



NORTH EAST UNIVERSITY BANGLADESH (NEUB)

SYLHET

Outcome-Based Education (OBE) Curriculum

PROGRAM: B.A. (HONORS) IN ENGLISH

Part A

North East University Bangladesh

Vision of North East University Bangladesh:

North East University Bangladesh will have a transformative impact on society through continual innovation in education, research, creativity, and leadership with a view to remaining as a center of excellence in higher education both nationally and internationally.

Mission of North East University Bangladesh:

M1	To provide cutting-edge, career-oriented academic programs in a supportive and stimulating environment, for the intellectual and ethical growth of a diverse student community, sensitivity to students, and to the spirit of society.
M2	To prepare graduates with physical facilities that manifest critical, creative and effective communication skills along with well-versed value judgments.
M3	To practice good governance and a strong educational foundation in mastering tomorrow's challenges by considering social norms and values and a strong association between university and industry.

Objectives of North East University Bangladesh:

Objective 1	To serve with dedication in the field of higher education, and prepare students by offering quality education to a diverse academic programs, irrespective of race, color, gender, religion, physical disabilities and age.
Objective 2	To expand its higher education programs as per the needs of the dynamic global environment and to maintain a significant network among university, alumni, and industry.
Objective 3	To continue to maintain a meaningful relationship with the community through socially responsible activities.
Objective 4	To continue to pursue ethical conduct and a high order of integrity in all spheres of institutional functions.
Objective 5	To continually assess the institutional risk and provide a safe and secured environment to the stakeholders.

Department of English

Vision

NEUB Department of English is the place to explore life, language, and literature. We seek to provide students with an education of the highest quality and help them bloom into smart, skilled, sensible human beings to face the diverse challenges of the contemporary world.

Mission

M1	Ensuring a sound educational environment for the holistic development of the students.
M2	Encouraging analytical perception and sociocultural awareness that will enable the students to be better human beings.
M3	Preparing the students with strong communication skills and insight to accommodate the dynamic world.
M4	Empowering them to be innovative in words, thoughts and actions.

Program: BA (Honors) in English

Program Description: In the era of post-modernism, language use has been subjected to newer and more complex interactions, involving individuals, groups and the world of communication of which they are a part. It is therefore important to explore new ideas and relate them to our experience of literature and everyday life. English now means more than a literature or a language, and is considered a gateway to learning, teaching, creative writing, journalism, information technology, management and administration. Northeast University Bangladesh with this aim in view, proposes the Bachelor of Arts (Hons.) in English. The courses have been designed to equip our students with the kind of expertise they would require to face life as global citizens.

Program Educational Objectives (PEO)

PEO 1: Graduates will demonstrate all-inclusive knowledge of literature and linguistics in their desired careers. Their decision and interaction will be strongly guided by a wide range of literary techniques and rhetorical strategies used in texts, including their relationship to the audience, purpose and cultural contexts.

PEO2: Graduates will be upholders of professional, social and ethical values that are highly needed to establish a sustainable future for all. Their successful professional careers in national and international organizations will be driven by profound professionalism.

PEO3: Graduates will have a wide range of varied skills including communication, analytical, technological, decision making and leadership skills that will make them competent and vibrant enough to meet any challenges of the fast-growing world.

PEO4: Graduates will nurture the spirit of lifelong learning and will have unquenching thirst for knowledge both for personal and professional development.

Program Learning Outcomes (PLOs)

PLO-1: Literary and linguistic Knowledge

Identify and understand the basic concepts, terms and theories of literature and linguistics that relate to each other to complete the discipline as a whole.

PLO-2: Communicative Ability

To communicate smoothly in the English language having developed an appropriate competency over the four skills of language.

PLO-3: Practical Ability

Demonstrate a critical awareness using the dominant research methods, critical theories, skills, facts and cultural concepts in a broader literary, linguistic, cultural, artistic, socio-historical contexts.

PLO-4: Research efficiency

Develop critical insights in order to analyse any text of literature, language or any circumstances from different properties and also apply the theoretical knowledge to write qualitative research papers and articles.

PLO-5: Modern Tools Usage

Handle modern equipment efficiently required for research, project and other variety of documents in multimedia electronic formats. Students will develop the computer skills needed to face the modern techno-based world.

PLO-6: Understanding Global Culture

Students will have a greater understanding of various cultures by reading the canon of literature which will enable them to navigate multicultural society.

PLO-7: Citizen of Enlightened Values and Informed Awareness

Graduates from this field will be psychologically enriched enough to distinguish between the right and wrong values and hence they will develop a sense of responsibility, sympathy and

empathy towards the family, society, nation, natural world and as a whole they will work for the betterment of this earth.

PLO-8: Professional Excellence

By analysing varied aspects, problem-solving and decision making, students will develop outstanding intelligence, integrity, creativity and leadership skills, what will help them making the right choice for any challenging profession.

PLO-9: Righteousness

Being a person guided by strong moral values and ethical sense the students will be upholders of justice and they will be dedicated souls ready to safeguard the country's freedom and welfare at each step of their life.

PLO-10: Life-long learning

Students will develop the motivation and ability to be engaged in independent and life-long learning throughout their life.

PEO to Mission Statement Mapping

MISSION STATEMENTS	PEO1	PEO2	PEO3	PEO4
M1	x	x	x	x
M2		x	x	x
M3			x	
M4			x	x

Mapping PLOs to PEOs

PLOs/ PEOs	PEO1	PEO2	PEO3	PEO4
PLO1	x			x
PLO2			x	
PLO3		x	x	
PLO4			x	x
PLO5			x	
PLO6	x	x		
PLO7		x	x	
PLO8	x	x	x	x
PLO9		x		
PLO10	x			x

Mapping Courses with the PLOs

Courses/PLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
ENG 02321111	x	x	x		x			x		x
ENG 02321112	x	x	x	x		x	x	x	x	x
ENG 02321113	x		x	x		x		x		x
GED 02221101		x	x			x	x	x		x
CSE 06131101	x				x			x		x
BNG 02321101	x			x		x				x
ENG 02321211		x			x			x		
ENG 02321212	x		x		x	x	x		x	x
ENG 02321213	x	x	x					x		x
BUS 04191201	x							x		x
GED 03141201	x						x		x	x
GED 03141202	x			x				x		x
ENG 02322111	x		x	x		x				x
ENG 02322112	x	x		x	x			x		x
ENG 02322113			x	x		x	x	x		x
BNG 02322102	x	x						x		x
ECO 03112101	x							x		x
LAW 04212101	x						x		x	x
ENG 02322211										
ENG 02322212	x	x		x				x		
ENG 02322213	x		x		x	x	x		x	x
GED 03132201										
ECO 03112202										
GED 02222202			x	x	x		x	x		x
ENG 02323111	x	x	x	x		x		x		
ENG 02323112	x	x	x	x			x	x		x
ENG 02323113	x		x	x			x	x		x
ENG 02323114	x		x	x				x		
ENG 02323115	x	x	x	x			x	x	x	x
ENG 02323116	x	x	x	x	x	x		x		x
ENG 02323211	x	x	x	x	x			x		x
ENG 02323212	x			x	x	x	x		x	x

ENG 02323213	x	x		x		x				
ENG 02323214	x		x	x		x	x			
ENG 02323215	x		x	x		x				
ENG 02323216			x	x	x	x		x		x
ENG 02324111	x	x		x				x		x
ENG 02324112	x					x	x		x	
ENG 02324113	x		x	x		x			x	x
ENG 02324114	x		x			x				x
ENG 02324115	x		x	x		x	x		x	x
ENG 02324116	x		x	x		x	x		x	x
ENG 02324211	x	x	x					x		x
ENG 02324212	x		x	x		x	x		x	x
ENG 02324213	x	x	x	x				x		
ENG 02324214	x		x	x	x	x	x	x	x	x
ENG 02324215	x		x	x	x	x	x	x	x	x
ENG 02324216	x		x	x		x		x	x	x

Part-B
Structure of the Curriculum

Admission Requirements:

Students who have passed SSC and HSC or any equivalent examination with at least two 2nd divisions or minimum GPA 2.5 in each (in the scale of 5) may apply for admission. Students who have minimum GPA 2.00 in any one of SSC or HSC and a total of GPA 6.00 may also apply.

For English medium students, at least 5 subjects in 'O' level with minimum GPA 2.5 and 2 subjects in 'A' Level with minimum GPA 2.5 (A=5, B=4, C=3, D=2 & E=1) are required.

The children of the freedom fighters who have a total of GPA 5.00 in both SSC and HSC exams may apply for admission. But, in this case, a copy of the certificate of the freedom fighter must be submitted.

Admission Requirements for Foreign Students:

Maximum three percent (3%) of overall vacancies available will be kept reserved for the foreign students. Students having foreign degree must have an equivalence certificate from the proper authority. Applicants must fulfil the following requirements:

- a) Educational qualifications as applicable for Bangladeshi students or equivalent.
- b) Must have security clearance from the respective Embassy/High Commission in Bangladesh.
- c) Sex: Male and Female.

Duration of the program:

Years: 04 (four years)

Semesters: 08(eight) semesters

Total minimum credit requirement to complete the program: 144 credits.

Total class weeks in a semester: 14 weeks.

Minimum CGPA requirements for graduation: 2.00 (D)

Maximum Academic Years of completion: 6 years.

Category of Courses

Course Type	Course Code
GED	SSW03141000, CSE0 6131000, BUS 0419 1101, SSW-03142000, ECO 0311 1000, ECO 0311 2000, GED 02321000, GED02322000, LAW 04211000, SSW-03144000, SSW-03143000

Course Type		Course Code	
Core	Literature	Basic Literary Knowledge	ENG 02321113, ENG 02321212, ENG 02321213
		LAB	ENG 02321111
		European	ENG 02322113, ENG 02323215
		British	ENG 02322111, ENG 02323111, ENG 02323112, ENG 02323114, ENG 02323212, ENG 02324212, ENG 02324115, ENG 02324116, ENG 02324213, ENG 02322213
		American	ENG 02323214, ENG 02324112, ENG 02324214
		Postcolonial	ENG 02324113, ENG 02323213, ENG 02324216
		Classics	ENG 02324114, ENG 02322211
		Critical Theory	ENG 02323113, ENG 02323115
		Cultural Studies	ENG 02324215
	Language	Basic Skills	ENG 02321112, 02321211
		Linguistics & ELT	ENG 02322112, ENG 02322212, ENG 02323116, ENG 02323211, ENG 02324111, ENG 02324211
	Research Methodology		ENG 02323216

General Education Courses

GED courses must be completed by 2nd Year, 2nd Semester.

Code	Title	Credit
GED 02221101	History of the Emergence of Bangladesh	3.00
CSE 06131101	Introduction to Computer Application	3.00
BNG 02321101	Basic Bengali Language Skills	3.00
BUS 04191201	Introduction to Business	3.00
GED 03141201	Introduction to Sociology	3.00
GED 03141202	Bangladesh Studies	3.00
BNG 02322102	Introduction to Bengali Literature	3.00
ECO 03112101	Principles of Economics I	3.00
LAW 04212101	Introduction to Law	3.00
GED 03132201	Introduction to Psychology	3.00
ECO 03112202	Principles of Economics II	3.00
GED 02222202	History of South Asia	3.00
Total Credits		36

Core Courses

Code	Title	Credit
ENG 02321111	Introduction to Listening and Speaking	3.00
ENG 02321112	Introduction to Writing and Reading	3.00
ENG 02321113	Introduction to Literature I	3.00
ENG 02321211	Advanced Writing	3.00
ENG 02321212	Introduction to Literature II	3.00
ENG 02321213	History of English Literature	3.00
ENG 02322111	Elizabethan and Restoration Drama	3.00
ENG 02322112	Introduction to Linguistics	3.00
ENG 02322113	European History	3.00
ENG 02322211	Western Classics in Translation	3.00
ENG 02322212	Phonetics and Phonology	3.00
ENG 02322213	17 th Century Literature	3.00
ENG 02323111	18 th Century Literature	3.00
ENG 02323112	Romantic Poetry	3.00
ENG 02323113	Literary Theory and Practice	3.00
ENG 02323114	Shakespeare	3.00
ENG 02323115	Introduction to Western Philosophy	3.00
ENG 02323116	Introduction to English Language Teaching	3.00
ENG 02323211	Second Language Acquisition	3.00
ENG 02323212	Victorian Poetry	3.00
ENG 02323213	Bangladeshi Writings in English	3.00
ENG 02323214	American Drama	3.00
ENG 02323215	Continental Literature	3.00
ENG 02323216	Research Methodology	3.00
ENG 02324111	Discourse Analysis	3.00
ENG 02324112	American Poetry	3.00
ENG 02324113	South Asian Literature	3.00
ENG 02324114	Asian Classics in Translation	3.00
ENG 02324115	20 th Century British and Irish Drama	3.00
ENG 02324116	English Novel from Austen to Hardy	3.00
ENG 02324201	Teaching Practicum	3.00
ENG 02324212	20 th Century British Novel	3.00
ENG 02324213	20 th Century British Poetry	3.00
ENG 02324214	American Fiction	3.00
ENG 02324215	Cultural Studies: Theory and Practice	3.00
ENG 02324216	African and Caribbean Literature	3.00
Total Credits		108

Year and Semester-wise Distribution

1st Year Semester I

Code	Title	Credit
ENG 02321111	Introduction to Listening and Speaking	3.00
ENG 02321112	Introduction to Writing and Reading	3.00
ENG 02321113	Introduction to Literature I	3.00
GED 02221101	History of the Emergence of Bangladesh	3.00
CSE 06131101	Introduction to Computer Application	3.00
BNG 02321101	Basic Bengali Language Skills	3.00
Total		18.00

1st Year Semester II

Code	Title	Credit
ENG 02321211	Advanced Writing	3.00
ENG 02321212	Introduction to Literature II	3.00
ENG 02321213	History of English Literature	3.00
BUS 04191101	Introduction to Business	3.00
GED 03141201	Introduction to Sociology	3.00
GED 03141202	Bangladesh Studies	3.00
Total		18.00

2nd Year Semester I

Code	Title	Credit
ENG 02322111	Elizabethan and Restoration Drama	3.00
ENG 02322112	Introduction to Linguistics	3.00
ENG 02322113	European History	3.00
BNG 02322102	Introduction to Bengali Literature	3.00
ECO 03111000	Principles of Economics I	3.00
LAW 04211000	Introduction to Law	3.00
Total		18.00

2nd Year Semester II

Code	Title	Credit
ENG 02322211	Western Classics in Translation	3.00
ENG 02322212	Phonetics and Phonology	3.00
ENG 02322213	17 th Century Literature	3.00
GED 03132201	Introduction to Psychology	3.00
ECO 03112202	Principles of Economics II	3.00
GED 02222202	History of South Asia	3.00
Total		18.00

3rd Year Semester I

Code	Course	Credit
ENG 02323111	18 th Century Literature	3.00
ENG 02323112	Romantic Poetry	3.00
ENG 02323113	Literary Theory and Practice	3.00
ENG 02323114	Shakespeare	3.00
ENG 02323115	Introduction to Western Philosophy	3.00
ENG 02323116	Introduction to English Language Teaching	3.00
Total		18.00

3rd Year Semester II

Code	Course	Credit
ENG 02323211	Second Language Acquisition	3.00
ENG 02323212	Victorian Poetry	3.00
ENG 02323213	Bangladeshi Writings in English	3.00
ENG 02323214	American Drama	3.00
ENG 02323215	Continental Literature	3.00
ENG 02323216	Research Methodology	3.00
Total		18.00

4th Year Semester I

Code	Course	Credit
ENG 02324111	Discourse Analysis	3.00
ENG 02324112	American Poetry	3.00
ENG 02324113	South Asian Literature	3.00
ENG 02324114	Asian Classics in Translation	3.00
ENG 02324115	20 th Century British and Irish Drama	3.00
ENG 02324116	English Novel from Austen to Hardy	3.00
Total		18.00

4th Year Semester II

Code	Title	Credit
ENG 02324211	Teaching Practicum	3.00
ENG 02324212	20 th Century British Novel	3.00
ENG 02324213	20 th Century British Poetry	3.00
ENG 02324214	American Fiction	3.00
ENG 02324215	Cultural Studies: Theory and Practice	3.00
ENG 02324216	African and Caribbean Literature	3.00
Total		18.00

Total credit = 144

Part C
Brief Description of the Courses

Course Code	Course Title	Brief Course Description
ENG 02321111	Introduction to Listening and Speaking	This course aims to develop the students' competency in the listening and speaking skills in English which are needed for them to effectively communicate with the other interlocutors.
ENG 02321112	Introduction to Writing and Reading	This course aims to provide the students with essential grammar rules needed in writing. It also provides the students with different techniques of reading effectively with a variety of topics on diverse phenomena.
ENG 02321113	Introduction to Literature I	This course emphasizes students' development of the basic foundation required to read and analyse literature.
GED 02221101	History of the Emergence of Bangladesh	Bangladesh has a wonderful history, and this course is aimed to assist undergrad students in becoming acquainted with the rich history of Bangladesh and, as a result, understanding the present state of Bangladesh in the context of the past.
CSE 06131101	Introduction to Computer Application	This introductory course in computer science is designed to impart students to the basic knowledge of computers, applications software, hardware, and computer information systems.
BNG 02321101	Basic Bengali Language Skills	This course aims to develop four language skills in Bengali.
ENG 02321211	Advanced Writing	This course helps students develop communicative competence through writing by practicing sentences with formal tone and pattern. It also provides the material that will develop their skills for formal correspondence.
ENG 02321212	Introduction to Literature II	The purpose of this course is to introduce the students to the study of fiction and essays in English literature.
ENG 02321213	History of English Literature	This course provides the students with the idea of English literature's different periods, their characteristics and the writers with their major works.
BUS 04191201	Introduction to Business	This course will introduce students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business on a local, national, and international scale.

GED 03141201	Introduction to Sociology	This course introduces students to the historical development and some basic concepts of Sociology.
GED 03141202	Bangladesh Studies	This course is designed to introduce students to the knowledge of the historical, socio-economic and political background of Bangladesh
ENG 02322111	Elizabethan and Restoration Drama	This course explores the modern theatre in the English Renaissance and how Elizabethan and Jacobean drama responded to the changing social context.
ENG 02322112	Introduction to Linguistics	This course is designed to familiarize students with basic concepts in linguistics, language learning and language teaching
ENG 02322113	European History	This course is designed for the students to understand and interpret all the major aspects of European History and analyse their impact on social, political, and other sectors.
BNG 02322102	Introduction to Bengali Literature	This course focuses on the prominent writings of Bengali literature
ECO 03112101	Principles of Economics I	The ideas and tools of microeconomic analysis are introduced in this course.
LAW 04212101	Introduction to Law	This course aims to give students an opportunity to learn basic philosophy of law, nature, function and sources of law, authority of law, development of law and legal institutions, legal concept, various types of justice etc.
ENG 02322211	Western Classics in Translation	This course focuses on to reading literatures of Greek and Rome in order to understand their structure of life and style of literature.
ENG 02322212	Phonetics and Phonology	This course is designed to promote a comprehensive study of English articulatory phonetics that deals with the production of English speech sounds, IPA symbols
ENG 02322213	17 th Century Literature	The course will introduce the students to the English poetry and prose of the 17th century showing the emergency of a plethora of English meritorious writers.
GED 03132201	Introduction to Psychology	This course focuses on the science of the human mind and behavior.
ECO 03112202	Principles of Economics II	The course introduces the principles of macroeconomic analysis, its analytical methods with current institutional and empirical issues.

GED 02222202	History of South Asia	This course provides the students with a survey of South Asian Civilization from Ancient to Modern and explores the major aspects that contributed to the development of South Asian history.
ENG 02323111	18 th Century Literature	This course provides the background of how new glories were added to English literature through prose, satires and essays.
ENG 02323112	Romantic Poetry	This course gives the students a clear idea of how the immense political upheaval of the political world found its reflection in the newer dimensions added to the poetry in the early 19 th century.
ENG 02323113	Literary Theory and Practice	This course deals with a study of literary theories and analysis of critical frameworks and methodologies for interpreting the literature and culture.
ENG 02323114	Shakespeare	This course is designed to give the students the idea of William Shakespeare's styles, his contribution in dramas and poetry that greatly influenced English literature.
ENG 02323115	Western Philosophies and Ideas	This course will provide an overview of the history of Western Philosophy and sharpens students' world view.
ENG 02323116	Introduction to English Language Teaching	Introduction to English Language Teaching (ELT) gives the students an overview of the different methods used to teach students a second language. They will also explore the current practice and developments in language learning.
ENG 02323211	Second Language Acquisition	This course will help students to acquire theoretical as well practical knowledge related to acquiring the Second Language.
ENG 02323212	Victorian Poetry	This course examines the works of the major English poets of the Victorian era. The students will get a chance to know about the different trends of Victorian era and the characteristics of the Victorian poetry.
ENG 02323213	Bangladeshi Writings in English	This course covers novel, short story and poetry written in English by Bangladeshi writers and poets.
ENG 02323214	American Drama	This course surveys the classical and modern drama, their differences and analyses American values represented through them.

ENG 02323215	Continental Literature	The course will give a comparative view on the development of literary discourses across Europe in different periods and times.
ENG 02323216	Research Methodology	This course is meant to familiarize students with the different theoretical and practical facts of research methodology.
ENG 02324111	Discourse Analysis	This course introduces theories and methodologies for the study of human discourse, or language in use.
ENG 02324112	American Poetry	This course focuses on the development of American poetry as well as the critical and theoretical aspects. It will also help students map the complex terrain of modern and contemporary poetry.
ENG 02324113	South Asian Literature	This course will explore the literatures of South Asian writers to understand its socio political issues.
ENG 02324114	Asian Classics in Translation	This course introduces the students with Asian classics with a concern about different cultures and traditions. It also includes themes of Sufism, mysticism, and theology.
ENG 02324115	20 th Century British and Irish Drama	This course will familiarize students with the dramas of British and Irish playwrights. Students will be able to analyse the social, economic and political issues of the 20 th century.
ENG 02324116	English Novel from Austen to Hardy	This course concentrates on the works of the influential English novelists from Austen to Hardy. This course will familiarize students with the social condition English society.
ENG 02324211	Teaching Practicum	This course seeks to develop students as effective ESL/EFL teachers by providing them with knowledge and awareness of the learning environment
ENG 02324212	20 th Century British Novel	This course concentrates on the works of the influential English novelists of the 20th Century This course will give the students an over view of the social condition and psychological conflict of the English society.
ENG 02324213	20 th Century British Poetry	This course provides the idea of how the distinctive features in the subjects, forms, concepts and styles of literature emerged in the early decades of twentieth century, especially after World War I.

ENG 02324214	American Fiction	This course examines a range of American fictions to get conceptions of the formation and evaluation of them.
ENG 02324215	Cultural Studies: Theory and Practice	This course examines different cultural and literary theories and looks at the relation between society and literary and cultural production
ENG 02324216	African and Caribbean Literature	This course aims to teach students with the writings of African and Caribbean writers. It will explore literature through postcolonial lens.

Part – D
Grading and Evaluation

1. Grading Scale and Grade Point:

Letter Grade and corresponding Grade-Point will be as follows:

Grade	Approx. Percentage	Points	Meaning
A+	80-100	4.00	Outstanding
A	75-79	3.75	Excellent
A-	70-74	3.50	Very Good
B+	65-69	3.25	Good
B	60-64	3.00	Above Average
B-	55-59	2.75	Average
C+	50-54	2.50	Below Average
C	45-49	2.25	Poor
D	40-44	2.00	Pass
F	00-39	0.00	Fail
I	Incomplete		
W	Withdrawal		

Grades: Grades A+, A, A-, B+, B, B-, C+, C and D- are all passing grades. Grade F is a fail grade.

2. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA):

GPA: Grade Point Average (GPA) is the weighted average of the grade point (GP) obtained in all the courses completed by a student in a semester.

$$GPA = \frac{\sum(\text{course GP} \times \text{course credit})}{\sum \text{gradable credit}}$$

CGPA: Cumulative Grade Point Average (CGPA) will be calculated by the weighted average of previous CGPA and current GPA.

3. Course Withdrawal:

A student can withdraw from a course by a written application to the Head of the discipline through the course advisor in two weeks' time after the course registration. The Head of the discipline will inform about the change to the Registrar and the Controller of Examinations. The Controller of Examinations will send the revised registration list to the disciplines before the examination.

4. Incomplete (I) courses:

A student needs to register his incomplete courses, if offered, from preceding semesters before he can register courses from the current or successive semesters; otherwise, he takes the courses when the desired course is offered next time. An advanced student may be allowed to take a course of immediate next semester. In no way he will be allowed to take a course from the 3rd year skipping a course of the 2nd year or a course from the 4th year skipping a course of the 3rd year simultaneously.

5. Grade Improvement:

Student will get the opportunity to improve their CGPA by taking courses on which he/ she obtained below GPA 2.75 or Grade B-. A student can repeat maximum of 4 courses for improvement. For a course taken multiple times, the best grade will be counted in CGPA calculation. However all the attempts will be listed in the transcript.

6. Dropout:

Once the semester begins, the process of changing the student's course schedule is referred to as dropping/adding courses. A student has several opportunities within a semester to drop a course, but different consequences apply at each stage. Before dropping a course, students should consult with their academic advisors. Dropping courses not only affects a student's academic progress, but also may have consequences for financial aid. There is no refund of tuition for individual courses dropped after the last day of the change of program period. Courses that are not presently offered by the department may be dropped depending on the situations of the student and the departments.

7. Distribution of Marks (Continuous and Summative assessment):

The marks of a given course will be as follows:

Class participation:	10%
Assignment/Tutorial exam	10%
Presentation /Viva	10%
Mid-Semester exam	30%
Semester final exam	40%

Class participation: The marks for class participation will be as follows:

Level of Attendance	Marks	Level of Attendance	Marks
96% to 100%	10	71% to 75%	5
91% to 95%	9	66% to 70%	4
86% to 90%	8	61% to 65%	3
81% to 85%	7	60%	2
76% to 80%	6	Below 60%	0

A student will not be allowed to appear at the semester final examination of a course if his class attendance in that course is less than 60%.

8. Duration of the Mid-Semester and Semester Final Examination

For all semesters there should be a 2-hour final examination for every course of 3 credits or more after the 14 weeks. For courses less than 3 credits the duration should be proportional to the credit hours. The Mid-Semester examination should be of one and half an hour.

9. Make-up Procedures

If a student drops or remains absent in any course in the mid-semester and semester final exam because of medical or any unavoidable grounds, he will have to sit for makeup exam paying a nominal fee (Fee is to be decided by the Exam Committee) for that. The makeup exam will be held within two weeks after the scheduled exam is over by the notification of the Registrar's office.

Course Profile

Course Code: ENG 02321111	Year: 1st	Semester: I	Marks: 100
Course Title: Introduction to Listening and Speaking	Credits: 3.00	Course Type: Core Course	

Course Rationale

This course will basically focus on listening and speaking skills to achieve overall communication skills. Learners will listen to different types of audios such as group conversation; presentation on certain topic, description of locations etc. which will improve their receptive skills. They will practice speaking skills by involving in group discussions, presenting presentations, involving in group discussions, speaking in formal and informal situations, etc. This will help them to achieve one of the productive skills.

Course Objectives

The course aims to:

- i. Enhance their listening and speaking skills.
- ii. Reinforce existing speaking and listening skills and identify areas for improvement
- iii. Improve pronunciation, accent, choice of vocabulary and registers of language appropriate to different situations.
- iv. Generate authentic language in meaningful situations.

Course contents

- Listening for meaning, listening for communication, relationship between listening and speaking, barriers to and difficulties in listening, good and bad listening habits.
- Kinds of listening, benefits of listening, active and passive listening, sub-skills of listening, listening strategies, listening practice in classroom.
- Importance of speaking skill, characteristics of spoken language, public speaking, speaking situations, micro skills of speaking, difficulties in speaking, Speaking for performing different functions, such as requesting, offering etc. Speaking in formal and informal situations.

Course Learning Outcomes

This course enables students to:

CLO 1	Understand and comprehend oral language, take part in basic day-to-day conversations, and interact in class.
CLO 2	Demonstrate their learning through the production of various sentences, engaging with discussions, expressing their ideas, thoughts, and opinions using the expressions that were taught in class.

CLO 3	Comprehend different levels of oral language to take part in more advanced topics.
CLO 4	Use correct stress, reductions, and intonation in long stretches of speech.
CLO 5	Communicate with others using correct production in real life situations.

Mapping CLOs to PLOs

CLO /PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x	x								x
CLO2		x	x					x		x
CLO3			x	x		x				
CLO4		x						x		
CLO5	x	x								x

Teaching Learning Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Presentation
CLO 2	Group study, Presentation	Viva, Tutorial
CLO 3	Class discussion, Presentation	Midterm examination, Semester Final
CLO 4	Group study, Practicing from IELTS Cambridge Testing series	Presentation, Semester Final
CLO 5	Group study, Presentation	Viva

Recommended Readings

- 1) Bonet, D. (2001). The Business of Listening: A Practical Guide to Effective Listening. New York.
- 2) Crisp Learning. Kenworthy, J. (1987). Teaching English Pronunciation. England: Longman.
- 3) O'Connor, J. D. (1980). Better English Pronunciation. Cambridge: Cambridge University Press.
- 4) Sally Logan and Craig Thaine, Real Listening and Speaking, Cambridge University Press, 2009, www.cambridge.org/englishskills

Course Code: ENG 02321112	Year: 1st	Semester I	Marks: 100
Course Title: Introduction to Writing and Reading	Credits 03	Course Type: Core Course	

Course Rationale

This course aims to provide the students with essential grammar rules needed in writing. It will make them write sentences correctly and put them together to form any sort of composition. It also provides the students with different techniques of reading effectively with a variety of topics on diverse phenomena.

Course Objectives

The objectives of this course are:

- i. to facilitate the students with knowledge of grammar and different prescribed methods of reading
- ii. to help them to write and read with analytical and critical ability
- iii. to develop their communication skills through writings
- iv. to help them to develop their ability of the comprehensive reading of a wide range of texts

Course Contents

- Tense
- Different use of words and their forms (e.g. noun, verb, adjective, adverb, etc.)
- Subject-verb agreement
- Infinitives, gerund, present and past participle, modals, causative, conditionals, subjunctives
- Connectors/Cohesion makers
- Different types of sentences and their combinations in writing. (e.g. simple, complex, compound, interrogative, assertive, etc.)
- Writing practices: paragraph formation, analyzing a picture, diagram, bar chart, pie chart, etc.)
- Reading comprehensions: skimming, scanning, making predictions and inferences, summarizing, realizing the author's standpoint, guessing word meaning from contextual clues.

Course Learning Outcomes (CLO)

At the end of this course, the students will be able to

CLO 1	Achieve the necessary knowledge of grammar to use in writing
CLO 2	Use the writing skill for research, communicative and professional purposes

CLO 3	Demonstrate the ability to acquire knowledge from reading
CLO 4	Use both reading and writing skills to interrelate with different compositions in other allied fields

Mapping CLOs to PLOs

PLO CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x	x	x	x				x		x
CLO 2	x	x	x	x	x			x		x
CLO 3	x		x	x		x		x	x	x
CLO 4	x	x	x	x		x	x	x		x

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study, Presentation	Tutorial, Viva
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination, Viva

Recommended Readings

- 1) *Cliff's TOEFL*
- 2) Imhoof, Maurice and Hudson, Herman. *From Paragraph to Essay*
- 3) Liz and John Soars (current edition). *New Headway Upper-Intermediate Students' Book*. Oxford OUP
- 4) Murphy, Raymond. *Intermediate English Grammar*
- 5) Tibbits, E. E. ed. *Exercises in Reading Comprehension*. Longman

Course Code: ENG 02321113	Year: 1st	Semester I	Marks: 100
Course Title: Introduction to Literature I	Credits 03	Course Type: Core Course	

Course Rationale

This course aims to give a flavour of English literature and develop students' foundation for entering into learning of English Literature. Basically, this part will deal with the genres of poems and drama. Students taking this course will develop their linguistic competencies for appreciating poetry and drama. It will teach the elements of poetry and drama required to comprehend and create such kind.

Course Objectives

The objectives of this course are:

- i. Brief discussions on the overview of different types of genres.
- ii. Understanding different linguistic competencies to critically appreciate literature.
- iii. Reading the list of authors in order to decode theme, plot, characters, etc. related to drama.
- iv. Familiarizing students with different poems to interpret styles and structure.
- v. Creating an enthusiastic spirit to write poems and dramas.

Course Contents

- **Literary Forms:** Lyric, Sonnet, Ode, Dramatic Monologue, Elegy, Satire, Allegory, Fable, Tragedy, Comedy.
- **Literary Terms:** Theme, Atmosphere, Mood, Point of View, Narrator, Foreshadowing, Plot, Setting, Soliloquy, Dialogue, Stanza, Act, Scene, Connotation, Denotation.
- **Figures of Speech:** Alliteration, Allusion, Assonance, Anticlimax, Climax, Conceit, Epigram, Hyperbole, Irony, Imagery, Metaphor, Metonymy, Onomatopoeia, Paradox, Personification, Pun/ Paronomasia, Rhetorical Question, Simile, Symbol, Synecdoche, Transferred Epithet, Understatement.
- **Prosody:** Scansion, Metre.
- **Selected poems and dramas**

Text

Poems:

- 1) William Shakespeare. *Sonnet 18*
- 2) Robert Frost. "Stopping by Woods on a Snowy Evening"
- 3) William Wordsworth. *I wandered lonely as a cloud*
- 4) Robert Browning. *My Last Duchess*
- 5) Emily Dickinson. *Because I could not stop for Death*
- 6) John Keats. *Autumn*

Drama:

- 1) J.M. Synge. *Riders to the Sea*
- 2) Shakespeare. *Merchant of Venice*
- 3) Christopher Marlowe. *The Tragical History of Doctor Faustus*

Course Learning Outcomes

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

CLO 1	Develop an understanding of different classifications of genres.
CLO 2	Interpret different literary pieces to extract various elements incorporated within the text.
CLO 3	Critically evaluate poems and dramas and appreciate literature.
CLO 4	Write poems and dramas with all its literary features.
CLO 5	Apply the knowledge acquired in practical life to broaden the perspectives of thoughts.

Mapping CLOs to PLOs

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x									x
CLO2			x	x						x
CLO3			x	x		x				
CLO4		x	x					x		
CLO5			x	x						x

Assessment and Teaching Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study, Presentation	Tutorial
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Presentation

Recommended Readings

- 1) Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.

- 2) Bose, M. *The Essentials of Rhetoric Prosody and Phonetics: For Degree Classes of Indian Universities*. 8th ed., MotilalBanarsidass, 2016.
- 3) Brooks, Cleanth, and Robert Bechtold Heilman. *Understanding Drama*. Holt, Rinehart and Winston, 1961.
- 4) Brooks, Cleanth, and Robert Penn Warren. *Understanding Poetry; an Anthology for College Students*. H. Holt and Co., 1947.
- 5) Cuddon, John A. *A Dictionary of Literary Terms*. Blackwell, 1998.
- 6) Dobson, Austin. *Handbook of English Literature*. Rarebooksclub Com, 2012.

Course Code: GED 02221101	Year: 1st	Semester: I	Marks: 100
Course Title: History of the Emergence of Bangladesh	Credits: 03	Course Type: GED Course	

Course Rationale

Bangladesh has a wonderful history, and this course is aimed to assist undergrad students in becoming acquainted with the rich history of Bangladesh and, as a result, understanding the present state of Bangladesh in the context of the past. Taking this course will enhance students' comprehension of the complex interconnections of historical events and will offer students with a grasp of the historical origins of Bangladesh as an independent state, among other benefits.

Course Objectives

The objectives of this course are to:

- i. trace the historical root of Bangladesh as an independent state focusing on the social, economic and political developments that have taken place since its independence.
- ii. identify the major socio-economic, political, environmental and developmental issues that have arisen during this period, before assessing the progress over time.
- iii. learn about the background of establishment of Bangladesh. Specifically, they will learn about language movement, causes & consequences of six-point programs, general election of 1970 and the brief history liberation war.
- iv. Learn about our seven most valiant heroes of our liberation war.

Course Contents:

- Partition of Bengal in 1947 and Rise of Nationalism
- Peasant Movement of Bengal in 1946-47
- The Language Movement 1952
- Movement for Autonomy
- Six Point Program and Backgrounds
- The mass upsurge of 1969
- Emergence of Bangladesh
- Role of Major Countries
- 11 Sectors in Liberation War
- Constitution of Independent Bangladesh

Course Learning Outcomes

After completing the course, students will be able to:

CLO 1	Recognize the areas of exploitation and oppression during the Pakistan regime.
--------------	--

CLO 2	Understand the inner significance of the emergence of Bangladesh as a nation.
CLO 3	Value the importance of language movement.
CLO 4	Apply critical skills to analyze the importance of the Six Point Program which was crucial for the Birth
CLO 5	Develop an understanding regarding the role of the 7 th March speech.

Mapping of CLOs to PLOs

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1			x	x			x	x	x	x
CLO2	x	x	x			x				x
CLO3								x	x	x
CLO4			x	x			x	x		
CLO5	x									x

Assessment and Teaching Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study, Presentation	Tutorial
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Presentation

Recommended Readings

- 1) History of Bangladesh by Sirajul Islam (ed).
- 2) Lonely Planet Bangladesh by R. Plunkett, A. Newton, and B. Wagenhauser
- 3) Cambridge O Level- Bangladesh Studies (History, Culture, Environment and Development)
- 4) Changing Society in India, Pakistan and Bangladesh by N. Karim
- 5) Social History of Bangladesh by Kumruddin.

Course Code: CSE 06131101	Year: 1st	Semester: I	Marks: 100
Course Title: Introduction to Computer Application	Credits: 03	Course Type: GED Course	

Course Rationale

This introductory course in computer science is designed to impart students with the basic knowledge of computers, applications software, hardware, and computer information systems. This course will also provide hands-on knowledge of common application software like word processors, spreadsheets, presentations, and database tools.

Course Objectives

The objectives of this course are to:

- i. provide students with the knowledge of uses of computer in the modern society.
- ii. impart students with the IT knowledge necessary in professional setting.
- iii. familiarize students with software like word processing, spread-sheet, and presentation software used in professional environment.
- iv. familiarize students with the internet and different internet services.

Course Contents

- Introduction to computers and Computer Hardware
- Memory & Storage
- Numbering systems and computer's internal data representation
- Operating System
- Application software
- Word processing software
- Presentation software
- Spreadsheet software
- Database software
- Computer network and Internet

Course Learning Outcomes (CLOs)

CLO 1	Recognize and define basic concepts of computer including hardware and software
--------------	---

CLO 2	Recognize and identify advantages and disadvantages of modern tools like computer, internet, etc.
CLO 3	Use application software like word processor, spreadsheet, presentation, and database tools to manage educational and professional data, papers, presentation, etc.

Mapping of CLOs with Program Learning Outcomes PLOs

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1					X					X
CLO2			X	X				X	X	
CLO3			X		X			X		X

Assessment and Teaching Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1 CLO2	Interactive class, Open Discussion, Participatory Q/A session, Online resources.	Assignments, Class tests, Presentation, Quiz and Final examination
CLO3	Interactive class, Laboratory work, Open Discussion, Participatory Q/A session, Online resources.	Assignments, Lab Test, Class tests, Presentation, Quiz and Final examination

Recommended Readings

- 1) Introduction to Computer - P. Norton
- 2) Computer Science- Warford
- 3) Inside the PC - P. Norton
- 4) Introduction to Computer - M. Alamgir

Course Code: BNG 02321101	Year: 1st	Semester: I	Marks: 100
Course Title: Basic Bengali Language Skills	Credits: 03	Course Type: GED Course	

‡Kv‡m©i eY©bv

‡Kvm©wUi g~j jÿ" evsjv fvlvi e"envi ‡kLvi wbwg‡Ë e"Ki‡Yi cÖ‡qvRbxq wbqg,‡jv mœú‡K© wkÿv_©x‡'i aviYv †'qv| wkÿv_x©iv wbf,jfv‡e evK" MVb wkL‡Z cvi‡e I Zvi gva"‡g wewfbœ ai‡bi m,,Rbkxj evK" iPbvq ‡hvM" I `ÿ n‡Z cvi‡e|

‡Kv‡m©i jÿ"

- evsjv e"Ki‡Yi cÖ‡qvRbxq wbqgvejx mœú‡K© aviYv cÖ`vb|
- wbf©yj evK" MVb I evK" iPbvq mnvqZv Kiv|
- wkÿv_x©‡'i evsjv fvlvq †hvMv‡hv‡Mi `ÿZv evov‡bv|
- wkÿv_x©‡'i evsjv fvlvq m,,Rbkxj iPbvq DØy× Kiv|

‡Kv‡m©i Dcv`vb

- evsjv e"vKiY I Gi Av‡jvP" welq
- aÿwbZË;
- YZ_i I LZ_i weavb
- mwÜ
- mgvm
- DcmM©
- k‡âi †kÖYxwefvM
- c` cÖKiY
- evMaviv
- cÖev` cÖePb
- evsjv evbv ixwZ
- Abyev`
- cÎ wjLb
- cÖeÜ iPbv

‡Kv‡m©i wkLb djvdj

GB ‡Kvm© Aa"q‡bi ‡k‡l wkÿv_©xiv,

- evsjv e"Ki‡Yi welqvejx mœú‡K© my`úó aviYv jvf Ki‡Z cvi‡e|
- evsjvq ixfv‡e evK" iPbv I Zvi gva"‡g g‡bi fve mœú~Y© cÖKvk Ki‡Z cvi‡e|
- wewfbœ eB I mvwnZ" i×iæ‡c cvV Ki‡Z cvi‡e hvi d‡j mwVK ÁvbR©‡bi gva"‡g wb‡R‡'i eyw×e,,wËK weKvk NUv‡Z cvi‡e|
- evsjvq mwVKfv‡e †hvMv‡hvM `ÿZv AvqË Ki‡Z cvi‡e|

PLO Gi mv†_ CLO Gi g'vwcs

CLO\ PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	×		×							
CLO2	×									
CLO3				×						
CLO4									×	×

g~j'vqY I wkLb †KŠkj :

CLO	wkLb †KŠkj	g~j'vqY †KŠkj
CLO 1	‡kÖwY Av†jvPbv	wUD†Uvwivj
CLO 2	‡kÖwY Av†jvPbv I MÖæc IqvK©	wgW †mwg÷vi cixÿv
CLO 3	Dc'vcbv I KzBR	Dc'vcbv I †gŠwLK cixÿv
CLO 4	‡kÖwY Av†jvPbv I GmvBb†gU	‡mwg÷vi dvBbvj cixÿv

mnvqK eB:

1. D'PZi ^wbf©i wei× fvlv wkÿv- W. nvqvr gvgy`
2. e'envwiK evsjv hZ fzj ZZ dzj - ibwRr weklvm
3. KZ b`x m†ivei ev evsjv fvlvi Rxebx - ûgvqyb AvRv`
4. evsjv cÖev` cwiwPwZ- †gvnvø§` nvwbd cvVvb

Course Code: ENG 02321211	Year: 1st	Semester II	Marks: 100
Course Title: Advanced Writing	Credits 03	Course Type: Core	

Course Rationale

This course helps students develop competence in written communication by practicing writing clear sentences and paragraphs. Students learn how to recognize and use sentence patterns and to write coherent paragraphs containing a topic sentence, idea development, and a strong conclusion. The course intends to enable students open many doors to career possibilities. It familiarises the students with the material that will help them develop their pronunciation skills, writing techniques for formal correspondence etc. It also enables the students to learn and improve creative writing.

Course Objectives

The objectives of this course are to:

- i. to increase their confidence when communicating in English in a professional environment.
- ii. to English more effectively at work in a wide variety of contexts.
- iii. to learn the structures and formats of formal letters and correspondence.
- iv. to improve their compositing writing through learning the kind of expository prose
- v. to acquire creative writing skills

Course Contents:

- Writing composition (Essay Paragraph and report)
- Letter writing: Formal and informal, letter of opinion, application.
- writing CV, Fax, Email, etc.
- Stylistics flaws: trite expression, redundancy, wordiness, awkwardness, parallelism, choppiness
- Writing routine business letters, Quotations, tenders, etc.
- Creative writing (Poem, Short story, content)

Course Learning Outcomes

On successful completion of the course, the student will be able to

CLO 1	create grammatically accurate and contextually appropriate documents.
CLO 2	develop a professional persona through improving argumentative writing
CLO 3	present a professional CV, write a cover letter and be capable of going through a

	job interview in English with confidence.
CLO 4	Write creative essays, stories, articles, etc.

Mapping CLOs to PLOs

PLO CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1		x			x					
CLO2		x						x		
CLO3		x			x			x		
CLO4					x			x		

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study, Presentation	Assignments
CLO 3	Class work, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class work, Group study	Midterm examination, Semester Final Examination

Recommended Reading

- 1) Hoof and Hudson. *From Paragraph to Essay*
- 2) Jakeman, Vanessa and Clare McDowell. *Cambridge Practice Tests for IELTS 1*, Cambridge University Press, 1996.
- 3) Lester, Alison and Taylor, Shirley: *Communication: Your Key to Success*.
- 4) Taylor, Shirley: *Model Business Letters, Emails, and Other Business Documents*

Course Code: ENG 02321212	Year 1st	Semester II	Marks: 100
Course Title: Introduction to Literature II	Credits 03	Course Type: Core	

Course Rationale

The purpose of this course is to introduce the students to the study of prose and essays in English. In this course, the students will study selected essays, novels, short stories from different periods of English literature. They will also learn about the essay and its kinds and forms: descriptive, narrative, argumentative, expository, persuasive and informal etc. They will also learn about art of fiction, plot, structure, point of view, characterization, setting, style and narration, action, conflict, characterization, style.

Course Learning Objectives

The objectives of this course are to:

- i. Give an overview of different types of genres related to prose writing.
- ii. Analyze and critique the ways to a prose narrative
- iii. write effective papers to analyze the style, structure, theme, and other features of a prose piece.
- iv. Develop an outlook of different linguistic competencies to critically appreciate literature and art.

Course Contents:

- Literary Forms: Novel, Short Story, Essay, Satire, Allegory, Fable, Parable
- Essays from Francis Bacon, Addison and Steele
- Novel,
- Short story

Texts:

Essays:

Francis Bacon: *Of Studies, Of Love, Of Friendship, Of Travel, Of Marriage and Single Life*,
Addison and Steele: *The Spectator's Account of Himself, The Club, Sir Roger at Home, The Coverley Household, Sir Roger's Ancestors*.

Novel:

John Bunyan: *The Pilgrim's Progress*.

Short stories:

William Somerset Maugham: *The Luncheon*

O’Henry: *The Gift of the Magi*

Rabindranath Tagore: *The Postmaster*

Anton Chekov: *The Lottery Ticket*

George Orwell: *Shooting an Elephant*

Course Learning Outcomes:

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

CLO 1	Develop an understanding of different classifications of genres related to English prose writing.
CLO 2	Interpret different literary pieces.
CLO 3	Critically evaluate novels, short stories and essay
CLO 4	Use the knowledge derived from reading to broaden the perspectives of thoughts in practical life.

Mapping CLOs to PLOs

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

Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study, Presentation	Tutorial, Viva
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination, Viva

Recommended Reading

- 1) Barnet, Sylvan. *An Introduction to Literature: Fiction, Poetry, and Drama*. New York: Pearson Longman, 2008.
- 2) Hadfield, Andrew (Ed.) *The Oxford Handbook of English Prose (1500-1640)*. London: Oxford University Press, 2013.
- 3) Kennedy, X. J. *Literature. An Introduction to Fiction, Poetry, Drama, and Writing*. USA: Pearson, 2015.

4) Lodge, David. *The Art of Fiction*. UK: Randomhouse, 2012.

Course Code: ENG 02321213	Year: 1st	Semester II	Marks: 100
Course Title: History of English Literature	Credits 03	Course Type: Core	

Course Rationale

This course provides the students with the idea of English literature as classified into different periods historically. It also focuses on the writers and their major works that emerged in different periods.

Course Objectives

The objectives of this course are

- i. To facilitate the knowledge of a brief, accurate summary of historical and social events that found expression in literature.
- ii. To provide a study of various literary epochs showing what each gained from the preceding and how each aided to form English literature into a whole.
- iii. To provide a brief biography of every important writer with their works and inferences.
- iv. To get ideas about the gradual development of literary genres and critical approaches.

Course Contents

- Literary characteristics of different periods
- Short descriptions of authors and their literary career
- Study of sociopolitical background that corresponds with literary characteristics
- The emergence of literary trends and practices

Text:

- Anglo-Saxon or Old English Period
- Anglo-Norman Period
- The Age of Chaucer
- The Revival of Learning
- The Age of Elizabeth
- The Puritan Age
- The Age of Restoration
- 18th Century Literature
- The Age of Romanticism
- The Victorian Age
- Twentieth Century Literature

Course Learning Outcomes (CLO)

At the end of this course, the students will be able to

CLO 1	identify the new trends and writing techniques that enriched English literature.
CLO 2	interpret the texts from different cultural contexts that emerged through different periods.
CLO 3	evaluate the merits displayed by different writers.
CLO 4	apply various literature-related vocabularies to explain the texts.
CLO 5	design critical or research writings with an articulate view of the overall English literature.

Mapping CLOs to PLOs

PLO CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x		x	x				x		x
CLO 2	x	x	x	x		x	x	x		x
CLO 3	x		x	x			x			
CLO 4		x	x	x				x		x
CLO 5	x	x	x	x				x		

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study, Presentation	Tutorial
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Presentation

Recommended Reading

- 1) Abrams, M. H. et. al. *The Norton Anthology of English Literature*
- 2) Long, William J. *English Literature*

Course Code: BUS 04191201	Year: 1st	Semester II	Marks: 100
Course Title: Introduction To Business	Credits: 03	Course Type: GED	

Course Rationale

This course will introduce students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business on a local, national, and international scale. The course will focus on all aspects of business: the domestic and international economics, financial principles, management strategies, administrative and information systems, ethics, and organizational and professional leadership. Students will analyze the elements of the business environment and focus on attitudinal and problem-solving skills inherent to success.

Course Objectives

This course aims to

- i. provide students understanding necessary factors of business in global environment.
- ii. helps students to analyze various concepts of human resources.
- iii. help students to apply various management, marketing, accounting and financing strategies to solve real life business

Course Learning Outcomes:

After completing the course, students will be able to:

CLO 1	understand the various factors necessary for cultivating a business in a diverse global environment, including: The Free Enterprise System, Economics and Globalization, Ethics and Social Responsibility.
CLO 2	analyze concepts including the development of customer-oriented strategies focusing on having the right product available, where and when the customer wants it.
CLO 3	evaluate understanding by solving business related case studies.
CLO 4	apply key aspects of managing a business, including leadership, management and employee empowerment.
CLO 5	analyze diverse business problem and their solution.

Course Content:

- Foundation of Business and Economics
- Selecting a Form of Business Ownership

- Entrepreneurship, Franchising and Small Business
- Social Responsibility and Business Ethics
- International Business
- Assessing Economic Conditions in Business
- Fundamentals of Management and Organizing
- Motivating Employees
- Marketing Strategy
- Financial Management and Accounting Fundamentals
- Expanding the Business

Textbooks:

- 1) Business for the 21st Century – Steven J. Skinner and John M. Ivancevich; R.D. Irwin, 1/E, 1992.
- 2) Business Foundations: A Changing World – O. C. Ferrell, Geoffrey Hirt and Linda Ferrell; McGraw-Hill Education, 12/E, 2019.

Mapping of Course Learning Outcomes to Program Learning Outcomes:

PLO CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x							x		x
CLO 2			x	x				x		x
CLO 3			x	x			x	x	x	
CLO 4			x	x				x		x
CLO 5			x	x			x	x	x	

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study, Presentation	Tutorial
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Presentation

Recommended Reading

- 1) Global Business Today – Charles W. L. Hill and G. Tomas M. Hult; McGraw-Hill Education, 11/E, 2019.

- 2) Understanding Business with Connect Access Card – William Nickels and James McHugh; McGraw-Hill Education 12/E, 2018.
- 3) Foundations of Business – William M. Pride, Robert J. Hughes, and Jack R. Kapoor, Cengage Learning; 6/E, 2018.
- 4) Introduction to Business – Jeff Madura; Thompson/South-Western, 1/E 2006.

Course Code: GED 03141201	Year: 1st	Semester II	Marks: 100
Course Title: Introduction to Sociology	Credits: 03	Course Type: GED	

Course Rationale

This course introduces students to the historical development, and some basic concepts of Sociology. Centering on human interaction, it explains various social institutions like family, religion, state and so on; and analyzes socialization, gender, inequality and power among other substantive societal issues. Attempts are made to relate these issues citing examples from various societies of the world including Bangladesh.

Course Objectives

Major objectives of this course are to-

- i. Introduce students to the origin and development of Sociology.
- ii. Understand the basic concepts and techniques of studying Sociology; and
- iii. Provide insight regarding the relationship among social, political, economic, religious and other institutions in societies.

Course Learning Outcomes

After completing the course, students will be able to:

CLO 1	Outline the origin and development of Sociology as a distinct discipline.
CLO 2	Comprehend the primary concepts used in Sociology.
CLO 3	Obtain an idea of Self and Socialization.
CLO 4	Analyze the elements of culture and socialization of human beings.
CLO 5	Explain major institutions of society, such as, social, economic, political, education, religious and so on.

Course Contents:

- Introducing Sociology
- The Perspective of Sociology
- Basic concepts of Sociology
- Methods and Measures in Sociology
- Family, Marriage and Intimate Relationships
- Industry and the Community

- Social Change
- Social Conformity and deviance
- Economic Institutions
- Social Problem

Mapping of Course Learning Outcomes to Program Learning Outcomes

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x									
CLO2			x					x		
CLO3								x	x	x
CLO4				x		x		x		
CLO5							x	x		

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study	Midterm examination, Semester final Examination
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Quiz	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Assignments, Presentation

Recommended Reading

- 1) Sociology by Richard T. Schaefer and Robert P. Lamm, MacGraw-Hill, N.O., 2002)
- 2) Social Problems by LeRoy W. Barnes, The Dushkin Publishing Group, Guilford, CT, 2000)
- 3) Industrial Sociology by Ivar Berg
- 4) What is Sociology by Alex Inkels.
- 5) Introduction to Sociology by Pascal Gisbert,
- 6) Sociology: A guide to problems and literature by T.B. Bottomore.
- 7) Sociology by Giddens.

Course Code: GED 03141202	Year: 1st	Semester II	Marks: 100
Course Title: Bangladesh Studies	Credits: 03	Course Type: GED	

Course Rationale

This course is designed to introduce students to the knowledge on historical, socio-economic and political background of Bangladesh in order to encourage critical thinking, knowledge development and problem-solving ideas for contemporary Bangladesh society and culture. Moreover, this course also provides a general idea of contemporary issues and problems in Bangladesh.

Course Objectives

Major objectives of this course are

- i. To disseminate ideas on the geography, history, social history, society and culture, economy and politics of Bangladesh.
- ii. To present a comparative analysis of societies of Bangladesh; and
- iii. To provide insights on the major studies on development agents of Bangladesh.
- iv. To understand the economic and productivity pattern of the country.
- v. To provide the knowledge of govt. system, constitution and legislation system with abiding laws.

Course Learning Outcomes

After completing the course, students will be able to:

CLO 1	Obtain the idea on every aspect our rich culture.
CLO 2	Describe the nature and pattern of Bangladesh society.
CLO 3	Explain and evaluate the socio-economic, political, administrative and constitutional features of Bangladesh.
CLO 4	Provide overall knowledge about socio-economic prospects and potentiality of our nation.
CLO 5	Generalize our Govt. system and adapt various social problems in the broad social spectrum and oblige the laws to be a good citizen.

Course Contents:

- Social Background of Bangladesh Society

- Economy of Bangladesh
- Culture
- NGO and Development
- Population, Ethnicity and Health
- Social Inequality, Social Stratification and Poverty
- Urbanization
- Migration
- Major organ of Government
- Governance and Good Governance

Mapping of Course Learning Outcomes to Program Learning Outcomes

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x					x		x		x
CLO2								x		
CLO3			x	x				x		x
CLO4								x		
CLO5				x			x	x	x	

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial
CLO 2	Group study, Presentation	Midterm examination, Semester Final Examination, viva voce
CLO 3	Lecture, group study	Midterm examination, Semester Final Examination,
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Presentation, viva voce

Recommended Reading

- 1) Haque, Mahmudul., Bangladesh: History, Politics, Economy, Society and Culture Essays in Honor of Professor Alamgir Muhammad Serajuddin, 2016, The University Press Limited (UPL)
- 2) Society and social structure of Bangladesh, Richard, T. Schaefer., Sociology, 2010, McGraw Hill Publications, Chapter five. pp 103--110 p, Chapter three p 53.
- 3) Culture and diversity of Bangladesh: Schaefer and Giddens, Sociology: chapters of Culture p 55
- 4) History of Bangladesh: 1905-2005, chapter one p 1-25 and chapter four p 187

Course Code: ENG 02322111	Year: 2nd	Semester I	Marks: 100
Course Title: Elizabethan and Restoration drama	Credits: 03	Course Type: Core	

Course Rationale

The course will be exploring the invention of the modern theatre in the English Renaissance and how Elizabethan and Jacobean drama responded to changing social contexts. Further attention will be paid in providing background information essential to an understanding of the dramas including consideration of contemporary social and cultural history, and the growth of drama.

Course Objectives

- i. to understand the evolution of drama and its various types
- ii. to express and share thoughtful and well supported ideas and views about individual dramas
- iii. to identify the classical influence on the Elizabethan and Jacobean drama
- iv. to know about the dramatic unities, types of comedy and tragedy, tragic comedy, comedy of humours and decadent tragedy etc.
- v. to know the social, historical, and cultural condition of the age through reading and analyzing the drama.

Course Contents

- Tragedy and comedy
- Gender and cross-dressing
- Love in relation to character development
- The role of the “fool”
- Literary devices
- Shakespearean language
- The role of supernatural
- The role of gender
- Guilty conscience
- Ambition and manipulation
- Comedy of Manners

Text:

- Marlowe: *Doctor Faustus*
- Shakespeare: *Macbeth, Hamlet, As You Like It,*
- Kyd: *The Spanish Tragedy*
- Webster: *The Duchess of Malfi*
- Ben Johnson: *Volpone*
- John Fletcher: Selected works

Course Learning Outcomes

On successful completion of the course, the student will be able to

CLO 1	focus on English Renaissance drama and its place in the culture of Elizabethan and Jacobean England.
CLO 2	consider plays both as literary texts and as theatrical events
CLO 3	examine the theatre as a social institution
CLO 4	explain the various themes and their theatrical applications and also the significance of various theatrical techniques
CLO 5	improve their personality by practicing morality and life lessons learned through the course

Mapping CLOs to PLOs:

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x									
CLO2	x									
CLO3			x			x				
CLO4	x			x						
CLO5								x		x

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Assignments, Tutorial
CLO 2	Group study,	Midterm examination, Semester final Examination
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Quiz	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Assignments, Presentation

Recommended Readings:

- 1) Aristotle's *Poetics*
- 2) Bradbrook, MC. *Themes and Conventions in Elizabethan Tragedy*.
- 3) *English Renaissance Drama*. Ed. David Bevington et al (W. W. Norton 2002)
- 4) Symonds, J A. *Shakespeare's Predecessors in English Drama*

Course Code: ENG 02322112	Year: 2nd	Semester I	Marks: 100
Course Title: Introduction to Linguistics	Credits: 03	Course Type: Core	

Course Rationale

This course will provide answers to basic questions about the nature of human language. Throughout the course, we will be examining a number of ways in which human language is a complex but law-governed mental system. Linguistics scientifically studies the varied aspects of language in general and a language in particular as well as language learning and language teaching. This course is designed to familiarize students with basic concepts in linguistics, language learning and language teaching.

Course Objectives

This course aims to

- i. make students examine their own linguistic beliefs and attitudes
- ii. explore both the diversity of language systems and their fundamental similarities.
- iii. discuss the basic concepts of most of the subfields of linguistics: phonetics, phonology, morphology, semantics, syntax, synchronic and diachronic linguistics, psycholinguistics, and sociolinguistics.
- iv. equip students with some tools, techniques, and skills for linguistic analysis and practice in using these to arrive at organizing principles of a language.

Course Contents

- The Origins of language
- Linguistics: Definition, characteristics, levels and branches
- Schools of linguistics: Saussure, Bloomfield, Chomsky, and Firth and Halliday
- Phonetics and phonology: definitions, differences, range and basic aspects
- Word formation
- Morphology
- Syntax
- Semantics
- Pragmatics
- First language acquisition
- Second language acquisition/learning
- Language and regional variation
- Language and social variation

Course Learning Outcomes

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

CLO 1	define and evaluate the essential elements of linguistics
CLO 2	understand the difference between a descriptive and a prescriptive view on linguistic phenomena
CLO 3	apply the principles of linguistics to interpret literary and non-literary texts
CLO 4	analyse in detail selected language chunks in terms of phonology, morphology, syntax and semantics

Mapping CLOs to PLOs

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	x									
CLO 2		x								x
CLO3				x				x		
CLO4					x					

Teaching -Learning &Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Lecture, Class discussion	Viva, Quiz, Mid term
CLO 2	Lecture, Q/A sessions, Presentations,	Midterm, Semester Final.
CLO 3	Lecture, Pair work,	Tutorial, Midterm examination, Semester Final.
CLO 4	Q/A sessions, Group discussions,	Presentation, Assignments,

Recommend Reading:

- 1) Aronoff, M. and Rees-Miller, J. (Eds.). *The Handbook of Linguistics*. Oxford, Malden, MA: Blackwell, 2003
- 2) Brown, H. D. *Principles of Language Learning and Teaching*. London: Longman, 2000.
- 3) Maniruzzaman, M. *Introduction to English Language Study*. Dhaka: Friends' Book, 2006.
- 4) Sampson, G. *Schools of Linguistics*. Oxford: OUP, 1980
- 5) Yule, George. *The Study of Language.*, Cambridge: Cambridge University Press, 2010 Oxford: OUP, 1980

Course Code: ENG 02322113	Year: 2nd	Semester I	Marks: 100
Course Title: European History	Credits: 03	Course Type: Core	

Course Rationale

This course is designed for the students to understand and interpret the important geographic, political, economic, religious, social, intellectual, and artistic themes of European History from approximately from middle to the present.

Objectives:

- i. To familiarize the students with the ideas of History and its contribution to human civilisation.
- ii. To help them know the geographical and thematic history of Europe.
- iii. To make them understand the idea of religion and analyse its impact on social, political and other sectors.
- iv. To provide the knowledge about various political, religious, and intellectual movements and their impacts.

Course Contents:

- Impact of ancient Mediterranean civilizations on the modern world
- Social Structure of Medieval Europe
- Impact of the Roman Catholic on Western Europe
- Reformation and its impact on Europe
- Causes and effects of the age of exploration
- Rise of constitutional monarchy and parliamentary power in England (Tudors through Stuarts)
- Causes and effects of Scientific evolution
- Impact of the enlightenment on the religious, political, and social ideologies
- The French Revolution
- Industrial Revolution
- Imperialism
- Causes and courses of WWI & WWII
- Cold war

Course Learning Outcomes:

On successful completion of the course, the student will be able to

CLO 1	Understand basic ideas of History and its importance to modern world
CLO 2	Identify the geographical and thematic issues in European History

CLO 3	Interpret the influence of religion on social and political aspects
CLO 4	explain the reasons and effects of various movements and revolutions
CLO 5	Use the knowledge of history to improve the understanding of the society and human development.

Mapping CLOs to PLOs:

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1			x							
CLO2				x		x				
CLO3						x	x			
CLO4				x		x				
CLO5								x		x

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial
CLO 2	Group study, Presentation	Midterm examination, Semester Final Examination, viva voce
CLO 3	Lecture, group study	Midterm examination, Semester Final Examination,
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Presentation, viva voce

Recommended Readings:

- 1) *Europe: A History*, Norman Davies 4
- 2) *Human Heritage: A World History*, Miriam Greenblatt
- 3) *The Penguin History of Europe*, J.M. Robert

Course Code: BNG 02322102	Year: 2nd	Semester I	Marks: 100
Course Title: Introduction to Bengali Literature	Credits: 03	Course Type: Core	

†Kv†m©i eY©bv :

†Kvm©wU wkŷv_©x†'i evsjv mvwnZ" m᳚ú†K© aviYv cÖ`vb Ki†e| evsjv mvwn†Z'i ,iæZ;c~Y© †jLK†'i Mí, KweZv, bvUK, Dcb`vm, cÖeÜ I Ab`vb" mvwnZ"Kg© m᳚ú†K© Rvbvi cvkvcvwk evsjv mvwn†Z'i mswŷß BwZnm, Q›, AjsKvi BZ`vw' m᳚ú†K© wkŷv_©xiv aviYv jvf Ki†Z cvi†e|

†Kv†m©i jy`:

- evsjv mvwn†Z'i wewfbæ kvLv m᳚ú†K© aviYv cÖ`vb
- wewfbæ cÖKvi Q› I AjsKvi m᳚ú†K© Zv†'i AeMZ Kiv|
- evsjv mvwn†Z'i weMZ †jLK I Zv†'i mvwnZ"K†g©i mv†_ cwiwPZ Kiv|
- evsjv mvwn†Z'i `k©b, g~javiv I Gi Dci cÖfve we`ÍviKvix welq,†jv m᳚ú†K© aviYv cÖ`vb|

†Kv†m©i Dcv`vb:

- Q› I Aj¼vi mgxŷv
- Q` : Aŷie,,Ē, gvÍve,,Ē, `^ie,,Ē, M`"Q›, wgkÖQ›`
- kāv¼vi : AbycÖvm, hgK, †køl, e†µvw³, aŷby`w³
- A_©vj¼vi : Dcgv, ifcK, Dr†cÖŷv, mgv†mvw³, AwZk†qvw³
- KweZv :
 - gvB†Kj gaym~`b `Ē : K†cvZvŷ b`, e½fvlv
 - iex`abv_ VvKzi : `yB weNv Rwg
 - KvRx bRiæj Bmjvg : we†`avnx, gvbyl
 - Rxebv›` `vk : ebjZv †mb, wbiv†jvK
 - kvgmyi ingvb : DTMϕU D†Ui wc†V P††Q `^†`k,†Mwijv, eY©gvjv, Avgvi `y:wLbx eY©gvjv
 - Avj gvngy` : †mvbvjx Kvweb 1,2
- bvUK :
 - †mwjg Avj `xb : wKĒb†Lvjv
 - G†KB wK e†j mf`Zv : gvB†Kj gaym~`b `Ē
- Mí :
 - iex`abv_ VvKzi : AwZw_
 - kirP>`a P†Ævcva`vq : g†nk
 - gnv†k|Zv †`ex : `Íb`vwqbx
 - AvLZvia³¼vgvb Bwjqvm : `y†a-fv†Z DrcvZ
- Dcb`vm :
 - %omq` IqvwdJjØvn : jvjmvjy
 - c†_i cvPvjx : wef,wZf,IY e†,`vcva`vq
- cÖeÜ :

- o iex`abv_VvKzi : wkÿvi †ni†di

†Kv†m©i wkLb djvdj (CLO):

GB †Kvm© Aa`q†bi †k†l wkÿv_©xiv,

CLO 1	evsjv mvwn†Z`i Q>`, AjsKvi wewfbœ kvLv mœú†K© Rvb†Z cvi†e
CLO 2	evsjv mvwn†Z`i wewfbœ mvwnZ`Kg© mœú†K© mgv†jvPbvi gva`†g mvwn†Z`i g~javiv I `k©b mœú†K© AeMZ n†Z cvi†e
CLO 3	evsjv mvwn†Z`i cÖvPyh©c~Y© fvÛvi mœú†K© Rvbvb I Zv co†Z AvMÖnx n†e
CLO 4	Gi gva`†g AvnwiZ Avb, `k©b, RxebgyLx wkÿv Zviv ev`Ie Rxe†b cÖ†qvM Ki†Z mÿg n†e Ges Rxeb†K Av†iv DbœZ Ki†Z cvi†e

PLO Gi mv†_ CLO Gi g`vwcs:

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x		x							
CLO2	x									
CLO3				x						
CLO4									x	x

g~j`vqY I wkLb †KŠkj :

CLO	wkLb †KŠkj	g~j`vqY †KŠkj
CLO 1	†kÖwY Av†jvPbv	wUD†Uvwiqvj
CLO 2	†kÖwY Av†jvPbv I MÖæc IqvK©	wgW †mwg÷vi cixÿv
CLO 3	Dc`'vebv I KzBR	Dc`'vebv I †gŠwLK cixÿv
CLO 4	†kÖwY Av†jvPbv I GmvBb†g>U	†mwg÷vi dvBbvj cixÿv

mnvqK eB:

1. jvj bxj `xcvewj (evsjv mvwn†Z`i Rxebx)- ûgvqyb AvRv`
2. evsjv mvwn†Z`i BwZnvm- W. gvneyeyj Avjg
3. mwÂZv- KvRx bRiæj Bmjvg
4. mÂwqZv - iex`abv_VvKzi
5. Mí,"Q - iex`abv_VvKzi
6. mvwn†Z`i AšÍ©RMr- wmivRyj Bmjvg †PŠayix
7. wkÿv - iex`abv_VvKzi

Course Code: ECO 03112101	Year: 2nd	Semester I	Marks: 100
Course Title: Principles of Economics I	Credits: 03	Course Type: GED	

Course Rationale:

The ideas and tools of microeconomic analysis are introduced in this course. In a free market economy, it is concerned with the interactions between consumers and producers. The supply and demand models are discussed and illustrated to demonstrate how to efficiently allocate scarce resources, as well as many causes of market failure. The course investigates how individuals and businesses make consumption and production decisions, as well as the firm's theory and components. The course discusses several features of perfectly competitive, monopoly, oligopolistic and monopolistic markets. The necessity and significance of government intervention in markets are discussed.

Course Objectives:

The major goal of this course is

- i. to explore the fundamental ideas of microeconomics.
- ii. to teach students how to assess different market structures.
- iii. to explain instances in which government intervention in a market economy may be rationalized.

Course Learning Outcomes:

After completing the course students will be able to-

CLO 1	Define basic microeconomic concepts such as opportunity cost, efficient resource allocation, comparative advantage, and decision-making at the margins.
CLO 2	Use a demand and supply model to calculate the elasticities of demand and supply, as well as the market price determinants.
CLO 3	Use marginal utility theory to predict the effects of changes in prices and incomes and to explain the budget line
CLO 4	Comprehend costs and production functions and the constituent economic variables
CLO 5	Understand different market structures and compare how pricing and output are determined as well as government intervention in different markets.

Course Contents:

- The Economic Problem and economic systems,
- Demand and Supply
- Utility and Budget Line
- Elasticity
- Efficiency, Equity and Government actions in market
- Production, Output and Cost
- Perfect Competition and Monopoly
- Monopolistic and Oligopoly
- Public Goods, Externalities and Environment

Textbooks:

1. Microeconomics – Michael Parkin; Pearson, 13/E, 2018.
2. Principles of Microeconomics – N. Gregory Mankiw; Cengage Learning, 8/E, 2017.

Mapping of Course Learning Outcomes to Program Learning Outcomes:

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x					x				
CLO2		x						x		
CLO3				x						
CLO4			x					x		
CLO5									x	x

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial
CLO 2	Group study, Presentation	Midterm examination, Semester Final Examination, viva voce
CLO 3	Lecture, group study	Midterm examination, Semester Final Examination,
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Presentation, viva voce

Recommended Reading

- 1) Microeconomics – Roger A. *Arnold*; Cengage Learning, 13/E, 2018.
- 2) Principles of Microeconomics – Robert *Frank*, Ben *Bernanke*, Kate *Antonovics* and Ori *Heffetz*; McGraw Hill, 7/E, 2018.

- 3) Foundations of Microeconomics – Robin Bade and Michael Parkin; Pearson, 8/E, 2017.
- 4) Modern Principles: Microeconomics – Tyler Cowen and Alex Tabarrok; Worth Publishers, 4/E, 2017.

Course Code: LAW 04212101	Year: 2nd	Semester I	Marks: 100
Course Title: Introduction to Law	Credits: 03	Course Type: GED	

Course Rationale

The understanding of law depends upon the basic knowledge of legal theory, nature, and sources of law, the authority of law, development of law and legal institution, theory of justice, legal concept, etc. Therefore, this course aims to allow students to learn the basic philosophy of law, nature, function, and sources of law, the authority of law, development of law and legal institutions, legal concept, various types of justice, etc.

Course Objective

After completion of this course, students will be able to

- i. Demonstrate an understanding of the historical evolution of common law and the Western legal tradition
- ii. Demonstrate an understanding of theories of jurisprudence, including natural law, legal positivism, utilitarianism, realism, and moralism.
- iii. Demonstrate the ability to distinguish competing theories of statutory interpretation
- iv. Compare various theories of punishment and analyze the personality and status of a person.

Course Contents

- Definition of Jurisprudence: Nature, Scope, Utility.
- Schools of Law: Analytical, historical, sociological.
- Sources of Law: Custom, Judicial Precedents
- Law and Morality.
- Kinds of law: Substantive, Procedural.
- Statutory Interpretation: significance, methods, aids
- Administration of justice: Ends of justice, substantive and adjective/procedural law, Civil and Criminal Justice.
- Rights: legal and moral rights Property
- Possession and Ownership Persons: legal and Natural,
- Concept of Liability: Different kinds of liability, Obligations: Contractual

Mapping of Course Learning Outcomes to Program Learning Outcomes:

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x							x		x
CLO2			x					x	x	
CLO3		x	x							
CLO4				x				x		
CLO5							x		x	

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial
CLO 2	Group study, Presentation	Midterm examination, Semester Final Examination, viva voce
CLO 3	Lecture, group study	Midterm examination, Semester Final Examination,
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination
CLO 5	Assignments, Presentation	Presentation, viva voce

Recommended Reading

- 1) Salmond J. – Jurisprudence, London: Stevens and Haynes, 1913
- 2) Hamiduddin Khan - An Introduction to Jurisprudence, Dhaka: Ideal Library, 1975.
- 3) V.D.Mahajon - Jurisprudence and Legal Theory, Eastern Book Co; 5th Revised edition, 2008
- 4) Dr. Md. Nayem Alimul Hyder-Text Book on Jurisprudence, Hira Publication, Dhaka, Bangladesh.

Course Code: ENG 02322211	Year: 2nd	Semester II	Marks 100
Course Title: Western Classics in Translation	Credits: 03	Course Type: Core	

Course Rationale

The course aims to study the ancient literature of Rome and Greece that shaped the development of epic and drama in the later periods. Students will develop an overall knowledge of ancient Roman and Greek life, culture, and civilization. The selected texts will be taught in English translation.

Course Objectives

The course aims to:

- i. Understand the life, culture and civilization of Greek and Rome.
- ii. Discuss the spiritual, mythological and philosophical ideas of the time.
- iii. Familiarize with the different forms of literature and their characteristics.
- iv. Enhance the Knowledge on the ancient epic formation and its characteristics.
- v. Analyse text by applying the literary criticism of Plato and Aristotle.

Course Contents

- Greek and Roman Civilization
- Aristotle's definition and explanation of Tragedy
- Elements and Characteristics of Tragedy
- Greek mythology and influence of Gods and Goddesses over their life
- The unity of time, place and action
- Fate Vs Freewill
- Tragic hero and Oedipus
- Revenge
- Conditions of Women
- Dante's use of poetic conventions, including epic similes, invocation of the Muses, and a metaphor drawn from the love poetry of his own day.

Texts:

- Aeschylus. *Agamemnon*

- Sophocles. *Oedipus Rex*
- Euripides. *Medea*
- Aristotle. *Poetics*
- Aristophanes. *The Frogs*
- Dante. *The Divine Comedy (The Inferno)*

Course Learning Outcome

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

CLO 1	develop an understanding of Greek and Roman civilization.
CLO 2	know the spiritual, mythological and philosophical ideas of the time
CLO 3	understand the structure of life, society and culture of ancient Greek and Roman portrayed through literature
CLO 4	assess the powerful influences of these literary pieces in Europe
CLO 5	criticize literary text by applying the knowledge gained and use it in real life situations

Mapping CLOs to PLOs

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x					x				x
CLO2						x				x
CLO3			x	x		x				
CLO4			x	x						
CLO5			x	x			x	x	x	x

Teaching Learning – Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial
CLO 2	Lecture	Assignments
CLO 3	Lecture, Presentation	Viva
CLO 4	Class discussion, Group study	Presentation
CLO 5	Assignments, Presentation	Midterm examination, Semester Final Examination Presentation

Recommended Readings:

- 1) Aristotle, et al. *Classical Literary Criticism. On the Art of Poetry*. Penguin Books, 1979.

- 2) Brumble, H. David. *Classical Myths and Legends in the Middle Ages and Renaissance: A Dictionary of Allegorical Meanings*. Fitzroy Dearborn, 1998.
- 3) Graves, Robert. *The Greek Myths*. Penguin, 1980.
- 4) Hamilton, Edith. *Mythology*. Little, Brown, and Company, 1942.
- 5) Highet, Gilbert. *The Classical Tradition*. Oxford University, 1978.
- 6) Hornblower, Simon, et al. *The Oxford Classical Dictionary*. Oxford University Press, 2012.
- 7) Murray, Gilbert. *The Rise of the Greek Epic*. Oxford University Press, 1967.
- 8) Norwood, Gilbert. *Greek Tragedy*. Methuen, 1953.
- 9) Zimmerman, J. E. *Dictionary Of Classical Mythology*. Harper & Row., 1964.

Course Code: ENG 02322212	Year: 2nd	Semester II	Marks 100
Course Title: Phonetics and Phonology	Credits: 03	Course Type: Core	

Course Rationale

This course is designed to promote a comprehensive study of English articulatory phonetics that deals with the production of English speech sounds, IPA symbols. It intends to develop students' skills in articulating and transcribing speech sounds. It also focuses on segments, syllables, stress, intonation and function of intonation those are segmental and super segmental features. Besides, this course covers a cooperative study of Bangla and English phonetics.

Course Objectives

The course aims at

- i. Enhancing the students' knowledge of English phonetics and phonology.
- ii. Helping them to Identify the parts of the vocal tract and their roles in speech production.
- iii. Enabling them to transcribe English and speech using the IPA.
- iv. Making the students understand different types of phonological processes and syllabification, and describing them in detail. recognize sounds in terms of their distinctive features.

Course Contents:

- Phonetics and Phonology
- Production of Speech Sounds
- English Vowels
- English Consonants
- The Syllable,
- Stress
- Intonation
- IPA Transcription and Stress
- Aspects of connected speech

Course Learning Outcomes:

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

CLO1	identify English speech sounds and describe them phonetically
CLO2	transcribe English words in IPA and in words from the IPA
CLO3	provide evidence and arguments for the role of the syllable in speech
CLO4	Develop better oral skills through class discussion and presentation

Mapping CLOs to PLOs

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	x									
CLO 2	x									
CLO3				x						
CLO4		x						x		

Teaching Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Lecture, Class discussion, Group study	Tutorial
CLO 2	Lecture, Q/A sessions, Group discussions,	Assignments
CLO 3	Dialogue Practice, Presentations, Recitation,	Viva
CLO4	Debate, Extempore Speech,	Presentation
CLO5	Pair work, Group Assignments, etc.	Midterm examination, Semester Final Examination Presentation

Recommended Reading

- 1) Baker, Ann. *Ship or Sheep*. Cambridge: Cambridge University Press, 2006.
- 2) Gimson, H.C. *An Introduction to the Pronunciation of English*. London: EA, 1989.
- 3) Kenworthy, J. (1987). *Teaching English Pronunciation*. England: Longman, 1987.
- 4) Mannerizing, M. *Introduction to English Language Study*. Dhaka: Friends' Book, 2006.
- 5) Roach, P. *English Phonetics and Phonology*. Cambridge: Cambridge University Press, 2000.

Course Code: ENG 02322213	Year: 2nd	Semester II	Marks 100
Course Title: 17th Century Literature	Credits: 03	Course Type: Core	

Course Rationale

The course will introduce the students to English poetry and prose of the 17th century showing the emergence of a plethora of English meritorious writers whose writings formed the foundation of English literature. Students will also learn how the 17th century marked a shift from an age of faith to an age of reason.

Course Objectives:

The objectives of this course are to:

- i. familiarize students with British culture and the turbulence in society, religion, and the monarchy of this period.
- ii. enable the students to identify changes in English people as religious controversy and civil war shook the nation.
- iii. show the role of individuals in society, perspectives of faith, and social structures in England.

Course Contents

- Literary trends of the 17th Century
- Novels,
- Metaphysical poems

Texts:

- John Milton. *Paradise Lost*
- Bunyan. *The Pilgrim's Progress*
- Daniel Defoe. *Robinson Crusoe*
- John Donne- *The Good-morrow, A Valediction of Forbidding Mourning, Song: Goe and catche a falling star, Death Be Not Proud, The Canonization.*
- Andrew Marvell. *To His Coy Mistress, The Definition of Love, A Dialogue Between the Soul and the Body.*
- Henry Vaughan. *The Retreat, Regeneration*

- George Herbert. *Easter Wings, Man*

Course Learning Outcomes:

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

CLO 1	Apply knowledge of the historical and cultural contexts of the literature of this period to some major authors and their works and genres.
CLO 2	Identify key elements that are distinctive to the artistic achievement of early modern writers.
CLO 3	Reflect and write analytically about the literary texts and their contexts.
CLO 4	Understand and successfully deploy a range of terms and concepts integral to literary studies.
CLO 5	Develop their own skills of literary critical analysis.

Mapping CLOs to PLOs

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x		x			x		x		x
CLO2		x					x		x	
CLO3				x		x		x		x
CLO4	x	x			x		x		x	
CLO5	x		x			x				x

Teaching Learning-Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Viva
CLO 2	Lecture	Assignments
CLO 3	Lecture, Presentation	Midterm examination, Viva
CLO 4	Class discussion, Group study	Presentation
CLO 5	Assignments, Presentation	Midterm examination, Semester Final Examination Presentation

Recommended Reading

- 1) Abrams, M., & Greenblatt, S. (Eds.) (2006). *The Norton anthology of English literature: The major authors* (8th ed., Vol. A). New York, NY: W. W. Norton & Company.

- 2) Golban, Petru & Golban, Tatiana. (2007). *The Literature of a Turbulent Age Seventeenth-Century British Literature*.
- 3) Donne, J. (2006). Holy sonnets. *The Norton anthology of English literature: The major authors* (8th ed., Vol. A). New York, NY: W. W. Norton & Company.

Course Code: GED 03132201	Year: 2nd	Semester II	Marks 100
Course Title: Introduction to Psychology	Credits: 03	Course Type: GED	

Course Rationale

This course focuses on the science of the human mind and behaviour. The main purpose of this course is to provide students with an overview of the study of Psychology, or the study of human behavior and mental processes. The course will examine the different models upon which modern psychology has been built, along with such things as the history and origins of psychology, research methods, biological aspects of psychology, human development, perception, consciousness, learning, personality theory, and psychological disorders.

Course Objectives

Major objectives of this course are -

- i. To discuss the basic concepts of psychology.
- ii. To focus on the science of the human mind and behavior.
- iii. To examine the different models upon which modern psychology has been built.
- iv. To examine the history and origins of psychology, research methods, biological aspects of psychology.

Course Learning Outcomes

After completing the course, students will be able to:

CLO 1	To discuss the basic concepts of psychology.
CLO 2	To focus on the science of the human mind and behavior.
CLO 3	To examine the different models upon which modern psychology has been built.
CLO 4	To examine the history and origins of psychology, research methods, biological aspects of psychology.
CLO 5	To discuss human development, perception, consciousness, learning, personality theory, and psychological disorders.

Course Contents

- Introducing Psychology
- Biological and Developmental Process
- Consciousness
- Motivation and Emotion
- Perception
- Psychology of cognition
- Personality
- Social Psychology and attitudes
- Conflict and Adjustment
- Learning

Mapping of Course Learning Outcomes to Program Learning Outcomes

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x									
CLO2		x						x		
CLO3				x						
CLO4						x	x			
CLO5			x							x

Recommended Reading

- 1) Ernst R. Hilgard, Rita L. Atkinson and Richard C. Atkinson. Introduction to Psychology, Cengage Learning. (15th Edition)
- 2) Clifford T. Morgan, Richard A King, John R Weisz, John Schopler, Introduction to Psychology (8th Edition).

Course Code: ECO 03112202	Year: 2nd	Semester II	Marks 100
Course Title: Principles of Economics II	Credits: 03	Course Type: GED	

Course Rationale

The course introduces the principles of macroeconomic analysis, its analytical methods with current institutional and empirical issues and how a country's economy works, while trying to discern among good, better, and best choices for improving and maintaining a nation's standard of living and level of economic and societal well-being. It also gives an introductory account of the monetary and fiscal policies, budget and trade deficits, and exchange rate, international trade and economic growth.

Course Objectives

The course aims to

- i. familiarize students with economic performance measurements, show them how to utilize these indicators to assess current economic conditions.
- ii. explain how markets function in a capitalist society.
- iii. enable students to understand contemporary economic challenges and disagreements
- iv. to examine policy concerns and summarize the components of international trade and economic growth using fundamental macroeconomic models.

Course Learning Outcomes:

After completing the course students will be able to

CLO 1	Show knowledge and understanding of the basic analytical concepts that are essential for understanding the global macro economy.
CLO 2	Define and measure national income and rates of unemployment and inflation as well as identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.
CLO 3	Demonstrate the concepts of money supply and money creation by the banking system and the role of the central bank.
CLO 4	Address the issues related to international trade, contemporary economic issues and identify sources of economic growth.

CLO 5	Identify the connection between the financial sector and the macroeconomy and use it to illustrate potential investment and government spending decisions.
--------------	--

Course Contents

- Introduction to Macroeconomics
- Measuring National Product and National Income
- Finance, Saving and Investment
- Business Cycles and Macroeconomic Equilibrium
- Money Market and Monetary Policy
- Budget and Fiscal Policy
- Inflation and Unemployment
- Exchange Rate and International Trade
- Economic growth

Textbooks

- Macroeconomics – Michael Parkin; Pearson, 13/E, 2018.
- Principles of Macroeconomics – Karl E. Case, Ray C. Fair and Sharon E. Oster; Pearson, 13/E, 2019

Mapping of Course Learning Outcomes to Program Learning Outcomes:

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x									
CLO2				x				x		
CLO3		x								
CLO4			x						x	
CLO5				x				x		x

Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Lecture, Class discussion,	Tutorial, Midterm examination
CLO 2	Q/A sessions, group assignments	Mid-term, Semester Final
CLO 3	Lecture, Class discussion,	Assignments
CLO 4	Debate, Group discussions	Presentation,

CLO 5	Lecture, Class discussion, Group Assignments	Mid-term, Semester Final
-------	--	--------------------------

Recommended Reading

- 1) Principles of Macroeconomics – N. Gregory Mankiw; Cengage Learning, 8/E, 2017.
- 2) Principles, Applications, and Tools – Arthur *O'Sullivan*, Steven *Sheffrin*, and Stephen *Perez*; Pearson, 9/E, 2016.
- 3) Macroeconomics: Principles & Policy – William J. Baumol, Alan S. Blinder, and John L. Solow; Cengage Learning, 14/E, 2019.
- 4) Macroeconomics – Roger A. *Arnold*; Cengage Learning, 13/E, 2018.

Course Code: GED 02222202	Year: 2nd	Semester II	Marks 100
Course Title: History of South Asia	Credits: 03	Course Type: GED	

Course Rationale:

This course provides the students with a survey of Indian Civilizations from Indus Valley until the present. In addition to tracing the major political events, this course will also explore the economic, social, religious and cultural aspects that accompanied and contributed to the Indian History.

Course Objectives:

- i. To acquire basic knowledge of history including major political, social, religious and cultural developments.
- ii. To learn strategies for approaching and making sense of primary historical sources.
- iii. To understand and evaluate scholarly arguments about south Asian history.
- iv. To provide the knowledge about important invasions and their contribution on the development of South Asian history
- v. to develop skills for formulating historical questions and identifying means of investigation.

Course Contents:

- Introduction, classification and scope of history
- Indus Valley Civilization
- Aryan Civilization
- Mauryan Dynasty
- Gupta Dynasty
- Religious practices in Medieval India
- Building of the Delhi Sultanate
- Colonial power in India
- Religious conflict, world war, and India's Independence
- British rule in India
- The Post Colonial world of South Asia

Course Learning Outcomes:

On successful completion of the course the student will be able to

CLO 1	Identify the impacts of the early civilizations in Indian history
CLO 2	Interpret the major political, social, religious and cultural events and their results
CLO 3	Develop skill on how to assess' different types of historical evidence and posit a grounded thesis.
CLO 4	Shape and improve skills in analyzing and interpret historical data.
CLO 5	Formulate a basis for future reading and research in the area of South Asian History.

Mapping CLOs to PLOs:

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x		x							
CLO2			x	x						
CLO3				x						
CLO4					x		x			
CLO5								x		x

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, viva
CLO 2	Group study, Presentation	Midterm and Semester final exam
CLO 3	Class discussion, Presentation	Midterm examination, Presentation
CLO 4	Lecture, group work	Midterm and Semester final exam
CLO 5	Assignments	Presentation, Viva

Recommended Reading:

- 1) Asher and Tabot, *India Before Europe*
- 2) Bose Sugata, *Modern South Asia*
- 3) Thapar, *Early India*

Course Code: ENG 02323111	Year: 3rd	Semester I	Marks 100
Course Title: 18th Century Literature	Credits: 03	Course Type: Core	

Course Rationale:

This course provides the background of how new glories were added to English literature through prose and satires. It also gives the idea of how the multitude of practical interests arising from contemporary socio-political conditions found expression in the essays.

Course Objectives:

The objectives of this course are:

- i. To acquaint the students with newer literary genres that emerged in this particular period.
- ii. To provide the knowledge of the influence of realism that initiated the satires.
- iii. To accumulate ideas about the prose and essays that served the purpose of social reforms.
- iv. To understand the prosaic quality of the poetry that had derived from the author's wit and refinement.
- v. To understand the criticisms that developed as a new prose style.
- vi. To make them understand different sociopolitical contexts by reading the contemporary novels of that time.

Course Contents:

- Satire on contemporary idleness and inefficiency of aristocrats and youth in personal and civil affairs
- Satire on contemporary religious, political strifes
- Display of unfortunate mixture of politics with literature

Text:

- Pope, Alexander: *The Rape of the Lock*
- Swift, Jonathan: *The Gulliver's Travels*
- Addison, Joseph and Steele, Richard: *Coverley Papers from the Spectators*
- Johnson, Samuel: *Preface to Shakespeare*

- Boswell, James: *Life of Johnson*

Course Learning Outcomes (CLO):

At the end of this course, the students will be able to

CLO 1	evaluate the historical and cultural contexts of the literature of 18 th Century writers.
CLO 2	identify some key features of the new literary genres that emerged in this age.
CLO 3	apply critical reading to the literary texts.
CLO 4	interpret the literary texts with their contexts in writing.
CLO 5	apply related terms and concepts integral to literary studies.

Mapping CLOs to PLOs:

PLO \ CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x	x	x	x		x				
CLO 2	x			x		x				
CLO 3	x	x	x	x			x	x		
CLO 4	x	x	x	x				x		
CLO 5	x	x	x	x				x		

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, viva
CLO 2	Group study, Presentation	Midterm and Semester final exam
CLO 3	Class discussion, Presentation	Midterm examination, Presentation
CLO 4	Lecture, group work	Midterm and Semester final exam
CLO 5	Assignments	Presentation, Viva

Recommended Readings:

- 1) Butt, John. *Augustan Age*
- 2) Goose, Edmund. *History of the 18th Century Literature*
- 3) Willey, Basil. *The 18th Century Background*

Course Code: ENG 02323112	Year: 3rd	Semester I	Marks 100
Course Title: Romantic Poetry	Credits: 03	Course Type: Core	

Course Rationale:

This course gives the students a clear idea of how the immense political upheaval of the political world, such as the French Revolution, expansion of the British Empire, extinction of the Slave Trade, and Industrial Revolution greatly influenced the literature. It also focuses on the newer dimensions added to the poetry with the importance of nature, common people, ordinary life, and language that found expression and came to be known as Romantic Poetry.

Course Objectives:

The objectives of this course are:

- i. To facilitate necessary knowledge about the sociopolitical and economic contexts responsible for their influence in the literature.
- ii. To help the students conceptualize basic theories provided by the famous poets of that time on the relationship between the *Poetry and the Poet*.
- iii. To make them understand the essence of nature and natural elements in poetry.
- iv. To get an idea of how the poet showed sympathy and felt united with common people and their humble life.
- v. To acquaint them with the use of supernatural or strange beauties in the poetry.
- vi. To make the students understand how distinctive poetic practices contributed to adding new dimensions to literature permanently.

Course Contents:

- Influence of the French Revolution on Romanticism
- Romantic Nature Poetry
- Liberty and spontaneity practiced by the Romantic writers
- Emphasis on everyday language, common people, and simplicity

Text:

- William Blake: Selections from *Songs of Innocence and Experience*
- William Wordsworth: *Selected Poems, Tintern Abbey, Ode on Intimations of Immortality*.
- Samuel Taylor Coleridge: *The Rime of the Ancient Mariner, Kubla Khan*
- George Gordon Byron: *Don Juan (canto I)*

- Percy Bysshe Shelley: *Ode to Skylark*, *Ode to the West Wind*, *Adonais*
- John Keats: *Ode on Melancholy*, *Ode to a Nightingale*, *Ode on a Grecian Urn*

Course Learning Outcomes (CLO)

At the end of this course, the students will be able to

CLO 1	interpret the works of major British Romantic poets from sociopolitical perspectives.
CLO 2	apply the related vocabularies to the discussion of formal elements of poetry.
CLO 3	write literary essays with a well-thought topic question and refined arguments.
CLO 4	formulate a set of characteristics to relate the literature with the reality of life.
CLO 5	evaluate the importance of nature, common people, and their ordinariness with due regard.

Mapping CLOs to PLOs

PLO \ CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x			x		x	x	x		x
CLO 2	x	x	x	x				x		x
CLO 3	x	x	x	x				x		x
CLO 4			x			x	x		x	x
CLO 5			x			x	x		x	x

Assessment & Teaching-Learning Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, viva
CLO 2	Group study, Presentation	Midterm and Semester final exam
CLO 3	Class discussion, Presentation	Midterm examination, Presentation
CLO 4	Lecture, group work	Midterm and Semester final exam
CLO 5	Assignments	Presentation, Viva

Recommended Readings

- 1) Curran, Stuart. *The Cambridge Companion to British Romanticism*
- 2) Ferber, Michael. *Romanticism: A Very Short Introduction*
- 3) M. H. Abrams et. al. *The Norton Anthology of English Literature (Vol. II): The Romantic Period*

Course Code: ENG 02323113	Year: 3rd	Semester I	Marks 100
Course Title: Literary Theory and Practice	Credits: 03	Course Type: Core	

Course Rationale:

The course involves an intensive study of Literary theories of our time. It also does the study and analysis of critical frameworks and methodologies for the interpretation of Literature and culture. It surveys the major schools of 20th and 21st century Literary criticism and theory.

Course Objectives:

- i. to acquire knowledge of the history of criticism.
- ii. to consider the ideological debates surrounding multiculturalism, political correctness, textual authority, and the literary canon and learn what their impact has been on the current practice of literary criticism.
- iii. to learn how to think about a text from several different perspectives, which may depart radically from the way you are accustomed to thinking about literature.
- iv. to develop the flexibility of mind and fluidity of perspective that enlarges the understanding of a work.

Course Contents:

- Structuralism: The Linguistic Turn: Saussurean Linguistics, Russian Formalism, The Prague School, Semiotics, Structuralism and Narrative Theory, Structuralist Narratology, Structural Semiotics, Mikhail Bakhtin and Dialogism.
- Post- structuralism and Deconstruction: Opening Moves, The Discursive Turn: Michel Foucault, The Deconstructive Turn: Barthes and Derrida; Text, Textuality and writing; Poststructuralism, Simulation and the Postmodern; Subject and Subjectivity in Poststructuralism; Poststructuralism, Postmodernism and Narrative.
- Feminism: The Gender Turn: Mary Wollstonecraft and the rights of women; Margaret Fuller, Women's education and reform; Virginia Woolf, Authorship, Androgyny; Sex and Gender: The Social Construction Of Gender; Feminism and the Literary Canon; The Body, Identity and the Subject; The Subject and Subjectivity in Feminism, Race and Ethnicity, Technology and the Feminist Response.
- Marxism: The Class Turn: Marx and Engels; Marxism and Culture; Culture, Ideology and Hegemony; Base and Superstructure; The Culture Industry; Art Work and Production.
- Post- colonialism: The Imperial Turn: Gandhi, Anti-colonial struggle and the Early Postcolonial; Edward Said, Orientalism and The Postcolonial Moment; Colonial Discourse and English Studies; Subject And Subalternity.

- Modernism
- Post Modernism

Course Learning Outcomes

On successful completion of the course the student will be able to

CLO 1	identify major theoretical/ critical movements and theorists, as well as primary concepts with which they are associated.
CLO 2	define and apply specific theoretical concepts, theories, terms to literary and cultural texts.
CLO 3	evaluate and analyse strengths and limitations of critical/ theoretical arguments
CLO 4	examine historical contexts for the development of contemporary theory and criticism.
CLO 5	strengthen and deepen critical reading, writing, and interpretive practices.

Mapping CLOs to PLOs

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x		x							
CLO2	x		x							
CLO3			x	x			x			
CLO4			x	x						
CLO5							x	x		x

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm and Semester final exam
CLO 2	Group study, Presentation	Viva, Presentation
CLO 3	Class discussion, Lecture	Midterm examination, Semester Final
CLO 4	Group study, Lecture	Midterm and Semester final exam
CLO 5	Assignments, Presentation	Presentation, Viva

Recommended Readings:

- 1) Barry, Peter : *Beginning Theory: An Introduction to Literary and Cultural Theory*
- 2) Beauvoir, Simond de : *The Second Sex*
- 3) Eagleton, Terry : *Literary Theory : An Introduction*
- 4) John Hopkins Guide to Literary Theory and Criticism (online database)

5) Nayar, Promod K.: *Contemporary Literature and Cultural Theory*

Course Code: ENG 02323114	Year: 3rd	Semester I	Marks 100
Course Title: Shakespeare	Credits: 03	Course Type: Core	

Course Rationale:

This course is designed to give the students the idea of William Shakespeare's styles, and his contribution to dramas and poetry that greatly influenced English literature.

Course Objectives:

The objectives of this course are:

- i. To familiarize the students with the various experiments that Shakespeare conducted in his dramas to form different types in this particular genre.
- ii. To help them realize how Shakespeare contributed to the development of artistic dramas in the Elizabethan Age.
- iii. To make them understand the characteristics of tragedy, comedy, and tragic-comedy promoted by Shakespeare.
- iv. To make them explore the exactness and playful composition of sonnets of Shakespeare.

Course Contents:

- Shakespeare's various personal feelings and insights demonstrated by the sonnets
- Shakespeare's merit in composing comedies and tragedies
- Shakespeare's successful blending of tragedies and comedies and innovation of a new genre as tragi-comedy

Text:

- Selected Sonnets
- *As You Like It*
- *Hamlet*
- *Macbeth*
- *Merchant of Venice*

Course Learning Outcomes (CLO):

At the end of this course, the students will be able to

CLO 1	develop an ability for reading and understanding Elizabethan English in connection with Shakespeare's plays, poems, and sonnets.
CLO 2	interpret Shakespeare's works from the cultural and social context of that time.
CLO 3	identify the major characteristics and styles of Shakespeare's writings.
CLO 4	explain the texts as tragedies, comedies, or tragi-comedies.
CLO 5	evaluate the essence of Romantic elements and modernity that Shakespeare started to mark this period as a distinguished one.

Mapping CLOs to PLOs:

PLO \ CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x		x	x		x		x		x
CLO 2	x	x		x				x		
CLO 3	x		x	x				x		
CLO 4	x	x	x	x				x		
CLO 5	x		x	x				x		x

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm and Semester final exam
CLO 2	Group study, Presentation	Viva, Presentation
CLO 3	Class discussion, Lecture	Midterm examination, Semester Final
CLO 4	Group study, Lecture	Midterm and Semester final exam
CLO 5	Assignments, Presentation	Presentation, Viva

Recommended Readings:

- 1) Bloom, Harold. *Shakespeare: The Invention of the Human*
- 2) Wells and Orlin. *Shakespeare: An Oxford Guide*

Course Code: ENG 02323115	Year: 3rd	Semester I	Marks 100
Course Title: Introduction to Western Philosophy	Credits: 03	Course Type: Core	

Course Rationale

This course will provide both an overview of the history of Western Philosophy and how it has worked as a major catalyst to the formation of different theories related to politics, aesthetics, ethics and science. This course informs students of philosophical concepts and sharpens students' world view.

Course Objectives

This course aims to

- i. explore philosophy, its range and scope.
- ii. Make the students understand the role philosophy on art, culture, literature and individual's ways of thinking
- iii. iii.enable them to analyse literary texts applying philosophical ideas.
- iv. Tenlighten the students with an introspective mind set.

Course Contents

- Philosophy: Definition, Origin, Nature, Meaning and Scope; Philosophy & Theology;
- Philosophy & Religion; Philosophy & Poetry; Philosophy & Science
- Epistemology: Theory of Forms, Allegory of the Cave, Rationalism, and Skepticism,
- Ethics: Aristotle: Virtue, the Good Life, Happiness and Nichomachean Ethics (selections) Idealism, Morality, Relativism, and Utilitarianism
- Personal Identity: Cartesian Dualism, Location of the Self, Ontology, The Narrative Self
- Empiricism: Hume, Locke, Berkeley, and Spinoza
- Metaphysics: Free Will, Determinism, Choice, Stoicism, Epicureanism, Existentialism
- Dialectics

Course Learning Outcomes:

By the end of this course, the student should be able to

CLO 1	Illustrate philosophical terms and concepts,
CLO 2	Apply their learning of philosophical discourses in their understanding of literature.
CLO 3	Identify the influence of philosophical ideas on contemporary ethical and political issues.
CLO 4	Relate different philosophical ideas to their words and deeds.
CLO 5	Identify and describe in writing and in class discussion some important aspects of the cultural heritage and contributions of Western philosophy.

Mapping CLOs to PLOs:

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	x									
CLO 2			x	x						x
CLO3							x		x	
CLO4								x	x	
CLO 5		x		x						

Teaching Learning & Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Lecture, Class discussion,	Tutorial, Midterm examination
CLO 2	Q/A sessions, group assignments	Mid-term, Semester Final
CLO 3	Lecture, Class discussion,	Assignments
CLO 4	Debate, Group discussions	Presentation,
CLO 5	Lecture, Class discussion, Group Assignments	Mid-term, Semester Final

Recommended Reading:

- 1) Barbet, Anthony Harrison. *Mastering Philosophy*. Macmillan Education UK, 1990.
- 2) Conant, James F., et al., editors. *The Norton Anthology of Western Philosophy: After Kant*. W. W. Norton, 2016.
- 3) Lavine, T.Z. *From Socrates to Sartre: The Philosophic Quest*. Bantam, 1985.
- 4) Russell, Bertrand. *History of Western Philosophy: And Its Connection With Political and Social Circumstances From the Earliest Times to the Present Day*. 1946. Routledge, 1993.

Course Code: ENG 02323116	Year: 3rd	Semester I	Marks 100
Course Title: Introduction to English Language Teaching (ELT)	Credits: 03	Course Type: Core	

Course Rationale:

Introduction to English Language Teaching (ELT) explores the application of language alongside current practice and developments in teaching and testing. Students will gain the skills and knowledge to design and produce materials for language lessons, and develop analytical and critical thinking skills.

Course Learning Objectives:

- i. To feel more confident, creative, and inspired in their classroom;
- ii. To involve learners through a variety of tasks that encourages active participation and engagement from everyone in class;
- iii. To gain useful skills for creating an effective (and fun) learning environment to teach and learn a target language;
- iv. To discover new formulas and tips for maintaining student motivation in language learning.

Course Contents:

- Course introduction
- Needs Analysis,
- Teacher and Student Responsibilities,
- Learner Preferences, Pair and Group Work,
- Motivating and Communicative activities,
- Teaching through contexts (situations, scenarios, and events),
- Authentic Materials: How to incorporate listening and reading texts from the real world of native speakers,
- Task- Based Learning,
- Presentations and Feedback,
- Games and Teaching Pronunciation through innovative language rhythms,
- Peer Observation,
- Different methods like Grammar-Translation Method, Direct Method, Audio-Lingual Method, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching

Course Learning Outcomes:

After completion of the course the students will be able to

CLO 1	Learn more about the properties of human language and how we acquire, learn and teach it.
CLO 2	Understand the sound, form and meaning of language and its acquisition.
CLO 3	Discover the interplay between how we acquire language, how we teach it, how we organize lessons and how we deliver them in the classroom.
CLO 4	Broaden studies with an option module giving students the chance to learn a foreign language by using different methods.

Mapping CLOs to PLOs:

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

Teaching Learning & Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture, Pair work, Dialogue Practice	Assignments, Tutorial
CLO 2	Group study, Debate	Tutorial, Viva
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination
CLO 4	Class discussion, Group study	Midterm examination, Semester Final Examination, Viva

Recommended Readings:

1. Allwright, D. (1988). *Observation in the Language Classroom*. London: Longman. Nunan, D. (1989). *Understanding Language Classrooms*. London: Prentice Hall.
2. Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford University Press, 1986.
3. Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
4. Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.

Course Code: ENG 02323211	Year: 3rd	Semester II	Marks 100
Course Title: Second Language Acquisition and Learning	Credits: 03	Course Type: Core	

Course Rationale:

This course has been designed to provide students with knowledge of SLA. There are two segments in this course: issues and theoretical perspectives, and research. The first segment includes the key issues of SLA and individual differences in SLA. In the second segment of the course, students are required to undertake a project on any issue related to SLA. It also provides an overview of major theories of SLA.

Course objectives:

The Course aims to:

- i. Create an understanding of the basic concepts related to SLA.
- ii. Explain the role of first language and the culture in acquiring the second Language.
- iii. Acquire knowledge on various theories associated with learning Second language.
- iv. Analyse the individual learning strategies and differences.
- v. how to carry out a project and research to find out the issues in acquiring and learning Second language.

Course contents:

- Key issues and concepts
- Mechanisms of language acquisition
- First language acquisition theories: Behaviorism, Nativism, Universal Grammar, Critical Age Hypothesis
- First language acquisition theories: Universal Grammar, Critical Age Hypothesis
- Language of second language learners: Errors/ Mistakes, Error Analysis, interlanguage, Fossilization
- Acquisition-Learning, Monitor Model
- Second language acquisition theory
- Krashen's Five Hypothesis: Input, Natural Order, Affective Filter
- Individual differences in second language acquisition: Personality, Motivation, Aptitude, Learning style, Learning strategies

- Sociocultural theory and second language learning: Mediation, Internalization, Imitation, ZPD, Input, Output, and Interaction

Course Learning Outcome:

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

CLO 1	Demonstrate the key issues and definitions related to SLA.
CLO 2	Develop a knowledge on the role of first language and culture.
CLO 3	Illustrate different theories of SLA
CLO 4	Evaluate the learner's learning strategies and differences.
CLO 5	Apply the theoretical knowledge to carry out an analytical study for the language learner in real context.

Mapping CLO with PLO:

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	x									x
CLO 2	x									
CLO 3	x		x			x				x
CLO 4			x	x				x		
CLO 5			x	x						x

Teaching Learning – Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Viva
CLO 2	Lecture	Assignments
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination Presentation
CLO 4	Class discussion, Group study	Viva, Presentation
CLO 5	Assignments, Presentation	Midterm examination, Semester Final Examination Presentation

Recommended Readings:

- 1) Brown, H. Douglas. *Principles of Language Learning and Teaching*. Pearson, 1980.
- 2) Dornyei, Zoltan. *The Psychology of the Language Learner*. Routledge, 2006.
- 3) Ellis, R. *The Study of Second Language Acquisition*. OUP, 1994.
- 4) Krashen, D. S. *Principles and Practice in Second Language Acquisition*. Prentice-Hall, 1982.

- 5) Light and Spada. *How Languages are Learned*. OUP, 2013.
- 6) Laughlin, M. B. *Theories of Second Language Acquisition*. Routledge, 2017.
- 7) Ortega, L. *Understanding Second Language Acquisition*. Routledge, 2009.

Course Code: ENG 02323212	Year: 3rd	Semester II	Marks 100
Course Title: Victorian Poetry	Credits: 03	Course Type: Core	

Course Rationale:

This course examines the works of the major English poets of the period 1830-1900. It introduces students to the great poetic characteristics of the period, such as - realism, focus on masses, pessimism, science and technology, sense of responsibility, mortality, interest in medieval myths and folktales, use of sensory devices, sentimentality, humor and dramatic monologue. The course also examines the great debates that raged throughout the period – science vs religion; urbanization, industrialization and progress vs poverty; colonialism vs freedom, to give just a few examples – which will help students better understand the literature of the time. It pays special attention to the poems of Alfred Tennyson, Robert Browning, Elizabeth Barrett Browning and Matthew Arnold.

Course Learning Objectives:

The objectives of this course are to:

- i. provide students with a clear idea of Victorian ideals as reflected in poetry;
- ii. enable students to comprehend the main intellectual and spiritual tensions that marked 19th century England;
- iii. facilitate analysis of poetic experimentation in style and theme.

Course Contents:

- The Victorian Age: Society, Commerce, Politics,
- Characteristics of the poetry of the Victorian Age
- Philosophical ideas, Style, Spirituality, Religion,
- Scientific discovery vs religion
- Skepticism vs optimism
- In-depth analysis of poems
- Sonnet, Dramatic Monologue, Lyric

Texts:

- Robert Browning.-*My Last Duchess, A Grammarian's Funeral, Fra Lippo Lippi, Andrea del Sarto, The Last Ride Together.*
- Alfred Lord Tennyson.-*Ulysses, Tithonus, The Lotus Eaters, Oenone.*

- Matthew Arnold.-*Dover Beach, The Scholar Gypsy, Thyrsis.*
- Elizabeth Barret Browning, *Sonnet 24*(from *Sonnets from the Portuguese*), *How Do I Love Thee, A Musical Instrument*

Course Learning Outcomes:

After completion of the course the students will be able to

CLO 1	Discuss forms such as elegy, dramatic monologues, sonnets etc.
CLO 2	Comprehend the main intellectual and spiritual tensions that marked nineteenth-century England.
CLO 3	Critically evaluate the merits of the Victorian poems.
CLO 4	Analyze poetry to see how poets accommodated intellectual and spiritual tensions of their time within the thematic and formal aspects of their poems.

Mapping CLOs to PLOs:

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

Teaching Learning – Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Viva
CLO 2	Lecture, Presentation	Midterm examination, Semester Final Examination, Assignments
CLO 3	Class discussion, Group study	Viva, Presentation
CLO 4	Assignments, Presentation	Midterm examination, Semester Final Examination Presentation

Recommended Readings:

- 1) Armstrong, Isobel. *Victorian Poetry: Poetry, Poetics and Politics*. Routledge, 1996.
- 2) Brandes, George. *Main Currents in the 19th Century Literature*. Adegis Graphics LLC, 2001.
- 3) Elton, Oliver. *A Survey of English Literature (1830-1880)*. E. Arnold, 1961.

- 4) Walker, Hugh. *The Literature of the Victorian Era*. Cambridge UP, 2011.

Course Code: ENG 02323213	Year: 3rd	Semester II	Marks 100
Course Title: Bangladeshi Writings in English	Credits: 03	Course Type: Core	

Course Rationale:

As English is a comfortable means of communication between the peoples of the opposite poles and hemispheres, the writers of the formerly colonized countries have deliberately taken it up as a medium of creative writing. Bangladeshi writers are also traversing this arena with confidence and contributing globally acclaimed works. This course covers novel, short story and poetry written in English by Bangladeshi writers and poets.

Course Objectives: This course aims to

- i. introduce students with Bangladeshi writing in English as an emerging field of study;
- ii. familiarize students with the prominent and potential Bangladeshi writers and poets
- iii. give an understanding of the history and development of Bangladeshi writing in English;
- iv. apply knowledge of postcolonial literary theories in exploring books by Bangladeshi English writers;
- v. enable them to express a critical and constructive understanding of the texts.

Course Contents:

- History of Bangladeshi writing in English
- Bio and philosophy of the Authors
- Dominant themes or styles of the writing
- Treatment of the Postcolonial issues
- Critical study of the selected works using different literary lenses.

Texts

- Adib Khan Seasonal adjustment
- Monica Ali. *Brick Lane*
- Kaz iAnis Ahmed. *Good Night, Mr Kissinger and Other Stories*

- Tahmina Anam. *A Golden Age*
- Kaiser Haq. Selections from *Published in the Streets of Dhaka* and *Pariah and Other Poems*
- Khademull slam. *Stories (Selections)*
- Manzu Islam *The Song of Our Swampland*
- Mahmud Rahman. *Killing the Water*

Course Learning Outcomes (CLO)

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

CLO 1	understand the evolving history of Bangladeshi writing in English
CLO 2	recognize the prominent Bangladeshi texts in English
CLO 3	identify the difference between Bangladeshi writers and other writers from different root.
CLO 4	express their thoughts about Bangladeshi Diasporic identities and literary outcomes
CLO 5	be aware about the differences between Bangladeshi and other cultures.

Mapping CLOs to PLOs:

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x				x					x
CLO2	x		x			x		x		
CLO3				x						x
CLO4		x							x	
CLO5			x			x				

Teaching -Learning & Assessment Strategy

CLO	Teaching-Learning Strategy	Assessment strategy
CLO 1	Lecture, Class discussion,	Quiz, viva
CLO 2	Lecture, Class discussion	Midterm examination
CLO 3	Q/A sessions, Group discussions	Tutorial, Midterm examination
CLO 4	textual analysis, presentation	Mid-term examination, Semester Final.
CLO 5	Lecture, Group study,	Presentation, Assignments

Recommended Reading:

- 1) Alam, Fakrul. *Once More into the Past: Essays, Personal, Public and Literary*. Daily Star Books, 2020.
- 2) Hibbard, Allen (ed). *Literary / Cultural Theory: Diaspora Theory and Transnationalism*, Orient Blackswan, 2019.

- 3) Lichtenstein, Rachel. *On Brick Lane*. Penguin Books, 2008.
- 4) Zaman, Niaz, and Towhid Bin Muzaffar (ed). *Diasporas and Diversities: Selected Essays*. Independent University Bangladesh, 2016.

Course Code: ENG 02323204	Year: 3rd	Semester II	Marks 100
Course Title: American Drama	Credits: 03	Course Type: Core	

Course Rationale:

This course is a survey of plays written by American playwrights. Representative dramatists from each literary-historical period and a range of dramatic styles will be covered, with the emphasis on modern drama. Although analysis of dramatic texts will be our focus, some attention will be paid to the theatrical, cultural, and historical contexts. This course introduces students to the works of the American playwrights Eugene O’Neill, Tennessee Williams, Arthur Miller and Edward Albee.

Course Objectives:

- i. To acquaint forms, themes, and characteristics of American drama.
- ii. To empower the student to critically analyse and study drama more efficiently.
- iii. To examine the broad social, political, religious, and cultural contexts in which American drama flourished.
- iv. To explore the ways in which theater and performance have contributed to the construction and deconstruction of an American identity.
- v. To identify and analyse theatrical and literary devices employed in plays and productions.

Course Contents:

- Themes, Motifs, Symbols, Point of view, Conflict, Characters, Tone, Foreshadowing
- Memory plays, One Act play, The Modern Tragedy
- Existential crisis, Abandonment, Betrayal, Obsession, Alienation, Miscommunication, Social Disparity, Materialism
- The American Dream, Capitalism

Texts:

- Eugene O’Neill. *Desire Under the Elms*
- Tennessee Williams. *The Glass Menagerie*
- Arthur Miller. *Death of a Salesman*
- Edward Albee. *The Zoo Story*

Course Learning Outcomes:

On successful completion of the course the student will be able to

CLO 1	Interpret Drama as it relates to its historical, cultural, and/or political context.
CLO 2	Discuss American Drama using critical perspectives.
CLO 3	examine the socio-political, historical, and cultural backgrounds of American people
CLO 4	Apply the appropriate formal conventions when writing about literature.

Mapping CLOs to PLOs:

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x		x							
CLO2	x			x						
CLO3						x	x			
CLO4			x					x		

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture, group study	Tutorial, Midterm and semester final exam
CLO 2	Group study, Presentation	Midterm and Semester final exam
CLO 3	Class discussion, Lecture	Midterm examination, Semester Final
CLO 4	Assignments,	Presentation, viva

Recommended Readings:

- 1) Bigsby, Christopher, ed. *The Cambridge Companion to Arthur Miller*. Cambridge UP. 1997.
- 2) Krasner, David. *A Companion to Twentieth-Century American Drama*. Blackwell. 2005.
- 3) Manheim, Michael, ed. *The Cambridge Companion to Eugene O'Neill*. Cambridge UP. 1998.
- 4) Quinn, Arthur. *A History of the American Drama from the Civil War to the Present Day*. Harper & brothers. 1927.

Course Code: ENG 02323215	Year: 3rd	Semester II	Marks 100
Course Title: Continental Literature	Credits: 03	Course Type: Core	

Course Rationale:

With special emphasis on some major French and Russian Schools of Realism, Romanticism, Naturalism and Impressionism, this course explores selected European poems, plays and fictions of the 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 Objectives:

This course aims to

- i. help the students conceptualize the important historical events of 19th and 20th century Europe
- ii. make the students understand how the then prominent European writers' write up recorded the vibe of that period.
- iii. acquaint the students with some important literary movements of that time.
- iv. make them accumulate ideas about European culture as reflected in the works of the writers

Course Content:

- Socio- political history of 19th and 20th century Europe.
- Bio and the Philosophy of the selected writers
- Exploring the text in the light of different school of thoughts.
- Analysing the culture and the role of individuals.

Texts:

- Fyodor Dostoyevsky. *Notes from Underground*
- Charles Baudelaire. Selected Poems
- Henrik Ibsen: *A Doll's House*
- Bertolt Brecht: *Mother courage and her Children*
- Anton Chekhov. *The Cherry Orchard*
- Albert Camus. *The Outsider*
- Franz Kafka. *Metamorphosis*

- Rainer Maria Rilke. Selected Poems (Selections)

Course Learning Outcome

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

CLO1	Communicate effectively about historical events, different schools of thoughts and major writers of 19 th and 20 th century Europe.
CLO2	Apply different theories to evaluate the major works.
CLO3	Identify the interaction between historical events and literature.
CLO4	Obtain information about culture and aesthetic thoughts of Europe.

Mapping CLOs to PLOs

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	x				x			x		
CLO 2			x	x						x
CLO3				x		x			x	
CLO4		x					x			

Teaching- Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Lecture, Class discussion	Viva, Presentation
CLO 2	Textual analysis	Tutorial, Midterm examination, Semester Final
CLO 3	Textual analysis, Group discussions	Midterm examination, Semester Final
CLO 4	Lecture, Class discussion, Group study	Presentation, Assignments,

Recommended Reading

- 1) Bradbury, Malcolm, and James Mcfarlane. *Modernism: A Guide to European Literature 1890-1930*.
- 2) Muller, Jerry Z. *The Mind and the Market: Capitalism in Western Thought*. Anchor Books, 2004.
- 3) Moi. Toril. *Henrik Ibsen the Birth of Modernism: Art, Theater, Philosophy*
- 4) Wright, Charles and Henry Conrad. *A History of French Literature*

Course Code: ENG 02323216	Year: 3rd	Semester II	Marks 100
Course Title: Research Methodology	Credits: 03	Course Type: Core	

Course Description:

This course is meant to familiarize students with the different theoretical and practical facts of research both in literature and language and thereby equip them to write research papers and dissertations.

Course Learning Objectives:

- i. To introduce and thoroughly explain the specifics of research methodology;
- ii. To facilitate students' research in language and literature;
- iii. To instruct students on how to produce a research paper.

Course Contents:

- What is research?
- Types of research
- Stages of research
- Research Methodology
- How to write a research paper
- Data collection procedures
- Plagiarism
- How to avoid plagiarism
- In-text citation
- Footnotes/Endnotes
- References
- Bibliography
- Method and style of citation: MLA and APA

Texts:

- MLA Handbook for Writers of Research Papers

Course Learning Outcomes:

After completion of the course the students will be able to

CLO 1	Conduct independent research.
CLO 2	Write a research paper free from plagiarism.
CLO 3	Apply proper referencing.
CLO 4	Write reports and articles based on research.

Mapping CLOs to PLOs:

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

Teaching Learning – Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Viva
CLO 2	Lecture, Presentation	Midterm Examination, Assignments
CLO 3	Class discussion, Group study	Viva, Presentation
CLO 4	Assignments, Presentation	Midterm Examination, Semester Final Examination Presentation

Recommended Readings:

- 1) Cash, P. (1977). *How to Write a Research Paper Step by Step*. New York: Monarch Press.
- 2) Larsen-Freeman, D. & Michael H. L. (1991). *An Introduction to Second Language Acquisition Research*. Essex: Pearson Education Limited.
- 3) Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Course Code: ENG 02324111	Year: 4th	Semester I	Marks 100
Course Title: Discourse Analysis	Credits: 03	Course Type: Core	

Course Rationale

This course introduces theories and methodologies for the study of human discourse, or language in use. Discourse history, assumptions and principles, verbal and nonverbal communication, as well as culture's roles in a variety of discourse genres are discussed. Opportunities to analyze both spoken and written discourse are offered.

Course Objectives

This course has been designed

- i. to Introduce students to the ways in which language varies according to subject area, social setting, communicative purpose and the social roles and identities of those involved.
- ii. to develop students' skills in analyzing the properties of different texts.
- iii. to help students to use new knowledge to better prepare and deliver coherently and logically argued written assignments.
- iv. for students to engage productively and respectfully with their peers.
- v. to support students to critically evaluate their own and others' written texts.

Course Contents:

- Historical discourse analysis
- Linguistic forms and functions
- The role of context in interpretation
- Topic and, the, representation of discourse content
- Staging and the representation of discourse structure
- Information structure
- The nature of reference in text and in discourse
- Coherence in the interpretation of discourse
- Intonation and discourse
- Discourse and semantic

Course Learning Outcomes:

Upon successful completion of this class, students will be able to:

CLO 1	Describe the history of discourse study.
CLO 2	Explain the relation society, culture and context have to discourse.
CLO 3	Interpret text (oral and written) critically.
CLO 4	Communicate efficiently.

Mapping CLOs to PLOs:

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	x									
CLO 2	x			x						x
CLO3			x	x						
CLO4		x						x		

Teaching Learning & Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO1	Lecture, Q/A sessions	Viva, Midterm examination
CLO2	Lecture, Q/A sessions, Group discussions, Presentations	Tutorial,, Midterm examination, Semester Final.
CLO3	Class discussion, Group Assignments	Midterm examination, Semester Final
CLO 4	Class discussion,, Lecture, Q/A sessions, Group discussions	Presentation, Viva

Recommended Reading:

- 1) Brown, Gillian, and George Yule. *Discourse Analysis*. Cambridge University Press, 2003.
- 2) Fairclough, Norman. *Critical Discourse Analysis: The Critical Study of Language*. Longman, 1998.
- 3) Gee, J.P. *An Introduction to Discourse Analysis: Theory and Method*. New York: Routledge, 2005.
- 4) Schiffiri, D.Tannen, D.& Hamilton, H. *The Handbook of Discourse Analysis*. Malden. MA: Blackwell, 2003.
- 5) Locke,Terry. *Critical Discourse Analysis*. Bloomsbury, 2004.
- 6) A Beginner's Guide to Discourse Analysis by Sean Sutherland,Palgrave, 2016
- 7) Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method*. NewYork: Routledge.
- 8) Schiffirin, D. Tannen, D. & Hamilton, H. (2003) *The handbook of discourse analysis*. Malden, MA: Blackwell.

9) Brown, G &, Yule, G.(1983). *Discourse Analysis*.Cambridge: Cambridge University Press.

Course Code: ENG 02324112	Year: 4th	Semester I	Marks 100
Course Title: American Poetry	Credits: 03	Course Type: Core	

Course Rationale:

This course will focus attention on the development of American poetry. Students will explore formal developments in modern American poetry, in exemplary and representative poems, as well as pursue the critical and theoretical questions these developments raise—with a special focus on writing by working poets as they attempt to define, delineate and develop a poetics.

Course Objectives:

- i. To familiarize students to American poetry and the major trends of American poetry;
- ii. To develop an understanding of the philosophy, values, and aesthetics reflected through the poetry.
- iii. To help students map the complex terrain of modern and contemporary poetry,
- iv. To discover the excitement and attendant controversies that circulate among readers and writers of poetry.

Course Contents:

- Setting, time periods, viewpoints, personas, and poetic form, ideas about American poetry
- America, democracy, spirituality, and sexuality, transcendentalism, symbols, concept of nature, identity, diction, thematic development
- Views on human’s relationship with nature, comparison to those of the Romantics, depiction of American landscape and transcendence, diction and thematic development.
- Views on Aesthetics and Art in an ever-shifting modern world, style and themes of the Imagist movement, emptiness and sterility of modern life.

Texts:

- Walt Whitman. “Song of Myself”
- Robert Frost. “The Road Not Taken,” “Mending Wall,” “Design,” “Birches”
- Ezra Pound. “In a Station of the Metro,” “Medallion,” “The Garden,” “Portrait d’une Femme”
- Sylvia Plath. “Tulips,” “Daddy,” “The Colossus,” “Lady Lazarus”

- William Carlos Williams. “This Is Just to Say,” “The Red Wheelbarrow,” “To Waken an Old Lady,” “The Yachts”
- Emily Dickinson. “I felt a Funeral, in my Brain,” “The soul selects her own Society,” “I taste a liquor never brewed,” “I died for beauty, but was scarce”

Course Learning Outcomes:

On successful completion of the course the student will be able to

CLO 1	Interpret American poetry as it relates to its historical, cultural, and/or political context.
CLO 2	Demonstrate an informed understanding of the main themes of modern poetry in the western world.
CLO 3	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American poetry.
CLO 4	Locate a piece of poetry within its historical and cultural context and figure out the situation that facilitated its emergence.
CLO 5	Develop reasoning and ideas that demonstrate ability of critical thinking and presentation skills.

Mapping CLOs to PLOs:

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x		x							
CLO2	x					x				
CLO3						x	x			
CLO4						x	x			
CLO5								x		x

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm and Semester exam
CLO 2	Group study, Presentation	Viva, Semester Final exam
CLO 3	Class discussion, Presentation	Midterm examination, Semester Final
CLO 4	Assignments	Presentation, viva
CLO 5	Group study, Presentation	Viva

Recommended Readings:

- 1) Beach, Christopher. *The Politics of Distinction: Whitman and the Discourses of Nineteenth-Century America*. University of Georgia Press, 1996.
- 2) Bigsby, Christopher, William Edgar, and Howard Temperley. *Introduction to American Studies*. Pearson, 2006.
- 3) Bloom, Harold, ed. *Modern Critical Views: Robert Frost*. Chelsea House Publishers, 1986.
- 4) ---, ed. *Walt Whitman*. Broomall, PA: Chelsea House Publishers, 1999.
- 5) Brodsky, Joseph, Seamus.
- 6) Davis, Gary. *Existential and Pathological Anxiety in The Bell Jar*. Northwest Missouri State University, 1979.
- 7) Heaney, and Derek Walcott. *Homage to Robert Frost*. Farrar, Straus and Giroux, 1996

Course Code: ENG 02324113	Year: 4th	Semester I	Marks 100
Course Title: South Asian Literature in Translation	Credits: 03	Course Type: Core	

Course Rationale:

This course will include a variety of writings by the South Asian writers and it will deal with colonial, post-colonial and diaspora issues. Students will experience a diverse culture of South Asia and its social issues.

Course objective:

The course aims to:

- i. Provide an overall view of south Asia and it's history of literature.
- ii. Examining the historical background;social and political settings of the text.
- iii. Focus on the subject matter of colonial and post colonial studies implemented in literature.
- iv. Applying knowledge of literary theories to the text where relevant.

Course Contents:

- Overview of South Asia
- Colonialism and postcolonialism key concepts
- Diasporic literature and its' features
- Conditions of women and empowerment
- Class conflicts
- Identifying other social issues of South Asia
- Analyzing literature through literary criticism

Text:

- Tagore, Rabindranath. *The Essential Tagore* (Selections)
- Islam, Kazi Nazrul. Poems (selections)
- Rushdie,Salman. *The Golden Hou*
- Ghosh, Amitavh. *The Shadow Lines*
- Lahiri, Jhumpa. *Namesake*
- Mukherji, Bharati.*Jasmine*

- Narayan,R.K. *The Guide*
- Anand, Mulk Raj. *The Untouchables*

Course Learning Outcome:

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

CLO 1	understand of South Asian culture and its history.
CLO 2	Locate texts within South Asian historical, socio-political and cultural contexts.
CLO 3	Relate literary theories in analyzing a text where relevant.
CLO 4	Compare literature of South Asia and other continent.

Mapping CLOs to PLOs:

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

Teaching Learning – Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Lecture	Viva
CLO 2	Class discussion, Lecture	Tutorial, Assignments
CLO 3	Presentation	Midterm examination, Semester Final Examination Presentation
CLO 4	Class discussion, Group study, Presentation	Viva, Presentation

Recommended Readings:

- 1) Bahri, Deepika. *Between the lines:South Asians and Postcoloniality*. Temple University Press,1996.
- 2) Brians, Paul. *Modern South Asian Literature in English*. Greenwood,2003.
- 3) Chaudhuri,A. *The vintage Book of Modern Indian Literature*. Vintage,2004.

Course Code: ENG 02324114	Year: 4th	Semester I	Marks 100
Course Title: Asian Classics in Translation	Credits: 03	Course Type: Core	

Course Rationale:

The course aims at introducing the students to the great and popular writings of Asia keeping different cultures and traditions of the Asian countries as the main concern. It is a general introduction to some of the major themes in Asian culture that span widely across many different areas including art, religion, literature etc. Themes include Sufism, mysticism, theology, etc. It will investigate how each theme has contributed to the forming of diverse and distinct culture of Asia through primary sources in translation and secondary sources that provide context.

Course Objectives:

- i. to introduce students to the different foundations for cultural knowledge
- ii. to deepen their understanding and appreciation of Asian culture and tradition
- iii. to investigate the literary traditions of various cultures – the subject matter, form, methods, and symbolism, etc.
- iv. to examine why and how certain literary works have remained influential even today, thus achieving the status of classics.

Course Contents:

- Eastern Philosophy as represented in the selected literature i.e. Sufism, Islamic mysticism, Epicureanism, Utilitarianism, etc.
- Society and Culture of the East
- Selected Texts

Texts:

- Mirza Ghalib: Selected works
- Jalal-ud-din Rumi : *Masnavi*
- Orhan Pamuk: Selected works.
- Rabindranath Tagore: *Songs Offerings*.

- Omar Khayyam: Selected Rubayyats (Fitzgerald Translation)

Course Learning Outcomes:

On successful completion of the course, the student will be able to

CLO 1	Identify the cultural issues through reading the selected literary works.
CLO 2	Learn about the diverse tradition of Asia from the sources.
CLO 3	Know about Islamic mysticism and Sufism as it found expression in the literature.
CLO 4	Encounter the literature, analyse it as a work of artistic expression in its cultural, social, and historical setting.
CLO 5	Evaluate the world as seen through the eyes of Eastern writers.

Mapping CLOs to PLOs:

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x		x							
CLO2			x			x				
CLO3						x				
CLO4			x	x						
CLO5							x			x

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm and Semester exam
CLO 2	Group study, Class work	Viva, Semester Final exam
CLO 3	Lecture, group work	Midterm examination, Semester Final
CLO 4	Assignments, Group discussion	Presentation, viva
CLO 5	Group study, Presentation	Viva

Recommended Readings:

- 1) Badawi, M. M. *A Short History of Arabic Literature*
- 2) Picard. (Tr) *Tales from Ancient Persia*
- 3) Schwartz, Howard. *Lilith's Cave: Jewish Tales of the Supernatural*
- 4) Schwartz, Howard. *Gabriel's Palace: Jewish Mystical Tales.*

Course Code: ENG 02324115	Year: 4th	Semester I	Marks 100
Course Title: 20th Century British and Irish Drama	Credits: 03	Course Type: Core	

Course Rationale:

This course particularly emphasizes the socio-political issues of Britain and Ireland and their influence in literature. The writings of the major dramatists will portray the effect of wars, development in Science and technology, inventions of theories, movements, art and philosophies. Students will have a greater understanding on dramatic style and techniques, features and an overall overview of the time.

Course objectives

The Course aims to:

- i. Introduce students with the historical and cultural background of Britain and Ireland.
- ii. Broaden their analytical skills required for thinking, discussion and writing.
- iii. Teach major theories, philosophies, themes and forms needed to read literature.
- iv. Explore dramas of range of writers in order to grasp the literary features of the time.
- v. Enable them to apply the theoretical knowledge to reach the depth of the drama.

Course Contents:

- Historical background of Britain and Ireland
- Effect of World Wars
- Characteristics of Modern and postmodern era
- Characteristics of Theatre of Absurd
- Philosophies like absurdism, existentialism, surrealism and nihilism and their effects in literature
- Style and techniques of drama and author
- Effect of Capitalistic economy in society
- Role of Women
- Differences between Irish and British drama
- Comparison between British and Irish drama with the other contemporary dramas

Texts

- G.B. Shaw. *Arms and the Man*
- Samuel Beckett. *Waiting for Godot*
- John Osborne. *Look Back in Anger*
- Harold Pinter. *The Caretaker*
- J.M. Synge. *The Playboy of the Western World*

Course Learning Outcome:

By the end of this course, the student should be able to

CLO 1	Demonstrate knowledge of the major literary movements of Britain and Ireland.
CLO 2	Develop skills in critical thinking, articulate discussion, and analytical writing.
CLO 3	Interpret an understanding of historical and cultural concepts of British and Ireland that shaped literature.
CLO 4	Achieve an insight power to comprehend the complex and ambiguous features of modern drama.
CLO 5	Compare and contrast literature of the 20th century to the literature of the other time.

Mapping CLOs to PLOs:

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	x									
CLO 2		x	x	x						
CLO 3	x					x				x
CLO 4			x	x				x		
CLO 5								x		x

Teaching Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Viva
CLO 2	Group study, Presentation	Midterm examination, Semester Final Examination
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination Presentation
CLO 4	Class discussion	Viva, Presentation

CLO 5	Assignments, Presentation	Midterm examination, Semester Final Examination Presentation
--------------	---------------------------	--

Recommended Readings:

- 1) Casanova, Pascale. *Samuel Beckett: Anatomy of a Literary Revolution*. Translated by Gregory Elliott, Verso, 2006.
- 2) Esslin, Martin. *The Theatre of the Absurd*. 3rd ed., Vintage books, 2004.
- 3) Evans, T.F. *Shaw: The Critical Heritage*. Routledge & K. Paul, 1976.
- 4) Heilpern, John. *John Osborne: A Patriot for Us*. Vintage, 2007.
- 5) Innes, Christopher. *Modern British Drama: The Twentieth Century*. Cambridge University Press, 2002.
- 6) Richards, Shaun. *The Cambridge Companion to Twentieth Century Irish Drama*. Cambridge University Press, 2004.

Course Code: ENG 02324116	Year: 4th	Semester I	Marks 100
Course Title: English Novel from Austen to Hardy	Credits: 03	Course Type: Core	

Course Rationale:

As a literary form in England, the novel emerged in the 18th century and greatly flourished in the 19th century with contributions from both male and female writers although some female writers preferred writing under male names. The novel speaks eloquently about how times were changing. This course looks into the development of the novel in a drastically changing society. It aims to introduce students to a wide variety of texts by contemporary British novelists to make them aware of the significance of the socio-cultural and political influences of Great Britain. It gives them an opportunity to explore key elements of colonialism, gender and class conflicts, feminism, modernism etc.

Course Learning Objectives:

- i. To familiarize students with British culture and socio-political norms and values;
- ii. To develop awareness of universal human nature as reflected in British novels;
- iii. To introduce aspects of the Gothic novel, Bildungsroman and Epistolary novel.

Course Contents:

- Discussion on emergence of the Novel
- Types of Novels: Gothic novel, Bildungsroman and Epistolary novel
- Social Change due to scientific discovery
- Society and Religion
- Female Writers and their writing
- Industrialization and Commercialism and their effect on society
- Colonial Attitudes
- Marginalization of Women

Texts:

- Jane Austen. *Pride and Prejudice*
- Emily Bronte. *Wuthering Heights*

- Charlotte Bronte. *Jane Eyre*
- Charles Dickens. *A Tale of Two Cities*
- Thomas Hardy. *The Return of the Native*

Course Learning Outcomes:

After completion of the course the students will be able to

CLO 1	identify different characteristics related to different types of novels.
CLO 2	understand social pressures determining a person's identity.
CLO 3	construct a timeline of the development of the novel.
CLO 4	thoroughly discuss aspects of human nature as revealed in the selected texts.

Mapping CLOs to PLOs:

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

Teaching Learning – Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Viva
CLO 2	Lecture, Presentation	Midterm Examination, Presentation, Assignments
CLO 3	Class discussion	Viva, Presentation
CLO 4	Assignments, Presentation	Midterm Examination, Semester Final Examination, Presentation

Recommended Readings:

- 1) Abrams, M., & Greenblatt, S. (Eds.) (2006). *The Norton anthology of English literature: The Major Authors* (8th ed., Vol. A). New York, NY: W. W. Norton & Company.
- 2) Eagleton, Terry. *The English Novel: An Introduction*. Blackwell Publishing Ltd., 2005.

Course Code: ENG 02324211	Year: 4th	Semester II	Marks 100
Course Title: Teaching Practicum	Credits: 03	Course Type: Core	

Course Rationale

This course seeks to develop students as effective ESL/EFL teachers by providing them with knowledge and awareness of the learning environment. It emphasizes observational skills, insights into effective lesson planning and helpful techniques to manage the language classroom. In this course students are engaged in observation and micro teaching practice in ESL/EFL classes.

Course Objectives

This course is designed to

- i. acquaint students with the foundational knowledge of teaching experiences
- ii. help them apply foundational knowledge during teaching
- iii. develop the skill of professional effective communication
- iv. facilitate necessary knowledge about the principles of effective teaching.
- v. foster the analytical and critical thinking

Course Contents:

- Background issues in language in language learning
- Popular methodology
- Relating theory and practice
- Describing learners
- Describing teachers
- Describing learning contexts
- Assessing student performance
- Feedback during oral work
- Feedback on written work
- Creating successful classroom
- Grouping students
- Teaching grammar
- Teaching Vocabulary

- Teaching pronunciation
- Teaching language skills
- Planning lessons
- Microteaching
- Classroom observation of experienced teachers and critical note-taking
- Preparing lesson plans
- Designing classroom teaching/learning tasks

Course learning outcome:

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

CLO1	develop an understanding of the basic concepts and theories related to teaching.
CLO2	write a lesson plan that specifies learning objectives, activities, assessment methods and teaching strategies.
CLO3	apply appropriate delivery methods for instructional content.
CLO4	demonstrate welcoming and respectful interpersonal communication.
CLO5	assess their and other's teaching and identify strengths and areas for growth.

Mapping CLOs to PLOs:

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x									
CLO2			x					x		
CLO3			x					x		x
CLO4		x						x		
CLO5			x					x		

Teaching- Learning & Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Lecture, Class discussion	Tutorial, Viva, Mid-term examination, Semester Final.
CLO 2	Class discussion, Pair work	Assignments
CLO 3	Lecture, Group discussions	Mid-term examination, Semester Final.
CLO 4	Q/A sessions, Pair work	Presentations,
CLO 5	Lecture, Group discussions	Assignments

Recommended Reading

- 1) Carter, R. and Nunan, D. *Teaching English to Speakers of Other Languages*. Cambridge: CUP. Allwright, D. *Observation in the Language Classroom*. London: Longman. 1988.
- 2) Harmer, Jeremy. *The Practice of English Teaching*. Pearson Longman.
- 3) Nunan, D. *Understanding Language Classrooms*. London: Prentice Hall. 1989.
- 4) Richards, J. C. *The Language Teaching Matrix*. Cambridge: CUP. 1990.
- 5) Wallace, M.J. *Training Foreign Language Teachers*. UK: CUP. 1991

Course Code: ENG 02324212	Year: 4th	Semester II	Marks 100
Course Title: 20th Century British Novel	Credits: 03	Course Type: Core	

Course Rationale:

This course concentrates on the works of the influential English novelists of twentieth century. It begins with a reading of D. H. Lawrence and then it focuses on the works of the great Modernists- Ernest Hemingway who sketched the moral crises of his time. James Joyce, the Irish writer who turned personal memory into myth and myth into low comedy, and E. M. Forster, who wrote about friendship in the midst of colonial conflicts. This course also has Virginia Woolf, who tried to capture the dynamics and changes of everyday experience, and the novelist Evelyn Waugh, whose writings are the meticulous observations of the modern world.

Course Learning Objectives:

The objectives of this course are to:

- i. facilitate students' understanding of the history and development of Twentieth Century British novels;
- ii. inform students of the variety of forms and techniques of British novels;
- iii. encourage students to explore the ideas and events that form and influence British novels.

Course contents:

- Literary trends of the 20th Century
- Development of British Novels,
- Focus on the reasons of the psychological crisis of the 20th century characters
- Colonial conflicts

Texts:

D.H. Lawrence. *Sons and Lovers*

Ernest Hemingway. *A Farewell to Arms*

E.M. Forster. *A Passage to India*

James Joyce. *A Portrait of the Artist as a Young Man*

Virginia Woolf. *To the Lighthouse*

Evelyn Waugh. *A Handful of Dust*

Course Learning Outcomes:

After completion of the course the students will be able to

CLO 1	Focus on the development of 20th Century British Novel.
CLO 2	Explain the various strains of thought that influence a writer's creation.
CLO 3	Discussion on the novels as a coming to terms with one's emotions.
CLO 4	Analyze novels through postcolonial, feminist and psychoanalytic lenses.

Mapping CLOs to PLOs:

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

Teaching Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Viva
CLO 2	Group study, Presentation	Midterm examination, Semester Final Examination
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination Presentation
CLO 5	Assignments, Presentation	Midterm examination, Semester Final Examination Presentation

Recommended Readings :

- 1) Caserio, Robert L., ed. *The Cambridge Companion to Twentieth Century English Novel*. Cambridge UP, 2009.
- 2) Eagleton, Terry. *The English Novel: An Introduction*. Blackwell Publishing Ltd., 2005.
- 3) Lawrence, D. H. *Sons and Lovers*. Modern Library Classics, 1999.

- 4) Forster, E.M. *A Passage to India*. Penguin Books, 1924.
- 5) Joyce, James. *A Portrait of the Artist as a Young Man*. Penguin Books, 2003.
- 6) Waugh, Evelyn. *A Handful of Dust*. Back Bay Books, 1977.
- 7) Woolf, Virginia. *To the Lighthouse*. Harvest Books, 1989.

Course Code: ENG 02324213	Year: 4th	Semester II	Marks 100
Course Title: 20th Century British Poetry	Credits: 03	Course Type: Core	

Course Rationale:

This course provides the idea of how the distinctive features in the subjects, forms, concepts, and styles of literature involve a deliberate and radical break with traditional bases, in the early decades of the twentieth century, especially after World War I.

Course Objectives:

The objectives of this course are:

- i. To make the students understand how the important intellectual precursors questioned the certainties of social organization, religion, morality, and the traditional ways of conceiving the human self after the first world war.
- ii. To facilitate the knowledge of the rapidity of change and doubt about the durability of Western Civilization through literary texts.
- iii. To provide the idea about how forms and styles reflected contemporary disorder compared to lost order and integration of cultural past and religion.
- iv. To acquaint the students with the innovation of a new poetic language with fragmented utterances and violation of the traditional syntax with coherent narratives.
- v. To acquaint the students with the innovative modes like stream of consciousness, expressionism, surrealism, and avant-garde used in modern literature.

Course Contents:

- Emphasis on impressionism and subjectivity
- Omniscient external narration, fixed narrative points of view, and clear-cut moral positions in poetry
- Documentary and prose-like poetical composition
- Fragmentation and discontinuous forms in poetry

Text:

- W. B. Yeats. “The Lake Isle of Innisfree”, “Second Coming”, “The Wild Swans at Coole”, “A Prayer for My Daughter”
- T. S. Eliot. *The Love Song of J. Alfred Prufrock, The Waste Land*
- W. H. Auden. “Musee de Beaux Arts”, “The Shield of Achilles”, “Lullaby”, “Petition”
- Phillip Larkin. *Selected Poems*
- Ted Hughes. *Selected Poems*

Course Learning Outcomes (CLO):

At the end of this course, the students will be able to

CLO 1	outline the major characteristics that marked modern literature.
CLO 2	interpret the modern literature within its historical background.
CLO 3	apply critical analysis to the literary texts.
CLO 4	distinguish between modern and other literature.
CLO 5	apply the knowledge for composing literary essays regarding modern literature.

Mapping CLOs to PLOs:

PLO \ CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	x	x		x		x		x		
CLO 2	x	x	x	x		x		x		x
CLO 3	x	x	x	x				x		
CLO 4	x		x	x				x		
CLO 5	x	x	x	x				x		

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Viva
CLO 2	Group study, Presentation	Midterm examination, Semester Final Examination
CLO 3	Lecture, Presentation	Midterm examination, Semester Final Examination Presentation
CLO 5	Assignments, Presentation	Midterm examination, Semester Final Examination Presentation

Recommended Readings:

- 1) Berry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*

- 2) Frank, Joseph. *The Widening Gyre: Crisis and Mastery in Modern Literature*
- 3) Levenson, Michael (Ed). *The Cambridge Companion to Modernism*
- 4) Michael O'Neill : *The Poems of W.B Yeats*
- 5) Kristian Smidth: *Poetry and Belief in the Work of T.S. Eliot*
- 6) Cairns Craig: *Yeats, Eliot, Pound and the Politics of Poetry: Richest to the Richest*

Course Code: ENG 02324214	Year: 4th	Semester II	Marks 100
Course Title: American Fiction	Credits 03	Course Type: Core	

Course Rationale:

This course will deal with several landmark novels and examples of short fiction. It will examine a range of American fiction, diverse in both content and form, in order to get conceptions of the formations and evaluation of American fictions. Important works by some influential authors - Nathaniel Hawthorn, Earnest Hemingway, Toni Morrison, William Faulkner - will be studied.

Course Objectives:

- i. To analyse and interpret samples of American fictions, identifying and explain an author's use of strategies and techniques, their purpose, style, message, etc.
- ii. To facilitate students' engagement with texts that reflect the contemporary American socio-political phenomena and America's engagement with world issues;
- iii. To produce creative, expository, analytical. and argumentative writing.

Course Contents:

- Beginnings of American civilization, American Dream
- Origin and growth of American literature
- Impact of two World Wars
- Key traits of American literature
- Prevalent ideas and philosophies – stoicism, transcendentalism, etc.
- Modern writing styles in fiction
- Racism and class conflict.
- The socio-political setting of the novels
- Primary themes, character comparisons
- Feminism, gender conflict, Negro movement

Texts:

- Nathaniel Hawthorn. *The Scarlet Letter*

- Ernest Hemingway. *The Old Man and the Sea*
- F. Scott Fitzgerald. *The Great Gatsby*
- Toni Morrison. *Beloved*
- William Faulkner. *As I Lay Dying*
- Philip Roth. *Portnoy's Complaint*

Course Learning Outcomes:

On successful completion of the course, the student will be able to

CLO 1	Define the concept of American civilization and its contacts and conflicts with the surrounding world and world issues.
CLO 2	Understand the effect of the American dream on the life and behavior of American people.
CLO 3	Create arguments based on readings and research of American fiction both written and oral.
CLO 4	Analyze social issues like racism, regional tension, class, and gender conflict from historical, social and humanistic perspectives.
CLO 5	Relate the themes of the fictions to themselves and others and demonstrate an informed personal reaction to the works of literature.

Mapping CLOs to PLOs:

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10
CLO1	x					x				
CLO2						x	x			
CLO3				x	x					
CLO4			x			x				
CLO5								x	x	x

Assessment & Teaching-Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Midterm and Semester exam
CLO 2	Group study, Presentation	Viva, Semester Final exam
CLO 3	Class discussion, Presentation, group work	Midterm examination, Semester Final, viva
CLO 4	Lectures, discussion	Midterm and semester final exam
CLO 5	Group study, Presentation	Viva

Recommended Readings:

- 1) Chase, Richard. *The American Novel*. Gordian Press, 1978.
- 2) Cheever, Susan. *American Bloomsbury: Louisa May Alcott, Ralph Waldo Emerson, Margaret*
- 3) *Fuller, Nathaniel Hawthorne, and Henry David Thoreau: Their Lives, Their Loves, Their Work*. Simon & Schuster, 2007.
- 4) Klein, Marcus. *Foreigners: The Making of American Literature 1900-1940*. 1st ed., University of Chicago Press, 1981.
- 5) Oliver, Charles M. *Ernest Hemingway A to Z: The Essential Reference to the Life and Works*. New York: Facts on File, 1999.
- 6) Singal, Daniel Joseph. *The War Within: From Victorian to Modernist Thought*
- 7) *in the South 1919-1945*. University of North Carolina Press, 1982.

Course Code: ENG 02324215	Year: 4th	Semester II	Marks 100
Course Title: Cultural Studies: Theory and Practice	Credits: 03	Course Type: Core	

Course Rationale

This course examines different cultural and literary theories and looks at the relationship between society and literary and cultural production. This course involves a close study of the artistic, social, political, and historical texts and objects that help construct our contemporary lives, and it assumes that such objects influence deeply how we perceive class, race, gender, and other markers of identity. Issues such as popular culture and cultural politics, including feminist and postcolonial perspectives will be highlighted in the course.

Course learning objectives

This course aims to

- i. discuss the theories and practices of reading and interpreting culture.
- ii. study and discuss the interconnections among culture, cultural representation and its various effects and vice versa,
- iii. introduce semiotic analysis to understand some aspects of culture
- iv. explore different discourses connected between knowledge and power
- v. highlight the various functions of institutions that (re)construct the identity, (re)present and (re)produce literature and discourses as a product of cultural context.

Course Contents:

- Culture and Cultural studies: Concepts, features and types of human culture, history of cultural studies, scope and significance.
- culture in social theories and important theorists
- cultural representation in the literary arena
- cultures of consumption
- cultures of space
- cultures of communication
- Raymond Williams: The Analysis of Culture
- Stuart Hall: The Spectacle of the ‘Other’
- Jean Baudrillard: The Precession of Simulacra

- Antonio Gramsci: Hegemony, Intellectuals and the State
- Louis Althusser: Ideology and Ideological State Apparatus
- Theodor Adorno and Max Horkheimer: The Culture Industry: Enlightenment as Mass Deception
- Laura Mulvey: Visual Pleasure and Narrative Cinema
- Judith Butler: Subjects of Sex/Gender/Desire

Course Learning Outcome:

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

CLO1	Understand the key concepts of cultural studies.
CLO2	Evaluate and examine the interconnection of culture or sub-culture, text or artifacts, contexts, movements and cultural practices.
CLO3	Analyse various forms of cultural production including literature, popular culture, print and electronic media.
CLO4	Perceive the role of gender, power, race and class that help to construct our contemporary lives.
CLO5	Understand the global cultural politics and the identity of the third world.
CLO6	Respond to multiculturalism and challenge hegemony and exploitation.

Mapping CLOs to PLOs

PLO CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	x									
CLO2			x							x
CLO3				x	x			x		
CLO4									x	
CLO5							x			
CLO6						x				

Teaching Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO1	Lecture, Q/A session	Tutorial, Viva,
CLO2	Lecture, Class discussion	Assignments, Quiz Mid-term examination, Semester Final.
CLO3	Lecture, Group discussions, Presentations	Assignments
CLO4	Group discussions, Presentations, Debate.	Presentation

CLO5	Lecture, Group discussions	Mid-term examination, Semester Final
CLO6	Q/A sessions, Group Assignments	Mid-term examination, Semester Final

Recommended Readings:

- 1) Barker, Chris. *The Sage Dictionary of Cultural Studies*. London: Sage, 2005.
- 2) Brooker, Peter. *A Concise Glossary of Cultural Theory*. London: Arnold, 1999.
- 3) During, Simon. *Cultural Studies: A Critical Introduction*. London and New York: Routledge, 2005.
- 4) Durham, Meenakshi Gigi and Douglas M Kellner. (Eds.). *Media and Cultural Studies: KeyWorks*. 2001. MA: Blackwell, 2005.
- 5) Hall, Stuart (ed.). *Representation: Cultural Representations and Signifying Practices*. London: SAGE Publications Ltd., 1997.
- 6) Nayar, Pramod K. *An Introduction to Cultural Studies*. 2008. New Delhi: Viva Books, 2009.
- 7) Ryan, Michael. *Cultural Studies: A Practical Introduction*. Malden: Wiley-Blackwell, 2010.

Course Code: ENG 02324216	Year: 4th	Semester II	Marks 100
Course Title: African and Caribbean Literature	Credits: 03	Course Type: Core	

Course Rationale

The reading lists of this course will help the students become familiar with the writers of the African and the Caribbean literature. The course will also study the socio-political background of these literary pieces.

Course objectives:

The course aims to:

- i. Identify and discuss important literary figures and texts from the Caribbean and Africa
- ii. Create an understanding of the history of European colonialism
- iii. Focus on the theme of migration, the trauma of displacement, complex and conflicting emotions
- iv. Familiarize with the different postcolonial terms

Course contents:

- The theoretical background of post-colonialism and terminologies
- The history of the African and Caribbean regions.
- The characteristics of the literature of the regions
- Popular African and Caribbean writing style, themes, native culture
- The conflict between tradition and modernity
- analysis through varied theoretical lenses gender roles, marginalization of women, the conflict between education and traditional beliefs, native's resistance
- Hybridity and ambiguities

Texts

- Chinua Achebe -*Things Fall Apart*
- Wole Soyinka *The Lion and the Jewel*

- Ngugi Wa Thiongo *Petals of Blood*
- V.S Naipul *A House for Mr. Biswas*
- Derek Walcott Poems (Selected)
- Edward Kamau Brathwaite Poems (Selected)
- Nadine Gordimer. *Burger's Daughter*

Course Learning Outcome:

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

CLO 1	learn the cultures and antiquity of African and the Caribbean Islands.
CLO 2	develop the understanding of the postcolonial discourses.
CLO 3	analyse the causes and effects of colonialism, decolonization and migration.
CLO 4	evaluate the ideas of the comparative study.
CLO 5	apply the issues connected to the emerging cross cultures- slavery, black identity and sexuality, nation/narration, home and location/dislocation.

Mapping CLOs to PLOs:

PLO \ CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO 1	x					x				x
CLO 2	x									x
CLO 3			x	x				x		
CLO 4			x	x						
CLO 5	x			x				x		x

Teaching Learning Strategy:

CLOs	Teaching-Learning Strategy	Assessment strategy
CLO 1	Class discussion, Lecture	Tutorial, Q/A session
CLO 2	Group study, Presentation	Viva, Presentation
CLO 3	Class discussion, Presentation, group work	Midterm examination, Semester Final Examination
CLO 4	Lectures, discussion	Assignments, Viva
CLO 5	Group study, Presentation, Assignments	Midterm examination, Semester Final Examination

Recommended Readings:

- 1) Akwanya, Amechi and Virgy Anohu, *Fifty Years of the Nigerian Novel, 1952-2001*, LAP LAMBERT Academic Publishing, 2012, ISBN-10 : 3659236004

- 2) Gikandi, Simon. *Encyclopedia of African Literature*, Taylor & Francis, 2005, ISBN 10:0415230195
- 3) Gikandi, Simon and Ndirangu Wachanga. *Ngũgĩ: Reflections on His Life of Writing*, Boydell & Brewer Ltd, 2018
- 4) Irele, F. Abiola. and Simon Gikandi, *The Cambridge History of African and Caribbean Literature*, Edited, Vol-1, Cambridge University Press, 2000
- 5) Lewis, Shireen. *Race, Culture, and Identity: Francophone West African and Caribbean*
- 6) *Literature and Theory from Negritude to Creolite*. Lexington Books, 2006.
- 7) Norridge, Charles E. *Issues in African Literature*. African Books Collective, 2010.
- 8) Ogude, James. *Ngugi's Novels and African History: Narrating the Nation*, Pluto Press, 1999, ISBN10:0745314368
- 9) Soyinka, Wole. *Of Africa*, Yale University Press, 2012