

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



DEPARTMENT OF ARCHAEOLOGY
COMILLA UNIVERSITY
CUMILLA-3506

January 24, 2024

Part-A (Introduction)

1. TITLE OF THE PROGRAM: Masters of Social Science – MSS in Archaeology

Degree	Masters of Social Science – MSS in Archaeology
Abbreviated form of the Degree	M.S.S 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 empowering society, advancing development, promoting human welfare, and sustainable planet.

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 graduates at the 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 professions.

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

"To become a leading center/hub of archaeological research, education, and conservation, fostering a deep understanding and appreciation of nation's rich cultural heritage."

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 the following:

Mission No	Mission Statement (Why we exist)
M-1	Integrating and documenting the archaeological heritage of Bangladesh.
M-2	Enrich the discipline of archaeology through academic research.
M-3	Create awareness and promote the cultural heritage of Bangladesh
M-4	To understand the changing behavior of past humans over time.
M-5	Contribute to the enhancement of sustainable socio-economic progress Contributing towards

8. OBJECTIVE OF THE PROGRAM:

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

9. NAME OF THE DEGREE: Master of Social Science (MSS) in Archaeology

10. DESCRIPTION OF THE PROGRAM

The Master of Social Science (M.S.S) program in the Department of Archaeology will be offered in two modes:

- (i) Master's by coursework (Taught/general group)
- (ii) Master's by mixed-mode (Thesis group)

Master of Social Science (Taught) Program

Eligibility for Admission: A student with a B.S.S. (Hons.) degree in Archaeology will be eligible for admission to the M.S.S. (Taught) program at the Department of Archaeology of Comilla University.

The students who appeared at the Bachelor's Degree final examination of Comilla University may be admitted provisionally to the Master's program and their admission shall be confirmed after their results are published and passed the examination. The attendance of the students shall, however, be counted from the date on which the class began. Students who have not been admitted within 1 (one) year after obtaining their 4 (four) years Bachelor's Degree would be able to be admitted to the master's program along with their subsequent batch.

Program Description: A Master's by Coursework involves taught courses to a minimum of 36 credits. The duration at this level will be one year of full-time study consisting of two semesters. He/she must complete 36 credits to obtain his/her M.S.S. (Taught) in Archaeology. Activities of the programs will be followed according to the related academic rules and regulations of Comilla University.

Master of Social Science (Mixed-Mode) Program

Master's program will be modularized which can constitute a particular area of specialization. Master of Science (Mixed-Mode) Degree will be awarded in one of the three branches:

Eligibility for Admission: Based on the B.S.S. (Hons.) results, students having a minimum CGPA of 3.5 may apply for admission.

Program Description: A Mixed-mode Master's has a minimum 30 credits taught component and a research component involving a thesis/dissertation of 6 credits. The duration of the program will be one and a half (1.5) years consisting of three semesters. Activities of the programs will be followed according to the related academic rules and regulations of Comilla University. Students of mixed-mode MSS will face the thesis defense with a PowerPoint presentation.

11. ATTRIBUTES OF THE GRADUATES:

We are committed to leading 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, skills, and attitudes to equip 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 mindset of students.
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13. PROGRAM LEARNING OUTCOME (PLOs):

PLO No	Program Education Objectives	Domain
PLO-1	Advanced Knowledge: Ability to acquire and apply knowledge and understanding of the archaeological principles through the various branches of Archaeology	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	Scientific and Critical Thinking Approach: Possess high awareness of major issues and development of archaeological research and competent in initiating, developing, and pursuing scientific research.	Thinking
PLO-4	Professionalism, Ethics & Integrity: Ability to act with integrity and good ethics in their profession and their obligation to society.	Thinking
PLO-5	Social Skills and Responsibility: Ability to portray good interpersonal skills with a high ability to work collaboratively as part of a team undertaking a range of different team roles	Social, Fundamental
PLO-6	Competitive: Develop their skills for critical thinking, deep and authentic learning, enabling them to engage in academic activities and participate in public discourse on contemporary issues in archaeology to enrich the discipline.	Thinking
PLO-7	Communication: Communicate effectively both in oral and written forms to a range of audiences for a variety of purposes, and contribute positively and collaboratively in classroom, laboratory, industry, and field-based situations.	Social, Personal
PLO-8	Ethical: Apply ethical principles and commit to professional ethics, responsibilities, and norms of archaeological practice and heritage.	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	BNQF Code	Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
01	0222-511	ARC-511	√	√			√			√	√
02	0222-512	ARC-512	√	√	√	√		√			
03	0222-513	ARC-513	√	√		√		√		√	√
04	0222-514	ARC-514	√	√	√	√	√	√			
15	0222-515	ARC-515	√	√	√	√	√	√		√	
06	0232-516	ARC-516	√			√	√	√	√	√	
07	0222-521	ARC-521	√		√	√	√	√	√	√	√
08	0222-522	ARC-522	√	√		√		√	√		
09	0232-523	ARC-523	√			√	√	√	√	√	
10	0222-524	ARC-524	√	√		√		√	√		
11	0222-525	ARC-525	√	√			√		√		
12	0611-526	ARC-526	√	√		√	√	√	√	√	
13	0222-527	ARC-527	√	√	√	√	√	√		√	√
14	0222-528	ARC-528	√	√				√		√	
15	0532-530	ARC-530	√	√		√	√	√		√	

Part-B (Structure of the Curriculum)**Scheme of the Program****MASTERS OF SOCIAL SCIENCE (MSS) IN ARCHAEOLOGY****1. The Title of the Degree Program:****Masters of Social Science (MSS) in Archaeology****2.****a. Credit Distribution (Taught, non-thesis group)**

Type of Course	No. of Course	Credit
Courses (Full)	8	32
Viva	01	2

Field Work and Report Writing	01	6
Total	10	40

b. Credit Distribution (Mixed-mode, thesis group)

Type of Course	No. of Course	Credit
Courses (Full)	7	28
Viva	01	2
Thesis	01	12
Total	9	42

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 discussions, presentations, seminars, workshops, practical and field trips, etc. may be scheduled by the respective course teacher.

OUTCOME-BASED CURRICULUM

MASTERS OF SOCIAL SCIENCE (MSS) IN ARCHAEOLOGY

Session: 2022-2023, 2023-2024, 2024-2025

Semester-wise Distribution of Courses

MSS 1st Semester (Taught and Mixed-Mode Group)

BNFQ Code	Course Code	Course Title	Hours/Week Theory+Lab	Credit	Marks
0222-511	ARC-511	Environmental Archaeology	3+1	4	100
0222-512	ARC-512	Advance Museology	3+1	4	100
0222-513	ARC-513	Colonial Architecture of Bangladesh	3+1	4	100
0222-514	ARC-514	Bengal Inscriptions and Copperplates (Ancient Period)	3+1	4	100
0222-515	ARC-515	Iconography and Iconology of the Religious Art of Bengal (up to 1205 A.D.).	3+1	4	100
0222-516	ARC-516	Maritime Archaeology	3+1	4	100
Total			19+5	24	600

Note: Students of the Taught and Mixed-mode group will choose 4 courses (16 credits) from the offered 6 Courses.

MSS 2nd Semester (Taught and Mixed-Mode Group)

BNFQ Code	Course Code	Course Title	Hours/Week Theory+Lab	Credit	Marks
0222-121	ARC-521	Advance Field Archaeology (Methods & Practice)	3+1	4	100
0222-122	ARC-522	Folk & Ethnic Culture of Bangladesh	3+1	4	100
0222-123	ARC-523	Historical Geography of Ancient & Medieval Bengal	4+0	4	100
0222-124	ARC-524	Digital Archaeology	3+1	4	100
0222-125	ARC-525	Archaeology of Buddhism	3+1	4	100
0222-126	ARC-526	Cultural Heritage Management (CHM)	3+1	4	100
0222-128	ARC-528	Field Work and Report Writing	3+3	6	50
0222-120	ARC-530	Viva	2+0	2	50
Total			24+8	32	500

MSS 3rd Semester (Mixed-Mode Group)

BNFQ Code	Course Code	Course Title	Hours/Week Theory+Lab	Credit	Marks
0222-127	ARC-527	Thesis	6+6	12	150
0222-120	ARC-530	Viva	2+0	2	50
Total			8+6	14	500

Note:

1. Students of the Mixed-mode (Thesis Group) will select 3 courses (12 credits) from the offered 6 Courses (excluding ARC-528-Field work and Report Writing).
2. A limited number of students will be admitted and which will be based on a minimum CGPA (not less than 3.5) decided by the Academic Committee of the Department every academic year.
3. Students of the Taught (general) group will be enrolled for 4 courses (16 credits) from the offered 6 courses and will submit a fieldwork report for 6 credits and face the MSS viva of 2 credits by the end of the second semester after fieldwork (Fieldwork shall be completed within 10 days after MSS final exam or before the MSS exam).

At the end of the second semester of the MSS program, the examination committee shall hold a viva voce examination of 50% weight, equivalent to 2 credit hours. For the viva-voce examination, a student shall be awarded a grade at the end of the MSS program. After the completion of 2nd semester of the MSS final examination, a non-thesis (Taught) student shall undergo fieldwork for a certain period (have to complete fieldwork within 10 days after or before the final exam) as specified by the MSS exam committee. The fieldwork/research report shall be guided and examined by the examination committee.

4. The individual students of the thesis group will present a “Thesis proposal defense” on the mutually agreed date with the examination committee by the end of the first month of the second semester.

5. The individual students of the thesis group will present a “Thesis Defense” (with PowerPoint presentation) by the end of 5th month of the third semester on a mutually agreed date with the examination committee.

6. The individual students of the thesis group must submit the final individual thesis (with corrections and suggestions from the thesis defense) by the end of 6th month of the third semester.

7. Any of the steps of the thesis’s topic selection and defense, thesis defense can be modified, or altered under special circumstances and that will be the jurisdiction of the examination committee.

8. Students of mixed-mode MSS will face the thesis viva voce of 2 credits after submission of the thesis.

N.B. For any other circumstances (if arise), “Rules for Master Degree Program for Comilla University, Cumilla” will be followed.

Part-D (ASSESSMENT AND EVALUATION)

The following is the assessment system for the Masters of Social Science (MSS) program:

1. A student for the degree of **Masters of Social Science (MSS)** in Archaeology program is required to satisfactorily earn 36 credits by completing 30 full unit and 7 half unit courses, practicum, and taking viva voce examination.

2. The 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 points). 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:

The performance of the students in a course shall be evaluated as follows:

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, the 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, the average of marks awarded by the semester final examiners plus the marks awarded by the course teacher, shall be converted into letter grades 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 the second semester of the MSS program, the examination committee shall hold a viva voce examination of 50% weight, equivalent to 2 credit hours. For the viva-voce examination, a student shall be awarded a grade at the end of the MSS program. After the completion of 2nd semester of the MSS final examination, a non-thesis (Taught) student shall undergo fieldwork for a certain period (have to complete fieldwork within 10 days after or before the final exam) as specified by the MSS exam committee. The fieldwork/research report shall be guided and examined by the examination committee.

ii. Class Attendance:

To be considered as a regular student, each student shall be required to attend 60% of the 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 fine as fixed by the authority/department. The head of the department shall monitor the class holding and attendance of the students. A student shall not be allowed to sit for the 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 the following batch. A student should apply for re-admission within one month after the publication of the results 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 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: 0222-ARC-511	Credit Hours: 04	Year: MSS	Semester: 1 st
Course Title: Environmental 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	Environmental archaeology is important because it helps archaeologists understand how past human societies interacted with and adapted to their environments. It allows for the reconstruction of past environments, revealing insights into climate change, resource management, and the impact of human activities on ecosystems. The discipline also contributes to our understanding of cultural evolution, technological innovation, and human health in ancient societies. Moreover, environmental archaeology plays a crucial role in site preservation, informing strategies for the conservation of archaeological sites and contributing to cultural heritage management.
Course Objectives	1. Reconstruction of Past Environments: - Analyzing archaeological remains such as pollen, plant materials, and sediments to reconstruct past climates, vegetation patterns, and overall environmental conditions. 2. Understanding Human-Environment Interactions: - Investigating how past human societies interacted with and adapted to their environments, including the exploitation of natural resources, agricultural practices, and the impact of human activities on ecosystems. 3. Insights into Cultural Evolution and Innovation: - Examining changes in subsistence strategies, technological innovations, and cultural practices to understand the evolution of societies over time and how they responded to environmental challenges. 4. Contributions to Modern Environmental and Resource Management: - Applying knowledge gained from environmental archaeology to inform contemporary environmental and resource management practices. This includes learning from past successes and failures to develop sustainable strategies for resource utilization and conservation.
Course Learning Outcomes (CLOs)	1. Remembering (Knowledge): - After completing the course, students should be able to recall and describe key concepts, theories, and terminology related to environmental archaeology. 2. Understanding (Comprehension): - Students should demonstrate an understanding of the principles of environmental archaeology by explaining the relationships between past human societies and their environments, as well as interpreting data related to archaeological contexts. 3. Applying (Application): - Upon completion of the course, students should be able to apply environmental archaeological methods to analyze and interpret archaeological materials, such as pollen, plant remains, and animal bones, in order to reconstruct past environments. 4. Analyzing (Analysis):

	- Students should be able to critically analyze archaeological data, assess the impact of human activities on ecosystems, and evaluate the significance of environmental factors in shaping cultural developments throughout history. 5. Evaluating (Evaluation): - Upon finishing the course, students should be able to evaluate the strengths and limitations of different environmental archaeological approaches, theories, and interpretations. They should be capable of making informed judgments about the reliability and validity of archaeological evidence and scholarly arguments in the field.
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Course Content

Unit 1 Fundamentals of Environmental Archaeology

Topic- 1 (Introduction)

Topic- 2 (Concepts and Mechanisms of Paleoenvironmental change)

Topic- 3 (Human responses and Strategic options towards environmental change)

Unit2 Chronology in Environmental archaeology

Topic- 1 (Chronology and environmental archaeology)

Unit3 Climate in Environmental archaeology

Topic- 1 (Climate and climatic factors of Environmental Archaeology)

Unit4 Geomorphology and its implications in Environmental archaeology

Topic- 1 (Various Landforms-scales and importance in Environmental Archaeology)

Unit5 Sediments and soils and its implications in Environmental archaeology

Topic- 1 (Various Landforms-scales and importance in Environmental Archaeology)

Unit6 Vegetation and Fauna and its implications in Environmental archaeology

Topic- 1 (Vegetation and importance in Environmental Archaeology)

Topic- 2 (Faunal remains and importance in Environmental Archaeology)

Unit7 Integration and Case studies for Archaeology of Bangladesh

Topic- 1 (Integrate concepts and methods of Environmental Archaeology for Cultural and Environmental reconstruction)

Theme: Thinking About Environmental Change and Fundamental Changes in Human Behaviour

Topic- 2 (Integrate concepts and methods of Environmental Archaeology for Mahastanghar, Bogra/Wari, Narshingdi/Lalmai, Cumilla)

Theme: Thinking About Human Response to Environmental Change on Theoretical Levels.

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				
2				
3				

4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

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.
- Two nos. of Midterm will be taken as summative assessment.
- Four nos. of tests (Quiz, Assignment, Viva and Presentation) will be taken as well.
- 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/Assignment	10
		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. Environmental Archaeology: Principles and Practice" by Dena Dincauze		
	2. The Archaeology of Human-Environment Interactions" edited by Daniel Contreras and Martin Wobst		
	3. Environmental Archaeology: Meaning and Purpose" by Vance T. Holliday		
	4. Environmental Archaeology: Principles and Methods" by Martin Bell		
	5. Archaeology and Environment" by Brian Fagan		
	6. The Archaeology of Human-Environment Dynamics" edited by Simon J. Holdaway and Timothy A. Kohler		
	7. Environmental Archaeology: From Theory to Practice" edited by David S. Thomas		
Reference Book	Evangelia Pişkin, Arkadiusz Marciniak and Marta Bartkowiak, eds. (2018) Environmental Archaeology: Current Theoretical and Methodological Approaches, Basel: Springer		
	Renfrew, Colin and Paul Bahn. 2015. Archaeology Essentials: Theories, Methods, and Practice. , 3 rd ed. Thames & Hudson: New York		
	Reitz, Elizabeth & Scudder, Sylvia & Scarry, C. (2008). Case Studies in Environmental Archaeology. 2nd. Ed. New York; London: Springer, 2008		
Part-A: Introduction			
Course Code: 0222-ARC-512		Credit Hours: 3+1	Year: MSS
Course Title: Advance Museology		Session: 2022-23	
Course Type: Core Course	Contact Hours: 56	Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None		
Rationale of the Course	Advanced Musicology is a course that combines multiple disciplines. This course equips students with the necessary skills and knowledge to assume diverse leadership positions in museums and cultural institutions. By emphasizing the educational endeavors, collections, and collaborative alliances that render museums indispensable to our communities, the curriculum builds upon the prior knowledge of each student. This course provides a solid foundation of current best practices to help students stay grounded in a changing field. Experiential and professional learning opportunities are prioritized and adapted to each student's specific interests and requirements. Collaborations with regional museums and cultural institutions that act as training facilities further improve the programme.		
Course Objectives	This course is designed for students to ○ Demonstrate a sophisticated understanding of methods and best practices in the various areas of museum work, including administration, exhibition development, audience engagement, collection management, resource development, and evaluation. ○ Explore the modern museum function; consider the complex issues and challenges facing museum professionals in the field today. ○ 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: Students gain a range of knowledge, like the history of museums and different ways of working with museums and collections. CLO-2: Being able to go out to real museums and watch curators and collection managers in practice gave them insight into the industry. CLO-3: Improve professional expertise in museum displays, collection care, and preservation in all types of museums and organizations. CLO-4: Develop skills in communication, technology, project management, and leadership.

Course Content

Unit 1: Introduction to World Museum in context of Museum architecture, Display, Lighting, Visitor facility, etc.

(Exercise Museums: Indian Museum, Kolkata; National Museum, New Delhi; Capitoline Museum, Vatican Museums, British Museum, Luvor Museum, Metropolitan Museum of Art, National Gallery, London, Tate Modern Museum, Ashmolean Museum, Museum of Egyptian Antiquities.)

Unit 2: Types of Museums (Based on Principles, Concept, Collection, Mode of display and form of Administration) Explain with different Examples.

National Museum, City Museum, Open Air Museum, Palace Museum, Archaeological Site Museum, Natural History Museum, Science Museum, Memorabilia Museum, Biography Museum, Ethnology Museum, Ethnographic Museum, Folk Museum, Historical Museum, Eco Museum, University Museum, Postal Museum, Typological Museum, Heritage Park. (World and National context).

Unit 3: Understanding the display gallery and layout of museums in Bangladesh:

- A. National Museum: Bangladesh National Museum.
- B. Archaeological Site Museum: Mainamati Site Museum Cumilla, Mahasthangarh Site Museum Bogra, Paharpur Site Museum, Naogaon, Bagerhat Site Museum etc.
- C. Regional Museum: Khulna Divisional Museum, Dinajpur Museum etc.
- D. Palace Museum: Ahsan Manjil Museum, Rangpur Museum etc.
- E. Cultural Museum: Ethnology Museum Chittagong
- F. Memorabilia Museum: *Jatir Pita Bangabandhu Sheikh Mujibur Rahman Smrti Jadughar*
- G. Theme Based Museum: *Muktijuddho Jadughar*, Agargaon
- H. Science and Technology Museum: Science Museum
- I. Cultural and Social Museum: Folk Art Museum Sonargaon
- J. Colonial City Buildings of Panam: Provable structural site Museum
- K. University Museum: Chittagong University Museum

Unit 5: Field Visit

Bangladesh National Museum, Mainamati Site Museum, Ahsan Manjil Museum, Lalbagh Fort and Museum, Ethnology Museum Chittagong, Jatir Pita Bangabandhu Sheikh Mujibur Rahman Smriti Jadughar, Muktijuddho Jadughar, Science Museum, Folk Art Museum Sonargaon, etc.

Unit 6: Promotion and Marketing of Museums Perspective Bangladesh

- A. How to attract visitors and donations.
- B. Outreach programs to encourage visitors to informal education
- C. Conducting programs to create social awareness
- D. Arrange temporary exhibitions as part of promotional activities

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	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 World Museum in context of Museum architecture, Display, Lighting, Visitor			

	facility, etc. (Exercise Museums: Capitoline Museum, Vatican Museums, British Museum, Luvor Museum, National Gallery, London, Tate Modern Museum, Asmolian museum.)			
2	Introduction to World Museum in context of Museum architecture, Display, Lighting, Visitor facility, etc. (Exercise Museums: Indian Museum, Kolkata; National Museum, New Delhi; Metropolitan Museum of art, Museum of Egyptian Antiquities etc.)			
3	Types of Museums (Based on Principles, Concept, Collection, Mode of display and form of Administration) Explain with different Examples.			
4	Understanding the display gallery and layout of museums in Bangladesh: a. National Museum: Bangladesh National Museum.			
5	b.Archaeological Site Museum: Mainamati Site Museum Cumilla, Mahasthangarh Site Museum Bogra, Paharpur Site Museum, Naogaon, Bagerhat Site Museum etc.			
6	Museum Visit			
7	c.Regional Museum: Khulna Divisional Museum, Dinajpur Museum etc. d.Palace Museum:Ahsan Manjil Museum, Rangpur Museum etc			
8	e.Cultural Museum: Ethnology Museum Chittagong			
9	f.Memorabilia Museum: Jatir Pita Bangabandhu Sheikh Mujibur Rahman SmrtiJadughar g.Theme Based Museum: Muktijuddho Jadughar, Agargaon			
10	h.Science and Technology Museum: Science Museum			
11	i.Cultural and Social Museum: Folk Art Museum Sonargaon			
12	j.Colonial City Buildings of Panam: Provable structural site Museum			

	k.University Museum: Chittagong University Museum			
13	Museum Visit			
14	Promotion and Marketing of Museums Perspective Bangladesh 1. How to attract visitors and donations. 2. Outreach programs to encourage visitors to informal education. 3. Conducting programs to create social awareness. 4. Arrange temporary exhibitions as part of promotional activities.			

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.
- Two nos. of Midterm will be taken as summative assessment.
- Four nos. of tests (Quiz, Assignment, Viva and Presentation) will be taken as well.
- 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/Assignment	10
		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. Firoz Mahmud and Habibur Rahman, Museums in Bangladesh 2. Edward P. Alexander, Museums in Motion-An introduction to the History and Functions of Museum, American Association for State and Local History, 1979, 6. 3. George E. Hein, Learning in the Museums 4. Eileen Hooper-Greenhill (ed.), The Educational Role of the Museums 5. Michael A. Fopp, Managing Museum and Galleries
Reference Book	6. John M. A. Thompson (ed.), Manual of Curatorship- A Guide to Museum Practice 7. Sirajul Islam (ed), Banglapedia, Asiatic Society of Bangladesh. ৮. আ. ক. ম. যাকারিয়া, বাংলাদেশের প্রত্নতত্ত্ব সম্পদ, (ঢাকা ১৯৮৪)।

Part-A: Introduction			
Course Code: 0222-ARC-513		Credit Hours: 3+1	Year: 1st
Course Title: Colonial Architecture of Bangladesh		Session: 2022-23	
Course Type: Core Course	Contact Hours: 56	Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None		
Rationale of the Course	Colonialism has had a significant impact on civilizations across the world. British and European colonialism has spread its influence worldwide and become a major power. Furthermore, these powers have impacted numerous countries, especially the Indian subcontinent, in terms of culture, education, art, architecture, and urban planning. The influences were still present even after independence. Compared to other archaeological sources, the number and accessibility of the colonial architectural heritage are very advantageous for research, documentation, conservation, and promotion of the archaeological heritage. The period of architectural history would also help us understand settlement patterns and the process of archaeological site formation.		
Course Objectives	Objectives ○ This course provides a broad overview of the architectural edifices of colonial period (1757-1947) of Indian subcontinent specially with the colonial architectural style of Bengal and modern Bangladesh will also be taught in this course. ○ Introduction to colonial history, culture and architecture in Bangladesh ○ 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 basic social, political, cultural, religious, and economic forms, processes and structures in this region excluding Bengal CLO-4: Understand the debates, spatial/regional trajectories, and transformations in political, social and economic lives of the people during this particular time period. CLO-5: Gather knowledge and skill to adapt themselves with the contemporary problems with the basic historical understandings
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Course Content

- (1) Colonialism, Colonial Architecture: An Introduction
- (2) Introduction to Bangladesh's colonial history, culture, and architectural history.
- (3) Colonial Architecture, Background, Origin, Characteristics, Influence and Development
- (4) General features and characteristics of Colonial Architecture in Bangladesh.
- (5) Different colonial architecture in Bengal with particular emphasis on Portuguese, Dutch, French, Danes, Armenians, Greeks, Germans, and English.
- (6) Examples of some structure types
 - (1) Secular Buildings:
 - (a) Kuthics, (b) Palaces of Zamindars, (c) Other private residences,
 - (d) Administrative buildings, (c) Business center,
 - (1) Colonial school/college buildings, (g) Others.
 - (ii) Religious Buildings
 - (a) Mosques,
 - (b) (mambaras,
 - (c) Temples,
 - (d) Churches,
 - (e) Christian cemeteries.
- (7) (a) The influence of colonial architecture on the vernacular environment.
(b) European, Indian, and Bengal confluences in monuments
- (8) Architecture and Identity A Study of colonial and post-colonial Architecture in Bangladesh
- (9) Impact of colonial architecture on the socio-economic condition of Bangladesh.
- (10) Present status and tourism aspects of colonial architecture of Bangladesh

(11) Study Colonial Architecture and the Socio-cultural History of Bangladesh.

(13) A comparison between Global Colonial Architecture and the Colonial Architecture of Bangladesh.

(12) Case Study

(a) Understanding the settlement pattern and features of colonial records concerning urban archaeology (emphasis on Cumilla and/or Dhaka and/or Panam and/or Dhamrai, Nogar Koshba (Munshiganj) region and/or other regions of Bangladesh)

(b) Document Colonial architecture.

(e) Fieldwork for Heritage Management and Tourism aspect of Colonial Architecture

(d) Digital documentation and 3D Modelling.

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	Low	High	High	Medium	Medium
CLO2	High	High	Medium	Low	Low	High	High	Medium	Medium
CLO3	High	High	High	Low	Medium	High	High	Medium	High
CLO4	Medium	High	High	Low	Low	High	High	High	High
CLO5	High	High	High	Low	Low	High	High	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	Colonialism, Colonial Architecture: An Introduction			
2	Introduction to colonial history, culture and architecture in Bangladesh	TLS 1, 2, 3	AS 1, 2, 5	CLO 1,2
3	General characteristics of colonial architecture in	TLS 1, 2, 3	AS 1, 2' 5	CLO

	Bangladesh			1,2
4	Different colonial architecture in Bengal with special emphasis on Portuguese, Dutch, French, Danes, Armenians, Greeks, Germans, English	TLS 1, 2, 3	AS 1, 2, 3	CLO 2, 3
5	Example of some structure Types: Secular Buildings: (a) Kuthies, (b) Palaces of Zamindars	TLS 1, 2, 3	AS 1, 2, 5	CLO 2, 3
6	Example of some structure Types: Secular Buildings) (c)Residential Buildings, (d) Administrative buildings, (e) Colonial school buildings.	TLS 1, 2, 3	AS 1, 2, 5	CLO 2,4
7	Example of some structure Types: Religious Buildings: (a) Mosques, (b) Imambaras,	TLS 1, 2, 7	AS 1,2, 4	CLO 2,3
8	Example of some structure Types: Religious Buildings (c) Temples, (d) Churches, (e) Christian cemeteries.	TLS 1,2, 3	AS 1, 2, 5	CLO 3, 4,5
9	Understanding the settlement pattern and features of colonial records with reference to urban archaeology (special emphasis on Cumilla and/or Dhaka	TLS 1, 2, 7	AS 1, 2, 7	CLO 2,3, 4
10	Understanding the settlement pattern and features of colonial records with reference to urban archaeology (special emphasis on Panam and/or Dhamrai region			
11	(a) Architecture and Identity: A Study of colonial and post-colonial Architecture in Bangladesh. (b) Colonial and Bengal confluences in the colonial monuments.	TLS 1,2,7	AS 1,2,3	CLO 2,3,4
	(a) Impact of colonial architecture on the socio-economic condition of Bangladesh. (b) Study Colonial Architecture and the Socio-cultural History of Bangladesh	TLS 1, 2, 7	AS 1, 2,7	CLO 2.3.4
	Colonial and Bengal confluences in monuments.	TLS 1,2, 7	AS 1, 2, 3	CLO 2,3,4
13	Present status and tourism aspects of colonial architecture of Bangladesh.	TLS 1, 2, 7	AS 1, 2, 7	CLO 2,3,4

		TLS 1, 2, 7	AS 1, 2,7	CLO 2,3,4
14		TLS 1, 2, 3	AS 1, 2, 7	CLO 2,3,4, 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.
- Two nos. of Midterm will be taken as summative assessment.
- Different types. of tests (Quiz, Class test, Sudden Test, Assignment, Viva and Presentation) will be taken as well.
- 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/ Assignment/Sudden Test	10
		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**Reference Book**

1. Ahmad, Nazimuddin (Ed.). 1979. Bangladesh Archaeology, No.1, Dacca: Dept. of Archaeology, Bangladesh.
2. Ahmed, Nazimuddin. 1986 Buildings of the British Raj, UPL, Dhaka.
3. Cunningham, A. 1936. Archaeological Survey of India Report (of a Tour in Bihar and Bengal in 1879-80), vol. XV. Delhi: Archaeological Survey of India.
4. Dani, A. H. 1961. Muslim Architecture in Bengal Dacca: Asiatic Society of Pakistan.
5. Hasan, A. 1904. Notes on the Antiquities of Dacca. 1904.
6. Husain, A B M. 1997. Sonargaon-Panam, Dhaka: Asiatic Society of Bangladesh.
7. Husain, ABM (Ed). 2007. Architecture, Asiatic Society of Bangladesh, Dhaka.
8. Karim, A. 1985. Social History of the Muslims in Bengal-Down to AD 1338, (2nd revised edition) Chittagong: Baitus Sharf Islamic Research Institute.
9. L. N. T. Dang. Preserving and Promoting Colonial Architecture. Culture and Local Governance, Vol. 6, No. 2, 135-150, 2019.
10. Jacky. 20 Most Beautiful Examples of Colonial Architecture From Around The World, Nomad Epicureans, 2018, Online available from <https://www.nomadepicureans.com/architectural-guides/colonial-architecture/>
11. L. Tonelli. Here's Why Colonial-Style Homes Reign Supreme, Elle Décor, 2019, Online available from <https://www.elledecor.com/design-decorate/trends/a27333995/colonial-style-house/>
12. J. R. Fichter. British and French colonialism in Africa, Asia and the Middle East: connected empires across the eighteenth to the twentieth centuries, Springer, 2019.
13. L. N. T. Dang. Preserving and Promoting Colonial Architecture, Culture and Local Governance, Vol. 6, No. 2, 135-150, 2019.
14. S. Tharoor. Inglorious Empire: what the British did to India, Penguin UK, 2018.
15. Loomba. Colonialism/postcolonialism, Routledge, 2015
16. M. N. Ahmed. Transformation of a Zamindar Palace to a Museum: A Case Study on the Rangpur Museum, the former Tajhat Palace, Rangpur, Transformation, Vol. 16, 95-115, 2010.
17. Bernad, Martina Millà. (2017, October), Colonialism and Architecture Postcolonial Studies. <https://scholarblogs.cmory.edu/postcolonialstudies/2014/06/20/colonialis-m-and-architecture/>.
18. Metcalf, Thomas R. (1984) Architecture and the Representation of Empire India, 1860-1910. Representations, no. 6. pp. 37-65. Accessed September 16, 2020. doi:10.2307/2928537
19. Metcalf, Thomas R. (1982, September) Indo-Saracenic Architecture Under the Raj. History Today. pp 40-45.
20. Price, C. M. (1912). The Trend of Modern Domestic Architecture in England: The Influence of the Work of Two Great Architects: E. L. Lutyens, Designer of Houses and Gardens. Arts & Decoration (1910-1918) 2, no. 11. pp. 380-87. Accessed September 24, 2020. <http://www.jstor.org/stable/43799744>.
21. Said, Edward W. (1979, October). Orientalism. Vintage Books Edition.

	22. Spodek, Howard. (2013). City Planning in India under British Rule Economic and Political Weekly, Vol. 48, no. 4, pp. 53-61. Accessed September 24, 2020. http://www.jstor.org/stable/23391350
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Part-A: Introduction			
Course Code: 0222-ARC-514		Credit Hours: 04	Year: MSS
Course Title: Bengal Inscriptions (Ancient Period)		Semester: 1 st	
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 land grants and epigraphy of ancient Bengal with special concern on their types and features.		
Course Objectives	This course is designed to help students ○ to acquaint with various copperplates discovered so far in Bangladesh. ○ to introduce the students to the origin of writing and development of script. ○ to develop the capabilities of the students in the interpretation of data decode from epigraphical sources. ○ to know the historical values of copperplates.		
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: acquire knowledge about the general features & characteristics of copperplates of different kings and kingdoms. CLO-2: Analyze the writing system and land grant system of ancient period of Bengal. CLO-3: Identify of epigraphs and copperplates of different political period. CLO-4: Reconstruct the socio-political history of Bengal based on epigraphical records with special reference to copperplates. CLO-5: Using copperplates as historical sources.		

Course Content

- Unit-1: Definition and scope of Bengal Epigraphy; Classifications and Characteristics of Bengal Inscriptions Importance of Bengal Inscriptions in Archaeological and Historical Studies.
- Unit-2: Brahmi and Kharoshti- Brahmi Mixed Inscriptions of Bengal.
- Unit-3: Gupta Copperplates of North Bengal with its content and features.
- Unit-4: Post- Gupta Inscriptions of Samatata Kings Vainyagupta and Vanga Kings Gopachandra- Dharmaditya and Samacharadeva; Contents and Significance of Gunaighar Copperplate.
- Unit-5: Natha-Rata and khadga-Deva Inscriptions: Contents and Features.

Unit-6: Inscriptions of Gauda Kingdom: Copperplates of Sasanka and Jayanaga--Features and Contents.

Unit-7: Pala Inscriptions: Types and Features; General Contents of the Copperplates.

Unit-8: Chandra- Varman- Sena Inscriptions: Copperplates and its Features; Other Inscriptions.

Unit-9: Copperplates of the Post-Sena Kings of Southeast Bengal: Characteristics.

Unit-10: Pillar and Plaque Inscriptions.

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 and scope of Bengal Epigraphy; Classifications and Characteristics of Bengal Inscriptions.	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
2	Importance of Bengal Inscriptions in Archaeological and Historical Studies.	TLS 1, 2, 3	AS 1, 2, 5	CLO 3, 4
3	Brahmi and Kharoshti- Brahmi Mixed Inscriptions	TLS 1, 2, 4	AS 1, 2, 6	CLO

	of Bengal.			1, 4
4	Gupta Copperplates of North Bengal with its content and features.	TLS 1, 2, 7	AS 1, 2, 3	CLO 3, 4
5	Post- Gupta Inscriptions of Samatata Kings Vainyagupta and Vanga Kings Gopachandra-Dharmaditya and Samacharadeva; Contents and Significance of Gunaighar Copperplate.	TLS 1, 2, 4	AS 1, 2, 3	CLO 3, 4
6	Post- Gupta Inscriptions of Vanga Kings Gopachandra- Dharmaditya and Samacharadeva; Contents and Significance of Gunaighar Copperplate.	TLS 1, 2, 7	AS 1, 2, 4	CLO 1, 3
7	Natha-Rata Inscriptions: Contents and Features.	TLS 1, 2, 3	AS 1, 2, 3	CLO 4, 5
8	Khadga-Deva Inscriptions: Contents and Features.	TLS 1, 2, 3	AS 1, 2, 3	CLO 4, 5
9	Pala Inscriptions: Types and Features; General Contents of the Copperplates.	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
10	Chandra- Varman Copperplates and its Features; Other Inscriptions.	TLS 1, 2, 6	AS 1, 2, 5	CLO 3, 4
11	Sena Inscriptions: Copperplates and its Features; Other Inscriptions.	TLS 1, 2, 3	AS 1, 2, 4	CLO 3, 5
12	Copperplates of the Post-Sena Kings of Southeast Bengal: Characteristics.	TLS 1, 2, 7	AS 1, 2, 3	CLO 4, 5
13	Pillar and Plaque Inscriptions.	TLS 1, 2, 4	AS 1, 2, 3	CLO 1, 5
14	Review Class	TLS 1, 2, 4	AS 1, 2, 3	CLO 4, 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.
- Two nos. of Midterm will be taken as summative assessment.
- Four nos. of tests (Quiz, Assignment, Viva and Presentation) will be taken as well.
- 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/Assignment	10
		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. Gupta KK (1967), Copperplates of Sylhet, Sylhet: 2. Majumdar NG (1929), Inscriptions of Bengal (III), Rajshahi: VRSM. 3. Mukherji R & Maity S 1967, Corpus of Bengal Inscriptions, Kolkata: 4. Sircar DC (1973), Epigraphic Discoveries in East Pakistan, Kolkata: Sanskrit College 5. Sircar DC (1983), Select Inscriptions (II), Delhi: 6. Epigraphia Indica, Vol 1-37
Reference Book	1. Banik BK (1998), Mainamati: Sanskrit Inscriptional and Archaeological Study, Baroda: Unpublished PhD Thesis submitted to MS University of Baroda. 2. Basu, Tripura (2003), Bangla Pandulipi Pathparikrama (in Bangla), Kolkata: Pustak Bipani. 3. Bhattacharya, G (2000), Essays on Buddhist Hindu Jain Iconography and Epigraphy, Dhaka: ICSBA. 4. Khan, Ayoub (2006-07), New Light on Gunaighar Copperplate of Vainyagupta (6th Century AD) of East Bengal, Journal of Bengal Art (11-12): 131-41, Dhaka: ICSBA. 5. Khan, Ayoub (2007), Inscriptions, Seals and Sealings Early Historic and Premedieval Periods, Archaeological Heritage, Dhaka: ASB 6. Khan, Ayoub (2007), Lipi, Seal o Silmohar Adi-Oitihask Jug Theke Prak-MadhyaJug (in Bangla), Pratnatattvic Oitihya (156-180), Dhaka: ASB. 7. Morrison BM (1980), Political Centers and Cultural Regions in Early Bengal (South Asian Edition), Delhi: 8. Mukharjee BN (2000), Vanga Vangala o Bharat (in Bangla), Kolkata: Progressive Publishers 9. Mukherjee BN (1992), The East Indian Kharoshti and Kharoshti-Brahmi Inscriptions, Pratnasamiksa (I): 135-44.

	10. Sahai, Bhagwant (1983), The Inscriptions of Bihar, Delhi: 11. Sircar DC (1982), Silalekha-Tamrasasanadir Prasanga (in Bangla), Kolkata: Sahityalok. 12. Sircar DC (1985), Pal-PurbaYuger Vamsanucharit (in Bangla), Kolkata: Sahityalok
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Part-A: Introduction

BNFQ Code: 0222-515	Course Code: ARC-515	Credit Hours: 04 (3+1)	Year: MSS	Semester: 1 st
Course Title: Iconography and Iconology of the Religious Art of Bengal (up to 1205 A.D.).			Session: 2022-23	
Course Type: Core Course		Contact Hours: 56		Total Marks: 40 + 60 =100
Pre-requisite (if any)		None		

Rationale of the Course	Iconography and Iconology is one of the compulsory introductory subjects in Archaeology. The Brahmanical and esoteric Buddhist religion has produced large number of icons in the early medieval period in Bengla. But, the history of Bengal sculptures has yet to be written. This course will focus on describing, classifying, and analysing symbolism or meaning in the Hindu, Buddhist, and Jain sculptures of Bengal. The tradition of sculptural motifs and their historical, cultural, and social significance will be evaluated. Additionally, it will help establish new research areas at the nexus of multi-disciplinary studies.
Course Objectives	This course is designed to help students to ○ describe, classify, and analyse the symbolism or meaning of a sculpture. ○ evaluate the gradual development of sculptural art of Bengal. ○ investigate the social, historical, and cultural information from a sculpture. ○ develop cognitive thinking.
Course Learning Outcomes (CLOs)	At the end of the course, students will be able to: CLO 1: describe and classify a sculpture with its religious affinity. CLO 2: analyse the symbolism. CLO 3: analyse the historical, cultural and social significance of the religious sculptures. CLO 4: analyse the art style. CLO 5: question about the cognitive thinking.

Course Content

Unit-1: The Antiquity of Image-worship in Indian subcontinent.

Unit-2. History of Bengal sculptures: Its aesthetic achievements.

Unit-3. Deities and their emblems on Early Indian Coin and Seals.

Unit-4. Vyantara Devatas (Yaksha-Yakshi, Naga-Nagini, Gandharvas) in early Indian literatures, textual description and Study of selected Sculptures)

Unit-5. Critical analysis of evolution of Hindu Cult Icons in Bengal (Vishnu, Siva, Surya, Sakti).

Unit-6. Comparative discussion of Bengal Sculptures with North and South India,

Unit-7: Buddhism and Buddhist Art in Bengal.

a) Critical analysis of evolution of Buddhist Sculptures in Bengal (Shakyamuni Buddha, Bodhisattva, Tara, Hariti).

d) Miscellaneous Buddhist Antiquities

Unit-8. Syncretistic Icons

a) Hypothesis, Factors.

b) Studies of images illustrations (Pancayatana Sivalinga, Hari-Hara, Hari-Hara-Surya=Buddha, Siva-Sakti, Siva-Lokesvaraaaa, Surya-Narayana, Martanda-Bhairava, Vishnu-lokesvara, Ardhanarisvara, Naga-lokesvara, Jatamukuta Lokesvara).

c) Inter-relation between Brahmanical Iconography and Buddhist Iconography.

Unit-9. Circulation of Sculptures

Unit-10. Society as reflected in Bengal Sculptures.

Unit-11. Practical

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	The Antiquity of Image-worship in Indian Subcontinent.	1, 2	1, 2, 4	1, 4, 5
2	History of Bengal sculptures: Its aesthetic achievements.	1, 2, 4	1, 2, 4	4, 5
3	Deities and their emblems on Early Indian Coin and Seals.	1,2,7	1, 2, 5, 6	1, 4, 5
4	Vyantara Devatas (Yaksha-Yakshi, Naga-Nagini, Gandharvas) in early Indian literatures, textual description and Study of selected Sculptures)	1,2,7	1, 2, 4, 7	1, 4, 5
5	Critical analysis of evolution of Hindu Cult Icons in Bengal (Vishnu, Siva, Surya, Sakti).	1,2,6,7	1, 2,5,6	2, 3, 5
6	Field Work (Hand on activity)			
7	Field Work (Hand on activity)			

8	Comparative discussion of Brahmanical Bengal Sculptures with North and South India,	1,2,7	2, 4,5,6	2,3,4,5
9	Buddhism and Buddhist Art in Bengal.	1, 2, 6, 7	1, 2, 5, 6	1,2, 4, 5
10	Field Work (Hand on activity)			
11	Field Work (Hand on activity)			
12	Syncretistic Icons	1, 2, 6	1,2,5,6	1,2,3,5
13	Circulation of Sculptures	1, 2	1, 2, 5, 7	3, 5
14	Society as reflected in Bengal Sculptures.	1, 2, 6, 7	1, 2, 5, 6	2,3,5

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. Rao, T.A. G (1985) <i>Elements of Hindu Iconography (Vol-1,2,3 &4)</i> Delhi. 2. Banerjee, J. N. (1985) <i>Development of Hindu Iconography</i>, Delhi. 3. Bhattacharyya, B (1958) <i>The Indian Buddhist Iconography</i>, Culcutta. 4. Lee, Eun-su (2009) <i>On Defining Buddhist Art in Bengal: The Dhaka Region</i>, The University of Texas, Austin. 5. Bhattashali, (N.K. 1925) <i>Iconography of Buddhist & Brahmanical Sculptures in the Dacca Museum, Dacca</i>. 6. Alam, A.K.M. S (1985) <i>Sculptural Art of Bangladesh</i>. Dhaka. 7. Haque, E. (1992) <i>Bengal Sculptures, Hindu Iconography upto c. 1250 A.D.</i> Dhaka. Bangladesh National Museum. 8. Haque, E. & Gali, A. (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, M. (1998) <i>Sculpture in the Varendra Research Museum: A Descriptive Catalogue</i>, University of Rajshahi. 10. Bautze-Picrom, C. (2007) <i>Sculpture. a. Ancient Period</i>, in: Fine Arts and Crafts, ed. Prof. Lala Rukh Selim, volume of the “Cultural Survey of Bangladesh Project”, by the Asiatic Society of Bangladesh, pp. 91-109, Dhaka. 11. Kim, J. (2018) : Brahmanical-Buddhist Sculptures: Looking for ‘Banglanness’ in the volume of <i>History of Bangladesh: Early Bengal in Regional Perspectives (up to c. 1200 CE)</i>, Asiatic Society of Bangladesh, Dhaka.

Part-A: Introduction

Course Code: 0222-ARC-516	Credit Hours: 3+1	Year: MSS	Semester: 1 st
Course Title: Maritime 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	Shipwrecks, harbors, literary traditions, and art all contribute to our understanding of the maritime world of the Indian subcontinent. This course provides an introduction to the extraordinary field of maritime archaeology while using the material culture and literary traditions of ancient to colonial Bengal to explore the maritime heritage of this region. The course emphasizes studying ancient ships, boats, and seafaring as remarkable examples of social and technological innovation and enterprise.
Course Objectives	This course is designed to help students ○ To study boats and ships, harbors, seafaring, shipbuilding, artifacts, and literature of maritime archaeology. ○ Understanding the basic theoretical framework and methodologies adopted by maritime archaeologists. ○ To study and examine human interaction with the sea and river by examining material remains and cultural landscapes. ○ To Appreciate a seaborne perspective on Bengal's social, economic, trade-commerce, and political history. ○ Examining the modern practice, ethics, and politics of maritime and underwater archaeology with critical thinking.
Course Learning Outcomes (CLOs)	Upon completion of the course, students will be able to: CLO-1: acquire knowledge of the archaeological potential of submerged landscapes, structures, and other cultural materials. CLO-2: Observe and interpret archaeological features relevant to Maritime Archaeology.

	CLO-3: Be able to critique and evaluate information and ideas from a variety of sources in the maritime sphere. CLO-4: Develop a broad range of general approaches to maritime archaeology, and provide you with the confidence to develop new approaches to its interpretation CLO-5: Analyze and examine more diverse and accessible evidence, including shipwrecks, historical accounts, literary traditions, harbors, and art, to reconstruct a range of seafaring activities of the Bengal Basin/Bay of Bengal.
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Course Content

1. the origins and development of maritime and underwater archaeology as a discipline.
2. Terminology
 3. Maritime Archaeology of the Indian Ocean, and Bay of Bengal.
 4. Maritime Contacts with West, Early Contacts Between South and Southeast Asia
 5. Buddhism, Islam, and Maritime Trade of Bengal
 6. Early Maritime Archaeology (the Boat in Antiquity-Greek and Roman Ships-Arab Vessels-Ports and Harbors)
 7. The Indian Ship-building tradition
 8. Ships, Boats, Ports, and Commerce of Bengal (ancient to colonial period)
 9. ethnographic analogy of Boats making and seafaring.
 10. examine more diverse and accessible evidence, including shipwrecks, historical accounts, literary traditions, harbors, and art, to reconstruct a range of seafaring activity in the Bengal region.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PL O	PLO1	PLO 2	PLO 3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	High	High	Low	Mediu m	Mediu m	High	Low	Mediu m	Mediu m
CLO2	Mediu m	Low	High	High	High	High	Low	Mediu m	Mediu m
CLO3	Mediu m	High	Low	Mediu m	High	Mediu m	Low	High	High
CLO4	Low	Low	Low	High	High	High	Low	Mediu m	High
CLO5	Low	Low	Low	High	High	High	Mediu m	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	An introduction to the discipline: the origins and development of maritime and underwater archaeology as a discipline.	1, 2, 3	1, 2, 4	1, 5
2	Terminology Related to Maritime Archaeology	1, 2, 3	1, 2, 5	3, 4
3	Maritime Archaeology of the Indian Ocean, and Bay of Bengal.	1, 2, 4	1, 2, 6	1, 4
4	Maritime Contacts with West, Early Contacts Between South and Southeast Asia	1, 2, 7	1, 2, 3	3, 4
5	Buddhism, Islam, and Maritime Trade of Bengal	1, 2, 4	1, 2, 3	3, 4
6	Early Maritime Archaeology (the Boat in Antiquity-Greek and Roman Ships-Arab Vessels-Ports and Harbors)	1, 2, 7	1, 2, 4	1, 3

7	The Indian Ship-building tradition	1, 2, 3	1, 2, 7	4, 5
8	Ships, Boats, Ports, and Commerce of Bengal (ancient to colonial period)	1, 2, 3	1, 2, 7	4, 5
9	Ethnographic analogy of Boats making and seafaring	1, 2, 3	1, 2, 4	1, 5
10	Archaeology of the Coastal region of Bengal	1, 2, 4	1, 2, 5	3, 4
11	examine more diverse and accessible evidence, including shipwrecks, historical accounts, literary traditions, harbors, and art, to reconstruct a range of seafaring activities in the Bengal region.	1, 2, 3	1, 2, 4	3, 5
12	Foreign Accounts regarding Maritime trade of Bengal	1, 2, 7	1, 2, 7	4, 5
13	Field trip -i	1, 2, 4	1, 2, 3	1, 5
14	Field trip –ii	1, 2, 4	1, 2, 3	4, 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 have consisted with both formative and summative assessments. 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 the 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	7. McGrail, S., <i>Boats of the World: from the Stone Age to Medieval Times</i>(Oxford University Press 2001). 8. Rupe, C. V. & Barstad, J. F. (2002). <i>International Handbook of Underwater Archaeology</i>. New York: Plenum Press. 9. Ray, Himanshu Prabha. <i>The Winds of Change: Buddhism and the Maritime Links of Early South Asia</i>. New Delhi: Oxford University Press, 1994. 10. McGrail, S., Blue, L., Kentley, E & Palmer, C. (eds.) (2003). <i>Boats of South Asia</i>. London: Routledge. 11. Hourani, G. F (1995). <i>Arab Seafaring in the Indian Ocean in Ancient and Early Medieval Times</i>. Princeton: Princeton University Press. 12. Muckelroy, K. (1978). <i>Maritime Archaeology</i>. Cambridge: Cambridge University Press.
Reference Book	1. Babits L. (1998). <i>Maritime Archaeology. A Reader of substantive and theoretical contributions</i>. New York: Plenum. 2. Ray, Himanshu Prabha. <i>The Archaeology of Seafaring in Ancient South Asia</i>. Cambridge, U.K.: Cambridge University Press, 2003. 3. Ray, Himanshu Prabha, and Jean-François Salles, eds. <i>Tradition and Archaeology: Early Maritime Contacts in the Indian Ocean</i>. New Delhi: Manohar, 1996. 4. Casson, L. (1994). <i>Ships and Seafaring in ancient times</i>. London: British Museum Press. 5. Risso, Patricia. <i>Merchants and Faith: Muslim Commerce and Culture in the Indian Ocean</i>. Boulder, CO: Westview, 1995. 6. Gould, R. (2000). <i>Archaeology and the Social History of Ships</i>. Cambridge: Cambridge University Press. 7. Hourani, George Fadio. <i>Arab Seafaring in the Indian Ocean in Ancient and Early Medieval Times</i>. Princeton, NJ: Princeton University Press, 1951.

Part-A: Introduction

BNFQ Code: 0222-521	Course Code: ARC-521	Credit Hours: 04 (3+1)	Year: MSS	Semester: 2 nd
Course Title: Advanced Field Method in 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	The course prepares students for the practical concerns and challenges that emerge during archaeological fieldwork. This includes preparing an archaeological survey and excavation with the project manager/course teacher and analysis and report writing. Students will receive extensive training in field techniques along with hands-on experience in stakeholder group collaboration and excavation ethics. There is also a focus on publicizing excavation findings regarding constitutional requirements, research, and public participation.
Course Objectives	This course is designed to help students to ○ plan and lead archaeological field under supervision; ○ excavate an archaeological site using the stratigraphic method; ○ recover, identify, and interpret artifacts and features, contexts, and stratigraphy; ○ comply with the recording protocols. ○ communicate the outcomes of the excavation in the area of public communication and engagement
Course Learning Outcomes (CLOs)	At the end of the course, students will be able to: CLO 1: gain advanced competence in various practical archaeological techniques and demonstrate an individual ability to correctly select techniques and strategies to fit the context and aims of a project CLO 2: design an exploration and excavation program that addresses ethical, statutory, and research needs; CLO 3: recover, identify, and interpret artifacts and features, contexts, and stratigraphy; CLO 4: follow recording procedures (photography, context sheets, section, plan, feature drawing, site maps, etc.) CLO 5: prepare basic reports (documentation of inventory and field results), and convey archaeological knowledge in various media

Course Content

Course Code: ARC-521

Course Title: Advance Field Archaeology

Credit Hours: 04 (Four)

Course Content

Unit 1: a) Different theoretical approaches to archaeology:

- i. New Archaeology (Key Concept and Case Study)
- ii. Middle range-theory (Key Concept and Case Study)
- iii. Processual thinking (Key Concept, Drawbacks, Modified thinking)
- iv. Cognitive Archaeology (Key Concept)
- v. Post processual and Interpretive Archaeology (Key Concept and Case Study)

b) The nature of archaeological data and how we got them (site formation, etc.)

- i. Identification of Archeological Materials,
- ii. Classifying Sites
- iii. **Determinants of Archeological Data (Behavioral Process and Transformational Processes, Survival Rates among Different Materials, Case Study)**
- iv. Matrix, Provenance, Context (Types, Importance)

C) Review and relevance of twenty-first century principles of archaeology

Unit 3: Allied sub-disciplines

Unit 4: Archaeological survey (Emphasizing careful survey design)

- a) Ground Survey
- b) Topographic Survey
- c) Arial Survey
- d) Geophysical Survey
- e) Practical Class

Unit-5: Recording Archaeological Sites

- a) Written Descriptions
- b) Archaeological surveying
- c) Photograph
- d) Practical

Unit 6: Excavation planning and research Design

- a) Planning the excavation (Permission, Funding, Law, Safety, Staff, Equipment and Logistics).
- b) Digging the site (Excavations, Recurrent types of contexts and their excavation)
- c) Recovery of Artefacts and Ecofacts and their treatment.
- d) Recording archaeological excavations (Harris Matrix, written records, drawn records, photograph, find records)
- e) Matrices, phasing and dating sites
- f) Excavation and the public
- g) Practical

Unit 7: Advanced technologies for archaeological documentation

Unit 8: Post-excavation analysis, interpretation & dissemination

- a) Post-fieldwork planning
- b) Finds analysis (Pottery, Stone, Metal, Organic artefacts, Eco facts (bones, shells, pollen, seeds))

Unit-8: Publishing the Report

- a) Archaeological illustration.
- b) Writing a report.
- c) How to Published

Unit 9: Case studies in archaeological excavation (Mohasthangarh, Wari-Botwesr, Nateswar Vikrampur, Archaeological sites of Lalmai-Mainamati regions).

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
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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	Different theoretical approaches to archaeology:	1, 2, 7	1, 2, 4	1, 4, 5
2	The nature of archaeological data and how we got them (site formation, etc.)	1, 2, 4	1, 2, 4	4, 5
3	Review and relevance of twenty-first century principles of archaeology	1,2,7	1, 2, 5, 6	1, 4, 5
4	Allied sub-disciplines	1,2,7	1, 2, 4, 7	1, 4, 5
5	Archaeological survey (Emphasizing careful survey design)	1,2,3, 6	1, 2,5,6	2, 3, 5
6	Field Survey (hand on activity)	1,2,3, 6	1, 2,5,6	2, 3, 5
7	Recording Archaeological Sites	1,2,3, 6	2, 4,5,6	2,3,4,5
8	Field (Hand on activity)			
9	Excavation planning and research Design	1,2,3, 6	1, 2, 5, 6	1,2, 4, 5
10	Advanced technologies for archaeological documentation	1, 2, 7	1,2,5,6	1,2,3,5
10	Field (Hand on activity)			
11	Post-excavation analysis, interpretation & dissemination	1,2,3, 6	1, 2, 5, 7	3, 5

12	Field (Hand on activity)	1,2,3, 6	1, 2, 5, 7	3, 5
13	Publishing the Report	1, 2, 7	1, 2, 5, 6	2,3,5
14	Case studies in archaeological excavation	1, 2, 4	1, 2, 5, 6	2,3,5

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. Renfrew, C. and Bahn, P. (1991). <i>Archaeology: Theories Methods and Practice</i>. London: Thames and Hudson 2. Johnson, M. (2010), <i>Archaeological Theory an Introduction</i>, United Kingdom: Blackwell Publishing Ltd
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	3. Drewett, Peter L. (1999), <i>Field Archaeology: An Introduction</i>, UCL Press, London 4. Banning E.B. 2002. <i>Archaeological Survey, Manuals in Archaeological Method, Theory and Technique</i>, Springer. 5. Barker, P. 1982. <i>Techniques of Archaeological Excavation</i>. London: Batsford. 3. Binford, L.R. 1964. <i>A Consideration of Hypothetical Research Design</i>, <i>American Antiquity</i> 29:425-441. 4. Crawford, O.G.S. 1953. <i>Archaeology in the Field</i>. London: Phoenix. 5. Harris, E.C. 1979. <i>Principles of Archaeological Stratigraphy</i>. London: Academic Press. 6. Orton Clive 2001. <i>Sampling in Archaeology</i>, Cambridge Manuals in Archaeology
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Part-A: Introduction

Course Code: 0222-ARC-522		Credit Hours: 04	Year: MSS	Semester: 2 nd
Course Title: Folk and Ethnic Culture of Bangladesh			Session: 2022-23	
Course Type: Core Course	Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None			

Rationale of the Course	.
Course Objectives	- o To introduce the students to folklore and their relationship with archaeology and methods and techniques of folklore study. - o To develop the capabilities of students in understanding of meaning and Interpretation of folklore from archaeological records. - o The objective of the course is to teach the student the history and theory of ethno-archaeology. - o To teach student the basic concepts of traditional culture of Ethnic communities. - o Students will also know some selective ethnic communities of Bangladesh and India.
Course Learning Outcomes	Upon completion of the course, students will be able to: CLO-1: Students are expected to learn basic ideas, concepts and practices of

(CLOs)	archaeology and folklore CLO-2: This course acts as the foundational premise upon which the students will be able to build their understanding the concepts, their historical developments and practice CLO-3Theircommunication skill and managerial skills will be developed after these engagements among themselves and with various people in the field. CLO-4: Learn basic concepts of the traditional culture of ethnic communities of Bangladesh. CLO-5: classify the range of human cultures, including their customs, traditions, social norms, languages, and practices.
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Part I: Folklore

- Unit 1:** Introduction to Folklore in archaeology.
- Unit 2:** Folk believes and practice in Bengal.
- Unit 3:** Advances in Myth, Mythology, Ethnography, Oral histories and Toponymy and their relation to Archaeological Interpretation.
- Unit 4:** Historical perspectives of archaeology and Folklore.
- Unit 5:** Constructing the past from folklore in archaeology.
- Unit 6:** Different issues of archaeology and folklore
- Folk architecture: Megalithic monuments and Folk elements reflected in Bengal architecture.
 - Archaeology and folklore of Vedic, Buddhist and Jain god and goddesses.
 - Archaeology and Folklore of Material Culture, Ritual and Everyday Life.
 - The Role of Folklore within Archaeological Site Management.

Part II: Ethnic Communities

- Unit 1:** Introduction to Ethnic Culture and the Historical and Geographical setting of Ethnic Communities of Bangladesh.
- Unit 2:** The Modern Concept and Theories of Ethnic Communities.

Unit 3: Traditional Faith, Beliefs, Religion and Social Ceremony of Ethnic Communities in Bangladesh.

Unit 4: Migration and Settlement of Ethnic Communities of Bangladesh.

Unit 5: Comparative Study of Hilly Ethnic Communities and Plain-land Ethnic Communities and their Livelihood and Cultural Patterns.

Unit 5: Ethnic cleansing in Chittagong Hill Tracts and the Causes of deterioration of Ethnic Culture in Bangladesh.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PL O	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	Introducing with archaeology and folklore. Scopes, aims and significance of archaeology and folklore studies. Exploring the relationships and understanding between archaeology and folklore. Constructing the past in archaeology and folklore	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
2	Issues of folklore: Folk literature, Folk song, Folk drama, Folk dance, Folk musical instrument, Folk game, Folk arts and crafts, Folk vehicles, Folk diet and culinary habit, Folk science and technology, Folk deities and piers, Folk rites and practices, Folk fairs and festivals, Folk treatment.	TLS 1, 2, 3	AS 1, 2, 5	CLO 3, 4
3	Historical perspectives of archaeology and folklore Disciplining archaeology and disregarding folklore, focusing on time, focusing on meaning	TLS 1, 2, 4	AS 1, 2, 6	CLO 1, 4
4	Recent perspective of oral history, Methods of oral history study, Oral history preservation. Ethnography and oral histories Advances in Myth, Mythology, Ethnography, Toponymy and their relation to Archaeological Interpretation	TLS 1, 2, 7	AS 1, 2, 3	CLO 3, 4
5	Folk architecture: Folk elements reflected in Bengal architecture. Archaeology and folklore of megalithic monuments.	TLS 1, 2, 4	AS 1, 2, 3	CLO 3, 4
6	Archaeology and folklore of Vedic, Buddhist and Jain god and goddesses.	TLS 1, 2, 7	AS 1, 2, 4	CLO 1, 3
7	Archaeology and Folklore of Material Culture, Ritual and Everyday Life. .The Role of Folklore within Archaeological Site Management	TLS 1, 2, 3	AS 1, 2, 3	CLO 4, 5

8	Introduction to Ethnic Culture and the Historical and Geographical setting of Ethnic Communities of Bangladesh	TLS 1, 2, 3	AS 1, 2, 3	CLO 4, 5
9	The Modern Concept and Theories of Ethnic Communities	TLS 1, 2, 3	AS 1, 2, 4	CLO 1, 5
10	Traditional Faith, Beliefs, Religion and Social Ceremony of Ethnic Communities in Bangladesh.	TLS 1, 2, 6	AS 1, 2, 5	CLO 3, 4
11	Migration and Settlement of Ethnic Communities of Bangladesh	TLS 1, 2, 3	AS 1, 2, 4	CLO 3, 5
12	Comparative Study of Hilly Ethnic Communities and Plain-land Ethnic Communities and their Livelihood and Cultural Patterns	TLS 1, 2, 7	AS 1, 2, 3	CLO 4, 5
13	Ethnic cleansing in Chittagong Hill Tracts and the Causes of deterioration of Ethnic Culture in Bangladesh	TLS 1, 2, 4	AS 1, 2, 3	CLO 1, 5
14	Review Class	TLS 1, 2, 4	AS 1, 2, 3	CLO 4, 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.
- Two nos. of Midterm will be taken as summative assessment.
- Four nos. of tests (Quiz, Assignment, Viva and Presentation) will be taken as well.
- 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/Assignment	10
		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	13. খান, মোস্তাফিজুররহমান ও অন্যান্য ২০১০. বাংলাদেশেরখাসিয়া, জৈন্তাপুরসিলেট; প্রত্নতত্ত্ব বিভাগ, জাহাঙ্গীরনগর বিশ্ববিদ্যালয়। ১৪. খান, মোস্তাফিজুররহমান ও অন্যান্য ২০১১. বাংলাদেশেরমণিপুরী, কমলগঞ্জ মৌলভীবাজার; প্রত্নতত্ত্ব বিভাগ, জাহাঙ্গীরনগর বিশ্ববিদ্যালয়। 15. Khan, Mostafizur Rahman et al 2010. A Guide on Archaeological and Ethno-archaeological Study; Department of Archaeology, Jahangirnagar University.
Reference Book	13. Gazin-Schwartz and C. Holtorf (eds.) (1996), <i>Archaeology and Folklore</i>. Routledge: London 14. Fleure, H. J. (1948) Archaeology and folklore. <i>Folklore</i> 59:69–74. 15. Folklore(2007). Cultural survey of Bangladesh Series - 7, Wakil Ahmed (ed.), <i>Dhaka: Asiatic Society of Bangladesh</i>. 16. Saradindu S. Chakma, 2006. Ethnic cleansing in Chittagong Hill Tracts, AnkurPrakashani

Part-A: Introduction

Course Code: 0222-ARC-523		Credit Hours: 04	Year: MSS	Semester: 2 nd
Course Title: Historical Geography of Ancient & Medieval Bengal			Session: 2022-23	
Course Type: Core Course	Contact Hours: 56		Total Marks: 40 + 60 =100	
Pre-requisite (if any)	None			

Rationale of the Course	To acquire knowledge and reconstruct Bengal's history, it is essential to know specific ideas about the geography of Bengal.
Course Objectives	This course is designed to help students ○ The main focus is to give clear idea to the undergraduates about Bengal geography.

	○ To observe about the nature, specialty and effect of geography of contemporary Bengal. ○ To understand the importance of Geography in contemporary Bengal history.
Course Learning Outcomes (CLOs)	Upon completion of the course student will be able to: CLO-1: acquire ideas about the general characteristics of Geography. CLO-2: Analyze the contemporary environment in Bengal. CLO-3: Identify the basic features of the artifacts through the geography. CLO-4: Reconstruct the cultural gap based on interpretation on geography. CLO-5: Using geographical component as vital source of history.

Course Content

- Unit-1:** Sources of ancient and Medieval Geographical locations of Bengal.
- Unit-2:** Physiographic divisions and River systems of ancient Bengal, Ganga-Gangaridae,
- Unit-3:** Ancient Administrative Divisions and Janapadas.
- Unit-4:** Early Settlements of Bengal, their Geographical positions and the issues of political geography (Varendra, Pundravardhana, Wari-Bateshwar, Lalmai hills, Chaklapunji and Chittagong hill tracts).
- Unit-5:** Political and regional boundary: Past and present, Role of geography and environment for shaping the political and regional boundary.
- Unit 6:** Trade routes of early historic and early medieval Bengal.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PL O	PLO1	PLO 2	PLO 3	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	Sources of ancient and Medieval Geographical locations of Bengal.	1,3, 4	1, 2, 6	1, 5
2	Physiographic divisions	1, 2, 4,	1, 2, 6	3, 4
3	River systems of ancient Bengal,	1, 2, 4	1, 2, 7	1, 4
4	Ganga- Gangaridae	1, 2, 4	1, 2, 5	3, 4
5	Ancient Administrative Divisions	1, 2, 4	1, 2, 3	4, 5
6	Janapadas	1, 5, 6	1, 2, 6	1, 3
7	Early Settlements of Bengal, their Geographical positions and the issues of political geography	1, 5, 6	1, 2, 7	4, 5
8	Varendra, Pundravardhana, Wari-Bateshwar,	1, 4, 5	1, 2, 5	3,4
9	Lalmai hills, Chaklapunji and Chittagong hill	1, 2, 4	1, 2, 4	1, 5

	tracts).			
10	Political and regional boundary: Past and present,	1, 2, 4	1, 2, 5	3, 4
11	Role of geography and environment for shaping the political and regional boundary.	1, 2, 3	1, 2, 4	3, 5
12	Trade routes of early historic period	1, 2, 7	1, 2, 7	4, 5
13	Trade routes of early medieval Bengal.	1, 5, 7	1, 2, 5	2, 3
14				

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. Bakr, M. A. 1971. Human settlement in Bengal Basin in relation to geologic setting in JASP Vol. 16(1): 89-99. 2. Bhattacharyya, Amitabha. (1977). Historical geography of ancient and Early Mediaeval Bengal, Sanskrit PustakBhandar. 3. Chakrabarti, D. K. (1992). A Study of Archaeological sources. Dhaka: University Press Ltd. 4. Chakrabarti, D. K. (2001). <i>Ancient Bangladesh - A Study of the Archaeological Sources with an Update on Bangladesh Archaeology, 1999-2000</i>, UPL, Dhaka. 5. Hoque, M. M. (2002). Prehistoric and Protohistoric Settlement Pattern of Bengal Delta, Ankur Prakashani, Dhaka.
Reference Book	1. Haroun Er Rashid (2019). Geography of Bangladesh, The University Press Limited (UPL), Dhaka. 2. Sircar, D.C. (1960). Studies in the Geography of Ancient and Medieval India, MotilalBanarsidass, Delhi.

Part-A: Introduction

Course Code: 0222-ARC-524		Credit Hours: 04 (3+1)	Year: MSS	Semester: 2 nd
Course Title: Digital 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	Archaeological methodology has been changing at a revolutionary pace throughout the last decade. Today old ways of recording and interpreting archaeological data are being replaced by digital and computational methods, and virtual reality has become a key component of archaeological projects and cultural heritage management (CHM) alike. This course will provide the student with theoretical knowledge on the state of the art in digital archaeology, including GIS, remote-sensing technologies, tablet-based field recording, data management, and, last but not least, theoretical debates on the usefulness of digital methods.
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Course Objectives	This course is designed to help students ○ To enhance knowledge and skills in recent tools and methods for analyzing the past, enhancing their application in archaeological fieldwork and cultural heritage management projects. ○ To gain an understanding of what is digital archaeology and how to situate it in the wider historiography of the discipline ○ To develop a deep familiarity with archaeological databases and data management; nondestructive methods of archaeological exploration and remote sensing. ○ To gain practical experience in 3D modeling, photogrammetry, Drone, and GIS which is fast becoming the norm on fieldwork projects. ○ Thinking critically about the modern practice, ethics, scope, and politics of digital technology in archaeological research.
Course Learning Outcomes (CLOs)	Upon completion of the course, students will be able to: CLO-1: acquire knowledge of digital tools and technology in archaeological practices. CLO-2: understanding the wide range of digital archaeology methods and theoretical approaches and the importance of digital archiving and documenting for archaeology. CLO-3: to critique and evaluate tools and applications of digital technologies in archaeological research. CLO-4: this course will prepare you for the challenges of a rapidly changing field. The skills acquired can also be used in many other fields, including cultural heritage management, anthropology, museum studies, and fine arts. CLO-5: Analyze and examine more diverse and accessible evidence, How can virtual reality and 3D modeling help us to revise our thinking about how archaeologists do archaeology?

Course Content

11. the origins and development of digital archives and documentation in Archaeology.
12. Terminology related to Archive and documentation in Archaeology
13. Digital technique for Documentation
14. Digital documentation of archaeological fieldwork
15. The use of drones in archaeology
16. GIS and Spatial archaeology

17. The role of Geographical Information Systems (GIS) in archaeological research and interpretation of spatial data
18. Role of Google Earth in Archaeological research
19. Role of VR and AR to promote the Nation's heritage.
20. Cultural Heritage Management and Digital Age
21. remote-sensing technologies

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PL O	PLO1	PLO 2	PLO 3	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: Introduction to Digital Archaeology, Fundamental concepts Importance, aim, and objectives	1, 2, 3	1, 2, 4	1, 5
2	Terminology	1, 2, 3	1, 2, 5	3, 4
3	Digital Technique for Documentation	1, 2, 4	1, 2, 6	1, 4
4	Digital documentation of archaeological fieldwork Archaeological databases: what to record? Software solutions	1, 2, 7	1, 2, 3	3, 4
5	The use of drones in archaeology History of aerial photography and archaeology Aerial imagery as a remote sensing tool Types of drones Case studies	1, 2, 4	1, 2, 3	3, 4
6	GIS and Spatial Archaeology GIS and spatial recording in Archaeology Spatial recording tools: theodolite, GPS, d-GPS, Total Station GIS software solutions: an overview	1, 2, 7	1, 2, 4	1, 3
7	The role of Geographical Information Systems (GIS) in archaeological research and interpretation of spatial data	1, 2, 3	1, 2, 7	4, 5
8	Role of Google Earth in Archaeological Research	1, 2, 3	1, 2, 7	4, 5
9	Case study- ÇATALHÖYÜK Digital Documentation.	1, 2, 3	1, 2, 4	1, 5
10	Archive and Digital Cataloging in archaeology	1, 2, 4	1, 2, 5	3, 4
11	Remote Sensing in Archaeology, Geophysical Methods of Remote Sensing, LIDAR, Thermal Imaging,	1, 2, 3	1, 2, 4	3, 5
12	Cultural Heritage Management and Digital Age Satellite Imagery, Case studies of VR and AR to promote the Nation`s heritage. Museum collection management	1, 2, 7	1, 2, 7	4, 5

	<i>New Media:</i> museums & archaeological sites, 3D reconstruction			
13	Field tripe	1, 2, 4	1, 2, 3	1, 5
14	Practical	1, 2, 4	1, 2, 3	4, 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 have consisted with both formative and summative assessments. 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 the 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. Llobera, Marcos; 2011 Archaeological Visualization: Towards an Archaeological Information Science (AISc). In Journal of Archaeological Theory and Method 18: 193-223. 2. Gilboa, Ayelet, Ayellet Tal, Ilan Shimshoni, Michael Kolomenkin 2012 Computer-based, automatic recording and illustration of complex archaeological artifacts. Journal of Archaeological Science 40: 1329-1339. 3. Richards, Julian, Kieron Niven and Stuart Jeffrey 2013 Preserving our Digital Heritage: Information Systems for Data Management and Preservation. In: Visual Heritage in the Digital Age, pp. 311-326. 4. Kintigh, K. and J. Altschul 2010 Forum: Sustaining the Digital Archaeological Record. Heritage Management 3(2): 264-274. 5. Boast, Robin, and Peter Biehl 2011 Archaeological Knowledge Production and Dissemination in the Digital Age. In Archaeology 2.0: New Approaches to Communication and Collaboration, edited by E Kansa, S. Kansa and E. Watrall, pp. 119-156. Costen Institute of Archaeology at UCLA. 6. Agugiaro, G. (2014), "2D GIS vs. 3D GIS Theory." In 3D Recording and Modelling in Archaeology and Cultural Heritage, eds. Remondino, F., & Campana, S.: 7-12. BAR International Series, 2598. 7. Barceló, J.A. (2014), "3D Modelling and Shape Analysis in Archaeology." In 3D Recording and Modelling in Archaeology and Cultural Heritage, eds. Remondino, F., & Campana, S.: 15-26. BAR International Series, 2598. 16. Campana, S. (2014). "3D Modeling in Archaeology and Cultural Heritage – Theory and best practice." In 3D Recording and Modelling in Archaeology and Cultural Heritage, eds. Remondino, F., & Campana, S.: 7-12. BAR International Series, 2598.
Reference Book	1. Bawaya, Michael 2010 Virtual Archaeologists Recreate Parts of Ancient Worlds. Science, New Series 327:140141. http://science.sciencemag.org/content/327/5962/140. 2. Ch'ng, Eugene 2009 Experiential archaeology: Is virtual time travel possible? Journal of Cultural Heritage 10: 458- 470. https://www.sciencedirect.com/science/article/pii/S1296207409000831 3. Grosman, Leore, Avshalom Karasik, Ortal Harush and Ury Smilansky 2014 Archaeology in Three Dimenstions Computer-Based Methods in Archaeological Research. Journal of Eastern Mediterranean Archaeology and

	Heritage Studies 2:48-64, Stable URL: http://www.jstor.org/stable/10.5325/jeasmedarcherstu.2.1.0048 4. Huggett, Jeremy 2015 A Manifesto for an Introspective Digital Archaeology. Open Archaeology 1: 86-83. Available at: https://www.degruyter.com/view/j/opar.2014.1.issue-1/opar-2015-0002/opar-2015-0002.xml 5. Knabb, Kyle A, Jorgen P. Schulze, Falko Kuester, Thomas A. DeFanti and Thomas E. Levy 2014 Scientific Visualization, 3D Immersive Virtual Reality Environments and Archaeology in Jordan and the Near East. Near Eastern Archaeology 77:228-232. Stable URL: http://www.jstor.org/stable/10.5615/neareastarch.77.3.0228 6. Quentin Jones; Virtual-Communities, Virtual Settlements & Cyber-Archaeology: a Theoretical Outline, Journal of Computer-Mediated Communication, Volume 3, Issue 3, 1 December 1997, JCMC331, https://doi.org/10.1111/j.1083-6101.1997.tb00075.x; 7. Huggett, Jeremy., 2012 Disciplinary Issues: Challenging The Research And Practice Of Computer Applications In Archaeology. In Archaeology In The Digital Era: Papers From The 40th Annual Conference Of Computer Applications And Quantitative Methods In Archaeology(Caa), Edited By Philip Verhagen, Et Al., Amsterdam University Press. Http://Ebookcentral.Proquest.Com/Lib/Uwy/Detail.Action?Docid=1773714 (Links to an external site.)Links to an external site. 8. Bawaya, M.2010 Virtual Archaeologists Recreate Parts of Ancient Worlds. Science NewSeries 327 (5962): 140-141. Retrieved From http://www.jstor.org/stable/40508794 . 9. Arnold, D., & Kaminski, J.2014 3D Scanning and Presentation of Ethnographic Collections Potentials and Challenges. Journal of Museum Ethnography (27):78-97. Retrieved Fromhttp://www.jstor.org/stable/43915864 10. Bruno, F. S Bruno, G. De Sensi, M. Luchi, S. Mancuso, M. Muzzupappa2010 From 3D Reconstruction To Virtual Reality: A Complete Methodology For DigitalArchaeological Exhibition. Journal of Cultural Heritage 11(1): 42-49. 11. Sanders, Donald2014 Virtual Heritage Researching and Visualizing the Past in 3D.Journal of Eastern Mediterranean Archaeology and Heritage Studies 2(1):30-47. 12. Anderson, R.1982 Photogrammetry: The Pros and Cons for Archaeology. World Archaeology 14(2): 200-205. Retrieved from http://www.jstor.org/stable/124275 13. Howland, Matthew D., Falko Kuester, & Thomas E. Levy;2014 Structure from Motion : Twenty-First Century Field Recording With 3DTechnology. Near Eastern Archaeology 77(3): 187-191. Doi:10.5615/neareastarch.77.3.0187 14. Mccarthy, J., & Benjamin, J. 2014 Multi-Image Photogrammetry for Underwater Archaeological Site Recording: An Accessible, Diver-Based Approach. Journal of Maritime Archaeology 9(1): 95-114. Retrieved from
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	http://www.jstor.org/stable/23747468 8. Remondino, F. (2014), "Photogrammetry: Theory." In 3D Recording and Modelling in Archaeology and Cultural Heritage, eds. Remondino, F., & Campana, S.: 65-73. BAR International Series, 2598.
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Part-A: Introduction

Course Code: 0222-ARC-525	Credit Hours: 04	Year: 2 nd	Semester: 1 st
Course Title: Archaeology of Buddhism		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 the Archaeology of Buddhism provides students with a comprehensive exploration of the historical, cultural, and religious dimensions of Buddhism through archaeological evidence. It aims to uncover the material culture associated with Buddhism, understand rituals and practices, and examine regional and temporal variations in the expression of Buddhism. By contextualizing historical narratives and emphasizing cultural heritage preservation, the course offers a multidimensional understanding of Buddhism and its archaeological underpinnings.
Course Objectives	Remembering (Knowledge): - Students will be able to recall key historical events, sites, and artifacts related to Buddhism, demonstrating a foundational knowledge of the archaeological aspects of the religion. Understanding (Comprehension): - Students will comprehend the cultural and religious significance of archaeological findings associated with Buddhism, interpreting the meanings behind monuments, sculptures, and relics within their historical context. Applying (Application): - Through the analysis of archaeological sites and artifacts, students will apply their knowledge to reconstruct and interpret the practices, rituals, and daily lives of ancient Buddhist communities. Analyzing (Analysis): - Students will critically analyze archaeological evidence to identify regional and temporal variations in the expression of Buddhism, evaluating how cultural and historical factors influenced the development of Buddhist practices and beliefs. Evaluating (Evaluation): - Students will assess the reliability and validity of archaeological

	interpretations, comparing archaeological findings with textual accounts of Buddhist history. They will develop the ability to make informed judgments about the historical narratives derived from archaeological evidence.
Course Learning Outcomes (CLOs)	1. CLO 1: Knowledge Acquisition: • Students will acquire a comprehensive knowledge of the archaeological evidence related to Buddhism, including key historical events, sites, artifacts, and their cultural and religious significance. 2. CLO 2: Analytical Skills: • Develop analytical skills to critically examine and interpret archaeological findings associated with Buddhism, including monuments, sculptures, and relics, to understand their historical context and cultural implications. 3. CLO 3: Comparative Analysis: • Engage in comparative analysis to recognize regional and temporal variations in the expression of Buddhism, evaluating how diverse cultural and historical contexts influenced the development of Buddhist practices and beliefs. 4. CLO 4: Application of Knowledge: • Apply acquired knowledge to reconstruct and interpret the rituals, practices, and daily lives of ancient Buddhist communities through the examination of archaeological sites and artifacts. 5. CLO 5: Critical Evaluation: • Develop the ability to critically evaluate the reliability and validity of archaeological interpretations, comparing and contrasting archaeological evidence with textual accounts of Buddhist history. 6. CLO 6: Cultural Heritage Preservation: • Understand the importance of cultural heritage preservation and demonstrate a commitment to safeguarding archaeological sites and artifacts associated with Buddhism for future generations. 7. CLO 7: Communication Skills: • Enhance communication skills by articulating archaeological findings and interpretations effectively, both orally and in writing, to diverse audiences, demonstrating a clear understanding of the multidimensional aspects of Buddhism.

Course Content

(1) Introduction to the course

Lecture 1.1 Introduction: geographical and theoretical orientation

Lecture 1.2 Archaeology of Buddhism

(2) EARLY INDIAN BUDDHISM I

Lecture 2.1 Gangetic valley

Lecture 2.2 Socio-economic, political and religious background

(3) EARLY INDIAN BUDDHISM II

Lecture 3.1 Central India

Lecture 3.2 The Buddhist stupa and relic cult

4: EARLY INDIAN BUDDHISM III

Lecture 4.1 Monasteries and monasticism

SEMINAR 4.2 Patronage and Monastic Governmentality

5: EARLY INDIAN BUDDHISM IV

Lecture 5.1 Gandharan Buddhism and its Innovations

Lecture 5.2 The evolution of the Buddha image

6. ARCHAEOLOGY OF CHINESE BUDDHISM: Yijie Zhuang

1. WESTERN CENTRAL ASIA

7 FURTHER THEMES I

SEMINAR 7.1 Spread and transmission: models of religious change

LECTURE 7.2 Buddhism, ecology, and environmental ethics

8: SOUTH INDIA AND SOUTHEAST ASIA

Lecture 9.1 South India

Lecture 9.2. Southeast Asia

10: FURTHER THEMES II

Lecture 10.1 Pilgrimage, Politics and Sacred geography

SEMINAR 10.2 Later histories of Buddhism: decline and transformation

11. Rise and Fall of Buddhism in Bengal

12. Buddhism and other religions of Bengal

13. The Nature of Buddhism in Bengal

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO/PL O	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

	m	m	m				m	m	m
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

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.
- Two nos. of Midterm will be taken as summative assessment.
- Four nos. of tests (Quiz, Assignment, Viva and Presentation) will be taken as well.
- 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/Assignment	10
		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	8. The Archaeology of Buddhism: Recent Discoveries in South Asia" by Robin Coningham and Mark Manuel 9. Buddhist Archaeology" by Lars Fogelin
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	10. Buddhist Architecture" by Le Huu Phuoc 11. The Buddhist World" edited by John Powers 12. Buddhist Archaeology in India: Memoirs of the Archaeological Survey of India" by Devendra Handa 13. Buddhist Stupas in South Asia: Recent Archaeological, Art-Historical, and Historical Perspectives" edited by Julia A. B. Hegewald 14. Archaeology and Buddhism in South Asia" edited by Himanshu Prabha Ray 15. The Oxford Handbook of the Archaeology of Buddhism" edited by Charles Ramble and Philippe Michel
Reference Book	