



# জাতীয় বিশ্ববিদ্যালয়

জাতীয় বিশ্ববিদ্যালয় আইন, ১৯৯২-এর ৪৬ নম্বর ধারা মোতাবেক প্রণীত  
স্নাতক (পাস) ব্যাচেলর অব আর্টস (বিএ) প্রোগ্রামের পরিমার্জিত কোর্সসমূহের তালিকা

(২০২৪-২০২৫ শিক্ষাবর্ষ থেকে কার্যকর)

১. প্রোগ্রামের মেয়াদ:

জাতীয় বিশ্ববিদ্যালয়ের অধীনে বিএ (পাস) প্রোগ্রামকে ৩টি একাডেমিক বর্ষে বিভক্ত করে পাঠদান সম্পন্ন করা হবে, যেমন :  
১ম বর্ষ, ২য় বর্ষ ও ৩য় বর্ষ।

২. বিএ (পাস) শিক্ষাকার্যক্রমের ১ম বর্ষের অন্তর্ভুক্ত বিষয়সমূহ নিম্নরূপ:

আবশ্যিক বিষয়সমূহ	ক্রেডিট	নৈর্বাচনিক বিষয়সমূহের গুচ্ছ
ইংরেজি পার্ট-১	৪	নিম্নের গুচ্ছসমূহের যে কোন তিনটি গুচ্ছ থেকে ০১ (এক)টি করে মোট ০৩ (তিন)টি বিষয়। কোন গুচ্ছ থেকে একাধিক বিষয় নেয়া যাবে না। প্রতি বিষয়ে প্রতি বর্ষে ২টি করে কোর্স থাকবে।
Information and Communication Technology (ICT) Theory & Lab	৪	'ক' গুচ্ছ- বাংলা(ঐচ্ছিক)/ইংরেজি ভাষা ও সাহিত্য/সংস্কৃত/ আরবী/পালি/ড্রামা এন্ড মিডিয়া স্টাডিজ/নৃবিজ্ঞান/ব্যবস্থাপনা
বাংলাদেশের ইতিহাস: ভাষা, সংস্কৃতি ও পরিচয়	৪	'খ' গুচ্ছ- ইতিহাস/ইসলামের ইতিহাস ও সংস্কৃতি/ইসলামী শিক্ষা/পপুলেশন সাইন্সেস/ট্যুরিজম এন্ড হসপিটালিটি ম্যানেজমেন্ট
নৈর্বাচনিক বিষয়সমূহ		
নৈর্বাচনিক ৩টি বিষয়ের ১ম পত্র	৩×৪=১২	'গ' গুচ্ছ- গার্হস্থ্য অর্থনীতি/দর্শন/ভূগোল ও পরিবেশ/ গ্রন্থাগার ও তথ্য বিজ্ঞান/মনোবিজ্ঞান/পরিসংখ্যান
নৈর্বাচনিক ৩টি বিষয়ের ২য় পত্র	৩×৪=১২	'ঘ' গুচ্ছ- অর্থনীতি/সমাজবিজ্ঞান/সমাজকর্ম/রাষ্ট্রবিজ্ঞান/গণিত
ক্রেডিট	৩৬	'ঙ' গুচ্ছ- মনোবিজ্ঞান/ইসলামী শিক্ষা/গণিত/পরিসংখ্যান

[বিঃদ্র: ২য় বর্ষ এবং ৩য় বর্ষের কোর্সসমূহ পরবর্তীতে প্রকাশ করা হবে]

আবশ্যিক বিষয়সমূহ

PROVISIONAL

**NATIONAL UNIVERSITY**  
**BANGLADESH**



**First Year Syllabus**

**Subject : English**

**Three Year B.A./B.Sc./B.B.S/B.S.S. (Pass) Program**

**Effective from the Session: 2024–2025**

# National University

## Syllabus for First Year B.A./B.Sc./B.B.S./B.S.S. (Pass) Program

Subject: English

Session: 2024-2025

### Course content and marks distribution

Paper Code	Paper	Paper Title	Marks	Credits
<b>First Year</b>				
11101	Paper-I	English	100	4

### Detailed Syllabus

#### First Year

Paper Code	Paper	Paper Title	Marks	Credits
11101	Paper-I	English	100	4

### Program Learning Outcomes (PLOs)

PLO No.	Skill Category	Program Learning Outcome (PLO)	Bloom's Taxonomy Level
PLO1	Fundamental Skills	Apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.	Apply
PLO2	Fundamental Skills	Display advanced digital literacy which is adequate to perform complex tasks and bring about solutions.	Apply
PLO3	Social Skills	Communicate and interact effectively and clearly ideas, information, problems, and solutions as a team to peers, experts, and non-experts in Bangla and English.	Apply
PLO4	Social Skills	Express himself/herself fluently and spontaneously in English and Bangla.	Apply
PLO5	Social Skills	Use language flexibly and effectively for social, academic, and professional purposes.	Apply
PLO6	Social Skills	Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors, and cohesive	Create

		devices in advanced proficiency level of Bangla and English.	
<b>PLO7</b>	Personal Skills	Engage in self-direction and self-enterprise skills.	Apply
<b>PLO8</b>	Personal Skills	Showcase global knowledge and competencies to fulfil employment, entrepreneurial, and lifelong learning skills.	Analyze

## 1. Rationale of the Course

This course is designed to enhance students' academic and professional proficiency in English to meet the demands of higher education, legal practice, and global communication. It develops core competencies in reading, writing, listening, and speaking with emphasis on academic discourse, formal communication, and analytical expression.

The course aims to prepare students for participation in international academic environments and competitive examinations such as IELTS, GRE, and other standardized tests by strengthening their language proficiency, vocabulary, comprehension, and presentation skills. It also promotes intercultural communication, critical thinking, and effective written and oral expression required for functioning as responsible global citizens in academic, legal, and professional contexts.

## 2. Course Learning Outcomes (CLOs)

<b>CLO</b>	<b>Description</b>	<b>Bloom's Level</b>
<b>CLO1</b>	Communicate effectively in English in academic, professional, and intercultural contexts.	Apply
<b>CLO2</b>	Interpret and critically understand academic and professional texts.	Understand / Analyze
<b>CLO3</b>	Produce structured academic and professional writing using appropriate grammar and style.	Apply / Create
<b>CLO4</b>	Prepare formal documents such as reports, letters, and essays required in academic and workplace settings.	Apply / Create
<b>CLO5</b>	Demonstrate vocabulary, pronunciation, and presentation skills suitable for global communication and standardized assessments.	Apply

### 3. CLO–PLO Mapping

CLO \ PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO1	✓	—	✓	✓	✓	—	—	✓
CLO2	✓	—	✓	✓	✓	✓	—	✓
CLO3	✓	✓	—	—	✓	✓	—	—
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	—	✓	✓	✓	—	—	✓

### 4. Teaching–Learning Plan

Week	Content	Teaching & Learning Activities	Bloom's Level	CLOs
1-4	Academic reading skills: skimming, scanning, identifying main and supporting ideas, framing questions	Interactive lecture; guided reading exercises; peer discussion on comprehension strategies	Understand	CLO2
5-8	Vocabulary development: academic word list (AWL), contextual vocabulary use like prefix, suffix, synonyms, antonyms, changing word forms and using them in sentences	Group work; vocabulary exercises; dictionary use; contextual sentence formation	Apply	CLO5
9-12	Grammar for academic writing: tenses, subject–verb agreement, conditionals, participles, gerunds, prepositions and prepositional phrases	Practice-based learning; error identification and correction exercises	Apply	CLO3
13-16	Sentence structure: cohesion, coherence, connectors, and punctuation, transformation, narration, completing and combining sentences	Lecture; sentence combining and transformation activities	Apply	CLO3
17-20	Summarizing and answering comprehension questions for academic texts	Problem-based learning; guided summarizing tasks; paraphrasing exercises	Apply / Analyze	CLO2
21-22	Paragraph writing: topic sentence, supporting ideas, unity and coherence	Writing workshop; peer review and feedback session	Apply	CLO3
23-24	Professional report writing: data collection, structuring, and	Assignment-based learning; case-based	Apply	CLO4

	formatting	writing task		
<b>25-26</b>	Formal correspondence: letters, emails, job applications	Writing practice; role-play simulation for workplace communication	Apply	CLO4
<b>27-28</b>	Academic essay writing: thesis statement, argument development, conclusion	Workshop; guided writing task; formative assessment	Create	CLO4
<b>29-32</b>	Translation skills: Bengali–English and English–Bengali	Guided translation exercises; contextual interpretation practice	Apply	CLO5
<b>33-36</b>	Listening and pronunciation skills (IPA system; IELTS speaking focus)	Audio-visual demonstration; pronunciation drills; listening tasks	Understand	CLO5
<b>37-40</b>	Oral presentation and public speaking skills	Group presentations; peer evaluation; classroom discussion	Apply	CLO1

### 5. CLO–Teaching–Learning–Assessment Mapping

CLO	Teaching–Learning Strategies	Assessment Tools
<b>CLO1</b>	Lecture, group discussion	Presentation
<b>CLO2</b>	Reading exercises	MCQ, short questions
<b>CLO3</b>	Writing workshop	Quiz, assignments
<b>CLO4</b>	Report & letter writing	Written assignments
<b>CLO5</b>	Vocabulary & speaking practice	Oral test

### 6. Assessment Rubric Table

Criteria	Excellent (80–100%)	Good (60–79%)	Satisfactory (40–59%)	Poor (0–39%)	Mapped CLOs
<b>Grammar Usage</b>	Accurate	Minor errors	Basic	Incorrect	CLO3
<b>Writing Skill</b>	Well-structured	Moderate	Weak	Poor	CLO4
<b>Vocabulary</b>	Appropriate	Limited	Basic	Inadequate	CLO5
<b>Communication</b>	Fluent	Clear	Basic	Unclear	CLO1–2

## **Suggested Readings**

### **Books**

- Azar, B. S., & Hagen, S. A. (2017). *Fundamentals of English grammar* (5th ed.). Pearson.
- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (2007). *Longman grammar of spoken and written English*. Pearson.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson.
- Crystal, D. (2012). *English as a global language* (2nd ed.). Cambridge University Press.
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- Oshima, A., & Hogue, A. (2014). *Writing academic English* (5th ed.). Pearson.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students* (3rd ed.). University of Michigan Press.
- Wallwork, A. (2016). *English for academic research: Writing exercises*. Springer.
- Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.

### **Journal Articles / Book Chapters**

- Hyland, K. (2003). Second language writing. *Cambridge Applied Linguistics*. Cambridge University Press.
- Matsuda, P. K. (2012). Voice in second language writing: The rhetorical construction of author identity. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 79–90). Cambridge University Press



**NATIONAL UNIVERSITY**  
**BANGLADESH**



**First Year Syllabus**

**Subject : Information and Communication Technology (ICT)**

**&**

**History of Bangladesh; Language, Culture and Identity**

**Three Year B.A./B.Sc./B.B.S/B.S.S. (Pass) Program**

**Effective from the Session: 2024–2025**

<b>Course Code</b>	<b>2116601</b>	<b>Marks: 75</b>	<b>Credits: 3</b>
<b>Course Title:</b>	<b>Information and Communication Technology</b>		

### Course Objectives:

The main objective of the course is to develop students' understanding and skills in using, managing, and applying technology to solve problems and enhance various aspects of life and work. Key areas of focus include understanding ICT systems, software, hardware, networks, and their applications.

### Course Learning Outcomes: The student will be able to:

CLO 1	Explain foundational ICT concepts, including the information processing cycle.
CLO 2	Operate standard computer hardware and software systems effectively.
CLO 3	Use office productivity tools (Word, Excel, PowerPoint) for academic and professional tasks.
CLO 4	Apply safe internet practices and use internet tools for communication and information retrieval.
CLO 5	Understand and explain the concepts of Data Analytics, Artificial Intelligence (AI), and Machine Learning (ML)
CLO 6	Understand the concept of free-lancing

### Course Contents:

Unit	Specific Objectives	Content	Teaching and Learning Approach
Unit 1: Introduction to Information and Communications Technology (ICT) and Computer System	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>Explain the concept of ICT and its related terminologies.</li> <li>Describe the information processing cycle.</li> <li>Analyze the impact of ICT on educational, social and economic development.</li> <li>Identify career opportunities in ICT education.</li> <li>Differentiate among the classes of computers</li> </ul>	<p>Definition of ICT, basic concepts and terminologies. Data, Information</p> <p>Application of ICT, Advantages and Disadvantages of ICT, Impact of ICT Career opportunities in ICT education</p> <p>Information Processing Cycle.</p> <p>Classification of Computers</p>	Classroom Lectures

	<p>and the usages of them.</p> <ul style="list-style-type: none"> <li>Identify the vital components of the Systems Unit.</li> </ul>	The Vital Components of the Systems Unit.	
Unit 2: Computer Hardware and Software	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>Describe the categories of Computer Hardware.</li> <li>Describe the commonly used Input and Output devices</li> <li>Identify the main processing devices, storage devices and media. Identify the main communication devices.</li> <li>Identify types of Software packages.</li> <li>Distinguish between an Operating System and Application software.</li> <li>Identify different types, examples and uses of Operating Systems and Application software</li> <li>Distinguish between Open Source and Proprietary Software.</li> </ul>	<p>Categories of Computer Hardware: Input devices, Processing devices, Output devices, Storage devices</p> <p>Communication devices,</p> <p>Main Processing Devices: The Processor, Control Unit and Arithmetic and Logic Unit</p> <p>Software Packages,</p> <p>Operating Systems, Types and uses of Operating Systems, Types and uses Application Software: Educational software, Games software, Graphics software</p> <p>Browsers: Internet explorer, Google chrome, Mozilla Firefox, Opera, Internet explorer, Mozilla Firefox; Proprietary and Open-Source Software</p>	Classroom lectures and Lab
Unit 3: Introduction to Word Processing Application	<ul style="list-style-type: none"> <li>The student will be able to:</li> <li>Identify Word Processing packages.</li> <li>Create and save a document using the Word Processor.</li> <li>Format a Word document using formatting tools. Demonstrate the ability to perform collaborative editing.</li> <li>Insert tables in a Word Processing document.</li> <li>Insert symbols and</li> </ul>	<p>Word Processing Packages and Their Uses. Introduction of Microsoft Word Software.</p> <p>File creation and saving: New, Save, Open, Save As.</p> <p>Editing: Copy/Cut, Paste, Undo, Redo, Find, Replace, Clipboard, Sub-Headings And Paragraphs, Text Correction, Wrapping</p>	Classroom Lectures, Lab, and Hands-on Practice

	<p>pictures in Word Processing documents.</p> <ul style="list-style-type: none"> <li>• Use layout techniques in document creation.</li> <li>• Inserting headers and footers.</li> <li>• Print documents using the various print options.</li> </ul>	<p>Text, Text Orientation</p> <p>Formatting:</p> <p>Font: Style, Size, Color, Bold, Underline, Italic, Superscript, Subscript, Shadow, Strikeout.</p> <p>Paragraph: Alignment, Bullet &amp; Numbering, Indent, Line Spacing, Table Border</p> <p>Insert: Table, Picture, Shape, Smart Art, Chart, Header, Footer, Page Number, WordArt, Drop Cap, Symbols, Equations, Hyperlink, Comment.</p> <p>Page Design: watermark, page border</p> <p>Layout: Page setup, print</p>	
Unit 4: Spreadsheet Application	<ul style="list-style-type: none"> <li>• The student will be able to:</li> <li>• Identify Spreadsheet Packages.</li> <li>• Explain the importance of the Spreadsheet application in data management.</li> <li>• Explain related concepts and terminologies in the Spreadsheet.</li> <li>• Identify features in the Spreadsheet application window.</li> <li>• Create and save a Workbook.</li> <li>• Construct and insert simple formulae and functions.</li> <li>• Format the worksheet using formatting tools.</li> <li>• Printing a worksheet.</li> </ul>	<p>Spreadsheet Packages, e.g. Excel. Importance of Spreadsheet application in Data Management, Related Concepts and Terminologies (e.g., cell(s), rows, columns, worksheet, workbook)</p> <p>Excel Tool Bars: Formatting Bar, Standard Bar, Formula Bar.</p> <p>Types of Data and Their Uses (e.g., number, date, text, currency), Creating and Saving a Workbook, Formula and Functions, Sorting, filtering, validation, creating pivot table.</p> <p>Formatting Worksheet Using Formatting Tools.</p> <p>Draw Graph/chart, Printing Worksheet.</p>	Classroom Lectures, Lab and Hands-on Practice
Unit 5: Presentation Application	<ul style="list-style-type: none"> <li>• The student will be able to:</li> <li>• State the importance of the Presentation application.</li> <li>• Identify the commonly</li> </ul>	<p>Presentation Applications Packages, Devices used for Presenting, Importance of Presentation Application,</p> <p>Principles for Designing</p>	Classroom Lectures, Lab and Hands-on Practice

	<p>used features of a Presentation application while prepare a presentation.</p> <ul style="list-style-type: none"> <li>• Create and save presentations using a template, Add new slide(s). Edit text, Format text, Insert objects, images and pictures, Run slide show, Apply transition, animation effects to slides</li> <li>• Select the print option for printing.</li> <li>• Prepare a presentation on a selected topic and present it.</li> </ul>	<p>Presentations, Terminologies in Presentation</p> <p>Application (eg: Slide transitions, Slide show, etc.),</p> <p>Commonly Used Features of Presentation Application Window: Toolbars, Different presentation view modes</p> <p>Prepare a Presentation: Slide creating, editing, theme, background, inserting elements (image, audio, video hyperlink, table, smart art, graph, etc.) and formatting slides, Slide Layout, slide Show, slide transition, animation Effects.</p> <p>Selection of Print Option: Entire presentation, Specific slides, Handouts, Notes pages, outline view of slides.</p>	
Unit 6: Privacy and Security	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basics of digital security</li> <li>• Use some security tools.</li> <li>• Understanding digital ethics.</li> </ul>	<p>Introduction to Information Security, cybercrime, DoS and DDoS Attack, Key Management, Digital Signature and Certifications, privacy, Data Security, Vulnerability, Threat and Risk, Malware, Social Engineering, Hacking, Plagiarism, Fishing, Software Piracy, Worms and Viruses, Spam, Adware, Malware, Spyware, Antivirus Software</p> <p>Ethics in the digital world</p>	Classroom Lectures, Lab and Hands-on Practice

<p>Unit 7: Using The Internet to Communicate and Accessing Information</p>	<ul style="list-style-type: none"> <li>• The student will be able to:</li> <li>• Explain basic concepts, requirements, and terminologies of the Internet</li> <li>• Apply the rules and regulations in the use of the internet.</li> <li>• Using email</li> <li>• Use the internet social network to communicate.</li> <li>• Use Uniform Resource Locators (URLs) to access Information. Use search engines to access information</li> <li>• Upload files to virtual drives and work on it.</li> </ul>	<p>Internet, Intranet, Extranet, IP Address, Masking, MAC Address, Internet Services, OSI Reference Model, TCP/IP protocol stack, IPv4, IPv6, subnet Masking, MAC Address, Internet Services, Network Configuration and Troubleshooting, Wi-Fi, Broadband, Email Usage.</p> <p>Rules and Regulations in the Use of the Internet: Spam- Unsolicited Emails, People’s Privacy, Intellectual Property Rights, etc.</p> <p>E-mail: Creating an Email Account, Sending, Accessing Email Messages, Attaching Documents to Email Messages,</p> <p>Using the Internet: Social Networks to Communicate, Uniform Resource Locators (URLs) to Access Information, Using Search Engines, Downloading Information from the Internet. Transferring Information from the Internet to a Different Application</p> <p>Intellectual Property Rights, ICT Policy, Software Piracy etc.</p> <p>Using Cloud Space: Google Drive, Google Workspace, OneDrive, Dropbox, etc.</p>	<p>Classroom Lectures, Lab and Hands-on Practice</p>
<p>Unit 8: Emerging Technologies: Data analytics, Artificial intelligence, Machine learning</p>	<ul style="list-style-type: none"> <li>• Define Data Analytics, Artificial Intelligence (AI), and Machine Learning (ML).</li> <li>• Understand how data is collected, processed, and used for decision-making.</li> <li>• Recognize the role of AI and ML in everyday life.</li> <li>• Explain basic differences between AI and ML.</li> </ul>	<p>Introduction to Data Analytics: Define Data, Types of Data, Define Data Analytics, Basic Steps in Data Analytics, Applications of Data Analytics, Common Tools of Data Analytics (Excel, Tableau, Power BI, Python, SQL, etc.).</p> <p>Artificial Intelligence (AI): Define AI, Objectives of AI, AI capabilities, AI applications</p>	<p>Classroom Lectures, Lab and Hands-on Practice</p>

	<ul style="list-style-type: none"> <li>• Discuss benefits and challenges of these technologies.</li> <li>• Recognize current trends and career opportunities in these fields.</li> </ul>	<p>(NLP, Image Recognition, Predictive Analytics, Recommender Systems, Robotics, etc.); <b>AI Tools:</b> OpenAI GPT, TensorFlow, PyTorch, Keras, Scikit-learn, etc.), AI in daily life (Voice assistants, facial recognition, GPS route suggestions, chatbots, etc.) .</p> <p>Machine Learning (ML): Define Machine Learning (ML), How It Works, Classification of ML, applications of ML, and common ML platforms (Teachable Machine, TensorFlow, PyTorch, Microsoft Azure Machine Learning, etc.).</p> <p>Relationship Between Data Analytics, AI, and ML</p> <p>Benefits &amp; Challenges of Data Analytics, AI, and ML. Future Trends &amp; Career Paths.</p>	
<p>Unit 9: Introduction to Freelancing</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Define and explain the fundamental concept and significance of freelancing in the global context.</li> <li>• Identify and categorize various online marketplaces and professional fields.</li> <li>• Develop professional profiles, portfolios, and proposals suitable for freelancing platforms.</li> <li>• Demonstrate the use of online payment systems and financial transaction methods.</li> <li>• Analyze and evaluate strategies for career development and effectively apply techniques to overcome freelancing challenges.</li> </ul>	<p>Introduction and Basic Concepts, Fields of Freelancing, Essential Skills and Preparation, Introduction to Freelancing Marketplaces,</p> <p>Creating Profile and Portfolio,</p> <p>Earning and Transaction Process, Building a Freelancing Career, Challenges and Solutions.</p>	<p>Classroom Lectures, Practical Demos, Assignments, Discussions</p>

**List of Books:**

Norton, P. (2008). Introduction to computers (9th ed.). The McGraw-Hill.

Comer, D. E. (2018). The internet book: Everything you need to know about computer networking and how the internet works (5th ed.). Chapman and Hall/CRC Press.

Lambert, J., & Frye, C. (2015). Microsoft Office 2016 step by step. Microsoft Press.

Hassan, N. A., & Hijazi, R. (2017). Digital privacy and security using Windows: A practical guide. Apress.

Maheshwari, A. (2024). Data analytics made accessible. Jay Cobb.

Russell, S. J., & Norvig, P. (2020). Artificial intelligence: A modern approach (4th ed.). Pearson.

Alpaydin, E. (2020). Introduction to machine learning (4th ed.). MIT Press.

PROVISIONAL



Course Code	116602	Marks: 25	Credit: 1
Course Title:	Lab: Information and Communication Technology		

### Course Objectives:

The main objective of the course is to teach the students' understanding and skills in using, and applying technology to solve problems and enhance various aspects of life and work. It includes assembling hardware, installing software, preparing PPT slides, and producing Word and Excel documents.

### Course Learning Outcomes:

The student will be able to:

CLO 1	Learn assembling hardware
CLO 2	Prepare, edit and print Word documents and excel
CLO 3	Prepare Power Point presentation.
CLO 4	Access information from Internet, e-mail
CLO 5	Installation of anti-virus software
CLO 6	Data collection, Prediction, Pattern recognition, classification
CLO 7	Exploring markets, Proposal writing, Simulation strategies

### List of Experiments

CLO Addressed	Unit	Experiments	Teaching Learning Approach
CLO1	1-4	<ul style="list-style-type: none"> <li>• Assemble different hardware</li> <li>• Install different software</li> <li>• Operate the computer - Drive, folder and file management</li> <li>• Maintenance</li> </ul>	Lab and Hands-on Practice
CLO 2	3	<p><b>Word</b></p> <ul style="list-style-type: none"> <li>• Prepare a Word document on a specific topic (e.g, routine, question paper, CV, reports, applications)</li> <li>• Formatting the document (Alignment, table, border, watermark, etc.), e.g.,</li> </ul>	Lab and Hands-on Practice

		<p>newspaper article, academic report, or documentation used in daily life, book, poster</p> <ul style="list-style-type: none"> <li>• Print documents with different paper and printers</li> </ul>	
CLO 2	4	<ul style="list-style-type: none"> <li>• <b>Excel</b></li> <li>• Prepare a grade sheet</li> <li>• Prepare a family expenditure</li> <li>• Prepare a business expenditure report</li> <li>• Prepare payroll management, with a report</li> <li>• Create graphs on the given data</li> <li>• Print Excel files</li> </ul>	Lab and Hands-on Practice
CLO 3	5	<p><b>Power point</b></p> <ul style="list-style-type: none"> <li>• Prepare an academic presentation on a specific topic.</li> <li>• Formatting the slides &amp; using different tools.</li> <li>• Apply animation and transition</li> <li>• Print PPT files in different modes: Hand note, Slides shorter, outline</li> </ul>	Lab and Hands-on Practice
CLO4	6	<ul style="list-style-type: none"> <li>• Install antivirus software, e.g., Norton Antivirus, McAfee, Kaspersky, Avast.</li> </ul>	Lab and Hands-on Practice
CLO5	7	<ol style="list-style-type: none"> <li>1. Use of email</li> <li>2. Access information from the internet, use a search engine.</li> <li>3. Use of virtual drive for collaboration</li> <li>4. Google Meet</li> </ol>	Lab and Hands-on Practice
CLO6	8	<ul style="list-style-type: none"> <li>• Data Collection and Visualization (Excel)</li> <li>• Simple Prediction (Excel)</li> <li>• Pattern recognition (Teachable Machine)</li> <li>• Classification (Teachable Machine)</li> </ul>	Lab and Hands-on Practice
CLO7	9	<p><b>Free lancing</b></p> <ul style="list-style-type: none"> <li>• Marketplace exploration and portfolio creation</li> <li>• Proposal writing</li> <li>• Payment simulation</li> </ul>	Lab, Hands-on, Group Work, Discussion

#### Instructions for the Lab:

1. Lab sessions should be hands-on, with students engaging in tasks like assembling hardware, installing software, and using office tools.
2. Software like Microsoft Word, Excel, PowerPoint, and Teachable Machine will be used for document creation, data analysis, and basic machine learning.
3. Labs also include antivirus installation, email use, and online collaboration via Google Meet and Drive, emphasizing teamwork and problem-solving.

**Instructions for the Lab exam:**

1. The lab exam is individual. Students must answer two out of seven questions.
2. Marks distribution: Experiment (20 marks, 10 for each) for practical tasks, Viva-Voce (5 marks) for oral assessment. Total: 25 marks.

**List of Books:**

Comer, D. E. (2018). *The internet book: Everything you need to know about computer networking and how the internet works* (5th ed.). Chapman and Hall/CRC Press.

Lambert, J., & Frye, C. (2015). *Microsoft office 2016 step by step*. Microsoft Press

PROVISIONAL

<b>Course Code:</b>	<b>219901</b>	<b>Marks: 100</b>	<b>Credits: 4</b>
<b>Course Title:</b>	<b>History of Bangladesh; Language, Culture and Identity</b>		<b>Hours: 60</b>

### Course Objective:

This course is designed to help undergraduate students from diverse academic backgrounds develop a comprehensive and nuanced understanding of the historical development of Bangladesh, with a particular focus on its language, culture, and identity. By critically examining a variety of historical events, socio-political movements, and cultural shifts from ancient times to the contemporary period, students will have the opportunity to trace the evolution of the Bengali nation. The course aims to foster informed citizenship through an exploration of the Liberation War, identity formation processes, cultural heritage, the lives and contributions of key political figures, and the roles of ethnic minorities. Ultimately, the objective is to equip learners with the intellectual tools necessary to contextualize current national debates and to recognize the role of youth and globalization in shaping the future of Bangladesh.

### Course Learning Outcomes:

At the end of the course, learners will be able to:

CLO 1: Recall key historical events, dates, movements, personalities, and cultural developments that

contributed to the emergence of Bangladesh from the pre-colonial period to the present day.

CLO 2: Demonstrate an understanding of the socio-political, linguistic, and cultural influences that

shaped Bengali identity and nationalism, emphasizing the Language Movement, Liberation

War, and subsequent democratic uprisings.

CLO 3: Apply their historical and cultural understanding to interpret contemporary national issues and

debates relating to identity, political reform, and cultural transformation in Bangladesh.

CLO 4: Analyze how historical events, political ideologies, and social changes are interconnected in

shaping the current socio-political landscape of Bangladesh, with a particular emphasis on the

roles of movements, minorities, and the youth.

### Course Contents:

Topic	Teaching Learning Strategy	CLOs
<b>1. Pre-colonial Era</b> <ul style="list-style-type: none"> <li>• Life and Culture of the People in Ancient Bengal</li> <li>• Bengal Under Muslim Rulers: Society, Culture, and Religion</li> <li>• Role of the Sufis in Preaching Islam and Impacts of</li> <li>• Sufism on the Bengali Society</li> <li>• Bengali Society and Culture in the Writings of Foreigners</li> </ul>	Interactive lectures	CLO 1-2
<b>2. Colonial Era (18th and 19th Century)</b> <ul style="list-style-type: none"> <li>• The Battle of Plassey (1757) and the Beginning of British Colonialism</li> <li>• Bengal Renaissance</li> <li>• Reforms in Hindu Society</li> <li>• New Forms in Bengali Literature and Culture</li> <li>• The Muslim Response to Western Education</li> </ul>	Interactive lectures, reading, and assignments	CLO 1-2
<b>3. Colonial Era (First Half of the 20th Century)</b> <ul style="list-style-type: none"> <li>• Partition of Bengal (1905)</li> <li>• Hindu-Muslim Disagreements</li> <li>• Formation of the All-India Muslim League (AIML)</li> <li>• Muslim Shahitya Samaj</li> <li>• Buddhir Mukti Andolan: The Urge for Rational Thinking in Bengali Muslim Society</li> <li>• Growth of Religion-based Identity</li> <li>• Politics of Hindutva and the Two-Nation Theory</li> <li>• Spread of Communalism in Society</li> <li>• The Partition of India and Bengal</li> </ul>	Interactive lectures and group discussions	CLO 2-3
<b>4. Post-Partition Era (1947-1971)</b> <ul style="list-style-type: none"> <li>• Language Movement</li> <li>• Political, Economic, and Cultural Aspects</li> <li>• Growth of Vernacular Nationalism</li> <li>• Cultural Activism</li> </ul>	Interactive lectures and group discussion	CLO 2-3
<b>5. Changing Bengali Identity</b> <ul style="list-style-type: none"> <li>• The Evolution of Bengali Identity in the Context of Language, Culture, and Religion</li> <li>• From Ancient Times to the Present</li> <li>• The Role of the Bengali Language in Shaping Identity</li> <li>• The Language Movement of 1952 and Its Long-term Impact on National</li> <li>• Consciousness</li> <li>• The Influence of Religion on Bengali Identity</li> <li>• The Impact of Socio-political Movements on Identity Formation</li> <li>• The Liberation War of 1971</li> </ul>	Interactive lectures and thematic assignments	CLO 2-3

<ul style="list-style-type: none"> <li>Contemporary Debates on Bengali Identity</li> <li>The Role of Youth in Redefining Identity</li> <li>The Influence of Globalization</li> </ul>		
<p><b>6. Liberation Movement of 1971 and Mass Uprising till 2024</b></p> <ul style="list-style-type: none"> <li>The Political and Economic Exploitation of East Pakistan by West Pakistan</li> <li>Six (6) Points Movement, Uprising of 1969</li> <li>The 1970 General Elections</li> <li>The Non-cooperation Movement and the Declaration of Independence</li> <li>The Role of AK Fazlul Haque, Huseyn Shaheed Suhrawardy, Maulana Bhashani, Sheikh Mujibur Rahman and Ziaur Rahman</li> <li>The Liberation War of 1971</li> <li>Genocide and Resistance</li> <li>The Role of the Mukti Bahini</li> <li>Post-independence Challenges</li> <li>Nation-building</li> <li>Political Instability</li> <li>Mass Uprisings and Democratic Movements</li> <li>The Anti-autocracy Movement of the 1980s</li> <li>The 1990s Movement for Democracy and Afterwards</li> <li>The 2024 Movements for Political and Social Reforms</li> </ul>	<p>Interactive lectures, group discussions, and thematic assignments</p>	<p>CLO 1 CLO 3-4</p>
<p><b>7. History of Other Ethnic Groups</b></p> <ul style="list-style-type: none"> <li>The Indigenous Communities of Bangladesh</li> <li>Historical Presence</li> <li>Cultural Practices</li> <li>Land Rights and Cultural Assimilation</li> <li>Contributions and Sacrifices</li> <li>Political Representation of Ethnic Minorities</li> </ul>	<p>Interactive lectures and group discussions</p>	<p>CLO 4</p>
<p><b>8. Cultural Heritage and Modern Transformations</b></p> <ul style="list-style-type: none"> <li>The Evolution of Bengali Culture</li> <li>From Ancient Traditions to Modern Expressions</li> <li>The Role of Literature, Music, and Art in Shaping Bengali Identity</li> <li>Contributions of Rabindranath Tagore, Kazi Nazrul Islam, and Other Cultural Icons</li> <li>The Impact of Globalization on Bengali Culture</li> <li>The Revival of Traditional Arts</li> <li>The Role of Youth in Cultural Innovation Urbanization</li> <li>Environmental Changes</li> <li>The Commodification of Culture</li> </ul>	<p>Interactive lectures, documentary screening, and thematic assignments</p>	<p>CLO 1-4</p>

## List of Books:

- Ahmed, M. (1979). *Bangladesh: The constitutional quest for autonomy*, Dhaka: University Press Limited.
- Ahmed, R. (1981). *The Bengal Muslims 1871-1906: A quest for identity*. Oxford University Press.
- Alavi, H. (1972). *The state in post-colonial societies: Pakistan and Bangladesh*. In K. Gough & 11. P. Sharma (Eds.), *Imperialism and revolution in South Asia* (pp. 145-178). New York, NY: Monthly Review Press.
- Bernier, F. (2023). *Travels in the Mogul Empire: A.D. 1656-1668*. Chennai: Atlantic Publishers.
- Bleie, T. (2005). *Tribal peoples, nationalism, and the human rights challenge*. The Adivasis of Bangladesh. University Press Limited.
- Bosc, S. (2011). *Dead reckoning Memories of the 1971 Bangladesh war*. Hurst & Company.
- Eaton, R. M. (1996). *The rise of Islam and the Bengal frontier. 1204-1760*. Berkeley: University of California Press.
- Gilmour, D. (2019), *The British in India: Three centuries of ambition and experience*. London. Penguin.
- Habib, L. (1982). *Cambridge economic history of India*. Cambridge. Cambridge University Press.
- Halim, S., Amanullah, A. S. M., & Nasir, R. 1. (Eds.). (2024). *Society and sociology in Bangladesh: A South Asian perspective*. The University Press Limited.
- Hashmi, T. (2021). *Fifty Years of Bangladesh, 1971-2021 Crises of Culture, Development, Governance and Identity*. Switzerland: Palgrave Macmillan.
- Huq, M. E. (1975). *History of Sufism in Bengal*. Dhaka. Bangladesh Asiatic Society
- Husain, I. (2014). *Karl Marx on India*. New Delhi: Tulika Books.
- Jahan, R. (1972). *Pakistan: Failure in national integration*. New York, NY: Columbia University Press.
- Maniruzzaman, T. (1988). *The Bangladesh revolution and its aftermath (2nd ed.)*. Dhaka: University Press Limited. (Original work published 1980)
- Mascarenhas, A. (1986). *Bangladesh: A legacy of blood*. London: Hodder and Stoughton.
- Rashid, H. O. (2015). *The foreshadowing of Bangladesh: Bengal Muslim League and Muslim politics* (3rd ed.). Dhaka: University Press Limited.
- Roy, A. (1984). *The Islamic syncretistic tradition in Bengal*. Princeton, NJ: Princeton University Press.
- Sen, A. (2006). *Identity and violence: The illusion of destiny*. W. W. Norton & Company.
- Umar, B. (2022). *The Emergency of Bangladesh: A History of East Pakistan*. Dhaka: Bangla Gobeshona.