

**Syllabus of  
Center for General Education (CGED)**

**Faculty of Business Studies  
(DBA and Finance)**

<b>ISCED Code</b>	<b>Course Code</b>	<b>Course Title/Semester</b>	<b>Credit Hour</b>	<b>Contact Hour</b>	<b>Page No.</b>
<b>1<sup>st</sup> Semester</b>					
0223	UREM-1101	Text of Ethics and Morality -1	1	2	
0231	UREL-1103	Advanced English	2	3	
<b>2<sup>nd</sup> Semester</b>					
0221	URED-1201	Basic Principles of Islam (*Aqidah+*Ibadah)	2	2	
<b>3<sup>rd</sup> Semester</b>					
0221	URED-2302	Sciences of Qur'an and Hadith	1	2	
0221	URED-2305	Comparative Religion (for Non-Muslim Students) Substitute to <b>URED-1201 and URED-2302</b>	<b>(3)</b>	<b>(4)</b>	
<b>4<sup>th</sup> Semester</b>					
0232	GEBL-2401	Bangla Language & Literature	3	3	
0223	UREM-2402	Text of Ethics and Morality -2	1	2	
<b>5<sup>th</sup> Semester</b>					
0312	URED-3503	Political Thoughts and Social Behavior	2	2	
<b>6<sup>th</sup> Semester</b>					
0221	URED-3604	Life and Teachings of Prophet Muhammad (SAAS)	1	2	
0222	GEHE-3601	<b>History of Emergence of Bangladesh</b>	3	3	
<b>7<sup>th</sup> Semester</b>					
0222	URIH-4701	A Survey of Islamic History and Culture	1	2	
<b>8<sup>th</sup> Semester</b>					
0222	GEBS-4801	<b>Bangladesh Studies</b>	3	3	
		<b>Total</b>	<b>13</b>	<b>19</b>	

1 <sup>st</sup> Semester		
ISCED Code	Course Code	Course Title
0223	UREM-1101	Text of Ethics and Morality-I
<b>Credit Hour: 1 CH</b>		
<b>Contact Hours: 2CH</b>		

Course Assessments	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
	<b>SEE:</b> Semester End Examination	30Marks	50 Marks

**Course Objectives: The main objectives of this course are:**

To make students capable of understanding the text of the Holy Qur'an so that they can understand the rules of ethics from the main and basic ethical book as well as to make students capable of understanding the basic Arabic language so that they can communicate with the foreign countries and be fit with labor market worldwide especially in the Middle East. To inspire students in reading the Holy Qur'an, which is the complete code of life. To make students familiar with Ayats of Ahkam of the Holy Qur'an so that they can lead their life being enlightened with them.

S/N	Course Outcomes (CLOs): Upon the successful completion of the course, students will be able to	Corresponding IIUC Mission	Bloom's taxonomy domain/level
<b>CLO1</b>	Understand the text of the Holy Qur'an as well as the basic Arabic language to communicate easily in the job market globally.	IIUCMS-1	Cognitive/ Understanding
<b>CLO2</b>	Understand the rules of ethics and morality from the basic ethical book –the holy Quran.	IIUCMS-1	Cognitive/ Understanding
<b>CLO3</b>	Achieve knowledge on the various legal issues that are depicted in Qur'anic texts related to different laws of human life as well as able to save themselves from any evil activity, which boost up morally throughout their professional life.	IIUCMS-3	Cognitive/ Applying

Course Contents:

Chapter	<u>Section-A (Midterm Exam: 30 Marks)</u>	Number of Lectures	CLOs
<b>1</b>	<ol style="list-style-type: none"> <li>1. An introduction to the text of Ethics and Morality.</li> <li>2. Selected text on the introductory chapter of a valuable Ethical Book - the holy Qur'an</li> <li>3. An introduction to Arabic language.</li> <li>4. Identifying the forms of Arabic alphabet with example.</li> </ol>	04	<b>CLO1</b>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Selected text on procreation of the creation of humankind: 22:5</li> <li>2. Selected text on Islamic monotheism: 2: 1-5; 112: 1-4</li> <li>3. Text on ensuring social peace by removing bad behavior 49:10-12</li> <li>4. The sun letters and the moon letters</li> <li>5. Arabic numbers and common Arabic words used in daily life.</li> <li>6. Arabic prepositions.</li> </ol>	06	<b>CLO1</b>

<b>3</b>	1. Selected text on duties and obligations towards family and relatives = 4: 34-36. 2. Selected text on the transition of human life: 10:24. 3. Selected text on the rule of livelihood = 2: 172- 174, 5:3-5. 4. Exercise of Arabic demonstrative pronouns.	04	<b>CLO2</b>
<b>Section-B (SEE: 50 Marks)</b>			
<b>4</b>	1. Selected text on the rule and impact of interest (al-riba) and loan = 2: 275-279. 2. Selected Text on the rules and impact of drug and gambling =5: 90-91 3. Exercise of Arabic interrogative pronoun. 4. The name of days and months in Arabic. 5. Formation of Arabic word	05	<b>CLO2 CLO3</b>
<b>5</b>	1. Selected Text on the rules and ethical directions of marriage, mahr and veil: 4: 2-4; 24: 30-31, 33:59. 2. Text on the rule and ethical directions of divorce 2:227-230 6. The names directions in Arabic. 3. Formation of verb in Arabic.	03	<b>CLO1 CLO2</b>
<b>6</b>	1. <b>Formation</b> of particle in Arabic. 2. Selected text on the sermon of a father to his son =31:13-19.	02	<b>CLO1</b>
<b>7</b>	1. Selected text on the characteristics of human beings = 23:1-11; 25: 63-76	02	<b>CLO1</b>
<b>8</b>	1. Formation of Arabic sentence. 2. Conversation in Arabic: 'Yourself'.	04	<b>CLO1</b>
		<b>30</b>	

#### Text Books:

1. Abbott, N., Studies in Arabic literary papyri II, Qur'anic commentary and tradition, Chicago: University of Chicago, 1967.
2. Dr. M. Fazlur Rahman, Everyday Arabic Conversation, Riyad Prokashani, Dhaka, 2005.
3. Haleem, M. A., Understanding the Qur'an: themes and Style, London: I. B. Tauris, 1999.
4. Izzath Uroosa, Learning Arabic Language of the Qur'an, Darussalam, Riyadh, 2010.
5. Saheeh International, The Qur'an Arabic Text with Corresponding English Meanings, Jeddah, Saudi Arabia, 1997.

#### Course Assessment Pattern (Theory courses):

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	-	-	-	5
Understand	-	5	5	-	5
Apply	-	5	-	-	10
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10
Create	-	5	-	-	10
x	Responding	x	x	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode				

	must be about 60% or more and all the Bloom's categories to be addressed during the semester.
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**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions Power point Presentation,

**Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment. Mid-Term & Final Exam. Project evaluation & Viva.

1 <sup>st</sup> Semester		
ISCED Code	Course Code	Course Title
0231	UREL-1103	Advanced English
<b>Credit Hour: 2 CH</b>		
<b>Contact Hour: 3CH</b>		

Course Assessments	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	<b>SEE:</b> Semester End Examination		50 Marks

Rationale of the Course: Students need to study this course so that they can achieve the following objectives-

1. Developing four basic skills of English (i.e. Listening, Speaking, Reading and Writing) to a level that the students can comprehend lectures given in English, comprehend literary, non-literary, formal and informal texts and communicate effectively both orally and in written form.
2. Getting prepared for IELTS/TOEFL exams so that students can take these exams for their higher study abroad.
3. Improving comprehending capability of English language and communication skill by practicing in the classroom and by doing home works.
4. Developing confidence in their own speaking and writing, which will be provided by teaching them essential grammatical points so that they can identify the errors and correct the same themselves.

SL	Course Learning Outcomes (CLOs) : Upon the successful completion of the course, students will be able to :	Corresponding IIUCMS	Bloom's taxonomy domain/level
CLO1	To acquire four skills of English language and overcome language barriers in applying the business related knowledge in both educational and professional life.	IIUCMS-1,2&3	Cognitive/Remember
CLO2	To follow the lectures given in English and to write the answers in internal examinations in correct English so that they can get good grades in the examinations which will eventually help them shine in the business world.	IIUCMS-1,2&3	Cognitive/Understand
CLO3	To understand text books and other reference books of banking, economics and business so that they can acquire substantial knowledge about different aspects of business. To communicate in different situations while dealing with business and banking related matters.	IIUCMS-1,2&3	Cognitive/Apply





	<p>questions, talking about the content of the passage, creating dialogues using the contents of the passage and so on)</p> <p>Students will also practice reading passages of IELTS reading module from the following link:  <a href="https://www.ielts-up.com/reading/ielts-reading-practice.html#academic">https://www.ielts-up.com/reading/ielts-reading-practice.html#academic</a></p>		
<u>8</u>	<p><b>Chapter-8: (Reading part)</b>  Sections:14B,14C ,15B, From the following text:-  <b>Exercises in Reading Comprehension</b>  Edited by: E.L. Tibbits  Longman Group Limited, Longman House  Burnt Mill, Essex, UK  Activities: Vocabulary (synonym/antonym/formation of sentences with words/filling in the gaps, finding synonyms from the passage, summarizing the passage, finding use of grammatical points in the passage, answering short questions, talking about the content of the passage, creating dialogues using the contents of the passage and so on)  Students will also have to read the extracts from business and banking text books and reference books with a view to being acquainted with language patterns as well as business and banking terms used in the arena of business studies and banking.</p>	3	1 &3
<u>9</u>	<p><b>Chapter-9 (Reading part)</b>  Sections:15C,16A ,16C, From the following text:-  <b>Exercises in Reading Comprehension</b>  Edited by: E.L. Tibbits  Longman Group Limited, Longman House,  Burnt Mill, Essex, UK  Activities: Vocabulary (synonym/antonym/formation of sentences with words/filling in the gaps, finding synonyms from the passage, summarizing the passage, finding use of grammatical points in the passage, answering short questions, talking about the content of the passage, creating dialogues using the contents of the passage and so on)  In order to be acquainted with the sentence structures used in business documents students will have to read business and banking related articles in national and international journals.</p>	3	1 &3
<u>10</u>	<p><b>Chapter-10 (Reading Part)</b>  Sections:17C,18B ,18C, From the following text:-  <b>Exercises in Reading Comprehension</b>  Edited by: E.L. Tibbits  Longman Group Limited, Longman House,  Burnt Mill, Essex, UK  Activities: Vocabulary (synonym/antonym/formation of sentences with words/filling in the gaps, finding synonyms from the passage, summarizing the passage, finding use of grammatical points in the passage, answering short questions, talking about the content of the passage, creating dialogues using the contents of the passage and so on)    In order to be acquainted with the sentence structures used in business documents students will have to read business and banking related articles in national and international journals.</p>	3	1 &3
11	<p><b>Chapter-11: (Grammar Part)</b>  1. Conditional Sentences (Discussion will focus on the use of three conditional structures. Exercises will include use of right forms of verbs given within the bracket or choosing correct form of verb out of two/three options)</p>	3	2&4

	<p>2. Active and Passive Voice (Practical use passive structures, change of voice, correction relating voice, Exercises will also include using verbs in correct form given in sentences using both active and passive structures) Besides students will have to examine how these grammar points are used in their text books and reference books. They will have to practice using these grammar points in writing mock business and banking documents.</p>		
12	<p><b>Chapter-12 (Grammar Part)</b> 3. Direct and Indirect Narration (Discussion will focus on the uses of both direct and indirect speeches, change of narration of detached sentences) 4. Use of Preposition, Completing Sentences and Gap filling with Preposition and Conjunction Besides students will have to examine how these grammar points are used in their text books and reference books. They will have to practice using these grammar points in writing mock business and banking documents.</p>	3	2&4
13	<p><b>Chapter-13 (Grammar Part)</b> 5. Causative Verbs (Discussions will focus of on the use of causative verbs. Exercises will include use of correct forms of verbs after a causative verb) 6. Participle and Gerund (Discussion will focus on the uses of gerund and participle, joining sentences using present participle form of a verb. Exercises will include identifying participle and gerund from the given sentences, joining sentences with present participle) 7. Common Errors in English Besides students will have to examine how these grammar points are used in their text books and reference books. They will have to practice using these grammar points in writing mock business and banking documents.</p>	3	2&4
14	<p><b>Chapter-14 (Writing Part)</b> 1. Write newspaper reports as staff correspondent of a newspaper. 2. Personal and official letter, e-mail and law related applications. 3. Amplification of ideas Students will also have to practice writing business and banking documents and using the language patterns used in those documents.</p>	3	2&4
15	<p><b>Chapter-15 (Speaking and Listening)</b> Speaking and Listening: Students will practice listening to business related speeches at the department lab or using their own android. The teacher can also use listening devices at the class. The students can use the following link to practice listening: <a href="https://www.ielts-up.com/listening/ielts-listening-practice.html">https://www.ielts-up.com/listening/ielts-listening-practice.html</a></p>	3	1,3&5

**Books Recommended:**

1. Text Book: Exercises in Reading Comprehension,  
Edited by: E.L. Tibbitts,  
Longman House Harlow,  
Essex, UK
2. Raymond Murphy, *Intermediate English Grammar*, Foundation Books, 2/19 Ansari Road, Daryaganj, New Delhi-110002, ManasSaikia, 1995. (Published by arrangement with Cambridge University Press, The Edinburgh Building, and Shaftsbury Road, Cambridge CB2 2RU, U.K.).

3. Wren & Martin, *High School English Grammar and Composition-*, New Delhi, S. Chand & Company Ltd. 2002.
4. Thomson & Martinet, *Practical English Grammar*, Oxford University Press, Walton Street, Oxford OX2 6DP, 1993 (reprinted in India by arrangement with Oxford University Press).
5. Michael A. Pyle and Mary Ellen Munoz, *Cliffs TOEFL Preparation Guide*, New Delhi, BPB Publications, B-14, Connaught Place, New Delhi-110001, 1992.
6. Bruce Rogers, *Peterson's TOEFL Success*, Princeton, New Jersey, Peterson's, 2000.
7. AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, 2002-2003.
8. Chowdhury & Hossain, *Advanced English*, Dhaka, Sayma Chowdhury and Halima Chowdhury, 2004.
9. Mohammad Sarwar Alam & Mohammad Taher Hossain Salim, *English Sentences: Learning through Structures & Functions*, Friends' Book Corner, 16 Rafin Plaza 2<sup>nd</sup> floor, 3/B Mirpur Road, Dhaka-Bangladesh. 2018
10. Build up Your English, A.J. Glover, The English Language Book Society and J.M. Dents and Sons Ltd. London

- <http://www.dhakacourier.com.bd/>
- <http://ielts-up.com/reading/ielts-reading-practice.html#academic>
- <https://allmedialink.com/english-newspaper-of-bangladesh/>
- <http://www.indiacelebrating.com/paragraph/paragraph-on-moral-values/>
- <https://www.vocabulary.com/>
- <https://helloenglish.com/>

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	-	-	-	5
Understand	-	5	5	-	5
Apply	-	5	-	-	10
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10
Create	-	5	-	-	10
x	Responding	x	x	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester.				

**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions Power point Presentation,

**Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment. Mid-Term & Final Exam. Project evaluation & Viva.

2 <sup>nd</sup> Semester		
ISCED Code	Course Code	Course Title
0221	URED-1201	Basic Principles of Islam ('Aqidah+ 'Ibadah)
<b>Credit Hour: 2 CH</b>		
<b>Contact Hours: 2CH</b>		

Course Assessments	CIE: Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	SEE: Semester End Examination		50 Marks

**Rationale of the Course:** Soundness of belief & thinking and righteousness of actions are the foundation of a good life. Again actions that are related between us and our Creator are termed as `Ibadah. This course is designed to provide the students with the pure belief system of Islam that will guide them to sound thinking for removing some misconceptions & traditional superstitions contradicting the basic faith & tenets of Islam. This course also provides them with a clear and comprehensive concept of `Ibadah in Islam to encourage them to be used to it and to illuminate every walk of life in accordance with the lessons derived from it as the slaves of Allah (SWT).

SL	Course Learning Outcomes (CLOs)	Corresponding Mission of IIUC	Bloom's taxonomy domain/level
	Upon the successful completion of the course, students will be able to		
CLO-1	Understand the clear concept of Islamic Aqidah, its importance, benefits and effects on our practical life	IIUCMS-01& 02	Cognitive/ Understanding
CLO-2	Understand the meaning of belief in Allah (Tawhid), nurse it in their minds and protect it from any filthy beliefs (Shirk & Tashbih), hypocrisy (Nifaq), other contemporary misconceptions or superstitious fancies	IIUCMS-02& 03	Cognitive/ Analyzing
CLO-3	Understand the other articles of faith and their relationship with the main belief - belief in oneness of Allah	IIUCMS-02& 03	Cognitive/ Understanding
CLO-4	Understand the concept of worship in Islam and its all-embracing view	IIUCMS-01& 03	Cognitive/ Analyzing, Understanding
CLO-5	Understand the significance of some prescribed rituals of Islam that will help them to be a practicing Muslims holding proper beliefs and performing that rituals of Islam.	IIUCMS-02& 03	Cognitive/ Understanding

#### Course Content:

Chapter	Course Outline: <u>Section-A (Midterm Exam: 30 Marks)</u>	Number of Lectures	CLOs
01	Chapter# 01: Islamic 'Aqidah: An introduction: (a) Islam: Its definition and characteristic (b) Islamic 'Aqidah: Its definition and importance.	4	CLOs -1
02	Chapter# 02: <u>Some Articles of Faith (Pillars of Iman):</u> [01] Believe in Allah (SWT): * We must believe in Tawheed: (1) Existence of Allah (SWT) (2) Tawhid: Definition and classifications (Tawhid Al-Rabubiah, Tawhid Al-Uluhiyah, and Tawhid Al-Asma Was-Sifat) (3) Impact of Tawhid. * We must avoid Shirk: (1) Definition, classifications and consequences (2) Examples of some Shirks in contemporary society. [02] Belief in Allah's Angels (Malaikah): (a) Belief in Angels of Allah (SWT): It's meaning, their Nature and Functions (b) Benefits of belief in Angels. [03] Belief in the Books of Allah: (a) Belief in the Books of Allah: It's meaning and an introduction to the revealed Books and Scriptures (b) The position of the Holy Qur'an amongst the other revealed Books (c) Benefits of belief in the Books of Allah (SWT).	6	CLOs-2
03	Chapter# 03: <u>Some Articles of Faith (Pillars of Iman):</u> [01] Belief in Allah's Prophets: (a) Belief in Allah's Prophets: It's meaning and purpose of their sending (b) Features of Prophethood and Contributions of the Prophets towards humanity (c) Muhammad (SAAS) is the greatest, the best and the last among all the Prophets and Messengers. [02] Belief in the Akhirah (Life after Death): (a) Definition and Stages of Akhirah (b) The logic and evidence regarding Akhirah (c) Impact and benefits of belief in Akhirah. [03] Belief in Qadr/ Taqdir (Fate) and divine decree: (a) Definition of belief in Qadr/ Taqdir (b) Opinions of the scholars regarding Taqdir (c) Concept of man's freedom of will in Islam. [04] The nullifiers of Iman: (a) Kufr and Nifaq: Definition, classifications and consequences (b) Description of the nullifiers of Iman in details.	4	CLO-3
<b>Section-B (SEE: 50 Marks)</b>			
04	Chapter# 04: 'Ibadah: Its introduction: (a) Meaning of 'Ibadah (b) Various types of 'Ibadah (c) The best 'Ibadah (d) Objectives and aims of 'Ibadah. (e) Conditions of 'Ibadah.	2	CLOs-4
05	Chapter# 05: Characteristics of 'Ibadah and signs of 'Ibadur Rahman: Characteristics of 'Ibadah in Islam: Free from Intermediaries, Not being confined to specific places, All-Embracing View (Scope of 'Ibadah)...etc. Signs of 'Ibadur Rahman (Servants of Ar- Rahman): According to the Holy Qur'an. Taharah & Najasah: Definition of Taharah (purity) and Najasah (impurity), ways and means of Taharah: Wadu, Gusl.	4	CLOs-4
06	Chapter# 06: <u>Some Articles of Islam (Pillars of Islam) and Defense system of Islam:</u> Salah (Prayer): Its significance, teachings & some basic rules: (a) Definition and kinds (b) Importance (c) Prerequisites of Salah (Shurutus-Salah) (d) Essentials/ Basic components of Salah (Arkanus-Salah) (e) How to perform the Salah in detail (practically)? (f) Things that invalidate the	4	CLOs-5

	<p>prayer (Mufsidatus-Salah) (g) Sajdah that makes prayer correct (Sajdatus-Sahu) (h) Friday prayer (Salatul-Jumu'ah) (i) The funeral prayer (Salatul-Janazah) (j) Prayer of the traveler (Salatul-Musafir) (k) 'Eid prayer (Salatul-'Eid) (l) Impact of Salah.</p> <p>Zakah (poor-due) : Its significance, teachings &amp; some basic rules:  (a) Definition and types (b) Importance (c) kinds of property on which Zakah is obligatory (d) Who should give Zakah (e) Due recipients of Zakah (f) Zakah and poverty alleviation (g) Impacts/ benefits of Zakah.</p>		
<b>07</b>	<p>Chapter# 07: Sawm (Fasting): Its significance, teachings &amp; some basic rules:  (a) Definition and types (b) Importance (c) Things which invalidate the fast (Mufsidatus-Sawm) (d) Who must fast? (e) Exemption from fasting (f) Recompense of mistake (Qada and kaffarah) (g) Sahdktul Fitr/ Zakatul Fitr (h) Impact of Sawm.</p> <p>Hajj (pilgrimage): Its significance, teachings &amp; some basic rules:  (a) Definition and types (b) Importance (c) How to perform Hajj in detail? (d) Impact of Hajj.</p>	4	<b>CLOs-5</b>
<b>08</b>	<p>Chapter# 08: Defense system of Islam:  (a) Definition and classification of Jihad from various aspects (b) Importance of Jihad (b) Differences between Jihad and Terrorism.</p>	2	<b>CLO4</b>

<b>List of Books:</b>	
<ol style="list-style-type: none"> <li>Rafique Dr. Abu Bakr, Islam The Ultimate Religion (Book one) Islamic 'Aqidah', Chittagong: ABC Publications, 2002.</li> <li>Mohammad Amimul Ahsan and others, Towards Understanding `Ibadah in Islam, Bangladesh Institute of Islamic thought (BIIT), Humanscience Series-06, First Eddithion, May-2015.</li> </ol>	
<b><u>Basic Principles of Islam (Pillars of Islman):</u></b>	
<ol style="list-style-type: none"> <li>Bhuiyan, Mohammad ShafiulAlam, The Fundamental Beliefs of a Pure Muslim, 1<sup>st</sup> edition, WAMY, Bangladesh office, Dhaka, 2003.</li> <li>Sabiq, Assayed, Al-`Aqaeed Al- Islamiyah, Cairo, Al-Fathu Lil-IelamilArabi, 10th edition-2000.</li> <li>Bilal Philips, Dr. Abu Ameenah. The Fundamentals of Thwhid (Islamic Monotheism), International Islamic Publishing House.</li> <li>Farid, Ahmed, An Encounter with Islam, Dhaka: Islamic Foundation, BaitulMukarram, Dhaka, 1995.</li> </ol>	
<b><u>Basic Principles of Islam (Pillars of Islam):</u></b>	
<ol style="list-style-type: none"> <li>Abdalati, Hammudah, Islam in Focus, The Dept. of Islamic Affairs, The Ministry of Awqaf and Islamic Affairs, State of Qatar, 1995/ Islamic Teaching Course. Vol.-1</li> <li>Al-Quardawi, Dr. Yousuf, Al-`Ibadah in Islam, Wahba publication, Etypt, 24<sup>th</sup> edition, 1995.</li> <li>Alkhuli, Muhammad Ali, The Light of Islam, E 4, Riyadh: Al Farazdak Press, 1983.</li> <li>Sarwar, Ghulam, Islam: Beliefs and Teachings, London: The Muslim Educational Trust, 1980.</li> </ol>	

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	-	-	-	5
Understand	-	5	5	-	5
Apply	-	5	-	-	10
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10

Create	-	5	-	-	10
x	Responding	x	x	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category (Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester.				

**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions Power point Presentation,

**Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment. Mid-Term & Final Exam. Project evaluation & Viva.

3 <sup>rd</sup> Semester		
ISCED Code	Course Code	Course Title
0221	URED-2302	Sciences of Qur'an and Hadith
<b>Credit Hour: 1 CH</b>		
<b>Contact Hours: 2CH</b>		

Course Assessments	CIE: Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
SEE: Semester End Examination			50 Marks

**Rationale of the Course:** The Holy Qur'an and Hadith are the main sources of Islamic Knowledge. They are the primary sources of Islamic Aqidah, Ibadah, Muamalah and Akhlaq. So after taking basic beliefs exactly from them and acquiring comprehensive knowledge about 'Ibadah, it is necessary to know the method of explanation and understanding the Holy Qur'an and Hadith in order to apply them in our worldly life. Thus this course is designed to make the students familiar with these two primary sources of Islamic knowledge and help them to remove any misconception prevailing in the society concerning with or contrary to the spirit of the Qur'an and Hadith by establishing their authenticity and superiority.

SL	Course Learning Outcomes (CLOs)	Corresponding IIUCMS	Bloom's taxonomy domain/level
	Upon the successful completion of the course, students will be able to :		
<b>CLO1</b>	To understand the nature and features of the holy Quran and Sunnah as the last revelation of Allah (SWT).	IIUCMS-1,2&3	Cognitive/ Understand
<b>CLO2</b>	To analyse how the both Quran and Sunnah has been collected, preserved and transmitted to us accurately and how the text of both are existed at present.	IIUCMS-1,2&3	Cognitive/ Analyse
<b>CLO3</b>	To understand the text of the holy Quran and Hadith based on their general and specific contexts.	IIUCMS-1,2&3	Cognitive/ Understand
<b>CLO4</b>	To analyse why Shariah does not accept any change or modification by human kind.	IIUCMS-1,2&3	Cognitive/ Analyse

<b>CLO5</b>	To understand the miraculous nature of the holy Quran, and how the Sunnah classified from various angles to find out authentic Hadith.	IIUCMS-1,2&3	Cognitive/ Understand
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**Course Content:**

Chapter	Course Outline: <b>Section-A (Midterm Exam: 30 Marks)</b>	Number of Lectures	CLOs
<b>01</b>	<b>Al-Quran: Some General information:</b> (1) Definition of the Sciences of the Qur'an Literally and Terminologically (2) Definition of the Qur'an Literally and Terminologically (3) Various Names and Attributes of the Holy Qur'an and their Significance (4) Characteristics of the Holy Qur'an (5) Central Subject Matter & the Main Themes of the Holy Qur'an (6) The necessity of the Holy Qur'an (7) The authenticity of the Holy Qur'an.	4	<b>CLOs-1</b>
<b>02</b>	<b>The Quranic Revelation (Wahi of the Holy Qur'an):</b> (1) Meaning of Wahi (2) Various classifications and procedure of Wahi(3) Stages of revelation of the Holy Qur'an (4) Gradual revelation of the Holy Qur'an and the wisdom behind it (5) The First and the Last Revelation.	4	<b>CLOs2</b>
<b>03</b>	<b>Division of the text of the Holy Quran:</b> (1) The Aayah of the Qur'an: Definition of Aayah. The Number of Ayah, words and letters of the Holy Qur'an. The Arrangement of the Ayah of the Holy Qur'an (2) The Surah of The Qur'an: Definition of Surah. The Arrangement of Surah of the Holy Qur'an. The classification of Surah of the Holy Qur'an.	4	CLO-4
<b>Section-B (SEE: 50 Marks)</b>			
<b>04</b>	<b>Understanding the text of the holy Quran:</b> (1) <b>Makki&amp;Madani Revelations:</b> (a) The Definition of Makki and Madani (b) The Characteristics of Makki and Madani Revelations (c) The benefits of knowing Makki and Madani Revelations. (2) <b>Asbabunnuzul (The Causes of Revelation):</b> Meaning and classification of Asababunnuzul. The benefits of Knowing Asbanunnuzul. (3) <b>Al-Naskh (Abrogation)</b> Definition, The proofs, The Classifications of Naskh. The benefits of knowing Nasikh(abrogating) and Mansukh (abrogated) verses.	4	CLO5
<b>05</b>	<b>Transmission of Quranic Revelation:</b> (1) Types of transmission of Quranic revelation: Verbal Transmission & written form of transmission (2) Collection and compilation (Jam`ul Quran) (3) Stages of collection (4) difference between collection of Abu Bakr (ra) and Othman (ra).	3	CLO3
<b>06</b>	<b>I'jaz al-Quran (Inimitability of The Holy Qur'an):</b> Definition of I'jaz, Condition, The Proofs of I'jaz. Various aspects of I'jaz Al-Qur'an.	3	CLO5
<b>07</b>	<b>General Information About Sunnah and Hadith:</b> (1) Definition of Sunnah (2) Difference among Qur'an, Sunnah and Hadith Qudshi (3) The Position, importance and authority of Sunnah in Islamic Shari'ah (4) history of Collection & Compilation of Sunnah.	4	CLO3
<b>08</b>	<b>Explanation of some important terms of Sunnah, the classification of Hadith and fabrication in Hadith:</b> (1) <b>Explanation of some important terms of Sunnah:</b> Isnad/Sanad, Matn, Rawee and Riwayah, Al-jame', Al-Musnad, Al-Sahih, Al-Sunan, Sahihayn, Muttafaqun 'Alayh, Al-kutub As-Sittah...etc. (2) <b>The classification of Hadith:</b> (a)According to the reference to a particular authority (b) According to the links in the Isnad(c) According to the number of narrators involved in each stage of the Isnad(d) According to the reliability and memory of the narrator.(3) <b>Fabrication in Hadith:</b> (a) Definition of Fabrication (b) Causes and consequence of fabrication (c) Some examples of commonly used fabricated Hadith in our society.	4	CLO5

**List of Books**  
**Sciences of Qur'an:**

1. Denffer, Ahmad, vol. 'UlumAl-Qur'an:An Introduction to the Sciences of the Qur'an, The Islamic Foundation, UK, reprinted by – A.S. Noordeen, Kuala Lumpur. 1983.
2. Ushama, Dr.Thameem, Sciences of the Qur'an: An Analytical Study, International Islamic University Malaysia, Cooperative Limited, Kuala Lumpur. 1998.
3. Bucaille, Dr. Maurice, The BibleThe Qur'an & Science, Thinkers Library, Selangor Darul Ehsan. Malaysia, 1996.
4. Badruddin Muhammad bin Abdullah Al-Badruddin Al- Zarkashi, Al-Burhan Fi UlumulQur'an, Dar Al-Marifah, Bairuth, VI. 01.
5. A Study of the Holy Qur'an and its Teachings, First edition, IQRA International Education Foundation, Chicago, April-1999.

**Sciences of Hadith:**

1. Al-Azami, Dr Mohammad Mustafa, Studies in Early Hadith Literature, American Trust publication, Indiana, 1978.
2. Hasan, Dr.Suhaib, An Introduction to the Science of Hadith, London, AL-Qur'an Society, 1994.
3. Marhribi, Al-Hassan, Introduction to the Study of the Hadith, Roshmee, South Africa, Roshmee Islamic School, 1994.
4. Salih, Muhammad Adeeb, Lamahat fee Usul al-Hadeth, Damascus, 1393 AH.
  1. Siddiqi, Muhammad Zubayr, Hadith Literature: its Origin, Development & Special Features, Cambridge, Islamic Texts Society, 1993.

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	-	-	-	5
Understand	-	5	5	-	5
Apply	-	5	-	-	10
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10
Create	-	5	-	-	10
x	Responding	x	x	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester.				

**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions Power point Presentation,

**Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment. Mid-Term & Final Exam. Project evaluation & Viva.

3 <sup>rd</sup> Semester			
ISCED Code	Course Code	Course Title	
0221	URED-2305	Comparative Religion (for Non-Muslim Students only)	
<b>Credit Hour: 3 CH</b>			
<b>Contact Hours: 4CH</b>			
Course Assessments	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	<b>SEE:</b> Semester End Examination		50 Marks

**The Rationale of the Course:** Today there are several Religions In this world. Many men many minds and scopes of thinking are available. So, the Religions demand from everyone to compare among all these Religions and chose the excepted Religion by the Almighty Allah the Cherisher and sustainer of the worlds. So the followers of this chosen Religion will be able to perform their activities according to the directions of their belief and chosen Religion. This course is designed to help the students to know about the several Religions and compare their chosen Religion with other Religions and create a firm decision and belief to practice on it without hating any other relations. They also be able to make a good relationship between Islamic beliefs and their actions, thus they can make their activities perfect for both lives here and hereafter.

SL	Course Learning Outcomes (CLOs) : Upon the successful completion of the course, students will be able to :	Corresponding IIUCMS	Bloom's taxonomy domain/level
CLO1	Acquire basic knowledge about Major Religions	IIUCMS-1,2&3	Cognitive/ Understand
CLO2	Understand about the teachings and admonitions of different religions.	IIUCMS-1,2&3	Cognitive/ Understand
CLO3	Analyze the principles of Major Religions.	IIUCMS-1,2&3	Cognitive/ Analyze
CLO4	Evaluate the ultimate Goal of the followers of different religions.	IIUCMS-1,2&3	Cognitive/ Evaluate
CLO5	Students will develop skills in observing and critically analyzing religion in the contemporary world.	IIUCMS-1,2&3	Cognitive/ Analyze

#### Course Content Outlines:

Chapter	Contents <b>Section-A (Midterm Exam: 30 Marks)</b>	Number of lectures	Corresponding CLOs
1	<b>Comparative Religion:</b> A. Definition of Religion B. Significance, Necessity and characteristics of Religion. C. Approaches to the study of religions (Historical, Anthropological, Sociological, Philosophical and Phenomenological etc.)	4	CLO1
2	<b>Origin and Development of Major Religions:</b> A. Basic History of major religions (Judaism, Christianity, Hinduism, Buddhism and Islam). B. Founders and Profounder of religions.	7	CLO1

<b>3</b>	<b>The features of Major Religions and Holy Books and Sacred Texts:</b> A. The distinguishing features of major religions (Judaism, Christianity, Hinduism, Buddhism and Islam). B. Holy books and sacred texts of major religions.	7	CLO1
<b>Section-B (SEE: 50 Marks)</b>			
<b>4</b>	The Comparative study of God in major religions A. Concept of God in Judaism. B. Concept of God in Christianity. C. 5Concept of God in Hinduism D. Concept of God in Buddhism. E. Concept of God in Islam.	6	CLO2
<b>5</b>	Religious rituals, festivals and Holy places A. Rituals of major religions. B. Festivals of major religions. C. Holy places of major religions.	5	CLO3
<b>6</b>	The Comparative study of religious mentors and prophets in major religions A. Necessity of prophets and spirituals guides for human life. B. Comparative study of prophecy and religious mentors in famous religions.	4	CLO3
<b>7</b>	The comparative study of life after death in major religions A. Concept of death in different religions. B. Concept of the Day of Judgment in different religions C. Concept of Heaven and Hell in different religions D. Concept of Reward and Punishment in different religions.	4	CLO3
<b>8</b>	The understanding of Man and Universe in major religions. A. The purpose of Human being in different religions. B. The purpose of the Universe.	4	CLO3
<b>9</b>	The common in major religions: A. Ethics and Morality. B. Evil. C. Justice D. Destiny and Luck. E. Religious Diversity. F. Non-violence and peaceful co-existence. G. Harmony and Interfaith dialogue. H. Social Justice and Human Ideological rights.	4	CLO5
<b>Texts Books:</b> 1. Sharpe, E. J. (1989), Comparative Religion: A history. 2. Eliade, M. (1996) Pattern in Comparative Religion of Nebraska Press. 3. Eastman, Roger (1999), The ways of Religion: An Introduction to the Major Traditions, Oxford University Press, US, 3 Editions.			

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	-	-	-	5
Understand	-	5	5	-	5
Apply	-	5	-	-	10
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10
Create	-	5	-	-	10
x	Responding	x	x	10	

<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester.
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**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions Power point Presentation,

**Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment. Mid-Term & Final Exam. Project evaluation & Viva.

4 <sup>th</sup> Semester		
ISCED Code	Course Code	Course Title
0232	GEBL-2401	Bangla Language & Literature
<b>Credit Hour: 2CH</b>		
<b>Contact Hours: 2CH</b>		

Course Assessments	CIE: Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	SEE: Semester End Examination		50 Marks

**Rationale of the Course:** মাতৃভাষা মানবজীবনের অত্যাবশ্যকীয় অনুষ্ণা|বাংলা আমাদের মাতৃভাষা এবং মহান মুক্তিযুদ্ধের মাধ্যমে অর্জিত স্বাধীন সার্বভৌম বাংলাদেশের রাষ্ট্রভাষা। শিক্ষার্থীদের ভাষাগত ও সৃজনশীল দক্ষতা অর্জনের জন্য কোর্সের পাঠ্যসূচিতে বাংলা ভাষার উদ্ভব ও বিকাশ, ব্যাকরণের উল্লেখযোগ্য প্রায়োগিক বিষয়, নিমিত্তি ও সাহিত্যের বিভিন্ন রূপশ্রেণিতে বাংলা সাহিত্যের প্রথিতযশা সাহিত্যিকদের কিছু উল্লেখযোগ্য সাহিত্যকর্ম সংযুক্তির মাধ্যমে কোর্সটিকে সমন্বয়যোগ্য ও ভারসাম্যপূর্ণ করা হয়েছে।

S/N	Course Outcomes (CLOs): Upon the successful completion of the course, students will be able to	Corresponding IIUC Mission	Bloom's taxonomy domain/level
CLO1	ভাষা ও নিমিত্তি অধ্যয়নের দ্বারা শিক্ষার্থীগণ যোগাযোগের মাধ্যম হিসেবে স্বচ্ছন্দ ভাববিনিময়ে বিশুদ্ধ ভাষাগত পারদর্শিতা লাভ করবেন।	IIUCMS-1	Cognitive/ Understand
CLO2	প্রতিবেদন ও বক্তব্য তৈরির কৌশল আয়ত্তের মাধ্যমে প্রতিযোগিতামূলক কর্মপরিবেশের উপযোগী কার্যকর যোগাযোগদক্ষতা ও কর্মমুখী ব্যক্তিত্ব গঠনে সক্ষম হবেন।	IIUCMS-1	Cognitive/ Understand
CLO3	গল্প পঠন ও গল্প লেখন সম্পর্কিত দক্ষতা শিক্ষার্থীগণের সৃজনশীলতা বিকশিত করবে।	IIUCMS-1	Cognitive/Apply
CLO4	বাংলা সাহিত্যের উল্লেখযোগ্য সাহিত্যকর্মের সাথে পরিচিতি ও সাহিত্যের বিভিন্ন আঙ্গিকের (কবিতা,ছোটগল্প,প্রবন্ধ,নাটক) স্বরূপ উপলব্ধি করার যোগ্যতা শিক্ষার্থীদের সামাজিক ব্যবস্থা সম্পর্কে জানার পরিধি বৃদ্ধি সহ বিরোধ নিষ্পত্তি করার যোগ্য করে গড়ে তুলবে।	IIUCMS-1	Cognitive/ Apply
CLO5	অসম্প্রদায়িকতা,বাংলা সংস্কৃতি ,মুক্তিযুদ্ধের চেতনা সমৃদ্ধ ও জীবনমুখী গল্প-কবিতা পাঠের মাধ্যমে শিক্ষার্থীগণ উদারনৈতিক মানবিক মূল্যবোধ অর্জনে সমর্থ হবেন।	IIUCMS-2	Cognitive/ Understand

<b>CLO6</b>	জাতীয়, আন্তর্জাতিক, ঐতিহাসিক বিষয়ে সংক্ষিপ্ত আলোচনা বাংলা লোকসংস্কৃতি ও শিল্প- সাহিত্যের প্রতি ইতিবাচক মনোভাব তৈরি করবে।	IIUCMS-3	<b>Cognitive/ Evaluate</b>
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**Course Content:**

Chapter	Content	Number of Lectures	CLOs
	<b>Midterm Exam : 30 Marks</b> ভাষা ও নিমিত্তি: <b>20</b> 1. বাংলা ভাষার উদ্ভব ও বিকাশ। 2. বাংলা বর্ণ ও ধ্বনি পরিচয়। 3. প্রতিবেদন বা বক্তব্য লেখন।  বাংলা সাহিত্য: <b>10</b> ছোটগল্প : (ক) পোস্টমাস্টার (রবীন্দ্রনাথ ঠাকুর) (খ) পুঁইমাচা (বিভূতিভূষণ বন্দ্যোপাধ্যায়) (গ) নয়নচারা (সৈয়দ ওয়ালীউল্লাহ)	<b>12</b>	
<b>01</b> <b>fvlv</b>	1. বাংলা ভাষার উদ্ভব ও বিকাশ। 2. বাংলা বর্ণ ও ধ্বনি পরিচয়। 3. বাংলা বানানের নিয়ম। 4. যতিচিহ্ন।	4	CLO1 CLO2
<b>02</b> <b>নিমিত্তি</b>	1. বঙ্গানুবাদ/স্কুদে গল্প লেখা। 2. প্রতিবেদন বা বক্তব্য লেখন। 3. পত্র লিখন। 4. সংক্ষিপ্ত আলোচনা।	4	CLO1 CLO6
<b>03</b> <b>কবিতা</b>	(ক) বঙ্গভাষা ( মাইকেল মধুসূদন দত্ত) (খ) আজ সৃষ্টি সুখের উল্লাসে (কাজী নজরুল ইসলাম) (গ) তোমাকে পাওয়ার জন্য হে স্বাধীনতা (শামসুর রাহমান)	4	CLO4 CLO5
	<b>Final Exam :50 Marks</b> ভাষা ও নিমিত্তি: <b>30</b> 1. বাংলা বানানের নিয়ম। 2. যতিচিহ্ন।	18	

	<p>3. বঙ্গানুবাদ/স্কুদে গল্প লেখা।</p> <p>4. পত্র লিখন।</p> <p>5. সংক্ষিপ্ত আলোচনা।(ক.একুশে ফেব্রুয়ারি ;খ.মুক্তিযুদ্ধ; গ.বাংলার লোকসংস্কৃতি;ঘ.মানবতা ও নৈতিকতা;ঙ.আধুনিক তথ্যপ্রযুক্তি। )</p> <p>বাংলা সাহিত্য : <b>20</b></p> <p><b>কবিতা :</b> (ক) বঙ্গভাষা (মাইকেল মধুসূদন দত্ত)</p> <p>(খ) আজ সৃষ্টি সুখের উল্লাসে (কাজী নজরুল ইসলাম)</p> <p>(গ) তোমাকে পাওয়ার জন্য হে স্বাধীনতা (শামসুর রাহমান)</p> <p><b>প্রবন্ধ :</b> (ক) সভ্যতার সংকট (রবীন্দ্রনাথ ঠাকুর)</p> <p>(খ) যৌবনে দাও রাজটিকা (প্রমথ চৌধুরী)</p> <p><b>নাটক :</b> কবর (মুনীর চৌধুরী)</p>		
<b>04 ছোটগল্প</b>	<p>(ক) পোস্টমাস্টার (রবীন্দ্রনাথ ঠাকুর)</p> <p>(খ) পুঁহিমাচা (বিভূতিভূষণ বন্দ্যোপাধ্যায়)</p> <p>(গ) নয়নচারী (সৈয়দ ওয়ালীউল্লাহ)</p>	6	CLO3 CLO4 CLO5
<b>05-প্রবন্ধ</b>	<p>(ক) সভ্যতার সংকট (রবীন্দ্রনাথ ঠাকুর)</p> <p>(খ) যৌবনে দাও রাজটিকা (প্রমথ চৌধুরী)</p>	6	CLO4
<b>06- নাটক</b>	কবর (মুনীর চৌধুরী)	6	CLO4

## Learning Materials:

### Text Book

বাংলা ভাষা ও সাহিত্য (রফিকুল ইসলাম ও সৌমিত্র শেখর)

### Reference Books

- 1.মুহম্মদ শহীদুল্লাহ,বাঙ্গলা ভাষার ইতিবৃত্ত।
- 2.মুহম্মদ আব্দুল হাই,ধ্বনিবিদ্যাবন ও বাংলা ধ্বনিতত্ত্ব।
- 3.জীনাত ইমতিয়াজ আলী,ধ্বনিবিদ্যাবনের ভূমিকা।
- 4.মাহবুবুল হক,বাংলা বানানের নিয়ম।
- 5.মুহম্মদ শহীদুল্লাহ,বাঙ্গলা ব্যাকরণ।
- 6.প্রমিত বাংলা বানানের নিয়ম,বাংলা একাডেমি।
- 7.জ্যোতিভূষণ চাকী,বাংলা ভাষার ব্যাকরণ।
- 8.রবীন্দ্রনাথ ঠাকুর,গল্পগুচ্ছ।
- 9.প্রমথ চৌধুরী,প্রবন্ধ সংগ্রহ।
- 10.কাজী নজরুল ইসলাম,সঞ্চিত্তা।

11. শামসুর রাহমান, বন্দী শিবির থেকে।

12. রবীন্দ্রনাথ ঠাকুর, কালান্তর।

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	-	-	-	5
Understand	-	5	5	-	5
Apply	-	5	-	-	10
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10
Create	-	5	-	-	10
x	Responding	x	x	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category (Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester.				

**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions Power point Presentation,

**Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment. Mid-Term & Final Exam. Project evaluation & Viva.

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4 <sup>th</sup> Semester		
ISCED Code	Course Code	Course Title
0232	UREM-2402	Text of Ethics and Morality-II
<b>Credit Hour: 1CH</b>		
<b>Contact Hours: 2CH</b>		

Course Assessments	CIE: Continuous Internal Evaluation	Attendance	10 Marks
		Class Test/ Assignment/ Quizzes	10 Marks
		Mid-term	30 Marks
	SEE: Semester End Examination		50 Marks

**Rationality of the Course: The main objectives of this course are:**

- To make students capable of understanding the text of the *Hadith* so that they can understand the rules of ethics from the second source of ethical book and also capable of understanding the basic Arabic language so that they can communicate with the foreign countries and be fit with labor market worldwide especially in the Middle East.

- b. To inspire students and make them interested in reading the *Hadith* as the second main source of ethics as well as the only reliable explanation of the holy *Qur'an*, the basic book of ethics, last divine scripture and the complete code of life.
- c. To make students familiar with the instructions of the Prophet Muhammad (PBUH), the most influential person and excellent model of ethics, so that they can lead their life being enlightened and be sincere and moral in all of their activities.
- d. To go towards achieving the motto of the university – to combine quality with morality.

S/N	Course Outcomes (CLOs): Upon the successful completion of the course, students will be able to	Corresponding IIUC Mission	Bloom's taxonomy domain/level
CO-1	<i>The students will have knowledge of understanding the text of the Hadith</i>	IIUCMS-2	Cognitive/ Understanding
CO-2	<i>They will be capable of understanding the basic Arabic language.</i>	IIUCMS-1	Cognitive/ Understanding
CO-3	They will be able to attain the rules of ethics from the second source of ethical book- the <i>Hadith</i> and to achieve the knowledge of Arabic language to be fit with labor market worldwide especially in the Middle East.	IIUCMS-3	Cognitive/ Understanding

### Course Content

<b><i>Section-A (Midterm Exam: 30 Marks)</i></b>		Number of Lecture	CLOs
<b>Chapter # 01</b>	<ol style="list-style-type: none"> <li>1. An introduction to the text of ethics and morality and an introduction to Arabic language.</li> <li>2. Selected text on importance of intention.</li> <li>3. Selected text on importance of well-wishing in Islamic religion.</li> <li>4. The fundamental rules of uttering a letter in a word</li> </ol>	04	CLO2
<b>Chapter # 02</b>	<ol style="list-style-type: none"> <li>1. Selected text on true obedience to the prophetic injunctions.</li> <li>2. Selected text on the beauty of Islamic character.</li> <li>3. Selected text on good behavior with the neighbors and showing honor to the guest.</li> <li>4. Selected text on compensating the bad with good.</li> <li>5. Exercise of adverb of time and place</li> <li>6. Exercise of simple nominal sentence in Arabic.</li> </ol>	06	CLO1
<b>Chapter # 03</b>	<ol style="list-style-type: none"> <li>1. Selected text on the signs of a hypocrite.</li> <li>2. Selected text on the responsibilities of Islamic brotherhood.</li> <li>3. Exercise of adverb of time and place</li> <li>4. Exercise of adverb of time and place.</li> </ol>	04	CLO1
<b><i>Section-B (SES: 50 Marks)</i></b>			
<b>Chapter # 04</b>	<ol style="list-style-type: none"> <li>1. Selected text on encouragement on good deeds.</li> <li>2. Selected text exemption of the faults committed due to mistake or forgetfulness.</li> <li>3. Subject and predicate of an Arabic sentence.</li> <li>4. The name of days and months in Arabic.</li> <li>5. The names directions in Arabic.</li> </ol>	05	CLO2

<b>Chapter # 05</b>	1. Selected text on professionalism in Islam. 2. Exercise of possessive phrase in Arabic	03	CLO3
<b>Chapter # 06</b>	1. Selected text on religious obligation on avoiding illegal activities and injustice. 2. Exercise of descriptive phrase	02	CLO3
<b>Chapter # 07</b>	3. Selected text on the secret for being beloved to all. 4. Conversation: myself and my family members.	02	CLO3
<b>Chapter # 08</b>	1. Selected text on the most valuable things for a Muslim. 2. Conversation on house, market and job place in Arabic	04	CLO3
		<b>30</b>	

### Recommended Books:

1. Azami, M., *Studies in early Hadith literature* (Indianapolis: American Trust Publications, 1978).
2. Burton, J., and *Introduction to the tradition* (Edinburgh: Edinburgh University Press, 2000).
3. Dr. Abu Bakar Rafique, *Text and Translation from Hadith*, Abc publication, Chittagong, 2016.
4. Dr. M. Fazlur Rahman, *Everyday Arabic Conversation*, Riyad Prokashani, Dhaka, 2005.
5. Izzath Uroosa, *Learning Arabic Language of the Qur'an*, Darussalam, Riyadh, 2010.

### Course Assessment Pattern (Theory courses):

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	-	-	-	5
Understand	-	5	5	-	5
Apply	-	5	-	-	10
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10
Create	-	5	-	-	10
x	Responding	x	x	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester.				

**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions Power point Presentation,

**Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment. Mid-Term & Final Exam. Project evaluation & Viva.

5th Semester		
ISCED Code	Course Code	Course Title
0312	URED-3503	Political Thoughts and Social Behavior
Credit Hour: 2 CH		
Contact Hours: 2CH		

Course Assessments	CIE: Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	SEE: Semester End Examination		50 Marks

**The Rationale of the Course:** Following are the Objectives of the course:

- i. To help the students demonstrate an in-depth understanding of their real position in this temporary world.
- ii. To understand their relation with the state and society.
- iii. To help them in performing their duties and responsibilities towards their state, society and humanity at large.

SL	Course Learning Outcomes (CLOs) : Upon the successful completion of the course, students will be able to :	Corresponding IIUCMS	Bloom's taxonomy domain/level
CLO1	Acquire basic knowledge about politics, Islamic politics, Law & Constitution, State and Government	IIUCMS-1,2&3	Cognitive/Understand
CLO2	Realize the nature of Citizen and Citizenship and relationship between state and citizen, citizen and government as well	IIUCMS-1,2&3	Cognitive/Apply
CLO3	Understand about the dealings and behavior of a man relating to himself, his Family and society	IIUCMS-1,2&3	Cognitive/Understand
CLO4	Analyze the principles of permissible and prohibition in Islam in regards to dress, food and drinking and in other parts of life	IIUCMS-1,2&3	Cognitive/Analyze
CLO5	Evaluate the Economic System of Islam and Festivals in Islam	IIUCMS-1,2&3	Cognitive/Evaluate

#### Course Contents:

Chapter	Chapter Title	Contents	Number of Lectures	Corresponding CLOs
Section A: Mid Term 30 Marks				
01	Politics and Islamic Politics:	A. Nature of the course from viewpoint of Islamic jurisprudence B. Literal and terminological Meaning of of Politics C. Definition of Islamic Politics D. Basic Principles of Islamic Political System E. Conventional Political System and Islam	3	CLO1
02	Shariah and constitution :		3	CLO1

	<ul style="list-style-type: none"> <li>A. Meaning of Shariah</li> <li>B. Sources of Shariah</li> <li>C. Difference between Shariah and man-made law</li> <li>D. Definition of Constitution</li> <li>E. Contents and main features of an Islamic Constitution</li> </ul>		
<b>03</b>	<p>State and Government:</p> <ul style="list-style-type: none"> <li>A. Meaning of State</li> <li>B. Elements of State</li> <li>C. The major characteristics of modern national states</li> <li>D. Meaning of Islamic State</li> <li>E. Basic principles of an Islamic state</li> <li>F. Meaning, Objective, types of government</li> <li>G. Relation between state and government</li> <li>H. Organs of a government - Executive, Legislative and Judiciary</li> </ul>	3	CLO1
<b>04</b>	<p>Citizen and Citizenship:</p> <ul style="list-style-type: none"> <li>A. Meaning of citizenship</li> <li>B. Types of citizenship and</li> <li>C. Rights &amp; duties of citizens</li> </ul>	3	CLO2
<b>Section B-Final Examination: 50 Marks</b>			
<b>05</b>	<p>Marriage and Family:</p> <ul style="list-style-type: none"> <li>A. Marriage in Islam</li> <li>B. Objective, Nature and some features of marriage in Islam</li> <li>C. Classification of Marriage</li> <li>D. Legal effects of various types of marriage</li> <li>E. Prohibited Marriages</li> <li>F. The general essentials of a Muslim marriage</li> </ul>	3	CLO3
<b>06</b>	<p>Matrimonial Disputes Resolution and Divorce:</p> <ul style="list-style-type: none"> <li>A. Definition of Matrimonial Disputes</li> <li>B. Sources and causes of matrimonial disputes</li> <li>C. Quranic Approach to matrimonial disputes</li> <li>D. Divorce as a last resorts to dissolve a matrimonial disputes</li> </ul>	3	CLO3
<b>07</b>	<p>Women in Islam:</p> <ul style="list-style-type: none"> <li>A. Status of women in Islam</li> <li>B. Rights and duties of women in Islam</li> </ul>	2	CLO3
<b>08</b>	<p>Family Relationship Social Relationship &amp; Festivals in Islam:</p> <ul style="list-style-type: none"> <li>A. Husband-wife relationship</li> <li>B. Parent-child relationship</li> <li>C. Family relationship</li> <li>D. Kinship</li> <li>E. Neighbourhood</li> <li>F. Wide circle of relationship relationship</li> <li>G. Eid-al-Fitr and Eid-Al-Adha</li> </ul>	3	CLO3
<b>09</b>	<p>Economic System &amp; Dress Code in Islam:</p> <ul style="list-style-type: none"> <li>A. Earning and Expenditure by Halal Means</li> <li>B. Right to property and Individual Liberty</li> <li>C. System of Zakah (Welfare Contribution)</li> <li>D. Prohibition of Riba (Interest or usury)</li> <li>E. Law of Inheritance (Mirath) , Conclusion</li> <li>F. Common Clothing Regulations</li> <li>G. Clothing Regulations for Man</li> <li>H. Clothing Regulations for Woman</li> </ul>	3	CLO5
<b>10</b>	<p>Principles of permissible and prohibition:</p> <ul style="list-style-type: none"> <li>A. All things are lawful for mankind except what have been prohibited explicitly by Allah and His Messenger</li> </ul>	4	CLO4

	B. Only Allah (SWT) has the right to declare a thing lawful or prohibited C. Allah has prohibited only shameful things D. What has been made lawful for us is sufficient E. the means or causes that lead to unlawful action are also prohibited F. what is prohibited, it is prohibited for all G. a grave necessity legalizes temporarily an illegal thing		
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**References:**

1. Bhuiyan, Mohammad ShafiulAlam (2007), The Government and Politics in Islam, Dhaka: Noor Publications.
2. Hamid, E. A. (2004). The Qur'an and Politics, London: International Institute of Islamic Thought.
3. Islam, A. B. M. M. (2005). Islamic Constitution: Quranic and Sunnatic Perspectives.
4. A'LaMaududi, S. A. (1980). The Islamic Law & Constitution: Islamic Books.
5. Sarwar, G. (1982). Islam, beliefs and teachings: Muslim educational trust.
6. Hannan, S. A. (2017). Social Laws of Islam. Dhaka: Bangladesh Institute of Islamic Thought (BIIT)
7. Zino, Muhammad bin Jamil, Islamic Guidelines, Darusalam, Riyadh, 1996.
8. Al-Qaradawi, Y. (1988). Halal and Haram in Islam.
9. Ahmad, M. (2009). Business ethics in Islam: International Institute of Islamic Thought (IIIT).
10. Chapra, M. U. (2016). The future of economics: An Islamic perspective (Vol. 21): Kube Publishing Ltd.

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	5	-	-	5
Understand	-	-	5	-	10
Apply	-	5	-	-	05
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	15
Create	-	5	-	-	05
x	Responding	x	x	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use Cognitive (Knowledge), Affective (Attitude) and Psychomotor (Skills) domain of Bloom's Taxonomy.				

**Note:**CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

- i. **Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions  
Power point Presentation,
- ii. **Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment.Mid-Term & Final Exam.  
Project evaluation & Viva

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6 <sup>th</sup> Semester		
ISCED Code	Course Code	Course Title
0222	GEHE-3601	History of the Emergence of Bangladesh
<b>Credit Hour: 3 CH</b>		
<b>Contact Hours: 3CH</b>		

Course Assessments	CIE: Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	SEE: Semester End Examination	50 Marks	

Rationale of the Course: The course has been designed to study the dynamic and diverse movements of the people of Bangladesh to achieve its independence in 1971. The course, primarily, focuses on the rising of Bengali nationalism and the national identity crisis of the Bengali along with significant autonomous vibrations regarding changes in the politics of social dominance in the period –from appearance of united Pakistan to the emergence of Bangladesh as an independent country.

SL	Course Learning Outcomes (CLOs) : Upon the successful completion of the course, students will be able to :	Corresponding IIUCMS	Bloom's taxonomy domain/level
CLO1	Analyze the historical contexts and socio-political perspectives for the Independence movement of Bangladesh	IIUCMS-1&3	Cognitive/ Analyze
CLO2	Appreciate the background and events of the glorious War of Liberation of Bangladesh	IIUCMS-1&3	Cognitive/ Understand
CLO3	Estimate the role of national leaders and political parties in the Independence movement of Bangladesh	IIUCMS-2&3	Cognitive/ Evaluate
CLO4	Evaluate the role of Bangabandhu Sheikh Mujibur Rahman as the founder and un-parallel leader of the Independence movement of Bangladesh.	IIUCMS-1&2	Cognitive/ Evaluate
CLO5	Uphold the spirit of liberation war resulting in the enhancement of patriotism.	IIUCMS-1,2&3	Cognitive/ Apply

### Course Content:

Chapter	<b>Section-A (Midterm Exam: 30 Marks)</b>	Number of lectures	Corresponding CLOs
01.	<b>Introduction to the country and its people:</b> Geographical features and their influence, ethnic composition, language, cultural syncretism and religious tolerance, distinctive identity of Bangladesh in the diverse context.	06	CLO1
02.	<b>Proposal for undivided sovereign Bengal and the partition of the Sub-Continent, 1947:</b> Rise of communalism under the colonial rule, Lahore	03	CLO1

	Resolution 1940, The proposal of Suhrawardi and Sarat Bose for undivided Bengal: consequences, The creation of Pakistan 1947.		
03.	<b>Pakistan: Structure of the state and disparity:</b> Central and provincial structure, influence of military and civil bureaucracy, economic, social and cultural disparity.	06	CLO1
04.	<b>Language Movement and quest for Bengali identity:</b> The Language Movement: context and phases, United Front: election of 1954, consequences, misrule by Muslim League and struggle for democratic politics, framing of the constitution of Pakistan in 1956.	03	CLO2 CLO3
<b>Section-B (SEE: 50 Marks)</b>			
05.	<b>Military regimes of Ayub Khan and Yahya Khan (1958-1971):</b> Definition of military rules and its characteristics, Ayub Khan's rise to power and characteristics of his rule (Political repression, Basic democracy), Fall of Ayub Khan and Yahya Khan's rule (Abolition of one unit, universal suffrage, the Legal Framework Order).	03	CLO2 CLO3 CLO4
06.	<b>Rise of nationalism and the Movement for self-determination:</b> Resistance against cultural aggression and resurgence of Bengali culture, Student movement 1962, the six point movement: reactions, importance and significance. The Agartala conspiracy case 1968, Mass upsurge of 1969.	06	CLO2 CLO3 CLO4
07.	<b>Election of 1970 and the Declaration of Independence:</b> Election result and centres refusal to comply, The non-cooperation movement, the 7 <sup>th</sup> March Address, Operation Search-light, Declaration of Independence and the arrest of Bangabondhu Sheikh Mujibur Rahman.	06	CLO2 CLO3 CLO4 CLO5
08.	<b>The war of Liberation 1971:</b> Genocide and repression of people, Formation of Bangladesh government and proclamation of Independence, Formation of MuktiBahini, Publicity Campaign in the war of Liberation, Contribution of students, women and the masses, The role of super powers, The Anti-liberation activities, killing of the intellectuals, Trial of Bangabondhu and reaction of the World Community, The role of ArabWorld in the Liberation War, The role of India in the Liberation War, Formation of joint command and the Victory.	06	CLO2 CLO3 CLO4 CLO5
09	<b>Immediate Development of Independent Bangladesh:</b> Homecoming of Bangabondhu, Making of the constitution, Reconstruction of the war ravaged country. Reign of Bangabandhu (1972-1975). Contribution of National leaders of Bangladesh: AK FazlulHuq, MaulanaVashani, Hussein ShahidSuhrawardi, Bangabondhu Sheikh Mujibur Rahman, Syed Nazrul Islam, Tajuddin Ahmed, HM Kamruzzaman, Captain M Mansur Ali, MAG Osmani.	06	CLO6 CLO7

#### Text Books:

- Muntasir Mamun and Soumitra Shekhar, Swadhin Bangladesher Obvyudyer Itihas, (Dhaka: University Grand Commission-UGC, Bangladesh, 2017).
- Rounaq Jahan, Pakistan: Failure in National Integration, (Dhaka: University Press Limited, 1977).
- Md. Thowhidul Islam and others, Bangladesh Studies. (Dhaka: Bangladesh Institute of Islamic Thought-BIIT, 2017).

#### Reference Books:

- Sirajul Islam (ed.), Banglapedia: National Encyclopedia of Bangladesh, Vol. 1-14, (Dhaka: Asiatic Society of Bangladesh, 2014).

- Sirajul Islam (ed.), *BangladesherItihas*, Vol. 1-3, (Dhaka: Asiatic Society of Bangladesh, 2014).
- Dr. Md. Emran Zahan & Dr. Md. Siddiqur Rahman Khan, *BangladesherItihas 1972-2014*, (Dhaka: AbosarProkashanaSangstha, 2018).
- Maidul Hasan, *Muldhara 71*, (Dhaka: The University Press Ltd., 1986).
- Shamsul I. Khan, *Political Culture, Political Parties and the Democratic Transition in Bangladesh*, (Dhaka: The University Press Ltd., 2008).
- Abul Mansur Ahmad, *Amar Dekha Rajniteer Poncash Bochor*, (Dhaka: Srijon Prokashoni Ltd., 1988).
- Kamruddin Ahmed, *Social History of East Pakistan*, (Dhaka: Crescent Book Center, 1967).
- Shaikh Maqsd Ali, *From East Bengal to Bangladesh: Dynamics and Perspectives*, (Dhaka: The University Press Ltd., 2009).
- Siddiq Salik, *Witness to Surrender*, (Dhaka: The University Press Ltd., 1997).
- Moudud Ahmed, *Bangladesh: Constitutional Quest for Autonomy*, (Dhaka: The University Press Ltd., 2003).
- Akbar Ali Khan, *Discovery of Bangladesh*, (Dhaka: The University Press Ltd., 2009).
- Talukdar Maniruzzaman, *Bangladesh Revolution and its Aftermath*, (Dhaka: The University Press Ltd., 1992).
- M.A. Barnik, *Rasthra Bhasha Andoloner Itihas*, (Dhaka: AHDPH, 1998).
- Oli Ahad, *Jatiyo Rajniti 1945-1975*, (Dhaka: Bangladesh Co-operative Book Society, 2004).

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	-	-	-	5
Understand	-	5	5	-	5
Apply	-	5	-	-	10
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10
Create	-	5	-	-	10
x	Responding	x	x	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester.				

**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions Power point Presentation,

**Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment. Mid-Term & Final Exam. Project evaluation & Viva.

6 <sup>th</sup> Semester		
ISCED Code	Course Code	Course Title
0221	URED-3604	The Life and Teachings of the Prophet Muhammad (SAAS)

<b>Credit Hour: 1 CH</b>
<b>Contact Hours: 2CH</b>

Course Assessments	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	<b>SEE:</b> Semester End Examination		50 Marks

Rationale of the Course: The life of Prophet (SAAS) has remained as a source of inspiration not only for the Muslims but also for the people of different races, colors and origins belonging to various levels of society. It has led various people to make a deeper study of his message and even fashion their own lives on his pattern. Every deed of Prophet's (SAAS) life is to be followed by every individual of Muslim Ummah. Love of Allah's messenger (SAAS) is an integral part of our Iman and hence the highest love for the Prophet (SAAS) is made as a test for our faith. This course, therefore, has been designed to have an insight thought

S/N	Course Outcomes (CLO): Upon the successful completion of the course, students will be able to	Corresponding IIUC Mission	Bloom's taxonomy domain/level
<b>CLO1</b>	The students will have proper knowledge regarding the life and times of Prophet Muhammad (SAAS)	IIUCMS-1,2&3	Cognitive/ Understanding
<b>CLO2</b>	Students will be able to identify the Prophet (SAAS) as the only ideal mentor to follow.	IIUCMS-1,2&3	Cognitive/ Understanding
<b>CLO3</b>	Students will be able to lead their life according to the exalted characters, manners, habits and behaviors of the teacher of mankind and beloved Prophet (SAAS)	IIUCMS-1,2&3	Cognitive/ Applying

### Course Content:

Chapter	Content	Number of Lectures	Corosponding CLO
Section-A, Mid Term: 30 Marks			
<b>01</b>	An introduction to Siratunnabi (SAAS): A comprehensive view, Sirah and its literally and technical meaning, Selection of Arabia as the birthplace of the Final Prophet (SAAS),	2	CLO1 CLO2
<b>02</b>	Socio-Political, Religious condition of pre-Islamic Arabia: an Overview. Early life of Prophet (SAAS): Birth and Childhood, Business trip to	3	CLO1 CLO2

	Syria with his uncle Abu Talib, Battle of Fijjar and formation of Hilful-Fudul, Contribution of Mohammad (SAAS) in the business of Khadijah, Marriage with Khadijah.		
03	Early life of Prophet (SAAS): Rebuilding of Al-Ka'bah, Search for the truth and receiving the truth. Beginning of Islamic Movement at Makkah: (From first revelation to the emigration to Abyssinia): Prophet hood, First revelation and its impact. Propagation of Islam Begins in secret.	2	CLO1 CLO3
04	The early Muslims, End of the First Phase. Islamic Movement becomes public, The Prophet on the Mount of Safa.	2	CLO1 CLO2
05	Oppositions from the Quraysh begin, Qur'anic approach towards Quraysh, Oppositions,	2	CLO2
06	Migration to Abyssinia. Prophet (SAAS) at Makkah: Boycott and Confinement of the Prophet (SAAS) and Banu Hashim by the Quraysh, The year of sorrow.	2	CLO2
07	Ta'if- the most difficult day, Mi'raj of the Prophet. Covenants of Al-'Aqabah.	2	CLO2
Section-B: Final Examination 50 Marks			
08	Hijrah of the Prophet (SAAS).	1	CLO2
09	The Prophet (SAAS) at Madinah: (From migration to Hudaibiyah) Construction of the Mosque,	2	CLO2
10	The Charter of Madinah, Important Battles till the agreement of Hudaibiyah- The Battle of Badr,	2	CLO3
11	The Battle of Uhud, The Battle of Ahzab, Campaigns against the Jews of Madinah, Hudaibiyah Agreement	3	CLO3
12	Letters of the Prophet (SAAS) to the kings beyond Arabia, Battle of Muta, Battle of Hunayun, The conquest of Makkah. The Farewell Pilgrimage,	2	CLO3
13	The Farewell Address of the Prophet (SAAS) and its lessons,	2	CLO1 CLO2
14	Departure of the Prophet (SAAS), Contributions of the Prophet (SAAS) as a reformer and as a nation builder and as an Ideal for the all.	2	CLO2 CLO3
15	Review Class	1	

**List of Books:**

1. Nadwi, SaiyidSulaiman, Muhammad The Ideal Prophet: A Historical, Practical, Perfect Model for Humanity. Translated by Mohiuddin Ahmad. Islamic Book Trust K.L.N.D.
2. Guillaume, Alfred. The Life of Muhammad: A Translation of IbnIshaq'sSiratRasul Allah. London: Oxford University Press, 1955.
3. Lings, Martin. Muhammad: his life based on the earliest sources. New York: Inner Traditions International, 1983.
4. Nasr, SeyyedHossein, Muhammad: Man of God. Chicago, IL: Kazi Publ., 1995.
5. Ramadan, Tariq. In the Footsteps of the Prophet: Lessons from the Life of Muhammad. New York: Oxford University Press, 2009.
6. Watt, William Montgomery. Muhammad: Prophet and Statesman. London: Oxford University Press, 1961.

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	5	-	-	05
Understand	-	-	5	-	10
Apply	-	5	-	-	05
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	15
Create	-	5	-	-	05
x	Responding	X	x	10	
Remarks	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use Cognitive (Knowledge), Affective (Attitude) and Psychomotor (Skills) domain of Bloom's Taxonomy.				

**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**A. Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions

Power point Presentation,

**B. Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment.

Mid-Term & Final Exam. Project evaluation & Viva

7 <sup>th</sup> Semester		
ISCED Code	Course Code	Course Title
0221	URIH-4701	A Survey of Islamic History and Culture
<b>Credit Hour: 1 CH</b>		
<b>Contact Hours: 2CH</b>		

Course Assessments	CIE: Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
SEE: Semester End Examination			50 Marks

Rationale of the Course: The objective of this study is to enrich the learners with the glorious history of four pious Khalifah of Islam and their remarkable contributions towards the development of just administration, advancement of civilization and education and their great services towards humanity at large. This course also aims at making the students acquainted with the glorious contribution of the Muslims towards the world civilization during the Ummayyads and Abbasids Khilafah. The contributions include the advancement of administration, society, civilization, different branches of science such as geography, mathematics, history, medical science, philosophy etc.

S/N	Course Outcomes (CLO): Upon the successful completion of the course, students will be able to	Corresponding IIUC Mission	Bloom's taxonomy domain/level
CLO1	With the study of this course, the learners will be able to explore the glorious history of early Islamic society and state, particularly of four pious Khalifah and their	IIUCMS-1,2&3	Cognitive/ Understanding

	successors.		
<b>CLO2</b>	The learners will also have the idea about the Muslim contributions towards the difference branches of world civilization.	IIUCMS-1,2&3	Cognitive/ Understanding
<b>CLO3</b>	This study will also help the students to realize the historical processes of development of Muslim society in early time and to make a comparison with the present society.	IIUCMS-1,2&3	Cognitive/ Applying
<b>CLO4</b>	It will enable the learners to appreciate various good practices and cultures that will in turn be resulted in becoming a responsible citizen.	IIUCMS-1,2&3	Cognitive/ Analyze

SL.NO	CONTENT OF COURSE (as Summary)	Number of Lectures	Corosponding CLO
01.	<b>Section A (Midterm Examination: 30 Marks):</b> <b>Introduction to the course and its objectives.</b> <b>Chapter One: Khilafah:</b> Definition, Origin and Development of Khilafah; Types of Khilafah; Election system to the office of Khilafah; Khilafah and Mulukiyyah; Qualifications, Duties and Responsibilities of a Khalifah.	3	CLO1
02.	<b>Chapter Two: Introduction to the Four Pious Khalifah:</b> Achievements and Contributions of the Pious Khalifah. Comprehensive study of the historical events during four pious Khalifah: Abu Bakr (R) -the savior of Islam, Umar (R) - the model of modern administration and great conqueror of Islamic empire, Uthman (R) – compiler of the Holy Qur'an, Causes of revolt, assassination of Uthman (R) and its effect on the history, Ali (R) - civil wars during his time and end of the four Pious Khalifah.	6	CLO2 CLO3 CLO7
03.	<b>Chapter Three: Administration under the Four Pious Khalifah:</b> The Shura, Civil Administration, Revenue System, Bait-al-Mal, Judicial Administration, Police-Prison, Religious Administration and Military Administration.	3	CLO7
04.	<b>Section B (Final Examination: 50 Marks):</b> <b>Chapter Four: The Umayyads Khilafah (661 A.D-750 A.D):</b> A brief introduction to Umayyads Khilafah, Credit and Achievements of Muawiah (R), Administrative reforms of Abdul Malik, Expansion of Islamic empire under Walid bin Abdul Malik, Umar bin Abdul Aziz and his Administrative Reforms. Central and Provincial Administration, Social Condition. Umayyads contribution towards the development of civilization & education, and Fall of the Umayyads.	6	CLO4
05.	<b>Chapter Five: The Abbasids Khilafah (750 A.D-1258 A.D):</b> Golden Age of the Abbasids- Abul Abbas as Saffah, Abu Zafar al-Mansur, Harun or-Rashid, Al-Mamun, Abbasids Society, Rights of Women and non-Muslims in Muslim Society, Scientific and Literary development, Education, Development of Art and Architecture. Abbasids Administration- Civil, Military, Judicial and Revenue Administration and Fall of Baghdad. a)	6	CLO4 CLO7
06.	<b>Chapter Six:</b> A Brief Analysis on the Umayyads Khilafah of Spain and Fatimids Khilafah of Egypt and North Africa.	2	CLO4 CLO5
07.	<b>Chapter Seven:</b> Muslim contribution to different fields of civilization: a) Geography; b) Medical Sciences and Medicine; c) Chemistry;	4	CLO5 CLO6

	d) Mathematics; e) Astronomy; f) Historiography; g) Art and literature; and h) Painting and Calligraphy		
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**Text Book:**

P.K. Hitti, History of the Arabs, Macmillan edition, 1970, London.  
K. Ali, A Study of Islamic History, Adam Publishers & Distributors, 2006, Dhaka.  
Mofizullah Kabir, An Outline of Islamic History, Dhaka.

**Reference:**

S.A.Q. Hussaini, The Arab Administration, 1956, Lahore.  
Syeed Ameer Ali, A Short History of Saracens, Macmillan edition, 1916, London.  
T.I. Arnold, The Caliphate, Oxford, 1924, London.  
Muhammad Ali, The Early Caliphate, Cambridge, 1936, London.  
W. Muir, Caliphate, Its Rise, Decline and fall, Edinburg, 1934.  
B. Lewis, & P.M. Holt (ed.), Cambridge History of Islam, 1947.  
Syeed Ameer Ali, The Spirit of Islam, Christophers, 1891, London.  
Thomas Arnold, The Legacy of Islam, Oxford, 1931, London.  
Joseph Hell, The Arab Civilization, W. Heffer & sons, limited, 1926, London.  
Hamilton Gibb A.R. Studies on the Civilization of Islam, Princeton, 1982, London.  
R. Levy, The Social Structure of Islam, Cambridge 1979, London.  
R.A. Nicholson, A Literary History of the Arabs, Cambridge 1930, London.  
A.M.A. Shushtery, Outline of the Islamic Culture, The Bangalore Printing & Publishing Co. Ltd., 1954, India.  
S.M. Imamuddin, Arab Muslim Administration, 1976, Karachi.  
Encyclopedia of Islam  
S. KhudaBaksh, Islamic Civilization vol 1-2, IdaraIslamiyat-e-Diniyat, or Kitab Bhavan, 1984, Delhi.  
H.K. Sherwani, Studies in Muslim Political Thought and Administration, Muhammad Ashraf, 1945, Lahore.  
M.A. Shabon, The Abbasid Revolution, Cambridge, 1970, London.  
M.A. Shabon, Islamic History; A New Interpretation, 1971, London.  
R.H. Turner, Science in Medieval Islam: An Illustrated Introduction. 1995, Austin: University of Texas Press.  
M.Iqbal, The Reconstruction of Religious Thought in Islam. 1986, Institute of Islamic Culture, Lahore.  
M.N. Roy, The Historical Role of Islam, Ajanta Publications, 1981, Delhi.  
Musa Ansari, Moddhojoger Muslim Sovvota o Sonskriti, Bangla Academy, 1999, Dhaka.  
Board of Researchers, Scientific Indications in the Holy Quran, Islamic Foundation Bangladesh, 2004, Dhaka.  
R.M. Savory, Introduction to Islamic Civilization, Cambridge University Press, 1977, London.  
Franz Rosenthal, A History of Muslim Historiography, Leiden, 1952.  
Cobb S., Islamic Contributions to Civilization, Avalon Press, Washington, 1963.  
Ziauddin Sardar, Science, Technology and development in the Muslim World, Croom Helm, 1977, London.  
M. AkborAli, Bigghane Musalmander Obodan (Muslim Contribution to science) Volume 1-12, 1936, Dhaka.

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
Remember	-	-	-	-	5
Understand	-	5	5	-	5
Apply	-	5	-	-	10
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10
Create	-	5	-	-	10

x	Responding	x	x	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester.				

**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions Power point Presentation,

**Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment. Mid-Term & Final Exam. Project evaluation & Viva.

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8 <sup>th</sup> Semester		
ISCED Code	Course Code	Course Title
0222	GEBS-4801	Bangladesh Studies
<b>Credit Hour: 3 CH</b>		
<b>Contact Hours: 3CH</b>		

Course Assessments	CIE: Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
SEE: Semester End Examination			50 Marks

Rationale of the Course: This course is designed to help the students obtaining comprehensive knowledge about the history and heritage, Geography and environment, people and society, politics and constitutional Development of Bangladesh. This course also will make students understandings on foreign policy and international relations, economics and natural resources, education and literature, philosophy and religion, art and culture of Bangladesh and such other conceptions and ideas that are significantly related to the people and society of Bangladesh.

This course will deepen students understanding of complex interconnection of historical events that lead to the formation of Bangladesh, current trend in political and economic development thereby improving critical thinking along with their written and oral communication skills, quantitative skills and technical literacy. It will also enhance their understanding of current phenomena in the light of history that will make them responsible global citizen.

SL	Course Learning Outcomes (CLOs) : Upon the successful completion of the course, students will be able to :	Corresponding IIUCMS	Bloom's taxonomy domain/level
CLO1	Understand basic geographical characteristics of Bangladesh and its impact on the life and society, ethnology of its people and population distribution.	IIUCMS-1&3	Cognitive/ Analyze

CLO2	Identify specific stages of Bangladesh's political history, through the ancient, medieval, colonial and post-colonial periods and critically analyzesocio-cultural plurality in Bangladesh.	IIUCMS-1&3	Cognitive/ Undrstand
CLO3	Have a comprehensive concept about the historical developments of Bengali nation until the emergence of Bangladesh as an independent country in 1971.	IIUCMS-2&3	Cognitive/ Evaluate
CLO4	Critically analyze and present cogent argument on why tensions and contestations between and among social groups may emerge within and among states both in written and oral forms.	IIUCMS-1&2	Cognitive/ Analyze
CLO5	Critically analyze how different constitutional bodies and socio-political institutions operate and how their behavior influences political governance.	IIUCMS- 1,2&3	Cognitive/ Apply

SL.NO	CONTENT OF COURSE (as Summary)	Hrs.	CLOs
01.	<b>Outline study of Bangladesh Geography:</b> Location, Area, Boundary, Physiographic features, River System, Forest, Climate and Environmental Challenges of Bangladesh. Geographical Impact on the People and Society.	06	CLO1
02.	<b>The People of Bangladesh:</b> Ethnology of the People, Tribal Communities, Population Growth, Composition and Distribution, Population Challenges and Prospects for Bangladesh.	03	CLO1
03.	<b>History and Society of Ancient Bengal:</b> Early settlement and territorial identity, Sasanka (The first independent king), Matsyanyayam and its comparison with the present situation, Pala and Sena dynasty.	06	CLO2 CLO3
04.	<b>History and Society of Bengal under Muslim Rule (1204-1757):</b> Advent of Islam in Bengal and Its Impact, Composition of Muslim Society in Bengal, Role of Sufism, Foundation of Bengali Nationalism, Educational and Literary Development, Evaluation of the Impact of Muslim Rule on Bengal Society and Civilization.	06	CLO2 CLO3
05.	<b>History and Society of Bengal under British Rule (1757-1947):</b> Introduction of British Colonial Rule in Bengal, British Policy towards Economy and Education, Socio-Religious Reform Movements and the Struggles for Freedom from British Colonialism, Intellectual Movements, Partition of Bengal, Role of Congress and Muslim League, Rising of Nationalism Movements and the Emergence of Pakistan, Impact of British Administrative Policy on the Society of Bengal.	06	CLO4 CLO5
06.	<b>History and Society of Bangladesh during Pakistan Rule (1947-1971):</b> National disintegration between East and West Pakistan, political mobilization and successive national movements leading to the independence of Bangladesh.	03	CLO3 CLO5
07.	<b>Political Development in Modern Bangladesh:</b> Formation and Role of Major Political Parties, Regime Analysis of Modern Bangladesh, Issues of Bangladesh Politics, and Challenges of Democracy.	03	CLO6 CLO7
08.	<b>Constitutional and Administrative Development of Bangladesh:</b> The Constitution of Bangladesh, its historical background, characteristics, contents, constitutional organizations, amendments and administrative structure.	03	CLO6 CLO7
09.	<b>Foreign Policy and International Relations of Bangladesh:</b> Principles of Foreign Policy, International Relations of Bangladesh, Role of Bangladesh in International Organizations such as the UN, OIC, SAARC, ASEAN, BIMSTEC etc.	03	CLO6 CLO7
10.	<b>Concept of Development and Sector wise Development in Bangladesh:</b> Definitions of Development, The Birth of the Human Development Index, MDGs, SDGs, Sector wise	06	CLO7 CLO8

	development scenario in Bangladesh (Education, Economy, Health, Agriculture, Women Empowerment, Environment) Minerals and Resources, Socio-economic and cultural problems and prospects of Bangladesh.		
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### Text Book:

- Sirajul Islam (ed.), *Banglapedia: National Encyclopedia of Bangladesh*, Vol. 1-14, (Dhaka: Asiatic Society of Bangladesh, 2014).
- Md. Thowhidul Islam and others, *Bangladesh Studies*. (Dhaka: Bangladesh Institute of Islamic Thought-BIIT, 2017).
- Dr. M.A. Rahim, and others, *Bangladesher Itihash*, (Dhaka: Nowroz Kitabistan, 1994).
- Muhammad Shamsul Huq, *Bangladesh in International Politics*, (Dhaka: The University Press Limited, 1995).

### Reference Books:

- Harun Er Rashid, *Geography of Bangladesh*, (Dhaka: University Press Limited, 1991).
- Mosharraf Hossain, *Graphoman World Atlas*, 7<sup>th</sup> edition, (Dhaka: Graphosman, 2012).
- Sir Jadu-Nath Sarkar, *The History of Bengal*, Vol – 1-3, (Dhaka: The University of Dhaka, 1972).
- Mohar Ali, *History of the Muslims of Bengal*. Vol – 1-3, (Dhaka: Islamic Foundation Bangladesh, 2003).
- Abdul Karim, *Social History of the Muslims of Bengal*, (Chittagong: Baitush Sharaf Islamic Research Institute, 1985).
- Dr. Enamul Huq, *A History of Sufism in Bengal*, (Dhaka: Bangla Academy, 1975).
- Board of Researchers, *Islam in Bangladesh through Ages*, Dhaka: Islamic Foundation Bangladesh, 1995).
- Sufia Ahmed, *Muslim Community in Bengal (1884-1912)*, (Dhaka: Oxford University Press, 1974).
- Dr. M.A. Rahim, *The Muslim Society and Politics in Bengal*, (Dhaka: University of Dhaka, 1978).
- Dr. M.A. Rahim, *Social and Cultural History of Bengal*, Vol – 1-2, (Dhaka: Bangla Academy, 1982).
- Prof. Dr. Muinuddin Ahmed Khan, *Islamic Revivalism*, (Dhaka: Bangladesh Institute of Islamic Thought, 2010).
- Dr. Muinuddin Ahmed Khan, *Muslim Struggle for freedom in Bengal*, (Dhaka: Islamic Foundation Bangladesh, 1983).
- Dr. Muhammad Inamul Huq, *Varoter Musalman O Shwadinota Andolan*, (Dhaka: Bangla Academy, 1995).
- Azizur Rahman Mallick, *British Policy and the Muslims in Bengal*, (Dhaka: Asiatic Society of Pakistan, 1961).
- Muhammad Habibur Rahman, *Gangariddhi Theke Bangladesh*, (Dhaka: Bangla Academy, 1985).
- Sirajul Islam, *History of Bangladesh*, Vol – 1-3, (Dhaka: Asiatic Society of Bangladesh, 2008).
- Oli Ahad, *Jatiyo Rajniti 1945-1975*, (Dhaka: Bangladesh Co-operative Book Society, 2004).
- Abul Mansur Ahmad, *Amar Dekha Rajniteer Poncash Bochor*, (Dhaka: Srijon Prokashoni Ltd., 1988).
- Kamruddin Ahmed, *Social History of East Pakistan*, (Dhaka: Crescent Book Center, 1967).
- Shaikh Maqsd Ali, *From East Bengal to Bangladesh: Dynamics and Perspectives*, (Dhaka: The University Press Ltd., 2009).

- Moidul Hasan, *Muldhara 71*, (Dhaka: The University Press Ltd., 1986).
- Moudud Ahmed, *Bangladesh: Constitutional Quest for Autonomy*, (Dhaka: The University Press Ltd., 2003).
- Rounaq Jahan, *Pakistan: Failure in National Integration*, (Dhaka: University Press Limited, 1977).
- Akbar Ali Khan, *Discovery of Bangladesh*, (Dhaka: The University Press Ltd., 2009).
- Talukdar Maniruzzaman, *Bangladesh Revolution and its Aftermath*, (Dhaka: The University Press Ltd., 1992).
- Shamsul I. Khan, *Political Culture, Political Parties and the Democratic Transition in Bangladesh*, (Dhaka: The University Press Ltd., 2008).
- Dr. Md. Emran Zahan & Dr. Md. Siddiqur Rahman Khan, *Bangladesher Itihas 1972-2014*, (Dhaka: Abosar Prokashana Sangstha, 2018).
- *The Constitution of the People's Republic of Bangladesh*, (Dhaka: Ministry of Law, Justice and Parliamentary Affairs)
- Md. Abdul Halim, *Constitution, Constitutional Law and Politics: Bangladesh Perspective*, (Dhaka: BCC Foundation, 1998).

**Useful web links:**

- <http://www.bangladesh.gov.bd>
- <http://www.bangladesh.com>
- <http://www.banglapedia.org>
- <http://www.bbs.gov.bd>

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective Learning	Mid-term: (30)	Assignment/ Class Test: (10)	Attendance Marks (:10)	Written Exam: (50)
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Understand	-	5	5	-	5
Apply	-	5	-	-	10
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10
Create	-	5	-	-	10
x	Responding	x	x	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester.				

**Note:** CIE=Continuous Internal Evaluation, SEE= Semester End Examination.

**Delivery methods & activities:** Lecture, White Board Writing, Questions and Answers, Discussions Power point Presentation,

**Assessment tools:** Class Attendance, Class test, Quizzes/ Assignment. Mid-Term & Final Exam. Project evaluation & Viva.

