

1. Course Number and Title: ACC-105: English (Compulsory): One

2. Credit Hours: 4

3. Course Description

This is an introductory general English course compulsory for all the students of the programme. The content of this course is designed to strengthen students' ability in all four basic language skills. Extra emphasis is given on developing students' grammatical competence and writing ability. Following this line, the course is organized on linguistic principles providing guidelines for solving language problems at under graduate level.

4. Course objectives

The objectives are to help learners to:

- a. speak correct and appropriate English to perform various social functions; eg., using formulas, giving directions, presenting advantages/ disadvantages of a point clearly.
- b. comprehend general meaning of lectures and classroom conversations.
- c. participate in class discussions and present their point of view.
- d. read books of moderate difficulties with comprehension following simple reading techniques like skimming and scanning.
- e. use correct forms of simple and compound sentence patterns in writing simple compositions.

5. Course Content

Contact Hours

Unit 1: Grammar Review

6

Learning Outcomes

At the end of this unit learners will be able to-

- a. form correct sentences of their own
- b. convert sentences from one form to another
- c. write sentences using different form of tenses

Content:

- Syntax-forms of sentences
- Conversion of sentences
negative, question forms, question –tags, etc.
- Review of tenses-present, past and future
(simple, continuous, perfect simple and continuous), Verb patterns
- Direct-indirect speech
- Common mistakes in English

Unit 2: Developing new vocabulary

6

Learning Outcomes

At the end of this unit learners will be able to-

- a. study and record vocabulary
- b. form words
- c. use words in context

Content

- Prefix, suffix; noun, verbs, and adjectives with the same forms, compound nouns and compound adjectives
- Collocations (word patterns), verb or adjective + preposition, preposition +noun

- Phrasal verbs, idioms and fixed expressions
- Make, do have, take, give, keep, break, catch, see
- Get: uses, and expressions; Go: uses and expressions
- Apologies, excuses, thanks
- Request, invitation, suggestions, opinions, agreeing, and disagreeing,
- Specific situations and special occasions
- Connecting and linking

Unit 3: Listening

3

Learning Outcomes

At the end of this unit learners will be able to-

- a. comprehend English speech spoken by native and nonnative speakers
- b. respond appropriately after listening to spoken English
- c. act accordingly after listening recorded speech

Content:

- Listening to authentic speech-comprehension (listening for headlines/topic sentences)
- Listening techniques, tasks and assessment criteria

Unit 4: Speaking

6

Learning Outcomes

At the end of this unit learners will be able to-

- a. make polite request and offers
- b. accept and refuse invitation
- c. participate in dialogues
- d. take part in interview
- e. make presentation

Content:

- Comprehending and using social English (use of formula)
- Making polite request and offers
- Asking questions in social situation
- Accepting and refusing an invitation
- Practising dialogues i.e. job interviews, telephone conversation, business dealings, ordinary food, booking tickets
- Practising presentation with appropriate language and technology

Unit 5: Reading

8

Learning Outcomes

At the end of this unit learners will be able to-

- a. read considerable complex text with ease
- b. recite poems with correct stress and intonation
- c. answer questions on the comprehension of the text

Content:

Reading Authentic Texts for Prose and Poetry

- A Passage to India part – 1
E. M. Forster

- Poem: Gods-W. Whitman
- Adieu to a Soldier-W. Whitman
 - i. Reading for details (bottom-up model)
 - ii. Guessing meaning from context
 - iii. Reading for comprehension of message
 - iv. Reading for specific information
 - v. Use of dictionary in reading.

Unit 6: Writing

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. write composition in English following proper punctuation
- b. write both formal and informal letters
- c. prepare complete Resume / CV
- d. write different types of paragraph and essays

Content:

- Writing paragraph: Steps of writing, topic sentences, supporting ideas, cohesion and coherence
- Describing charts and graphs using appropriate language and vocabulary
- Writing essays: Descriptive and narrative essays
- Writing formal and informal letters/emails: Job application letters, joining letter, reference letters, letter of motivation, thank you letters, complaint letter, appreciation letter, ordering letter
- Writing cover letter and resume looking at the requirements specified.
- Mechanics of writing: punctuations (comma, semicolon, colon, dash, hyphen, quotation marks, parenthesis, apostrophe, contractions), capitalization, spelling, grammar, paragraphing, omission of words, abbreviations, use of quotations,
- Writing academic and non-academic reports with references

Unit 7: Practicum

6

Learning Outcomes

At the end of this unit learners will be able to-

- a. practice listening and speaking in various social situations
- b. describe events and situations

Content:

- Listening with comprehension
- Speaking using social language, asking questions and describing events
- Reading with comprehension

6. Instructional Strategy

- a. Lecture
- b. Question-Answer
- c. Pair-work
- d. Group Discussion
- e. Individual Presentation
- f. Watching audio-visual materials
- g. Debate,

- h. Project Method.
- i. Role Playing etc.

8. Assessment

- a. Two In-course examinations - 30 Marks
- b. Semester final examination (MCQ + Essay) - 60 Marks
- c. Assignment/Presentation - 10 Marks

9. Recommended Books, Journals and Reports

1. Hornby, A.S. (1992), Oxford Learner's Dictionary of Current English, Oxford University Press, London.
2. Leech, G., & Svartvik, J. (1975, Reprint 1993), A communicative grammar of English Longman Singapore Publishers (pte) Ltd., Singapore.
3. Rahman, M.F. Kawser, M.A. (2007), My English Teacher, Supreme Publishers, Dhaka-1229
4. Soh, D. A. (1989), Writing by doing: learning to write effectively, 2nd Edition, NTC Publishing group: Illinois.
5. USA.
6. Swan, M. (1989), Basic English usage, ELBS/ (Oxford University Press.
7. Wren, P.C., & Martin, H. (1936, Reprinted 1995), High school English grammar and composition. S. Chand & Company Ltd., New Delhi, India
8. http://www.lrbusinessed.com/bcp/textbook_files/chapter05.pdf

Additional Books and Materials

1. Newspapers, Magazines. Journals, etc for authentic reading
2. A-V Equipments for listening and speaking practice.

1. Course Number and Title: PC–112: Education in Bangladesh

2. Credit Hours: 4

3. Course Description

The course introduces the students to the national system of education: origin, components, types, policies, goals, constitutional, and legal provisions. It also introduces the students to the different sectors of education, i.e. pre-primary, primary, secondary, tertiary, technical and madrasa education, their origin, programs, objectives, structure, participation of students, curriculum and instructional activities, evaluation, planning, management and financing of the system. This course addresses SDG 4 to think about maintaining quality Education in different sectors of education in Bangladesh. It further focuses on the problems and issues of education in Bangladesh with their possible solutions.

4. Course objectives

The objectives are to help learners to:

- a. acquaint with the concept, structure, goals, objectives, and issues of national system of education.
- b. gain a comprehensive view of pre-primary, primary, secondary and tertiary education – their present status, institutions, access and participation, curriculum, evaluation, organization, management, supervision and finance.
- c. gain insights into the concepts, goals, strategies, programs of the integrated non-formal and mass education.
- d. understand madrasa education as a parallel system of main stream education.
- e. understand the importance vocational and technical education system in the country.
- f. identify the major problems and obstacles of education and develop their insight into the causes of the problems and their possible solutions.
- g. know and understand Sustainable Development Goals, especially Sustainable Development Goal 4 and means of achieving the targets.

5. Course Content

Contact Hours

Unit 1: Education as a National System-A phase of Transition

6

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe brief history of education from aryan till today
- b. explain relationship between goals & objectives of education and philosophy of education
- c. explain origin and components of national system of education
- d. demonstrate present structure of education system
- e. describe legal frame work of education in Bangladesh
- f. provide explanation of administrative structure of education system in Bangladesh
- g. describe the goals of sustainable development in relation to education (SDG 4)

Content:

- Concept of a national system of education
- Historical development of education starting from Aryan-till to-day
- Origin, component, types of national system of education
- Goals, objectives, philosophy, policies, constitutional provision and legal frame work
- Structure of education
- Sustainable development goals (SDG 4)

Unit 2: Pre-Primary Education

4

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe present situation of pre-primary education in Bangladesh in relation to goal and objectives of pre-primary education
- b. explain curriculum matrix of pre-primary education on the basis of learning areas
- c. explain role of GO and NGO's to promote pre-primary education in Bangladesh
- d. problems and issues of pre-primary education in Bangladesh with possible solutions

Content:

- Present structure, goals and objectives
- Accesses participation and transition
- Curriculum matrix: Learning areas, learning activity, learning outcomes
- Initiatives and concerned organizations: GO, NGO and INGOs
- Achievements and Challenges

Unit 3: Primary Education

7

Learning outcomes

At the end of this unit learners will be able to-

- a. analyse present situation of Primary Education in relation to acts and regulations and innovations of Primary Education in Bangladesh
- b. describe goal, objectives, components and background of Primary Education Development Programs (PEDP)
- c. analyse the role of Ministry of Primary and Mass Education (MoPME) & Directorate of Primary Education (DPE) and line organizations in planning, management, and financing of Primary Education
- d. identify problems and issues of primary education and suggest possible solutions to meet up the goals of sustainable development

Content:

- Present structure, goals and objectives
- Access, participation transition and equity
- Acts and regulations
- Curriculum, Textbooks, Teachers Guide, Question booklet assessment and role of NCTB
- Evaluation and examination system
- Innovations in primary education
- Ongoing projects and development programs
- Initiatives and concerned organizations / institutions: GO, NGO and INGOs
- Planning, management and financing of primary education: Role of Ministry of Primary and Mass Education (MoPME), Directorate of Primary Education (DPE) and Line organization
- Major issues and problems, possible solutions

Unit 4: Secondary Education

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. demonstrate present structure of secondary education
- b. evaluate the present situation of Secondary Education in relation to acts and regulations and innovations of Secondary Education in Bangladesh

- c. describe the role and responsibilities of Ministry of Secondary Education (MoE), and Directorate of Secondary and Higher Education and Line organization in planning, management, and financing of Secondary Education
- d. mention the GO and NGO initiatives to improve the quality of secondary education
- e. identify problems and issues of secondary education and find out the possible solutions to meet up the goals of sustainable development

Content:

- Present Structure, goals and objectives
- Access, participation, completion and equity
- Curriculum, Textbook, Teachers Guide, Assessment and role of NCTB
- Evaluation and examination system and the role of Education Boards
- Ongoing projects and Development programs
- Initiatives and concerned organizations / institutions: GO, NGO and INGOs
- Management, Planning & financing of Secondary education: role of Ministry of Education(MoE), Directorate of Secondary and Higher Education (DSHE) and Line organizations
- Challenges and possible solutions

Unit 5: Higher/Tertiary Education

4

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain with examples types of higher education institutions in Bangladesh and their features
- b. evaluate the present situation of Higher Education in Bangladesh
- c. evaluate/critique the role and responsibilities of University Grants Commission (UGC) in planning, management, and financing of Higher Education
- d. identify problems and issues of higher education and find out the possible solutions to meet up the goals of sustainable development

Content:

- Goal and objectives
- Types: universities, colleges, specialized institutions
- Present structure, access and participation in Higher Education
- Management and financing
- Role of University Grants Commission (UGC)
- Ongoing projects and development programs
- Prospects, problems and solutions

Unit 6: Madrasha Education

4

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe origin and history and types of Madrasha education
- b. present structure with innovations of Madrasha education in Bangladesh
- c. describe the role and responsibilities of Ministry of Education (MoE), Directorate of Madrasha Education (DME), NCTB, Bangladesh Madrasha Education Board (BMEB) in management, and financing of Madrasha Education
- d. evaluate the GoB and project initiatives to improve the quality of Madrasha education
- e. identify problems and issues of Madrasha education and find out the possible solutions to meet up the goals of sustainable development

Content:

- Origin, concept and types of Madrasha education
- Present structure, goals, objectives, access and participation
- Innovations in Madrasha education
- Curriculum assessment and instructional processes
- Madrasha Education Board
- Management and financing
- Major issues and problems and their possible solutions

Unit 7: Technical and Vocational Education**4****Learning Outcomes**

At the end of this unit learners will be able to-

- a. demonstrate present structure of technical and vocational education
- b. describe the role and responsibilities of the following organizations in planning, management, financing and quality improvement of technical and vocational education:
- c. evaluate the role of technical and vocational education to economic development of Bangladesh
- d. evaluate the programs and projects for TVET
- e. identify problems and issues of technical and vocational education and find out the possible solutions to improve the quality
- f. ministry of Education (MoE), and Directorate of Technical Education (DTE), Technical Education Board (TEB)

Content:

- Structure, goals and objectives
- Access and participation, Gender
- Curriculum, NQF
- TVET for employability and sustainable development
- Planning, management and financing
- Programs and Projects in technical and vocational education
- Technical Education Board
- Prospects, problems and solution

Unit 8: Teacher Education and Training in Bangladesh: Initial (pre-service), In-service and Continuous Professional Development**6****Learning Outcomes**

At the end of this unit learners will be able to-

- a. describe types and features of teacher education in Bangladesh
- b. analyse functions of teacher training institutes (PTI, TTC, HSTTI, BMTTI, VTTI, TTC) for quality development of teachers in Bangladesh
- c. identify problems and issues of teacher training institutes and find out the possible solutions to meet up the goals of sustainable development
- d. evaluate teacher training institutes- achievements and challenges

Content:

- Primary Teacher Education: Primary Teacher Training Institute (PTI): Curriculum Assessment
- Sub-Cluster Training, Upazila Resource Centre (URC)
- NAEM, NCTB in Teacher Education
- Secondary Teacher Education: Public and Private, Programs, Curriculum, Evaluation, Problems

- Higher Secondary Teacher Training Institute (HSTTI) and its role
- Bangladesh Bureau of Educational Information and Statistics (BANBES)
- Bangladesh Madrasha Teachers Training Institute (BMTTI)
- Technical Teachers Training College (TTTC)
- Institute of Education and Research: Programs, Curriculum, Evaluation
- Prospects, Issues and Challenges

6. Instructional Strategies

- Lecture
- Guided discussion
- Group work
- Seminar
- Case study
- Project Work

7. Assessment

a. Two In-course Examinations	15 × 2 =	30
b. Course Final Examination (MCQ + Essay)	20 + 40 =	60
c. Assignment/Presentation		10

8. Recommended Books, Journals and Reports

1. BANBEIS, (2016), *Educational Statistics*.
2. Bangladesh Bureau of Statistics (BAS): Statistical Yearbook of Bangladesh, Dhaka.
3. Govt. of the People's Republic of Bangladesh, Bangladesh Education Commission Reports 1973, 1988 and 2000 Dhaka.
4. Ministry of Education (1992), Secondary Education Sub-Sector Study, Dhaka.
5. Nurullah, S. & Naik, J.P. (1962), A Student's History of Education in India, Bombay, Mac Millan & Co.
6. আজহার আলী ও হোসনে আরা বেগম (১৯৯৩), *প্রাথমিক শিক্ষা*, বাংলা একাডেমী, ঢাকা।
7. আবুল মোমেন (১৯৯৭), *বাংলাদেশের মাদ্রাসা শিক্ষা*, বাংলাদেশ নারী প্রগতি সংঘ, ঢাকা।
8. আব্দুল মালেক ও অন্যান্য (২০০৭), *শিক্ষা বিজ্ঞান ও বাংলাদেশে শিক্ষা*, বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ঢাকা।
9. কামরুন্নেসা বেগম ও সালমা আখতার (২০০০), *প্রাথমিক শিক্ষা বাংলাদেশ*, ঢাকা।
10. 'জাতীয় শিক্ষা সপ্তাহ' পুস্তিকা, শিক্ষা মন্ত্রণালয়।
11. ড. শরিফা খাতুন, *মাধ্যমিক শিক্ষা*, বাংলা একাডেমী।
12. দেলোয়ার হোসেন শেখ (২০০৩), *শিক্ষা উন্নয়ন, উন্নয়নশীল দেশের প্রতিশ্রুতি*, হাক্কানী পাবলিশার্স, ঢাকা।
13. মো. ইলিয়াস আলী (১৯৯৯), *যুগে যুগে শিক্ষা কমিশন ও শিক্ষার উত্তরণ*, জাগরণী প্রকাশনী, ঢাকা।
14. *মাদ্রাসা শিক্ষা*, বাংলা একাডেমী, ঢাকা।
15. মুহাম্মদ আলী ও রওশন আরা বেগম (২০০০), *শিক্ষা প্রশাসন ও ব্যবস্থাপনা*, মাধ্যমিক শিক্ষা উন্নয়ন প্রকল্প, শিক্ষা মন্ত্রণালয়।
16. মু. শামস-উল-হক, (১৯৮৭), *বিকাশমান সমাজ ও শিক্ষা*, বাংলা একাডেমী, ঢাকা।
17. হোসনে আরা বেগম, *শিক্ষা প্রশাসন ও ব্যবস্থাপনা*।
18. হোসনে আরা বেগম ও মো. আবদুস সালাম (২০০২), *আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা: বাংলাদেশ*, ঢাকা: মুক্তি প্রিন্টার্স, ।
19. রওশন আরা চৌধুরী (১৯৮৭), *প্রাথমিক শিক্ষা প্রশাসন*, ঢাকা, বাংলাদেশ।
20. শামস-উল-হক, (১৯৮৫), *উচ্চ শিক্ষা, বাংলাদেশ*, বাংলা একাডেমী, ঢাকা।
21. Related Reports, Journals and Websites.

1. Course Number and Title: ACSS-232: History–Two: History of Bangladesh

2. Credit Hours: 4

3. Course Description

The Course deals with the socio-economic, political and cultural history of Bangladesh from the earliest time down to the present (1971). The course starts with the Pala and Sena rules in Bengal and then proceeds to the medieval period. However, the focus is given on the British rule in India, the socio-political, cultural and economic situation of the division of Indian subcontinent leading to emergence of Bangladesh.

4. Course objectives

The objectives are to help learners to:

- a. acquire knowledge about the Pala and Sena Rules in Bengal.
- b. understand the nature and characteristics of the Muslim rule in Bengal in the medieval period.
- c. analyse the factors contributing to the establishment of British colonial power in Bengal.
- d. discuss the East India Company's acquisition of direct control of administration.
- e. acquaint them with the economic and social development and religious reform movements under the Company rule.
- f. discuss administrative and constitutional reforms and the socio-political, cultural and economic events during 1935.
- g. describe political developments of Bengal leading to the partition of the subcontinent.
- h. analyse the socio-political, cultural movements and economic factors for the liberation war of Bangladesh in 1971.

5. Course Content

Contact Hours

Unit 1: Pala and Sena Rule in Bengal

7

Learning Outcomes

At the end of this unit learners will be able to-

- a. discuss the establishment of Pala rule and its expansion in Bengal
- b. analyze the Sena rule and its decline

Content:

- Establishment of Pala rule and its expansion in Bengal
- Sena rule and its decline

Unit 2: Bengal in the Medieval Period

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. discuss the Muslim conquest of Bengal and consolidation of their rule
- b. explain the golden period of Hussain Shah
- c. discuss the major events in Bengal under the Mughals
- d. analyze the Mughal's conquest of Bengal
- e. analyze the achievements in Bengal during the rule of Shaista Khan
- f. explain the major events during the Nawabi rule in Bengal

Content:

- Muslim conquest of Bengal and consolidation of their rule
- Golden period of Hussain Shah

- Bengal under the Mughals
- Mughals conquest of Bengal
- The rule of Shaista Khan
- The Nawabi rule in Bengal (Murshid Kuli to Mir Zafar Ali Khan)

Unit 3: Colonial Power in Bengla (1756-1765) 2

Learning Outcomes

At the end of this unit learners will be able to-

- explain the impact of coming of the Europeans and their establishment in Bengal till the acquisition of Dewani

Content:

- Coming of the Europeans and their establishment in Bengal (till the acquisition of Dewani)

Unit 4: Bengal under Dewani Administration (1765-1772) 2

Learning Outcomes

At the end of this unit learners will be able to-

- analyze the dual Government in Bengal
- analyze the causes of the famine of 1769-1770 and its effect

Content:

- Dual Government
- The famine of 1769-1770 and its effect

Unit 5: The East India Company's acquisition of Direct Control of Administration (1772-1793) 2

Learning Outcomes

At the end of this unit learners will be able to-

- evaluate the administrative, revenue and judicial reforms of Lord Warren Hastings and Lord Cornwallis

Content:

- Warren Hastings and Cornwallis: Administrative, revenue and judicial reforms.

Unit 6: Economic and Social Developments and Religious Reform Movements under the Company Rule 7

Learning Outcomes

At the end of this unit learners will be able to-

- analyze the economic and social development and religious reform movement in Bengal under the Company rule

Content:

- Industrial decline of Bengal
- Reform movements in the early 19th century
- Lord William Bentinck and his social, economic and financial reforms
- Raja Ram Mohan Roy and his contributions
- Bengal Renaissance
- Young Bengal movement
- Haji Shariatullah-The Faraizi Movement and the agrarian unrest
- Indigo cultivation and the Blue Mounting

Unit 7: Administrative Reforms

3

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain the causes of the partition of Bengal and its consequences
- b. discuss the development of local government and constitutional reforms leading to the act of 1935

Content:

- The partition of Bengal 1950
- Development of local government and constitutional reforms leading to the Act of 1935

Unit 8: Political Development of Bengal (1919-1947)

4

Learning Outcomes

At the end of this unit learners will be able to-

- a. analyze the major political development of Bengal during 1919-1947

Content:

- Bengal Pact
- Formation of Krishak – Praja Party
- Working of provincial autonomy
- The communal problem and the Lahore Resolution
- Political developments leading to the partition of the sub continent

Unit 9: East Bengal from 1947 to 1971

8

Learning Outcomes

At the end of this unit learners will be able to-

- a. analysis the major events in East Bengal and their consequences from 1947 to 1971

Content:

- Land reform and the abolition of the Permanent Settlement
- Foundation of the Awami League
- Language Movement 1952
- United Front and the failing of the Muslim League Government
- Promulgation of Martial Law in 1958
- The rule of Ayub Khan
- The 1965 Mass movement
- Rule of Yahya Khan
- Liberation war and the emergence of Independent Bangladesh in 1971

6. Instructional Strategies

- a. Lecture
- b. Class discussion
- c. Class/home assignment

8. Assessment

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|---|----------|----|
| a. Two In-course Examinations | 15 × 2 = | 30 |
| b. Course Final Examination (MCQ + Essay) | 20 +40= | 60 |
| c. Assignment/Presentation | | 10 |

9. Recommended Books, Journals and Reports

1. A. C. Roy, *Bengal Under the Nawabs*.
2. A. M. Muhith, *Bangladesh-Birth of a New Nation*.
3. A. M. Chowdhury, *Dynastic History of Bengal*.
4. B. B. Misra, *The Central Administration of the East India Company 1773*.
5. B. K. Gupta, *Siraj-ud-Daullah and the East India Company*.
6. Bazlur Rahman Khan, *Politics in Bengal, 1927-1936*.
7. J. N. Sarkar (ed.) *History of Bengal, Voll II*.
8. Moudud Ahmed, *Politics and Democracy in Bangladesh*.
9. Poddar, *Renaissance in Bengal. Quest and Confrontation*.
10. Percival Spear, *Oxford History of Modern India*.
11. Sirajul Islam (editor) (1997), *History of Bengal 1704-1971, Vol, I, H & III.*, Asiatic Society of Bangladesh.
12. অক্ষয় কুমার মৈত্রায়, *সিরাজউদ্দৌলা*।
13. আবুল কালাম সামসুদ্দিন, *পলালী থেকে পাকিস্তান*।
14. আবদুল করিম (১৯৮৭), *বাংলার ইতিহাস সুলতানী আমল*, ঢাকা: বাংলা একাডেমী।
15. আবদুল করিম (১৯৯৯), *বাংলার ইতিহাস মুসলিম বিজয় থেকে সিপাহী বিপ্লব পর্যন্ত (১২০০-১৮৫৭ খ্রি:)*, ঢাকা: বড়াল প্রকাশনী।
16. আবুল মোমেন, *বাংলা ও বাঙালীর কথা*।
17. এম, এ. রহিম (১৯৭৬), *বাংলার মুসলমানদের ইতিহাসের (১৭৫৭-১৯৪৭ খ্রি:)*, ঢাকা: নূরজাহান রহিম।
18. মুহম্মদ আবদুর রহিম ও অন্যান্য (১৯৯৫), *বাংলাদেশ ইতিহাস*, ঢাকা: নওরোজ কিতাবিস্তান।
19. মওদুদ আহমদ, *শেখ মুজিব আমল*।
20. সিরাজুল ইসলাম, *উপনিবেশিক শাসন কাঠামো*।
21. সিরাজুল ইসলাম, *বাংলাদেশের ভূমি ব্যবস্থা ও সামাজিক সমস্যা*।
22. সৈয়দ মোহাম্মদ হোসেন, *বাংলা কথা*।
23. হীরেন্দ্রনাথ মুখোপাধ্যায়, *ভারত বর্ষের ইতিহাস (মধ্য ও আধুনিক যুগ)*।
24. রহিম, চৌধুরী, *মাহমুদ ও ইসলাম, বাংলাদেশের ইতিহাস*।

1. Course Number and Title: ACSS-242: Geography-Two: Human Geography

2. Credit Hours: 4

3. Course Description

Human geography is a wide-ranging discipline that draws together many of the strands important for understanding the world today. It examines human societies and how they develop, their culture, economy and politics, all within the context of their environment. The course is designed to provide students with the knowledge and understanding of economic and cultural aspects of human activities in regional & spatial perspectives.

4. Course objectives

The objectives are to help learners to:

- a. understand the meaning, nature, scope and methods of study of economic and human geography.
- b. understand economic activities of man.
- c. understand population and their settlement pattern.
- d. understand relation of man, environment and society.
- e. develop practical skills in preparation of charts, graphs, maps, showing the distribution of different types of economic activities.

5. Course Content

Contact Hours

Unit 1: Human Geography and Man, Environment relationships.

04

Learning Outcomes

At the end of this unit learners will be able to-

- a. define what is human geography
- b. explain the scope of human geography
- c. use the definite methods of teaching of human geography
- d. define the terms and concepts of Man, environment, society, determinism and possibilism

Content:

- Definition, scope and methods of Human Geography
- Man–Environment- Society relationships
- Concept of Determinism and Possibilism

Unit 2: Economic activities

03

Learning Outcomes

At the end of this unit learners will be able to-

- a. define economic activities
- b. identify and describe different types of economic activities
- c. cite the examples of different types of economic activities

Content:

- Definition of Economic activities
- Classification, Economic activities
- Examples of Economic activities

Unit 3: Resources (primary, secondary and tertiary) and study of selected resources 08

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain what is natural resources, types of natural resources
- b. Explain and identify the role and importance of natural resources for economic development
- c. discuss about some selected resources and minerals and their importance
- d. define and discuss role of forestry and fishing in economic development
- e. describe the production procedures of rice, wheat including of some other agricultural crops
- f. explain the development of trading patterns transport and communication in relation to human activities

Content:

- Forestry fishing
- Natural resources: Coal, Iron ore, petroleum
- Crops: Rice, Wheat
- Cottage industries
- World trading patterns, transport and communication

Unit 4: Population: world distribution patterns and characteristics

07

Learning Outcomes

At the end of this unit learners will be able to-

- a. define key words related with population geography
- b. explain and describe demographic transition model
- c. describe population pattern and distribution of world population
- d. explain the characterizes of population distribution

Content:

- Definition: population, population distribution, birth rate, death rate, density of population
- Demographic transition model and changing nature of population
- World population pattern and distribution of population

Unit 5: Settlements and Migration: Types and characteristics

04

Learning Outcomes:

At the end of this unit learners will be able to-

- a. define and describe key word related with settlement and migration
- b. explain different types of settlement pattern
- c. describe the historical developments of settlement
- d. explain in and out migration

Content:

- Definition of different related words
- Types and patterns of population settlement
- Types and causes of migration

Unit 6: Race of mankind and ethnic groups, culture and its types

04

Learning Outcomes

At the end of this unit learners will be able to-

- a. define race of mankind and ethnic groups
- b. discuss about culture and its types

Content:

- Race of mankind and ethnic groups
- Culture and its types

Unit 7: Practical

10

Learning Outcomes

At the end of this unit learners will be able to-

- draw and explain maps using cartographic techniques like Pie-diagram, Choropleth Map, Isopleth Map, Dot Map etc.
- reading and exercise of the maps showing the distribution of different types of economic commodities, population distribution, density and their settlement
- explain and draw population pyramid
- explain and draw charts and graph on the basis of population and other economic data

Content:

- Pie chart, Choropleth Map, Isopleth Map, Dot Map
- Population pyramid
- Maps of population distribution and density of population
- Maps on distribution of agricultural and industrial products

6. Instructional Strategies

- Lecture and question answer
- Discussion
- Problem solving
- Demonstration
- Field trip or Practical work
- Students Presentation and

7. Assignment

- Students will be given specific assignments or presentation by the instructor which they will be required to submit/performs on due dates.

8. Assessment

a. One In-course Examination	15× 1 =	15
b. Semester Final Examination (MCQ + Essay)	20+40 =	60
c. Practical		25

9. Recommended Books, Journals and Reports

- Alexander, J.W. (1987) *Economic Geography*. UK; Prentice Hall
- [Baqee, A. H. M. A. \(2012\) সাংস্কৃতিক ভূগোল \(Cultural Geography\), Dhaka; Globe Library, \(2nd Edition\).](#)
- Rashid, Harun-Ur.(1981), *An Economic Geography of Bangladesh*. Dhaka: UPL.
- [Sheikh M. A. H, Bhuiyan R. H & Islam M. S. \(2005\) 'অর্থনৈতিক ভূগোল' \(Economic Geography\), Bangladesh Open University.](#)
- Thoman, S. Richard and Peter B. Corbin (1974). *The Geography of Economic Activity*, New York, USA: McGraw-Hill Book Company.
- আবু তাহা (১৯৯৩), *মানবিক ভূগোল*, রাজশাহী বিশ্ববিদ্যালয়: পাঠ্যপুস্তক সম্পাদনা বোর্ড।

1. Course Number and Title: ACSS-252: Economics-Two: The Economy of Bangladesh

2. Credit Hours: 4

3. Course Description

This course is designed to introduce various aspects of economic development, stages of economic development, features of developed, developing and under developed countries and the socio-economic context of Bangladesh from different perspectives. The course will also familiarize the students with the recent issues of Bangladesh economy, trend of economic variables and business phenomenon, financing of national development programmes.

4. Course objectives

The objectives are to help learners to:

- a. understand the structure of the economy of a country.
- b. identify features of a developing economy and reasons for underdevelopment of the Bangladesh economy.
- c. acquire knowledge about the importance of natural, mineral and other resources in national development.
- d. analyze the problems of overpopulation and strategies to attack the problems.
- e. gain comprehensive knowledge of the economic activities such as agriculture, land tenure system and industry. Further to develop participants understanding about employment and unemployment situation obtaining in the country.
- f. identify various sources of finance and constraints in finance in the economy.
- g. help gain insight into the development planning process in Bangladesh.

5. Course Content

Contact Hours

Unit 1: Economic Development

10

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe concept of economic growth and development
- b. identify characteristics of developed and less developed countries
- c. determine causes of economic backwardness
- d. narrate the features of Bangladesh economy

Content:

- Concept of economic development and development economics; Growth and development
- Characteristics of developed and less developed countries
- Causes of economic backwardness
- Determinants of development
- Features of Bangladesh Economy
- Reasons for present development status of Bangladesh economy
- GNP and per capita income, standard of living and mass poverty

Unit 2: Social and Economic Infrastructure

6

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe present status of education, health, transport, communication, power and energy sectors in Bangladesh
- b. make comparison of progress and growth in these sectors

Content:

- Education
- Health
- Transport
- Communication
- Power and Energy Sectors in Bangladesh

Unit 3: Population and Economic Development**3****Learning Outcomes**

At the end of this unit learners will be able to-

- a. explain population growth trends, composition and its distribution
- b. evaluate the problems of over population and its impact on national development

Content:

- Population-Growth, Composition and Distribution of Population
- Density and Trend of Population Growth
- Problems of Population in Bangladesh
- Population Policy, Population and Economic Development

Unit 4: Major Economic Activities: Agriculture and Industry**8****Learning Outcomes**

At the end of this unit learners will be able to-

- a. describe role of agriculture, need for modernization and its contribution to national economy
- b. identify different types of industries and their roles in economic development
- c. review Govt's industrial policy to determine its impact on industrial development

Content:

- Agriculture: Role of Agriculture; Modernization of Agriculture
- Problems and Prospects of Agriculture in Bangladesh
- Land Reforms
- Agricultural Credit, Agricultural Marketing
- Industry: Role of Industry
- Large Vs Small and Cottage Industries, Private Vs Public Sector Privatization Policy
- Strategy for Industrial Development
- Industrial Development and Industrial Policy in Bangladesh

Unit 5: Development Finance and Planning**8****Learning Outcomes**

At the end of this unit learners will be able to-

- a. identify different sources of finance-internal and external
- b. assess impact of foreign aid on economic development
- c. define concept and need of development planning
- d. identify problems of plan implementation and suggest remedies

Content:

- Development Finance: Domestic Resource mobilization
- External resource
- Foreign aid versus foreign direct investment

- Foreign aid and economic development
- Concept of development planning, need of planning
- Overview of development plans
- Problems of implementing plans: Five year plans

Unit 6: Poverty Alleviation Policy

5

Learning Outcomes

At the end of this unit, learners will be able to-

- describe of concept of poverty Alteration and causes of poverty
- explain and assess the role of poverty alleviation policy: Local Government and NGOs

Content:

- Concept of Poverty Alteration, social safety net, importance of poverty alleviation policy
- Causes of Poverty and Its Remedial Measures
- Human Resource Development and Measures taken by the Government for Human Resource Development
- Role of Local Government and NGOs

6. Instructional Strategies

- Lecture
- Discussion
- Project work/Assignment
- Power Point Presentation

7. Assessment

- Two incourse examinations - 30 Marks
- Semester final examination (MCQ + Essay) - 60 Marks
- Assignments / Power Point Presentations - 10 Marks

8. Recommended Books, Journals and Reports

1. Andre. G. Frank., *The Sociology of under development.*
2. A.R. Khan., *The Economy of Bangladesh.*
3. B.B.S., *Statistical Yearbook of Bangladesh.*
4. Govt. of Bangladesh, Ministry of Finance, *Economic Surveys of Bangladesh.*
5. Planning Commission, *Five Year Plans and Other Documents.*
6. The World Bank, *The World Development Reports.*
7. W.W. Rostow., (1960), *The State of Economic Growth*, Cambridge.
8. সেন, অমর্ত্য., (১৯৯৬), *জীবযাত্রা ও অর্থনীতি*, কলিকাতা: আনন্দ পাবলিশার্স।
9. মাহমুদ, আবু., (১৯৮৪), *উন্নয়ন উচ্ছ্বাস ও তৃতীয় বিশ্ব*, ঢাকা: মুক্তধারা।
10. রহমান, আনিসুর., (১৯৯২), *উন্নয়ন জিজ্ঞাসা*, ঢাকা: ০০০ প্রকাশনী।
11. আহম্মদ, নাসির উদ্দিন ও তারেক, মো: (১৯৯৩), *উন্নয়ন অর্থনীতি: বাংলাদেশ পরিপ্রেক্ষিত*, ঢাকা: বাংলা একাডেমি।
12. রহমান, মফিজুর., (১৯৮০), *বাংলাদেশের অর্থনৈতিক উন্নয়ন*, ঢাকা: বাংলাদেশ বুক কর্পোরেশন।
13. আলমগীর, মহিউদ্দীন খান., (১৯৭৬), *উন্নয়ন অর্থনীতি: সমস্যা ও সমাধান*, ঢাকা: বাংলা একাডেমি।
14. Related Websites.

1. Course Number and Title: ACSS-262 : Political Science-Two: Political Organization and Systems

2. Credit Hours : 4

3. Course Description

This course is designed to provide the students with knowledge of political organizations with special reference to the political systems of UK, USA and India.

4. Course objectives

The objectives are to help learners to:

- a. realize the concept of political organization, nature, scope and importance for a political system.
- b. acquaint them with the political systems of the UK, USA and India and compare among the systems.
- c. engage them in critical analysis of the differences in the political systems of those countries.

5. Course Content

Contact Hours

Unit 1: Political Organization and System

4

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain political organization and systems covering constitution
- b. determine requisites of a good constitution

Content:

- Constitution: meaning, definitions, scope and significance
- Constitution making processes and the role of political organizations
- Requisites of a good constitution

Unit 2: Forms of Government

5

Learning Outcomes

At the end of this unit learners will be able to-

- a. to compare and contrast among different forms of Government

Content:

- Democracy and Dictatorship, Civil & Military
- Unitary and Federal Government
- Cabinet and Presidential forms of Government

Unit 3: Organs of Government

7

Learning Outcomes

At the end of this unit learners will be able to-

- a. clarify the differences among various organs of the Government
- b. evaluate the roles of the political parties and Pressure groups

Content:

- Legislation, Executive and Judiciary
- Separation of Power, Bureaucracy
- Electorate
- Political parties and Pressure groups
- Public Opinion

Unit 4: British and American Political System

8

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain features of the British Constitution
- b. identify different roles played by the Monarchy, Parliament, Cabinet and Political parties

Content:

- Features of the British Constitution
- Conventions
- Monarchy
- Parliament
- Cabinet, Civil Service & Local government
- Political parties

Unit 5: American Political System

8

Learning Outcomes

At the end of this unit learners will be able to-

- a. define the characteristics of the US constitution
- b. explain the power and functions of the President
- c. differentiate among the power and functions of the Congress, Judiciary, Federal and State government Pressure group

Content:

- Characteristics of the US Constitution
- President
- Congress
- Judiciary, Federal and State government
- Pressure group

Unit 6: Indian Political System

8

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe the nature of the Indian Constitution
- b. analyses the functions of the Parliament, Cabinet, Judiciary, Federal and State government
- c. comprehend and analyses the role played by Political parties and Pressure group

Content:

- Nature of the Indian Constitution
- Parliament
- Cabinet
- Judiciary, Federal and State government
- Legislature, Executive and Judiciary
- Political parties and Pressure group, Local Govt. and Bureaucracy
- Civil administration/nation building

6. Instructional Strategies

- a. Lecture
- b. Discussion
- c. Field Work

- d. Seminar
- e. Group Project Work

7. Assessment

a. Two In-course Examinations	15 × 2 =	30
b. Course Final Examination (MCQ + Essay)	20 +40=	60
c. Assignment/Presentation/Project Work		10

8. Recommended Books, Journals and Reports

1. A.D. Lindsay: *The Essential of Democracy*.
2. C.A. Beard *American Government and Politics*.
3. C.F. Strong *Modern Political Constitution*.
4. H.J. Laski: *Parliamentary Government*.
5. K.C. Where: *Modern Constitution*.
6. Munro: *Government of USA*.
7. Raymond H. Gettell: *Political Science*.
8. Rodu Carlton Clymer and Other, *Introduction to Political Science*.
9. R.J. Mackesie: *British Political System*
10. Sir, Ivor Jennings: *Cabinet Government*.
11. রাষ্ট্র বিজ্ঞানের কথা, ড. এমাজউদ্দীন আহমদ।
12. Related Websites.

Course Number and Title: ACSS-272 : Sociology – Two: Sociological Theories

1. Credit Hours: 4

2. Course Description:

The course deals with major sociological theories. In this regard, emphasis has been given on classical theories as well as on contemporary theories and schools of sociology. The main purpose of this course is to create a wide outlook among the students about the historical development of sociological thoughts and theories. In this context, sociological thoughts and theories on education have been taken into especial consideration.

3. Course objectives

The objectives are to help learners to:

- a. acquaint with the historical development and dimensions of sociological theories.
- b. make analytical explanation of different social phenomena applying multidimensional approaches.
- c. able critically analyze educational phenomena following sociological theories.
- d. able to apply these sociological theories to analyse the Bangladesh society.

4. Course Content

Contact Hours

Unit 1: Sociological Theory

3

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe the meaning of Sociological Theory
- b. analyze the characteristics of Sociological Theory

Content:

- Meaning
- Characteristics

Unit 2: Classical Theories - 1

13

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain the Sociological Theories of Auguste Comte
- b. critically analyse Karl Marx's and Emile Durkheim theories

Content:

- Auguste Comte: Positivism-Law of Three Stages-Developments of the Sciences
- Karl Marx: Dialectical and Historical Materialism, Alienation, Class and Class Struggle
- Emile Durkheim: Division of Labour-Social Solidarity Suicide –Religion-Methodology-Education

Unit 3: Classical Theories - 2

12

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain the Theories of Max Weber, Velfredo Pareto, Karl Mannheim and Talcott Parsons
- b. explain and analyze Social and educational theories of Emile Durkheim, Max Weber, Velfredo Pareto, Karl Mannheim and Talcott Parsons

Content:

- Max Weber: Power and Authority-Rationalization-Economy-Society-Religion
- Velfredo Pareto: Elite & Circulation of Elites-Psychoanalysis-Logico-Experimental Method
- Karl Mannheim: Sociology of knowledge-Ideology & Development of Social Thought
- Talcott Parsons: Social Action-Social Systems-Structural-Functionalism

Unit 4: Contemporary Sociological Theories and Schools**12****Learning Outcomes**

At the end of this unit learners will be able to

- a. critically analyze of Contemporary Sociological Theories and Schools e.g. Frankfurt School, Exchange Theory and Antipositivism
- b. evaluate the Crisis in Contemporary Sociology

Content:

- Frankfurt School: Herbert Marcuse, Jurgen Habermas
- Exchange Theory: Peter Blau- George Homans
- Antipositivism: Phenomenology-Ethnomethodology, Dramaturgy- Erving Goffman
- Post-colonial theories: Edward Said – Orientalism, Homi Bhaba – Hybridisation, Gayatri Spivak – Subaltern Speak
- Pierre Bourdeau – Social Capital, Habitus
- Crisis in Sociology

5. Instructional Strategies

- a. Lecture
- b. Discussion
- c. Question-answer
- d. Observation
- e. Debate
- f. Students Seminar etc.

6. Assessment

- | | | |
|---|----------|----|
| a. Two In-course Examinations | 15 × 2 = | 30 |
| b. Course Final Examination (MCQ + Essay) | 20 +40= | 60 |
| c. Assignment/Presentation | | 10 |

7. Recommended Books, Journals and Reports

1. Abrahamson, Mark (1991), *Sociological Theory*, Englewood Cliffs. Prentice-Hall.
2. Barbes, Harry Elmer (1968), *Historical Sociology: its origin and development*, New York, Philosophical Library.
3. Barnes, Barry (19), *Scientific Knowledge and Sociological Theories*, London, Routledge and Kegan Paul.
4. Barnees, Harry Elmer (1970), *An Introduction to the History of Sociology*, Chicago, University Press.
5. Bhabha, H. (2015). *Debating cultural hybridity: Multicultural identities and the politics of anti-racism*. Zed Books Ltd.
6. Blalock, Hubert M. (1980), *Sociological Theory and Research-A Critical Appraisal*, New York, The Free Press.

7. Bottomore, T.B. (1991), *Crisis and Contention in Sociology*, London Routledge and Kegan Paul.
8. Bourdieu, P. (1994). *The field of cultural production*. Columbia University Press
9. Coser, Lewis, A. and Rosenberg, Bernard (1976), *Sociological Theory*, New York, Macmillan.
10. Comte, Auguste (1866), *Auguste Comte and Positivism* (by John Stuart Mill), London, Trubner.
11. Durkheim, Emil (1965), *Education and Sociology*, New York, The Free Press.
12. Fron, Raymond (1983), *Main Currents in Sociological Thought*, Middlesex, Penguin Books Ltd.
13. Guvitch, G. and Moore, W.E (1949), *Twentieth Century Sociology*, New York, Macmillan.
14. Johnson, Doyle Paul (1981), *Sociological Theory: Classical Founders and Contemporary Perspective*, New York, John Wiley & Sons.
15. Lish, Scott & Whimster, Sam (1987), *Max Weber, Rationality and Modernity*, London, Allen and Unwin.
16. Merton. R.K. (1959), *Social Theory and Social Structure*, Glencoe, The Free Press.
17. Marx, Karl, (1973), *Economic and Philosophical Manuscripts (1844)*, Moscow, Progress Publishers.
18. Marx, Karl, (1973), *The German Ideology (1976)*, Moscow, Progress Publishers.
19. Marx, Karl, (1967), *The Communist Manifesto (1848)*, Hamrondsworth, Penguin Books.
20. Martindale, Don (1960), *The Nature and Types of Sociological Theories*, New York International Library of Sociology and Social Reconstruction.
21. Marx, Karl, (1975), *Capital, Vold. I & 3*, Moscow, Progress Publishers.
22. Ritzer, Gorge (1996), *Sociological Theory*, London, MaGraw-Hill.
23. Said, E. (2014). *Orientalism*. Routledge.
24. Schroeder, Ralph (1992), *Max Weber and the Sociology of Culture*, London, SAGE Publications.
25. Sorokin, Pritim (1928), *Contemporary Sociological Theories*, New York, Harper.
26. Spivak, G. (1999). *Can the subaltern speak?*. Harvard University Press.
27. Timasheff, N.S. (1967), *Sociological Theory: Its Nature and Growth*, New York, Random.
28. Weber, Max (1967), *Essays in Sociology*, London, Routledge and Kegan Paul.
29. Weber, Max (1950), *General Economic History*, Glence, The Free Press.
30. Weber, Max (1962), *The Protestant Ethic and the Spirit of Capitalism*, London, Allen and Unwin.
31. Weber, Max (1963), *The Sociology of Religion*, London, Methuen & Co.
32. Weber, Max (1983), *On Capitalism, Bureaucracy and religion (a selection of texts ed. by Stanislav Andreski)*, London, George Allen.
33. Walfor. G and Pickering W.S.F. (1998), *Durkhiem and Modern Education*, London & New York, Routledge.
34. হোসেন মোকাররাম সম্পা. (১৯৭৭), *সমাজ: চিন্তা ও মতবাদ*, ঢাকা, বাংলাদেশ বই ঘর।