NATIONAL UNIVERSITY BANGLADESH



Syllabus
Bachelor of Arts (Honors) Second Year
Department of English

PROVISIONAL

Effective from the Session: 2024–2025 and onwards

Item	Description
Title of Program	Bachelor of Arts (B.A.) in English
Awarding Body	National University Bangladesh
Department	Department of English
BNQF Qualification Level	7
Academic Year	2024–2025

Vision of the University

We expect that by the hundredth anniversary of the National University, our commitment to "Progress for Everyone" will be evident in all areas of our operations and stakeholder engagements.

We leverage our core strength in education, research, and community engagement to address pressing global issues and foster sustainable development.

National University aims to strengthen its positions as Bangladesh's top academic institution and rank among the world's leading universities. Our focus will be on expanding expertise, building strategic partnerships, and increasing our global influence. Our services will be measured by the achievements of the individuals and communities we serve.

Mission of the University

To promote "Progress for Everyone" by fostering transformative education, conducting pioneering research, and encouraging meaningful collaboration with individuals, communities, and partners both in Bangladesh and around the world.

Vision of the Department

The Bachelor of Arts (Honors) in English department aims to develop competent, creative, and ethically responsible graduates with advanced knowledge of English language, literature, linguistics, and critical theories. The program aspires to cultivate learners who can engage with global literary traditions, communicate effectively, and contribute to academic, cultural, professional and social development at national and international levels.

Mission of the Department

The mission of the English department is to:

1. Provide students with comprehensive knowledge of English language, literature, literary history and criticism.
2. Develop critical thinking, analytical ability, creativity and skills through the study of diverse literary and cultural texts.
3. Enhance students' communication skills for academic, professional, and social contexts.
4. Promote ethical values, cultural awareness, inclusiveness, and appreciation of global literary traditions.

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5. Prepare graduates for careers in education, research, media, administration, publishing, translation, and other professional fields.
6. Encourage independent learning, lifelong learning, and engagement with contemporary global issues.

Program Educational Objectives (PEOs)

PEO1: Develop a strong foundation in English language, literature, linguistics, and literary studies.

PEO2: Enhance students' ability to analyze, interpret, and discuss literary and linguistic concepts.

PEO3: Improve communication skills through academic writing, presentations, and classroom interactions.

PEO4: Encourage awareness of cultural, historical, and social perspectives through literary studies.

PEO5: Develop responsible, ethical, and independent learners prepared for advanced study.

Mapping PEOs with the Missions

PEO / Mission	M1	M2	M3	M4	M5
PEO1	✓				✓
PEO2	✓	✓			✓
PEO3			✓		✓
PEO4		✓		✓	
PEO5			✓	✓	✓

Program Learning Outcomes (PLOs)

Domain	Program Learning Outcomes (PLOs)
Fundamental Domain *(Disciplinary Knowledge)*	**PLO1:** Demonstrate understanding of major concepts, terms, genres, literary periods, and important works of English literature. **PLO2:** Explain basic literary theories, critical concepts, and linguistic principles relevant to the study of English language and literature. **PLO3:** Apply basic literary and linguistic knowledge to understand and interpret different texts.
Social Domain *(Communication and Interaction)*	**PLO4:** Communicate ideas clearly and effectively through classroom discussions, presentations, and academic writing. **PLO5:** Demonstrate awareness of cultural, historical, and social contexts reflected in literary and linguistic studies. **PLO6:** Participate effectively in collaborative learning activities and respect diverse viewpoints.

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Domain	Program Learning Outcomes (PLOs)
Thinking Domain *(Analysis and Intellectual Development)*	**PLO7:** Develop analytical and critical thinking skills to examine literary texts and language-related issues. **PLO8:** Compare different literary works, themes, characters, styles, and ideas using appropriate academic approaches. **PLO9:** Use basic academic skills such as information gathering, interpretation, and structured argument development.
Personal Domain *(Self-development and Ethics)*	**PLO10:** Demonstrate responsibility, academic honesty, and professional behavior in learning activities. **PLO11:** Develop independent learning habits and improve confidence in academic communication. **PLO12:** Recognize the importance of lifelong learning and continuous improvement in language and literary studies.

PEO–PLO Mapping

PEOs / PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
PEO1	✓	✓	✓									
PEO2		✓	✓				✓	✓	✓			
PEO3				✓		✓					✓	
PEO4					✓	✓	✓	✓				
PEO5									✓	✓	✓	✓

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Courses, Marks & Credit Distribution

SECOND YEAR

Course Code	Course Type	Paper Title	Marks	Credits
8221151	Core Course	Introduction to Drama	100	4
8221153		Romantic Poetry	100	4
8221155		History of English Literature	100	4
8221157		Postcolonial Literature	100	4
8222159	Allied Course	Social Work Practice	100	4
8222259		Economy of Bangladesh	100	4
8221171	Embedded Course	Functional English	100	4
8226601		Applied Information and Communication Technology (Applied ICT)	75	3
8226602		Practical: Applied ICT	25	1
8221162	Viva-voce (English)		50	2
		Total	**850**	**34**

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Course Code: 8221151	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Introduction to Drama		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course introduces students to drama as a major literary genre and theatrical form through selected representative plays from Greek, English, Irish, African, Bengali, and Islamic/Sufi traditions. It develops students' understanding of the origins, forms, conventions, techniques, and critical principles of drama while emphasizing the relationship between dramatic texts and theatrical performance.

The course begins with the origins of drama, major dramatic genres, elements of dramatic structure, and Aristotle's theory of tragedy. Particular emphasis is placed on Sophocles' *Antigone* as a foundational Greek tragedy. The play is studied in relation to law and morality, individual conscience and state authority, family and citizenship, gender and power, divine and human law, political authority, and tragic conflict.

The course subsequently examines Shakespearean comedy through *As You Like It*, modern British social drama through Shaw's *Arms and the Man*, African/postcolonial drama through Soyinka's *The Lion and the Jewel*, and English Restoration comedy through Aphra Behn's *The Rover*.

Through close reading, comparative analysis, discussion, presentation, dramatic reading, and selected performance activities, students develop the ability to interpret drama as both literary text and performance.

Course Objectives

The course aims to enable students to:

1. Understand the origin, development, genres, and conventions of drama.
2. Identify and analyze major elements and techniques of drama.
3. Apply basic dramatic theories, particularly Aristotle's theory of tragedy.
4. Analyze selected plays in their historical, social, and cultural contexts.
5. Compare dramatic traditions across different cultures and periods.
6. Develop critical reading, discussion, presentation, and performance skills.

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Course Learning Outcomes (CLOs)

CLO	Course Learning Outcomes	Bloom's Level	PLO
CLO1	Explain the origin, development, major concepts, principles, and fundamental ideas related to the course topics.	Understand (C2)	PLO1, PLO2
CLO2	Explain the major theories, concepts, and principles of the subject area with appropriate examples.	Understand / Apply (C2–C3)	PLO1, PLO2, PLO3, PLO5, PLO11
CLO3	Analyze important texts, concepts, issues, and elements by examining structure, characteristics, relationships, and significance.	Analyze (C4)	PLO1, PLO3, PLO4, PLO5, PLO9
CLO4	Critically examine different perspectives, arguments, and ideas in relation to social, cultural, ethical, and theoretical contexts.	Analyze / Evaluate (C4–C5)	PLO3, PLO4, PLO5, PLO6, PLO8
CLO5	Compare different concepts, theories, traditions, or practices and identify similarities, differences, and their significance.	Evaluate (C5)	PLO1, PLO3, PLO4, PLO5, PLO10

Course Plan

Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
1–2	**Introduction to Drama: Meaning and nature of drama**; drama as literature and performance; origins of drama; theatre and society; tragedy, comedy, tragicomedy, farce, melodrama, problem play, symbolic and allegorical drama; elements of drama: plot, character, dialogue, conflict, setting, theme, action, spectacle and stagecraft.	Interactive lecture, discussion, textual examples	Classroom participation, short-answer questions, formative quiz	CLO1
3–7	**Aristotle — *Poetics*:** tragedy; plot; character; hamartia; peripeteia; anagnorisis; catharsis; dramatic irony; chorus; Greek theatre and its conventions; Sophocles and the Theban tradition.	Lecture, close reading, discussion	Class test, analytical response writing	CLO1, CLO2
8–11	**Sophocles — *Antigone*:** Sophocles and Greek tragedy; Theban background; plot and structure; *Antigone* and Creon; divine law and human law; individual conscience and state authority; family and citizenship; burial and religious obligation; political power; gender and patriarchy; Ismene; Haemon; Tiresias; Eurydice; Chorus; dramatic irony; symbolism; tragic conflict; hubris; suffering and recognition; *Antigone* as tragedy; contemporary interpretations.	Lecture, close reading, group discussion, role play, scene reading	Class presentation, group activity, analytical assignment, mid-term examination	CLO2, CLO3, CLO4

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Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
12–16	**William Shakespeare — *As You Like It*:** Elizabethan theatre; Shakespearean comedy; plot and comic structure; Forest of Arden; disguise and identity; gender; love and marriage; nature and society; Rosalind; Orlando; Celia; Jacques; Touchstone; humor, wit, wordplay, songs, and dramatic techniques.	Lecture, close reading, dramatic reading, discussion	Text-based analytical writing, presentation, participation assessment	CLO3
17–20	**G. B. Shaw — *Arms and the Man*:** British drama; realism and social criticism; comedy of ideas; anti-romanticism; war and heroism; love and marriage; class and social hierarchy; characterization; satire, irony, wit, and paradox.	Lecture, debate, textual analysis	Debate performance, critical response paper, short assessment	CLO3
21–24	**Aphra Behn — *The Rover*:** About the writer, and the historical, social, and literary contexts of Restoration comedy and British theatre.	Lecture, close reading, seminar	Seminar presentation, textual analysis task	CLO3
25–28	**Wole Soyinka — *The Lion and the Jewel*:** African drama; Nigerian cultural context; tradition and modernity; colonial influence; Lakunle, Sidi, Baroka and social order; power; marriage; cultural identity; Yoruba performance traditions; music, dance, ritual, humor and satire.	Lecture, discussion, performance-oriented analysis	Group presentation, performance-based assessment, reflective writing	CLO3

Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8 × 10 = 80 marks) • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c)	80%

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List of Books

Abrams, M. H., & Harpham, G. G. (2015). *A glossary of literary terms* (11th ed.). Cengage Learning.

Aristotle. (1996). *Poetics* (M. Heath, Trans.). Penguin Books.

Brockett, O. G., & Hildy, F. J. (2013). *History of the theatre* (10th ed.). Pearson.

Brown, J. R. (Ed.). (1995). *The Oxford illustrated history of theatre*. Oxford University Press.

Goldhill, S. (1986). *Reading Greek tragedy*. Cambridge University Press.

Pavis, P. (1998). *Dictionary of the theatre: Terms, concepts, and analysis* (C. Shantz, Trans.). University of Toronto Press.

Shakespeare, W. (2008). *As you like it* (A. Brissenden, Ed.). Oxford University Press.

Shaw, G. B. (2003). *Plays pleasant*. Penguin Books.

Soyinka, W. (1963). *The lion and the jewel*. Oxford University Press.

Styan, J. L. (1960). *The elements of drama*. Cambridge University Press.

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Course Code: 8221153	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Romantic Poetry		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course introduces students to the major poets and poetic achievements of the English Romantic Age. It explores Romanticism as a literary, cultural, and intellectual movement that emerged in response to the Enlightenment and the Industrial Revolution. Through a close reading of the prescribed poems of William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, and John Keats, students examine Romantic concepts such as imagination, nature, emotion, freedom, revolution, the supernatural, beauty, and poetic creativity. The course emphasizes literary appreciation, critical analysis, comparative interpretation, and the enduring influence of Romantic poetry on English and world literature. It also introduces students to selected Bangladeshi scholars and critical responses to Romantic poetry.

Course Objectives

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

1. Explain the historical, social, political, and literary background of the English Romantic Age.
2. Analyze the themes, imagery, symbolism, language, and poetic techniques of the prescribed Romantic poems.
3. Critically evaluate the philosophical, aesthetic, and political ideals of Romanticism.
4. Compare the literary contributions and poetic styles of the major Romantic poets.
5. Apply literary theories and critical approaches in interpreting Romantic poetry.
6. Develop analytical, communication, and research skills through close reading, discussion, and scholarly inquiry.

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Course Learning Outcomes (CLOs)

CLO	Course Learning Outcomes	Bloom's Level	PLO
CLO1	Describe the historical background, literary characteristics, and major ideas of English Romanticism.	Understand (C2)	PLO1
CLO2	Interpret the themes, imagery, symbolism, language, and poetic techniques of the prescribed Romantic poems.	Analyze (C4)	PLO1, PLO2
CLO3	Critically examine Romantic concepts such as imagination, nature, liberty, revolution, beauty, and the supernatural.	Evaluate (C5)	PLO2, PLO4
CLO4	Analyze the poetic styles, philosophical outlooks, and literary contributions of the major Romantic poets.	Analyze (C4)	PLO1, PLO2, PLO4
CLO5	Develop literary interpretations effectively and conduct independent literary inquiry using appropriate academic resources with intellectual integrity.	Create (C6)	PLO3, PLO4, PLO5, PLO6

Course Plan

Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
1–3	**Introduction to the Romantic Age:** Historical, social, political, and literary background; French Revolution; Industrial Revolution; Reaction against Neoclassicism; Characteristics of Romanticism; Romantic theory of poetry; Nature, imagination, emotion, and individualism; Introduction to the influence of Romanticism on English studies and selected Bangladeshi literary criticism.	Interactive lecture, multimedia presentation, discussion	Class participation, short-answer questions, formative quiz, reflective response writing	CLO1
4–8	**William Blake:** *Songs of Innocence and of Experience*; Close reading of "Introduction," "The Lamb," "The Chimney Sweeper," "The Nurse's Song," "Holy Thursday" (*Songs of Innocence*); "Introduction," "The Tyger," "The Chimney Sweeper," "The Nurse's Song," "Holy Thursday," and "London" (*Songs of Experience*)	Lecture, close textual reading, seminar, discussion	Text-based analytical assignment, classroom discussion, short presentation, formative assessment	CLO1, CLO2

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Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
9–12	**William Wordsworth:** "Intimations of Immortality from Recollections of Early Childhood" and "Tintern Abbey"	Interactive lecture, textual analysis, discussion	Analytical writing, class presentation, critical response assignment, mid-course assessment	CLO2, CLO3
13–16	**Samuel Taylor Coleridge:** "The Rime of the Ancient Mariner" and "Dejection: An Ode"	Lecture, seminar, student presentation	Seminar presentation, textual analysis task, individual assignment, classroom participation assessment	CLO2, CLO3
17–20	**George Gordon Byron:** *Don Juan* (Canto I)	Lecture, discussion, group presentation	Group presentation, critical response paper, discussion assessment, short written evaluation	CLO2, CLO3
21–24	**Percy Bysshe Shelley:** "To a Skylark" and "Ode to the West Wind"	Lecture, seminar, comparative discussion	Comparative analysis assignment, seminar presentation, written interpretation task	CLO2, CLO3
25–28	**John Keats:** "Ode on a Grecian Urn," "Ode to a Nightingale," and "To Autumn"	Lecture, textual analysis, seminar	Textual analysis assignment, seminar performance, critical essay writing	CLO2, CLO3

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Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8 × 10 = 80 marks) • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c)	80%

List of Books

Abrams, M. H. (1971). *The mirror and the lamp: Romantic theory and the critical tradition*. Oxford University Press.

Blake, W. (2008). *Songs of innocence and of experience* (R. N. Essick, Ed.). Oxford University Press.

Byron, G. G. (2008). *Don Juan*. Penguin Classics.

Coleridge, S. T. (2005). *The rime of the ancient mariner and other poems*. Dover Publications.

Rahman, A. (2012). *Romantic poetry: An analytical study*. Khan Brothers & Company.

Roe, N. (Ed.). (2005). *Romanticism: An Oxford guide*. Oxford University Press.

Shelley, P. B. (2006). *Shelley's poetry and prose* (2nd ed., D. H. Reiman & N. Fraistat, Eds.). W. W. Norton & Company.

Wordsworth, W. (2008). *Selected poems* (S. Gill, Ed.). Penguin Classics.

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Course Code: 8221155	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: History of English Literature		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course provides a comprehensive survey of the historical development of English literature from the Old English period to the Postmodern Age. It examines the major literary periods, socio-political, religious, and cultural movements, and the evolution of literary genres and critical ideas that have shaped English literature. The course introduces students to the representative writers, major literary works, and distinctive characteristics of each period while exploring the relationship between literature and historical change. It also provides a brief overview of the study and teaching of English literary history in Bangladesh to enhance students' contextual understanding.

Course Objectives

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

1. Explain the chronological development of English literature from the Early English period to the Postmodern Age.
2. Identify the historical, social, political, religious, and cultural contexts influencing different literary periods.
3. Analyze the major literary characteristics, genres, movements, and representative authors of each age.
4. Compare the literary developments and transitions between successive periods of English literature.
5. Evaluate the contribution of major writers and literary movements to English literary tradition.
6. Develop historical, analytical, communication, and research skills through the study of literary history.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcomes	Bloom's Level	PLO
CLO1	Explain the historical development and defining characteristics of the major periods of English literature.	Understand (C2)	PLO1
CLO2	Analyze the relationship between historical events, literary movements, and representative authors across different literary periods.	Analyze (C4)	PLO1, PLO2
CLO3	Evaluate the literary, cultural, and intellectual contributions of major writers and literary movements.	Evaluate (C5)	PLO2, PLO4
CLO4	Compare the characteristics, themes, and literary developments of successive periods in English literature.	Analyze (C4)	PLO1, PLO2, PLO4
CLO5	Communicate historical and literary knowledge effectively through academic discussion, presentation, and independent research.	Create (C6)	PLO3, PLO4, PLO5, PLO6

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Course Plan

Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
1–3	**Early and Middle English Period:** Historical background; Anglo-Saxon England; Norman Conquest; Old English literature; Middle English literature; religious writings; romances; mystery and morality plays; development of the English language.	Interactive lecture, timeline analysis, discussion	Short quiz, classroom participation, timeline-based assignment, formative assessment	CLO1
4–6	**Age of Chaucer:** Fourteenth-century England; social and political background; Geoffrey Chaucer; Chaucer's contribution to English poetry; contemporary writers including William Langland and John Gower.	Lecture, textual illustration, discussion	Textual analysis task, short written response, class discussion, assessment	CLO1, CLO2
7–8	**Reformation Period:** Renaissance Humanism; Protestant Reformation; printing press; Thomas More; Thomas Wyatt; Henry Howard, Earl of Surrey; development of prose and poetry; religious and intellectual changes.	Lecture, seminar	Seminar presentation, short assignment, analytical response writing	CLO2
9–12	**Renaissance:** Elizabethan, Jacobean and Puritan Ages; Renaissance ideals; flourishing of drama; Shakespeare, Marlowe, Ben Jonson, Bacon, Donne, Milton; Metaphysical poetry; Cavalier poets; Puritan literature.	Lecture, comparative discussion, presentation	Comparative analysis assignment, presentation assessment, classroom discussion evaluation	CLO2, CLO3
13–15	**Restoration Period:** Historical background; Restoration drama; Comedy of Manners; John Dryden; Samuel Butler; John Bunyan; emergence of literary criticism and satire.	Interactive lecture, seminar	Seminar presentation, critical response paper, short assessment	CLO2, CLO3
16–18	**Neoclassical Age:** Age of Pope and Johnson; Enlightenment; reason and order; satire; Alexander Pope; Jonathan Swift; Daniel Defoe; Samuel Richardson; Henry Fielding; Samuel Johnson; rise of the novel.	Lecture, group discussion	Group discussion evaluation, analytical assignment, class test	CLO2, CLO3
19–21	**Romantic Age:** Historical background; French Revolution; Romantic Movement; William Blake, Wordsworth, Coleridge, Byron, Shelley, Keats; Romantic prose and criticism; imagination, nature, and individualism.	Lecture, comparative analysis	Comparative essay, critical discussion, presentation assessment	CLO2, CLO4

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Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
22–24	**Victorian Age:** Industrial Revolution; social reform; Victorian poetry and fiction; Tennyson, Browning, Arnold, Dickens, Thackeray, George Eliot, Hardy, Ruskin, Carlyle; realism and moral concerns.	Lecture, seminar	Seminar presentation, reflective writing, analytical assignment	CLO2, CLO4
25–27	**Modern and Postmodern Ages:** Modernism; World Wars; Modern poetry, drama, and fiction; Yeats, Eliot, Joyce, Woolf, Lawrence, Beckett; Postmodernism; Pinter, Angela Carter, Julian Barnes; major literary characteristics.	Interactive lecture, student presentation	Student presentation, research-based assignment, critical evaluation task	CLO3, CLO4
28	Comparative review of all literary periods; continuity and change in English literary history; revision through literary timelines and thematic comparison; student seminar and examination preparation.	Review session, seminar, group presentation	Final seminar presentation, comprehensive course review assessment, examination preparation activity	CLO4, CLO5

Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8 × 10 = 80 marks) • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c)	80%

List of Books

Abrams, M. H., & Greenblatt, S. (Eds.). (2018). *The Norton anthology of English literature* (11th ed.). W. W. Norton & Company.

Barnard, R. (2003). *A short history of English literature* (3rd ed.). Blackwell Publishing.

Carter, R., & McRae, J. (2016). *The Routledge history of literature in English: Britain and Ireland* (3rd ed.). Routledge.

Daiches, D. (1994). *A critical history of English literature* (Vols. 1–4). Mandarin.

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Ford, B. (Ed.). (1974–1978). *The New Pelican guide to English literature* (Vols. 1–9). Penguin Books.

Hussain, S. S. (1984). *Engraji Shahityer Itihash*. Friend's Book Corner.

Long, W. J. (2006). *English literature: Its history and its significance for the life of the English-speaking world*. Maple Press. (Original work published 1909).

Peck, J., & Coyle, M. (2012). *A brief history of English literature* (2nd ed.). Palgrave Macmillan.

Sampson, G. (1970). *The concise Cambridge history of English literature* (3rd ed.). Cambridge University Press.

Sanders, A. (2004). *The short Oxford history of English literature* (3rd ed.). Oxford University Press.

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Course Code: 8221157	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Postcolonial Literature		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course introduces students to the major themes, theories, and literary expressions of postcolonial literature through selected African and South Asian texts. It examines the cultural, political, linguistic, and psychological consequences of colonialism and explores issues such as identity, nationhood, language, hybridity, resistance, migration, memory, displacement, and decolonization. Through the study of Ngũgĩ wa Thiong'o's essay, the poetry of Derek Walcott, Amitav Ghosh's *The Shadow Lines*, Begum Rokeya's "Sultana's Dream," and Niaz Zaman's "Didima's Necklace," students develop critical perspectives on colonial and postcolonial experiences. The course also introduces key postcolonial theoretical concepts and provides a brief comparative discussion of postcolonial literary studies in Bangladesh.

Course Objectives

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

1. Explain the historical background and theoretical foundations of postcolonial literature.
2. Analyze the prescribed literary texts using major postcolonial concepts and critical approaches.
3. Evaluate the representation of colonialism, nationalism, identity, language, migration, and cultural resistance.
4. Compare African and South Asian postcolonial literary traditions and their shared concerns.
5. Apply postcolonial literary theories in the interpretation of literary texts.
6. Develop analytical, communication, and research skills through critical literary inquiry.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcomes	Bloom's Level	PLO
CLO1	Explain the historical background, key concepts, and major theories of postcolonial literature.	Understand (C2)	PLO1
CLO2	Analyze postcolonial themes, literary techniques, and cultural representations in the prescribed texts.	Analyze (C4)	PLO1, PLO2
CLO3	Critically evaluate issues of colonialism, identity, language, nationalism, migration, and resistance from postcolonial perspectives.	Evaluate (C5)	PLO2, PLO4
CLO4	Compare African and South Asian postcolonial literary traditions and examine their relevance in contemporary literary studies.	Analyze (C4)	PLO1, PLO2, PLO4
CLO5	Communicate critical interpretations effectively and conduct independent literary inquiry using appropriate scholarly resources.	Create (C6)	PLO3, PLO4, PLO5, PLO6

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Course Plan

Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
1–3	**Introduction to Postcolonial Literature:** Colonialism and imperialism; emergence of postcolonial studies; decolonization; major concepts including identity, hybridity, mimicry, otherness, nationalism, diaspora, migration, language, and resistance; overview of major postcolonial theorists; brief introduction to postcolonial literary studies in Bangladesh.	Interactive lecture, discussion, multimedia presentation	Class participation, short quiz, concept-based assignment, reflective response writing	CLO1
4–8	**Ngũgĩ wa Thiong'o:** Life and literary contribution**;** ***The Language of African Literature;*** language and identity; linguistic imperialism; decolonizing the mind; cultural nationalism; literature and resistance.	Lecture, textual analysis, seminar	Textual analysis assignment, seminar presentation, short written evaluation, classroom discussion assessment	CLO1, CLO2
9–13	**Derek Walcott:** Life and literary background; close reading of **"A Far Cry from Africa"** and **"Ruins of a Great House"**; colonial violence; identity crisis; history; race; memory; hybridity; postcolonial poetic language and imagery.	Lecture, close reading, discussion	Close reading task, critical response paper, class presentation, formative assessment	CLO2, CLO3
14–18	**Amitav Ghosh:** Life and literary career; ***The Shadow Lines*;** partition; nationalism; borders; memory; migration; identity; communal violence; history and imagination; narrative technique; postcolonial South Asia.	Interactive lecture, textual analysis, seminar	Analytical essay, textual interpretation task, seminar presentation, written assessment	CLO2, CLO3

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Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
19–23	**Begum Rokeya — "Sultana's Dream":** About the writer, several historical, social, and literary contexts, Colonial Bengal and Early Feminism, social reform movements etc.	Comparative discussion, student presentation	Comparative analysis assignment, group discussion evaluation, student presentation	CLO3, CLO4
24–28	**Niaz Zaman — "Didima's Necklace":** About the writer, the historical & cultural context of the then Bangladesh, characteristics of Postcolonial Fiction, Feminist Realism and Domestic Fiction etc.	Seminar, review session, presentation	Final seminar presentation, reflective writing, comprehensive course review assessment	CLO4, CLO5

Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8 × 10 = 80 marks) • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c)	80%

List of Books

Ashcroft, B., Griffiths, G., & Tiffin, H. (1989). *The empire writes back: Theory and practice in post-colonial literatures*. Routledge.

Ashcroft, B., Griffiths, G., & Tiffin, H. (Eds.). (1995). *The post-colonial studies reader*. Routledge.

Ashcroft, B., Griffiths, G., & Tiffin, H. (2013). *Post-colonial studies: The key concepts* (3rd ed.). Routledge.

Childs, P., & Williams, P. (1997). *An introduction to post-colonial theory*. Longman.

Ghosh, A. (2005). *The shadow lines*. Ravi Dayal/Penguin Books India.

Gilbert, H., & Tompkins, J. (1996). *Post-colonial drama: Theory, practice, politics*.

King, B. (Ed.). (1998). *New national and post-colonial literatures: An introduction*. Clarendon Press.

Loomba, A. (2015). *Colonialism/Postcolonialism* (3rd ed.). Routledge.

Nayar, P. K. (2008). *Postcolonial literature: An introduction*. Pearson Longman.

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Ngũgĩ wa Thiong'o. (1986). *Decolonising the mind: The politics of language in African literature*. James Currey.

Soyinka, W. (1965). *The road*. Oxford University Press.

Thieme, J. (2003). *Post-colonial studies: The essential glossary*.

Walcott, D. (1986). *Collected poems: 1948–1984*. Faber & Faber.

PROVISIONAL

Course Code: 8222159	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Social Work Practice		**Course Type:** Allied	**Exam Hours:** 4

Course Description

This course provides an introductory and comprehensive understanding of Social Work as a knowledge-based, value-oriented and practice-focused discipline. It introduces students to the fundamental concepts, principles, values, ethics, historical development and contemporary fields of Social Work practice in Bangladesh and global context. The course highlights Social Work as an emerging profession in Bangladesh and examines its applications in hospitals, government social welfare programs, NGOs, community settings, probation and correctional services. It also explores major social problems and social services, basic Social Work methods and skills, social research, climate justice, sustainable development, and the implications of the Fourth and Fifth Industrial Revolutions and Artificial Intelligence for Social Work. Through field-based learning, students will develop basic communication, analytical, problem-solving, digital, AI-assisted and employability skills relevant to contemporary society and public and private service sectors.

Course Objectives

1. **Introduce students to** the fundamental concepts, principles, values, ethics, scope and contemporary relevance of Social Work.
2. **Provide students with** a brief understanding of the historical emergence and development of Social Work in Bangladesh and the global context, and its evolution as an emerging profession.
3. **Familiarize students with** major fields of Social Work practice in Bangladesh, including hospitals, government social welfare services, NGOs, community settings, probation and correctional services.
4. **Develop students' ability to understand and respond to** contemporary social problems through basic Social Work methods, communication, helping, advocacy, networking, problem-solving, climate justice and sustainable development perspectives.
5. **Develop awareness of** the implications of the Fourth and Fifth Industrial Revolutions, Artificial Intelligence and digital transformation for Social Work practice, professional development and employment.
6. **Develop students' basic research, field-based and employability skills** through evidence-based learning, responsible use of AI tools, field observation, teamwork, communication, analytical reasoning and reflective practice.

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Course Learning Outcomes (CLOs)

CLO	Course Learning Outcomes	Bloom's Level	BNQF Learning Outcome Domain
CLO1	Explain the fundamental concepts, principles, values, ethics, scope, and historical foundations of Social Work, Social Welfare, and related social development practices.	Remember and Understand	Fundamental Skill
CLO2	Describe and analyze the emergence, development, and contemporary practice of Social Work in Bangladesh and the global context.	Understand and Analyze	Fundamental Skill
CLO3	Analyze major social problems, social services, Social Work interventions, basic methods, research approaches, and emerging social risks from individual, community, and societal perspectives.	Analyze	Thinking Skill
CLO4	Apply basic Social Work knowledge, communication, helping, advocacy, networking, and problem-solving skills to contemporary social issues and field-based situations.	Apply and Evaluate	Societal Skill
CLO5	Evaluate and develop personal digital, AI-assisted, analytical, communication, teamwork, adaptability, and employability skills to respond effectively to the challenges of the Fourth and Fifth Industrial Revolutions.	Evaluate and Create	Personal Skill
CLO6	Develop evidence-informed and socially responsible responses to social problems, climate vulnerability, social inequality, and sustainable development challenges through Social Work perspectives.	Evaluate and Create	Societal Skill

CLO to PLO Mapping Matrix

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	✓	✓	✓		✓							
CLO2	✓	✓	✓		✓		✓	✓				
CLO3			✓		✓		✓	✓	✓			
CLO4			✓	✓	✓	✓	✓		✓			
CLO5				✓		✓	✓		✓	✓	✓	✓
CLO6				✓	✓	✓	✓	✓	✓	✓		✓

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Course Plan

Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
1–3	**Chapter 1: Basic concepts and Issues relating to Social Work:** Social Work, Social Welfare, Social Reform, Social Legislation, Social Security, Social Development, Good Governance, Relevancy to social work with allied disciplines.	Interactive lecture; concept mapping; short case analysis; classroom discussion; real-life examples from Bangladesh.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO1, CLO6
4–6	**Chapter 2: Social Work: Global and Bangladesh Perspective:** Origin and evolution of Social Work; major stages of development in the UK and USA, social reform, reformers and humanitarian movements in undivided India; Development of Social Work in Bangladesh.	Lecture; timeline activity; visual presentation; comparative discussion; documentary/video-based learning.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO1, CLO2
7–8	**Chapter 3: Social Work Profession and Its Practice:** Profession, occupation, characteristics of a profession; Social Work as an emerging profession in Bangladesh: problem and prospects, probation, parole and correctional services, counseling and positive parenting.	Case study; practitioner interaction; role play; field-based examples; problem-based learning.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO2, CLO3, CLO4
9–10	**Chapter 4: Social Problems and Social Services in Bangladesh:** Concept, characteristics, major social problems in Bangladesh and its interventions, social policy and planning for social problem mitigation.	Problem-based learning; case analysis; group discussion; service-mapping exercise; short presentations.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO4, CLO6
11–13	**Chapter 5: Social Work Methods and Skills:** Types, methods and practicing skills in Social Work; rapport building, advocacy, networking.	Demonstration; role play; simulation; peer learning; skills practice; case exercises.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO4, CLO5

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Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
14–16	**Chapter 6: Industrial Transformation and Emerging Technologies:** Renaissance, Industrial Revolution, globalization; 4th IR and emerging social risks; AI and Social Work; digital literacy, analytical ability; communication; problem-solving; adaptability; ethical use of AI; 5th IR and need of human-centered technology.	Interactive lecture; AI-assisted learning; digital tools demonstration; scenario analysis; group problem-solving; presentation.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO5, CLO6
17–19	**Chapter 7: Climate Justice and Sustainable Development:** Climate change and justice; migration and livelihood insecurity; community resilience; Sustainable Development Goals (SDGs), Social Work responses to climate-related problems, Green Social Work.	Case study; community mapping; SDG activity; problem-solving exercise; field observation.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO5, CLO6
20–22	**Chapter 8: Social Research and AI Tools:** Social Research: types, methods, techniques and tools; sampling, qualitative and quantitative data; research proposal; ethics in research; basic use of AI tools in social research.	Mini research exercise; questionnaire design; sampling exercise; data interpretation; AI/digital demonstration; group assignment.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO5, CLO6
23–25	**Chapter 9: Social Work Practice and Field-Based Learning:** Social Work practice in hospital, GO and NGOs, field work, report writing; presentation and teamwork.	Field visit (mandatory); observation; structured field notes; interview with practitioner/service provider; reflective report; group presentation; viva/field assessment.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO4, CLO5, CLO6
26–28	**Chapter 10: Social Philosophy and Religion:** Social Philosophy, Individualism, Socialism, Practice of Welfare State in Bangladesh, Religions and Humanitarian Basis of Social Work.	Interactive lecture; concept mapping; short case analysis; classroom discussion; real-life examples from Bangladesh.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO1, CLO3, CLO6

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Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8 × 10 = 80 marks) • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c)	80%

List of Books

Barker, R. L. (1995). *The Social Work Dictionary*. Washington, DC: NASW Press.

Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Polity Press.

Friedlander, W. A. (1977). *An Introduction to Social Welfare*. New York: Prentice Hall.

Houssian, M. N. & Alauddin, M. (1990). *Introduction to Social Work Methods*. Dhaka, Bangladesh: Anwari Publication.

Morales, A. & Sheafor, B. W. (1977). *Social Work: A Profession of Many Faces*. Boston, USA: Allyn and Bacon.

Skidmore, R. A. & others. (1993). *Introduction to social work.* New Jersey, USA: Prentice Hall.

ইসলাম, ড. মোঃ নূরুল (২০১৪)। *সমাজকর্ম পরিচিতি* তাসমিয়া পাবলিকেশন্স।

ইসলাম, মোঃ শহীদুল এবং হাসান, মোঃ খালিদ (২০২৫)। *সমাজকর্ম পরিচিতি* মাইলস্টোন পাবলিকেশন্স।

উদ্দিন, আহমেদ আয়েশ (১৯৭৮)। *রাষ্ট্রচিন্তা পরিচিতি: প্লেটো থেকে মার্ক্স* (২য় সংস্করণ)। আইডিয়াল লাইব্রেরী।

করিম, রেজাউল (২০০৬)। *সমাজকর্ম: ধারণা, ইতিহাস ও দর্শন* জ্ঞানকোষ প্রকাশনী।

রহমান, হাবিবুর; দাস, তুলসী; ইসলাম, মোঃ ফখরুল এবং ইসলাম, মোঃ রেজাউল (অনূদিত) (১৯৯৭)। *সমাজকর্ম অনুশীলন* গতিধারা।

PROVISIONAL

Course Code: 8222259	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Economy of Bangladesh		**Course Type:** Allied	**Exam Hours:** 4

Course Description

This course introduces students to the structure, performance, and policy management of the Bangladesh economy, with emphasis on how economic decisions are shaped by, and in turn shape, political and administrative processes. It begins with an overview of macroeconomic trends in growth, savings, and investment before moving into the fiscal, monetary, and external sectors that underpin national economic management. Particular attention is given to the agriculture and industrial sectors, the role of state-owned enterprises, and the ongoing shift toward private sector-led development. The course also examines employment, wages, and poverty trends alongside government efforts in human development and social protection, and closes with a look at infrastructure, environmental challenges, and Bangladesh's climate vulnerability. Rather than treating economics as a technical subject in isolation, the course consistently draws out its political dimensions: budget-making as a political act, regulatory reform as a contest of interests, and development planning as a reflection of governance priorities. By the end, students should be able to follow Bangladesh's economic policy debates with confidence and understand economic performance as part of the larger picture of governance.

Course Objectives

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

1. Build a working understanding of Bangladesh's macroeconomic structure, growth performance, and the institutional framework within which economic policy is formulated and implemented.
2. Examine the role and performance of the agriculture, industrial, and external sectors in Bangladesh's development, along with the government policies that shape them.
3. Assess the fiscal and monetary management practices of Bangladesh, including public revenue and expenditure, taxation, budgetary management, banking, and financial sector reforms.
4. Analyze trends in employment, wages, prices, and poverty in Bangladesh, and evaluate the effectiveness of government programs addressing these areas.
5. Develop the ability to critically connect Bangladesh's economic performance with questions of governance, public policy, and political decision-making, so that economic issues can be read through a political science lens.

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Course Learning Outcomes (CLOs)

Upon successful completion of the course, students will be able to:

CLO	Course Learning Outcomes	Bloom's Level	PLO
CLO1	Demonstrate a clear and working understanding of Bangladesh's macroeconomic performance, national income, savings, and investment trends, and the institutional structure guiding economic policy.	Understand / Apply (C2–C3)	PLO1, PLO5, PLO9
CLO2	Analyze the contribution, performance, and challenges of the agriculture, industrial, and external (trade) sectors to Bangladesh's overall economic development.	Analyze (C4)	PLO5, PLO7, PLO9
CLO3	Evaluate the fiscal and monetary management systems of Bangladesh, including public finance, taxation, budgetary practices, banking, and financial sector reforms.	Evaluate (C5)	PLO7, PLO9, PLO10
CLO4	Assess trends in employment, wages, prices, and poverty in Bangladesh, along with the design and effectiveness of related government programs.	Evaluate (C5)	PLO5, PLO7, PLO9
CLO5	Critically appraise the political economy dimensions of Bangladesh's development policy, linking economic outcomes with governance, planning, and public administration.	Evaluate / Create (C5–C6)	PLO6, PLO7, PLO9, PLO12

Course Plan

Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
1–3	**Chapter 1: Overview of the Bangladesh Economy:** growth performance, savings and investment trends, and the institutional and policy framework guiding macroeconomic management, including the medium-term macroeconomic framework and ongoing reform programs.	Interactive lectures, discussion on recent Bangladesh Economic Review data	Data interpretation exercise using the latest Bangladesh Economic Review	CLO1
4–7	**Chapter 2: National Income and Price Trends:** sector-wise growth of GDP, savings and investment; consumer price index and inflation; wage trends, labor force, employment, overseas employment, and remittances.	Interactive lectures, data reading exercises, class discussion	Data reading quiz / class test on GDP, prices and employment trends	CLO1, CLO4

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Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
8–10	**Chapter 3: Fiscal Policy and Public Finance Management:** government receipts and tax management, revenue collection, public expenditure and the Annual Development Programme, budget balance and financing, and public debt management.	Interactive lectures, case-based discussion, budget document review	Budget document review report	CLO1, CLO3
11–14	**Chapter 4: Monetary Management and Financial Market Development:** monetary policy, money and credit situation, the banking and non-banking financial sector, interest rate movements, financing of agriculture, industry and SMEs, and capital market development.	Interactive lectures, group discussion, guided reading assignments	Written assignment on banking and financial sector reforms	CLO3
15–19	**Chapter 5: The External Sector:** world trade scenario, export and import policy, tariff structure, Bangladesh's position in the WTO and regional trade arrangements, balance of payments, exchange rate policy, and foreign exchange reserves.	Interactive lectures, group discussion, thematic assignments	Thematic assignment on trade policy and balance of payments	CLO2, CLO5
20–21	**Chapter 6: Agriculture, Industry and State-Owned Enterprises:** management of food grain production and agricultural credit; growth and performance of the manufacturing sector and SMEs; the production, financial performance, and reform of state-owned enterprises.	Interactive lectures, sector case studies, group presentations	Group presentation based on a sector case study	CLO2
22–23	**Chapter 7: Power, Energy, Transport, Communication and Human Development:** power generation and transmission, transport and communication infrastructure, and human development outlays covering education, health, women and children's affairs, and social welfare.	Interactive lectures, documentary, screening, group discussion	Reflective assignment following, documentary screening	CLO2, CLO4
24–26	**Chapter 8: Poverty Alleviation, Private Sector Development and Environment:** poverty trends and reduction strategies, employment generation programs, a private investment-friendly environment, privatization and public-private partnership, and environmental and climate change challenges facing Bangladesh.	Interactive lectures, thematic assignments, policy debate	Policy debate evaluation on poverty alleviation and environment	CLO4, CLO5

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Weeks	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
27–28	Revision, Doubt-clearing Session, and Preparation for the Final Examination	Comprehensive review lecture and open discussion	Comprehensive review test / mock examination covering all chapters	All CLOs

Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8 × 10 = 80 marks) • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c)	80%

List of Books

Bangladesh Bank. (Current issue). *Annual report*. Dhaka, Bangladesh: Bangladesh Bank.

Islam, Nurul. (2003). *Making of a nation, Bangladesh: An economist's tale*. Dhaka, Bangladesh: University Press Limited.

Islam, S. M. Mujahidul. (Latest edition). *Bangladesh economy*. Dhaka, Bangladesh: Bangladesh Publishers.

Khan, Akbar Ali. (1996). *Discovery of Bangladesh*. Dhaka, Bangladesh: University Press Limited.

Mahmud, Wahiduddin (Ed.). (n.d.). *Bangladesh's development experience: Some selected issues*. Dhaka, Bangladesh: University Press Limited.

Ministry of Finance, Government of Bangladesh. (Latest edition). *Bangladesh economic review*. Dhaka, Bangladesh: Finance Division.

Sen, Binayak, & Ali, Zaidi. (Eds.). (n.d.). *Bangladesh development studies* (Journal, current issues). Dhaka, Bangladesh: Bangladesh Institute of Development Studies (BIDS).

Sobhan, Rehman. (2016). *Untranquil recollections: Nation building in post-liberation Bangladesh*. New Delhi, India: SAGE Publications.

অর্থ মন্ত্রণালয়, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার। (২০২৫)। *বাংলাদেশ অর্থনৈতিক সমীক্ষা*□ অর্থ বিভাগ।

ইসলাম, আর. (২০১৫)। *উন্নয়ন ভাবনায় কর্মসংস্থান ও শ্রমবাজার*□ ইউনিভার্সিটি প্রেস লিমিটেড (ইউপিএল)।

ইসলাম, আর. (২০২৩)। *উন্নয়নের অর্থনীতি*□ ইউনিভার্সিটি প্রেস লিমিটেড (ইউপিএল)।

উল্লাহ, এম. (২০০৩)। *বাংলাদেশের অর্থনীতি*□ বাংলাদেশ পাবলিশার্স।

খান, এ. এ. (২০২০)। *দারিদ্র্যের অর্থনীতি: অতীত, বর্তমান ও ভবিষ্যৎ*□ প্রথমা প্রকাশন।

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বায়েস, এ., ও হোসেন, এম. (২০১৩)। *গড়ে ওঠে অর্থনীতি*□ এএইচ ডেভেলপমেন্ট পাবলিশিং হাউস।

মুহাম্মদ, এ. (২০১০)। *অর্থশাস্ত্র পরিচয়*□ সংহতি প্রকাশন।

রহমান, আর. আই. (২০১২)। *বাংলাদেশের অর্থনীতি ও উন্নয়ন*□ সাহিত্য প্রকাশ।

PROVISIONAL

Guidelines of Viva-voce

Course Code: 8221162	**Marks:** 50	**Credits:** 2	**Program:** B.A. (Honors) 2nd Year
Course Title: Viva-voce (English)		**Paper Orientation:** Practical	

Course Description

The Viva-voce course is designed to assess students' overall academic knowledge, communication skills, confidence, and understanding of English language, literature, linguistics, and related areas. It provides students with an opportunity to demonstrate their knowledge gained throughout the academic year through oral examination.

The viva examination evaluates students' ability to discuss literary texts, explain literary concepts, analyze language-related issues, and communicate academic ideas effectively. It also measures students' awareness of English literary traditions, critical approaches, and professional communication skills.

Course Objectives

The objectives of the course are to:

- Evaluate students' knowledge of English language, literature, linguistics, and literary studies.
- Assess students' ability to explain major literary concepts, genres, periods, writers, and critical ideas.
- Develop students' confidence and effective oral communication skills.
- Evaluate students' analytical and critical thinking abilities through academic discussions.
- Assess students' understanding of literary, cultural, historical, and social contexts related to English studies.
- Prepare students for higher studies, research, teaching, and professional careers.

Course Learning Outcomes (CLOs)

After going through the viva-voce, the students will be able to:

CLO1: Demonstrate knowledge of major concepts, terms, genres, literary periods, and important works of English literature.

CLO2: Explain basic literary theories, critical concepts, and linguistic principles related to English language and literature.

CLO3: Apply literary and linguistic knowledge to discuss and interpret different texts and academic topics.

CLO4: Communicate ideas clearly and effectively through oral discussion, presentation, and academic conversation.

CLO5: Demonstrate awareness of cultural, historical, and social contexts reflected in literary studies.

CLO6: Develop confidence, professional behavior, academic honesty, and lifelong learning skills.

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CLO to PLO Mapping Matrix

The mapping of CLO to PLO is presented in the matrix below, identifying the level of correlation between course-specific competencies and professional graduate attributes.

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	✓				✓							
CLO2		✓					✓					
CLO3			✓				✓	✓	✓			
CLO4				✓		✓			✓		✓	
CLO5					✓		✓	✓				
CLO6										✓	✓	✓

Teaching System

The Viva-voce course follows an interactive and student-centered approach. Students are guided through discussion sessions, review of important topics, question-answer practices, mock viva examinations, and academic presentations.

Students are encouraged to improve their knowledge of English literature, language studies, critical thinking, communication skills, and confidence for academic and professional environments.

Assessment Strategy

Students will be assessed through a comprehensive oral examination conducted by the designated examination committee.

The assessment will evaluate:

- Knowledge of English literature, language, linguistics, and literary concepts.
- Understanding of major literary periods, writers, genres, and theories.
- Ability to analyze and explain literary and linguistic topics.
- Oral communication and presentation skills.
- Confidence, professional attitude, and academic preparedness.

The final marks will be awarded based on students' overall performance in the viva-voce examination.

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