

# **Curriculum for BSS in Folklore Studies**

**Academic Session: 2021-22**



**Department of Folklore Studies  
Faculty of Social Sciences  
Islamic University  
Kushtia-7003, Bangladesh**

# **Curriculum for BSS in Folklore Studies**

## **Curriculum**

**Academic Session: 2021-2022 (7<sup>th</sup> batch)**



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## Forwarding

It is my distinct pleasure to introduce you to this syllabus for the academic year of (2021-2022) B.S.S. (Hons.) in Folklore Studies. As the Chairman of this department, I take great pride in the vibrant and diverse academic community that we have cultivated. This syllabus reflects our unwavering commitment to fostering a deeper understanding and appreciation of the cultural heritage of our country as well as the world's cultural heritage through the lens of folklore.

Folklore is a tapestry of human experiences, encompassing oral traditions, rituals, material culture, music, dance, and the intangible essence of shared beliefs and customs. As you embark on this intellectual journey, I encourage each of you to immerse yourselves fully in the wonder and richness of the folklore that surrounds us.

Through engaging lectures, interactive seminars, and practical fieldwork, we aim to nurture our student's passion for folklore and equip them with the knowledge and skills necessary to become global citizens and advocates of cultural heritage.

I invite both teachers and students to actively participate in scholarly discussions and engage with local communities to document and celebrate their living traditions.

As we begin this new academic year, I extend my heartfelt gratitude to our dedicated faculty members for their tireless efforts in shaping this syllabus and to our diligent administrative staff for their valuable support.

Let us embrace the spirit of exploration and discovery as we embark on this enlightening journey into the heart of folklore. I am confident that, together, we will create an intellectually stimulating and inclusive learning environment that reflects the true essence of our field.

Wishing you all a rewarding and transformative academic year ahead!

Dr. Abu Shibli Md. Fatah Ali Chowdhury  
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**1. Title of the Academic Program:** Bachelor of Social Science (BSS) in Folklore Studies.

<b>Program Overview</b>	
Degree	<b>Bachelor of Social Science (BSS Honors) in Folklore Studies</b>
Abbreviated form of the Degree	BSS (Honors) in <b>Folklore Studies</b>
Discipline/Program Offering Entity (POE)	<b>Department of Folklore Studies</b>
School	Faculty of Social Sciences
Awarding Institution	Islamic University
Location	Kushtia-7003, Bangladesh
International Standard Classification of Education (ISCED) Code	0222 24
Mode of Study	Full-time
Language of Study	English/ Bangla
Applicable Session	2021-22 and onwards

**2. Name of the University:** Islamic University, Kushtia-7003, Bangladesh.

**3. Vision of the University**

- To create a new generation of people who will be equipped with academic excellence, professional expertise and encored with moral height;
- To extend the scope and increase opportunities for higher education and research in every branch of human knowledge and ensure quality all along.

**4. Mission of the University**

- To provide general knowledge;
- To strengthen the religious, social, ethical, and environmental aspects of the learning process;
- To provide theoretical, technical and specialized knowledge;
- To provide an environment that is conducive to effective teaching-learning and assessment;
- To provide a platform or network for the public appreciation of academic programs.

**5. Name of the Program Offering Entity (Department/ Faculty/Institute):** Department of **Folklore Studies**, Faculty of Social Sciences, Islamic University, Kushtia-7003, Bangladesh.

**6. Vision of the Program Offering Entity:** A Bachelor of Social Sciences (BSS) Honors program in Folklore Studies would provide students with a comprehensive understanding of folklore as a field of study and its relevance in contemporary society. The program would aim to foster critical thinking, research skills, and an appreciation for the diverse cultural expressions and traditions found in folklore.

Here are some key elements that could be part of the vision for a BSS Honors program in Folklore Studies:

**Interdisciplinary Approach:** The program would adopt an interdisciplinary approach, drawing from fields such as anthropology, sociology, literature, history, linguistics, and cultural studies. This approach would provide students with a holistic understanding of folklore and its connections to various aspects of human society.

**Theoretical and Methodological Training:** Students would receive rigorous training in the theories, methods, and approaches used in the study of folklore. They would learn to critically analyze folk narratives, myths, legends, folk songs, material culture, and other forms of expressive culture.

**Cultural Diversity and Global Perspectives:** The program would emphasize the diversity of folklore across different cultures, regions, and historical periods. Students would explore folklore from various parts of the world, including both traditional and contemporary manifestations, to gain a global perspective on cultural practices and beliefs.

**Fieldwork and Ethnographic Research:** Fieldwork and Ethnographic Research is an engaging and comprehensive area designed to equip students with the necessary skills to conduct fieldwork and carry out ethnographic research effectively. This involves actively documenting, collecting, and analyzing folklore within local communities or through collaborations with cultural organizations.

**Applied Folklore:** The program also highlights the practical applications of folklore in fields such as heritage preservation, tourism, education, and community development. Students will be encouraged to explore how folklore can be utilized to address contemporary social and cultural issues.

**Digital Folklore and Technology:** Given the increasing role of digital media and technology in shaping folklore practices, the program incorporates the study of digital folklore, online communities, and the impact of technology on folklore transmission and adaptation.

**Professional Development:** The BSS Honors program provides students with opportunities for professional development, including internships, workshops, and conferences. This enables them to network with experts in the field, gain practical skills, and explore potential career paths in folklore-related fields.

Overall, the vision of a BSS Honors program in Folklore is to produce graduates who are well-versed in the study of folklore, capable of conducting independent research, and equipped to apply their knowledge in various academic and professional settings. By promoting a deep understanding and appreciation of folklore, the program will contribute to the preservation, interpretation, and revitalization of cultural heritage in the changing world.

#### **7. Mission of the Program Offering Entity**

- The vision of a Bachelor of Social Sciences (BSS) Honors program in **Folklore Studies** provides students with a comprehensive understanding of folklore as a field of study and its relevance in contemporary society. The program aims to foster critical thinking, research skills, and an appreciation for the diverse cultural expressions and traditions found in folklore.
- Here are some key elements which lead to the vision for a BSS Honors program in **Folklore Studies**:
- **Interdisciplinary Approach:** The program adopts an interdisciplinary approach, drawing from fields such as anthropology, sociology, literature, history, linguistics, and cultural studies. This approach provides students with a holistic understanding of folklore and its connections to various aspects of human society.
- **Theoretical and Methodological Training:** Students receive rigorous training in the theories, methods, and approaches used in the study of folklore. They learn how to critically analyze folk narratives, myths, legends, folk songs, material culture, and other forms of expressive culture.
- **Cultural Diversity and Global Perspectives:** The program emphasizes the diversity of folklore across different cultures, regions, and historical periods. Students explore folklore from various parts of the world, including both traditional and contemporary manifestations, to gain a global perspective on cultural practices and beliefs.
- **Fieldwork and Ethnographic Research:** To complement their theoretical training, students have opportunities to engage in fieldwork and ethnographic research. This involves actively documenting, collecting, and analyzing folklore within local communities or through collaborations with cultural organizations.
- **Applied Folklore:** The program highlights the practical applications of folklore in fields such as heritage preservation, tourism, education, and community development. Students will be encouraged to explore how folklore can be utilized to address contemporary social and cultural issues.
- **Professional Development:** The BSS Honors program provides students with opportunities for professional development, including internships, workshops, and conferences. This would enable them

to network with experts in the field, gain practical skills, and explore potential career paths in folklore-related fields.

**8. Name of the Degree:** The course shall be called as Bachelor of Social Sciences (BSS) in **Folklore Studies**.

### **9. Description of the Program**

The BSS (Honors) program in Folklore Studies is an interdisciplinary undergraduate program designed to provide students with a comprehensive understanding of folklore as a field of study. The program offers a focused and in-depth exploration of the theories, methods, and cultural expressions associated with folklore traditions from around the world. It aims to equip students with the knowledge, critical thinking skills, and research expertise needed to analyze, interpret, and appreciate the diverse forms of folklore.

The program typically spans four years and consists of a combination of core courses, elective courses, research projects, and experiential learning opportunities. Students are exposed to a range of disciplines such as anthropology, sociology, literature, history, linguistics, and cultural studies to gain a holistic perspective on folklore.

Core courses form the foundation of the program and cover fundamental topics in folklore studies. These courses introduce students to key theories and approaches used in the analysis of folklore, including the study of folk narratives, myths, legends, folk songs, material culture, rituals, and customs. Students learn to identify and critically analyze different types of folklore and explore their cultural, social, and historical contexts.

In addition to core courses, students have the flexibility to choose from a variety of elective courses that align with their specific interests within the field of folklore. These courses may delve into specialized topics such as regional folklore, digital folklore, folklore and gender, folklore and the environment, or folklore and popular culture. Elective courses provide students with opportunities to explore specific areas of folklore in greater depth and develop expertise in their chosen areas of interest.

Research projects and experiential learning play a crucial role in the BSS (Honors) program in Folklore Studies. Students are encouraged to engage in independent research under the guidance of faculty mentors. They may conduct fieldwork, ethnographic studies, or archival research to document and analyze folklore within local communities or specific cultural contexts. This hands-on experience enables students to apply their theoretical knowledge, develop research skills, and contribute to the scholarly understanding of folklore.

The program may also include opportunities for internships, collaborations with cultural organizations, or participation in folklore festivals and events. These experiences provide practical exposure to real-world applications of folklore studies and help students connect with practitioners and communities engaged in folklore traditions.

Throughout the program, students are expected to develop strong critical thinking, analytical, and communication skills. They learn to critically evaluate and interpret folklore materials, engage in scholarly discussions, and effectively communicate their research findings through oral presentations, written reports, and academic papers.

Upon completion of the BSS (Honors) program in Folklore Studies, graduates are well-prepared for various career paths and further academic pursuits. They may find employment in fields such as cultural heritage preservation, museums, tourism, education, publishing, media, community development, or research. The program also serves as a solid foundation for students interested in pursuing advanced degrees in folklore studies, anthropology, cultural studies, or related disciplines.

### **Programs**

#### **BSS Honors Program**

BSS Honors in Folklore Studies is an eight-semester covering a four-year full-time program with theoretical courses of instruction, field practicum, research and examination.

## **Master's Program**

Masters of Folklore Studies is a one-year program and the students who successfully complete the BSS Honors in Folklore Studies are eligible for enrollment in the program. The program is organized by theoretical courses of instructions, thesis work, field practicum, practice research, midterm and terminal examination.

### **Folklore Studies program:**

PEO 1: Knowledge Acquisition: Graduates of the program should possess a deep understanding of the theoretical foundations, methodologies, and interdisciplinary approaches in folklore studies. They should be knowledgeable about the diverse cultural expressions, traditions, and narratives that form the basis of folklore.

PEO 2: Research and Analytical Skills: Graduates should be equipped with strong research skills and analytical abilities to study, document, and interpret folklore materials. They should be able to critically analyze folklore artifacts, performances, and oral traditions, and contribute to the advancement of knowledge in the field.

PEO 3: Cultural Preservation and Heritage Management: Graduates should be committed to preserving and promoting cultural heritage through the documentation, conservation, and dissemination of folklore. They should possess the skills to engage in cultural heritage management, collaborate with communities, and contribute to the sustainable preservation of folklore traditions.

PEO 4: Effective Communication and Outreach: Graduates should be proficient in oral and written communication, enabling them to effectively present and disseminate folklore research findings to both academic and non-academic audiences. They should have the ability to engage with diverse communities, foster intercultural dialogue, and raise awareness about the importance of folklore in contemporary society.

PEO 5: Professional Development and Ethical Practice: Graduates should exhibit professional competence and ethical conduct in their work as folklore scholars and practitioners. They should have the ability to work collaboratively, demonstrate cultural sensitivity, and uphold ethical standards while engaging with folklore communities and stakeholders.

PEO 6: Lifelong Learning and Continued Engagement: Graduates should have a commitment to lifelong learning and continuous professional development in the field of folklore studies. They should stay abreast of emerging trends, methodologies, and interdisciplinary approaches, and actively engage in scholarly activities, conferences, and professional networks.

### **13. Program Learning Outcome (PLOs)**

Program Learning Outcomes (PLOs) are specific statements that describe the knowledge, skills, and competencies that students are expected to attain upon completion of a Folklore Studies program. Here are some examples of PLOs that might be relevant to a Folklore Studies program:

PLO 1: Knowledge of Folklore Concepts and Theories: Demonstrate a comprehensive understanding of key concepts, theories, and frameworks in folklore studies, including the nature of folklore, folklore genres, performance theories, and the role of folklore in culture and society.

PLO 2: Research and Documentation Skills: Acquire and apply appropriate research methodologies and techniques for collecting, documenting, and analyzing folklore materials, such as fieldwork, interviews, archival research, and multimedia documentation.

PLO 3: Interpretation and Analysis: Demonstrate the ability to critically interpret and analyze folklore artifacts, performances, and oral traditions, employing appropriate theoretical and methodological approaches. Apply analytical skills to identify patterns, meanings, and cultural contexts within folklore expressions.

PLO 4: Cultural Context and Diversity: Recognize and appreciate the cultural diversity and historical contexts in which folklore emerges, demonstrating an understanding of how folklore reflects and shapes social identities, beliefs, practices, and values.

PLO 5: Ethical Engagement: Engage ethically and responsibly with folklore communities and stakeholders, respecting cultural protocols, and ensuring informed consent, confidentiality, and the appropriate use of folklore materials. Understand and navigate the ethical complexities involved in folklore research and practice.

PLO 6: Oral and Written Communication: Effectively communicate folklore research findings and interpretations through oral presentations, written reports, scholarly papers, and multimedia formats. Demonstrate proficiency in academic writing and oral communication skills, tailored to diverse audiences.

**14. Mapping Mission of the University with PEOs**

University Mission	Program Educational Objectives (PEOs)					
	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
M1	2	3	2	3	3	3
M2	3	2	3	3	3	3
M3	3	3	2	2	3	2
M4	3	2	3	2	3	3
<b>Level of Correlation: 3=High, 2=Medium, 1=Low</b>						

**15. Mapping PLOs with the PEOs**

PLO/PEO	Program Learning Objectives (PLOs)					
	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
PLO1	3	2				
PLO2						
PLO3						
PLO4						
PLO5						
PLO6						

### 16. Mapping of Program Learning Outcomes (PLOs) to be achieved by studying the Courses

BSS Hon's 1 <sup>st</sup> Year 1 <sup>st</sup> Semester						
Course No	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
<b>0222 24 FOLK 1101</b> Introduction to Folklore (I)						
<b>0222 24 FOLK 1102</b> History of Folklore Studies in Bengal						
<b>0222 24 FOLK 1103</b> An outline of Bengali literature: Ancient and Medieval period						
<b>0222 24 SOCS 1104</b> Major Issues in Social Sciences						
<b>0222 24 FOLK 1105</b> Socio-Economic and Cultural History of Bangladesh (Ancient- 1757 AD)						

BSS Hon's 1 <sup>st</sup> Year 2 <sup>nd</sup> Semester						
Course No	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
<b>0222 24 FOLK 1201</b> Introduction to Folklore (II)						
<b>0222 24 FOLK 1202</b> Socio-Economic and Cultural History of Bangladesh (1757- 1971 AD)						
<b>0222 24 FOLK 1203</b> Study on Modern Bangla Literature- I						
<b>0321 24 FOLK 1204</b> Folk Festivals						
<b>0222 24 FOLK 1205</b> Fieldwork Orientation and Report Writing						
<b>0222 24 FOLK 1206</b> Viva Voce						
<b>0222 24 FOLK 1207 (NCC)</b> Islamic Studies/Bangladesh Studies						

BSS Hon's 2 <sup>nd</sup> Year 1 <sup>st</sup> Semester						
Course No	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
<b>0222 24 FOLK 2101</b> Performing Folklore I: Folk Theatre						
<b>0222 24 FOLK 2102</b> Folk Rhymes, Riddles and Proverbs						
<b>0222 24 FOLK 2103</b>						

Functional English-I						
<b>0222 24 FOLK 2104</b> Indigenous Knowledge and Technology						
<b>0222 24 FOLK 2105</b> Social Statistics						

BSS Hon's 2 <sup>nd</sup> Year 2 <sup>nd</sup> Semester						
Course No	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
<b>0222 24 FOLK 2201</b> Performing Folklore I: Folk Dance, Folk Game						
<b>0222 24 FOLK 2202</b> Research Methodology						
<b>0222 24 FOLK 2203</b> Functional English-II						
<b>0222 24 FOLK 2204</b> History of Bangladesh Liberation						
<b>0222 24 FOLK 2205</b> Folkloric Field Practicum and Report Writing						
<b>0222 24 FOLK 2206</b> Viva Voce						

BSS Hon's 3 <sup>rd</sup> Year 1 <sup>st</sup> Semester						
Course No	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
<b>0222 24 FOLK 3101</b> Folk Life of Bengal						
<b>0222 24 FOLK 3102</b> Folklore and Aesthetics						
<b>0222 24 FOLK 3103</b> Cultural Anthropology						
<b>0222 24 FOLK 3104</b> Ethnomusicology-I						
<b>0222 24 ENG 3105</b> Public Health						
<b>0222 24 FOLK 3106</b> Ethnic Group in Bangladesh						
<b>0222 24 FOLK 3107</b> Sessional Course						

BSS Hon's 3 <sup>rd</sup> Year 2 <sup>nd</sup> Semester						
Course No	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
<b>0222 24 FOLK 3201</b> Folk Art						
<b>0222 24 FOLK 3202</b> Archiving and Musicology						
<b>0222 24 FOLK 3203</b> Myth and Mythology						
<b>0222 24 FOLK 3204</b> Folk Narratives						
<b>0222 24 FOLK 3205</b> Ethnomusicology- II						
<b>0222 24 FOLK 3206</b> Ethnographic Fieldwork and Report Writing						
<b>0222 24 FOLK 3207</b> Viva Voce						

BSS Hon's 4 <sup>th</sup> Year 1 <sup>st</sup> Semester						
Course No	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
<b>0222 24 FOLK 4101</b> Folk Ballad						
<b>0222 24 FOLK 4102</b> Socio-Economic Condition of Bangladesh						
<b>0222 24 FOLK 4103</b> Folk Religion and Cults						
<b>0222 24 FOLK 4104</b> Folklore: Theory and Method						
<b>0222 24 FOLK 4105</b> Folklore: Communication and Development						
<b>0222 24 FOLK 4106</b> Maritime Folklore of Bangladesh						
<b>0222 24 FOLK 4107</b> English for Professional Purpose						

BSS Hon's 4 <sup>th</sup> Year 2 <sup>nd</sup> Semester						
Course No	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
<b>0222 24 FOLK 4201</b> Folk Beliefs and Rituals						
<b>0222 24 FOLK 4202</b> Folk Language and Socio-Linguistics						
<b>0222 24 FOLK 4203</b>						

Folklore in Audio-Visual Media						
<b>0222 24 FOLK 4204</b> Functional Bengali Language						
<b>0222 24 FOLK 4205</b> Folklore in English Literature						
<b>0222 24 FOLK 4206</b> Advanced Fieldwork and Report Writing						
<b>0222 24 FOLK 4207</b> Viva Voce						

### 17. Structure of the Curriculum

a) Duration of the Program	4 Years/ 8 semesters
b) Admission Requirements	The applicants having HSC or equivalent degree will be eligible for admission into this program. Other terms and conditions are set or revised periodically by the appropriate authority.
c) Total Minimum Credit Requirement to Complete the Program	140
d) Total Class Weeks in a Term	14
e) Minimum CGPA Requirements for Graduation	2.50
f) Maximum Academic Years of Completion	06 years/ 12 semesters

### 18. Description of all courses of the program including the following information for each course

Area-wise Credit Distribution				
Area		Number of Courses	Credits	Total Credits
General Education (GED) Courses **	Theory	13×3 (Credit, 01 Non-credit)	36	36
	Sessional	00	00	
Core/Compulsory Courses	Theory/ Field Work/ Practical	32×3 (credit)	96	96
	Sessional	02×2 (credit)	4	4
	Viva Voce	04×1 (credit)	4	4
<b>Total</b>		51	-	<b>140</b>
25 % from GED courses [Please note that GED courses should be at least 25%]				

Term Duration				
Teaching and Learning	Preparatory Leave	Term Final Examination	Term Break	Total
14 Weeks	2 Weeks	4 Weeks	2 Weeks	22 Weeks

1 <sup>st</sup> Year 1 <sup>st</sup> Semester						
Course Code	Course Title	Course Status	Contact Hours/Week		Credits	Prerequisites
			Theory	Sessional		
<b>0222 24 FOLK 1101</b>	Introduction to Folklore (I)	Core	3.0	-	3.0	None
<b>0222 24 FOLK 1102</b>	History of Folklore Studies in Bengal	GED	3.0	-	3.0	None
<b>0222 24 FOLK 1103</b>	An outline of Bengali literature: Ancient and Medieval period	GED	3.0	-	3.0	None
<b>022224 SOCS 1104</b>	Major Issues in Social Sciences	Core	3.0	-	3.0	None
<b>0222 24 FOLK 1105</b>	Socio-Economic and Cultural History of Bangladesh (Ancient-1757 AD)	GED	3.0	-	3.0	None
<b>0222 24 FOLK 1101</b> Introduction to Folklore (I)	Viva-Voce	Core	1.0	-	1.0	None
<b>Total</b>	<b>Core Courses: 03, GED Courses: 03</b>		<b>16.0</b>	<b>-</b>	<b>16.0</b>	<b>-</b>

1 <sup>st</sup> Year 2 <sup>nd</sup> Semester						
Course Code	Course Title	Course Status	Contact Hours/Week		Credits	Prerequisites
			Theory	Sessional		
<b>0222 24 FOLK 1201</b>	Introduction to Folklore (II)	Core	3.0	-	3.0	None
<b>0222 24 FOLK 1202</b>	Socio-Economic and Cultural History of Bangladesh (1757-1971 AD)	GED	3.0	-	3.0	None
<b>0222 24 FOLK 1203</b>	Study on Modern Bangla Literature- I	GED	3.0	-	3.0	None
<b>0222 24 FOLK 1204</b>	Folk Festivals	Core	3.0	-	3.0	None

<b>0222 24 FOLK 1205</b>	Fieldwork Orientation and Report Writing	Core	3.0	-	3.0	None
<b>0321 24 FOLK 1206</b>	Viva-Voce	Core	1.0	-	1.0	None
<b>0222 24 FOLK 1207 (NCC)</b>	Islamic Studies/ Bangladesh Studies	GED	0.0	-	0.0	None
<b>Total</b>	<b>Core Courses: 04, GED Courses: 03</b>		<b>16.0</b>	<b>-</b>	<b>16.0</b>	<b>-</b>

2nd Year 1 <sup>st</sup> Semester						
Course Code	Course Title	Course Status	Contact Hours/Week		Credits	Prerequisites
			Theory	Sessional		
<b>0222 24 FOLK 2101</b>	Performing Folklore I: Folk Theatre	Core	3.0	-	3.0	None
<b>0222 24 FOLK 2102</b>	Folk Rhymes, Riddles and Proverbs	Core	3.0	-	3.0	None
<b>0222 24 FOLK 2103</b>	Functional English-I	GED	3.0	-	3.0	None
<b>0222 24 FOLK 2104</b>	Indigenous Knowledge and Technology	Core	3.0	-	3.0	None
<b>0222 24 FOLK 2105</b>	Social Statistics	GED	3.0	-	3.0	None
<b>Total</b>	<b>Core Courses: 03, GED Courses: 02</b>		<b>15.0</b>	<b>-</b>	<b>15.0</b>	<b>-</b>

2nd Year 2 <sup>nd</sup> Semester						
Course Code	Course Title	Course Status	Contact Hours/Week		Credits	Prerequisites
			Theory	Sessional		
<b>0222 24 FOLK 2201</b>	Performing Folklore I: Folk Dance, Folk Game	Core	3.0	-	3.0	None
<b>0222 24 FOLK 2202</b>	Research Methodology	Core	3.0	-	3.0	None
<b>0222 24 FOLK 2203</b>	Functional English-II	GED	3.0	-	3.0	None

<b>0222 24 FOLK 2204</b>	History of Bangladesh Liberation	GED	3.0	-	3.0	None
<b>0222 24 FOLK 2205</b>	Folkloric Field Practicum and Report Writing	Core	3.0	-	3.0	None
<b>0222 24 FOLK 2206</b>	Viva Voce	Core	1.0	-	1.0	None
<b>Total</b>	<b>Core Courses: 04, GED Courses: 02</b>		<b>16.0</b>	<b>-</b>	<b>16.0</b>	<b>-</b>

<b>3<sup>rd</sup> Year 1<sup>st</sup> Semester</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Status</b>	<b>Contact Hours/Week</b>		<b>Credits</b>	<b>Prerequisites</b>
			<b>Theory</b>	<b>Sessional</b>		
<b>0222 24 FOLK 3101</b>	Folk Life of Bengal	Core	3.0	-	3	None
<b>0222 24 FOLK 3102</b>	Folklore and Aesthetics	Core	3.0	-	3	None
<b>0222 24 FOLK 3103</b>	Cultural Anthropology	Core	3.0	-	3	None
<b>0222 24 FOLK 3104</b>	Ethnomusicology-I	Core	3.0	-	3	None
<b>0222 24 ENG 3105</b>	Public Health	GED	3.0	-	3	None
<b>0222 24 FOLK 3106</b>	Ethnic Groups in Bangladesh	GED	1.0	-	3	None
<b>0222 24 FOLK 3107</b>	Sessional Course	Core	1	-	1	None
<b>Total</b>	<b>Core Courses: 05, GED Courses: 02</b>		<b>19.0</b>	<b>-</b>	<b>19.0</b>	<b>-</b>

<b>3<sup>rd</sup> Year 2<sup>nd</sup> Semester</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Status</b>	<b>Contact Hours/Week</b>		<b>Credits</b>	<b>Prerequisites</b>
			<b>Theory</b>	<b>Sessional</b>		
<b>0222 24 FOLK 3201</b>	Folk Art	Core	3.0	-	3	None
<b>0222 24 FOLK 3202</b>	Archiving and Musicology	GED	3.0	-	3	None
<b>0222 24 FOLK 3203</b>	Myth and Mythology	Core	3.0	-	3	None
<b>0222 24 FOLK 3204</b>	Folk Narratives	Core	3.0	-	3	None

<b>0222 24 FOLK 3205</b>	Ethnomusicology-II	Core	3.0	-	3	None
<b>0222 24 FOLK 3206</b>	Ethnographic Fieldwork and Report Writing	Core	3.0	-	3	None
<b>0222 24 FOLK 3207</b>	Viva Voce	Core	1	-	1	None
<b>Total</b>	<b>Core Courses: 06, GED Courses: 01</b>		<b>19.0</b>	-	<b>19.0</b>	-

<b>4<sup>th</sup> Year 1<sup>st</sup> Semester</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Status</b>	<b>Contact Hours/Week</b>		<b>Credits</b>	<b>Prerequisites</b>
			<b>Theory</b>	<b>Sessional</b>		
<b>0222 24 FOLK 4101</b>	Folk Ballad	Core	3.0	-	3	None
<b>0222 24 FOLK 4102</b>	Socio-economic Condition of Bangladesh	GED	3.0	-	3	None
<b>0222 24 FOLK 4103</b>	Folk Religion and Cults	Core	3.0	-	3	None
<b>0222 24 FOLK 4104</b>	Folklore: Theory and Method	Core	3.0	-	3	None
<b>0222 24 FOLK 4105</b>	Folklore: Communication and Development	Core	3.0	-	3	None
<b>0222 24 FOLK 4106</b>	Maritime Folklore of Bangladesh	Core	3.0	-	3	None
<b>0222 24 FOLK 4107</b>	English for Professional Purpose	GED	3.0	-	3	None
<b>Total</b>	<b>Core Courses: 05, GED Courses: 02</b>		<b>21.0</b>	-	<b>21.0</b>	-

<b>4<sup>th</sup> Year 2<sup>nd</sup> Semester</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Status</b>	<b>Contact Hours/Week</b>		<b>Credits</b>	<b>Prerequisites</b>
			<b>Theory</b>	<b>Sessional</b>		
<b>0222 24 FOLK 4201</b>	Folk Beliefs and Rituals	Core	3.0	-	3	None
<b>022224 FOLK 4202</b>	Folk Language and Socio-Linguistics	Core	3.0	-	3	None

<b>0222 24 FOLK 4203</b>	Folklore in Audio-Visual Media	Core	3.0	-	3	None
<b>0222 24 FOLK 4204</b>	Functional Bengali Language	GED	3.0	-	3	None
<b>0222 24 FOLK 4205</b>	Folklore in English Literature	Core	3.0	-	3	None
<b>0222 24 FOLK 4206</b>	Advanced Fieldwork and Report Writing	Core	3.0	-	3	None
<b>0222 24 FOLK 4207</b>	Viva Voce	Core	1	-	1	None
<b>Total</b>	<b>Core Courses: 06, GED Courses: 01</b>		<b>19.0</b>	-	<b>19.0</b>	-

### First Year First Semester

<b>Course No. 0222 24 FOLK 1101</b>	<b>Credit: 03</b>	<b>BSS Honors 1<sup>st</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title: Introduction to Folklore- I</b>	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

#### Course Description

Introduction to Folklore is a comprehensive course designed to provide students with a foundational understanding of the rich and diverse world of folklore. Folklore encompasses the traditional beliefs, customs, stories, songs, and artistic expressions passed down through generations within a community. This course explores the significance, functions, and cultural implications of folklore in different societies around the world. The course begins by defining folklore and examining its key elements, including oral tradition, folk beliefs, legends, myths, folktales, proverbs, riddles, folk songs, and folk dances. Students will learn how folklore serves as a repository of collective wisdom, reflecting the values, history, and social dynamics of a community. Throughout the course, students will delve into the interdisciplinary nature of folklore, drawing from fields such as anthropology, sociology, literature, linguistics, and cultural studies. They will explore various theoretical approaches and methodologies used in folklore research, including the historical, psychological, and structural analyses of folk narratives.

#### Intended Learning Objectives (ILOs)

- a) Define and identify the key elements of folklore, including oral tradition, folk beliefs, legends, myths, folktales, and folk songs.
- b) Understand the historical development and interdisciplinary nature of folklore as a field of study.
- c) Explore different theoretical approaches and methodologies used in folklore research.
- d) Analyze the cultural and social functions of folklore within specific communities and societies.
- e) Examine the relationship between folklore and identity, including its role in shaping cultural heritage and national narratives.

- f) Develop critical thinking skills to analyze, interpret, and compare folklore from various regions and cultural contexts.
- g) Acquire practical skills in conducting folklore research, including fieldwork, interviewing, and documentation of oral traditions.
- h) Recognize and evaluate the transformation of folklore in contemporary contexts, such as urban legends, internet memes, and popular culture adaptations.

**Course Learning Outcomes (CLOs)**

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

1. Define and describe the key elements of folklore, including oral tradition, folk beliefs, legends, myths, folktales, and folk songs.
2. Identify and discuss the historical development and interdisciplinary nature of folklore as a field of study.
3. Apply various theoretical approaches and methodologies to analyze and interpret folklore.
4. Analyze the cultural and social functions of folklore within specific communities and societies, and recognize its significance in preserving cultural heritage.
5. Analyze the relationship between folklore and identity, and evaluate its role in shaping individual and collective identities.
6. Critically analyze, interpret, and compare folklore from different regions and cultural contexts, identifying similarities, differences, and underlying cultural values.
7. Conduct basic folklore research, including fieldwork, interviewing, and documentation of oral traditions.
8. Evaluate the transformation of folklore in contemporary contexts, such as urban legends, internet memes, and popular culture adaptations, and analyze their impact on traditional folklore practices.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
CLO1						
CLO2						
CLO3						
CLO4						
CLO5						
CLO6						
CLO7						
CLO8						

**Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents**

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Area and scope of folklore, urban life, modern life, folklorists	Lecture Brain Storming,	Attendance (10) Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20) Written Examination (70)
	Area and scope of folklore, urban life, modern life, folklorists	Open Discussion,	
	Misconceptions about folklore, culture and folklore, text, context, and texture	Self-study, Demonstration,	
	Tradition/traditionality, variation, esoteric factor, exoteric factor, high context group, low context group	Power point, Presentation, Reference	
	Objectivity of folklore studies, importance of Folklore studies in Bangladesh	Book, Questions and Answers, Handouts, Lesson plan	

**Reference**

১. ময়হারুল ইসলাম : ফোকলোর পরিচিতি ও পঠন পাঠন
২. অনুপম হীরা মণ্ডল : ফোকলোর অনুষ্ঙ্গ
৩. আশরাফ সিদ্দিকী : লোকসাহিত্য (১ম ও ২য় খণ্ড)
৪. আশুতোষ ভট্টাচার্য : বাংলা লোকসাহিত্য (প্রথম খণ্ড)
৫. আমিরুল ইসলাম : লোকজীবনের সংস্কৃতি: একান্ত অবলোকন
৬. ওয়াকিল আহমদ : বাংলার লোকসংস্কৃতি
৭. পল্লব সেনগুপ্ত : লোকসংস্কৃতির সীমানা ও স্বরূপ
৮. মো. জাহাঙ্গীর হোসেন : ফোকলোর অধ্যয়ন
৯. মো. হাবিবুর রহমান : ফোকলোর সাংস্কৃতিক ঐতিহ্য ও বাংলাদেশ অধ্যয়ন
১০. মো. আখতার হোসেন : ফোকলোর তত্ত্ব ও বাংলার লোক সংস্কৃতি পরিচিতি
11. Alan Dundes : Interpreting Folklore
12. George Schoemaker : The Emergence of folklore in everyday life
13. J Broome : The Basics of Folklore

<b>Course No. 0222 24 FOLK 1102</b>	<b>Credit: 03</b>	<b>BSS Honors 1<sup>st</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title: History of Folklore Studies in Bengal</b>	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

**Course description**

The History of Folklore Studies in Bengal is an in-depth course that explores the development and evolution of folklore studies within the cultural context of Bengal, a region known for its rich and

diverse folk traditions. This course delves into the historical trajectory of folklore research, its key contributors, and their significant contributions to the study of Bengali folklore. It traces the emergence of folklore as a distinct field of study in Bengal. In this course the student will explore the contribution of the European missionaries and civilians to the development of Bengali folklore study. Throughout the course, students will also explore the works of the pioneering Bangalee scholars who laid the foundation for folklore studies. They will study the contributions of individuals like Rabindranath Tagore, Dineshchandra Sen, Sharat Chandra Mitra, Chandra kumar Dey, Gurusaday Dutta, Dakshinaranjan Mitra Majumder, Mohammad Mansoor Uddin, Ashutosh Bhattacharya, Dr. Mohammad Shahidullah, and some others. The contribution of different educational institutions like Calcutta University, Dhaka University, etc., and some research and literary organizations like Asiatic Society, Bangla Academy, Bangio Sahitya Parisad, etc. will also be studied in this course.

### Intended Learning Objectives (ILOs)

- a) Understand the historical development and evolution of folklore studies within the cultural context of Bengal.
- b) Explore the contributions of key scholars and intellectuals who pioneered the study of Bengali folklore.
- c) Examine the contribution of European missionaries and civilians to Bengali folklore study.
- d) Investigate the relationship between folklore and Bengali identity, including its role in shaping regional and cultural identities.
- e) Gain familiarity with the approaches employed in studying Bengali folklore.
- f) Develop critical thinking and analytical skills in evaluating the cultural significance of Bengal's folk traditions.

### Course Learning Outcomes (CLOs)

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

1. Describe the historical development and evolution of folklore studies in Bengal.
2. Identify and discuss the contributions of the key Bangalee scholars and intellectuals to the field of Bengali folklore research.
3. Explain the contribution of European missionaries and civilians to the development of Bengali folklore study.
4. Learn how educational institutions and some literary and research organizations played a significant role in developing the study of Bengali Folklore.
5. Apply appropriate approaches in the study and documentation of Bengali folklore.
6. Critically analyze and interpret the cultural significance of Bengal's folk traditions within their socio-cultural context.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
CLO1						
CLO2						
CLO3						

CLO4						
CLO5						
CLO6						
CLO7						
CLO8						

### Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	The Emergence of Folklore Studies.		
	Contribution of Missionaries and Civilians to Folklore study.		
	Contribution of institutions to Folklore studies: Asiatic Society, Calcutta University, Kalyani University, Vangiya Sahitya Parisad, Bangla Academy, Dhaka University, and Rajshahi University.	Lecture Brain Storming, Open	Attendance (10)
	Individual contribution to Folklore study:	Discussion, Self-study, Demonstration,	
	William Carey, William Morton, Rev. Lal Bihari Day, Rabindranath Tagore,	Power point, Presentation, Reference	Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)
	Dinesh Chandra Sen, Sharat Chandra Mitra, Chandra Kumar Dey,	Book, Questions and	
	Gurusaday Dutta, Dakshinaranjan Mitra Majumder, Kazi Nazrul Islam,	Answers, Handouts, Lesson plan	
	Mohammad Mansoor Uddin, Ashutosh Bhattacharya,		
	Dr. Mohammad Shahidulah, Sanker Sengupta, Mazharul Islam,		Written Examination (70)
	Dr. Enamul Haque, Abdul Karim Sahitya Bisharod, Jasim Uddin, Mohammad Abdul Jalil and so on.		

### Reference:

১. তিমির বরণ চক্রবর্তী : বাঙলা লোকসংস্কৃতি চর্চার আদিযুগ
২. ঐ : বাঙলা লোকসংস্কৃতি চর্চার মধ্যযুগ
৩. পবিত্র চক্রবর্তী : বাংলার লোকসংস্কৃতি চর্চার ইতিহাস
৪. বরণ কুমার চক্রবর্তী : বাংলা লোকসাহিত্য চর্চার ইতিহাস

৫. মনিরুজ্জামান : বাংলাদেশে লোকসংস্কৃতি সন্ধান ১৯৪৭-৭১  
 ৬. মযহারুল ইসলাম : লোককাহিনী সংগ্রহের ইতিহাস  
 ৭. মুহম্মদ আবদুল জলিল : বাংলাদেশের ফোকলোর চর্চার ইতিবৃত্ত  
 ৮. মো. জাহাঙ্গীর হোসেন : বাংলাদেশের ফোকলোর সাধক  
 ৯. উদয় শংকর বিশ্বাস : বাংলার ফোকলোর সাধক  
 ১০. Sanker Sengupta : Folklorist of Bengal

<b>0222 24 FOLK 1103</b>	<b>Credit: 03</b>	<b>BSS Honors 1<sup>st</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> An outline of Bengali literature: Ancient and Medieval period	<b>Course Type:</b> Theory	<b>Course Status:</b> GED

### Course Description

The course titled *An Outline of Bengali Literature: Ancient and Medieval Period* immerses students in Bengal's varied literary traditions from antiquity to the middle ages. This course looks at how Bengali writing changed over time, what it was about, and what the most important works were during this time of change. Students will gain a deep understanding of the cultural, historical, and linguistic influences that shaped the development of Bengali literature.

The course begins with an introduction to the socio-cultural backdrop of ancient Bengal, providing students with a contextual understanding of the literary landscape. It traces the origins of Bengali literature, exploring its early influences and the emergence of distinct literary forms and styles.

Throughout the course, students will engage with a wide range of literary genres, including poetry, drama, religious texts, and narrative prose. They will study representative works from each genre, analyzing their themes, literary techniques, and contributions to Bengali literary traditions.

### Intended Learning Objectives (ILOs)

- Familiarize students with the historical and cultural context of ancient and medieval Bengal, providing a foundation for the study of Bengali literature.
- Introduce students to the earliest known works of Bengali literature, including their themes, forms, and cultural significance.
- Examine the influence of Sanskrit literature and classical traditions on the development of Bengali literary forms and expressions.
- Explore the major genres of ancient and medieval Bengali literature, including poetry, drama, religious texts, and narrative prose.
- Analyze representative works from each genre, focusing on their thematic content, literary techniques, and stylistic features.
- Understand the contributions of pioneering poets, authors, and scholars who shaped the landscape of Bengali literature during this period.
- Trace the development and evolution of literary forms and styles in ancient and medieval Bengal.
- Develop critical thinking skills to interpret and analyze the cultural, historical, and social aspects embedded in Bengali literary works of the period.

### Course Learning Outcomes (CLOs)

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

1. Demonstrate a comprehensive understanding of the historical and cultural context of ancient and medieval Bengal and its impact on the development of Bengali literature.
2. Identify and analyze the characteristics and themes of the earliest known works of Bengali literature, including the Charyapada and other important texts.
3. Evaluate the influence of Sanskrit literature and classical traditions on the evolution of Bengali literary forms and expressions.
4. Analyze and interpret representative works from various genres of ancient and medieval Bengali literature, including poetry, drama, religious texts, and narrative prose.
5. Recognize and appreciate the contributions of notable poets, authors, and scholars in shaping the literary traditions of Bengal during this period.
6. Compare and contrast the stylistic features, thematic content, and literary techniques employed in different works of Bengali literature.
7. Evaluate the cultural and historical significance embedded in the literary works, and understand their relevance to the society and times they were written.
8. Apply critical thinking skills to interpret and analyze the socio-cultural and historical aspects of ancient and medieval Bengal reflected in Bengali literary works.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

#### Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Introduction to Bengali janapada; geographical situation of ancient Bengal; the origin and development of the Bengali language.	Lecture Brain Storming, Open Discussion, Self-study, Demonstration, Power point, Presentation, Reference	Attendance (10)
	Ancient and medieval Bengali literature		
	Bengali language and its early inscription: Charyapad.		
	The early inscription; Charyapada, introduction to charyapada and its poets;		

	social condition of ancient Bengal according to charyapada, linguistic analysis of charyapada, folk life and social life, religions aspect and its literary value.	Book, Questions and Answers, Handouts, Lesson plan	Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)
	Medieval (1201-1800AD): Dark age of Bengali literature		
	Mangal Kavya: Manasa Mangal, Chandi Mangal, Dharma Mangal, Kalika Mangal and other Mangal Kavya.		
	Sreekrishnakirtan Kavya and Chandidas issue		
	Bengali literature and Chaitnya dev; Vaisnab poet and literature; the Nath literature, changing versions of myth; many Ramayans and their writers; different versions of Mahabharat, Dovashi Punthi.		
	Muslim poets and literature; Development of Bengali language and literature in Arakan kingdom.		

#### Reference:

১. হরপ্রসাদ শাস্ত্রী (সম্পা.) : হাজার বছরের পুরাণ বাংলা ভাষায় বৌদ্ধ গান ও দোহা
২. অসিত কুমার বন্দ্যোপাধ্যায় : বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত
৩. শ্রীকুমার বন্দ্যোপাধ্যায় : বাংলা সাহিত্যের বিকাশের ধারা
৪. আনিসুজ্জামান (সম্পা.) : বাংলা সাহিত্যের ইতিহাস (১ম)
৫. সুকুমার সেন : বাঙ্গলা সাহিত্যের ইতিহাস (১ম - ৫ম খণ্ড)
৬. সৈয়দ মো. শাহেদ : নতুন চর্যাপদ
৭. ডক্টর মুহম্মদ শহীদুল্লাহ : বাংলা সাহিত্যের কথা (১ম খণ্ড- প্রাচীন যুগ)

<b>0222 24 SOCS 1104</b>	<b>Credit: 03</b>	<b>BSS Honors 1<sup>st</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Major Issues in Social Sciences	<b>Course Type:</b> Theory	<b>Course Status:</b> Core

#### Course Description

The objective of this course is to make students informed of the major issues in Social Science and its relation to Folklore studies. These issues include the analysis of society and identity. Social inequality will be studied in the contexts of race, class, ethnic identity, gender, and language. The interpretation of culture and its different aspects finds a place in this course of study. Issues of deviance, conformity, and social control will be explored here. Social stratification will also be studied in this course of study. The important issues of globalization and social change will be investigated here. This course of study

interprets the theoretical perspectives and shows how these methods leave an impact on the sociological approach to Folklore.

**Intended Learning Objectives (ILOs)**

- a) Familiarize students with the major issues and debates within the field of social sciences.
- b) Develop an understanding of the interdisciplinary nature of social sciences and the interconnectedness of various disciplines.
- c) Explore key theoretical frameworks and perspectives used in the analysis of social issues.
- d) Examine the social, cultural, economic, and political factors that shape contemporary society.
- e) Critically analyze and evaluate different methodologies and research approaches employed in the social sciences.
- f) Encourage students to engage in informed and evidence-based discussions on major social issues.
- g) Develop critical thinking and analytical skills to understand complex social phenomena and their impact on individuals and communities.
- h) Foster an appreciation for the ethical considerations and responsibilities associated with conducting research in the social sciences.

**Course Learning Outcomes (CLOs)**

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

- 1. Identify and explain the most important issues and debates in the field of social sciences, such as inequality, globalization, climate change, migration, identity, and social justice.
- 2. Explain how the social sciences are interdisciplinary and show that the students will understand how fields like sociology, anthropology, political science, economics, and psychology are linked.
- 3. Apply theoretical frameworks and perspectives to analyze and interpret social issues and recognize their relevance and limitations.
- 4. Analyze the social, cultural, economic, and political factors that contribute to the complexities of contemporary society.
- 5. Evaluate different methodologies and research approaches used in the social sciences and understand their strengths and weaknesses.
- 6. Engage in informed discussions on major social issues, drawing on relevant theories, research findings, and empirical evidence.
- 7. Critically analyze complex social phenomena, identify patterns, and understand their implications for individuals, communities, and societies.
- 8. Identify and examine the ethical issues and obligations related to doing research and participating in social science debates.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										

CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Society and Identity.	Lecture Brain Storming, Open Discussion, Self-study, Demonstration, Power point, Presentation, Reference Book, Questions and Answers, Handouts, Lesson plan	Attendance (10)
	Social inequality (race, class, ethnic identity, gender, language, etc.).		
	Culture and the politics of land faith culture.		
	Deviance, conformity and social control.		Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)
	Social stratification and class struggle.		
	Globalization and social change.		
	Theoretical perspectives and research methods in Social Science.		
	Dynamics of rural and urban life.		Written Examination (70)

#### Reference:

১. অনাদিকুমার মহাপাত্র : বিষয় সমাজতত্ত্ব
২. এ. এফ. ইমাম আলী : সমাজতত্ত্ব
৩. খগেন্দ্রনাথ সেন : সমাজবিজ্ঞানের সংজ্ঞা ও বিষয়বস্তু
৪. নাজমুল করিম : সমাজবিজ্ঞান সমীক্ষণ

৫. মুহম্মদ মিজানউদ্দীন : সমাজবিজ্ঞান : প্রত্যয় ও পদ্ধতি  
 ৬. মোকাররম হোসেন : সমাজ ও সমাজতত্ত্ব  
 ৭. A.K. Nazmul Karim : Changing Society of India, Pakistan and Bangladesh  
 ৮. Anthony Giddens : Sociology  
 ৯. E. B. Tylor : Sociology of Today  
 ১০. Ferdinand Tonnies : Fundamental Concepts of Sociology  
 ১১. MacIver & Page : Society: An Introductory Analysis

<b>0222 24 FOLK 1105</b>	<b>Credit: 03</b>	<b>BSS Honors 1<sup>st</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Socio-Economic and Cultural History of Bangladesh (Ancient- 1757 AD)	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

### Course Description

The Socio-Economic and Cultural History of Bangladesh (Ancient-1757 AD) is a comprehensive course that explores the dynamic socio-economic and cultural developments in the region that now constitutes modern-day Bangladesh, from ancient times to the year 1757 AD. This course provides students with a deep understanding of the historical, social, and cultural transformations that shaped the rich heritage of Bangladesh, examining the interactions between various communities, religions, and political entities.

The course begins with an overview of the geographical and environmental factors that influenced the formation of early human settlements in the region. It explores the socio-economic structures, trade networks, and cultural practices of ancient Bengal, examining the impact of Indian and Southeast Asian civilizations.

Throughout the course, students will delve into the significant historical periods and events, including the Mauryan and Gupta empires, the spread of Buddhism and Hinduism, the rise of regional kingdoms, and the influence of Islamic civilization on Bengal. The course also covers the Mughal period and the subsequent arrival of European colonial powers, leading up to the British East India Company's establishment of colonial rule in 1757 AD.

### Intended Learning Objectives (ILOs)

- Provide students with a comprehensive understanding of the socio-economic and cultural history of Bangladesh from ancient times to the year 1757 AD.
- Examine the geographical, environmental, and socio-economic factors that influenced the formation of early human settlements in the region.
- Explore the socio-economic structures, trade networks, and cultural practices of ancient Bengal and their interactions with Indian and Southeast Asian civilizations.
- Analyze the rise and decline of empires and regional kingdoms in Bengal and their impact on the socio-economic and cultural landscape.
- Investigate the spread of religious traditions, such as Buddhism, Hinduism, and Islam, and their influence on the social and cultural fabric of Bengal.

- f) Examine the socio-economic and cultural developments during the medieval period, including the Bengal Sultanate and the impact of Mughal rule.
- g) Explore the arrival and influence of European colonial powers, including the Portuguese, Dutch, and British East India Company, on Bengal.
- h) Analyze the establishment of British colonial rule in Bengal after the Battle of Plassey in 1757 AD and its socio-economic and cultural implications.

**Course Learning Outcomes (CLOs)**

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

1. Demonstrate a comprehensive understanding of the socio-economic and cultural history of Bangladesh from ancient times to 1757 AD.
2. Identify and analyze the geographical, environmental, and socio-economic factors that shaped early human settlements in the region.
3. Analyze the socio-economic structures, trade networks, and cultural practices of ancient Bengal and their connections with neighboring civilizations.
4. Evaluate the impact of empires and regional kingdoms on the socio-economic and cultural landscape of Bengal.
5. Understand the spread of religious traditions and their influence on the social and cultural aspects of ancient and medieval Bengal.
6. Evaluate the socio-economic and cultural developments during the medieval period, including the Bengal Sultanate and the impact of Mughal rule.
7. Analyze the arrival and influence of European colonial powers on Bengal and their implications for the socio-economic and cultural fabric.
8. Assess the socio-economic and cultural implications of the establishment of British colonial rule in Bengal after the Battle of Plassey in 1757 AD.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

**Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents**

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy

	Nature and different janapadas in ancient Bengal.		
	Maurya and Gupta rule in Bengal; independent Vanga and Goud; era of Matsayanya, history of Pala and the Senas.		
	Religions in ancient Bengal: Buddhism, Tantrik cults, Hinduism and their impacts (sculpture, terracotta).		Attendance (10)
	Bengal in the medieval period: the advent of the Muslims, Islamic syncretism, Social stratification, etc.		Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)
	Independent Sultani period (1338 AD – 1538 AD), Hindu-Muslim Society during the Sultanat period, and Hindu-Muslim relations during the medieval period.	Lecture Brain Storming, Open Discussion, Self-study, Demonstration, Power point, Presentation, Reference Book, Questions and Answers, Handouts, Lesson plan	Written Examination (70)
	Role and impact of Sufi-ism, Neo Vaisnava movement of Sree Chaitanya and its impact on the society.		
	Society of Bengal during the Mughal Subah, Education system in the medieval period, architectural characteristics and terracotta art of medieval Bengal.		
	Social aspects of Bengal during the 'Bara Bhuyans' era.		
	Role of Nawabs of Bengal and its impacts on social and cultural life.		

### Refferencs:

1. আনিসুজ্জামান (সম্পা.) : বাংলা সাহিত্যের ইতিহাস (১ম ও ২য় খণ্ড)
2. এ কে এম শাহনেওয়াজ : বাংলাদেশের সাংস্কৃতিক ঐতিহ্য
3. গোলাম মুরশিদ : হাজার বছরের বাঙালি সংস্কৃতি
4. দীনেশ চন্দ্র সেন : বৃহৎবঙ্গ (১ম ও ২য় খণ্ড)
5. মুহম্মদ আবদুর রহিম ও অন্যান্য : বাংলাদেশের ইতিহাস
6. রাখালদাস বন্দ্যোপাধ্যায় : বাঙ্গালা সাহিত্যের ইতিহাস
7. সাইফুদ্দীন চৌধুরী : তাম্রপট্টোলীতে লোকায়ত বাংলা ও অন্যান্য প্রবন্ধ
8. Agheananda Bharati : Tantrik tradition
9. A. M. Chowdhury : Dynastic History of Bengal
10. Dr. Muhammad Enamul Haque : Sufi-ism in Bengal
11. J. N Sarker : History of Bengal
12. R. Eaton : The rise of Islam in Bengal frontiers
13. Van Schandal : History of Bangladesh

## First Year Second Semester

<b>0222 24 FOLK 1201</b>	<b>Credit: 03</b>	<b>BSS Honors 1<sup>st</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Introduction to Folklore (II)	<b>Course Type:</b> Theory	<b>Course Status:</b> Core

### Course Description:

Introduction to Folklore is an engaging and comprehensive course designed to explore the rich and diverse world of folklore. Folklore encompasses a wide range of traditional beliefs, customs, stories, legends, songs, dances, and rituals that have been passed down through generations within various cultures around the world. This course provides students with a foundational understanding of folklore, its significance, and its relevance in contemporary society. Throughout the course, students will delve into the multifaceted aspects of folklore, examining its historical, cultural, social, and artistic dimensions. They will explore the origins of folklore, its transmission methods, and the role it plays in shaping individual and communal identities. By studying diverse forms of folklore such as myths, legends, fairy tales, folk songs, folk dances, proverbs, and rituals, students will gain insights into the values, beliefs, and customs of different societies. The course will highlight the global nature of folklore, drawing examples from various regions and cultures, including but not limited to Europe, Africa, Asia, the Americas, and Oceania. Students will explore the similarities and differences among different folklore traditions, identifying common themes, archetypes, and motifs that transcend geographical boundaries.

### Intended Learning Objectives (ILOs)

- a. Understand the historical development of folklore studies and its interdisciplinary nature, recognizing its significance in anthropology, cultural studies, literature, and history.
- b. Examine the role of oral tradition in the transmission of folklore and appreciate the art of storytelling as a fundamental aspect of folklore.
- c. Analyze and interpret myths, legends, and their cultural significance, identifying common themes, archetypes, and motifs across different cultures.
- d. Evaluate the characteristics and functions of folktales and fairy tales, recognizing their role as cultural narratives and repositories of collective wisdom.
- e. Explore the diversity of folk songs and music traditions, understanding their cultural expressions and the role of music in folklore.
- f. Investigate the presence of folklore in rituals, festivals, and celebrations, understanding their role in preserving cultural heritage and fostering social cohesion.
- g. Evaluate the impact of folklore on contemporary culture, identifying adaptations, reinterpretations, and influences in literature, arts, media, and popular culture.

These learning objectives are designed to provide students with a comprehensive understanding of folklore and equip them with the necessary skills to analyze, interpret, and appreciate folklore within its cultural contexts.

### Course Learning Outcomes (CLOs)

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

- a. Explain the historical development of folklore studies and its interdisciplinary nature, recognizing its significance in various academic disciplines.

- b. Analyze and interpret myths, legends, folktales, and fairy tales, recognizing common themes, archetypes, and motifs across different cultures.
- c. Evaluate the cultural significance of folk songs, music traditions, and folk dances, understanding their role in expressing and preserving cultural identities.
- d. Examine the presence of folklore in rituals, festivals, and celebrations, recognizing their role in reinforcing social cohesion and transmitting cultural heritage.
- e. Engage in scholarly discussions about folklore, utilizing appropriate terminology and referencing relevant theories, methodologies, and research in the field.
- f. Conduct independent research on specific aspects of folklore, demonstrating the ability to explore and analyze folklore traditions or themes in depth.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

**Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents**

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Folklore genres: rhymes; riddles; proverbs; folk tales and legends; folk myth;	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers	Attendance (10)       Internal Evaluation [Class Test,
	folk theatre; folk dance; folk game; folk festivals;		
	Folk art; folk food; folk treatment;		
	Folk technology, folk housing, and its materials, jokes		
	Folk rituals and beliefs; folk songs and ballads;		

		Handouts Lesson plan	Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)
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<b>Course Code: 0222 24 FOLK 1202</b>	<b>Credit: 03</b>	<b>BSS Honors 1<sup>st</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Socio-Economic and Cultural History of Bangladesh	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

### Course Description

Socio-Economic and Cultural History of Bangladesh is a comprehensive course that delves into the dynamic evolution of Bangladesh's society, economy, and culture from ancient times to the present day. The course aims to provide students with a deep understanding of the historical forces and societal transformations that have shaped Bangladesh as a nation. Through a multidisciplinary approach, students will explore the interplay between socio-economic factors and cultural developments, examining how these elements have influenced each other over time. The course covers the key periods in Bangladesh's history, including the ancient and medieval periods, the Mughal and colonial eras, the struggle for independence, and post-independence of Bangladesh.

### Intended Learning Objectives (ILOs)

1. Understand the major socio-economic and cultural developments in Bangladesh from ancient times to the present day.
2. Analyze the interplay between socio-economic factors and cultural transformations in shaping Bangladesh's history.
3. Identify and explain the key historical events, movements, and individuals that have influenced the socio-economic and cultural landscape of Bangladesh.
4. Examine the impact of external influences, such as Mughal and colonial rule, on the socio-economic and cultural development of Bangladesh.
5. Evaluate the role of religious and philosophical ideas, including Buddhism, Hinduism, Islam, and regional beliefs, in shaping Bangladesh's cultural identity.
6. Assess the significance of the Bengal Renaissance and its contributions to the cultural and intellectual development of the region.
7. Analyze the socio-economic development of Bangladesh, including patterns of economic growth, poverty alleviation efforts, and rural development initiatives.
8. Examine the role of women in Bangladesh's socio-economic and cultural.

### Course Learning Outcomes (CLOs)

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

1. Gather knowledge about socio-economic culture of Bangladesh.
2. View the business world of Bangladesh with economic lens.
3. Understand the trend of economic variable and socio-economic condition of Bangladesh.
4. Understand the rich history culture and heritage that shaped today's Bangladesh.
5. Understand the role of religion and culture in legitimizing political rules and diverse dynasty systems.
6. Evaluate the changes in gender roles and women empowerment.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Nature and different janapadas in ancient Bengal.	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/

			Class Test without Notice] (20)
			Written Examination (70)
	Role of Nawabs of Bengal and its impacts on social and cultural life.		
	Maurya and Gupta rule in Bengal; independent Vanga and Goud; the era of Matsayanya, history of Pala and the Senas.		
	Religions in ancient Bengal: Buddhism, Tantrik cults, Hinduism and their impacts (sculpture, terracotta).		
	Bengal in the medieval period: the advent of the Muslims, Islamic syncretism, Social stratification, etc.		
	Independent Sultani period (1338 AD – 1538 AD), Hindu-Muslim Society during the Sultanate period, and Hindu-Muslim relations during the medieval period.		
	Role and impact of Sufi-ism, Neo Vaisnava movement of Sree Chaitanya and its effects on society.		
	Society of Bengal during the Mughal Subah, Education system in the medieval period, architectural characteristics and terracotta art of medieval Bengal.		
	Social aspects of Bengal during the 'Bara Bhuyans' era.		

References:

১. অনুপম হীরা মণ্ডল : ফোকলোর অনুষ্ঙ্গ
২. আশরাফ সিদ্দিকী : লোকসাহিত্য (১ম ও ২য় খণ্ড)
৩. আশুতোষ ভট্টাচার্য : বাংলা লোকসাহিত্য (প্রথম খণ্ড)
৪. ওয়াকিল আহমদ : বাংলার লোকসংস্কৃতি
৫. দুলাল চৌধুরী (সম্পা.) : বাংলার লোকসংস্কৃতির বিশ্বকোষ
৬. পল্লব সেনগুপ্ত : লোকসংস্কৃতির সীমানা ও স্বরূপ
৭. ময়হারুল ইসলাম : ফোকলোর পরিচিতি ও পঠন পাঠন
৮. মো. জাহাঙ্গীর হোসেন : ফোকলোর অধ্যয়ন
৯. মো. হাবিবুর রহমান : ফোকলোর সাংস্কৃতিক ঐতিহ্য ও বাংলাদেশ অধ্যয়ন
১০. মো. আখতার হোসেন : ফোকলোর তত্ত্ব ও বাংলার লোক সংস্কৃতি পরিচিতি
১১. মোস্তফা তারিকুল আহসান : বাংলাদেশের ফোকলোর: তত্ত্ব ও অধ্যয়ন

১২. শাহিনুর রহমান : ইংরেজি সাহিত্য: পরিপ্রেক্ষিত ও সমালোচনা  
 13. Alan Dundes : Interpreting Folklore  
 14. Do (Ed) : The Study of Folklore  
 15. Robert Redfield : Folk and Urban Typology  
 16. Schomaker : The Emergence of folklore in everyday life

<b>Course Code: 0222 24 FOLK 1203</b>	<b>Credit: 03</b>	<b>BSS Honors 1<sup>st</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Study on Modern Bangla Literature	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

### Course Description:

The Study on Modern Bangla Literature course provides an in-depth exploration of the literary works produced in the modern era of Bangla literature. It offers a comprehensive understanding of the historical, social, and cultural contexts in which these works were created, as well as the major literary movements and themes that emerged during this period. The course begins with an overview of the transition from the colonial period to the modern era, highlighting key literary figures and their contributions to the development of Bangla literature. Students will engage with a wide range of literary texts, including novels, short stories, poems, and plays, written by renowned authors from various regions of Bangladesh and West Bengal. Throughout the course, students will critically analyze the works of prominent writers such as Lal Salu, Neel Darpan, Nakshi Kanthar Math, Agni Beena, Nurul Diner Sarajiban, selective short stories of Abu Ishaq, among others. They will examine the thematic elements, narrative techniques, and stylistic innovations employed by these authors, exploring how their works reflect the changing social and political landscape of the time.

### Intended Learning Objectives (ILOs)

1. Demonstrate knowledge of the historical, social, and cultural contexts that shaped modern Bangla literature.
2. Identify and analyze the major literary movements and themes that emerged during the modern era of Bangla literature.
3. Critically analyze and interpret literary texts, including novels, short stories, poems, and plays, from prominent authors of modern Bangla literature.
4. Examine the thematic elements, narrative techniques, and stylistic innovations employed by modern Bangla authors.
5. Evaluate the impact of major literary figures, such as Rabindranath Tagore, Kazi Nazrul Islam, Sarat Chandra Chattopadhyay, Jasimuddin, and Shamsur Rahman, on the development of modern Bangla literature.
6. Understand and analyze the representation of social, political, and cultural issues in modern Bangla literature.
7. Engage in critical discussions on the works of modern Bangla authors, presenting well-reasoned arguments and interpretations.

### Course Learning Outcomes (CLOs)

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

1. Develop a comprehensive understanding of modern Bangla literature, its cultural significance, and its contribution to the literary tradition.
2. Enhance their critical thinking, analytical, and communication skills.

3. Engage with complex literary texts and contribute to scholarly discussions on Bangla literature.
4. Identify and analyze the major literary movements and themes in modern Bangla literature.
5. Understand and discuss the representation of social political and cultural issues in modern Bangla literature.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

#### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<p>Titas Ekti Nadir Nam, Lal Salu Nakshi Kanthar Math, Agni Beena Neel Darpan, Nurul Diner Sarajiban selective short stories of Abu Ishaq</p> <p>Upanyas: Padma Nadir Majhi (Manik Bandopadhyay), Titas Ekti Nadir Naam (Adwaita Mallabarman) Natok/Kabya Natok: Nil Darpan (Dinabandhu Mitra), Naruldiner Sarajibon (Syed Shamsul Haq) Kabita: Sonar Tari (Rabindranath Tagore), Bidrahi ( Kazi Nazrul Islam), Banalata Sen (Jibanananda Das)</p>	<p>Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan</p>	<p>Attendance (10)</p> <p>Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)</p>

			Written Examination (70)
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**Reference:**

- ০১.বঙ্গসাহিত্যে উপন্যাসের ধারা : শ্রীকুমার বন্দ্যোপাধ্যায়  
 ০২.বাংলা উপন্যাস : ক্ষেত্রগুপ্ত  
 ০৩.বাংলা উপন্যাসের কালান্তর : সরোজ কুমার বন্দ্যোপাধ্যায়  
 ০৪.বাংলা সাহিত্যের ইতিহাস : ড. আনিসুজ্জামান ( সম্পাদিত)  
 ০৫. বাংলা সাহিত্যেও ইতিবৃত্ত : সৈয়দ আলী আহসান ও আব্দুল হাই  
 ০৬. বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত : অসিত কুমার বন্দ্যোপাধ্যায়

<b>Course Code: 0222 24 FOLK 1204</b>	<b>Credit: 03</b>	<b>BSS Honors 1<sup>st</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Folk Festivals	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

This course offers students an in-depth exploration of traditional folk festivals of our country. This course delves into the historical, cultural, and social significance of folk festivals as expressions of community identity, cultural heritage, and celebration. Through the study of various festivals, students will gain a deep understanding of their origins, rituals, symbolism, and artistic expressions. The course will also examine the role of folk festivals in promoting cultural diversity, fostering social cohesion, and preserving intangible heritage. Students will engage in critical analysis, research, and discussions to develop a comprehensive understanding of the multifaceted nature of folk festivals.

**Intended Learning Objectives (ILOs)**

1. Demonstrate a comprehensive understanding of the historical, cultural, and social significance of folk festivals as expressions of community identity and cultural heritage.
2. Identify and describe the diverse range of folk festivals from different cultures and regions, including their origins, rituals, and symbolic meanings.
3. Analyze the artistic expressions, performances, and traditional practices associated with specific folk festivals.
4. Evaluate the social, economic, and political contexts in which folk festivals are embedded, recognizing their roles in fostering social cohesion and intercultural dialogue.
5. Apply critical thinking skills to examine the impact of globalization and contemporary influences on traditional aspects of folk festivals.
6. Conduct research and fieldwork to investigate and document specific folk festivals, utilizing appropriate research methodologies and tools.
7. Reflect on issues of cultural appropriation, authenticity, and representation in the context of folk festivals, promoting cultural sensitivity and understanding.
8. Collaborate effectively with peers in group projects and presentations related to folk festivals, demonstrating teamwork and communication skills.

### Course Learning Outcomes (CLOs)

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

1. Gain a deep understanding of the cultural richness and significance of folk festivals.
2. Critically analyse, appreciate and engage with diverse folk festivals tradition.
3. Develop a nuanced perspective of role of folk festivals in cultural preservation, community building and celebration of cultural diversity.
4. Evaluate the contemporary influences and ethical consideration from the diverse range of folk festivals.
5. Recognize the role of folk festivals in fostering social cohesion and intercultural dialogue.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Definition, Characteristics and Classification.	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Class participation and engagement in discussions and practical exercises - 20%  Written assignments, including critical analyses and reflection papers - 30%  Fieldwork report or

			documentation of a local folk festival - 10% Written Examination (70)
	Definition and category: Pous Parbon, Nababarsha, HalKhata, Fair, Beravasaan, Kartik larai, Deepannita, Brahmani Puja, Muharram, Snan yatra, Gazan, Charak, Holi, Neelotsav, Hazra Puza, Rash Festival, Arandhan, Jhulan, Jhapan, Brata, etc		
	Folk festivals and tourism		
	Religious essence in Folk Festivals		

#### Reference:

১. অভিজিৎ সরকার : ভারতের উৎসব
২. অলোক মৈত্র : বাংলার লৌকিক ধর্মাচারের ঐতিহ্য সন্ধান
৩. বরুণকুমার চক্রবর্তী : লোকবিশ্বাস ও লোকসংস্কার
৪. দুলাল চৌধুরী : বাংলার লোক উৎসব
৫. সুনীতি কুমার মুখোপাধ্যায় : মেলা ও উৎসবের দর্পণে বাংলার লোকসাহিত্য
১. শামসুজ্জামান খান (সম্পা.) : বাংলাদেশের লোকঐতিহ্য
২. মুনতাসীর মামুন : বাংলাদেশের উৎসব
৩. আবদুল হাফিজ : লৌকিক সংস্কার ও বাঙালী সমাজ
৪. ঐ : লৌকিক সংস্কার ও মানবসমাজ
৫. মোমেন চৌধুরী : লোকসংস্কার ও বিবিধ প্রসঙ্গ
৬. আতোয়ার রহমান : উৎসব
- মো. আখতার হোসেন : বাংলাদেশের উৎসব শান্তি ও সম্প্রীতির অহংকার

<b>Course Code: 0222 24 FOLK 1205</b>	<b>Credit: 03</b>	<b>BSS Honors 1<sup>st</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Fieldwork Orientation and Report Writing	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

#### Course Description:

Fieldwork Orientation and Report Writing provides students with the essential skills and knowledge required to plan, conduct, and report on fieldwork-based research in various academic disciplines. Fieldwork refers to the systematic collection of data or information through direct observation, interviews, surveys, or other methods conducted outside the traditional classroom setting. This course aims to equip students with the necessary tools and methodologies to design and execute successful fieldwork projects. It focuses on the practical aspects of fieldwork, including planning, ethical considerations, data collection techniques, and the production of comprehensive and well-structured fieldwork reports.

### Intended Learning Objectives (ILOs)

1. Understand the fundamental concepts, purposes, and methodologies associated with fieldwork.
2. Demonstrate proficiency in planning and designing a fieldwork project.
3. Apply ethical considerations in the conduct of fieldwork.
4. Employ a range of data collection techniques commonly used in fieldwork.
5. Develop effective fieldwork strategies.
6. Produce well-structured and coherent fieldwork reports.
7. Demonstrate proficiency in academic and professional writing skills.
8. Evaluate the strengths and limitations of their own fieldwork projects.
9. Collaborate effectively in group fieldwork projects, demonstrating teamwork, communication skills, and the ability to delegate tasks and responsibilities.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Understand the importance of fieldwork in various disciplines.
2. Apply research ethics and professionalism in fieldwork.
3. Develop effective fieldwork planning and organization skills.
4. Utilize appropriate fieldwork methodologies and techniques.
5. Enhance intercultural communication and collaboration skills.
6. Analyze fieldwork data and synthesize findings.
7. Produce high-quality fieldwork reports.
8. Reflect on personal growth and learning from fieldwork experiences.

<b>Course Code: 0222 24 FOLK 1206</b>	<b>Credit: 01</b>	<b>BSS Honors 1<sup>st</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Viva Voce	<b>Course Type:</b> Theoretical	<b>Course Status: Core</b>

[Students will attend the Viva-Voce in front to the exam committee after finishing their exams of this semester and it is compulsory for them. There are no particular contents/topics for this viva-Voce but students will be asked about the names and contents of the curriculums that they have already attended in the exams. Priority will be given to their overall understanding about the course curriculum].

<b>Course Code: 0222 24 FOLK 1207</b>	<b>Credit: 00</b>	<b>BSS Honors 1<sup>st</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Islamic Studies/ Bangladesh Studies (Non-Credit Compulsory Course)	<b>Course Type: Theory</b>	<b>Course Status: Non-Credit</b>

Non-credit (Zero Credit) but compulsory course carrying one hundred (100) marks namely “Islamic Studies” is for the Muslim students who come from general education. “Bangladesh Studies” is for the non-Muslim/ foreign students/ madrasha background students which must be completed by the second (2nd) year. In the non-credit course, a student will have to obtain at least 50% marks [C+ (2.5) out of 4.00] to pass. If any student fails to pass by the 2nd year, in that case, she/he will not be promoted from 2nd year to 3rd year.

**Reference:**

S. Dr. M Shahinoor Rahman

:

Bangabandhu's Dream and Sheikh Hasina's Success

**BSS Honors 2<sup>nd</sup> Year 1<sup>st</sup> Semester**

<b>Course Code: 0222 24 FOLK 2101</b>	<b>Credit: 03</b>	<b>BSS Honors 2<sup>nd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Performing Folklore : Folk Theatre	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

Folk Theatre is an introductory course that explores the rich and diverse world of folk theatre traditions from various cultures around the globe. This course delves into the historical, cultural, and artistic aspects of folk theatre, providing students with a comprehensive understanding of its significance in the preservation of cultural heritage as a form of entertainment.

**Intended Learning Objectives (ILOs)**

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

1. Identify Folk Theatre Forms.
2. Analyze Cultural Significance: Evaluate the cultural, social, and historical significance of folk theatre in preserving and transmitting cultural heritage, beliefs, and values within traditional societies.
3. Understand Performance Techniques.
4. Compare and contrast regional variations of folk theatre traditions.
5. Appreciate Aesthetic Expressions: Develop a heightened appreciation for the artistic expressions present in folk theatre performances,
6. Demonstrate an ability to analyze and critique the aesthetic aspects of the art form.

**Course Learning Outcomes (CLOs)**

Upon completion the course students will be able to:

1. Examine the social, religious, and historical contexts in which folk theatre traditions have evolved.
2. Apply a range of performance techniques used in folk theatre, such as storytelling, physical expression, music, dance, and puppetry, to create compelling and authentic theatrical presentations.
3. Discern the commonalities and differences in performance styles, costumes, and narratives.
4. Recognize the role of symbolism, metaphor, and cultural symbolism in conveying messages and emotions.
5. Understand socio-cultural and aesthetic values of folk theatre.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										

CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<p>Definition, characteristics, origin, and development of Folk Theatre. Sri Krishna Kirtan, Nam Sangkirtana, Yatra, Gambhira, Gazir Gaan, Holir Gaan, Alkaap, Banabibir Pala, and Satyapir, etc.</p> <p>The relationship between Modern Bengali Drama and Folk Theatre, folk education for social development. Folk theatrical productions for socio-cultural and aesthetic values.</p>	<p>Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan</p>	<p>Attendance (10)</p> <p>Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)</p> <p>Written Examination (70)</p>

### Reference:

১. আশুতোষ ভট্টাচার্য : উত্তর বাংলার গ্রামীণ লোকনাট্য
২. গৌরিশঙ্কর ভট্টাচার্য : বাঙলা লোকনাট্য সমীক্ষা
৩. Jamil Ahmed : Achin Pakhi: The Infinity
৪. মো. হাবিবুর রহমান : দিনাজপুরের লোকনাট্য হোলির গান
৫. মনুখ মোহন বসু : বাংলা নাটকের উৎপত্তি ও ক্রমবিকাশ
৬. সঞ্জীব নাথ : বাঙলা গ্রামীণ লোকনাটক
৭. সনৎকুমার মিত্র : বাংলার গ্রামীণ নাটক
৮. সাইমন জাকারিয়া : বাংলাদেশের লোকনাটক: বিষয় ও আঙ্গিক
৯. সুধীর কুমার করণ : লোকনাট্যের আদিকথা
১০. সেলিম আল দীন : মধ্যযুগের বাংলা নাট্য
১১. মো. জাহাঙ্গীর হোসেন : লোকনাট্য: দাইঘুরা

১২. ঐ : দক্ষিণবঙ্গের ঐতিহ্যবাহী লোকনাট্য: গাজীর গান  
 ১৩. ঐ : বাংলাদেশের লোকনাট্য  
 14. Balban Gargi : Folk Theatre of India

<b>Course Code: 0222 24 FOLK 2102</b>	<b>Credit: 03</b>	<b>BSS Honors 2<sup>nd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Folk Rhymes, Riddles and Proverbs	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

### Course Description:

The Folk Rhymes, Riddles, and Proverbs course will consist of a combination of lectures, interactive discussions, multimedia presentations, creative workshops, and student presentations. The course will cover a wide range of folk rhymes, riddles, and proverbs from different cultures, providing students with diverse examples for analysis and exploration. Students will engage in critical discussions, analyze structural and linguistic elements, and interpret the underlying meanings of these folk expressions. Creative activities, such as composing original rhymes, solving riddles, and adapting proverbs, will encourage active participation and hands-on learning. Students will also have the opportunity to research and present specific folk traditions related to rhymes, riddles, or proverbs.

### Intended Learning Objectives (ILOs)

1. Demonstrate a comprehensive understanding of the historical and cultural origins of folk rhymes, riddles, and proverbs, and their significance in transmitting cultural knowledge and values.
2. Analyze and interpret the linguistic devices, literary styles, and structural patterns present in various folk rhymes, riddles, and proverbs.
3. Identify and explain the thematic variations and cultural values reflected in different folk traditions.
4. Apply critical thinking skills to decode and uncover the symbolic meanings and metaphorical language used in folk rhymes, riddles, and proverbs.
5. Compare and contrast folk expressions from different cultures.
6. Create and adapt folk rhymes, riddles, and proverbs.
7. Reflect on the relevance and applicability of folk expressions in contemporary society.
8. Evaluate the preservation and documentation methods used for folk rhymes, riddles, and proverbs.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Evaluate the historical and cultural significance of folk rhymes, riddles, and proverbs.
2. Identify the distinguishing features of various folk rhymes, riddles, and proverbs.
3. Share riddles and proverbs found in their locality.
4. Demonstrate creativity in composing, adapting, and presenting original folk rhymes, riddles, and proverbs.
5. Assess the impact on language, communication, and cultural identity.
6. Recognize the importance of safeguarding intangible cultural heritage.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										

CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<b>Folk Rhymes</b> Definition Characteristics Genres Morphological structures Motifs Identity and literary value of folk rhymes Relation between folk rhymes and folk game Folk rhymes and development Rabindranath and folk rhymes	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Class participation and engagement in discussions and activities - 20%  Analysis and interpretation of selected folk rhymes, riddles, and proverbs - 30%  Written Examination (70)
	<b>Riddles</b> Definition Origin and development of riddles Classification and structure Aesthetic value of riddles		
	<b>Proverbs</b> Definition Structure of Proverbs		

	Proverbs and Modern Bengali Literature Folk wisdom and proverbs; proverbs and development		
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### Reference:

১. আশুতোষ ভট্টাচার্য : বাংলার লোকসাহিত্য: ১ম, ২য়, ৩য় খণ্ড
২. ওয়াকিল আহমদ : বাংলা লোকসাহিত্য: ছড়া
৩. নির্মলেন্দু ভৌমিক : বাংলা ছড়ার ভূমিকা
৪. মুহম্মদ সিরাজ উদ্দিন কাসিমপুরী : লোকসাহিত্য: ছড়া
৫. রবীন্দ্রনাথ ঠাকুর : লোকসাহিত্য
৬. শিবপ্রসন্ন লাহিড়ী : যশোর-খুলনার ছড়া
৭. সৈয়দ মোহাম্মদ শাহেদ : ছড়ায় বাঙালী সমাজ ও সংস্কৃতি
৮. বরুণ কুমার চক্রবর্তী (সম্পা:) : বাংলা ছড়া পরিক্রমা
৯. আব্দুল করিম সাহিত্য বিশারদ : রচনা সংকলন
10. Alan Dundes : Wisdom of many wit of one

<b>Course Code: 0222 24 FOLK 2103</b>	<b>Credit: 03</b>	<b>BSS Honors 2<sup>nd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Functional English-I	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

### Course Description:

This course is an introductory-level course designed to enhance students' proficiency in the English language, focusing on practical language skills necessary for effective communication in various real-life situations. The course aims to develop learners' abilities in reading, writing, listening, and speaking in English, emphasizing the application of language in day-to-day interactions, academic settings, and professional environments.

### Intended Learning Objectives (ILOs)

1. Improve their reading skills by understanding and interpreting various texts, such as articles, essays, and short stories.
2. Practice composing essays, formal emails, and other types of written communication, focusing on grammar, vocabulary, and organization. Apply reading comprehension strategies to understand a range of written texts, including articles, emails, reports, and everyday materials.
3. Encourage students to become confident speakers.
4. Learn new words and idiomatic expressions commonly used in everyday conversations and formal writing.
5. Apply grammatical rules and structures correctly to ensure accuracy and coherence in spoken and written communication.
6. Utilize effective communication strategies, including active listening and non-verbal communication.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Use appropriate vocabulary and language structures.
2. Use appropriate language conventions and formats.
3. Expand vocabulary knowledge and usage to effectively communicate in various contexts.

4. Demonstrate grammatical accuracy and proficiency by applying appropriate sentence structures, verb tenses, and language conventions in spoken and written English.
5. Demonstrate intercultural competence and sensitivity by understanding and adapting to different cultural norms and communication styles in diverse contexts.
6. Engage in meaningful conversations and interactions.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

#### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	A. Parts of Speech: Noun Countable Nouns Uncountable Nouns Pronoun Verb Finite: transitive, intransitive Non-finite: participles, infinitives, gerund Linking Verb Phrasal Verb Modals Adjective Attributive Adjectives Predicative Adjectives Adverb Adverbs of Time, Adverbs of Place Adverbs of Manner Preposition	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)

	<p>Conjunction</p> <p>B. Number, gender</p> <p>C. Articles</p> <p>D. Phrases: Meanings of Phrases Kinds of Phrases Identifying Phrases</p> <p>E. Some select Idioms &amp; Phrases</p> <p>F. Clauses: Principal Clause Subordinate Clause: Noun Clause Adjective Clause Adverbial Clause &amp; its types</p> <p>G. Review of Tenses: Present, Past, Future</p> <p>H. Voice</p> <p>I. Direct and Indirect Speech</p> <p>J. Translation from Bengali into English</p> <p>K. Writing: Amplification; Precis Writing; Paraphrasing; Report Writing; Dialogue Writing</p>		<p>Written Examination (70)</p>
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**Reference:**

1. S. M. Zakir Hossain :A Passage to the English Language
2. M. Harunur Rashid : English for Bengali learners
3. P.K. De Sarker & Irshadullah : A text book of Higher English Grammar
4. Raymond Murphy : Intermediate English Grammar
5. Reinn & martin : Practical English Grammar
6. Sadruddin Ahmed : Learning English: The easy way
7. Ronald Cramer, Tara McCarthy and Norman C. Najimy: Language: Skills and Use

<b>Course Code: 0222 24 FOLK 2204</b>	<b>Credit: 03</b>	<b>BSS Honors 2<sup>nd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title: Indigenous Knowledge and Technology</b>	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description**

This course explores the rich and diverse knowledge systems, traditions, and technologies of indigenous communities around the world. The course seeks to foster an understanding of the intimate relationship

between indigenous peoples and their environments, as well as the innovative ways in which they have adapted and interacted with nature through their unique knowledge systems.

**Intended Learning Objectives (ILOs)**

1. Introduce students to the concepts of indigenous knowledge and technology and their relevance in contemporary society.
2. Explore the traditional ecological knowledge, practices, and belief systems of indigenous communities and their role in sustainable development.
3. Examine the impact of colonization, globalization, and modernization on indigenous knowledge and technology.
4. Analyze the interplay between indigenous knowledge and technology and its potential contribution to addressing current global challenges.
5. Promote cross-cultural understanding and respect for indigenous perspectives, values, and ways of life.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Describe ecological knowledge systems and their role in sustainable development and environmental conservation.
2. Analyze the impact of historical and modern factors regarding technology.
3. Compare and contrast indigenous technological innovations with mainstream technological approaches.
4. Understand the unique benefits and limitations of Indigenous Knowledge and Technology.
5. Demonstrate knowledge of specific indigenous technologies, traditional tools, craftsmanship, and architectural practices.
6. Evaluate the role of indigenous knowledge in climate change adaptation and mitigation strategies.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

**Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents**

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<p>Folk Technology: Definition, characteristics, ecofriendly cultivation and food security, Impact of chemical usage in agriculture. Classification and its applied format. Golaghar (granary), Denki (husking pedal), Shindhuk (chest), Janta (grind stone), Ghani (oil-mill), Hapor (Furnace), Chaka (potters wheel), Instruments of fishing and agriculture. Present and Future condition of Folk Technology</p> <p>Folk Mathematics: Definition, Nature. The History of Folk Mathematics study in our country and abroad. Folk life and Folk Mathematics. The applied Probability of Folk Mathematics in our daily life. Ethnic group: Definition, characteristics, cultural Background. Nationality: Definition, Characteristics and Classification. The debate of sub-nation and aborigines. The Society and culture of Bangladesh: Koal, Munda, Santal, Oraon, Chakma, Garo, Hajong, Murong, Rajbanshi, Koch, Tripura, Marma, Khasia, Monipuri, etc</p>	<p>Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan</p>	<p>Attendance (10)</p> <p>Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)</p> <p>Written Examination (70)</p>

**Reference:**

১. অমল কে ভৌমিক : লোকগণিতের স্বরূপ ও বৈশিষ্ট্য
২. ওয়াকিল আহমদ : বাংলার লোকসাহিত্য মন্ত্র
৩. বরণ কুমার চক্রবর্তী : লোকঔষধ ও লোকচিকিৎসা
৪. ঐ : লোকপ্রযুক্তি
৫. মমতাজুর রহমান তরফদার : মধ্যযুগের বাংলার প্রযুক্তি
৬. মুহম্মদ আবদুল জলিল : লোকচিকিৎসায় তন্ত্র-মন্ত্র
৭. ঐ : লোকবিজ্ঞান ও লোকপ্রযুক্তি
৮. সুভাষ মিত্তী : দক্ষিণ বঙ্গের লোকসমাজে মন্ত্র
৯. সৌমেন সাহা : লোকগণিত

<b>Course Code: 0222 24 FOLK 2105</b>	<b>Credit: 03</b>	<b>BSS Honors 2<sup>nd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Social Statistics	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

**Course Description:**

"Social Statistics" provides students with a comprehensive introduction to the fundamental concepts, techniques, and applications of statistics in the social sciences. This course equips students with the necessary skills to analyze and interpret quantitative data, enabling them to make informed decisions and draw valid conclusions in various social research contexts. Through a combination of theoretical concepts, hands-on exercises, and practical applications, students will gain proficiency in data collection, organization, analysis, and presentation. They will also develop a critical understanding of the ethical considerations and limitations associated with the use of statistics in social research.

**Intended Learning Objectives (ILOs)**

1. Understand the fundamental concepts and principles of social statistics, including variables, measurement scales, sampling, and data collection methods.
2. Apply appropriate statistical techniques to analyze different types of social data, considering their strengths, limitations, and assumptions.
3. Organize, clean, and code social data for analysis, ensuring data quality and accuracy.
4. Summarize and interpret social data using descriptive statistical techniques, including measures of central tendency, variability, and association.
5. Utilize inferential statistical techniques, such as hypothesis testing and confidence intervals, to make valid inferences and draw conclusions from social data.
6. Interpret and critically evaluate statistical results, considering the implications and limitations of findings in the social sciences.
7. Utilize statistical software, such as SPSS or R, to conduct data analysis and generate appropriate graphical representations.
8. Demonstrate ethical and responsible conduct in social statistics, adhering to principles of data privacy, confidentiality, and informed consent.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Demonstrate the ability to measure the progress of a society.
2. Evaluate the effectiveness of social policies and decisions.
3. Determine the probability that a specific event will happen.
4. Evaluate the role of statistics in social sciences.
5. Capture the people’s attitude, behavior and circumstances using number.

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

<b>CLO/PLO</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>	<b>PLO 10</b>
<b>CLO1</b>										
<b>CLO2</b>										
<b>CLO3</b>										
<b>CLO4</b>										
<b>CLO5</b>										

CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Prelude: Definition of Social statistics, Characteristics of Social statistics, Importance of Social statistics. Areas of statistical research	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Individual or group assignments on data collection, organization, and coding - 20%  Midterm examination assessing theoretical knowledge and understanding of social statistics concepts - 30%  Written Examination (70)
	Processing of statistical Data: Classification, Basis of classification, Frequency Distribution, Construction of Frequency Distribution, Tabulation.		
	Probability: Concept, Theorem of Total Probability, Theorem of compound probability. Sampling and Survey.		

#### Reference:

1. Thomas J. Linneman : Social Statistics
2. Elifson Kirk W : Fundamentals of Social Statistics
3. Bailey, K.D. : Methods of Social research
4. Burgess (Ed) : Field research a source book and Field manual

5. Chowdhury, anwarullah: Pains and pleasures of fieldwork  
6. Ember and Ember : Research Methods  
7. K Denzin & Yvonna S : Handbook of Qualitative research  
8. Mimichiello et al. : In Depth Interviewing  
9. Morgan : Focus Groups as Qualitative Research  
.10 Spradley : Participant observation  
11. Do : The Ethnographic Interview  
12. Young : Scientific Social Survey and Research  
13. Yeoman : Facts from figures

**BSS Honors 2<sup>nd</sup> Year 2<sup>nd</sup> Semester**

<b>Course Code: 0222 24 FOLK 2201</b>	<b>Credit: 03</b>	<b>BSS Honors 2<sup>nd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Performing Folklore II: Folk Dance and Folk Game	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

This course is an exploration of traditional dances and games from various cultures around the world. This course aims to provide students with an in-depth understanding of the historical, social, and cultural significance of folk dances and games, as well as their evolution and preservation over time. Through a combination of theoretical knowledge, practical activities, and cultural immersion, students will gain a comprehensive appreciation for the richness and diversity of these art forms.

**Intended Learning Objectives (ILOs)**

1. Demonstrate a comprehensive understanding of the cultural significance of folk dances and games as expressions of cultural identity, traditions, and values.
2. Identify and analyze the historical roots and evolution of various folk dances and games from different regions and countries.
3. Perform a variety of traditional folk dances with authenticity, incorporating appropriate movements, steps, and music.
4. Engage actively in the study and practice of traditional folk games, demonstrating knowledge of rules, strategies, and social dynamics.
5. Exhibit physical coordination, stamina, and rhythmic awareness through the execution of dance movements and participation in folk games.
6. Collaborate effectively with peers in group performances, demonstrating teamwork, coordination, and communication skills.
7. Critically analyze the role of gender, age, and social dynamics within folk dances and games, considering their cultural implications.
8. Appreciate and celebrate cultural diversity, engaging in intercultural dialogue and demonstrating cross-cultural understanding through the exploration of folk traditions.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

7. Identify and describe the cultural and historical contexts of various folk dances and games from different regions and countries.
8. Analyze the social dynamics, gender roles, and community aspects within folk dances and games, recognizing their cultural significance.
9. Critically evaluate the ethical considerations and responsibilities associated with performing and preserving folk dances and games.
10. Engage in cross-cultural dialogue and appreciate cultural diversity through the exploration and sharing of different folk traditions.
11. Understand the rules, strategies and cultural nuances of Folk Games.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<p><b>Folk Game:</b> Definition, Characteristics, Classifications. Origin and blooming of game Comparison of institutional games and folk games</p> <p>Variety of Folk game in Bengal: Origin, Method, Performance, Using Materials, Oral literature, History, Traditions, Rituals, Festivals, Performer and Spectator Reflections of social-Psychology in Folk Game Practice of Folk Rhyme in Folk Game. Comparative study on Folk Game and Folk Theatre, Folk games related to folk festivals Importance of Folk Game: Social and national utility. Interrelation of Folk Game and Folk Community Perishing Reason and safeguarding of Folk Game and folk community</p>	<p>Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan</p>	<p>Attendance (10)</p> <p>Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/</p>

			Class Test without Notice] (20)
			Written Examination (70)
	<b>Folk Dance</b> Definition, Characteristics, Classification Origin and Development Genres: Manipuri Dance, Ghatu Dance, Ashtok Dance, Carok Dance, Dhali Dance, Dasabotar Dance Jari Dance, Chau Dance, Jhumur Dance, Puppet show, etc Folk Song and Folk Dance. Folk Dance and Folk Theatre. Folk Game and Folk Dance. Folk Dance and Folk Society		

**Reference:**

১. আশুতোষ ভট্টাচার্য : বাংলার লোকনৃত্য (১ম ও ২য় খণ্ড)
২. গুরুসদয় দত্ত : বাংলা লোকশিল্প ও লোকনৃত্য
৩. বরণকুমার চক্রবর্তী : বাংলার লোকক্রীড়া
৪. মিহির চৌধুরী কামিল্ল্যা : বাংলার লোকনৃত্য
৫. ওয়াকিল আহমদ : বাংলার লোকসংস্কৃতি
৬. অসীম দাস : বাংলার লৌকিক ক্রীড়ার সামাজিক উৎস
৭. মণিবর্ধন : বাংলার লোকনৃত্যের বিষয় বৈচিত্র্য
৮. মো: জাহাঙ্গীর হোসেন : বাংলার লোকনৃত্যে পরিচিতি
৯. সামীয়ুল ইসলাম : বাংলাদেশের গ্রামীণ খেলাধুলা
১০. অনুপম হীরা মণ্ডল : লোকক্রীড়ার অন্তর্পাঠ

<b>Course Code: 0222 24 FOLK 2202</b>	<b>Credit: 03</b>	<b>BSS Honors 2<sup>nd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Research Methodology	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

Research Methodology provides students with a comprehensive understanding of the fundamental principles, techniques, and processes involved in conducting research across various disciplines. This course equips students with the necessary skills to design, execute, and analyze research studies effectively. Through a combination of theoretical knowledge, practical exercises, and critical thinking, students will learn how to formulate research questions, select appropriate methodologies, gather and analyze data, and draw valid conclusions. This course

serves as a foundation for students intending to pursue further research or engage in evidence-based decision-making.

**Intended Learning Objectives (ILOs)**

1. Understand the fundamental principles and significance of research methodology in academic, professional, and real-world contexts.
2. Identify research problems, formulate research questions, and develop hypotheses that align with the chosen research objectives.
3. Apply critical thinking and problem-solving skills to select appropriate research methodologies and design research studies.
4. Demonstrate proficiency in selecting and applying relevant data collection methods and techniques, considering the strengths and limitations of each approach.
5. Effectively gather, organize, and analyze data using appropriate software tools and statistical techniques, drawing valid conclusions.
6. Conduct a comprehensive literature review, synthesizing existing research and identifying research gaps.
7. Demonstrate an understanding of ethical considerations in research, including participant consent, confidentiality, and the responsible handling of data.
8. Communicate research findings effectively through clear and concise written reports, adhering to established formatting and referencing standards.
9. Present research proposals or findings in a coherent and engaging manner, employing effective oral communication skills.
10. Critically evaluate research studies, assessing the validity, reliability, and generalizability of research findings.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Understand the fundamental concepts and principles of research methodology, including its role in generating knowledge and addressing research questions.
2. Identify and define research problems, develop research questions, and formulate clear and testable hypotheses.
3. Select appropriate research designs, methodologies, and data collection techniques based on the research objectives and context.
4. Apply ethical considerations and guidelines in conducting research, including obtaining informed consent and maintaining confidentiality.
5. Design and implement research studies, including developing research protocols, sampling strategies, and data collection plans.
6. Employ appropriate quantitative and/or qualitative data analysis techniques to examine research data and draw meaningful conclusions.
7. Interpret research findings and evaluate their validity, reliability, and generalizability.
8. Communicate research findings effectively through written reports and presentations, adhering to academic conventions and standards.
9. Evaluate and critically analyze existing research studies, identifying strengths, limitations, and gaps in the literature.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10

CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

**Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents**

<b>Course Learning outcomes</b>	<b>Course Contents</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>
	<p><b>Social Research:</b> Nature of Scientific Research, Major Concepts and Elements in Scientific Research, Conventional Research Methods in Social Sciences, Techniques and Tools of Social Research.</p>	<p>Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan</p>	<p>Class participation and engagement in discussions and practical exercises - 20%</p> <p>Presentation of research proposal or findings - 10%</p> <p>Written Examination (70)</p>
	<p><b>Research Proposal:</b> Finding Research Topic, Preparing a Research Proposal, Statement of the Problem, Conceptual clarification, Review of Previous Literature, Methods of Investigation, Location, Mapping, Necessary data collection, Data Processing and Analysis, Limitations of the Research.</p>		
	<p><b>Writing Research Report:</b> Acknowledgements, table of Contents, List of</p>		

	Tables, Figures, Charts, Illustrations, Maps, Abbreviations, References		
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### Reference:

১. জয়ন্ত গোস্বামী : সাহিত্য গবেষণা: পদ্ধতি ও প্রয়োগ
২. রহমত আলী সিদ্দিকী : সামাজিক গবেষণার পদ্ধতি: তত্ত্ব ও প্রয়োগ
৩. রেবতী মোহন সরকার : লোকসংস্কৃতির পদ্ধতিবিদ্যা
৪. শেখ মকবুল ইসলাম : গবেষণার পদ্ধতিবিজ্ঞান: সাহিত্য-সমাজ-সংস্কৃতি
৫. শাহজাহান তপন : থিসিস ও অ্যাসাইনমেন্ট লিখন
6. Dr. M Shahinoor Rahman : Practicum in Social Work and Social Development- Practice and Learning Process
- Bailey, K.D. : Methods of Social research
7. Burgess (Ed) : Field research a source book and Field manual
8. Chowdhury, Anwarullah : Pains and pleasures of fieldwork
9. Ember and Ember : Research Methods
10. K Denzin & Yvonna S : Handbook of Qualitative research
11. Mimichiello et al. : In Depth Interviewing
12. Morgan : Focus Groups as Qualitative Research
13. Spradley : Participant observation
14. Do : The Ethnographic Interview
15. Profulla C. Sarker and M. Shahinoor Rahman : Practicum in Social Work and Social Development
16. Young : Scientific Social Survey and Research

<b>Course Code: 0222 24 FOLK 2203</b>	<b>Credit: 03</b>	<b>BSS Honors 2<sup>nd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Functional English - II	<b>Course Type: Core</b>	<b>Course Status: GED</b>

### Course Description:

This course is designed to enhance students' practical communication skills in the English language. The focus of the course is to develop proficiency in using English for everyday situations, both in personal and professional contexts. Through interactive learning activities, students will acquire essential language skills, including listening, speaking, reading, and writing, necessary for effective communication in various real-life situations. The course emphasizes functional language use, vocabulary expansion, and grammatical accuracy to enable students to confidently express themselves, comprehend spoken and written English, and engage in meaningful conversations.

### Intended Learning Objectives (ILOs)

1. Demonstrate proficiency in listening and comprehension skills by understanding a variety of spoken English, including different accents and contexts.
2. Engage in effective oral communication by expressing ideas, opinions, and experiences clearly and coherently, using appropriate vocabulary and language structures.

3. Apply reading comprehension strategies to understand a range of written texts, including articles, emails, reports, and everyday materials.
4. Develop writing skills to effectively communicate ideas, information, and opinions in written form, using appropriate language conventions and organizational structures.
5. Expand vocabulary and idiomatic expressions to enhance language fluency and accuracy in both spoken and written English.
6. Apply grammatical rules and structures correctly to ensure accuracy and coherence in spoken and written communication.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Understand and interpret various types of texts, such as articles, news reports, and short stories.
2. Enhance their writing skills, including sentence structure, paragraph development, and organization. They may practice writing emails, letters, summaries, and essays.
3. Develop their speaking and listening abilities to effectively communicate in various situations, such as conversations, presentations, and discussions.
4. Learn new words, phrases, and idiomatic expressions to improve their language proficiency and better express themselves.
5. Reinforce their understanding of English grammar rules and syntax to enhance their language accuracy.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	A. Reading Comprehension: An unseen passage dealing with a topic relevant to our times will be set. Students will be required to answer (a) a number of thematic questions that will test their understanding of the passage, and (b) a	Lecture Brain Storming, Open Discussion, Self-study	Attendance (10)

	<p>number of questions related to grammar and usage.</p> <p>B. Words:  Meanings, Synonyms, Antonyms  Spellings  Usage of words as various parts of speech/changing words into different parts of speech  Formation of new words by adding prefixes and suffixes</p> <p>C. Right Form of Verbs</p> <p>D. Agreement of verbs with subjects, noun pronoun agreements</p> <p>E. Framing Questions  Wh Questions  Yes/No Questions  Tag Questions</p> <p>F. Modifier  Premodifier  Postmodifier  Appositive</p> <p>G. Sentences  Affirmative  Negative  Interrogative  Assertive  Imperative  Exclamatory</p> <p>H. Transformation of Sentences  Simple Sentence  Compound Sentence  Complex Sentence  Positive Degree  Comparative Degree  Superlative Degree</p> <p>I. Conditional Sentences</p> <p>J. Combination of Sentences</p> <p>K. Correction of Sentences</p> <p>L. Punctuation and capitalization</p> <p>M. Translation from English into Bengali</p> <p>N. Writing</p>	<p>Demonstration  Power point presentation  Reference book  Questions and Answers  Handouts  Lesson plan</p>	<p>Internal Evaluation  [Class Test, Assignment/  Presentation/ Quiz/  Class Performance/  Class Test without Notice]  (20)</p> <p>Written Examination  (70)</p>
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	Composition Paragraph Writing Writing Letters (formal, informal, job application, cover letter) Email Writing		
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**Reference:**

- 8. S. M. Zakir Hossain :A Passage to the English Language
- 9. M. Harunur Rashid : English for Bengali learners
- 10. P.K. De Sarker & Irshadullah : A text book of Higher English Grammar
- 11. Raymond Murphy : Intermediate English Grammar
- 12. Reinn & martin : Practical English Grammar
- 13. Sadruddin Ahmed : Learning English: The easy way
- 14. Ronald Cramer, Tara McCarthy and Norman C. Najimy: Language: Skills and Use

<b>Course Code: 0222 24 FOLK 2204</b>	<b>Credit: 03</b>	<b>BSS Honors 2<sup>nd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> History of Bangladesh Liberation	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

**Course Description**

This course deals with the historical roots of Bangladesh as an independent state. The emergence of Bangladesh elucidates the development of the ideas of Bangladeshi nationalism and the desire of regional freedom from an earlier date. The political, economic, social and cultural aspects which led to the manifestation of provincial autonomy and finally to independence developed over several decades. Students will understand the inner significance of the rise of Bangladesh and attain a closer understanding of the manifold issues regarding the liberation of Bangladesh through a historical perspective.

**Intended Learning Objectives (ILOs)**

1. Identify and explain the main events of the history of Bangladesh since the battle of plassey (1757) to the creation of Bangladesh as a sovereign state in 1971.
2. Identify and explain the background of the partition of India in 1947.
3. Identify and explain the inevitability of the emergence of Bangladesh as a sovereign state.
4. Identify and explain the early history of Bangladesh for the enlargement of their understanding with patriotism towards the national integration and advancement.
5. Explore the role of Bangabandhu Sheikh Mujibur Rahman and freedom fighters.
6. Understand the impact of the liberation war

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Explain the historical context that led to the emergence of Bangladesh as an independent nation.
2. Analyze the causes and consequences of the Liberation War

3. Recognize and appreciate the contributions of Bangabandhu Sheikh Mujibur Rahman and the freedom fighters to Defend the country's sovereignty, dignity, and the rights of its people.
4. Identify the betrayers of war and their activities against motherland;
5. Identify and explain the early history of Bangladesh for the enlargement of their understanding with patriotism

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

#### Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<p>People of Bangladesh: Origin, Anthropological Identity and Characteristics, Emergence of Middle Class, Renaissance of Bengal and Contribution of Noted Personalities.</p>	<p>Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan</p>	<p>Attendance (10)</p> <p>Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)</p>

			Written Examination (70)
	The Pakistan Movement and the Birth of Pakistan- 1947, Language Movement, 1948-52, United Front  (Juktofront) Elections- 1954, Six Point Program- 1966, the Agortola Case-1968.		
	The Mass- Upsurge of 1969 and 11 Point Movement: Background, Program and Significance.		
	Election of 1970 and the Declaration of Independence.		
	Struggle For Independence and War of Liberation in 1971: Different Sectors of Liberation War and The Birth of Bangladesh.		
	The Constitution of Bangladesh: its Factures and Different Amendments.		
	Bangabandhu Sheikh Mujibur Rahman Regime and its Performance, Military Intervention in Politics, Process of Military Legitimization Regime During Zia and Enshad Regime, Mass upsurge of 1990; and the Process of de Democratization Since 1991.		

### Books Recommended

Ataul Karim - Bangladesh Rokter Reen.

Mascarenhas, Anthony (1971). The Rape of Bangladesh. Delhi: Vikas Publications. ISBN 0-7069-0148-7.

Biplob Roy - Bangladesh at War.

SIDDIQUE SALIK - Witness to Surrender.

Ahmad Sharif (Edited) - Genocide 71.

Goode, William. J., 1977. Principles of Sociology. New York: McGraw Hill Book Co. Khan, F. R., 1973.

Principle

sociology. Dhaka: Shirin Publications.

<b>Course Code: 0222 24 FOLK 2205</b>	<b>Credit: 03</b>	<b>BSS Honors 2nd Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Folklore Field Practicum and Report Writing	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

The Folklore Field Practicum and Report Writing course is designed to provide students with hands-on experience in conducting field research and collecting folklore materials from diverse cultural contexts. Folklore, as the traditional beliefs, customs, and stories passed down through generations, offers invaluable insights into the cultural heritage and identity of various communities. The course aims to familiarize students with the methodologies and techniques employed in folklore research, ensuring they gain practical skills in fieldwork, documentation, and analysis of folklore materials. The curriculum is divided into two main components:

**Intended Learning Objectives (ILOs)**

1. Develop students' proficiency in conducting fieldwork
2. Introduce students to various research methodologies and techniques used in folklore studies.
3. Enable students to analyze folklore materials and identify patterns, themes, and cultural significance.
4. Promote cultural sensitivity and ethical conduct when working with communities and cultural informants.
5. Enhance students' ability to organize information, synthesize research findings.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Foster critical thinking and interpretation skills.
2. Emphasize the importance of informed consent, privacy, and respect for cultural beliefs and practices.
3. Explore Folkloric diversity.
4. Produce scholarly work in folklore studies.
5. Enrich the presentation of folklore materials in their reports.

<b>Course Code: 0222 24 FOLK 2206</b>	<b>Credit: 01</b>	<b>BSS Honors 2<sup>nd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Viva Voce	<b>Course Type:</b> Theoretical	<b>Course Status: Core</b>

[Students will attend the Viva-Voce in front of the exam committee after finishing their exams of this semester and it is compulsory for them. There are no particular contents/topics for this viva-Voce but students will be asked about the names and contents of the curriculums that they have already attended in the exams. Priority will be given to their overall understanding about the course curriculum].

**BSS Honors 3<sup>rd</sup> Year 1<sup>st</sup> Semester**

<b>Course Code: 0222 24 FOLK 3101</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Folk Life and Bengal	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

This course offers a comprehensive exploration of the rich folk traditions, cultural practices, and social dynamics of the Bengal region. Through an interdisciplinary approach, this course delves into the folklore, rituals, customs, arts, crafts, and oral traditions that shape the everyday lives and identities of the people in Bengal. Students will examine the diverse range of folk expressions, including folk songs, dances, storytelling, folk arts, and religious

practices. This course aims to foster a deep appreciation for the cultural heritage and the vibrant folk traditions of Bengal.

**Intended Learning Objectives (ILOs)**

1. Understand the concept of folk life and its significance in the cultural heritage of Bengal.
2. Identify and describe various aspects of folk culture in Bengal, including folk music, dance, art, literature, festivals, rituals, oral traditions, and material culture.
3. Analyze the historical, social, and cultural contexts in which folk traditions have evolved in Bengal, appreciating their role in community identities and social cohesion.
4. Examine the interactions between folk traditions and contemporary society in Bengal,
5. Engage in fieldwork and firsthand exploration of folk communities, artifacts, performances, and traditions, developing practical skills in documenting and studying folk life.
6. Critically evaluate the representation and presentation of folk traditions in various forms of media.
7. Appreciate the artistic, aesthetic, and cultural values embedded in folk traditions, fostering cultural sensitivity, empathy, and cross-cultural understanding.
8. Recognize the role of folk traditions in intergenerational transmission of cultural knowledge and values.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Demonstrate a comprehensive understanding of the diverse forms of folk traditions in Bengal.
2. Recognize the significance of folk traditions in shaping community identities and social cohesion.
3. Evaluate the interactions between folk traditions and contemporary society in Bengal.
4. Apply appropriate research methods and ethical considerations.
5. Critically evaluate the representation and presentation of folk traditions in various forms of media, such as literature, film, and visual arts, assessing their impact on the perception of folk culture.
6. Recognize the role of folk traditions in intergenerational transmission of cultural knowledge and values, reflecting on the preservation and revitalization of folk culture.
7. Apply appropriate theoretical frameworks and research methods to analyze and interpret folk texts, performances, and artifacts from Bengal.
8. Evaluate the processes of cultural preservation, adaptation, and innovation.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

**Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents**



২. আবদুল হাফিজ : লৌকিক সমাজ ও বাঙালী সমাজ  
 ৩. আবু জাফর শামসুদ্দীন : লোকায়ত সমাজ ও বাঙালী সংস্কৃতি  
 ৪. আমিরুল ইসলাম : লোকজীবনের সংস্কৃতি : একান্ত অবলোকন  
 ৫. আশরাফ সিদ্দিকী : লোকসাহিত্য (১ম ও ২য় খণ্ড)  
 ৬. আশুতোষ ভট্টাচার্য : বাংলা লোকসাহিত্য (সম্পূর্ণ)  
 ৭. আহমদ শরীফ : বাঙালীর চিন্তাচেতনার বিবর্তনধারা  
 ৮. গোলাম মুরশিদ : হাজার বছরের বাঙালি সংস্কৃতি  
 ৯. তারাপদ সাত্তার : পশ্চিমবঙ্গের লোকশিল্প ও শিল্পীসমাজ  
 ১০. ময়হারুল ইসলাম : ফোকলোর পরিচিতি ও পঠনপাঠন  
 ১১. মমতাজুর রহমান তরফদার : মধ্যযুগের বাংলার প্রযুক্তি  
 ১২. সুভাষ মিত্তী : দক্ষিণ বঙ্গের লোকসমাজে মন্ত্র  
 ১৩. মো. আখতার হোসেন : বাংলাদেশের জনজীবনে ওলী-আউলিয়া ও পীর সম্প্রদায়ের অবদান।  
 ১৪. মো. আখতার হোসেন : বাংলার লোকজীবন

15. Jawaharlal Handoo Theoretical Essays in Indian Folklore

<b>Course Code: 0222 24 FOLK 3102</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Folklore and Aesthetics	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

The course explores the intricate relationship between folklore and aesthetics, examining how artistic expressions and aesthetic elements shape and are shaped by folklore traditions. This interdisciplinary course delves into the theoretical and practical aspects of folklore aesthetics, exploring the ways in which folklore manifests through various artistic forms such as folk music, dance, visual arts, storytelling, and material culture. Through critical analysis, case studies, and hands-on activities, students will gain an understanding of how aesthetics contribute to the vitality, significance, and cultural value of folklore within diverse communities and societies. The course also examines the role of aesthetics in the interpretation, presentation, and preservation of folklore traditions in contemporary contexts.

**Intended Learning Objectives (ILOs)**

1. Understand the concept of folklore aesthetics and its significance in the study of folklore traditions.
2. Identify and describe the aesthetic elements present in different forms of folklore expression.
3. Analyze the interplay between aesthetics and cultural meaning in folklore.
4. Critically assess the role of aesthetics in the presentation and representation of folklore.
5. Engage in practical activities and workshops to develop skills in analyzing and interpreting aesthetic elements in folklore expressions.
6. Investigate the ways in which aesthetics contribute to the preservation, revitalization, and transmission of folklore traditions in contemporary society.
7. Reflect on the ethical dimensions of folklore aesthetics, considering questions of cultural ownership, power dynamics, and community engagement in artistic representation.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Understand the influences of diverse communities, contexts, and artistic practices.

2. Apply theoretical frameworks and research methods to analyze and interpret aesthetic elements in folkloric expressions.
3. Demonstrate the ability to appreciate folkloric expressions.
4. Examine the ways in which aesthetics contributes to the preservation, revitalization, and transmission of folklore traditions in contemporary society.
5. Examining how artistic choices, styles, and aesthetic qualities shape the interpretation and reception of folklore traditions

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

**Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents**

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<p><b>Aesthetics:</b></p> <ol style="list-style-type: none"> <li>1. Definition and Nature.</li> <li>2. Art and Aesthetics</li> <li>3. Scholars comment on Art and Aesthetics</li> <li>4. Necessity of Art and Aesthetics</li> </ol>	<p>Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan</p>	<p>Attendance (10)</p> <p>Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)</p>

			Written Examination (70)
	<b>Folk Aesthetics:</b> 1. Definition and Nature 2. Emergence of its study		
	<b>Selected essays:</b> 1. Rabindranath Tagore: Soundaryabodh, Soundrya o Sahitya 2. Abanindranath Tagore: Bageswari Shilpa Probandhaboli, Soundrayar Sandhan, Sundar-Asundar, Rupvidya 3. Nandalal Basu: Shilpakatha, Shilpasristir Multatta, Shilpa prasanga		

**Reference:**

১. অবনীন্দ্রনাথ ঠাকুর : বাগেশ্বরী শিল্প প্রবন্ধাবলী
২. ক্ষেত্রগুপ্ত : লোকসৃষ্টির নন্দনতত্ত্ব
৩. তরুণ কুমার মুখোপাধ্যায় : নন্দনতত্ত্ব জিজ্ঞাসা
৪. নন্দলাল বসু : শিল্পকথা
৫. পবিত্র সরকার : লোকসংস্কৃতির নন্দনতত্ত্ব
৬. রবীন্দ্রনাথ ঠাকুর : সাহিত্য
৭. শ্রীশ চন্দ্র দাস : সাহিত্য সন্দর্শন
৮. সুধীরকুমার নন্দী : নন্দনতত্ত্ব
৯. সুনীল কুমার মুখোপাধ্যায় : কাব্য নির্মাণ কলা
১০. সৈয়দ মনজুরুল ইসলাম : নন্দনতত্ত্ব
১১. হাসনাত আবদুল হাই : সবার জন্য নন্দনতত্ত্ব
১২. হীরেন্দ্রনাথ চট্টোপাধ্যায় : সাহিত্যতত্ত্ব : প্রাচ্য ও পাশ্চাত্য
১৩. অনিবার্ণ মান্না : নন্দনতত্ত্বের আলোকে লোকসংস্কৃতি

<b>Course Code: 0222 24 FOLK 3103</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Cultural Anthropology	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

**Course Description:**

Cultural Anthropology is an introductory course that explores the diversity and complexity of human cultures across the globe. Drawing on the methods and theories of anthropology, this course provides students with a comprehensive understanding of the ways in which people create, interpret, and adapt to their social, cultural, and environmental contexts. Through the examination of various cultural practices, beliefs, social structures, and systems of meaning, students will gain insights into the rich tapestry of human societies. The course also explores the historical development of cultural anthropology as a discipline.

**Intended Learning Objectives (ILOs)**

1. Understand the fundamental concepts, theories, and methods of cultural anthropology, recognizing its role as a discipline in the study of human societies and cultures.
2. Demonstrate knowledge of the diversity and variation of cultures across different societies and regions, appreciating the dynamic nature of cultural practices, beliefs, and social structures.
3. Analyze the ways in which culture shapes and influences human behavior, beliefs, values, social structures, and practices.
4. Evaluate the interplay between culture and other social phenomena, such as language, gender, ethnicity, religion, politics, and economy.
5. Assess the impact of globalization, colonialism, and social change on cultural practices, identity formation, and cultural preservation.
6. Develop skills in conducting ethnographic research.
7. Understand and apply ethical considerations in anthropological research.
8. Critically analyze and interpret ethnographic texts and cultural representations.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Demonstrate a comprehensive understanding of the key concepts, theories, and methods of cultural anthropology as a discipline.
2. Recognize the complexity and interconnectedness of cultural systems.
3. Apply anthropological theories and perspectives.
4. Understand the influence of language, gender, ethnicity, religion, politics, and economy on cultural dynamics.
5. Identify the challenges, opportunities and cultural preservation.
6. Demonstrate ethical considerations in anthropological research, respecting the rights and well-being of individuals and communities studied.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	3	3	2	2	2	3	1	3	2
CLO2	2	3	3	3	3	2	2	2	2	3
CLO3	3	2	3	2	2	3	3	1	3	2
CLO4	2	1	3	3	2	2	2	1	2	3
CLO5	2	3	3	2	2	2	3	1	2	2
CLO6	2	2	3	3	2	3	3	2	3	3
CLO7	2	3	2	2	3	2	2	2	2	2
CLO8	2	2	3	3	2	3	3	1	3	3

### Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy

	<p><b>The Anthropology Perspective:</b>  Definition of Anthropology, The Concept of Culture, The Relation of Culture to Society, The Cross-Discipline, Biological Anthropology, Cultural anthropology, Anthropological Linguistics, Archaeology, Applied Anthropology.</p>	<p>Lecture  Brain Storming,  Open Discussion,  Self-study  Demonstration  Power point presentation  Reference book  Questions and Answers  Handouts  Lesson plan</p>	<p>Attendance  (10)</p> <p>Internal Evaluation  [Class Test, Assignment/  Presentation/ Quiz/  Class Performance/  Class Test without Notice]  (20)</p> <p>Written Examination  (70)</p>
	<p><b>Theories Relating to Culture, Society, and Personality:</b>  Culture and Social Evolutionism, Historicalism, Diffusionism, Functionalism, Configurationalism</p>		
	<p><b>Social Organization:</b>  Kinship System: Ways of Organizing Human Interdependence, Descent Systems, The Classification of Relatives, Kinship and Social Relations, Kinship Terminologies,  Marriage and the Family: Toward a Definition of Marriage, Endogamy, Exogamy, Marriage as a Social Process, Family Structure</p>		
	<p><b>Religious and Ritual Behaviour:</b>  Religion in Comparative Perspective, Religion in Social Structure, Myth and Ritual, Animism, Pre-Animism, Manna, Magic, Totem, Taboo</p>		

**Reference:**

১. বরণকুমার চক্রবর্তী ও অন্যান্য (সম্পা.) : লোকসংস্কৃতি ও নৃবিদ্যার অভিধান
২. রেহনুমা আহমেদ ও মানস চৌধুরী : নৃবিজ্ঞানের প্রথম পাঠ: সমাজ ও সংস্কৃতি
৩. লুইস হেনরি মর্গান : আদিম সমাজ
৪. আনোয়ার উল্লাহ চৌধুরী ও সাইফুর রশীদ : নৃবিজ্ঞান উদ্ভব বিকাশ ও গবেষণা পদ্ধতি
৫. একেএম আমিনুল ইসলাম : এই পৃথিবীর মানুষ
6. Aziz. K M Ashraful : Kinship in Bangladesh
7. Back Philip K : Modern Cultural Anthropology
8. Conrad Phillipkottak : Cultural Anthropology
9. Emily A. Schultz and Robert H. Lavenda : Cultural Anthropology
10. Felix M. Keesing : Cultural Anthropology
11. Melville Jacobs : Pattern in Cultural Anthropology
12. Serana Nanda : Cultural Anthropology
13. William A. Haviland : Cultural Anthropology
14. Dimock, C. Edward Jr. : *The Sound of Silent Guns and Other Essays*. New Delhi : Oxford University Press, 1989.
15. Eliade, Mareea : *The Encyclopedia of Religion, Vol. 14*. New York: Macmillan Publishing Company, 1987.
16. Mazharul Islam : *The Socio-Cultural Study of Folklore*. Dhaka: Bangla Academy, 2001

<b>Course Code: 0222 24 FOLK 3104</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Ethnomusicology-I	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

The Ethnomusicology course offers a comprehensive introduction to the interdisciplinary field of ethnomusicology, which explores music within its cultural, social, and historical contexts. Ethnomusicology combines elements of musicology, anthropology, sociology, and cultural studies to understand the multifaceted nature of music and its significance in human societies. This course provides students with the tools and knowledge to study and appreciate music from diverse cultures around the world. Through a combination of theoretical concepts, case studies, and hands-on activities, students will explore the cultural practices, musical traditions, and social dynamics that shape music in different societies.

**Intended Learning Objectives (ILOs)**

1. Understand the basic concepts, theories, and methods of ethnomusicology as an interdisciplinary field of study.
2. Demonstrate knowledge and appreciation of the diverse musical traditions and genres from various cultures around the world.
3. Analyze and interpret musical performances, identifying key elements such as rhythm, melody, instrumentation, and vocal styles within their cultural contexts.
4. Recognize and articulate the connections between music and broader cultural phenomena, including identity formation, rituals, social dynamics, and historical processes.

5. Engage in critical discussions on the role of music in society, exploring its political, social, and religious dimensions.
6. Develop active listening skills to discern and appreciate the nuances of musical performances from different cultures.
7. Demonstrate cultural sensitivity and respect from diverse backgrounds.
8. Conduct independent research on specific musical traditions or cultural practices, employing appropriate methodologies and sources to support their arguments.
9. Communicate effectively about ethnomusicological concepts and findings through oral presentations, written assignments, and class discussions, demonstrating clarity and coherence in their analysis and interpretations.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Define and explain the key concepts, theories, and methodologies used in ethnomusicology, demonstrating a comprehensive understanding of the discipline.
2. Identify and describe musical genres, styles, and traditions from various cultures, showcasing an appreciation for the diversity and richness of global musical expressions.
3. Analyze and interpret musical performances, recognizing and evaluating elements such as rhythm, melody, harmony, instrumentation, vocal techniques, and cultural context.
4. Understand the social, cultural, and historical significance of music in different societies, including its role in identity formation, rituals, community cohesion, and communication.
5. Apply fieldwork methods and ethical considerations in researching and documenting musical practices, demonstrating proficiency in conducting interviews, participant observation, and audiovisual documentation.
6. Critically examine the relationship between music and broader cultural phenomena, such as politics, religion, migration, globalization, and social change.
7. Develop active listening skills, enabling them to discern and appreciate the cultural nuances, aesthetic qualities, and expressive elements present in diverse musical traditions.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

**Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents**

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy

	Definition, Characteristics, Classification.		Attendance (10)
		Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)
	Geners: Bhawaiya, Bhatiali, Jari, Sari, Kabi, Baul, Maizvandari, Murshidi, Matua, Ghatu Song, Baromasi, Barase, Poter Gan,		
	Folk Music instrument		
	Definition, Characteristics, Classification		Written Examination (70)

**Reference:**

১. আশুতোষ ভট্টাচার্য : বঙ্গীয় লোকসঙ্গীত রত্নাকর (১ম, ২য়, ৩য় ও ৪র্থ খণ্ড)
২. আবদুল ওয়াহাব : বাংলাদেশের লোকগীতি: একটি সমাজতাত্ত্বিক অধ্যয়ন (১ম ও ২য় খণ্ড)
৩. আবুল হাসান চৌধুরী : বাংলাদেশের লোকসংগীতে প্রেমচেতনা
৪. আবুল হাসান চৌধুরী : বাংলা লোকসঙ্গীতে নারী
৫. ওয়াকিল আহমদ : বাংলা লোকসংগীত : ভাওয়াইয়া
৬. ওয়াকিল আহমদ : বাংলা লোকসংগীত : ভাটিয়ালি
৭. ওয়াকিল আহমদ : বাংলা লোকসংগীত : সারি গান
৮. ম. হাবিবুর রহমান : বাংলাদেশের লোকসংগীত ও ভৌগোলিক পরিবেশ
৯. মুহম্মদ আবদুল জলিল : বাংলাদেশের উত্তরাঞ্চলের মেয়েলী গীত
১০. মো: সিরাজউদ্দীন কাসিমপুরী : বাংলাদেশের লোকসংগীত পরিচিতি
১১. মোবারক হোসেন খান : বাদ্যযন্ত্র প্রসঙ্গ
১২. সামীয়ুল ইসলাম : বাংলাদেশের লোকসঙ্গীতের শ্রেণীবিন্যাস
১৩. আবুল আহসান চৌধুরী : লালন সমগ্র

১৪ গৌতম সরকার	:	দিনাজপুরের বিয়েরগান রূপ ও বৈচিত্র্য
১৫ গৌতম সরকার	:	সমাজ ও লোকসংস্কৃতি
১৬ গৌতম সরকার	:	মেয়েদের গানে শরীর ও সংলাপ
17. Shibli Chowdhury	:	Folk Songs from Feminist Perspective: Bhawaiya, Biyer Geet and Palagan

<b>Course Code: 0222 24 FOLK 3105</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Public Health and Medical Folklore	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

### Course Description:

This course traces public health and the traditional health care systems of Bangladesh. It will encompass the existing primary and public health knowledge and its usage. In this course, students are exposed to the relevant understanding of knowledge regarding traditional healthcare systems, and traditional healing. It also concentrates on alternative medicine and complementary medicine. The aim of this course is to provide students with knowledge of the background of traditional Public Health and Medical Folklore. This course also aims at imparting necessary folkloric knowledge on medical treatment to the learners so that they can use it for treating themselves and patients in rural areas. It will also help them be able to compare the knowledge between folk treatment and modern medical treatment. Theme and context of public health and medical folklore, history and development of public health, and traditional healthcare are related to this course. This course will enhance students' knowledge related to indigenous medicine or Ayurvedic medicine. It will also help them gather knowledge of the various traditional medical practices based on their characteristics, usages, and effects.

### Intended Learning Objectives (ILOs)

1. Demonstrate a comprehensive understanding of the historical and cultural contexts regarding public health and medical.
2. Identify and analyze traditional healing systems, folk remedies, and folk illnesses from various cultures, appreciating their cultural diversity and shared features.
3. Examine the role of oral narratives, legends, and superstitions in shaping health beliefs, attitudes, and behaviors within communities.
4. Critically evaluate the impact of folk beliefs and practices on public health.
5. Investigate the transmission and preservation of medical folklore.
6. Assess the intersection between traditional and modern healthcare systems.
7. Analyze the cultural, ethical, and social implications of medical folklore, considering issues of cultural appropriation.
8. Foster an understanding of the cultural diversity and global perspectives in public health and medical folklore, promoting cultural sensitivity and cultural competence in healthcare practices.

### Course Learning Outcomes (CLOs)

Upon completion the course students will be able to:

1. Understand the significance of public health and medical folklore.
2. Evaluate cultural diversity and impact on health practices.

3. Consider the influence of folk beliefs on healthcare-seeking behaviors, treatment choices, and community resilience.
4. Asses the role of storytelling, cultural transmission, and oral tradition in maintaining traditional healing system.
5. Explore opportunities and challenges for integrating traditional practices into contemporary public health frameworks.
6. Conserve medicinal plants on the basis of ethno-botanical knowledge gained through local people.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

#### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Concept and area of public health Family and community health, healthcare management and the policy of Global Health, law. Concept of medical folklore and its emergence in the Healthcare of Bangladesh Meaning of diseases, illness, epidemic Therapy, healing	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Class participation and engagement in discussions and activities - 20%  Oral presentation or written report on the research findings and analyses - 20% Written Examination (70)

	<p>Primary healthcare, safe motherhood Health system, and utilization of health care services</p> <p>Culture and health care system, the interaction between folk vs modern medical system</p> <p>Folklore of health education and community participation</p> <p>Folkloric perspective of immunization and nutrition</p> <p>Folkloric perspectives of healthcare</p>		
	<p>Role of folklorists in international health care development</p> <p>Medical Pluralism (Biomedicine, Folk medicine, popular medicine).</p> <p>Modernity and Folk Medicine</p> <p>Medical pluralism and folk Medicine</p>		

**Reference:**

1. Alam, M.J. (2007). *Traditional Medicine in Bangladesh*. Dhaka: Asiatic Society of Bangladesh.
  2. Bruke, Gessica and Alber, Steven. *Methods for Community Public Health Research*.
  3. Hafiz, Abdul. (1994). *Loukik Sanskar O Manabsamaj*. Dhaka: National Academy of Fine and Performing Arts.
  4. Jones, Linda. *The Social Context of Health and Health Work*.
  5. Kathleen, E G and B S Wallston. *Research in Health Care Settings*.
  6. Landy, D. *Culture, Disease and Healing Studies in Medical Anthropology*.
  7. Monica, E L and P Morgarn. *Management in Health Care: A Theoretical and Experimental Approach*.
০৮. মুহম্মদ আবদুল জলিল : লোকচিকিৎসায় তন্ত্র-মন্ত্র
০৯. ঐ : লোকবিজ্ঞান ও লোকপ্রযুক্তি
১০. ওয়াকিল আহমদ : বাংলার লোকসাহিত্য মন্ত্র
১২. নিশীথ কুমার পাল : লোকজ উদ্ভিদ বিজ্ঞান
১৩. শিবকালী ভট্টাচার্য : চিরঞ্জীব বনৌষধি
১৪. অবনীভূষণ ঠাকুর : ভেষজ উদ্ভিদ ও লোকজ ব্যবহার
১৫. ড. হাসনা হেনা বেগম : ভেষজ উদ্ভিদ পরিচিতি গুনাগুণ ও ব্যবহার
১৬. এস.এম. লুৎফর রহমান : বাংলাদেশী লোক-চিকিৎসা
১৭. তনয় মণ্ডল : রাজবংশী লোকচিকিৎসা
১৮. ড. মো. আখতার হোসেন : বাংলার লোকজীবন

<b>Course Code: 0222 24 FOLK 3106</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Ethnic Groups in Bangladesh	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

### Course Description:

This course provides a comprehensive understanding of the diverse ethnic groups that constitute the multicultural fabric of Bangladesh. It explores the historical, social, cultural, and linguistic aspects of various ethnic communities residing in different regions of the country. Through a combination of theoretical study, case studies, and fieldwork, students will gain insights into the unique identities, traditions, and challenges faced by these ethnic groups. The course aims to foster cultural awareness, appreciation, and understanding which promote intercultural dialogue and social cohesion within the context of Bangladesh's multicultural society.

### Intended Learning Objectives (ILOs)

1. Understand the concept of ethnicity and its significance in the context of multicultural societies of Bangladesh.
2. Identify and describe the major ethnic groups in Bangladesh.
3. Analyze the social, cultural, and linguistic diversity within each ethnic group, including their traditions, customs, and artistic expressions.
4. Examine the challenges and issues faced by ethnic communities in Bangladesh in terms of identity, cultural preservation, and socio-economic development.
5. Evaluate the historical interactions and intercultural dynamics between different ethnic groups in Bangladesh.
6. Assess the role of ethnic groups in shaping the cultural heritage and national identity of Bangladesh.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Understand the historical background, geographic distribution, and cultural characteristics of ethnic groups in Bangladesh.
2. Examine their traditions, customs, festivals, and artistic expressions of ethnic groups in Bangladesh.
3. Examine the role of ethnic groups in shaping the cultural heritage and national identity of Bangladesh, and their contributions to the broader society.
4. Apply anthropological research methods to study and document the cultural practices, rituals and folklore of ethnic groups in Bangladesh.
5. Explore the ethnic diversity of Bangladesh.
6. Assess government policies and initiatives regarding ethnic group in Bangladesh.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	3	3	2	2	2	3	1	3	2
CLO2	2	3	3	3	3	2	2	2	2	3
CLO3	3	2	3	2	2	3	3	1	3	2
CLO4	2	1	3	3	2	2	2	1	2	3
CLO5	2	3	3	2	2	2	3	1	2	2
CLO6	2	2	3	3	2	3	3	2	3	3
CLO7	2	3	2	2	3	2	2	2	2	2
CLO8	2	2	3	3	2	3	3	1	3	3

## Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Ethnic group: Definition, characteristics, cultural Background Nationality: Definition, Characteristics and Classification	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)
	The debate of sub-nation and aborigines. The Society and culture of Bangladesh: Koal, Munda, Santal, Oraon, Chakma, Garo, Hajong, Murong, Rajbanshi		

### Reffrences:

১. আবদুস সাভার : গারোদের সাংস্কৃতিক ঐতিহ্য
২. ঐ : আরণ্য জনপদে
৩. ঐ : আদিবাসী সংস্কৃতি ও সাহিত্য
৪. জাফর আহমাদ হানাফী : উপজাতীয় নন্দন সংস্কৃতি
৫. মুস্তাফা মজিদ : বাংলাদেশের রাখাইন
৬. মুহম্মদ আবদুল জলিল : বাংলাদেশের সাঁওতাল সমাজ ও সংস্কৃতি
৭. ঐ : উত্তরাঞ্চলের আদিবাসী লোকজীবন ও লোকসাহিত্য: গুঁরাও
৮. সুগত চাকমা : চাকমা পরিচিতি
৯. ড. মো. হাবিবুর রহমান : রাজশাহী বিভাগের ক্ষুদ্রনৃগোষ্ঠী: সম্প্রদায় ও গোত্র পরিচিতি

১০. ড. মো. জাহাঙ্গীর হোসেন : বাংলার জনজাতি ও সংস্কৃতি
9. Aditya Dewan : Chakma
10. Ahsan, Selina : The Marmas of Bangladesh
11. Ali, Ahsan : The Santals of Bangladesh
12. M. Shahinoor Rahman &  
M Mostafizur Rahman : Khasi Community in Bangladesh
- 13 M Mostafizur Rahman : Khasi Women in Bangladesh
14. Pieree, Bassaignet : Tribesmen of the Chittagong Hill Tracts
15. Risley : Tribes and Castes in Bengal
16. Dr. Md. Habibur Rahman &  
17. Morve Roshan K. : Identity Negotiations and Marginality

<b>Course Code: 0222 24 FOLK 3107</b>	<b>Credit: 01</b>	<b>BSS Honors 3<sup>rd</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Sessional	<b>Course Type:</b> Presentation	<b>Course Status: Core</b>

Students will be divided into different groups. Each group will be assigned to the teacher where they will select a small topic to develop a paper with their group participation. Finally, this paper will be presented in the seminar.

#### BSS Honors 3<sup>rd</sup> Year 2<sup>nd</sup> Semester

<b>Course Code: 0222 24 FOLK 3201</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Folk Art	<b>Course Type:</b> Theory	<b>Course Status: Core</b>

#### Course Description:

This course provides an exploration of the rich and diverse world of traditional folk art forms across different cultures. Through a combination of theoretical study, practical activities, and experiential learning, students will delve into the traditions, techniques, and aesthetics of folk art. The course aims to foster an appreciation for the cultural significance of folk art and its impact on identity, community, and artistic expression. Students will explore various mediums and styles of folk art, examining the historical, social, and cultural contexts that have shaped these art forms. By engaging in hands-on projects and critical analysis, students will develop their artistic skills, creativity, and understand folk art as an integral part of global artistic heritage.

#### Intended Learning Objectives (ILOs)

1. Understand the concept of folk art and its significance as a reflection of cultural identity and heritage.
2. Identify and appreciate a variety of traditional folk art forms from different cultures.

3. Analyze the historical, social, and cultural contexts that have shaped and influenced the development of folk art traditions.
4. Interpret and evaluate the aesthetic principles, techniques, and symbolism employed in folk art.
5. Engage in hands-on artistic projects inspired by folk art.
6. Demonstrate creativity, imagination, and artistic expression through the exploration and practice of folk art techniques.
7. Apply critical thinking skills to analyze and interpret folk art pieces.
8. Understand the role of folk art in community identity, storytelling, and cultural preservation.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Demonstrate practical skills and techniques used in folk art.
2. Analyze and interpret the cultural, historical, and social contexts that have influenced the development and evolution of different folk art traditions.
3. Critically evaluate and appreciate the aesthetic qualities, symbolism, and craftsmanship present in folk art pieces.
4. Recognize the cultural and artistic significance of folk art.
5. Utilize various mediums and techniques to create original pieces.
6. Evaluate the cultural, historical, and artistic contexts of folk art.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	3	1	3	2	2	3	1	2	3
CLO2	3	2	3	3	3	3	1	2	3	2
CLO3	2	3	1	3	2	2	3	1	2	3
CLO4	1	3	1	2	2	1	2	2	3	1
CLO5	3	2	3	3	3	3	1	2	3	2
CLO6	2	3	1	3	2	2	3	1	2	3
CLO7	3	2	3	3	3	3	1	2	3	2
CLO8	2	3	1	3	2	2	3	1	2	3

### Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Definition, Characteristics and Classification of Folk art. Comparative Study on Folkart to other Material Art. Folkart and Crafts, Handicrafts, Aboroginal art	Lecture Brain Storming, Open Discussion, Self-study	Attendance (10)

		Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)
	Identity of Bengal Folk Artisans: Folk paintings- Alpana, Pata Chitra, Monasa ghot, Wall painting, Jati Chitra Sara Chitra		
	Art on Household items: Kantha, Hand fan, Decorated sitting mats, Amsalla Textile and Embroidery art, Handmad items. Claydoll and pottery art wood crafts, bamboo craft Jute and pith craft wooden dolls and metal crafts.		

### Reference:

১. প্রদ্যোত ঘোষ : বাংলার লোকশিল্প
২. খগেশকিরণ তালুকদার : বাংলার লোকায়ত শিল্পকলা
৩. তারাপদ সাত্তরা : পশ্চিম বঙ্গের লোকশিল্প ও শিল্পীসমাজ
৪. তোফায়েল আহমদ : লোকশিল্প
৫. মুহম্মদ আবদুল জলিল : রাজশাহী অঞ্চলের মৃৎশিল্প: শখের হাঁড়ি
৬. রতন কুমার : রংপুর জেলার মৃৎশিল্প
৭. শিপ্রা সরকার : শঙ্খশিল্প
৮. শীলা বসাক : নকশী কাঁথা
৯. মো. জাহাঙ্গীর হোসেন : লোকশিল্প
১০. বরণ কুমার (সম্পা.) : লোকজ শিল্প
১১. Ajitkumar Mukhopadhaya : Folk Art of Bengal
১২. Henry Glassie : Traditional Art of Dhaka

<b>Course Code: 0222 24 FOLK 3202</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Archiving and Museology	<b>Course Type:</b> Theory	<b>Course Status:</b> GED

**Course Description:**

This course provides an in-depth exploration of the principles, practices, and methodologies involved in archiving and museology. It examines the critical role of archives and museums in preserving, documenting, and presenting cultural heritage to the public. Through a combination of theoretical study, practical exercises, and case studies, students will gain a comprehensive understanding of the processes involved in archiving and curating collections in both physical and digital formats. The course aims to develop students' knowledge and skills in collection management, preservation, exhibition design, and the ethical considerations associated with cultural heritage institutions. By the end of the course, students will be equipped with the necessary tools to contribute effectively to the field of archiving and museology.

**Intended Learning Objectives (ILOs)**

1. Understanding the Importance of Archiving.
2. Gain a comprehensive understanding of archiving principles, methods, and best practices.
3. Develop a solid foundation in museology.
4. Learn how to manage museum collections effectively, including acquisitions, cataloging, documentation, storage, and preservation.
5. Develop skills in interpreting archival and museum materials to create engaging exhibitions.
6. Understand preventive conservation measures, restoration techniques, and the use of appropriate materials to ensure the longevity of valuable items.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Evaluate the role of archives in preserving cultural heritage and facilitating research.
2. Apply best practices in archiving, including organizing, categorizing, and describing archival materials.
3. Analyze and evaluate different types of archival materials, artifacts, and documents.
4. Develop proficiency in collections management, including acquisition, cataloging, and documentation.
5. Employ conservation and preservation techniques to ensure the long-term integrity and longevity of museum objects and archival materials.
6. Assess the impact of museums and archives on cultural heritage, identity, and memory.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	3	1	3	2	2	3	1	2	3
CLO2	3	2	3	3	3	3	1	2	3	2
CLO3	2	3	1	3	2	2	3	1	2	3
CLO4	1	3	1	2	2	1	2	2	3	1
CLO5	3	2	3	3	3	3	1	2	3	2
CLO6	2	3	1	3	2	2	3	1	2	3
CLO7	3	2	3	3	3	3	1	2	3	2

CLO8	2	3	1	3	2	2	3	1	2	3
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### Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<b>Archives:</b> 1. Definition and Characteristics 2. Origin and Development of Archive studies 3. Bangladesh Archives and its collection	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)
	<b>Museum:</b> 1. Concept and Nature 2. Origin and Development Museology 3. Classification and description of all Geners 4. The Security system: Past, Present, and Future		
	<b>Folklore Museum:</b> 1. Concept and Characteristics 2. Origin and Development 3. Antiquities collection and its preservation 4. Folk Museum and its impact on national life		
	<b>Museum and Archiving:</b> Role of Museum on National curriculum Tourism and Museum		

Reference:

১. বিজন কুমার মণ্ডল : সংগ্রহশালা ও লোকশিল্প  
 ২. মুমিনা দেয়াসিনী : বইয়ের প্রাণ  
 ৩. মোহাম্মদ সিরাজুল ইসলাম : জাদুঘর ও পুরাতত্ত্ব অধ্যয়ন ও পরিচালনা পদ্ধতি  
 ৪. সালমা ইসলাম : আর্কাইভস: প্রশাসন ব্যবস্থাপনা সংরক্ষণ  
 ৫. Ajit Mookerjee : Museum Studies  
 ৬. D. P. Ghoh : Studies in Museum and Museology  
 ৭. Firoz Mahmud & Habibur Rahman : Museums in Bangladesh  
 ৮. 7. J. Bexismita P. Vinod. Dwivedi : Modern Museum  
 ৯. Ajit Mookerjee : Museum Studies  
 ১০. D. P. Ghoh : Studies in Museum and Museology  
 ১১. Firoz Mahmud & Habibur Rahman : Museums in Bangladesh  
 ১২. 7. J. Bexismita P. Vinod. Dwivedi : Modern Museum

<b>Course Code: 0222 24 FOLK 3203</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Myths and Mythology	<b>Course Type:</b> Theory	<b>Course Status:</b> Core

### Course Description:

This course delves into the fascinating world of myths and their significance in shaping human culture and understanding. It explores the diverse mythological traditions found across different cultures and civilizations, examining their narratives, symbols, and archetypes. Through a combination of theoretical study, textual analysis, and comparative approaches, students will gain a deep understanding of the role of myths in explaining natural phenomena, defining social norms, and addressing existential questions. The course also explores the contemporary interpretations and adaptations of myths in literature, art, and popular culture. By the end of the course, students will develop a comprehensive knowledge of myths and mythology, fostering critical thinking and cultural literacy.

### Intended Learning Objectives (ILOs)

1. Understand the nature and characteristics of myths as cultural narratives that explain fundamental aspects of human existence.
2. Identify and analyze various mythological traditions from different cultures, including their narratives, symbols, and archetypes.
3. Interpret and critically analyze mythological texts, identifying recurring motifs, symbolism, and underlying meanings.
4. Examine the historical and cultural contexts in which myths were transmitted from generation to generation.
5. Compare and contrast mythological narratives, identifying similarities, differences, and cross-cultural influences.
6. Analyze the role of myths in shaping cultural beliefs, social norms, and religious or philosophical systems.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Identify and describe different mythological traditions from various cultures.
2. Compare and contrast mythological narratives, identifying common motifs, patterns, and cross-cultural influences.
3. Evaluate the impact of myths on individual and collective identity, including their role in shaping cultural beliefs and values.
4. Analyze the relationship between myths and other forms of cultural expression, such as literature, art, music, and film.
5. Critically assess the contemporary interpretations and adaptations of myths in popular culture, examining their impact and significance.
6. Engage in independent research on specific mythological traditions or themes, demonstrating the ability to gather and analyze relevant sources.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	3	1	3	2	2	3	1	2	3
CLO2	3	2	3	3	3	3	1	2	3	2
CLO3	2	3	1	3	2	2	3	1	2	3
CLO4	1	3	1	2	2	1	2	2	3	1
CLO5	3	2	3	3	3	3	1	2	3	2
CLO6	2	3	1	3	2	2	3	1	2	3
CLO7	3	2	3	3	3	3	1	2	3	2
CLO8	2	3	1	3	2	2	3	1	2	3

#### Learning Outcomes, Teaching-Learning and Assessment Strategies Against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Definition and Characteristics Origin and Development of Mythology Description of the Genres	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)           Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/

			Class Performance/ Class Test without Notice] (20)  Written Examination (70)
	Myth and Folklore Civilization Myth and Folk Society		
	The Popular Myth of Bengali: Panchapir Satyapir, Padmapuran, Gazi-kalu-Champabati The critical study of Bengali mythology		

**Reference:**

১. আশুতোষ ভট্টাচার্য : বাংলার লোকসাহিত্য (১ম খণ্ড)
২. এডিথ হ্যামিল্টন : মিথলজি
৩. চন্দ্রমল্লী সেনগুপ্ত : মিথ পুরাণের ভাঙ্গাগড়া
৪. জোসেফ ক্যাম্পবেল : মিথের শক্তি
৫. পল্লব সেনগুপ্ত (সম্পা.) : লোকপুরাণ ও সংস্কৃতি
৬. ফরহাদ খান : প্রতীচ্য পুরাণ
৭. বরুণকুমার চক্রবর্তী : লোকপুরাণ
৮. মোবাররা সিদ্দিকা : বাংলা লোকাখ্যানে জেডার: ঐতিহ্য ও পিতৃতান্ত্রিকতা
৯. শঙ্কর বসু মল্লিক ও গৌরী ভট্টাচার্য : পুরাকথার স্বরূপ
১০. সুধীরচন্দ্র সরকার : পৌরাণিক অভিধান
11. Maria Tatar (Ed.) : The Annotated Brothers Grimm
12. Rev. Lal Bihari Day : Folk-Tales of Bengal
13. Stith Thompson : The Folktales

<b>Course Code: 0222 24 FOLK 3204</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Folk Narratives	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

This course explores the rich tradition of storytelling in folk cultures across the globe. It delves into the diverse forms of oral narratives, including myths, legends, folktales, epics, and ballads, handed down through generations. Through the examination of folk narratives, students will gain insights into the cultural, social, and historical contexts in which these narratives emerge and thrive. The course explores the structure, themes, and symbolic elements present in folk narratives, and their role in shaping collective identity, transmitting cultural values, and reflecting the worldview of different communities. Additionally, the course examines the ways in which folk narratives adapt and transform through time, and their significance in contemporary contexts.

**Intended Learning Objectives (ILOs)**

1. Understand the significance of folk narratives as an integral part of folklore traditions and their role in shaping cultural identity.
2. Identify and differentiate between different forms of folk narratives.
3. Interpret and analyze the symbolic elements, motifs, and themes present in folk narratives.
4. Explore the cultural, social, and historical contexts in which folk narratives emerge.
5. Examine the process of oral tradition and the ways in which folk narratives are transmitted through generations.
6. Analyze the interaction between folk narratives and other forms of cultural expression, such as music, dance, visual arts, and rituals.
7. Critically evaluate the representation and interpretation of folk narratives in different mediums, literature, film, and other forms of popular culture.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Demonstrate a comprehensive understanding of the significance and characteristics of folk narratives within the context of folklore traditions.
2. Recognize the distinctive features of folk narratives and storytelling techniques.
3. Explain the cultural, social, and psychological implications of folk narratives.
4. Understand the role of folk narratives in shaping cultural identity and transmitting cultural values.
5. Evaluate the role of oral tradition in the preservation, adaptation, and transmission of folk narratives across generations and cultural boundaries.
6. Understand the impact of globalization, modernization, and cultural exchange on folk narratives, and analyze their adaptation and transformation in contemporary contexts.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<b>Folk Narrative:</b> 1. Definition and nature, classification and characteristics, Axel Olric's narrative laws of	Lecture Brain Storming,	Attendance

	folktale, comparative study to each genre of folk narrative	Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	(10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)
	<b>Folk Tale:</b> 1. Prelude: definition, characteristics, classification 2. Description of the Genres. 3. Critical study of Folk Tale		
	<b>Legend</b> Personal anecdotes, their definition		

**Reference:**

১৪. আশুতোষ ভট্টাচার্য : বাংলার লোকসাহিত্য (১ম খণ্ড)  
 ১৫. মোবারুয়া সিদ্দিকা : বাংলা লোকখ্যানে জেডার: ঐতিহ্য ও পিতৃতান্ত্রিকতা  
 16. Maria Tatar (Ed.) : The Annotated Brothers Grimm  
 17. Rev. Lal Bihari Day : Folk-Tales of Bengal  
 18. Stith Thompson : The Folktales  
 19. M. Dorson (ed.) : Folklore and Folklife and Introduction  
 George H. Schoemaker (ed.) : The Emergence of Folklore in every daylife.

<b>Course Code: 0222 24 FOLK 3205</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Ethnomusicology -II	<b>Course Type:</b> Core	<b>Course Status:</b> Core

**Course Description:**

This course offers a comprehensive introduction to the interdisciplinary field of ethnomusicology, which explores music within its cultural, social, and historical contexts. Ethnomusicology combines elements of musicology, anthropology, sociology, and cultural studies to understand the multifaceted nature of music and its significance in human societies. This course provides students with the tools and knowledge to study and appreciate music from diverse cultures around the world. Through a combination of theoretical concepts, case studies, and hands-on activities, students will explore the cultural practices, musical traditions, and social dynamics that shape music in different societies.

**Intended Learning Objectives (ILOs)**

1. Understand the basic concepts, theories, and methods of ethnomusicology as an interdisciplinary field of study.
2. Demonstrate knowledge and appreciation of the diverse musical traditions and genres from various cultures.
3. Analyze and interpret musical performances.
4. Recognize and articulate the connections between music and broader cultural phenomena, including identity formation, rituals, social dynamics, and historical processes.
5. Apply fieldwork methods and ethical considerations in studying and documenting musical practices within their natural contexts.
6. Engage in critical discussions on the role of music in society.
7. Develop active listening skills to discern and appreciate the nuances of musical performances from different cultures.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Demonstrate a comprehensive understanding of Ethnomusicology as a discipline.
2. Identify and describe musical genres, styles, and traditions from various cultures.
3. Find out elements such as rhythm, melody, harmony, instrumentation, vocal techniques, and cultural context.
4. Demonstrate proficiency in conducting interviews, participant observation, and audiovisual documentation.
5. Critically examine the relationship between music and broader cultural phenomena, such as politics, religion, migration, globalization, and social change.
6. Demonstrate cultural sensitivity and respect when engaging with music and musicians from different cultural backgrounds.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										

CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Definition, Characteristics, Classification	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)
	Hason Raja's songs, Shah Abdul Karim's songs, Radharaman's songs, Jalal Geetika, Pagla Kanai's songs, Panju Shah's songs, Bijoy Sarkar's songs		
	Folk Music instrument		
	Definition, Characteristics, Classification		

#### Reference:

১. আশুতোষ ভট্টাচার্য : বঙ্গীয় লোকসঙ্গীত রত্নাকর (১ম, ২য়, ৩য় ও ৪র্থ খণ্ড)  
 ২. আবদুল ওয়াহাব : বাংলাদেশের লোকগীতি: একটি সমাজতাত্ত্বিক অধ্যয়ন (১ম ও ২য় খণ্ড)

৩. আবুল হাসান চৌধুরী	:	বাংলাদেশের লোকসংগীতে প্রেমচেতনা
৪. আবুল হাসান চৌধুরী	:	বাংলা লোকসঙ্গীতে নারী
৫. ওয়াকিল আহমদ	:	বাংলা লোকসংগীত : ভাওয়াইয়া
৬. ওয়াকিল আহমদ	:	বাংলা লোকসংগীত : ভাটিয়ালি
৭. ওয়াকিল আহমদ	:	বাংলা লোকসংগীত : সারি গান
৮. ম. হাবিবুর রহমান	:	বাংলাদেশের লোকসংগীত ও ভৌগোলিক পরিবেশ
৯. মুহম্মদ আবদুল জলিল	:	বাংলাদেশের উত্তরাঞ্চলের মেয়েলী গীত
১০. মো: সিরাজউদ্দীন কাসিমপুরী	:	বাংলাদেশের লোকসংগীত পরিচিতি
১১. মোবারক হোসেন খান	:	বাদ্যযন্ত্র প্রসঙ্গ
১২. সামীযুল ইসলাম	:	বাংলাদেশের লোকসঙ্গীতের শ্রেণীবিন্যাস
১৩. আবুল হাসান চৌধুরী	:	লালন সমগ্র
১৪ গৌতম সরকার	:	দিনাজপুরের বিয়েরগান রূপ ও বৈচিত্র্য
১৫ গৌতম সরকার	:	সমাজ ও লোকসংস্কৃতি
১৬ গৌতম সরকার	:	মেয়েদের গানে শরীর ও সংলাপ
17. Shibli Chowdhury	:	Folk Songs from Feminist Perspective: Bhawaiya, Biyer Geet and Palagan

<b>Course Code: 0222 24 FOLK 3206</b>	<b>Credit: 03</b>	<b>BSS Honors 3<sup>rd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Ethnographic Fieldwork and Report Writing	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

### Course Description:

Ethnographic Fieldwork and Report Writing is an advanced level course designed to equip students with the skills and methodologies necessary for conducting ethnographic research and producing comprehensive and insightful field reports. Ethnography is a qualitative research method used in Folklore, Anthropology, Sociology, and other social sciences to study and understand human cultures, behaviors, and social phenomena in their natural settings. This course combines theoretical insights with practical fieldwork experience, enabling students to engage in meaningful research and communicate their findings effectively through written reports.

### Intended Learning Objectives (ILOs)

1. Gain a solid understanding of ethnographic research.
2. Explore various ethnographic approaches and theories, including participant observation, interviews, and data analysis.
3. Emphasize the importance of reflexivity in ethnographic research.
4. Learn how to immerse themselves in local communities, cultural events, and everyday life.
5. Develop their skills in synthesizing field notes, data, and analysis into well-structured and compelling ethnographic reports.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Understand the principles, history, and significance of ethnographic research.
2. Acquire practical skills in conducting ethnographic fieldwork.
3. Apply appropriate analytical frameworks to make sense of cultural practices, norms, beliefs, and behaviors.

4. Identify ethical challenges that arise during ethnographic research.
5. Cultivate cultural sensitivity and respect for the diversity of cultures and societies.

<b>Course Code: 0222 24 FOLK 3207</b>	<b>Credit: 01</b>	<b>BSS Honors 3<sup>rd</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Viva Voce	<b>Course Type:</b> Theoretical	<b>Course Status: Core</b>

[Students will attend the Viva-Voce in front of the exam committee after finishing their exams of this semester and it is compulsory for them. There are no particular contents/topics for this viva-Voce but students will be asked about the names and contents of the curriculums that they have already attended in the exams. Priority will be given to their overall understanding about the course curriculum].

#### **BSS Honors 4<sup>th</sup> Year 1<sup>st</sup> Semester**

<b>Course Code: 0222 24 FOLK 4101</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Folk Ballad	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

#### **Course Description:**

This course offers an exploration of the rich tradition of folk ballads and their cultural significance. It delves into the historical development, narrative structures, themes, and musical elements of folk ballads from various cultures and regions. Through a combination of theoretical study, critical analysis, and practical application, students will gain an in-depth understanding of the lyrical storytelling and cultural heritage embodied in folk ballads. The course examines the enduring appeal of folk ballads, their transmission across generations, and their influence on contemporary music genres. By the end of the course, students will develop a comprehensive knowledge of folk ballads, enabling them to appreciate their artistic value, interpret their meanings, and engage in creative expressions inspired by this timeless tradition.

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

1. Understand the historical and cultural significance of folk ballads.
2. Identify and analyze the narrative structures, themes, and motifs commonly found in folk ballads from different cultures and regions.
3. Interpret and critically analyze the meanings and messages conveyed through the lyrics of folk ballads.
4. Examine the musical elements, such as melody, rhythm, and instruments that accompany folk ballads and their contribution to the overall storytelling.
5. Explore the influence of folk ballads on the preservation and transmission of cultural heritage.
6. Evaluate the impact of folk ballads on contemporary music genres and popular culture.

#### **Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Identify and describe the characteristics and elements of folk ballads, including their narrative structures, themes, and musical components.
2. Analyze and interpret the meanings and messages conveyed through the lyrics of folk ballads.

3. Evaluate the historical and cultural contexts that influenced the development and evolution of folk ballads in different regions and periods.
4. Compare and contrast folk ballads from various cultures, identifying similarities, differences, and cross-cultural influences.
5. Demonstrate the ability to perform and interpret folk ballads.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

#### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	A. Prelude: Definition, Nature and Classification. B. Description of the Genres: Rangpur Ballad, Mymensingh Ballad, Sylhet Ballad, Chittagong Ballad	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice]

			(20)
			Written Examination (70)
	C. Differences between Ballad and Folk Ballad. D. The reflection of geographical characteristics in Bengali Ballad E. Description of the reflected society and Folk life of Bengal in Folk Ballad		

### Reference:

১. আবদুল খালেক : মৈমনসিংহ গীতিকা: জীবন ও শিল্প
৩. আবুল কালাম মোহাম্মদ যাকারিয়া : কবি শকুর মাহমুদ রচিত গুপচন্দ্রের সন্ন্যাস
৯. আশরাফ সিদ্দিকী (সম্পা.) : মৈমনসিংহ গীতিকা
১০. ঐ : পূর্ববঙ্গ গীতিকা (চট্টগ্রাম- নোয়াখালী)
১১. আশুতোষ ভট্টাচার্য : বাংলার লোকসাহিত্য (১ম খণ্ড)
১২. ঐ : বঙ্গীয় লোকসঙ্গীত রত্নাকর (১ম, ২য়, ৩য় ও ৪র্থ খণ্ড)
১৭. কল্যাণী মল্লিক : নাথ সম্প্রদায়ের ইতিহাস, দর্শন ও সাধন প্রণালী
১৮. ক্ষিতীশচন্দ্র মৌলিক (সম্পা.) : প্রাচীন পূর্ববঙ্গ গীতিকা (১ম-৭ম খণ্ড)
১৯. দিব্যজ্যোতি মজুমদার : লোককথার ঐতিহ্য
২০. ফরিদা পারভীন কেয়া : পূর্ববঙ্গ গীতিকায় প্রতিফলিত লোকজীবন
২১. বরণকুমার চক্রবর্তী : গীতিকা: স্বরূপ ও বৈশিষ্ট্য
২২. বহি কুমার ভট্টাচার্য : বাংলা গাথাকাব্য
২৫. মো. শহীদুর রহমান : মৈমনসিংহ গীতিকায় নারী চরিত্রের স্বরূপ
২৮. মোমেন চৌধুরী : বাংলা একাডেমী ফোকলোর সংকলন-সম্পাদনা, ৫৫, ৫৬, ৫৭, ৫৮ ও ৬০ নম্বর খণ্ড

<b>Course Code: 0222 24 FOLK 4102</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Socio-economic Condition of Bangladesh	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

### Course Description:

This course is designed to provide students with a comprehensive understanding of the socio-economic landscape of Bangladesh, a country situated in South Asia. The course aims to explore the various factors that have shaped the nation's development, including historical, cultural, political, and economic aspects.

### Intended Learning Objectives (ILOs)

1. Begin with an overview of the historical context of Bangladesh, from its pre-independence period to the present day.
2. Examine of the political system and governance structures in Bangladesh will be conducted.
3. Focus on the economic growth and development of Bangladesh..
4. Delve into the issue of poverty and income inequality in Bangladesh.
5. Evaluate the state of education and healthcare in Bangladesh.

6. Examine women's empowerment, gender disparities, and social challenges faced by vulnerable groups in the country.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Gather knowledge of Bangladesh's historical background.
2. Understand of political structure.
3. Gain insights into the economic growth and development of Bangladesh.
4. Analyze the issue of poverty and income inequality in Bangladesh.
5. Understand of environmental concerns.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<ul style="list-style-type: none"> <li>▪ Geography of Bangladesh that should include topographical features of different areas/regions and their developments over time.</li> <li>▪ Demographic features including ethnic and cultural diversity.</li> <li>▪ History and culture of Bangladesh from ancient to recent times.</li> <li>▪ Economy, society, literature and culture of Bangladesh with particular emphasis on developments including Poverty Alleviation, Vision- 2021, GNP, NNP, GDP etc. after the emergence of the country.</li> <li>▪ Bangladesh's environment and nature and challenges and prospects with particular emphasis on conservation, preservation and sustainability.</li> </ul>	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)           Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/

	<ul style="list-style-type: none"> <li>▪ Natural resources of Bangladesh with focus on their sustainable harnessing and management.</li> <li>▪ The Constitution of the People’s Republic of Bangladesh: Preamble, Features, Directive Principles of State Policy, Constitutional Amendments.</li> <li>▪ Organs of the Government: <ul style="list-style-type: none"> <li>a) Legislature: Representation, Law-making, Financial and Oversight functions; Rules of Procedure, Gender Issues, Caucuses, Parliament Secretariat.</li> <li>b) Executive: Chief and Real executive e.g., President and Prime Minister, Powers and Functions; Cabinet, Council of Ministers, Rules of Business, Bureaucracy, Secretariat, Law enforcing agencies; Administrative setup- National and Local Government structures, Decentralization Programmes and Local Level Planning.</li> <li>c) Judiciary: Structure: Supreme, High and other Subordinate Courts, Organization, Powers and functions of the Supreme Court, Appointment, Tenure and Removal of Judges, Organization of Sub-ordinate Courts, Separation of Judiciary from the Executive, Judicial Review, Adjudication, Gram Adalat, Alternative Dispute Resolution (ADR).</li> </ul> </li> <li>▪ Foreign Policy and External Relations of Bangladesh: Goals, Determinants and policy formulation process; Factors of National Power; Security Strategies; Geo-Politics and Environment Issues; Economic Diplomacy; Man-power exploitation, Participation in International Organizations; UNO and UN Peace Keeping Missions, NAM, SAARC, OIC, BIMSTEC, D-8 etc, and International Economic Institutions, Foreign Aid, International Trade.</li> <li>▪ Political Parties: Historical development; Leadership; Social Bases; Structure; Ideology and Programmes; Factionalism; Politics of Alliances; Inter and Intra-Party Relations; Electoral Behaviour;</li> </ul>		<p style="text-align: center;">Class Performance/ Class Test without Notice] (20)</p> <p style="text-align: center;">Written Examination (70)</p>
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	<p>Parties in Government and Opposition.</p> <ul style="list-style-type: none"> <li>▪ Elections in Bangladesh. Management of Electoral Politics: Role of the Election Commission; Electoral Law; Campaigns; Representation of People’s Order (RPO); Election Observation Teams.</li> <li>▪ Contemporary Communication: ICT, Role of Media; Right to Information (RTI), and E-Governance.</li> <li>▪ Non-formal Institutions: Role of Civil Society; Interest Groups; and NGOs in Bangladesh.</li> <li>▪ 14. Globalization and Bangladesh: Economic and Political Dimensions; Roles of the WTO, World Bank, IMF, ADB, IDB and other development partners and Multi-National Corporations (MNCs).</li> <li>▪ Gender Issues and Development in Bangladesh.</li> <li>▪ The Liberation War and its Background: Language Movement 1952, 1954 Election, Six-Point Movement, 1966, Mass Upsurge 1968-69, General Elections 1970, Non-cooperation Movement, 1971, Bangabandhu’s Historic Speech of 7<sup>th</sup> March. Formation and Functions of Mujibnagar government, Role of Major Powers and of the UN, Surrender of Pakistani Army, Bangabandhu’s return to liberated Bangladesh. Withdrawal of Indian armed forces from Bangladesh.</li> </ul>		
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<b>Course Code: 0222 24 FOLK 4103</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Folk Religion and Cults	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

This course offers an in-depth exploration of folk religions, alternative belief systems, and cultic practices found across different cultures and regions. It delves into the diverse expressions of folk spirituality, examining the

rituals, beliefs, mythologies, and practices associated with folk religions and cults. Through a multidisciplinary approach encompassing anthropology, sociology, and religious studies, students will gain a comprehensive understanding of the historical, cultural, and social dimensions of these belief systems. The course aims to promote critical thinking, cultural sensitivity, and a nuanced understanding of the complex relationship between folk religion, mainstream religions, and contemporary society.

**Intended Learning Objectives (ILOs)**

1. Define and differentiate folk religion and cults.
2. Analyze the historical, cultural, and social factors that have influenced the development and evolution of folk religions and cults.
3. Identify and interpret the rituals, symbols, and mythologies associated with folk religions and cultic practices.
4. Evaluate the impact of colonization, globalization, and religious syncretism on the emergence and transformation of folk religions and cultic movements.
5. Assess the social functions and roles of folk religions and cults in providing individuals and communities with meaning, identity, and a sense of belonging.
6. Critically analyze the controversies and challenges regarding cultic movements, including issues of power dynamics, manipulation and ethical considerations.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Understand the unique characteristics and manifestations of folk religion and cults within various cultural contexts.
2. Examine the rituals, symbols, and mythologies associated with folk religions and cultic practices, understanding their significance and roles within these belief systems.
3. Evaluate the social functions and roles of folk religions and cults.
4. Recognize the roles of folk religion and cults in maintaining social cohesion and individual spirituality.
5. Examine the relationship between folk religions, cults, and mainstream religions.
6. Discuss controversies and ethical issues of folk religion and cults.

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

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

**Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents**

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<p><b>Folk Religion:</b>            Definition and basic characteristics of Folk religions            Civilization and Folk Religion</p>	<p>Lecture            Brain Storming,            Open Discussion,            Self-study            Demonstration            Power point presentation            Reference book            Questions and Answers            Handouts            Lesson plan</p>	<p>Attendance            (10)</p> <p>Internal Evaluation            [Class Test, Assignment/            Presentation/ Quiz/            Class Performance/            Class Test without Notice]            (20)</p> <p>Written Examination            (70)</p>
	<p><b>Folk Cult:</b>            Folk Cults of Bengal: Buddha, Hindu, Nath, Vaisnav, Sahajia, Sufi, Baul, Karta bhaja, Sahebhdhani, Matua and others.            Folk Cult and its social impact.            Folk God and Goddesses of Bengal: Manasa, Chondi, Satyapir, Sottonarayon, DaxminRoy, Gazi kalu, Bonbibi etc</p>		

**Reference:**

১. অক্ষয় কুমার দত্ত : ভারতবর্ষীয় উপাসক সম্প্রদায়
২. অনুপম হীরা মণ্ডল : বাংলাদেশের লোকধর্ম: দর্শন ও সমাজতত্ত্ব
৩. ঐ : ফকির লালন সাঁই ভাব-সাধনা
৪. ঐ : বাংলার ভাবান্দোলন ও মতুয়াধর্ম
৫. অলক মৈত্র : বাংলার লৌকিক ধর্মাচারের ঐতিহ্য সন্ধান
৬. আখতার হোসেন : লালন সঙ্গীতে আধ্যাত্মিক চেতনা

৭. আবু ইসহাক হোসেন : ফকির লালন সাঁই: দর্শন ও সমাজতত্ত্ব  
 ৮. আহমদ শরীফ : বাউল তত্ত্ব  
 ৯. উপেন্দ্রনাথ ভট্টাচার্য : বাংলার বাউল ও বাউল গান  
 ১০. ক্ষিতিমোহন সেন : ভারতীয় মধ্যযুগে সাধনার ধারা  
 ১১. চৌধুরী শামসুর রহমান : সুফিদর্শন  
 ১২. Dr. M Shahinoor Rahman : Bengali Poet Fakir Lalon Shan: Oral Poetry and Tradition in the Social Context of Contemporary Bangladesh

<b>Course Code: 0222 24 FOLK 4104</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Folklore: Theory and Method	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

### Course Description:

This course offers a comprehensive exploration of the foundational theories, methodologies, and analytical approaches used in the study of folklore. Folklore, as the cultural expression of everyday people, encompasses a vast area of traditional beliefs, customs, stories, songs, rituals, and material culture. Through this course, students will delve into the rich tapestry of folk traditions and gain the tools necessary to interpret and analyze these cultural expressions within their socio-cultural contexts.

### Intended Learning Objectives (ILOs)

1. Understand the key theoretical frameworks in Folklore.
2. Introduce students to qualitative and quantitative research methods used in Folkloric reserach, preparing them to conduct original research projects.
3. Familiarize students with the diverse academic disciplines and their unique areas of study, enabling them to appreciate the interdisciplinary nature of knowledge.
4. Understand the theoretical frameworks.
5. Introduce students to various research methodologies.
6. Encourage students to evaluate and analyze information, arguments, and evidence from multiple perspectives.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Understand the theoretical foundations of Folklore.
2. Evaluate existing theories and methods in Folklore.
3. Understand the methodologies and approaches of Folklore.
4. Foster critical thinking skills, analyze evidence and develop well-reasoned arguments in their academic pursuits.
5. Apply theoretical frameworks and research methods to address real-world problems and challenges regarding their field of study.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										

CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

**Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents**

<b>Course Learning outcomes</b>	<b>Course Contents</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>
	Perspectives, Concepts and theories of Folklore Research, Importance of Methodological Study. Folklore related Theory and Method: Indionis Theory, Indo-European Theory, Polygenesis Theory, Survival Theory, Epic Laws, Comparative Method, Historic-Geographic Method, Nationalistic Method, Hisorical-Materialism Method, Psychoanalytical Method, Anthropological Method, Functionalism and Structuralism Method, Type-Motif Index	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)
	Field Study Method, Syntagmatic and Paradigmatic Analysis, Metafolklore Theory, Performance Theory, Text, Texture and Contextual Method, Diachronic and Synchronic Method, Audio-Visual Method. Globalization Theory, Feminist methodology, Discourse analysis, Representation Theory Application of Method in Folklore Study		

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**Reference:**

১. আবদুল হাফিজ : লোককাহিনীর দিকদিগন্ত
২. ওয়াকিল আহমদ : লোককলা তত্ত্ব ও মতবাদ
৩. তুষার চট্টোপাধ্যায় : লোকসংস্কৃতির তত্ত্বরূপ ও স্বরূপ সন্ধান
৪. রওশন জাহিদ : ফোকলোর গবেষণার পদ্ধতি
৫. ঐ : বাংলাদেশের লোকসাহিত্য: পদ্ধতিগত সমীক্ষণ
৬. ঐ : লোকবীক্ষণে ঠাকুরমার ঝুলি
৪. দিব্যজ্যোতি মজুমদার : বাংলা লোককথার টাইপ মোটিফ ইনডেক্স
৫. ময়হারুল ইসলাম : আঙ্গিকতার আলোকে ফোকলোর
৬. রেবতীমোহন সরকার : লোকসংস্কৃতির পদ্ধতিবিদ্যা
৭. সনৎ কুমার মিত্র : লোকসংস্কৃতি গবেষণা পদ্ধতিবিদ্যা বিশেষ সংখ্যা
৮. সৌমেন সেন : লোকসংস্কৃতি তত্ত্বজিজ্ঞাসা
09. Maria Leach : Standard Dictionary of Folklore, Mythology and Legend
10. Do : Morphology of Folktale
11. Stith Thompson : Motif Index of Folk Literature
12. Do : The Folktale
13. Vladimir Propp : Theory and History of Folklore

<b>Course Code: 0222 24 FOLK 4105</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Folklore: Communication and Development	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

This course explores the role of folklore in communication and development processes. It examines how folklore, as a form of cultural expression, shapes and influences communication patterns, social dynamics, and development initiatives in diverse communities. Students will explore the interplay between folklore, identity, and social change, as well as the ways in which folklore contributes to community resilience, empowerment, and sustainable development. The course also explores the use of folklore in educational, cultural tourism, and community development programs. By analyzing case studies and engaging in practical exercises, students will develop the knowledge and skills to harness the power of folklore for effective communication and positive social transformation.

**Intended Learning Objectives (ILOs)**

1. Understand the role of folklore as a powerful communication tool in diverse cultural contexts.
2. Analyze the ways in which folklore contributes to the formation and expression of cultural identity.
3. Evaluate the use of folklore in development initiatives, including community-based tourism, cultural heritage preservation, and social entrepreneurship.
4. Examine the ethical considerations and challenges involved in the use of folklore for communication and development, including issues of representation, appropriation, and power dynamics.
5. Apply practical skills in utilizing folklore for effective communication and community development purposes, such as storytelling, participatory approaches, and cultural event planning.
6. Explore the potential of folklore in promoting inclusive education, cultural literacy, and critical thinking.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Promote inter-cultural understanding and dialogue.
2. Foster community cohesion, and social integration.
3. Evaluate the use of folklore in development initiatives.
4. Asses the impact of folklore on local communities and sustainable development.
5. Critically analyze the ethical considerations and challenges involved in the use of folklore for communication and development.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Definition, Nature and Classification. The impact of Folklore as a component of Education sector, public awareness, public health sector, rural development, agriculture based industries etc	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/

			Class Test without Notice] (20)
			Written Examination (70)
	Field Study Method, Syntagmatic and Paradigmatic Analysis, Metafolklore Theory, Performance Theory, Text, Texture and Contextual Method, Diachronic and Synchronic Method, Audio-Visual Method. Globalization Theory, Feminist methodology, Discourse analysis, Representation Theory Application of Method in Folklore Study Folklore in Development discourse. Tourism and Folklore. Folklore and Media.		

**Reference:**

১. মুহম্মদ হাসান ইমাম : উন্নয়ন ও অনুন্নয়ন
২. জাহাঙ্গীর হোসেন : ফোকলোর: যোগাযোগ ও উন্নয়ন
৩. পার্থ চট্টোপাধ্যায় : গণজ্ঞাপন
৪. মোহাম্মদ সিরাজুল ইসলাম : গণযোগাযোগ অধ্যয়ন
৫. যোগেশরঞ্জন পাঠক : লোকশিক্ষা ও লোকসংস্কৃতি
৬. ড. মো. হাবিবুর রহমান এবং রওশন : বাংলার সমাজ উন্নয়নে ফোকলোর
7. H. K. Rangath : Folk Media and Communication.
8. Srinivas R. Melkote : Communication for Development in the Third world: Theory and Practice
9. Wilber Schraman : Mass Media and National Development.
10. Dr. Md. Habibur Rahman & Morve Roshan K. : Identity Negotiations and Marginality

<b>Course Code: 0222 24 FOLK 4106</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> Maritime Folklore of Bangladesh	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

This course delves into the rich cultural heritage and folklore traditions associated with the maritime communities of Bangladesh. It explores the unique folklore, legends, myths, rituals, and oral traditions that have evolved around the coastal regions and rivers of Bangladesh. Students will examine the interplay between folklore and the maritime environment, including fishing practices, boat-making, navigation, and coastal livelihoods. The course also delves into the cultural significance of maritime folklore, its connection to identity formation, community cohesion, and the preservation of intangible heritage. Through a combination of theoretical discussions, case studies, field visits, and interactive sessions, students will develop a comprehensive understanding of the maritime folklore of Bangladesh and its significance in shaping the cultural fabric of the coastal communities.

**Intended Learning Objectives (ILOs)**

1. Understand the unique maritime folklore traditions of Bangladesh, including myths, legends, folktales, songs, and rituals specific to the coastal regions and rivers.
2. Analyze the socio-cultural and environmental contexts in which maritime folklore has evolved.
3. Recognize the cultural significance of maritime folklore in shaping identity formation, community cohesion, and the preservation of intangible cultural heritage among coastal communities.
4. Interpret the symbolism and cultural meanings embedded in maritime folklore, connecting them to beliefs, practices, and traditional knowledge systems.
5. Describe the cultural practices, rituals, and performances associated with maritime communities, including boat-making, fishing ceremonies, and navigation rituals.
6. Explore the oral traditions and storytelling techniques prevalent in maritime folklore.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Identify and describe the key elements of maritime folklore traditions in Bangladesh.
2. Demonstrate an understanding of the interconnections between communities and maritime Folklore.
3. Apply analytical skills to interpret and evaluate oral traditions and storytelling techniques prevalent in maritime folklore.
4. Assess the impact of modernization, globalization, and environmental changes on maritime folkloric traditions.
5. Explore the various folk art and crafts associated with maritime folklore.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	Historic landscapes of Bangladesh; Geopolitical importance; Maritime folklore elements and culture; boats and ships in history; Maritime folklore in Terracotta art, folk songs and folktales; literature. Boats and material folklore of ancient; medieval and modern Bengal; sea; lakes and rivers through the study of associated physical remains; vessels; shore-side facilities;	Lecture Brain Storming, Open Discussion, Self-study	Attendance (10)

	port-related structures; cargoes; human remains and submerged landscapes.	Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)
	Ports; Shipyards; cultural and historical region in Bengal; Types of boats in Bengal; Design and colors of boats; The foreign travellers in ancient Bengal; Maritime folklore and tourism; riverside towns; Inland water communication and trade; Socio-cultural economy and water; Rabindranath tagore and boat; River boat and liberation war of 1971; River save movement; folksong and river; River agriculture and people of Bangladesh.. Folklore and Media.		

Reference:

১. আখতারুজ্জামান ইলিয়াস : সংস্কৃতির ভাঙাসেতু
২. আব্দুল করিম : বাংলার ইতিহাস (প্রথম খণ্ড)
৩. এম এ রহিম (অনু.) : বাংলার সামাজিক সাংস্কৃতিক ইতিহাস (১ম ও ২য় খণ্ড)
৪. এম এ হামিদ : চলনবিলের ইতিকথা
৫. কোকো আন্তনোভা, গ্রেগোরি বেনগার্দ লেভিন: ভারতবর্ষের ইতিহাস
৬. গোলাম মুরশিদ : হাজার বছরের বাঙালি সংস্কৃতি
৭. নীহাররঞ্জন রায় : বাঙ্গালীর ইতিহাস
৮. প্রমথনাথ বিশী : চলনবিল
৯. মাহাবুব সিদ্দিকী : গঙ্গা ব্রহ্মপুত্র অববাহিকায় সামরিক অভিযান
১০. রবীন্দ্রনাথ ঠাকুর : ছিন্ন পত্রাবলী
১১. শম্ভু মিত্র : চাঁদবণিকের পালা
১২. সেলিনা হোসেন : হাওড় নদী গ্রেনেড
১৩. হুমায়ূন আহমেদ : শ্যামল ছায়া
14. Eirik G. Jansen, Antony J. Dolman, Alf morten Jerve and Nazibur Rahman : The country boats of Bangladesh
15. Abbas, B. M : The Ganges water dispute
16. Berger, Louis Inc : Second Inland water transport study, 1980

17. Bangladesh transport survey, 1980
18. Bangladesh transport survey, 1983

<b>Course Code: 0222 24 FOLK 4107</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 1<sup>st</sup> Semester</b>
<b>Course Title:</b> EPP (English for Professional Purpose)	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

### Course Description

This course is designed to equip learners with the language skills necessary to excel in a professional environment. This course will focus on developing their English language proficiency in a business context. Participants will gain the necessary skills to effectively communicate, collaborate, and succeed in various professional situations. The course consists of interactive lessons, practical exercises, group discussions, and real-life simulations to provide a comprehensive learning experience. The instructor will utilize authentic materials, case studies, and business-related scenarios to engage learners actively. Participants will have access to online resources; including language exercises, reading materials, and audiovisual content, to support their learning outside the classroom.

### Intended Learning Objectives (ILOs)

1. Enhance learners' overall language proficiency, including grammar, vocabulary, pronunciation, and fluency.
2. Introduce and reinforce industry-specific terminology and jargon related to learners' respective fields of interest or career aspirations.
3. Enhance Business Communication Skills.
4. Promote understanding and sensitivity towards cross-cultural communication challenges.
5. Assist learners in developing English language skills essential for job interviews.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Gain confidence in delivering professional presentations, both in-person and virtually.
2. Develop learners' business communication skills, focusing on writing professional emails, reports, memos, and other business-related documents.
3. Equip learners with the necessary skills to deliver engaging and impactful presentations in English.
4. Provide learners with techniques to negotiate effectively and persuasively.
5. Learners are encouraged to continue developing their language skills and professional communication abilities.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										

CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	A. EPP: origin, scope and application B. Speaking effectively C. Job application: cover letter, CV, appointment letter, joining letter D. Facing a job interview E. Official notices, circulars F. Various types of business and official letters G. Charing and participating in meetings H. Writing press release I. Notes and memos; emails J. Tender and Quotations K. Posters, advertisements, report L. Writing Project Proposal M. Giving a formal presentation N. Professional English vocabulary	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)

#### Reference:

1. Dr. Islam Md Hashanat : Professional English
2. M Ahsan Ullah Khan & Shafiqur Rahman : Communication That Works

**BSS Honors 4<sup>th</sup> Year 2<sup>nd</sup> Semester**

<b>Course Code: 0222 24 FOLK 4201</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title: Folk Beliefs and Rituals</b>	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

This course explores the diverse and fascinating world of traditional beliefs, customs, and rituals practiced by various cultures around the globe. Throughout history, human societies have developed a rich tapestry of folklore, superstitions, and rituals that play a significant role in shaping their worldview and social practices. This course aims to provide students with an in-depth understanding of these unique cultural expressions and their underlying significance. Through a combination of anthropological, sociological, historical, and religious perspectives, students will gain a comprehensive understanding of the significance of folk beliefs and rituals in shaping individual and collective identities, fostering a sense of community, and addressing fundamental human concerns.

**Intended Learning Objectives (ILOs)**

1. Defining folklore, its elements, and its role in society.
2. Analyse traditional narratives and their cultural significance.
3. Examine folk customs in birth, marriage, death, and other life events.
4. Assess the impact of folk beliefs on ethics, values, and social norms.
5. Understand the purposes and functions of rituals in addressing fundamental human needs.

**Course Learning Outcomes (CLOs)**

Upon completion of the course students will be able to:

1. Analyze and evaluate various folk beliefs and rituals from diverse cultures.
2. Recognize and interpret the symbolic meanings embedded in folk beliefs and rituals.
3. Compare and contrast folk traditions across different regions and cultures.
4. Explain the purposes and functions of rituals.
5. Critically evaluate the origins, impact, and implications of superstitions and taboos in different societies.
6. Evaluate the ethical implications of folk beliefs and rituals on human rights, gender roles, and cultural diversity.

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

<b>CLO/PLO</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>	<b>PLO 10</b>
<b>CLO1</b>										
<b>CLO2</b>										
<b>CLO3</b>										
<b>CLO4</b>										
<b>CLO5</b>										

CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<p>(A) Folk Festivals:            Definition, Characteristics and Classification.            Definition and category: Pous Parbon, Nababarsha, Halkhata, Fair, Beravasaan, Kartik larai, Deepannita, Brahmani Puja, Muharram, Snan yatra, Gazan, Charak, Holi, Neelotsav, Hazra Puza, Rash Festival, Arandhan, Jhulan, Jhapan, Brata, etc.            Folk festivals and tourism.            The Religious essence in Folk Festivals.</p>	<p>Lecture            Brain Storming,            Open Discussion,            Self-study            Demonstration            Power point presentation            Reference book            Questions and Answers            Handouts            Lesson plan</p>	<p>Attendance            (10)</p> <p>Internal Evaluation            [Class Test, Assignment/            Presentation/ Quiz/            Class Performance/            Class Test without Notice]            (20)</p> <p>Written Examination            (70)</p>
	<p>(B) Folk Beliefs and Rituals:            Prelude: Definition, Characteristics, Classification.            Premordial aspects of Folk life and Rituals.            The globalization and Folk Rituals</p>		

### Reference:

১. অভিজিৎ সরকার : ভারতের উৎসব
২. অলোক মৈত্রী : বাংলার লৌকিক ধর্মাচারের ঐতিহ্য সন্ধান
৩. আতোয়ার রহমান : উৎসব
৪. আবদুল হাফিজ : লৌকিক সংস্কার ও বাঙালী সমাজ

- ৫.ঐ : লৌকিক সংস্কার ও মানবসমাজ  
 ৬.দুলাল চৌধুরী : বাংলার লোক উৎসব  
 ৭.বরণকুমার চক্রবর্তী : লোকবিশ্বাস ও লোকসংস্কার  
 ৮.মুনতাসীর মামুন : বাংলাদেশের উৎসব  
 ৯.মো. আখতার হোসেন : বাংলাদেশের উৎসব শান্তি ও সম্প্রীতির অহংকার  
 ১০. মোমেন চৌধুরী : লোকসংস্কার ও বিবিধ প্রসঙ্গ  
 ১১. শামসুজ্জামান খান (সম্পা.) : বাংলাদেশের লোকঐতিহ্য  
 ১২. সুনীতি কুমার মুখোপাধ্যায় : মেলা ও উৎসবের দর্পণে বাংলার লোকসাহিত্য

<b>Course Code: 0222 24 FOLK 4202</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title: Folk Language and Socio-Linguistics</b>	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

### Course Description:

Folk Language Appreciation and Exploration is an interdisciplinary course that delves into the diverse and rich world of folk languages. Folk languages are unique and informal forms of communication that emerge organically within specific cultural groups and communities. These languages are often passed down through generations, embodying the cultural heritage and identity of the people who speak them. This course offers a comprehensive exploration of the multifaceted interactions between language, culture, and social factors, providing students with valuable insights into how language functions as a tool for communication, identity construction, and social differentiation.

Throughout this course, students will explore the origins, evolution, and significance of folk languages across various regions and cultures worldwide. The course will include a combination of theoretical discussions, historical analyses, case studies, and hands-on activities to provide a comprehensive understanding of these intriguing linguistic phenomena.

### Intended Learning Objectives (ILOs)

1. Understand the concept of folk languages, their characteristics, and differences from formal languages.
2. Investigate the regional dialects and variations that contribute to the uniqueness of folk languages.
3. Define sociolinguistics and understand its significance in studying language as a social phenomenon.
4. Understand the motivations and functions of code-switching and code-mixing in bilingual and multilingual contexts.
5. Explore the complexities of language contact situations and multilingualism.
6. Analyze contemporary initiatives and movements aimed at reviving and promoting folk languages.
7. Analyze the connection between folk languages and traditional storytelling, folklore, and oral history.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Identify the social factors influencing language variation.
2. Assess the significance of folk language in shaping cultural identities and fostering a sense of belonging regarding communities.
3. Recognize the role of folk language as a marker of cultural heritage and group affiliation.
4. Demonstrate proficiency in applying research methods commonly used in socio-linguistics.
5. Evaluate language planning initiatives and policies designed to promote linguistic diversity and inclusion.

6. Employ critical thinking skills to analyze complex socio-linguistic issues objectively.
7. Communicate socio-linguistic concepts and findings through oral presentations, written reports, and class discussions.

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	3	3	2	2	2	3	1	3	2
CLO2	2	3	3	3	3	2	2	2	2	3
CLO3	3	2	3	2	2	3	3	1	3	2
CLO4	2	1	3	3	2	2	2	1	2	3
CLO5	2	3	3	2	2	2	3	1	2	2
CLO6	2	2	3	3	2	3	3	2	3	3
CLO7	2	3	2	2	3	2	2	2	2	2
CLO8	2	2	3	3	2	3	3	1	3	3

#### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	<p>Language, society and Culture: Definition and areas of socio linguistics and Folk Speech.</p> <p>Functions of socio linguistics and Folk Speech.</p> <p>Speech Community; Society and language.</p> <p>Concept of Folk speech, Category, Debate</p> <p>Language Planning, Semiotics</p> <p>Language and Community.</p>	<p>Lecture</p> <p>Brain Storming,</p> <p>Open Discussion,</p> <p>Self-study</p> <p>Demonstration</p> <p>Power point presentation</p> <p>Reference book</p> <p>Questions and Answers</p> <p>Handouts</p> <p>Lesson plan</p>	<p>Attendance (10)</p> <p>Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)</p> <p>Written</p>

			Examination (70)
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### Reference:

১. অতীন্দ্র মজুমদার : ভাষাতত্ত্ব
২. আবুল কালাম মনজুর মোরশেদ : আধুনিক ভাষাতত্ত্ব
৪. পবিত্র সরকার : লোকভাষা লোকসংস্কৃতি
৩. মোহাম্মদ মনিরুজ্জামান : লোকসাহিত্যের ভিতর ও বাহির
৪. রামেশ্বর শ' : সাধারণ ভাষা ও ভাষাবিজ্ঞান
৫. সনৎকুমার মিত্র (সম্পা.) : বাঙলা লোকভাষা বিজ্ঞান
৬. সুকুমার সেন : ভাষার ইতিবৃত্ত
৭. হুমায়ূন আজাদ : তুলনামূলক ও ঐতিহাসিক ভাষাবিজ্ঞান
৮. ড. মুহম্মদ শহীদুল্লাহ : বাংলা ভাষার ইতিবৃত্ত
৯. সুনীতিকুমার চট্টোপাধ্যায় : ভাষা প্রকাশ বাঙ্গলা ব্যাকরণ
১০. এনামুল হক : মনীষা মঞ্জুষা (২য় ও ৩য় খণ্ড)
১১. পিএম সফিকুল ইসলাম : রাজশাহীর উপভাষা
12. Mario Pie : The Story of Language
13. R. A. Hudson : Socio linguistics

<b>Course Code: 0222 24 FOLK 4203</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title: Folklore in Audio-Visual Media</b>	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

### Course Description

This course explores the dynamic relationship between folklore, traditional storytelling, and audio-visual media such as film, television, digital media, and online platforms. This course delves into the ways in which traditional cultural expressions and folk narratives are represented, adapted, and reimagined in contemporary audio-visual contexts. Through a combination of theoretical discussions, case studies, screenings, and hands-on exercises, students will gain insight into the role of audio-visual media in shaping, preserving, and disseminating folklore.

### Intended Learning Objectives (ILOs)

1. Understand the theories and methods of folklore studies, with a focus on the oral tradition and storytelling.
2. Analyze the adaptation and transformation of traditional folk narratives in audio-visual media.
3. Investigate the impact of technological advancements on folklore dissemination and interpretation.
4. Critically examine the cultural implications of audio-visual representations of folklore.
5. Develop skills in media analysis, including cinematography, sound design, and narrative structure.
6. Engage with diverse forms of audio-visual media, including films, documentaries, web series, and social media platforms.
7. Encourage creativity and collaboration in producing contemporary folk-inspired audio-visual content.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Analyze and critically assess the adaptation and transformation of traditional folk narratives in various audio-visual media forms, including film, television, animation, and digital platforms.
2. Demonstrate a comprehensive understanding of the cultural implications and ethical considerations involved in representing folklore in audio-visual media.
3. Apply media analysis skills to deconstruct and interpret audio-visual representations of folklore, including cinematography, sound design, and narrative structure.
4. Engage with diverse forms of audio-visual media that draw inspiration from folklore, including films, documentaries, web series, social media content, and animated works.
5. Recognize the cultural appropriation and ethical challenges that may arise in the representation of folklore in audio-visual media.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	3	3	2	2	2	3	1	3	2
CLO2	2	3	3	3	3	2	2	2	2	3
CLO3	3	2	3	2	2	3	3	1	3	2
CLO4	2	1	3	3	2	2	2	1	2	3
CLO5	2	3	3	2	2	2	3	1	2	2
CLO6	2	2	3	3	2	3	3	2	3	3
CLO7	2	3	2	2	3	2	2	2	2	2
CLO8	2	2	3	3	2	3	3	1	3	3

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy
	(A) Audio-Visual Media: Making television programme: Program Producing, Research, Budgeting, Direction and Management. Camera and Camcorder: Introducing, Materials and maintainance, Picture composition. Movie: Film Making, shot and its classification, Image, Composition, Montaz, Detail symbol. Lighting: Introducing and its uses, studio and out door lighting, Lighting in movie and television. Audio: Introducing and its uses, Sound control, Dubbing. Editing: Switching	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and	Attendance (10)          Internal Evaluation

	<p>and emergency editing. Radio: Making radio program and radio journalism. Colour: Various colours and its uses. The usefulness of Audio-Visual Media in Folklore study</p> <p>(B) Folk Media: Folk Media: Concept, characteristics, Description of its genres. Folk Society and Folk Media. How we can develop Folk Media. Use of Folk Media in Modern Mass Media</p>	<p>Answers Handouts Lesson plan</p>	<p>[Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)</p> <p>Written Examination (70)</p>
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১. ক্ষেত্র গুপ্ত : সংযোগের সন্ধানে লোকসংস্কৃতি
২. গাঙ্গুলী রোবেজ : সংযোগ সিনেমা উন্নয়ন
৩. গীতি আরা নাসরিন; মাহফুজুর রহমান; সিতারা পারভীন (সম্পাদিত) : গণমাধ্যম ও জনসমাজ
৪. তানভীর মোকাম্মেল : চলচ্চিত্র কথা
৫. ধীমান দাশগুপ্ত : চিত্রনাট্য রচনা ও চিত্রনাট্য বিশ্লেষণ
৬. ঐ (সম্পা.) : চলচ্চিত্রের টেকনিক ও টেকনোলজি
৭. ঐ (সম্পা.) : চলচ্চিত্র সম্পাদনা
৮. ঐ (সম্পা.) : তথ্যচিত্রের আর্ট ও টেকনিক
৯. ঐ (সম্পা.) : মুভি ফটোগ্রাফি
১০. পার্থ চট্টোপাধ্যায় : গণজ্ঞাপন
১১. মাসুদ-উর-রহমান : সিনেমাটোগ্রাফী
১২. লোকসংস্কৃতি গবেষণা পত্রিকা : গণমাধ্যম ও লোকমাধ্যম বিশেষ সংখ্যা
১৩. সোমেশ্বর ভৌমিক : মিডিয়া নিয়ে সাতপাঁচ
14. Dan Ben Amos : Folklore Performance and Communication
15. Herbert Zetti : Television Production Handbook
16. Dan Ben Amos : Folklore Performance and Communication
17. Herbert Zetti : Television Production Handbook

<b>Course Code: 0222 24 FOLK 4204</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Functional Bengali Language	<b>Course Type: Theory</b>	<b>Course Status: GED</b>

### Course Description:

This course traces Bengali as a language for personal, professional, and academic uses. It will help students make command over this language so that they can use standard Bengali in every sphere. In different social and cultural affairs, students will get feedback through their standard Bengali language efficiency.

### Intended Learning Objectives (ILOs)

1. Demonstrate basic proficiency in spoken and written Bengali, including the ability to introduce oneself, engage in simple conversations, and express ideas and opinions on familiar topics.

2. Develop listening skills to understand and comprehend spoken Bengali in everyday situations, such as greetings, social interactions, and common instructions.
3. Acquire a functional vocabulary of commonly used words and phrases in Bengali, enabling them to communicate effectively in practical scenarios.
4. Understand and apply fundamental grammatical structures of the Bengali language, including verb conjugation, noun and adjective agreement, and sentence construction.
5. Read and comprehend simple written texts in Bengali, such as short stories, advertisements, and everyday written materials.
6. Write coherent and grammatically correct sentences in Bengali, expressing ideas, experiences, and opinions on various topics.
7. Develop cultural awareness and sensitivity to Bengali customs, traditions, and social norms through language learning.
8. Engage in basic cultural exchanges and interactions in Bengali-speaking contexts, demonstrating respect and understanding for Bengali culture.

### Course Learning Outcomes (CLOs)

Upon completion the course students will be able to:

1. Gain Knowledge and understanding of Bengali Grammar and Linguistics.
2. Increase essential Bengali vocabulary.
3. Use the language to meet the basic needs in familiar situations.
4. Demonstrate the ability to produce sentences in written language on certain everyday topics.
5. Demonstrate the ability to comprehend spoken Bengali in everyday situations, such as greetings, introductions, directions, and social interactions.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										
CLO6										
CLO7										
CLO8										

### Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents

Course Learning outcomes	Course Contents	Teaching-Learning Strategy	Assessment Strategy

	<p>Type and character of language, main elements of language, characters Significance of mother tongue, organs of speech Way of articulation, uses of words-appropriate words, attraction to words and sense of uses. Bengali spelling rules, standard spelling rules by Bangla Academy, the causes of wrong spelling and its corrections</p>	<p>Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan</p>	<p>Class participation and engagement in discussions and activities - 20%</p> <p>Oral presentation or written report on the research findings and analyses - 20%</p> <p>Written Examination (70)</p>
	<p>Rules of morphology, words in a sentence, special meaning and varieties of sentence Bengali language forms and varieties-punctuation, Language efficiency and its expansion-Reading. Sound and soundless reading, reading efficiency, details reading, comprehensive reading.</p>		
	<p>Sound and soundless reading, reading efficiency, details reading, comprehensive reading Rules and methods of proof corrections; Footnotes and appendixes writing. Writing as a medium of expression: essay, report writing. Dictation and note taking.</p>		

**Reference:**

১. জামিল চৌধুরী : বাংলা একাডেমী বাংলা বানান অভিধান
২. নরেন বিশ্বাস : বাংলা উচ্চারণ অভিধান
৩. ফরহাদ খান : বাংলা শব্দের উৎস অভিধান
৪. মাহবুবুল হক : বাংলা বানানের নিয়ম
৫. ঐ : বাংলা ভাষা: কয়েকটি প্রসঙ্গ
৬. মুহম্মদ শহীদুল্লাহ : বাঙ্গালা ব্যাকরণ
৭. মোস্তফা তারিকুল আহসান : ব্যবহারিক বাংলা
৮. রবীন্দ্রনাথ ঠাকুর : বাংলা শব্দতত্ত্ব
৯. সত্যগোপাল মিশ্র : বাংলা ভাষা পরিচয়
১০. সুনীতিকুমার চট্টোপাধ্যায় : ভাষা-প্রকাশ বাঙ্গালা ব্যাকরণ
১১. সুভাষ ভট্টাচার্য : ভালো বাংলা শিখতে হলে

১২. হায়াৎ মামুদ : বাংলা লেখার নিয়মকানুন  
 ১৩. ঐ : শব্দকল্পদ্রুম  
 14. H. R. Thompson : Essential Bengali  
 15. Robiul Islam : Colonial Bengali

<b>Course Code: 0222 24 FOLK 4205</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title: Folklore in English Literature</b>	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

### Course Description

This course delves into the fascinating relationship between English literature and folklore, exploring the intricate connections, influences, and adaptations that have shaped the cultural tapestry of the English-speaking world. Throughout history, folklore and literature have been closely intertwined, influencing each other in profound ways. This course aims to unravel these connections and highlight the profound impact of folklore on English literature.

### Intended Learning Objectives (ILOs)

1. Examine recurring themes and motifs regarding hero's journey, transformation, magical creatures, and moral lessons.
2. Highlight folklore from different regions and periods.
3. Trace Folklore in English Literature.
4. Examine how folklore has been adapted, reinterpreted, and modernized in various literary forms, including novels, poems, short stories, and plays.
5. Analyze how folklore reflects historical events, societal norms, and cultural values, shedding light on the evolution of English literature over time.
6. Explore the presence of archetypal characters and motifs in folklore and their influence on character development and plot construction in literary works.

### Course Learning Outcomes (CLOs)

Upon completion of the course students will be able to:

1. Demonstrate a deep understanding of the concepts and characteristics of folklore in English literature.
2. Identify and analyze folkloric themes, motifs, and archetypes in literary works.
3. Discuss the cultural, historical, and social significance of folklore in different contexts.
4. Critically examine adaptations and reinterpretations of folklore in various literary forms.
5. Appreciate the impact of folklore on contemporary culture and literature.
6. Emphasize the cultural diversity and cross-cultural influence on English literature

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	3	3	2	2	2	3	1	3	2

<b>CLO2</b>	2	3	3	3	3	2	2	2	2	3
<b>CLO3</b>	3	2	3	2	2	3	3	1	3	2
<b>CLO4</b>	2	1	3	3	2	2	2	1	2	3
<b>CLO5</b>	2	3	3	2	2	2	3	1	2	2
<b>CLO6</b>	2	2	3	3	2	3	3	2	3	3
<b>CLO7</b>	2	3	2	2	3	2	2	2	2	2
<b>CLO8</b>	2	2	3	3	2	3	3	1	3	3

**Learning Outcomes, Teaching-Learning and Assessment Strategies against Course Contents**

<b>Course Learning outcomes</b>	<b>Course Contents</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>
	John Keats: Ode on a Grecian Urn, Ode to a Nightingale John Millington Synge: Riders to the Sea William Shakespeare: The Merchant of Venice Chinua Achebe: Things Fall Apart	Lecture Brain Storming, Open Discussion, Self-study Demonstration Power point presentation Reference book Questions and Answers Handouts Lesson plan	Attendance (10)  Internal Evaluation [Class Test, Assignment/ Presentation/ Quiz/ Class Performance/ Class Test without Notice] (20)  Written Examination (70)

<b>Course Code: 0222 24 FOLK 4206</b>	<b>Credit: 03</b>	<b>BSS Honors 4<sup>th</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title: Advanced Fieldwork and Report Writing</b>	<b>Course Type: Theory</b>	<b>Course Status: Core</b>

**Course Description:**

This course is designed to equip students with the necessary skills and knowledge to conduct advanced field research and produce high-quality reports. The course focuses on hands-on training to prepare students for conducting in-depth investigations. This course aims to provide students with practical experience in conducting research in real-world settings and honing their ability to present findings effectively in written reports and presentations. These skills are valuable for careers in various fields, including social sciences, anthropology, environmental studies, and market research, among others.

**Intended Learning Objectives (ILOs)**

1. Learn various advanced methodologies and tools for data collection in the field.
2. Develop the ability to design and plan comprehensive field research projects.
3. Formulate research questions, hypotheses, and selecting appropriate methodologies.
4. Explore the ethical implications of conducting research in real-world settings.
5. Develop oral presentation skills to effectively communicate their research findings to diverse audiences.

**Course Learning Outcomes (CLOs)**

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

1. Develop advanced techniques for data collection and observation in the field.
2. Analyze the data gathered during fieldwork, using appropriate qualitative or quantitative methods.
3. Learn how to present research findings in a clear, concise, and organized manner.
4. Understand and apply ethical principles in conducting fieldwork.
5. Identify research problems, formulate research questions, and analyze complex issues.

<b>Course Code: 0222 24 FOLK 4207</b>	<b>Credit: 01</b>	<b>BSS Honors 4<sup>th</sup> Year 2<sup>nd</sup> Semester</b>
<b>Course Title:</b> Viva Voce	<b>Course Type:</b> <b>Theoretical</b>	<b>Course Status: Core</b>

[Students will attend the Viva-Voce in front of the exam committee after finishing their exams of this semester and it is compulsory for them. There are no particular contents/topics for this viva-Voce but students will be asked about the names and contents of the curriculums that they have already attended in the exams. Priority will be given to their overall understanding about the course curriculum].

[N.B: This syllabus is subject to change on the needs of academic purposes.]