

OUTCOME BASED CURRICULUM
BACHELOR OF SOCIAL SCIENCE (HONORS) IN ARCHAEOLOGY
Session: 2022-2023, 2023-2024, 2024-2025



DEPARTMENT OF ARCHAEOLOGY
COMILLA UNIVERSITY
CUMILLA-3506

26 November 2023

Part-A (Introduction)

1. TITLE OF THE PROGRAMME: Bachelor of Social Science in Archaeology

Degree	Bachelor of Social Science (Honors) in Archaeology
Abbreviated form of the Degree	B.S.S (Honors) in Archaeology
Program Offering Entity (PEO)	Department of Archaeology
Faculty	Faculty of Social Sciences
Certificate Awarding University	Comilla University
Address	Kotbari, Cumilla-3506, Bangladesh
Mode of Study	Full Time
Medium of Instruction	Mixed, both Bangla and English
Applicable Session	2022-2023, 2023-2024, 2024-2025

2. NAME OF THE UNIVERSITY: COMILLA UNIVERSITY

3. VISION OF THE UNIVERSITY

Comilla University is committed to produce graduates who are distinctively capable to advance growth and welfare through innovative solutions.

4. MISSION OF THE UNIVERSITY

UM 1	To educate a wide variety of students through effective teaching-learning to achieve academic excellence.
UM 2	To create an ambience for creative and innovative academic exercise through high quality research.
UM 3	To undertake actions regarding collaboration which entails opportunities for long-term interaction with academia and industry for producing competent graduate at workplace
UM 4	To develop human potential to its fullest extent so that intellectually capable and socially responsible leaders can emerge in a range of profession.

5. NAME OF THE PROGRAM OFFERING ENTITY: Department of Archaeology

6. VISION OF THE PROGRAM

It is the breadth of the vision of the Department of Archaeology of Comilla University to analyze critically what it means to be human, as well as the breadth of theoretical and methodological connotations that constitute the unique role of the Department in both academic and applied fields. The vision of the Department is some sort of like, “*We care about Archaeology*”.

7. MISSION OF THE PROGRAM

Reflecting the vision of our department as a whole, the mission of the Dept. of Archaeology of Comilla University, Bangladesh is devoted to sub disciplinary programs focusing on different aspects of cultural diversity of human life. The missions of the Department are following:

Mission No	Mission Statement
M-1	Reconstruct the glorious history of Bangladesh.
M-2	Enhance archaeological research.
M-3	Preserve and promote cultural heritage of Bangladesh.
M-4	Involve people in archaeology through public archaeology.
M-5	Contribute in enhancement of sustainable socio-economical progress

8. OBJECTIVE OF THE PROGRAM:

The BSS program offered by the Department of Archaeology of Comilla University shares a commitment to advancing understanding of human nature and diversity in relation to their cultural context. The objectives and aims of the program are like

9. NAME OF THE DEGREE: Bachelor of Social Science (BSS) in Archaeology

10. DESCRIPTION OF THE PROGRAM

The Duration of Bachelor degree program in Archaeology shall be four academic years divided into eight semesters. Each academic year is further divided into two semesters to be called as 1st semester and 2nd semester. A academic semester is comprised of six (06) months, For achieving Degree of Bachelor of Social Science (BSS) in Archaeology with honors, a student requires to earn a total of 152 credit points successfully with a minimum CGPA of 2.25 and complete the program within Six (06) academic years for the his/her first administration of the program. A student who secures at CGPA below the grade of 2.25 but not less than 2.00 will be eligible for a Bachelor of Social Science (BSS) in Archaeology.

11. ATTRIBUTES OF THE GRADUATES:

We are committed to lead through providing effective teaching-learning, research and culturally enriched education practices that will transform the lives of students POE is expecting to produce graduates through developing knowledge, skill and attitude for equipping them to advance growth and welfare of the growing world. The graduate will acquire the following attributes:

Attribute 1	Conceptual
Attribute 2	Resourceful
Attribute 3	Interactive
Attribute 4	Resilient
Attribute 5	Organized

12. PROGRAM EDUCATION OBJECTIVES (PEOs):

PEO No	Program Education Objectives
PEO-1	To develop a fundamental understanding of the substantive knowledge based on archaeology, its methods, and theoretical insights through a holistic orientation towards human diversity.
PEO-2	To generate and enhance academic excellence and professional development of students within the academic milieu of Archaeology.
PEO-3	To develop skills as well as competencies in conducting social research, analyzing theory and applying archaeological knowledge in practice.
PEO-4	To prepare students to meet the challenges of our changing world and to encourage critical thinking, effective writing, and development of practical skills.
PEO-5	To provide opportunities for students to conduct hands-on research and study a wide range of topics through coursework, field orientations and research projects with faculty and centers across the nation.
PEO-6	To nurture a stimulating academic environment through exchange and research collaboration with renowned scholars and professionals.
PEO-7	To cultivate principles of ethics and social responsibility in the mind set of students.

13. PROGRAM LEARNING OUTCOME (PLOs):

PLO No	Program Education Objectives	Domain
PLO-1	Knowledgeable: Evince a broad knowledge of the multi-disciplinary field of Archaeology, and a more detailed understanding of several of these disciplines and sub-disciplines.	Fundamental
PLO-2	Informative: Display a broad understanding of the historical development of human culture and apply this information with sensitivity and an appreciation for diversity in prehistoric, historic and modern cultures.	Fundamental
PLO-3	Investigative: Acquire knowledge of the geography of regions of interest and how this has affected the rise and development of human cultures in these areas.	Thinking
PLO-4	Professional: Develop a professional ethos in archaeology that is engaged and integrative and that will enhance the operationalization of responsible scientific research.	Thinking
PLO-5	Skillful: Demonstrate knowledge of the formation of the archaeological record and acquire skills to conduct archaeological excavation: how to record, investigate, analyze, critical thinking and interpret archaeological derived remains.	Social, Fundamental
PLO-6	Competitive: Develop their skills of critical reading, argumentation, discussion and academic writing, which will enable them not only to engage in academic areas but also to competently participate in public discussions and evaluations of contemporary social processes.	Thinking
PLO-7	Communication: Graduate will be able to disseminate ideas and information effectively both in oral and written ways to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner in both classroom, laboratory and in industry and field-based situations.	Social, Personal
PLO-8	Individual and Teamwork: Graduate will gain ability to work effectively, as an individual or in a team and as a team leader as well, on multifaceted and /or multidisciplinary settings. In this way, they will be able to contribute in the community and sustainable development also.	Personal
PLO-9	Ethical: Apply ethical principles and commit to professional ethics, responsibilities, and norms of archaeological practice.	Personal

14. Mapping PEO with UM

PEOs/UM	UM 1	UM 2	UM 3	UM 4
PEO 1	√		√	√
PEO 2	√	√	√	
PEO 3	√		√	√
PEO 4	√	√		
PEO 5	√		√	√
PEO 6	√	√		
PEO 7	√		√	√

(Tick mark or level of correlation: 3- High, 2- Medium, 1-Low can be used)

15. Mapping of PLO to PEOs

PEO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
PEO 1	√	√	√		√		√		√
PEO 2	√		√	√	√	√		√	√
PEO 3	√	√		√		√	√		√
PEO 4	√		√	√	√		√	√	
PEO 5	√	√			√	√		√	√
PEO 6	√		√	√	√		√	√	
PEO 7	√	√	√	√		√	√		√

(Tick mark or level of correlation: 3- High, 2- Medium, 1-Low can be used)

15. Mapping Courses with the PLOs:

SL No	Course Code	Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
01	0222-111	ARC-111	√	√			√			√	√
02	0222-112	ARC-112	√	√	√	√		√			
03	0222-113	ARC-113	√	√		√		√		√	√
04	0222-114	ARC-114	√	√	√	√	√	√			
15	0222-121	ARC-121	√	√	√	√	√	√		√	
06	0232-122	ARC-122	√			√	√	√	√	√	
07	0222-123	ARC-123	√		√	√	√	√	√	√	√
08	0222-124	ARC-124	√	√		√		√	√		
09	0232-211	ARC-211	√			√	√	√	√	√	
10	0222-212	ARC-212	√	√		√		√	√		
11	0222-213	ARC-213	√	√			√		√		
12	0611-214	ARC-214	√	√		√	√	√	√	√	
13	0222-215	ARC-215	√	√	√	√	√	√		√	√
14	0222-221	ARC-221	√	√				√		√	
15	0532-222	ARC-222	√	√		√		√		√	
16	0222-223	ARC-223	√	√		√	√	√		√	
17	0222-224	ARC-224	√	√		√	√	√		√	
18	0542-311	ARC-311	√			√	√	√	√	√	
19	0314-312	ARC-312	√			√	√	√			
20	0222-313	ARC-313	√	√	√	√	√	√			
21	0222-314	ARC-314	√	√		√	√	√		√	
22	0222-321	ARC-321	√	√	√	√	√	√			
23	0221-322	ARC-322	√	√				√			
24	0222-323	ARC-323	√	√		√		√		√	
25	0221-324	ARC-324	√	√				√			
26	0222-411	ARC-411	√	√	√	√	√	√		√	
27	0222-412	ARC-412	√	√	√	√	√	√	√		
28	0222-413	ARC-413	√	√		√	√	√			
29	0222-414	ARC-414	√	√	√	√	√			√	√
30	0222-421	ARC-421	√	√	√	√	√	√		√	
31	0222-422	ARC-422	√	√	√	√	√	√		√	
32	0222-423	ARC-423	√	√		√	√	√		√	
33	0222-424	ARC-424	√	√	√	√	√				

Part-B (Structure of the Curriculum)

Scheme of the Program

BACHELOR OF ARTS (HONOR'S) IN ARCHAEOLOGY

1. The Title of the Degree Program:

Bachelor of Arts (Honors) – B.A. (Honors)

2. Duration of the Program:

4 (Four) Academic Years: A student shall be allowed a maximum of six years to complete the degree starting from the year of admission into the University.

3. Eligibility for Admission:

3.1. Higher Secondary Certificate (HSC) or Equivalent or as per Comilla University Rules/Advertisement

3.2. Other conditions of admission will be determined by the Academic Committee of the department prior to advertisement for admission in each academic session.

4. Degree Requirements:

4.1. Successful completion of 33 full unit courses and 3 half-unit courses of total 138 credit hours; 3 half-unit field work with report submission of total 6 credit hours ; 1 full research monograph course of total 4 credit hours.

4.2. Maintaining a minimum cumulative grade point average (CGPA) of 2.25;

4.3. Satisfactory result in 4 (Four) viva voce in 4 (Four) Year.

5. Credit Distribution

Type of Course	No. of Course	Credit
Courses (Full)	33	132
Lab	03	6
Viva	04	4
Field Work, Report Writing and Seminar	03	6
Research Monograph Writing	01	4
Total	44	152

6. Academic Year, Semester, Credit Hour and Credit Per-Semester:

6.1. Each academic year is divided into two semesters.

6.2. During a semester a 01 (one) credit taught course will meet 1.0 hours a week for 14 weeks. For 01 (one) credit practical course duration is 2.0 hours a week for 14 weeks.

6.3. Additional classes or sessions in the form of discussion, presentation, seminars, workshops, practical and field trip etc. may be scheduled by the respective course teacher.

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Semester-wise Distribution of Courses

7.1. SCHEME OF 1st YEAR 1st SEMESTER

Course No	Course No	Course Title	Course Type	Hours/Week Theory+Lab	Credit	Marks
0222-111	ARC-111	Introduction to Archaeology	Core	4+0	4	100
0222-112	ARC-112	Introduction to World Prehistory	Core	4+0	4	100
0222-113	ARC-113	History of South Asia (Ancient Period)	Core	4+0	4	100
0222-114	ARC-114	Introduction to Geo-archaeology	Core	4+0	4	100
		Total		16+0	16	400

7.2. SCHEME OF 1st YEAR 2nd SEMESTER

Course No	Course No	Course Title	Course Type	Hours/Week Theory+Lab	Credit	Marks
0222-121	ARC-121	Introduction to anthropology	Core	4+0	4	100
0232-122	ARC-122	English Language and Literature	GED	4+0	4	100
0222-123	ARC-123	Field Methods & Techniques in Archaeology	Core	4+0	4	100
0222-124	ARC-124	History of South Asia (Medieval to Colonial Period)	Core	4+0	4	100
0222-125	ARC-125	Field Work and Report Writing	Field	0+2	2	50
0222-120	ARC-120	Viva	Viva		1	50
		Total		16+2	19	500

7.3. SCHEME OF 2nd YEAR 1st SEMESTER

Course No	Course No	Course Title	Course Type	Hours/Week Theory+Lab	Credit	Marks
0232-211	ARC-211	Bangla Language and Literature	GED	4+0	4	100
0222-212	ARC-212	Introduction to South Asian Prehistory and Protohistories	Core	4+0	4	100
0222-213	ARC-213	Emergence of Bangladesh	GED	4+0	4	100
0611-214	ARC-214	Introduction to Computer Application in Archaeology	GED	4+0	4	100
0222-215	ARC-215	Survey Methods for Archaeology	Core	4+0	4	100
0222-216	ARC-216	Computer Lab	Lab	0+2	2	50
		Total		20+2	22	550

7.4. SCHEME OF 2nd YEAR 2nd SEMESTER

Course No	Course No	Course Title	Course Type	Hours/Week Theory+Lab	Credit	Marks
0222-221	ARC-221	History of World Civilization	Core	4+0	4	100
0532-222	ARC-222	Introduction to Geography of Bangladesh	GED	4+0	4	100
0222-223	ARC-223	Introduction to Iconography	Core	4+0	4	100
0222-224	ARC-224	Epigraphy and Numismatic of South Asia with Special Reference to Bengal (Ancient Period)	Core	4+0	4	100
0222-225	ARC-225	Field Work and Report Writing	Field	0+2	2	50
0222-220	ARC-220	Viva	Viva		1	50
		Total		16+2	19	500

7.5. SCHEME OF 3rd YEAR 1st SEMESTER

Course No	Course No	Course Title	Course Type	Hours/Week Theory+Lab	Credit	Marks
0542-311	ARC-311	Statistics in Archaeology and Social Research	GED	4+0	4	100
0314-312	ARC-312	Research Methodology	GED	4+0	4	100
0222-313	ARC-313	Art and Architecture (Ancient Period)	Core	4+0	4	100
0222-314	ARC-314	Epigraphy and Numismatic of South Asia with Special Reference to Bengal (Medieval Period)	Core	4+0	4	100
		Total		16+0	16	400

7.6. SCHEME OF 3rd YEAR 2nd SEMESTER

Course No	Course No	Course Title	Course Type	Hours/Week Theory+Lab	Credit	Marks
0222-321	ARC-321	Medieval Art & Architecture	Core	4+0	4	100
0221-322	ARC-322	Islamic Thoughts and Philosophy in Central Asia	GED	4+0	4	100
0222-323	ARC-323	Terracotta Art of Bengal (Early historic to colonial period)	Core	4+0	4	100
0221-324	ARC-324	Development of Religious and Philosophical Thoughts in Ancient India	GED	4+0	4	100
0222-325	ARC-325	Field Work and Report Writing	Field	0+2	2	50
0222-320	ARC-320	Viva	Viva		1	50
		Total		16+2	19	500

7.7. SCHEME OF 4th YEAR 1st SEMESTER

Course No	Course No	Course Title	Course Type	Hours/Week Theory+Lab	Credit	Marks
0222-411	ARC-411	Conservation and Restoration of Archaeological Remains	Core	4+0	4	100
0222-412	ARC-412	Tourism and Heritage Management	Core	4+0	4	100
0222-413	ARC-413	Archaeology of Bangladesh	Core	4+0	4	100
0222-414	ARC-414	Ethno-Archaeology	Core	4+0	4	100
0222-415	ARC-415	Conservation and Restoration (Lab)	Lab	0+2	2	50
		Total		16+2	18	450

7.8. SCHEME OF 4th YEAR 2nd SEMESTER

Course No	Course No	Course Title	Course Type	Hours/Week Theory+Lab	Credit	Marks
0222-421	ARC-421	Theory and Practice in Archaeology	Core	4+0	4	100
0222-422	ARC-422	Ceramics: Analysis and Interpretation	Core	4+0	4	100
0222-423	ARC-423	Introduction to Museum Studies	Core	4+0	4	100
0222-424	ARC-424	Bio-archaeology	Core	4+0	4	100
0222-425	ARC-425	Field Research Monograph*	Monograph	4+0	4	100
0222-426	ARC-426	Geo-archaeology and Bio-archaeology (Lab)	Lab	0+2	2	50
0222-420	ARC-420	Viva	Viva		1	50
		Total		20+2	23	600

Part-D (ASSESSMENT AND EVALUATION)

The following is the assessment system for Bachelor of Arts (Honors) program:

1. A student for the degree of Bachelor of Arts (Honors) in Archaeology program is required to satisfactorily earn 148 credits completing 30 full unit and 7 half unit courses, practicum, and taking viva voce examination.

2. Distribution of marks for each of the courses is as follows:

2.1 *Theoretical Course*: Each theoretical course offered should be composed of either 50 or 100 marks (each 50 marks course consisting of 2 credit point). The proportion of the total marks of a particular course shall be distributed as follows:

Continuous Assessment/Before-Final Assessment	40%
Semester-Final Examination	60%
Total	100%

2.2. *Continuous Assessment*: Marks allocated for before-final assessment shall be distributed as follows:

i. Internal Evaluation:

Performance of the students in a course shall be evaluated as follow:

Descriptions	Mark (Percentage)
Mid-Term Examinations (at least two)	20
Class Attendance	05
Term Paper/Presentation/Field Work	10
Assignment/Class test/Quiz-Test/Sudden Test	05
Semester Final Examination	60
Total	100

Two mid-term examinations, one-hour duration each, shall be conducted and evaluated by the course teacher and the semester final script shall be evaluated by two examiners. The average of the marks given by two examiners is considered as the final examination mark of a particular student. If the difference between the marks of two examiners is more than 20%, the script is evaluated by a 3rd examiner and the average mark of the nearest two shall be considered for grading. In such cases, the arithmetic mean of the closer, two marks should be taken. If the three marks are equally apart, arithmetic mean of the higher two shall be counted.

The 3rd examiner for a course shall be appointed by the examination committee from the panel of examiners other than a member of the examination committee or a tabulator, provided that she/he was not an examiner of this course. The total mark, average of marks awarded by the semester final examiners plus the marks awarded by the course teacher, shall converted into letter grade as follows:

In the tabulation process, only the total marks (out of 100) of a course shall be rounded-up and the published results of the semester will show the grades earned and the grade point average (GPA).

At the end of second semester of each class year, the examination committee shall hold a viva-voce examination of 50% weight, equivalent to 1.0 credit hours. For viva-voce examination, a student shall be awarded a grade at the end of the fourth semester. After the completion of the fourth year second semester final examination, a student shall undergo a

research monograph of a certain period of time as specified by the academic committee. The research monograph shall be guided and examined by the supervisor and the examination committee.

ii. Class Attendance:

To be considered as a regular student, each student shall require to attend 60% of class held in a course. If the attendance falls within 40%-59%, non-collegiate status shall be attached and a student shall only be allowed to sit for the semester final examination after paying a fines as fixed by the authority/department. The head of the department shall monitor class holding and attendance of the students. A student shall not be allowed to sit for semester final examination and shall be required to seek re-admission in the program, if her/his attendance falls below 40% in any course in any semester. The marks allocated for class attendance shall be given as following proportions:

4. Re-Admission

A student failing to get the requisite grade points for promotion to the next semester may seek re-admission with following batch. A student should apply for re-admission within one month after the publication of result of the concerned semester.

5. Grade Improvement

A student having earned 'F' grade in any course in any semester shall be required to remove the 'F' grade. Removal of 'F' grade in any course is permitted only for two times excluding the regular examination which has to be done with subsequent available batches.

A student earning 'B-' (GP 2.75) or below 'B-' grade in any course in any year (except fourth year) can improve the grade by appearing in the semester

A student earning 'B-'(GP-2.75) or below 'B-' grade in any course in any year (except fourth year) can improve the grade by appearing in the semester final examination with the next available batch. She/he can avail this opportunity only once for a course. In such case, the best GPA from the improvement or the regular examination of the concern course shall be calculated for tabulation. Students who did not get the opportunity of removing 'F' in any course shall be allowed to sit for a special semester examination. This shall be allowed only for the courses in 7th and 8th semester. In special cases, this opportunity would be allowed for courses in semester 5th and 6th. In such cases student have to apply to the head of the department within one week after publication of the 8th semester result. The head of the department shall take necessary administrative measures for arranging the special semester examinations by the respective 4th year examination committee. All the expenses related to this examination have to be carried out by the candidate (s).

For getting promotion from one semester to the next semester, a student shall require to earn minimum 50% of the total credit in the respective semester on condition that she/he has passed the viva-voce. Remaining credit hours have to be earned within next two available batches. If anybody is absent from the viva-voce on any valid ground, a viva voce may be arranged for her/him on condition that she/he shall bear all expenses of the viva. In such cases, has to apply to the head of the department within 5 days after the viva-voce.

Part-A: Introduction

Course	Code:	Course	Code:	Credit Hours: 04	Year: 1st	Semester: 1 st
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0222-111	ARC-111			
Course Title: Introduction to Archaeology			Session: 2022-23	
Course Type: Core Course	Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None			

Rationale of the Course	This course is developed with basic concepts of Archaeology, Relationship of Archaeology with other disciplines, Different theories of Archaeology, Basic terminologies, Dating methods, and History of Archaeological research conducted in Indian subcontinent as well as pre and post independent era of Bangladesh.
Course Objectives	○ The main objective is to introduce the undergraduates about the basics of Archaeology. Its aims and objectives, terminologies used in the archaeological studies as well as the beginning of archaeological research in Indian subcontinent along with Bangladesh. ○ Make the students understand how archaeological study works as a source of reconstructing the past human culture. ○ Develop basic understanding about the wide range of disciplines including history, sociology, linguistics, art history, anthropology, and many more.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: Understand the basic concepts and terminologies of archaeology such as Context, Stratigraphy, Artifacts, Cultural process, Cultural evolution, Ecology, Typology and Assemblages. CLO-2: Acquire knowledge about the different branches of Archaeology and their activities. CLO-3: Know the relationship between archaeology and other disciplines. CLO-4: Understand the different dating methods and interpreting different theories of archaeology for reconstructing past human culture. CLO-5: Develop the overall understand regarding archaeological advancement in India and Bangladesh.

Course Content

1. Introduction:
Definition of Archaeology. Aims, Objectives and Archaeological research in world context.
2. Archaeology: A multidisciplinary science:
 - a. Archaeology's relation with natural and physical science: Physics, Chemistry, Biology, Geology, Geography and Statistics
 - b. Archaeology's relation with history, Art history, Architecture and Anthropology
3. Different Branches of Archaeology:
 - a. Classical archaeology, b. Historical Archaeology, c. Prehistoric and Proto-historic archaeology, d. Settlement archaeology, e. Archaeo-botany, f. Archaeo-zoology, g. Public Archaeology, h. Maritime archaeology, i. Culture Resource Management, j. Ethno archaeology, k. Environmental archaeology, l. Field Archeology
4. Different Theories in Archaeology

- a. Culture Historical archaeology, b. Processual Archaeology, c. Post-Processual Archaeology, d. Marxist Archeology, e. Feminist Archeology, f. Cognitive Process Archeology
5. Some Basic concepts and Terminology:
 - a. Artifacts and Ecofacts, b. Stratigraphy, c. Context, d. Typology, e. Assemblage, f. Band, g. Chiefdom, h. Ethnography, i. Ethnology, j. Three Age System, k. Functionalism, l. Structuralism, m. Cultural Process, n. Cultural Evolution, o. General System Theory, p. Middle Range Theory, q. Law of Superposition, r. Law of Uniformitarianism, s. Kinship, t. Society, u. Unilinear and Multilinear Cultural Evolution, v. Ecology.
6. Dating methods for Archaeology
 - a. Absolute dating: Radio Carbon Dating, Dendrochronology, Thermo-Luminescence Dating, Potassium-Argon Dating.
 - b. Relative Dating: Stratigraphy, Seriation, Pollen Analysis, Fluorine Test.
7. History of Archeological Research:
 - a. Background of Archaeological research in India (activities of ASI) and archaeological research progress in British India (contribution of James Princep, Sir Mortimer Wheeler, Sir John Marshal, and Alexander Cunningham).
 - b. Archeological Research conducted in former Bangladesh before Independence and after Independence.
 - c. Establishment of Varendra research society and Dacca Museum.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class test
AS-5	-	Assignment
AS-6	-	Presentation

AS-7	-	Group Discussion
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Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: Definition of Archaeology. Aims, Objectives and Archaeological research in world context.	1, 2, 3	1, 2, 4	5
2	Archaeology's relation with other disciplines.	1, 2, 3	1, 2, 5	3, 5
3	Different Branches of Archaeology.	1, 2, 4	1, 2, 6	2
4	Different Theories in Archaeology.	1, 2, 7	1, 2, 3	4
5	Basic concepts and Terminologies of Archaeology.	1, 2, 4	1, 2, 3	1
6	Dating methods for Archaeology.	1, 2, 7	1, 2, 4	4
7	History of Archeological Research.	1, 2, 3	1, 2, 7	5

Part-C: Assessment and Evaluation

Assessment of Assessment and Evaluation

1) Assessment Strategy:

- Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment. Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.
- Class participation and attendance will be recorded in every class.
- Four nos. of tests (Quiz, Assignment, Viva and Presentation) will be taken and best 2 nos. will be counted.
- A comprehensive term final examination will be held at the end of the Term following the guideline of academic Council.

2) Marks distribution:

Assessment Format	Percentage		Marks
Continuous Assessment (Formative)	40%	Quiz (Formative Assessment)	10
		Assignment/Presentation	05
		Class Attendance	05
		Mid-Semester (2)	20
Summative Assessment (Summative)	60%	Semester Final Examination	60
Total			100

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.)

Part-D: Learning Resources

Text Book	1. Fagan, Brian M. 1978. In the Beginning. Toronto: Little, Brown and Company. 2. Hossain, M. 1999. Pratnatattva Udvaba O Bikash. Dhaka: Bangla Academy. 3. Knudson, S. J. 1978. Culture in Retrospect. Boston: Houghton Mifflin Company 4. Rajan, K. 2002. Archaeology Principles and Methods. Chennai: 7 First Street Taylors Estate.
Reference Book	1. Chakrabarti, D. K. 1988. A History of Indian Archaeology: From the Beginning to 1947. New Delhi: Munshiram Manoharlal. 2. Chakrabarti, D. K. 1989. Theoretical Perspectives in Indian Archaeology. New Delhi: Munshiram Manoharlal. 3. Cumming, J. ed. 1939. Revealing India's Past. London: The India Society. 4. Cunningham, A. 1969. Introduction in Annual Reports of the Archaeological Survey of India. No. 1. 5. Daniel, G. 1967. The Origin and Growth of Archaeology. Harmondsworth: Penguin Books. 6. Daniel, G. 1975. A Hundred and Fifty Years of Archaeology. 7. Ghosh, A. 1953. Fifty Years of the Archaeological Survey of India. Ancient India: 9:29-52. 8. Imam, A. 1966. Sir Alexander Cunningham and the beginnings of Indian Archaeology. Dacca: Asiatic Society of Pakistan. 9. Inden, R. 1986. Orientalist Constructions of India. Modern Asian Studies 20 (3): 401-446. 10. Kejariwal, O. P. 1988. The Asiatic Society of Bengal and the Discovery of India's Past 1784-1838. New Delhi: Oxford University Press. 11. Paddayya, K. 1990. The New Archaeology and its Aftermath: A View from Outside the Anglo-American World. Pune: Ravish Publishers. 12. Philips, C. H. (ed.) 1961. Historians of India, Pakistan and Ceylon. London: Oxford University Press. 13. Roy, S. 1961. The Story of Indian Archaeology: 1884-1947. New Delhi: Archaeological Survey of India. 14. Roy, S. 1953. Indian Archaeology from Jones to Marshall. Ancient India 9: 4-28. 15. Sankalia, H. D. 1962. Indian Archaeology Today. Bombay: Asia Publishing House. 16. Sankalia, H. D. 1975. New Archaeology and Its Application to India. Lucknow: Ethnological and Folk Culture Society. 17. Thapar, R. 1992. Interpreting Early India. New Delhi: Oxford University Press. 18. Trigger, B. 1989. A History of Archaeological Thought. Cambridge: Cambridge University Press. ১৯. রহমান, এস এস এম। ১৯৯৪. বাংলাদেশের প্রত্নতাত্ত্বিক চর্চা: একটি সমীক্ষা, প্রত্নতত্ত্ব, ১:৯-৩১. ২০. রহমান, এস এস এম। ১৯৯৬. প্রত্নতত্ত্বের উদ্ভব ও বিকাশ প্রসঙ্গ: একটি অনুসন্ধানী প্রতিবেদন, প্রত্নতত্ত্ব, ৩: ৭৩-৮০.

Part-A: Introduction					
BNFQ	Code:	Course	Code:	Credit Hours: 04	Year: 1st
					Semester: 1st

0222-112	ARC-112			
Course Title: Introduction to World Prehistory			Session: 2022-23	
Course Type: Core Course	Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None			

Rationale of the Course	This course offers an introduction to world prehistory, providing students with a comprehensive understanding of the major cultural developments, technological advancements, and societal transformations that shaped human history before the advent of written records. Through a multidisciplinary approach, students will explore archaeological evidence, interpret cultural artifacts, and examine the dynamics of prehistoric societies.
Course Objectives	This course is designed to help students ○ The main objective is to introduce the undergraduates about the basics of prehistoric periods and cultures worldwide, understanding their chronological sequence and major characteristics. ○ Developing the ability to analyze and interpret archaeological artifacts and sites, gaining insights into the lifestyles, technologies, and socio-economic dynamics of prehistoric societies. ○ To learn various theoretical approaches that used in prehistoric studies, fostering a deeper understanding of the complexities of interpreting past cultures.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO 1: Knowledge and Understanding CLO 2: Analytical and Critical Thinking CLO 3: Communication and Skills CLO 4: Research and Inquiry Skills CLO5: Ethical and Cultural Awareness

Course Content

1. Introduction: The Study of the Human Past
2. Dating Methods and Chronological Frameworks
3. Prehistoric Tools, Techniques & Uses
4. Hominin Evolution and Early Humans
5. Paleolithic Era and Hunter-Gatherer Societies
6. Neolithic Revolution and Agricultural Transition
7. Technological Innovations in the Neolithic
8. Spiritual Beliefs and Prehistoric Art
9. Cosmology and Worldview in Prehistoric Societies
10. The world Transformed: From Foragers and Farmers to States and Empires
11. Global Perspectives on Prehistory
12. South Asia: Neolithic early Villages
13. Prehistoric Cultural Achievements
14. Future Directions in Prehistoric Studies

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	High	Low	Medium	Low	Medium	Medium	Medium
CLO2	High	Low	Medium	Medium	High	High	High	Medium	Medium
CLO3	Medium	Medium	Medium	Low	High	Medium	High	High	Low
CLO4	High	High	High	Low	High	High	High	Medium	Medium
CLO5	Medium	Medium	Low	High	Low	High	Medium	High	High

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)		Assessment Strategies (AS)		
TLS-1	Class Lecture	AS-1	Summative	Mid Term Examination
TLS-2	Slide Presentation	AS-2		Final
TLS-3	Student Activity	AS-3	Formative	Quiz
TLS-4	Audio-Visual Presentation	AS-4		Class test/Sudden Test
TLS-5	Sample Show	AS-5		Assignment
TLS-6	Field Visit/On site Class	AS-6		Presentation
TLS-7	Group Discussion	AS-7		Group Discussion

Part-B: Content of the course				
Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: The Study of the Human Past - Define prehistory and explain its significance in understanding human history. - Differentiate between various archaeological methods and their applications. - Recognize key chronological divisions in prehistoric studies. - Humans in Long-term Perspective	TLS 1, 2,3,4	AS 3	CLO 1, 2,3
2	Dating Methods and Chronological Frameworks - Describe different dating techniques used in prehistoric archaeology. - Construct timelines for prehistoric cultures using relative and absolute dating methods. - Explain how chronological divisions aid in understanding cultural developments.	TLS 1, 2,3,4	AS 3,4	CLO 1,2,4
3	Prehistoric Tools, Techniques & Uses - Lithic Tools- Choppers and Oldowan Tools, Acheulean Tools, Mousterian Tools, Blades and Blade Cores, Microliths. - Organic Tools- Bone Tools, Wooden Tools, Antler and Horn Tools. - Tool Production Techniques: Direct Percussion, Indirect Percussion, Pressure Flaking, Hafting. - Uses of Prehistoric Tools: Hunting and Butchering, Gathering and Processing, Building, Crafting, Defense.	TLS 1,2,5,6	AS 5,6	CLO 1,2,4
4	Hominin Evolution and Early Humans Discuss the evolutionary progression of	TLS 1,2,7	AS 3,4	CLO 1,2,4

	hominin species. • Differentiate between various hominin species and their characteristics. • Explain the significance of migration and adaptation in human evolution.			
5	Paleolithic Era and Hunter-Gatherer Societies • Identify the main characteristics of the Paleolithic era. • Explain the role of stone tools in Paleolithic societies. • Discuss the lifestyle and subsistence strategies of early humans.	TLS 1,2,7	AS 3,4	CLO 1,2,4
6	Neolithic Revolution and Agricultural Transition • Describe the concept of the Neolithic Revolution and its significance. • Explain the transition from hunting-gathering to agriculture. • Identify key domesticated plants and animals during this transition.	TLS 1,2,7	AS 3,4	CLO 1,2,4
7	Technological Innovations in the Neolithic Era • Discuss the significance of pottery production in the Neolithic era. • Explain the impact of agricultural tools on societal advancements. • Describe the emergence of sedentary communities and early villages.	TLS 1,2,7	AS 1, 3,4	CLO 1,2,4
8	Spiritual Beliefs and Prehistoric Art • Analyze prehistoric art and artifacts with spiritual significance. • Discuss the role of symbolism in representing prehistoric belief systems.	TLS 1,2,7	AS 3,4,6	CLO 1, 3,5
9	Cosmology and Worldview in Prehistoric Societies • Identify cosmological beliefs and worldviews of prehistoric cultures. • Compare mythologies and creation narratives across different societies.	TLS 1,2,7	AS 3,4	CLO 1,2,4
10	The world Transformed: From Foragers and Farmers to States and Empires • Climate Change and Faunal Extinction at the End of the Pleistocene • The Early Holocene Environment • The Beginning of Cultivation and Plant and Animal Domestication • The Spread of Agriculture • The Consequences of Agriculture	TLS 1,2,7	AS 3,4	CLO 1,2,4
11	Global Perspectives on Prehistory	TLS 1,2,7	AS 3,4	CLO

	• Cross-cultural comparisons of prehistoric developments • Exploration of major themes, such as social complexity, religion, and art • Reflection on the challenges and future directions of prehistoric studies			1,2,3,5
12	South Asia: Neolithic Early Villages • Land and Language • Early Neolithic Villages: The First Food Producers	TLS 1,2,7	AS 3,4	CLO 1,2,4
13	Prehistoric Cultural Achievements • Exploration of art, architecture, and material culture • Discussion of prehistoric writing systems and symbolic expressions • Analysis of religious practices, rituals, and belief systems Week	TLS 1,2,7	AS 3,4	CLO 1,2,3,5
14	Future Directions in Prehistoric Studies • Identify current trends and challenges in archaeological research. • Discuss the integration of advanced technologies in prehistoric studies. • Reflect on the potential for future discoveries and interdisciplinary collaboration.	TLS 1,2,7	AS 1,3,4,6	CLO 1,2,4,3

Part-D: Learning Resources

Text Book	5. Fagan, Brian M. 1978. In the Beginning. Toronto: Little, Brown and Company. 6. Hossain, M. 1999. Pratnatattva Udvaba O Bikash. Dhaka: Bangla Academy. 7. Knudson, S. J. 1978. Culture in Retrospect. Boston:Houghton Mifflin Company 8. Rajan, K. 2002. Archaeology Principles and Methods. Chennai: 7 First Street Taylors Estate.
Reference Book	21. Chakrabarti, D. K. 1988. A History of Indian Archaeology: From the Beginning to 1947. New Delhi: Munshiram Manoharlal. 22. Chakrabarti, D. K. 1989. Theoretical Perspectives in Indian Archaeology. New Delhi: Munshiram Manoharlal. 23. Cumming, J. ed. 1939. Revealing India's Past. London: The India Society. 24. Cunningham, A. 1969. Introduction in Annual Reports of the Archaeological Survey of India. No. 1. 25. Daniel, G. 1967. The Origin and Growth of Archaeology. Harmondsworth: Penguin Books. 26. Daniel, G. 1975. A Hundred and Fifty Years of Archaeology. 27. Ghosh, A. 1953. Fifty Years of the Archaeological Survey of India. Ancient India: 9:29-52. 28. Imam, A. 1966. Sir Alexander Cunningham and the beginnings of Indian Archaeology. Dacca: Asiatic Society of Pakistan. 29. Inden, R. 1986. Orientalist Constructions of India. Modern Asian Studies 20

	(3): 401-446. 30. Kejariwal, O. P. 1988. The Asiatic Society of Bengal and the Discovery of India's Past 1784-1838. New Delhi: Oxford University Press. 31. Paddayya, K. 1990. The New Archaeology and its Aftermath: A View from Outside the Anglo-American World. Pune: Ravish Publishers. 32. Philips, C. H. (ed.) 1961. Historians of India, Pakistan and Ceylon. London: Oxford University Press. 33. Roy, S. 1961. The Story of Indian Archaeology: 1884-1947. New Delhi: Archaeological Survey of India. 34. Roy, S. 1953. Indian Archaeology from Jones to Marshall. Ancient India 9: 4-28. 35. Sankalia, H. D. 1962. Indian Archaeology Today. Bombay: Asia Publishing House. 36. Sankalia, H. D. 1975. New Archaeology and Its Application to India. Lucknow: Ethnological and Folk Culture Society. 37. Thapar, R. 1992. Interpreting Early India. New Delhi: Oxford University Press. 38. Trigger, B. 1989. A History of Archaeological Thought. Cambridge: Cambridge University Press. ৩৯. রহমান, এস এস এম। ১৯৯৪. বাংলাদেশের প্রত্নতাত্ত্বিক চর্চা: একটি সমীক্ষা, প্রত্নতত্ত্ব, ১:৯-৩১. ৪০. রহমান, এস এস এম। ১৯৯৬. প্রত্নতত্ত্বের উদ্ভব ও বিকাশ প্রসঙ্গ: একটি অনুসন্ধনী প্রতিবেদন, প্রত্নতত্ত্ব, ৩: ৭৩-৮০.
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Part-A: Introduction					
BNFQ 0222-113	Code:	Course ARC-113	Code:	Credit Hours: 3	Year: 1st
Course Title: History of South Asia (Ancient Period)					Session: 2022-23
Course Type: Core Course			Contact Hours: 42		Total Marks: 40 + 60 =100
Pre-requisite (if any)			None		

Rationale of the Course	The Political, Socioeconomic and Cultural History of South Asia during ancient Period (from BC. 600-13 th century BC- 13 th century CE) are crucial for understanding the archaeological backdrop of South Asia and Bengal.
Course Objectives	- Introducing students to the basics of political, socioeconomic, and cultural history of South Asia from the beginning of second urbanism to the thirteenth century CE. - Teaching the students, the basic social, political, cultural, religious, and economic forms, processes and structures in this region excluding Bengal. - Familiarizing students with the debates, dynastic chronology, issues, and developments during this temporal frame. - Introducing students to the essential interconnection between archaeology and history writing during historical period.

	• Making the students interactive, communicative and skillful in thinking in terms of illuminating themselves
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: Acquire knowledge about the basic ideas and narratives of historical developments and transformation during this particular period of time. CLO-2 Critically think about how archaeology, literary sources and material culture are playing together in interpreting the past human life ways from different perspectives. CLO-3 Understand the debates, spatial/regional trajectories, and transformations in political, social and economic lives of the people during this particular time period. CLO-4 Gather knowledge and skill to adapt themselves with the contemporary problems with the basic historical understandings

Course Content

1. Geographical Features and their Impact on South Asian History.
 2. Sources: archaeological, literary and foreign accounts.
 3. Ancient Indian Civilization
(Harappan Civilization, Aryan Civilization, Vedic Civilization.)
 4. Rise and development of Jainism and Buddhism.
 5. Rise and development of Mauryan Empire.
 6. India after the Mauryas
(Sungas – Kanvas – Satavahanas Kushnas – Kanishka)
 7. Rise and development of Gupta Empire
 8. Post-Gupta period: Harshvardhana and his conquests, administration, religious policy and personality.
- South Indian Kingdoms: Pallavas, Chalukyas, Cholas and Rashtrakutas. – Social, Economic and cultural condition.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1									
CLO2									
CLO3									
CLO4									
CLO5									

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Geographical Features and their Impact on South Asian History.	1, 2, 3	1, 2, 7	
2	Sources: archaeological, literary and foreign accounts	1, 2, 7	1, 2, 5	
3	Ancient Indian Civilization- Harappan Civilization	1, 2, 3	1, 2, 3	
4	Ancient Indian Civilization-Aryan Civilization	1, 2, 3	1, 2, 5	
5	Rise and development of Jainism and Buddhism	1, 2, 7	1, 2, 5	
6	Rise and development of Mauryan Empire	1, 2, 3	1, 2, 4	
7	The Maurya Dynasty: Foundation and Beginning, Expansion and Consolidation, The polity, The nature and structure of the Maurya Empire.	1, 2, 7	1, 2, 5	
8	Chandra Gupta Maurya, Bindusara and Asoka	1, 2, 3	1, 2, 5	
9	India after the Mauryas (Sungas – Kanvas – Satavahanas Kushanas – Kanishka)	1, 2, 7	1, 2, 3	
10	Rise and development of Gupta Empire	1, 2, 3	1, 2, 7	
11	Chandragupta the Second, Samudra Gupta	1, 2, 3	1, 2, 5	
12	Post-Gupta period: Harshavardhana and his conquests	1, 2, 3	1, 2, 5	
13	Post-Gupta- administration, religious policy and personality.	1, 2, 3	1, 2, 7	
14	Review Class	1, 2, 3	1, 2, 5	
Part-D: Learning Resources				

Text Book	ড. এ কে এম শাহনাওয়ার: ভারত উপমহাদেশের ইতিহাস (প্রাচীন যুগ) - Agarwal, D.P. Copper Bronze Age in India. Delhi. - Altekar, A.S. 1975. Education in Ancient India. Varanasi: Monohar Prakashan. - Chakrabarti, D.K. 1984. Origin of the Indus Civilization: Theories and Problems. - In B.B. Lal and S.P. Gupta Devahuti, D. 1970. Harsha-A Political History. Oxford: Clarendon Press. - Dutta, N.K. 1931. Origin and Growth of Caste in India (vol. 1) London: Harper and Row.
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	7. Ghosh, A. 1973. The City in Early Historical India. Simla: Indian Institute of Advanced Study. 8. Kosambi, D.D. 1965. Culture and Civilization of Ancient India in Historical Outline. London. 9. Majumdar, R.C. and A. D. Pusalkar (ed.) 1950. The Vedic Age. Bombay: Bharatiya Vidya Bhavan. 10. Majumdar, R.C. (ed) 1946. The Gupta-Vakataka Age. Lahor. 11. Mirashi, V.V. 1981. The History and Inscriptions of the Satavahanas and the Western Kshatrapas. Bombay: State Board of Literature. 12. Motichandra 1977. Trade and Trade Routes in Ancient India. New Delhi: Abinav Publications. 13. Narain, A.K. 1957. The Indo-Greeks. Oxford: Oxford University Press. 14. Puri, B.N. 1965. India under the Kushanas. Bombay. 15. Ray, N. 1976. Mauryan and Post Mauryan Art. Calcutta. 16. Remond and Bridget Allchin. 1968. The Birth of Indian Civilization. 17. Sharma, R.S. 1965. Indian Feudalism. Calcutta: University of Calcutta. 18. Shastri, K.A.N. and G. Srinivachari. 1970. Advance History of India. London: Macmillan and Co. 19. Shastri, K.A.N. 1952. The Age of the Nandas and Mauryas. Banaras: Motilal Banasidas. 20. Thapar, Ramila. 1966. History of India. Penguin series, 21. Wheeler, R.E.M. 1953. The Indus Civilization Cambridge: Cambridge University Press
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Part-A: Introduction

BNFQ Code: 0222-114	Course Code: ARC-114	Credit Hours: 04	Year: 1st	Semester: 1 st
Course Title: Introduction to Geo-archaeology			Session: 2022-23	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale of the Course	This course provides the students with an understanding of the basic concepts/characteristics of Geology as an academic discipline.
Course Objectives	This course is designed to ○ Make the students understand the basic concepts of geology in archaeological research. ○ Develop skills in geo-archaeological research, enabling students for their career development in field of geo archaeology. ○ Appreciate the role of geo-archaeology in the study of archaeology.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: Identify the potential archaeological contexts and artifacts for geo-archaeological investigations. (Understand) CLO-2: Identify the suitable geo-archaeological methods appropriate for various archaeological projects. (Understand) CLO-3: Explain the geo-archaeological findings and report them to various stakeholders including experts/scientists. (Skill) CLO-4: Appreciate the role environmental sustainability in protecting the archaeological heritages. CLO-5: Appreciate the importance of geo-archaeological knowledge in interpreting dynamic human cultures.

Course Content

1. Introduction

- a. Geology; Development of Geological concepts.
- b. The law of superposition, catastrophism, the law of uniformitarianism.
- c. Origin of earth, Earth's Interior: the crust, the mantle, and the core.
- d. Formation of Pangaea; Folds: synclines and anticlines, domes and basins; Faults: types of faults and faulting.
- e. Geologic time scale.

2. Rocks and Minerals

- a. General information on minerals.
- b. Identification of minerals: Diagnostic properties of minerals, identifying minerals in the field and laboratory.
- c. Some common semiprecious stone rock forming minerals'; Gemstones.
- d. Rocks; Igneous rocks: magma, lava, classification of igneous rocks, some important igneous rocks, which are exploited by the past human beings.
- e. Sedimentary rocks: classification of sedimentary rocks, some important sedimentary rocks, which are exploited by past human beings.
- f. Metamorphic rocks: metamorphism, classification of metamorphic rocks, some metamorphic rocks, which are exploited by past human being.

3. Soil and Sediment

- a. Definition; Influences of soil formation; typical soil profile;

4. Weathering

- a. Definition; Types of weathering processes: mechanical weathering, chemical weathering, biological weathering.
- b. Impact of weathering on archaeological record.

5. Mass Movement

- a. Causes of mass movement: steepness of slope, slope composition, vegetation, water, setting off a mass movement event.
- b. Types of mass movement: slow mass movement, rapid mass movement; Impacts of mass movement on archaeological sites.

6. River and Fluvial Landscape

- a. River, Drainage pattern, Environmental and depositional process
- b. Fluvial activities

7. Glacier and Ice ages

- a. Glacier formation and growth; Classification of glaciers; Glacial flows.
- b. Works of glaciers: glacial erosion, transport and deposition; other effects of glaciations.
- c. Glaciations and ice ages: Pleistocene and recent glacial events.

8. Deserts and wind action

- a. Characteristics of deserts: types of deserts, weathering in deserts.
- b. Stream erosion and transportation in deserts; Erosion, Transportation and deposition by wind.

9. Coastal Processes

- a. Waves and currents; Tides; Coastal erosion, transport and deposition; types of coast

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)	
TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)		
AS-1	Summative	Mid Term Examination
AS-2		Final
AS-3	Formative	Quiz
AS-4		Class test/Sudden Test
AS-5		Assignment
AS-6		Presentation
AS-7		Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction f. Geology; Development of Geological concepts. g. The law of superposition, catastrophism, the law of uniformitarianism.	TLS 1, 2, 3, 6	AS 1, 2, 3, 4	CLO 1
2	Origin of Earth's a. Origin of earth, Earth's Interior: the crust, the mantle, and the core. b. Formation of Pangaea; Folds: synclines and anticlines, domes and basins; Faults: types of faults and faulting.	TLS 1, 2, 4	AS 1, 2, 6	CLO 1
3	Fold & Fault a. Formation of Pangaea; b. Folds: synclines and anticlines, domes and basins; c. Faults: types of faults and faulting.	TLS 1, 2, 3, 4	AS 1, 2, 4	CLO 1
4	Geologic time scale a. Origin & development of Geological Time scale	TLS 1, 2, 3, 7	AS 1, 2, 4, 6	CLO 1
5	Minerals g. General information on minerals. h. Identification of minerals: Diagnostic properties of minerals, identifying minerals in	TLS 1, 2, 4, 5	AS 1, 2, 4, 5	CLO 1

	the field and laboratory. i. Some common semiprecious stone rock forming minerals'; Gemstones.			
6	Rocks a. General information on Rocks. b. Igneous rocks: magma, lava, classification of igneous rocks, some important igneous rocks, which are exploited by the past human beings. c. Sedimentary rocks: classification of sedimentary rocks, some important sedimentary rocks, which are exploited by past human beings. d. Metamorphic rocks: metamorphism, classification of metamorphic rocks, some metamorphic rocks, which are exploited by past human being.	TLS 1, 2, 4, 5	AS 1, 2, 4, 5	CLO 1
7	Weathering c. Definition; Types of weathering processes: mechanical weathering, chemical weathering, biological weathering. d. Impact of weathering on archaeological record.	TLS 1, 2, 4, 6	AS 1, 2, 4	CLO 1
8	Soil and Sediment a. Definition; Influences of soil formation; typical soil profile;	TLS 1, 2, 4, 6	AS 1, 2, 4	CLO 1
9	Mass Movement c. Causes of mass movement: steepness of slope, slope composition, vegetation, water, setting off a mass movement event. d. Types of mass movement: slow mass movement, rapid mass movement; Impacts of mass movement on archaeological sites.	TLS 1, 2, 3, 4	AS 1, 2, 3, 4	CLO 1
10	River and Fluvial Landscape c. River, Drainage pattern, Environmental and depositional process d. Fluvial activities	TLS 1, 2, 4, 5	AS 1, 2, 4, 6	CLO 1
11	Glacier and Ice ages d. Glacier formation and growth; Classification of glaciers; Glacial flows. e. Works of glaciers: glacial erosion, transport and deposition; other effects of glaciations. f. Glaciations and ice ages: Pleistocene and recent glacial events.	TLS 1, 2, 4	AS 1, 2, 4, 6	CLO 1
12	Deserts and wind action a. Characteristics of deserts: types of deserts, weathering in deserts. b. Stream erosion and transportation in deserts; Erosion, Transportation and deposition by wind	TLS 1, 2, 4	AS 1, 2, 4	CLO 1
13	Coastal Processes	TLS 1, 2,	AS 1, 2, 4	CLO

	a. Waves and currents; Tides; Coastal erosion, transport and deposition; types of coast	4		1
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Part-D: Learning Resources

Text Book	1. Rap and Hill, <i>Geoarchaeology</i>. Shelton J.S 1996 <i>Geology Illustrated</i> W. H. Freeman and company, Sanfransisco and London 2. Prinz M. et. al. 1978 (edited) <i>Simon & Schuster's Guide to Rocks and Minerals</i>, Simon & Schuster, Newyork. 3. Das Gupta A & A. N. Kapoor 1995 <i>Principles of Physical Geography</i> S. Chand & Company Ltd. New Delhi - Ershov V. V. et. Al (Translated by G. G. Egorov) 1988 <i>Fundamentals of Geology</i> Mir Publishers, Moscow.
Reference Book	1. Dincauze, <i>Environmental Archaeology</i> 2. Fekri Hasan, <i>Sediment in Archaeology</i>. 3. K. J. Burtzer, <i>Archaeology of Human Ecology</i>. 4. Holms, Arthur, 1978 <i>Principles of Physical Geology</i>, ELBS and Thomas Nelson & sons Ltd. Edinburgh, U. K. 5. Schifter M B. 1987. 'Formation Procom of the Archaeological record' Albuquerque, The university of New Mexican. 6. Goldbeng P. Maephaid RI (2006) <i>Practical and theoretical geoarchaeology</i>, Oxford, Blackshear society.

Part-A: Introduction						
BNFQ 0314-121	Code:	Course ARC-121	Code:	Credit Hours: 04	Year: 3rd	Semester: 1 st
Course Title: Introduction to Anthropology					Session: 2022-23	
Course Type: Core Course			Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)			None			

Rationale of the Course	Anthropological concepts are fundamental for the understanding of the past and present of human societies and cultures. Archaeology, as a discipline, is historically and conceptually connected to the concepts and theories, interpretive frameworks and field practices of anthropology
Course Objectives	This course is designed to: ○ understand the basic knowledge of anthropology. ○ understand the archaeological practice and ethnographic practice which are inseparable from archaeological fieldwork and analyses. ○ develop capabilities of students to perform social research in other disciplines and professions.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO 1: define the major anthropological issues and concepts related to archaeology. CLO 2: state the various social organizations and institutions and their functions present in cultures, such as family, kinship, religion, politics, economy, etc. CLO 3: illustrate the concept of cultural relativity and its importance in studying cultural differences. CLO 4: classify the range of human cultures, including their customs, traditions, social norms, languages, and practices. CLO 5: interpret the historical development of cultural anthropology.

Course Content

1. Introductory Issues

Meaning and Definition of Anthropology. Classification and Subject Matter of Anthropology. Methods of Studying Anthropology. Anthropological Perspective: Relationship with other social Sciences. Development of Anthropology as a Separate Discipline.

2. Understanding Culture:

Culture and its Features, Key Concepts: Ethnocentrism, Relativism, Enculturation, Acculturation, Socialization, Cultural Change and globalization

3. Biological Anthropology

Issues and Concerns of biological Anthropology, (Human evolution, variation and adaptation, primatology, ethnicity and Race)

4. Linguistic and culture

Relation between language and society, Language relativity, Patterns of linguistics (Descriptive, Historical. Socio-linguistics, Ethno-Linguistics, etc)

5. Archaeological Anthropology

Issues and arenas of Archeological Anthropology

6. Social organization and alliance: Marriage, family, kinship and descent

Their patterns and types, Function and role

7. Economic Systems:

Mode of subsistence (Major food getting strategies), Distribution and exchange (Redistribution and Exchange, Reciprocity and Trade, Primitive money, The *Kula Ring*, The Origin of destructive *Potlatch*)

8. Political organizations

Successive development of Political Organizations in pre-industrial and industrial societies

9. Beliefs and Rituals

Concepts and functions of religion, Belief and religion

10. Principles and perspectives

Guiding principles of anthropology (Holistic approach, Emetic etic approach

Ethnocentrism, cultural relativism, historical particularism, objectivity, in-depth/detailing etc.)

11. Social Stratification and inequality

Issues of stratification (age, gender, class, cast), Dimension of social inequality, Social mobility

12. Emergence and overview of theoretical paradigm of anthropology

Overview of anthropological theories from Classical to contemporary theories

13. Applying Anthropology

Contribution and role of applied anthropology, Concerns and Issues of Applied Anthropology; Patters of Practicing Anthropology in Bangladesh,

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Low	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	High	Medium	High	Low	Low	Low	High	Medium	Low
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation

Part-B: Content of the course

Course Contents

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introductory Issues Meaning and Definition of Anthropology. Classification and Subject Matter of Anthropology. Methods of Studying Anthropology. Anthropological Perspective: Relationship with other social Sciences. Development of Anthropology as a Separate Discipline.	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 2
2	Understanding Culture: -Culture and its Features, -Key Concepts: Ethnocentrism, Relativism, Enculturation, Acculturation, Socialization, -Cultural Change and globalization	TLS 1, 2, 3	AS 1, 2, 5	CLO 3, 4
3	Biological Anthropology -Issues and Concerns of biological Anthropology, (Human evolution, variation and adaptation, primatology, ethnicity and Race)	TLS 1, 2, 6	AS 1, 2, 6	CLO 1, 5
4	Linguistic and culture -relation between language and society -Language relativity -Patterns of linguistics (Descriptive, Historical. Socio-linguistics, Ethno-Linguistics, etc)	TLS 1, 2, 7	AS 1, 2, 3	CLO 3, 5
5	Archaeological Anthropology Issues and arenas of Archeological Anthropology	TLS 1, 2, 3, 4	AS 1, 2, 3	CLO 2, 4
6	Social organization and alliance: Marriage, family, kinship and descent -Their patterns and types -Function and role	TLS 1, 2, 7	AS 1, 2, 4	CLO 1, 2
7	Economic Systems -mode of subsistence (Major food getting strategies) -Distribution and exchange (Redistribution and Exchange, Reciprocity and Trade, Primitive money, The <i>Kula Ring</i> , The Origin of destructive <i>Potlatch</i>)	TLS 1, 2, 4	AS 1, 2, 3	CLO 4, 5
8	Political organizations -Successive development of Political Organizations in pre-industrial and industrial societies	TLS 1, 2, 3	AS 1, 2, 3	CLO 3, 5
9	Beliefs and Rituals -Concepts and functions of religion -Belief and religion	TLS 1, 2, 6	AS 1, 2, 4	CLO 1, 4
10	Principles and perspectives -guiding principles of anthropology (Holistic approach, Emetic etic approach Ethnocentrism, cultural relativism, historical	TLS 1, 2, 4	AS 1, 2, 5	CLO 3, 4

	particularism, objectivity, in-depth/detailing etc.)			
11	Social Stratification and inequality: -Issues of stratification (age, gender, class, cast) -Dimension of social inequality -Social mobility	TLS 1, 2, 3	AS 1, 2, 4	CLO 3, 5
12	Emergence and overview of theoretical paradigm of anthropology: Overview of anthropological theories from Classical to contemporary theories	TLS 1, 2, 7	AS 1, 2, 3	CLO 1, 5
13	Applying Anthropology: -Contribution and role of applied anthropology -Concerns and Issues of Applied Anthropology; -Patters of Practicing Anthropology in Bangladesh,	TLS 1, 2, 4	AS 1, 2, 3	CLO 1, 4
14	Reviewing the contents	TLS 1, 2, 4	AS 1, 2, 3	CLO 4, 5

Part-D: Learning Resources

Text Book	9. Kottak, C. Philip (2000) Anthropology, New York, McGraw-Hill Inc, 10. Bamouw, V., An Introduction to Physical Anthropology and Archaeology, Vol.1-2, Illinois: Dorsey Press. 11. Nanda, Serena (1996) Cultural Anthropology, California, Wadsworth Publishing Comp. 12. Harris Marvin (1988) Culture, People and nature: An Introduction to General Anthropology, Harper and Row Publication. 13. Miller, Barbara, Penny Van Esterik and J. v. Esterik 2002. Cultural anthropology. Pearson Educational Publication. Canada. 14. Haviland, William A. (2000) Cultural Anthropology, New York: Holt, Rinehart and Winston Inc. 15. Ember, E & M Ember, Cultural Anthropology, New Jerrey, Prentice Hall. 16. Ferraro, Gary (1995), Anthropology: An applied Perspective. USA.
Reference Book	1. Ferraro, G., & Andreatta, S. (2011). <i>Cultural anthropology: An applied perspective</i> . (Eighth edition) Cengage Learning 2. Kottak, C. (2018). Mirror for Humanity: A Concise Introduction to Cultural Anthropology 3. Nanda, Serena (1996) Cultural Anthropology, California, Wadsworth Publishing Comp.

Part-A: Introduction						
BNFQ 0232-122	Code:	Course ARC-122	Code:	Credit Hours: 04	Year: 1st	Semester: 2nd
Course Title: English Language and Literature					Session: 2021-22	
Course Type: Core Course			Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)			None			

Rationale of the Course	This course seeks to enhance the four skills of English language through rigorous practice. The practice of reading skills puts emphasis on inferring, understanding, classifying and relating textual information contextually. In writing, the students learn to demonstrate different mechanics and structure of writing. The listening and speaking skills focus on the correct structure of spoken English and pronunciation. In addition, the course also focuses on various social and interpersonal skills like leadership quality, critical thinking, national and global thinking, innovation, as well as the spontaneous use of technology by integrating them with language teaching and learning. The course puts together all the core linguistic skills for a learner to develop interpretive, interpersonal, presentational communication skills like public speaking for effective use. It would act as an interface between the personal and professional growth of a learner's language abilities.
Course Objectives	1. To develop students' correct pronunciation habit through familiarizing them with the articulators used to produce vowel and consonant sounds and make them skilled in using dictionary to check pronunciation of English words with the help of IPA symbols; 2. To make students used to with Standard spoken English in everyday life situations 3. To increase students' analytical ability related to various reading and writing activities 4. To build students' capacity to apply the knowledge and skills gained from the study of the techniques and strategies of Listening, Speaking, Reading & Writing in understanding and use of English language in real life situations. 5. Makes students strong communicators
Course Learning Outcomes (CLOs)	Learning Outcomes: • CLO 1: Understand: Learning to use correct English in writing and speaking • CLO 2: Analyze: Able to improve critical understanding • CLO 3: Communication: to face the linguistic challenges in a different atmosphere and developed in the ability to discern language specific cultural norms and compare informal and formal address. • CLO 4: Skills: Capable of in-depth understanding of daily professional interactions and formal conversations and Capable of comprehensive

	reading using strategies • CLO 5: Create: Strengthened in ability to write academic papers, and assignments
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Course Content

Week 1 and 2: Phonetics: Organs of speech and their role in the production of speech sounds; air stream mechanism; IPA Chart, Stress, Intonation

Week 3 and 4: Grammar: Parts of speech, phrases, clauses, different structures of sentences, transformation of sentences, verbs, classification of verbs, correct uses of verbs, expression of quantity, determiners, idiomatic expressions

Week 5 and 6: Reading: Different reading strategies, reading to search, comprehend, learn & integrate, repeated reading and paced reading, Top-down and Bottom-up reading strategies

Week 7 and 8: Writing: Paragraph writing, essay writing (different modes: narrative, descriptive, comparative & contrastive, cause & effect, discursive, persuasive & argumentative), editing, job application, report writing, different types of letter writing, paraphrasing & summarizing

Week 9 and 10: Listening: Everyday common conversations- monologues, dialogues, listening to audiobooks, and English songs, Watching English movies, news, documentaries etc.

Week 11 and 12: Speaking: Self-introducing, practicing speaking individually, in pairs and in groups,

Week 13 and 14: Inter-Personal Skills: Behavioral, Moral & Ethical Studies, Leadership & Professional Skills Development

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	Low	Low	Low	Low	Medium	High	High	Medium	Medium
CLO2	Medium	Medium	Medium	High	High	High	Medium	Medium	Medium
CLO3	High	Medium	Medium	Medium	High	Medium	High	High	Medium
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	High	High	Medium	High	High	Medium	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Phonetics: Organs of speech and their role in the production of speech sounds; air stream mechanism; IPA Chart, Stress, Intonation	1,2,3,4	6,4	1,3,4
2	Phonetics: Organs of speech and their role in the production of speech sounds; air stream mechanism; IPA Chart, Stress, Intonation	1,2,3,4	6,4	1,3,4
3	Grammar: Parts of speech, phrases, clauses, different structures of sentences, transformation of sentences, verbs, classification of verbs, correct uses of verbs, expression of quantity, determiners, idiomatic expressions	1,2,3,5	3,4	1,2,4, 5
4	Grammar: Parts of speech, phrases, clauses, different structures of sentences, transformation of sentences, verbs, classification of verbs, correct uses of verbs, expression of quantity, determiners, idiomatic expressions	1,2,3,5	3,4	1,2,4, 5
5	Reading: Different reading strategies, reading to search, comprehend, learn & integrate, repeated reading and paced reading, Top-down and Bottom-up reading strategies	1,2,3,7	3,4,7	1, 2, 3, 4,5
6	Reading: Different reading strategies, reading to search, comprehend, learn & integrate, repeated reading and paced reading, Top-down and Bottom-up reading strategies	1,2,3,7	3,4,7	1, 2, 3, 4,5
7	Writing: Paragraph writing, essay writing (different modes: narrative, descriptive, comparative & contrastive, cause & effect, discursive, persuasive & argumentative), editing, job application, report writing,	3,5	4	1,3,4

	different types of letter writing, paraphrasing & summarizing			
8	Writing: Paragraph writing, essay writing (different modes: narrative, descriptive, comparative & contrastive, cause & effect, discursive, persuasive & argumentative), editing, job application, report writing, different types of letter writing, paraphrasing & summarizing	3,5	4	1,3,4
9	Listening: Everyday common conversations-monologues, dialogues, listening to audiobooks, and English songs, Watching English movies, news, documentaries etc.	1,4	4	2,3
10	Listening: Everyday common conversations-monologues, dialogues, listening to audiobooks, and English songs, Watching English movies, news, documentaries etc.	1,4	4	2,3
11	Speaking: Self-introducing, practicing speaking individually, in pairs and in groups	3,7	7,6	1,3,4
12	Speaking: Self-introducing, practicing speaking individually, in pairs and in groups	3,7	7,6	1,3,4
13	Inter-Personal Skills: Behavioral, Moral & Ethical Studies, Leadership & Professional Skills Development	1,2,3,4,7	4,7	3,4
14	Inter-Personal Skills: Behavioral, Moral & Ethical Studies, Leadership & Professional Skills Development	1,2,3,4,7	4,7	3,4

Part-D: Learning Resources

Text Book	1. Intermediate English Grammar by Raymond Murphy 2. College Writing Skills with Readings by John Langan 3. A Guide to Correct Speech by S M Amanullah 4. New Headway Pre-Intermediate Student's Book by Liz and John Soars 5. New Headway Intermediate Student's Book by Liz and John Soars 6. New Headway Upper-Intermediate Student's Book by Liz and John Soars 7. The Seven Habits of Highly Effective People by Stephen Covey
Reference Book	8. Think and Grow Rich by Napoleon Hill 9. Rich Dad Poor Dad by Robert Kiyosaki and Sharon Lechter 10. Emotional Intelligence by Daniel Goleman 11. Deep Work by Cal Newport 12. Psychology of Money by Morgan Housel

Part-A: Introduction

BNFQ	Code:	Course	Code:	Credit Hours: 04	Year: 1st	Semester: 2nd
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0222-123	ARC-123		
Course Title: Field Methods and Techniques in Archaeology			Session: 2021-22
Course Type: Core Course	Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)	None		

Rationale of the Course	This course includes the theoretical basis along with field methods and techniques in archaeology. This course provide the basic knowledge of field research such as archaeological survey, exploration, excavation, artifacts analysis and interpreting the excavated evidences through which archaeologists can reconstruct the history of past human culture.
Course Objectives	○ The aim of this course is to study the goals of archaeological inquiry with theoretical and practical basis. ○ Acquire knowledge about the sites and their formation processes. ○ Develop practical skill about field level research such as archaeological survey, excavation, find analysis and documentation.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: Acquire knowledge theoretical and practical basis of archaeological research. CLO-2: Learn about archaeological site formation processes. CLO-3: Know about archaeological survey and excavation CLO-4: Acquire knowledge about dating methods in archaeology CLO-5: Learn about find analysis, documentation and report publishing.

Course Content

1. Introduction

The goals and the framework of Archaeological inquiry, what is Field Archaeology and Theoretical Archaeology, Theoretical basis of field Archaeology.

2. Archaeological sites

Kinds of archaeological sites and their formation process.

3. Survey (Surface Exploration and Discovery): Methods, Equipment and Record

Objectives. Importance of having objectives in exploration. A General Survey. Survey for a Specific Problem. Methods of Site Survey. Library and other types of Pre-survey research. Ground Survey. Aerial Survey. Map Reading, Recording and Mapping of Archaeological sites. Geophysical Prospecting. Chemical Survey. Methods of Recording Site Survey Data.

4. Excavation: Principles & Methods

Permission, funding, Site safety, Staff, equipment, logistics, Approaches to excavation, Mapping, laying out excavation unit, Types of excavation, Tools and techniques, Stratigraphy, Field Preservation. Importance and Methods of Recording in Excavation.

4. Post field work planning, Processing and finds analysis and Dating

Post-fieldwork planning. Finds analysis: Pottery analysis. Stone, Metal & Organic Artifacts. Finds analysis. Bones, Seeds & Other Plants Remains Analysis. Soil & Sediments analysis. Pollen, Land Snail and Other Environmental Sample Analysis. Dating: Absolute and Relative Dating Techniques.

5. Interpreting the evidence

Interpreting Site's environment. Interpreting the Household activity Areas,

Community activity areas. Interpretation of How People lived.

6. Publishing the report:

Archaeological illustration. Writing a report and getting a report published.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Medium	Medium	High	High	High	Low	Medium
CLO2	Medium	Medium	Low	Medium	Medium	Low	Medium	High	Medium
CLO3	High	High	High	Medium	Medium	Medium	Medium	Low	Low
CLO4	Medium	Medium	Medium	Medium	Low	Medium	Medium	Medium	Low
CLO5	Medium	High	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Observation
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	The goals and the framework of Archaeological inquiry, what is field Archaeology and theoretical Archaeology, Theoretical basis of field Archaeology.	1, 2, 3	1, 2, 5	1
2	Archaeological sites	1, 2, 3	1, 2, 6	1,2,3
3	Survey (Surface Exploration and Discovery): Methods, Equipment and Record	1, 2, 4	1, 2, 6	1,2,3, 4,5
4	Excavation: Principles & Methods	1, 2, 3	1, 2, 5	4
5	Post field work planning, Processing and finds analysis and Dating	1, 2, 4	1, 2, 5	1, 4
6	Interpreting the evidence	1, 2, 7	1, 2, 6	1,2,3, 4,5

7	Publishing the report	1, 2, 3	1, 2, 6	1,2,3, 4, 5
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Part-D: Learning Resources

Text and References	1. Hester, Thomas R, Heizer Robert P. and Graham John A. (1975), Field methods in Archaeology. Mayfield Publishing Company. California. 2. Drewett, Peter L. (1999), Field Archaeology: An Introduction, UCL Press, London. 3. Barker, Philip. (1983), Techniques of Archaeological Excavation, Universe Book, New York. 4. Trigger, B. (1989), A History of Archaeological Thought. Cambridge University Press. 5. Shanks, M and C. Tilley (1987), Re-constructing Archaeology: Theory and Practice. Second Edition. Routledge. 6. Hodder, I. (1992), Theory and Practice in Archaeology. Routledge. 7. Said, E. W. (1978), Orientalism. Vintage, New York. 8. Said, E. W. (1993), Culture and Imperialism. Knopf, New York. 9. Asad, T. (1973), Anthropology and the Colonial Encountar. Ithaca Press, London. 10. Tilloston, G. H. R. (ed.), [1997] Paradigms of Indian Architecture: Space and time in representation and design. 11. Cleere, H. (ed.) [1984] Approaches to the archaeological heritage. Cambridge University Press, Cambridge.
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Part-A: Introduction

BNFQ Code: 0222-124	Course Code: ARC-124	Credit Hours: 04	Year: 2 nd	Semester: 1 st
Course Title: History of South Asia (Medieval to Colonial Period)			Session: 2021-22	
Course Type: Core Course		Contact Hours: 56	Total Marks: 40 + 60 =100	
Pre-requisite (if any)		None		

Rationale of the Course	Islamic history and historiography is the science that informs us about our heritage, makes us conscious of links with the past, makes us aware of our origin, and provides us with a sense of direction for the future. This course offers a broad historical and cultural survey of the civilizations of the Indian subcontinent from the 12th century to Partition in 1757. This course is designed to develop awareness among the students about the intellectual heritage, and socio-economic, cultural, and religious aspects of South Asia, especially
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	Bengal.
Course Objectives	This course is designed to help students ○ Define and summarize major events, developments, and themes of South Asian history. ○ Evaluate significant themes, issues, or eras in Medieval Bengal history. ○ Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge. ○ Develop interpretive historical arguments drawing on primary and secondary sources.
Course Learning Outcomes (CLOs)	Upon completion of the course, students will be able to: CLO-1: Acquire knowledge about Medieval South Asia's historical sources and Background. CLO-2: Analyze the Sufism, Sufi order, and its influence in South Asia. CLO-3: Critically analyze the socio-economic, cultural, and religious history of Medieval India especially Bengal. CLO-4: Understanding the Sultanate and Mughal Architecture of India and Bengal. CLO-5: Analyze the Rise of European Power and the social reforms movement against British rule.

Course Content

Part-I (History of South Asia- 1200-1765, Excluding Bengal)

1. An Introduction to South Asia.
2. Sources of Medieval Indian History
3. Socio-cultural and Economic Aspects of Medieval Indian History.
4. Various dynasties of the Delhi Sultanate.
5. Mughal Dynasty
6. Socio-religious aspect of Mughal India

Part-I (History of Bengal, 1205-1757)

1. Source and Background of Medieval Bengal.
2. Invasion of Turks and establishment of Muslim Society in Bengal.
3. Establishment of an independent Sultanate and expansion of the Muslim society.
4. Sufi order and influence in India and Bengal
5. Attitude of Muslim Sultans to non-Muslim people.

6. Socio-cultural aspects of Bengal through the foreign accounts.
7. Education of Medieval Bengal
8. An overview of Sultanate and Mughal Architecture of India and Bengal

Part-I (History of Bengal, 1757-1947)

1. Rise of European Power in the Subcontinent and British Rule in India and Bengal.
2. Social reform movements and Movements against the English Rule
3. Movement against the English Rule

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: An Overview of South Asia, Sources.	1, 2, 3	1, 2, 4	1, 5
2	Arrival of Muslims in the South Asia, Bengal.	1, 2, 3	1, 2, 5	3, 4
3	Sources of Medieval Indian History and Bengal.	1, 2, 4	1, 2, 6	1, 4
4	Deferent Dynasty of Medieval India	1, 2, 7	1, 2, 3	3, 4
5	Establishment of an independent Sultanate and	1, 2, 4	1, 2, 3	3, 4

	expansion of the Muslim society.			
6	Sufi order and Sufi influence in India and Bengal	1, 2, 7	1, 2, 4	1, 3
7	Attitude of Muslim Sultans to non-Muslim people	1, 2, 3	1, 2, 7	4, 5
8	Neo-Vaishnav Movement of Sri Chaitanya and the Contemporary Society and Culture.	1, 2, 3	1, 2, 7	4, 5
9	Socio-cultural aspects of Bengal through the foreign accounts.	1, 2, 3	1, 2, 4	1, 5
10	Economic Life of Medieval India and Bengal, Education of Medieval Bengal	1, 2, 4	1, 2, 5	3, 4
11	Hindu-Muslim Relation in Medieval Bengal.	1, 2, 3	1, 2, 4	3, 5
12	An Overview of Sultanate and Mughal Architecture of India and Bengal	1, 2, 7	1, 2, 7	4, 5
13	Rise of European Power in the Subcontinent and British Rule in India and Bengal	1, 2, 4	1, 2, 3	1, 5
14	Social reform movements, Movement against the English Rule; Faquir-Sannyasi Movement, Titumir, Faraidi Movement, The Revolt of 1857.	1, 2, 4	1, 2, 3	4, 5

Part-D: Learning Resources

Text Book	17. Abdul Karim. Social History of the Muslims in Bengal-Down to AD 1338, 2nd revised ed. Chittagong, Baitus Sharf Islamic Research Institute, 1985. 18. Mohammad Enamul Haq. A History of Sufi-ism in Bengal Dhaka, 1975. 19. M A Rahim. Social and Cultural History of Bengal Vol-I, Karachi, 1963. 20. Jadunath Sarkar. The History of Bengal Vol-2. ২১. আবদুল করিম। বাংলার ইতিহাস (সুলতানী আমল) ঢাকা, ১৯৭৭। ২২. আবদুল করিম। মুসলিম বাংলার ইতিহাস ও ঐতিহ্য ঢাকা, ১৯৯৪। ২৩. সুখময় মুখোপাধ্যায়। বাংলার ইতিহাসের দুশো বছর, (স্বাধীন সুলতানদের আমল) কলিকাতা, ১৯৮০। ২৪. এ কে এম শাহনাওয়াজ। মুদ্রায় ও শিলালিপিতে মধ্যযুগের বাংলার সমাজ-সংস্কৃতি ঢাকা, ১৯৯৯। ২৫. এ কে এম শাহনাওয়াজ। ভারত উপমহাদেশের ইতিহাস: মধ্যযুগ (সুলতানি পর্ব) ঢাকা, ২০০২। ২৬. এ কে এম শাহনাওয়াজ। দক্ষিণ এশিয়ার ইতিহাস : ১৫২৬ খ্রিস্টাব্দ পর্যন্ত, ঢাকা, ২০০৩। 27. Thompson and Garratt: Rise and Fulfillment of the British Rule in India
Reference Book	1. Habibullah, A.B.M., Foundation of Muslim Rule in India 2. Prasad, Ishwasi, History of Medieval India 3. Smith, V.A., The Oxford History of India 4. Majumdar, R.C. (ed.) The Struggle for Empire (The History and Culture of People. Vol.) 5. Lal.K.S. History of the Khaljis 6. Tripathi,R.P. Some Aspects of Muslim Administration 7. Sarkar, M., ? History of Bengal Vol. ii 8. Lane Poole, Stanly.,The Mohammadan Dynasties 9. Sarma, L.P. Medieval History of India. ১০. ড. এ কে এম শাহনাওয়াজ: ভারত উপমহাদেশের ইতিহাস (মধ্যযুগ:সুলতানি পর্ব) ১১. ড. এ কে এম শাহনাওয়াজ: ভারত উপমহাদেশের ইতিহাস (মধ্যযুগ:মোগল পর্ব)

Part-A: Introduction						
BNFQ 0232-211	Code:	Course ARC-211	Code:	Credit Hours: 04	Year: 2 nd	Semester: 1 st
Course Title: Bangla Language and Literature					Session: 2021-22	
Course Type: Core Course			Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)			None			

Rationale of the Course	প্রাচীন ও আদি-মধ্যযুগে প্রাপ্ত বাংলা সাহিত্যিক-নিদর্শন সম্পর্কে শিক্ষার্থীদের পরিচয় ঘটানো। বাংলা ব্যাকরণ ও ব্যবহারিক বাংলা সম্পর্কে জানবে। বাংলা সাহিত্যের আঙ্গিকসহ শিল্পতাত্ত্বিক উপকরণ যথা রসতত্ত্ব, ছন্দ, অলঙ্কার প্রভৃতি সম্পর্কে শিক্ষার্থীদের পরিচয় ঘটানোর পাশাপাশি সাহিত্যের শিল্পমূল্য বিশ্লেষণে এইসব অনুশঙ্গের গুরুত্ব ও প্রয়োগ সম্পর্কে ধারণা প্রদান। বাংলা ভাষার ইতিহাস এবং পাঠ ও পাঠ-সম্পাদনার সঙ্গে জড়িত নানা অনুশঙ্গের সঙ্গে শিক্ষার্থীদের পরিচয় ঘটানো এবং বাংলা লিপির উদ্ভব ও বিকাশ সম্পর্কে ধারণা প্রদান।
Course Objectives	আঞ্চলিক ও প্রমিত ভাষা; বাংলা উচ্চারণ ও উচ্চারণসূত্র খ. বাংলা বানানরীতি: বাংলা বানান সংস্কার, বানান সংশোধন গ. বাংলা প্রফরিডিং ও বিরামচিহ্নের ব্যবহারবিধি ২ ঘ. বাংলা পরিভাষা: সৃজন প্রক্রিয়া ও প্রয়োগ ঙ. ভাষার প্রয়োগ-অপপ্রয়োগ বা ভাষা শুদ্ধিকরণ চ. লিখন কৌশল ও নির্মিতি: ভাষণ, প্রতিবেদন, মানপত্র, স্মারকলিপি, দাপ্তরিক পত্র, জীবন-বৃত্তান্ত, পুস্তক-সমালোচনা
Course Learning Outcomes (CLOs)	Learning Outcomes: CLO 1: বাংলা বানানের সঠিক ব্যবহারসহ প্রফরিডিং করতে শিখবে এবং বিরামচিহ্নের প্রয়োগ সম্পর্কে জানবে। সঠিক উচ্চারণ ও উপস্থাপন কৌশল জানার মাধ্যমে ভাষার নান্দনিক প্রয়োগ ঘটাতে জানবে। CLO 2: প্রাচীন আদি-মধ্যযুগের বাংলা সাহিত্যের গুরুত্বপূর্ণ রচনা সম্বন্ধে জানবে। CLO 3: সামাজিক, প্রাতিষ্ঠানিক ও ব্যক্তিগত যোগাযোগ রক্ষার কৌশল রপ্ত করতে পারবে। CLO 4: পাণ্ডুলিপি পাঠ, পর্যালোচনা ও সংশোধন করতে পারবে, পাণ্ডুলিপি সম্পাদনা বিদ্যা প্রসঙ্গে ধারণা অর্জন করতে পারবে। CLO 5: বাংলা ভাষা ও বাংলা ব্যাকরণের উদ্ভব ও বিকাশসহ বাংলা ব্যাকরণের বিভিন্ন বিষয় সম্পর্কে ধারণা লাভ করবে।

Course Content

Week 1 and 2: ১

ক. বাংলা ভাষার সংক্ষিপ্ত ইতিহাস (উদ্ভব ও বিকাশ)

খ. বাংলা ব্যাকরণ: প্রথাগত ব্যাকরণের ধারণা, বাংলা ব্যাকরণের ইতিহাস ও প্রয়োজনীয়তা

Week 3 and 4: ঙ. বাংলা শব্দ: শব্দের উৎস ও পরিচয়, শব্দগঠন প্রক্রিয়া, বাংলা শব্দ-সম্ভার

চ. পদপ্রকরণ, ক্রিয়ামূল বা ধাতু

ছ. সন্ধি, সমাস, কারক ও বিভক্তি, উপসর্গ, অনুসর্গ, প্রকৃতি ও প্রত্যয়: সংজ্ঞার্থ ও প্রকারভেদ

জ. বচন ও উক্তি, ক্রিয়ার কাল, বাংলা বাক্য: সংজ্ঞার্থ, প্রকারভেদ ও গঠন

Week 5 and 6:

বাংলা প্রফরিডিং ও বিরামচিহ্নের ব্যবহারবিধি

Week 7 and 8: Writing:

লিখন কৌশল ও নির্মিতি: ভাষণ, প্রতিবেদন, মানপত্র, স্মারকলিপি, দাপ্তরিক পত্র, জীবন-বৃত্তান্ত, পুস্তক-সমালোচনা

Week 9 and 10: সংজ্ঞার্থ ও ধরণ, প্রবন্ধের ভাব, ভাষা ও বিষয়, প্রবন্ধের রূপ-রূপান্তর, রসের সংজ্ঞার্থ, উৎপত্তি, ভাব ও রস বিষয়ক ধারণা, রসের উপাদান: স্থায়ীভাব, বিভাব, অনুভাব, সঞ্চরী ও ব্যাভিচারীভাব, বিভিন্ন রসের পরিচয়, রসের সঞ্চর ও রসবাদ

Week 11 and 12: ছন্দ: স্বরূপ ও সংজ্ঞার্থ ও ইতিহাস; ভাষা ও ছন্দ; কবিতা ও ছন্দ; ছন্দের প্রয়োজনীয়তা; ছন্দের মৌলিক উপাদান: ধ্বনি, অক্ষর, মাত্রা, পর্ব, পঙ্ক্তি, বোকা, ছন্দ বিশ্লেষণের চিহ্ন

Week 13 and 14: স্বরবৃত্ত, মাত্রাবৃত্ত, অক্ষরবৃত্ত, পয়ার, অমিত্রাক্ষর, গৈরিশ, মুক্তক, গদ্য ছন্দের বৈশিষ্ট্য ও দৃষ্টান্তসহ ছন্দ নির্ণয়ের পদ্ধতি, অলংকার: সংজ্ঞার্থ, প্রকৃতি ও বৈশিষ্ট্য, অলঙ্কারের শ্রেণিবিভাগ, কবিতা ও অলঙ্কারের সম্পর্ক, অলঙ্কারের প্রয়োজনীয়তা, শব্দালঙ্কার ও অর্থালঙ্কার, অলঙ্কার নির্দেশ, সাদৃশ্যমূলক ও বিরোধমূলক অলঙ্কার, অলঙ্কার নির্দেশ।

Learning Outcomes:

CLO 1: বাংলা বানানের সঠিক ব্যবহারসহ প্রফরিডিং করতে শিখবে এবং বিরামচিহ্নের প্রয়োগ সম্পর্কে জানবে। সঠিক উচ্চারণ ও উপস্থাপন কৌশল জানার মাধ্যমে ভাষার নান্দনিক প্রয়োগ ঘটাতে জানবে।

CLO 2: প্রাচীন আদি-মধ্যযুগের বাংলা সাহিত্যের গুরুত্বপূর্ণ রচনা সম্বন্ধে জানবে।

CLO 3: সামাজিক, প্রাতিষ্ঠানিক ও ব্যক্তিগত যোগাযোগ রক্ষার কৌশল গুণ্ড করতে পারবে।

CLO 4: পাণ্ডুলিপি পাঠ, পর্যালোচনা ও সংশোধন করতে পারবে, পাণ্ডুলিপি সম্পাদনা বিদ্যা প্রসঙ্গে ধারণা অর্জন করতে পারবে।

CLO 5: বাংলা ভাষা ও বাংলা ব্যাকরণের উদ্ভব ও বিকাশসহ বাংলা ব্যাকরণের বিভিন্ন বিষয় সম্পর্কে ধারণা লাভ করবে।

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	Medium	Low	Low	Low	Low	Low	High	Medium	-
CLO2	High	Medium	Medium	-	-	High	High	High	-
CLO3	High	Medium	Medium	Medium	High	Medium	High	High	-
CLO4	Low	Low	Low	High	Medium	High	Low	Medium	High
CLO5	High	-	-	-	-	Medium	High	-	-

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course				
Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1		1,2,3,4	6,4	1,3,4
2		1,2,3,4	6,4	1,3,4
3		1,2,3,5	3,4	1,2,4,5
4		1,2,3,5	3,4	1,2,4,5
5		1,2,3,7	3,4,7	1, 2, 3, 4,5
6		1,2,3,7	3,4,7	1, 2, 3, 4,5
7		3,5	4	1,3,4
8		3,5	4	1,3,4
9		1,4	4	2,3
10		1,4	4	2,3
11		3,7	7,6	1,3,4
12		3,7	7,6	1,3,4
13		1,2,3,4,7	4,7	3,4
14		1,2,3,4,7	4,7	3,4

Part-D: Learning Resources	
Text Book	১. আনিসুজ্জামান সম্পাদিত: পাঠ্য বইয়ের বানান ২. নরেন বিশ্বাস: বাংলা উচ্চারণ অভিধান ৩. বাংলা একাডেমি: প্রমিত বাংলা বানানের নিয়ম; প্রমিত বাংলা ভাষার ব্যাকরণ ৪. হায়াৎ মামুদ: বাংলা লেখার নিয়ম কানুন ৫. কল্লনা ভৌমিক, পাণ্ডুলিপি পঠন সহায়িকা ৬. খন্দকার মুজাম্মিল হক, পাণ্ডুলিপি পাঠ ও পাঠ সম্পাদনা ৭. মোহাম্মদ আব্দুল কাইউম, পাণ্ডুলিপি পাঠ ও পাঠ সমালোচনা ৮. রায়হানা আজিজ, ভাষাতত্ত্ব ও পাণ্ডুলিপি পাঠ-সমালোচনা ৯. আজহার ইসলাম-মধ্যযুগের বাংলা সাহিত্যে মুসলিম কবি ১০. আনিসুজ্জামান-মুসলিমমানস ও বাংলা সাহিত্য ১১. সুখময় মুখোপাধ্যায়- প্রাচীন বাংলা সাহিত্যের কালক্রম ১২. ড. মাহবুবুল হক-চর্যাগীতি পাঠ ১৩. জাহ্নবীকুমার চক্রবর্তী-চর্যাগীতির ভূমিকা ১৪. শঙ্করীপ্রসাদ বসু- মধ্যযুগের কবি ও কাব্য ১৫. ড.আহমদ শরীফ-মধ্যযুগের সমাজ ও সংস্কৃতির রূপ ১৬. ড. মনজুর রহমান- প্রাচীন ও মধ্যযুগের বাংলা কাব্য: শব্দের বিবর্তন-বৈচিত্র্য ১৭. মুহম্মদ এনামুল হক- মুসলিম বাংলা সাহিত্য ১৮. মুহাম্মদ আবদুল জলিল- মধ্যযুগের বাংলা সাহিত্যে বাংলা ও বাঙালী সমাজ
Reference Book	

Part-A: Introduction					
BNFQ Code: 0222-212	Course Code: ARC-212	Credit Hours: 04	Year: 2 nd	Semester: 1 st	
Course Title: Introduction to South Asian Prehistory and Protohistory			Session: 2021-22		
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)		None			

Rationale of the Course	The Pre and Protohistory of South Asia aims to offer students the knowledge and skills they need to gain a critical perspective on the ancient world. It explores archaeological methods and techniques used to recover, analyze, and reconstruct ancient cultures and societies of South Asia.
Course Objectives	1. Introduce the concept of Pre and Protohistory, its aims and the development of prehistory as a discipline in South Asian context. 2. Learn about the Paleolithic, Mesolithic, and Neolithic periods, their tools, typology, settlement patterns, cognitive expression (art, rituals, burial), and environmental adaptations. 3. Gain knowledge about the Indus civilization, including its origin, expansion, and decline, by studying the Chalcolithic cultures that coexisted alongside the Harappan urbanism.
Course Learning Outcomes (CLOs)	At the end of the course, students will be able to: • CLO 1: understand the fundamentals of prehistory, the geological period, human evolution, and the various Stone Ages in the South Asian context. • CLO 2: acquire a broader understanding of the Prehistoric sites, artifacts, and their specialty. • CLO 3: gain proficiency in analyzing prehistoric cultures and their distinguishing characteristics, including technological advancements, patterns of settlement, and cognitive expressions such as art, rituals, and burials. • CLO 4: compare and evaluate the chronological and typological evolution of prehistoric "material culture." • CLO 5: gain a solid foundation and critical comprehension of the subject, and will be able to place South Asian materials within more extensive archaeological discussions.

Course Content

1. Foundations: Meaning of the term Prehistory, Scopes, and aims of Prehistoric studies in South Asian context. Limitations of Prehistoric Studies in South Asia.
2. Paleolithic Culture of South Asia: Nature of Paleolithic archaeological records, Geographical distribution, Raw materials & Technology; General tool typology & their Morphology, Chronology. Selected excavated Paleolithic sites in South Asia.

3. Mesolithic Culture of South Asia: Nature of Mesolithic archaeological records, Geographical distribution, Raw materials, and technology; General Tool Typology and their Morphology; Nature of evidence of Mesolithic art; Chronology. Selected excavated Mesolithic sites in South Asia.

4. Neolithic Culture of South Asia: Nature of Neolithic archaeological records, Geographical distribution, Evidence of Neolithic culture: Raw material & Technology; General tool typology, Neolithic Pottery; Chronology, Subsistence, and settlement pattern. Selected excavated lower Neolithic sites in South Asia.

5. Chalcolithic Culture of South Asia: Nature of archaeological records, Geographical distribution, and Features.

7. Harappan Culture, the focus will be on the Harappa, Mahenjodaro, Lothal, Kalibangan with an examination of the Chalcolithic cultures that coexisted with Harappan urbanism.

8. Stone age tools from Bangladesh and its relevance with the Prehistory of Tripura and South-east Asia.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	High	Medium	High	Low	Low	Medium	Medium	High	Low
CLO 2	High	High	High	Low	Low	High	Medium	High	Medium
CLO 3	High	High	High	Medium	Low	High	Medium	High	Medium
CLO 4	High	High	High	Medium	Low	High	Medium	High	Medium
CLO 5	High	High	High	Medium	Low	High	Medium	High	Medium

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test

AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Foundations: Meaning of the term of Prehistory, Scopes and aims of Prehistoric studies in South Asian context. Limitations of Prehistoric studies in South Asia.	1, 2, 3	1, 2, 4	1,5
2	Nature of Paleolithic archaeological records, Geographical distribution, General tool typology & their Morphology, Chronology. Selected excavated sites in South Asia.	1, 2, 3	1, 2, 5,6	2, 3, 4
3	Nature of Mesolithic archaeological records, Geographical distribution, General Tool Typology & Their Morphology, Nature of evidences of Mesolithic art, Chronology. Selected excavated Mesolithic sites in South Asia.	1, 2, 4, 5	1, 2, 5, 6	2, 3, 4
4	Nature of Neolithic archaeological records, Geographical distribution, General tool typology, Neolithic Pottery; Chronology, Subsistence and settlement pattern. Selected excavated lower Neolithic sites in South Asia.	1,2,4,5	1, 2, 5,6	2, 3, 4
5	Nature of Chalcolithic archaeological records, Geographical distribution, and Features.	1, 2, 5,6	1, 2, 5,6	2, 3, 4
6	Harappan Culture with an examination of the Chalcolithic cultures that coexisted with Harappan urbanism.	1, 2, 5,6	1, 2, 5, 6	2, 3, 4
7	Stone age tools from Bangladesh	1, 2, 7	1, 2, 7	4,5

Part-D: Learning Resources

Text Book	1. Singh Upender, 2009: A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. 2. Chakrabarti, D. K. 1992: <i>Ancient Bangladesh: A study of Archaeological Sources</i>, UPL Dhaka
Reference Book	1. Sankalia, H. D. 1974: <i>Prehistory and Proto history of India and Pakistan</i> , Deccan College, Pune.

	2. Dani, A. H. 1960: <i>Prehistory and Proto history of Eastern India</i>, Calcutta 3. S. U. Deraniagala, <i>The Prehistory of Srilanka Part I & II</i> 5. Ramesh, N. R. 1986: <i>Discovery of Stone Age Tools from Tripura and its Relevance to the Prehistory of Southeast Asia</i>. Geol. Soc. Malaysia, Bulletin 20 : 289-310. 6. J. S Roy. & Ahsan S.M. K. 2000: <i>A Study of Prehistoric Tools on Fossil Wood from Chaklapunji, Hobigonj, Pratnatattva</i>, Vol-6: 21-32 Jahangirnagar University 7. Hoque, M M et. al. 1999: <i>Prehistory of Chunarughat site and Sylhet: A Preliminary Study</i>, Sylhet. 9. Sharma T. C. 1991: <i>Prehistoric Situation in North -East India</i>. Archaeology of North-Eastern India
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Part-A: Introduction				
BNFQ Code: 0222-213	Course Code: ARC-213	Credit Hours: 04	Year: 2nd	Semester: 1st
Course Title: Emergence of Bangladesh			Session: 2021-2022	
Course Type: Core Course		Contact Hours: 56	Total Marks: 40 + 60 =100	
Pre-requisite (if any)		None		

Rationale of the Course	Bangladesh, known as a land of prosperity, has always been a center of attraction and invasion since ancient times. After several invasions, including those by foreign and indigenous forces such as the Pathan, Mughal, British, and Pakistan, Bangladesh achieved independence in 1971 after a bloody conflict. Bangladesh has already marked its 50th anniversary of independence. Although there are numerous written works and publications on the history of independence, not all of them are written from an impartial viewpoint. This course exclusively focuses on authentic documentary evidence from the end of the British period, the Pakistani period, and the independence of Bangladesh to rewrite an impartial history of this period while simultaneously training and making students aware of their own history, so that their nationalistic persona can be revitalized.
Course Objectives	This course is designed for students to ○ Provide a general introduction to history of Bangladesh, culture and its tradition. ○ Describe various movements leading to the emergence of independent Bangladesh. ○ Explain the role of Bangabandhu as a transformational leader in making Bangladesh independent. ○ Explore role of different political parties and individuals contributing significant role in the independence of Bangladesh.

	○ Analyze different evidence, written documents and publication and explore their authenticity. ○ Eliminate the inconsistencies in the history of the Liberation War and rewrite the history of liberation war.
Course Learning Outcomes (CLOs)	Upon completion of the course, students will be able to: CLO-1: Acquire a comprehensive comprehension of the history, culture, and heritage of Bangladesh. CLO-2: Assess the roles and contributions of Bangladesh in regional and international bodies. CLO-3: Understand how historical events are important in shaping a country's individual identity and national persona. CLO-4: Demonstrate the ability to research on evaluating contemporary history to write objective and unbiased history.

Course Contents:

- **Description of the country and its people:** Impact of Geographic features in Bengal, Ethnic Composition of Bangladesh, Development of Bengali language and its impact, Cultural syncretism and religious tolerance, Distinctive identity of Bangladesh in the context of undivided Bangladesh.
- **Proposal for undivided sovereign Bengal, the partition of the Subcontinent, 1947 and Foreshadowing Bangladesh:** Rise of communalism under colonial rule, Lahore Resolution 1940, the proposal of Suhrawardi and Sarat Bose for undivided Bengal Consequences, The creation of Pakistan 1947, Foundation of Awami Muslim League and Foreshadowing Bangladesh.
- **Pakistan: Structure of the state and disparity:** Central and Provincial structure, Influence of Military and Civil bureaucracy, Economic, social and cultural disparity.
- **Language Movement and quest for Bengali identity:** Misrule by the Muslim League and the struggle for democratic politics. The context, phases, and international recognition of Bengali language. The United Front of Haque, Vasani, and Suhrawardi: The Election of 1954 and its Consequences.
- **Military rule: the regimes of Ayub Khan and Yahia Khan (1958-1971):** Definition of military rules and their characteristics, Ayub Khan's rise to power and the characteristics of his rule, such as political repression, basic democracy, and Islamization, as well as the fall of Ayub Khan and Yahia Khan's rule.
- **Rise of Nationalism and the Movement for self-determination:** Resistance against cultural aggression and resurgence of Bengali culture, Sheikh Mujibur Rahman and the 6 points movement. Reactions: Importance and significance, The Agartola Case of 1968.
- **The mass-upsurge of 1969 and 11 point movement:** Background, Programme, and Significance.
- **Election of 1970 and its Impact:** Legal Framework Order (LFO), Programme of different political parties, Election result and centres refusal to comply.
- **Non-Cooperation Movement and 7th March speech, 1971:** The non-cooperation movement, Speech of 7th March: background of the speech, major characteristics of the speech, impact of the speech.

- **Declaration of Independence of Bangladesh:** Operation Searchlight, Declaration of Independence of Bangladesh by Bangabandhu, Beginning of the Liberation War of Bangladesh, the Mujibnagar Government, Sectors in Bangladesh Liberation, 14 December, Killing of Bengali intellectuals, Independence.

Mapping of Course Learning Outcomes to Program Learning Outcomes

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

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-visual Presentation
TLS-5	Sample Show
TLS-6	Fieldwork/On site Class
TLS-7	Lab work
TLS-8	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Description of the country and its people: Impact of Geographic features in Bengal, Ethnic Composition of Bangladesh, Development of Bengali language and its impact, Cultural syncretism and religious tolerance, Distinctive identity of Bangladesh in the context of undivided Bangladesh.	1, 2, 3	1, 2, 4	1, 5
2	Proposal for undivided sovereign Bengal, the partition of the Subcontinent, 1947 and Foreshadowing Bangladesh: Rise of	1, 2, 3	1, 2, 5	3, 4

	communalism under colonial rule, Lahore Resolution 1940, the proposal of Suhrawardi and Sarat Bose for undivided Bengal Consequences, The creation of Pakistan 1947, Foundation of Awami Muslim League and Foreshadowing Bangladesh.			
3	Pakistan: Structure of the state and disparity: Central and Provincial structure, Influence of Military and Civil bureaucracy, Economic, social and cultural disparity.	1, 2, 4	1, 2, 6	1, 4
4	Language Movement and quest for Bengali identity: Misrule by the Muslim League and the struggle for democratic politics. The context, phases, and international recognition of Bengali language. The United Front of Haque, Vasani, and Suhrawardi: The Election of 1954 and its Consequences.	1, 2, 7	1, 2, 3	3, 4
5	Military rule: the regimes of Ayub Khan and Yahia Khan (1958-1971): Definition of military rules and their characteristics, Ayub Khan's rise to power and the characteristics of his rule, such as political repression, basic democracy, and Islamization, as well as the fall of Ayub Khan and Yahia Khan's rule.	1, 2, 4	1, 2, 3	3, 4
6	Rise of Nationalism and the Movement for self-determination: Resistance against cultural aggression and resurgence of Bengali culture, Sheikh Mujibur Rahman and the 6 points movement. Reactions: Importance and significance, The Agartola Case of 1968.	1, 2, 7	1, 2, 4	1, 3
7	The mass-upsurge of 1969 and 11 point movement: Background, Programme, and Significance.	1, 2, 3	1, 2, 7	4, 5
8	Election of 1970 and its Impact: Legal Framework Order (LFO), Programme of different political parties, Election result and centres refusal to comply.	1, 2, 3	1, 2, 7	4, 5
9	Non-Cooperation Movement and 7 th March speech, 1971: The non-cooperation movement, Speech of 7 th March: background of the speech, major characteristics of the speech, impact of the speech.	1, 2, 3	1, 2, 4	1, 5
10	Declaration of Independence of Bangladesh: Operation Searchlight, Declaration of	1, 2, 4	1, 2, 5	3, 4

	Independence of Bangladesh by Bangabandhu, Beginning of the Liberation War of Bangladesh, the Mujibnagar Government, Sectors in Bangladesh Liberation, 14 December, Killing of Bengali intellectuals, Independence.			
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Part-D: Learning Resources

Text Book	1. Guhathakurta, Meghna and Willem van Schendel (Eds.). <i>The Bangladesh Reader: History, Culture, Politics</i>, Durham and London: Duke University Press, 2013. 2. Murshid, Ghulam. <i>Bengali Culture: Over a Thousand Years Book</i>, translated from the original Bengali <i>Hajar Bochorer Bangla Samskriti</i> by Sarbaru Sinha, New Delhi: Niyogi Books, 2018. 3. Raghavan, Srinath. <i>1971: A Global History of the Creation of Bangladesh</i>, Cambridge, MA: Harvard University Press, 2013. 4. Riaz, Ali. <i>Bangladesh: A Political History since Independence</i>, London & New York: I.B. Tauris, 2016. 5. Saikia, Yasmin. <i>Women, War, and the Making of Bangladesh: Remembering 1971</i>, Durham, NC: Duke University Press, 2011 6. Salik, Siddiq. <i>Witness to Surrender</i>, Dhaka: The University Press Limited (UPL), 1997. 7. Van Schendel, Willem. "Blind spots and biases in Bangladesh Studies," <i>The Daily Star</i>, June 10, 2019. https://www.thedailystar.net/in-focus/news/blind-spots-and-biases-bangladesh-studies-1754635 8. Van Schendel, Willem. <i>A History of Bangladesh</i>, Cambridge: Cambridge University Press, 2009. 9. Islam, Sirajul, editor. <i>History of Bangladesh 1704-1971</i>. 3rd ed., Asiatic Society of Bangladesh, 2007. 10. Jahan, Rounaq, <i>Pakistan: Failure in National Integration</i>. The University Press Limited, 1977. 11. Rahman, Sheikh M. <i>The Unfinished Memoirs</i>. Translated by Fakrul Alam, The University Press Limited, Penguin Books and Oxford University Press, 2012.
Reference Book	1. Ahmed, Salahuddin and Bazlul Mobin Choudhury (eds): <i>Bangladesh: National Culture and Heritage: An Introductory Reader</i> (Dhaka: Independent university Bangladesh, 2004) 2. Harun-or-Rashid: <i>The Foreshadowing of Bangladesh: Bengal Muslim League and Muslim Politics, 1906-1947</i> (Dhaka: The University Press Limited, 2012) 3. Jahan Rounaq: <i>Pakistan: Failure in National Integration</i> (Dhaka: UPL, 1977) 4. Maniruzzaman Talukder: <i>Radical Politics and the Emergence of Bangladesh</i>

	(Dhaka: Mowla, Brothers, 2003)
	5. Muhit, A. M. A: History of Bangladesh: A Subcontinental Civilization (Dhaka: UPL, 2016)
	6. Muhit, A. M. A: Emergence of a Nation (Dhaka: UPL, 1978)
	7. Samad Abdus: History of Liberation War of Bangladesh (Dhaka: Aparajeyo Bangla Prakashani, 2019)
	8. Milton Kumar Dev, Md. Abdus Samad: History of Bangladesh (Dhaka: Biswabidyalya Prokashoni, 2014)
	৯. নীহার রঞ্জন রায়: বাঙালীর ইতিহাস, (কলকাতা: দে'জ পাবলিশিং, ১৪০২ বঙ্গাব্দ)
	১০. সালাহুউদ্দিন আহমেদ ও অন্যান্য (সম্পাদিত) : বাংলাদেশের মুক্তি সংগ্রামের ইতিহাস ১৯৪৭-১৯৭১ (ঢাকা: আগামী প্রকাশনী, ২০০২)
	১১. আবলু মাল আবদুল মুহিত: বাংলাদেশ: জাতিরাষ্ট্রের উদ্ভব (ঢাকা: সাহিত্য প্রকাশ, ২০০০)
	১২. সিরাজুল ইসলাম (সম্পাদিত): বাংলাদেশের ইতিহাস ১৭০৪-১৯৭১, ৩ খন্ড (ঢাকা: এশিয়াটিক সোসাইটি অব বাংলাদেশ, ১৯৯২)
	১৩. মুনতাসীর মামুন ও অন্যান্য: স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস (ঢাকা: সুবর্ণ, ২০১৭)
	১৪. ড. আবু মো. দেলোয়ার হোসেন: স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস (ঢাকা: বিশ্ববিদ্যালয় প্রকাশনী, ২০১৪)
	১৫. ড. আবু মো. দেলোয়ার হোসেন, ড. মোহাম্মদ সেলিম (সম্পাদনা): বাংলাদেশ ও বহির্বিশ্বে (ঢাকা: বাংলাদেশ ইতিহাস সমিতি, ২০১৫)
	১৬. ড. আবু মো. দেলোয়ার হোসেন: বাংলাদেশের ইতিহাস, ১৯০৫-১৯৭১ (ঢাকা: বিশ্ববিদ্যালয় প্রকাশনী, ২০১৬)১৭. আশফাক হোসেন: স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস (ঢাকা: প্রতিশ্রুতি প্রকাশন, ২০১৯)
	১৭. আশফাক হোসেন: বাংলাদেশের মুক্তিযুদ্ধ ইন্দিরা গান্ধী (ঢাকা: সুবর্ণ প্রকাশনী, ২০১৭)
	১৮. শেখ মুজিবুর রহমান: অসমাপ্ত আত্মজীবনী (ঢাকা: দি ইউনিভার্সিটি প্রেসলিমিটেড, ২০১২)
	১৯. হারুন-অর-রশিদ: বঙ্গীয় মুসলিম লীগ পাকিস্তান আন্দোলন বাঙালির রাষ্ট্রভবন ও বঙ্গবন্ধু (ঢাকা: অন্যপ্রকাশ, ২০১৮)
	২০. ঘাসান হাফিজুর রহমান: বাংলাদেশের স্বাধীনতায়ুদ্ধ দলিলপত্র, (সম্পাদিত) (ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার, ১৯৮৫)
	21. সৈয়দ আনোয়ার হোসেন: বাংলাদেশের স্বাধীনতায়ুদ্ধে পরাজিতের ভূমিকা (ঢাকা: ডানা প্রকাশনী, ১৯৮২)
	22. আশফাক হোসেন: বাংলাদেশের মুক্তিযুদ্ধ ও জাতিসংঘ (ঢাকা: বাংলা একাডেমি, ২০০৩)

Part-A: Introduction

BNFQ Code: 0611-214	Course Code: ARC-214	Credit Hours: 04	Year: 2 nd	Semester: 1 st
Course Title: Introduction to Computer Application in Archaeology			Session: 2021-22	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale of the Course	The use of different software applications underscores the transformative potential of digital technology in archaeology, enabling researchers to uncover hidden stories of the past and share them with a wider audience.
Course Objectives	This course is designed to: ○ Gain the essential digital skills and knowledge necessary to enhance research, analysis, and documentation processes within the field of archaeology. ○ Possess a foundational understanding of basic computing concepts to leverage digital tools effectively.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: define the computer applications in archaeological research. CLO-2: identify the essential computer applications required for the archaeological research and report writing. CLO-3: express computer generated data and publications in systematic manner. CLO-4: distinguish text, images and multimedia for academic presentation in articles, oral presentation and poster presentation. CLO-5: define methods of data management and presentation practices in archaeology.

Course Content

1. Fundamentals

Basic organization of computer, some terminologies: Bit, Byte, Device, Software, Field, CPU, Character, Coding System, Data, ROM, RAM, Tablet etc.

2. Operating System

DOS, Windows

3. Computers in Archaeology

Approaches and past and present, Computers in archaeology: Computers in field archaeology, Computers in cultural resource management, Computers in archaeological research, Democratization of archaeological knowledge.

4. Quantifying Archaeology

Quantifying Description, Introduction to statistics for archaeologists, Past and present use of statistics in archaeology, Data: Types of data, Archaeological data types. Descriptive statistics: Picture Summaries of a Single Variable, Numerical Summaries of a Single Variable, Estimation and Testing with the Normal Distribution, Relationships between Two Numeric Variables: Correlation and Regression, Classification and Cluster Analysis, Multidimensional Spaces and Principal Components Analysis, Probabilistic Sampling in Archaeology Spread.

5. Shit Analysis

MS Excel

6. Databases for Archaeologists

Analyzing information for database design: an introduction for archaeologists: database design, the conceptual model, Relationships, Representing the Entity- Relationship model, implementing the conceptual model, Relational database implementation. Database fundamental for archaeologists: Aims of using a database, Database architecture, the relational model, Data manipulation, Database facilities and the user interface, Graphical displays, the representation of historical time

7. Survey Recording Index Shit

8. Excavation Recording Index Sheet

Current practice of data collection and post-excavation, Context descriptions, Phasing and interpretation acronyms, Single context plans and computer graphics, The Harris Matrix: graphic representation, Specialist database and graphics work.

9. Database Management System

MS Access

10. Database Presentation System

MS Power Point

11. Photography

Photography is crucial for archaeological documentation, aiding in precise recording of excavations, artifacts, and sites. It captures details difficult to describe, providing a visual record for analysis, publication, and preservation. Accurate photography enhances research, educates, and ensures the integrity of historical findings.

12. Digital Documentation:

Digital tools facilitate the creation of comprehensive and standardized documentation. Archaeologists can employ word processing software for report writing, spreadsheet tools for cataloging artifacts, and digital photography for accurate visual documentation.

13. Data Analysis

Computing skills enable archaeologists to employ software for statistical analysis, data visualization, and spatial mapping. These tools help in identifying patterns, trends, and correlations within archaeological data, leading to more robust interpretations and conclusions.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	Medium	High	Low	High	Medium	High	Low	Medium	Medium
CLO2	High	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	High	Low	Low	High	High	High	Low	Medium	High
CLO5	High	Low	Low	Low	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Fundamentals Basic organization of computer, Some terminologies: Bit, Byte, Device, Software, Field, CPU, Character, Coding System, Data, ROM, RAM, Tablet etc.	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
2	Operating System DOS, Windows	TLS 1, 2, 3	AS 1, 2, 5	CLO 3, 4
3	Computers in Archaeology Approaches and past and present, Computers in archaeology: Computers in field archaeology, Computers in cultural resource management, Computers in archaeological research, Democratization of archaeological knowledge.	TLS 1, 2, 4	AS 1, 2, 6	CLO 1, 4
4	Quantifying Archaeology Quantifying Description, Introduction to statistics for archaeologists, Past and present use of statistics in archaeology, Data: Types of data, Archaeological data types. Descriptive statistics: Picture Summaries of a Single Variable, Numerical Summaries of a Single Variable, Estimation and Testing with the Normal Distribution, Relationships between Two Numeric Variables: Correlation and Regression, Classification and Cluster Analysis, Multidimensional Spaces and	TLS 1, 2, 7	AS 1, 2, 3	CLO 3, 4

	Principal Components Analysis, Probabilistic Sampling in Archaeology Spread.			
5	Shit Analysis MS Excel	TLS 1, 2, 4	AS 1, 2, 3	CLO 3, 4
6	Databases for Archaeologists Analyzing information for database design: an introduction for archaeologists: database design, the conceptual model, Relationships, Representing the Entity- Relationship model, implementing the conceptual model, Relational database implementation. Database fundamental for archaeologists: Aims of using a database, Database architecture, the relational model, Data manipulation, Database facilities and the user interface, Graphical displays, the representation of historical time	TLS 1, 2, 7	AS 1, 2, 4	CLO 1, 3
7	Survey Recording Index Sheet	TLS 1, 2, 4	AS 1, 2, 3	CLO 4, 5
8	Excavation Recording Index Sheet Current practice of data collection and post-excavation, Context descriptions, Phasing and interpretation acronyms, Single context plans and computer graphics, The Harris Matrix: graphic representation, Specialist database and graphics work.	TLS 1, 2, 4	AS 1, 2, 3	CLO 4, 5
9	Database Management System MS Access	TLS 1, 2, 4	AS 1, 2, 4	CLO 1, 5
10	10. Database Presentation System MS Power Point	TLS 1, 2, 4	AS 1, 2, 5	CLO 3, 4
11	Photography Photography is crucial for archaeological documentation, aiding in precise recording of excavations, artifacts, and sites. It captures details difficult to describe, providing a visual record for analysis, publication, and preservation. Accurate photography enhances research, educates, and ensures the integrity of historical findings.	TLS 1, 2, 3	AS 1, 2, 4	CLO 3, 5
12	Digital Documentation Digital tools facilitate the creation of comprehensive and standardized documentation. Archaeologists can employ word processing software for report writing, spreadsheet tools for cataloging artifacts, and digital photography for accurate visual documentation.	TLS 1, 2, 7	AS 1, 2, 3	CLO 4, 5
13	Data Analysis Computing skills enable archaeologists to employ software for statistical analysis, data visualization, and spatial mapping. These tools help in identifying patterns, trends, and	TLS 1, 2, 4	AS 1, 2, 3	CLO 1, 5

	correlations within archaeological data, leading to more robust interpretations and conclusions.			
14	Review Class	TLS 1, 2, 4	AS 1, 2, 3	CLO 4, 5

Part-D: Learning Resources

Text Book	12. Gupta, S.P. (2000) Statistical Method, Sultan Chand & Sons, New Delhi. 13. Norton, P. (2005) Introduction to Computers. The McGraw-Hill Companies, Inc., New York, New Delhi etc. 14. Reilly, P. & S. Rahtz (1992) Archaeology and The Information Age: A Global Perspective. Routledge, London and New York
Reference Book	23. Ross, S., J. Moffett & J. Henderson (1991) Computing for Archaeologists, Oxford University Committee for Archaeology, London. 24. Shennan, S. (1997) Quantifying Archaeology. Edinburgh University Press, Edinburgh. 25. Silberschatz, H.F. Korth & S. Sudarshan (1999) Database System concepts. The McGraw-Hill Companies, Inc. New York, New Delhi etc.

Part-A: Introduction

BNFQ Code: 0222-215	Course Code: ARC-215	Credit Hours: 04	Year: 2 nd	Semester: 1 st
Course Title: Survey Methods for Archaeology			Session: 2021-22	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale of the Course	The course on Survey Method and Technique in Archaeology is essential to equip students with the practical skills and ethical understanding necessary to accurately identify, record, and analyze archaeological sites, fostering the preservation of cultural heritage, facilitating interdisciplinary collaboration, and preparing students for careers in archaeology and related fields.
Course Objectives	• Develop practical proficiency in using survey instruments and technologies. • Accurately identify, record, and document archaeological sites following standardized protocols. • Analyze survey data, interpret results, and communicate findings ethically and effectively.
Course Learning Outcomes (CLOs)	Learning Outcomes: CLO-1: Develop Proficiency: Equip students with practical skills to proficiently use survey instruments and technologies in archaeological contexts. CLO-2: Accurate Documentation: Train students to identify, record, and document archaeological sites accurately using standardized protocols. CLO-3: Interpretational and Data Analysis: Enable students to collect, manage, and analyze survey data effectively, fostering data-driven insights and research, facilitating hypothesis generation and nuanced understanding. CLO-4: Fieldwork Expertise: Prepare students for fieldwork by imparting the ability to plan and execute surveys, ensuring hands-on proficiency. CLO-5: Effective Communication: Cultivate skills for communicating survey

	findings through well-structured reports and presentations to both academic and public audiences..
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Course Content

A Brief History And Introduction Of Archaeological Survey, The Goals Of Archaeological Survey, The Discovery Of Archaeological Materials By Survey, Scale Effects In Archaeological Survey, Sampling Space: Statistical Surveys, Purposive Survey: Prospection, Surveying For Spatial Structure, Survey For Spatial Structure, Surveying Sites And Landscapes, Evaluating Surveys, Surveying The Future, Theodolite Traversing, Total Station, Topographic Surveying.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	Medium	Medium	High	High	Medium	Low	Medium	Medium
CLO2	Medium	Medium	Low	Medium	Low	Low	Low	High	Medium
CLO3	High	High	Medium	Medium	Low	Low	Low	Low	Low
CLO4	Low	Low	Low	High	High	High	Low	High	High
CLO5	Low	Low	Low	High	High	High	High	Medium	Low

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	A Brief History And Introduction Of Archaeological Survey			
2	THE Goals OF ARCHAEOLOGICAL SURVEY			
3	The Discovery Of Archaeological Materials By			

	Survey			
4	SCALE EFFECTS IN Archaeol.Ogical. SURVEY			
5	Sampling Space: Statistical Surveys			
6	Purposive Survey: Prospection			
7	Surveying For Spatial Structure			
8	Survey For Spatial Structure			
9	Surveying Sites And Landscapes			
10	Evaluating Surveys			
11	Surveying The Future			
12	Theodolite Traversing			
13	Week 13: Total Station			
14	Week 14: Topographic Surveying			

Part-D: Learning Resources

Text Book	1. Archaeological Survey, written by E.B. Banning 2. Field Methods in Archaeology, Written by-Thomas R. Hester Harry J. Shafer Kenneth L. Feder
Reference Book	1. Aziz, M.A. and M. Shahjahan, <i>Surveying</i>, Hafiz Book Centre, Govt. New Market, Dhaka. 2. Arora, K.R. <i>Surveying</i> (1st 2nd Vol.) STD Book House, Delhi. 3. Holmes, J.M. <i>Practical Map Reading</i>, Sydney. 4. Monkhouse, F.J. and H.R. Wilkinson <i>Maps and Diagrams</i> Methuen, London. 5. Singh, R.L. and P.K. Dutt <i>Elements of Practical Geography</i>, Banaras, India. 6. Singh, Raghunandan and L.R. Singh Kanaujia <i>Mapwork and Practical Geography</i>. Central Book Depot, Allahabad, India. 7. Laborde, E.D. <i>Popular Map Reading</i>, 8. Story, J.A. <i>Traverse Surveying</i>, London. 9. Punmia, B.C. <i>Surveying</i> (3 Vols), Laxmi Publication, New Delhi, India.

Part-A: Introduction

BNFQ Code: 0222-216	Course Code: ARC-216	Credit Hours: 02	Year: 2 nd	Semester: 1 st
Course Title: Basic computer (Lab)			Session: 2021-22	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale of the Course	Computer literacy equips individuals with the knowledge and skills necessary to navigate the vast and ever-evolving digital landscape. Understanding how to operate computers, use software applications, and navigate the internet empowers individuals to access information, resources, and opportunities
Course Objectives	This course is designed to: ○ gain the skills and project-based experience needed for office work.

	○ use a variety of strategies and tools for archaeological documentation. ○ acquire knowledge draw maps and necessary sketch to interpret the archaeological records.
Course Learning Outcomes (CLOs)	Upon completion of the course students will be able to: CLO-1: outline the general features & characteristics of Microsoft office program. CLO-2: develop skills for productivity software and OS. CLO-3: illustrate their knowledge of basic hardware peripherals. CLO-4: reconstruct and interpret the history based on data records. CLO-5: explain digital records as historical sources.

Course Content

1. Introduction to Computer
2. Software & Operating System
3. Operating System (Windows-7 or upper version)
4. Word Processing (Office-2007 or upper version) with real time Project
5. Type practice using word processing (Bangla & English) with real time Project
5. Spread Sheet Analysis (MS Excel: Office-2007 or upper version) with real time Project
6. Database Management System, MS Access: Office-2007 or upper version, with real time Project
7. Microsoft Power Point (Office-2007 or upper version), Digital Content Development, Multimedia, GIF (Graphics Interchange Format) Software
8. Introduction to Internet, WWW and Web Browsers: Basic of Computer networks; LAN, WAN; Concept of Internet; Applications of Internet; connecting to internet; What is ISP; Knowing the Internet; Basics of internet connectivity related troubleshooting, World Wide Web; Web Browsing software, Search Engines; Understanding URL; Domain name; IP Address; Using e-governance website
9. Communications and collaboration: Basics of electronic mail; Getting an email account; Sending and receiving emails; Accessing sent emails; Using Emails; Document collaboration; Instant Messaging; Netiquettes.
10. Introduction to Adobe Photoshop
11. Introduction to Adobe Illustrator
12. Introduction to GIS
13. Project work (in any subject from SN 4, 5, 6, 7,)
14. Project work (in any subject from SN 10, 11, 12)

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	Medium	Medium	High	Medium	High	High	Medium	Low
CLO2	High	High	High	High	High	High	High	Medium	Low
CLO3	Medium	High	High	Medium	High	Medium	Medium	High	Low
CLO4	High	High	High	High	High	High	High	Medium	Low
CLO5	High	High	High	High	High	High	High	High	Medium

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity

TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction to Computer	TLS 2, 3, 4	AS 1, 2, 4	CLO 1, 5
2	Software & Operating System	TLS 1, 2, 3	AS 1, 2, 5	CLO 3, 4
3	Operating System (Windows-7 or upper version)	TLS 3, 4, 5	AS 1, 2, 5	CLO 1, 4
4	Word Processing (Office-2007 or upper version)	TLS 1, 2, 3	AS 1, 2, 3	CLO 3, 4
5	Type practice using word processing (Bangla & English) with real time Project	TLS 1, 2, 4	AS 1, 2,	CLO 3, 4
6	Database Management System, MS Access: Office-2007 or upper version, with real time Project	TLS 1, 2, 7	AS 1, 2, 4, 6	CLO 1, 3
7	Microsoft Power Point (Office-2007 or upper version), Digital Content Development, Multimedia, GIF (Graphics Interchange Format) Software	TLS 1, 2, 4	AS 1, 2, 4, 6	CLO 4, 5
8	Introduction to Internet, WWW and Web Browsers	TLS 1, 2, 3	AS 1, 2, 3	CLO 4, 5
9	Communications and collaboration	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
10	Introduction to Adobe Photoshop	TLS 2, 3, 4	AS 1, 2, 3, 6	CLO 3, 4
11	Introduction to Adobe Illustrator	TLS 2, 3, 4	AS 1, 2, 3, 6	CLO 3, 5
12	Introduction to GIS	TLS 2, 3, 7	AS 1, 2, 6	CLO 4, 5
13	Project work (in any subject from SN 4, 5, 6, 7,)	TLS 1, 2, 7	AS 5, 6	CLO 1, 5
14	Project work (in any subject from SN 10, 11, 12)	TLS 1, 2, 7	AS 5, 6	CLO 4, 5

Part-D: Learning Resources	
Text Book	1. Computer Fundamentals by Pradeep K. Sinha, 6th Edition. 2. Computer Fundamentals and ICT by M. LutfarRahman , M. Shamim Kaiser , M. Ariful Rahman , M. Alamgir Hossain. 3. Introduction to Computer Fundamentals by Professor Dr. Md. Ismail Jabiullah
Reference Book	26. Introduction to Computer by Peter Norton. 27. Introduction to Information System by James A. O'Brien, 8th Edition. 28. Fundamentals of Computers by V. Rajaraman and N. Adabala, 6th Edition. 29. Teach Yourself C by HerbertSchildt, 3rd Edition.

Part-A: Introduction					
BNFQ 0222-221	Code:	Course ARC-221	Code:	Credit Hours: 04	Year: 2 nd
Course Title: History of World Civilizations					Session: 2021-22
Course Type: Core Course			Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)			None		

Rationale of the Course	This course is organized around the history of ancient and medieval civilizations in the history of the world (Excluding South Asia).
Course Objectives	This course is designed to help students ○ The main objective is to know the origin and development of ancient and medieval civilizations in world context. ○ Know the time periods of different civilizations, important features and characteristics, discoveries, contribution, merits and demerits. ○ Know the historical events, wars, revolutions and their impact in today's world.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: Acquire knowledge about the origin and development of human civilizations from ancient and medieval periods. CLO-2: Know the development of writing system, agriculture, and other inventions. CLO-3: Gain knowledge about the laws and justice, social classes, currency system, trade and towns, architectures etc of ancient and medieval period. CLO-4: Learn about different ancient kingdoms, their religious beliefs, God and Goddess and influences of religion in the development of civilizations. CLO-5: Know their socio-economic and cultural aspects, historical events, wars and their impact in human lives.

Course Content

Part-I (History of ancient civilizations)

1. Background of the rise of Urban Civilization.
2. Mesopotamian Civilization.
3. Egyptian Civilization.
4. The Hebrew Civilization.

5. The Chinese Civilization.
6. The Greek Civilization.
7. The Roman Civilization.
8. The Maya and Aztec Civilization.
9. Inca Civilization.

Part-II (History of medieval civilizations)

1. The Byzantine Empire
2. Rise, Spread and Contribution of Islamic Civilization
3. Feudalism and Manor System.
4. Papacism
5. Monasticism
6. Rise of Universities and their influence on societies
7. Origin and development of Agriculture, Trade and owns
8. The Crusades

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning	Assessment Strategy	CLOs

		Strategy		
1	Background of the rise of Urban Civilization	1, 2, 3	1, 2, 5	1
2	Mesopotamian Civilization	1, 2, 3	1, 2, 6	1,2,3
3	Egyptian Civilization.	1, 2, 4	1, 2, 6	1,2,3, 4,5
4	The Hebrew Civilization	1, 2, 3	1, 2, 5	4
5	10. The Chinese Civilization	1, 2, 4	1, 2, 5	1, 4
6	The Greek Civilization	1, 2, 7	1, 2, 6	1,2,3, 4,5
7	The Roman Civilization	1, 2, 3	1, 2, 6	1,2,3, 4, 5
8	The Maya and Aztec Civilization	1, 2, 3	1, 2, 7	2, 4, 5
9	Inca Civilization	1, 2, 3	1, 2, 6	2, 4, 5
10	The Byzantine Empire	1, 2, 4	1, 2, 5	3, 4, 5
11	Rise, Spread and Contribution of Islamic Civilization	1, 2, 3	1, 2, 5	3, 4, 5
12	Feudalism and Manor System	1, 2, 4	1, 2, 6	3, 5
13	Papacism	1, 2, 4	1, 2, 5	4, 5
14	Monasticism	1, 2, 4	1, 2, 5	4, 5
15	Rise of Universities and their influence on societies	1, 2, 7	1, 2, 6	5
16	Rise of the Trade and Towns	1, 2, 7	1, 2, 6	3, 4, 5
17	The Crusades	1, 2, 4	1, 2, 6	3, 4, 5

Part-D: Learning Resources

Text Book	১৫. বিশ্ব সভ্যতা: প্রাচীনযুগ (৩য় সংস্করণ), ড. এ কে এম শাহনাওয়াজ । ১৬. ড. এ কে এম শাহনাওয়াজ: মেসোপটেমীয় সভ্যতা । ১৭. ড. এ কে এম শাহনাওয়াজ: মিশরীয় সভ্যতা । ১৮. ড. এ কে এম শাহনাওয়াজ: গ্রিক সভ্যতা । ১৯. ড. এ কে এম শাহনাওয়াজ: বিশ্ব সভ্যতা: মধ্যযুগ । ২০. ড. আবু মো: দেলোয়ার হোসেন: সভ্যতার ইতিহাস : প্রাচীন ও মধ্যযুগ ।
Reference Book	30. E.M. Burns & P.L. Ralph 1991. World Civilization/Western Civilization. 31. V.G.Childe, 1961, Man Makes Himself 32. V.G.Childe, The Urban Revolution 33. A.J.Toynbee, 1962, A Study of History 34. C.Jaroslav, 1957, Ancient Egyptian Religion.

Part-A: Introduction

BNFQ Code: 0532-222	Course Code: ARC-222	Credit Hours: 04	Year: 2nd	Semester: 2 nd
Course Title: Introduction to Geography of Bangladesh			Session: 2021-2022	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale of the Course	This course aims to introduce the geological and geographical features of Bangladesh that have shaped its geopolitical, socio-cultural, and economic characteristics. This also links the relationship between the physical and cultural landscapes of the country. It explores the interrelationships between environment, place, and people and how these vary across and between different regions of Bangladesh. Finally, the intention of the course is to create basic knowledge on Geo-archaeology and develop interpersonal skills of individual students.
Course Objectives	This course is designed for students to ○ Recognize the prominent Geophysical features of Bangladesh. ○ Explain how people interact with the environment and landscapes. ○ Discuss the economic geography and natural resources of Bangladesh. ○ Focus on climate, climate change issues and their impacts. ○ Utilize gained knowledge to find the influence of physical and environmental factors, process in human geography.
Course Learning Outcomes (CLOs)	Upon completion of the course, students will be able to: CLO-1: Define the basic concepts about the general features & characteristics of the geology and geography of Bangladesh. CLO-2: Understand the formation of Bengal delta and man-land relationship in changing environmental conditions. CLO-3: Identify contemporary geographical challenges linked to globalization, development, urbanization and global warming. CLO-4: Analyze and interpret different geographical and geological phenomenon and data set. CLO-5: Independently utilize geo-environmental knowledge in reconstructing present and past human behavioral pattern.

Course Content

1. **General Introduction:** Basic concepts: Geology, Geography, why geology and geography are important, and geographical location of Bangladesh.
2. **Weather and Climate of Bangladesh:** Climate, Weather, Season, Monsoon, Influence of Weather and Climate in Land, Economy and Culture.
3. **Formation of Bengal Delta:** Pangia, Formation of Himalaya, Formation of Bengal Delta.
4. **River System of Bangladesh:** River, Origin, Development, Type, River system, River morphology, Role of rivers.
5. **Alluvial Processes and Morphology:** Alluvial process, Methods of studying geomorphic features; Morphometric units of Bangladesh.
6. **Landform of Bangladesh:** Landscape of Bangladesh, Landform, Land forming factors.
7. **Stratigraphy:** Principles of Stratigraphy, Stratigraphic outline of Bangladesh.
8. **Quaternary Geology of the Bengal Basin:** Characteristics of quaternary, Physical and Tectonic framework, Landforms, and Distribution of Quaternary deposits.
9. **Hydrogeology of Bangladesh:** Origin and occurrence of groundwater, rock properties that affect groundwater, and subsurface distribution of groundwater.
10. **Soil of Bangladesh:** Soil, Soil forming factors, Dominant soil formation processes; Seven soil tracts; Characteristics of major soil groups.
11. **Climate and Climate Change Issues:** Global warming; Climate change, and Natural hazards.
12. **Economic Geology of Bangladesh:** Petroleum Geology; Mineral and Natural Resources; Forest Resources; Renewable Energy- Prospects and Challenges.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	Medium	Medium	Low	Low	Low	Medium	High	Medium
CLO2	High	High	High	Medium	High	High	Medium	Medium	Medium
CLO3	High	High	High	High	High	High	High	High	High
CLO4	High	High	High	High	High	High	High	High	High
CLO5	High	High	High	High	High	High	High	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-visual Presentation
TLS-5	Sample Show
TLS-6	Fieldwork/On site Class
TLS-7	Lab work
TLS-8	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1.	General Introduction: Basic concepts: Geology, Geography, why geology and geography are important, and geographical location of Bangladesh.	1, 2, 3	1, 2, 4	1, 5
2.	Weather and Climate of Bangladesh: Climate, Weather, Season, Monsoon, Influence of Weather and Climate in Land, Economy and Culture.	1, 2, 3	1, 2, 5	3, 4
3.	Formation of Bengal Delta: Pangia, Formation of Himalaya, Formation of Bengal Delta.			
4.	River System of Bangladesh: River, Origin, Development, Type, River system, River			

	morphology, Role of rivers.			
5.	Alluvial Processes and Morphology: Alluvial process, Methods of studying geomorphic features; Morphometric units of Bangladesh.	1, 2, 4	1, 2, 6	1, 4
6.	Landform of Bangladesh: Landscape of Bangladesh, Landform, Land forming factors.			
7.	Stratigraphy: Principles of Stratigraphy, Stratigraphic outline of Bangladesh.	1, 2, 7	1, 2, 3	3, 4
8.	Quaternary Geology of the Bengal Basin: Characteristics of quaternary, Physical and Tectonic framework, Landforms, and Distribution of Quaternary deposits.	1, 2, 4	1, 2, 3	3, 4
9.	Hydrogeology of Bangladesh: Origin and occurrence of groundwater, rock properties that affect groundwater, and subsurface distribution of groundwater.	1, 2, 7	1, 2, 4	1, 3
10.	Soil of Bangladesh: Soil, Soil forming factors, Dominant soil formation processes; Seven soil tracts; Characteristics of major soil groups.	1, 2, 3	1, 2, 7	4, 5
11.	Climate and Climate Change Issues: Global warming; Climate change, and Natural hazards.			
12.	Economic Geology of Bangladesh: Petroleum Geology; Mineral and Natural Resources; Forest Resources; Renewable Energy-Prospects and Challenges.	1, 2, 3	1, 2, 7	4, 5

Part-D: Learning Resources

Text Book	21. Badrul Imam, <i>Bangladesher Khaniz Sampad</i> in Bangla (Mineral Resources of Bangladesh), Bangla Academy, Dhaka, 1996 22. FH Khan, <i>Geology of Bangladesh</i>, University Press Limited, Dhaka, 1991 23. Haroun Er Rashid, <i>Geography of Bangladesh</i>, University Press Limited, Dhaka, 1991. 24. Hugh Brammer, <i>The Geography of the Soils of Bangladesh</i>, University Press Limited, Dhaka, 1996 25. Hussain Monsur, <i>An Introduction to the Quaternary Geology of Bangladesh</i>, Bangla Academy, 1995. 26. Klaus-Ulrich Reimann, <i>Geology of Bangladesh</i>, G. Borntraeger, The University of California. 1993.
Reference Book	35.

Part-A: Introduction					
BNFQ 0222-223	Code:	Course ARC-223	Code:	Credit Hours: 04	Year: 2 nd
Course Title: Introduction to Iconography				Session: 2021-22	
Course Type: Core Course			Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)			None		

Rationale of the Course	Iconography is one of the compulsory introductory subjects in Archaeology. The Brahmanical and esoteric Buddhist and Jain religion has produced large number of icons in the early medieval period. This paper will study the varieties of icons based on the canonical and sacred texts. The features, characteristics and other aspects of art style of these sculptures will be studied.
Course Objectives	This course is designed to: ○ Introduce students with the basics of Brahmanical, Buddhist and Jain iconography. ○ Understand the importance of study the icons as an Archaeological material. ○ Identify the icon. ○ Develop cognitive thinking.
Course Learning Outcomes (CLOs)	At the end of the course, students will be able to: CLO 1: identify a sculpture with its religious affinity. CLO 2 : acquire an understanding of the estimated period of production. CLO 3: understand the character. CLO 4: analyse the art style. CLO 5: question about the cognitive thinking.

Course Content

Unit-1: Definition (Material, Sources), Iconographic Terminology (*Hasta, Pada Mudra, Asana*, Emblem and Weapon).

Unit-2: The Origin and Development of Image Worship in Sub-continent, Main School of Arts in Indian Sub-Continent.

Unit-3: Concepts of God and Goddess in Vedic period, Introduction to Vedic Gods (Indra, Agni, Rudra, Solar Gods, Saraswati, Aditya).

Unit-4: Puranic Era, Gods: Vishnu (Basic features, Dasavatar, Composite figures), Siva (Basic features, Chnadrashaker, Bhairav, Aghor, Nataraja, Uma-Mohesvara, Ardhanarisvara, Linga), Basic features and selected (popular) forms of Surya, Ganesha, Brhamma, Navagrahs.

Unit-5: Selected from of Durga (Parvati, Lalita, Mahisasuramardini), Saraswati, Laksmi, Manasa, Saptamatika.

Unit-6: Origin and development of the concepts of image worship in Buddhism; Basic features of a Buddhist icon, Basic *Mudras*.

Unit-7: Iconography of Adi Buddha and *Pancha Tathagata* (development of the concept, iconic features), and Maitreya.

Unit-8. Development of the Bodhisattva concept, a) Avolikitesvara and his selected manifestations b) Manjusri and his selected manifestations, Heruka, Jamvala.

Unit-9: Emergence of the concept of Goddess in Buddhism, Iconography of Proggaparomita, Tara, Marici, Mahapratissara, Parnasabari.

Unit-10: Basic features of Jain Icon, Concepts of Jain Gods and Goddesses.

Unit-11: Jain Icon: Tirthankaras.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	High	Medium	Medium	High	Medium	Medium	High	Medium	Medium
CLO 2	High	Medium	Low	High	Medium	High	Medium	Low	High
CLO 3	High	High	High	Medium	Medium	High	High	High	Low
CLO 4	High	High	High	High	Medium	High	High	High	Low
CLO 5	High	High	High	Medium	Medium	High	High	High	Medium

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Definition (Material, Sources), Iconographic Terminology	1, 2	1, 2, 3	1, 3, 4
2	The Origin and Development of Image Worship in Sub-continent	1, 2, 4	1, 2, 5	4, 5
3	Main School of Arts in Indian Sub-Continent.			
4	Concepts of God and Goddess in Vedic period, Introduction to Vedic Gods (Indra, Agni, Rudra, Solar Gods, Saraswati, Aditya).	1, 2, 4	1, 2, 6	3,5
5	Puranic Era, Gods: Vishnu (Basic features, Dasavatar, Composite figures),	1, 2, 6, 7	1, 2, 4,5	1,2,3,4
6	Siva (Basic features, Chnadrashaker, Bhairav, Aghor, Nataraja, Uma-Mohesvara, Ardhanarisvara, Linga),	1, 2, 6, 7	1, 2, 4,5	1,2,3,4, 1, 2, 4,5
7	Basic features and selected (popular) forms of Surya, Ganesha, Brhamma, Navagrahs.	1, 2, 6, 7	1, 2, 4,5	1,2,3,4
8	Selected form of Durga (Parvati, Lalita, Mahisasuramardini), Saraswati, Lakshmi, Manasa, Saptamatrika.	1, 2, 6, 7	1, 2, 4,5	1,2,3,5
9	Origin and development of the concepts of image worship in Buddhism; Basic features of a Buddhist icon, Basic <i>Mudras</i> .	1, 2	1, 2, 3	1, 3, 4
10	Iconography of Adi Buddha and <i>Pancha Tathagata</i> (development of the concept, iconic features), and Maitreya	1, 2, 6, 7	1, 2, 4,5	1,2,3,5
11	Development of the Bodhisattva concept, a) Avolikitesvara and his selected manifestations b) Manjusri and his selected manifestations, Heruka, Jamvala	1, 2, 6, 7	1, 2, 4,5	1,2,3,5
12	Emergence of the concept of Goddess in Buddhism, Iconography of Progga Paramita, Tara, Marici, Mahapratisara, Parnasabari.	1, 2, 6, 7	1, 2, 4,5	1,2,3,5
13	Jain Icon: Tirthankaras.	1, 2, 6, 7	1, 2, 4,5	1,2,3,5
14	History of numismatic research in India and Bengal.	1, 2, 3	1, 2, 4	3, 5

Part-D: Learning Resources

Text Book	1. Rao, T.A. Gopinath, 1985: <i>Elements of Hindu Iconography (Vol-1,2,3 &4)</i> Delhi. 2. Banerjee, Jitendra Nath. 1985. <i>Development of Hindu Iconography</i>, Delhi. 3. Bhattacharyya, Benoytosh.1958: <i>The Indian Buddhist Iconography</i>, Culcutta. 4. B.C. Bhattacharya, 1939: <i>The Join Iconography</i>, New Delhi. 5. Bhattashali, N.K. 1925: <i>Iconography of Buddhist & Brahmanical Sculptures in the Dacca Museum, Dacca.</i> 5. Gupte, R.S. 1971. <i>Iconography of the Hindus, Buddhists & Jains.</i> 6. Alam, Shamsul. A.K.M. 1985: <i>Sculptural Art of Bangladesh</i>. Dhaka. 7. Haque, Enamul. 1992: <i>Bengal Sculptures, Hindu Iconography upto c. 1250 A.D.</i> Dhaka. Bangladesh National Museum. 8. Haque, Enamul & Gali, Adalbert, 1998: <i>Sculptures in Bangladesh: An Inventory of Selected Hindu, Buddhist, Jain Stone and Bronze images in Museums and Collection of Bangladesh (up to the 13th Century)</i>, Dhaka. 9. Rahman, Mukhlesur,1998: <i>Sculpture in the Varendra Research Museum: A Descriptive Catalogue</i>, University of Rajshahi.
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Part-A: Introduction

BNFQ Code: 0222-224	Course Code: ARC-224	Credit Hours: 04	Year: 2 nd	Semester: 1 st
Course Title: South Asian Epigraphy & Numismatics (Ancient Period)			Session: 2022-23	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale of the Course	This course is provided to students to introduce the origin and development of Epigraphy & Numismatics of ancient India with special concern on their types and features.
Course Objectives	This course is designed to: ○ introduce the undergraduates about the basic knowledge of Epigraphy and coins. ○ know the historical values of Epigraphical records and Coins.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: define the general features & characteristics of ancient South Asian epigraphy and coins of different era. CLO-2: list out the writing system and currency system of ancient period in

	South Asia. CLO-3: identify of epigraphs and coins of different political period. CLO-4: explain the history based on epigraphy and numismatic records. CLO-5: use epigraphic and coins texts as historical sources.
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Course Content

Part-I (Epigraphy)

1. Introduction: Definition and Scope; Significance of Epigraphical studies in Archaeology.
2. General Overview of Indian Scripts and Languages; Writing Materials and Types of Inscriptions.
3. Asokan Inscriptions: Introduction and Classifications; Distributions; Study on Selected Inscriptions.
4. Sunga & Kushana Inscriptions: Types; Basnagar Pillar Inscription of Heliodoros.
5. Gupta Inscriptions: Types Allahabad Stone Pillar Inscription of Samudragupta.
6. Post-Gupta Regional Inscriptions.
7. Copperplate: Evolution, Types, Forms and Content.
8. Methods of Epigraphic Study: Presentation of Text, Translation, Interpretation, Authentication, Dating etc.

Part-I (Numismatics)

9. General Introduction to Ancient Indian Numismatics.
10. Origin and Development of Ancient coinage in Indian sub-continent.
11. History of numismatic research in India and Bengal.
12. Making and Methods of Bengal Coin System.
13. Development and importance of Coins in Different Dynasties of Ancient Bengal.
14. Coins of South-east Bengal.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: Definition and Scope; Significance of Epigraphical studies in Archaeology.	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
2	General Overview of Indian Scripts and Languages; Writing Materials and Types of Inscriptions.	TLS 1, 2, 3	AS 1, 2, 5	CLO 3, 4
3	Asokan Inscriptions: Introduction and Classifications; Distributions; Study on Selected Inscriptions.	TLS 1, 2, 4	AS 1, 2, 6	CLO 1, 4
4	Sunga & Kushana Inscriptions: Types; Basnagar Pillar Inscription of Heliodoros.	TLS 1, 2, 7	AS 1, 2, 3	CLO 3, 4
5	Gupta Inscriptions: Types Allahabad Stone Pillar Inscription of Samudragupta.	TLS 1, 2, 4	AS 1, 2, 3	CLO 3, 4
6	Post-Gupta Regional Inscriptions.	TLS 1, 2, 7	AS 1, 2, 4	CLO 1, 3
7	Copperplate: Evolution, Types, Forms and Content.	TLS 1, 2, 3	AS 1, 2, 3	CLO 4, 5
8	Methods of Epigraphic Study: Presentation of Text, Translation, Interpretation, Authentication, Dating etc.	TLS 1, 2, 3	AS 1, 2, 3	CLO 4, 5
9	General Introduction to Ancient Indian Numismatics.	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
10	Origin and Development of Ancient coinage in Indian sub-continent.	TLS 1, 2, 4	AS 1, 2, 5	CLO 3, 4
11	History of numismatic research in India and Bengal.	TLS 1, 2, 3	AS 1, 2, 4	CLO 3, 5
12	Making and Methods of Bengal Coin System.	TLS 1, 2, 7	AS 1, 2, 3	CLO 4, 5
13	Development and importance of Coins in Different Dynasties of Ancient Bengal.	TLS 1, 2, 4	AS 1, 2, 3	CLO 1, 5
14	Coins of South-east Bengal.	TLS 1, 2, 4	AS 1, 2, 3	CLO 4, 5

Part-D: Learning Resources

Text Book	27. Agrawal, Jagannath 1986, <i>Research in Indian Epigraphy and Numismatics</i>, Delhi, Sundeep Prakashan. 28. Anderson, Paul Kenet 1990, <i>Studies in the Minor Rock Edicts of Asaka (I): Critical Edition</i>. Preilburg: Hedwig Falk. 29. Asher FM and GS Gai eds. 1985, <i>Indian Epigraphy: Its Bearing an History of Art</i>. New Delhi: Oxford University Press and IBH/American Institute of Indian Studies 30. Bhandarkar DR 1981, <i>Inscriptions of the Early Gupta Kings/Corpus Inscriptionum Indianum (3)</i>. edited by Bahadur Chand Chhabra & Govinda Swamirao Gai. 31. Buhler, George 1904. Indian Palaeography: Appendix in <i>Indian Antiquary (33)</i>. translated by JF Fleet. 32. Dani, Ahmad Hasan 1963. Indian Palaeography. Oxford Press 2nd ed. in 1986 from Delhi Munshiram Manoharlal. 33. Kosambi, D.D. 1981 (reprint in 1992). <i>Indian Numismatics</i>. Delhi: Orient Longman Ltd. 34. Mukherjee, B.N. 1992. <i>Coins and Currency Systems in Gupta Bengal (c. A.D. 320-550)</i>. New Delhi: Harman Publishing House. 35. Mukherjee, B.N. and P.K.D. Lee 1988. <i>Technology of Indian Coinage</i>. Calcutta: Indian Museum. 36. Cunningham, A. 1891 (Indian reprint in 1971). <i>Coins of Ancient India</i>. New Delhi: Indological Book House.
Reference Book	36. Asher FM and GS Gai eds. 1985, <i>Indian Epigraphy: Its Bearing an History of Art</i>. New Delhi: Oxford University Press and IBH/American Institute of Indian Studies. 37. Bannerjee RD. 1919. <i>The Origin of the Bangali Script</i>. Calcutta: University of Calcutta. Reprint in 1973 from Calcutta: Nababharat. 38. Cunningham, ALEXander, 1877. <i>Inscriptions of Asoka(I) Corpus Inscriptionum Indicarum</i>. Calcutta: Office of the Superintendent of Government Printing, Reprinted in 1961 from Varansi: Indological Book House. Das Gupta, Charu Chandra 1958. <i>The Development of Kharasthi Script</i>. Calcutta: Firma KLM. 39. Diskalkar, DB 1979. <i>Materials Used for Indian Epigraphical Records</i>, Poona:Bhandarkar Oriental Research Institute. 40. Diskalkar, DB 1925. <i>Selection from Sanskrit Inscriptions (2nd Century to 8th Century AD)</i>. Rajkot: DB Diskalkar, Reprint in 1977 from New Delhi Classical Publishers. 41. Fleet, John Faithfull 1888. <i>Inscriptions of the Early Gupta Kings and Their Successors. Corpus Inscriptionum Indicurnum (3)</i>. Calcutta: Office of superintendent of Governmental Printing. Reprinted in 1963 & 1970 from Varansi: Indological Book House. 42. Gai, GS 1986. <i>Introduction to Indian Epigraphy (with special Reference to the Development of the Scripts and Languages)</i>. Mysome: Central Institute of Indian Language. Gupta, Paramanand 1973. <i>Geography in Ancient Indian Inscriptions (Up to 650AD)</i>. Delhi: DK Publishing House. 43. Hultzsch, E 1925. <i>Inscriptions of Asoka</i>. New Edition CH (I) Oxford: Clarendon Press. Reprinted in 1969 from Delhi: Indological Book House. Ahmed, Bulbul and Shahanawaz, AKM. 2013. <i>Bengal Coins (A Guide to the Coins of Bengal especially found in the Territory of Modern Bangladesh, Nymphaea, Dhaka</i>.

	44. Ahmed, Bulbul. 2013. <i>Commemorative Coins and Notes of Bangladesh Bank</i>. Bangladesh Bank, Dhaka. 45. Ahmed, Bulbul, and Islam, Noorul Islam. 2011. <i>The Mahasthan Hoard II of Silver Punch-Marked Coins</i>, Asiatic Society of Bangladesh, Dhaka. 46. Ahmed, Bulbul 2007. Silver Punch-marked Coins from a New Find Spot—Shahebganj (Gobindaganj Thana, Gaibandha District): A Numismatic Study, a paper presented in the Faculty of Arts, Jahangirnagar University, Savar, Dhaka on 17 July 2007. 47. Gupta, P.L. 1969 (3rd edition in 1991). <i>Coins</i>. New Delhi: National Book Trust. 48. Gupta, P.L. and T.R. Hardaker 1985. <i>Ancient Indian Silver Punch-marked Coins of the Magadha-Maurya Karshapana Series</i>. Nashik: Indian Institute of Research in Numismatic Studies. 49. Mukherjee, B.N. and P.K.D. Lee 1988. <i>Technology of Indian Coinage</i>. Calcutta: Indian Museum.
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Part-A: Introduction					
BNFQ 0542-311	Code:	Course ARC-311	Code:	Credit Hours: 04	Year: 2 nd
Course Title: Statistics in Archaeology & Social Research					Session: 2022-23
Course Type: GED			Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)			None		

Rationale of the Course	The course is designed to make the beginners oriented with the basic statistics tools to be used in Archaeology and social science research at an advanced level.
Course Objectives	This course is designed to help students ○ To provide basic knowledge of statistics and social science research. ○ Make the students organize the data in graphical and tabular form. ○ Help them to know the types of data and how to collect data. ○ Own ability to apply statistical methods for collection, processing, and analysis of quantitative data particularly such linked to the field of Archaeology and Social Science; ○ Have made relevant connections between theory and real-world examples, through references to media material, readings, or case studies.
Course Learning Outcomes (CLOs)	By the end of the course, students will be able to: CLO-1: Acquire basic knowledge regarding concepts used in statistics and social research in archaeology and social science; CLO-2: Understand and analyze the variability of the data CLO-3: Analysis of quantitative data particularly such linked to the field of Archaeology and Social Science

	CLO-4: Critical analysis of the archaeological data by using SPSS (Bai, Pie chart) CLO-5: Learn to work in small teams to produce seminar output, and improve their oral presentation and argument skills within the seminars/presentation
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Course Content

1. Introduction

Scope and Importance of Statistics in Archaeology and its limitations- Level of Measurement in Social Statistics (Nominal, ordinal, interval and ratio). Some Basic Concepts in Statistics: Variables (Discrete and Continuous, Unit of Analysis), Statistical Observations, Unit of Analysis.

2. Descriptive Statistics

Nominal Scales: Proportions, Percentages and Ratios. Interval Scales: Frequency Distributions and Data Grouping, Cumulative Frequency Distribution, Measures of Central Tendency: Mean- arithmetic, geometric- Mode- Median- Percentile, Decile, and Quartile. Standard Deviation: Normal Distribution. Finite and Infinite. Frequency, Form and Areas under Normal Curve.

3. Graphs presentation

Histogram-ogiv- Line-Graph-Bar Graph- Frequencies- Calculation of Percentages- Tables: construction of tables Univariate and Bivariate Table.

4. Statistical Population and Statistical Sample

Sampling: definition and meaning of sampling; Function and importance of Sampling; types of sampling; determination of sample size. Sampling Problems in Archaeology.

5. Measures of dispersion

Range, Mean, deviation, Standard deviation, Variance. Measures of Proportional Reduction of Errors (PRE): Gamma, Lambda, Kindltau, a, b, c, Eta.).

6. Measures of Association

Chi- square- Correlation- Rank Correlation, Partial correlation, Multiple Correlation- Regression: least- Square Method (Line of best fit) Stepwise Regression. Sampling Techniques and Probability: Probability and non Probability sampling concept of Probability- Normal distribution.

7. Hypothesis Testing

Concept of Hypothesis- T-Test (analysis of Variance), Z- test, X²- test- Introduction Statistical Package for Social Science (SPSS).

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: Scope and Importance of Statistics in Archaeology and its Limitations-Level of Measurement in Social Statistics. Some Basic Concepts in Statistics: Variables Statistical Observations, Unit of Analysis.	1, 2, 3	1, 2, 4	1, 5
2	Data and Data Collection: Population, Sample, Variables and Attributes, Types of Variables, Scales of Measurement: Nominal, Ordinal, Interval and Ratio; Primary and Secondary Data, Methods of Collecting Data.	1, 2, 3	1, 2, 5	3, 4
3	Organization of Data: Classification and Tabulation of Data, Frequency Distribution, Graphical Presentation of Data, Stem and Leaf Display, Dot Plot, Time Series Plot.	1, 2, 4	1, 2, 6	1, 4
4	Measures of central Tendency: Mean, Median, Mode, Geometric Mean, Harmonic Mean, Quintiles with their Graphical Presentation, Application of Different Measures of Central Tendency, Five Number Summary.	1, 2, 7	1, 2, 3	3, 4
5	Qualitative and Quantitative Data, forms of nominal level Data, forms of Ordinal level Data.	1, 2, 4	1, 2, 3	3, 4

6	Graphs presentation- Histogram-ogive- Line-Graph-Bar Graph- Frequencies- Calculation of Percentages- Tables: construction of tables Univariate and Bivarite Table.	1, 2, 7	1, 2, 4	1, 3
7	Using SPSS to create Graphs- Bar chart, Pie chart, Histogram.	1, 2, 3	1, 2, 7	4, 5
8	Statistical Population and Statistical Sample -Sampling: definition and meaning of sampling; Function and importance of Sampling;	1, 2, 3	1, 2, 7	4, 5
9	types of sampling; determination of sample size. Sampling Problems in Archaeology.	1, 2, 3	1, 2, 4	1, 5
10	Measures of dispersion -Range, Mean, deviation, Standard deviation, Variance. Measures of Proportional Reduction of Errors (PRE): Gamma, Lambda, Kindltau, a, b, c, Eta.).	1, 2, 4	1, 2, 5	3, 4
11	Chi-square- Correlation- Rank Correlation, Partial correlation, Multiple Correlation-Regression: least- least-square method (Line of best fit) Stepwise Regression.	1, 2, 3	1, 2, 4	3, 5
12	Correlation and Analysis of Variance (ANOVA). Sampling Techniques and Probability: Probability and non-probability sampling concept of Probability- Normal distribution.	1, 2, 7	1, 2, 7	4, 5
13	Hypothesis Testing -Concept of Hypothesis- T-Test (Analysis of Variance), Z- test, X2-test- Introduction Statistical Package for Social Science (SPSS).	1, 2, 4	1, 2, 3	1, 5
14	X2- test- Introduction Statistical Package for Social Science (SPSS). Practical for Using SPSS software.	1, 2, 4	1, 2, 3	4, 5

Part-D: Learning Resources

Text Book	37. SSTATISTICS FOR SOCIAL SCIENCES (WITH SPSS APPLICATIONS). (2016). India: PHI Learning Pvt. Ltd.. 38. Allan G. Bulman, (2013): <i>Elementary Statistics: A Step by Step Approach</i> , 9th Edition. McGraw Hill Inc 39. Levin, J., Fox, J. A. (1991). <i>Elementary Statistics in Social Research</i> . United Kingdom: HarperCollinsPublishers.
Reference Book	50. Yule, G.U. and Kendall, M.G. (1999): <i>An Introduction to the Theory of Statistics</i> , Universal Book Stall, New Delhi. 51. Sirkin, R. M. (2006). <i>Statistics for the Social Sciences</i> . India: SAGE Publications. 52. Rovai, A. P., Baker, J. D., Ponton, M. K. (2013). <i>Social Science Research Design and Statistics: A Practitioner's Guide to Research Methods and SPSS Analysis</i> . United States: Watertree Press. 53. Berg, B. L., Lune, H. (2012). <i>Qualitative Research Methods for the Social Sciences</i> . United Kingdom: Pearson.

Part-A: Introduction					
Course Code: 0222-312	Course Code: ARC-312	Credit Hours: 04		Year: 3rd	Semester: 1 st
Course Title: Research Methodology				Session: 2021-22	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)		None			

Rationale of the Course	This course is provided to students to learn about the research methods used in Archaeology. They will learn how to systematically prepare research proposal, monograph and thesis dissertation.
Course Objectives	○ Introduce the basic concepts of research methodology in Archaeology. ○ This course addresses the issues inherent in selecting a research problem and discusses the techniques and tools to be employed in completing an archaeological research project. ○ This course will train the researcher to carry out research efficiently and methodically. ○ Know the technical aspects and tools in every step of research. ○ This course will enable the students to prepare report writing and framing Research proposals.
Course Learning Outcomes (CLOs)	At the end of the course, students will be able to: CLO 1: understand and comprehend the basics in research methodology and applying them in research/ project work. CLO 2: select an appropriate research design. CLO 3: take up and implement a research project/ study. CLO 4: demonstrate the ability to choose methods appropriate to research objectives. CLO 5: to collect the data, edit it properly and analyse it accordingly and write the dissertation at the end. Thus, it will facilitate students' prosperity in higher education

Course Content

Unit I: Basics in Social Science (Archaeological) Research

1. (Archaeological) Social Science Research: meaning and significance,
2. Objectivity in Social Science Research
3. Types of Research: Historical and Analytical, Quantitative and Qualitative, Empirical and Normative

Unit II: Research Design

1. Experimental and exploratory research designs
2. Preparing research proposals: Selection of the topic, Review of literature, Identifying Objectives of the Study, preparing Research Questions,
3. Hypothesis formation

Unit III: Data Collection

1. Sources of Data: Primary and Secondary

2. Methods of collecting data: Observation, Questionnaire, Interview, Focus groups and Case study method

3. Types of Sampling: Random sampling, Systematic sampling and Stratified sampling

4. Survey Research: Role of library and Internet

Unit IV: Data Analysis

1. Validation of Data

2. Writing research report, Format of the report

3. Style of referencing, Bibliography

Unit V: Issues in Research

1. Research Ethics

2. Plagiarism, software to detect plagiarism

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	Low	High	Medium	High	High	Medium	High
CLO3	High	Medium	Medium	High	High	High	High	Medium	High
CLO4	High	Low	Low	High	Medium	High		Medium	High
CLO5	High	Low	High	High	High	High	High	Medium	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Unit-1: Basics in Social Science (Archaeological) Research	1, 2, 7	1, 2, 4	1, 4
2	Archaeological) Social Science Research: meaning and significance, Objectivity	1, 2, 7	1, 2, 4	1, 4

3	Types of Research: Historical and Analytical, Quantitative and Qualitative, Empirical and Normative	1, 2, 7	1, 2, 4	1, 4
4	Unit-II: Research Design (Experimental and exploratory research designs)	1, 2, 3	1, 2, 5, 6	3, 4
5	Preparing research proposals: Selection of the topic, Review of literature, Identifying Objectives of the Study, preparing Research Questions,	1, 2, 3	1,2,4,5	3,4
6	Hypothesis formation	1, 2, 3	1,2,4,5	1, 3, 4
7	Unit III: Data Collection, Sources of Data: Primary and Secondary	1, 2	1, 2, 4	4, 5
8	Methods of collecting data: Observation, Questionnaire, Interview, Focus groups and Case study method	1,2,6	1, 2, 3,5,6	4, 5
9	Types of Sampling: Random sampling, Systematic sampling and Stratified sampling, Survey Research: Role of library and Internet	1, 2	1,2,4	4, 5
10	Unit IV: Data Analysis, Validation of Data	1, 2,3	1,2,4	4, 5
11	Writing research report, Format of the report	1, 2,3	1, 2,5,6	3, 4, 5
12	Style of referencing, Bibliography	1, 2	1,2,4,5	3, 4, 5
13	Unit V: Issues in Research (Research Ethics)	1, 2, 4	1, 2, 4, 5	4, 5
14	Plagiarism, software to detect plagiarism	1, 2, 7	1, 2, 4,5	4, 5

Part-D: Learning Resources

Text Book	1. P.P Joglekar, Research Methodology in Archaeology 2. Dr. Prabhat Pandey & Dr. Meenu Mishra Pandey (2015), Research Methodology: Tools and Techniques, Bridge Center.
Reference Book	1. Hodder, I. (1992) Theory and Practice in Archaeology. Routledge, London. 2. Sayer, A. (1992) Method in Social Research: A Realist Approach. Routledge, 2nd Edition, London. ৩. মান্নান, আব্দুল ও সামসুন্নাহার খানম মেরি। ২০০২। সামাজিক গবেষণা ও পরিসংখ্যান পরিচিতি। 8. Schiffer, M. B. (1976) Behavioral Archaeology. Academic Press, New York. 5. Hodder, I. (ed.) Spatial analysis for archaeology. Cambridge University Press, Cambridge. 6. Aldenderfer, M. S. (1987) Quantitative Research in Archaeology. SAGE, New Delhi. 7. Shenan, S. (1988) Quantifying Archaeology. University Press, Edinburgh. 8. Ellen, R. F. (1984) Ethnographic Research: A Guide to General Conduct. Academic Press, New York. 9. Mies, M. (1983) Towards a Methodology of Feminist Research. In G. Bowles and R. Duelli-Klein (eds.) Theories of Women's Studies. Routledge, London.

Part-A: Introduction					
BNFQ Code: 0222-313	Course Code: ARC-313	Credit Hours: 04	Year: 3 rd	Semester: 1 st	
Course Title: Art and Architecture (Ancient Period)			Session: 2021-22		
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)		None			

Rationale of the Course	This course provides the students with a comprehensive idea of the origin and development of art, architecture, sculpture and paintings of Indian subcontinent.
Course Objectives	This course is designed to: ○ know about the chronological framework of the art and architecture of India from Pre-historic to early medieval period, with an emphasis on sacred art, architecture and sculpture. ○ provide knowledge of the political, social and religious contexts for the production and use of art and architecture in ancient India in different era. ○ know the development of religious architecture of ancient period in India including Bengal.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: differentiate the general features of ancient Indian art & architecture. CLO-2: illustrate the local influences in South Asian art & architecture. CLO-3: identify the different features of South Asian art & architecture. CLO-4: explain the social history through the architectural remains. CLO-5: create awareness for preserving architectural heritages of Bangladesh.

Course Content

1. Introduction: Importance of the study, Meaning of art, Aniconic and iconic forms of art; Development of art and architecture during Prehistoric, Protohistoric (Harappan) and Early Historic (Vedic) periods, Foreign influence on art and architecture.
2. Folk art: Identification, Style and Meaning, cult of Yaksha.
3. Origin and development of Rock-cut Architecture.
4. Art of Maurya, Sunga, Kushana, Gupta, Pala and Sena.
5. Origin and development of temple architecture.
6. Paintings: Ajanta, Bagh, Badami, Ellora,
7. Terracottas: Maurya, Sunga, Kushana, Gupta, Pala.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Medium	Low	Low	Low	Medium	Low	Medium
CLO2	High	Medium	Low	Medium	High	High	Medium	Low	Low
CLO3	High	Medium	Medium	Low	Medium	Medium	Low	Medium	High
CLO4	Medium	Low	Medium	High	High	Medium	Low	Low	Medium
CLO5	Low	Medium	Low	Medium	High	Medium	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity

TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	○ Introduction: meaning of art, architecture & painting; Importance of the study of art, architecture & painting ○ Importance of the study of art, architecture & painting	TLS 1, 2	AS 1,2, 4	CLO 1, 5
2	○ Development of art and architecture during Prehistoric ○ Development of art and architecture during Early Historic (Vedic) periods	TLS 1, 2, 3	AS 1,2, 3	CLO 1, 3
3	○ Folk art: Identification, Style, Meaning and cult of Yaksha.	TLS 1, 2, 4	AS 1,2, 5	CLO 1, 5
4	○ Origin and development of Rock-cut Architecture. ○ Rock cut Lomash Rishi, Bhaja, Karle, Ajanta	TLS 1, 2, 4	AS 1,2, 5	CLO 1,3, 4
5	○ Origin & Development of Chaitya Griha ○ Chaitya Griha: Ajanta, Ellora	TLS 1, 2, 7	AS 1,2, 3	CLO 1, 3, 4
6	○ Origin & Development of Vihara ○ Vihara's in Bangladesh	TLS 1, 2, 6	AS 1,2, 4	CLO 1, 3, 4
7	○ Origin & Development of stupa architecture ○ Architectural features of the Sanchi, Bharhut and Amravati Stupa.	TLS 1, 2, 4, 6	AS 1,2, 6	CLO 1, 2, 3
8	○ Art of India: Maurya, Sunga, Kushana, Pala, Sena ○ Ashokan Art	TLS 1, 2, 4	AS 1,2, 3	CLO 1, 3, 4
9	○ Introduction to Sculptural Art of Ancient India ○ Different School of Art: Gandhara, Mathura, Saranath	TLS 1, 2, 4, 6	AS 1,2, 6	CLO 1, 5
10	○ Terms & Terminology of Temple	TLS 1, 2, 6	AS 1,2, 3	CLO

	Architecture ○ Origin & Development of Temple Architecture			1, 5
11	○ Nagara style of temple architecture- Orissa, Khajoraho	TLS 1, 2, 4	AS 1,2, 3	CLO 1, 2
12	○ Dravidian style of temple architecture- Chalukya, Pallava, Chola	TLS 1, 2, 4	AS 1,2, 3	CLO 1, 2
13	○ Characteristics of Ancient Indian Paintings ○ Features & Themes: Ajanta, Bagh, Badami, Ellora	TLS 1, 2, 3	AS 1,2,	CLO 1, 2
14	○ Interlocution to Ancient Indian Terracotta Art ○ Terracotta Art: Prehistory & Proto-History ○ Terracotta Art: Maurya, Sunga, Kushana, Gupta.	TLS 1, 2, 3, 7	AS 1,2, 3	CLO 1, 3, 4

Part-D: Learning Resources

Text Book	1. Brown, P. <i>Indian Architecture</i> (Buddhist and Hindu Period). D. B. Taraporevala sons and co. pvt. ltd. Bombay, India. 2. Deva, K. 1969. <i>Temples of North India</i>. New Delhi. 3. Fergusson, J. 1910 <i>A History of Indian and Eastern Architecture</i>, revised by J and P. Spires, London Rolland, B. 1955. The Art and Architecture. Penguin Books, London. 4. Srinivasan, K. R. <i>Temples of South India</i>. National Book Trust, India 5. Tomory, E. 1982. <i>A history of Fine Arts in India and the West</i>. Orient Longman Limited, Madras, India.
Reference Book	1. Agrawal, V. S. 1965. <i>Indian Art</i> (A history of Indian art from the earliest times up to the third century A. D.). Prithvi Prakashan, Varanasi 5. India. 2. Coomarswamy, A. K. 1965. <i>History of Indian and Indonesian art</i>. Dover publication, New York. 3. Coomarswamy, A. K. 1981. <i>Figures of Speech or Figures of Thought</i> (collected essays on the traditional or normal view of art). Munshiram Manoharlal Publishers Pvt.Ltd. New Delhi, India. 4. Coomarswamy, A. K. 1994. <i>Christian and Oriental Philosophy of Art</i>. Munshiram Manoharlal Publishers Pvt. Ltd. New Delhi, India. 5. Dehejia, V. 1972. <i>Early Buddhist Rock Temples</i>. London. 6. Harle, J.C. 1986. <i>The Art and Architecture of the Indian Subcontinent</i>. Yale University Press. New Haven and London. 7. Huntigton, S.L. 1985. <i>The Art of Ancient India</i>. Weatherhill, New York Tokyo. 8. Kramrischi, S. 1933. <i>Indian Sculpture</i>, Calcutta, India. 9. Kramrisch, S. 1946. <i>The Hindu Temples</i>, Calcutta, India. 10. Layton, R. 1991. <i>The Anthropology of Art</i>. Cambridge University Press. 11. Rao, S.K.R. 1993. <i>Art and Architecture of Indian Temples</i>. Kalpatharu Research Academy, Bangalore, India. 12. Zimmer, H. 1990. <i>Myths and Symbols in Indian Art and Civilization</i>, edited by Joseph Campbell. Motilal Banarasidass Publishers Pvt. Ltd. Delhi, India

Part-A: Introduction					
BNFQ Code: 0222-314	Course Code: ARC-314	Credit Hours: 04	Year: 3 rd	Semester: 6 th	
Course Title: Epigraphy and Numismatic of South Asia with Special Reference to Bengal (Medieval Period)			Session: 2021-22		
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)		None			

Rationale of the Course	The course equips the learner with knowledge of various Islamic inscriptions and coinages of the Indian sub-continent with special reference to Bengal in the Medieval period. The course also will attempt to showcase medieval Arabic Calligraphy on Sultanate and Mughal inscriptions and coins.
Course Objectives	This course is designed to help students ○ The main objective is to introduce the undergraduates to Muslim Epigraphy and coins basics. Its importance and limits, as well as the beginning of epigraphical study. ○ To make students aware of the study of epigraphy and coins, and its use as a source for reconstructing the medieval history of Bengal. ○ To know the historical values of Muslims' Epigraphical records and Coins
Course Learning Outcomes (CLOs)	Upon completion of the course, students will be able to: CLO-1: Acquire knowledge about the general features & characteristics of medieval South Asian epigraphy and coins with special reference to Bengal. CLO-2: Analyze the writing script of inscriptions and coins of the medieval period in South Asia. CLO-3: Critically analyze Inscriptions and coins to reconstruct the history (Political, socio-cultural, and economic) of Medieval Bengal. CLO-4: Understanding the study history of Medieval Epigraphy and Numismatics of South Asia. CLO-5: Using epigraphic and coin texts as historical sources of medieval Bengal.

Course Content

Part-I (Epigraphy)

7. Background of Muslim epigraphs in South Asia.
8. Origin and Development of Muslim Epigraphs in South Asia with special reference to Bengal.
9. General features and characteristics of the Inscriptions of the Sultanate and Mughal period.
 10. Importance of Inscriptions to reconstruct the history (Political, socio-cultural, and economic) of Medieval Bengal.
 11. Limitations and scope for using Inscriptions to reconstruct the history of Medieval Bengal.

Part-I (Numismatics)

15. Background of Muslim coinage system Origin and development of Coinage system of South Asia.

16. Beginning of the Medieval Numismatics in Bengal.
17. General features and characteristics of the Coins of the Sultanate and Mughal period.
18. Sultan Giasuddin Iwaz Khilji and study of his Coins.
19. Raja Ganasa and study of his Coins.
20. Importance of coins and inscriptions in reconstructing the history (Political, socio-cultural and economic) of Medieval Bengal.
21. Trade and Economy during the Sultanate period.
22. Limitations and scope of coins to reconstruct the history of Medieval Bengal.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: Definition and Scope; Significance of Islamic Epigraphical Studies in Archaeology. Background of Muslim epigraphs in South Asia.	1, 2, 3	1, 2, 4	1, 5
2	Origin and Development of Muslim Epigraphs in South Asia with special reference to Bengal	1, 2, 3	1, 2, 5	3, 4
3	General features and characteristics of the	1, 2, 4	1, 2, 6	1, 4

	Inscriptions of the Sultanate and Mughal period.			
4	Deference between Sanskrit Inscriptions and Islamic Inscriptions	1, 2, 7	1, 2, 3	3, 4
5	History of Muslims Epigraphy and numismatic research in India and Bengal.	1, 2, 4	1, 2, 3	3, 4
6	Title, mint, and geographical name of Inscriptions and Coins.	1, 2, 7	1, 2, 4	1, 3
7	Origin and development of Arabic script and Different writing scripts of Inscriptions and Coins.	1, 2, 3	1, 2, 7	4, 5
8	Background of Muslim coinage system Origin and development of Coinage system of South Asia.	1, 2, 3	1, 2, 7	4, 5
9	General features and characteristics of the Coins of the Sultanate and Mughal period.	1, 2, 3	1, 2, 4	1, 5
10	Sultan Gyath uddin Iwaz Khilji and study of his Coins.	1, 2, 4	1, 2, 5	3, 4
11	Raja Ganesa and study of his Coins.	1, 2, 3	1, 2, 4	3, 5
12	Importance of coins and inscriptions in reconstructing the history (Political, socio-cultural, and economic) of Medieval Bengal.	1, 2, 7	1, 2, 7	4, 5
13	Trade and Economy during the Sultanate period.	1, 2, 4	1, 2, 3	1, 5
14	Making and Methods of Inscriptions and Coins. Limitations and scope of inscriptions and coins to reconstruct the history of Medieval Bengal.	1, 2, 4	1, 2, 3	4, 5

Part-D: Learning Resources

Text Book	40. Ahmed, Samsuddin, Inscriptions of Bengal vol.4 41. Ali, A.K.M. Yaqub, Selected Arabic and Persian Epigraphs 42. Dani, Ahmed Hasan, Bibliography of the Muslim Inscriptions of Bengal 43. Karim, Abdul, Corpus of the Arabic Persian Inscriptions of Bengal 44. Karim, Abdul, Corpus of the Muslim Coins of Bengal ৪৫. মুহম্মদ ইউসুফ সিদ্দিক, নিদ্রিত শিলার মুখরিত লিপি (বাংলার আরবী-ফার্সী লেখমালা ১২০৫-১৪৮৮), আগামী প্রকাশনী 46. Md. shariful Islam, Mohammad Abdur Rahim, the Sultanate Period Coins of Bengal, Balck N Orange, Dhaka. ৪৭. ড. এ কে এমশাহনাওয়াজ: মুদ্রায় ও শিলালিপি তে মধ্যযুগের বাংলার সমাজ-সংস্কৃতি
Reference Book	54. Mohammad Yusuf Siddiq, Catalogue of Arabic and Persian Inscriptions (A Descriptive Catalogue of The Arabic and Persian Inscriptions in Bangladesh), Bangladesh National Museum. 55. Md. Rezaul Karim, A Descriptive Catalogue of Coins of the Bengal Sultans in the Bangladesh National Museum, Part 2, Bangladesh National Museum. 56. Dutt, Chinnmay, Catalogue of Arabian and Persian Inscription in the Indian museum 57. Bhattasali, N.K., (ed.) Catalog of Coins, Collections by Sayyid ASM Taifur 58. Bhattasali, N.K., (ed.) Catalogue of Coins, Collections by Hakim Habibur Rahman Khan

	59. Bhattasali, N.K., (ed.) Coins and Chronology of the Early Independent Sultans of Bengal. 60. Thomas, Edward, The Initial Coinage of Bengal. 61. Wright, Neinson, Catalogue of the Coins in the Indian museum 62. Wright, Neinson, The Coinages and Metrology of the History of Bengal 63. Blochman, H, Contributions to the Geography and History of Bengal 64. Brown, C.J., The Coins of India 65. Gupta, P.L. Coins 66. Land-pool, Stanly, The Coins of the Mughal Emperor of Hindustan.
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Part-A: Introduction

BNFQ Code: 0222-321	Course Code: ARC-321	Credit Hours: 04	Year: 2 nd	Semester: 1 st
Course Title: Medieval Art and Architecture			Session: 2021-22	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale of the Course	Medieval architecture is distinguished by its sophisticated design, exquisite craft, and world-wide adaptability. The Medieval architecture usually studied from the year 639 A.C to 1850 A.C. This course will survey the arts and architecture of the traditional Islamic world, from the time of Profit Muhammad to Medieval Period. Through classwork, videos, and primary-source reading, we will explore the various regional traditions of this vast world, seeking to understand how the art emerged from these religious and cultural contexts. We will also consider the social, environmental, cultural, and functional relations that made the Islamic architecture the suitable context for Muslims. This course is designed to study and analyze Islamic historical buildings focusing on architectural theories..
Course Objectives	Write few objectives of the course ✓ To introduce students to the world of Islam through its visual arts and architecture, and to introduce them to the religious and intellectual ideas that underlie them. ✓ To explore regional differences within this broad world, considering key aspects of history, culture and geography in each. ✓ To introduce students to traditional principles of design and techniques in Islamic architecture worldwide. ✓ To provide an opportunity to practice thinking, reading, and writing critically about Islamic architecture.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO 1: Understanding of Islamic Architectural Principles: • Students will develop a comprehensive understanding of the fundamental principles and elements of Islamic architecture, including the use of geometric patterns, calligraphy, and other decorative elements. CLO 2: Historical Context of Islamic Architecture: • Upon completion of the course, students will be able to analyze

	and articulate the historical development of Islamic architecture, identifying key periods, styles, and influences from various regions. CLO 3: Appreciation of Regional Diversity: - Communicate effectively and coherently about prehistoric topics, both verbally and in writing. Engage in collaborative discussions, demonstrating active listening and respectful exchange of ideas. CLO 4: Critical Analysis of Sacred Spaces - Through the study of mosques, madrasas, and other Islamic sacred spaces, students will learn to critically analyze the design and layout of these structures, considering their cultural, social, and religious significance. CLO5: Integration of Modern Trends and Challenges: - The course will enable students to explore the integration of Islamic architectural principles with modern trends and address contemporary challenges. They will be able to assess how traditional design elements can be adapted to meet the needs of contemporary societies.

Course Content

1. Introduction to Islamic Architectural Principles

Definition and Scope of Islamic Architecture

Core Principles: Unity, Geometry, Calligraphy

The Role of Symbolism in Islamic Architecture

2. Historical Development of Islamic Architecture

Early Islamic Architecture: The Umayyad and Abbasid Periods

Islamic Architecture during the Golden Age of Islam

Ottoman, Safavid, and Mughal Architectural Styles

3. Regional Diversity in Islamic Architecture

Persian Islamic Architecture: Safavid and Seljuk Styles

Andalusian Islamic Architecture: The Legacy of Al-Andalus

Ottoman Architecture: Mosques, Palaces, and Public Buildings

Mughal Architecture: Synthesis of Persian, Indian, and Islamic Styles

4. Analysis of Islamic Sacred Spaces

The Mosque as a Center of Worship and Community

Madrasas and Islamic Education Institutions

Mausoleums and Islamic Tombs: Case Studies

The Evolution of Islamic Courtyards and Gardens

5. Contemporary Trends and Challenges in Islamic Architecture

Modern Adaptations of Traditional Islamic Design Principles

Islamic Architecture in Western Contexts

Sustainability in Islamic Architecture

Challenges and Opportunities: Balancing Tradition and Innovation

6. Indian Islamic Architecture: Quwat-ul-Islam mosque, Qutab Minar, tomb of Sher Shah, Agra fort, Dilhi Jami Masjid, Tajmahal.

7. Bengal Architecture: Characteristics and Features of Sultanate Architecture in Bengal, Characteristics and Features of Mughal Architecture in Bengal, Iliyas Shahi Architecture in Bengal, Hussain Shahi Architecture in Bengal, Afghani Architecture in Bengal, Architecture during the Baro Bhuiyans, Mughal Architecture in Bengal

a. Religious Architecture

b. Nonreligious or Secular Architecture (Fort, Katara, Hammam, Bridge etc.)

9. Case Studies and Project Work

Analyzing Iconic Islamic Architectural Masterpieces

Designing a Modern Islamic Cultural Center

Site Visit and Analysis: Practical Application of Course Concepts

CLO5: Integration of Modern Trends and Challenges:

The course will enable students to explore the integration of Islamic architectural principles with modern trends and address contemporary challenges. They will be able to assess how traditional design elements can be adapted to meet the needs of contemporary societies.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High		High	High	Medium	Medium	-	Medium	-
CLO2	High	Medium	Medium	Medium	High	-	-	Medium	-
CLO3	Medium	Medium	Medium	-	High	-	High	High	-
CLO4	High	High	High	Medium	-	-	High	Medium	-
CLO5	Medium	Medium	Medium	High	High	High	Medium	High	-

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course				
Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1		1, 2,3,4	3	1, 2,3
2		1, 2,3,4	3,4	1,2,4
3		1,2,5,6	5,6	1,2,4
4		1,2,7	3,4	1,2,4
5		1,2,7	3,4	1,2,4
6		1,2,7	3,4	1,2,4
7		1,2,7	1, 3,4	1,2,4
8		1,2,7	3,4,6	1, 3,5
9		1,2,7	3,4	1,2,4
10		1,2,7	3,4	1,2,4
11		1,2,7	3,4	1,2,3, 5
12		1,2,7	3,4	1,2,4
13		1,2,7	3,4	1,2,3, 5
14		1,2,7	1,3,4,6	1,2,4, 3

Part-D: Learning Resources	
Text Book	Write down the direct reading sources. 1. Islamic Art and Architecture: The System of Geometric Design" by Issam El-Said and Ayse Parman 2. Islamic Architecture: Form, Function, and Meaning" by Robert Hillenbrand 3. An Introduction to Islamic Architecture" by D. Fairchild Ruggles. 4. Islamic Art and Architecture, 650-1250" by Richard Ettinghausen, Oleg Grabar, and Marilyn Jenkins-Madina: 5. The Mosque: History, Architectural Development & Regional Diversity" by Martin Frishman and Hasan-Uddin Khan 6. Dani, A.H.: Muslim Architecture of Bengal
Reference Book	1. Brown, Percy: Indian Architecture (Islamic Period) 2. Fergusson: History of Indian and Eastern Architecture 3. Nath, R: History of Sultanate Architecture 4. Nath, R.: Some Aspects of Mughal Architecture 5. Grover, S. : Indian Architecture (Islamic Period) 6. Hambly, G.: Cities of Mughal India 7. Hussain, A.B.M.: Manara in Indo-Muslim Architecture 8. Hussain, A.B.M.: Fatehpur Sikri 9. Hasan, Mahmudul: Mosque Architecture of Bengal 10. Rahman, P.I.S.M.: Muslim Calligraphy 11. Brown, Percy: Indian Painting 12. Brown, Percy : Mughal Painting 13. Ray, Niharranjan : Mughal Painting

Part-A: Introduction			
BNFQ Code: 0221-322	Course Code: 0221-322	Year: 3 rd	Semester: 1 st
Course Title: Islamic Thoughts and Philosophy in Central Asia		Session: 2021-22	
Course Type: Core Course	Contact Hours: 56	Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None		

Rationale of the Course	The primary focus of this course is to provide an understanding of Islamic thoughts, philosophy, Muslim Culture, and Civilization while studying the history and culture of Islamic Empires around the world, especially in central Asia. It covers a vast period from the pre-Islamic era to the introduction and spread of Islam in various parts of the world. This course will also highlight the achievements of Islamic Civilization and the becoming of Islam as a world civilization.
Course Objectives	This course is designed to help students; ○ to explore the origins, development, orientation, courses, characteristics, and basic features of Islamic civilization across centuries. ○ to explain the basic stages of Islamic civilization; and its basic representatives. ○ To introduce the historical origin and development of Muslim philosophy and philosophical ideas ○ To evaluate the contribution of Islamic civilization through facts and real objective and scientific arguments debates and critical thinking.
Course Learning Outcomes (CLOs)	Upon completion of the course, students will be able to: CLO 1: Explain the origins and stages of Islamic thoughts and philosophy. CLO 2: Understanding the contributions of Islamic civilization. CLO 3: Distinguish characteristics and features of Islamic civilization CLO 4: Identify the main concepts and questions in Islamic philosophy and major philosophical schools in Islam. CLO 5: Analyze the position that Islamic civilization assumes within world civilization

Course Content

9. Introduction to Islamic Civilization (definitions of civilization and culture), The Emergence of Islam
10. Characteristics and Features of Islamic Civilization and its Advantage Against Other Civilization.
11. Stages of Islamic Civilization Development; Sciences and Knowledge Among Muslim People.

12. Introduction to the history of Islamic education
13. Institution of Waqf and its role in the spread of Islamic civilization.
14. An Outline of Origins and Development of Islamic Art and Architecture
15. Islamic Thoughts and Philosophy
16. Sufism and mysticism
17. the notion of Islamic Science
18. The Influence of the Islamic Civilization on the West

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction to Islamic Civilization (definitions of civilization and culture)	1, 2, 3	1, 2, 4	1, 5
2	Ayaam -i-Jaheliya (Age of Darkness), The Emergence of Islam	1, 2, 3	1, 2, 5	3, 4
3	Characteristics and Features of Islamic Civilization and its Advantage Against Other	1, 2, 4	1, 2, 6	1, 4

	Civilization.			
4	Stages of Islamic Civilization Development; Sciences and Knowledge Among Muslim People.	1, 2, 7	1, 2, 3	3, 4
5	Islamic thoughts and Philosophy, Al-Kindi and Ibn Rushd, Al Farabi, Al Razi, Ibn Sina, Al Gazali.	1, 2, 4	1, 2, 3	3, 4
6	Sufism and mysticism	1, 2, 7	1, 2, 4	1, 3
7	An Outline of Origins and Development of Islamic Art; Characteristics and Features of Islamic Art; Position of Islamic Art among Arts in World	1, 2, 3	1, 2, 7	4, 5
8	Architecture and Islamic civilization	1, 2, 3	1, 2, 7	4, 5
9	Introduction to history of Islamic education, period of maddressa schools, origins of maddressa in Islamic world, first founders, their span, literature, professors, etc	1, 2, 3	1, 2, 4	1, 5
10	Institution of Waqf and its role in spread of Islamic civilization.	1, 2, 4	1, 2, 5	3, 4
11	Contribution of Islamic civilization in science, the notion of Islamic Science, Ibn Sina's epistemology, Ibn Al-Haytham and Al-Tusi, Ibn Al-Nafis and Ibn Sina	1, 2, 3	1, 2, 4	3, 5
12	a brief overview of the importance of Muslim scientists and their role in developing world culture.	1, 2, 7	1, 2, 7	4, 5
13	The Influence of the Islamic Civilization on the West	1, 2, 4	1, 2, 3	1, 5
14	The Diversity of Muslim Societies	1, 2, 4	1, 2, 3	4, 5

Part-D: Learning Resources

Text Book	48. Al-‘Allāf, M. (2003). The Essence of Islamic Philosophy. United States: M. Al-Allaf. 49. Essa, A. (2012). Books-In-Brief: Studies in Islamic Civilization: The Muslim Contribution to The Renaissance. United States: International Institute of Islamic Thought (IIIT). 50. Muslim Contributions to World Civilization. (2005). United Kingdom: International Institute of Islamic Thought.
Reference Book	67. Fakhry, M. (1983). A History of Islamic Philosophy. United Kingdom: Columbia University Press. 68. Qadir, C. A. (1990). Philosophy and Science in the Islamic World. United Kingdom: Routledge. 69. Ahmed, M. B. (2022). The Rise and Fall of Muslim Civilization: Hope for the Future. United States: Mary Ethel Eckard.

Part-A: Introduction						
BNFQ 0222-323	Code:	Course ARC-323	Code:	Credit Hours: 04	Year: 3rd	Semester:2nd
Course Title: Terracotta Art of Bengal (Early historic to colonial period)					Session: 2021-22	
Course Type: Core Course			Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)			None			

Rationale of the Course	In archaeology and prehistoric history as well as art history, terracotta artifacts are as epigraphy, sculpture, religious narrative plaques, votive tablets, and construction materials like baked bricks, utensils, or pottery for the further study to get more information about ancient ancestor's cognitive value and their ways of life. This course will develop some essential parts, i.e., history, classification, making technique of terracotta art in the context of Bengal, and description and analysis of Ancient, Medieval, and Colonial terracotta artistry.
Course Objectives	This course is designed to help students ○ Understand the basic knowledge about terracotta artistry, its history, classification of objects, and its old and modern making technique. ○ To know the renowned archaeological sites with the perspective of terracotta artistry. ○ Describe and analysis the terracotta artistry as a cultural material. ○ Find the challenges and scopes of terracotta artistry.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: Understand the fundamentals of Terracotta artistry in the context of Bengal. CLO-2: Develop the abilities to recognize the terracotta objects in archaeological exploration and excavation and get an idea about the chronology. CLO-3: Understand the terracotta association of renowned archaeological sites of Bengal. CLO-4: Critically analyses the religious, cultural and natural history through Terracotta artifact. CLO-5: Find the challenges of Terracotta art through the historical revolution of art material.

Course Content

1. Introduction: Terracotta as a medium of art
2. Technique and style of making terracotta objects.
3. Classification of terracotta objects.
4. Evolution of the Art through Ages (in Bengal context).
5. Field visit on contemporary terracotta production industry and practical lesson for making terracotta objects.
6. Describe and analysis the terracotta artistry as a cultural material: Mahasthangarh, Wari-Bateshwar, Chandraketugarh, Paharpur, Lalmai-Mainamati, Jogogibonpur and Vikrampur.
7. Terracotta ornamentation in the Muslim period (Sultanate and Mughal): its origin and development.

8. Terracotta ornamented Muslim architecture: Adina Mosque, other architecture of Gaur, Mosque of Khan Jahan, Bagha Mosque, Baba Adam mosque, Goal di mosque, Atia mosque.
9. Terracotta Decorated Hindu Monuments in the Medieval and Colonial Bengal- its character and development.
10. Subjects represented in Terracotta Decorated Hindu temple: Vishnu, Krishna, Durga, Rama, Musical instrument, Europeans and social life.
11. Challenges and scopes of terracotta artistry in present time.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	Low	Law	Law	Law
CLO2	High	High	High	High	High	Medium	Medium	Law	Medium
CLO3	High	High	High	Medium	High	High	Medium	Law	High
CLO4	High	High	High	Low	High	High	High	Law	High
CLO5	Medium	Low	Low	Low	Low	Low	Law	High	Low

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion
TLS-8	Practical Exercise

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion
AS-8	-	Practical Exam

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: Terracotta as a medium of art	1,2,4	1,2,3	1
2	Technique and style of making terracotta objects.	1,2,3,4,7	1,2,7	1
3	Classification of terracotta objects.	1,2,4,5,6	1,2,5	1,2
4	Evolution of the Art through Ages (in Bengal)	1,2,4,5,6	1,2,5,6	2,3

	context).			
5	Field visit on contemporary terracotta production industry and practical lesson for making terracotta objects.	3,5,6,7,8	6,7,8	1,2
6	Describe and analysis the terracotta artistry as a cultural material: Mahasthangarh, Wari-Bateswar and Chandraketugarh.	1,2,4,7	1,2,5,6	3,4
7	Describe and analysis the terracotta artistry as a cultural material: Lalmai-Mainamati; Paharpur, Jogogibonpur and Vikrampur	1,2,4,6,7	1,2,5,6	3,4
8	Terracotta ornamentation in the Muslim period (Sultanate and Mughal): its origin and development.	1,2,4	1,2,3	2,3
9	Terracotta ornamented Muslim architecture: Adina Mosque, other architecture of Gaur.	1,2,4,7	1,2,5,6	3,4
10	Terracotta ornamented Muslim architecture: Mosque of Khan Jahan, Bagha Mosque, Baba Adam mosque, Galdi mosque, Atia mosque.	1,2,4,7,	1,2,5,6	3,4
11	Terracotta Decorated Hindu Monuments in the Medieval and Colonial Bengal- its character and development.	1,2,4,7	1,2,3,4	2,3
12	Subjects represented in Terracotta Decorated Hindu temple: Vishnu, Krisna, Durga and Rama.	1,2,4,7	1,2,5,6	3,4
13	Subjects represented in Terracotta Decorated Hindu temple: Musical instrument, Europeans and social life.	1,2,4,7	1,2,5,6	3,4
14	Challenges and scopes of terracotta artistry in present time.	1,2,4	1,2,7	5

Part-D: Learning Resources

Text Book	1. Benerji, A. (1994). <i>Early Indian Terracotta Art (C.2000-3000 BC)</i>, Delhi. 2. Ahmed, Nazimuddin (1975). <i>Mahasthan</i>, 3. Alam, A.K.M.S (1982). <i>Mainamati</i>, Dacca. 4. Chowdhury Saifuddin (2000). <i>Early Terracotta Figurines of Bangladesh</i>. Dhaka. 5. Dikshit, K. N. (1928-29). <i>Excavation at Mahasthan</i>, Archaeological Survey of India, Annual Report. 6. Dikshit, K. N. (1938). <i>Excavation at Paharpur</i>, Memoir of Archaeological Survey of India, No-5. 7. Ghosh, S. P. (1996). <i>Terracotta of Bengal</i>, Delhi 8. Haque, Z. (1980). <i>Terracotta Decoration of Late Medieval Bengal: Portrayal of a Society</i>, Dacca. 9. Hussain, S. (1968). <i>Everyday Life in the Pala Empire</i>, Dacca (Dhaka). 10. Rashid, M.H. (1997). <i>Mainamati-Devparvata</i>, Dhaka. 11. Khan, M H (1988). <i>Terracotta Ornamentation in Muslim Architecture of Bangal</i>, ASB, Dhaka. ১২. ভূইয়া, মোঃ মোকাম্মেল হোসেন (২০০৩), প্রাচীনবাংলার পোড়ামাটিরশিল্প, ঢাকা।
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	১৩. সৌরভ, সোহরাব উদ্দীন, (২০০৯), সোমপুরমহাবিহারের পোড়ামাটিরফলকে জীববৈচিত্র্য, ইতিহাসএকাডেমী, ঢাকা
Reference Book	1. Agrawal, V.S (1936). Mathura terracottas, <i>Journal of the U.P. Historical society</i> , (vol-9). 2. Ahmed, Nazimuddin (1984). <i>Discover the monuments of Bangladesh</i> , Dhaka. 3. Ahmed Nazimuddin and S. Alam (1979) <i>Bangladesh Archaeology</i> 1979, Vol1 No.1, Dacca. 4. Ganguly, O. C. & A. Goswami (1959). <i>Indian Terracotta Art</i> , Calcutta. 5. Gordon, D.H. (1943). Early Indian Terracotta, <i>JISOA</i> , (Voll-11). 6. Dhavalikar, M.K.(1977). <i>Masterpieces of Indian Terracotta</i> , Bombay. 7. Gupta, S.P. (1980). <i>The Roots of Indian Art</i> , Delhi. 8. Prakash P. (1985). <i>Terracotta Animal Figurines in the Ganga-Yamuna Valley (600BC-600AD)</i> , Delhi. ৯. শেখাঙ্গী, এস. (১৯৮০), ভারতীয় টেরাকোটা, ভারতবিশিষ্টা (ডিসেম্বর), কলকাতা। ১০. বসু, এস. এবং বসু, অ. ২০১৫, বাংলার টেরাকোটা মন্দির আখ্যান ও অলংকরণ, আনন্দ প্রকাশনা, কলকাতা।

Part-A: Introduction					
Course 0222-324	Code: ARC-324	Course ARC-324	Code:	Credit Hours: 04	Year: 3rd
Course Title: Development of Religious and Philosophical Thoughts in Ancient India				Session: 2021-22	
Course Type: Core Course			Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)			None		

Rationale of the Course	This course introduces pupils about ancient Indian religions with origin, development and core philosophical views of that specific religions.
Course Objectives	This course is designed to help students ○ The main objective is to introduce the undergraduates with the ancient Indian religions. Its origin, development and ruined stage. ○ To know about the core philosophy of the religions. ○ To understand the importance of religion in the contemporary society.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: acquire knowledge about the general ideas of ancient Indian religions CLO-2: Analyze the philosophical view of contemporary religions. CLO-3: Identify the basic principles of the religions. CLO-4: Reconstruct the culture based on philosophical view. CLO-5: Using religious texts as historical sources.

Course Content

- Hinduism:** Vedic, Upnishadic and Post-Upnishadic, Puranic, main schools, Spread of Hinduism and forms of worship and ritual, characteristics of social and religious life, Philosophical speculations in Samhitas and Brahmanas, Upnishdic Philosophy. World

creation, doctrine of reality-absolute, Doctrine of soul and immanence. Karma and transmigration, origins of systematic philosophy – materialism, yoga, samkhya and bhakti, Epics : religious life as reflected in the Ramayana and the Mahabharat. Puranas : Main contents and contribution of the Puranas to Brahmanism.

2. **Jainism:** Origin, history of spread, Parsvanatha and Mahavira, main schools, impact of Jainism on Indian culture and society, Jain philosophy.
3. **Buddhism:** The Buddha and his times, history of spread, main schools, monastic institutions, order of nuns and downfall of Buddhism. Contribution to Indian society and culture. Buddhist philosophy and four schools.
4. **History of Shaivism and Vaishnavism in general.**
History of minor religious systems: i) Saura, ii) Ganapatya, iii) Shaktism, Virashaivas or Lingayat Sect, v) Ramanuja, vi) Madhava.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Individual observation
TLS-6	Identify misleading information in culture
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Open book exam
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Vedic, Upnishadic and Post-Upnishadic	1, 6, 7	1, 2, 7	1, 5
2	Puranic, main schools, Spread of Hinduism and forms of worship and ritual, characteristics of social and religious life, Philosophical	1, 6, 7	1, 2, 5	3, 4

	speculations in Samhitas and Brahmanas			
3	Upnishdic Philosophy	1, 2, 4	1, 2, 7	1, 4
4	World creation, doctrine of reality-absolute, Doctrine of soul and immanence. Karma and transmigration,	1, 2, 7	1, 2, 3	3, 4
5	origins of systematic philosophy – materialism, yoga, samkhya and bhakti, Epics : religious life as reflected in the Ramayana and the Mahabharat. Puranas : Main contents and contribution of the Puranas to Brahmanism..	1, 2, 4	1, 2, 3	4, 5
6	Jainism: Origin, history of spread, Parsvanatha and Mahavira, main schools,	1, 5, 6	1, 2, 6	1, 3
7	Impact of Jainism on Indian culture and society,	1, 5, 6	1, 2, 7	4, 5
8	Jain philosophy.	1, 4, 5	1, 2, 5	4, 5
9	Buddhism: The Buddha and his times, history of spread, main schools, monastic institutions, order of nuns and downfall of Buddhism.	1, 2, 4	1, 2, 4	1, 5
10	Contribution to Indian society and culture. Buddhist philosophy and four schools.	1, 2, 4	1, 2, 5	3, 4
11	History of Shaivism in general.	1, 2, 3	1, 2, 4	3, 5
12	Vaishnavism	1, 2, 7	1, 2, 7	4, 5
13	History of minor religious systems: i) Saura, ii) Ganapatya ,	1, 2, 4	1, 2, 5	2, 3
14	Shaktism, Virashaivas or Lingayat Sect ,v) Ramanuja, vi) Madhava.	1, 2, 4	1, 2, 6	2, 3

Part-D: Learning Resources

Text Book	1. Barth, A. 1882 The Religions of India, J. Woold, London. 2. Belwalkar and Ranade 1927. Creative Period : History of Philosophy 3. Bhandarkar, R.G. 1913 Vaishnavism, Shaivism and Minor Religious systems. Asian educational Sevicees, New Delhi. 4. Buhler, G. 1903. indian Sects of the Jainas London. 5. Dasgupta, S.n. 1932. History of Indian Philosophy Vol. I & II London. 6. Deussen, P. 1906. The Philosophy of the Upnishads 7. Eliot Sir Charles, 1954. Hinduism and Buddhism, Boston.. 8. Hopkins, E.W. 1895 The Religions of India. London 9. Jaini, J.L. 1916 Outline of Jainism, Cambridge. 10. Karmarkar, A. P. 1950 religions of India. Lonavala. 11. Keith, A.S. 1925. religion and philosophy of the Vedas and Upnishadas , Cambridge. 12. Macdonell, A. A. 1897 Vedic Mythology, Strassburg. 13. Majumdar, R.C. (ed.) The Vedic Age. Bharatiya Vidya Bhavan Series, Vol. 1 , Bombay.
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Reference Book	Majumdar, R.C. (ed.) 1955. The Age of Imperial Unity . Bharatiya Vidya Bhavan Series, Vol. 2 , Bombay. Majumdar, R.C. (ed.) 1970 The Classical Age. Bharatiya Vidya Bhavan Series, Vol. 3 , Bombay. Mookerji, R.K. 1936. Hindu Civilization, London. Radhakrishnan, S. 1923, 1927 Indian Philosophy Vol. I & II, London. Ramkrishna Mission 1937, 1958 Cultural heritage of India. Institute of Culture, Calcutta. Vol. I & II. Rhys David T. M. 1897. History of Indian Buddhism, London. Rhys David, T. M. 1926. Buddhism, London. Vaidya, C.V. 1907 Epic India, Bombay.
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Part-A: Introduction

Course Code: 0222-ARC-411		Credit Hours: 4	Year: 1st	Semester: 1 st
Course Title: Conservation and Restoration of Archaeological Remains			Session: 2021-22	
Course Type: Core Course	Contact Hours: 42		Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None			

Rationale of the Course	
Course Objectives	• Introduce the students with the conservation, restoration and renovation process of archaeological and museum objects both theoretically and practically. • Learn about the deterioration processes and threats facing archaeological and cultural heritage. • Understand the principles and approaches of conservation of archaeological and cultural resources. • Learn the planning process for conservation of cultural resources. • It explores the definition of heritage and its importance. • Illuminating them.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1- Appreciate and acknowledge the significance of heritage and reiterate the necessity for protecting and preserving it. CLO-2- Understand the nature of materials; CLO-3- Recognize and classify the main threats and deterioration processes affecting archaeological remains. CLO-4-Learn the basic techniques to assess the damaged archaeological and Museum objects. CLO-5- Critically evaluating the results of analyses performed CLO-6- Identify and outline the steps for preparing a proper conservation and restoration plan for an archaeological site and remains.

Course Contents

. 1. Introduction

- a. Definition of terms: Preservation, Conservation, Restoration, Artifacts, Cultural, Property, Archaeology, and Archaeometry.
- b. History of Conservation in Bangladesh
- c. Organization of a National Service for the preservation of cultural property.

2. General principles and management guidelines for world cultural heritage sites:

- a. Ethics and principles of conservation, purpose of conservation.
- b. Archaeological Science, Archaeological Chemistry, Excavation and Conservation.
- c. UNESCO Recommendation on International principles applicable to Archaeological Excavations, adopted by General Conference of New Delhi in 1956.
- d. International Charter for the Conservation and Restoration of Monuments and Sites (Venice Charter).

4. Curatorial responsibilities in preservation and conservation.

5. Conservation of monuments/building materials,

6. Preventive conservation

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	High	Medium	Medium	Medium	High	High	High
CLO2	Medium	High	High	Medium	Medium	High	High	High	High
CLO3	Medium	Medium	High	High	High	High	High	High	High
CLO4	Medium	Medium	High	High	High	High	High	High	High
CLO5	Medium	Medium	High	High	High	High	High	High	High
CLO6	Medium	Medium	High	High	High	High	High	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Basic terms: Conservation, Preservation, Restoration, Cultural Property, Archaeometry	1, 2, 3	1, 2, 7	1
2	History of Conservation in Bangladesh Conservation Centers at National, Regional and International Levels	1, 2, 7	1, 2, 5	1
3	Journals and Publications, Types of Archaeological materials	1, 2, 3	1, 2, 3	2
4	Causes of deterioration: Environmental factors, biological factors Human factors	1, 2, 3	1, 2, 5	3
5	Traditional techniques in conservation	1, 2, 7	1, 2, 5	4
6	Conservation on archaeological excavations: First aid treatment for excavated finds, Packaging and storage of freshly excavated artifacts, Protection and presentation of excavated structures, Conservation on excavation and the UNESCO's recommendation of 1956.	1, 2, 3	1, 2, 4	4, 5
7	Conservation of organic objects: Structure and Composition of organic objects, Conservation of wood and waterlogged wood, Conservation of bones/skull and ivory	1, 2, 7	1, 2, 5	4, 5
8	Conservation of leather, Conservation of textile, Conservation of painting, Conservation of archival materials	1, 2, 3	1, 2, 5	4, 5, 6
9	Conservation of metal objects: Conservation of gold. Conservation of silver, Conservation of copper and its alloys. Conservation of iron	1, 2, 7	1, 2, 3	4, 5, 6
10	: Conservation of siliceous materials i. Composition of siliceous materials #. Conservation of stone, Conservation of terracotta and pottery, Conservation of glass	1, 2, 3	1, 2, 7	2, 4, 5, 6
11	Architectural conservation# Extrinsic and	1, 2, 3	1, 2, 5	2, 5, 6

	intrinsic causes of deterioration of buildings, Conservation of brick built buildings, Remedial measures against moisture, . Remedial measures against bio-deterioration			
12	Preventive conservation# Environmental (humidity and UV) control, Museum architecture,. Exhibition case designing	1, 2, 3	1, 2,5	5, 6
13	: Curatorial responsibilities in conservation#, Handling of antiquities, Storage of reserve collection, Transportation of antiquities	1, 2, 3	1, 2, 7	5, 6

Part-D: Learning Resources

Text Book	1. Plenderleith, H.J., Werner, A.E.A. : The Conservation of Antiquities and Works of Art, Oxford University Press, London 2. Agrawal, O.P., : Preservation of Art Objects and Library Materials, National Book Trust, New Delhi, 1993 3. Feildin, B.M., Jokilehto, J. : Management Guidelines for World Cultural Heritage Sites, ICCROM, Rome, 1993 4. Cronyn, J.M. : The Elements of Archaeological Conservation, Routledge, London, 1999 5. Price, N.P.S. (ed.) : Conservation of Archaeological Excavations, ICCROM, Rome, 1995 6. A Mark Pollard and Carl Heron Archaeological Chemistry, The Royal Society of Chemistry, Cambridge, 1996 7. UNESCO : The Conservation of Cultural Properly Published, Perils, 1968 8. Riederer, J. : Restoration and Preservation, Goethe Institution, 1989 9. Parkes, P.A. : Current Scientific Techniques in Archaeology, Groom Helm, London-Sydney 10. Stambolov, T., Boer, J.R.J. Van Asperen de : The Deterioration and Conservation of Porus Building Materials in Monuments, ICCROM, Rome, 1976
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Part-A: Introduction

BNFQ Code: 0222-412	Course Code: ARC-412	Credit Hours: 04	Year: 4 th	Semester: 1st
Course Title: Heritage Management and Tourism			Session: 2022-2023	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale of the Course	This course is a type of field archaeology that concentrates on managing cultural heritage, particularly those that are archaeological. The objectives involve providing a comprehensive overview of the development of different concepts in heritage management, with a focus on conserving, protecting, and promoting heritage. Heritage interaction plays a significant role in supporting
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	the wellbeing of both individuals and communities. The development of tourism occurs when the community is involved in heritage management processes, which benefits both heritage and the local community. Our course is designed to research and examine heritage, tourism, and community archaeology in order to give students practical experience and help them become proficient professionals in this area.
Course Objectives	This course is designed for students to ○ Gain a comprehensive understanding of different concepts and issues on cultural heritage, world cultural heritage, intangible heritage, cultural resource management, heritage management, and tourism. ○ Examine the issues and problems related to management and preservation that affect Bangladesh's and the world's cultural heritage. ○ Develop proficiency in managing sites of cultural significance, both tangible and intangible. ○ Provide students with the necessary education, training, and exposure to different organizations and the public in the process of heritage management and tourism. And enable them to work in this sector in a responsible, comprehensive, thoughtful, and ethical manner.
Course Learning Outcomes (CLOs)	Upon completion of the course, students will be able to: CLO-1: Understand and identify basic and fundamental concepts of cultural heritage, their problems and prospects. CLO-2: Compare heritage management issues between Bangladesh and other Countries in the world. CLO-3: Improve professional expertise in the management and care of archaeological heritage and world heritage properties. CLO-4: Demonstrate the ability to research on heritage, tourism and community archaeology.

Course Content

I. HERITAGE MANAGEMENT

1. **Introduction:** Concept, Theories and Definitions of Heritage, Natural, Cultural and Mixed Heritage, Critical Issues for Culture and Heritage Management.
2. **Major Elements of the Cultural Heritage of Bangladesh:** Cultural Heritage, Mixed Heritage, Archaeological Heritage.
3. **Principles of Archaeological Heritage Conservation:** Archaeological Heritage Conservation, Methods and Policies, and legislation.
4. **Documenting Archaeological Heritage:** Principles, Methods, Policies, Legislation.
5. **Conservation and Management of Historic Sites and Buildings:** Principles, Methods, Policies, Legislation.
6. **Defining management in UNESCO World Heritage context:** UNESCO World Heritage Properties, World Heritage Convention, Outstanding Universal Value, World Heritage Criterion, Tentative List, World Heritage process, World Heritage in Dangour.
7. **Intangible Cultural Heritage:** Concept, The Convention for the Safeguarding of the Intangible Cultural Heritage, Intangible Heritage of Bangladesh.

8. **Issues in Archaeological Heritage Management in Bangladesh:** Archaeological Heritage of Bangladesh, Current Heritage Management Practice, Prospects, Problems, Challenges.
9. **Heritage and Local community:** Heritage and wellbeing, Community engagement, Community archaeology.
10. **Conserving Sites and monuments and Objects:** Management, Policies, Principles, Challenges.
11. **Interpretation and presentation of Cultural and Archaeological Site:** Research, Publication, Tour guide, Digital technology.
12. **Policy framework:** Policy, Tourism Management, Manpower.
13. **Case Study:** Lalmai-Mainamati and/or Harish Chandra Rajar Dhibi and/or Sonargong-Panam and/or Ashan Manjil and/or Lalbag fort, and or Historic buildings of Old Dhaka.

II. TOURISM

1. **Tourism:** Definitions, Concepts, and Theories. Types of Tourism.
2. **Cultural Tourism:** Fairs and Festivals, Dance Festivals, Performing arts, Dance and Music, Myths and Legends, Cuisines and specialty dishes, Artifacts and Handicrafts, Architecture, Mural Paintings and Sculpture.
3. **Archaeotourism:** Concept, Types, Principles, Policies.
4. **International Tourism Charter:** International Cultural Tourism; Charter Managing Tourism at Places of Heritage Significance
5. **Contemporary Issues in Tourism:** Tourism in Bangladesh, Prospects, Challenges. Sustainable tourism development plan.
6. **Heritage, Tourism and Entrepreneurship:** Synergies & Potential Markets. Heritage Management: Human Resource, Aptitude & Required Skills

Mapping of Course Learning Outcomes to Program Learning Outcomes

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

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-visual Presentation
TLS-5	Sample Show
TLS-6	Fieldwork/On site Class
TLS-7	Lab work
TLS-8	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz

AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic (Heritage Management)	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: Concept, Theories and Definitions of Heritage, Natural, Cultural and Mixed Heritage, Critical Issues for Culture and Heritage Management.	1, 2, 3	1, 2, 4	1, 4
1	Major Elements of the Cultural Heritage of Bangladesh: Cultural Heritage, Mixed Heritage, Archaeological Heritage.	1, 2, 3	1, 2, 4	1, 4
2	Principles of Archaeological Heritage Conservation: Archaeological Heritage Conservation, Methods and Policies, and legislation.	1, 2, 3	1, 2, 5	3, 4
2	Documenting Archaeological Heritage: Principles, Methods, Policies, Legislation.	1, 2, 3	1, 2, 5	3, 4
3	Conservation and Management of Historic Sites and Buildings: Principles, Methods, Policies, Legislation.	1, 2, 4	1, 2, 6	1, 4
4-5	Defining management in UNESCO World Heritage context: UNESCO World Heritage Properties, World Heritage Convention, Outstanding Universal Value, World Heritage Criterion, Tentative List, World Heritage process, World Heritage in Dangour.	1, 2, 7	1, 2, 3	3, 4
6	Intangible Cultural Heritage: Concept, The Convention for the Safeguarding of the Intangible Cultural Heritage, Intangible Heritage of Bangladesh.	1, 2, 4	1, 2, 3	3, 4
7	Issues in Archaeological Heritage Management in Bangladesh: Archaeological Heritage of Bangladesh, Current Heritage Management Practice, Prospects, Problems, Challenges.	1, 2, 7	1, 2, 4	1, 3
8	Heritage and Local community: Heritage and wellbeing, Community engagement, Community archaeology.	1, 2, 3	1, 2, 7	3, 4
8	Conserving Sites and monuments and Objects:	1, 2, 3	1, 2, 5	3, 4

	Management, Policies, Principles, Challenges.			
9	Interpretation and presentation of Cultural and Archaeological Site: Research, Publication, Tour guide, Digital technology.	1, 2, 3	1, 2, 7	1, 4
9	Policy framework: Policy, Tourism Management, Manpower.	1, 2, 3	1, 2, 7	3, 4
10	Case Study: Lalmai-Mainamati and/or Harish Chandra Rajar Dhibi and/or Sonargong-Panam and/or Ashan Manjil and/or Lalbag fort, and or Historic buildings of Old Dhaka.	1, 2, 3	1, 2, 7	2, 4

Week	Topic (Tourism)	Teaching Learning Strategy	Assessment Strategy	CLOs
11	Tourism: Definitions, Concepts, and Theories. Types of Tourism.	1, 2, 3	1, 2, 4	1, 4
11	Cultural Tourism: Fairs and Festivals, Dance Festivals, Performing arts, Dance and Music, Myths and Legends, Cuisines and specialty dishes, Artifacts and Handicrafts, Architecture, Mural Paintings and Sculpture.	1, 2, 3	1, 2, 4	1, 4
12	Archaeotourism: Concept, Types, Principles, Policies.	1, 2, 3	1, 2, 5	3, 4
12	International Tourism Charter: International Cultural Tourism; Charter Managing Tourism at Places of Heritage Significance	1, 2, 4	1, 2, 6	1, 4
13	Contemporary Issues in Tourism: Tourism in Bangladesh, Prospects, Challenges. Sustainable tourism development plan.	1, 2, 4	1, 2, 6	1, 4
14	Heritage, Tourism and Entrepreneurship: Synergies & Potential Markets. Heritage Management: Human Resource, Aptitude & Required Skills	1, 2, 4	1, 2, 6	1, 4

Part-D: Learning Resources

Text Book	51. Robert Pockyrd, Policy of law in heritage conservation E & FN Spoon 52. Richard Herrison (ed) Manual of Heritage Management, Butterworth Heiniman 53. Bhatia A, Tourism in Indian History and Development, Delhi, 1978 54. Davide T Herbrt (ed), Heritage, Tourism and Society 55. Nego JMS, Tourism & Travel, Gitanjali Publication house, 1998. 56. Kernal Balsar, The concept of the common heritage of Mankind, Vol. 30 57. Plenderleith, H.J.: <i>The Conservation of Antiquities and Works of Art</i> , Oxford University Press, London
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	58. Feildin, B.M., Jokilehto, J.: <i>Management Guidelines for World Cultural Heritage Sites</i>, ICCROM, Rome, 1993 59. Price, N.P.S. (ed.): <i>Conservation of Archaeological Excavations</i>, ICCROM, Rome, 1995 60. UNESCO: <i>The Conservation of Cultural Property</i>. 1968 61. Riederer, J.: <i>Restoration and Preservation</i>, Goethe Institution, 1989 62. Stambolov, T., Boer, J.R.J. Van Asperen de: <i>The Deterioration and Conservation of Porus Building Materials in Monuments</i>, ICCROM, 1976 63. Macmillan, M.: <i>Pathology of Building Materials</i>, ICCROM, 1977. 64. Sanday, John: <i>The conservation and presentation of the ruins of Buddhist Vihara at Paharpur and the historic Mosque-City of Bagerhat</i>. UNESCO. 1983. 65. Pearson, Mike Parker: <i>Preservation and presentation the evidence, in Origins, aims and methods</i>. 1999. 66. Alam S: <i>Proceedings of the international seminar on elaboration of an archaeological research strategy for Paharpur world heritage site and its environment (Bangladesh)</i>. Dhaka. 2004. 67. Imamuddin, Abu: <i>Architectural conservation Bangladesh</i>. Asiatic Society of Bangladesh. 1993. 68. Alam, S: <i>Paharpur and Bagerhat- Two world cultural heritage sites of Bangladesh</i>. Dhaka. 2004 69. J. H. Jameson (ed) <i>Presenting Archaeology to the Public: Digging the Truth</i>. Altamira 1997. 70. Thamas f. King <i>Cultural Resource Laws and Practice: An Introductory Guide</i>, Altamira 1998. 71. Cleere Henry F. (ed.): <i>Archaeological heritage management in the modern world</i>. Unwin Hyman 1989. 72. Skeate, Robin: <i>Debating archaeological heritages</i>. Duckworth 2000. 73. Hufford, Mary (ed.): <i>Conserving culture: A new discourse on heritage</i>. Cambridge University Press 1998 74. Mcmanamon, Francis P. and Hatton Alf (ed.): <i>Cultural resource management in contemporary society</i>. Routledge 2000.
Reference Book	70. UNESCO. <i>Operational guidelines for the implementation of the world heritage convention</i>. 71. ICOMOS. <i>INTERNATIONAL CULTURAL TOURISM CHARTER Managing Tourism at Places of Heritage Significance (1999)</i>

Part-A: Introduction

BNFQ Code: 0222-413	Course Code: ARC-413	Credit Hours: 04	Year: 4th	Semester: 1st
Course Title: Archaeology of Bangladesh			Session: 2022-23	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale	This course is designed to provide a vast experience regarding Bangladesh's
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of the Course	explored, excavated, and conserved architectural sites and make a bridge from past to present. It will make students acquainted with the different era's archaeological evidence. The field visit of the course will make the student capable of finding out the archaeological sites with both contextual and material evidence.
Course Objectives	This course is designed to help students ○ Understand the environmental context, chronology of human settlement in Bangladesh and their distribution. ○ Know the characteristics of renowned sites with archaeological importance in different time frame. ○ Develop the abilities to analyse early historic to medieval archaeological sites, its features and Culture. ○ Develop the overall understand regarding archaeological advancement in Bangladesh.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: Acquire knowledge about the environmental context, chronology of human settlement in Bangladesh and their distribution. CLO-2: Get a better understanding of the archaeological sites and artifacts. CLO-3: Develop the abilities to analyse and compare early historic to medieval archaeological sites, its features and Culture. CLO-4: Develop an overall and critical understanding regarding archaeological advancement in Bangladesh. CLO-5: Find out the Universal and key value of the archaeological heritage of Bangladesh which enhance the heritage tourism.

Course Content

Part-A

12. Introduction: Chronology of human settlement in Bangladesh and their distribution.
13. Prehistoric settlement in the context of Bangladesh.
14. Early historic settlement: Pundranagara and Wari-Bateshwar. (origin, development and distribution of Sites, Stratigraphy & Chronology, Material Culture, Settlement pattern, abandonment of the site.)
15. Early Medieval Buddhist settlement: Lalmai-Mainamati, Paharpur Mahavihara, Jaggadal Vihara, Vasu Vihara, Vikrampur, Savar, Varat Vayana, Sitakot Vihara.
16. Ancient Fort and fortification: Kotalipara, Vitargarh.

Part-B

1. Environmental and Geo-political context of Medieval Bengal.
2. Introduction to Mosque: Parts of Mosque, Classification, Mosque as a religion, political and educational centre.
3. Sultani Settlement: Gaur, Sonargaon, Bagerhat and Barobazar.
4. Mughal Settlement: Capital city of Dhaka .
5. Mughal Water Fort Architecture: General Features of Forts and their Geographical settings, Sonakanda fort. Hajiganj fort, Idrakpur fort.
6. Mughal Mosque Architecture: its character and some selected Mosque.
7. Hammam Culture of Mughal: Issoripuri hammam, Lalbag fort hammam, Mirzanagar hammam,

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	Medium	Medium	Low	Low	Low	Low	Low	Low
CLO2	High	High	High	Medium	Medium	Medium	Medium	Low	Low
CLO3	High	High	High	High	High	High	High	Medium	Medium
CLO4	High	High	High	High	High	High	High	High	Medium
CLO5	High	High	Medium	Low	Medium	Medium	High	High	Medium

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: Chronology of human settlement in Bangladesh and their distribution.	1,2,4	1,2,5	2,3
2	Prehistoric settlement in the context of Bangladesh.	1,2,4,5,6	1,2,6	1,4,5
3	Early historic settlement: Pundranagara and Wari-Bateshwar. (origin, development and distribution of Sites, Stratigraphy & Chronology, Material Culture, Settlement pattern, abandonment of the site.)	1,2,4,6	1,2,5,6	2,3,4,5
4	Early Medieval Buddhist settlement: Mainamati-Lalmai, Paharpur Mahavihara,	1,2,4,6	1,2,5	2,3,4,5
5	Early Medieval Buddhist settlement: Jaggadal Vihara, Vasu Vihara, Vikrampur, Savar, Varat Vayana, Sitakot Vihara.	1,2,4,6	1,2,3	2,3,4,5
6	Ancient Fort and fortification: Kotalipara, Vitargarh.	1,2,3	1,2,3,4	2,3,4

7	Environmental and Geo-political context of Medieval Bengal.	1,2,4	1,2,3	1,3
8	Introduction to Masque: Mosque architecture, Classification, Mosque as a religion, political and educational centre.	1,2,4,8	1,2,3	3
9	Sultani Settlement: Gaur and Sonargaon.	1,2,4,6	1,2,5,6	3,4,5
10	Sultani Settlement: Bagerhat and Barobazar.	1,2,4	1,2,5,6	3,4,5
11	Mughal Settlement: Capital city Dhaka	1,2,4,6	1,2,5,6	3,4,5
12	Mughal Water Fort Architecture: General Features of Forts and their Geographical settings, Sonakanda fort. Hajiganj fort, Idrakpur fort.	1,2,4	1,2,5	3,4,5
13	Mughal Mosque Architecture: its character and some selected Mosque.	1,2,7	1,2,6	3,5
14	Hammam Culture of Mughal: Issoripuri hammam, Lalbag fort hammam, Mirzanagar hammam,	1,2,4	1,2,5	3,4,5

Part-D: Learning Resources

Text Book	1. Ahmed, N. 1975. Mahasthan. Dhaka: Directorate of Archaeology. 2. Chakrabarti, D. K. 1996. Ancient Bangladesh. Dhaka: UPL 3. Dani, A. H. 1960. Prehistory and Protohistory of Eastern India. Calcutta: 4. Dikshit, K. N. 1938. Excavations at Paharpur. Delhi: Archaeological Survey of India. 5. Hassan, M. M. 1999. A Fresh Look on Prehistoric Fossilwood Industry of Lalmai Hills, District Comilla, Bangladesh: An Archaeological Study with Enviro-cultural Perspective. MA Thesis, Department of Archaeology. JU. 6. Husain, A. B. M. 1997. Mainamati-Devaparvata. Dhaka: Asiatic Society of Bangladesh. 7. Majumdar, R. C. 1943. The History of Bengal, Vol. 1 & II. Dacca: University of Dacca. 8. Rahman, Muklesur. 1983. The Archaeological Heritage of Rajshahi (pre-Muslim period). The District of Rajshahi: Its Past and Present (ed. S. A. Akanda) 9. Rahman, S. S. M. 2000. Archeological Investigation in Bogra District, Bangladesh (From Early Historic to Early Medieval Period). International Centre for Study of Bengal Art, Dhaka. 10. Rashid, H. 1977. Geography of Bangladesh. Dhaka: University Press Limited. 11. Rashid, M. H. 2008. The History of Southeast Bengal in the Light of Recent Archaeological Material. Itihas Academy, Dhaka. 12. Zakaria, AKM. 1984. Bangladesher Pratinasamapt. Dhaka: Shilpakala Academy. 13. Rahman, Sufi Mostafizur Rahman, 2007, Archaeological Heritage, Asiatic Society of Bangladesh. Dhaka. 14. Dani, A. H. 1961. Muslim Architecture in Bengal. Dacca: Asiatic Society of Pakistan (Bangladesh) 15. Begum, Ayesha. 2013. FORTS AND FORTIFICATIONS IN MEDIEVAL
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	BENGAL, University Grants Commission, Dhaka. 16. Islam, M. A. & Manjur, M. N. I. 2014. Development of Muslim Art and architecture in Bangladesh. Bangladesh Institute of Islamic Thought (BIIT), Dhaka. 17. Taifoor, S. M. 1950. Glimpses of Old Dhaka, Dhaka. ১৮. রহমান, সুফি মোস্তাফিজুর, ২০০৭। প্রত্নতাত্ত্বিক ঐতিহ্য, এশিয়াটিক সোসাইটি অব বাংলাদেশ। ১৯. রহমান, সুফি মোস্তাফিজুর এবং হাবিবুল্লা পাঠান, ২০১২। উয়ারি-বটেশ্বর: শেকড়ের সন্ধানে, প্রথমা প্রকাশন। ২০. হোসেন, এ. বি. এম. ২০০৭. স্থাপত্য, এশিয়াটিক সোসাইটি অব বাংলাদেশ, ঢাকা। ২১. রহমান, মো. মো. ২০১১. মুঘল স্থাপত্য, রাজশাহী।
Reference Book	1. Ali, M. and Bhattacharya, S. B. 1986. Archaeological Survey Report. Dhaka: Directorate of Archaeology. 2. Ali, M. (ed.). 1995. Archaeological Survey Report of Greater Dinajpur District. Dhaka: Department of Archaeology. 3. Cunningham, A. 1969 (reprint). Archaeological Survey of India Reports. Vol. 15. Varanasi. 4. Mahasthan. 1999. An Exhibition Monograph. Directorate of Archaeology. 5. Md. Shafiqul Alam and Jean-Francois Salles, 2001. France-Bangladesh Joint Venture Excavations at Mahasthangarh, First Interim Report, 1993-1999. Depart Ment of Archaeology And Ministry of Foreign Affairs, France. ৬. রহমান, সুফি মোস্তাফিজুর, ২০১৭। বাংলাদেশের প্রত্নতাত্ত্বিক উত্তরাধিকার।

Part-A: Introduction

BNFQ Code: 0222-414	Course Code: ARC-414	Credit Hours: 04	Year: 4 th	Semester: 1 st
Course Title: Ethno-archaeology			Session: 2022-23	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale of the Course	Ethnoarchaeology aids archaeologists in reconstructing ancient lifeways by studying the material and non-material traditions of modern societies. Ethnoarchaeology also aids in the understanding of the way an object was made and the purpose of what it is being used for.
Course Objectives	This course is designed to: ○ understand the goals of ethnoarchaeology within the context of archaeological explanation and interpretation. ○ become familiar with the literature on ethnoarchaeology. ○ learn case studies both from Bangladesh and different parts of the world.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: explain the role of ethnoarchaeology to archaeology and the social sciences. CLO-2: compare anthropologically defined models for archaeological interpretations. CLO-3: develop a basic understanding of how to develop questions for an interview. CLO-4: appraise the use of ethnographic analogy in archaeological practice. CLO-5: formulate the basic theories and methods of ethnoarchaeology.

Course Content

Part-I

1. Definition, scope and limitations of Ethnoarchaeological research. Role of Ethnographic evidence in the interpretation of archaeological record and reconstruction of past societies and culture.
2. Development of Ethno archaeological research as a frame of reference in recent archaeological research. Middle Range Theory and Ethnoarchaeology. Ethnoarchaeology and finding contextual meaning: Ethnoarchaeology in post-processual archaeology. Different aspects of finding meaning in the Past through Ethno archaeology.
3. The Pardhis: A Hunting-gathering Community of Central and Western India.
4. Study of selected shifting cultivators: Garos, Chakmas, Khasia, Santals etc.
5. Ethnographic studies in South Asia.

Part-II (Case Studies)

1. Adaptation Strategy: Patterns of Human Adaptation in the Semi-arid and Arid Zone of Rajasthan.
2. Subsistence & Settlement Pattern: Subsistence and Associated Settlement Patterns in Central India.
3. Manufacturing Technology: Ethnoarchaeological Study at Kagajipara
4. Variability in Cultural Material: Kalinga Pottery: an ethnoarchaeological study.
5. Burial Practice: Megalithic Monuments of Jaintapur, Sylhet and the Burial practices of contemporary Khasias.
6. Ethnoarchaeology of Bhimbetka Region.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation

Part-B: Content of the course				
Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Definition, scope and limitations of Ethnoarchaeological research.	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
2	Role of Ethnographic evidence in the interpretation of archaeological record and reconstruction of past societies and culture.	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
3	Development of Ethno archaeological research as a frame of reference in recent archaeological research. Middle Range Theory and Ethnoarchaeology.	TLS 1, 2, 4	AS 1, 2, 6	CLO 1, 4
4	Ethnoarchaeology and finding contextual meaning: Ethnoarchaeology in post-processual archaeology. Different aspects of finding meaning in the Past through Ethno archaeology.	TLS 1, 2, 7	AS 1, 2, 3	CLO 3, 4
5	The Pardhis: A Hunting-gathering Community of Central and Western India.	TLS 1, 2, 4	AS 1, 2, 3	CLO 3, 4
6	Study of selected shifting cultivators: Garos, Chakmas	TLS 1, 2, 7	AS 1, 2, 4	CLO 1, 3
7	Study of selected shifting cultivators: Santals etc.	TLS 1, 2, 3	AS 1, 2, 3	CLO 4, 5
8	Ethnographic studies in South Asia.	TLS 1, 2, 3	AS 1, 2, 3	CLO 4, 5
9	Adaptation Strategy: Patterns of Human Adaptation in the Semi-arid and Arid Zone of Rajasthan.	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
10	Subsistence & Settlement Pattern: Subsistence and Associated Settlement Patterns in Central India.	TLS 1, 2, 4	AS 1, 2, 5	CLO 3, 4
11	Manufacturing Technology: Ethnoarchaeological Study at Kagajipara	TLS 1, 2, 3	AS 1, 2, 4	CLO 3, 5
12	Variability in Cultural Material: Kalinga Pottery: an ethnoarchaeological study.	TLS 1, 2, 7	AS 1, 2, 3	CLO 4, 5
13	Burial Practice: Megalithic Monuments of Jaintapur, Sylhet and the Burial practices of contemporary Khasias.	TLS 1, 2, 4	AS 1, 2, 3	CLO 1, 5
14	Ethnoarchaeology of Bhimbetka Region.	TLS 1, 2, 4	AS 1, 2, 3	CLO 4, 5
Part-D: Learning Resources				
Text Book	75. Kramer, C. (ed.) [1980] Ethnoarchaeology. Columbia University Press, Guilford Survey. 76. Binford, L. (1983) In Pursuit of the Past. Thames and Hudson, London. 77. Trigger, B. (1989) A History of Archaeological Thought. Cambridge University Press, Cambridge.			

	78. Nagar, M. and V. N. Misra (1994) Survival of Hunting-Gathering Tradition in the Ganga Plains and Central India. In B. Allchin ed. Living Traditions. Oxford & IBH Publishing Co. Ltd., New Delhi. 79. Misra, V. N. (1994) Patterns of Human Adaptation in the Semi-arid and Arid Zone of Rajasthan. In B. Allchin ed. Living Traditions. Oxford & IBH Publishing Co. Ltd., New Delhi. 80. Nagar, M. and V. N. Misra (1993) The Pardhis: A Hunting-gathering Community of Central and Western India. Man and Environment XVIII(1): 113-144. 81. Sen, S. (1998) Pottery Making Tradition at Kagujipara, Dhamrai: An Ethnoarchaeological Study. Unpublished M. A. Thesis. Department of Archaeology, Jahangirnagar University, Savar, Dhaka. 82. Ahmed, Bulbul et al. (2000) Jaintapur Megalithic Sanskriti: Ekti Jatipratnatattk Samikha. Pratnatattva 5: 83. Rao, N. (1994) Subsistence and Associated Settlement Pattern in Central India. In B. Allchin ed. Living Traditions. Oxford & IBH Publishing Co. Ltd., New Delhi.
Reference Book	72. Nagar, M. and V. N. Misra (1994) Survival of Hunting-Gathering Tradition in the Ganga Plains and Central India. In B. Allchin ed. Living Traditions. Oxford & IBH Publishing Co. Ltd., New Delhi. 73. Nagar, M. (1975) The Role of Ethnographic Evidence in the Reconstruction of Archaeological Data. Eastern Anthropologist 28(1): 13-22 74. Stiles, D. (1977) Ethnoarchaeology: A Discussion of Methods and Applications. Man 12: 88-103 75. Orme, B. (1973) Archaeology and Ethnography: The Explorations of Cultural Change. In C. Renfrew (ed.) The Explorations of Culture Change: Models in prehistory. Derkwarth. 76. Gould, R. A. (1978) Beyond Analogy in Ethnoarchaeology. In R. Gould (ed.) Explorations in Ethnoarchaeology. University of New Mexico Press, Albuquerque. 77. Griffin, P. B. and W. G. Solheim II (1990) Ethnoarchaeological Research in Asia. Asian Perspectives 28(2): 145-161 78. Paddayya, K. (1990) The New Archaeology and Aftermath: A view from outside the anglo-american world. Ravish Publishers, Pune. 79. Clifford, J. and G. E. Marcus (1986) Writing Culture: The Poetics and politics of Ethnography. Oxford University Press, New Delhi. 80. Camaroff, J and J. Camaroff (1992) Ethnography and the Historical Imagination. Westview Press, Boulder.

Part-A: Introduction

Course Code: 0222-ARC-415		Credit Hours: 3	Year: 1st	Semester: 1 st
Course Title: Conservation and Restoration of Archaeological Remains (Lab)			Session: 2021-22	
Course Type: Core Course	Contact Hours: 42		Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None			

Rationale of the Course	
Course	Introduce the students with the conservation, restoration and renovation

Objectives	process of archaeological and museum objects practically. • Practically understand the causes of deterioration (Environmental factors, biological factors and Human factors) • Learn practically about the deterioration processes and threats facing archaeological and cultural heritage. • Practically Conserve and restore the archaeological and cultural heritage.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1- Appreciate and acknowledge the significance of heritage and reiterate the necessity for protecting and preserving it. CLO-2- Understand the nature of deterioration; CLO-3- Recognize and classify the main threats and deterioration processes affecting archaeological remains. CLO-4-Learn the basic techniques to assess the damaged archaeological and Museum objects. CLO-5- Conserve and restore the archaeological and cultural heritage.

Course Contents

- 1. Practically determine the causes of deterioration:**
 - a. Environmental factors
 - b. biological factors
 - c. Human factors
- 2. Conservation on archaeological excavations:** First aid treatment for excavated finds, Packaging and storage of freshly excavated artifacts.
- 3. Conservation of organic objects:** Structure and Composition of organic objects, Conservation of wood and waterlogged wood, Conservation of bones/skull and ivory
- 4. Conservation of organic objects:** Structure and Composition of organic objects, Conservation of wood and waterlogged wood, Conservation of bones/skull and ivory.
- 5. Conservation of leather, Conservation of textile, Conservation of painting, Conservation of archival materials.**
- 6. Conservation of metal objects:** Conservation of gold. Conservation of silver, Conservation of copper and its alloys. Conservation of iron
- 7. Conservation of siliceous materials i. Composition of siliceous materials #. Conservation of stone, Conservation of terracotta and pottery, Conservation of glass.**
- 8. Architectural conservation:** Extrinsic and intrinsic causes of deterioration of buildings, Conservation of brick built buildings, Remedial measures against moisture. Remedial measures against bio-deterioration.
- 9. Conservation of monuments/building materials,**
- 10. Preventive conservation**

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1									
CLO2									
CLO3									
CLO4									
CLO5									

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

We ek	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1.	Causes of deterioration: Environmental factors, biological factors Human factors	1, 2, 3		3
2.	Traditional techniques in conservation	1, 2, 7		4
3.	Conservation on archaeological excavations: First aid treatment for excavated finds, Packaging and storage of freshly excavated artifacts.	1, 2, 3		4, 5
4.	Conservation of organic objects: Structure and Composition of organic objects, Conservation of wood and waterlogged wood, Conservation of bones/skull and ivory.	1,2, 7		4, 5

5.	Conservation of leather, Conservation of textile, Conservation of painting, Conservation of archival materials.	1, 2, 3		4, 5, 6
6.	Conservation of metal objects: Conservation of gold. Conservation of silver, Conservation of copper and its alloys. Conservation of iron.	1, 2, 7		4, 5, 6
7.	Conservation of siliceous materials i. Composition of siliceous materials #. Conservation of stone, Conservation of terracotta and pottery, Conservation of glass	1, 2, 3		2, 4, 5, 6
8.	Architectural conservation: Extrinsic and intrinsic causes of deterioration of buildings, Conservation of brick built buildings, Remedial measures against moisture. Remedial measures against bio-deterioration	1, 2, 3		2, 5, 6
9.	Preventive conservation# Environmental (humidity and UV) control, Museum architecture,. Exhibition case designing	1, 2, 3		5, 6
10.	: Curatorial responsibilities in conservation#, Handling of antiquities, Storage of reserve collection, Transportation of antiquities	1, 2, 3		5, 6

Part-D: Learning Resources

Text Book	11. Plenderleith, H.J., Werner, A.E.A. : The Conservation of Antiquities and Works of Art, Oxford University Press, London 12. Agrawal, O.P., : Preservation of Art Objects and Library Materials, National Book Trust, New Delhi, 1993 13. Feildin, B.M., Jokilehto, J.: Management Guidelines for World Cultural Heritage Sites, ICCROM, Rome, 1993 14. Cronyn, J.M.: The Elements of Archaeological Conservation, Routledge, London, 1999 15. Price, N.P.S. (ed.) : Conservation of Archaeological Excavations, ICCROM, Rome, 1995 16. A Mark Pollard and Carl Heron Archaeological Chemistry, The Royal Society of Chemistry, Cambridge, 1996 17. UNESCO : The Conservation of Cultural Property, Perils, 1968 18. Riederer, J. : Restoration and Preservation, Goethe Institution, 1989 19. Parkes, P.A. : Current Scientific Techniques in Archaeology, Groom Helm, London-Sydney 20. Stambolov, T., Boer, J.R.J. Van Asperen de : The Deterioration and Conservation of Porous Building Materials in Monuments, ICCROM, Rome, 1976
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Part-A: Introduction						
BNFQ 0222-421	Code:	Course ARC-421	Code:	Credit Hours: 04	Year: 4 th	Semester: 2nd
Course Title: Theory and Practice in Archaeology					Session: 2021-22	
Course Type: Core Course			Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)			None			

Rationale of the Course	The study of the past human culture is inherently theory-laden and always political. Our social and cultural perspectives can influence how we view and react to archaeological interpretations and practices. This module sets the stage for enhancing crucial critical, analytical abilities by requiring you to consider how our philosophies and experiences influence the questions we ask about the past.
Course Objectives	This course is designed to help students ○ To provide knowledge of recent archaeological theory and methods. ○ To provide students with critical analytical skills to discuss and assess current applications of archaeological theory and method to particular case studies. ○ To provide students with a critical understanding of the development of the discipline of archaeology worldwide ○ To provide a basis for a critical appreciation of current archaeological practice and theory in Bangladesh.
Course Learning Outcomes (CLOs)	By the end of the course, students will be able to: CLO-1: Appreciate that all archaeologists apply theoretical principles to their work, consciously and unconsciously. CLO-2: Understanding the fundamentals and applications of various critical approaches and situating them in a historical, political, and international context. CLO-3: Acknowledge the linkages between theory and practice and comprehend how the wider social and political context of archaeology has been influenced by the development of various theoretical positions within the discipline. CLO-4: Appreciate how British archaeology has contributed to global archaeology development and recognize the role of other regional archaeology in the development of theoretical debates within the wider field. CLO-5: Acquire skills in working in small teams to create seminar output and enhance oral presentation and argument skills during seminars and presentations.

Course Content

1. Introduction: On Archaeological Theories Lecture
2. Culture-Historical Archaeology
3. Processual Archaeology and Middle Range Theory
4. Contextual Archaeology
5. Interpretive Archaeology and the Concept of Hermeneutics
6. Gender Archaeology

7. Phenomenological Archaeology
8. Symmetrical Archaeology and the Concept of Symmetry
9. Agency of Things, Actor-Network Theory and Entanglement
10. The Archaeology of Time; Non-Absent Past and the Concept of Absence
11. Critical Heritage Studies
12. Theoretical Perspective in Indian Archaeology
13. A Review of Bangladesh Archaeology

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: On Archaeological Theories, Debate in Archaeological Theories.	1, 2, 3	1, 2, 4	1, 5
2	Culture-Historical Archaeology	1, 2, 3	1, 2, 5	3, 4
3	Processual Archaeology and Middle Range Theory, Marxism, Darwinian Archaeologies	1, 2, 4	1, 2, 6	1, 4
4	Contextual Archaeology	1, 2, 7	1, 2, 3	3, 4
5	Interpretive Archaeology and the Concept of Hermeneutics	1, 2, 4	1, 2, 3	3, 4

6	Gender Archaeology, The Origins and Spread of Agriculture.	1, 2, 7	1, 2, 4	1, 3
7	Phenomenological Archaeology	1, 2, 3	1, 2, 7	4, 5
8	Symmetrical Archaeology and the Concept of Symmetry	1, 2, 3	1, 2, 7	4, 5
9	Agency of Things, Actor-Network Theory and Entanglement	1, 2, 3	1, 2, 4	1, 5
10	The Archaeology of Time; Non-Absent Past and the Concept of Absence	1, 2, 4	1, 2, 5	3, 4
11	Critical Heritage Studies	1, 2, 3	1, 2, 4	3, 5
12	Theoretical Perspective in Indian Archaeology	1, 2, 7	1, 2, 7	4, 5
13	Archaeological Ethics in Context and Practice	1, 2, 4	1, 2, 3	1, 5
14	A Review of Bangladesh Archaeology	1, 2, 4	1, 2, 3	4, 5

Part-D: Learning Resources

Text Book	84. R. Alexander Bentley, Herbert D. G. Maschner & Christopher Chippindale (Editor) (2009). <i>Handbook of Archaeological Theories</i>, AL TAM IRA PRESS, Estover Road, Plymouth PL6 7PY, United Kingdom. 85. Hodder, Ian (1992). <i>Theory and Practice in Archaeology</i>, Routledge. 86. Hodder, I. (ed.) [1987] <i>The Archaeology of Contextual Meaning</i>. Cambridge University Press, Cambridge. 87. মাসউদ ইমরান (Editor), February 2018, ক্রিটিক্যাল তত্ত্বচিন্তা, মাওলা ব্রাদার্স.
Reference Book	81. Cleere, H. (ed.) [1984] <i>Approaches to the archaeological heritage</i>. Cambridge University Press, Cambridge. 82. Layton, R. (1997) <i>An Introduction to theory in anthropology</i>. Cambridge University Press, Cambridge. 83. Layton, R. (ed.) [1989] <i>Conflict in the Archaeology of Living Traditions</i>. Routledge, London. 84. Jones, S. (1997) <i>The Archaeology of Ethnicity: Constructing Identity in the Past and Present</i>. Routledge, London. 85. Ucko, P. (ed.) [1995] <i>Theory in Archaeology: A world perspective</i>. Routledge, London. 86. Yoffee, N. and A. Sherrat (1993) <i>Archaeological Theory: Who sets the agenda?</i> 87. Spriggs, M. (ed.) [1984] <i>Marxist perspectives in archaeology</i>. Cambridge University Press, Cambridge. 88. Trigger, B. (1989). <i>A History of Archaeological Thought</i>. Cambridge University Press. 89. Shanks, M and C. Tilley (1987) <i>Re-constructing Archaeology: Theory and Practice</i>. Second Edition. Routledge. ৯০. সরকার, সুধীর। বুদ্ধিজীবীর নোট।

Part-A: Introduction

BNFQ Code: 0222-422	Course Code: ARC-422	Credit Hours: 04	Year: 4th	Semester: 2nd
Course Title: Ceramics: Analysis and Interpretation			Session: 2021-22	
Course Type: Core Course		Contact Hours: 56	Total Marks: 40 + 60 =100	

Pre-requisite (if any)	None
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Rationale of the Course	As ceramics are one of the major artifacts which usually found with a large quantity from different archaeological sites, so analysis and interpretation of ceramics is a vital course for pupils.
Course Objectives	This course is designed to help students ○ The goal is to introduce the undergraduates with the varieties of ceramics with different cultures. ○ To know about the characteristics, specialty and quality of ceramics. ○ To understand the importance of ceramics in contemporary culture.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: acquire ideas about the general characteristics of ceramics. CLO-2: Analyze the contemporary functions of ceramics. CLO-3: Identify the basic features of the ceramics through the cultures. CLO-4: Reconstruct the cultural gap based on interpretation on ceramics. CLO-5: Using ceramics as vital component of historical sources.

Course Content

1. Introduction:

Definition of Pottery and Ceramics. History of Pottery studies. The potential of B-&-R W, N.B.P.W, B.S.W, R.W, R.S.W, D.R.W, K.W.

Parallel: Ethnography, Technology, Scientific methods, Quantification.

2. Raw materials of Pottery:

Clays and their origin: Earth materials, Feldspars, Weathering. Definition of Clays: Depositional Situation of Clays, Granulometry of Clays. Mineralogical Definition and Functional Definition of Clays.

Properties of Clays I: The Clay and Water System. Plasticity. Drying and Shrinkage. Inclusions and Impurities.

Properties of Clays II: Firing Behavior. Variables of Firing. Physical and Chemical Changes in Firing. The Thermal reaction sequence. The Fired Product: Stresses and Defects. Some considerations of Firing Technology.

3. Pottery Processing and Recording:

Integration with research designs. Life in the pot shed. Fabric Analysis, Classification of form and Decoration, Illustration, Pottery archives.

4. Themes in Ceramic Studies:

Making Pottery. Pottery Fabrics. Form. Quantification. Chronology. Production and Distribution. Assemblages and Sites. Pottery and Function.

5. Conclusion:

The future of pottery studies, importance of pottery as an archaeological evidence in Bangladesh and its potential in the reconstruction and interpretation of past culture and society.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Medium	Medium	High	Low	Medium	Medium
CLO2	Medium	Low	High	High	High	High	Low	Medium	Medium
CLO3	Medium	High	Low	Medium	High	Medium	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Medium	High
CLO5	Low	Low	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Students class lecture
TLS-4	Audio-Visual Presentation
TLS-5	Individual observation
TLS-6	Identify gaps in culture
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Open book exam
AS-4	-	Quiz test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Introduction: Definition of Pottery and Ceramics. History of Pottery studies. The potential of B-&-R W, N.B.P.W, B.S.W, R.W, R.S.W, D.R.W, K.W.	1,2, 4	1, 2, 5	1, 5
2	Parallel: Ethnography, Technology, Scientific methods, Quantification.	1, 4, 6	1, 2, 7	3, 4
3	Clays and their origin: Earth materials, Feldspars, Weathering. Definition of Clays: Depositional Situation of Clays, Granulometry of Clays. Mineralogical Definition and Functional Definition of Clays.	1, 2, 5	1, 2, 7	1, 4
4	Properties of Clays I: The Clay and Water System. Plasticity. Drying and Shrinkage. Inclusions and Impurities.	1, 2, 4	1, 2, 5	3, 4
5	Properties of Clays II: Firing Behavior. Variables of Firing. Physical and Chemical Changes in Firing. The Thermal reaction	1, 2, 4	1, 2, 3	4, 5

	sequence. The Fired Product: Stresses and Defects. Some considerations of Firing Technology.			
6	. Pottery Processing and Recording Integration with research designs. Life in the pot shed.	1, 5, 6	1, 2, 6	1, 3
7	Fabric Analysis, Classification of form and Decoration, Illustration, Pottery archives.	1, 5, 6	1, 2, 7	4, 5
8	4. Themes in Ceramic Studies: Making Pottery. Pottery Fabrics. Form. Quantification. Chronology.	1, 4, 5	1, 2, 5	4, 5
9	Production and Distribution.	1, 2, 4	1, 2, 4	1, 5
10	Assemblages and Sites.	1, 2, 4	1, 2, 5	3, 4
11	Pottery and Function.	1, 2, 3	1, 2, 4	3, 5
12	5. Conclusion: The future of pottery studies,	1, 2, 7	1, 2, 7	4, 5
13	Importance of pottery as an archaeological evidence in Bangladesh	1, 5, 7	1, 2, 5	2, 3
14	Potentiality of pottery in the reconstruction and interpretation of past culture and society.	1, 5, 7	1, 2, 6	2, 3

Part-D: Learning Resources

Text Book	1. Orton, C., Tyres, P. and A. Vince (1993) Pottery in Archaeology. Cambridge University Press, Cambridge. 2. Rice, P. M. (1987) Pottery Analysis: A Source Book. The University of Chicago Press, Chicago 3. Miller, D. (1985) Artifact as categories: a study of ceramic variability in Central India. Cambridge University Press, Cambridge. 4. Orton, C. R. (1975) Quantitative pottery studies: some progress, problems and prospects. Science and Archaeology 16: 30-35 5. Sarasswati, B. (1979) Pottery making cultures and Indian Civilization. Abhinav, New Delhi. 6. Gould, R. (ed.) [1978] Explorations in Ethno-archaeology. University of Mexico Press, Albuquerque. 7. Mateson, F. (ed.) [1965] Ceramics and Man. Viking Fund Publication in Archaeology. 8. Kearney, M. (1996) Reconceptualizing the Peasantry. Westview Press. 9. Scott, J. (1985) Weapons of the Weak: Everyday forms of Peasant resistance. Yale University Press. 10. Mencher, J. P. (ed.) [1983] The Social Anthropology of Peasantry. Somaiya Publication.
Reference Book	11. Arefin, H. K. (1994) Shimulia: Bangladesher Paribartansheel Krishikatham. Samaj Nirikhon Kendro, Dhaka. 12. Jahangir, B. K. (1997) Bangladesher Gramanchal o Shreeneasangram. Samaj

	Nirikhon Kendro, Dhaka. 13. Van der Leeuw, S. (1994) Giving the Potters a Choice: Conceptual Aspects of Pottery Techniques. 14. Arnold, D. E. (1985) Ceramic Theory and Cultural Process. Cambridge University Press, Cambridge. 15. Ghosh, A. (ed.) [?] An Encyclopedia of Indian Archaeology.
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Part-A: Introduction

Course Code: 0222-ARC-423		Credit Hours: 04	Year: 4 th	Semester: 1 st
Course Title: Introduction to Museum Studies			Session: 2021-2022	
Course Type: Core Course	Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None			

Rationale of the Course	The focus of this course is on the history, organization, and public missions of museums. This course provides a broad overview of the major components of a museum, including management and collection care, as well as current approaches and challenges in the field. This includes material culture and archaeological objects, museum history, conservation and collection care, and curatorial ethics and approaches in the museum.
Course Objectives	This course is designed for students to ○ Acquire a working knowledge of museum functions and roles in relation to new museum ideas and challenges. ○ Explore the ways in which museum have developed. ○ Provide students with the necessary education, training, and exposure to enable them to curate, care for, manage, and display museum objects in a responsible, comprehensive, thoughtful, and ethical way.
Course Learning Outcomes (CLOs)	Upon completion of the course, students will be able to: CLO-1: Gain knowledge of basic and fundamental concepts about the museum, its development, and function. CLO-2: Understand how museums communicate complex ideas to both general visitors and scholars. CLO-3: Improve professional expertise in museum displays, collection care, and preservation in all type of museum and like organization. CLO-4: Demonstrate the ability to research objects that are preserved in Museum collections.

Course Content

- 13. General Introduction:** About the Museums, Types, Museum and Sustainability, Museum Ethics.
- 14. The Museum and its Users:** Museum for people, Access and accessibility, Understanding Market, Marketing Museum, Special audiences, The Museum visit, Learning in Museum, Museum Education Service: Inside & Outside, Events and Activities, Facilities for visitor, Providing services.
- 15. The Development of Museum Presentation Techniques:** Introducing interpretation, Presentation techniques, Museum lighting, Museum showcases, planning new displays and exhibitions, Research for displays and exhibitions, writing text, Evaluating displays and exhibitions.

- 16. Care of Museum's Collection:** Policies for collecting, Policies for disposal, Donations, purchases and loans, Collecting and field documentation, Fieldwork and record centers, Photography, film and video, Oral history and audio recording, Documentation systems, The role of collections in research, Ethical considerations and repatriation, Museum archives and museum history.
- 17. Conservation:** The development and care of the museum's collections, Types of collections, Conservation planning, Working with conservators, Preventive conservation: principles, Environmental monitoring and control, air pollution/insect and pest attack, Materials testing,
- 18. Storage:** Principles, Practice, Handling, packing and moving collections, Remedial conservation: principles, practice, Disaster planning, Insurance, Collection's security
- 19. The Museum and it's Building:** Museum buildings: form and function, planning for access, Options analysis and feasibility assessment, Preparing briefs for architects, physical security, management and maintenance, Orientation, Atmosphere, pace and flow.
- 20. The Museum and it's Management:** Legal status and management structures, Partnerships, Networking, Policy development and management, Developing a forward plan, Performance measurement in museums, Evaluation: Project management, Financial management, New sources of income, Fundraising, Management of change, Internal communications, Staff structures, Volunteers in museums, Recruiting museum staff, Conditions of service, Performance standards for the individual, Job appraisal and measuring performance, Staff training and professional development, Health and safety, Administrative procedures, Computers in the museum.

Mapping of Course Learning Outcomes to Program Learning Outcomes

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

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-visual Presentation
TLS-5	Sample Show
TLS-6	Fieldwork/On site Class
TLS-7	Lab work
TLS-8	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
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AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1.	General Introduction: About the Museums, Types, Museum and Sustainability, Museum Ethics.	1, 2, 3	1, 2, 4	1, 5
2-3	The Museum and its Users: Museum for people, Access and accessibility, Understanding Market, Marketing Museum, Special audiences, The Museum visit, Learning in Museum, Museum Education Service: Inside & Outside, Events and Activities, Facilities for visitor, Providing services.	1, 2, 3	1, 2, 5	3, 4
4-5	The Development of Museum Presentation Techniques: Introducing interpretation, Presentation techniques, Museum lighting, Museum showcases, planning new displays and exhibitions, Research for displays and exhibitions, writing text, Evaluating displays and exhibitions.			
6-7	Care of Museum's Collection: Policies for collecting, Policies for disposal, Donations, purchases and loans, Collecting and field documentation, Fieldwork and record centers, Photography, film and video, Oral history and audio recording, Documentation systems, The role of collections in research, Ethical considerations and repatriation, Museum archives and museum history.	1, 2, 4	1, 2, 6	1, 4
8-9	Conservation: The development and care of the museum's collections, Types of collections,			

	Conservation planning, Working with conservators, Preventive conservation: principles, Environmental monitoring and control, air pollution/insect and pest attack, Materials testing,			
10-11	Storage: Principles, Practice, Handling, packing and moving collections, Remedial conservation: principles, practice, Disaster planning, Insurance, Collection's security	1, 2, 7	1, 2, 3	3, 4
12-13	The Museum and it's Building: Buildings, form and function, planning for access, Options analysis and feasibility assessment, Preparing briefs for architects, physical security, management and maintenance, Orientation, Atmosphere, pace and flow.	1, 2, 4	1, 2, 3	3, 4
14	Project on Museum	1, 2, 3, 7	1, 2, 3, 4	3, 4

Part-D: Learning Resources

Text Book	88. E. Verner Johnson and Joanne C. Horgan, Museum Collection Storage, (1979, UNESCO). 89. Edward P. Alexander, Museums in Motion-an Introduction to the History and Functions of Museum, (1979, American Association for State and Local History). 90. Francesca Lanz and Elena Montanari (Ed), Advancing Museum Practices (2014, Umberto Allemandi & C.). 91. Janet Marstine (Ed), New Museum Theory and Practice an Introduction, (2006, Blackwell Publishing). 92. John M. A. Thompson (Ed.), Manual of Curatorship- A Guide to Museum Practice, (1984, Butterworths, London; Boston). 93. Kevin Moore (Ed), Museum Management, (1994, Routledge). 94. Patric J Boylan, Running a Museum: A Practical Hand Book, (2004, ICOM). 95. Sharon Macdonald (Ed), A Companion to Museum Studies (2006, Wiley-Blackwell). 96. Sherry Butcher-Younghans, Historic House Museums A Practical Handbook for their Care, Preservation, and Management, (1993, Oxford University Press, New York). 97. Timothy Ambrose and Crispin Paine, Museum Basics (second edition), (2006, Routledge).
Reference Book	

Part-A: Introduction			
Course Code: 0222-ARC-424	Credit Hours: 04	Year: 3 rd	Semester: 1 st
Course Title: Bio-archaeology		Session: 2021-22	
Course Type: Core Course	Contact Hours: 56	Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None		

Rationale of the Course	This course is consisted of bones and other biological materials found in archaeological remains in order to provide information about human life and the environment in the past.
Course Objectives	○ The main objective is to study the organic remains such as flora, fauna, fossils from archaeological sites to address questions about evolution, past human activities and subsistence. ○ Develop knowledge about how humans have interacted with, or modified their natural environments. ○ To know the origin and development of animal and plant domestication from the old world to new world.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: Acquire knowledge about ancient environment and relationship between environment & human. CLO-2: Learn about Taxonomy and Taphonomy. CLO-3: Know about the history of Archaeozoological and Archaeobotanical studies in Indian subcontinent. CLO-4: Learn about the origin and development of animal and plant domestication. CLO-5: Understand the methodology applied in Archaeobotany and Archaeozoology.

Course Content

Part A

1. Definition & Scope of Environmental Archaeology.
2. Ecology: Palaeoecology, Palaeontology, Environmental Systems, Environment & Man.
3. Taxonomy of the animal Kingdom: Classification, Characteristics of fish, amphibians, reptiles, apes and mammals.
4. Fossils and Fossilization, Modes of preservations & its importance in Archaeology.
5. Taphonomy: Human activities, Non-human agents.

Part B

1. History of Archaeozoological and Archaeobotanical studies in Indian subcontinent.
2. Significance of Archaeozoological Studies (Environment, Subsistence, cooking practice, Secondary uses of animals, Social, cultural and trade contacts, animal pathology, Season of site occupation, activity area, Past and present distribution of animals, bone tools technology, ornaments),
3. Methodology applied in Archaeozoology (Identification of bones to the species level, Quantitative Analyses, Determination of age and sex of animal, Metrical

Analysis).

4. Domestication: Definition, Process of domestication, Early evidences of domestication in India.

5. Animals and Food Economy, Role of Mammals and non-mammals in different cultural periods (Upper Paleolithic, Mesolithic, Neolithic, Harappan, Chalcolithic and Iron Age.)

6. Significance of Archaeobotanical studies, Collection of botanical remains (flotation method) Micro-botanical (Palynology, diatoms, fossil cuticles, phytoliths, etc.) and macro-botanical remains (seeds, fruits, twigs, roots, bulbs, etc.).

7. Origin of Plant Domestication and Agriculture and the theories. Evidences of Early agriculture from the old world and new world.

8. Role of plants in different cultural periods (Upper Palaeolithic, Mesolithic, Neolithic, Harappan, Chalcolithic and Iron Age periods).

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Medium	Medium	High	High	High	Low	Medium
CLO2	Medium	Medium	Low	Medium	Medium	Low	Medium	High	Medium
CLO3	High	High	High	Medium	Medium	Medium	Medium	Low	Low
CLO4	Medium	Medium	Medium	Medium	Low	Medium	Medium	Medium	Low
CLO5	Medium	High	Low	High	High	High	Medium	High	High

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Lab
TLS-7	Group Discussion

Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation
AS-7	-	Group Discussion

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Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Definition & Scope of Environmental Archaeology	1, 2, 3	1, 2, 5	1

2	Ecology: Palaeoecology, Palaeontology, Environmental Systems, Environment & Man.	1, 2, 3	1, 2, 6	1,2,3
3	Taxonomy of the animal Kingdom: Classification, Characteristics of fish, amphibians, reptiles, apes and mammals.	1, 2, 4	1, 2, 6	1,2,3, 4,5
4	Fossils and Fossilization, Modes of preservations & its importance in Archaeology.	1, 2, 3	1, 2, 5	4
5	Taphonomy: Human activities, Non-human agents.	1, 2, 4	1, 2, 5	1, 4
6	History of Archaeozoological and Archaeobotanical studies in Indian subcontinent.	1, 2, 7	1, 2, 6	1,2,3, 4,5
7	Significance of Archaeozoological Studies.	1, 2, 3	1, 2, 6	1,2,3, 4, 5
8	Animal and Plant Domestication	1, 2, 3	1, 2, 7	2, 4, 5
9	Animals and Food Economy, Role of Mammals and non-mammals in different cultural periods.	1, 2, 3	1, 2, 6	2, 4, 5
10	Significance of Archaeobotanical studies.	1, 2, 4	1, 2, 5	3, 4, 5
11	Origin of Plant Domestication and Agriculture and the theories. Evidences of Early agriculture from the old world and new world.	1, 2, 3	1, 2, 5	3, 4, 5
12	Role of plants in different cultural periods (Upper Palaeolithic, Mesolithic, Neolithic, Harappan, Chalcolithic and Iron Age periods).	1, 2, 4	1, 2, 6	3, 5

Part-D: Learning Resources

Text and References	1. Badam, G.L. and V. Sathe. 1995. Palaeontological Research in India : Retrospect and Prospect. Quaternary Environments and Geoarchaeology of India, Rajguru Volume (eds. Wadia, S., R. Korisettar and Kale, V.S.) Memoir 32. Bangalore : Geological Society of India. 473-495 2. Baker, J. and D. Brothwell 1980. Animal Diseases in Archaeology. London : Academic Press. 3. Behrensmeyer, A.K. and A. Hill. 1980. Fossils in the Making : Taphonomy and Palaeoecology. Chicago : University of Chicago Press. 4. Binford, L.R. 1981. Bones : Ancient Men and Modern Myths. New York: Academic Press. 5. Brothwell, D. and E. Higgs. 1969. Science in Archaeology. London : Thames and Hudson. 6. Chaplin, R.E. 1971. The Study of Animal Bones from Archaeological Sites.
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	London and New York : Seminar Press. 7. Clason, A. T. 1979 Wild and Domestic Animals in Prehistoric and Early Historic India. Ethnographic and Folk Culture Society : Lucknow. 8. Clason, A. T. 1979. Archaeozoological Studies. Amsterdam : Elsevier. 9. Clutton-Brock, J. 1981. Domesticated Animals from Early Times. London : British Museum (Natural History). 10. Clutton-Brock, J. 1989. The Walking Larder : patterns of Domestication, Pastoralism and Predation. London : Unwin Hyman. 11. Cornwall, I. H. 1974. Bones for the Archaeologist. London : J. M. Dent and Sons. 12. Davis, S.J.M. 1987. The Archaeology of Animals. London : B.T. Batsford Ltd. Harris, D.R. and Gordon Hillmann. 1989. Foraging and Farming Evolution of plant Exploitation. London : Unwin and Hyman. 13. Grayson, D.K. 1984. Quantitative Zooarchaeology. Orlando, U.S.A. : Academic Press. 14. Kajale, M., S. Mulholland and G.Rapp Jr. 1995. Applications of Phytolith Analisis : A Potential tool for Quaternary Environmental and Archaeological Investigations in the Indian Subcontinent. Quaternary Environments and Geoarchaeology of India, Rajguru Volume (eds. Wadia, S., R. Korisettar and Kale, V.S.) Memoir 32. Banglore : Geological Society of India. 530-544. 15. K. J. Butzer, Archaeology and human ecology 16. Mason, I.L. 1984. Evolution of domesticated animals (ed.) England : Longman Group Limited. 17. Moore, P.D., J.A. Webb and M. E. Collinson. 1991. Pollen Analysis. Oxford : Blackwell Scientific Publications. 18. Odum, E.P. 1971. Fundamentals of Ecology. London : W.B. Sanders co. Pawankar, S.J. 1995. Man and animal relationship in early farming communities of western India, with special reference to Inamgaon. Ph.D. Dissertation. University of Poona (Pune). 19. Prater, S. H. 1965. The book of Indian animals, Bombay : Bombay Natural History Society. 20. Reed, C. 1977. Origins of Agriculture. Hague : Mouton Publishers. Shipman, Pat 1981. Life History of a Fossil : An Introduction to Taphonomy and Palaeoecology. Harvard University Press. 21. Singh, H. 1990. An Introduction to Palaeontology. New Delhi : Anmol Publications. 22. Thomas, P.K. and P.P. Joglekar. 1994. Holocene Faunal Studies in India.
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	Man and Environment 18(1-2) : 179-203. 23. Thomas, P.K. and P.P. Joglekar. 1995. Faunal Studies in Archaeology. Quaternary Environments and Geoarchaeology of India, Rajguru Volume (eds. Wadia, S., R. Korisettar and Kale, V.S.) Memoir 32. Bangalore : Geological Society of India. 473-495. 24. Ucko, P.J. and G.W. Dimbleby. 1969. The domestication and exploitation of plants and animals. London. 25. Zeuner, F.E. 1963. A history of domesticated animals. London : Hutchinson.
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Part-A: Introduction					
BNFQ Code: 0222-426	Course Code: ARC-426	Credit Hours: 04	Year: 2 nd	Semester: 1 st	
Course Title: Geoarchaeology & Bioarchaeology (Lab)			Session: 2021-22		
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)		None			

Rationale of the Course	In this course students are introduced to the various scientific methods used for identifying Geological and Biological remains collected from archaeological context and analyzing them to understand raw materials of making tools, then climate, food habit, ancient environment and culture.
Course Objectives	This course is designed to help students ○ To provide basic knowledge on the crystallographic structures, chemical and physical characteristics of minerals. ○ To identify the common rock-forming minerals. ○ To state the nature, composition, classification and occurrences of common crystals and rock-forming minerals. ○ To justify the economic significances and importance of minerals and crystallography ○ To provide the basic knowledge about the ancient plant and animal kingdom, ancient food habit, domestication and economy. ○ To identify plant and animal species from the remains unearthed in different archaeological context.
Course Learning Outcomes (CLOs)	At the end of this course, the students will have a complete knowledge of sedimentary petrology and will be able: CLO-1: To infer and know the basic physical properties and chemistry of common rock-forming minerals. CLO-2: To explain how the properties of chemical elements and their bonds determine the structure and composition of minerals (e.g. close-packing, coordination numbers). CLO-3: To identify and describe the common rock-forming minerals in hand specimen. CLO-4: To demonstrate how the internal structure of minerals affects the external structure and physical properties of a mineral (e.g. crystal symmetry, crystal habit).

	CLO-5: To recognize and describe the basic properties and chemistry of common rock-forming minerals. CLO-6: To identify and describe plant and animal fossils. CLO-7: To understand the classification of plants and animals. CLO-8: To know about the interaction of human and animals, their season of occupation, ancient food habit and culture.
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Course Content

Part-1 (Geo-Archaeology)

Unit 1: Earth Sciences

- Properties used in identification of rocks and minerals.
- Field description of Quaternary sediments stratigraphy, sedimentary structures, textures, colour, shape, rounding, weathering, lithology

Unit 2: Soil and sediment

- Preliminary study of soils and sediments, pH, colour, texture.

Part-2 (Bio-Archaeology)

Unit 1: Archaeobotany and Palynology

- Introduction to different types of plant fossils found in archaeological contexts.
- Study of commonly retrieved representative macro botanical remains especially cereal and pulses such as rice, wheat, barley, lentil/pea etc. with the help of suitable modern and ancient specimens.
- Study of common representative micro botanical remains, especially pollen, phytolith, diatom etc.

Unit 2: Animal sciences

- Systematics and classification of animals
- Study of complete skeleton of domestic animals – Appendicular and Axial skeleton.
- Bone analysis of Carnivorous, Herbivorous, and Omnivorous animals.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	Medium	High	Medium	Medium	High	Low	Medium	Low
CLO2	Medium	Medium	High	High	High	High	Low	Medium	Low
CLO3	Medium	High	High	Medium	High	Medium	Low	High	Low
CLO4	Low	High	Low	High	High	High	Low	Medium	Low
CLO5	Low	High	Low	High	High	High	Medium	High	Medium

Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

Teaching-Learning Strategies (TLS)

TLS-1	Class Lecture
TLS-2	Slide Presentation
TLS-3	Student Activity
TLS-4	Audio-Visual Presentation
TLS-5	Sample Show
TLS-6	Field Visit/On site Class

TLS-7	Group Discussion
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Assessment Strategies (AS)

Assessment Strategy (AS) No	Summative	Formative
AS-1	Mid Term Examination	-
AS-2	Final	-
AS-3	-	Quiz
AS-4	-	Class Test
AS-5	-	Assignment
AS-6	-	Presentation

Part-B: Content of the course

Course Contents				
Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLOs
1	Physical and chemical properties of minerals: optical properties, cleavage and fracture,	TLS 1, 2, 5	AS 1, 2, 4	CLO 1, 5
2	Hardness, magnetic properties, electrical properties, surface properties, radio activity of minerals	TLS 1, 2, 3	AS 1, 2, 5	CLO 3, 4
3	The systematics of mineralogy; the species concept and classification of minerals.	TLS 1, 2, 4	AS 1, 2, 6	CLO 1, 4
4	Halides, carbonates, nitrates, borates, sulfates, chromates, molybdates, tungstates, phosphates, arsenates, vanadates.	TLS 1, 2, 7	AS 1, 2, 3	CLO 3, 4
5	A brief description of mineral groups - native elements, sulfides, oxides and hydroxides,	TLS 1, 2, 5	AS 1, 2, 5	CLO 3, 4
6	Physical properties: Primary rock, sedimentary rock & Metamorphic rock	TLS 1, 2, 7	AS 1, 2, 4	CLO 1, 3
7	Preliminary study of soils and sediments, pH, colour, texture.	TLS 1, 2, 6	AS 1, 2, 3	CLO 4, 5
8	Introduction to different types of plant fossils found in archaeological contexts.	TLS 1, 3, 4,5	AS 1, 2, 4	CLO 6, 7
9	Study of commonly retrieved representative macro botanical remains especially cereal and pulses such as rice, wheat, barley, lentil/pea etc. with the help of suitable modern and ancient specimens.	TLS 1, 4, 7	AS 1, 2, 5	CLO 6, 7
10	Study of common representative micro botanical remains, especially pollen, phytolith, and diatom.	TLS 1, 3, 5	AS 1, 2, 4	CLO 6, 7
11	Systematics and classification of animals.	TLS 1, 2, 4	AS 1, 2, 4	CLO 7, 8
12	Study of complete skeleton of domestic animals – Appendicular and Axial skeleton.	TLS 3,5,7	AS 1, 2, 5	CLO 7, 8
13	Bone analysis of Carnivorous, Herbivorous, and Omnivorous animals.	TLS 3,5,7	AS 1, 2, 5	CLO 7, 8

Part-D: Learning Resources

Text Book	1. Berry, L.G. & Mason, B., 1967, Elements of Mineralogy; W.H. Freeman & Co., San Francisco. 2. Dana, J.D., 1959, Manual of Mineralogy; John Wiley & Sons, Inc., New York. 3. Deer, W.A., Howie, R.A. & Zussman, J., 1989, An Introduction to the Rock Forming Minerals; ELBS/Longman, Essex. 4. Fekri Hasan, Sediment in Archaeology.
Reference Book	91. Milovsky, A.V. & Kononov, O.V., 1985, Mineralogy; Mir Publishers, Moscow. 92. Dincauze, <i>Environmental Archaeology</i> 93. K. J. Burtzer, <i>Archaeology of Human Ecology</i>. 94. Holms, Arthur, 1978 Principles of Physical Geology, ELBS and Thomas Nelson & sons Ltd. Edinburgh, U. K. 95. Schifter M B. 1987. 'Formation Procom of the Archaeological record' Albuquerque, The university of New Mexican. 96. Goldbeng P. Maephaid RI (2006) Practical and theoretical geoarchaeology, Oxford, Blackshear society. Recommended readings for Bio-archaeology Badam, G. L. (1979) <i>Pleistocene Fauna of India</i>. Pune: Deccan College. Bone, J. F. (1979) <i>Animal Anatomy and Physiology</i>. Reston: Reston Publishing Co. Cornwall, I. W. (1974) <i>Bones for Archaeologists</i>, (revised edition), London : L.M. Dent and Sons. Erdtman, G. (1969) <i>Hand book of Palynology</i>. New York: Hafner. Greig, J. (1989) <i>Handbook for Archaeologists No.4: Archaeobotany</i> , Strasbourg: European Science Foundation. Kajale, M. D. (1991) Current status of Indian Palaeoethnobotany : Introduced and indigenous food plants with a discussion of the historical development of Indian Agriculture and agricultural system in general, in New Light on Early Farming, Jane Renfrew (Ed.), Edinburgh: Edinburge University press, pp. 155 190. Leiggi, P. and May, P. (Eds.) (1994) <i>Vertebrate Palaeontological Techniques</i>, Vol. 1, Cambridge University Press. Moore, P. D; Webb, J. A; and Collinson, M. E. (1992) <i>Pollen Analysis</i>, Oxford: Blackwell. Pearsall, D. (1989) <i>Palaeoethnobotany Handbook of Procedures</i>. London: Academic Press. Renfrew, J. (1973) <i>Palaeoethnobotany</i>, London: Mathuen and Co. Romer, A. S. (1967) <i>Vertebrate Paleontology</i>, Chicago: University of Chicago Press. Schmid, E. (1972) <i>Atlas of Animal Bones</i>. London: Elsevier publishing Co.