



North Bengal International University
Outcome-based Education Curriculum

For

Bachelor of Arts (Honours)
Department of Islamic History and Culture

September, 2022

Introduction

North Bengal International University was established on 15 September, 2013 after getting the permission from the Government of the Peoples Republic of Bangladesh. The Board of Trustees of NBIU comprises the prominent and vastly experienced figures from the education sector of the country. The Trustees are enriched with the professional experiences in both public and private sectors. All the Trustees are highly educated and belong to middle class educated families. The values and thoughts of the highly educated middle class society are, therefore, reflected in the vision and mission of the university. The founder of the University is Prof. Rasheda Khaleque who has a long experience in teaching and managing educational institutions. She is also the Chairman of the Board of Trustees of the North Bengal International University. The founder Vice Chancellor of the University is Prof. Dr. Abdul Khaleque who is the former Vice Chancellor of Rajshahi University. Apart from a rich academic career, Prof. Abdul Khaleque held various administrative posts both in public and private universities. In January, 2014 North Bengal International University academic activities started with ten departments. The Department of Islamic History and Culture was one of them. Only four students got admitted just at the beginning. Now the department enriched by many students. Academic scholar Dr. Mohammad Azibar Rahman is the head of this Department.

Part-A

1. **Title of the Academic Program :** Bachelor of Arts (Honours)
2. **Name of the University:** North Bengal International University
3. **Vision of the University**

The vision of the university is to become a leading edge educational institution of the country by providing high quality education to the young generation in order to equip them with the knowledge and skill necessary for the development of the country. It aims at attracting good students, faculty and staff from home and abroad.

4. **Mission of the University**

We profoundly recognize the role of education in the development of a country. We also believe that young people from all sections of the society have the right to education. To fulfill our vision we are aiming to bring quality education at the reach of the aspiring students by relieving them from the burden of excessive expenses of the higher education. Our mission also includes development of social values and humanism among the students by creating an appropriate environment of education.

5. **Name of the Program Offering Entity :** Department of Islamic History and Culture

6. **Vision of the Program Offering Entity**

The vision of the Department of Islamic History and Culture is to ensure excellence through quality education, research and to prepare students so that they can serve the nation as well as lead communities in the world with potential ability, ethical sensibility, reinstating human dignity and sustainable development.

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

The mission of the Department is to develop human resources exploring fullest potential capability and intellectual ability. This needs to enhance the cultural, ethical, religious and social values of the students towards building better life and prosperous nation. The teachers of the Department are fully aware of it and they keep themselves busy with the fulfillment of the motive. Hence the academic programs of the Department relate to make the students:

1. Good citizens with enlightened careers, sophisticated customs and manners;

2. Capable enough to contribute towards the socio-economic development of the country for its world-wide identity;
3. Competent enough to cope themselves with the changing global perspective;
4. Fully conscious about the history and culture of the country in particular and the world in general.

8. Objectives of the Program offering Entity

1. The students for their qualitative development to face the challenges of the today's global needs.
2. . All the courses of the curriculum make student acknowledged of history of civilization including minor dynasties, Muslim rule, Bengal History, British rule, Contemporary world, Social, Political, Scientific development and Current affairs.
3. This program has huge description of the review sources and explains of historical background Islamic fundamental theory and important phenomenon world history.
4. An evaluation of all the courses bears the testimony of making the students knowledgeable about all aspects of Islamic History and Culture.
5. Students will be able to gain knowledge about the progress of human society from the beginning of its activities, thoughts and lifestyles through studying Islamic History.

9. Name of Degree: Bachelor of Arts (Honours)

10. Description of the Program

The four year BA Honors programme is divided into eight semesters. There are two semesters in an academic year. Each semester is of six months duration which covers instruction, course-works and examinations.

The B.A. (Honours) programme in Islamic History and Culture spreads over a period of 4 years under Semester System and its carries a total of 4250 marks.

The programme consists of 4000 marks in 40 courses. For the courses carrying 100 marks (100 marks carrying 3 credits). Only the 'Research methodology and Dissertation Writing (IHC 0322-4205)' and GED courses will have 4 credits, carrying 100 marks.

For The B.A. (Honours) programme carries 200 marks for Viva-Voce Examination. The 200 marks spread over 4 years. There will be a Viva-Voce Examination of 50 marks at the end of each year and carrying 2 credits. There will be a Term Paper which contains 50 marks at the end of final year (50 marks carrying 2 credits).

B.A. (Honours) First Year 1st Semester Examination will be held within six Months of the First Year and 2nd Semester will be held at the end of the Same Year, Second Year 1st Semester Examination will be held within six Months of the Second Year and 2nd Semester will be held at the end of the Same Year, Third Year 1st Semester Examination will be held within Six Months of the Third Year and 2nd Semester will be held at the end of the Same Year, and Fourth Year 1st Semester Examination will be held within Six Months of the Fourth Year and 2nd Semester will be held at the end of the Same Year. The other rules and regulations of the Curriculaum will follow the guidelines of North Bengal Internation University Ordinance prescribed for the Faculty of Arts.

The year-wise distribution of marks, credits and the courses are as follows:

First Year (Two Semesters)	: Marks 1050	Credits 34
Second Year (Two Semesters)	: Marks 1050	Credits 34
Third Year (Two Semesters)	: Marks 1050	Credits 35
Fourth Year (Two Semesters)	: Marks 1100	Credits 37

Total Marks: 4250 and Total Credits: 140

Distribution of marks of each paper is as follows:

1. Course Final examination (written)	50 marks
2. Mid-term examination	20 ”
3. Attendance	10 ”
4. Class Test	10 ”
5. <u>Assignment</u>	<u>10 ”</u>

Total= 100 marks

11. Graduate Attributes

It is expected that the graduates ought to acquire the following skills:

1. **Basic and specialized knowledge:** Basic and specialized knowledge in Islamic History and Culture covering Mediaeval and Modern history of the Middle East, India, Spain, Egypt, Afghanistan, Bengal including the administrative, socio-economic, intellectual and cultural aspects plus Art and Archaeological themes are ought to learn.
2. **Intellectual Skills:** Research bent mind, intellectual skills, curiosity and questioning mind are the most important aspects of higher education. It develops among the students gradually through learning history. History also makes a man perfect and informative. Intellectuality develops through learning history.
3. **Linguistic Skills:** To acquire good knowledge in history linguistic skill is essential for its in-depth study. Original sources of Islamic History and Culture till today are available in Arabic, English, French and German languages. Hence the students ought to acquire knowledge in different languages.
4. **Communicative Skills:** Expression ability of ideas and subject oriented knowledge and beyond it is essential for advantageous position in the competitive job markets. The students are instructed to fit in the way.
5. **ICT Skills:** The graduates will be skilled in basic ICT.
6. **Interpersonal and teambuilding Skills:** It relates to have respect for other individuals and groups including appreciation of human values and cultural diversity. Ability to work in a team respecting and accommodating others’ opinion are important in the present day global and multicultural environmental setting.
7. **Numerical Skills:** It is essential to have ability to recognize process and interpret numerical information with accuracy to face all sorts of global challenges.
8. **Adaptability:** It is to be supposed that the graduates will be adapted to the multicultural globalized environmental settings.
9. **Moral sense:** The graduates will be enriched with high moral values in their personal, practical professional life.

12. Program Educational Objectives (PEO)

The objectives of the program are-

1. Make the graduate acquaintance with relevant conceptual and comprehensive knowledge about the Ancient, Medieval and Modern history of the Muslim world in particular and the history of Europe and World in general. It aims to inspire the students for the origin and development of their questioning mind and profound knowledge and also keen thinking along with analytical ability and skills.
2. Develop the ability to dive into the subject-matter for its effective application in the future professional and practical life.

3. Building the interpersonal leadership and team building capability towards facing the challenges in the global perspectives.
The tenure of BA (Hon's) program is four year. The education policy of the government defines it a terminal degree. After completion of BA (Hon's) degree graduates are eligible to seek jobs in all sorts of government and non-government sectors and organizations. But the higher educational institutions are an exception. The Department publishes hand book for the students every year having the contents of the subject. The contents bear the testimony of the objectives for building up the career of the students.
4. The students are introduced with the development of pre-Islamic history and ancient civilization of Arabia as a prelude to the advent of Islam and the beginning of Islamic History with the establishment of State of Medina under the Prophet (sm.) along with its politico and socio-economic, intellectual and cultural changes. In addition, gradual development of the Islamic State and expansion outside Arabia under the Pious Caliphs, evolution of the state under the Umayyads – social stratification and social discontents plus changes under the Abbasids, origin and activities of a good number of regional minor dynasties are given adequate attention. Furthermore, spread of Islam and rise and fall of dynastic rule in Egypt, North Africa, Spain and India fall within the context of the syllabus of this year. Moreover, political, socio-economic, cultural and administrative developments of Bengal since ancient days are also taught in this year.
5. To make the students understand the course of the history of mediaeval and modern Bengal, Socio-economic histories of early and mediaeval Islam are given special emphasis. In addition some allied papers i.e., Basic Principles of Economics including Bangladesh Economy and the Development of Political theory and organizations are also included in this year. All these help to diversify the knowledge of the student for making them fit in the competitive job markets.
6. History of the establishment of the Ottoman Empire and its gradual developments along with the History of Persia and Afghanistan are taught in this year. In addition, History of Modern Europe, Religious, Philosophical, Literary and Scientific Development in Islam, Development of Muslim Art and Architecture, Development of Muslim Painting, Development Muslim Administration and the history of the emergence of Bangladesh and its aftermath are included in this year. All these help the students to enhance their sense of proportion and knowledge about the area under study.
7. Dismemberment of the Ottoman Empire and emergence of new states in the Middle East are important phenomenon in the course of Islamic History and Culture. All the events relating to it are taught in this year. In addition, History of Modern Europe till today, Western and US Diplomacy in the Middle East, International Affairs and the Development of Muslim Architecture in India including the History of Bengal Architecture do fall within the context of the courses of this year.

13. Program Learning Outcomes (PLO)

After completing the students will be able to-

PLO1. (Fundamental Skills) Islamic History and Culture program provide an understanding of historical forces by which students make as effort to relate the present state and contemporary Muslim civilization and culture. In order to understand Islamic legacy, the course strongly emphasises to use authentic sources as much as possible.

PLO2. (Social and Personal Skills) From the advent of the Prophet (sm.) to the present, one can know the social, political, cultural and economic history of Muslim countries as well as the history of all nations. Thus the atmosphere of international history has been created with the Islamic History and Culture. So students will be able to acquire knowledge of international history.

PLO3. (Thinking and IT Skills) Develop as a modern, science minded, honest, competent and patriotic citizen and be able to face the challenges of a competitive world.

PLO4. (Life-long learner Skills) Develop the ability to dive into the subject matter for its effective application in the future profession life.

PLO5. (Communication and Critical Thinking Skills) The student are introduced with the development of civilization, ancient history along with politico, socio-economic, intellectual evolution, establishment and full of Islamic dynasties , empires, state policies, modern histories, important phenomenor relating of international affairs including knowledge of the emergence of Bangladesh.

PLO6. (Research and Social Skills) Globalization studies are highlighted through this program. According to those criteria students including eminent scholars can present or prepare article on national, international topic, issues and workshops worldwide.

PLO7. (Personal Skills) Students will be able to gain knowledge about Art, Architecture and Archeology.

PLO8. (Ethics Skills) Through this program students will earn basic and practical knowledge of Islam.

PLO9. (Human Resources SKills) Students can gain knowledge about the evolution Muslim education. It will help in creating skilled human resources.

14. Mapping mission of the University with PEOs

PEO	Mission 1	Mission 2	Mission 3	Mission 4
PEO 1		✓		
PEO 2			✓	
PEO 3	✓			
PEO 4		✓		
PEO 5			✓	
PEO 6				✓
PEO 7		✓		

15. Mapping PLOs with the PEOs

PLOs	PEO1	PLO2	PEO3	PLO4	PEO5	PLO6	PEO7
PLO 1	✓						
PLO 2		✓					
PLO 3			✓				
PLO 4		✓					
PLO 5						✓	
PLO6							✓
PLO7							
PLO8							✓

16. Mapping courses with the PLOs

Courses	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
IHC 0222-1101	✓				✓				
IHC 0222-1102		✓			✓		✓	✓	✓
IHC 0222-1103		✓					✓	✓	✓
IHC 0222-1104		✓			✓		✓		✓
BAN 0232-01	✓	✓		✓					

IHC 0222-1201	✓	✓			✓				
IHC0222-1202	✓	✓		✓		✓			✓
IHC0222-1203					✓		✓		✓
IHC0221-1204	✓			✓				✓	
ENG 0232-02			✓	✓	✓				
IHC0222-2101	✓	✓			✓				✓
IHC0222-2102		✓		✓	✓				✓
IHC 0222-2103	✓	✓		✓		✓			✓
IHC 0222-2104	✓	✓		✓				✓	
HIS 0222-06				✓	✓		✓		✓
IHC 0222-2201	✓	✓			✓				
IHC 0311-2202		✓			✓			✓	
IHC 0222- 2203	✓	✓			✓				✓
IHC 0311-2204		✓		✓	✓				
ICT 0611-04			✓					✓	
IHC 0222-3101		✓				✓	✓		
IHC 0222-3102	✓	✓				✓			
IHC 0222-3103				✓	✓				
HUM 0223-05						✓		✓	
CMG 0321-06				✓					
IHC 0314-3201		✓		✓	✓				✓
IHC 0222-3202		✓			✓				
IHC 0222-3203	✓	✓			✓				
Law 0421-07			✓	✓				✓	
POL 0312-08		✓	✓	✓		✓			
IHC 0222-4101					✓	✓			✓
IHC 0222-4102		✓					✓		
IHC 0222- 4103		✓			✓				✓
IHC 0222-4104		✓			✓				
BUS 0417-10				✓				✓	
IHC 0222-4201	✓	✓			✓				
IHC 0222-4202	✓	✓				✓			
IHC0731-4203				✓			✓		
IHC 0312-4204					✓	✓			
IHC 0322-4205						✓	✓		✓
IHC 0222-4206	✓				✓			✓	

Part-B

17. Structure of the Curriculum

a) Duration of the program: Years: 04, Semesters: 08

b) Admission Requirements

Students who have passed SSC/Dakhil and HSC/Alim or any equivalent Public Examination with at least two 2nd divisions or minimum GPA 2.5 in each (5.00 scale) may apply for admission. Students who have minimum 2.00 in any one of SSC or HSC and a total of GPA 6.00 may also apply.

I. For English medium students, minimum 05 subjects in O level and 02 subjects in A level examinations are required. A student must secure Grade B or GPA 4.0 in four subjects out

of the seven subjects and at least Grade C or GPA 3.5 in the remaining three subjects (A=5, B=4, C=3, D=2 & E=1).

- II. The children of Freedom Fighters with a total GPA 5.0 in both SSC and HSC or in equivalent Public Examination may apply for admission with Freedom Fighter Certificate of the Government.
- III. For GED students, UGC guidelines will be followed.

c) Total minimum credit requirement to complete the program: 140 Credits

d) Total class weeks in a Year/semester: 14 Weeks in a Semester

e) Minimum CGPA requirements for graduation: CGPA 2.00

f) Maximum academic years of completion: 7 Years

g) Category of Courses: General Education Courses

i. General Education Courses

BAN 0232-01: Introduction to Bangla Language and Literature

ENG 0232-02: Introduction to English Language & Literature

HIS 0222-03: Bangladesh Studies

ICT 0611-04: Information and Communication Technology

HUM 0223-05: Normative and Meta Ethics

CMG 0321-06: Understanding Communication and Media

LAW 0421-07: Introduction to Law

POL 0312-008: Introduction to International Relations

BUS 0417-10: Entrepreneurship Development and Career Education

ii. Core Courses

IHC 0222-1101: Pre Islamic Arabia and Ancient Civilization

IHC 0222-1102: The Prophet (sm.) and the Caliphate till 750 A.D.

IHC 0222-1103: History of the Abbasids including minor dynasties of the East and the West till 1258 A.D.

IHC 0222-1104: Muslim Rule in India till 1526 A.D.

IHC 0222-1201: Muslim Rule in Egypt, North Africa and Spain till 1517 A.D.

IHC0222-1202: Muslim Rule in India (1526 -1858 A.D.)

IHC0222-1203: History of Bengal till 1200 A.D.

IHC0221-1204: Major Religions of the world

IHC 0222-1205: Viva-Voce

IHC0222-2101: History of Bengal (1200-1576 A.D.)

IHC0222-2102: British Rule in India (1757--1947 A.D.)

IHC 0222-2103: History of Persia and Afghanistan (1258-1800 A.D.)

IHC 0222-2104: Muslim Historiography

IHC 0222-2201: Islam in South-East Asia till 1945 A.D.

IHC 0311-2202: Socio-Economic History of Bengal (1200-1947 A.D.)

IHC 0222- 2203: History of the Ottoman Turks till 1789 A.D.

IHC 0311-2204: Economic History of Islam

IHC 0222-2205: Viva-Voce

IHC 0222-3101: History of Bengal (1576-1857 A.D.)

IHC 0222-3102: History of Modern Europe (1789-1919 A.D.)

IHC 0222-3103: Development of Muslim Administration

IHC 0314-3201: Social and Cultural History of Islam till 1258 A. D.

IHC 0222-3202: History of Bengal (1857-1947 A.D.)

- IHC 0222-3203: History of the Ottoman Empire and Modern Turkey since 1789 A. D.
 IHC 0222-3204: Viva-Voce
 IHC 0222-4101: History of Bangladesh since 1947 A.D.
 IHC 0222-4102: Development of Muslim Painting
 IHC 0222- 4103: Modern Egypt and the North African Muslim States since 1800 A.D.
 IHC 0222-4104: History of Modern Europe since 1919 A.D.
 IHC 0222-4201: Modern Iran, Afghanistan and Central Asian Muslim States since 1800 A.D.
 IHC 0222-4202: Arab States in Asia
 IHC0731-4203: Development of Muslim Architecture
 IHC 0312-420: International Affairs since 1900 A.D.
 IHC 0322-4205: Research Methodology and
 IHC 0222-4206: Viva-Voce & Term Paper

18. Year and Semester wise distribution of courses

a) First year first semester (1.1)

Course Code	Courses Title	Credits
IHC 0222-1101	Pre Islamic Arabia and Ancient Civilization	3
IHC 0222-1102	The Prophet (sm.) and the Caliphate till 750 A.D.	3
IHC 0222-1103	History of the Abbasids including minor dynasties of the East and the West till 1258 A.D.	3
IHC 0222-1104	Muslim Rule in India till 1526 A.D.	3
BAN 0232-01	Introduction to Bangla Language and Literature	3

First year second semester (1.2)

Course Code	Courses Title	Credits
IHC 0222-1201	Muslim Rule in Egypt, North Africa and Spain till 1517 A.D.	3
IHC0222-1202	Muslim Rule in India (1526 -1858 A.D.)	3
IHC0222-1203	History of Bengal till 1200 A.D.	3
IHC0221-1204	Major Religions of the world	3
ENG 0232-02	Introduction to English Language & Literature	3
IHC 0222-1205	Viva-Voce	2

b) Second year first semester (2.1)

Course Code	Courses Title	Credits
IHC0222-2101	History of Bengal (1200-1576 A.D.)	3
IHC0222-2102	British Rule in India (1757--1947 A.D.)	3
IHC 0222-2103	History of Persia and Afghanistan (1258-1800 A.D.)	3
IHC 0222-2104	Muslim Historiography	3
HIS 0222-03	Bangladesh Studies	4

Second year second semester (2.2)

Course Code	Courses Title	Credits
IHC 0222-2201	Islam in South-East Asia till 1945 A.D.	3
IHC 0311-2202	Socio-Economic History of Bengal (1200-1947 A.D.)	3
IHC 0222- 2203	History of the Ottoman Turks till 1789 A.D.	3
IHC 0311-2204	Economic History of Islam	3
ICT 0611-04	Information and Communication Technology	4
IHC 0222-2205	Viva-Voce	2

c) Third year first semester (3.1)

Course Code	Courses Title	Credits
IHC 0222-3101	History of Bengal (1576-1857 A.D.)	3
IHC 0222-3102	History of Modern Europe (1789-1919 A.D.)	3
IHC 0222-3103	Development of Muslim Administration	3
HUM 0223-05	Normative and Meta Ethics	4
CMG 0321-06	Understanding Communication and Media	4

Third year second semester (3.2)

Course Code	Courses Title	Credits
IHC 0314-3201	Social and Cultural History of Islam till 1258 A. D.	3
IHC 0222-3202	History of Bengal (1857-1947 A.D.)	3
IHC 0222-3203	History of the Ottoman Empire and Modern Turkey since 1789 A. D.	3
LAW 0421-07	Introduction to Law	4
POL 0312-08	Introduction to International Relations	4
IHC 0222-3204	Viva-Voce	2

d) Forth year first semester (4.1)

Course Code	Courses Title	Credits
IHC 0222-4101	History of Bangladesh since 1947 A.D.	3
IHC 0222-4102	Development of Muslim Painting	3
IHC 0222- 4103	Modern Egypt and the North African Muslim States since 1800 A.D.	3
IHC 0222-4104	History of Modern Europe since 1919 A.D.	3
BUS 0417-10	Entrepreneurship Development and Career Education	4

Forth year second semester (4.2)

Course Code	Courses Title	Credits
IHC 0222-4201	Modern Iran, Afghanistan and Central Asian Muslim States since 1800 A.D.	3
IHC 0222-4202	Arab States in Asia	3
IHC0731-4203	Development of Muslim Architecture	3
IHC 0312-420	International Affairs since 1900 A.D.	3
IHC 0322-4205	Research Methodology and Dissertation Writing	4
IHC 0222-4206	Viva-Voce & Term Paper	4

Part-C**19. Description of all courses of the program including the following information for each course****First year first semester (1.1)**

Course Code: IHC 0222-1101	Course Title: Pre-Islamic Arabia and Ancient Civilization	Credits: 03
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Rationale of the course

This Course explain the significance of Religion in pre-Islamic Arabia, Polytheism, Christianity, Judaism, rise of Islam, then social-structure and social practices, tribal law, etc. Students of History and Civilization Discipline can acknowledge then social structure, Arabia before Islam as a Arabia was an Anarchy, social condition, cultural condition, political condition.

Course Objectives (COs)

1. Students will know about the geographical and historical background, the ancient peoples, the different Nations of Pre-Islamic Arabia;
2. Students will learn about the social and cultural life, different kingdom of Pre-Islamic Arabia and their commercial and foreign relations;
3. Students will know about the factors favouring the growth of civilization and the various stages of the development of civilization;
4. Students will learn about the different states, kingdoms and their contributions to civilization.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, a student will be able to –

1. Explain some of the settled communities in the Arabian Peninsula developed into distinctive civilization.
2. Describe an ancient Semitic people who inhabited northern Arabia and Southern Levant;
3. Define Civilization, factors favouring the Growth of civilization, various stages of the development of civilization;
4. Explain various kingdoms, Nations and their contribution to civilization.

Course Contents

CLOs	Course Contents
1	Review of Sources – The geographical and historical background of pre-Islamic Arabia- The Semites – The Hebrews their religions and moral traditions –The kingdoms of South Arabia- the Sabaeen, the Minaean, the Qataban, the Hadramawt and The Himyarite kingdoms- Central, North and East Arabian kingdoms – The Add, the Thamud, the Nabataean, the Petraya, the Palmyrian, the Lakhmid, the Ghassanid, the Kinda kingdom. al-Hira Kingdom, their Commercial and foreign relations. Their religious and moral traditions. The Abyssinian states in East Africa. Origin of the Arabs – Religious, Political, Social, Economic and Cultural conditions of pre-Islamic Arabia. Influence of pre-Islamic Arabia on Islam and early Islamic civilization.
2	Civilization: Its meaning, importance and scope – factors favouring the growth of civilization – various stages of the development of civilization. Egyptian Civilization: Its origin and development – its main aspects – religious beliefs of the Egyptians – their contributions to learning – their art and architecture. Civilization of the Fertile Crescent: Sumerians, Akkadians - Hammurabi as a law-giver and administrator. Assyrians - the period of Assyrian dominance – main aspects of Assyrian Civilization- Assyrians as the Romans of the East – Fall of the Assyrians, Chaldeans or New Babylonian civilization - Chaldean civilization with special reference to Nebuchadnezzar’s achievements. The age of transition and the era of small nations – the Hittites, the Lydians, the Phoenicians, the Arameans civilization”.
3	The Indus Valley Civilization - the remarkable features of the Indus Valley Civilization. Rise of Christianity and life and teachings of Jesus Christ. Persian Civilization – the Achaemenians – Cyrus as the founder of Achaemenian empire – main aspects of Achaemenian civilization – conquest of the Achaemenian empire by Alexander and its far reaching effects.
4	Life and teachings of Zoroaster – similarity between Zoroastrianism and Islam. The Sasanids and their contributions to civilization –

	Sasanid administrative system and its impact on the subsequent Muslim administration. The Byzantines : Origin of the Byzantines – their supremacy in the Middle East - main features of their civilization – The relation of the empire with the tribes of Arabia - Impact of Byzantine civilization on Islam.
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Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	✓								
CLO2	✓								
CLO3					✓				
CLO4				✓					

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

Course Learning Outcomes	Teaching-learning Strategy	Assessment Strategy
CLO 1	Lecture, Discussion	Written test,
CLO 2	Lecture, Seminar	Written test, Quiz, Class Test
CLO 3	Lecture, Discussion	Written test, Presentation
CLO4	Lecture, Discussion	Final Exam., Viva-Voce

Learning Materials

Al-Baladhuri : Kitab Futuh al-Buldan, Cairo, 1901.
 Yaqubi : Al-Tarikh, Vol.1, Beirut, 1960.
 Bengamin S.G.W. : The story of Persia, G.P. Puntnam’s Sons, London, 1887.
 Durant, Will : The Story of Civilization, Simon and Schusler, New York, 1954.
 Earnest Jackh (ed.) : Background of the Middle East, Cornell University Press, New York, 1952.
 George A., Barton : Semitic and Hamitic Origins, Philadelphia, 1934.
 Gibb H.A.R. : Studies on the Civilization of Islam, London: Routledge & Kegan Paul Ltd. 1962.
 Haussing, R.W. : History of Byzantine Civilization, Trans, by J.M. Hussey, London, 1966.
 Hell, Joseph : Arab Civilization, trans. by Khuda Baksh, Lahore, 1943.
 Henry S. Lucas : A Short History of Civilization, London, 1953.
 Hitti P.K. : History of the Arabs, New York, Macmillan & Co. Ltd., 1968.
 -do- : History of Syria: Including Labanon and Palestine, London, 1951.
 -do- : Near East in History: a 5000 year story, Princeton, 1961.
 James Baikie : The Story of the Pharaohs, A. & C. Black, Ltd. London, 1917.
 Lewis, B. : Arabs in History, New York, 1954.
 Malcolm, S.J. : The History of Persia; John Murry, Albemarle Street, London, 1929.
 Milne, G. J. : History of Egypt under Roman rule, London, 1899.

Olmstead, A.T. : History of Assyria, Charles Scribner's Sons, London, 1923.

Philip Lee Ralph & Others : World Civilization, New York, 1991.

T.W. Walbank & A.M. Taylor : Civilization Past and Present, New York, 1949

Watt, W.M. : Muhammad at Mecca, Oxford, 1953.

- : Dictionary of Islam

- : Encyclopaedia of Britannica

- : Encyclopaedia of Islam.

- : Encyclopaedia of Religion and Ethics

হালিম আব্দুল ও নুরন নাহার বেগম : মানুষের ইতিহাস (প্রাচীন যুগ), ঢাকা, ১৯৭৭

শামসুর রহমান, এ.এফ.এম. : প্রাচীন পৃথিবী (পূর্ব ও পশ্চিম এশিয়া এবং আফ্রিকা মহাদেশের সভ্যতা), রাজশাহী, ২০০২।

মফিজুল্লাহ কবীর : মুসলিম সভ্যতার স্বর্ণযুগ, ঢাকা, বাংলা একাডেমী, ১৯৮৭।

শাহনাওয়াজ, এ.কে.এম. : বিশ্বসভ্যতা (প্রাচীন যুগ), ঢাকা : প্রতীক প্রকাশনা সংস্থা, ১৯৯৩।

-ঐ- : বিশ্বসভ্যতা (মধ্যযুগ), ঢাকা, প্রতীক প্রকাশনা সংস্থা, ১৯৯৭।

-ঐ- : প্রাচীন পৃথিবী, ঢাকা, প্রতীক প্রকাশনা সংস্থা, ১৯৯৫।

সুলতান আহমদ : ইতিহাস পরিভাষা কোষ, রাজশাহী, ফেব্রুয়ারী, ২০০৪।

হিউ, পি.কে. : আরব জাতির ইতিহাস, (জয়ন্ত সিংহ ও অন্যান্য কর্তৃক বঙ্গানুবাদকৃত) মল্লিক ব্রাদার্স, কলিকাতা, ১৯৯৯।

- : ইসলামী বিশ্বকোষ

Course Code: IHC 0222-1102	Course Title: The Prophet (sm.) and the Caliphate till 750 A.D.	Credits: 03
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Rationale of the course

Students will come to know about Prophet Mohammad (sm) life and spiritual Teaching. This course provides description of Muslim caliphate, Umayyad including political, cultural, social history and rise and fall of dynasties.

Course Objectives

1. Students will be able to gather knowledge about conditions of Pre-Islamic Arabia.
2. Course has discussed Previous Prophets of Islam, From Adam to Elisha (A.)
3. Students will learn about Life and Spiritual teaching of Prophet Muhammad (sm).
4. Students will be able to gather knowledge about the Umayyad, including socio-cultural history.

Course Learning Outcomes (CLOs)

Upon the successful completion of the course the students will gather considerable skill to –

1. Description of the Review of Sources and Explain the pre-Islamic background of Arabia.
2. Explore the Life and Spiritual teaching of Prophet Muhammad (sm).
3. Explain the Umayyad dynastic history including the histories of the political and socio-cultural dimension.

Course Contents

CO	Course Contents
1	Review of Sources – The pre-Islamic background of Arabia – Previous Prophets of Islam -The Prophet (sm.) at Makkah and Madinah – An estimate of the Prophet (sm.) as the founder of the Ummah – The Problem of succession.
2	Khalifa Abu Bakr – His service to Islam – the border raids and the beginning of expansion. The Khilafat of Umar – His contributions to Islam – The Khilafat of Hajrat Uthman and Hazrat Ali.

3	The Umayyads- The Khilafat under Mu'awiyah – the second civil war – Abdul Malik- his consolidation and arabicization, Khilafat of al-Walid-the expansion in the East and West- The services of Hajjaj bin Yusuf - later Umayyad Caliphs with special reference to Umar bin Abdul Aziz and Hisham bin Abdul Malik. The Mawali and their role in the Abbasid revolution. The rise of the Kharijites and the decline of the Umayyad Khilafat.
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Mapping Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1		✓							
CLO2									✓
CLO3		✓							

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

Course Learning Outcomes	Teaching-learning Strategy	Assessment Strategy
CLO 1	Lecture, Discussion	Written test, Viva-Voce
CLO 2	Lecture, Seminar	Written test, Assignment
CLO 3	Lecture, Discussion	Written test, Presentation

Learning Materials

Ibn Ishaq	:	Siratur Rasul Allah, Eng. trans, by Guillaume, A. Oxford University Press, Lahore, 1967.
Al-Yaqubi	:	Al-Tarikh, Beirut, 1969.
Hitti, P.K.	:	History of the Arabs, Macmillan & Co. Ltd., New York, 1968.
Arnold, T.I.	:	The Caliphate, Oxford, 1924
Ali, Muhammad	:	The Early Caliphate, Cambridge, 1936.
Lewis Bernard	:	The Arabs in History, London, 1954. Muhammad Omor Faruq &
Mahfuzur Rahman Akhanda	:	History of Islam: Prophet Muhammad (SAAS) and Khulafae Rashidin, BUT, 2014.
Muir, W.	:	Caliphate, Its Rise, Decline and fall, Edinburgh, 1934.
	:	Life of Muhammad, Edinburgh, 1923.
Watt, M.	:	Muhammad at Mecca, Oxford, 1962.
	:	Muhammad at Medina, Oxford, 1962.
Wellhausen, J.	:	The Arab Kingdom and its fall, Beirut, 1963.
আকবর শাহ খান নজিবাবাদী	:	ইসলামের ইতিহাস ১ম-৩য় খণ্ড, ইসলামিক ফাউন্ডেশন, বাংলাদেশ, ২০০৫।
ইবন ইশাম	:	সীরাতুন নবী (সা:) ১ম-৪র্থ খণ্ড, ঢাকা: ইসলামিক ফাউন্ডেশন, বাংলাদেশ, ২০০৮।
এম.আর.করিম	:	আরব জাতির ইতিহাস, বাংলা একাডেমী, ঢাকা, ১৯৭২।
শেখ মুহাম্মদ লুৎফর রহমান	:	আরব জাতির ইতিহাস, স্টুডেন্ট ওয়েজ, বাংলা বাজার, ঢাকা, ১৯৭৬
আর.এস. আহমদ	:	আরব জাতির ইতিহাস (সৈয়দ আমীর আলীর A Short History of the Saracens এর বঙ্গানুবাদ) বাংলা একাডেমী, ঢাকা, ১৯৬৪।
পি.কে.হিটি	:	আরব জাতির ইতিহাস (জয়ন্ত সিংহ ও অন্যান্য কর্তৃক বঙ্গানুবাদকৃত) মল্লিক ব্রাদার্স, কলিকাতা, ১৯৯৯।
	:	ইসলামী বিশ্বকোষ, ইসলামী ফাউন্ডেশন, ঢাকা।
মুসা আনসারী	:	মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি, বাংলা একাডেমী ১৯৯৯।

Course Code: IHC 0222-1103	Course Title: History of the Abbasids including minor dynasties of the East and the West till 1258 A.D.	Credits: 03
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Rationale of the course

This course discuss about rise and fall of Abbasid dynasty, its origin, internal conflict, historical background, religious status, and then power exercise. Subject matter of this course make students acquaint with the knowledge of the evergreen of a humber of minor and petty dynasties in the East and the West and its socio-economic changes.

Course Objectives

1. In this course we have attempted to give concisely the story of one of the most important periods in the annals of the world.
2. In its extent and its political and cultural influence the expansion of the Arab race can be compared to that of the Roman.
3. But whilst the Roman took centuries to attain dominance the Arab won its place in a much shorter length of time.
4. The followers of Islam threw light on knowledge and gave an impetus to civilization, which, without exaggeration has few parallels in the history of the mankind.

The object of this course is to make the students acquaint with the knowledge of the emergence of a number of minor and petty dynasties in the East and West during the declining period of the Abbasid Caliphate. In addition the role of the dynastic rulers in bringing socio- economic changes, their relation with the Caliphate and the Christian World would be given adequate attention. Hence the emphasis on the growth of political power and its changes have been an important phenon of this course.

Course Learning Outcomes (CLOs)

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

1. To explore the Abbasid dynstic history including the histories of the regional dynasties those originated over the years under the Abbasids.
2. Developing their critical thinking, research and writing skills that will enable them to make a difference in the world in whatever career they choose.
3. Learn how to develop historical questions regarding gradual historical development of the regions over the years.
4. Students will learn the rise and fall of Seljuk dynstic including other minor dynstic history.

Co	Course Contents
1	Review of sources- The foundation of the Abbasid Khilafat by as-Saffah- The changes brought about by the Khilafat. Al-Mansur as the real founder of the Abbasid dynasty- Harun-ur-Rashid - his relation with the Byzantines- the Barmekides – the struggle between Amin and Mamun - character of the War- Intellectual development under Mamun.
2	The later Abbasid Caliphs-al-Mutawakkil, his patronage of orthodoxy- the Buwahids- the Seljuks- the crusade and its causes and effects- the decline and fall of the Abbasid dynasty.
3	Abbasid Khilafat and the Minor dynasties - Background of Minor dynasties - Minor dynasties of the West : Idrisids, Aghlabids, Tulunids, Ikhshidids .
4	Minor dynasties of the East: Tahirids, Saffarids, Samanids, Ghaznavids, Buwaihids, Seljuqs : Malik Shah and Nizam al-Mulk Tusi, Rise and fall of the Assassins - Cultural Contributions - Jangis : Noor al-Deen and his

successors.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	✓				✓				
CLO2						✓			✓
CLO3		✓							
CLO4					✓				

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

Course Learning Outcomes	Teaching-learning Strategy	Assessment Strategy
CLO 1	Lecture, Discussion	Written test, Viva-Voce
CLO 2	Lecture, Seminar	Written test, Assignment
CLO 3	Lecture, Class test	Written test, Presentation
CLO4	Lecture, Quiz	Written test, Presentation

Learning Materials

Abul Fida	:	Kitab al-Mukhtasar fi Akbar Bashr (Vol. II), Beirut.
Al-Khatib	:	Tarikh Baghdad, Cairo, 1319 A.H.
Al-Tabari	:	Tarikh al-Umam Wa al-Maluk, Cairo, 1358 A.H.
Yaqubi	:	Al-Tarikh (Vol.11), Beirut, 1960.
Al-Duri	:	Nashatu, Ilm al-Tarikh Inda, al-Arab; Beng.trans. Bangla Academy, Dhaka, 1982.
Hitti, P.K.	:	History of the Arabs, Macmillan & Co. Ltd., New York, 1968.
Le Strange, Guy	:	Baghdad during the Abbasid Caliphate, London, 1900.
Lewis, B & Holt	:	Cambridge History of Islam, 2 Vols., 1967. P.M. (ed.)
Lane-Poole, S.	:	Muhammedan Dynasty
	:	Encyclopedia of Islam (Old & New editions).
এ কে এম ইয়াকুব আলী	:	সারওয়ার-ই-কায়েনাত, নভেল পাবলিশিং হাউস ঢাকা, ২০১৯।
এম.আর.করিম	:	আরব জাতির ইতিহাস, বাংলা একাডেমী, ঢাকা, ১৯৭২।
শেখ মুহাম্মদ লুৎফর রহমান	:	আরব জাতির ইতিহাস, স্টুডেন্ট ওয়েজ, বাংলা বাজার, ঢাকা, ১৯৭৬
আর.এস. আহমদ	:	আরব জাতির ইতিহাস (সৈয়দ আমীর আলীর A Short Histryory of the Saracens এর বঙ্গানুবাদ) বাংলা একাডেমী, ঢাকা, ১৯৬৪।
পি.কে.হিট্টি	:	আরব জাতির ইতিহাস (জয়ন্ত সিংহ ও অন্যান্য কর্তৃক বঙ্গানুবাদকৃত) মল্লিক ব্রাদার্স, কলিকাতা, ১৯৯৯।
মুসা আনসারী	:	মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি, বাংলা একাডেমী ১৯৯৯।

Course Code: IHC 0222-1104	Course Title: Muslim Rule in India till 1526 A.D.	Credits: 03
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Rationale of the Course

This course makes students acknowledged the concepts of then Indian History Which is the most fascinating chapter of world history and came to know detail about Indian history up to 1858 A.D. Student will come to know chronological development of the Muslim rule and then administration.

Course Objectives (COs)

1. Student will understand the concept and tools of sources of Indian History up to 1526 A.D.
2. Student will learn about the chronological development of the Muslim rule and administrative system of Indian Sub-continent up to 1526 A.D.
3. They will be able to understand the political, social and religious conditions of the period.
4. The students will also be learned the merits of the unity and demerits of the disharmony under the course of study.

Course Learning Outcomes (CLOs)

Upon Successful completion of this course, a student will be able to

1. Explanation of the concept and tools of sources of Indian History till to 1526 A.D.
2. Description about the chronological development of the Muslim rule and administrative system of Indian Sub-continent till 1526 A.D.
3. Discussion the pattern of different rules of the different administrations.
4. A Comparative study between ancient and medieval Administration.

Course Contents

CO	Course Contents
1	Review of sources- The Arab conquest of Sind and its effects - Sultan Mahmud’s invasion of India and the later Ghaznavids - India on the eve of Muhammad Ghori’s invasion - The battle of Tarain- The foundation of Muslim rule in India by Muhammad Ghori.
2	The Mamluk dynasty – Qutubuddin Aibek – Iltutmish – successors of Iltutmish – Ghiyassuddin Balban – The beginning of Mongol invasion. The Khilji dynasty – Alaudding Khalji, his conquests and administrative measures – The Mongol raids.
3	The Khilji dynasty – Alaudding Khalji, his conquests and administrative measures – The Mongol raids. The Tughlaq dynasty – Ghiyasuddin Tughlaq – Muhammad-bin Tughlaq and his various projects – Firoz Shah Tughlaq, his personal character & achievements.
4	Disintegration of the Delhi sultanate – Independence of the various province – The invasion of Taimur. The Sayeed and the Lodi dynasties – The fall of the Sultanate of Delhi. Administrative system, social, religious and economic condition in early Muslim India.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	✓	✓							
CLO2					✓				
CLO3	✓								
CLO4				✓					

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

Course Learning Outcomes	Teaching-learning Strategy	Assessment Strategy
CLO 1	Lecture, Discussion	Written test, Viva-Voce

CLO 2	Lecture, Seminar	Written test, Assignment
CLO 3	Lecture, Class test	Written test, Presentation
CLO4	Lecture, Quiz	Written test, Presentation

Learning Meaterials

Minhaj-Uddin	:	Tabaqat-i-Nasiri, Eng. trans., Major Raverty, Vol.I, Gilvert & Rivington, London, 1881
Barani, Z.	:	Tarikh-i-Firozshahi, Asiatic Society of Bengal, Calcutta, 1862.
Elliot & Dowson	:	The History of India as told by her own Historians, Vols. II-VI, London.
Habibullah, A.B.M.	:	The Foundation of Muslim Rule in India, Allahabad, 1954.
Husain, A.M.	:	Rise and Fall of Muhammad bin Tughlaq, London, 1938.
Lal, K.S.	:	History of the Khaljis, Allahabad, 1936.
Prosad, Iswari	:	History of Medieval India, Allahbad, 1936.
এ কে এম শাহনাওয়াজ	:	ভারত উপমহাদেশের ইতিহাস (মধ্যযুগ: সুলতানী পর্ব), ঢাকা: প্রতীক প্রকাশনা সংস্থা, ২০০২।
-ঐ-	:	ভারত উপমহাদেশের ইতিহাস (মধ্যযুগ: মোগল পর্ব), ঢাকা: প্রতীক প্রকাশনা সংস্থা, ২০০২।
মুহাম্মদ ইনাম উল হক	:	ভারতে মুসলিম শাসনের ইতিহাস (৭১২৩১৯৭১), ঢাকা: সাহিত্যিকা, ২০০৩।

Course Code: BAN 0232-01	Course Title: Introduction to Bangla Language and Literature	Credits: 04
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যৌক্তিকতা:

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

উদ্দেশ্য:

এই বিষয় পঠন শেষে শিক্ষার্থীরা সক্ষম হবে-

- বাংলা ভাষা, সাহিত্য ও সংস্কৃতি চর্চা করবে।
- জাতির ইতিহাস ও ঐতিহ্যের অনুসন্ধানের পাশাপাশি শুদ্ধ ভাষাজ্ঞান ও তা অব্যাহত চর্চা করতে পারবে।
- বাংলা ভাষা ও সাহিত্য অধ্যয়নের মাধ্যমে ভাষা ও সাহিত্যের সামগ্রিক রূপরেখার একটি সংক্ষিপ্ত পরিচয় বিশ্লেষণ করতে পারবে।
- মানবিক ও নৈতিক চিন্তা চেতনার বিকাশ ঘটিয়ে দেশ ও সমাজের কল্যাণ করতে সক্ষম হবে।

কোর্সের শিখন ফল (CLOs)

এই কোর্স সমাপ্তির পর শিক্ষার্থীরা সক্ষম হবে-

কোর্সের শিখন ফল (CLO) ১	বাংলা ভাষা ও সাহিত্যের জ্ঞান লাভ করে তার সঠিক ব্যবহার ও বিকাশ ঘটাবে।
কোর্সের শিখন ফল (CLO) ২	বাংলা ভাষা ও সাহিত্য পাঠের মাধ্যমে ইতিহাস, ঐতিহ্য, সভ্যতা, সংস্কৃতি ও

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

কোর্সের শিখন ফলের সাথে প্রোগ্রামের শিখন ফল ম্যাপিং (Mapping Course Learning Outcomes

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1				√					
CLO2									√
CLO3				√					
CLO4				√					
CLO5				√					
CLO6									√

কোর্স উপাদানসমূহের সার-সংক্ষেপ (Course Content As Summary)

প্রথম খণ্ড

- ভাষা ও নির্মিতি

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

নির্মিতি: প্রতিবেদন বা রিপোর্ট

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

দ্বিতীয় খণ্ড

- সাহিত্য

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

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

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

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

কোর্সের শিখন ফল (CLO)	বিষয়	শিক্ষাদান- শেখার কৌশল	মূল্যায়ন পদ্ধতি
CLO ১ CLO ২	বাংলা ভাষা ও সাহিত্যের মৌলিকতা এবং বাংলা	পাঠদান ও দল ভিত্তিক আলোচনা	ক্লাস টেস্ট (ছোট প্রশ্ন, নৈর্ব্বিক, কুইজ,

	সাহিত্যের ইতিহাস		অ্যাসাইনমেন্ট)
CLO ৩ CLO ৪	বাংলা সাহিত্যের উপকরণের মাধ্যমে বাস্তবিক জ্ঞান, মানসিক বিকাশ ও সৃজনশীলতা	পাঠদান, ভিডিও উপস্থাপন ও আলোচনা, সমস্যা সমাধানের জন্য দলভিত্তিক পড়াশোনা	মৌখিক পরীক্ষা ও উপস্থাপনা
CLO ৫ CLO ৬	কর্মদক্ষতা, নৈতিক ও মানবিক মূল্যবোধ	পাঠদান, প্রশ্নোত্তর পর্ব	-

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

রুমস ক্যাটাগরি	ব্যখ্যা করো, বিশ্লেষণ করো, যথার্থতা বিচার করো, আলোচনা করো, নিরূপণ করো
ক্লাস উপস্থিতি	১০
ক্লাস টেস্ট	১০
অ্যাসাইনমেন্ট	১০
অতিরিক্ত কার্যক্রম	-

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

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

পর্যবেক্ষণ ও মূল্যায়ন (Assessment and Evaluation)

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

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

অনুসরণীয় গ্রন্থ:

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

First year second semester (1.2)

Course Code: IHC 0222-1201	Course Title: Muslim Rule in Egypt, North Africa and Spain till 1517 A.D.	Credits: 03
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Rationale of the Course

Through this course students will learn pre-Fatimid background of Egypt, Muslim conquest of Spain and rise and fall of various dynasties in the North Africa. Students will have clear idea about their reign, contribution to art, education, architecture and administration.

Course Objectives

1. Student will learn about the history of the Muslim conquests of Spain, their reign and activities, administration, art, architecture and its consequences.
2. Student will also be able to learn the history of the Fatimid in Egypt and North Africa, their reign and activities, administration, art, architecture and its consequences.
3. Student will know about who were the Mamluk in Egypt, their history, reign and activities, administration, art, architecture and its consequences.

Course Learning Outcomes (CLOs)

Upon successful completion of this course a student will be able to

1. Explain the history of the Fatimid in Egypt and North Africa, their reign, activities relation with the Umayyad and Seljuq and fall the causes and effects of the Fatimid dynasty.
2. Explain the history of the Mamluk Sultans in Egypt, their reign, activities, contribution to education, art, architecture, literature and fall the causes and effects of the Mamluk dynasty.
3. Students will learn about the history of the Muslim conquest of Spain.
4. Explain the history of Umayyad Emirates, Caliphates, petty dynasties - their reign, activities, contribution to art and architecture and fall the causes and effects of the Muslims in Spain.

Course Contents

CO	Course Contents
1	Review of sources- pre-Fatimid background of Egypt and North Africa-the Fatimid propaganda and establishment of the Fatimid dynasty by Ubaidullah al-Mahdi. The reigns of al-Qaim, al-Muiz- al-Aziz-the Fatimid power of its height- the relation of the Fatimids with the Umayyads of Spain- the Caliphate of al-Hakim- the position of the non-Muslims- the Dar-u-Hikma, the decadence of the dynasty- the later Fatimid Caliphs with special reference to the reign of al-Mustansir- the fall of the Fatimid dynasty-the relation of the Fatimids with the Seljuks- intellectual life under the Fatimids- Fatimid art and architecture.
2	The Jangiis and the Ayyubids- the Mamluks of Egypt, Rise to power, Conflict with the Ayyubids reign - The Bahri Mamluks- their rise to power- Shajar ad-Durr- Amir Izz al-Din Aybak- Sayf ad-Din Qutuz- Rukn ad-din Baibars- Qalawun's - al-Nasir ad-Din Muhammad ibn Qalawun -their reign, activities and achievement - Burji Mamluk Dynasty-Sayf-ad-Din-Barquq – Nasir-ad-Din Faraj, Saif ad-Din Barsbay – Saif ad-Din Khushqadam, Taimur Bugha, Muhammad bin Qait Bay, Tuman Bay I, Qansuh al-Ghawri- Tuman Bay II falls to Ottoman Empire under Sultan Selim in 1517 A.D. conflict with the Ottomans- - the fall of the Mamluk dynasty- Literature, art, architecture contribution of the Mamluks.
3	Review of sources-Geographical features of Spain.The pre-Muslim background of Spain- Religious, political and socio-economic conditions. The conquests of Spain by the Muslims. The period of the Independent governors- The battle of Toulouse, civil war and the Arab tribes –The battle of Tours and its importance. The foundation of the Umayyad Emirate by Abdur Rahman I, his reign, causes of

	his success, activities and achievements. The successors of Abdur Rahman I- Hisham I-his reign and activities, introduction of Maliki doctrines in Spain- Hakam I-his reign, achievement and Faqaha movement. Abdur Rahman II, his reign, activities, courtiers, achievement - the movement of the Zealots. Muhammad I- his reign, activities, rise and fall of Umar bin Hafsun- Mundhir-his reign and activities, achievement. Abdullah- his reign, activities and achievement, rise and fall of the Independent governors.
4	Caliphate period- Abdur Rahman III- his reign, character, internal and foreign policies, splendor of his reign court – the reign of Hakam II- the light house of the Cordova, Hajib al-Mansur, decline and fall of the Umayyads in Spain- administration, society and economic conditions under the Umayyads. The rise of the petty dynasties- The North African invasions- the rise of the Murabites and the Muahids. The Kingdom of Granada- fall of Granada- the expulsion of the Moors from Spain. The intellectual and cultural progress in Muslim Spain- Role of Muslim culture- Art and Architecture of Muslim Spain.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	✓				✓				
CLO2							✓		
CLO3		✓							
CLO4	✓						✓		

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

Course Learning Outcomes	Teaching-learning Strategy	Assessment Strategy
CLO 1	Lecture, Discussion	Written test, Viva-Voce
CLO 2	Lecture, Seminar	Written test, Class Attendance
CLO 3	Lecture, Class test	Written test, Presentation
CLO4	Lecture, Quiz	Written test, Tutorial

Learning Materials

- Ivanow, W. : Rise of the Fatimids, Oxford University Press, London, 1942.
- Lanepoole, S. : History of Egypt in the Middle Ages, London.
- Mamour, P.H. : Polemics on the origin of the Fatimi Caliphs, Luzac & Co., London, 1934.
- Muir, W. : Mamluke or Slave Dynasty of Egypt, (1260-1517), Smith, Elder & Co., London, 1896.
- O’Leary, De Lacy : A Short History of the Fatimid Caliphate, Trubner & Co., Ltd., London, 1923
- Bertrand Louis : The History of Sapin, Part-I, London, 1965
- : Cambridge History of Islam, I & II Vols.
- : Encyclopedia of Islam both old and new edition.
- Dozy, Reinhart : Spanish Islam (English translation), Frank Cass, New impression, London, 1972.
- Hole, E. : Andalus: Spain Under the Muslims, London, 1958.
- Imamuddin, S.M. : A political History of Muslim Spain, Najmah Sons, Dacca, 1969.
- do- : Economic History of Spain under the Umayyads, Dacca, 1964.

- do- : The Influence of Spanish Muslim Civilization in Europe in Islamic Literature, London, 1956.
- do- : Some Aspects of Socio-Economic and Cultural History of Muslim Spain (711-1492), London, 1965.
- Lanepoole, S. : The Moors in Spain, The Publishers United Limited, Lahore, 1959.
- Maqqari : The History of the Muhammedan Dynasties in Spain (Eng. Translation), London, 1840-43.
- Mccabe, J. : Splendour of Moorish Spain, London, 1935.
- হিট্রি, পি.কে. : আরব জাতির ইতিহাস (জয়ন্ত সিংহ ও অন্যান্য কর্তৃক বঙ্গানুবাদকৃত) মল্লিক ব্রাদার্স, কলিকাতা, ১৯৯৯।
- আশরাফ উদ্দিন আহমেদ : মধ্যযুগের মুসলিম ইতিহাস (১২৫৮-১৮০০), বাংলা একাডেমী, ঢাকা, ১৯৭৬
- এ.এইচ.এম. শামসুর রহমান : উত্তর আফ্রিকা ও মিশরে ফাতেমীয়দের ইতিহাস, স্টুডেন্ট ওয়েজ, ঢাকা, ১৯৯৩।
- ঐ : স্পেনে মুসলমানদের ইতিহাস, স্টুডেন্ট ওয়েজ, ঢাকা, ১৯৮৬।
- মো. আলী আসগর খান : মধ্যপ্রাচ্যের ইতিহাস (১২৫৮-১৯১৪ খ্রী:), ঢাকা
- শেখ মুহাম্মদ লুৎফর রহমান : সুমন প্রকাশনী, ৫ম সংস্করণ, ঢাকা, ১৯৮০
- শেখ মুহাম্মদ লুৎফর রহমান : আরব জাতির ইতিহাস, স্টুডেন্ট ওয়েজ, ৩য় সংস্করণ, ঢাকা, ১৯৭৬
- ড. গোলাম কিবরিয়া ভূঁইয়া : উত্তর আফ্রিকা ও মিশরে মুসলিম শাসনের ইতিহাস, খান ব্রাদার্স, ঢাকা, ২০০৬
- সরকার শরীফুর ইসলাম : মুসলিম স্পেন, ইসলামিক ফাউন্ডেশন, ঢাকা, ১৯৮৭
- সৈয়দ আমীর আলী : আরব জাতির ইতিহাস, বাংলা একাডেমী, ঢাকা, ১৯৯৫।
- এম.আব্দুল কাদের : উত্তর আফ্রিকা ও স্পেনের মুসলমানদের ইতিহাস, ঢাকা
- ড. মোহাম্মাদ আজিব্বার : স্পেনে মুসলমানদের উত্থান ও পতন, দি বুক সেন্টার, ঢাকা, ২০১১
- রহমান

Course Code: IHC 0222-1202	Course Title: Muslim Rule in India (1526-1858 A.D.)	Credits: 03
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Rationale of the course

Student will understand the concept of chronological history of Muslim empire, Muslim invasion, Muslim success, achievement along with pattern of different ruler and administration. Student will come to know about political and religious conditions of the period and apprehend comparative study between modern and ancient Administration.

Course Objectives (COs)

1. Student will understand the concept and tools of sources of Indian History (1526-1858 A.D.)
2. Student will learn about the chronological development of the Muslim rule and administrative system of Indian Sub-continent (1526-1858 A.D.)
3. They will be able to understand the political, social and religious conditions of the period.
4. The students will also be learned the merits of the unity and demerits of the disharmony under the course of study.

Course Learning Outcomes (CLOs)

Upon Successful completion of this course, a student will be able to

1. Explanation of the concept and tools of sources of Indian History (1526-1858 A.D.)
2. Description about the chronological development of the Muslim rule and administrative system of Indian Sub-continent (1526- 1858 A.D.)
3. A Comparative study between ancient and modern Administration.
4. This course describes the end of the Mughal period and uprising of British rule in Indian sub-continent.

Course Contents

CO	Course Contents
1	Babur's invasion – Battle of Panipath and the foundation of the Mughal Empire. Humayun and Sher Shah, the Mughal – Afghan contest for supremacy – Causes of Humayun's failure and Sher Shah's success – Sher Shah's achievements.
2	Akbar - his political philosophy - his relation with the Rajputs - his conquests - Din-i-Illahi - his administration- character and achievements. Jahangir and his reign-Emperor Shahjahan - his character and grandeur of the court- The North West Frontier policy of the Mughals – The War of succession among the sons of Shahjahan. Aurangzeb - his character and policies - his war with the Marathas and the Shia Kingdoms of the Deccan - his responsibility for the decline of Mughal dynasty.
3	The later Mughal emperors and the downfall of the dynasty - the central structure of Mughal administration – society, art and culture of the Mughals.
4	The Battle of Plassey – The Battle of Buxar – Reforms pursued by the Muslims and Hindus - causes, events and results of the Sepoy Mutiny.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	✓					✓			
CLO2		✓							
CLO3	✓				✓				
CLO4					✓		✓		

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

Course Learning Outcomes	Teaching-learning Strategy	Assessment Strategy
CLO 1	Lecture, Discussion	Written test, Viva-Voce
CLO 2	Lecture, Seminar	Written test, Class Attendance
CLO 3	Lecture, Class test	Written test, Presentation
CLO4	Lecture, Quiz	Written test, Tutorial

Learning Materials

- Majumdar, R.C. & Dutta : An Advanced History of India Minhaj-Uddin : Tabaqat-i-Nasiri, Eng. trans., Major Raverty, Vol.I, Gilvert & Rivington, London, 1881
- Barani, Z. : Tarikh-i-Firozshahi, Asiatic Society of Bengal, Calcutta, 1862.
- Elliot & Dowson : The History of India as told by her own Historians, Vols. II-VI, London.
- Qureshi, I.H. : Administration of the Sultanate of Delhi, Karachi, Pakistan Historical Society, 4th edition, 1959.
- Haig, W & Burn, R. (ed.) : The Cambridge History of India, Vol. III, 1937
- Mahajan, V.D. : Muslim Rule in India.
- Babur, Z.M. : Babarnama, Eng. trans. by A.S. Beveridge, (Reprint) New Delhi, 1970.

Fazal, Abul : Akhbarnama, Eng. trans. by A.S. Beveridge, Asiatic Society of Bengal, Calcutta, 1912.

-do- : Ani-i-Akbari, Eng. trans. by H. Blochmann, Vol. I-III, by H.S. Jarret, Asiatic Society of Bengal, Calcutta, 1873, 1891 & 1894.

Saran, P. : The provincial Govt. under the Mughals, Allahabad, 1941.

Hasan Ibn : The Central Structure of the Mughal Empire, Lohore, 1967.

Dutta, R.C. : Economic History of India, London, 7th ed. 1950.

Griffiths, P. : The British Impact on India, London, 1952.

Hunter, W.W. : Indian Mussalmans, London, 1871.

Smith, V.A. : Modern Islam in India, London, 1948.

-do- : History of the Freedom Movement, 4 Vols. : Pakistan Historical Society, Karachi, 1961.

Tinker, H. : India and Pakistan, New York, 1972.

এ কে এম শাহনাওয়াজ : ভারত উপমহাদেশের ইতিহাস (মধ্যযুগ: সুলতানী পর্ব), ঢাকা: প্রতীক প্রকাশনা সংস্থা, ২০০২।

-ঐ- : ভারত উপমহাদেশের ইতিহাস (মধ্যযুগ: মোগল পর্ব), ঢাকা: প্রতীক প্রকাশনা সংস্থা, ২০০২।

মুহাম্মদ ইনাম উল হক : ভারতে মুসলিম শাসনের ইতিহাস (৭১২-১৯৭১), ঢাকা: সাহিত্যিকা, ২০০৩।

কিরণ চন্দ্র চৌধুরী : ভারতের ইতিহাস কথা (প্রাচীন কাল হতে ১৭০৭ খ্রী:), কলিকাতা: ওরিয়েন্টাল বুক কোম্পানী প্রা: লিমিটেড, পুনর্মুদ্রণ, ২০০৪।

এ কে এম আব্দুল আলীম : ভারতের মুসলিম রাজত্বের ইতিহাস, ঢাকা: বাংলা একাডেমী, পুনর্মুদ্রণ, ১৯৯৬।

আবদুল করিম : ভারতীয় উপমহাদেশে মুসলিম শাসন, ঢাকা: বাংলা একাডেমী, পুনর্মুদ্রণ, ১৯৮৮।

ঈশ্বরী প্রসাদ : মধ্যযুগীয় ভারতের ইতিহাস (সুলতানী আমল, ১ম খণ্ড), অনুবাদ: আরশাদ আজিজ, ঢাকা: দিব্য প্রকাশ, ২০০৩।

এ বি এম হবিবুল্লাহ : ভারতে মুসলিম শাসনের বুনয়াদ, অনুবাদ: লতিফুল রহমান, ঢাকা : বাংলা একাডেমী, ২০০৪।

Course Code: IHC 0222-1203	Course Title: History of Bengal till 1200 A.D.	Credits: 03
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Rationale of the course

This course attempt to give students acquaints with ancient Bengal, ancient peoples, customs and different aspects of ancient civilizations. By this course students should be prepared for analytical study or field works.

Course Objectives (COs)

1. Students will know about the ancient history of Bengal.
2. Students will also know the customs and rituality's about the ancient peoples.
3. This course also highlights the different aspects of ancient civilization which is needful for the students.
4. It will also help the students to get them well prepared for analytical study for course of the study.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, a student will be able to-

1. Geographical location of the ancient Bengal.
2. Description of the Janapads, Maurya age, the Gupta age.
3. History of the Pala and Sena dynasty.
4. This course includes ancient religious pattern and caste system.

Course Contents

CO	Course Contents
1	Review of sources- Geographical condition of Ancient Bengal – Janapads – Background of the name of Bengal – Origin of the Bengali Nation. Pre-historic period to Maurya Age – The Gupta Age – Post

	Gupta period and Sasanka
2	Rise of the Palas – Gopala-Dharmapala – Devapala – Mahipala – Day to day life in the Pala Empire – The fall of the Pala Empire – Dynasties of South - Eastern Bengal – The Chandras – TheVarmans – Rise of the Senas – Vijayasena – Ballalasesa – Laksmanasesa – The fall of the Sena dynasty.
3	Administration: Pre Gupta period – Period of the Guptas- Period of the Independent Vanga Rulers – The Pala Period – The Period of the Senas and other Minor Dynasties. Literature: Early Period – Literary activities during Gupta Period – Literature during the Pala Period.
4	Religion: Brahmanical Religion – Jainism – Buddhism. Architecture – Sculpture-Painting: During the Gupta, Pala and Sena Period. Society: The casts – The Brahmanas – Karana-Kayastha – Ambastha-Vadya- Others. Economic conditions: Rural settlements-Urban settlements or towns – Agriculture – Crafts and industries –Trade: Activities of Bengalis in India and outside Bengal.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO 9
CLO1	✓					✓			
CLO2							✓		
CLO3		✓							
CLO4								✓	

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

Course Learning Outcomes	Teaching-learning Strategy	Assessment Strategy
CLO 1	Lecture, Discussion	Written test, Viva-Voce
CLO 2	Lecture, Seminar	Written test, Class Attendance
CLO 3	Lecture, Class test	Written test, Presentation
CLO4	Lecture, Quiz	Written test, Tutorial

Learning Materials

- Chowdury, Abdul Momin : Dynastic History of Bengal (Asiatic Society of Pakistan, 1965).
- Majumdar, R.C. (ed.) : The History of Bengal, Vol 1, Hindu Period (Dacca: The University of Dacca, 1963).
- খান, কে এম রাইছউদ্দিন : বাংলাদেশ ইতিহাস পরিক্রমা, অষ্টম সংস্করণ. (ঢাকা : খান ব্রাদার্স এ্যান্ড কো., ১৯৯৮) ।
- চৌধুরী, আব্দুল মোমিন : প্রাচীন বাংলার ইতিহাস ও সংস্কৃতি (ঢাকা: বর্ণায়ন, ২০০২) ।
- বন্দোপাধ্যায়, রাখালদাস : বাঙ্গালার ইতিহাস: প্রথম খণ্ড (কলকাতা: দে'জ পাবলিশিং, ৩য় পুনর্মুদ্রণ, ১৪০৫) ।
- মজুমদার, রমেশচন্দ্র : বাংলা দেশের ইতিহাস: প্রথম খণ্ড (প্রাচীন যুগ) নবম সং (কলিকাতা: জেনারেল প্রিন্টার্স এণ্ড পাবলিশার্স প্রা. লি., ১৯৯৮) ।
- মুখোপাধ্যায়, ব্রতীন্দ্র নাথ : বঙ্গ, বাঙ্গালা ও ভারত (কলকাতা: প্রোগ্রেসিভ পাবলিশার্স, ২০০০) ।
- মৃধা, শহীদুল্লাহ : বঙ্গোপসাগর: মানুষ ও সমুদ্র (ঢাকা: বাংলা একাডেমী, ১৯৯৫) ।
- রায়, অজয় : বাঙালির জন্ম, আবহমান বাংলা, সম্পা. মুস্তফা নূরউল ইসলাম (ঢাকা: অন্যপ্রকাশ, ১৯৯৯)
- রায়, অসীম কুমার : বঙ্গ বৃত্তান্ত, বিদেশী পর্যটকদের লেখায় বাংলার কথা, পঞ্চম থেকে সপ্তদশ শতাব্দী (ঢাকা: দিব্যপ্রকাশ, ২০০৮)
- রায়, নীহাররঞ্জন : বাঙ্গালীর ইতিহাস: আদি পর্ব (কলকাতা: দে'জ পাবলিশিং, ৩য় পুনর্মুদ্রণ, ১৪১৬) ।

সেন, দীনেশচন্দ্র : বৃহৎ বঙ্গ: প্রথম খণ্ড (কলকাতা: দে'জ পাবলিশিং, ৩য় পুনর্মুদ্রণ, ১৪০৫)।
 স্টুয়ার্ট, চার্লস : বাংলার ইতিহাস, অনুবাদ আবু জাফর (ঢাকা: হাক্কানী পাবলিশার্স, ২০০৯)
 বাংলাদেশ এশিয়াটিক : বাংলাপিডিয়া (ঢাকা : বাংলাদেশ এশিয়াটিক সোসাইটি ২০০৩)।
 সোসাইটি

Course Code: IHC 0222-1204	Course Title: Major Religions of the World	Credits: 03
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Rationale of the course

This course provides analytical and origin of world's major theories and its evolutions. This course contains comparative studies of different religious issues, religious aspects and culture.

Course Objectives (COs)

This course deals with the theoretical perspective of concepts of particular religions like Islam, Hinduism, Buddhism, Zoroastrianism Confucianism Manichaeism and Interactions of Philosophy with religion.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, a student will be able to-

1. Students will learn the concept of the Fundamental principles of Islam.
2. This course relates different religious sects and various civilization of the world.
3. Students will be able to understand the concept of major religions and structure of religious aspects.

Course Contents

CO	Course Contents
1	Development of Religions –source of Islam - Al-Hadith and Al-Ijtihad – Fundamental principles of Islam–Concept of Allah, of Nabuwat, revealed books, angels, al-Akhirah and Taqdir – Fundamental Institutions of Islam – Salat, Saum, Hajj and Zakat.
2	Religious patterns of historic times- Religious aspects in the process of development of Civilization- Religious beliefs in Egypt, Palestine and the Fertile Crescent- Religious practices in Persia, China and India.
3	Major Religions of the World- Hinduism, Buddhism, Zoroastrianism, Confucianism, Manichaenism and Christianity-Silent features- Interaction of religious ideas Philosophy of Religion.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	✓			✓					
CLO2		✓						✓	
CLO3					✓				

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

Course Learning Outcomes	Teaching-learning Strategy	Assessment Strategy
CLO 1	Lecture, Discussion	Written test, Viva-Voce
CLO 2	Lecture, Counselling	Written test, Quiz
CLO 3	Lecture, Tutorial	Written test, Presentation

Learning Materials

- Hitti, P.K. : History of the Arabs, London, Macmillan & Co.Ltd. , 1972.
 Khuda Baksha, D.S. : Politics in Islam, Ashraf Press Ltd., Lahore, 1954.
 Muhammad Ali, M. : The Religion of Islam, Lahore, Pakistan, 1950.
 Mac Donald, D.B. : Development of Muslim Theology: Jurisprudence & Constitutional Theory, Premier Book House, Lahore, 1960.
 Shushtery, A.M.A. : Outline of the Islamic Culture, Bangalore Printing & Publishing Co. Ltd., Bangalore, 1954.
 Montgomery Watt, W : The Formative Period of Islamic Thought, University Press, Edinburgh.
 Roseenthal, E.I.J. : Political Thought in Medieval Islam, Cambridge University Press, London, 1962.
 Nadvi, Muzaffar Ud-Din : Muslim Thought and its Sources, Ashraf Publisher, Lahore, 1953.
 Hai Syed, Abdul : Muslim Philosophy, Islamic Foundation, Dhaka, 1985.
 Syed, Amir Ali : The Spririt of Islam, London, 1962.
 Arnold T.W. (ed.) : The Legacy of Islam, Oxford, 1960.
 Browne, E.G. : A Literary History of Persia, Cambridge University Press, 4 Vols, Cambridge, 1954.
 Gaudefrey : Muslim Institution, London, 1950.
 Khuda Baksha : Orient Under the Caliphs.
 Khuda Baksha : Islamic Civilization, Vols, I & II, Calcutta, 1959.
 Nicholson, R.A. : A Literary History of the Arabs, Cambridge, 1953.
 Rosenthal, E.I.J. : Political Thought in Mediaeval Islam, Cambridge, 1962.
 রশীদুল আলম : মুসলিম দর্শনের ভূমিকা, সাহিত্য সোপান, বগুড়া, ১৯৯৬।
 এম. নূর নবী : মুসলিম দর্শনের কথা, আইডিয়াল লাইব্রেরী, ঢাকা, ১৯৯৩।
 সামসুদ্দীন : ইসলামী সংস্কৃতির ইতিহাস, ইসলামিক ফাউন্ডেশন, ঢাকা, ১৯৯৪।
 সৈয়দ আমীর আলী : দ্য স্পিরিট অব ইসলাম, মল্লিক ব্রাদার্স, কলকাতা, ১৯৮৭।
 শামসুল হক : বৈপ্লবিক দৃষ্টিতে ইসলাম, ইসলামিক ফাউন্ডেশন, ঢাকা, ১৯৭৭।
 মুসা আনসারী : মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি, বাংলা একাডেমী ১৯৯৯।

Course Code: ENG 0232-02	Course Title: Introduction to English Language & Literature	Credits: 04
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Rationale of the Course:

This course aims at providing practice in reading, writing, speaking and listening skills of English. Reading skill will focus on guessing word meaning, understanding sentence meaning, scanning, skimming, general comprehension, and summarizing, writing skills will cover writing correct sentences, generating ideas, planning, and writing with good organization. Focus will be on techniques of paragraph and essay development. The course will also provide practice in listening and speaking skills. There will be some literary texts for reading also.

Course learning Outcomes (CLOs)

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

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

Course Content:

Part: A (Language)

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

Part: B (Literature)

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

Mapping of CLOs (Course Learning Outcomes) with PLOs

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

Mapping of Teaching –Learning Strategy with CLOs

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

Learning Materails

Murphy, R; *Introduction to English Grammar*, Cambridge University Press 2010.
 Nasefield, J.C; *English Grammar, part iv*, Macmillan 1956.

Leech and Svartvick; *Communicative Grammar of English*, Routledge 2013.
 Imhoof and Hudson; *From Paragraph to Essay*, 7, illustrated, reprint, Longman 1975.
 Langan, John; *College Writing Skills and Reading*, McGraw-Hill Education 2013.
 Jones, Leo; *Notions in English*, Cambridge University Press 1979.
 John, Blundel; *Functions in English*, Oxford University Press S.A 1982.
 Abram M.H. *A Glossary of Literary Terms*; Earl Mepeck, 1999.
 Kennedy X.J. *Literature: An Introduction to Fiction, Poetry and Drama*; Longman Publications. 2004.
 Gill. R. *Mastering English Literature*. Red Globe Press; 2006.
 Boulton M; *Anatomy of Fiction*; Routledge, 2014.
 Kennedy .X.J. *Introduction to Literature*; Pearson, 2015.

Course Code: IHC 0222-1205	Viva-Voce	Credits: 02
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Course objectives (COs)

1. To train the students prepare professional assignment
2. To acquire skills on professional presentation
3. Acquaint students with the proficient oral examination and critical thinking.

Course Learning Outcomes (CLOs)

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

1. Prepare a professional assignment on specific topics
2. Prepare for academic presentation
3. Prepare for professional presentation, instant critical thinking, and problem solving
4. Train them making a PowerPoint presentation.

Course Content

Students will be assigned specific topics based on curriculum of previous two semesters. Students will prepare a detailed assignment based on their assigned topics and give oral presentation before exam committee. Besides the selected topic, the student will be asked any question on the basis topic studied throughout his/her 1 year program.

Mapping of CLOs with PLOs

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

Second year first semester (2.1)

Course Code: IHC 0222-2101	Course Title: History of Bengal (1200-1576 A.D.)	Credits: 03
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Rationale of the course

Students get acquainted with dynastic history of 1200 to 1576 A.D. period which includes the golden history of the muslims of the middle ages, the subsequent history of conversion to the British colony. Students will be informed the Socio-economic and cultural development over the years under Muslim rule.

Course Objectives (COs)

The course is designed to help students— know the establishment of Muslim rule in Bengal, understand the administrative relation between Bengal and Delhi, become familiar with the

cultural development of Bengal in medieval period, learn about the decline of Muslim rule in Bengal.

Course Learning Outcomes (CLOs)

After studying the course the students will be able to—

1. The advent of Muslim conquerer under Sultanate in Bengal.
2. The beginning of Afghan rule in India and the temporary collapse of Mughal rule.
3. Explanation of interpret the social, cultural, and economic development during the rule of Ilyas Shahi and Hussain Shahi dynasty and analyze the establishment of Afghan and Mughal rule in Bengal.

Course Contents

CO	Course Contents
1	Geography and life – Muslim conquest of Bengal and the Khilji administration - Bengal under the Mamluks- the Balbani dynasty – Foundation of the Independent Sultanate in Eastern Bengal – The Ilyas Shahi Dynasty- The House of Raja Ganesh – Restoration of the Ilyas Shahi dynasty – The Habshi Rule – The Husain Shahi Dynasty of Bengal.
2	The Sher Shah Sur- Karrani and Conquest by the Mughal Empire.
3	Socio-economic life under the sultanate - Development of learning and literature- Architectural activities of the sultans.

Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, extempore speech, debate etc.	Written examination, presentation.
CLO2	Lectures with discussion sessions.	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lectures with discussion sessions.	Assignments, Class tests, Mid term) & Final Examination.

Learning Materials

Sarker J.N. (ed.) : History of Bengal, Vol.II, Muslim Period (1200-1757), Dhaka University, 1948.

Karim A. : Social History of the Muslims in Bengal (Down to 1538), the Asiatic Society of Bangladesh, Dhaka, 1959.

Rahim M.A. : Social and Cultural History of Bengal, Vol. (1201-1576), Vol.II, (1576-1757), Karachi, Pakistan Publishing House and Pakistan Historical Society, 1963, 1967.

Tarafdar M.R. : Husain Shahi Bengal, Asiatic Society of Bangladesh, Dhaka, 1965.

Charles Stewart : History of Bengal, Calcutta, 1905.

Ali, Mohammad : History of the Muslims of Bengal, Vol. 1A & 1B, Dhaka: Islamic

Mohar	Foundation Bangladesh, 2003.
আবদুল করিম	: বাংলার ইতিহাস (সুলতানী আমল), বাংলা একাডেমী, ঢাকা।
-ঐ-	: বাংলার ইতিহাস (মোগল আমল), ১ম খণ্ড, ঢাকা: জাতীয় গ্রন্থ প্রকাশন, ২০০৭।
সুখময় মুখোপাধ্যায়	: বাংলার ইতিহাসের দুশো বছর: স্বাধীন সুলতানদের আমল (১৩৩৮-১৫৩৮ খ্রি:), কলিকাতা।

Course Code: IHC 0222-2102	Course Title: British Rule in India (1757-1947 A.D)	Credits: 03
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Rationale of the course

By studying this course students will trace the tragedy and basic narrative of the British rule in India. Students will learn background of the independence movement and emergence of India and Pakistan.

Course objectives

1. The students will trace the trajectory and the basic narrative of the British rule in India.
2. The students will know the administrative setup and policies of different British rulers in India.
3. The students will track the growing socio-economic, political, and cultural discontents against the East India Company that led to the Great Uprising of 1857
4. The student will understand whether there were any changes in the dominant socio-economic, political, and cultural environment after the initiation of the British Crown Rule in India.
5. The students will understand the governance systems before and after the Great Uprising of 1857.
6. The student will learn the background of the independence movement and the emergence of two independent states –India and Pakistan.

Course Learning Outcomes (CLOs)

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

1. Describe the background, route, and history of the British rule in India.
2. Explain the *socio-economic and cultural revulsion* against the East India Company;
3. State the great uprising of 1857 and move to the direct rule of the then British Crown;
4. Explain the governance system introduced in India after the Great Uprising of 1857.
5. Evaluate the backdrop of the independence movement and the emergence of two independent states in India.

Course Contents

CO	Course Contents
1	Advent of the Europeans: The Portuguese, The Dutch, The French, The English and the other Europeans Traders -Ango-French conflict in India, The growth of the British Power in India. The Background of the Battle of Plassey and its effects and significance. The secret treaty between the East India Company with Jafor Ali Khan and Mir Kashem. The Battle of Boxer and the Dual Government System of Lord Robert Clive.
2	Judicial and Administrative Reforms of Lord Warren Hastings and Lord Cornwallis. The social, educational judicial, administrative and other reforms of Lord William Bentinck. The Doctrine of Lapse of Lord Dalhousie and its application in India. The expansion of British Dominion in India. The background of the great revolt of 1857 and the reactions to the great rising of the 1857.
3	Circumstances leading to the transfer of power from the East India Company to the British Crown. The Government of India Act 1858 and the Queen's proclamation. Lord Canning's policy of

	reconstruction in India. The Indian councils act of 1861. The Vernacular Press act and arms act 1878 of Lord Lytton. Administration of Lord Ripon: Ilbert Bill and Local government's act 1881. Financial Decentralization Act 1882 and other reforms. Lord Carzon and the Partition of Bangel 1905 and its annulment 1911 the Morely Minto reform of 1909 the Lucknow pact of 1916 the terms of Montegu Chelmsford reforms act of 1919, The Bengal pact of 1923
4	The appointment of the Simon Commision (1927) and its reaction, the Nehru Report and the All Party Conference causes of the civil disobedience Movement beginning and expansion of this movement - the assessment of the role played by Mahatma Gandhi, the round table conferences- the communal Award and Poona pact. The background of the Government of India Act 1935.
5	The Lahore resolution of 1940, and Two-Nation Theory, the Cripps Proposal and the India Quit Movement of 1942, The General Election in 1945-46 and The Cabinet Mission Plan 1946, The Background of Transfer of power, The 3rd June plan of Mount Batten, 1947, The Indian Independence Act of 1947, and the partition of India Sub continent.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO 1		✓							
CLO 2		✓							✓
CLO 3						✓			
CLO4		✓							
CLO5					✓				

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, extempore speech, debate etc.	Written examination, presentation
CLO2	Lectures with discussion	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lectures with discussion	Assignments, Class tests, Mid term) & Final Examination
CLO4	Lectures with discussion	Written examination, presentation.
CLO5	Lectures with discussion	Written examination, presentation

Learning Materials

- Ahmad Khan, A. : The founder of Pakistan, W. Heffer and sons, Cambridge, 1942.
 Rajput, A.B. : Moslem League, Yesterday and Today, Mohammad Ashraf, Lahore, 1948
 Mallick, A.R. : British Policy and the Muslims of Bengal: Bangla Academy, Bangladesh, Dacca, 1982.
 Hamid, A. : Muslim Separatism in India, A brief survey 1858-1947, Oxford University Press, Lahore, 1967.
 Bashir Ahmed Dar : Religious Thought of Syed Ahmad Khan, Islamic Institute, Lahore, 1957.

- Charles H. Himsath : Indian Nationalism and social Reform; (Princeton, Princeton University Press, New Jersey, 1964.)
- Allana, G. : Our Freedom Fighters, 1562-1947 (Karachi: Paradise Subscription Agency 3, Bonus Road), Karachi, 1969.
- Dodwel, H.H (ed.) : The Cambridge History of India, Vols. V & VI, British India 1497-1858; The Indian Empire, 1858-1918.
- Malik, H : Moslem Nationalism in India and Pakistan, Public Affairs Press, Washington D.C, 1963.
- : History of the Freedom Movement, Vol. I-IV, Published by the Pakistan Historical Society, Karachi.
- John William Kaya : A History of the Sepoy War, Longmans Green and Company London, 1996.
- Noman, M. : Muslim India: Rise and fall of the All India Muslim League, Kitabistan, Allahmad, 1942.
- Prabadh Chandra, S. : Sixty Years of the Congress, Lion Press, Lahore, 1946.
- Pakistan History Board : A Short History of Hin Pakistan, Pakistan Historical Society, Karachi, 5.
- Majumdar, R.C. : An Advanced History of India, Macmillan & Co. Ltd., London, 1946.
- Muir, R. : The Making of British India, 1756-1858 Maceston, 1915.
- Cumming, S.J. : Political India, Oxford University Press, London, 1932.
- Narendra, S.K. : The History of India (1757-1967), University of Calcutta, Calcutta, 1967.
- V.A. Smith (ed.) : The Oxford History of India, Clarendon Press, Oxford, 1958.
- Moreland, W.H. : A Short History of India, Longman, London.
- Hunter, W.W. : The Indian Musalmans, Trabner 8 Co., London, 1871.
- Roberts, P.E. : History of British India, Oxford University Press, London, 1967.
- কিরণচন্দ্র চৌধুরী : ভারতের ইতিহাস কথা আধুনিক যুগ, তৃতীয় খণ্ড, মডার্ন বুক এজেন্সি প্রাইভেট লি: কলিকাতা, ১৯৬২।
- অতুল চন্দ্র রায় : ভারতের ইতিহাস, মধ্যযুগ ও আধুনিক যুগ, মৌলিক লাইব্রেরী, কলিকাতা, ১৯৮২।
- প্রভাতাংশু মাইতি : ভারত ইতিহাস (১৭০৭-১৯০৫ খ্রি:), শ্রীদর প্রকাশনী, কলিকাতা, ১৯৯৫।
- মোহাম্মদ গোলাম রসুল : ভারতীয় উপমহাদেশে মুসলমানদের ইতিহাস, বাংলাদেশ বুক করপোরেশন, রাজশাহী, ১৯৭৩।
- জীতেন্দ্র মুখোপাধ্যায় : ভারতবর্ষের ইতিহাস, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্যদ, কলিকাতা, ১৯৯০

Course Code: IHC 0222-2103	Course Title: History of Persia and Afghanistan (1258-1800 A.D.)	Credits: 03
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Rationale of the course

Students will know the rise and foundation of Ottoman Empire, Persia's history and Afghanistan's Crisis. It will help the students to get them prepared for higher education in respective fields.

Course Objectives (COs)

1. Students will know the History of Persia (now Iran) and rise of Afghanistan and the current crisis of Afghanistan.
2. It will enhance the knowledge and skills of the students which to acquire in this programme will help them to look for their career in teaching, research, religious organizations, Government and Non-Government organizations and international social activities.
3. It will help the students to get them prepared for higher education in respective fields.

Course Learning Outcomes (CLOs)

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

1. Learn about the History of Persia.
2. Gather knowledge about the foundation, rising of Afghanistan and the crisis of Afghanistan;
3. Explore remarkable themes relating to the history of Turkey, Iran and Afghanistan and its subsequent break up to the latest situations of the said states.

Course Contents

Co	Contents
1	Historical background of Persia, Afghanistan and central Asia - The IIKhanid dynasty of Persia- Halagu Kahan- Abagha Khan – Takudar – Ghazan Khan and later IIKhanids- Other minor dynasties of Persia. The Timurids- Timur Lane, the conqueror- The successors of Timur Lane- Fall of the Timurids.
2	The Safavids of Persia- Shah Ismail- Shah Tahmaps – Shah Abbas, the Great – The later Safavids- Safavi- Ottoman relation- Fall of the Safavi dynasty - The Afsarids- Nadir Shah, the conqueror- successors of Nadir Shah and fall of the dynasty - The Zand Dynasty of Persia – Karim Khan Zand and his successors- Fall of the dynasty
3	The Qajar dynasty and the constitutional movement – Iran and World War First. Afghanistan under dynastic rule – Independent Afghanistan - The Abdali Dynasty and later development. Condition of Afghanistan in the beginning of the 19 th century – Rise of Dost Muhammad – Anglo-Russian rivalry for supremacy – contest of Herat – Treaty with India –Second Afghan war – Abdur Rahman – His internal and external policies - Habibullah Khan and his reforms.

Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, extempore speech, debate etc.	Written examination, presentation.
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.

Learning Materials

- Fisher, S.N. : Middle East, A History, Kegan Paul, London, 1965.
- Kirk, G.E. : A short History of the Middle East, New York, 1955.
- Lenczowski, G. : The Middle East in World Affairs, Cornell University Press, 1952
- Marriot : The Eastern Question.
- Gibb, H.A.R. & Brown : Islamic Society and the West , Vol. I & II. H. Encyclopaedia of Islam both old and new editions.
- Rose, E.D. : The early years of Shah Ismail, founder of the Safavid dynasty. *Journal of the Royal Asiatic Society*, London, 1896.

- Brown, E.G. : 'A Literary history of Persia' Three Vols. Cambridge, 1956.
 A'rberi, A.J. : 'The Legacy of Persia', Oxford, 1953.
 Lockheart, L. : 'The fall of the Safavid dynasty and the Afghan occupation of Persia', Cambridge University Press, 1958.
 Blew, H.W. : The Reces of Afghanistan, Calcutta, 1880.
 Hamblew, G. : Central Asia, New York, 1969.
 Malcom, J. : History of Persia, Vol. I & II, London, 1829.
 Markharm, J.R. : 'A General Sketch of the History of Persia', London, 1874.
 Frejer, W.K. & Titler : Afghanistan, A Study of Political Developments in Central and Southern Asia, Oxford University Press, 1953.
 Willber, D.N. : Afghanistan, New Haven, 1956.
 Willber, D.N. : Iran Past and Present, London, 1950.
 Hitti, P.K. : History of the Arabs, New York, 1968.
 Sykes, P.K. : A History of Persia, Vol. II, London, 1921.
 Spular, B. : The Muslim World, Mongal Age (Eng. Tran. S.R.C. Bagla) Vol. II, Netherland, 1960
 আহমেদ, আশরাফ উদ্দিন : মধ্যযুগের মুসলিম ইতিহাস, বাংলা একাডেমী, ঢাকা, ১৯৭৬।
 হক, মো. ফজলুল : আফগানিস্তানের ইতিহাস, রাজশাহী, ২০০৩।

Course Code: IHC 0222-2104	Course Title: Muslim Historiography	Credits: 03
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Rationale of the course

This course provides the method, definition, factors responsible for the growth of consciousness among the Muslims for the study of history. Students will learn evaluation of different perspective or dynastic, regional, national Muslim history.

Course Objectives

Evaluate Pre-Islamic Arabia and the Arab religious socio-cultural life. To make assessments about his life before prophethood To make assessments about period of Islam Mecca evaluate all Muslim Empire's period In this course major emphasis will be given on the origin and concept of Muslim religious thoughts like Quran, Hadith, Ijma, including Persian history perspective, from of regional by analytical and objective history writing.

Course Learning Outcomes (CLOs)

- The student is prepared to identify the fundamental features of the early religious history.
- This course helps student to understand religious aspects and comprehensive picture from other religion.
- It provides student valuable elements of perticular episode of regional, national subsequent and then history.
- Studying the course will give students a detailed understanding of Muslim historians.

Course Contents

CO	Course Contents
1	Definition, method and utility of Historiography in general and Muslim Historiography in particular. Factors responsible for the growth of consciousness among the Muslims for the study of history – Islamic and pre-Islamic elements – the role of the Quran, Hadith, Ijma' – the epigraphical records, the legends & proverbs and the classical ballads of pre-Islamic Arabia – the tradition of Persian history – writing like Khudainama.
2	Classifications of Muslim Historiography: a. Biographical history – the <i>Sirah</i> and <i>Maghazi</i> of prophet Muhammad

	<p>(sm) – the life sketches and <i>manaqib</i> of <i>sahaba</i> or companions of the prophet and important personalities – the method of transmission and preservation – <i>Dirayah</i>, <i>Riwayah</i> and <i>Asma' al-Rijal</i> – eminent <i>Sirah</i> and Maghzai transmitters – Urwa b. Zubayr, Aban b. Uthman, Abdullah b. Abu Bakar b. Hazm, Asim b. Umar b. Qatadah, Muhammad b. Shihab al-Zuhri, Muhammad b. Ishaq, Muhammad b. Umar al-Waqidi and Ibn- Sa 'd.</p> <p>b. Story-telling and tribal episodes in the from of history: khabr, geneology, tribal feuds, battle-accounts, panegries and vituperations with reference to Wahab b. Munabbih, Abid b. Shariah, Abu Mikhnaf, Awanah b. al-Hakam, Nasr b. Majahim, al-Madaini, Abu Yaqzan, Mus'ab al Zubairi, Haithum b. Adi, Abu Ubaidah.</p> <p>c. Perspective, form and format of regional, dynastic and national history-writing : special emphasis on the local histories of Damascus, Aleppo, Jazirah and Baghdad – the history-writing of the Buwahid and Saljuq periods – search for the elements of national history in <i>Futuh al-Baldan</i> and <i>Ansab al-Ashraf</i> of al-Baladhuri.</p> <p>d. Universal history-writing : An assessment of the works of al-Yaqubi, Ibn Qutaibah, al-Dinawari and al-Tabari.</p>
3	<p>Madinite and Iraqi schools of historiography: A comparative study of nature, trends, methods and objectives.</p> <p>Analytical and objective history-writing with multi-dimensional outlook : Emphasis on the works of al-Masudi, Ibn Miskawayah, Ibn Asakir, Khatib al-Baghdahi, Ibn Athir, Ibn Khallikan and Abul Faraj Ispahani. History-writing based on cause-effect relations and sociological interpretation : Ibn Khaldun and his <i>kitab al-Ibar</i>. Evolution of Persian historiography: characteristic features- Bayhaqi and Rashid ud-Din as Persian historians.</p>
4	<p>Search for the elements of history-writing at the early phase of Muslim conquest in India in the works of Arab historians – geographers like Sulayman al-Tajir, Ibn Khurdadbih, al-Masudi, al-Idrisi, Ibn Hawkal and the Chachnamah.</p> <p>History-writing of the Sultanate period – characteristic features, methods and analysis of materials – emphasis on al-Utbi, Khawjah Hasan, Nizami, Minhaj Siraj, Zia al-Din Barani, Shams Siraj Afif, Amir Khasraw, Isami and Yahya Sirhindi.</p> <p>Mughal history-writing : Analysis of Tuzuk-materials (Babar and Jahangir) for the study of Mughal history – nature and trends of historiography of the period – special emphasis on Gul Badan Begum, Abul Fazl 'Allami, Nizam al-Din Ahmad Bakhshi, Abul Qadir Badaoni, Jahangir Aftabchi, Abdul Hamid Lahori & Muhammad Saqi Mustaid.</p> <p>History-writing in the provinces (Selected – Gujrat and Bengal) : An appraisal of the works of Abul Qasim Firishta, Ghulan Hasaim Selim, Ghulam Husain Tabtabai, Munshi Salimullah, Mirza Nathan & Munshi Shiam Prasad.</p>

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO 1	✓								
CLO 2		✓						✓	
CLO 3		✓							
CLO4					✓				

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation.
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.
CLO4	Lecture, Seminar	Written examination, presentation.

Learning Materials

- Elliot & Dowson : The History of India as told by its own historians, 8 Vols. London, 1867, Reprint, New Delhi, 1981.
- Enan, M.A. : Life and Works of Ibn Khaldun, Lahore, 1962.
- Gibb, H.A.R. : Studies on the Civilization of Islam, Routledge & Kegan Paul Ltd. London, 1962, Reprint, 1969.
- Faruqi, Nisar Ahmad : Early Muslim Historiography, New Delhi, 1979.
- Hardy, P. : Historians of Medieval India, London, 1960.
- Ibn Khaldun : Al-Muqaddimah, Vol. I – III, Eng. Tran. F. Rosenthal, New York, 1958.
- Lewis, B & Holt, P. (ed.) : Historians of the Middle East, London, 1962.
- Margoliouth, D.S. : Lectures on Arabic Historians, Calcutta, 1921.
- Nizami, Khaliq Ahmad : On History and Historians of Medieval India, New Delhi, 1982.
- Rosenthal, F. : A History of Muslim Historiography, Leiden, 1952.
- Sarkar, Jagadish Narayan : History of history-writing in Medieval India, Calcutta, 1977.
- এ কে এম ইয়াকুব আলী : আরব জাতির ইতিহাসচর্চা, প্রথম প্রকাশ, ১৯৮২, নতুন সংস্করণ, অনন্যা, ঢাকা, ২০০১।
- এ কে এম ইয়াকুব আলী : বরেন্দ্র অঞ্চলে মুসলিম ইতিহাস ঐতিহ্য সময় প্রকাশন, ঢাকা ২০০২।
- মোঃ গোলাম রসুল : মুসলিম ইতিহাসচর্চা, রাজশাহী বিশ্ববিদ্যালয়, ১৯৯৪।
- মোঃ আজিজুল হক : আল্লামা জারীর তাবারী: ইতিহাস চর্চায় তাঁর অবদান, ঢাকা: ইসলামিক ফাউন্ডেশন, ২০০০।
- মোঃ আজিজুল হক : মুসলিম ইতিহাসচর্চার ক্রমবিকাশ, রাজশাহী: সেন্টার ফর ইসলামিক রিসার্চ, ২০০৯।

Course Code: HIS 0222-03	Course Title: Bangladesh Studies	Credits: 04
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Rationale of the Course

The rationale of the course is to give an outline to the students about the sources of the history of ancient, medieval and modern Bengal. This course also provides knowledge about the social, cultural and political aspects of Bangladesh.

Course Objectives (COs)

This course will intend to give an understanding to the students about historical roots of Bangladesh as an impendent state. This course will also explore in great depth political, socio-cultural

vicissitude which led to the manifestation of provincial autonomy and finally independence. It also helps students the valiant efforts of the Freedom Fighters of the Liberation War of 1971.

Course Learning Outcomes (CLOs)

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

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

Course Contents

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

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

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1									√
CLO2				√					
CLO3						√			
CLO4									√
CLO5						√			

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

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

Learning Materials

অনুসরণীয় গ্রন্থ:

মুনতাসীর মামুন ও মো. মাহবুবর রহমান	স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস
মোস্তফা কামাল	বাঙ্গালী, বাংলাদেশ ও বঙ্গবন্ধু
নীহাররঞ্জন রায়	বাঙালীর ইতিহাস : আদি পর্ব
সুখময় মুখোপাধ্যায়	বাংলার ইতিহাসের দু'শো বছর : স্বাধীন সুলতানদের আমল
মোহাম্মদ হান্নান	বাংলাদেশের মুক্তিযুদ্ধের ইতিহাস
ড. মোসা. ছায়িদা আকতার	: স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস, ঢাকা: ফেমাস বুকস, ২০২১
-----	: আওয়ামী লীগের ভাবাদর্শিক বিকাশ, ১৯৪৯-১৯৭২, ঢাকা: ফেমাস বুকস, ২০১৯
ড. মোহাম্মদ আজিবর রহমান	: রক্তক্ষণ, ঢাকা: বিশ্বসাহিত্য ভবন, ২০২১
Omar, Badar Uddin	Purba Banglar Bhasha Andolon and Tatkaleen Rajniti
1 st , 2 nd , 3 rd , 4 th and 5 th	Five-Year Plans of Bangladesh
Rao BKR V (ed.)	Bangla-Desh Economy: Problems and Prospects
M. Wazed Ali	Bangladesh Studies

Second year second semester (2.2)

Course Code: IHC 0222-2201	Course Title: Islam in South-East Asia till 1945 A.D.	Credits: 03
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Rationale of the course

This course describes the comprehensive history of pre-Islamic South-East Asia and spread of Islam there. Student will have extensive idea about colonial activities there.

Course Objectives (COs)

1. Giving an idea of the geographical setting as well as the socio-economic and cultural history of South-East Asia.
2. Informing the students about the history of the arrival and spread of Islam in South-East Asia and formation of Muslim states there.

3. Familiarizing the students in the arrival of the European merchants and establishment of their colonial rule there.
4. To inform the students of the emergence of nationalist movements and the rise of different independent Muslim states in South-East Asia.

Course Learning Outcomes (CLOs)

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

1. Students will develop a comprehensive idea about South-East Asia.
2. Learner will understand in detail about the arrival and spread of Islam in the region.
3. They will know about the European traders and their colonial activities there.
4. They will also learn about the rise of the nationalist movement and the rise of modern Muslim states there.

Course Contents

Co	Course Contents
1	The Setting- A New concept of South-East Asia, Location, Climate, Race, Culture, Early Chinese and Indian influences, Trade communication of South-East Asia with Early Arab.
2	Islam in South-East Asia- The Advent of Islam in South-East Asia, The Chronology of Islamization, The Founding of Malacca, Government and Politics in Malacca, The Splendour of Malacca.
3	The coming of the Europeans- The Portuguese conquest of Malacca, Portuguese Access to the Spice Islands, Malacca’s Warfare with Malay Neighbors, Fall of the Portuguese in Malacca, The Spaniards in the Philippines. Dutch In South-East Asia- Dutch Victory in the East Indies, Establishment of Dutch Trading Supremacy, Culture system in Java, Dutch rule in Java, Relation of the Malayan powers with the Dutch. Establishment of British Commercial Hegemony- The arrival of the English in Malay, Colonial rule of the English in Malay, The Politics, Society and Economics of Malaya since 1895 to 1941.
4	The Nationalist Movements in South-East Asia– Growth of Nationalist Movement in Indonesia, World war II and the Japanese invasion in South-East Asia, Independent Malaysia Federation.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO 1		✓			✓				
CLO 2		✓							
CLO 3					✓				
CLO4									✓

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation.
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.
CLO4	Lecture, Quiz	Written examination, presentation.

Learning Materials

- Arnol : Preaching of Islam: A History of the Propagation of the Muslim Faith, Lahore.
- Pearn, B.R. : An Introduction to the History of South East Asia, Kualalampur, Malaysia, 1965.
- Harrison, Brain : South East Asia, A short History, Macmillan & Co. Ltd. London, 1967.
- Dartford, G.P. : A Short History of Malaya, Longmans, Green and Co. Ltd., London, 1958.
- Hall, D.G.E. : A History of South East Asia, Macmillan & Co. Ltd., London, 1964.
- Sardesai, D.R. : South East Asia, Past and Present, West View Press, San Francisco, 1989.
- Khan, Munuddin Ahmed : Muslim Communities of South East Asia, Islamic Cultural Centre, Chittagong, 1980.
- Hall, P.M. & Others (ed.) : The Cambridge History of Islam, Vol. 2. Cambridge University Press, Cambridge, 1970.
- Rauf, M.A. : A Brief History of Islam, Oxford University Press, Kualalampur, 1964.
- Ibn Battuta : Travels in Asia and Africa: 1325-1354, Routledge & Kegan Pault Ltd. London, 1953. (Translated & Selected by H.A.R. Gibb)
- Ryan, N.J. : The Making of Modern Malaya, Oxford University Press, Kualalampur, 1965.
- Winstedt, Richard : The Malays: A Cultural History, Routledge & Kegan Paul Ltd., London, 1953.
- Purcell, Victor : Malaysia, Thomas & Hudson Ltd., London, 1965.
- জহর সেন : দক্ষিণ-পূর্ব এশিয়ার ইতিহাস, পশ্চিম বঙ্গ রাজ্য পুস্তক পর্ষদ, কলিকাতা, ১৯৮৫।
- মোহাম্মদ মুসা আনসারী : ইন্দোনেশিয়া ও মালয়েশিয়ার ঐতিহাসিক ক্রমবিকাশ, বাংলা একাডেমী, ঢাকা, ১৯৯৩।
- এম. শমসের আলী : মোরো সংগ্রামের ইতিহাস, রাজশাহী বিশ্ববিদ্যালয়, রাজশাহী, ২০০২।
- সত্যেন সেন : মসলার যুদ্ধ, প্রকাশ ভবন, ঢাকা, ১৩৭৫ বাং
- ড.মোহাম্মদ মুহিবউল্যাছ ছিদ্দিকী (সম্পাদিত) : আরাকানে মুসলমান: ইতিহাস ও ঐতিহ্য, চট্টগ্রাম: আরাকান হিস্টরিক্যাল সোসাইটি, ২০০০।
- ড. মো. মাহফুজুর রহমান : রোহিঙ্গা সমস্যা: বাংলাদেশের দৃষ্টিভঙ্গী, ঢাকা: ইসলামিক ফাউন্ডেশন বাংলাদেশ, ২০০৫।

Course Code: IHC 0311-2202	Course Title: Socio-Economic History of Bengal (1200-1947 A.D.)	Credits: 03
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Rationale of the course

Learner will know the spread of Islam of Bengal. This course describes the causes and effect of the Socio-economic condition of Bengal. Students will have that ability to analyse and explain the courses of the origin of the Muslims of Bengal.

Course Objectives

Learner will know the spread of Islam of Bengal. Learner will know the formation of Muslim Society in Bengal. Learner will know the socio-economic condition of the People of Bengal. Learner will know the rapid changes in the socio-economic life of the people during nineteenth century and early 20th century.

Course Learning Outcomes (CLOs)

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

5. This course analyzes the formation of the Muslim Society of Bengal.

6. Explained the cause of the origin of the Muslims of Bengal.
7. Narrated the causes behind the rapid changes of the socio-economic life of the people of Bengal.
8. The course stated the contribution of Muslim thinkers of Bengal in Muslim renaissance.

Course Contents

CO	Course Contents
1	Review of sources for the study of the subject- the socio-economic conditions of Bengal on the eve of Muslim conquest- the penetration of Islam in Bengal and its socio-economic programmes for the people of this land. The Muslim conquest of Bengal and its impact on the people- the formation of society under the Bengal sultanate- the elites, middle class and the lowest class people- Festivals and rituals of the Muslims- the role of mosques, madrasahs and khanqahs for the growth and development of Muslim society- the role of ulama, mashaikh and the sufis for the betterment of social life of the people under Bengal sultanate- Racial origin of the Muslim population and their social stratification- the educational system of the Muslims under Bengal sultanate.
2	Hindu social groups under Bengal sultanate: Brahmins, Kayasthas and other lower classes- Caste system and the rise of Dharma Thakur and vaisnavism- the rise of Hindu nobility and their participation in the social and political affairs of the country- Interaction of the social and religious ideas. Economic conditions under Bengal sultanate- Agriculture and the irrigation system- Industry- Inland and foreign trade- Import, export and the trade routes- state revenue and its disbursement- Annual fairs, hats, bazars and the daily markets- prices of the commodities- Economic conditions of Bengal in the eyes of the foreign travelers- Rural and urban life- town planning, houses and fortifications.
3	Rural and urban life under Mughal Bengal- the court life and social gathering- pastimes, amusements and recreations- social and religious festivals- the rise of neo-aristocratic and middle class- Economic conditions- Agriculture, Industry, trade and commerce.
4	Plassey and its aftermath- the socio-economic conditions of Bengal- the rise of Hindu Zamindars and the Muslim Peasantry- the traditional and western system of education and the response of the people- the Calcutta Aliya Madrasah and its role for Muslim awakening- the contributions of Syed Ameer Ali, Nawab, Abdul Latif and other Muslim elites to the social upliftment of the Muslim- the socio-economic movements such as the Farazi movement- Titu Mir’s movement- the indigo movement and the attitude of the Bengal peasantry- Caste system & the Brahmo samasj- Faqirs and Sanyasi uprising- Agriculture- Industries- Factories, trade and commerce- exports and imports- Trade centres and trade routes.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO 1					✓				
CLO 2		✓							
CLO 3						✓			
CLO4				✓					✓

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation.
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.
CLO4	Lecture, Seminar	Written examination, presentation.

Learning Materials

- Karim, A. : Social History of the Muslims in Bengal (Down to 1538), Dacca: The Asiatic Society of Bengal, 1959.
- Salahuddin, A.F. : Social Ideas and Social Changes in Bengal, 1818-35 Leiden: E.J. Brill, 1965.
- Mahmood, A.B.M. : The Revenue Administration of North Bengal, Dacca, 1970.
- Rahim, M.A. : Social and Cultural History of Bengal, Vols, I & II, Karachi, 1963, 1967.
- Kamaruddin A. : A Social History of Bengal (3rd edition), Progati Publishers, Dacca, 1970.
- Siddiquee, M.M. : Socio-Economic Development of a Bengal District: A Study of Jessore, 1883-1925, Rajshahi: Institiut of Bangladesh Studies, 1997.
- Enamul, H. : A History of Sufism in Bengal, Dhaka, 1975.
- Tarafdar, M.R. : Husain Shahi Bengal, the Aistic Society of Bengal, Dhaka, 1965.
- Sinha, N.K. : Economic History of Bengal from Plassey to the Prermanent Settlement, Vol.I, Calcutta, 1961.
- Yaqub Ali, A.K.M. : Aspects of Society and Culture of the Varendra (1200-1576), Rajshahi, 1998.
- এম.এ. রহিম : বাংলার সামাজিক ও সাংস্কৃতিক ইতিহাস, ১ম ও ২য় খণ্ড, বাংলা একাডেমী, ঢাকা, ১৯৮২।
- এ. করিম : বাংলার মুসলমানদের সামাজিক ইতিহাস (১৫৫৮ পর্যন্ত) বাংলা একাডেমী, ঢাকা, ১৯৯৩।
- আর.সি মজুমদার : বাংলার ইতিহাস, ২য় ও ৩য় খণ্ড, জেনারেল প্রিন্টার্স এন্ড পাবলিসার্স প্রাইভেট লি: কলিকাতা, ১৯৮৭।
- এম.এ. রহিম, এবং অন্যান্য : বাংলাদেশের ইতিহাস, নওরোজ কিতাবিস্তান, বাংলা বাজার, ঢাকা, ১৯৮৭।
- এন.আই. মঞ্জুর : রামমোহন রায় ও তৎকালীন বাংলার সমাজ, সমতট প্রকাশনী, বাংলা বাজার, ঢাকা, ১৯৯০।

Course Code: IHC 0222-2203	Course Title: History of the Ottoman Turks till 1789	Credits: 03
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Rationale of the course

Students should know the rise and fall of Ottoman Empire, largest empire consist of Europe, Asia, Africa continent. Students will learn current situation and crisis regarding this topic.

Course Objectives (COs)

Students should know the rise of Ottoman Empire, the one of the largest empire consists of Europe, Asia and Africa continent. It will enhance the knowledge and skills of the students which to acquire in this program will help then to look for their career in teaching, research, religion organization, Government and Non-Government organizations and international social activities. It will help the students to get them prepared for higher education in respective fields. It will help the students to get the males prepared for higher education in respective fields.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, a student will be able to-

1. Rise of the Ottoman Turks and foundation of the Ottoman state.
2. Develop a comprehensive idea invasion and expansion about the Ottoman History.
3. International relations between Turkey and Europe.

Course Contents

CO	Contents
1	Rise of the Ottoman Turks and foundation of the Ottoman state. Accession of Orkhan, his achievements- Murad I, his conquests in Europe and Asia- Byzid I, his conquest and defeat- Civil war- Muhammad, the restorer.
2	Murad II, Muhammad II, the conquest of Constantinope and its after effects- Bayzid II, his achievements- Selim I, his character- war with Persia, war with the Mamluks, conquest of Syria and Egypt.
3	The Ottoman Sultan Sulaiman, the Magnificent, his conquest, his administration. Accession of Sultan Selim III, his reforms- International relations between Turkey and Europe.

Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assesment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.

Learning Materials

- Creasy, Edward. S. : History of the Ottoman Turks, Beirut, 1961.
 Eversely, Lord : Trukish Empire, Reprint, Lahore, 1957.
 Wittek, Paul : The Rise of the Turkish Empire, R.A.S. Publication.

- do- : The Rise of the Ottoman Empire, London, 1938.
 Fisher, S.N. : Middle East, A History, Kegan Paul, London, 1965.
 Davison, Roderic, H. : Turkey, Prentice Hall, 1968.
 Kirk, G.E. : A short History of the Middle East, New York, 1955.
 Lenczowski, G. : The Middle East in World Affairs, Cornell University Press, 1952.
 Lewis, B. : Emergence of Modern Turkey.
 Marriot : The Eastern Question.
 আহমেদ, আশরাফ উদ্দিন : মধ্যযুগের মুসলিম ইতিহাস, বাংলা একাডেমী, ঢাকা, ১৯৭৬।

Course Code: IHC 0311-2204	Course Title: Economic History of Islam	Credits: 03
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Rationale of the course

Through this course student will learn Islamic Economics worldview, ownership, materialism, banking in Islamic Economy etc. This course delivers methodology of Islamic Economics.

Course Objectives (COs)

The course gives information of Islamic Economic history covers different aspects of Muslim social system and different stages in the economic myth of the origin of Islamic acquisition, distribution, revenue system including economic utility, business, banking currency, Trade, Industry and economic development, impact in various Muslim empire's periods.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, a student will be able to-

1. This course refers the comparison among the Islamic economic to other economic policy.
2. Learner will achieve the defenation of wealth, utility, revenue system, significance of Zakat.
3. Students understand the basic concepts of Muslim economic society indifferent stages. they also come to know economic history of then and now.

Course Contents

CO	Course Contents
1	Definition and scope of economics – Forms of economics and their comparison – Capitalism, Socialism, Communism and Islamic economics. Economic backdrops of the Arabs before Islam. Definition of wealth in Islam and its accessories – Means of acquisition and distribution – State control and private liberty – Industry, labour and wages.
2	Sources of state revenues and their expenditures till the end of the Abbasid Caliphate. Economic utility and significance of <i>Zakat</i> , <i>Ushr</i> , <i>Kharaj</i> and <i>al-Ghaninah</i> . The agrarian policy in Islam – the Prophet, Pious caliphs, the Umayyads and the Abbasids. <i>Baitulmal</i> – beginning and development – activities – comparison with modern state or Central Bank. Business, banking & currency – <i>Bai</i> , <i>Muzarabah</i> , <i>Murabaha</i> and <i>Musharaka</i> , the profit & the <i>riba</i> .
3	Development of agriculture and industry till the end of the Abbasid Caliphate. Trade and Commerce – items of imports and exports – the inland and international trade- the trade routes in the Arab Caliphate. Agriculture and Industrial Development in Spain and Egypt under Muslim rule. Salient features of economic development in India under the Sultans of Delhi – Development of industry and agriculture – Land reforms and taxation – Day to day economic life and price control system – Special attention on Alauddin Khalji, Muhammad b. Tughlaq,

Firuz Shah Tughlaq and Sher Shah Suri. Economic life under the Mughlas – Development of agriculture and industry – Land policy and state revenues – special attention on Akbar’ economic policy – trade and commerce – public works and the economic policy in the <i>subahs</i> . The currency, the mints and their economic impacts during the Muslim rule in India.

Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, debate, Councelling	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.

Learning Materials

Abu Yusuf	: Kitab al-kharaj, Cairo, 1362 A.H.
Aghnides, N.P.	: Muhammadan Throries of Finance, Lahore, 1961
Ali Sayed Amir	: The Spirit of Islam, London, 1922.
Hussaini, S.A.Q.	: Arab Administration, Lahore, 1962.
-Do-	: Administration under the Mughals, Luchnow, 1962.
Khuda Bakhsh	: Orient under the Caliphs Calcutta, 1920.
Lokhegard	: Islamic Taxation in the Classical period, 1950.
Imamuddin, S.M.	: Arab Muslim Administration, 1976.
-Do-	: Some Aspects of the Socio-Economic and Cultural ideas from Muslim Spain, Leiden, 1965.
Hourani, George F.	: Arab Seafaring, Princeton Uni. 1954.
Hell, Joseph	: Arab Civilization, Eng, Tr. Khuda Baksha, Lahore, 1943.
Quraishi, I.H.	: (i) Administration of the Delhi Sultanate. (ii) The Central Structure of the Mughal Empire.
Sarkar, J.N.	: Mughal Administration.
Thomas, E.	: Revenue Sources of the Mughal Empire, London, 1978.
P.K. Hitti	: History of the Arabs
ডঃ এম.এ. মান্নান	: ইসলামী অর্থনীতি: তত্ত্ব ও প্রয়োগ, ইসলামিক ইকনমিক রিসার্চ ব্যুরো, ঢাকা, ১৯৮৩।
মওলানা মুহাম্মদ আব্দুর রহিম	: ইসলামের অর্থনীতি, ঢাকা, ১৯৮৭।
মফিজুল্লাহ কবীর	: মুসলিম সভ্যতার স্বর্ণযুগ, বাংলা একাডেমী, ঢাকা, ১৯৯৮।
আবদুর রকিব ও শেখ মোহাম্মদ	: ইসলামী ব্যাংকিং তত্ত্ব, প্রয়োগ, পদ্ধতি
ইরফান মাহমুদ রানা	: হযরত উমর (রা.) এর শাসনামলে অর্থ ব্যবস্থা অনুবাদ, জয়নাল আবেদীন মজুমদার
ইরফান হবিব	: মুঘল ভারতের কৃষি ব্যবস্থা

Course Code: ICT 0611-04	Course Title: Information and Communication Technology	Credits: 04
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Rationale of the Course

To present with the foremost later innovation and to instruct understudies the fundamental concepts of computer systems.

Course Objectives (COs)

After successfully completing this course, students will-

1. Have solid establishment in understanding the fundamental concepts of distinctive computer systems.
2. Gain solid knowledge and advanced competence on computer.
3. To present the basics of computing gadgets and software.

Course Learning Outcomes (CLO)

1. Recognize the most-up-to-date innovation in an ever-changing teach.
2. Illustrate the basics of computers and computer terminology, especially with regard to individual computer equipment and computer program.
3. Analyze the essentials of computing contraptions.

Course Contents

CO	Course Content
	<p>Computer Basics: Introduction to Studying Computers, History and development of Computers, Generation of Computers, Types of Computers.</p> <p>Computer Hardware and Peripherals: Basic Units of Computer Hardware, Keyboard, Mouse, Internal structure of CPU, Functions of RAM, ROM and Cache memory, Basic functional mechanism of HDD and CD-ROM, Different types of Monitors, Impact and Non-impact Printers, Scanner, Plotter, Typical Computer specifications.</p> <p>Software: Classifications, System software, Operating system concepts and importance, components and basic functions of DOS, Windows operating system, Application software's and Utility programs, Computer Virus.</p> <p>Data Processing: Concepts of Data, Information, and Database, Traditional File Processing, and DBMS.</p> <p>Computer Networks: Computer networks and its goals, Basic concepts on LAN, MAN, WAN and Internet systems, Internet services, Functions of Modem in Internet.</p>
	Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning Outcomes (PLOs)

CLO No.	Course Learning Outcomes (CLO)	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	Recognize the most-up-to-date innovation in an ever-changing tech.	C1		✓	✓					
CLO2	Illustrate the basics of computers and computer terminology, especially with regard to individual computer equipment and computer program.	C2		✓						
CLO3	Analyze the essentials of computing contraptions.		C4		✓					

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

Supplementary Reading:

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

Course Code: IHC 0222-2205	Viva-Voce	Credits: 02
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Rationale of the course

At the end of the second year examination, the oral examination method has been organized to improve the student’s present merit in the light of the subject read. So that students can prepare themselves for future competitive exam.

Course Objectives (COs)

1. Student will learn dynastic history of Bengal and social, cultural and economic development of prevailed duration.
2. The student will trace the trajectory and the basic narrative of the British rule in India
3. Informing the students about the history in south East Asia, Ottoman empire, Persia and Afghanistan.

Course Learning Outcome (CLOs)

1. Impact of studying all courses will reflect the history of colonialism and independent.
2. This specific topic will make student prepare for life time teaching and instant skill
3. Throughout this program students will be trained enough presentation professional and being and academician.

Course Content

Assigned topic makes students initially prepared for various issue studied such as history of Bengal, British rule in India, history of Persia and Afghanistan, South East Asia, Ottoman Empire, Muslim historiography for prosperous life.

Mapping Course Learning Outcomes (CLOs) with the PLOs

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

Third year first semester (3.1)

Course Code: IHC 0222-3101	Course Title: History of Bengal (1576-1857 A.D.)	Credits: 03
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Rationale of the Course

This course helps students learn about the history of Bengal. It gives an idea of the political and social situation of Bengal, especially during the Mughal and Nawabi period. The policy of the British in Bengal and the Anti-British movement.

Course Objectives

The course is designed to help students— learn about the establishment of British colonial rule in Bengal, know about the various rebellions against the British rule in Bengal, become familiar with emergence and development of the political parties during the British colonial rule in Bengal.

Course Learning Outcomes (CLOs)

After completing the course the students will be able to—

1. Students will know details about Mughal rule in Bengal.
2. Through his course pupil will learn about the period of decline of Mughal Empire, British invasion and direct rule.

3. This course analyze the impact of the British colonial rule on economic and social changes in Bengal assess the contributions of social reformers of Bengal.

Course Contents

CO	Course Contents
1	Early Muslim contact with Bengal.
2	The Mughal conquest of Bengal-The Bara Bhuiyas-Isha Khan- Musa Khan & Others. Bengal under Jahangir- Islam Khan- Qasim Khan and others. Bengal under Shahjahan- The Portuguese in Bengal, Conflicts with Assam and Arakan. Bengal under Aurangzeb- Mir Jumla, Shaista Khan. Bengal under the Nawab- Murshid Kuli Khan, Sarfaraz Khan, Alivardi Khan, Nawab Siraj ud-Daula- The battle of Plassey-Battle of Baxur.
3	Bengal under the English East India Company- The question of Dewani- The Revenue Policy- Reforms under the East India Company. Education Policy of the British East India Company. Rise of Fakirs and Saiinyáisis- Peasant uprising. Muslim Reform Movement-The Faraigi Movement, the Jihad.

Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.

Learning Materials

Ali, Mohammand	: History of the Muslims of Bengal, Vol-1A & 2B
Mohar	
Gopal, Ram	: How the British Occupied Bengal
Sinha, N.K	: History of Bengal (1757-1905)
Sinha, D.P	: The Education Policy of the East India Co. in Bengal
এম.এ রহিম	: বাংলার মুসলমানদের ইতিহাস (১৭৫৭-১৯৪৭)
এম.এ রহিম ও অন্যান্য	: বাংলাদেশের ইতিহাস
আব্দুল করিম	: বাংলার ইতিহাস (মোগল আমল) ১ম খণ্ড

Course Code: IHC 0222-3102	Course Title: History of Modern Europe (1789-1919 A.D.)	Credits: 03
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Rationale of the Course

It is essential for students to study this course to learn more about the history of Europe. The French Revolution, the Russian Revolution, the political life of Napoleon Bonaparte, the unification of Italy, the unification of Germany, the spread of domination among the great powers of Europe and the First world war.

Course Objective

This objective of the course is to present before the students the course of the European history from the beginning of colonialism and imperialism During the commercial age of the 17th and 18th centuries the nature of competition and conflict in between the European Powers and its impact the rise of Russia rise of Prussia will be given adequate attention. It will also touch every aspects of events prelude to the French Revolution and European Revolution of 1848. It thus makes a bridge between the medieval Europe and Post 1789 European events. In this course the students will learn about the great explosion of the European Revolution of 1848 and its effects on Europe, the world war I and its effects and the Paris Peace Conference and Settlements and the rise of new nation states the Russian Revolution of 1917 and its effects Rise of Fascism in Italy and Nazism in Germany-aggressive foreign policy-circumstances leading to world war 1 and results of the war.

Course Learning Outcomes (CLOs)

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

1. Develop their idea about the course of European history towards the end of the eighteenth century and the circumstances leading to the French Revolution of 1789.
2. Explore after effects of the French Revolution and some other subsequent revolution and their aftermath development.
3. Review the course of imperialistic and colonial competition with their impact.
4. Explain the circumstances leading to the Great Catastrophe of 1914 and its aftermath development till 1919.

Course Contents

CO	Course Contents
1	Europe towards the end of 18 th century – The Ancient Regime – Factors responsible for the outbreak of the French Revolution of 1789. The Revolution in France, the National Assembly, the Constituent Assembly, the Convention, the Directory, the Consulate. The Rise of Napoleon, French – European War, Reforms of Napoleon, The Continental system, Fall of Napoleon.
2	The Congress of Vienna, territorial settlements, The Congress system and its failure. Restoration of the Bourbons – The July Revolution of 1830 – The Orleans Monarchy, Metternich’s system, his supremacy over Germanic Confederation – The Revolution of 1848 – its different characters and different results. Industrial Revolution and As implications.
3	Second Republic in France, Louis Napoleon, Second Empire, Internal and External Policies of Napoleon III – The Risogemento, Mazzini and Cavour & Garibaldi the unification of Italy. Germany after the Vienna settlements – The Rise of Prussia – Unification of Germany under the Leadership of Bismarch.
4	Rise of Modern Europe : the rise of nation – states after the weakening of the authority of he Roman catholic church – the conslidation of the nation-states- Pre-Industrial economy – Industrial Revolution & its influence – internal and international politics – Germany – the difference in the economic and social organization between Germany east and west of the Elbe – Economic rivalry and the colonial policy – the system of alliances – its origin and development – testing of the alliances in international crisis – World war I – its effects.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO 1		✓		✓					
CLO 2		✓				✓			
CLO 3					✓	✓			
CLO4			✓			✓			

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.
CLO4	Lecture, discussion.	Written examination, presentation, Viva-Voce

Learning Materials

- Bury, J.P.T. : France (1814 – 1940).
 Grant, A.J. & Temperly, H. : Europe in the 19th and 20th centuries, London, 1956.
 Markham, F.M.H. : Napoleon and the Awakening in Europe, 1954.
 Monsorgh, N. : The Coming of the First World War (1878-1914).
 Marston, F.S. : The Peace Conference of 1919.
 Seton Watson, W.R. : Disraeli, Gladstone and the Eastern Question – A Study in diplomacy and party politics, 1935.
 Thomson, D. : Europe since Napoleon, London, 1958.
 Thomson, J.M. : The French Revolution, Oxford, 1943 & Napoleon Bonaparte, his rise fall, 1952.
 Taylor, A.J.P. : The Struggle for the Mastery in Europe (1848-1918).
 Marston, F.S. : The Peace Conference of 1919.
 খান, আলী আসগর : আধুনিক ইউরোপের ইতিহাস (১৭৮৯-১৯১৯), বাংলা একাডেমী, ঢাকা, ১৯৮৩
 অতুল চন্দ্র রায় : আধুনিক ইউরোপের ইতিহাস (১৭৮৯-১৯৩৯) মল্লিক লাইব্রেরী, কলিকাতা, ১৯৯৫।
 কিরণ চন্দ্র চৌধুরী : আধুনিক ইউরোপ (১৬৪৮-১৮৭০), মডার্ন বুক এজেন্সী প্রাইভেট লিমিটেড, কলিকাতা, ১৯৮৫।

Course Code: IHC 0222-3103	Course Title: Development of Muslim Administration	Credits: 03
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Rationale of the Course

As a student of the department of Islamic History and Culture, it is very important to take this course. Because the lessons learned in this course will enrich the body of knowledge about the evolution of Muslim administration, especially the administration of the time of Hazrat Muhammad (S), the Umayyad era, the Abbasid era and the administration of the Sultanate and Mughal period in India.

Course Objectives (COs)

Student will know about the Pre-Islamic political institution of Arabia and their impact upon Muslim Administration. Student will know about the administrative system of the Islamic state

under the prophet (sm.) and the Pious Caliphs. Student will learn about the chronological development of the Muslim administration till 1258 A.D.

Course Learning Outcomes (CLOs)

Upon Successful completion of this course a student will be able to-

1. Explain the administrative system of the pre Islamic Arabia and its impact upon the Muslim administration, describe about the based administration.
2. Better understand of the different sectors of the Islamic administration.
3. Make a comparative study with the modern Administration.

Course Contents

CO	Course Contents
1	Administrative practices of the Pre-Islamic Arabs: (a) Tribal Govt. of the Arabs. (b) Govt. of Macca, Madina and other cities, (c) Their impact upon Muslim administration. Administration under the Prophet and the Pious Caliphs : (a) Constitutional position of the Prophet at Madina, (b) Nature of the Prophet’s administration, (c) The Shura and its application, (d) The conception of sovereignty, (e) The Prophet’s civil administration, (f) The army, (g) The judiciary and the revenue, (h) Origin and development of the Caliphate, (i) Rule of succession of the pious Caliphs, (j) The civil, military, revenue and judicial administration of the Pious Caliphs.
2	Administration under the Umayyads : (a) Nature of administration, (b) The Central and Provincial administration, (c) The army, (d) The judiciary and the police, (e) The revenue, (f) Growth and development of the Arab navy, (g) Reforms of Umar bin Abdul Aziz. Administration under the Abbasids : (a) Nature of administration, (b) Origin and development of Wazirat, (c) The Central and Provincial administration, (e) The army, (d) The revenue (f) The judiciary, (g) The Police and the Hisbah.
3	Administration of the Sultans of Delhi : (a) Relation Between the Caliphate and the Sultanate, (b) Nature of Administration, (c) The Central and Provincial Administration, (d) The Army, (e) The Revenue and the Agrarian policy, (f) The judiciary, (g) The police and the Hisbah, (h) Reforms of Alauddin Khalji and Firoz Shah Tughlaq, (i) Sher Shah’s Administration. Administration under the Mughals : (a) Nature of Administration (b) The Central Administration (c) Provincial and Local Government (d) The Army (e) The Revenue and the Agrarian Policy, (f) The Judiciary

Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
	Lecture, Tutorial	Assignments, Class tests, Mid

CLO2		term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.

Learning Materials

- Arnold, T.W. : The Caliphate, Lahore, 1965.
- Aghnides, N. : Mohammedan Theories of Finance, Premier Book House, Lahore, 1961.
- Hamidullah Muhammad : Muslim conduct of State, Ashraf Publication, Lahore, 1953.
- Hussaini, S.A.Q. : Arab Administration, Ashraf Publication, Lahore, 1961.
- do- : Construction of the Arab Empire, Orientalia, Lahore, 1954.
- Imamuddin, S.M. : Arab Muslim Administration, Karachi, 1976.
- Khuda Baksha : Politics in Islam, Ashraf Publication, Lahore, 1954.
- Levy, R. : The Social Structure of Islam, Cambridge University Press, Cambridge, 1957.
- Rosenthal, E.I.J. : Political Thought in Mediaeval Islam, Cambridge University Press, Cambridge, 1958.
- Sherwani, H.K. : Studies in Muslim Political Thought and Administration, Lahore : Muhammad Ashraf, 1945.
- : Encyclopaedia of Islam (both old and new editions)
- Aziz, Abdul : The Mansabdari System and the Mughal Army, Allahabad, 1941.
- Akbar, Muhammad : Administration of Justice by the Mughals, Lahore, 1948.
- Bernier, F. : Travels in the Mughal Empire, London, 1914.
- Husaini, S.A.Q. : Administration under the Mughals, Dacca, 1962.
- Ibn Hasan : The Central Structure of the Mughal Empire, Oxford, 1936.
- Irvine, W. : The Army of the Indian Mughals, London, 1903.
- Moreland : India from Akbar to Aurangzeb, London, 1923.
- Qureshi, I.H. : Administration of the Sultanate of Delhi, Pakistan Historical Society, Karachi, 1958.
- Tripathi, R.P. : Some Aspects of Muslim Administration, Allahabad, 1959.
- Tomas, E. : Revenue Sources of the Mughals Empire, London, 1878.
- Sarker, Jadu Nath : Mughal Administration, Calcutta, 1920.
- Saran, P. : The Provincial Government of the Mughals, Allahabad, 1941.
- মুহাম্মদ আলী আসগর খান : মুসলিম প্রশাসন ব্যবস্থার ক্রমবিকাশ, বুকস্
- মোখলেছুর রহমান ও শেখ : প্যাভিলিয়ন, রাজশাহী, ১৯৮১।
- মুহাম্মদ লুৎফর রহমান

Course Code: HUM 0223-05	Course Title: Normative and Meta Ethics	Credits: 04
1.	Introduction to the Course	
	Ethics is a branch of philosophy which study human conducts and evaluate them in terms of ethical standard and moral values. The question of what is right', 'what is wrong', 'what is good', 'what is bad', are the core concern of ethics. This course is concerned with the fundamental ethical questions related to human life and it is designed to provide students basic knowledge on morality, values and ethical behavior.	

2.	<p>Course Objectives The specific objectives of this course are:</p> <ol style="list-style-type: none"> 1. To acquire basic knowledge on moral values and ethical standards; 2. To develop awareness of virtues and vices, moral and immoral actions; 3. To provide knowledge about the ethical standards of action; 4. To develop fellow feeling among the students through moral motivation; 5. To develop eagerness to be a good citizen through moral motivation.
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3.	Course Learning Outcomes (CLOs)
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After successful completion of the course, the students will be able to-

CLOs	Course Learning Outcomes
CLO 1	Define normative ethics and distinguish between normative ethics and other branches of ethics, relate ethics to metaphysics, religion and psychology.
CLO 2	Define moral, immoral and non-moral actions, compare among desire, motive and intention and apply postulates of morality in various cases.
CLO 3	Assess both subjective ethical relativism and objective ethical absolutism, distinguish between psychological and ethical egoism, point out some differences between the approaches of Bentham and Mill, state the consequences of hedonism, explain Kant's notion of the good will, and Kant's two versions of the categorical imperative.
CLO 4	Define and distinguish between various kinds of moral concepts such as moral evil, vice, sin and crime etc. and also able to argue in favor and against theories of punishment.
CLO 5	Explain the meaning of virtue, distinguish between Plato and Aristotle's concept of virtue, and explain Aristotle's conception of virtue, including his doctrine of the golden mean. Aristotle's conception of virtue, including his doctrine of the golden mean and also able to state different stages of moral life

4. Course Contents:

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

	moral progress.
CLO5	Unit 7 (Meta-ethics and main theories of meta ethics): Definition of meta-ethics, Non-naturalism, Emotivism, Prescriptivism, Multi-functionalism, Descriptivism

5. Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1								✓	
CLO 2								✓	
CLO 3								✓	
CLO 4								✓	
CLO 5								✓	

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

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

12. Learning Materials

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

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

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

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

Jadunath Sinha (2001) *A Manual of Ethics*, New Central Book Agency (P) Ltd. Calcutta,
 John S. Mackenzie (1961) *A Manual of Ethics*, University tutorial Press Ltd. London,
 John Stuart Mill, *Utilitarianism* (1863), Batoche Books Limited, Canada
 William Lillie (1957) *An Introduction to Ethics*, Methuen & Co, Ltd, London,

কোর্সের পরিচিতি

নীতিবিদ্যা হল দর্শনের একটি শাখা যা মানুষের আচরণ অধ্যয়ন করে এবং নৈতিক মান এবং নৈতিক মূল্যবোধের পরিপ্রেক্ষিতে তা মূল্যায়ন করে। ‘কোনটা সঠিক’, ‘কোনটা ভুল’, ‘কোনটা ভালো’, ‘কোনটা খারাপ’, সেই প্রশ্নগুলো হল নৈতিকতার মূল উদ্দেশ্য। এই কোর্সটি মানব জীবনের সাথে জড়িত মৌলিক নৈতিক প্রশ্নগুলির সাথে সম্পর্কিত এবং এটি শিক্ষার্থীদের নৈতিকতা, মূল্যবোধ এবং নৈতিক আচরণ সম্পর্কে প্রাথমিক জ্ঞান প্রদানের জন্য ডিজাইন করা হয়েছে।

কোর্সের উদ্দেশ্য

এই কোর্সের নির্দিষ্ট উদ্দেশ্য হলো-

১. - নৈতিক মূল্যবোধ এবং নৈতিক মান সম্পর্কে প্রাথমিক জ্ঞান অর্জন করা;
২. - সদগুণ ও অসদগুণ, নৈতিক ও অনৈতিক ক্রিয়াকলাপ সম্পর্কে সচেতনতা গড়ে তোলা;
৩. - কাজের নৈতিক মান সম্পর্কে জ্ঞান প্রদান করা;
৪. - নৈতিক অনুপ্রেরণার মাধ্যমে শিক্ষার্থীদের মধ্যে সহানুভূতি গড়ে তোলা;
৫. - নৈতিক অনুপ্রেরণার মাধ্যমে একজন সুনামজনক হওয়ার অগ্রহ গড়ে তোলা।

শিখন ফল

এই কোর্স অধ্যয়ন শেষে শিক্ষার্থীগণ নিম্নোক্ত বিষয়ে সামর্থ্য অর্জন করবে:

১. আদর্শনিষ্ঠ নীতি বিদ্যার সংজ্ঞা এবং আদর্শনিষ্ঠ নীতিবিদ্যা ও নীতিবিদ্যার অন্যান্য শাখার মধ্যে পার্থক্যকরণ, নীতিবিদ্যাকে অধিবিদ্যা, ধর্ম এবং মনোবিজ্ঞানের সাথে সম্পর্কিত;
২. নৈতিক, অনৈতিক এবং ন-নৈতিক ক্রিয়াকলাপের সংজ্ঞাকরণ, কামনা, উদ্দেশ্য এবং অভিপ্রায়ের মধ্যে তুলনাকরণ এবং বিভিন্ন ক্ষেত্রে নৈতিকতার নীতি প্রয়োগ করতে পারবে;
৩. বিষয়গত নৈতিক আপেক্ষিকতা এবং বস্তুনিষ্ঠ নৈতিক নিরঙ্কুশতা উভয়ের মূল্যায়ন; মনস্তাত্ত্বিক ও নৈতিক অহংবোধের মধ্যে পার্থক্য করা, বেস্থাম এবং মিলের দৃষ্টিভঙ্গির মধ্যে পার্থক্য করণ, সুখবাদের পরিণতিগুলো বর্ণনা করা, কান্টের শুভ ইচ্ছার ধারণা ব্যাখ্যা করা এবং কান্টের শ্রেণিগত দুটি সংস্করণ ব্যাখ্যা করা;
৪. বিভিন্ন ধরনের নৈতিক ধারণা; যেমন, নৈতিক অনিষ্ট, অসদাচার, পাপ এবং অপরাধ ইত্যাদির সংজ্ঞা ও পার্থক্যকরণ, এবং শাস্তি সম্পর্কীয় মতবাদের পক্ষে ও বিপক্ষে যুক্তি দিতে সক্ষম;
৫. সদগুণের ব্যাখ্যা করা, প্লেটো এবং অ্যারিস্টটলের সদগুণের ধারণার মধ্যে পার্থক্য করা এবং অ্যারিস্টটলের সদগুণের ধারণা ব্যাখ্যা করা; যার মধ্যে রয়েছে সুবর্ণ মধ্যকমতবাদ এবং নৈতিক জীবনে রবিভিন্ন পর্যায়ে তা বর্ণনাকরণে সক্ষম হবে;

কোর্সের বিষয়বস্তু

ইউনিট ১ (সংজ্ঞা, পরিধি এবং আদর্শনিষ্ঠ নীতি বিদ্যার শ্রেণি বিভাগ এবং অন্যান্য শাখার সাথে সম্পর্ক): নীতিবিদ্যার সংজ্ঞা ও পরিসর; আদর্শনিষ্ঠ নীতিবিদ্যা, পরানীতিবিদ্যা এবং ব্যবহারিক নীতিবিদ্যা, নীতিবিদ্যার উৎস, অধিবিদ্যা, ধর্ম এবং মনোবিজ্ঞানের সাথে নীতিবিদ্যার সম্পর্ক।

ইউনিট ২ (বিভিন্নক্রিয়াকলাপ, মনস্তাত্ত্বিক ভিত্তি এবং অনুমান): নৈতিক, অনৈতিক এবং ন-নৈতিকক্রিয়া, নৈতিকতার মনস্তাত্ত্বিক কামনা, কামনার জগৎ এবং কামনার দ্বন্দ্ব, উদ্দেশ্য ও অভিপ্রায়, নৈতিক বিচারের প্রকৃতি ও বিষয়বস্তু।

ইউনিট ৩ (নৈতিক মানদণ্ড, নৈতিক মানদণ্ড সম্পর্কীয় বিভিন্ন মতবাদ ও দৃষ্টিকোণ): নৈতিক মানদণ্ডসম্পর্কীয় বিভিন্ন মতবাদ; বাহ্যিক বনাম অভ্যন্তরীণ নৈতিকমানদণ্ড: উপজাতির আইন, সমাজ, রাষ্ট্র এবং ঈশ্বর; সুখবাদ এবং এর শ্রেণীবিভাগ, স্বজ্ঞাবাদ, বিচারবাদ বা কৃচ্ছতাবাদ, পূর্ণতাবাদ।

ইউনিট ৪ (নৈতিক বিকারতত্ত্ব): নৈতিকবিকার তত্ত্ব; নৈতিক অনিষ্টের ধারণা, অসদাচার, পাপ, অপরাধ; শাস্তিসম্পর্কীয় বিভিন্ন মতবাদ।

ইউনিট ৫ (সদগুণের বিভিন্ন প্রেক্ষিত): সদগুণ; সদগুণের অর্থ, সক্রোটস: সদগুণই জ্ঞান; প্লেটোর সদগুণের বর্ণনা, অ্যারিস্টটলের সদগুণের ধারণা।

ইউনিট ৬ (নৈতিক অগ্রগতি): নৈতিক অগ্রগতি; নৈতিক জীবনের বিবর্তনের বিভিন্ন পর্যায় বা শর্ত; ব্যক্তির নৈতিক অগ্রগতির শর্ত; নৈতিক অগ্রগতির সম্ভাবনা।

ইউনিট ৭ (পরানীতিবিদ্যা এবং পরানীতিবিদ্যার প্রধান মতবাদসমূহ): পরানীতিবিদ্যার সংজ্ঞা, অ-প্রকৃতিবাদ, আবেগবাদ, ব্যবস্থাবাদ, বহুকার্যবাদ, বর্ণনাবাদ।

Course Code: CMG 0321-06	Course Title: Understanding Communication and Media	Credits: 04
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1.	<p>Introduction to the Course</p> <p>Communication and Media has been the core of contemporary civilization across the global. These are prime patrons of our everyday existence. Without understanding the properties, functions and effects of these processes people hardly can confront the influx of changes that tied to crumble the co room of survival and progress.</p> <p>Communication enhances relationship to the self, other and society and in therefore central to general education. Communication education improves critical thinking's, leadership skills and it is pre-requisite to one's success in personal, professional and social life.</p> <p>The media are the most influcatial system of communication which construct and circulate information and organize perception through print picture and sound. Media literacy in general is essential to enhance student's capabilities to understand media systems which are shaping the world.</p>
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1.	<p>Course Objectives</p> <p>The primary objective of this course is to orient the students to the fundamental concepts of Communication and media. The specific objectives of the course are-</p> <ul style="list-style-type: none"> To discuss the etymology of the terms communication and media and their definitions; To help the students to discover the communication nature and characteristics of communication and media; To guide the students to understand the typology and functions of communication and media and their effect on individual and society; To facilitate the students in their journey to comprehend leading theories in the respective fields; To help students acquire communication and media making skills;
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3.	<p>Course Learning Outcomes (CLOs):</p> <p>After successful completion of the course, the students will be able to-</p>
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CLO	Course Learning Outcomes
CLO 1	Develop a deeper sense about the process of communication and media and the knowledge that better explain them.
CLO 2	Explain the history, constituents, nature and characteristics of communication and media.
CLO 3	Differentiate among different forms of communication and media understand functions and effect of their two processes at individual and societal levels.
CLO 4	Critically thinking and understanding communication and media theories and can apply to interpret impacts of communication and media.
CLO 5	Interact skillfully and can make primary media products.

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

CLOs	Course Contents
CLO 1	Unit 1: Etymology and basic concepts of communication, Etymology, definition and characteristics of media, Etymology, definition and characteristics of media
CLO 2 &3	Unit 2: Definition of communication, Media typology, Media impacts/effects
CLO 3	Unit 3: Types and functions of communication, Communication skills
CLO 4	Unit 4: Theories of communication, Media theories
CLO 4	Unit 4: History of media evolution
CLO 5	Unit 5: Media making i.e. Photography, PowerPoint Presentation, video production etc.

5. Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning

Outcomes (PLOs):

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

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

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

CLO 5	Unit 5	Lecture, participatory discussion	Written test, Presentation
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7. Learning Materials

Littlejohn, Stephen; Foss, Karen (2009), "Definitions of Communication", *Encyclopedia of Communication Theory*, Thousand Oaks: SAGE Publications, Inc., pp. 296–299,

Craig, Robert T. (1999). "Communication Theory as a Field". *Communication Theory*. 9 (2): 119–161.

Ferguson, Sherry Devereaux; Lennox-Terrion, Jenepher; Ahmed, Rukhsana; Jaya, Peruvemba (2014). *Communication in Everyday Life: Personal and Professional Contexts*. Canada: Oxford University Press. p. 464.

McLuhan, Marshall (2001), *Understanding Media*, 2nd Edition, Published September, 2005 by Routledge

Carr, David (January 6, 2011). "Marshall McLuhan: Media Savant". *The New York Times*. Retrieved 2 November 2011.

Third year second semester (3.2)

Course Code: IHC 0314-3201	Course Title: Social and Cultural History of Islam till 1258 A.D.	Credits: 03
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Rationale of the Course

By studying this course as a student of the Islamic History and culture one can gain knowledge about the society and civilization of Islam. By learning about the basic human qualities of Islam, students will be able to develop in the present society life.

Course Objectives (COs)

1. The student will know about pre-Islamic Arabian society and their culture, religion and education system.
2. They will know about the Prophet's (sm) social order during his life time; the status of women and slave in Islamic rule. The reader will know about the non Muslims, Mawali and Shiubiyah movement and its impact in the society.
3. The learner will gain knowledge about the Abbasids society. The student will know about the concept of culture in Islam upto 1517 A.D.

Course Learning Outcomes (CLOs)

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

1. To give a comprehensive idea about the conditions of Pre-Islamic social status religion, and town planning and fortification, and status of the women.
2. The concept of the Islamic social structure of Prophet (sm), the charter of Madinah.
3. Knowledge about the social and cultural entity during the court life of the Umayyads (661-750 A.D.) and Abbasids (750-1258 A.D.).

Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.

Learning Metarials

Al-Baladhuri	: Futuh al-Buldan. Cairo, 1319 A.H.
Al-Khatib al-Baghdadi	: Tarikh-i- Baghdad, Baghdad, 1349 A.H.
Al-Tabri	: Tarikh al-Rusal wa al-Maluk, Leiden, 1964.
Al-Yaqubi	: Trikh, Byrut, 1379 A.H.
Levy, R.	: Social Structure of Islam, Cambridge, 1965.
Hitti, P.K.	: History of the Arabs, London, 1968.
Gibb, H.A.R.	: Studies on the Civilization of Islam, London, 1969.
Grunebaum, G.E. Von	: Islam, London, Reprint, 1961.
Ahmad, Amin	: Dhuhul Islam, Bengali Tran. Islamic Foundation, Dhaka, 1994.
মফিজুল্লাহ কবির	: মুসলিম সভ্যতার স্বর্ণযুগ, ঢাকা, ১৯৮৭।
শেখ লুৎফর রহমান	: ইসলাম, সমাজ ও রাষ্ট্র, ঢাকা।
মুসা আনসারী	: মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি, বাংলা একাডেমী, ১৯৯৯।

Course Code: IHC 0222-3202	Course Title: History of Bengal (1857-1947 A.D.)	Credits: 03
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Rationale of the Course

It is important for any student to know the history of Bangladesh. This course will provide the students to know about the British rule in India or Bengal and the anti-British movement. In particular details about the Sepoy Rebellion, Partition of Bengal and India- Pakistan partition in 1947.

Course Objectives (COs)

The students will trace the trajectory and the basic narrative of the British rule in India. The students will know the administrative setup and policies of different British rulers in India. The students will track the growing socio-economic political and cultural discontents against the East India Company that led to the Great Uprising of 1857. The student will understand whether there were any changes in the dominant socio economic political and cultural environment after the initiation of the British Crown Rule in India. The students will understand the governance systems before and after the grate uprising of 1857. The student will learn the background of the independence movement and the emergence of two independent states-India and Pakistan.

Course Learning Outcomes (CLOs)

Upon successful completion of this course the students will be able to-

1. Describe the background route and history of the British rule in India.
2. Explain the socio economic and cultural revulsion against the East India Company.
3. State the Great Uprising of 1857 and move to the direct rule of the then British Crown; explain the governance system introduced in India after the Great Uprising of 1857.

4. Evaluate the backdrop of the independence movement and the emergence of two independent states in India.

Course Contents

CO	Course Contents
1	The Great Uprising of 1857 and the role of the Muslims of Bengal - aftermath development.
2	Nawab Abdul Latif Khan Bahadur - Syed Ameer Ali - the foundation of the Indian Muslim League and its activities from 1906 to 1947.
3	The Partition of Bengal 1905 and its annulment, 1911. The Lucknow Pact, 1916- the Khilafat Movement and its consequences, the Non-Co-operation Movement, 1920-1922. A.K. Fazlul Haque in Bengal Politics – the Hindu-Muslim co-operation and the Bengal pact. The Muslim League and the Lahore Resolution : the movement for realisation of Pakistan.
4	Subhas Chandra Bose and the Azad Hind Movement. The Cabinet Mission Plan and the background of transfer of power- the partition of India, 1947

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO 1		✓		✓					
CLO 2					✓				
CLO 3				✓	✓				
CLO4						✓			

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.
CLO4	Lecture, Tutorial	Written examination, presentation

Learning Materials

Mallick, A.R. : British Policy and the Muslims in Bengal (1757-1856) Bangla Academy, Dhaka, 1977.

Sinha, N.K. : History of Bengal (1757-1905) Calcutta University, Calcutta, 1967.

Ahmed.A.F.S. Social Ideas and Social Changes in Bengal (1818-1935), E.J. Brill, Leiden, 1965.

Sinha, D.P. The Education Policy of the East India Company in Bengal, Punthi Pustak, Calcutta.

এম.এ. রহিম ও অন্যান্য : বাংলাদেশের ইতিহাস, নওরোজ কিতাবিস্তান, বাংলা বাজার, ঢাকা, ১৯৭৭।

এম.এ. রহিম : বাংলার মুসলমানদের ইতিহাস (১৭৫৭-১৯৪৭ খ্রি.), ঢাকা: আহমদ পাবলিশিং হাউজ, ১৯৮৯।

সিরাজুল ইসলাম : বাংলার ইতিহাস: ঔপনিবেশিক শাসন কাঠামো, ঢাকা: চয়নিকা, ২০০২।

Course Code: IHC 0222-3203	Course Title: History of the Ottoman Empire and Modern Turkey since 1789 A.D.	Credits: 03
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Rationale of the Course

Students will learn about the course of events that took place in the Ottoman Empire after 1789. It will enrich the storehouse of knowledge about the fall of the Turkish Empire, the Turkish nationalist movement, the role of Mostafa Kamal and the modern Turkish state.

Course Objectives (COs)

Students should know the rise of Ottoman Empire the one of the largest empires consists of Europe, Asia and Africa Continent. It will enhance the knowledge and skills of the students which to acquire in this programme will help them to look for their career in teaching research religions organizations, Government and Non Government organizations and international social activities. It will help the students to get them prepared for higher education in respective fields.

Course Learning Outcomes (CLOs)

Upon successful completion of this course a student will be able to-

1. Develop a comprehensive idea invasion about Ottoman History.
2. Explore remarkable themes relating to the history of Turkey, Iran and Afghanistan and its subsequent break up to the latest situations of the said states.
3. Gain knowledge about the emergence of a dictator in Turkey and its impact on the Muslim world, the rise of the Taliban in Afghanistan and vital role in international politics of Iran.

Course Contents

CO	Course Contents
1	History of the Ottoman Empire on the eve of the 19 th century – The age of reforms in the Ottoman empire – Selim III- Mahmud II – Tanzimat.
2	The Eastern question – Greek War of Independence – Mahmud II and Muhammad Ali Pasha of Egypt – From the Crimean War to the Treaty of Berlin- The Young Ottomans and constitutional movement – Abdul Hamid II and Pan – Islamism – The Young Turks – Their Reforms – Their Problems, Internal and External – World War-I and the Inter-war period – Secret Treaties.
3	Mustafa Kamal- Kamalism and his reforms-Democratic party rule of 1960 and impact on the Turkish politics and the Army.

Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination

CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.
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Learning Materials

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- Lewis, B. : Emergence of Modern Turkey.
- Marriot : The Eastern Question.
- Gibb, H.A.R. & Brown : Islamic Society and the West, Vol. I & II. H.
- : Encyclopaedia of Islam both old and new editions.
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- Lanepoole Stanely : Turkey, London, 1888.
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- Rose, E.D. : 'The early years of Shah Ismail, founder of the Safavid dynasty', Journal of the Royal Asiatic Society, London, 1896.
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- Lamb, H. : 'Tamerlane' New York, 1928.
- A'rberi, A.J. : 'The Legacy of Persia', Oxford, 1953.
- Lockheart, L. : 'The fall of the Safavid dynasty and the Afghan occupation of Persia', Cambridge University Press, 1958.
- Blew, H.W. : The Reces of Afghanistan, Calcutta, 1880.
- Hamblew, G. : Central Asia, New York, 1969.
- Malcom, J. : History of Persia, Vols. I&II, London, 1829.
- Markharm, J.R. : 'A General Sketch of the History of Persia', London, 1874.
- Frejer, W.K. & Titler : Afghanistan, A Study of Political Developments in Central and Southern Asia, Oxford University Press, 1953.
- Willber, D.N. : Afghanistan, New Haven, 1956.
- Willber, D.N. : Iran Past and Present, London, 1950.
- Hitti, P.K. : History of the Arabs, New York, 1968.
- Sykes, P.K. : A History of Persia, Vol. II, London, 1921.
- Spular, B. : The Muslim World, Mongal Age (Eng. Tran. S.R.C. Bagla) Vol. II, Netherland, 1960.
- আহমেদ, আশরাফ উদ্দিন : মধ্যযুগের মুসলিম ইতিহাস, বাংলা একাডেমী, ঢাকা, ১৯৭৬।
- হক, মো. ফজলুল : আফগানিস্তানের ইতিহাস, রাজশাহী, ২০০৩।

Course Code: Law 0421-07	Course Title: Introduction to Law	Credits: 04
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Course Description

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

Course Objectives (COs)

The objectives of the course are-

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

Course Learning Outcome (CLOs)

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

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

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

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

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO7	PLO 8	PLO 9
CLO1				√					
CLO2				√					
CLO3				√					
CLO4				√					

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

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

Learning Materials

Halim, Abdul.(2008) *Constitution , Constitutional Law and Politics: Bangladesh Perspective*
 Kamal , Mustafa, Justice.(1994) *Bangladesh Constitution : Trends and Issues*, University of Dhaka,p-177
 Mahajan, V.D (2006) *Jurisprudence & Legal Theory*, Eastern Book Company
 Salmond ,W. Jhon.(1966) *Salmon on Jurisprudence*
 Ministry of Law, Justice and Parliamentary Affairs, *the Constitution of the People's Republic of Bangladesh* (2017). GoB, BG Press Dhaka

Leading Cases:

Abul Ala Moududi V. Govt. of West Pakistan 17 PLD (SC) 209; PLD 1964
 Anwar Hossain Chowdhury V. Bangladesh (1989) BLD (SPL) 2
 Aruna Sen V. Bangladesh (1975) 27 DLR (HCD) 122
 Dr. Mohiuddin Farooque V. Bangladesh (1997) 17 BLD (AD)
 Habibur Rahman V. Bangladesh 26 DLR SC
 Kazi Muklesur Rahman V. Bangladesh 26 DLR (AD) 44
 S.P. Gupta V. Union of India AIR 1982 SC
 Secretary Ministry of Finance V. Masdar Hossain and Others (2000), 52 DLR (AD) 82
 (Also Additional Books, Journal Articles, Contemporary cases, materials form Websites will be discussed by the Course Teacher Concerned)

Course Code: POL 0312-08	Course Title: Introduction to International Relation	Credits: 04
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Rationale of the Course

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

Course Description

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

Course Summary

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

Course Learning Objectives (LO)

- LO1: To provide introduction knowledge of international relations of states in the world system;
- LO2: Apply theoretical tools to make sense of synchronous issues of the world.
- LO3: Examine the approaches of state and non- state actors in world politics context.

Course Learning Outcomes (CLOs)

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

- CLO1: demonstrate a familiarity with main ideas of the thinkers discussed in the subject guide;
- CLO2: evaluate the strengths and weaknesses of the arguments employed in the theories studied;
- CLO3: formulate original interpretations of the thinkers covered using the model exam/essay questions.
- CLO4: Apply themselves as think-tanks of the states.

Course Contents

CLOs	Course Contents
CLO1	Knowing the Discipline: Definition, Nature, Scope, and Evolution of IR as an Academic Discipline.
CLO1 CLO2	Actors of International Relations I: State actor: Definition, Evolution, and it’s Role, Concepts of Sovereignty, Nations, Nations –States, Current Challenges for the Westphalia Order.
CLO1 CLO2	Actors of the International Relations II: Non-State Actors in International Politics: Evolution, and It’s Role
CLO1 CLO2 CLO3	Elements of International Relations: Concept of Power: Hard, Soft and Smart Power, Emerging role of Soft Power in International Relations, National Power in IR, Balance of Power and Collective Security, Case Studies of Power through state and non-state actors.
CLO2 CLO3	Basic Theories and Perspective in IR: Realism and Non- realism, Liberalism and Neo-liberalism, Social Constructivism, Marxist Perspective of IR, Critical Theory in IR Gender and International Relations.

CLO2 CLO3 CLO4	Basic Concept in IR: Levels of Analysis, Game Theory, Geo-politics and Geo-economics, Diplomacy and Foreign policy.
CLO3 CLO4	Methodological Approaches to the Study of International Relations: The Traditionalist approach, The Behaviouralist approach of IR, Alternative critical approaches.
CLO2 CLO3 CLO4	Globalization and International Organizations: What is Globalization ?,Relevance of globalization in Contemporary IR, British Commonwealth of Nations ,The League of Nations, The UNO, Non –Aligned Movement (NAM),OIC.
CLO2 CLO3 CLO4	Engaging the World: IR and the Policy World, The First World War, The Second World, Origins of Cold War, Fall of Soviet Union.

Mapping of CLOs with PLOs

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

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

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

CLO4			
CLO3 CLO4	Engaging the World	Lecture, Case study	Written test

Learning Materials

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

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

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

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

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

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

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

Course Code: IHC 0222-3204	Viva voce	Credits: 02
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Rationale of the course

After completing third year, viva-voice program literally arranged for taking oral testify, so that student response promptly and teacher also judge.

Course objectives

1. Students will be prepared for further occupational stage.
2. Presentable for professional life.
3. Get efficiency in showing academic skills.

Course Learning Outcomes (CLOs)

1. Completion of academic oral test student will be adept in talking skills.
2. Student will swiftly handle taught subject matter which would be presented.
3. Student may present thoroughly using power-point.
4. Never less the purpose of viva examination is to make student prepared for extempore speech.

Course Content:

Third year course program are vital part of four year courses, definitely pupil explore Middle-East, Europe, History of Bangladesh, Architecture and Administration. Through viva-voice elemental knowledge about studied components will be presented.

Mapping of CLO's with PLO'S

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

Forth year first semester (4.1)

Course Code: IHC 0222-4101	Course Title: History of Bangladesh Since 1947 A.D.	Credits: 03
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Rationale of the Course

Any student must know about the history of the rise of independent Bangladesh. From this course students will learn about the history of Pakistani rule and exploitation in Bangladesh since the partition of India and Pakistan. Provide will information about the great liberation war from 1947 to 1971 the contribution of Bangabandhu Sheikh Mujibur Rahman.

Course Objectives

Students will know about geographical location and geographical features of Bangladesh. Students will know about the History of East Pakistan from 1947-1970. Students will know about the war of liberation. Students will know about history of Bangladesh since 1971 AD

Course Learning Outcomes (CLOs)

Upon successful completion of this course a student will be able to-

1. Explain gradual development of the political outlook of the Bengali Muslims.
2. Describe political domination of West Pakistan.
3. Explain the constitutional development of Bangladesh and next situation.
4. Describe the dimension of the foreign policy of Bangladesh.

Course Contents

CO	Course Contents
1	Geographical location and geographical features of Bangladesh – classification of the people – social stratification – Politicization of the people-religious outlook & religious festivals – gradual development of the political outlook of the Bengali Muslims – Impact of the Lahore Resolution in their politicization – Fight for a separate homeland and the role of the Bengali Muslims – Creation of Pakistan and its impact.
2	Political domination of West Pakistan – Language Movement – Economic disparity- Political parties in East Pakistan – Jukto Front – Election of 1954 – Constitution of 1956 – The 1958 Martial Law – constitution of 1962 – Six Point programme – Mass upsurge – The Election of 1970. The postponement of the sitting of the National Assembly – The Army Crackdown – The Genocide – the War of Liberation – Victory and the Emergence of Bangladesh
3	The Awami League regime and the Constitutional development of Bangladesh – Opposition movement – the 1975 coup and its impact – growth and development of Bangladesh nationalism – constitutional amendments – the Martial Law and the Ershad regime – Role the opposition political parties – the election process – the opposition movement and end of the dictatorial power – general election of 1991 and Parliamentary practice – the idea of Care-taker Government – the election of 1996 – the democratic progress – the general election of 2001 and its impact – the anti – government movement throughout the period.
4	The economic policy and its implementation – the Jamuna Bridge, Padma Bridge and its socio-economic effects – the dimension of the foreign policy of Bangladesh.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO 1					✓				
CLO 2		✓							
CLO 3				✓					
CLO4						✓			

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Class tests, Mid term) & Final Examination.
CLO4	Lecture, Assignment, Presentation	Class tests, Mid term) & Final Examination.

Learning Materials

- Sinha N.K. : The History of Bengal 1757-1947, University of Calcutta, Calcutta, 1967.
- Hunter, W.W. : Annals of Rural Bengal, Smith Elder & Co., London.
- Mallick, A.R. : British Policy and the Muslims of Bengal (1757-1856), Asiatic Society of Pakistan, Dhaka, 1961.
- Mascarrenhas Antuony : The Rape of Bangladesh.
- Sinha, D.P. : The Educational Policy of the East India Company in Bengal, Punthi Pustak, Calcutta.
- Sinha, N. : Economic History of Bengal, (From Plassy to the Permanent Settlement) Vol.I, Culcutta.
- Sirajul Islam (ed.) : History of Bangladesh, Vol. 1-3, Dhaka, Asiatic Society of Bangladesh, 1995.
- Muin-ud-Din, A.K. : History of the Fara'idi Movement in Bengal (1818-1906), Pakistan Historical Society, Karachi, 1965.
- Kamaruddin, A. : The Social History of East Pakistan, Crescent Book Centre, Dhaka, Bangladesh.
- রমেশচন্দ্র মজুমদার : বাংলাদেশের ইতিহাস (৩য় খণ্ড, আধুনিক যুগ), কলিকাতা, ১৯৭৪।
- এম.এ. রহিম : বাংলার মুসলমানদের ইতিহাস (১৭৫৭-১৯৪৭), আহমদ পাবলিশিং হাউস, ঢাকা, ১৯৮৯।
- সিরাজুল ইসলাম : বাংলার ইতিহাস: ঔপনিবেশিক শাসন কাঠামো, বাংলা একাডেমী, ঢাকা, ১৯৮৪।
- বদরুদ্দীন ওমর : পূর্ব বাংলার ভাষা আন্দোলন ও তৎকালীন রাজনীতি, ঢাকা, ১৯৭৪।
- সৈয়দ আনোয়ার হোসেন ও মুনতাসির মামুন : বাংলাদেশে সশস্ত্র প্রতিরোধ আন্দোলন, এশিয়াটিক সোসাইটি, ১৯৮৬।
- মাহবুব তালুকদার : বধভূমি, বাংলা বাজার, ঢাকা, ১৯৯৭।
- রফিকুল ইসলাম : একাত্তরের মুক্তিযুদ্ধ, আগমনী প্রকাশনী, ঢাকা, ১৯৯৩।
- রফিকুল ইসলাম : লক্ষ প্রাণের বিনিময়ে, অনন্যা, বাংলা বাজার, ঢাকা।

Course Code: IHC 0222-4102	Course Title: Development of Muslim Painting	Credits: 03
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Rationale of the Course

As a student of the Department of Islamic History and Culture Muslims need to know about the political history as well as the practice of creativity aesthetic. From this course students will be able to learn valuable information about the development of Muslim painting and the contribution of Muslims in painting.

Course Objectives

To demonstrate a broad overview of different theoretical and methodological approaches used by art historians. Critically assess the value of these approaches for the study of Muslim painting in Islamic era. To understand better the mixtures of Islamic and pre Islamic painting traditions that contributed to distinctive characteristics of the medieval art of the Islamic world. To develop understanding of history major styles and contemporary issues of Islamic painting.

Course Learning Outcomes (CLOs)

On successful completion of this course students should be able to-

1. Make critically understand the various difference of painting in the reconstruction of Islamic history.
2. Provide in depth critical understanding of painting as an important aspect of the socio cultural milieu of the post.
3. Be acquainted with schools of painting held in the major Muslim cities.
4. Learn to apply theories and methodologies form the field of Art history.

Course Contents

CO	Course Contents
1	The attitude of the Muslim theologians of Islam towards painting -- Factors responsible for the development of Muslim painting in spite of theological opposition -- The origin and development of Muslim painting -- The subject matters of Muslim painting.
2	Arab painting (Mosaic and Fresco) : Early Mosaic paintings at the Dome of the Rock -- The great Mosque of Damascus -- Palace of Qasr al-Minia and Khirbat al-Mafjar – Early fresco paintings at Quseir Amra and Samarra. Arab painting (Manuscript illustration): The Mesopotamian School of Painting -- Northern Iraq or Mosul School of Painting -- Syrian or Aleppo School of Painting -- Bagdad-Wasit School of Painting -- Contribution of al-Wasiti and his position in Muslim painting.
3	Fatimid Painting -- Maghreb School of Painting -- Paintings under the Mamluks. Persian Painting: Mongol School of Painting (Ilkhanid -- Jalair -- Inju -- Mozaffarid). Timurid School of Painting (Siraj and Herat) -- Contribution of Bihzad and his specialty in Muslim painting. The Safavid School of Painting -- its distinguishing features -- Riza-i-Abbasi and his contribution in Muslim painting -- Ottoman painting and its features.
4	Development of Muslim Painting in India under the Delhi Sultans -- The beginning of Mughal painting – Painting under the successive Mughal rulers. Major Styles of Muslim Calligraphy -- Kufic, Naskh, Nastaliq, Aqlam al-Sitta -- the position of calligraphers.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO 1				✓					
CLO 2							✓		
CLO 3						✓			
CLO4							✓		

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.
CLO4	Lecture, Assignment, Presentation	Class tests, Mid term, & Final Examination, Quiz

Learning Materials

- Amina, O. : Imperial Mughal Painters, Flammarion, Paris, 1992.
- Arnold, T.M. : Painting in Islam, Oxford, 1930.
- Bernard L. *et al.* : The World of Islam, Thames and Hudson, London, 1994.
- Binion, L. Wilkinson and Gray, B. : Persian Miniature Painting, Oxford, 1433.
- Brown, P. : Indian Painting under the Mughals, Oxford University press, London, 1924.
- Canby, S.R. : Persian Painting, British Museum Press, London, 1993.
- Dimand, S.M. : A Handbook of Muhammadan Art, New York, 1947.
- Ettinghausen, R. : Arab Painting, London, 1962.
- Gary, B. : Persian Painting, London, 1961.
- Khalib, A.K. : The Splendour of Islamic Calligraphy, Thames and Hudson Ltd., London, 1995.
- Martin, F.R. : The Miniature Paintings and Painters of Persia, India and Turkey, B.R. Publishing Corporation, Delhi, 1912.
- Papadopoula, A. : Islam and Muslim Art. Thames and Hudson Ltd. London, 1980.
- Rice, D.T. : Islamic Art, London, 1965.
- do- : Islamic Painting: A survey, Edinburgh, 1971.
- Ziauddin A. : A Monograph on Muslim Calligraphy, Visva-Bharati Studies No. 6. Visva-Bharati Book shop, Calcutta, 1936.
- এ বি এম হোসেন : ইসলামী চিত্রকলা, খান ব্রাদার্স, ঢাকা, ২০০৪
- এ.কে.এম. ইয়াকুব আলী : মুসলিম মুদ্রা ও হস্তলিখন শিল্প, বাংলা একাডেমী, ঢাকা, ১৯৮৯
- সৈয়দ মাহমুদুল হাসান : মুসলিম চিত্রকলা, মিল্লাত লাইব্রেরী, ঢাকা, ১৯৮৮

Course Code: IHC 0222-4103	Course Title: Modern Egypt and the North African Muslim States since 1800 A.D.	Credits: 03
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Rationale of the Course

This course will help student learn the history of modern Egypt, the Muslim countries of North Africa. The predominance of European colonial power in these countries details of the nationalist movement for independence can be learned.

Course Objectives (COs)

Students will know about Napoleon Bonaparte’s invasion and occupation of Egypt including the rise of Muhammad Ali Pasha his dynastic rule. Students will develop a strong foundation of knowledge about modern Egypt and the Sudan, South Sudan along with subsequent development over the years. It will enhance the knowledge and skills of the students which to acquire in this programme will help them to look for their career in teaching, research organization, religious intuitions and Government and Non-Government organization. It will also help the student to get them prepared for higher education in respective fields.

Course Learning Outcomes (CLOs)

Upon successful completion of this course a student will be able to-

1. Develop a comprehensive idea invasion about Napoleon Bonaparte’s invasion of Egypt. Learn about the nationalist movement of Egypt. Gather knowledge about the Suez Canal and its subsequent nationalization and after effects.
2. Explore remarkable themes relating to the history of the Sudan and its subsequent break up leading to the emergence of South Sudan as an independent state.
3. Know about the history of the Muslim contries of North Africa.

Course Contents

CO	Course Contents
1	<p>Egypt : Historical background of Egypt – Napoleon Bonaparte’s invasion of Egypt and its effects – Rise of Muhammad Ali Pasha to power – his reforms – his successors – the Suez canal – British occupation – Nationalist movement – Constitution of 1923 – Anglo-Egyption relations – the coup of 1952 – Nasserism – Nationalization of the Suez Canal, UAR – Anwar Sadat & Camp David Agreement – Husni Mubarak and later development.</p> <p>The Sudan: Anglo-Egyption condominium till independence (1899-1956)- The Sudanese Republic – Revolution and its impact – the Nile water- dispute & solution – present development.</p>
2	<p>North Africa : Geographical description and specification of areas – Arrival of the Arabs – Conquest of the Osmaniya dynasty and the European penetration.</p> <p>Libya : Nationalist Movement – Emergence of Modern Libya – Contributions of Emir Idris – Rovolutions and rise of Muammamr Gaddafi to Power – Green Revolution.</p> <p>Tunisia : The French protectorate – the Hussinid dynasty rule over Tunisia from 1881-1956 – French colonization – Nationalist Movement – Dastur Party : Old and New, contributions of Habib Bourguiba – Bourguiba’s internal and external policies – Out standing reforms – Modernization of Tunisia – The Bizerta crisis, 1961 – Revolutionary Republic and President Zainul Abedin bin Ali.</p>

3	<p>Algeria : French Occupation and colonization of Algeria – Algerian Nationalist Movement – Opposition movement of Amir Abdul Qadir – French exploitation – Struggle for independence from 1954-62 – Contributions of Farhat Abbas – Ahmed bin Bella – Yusuf bin Khedda – Houeri Boumedin – FLN – ALN – Role of French Prisedent de Gaulle – Declaration of Algerian Independence and Sovereignty in 1962 – Ahmed Ben Bella – First President (1962-65) – deposition of Ben Bella by counter revolution by Hourri Boumedin (1965-79)</p> <p>Morocco : Franco – Spanish occupation of Morocco – Agreement of 1904 and 1912 – Sharifian dynasty rule over Morocco – Morocco under Spain and France (1904-1915) – Sultan Abdul Aziz – Sultan Abdul Hafiz – Role of French Resident General – Rise of Nationalism – Revolt of Abd al-Karim 1921-26 – Role of Political Parties – Independence Movement under Sultan Muhammad V – Declaration of independence of the United Morocco – Independent Morocco’s first king Muhammad V and present king Hassan VI.</p>
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Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.

Learning Materials

- Ahmed J.M. : The Intellectual Origins of Egyption Nationalism, London, 1960.
- Baddour, A. : Sudanese-Egyption Relations, the Hague, 1960.
- Dodwell, H. : The Founder of Modern Egypt, Cambridge, 1931.
- Holt, P.M. : Egypt & the Fertile Crescent 1516-1922, A Political History, Cornell University Press, New York, 1966.
- Little, Tom : Egypt, New York, 1958.
- Mansfield, P. : Nasser’s Egypt, London, 1963.
- Refaat Bey, E. : The Awakening of the Modern Egypt, London, 1947.
- Tignor, R.L. : Modernization and Colonial Rule in Egypt, 1882-1914, Princeton, 1966.
- Vatikiotes, P.J. : The Egyption Army in Politics, Bloomington, 1961.
- Zayid, Mahomoud Y. : Egypt’s Struggle for Independence, Beirut, 1965.
- Shibeika, Mekki : The Independent Sudan, New York, 1960.
- Cremeans, Charles D. : The Arabs and the World: Nasser’s Arab Nationalist Policy, New York, 1963.
- General Allal el Fassi : The Independence Movement in Arab North Africa, Trans. Z Muserbeh, Washington, 1954.

Brewn, L.C. : State and Society in Independent North Africa, Washington, 1966.

Lenczowski, G : The Middle East in World Affairs, New York, 1961.

Rartima, I.W. : Government and Politics in North Africa, New York, 1964.

Epton, N : Oasis Kingdom, The Libyan Story, New York, 1953.

Khadduri, M : Modern Libya, A Study in Political Development, John Hopkins Press, 1963.

Norman John : Labour and Politics in Libya and Arab Africa, New York, 1995.

Anthony John : About Tunisia, London, 1961.

O’Ballance E : The Algerian Insurrection 1954-62, London, 1967.

Roy, J. : The War in Algeria, New York, 1961.

Ashfore, D.E. : Political Change in Morocco, Princeton, 1961.

-Do- : Prespectives of a Moroccan Nationalist, New York, 1964.

Landan, R. : Mohammed, King of Morocco, Rabat, 1967.

-Do- : Hassan II, King of Morocco, London, 1962.

-Do- : The Moroccans – Yesterday and Today, 1962-63.

Zartman, I W : Morocco: Problems of New Power, New York, 1964.

সফিউদ্দিন জোয়ারদার : আধুনিক মধ্যপ্রাচ্য ১ম খণ্ড, ঢাকা: বাংলা একাডেমী, ১৯৭৮।

-ঐ- : আধুনিক মধ্যপ্রাচ্য ২য় খণ্ড, ঢাকা: বাংলা একাডেমী, ১৯৮৭।

Course Code: IHC 0222-4104	Course Title: History of Modern Europe Since 1919 A.D.	Credits: 03
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Rationale of the Course

From this course will learn about important events in the history of modern Europe since 1919. Especially after the First World War, the economic recession, the Spanish Civil War, Second World War, the partition of Germany, NATO etc. will be able to know the details.

Course Objectives (COs)

Students will know about post-war I settlement. Students will know about the Spanish Civil War and its consequences. Students will learn about the foreign policy in Europe. Students will learn about World War II along with its causes and effects.

Course Learning Outcomes (CLOs)

Upon successful completion of this course a student will be able to –

1. Explain various treaties accomplished for the post-war I settlement and the period of fulfillment.
2. Describe causes and effect of the Spanish Civil war and Russia revolution 1917.
3. Explain the foreign policy of Germany in Europe from 1919.
4. Describe the causes and effect of World War II in European Union.

Course Contents

CO	Course Contents
1	The post-war I settlement-the Treaty of Versailles– the Treaty of St. Germain – the Treaty of Nuilly – the Treaty of Trianon – International relation between the wars – the priod of settlement – the period of fulfillment – the period of repudiation and revisionism
2	The Spanish civil war – Russia in world war I – the political parties in pre-revolutionary Russia – the revolution of 1917 – causes and effects – the nature of the new society as desired by the Bolshevik Government – the oppositive policy – collectivization and forced industrialization.

3	Foreign policy – Germany in between the wars – Fall of the Weimar Republic – Rise of Hitler to power – His policies – Austro – German crisis (1938) i.e. <i>Anschluss</i> – Chchoslovakian crisis & the Polish crisis – its impact – the policy of appeasement – France between the wars – security problems – Italy between the wars – Rise of Fascism – Internal and external policies of the Fascist Government.
4	World war II – its causes and effects – Post-war balance of power – origin and development of the cold war – Movement towards European integration – NATO – EEC – Balance of power – Arms race and arms control – end of the cold war and its aftermath – European Union etc.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO 1		✓							
CLO 2						✓			
CLO 3		✓							
CLO4					✓				

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.
CLO4	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination

Learning Materials

- Benns, F. Lee : Europe Since 1914 In its World setting, New York, 1962.
- Black, CE, and Helmreich, E.C. : A History of Twentieth Century Europe, New York, 1972.
- Ketelbey, C.D.M. : A History of Modern Times from 1789, Oxford University Press, Calcutta, 1973.
- Grant and Temperly : Europe in the 19th and 20th centuries, London, 1956.
- Lipson, E. : Europe in the 19th and 20th centuries London, 1960.
- Westwood, J.N. : Russia since 1917, New York, 1980.
- Wood, Anthony, M.A : Europe 1815 – 1945, London, 1964.

Course Code: BUS 0417-10	Course Title: Entrepreneurship Development and Career Education	Credits: 04
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1.	<p>Rationale of the Course</p> <p>The prime objective of this course is to introduce students to the fundamentals of Entrepreneurship Development. The purpose is to create awareness among students and motivate them to choose entrepreneurship as a career. Generating “self employment” and developing the spirit of self reliance among the individuals with special reference to youths & rural masses. Another objective is creating awareness amongst youths to make</p>
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	dreamy in entrepreneurship as career.
2.	<p>Course Objectives</p> <p>This course has been divided in two parts. Part-I describes the Self employment and part-II describe job employment. However, the overall course has been designed describing different theoretical concepts and ideas of entrepreneurship. Incorporating real life examples and make the students aware about the general procedure and mechanisms of creative, innovative entrepreneurial venturing. Make the participants understand the importance of becoming entrepreneur both from macro and micro perspectives. Introduce theories and academic discussions about entrepreneurship and economic development. Career Education encompasses career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.</p>

3. Course Learning Outcomes

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

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

4. Course Contents

CLOs	Course Contents
	Part-I: Self Employment (Formal and Informal)
CLO1&5	The Foundation of Entrepreneurship: Definition of entrepreneur and entrepreneurship, Classification of entrepreneurs, Characteristics and qualities of entrepreneur, Functions of entrepreneur, Entrepreneur vs. Manager, Entrepreneurial environment, intra-preneurship, Entrepreneurship. Modern technology used in SME, Agricultural and Farming enterprise, Online business models and start-up.
CLO3	Institutional arrangements, Theories and Models on Entrepreneurship: Psychological theories, Socio-psychological and cultural theories. Other theories, Model of entrepreneurial motivation, Assistance and entrepreneurial development cycle. SME Foundation, Chambers of Commerce, FBCCI, Industrial Policy, Jubo Unnayan training institutes, High-tech Park etc.

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

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

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1			√						
CLO2								√	
CLO3				√					
CLO4								√	
CLO5				√					

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

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

7. Learning Materials

12.1 Recommended Readings:

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

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

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

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

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

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

Forth year second semester (4.2)

Course Code: IHC 0222-4201	Course Title: Modern Iran, Afghanistan and Central Asian Muslim States since 1800 A.D.	Credits: 03
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Rationale of the Course

As a student of the department of Islamic History and culture you must know about this course. It will provide the knowledge the history of Pahlavi Dynasty, rule in modern Iran, Islamic Revolution, Modern Afghanistan and Muslim countries of central Asia.

Course Objectives (COs)

Students will be acquainted with the gradual historical development of Iran, Afghanistan and Central Asian Muslim states since early twentieth century. Studying this course allows the students to gather knowledge about the gradual development of the history of the regions in depth and to build a new way of looking at the outside world as a whole. It will also help in developing the valuable critical thinking and writing skills on the course of the history of the regions in general and the related themes in particular. Since the course bears the testimony of progressiveness and innovative it will no doubt makes the student dynamic.

Course Learning Outcomes (CLOs)

Upon successful completion of this course a student will be able to gather considerable skill to-

1. Manifest the rise of Iran and its gradual development under the Pahlavi rule and its aftermath.
2. Explicit the nature and trend of Afghan history under the monarchy and after including international intervention and its effects.
3. Interpret the historical background relating to the emergence of Central Asian Muslim states in modern times including their gradual development internally and externally. Learn how to develop historical questions relating to the gradual development of different aspects of the conceded regions.

Course Contents

CO	Course Contents
1	Iran: Rise of Reza Shah to Power – his reforms – Internal Political development – Nationalization of oil and its impact – Muhammad Reza Shah and the White Revolution – The Islamic movement – the flight of the Shah and aftermath – Iran-Iraq war & its effects – the political parties.
2	Afghanistan : Amanullah and his reforms – Growth of nationalism – the third Afghan war – Anglo-Afghan Treaty of 1921 – Internal problems – reforms – foreign affairs – rebellion against Amanullah – Bachha-i-Saquo – Nadir Shah- his rule – internal political development – World War II and after – Fall of the Monarcy – the Republican Afghanistan – problems and prospects – communist menace – Daud Khan and later developments – the Mujahideen and the Taleban Movement – the present picture – The US role in the Crisis.
3	Central Asian Muslim States: Central Asia-Land and peoples-Political condition of central Asian states in 19th and first half of 20th centuries-Condition of central Asian Muslim states under Soviet rule-Emergence of independent states-Political, developments in independent Central Asian Muslim States : 1. Tajikistan 2. Turkimenistan 3. Kazakhstan 4. Kirgizistan 5. Uzbekistan 6. Azerbaijan.

Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.

Learning Materials

Avery, Peter	: Modern Iran, London, 1965.
Banani, Amin	: The Modernization of Iran (1921-1941), Standford Universtiy Press, Standford, 1961.
Browne, E.G.	: The Persian Revolution, Cambridge University Press, Cambridge, 1910.
-do-	: Literary History of Persia, Cambridge University Press, Cambridge, 1951.
W.K. Fraser Tytler	: Afghanistan (London: Oxford University Press, 1953)
Dani, A.H.	: Central Asia Today.
Hyman, Anthony	: Afghanistan under Soviet Domination 1964-91, London, 1992.
Misra, K.P.	: Afghanistan in Crisis, New Delhi, 1981.
Ojalili, R. & others (ed.)	: Tazikistan: The Trails of Independence.
Anderson, M.S.	: The Eastern Question, London, 1966.
Prince Philips, M.	: A History of Turkey, London, 1956.
Fisher, S.N.	: The Middle East, A History, Routledge & Kegan Paul, London, 1960.
Imamuddin, S.M.	: A Modern History of the Middle East and North Africa, Vol. I & II.
Luke Harry	: The Making of Modern Turkey, London, 1936.
Peretz, Don	: Middle East Today, Rinehart & Winston, London, 1936.
Toynbee & Kirkwood	: Turkey.
Toynbee, J.	: Survey of International Affiars, O.U.P. 1972.
মো. মাইনুল আহসান খান	: সমকালীন মুসলিম বিশ্ব, ইসলাম ও বাংলাদেশ (ঢাকা: বিশ্ব সাহিত্য ভবন, ১৯৯৮)।
কৌশিক, দেবেন্দ্র	: আধুনিক মধ্য এশিয়া, প্রগতি প্রকাশনী, ১৯৭৬।
দানী, এ, এইচ	: নতুন আলোকে মধ্য এশিয়া, ঢাকা, ২০০০।
সফিউদ্দিন জোয়ারদার	: আধুনিক মধ্যপ্রাচ্য (১ম খণ্ড ও ২য় খণ্ড), (ঢাকা: বাংলা একাডেমী), ১৯৯৭
হক, মো. ফজলুল	: আফগানিস্তানের ইতিহাস, রাজশাহী, ২০০৩।
এম. ফায়েকউজ্জামান	: ইরান-ইরাক বিরোধ ও সাম্প্রতিক যুদ্ধ (ঢাকা: বাংলা একাডেমী), ১৯৯৮
মো. মাইনুল আহসান খান	: সমকালীন মুসলিম বিশ্ব, ইসলাম ও বাংলাদেশ (ঢাকা: বিশ্ব সাহিত্য ভবন, ১৯৯৮)।
বদরুদ্দীন উমর	: মার্কিন সাম্রাজ্যবাদ (ঢাকা: জাতীয় গ্রন্থ প্রকাশন, ২০০৪)।
ওবেইদ জাগীরদার	: তালিবান ও আফগানিস্তান (ঢাকা: শিকড়, ২০০৩)।

Course Code: IHC 0222-4202	Course Title: Arab States in Asia	Credits: 03
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Rationale of the Course

Through this course students will be able to know about the Arab countries of Asia such as Saudi Arabia, Kuwait, Qatar, Lebanon, Syria, Iraq, Oman, Jordan, Palestine, United Arab Emirates, and Yemen. From the Arab countries of Asia valuable events can be learned about the end of Ottoman rule, the rule of Britain, the rule of French, nationalist movement and Arab Israeli War.

Course Objectives (COs)

This paper discuss in detail the theoretical, political background of West Asia and Arab States global perspectives, foreign policy, political developments world wars and man date systems, occupation by their powers, central administration reforms, structures, internal political developments.

Course Learning Outcomes (CLOs)

Upon successful completion of this course a student will be able to gather considerable skill to-

1. The course is expected to familiarize the student to theories of Arab States Feudalism, Political structure and periodization in history.
2. Learn about Ottoman rule in Arab countries in Asia, French and British rule after World War I.
3. In this course, students will learn about the history of the independence of the countries of Syria, Lebanon, Palestine, Jordan, Iraq and the Arabian Peninsula.
4. Know about the current crisis of Arab countries in Asia and the dominance of big powers in the region.

Course Contents

CO	Course Contents
1	Historical background of the area – end of the Ottoman empire and emergence of new states in West Asia. Syria under the Ottomans – political development and the growth of Arab nationalism – World War I and Syria – the French Mandate – Nationalist movement – Independent Syria – political parties – Formation of the UAR – Its collapse and aftermath. Lebanon under the Ottomans – World War I and the French Mandate – Independent Lebanon – Political development and civil war – political parties – Lebanese foreign policy, Transition to second Republic.
2	Origin and development of the Palestine problem – creation of the state of Israel and the role of the Great powers & the UNO – Arab – Jewish wars and their effects – PLO and the intifada – the Palestinian Autonomy Accord of 1993 and the present position of the problem. Rise of Jordan as a state – Internal political development.
3	Iraq under the Ottomans – World War I and the British Mandate – Anglo-Iraqi relation – political development since 1918 – the Kurdish question – occupation of Kuwait and its effects.
4	Arabian Peninsula – Rise of Saudi Arabia – Ibn Saud’s reforms – central administration and foreign policy – civil war in Yemen and its impact – Persian Gulf states – Formation of the UAE & its administrative structure – Kuwait and its constitutional changes & impact.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO 1	✓								

CLO 2		✓							
CLO 3						✓			
CLO4		✓							

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.
CLO4	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination

Learning Materials

- Abdullah, : United Arab Emirates, A Modern History, Croom Helm & Branes & Noble, London, 1978.
- Muhammad Morsy : The Arab Awakening: The Story of Arab National Movement, Hamish Hamilton, London, 1955.
- Antonius, George : The Middle East A History, Routledge and Kegan Paul, London, 1960.
- Fisher, S.N. : The Middle East A Physical, Social and Regional Geography, Methuen and Co. Ltd. London, 1961.
- Fisher, W.B. : Rulers of Mecca, George G. Harraph and Co. Ltd., London, 1951.
- Gaury, Geral de : A Concise History of the Middle East, Westview Press, Colarato, 1970.
- Goldschmidt, Arthur : Egypt and the Fertile Crescent 1516 – 1922, A Political History, Cornell University Press, New York, 1966.
- Holt, P.M. : Syria and Lebanon: A Political Essay, London.
- Hourani, A.H. : Background of the Middle East, (ed.), New York, 1952.
- Jackh Earnest : Independent Iraq: A study in Iraqi Politics since 1932, Oxford University Press, 1951.
- Khadduri, Majid : Arabia Reborn, New Mexico, The University of New Mexico Press, New Mexico, 1952.
- Kheirullah, George : The Middle East in World Affairs, Cornell University Press, London, 1952.
- Lenczowski, George : Hitorians of the Middle East, Oxford University Press, London, 1962.
- Lewis, Bernard & Holt P.M. : Iraq, 1900 – 1950, Oxford University Press, London, 1953.
- Longrig, Stephen H. : The Persian Gulf in the Twentieth Century, London, 1962.
- Marlowe, John : Middle East Today, Rinehart & Winston, London, 1963.
- Petertz, Don : Modern Jordan, George Allen & Unwin, London, 1961.
- Saparrow, Gerald : The Kingdom of Jordan, Princeton University Press, Princeton, 1958.
- Troellers, Gary : The Birth of Saudi Arabia, London: Frank Cass, 1976.
- Qubain, Fahim I. : Crisis in Lebanon, Frank Cass Washington: Middle East Institute, 1961.
- সফিউদ্দিন জোয়ারদার : আধুনিক মধ্যপ্রাচ্য ১ম খণ্ড, ঢাকা: বাংলা একাডেমী, ১৯৭৮।
- : আধুনিক মধ্যপ্রাচ্য ২য় খণ্ড, ঢাকা: বাংলা একাডেমী, ১৯৮৭।

Course Code: IHC 0731-4203	Course Title: Development of Muslim Architecture	Credits: 03
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Rationale of the Course

This course is very important for the student of the department of Islamic History and culture. Because in this course you will be able to know about the beginning development and contribution of Muslim architecture.

Course Objectives (COs)

To demonstrate the formation and development of Muslim art and architecture to the students. To explain the architectural variations and their features of Muslim architecture according to the soil environment climate and culture to the students. To interpret the ad-mixtures of Muslim architecture developed in Arab, Syria, Persia, Central Asia, Turkey, Egypt and North Africa. To uphold the interplay with nomadic and sedentary traditions that characterizes the art and architecture of the period and areas.

Course Learning Outcomes (CLOs)

Upon successful completion of this course a student will be able to gather considerable skill to-

1. Students will have a clear conception about the characteristics of early Muslim architecture and their importance in the socio-economic and cultural history of Islam.
2. Students will have knowledge about the various architectural styles of the Islamic architecture outside India and its regional and dynastic diversity.
3. Knowledge of art and architecture along with political history will make students as true historians. It will create a strong love for architecture among the students and motivate them to study on this field.

Course Contents

CO	Course Contents
1	Pre-Islamic background of Arab building art – The beginning of mosque architecture : The Mosque of the Prophet at Medina – The Basra, Kufa and Fustat mosques – The Dome of the Rock at Jerusalem – The first Aqsa mosque – Jami Masjid of Damascus : the first standard form – its influence on subsequent mosque architecture – Other Umayyad mosques – The Jami masjids of Baghdad, Raqqa, Samarra and Abu Dulaf – Characteristics of Abbasid mosque architecture – difference between Umayyad and Abbasid mosques – Mosques of the minor dynasties in the West : the mosque of Ahmad ibn Tulun at Cairo and the mosque at Qairawan – different Influences worked on them – The Fatimid mosques of al Mahdiya, al-Azhar and al-Hakim – New features – History of al – Azhar mosque – The Jami masjid of Cordova – its chronological history – Model of subsequent architecture in Spain and North Africa – Persian mosques in the East : The Tarik Khana at Damghan and the masjid-i-Jami at Isfahan – Development of Persian standard form.
2	The beginning and formation of Indo-Muslim Architecture, The Quwat al-Islam Mosque, the Arhai-din-ka Jhompna, the Qutub Minar, the Alai Darwaza, the Jamat Khanna Mosque, the Khirki Masjid, the Begumpuri Masjid, selected square and octagonal tombs under the Delhi Sultanate. Introduction to Mughal Architecture, Mausoleum of Humayun, the Taj Mahal – Fathpur Sikri, Delhi Jami Mosque and the Badshahi Mosque at Lahore. Visit to any Historical and archeological Sites of the country.

3	<p>Background and formation of Muslim architecture in Bengal, Its sources and characteristics. Styles of Muslim monuments: Ilyas Shahi Style - the great Mosque of Adina, the Eklakhi Mausoleum. Husain Shahi period- Tatipara Mosque. Darasbari Mosque, Bara Sona Mosque, Chhota Sona Mosque, Bagha mosque, Sura mosque, Kushamba mosque and others.</p> <p>Khan Jahan and regional style with distinguish monuments such as Tomb of Khan Jahan, Shatgumbad Mosque.</p> <p>Early Mughal style : the Monuments of Old Maldah and Rajmahal, the Kherua and Chatmohar Mosques - the real Mughal style as represented by the monuments of the capital cities of Dhaka, Rajmahal, Murshidabad and other places - Development of Temple Architecture.</p>
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Mapping Course Learning Outcomes (CLOs) with the PLOs

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

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, Field work	Assignments, Class tests, Mid term) & Final Examination.

Learning Materials

- Barry, M. : Colour and Symbolism in Islamic Architecture, Thames and Hudson, London, 1996.
- Briggs, M.S. : Muhammad Architecture in Egypt & Palestine, Oxford, 1947.
- Creswell, K.A.C. : A Short Account of Early Muslim Architecture (A Pelican Book), 1958.
- do- : Early Muslim Architecture: Umayyads, Early Abbasids, and Tulunids, 2 Vols, Oxford, 1932, 1940.
- do- : The Muslim Architecture of Egypt, Oxford, 1959.
- Frishman, M. & Khan Hasanuddin : The Mosque (History), Architecture Development & Regional Deversity, Thames and Hudson, London, 1997.
- Goodwin, G. : A History of Ottoman Architecture Thames and Hudson, London, 1997.
- Holod, R. & Khan Hasanuddin : The Mosque and the Modern World, Thames and Hudson, London, 1997
- Mechell, G. : Architecture of the Islamic World, Thames and Hudson, London, 1978.
- Richmond, E.T. : Moslem Architecture – its origin, causes and conquences, London, 1936.
- Rivoria, G.T. : Moslem Architecture – its origin & development (Trans.) from Italian by G. Rushforth, London, 1918.

- Brown, P. : Indian Architecture (Islamic period) Taraporevala, Bombay, 1942.
- Burn, S.R. (ed.) : Cambridge History of India, Vols.III and IV (Relevant chapters) S. Chand & Co., Bombay, 1957.
- Fergusson, J. : A History of Indian and Eastern Architecture, Vol. 1-2, London, 1910.
- do- : History of Architecture in all Countries, Vol. 1-5, London, 1873.
- Havell, E.B. : Indian Architecture, London, 1913.
- Husian, A.B.M. : Fathpur-Sikri and its Architecture, Dhaka (Bureau of National Reconstruction), 1970.
- Latif, S.M. : Agra, Historical and Descriptive, Calcutta, 1896.
- do- : Lahore, Lahore, 1893.
- Martin, F. : The Mosque, Themes and Hudson, London, 1997.
- Nath, R. : History of Sultanate Architecture, New Delhi (Abhinav Publications), 1978.
- Renata, H. et al., : The Mosque and the Modern World, Themes and Hudson, London, 1997.
- এ.বি.এম. হোসেন : আরব স্থাপত্য, বাংলাদেশ শিল্পকলা একাডেমী, ঢাকা: ১৯৭৯।
- এ.কে.এম. ইয়াকুব আলী : মুসলিম স্থাপত্য, ৪র্থ সংস্করণ, ঢাকা: ১৯৯০।
- মুহাম্মদ মোখলেছুর রহমান : সুলতানী আমলে মুসলিম স্থাপত্যের বিকাশ, রাজশাহী: রাজশাহী বিশ্ববিদ্যালয়, ১৯৯৬।
- সুলতান আহমদ : ভারতের মুসলিম স্থাপত্য, প্রতীক প্রকাশনা সংস্থা, ঢাকা, ২০০৩।
- ড. মো. মোখলেছুর রহমান : মুঘল স্থাপত্য, রাজশাহী: সৈয়দা সুফিয়া খাতুন, ২০১১।

Course Code: IHC 0312-4204	Course Title: International Affairs since 1919 A.D.	Credits: 03
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Rationale of the Course

This course is very important for students. Because of this course covers international events after 1919. Learn about the establishment of the United Nations, NATO, Non-Aligned Movement, the cold war, the OIC, the GCC, the World Bank, the IMF, SARC, ASEAN and various issues around the world.

Course Objectives (COs)

Students will know about League of Nation UNO, NATO, OIC and major organs of the International History. Students will develop their pragmatic knowledge about the significant topic about the modern history. This course also highlights the different aspects of the civilization which as needful for the students. It will also help the students to get them prepared for higher education in respective fields.

Course Learning Outcomes (CLOs)

Upon successful completion of this course a student will be able to-

1. Descriptions of the major events of International affairs.
2. Burning issues of the modern times, geo-political tendencies of the big powers after the World War I.
3. Analysis the trends and transmissions of the World politics, international organization and world transfermission.

Course Contents

CO	Course Contents
1	The International System : evaluation, trends and transformation – The United Nations Organisation (UNO) : (a) The Security Council, General Assembly and Political deliberations (b) Economic and Social Council and the development agenda (c) Other Agencies – The North Atlantic Treaty Organisation (NATO) – its origin and development.

2	The Non-aligned Movement and its importance – The post-cold war foreign policy of the USA – Conflict and cooperation in the Middle East with particular reference to the Palestine issue- Power Politics in the Persian Gulf & its impact, the Lebanese Crisis & the role of the outsiders, the Kurdish Question & International diplomacy – Other international Problems such as the recent Afghan crisis & Kashmir problem.
3	The Organisation of Islamic Conference (OIC) and the Islamic political initiatives – the Gulf cooperation Council (GCC) – The International and Regional Trade and Financial Institution : EEC /G-8./ World Bank and International Monetary Fund (IMF). Asian Development Bank for re-construction and development, New international economic order and the North-South Dialogue, the Organisation of Petroleum Exporting Countries (OPEC), SAARC – ASEAN – and bilateral relation with the big powers and Asian Countries.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1			✓			✓			✓
CLO2		✓							
CLO3						✓			

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.

Learning Materials

- Alison Broinowski : Understanding ASEAN, Mcmillan, Hongkong, 1982.
(ed.)
- C.E. Black & E.C. Helmerich : Twentieth Century Europe. N.4, 1956.
- Carr. C.H. International Relations between the two World Wars, London, 1963.
- F.P. Chambers This Age of Conflict, New York, 1962.
- Even Luard A History of the United Nations Vols. I & II, Macmillan Press, 1989.
- Lee Benns, F. World since 1914, New York, 1951.
- Michel, Walter (ed.) Social Democracy in a Post Communist Europe, Frank Cass. UK. 1994.
- Misra, K.P. (ed.) Afghanistan in Crisis, Vikas Publication House, New Delhi, 1981.
- Sudarshan Chawla South-East Asia under the New Balance of Power, Praeger, New York, 1974.

Sydney D. Bailey	The United Nations: A Short Political Guide, Macmillan Press, 1989.
Peter R. Bachr & Leon Gordenker	The United Nations: Reality and Ideal, Praeger, New York, 1984.
Tozef Goldblat	Agreements for Arms Control: A Critical Survey, Taylor & Francis, 1982.
David Green Way	International Trade Policy, London, 1985.
A.R. Bhuiyan	Intra-Regional Cooperation in south Asia: Problems & Potentials.
সৈয়দ মনোয়ার ও অন্যান্য	আন্তর্জাতিক সমস্যা ও বিশ্ব রাজনীতি, মাওলা ব্রাদার্স, ঢাকা।
তারেক শামসুর রহমান	বাংলাদেশ ও আন্তর্জাতিক রাজনীতি, এম. আব্দুল্লাহ্ এণ্ড সন্স, ঢাকা, ১৯৯৩।
মোঃ মইনুল হোসেন খান	সাধারণ জ্ঞান, আন্তর্জাতিক ও বাংলাদেশ, খান প্রকাশনী, ঢাকা, ১৯৯৪।
আব্দুল লতিফ খান	আন্তর্জাতিক সংগঠন ও বিষয়াবলী, সিঁড়ি বিজ্ঞান, ঢাকা, ১৯৯৫।

Course Code: IHC 0322-4205	Course Title: Research Methodology and Dissertation Writing	Credits: 04
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Rationale of the Course

Any students this course is very important. How to do research can be practiced here. As a result of visiting different historical places, students will be able to study about these patterns.

Course Objectives (COs)

This course is designed to help students —

1. Provide knowledge of research methods and methodology.
2. Know about the different types of research of Arts and Social Science.
3. Learn about the historical research methodology and its application.
4. Understand the multidisciplinary research approach.

Course Learning Outcomes (CLOs)

After completing the course the students will be able to—

1. Analyze the method of researching on any topic following the serially maintenance of methodology.
2. Evaluate the multidisciplinary approach of any research.
3. Analyze the field work process.
4. Writing a research papper-critical checking of the writing-editing and evaluating of the research work.

Course Contents

CO	Course Contents
1	Fundamentals of research: Definition and importance of Research– Objectives of Research-Types of Research-Characteristics of Research- Defining of problem. Research Ethics, Plagiarism: Research ethics, responsibility and accountability of the researchers, Plagiarism and use of plagiarism detection softwares and impact of Research.
2	Research Proposal: Title of the problem-Introduction-Statement of the problem- Objectives of the study- The Rationale and significance of the study-Review of literature- Data collection-Hypothesis-Methodology of the study-Budget-Time schedule-Organization of Thesis or Dissertation-Bibliography.
3	Literature Review and documentation : Methods of literature survey, use of library, books, journals, e-journals, thesis, chemical abstracts and patent database-Importance of documentation, documentation techniques, use of computer

	<p>programs/packages (online resources such as-scientific search engines and online servers) in literature survey and documentation.</p> <p>Data collection, analysis and hypothesis : Classification of data and methods of data collection-Sample size, sampling procedure and methods- Data processing and representation of data-Types of hypothesis (experimental and non-experimental)-Hypothesis testing (parametric and non-parametric tests), Types of errors and their control)-Design of a Good Questionnaire- Critical Examination of Sources.</p>
4	<p>Structure and organization of research reports: Title, abstract, key words, introduction, methodology, results, discussion, conclusion, acknowledgement, references, questions, footnotes, endnotes, tables, bibliography and illustrations.</p> <p>Format of a Research work: Writing a Research paper-Critical Checking of the Writing-Editing and Evaluating of the Research work.</p>

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1						✓			
CLO2						✓			✓
CLO3						✓			
CLO4				✓					

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, speech, debate etc.	Written examination, presentation, Viva-Voce
CLO2	Lecture, Tutorial	Assignments, Class tests, Mid term, & Final Examination
CLO3	Lecture, discussion.	Assignments, Class tests, Mid term) & Final Examination.
CLO4	Lecture, Field work	Written examination, presentation, Viva-Voce

Learning Materials

Abedin, Zainul Md	:	A Handbook of Research, Book Syndicate, Dhaka, 2005.
Adams, Gerdld R. &	:	Understanding Research Method, Longman, Jay D.Schavaneveldt Newyork, 1985.
Chitnis, K.N.	:	Research Methodology in History, AtlanticPublishers & Distrubutors, New Delhi, 1990.
Mishra, Shanti Bhusan	:	HANDBOOK OF RESEARCH METHODOLOGY & Alok ShashiEducreation, August, 2017, www. researchgate.
তপন, শাহজাহান তপন	:	থিসিস ও অ্যাসাইনমেন্ট লিখন, পদ্ধতি ও কৌশল, ২য় সং.প্রতিভা, ঢাকা, ১৯৯৩।
সাইফুদ্দীন, কাজী	:	থিসিস ও গবেষণার রূপরেখা, ২য় মু. বিনুক প্রকাশনী, ঢাকা, ২০১২

IHC 0222- 4206	Viva-voce & Term Paper	Credits: 03
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Rationale of the course

B.A. (Hon's) program final examination absolute accomplishment of a student. By this oral examination student's merit is supervised and first installment of his/her carrier.

Course objective:

1. Make student give presentation promptly.
2. Make student intelligent and smart above all.
3. Pupil will be qualified enough and viva enhances skills.

Course Learning Outcomes (CLOs)

1. Student gets prepared enough for professional life.
2. Show skill in academic purpose.
3. Student gets well tainted for being pure academician.
4. Students can gain courage and mental determination.

Course Content:

After ending four year curriculum of B.A. (Hon's) students gain subjective knowledge above all. Deep knowledge about Bengal history, Indian history, modern Muslim states, Europe and other materials will be useful in his personal and professional life; will be enhanced by viva-voce and Term paper.

Mapping of CLO's with PLO'S

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

Part-D**20. Grading/Evaluation****1) Grading Scale**

The University Grants Commission of Bangladesh recommended a uniform Grading system for all Public and Private Universities with effect from Session 2006-2007. ----- University follows the grading system approved by the University Grants Commission of Bangladesh.

The grading scales and corresponding grades for a course will be awarded from the roundup marks of individual courses as follows:

Numerical Grade	Letter Grade		Grade Point
80% and above	A+	(A Plus)	4.0
75% to less than 80%	A	(A Regular)	3.75
70% to less than 75%	A-	(A Minus)	3.5
65% to less than 70%	B+	(B Plus)	3.25
60% to less than 65%	B	(B Regular)	3.0
55% to less than 60%	B-	(B Minus)	2.75

50% to less than 55%	C+	(C Plus)	2.5
45% to less than 50%	C	(C Regular)	2.25
40% to less than 45%	D	(D Regular)	2.0
Less than 40%	F	Failure	0.00
	I	Incomplete	0.00
	W	Withdrawal	0.00
	S	Supplementary	0.00
	AB	Absence	0.00

2) Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

Grade Point Average (GPA) is the weighted average of the grade points obtained in all the courses passed/completed by a student. CGPA (Cumulative Grade Point Average) will be computed after each semester to determine the academic standing of the student in the program.

Grade Point Average (GPA) is computed in the following method.

GPA = Sum of (Grade points x Credits) / Sum of credits attempted.

For example, if a student passes/completes four courses in a semester having credits of C1, C2, C3, & C4 and his grade points in these courses are G1, G2, G3, & G4 respectively then:

$$\text{GPA and CGPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} = \frac{C_1G_1 + C_2 G_2 + C_3 G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4}$$

3) Course Withdrawal

A student can withdraw a course by a written application to the Head of the department through his/her course advisor on or before the last day of instruction. The Head of the discipline will inform it to the Chairman of the Examination Committee and the Controller of Examinations. The Controller of Examinations will send the revised registration list to the Head of the Department before the examination.

4) Incomplete (I) Courses:

For some appalling reasons (e.g., serious illness, fatal accident, death of near and dear ones, etc) a student may apply with evidence to the Head of his/her department through her/his course teacher to remain absent from an exam on due date. If convinced, he /she will be given an Incomplete (I) grade in that course. The student has to take initiative to sit for a make-up exam and remove his/her 'I' grade within next semester. If she/he fails to do so, her/his 'I' grade will be automatically converted into an 'F' grade.

5) Retake

If a student partially participated in any semester exam but unable to participate in final exam, he will be eligible for retake. In case of retaking a course a student must register for the course again and will have to pay tuition fees as per rule. However, there must be an appalling reason for such a retake.

6) Grade Improvement:

Students can participate in the final examination of a particular course in order to improve their grade. Students who received a B- (B Minus) or lower in a specific course may retake it fully as a "Retake Course." This is purely a personal preference.

After submitting the final term-paper report, there is no option to participate in improvement system. Furthermore, no more than two courses for an improvement may be taken in a semester. Along with the initial try, one student will be granted three chances.

7) Dropout:

Students who receive a F in three or more courses throughout a semester are automatically dropped to the next batch. For the students of both undergraduate and graduate programs, the minimum CGPA requirement for acceptable academic standing will be 2.00. If a student's CGPA falls below 2.00 during any semester, she/he will be placed on academic probation. Undergraduate students, who have completed less than 60 credits, will be given maximum 3 (three) 'Probation Notices' in consecutive terms/semesters (once in a term/semester) to come out of the state of probation. If such students fail to raise their CGPA to the level of 2.00 or more within the given time period, they will be dismissed from the respective programme. The students whose completion of credit are 60 or above, may be given more than 3 (three) probation notices (once in a term) which would require to be placed in the meeting of the Academic Council for its approval.

In case of graduate programs, maximum 3 (three) 'Probation Notices' in consecutive terms (once in a term) will be given to the students to come out of the state of probation whose completion of credits are below 15. In case of failure to raise the CGPA to the level of 2.00 or above within the stipulated time period, concerned students will be dismissed from the respective program. The graduate students whose completion of credits are 15 or above/more may be given more than 3 (three) Probation Notices (once in a term) which would also require to be placed in the meeting of the Academic Council for approval.