



**NBIU**

# **North Bengal International University**

**Faculty of Social Science**

**Department of Communication and Journalism Studies**

**Outcome Based Curriculum for 4-Year BSS (Honors) Program  
(Semester: 8)**

**Program Code: 13341**

## Part A

### PROGRAM'S VISION, MISSION AND OBJECTIVES

**1. Title of the Academic Program:** BSS (Honors) in Communication and Journalism Studies

**2. Name of the University:** North Bengal International University

**3. Vision of the University:**

The vision of the university is to become a leading edge educational institution of the country by providing high quality education to the young generation in order to equip them with the knowledge, skill and attributes necessary for the development of the country. It aims at attracting good students, faculty and staff from home and abroad. (দেশের উন্নয়নের জন্য প্রয়োজনীয় জ্ঞান ও দক্ষতায় সজ্জিত করার লক্ষ্যে তরুণ প্রজন্মকে গুণগত শিক্ষা প্রদানের মাধ্যমে দেশের একটি অগ্রগণ্য শিক্ষা প্রতিষ্ঠানে পরিণত হওয়ায় এই বিশ্ববিদ্যালয়ের স্বপ্ন। এর অন্য আরেকটি অন্যতম স্বপ্ন হলো দেশ ও বিদেশ থেকে ভাল ছাত্র, শিক্ষক এবং কর্মীদের আকর্ষণ করা।)

**4. Mission of the University:**

The mission of North Bengal International University is to achieve the goals of higher education and sustainable economic growth in the country by producing competent graduates in their selected disciplines. To fulfill our vision we are intended to prepare our student as- (নর্থ বেঙ্গল ইন্টারন্যাশনাল ইউনিভার্সিটির লক্ষ্য হল শিক্ষার্থীদের নিজ নিজ বিষয়ে দক্ষ গ্র্যাজুয়েট তৈরি করে দেশে উচ্চশিক্ষার লক্ষ্য এবং টেকসই অর্থনৈতিক প্রবৃদ্ধির লক্ষ্য অর্জন করা। এই লক্ষ্য পূরণ করতে আমরা আমাদের শিক্ষার্থীদেরকে নিবিড় ভাবে তৈরি করতে চাই):

- 1) Critical thinkers with knowledge creation and necessary analytical skills (জ্ঞান সৃষ্টি এবং প্রয়োজনীয় বিশ্লেষণাত্মক দক্ষতাসহ সমালোচনামূলক ও চিন্তাশীল নাগরিক হিসেবে তৈরি করা)
- 2) Efficient in oral, written and digital communication (মৌখিক, লিখিত এবং ডিজিটাল যোগাযোগে দক্ষ করে গড়ে তুলার)
- 3) Life-Long learners with excellent leadership skills(নেতৃত্বের দক্ষতাসহ আজীবন-শিক্ষার্থী হিসেবে গড়ে তুলার)
- 4) Self-inspired innovators (স্ব-অনুপ্রাণিত উদ্ভাবক হিসেবে বিনির্মাণ)
- 5) Conscious about social justice and sustainability (সামাজিক ন্যায়বিচার এবং সুস্থ পরিবেশ সম্পর্কে সচেতনতা বৃদ্ধি করা)

## **5. Core Values:**

- a) Upholding the spirit of war of liberation in all aspects of life. (জীবনের সকল ক্ষেত্রে মুক্তিযুদ্ধের চেতনাকে ধারণ করা।)
- b) Maintaining honesty and integrity and showing mutual respect. (সততা ও ন্যায়পরায়নতা বজায় রাখা এবং পারস্পরিক শ্রদ্ধা প্রদর্শন করা।)
- c) Practicing openness, accountability, and transparency in all academic and administrative affairs. (সমস্ত শিক্ষা সংক্রান্ত এবং প্রশাসনিক বিষয়ে উন্মুক্ত, জবাবদিহিতা এবং স্বচ্ছতার অনুশীলন করা।)
- d) Ensuring justice for all irrespective of gender, caste, disability, belief and religion. (লিঙ্গ, বর্ণ, প্রতিবন্ধীতা, বিশ্বাস এবং ধর্ম নির্বিশেষে সকলের জন্য ন্যায়বিচার নিশ্চিত করা।)
- e) Inspiring innovation and youth leadership. (উদ্ভাবন ও যুব নেতৃত্বকে অনুপ্রাণিত করা।)

**6. Name of the Degree:** Bachelor of Social Science (Honors)

**7. Name of the Faculty Offering the Program:** Faculty of Social Science

**8. Name of the Department Offering the Program:** Department of Communication and Journalism Studies

## **9. Vision of the BSS (Honors) Program in Communication and Journalism Studies:**

The department envisages to be the vintage point of teaching and learning in the field of communication, journalism, media studies and production by offering top quality programmes and engaging best academic professionals.

## **10. Mission of the BSS (Honors) Program in Communication and Journalism Studies:**

The Program is designed for the following missions:

1. To provide both infrastructural and technological facilities along with a system of highly motivated academic care for creating an outcome oriented teaching-learning and research environment.
2. To prepare students with the essence of social responsibilities, to face the challenges of media, communication and new media.
3. To provide students with interdisciplinary knowledge of society, legal and ethical aspects of Journalism.
4. To produce quality manpower in the field of communication, journalism, media studies and media production.

## **11. Description of the Program:**

The media horizon is expanding worldwide bringing forth new realities. Massive influx of information and communication technologies has changed everyday life and mode of social interaction. The continents, countries and individuals are ever closer in terms of exchanging ideas, cultures and currencies. However, the great global trajectory is characterized with unprecedented chaos, conflict and misunderstanding. Journalists along with media and communication scholars have been working relentlessly to discover and rediscover media's stake in reproducing these realities and contributing to better human life and global coexistence. Consequently a huge body of knowledge and scholarship is now available in the academic and practice domains. The courses incorporated in this syllabus intend to introduce the enrolled students with this knowledge, scholarship as well as the inner commitment of the field.

## **12. Programme Education Objectives (PEOs)**

The programme offered by the department intends to transmit knowledge, develop skill and arrange internship for practical media production experience of the graduate. The core education objectives of the programme are given below.

1. To teach the graduate the fundamental knowledge, history, theories and values of the field of communication, journalism and media production.
2. To teach the graduate the use of different technologies such as computer, camera, microphone, audio and video editing technologies.
3. To impart skills and innovative idea required to work in the field and to enhance soft skills among the graduate to foster their creative participation in debate, recitation, presentation and different genres of writing.
4. To give the graduate the experiences of practical media works arranging internship progress at different media house.
5. To orient the graduate to research philosophy and research methodologies for making them capable of producing knowledge in the areas they feel interested within the broader field of communication, media and society.

### 13. Mapping between Mission and PEOs

Mission	Program Educational Objectives (PEO)				
	PEO1	PEO2	PEO3	PEO4	PEO5
M1	√	√	√		√
M2	√	•	√	√	•
M3	√	•		√	√
M4	√	√	√		•

√ Strong Contribution

• Weak Contribution

□ No Contribution

### 14. Programme Learning Outcomes (PLOs)

**1. Knowledge of communication, journalism and media:** The students obtain both basic and advanced knowledge about the core issues related to the discipline of communication, journalism and media production. They get acquainted with the theory world of the discipline.

**2. Ethics:** The students learn and adopt the cardinal values ethics and rules related to the discipline and profession.

**3. Modern tool use:** The students can professionally operate every technology pertinent to their work in the field.

**4. Job skills:** The students prove themselves skilled in the job market and workplaces.

**5. Communication skills:** The students acquire both intrapersonal and interpersonal communication skills along with group and mass communication skills incorporating leadership, public speaking usages of social media and mess media.

**6. Problem analysis and problem solving skills:** The experiences the students get through internship programme help them develop their self-confidence to solve problems in their professional life.

**7. Research skills:** The students can carry-out research projects independently, prepare proposal, draw the design, choose methodology, collect data analysis and finally produce the report.

**8. Social and Personal skills:** The students show consciousness about the country the way of liberation and issues related to universal human values.

**9. Life-Long-Learners:** The students understand the paramount importance of the discipline in their self-development, analysing social realities and using the power of information and media

in transforming society and these become the life-long-learners to pick the essence of the discipline.

### 15. Mapping between PEO and PLOs

PEOs	Program Learning Outcomes (PLO)								
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
PEO1	√	√	•		√		√	√	√
PEO2	√	√	√	•		•	√	√	
PEO3		√		√	√			•	√
PEO4	√			•	•		√	√	√
PEO5	•	√	√	√	√	√	√		√

√ Strong Contribution

• Weak Contribution

□ No Contribution

### 16. Graduate Profile

Many of the graduates are now working efficiently in almost all the leading national newspapers, such as Prothom-alo, Samakal, Kaler Kantha, Ittefaq etc. online news portals, television channel such as, NTV, Jamuna TV, Somoy TV, Independent TV, Channel 24, Masranga TV, Channel I, ATN, ATN News and many others. Many are working at radio channels, news agencies of the country and at different local news media.

Graduates of this department now serving in different Government offices, different private and public universities as faculty members, international organizations, multi-national companies, development sectors, NGOs and corporate houses at home and abroad is also considerable.

## **Part B**

### **CURRICULUM FRAMEWORK AND GENERAL RULES**

#### **1. Curriculum Framework**

##### **1.1 Duration of the Program**

- a) The BSS (Honors) program is of 4 (four) years duration divided into 8 (eight) Semesters. Every Semester is of 26 (twenty six) weeks of which 15 (fifteen) weeks for class teaching, 2 (two) weeks for mid-term/in-course examination, 02 (two) weeks for preparatory leave, 03 (three) weeks for holding the Semester Final Examination, and 04 (four) weeks for publication of results.
- b) The program includes taught course units, Research Monograph courses, Seminar courses and Viva voce. The taught courses comprise of 39 (thirty nine) course units.
- c) For each course unit, there shall be 3 (three) lectures in every week and each course unit shall carry 3 (three) credit hours. Each class shall be of one hour duration.
- d) Full marks in each course unit shall be 100. Semester and year-wise distribution of courses, credit, exam hours and marks distribution have been shown in the table.

#### **Semester and Year-wise Distribution of Courses and Credits**

##### **First Year 1<sup>st</sup> Semester**

<b>Course Code</b>	<b>Title of the Course</b>	<b>Credit</b>
CJS 0321- 1101	Introduction to Concepts and History of Communication	4
CJS 0321- 1102	Introduction to Concepts and History of Journalism	4
CJS 0321- 1103	Interpersonal and Group Communication	4
BAN 0232-01	Introduction to Bangla Language and Literature	4
	<b>Total Credit</b>	<b>16</b>

##### **First Year 2<sup>nd</sup> Semester**

<b>Course Code</b>	<b>Title of the Course</b>	<b>Credit</b>
CJS 0321- 1201	Mass Communication	4
CJS 0321- 1202	Mass Media in Bangladesh	3
CJS 0321- 1203	Seminar (Reporting, Writing and Presentation)	3
ENG 0232-02	Introduction to English Language and Literature	4
CJS 0321- 1204	Viva- Voce	2
	<b>Total Credit</b>	<b>16</b>

### Second Year 3<sup>rd</sup> Semester

Course Code	Title of the Course	Credit
CJS 0321- 2101	Media Ethics and Laws	4
CJS 0321- 2102	Fundamental of Reporting	4
CJS 0321- 2103	Fundamental of Editing	4
HUM 0222-03	Bangladesh Studies	4
	<b>Total Credit</b>	<b>16</b>

### Second Year 4<sup>th</sup> Semester

Course Code	Title of the Course	Credit
CJS 0321- 2201	Information and Communication Technology	4
CJS 0321- 2202	Digital Eco-system in Bangladesh	3
CJS 0321- 2203	Seminar (Reporting, Writing and Presentation)	3
ICT 0611-04	Introduction to Information Technology and Communication	4
CJS 0321- 2204	Viva- Voce	2
	<b>Total Credit</b>	<b>16</b>

### Third Year 5<sup>th</sup> Semester

Course Code	Title of the Course	Credit
CJS 0321- 3101	Development Communication	4
CJS 0321- 3102	In- depth Reporting	4
CJS 0321- 3103	Advanced Editing	4
CJS 0321- 3104	Video Production and Editing	3
HUM 0223-05	Normative and Meta Ethics	4
	<b>Total Credit</b>	<b>19</b>

### Third Year 6<sup>th</sup> Semester

Course Code	Title of the Course	Credit
CJS 0321- 3201	Radio Journalism	3
CJS 0321- 3202	Sports Reporting	3
POI 0312-08	Introduction to International Relations	4
LAW 0421-07	Introduction to Law	4
CJS 0321- 3203	Seminar (Reporting, Writing and Presentation)	3
CJS 0321- 3204	Viva- Voce	2
	<b>Total Credit</b>	<b>19</b>

### Forth Year 7<sup>th</sup> Semester

Course Code	Title of the Course	Credit
CJS 0321- 4101	Television Journalism	4
CJS 0321- 4102	Reporting Children and Elderly People	4
CJS 0321- 4103	Media, Peace and Conflict	4
BUS 0417-10	Entrepreneurship Development and Career Education	4
PSYCO 0313-09	Introduction to Psychology	4
	<b>Total Credit</b>	<b>20</b>

### Forth Year 8<sup>th</sup> Semester

Course Code	Title of the Course	Credit
CJS 0321- 4201	Communication Research	4
CJS 0321- 4202	Photography	4
CJS 0321- 4203	Economic and Business Reporting	3
CJS 0321- 4204	Internship and Viva- Voce	3
CJS 0321- 4205	Terminal and Viva-Voce	4
	<b>Total Credit</b>	<b>18</b>

### 15. Mapping between Courses and PLOs

Course Code	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CJS 0321- 1101	Introduction to Concepts and History of Communication	√	√		√	√		√		
CJS 0321- 1102	Introduction to Concepts and History of Journalism	√	√	√			√		√	√
CJS 0321- 1103	Interpersonal and Group Communication	√	√	√		√		√		
BAN 0232-01	Introduction to Bangla Language and Literature	√	√		√		√		√	√
CJS 0321- 1201	Mass Communication	√	√	√	√					
CJS 0321- 1202	Mass Media in Bangladesh	√	√	√			√	√		

Course Code	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CJS 0321-1203	Seminar (Reporting, Writing and Presentation)						√	√	√	√
ENG 0232-02	Introduction to English Language and Literature	√		√		√				√
CJS 0321-1204	Viva- Voce						√	√		√
CJS 0321-2101	Media Ethics and Laws	√		√			√			
CJS 0321-2102	Fundamental of Reporting	√	√	√			√			
CJS 0321-2103	Fundamental of Editing		√	√			√		√	
HUM 0222-03	Bangladesh Studies				√	√	√			
CJS 0321-2201	Information and Communication Technology	√					√	√	√	√
CJS 0321-2202	Digital Eco-system in Bangladesh	√	√		√		√		√	
CJS 0321-2203	Seminar (Reporting, Writing and Presentation)						√	√	√	√
ICT 0611-04	Introduction to Information Technology and Communication	√	√	√		√	√			√
CJS 0321-2204	Viva- Voce						√	√		√
CJS 0321-3101	Development Communication	√		√	√	√				
CJS 0321-3102	In- depth Reporting	√	√				√	√		√
CJS 0321-3103	Advanced Editing	√	√		√			√		√
CJS 0321-3104	Video Production and Editing			√		√			√	√
HUM 0223-05	Normative and Meta Ethics	√	√		√		√		√	
CJS 0321-3201	Radio Journalism			√			√	√	√	

<b>Course Code</b>	<b>Course Title</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>	<b>PLO 8</b>	<b>PLO 9</b>
CJS 0321-3202	Sports Reporting	√		√	√			√		
POI 0312-08	Introduction to International Relations		√	√	√		√		√	
LAW 0421-07	Introduction to Law		√		√	√	√			
CJS 0321-3203	Seminar (Reporting, Writing and Presentation)						√	√	√	√
CJS 0321-3204	Viva- Voce						√	√		√
CJS 0321-4101	Television Journalism	√	√		√			√	√	
CJS 0321-4102	Reporting Children and Elderly People			√	√	√			√	
CJS 0321-4103	Media, Peace and Conflict	√	√			√				
BUS 0417-10	Entrepreneurship Development and Career Education		√				√		√	√
PSYCO 0313-09	Introduction to Psychology	√	√		√		√			
CJS 0321-4201	Communication Research			√		√		√	√	√
CJS 0321-4202	Photography	√		√		√				√
CJS 0321-4203	Economic and Business Reporting	√		√			√		√	
CJS 0321-4204	Internship and Viva-Voce			√		√		√	√	√
CJS 0321-4205	Terminal and Viva-Voce			√			√		√	√

## 1.2 Degree Requirements

For the Degree of BSS (Honors), a student shall have to earn (i) 140 credits including Viva-voce weighted 10 credit hours and Research Monograph weighted 4 credits, (ii) CGPA of 2.50 and fulfills all requirements of the program within a maximum of six academic years including the year of first admission. For the BSS (Honors) Degree, no grade from any source other than that of the prescribed 140 credit hours shall be considered. A student having F Grade in any course shall not get the Degree.

## 1.3 Improvement of Grades

- i. A student obtaining F grades in the 1<sup>st</sup> through 8<sup>th</sup> Semester shall be required to improve/clear the grade within two years by appearing in the concerned Semester Final Examination. But if a student with an 'F' grade in a course obtains a grade less than 'B-' (D, C and C+) in the first improvement examination, he/she shall not be allowed to appear in any further improvement examination in that course.
- ii. A student earning less than 'B-' (D, C and C+) grade in a course in the 1<sup>st</sup> through 8<sup>th</sup> Semester shall be allowed to improve course grade. A student may choose maximum two courses (in each semester) to improve the grade by appearing at the concerned Semester Final Examination once only within next two years. If the grade point obtained in the improvement examination is allowed, then the earlier obtained grade point shall stand. However, a student must complete the program within six academic years. Conducting examination and publishing results shall not be hampered due to course improvement of those students.
- iii. At the end of the BSS (Honors) program, a student may choose to improve the CGPA with the next available batch by appearing at the maximum of 4 theoretical courses of 4<sup>th</sup> year with grade earned less than 'B-'. A student, seeking this improvement, shall be allowed to appear at such an examination only once. However, no improvement shall be allowed after the expiration of six academic years from the beginning.
- iv. If a student remains absent in any course of the Semester Final Examination, his/her grade shall be considered as 'F' and he/she shall be required to sit for improvement examination for that course within two years by appearing in the concerned Semester Final Examination.
- v. No improvement shall be allowed in the In-course test/Home assignment/Oral test/Laboratory practical examination/Seasonal/Mid-term examination as well as in the Internship/Field Work/Project Work/Research Monographs/Research Project/Practical Research and Viva-voce. For the improvement of grade in a course, the student shall apply to the concerned department at least 2 (two) weeks before the starting of the Semester Final Examination.

## **2. General Rules**

### **2.1 Admission**

Students shall be admitted in the First Semester of an academic year of the BSS (Honors) program as per the university rules. An academic year means one academic session divided into two successive semesters.

### **2.2 Admission Eligibility**

Students, passing the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) or equivalent examinations from Bangladesh or from abroad, may be admitted to the department of Communication and Journalism Studies under the Faculty of Social Science on such terms and conditions as may be determined by the University Admission Committee.

### **2.3 Admission Cancellation**

- a) If a student remains totally absent from all classes without any permission of the department for 04 (four) consecutive weeks or any period as may be specified by the university authority after the starting of the 1<sup>st</sup> year 1<sup>st</sup> semester classes, his/her admission shall be cancelled upon report from the chairman of the department.
- b) Studentship of a student shall be cancelled if he/she is reported to have taken admission simultaneously in more than one department/institute of this University or in any other higher institution with an exception of Certificate/Diploma course.

### **2.4 Re-admission**

- a) A student of the 1<sup>st</sup> year 1<sup>st</sup> Semester, failing to appear in the Semester Final Examination, shall be eligible for re-admission with the immediate next batch provided that the 'Admission Cancellation' clause is not applicable.
- b) A student, failing to appear in the Semester Final Examination due to the shortage of required attendance (below 60%), and/or the shortage of minimum class attendance marks (40%), and/or failure to pay the dues, shall have to re-admit to the same semester with the subsequent available batch.
- c) A student, failing to obtain minimum GPA and respective minimum Earned Credit Points (ECP) for promotion from one semester to the next according to the 'Promotion Clause', shall have to re-admit to the same semester with subsequent available batch.
- d) A student, expelled for committing unfair means in the examination or any other reason as the case may be, shall have to re-admit in the same semester with the subsequent available batch, provided that the maximum time limit for that particular semester and for the whole program does not exceed.
- e) On re-admission, grades earned by a student in the concerned semester, shall be cancelled automatically and the student shall have to retake all the course works (In-course/Class Test/ Home Assignment/Mid-term Examination/Research Monograph/Terminal/ Viva-

voce and Semester Final Examination) of that semester. Attendance of the student shall be counted from the date of his/her re-admission.

- f) A student shall be re-admitted for not more than 1 (one) time in a semester and for not more than 4 (four) times in the whole program and shall be required to complete the program within 6 (six) academic years including the original year of admission.
- g) For re-admission, a student shall have to apply within 02 (two) weeks immediately after the publication of result or a deadline specified by the department.
- h) On re-admission, the roll number of a student shall remain the same and every roll number shall carry with it the year of admission.

### **2.5 Dropping Out from BSS (Honors) Program**

- a) A re-admitted student failing to secure required Grade Point Average (GPA) and Earned Credit Points (ECP) in a specific semester shall be dropped out of the BSS (Honors) Program.
- b) A student, failing to clear F grade at next two consecutive semester examinations, shall be dropped out of the BSS (Honors) program.
- c) A student, failing to complete all the eight (08) semesters within six (06) years, shall be dropped out of the BSS (Honors) program.

### **2.6 Language of Instruction**

The language of instruction for the BSS (Honors) program shall be either Bengali or English, as may be prescribed by the Department.

### **2.7 Evaluation**

Performance of the students shall be evaluated in the following ways:

1. (a) Students' evaluation shall be based on continuous assessment as well as evaluation of the Semester Final Examination. Of the full marks of each course unit, 10% shall be for class attendance, 20% for mid-term/in-course examination and home assignment 10%, class test/presentation 10% or oral test or session examination, etc. A 2 (two) hours Semester Final Examination shall carry 50% marks for each course unit. At least two in-course tests of one class-hour each or one mid-term examination and one assignment/oral test shall be taken and assessed by the course teacher. Students' achievements in class participation, in-course test/mid-term examination and home assignment or oral test or seasonal will be made known to the students before the Semester Final Examination. The marks for class participation shall be counted as per the following table:

<b>Attendance</b>	<b>Marks</b>
90% and above	10
85% to below 90%	9
80% to below 85%	8
75% to below 80%	7
70% to below 75%	6
65% to below 70%	5
60% to below 65%	4

- (b) The scripts of the Semester Final Examination/Reports of Internship or Project Work or Research Monograph shall be examined by two examiners assigned by the Examination Committee from the 'Panel of Examiners' and the arithmetic mean of the marks given by the two examiners shall be awarded as the course marks.
- (c) If the marks given by the two examiners differ by 20% or more, the script(s) in question shall be examined by a third examiner and the arithmetic mean of the two nearest marks shall be taken. The third examiner shall be recommended by the Examination Committee from the 'Panel of Examiners' other than the members of the Examination Committee or the tabulators.
- (d) If a teacher is unable to examine the script or is restricted by the Examination Rules of the University, he/she shall not evaluate in-course tests, home assignments, and mid-term and Semester Final scripts.
- (e) In each course, total of (i) the marks awarded by Semester Final examiners (ii) the average of the in-course tests and home assignments or oral test or Sessionals, and (iii) class attendance marks awarded by the course teacher, shall be converted into Letter Grades as follows:

<b>GRADING SYSTEM</b>			
<b>Marks Obtained</b>	<b>Letter Grade</b>	<b>Grade Point</b>	<b>Remarks</b>
80% and above	A+	4.00	
75% to less than 80%	A	3.75	
70% to less than 75%	A-	3.50	
65% to less than 70%	B+	3.25	
60% to less than 65%	B	3.00	
55% to less than 60%	B-	2.75	
50% to less than 55%	C+	2.50	
45% to less than 50%	C	2.25	
40% to less than 45%	D	2.00	
Less than 40%	F	00	

2. (a) The result of Semester Final Examination shall be tabulated by three teachers recommended by the Examination Committee.  
 (b) In the tabulation process, only the total marks of a course shall be rounded-up and the results shall be published in letter-grades and grade points.
3. (a) At the end of the 2<sup>nd</sup> Semester of every academic year, the Examination Committee shall hold a Viva-voce and the awarded marks vis-à-vis the grade shall be weighted by 2 (two) credit hours. For the four Viva-voce, a student shall be awarded four letter grades (equivalent to eight credit hours).  
 (b) After the completion of the 4<sup>th</sup> year 2<sup>nd</sup> Semester Final Examination, a student has to complete Comprehensive course of two credit hours which shall be assessed or examined by two examiners and the average marks shall be awarded for the course.

## 2.8 Evaluation Rubrics

<b>Marks Range, Letter Grade (LG) &amp; Grade Point (GP)</b>	<b>Quality of Answer/ Performance/ Report</b>	<b>Frame of Answer Performance/Report</b>
80% and above LG: A+ GP: 4.00	An outstanding answer/ performance report	<ul style="list-style-type: none"> <li>• Excellent in all respects with evidence of higher level cognitive skills.</li> <li>• Evidence of suggestive readings and study beyond course contents.</li> <li>• Exemplars are well chosen and specified in detail.</li> <li>• An accurate, well organized, well-presented, sharply focused and balanced writing style.</li> </ul>
75% to <80% LG: A GP: 3.75	An excellent answer/ performance/ report	<ul style="list-style-type: none"> <li>• In most respect (not in all) showing evidence of extensive knowledge and understanding.</li> <li>• Evidence of suggestive readings and study beyond course contents.</li> <li>• Exemplars are well chosen and specified in detail.</li> <li>• An accurate, well organized, well-presented, sharply focused and balanced writing style.</li> </ul>
70% to <75% LG: A- GP: 3.50	A very good answer/ performance/ report	<ul style="list-style-type: none"> <li>• Showing evidence of wide knowledge and understanding of relevant course materials.</li> <li>• Evidence of using substantive number of materials from the reading list.</li> <li>• Mostly accurate and good exemplars.</li> <li>• Well focused arguments but lacks some attributes to an excellent analysis.</li> <li>• An accurate, well organized, well presented, sharply focused and balanced writing style but errors in several places.</li> </ul>

65% to <70% LG: B+ GP: 3.25	A good answer/ performance/ report	<ul style="list-style-type: none"> <li>• Evidence of sound knowledge and understanding.</li> <li>• Had followed the course contents with insufficient in-depth analysis.</li> <li>• Exemplars sometimes lack appropriateness.</li> <li>• Writing and presentation is mostly balanced but weaknesses are also evident.</li> <li>• Writing style is matured but some case errors are seen in grammar, spelling and punctuation.</li> </ul>
60% to <65% LG: B GP: 3.00	A Competent answer/ performance/ report	<ul style="list-style-type: none"> <li>• Showing reasonable knowledge and understanding of the topic.</li> <li>• May contain errors as well as omissions.</li> <li>• Weak in using examples, Logic organization and explanation.</li> <li>• Writing style is matured but often, grammatical, spelling and punctuation errors are found.</li> </ul>
55% to <60% LG: B- GP: 2.75	An adequate answer/ performance/ report	<ul style="list-style-type: none"> <li>• Showing a basic understanding of the course content.</li> <li>• Presence of errors and omissions.</li> <li>• 50% important points are included while rest half is missing..</li> <li>• Lack of consistency.</li> <li>• Weak organization and presentation.</li> </ul>
50% to <55% LG: C+ GP: 2.50	A deficient answer/ performance/ report	<ul style="list-style-type: none"> <li>• Showing limited knowledge and understanding of the topic.</li> <li>• Examples are weak and irrelevant.</li> <li>• At least half of the references are relevant.</li> <li>• Organization and presentation is weak.</li> <li>• Sometimes, all the required questions have not been answered in the answer sheet.</li> </ul>
45% to <50% LG: C GP: 2.25	A weak answer/ performance/ report	<ul style="list-style-type: none"> <li>• Showing limited knowledge and understanding of the topics.</li> <li>• Significant errors and omissions.</li> <li>• Examples are weak and irrelevant.</li> <li>• At least one third of the references are relevant.</li> <li>• Organization and presentation is weak.</li> <li>• Sometimes, all the required questions have not been answered in the answer sheet.</li> </ul>
40% to <45% LG: D GP: 2.00	A poor but compensable answer/ performance/ report	<ul style="list-style-type: none"> <li>• Topic or the problem has been addressed very simply with specific and central question avoided or misrepresented.</li> <li>• Poor organization and presentation.</li> <li>• At least quarter of the references is relevant.</li> <li>• Sometimes, all the required questions have not been answered in the answer sheet.</li> </ul>
Less than 40% LG: F GP: 0.00	A poor uncompressible answer/ performance	<ul style="list-style-type: none"> <li>• Only partial understanding of the topic.</li> <li>• All the required questions have not been answered.</li> <li>• Answers and presentations are poor lacking substance with evidence of little knowledge.</li> </ul>

## **2.9 Definition of Courses**

Curriculum of the Departments shall consist of three types of courses and Viva-voce as follows:

- a) **Theoretical Course:** Include class teaching, open discussion, academic task, etc.
- b) **Seminar Course:** Involve students/student groups selecting one or more study topics related to the taught courses, searching references and preparing a synopsis on at least one topic with a rich reference list. Each student/group of student shall be evaluated based on their synopsis presented and their understanding of the subject matter evaluated by two examiners. In proceeding with the Seminar course, students/ student groups shall be mentored by a teacher of the concerned Department assigned by the Academic Committee.
- c) **Viva Voce:** Includes Oral Examination on taught courses after the end of each academic year.

## **2.10 Class Attendance Requirements**

The general University Rules shall be applied to the Department of Communication and Journalism Studies for class attendance requirements. Accordingly, a student shall have to attend at least 75% of classes, on the average, held in all courses to be eligible for appearing in the Semester Final Examination. However, the Chairman of the department may recommend a student having average attendance between 60% to less than 75% for consideration on condition that he/she pays a fine as determined by the University Authority. In such case, the student shall be awarded class attendance marks only in the courses in which 60% or more attendance is achieved.

A student shall not be allowed to appear at the Semester Final Examination if his/her average class attendance is below 60% and in such case he/she shall have to re-admit to the next available batch.

The course teacher shall submit the class attendance register to the Chairman before the Semester Final Examination. The chairman of the department shall monitor the class holdings and attendances of the students.

## **2.11 Promotion**

Keeping consistency with the spirit of the semester system, promotion from one semester to the next semester shall require a student to earn a minimum semester-wise GPA (except viva-voce grade) and a minimum semester-wise earned credits as follows:

<b>Class Year</b>	<b>Minimum GPA</b>	<b>Minimum Credit Earned</b>
1 <sup>st</sup> year 1 <sup>st</sup> Semester to 1 <sup>st</sup> year 2 <sup>nd</sup> Semester	2.00	09
1 <sup>st</sup> year 2 <sup>nd</sup> Semester to 2 <sup>nd</sup> year 1 <sup>st</sup> Semester	2.00	16
2 <sup>nd</sup> year 1 <sup>st</sup> Semester to 2 <sup>nd</sup> year 2 <sup>nd</sup> Semester	2.00	12
2 <sup>nd</sup> year 2 <sup>nd</sup> Semester to 3 <sup>rd</sup> year 1 <sup>st</sup> Semester	2.00	16
3 <sup>rd</sup> year 1 <sup>st</sup> Semester to 3 <sup>rd</sup> year 2 <sup>nd</sup> Semester	2.50	12
3 <sup>rd</sup> year 2 <sup>nd</sup> Semester to 4 <sup>th</sup> year 1 <sup>st</sup> Semester	2.50	16
4 <sup>th</sup> year 1 <sup>st</sup> Semester to 4 <sup>th</sup> year 2 <sup>nd</sup> Semester	2.50	12
4 <sup>th</sup> Year 2 <sup>nd</sup> Semester	2.50	21

No student shall be allowed to get promotion if he/she does not appear in the Viva-voce or does not complete the Seminar course. Students, failing to clear up the University dues of the semester, shall not be promoted and allowed for admission to the next semester.

### **2.12 Publication of Result**

The Controller of Examinations subject to the approval of the Vice-Chancellor shall publish the semester-wise and final results and there after send a copy of the Result Sheet(s) to the Chairman of the Department. Published results shall be manifested in the following ways:

- a) The Semester Final Result Sheet shall show the Letter Grade (LG) and Grade Point (GP) in each course, secured Grade Point Average (GPA) and Earned Credit Points (ECP).
- b) The Final Result Sheet shall show Letter Grade (LG) and Grade Point (GP) in each course including Research Monograph and Viva-voce, Total Grade Points secured, Cumulative Grade Point Average (CGPA), Earned Credit Points (ECP) and interpretation of the result.
- c) Both in the semester-wise and final results numerical marks shall not be shown. The numerical marks vis-a-vis each course shall be documented in the Tabulation Work Sheets and shall be preserved by the Chairman of the Examination Committee.
- d) The Controller of Examinations shall publish the cumulative result of the BSS (Honors) programme and shall provide the transcript showing course-wise LG, GP, ECP and CGPA of the students.

### 2.13 Computation of the Grade Point Average (GPA)

Grade Point Average (GPA) is the weighted average of Grade Points in all the courses passed/completed by a student. If a student has passed/completed 6 (six) courses in a Semester securing credits  $C_1, C_2, C_3, C_4, C_5,$  and  $C_6,$  and his/her secured Grade Points (vis-a-vis the LGs) are  $G_1, G_2, G_3, G_4, G_5,$  and  $G_6,$  respectively then his/her GPA in a particular Semester is given by:

$$GPA = \frac{\sum C_i G_i}{\sum C_i}$$

Suppose a student has completed six courses in a Semester and obtained the following grades:

Course	Credit	Letter Grade	Grade Point
CJS 121	3	A-	3.5
CJS 122	3	B	3.0
CJS 123	3	A	3.75
CJS 124	3	B+	3.25
CJS 125	3	B-	2.75
CJS 126	2	A+	4.0

Then the GPA of the student shall be computed as follows:

$$GPA = \frac{(3 \times 3.5) + (3 \times 3.0) + (3 \times 3.75) + (3 \times 3.25) + (3 \times 2.75) + (2 \times 4.0)}{3 + 3 + 3 + 3 + 3 + 2} = 3.338$$

The CGPA shall be computed in the same way taking all the courses in the 1<sup>st</sup> Semester through the 8<sup>th</sup> Semester of the BSS (Honors) program.

### 2.14 Adoption of Unfair Means

If any student adopts unfair means in any course of the Semester Final Examination or in Mid-term/In-course/Home Assignment, the invigilator/teacher shall report in writing to the Chief Invigilator/Chairman of the Examination Committee for onward transmission to the Disciplinary Board of the University for taking action as per the University Rules.

## Part C

### First Year (1<sup>st</sup> Semester)

1.	Course No. / Course Code	:	CJS 0321- 1101
2.	Course Title	:	Introduction to Concepts and History of Communication
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<b>Rationale of the course:</b> Communication differentiates between living and non-living entities. It is at the heart of all social interaction. The history of the progress of human civilization is the history of the development of communication. Concepts of communication and its history thus becomes an essential reading to every one of the growing generation.		
7.	<b>Course Description:</b> This course will introduce the basic concepts, definitions and models of communication and analyze the nature, scope, purpose, role, types, levels, process, functions and effects of and barriers to communication and discuss the fundamental concepts and theories of perception and listening. Also the course will discuss the origin and development of communication with particular emphasis on language and writing and evolution of different communication media. Students will be acquainted with the major communication scholars, their works and contributions in the field.		
8.	<b>Objectives of the Course:</b> <ul style="list-style-type: none"><li>• To introduce the students to the fundamental concepts of communication;</li><li>• To discuss the typology of communication and their characteristics;</li><li>• To discuss the functions of communication;</li><li>• To critically analyse the origin and development of communication;</li><li>• To discuss the development of language, writings and different forms of media;</li></ul>		
9.	<b>Course Learning Outcomes (CLOs):</b>		

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

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	The students learn the basic concepts of communication;
CLO 2	They can identify different kinds of communication and their characteristics;
CLO 3	They can tell you how communication works;
CLO 4	The students know the origin and development of communication, language, writing and different media forms;

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

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 Basic concepts, definitions and models of communication
CLO 2 & 3	Unit 2 Nature, scope, purpose, role, types, levels, process, functions and effects of communication
CLO 3	Unit 3 Barriers to communication and fundamental concepts and theories of perception and listening
CLO 3 & 4	Unit 4 The origin and development of communication
CLO 4	Unit 5 History of language and writing and evolution of different communication media
	Unit 6 Major scholars, their works and contributions in the field of communication

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

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

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

<b>Corresponding CLOs</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>
CLO 1	Unit 1	Lecture, discussion	Presentation, assignment
CLO 2 & 3	Unit 2 & 3	Lecture, group discussion	Written test, presentation
CLO 3	Unit 3, 4 & 5	Lecture, participatory discussion	Presentation, assignment
CLO 4	Unit 4, 5 & 6	Lecture, Participatory Discussion	Written test, assignment

### 13. Learning Materials and Recommended Readings:

Devito, Joseph A, (1982); Communicology: An Introduction to the Study of Communication, Harper & Row; 2nd edition.

Barker, Larry L, (1993); Communication, Prentice Hall; 6th edition

Williams, Frederick (1988); The New Communication, Wadsworth Pub Co; Subsequent edition

Sereno, Kenneth K, Mortenson, C David, (1997); Foundations of Communication, Harpercollins College Div; 2nd edition

Webb, Ralph, (1975); Interpersonal Speech Communication, Prentice-Hall

1.	Course No. / Course Code	:	CJS 0321- 1102
2.	Course Title	:	Introduction to Concepts and History of Journalism
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<b>Rationale of the course:</b> Journalism has been a specialized way of disseminating information to people. It fights against oppressors' supports those who are deprived and helps democracy to go on. Without journalism a modern state and its citizens can hardly survive. To be efficient in the profession of journalism academic education is a sinquanon.		
7	<b>Course Description:</b> This course discusses the fundamental ideas of journalism and its history. It will review the concepts, definitions and different aspects of journalism, news, objectivity, difference between literature and journalism, difference between print and electronic journalism, ethics of journalism, pressures on the press, newspaper pages and contents, and journalistic jargons. Emphasis will be given on orienting the students to the development of journalism in the Indian sub-continent especially in Bangladesh. Works and contributions of pioneer journalists will also be thoroughly discussed.		
8.	<b>Objectives of the course:</b> <ul style="list-style-type: none"><li>• To orient the students to the fundamental concepts of journalism;</li><li>• To discuss news, its elements, values, objectivity and other news related issues;</li><li>• To teach the students the techniques of news gathering;</li><li>• To discuss different types of journalism;</li><li>• To discuss press theories and the pressure on the press;</li><li>• To review the origin and development of journalism with an emphasis on the history of journalism in the Indian subcontinent along with Bangladesh;</li></ul>		

<b>9.</b>	<b>Course Learning Outcomes (CLOs):</b>
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After successful completion of the course, the students will be able to-

CLO	Course Learning Outcomes
CLO 1	The students get sufficient knowledge on the fundamental concepts of journalism, news and its related issues;
CLO 2	The students can gather news applying appropriate techniques;
CLO 3	They understand how different forces create pressure on the press;
CLO 4	The students are able to describe the origin and development of journalism and the history of journalism in the Indian sub-continent and Bangladesh;

**10. Course Contents:**

CLOs	Course Contents
CLO 1	Unit 1 Fundamental ideas of journalism and its history
CLO 2 &3	Unit 2 Concepts, definitions and different aspects of journalism, news, objectivity
CLO 3	Unit 3 Difference between literature and journalism, print and electronic journalism
CLO 4	Unit 4 Ethics of journalism, pressure on the press, newspaper pages and contents and journalistic jargons
CLO 4	Unit 5 Development of journalism in the Indian sub- continent especially in Bangladesh, Works and contributions of pioneer journalists

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

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

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

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

**13. Learning Materials and Recommended Readings:**

Bond, Fraser, (1961); An Introduction to Journalism, Macmillan, 2nd edition

Chhabra, S S, Ahuja, B N, (1960); A Concise Course in Reporting for Newspapers, Magazines, Radio and the TV

M. Neal, James, S. Brown, Suzanne, (1976); News Writing and Reporting, Iowa State Pr; 1st edition

Kamath, M.V. (2018); Professional Journalism, S Chand; First edition

Fox Mott, George et al, (1964); New Survey of Journalism, Barnes and Noble Publishing, Inc

Natarajan, J (2010); A History of Press in India, Ministry of Information & Broadcasting

1.	Course No. / Course Code	:	CJS 0321- 1103
2.	Course Title	:	Interpersonal and Group Communication
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<p><b>Rationale of the course:</b>                      Interpersonal relation is the key to social existence. Its study includes a number of crucial issues such as self, dyad, group etc. along with the theories of interpersonal communication and organizational communication. It focuses on how to develop interpersonal communication skills and resolve relational setbacks. Without a well design academic course learners cannot grasp knowledge and skills that help better interpersonal communication and its research.</p>		

<b>7</b>	<p><b>Course Description:</b></p> <p>This course is designed to discuss the preliminaries of interpersonal communication. It will study the development and deterioration of relationship, ways of improving verbal and nonverbal interpersonal communication skills, theories of interpersonal communication, theories of persuasion and learning. It will focus on self as the foci of interpersonal interaction, self-concept and self-disclosure and dyadic communication. It will also study the types, procedures and formats of group communication, members and leaders in group communication, conflict management, nature and approaches to organizational communication, communication networks and communication flows in organization.</p>
8.	<p>Objectives of the course:</p> <ul style="list-style-type: none"> <li>• To investigate the significance of interpersonal communication;</li> <li>• To define and identify elements and functions of interpersonal communication;</li> <li>• To discuss cognition, listening, self, self- disclosure, dyad, group etc and organizational communication;</li> <li>• To analyze interpersonal communication theories;</li> <li>• To develop interpersonal skills among the students;</li> <li>• To teach the students the process of solving interpersonal conflicts;</li> </ul>

<b>9.</b>	<b>Course Learning Outcomes (CLOs):</b>
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After successful completion of the course, the students will be able to-

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	The students know the importance of interpersonal communication;
CLO 2	They can analyse interpersonal communication and interpret its functions;
CLO 3	The students develop deeper conceptual understanding about cognition, listening, self, small group etc. and can apply theories to investigate interpersonal realities;
CLO 4	The students are up-skilled and can help others to develop it and to manage interpersonal conflicts;

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

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 The preliminaries of interpersonal communication
CLO 2	Unit 2 Development and deterioration of relationship, ways of improving verbal and &3 nonverbal interpersonal communication skills
CLO 3	Unit 3 Theories of interpersonal communication, theories of persuasion and learning
CLO 4	Unit 4 Interpersonal interaction, self- concept and self- disclosure and dyadic communication
CLO 4	Unit 5 Types, procedures and formats of group communication, members and leaders in group communication
CLO 4	Unit 6 Conflict management, nature and approaches to organizational communication, communication networks and communication flows in organization

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

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

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

<b>Corresponding CLOs</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>
CLO 1	Unit 1	Lecture, discussion	Presentation, assignment
CLO 2 &3	Unit 2	Lecture, group discussion	Written test, presentation
CLO 3	Unit 3 & 4	Lecture, participatory discussion	Presentation, assignment
CLO 4	Unit 4 & 5	Lecture, Participatory Discussion	Written test, assignment
CLO 4	Unit 5 & 6	Lecture, participatory discussion	Written test, Presentation

### 13. Learning Materials and Recommended Readings:

A Devito, Joseph (2001); Essentials of Human Communication, Allyn & Bacon; 4th edition  
Kelly, Harold, Thibaut, John (1978); Interpersonal Relations: A Theory of Interdependence  
Webb, Ralph (1975); Interpersonal speech communication: Principles and practices, Prentice-Hall  
William, Frederick (1991); The New Communications, Wadsworth Pub Co; Subsequent edition  
Reardon, Kathleen K (1987); Interpersonal Communication: Where Minds Meet, Wadsworth Pub Co

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পরীক্ষার সময়	৩/৪ ঘণ্টা

#### যৌক্তিকতা:

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

#### উদ্দেশ্য:

এই বিষয় পঠন শেষে শিক্ষার্থীরা সক্ষম হবে-

ক. বাংলা ভাষা, সাহিত্য ও সংস্কৃতি চর্চা করবে।

খ. জাতির ইতিহাস ও ঐতিহ্যের অনুসন্ধানের পাশাপাশি শুদ্ধ ভাষাজ্ঞান ও তা অব্যাহত চর্চা করতে পারবে।

গ. বাংলা ভাষা ও সাহিত্য অধ্যয়নের মাধ্যমে ভাষা ও সাহিত্যের সামগ্রিক রূপরেখার একটি সংক্ষিপ্ত পরিচয় বিশ্লেষণ করতে পারবে।

ঘ. মানবিক ও নৈতিক চিন্তা চেতনার বিকাশ ঘটিয়ে দেশ ও সমাজের কল্যাণ করতে সক্ষম হবে।

### কোর্সের শিখন ফল(CLO):

এই কোর্স সমাপ্তির পর শিক্ষার্থীরা সক্ষম হবে-

কোর্সের শিখন ফল (CLO) ১	বাংলা ভাষা ও সাহিত্যের জ্ঞান লাভ করে তার সঠিক ব্যবহার ও বিকাশ ঘটাবে।
কোর্সের শিখন ফল (CLO) ২	বাংলা ভাষা ও সাহিত্য পাঠের মাধ্যমে ইতিহাস, ঐতিহ্য, সভ্যতা, সংস্কৃতি ও জীবনদর্শন সম্পর্কে জ্ঞান অর্জন করে চেতনাকে জাগ্রত করবে।
কোর্সের শিখন ফল (CLO) ৩	সাহিত্য পাঠের মাধ্যমে সাহিত্যিকের মননশীল ও সৃজনশীল দৃষ্টিভঙ্গি অনুধাবনের মাধ্যমে বাস্তবতা সম্পর্কে ধারণা অর্জন করবে।
কোর্সের শিখন ফল (CLO) ৪	বাংলা সাহিত্যের চর্চা করে চিন্তের ইতিবাচক প্রকাশের মাধ্যমে মানসিক বিকাশ ঘটাবে।
কোর্সের শিখন ফল (CLO) ৫	বাংলা ভাষার শুদ্ধ প্রয়োগের মাধ্যমে প্রমিত উচ্চারণ ও শুদ্ধ বানানের যথাযথ ব্যবহার করে ব্যবহারিক ও কর্মমুখী দক্ষতা অর্জন করবে।
কোর্সের শিখন ফল (CLO) ৬	নৈতিক ও মানবিক মূল্যবোধের মাধ্যমে চেতনার বিকাশ ঘটিয়ে সমাজ ও দেশের উন্নয়নে সহায়ক ভূমিকা রাখবে।

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

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

### কোর্স উপাদানসমূহের সার-সংক্ষেপ (Course Content As Summary)

#### প্রথম খণ্ড

- ভাষা ও নির্মিতি

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

#### নির্মিতি: প্রতিবেদন বা রিপোর্ট

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

## দ্বিতীয় খণ্ড

### • সাহিত্য

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

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

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

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

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

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

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

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

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

পর্যবেক্ষণ ও মূল্যায়ন(Assessment and Evaluation)

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

১	ক্লাস টেস্ট, অ্যাসাইনমেন্ট, কুইজ, তাৎক্ষণিক পরীক্ষা ইত্যাদি	২০%
২	ক্লাস উপস্থিতি	১০%
৩	মিডটার্ম	২০%
৪	সেমিস্টার ফাইনাল	৫০%
মোট		১০০%

অনুসরণীয় গ্রন্থ:

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

### First Year (2<sup>nd</sup> Semester)

1.	Course No. / Course Code	:	CJS 0321- 1201
2.	Course Title	:	Mass Communication
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<p><b>Rationale of the course:</b></p> <p>Mass communication now-a-days governs the information environment both local and global. Critical analyses of mass communication help to understand major social, cultural and economic trends. Without the functioning of mass communication modern nation states cannot function. To work as a mass communicator and to properly utilize the power of media channels systematic learning is necessary.</p>		
7	<p><b>Course Description:</b></p> <p>This course will deal with the basic concepts, characteristics and functions of mass communication, mass media and its impacts on society. The course will critically analyze the leading mass communication and media theories with a particular focus on Harold Adams Innis and Marshal McLuhan. It will also study audience, press theories and flow of information.</p>		
8.	<p><b>Objectives of the course:</b></p> <ul style="list-style-type: none"> <li>• To acquaint the students to the basic concepts, characteristics and functions of mass communication;</li> <li>• To help the students to understand various types of mass communication and their impacts on society;</li> <li>• To discuss the dominant theories of mass communication and media;</li> <li>• To impart knowledge on audience and audience analysis;</li> <li>• To teach the students how to devise communication strategy;</li> </ul>		
9.	<p><b>Course Learning Outcomes (CLOs):</b></p>		

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	The students know what mass communication is, its characteristics and functions;
CLO 2	They can identify various types of communication and know their impacts they create upon different levels of the society;
CLO 3	The students can explain mass communication and media theories;
CLO 4	The students can analyse audience and devise communication strategy;
CLO 5	They prove their expertise as a communicator and media planes in the mass media houses;

#### 10. Course Contents:

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 Basic concepts, characteristics and functions of mass communication
CLO 2 & 3	Unit 2 Mass media and its impact on society
CLO 3	Unit 3 Mass communication theories with a particular focus on Harold Adams Innis and Marshal McLuhan
CLO 4	Unit 4 Audiences
CLO 4	Unit 5 Press theories
CLO 5	Unit 6 Flow of information

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

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

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

<b>Corresponding CLOs</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>
CLO 1	Unit 1	Lecture, discussion	Presentation, assignment
CLO 2 & 3	Unit 2	Lecture, group discussion	Written test, presentation
CLO 3	Unit 3 & 4	Lecture, participatory discussion	quiz, assignment
CLO 4	Unit 4 & 5	Lecture, Participatory Discussion	Written test, assignment
CLO 5	Unit 6	Lecture, participatory discussion	Written test, Presentation

### 13. Learning Materials and Recommended Readings:

Innis, Harold A (1950); Empire and Communication, Oxford University Press, Amen House, London

Innis, Harold A (1999); The Bias of Communication, University of Toronto Press

McLuhan, Marshall (1964); Understanding Media), Published September 26, 2005 by Routledge

Wright, Charles (1959); Mass Communication: A Sociological perspective, Random House

Schramm, Wilbur (1960); Mass Communication, University of Illinois Press

1.	Course No. / Course Code	:	CJS 0321- 1202
2.	Course Title	:	Mass Media in Bangladesh
3.	Course Type	:	Core
4.	Credit Value	:	3
5.	Total Marks	:	100
6.	<b>Rationale of the course:</b> Ownership, ideology and patterns of functioning of a mass media system in a country reflect the state of the nation, quality of governance and direction of social change. During the last couple of decades the mass media industries in Bangladesh have become vibrant. To better understand the overall mobility of this country its media system and operational impacts need to be scrutinized.		
7	<b>Course Description:</b> This course critically studies the present state of mass media in Bangladesh. It will discuss the factors that contributed to the growth of communication media in this country. Focus will be given on the role of media in the emergence of Bangladesh and the contribution of various media in socio-political economic, cultural and environmental development. It will examine the major trends of journalism in the country. It will also discuss the political economy of mass media in Bangladesh, pressures of globalization on media ownership and its contents. Particular focus will be given on examining the emergence of community and new media in Bangladesh.		
8.	<b>Objectives of the course:</b> <ul style="list-style-type: none"><li>• To develop a critical look of the students to assess the state of mass media in Bangladesh;</li><li>• To examine ownership models, ownerships and ideologies of mass media in Bangladesh;</li><li>• The role of mass media in the emergence of Bangladesh and development of different domains;</li><li>• To focus on advertisement, music and drama industries.</li></ul>		
9.	<b>Course Learning Outcomes (CLOs):</b>		

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	The students show their ability in assessing the state of mass media of Bangladesh critically;
CLO 2	They can distinguish different models of media ownership in Bangladesh and explain ideologies of the leading media houses;
CLO 3	They can give in-depth reflection on the role of mass media in the emergence of independent Bangladesh and in other sectors of development;
CLO 4	The students can interpret the progress of the advertisement, drama and music industries of the country;

#### 10. Course Contents:

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 Present state of mass media
CLO 2 & 3	Unit 2 Factors that contributed to the growth of communication and media in this country
CLO 3	Unit 3 Role of media in the emergence of Bangladesh and the contribution if various media in socio- political economic, cultural and environmental development
CLO 4	Unit 4 Political economy of mass media in Bangladesh
CLO 4	Unit 5 Major trends of journalism in the country, Pressure of globalization on media ownership and its contents

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

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

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

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

**13. Learning Materials and Recommended Readings:**

Natarajan, S (1962); A History of Press in India, Asia Publishing House

Moitra, Mohit (1969); The History of Indian Journalism, National Book Agency

S Feroze, S M A (1957); Press in Pakistan, National Publications

Rahman, M Golam (1999); Communication Issues in Bangladesh, Har-Anand Publications

Narain, P (1970); Press and Politics in India, Munshiram Manoharlal

1.	Course No. / Course Code	:	CJS 0321- 1203
2.	Course Title	:	Seminar (Reporting, Writing and Presentation)
3.	Course Type	:	Core
4.	Credit Value	:	3
5.	Total Marks	:	100
6.	<p><b>Rationale of the course:</b></p> <p>A seminar is an arrangement of deliberation and dialogue. It offers the students a space for self-learning. The course extends an opportunity to further build students' academic skills for reading, researching, writing and speaking and thus give them confidence for success in professional life.</p>		

7.	<p><b>Objectives of the course:</b></p> <ul style="list-style-type: none"> <li>• To introduce the students to the utility of the seminar courses for self-learning;</li> <li>• To teach the students to devise reading strategy, select topics for researching methods for investigation and preparing write-ups with citation;</li> <li>• To develop students skills for argumentation, preparing presentation, conversations and public deliberation;</li> <li>• To motivate the students to share ideas and participate in group activities such as cooperative learning, quiz competition, recitation etc.</li> </ul>
8.	<b>Course Learning Outcomes (CLOs):</b>

CLO	Course Learning Outcomes
CLO 1	The students understand the importance of seminar course as an canes of self-learning;
CLO 2	The students practically exhibit their abilities for devising reading strategy;
CLO 3	They can investigate the necessary issues of a selected topic, know how to cite and can prepare write-up;
CLO 4	They can prepare copies for presentation, can speak with arguments;
CLO 5	The students show there managerial skills in arranging the event; the seminar
CLO6	They show growing interest in sharing ideas and participation in group activities;

### 9. Course Contents

The students will select the topics for seminar, presenter, discussants and participants. The course teacher will play the role of the facilitator. The depart will provide necessary logistic supports.

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

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

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

<b>Corresponding CLOs</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>
CLO 1	Unit 1	Facilitating intensive reading, individually and in group	Presentation, assignment
CLO 2 &3	Unit 2	Facilitating topic wish investigation and preparing write-ups	Written test, presentation
CLO 3	Unit 3 & 4	Guiding the preparation of presentation	quiz, assignment
CLO 4	Unit 4 & 5	Facilitating post presentation, group discussion, dialogue and argumentation	Written test, assignment
CLO 5	Unit 5	Facilitating post presentation, group discussion, dialogue and argumentation	Written test, Presentation
CLO 6	Unit 5	Facilitating self-learning group activities	Written test, Presentation

**Course Code: ENG 0232-02**

**Course Title: Introduction to English Language & Literature**

**Credits: 03**

**Marks Distribution: Total 100**

**Internal Assessment: 50**

**Class Attendance: 10**

**Assignment/ Presentation: 10**

**Class Test: 10**

**Midterm: 20**

**Final Assessment: 50**

**Rationale of the Course:**

This course aims at providing practice in reading, writing, speaking and listening skills of English. Reading skill will focus on guessing word meaning, understanding sentence meaning, scanning, skimming, general comprehension, and summarizing, writing skills will cover writing correct sentences, generating ideas, planning, and writing with good organization. Focus will be

on techniques of paragraph and essay development. The course will also provide practice in listening and speaking skills. There will be some literary texts for reading also.

**Course Learning Outcomes (CLOs):**

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

- CLO1: Communicate with others in English.
- CLO2: Read literary & nonliterary English texts.
- CLO3: Develop their listening skill.
- CLO4: Write paragraph & essays correctly.
- CLO5: Analyze literary texts.

**Course Content:**

**Part: A (Language)**

<b>Speaking</b>	Introducing self, describe a place, person etc. Formal & informal conversation
<b>Listening</b>	Sound recognition, word recognition, listening for specific meaning and general comprehension.
<b>Reading</b>	Reading for details or general comprehension, summarizing, predicting, guessing word meaning, understanding sentence meaning
<b>Writing</b>	Formal and informal letter writing, paragraph and essay writing

**Part: B (Literature)**

<b>P.B. Shelley</b>	Ozymandias
Robert Browning	My Last Duchess
Alfred Tennyson	The Coots Eaters
Robert Frost	Stopping by Woods on a Snowy Evening.
Katherine Mansfield	<i>The Garden Party</i>
Ernest Hemingway	<i>Old Man at the Bridge</i>
Jonathan Swift	<i>Gulliver's Travels: Voyage to Lilliput</i>
George Orwell	<i>Animal Farm</i>

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

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

**Mapping of Teaching – Strategy with CLOs:**

<b>CLOs</b>	<b>Teaching- Strategy</b>	<b>Assessment Strategy</b>
<b>Communication</b>	Speaking activities: extempore speech, debate etc.	Classroom presentation.
<b>Reading</b>	Lectures with discussion sessions.	Internal Assessment (Assignments, Class tests, Midterm) & Final Examination
<b>Listening</b>	Communicative approach will be followed in this course; audio lessons will be practiced.	Internal Assessment (Assignments, Class tests, Midterm) & Final Examination.
<b>Writing</b>	Students will prepare Presentation.	Internal Assessment (Assignments, Class tests, Midterm) & Final Examination
<b>Practical ability</b>	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments, Class tests, Midterm) & Final Examination

**References:**

Murphy, R; *Introduction to English Grammar*, Cambridge University Press 2010.

Nasefield, J.C; *English Grammar, part iv*, Macmillan 1956.

Leech and Svartvick; *Communicative Grammar of English*, Routledge 2013.

Imhoof and Hudson; *From Paragraph to Essay*, 7, illustrated, reprint, C O n g m a n 1975.

John, Blundel ; *Functions in English*, Oxford University Press S.A 1982.

Abram M.H. *A G C O s s a r y of Literary Terms*; Earl Mepeek, 1999.

Kennedy X.J. *Literature: An Introduction to Fiction, Poetry and Drama*; C O n g m a n Publications. 2004.

Gill. R. *Mastering English Literature*. Red G C O b e Press; 2006.

Boulton M; *Anatomy of Fiction*; Routledge , 2014.

Course No. / Course Code	CJS 0321-1204
Course Title	Viva- Voce
Course Type	Core
Credit Value	2
Total Marks	50

The first year program will be concluded with viva-voce, in which the students will be called to reflect their first year second semester learning they got from the courses, academic environment of the department and from the overall institutional culture of the university.

### Second Year 1<sup>st</sup> Semester

1.	Course No. / Course Code	:	CJS 0321- 2101
2.	Course Title	:	Media Ethics and Laws
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<p><b>Rationale of the course:</b></p> <p>Media and journalism operates within a legal framework of a country. They are guided by some ethical and moral values. Violation of laws, ethical and moral values by media and journalists brings harms to the nation, its citizens, and media houses and to professional journalists. Hence it is necessary to study media laws and journalistic ethics.</p>		
7.	<p><b>Course Description:</b></p> <p>This course will look at the influence and responsibility of the press from a legal viewpoint. It will focus on the factors such as truth, lies, manipulation, temptation, bias, fairness, power and value systems that affect functioning of journalism. Freedoms and responsibilities of mass media practitioners and institutions will be explored within the framework of ethical theories, values, and codes of ethics, moral development and professionalism. The course will also examine the corporate threat on public service journalism and emergence of the needs of reframing ethics and laws relating to journalism and media operation.</p> <p>This course will attempt to orient its students to the constitution of Bangladesh and its amendments concerning the practice of journalism. It will discuss the laws relating to mass media in Bangladesh with particular emphasis on defamation, decency and morality, contempt of court, parliament, copyright, media employees, Right to Information Laws, press council, censorship, declaration and registration and advertisement.</p>		
8.	<p><b>Objectives of the course:</b></p> <ul style="list-style-type: none"> <li>• To introduce the students to the media laws and ethics;</li> <li>• To help the students to understand the concepts of freedom of speech and freedom of media and its significance to democratic culture;</li> <li>• To inform the students the journalistic codes of conduct, values and morals;</li> <li>• To study the constitution of Bangladesh and its amendments that targeted the practice of journalism;</li> <li>• To discuss defamation, contempt of court, copyright laws, Right to Information Act, Press Council, censorship, newspaper declaration and laws related to advertisement;</li> </ul>		

<b>9.</b>	<b>Course Learning Outcomes (CLOs):</b>
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CLO	Course Learning Outcomes
CLO 1	The students gain adequate knowledge about media laws and ethics;
CLO 2	They learn to obey ethical and legal boundaries in their professional practices;
CLO 3	The students consciously give their efforts to protect freedom of speech and freedom of the press;
CLO 4	The students show their awareness about defamation, competent of court and Right to Information Act;

**10. Course Contents:**

CLOs	Course Contents
CLO 1	Unit 1 Factors such as truth, lies, manipulation, temptation, bias, fairness, power and value system that affect functioning of journalism
CLO 2 & 3	Unit 2 Freedom and responsibilities of mass media practitioners and institutions
CLO 3	Unit 3 Framework of ethical theories, values and codes of ethics, moral development and professionalism
CLO 4	Unit 4 Corporate threat on public service journalism and emergence of the needs of reframing ethics and laws relating to journalism and media operation
CLO 4	Unit 5 The constitution of Bangladesh and its amendments concerning the practice of journalism
CLO 4	Unit 6 Laws relating to mass media in Bangladesh with particular emphasis on defamation, decency, morality, contempt of court, parliament, copyright, media employees, right to information laws, press council, censorship, declaration and registration and advertisement

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

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

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

Corresponding CLOs	Topic	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Unit 1	Lecture, discussion	Presentation, assignment
CLO 2 &3	Unit 2	Lecture, group discussion	Written test, presentation
CLO 3	Unit 3 & 4	Lecture, participatory discussion	quiz, assignment
CLO 4	Unit 4 , 5&6	Lecture, Participatory Discussion	Written test, assignment

**13. Learning Materials and Recommended Readings:**

Moore, Roy L., D. Murray, Michael (2007); Media Law and Ethics, Routledge

Nhamo A., Mhiripiri, Tendai, Chari (2017); Media Law, Ethics, and Policy in the Digital Age, IGI Global

Neelamalar, M. (2009); Media Law and Ethics, PHI Learning Pvt. Ltd.

Mathewson, Joe (2014); Law and Ethics for Today's Journalist: A Concise Guide, Routledge

Dixit, Anil K. (2006); Press Laws and Media Ethics, Reference press

1.	Course No. / Course Code	:	CJS 0321- 2102
2.	Course Title	:	Fundamental of Reporting
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<p><b>Rationale of the course:</b></p> <p>Reporting, a very special area in journalistic practice is primarily responsible for reproducing day's reality. It requires both conceptual and practical skills. A reporter needs some extraordinary qualities, courage and commitments. Contribution of practioners and academicians has resulted into a vast body of conceptual knowledge and practical guidelines.</p>		
7	<p><b>Course Description:</b></p> <p>This course will orient students to the concepts and definitions of news. It will discuss elements of news, news sources, news values, news arithmetic, and techniques of newsgathering, interviewing, news story structure, intro writing and qualifications of a reporter. It will also discuss different types of straightjacket news stories such as accident, obituary etc.</p>		

<b>8.</b>	<p><b>Objectives of the course:</b></p> <ul style="list-style-type: none"> <li>• To teach the students the fundamentals of reporting;</li> <li>• To help them learn the process of news gathering;</li> <li>• To instruct them the art of interviewing;</li> <li>• To teach them the qualities of a good reporter;</li> <li>• To discuss various news intro and news story structures;</li> <li>• To practically engage the students in writing accident reports, obituary, human interest stories etc.</li> </ul>
<b>9.</b>	<p><b>Course Learning Outcomes (CLOs):</b></p>

CLO	Course Learning Outcomes
CLO 1	The students know all preliminary ideas about reporting;
CLO 2	The students practically gather news from the field;
CLO 3	They apply the techniques of interviewing and take notes;
CLO 4	They show their abilities in writing different kinds of news intro;
CLO 5	As pre the nature of the facts they can use different structure to write the news story;

**10. Course Contents:**

CLOs	Course Contents
CLO 1	Unit 1 Concepts and definitions of news
CLO 2 &3	Unit 2 Elements of news, news sources, news values, news arithmetic
CLO 3	Unit 3 Techniques of newsgathering, interviewing
CLO 4	Unit 4 News story structure, intro writing
CLO 4	Unit 5 Qualifications of a reporter
CLO 5	Unit 6 Straightjacket news stories such as accident, obituary etc

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

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

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

Corresponding CLOs	Topic	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Unit 1	Lecture, discussion	Presentation, assignment
CLO 2 & 3	Unit 2	Lecture, group discussion	Written test, presentation
CLO 3	Unit 3 & 4	Lecture, participatory discussion	quiz, assignment
CLO 4	Unit 4 & 5	Lecture, Participatory Discussion	Written test, assignment
CLO 5	Unit 5 & 6	Lecture, participatory discussion	Written test, Presentation

**13. Learning Materials and Recommended Readings:**

Fedler, Fred (2005); Reporting for the Media, Oxford University Press

Mott, George Fox, (1956); New Survey of Journalism, New York, Barnes & Noble

Bond, Fraser (1961); Introduction to Journalism, New York

Warren, Carl (1944); Modern News Reporting, Harper & Brothers Mansfield, Frederick John (1962); Complete Journalist, Pitman

1.	Course No. / Course Code	:	CJS 0321- 2103
2.	Course Title	:	Fundamental of Editing
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<b>Rationale of the course:</b> Editing is the procedure of fine-tuning and publishing a news report, views or editorial. It requires adequate knowledge, aesthetic sense, mastery over language and ideas about the readers. The process is an art as well as a science. In absence of proper nurturing and guidance the students can hardly acquire the wisdom and skills they need to excel in the field.		
7	<b>Course Description:</b> This course is designed to enable students to acquire editing skills. It will discuss newsroom operations, profile and functions of a sub-editor, sources and nature of copy, lead and headline writing, subbing and proof- reading symbols.		
8.	<b>Objectives of the course:</b> <ul style="list-style-type: none"> <li>• To discuss the elementary issues of editing;</li> <li>• To discuss the essential qualities of an editor and a sub-editor;</li> <li>• To give the students ideas about news flow in a media house;</li> <li>• To teach them how to write a headline and typology of headline;</li> <li>• To teach them copy editing, photo editing and caption writing;</li> <li>• To develop their skills in page make-up and proof reading;</li> </ul>		
9.	<b>Course Learning Outcomes (CLOs):</b>		

CLO	Course Learning Outcomes
CLO 1	The students get acquainted to the elementary issues of editing;
CLO 2	The students are found inquisitive to be an accomplished professional to work as a sub-editor and an editor;
CLO 3	The students edit copies, write headlines and captions;
CLO 4	They show their abilities in page make-up and proofreading;
CLO 5	They know how a news-room operates;

### 10. Course Contents:

CLOs	Course Contents
CLO 1	Unit 1 Newsroom operations
CLO 2 &3	Unit 2 Profile and functions of a sub- editor
CLO 3	Unit 3 Sources and nature of copy
CLO 4	Unit 4 Lead and headline writing
CLO 4	Unit 5 Subbing
CLO 5	Unit 6 Proof- reading symbols

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

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

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

Corresponding CLOs	Topic	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Unit 1	Lecture, discussion	Presentation, assignment
CLO 2 &3	Unit 2	Lecture, group discussion	Written test, presentation
CLO 3	Unit 3 & 4	Lecture, participatory discussion	quiz, assignment
CLO 4	Unit 4 & 5	Lecture, Participatory Discussion	Written test, assignment
CLO 5	Unit 5 & 6	Lecture, participatory discussion	Written test, Presentation

### 13. Learning Materials and Recommended Readings:

Conrad Bastian, George (1956); Editing the Day's News, Macmillan Company  
 Edward Garst, Robert (1940); Headlines and Deadlines, New York  
 Gilmore, Gene (1976); Modern Newspaper Editing, Boyd & Fraser  
 Crowell, Alfred (1975); Creative News Editing, W.C. Brown  
 Baskette, Floyd K (1992); The Art of Editing, Mcmillan

1.	<b>Course No. / Course Code</b>	:	<b>HUM 0222-03</b>
2.	<b>Course Title</b>	:	<b>Bangladesh Studies</b>
3.	<b>Course Type</b>	:	<b>General Education (GED)</b>
4.	<b>Credit Value</b>	:	4
5.	<b>Total Marks</b>	:	100
6.	<b>Rationale of the Course</b> <p>The rationale of the course is to give an outline to the students about the sources of the history of ancient, medieval and modern Bengal. This course also provides knowledge about the social, cultural and political aspects of Bangladesh.</p>		
7.	<b>Course Objectives</b> <p>This course will intend to give an understanding to the students about historical roots of Bangladesh as an impendent state. This course will also explore in great depth political, socio-cultural vicissitude which led to the manifestation of provincial autonomy and finally independence. It also helps students the valiant efforts of the Freedom Fighters of the Liberation War of 1971.</p>		

### 8. Course Outcomes

<b>CLO</b>	<b>Course Outcomes</b>
CLO 1	Recognize the inner significance of the emergence of Bangladesh as a nation and make them patriotic nationals.
CLO 2	Realize the glorious history of Bengali civilization and communal harmony among the people in comparison to the other parts of the globe
CLO 3	Analyze the important aspects of social, political, religious and economic themes of the ancient, medieval and modern Bengal.
CLO 4	Identify the major sources of history, the religious and other movement of medieval Bengal, Muslim rule, British rule, western education and factors behind the growth of Hindu and Muslim middle class.
CLO 5	Know the various development and the heroic efforts of the political parties, leaders and student leaders to become an independence in 1971

## 9. Course Contents

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

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

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

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

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

## 12. Materials

### 12.1 Recommended Reading

অনুসরণীয় গ্রন্থ:

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

## Second Year 2<sup>nd</sup> Semester

1.	Course No. / Course Code	:	CJS 0321- 2201
2.	Course Title	:	Information and Communication Technology
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<b>Rationale of the course:</b> Information and Communication Technology (ICT) has brought a seismic change all over the World. It has transformed individual life, people’s culture and their ways of thinking. Hence it is important to know the history and typology of this technology, its use and impacts. As well as it is necessary to be equipped with the skills required to myriad applications of ICT.		
7.	<b>Course Description:</b> This course will discuss the origin and diffusion of new communication technologies, its socio-political and cultural impacts on different plains of society. It will analyze the history of information and communication technologies in Bangladesh, critically study its impacts with a particular focus on Digital Bangladesh.		
8.	<b>Objectives of the course:</b> <ul style="list-style-type: none"> <li>• To help the students to understand Information and Communication Technology (ICT), its history and types;</li> <li>• To prepare the students to understand and analyses the functions and impacts of ICT;</li> <li>• To Examine the users and uses of ICT in Bangladesh;</li> <li>• To discuss the role of ICT in the development of various sectors;</li> </ul>		
9.	<b>Course Learning Outcomes (CLOs):</b>		

CLO	Course Learning Outcomes
CLO 1	A deeper understanding about ICT develop among the students;
CLO 2	They elaborately can tell the history of ICT development and can distinguish differences of its various types;
CLO 3	The students know the use, users and application of ICT in Bangladesh
CLO 4	They can explain the roles and impacts of ICT on the society;
CLO 5	They can use ICT for communication and other purposes;

### 10. Course Contents:

CLOs	Course Contents
CLO 1	Unit 1 Origin and diffusion of new communication technologies
CLO 2 & 3	Unit 2 Its Socio- political and cultural impacts of ICT
CLO 3	Unit 3 History of information and communication technologies in Bangladesh
CLO 4	Unit 4 Users and uses of ICT in Bangladesh
CLO 5	Unit 5 Role of ICT in development in Bangladesh

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

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

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

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

### 13. Learning Materials and Recommended Readings:

M Gagliardi, Robert (2012); Satellite Communication, Springer Science & Business Media

Ferguson, Moarjorie (1989); New Communication Technologies and the Public Interest, SAGE Publication

McLuhan, Marshall (1964); Understanding Media), Published September 26, 2005 by Routledge

Williams, Frederick (1992); The New Communications, Wadsworth Publishing Company

McLuhan, Marshall (2017); The Gutenberg Galaxy, University of Toronto Press

1.	Course No. / Course Code	:	CJS 0321- 2202
2.	Course Title	:	Digital Eco-System in Bangladesh
3.	Course Type	:	Core
4.	Credit Value	:	3
5.	Total Marks	:	100
6.	<b>Rationale of the course:</b> Digital technologies have brought a new ecosystem in the spheres of human communication. Slow in pace but digital ecology is steadily evolving in Bangladesh. The country is on the doorway of the Fourth Industrial Revolution. An expanding digital connectivity is consisting contributing to economic growth of the country, raising internet and penetration of mobile phone. Consequently the culture of communication governance, business, education and service has changed. It visibly poses a challenge and an opportunity. A new generation should be prepared to meet these realities.		
7	<b>Course Description:</b> Digital technologies have brought in a new ecosystem in the sphere of human communication. A complex network of interactive subsystems, digital ecology is an open, self-organizing agent environment. Though slow in pace digital ecology is steadily evolving in Bangladesh.  This course is designed to acquaint the students to the concepts of digital ecology, its history and theories. It will focus on the evolution of digital environment in Bangladesh and digital technology policy initiatives put in place by the government. The course will discuss the impacts of digital ecologies on governance, economy, education, media, health and culture.		

<b>8.</b>	<p><b>Objectives of the course:</b></p> <ul style="list-style-type: none"> <li>• To focus on the global scenario of the development of digital ecosystem;</li> <li>• To trace out the expansion of digital connectivity and intensification of digital connectivity and development of various online platforms;</li> <li>• To help the students to find the emergence of digital ecosystem in Bangladesh;</li> <li>• To understand the impacts of digital ecosystem on different spheres such as governance, business, education and on the culture of communication;</li> <li>• To help students to understand the opportunities and challenges;</li> <li>• To equip the students with the insights and skills to adapt and work in the digital realities;</li> </ul>
<b>9.</b>	<p><b>Course Learning Outcomes (CLOs):</b></p>

CLO	Course Learning Outcomes
CLO 1	The students know the global development of digital ecosystem;
CLO 2	They can describe the development of digital infrastructure of the society;
CLO 3	They can identify the pace and patterns of the expansion of digital ecosystem and its impacts;
CLO 4	They develop their knowledge, skills and insights to face the challenges of the digital ecosystem and take its advantages;
CLO 5	They show their creativity and innovation in applying digital technologies

**10. Course Contents:**

CLOs	Course Contents
CLO 1	Unit 1 Concepts of digital eco-system
CLO 2 &3	Unit 2 History and theories of digital eco- system
CLO 3	Unit 3 Evaluation of digital environment in Bangladesh
CLO 4	Unit 4 Digital technology policy initiatives in Bangladesh
CLO 4	Unit 5 Impacts of digital ecologies on governance, economy, education, media, health and culture
CLO 5	Digital creativity and innovation in Bangladesh.

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

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

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

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

**13. Learning Materials and Recommended Readings:**

Gómez JM, Verdú M, Perfectti F (June 2010). "Ecological interactions are evolutionarily conserved across the entire tree of life". *Nature*. 465 (7300): 918–21

Schoener TW (January 2011). "The newest synthesis: understanding the interplay of evolutionary and ecological dynamics". *Science*. 331 (6016): 426–9.

Mougi A, Kondoh M (July 2012). "Diversity of interaction types and ecological community stability". *Science*. 337 (6092): 349–51.

Poulin R (October 2010). "Network analysis shining light on parasite ecology and diversity". *Trends in Parasitology*. 26 (10): 492–8.

Jain, Dr. Rachna, (2010), 4 Ways Social Media Is Changing Your Relationships, Social Media Examiners (online)

1.	Course No. / Course Code	:	CJS 0321- 2203
2.	Course Title	:	Seminar (Reporting, Writing and Presentation)
3.	Course Type	:	Core
4.	Credit Value	:	3
5.	Total Marks	:	100
6.	<b>Rationale of the course:</b> A seminar is an arrangement of deliberation and dialogue. It offers the students a space for self-learning. The course extends an opportunity to further build students' academic skills for reading, researching, writing and speaking and thus give them confidence for success in professional life.		
7.	<b>Objectives of the course:</b> <ul style="list-style-type: none"> <li>• To introduce the students to the utility of the seminar courses for self-learning;</li> <li>• To teach the students to devise reading strategy, select topics for researching methods for investigation and preparing write-ups with citation;</li> <li>• To develop students skills for argumentation, preparing presentation, conversations and public deliberation;</li> <li>• To motivate the students to share ideas and participate in group activities such as cooperative learning, quiz competition, recitation etc.</li> </ul>		
8.	<b>Course Learning Outcomes (CLOs):</b>		

CLO	Course Learning Outcomes
CLO 1	The students understand the importance of seminar course as an canes of self-learning;
CLO 2	The students practically exhibit their abilities for devising reading strategy;
CLO 3	They can investigate the necessary issues of a selected topic, know how to cite and can prepare write-up;
CLO 4	They can prepare copies for presentation, can speak with arguments;
CLO 5	The students show there managerial skills in arranging the event; the seminar
CLO 6	They show growing interest in sharing ideas and participation in group activities;

## 9. Course Contents

The students will select the topics for seminar, presenter, discussants and participants. The course teacher will play the role of the facilitator. The depart will provide necessary logistic supports.

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

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

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

Corresponding CLOs	Topic	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Unit 1	Facilitating intensive reading, individually and in group	Presentation, assignment
CLO 2 &3	Unit 2	Facilitating topic wish investigation and preparing write-ups	Written test, presentation
CLO 3	Unit 3 & 4	Guiding the preparation of presentation	quiz, assignment
CLO 4	Unit 4 & 5	Facilitating post presentation, group discussion, dialogue and argumentation	Written test, assignment
CLO 5	Unit 5	Facilitating post presentation, group discussion, dialogue and argumentation	Written test, Presentation
CLO 6	Unit 5	Facilitating self-learning group activities	Written test, Presentation

1.	<b>Course Information:</b>	
	<b>Course Code</b>	<b>ICT 0611-4</b>
	<b>Course Title</b>	<b>Information and Communication Technology</b>
	<b>Course Type</b>	<b>GED</b>
	<b>Credit/Contact Hours</b>	3.00 (Three Contact Hours per Week)
2.	<b>Course Rationale:</b>	
	To present with the foremost later innovation and to instruct understudies the fundamental concepts of computer systems.	
3.	<b>Course Objectives:</b>	
	After successfully completing this course, students will-	
	<ol style="list-style-type: none"> <li>1. Have solid establishment in understanding the fundamental concepts of distinctive computer systems.</li> <li>2. Gain solid knowledge and advanced competence on computer.</li> <li>3. To present the basics of computing gadgets and software.</li> </ol>	
4.	<b>Course Outcomes (CLO)</b>	
	<ol style="list-style-type: none"> <li>1. Recognize the most-up-to-date innovation in an ever-changing teaches.</li> <li>2. Illustrate the basics of computers and computer terminology, especially with regard to individual computer equipment and computer program.</li> <li>3. Analyze the essentials of computing contraptions.</li> </ol>	
5.	<b>Course Content:</b>	
	<p><b>Computer Basics:</b> Introduction to Studying Computers, History and development of Computers, Generation of Computers, Types of Computers.</p> <p><b>Computer Hardware and Peripherals:</b> Basic Units of Computer Hardware, Keyboard, Mouse, Internal structure of CPU, Functions of RAM, ROM and Cache memory, Basic functional mechanism of HDD and CD-ROM, Different types of Monitors, Impact and Non-impact Printers, Scanner, Plotter, Typical Computer specifications.</p> <p><b>Software:</b> Classifications, System software, Operating system concepts and importance, components and basic functions of DOS, Windows operating system, Application software's and Utility programs, Computer Virus.</p> <p><b>Data Processing:</b> Concepts of Data, Information, and Database, Traditional File Processing, and DBMS.</p> <p><b>Computer Networks:</b> Computer networks and its goals, Basic concepts on LAN, MAN, WAN and Internet systems, Internet services, Functions of Modem in Internet.</p>	
6.	<b>Course Outcomes (CLOs) and Mapping of CLOs with Program Outcomes (PLOs)</b>	

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

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

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

<b>Course No. / Course Code</b>	<b>CJS 0321-2204</b>
Course Title	Viva- Voce
Course Type	Core
Credit Value	2
Total Marks	50

The second year program will be concluded with viva-voce, in which the students will be called to reflect their second year second semester learning they got from the courses, academic environment of the department and from the overall institutional culture of the university.

### Third Year 1<sup>st</sup> Semester

1.	Course No. / Course Code	:	CJS 0321- 3101
2.	Course Title	:	Development Communication
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<p>Rationale of the course:</p> <p>Communication is an essential input in the development process. To educate, motivate, puts and engage people in development projects information and media play vital roles. Bangladesh, a fast developing nation puts utmost thrust on development and it is evident in projects taken in hundreds both by government and non- government actors. This requires man power living expertise in devising communication strategy, producing development messages, planning media and participatory communication.</p>		
7	<p>Course Description:</p> <p>This course will discuss the basic concepts and theories of development communication. It will critically analyze the role of information and mass media in national development, dominant paradigms of development and development communication approaches. Attention will be given on discussing the emerging models of participatory communication and the role of media and information in the specific areas of development such as agriculture, business, health, population, nutrition, human rights, Climate change and environment in Bangladesh. It will review the effectiveness of various development</p>		

	communication techniques and strategies to bring social change in the country.
8.	<p>Objectives of the course:</p> <ul style="list-style-type: none"> <li>• To introduce the students to the concepts of development and development communication</li> <li>• To discuss the history of development communication</li> <li>• To explain development Paradigms and their communication approaches</li> <li>• To interpret the role of mass media in socially important issues</li> <li>• To teach the art of formulating communication message and materials and techniques of developing communication strategy for planned social change</li> <li>• To engage students to understand the experiences of development communication in Bangladesh</li> </ul>
9.	<b>Course Learning Outcomes (CLOs):</b>

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	Understand development and development communication
CLO 2	Know the history of development communication
CLO 3	Become able to identify development paradigms and analyse development communication approaches can under different paradigms
CLO 4	Get insights into the role of mass media on different issues which are socially important
CLO 5	Be competent in preparing communication message, material and strategy for development

#### 10. Course Contents:

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 Basic concepts and theories of development communication
CLO 2 &3	Unit 2 The role of information and mass media in national development
CLO 3	Unit 3 Dominant paradigm of development and development communication approaches
CLO 4	Unit 4 Emerging models of participatory communication.
CLO 4	Unit 5 The role of media and information in the specific areas of development such as agriculture, business, health, population, nutrition, human rights, climate change and environment in Bangladesh
CLO 5	Unit 6 Communication strategy development

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

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

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

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

**13. Learning Materials and Recommended Readings:**

Schramm, Wilbur (1964); Mass Media and National Development, Stanford University Press

Lerner, Daniel, Schramm, Wilbur (1976); Communication and Change in The Last Ten Years, University Press of Hawaii

Lerner, Daniel, Schramm, Wilbur (1967); Communication and Change in Developing Countries, East-West Center Press

Schramm, Wilbur (1963); The Science of Human Communication, New York

Rahman, Golam M (1999); Communication Issues in Bangladesh, Har-Anand Publications

1.	Course No. / Course Code	:	CJS 0321- 3102
2.	Course Title	:	In-depth Reporting
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<p>Rationale of the course:</p> <p>Only surface reporting can hardly meet the information needs of the people. They expect to have detail account of events. In-depth reporting makes readers aware of all aspects of a given subject by providing all possible information, interpretation including background and atmosphere. Proper instruction and guidance is needed to prepare man power for in-depth reporting.</p>		
7	<p>Course Description:</p> <p>To give students a thorough understanding of the specialized forms of reporting, this course will study composite reporting, sports reporting, economic reporting and environment reporting. This course will also discuss the concepts and techniques of feature and magazine writing.</p>		
8.	<p>Objectives of the course:</p> <ul style="list-style-type: none"> <li>• To focus on the importance of in-depth reporting with particular emphasis on Bangladesh perspectives;</li> <li>• To orient the students to the limitations of surface reporting;</li> <li>• To discuss the process and procedures of composite, investigative and interpretative reporting;</li> <li>• To make the students aware of does and don't in the procedure of in-depth reporting;</li> </ul>		
9.	<b>Course Learning Outcomes (CLOs):</b>		

CLO	Course Learning Outcomes
CLO 1	The students specify the importance of in-depth reporting in journalism;
CLO 2	They know the importance of in-depth reporting in Bangladesh context;
CLO 3	They show their abilities practically doing composite, investigative and interpretative reporting's;
CLO 4	The Students know how to protect themselves from the hazard usually the journalists face in this kinds of reporting's;

### 10. Course Contents:

CLOs	Course Contents
CLO 1	Unit 1 Difference between surface and in-depth reporting
CLO 2 &3	Unit 2 Composite reporting
CLO 3	Unit 3 Investigative reporting
CLO 4	Unit 4 Interpretative reporting
CLO 4	Unit 5 Practical, assignment and techniques of same guiding a reporter from potential threat.

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

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

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

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

### 13. Learning Materials and Recommended Readings:

Bond, Fraser (1961); An Introduction to Journalism, Mcmillian

Metzler, Ken (1977); Creative Interviewing, Prentice-Hill

Mansfield, Frederick John (1962); Complete Journalist, Pitman

Wolseley, R. E., R. Campbell Laurence (1946); Exploring Journalism, Prentice-Hall

Warren, Carl (1944); Modern News Reporting, Harper & Brothers

1.	Course No. / Course Code	:	CJS 0321- 3103
2.	Course Title	:	Advanced Editing
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<p>Rationale of the course:</p> <p>Editing requires critical skills. With the growing digitization editing department in news media experiences a major shift. To be qualified to work into this new environment skills needed in electronic editing, using electronic resources, editing information graphics, advanced copy editing and developmental editing. In addition to this expertise in grammar, punctuation and usages of words is essential. For journalism students there is hardly any alternative to learning these skills.</p>		
7	<p>Course Description:</p> <p>This course includes lessons on magazine editing, book editing, news treatment, scheduling for front page, subbing and editing press telegram/telex internet copies, preparing news items from press release, translating Bangla/English reports, caption writing and measuring readability.</p>		
8.	<p>Objectives of the course:</p> <ul style="list-style-type: none"> <li>• To orient the students to the transformation of editing process because of technological development;</li> <li>• To teach the students the science and arts of electronic editing, use of electronic resources, informational graphics and developmental editing;</li> <li>• To refine the students' grammatical sense, punctuation and aesthetics of language use;</li> </ul>		
9.	<b>Course Learning Outcomes (CLOs):</b>		

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	The students understand technological transformation and impacts on editorial process;
CLO 2	The students exhibit their skills in electronic editing and using electronic resources;
CLO 3	They know how to edit informational graphics and developmental copies;
CLO 4	They improve their knowledge in grammar and language use;

### 10. Course Contents:

CLOs	Course Contents
CLO 1	Unit 1 Magazine editing, book editing
CLO 2 &3	Unit 2 News treatment, scheduling for front page
CLO 3	Unit 3 Subbing and editing press telegram/telex internet copies
CLO 4	Unit 4 Preparing news items from press release
CLO 4	Unit 5 Translating Bangla/English reports, Caption writing and measuring readability

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

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

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

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

### 13. Learning Materials and Recommended Readings:

Gilmore, Gene (1976); Modern Newspaper Editing, Boyd & Fraser

Crowell, Alfred (1975); Creative News Editing, W.C. Brown

Baskette, Floyd K (1992); The Art of Editing, Mcmillan

Conrad Bastian, George (1956); Editing the Day's News, Macmillan Company

Edward Garst, Robert (1940); Headlines and Deadlines, New York

1.	Course No. / Course Code	:	CJS 0321- 3104
2.	Course Title	:	Video Production and Editing
3.	Course Type	:	Core
4.	Credit Value	:	3
5.	Total Marks	:	100
6.	<p>Rationale of the course:</p> <p>Videos are now the dominant means of communication. The recent decades which metaphorically is called the dawn of digital civilization is marked by visuality and videos in this case are the magic multipliers. In websites, social media, television or advertisement videos are the main feed. Production, editing and uploading videos have become new rituals of contemporary culture of communication. Concerned academic institutions need to take the responsibility of imparting these skills to the students.</p>		
7	<p>Course Description:</p> <p>This course is designed to give students a sound understanding of the process, techniques and aesthetics of video production. They will learn the technology, art and practices involved in effective visual storytelling. They will be provided with the opportunity of shooting and editing from both theoretical and practical perspective ranging from pre to post production, from idea and planning to final output of video content.</p>		
8.	<p>Objectives of the course:</p> <ul style="list-style-type: none"> <li>• To develop an understanding of the students about video and related Technologies</li> <li>• To impart knowledge on video production and editing</li> <li>• To make the students familiar with the glossary of video production</li> <li>• To teach the students video appreciations and audio video uploading</li> </ul>		
9.	Course Learning Outcomes (CLOs):		

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	The students get the familiarity with the video technologies
CLO 2	They develop for using video camera operation, camera stabilization techniques, lighting, audios and other production equipment's
CLO 3	They write scripts, plan and shoot skillfully
CLO 4	They edit and upload videos online
CLO 5	They show their ability to work individually and as part of a team.

### 10. Course Contents:

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 Introduction to the art of visual storytelling, aesthetics for visual production
CLO 2 &3	Unit 2 Camera basics and techniques, shots and angles, composition, art direction and video file formats
CLO 3	Unit 3 Formatting and scripting, writing for nonfiction video
CLO 4	Unit 4 Lighting for studio and non-studio work
CLO 4	Unit 5 Digital audio production
CLO 5	Unit 6 Editing and post production work. Editing audio and video using non-linear editing software

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

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

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

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

### 13. Learning Materials and Recommended Readings:

Compesi, Ronald (2015); Video Field Production and Editing, CRC press

Compesi, Ronald (2015); Introduction to Video Production: Studio, Field, and Beyond, CRC press

Johnson, Kirsten, Radosh, Jodi (2016); Shoot, Edit, Share: Video Production for Mass Media, Marketing, Advertising, and Public Relations, Taylor & Francis

Shyles, Leonard (2007); The Art of Video Production, SAGE publications

M. Goodman, Robert, McGrath, Patrick (2002); Editing Digital Video: The Complete Creative and Technical Guide, McGraw Hill Professional

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

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

CLO	Course Outcomes
CLO 1	Define normative ethics and distinguish between normative ethics and other branches of ethics, relate ethics to metaphysics, religion and psychology.
CLO 2	Define moral, immoral and non-moral actions, compare among desire, motive and

	intention and apply postulates of morality in various cases.
CLO 3	Assess both subjective ethical relativism and objective ethical absolutism, distinguish between psychological and ethical egoism, point out some differences between the approaches of Bentham and Mill, state the consequences of hedonism, explain Kant's notion of the good will, and Kant's two versions of the categorical imperative.
CLO 4	Define and distinguish between various kinds of moral concepts such as moral evil, vice, sin and crime etc. and also able to argue in favor and against theories of punishment.
CLO 5	Explain the meaning of virtue, distinguish between Plato and Aristotle's concept of virtue, and explain Aristotle's conception of virtue, including his doctrine of the golden mean. Aristotle's conception of virtue, including his doctrine of the golden mean and also able to state different stages of moral life

### 9. Course Contents:

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

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

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

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

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

## 12. Materials and Recommended Readings:

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

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

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

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

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

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

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

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

### Third Year 2<sup>nd</sup> Semester

1.	Course No. / Course Code	:	CJS 0321- 3201
2.	Course Title	:	Radio Journalism
3.	Course Type	:	Core
4.	Credit Value	:	3
5.	Total Marks	:	100
6.	<b>Rationale of the course:</b> With a long and eventful past today radio has made a new history. It has steadily evolved to keep up with current technologies, satellite and streaming internet stations. Now radios are found in homes, workplaces and they are a staple in vehicles. Radio journalism as an expanding area once again is attracting qualified graduates.		
7.	<b>Course Description:</b> This course is designed to equip students with the theoretical and technical skills required for working radio. It aims to provide students with intellectual and professional skills needed to succeed in the world of radio journalism. Students will learn techniques in identifying potential radio news stories and conduct research and produce news reports, features, magazines, documentaries etc.; plan, carry out, record and edit news interviews for radio.		
8.	<b>Objectives of the course:</b> <ul style="list-style-type: none"><li>• To provide in-depth understanding of history, concept, role and significance of radio as well as to introduce students to radio as a medium of mass communication.</li><li>• To teach the students the basic radio writing recording and editing audio, and</li></ul>		

	recruiting skills; <ul style="list-style-type: none"> <li>• To input the skills for using adobe audition sound editing software;</li> <li>• To provide a comprehensive view on creating content with, music and sound effects;</li> <li>• To help an understand the process of making radio programs, its various formats and the purpose it serves in radio broadcast;</li> </ul>
<b>9.</b>	<b>Course Learning Outcomes (CLOs):</b>

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	The students understand the history and importance of radio as well as radio journalism, radio versus newspaper and television;
CLO 2	They show their ability to write for ‘the ear’, incorporating the guidelines of clarity, simplicity, brevity and structure;
CLO 3	The students learn the various formats of radio news stories and programs, including bulletins, readers, wraps and packages;
CLO 4	They understand the differences among various types of interviews.
CLO 5	They can use tools to edit for radio with adobe audition;

#### 10. Course Contents:

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 History and evolution of radio as well as radio journalism
CLO 2 &3	Unit 2 Understanding radio, radio stations, programmes and formats
CLO 3	Unit 3 Ethical consideration for radio journalism
CLO 4	Unit 4 Writing news story for radio
CLO 4	Unit 5 Types of radio interviews, preparing for interviews
CLO 5	Unit 6 Scripting: basic principles of the scripting, sound mixing

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

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

CLO 3		√	√			√		√	
CLO 4	√	√	√	√	√	√		√	√
CLO 5	√	√		√			√		√

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

Corresponding CLOs	Topic	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Unit 1	Lecture, discussion	Presentation, assignment
CLO 2 &3	Unit 2	Lecture, group discussion	Written test, presentation
CLO 3	Unit 3 & 4	Lecture, participatory discussion	quiz, assignment
CLO 4	Unit 4 & 5	Lecture, Participatory Discussion	Written test, assignment
CLO 5	Unit 5& 6	Lecture, participatory discussion	Written test, Presentation

## 13. Learning Materials and Recommended Readings:

Starkey, Guy, Crisell, Andrew (2009); Radio Journalism, SAGE

Crook, Tim (2002); International Radio Journalism, Routledge

Boyd, Andrew, Stewart, Peter et al. (2012); Broadcast Journalism: Techniques of Radio and Television News, CRC press

Chantler, Paul, Stewart, Peter (2013); Basic Radio Journalism, CRC press

Alexander, Ray, Stewart, Peter (2016); Broadcast Journalism: Techniques of Radio and Television News, Routledge

1.	Course No. / Course Code	:	CJS 0321- 3202
2.	Course Title	:	Sports reporting
3.	Course Type	:	Core
4.	Credit Value	:	3
5.	Total Marks	:	100
6.	<b>Rationale of the course:</b> Sports reporting have grown as a specialized area of reporting. It is now an essential element of any news media organization. Sports in the contemporary world have developed as a global business. It has cultural as well as political dimensions. Sports reporting have its own rules and the conditions and a reporter needs to have knowledge about different games, national and international competitions. Similarly to write sports reports special skills are required.		
7	<b>Course Description:</b>		

	Sports reporting have grown as a specialized area of contemporary journalism. This course offers opportunities for the students to equip themselves with the knowledge, tips and techniques of sports reporting. It will orient the students to the rules and regulations of different games and importance of games in enhancing global understanding and lessening tensions.
8.	<b>Objectives of the course:</b> <ul style="list-style-type: none"> <li>• To discuss the origin and development of sports reporting</li> <li>• To provide the students with the knowledge, skills and tips required to report Sports</li> <li>• To the students history and rules of different games</li> <li>• To acquaint the students to the national and international sports competition</li> <li>• To orient the students to Sports policies and sports business</li> </ul>
9.	<b>Course Learning Outcomes (CLOs):</b>

CLO	Course Learning Outcomes
CLO 1	<ul style="list-style-type: none"> <li>• Understand the history and development of sports journalism</li> </ul>
CLO 2	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the different writing styles match reports, previews, reviews, profiles and features investigative pieces</li> </ul>
CLO 3	<ul style="list-style-type: none"> <li>• Track and interpret statistics to inform sports event coverage</li> </ul>
CLO 4	<ul style="list-style-type: none"> <li>• Produces sports-related articles of publication</li> </ul>
CLO 5	<ul style="list-style-type: none"> <li>• Appreciate the ethical issue is specific to sports that faces journalist for covering Sports</li> </ul>

#### 10. Course Contents:

CLOs	Course Contents
CLO 1	Unit 1 Equip students with the knowledge, tips and techniques of sports reporting
CLO 2 &3	Unit 2 Rules and regulations different games
CLO 3	Unit 3 Importance of games in enhancing global understanding and lessening tensions
CLO 4	Unit 4 Interviewing skills for sports journalism
CLO 4	Unit 5 Writing match reports, previews and reviews
CLO 5	Unit 6Sports related profiles and features

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

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

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

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

**13. Learning Materials and Recommended Readings:**

Aamidor, Abraham (2003); Real Sports Reporting, Indiana University Press

Fuller, Linda (2008); Sportscasters, Routledge

Schultz, Bradley (2015); Sports Media: Reporting, Producing, and Planning, Routledge

Steen, Rob (2014); Sports Journalism: A Multimedia Primer, Routledge

Andrews, Phil (2013); Sports Journalism: A Practical Introduction, SAGE

**1. Course Code : POL 0312-08**

**2. Course Title : Introduction to International Relation.**

**3. Course Type : GED**

**4. Course Credit :** 4

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

**6. Course Teacher :**

**7. Course Rationale :**

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

**8. Course Description**

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors). The course covers the nature and purpose of international relations of states in the world. The course begins with an overview of sovereignty, nation-state, elements of international relations i.e. concept of power, balance of power, soft and hard power, theories of national power and so forth. It discourses the approaches of international relations (IR), i. e. Traditional approaches, the behavioral approaches and alternative critical approaches. Finally it covers the theoretical approaches of IR i.e. Liberalism and Game theory, Marxist theory of international relations, Neo-liberalism and Alternative approaches of international Relations theory. Conventional resource like books journals and online resources both will be used to the course.

**9. Course Summary**

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

**10. Course Learning Objectives (LO)**

LO1: To provide introduction knowledge of international relations of states in the world system;

LO2: Apply theoretical tools to make sense of synchronous issues of the world.

LO3: Examine the approaches of state and non- state actors in world politics context.

**11. Course Learning Outcomes (CLO)**

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

CLO1: demonstrate a familiarity with main ideas of the thinkers discussed in the subject guide;

CLO2: evaluate the strengths and weaknesses of the arguments employed in the theories studied;

CLO3: formulate original interpretations of the thinkers covered using the model exam/essay questions.

CLO4: Apply themselves as think-tanks of the states.

## 12. Course Contents

CLOs	Course Contents
CLO1	<b>Knowing the Discipline:</b> Definition, Nature, Scope, and Evolution of IR as an Academic Discipline.
CLO1 CLO2	<b>Actors of International Relations I:</b> State actor: Definition, Evolution, and it's Role, Concepts of Sovereignty, Nations, Nations –States, Current Challenges for the Westphalia Order.
CLO1 CLO2	<b>Actors of the International Relations II:</b> Non-State Actors in International Politics: Evolution, and It's Role
CLO1 CLO2 CLO3	<b>Elements of International Relations:</b> Concept of Power: Hard, Soft and Smart Power, Emerging role of Soft Power in International Relations, National Power in IR, Balance of Power and Collective Security, Case Studies of Power through state and non-state actors.
CLO2 CLO3	<b>Basic Theories and Perspective in IR:</b> Realism and Non- realism, Liberalism and Neo-liberalism, Social Constructivism, Marxist Perspective of IR, Critical Theory in IR Gender and International Relations.
CLO2 CLO3 CLO4	<b>Basic Concept in IR:</b> Levels of Analysis, Game Theory, Geo-politics and Geo-economics, Diplomacy and Foreign policy.
CLO3 CLO4	<b>Methodological Approaches to the Study of International Relations:</b> The Traditionalist approach, The Behaviouralist approach of IR, Alternative critical approaches.
CLO2 CLO3 CLO4	<b>Globalization and International Organizations:</b> What is Globalization ?,Relevance of globalization in Contemporary IR, British Commonwealth of Nations ,The League of Nations, The UNO, Non –Aligned Movement (NAM),OIC.
CLO2 CLO3 CLO4	<b>Engaging the World:</b> IR and the Policy World, The First World War, The Second World, Origins of Cold War, Fall of Soviet Union.

## 13. Mapping of CLOs with PLOs:

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

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

<b>Course Learning Outcomes (CLOs)</b>	<b>Contents</b>	<b>Teaching- Learning Strategies</b>	<b>Assessment Strategies</b>
CLO1	Knowing the Discipline	Lecture, Group discussion, Revision	Written test
CLO1 CLO2	Actors of International Relations I	Lecture, Demonstration,	Quiz and Presentation
CLO1 CLO2 CLO3	Actors of the International Relations II	Lecture, Case Study	Written test and Assignment
CLO2 CLO3	Elements of International Relations	Lecture, Directed reading,	Quiz and Class test
CLO2 CLO3 CLO4	Basic Theories and Perspective in IR	Lecture, Directed reading, Tutorial	Oral and Presentation
CLO3 CLO4	Basic Concept in IR	Lecture, Demonstration, Discussion	Written test
CLO2 CLO3 CLO4	Methodological Approaches to the Study of International Relations	Lecture, Demonstration, Case study	Assignment and Presentation
CLO2 CLO3 CLO4	Globalization and International Organizations	Lecture, Assignment, Presentation	Quiz and Class test
CLO3 CLO4	Engaging the World	Lecture, Case study	Written test

**15. Recommended Readings:**

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

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

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

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

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

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

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

## **Course Title: Introduction to Law**

**Course Code: Law 0421-07**

**Course Credit: 4 Marks: 100 (70+10+10+10)**

### **Course Description**

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

### **Intended Learning Objectives (ILOs):**

The objectives of the course are:

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

### **Course Learning Outcome (CLOs):**

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

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

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

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

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

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

CLOs	Contents	Teaching-Learning Strategy	Assessment Strategy
1	Unit 1	Lecture/ Discussion	Question & Answer
1	Unit 2	Lecture	Presentation/ Assignment
1 & 2	Unit 3	Lecture /Discussion	Class Test /Oral test
3&4	Unit 4	Lecture /Discussion Analysis of Case Laws	Class Test
1 & 2	Unit 5	Lecture /Discussion	Class Test /Oral test
2 & 4	Unit 6	Lecture	Group Work
3 & 4	Unit 7	Lecture/ Discussion	Group presentation
1,3 & 4	Unit 8	Participatory Discussion	Assignment
1,3 & 4	Unit 9	Lecture/ Discussion	Question & Answer

**Books Recommended:**

Halim, Abdul.(2008) *Constitution ,Constitutional Law and Politics: Bangladesh Perspective*

Kamal , Mustafa, Justice.(1994) *Bangladesh Constitution : Trends and Issues*, University of Dhaka,p-177

Mahajan, V.D (2006) *Jurisprudence & Legal Theory*,Eastern Book Company

Salmond ,W. Jhon.(1966) *Salmon on Jurisprudence*

Ministry of Law, Justice and Parliamentary Affairs, *the Constitution of the People's Republic of Bangladesh* (2017). GoB, BG Press Dhaka

### **Leading Cases:**

Abul Ala Moududi V. Govt. of West Pakistan 17 PLD (SC) 209; PLD 1964

Anwar Hossain Chowdhury V. Bangladesh (1989) BLD (SPL) 2

Aruna Sen V. Bangladesh (1975) 27 DLR (HCD) 122

Dr. Mohiuddin Farooque V. Bangladesh (1997) 17 BLD (AD)

Habibur Rahman V. Bangladesh 26 DLR SC

Kazi Muklesur Rahman V. Bangladesh 26 DLR (AD) 44

S.P. Gupta V. Union of India AIR 1982 SC

Secretary Ministry of Finance V. Masdar Hossain and Others (2000), 52 DLR (AD) 82

(Also Additional Books, Journal Articles, Contemporary cases, materials form Websites will be discussed by the Course Teacher Concerned)

1.	Course No. / Course Code	:	CJS 0321- 3203
2.	Course Title	:	Seminar (Reporting, Writing and Presentation)
3.	Course Type	:	Core
4.	Credit Value	:	3
5.	Total Marks	:	100
6.	<b>Rationale of the course:</b> A seminar is an arrangement of deliberation and dialogue. It offers the students a space for self-learning. The course extends an opportunity to further build students' academic skills for reading, researching, writing and speaking and thus give them confidence for success in professional life.		
7.	<b>Objectives of the course:</b> <ul style="list-style-type: none"><li>• To introduce the students to the utility of the seminar courses for self-learning;</li><li>• To teach the students to devise reading strategy, select topics for researching methods for investigation and preparing write-ups with citation;</li><li>• To develop students skills for argumentation, preparing presentation, conversations and public deliberation;</li><li>• To motivate the students to share ideas and participate in group activities such as cooperative learning, quiz competition, recitation etc.</li></ul>		

<b>8.</b>	<b>Course Learning Outcomes (CLOs):</b>
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CLO	Course Learning Outcomes
CLO 1	The students understand the importance of seminar course as an canes of self-learning;
CLO 2	The students practically exhibit their abilities for devising reading strategy;
CLO 3	They can investigate the necessary issues of a selected topic, know how to cite and can prepare write-up;
CLO 4	They can prepare copies for presentation, can speak with arguments;
CLO 5	The students show there managerial skills in arranging the event; the seminar
CLO 6	They show growing interest in sharing ideas and participation in group activities;

### 9. Course Contents

The students will select the topics for seminar, presenter, discussants and participants. The course teacher will play the role of the facilitator. The depart will provide necessary logistic supports.

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

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

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

<b>Corresponding CLOs</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>
CLO 1	Unit 1	Facilitating intensive reading, individually and in group	Presentation, assignment
CLO 2 &3	Unit 2	Facilitating topic wish investigation and preparing write-ups	Written test, presentation
CLO 3	Unit 3 & 4	Guiding the preparation of presentation	quiz, assignment
CLO 4	Unit 4 & 5	Facilitating post presentation, group discussion, dialogue and argumentation	Written test, assignment
CLO 5	Unit 5	Facilitating post presentation, group discussion, dialogue and argumentation	Written test, Presentation
CLO 6	Unit 5	Facilitating self-learning group activities	Written test, Presentation

Course No. / Course Code	CJS 0321-3204
Course Title	Viva- Voce
Course Type	Core
Credit Value	2
Total Marks	50

The third year program will be concluded with viva-voce, in which the students will be called to reflect their third year second semester learning they got from the courses, academic environment of the department and from the overall institutional culture of the university.

### Fourth Year 1<sup>st</sup> Semester

1.	Course No. / Course Code	:	CJS 0321- 4101
2.	Course Title	:	Television Journalism
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
<b>6.</b>	<p>Rationale of the course:</p> <p>Television is one of the most wonderful innovations of modern science. The most media of mass communication, television, dominate our information-environment. Ingrained with arts, science and commerce, it is the staple source of public entertainment and education. Its reach has expanded to all most every household. Television journalism is responsible to present the world audio-visually to millions of people. It requires through understanding of the medium journalistic knowledge and skills. A well-organized course can offer opportunity to acquire these along with commitment and values.</p>		
<b>7.</b>	<p>Course Description:</p> <p>This course is designed to teach students reporting and writing techniques applied in the television. Students will learn writing texts to pictures and narrating stories in a variety of formats such as news stories, breaking news, news features, documentary and news magazine etc. They will learn the techniques composing interesting shots, telling stories in diverse ways.</p>		
<b>8.</b>	<p>Objectives of the course:</p> <ul style="list-style-type: none"> <li>• To help the students to understand television as a medium- its nature and language</li> <li>• To acquaint them to the formats for an types of television programmes</li> <li>• To teach them the fundamentals of television journalism, skills for news script writing and ethics for television reporting</li> <li>• To help them learn how to cultivate sources, gather visuals, facts and figures and establish the scene</li> <li>• To teach them the arts of interviewing- both news interviewing and personality interviewing</li> </ul>		
<b>9.</b>	<b>Course Learning Outcomes (CLOs):</b>		

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	The students get clear ideas on the process of television journalism
CLO 2	They can explain the theoretical aspects on studying television journalism
CLO 3	They know how to write television story and use story structure
CLO 4	They can apply ethical consideration to writing and editing television news
CLO 5	They are skilled in reporting live, gives voiceovers and making packages.

#### 10. Course Contents:

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 Definition and overviews of television journalism, Theories of Television Studios
CLO 2 &3	Unit 2 Techniques of TV news writing
CLO 3	Unit 3 TV programme and types of programmes, Programme producer and roles of producer
CLO 4	Unit 4 Television Reporter, Talent and talent generating model,
CLO 4	Unit 5 script writing for TV, Production process
CLO 5	Unit 6 news structures and package writing

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

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

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

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

### 13. Learning Materials and Recommended Readings:

Gray, Jonathon and Amanda D. Lotz (2019); Television Studies, polity press, USA

Miller, Toby (2010); Television Studies: The Basics, Routledge, NY

Thomson, David (2019); Television: A Biography, Thames & Hudson

Fiske, John (1990); Understanding Television, Routledge, NY

Cushion, Stephen (2012); Television Journalism, SAGE, London

1.	Course No. / Course Code	:	CJS 0321- 4102
2.	Course Title	:	Reporting Children and Elderly People
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	Rationale of the course: Children and elderly people are the two sections of the society who need extra care. Their rights are protected by constitutions, UN and other international conventions. Children and elderly people vulnerable to social and economic injustice and disparities. However in the mass media the realities they are with are under-reported. To protect their rights and to safeguard them from injustice and disparities media can play a pivotal role to make people aware through reports. Reporting children and elderly people requires specialized knowledge a set of skills high sensitivity and insights. To train-up students with this views a systematically designed reporting course has hardly any alternative.		
7	Course Description: Children and elderly people are prone to many forms of social, economic and psychological hazards. There is a growing concern all over the world about the protection of their rights. Mass media can play a pivotal role to raise awareness of concerned government and private organization as well as of individuals about the plights and rights of children and elderly people. This course intends to sensitize students about the issues related to children and olds and emphasize to equip the students with knowledge and skills to report those.		
8.	Objectives of the course: <ul style="list-style-type: none"><li>• To acquaint the students to the situations of the children and elderly people;</li><li>• To bring constitutional provisions, UN and international conventions related to the children and elderly people knowledge of the students;</li><li>• To make the students aware of the ethical and moral issues in reporting children and elderly issues;</li><li>• To pin-point the needs of reporting children and elderly people;</li><li>• To teach the students the art of reporting children and elderly people;</li></ul>		

<b>9.</b>	<b>Course Learning Outcomes (CLOs):</b>
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<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	The students understand the conditions of the children and elderly people of the society
CLO 2	They know about the constitutional position UN and international conventions relating to children and elderly people's rights
CLO 3	The students can examine and explain the condition of the children and elderly people
CLO 4	The students show their skills in reporting children and elderly people
CLO 5	The students are aware of the ethical and moral issues reporting children and elderly people

**10. Course Contents:**

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 Sensitize students to the issues related to children and olds
CLO 2 &3	Unit 2 Emphasize to equip with knowledge and skills to report those
CLO 3	Unit 1 Situations of the children and elderly people
CLO 4	Unit 2 Constitutional provisions, UN and international conventions related to children and elderly people
CLO 4	Children, elderly people and media
CLO 4	Unit 5 The art of reporting children and elderly people
CLO 5	Unit 6 Ethical and morale in reporting children and elderly people

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

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

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

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

**13. Learning Materials and Recommended Readings:**

Uhlenberg, Peter (2009); International Handbook of Population Aging, Springer Netherlands

C. Strasburger , Victot (2013); Children, Adolescents, and the Media, SAGE publications

Strasburger, Victor (2018); The Death of Childhood, St. Martin's Press

Noor Mohammed, Hawa (2009); Media and the Children's Rights Campaign: How media practitioners can effectively contribute to the promotion of Children's Rights, GRIN Verlag

G. Singer, Dorothy (2012); Handbook of Children and the Media, SAGE

1.	Course No. / Course Code	:	CJS 0321- 4103
2.	Course Title	:	Media, Peace and Conflict
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<p>Rationale of the course:</p> <p>The world around us is violent and its intensity is ever increasing. Peace as it was in the antiquity remains still today as the core of human aspiration. Saints of all ages preached the cardinal principles of peace and asked people to take the paths of nonviolence. Numerous international accords and conventions render mechanism for solving conflicts and building peace. Mass media can incubate and demolish conflicts. As a consequence of development communication peace media emerge as a new discipline which utilizes mass communication channels and techniques to advance peace process to teach non- violence and resolve conflicts. A comprehensive course for communication and journalism students arranges an effective stocks of knowledge on peace, conflict and non- violence and role of mass media in peace building, resolving conflicts and chaos and enhancing non- violence behaviors.</p>		

7	<p>Course description:</p> <p>The course is designed to give the students a comprehensive knowledge about peace, conflict and the role of media in conflict resolution. It will focus on approaches of peace theories and practices of conflict resolution and human rights in the changing world.</p>
8.	<p>Objectives of the course:</p> <ul style="list-style-type: none"> <li>• To advance the students' comprehension about the increase of conflicts, at familial, social and international levels and its nature and impacts;</li> <li>• To discuss the human efforts to develop peace, non- violence and conflict management;</li> <li>• To trace out the history of peace media development;</li> <li>• To examine various use of mass media and their contents for peace and non-violence education and conflict management;</li> <li>• To investigate into various UN and other international conventions to know the models of the functions of media in conflict resolution and peace building;</li> <li>• To discuss the role of mass media in peace building and conflict resolution and teach how to use mass media channels for these purposes;</li> </ul>
9.	<b>Course Learning Outcomes (CLOs):</b>

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	The students know the rising trends of conflicts, its nature and impacts;
CLO 2	They know the history of peace processes led by great people of different ages;
CLO 3	They know the history of peace media development;
CLO 4	The students understand the conceptual frameworks given by different international conventions to use mass media for peace building and conflict management;
CLO 5	The students can present interpretations and critiques of the role of mass media in peace building and conflict resolution process;

#### 10. Course Contents:

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 Knowledge about peace and conflict and non-violence
CLO 2 &3	Unit 2 Rising trends of conflicts, history of preaching of peace and non-violence, the role of media in conflict resolution
CLO 3	Unit 3 Peace theories and models
CLO 4	Unit 4 Practices of conflict resolution

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

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

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

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

**13. Learning Materials and Recommended Readings:**

Robertson, Geoffrey (1999), Crimes against Humanity: The struggle for Global Justice, AllenLane  
 Ali, Mahmud S. (1993); The Fearful state: Power, People and Internal War in South Asia, Zed books  
 Bose, Anima (1991); Peace and Conflict Resolution in the World community, Vikas  
 Rapport, Anatol (1989); The origin of violence: Approaches to the study of conflict, Paragon House  
 Wear Burton, Jon (1984); Global Conflict: the source of International crisis, Wheatsheaf Books

1.	Course Code	:	PSYCO 0313-09
2.	Course Title	:	Introduction to Psychology
3.	Course Type	:	General Education (GED)
4.	Pre-requisite	:	None
5.	Credit Hours	:	4
6.	Total Marks	:	100
7.	<b>Introduction to the Course</b> This is the basic field of psychology covering the fundamental concepts and theories of		

	behavior and mental processes. Core concepts of sensation, perception & cognition, neural basis of behavior, memory, intelligence, personality and soon have been introduced precisely in this course.
<b>8.</b>	<b>Course Objectives</b> The specific objectives of this course are: 1. To study the subject matter, scope, and methods of psychology 2. To explore the neuro-physiological mechanisms of human behavior 3. To understand the effects of , memory, and intelligence on behavior 4. To understand how thinking, language and personality patterns develop over time.
<b>9.</b>	<b>Course Outcomes (CLOs):</b>

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

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

#### 10. Course Contents:

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	<b>Unit 1 (Introduction):</b> Definition and subject matter of psychology; Psychology as a Science; Perspectives of Psychology; Basic and applied fields of Psychology; Methods used in psychology
CLO 2 &3	<b>Unit 2 (Neuroscience and Behavior):</b> The structure and connectivity of neurons; Neurotransmitters; The nervous system; The endocrine system
CLO 3 &4	<b>Unit 3 (Sensation and perception):</b> Definition of sensation and perception; Differences between sensation and perception; Selectivity in perception; Gestalt principles; Perceptual constancy; Depth perception; Hallucination and illusion
CLO 3 &4	<b>Unit 4 (Motivation and Emotion):</b> Nature of motivation; Motivation cycle; Primary, secondary, and other complex motives; Theories of motivation; Nature of

	emotion; Bodily changes in emotion; Theories of emotion; Relations between motivation and emotion
CLO 4	<b>Unit 5 ():</b> Nature and essential factors of ; Classical conditioning; Operant conditioning; Insightful and observational ; Reinforcement-types and schedules of reinforcement
<b>CLO 4</b>	<b>Unit 6 (Memory and forgetting):</b> Definition of Memory; The memory system; Types of Memory; Methods of measuring memory; Improving memory; Nature and theories of forgetting
<b>CLO 5</b>	<b>Unit 7 (Thinking, Problem Solving and Language):</b> Nature and types of thinking; Concept formation; Problem solving and creativity; Language development and acquisition; Language and thought
<b>CLO 5</b>	<b>Unit 8 (Intelligence and Personality):</b> Nature and determinants; Different types of intelligence; Tests of intelligence; Nature and determinants of Personality; Tests of personality assessment

### 11. Course Outcomes (CLOs) and Mapping of CLOs with Program Outcomes (PLOs):

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

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

Corresponding CLOs	Topic	Teaching- Strategy	Assessment Strategy
CLO 1	Unit 1 (Introduction)	Lecture, discussion	Quiz, assignment
CLO 2 &3	Unit 2 (Neuroscience and Behavior)	Lecture, group discussion	Written test, presentation
CLO 3 &4	Unit 3 (Sensation and perception)	Lecture, participatory discussion	quiz, assignment

CLO 3 &4	Unit 4 (Motivation and Emotion)	Lecture, Participatory Discussion	Written test, assignment
CLO 4	Unit 5 ()	Participatory discussion	Written test
CLO 4	Unit 6 (Memory and forgetting)	Lecture, Brain storming, seminar	Presentation
CLO 5 CLO 5	Unit:7 (Thinking, Problem Solving and Language) Unit 8 (Intelligence and Personality)	Lecture, Discussion, Lecture, participatory discussion	Written test, quiz Written test, quiz

### 13. Materials and Recommended Readings:

Crider, A. B., Goethals, G. R., Karanaugh R. D., & SoCOmon, P.R. (1993). *Psychology* (4th Ed.). New York: Harper Collins College Publishers.

Weiten, W. (2016). *Psychology: Themes and Variations* (10<sup>th</sup>ed.). Wadsworth, Cengage .

Feldman, R. S.(2011). *Understanding Psychology* (10<sup>th</sup>ed.). New York: The McGraw Hill Companies Inc.

1.	<b>Course No. / Course Code</b>	:	<b>BUS 0417-10</b>
2.	<b>Course Title</b>	:	<b>Entrepreneurship Development and Career Education</b>
3.	<b>Course Type</b>	:	<b>General Education (GED)</b>
4.	<b>Credit Value</b>	:	4
5.	<b>Total Marks</b>	:	100
6.	<b>Rationale of the Course</b> The prime objective of this course is to introduce students to the fundamentals of Entrepreneurship Development. The purpose is to create awareness among students and motivate them to choose entrepreneurship as a career. Generating “self-employment” and developing the spirit of self-reliance among the individuals with special reference to youths & rural masses. Another objective is creating awareness amongst youths to make dreamy in entrepreneurship as career.		
7.	<b>Course Objectives</b> This course has been divided in two parts. Part-I describes the Self-employment and part-II describe job employment. However, the overall course has been designed describing different theoretical concepts and ideas of entrepreneurship. Incorporating real life		

	examples and make the students aware about the general procedure and mechanisms of creative, innovative entrepreneurial venturing. Make the participants understand the importance of becoming entrepreneur both from macro and micro perspectives. Introduce theories and academic discussions about entrepreneurship and economic development. Career Education encompasses career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.
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## 8. Course Learning Outcomes

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

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

## 9. Course Contents

CLOs	Course Contents
	<b>Part-I: Self Employment (Formal and Informal)</b>
CLO1&5	<b>The Foundation of Entrepreneurship:</b> Definition of entrepreneur and entrepreneurship, Classification of entrepreneurs, Characteristics and qualities of entrepreneur, Functions of entrepreneur, Entrepreneur vs. Manager, Entrepreneurial environment, intra-premiership, Entrepreneurship. Modern technology used in SME, Agricultural and Farming enterprise, Online business models and start-up.

CLO3	<b>Institutional arrangements, Theories and Models on Entrepreneurship:</b> Psychological theories, Socio-psychological and cultural theories. Other theories, Model of entrepreneurial motivation, Assistance and entrepreneurial development cycle. SME Foundation, Chambers of Commerce, FBCCI, Industrial Policy, Jubo Unnayan training institutes, High-tech Park etc.
CLO2&3	<b>Women Entrepreneurship and Social Entrepreneurship:</b> Concept- Women and economic development- Problems- Prospects and success factors of women entrepreneurship Development in Bangladesh. Women chambers of commerce and industries, Background of social entrepreneurship, characteristics and Concept of social entrepreneurship & social entrepreneur- drivers of social entrepreneurship- typologies of social entrepreneurship- importance of social entrepreneurship- challenges and opportunities of social entrepreneurs. Concept- principles- types and model of social business- social entrepreneurship in Bangladesh- Cases of social entrepreneurs.
CLO2	<b>Entrepreneurship Development in Bangladesh:</b> Problems and prospects of entrepreneurship development in Bangladesh-Policy guidelines and sources of institutional assistances for entrepreneurship development. Role of BSCIC, Universities and government & non-government organizations in the development of entrepreneurship development in Bangladesh-Different schemes of entrepreneurial training in Bangladesh.
CLO3	<b>Entrepreneurship Education, Training and Nurturing:</b> Introduction, how can we reinvigorate dynamism through entrepreneurship? What is entrepreneurship education, and why teach entrepreneurship? What to teach and how to teach? Teachers and educators, School-enterprise cooperation Evaluation of quality, results and impact, Factors of success, and good practice in delivering entrepreneurship education, Risks and obstacles, Some examples of good practice.
CLO1&5	<b>Framework of new Business Development:</b> Planning as Part of the Business Operation, what is Business Plan? The Different Types of Business Plans, who needs a business plan? Presenting the Plan, preparing a business plan, Outline of a Business Plan, Using and Implementing the Business Plan.
<b>Part-II: Job Employment (Formal)</b>	
CLO4	<b>Career:</b> Concept of Career, Why is Career Education Important? Growth stage of life and career, Meaning of Career Planning, Need for career planning, Objectives of career planning, Career planning process
CLO4	<b>Career Development:</b> Concept of Career Development, Significance of Career Development, Process of Career Development, Factors that Influence Career Development, Strategies for Career Development
CLO5	<b>Career Management:</b> Success Stories of the Entrepreneur, Career in government organization, Banks, NBFI, Multinational Companies, International Financial and non-financial Agencies.

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

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

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

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

**12. Materials**

**12.1 Recommended Readings:**

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

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

Khanka S. S. (2007), *Entrepreneurial Development* (1/e Rev. edi.) Chand (S.) & Co Ltd, India

Ministry of Industry, GoB, (2016), *Industrial Policy*, Ministry of Industry Dhaka, Bangladesh

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

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

### Fourth Year 2<sup>nd</sup> Semester

1.	Course No. / Course Code	:	CJS 0321- 4201
2.	Course Title	:	Communication Research
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100
6.	<p>Rationale of the course:</p> <p>Long back in the 17<sup>th</sup> century Rene Descartes rejected the notion that everything could be determined by pure logical analysis without recourse to observation or experiment. In this new age of technology research has been playing an important role in decision making. To create new knowledge and theory and to justify an old one there is no alternative to research. In the process of research its philosophy and methodological issues are highly important. Students without proper training and academic exercise cannot develop their comprehensions and skills for applying research methodology in their pursuance of creating new knowledge.</p>		
7	<p>Course Description:</p> <p>This course will discuss the process of knowledge creation, concepts, meaning of research and importance of social research. It will expose the students to different types, methods and procedures and approaches of social research– both qualitative and quantitative, and will teach the techniques of collecting, analyzing and reporting data. Practical measures will be taken to make the students capable of identifying research problems, designing study plan and using the basic statistical tools.</p>		
8.	<p>Objectives of the course:</p>		

	<ul style="list-style-type: none"> <li>• Understand the need and importance of research</li> <li>• Acquire the knowledge about various steps involved in research process</li> <li>• Develop research questions</li> <li>• Learn and apply different research techniques</li> <li>• Evaluate each research method with its own sets of strengths and weaknesses</li> <li>• Develop acquaintances with researchers and researches in the field of communication, media and journalism</li> </ul>
<b>9.</b>	<b>Course Learning Outcomes (CLOs):</b>

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	Acquire a basic understanding of research
CLO 2	Identify research problems and raise valid questions
CLO 3	Learn the techniques to find answers to those questions
CLO 4	Gain insights into research methods
CLO 5	Become able to write research abstract, proposal and reviewing of related literature
CLO 6	Skilled in conducting appropriate methodologies, research applying and can write research reports

#### **10. Course Contents:**

<b>CLOs</b>	<b>Course Contents</b>
CLO 1	Unit 1 Process of knowledge creation
CLO 2 &3	Unit 2 Concepts and meaning of research
CLO 3	Unit 3 Importance of social research
CLO 4	Unit 4 Types, methods and procedures and approaches of social research both qualitative and quantitative
CLO 5	Unit 5 Techniques of collecting, analyzing and reporting data
CLO 6	Unit 6 Identifying research problems, designing study plan and using the basic statistical tools

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

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

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

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

**13. Learning Materials and Recommended Readings:**

Leedy, Paul D (2019); Practical Research: Planning and Design, Pearson

Perry, David K. (2001); Theory and Research in Mass Communication, Routledge

Hansen, Anders (2009); Mass Communication Research Methods, SAGE Publications

J. Hsia, H (2015); Mass Communications Research Methods: A Step-by-Step Approach, Routledge

Hanneman, Robert A. Kposowa, Augustine et al. (2012); Basic Statistics for Social Research, John Wiley & Sons

1.	Course No. / Course Code	:	CJS 0321- 4202
2.	Course Title	:	Photography
3.	Course Type	:	Core
4.	Credit Value	:	4
5.	Total Marks	:	100

6.	Rationale of the course: Photography is an old art. With the emergence of visual culture and growing access to the technologies of photography. This art has got new currency. For individual, professional and social purposes knowledge and skills in photography is needed.
7.	Course Description: Photography is the process in which light matters. From fixed images to digital movies, light, writes lives, things, nature and ideas. With the growing intensity of images in today's day and age of visual culture the study of photography has become utterly important. To give the students expertise on digital photography this course aims at imparting necessary knowledge and skills.
8.	Objectives of the course: <ul style="list-style-type: none"> <li>• To help the students to understand the relationship between photography and the emerging visual culture;</li> <li>• To focus on the history of photography;</li> <li>• To acquaint the students to camera and other photography technologies and the technicalities of using this for photographing;</li> <li>• To tell the students the purpose and types of photography;</li> <li>• To teach them photographic storytelling and preparing articles;</li> <li>• To teach them how to edit photographs and write captions;</li> </ul>
9.	<b>Course Learning Outcomes (CLOs):</b>

CLO	Course Learning Outcomes
CLO 1	The students can explain relationship between photography and the present visual cultures
CLO 2	They become skilled in using camera, mobile phone and their related equipment for photography
CLO 3	They can distinguish between different kinds of photography
CLO 4	They develop their expertise in photographic storytelling and presenting articles
CLO 5	They are focused skilled in editing photography and writing captions

#### 10. Course Contents:

CLOs	Course Contents
CLO 1	Unit 1 Introduction to photography as a tool of visual storytelling
CLO 2 &3	Unit 2 Introduction to light and camera, basic components of camera, camera lenses
CLO 3	Unit 3 Exposure, triangle and camera metering, framing and composition
CLO 4	Unit 4 Editing news photo
CLO 5	Unit 5 Ethics of photography
CLO 5	Unit 6 Caption writing

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

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

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

Corresponding CLOs	Topic	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Unit 1	Lecture, discussion	Presentation, assignment
CLO 2 &3	Unit 2	Lecture, group discussion	Written test, presentation
CLO 3	Unit 3 & 4	Lecture, participatory discussion	quiz, assignment
CLO 4	Unit 4 & 5	Lecture, Participatory Discussion	Written test, assignment
CLO 5	Unit 5	Lecture, participatory discussion	Written test, Presentation
CLO 6	Unit 6	Lecture, participatory discussion	Written test, Presentation

**13. Learning Materials and Recommended Readings:**

Dennis, Everette Eugene, Snyder, Robert W.(2012); Media and Democracy, Transaction Publishers

Humphreys, Paul (1996); Mass Media and Media policy in Western Europe, Manchester University Press

McNair, Brain (2003); An Introduction to Political Communication, Routledge

Held, David (2006); Models of Democracy, Polity

Picard, Robert G. (1985); The Press and the Decline of Democracy, Greenwood Publishing Group

1.	Course No. / Course Code	:	CJS 0321- 4203
2.	Course Title	:	Economic and Business Reporting
3.	Course Type	:	Core
4.	Credit Value	:	3

5.	Total Marks	:	100
6.	<p>Rationale of the course:  Saying has it that money is at the center of every human endeavor and Economic and Business reporting course teaches students how to cover money. Economic activities, business and financial markets have become highly influential in the lives of everyday citizens. Media are now in a compulsion to be more aggressive to keep vigilance over those activities. Consequently, they need qualified man power who knows economic and business reporting well.</p>		
7	<p>Course Description:  Economic and business reporting is already an important area in journalistic practices all over the world. The recent expansion of business culture is putting new emphasis upon media houses to increase volume and effectiveness of economic and business reporting. This course deals with fundamental stock of knowledge on business and economics. It will attempt to impart skills on economic and business reporting.</p>		
8.	<p>Objectives of the course:</p> <ul style="list-style-type: none"> <li>• To impart fundamental knowledge on economy and business</li> <li>• To discuss the techniques of business and economic journalism</li> <li>• To help about corporate financial statements and understand company hierarchies</li> <li>• To discuss securities markets, global trade and key economic principles and barometers</li> <li>• To involve students into in-class and out-of-class writing assignments</li> </ul>		
9.	<b>Course Learning Outcomes (CLOs):</b>		

<b>CLO</b>	<b>Course Learning Outcomes</b>
CLO 1	Understand the importance of business and economic journalism
CLO 2	Utilize the spot news model to produce breaking business news
CLO 3	Utilize the feature model to produce business features
CLO 4	Report and write basic company stories, market commentaries and economic indicator stories
CLO 5	Research business and economic stories and topics and evaluate corporate press release

### 10. Course Contents:

CLOs	Course Contents
CLO 1	Unit 1 Fundamental stock of knowledge on business and economics
CLO 2 &3	Unit 2 Skills for economic and business reporting, state of Bangladesh economy
CLO 3	Unit 3 History of economic journalism and challenges for economic journalism
CLO 4	Unit 4 News sources and news story types
CLO 5	Unit 5 Ethical norms for economic reporter

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

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

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

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

### 13. Learning Materials and Recommended Readings:

Hayes, Keith (2013); Business Journalism: How to Report on Business and Economics, Apress  
Bishop, Joshua (2013); The Economics of Ecosystems and Biodiversity in Business and Enterprise, Routledge  
Lewis, David (2011); Bangladesh Politics Economy and Civil Society, Cambridge University Press  
Roush, Crish (2016); Show Me the Money: Writing Business and Economics Stories for Mass Communication, Routledge  
Walton, Nicola (2017); How to Report Economic News, Taylor & Francis

Course No. / Course Code	:	CJS 0321- 4204
Course Title	:	Internship and Viva-voce
Course Type	:	Core
Credit Value	:	3
Total Marks	:	100

Internship is a kind of arrangement in which students become temporary apprentices to work under the watchful eye of a master practitioner in an organizational setting. In internship students get opportunity to apply what they have learned from the class room to the 'real world' situation. During their internship period they get chances to meet, work with and learn from the gurus in the profession.

Duration of this internship program will be three months beginning from the inception of the last semester. The department will arrange internship in consultation and collaboration with concerned organizations which include print and broadcasting media, advertisement and public relations organizations, film production houses and development communication institutions.

Since the inception of internship the assigned person of the concerned organization will monitor over the attendance and performance of the internee and after completion of internship the organization will on the basis of its evaluation give the internee a mark and a certificate. The internee will have to submit a report on his internship on the basis of which the department will give him/her a mark. Also the internee will have to appear in a viva voce arranged by the department to reflect his/her experiences and insights obtained during internship.

Course No. / Course Code	CJS 0321-4205
Course Title	Terminal and Viva- Voce
Course Type	Core
Credit Value	4
Total Marks	100

The fourth year program will be concluded with terminal and viva-voce, in which the students will be called to reflect their fourth year all semester learning they got from the courses, academic environment of the department and from the overall institutional culture of the university.