



North Bengal International University

Faculty of Arts

Department of English

**Outcome Based Curriculum for 4-Years BA (Honors) Program
(Semester: 8)**

Program Code: 02161

Vision of the University: The vision of the university is to become a leading edge educational institution of the country by providing high quality education to the young generation in order to equip them with the knowledge and skill necessary for the development of the country. It aims at attracting good students, faculty and staff from home and abroad.

Mission of the University:

- To enforce education for the development of the country.
- To spread the light of education to all sections of the society.
- To ensure quality education at affordable cost.
- To develop social values and humanism among students through proper environment.

Department of English

Vision of the department: The vision of the department is to produce global graduates, skilled in linguistic knowledge and literary thinking. Our graduates will lead successful professional careers in the national and global organizations by demonstrating intense professionalism and upholding professional, social and ethical values that are highly needed to establish a sustainable future for the country. They will nurture the spirit of lifelong learning through Outcome Based Education and be self motivated to be in long term pursuit of knowledge both for personal and professional needs and thus will be recognized as competent graduates who are updated with the knowledge of contemporary issues and capable of responding to national and global needs.

Mission of the department:

M1. The Department of English at North Bengal International University helps students build knowledge of the content and methods of language and literature.

M2. Our faculty is committed to produce graduates as active, productive and engaged members of society on local, national and international level. Our graduates will become successful professionals in the field of education, research, business, law, government, and publishing.

M3. The Department helps develop student's creative ability and critical thinking.

M4. The department offers opportunities to explore identity, values, manners, and morals through different co-curricular activities.

Objectives:

Objectives of the 4-year BA Honours in English Programme are to help:

- the learners develop as complete human beings
- develop a strong moral sense in the learners
- shape the norms, values and identities of the learners as good citizens of Bangladesh
- develop the learners' agency
- develop their critical intellect to analyze, interpret and evaluate

- develop literary/ aesthetic sensibilities of the learners
- develop the learners' proficiency in all the four Major skills of English language and their sub-skills
- develop the learners as good teachers of English language and literature for the future
- enable learners to appreciate literature and critically analyze literary pieces.
- enable learners to face global challenge of career competition

Bachelor of Arts (Hons.) in English

The BA (Honours) in English will be a 4-year programme of 140 credits, spread over 08 semesters. The programme will cover courses in British and American literature, linguistics, ELT and language skills training courses with some general education programme.

Graduate attributes (GAs):

Comprehensive knowledge in English Language and Literature	Department of English includes courses covering all important periods and genres of literatures written in English, as well as offerings in creative, expository, and professional writing, criticism, and linguistics. All these improve skills for analyzing texts and implementing them in practical life.
Rational thinking, critical reasoning and creative mind	Our courses help extend, deepen, and refine critical thinking of students. The graduates can relate texts to the social, cultural, and historical contexts in which they were produced.
Interpersonal and communication skills and ethical stability.	The department produces literate individuals who can gather, analyze, and communicate information effectively as well as think creatively and draw independent conclusions--skills that are the cornerstone of a healthy society.
Adaptability and flexibility at different cultural settings	Being students of language and literature they will enjoy a sound communication skill in English. They will learn to communicate effectively in any situation with confidence to comprehend, write, present, give and receive instructions.

Programme Educational Objectives:

The Programme Educational Objectives are broad statements set for long term. These objectives elucidate the expected achievements by the learners in terms of their career and professional development after the program of the studies, usually within four to five years or more after graduation.

The PEOs of BA in English are driven from the vision and mission of NBIU and the programme. As the PEOs can be minimum 3 and maximum 4/5, the set PEOs are:

PEO 1: Our graduates will have quality education at affordable cost who will be able to demonstrate intense professionalism and uphold professional, social and ethical values that are highly needed to establish a sustainable future for all.

PEO 2: Our graduates will grow sufficient knowledge of English Language, Grammar, English Literature and Applied Linguistics in order to creatively apply the philosophies and techniques in all relevant fields.

PEO 3: Our graduates from all sectors of society will be equipped with a wide range of diverse skills including communication, interpretative, analytical and leadership skills that will make them holistically sound and competent.

PEO 4: Our graduates will be humane who would nurture the spirit of lifelong learning and be self motivated to be in long term pursuit of knowledge both for personal and professional needs. Thus they will be recognized as competent graduates who are updated with the knowledge of contemporary issues and enriched with social values and be capable of responding to national and global needs.

Program Learning Outcomes:

The Program Learning Outcomes (PLOs) are the statement of abilities/attributes the learners should possess. These outcome statements describe what knowledge and abilities the learners are supposed to have and what they are able to perform by the end of program studies. Upon the successful completion of the B.A in English program, the learners will acquire the following graduate attributes:

PLOs

PLO 1: Literary and Linguistic Knowledge

Demonstrate mastery of the discipline by detailing the development and current practices of literary and linguistic theories, rhetoric, and grammar

PLO 2: Practical Ability

Demonstrate mastery of the discipline by characterizing, instantiating, and critiquing the dominant critical theories, methodologies, and practices in the field.

PLO 3: Creative Thinking

Demonstrate a creative awareness and knowledge of the literary, cultural, artistic, socio-historical and theoretical contexts in which literature is written, produced and read.

PLO 4: Lifelong learning

Recognize the importance of lifelong learning and develop the motivation and ability to be engaged in independent learning for long term

PLO 5: Communication

Communicate the thoughts and ideas to the audience and accomplished in four language skills

Ethics

PLO 6: Grow sense of ethics and practice social and ethical values both in personal and professional life

PLO 7: Analysis

Analyze the internal structure of contemporary English, including knowledge of language and literature both

Transferrable Skills

PLO 8: Develop a variety of transferable skills, such as analysis, judgment, attention to detail and professional knowledge ,through practice and usage of modern technology,

Application

PLO 9: Benefit from interdisciplinary nature of both English literature and linguistics by linking them to other related studies through subject areas such as English language teaching, EPP, Creative Writing, Editing and Media

Text Creation

PLO 10: Develop skills to create authentic discourse

PEOs	Mission 1	Mission 2	Mission 3	Mission 4
PEO1		✓	✓	✓
PEO2	✓	✓	✓	✓
PEO3		✓	✓	✓
PEO4	✓	✓		✓

PLOs	PEO1	PEO2	PEO3	PEO4
PLO 1		✓	✓	
PLO 2		✓	✓	
PLO 3			✓	
PLO 4	✓			✓
PLO 5	✓	✓	✓	✓
PLO 6	✓	✓	✓	✓
PLO 7			✓	
PLO 8			✓	
PLO 9		✓		
PLO 10		✓		

Courses	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
Remedial Grammar in Use ENG 0232-1101	✓				✓					✓
Speaking & Listening ENG 0232-1102	✓			✓	✓					
Introduction to Literature: Drama ENG 0232-1103	✓	✓								✓
Introduction to English Literature: Poetry ENG 0232-1104	✓	✓					✓			
Reading Skills ENG 0232-1205		✓			✓		✓			
Writing Skills ENG 0232-1206	✓				✓				✓	
Introduction to Literature: Fiction ENG 0232-1207	✓			✓				✓		
Introduction to Linguistics ENG 0231-1208	✓									
Romantic Poetry ENG 0232-1209	✓	✓								✓
Elizabethan and Jacobean Drama ENG 0232-2101			✓				✓			
Advanced Reading & Writing ENG 0232-2102		✓	✓		✓					
English Phonetics and Phonology ENG 0231-2103	✓									
Social and Political History of England ENG0232-2104				✓						✓
Advanced Grammar ENG 0232-2205	✓								✓	✓
English for Professional Purpose ENG 0232-2206					✓				✓	

Asian Literature ENG 0232- 2207			✓				✓			
17 th Century English Prose ENG 0232- 2208		✓	✓	✓						
Poetry from Chaucer to Milton ENG 0232-3101	✓				✓		✓			
Asian & Western Classic in Translation ENG 0232-3102			✓							✓
Classics in Translation:Drama ENG 0232-3103		✓			✓	✓				
Restoration and 18 th Century literature ENG 0232-3204		✓	✓							
Language & Media ENG 0211-3205							✓	✓	✓	
World Literature in Translation ENG 0232-3206			✓		✓					
English Novel from Austin to Hardy ENG 0232- 4101			✓				✓	✓		
Discourse Analysis ENG 0232- 4102	✓									✓
Introduction to Western Philosophy ENG 0223-4103		✓								✓
Victorian Prose & Poetry ENG 0232- 4204			✓		✓			✓		

American Literature ENG 0232- 4205							✓			✓
Literary Criticism ENG 0232- 4206			✓							✓
20 th Century British Literature ENG 0232- 4207	✓				✓	✓				
Introduction toELT ENG 0231- 4208	✓					✓			✓	

Faculty of Arts

OBE Curriculum for BA Honours in English Programme

Duration of the Program:

The duration of the programme will be 4 years. It will consist of 2 semesters each year (Spring and Fall) and a total of 8 semesters.

Admission Requirements:

Students will be admitted through an admission test each semester through a central admission committee consisting of the Vice-Chancellor, Pro-Vice-Chancellor, if any, the Deans of the Faculties and the Chairpersons of the Departments.

Total Credits:

Total minimum credits to complete the program will be 140.

Total Class weeks:

Total twenty two (22) weeks for classes & two (2) weeks for examinations (approx.) in each semester.

Minimum CGPA required for graduation: 2.00

Maximum academic years for completion:

Six (06) years.

Category of Courses:

i) General Education Courses:

There will be nine (09) GED courses.

ii) Core Courses:

There will be thirty one (31) core courses.

iii) Elective Courses:

N/A

iv) Capstone Courses:

One course at the end of every year.

Semester-wise courses of 6 (six) month semester

1st Semester (First Year, 1st Semester)

Sl. No	Course No	Course Title	Credits
1	ENG 0232-1101	Remedial Grammar in Use	03
2	ENG 0232-1102	Speaking & Listening	03
3	ENG 0232-1103	Introduction to Literature: Drama	03
4	ENG 0232-1104	Introduction to English Literature: Poetry	03
5	BAN 0232-01	Bangla Language and Literature	04

2nd Semester (1st Year, 2nd Semester)

6	ENG 0232-1205	Reading Skills	03
7	ENG 0232-1206	Writing Skills	03
8	ENG 0232-1207	Introduction to Literature: Fiction	03
9	ENG 0231-1208	Introduction to Linguistics	03
10	ENG 0232-1209	Romantic Poetry	04
11	ENG 0232-1210	Viva-Voce	02

3rd Semester (2nd Year, 1st Semester)

12	ENG 0232-2101	Elizabethan and Jacobean Drama	03
13	ENG 0232-2102	Advanced Reading & Writing	03
14	ENG 0231-2103	English Phonetics and Phonology	03
15	ENG 0232-2104	Social & Political History of England	03
16	HUM 0222-03	Bangladesh Studies	04

4th Semester (2nd Year, 2nd Semester)

17	ENG 0232-2205	Advanced Grammar	03
18	ENG 0232-2206	English for Professional Purpose	03
19	ENG 0232-2207	Asian Literature	03
20	ENG 0232-2208	17 th Century English Prose	03
21	ICT 0611-04	Information and Communication Technology	04
22	ENG 0232-2209	Viva-Voce	02

5th Semester (3rd Year, 1st Semester)

23	ENG 0232-3101	Poetry from Chaucer to Milton	03
24	ENG 0232-3102	Asian & Western Classic in Translation	03
25	ENG 0232-3103	Classics in Translation: Drama	03
26	HUM 0223-05	Normative and Meta Ethics	04
27	CMG 0321-06	Understanding Communication and Media	04

6th Semester (3rd year, 2nd semester)

28	ENG 0232-3204	Restoration and 18 th Century literature	03
29	ENG 0211-3205	Language & Media	03
30	ENG 0232-3206	World Literature in Translation	03
31	LAW 0421-07	Introduction to Law	04
32	POL 0312-08	Introduction to International Relations	04
33	ENG 0232-3207	Viva-Voce	02

7th Semester (4th Year, 1st Semester)

34	ENG 0232-4101	English Novel from Austin to Hardy	04
35	ENG 0232-4102	Discourse Analysis	03
36	ENG 0223-4103	Introduction to Western Philosophy	03
37	PSYCO 0313-09	Introduction to Psychology	04
38	BUS 0417-10	Entrepreneurship Development and Career Education	04

8th Semester (4th Year, 2nd Semester)

39	ENG 0232-4204	Victorian Prose & Poetry	03
40	ENG 0232-4205	American Literature	03
41	ENG 0232-4206	Literary Criticism	03
42	ENG 0232-4207	20 th Century British Literature	03
43	ENG 0231-4208	Introduction to ELT	03
44	ENG 0232-4209	Terminal/Term Paper + Viva-Voce	04
Total Credits			140

Courses Details of BA Honours (Six month semester)

Course Code: ENG 0232-1101

Course Title: Remedial Grammar in Use Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

The course will revisit the different areas of grammar. The major areas of focus will be contextual and authentic grammar. Among other aspects, the course will cover use of the parts of speeches in sentences, word order, Phrases, clauses and sentences, subject verb agreement, pronoun agreements, sequence of tenses, right form of verbs.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to
CLO 1: Define Parts of Speeches; identify those in context.

CLO 2: Understand & explain word order; clauses & sentences.

CLO 3: Develop their own writing skill. CLO 4: Use authentic sentences.

CLO 5: Write paragraph & essays correctly.

Course Content:

Contextual and authentic grammar	parts of speeches
	word order, Phrases
	clauses and sentences
	subject verb agreement

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2										
CLO 3										
CLO 4					✓					
CLO 5										✓

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	parts of speeches	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	word order, Phrases	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	clauses and sentences	pair work, writing	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	subject verbagreement	pair work, writing	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Contextual and authentic grammar	Free-hand writing	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

Murphy, R. (1956). *Introduction to English Grammar*. Cambridge University Press; 3rd edition. 2010.
 Nasefield, J.C , *English Grammar, part iv*. Macmillan. 1956.
 Quirk, R . *A University Grammar of English*. Longman; Abridged edition. 1973.
 Leech and Svartvick . *Communicative Grammar of English*. Routledge; 3rd edition.2003. Wren and Martin. *High School English Grammar*, S. Chand publishing; regular edition. 2017.Thomson and Marinet. *English Grammar*. Oxford University Press; 6th edition. 1990.

Course Code: ENG0232- 1102 Course Title: Speaking and ListeningCredits: 03

Marks Distribution: Total 100Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course aims at helping students develop their oral communication and listening skills. The oral communication will focus on everyday communication; communication in formal and informal conversation. Among other things, the course will cover notions and functions, talking about persons, places, things, environments and familiar situation, interviews, taking part in meetings and presentation skills. Listening skill will focus on sound recognition, word recognition, listening for specific meaning and general comprehension.

Course learning Outcomes (CLOs):

- On successful completion of this course, the students will be able to
- CLO 1: Communicate with others efficiently in English.
 - CLO 2: Show expertise in presenting formal lecture / speech.
 - CLO 3: Describe places, persons readily (extempore).
 - CLO 4: Recognize sounds, words.
 - CLO 5: Learn & explain from oral presentation or audio lessons.

Course Content:

Listening	Sound recognition, Word recognition.
	Listening for specific meaning & general comprehension.
Speaking	Everyday Communication (formal & informal conversation)
	Describing persons, places & situations.

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2				✓						
CLO 3					✓					
CLO 4										
CLO 5										

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Sound Recognition	Practice oriented class-Pair work-Reading- Audio lessons	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.

CLO 2	Word Recognition	Discussion sessions-Pair work-Reading	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	Listening for specific meaning & general comprehension	Audio lessons	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Everyday Communication (formal & informal conversation)	Communicative approach will be followed	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Describing persons, places & situations.	Communicative approach will be followed	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

Jones, L. *Notions in English*; CUP. 1986.

John Blundel et al. (1987) *Functions in English*. OUP. 1987. Nolasco, R. *Speaking*. O.U.P. 1987.

Alderson, A and T. Lurich. *T Listening*. OUP. 1988. Brown, G. *Listening to Spoken English*. Longman. 1977.

Course Code: ENG 0232-1103

Course Title: Introduction to Literature: Drama Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

The course introduces students the basic ideas, concepts and aspects of drama. Among other things it covers:

Definition of Drama; Drama as a special genre of literature; Types of Drama: Tragedy, comedy, Tragi-comedy; history plays; aspects of drama: dialogue, setting, action, plot structure, conflict, dramatic irony, characterization, setting, theme. The texts for this course are:

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to CLO 1: Explain drama as a genre of literature.

CLO 2: Define types of drama & its parts. CLO 3: Explain basic elements of a drama. CLO 4: Differentiate between types of dramas.

CLO 5: Explain & implement the lessons creatively from dramas in their practical need.

Course Content:

G.B. Shaw	<i>Pygmalion</i>
J.M. Synge	<i>Riders to the Sea</i>
Eugene O'Neil	<i>Ile</i>
Shakespeare	<i>As You Like it</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2	✓	✓								
CLO 3										
CLO 4										
CLO 5										✓

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Pygmalion	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Riders to the Sea	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	Ile	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	As You Like it	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.

			Final test.
CLO 5	Pygmalion	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

Boulton, M ,*Anatomy of Drama*. Routledge 1st edition. 2015.
Kennedy, X.J , *Literature: An Introduction to Fiction, Poetry and Drama*. 2004.
Gill,R. *Mastering English Literature*. Red Globe Press 3rd edition. 2006.

Course Code: ENG0232- 1104

Course Title: Introduction to Literature: PoetryCredits: 03

Marks Distribution: Total 100Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

The students will be introduced to poetry as a genre of literature. The will be introduced to aspects like language of poetry (ornamental language), sound effect in poetry, rhyme and rhythm, stanza forms, Imagery, Mood and Tone. They will be introduced to different forms of poetry/verse forms such as descriptive, narrative, lyric, sonnet, elegy, ballad, and epic.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able toCLO 1: Explain Poetry as a genre of literature.

CLO 2: Describe types of poems.

CLO 3: Explain & identify ornamental language.CLO 4: Define rhythm, imagery, mood, tone etc.CLO 5: Read & explain poems.

Course Content:

William Shakespeare	“Sonnet 116”
Andrew Marvel	“To his Coy Mistress”
Thomas Gray	“Elegy Written in a Country Churchyard”
Jonathan Swift	“A Description of the Morning”
P.B. Shelley	“Ozymandias”
Robert Browning	“My Last Duchess”
Alfred Tennyson	“The Lotos Eaters”
Robert Frost	“Stopping by Woods on a Snowy Evening”
Ted Hughes	“Pike”

Adrienne Rich	“Aunt Jennifer’s Tiger”
Archibald McLeish	“Ars Poetica”
Mathew Arnold	“The Scholar Gypsy”

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2										
CLO 3										
CLO 4		✓								
CLO 5							✓			

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	William Shakespeare Andrew Marvel	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Thomas Gray Jonathan Swift	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	P.B. Shelley Robert Browning Adrienne Rich	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Robert Browning Alfred Tennyson Archibald McLeish	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Robert Frost Ted Hughes Mathew Arnold	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

- Abram M.H. *A Glossary of Literary Terms*; Earl Mepeck, 7th edition. 1999.
 Alexander L.G. *Poetry and Prose Appreciation for Overseas Students*; Longmans publications. 1969.
 Bolton M. *Anatomy of Poetry*; Routledge publications. 2015.
 Brooks and Waren *Understanding Poetry*; Holt Rinehart and winston. 1976.
 Kennedy X.J. *Literature: An Introduction to Fiction, Poetry and Drama*; Longman Publications. 2004.
 Gill. R. *Mastering English Literature*. Red Globe Press; 3rd edition. 2006

Course Code: ENG 0232-1205 Course Title: Reading Skills Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course focuses on helping students develop their reading skills in English. The subskills will cover reading for specific information, Reading for details or general comprehension, summarizing, predicting, guessing word meaning, understanding sentence meaning, surveying text organization, interpreting, and evaluating texts, identifying mood, tone attitude etc. Both literary and non-literary texts will be dealt with in the course.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to
 CLO 1: Read with specific interest.

CLO 2: Explain & summarize texts.

CLO 3: Find out specific information from a given text. CLO 4: Analyze & interpret different styles of a text.

CLO 5: Understand literary & non literary writings.

Course Content:

Reading Comprehensions	reading for specific information, Reading for details or general comprehension, summarizing, predicting, guessing word meaning, understanding sentence meaning etc.
Reading texts	surveying text organization, interpreting, and evaluating texts, identifying mood, tone attitude etc.

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1		✓								
CLO 2							✓			
CLO 3							✓			
CLO 4										
CLO 5					✓					

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Reading Comprehensions	Classroom Lecture-Discussion sessions-Reading	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Reading Comprehensions	Comprehension Practice	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	Reading Comprehensions	Comprehension Practice	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Reading texts	Reading Practice from text	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Reading texts	Reading Practice from text	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

- Sachs. T.U.(1974) *Now Read On*; Longman publications.
 Walter. C.(1982) *Authentic Reading*; Cambridge University Press; Teachers edition.Greenwood. J.(1988) *Class Readers*; Oxford University Press.
 Gower. R. (1989)*Reading Literature*;Longman Publishing Group.
 Queen. D(1982) *Configurations: American Short Stories for the EFL Classrooms*; English Teaching Division, Educational and cultural affairs, International Communicative Agency.
 Greenall S. and Swan. M. (1986)*Effective Reading*; Cambridge University Press.

Course Code: ENG 0232- 1206Course Title: Writing Skills Credits: 03

Marks Distribution: Total 100Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course will try to help students develop their writing skills in English. It will cover formal and informal letter writing, paragraph and essay writing using different techniques of development. Special focus will be on writing academic essays and assignment. Among other things it will cover writing correctly with unity, coherence and cohesion.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to CLO 1: Write correct sentences in English.

CLO 2: Write formal & informal letters.

CLO 3: Develop paragraph & essays using different techniques of writing. CLO 4: Define different types of paragraphs.

CLO 5: Develop their writing skill.

Course Content:

Remedial Grammar
Paragraph and essay writing
All forms of letters
Precis/ summary / amplification

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2										
CLO 3									✓	
CLO 4										
CLO 5					✓					

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Remedial Grammar	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Paragraph and essay writing	Free hand Writing	Internal (Assignment/ Presentation, Class Test, Midterm) & Final test.

CLO 3	All forms of letters	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Precis/ summary	Classroom Lecture-Discussion sessions-Writing	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Amplification	Classroom Lecture-Discussion sessions-Writing	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

Whitten.M.E.(1990); *Herbace College Handbook; Harcourt Brace Jovanovich, 11th edition.*
 Littlebrown. (2011); *Compact Little Brown Handbook; Pearson publications.*
 Imhoof and Hudson; (1975) *From Paragraph to Essay; Longman publications.*
 Langan. J.(2018); *College Writing Skills and Reading; MacGraw –Hill Education, 10th edition.*
 Kirsznner and Mandell. (2016); *A College Rhetoric; Bedford/ St, Martins, 13th edition.*

Course Code: ENG 0232-1207

Course Title: Introduction to Literature: Fiction Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course seeks to introduce students to the basic aspects of fiction. It focuses on theme, narrative technique, plot and plot construction, incidents/episodes, setting, and characterization in a work of fiction.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to
 CLO 1: Define basic aspects of fiction.

CLO 2: Explain & identify themes, narrative technique, plot etc.

CLO 3: Describe setting, characterization in a work of fiction.

CLO 4: Write essay on the mentioned topics.

CLO 5: Grasp messages from the text for the betterment of their life & society at large.

Course Content:

Katherine Mansfield	<i>The Garden Party</i>
Earnest Hemingway	<i>Old Man at the Bridge</i>
Jonathan Swift	<i>Gulliver's Travels: Voyage to Lilliput</i>
George Orwell	<i>Animal Farm</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2										
CLO 3										
CLO 4								✓		
CLO 5				✓						

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Katherine Mansfield	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Earnest Hemingway	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	Jonathan Swift	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Jonathan Swift	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	George Orwell	Free hand Writing	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

Boulton. M.(2014); *Anatomy of Fiction*; Routledge ,1st edition. Forster. E.M.(1956);*Aspects of the Novel*; Mariner Books.1st edition.Kennedy .X.J.(2015) *Introduction to Literature*; Pearson,13th edition.
 Gill.R.(2006) *Mastering Literature*; Red Globe Press,3rd edition.
 Abram M.H(1999)*A Glossary of Literary Terms*;Earl Mepeck,7th edition.

Course Code: ENG 0231- 1208**Course Title: Introduction to LinguisticsCredits: 03****Marks Distribution: Total 100Internal Assessment: 50**

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50 Rationale of the Course:

The course covers various definitions of language; Types of language study: Descriptive, historical and comparative linguistics, synchronic and diachronic study of language; basic concepts of language study: langue and parole, sign, signifier and signified, competence and performance, syntagmatic and paradigmatic perspectives of language study; areas of language study: phonology, morphology, syntax, semantics, discourse and text.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to
 CLO 1: Define & explain language.

CLO 2: Describe different types of language study.

CLO 3: Explain basic concepts of language study.CLO 4: Describe areas of language study.

CLO 5: Explain & elaborate different technical terms used in language study.

Course Content:

Definitions of language; Types of language study
Basic concepts of language study: langue and parole, sign, signifier and signified, competence and performance
Phonology,morphology, syntax,semantics, discourse and text.

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2										
CLO 3										
CLO 4										
CLO 5								✓		

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Definitions of language; Types of language study	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Basic concepts of language study: langue and parole, sign, signifier and signified, competence and performance	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	Phonology, morphology.	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Syntax, Semantics,	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Discourse and text.	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

Yule. G.(2016);The Study of Language; Cambridge University Press.6th edition.Lyons. J.(1981);Linguistics: An Introduction; Cambridge University Press.
 Bloomfield.(1984);Language; University of Chicago Press, Reprint edition.Bollinger .D.(1968); Aspects of Language; Harcourt,Brace and World,Inc. Fromkin(2018); Introductory Linguistics; Cengage Learning,11th edition. Robins R.H.(1997);Linguistics: Routledge,4th edition.

Varshney.R.L.(1985);Linguistics;BOC.
 Verma and Krishnaswamy(1997));Modern Linguistics; Oxford University Press.Yule.G.(2020); The Study of Language; Cambridge University Press,7th edition.
 O’ Grady. William(2009) Contemporary Linguistics: An Introduction; Bedford/ St. Martins,6th edition.

Course Code: ENG 0232-1209 Course Title: Romantic PoetryCredits: 03

Marks Distribution: Total 100Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course deals with a selection of poetry texts by William Blake, William Wordsworth, Samuel Taylor Coleridge. It will familiarize students with the characteristics & significance of their age. This course intends to offer a critical look at the forms of poetic presentation of the poets from Romantic period.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: Describe Romantic Period & it’s intellectual and social values.CLO 2: Analyze specific poets & their works.

CLO 3: Write essays on relevant topics.CLO 4: Read literary English texts.

CLO 5: Recite the poems and grasp it’s meaning for practical purpose.

Course Content:

William Blake	Selections from <i>Songs of Innocence and Songs of Experience</i>
William Wordsworth	<i>The Prelude</i> Book 1“Tintern Abbey” “Ode on Intimations of Immortality”

	Lucy Poems "The World is too Much with US"
Samuel Taylor Coleridge	"The Rime of the Ancient Mariner" "Christabel" "Dejection: An Ode" "Kubla Khan"

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2										
CLO 3										✓
CLO 4										
CLO 5		✓								

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	William Blake	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	William Blake	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	William Wordsworth	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Samuel Taylor Coleridge	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Samuel Taylor Coleridge	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

Bowra. C.M.(1961); *Romantic Imagination*; Galaxy Books, Unknown Edition.
 Fry. Northrop.(1968); *A Study of English Romanticism*; Random House, 1st edition. Hough G.(1967); *The Romantic Poets*; Hutchinson, 3rd edition.
 Abercombe. L. (1965); *The Art of Wordsworth*; Archon Books. Yarlott.G.(2017); *Coleridge and the Abyssinian Maid*; Routledge Publications.

Course Code:**ENG 0232-1210****Course Title: Viva-Voce Credits: 02****Marks Distribution: Total 50 Rationale of the Course:**

The course aims at developing their personal skills to prove themselves as competent individuals.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to
 CLO 1: present themselves confidently

CLO 2: show expertise in their subject knowledge

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2							✓			

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	all courses from 1 st & 2 nd Semester	Lectures & classroom discussions	Oral Examination
CLO 2	all courses from 1 st & 2 nd Semester	Lectures & classroom discussions	Oral Examination

Course Code: ENG 0232-2101

Course Title: Elizabethan and Jacobean Drama Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course contains the major dramatists of Elizabethan and Jacobean period: from Christopher Marlowe to Ben Jonson. It will familiarize students with drama as one of the genres of literature & the characteristics of contemporary culture will also be attained.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to CLO 1: Narrate the political & historical views of the time.

CLO 2: Identify major writers of the period and analyze their craftsmanship. CLO 3: Read texts of the period with the irregularities of language.

CLO 4: Write essays on relevant topics.

CLO 5: Exercise the acquired knowledge from course in their life.

Course Content:

Christopher Marlowe	<i>Doctor Faustus</i>
Shakespeare	<i>Macbeth</i>
John Webster	<i>The Duchess of Malfi</i>
Ben Jonson	<i>The Alchemist</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1			✓							
CLO 2							✓			
CLO 3										
CLO 4										
CLO 5										

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Christopher Marlowe	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Shakespeare	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	Shakespeare	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	John Webster	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Ben Jonson	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

- Boklund. G. (1962); *The Duchess of Malfi: Sources, Themes, Characters*; Harvard University Press.
 Bowers. F. (1966); *Elizabethan Revenge Tragedies*; Princeton University Press.
 Brooke. N. (1969); *The Moral Tragedy of Faustus*; Plagrave, London.
 Campbell. L. (1952); *Doctor Faustus: A Case of Conscience*; PMLA 67(2), 219-239. doi:2307/460096 Ellis.
 U.M. –Fermor. (1953); *The Jacobean Drama: An Interpretation*; Methuen London.
 Henderson. P. (1974); *Christopher Marlowe*; Harvester Press, 2nd edition. Leech. C. (1963); *Webster: The Duchess of Malfi*; Edward Arnold.
 Ribner. L. (1962); *Jacobean Drama: The Quest of Moral Order*; Routledge, 1st edition.
 Simpton. P. (1979); *Studies in Elizabethan Drama*; Arden Library.
 Steam. J.B. (1970); *Marlowe: A Critical Study*; Cambridge University Press.

Course Code: ENG 0232-2102

Course Title: Advanced Reading & Writing Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course focus seeks to develop students' reading skills in English. The sub-skills will cover reading for specific information, reading for details or general comprehension, summarizing, predicting, guessing word meaning, understanding sentence meaning, surveying text organization, interpreting, and evaluating texts, identifying mood, tone attitude etc. Both literary and non-literary texts will be dealt with in the course.

The course also tries to help students develop their writing skills in English. It will cover formal and informal letter writing, paragraph and essay writing using different techniques of development. Special focus will be on writing academic essays and assignment. Among other things it will cover writing correctly with unity, coherence and cohesion.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: Develop their reading skills. CLO 2: Develop their listening skills.

CLO 3: Use grammatically correct sentences. CLO 4: Learn to write formal letters.

CLO 5: Exercise the acquired knowledge from course in their life.

Course Content:

Reading skills in English: reading for specific information, reading for details or general comprehension, summarizing, predicting, guessing word meaning, understanding sentence meaning.
Surveying text organization, interpreting, and evaluating texts, identifying mood, tone attitude etc.
Writing skills in English. It will cover formal and informal letter writing, paragraph and essay writing using different techniques of development.
Writing academic essays and assignment.

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1			✓							
CLO 2										
CLO 3										
CLO 4					✓					
CLO 5		✓								

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Reading skills in English: reading for specific information, reading for details or general comprehension, summarizing, predicting, guessing word meaning, understanding sentence meaning.	Reading Comprehension Practice	Internal (Assignment, Class Test, Midterm) & Final test.
CLO 2	Reading skills in English: reading for specific information, reading for details or general comprehension, summarizing, predicting, guessing word meaning, understanding sentence meaning.	Discussion sessions-Reading from text	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	Surveying text organization, interpreting, and evaluating texts, identifying mood, tone attitude etc.	pair work, free-hand writing	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Writing skills in English. It will cover formal and informal letter writing, paragraph and essay writing using different techniques of development.	pair work, free-hand writing	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Writing academic essays and assignment.	Free-hand writing	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.

References:

- Boklund. G. (1962); *The Duchess of Malfi: Sources, Themes, Characters*; Harvard University Press.
- Bowers. F. (1966); *Elizabethan Revenge Tragedies*; Princeton University Press.
- Brooke. N. (1969); *The Moral Tragedy of Faustus*; Plagrave, London.
- Campbell. L. (1952); *Doctor Faustus: A Case of Conscience*; PMLA 67(2), 219-239. doi:2307/460096
- Ellis. U.M. –Fermor. (1953); *The Jacobean Drama: An Interpretation*; Methuen London.
- Henderson. P. (1974); *Christopher Marlowe*; Harvester Press, 2nd edition.
- Leech. C. (1963); *Webster: The Duchess of Malfi*; Edward Arnold.
- Ribner. L. (1962); *Jacobean Drama: The Quest of Moral Order*; Routledge, 1st edition.
- Simption. P. (1979); *Studies in Elizabethan Drama*; Arden Library.
- Steam. J.B. (1970); *Marlowe: A Critical Study*; Cambridge University Press.

Course Code: ENG 0231- 2103

Course Title: English Phonetics and Phonology Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

The course covers different aspects of segmental and Suprasegmental phonetics and phonology.

It puts emphasis on:

1. Definition of Phonetics and Phonology
2. Differences between Phonetics and Phonology
3. Speech organs
4. Consonant sounds and their classification according to places and manners
5. Vowel sounds and their classifications: diphthongs and Triphthongs
6. Suprasegmental Phonetics: Rules of elision and Assimilation, Stress and Intonation

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: Define phonetics & phonology and find out the differences between these.

CLO 2: Explain speech organs.

CLO 3: Sort out consonant sounds and their classification according to places and manners.

CLO 4: Search / identify vowel sounds and their classification.

CLO 5: Develop correct pronunciation.

Course Content:

Definition of Phonetics and Phonology
Differences between Phonetics and Phonology
Speech organs & Consonant sounds and their classification according to places and manners
Vowel sounds and their classifications: diphthongs and Triphthongs & Suprasegmental Phonetics: Rules of elision and Assimilation, Stress and Intonation

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2										
CLO 3										
CLO 4										
CLO 5										

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Definition of Phonetics and Phonology	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Differences between Phonetics and Phonology	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	Speech organs & Consonant sounds and their classification according to places and manners	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Vowel sounds and their classifications:diphthongs and Triphthongs &	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.

	Suprasegmental Phonetics.		
CLO 5	Rules of elision and Assimilation, Stress and Intonation	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

A.C. Gimson, (Third Edition-Pp.xvi+352.,1980); An Introduction to the Pronunciation of English: (This Daniel Jones , (Book,1922) ; An Outline of English Phonetics Daniel Jones , (Jun 8,2006); English Pronouncing Dictionary Peter Roach , (May 19,2020); English Phonetics and Phonology: A Practical Course .

Course Code: ENG 0232- 2104

Course Title: Social and Political History of England Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course deals with the social & political history of England: Anglo-Saxon settlement, The Norman Conquest and Medieval England, Medieval Age, Renaissance up to 1650 Puritan Revolution and Restoration; The Glorious Revolution, Development of the Cabinet in the 18th Century, Industrial Revolution, Colonial Expansion and Emergence of the British Empire, The Victorian Period, The World Wars.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: Explain the emergence of the nation- English

CLO 2: Narrate the social and political development of the nation. CLO 3: Gather lessons from different issues of history.

CLO 4: Use knowledge of politics and of social reformation. CLO 5: Relate religious issues with the development of a nation.

Course Content:

Anglo-Saxon settlement
The Norman Conquest and Medieval England
Medieval Age
Renaissance up to 1650
Puritan Revolution and Restoration
The Glorious Revolution
Development of the Cabinet in the 18 th Century
Industrial Revolution
Colonial Expansion and Emergence of the British Empire
The Victorian Period
The World Wars.

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2										
CLO 3				✓						
CLO 4										✓
CLO 5										

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Anglo-Saxon settlement; The Norman Conquest and Medieval England	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Medieval Age; Renaissance up to 1650	Classroom Lecture-Discussion sessions	Internal (Assignment/ Presentation, Class Test, Midterm) & Final test.

CLO 3	Puritan Revolution and Restoration; The Glorious Revolution	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Development of the Cabinet in the 18 th Century; Industrial Revolution	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Colonial Expansion and Emergence of the British Empire; The Victorian Period; The World Wars.	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

G.M. Travelyan, (1944); English Social History

T.F. Taut ; An Advanced History of Great Britain. Macaulay L(1848); The History of England.

Course Code: ENG 0232-2205 Course Title: Advanced Grammar Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course will deal with some modern aspects and use in English grammar. The contents will definitely help a student sharpen his use of grammar in making sentences and get accustomed to the changed grammatical attitude in the language of English. It is expected that the students will be able to enrich the knowledge of modern usage in syntactical, semantic and transformational-generative principles in English Language. The following topics will be discussed:

- British and American English
- Formal and Informal English
- Sequence of Tense, Antecedent and Apposition
- Sentence structure and clause
- The use of subjunctive and Dangling Modifiers
- Illogical Comparatives, Causative verbs, State and Event verbs
- Use of Compounds
- Taboo, New Connotation

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: Find out the differences between British & American English. CLO 2: Differentiate between formal & informal English.

CLO 3: Use Tense, verbs, modifiers correctly. CLO 4: Use modern English.

CLO 5: Write grammatically correct sentences.

Course Content:

British and American English
Formal and Informal English
Sequence of Tense, Antecedent and Apposition
Sentence structure and clause
The use of subjunctive and Dangling Modifiers
Illogical Comparatives, Causative verbs, State and Event verbs
Use of Compounds
Taboo, New Connotation

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2										
CLO 3										
CLO 4									✓	
CLO 5										✓

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	British and American English; Formal and Informal English	Classroom Lecture-Discussion sessions	Internal (Assignment, Class Test, Midterm) & Final test.
CLO 2	Sequence of Tense, Antecedent and	Classroom Lecture-Discussion sessions	Internal (Assignment, Class Test, Midterm) &

	Apposition; Sentence structure and clause.		Final test.
CLO 3	The use of subjunctive and Dangling Modifiers.	Classroom Lecture-Discussion sessions	Internal (Assignment, Class Test, Midterm) & Final test.
CLO 4	Illogical Comparatives, Causative verbs, State and Event verbs.	Classroom Lecture-Discussion sessions	Internal (Assignment, Class Test, Midterm) & Final test.
CLO 5	Use of Compounds; Taboo, New Connotation.	Classroom Lecture-Discussion sessions	Internal (Assignment, Class Test, Midterm) & Final test.

References:

Eastwood, John (2005 , Oxford Guide to English Grammar:(Oxford University Press)
Nelson, Gerald C (2018)..An Introduction to English Grammar:(Taylor & Francis)Murphy R, (1985);English Grammar in Use;(Cambridge University Press).

Course Code: ENG 0232-2206

Course Title: English for Professional Purpose Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This is a course for students who wish to develop their skills in working with frequently used workplace documents and genres in both traditional and electronic formats. Course activities and assessments help students learn to create structurally effective, grammatically accurate and contextually appropriate documents. Target genres will include business letters, emails and job application packages. Additionally the development of a professional person in online environments may be covered. Coursework will emphasise the development of grammatical accuracy, effective writing from evidence, and reader-centred business writing

- Business and job letter writing: Purpose and functions of business letter, letter planning, patterns of business letters, job letters.
- Tools for internal communication: Memorandum, office order, circulars.
- Understanding business communication: Communicating successfully in an organization, Good news and neutral messages, bad news messages.
- Basics of business reports : Short and long reports
- Short Oral presentations.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to CLO 1: Write business letters.

CLO 2: Write memorandum, office orders, circulars.

CLO 3: Write business reports. CLO 4: Give oral presentations.

CLO 5: Communicate successfully for an organization.

Course Content:

Business and job letter writing: Purpose and functions of business letter, letter planning, patterns of business letters, job letters.
Tools for internal communication: Memorandum, office order, circulars.
Understanding business communication: Communicating successfully in an organization, Good news and neutral messages, bad news messages.
Basics of business reports : Short and long reports
Short Oral presentations.

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2									✓	
CLO 3										
CLO 4										
CLO 5					✓					

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Business and job letter writing: Purpose and functions of business letter, letter planning, patterns of business	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.

	letters, job letters.		
CLO 2	Tools for internal communication: Memorandum, office order, circulars.	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	Understanding business communication: Communicating successfully in an organization, Good news and neutral messages, bad news messages.	Classroom Lecture-Discussion sessions; Pair work.	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Basics of business reports : Short and long reports	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Short Oral presentations.	Discussion sessions- Presentations.	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

A. Ashley (1992) , A Handbook of Commercial Correspondence .Orient Blackswan ;Fluency in English H. Ramsey Fowler ;The Little Brown Handbook
A. S. Hornby (1948) ;Oxford Advanced Learner’s Dictionary of Current English
Taylor, S. (2005): Communications for Business: A Practical Approach (4th Edition). Harlow: Longman.
Downes, C (2008) :Cambridge English for Job Hunting. Cambridge: Cambridge University Press.
English, L.M.and Lynn,S (1995) : Business Across Cultures: Effective Communication Strategies. Harlow: Longman.

Course Code: ENG 0232-2207Course Title: Asian LiteratureCredits: 03

Marks Distribution: Total 100Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50 Rationale of the Course:

This course deals with a selection of texts by Robindranath Tagore, Valmiki, Sadat Hossain Manto, Yukio Mishima, Imrul Qays, Khalil Gibran, Shi Naian. It will familiarize students with the characteristics of the texts. This course intends to offer a critical look at the forms of poetic presentation from as early as Valmiki pointing out the shifts as they continue with the other succeeding authors in the course.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to CLO 1: Explain issues related to Asian Literature.

CLO 2: Analyze particular authors & their philosophy.

CLO 3: Narrate socio-political issues & their relation to literary works. CLO 4: Write essays on relevant topics.

CLO 5: Read & explain different perspectives of writing/ particular texts.

Course Content:

Robindranath Tagore	<i>Gitanjali</i>
Valmiki	<i>Ramayana</i>
Sadat Hossain Manto	<i>Short Stories of Manto</i>
Yukio Mishima	<i>Sea of Fertility</i>
Imrul Qays	<i>The Golden Ode</i>
Khalil Gibran	<i>The Phrophet</i>
Shi Naian	<i>Water Margin</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2										
CLO 3			✓							
CLO 4										
CLO 5							✓			

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Robindranath Tagore; Valmiki	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Sadat Hossain Manto ; Yukio Mishima	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 3	Imrul Qays	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	Khalil Gibran	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Shi Naian	Classroom Lecture-Discussion sessions	Internal (Assignment/Presentation Class Test, Midterm) & Final test.

References:

Hossain Ahmed (2017) ; South Asian Literature .

Ghosh Amitav ,References [edit](2007) ; The Glass PalaceHamid Mohsin (2007) ; The Reluctant Fundamentalist Adib Khan ,1994 , Seasonal Adjustments.

Course Code: ENG 0232-2208

Course Title: 17th Century English ProseCredits: 03

Marks Distribution: Total 100Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course deals with a selection of texts by Bacon, Addison and Steel, Lamb and Macaulay. It aims to will introduce students with the characteristics of their age. The students will be able to

understand the 17th century society and their culture. They will form a deep understanding of the language traditions and values of that era.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO1: explore the 17th century society, their culture, language traditions and values
CLO2: study the impact of society on literature of that time

CLO3: be acquainted with the writing styles of the authors of that period and practice it
CLO4: develop their critical insight into literature and comprehend it better

CLO5: enhance their perception to life through analysis of text

Course Content:

Francis Bacon	“Of Truth” ; “Of Death”; “Of Adversity”; “Of Marriage and Single Life”; “Of Great Place”; “Of Studies”; “Of Ambition”
Addison and Steel	Selections from the <i>Coverley Papers</i> : “The Spectator Club” ; “Sir Roger at Church”
Charles Lamb	Selections from <i>Essays of Elia</i> : “The South Sea House”; “Christ’s Hospital Five and Thirty Years Ago”; “Dream Children: a Reverie”; “A Bachelor’s Complaint of the Behaviour of Married People”; “A Dissertation Upon Roast Pig”
T.B. Macaulay	“Minutes on Indian Education”

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2			✓							
CLO 3					✓					
CLO 4										
CLO 5				✓						

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Francis Bacon	Lectures with discussionsessions.	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 2	Addison and Steel	Lectures, peer discussion	Internal (Assignment/

		sessions.	Presentation, Class Test, Midterm) & Final test.
CLO 3	Charles Lamb	Communicative approach will be followed	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 4	T.B. Macaulay	Task-based, practice oriented class focusing on intensive practice.	Internal (Assignment/Presentation, Class Test, Midterm) & Final test.
CLO 5	Charles Lamb	Students will prepare Presentation.	Classroom presentation

References:

- Lamb, C. (1890). Essays of Elia. London: George & bell Sons.*
 Pooley, R. (1590). *English Prose of The Seventeenth Century*. London: Routledge & Kegan Paul Ltd.
 Will, D. H. (1944). *Charles Lamb and His Friends*. New York: Bobbs-Merrill.

Course Code:

ENG 0232-2209

Course Title: Viva-Voce Credits: 02

Marks Distribution: Total 50 Rationale of the Course:

The course aims at developing their personal skills to prove themselves as competent individuals.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to
 CLO 1: present themselves confidently

CLO 2: show expertise in their subject knowledge

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2							✓			

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	all courses from 3 rd & 4 th Semester	Lectures & classroom discussions	Oral Examination
CLO 2	all courses from 3 rd & 4 th Semester	Lectures & classroom discussions	Oral Examination

Course Code: ENG 0232-3101

Course Title: Poetry from Chaucer to Milton Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50 Rationale of the Course:

This course deals with a selection of poetry texts by Chaucer, Spenser, Donne and Milton. It will familiarize students with the characteristics of their age. This course intends to offer a critical look at the forms of poetic presentation from as early as Chaucer, pointing out the shifts as they continue with the other succeeding poets in the course.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO1: demonstrate sufficient knowledge of the nature of poetry as a genre
CLO2: show considerable expertise in unveiling various layers of the text

CLO3: connect the themes and characters of the pieces to contemporary issues and events
CLO4: stimulate classroom discussions about various forms of poetry beginning with Chaucer

CLO5: train themselves in creative and analytical thinking and communicate these thoughts through writing

Course Content:

Geoffrey Chaucer	<i>The General Prologue</i>
Edmund Spenser	<i>The Faerie Queen</i> . Book 1, Cantos 1-4,
John Donne	“The Good Morrow”; “Go and Catch a Falling Star”; “The Canonization”; “The Flea”; “A Valediction: Forbidding Mourning”; “The Ecstasy”; “The Sun Rising”; “The Funeral”
John Milton	<i>Paradise Lost</i> , Book-1.

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2							✓			
CLO 3										
CLO 4					✓					
CLO 5										

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Geoffrey Chaucer	Lectures with discussionsessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) &Final Examination
CLO 2	Edmund Spenser	Lectures, peer discussion sessions.	Classroom presentation
CLO 3	John Donne	Task-based, practice orientedclass focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 4	John Milton	Students will prepare Presentation.	Classroom presentation
CLO 5	John Donne	Lectures with discussionsessions.	Internal (Assignments/Presentation, Class tests, Midterm) &Final Examination.

References:

- Bennet, J.W. (1942). *The Evaluation of The Faerie Queen*. US: The University of Chicago Press.
- Bowden, M. (1948). *A Commentary on The General Prologue to the Canterbury Tales*. New York: Macmillan Co.
- Davis, B.E.C. (1962). *Edmund Spenser: A Critical Study*. Canada: Russell & Russell, Inc.
- Legouis, P. (1962). *Donne the Craftsman*. Canada: Russell & Russell, Inc.
- Rodrum. A. (1966). *A Critical Commentary on Milton's Paradise Lost*. New York: Macmillan Co.

Course Code: ENG 0232-3102**Course Title: Asian and Western Classics in Translation Credits: 03****Marks Distribution: Total 100 Internal Assessment: 50**

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50 Rationale of the Course:

The objective of this course is to introduce students to the Asian and western classical literature in English translation. The course also aims to help students understand and study ancient literature that has shaped the development of epic in the later periods. By reading the English translation of the classics written originally in Greek, Latin and Bengali.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to CLO 1: explore epic and its conventions

CLO 2: recognize what definitive features make a text classic and enrich their learning experience

CLO 3: develop insight about ancient life and society

CLO 4: interpret the text by applying contemporary culture and literary knowledge

CLO 5: explain through discourse, how classics are different in their appeal and significance from other texts

Course Content:

Homer	<i>The Iliad</i> , Books 1 & 2
Virgil	<i>The Aeneid</i> (Dido Episode)
Dante	<i>Inferno</i> (Cantos 1-10)
Tagore. R	<i>Gitanjali</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2										
CLO 3										
CLO 4			✓							
CLO 5										✓

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Homer	Lectures with discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	Virgil	Lectures, peer discussion sessions.	Classroom presentation
CLO 3	Dante	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 4	Tagore. R	Lectures and classroom discussions	Internal (Assignments/Presentation, Class tests, Midterm) & Final Examination.
CLO 5	Dante	Students will prepare Presentation.	Classroom presentation

References:

- Bowra, C.M. (1962). *From Virgil to Milton*. New York: Macmillan Co.
 Camps, W.A. (1980). *An Introduction to Homer*. UK: OUP.
 Murray, G. (2006). *The Rise of Greek Epic*. USA: Kessinger Publishing.

Course Code: ENG 0232-3103

Course Title: Classics in translation: DramaCredits: 03

Marks Distribution: Total 100Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50**Rationale of the Course:**

The objective of this course is to introduce students to the western classical dramas in English translation. The course also aims to help students understand and study ancient literature that has shaped the development and of drama in the later periods by reading the English translation of the classics written originally in Greek and Latin.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to CLO 1: explore the classical dramatic traditions

CLO 2: evaluate the human and literary values of the classical literature

CLO 3: explore the evolution of dramas from tragedy to comedy and give judgement on it

CLO 4: critically appreciate classics and classical literature through their writing

CLO 5: evaluate to what extent the classical dramatic traditions flow into contemporary literary traditions and be motivated to communicate their thoughts about it

Course Content:

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

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2						✓				
CLO 3										
CLO 4		✓								
CLO 5					✓					

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Sophocles	Lectures with discussion sessions	Internal Assessment
			(Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	Aeschylus	Students will prepare Presentation	Classroom presentation

CLO 3	Euripides	Task-based, practice oriented class focusing on intensive practice	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 4	Aristophanes	Lectures, peer discussion sessions	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 5	Aeschylus	Communicative approach will be followed	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination

References:

Bowra, C. M. (1944). *Sophoclean Tragedy*. UK: OUP.

Luce, J. V. (1975). *Homer and the Heroic Age*. London: Thames & Hudson Publishers.

Murray, G. (1913). *Euripides and his Age*. USA: H. Holt.

Course Code: ENG 0232-3204

Course Title: Restoration and 18th Century Literature Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

Reflecting the intellectual milieu of Period of Enlightenment, Restoration and 18th Century Literature imitated the classics of ancient Greek and Roman literature as these were taken to be models of perfection in human artistic creation. In the selection of subject matters, it was often serious about human flaws and therefore advocated an acutely felt need of controlling them with social, religious and rational orders. Human follies have largely been covered with satire that is essentially comic. This course features four authors who occupy the centre of Restoration and 18th Century Literature: Dryden, Pope, Swift and Congreve.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: discover how Restoration and 18th Century Literature is a shift from the preceding areas of literature

CLO 2: explore how the authors positioned themselves in relation to the society and life they lived in

CLO 3: exhibit sufficient knowledge on the nature of Restoration and 18th Century Literature

through practice

CLO 4: connect the texts with existing socio-cultural, political and religious contexts. CLO 5: assess how

much literary value these works create in the long run

Course Content:

John Dryden	<i>Absalom and Achitophel</i>
William Congreve	<i>The Way of the World</i>
Jonathan Swift	<i>Gulliver's Travels</i>
Alexander Pope	<i>The Rape of the Lock</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2		✓								
CLO 3										
CLO 4			✓							
CLO 5										

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	John Dryden	Lectures with discussionsessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	William Congreve	Lectures, peer discussionsessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 3	Jonathan Swift	Communicative approach will be followed	Internal (Assignment/Presentation, Class tests, Midterm) & Final Examination.
CLO 4	Alexander Pope	Task-based, practice orientedclass focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 5	Jonathan Swift	Students will prepare Presentation.	Classroom presentation

References:

Butt, J. (1969). *Pope, Dickens and Others*. UK: Edinburgh U.P.
 Hishet, G. (2015). *The Anatomy of Satire*. New Jersey: Princeton University Press.
 Tillotson, G. (1971). *Rape of the Lock and Other Poems*. London: Routledge.

Course Code: ENG 0211-3205 Course Title: Language and Media Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

The course will introduce some basic theories of media and communication with a view to acquainting students with the nature, purpose, special features as well as the policies and politics of media communication and communication ethics. The course also comprises of some practice sessions to familiarize students with media writings and with the use of English language in media.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to CLO 1: familiarize themselves with the use of English language in media

CLO 2: explore the nature, purpose and functions of media communication

CLO 3: analyse the policies and politics of media communication

CLO 4: gain both theoretical and practical knowledge in media communication

CLO 5: apply the theoretical knowledge in their real life situations in case of any kind of media writings

Course Content:

Concepts of Communication	The nature and contexts of communication, fundamental elements of the communication process, intrapersonal and interpersonal communication, communication through mass media, perception-the process of understanding, persuasion, language-meaning- communication
Concepts of Journalism	Early developments of mass media, media history in human civilization, definition and the principles of journalism, concepts about news and its elements, the rise of media theory in the age of propaganda, news media in the digital age, media ethics and libel
Concepts of New Media	social media and its approaches, ethical issues of digital news media

Power of the Media	producing identities, consuming the media
Key concepts of Films/Movies	key terms of films/movies, major film approaches-German expressionism; Soviet social realism; French surrealism; Italian neorealist and the French New Wave; understanding the film industry—preproduction-production-postproduction
Interviews and features	The basic news editing skills, mainly for newspapers—Copy editing, headline writing, rewriting etc.
Discourse analysis of media	critical analysis of language –examination of ideology-politics of representation- the role of media in the social construction of reality-the influence of mass media
Writing for the media	basic reporting skills for print and electronic media; techniques of gathering information and writing; writing different news stories

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1									✓	
CLO 2										
CLO 3							✓			
CLO 4										
CLO 5								✓		

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching–Learning Strategy	Assessment Strategy
CLO 1	<ul style="list-style-type: none"> • Concepts of Communication • Concepts of Journalism • Concepts of New Media 	Lectures with discussionsessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	Power of theMedia	Students will prepare Presentation.	Classroom presentation
CLO 3	Key concepts of Films/Movies	Lectures, peer discussionsessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 4	<ul style="list-style-type: none"> • Interviews and features • Discourse analysis of 	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination

	media		
CLO 5	Writing for the media	Communicative approach will be followed	Internal (Assignment/Presentation, Class tests, Midterm) & Final Examination.

References

- Berlo, D.K. (1960). *The Process of Communication*. New York: Holt, Rinehart and Winston Publications.
- Dary, D. (1973). *How to Write News for Broadcast and Print Media*. U.S.: TAB Books Inc.
- Devito, J. (2018). *Human Communication*. New York: Pearson.
- Dobkin, B.A. & Pace, R.C. (2006). *Mass Media in a Changing World*. U.S.A: McGraw Hill Publications.
- Fedler, F (eds). (2016). *Reporting for the Media*. U.K. : Oxford University Press.
- Kunczik, M. (1988). *Concepts of Journalism*. Germany: Friedrich-Ebert-Stiftung Publications.
- Rivers, W L. (1975). *The Mass Media: Reporting, Writing and Editing*. New York: Joanna Cotler Books.
- Schramm, W.(ed). (1960). *Mass Communication*. Illinois: University of Illinois Press.

Course Code: ENG 0232-3206

Course Title: World Literature in Translation Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course will acquaint students with some of the greatest masterpieces of world literature. It intends to introduce students with selected European plays of 19th and 20th centuries in English translation. The course will give a comparative view on the development of literary discourses across Europe in different periods and times.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: develop the ability to evaluate literature from a global perspective CLO 2: discover the principle of unity in the diversity of nations and culture

CLO 3: explore a worldview informed by diverse social, global and multicultural viewpoint CLO

4: develop their critical insight into world literature and explain it better in future

CLO 5: engage in discussions with their peers about these European literatures and write better essays about it

Course Content:

Henrik Ibsen	<i>A Doll's House</i>
Leo Tolstoy	<i>The Death of Ivan Ilych</i>
Albert Camus	<i>The Outsider</i>
Bertolt Brecht	<i>Mother Courage and her Children</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2										
CLO 3			✓							
CLO 4										
CLO 5					✓					

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Henrik Ibsen	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	Leo Tolstoy	Lectures, peer discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 3	Albert Camus	Lectures with discussion sessions.	Internal Assessment (Assignment/Presentation, Class tests, Midterm) & Final Examination
CLO 4	Bertolt Brecht	Lectures and group discussion	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 5	Henrik Ibsen	Students will prepare Presentation.	Classroom presentation

References:

- Brecht, B. (1991). *Mother Courage and her Children*. New York: Grove Press.
 Camus, A. (2012). *The Outsider*. UK: Penguin Classics.
 Ibsen, H. (1992). *A Doll's House*. New York: Dover Publications.
 Tolstoy, L. (ed). (2012). *The Death of Ivan Ilych*. UK: Vintage Publications.

Course Code:**ENG 0232-3207****Course Title: Viva-Voce Credits: 02****Marks Distribution: Total 50 Rationale of the Course:**

The course aims at developing their personal skills to prove themselves as competent individuals.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: present themselves confidently

CLO 2: show expertise in their subject knowledge

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2							✓			

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	all courses from 5 th & 6 th Semester	Lectures & classroom discussions	Oral Examination
CLO 2	all courses from 5 th & 6 th Semester	Lectures & classroom discussions	Oral Examination

Course Code: ENG 0232-4101**Course Title: English Novel from Austin to Hardy Credits: 04****Marks Distribution: Total 100 Internal Assessment: 50**

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50**Rationale of the Course:**

The course comprises of novels of 18th & 19th century. These novels bear testimony of that age. All these novels will help students know the writing styles of the time. They will get the flavor of

English culture, language and different aspects of the society of that particular period.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: have a better analytical knowledge of the English society of 18th & 19th century
 CLO 2: develop their critical insight into literature and explain it better in the long run
 CLO 3: explore their culture, language, tradition and values

CLO 4: explore the mindset of society at that time about women and connect it with the existing contexts

CLO 5: apply the knowledge gained from this course in their real life situations to develop their skills

Course Content:

Jane Austen	<i>Pride and Prejudice</i>
Emily Bronte	<i>Wuthering Heights</i>
Charles Dickens	<i>Great Expectations</i>
Thomas Hardy	<i>Tess of the D'Urberville</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1							✓			
CLO 2										
CLO 3			✓							
CLO 4										
CLO 5								✓		

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Jane Austen	Lectures with discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	Emily Bronte	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 3	Charles Dickens	Lectures, peer discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination

CLO 4	Thomas Hardy	Students will prepare Presentation.	Classroom presentation
CLO 5	Emily Bronte	Communicative approach will be followed	Internal (Assignments/Presentation, Class tests, Midterm) & Final Examination.

References

- Abercombe, L. (1927). *Thomas Hardy: A Critical Study*. Oxford: Oxford University Press.
- Allot, M. (ed). (1992). *Wuthering Heights: A Selection of Critical Essays*. London: Palgrave Macmillan Publications.
- Brown, D. (1961). *Thomas Hardy*. Harlow: Longmans.
- Bush, D. (1975). *Jane Austen*. New York: Macmillan Publishing Company.
- Collins, P. (1968). *Dickens and Crime*. Bloomington: Indiana University Press.
- Cycil, D. (1934). *Victorian Novelists: Essays on Revaluation*. U.K.: Constable & co. ltd.
- Dyson, A.E. (1968). *Charles Dickens: Modern Judgements*. UK: Macmillan Education.
- Gerin, W. (1971). *Emily Bronte*. U.K.: Clarendon Press.
- Gissing, G. (1924). *Critical Studies of the Works of Charles Dickens*. USA: Greenberg publisher Inc.
- Kavanagh, J.H. (1985). *Emily Bronte*. Oxford: Basil Blackwell Publications.
- Lascelles, M. (1939). *Jane Austen and Her Art*. Oxford: The Clarendon Press.
- Liddell, R. (1974). *The Novels of Jane Austen*. UK: Allen Lane Publications.

Course Code: ENG 0232-4102 Course Title: Discourse Analysis Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

The course aims at the theoretical understanding and practical use of correct English sentences in different discourses. It helps the learners to construct correct sentences in their communication. students will be introduced to spoken and written discourse. The course will enable students to analyze spoken interaction and evaluate written texts with reference to context, cohesiveness, illocution and inference.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: explore Linguistic forms and functions

CLO 2: identify the role of context in interpretation of language use; cohesion and coherence in interpretation of discourse

CLO 3: explore transactional and interactional views of language; written and spoken language;

written and spoken text;

CLO 4: be motivated to know theoretical aspects of meaning, language use and the situational contexts

CLO 5: explain different factors underlying discourse and enhance their communicative skills

Course Content:

This course focuses on discourse analytic approaches in education and related areas of inquiry. It covers the following:

The Modes of Discourse—Exposition, Description, Narration, Argumentation (EDNA)—are common types of writing students may encounter in writing classes.
Discourse: both of spoken and written language & sentences and utterances
Discourse analysis and language teaching
Language and contexts
Language and communication

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2										
CLO 3										
CLO 4										
CLO 5										✓

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	The Modes of Discourse	Lectures with discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	Discourse: both of spoken and written language	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments /Presentation, Class tests, Midterm) & Final Examination
CLO 3	Discourse analysis and language teaching	Students will prepare Presentation	Classroom presentation
CLO 4	Language and contexts	Lectures, peer discussion sessions.	Internal (Assignments/Presentation, Class tests, Midterm) & Final Examination.
CLO 5	Language and communication	Communicative approach will be followed	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination

References

- Newman, S.P. (1854). *A Practical System of Rhetoric*. New York : Ivison & Phinney Press.
- Nystrand, M. with Gamoran, A., Kachur, R., & Prendergast, C. (1997). *Opening dialogue: Understanding the dynamics of language and learning in the English classroom*. New York: Teachers College Press.
- Ochs, E. & Capps, L. (2001). *Living narrative: Creating lives in everyday storytelling*. Cambridge: Harvard University Press.
- Rogers, R. (2003). *A critical discourse analysis of family literacy practices*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Rogers, R. (2004). *An introduction to critical discourse analysis in education*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Silverstein, M. & Urban, G. (eds). (1996). *Natural histories of discourse*. Chicago: University of Chicago Press.

Course Code: ENG 0223-4103

Course Title: Introduction to Western Philosophy Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

The course specifically focuses on how the principle representatives of mainstream Western Philosophy approach and attempt to solve the fundamental aspects of reality. This course aims to study and explore the primary questions concerning the problem of existence.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: identify and analyze the basic problem of philosophy, evaluate both deductive and inductive arguments

CLO 2: appreciate what philosophy is and the way in which it is relevant to practical issues while writing their answers

CLO 3: locate, evaluate and be motivated to use information from various relevant sources effectively

CLO 4: develop ability to write more sharply organized, focused and effective argumentative essays

CLO 5: participate actively in discussions of philosophical ideas and issues

Course Content:

Platonism
Neo-Platonism
Rationalism and Empiricism
Evolutionism
Marxism
Freud and Jung
Existentialism

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2		✓								
CLO 3										
CLO 4										✓
CLO 5										

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	<ul style="list-style-type: none"> Platonism Neo-Platonism 	Lectures with discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	<ul style="list-style-type: none"> Rationalism and empiricism Evolutionism 	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 3	Marxism	Students will prepare Presentation	Classroom presentation
CLO 4	Freud and Jung	Communicative approach will be followed	Internal (Assignments/Presentation, Class tests, Midterm) & Final Examination.
CLO 5	Existentialism	Lectures with discussion sessions.	Internal (Assignments/Presentation, Class tests, Midterm) & Final Examination.

References

- Blackham, H.J. (1952). *Six Existential Thinkers*. London: Routledge & Kegan Paul Ltd.
 Flew, A. (1971). *An Introduction to Western Philosophy*. Indiana: Bobbs Merrill Publications.
 Fordham, F. (1966). *An Introduction to Jung's Psychology*. Virginia: Penguin Books.
 Freud, S. (1913). *The Interpretation of Dreams*. Germany: Macmillan Publishers

Radhakrishnan, S. (1953). *History of Philosophy: Eastern and Western, vol. 2*. UK: George Allen & Unwin Ltd.
 Russell, B. (1945). *History of Western Philosophy*. UK: George Allen & Unwin Ltd.
 Sartre, J.P. (1948). *Existentialism and Humanism*. Yorkshire: Les Editions Nagel, Methun & Co.

Course Code: ENG 0232-4204 Course Title: Victorian Prose & Poetry Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50 Rationale of the Course:

The course introduces a selection of writings from some of the most significant poets and prose writers of Victorian Period: Newman, Mill, Tennyson and Browning. It aims to acquaint students with the socio-historical, political and ideological currents and undercurrents braided in Britain.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to
 CLO 1: identify the specific writing styles of Victorian writers

CLO 2: interpret the work of selected authors of Victorian age and express their thoughts about them in speech and writing

CLO 3: critically engage with the literary and intellectual cultures of Victorian England
 CLO 4: explore an important period of English literature

CLO 5: analyze the texts and relate them to contemporary issues of present time

Course Content:

Cardinal Newman	<i>The Idea of a University</i>
John Stuart Mill	“On Liberty” (Liberty of Thought and Discussion)
Alfred Tennyson	“The Lady of Shallot”; “The Lotus Eaters”; “Ulysses”; “Locksley Hall”, “Tears Idle Tears”; “Tithonus”; “In Memorium” (Selections)
Robert Browning	“Porphyria’s Lover”; “Love Among the Ruins”; “The Last Ride Together”; “A Grammarian’s Funeral”; “Fra Lippo Lippi”

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2					✓					
CLO 3			✓							
CLO 4										
CLO 5								✓		

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Cardinal Newman	Lectures with discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	John Stuart Mill	Communicative approach will be followed	Internal (Assignments/Presentation, Class tests, Midterm) & Final Examination.
CLO 3	Alfred Tennyson	Students will prepare Presentation.	Classroom presentation
CLO 4	Robert Browning	Lectures, peer discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 5	Alfred Tennyson	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination

References:

- Anderson, W.D. (1989). *Mathew Arnold and the Classical Tradition*. USA: University of Michigan Press.
- Bloom and Munich. (ed). (1979). *Robert Browning: A Collection of Critical Essays*. USA: Prentice Hall Direct Publications.
- Buckley, J.H. (1874). *The Victorian Temper*. Cambridge: Harvard University Press.
- Drew, P. (ed). (1966). *Robert Browning: A Collection of Critical Essays*. Massachusetts: Houghton Mifflin Company.
- Honnan, P. (1961). *Browning's Characters*. USA: Yale University Press.
- Johnson, W.S. (1973). *The Voices of Mathew Arnold*. Greenwood: Praeger Publishers.
- Killham, J. (ed). (1960). *Critical Essays on the Poetry of Tennyson*. London: Routledge & CRC Press.
- Latham, J.E.M. (ed). (1973). *Critics on Mathew Arnold*. NSW: George Allen & Unwin Co.
- Lucas, F.L. (1940). *The Victorian Poets*. London: Cambridge University Press.
- McGrath, F. (1951). *Newman's University: Idea and Reality*. London: Longmans, Green and Co.

Course Code: ENG 0232-4205 Course Title: American Literature Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course intends to represent the American canon in the syllabus. Containing selection of texts of different forms that have come to be recognized as classics in American literature this course offers study into early foundational phase of American literature and what makes them distinctly American.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to CLO 1: Develop their knowledge of American literature

CLO 2: identify –Americanness in the texts and be motivated to learn more about it CLO 3: study, analyze and interpret texts coming from American tradition

CLO 4: explore the American context and perspective in any form of representation

CLO 5: give critical view on these literary pieces and produce spoken and written discourses on them

Course Content:

Emily Dickinson	Poems as in <i>the Norton Anthology of American Literature</i> . 6 th ed.
Ernest Hemingway	<i>The Old Man and the Sea</i>
Robert Frost	Poems as in <i>the Norton Anthology of American Literature</i> .
F. Scott Fitzgerald	<i>The Great Gatsby</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2										
CLO 3							✓			
CLO 4										
CLO 5										✓

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Emily Dickinson	Lectures with discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	Ernest Hemingway	Lectures, peer discussion sessions.	Internal (Assignments/Presentation, Class tests, Midterm) & Final Examination

CLO 3	Robert Frost	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 4	F. Scott Fitzgerald	Lectures and group discussions	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 5	Robert Frost	Communicative approach will be followed	Classroom presentation

References

- Cox, J.M. (ed). (1962). *Robert Frost: A Collection of Critical Essays*. USA: Prentice Hall Publisher.
 John, R. & Doyle. (1970). *The Poetry of Robert Frost: An Analysis*. UK: Macmillan Publishers Ltd.
 Lawrence, D.H. (1990). *Studies in Classic American Literature*. USA: Penguin Classics.
 Lehan, R.D.F. (1966). *Scott Fitzgerald's Craft of Fiction*. Illinois: Southern Illinois University Press.
 Sewall, R.B. (1998). *Emily Dickinson*. Cambridge: Harvard University Press.

Course Code: ENG 0232-4206 Course Title: Literary Criticism Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course concentrates on studying some texts on literary theory and literary criticism ranging from some of the earliest to the more recent focusing on the traces and developmental patterns of historical development of critical writing on literature in English. Students are intended to develop an understanding of the terminology associated with literary criticism, and explore different ways in which literature and culture coalesce.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: explore the development of critical tradition through the practices of major critics
 CLO 2: evaluate the opinions of the literary critics prescribed in the course

CLO 3: learn how to approach and appreciate poetry and develop their creative faculty for long term

CLO 4: formulate and construct thoughtful, logical reasoning as a means of analysis and evaluation

CLO 5: write argumentative essays for and against the opinions of the critics they have studied

Course Content:

Aristotle	<i>Poetics</i> (Selection to be made by course teacher)
Johnson	<i>Preface to Shakespeare</i>
Coleridge	<i>Biographia Literaria</i> (as in Norton Anthology)
Wordsworth	<i>Preface to Lyrical Ballads</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2										
CLO 3			✓							
CLO 4										
CLO 5										✓

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Aristotle	Lectures with discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	Johnson	Students will prepare Presentation.	Classroom presentation
CLO 3	Coleridge	Lectures, peer discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 4	Wordsworth	Lectures with discussion sessions.	Internal (Assignments/Presentation, Class tests, Midterm) & Final Examination.
CLO 5	Aristotle	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination

References

- Aristotle. (1997). *Poetics*. UK: Penguin Classics.
 Coleridge, S.T. (2013). *Biographia Literaria*. New York: W.W. Norton & Company.
 Johnson, S. (1989). *Preface to Shakespeare*. UK: Penguin Books Ltd.
 Wordsworth, W. (1979). *Preface to Lyrical Ballads*. USA: Praeger Publishers Inc.

Course Code: ENG 0232-4207

Course Title: 20th Century British Literature Credits: 03

Marks Distribution: Total 100 Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course highlights the twentieth century literature which illustrates a shift in the literary world where the texts became more provisional and more self-questioning. The age witnessed the rage of the two World Wars, capitalism, the rise of technology and the wails of the postcolonial voices at the pits of the British Empire. The course focuses on the key texts of the age and enlightens the students on the major cultural, art and literary movements like surrealism, modernism, postmodernism, etc.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: identify the form, structure and style of writing of the century
CLO 2: be motivated to think critically

CLO 3: exhibit their knowledge and appreciation of 20th Century British Literature

CLO 4: engage themselves in close reading and communicate effectively through their discourse

CLO 5: appreciate the modernity of 20th Century literature and enhance their knowledge and social skills for lifetime

Course Content:

Joseph Conrad	<i>Heart of Darkness</i>
G.B. Shaw	<i>Man and Superman</i>
T.S. Eliot	<i>The Waste Land</i>
W.B. Yeats	<i>Selected Poems</i>

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2										
CLO 3										
CLO 4					✓					
CLO 5						✓				

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Joseph Conrad	Lectures with discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	G.B. Shaw	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 3	Joseph Conrad	Students will prepare Presentation	Classroom presentation
CLO 4	T.S. Eliot	Communicative approach will be followed	Internal (Assignments/Presentation, Class tests, Midterm) & Final Examination.
CLO 5	W.B. Yeats	Lectures, peer discussion sessions	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination

References

- Bentley, E. (2002). *Bernard Shaw: A Reconsideration*. USA: Applause Books.
 Crompton, L. (1970). *Shaw the Dramatist*. U.S.: University of Nebraska Press.
 Guerard, A.J. (1966). *Conrad the Novelist*. Cambridge: Harvard University Press.
 Kimbrough, R.(ed). (1987). *Heart of Darkness*. New York: W. W. Norton & Co Inc.
 Lubock, P. (2007). *The Craft of Fiction*. USA: FQ Classics Publications.
 Mathiessen, F.O. (1980). *The Art of T.S. Eliot*. UK: Faber & Faber Publishers.
 Smith, G. (1956). *T.S.Eliot's Poetry and Plays*. USA: University of Chicago Press.

Course Code: ENG 0231-4208 Course Title: Introduction to ELTCredits: 03

Marks Distribution: Total 100Internal Assessment: 50

Class Attendance: 10

Assignment/ Presentation: 10

Class Test: 10

Midterm: 20

Final Assessment: 50

Rationale of the Course:

This course deals with the current theories and methods of English Language Teaching. It also

includes syllabus design, materials design, testing and evaluation. The broad aim of this course is to produce good English language teachers.

Course Learning Outcomes (CLOs):

On successful completion of this course, the students will be able to

CLO 1: describe different language learning theories

CLO 2: explore different language teaching methods and approaches and link them to other related studies

CLO 3: be motivated to design appropriate syllabus and materials for effective learning and teaching of English

CLO 4: explore English language tests and design tests that examine four skills of English

CLO 5: be responsible and ethical English users

Course Content:

This course covers:

theories of language learning
different methods of language teaching - Grammar Translation Method, Audio-lingual Method, Direct Method, Suggestopaedia, Communicative Language Teaching, Task-Based Language Teaching and learning.
CLT experience in Bangladesh and elsewhere
syllabus design
materials design, testing and evaluation
task design, Lesson Planning and teaching of the different areas and skills of English Language

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	✓									
CLO 2									✓	
CLO 3										
CLO 4										
CLO 5						✓				

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	theories of language learning	Lectures with discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 2	different methods of language teaching	Students will prepare Presentation	Classroom presentation

CLO 3	CLT experience in Bangladesh and elsewhere	Task-based, practice oriented class focusing on intensive practice	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination
CLO 4	<ul style="list-style-type: none"> • syllabus design • materials design, testing and evaluation 	Communicative approach will be followed	Internal (Assignments/Presentation, Class tests, Midterm) & Final Examination.
CLO 5	task design, Lesson Planning and others	Lectures, peer discussion sessions.	Internal Assessment (Assignments/Presentation, Class tests, Midterm) & Final Examination

References

- Bachman, L.F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Elis, R. (2015). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Freeman, D.L. (2011). *Techniques and Principles of Language Teaching*. Oxford: Oxford University Press.
- Howatt, A.P.R. (2004). *History of English Language Teaching*. Oxford: Oxford University Press.
- Mclaughlin, B. (1987). *Theories of Second Language Learning*. UK: Routledge & CRC Press.
- Richards, J.C. & Rodgers, T.S. (2001). *Approaches and Methods of Language Teaching*. UK: Cambridge University Press.
- Spolsky, B. (1989). *Conditions of Second Language Learning*. Oxford: Oxford University Press. 1989.

Course Code:

ENG 0232-4209

Course Title: Terminal/Term Paper & Viva-Voce Credits: 04

Marks Distribution: Total 100 Rationale of the Course:

The course aims at developing their personal skills to prove themselves as competent individuals.

Course learning Outcomes (CLOs):

On successful completion of this course, the students will be able to
CLO 1: present themselves confidently

CLO 2: show expertise in their subject knowledge
CLO 3: write authentic discourse

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1										
CLO 2							✓			
CLO3										✓

Mapping of Teaching–Learning Strategy with CLOs & Contents:

CLOs	Course Contents	Teaching-Learning Strategy	Assessment Strategy
CLO 1	all courses from 7 th & 8 th Semester	Lectures & classroom discussions	Oral Examination
CLO 2	all courses from 7 th & 8 th Semester	Lectures & classroom discussions	Oral Examination
CLO 3	all courses from 7 th & 8 th Semester	Lectures & classroom discussions	Oral Examination

GED Courses

বাংলা ভাষা ও সাহিত্য

কোর্স কোড	BAN 0232-01
ক্রেডিট	০৪
অভ্যন্তরীণ মূল্যায়ন	৩০
মিডটার্ম ও সেমিস্টার ফাইনাল	৭০
পরীক্ষার সময়	৩/৪ ঘণ্টা

যৌক্তিকতা:

সাহিত্য হলো মানব মনের বহুবর্ণিল প্রকাশ। আমরা বাঙালি, আমাদের রাষ্ট্রভাষা বাংলা। অসংখ্য তাজা প্রাণ ও রক্তের বিনিময়ে একমাত্র বাঙালিকেই রক্ষা করতে হয়েছে তাদের নিজ ভাষার সম্মান। আজ এ ভাষা অর্জন করেছে আন্তর্জাতিক মাতৃভাষার স্বীকৃতি। ধ্বনিপরিচয় থেকে শুরু করে ব্যবহারিক বাংলাসহ সাহিত্যের নানাবিধ পঠনপাঠনের বিষয়ে আলোকপাতের মাধ্যমে শিক্ষার্থীকে মানব জীবনের সামাজিক, রাজনৈতিক, মানবিক জ্ঞান দান করা সম্ভব। বাংলা ভাষা ও সাহিত্যের জ্ঞান অর্জনের মধ্য দিয়ে বাঙালির আদি থেকে শুরু করে বর্তমানকাল পর্যন্ত টিকে থাকার জন্য নানা আন্দোলন-সংগ্রাম ও গৌরবগাথা যেমন রাষ্ট্রভাষা আন্দোলন, শিক্ষা আন্দোলন, ছয় দফা আন্দোলন, গণ-আন্দোলন ও মুক্তিযুদ্ধের মাধ্যমে অর্জিত স্বাধীনতা সম্পর্কে ধারণা লাভ করতে পারবে। সর্বোপরি, এ কোর্স অধ্যয়নের মাধ্যমে শিক্ষার্থী একজন যোগ্য ও সুদক্ষ নাগরিক হিসেবে নিজেকে সমাজে প্রতিষ্ঠিত করার সুযোগ পাবে।

উদ্দেশ্য:

এই বিষয় পঠন শেষে শিক্ষার্থীরা সক্ষম হবে-

- বাংলা ভাষা, সাহিত্য ও সংস্কৃতি চর্চা করবে।
- জাতির ইতিহাস ও ঐতিহ্যের অনুসন্ধানের পাশাপাশি শুদ্ধ ভাষাজ্ঞান ও তা অব্যাহত চর্চা করতে পারবে।
- বাংলা ভাষা ও সাহিত্য অধ্যয়নের মাধ্যমে ভাষা ও সাহিত্যের সামগ্রিক রূপরেখার একটি সংক্ষিপ্ত পরিচয় বিশ্লেষণ করতে পারবে।
- মানবিক ও নৈতিক চিন্তা চেতনার বিকাশ ঘটিয়ে দেশ ও সমাজের কল্যাণ করতে সক্ষম হবে।

কোর্সের শিখন ফল (CLO):

এই কোর্স সমাপ্তির পর শিক্ষার্থীরা সক্ষম হবে-

- কোর্সের শিখন ফল (CLO) ১ বাংলা ভাষা ও সাহিত্যের জ্ঞান লাভ করে তার সঠিক ব্যবহার ও বিকাশ ঘটাবে।
- কোর্সের শিখন ফল (CLO) ২ বাংলা ভাষা ও সাহিত্য পাঠের মাধ্যমে ইতিহাস, ঐতিহ্য, সভ্যতা, সংস্কৃতি ও

কোর্সের শিখন ফল (CLO) ৩	জীবনদর্শন সম্পর্কে জ্ঞান অর্জন করে চেতনাকে জাগ্রত করবে। সাহিত্য পাঠের মাধ্যমে সাহিত্যিকের মননশীল ও সৃজনশীল দৃষ্টিভঙ্গি অনুধাবনের মাধ্যমে বাস্তবতা সম্পর্কে ধারণা অর্জন করবে।
কোর্সের শিখন ফল (CLO) ৪	বাংলা সাহিত্যের চর্চা করে চিন্তের ইতিবাচক প্রকাশের মাধ্যমে মানসিক বিকাশ ঘটাবে।
কোর্সের শিখন ফল (CLO) ৫	বাংলা ভাষার শুদ্ধ প্রয়োগের মাধ্যমে প্রমিত উচ্চারণ ও শুদ্ধ বানানের যথাযথ ব্যবহার করে ব্যবহারিক ও কর্মমুখী দক্ষতা অর্জন করবে।
কোর্সের শিখন ফল (CLO) ৬	নৈতিক ও মানবিক মূল্যবোধের মাধ্যমে চেতনার বিকাশ ঘটিয়ে সমাজ ও দেশের উন্নয়নে সহায়ক ভূমিকা রাখবে।

কোর্সের শিখন ফলের সাথে প্রোগ্রামের শিখন ফল ম্যাপিং (Mapping Course Learning Outcomes (CLOs) with the PLOs)

CLO	PLOs ১	PLOs ২	PLOs ৩	PLOs ৪	PLOs ৫	PLOs ৬	PLOs ৭	PLOs ৮	PLOs ৯	PLOs ১০	PLOs ১১	PLOs ১২
CLO ১	✓	✓		✓								
CLO ২						✓				✓		
CLO ৩							✓					
CLO ৪												✓
CLO ৫	✓											
CLO ৬							✓	✓	✓			

কোর্স উপাদানসমূহের সার-সংক্ষেপ (Course Content As Summary)

প্রথম খণ্ড

- ভাষা ও নির্মিতি

ভাষা: বাংলা ধ্বনি ও বর্ণ, স্বর ও ব্যঞ্জন, বাংলা স্বরধনি ও স্বরবর্ণ, বাংলা ব্যঞ্জনধ্বনি ও ব্যঞ্জনবর্ণের উচ্চারণ, সংযুক্ত ব্যঞ্জনবর্ণ, সাধু ও চলিত (প্রমিত) ভাষা, বাংলা বানানের নিয়ম, যতি চিহ্ন, বঙ্গানুবাদ।

নির্মিতি: প্রতিবেদন বা রিপোর্ট

নিবন্ধ: ক. একুশে ফেব্রুয়ারি; খ. মুক্তিযুদ্ধ; গ. বাংলা নববর্ষ; ঘ. বাংলার লোকসংস্কৃতি।

দ্বিতীয় খণ্ড

- সাহিত্য

কবিতা: আবদুল হাকিম-বঙ্গবাণী; মাইকেল মধুসূদন দত্ত- বঙ্গভাষা; রবীন্দ্রনাথ ঠাকুর- নির্ব্বারের স্বপ্নভঙ্গ; কাজী নজরুল ইসলাম- আজ সৃষ্টি সুখের উল্লাসে; জীবনানন্দ দাশ- বাংলার মুখ আমি; হাসান হাফিজুর রহমান- অমর একুশে; শামসুর রাহমান- তোমাকে পাওয়ার জন্য হে স্বাধীনতা;

ছোটগল্প ও অন্যান্য রচনা: রবীন্দ্রনাথ ঠাকুর- পোস্টমাস্টার; বিভূতিভূষণ বন্দ্যোপাধ্যায়- পুঁইমাচা; আখতারুজ্জামান

ইলিয়াস- অপঘাত।

প্রবন্ধ: বঙ্কিমচন্দ্র চট্টোপাধ্যায়- বাঙ্গালা ভাষা; রবীন্দ্রনাথ ঠাকুর- সভ্যতার সংকট।

কোর্স শিখন ফলের সাথে শিক্ষাদান- শেখার কৌশল ও মূল্যায়ন পদ্ধতি (Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy)

কোর্সের শিখন ফল (CLO)	বিষয়	শিক্ষাদান- শেখার কৌশল	মূল্যায়ন পদ্ধতি
CLO ১	বাংলা ভাষা ও সাহিত্যের	পাঠদান ও দল ভিত্তিক	ক্লাস টেস্ট (ছোট প্রশ্ন,
CLO ২	মৌলিকতা এবং বাংলা সাহিত্যের ইতিহাস	আলোচনা	নৈর্ব্যক্তিক, কুইজ, অ্যাসাইনমেন্ট)
CLO ৩	বাংলা সাহিত্যের	পাঠদান, ভিডিও উপস্থাপন	মৌখিক পরীক্ষা ও
CLO ৪	উপকরণের মাধ্যমে বাস্তবিক জ্ঞান, মানসিক বিকাশ ও সৃজনশীলতা	ও আলোচনা, সমস্যা সমাধানের জন্য দলভিত্তিক পড়াশোনা	উপস্থাপনা
CLO ৫	কর্মদক্ষতা, নৈতিক ও	পাঠদান, প্রশ্নোত্তর পর্ব	-
CLO ৬	মানবিক মূল্যবোধ		

চলমান অভ্যন্তরীণ মূল্যায়ন (CIE-Continuous Internal Evaluation) (৩০ নম্বর)

ব্লুমস ক্যাটাগরি	ব্যখ্যা করো, বিশ্লেষণ করো, যথার্থতা বিচার করো, আলোচনা করো, নিরূপণ করো
ক্লাস উপস্থিতি	(১০)
ক্লাস টেস্ট	(১০)
অ্যাসাইনমেন্ট	(১০)
অতিরিক্ত কার্যক্রম	-

মিড-টার্ম ও সেমিস্টার ফাইনাল পরীক্ষা (SMEE-Semester Mid & End Examination) (৭০ নম্বর)

ব্লুমস ক্যাটাগরি	নম্বর
জ্ঞানমূলক	১০
অনুধাবনমূলক	১০
প্রয়োগমূলক	২০
উচ্চতর দক্ষতা	৩০

পর্যবেক্ষণ ও মূল্যায়ন (Assessment and Evaluation)

বিশ্ববিদ্যালয়ের থ্রেডিং কাঠামো অনুযায়ী থ্রেডিং কাঠামো গণনা করা হবে এবং শিক্ষার্থীদেরকে স্বতন্ত্র মূল্যায়ন কাঠামো অনুসারে মূল্যায়ন করা হবে।

১	ক্লাস টেস্ট, অ্যাসাইনমেন্ট, কুইজ, তাৎক্ষণিক পরীক্ষা ইত্যাদি	২০%
২	ক্লাস উপস্থিতি	১০%

৩	মিডটার্ম	২০%
৪	সেমিস্টার ফাইনাল	৫০%
	মোট	১০০%

অনুসরণীয় গ্রন্থ:

রফিকুল ইসলাম, সৌমিত্র শেখর	:	বাংলা ভাষা ও সাহিত্য
হায়াৎ মামুদ	:	বাংলা লেখার নিয়মকানুন
মাহবুবুল হক	:	বাংলা বানানের নিয়ম
আবদুল আলীম	:	বাংলা বানান ও উচ্চারণ শিক্ষা
নরেন বিশ্বাস	:	বাংলা উচ্চারণ অভিধান
মুহম্মদ শহীদুল্লাহ	:	বাংলা সাহিত্যের কথা (১ম ও ২য় খণ্ড)
অসিতকুমার বন্দ্যোপাধ্যায়	:	বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত
গোপাল হালদার	:	বাংলা সাহিত্যের রূপরেখা (১ম ও ২য় খণ্ড)

Bangladesh Studies

1.	Course No. / Course Code	:	HUM 0222-06
2.	Course Title	:	Bangladesh Studies
3.	Course Type	:	General Education (GED)
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	Rationale of the Course	The rationale of the course is to give an outline to the students about the sources of the history of ancient, medieval and modern Bengal. This course also provides knowledge about the social, cultural and political aspects of Bangladesh.	
7.	Course Objectives	This course will intend to give an understanding to the students about historical roots of Bangladesh as an impendent state. This course will also explore in great depth political, socio-cultural vicissitude which led to the manifestation of provincial autonomy and finally independence. It also helps students the valiant efforts of the Freedom Fighters of the Liberation War of 1971.	

8. Course Learning Outcomes

At the end of the course students will be able to:

CLO	Course Learning Outcomes
CLO 1	Recognize the inner significance of the emergence of Bangladesh as a nation and make them patriotic nationals.
CLO 2	Realize the glorious history of Bengali civilization and communal harmony among the people in comparison to the other parts of the globe
CLO 3	Analyze the important aspects of social, political, religious and economic themes of the ancient, medieval and modern Bengal.

CLO 4	Identify the major sources of history, the religious and other movement of medieval Bengal, Muslim rule, British rule, western education and factors behind the growth of Hindu and Muslim middle class.
CLO 5	Know the various development and the heroic efforts of the political parties, leaders and student leaders to become an independence in 1971

9. Course Contents

CLOs	Course Contents
CLO2&3	Unit 1: Topography of Ancient Bengal, Townships of Ancient Bengal, Shashanka, Pala and Sena Dynasties
CLO2&4	Unit 2: Turkish Conquests, Ilyas Shahi Dynasty, Hussain Shahi Dynasty, Akbar's Conquest of Bengal, Bara Bhuiyas and Nawabi Periods, War of Palashi and East India Company, Civil Procedure, Battle of Buxar
CLO4&5	Unit 3: British Foundation of Government, Lord Warren Hastings, Lord Cornwallis and Permanent Settlement, Social and Administrative Reforms, Lord Ripon, William Bentinck, Sepoy Mutiny and Rise of Nationalism, Indian Congress and Muslim League, People of Bengal, Ram Mohan Roy, Abdul Latif, Syed Amir Ali, Causes and Reactions to the Partition of Bengal, Non-Cooperation and Khilafat Movement, Lahore Proposal and India Division,
CLO1&5	Unit 4: Awami League, Language Movement, Cultural Movement, United Front Elections, Six-Part Movement, People's Uprising, 1970 Elections, Bangladesh's Freedom Struggle
CLO1&5	Unit 5: Liberation war and literary and cultural development after 1971, politics after liberation war.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning Outcomes (PLOs):

Course Learning Outcomes (CLOs)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1										√		
CLO2				√								
CLO3		√										
CLO4					√							
CLO5												√

11. Course plan specifying content, CLOs, co-curricular activities (if any) teaching learning and assessment strategy mapped with CLOs

Corresponding	Topic	Teaching-Learning	Assessment Strategy
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CLOs		Strategy	
CLO2&3	Unit 1	Lecture, PPT, Discussion	Quiz, assignment
CLO2&4	Unit 2	Lecture, Participatory Discussion	Written test, presentation
CLO4&5	Unit 3	Lecture, Seminar	quiz, assignment
CLO1&5	Unit 4	Lecture, Participatory Discussion	Written test, tutorial
CLO1&5	Unit 5	Lecture, Participatory Discussion	Written test

12. Learning Materials

12.1 Recommended Reading

অনুসরণীয় গ্রন্থ:

মুনতাসীর মামুন ও মো. মাহবুবর রহমান	স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস
মোস্তফা কামাল	বাঙ্গালী, বাংলাদেশ ও বঙ্গবন্ধু
নীহাররঞ্জন রায়	বাঙালীর ইতিহাস : আদি পর্ব
সুখময় মুখোপাধ্যায়	বাংলার ইতিহাসের দু'শো বছর : স্বাধীন সুলতানদের আমল
মোহাম্মদ হান্নান	বাংলাদেশের মুক্তিযুদ্ধের ইতিহাস
Omar, Badar Uddin	Purba Banglar Bhasha Andolon and Tatkaleen Rajniti
1 st , 2 nd , 3 rd , 4 th and 5 th Five-Year Plans of Bangladesh	
Rao BKR V (ed.)	Bangla-Desh Economy: Problems and Prospects
M. Wazed Ali	Bangladesh Studies

Course Information:	
Course Code	ICT 0611-04
Course Title	Information and Communication Technology
Course Type	GED
Credit/Contact Hours	4.00 (Four Contact Hours per Week)

Course Rationale:

To present with the foremost later innovation and to instruct understudies the fundamental concepts of computer systems.

Course Objectives:

After successfully completing this course, students will-

1. Have solid establishment in understanding the fundamental concepts of distinctive computer systems.
2. Gain solid knowledge and advanced competence on computer.
3. To present the basics of computing gadgets and software.

Course Content:

Computer Basics: Introduction to Studying Computers, History and development of Computers, Generation of Computers, Types of Computers.

Computer Hardware and Peripherals: Basic Units of Computer Hardware, Keyboard, Mouse, Internal structure of CPU, Functions of RAM, ROM and Cache memory, Basic functional mechanism of HDD and CD-ROM, Different types of Monitors, Impact and Non-impact Printers, Scanner, Plotter, Typical Computer specifications.

Software: Classifications, System software, Operating system concepts and importance, components and basic functions of DOS, Windows operating system, Application software's and Utility programs, Computer Virus.

Data Processing: Concepts of Data, Information, and Database, Traditional File Processing, and DBMS.

Computer Networks: Computer networks and its goals, Basic concepts on LAN, MAN, WAN and Internet systems, Internet services, Functions of Modem in Internet.

Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning Outcomes (PLOs)
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CLO No.	Course Learning Outcomes (CLO)	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	Recognize the most-up-to-date innovation in an ever-changing tech.	C1											
CLO2	Illustrate the basics of computers and computer terminology, especially with regard to individual computer equipment and computer program.	C2											
CLO3	Analyze the essentials of computing contraptions.		C4										

CLO No.	CLO Statement	Domain / Level of learning taxonomy	Delivery methods and activities	Assessment tools
CLO1	Recognize the most-up-to-date innovation in an ever-changing tech.	Cognitive domain: level 1	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Audio/Video <input checked="" type="checkbox"/> Web Material	<input checked="" type="checkbox"/> Class Test <input checked="" type="checkbox"/> Midterm <input checked="" type="checkbox"/> Assignment <input type="checkbox"/> Final Exam <input type="checkbox"/> Presentation
CLO2	Illustrate the basics of computers and computer terminology, especially with regard to individual computer equipment and computer program.	Cognitive domain: level 2	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Audio/Video <input checked="" type="checkbox"/> Web Material	<input checked="" type="checkbox"/> Class Test <input checked="" type="checkbox"/> Midterm <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Final Exam <input type="checkbox"/> Presentation
CLO3	Analyze the essentials of computing contraptions.	Cognitive domain: level 4	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Audio/Video <input checked="" type="checkbox"/> Web Material	<input checked="" type="checkbox"/> Class Test <input checked="" type="checkbox"/> Midterm <input checked="" type="checkbox"/> Assignment <input checked="" type="checkbox"/> Final Exam <input checked="" type="checkbox"/> Presentation

Supplementary Reading:

SL No.	Text Book/Reference Book(s)	Author(s)	Online Availability
1.	[1] J. S. Warford, Computer Systems, 5 th ed., 1998	J. Stanley Warford	Link is provided in Google Class Room

Normative and Meta Ethics

1.	Course No. / Course Code	:	HUM 0223-05
2.	Course Title	:	Normative and Meta Ethics
3.	Course Type	:	General Education (GED)
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	Introduction to the Course Ethics is a branch of philosophy which study human conducts and evaluate them in terms of ethical standard and moral values. The question of what is right', 'what is wrong', 'what is good', 'what is bad', are the core concern of ethics. This course is concerned with the fundamental ethical questions related to human life and it is designed to provide students basic knowledge on morality, values and ethical behavior.		
7.	Course Objectives The specific objectives of this course are: <ol style="list-style-type: none"> 1. To acquire basic knowledge on moral values and ethical standards; 2. To develop awareness of virtues and vices, moral and immoral actions; 3. To provide knowledge about the ethical standards of action; 4. To develop fellow feeling among the students through moral motivation; 5. To develop eagerness to be a good citizen through moral motivation. 		
8.	Course Learning Outcomes (CLOs):		

After successful completion of the course, the students will be able to-

CLO	Course Learning Outcomes
CLO 1	Define normative ethics and distinguish between normative ethics and other branches of ethics, relate ethics to metaphysics, religion and psychology.
CLO 2	Define moral, immoral and non-moral actions, compare among desire, motive and intention and apply postulates of morality in various cases.
CLO 3	Assess both subjective ethical relativism and objective ethical absolutism, distinguish between psychological and ethical egoism, point out some differences between the approaches of Bentham and Mill, state the consequences of hedonism, explain Kant's notion of the good will, and Kant's two versions of the categorical imperative.
CLO 4	Define and distinguish between various kinds of moral concepts such as moral evil, vice, sin and crime etc. and also able to argue in favor and against theories of punishment.
CLO 5	Explain the meaning of virtue, distinguish between Plato and Aristotle's concept of virtue, and explain Aristotle's conception of virtue, including his doctrine of the golden mean. Aristotle's conception of virtue, including his doctrine of the golden mean and also able to state different stages of moral life

9. Course Contents:

CLOs	Course Contents
CLO 1	Unit 1(Definition, scope and kinds of normative ethics; and relation with other disciplines): Definition and scope of Ethics; Normative ethics, Meta-ethics and Practical ethics. Origin of ethics, Relation of ethics to metaphysics, religion and psychology.
CLO2	Unit 2 (Various actions, psychological basis and postulates): Moral, immoral and non-moral actions, psychological basis of morality, desire, universe of desires and conflict of desires, motive and intention, postulates of morality; nature and object of moral judgment.
CLO 3	Unit 3 (Moral standards, various stages of moral standard and various perspectives of moral standard): Various perspectives of moral standard; the external versus internal moral standards: the law of the Tribe, Society. State and God; Hedonism and its classification, Intuitionism, Rationalism Perfectionism.
CLO 4	Unit 4(Moral pathology): Moral pathology: Concept of moral evil, vice, sin, crime; Various theories of punishment.
CLO 5	Unit 5 (Various perspectives of virtues): Virtue: The meaning of virtue, Socrates: virtue is knowledge; Plato's treatment of the virtue, Aristotle's concept of virtue.
CLO4	Unit 6(Moral progress): Moral progress: different stages or conditions in the evolution of moral life; conditions of moral progress in individual; possibility of moral progress.
CLO5	Unit 7 (Meta-ethics and main theories of meta ethics): Definition of meta-ethics, Non-naturalism, Emotivism, Prescriptivism, Multi-functionalism, Descriptivism

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning Outcomes (PLOs):

Course Learning Outcomes (CLOs)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1										√		
CLO 2										√		
CLO 3										√		
CLO 4										√		
CLO 5										√		

11. Course plan specifying content, CLOs, co-curricular activities (if any) teaching learning and assessment strategy mapped with CLOs

Corresponding CLOs	Topics	Teaching-Learning Strategy	Assessment Strategy
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CLO1	Unit 1 (Definition, scope and kinds of normative ethics; and relation with other disciplines)	Lecture, PPT, Discussion	Quiz, assignment
CLO2	Unit 2 (Various actions, psychological basis and postulates)	Lecture, Industrial tour	Written test, presentation
CLO3	Unit 3 (Moral standards, various stages of moral standard and various perspectives of moral standard)	Lecture, Seminar	quiz, assignment
CLO4	Unit 4(Moral pathology)	Lecture, Participatory Discussion	Written test, tutorial
CLO5	Unit 5 (Various perspectives of virtues)	Lecture, Participatory Discussion	Written test
CLO4	Unit 6 (Moral progress)	Lecture, Participatory Discussion	Presentation, Business Plan
CLO5	Unit 7 (Meta-ethics and main theories of meta ethics)	Lecture, Discussion, Seminar	Written test, quiz

12. Learning Materials and Recommended Readings:

ABM Mahbulul Islam & Md. Sahadat Hossain (2014) *Application of Ethics morals Manners and Laws* Bangladesh Institute of Islamic Thought

G. E. Moore, *Principia Ethica* (1903) London: Cambridge University Press, First Published

Immanuel Kant (1900) *Fundamental Principles of the Metaphysics of Morals* Trans Thomas Kingsmill Abbott, Longmans, Green, and Co, London, New York

Immanuel Kant (2002) *Critique of Practical Reason* Trans, Werner S. Pluhar, Hackett Publishing Company, Inc, Ithaca / Cambridge

Jadunath Sinha (2001) *A Manual of Ethics*, New Central Book Agency (P) Ltd. Calcutta,

John S. Mackenzie (1961) *A Manual of Ethics*, University tutorial Press Ltd. London,

John Stuart Mill, *Utilitarianism* (1863), Batoche Books Limited, Canada

William Lillie (1957) *An Introduction to Ethics*, Methuen & Co, Ltd, London,

Course Name: Understanding Communication and Media

1.	Course No. / Course Code	:	CMG 0321-06
2.	Course Title	:	Understanding Communication and Media
3.	Course Type	:	General Education (GED)
4.	Credit Value	:	4
5.	Total Marks	:	100

6.	<p>Introduction to the Course</p> <p>Communication and Media has been the core of contemporary civilization across the global. These are prime patrons of our everyday existence. Without understanding the properties, functions and effects of these processes people hardly can confront the influx of changes that tied to crumble the co room of survival and progress.</p> <p>Communication enhances relationship to the self, other and society and in therefore central to general education. Communication education improves critical thinking's, leadership skills and it is pre-requisite to one's success in personal, professional and social life.</p> <p>The media are the most influcatial system of communication which construct and circulate information and organize perception through print picture and sound. Media literacy in general is essential to enhance student's capabilities to understand media systems which are shaping the world.</p>
7.	<p>Course Objectives</p> <p>The primary objective of this course is to orient the students to the fundamental concepts of Communication and media. The specific objectives of the course are-</p> <ul style="list-style-type: none"> To discuss the etymology of the terms communication and media and their definitions; To help the students to discover the communication nature and characteristics of communication and media; To guide the students to understand the typology and functions of communication and media and their effect on individual and society; To facilitate the students in their journey to comprehend leading theories in the respective fields; To help students acquire communication and media making skills;

8.	<p>Course Learning Outcomes (CLOs):</p> <p>After successful completion of the course, the students will be able to-</p>
CLO	Course Learning Outcomes
CLO 1	Develop a deeper sense about the process of communication and media and the knowledge that better explain them.
CLO 2	Explain the history, constituents, nature and characteristics of communication and media.
CLO 3	Differentiate among different forms of communication and media understand functions and effect of their two processes at individual and societal levels.
CLO 4	Critically thinking and understanding communication and media theories and can apply to interpret impacts of communication and media.
CLO 5	Interact skillfully and can make primary media products.

9. Course Contents: There will be two categories of contents; one is for communication segment and other for media. The contents are as follows-

CLOs	Course Contents
CLO 1	Unit 1: Etymology and basic concepts of communication, Etymology, definition and characteristics of media, Etymology, definition and characteristics of media
CLO 2 & 3	Unit 2: Definition of communication, Media typology, Media impacts/effects
CLO 3	Unit 3: Types and functions of communication, Communication skills

CLO 4	Unit 4: Theories of communication, Media theories
CLO 4	Unit 4: History of media evolution
CLO 5	Unit 5: Media making i.e. Photography, PowerPoint Presentation, video production etc.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning Outcomes (PLOs):

Course Learning Outcomes (CLOs)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	√								
CLO 2						√			
CLO 3						√			
CLO 4					√				
CLO 5				√					

11. Course plan specifying content, CLOs, co-curricular activities (if any) teaching learning and assessment strategy mapped with CLOs

Corresponding CLOs	Topic	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Unit 1	Lecture, discussion	Presentation, assignment
CLO 2 & 3	Unit 2	Lecture, group discussion	Written test, presentation
CLO 3	Unit 3 & 4	Lecture, participatory discussion	quiz, assignment
CLO 4	Unit 4 & 5	Lecture, Participatory Discussion	Written test, assignment
CLO 5	Unit 5	Lecture, participatory discussion	Written test, Presentation

12. Learning Materials and Recommended Readings:

Littlejohn, Stephen; Foss, Karen (2009), "Definitions of Communication", *Encyclopedia of Communication Theory*, Thousand Oaks: SAGE Publications, Inc., pp. 296–299,
 Craig, Robert T. (1999). "Communication Theory as a Field". *Communication Theory*. 9 (2): 119–161.
 Ferguson, Sherry Devereaux; Lennox-Terrion, Jenepher; Ahmed, Rukhsana; Jaya, Peruvemba (2014). *Communication in Everyday Life: Personal and Professional Contexts*. Canada: Oxford University Press. p. 464.
 McLuhan, Marshall (2001), *Understanding Media*, 2nd Edition, Published September, 2005 by Routledge

Carr, David (January 6, 2011). "Marshall McLuhan: Media Savant". *The New York Times*. Retrieved 2 November 2011.

Course Title: Introduction to law
Course Code: Law 0421-07
Course Credit: 4
Marks: 100 (70+10+10+10)

Rationale of the Course:

Introduction to law is an investigation of an abstract, general and theoretical nature which seeks to lay bare the essential principles of law. This course reflects on the nature of legal rules and the underlying meaning of legal concept. It comprises philosophy of law and to reflect on the known rules of law, what it is for a rule to be a legal rule, and what distinguishes law from morality, etiquette and other related phenomena. This course also comprises some legal theories of law which serve to emphasize the different facets of law and build up a complete picture of legal concepts. There will be an attempt to describe the function and operation of law in society.

Intended Learning Objectives (ILOs):

The objectives of the course are:

1. to inform students about the notion of law,
2. to enable the students to understand the sources of law with proper chronology, concept of State, and the relationship of State and law;
3. to familiarize the students with the concept of legal and artificial person, ideas of enforcement of legal rights,
4. to acquaint students with the principles of natural justice; civil and criminal administration of justice and an idea of entire judicial mechanism of the state.
5. to inform students about theories and practices of punishment.

Course Learning Outcome (CLOs):

Upon successful completion of this course the students will be expected to:

1. be able to understand the relation of State and law and be able to use the legal mechanism for enforcing legal rights.
2. be able to demonstrate skills to determine right and wrong, breach of rights and duties along with the knowledge of prescribing proper punishment;
3. Differentiate among different types of sources of law and the hierarchy of the sources in different legal systems,
4. become conscious about the Constitution of Bangladesh

CLO

Course Content

- 1 Historical Development of Law, Nature and Classification of Laws, Law and Morals.

- 1 Sources of Law, Theories of Punishment, Forms of Punishment, Law and Society, Role of Law in the Development of the Society
- 1 & 2 Traffic Rules of Bangladesh & Fine, Muslim succession, the Consumer Rights Protection Act- 2009, Digital Security Act- 2018, Muslim family law ordinance, ICT Act-2006
- 3&4 Legal Awareness, Social Value of Law, Public Interest Litigation, Alternative Dispute Resolution,
- 1 & 2 Emergence of Bangladesh, Framing of the Constitution of Bangladesh, Proclamation of Independence Order, Supremacy of the Constitution, Features of Bangladesh Constitution, Preamble, Supremacy of the Constitution, Fundamental Principles of State Policy and Fundamental Rights their Enforcement, Emergency Provisions, Amendment Procedure;
- 2 & 4 The President- Modes of Election and Terms of Office, Power and Functions, Legislative Power, Ordinance Making Power, Immunities and Prerogative of Mercy, Impeachment and Removal of the President, Non-Party Care-Taker Government: Composition, Functions and Debates; Local Government, Defense Services;
- 3 & 4 Terms and Tenure of office, Power and Functions of the Prime Minister and different Ministers, Ministerial Responsibility and Accountability;
- 1,3 & 4 Parliament, Its Composition, Powers and Functions, Privileges and Immunities, Qualification and Disqualification for Election to Parliament, Legislative and Financial or Fiscal Powers and Procedures, Delegated Legislation, Powers and Functions of the Speaker and Deputy Speaker, Sovereignty of the Parliament, Vacation of Seat of the Members of Parliament;
- 1,3 & 4 Composition, Structure, Jurisdiction and Powers of the Supreme Court, Appointment of the Judges, Superintendence of Subordinate Courts, Separation of Powers, Administrative Tribunals, Supreme Judicial Council, Attorney General, Constitutional Remedies, Ombudsman, Writ, Judicial Review;
Establishment and Functions of the Election Commission; RPO 1972, Code of Conduct 2013

Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning Outcomes (PLOs):

Course Learning Outcomes (CLOs)	PLO 1	PLO 2	PL O 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	√									
CLO2									√	
CLO3		√								
CLO4	√									

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

CLOs	Contents	Teaching-Learning Strategy	Assessment Strategy
1	Unit 1	Lecture/ Discussion	Question & Answer
1	Unit 2	Lecture	Presentation/ Assignment

1 & 2	Unit 3	Lecture /Discussion	Class Test /Oral test
3&4	Unit 4	Lecture /Discussion Analysis of Case Laws	Class Test
1 & 2	Unit 5	Lecture /Discussion	Class Test /Oral test
2 & 4	Unit 6	Lecture	Group Work
3 & 4	Unit 7	Lecture/ Discussion	Group presentation
1,3 &4	Unit 8	Participatory Discussion	Assignment
1,3 &4	Unit 9	Lecture/ Discussion	Question & Answer

Books Recommended:

Halim, Abdul.(2008) *Constitution ,Constitutional Law and Politics: Bangladesh Perspective*
 Kamal , Mustafa, Justice.(1994) *Bangladesh Constitution : Trends and Issues*, University of Dhaka,p-177
 Mahajan, V.D (2006) *Jurisprudence & Legal Theory*, Eastern Book Company
 Salmond ,W. Jhon.(1966) *Salmon on Jurisprudence*
 Ministry of Law, Justice and Parliamentary Affairs, *the Constitution of the People's Republic of Bangladesh* (2017). GoB, BG Press Dhaka

Leading Cases:

Abul Ala Moududi V. Govt. of West Pakistan 17 PLD (SC) 209; PLD 1964
 Anwar Hossain Chowdhury V. Bangladesh (1989) BLD (SPL) 2
 Aruna Sen V. Bangladesh (1975) 27 DLR (HCD) 122
 Dr. Mohiuddin Farooque V. Bangladesh (1997) 17 BLD (AD)
 Habibur Rahman V. Bangladesh 26 DLR SC
 Kazi Muklesur Rahman V. Bangladesh 26 DLR (AD) 44
 S.P. Gupta V. Union of India AIR 1982 SC
 Secretary Ministry of Finance V. Masdar Hossain and Others (2000), 52 DLR (AD) 82
 (Also Additional Books, Journal Articles, Contemporary cases, materials form Websites will be discussed by the Course Teacher Concerned)

Course Code : POL 0312-08

Course Title : Introduction to International Relation.

Course Type : GED

Course Credit : 4

Total Marks : 100 (Final Exam 50, Mid-term -20, Class Test- 10, Assignment - 10 and Attendance 10)

Course Rationale:

This course provides basic concepts about the International Relations (IR). It helps students to make a bridging knowledge with previous concepts.

Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors). The course covers the nature and purpose of international relations of states in the world. The course begins with an overview of sovereignty, nation-state, elements of

international relations i.e. concept of power, balance of power, soft and hard power, theories of national power and so forth. It discourses the approaches of international relations (IR), i. e. Traditional approaches, the behavioral approaches and alternative critical approaches. Finally it covers the theoretical approaches of IR i.e. Liberalism and Game theory, Marxist theory of international relations, Neo-liberalism and Alternative approaches of international Relations theory. Conventional resource like books journals and online resources both will be used to the course.

Course Summary

This course provides an introduction to the nature of international relations (IR), through an examination of the ideas of the most important international relations (IR) theorists of the early modern period – that is since the emergence of the state system in the early period. It covers the rise and development of international relations of states, power politics, political parties, and the modern state.

Course Learning Objectives (LO)

- LO1: To provide introduction knowledge of international relations of states in the world system;
- LO2: Apply theoretical tools to make sense of synchronous issues of the world.
- LO3: Examine the approaches of state and non- state actors in world politics context.

Course Learning Outcomes (CLO)

At the end of the course, and having completed the set readings and the activities, students should be able to:

- CLO1: demonstrate a familiarity with main ideas of the thinkers discussed in the subject guide;
- CLO2: evaluate the strengths and weaknesses of the arguments employed in the theories studied;
- CLO3: formulate original interpretations of the thinkers covered using the model exam/essay questions.
- CLO4: Apply themselves as think-tanks of the states.

Course Contents

CLOs	Course Contents
CLO1	Knowing the Discipline: Definition, Nature, Scope, and Evolution of IR as an Academic Discipline.
CLO1 CLO2	Actors of International Relations I: State actor: Definition, Evolution, and it's Role, Concepts of Sovereignty, Nations, Nations –States, Current Challenges for the Westphalia Order.
CLO1 CLO2	Actors of the International Relations II: Non-State Actors in International Politics: Evolution, and It's Role
CLO1 CLO2 CLO3	Elements of International Relations: Concept of Power: Hard, Soft and Smart Power, Emerging role of Soft Power in International Relations, National Power in IR, Balance of Power and Collective Security, Case Studies of Power through state and non-state actors.

CLO2 CLO3	Basic Theories and Perspective in IR: Realism and Non- realism, Liberalism and Neo-liberalism, Social Constructivism, Marxist Perspective of IR, Critical Theory in IR Gender and International Relations.
CLO2 CLO3 CLO4	Basic Concept in IR: Levels of Analysis, Game Theory, Geo-politics and Geo-economics, Diplomacy and Foreign policy.
CLO3 CLO4	Methodological Approaches to the Study of International Relations: The Traditionalist approach, The Behaviouralist approach of IR, Alternative critical approaches.
CLO2 CLO3 CLO4	Globalization and International Organizations: What is Globalization?, Relevance of globalization in Contemporary IR, British Commonwealth of Nations, The League of Nations, The UNO, Non –Aligned Movement (NAM),OIC.
CLO2 CLO3 CLO4	Engaging the World: IR and the Policy World, The First World War, The Second World, Origins of Cold War, Fall of Soviet Union.

Mapping of CLOs with PLOs:

CLO/ PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	√								√	
CLO2									√	
CLO3									√	
CLO4									√	

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

Course Learning Outcomes (CLOs)	Contents	Teaching- Learning Strategies	Assessment Strategies
CLO1	Knowing the Discipline	Lecture, Group discussion, Revision	Written test
CLO1 CLO2	Actors of International Relations I	Lecture, Demonstration,	Quiz and Presentation
CLO1 CLO2 CLO3	Actors of the International Relations II	Lecture, Case Study	Written test and Assignment
CLO2 CLO3	Elements of International Relations	Lecture, Directed reading,	Quiz and Class test
CLO2 CLO3 CLO4	Basic Theories and Perspective in IR	Lecture, Directed reading, Tutorial	Oral and Presentation

CLO3 CLO4	Basic Concept in IR	Lecture, Demonstration, Discussion	Written test
CLO2 CLO3 CLO4	Methodological Approaches to the Study of International Relations	Lecture, Demonstration, Case study	Assignment and Presentation
CLO2 CLO3 CLO4	Globalization and International Organizations	Lecture, Assignment, Presentation	Quiz and Class test
CLO3 CLO4	Engaging the World	Lecture, Case study	Written test

Recommended Readings:

B.S. Chimni and Siddharth Mallavarapu (2012). *International Relations: Perspective for the Global South*, Pearson.

Chris Brown, Kirsten Ainley(1997). *Understanding International Relations*, Palgrave Macmillan.

Hans J Morgenthau (1948). *Politics among Nation*, McGraw-Hill.

Joshua S.Goldstein, Jon C. Pevehouse (2011). *International Relations*, Pearson.

Joyee P. Kaufman (2022). *Introduction to International Relations: Theory and Practice*, Rowman & Littlefield.

Keith L. Shimko (2005). *International Relations: Perspective and Controversies*, Keith L. Shimko.

Stephanie Lawson (2008). *Short Introductions: International Relations*, Oxford University Press.

Course Name: Introduction to Psychology

Part: A

	Course No. / Course Code	:	PSYCO 0313-09
	Course Title	:	Introduction to Psychology
	Course Type	:	General Education (GED)
	Pre-requisite	:	None
	Credit Hours	:	4
	Total Marks	:	100
	Introduction to the Course This is the basic field of psychology covering the fundamental concepts and theories of behavior and mental processes. Core concepts of sensation, perception & cognition, neural basis of behavior, learning, memory, intelligence, personality and so on have been introduced precisely in this course.		
	Course Objectives The specific objectives of this course are: 1. To study the subject matter, scope, and methods of psychology 2. To explore the neurophysiological mechanisms of human behavior 3. To understand the effects of learning, memory, and intelligence on behavior 4. To understand how thinking, language and personality patterns develop over time.		

13.	Course Learning Outcomes (CLOs):
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After successful completion of the course, the students will be able to-

CLO	Course Learning Outcomes
CLO 1	Explore the nature, approaches, fields & research methods of psychology.
CLO 2	Investigate the nature of sensation & perception and their applications in human life through perceptual selectivity, organization, constancy, and depth perception and underlying neural mechanisms of human behavior and mental processes and their implications in psychotherapeutic interventions
CLO 3	Study the nature of motivation with concrete explanations of motivation cycle, motivation types and theories as well as understanding emotion with different theories and physiological aspects.
CLO 4	Identify the essential factors of learning classify types of learning based on different learning theories and also describes the memory and forgetting, types of memory, improving memory, and forgetting theories
CLO 5	Explain the language formation and development, thinking and problem-solving processes and their applications in real-life situations as well as describing the nature of intelligence, its types, and different intelligent tests.

14. Course Contents:

CLOs	Course Contents
CLO 1	Unit 1 (Introduction): Definition and subject matter of psychology; Psychology as a Science; Perspectives of Psychology; Basic and applied fields of Psychology; Methods used in psychology
CLO 2 &3	Unit 2 (Neuroscience and Behavior): The structure and connectivity of neurons; Neurotransmitters; The nervous system; The endocrine system
CLO 3 &4	Unit 3 (Sensation and perception): Definition of sensation and perception; Differences between sensation and perception; Selectivity in perception; Gestalt principles; Perceptual constancy; Depth perception; Hallucination and illusion
CLO 3 &4	Unit 4 (Motivation and Emotion): Nature of motivation; Motivation cycle; Primary, secondary, and other complex motives; Theories of motivation; Nature of emotion; Bodily changes in emotion; Theories of emotion; Relations between motivation and emotion
CLO 4	Unit 5 (Learning): Nature and essential factors of learning; Classical conditioning; Operant conditioning; Insightful and observational learning; Reinforcement-types and schedules of reinforcement
CLO 4	Unit 6 (Memory and forgetting): Definition of Memory; The memory system; Types of Memory; Methods of measuring memory; Improving memory; Nature and theories of forgetting
CLO 5	Unit 7 (Thinking, Problem Solving and Language): Nature and types of thinking; Concept formation; Problem solving and creativity; Language development and acquisition; Language and thought
CLO 5	Unit 8 (Intelligence and Personality): Nature and determinants; Different types of intelligence; Tests of intelligence; Nature and determinants of Personality; Tests of personality assessment

15. Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning Outcomes (PLOs):

Course Learning Outcomes (CLOs)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1										√		
CLO 2										√		
CLO 3										√		
CLO 4										√		
CLO 5										√		

16. Course plan specifying content, CLOs, co-curricular activities (if any) teaching learning and assessment strategy mapped with CLOs

Corresponding CLOs	Topic	Teaching Learning Strategy	Assessment Strategy
CLO 1	Unit 1 (Introduction)	Lecture, discussion	Quiz, assignment
CLO 2 &3	Unit 2 (Neuroscience and Behavior)	Lecture, group discussion	Written test, presentation
CLO 3 &4	Unit 3 (Sensation and perception)	Lecture, participatory discussion	quiz, assignment
CLO 3 &4	Unit 4 (Motivation and Emotion)	Lecture, Participatory Discussion	Written test, assignment
CLO 4	Unit 5 (Learning)	Participatory discussion	Written test
CLO 4	Unit 6 (Memory and forgetting)	Lecture, Brain storming, seminar	Presentation
CLO 5 CLO 5	Unit:7 (Thinking, Problem Solving and Language) Unit 8 (Intelligence and Personality)	Lecture, Discussion, Lecture, participatory discussion	Written test, quiz Written test, quiz

17. Learning Materials and Recommended Readings:

Crider, A. B., Goethals, G. R., Karanaugh R. D., & Solomon, P.R. (1993). *Psychology* (4th Ed.). New York: Harper Collins College Publishers.
 Weiten, W. (2016). *Psychology: Themes and Variations* (10th ed.). Wadsworth, Cengage learning.
 Feldman, R. S.(2011). *Understanding Psychology* (10th ed.). New York: The McGraw Hill Companies Inc.

Entrepreneurship Development and Career Education

1.	Course No. / Course Code	:	BUS 0417-10
2.	Course Title	:	Entrepreneurship Development and Career Education
3.	Course Type	:	General Education (GED)
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	Rationale of the Course The prime objective of this course is to introduce students to the fundamentals of Entrepreneurship Development. The purpose is to create awareness among students and motivate them to choose entrepreneurship as a career. Generating “self employment” and developing the spirit of self reliance among the individuals with special reference to youths & rural masses. Another objective is creating awareness amongst youths to make dreamy in entrepreneurship as career.		
7.	Course Objectives This course has been divided in two parts. Part-I describes the Self employment and part-II describe job employment. However, the overall course has been designed describing different theoretical concepts and ideas of entrepreneurship. Incorporating real life examples and make the students aware about the general procedure and mechanisms of creative, innovative entrepreneurial venturing. Make the participants understand the importance of becoming entrepreneur both from macro and micro perspectives. Introduce theories and academic discussions about entrepreneurship and economic development. Career Education encompasses career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.		

8. Course Learning Outcomes

At the end of the course students will be able to:

CLO	Course Learning Outcomes
CLO 1	Recognize the meaning, process, theories and historical outset of Innovation and development of the businesses venture.
CLO 2	Initiate business enterprise to solve the problems and practices the entrepreneurial strategies linking with economic development of the country.
CLO 3	Develop ideas about the various activities, programs, policies, institutions for developing and supporting entrepreneurship development in Bangladesh.
CLO 4	Identify and describes the factors involved in the career development process in formal and informal employment. Describe the impact of demographic, economic, and organizational changes on the world of work and their personal career development decisions.
CLO 5	Reflecting their own personal priorities, skills, interests, strengths, and values using a variety of contemporary assessment tools and activities.

9. Course Contents

CLOs	Course Contents
	Part-I: Self Employment (Formal and Informal)
CLO1&5	The Foundation of Entrepreneurship: Definition of entrepreneur and entrepreneurship, Classification of entrepreneurs, Characteristics and qualities of entrepreneur, Functions of entrepreneur, Entrepreneur vs. Manager, Entrepreneurial environment, intra-preneurship, Entrepreneurship. Modern technology used in SME, Agricultural and Farming enterprise, Online business models and start-up.
CLO3	Institutional arrangements, Theories and Models on Entrepreneurship: Psychological theories, Socio-psychological and cultural theories. Other theories, Model of entrepreneurial motivation, Assistance and entrepreneurial development cycle. SME Foundation, Chambers of Commerce, FBCCI, Industrial Policy, Jubo Unnayan training institutes, High-tech Park etc.
CLO2&3	Women Entrepreneurship and Social Entrepreneurship: Concept- Women and economic development- Problems- Prospects and success factors of women entrepreneurship Development in Bangladesh. Women chambers of commerce and industries, Background of social entrepreneurship, characteristics and Concept of social entrepreneurship & social entrepreneur- drivers of social entrepreneurship- typologies of social entrepreneurship- importance of social entrepreneurship- challenges and opportunities of social entrepreneurs. Concept-principles- types and model of social business- social entrepreneurship in Bangladesh- Cases of social entrepreneurs.
CLO2	Entrepreneurship Development in Bangladesh: Problems and prospects of entrepreneurship development in Bangladesh-Policy guidelines and sources of institutional assistances for entrepreneurship development. Role of BSCIC, Universities and government & non-government organizations in the development of entrepreneurship development in Bangladesh-Different schemes of entrepreneurial training in Bangladesh.
CLO3	Entrepreneurship Education, Training and Nurturing: Introduction, how can we reinvigorate dynamism through entrepreneurship? What is entrepreneurship education, and why teach entrepreneurship? What to teach and how to teach? Teachers and educators, School-enterprise cooperation Evaluation of quality, results and impact, Factors of success, and good practice in delivering entrepreneurship education, Risks and obstacles, Some examples of good practice.
CLO1&5	Framework of new Business Development: Planning as Part of the Business Operation, what is Business Plan? The Different Types of Business Plans, who needs a business plan? Presenting the Plan, preparing a business plan, Outline of a Business Plan, Using and Implementing the Business Plan.
Part-II: Job Employment (Formal)	
CLO4	Career: Concept of Career, Why is Career Education Important? Growth stage of life and career, Meaning of Career Planning, Need for career planning, Objectives of career planning, Career planning process

CLO4	Career Development: Concept of Career Development, Significance of Career Development, Process of Career Development, Factors that Influence Career Development, Strategies for Career Development
CLO5	Career Management: Success Stories of the Entrepreneur, Career in government organization, Banks, NBFI, Multinational Companies, International Financial and non financial Agencies.

10. Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning Outcomes (PLOs):

Course Learning Outcomes (CLOs)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	√											
CLO2			√									
CLO3		√										
CLO4					√							
CLO5											√	

11. Course plan specifying content, CLOs, co-curricular activities (if any) teaching learning and assessment strategy mapped with CLOs

Corresponding CLOs	Topic	Teaching-Learning Strategy	Assessment Strategy
CLO1&5	The Foundation of Entrepreneurship	Lecture, PPT, Discussion	Quiz, assignment
CLO3	Institutional arrangements, Theories and Models on Entrepreneurship	Lecture, Industrial tour	Written test, presentation
CLO2&3	Women Entrepreneurship and Social Entrepreneurship	Lecture, Seminar	quiz, assignment
CLO2	Entrepreneurship Development in Bangladesh	Lecture, Participatory Discussion	Written test, tutorial
CLO3	Entrepreneurship Education, Training and Nurturing	Business Plan Competition	Written test
CLO1&5	Framework of new Business Development	Ideas and innovation Fair	Presentation, Business Plan
CLO4	Career	Lecture, Discussion, Seminar	Written test, quiz
CLO4	Career Development	Lecture, Discussion, Case Studies	Presentation, assignment
CLO5	Career Management	Listening success stories of entrepreneurs	Presentation, assignment

12. Learning Materials

12.1 Recommended Readings:

Copulsky W. (1974), *Entrepreneurship and Corporation*, AMACOM Publication

Khan, A. R. (2000), *Entrepreneurship - Small Business Management and Lives of Successful Entrepreneurs*, Ruby Publications

Khanka S. S. (2007), *Entrepreneurial Development* (1/e Rev. edi.) Chand (S.) & Co Ltd, India
Ministry of Industry, GoB, (2016), *Industrial Policy*, Ministry of Industry Dhaka, Bangladesh

Sabur K. M. (2013), *Handbook of Entrepreneurship Development*, Dhaka Chamber of
Commerce and Industry (DCCI)

Schumpeter J. (1934) *The Theory of Economic Development: An Inquiry Into The Profit, Capital, Credit, Interest and the Business Cycle*, Tr. Opie, Redvers Harvard University Press

Grading Policy:

The national uniform grading policy will be followed. It will be as follows:

Marks	Letter Grade	Grade Point
80% and above	A+ (plus)	4.00
75 to less than 80%	A (regular)	3.75
70 to less than 75%	A-(minus)	3.5
65 to less than 70%	B+(plus)	3.25
60 to less than 65%	B (regular)	3.00
55 to less than 60%	B- (Minus)	2.75
50 to less than 55%	C+ (plus)	2.5
45 to less than 50%	C (regular)	2.25
40 to less than 45%	D (regular)	2.00
Less than 40%	F (Fail)	00

Retake Policy

If students fail in any of the courses, they have to retake the course in the next semester. In special cases, they may be allowed to retake the course within two consecutive semesters following the semester in which the student failed.

Grade Improvement

Students will have the opportunity to improve their grades only for the courses in which they earned B- and lower than B- grades. They will get only one chance to improve their grades. For such improvements students will have to registrar for the course with full fee, attend classes and other regular activities for the course. If the grades do not improve, the earlier grade will remain valid.

Credit Requirements

Students are required to complete 140 credits. Of them, there will be 36 credits for 09 General Education (GED) Courses and 94 credits for English Language and literature courses.

Programme structure

GED (GED) Courses	09 courses	=	36 credits
English Language, literature and ELT	31 courses	=	94 credits
Terminal / Term Paper + Viva Voce	04 courses	=	10 credits