. London: G. Bells & Sons, Ltd.
2. Pitcher, J. (1985). *The essays* (1st ed.). London: Penguin Books.
3. Rawson, C., & Higgins, I. (Eds.) (2005). *Gulliver's travels* (New ed.). New York: Oxford University Press.
4. Ruskin, J. (1907). *The crown of wild olives*. Edinburgh: Ballantyne Press.

Suggested Readings

1. Bloom, H. (Ed.). (2009). *Jonathan Swift's Gulliver's travels* (New ed.). New York: InfoBase Publishing.
2. Carlyle, T. (1841). *On Heroes, Hero-Worship, and the Heroic in History*. London, England: James Fraser
3. Donoghue, D. (2010). *Jonathan Swift: A critical introduction*. New York: CUP.
4. Huxley, A. (1954). *The Doors of Perception*. New York, NY: Harper & Brothers.

This course aims at introducing the students to the classical period of English poetry beginning from the medieval period to its growth and development into the eighteenth century. Hence selections of poetry composed by the most representative poets of the respective eras are included in it. The purpose of this course is to make students familiar with the poetry of Chaucer, John Milton, John Donne and Alexander Pope. Selections of poetry from these poets will help in bringing about informed learning. It begins from Chaucer in the 14th century and ends with the neo-classical period of the Pope in the 18th century. The history of English poetry is framed for bringing about knowledge based segments of students so that they are in a position to compete in the changing scenario of the society. The selection is intended to make the readers aware of not only the development of genres but also the development of English Language.

Contents

1. Geoffrey Chaucer, The Prologue to the Canterbury Tales
2. Edmund Spenser, The Faerie Queene (Book1, Canto 1)
3. John Milton, Book-I (line 1-100 & 5 Speeches of Satan) Book-II (Speeches of Adam & Eve)
4. William Shakespeare (Sonnets), Shall I compare thee to a summer's day? (Sonnet 18), Let me not to the marriage of true minds (Sonnet 116), What Is Your Substance, Whereof Are You Made?
5. John Donne, The Good Morrow, Goe, and Catch a Falling Star, The Sunne Rising, A Valediction- Forbidding Mourning, Thou hast made me, and shall thy work decay? Death be not proud, though some have called thee
6. Alexander Pope, Rape of the Lock (Canto I, II, V)

Recommended Texts

1. Beer, P. (1972). *The metaphysical poets*. McMillan.
2. Bowden, M. (1967). *A commentary on the prologue*. Macmillan.
3. Kermode, F. (1971). *Shakespeare, Spenser, Donne: An introduction*. Routledge & Kegan Paul.

Suggested Readings

1. Fraser, G. (1978). *Alexander Pope*. London, UK: Routledge & Kegan Paul.
2. Quennell, P. (1968). *Alexander Pope*. London, UK: Weildfeld & Nicolson.
3. Rudrum, A. (1968). *Milton*. London, UK: McMillan.

The course traces the history of literary criticism from Greek critics to the time of romanticism in English literature. The study of Aristotle and Longinus who came to second life in 16th century England would help the learners see and realize that the roots of critical thought in English literature lie in ancient Greece. The views of English critics like Philip Sidney and Wordsworth would provide the landmarks in the development of critical ideas about art and literature. This course aims at equipping the students with the tools of literary criticism and providing them the skill to evaluate literary works critically. The implied aim is to develop critical thinking among the students. At the end of the course, the students will be able to explain the term literary criticism, its certain types and schools of thought explain the theories and canons expounded by Aristotle, Longinus, Philip Sidney and Wordsworth in the discourse of literary criticism and apply the critical tools/ theories/ canons to evaluate literary works.

Contents

1. Aristotle, *Poetics*
2. Longinus, *On the Sublime*
3. Philip Sidney, *An Apology for Poetry*
4. William Wordsworth, *Preface to Lyrical Ballads*
5. S.T. Coleridge, *Biographia Literaria*

Recommended Texts

1. Butcher, S. H. (Ed.). (1907). *Poetics of Aristotle*. New York: MacMillan.
2. Maslen, R. W. (Ed.). (2002). *An apology for poetry (revised 2nd ed.)*. Manchester: Manchester University Press.
3. Roberts, W. R. (Ed.). (2011). *Longinus on the Sublime: The Greek text edited after the Paris manuscript*. Cambridge: Cambridge University Press.
4. Stafford, F. (Ed.). (2013). *Lyrical ballads*. Oxford: Oxford University Press.

Suggested Readings

1. Golban, P., & Ciobanu, E. A. (2008). *A short history of literary criticism*. New York: New York University Press.
2. Laird, A. (Ed.). (2006). *Ancient literary criticism*. Oxford: Oxford University Press.

Semester-III

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

Contents

1. Self-Reflection
 - Introduction to the basics of the writing process
 - Introduction to the steps of essay writing
 - Prewriting activities: Brainstorming, listing, clustering and freewriting
 - Practicing Outlining of the essay
2. Personalized Learning
 - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
 - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
 - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
 - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
 - Student-led brainstorming on local versus global issues, Identifying research problems
 - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
 - Engaging students in Critical reading, Presenting interview/ survey information, Field work
 - Writing Community Engagement Project
6. Letter to the Editor
 - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

Suggested Readings

1. Creswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of statistical and mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

Contents

1. Types of data and its graphical representation (Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Histogram, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Sharma, A. K. (2005). *Text book of elementary statistics*. Discovery Publishing House.
3. Blitzer, R. (2014). *Precalculus*, 5th Ed.. Pearson Education, Limited. New York

Suggested Readings

1. Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. 12th Ed, Sultan Chand & Sons.
2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning
3. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

This course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary

Outline:

□ **Ideology of Pakistan**

Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.

Two Nation Theory and Factors leading to Muslim separatism.

□ **Constitutional Developments**

Salient Feature of the Government of India Act 1935

Salient Feature of Indian Independence Act 1947

Objectives Resolution

Salient Feature of the 1956 Constitution

Developments leading to the abrogation of Constitution of 1956

Salient features of the 1962 Constitution

Causes of failure of the Constitution of 1962

Comparative study of significant features of the Constitution of 1956, 1962 and 1973

□ **Fundamental rights** □ **Principles of policy** □ **Federation of Pakistan**

President

Parliament

The Federal Government

□ **Provinces**

Governors

Provincial Assemblies

The Provincial Government

□ **The Judiciary**

Supreme Court,

High Courts

Federal Shariat Courts

Supreme Judicial Council

Administrative Courts and tribunals

□ **Islamic Provisions in Constitution** □ **Significant Amendments of Constitution of Pakistan 1973**

Recommended Books:

1. Constitutional and Political History of Pakistan by Hamid Khan
2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.
3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.
4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
6. Fundamental Laws of Pakistan by A.K. Brohi

The course aims at introducing the Greek and Elizabethan drama to the students focusing upon the style and techniques used by the masters of the contemporary periods. This course intends to make the students familiarize with the major trends in dramatic art and popular themes dealt by the classical dramatists. The study will essentially focus upon the techniques of analyzing a play so as to enable the students to carry out independent study of other works of the respective ages. After reading the prescribed plays and completing the discussions and tasks assigned, the students will be able to understand and analyze the inclusions of religious, social, political, economic and all other such trends and values of which life comprises and which literature ultimately aims to reflect, interpret and explore. The course also aims to augment the comparative and analytic competence of the students by providing them an opportunity to study a world existing in a span of more than three thousand years.

Contents

1. Sophocles: *Oedipus Rex*
2. Euripides: *Medea*
3. Christopher Marlowe: *Dr. Faustus*
4. Ben Johnson: *Every Man in his Humour*

Recommended Texts

1. Bevington, D. M., Butler, M., & Donaldson, I., (Eds.). (2012). *The Cambridge edition of the works of Ben Jonson*. Cambridge: Cambridge University Press.
2. Cheney, P. (Eds.). (2006). *The Cambridge companion to Christopher Marlowe*. Cambridge: Cambridge University Press.
3. Romany, F., & Lindsey, R. (Eds.). (2004). *The complete plays*. New York: Penguin.
4. Watling, E. F. (Ed.). (2003). *The Theban plays: King Oedipus, Oedipus at Colonus, Antigone*. London: Penguin.

Suggested Readings

1. Bloom, H. (2003). *Sophocles*. Philadelphia: Chelsea House Publishers.
2. Deats, S. M. & Logan, R. A. (2016). *Placing the plays of Christopher Marlowe: Fresh Cultural Contexts*. London: Taylor and Francis.
3. Levin, H. (2014). *Overreacher: A study of Christopher Marlowe*. Massachusetts: Harvard University Press.
4. Sheppard, J. T. (2016). *Greek tragedy*. Sydney: Wentworth Press.

This course is a study of poetic forms from English Romantic verse. Students will be able to identify the characteristics of this period as reflected through the poetry of the selected representative poets. A vast collection of Poets from the relevant era is selected for this course. Important biographical details in the lives of selected poets, the influence of historical, cultural, and artistic context upon selected major works, and the use of literary/ stylistic devices will be analyzed. The ideas of the French Revolution as reflected in the works of the Romantic Poets will broaden the vision of the readers and inspire them with the love for humanity which is a desired ideal in this shrinking island of love. In the end the students will be able to identify and discuss major trends in Romantic Poetry with relevance to different poetic devices and figurative language used by various poets.

Contents

1. William Blake: Songs of Innocence and Experience – “The Divine Image”, “Holy Thursday”, “The Little Black Boy”, “The Chimney Sweepers”, “A Poison Tree”
2. William Wordsworth: “Ode on Intimations”, “The Prelude” *book 1* (Lines 1-100)
3. Percy Bysshe Shelley: “Ode to the West Wind”, “To a Skylark”, “The Cloud”
4. John Keats: “Endymion” (Line 1-50), “Ode to Melancholy”, “Ode to a Nightingale”, “Ode on a Grecian Urn”

Recommended Texts

1. Appelbaum, S., & Smith, P. (Eds.). (2012). *Songs of innocence and songs of experience*. Chicago: Dover Publications.
2. Engell, J., & Raymond, M. D. (Eds.). (2019). *The prelude: 1805*. Boston: Godine Publisher.
3. Schmidt, M. (Ed.). (2007). *Lyrical ballads*. London: Penguin Classics.
4. Woodcock, B. (Ed.). (1998). *The selected poetry and prose of Shelley*. Hertfordshire: Wordsworth Editions Ltd.

Suggested Readings

1. Blades, J. (2004). *Wordsworth and Coleridge: Lyrical ballads*. New York: Palgrave Macmillan.
2. Lindsey, D. W. (1989). *Blake: Songs of innocence and of experience*. London: Macmillan Education Ltd.
3. West, D., & Croft, S. (Eds.). (2006). *John Keats: selected poems* (Oxford Student Texts). New York: Oxford University Press.
4. Zucchi, J. E. (2007). *Romantics, Rebels and Reactionaries: English Literature and Its Background 1760-1830*. Oxford, England: Oxford University Press.

This course is designed to expose students to literary theory and criticism. This course aims at introducing the modern critical theories. It includes the works of literary scholars like Arnold, Eliot, Brooks and Catherine Belsey. Students will read material that cover key components of literary theory and will apply the theoretical premises and techniques to selected literary selections so as to understand more fully those techniques and to better understand the nature of literature in general and specific literary texts in particular. They will explore theorists and the interconnections of the theories. The course enables the learners to analyze literary texts in the light of modern critical thought. It intends to develop a critical insight about literary standards and theories among the students. This course will enable the students to analyze the arguments in the historical, cultural and political dimension of life. Students will be able to develop their understanding about theories, history of theories and their relevance to the present times.

Contents

1. **Mathew Arnold**
 - The Study of Poetry
 - The Function of Criticism at the Present Time
2. **T.S. Eliot**
 - Tradition and Individual Talent
 - Metaphysical Poets, Milton I & II
3. **Cleanth Brooks**
 - "The Language of Paradox", What does poetry communicate?",
 - The Heresy of Paraphrase" from *The Well-Wrought Urn*,
 - "Narrative poems", "Metrics", "Tone and attitude",
 - "imagery", "theme" from *Understanding Poetry*
2. **Catherine Belsey**
 - Critical Practice (Chapters#1, 3, 6, 7, 8)

Recommended Texts

1. Bressler, C. (2011). *Literary criticism: An introduction to theory and practice* (A Second Printing). Pearson,
2. Waugh, P. (2006). *Literary theory and criticism: An Oxford guide*. Oxford University Press.

Suggested Readings

1. Abercrombie, L. (1961). *Principles of literary criticism*. New York: Barnes & Noble.
2. Daiches, D. (1956). *Critical approaches to literature*. New Jersey: Prentice-Hall.
3. Richards, I. A. (2003). *Principles of literary criticism*. Routledge.

| Topic | Details |
|------------------|---|
| Semester/Level | In some discipline 3 rd semester and in some discipline 4 th Semester/ ADP Program 2 nd Year |
| Course Code | URCG-5111 |
| Course Title | Translation of the Holy Quran – II |
| Credit Hours | Non-Credit |
| Objectives | <ul style="list-style-type: none"> ▪ Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran. ▪ Students will seek knowledge of translation and transliteration of the Holy Book Quran. ▪ To familiarize the students with the concept of Ibādah (Its significance, scope and relevance) and its types in Islam. ▪ Students will learn literal and idiomatic way of translation of the Holy Book. ▪ Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran. ▪ To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students about condemnation of ignorance mentioned in the Quranic text. ▪ To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran. ▪ To introduce the students to Quranic Arabic grammar in practical manner. |
| Course Contents: | <p>○ ایمانیات اور عبادات اللہ پر ایمان، فرشتوں پر ایمان، رسولوں پر ایمان، آسمانی کتابوں پر ایمان یوم آخرت پر ایمان، تقدیر پر ایمان، نماز، روزہ، زکوٰۃ، حج، جہاد ○ معاشرے کے حقوق</p> <ul style="list-style-type: none"> • خاندان کی تکوین • حق مہر • رضاعت و حمل • اولاد کو قتل کرنے کے ممانعت • شوہر کی نافرمانی • طلاق • بیوہ کی عدت کے احکام • نکاح کا پیغام بھیجنا • عورت کی وراثت (اس کے شوہر کی طرف سے) • والدین کے حقوق • بیویوں اور اولاد کے بیچ عداوت ○ خاندان کے حقوق • مہمان کی عزت • اجازت طلب کرنے کے اصول • مجلس کے آداب • تعاون اور بھائی چارہ • گروہ بندی • محبت • لوگوں کے درمیان صلح • عفو و درگزر، غصہ پر قابو اور معاف کرنا • شعوب و قبائل • لوگوں کے بیچ اختلافات • حمایت و نگہبانی |
| Grammar: | □ قرآنی عربی گرامر کے اصول اور انکے اطلاقات (متن قرآنی پر اطلاق سے |

Semester-IV

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

Practical:

- 1: Field Survey of Flora & Fauna and their identification
- 2: Study of herbarium 3:
Study of Muscum

Recommended Texts.

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (20 19). *Ecological studies*. Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

Suggested Books

1. Fath, B. (2018). *Encyclopedia of ecology*. Elsevier.
2. Ajith, H .. Urmas. P., Pastur, G. M & Iversion L. R. (2018). *Ecosystem services from forest landscapes: broadsclaes consideration*. 1stEdition. Springer International Publishing AG.
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science 1&2*. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10th Edition). Pearson

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

Course Learning Objectives

1. To enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

Contents

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg's Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of "Small" Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity – Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
 7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students' Project.
 8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter's five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.
 9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
 10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into ECommerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web

Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.

11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing

12. **Attracting Venture Capitalist:** Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,

13. **Idea Pitching:** Formal presentation, 5-minutes pitch, funding negotiation and launching.

Recommended Texts:

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..

Suggested Readings:

1. Burstinier, I. (1989). *Small business handbook*. Prentice Hall Press.

Course Description:

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

Learning outcomes

After completing this course, students will be able to

- Understand the concepts of civic engagement, community development, and social responsibility.
- Understand rights and responsibilities of citizenship
- Understand cultural diversity in local and global context
- Analyze the significance of civic participation in promoting social justice, equity, and democracy.
- Examine the historical and contemporary examples of successful civic and community engagement initiatives.
- Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
- Explore the ethical implications and dilemmas associated with civic and community engagement.
- Develop practical skills for effective community organizing, advocacy, and leadership.
- Foster intercultural competence and respect for diversity in community engagement efforts.
- Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
- Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

Course Content:**Introduction to Civics & Community Engagement**

- Overview of the course: Civics & Community Engagement
- Definition and importance of civics
- Key concepts in civics: citizenship, democracy, governance, and the rule of law □
Rights and responsibilities of citizens

Citizenship and Community Engagement

- Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- Approaches and Methodology for Active Citizenship

Identity, Culture, and Social Harmony

- Concept and Development of Identity, Group identities
- Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony,
- Religious Diversity (Understanding and affirmation of similarities & differences)
- Understanding Socio-Political Polarization
- Minorities, Social Inclusion, Affirmative actions

Multi-cultural society and inter-cultural dialogue

- Inter-cultural dialogue (bridging the differences, promoting harmony)
- Promoting intergroup contact/ Dialogue

- Significance of diversity and its impact
- Importance and domains of Inter-cultural dialogue

Active Citizen: Locally Active, Globally Connected

- Importance of active citizenship at national and global level
- Understanding community
- Identification of resources (human, natural and others)
- Utilization of resources for development (community participation)
- Strategic planning, for development (community linkages and mobilization)

Human rights, constitutionalism and citizens' responsibilities

- Introduction to Human Rights
- Human rights in constitution of Pakistan
- Public duties and responsibilities
- Constitutionalism and democratic process

Social Institutions, Social Groups, Formal Organizations and Bureaucracy

- Types of Groups, Group identities, Organizations
- Bureaucracy, Weber's model of Bureaucracy
- Role of political parties, interest groups, and non-governmental organizations

Civic Engagement Strategies

- Grassroots organizing and community mobilization
- Advocacy and lobbying for policy change
- Volunteerism and service-learning opportunities

Social issues/Problems of Pakistan

- Overview of major social issues of Pakistani society

Social Action Project

Recommended Books:

1. Kennedy, J. K., & Brunold, A. (2016). *Regional context and Citizenship education in Asia and Europe*. New York: Routledge, Falmer.
2. Henslin, James M. (2018). *Essentials of Sociology: A Down to Earth Approach* (13th ed.). New York: Pearson Education
3. Macionis, J. J., & Gerber, M.L. (2020). *Sociology*. New York: Pearson Education

Reference Books:

1. Glencoe McGraw-Hill. (n.d.). *Civics Today: Citizenship, Economics, and Youth*.
2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). *Government by the People* (16th ed.). Pearson.
3. Sirianni, C., & Friedland, L. (2005). *The Civic Renewal Movement: Community-Building and Democracy in the United States*. Kettering Foundation Press.
4. Bloemraad, I. (2006). *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.
5. Kuyek, J. (2007). *Community Organizing: Theory and Practice*. Fernwood Publishing.
6. DeKieffer, D. E. (2010). *The Citizen's Guide to Lobbying Congress*. TheCapitol.Net.
7. Rybacki, K. C., & Rybacki, D. J. (2021). *Advocacy and Opposition: An Introduction to Argumentation* (8th ed.). Routledge.
8. Kretzmann, J. P., & McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets*. ACTA Publications.
9. Patterson, T. E. (2005). *Engaging the Public: How Government and the Media Can Reinvigorate American Democracy*. Oxford University Press.
10. Love, N. S., & Mattern, M. (2005). *Doing Democracy: Activist Art and Cultural Politics*. SUNY Press.

This course aims at introducing Shakespearean drama. Any two of his most celebrated four tragedies, one pure romantic comedy, and a drama of his mature age is an adequately fair selection of Shakespeare's works. Topics covered will include character, form, spectacle, theme, sources, the original conditions of production, and the reproduction of Shakespeare's plays in a contemporary context. A few more important ideas relating to the course will include: a brief sketch of Shakespeare's life, the England of Shakespeare's time, the rise of the English theater, the staging of Shakespeare's plays, Shakespeare's legacy on stage and in film, and adaptation of Shakespeare's plays in contemporary context. The course stresses Shakespeare's importance as a dramatist and the enduring nature of his ideas and vision. Students will be encouraged to watch films and performances based on Shakespeare's plays. Film and adaptations of the plays may be used to enhance discussion and reflection.

Contents

- Historical and Cultural Context
- Themes and Issues in Shakespeare's Works

Drama

- *Hamlet*
- *King Lear*
- *Henry-IV*
- *The Tempest*

Recommended Texts

1. Craig, W. J. (Ed.). (1966). *The complete works of Shakespeare*. London: Longman.
2. Moston, D. (1998). *Mr. William Shakespeare's Comedies, Histories, & Tragedies: A Facsimile of the First Folio, 1623*. Routledge.

Suggested Readings

3. Charney, M. (1971). *How to study Shakespeare*. New York: McGraw-Hill.
4. Greenblatt, S. (2004). *Will in the world: How Shakespeare became Shakespeare*. London: Bodley Head.
5. Hussey, S. S. (1982). *The literary language of Shakespeare*. London: Longman.
6. Wells, S. (2015). *William Shakespeare: A very short introduction*. Oxford: Oxford University Press.

This course is designed to familiarize the students with some of the major works of Victorian fiction. Texts will be analyzed from the narrative aspects with constant references to their historical, cultural and literary contexts. The students will be able to recognize the characteristics of major chronological eras and relate literary works and authors to major themes and issues related to literary devices such as irony, symbolism, etc. The students will also be able to recognize the development of character and plot in the novel and will be able to identify specific connections between characters and other elements such as setting. They will be able to analyze the historical, cultural and traditional development through the narrative of the selected texts. Students will learn a method of analyzing novels by starting with characters and moving outward to other elements and will identify the most effective elements of selected novels. Students will be able to develop the intellectual ability to grasp and interpret the novels with critical understanding.

Contents

1. Thomas Hardy: *Tess of the D'Urbervilles*
2. George Eliot: *Mill on the Floss*
3. E.M. Forster: *A Passage to India*
4. George Orwell: *1984*

Recommended Texts

1. Hitchens, C. (Ed.). (2003). *Animal farm and 1984* (1st ed.). Boston: Houghton Mifflin Harcourt.
2. Palmer, B., & Sayer, K. (Eds.). (2017). *Tess of the D'Urbervilles*. Harlow: Pearson Education.
3. Stallybrass, O., & Mishra, P. (Eds.). (2005). *A passage to India*. London: Penguin Classics.
4. Wheeler, H. (Ed.). (2016). *The mill on the floss by George Eliot*. London: Macmillan Education Ltd.

Suggested Readings

1. Allen, W. E. (1982). *The English Novel, a short critical history*. London: Penguin Books Limited.
2. Allott, M. F. (Ed.). (1959). *Novelists on the novel*. Columbia: Columbia University Press.
3. Forster, E. M. (2002). *Aspects of the novel*. New York: Rosetta Books LLC.
4. Verdonk, P., & Weber, J. J. (Eds.). (1995). *Twentieth-century fiction: From text to context*. London: Psychology Press.

The objective of this course is to provide students with a comprehensive understanding of the characteristics, themes, and literary devices in Victorian poetry. Students will analyze the works of prominent poets of the era, such as Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, and Matthew Arnold, and gain an understanding of the historical and cultural context in which they were written. Through close reading and analysis, students will develop critical thinking and analytical skills, and become familiar with various critical approaches to Victorian poetry. By the end of the course, students will have a deeper appreciation for the poetry of this era and the themes and literary techniques that define it.

Contents

1. Introduction to Victorian Poetry
 - Historical Context
 - Characteristics of Victorian Poetry
 - Representative Poets of the Era
2. The Poets and their Works
 - Alfred Lord Tennyson – The Charge of the Light Brigade, Ulysses
 - Robert Browning – My Last Duchess, The Pied Piper of Hamelin
 - Christina Rossetti – Goblin Market, Remember
 - Thomas Hardy– The Darkling Thrush, The Voice
 - Matthew Arnold – Dover Beach, The Scholar Gypsy

Recommended Texts

1. Browning, R. (1907). *Poems (Vols. 1-2)*. New York, NY: Oxford University Press.
2. Hardy, T. (1896). *Poems of the past and the present*. London, England: Macmillan and Co.
3. Rossetti, C. (1862). *Goblin market and other poems*. London, England: Alexander Strahan.
4. Tennyson, A. (1859). *Idylls of the King*. London, England: Edward Moxon & Co.

Suggested Reading

1. Halio, J. L. (2006). *The Oxford handbook of Victorian poetry*. Oxford, England: Oxford University Press.
2. Marcus, L. (1995). *The Oxford book of Victorian verse*. Oxford, England: Oxford University Press.
3. Minnis, A. J. (2004). *Victorian poetry: Poetry, poetics, and politics*. Routledge: New York, NY.
4. Mitchell, R. J. (1996). *Victorian poetry and poetics*. Blackwell: Oxford, England

Semester-V

This is an introductory level course that aims at providing a general introduction to linguistics. After a brief history of the field and a general introduction to the area of language systems and theories, the core components of linguistics like, phonology, morphology, syntax, semantics, discourse, and pragmatics are introduced. The course focuses on natural language phenomena and the methods used to describe them scientifically. Theoretical and applied issues shall be discussed through the analysis of fragments of language. The general goal of the course is to provide initial exposure to linguistics and it will help the learner to get a sense of the nature of linguistic phenomena. The course also provides conceptual foundations for learners to undergo advanced and specialized courses on different levels of language. The learner, after undergoing this course, shall be able to recognize basic concepts in linguistics and apply the knowledge of language to analyze different levels of language.

Contents

1. What is language?
2. Characteristics of human language
3. Origin of language
4. Language universals and typology
5. Functions of language
6. What is linguistics?
7. Phonetics and phonology
8. Syntax
9. Morphology
10. Semantics
11. Sociolinguistics
12. Psycholinguistics
13. Literary Linguistics
14. Historical Linguistics
15. Computational Linguistics

Recommended Texts

1. Crystal, D. (1990). *What is linguistics?* London: Arnold.
2. Yule, G. (2016). *The study of language* (6th ed.). Cambridge: Cambridge University Press.

Suggested Readings

1. Crystal, D. (2010). *The Cambridge encyclopedia of language* (3rd ed.). Cambridge: Cambridge University Press
2. Lyon, J. (2002). *Language and linguistics: An introduction*. Cambridge: Cambridge University Press.
3. Parker, F., and Riley, K. (1994). *Linguistics for non-linguists*. Needham Heights: Allyn and Bacon.
4. Radford, A, et al. (2012) *Linguistics: An introduction*. Cambridge: Cambridge University Press.

The course is designed to introduce the students with philosophical concepts and the discipline. It also provides them a deep understanding about nature and structure of philosophical thoughts in various eras of history like Greek philosophy, Ionics philosophers, Muslim theology, and modern philosophical theories. The course aims at enabling learners to develop a mature and in-depth understanding of linguistic and literary concepts, also the origins of those ideas and concepts that are our common intellectual vocabulary. The special focus is given to famous philosophers Socrates, Plato, Aristotle, Pythagoras, Anaximenes, Muslim rationalist, social thinkers and their thoughts, and consequently their contribution to today's world. Significant concepts of Mu'tazilites and Asharites school of thought are also included to enhance student's understanding and critical thinking. The course will provide due foundation for other fields and careers. At the time of completion, students would be able to demonstrate advanced knowledge of philosophy, so as they can apply a hands on approach of philosophical principles & practicing tools for being an individual indulged in an ever changing human society.

Contents

1. Literature and Philosophy
2. Philosophy as a source of inspiration for Literature
3. Introduction of Greek philosophy
4. Philosophical thoughts of Socrates, Plato, Aristotle
5. The Ionics philosophers: Anaximenes, Pythagoras, Heraclitus's basic philosophy
6. The school of Muslim theology
7. Mu'tazilites and Asharites school of thought
8. Muslim Rationalist and social thinkers
9. Modern philosophical theories
10. Analysis of literary works that have been inspired by philosophical ideas

Recommended Texts

1. Stace, W. T. (2010). *A critical history of Greek philosophy*. London: Macmillan & Co.
2. Sharif, M. M. (1963). *History of Muslim philosophy*. Kempton: Allgauer Hematver Lag.

Suggested Readings

1. Russell, B. (2013). *History of western philosophy* (Collectors ed.). London: Rutledge.
2. Sharif, M. M. (2013). *Muslim thought: Its origin and achievements* (Master's thesis, Boston University, Boston, USA). Retrieved from <https://pdfs.semanticscholar.org/b701/5bf4998a0e52ca26b5d0277213242b67e50f.pdf>.
3. Cahan, M. S. (2015). *The World of philosophy*. Cambridge: Cambridge University Press.
4. Durant, W. (1991). *The story of philosophy: The lives and opinions of greater philosophers*. New York: Pocket Books.

This course features modern novels in English literature. This course aims at imparting the interpretative skills in students by modes of close reading, interpretation and evaluation of selected works of fiction, with attention to authors' contexts and their creative processes, narrative elements, and reader responses. Students will explore varied topics and themes from diverse viewpoints, backgrounds, and perspectives. The students will also be able to recognize the development of characters and plot in the novel and will be able to identify specific connections between characters and other elements such as setting, plot and characterization. Students will also learn to understand the fictional nuances of the selected English novels by contrasting with other fictional writings. Along the way, they will also learn to examine the interplay between romantic, realist, modernist, and postcolonial conceptions of what literature is and what it can do, enabling them to map theories of the novel alongside other genres of literature.

Contents

1. D.H. Lawrence, *Sons and Lovers*
2. Virginia Woolf, *To the Lighthouse*
3. Joseph Conrad, *Heart of Darkness*
4. William Golding, *Lord of the Flies*

Recommended Texts

1. Kemp, S. (Ed.). (1994). *To the Lighthouse*. London: Routledge.
2. King, S., & Lowry, L. (Eds.). (2016). *Lord of the flies*. New York: Penguin Books.
3. Parker, P. M. (Ed.). (2005). *Heart of Darkness (Webster's German thesaurus ed.)*. San Diego: Icon Group International, Inc.
4. Trotter, D. (Ed.). (1995). *Sons and Lovers*. Cambridge: Cambridge University Press.

Suggested Readings

1. Becket, F. (2002). *D. H. Lawrence: A sourcebook (Complete critical guide to English literature)*. New York: Taylor & Francis Group.
2. Bloom, H. (Ed.). (2009). *Joseph Conrad's heart of darkness*. New York: Bloom's Literary Criticism.
3. Leech, G. N., & Short, M. (2007). *Style in fiction: A linguistic introduction to English fictional prose (revised 2nd ed.)*. Harlow: Pearson.
4. McIntire, G. (2008). *Modernism, memory, and desire: T. S. Eliot and Virginia Woolf*. Cambridge: Cambridge university press.

This course in literature aims at providing the students an opportunity to read representative works of 20th century poets. It would enhance their understanding of the emerging trends in 20th Century poetry emphasizing specifically on the period between post-World War I disillusionment and early World War II internationalism and how the concept of 'the image' evolved through this period. It will also examine the tension between established forms of poetry and the efforts of modern poets to "make it new", to reinvent poetry. The students would get an exposure to well-recognized poets from different backgrounds. In addition to close reading of the poems, the theoretical and historical issues will also be taken into consideration. The learners, upon completion of this course, shall be able to identify the characteristics of this period as reflected through the poetry of the selected representative poets, understand and explain the major movements of the 20th century poetry, analyze poetry through close reading of texts, have a sophisticated understanding of the relationship between literary texts and social structures, know the cultural, political and stylistic protocols of modernism and its various literary movements, and know how to read both formal and thematic aspects of texts as part of larger cultural and historical movements.

Contents

1. T. S. Eliot: "The Love Song of J. Alfred Prufrock", "The Wasteland"
2. W. B. Yeats: "Wild Swans at Coole", "When You Are Old", "No Second Troy", "The Second Coming"
3. Philip Larkin: "Mr. Bleaney", "Church Going", "Ambulances", "MCMXIV"
4. Seamus Heaney: "Digging", "Death of a Naturalist", "Follower"
5. Ted Hughes: "The Thought-Fox", "Hawk Roosting", "The Horse"

Recommended Texts

1. Amis, M. (Ed.). (2012). *Philip Larkin poems*. London: Faber & Faber.
2. Eliot, T. S. (2010). *The Waste Land and other poems*. Broadview Press.
3. Finerman, J. R. (Ed.). (2010). *The collected works of W.B Yeats: The poems* (Vol. 1, 2nd ed.). New York: Simon & Schuster.
4. Heaney, S. (2009). *New selected poems 1966-1987*. Faber & Faber.

Suggested Readings

1. Brooks, C. (2018). *Modern poetry and the tradition*. Chapel Hill: University of North Carolina Press.
2. Bruns, G. L. (2001). *Modern poetry and the idea of language: A critical and historical study*. Chicago: Dalkey Archive Press.
3. Longley, E. (2013). *Yeats and modern poetry*. Cambridge: Cambridge University Press.
4. Swarbrick, A. (1986). *Larkin: The Whitsun weddings and the less deceived*. London: Macmillan International Higher Education.

This course will introduce students to a broad variety of modern dramatists from across Europe foregrounding issues of form and technique alongside textual and thematic analysis. In this course we will sample a wide range of the fascinating dramas that have been composed during the past century. Many of these plays are now deemed as 'classics' of modern drama. Students will be able to understand major thematic trends which characterized the drama of the 20th century. The aim is that by the end of the course, the students will have a good sense of the historic development of the modern drama in its many manifestations. The students will learn to share and defend their own interpretations of the texts through their discussions in class and exams they will be required to take during the semester. This will help them hone their skills of close reading and critical evaluation

Contents

1. Oscar Wilde, *The Importance of Being Earnest*
2. T. S. Eliot, *Murder in the Cathedral*
3. Henrik Ibsen, *A Doll's House*
4. Anton Chekhov, *The Cherry Orchard*

Recommended Texts

1. Chekhov, A. (2018). *The Cherry Orchard*. Theatre Communications Group.
2. Eliot, T. S. (2014). *Murder in the Cathedral* (reprinted). London: Houghton Mifflin Harcourt.
3. Meyer, M., Worrall, N., & Worrall, N. (Eds.). (2008). *A doll's house*. London: A & C Black.
4. Mattox, B. M. (Ed.). (2000). *The Importance of Being Earnest*. London: Courier Corporation

Suggested Readings

1. Krasner, D. (2011). *A history of modern drama* (vol. 2). Chichester: Wiley-Blackwell.
2. Kiernan, P. (1996). *The politics of performance: Radical theatre as cultural intervention*. London: Routledge.
3. McFarlane, J. (Ed.). (1994). *The Cambridge companion to Ibsen*. Cambridge: Cambridge University Press.
4. Moody, A. D. (Ed.). (1994). *The Cambridge companion to T. S. Eliot*. Cambridge: Cambridge University Press.

The course introduces the students to the modern concepts of style as distinguished from the traditional one. The course will introduce the notion of style to the student, both in literary and non-literary discourses from a purely linguistic perspective. This also includes a comparison of style in literary and non-literary discourses in the context of genre leading to the identification of different registers. Additionally, it involves examining the language of literary texts in the three genres of poetry, prose and drama, with a view to helping students arrive at a fuller understanding and appreciation of these texts. By studying the language of the text, the course aims to help students describe in precise terms such things as the literary achievement of a particular literary text and the communicative strategies employed in it. Furthermore, the course introduces a number of important principles according to which the language of literary texts tends to communicate, such as foregrounding as demonstrated in the various forms of deviation and of parallelism that occur typically in each of the three genres under consideration.

Contents

1. What is style?
2. Style as Choice, Style as Grammar
3. What is stylistics? Branches of stylistics
4. Levels of Analysis: Phonological Level, sounds of Poetry, meter in poetry, rhythm in Prose
5. Syntactical Level: Nouns, Verbs, Adjectives, Adverbs, Phrases and clauses
6. Clause complexing
7. Mood and Modality
8. Theme and Rheme
9. Transitivity and meaning
10. Figurative language
11. Foregrounding: Repetition, Parallelism, Norms and Deviations
12. Point of view
13. Speech and thought presentation
14. Discourse: Cohesion, Textuality, Clause relations
15. Pragmatic Analysis of Literature: Speech Acts, Deixes, Implicatures

Recommended Texts

1. Leech, G. N., & Short, M. (2015). *Style in fiction: A linguistic introduction to English fictional prose*. London: Routledge.
2. Norgaard, N., Busse, B., & Montoro, R. (2010). *Key terms in stylistics*. London: Continuum.
3. Simpson, P. (2014). *Stylistics: A resource book for students*. Abingdon: Routledge.

Suggested Readings

1. Burke, M. (2018). *The Routledge handbook of stylistics*. London: Routledge
2. Crystal, D., & Davy, D. (1997). *Investigating English style*. Harlow: Longman.
3. Verdonk, P. (2002). *Stylistics*. London: Arnold.
4. Widdowson, H. G. (2014). *Practical stylistics: An approach to poetry*. Oxford: Oxford University Press.

| Topic | Details |
|------------------|---|
| Semester/Level | In some discipline 5 th semester and in some discipline 6 th Semester/ BS (5 th Semester intake) 1 st / 2 nd |
| Course Code | URCG-5111 |
| Course Title | Translation of the Holy Quran - III |
| Credit Hours | Non-Credit |
| Objectives | <ul style="list-style-type: none"> To introduce ethics and highlight its importance, need and relevance for individual and collective life. To illuminate the students with the Quranic norms of Morality i.e. truthfulness, patience, gratitude, modesty, forgiving, hospitality etc. To familiarize the students with immoral values like falsify, arrogance, immodesty, extravagance, backbiting etc. To inculcate ethical and moral values in our youth. To develop a balanced dynamic and wholesome personality. To introduce the students to Quranic Arabic grammar in practical manner. |
| Course Contents: | <p>○ اخلاق (تعارف، ضرورت و اہمیت، اقسام، معنویت) اخلاق حسنہ :</p> <ul style="list-style-type: none"> • برائی کو نیکی سے مٹانا • نیکی کے کاموں میں مسابقت • لوگوں کے درمیان صلح • عدل و انصاف • سچائی • ایثار • سلیم قلب • مہمان نوازی • لغویات سے اعراض • عاجزی و انکساری • نگاہ اور آواز کو پست رکھنا • چال میں میانہ روی • شرمگاہوں کی حفاظت • صبر • شکر • امور میں میانہ روی اخلاق سنیہ : • ظلم اور زیادتی • غرور و تکبر • نفسانی خواہشات کی پیروی • بدگمانی • جھوٹ • چغلی اور تہمت • تمسخر اور شیخی خوری • لہو و لعب • برے ناموں سے پکارنا • احسان جتانا اور تکلیف دینا • فضول خرچی اور حد سے بڑھنا • حسد اور تنگ دل • بے پردگی |
| Grammar: | □ قرآنی عربی گرامر کے اصول اور انکے اطلاقات (متن قرآنی پر اطلاق سے توضیحات) |

Details of
Chapters and
verse Numbers:

- منتخب آيات مع ترجمه وتجويد
- البقره (٧٧٨، ٨٥٤، ٢٣، ٧٢٨، ٧١٨، ٧٤٨، ٧١٨، ٤٨، ٧٤٣، ٧١١، ٨٤١، ٧٨٤، ٨٨٨، ٨١، ١١، ٧٢٨، ٧٥٢، ٧٢١، ٧١٢، ٨٢٥، ٨٢٣، ٨٢٨، ٨٧٨، ٢١، ٨٣٧، ٧١، ٣٥، ٧٨٥، ٨٤٢، ٨١، ١٧، ٢٣، ٨٨٢، ٧٢٤، ١٢)
- آل عمران (٧٤٥، ٧٥، ٨٥، ٧٢٤، ٧٣٨، ٧٥٢، ٧٣٥، ٧٥٤، ٧١، ٨١١، ٧٨٤، ٧٣٣، ٧٧٥، ٧١٥، ٧١٥، ٨٢، ١٢، ٧٥٧، ٧٥١، ٧٤٢)
- النساء (٧٣٤، ٨٣، ٨٨، ٧١٢، ٧١١، ٧١٤، ٤٥، ٨١، ٨١، ٧١٣، ٣٢، ٨٤، ٨٥، ٥١، ٤١، ٨٥)
- المائدة (٤٢، ٤١، ٢٣، ٧٣، ٢، ٥٧، ٧٢)
- النحل (٧٨٢، ٢١، ٧١٤، ٧٧٣، ٣١، ٧٨٢، ٧٨٤)
- الرعد (٨٤، ٨١، ٨٥، ٨٨، ٢)
- الاعراف (٣٧، ٢٢، ٤٧، ٧٥٢، ٥١، ٥، ٨١، ٧٥٥، ٧٢٢، ٢٤، ٢٧)
- القصص (٤٥، ٢٥)
- فصلت (٣٥)
- الانعام (٣٨، ١١، ١١، ٧٣١، ٧٤٤، ٧٢١)
- النمل (٢١، ٥٢)
- الحج (٣١، ٤٢، ٢١، ٢٢، ١١)
- الحجرات (٢، ٧٧، ٢، ٧٧، ٣، ٧٨، ٧٤، ٧١)
- الاحزاب (٨٣، ٤١، ٤٢، ٤٢، ٤٨، ٤٤، ٤٢، ٣٤، ٨٥، ٣٤)
- الحشر (٢)
- طه (١٨)
- الانعام (٧٢٥، ٧٥٧، ٧٧٢، ٧٤٧، ٢٣، ٧٨١)
- ق (٣٥)
- الانفال (٨١، ٥٢، ٢٧)
- الفتح (٧٤)
- يونس (٧١، ٧٢، ٧٨، ٢٢، ٨٨، ٨٨)
- الفرقان (٢٣، ٨٧، ٢١، ٢٣)
- النور (٨٣، ٢، ٥، ٣١، ٣٧، ٣٣، ٣٣، ٢٧، ٢٧، ٣٧، ٨٨)
- لقمان (٢، ٣٣، ٧٢، ٣٨، ٧٢)
- الاسراء (٣١، ٣١، ٧٧١، ٤، ٣١)
- المزمل (٧٢)
- المدثر (٢، ٥)
- المدثر (١٥)
- فاطر (٣٨)
- الفتح (٨٢)

- البلد (٧١)
- الزمر (٣، ٧١)
- الحجر (٢٤)
- النجم (٣٧)
- الرحمن (٢١)
- هود (٢، ٧١٨، ٣)
- الكهف (٨، ٤٢)
- الشورى (٣١)
- غافر (٨٢، ٨١)
- الحديد (٨١، ٨١)
- مريم (٤٢)
- النازعات (٥٧)
- التوبه (٢٤، ٢٥، ١١)
- الهمزه (٧)

Semester-VI

This course has been designed to ensure an effective orientation of students towards the discipline of psychology so that they may come to appreciate the diversity of the subject and its pragmatic significance. This course provides an introduction to the concepts and theories of psychology and to their application to real life situations. Topics include history, research methods, sensation, perception, consciousness, stress and coping, learning, memory, motivation and emotions. Main objectives are; to inculcate a sense of personal relevance of Psychology as a subject with the potential of gaining better insight into one's own self and others. Upon the successful completion of course students will have an introductory knowledge of selected areas of basic psychological enquiry and they will be able to: differentiate between scientific and non-scientific information about human behaviors and mental processes; Explain psychological processes involved in sensation, perception, learning, memory, motivation, emotion, states of consciousness and health; Analyze the variety of factors affecting sensation, perception, consciousness, learning, memory, motivation, emotion, and health; and can apply psychological concepts and principles to situations in everyday life.

Contents

1. Introduction to Psychology: Definition of psychology, Goals of psychology, Major schools of thought in psychology, Major fields of psychology
2. Research Methods in Psychology: Survey research, Experimental research, Case study method
3. Biological Basis of Behaviour: Brain and nervous system, Structure and function of major brain areas, Neurotransmitters and their functions
4. Sensation and Perception: Difference between sensation and perception, Principles of perception, Role of perception in human cognition
5. Motivation and Emotion: Concept & Theories of motivation and emotion
6. Learning: Definition of Learning, Types of Learning (i) Classical Conditioning (ii) Operant Conditioning, (iii) Observational Learning
7. Memory and Intelligence: Definition and stages of human memory, Types of memory, Concept of intelligence, Basic theories of intelligence
8. Personality development: Concept & Theories; Tips to improve personality
9. Health and Stress, Stress and Coping, Stress, Health, and Coping in the workplace, Effective measures to deal with stress and ways to cope.
10. Application of Psychology in our social lives

Recommended Texts

1. Nolen-Hoeksema, S., & Hilgard, E. R. (2015). *Atkinson and Hilgard's introduction to psychology* (16th ed.). New Delhi: Cengage Learning.
2. Weiten, W. (2017). *Psychology: Themes and variations* (10th ed.). Boston: Cengage Learning.

Suggested Readings

1. Coon, D., Mitterer, J. O., & Martini, T. S. (2018). *Introduction to psychology: Gateways to mind and behaviour* (15th ed.). Boston: Cengage Learning.
2. Flanagan, C., Berry, D., Jarvis, M., & Liddle, R. (2015). *AQA psychology*. London: Illuminate Publishing - Cheltenham.

The fundamental principle of teaching Modern Critical Theories as a course is to make students capable of learning theoretical as well as practical aspects of Critical Theories that emerged in the 19th and 20th century. The interface between literature and theoretical undercurrents opens up vistas of knowledge to understand the interrelatedness of literature with diverse human endeavours. The multitude of literary theories emerging from different schools of thoughts, provide a strong base for the systematic study of literature. Sense making and meaning making of the world is one of the finest human features to define and establish our relationship with the world. This course aims at tracing those theoretical developments made in the literary, social, philosophical, economic and linguistics realms, which have greatly shaped up the modern critical praxis, including; sociology and philosophy of literature, interdisciplinary and moral philosophy. This course will also enhance the analytical skills of students regarding theoretical foundations of knowledge and this will lead to better understanding of theory building and conceptual frameworks, needed to embark upon research pursuits in higher levels of studies.

Contents

1. Structuralism
2. Post Structuralism
3. Psychoanalytic Criticism
4. Russian Formalism
5. Reader Response Theory
6. New Historicism
7. Post Colonialism
8. Modernism
9. Feminism and Post Feminism
10. Postmodernism

Recommended Texts

1. During, S. (Ed.). (1999). *The cultural studies reader*. London: Routledge.
2. Eagleton, T. (1996). *Literary theory: An introduction*. Basil: Blackwell.
3. Frye, N. (1957). *Anatomy of criticism*. New Jersey: Princeton University Press.
4. Tyson, L. (2014). *Critical theory today* (3rd ed.). New York: Taylor and Francis

Suggested Readings

1. Castle, G. (2007). *The Blackwell guide to literary theory*. London: Blackwell Publishing House.
2. Lane, R. J. (2006). *Fifty key literary theorists*. New York: Routledge.
3. Lodge, D., & Wood, N. (2008). *Modern criticism and theory: A reader*. Harlow: Longman.
4. Selden, R., Widdowson, P., & Brooker, P. (2013). *A reader's guide to contemporary literary theory* (2nd ed.). New York: Longman.

American literature has traversed and extended from pre-colonial days to contemporary times. Historical, Political, societal and technological changes—all had telling impacts on it. This course is designed to give an in-depth study of the American experience as portrayed in the works of major writers of American literature. The course focuses on both historico-political literary themes. Furthermore, it also emphasizes connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc. as they influence multiple trends in American literary heritage and nationalism with reference to the representative writers chosen. It considers a range of texts - including, novels, short stories, essays, and poetry - and their efforts to define the notion of American identity. There may be several ways to access American literature---by either following simple chronology or connecting through themes and genres. This course aims at exposing the students to various literary trends in American literature by grouping them under different genres.

Contents

1. Essays and Short Stories

- Walt Whitman, Excerpts from Preface to Leaves of Grass
- Nathaniel Hawthorne, My kinsman, Major Molineux, Young Goodman Brown
- Edgar Allan Poe, The Fall of the House of Usher

2. Poetry

- Emily Dickinson, "Success is counted sweetest", and "Because I could not stop for death"
- Ezra Pound, "In a Station of the Metro", and "The River's Merchant Wife"
- Robert Frost, "Mending Wall", "The Road not Taken", "After Apple Picking", "Stopping by Woods on a Snowy Evening"
- Edward Estlin Cummings, "O Sweet spontaneous", and "The Cambridge ladies who live in Furnished Souls"

3. Novel

- Earnest Hemingway: *A Farewell to Arms*
- Tony Morrison: *Jazz*

4. Drama

- Arthur Miller, *The Crucible*
- Eugene O'Neill, *Long Day's Journey into Night*

Recommended Readings

1. Hawthorne, N. (1835). Young Goodman Brown.
2. Hemingway, E. (1929). A Farewell to Arms.
3. Poe, E. A. (1839). The Fall of the House of Usher.
4. Whitman, W. (1855). Excerpts from Preface to Leaves of Grass.

Suggested Readings

1. Miller, A. (1953). *The Crucible*. NY: Viking Press.
2. O'Neill, E. (1956). *Long day's journey into night*. New Haven, CT: Yale University Press.

The aim of the course is to educate readers on significant literary expressions found in prose works beyond just short stories and novels. The goal of the study is to provide students with a comprehensive understanding of various functional and non-functional styles in English prose, and to familiarize them with the works of prominent authors such as Mill, Russell, Said, etc. and their relation to contemporary philosophy and thought. This program of study will help young learners to strengthen their argumentative thinking and comprehension of controversial political, cultural, and social issues discussed in selected prose works. It will improve their critical understanding of both factual and analytical perspectives. Additionally, this course not only enables students to understand the elements of style and theme in prose texts but also helps to enhance their academic productivity and creativity.

Contents

1. John Stuart Mill: *On Liberty*
2. Bertrand Russell: *Philosophy of Politics, The Future of Mankind, Philosophy for laymen, Functions of a Teacher, Ideas that have helped mankind, Ideas that have harmed mankind, "The Psychological Basis of Happiness" from The Conquest of Happiness*
3. Edward Said: *Introduction to Culture and Imperialism*
4. Lytton Strachey: *End of Gen. Gordon, Florence Nightingale*

Recommended Text

1. Mill, J. S. (1966). *On Liberty*. London: Palgrave.
2. Russell, B. (1995). *Unpopular Essays*. New York: Routledge.
3. Said, E.W. (1993). *Culture and Imperialism*. New York: Vintage Books.
4. Sutherland, J. (Ed.). (2003). *Eminent Victorians*. New York: Oxford University Press.

Suggested Readings

2. Buchanan, I. (2010). *Oxford dictionary of critical theory* (1st ed.). New York: Oxford University Press.
3. Gray, J. (2008). *John Stuart Mill: On liberty and other essays*. New York: Oxford University Press.
4. Rehman, T. (2010). *Language policy, identity, and religion*. Islamabad: Quaid-e-Azam University.
5. Said, E. W. (1995). *Orientalism*. London: Penguin books.

The primary goals of this course are to educate BS students on the fundamental concepts of language and their relevance in both their daily and academic lives. The course aims to increase students' sensitivity and understanding of the various nuances of language and how it can be analyzed in depth. The course will also focus on core concepts of linguistics research, including citation and online research techniques. Additionally, the course aims to cultivate a research-oriented mindset among students and familiarize them with the basics of research methods. The students will be introduced to key concepts used in research, as well as the principles of social research methods and their applications. Throughout the course, students will gain an understanding of various research designs and techniques, and be equipped to identify sources of information for literature reviews and data collection. Finally, the course aims to raise awareness about the ethical considerations in conducting applied research. By the end of the course, students will have a comprehensive understanding of the fundamental concepts, techniques, and ethical implications of language research.

Contents

1. Introduction to Qualitative methods in applied linguistic research.
2. Action research and Case study
3. Generic qualitative researches, tools for research
4. Grounded theory
5. Content analysis
6. Definitions and approaches surrounding quantitative research
7. Experimental design
8. Introduction to statistics
9. The logic of qualitative research
10. Methods and tools for data management and analysis
11. Sampling and survey design
12. Ethical issues in qualitative research, Generic qualitative research
13. Quantitative analysis with descriptive statistics

Recommended Texts

1. Best, J. W., & Kahn, J. V. (2016). *Research in education*. Noida: Pearson Education India.
2. Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications, student value edition* (10th ed.). London: Pearson.

Suggested Readings

1. Bell, J., & Waters, S. (2014). *Doing your research project: A guide for first-time researchers in education and social Science* (6thed.). New York: McGraw-Hill Education.
2. Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project* (2nd ed). New York: Sage.
3. O'Leary, Z. (2017). *The essential guide to doing your research project*. New York: Sage.

The course is designed to introduce students to the basic and fundamental concepts of narrative theory, and other relevant ideas such as author, reader, plot, setting, character, and point of view. The course focuses on the classic narratological theories of Boris Tomashevsky, Gerard Genette, Seymour Chatman and others. It also highlights the recent and exciting innovations in narrative theory, connected to the rise of the Internet, the changing media landscape, and the influence of cognitive and evolutionary science. The aim of the course is to equip students with the necessary analytical tools for understanding both literary and non-literary narratives. Upon completion of the course, students will be able to develop familiarity with major theoretical approaches to narrative and form an understanding about the application of the theoretical tools provided by the course to a variety of narrative texts.

Contents

1. What is narrative?
2. Narrative genres
3. Fairy Tales
4. Fictional and non-fictional narratives
5. Story and plot
6. Fictional Worlds
7. Characterization
8. Focalization and Point of View
9. Life stories
10. Conversational narratives
11. Cognitive Approaches to Narrative
12. The Narrative Construction of Reality
13. Transmedial Concept of Fictionality

Recommended Texts

1. Garrett, M. (2018). *The Cambridge companion to narrative theory*. Cambridge University Press.
2. Langan, J., & Winstanley, S. (2002). *English skills with readings*. New York: McGraw-Hill.
3. Wallace, M. J. (2004). *Study skills in an English student's book: A course in reading skills for academic purposes*. Cambridge: Cambridge University Press.

Suggested Readings

1. Cottrell, S. (2019). *The study skills handbook*. London: Red Glob Press.
2. O'Brien, T., & Jordan, R. R. (1985). *Developing reference skills*. London: Collins ELT.
3. Price-Machado, D. (1998). *Skills for success student's book: Working and studying in English (Vol. I)*. Cambridge: Cambridge University Press.

Semester-VII

This course provides a general introduction to applied linguistics. Theoretical and applied issues will be discussed through the analysis of fragments of how language is structured and used. The course will enable the students to understand the application of linguistic knowledge to solve real life problems like language teaching and learning, syllabus design, language planning etc. So, this course is a gateway to the field of applied linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. Moreover, with the help of the applied contents of language teaching, the students will be able to practice the contents like analysis of errors and make them prepare for the students. The students will be able to know the existing syllabuses being practiced and they will be able to experiment with the current syllabus through the course.

Contents

1. Applied linguistics: an introduction
2. Language learning theories in Psycholinguistics
3. Methods and approaches
4. The nature of approaches and methods in language learning, GTM & CLT
5. The Direct method
6. The audio-lingual method
7. The natural approach
8. The eclectic approach
9. Error analysis
10. Syllabus design
11. Grammatical syllabus, procedural syllabus, Selecting and grading contents
12. Notional functional syllabus, Selecting and grading contents
13. Process syllabus, Selecting and grading contents
14. Needs analysis for syllabus designing
15. Testing and Evaluation
16. Teacher Training

Recommended Texts

1. Aronoff, M., & Rees-Miler, J. (Eds.). (2001). *The handbook of linguistics*. Chichester: Willy-Blackwell.
2. Zoltán, D. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. New York: Oxford University Press.

Suggested Readings

1. Ungerer, F., & Schmid, H. J. (2013). *An introduction to cognitive linguistics* (2nd ed.). London: Routledge.
2. Widdowson, H. G. (2000). *On the limitations of linguistics applied*. *Applied Linguistics*, 21(1), 3-25.
3. Yule, G. (2010). *The study of language* (4th ed.). New York: Cambridge University Press.

The course objective is to acquaint the students with selected trends and movements in the modern English drama. Moving from drawing-room comedy to absurdism, we will sample a wide range of the fascinating drama that has been composed during the past century. The course focuses on the representative works of the prominent 20th century playwrights. The students will clearly differentiate between the techniques, structural and thematic aspects of earlier plays and the modern drama. In the classroom students will be able to critically read and analyse dramatic texts, with particular attention given to conditions of performance. The students will also be able to identify and discuss the theoretical and practical elements of drama. For purposes of this course, it will not be assumed that the students have a prior understanding of the literary movement called Modernism. Hence, the significant concerns of this movement as well as the historical, intellectual, artistic and cultural influences that birthed it, will be discussed in broad terms at the outset and then in specific terms and greater depth with reference to the genre of drama.

Contents

1. G.B. Shaw, *Pygmalion*
2. Harold Pinter, *The Caretaker*
3. Samuel Beckett, *Waiting for Godot*
4. Sean O' Casey, *Juno and the Paycock*

Recommended Texts

1. Bryden, M. (Ed.). (2012). *Waiting for Godot: A tragicomedy in two acts*. London: Faber & Faber.
2. O'Casey, S. (2011). *Juno and the Paycock*. London: D'arts Publishing.
3. Pinter, H. (1991). *The Caretaker*. London: Faber & Faber.
4. Shaw, G. B. (2019). *Arms and the Man* (reprinted version). London: The Floating Press.

Suggested Readings

1. Bennett, M. (2011). *Reassessing the theatre of the absurd: Camus, Beckett, Ionesco, Genet, and Pinter*. New York: Palgrave Macmillan.
2. Flynn, T. (2006). *Existentialism: A very short introduction*. New York: Oxford University Press.
3. Innes, C. (Ed.). (1998). *The Cambridge companion to George Bernard Shaw*. Cambridge: Cambridge University Press.
4. Pinter, H. (Ed.). (2009). *The Cambridge companion to Harold Pinter*. Cambridge: Cambridge University Press.

The primary objectives of this course are to introduce BS students to the rich literary tradition of Pakistan and to familiarize them with the diverse forms of literature produced in the country. The course will examine the historical and cultural context of Pakistani literature, including the pre-partition era and the post-partition era. Students will be exposed to the works of major writers and poets from various literary genres, including Urdu, Sindhi, Punjabi, and Pashto literature. The course will also focus on the role of literature in Pakistani society and its representation of social, political, and cultural issues. Through critical analysis and discussion, students will develop their skills in literary interpretation and gain an understanding of the relationship between literature and identity in Pakistan. Additionally, the course aims to foster a research orientation among students and equip them with the knowledge and skills needed to conduct independent research on Pakistani literature.

Contents

1. Mulk Raj Anand, *Untouchable*
2. Saadat Hasan Manto, Toba Tek Sengh
3. Faiz Ahmed Faiz, "Hum Dekhenge", "Mujh sy Pehli si Muhabbat"
4. Habib Jalib, "Dastoor", "Mujhy Kia Howa"
5. Kishwar Naheed, *We Sinful Women* (1981)
6. Bapsi Sidhwa, *Ice Candy Man*
7. Mohammed Hanif, *A Case of Exploding Mangoes*
8. Kamila Shamsie, *Salt and Saffron*

Recommended Texts

1. Ali, A. (2011). *Contemporary Pakistani literature: An overview*. Lahore: Vanguard Books.
2. Azmi, F. (2009). *Pakistani literature: An overview*. Karachi: Oxford University Press.
3. Tariq, A. (1999). *A history of Pakistani literature in English*. Lahore: Oxford University Press.

Suggested Readings

1. Ahmed, S. (2015). *Punjabi literature in Pakistan*. Lahore: Vanguard Books.
2. Farooqi, M. R. (2010). *A critical study of Urdu literature in Pakistan*. Lahore: Vanguard Books.
3. Khan, S. (2010). *Pashto literature: A study*. Karachi: Oxford University Press.
4. Qureshi, M. (2012). *A study of Sindhi literature*. Karachi: Oxford University Press.

The course aims to introduce students to the very basic comparison of Western and Islamic world view of religion in terms of epistemology which have immediate relation to their ordinary as well as academic life. It provides the students with a handful of knowledge and critical approach to interpret the modern aspects of socio-political and religious ideas, not only of Islam but also its comparison to other major religions of the world. It helps students be trained in critical skills and interpretation of some fundamental teachings of religion in relation to their everyday life. The contents of the course are designed in such a manner so that the students may get benefits in their understanding of religious scholarship in relation to symmetrical flow of ideas. To sensitize students to the various shades and aspects of Islam, to show that it is not a monolithic whole but something that can be looked at in detail. The core concepts of all revealed religions will particularly be discussed.

Contents

1. Dr. M. Hameed Ullah: *The Emergence of Islam*
2. Muhammad Asad: *The Road to Makkah*
3. Karen Armstrong: *Twelve Steps to a Compassionate Life*
4. Zafar Ishaq Ansari: *Muslims and the West, Encounter & Dialogue*

Recommended Texts

1. Armstrong, K. (2011). *Twelve steps to a compassionate life*. New York: Anchor Books.
2. Asad, M. (2013). *Road to Makkah*. Delhi: Adam Publishers & Distributors.
3. Esposito, J. L., & Ansari, Z. I. (2009). *Muslims and the west: Encounter and dialogue*. Richmond: Legacy Pub.
4. Hamidullah, M., & Iqbal, A. (2010). *The emergence of Islam: Bahawalpur lectures on the development of Islamic world-view, intellectual tradition and polity*. Islamabad: Islamic Research Institute.

Suggested Readings

1. Ali, S. A. (2010). *The spirit of Islam: A history of the evolution and ideals of Islam*. New York: Cosimo Classics.
2. Huntington, S. P. (1997). *The clash of civilizations and the remaking of world order*. New York: Touchstone.
3. Iqbal, M. (2017). *The reconstruction of religious thought in Islam*. Lahore: Sang-e-Meel Publication.
4. Izetbegovic, A. A. (1984). *Islam between east and west*. USA: American Trust

This course aims to introduce students to a selection of literature and criticism generated by the colonizers and the colonized. Students will be able to participate meaningfully in the debate inaugurated by the Post-Colonial literary studies. They will also be able to identify the common thematic concerns and stylistic features in the cross continental voices of the empire. The course will enable them to recognize Post-colonial literature and criticism as a distinct and significant addition to English literary studies. The students will study literature from the former 'white Dominions' such as Australia and Canada, as well as literature from Asia and Africa and work produced by the various diaspora of Commonwealth origin within contemporary western societies such as Britain. The course will provide a range of themes to be explored including representations of 'the metropolitan centre' and 'the periphery'; postcolonial interactions with the metropolitan centre through British colonial novels; disillusion with independence; problems of identity and cultural identification; exile and diaspora; neo-colonialism; the role of the intellectual and the artist; the subversion of western literary form; the usages of the English language; problems and opportunities of the postcolonial woman. At the end of the course, the students will possess a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural and theoretical developments. Moreover, they will be able to compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues. Additionally, they will be trained in critical evaluation of arguments and assumptions about postcolonial literature, texts, and modes of interpretation.

Contents

1. Chinua Achebe: *Things Fall Apart*
2. Ahmad Ali: *Twilight in Delhi*
3. Buchi Emecheta, *The Joys of Motherhood*
4. Mohsin Hamid - *The Reluctant Fundamentalist*
5. Qurratul Ain Hyder – *Fireflies in the Mist*

Recommended Texts

1. Ali, A. (1966). *Twilight in Delhi*. Bombay: Oxford University Press.
2. Coelho, P. (2018). *Alchemist*. New York: Harpercollins Publishers.
3. Ghose, Z. (2017). *Murder of Aziz Khan*. North Aston: Peach Publishing.
4. Knopf, A. A. (2010). *The African trilogy: Things fall apart; Arrow of God; No longer at ease*. London: Penguin Books.

Suggested Readings

1. Boehmer, E. (1995). *Colonial and post-colonial literature: Migrant metaphor* (2nd ed.). Oxford: Oxford University Press.
2. McLeod, J. (2000). *Beginning postcolonialism*. Manchester: Manchester University Press.
3. Ogede, O. (2007). *Achebe's things fall apart*. London: Continuum
4. Okpewho, I. (Ed.). (2003). *Chinua Achebe's things fall apart: A casebook*. New York: Oxford University Press.

- الطور (٥٥)
- الانعام (٢٣، ٤٢، ٧٥٧، ٧٥٢، ٣٢)
- الانفال (٨٢، ٣٢، ٥٧)

- الكهف (٤٧، ٧١٢، ٥١، ٣٨، ٥٤، ٧١، ٥٤)
- الجاثية (٤)
- فاطر (٧٣، ٧٨، ٨١)
- العنكبوت (٨١، ٢٣، ٥٧)
- الروم (٤١)
- الاسراء (١١، ٢٢)
- الرعد (٨)
- السبا (٧١، ٣، ٨٨)
- يونس (٢٢، ٧١٧، ٨٥، ٨٥، ٤، ٨٨)
- يوسف (٢٥، ٧٥)
- الفرقان (٢٨، ٤٣)
- لقمان (٨٢، ٧٢)
- طه (٧٧٥، ٤٣)
- النحل (١٤، ٧٧، ٢٧، ٥٢، ١٢، ٢٢، ٢٢، ٧٧٤، ٢، ٢)
- النمل (٢٥، ٢٥، ٢٢، ٢١، ٢٨، ٧٢، ٧١، ٧٢)
- السجده (٨١)
- الحديد (٢)
- هود (٥٣، ٢)
- يسين (٣١، ٥٧)
- الروم (٣٢، ٣٢، ٤١، ٧٢، ٨٥، ٥٢)
- فصلت (٣٢، ٣٢)
- الحج (٢٧، ٢٤، ٨٨، ١٣)
- الحجر (٧٢، ٨٨)
- الانبياء (٣٧، ٣١، ٥١)
- الزاريات (٥١)

■ الزلزله (٧)

■ القصص (١٢، ١٢، ٢١، ٢٧، ٢٨)

■ النور (٣١، ٨٨، ٨٨، ٥١، ٥٤، ٥٣)

■ الجمعة (٧٧، ٢٨، ٧١، ٧٧، ٤)

■ القمر (١)

■ الواقعة (٢٢)

■ الفاطر (٨١، ٧٣)

■ الملك (٧٢)

■ الصف (٧١)

■ الجن (٧٣)

■ الشورى (٨٢)

■ الزخرف (٧٧)

■ الفيل (٧)

Semester-VIII

This is an introductory level course that provides students practical guidance to engage with different forms of creative expression such as prose (fiction and nonfiction), poetry, stories and writing for stage. It focuses on the practices of writing including brainstorming, revision and editing. Based on the concepts of creative understanding of expression and the phases of its development, it stimulates critical awareness through discussion of creativity and a wide range of readings. The course aims to familiarize the students with a variety of creative forms and styles. It also includes exercises and assignments to guide learners about the craft of writing, and its processes. At the end of this course, students will be able to develop the understanding of creative expression, construct practical engagement with creative ideas, and demonstrate their understanding of creative expression through practical work.

Contents

1. Creativity and Creative Writing Pedagogy
2. Literary Genres
3. Role of art and writer in society
4. How language lives through humans
5. Reading, Writing Short Story
6. Writing the Memoir
7. Writing Fiction
8. Writing Political Fiction
9. Introduction to Poetry and Form
10. Scriptwriting
11. Writing for Theatre
12. Writing Street Literature
13. Creative writing and social media
14. Content writing
15. Copyright and plagiarism

Recommended Texts

1. Anderson, L. (2005). *Creative writing: A workbook with Readings*. Routledge.
2. Earnshaw, S. (2007). *The handbook of creative writing*. Edinburgh University Press.

Suggested Readings

1. Casterton, J. (1998). *Creative writing: A practical guide*. Macmillan Education UK.
2. Mills, P. (2006). *The Routledge creative writing coursebook*. Routledge.
3. Singleton, J. (2001). *The creative writing workbook*. Palgrave.

This course offers an introduction to teaching language through the medium of literature. The focus of this course is on teaching of the English language through literature in English; however, the students shall also be given orientation to the approaches to exploiting linguistic resources of a literary text produced in any language. It will enable students to perceive language through the prism of literature, which is a rich source and resource of linguistic and critical concepts. This course is foundational and aims to develop the necessary linguistic and literary competence that will prepare students for further studies in linguistics and literature. It goes without saying that language competence is required before a literary text can be read whether in breadth or in depth. Therefore, language difficulty has to be considered and addressed because access is restricted and limited if students cannot attain a basic level of comprehension (reading skills and vocabulary). In addition, it will enable students to engage with texts in a way that will impart a sense of pleasure in reading and a deep satisfaction in a continuing growth of understanding, which students can carry with them beyond the walls of their classroom.

Contents

1. Literary Language
2. Role of Literature in Language Learning
3. Literature as Text
4. Diction in Poetry
5. Words and Meanings in Literary Texts
6. Patterns of Cohesion in a Short Story
7. Dialogue and Discourse in a Dramatic Text

Recommended Texts

1. Gilroy, M., & Parkinson, B. (1996). Teaching literature in a foreign language. *Language teaching*, 29(4), 213-225.
2. Simpson, P. (1996). *Language through Literature: An Introduction*. London: Routledge.

Suggested Readings

1. Ronald, C., & Michael N. L. (1987). *The web of words: Exploring literature through language*. Cambridge: Cambridge University Press.
2. Reading, A. (1989). *Teaching literature*. Longman.
3. Teranishi, M., Saito, Y., & Wales, K. (2015). *Literature and language learning in the EFL classroom*. Palgrave.
4. Widdowson, H. G. (2017). *Stylistics and the Teaching of Literature*. Routledge.

The course is designed for those who intend to pursue language teaching careers. We explore different approaches to the teaching and learning of English and study the close relationship between language teaching theory and practice. The program encourages using the concepts and theories that the students encounter during their course of study in their own classrooms. We aim to equip students with the linguistic and pedagogic knowledge, the research and analytic skills, and the confidence necessary to begin a career in English language teaching. They will correlate the knowledge and analytical skills in objective with the four skills of reading, writing, listening, and speaking with sufficient precision to teach and assess proficiency in English as a non-native language. The course will enable the students to combine language description, theory, practice and real life experience in order to improve their learning of English as foreign language.

Contents

1. Difference between ESL and EFL teaching and factors affecting foreign language learning
2. Teaching of English in Pakistan: general principles
3. Grammar translation method Direct Method, Audio-lingual approach, Task-based approach, CA and Eclectic approach
4. Teaching Oral Skills – Listening and Speaking
5. Teaching Reading Skills - Nature of Reading, Theories of Reading and Lesson Planning
6. Teaching Writing Skills – Nature of Writing, Theories of Writing and Lesson Planning
7. Syllabus & Curriculum, Needs analysis, Syllabus design
8. Process Vs. Product syllabuses, Analytic Vs. Synthetic syllabuses
9. Types of Syllabus: Structural and Notional Functional syllabuses
10. Lesson planning criteria and use of CALL
11. Testing & Evaluation
12. Teaching of literature through Language

Recommended Texts

1. Harmer, J. (2015). *The practice of English language teaching* (5th ed.). New York: Pearson Education Limited.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge: Cambridge University Press.

Suggested Readings

1. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). London: Oxford University Press.
2. Nunan, D. (1988). *Syllabus design*. New York: Oxford University press.
3. Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.

The course aims to provide a comprehensive understanding of the literary works of some of the prominent writers from South Asia, including Girish Karnad, Mohsin Hamid, Arundhati Roy, Taufiq Rafat, Zulfiqar Ghose, Nesim Ezekiel, Maki Kureshi, Sujata Bhatt, among others. The course objectives are to enable students to explore the themes, styles, and techniques used by the writers in their works, to analyze the representation of cultural, historical, and political contexts in the works of the writers, to understand the role of the state, arts, and popular culture in South Asia and to engage with contemporary literary critical theories and interpretation.

Contents

Drama

- Girish Karnad- *Naag Mandala*

Fiction

- Bina Shah – *Slum Child*
- Arundhati Roy - *The God of Small Things*
- Mohsin Hamid- *The Reluctant Fundamentalist*

Poetry

- Taufiq Rafat - *The Stone Chat, Flood Wedding*
- Zulfiqar Ghose - *Attack on Sialkot, A Dragonfly in the Sun*
- Nesim Ezekiel - *Goodbye Party for Ms Pushpa*
- Maki Kureshi - *The Far Thing, Christmas Letter to My Sister*
- Sujata Bhatt - *A Different History Genealogy*

Recommended Texts

1. Hamid, M. (2007). *The Reluctant Fundamentalist*. Hamish Hamilton.
2. Roy, A. (1997). *The God of Small Things*. HarperCollins Publishers.

Suggested Readings

1. Devy, G. N. (Ed.). (2002). *Indian literary criticism theory and interpretation*. Hyderabad Press: Orient Longman.
2. Hanaway, W. (Ed.). (1996). *Studies in Pakistani popular culture*. Lahore: Lok Virsa Publishing House.
3. Singh, B. P. (1998). *The state, the arts and beyond*. Delhi: Oxford University Press.
4. Tanveer, M. S. (1992). *Resistance themes in Punjabi literature*. Lahore: Sang-e-meel.

This course explores the ways in which language varies according to subject area, social setting, communicative purpose and the social roles of those involved. It examines the workings of various forms of speaking and writing. Students will study the nature of meaning, how we usually convey more than we actually say or write. We are particularly interested in working with text, that is, larger units of meaning than a clause or sentence. Students will develop skills in analyzing the properties of different texts, in characterizing the ideational as well as interpersonal stances. The course also introduces students to major theorists and research in the field of discourse analysis; fosters awareness of coherence and other textual features in written texts, trains students in a variety of analytical methods so that students are able to carry out a piece of experimental work using authentic data. Applications in language education will be discussed, and you will gain extensive experience of the practical analysis of a variety of text types.

Contents

1. What is discourse? Levels of discourse in a language, transactional vs. interactional view
2. Linguistic forms and functions
3. Literature as Discourse
4. Sentence vs. utterance; Product vs. process approach to discourse, Text, Context, and Co-text
5. Given & New: Halliday's account of information structure
6. Cohesion and coherence in a text
7. Register and Genre analysis
8. Critical discourse analysis
9. Norman Fairclough (Three dimensional model)
10. Teun Van Dijk (Socio-cognitive model)
11. Ruth Wodak (Discourse historical model)
12. Positive Discourse Analysis
13. A cultural Approach to Discourse Analysis
14. Language and Ideology
15. Language and Culture
16. Language and Gender
17. Language and Identity
18. Language and Power

Recommended Texts

1. Gee, J. P. (2014). *How to do discourse analysis*. Abingdon, Oxon: Routledge.
2. Rose, D., & Martin, J. R. (2012). *Learning to write/reading to learn*. London: Equinox Publishing.

Suggested Readings

1. Fairclough, N. (2005). *Critical discourse analysis*. London. Longman.
2. Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. London: Equinox.
3. Swales, J. (2004). *Research genres. Explorations and applications*. Cambridge: Cambridge University Press.
4. Van Dijk, T. (1997). *Discourse as social interaction*. New York: Sage.

MINOR COURSES

Victorian Literature (12 credit hours)

Course Description

When we hear the term "Victorian England," it often brings to mind lengthy novels, conservative monarchs, and strict moral values. While these associations are indeed accurate, this course aims to broaden our perspective on the Victorian Period. The students will examine this dynamic period through the lenses of gender, class, empire, race, and sexuality—discourses that underwent profound shifts during the nineteenth century and continue to hold great significance today. As Britain expanded its capitalist economy, colonized large portions of the world, and implemented new laws pertaining to labor, marriage, disease, and intimacy, writers from diverse genres, locations, and traditions found rich material for their literary creations. Therefore, one of the main objectives will be to critically analyze the interplay between literature and history, exploring not only what the Victorians read, but also how they interpreted texts and what they personally experienced.

Following four modules will be taught:

1. Victorian Novel
2. Major Victorian Poets
3. Victorian Travel Literature
4. Victorian Drama

This course contains a selection of later nineteenth-century British novels approached from a variety of critical, historical, and theoretical perspectives. It will enable students to recognize the characteristics of major chronological eras and relate literary works and authors to major themes and issues related to literary devices such as irony, symbolism, etc. The students will also be able to recognize the development of character and plot in the novel and will be able to identify specific connections between characters and other elements such as setting. Persistent broad themes will include the following: economic change, poverty and class; sex and gender; past and future; race and empire. Students will be able to develop the intellectual ability to grasp and interpret the novels with critical understanding.

Contents

1. Charlotte Brontë – *Jane Eyre*
2. Oscar Wilde – *The Picture of Dorian Gray*
3. H.G. Wells – *Time Machine*
4. George Eliot – *Adam Bede*

Recommended Texts

1. Brontë, C. (1847). *Jane Eyre*. Smith, Elder & Co.
2. Eliot, G. (1859). *Adam Bede*. Edinburgh, Scotland: William Blackwood and Sons.
3. Wells, H. G. (1895). *The time machine*. London, England: William Heinemann.
4. Wilde, O. (1890). *The picture of Dorian Gray*. London, England: Ward, Lock, and Company.

Suggested Readings

1. Bernstein, S. D. (2019). *The Routledge companion to Victorian literature*. Routledge.
2. Flint, K. (2003). *The Cambridge history of Victorian literature*. Cambridge University Press.
3. Rodensky, L. (2016). *The Oxford handbook of the Victorian novel*. Oxford.
4. Tucker, H. F. (Ed.). (2001). *A companion to Victorian literature and culture*. Blackwell.

This course delves into the literature produced in nineteenth-century England, aiming to explore the historical, cultural, and aesthetic aspects of that era. During the Victorian period, poetry held a pervasive presence, influencing various aspects of everyday Victorian life, including social interactions, expressions of sexual identity, faith, and grief. Moreover, it played a transformative role in shaping the literary, artistic, political, religious, social, and scientific advancements of the nineteenth century. Notable examples include the Pre-Raphaelite, Tractarian, and Chartist movements, as well as debates surrounding evolution, empire, and mass culture. Consequently, our focus in this course will be solely on the poetry of the Victorian era.

Contents

1. Introduction to Victorian Poetry
2. *The Poets and their Works*
 - Alfred Lord Tennyson – “The Dying Swan”, “The Lady of Shalott”
 - Henry Kendall – “The Wail in the Native Oak”
 - Robert Browning – “Caliban Upon Setebos”, “The Pied Piper of Hamelin”
 - Christina Rossetti – “Winter: My Secret”, “Goblin Market”
 - Dante Gabriel Rossetti – “Jenny”, “Song 8: The Woodspurge”
 - Elizabeth Barret Browning – “The Runaway Slave at Pilgrim’s Point”, “Porphyria’s Lover”, “A Musical Instrument”
 - Emily Bronte -- “High waving heather,” “The Night-Wind,” “To Imagination,” “Remembrance,” “No Coward Soul is Mine”

Recommended Texts

1. Bristow, J. (Ed.). (2000). *The Cambridge companion to Victorian poetry*. Cambridge Companions to Literature. Cambridge University Press.
2. O’Gorman, F. (Ed.). (2004). *Victorian poetry: An annotated anthology*. Anthem Press.
3. Rossetti, C. (1862). *Goblin market and other poems*. London, England: Alexander Strahan.
4. Tennyson, A. (1859). *Idylls of the King*. London, England: Edward Moxon & Co.

Suggested Reading

1. Armstrong, I. (1993). *Victorian poetry: Poetry, poetics, and politics*. Routledge.
2. Chesterton, G. K. (1913). *The Victorian age in literature*. London, England: Butterworth & Co.
3. Holland, M. (Ed.). (2003). *Complete works of Oscar Wilde*. HarperCollins.
4. Mitchell, R. J. (1996). *Victorian poetry and poetics*. Blackwell: Oxford, England.

The course on Victorian Travel Literature aims to explore the historical, cultural, and aesthetic aspects of the era by delving into the literature produced in nineteenth-century England. Students will be introduced to the genre of travel literature and its significance, with a particular focus on the role of empire and travel in shaping Victorian society. The course objectives include analyzing the themes, motifs, and narrative techniques employed in Victorian travel literature, examining the cultural and social contexts in which these narratives were produced, and considering their impact on perceptions of the self and the "Other." Students will critically engage with issues of imperialism, colonialism, and the exploration of new territories as reflected in travel narratives. Through close reading and interpretation of travel texts, students will develop skills in analyzing and interpreting Victorian travel literature, while also exploring interdisciplinary perspectives by examining the intersection of travel literature with fields such as anthropology, geography, and history. The course also aims to foster an appreciation for the diversity of voices and perspectives within Victorian travel literature, including those of marginalized individuals and female writers.

Contents

1. Introduction to Travel Literature
2. Introduction to Victorian Periodicals
 - Thomas Pringle, "Afar in the Desert: And Other South African Poems"
 - Flora Annie Steel, *In a Citron Garden*
 - Mary Seacole, *Wonderful Adventures of Mrs. Seacole in Many Lands*
 - Mary Prince, *The History of Mary Prince, A West Indian Slave*

Recommended Texts

1. Pringle, T. (1828). *Afar in the desert: and other South African poems*. London, England: Whittaker and Co.
2. Seacole, M. (1857). *Wonderful adventures of Mrs. Seacole in many lands*. London, England: James Blackwood.
3. Steel, F. A. (2020). *From the five rivers*. Read & Co. Classics.
4. Sullivan, A. (1983) (Ed.) *British literary magazines*. Westport, Conn., Greenwood Press.

Suggested Readings

1. Flint, K. (2003). *The Victorians and Italy: Literature, travel, politics and art*. London, England: Palgrave Macmillan
2. Prince, M. (1831). *The History of Mary Prince, a West Indian slave*. London, England: F.C. Westley.
3. Steve, C. (1999). *Travel writing and empire: Postcolonial theory in transit*. Zed Books.
4. Youngs, T. (Ed.). (2006). *Travel writing in the nineteenth century: Filling the Blank Spaces*. Anthem Press.

The course on Victorian Drama aims to provide students with a comprehensive understanding of the rich and diverse theatrical landscape during the Victorian era. Through the study of plays such as Richard B. Sheridan's "A School for Scandal," G.B. Shaw's "Man and Superman," Arthur Sullivan's "H.M.S. Pinafore; or, The Lass That Loved a Sailor," and Arthur Wing Pinero's "Trelawny of the Wells," students will explore the themes, styles, and social contexts of Victorian drama. The objectives of the course include analyzing the works of these prominent playwrights, examining the historical and cultural influences on Victorian theatre, and gaining insights into the societal issues, class dynamics, and moral complexities depicted in the plays. Additionally, students will develop critical thinking and interpretative skills through close readings, discussions, and engagement with various critical approaches to Victorian drama. By the end of the course, students will have a deeper appreciation for the distinctive features of Victorian theatre and its significant contributions to the broader cultural and literary landscape of the era.

Contents

1. Henrik Ibsen, *Hedda Gabler*
2. G.B. Shaw, *Man and Superman*
3. Arthur Sullivan, *H.M.S. Pinafore; or, The Lass That Loved a Sailor*
4. Arthur Wing Pinero, *Trelawney of the "Wells"*

Recommended Texts

1. Ibsen, H. (1890). *Hedda Gabler and other plays*. London. Penguin Classics.
2. Pinero, A. W. (1898). *Trelawny of the "wells."* London: Samuel French.
3. Shaw, G. B. (1903). *Man and superman*. London: Archibald Constable and Company.
4. Sullivan, A. (Composer) & Gilbert, W. S. (Librettist). (1878). *H.M.S. Pinafore; or, the lass that loved a sailor*. London: Chappell & Co.

Suggested Readings

1. Booth, M. (1981). *Victorian spectacular theatre: 1850-1910*. London: Routledge.
2. Jenkins, A. (1991). *The making of Victorian drama*. Cambridge University Press.
3. Powell, K. (Ed.). (2004). *The Cambridge companion to Victorian and Edwardian theatre*. London: Cambridge University Press.

South Asian Literature (12 credit hours)

Course Description

This course delves into the rich tapestry of South Asian literature within the context of English literature, exploring its distinctive regional characteristics. The aim is to analyze Pakistani idioms in English literature and introduce contemporary works from India, Bangladesh, Sri Lanka, and Afghanistan for cognitive development. Students shall study diaspora writings, examining themes of human-divine interplay, gender dynamics, tradition-modernity tension, and caste-communal relationships. Consequently, they will gain a comprehensive understanding of South Asian history and society.

The following literary genres will be covered:

1. Drama (South Asian Literature)
2. Poetry (South Asian Literature)
3. Fiction (South Asian Literature)
4. Short Stories (South Asian Literature)

This course offers a comprehensive exploration of South Asian drama, providing students with an in-depth understanding of the vibrant theatrical traditions within the region. Through the study of selected plays by renowned playwrights, such as Girish Karnad, Mahesh Dattani, and Shahid Nadeem, students will delve into the diverse themes, cultural contexts, and social issues depicted in South Asian drama.

Contents

1. Tipu Sultan by Girish Karnad
2. Tara by Mahesh Dattani
3. Selected plays of Shahid Nadeem (Bulla, Dara, Aik Thi Nani)

Recommended Readings

1. Brians, P. (2003). *Modern South Asian Literature in English*. Greenwood Publishing Group.
2. Chakraborty, K. (2014). *Indian drama in English*. PHI Learning Pvt. Ltd.
3. Iyer, N. S. (2007). *Musings on Indian writing in English: Drama (Vol. 3)*. Sarup & Sons.

Suggested Readings

1. Brandon, J. R., & Banham, M. (Eds.). (1997). *The Cambridge guide to Asian theatre*. Cambridge University Press.
2. Wetmore Jr, K. J., Liu, S., & Mee, E. B. (2014). *Modern Asian theatre and performance 1900-2000*. A&C Black.

This course provides a comprehensive exploration of Indian and Pakistani poetry, offering students a rich and diverse selection of works by prominent poets. Through the study of selected poems by Taufiq Rafat, Zulfiqar Ghose, Nissim Ezekiel, Maki Kureshi, Sujata Bhatt, Muneeza Alvi, Daud Kamal, Shadab Zeest Hashmi, and Kamala Das, students will delve into the intricate nuances and themes prevalent in South Asian poetry.

Contents

1. Agha Shahid Ali (The Country Without a Post Office, Ghazal by Agha Shahid Ali)
2. Daud Kamal (An Ancient Indian Coin, An Ode to Death)
3. Kamala Das (An Introduction)
4. Muneeza Alvi (The Country at My Shoulder, Presents from my Aunts in Pakistan, How the stone found its Voice, Doors, From at the Time of Partition Part 4: Ever After)
5. Rabindranath Tagore (My Friend, Waiting, On the Nature Of Love, Where The Mind Is Without Fear)
6. Shadab Zeest Hashmi (Ghazal for the Girl in the Photo, Passing through Peshawar)
7. Taufiq Rafat (Kitchens, Gangrene, Snake, Grave in the Park, Reflections, Time to Love, Arrival of the Monsoon)

Recommended Readings

1. Arif, I., & Khwaja, W. (Eds.). (2010). *Modern poetry of Pakistan*. Dalkey Archive Press.
2. Wong, M. P., & Hassan, S. K. M. (2013). *The English language poetry of South Asians: A critical study*. McFarland.

Suggested Readings

1. Anantharam, A. (2012). *Bodies that remember: Women's indigenous knowledge and Cosmopolitanism in South Asian poetry*. Syracuse University Press.
2. Mitra, Z. (2012). *Indian poetry in English: Critical essays*. PHI Learning Pvt. Ltd

This course offers a comprehensive exploration of South Asian fiction, providing students with a deep understanding of the rich and diverse literary traditions within the region. Through the study of selected works by renowned South Asian authors, students will delve into the complexities of South Asian societies, cultures, and historical contexts.

Course Contents

1. Philip Michael Ondaatje (*The English Patient*)
2. Mohsin Hamid (*Exit West*)
3. Sorayya Khan (*Noor*)
4. Kiran Desai (*The Inheritance of Loss*)
5. Khaled Hosseini (*And The Mountains Echoed*)

Recommended Readings

1. Cilano, C. N. (2013). *Contemporary Pakistani fiction in English: Idea, nation, state*. Routledge.
2. Spencer, D. M. (2016). *Indian fiction in English: An annotated bibliography*. University of Pennsylvania Press.

Suggested Readings

1. Liao, P. C. (2012). *'Post'-9/11 South Asian diasporic fiction: Uncanny terror*. Springer.
2. Nasta, S. (2017). *Home truths: Fictions of the South Asian diaspora in Britain*. Bloomsbury Publishing.

This course offers an in-depth exploration of South Asian short stories, providing students with a comprehensive understanding of the diverse literary traditions within the region. Through the study of selected works by prominent South Asian authors, including Zaibunisa Hamidullah, Aamer Hussain, Muneeza Shamse, Jhumpa Lahiri, Jamila Hashmi, Khadija Mastoor, Khalida Hussain, Fahmida Riaz, and Mahasweta Devi, students will delve into the complexities of South Asian society, culture, and human experiences

Course Contents

1. Aamer Hussain (The Keeper of the Shrine)
2. Fahmida Riaz (Some misaddressed letters)
3. Jamila Hashmi (Exile)
4. Jhumpa Lahiri (Interpreter of Maladies and other stories)
5. Khalida Hussain (Hoops of Fire)
6. Khadija Mastoor (Godfather)
7. Mahasweta Devi (Draupadi)
8. Muneeza Shamse (That Heathen Air)
9. Zaibunisa Hamidullah (Maa)

Recommended Readings

1. Selvadurai, S. (Ed.). (2005). *Story-wallah: Short fiction from South Asian writers*. Houghton Mifflin Harcourt.
2. Nagappan, R. (2011). *Speaking havoc: Social suffering and South Asian narratives*. University of Washington Press.

Suggested Readings

1. Hanaway, W. (Ed.). (1996). *Studies in Pakistani popular culture*. Lahore: Lok Virsa Publishing House.
2. Devy, G. N. (Ed.). (2002). *Indian literary criticism: Theory and Interpretation*. Hyderabad Press: Orient Longman.

World Literature in Translation (12 credit hours)

This course provides an introduction to world literature in translation, exploring literary works from diverse geographical regions. Students will delve into novels, poetry, and plays from different continents, gaining insight into the global literary landscape and the cultural, historical, and social contexts that shape these works.

The following domains will be covered:

1. Latin American Literature in Translation
2. South Asian and East Asian Literature in Translation
3. European Literature in Translation
4. African Literature in Translation

This course explores Latin America's rich and diverse literary traditions through translated works. Students will examine key themes, styles, and cultural contexts that shape Latin American literature. By reading a selection of different literary genres, students will gain a deeper understanding of the region's history, politics, and social issues.

Course Contents:

1. Selected Poems of Pablo Neruda (Chile)
2. Selected Short Stories of Isabel Allende (Peru)
3. The Feast of the Goat by Mario Vargas Llosa (Peru)
4. The Labyrinth of Solitude by Octavio Paz (Mexico)

Recommended Books:

1. Allende, I. (1990). *The stories of Eva Luna*. Scribner.
2. Smith, V. (Ed.). (1997). *Encyclopedia of Latin American literature*. Routledge.
3. Vargas Llosa, M. (2000). *The feast of the goat*. Picador.

Suggested Readings:

1. González Echevarría, R. (2010). *Latin American literature: A very short introduction*. Oxford University Press.
2. Valdés, M. J., & Kadir, D. (2004). *A history of Latin American literature: From the beginnings to the present*. Oxford University Press.

This course introduces students to the rich and diverse literary traditions of South Asia and East Asia through translated works. Students will explore a variety of genres, including novels, short stories, and plays, to gain a deeper understanding of the cultures, histories, and societies of these regions. Through the study of themes such as identity, power, and social change, students will engage with the complexities and nuances of South Asian and East Asian literature.

Course Contents

1. South Asian Literature

- Silence! The Court is in Session by Vijay Tendulkar (India)
- Selected Short Stories by Sadat Hassan Manto (Pakistan)
- Selected Short Stories by Amrita Pritam (India)

2. East Asian Literature

- The Garlic Ballads by Mo Yan (China)
- Snow Country by Yasunari Kawabata (Japan)

Recommended Books:

1. Brians, P. (2003). *Modern South Asian literature in English*. Greenwood Publishing Group.
2. Manto, S. H. (2012). *Manto: Selected stories*. Random House India.
3. Mostow, J. S. (Ed.). (2003). *The Columbia companion to Modern East Asian literature*. Columbia University Press.

Suggested Readings

1. Chi, P. Y., & Wang, D. D. (Eds.). (1981). *The Penguin book of Chinese short stories*. Penguin Books.
2. Reischauer, E. O., & Yamagiwa, J. K. (1972). *Translations from early Japanese literature*. Harvard University Press.
- 3) Rushdie, S., & West, E. (Eds.). (1997). *The Vintage book of Indian writing 1947-1997*. Vintage.
- 4) Taseer, A. (Ed. & Trans.). (2008). *Saadat Hasan Manto: Selected stories*. Vintage Books.
- 5) Wang, D. D. (Ed.). (2007). *The Chinese novel at the turn of the century*. Columbia University Press.

This course examines the literary traditions of Europe through translated works, spanning different periods and countries. Students will explore a range of literary movements and styles, including realism, modernism, and postmodernism. Through the study of novels and plays, students will gain insights into European history, culture, and the human condition.

Course Contents

1. *Anna Karenina* by Leo Tolstoy (Russia)
2. *The Sorrows of Young Werther* by Johann Wolfgang von Goethe (Germany)
3. *Blood Wedding* by Federico García Lorca (Spain)
4. *Antigone* by Jean Anouilh (France)

Recommended Books:

1. Anouilh, J., & Freeman, T. (2000). *Antigone*. A&C Black.
2. García Lorca, F. (1993). *Blood Wedding*. Methuen Drama?
3. Goethe, J. W. (2012). *The Sorrows of Young Werther*. Oxford University Press.
4. Tolstoy, L. (2004). *Anna Karenina*. Penguin Classics.

Suggested Readings

1. Briggs, A. D. P. (Ed. & Trans.). (2014). *Anna Karenina: A novel in eight parts*. Penguin Classics.
2. Hulse, M. (Trans.). (2012). *The sorrows of Young Werther*. Oxford University Press.
3. Edwards, G., & Whittaker, C. (Eds.). (2017). *Blood Wedding*. Methuen Drama Modern Classics.

This course explores the diverse literary traditions of Africa through translated works. Students will delve into the rich tapestry of African storytelling, examining themes such as colonialism, identity, and cultural heritage. Through novels, short stories, and poetry, students will gain insights into the complexities of African societies and the experiences of its people.

Course Contents

1. Selected Short Stories of Chinua Achebe (Nigeria)
2. The Perfect Nine by Ngugi wa Thiongo (Kenya)
3. The Promise by Damon Galgut (South Africa)

Recommended Books:

1. Achebe, C. (1983). *Selected short stories*. Heinemann.
2. Gikandi, S., & Mwangi, E. (2007). *The Columbia guide to East African literature in English since 1945*. Columbia University Press.

Suggested Readings:

1. Achebe, C. (2009). *Things fall apart*. Penguin Books.
2. Ndebele, N. S. (1994). *South African literature and culture: Rediscovery of the ordinary*. Manchester University Press.
3. Ngugi wa Thiong'o. (2018). *Decolonising the mind: The politics of language in African literature*. East African Educational Publishers.

Postcolonial Literature (12 credit hours)

Course Description

"If you don't like someone else's story, write your own." - Chinua Achebe

This course offers an exploration of literatures written in English from formerly colonized nations, examining them within their historical and cultural contexts. The objective is to critically examine key concepts, questions, and debates in the field of postcolonial studies. Throughout the course, we will delve into various inquiries. These include understanding the historical foundations that contribute to the development of postcolonial literature and the field of postcolonial studies. The students will analyze the literary forms and languages employed by postcolonial writers and explore their motivations behind these choices. Furthermore, we will investigate how these writers negotiate between colonial and indigenous cultural traditions, examining instances where the binary between the two begins to dissolve. Additionally, the students will explore the relationship between literary form and politics. Lastly, they will critically examine the term "postcolonial" and consider the challenges and criticisms associated with its usage.

This course includes:

1. Introduction to Postcolonial Theory and Concepts
2. Postcolonial Texts from Africa
3. Postcolonial Texts from Asia & Pacific
4. Globalization and Postcolonial Literature

This course aims to provide students with a comprehensive understanding of the key theoretical frameworks and concepts that underpin postcolonial literature. Through an exploration of various texts and critical readings, students will delve into the complexities of colonialism, decolonization, identity formation, hybridity, diaspora, and cultural resistance. By examining the works of influential theorists and engaging in critical discussions, students will develop a nuanced perspective on the socio-political and cultural dynamics of postcolonial societies. The course encourages students to critically analyze and evaluate the ways in which postcolonial theory informs and shapes literary narratives, while fostering a deeper appreciation for the diverse voices and experiences within postcolonial contexts.

Contents

1. Edward Said – Orientalism (Selections)
2. Frantz Fanon – *The Wretched of the Earth*, *Black Skin, White Masks* (Selections)
3. Gayatri Chakravorty Spivak – *Can the Subaltern Speak?* (Selections)
4. Graham Huggan – *The Postcolonial Exotic: Marketing the Margins*. (Selections)
5. Homi K. Bhabha – *The Location of Culture* (Selections)
6. Jamaica Kincaid – *A Small Place* (Selections)
7. James Ngugi, et al. – “On the Abolition of the English Department (Selections)

Recommended Texts

1. Edward Said. (1978). *Orientalism*. Vintage.
2. Frantz Fanon. (1963). *The wretched of the earth*. Grove Press.
3. Frantz Fanon. (1952). *Black skin, white masks*. Grove Press.
4. Gayatri Chakravorty Spivak. (1988). *Can the subaltern speak? Marxism and the Interpretation of Culture* (pp. 271-313). University of Illinois Press.

Suggested Readings

1. Huggan, G. (2001). *The Postcolonial exotic: Marketing the Margins*. Routledge.
2. Bhabha, H.K. (1994). *The location of culture*. Routledge.
3. Getachew, A. (2020). *Worldmaking after empire: The rise and fall of self-determination*. Princeton, NJ: Princeton University Press.
4. Wisker, G. (1999). *Key concepts in postcolonial literature*. Palgrave Macmillan.

The course "Postcolonial Literature" offers students the opportunity to explore the intricate connections between literary production, representation, and the enduring impacts of empire and decolonization. Through the examination of both well-known and lesser-known literary works, students will delve into the ways in which literature responds to colonialism, imperialism, and the evolving post- and neo-colonial contexts of contemporary times. This exploration will involve close reading and analysis of literary case studies, alongside the study of theoretical texts. By the end of the course, students will have developed a comprehensive understanding of the diverse perspectives within postcolonial criticism and theory. They will also acquire the critical skills to engage in informed discussions on topics such as the dynamics of othering and stereotyping, power and representation in (post)colonial and multicultural settings, subaltern knowledge, minority writing, migrant literature, the influence of globalization on literary production, and the contemporary relevance of influential postcolonial thinkers

Contents

1. Ben Okri – The Famished Road
2. Maya Angelou – I Know Why the Caged Bird Sings
3. Ngugi wa Thiong'o – Weep Not, Child
4. Tsitsi Dangarembga – Nervous Conditions

Recommended Texts

1. Angelou, M. (1969). *I know why the caged bird sings*. Random House.
2. Dangarembga, T. (1988). *Nervous conditions*. Seal Press.
3. Ngũgĩ wa Thiong'o. (1964). *Weep not, child*. Heinemann.
4. Okri, B. (1991). *The famished road*. Anchor Books.

Suggested Reading

1. Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso.

This course provides an introductory exploration of modern postcolonial literature and theory. Through the analysis of novels, short stories, and essays from postcolonial regions such as Asia and Pacific region. The course delves into the intricate relationship between nationalism, migration, and literary form. It examines the evolution from realism to postmodernism and magic realism, uncovering how contemporary writers engage in the process of decolonizing the mind. In the context of a rapidly globalizing world, the course questions the relevance of national identities and delves into the fluidity of defining 'traditional' and 'modern' in the realm of ever-changing identities. Additionally, the course explores the gendered dimensions of traditionalism and investigates how postcolonial texts circulate in the West, either as exotic commodities or as sites of resistance. It critically engages with reductive discourses surrounding the clash of civilizations, as well as new forms of colonialism and racism, challenging prevailing narratives.

Contents

1. Witi Ihimaera – *The Whale Rider*
2. Yukio Mishima – *The Sailor Who Fell from Grace with the Sea*
3. Mohsin Hamid – *The Reluctant Fundamentalist*
4. Arundhati Roy – *The God of Small Things*

Recommended Texts

1. Hamid, M. (2007). *The reluctant fundamentalist*. Houghton Mifflin Harcourt.
2. Ihimaera, W. (1987). *The whale rider*. Harcourt Brace Jovanovich.
3. Mishima, Y. (1965). *The sailor who fell from grace with the sea*. Alfred A. Knopf.
4. Roy, A. (1997). *The god of small things*. Random House.

Suggested Readings

1. Hall, S. (1992). *The rest and the west: Discourse and power*. In S. Hall & B. Gieben (Eds.), *The Formations of Modernity* (pp. 184-227). Cambridge, UK: Polity Press with Blackwell.
2. Huggan, G. (2007). *Australian literature: Postcolonialism, racism, transnationalism*. Oxford: Oxford University Press
3. Kanwal, A. (Ed.). (2019). *Routledge companion to Pakistani Anglophone writing* (1st ed.). Routledge.
4. Wilson, R., & Dirlik, A. (Eds.). (1995). *Asia pacific as space of cultural production*. Durham and London: Duke University Press.

This course is designed to explore the relationship between the study of world literatures and the understanding of the globalization process. While globalization is often associated with recent social and economic shifts, it is argued that its structures derive from the history of colonialism. Through the lens of postcolonial writers in English from Africa, the Caribbean, South Asia, and the Pacific Islands, we will examine how these writers inscribe threats to the world environment in their works. By analyzing diverse genres such as short stories, film, and the novel, we will critically engage with topics including indigenous and diasporic relationships to the land, plantation agriculture, gardening, nuclear militarization, oil drilling, and human and environmental sustainability. Through this exploration, we aim to deepen our understanding of the complex interactions between globalization, empire, and ecology, and to challenge reductive narratives surrounding these issues.

Contents

1. Chimamanda Ngozi Adichie – *Half of a Yellow Sun*
2. Keri Holme – *Stonefish*
3. Amitav Ghosh – *The Hungry Tide*
4. Kiana Davenport – *House of Many Gods*
5. Key Concepts – Cosmopolitanism, Nation States in Global world, Authorial Branding

Recommended Texts

1. Adichie, C. N. (2006). *Half of a yellow sun*. Anchor Books.
2. Davenport, K. (2006). *House of many gods*. Anchor.
3. Ghosh, A. (2005). *The hungry tide*. Houghton Mifflin Harcourt.
4. Holme, K. (2019). *Stonefish*. Tyrant Books.

Suggested Readings

1. DeLoughrey, E. (2011). *Postcolonial ecologies: Literatures of the environment*. Oxford University Press.
2. Huggan, G., & Tiffin, H. (2015). *Postcolonial ecocriticism: Literature, animals, environment*. Routledge.
3. Mignolo, W. D. (2000). *Local histories/global designs: Coloniality, subaltern knowledges, and border thinking*. Princeton University Press.
4. Rahman, S. (2019) *Place and postcolonial ecofeminism*. University of Nebraska Press.