

Curriculum Evaluation of English Course of Bachelor of Business Studies (BBS) of Tribhuvan University

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Abstract

The study has explored the existing Bachelor in Business Studies (BBS) English curriculum of Tribhuvan University. The existing English curriculum at the Bachelor of Business Studies tends to teach the basics of grammar, communicative functions for business, and some literary constructs to help students connect their understanding of their learning. English is taught in the first and the second year of a year's bachelor's program in the management faculty. Having a profound focus on the communicative aspect of business, the English curriculum intends to improve linguistic competence at lexical, structural and grammatical levels. The English curriculum opts for producing correct sentences, cohesive paragraphs, and organized texts on one hand and responding to literary and business readings critically and analytically on the other. In a broader sense, the curriculum tends to boost competence towards global understanding thereby strengthening their confidence. The students are expected to learn prior understanding, develop analytical and interpreting skills and enhance better communicative competence and business skills. However, the learners are taught to be capable enough to create new insight through critical reading, rationalizing grammatical assets and employing them in their real-life situations. Thus, this curriculum tries to cover the contemporary needs of both the learners and the society to serve the purpose of the 21st century.

Keywords: Assessment, business, curriculum, evaluation, learning, teaching

Introduction

This paper aims to analyze the existing BBS curriculum of English to examine the rationale of the curriculum and to analyze its outcome with market needs. It further aims to explore how the English curriculum in the first and the second year of the bachelor of business studies empowers students to enhance their ability and competence in interpreting, analyzing, understanding, and creating a communicatively appropriate learning environment. Similarly, it encompasses how well the curriculum meets the current demands of both learners and society.

The English curriculum in the first and the second year consist of 200 full marks and opts for familiarizing learners with the key tenet of business communication.

Prologue of BBS English Curriculum

This curriculum is part of the Bachelor of Business Studies (BBS) program under the Faculty of Management at Tribhuvan University. The program spans four academic years, with this curriculum specifically designed for the initial two years, covering both the first and second years. The English curriculum for two years (the first and the second year) is designed to link up with and breach the gap plus level and master level English courses the students in management steam that they study. There have been significant changes in the English curriculum in the BBS program. We find drastic changes in comparison to the three-year program. The first-year course called *Business Communication Skills (Mgt. 201)* has prescribed two books. One is the *Business English I* and another is the *Patterns for College Writing: A Rhetorical Reader and Guide*. The *Business English I* course covers grammar and writing fundamentals, application of business-specific language, prior vocabulary usage in business communication and correspondence, business writing techniques, reading strategies, and the writing process, including writing structures and patterns. The primary objective of this course is to provide students with general English proficiency in interdisciplinary contexts, featuring lessons that include vocabulary and grammar practice.

Tawa (1962) believes that curriculum focuses on the systematic and structured approach to designing and implementing effective curricula. She further emphasizes a process where teachers, rather than solely administrators, play an essential role in curriculum design. Taba, therefore, advocates for a grassroots approach, in which the curriculum is developed step-by-step, starting from defining objectives, selecting content, organizing it, and choosing appropriate teaching strategies. Hence, this is clearly reflected in the BBS curriculum, which seeks to expand students' exposure to literary texts to enhance their language proficiency, understanding capabilities, and skills in writing and presentation within the business field (TU, Curriculum, 2021). Similarly, the book *Patterns for College Writing: A Rhetorical Reader and Guide* strives to foster in students a mindset of inquiry, logical reasoning, and foundational critical and creative thinking in their reading process.

Likewise, the second-year English curriculum is called *Business Communication (Mgt:205)*, which has prescribed two books. One is the *Business Communication Skills* and another is the *Discourse in Discipline* represented by *Vision: A Thematic Anthology*. The first integrates the communication process, business communication, the principles and values of business communication, electronic and other types of messages, reports and proposals, oral communication, visual communication, employment-related communication, and more. The second encompasses various literary themes such as culture and society, money and

management, art and philosophy, gender and women's issues, life and death, among others, presented through diverse forms of literary expression. Therefore, rationalizing the powerful tenets of Tawa (1962), it is noted that continuous evaluation and revision are important in the curriculum development process to ensure it meets the needs of students and society.

In addition to this, the curriculum bridges the gap in the business sector and prepares the fundamental background for logical reasoning because it significantly follows the stepwise procedure of Tawa (1962) mainly identifying objectives, selecting content, organizing content, designing learning activities, etc. in BBS course formation. It combines foundational communication skills relevant to the business field while providing a critical perspective to explore global literature and the sensitivities of various human disciplines at the graduate level. Overall, the BBS English curriculum is crafted to align with the plus two programs, establish connections with the master's degree, and address societal needs, with the objective of fostering creativity and critical thinking skills in graduate students.

Constructing the Issue

The English curriculum designed for BBS students attempts to improve linguistic competence at lexical, structural and grammatical levels. The course offered in this program has a structural balance through business communication and literary texts. Both types of texts enable learners to enhance their writing abilities, primarily focusing on creating accurate sentences, well-connected paragraphs, and structured compositions. Therefore, the students become able to express their ideas and emotions and understand themselves in varied forms of both speech and writing.

Likewise, the course expects to develop the critical thinking and analytical skills of the learners holistically. It contributes to enhancing their competence for global comprehension, thereby increasing their confidence in using English in both professional and social contexts. The basics of business communication target to inform students about the context, audience and purpose. They also learn to use language appropriately and respond to concerned stakeholders in a friendly tone and manner. They also acquire skills in drafting memos, letters, and various forms of business correspondence; as a result, they gain the ability to comprehend interdisciplinary perspectives, implement formal frameworks, and enhance organization when composing proposals, reports, articles, and similar documents. The four-year BBS program of Tribhuvan University includes English as a compulsory subject. The program is organized with one paper in the first year and another in the second year, with no additional English courses offered in the following years. Instead, students are introduced to the English course during their Masters in Business Studies (MBS). More specifically, this course has been designed in a way that ignores the superseding traditional approach to language teaching rather it is exposed to language sufficiently by providing real-world connections in business platforms (Wilkins,

1976), therefore, the graduates from the BBS course handle their business communicatively. The detailed framework of the courses designated for the four-year Bachelor's English curriculum in the Faculty of Management is outlined below:

Table No. 1

The Structure of the Course

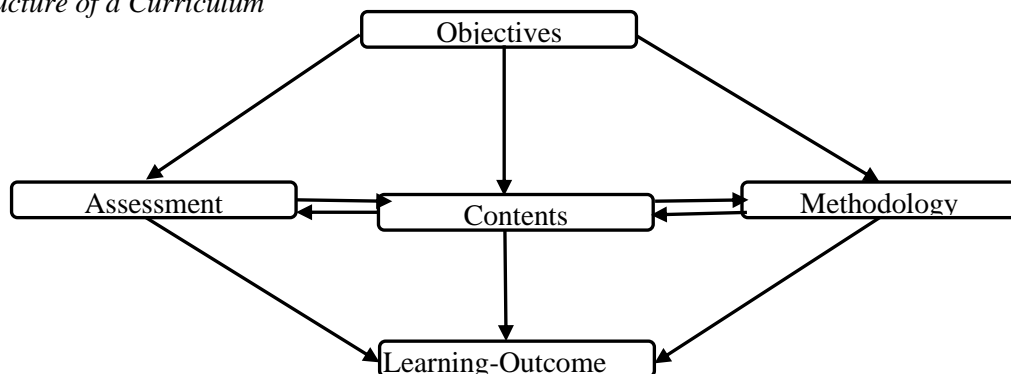
Year	Code No.	Title	Full Marks
I	Mgt. 201	Business Communication Skills	100
Name of the Prescribed Books * Business English * Patterns for College Writing: A Rhetorical Reader and Guide			
II	Mgt. 205	Business Communication	100
Name of the Prescribed Books * Business Communication Skills * Discourse in Discipline There are some other recommended books as well in both years.			

Significant of the Study

A curriculum plays a crucial role in shaping the educational system. A well-designed curriculum should offer a clear and coherent structure for learning. The students are to be made aware of the set of courses and their courses within the boundary of the formal classroom. The course content should be an integration of the entire learning achievement which has to prevail several learning opportunities.

Figure 1

The Structure of a Curriculum



Every curriculum must have a clear goal to attain, and these goals can only be realized when the content is methodically structured and the teaching approach is thoroughly evaluated. Therefore, an effective curriculum should consider both the external and internal factors affecting learners, the requirements of society, and the educational outcomes for the students. Based on this, the framework for a well-designed academic curriculum can be presented in Figure 1. Based on this framework, an effort has been made to examine the curricular elements in order to evaluate their effectiveness in meeting the anticipated learning outcomes.

Materials and Methods

The study employed secondary sources of data. I employed the document analysis method for the analysis and interpretation. I mainly consulted the former curriculum, and current curriculum of BBS consulting recent research works, and reading different published and unpublished documents. Meanwhile, I linked my conceptualization with Bowen (2009) for document analysis which is a systematic procedure for reviewing or evaluating documents both printed and electronic materials. Moreover, document analysis is a form of qualitative research in which documents are interpreted by the researcher to raise voice and meaning around an assessment. The BBS curriculum was purposively selected, studied and reflected based on my experiences. Therefore, I interpreted data using interpretive notions and document analysis procedures of the coding and thematizing process to examine closely and interpret justifiably. Thus, being closer to Corbin and Strauss (2008) I examined and analyzed data to elicit meaning, gain understanding, and develop empirical knowledge. The prior methods used for achieving the expected outcomes of the document are analysis, synthesis, induction, deduction, interpretation and generalization.

The Basics of Curriculum Evaluation

The basic feature of a sound curriculum is to have its connection with lower level to higher level. As we know every curriculum has to go in line with simple to complex hierarchy. The curriculum designed and implemented for the BBS program has a close connection with the Plus Two curriculum and the Master in Business Administration (MBS) curriculum. The BBS English curriculum has a smooth division. The first-year BBS English course offered business communication and patterns for college writing which has taught basic business skills, writing skills, and critical thinking skills and the second-year BBS curriculum covered business communication skills and literature dynamics. The first-year BBS English covers technical as well as communicative aspects and so does the second-year curriculum which has a prior linkage with the MBS curriculum. The main objective of the curriculum is to provide students the opportunity to improve business skills through linguistic competence at lexical, structural, and grammatical levels and assist them to enhance critical reading, writing skills and business communication. Moreover, this curriculum has largely been exam-centered, value-laden and

impractical in many cases because students have to rely finally only on written exams (K.C., 2003). Obtaining several insights from the in-depth evaluation of the BBS curriculum, the following seven themes have been generated to show the relevancy of the BBS curriculum; they are: a) Emphasis on business communication b) Priority in language proficiency and pedagogical richness c) Focus on interdisciplinary reading and research-oriented text d) Blended with creativity and critical thinking skills e) Emphasis on workplace communication, f) Assisting in enhancing business skills and professional success, g) Empowering learners through practical and behavioural skills. These seven themes are not the panacea but considerable components in practising business assets to develop competence and bring significant success in the business sector.

A) Emphasis on Business Communication

According to the data I collected, the contents of the BBS curriculum of Tribhuvan University emphasize much on communicative business skills. The curricula in the first and second years suffice a very close relationship, however, both of the curricula indicate that there is a high importance of speech and writing in the business communicative/sector. The contents and subject matters included in the BBS course seem to be context, audience and purpose-friendly. It has significantly addressed the notion of curriculum design procedure advocated by Yalden (1987) which consistently focuses on needs analysis, content selection, and evaluation. It further pinpoints that the BBS courses are designed about business communication which offers teachers guidance on how to create effective and learner-centered communication for their successful and productive business. The contents show that the business legacy highlights the skills to write memos, letters, and other business communications are essential. The English curriculum of BBS emphasizes the appropriacy of linguistic usage that facilitates writing proposals, reports, articles, etc. More specifically, the BBS curricula enhance business skills, critical reading, communicative competence and socially accepted business norms and values.

B) Priority in Language Proficiency and Pedagogical richness

The curricula designed for the four-year BBS program have extensively emphasized the content related to language proficiency and pedagogical richness. The curriculum from plus to and bachelor indicates that all of them have level-wise linguistic connections between the curriculum vertically. The plus-level English curricula offer 200 full marks having both language development (linguistic proficiency related to language function) and literature courses equally. The plus level course does not have sufficient space to advocate business skills rather it entails communicative aspects through language function. Immediately when the learners come across the BBS program, they less emphasis on language function and prioritize communicative aspects mainly in business communication. Likewise, the higher-level MBS curriculum of English links up with business communication. However, the curriculum

designed for the BBS program has prior pedagogical richness in terms of content coverage, language skills, and communicative aspects. It has explicitly offered a detailed exploration of the various techniques and principles (Larsen-Freeman, 2004) that are useful for business purposes. The table below shows the categorical relationship of the curriculum between the lower level and higher level.

Table No. 2

The Distinct Connection of the Curriculum

SN	Level	Contents Linkage
1	+2	Language Development and Literature [Grade-XI & XII-200- full marks]
2	BBS-I	Business Communication Skills (Mgt. 201) <ul style="list-style-type: none"> - <i>Business English I</i> - <i>Patterns for College Writing: A Rhetorical Reader and Guide</i> (Kirsznner, & Stephen, 2012)
	BBS-II	Business Communication (Mgt:205) <ul style="list-style-type: none"> - <i>Business Communication Skills</i> - <i>Discourse in Discipline</i> represented by <i>Vision: A Thematic Anthology</i>. (Holmes, 2019)
3	MBS	Managerial Communication (Mgt: 519)

C) Focus on Interdisciplinary Reading and Research-Oriented text

The most beautiful aspect of the curriculum is to accept the importance of interdisciplinary reading. The previous curricula had very limited coverage of the content to be taught but there seems to have been a significant change in curriculum comparatively from a 3-year BBS course switching into a 4-year BBS program. The students are exposed to discourse in different genres and they are encouraged to respond to literary texts creatively. The inclusion of different subject matters in their curriculum indicates that there has been an analysis of needs among students through a research-oriented process. The learners are exposed to authentic reading materials, facilitated by the notion of cultural studies and critical reading. The texts included in the BBS curriculum impart knowledge about multicultural reading and interdisciplinary arena from a wide variety of sources such as culture and society, philosophy and art, sex and gender and give exposure to a wide range of global texts outlined from research-oriented texts such as science and environment, market management, and business communication.

The newly formed course of the study has provided basics for language communication through grammar and there is good generic division to instruct learners about patterns of writing. The course has included both theoretical and hands-on elements. The first paper in the course (Mgt. 201), titled 'Business English,' has introduced grammar and writing conventions, language fundamentals, business terminology, the communication process, reading techniques, and the writing process. Likewise, it has also introduced a pattern of writing to enable students to write essays. It has extensively brought interdisciplinary texts representing different genres of essays such as narrative, cause and effect, compare and contrast argumentative, etc. Similarly, the course (Mgt. 205) offers principles and application of business communication and a good number of literary texts such as stories, essays, poems and stories. However, each of the genres has replicated varied interdisciplinary texts from home and abroad.

D) Blended with Creativity and Critical Thinking skills

The course designed for the BBS program has incorporated different activities to ensure students' active participation in learning. As we know the vested interest of every curriculum is to provide students with the opportunities to enhance creativity. It has also blended different interdisciplinary reading to raise critical awareness of students through reading strategies. More specifically, this course has made a good attempt to facilitate students with the skills related to understanding, analyzing, interpreting, and creating text through different examples and readings. In this sense, the prior curriculum has attempted to help students develop creativity and critical thinking skills via texts such as 'Only Daughter' by Sandra Cisneros, 'My Mother Never Worked?' by Bonnie Smith-Yackel, 'The Case against Air Conditioning', by Stan Cox, etc. It indicates that the courses designed for the BBS program in both (first and second) years have a good amount of reading, writing, reasoning and critical thinking. Besides that, this course has opened up the prior possibilities for exploring students' creativity and potential.

Through this course, students learn to communicate appropriately and communicatively because this course has initiated from simple assets of writing i.e., grammar to complex levels of understanding i.e., critical reasoning. The course has offered plenty of other content-based materials for students useful in their day-to-day communication through business communication and has boosted students with other literary texts by which they think, ink and link their literary landscapes wider.

e) Emphasis on Workplace Communication

The course designed for the BBS program pays close attention to making business communication smoother and more convincing. The course has introduced the communication process including the varied forms of communication and the purpose of communication in the business sector. The beauty of this course is to connect theoretical concerns with vocational

aspects useful for the students. Moreover, this course has examined the comprehensive exploration of the processes involved in designing, managing, and innovating English language teaching curricula (White, 1988) because it has examined the complexities of creating effective language learning programs in the workforce, considering the interplay between educational theory, practical application and institutional context. However, it paves a better ground for the students in the business sector in a way that they are taught to set their ways of responding to people for their successful business. The course covering skills and values of business communication to communication organization leads to having effective communication in which they treat their client or customers analytically in their workplace.

It is generally believed that theoretical contents give a deeper lens to examine texts and communication meaningfully. The course has also attempted to teach varied forms of writing such as memos, emails, blogs, press releases, business plans, proposals, reports, etc. These contents have covered the wide parameters to assess students effectively. It has also amalgamated different types of texts opting to give oral communication skills required in the workplace such as audience awareness, telephone conversation, presentation and skills, designing and using visual aids, etc.

F) Assisting in Enhancing Business Skills and Professional Success

The contents of the curriculum cover a wide variety. It has incorporated grammar, language, language functions, process of communication, reading and writing strategies, and some other literary texts. Every text included in these courses is in the hierarchy and in systematic order where the students are taught things communicatively. The course in the first year has a prior focus on linguistic elements, writing modes, and reading aspects and the second year has a balance between communicative aspect and literary texts in equal. Thus, the curriculum has made the balance between business theories and practical notions including all the business-related concerns (Nunan, 1988) such as oral and written communication skills, handling business and reporting business tasks appropriately. The poems, essays, short stories, and plays included in the second-year BBS course liberates students to explore literature extensively.

The curriculum focuses on the practical aspect through the business communication module and gives appropriate space for literature theoretically. The business module begins with basic concepts and leads to the complex aspect via literature. Thus, one of the rationales of the course is to assist students connect different business concerns, and policies and equally make students able to maintain courtesy and politeness in their speech and communication. As we know there must be a logical sequence with cohesion and coherence in every curriculum. The course designed for this level has at least captured the sequence logically analyzing the need for the course and market demand.

G) Empowering Learners through Practical and Behavioral/Communicative Skills

The English curriculum of BBS at Tribhuvan University is still traditional but the contents, parameters, and objectives are practical. The courses offered in BBS English have a good balance of contents. It has covered literary texts to a larger extent in the second year and communicative functions (both written/oral) in the first and second years. The course of contents implemented in the BBS program is extensively expected to make students able to learn practical business communication. The program also aims to improve communication skills in practical business settings. The BBS English curriculum addresses current developments in language and literature. It emphasizes the use of up-to-date course content and reading materials, carefully chosen from the latest and most innovative trends in both practical and literary fields. Additionally, it combines theoretical knowledge with practical guidance on creating business documents and applying them effectively in the workplace (White, 1988). The course of contents being integrated at this level proves that there must be a balance between theoretical understanding and practical skills. It has equally made the balance of literature, communicative function, written and oral forms of responses, electronic communication, responding to emails, writing minutes, etc. in the course.

Thus, the logical sequence of the course made students able to conceptualize the content appropriately. It shows that the courses have been designed based on the principle of 'simple to complex' procedures. The literary texts and communicative aspects both have been covered in modern and post-modern texts. The courses have obliged teachers to bring innovation in the field of teaching and learning because teachers should follow trends of assessment systems and practical knowledge. The curriculum expects demonstration, question-answer, and project-based activities to be employed for asserting practice.

Remedies for BBS Curriculum

The course of 4-year BBS English seems to be full-fledged. However, the major pitfall of the course is observing insufficient interdisciplinary readings, lacking internal assessment and assignment, lacking authentic resources for reading and methodology, being unable to connect ICT and business, and being theory-loaded. The course has amalgamated some interdisciplinary readings but they are not sufficient. The course is designed to provide students with a solid theoretical foundation in literature and business communication texts, with the goal of improving their ability to comprehend, analyze, and produce these texts independently. This is achieved by strictly adhering to the process of curriculum development, which includes defining objectives, choosing content, organizing materials, defining methodology, and conducting initial implementation in their respective fields (Dubin & Olshtain, 1986).

Similarly, if we look at the curriculum, it becomes evident that it emphasizes the theoretical side, while neglecting the practical or applied component. The curriculum has

overlooked certain important elements, such as foundational grammar, paragraph writing, and creative activities in the textbook. Therefore, it is crucial to incorporate more meaningful and productive exercises, tasks, and projects that foster creativity in students, going beyond their current mastery of the content.

The BBS English curriculum lacks a component for internal assessment and assignments. While students benefit from the teachers' knowledge and expertise, we have not succeeded in integrating current trends in the assessment and evaluation system. Therefore, it is recommended to introduce innovative assessment and assignment methods to promote effective and meaningful learning for bachelor-level students.

Another parameter of critiquing the effectiveness of the BBS English curriculum is to examine its current status of not being able to connect ICT and business. There are many different forms of texts and they seem to be isolated because they do not connect curriculum and ICT. As we know, this is the era of the 21st century and ICT should not be ignored. The goals and objectives, students' learning outcomes, teachers' mindset, contextual factors and practical assets are expected to perform in the 21st-century curriculum (Confrey & Vicki, 2004).

The curriculum itself cannot function well unless we implement it appropriately. For the successful accomplishment of the curriculum, we need plenty of exposure of the learners, a sufficient amount of reading/sources, and prior skills and expertise of the teachers (Graves, 1996), and the students must be facilitated through systematic, and strategic teaching methodology. However, the curriculum being implemented now lacks in application of modern and innovative teaching-learning assets.

Another pitfall of the curriculum is to engage students mostly through lecture-based methods. It is also examined as the pitfall of the curriculum that the use of teaching aids is still traditional. Since the use of the traditional mode of teaching is against the sentiments of all the students, teachers, experts and curriculum designers.

It is believed that an evaluation and task system are key factors in gauging the effectiveness of the curriculum. Since there are different types of evaluation such as formative, diagnostic, and summative, etc. However, our current curriculum lacks diagnostic and formative assessment.

Major Insight Drawn from the Study

The BBS English syllabus is well-connected with the Plus Two program and the MBS English syllabus of Tribhuvan University, serving as a link between the Plus Two program and the MBS English syllabus. The focus is still on the traditional mode of delivery which is an outdated and ineffective way of teaching. Therefore, the curriculum should be project-work-oriented, internal assessment friendly and student-centric.

The course curriculum expects students to be able to understand, analyse and interpret the text because it offers a comprehensive parameter providing both theoretical frameworks and practical approaches for assessing the effectiveness of curricula (Lappan, 2009). Nevertheless, they are observed to be the least proficient in producing new texts comparable to what they have studied. This is primarily due to the heavy emphasis on critical and analytical skills, with minimal attention given to creativity within the curriculum. The research identified the following strengths of the curriculum:

- The newly derived curriculum for business communication integrates literature and interdisciplinary reading, offering students an opportunity to balance communicative aspects and literary understanding to broaden their perspectives.
- Emphasizing business communication, the course prioritizes language proficiency and pedagogical depth while focusing on interdisciplinary reading and research-oriented texts to enhance students' academic and professional growth.
- By incorporating literature, the curriculum empowers students to express themselves, fosters creativity and critical thinking through critical reading, and develops their professional communication skills, particularly in business contexts.
- Creativity and critical thinking are woven into the curriculum, which also emphasizes workplace communication to equip students with essential business skills and ensure their professional success post-graduation.
- The literature component is well-structured, encompassing genres like essays, fiction, poetry, and plays, along with an introduction to authors and their contributions, fostering a comprehensive literary foundation.
- While the curriculum aims to empower learners with practical and behavioural skills, its theoretical bias, reliance on traditional teaching methods, lack of ICT integration, limited creative and critical thinking activities, insufficient focus on functional aspects of language, and inadequate authentic resources and internal assessments are notable weaknesses that need to be addressed.

Recommendations of the Study

Drawing from the findings of the study, the following suggestions have been put forward to improve the current curriculum of BBS English:

- Designing a curriculum with interdisciplinary readings, authentic resources, and diverse exercises is essential to prepare students for meaningful and effective learning while fostering creativity and critical thinking.
- To address contemporary global and societal needs, the curriculum should include texts from business modules, cultural literature, and grammar, enabling better communication and creative writing skills.

- Introducing a dedicated course on grammar and language functions will build foundational skills for effective communication in business and situational contexts.
- Employing innovative, learner-centred, and research-oriented methodologies, along with robust internal assessments and assignments, can significantly enhance students' learning outcomes through formative evaluation.

Conclusion

The curriculum reflects an effort to address contemporary needs by emphasizing communicative and business-oriented skills alongside practical and behavioural competencies. However, its effectiveness is undermined by several challenges. The reliance on traditional teaching methods disconnects it from modern tools like ICT, essential for contemporary business and language applications. Limited activities and exercises hinder the development of creativity and critical thinking, while the heavy focus on theory comes at the expense of practical, functional language use and real-world applications. Although language, business, and literature are key themes, the curriculum fails to emphasize their practical utility. Furthermore, the absence of authentic reading resources and a comprehensive internal assessment system reduces opportunities for active engagement and meaningful skill development. Addressing these gaps requires integrating ICT tools, incorporating more creative and critical thinking exercises, focusing on functional language use, and enhancing the curriculum with authentic resources and robust assessment mechanisms to ensure active learning and continuous improvement.

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