

NATIONAL UNIVERSITY BANGLADESH



Department of Anthropology

**Four-Year BSS Honours Course
Effective from the Session: 2024–2025**

Mission

To promote “Progress for Everyone” by fostering transformative education, conducting pioneering research, and encouraging meaningful collaboration with individuals, communities, and partners both in Bangladesh and around the world.

Vision

We expect that on the hundredth anniversary of the National University, our commitment to “Progress for Everyone” will be evident in all areas of our operations and stakeholder engagements.

We leverage our core strength in education, research, and community engagement to address pressing global issues and foster sustainable development.

By 2042, National University aims to strengthen its position as Bangladesh’s top academic institution and rank among the world’s leading universities. Our focus will be on expanding expertise, building strategic partnerships, and increasing our global influence. Our services will be measured by the achievements of the individuals and communities we serve.

Name of the Program

Bachelor of Social Science in Anthropology [BSS (Honours) in Anthropology]

Program Education Objectives (PEOs)

PEO1	Professional Competence: Graduates will demonstrate expertise in anthropological theory, ethnographic fieldwork, and qualitative analysis, enabling them to contribute to academic research, development initiatives, policy advocacy, and cultural institutions at national and international levels.
PEO2	Ethical and Inclusive Practice: Graduates will apply ethical reasoning and cultural sensitivity in their work, advocating for marginalized communities and promoting inclusive, socially responsible solutions to real-world issues.
PEO3	Leadership and Collaboration: Graduates will engage in interdisciplinary teamwork and take on leadership roles in research projects, development programs, NGOs, or public service sectors, demonstrating initiative and the ability to manage complex sociocultural dynamics.
PEO4	Lifelong Learning and Innovation: Graduates will pursue advanced studies, continuous professional development, or independent scholarship in anthropology or related fields, contributing new ideas and innovations in knowledge production and community-based practice.
PEO5	Community Engagement and Impact: Graduates will utilize anthropological knowledge to design and implement locally informed, culturally rooted interventions in areas such as education, health, environment, heritage preservation, or social development, creating measurable community-level change.

Program Learning Outcome (PLOs)

PLO-1: Demonstrate comprehensive knowledge of anthropological theories and concepts across the four major subfields: sociocultural, archaeological, biological, and linguistic anthropology.

PLO-2: Apply ethnographic and qualitative research methods (e.g., participant observation, interviews, field notes, visual documentation) to study human societies and cultural practices.

PLO-3: Critically analyze social structures and cultural processes such as kinship, religion, gender, caste/class, ethnicity, globalization, and nationalism in both local and global contexts.

PLO-4: Use comparative, historical, and interpretive frameworks to understand the diversity and commonalities of human experiences.

PLO-5: Integrate ethical reasoning and cultural sensitivity in research, professional practice, and community engagement.

PLO-6: Design and execute independent fieldwork-based research projects, including writing analytical reports and presenting findings clearly in oral and written formats.

PLO-7: Identify and address social problems such as poverty, health disparities, displacement, environmental degradation, and violence through anthropological insights.

PLO-8: Engage with Bangladesh's cultural heritage and social realities to promote inclusive development, heritage preservation, and social justice.

PLO-9: Work collaboratively and respectfully in interdisciplinary teams, NGOs, academic projects, and development organizations.

PLO-10: Utilize digital tools and ICT skills for data collection, analysis, presentation, and archiving in anthropological research and communication.

PLO-11: Demonstrate preparedness for lifelong learning, including postgraduate study, professional training, or community-based knowledge production.

PLO-12: Exhibit leadership, initiative, and communication skills suited for careers in education, research, NGOs, heritage sectors, government, or entrepreneurship.

Mapping of PLOs to PEOs

	PEO-1 (Professional Competence)	PEO-2 (Ethical & Inclusive Practice)	PEO-3 (Leadership & Collaboration)	PEO-4 (Lifelong Learning & Innovation)	PEO-5 (Community Engagement & Impact)
PLO-1	✓✓✓	✓	✓	✓✓✓	✓✓
PLO-2	✓✓✓	✓	✓✓✓	✓✓✓	✓✓✓
PLO-3	✓✓✓	✓✓✓	✓	✓✓✓	✓✓✓
PLO-4	✓✓✓	✓✓	✓	✓✓✓	✓✓
PLO-5	✓✓	✓✓✓	✓✓✓	✓✓	✓✓✓
PLO-6	✓✓✓	✓	✓✓✓	✓✓✓	✓✓✓
PLO-7	✓✓	✓✓✓	✓✓✓	✓✓	✓✓✓
PLO-8	✓✓	✓✓✓	✓✓	✓	✓✓✓
PLO-9	✓✓	✓✓	✓✓✓	✓	✓✓✓
PLO-10	✓✓✓	✓	✓✓✓	✓✓✓	✓✓
PLO-11	✓✓	✓	✓	✓✓✓	✓
PLO-12	✓✓✓	✓✓	✓✓✓	✓✓✓	✓✓✓

Correlation: ✓✓✓ = High, ✓✓ = Medium, ✓ = Low

**Anthropology
Courses and Marks Distribution**

First Year

Course Code	Course Title	Marks	Credits
214001	Introduction to Anthropology	100	4
214003	Kinship	100	4
214005	Introduction to Biological Anthropology and Archeology	100	4
214007	Other Culture	100	4
211909	Introduction to Political Science	100	4
219901	History of Bangladesh: Language, Culture and Identity	100	4
219903	Information and Communication Technology	75	3
219904	Lab: Information and Communication Technology	25	1
	Total	700	28

Detailed Syllabus

Course Code	214001	Marks: 100	Credit: 4	Course Hours: 60
Course Title	Introduction to Anthropology			

Introduction

This foundational course introduces students to the discipline of anthropology—its historical evolution, subfields, key concepts, and unique methodological and theoretical approaches. It explores how anthropology developed in the UK and USA as a distinct academic discipline and how it examines human culture, society, language, kinship, politics, belief systems, and inequality through both comparative and emic/etic perspectives. Students will also explore fieldwork traditions and the growing relevance of applied anthropology in addressing contemporary global and local issues, with attention to Bangladesh.

Course Objectives

To equip students from diverse academic backgrounds with a comprehensive understanding of anthropology as a holistic and comparative social science, introducing its history, concepts, methods, subfields, and contemporary applications.

Course Learning Outcomes (CLO)

- | | |
|-------------------------------------|--|
| CLO1 Remember and understand | Define and describe the scope, subfields, and subject matter of anthropology. |
| CLO2 Understand and analyze | Explain the historical development of anthropology in the UK and USA and compare key schools of thought. |
| CLO3 Understand and apply | Identify and illustrate core anthropological concepts such as culture, kinship, belief, power, and inequality. |
| CLO4 Analyze | Analyze the significance of anthropological methods (e.g., fieldwork, participant observation). |
| CLO5 Evaluate and apply | Evaluate the relevance of anthropology in addressing contemporary issues in Bangladesh and beyond. |
| CLO6 Apply and create | Demonstrate introductory academic writing and presentation skills using anthropological concepts. |

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)-

CLO /PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	✓✓			✓✓								
CLO2	✓✓		✓✓	✓✓								✓✓
CLO3	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓			✓✓
CLO4	✓✓		✓✓	✓✓		✓✓	✓✓		✓✓	✓✓		✓✓
CLO5	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
CLO6	✓✓		✓✓	✓✓		✓✓			✓✓	✓✓	✓✓	✓✓

Correlation: ✓✓ = Strong alignment, ✓ = Moderate alignment, (Blank) = Not directly aligned

Course Contents

SL	Topic	Teaching-Learning Strategy (Bloom's Level)	Alignment to CLOs
1.	Introduction to anthropology	Interactive lectures, multimedia presentations (Understand)	CLO1
2.	Historical formation of anthropology	Lectures with case studies, group discussion (Understand, Analyze)	CLO2
3.	Distinctive approaches in anthropology	Comparative analysis, debates, guided readings (Analyze, Evaluate)	CLO2, CLO3
4.	Subfields and interdisciplinary branches	Guest lectures, visual charts, group discussions (Understand, Apply)	CLO1, CLO3
5.	Anthropology and other disciplines	Interactive lectures, cross-disciplinary examples (Understand, Apply)	CLO1, CLO3
6.	Core concepts in sociocultural anthropology	Case study analysis, peer learning (Analyze)	CLO3
7.	Social institutions	Field observation, lecture discussions (Apply, Analyze)	CLO3, CLO5
8.	Anthropological methods and fieldwork	Practical sessions, simulated interviews (Apply, Create)	CLO4
9.	Applied anthropology	Problem-based learning, real-world cases	CLO5
10.	Anthropology in contemporary Bangladesh	Seminars, expert talks, media analysis	CLO5
11.	Academic writing and communication in anthropology	Writing workshops, peer review	CLO6
12.	Review, discussion, and final presentations	Review sessions, student-led presentations (Analyze, Evaluate)	CLO1-6

Note: Total Estimated Lesson Time: 60 hours. This breakdown maintains a balanced structure, gradually building from theoretical foundations to contemporary application and academic skills. It ensures all CLOs are covered, particularly: CLOs 1–3 in conceptual and theoretical foundations, CLO 4 in methodological training, CLO 5 in real-world application, and CLO 6 in academic and communication skills.

List of Books

- Erickson, P. A., & Murphy, L. D. (2008). *A history of anthropological theory* (3rd ed.). University of Toronto Press.
- Eriksen, T. H. (2004). *What is anthropology?* London, England: Pluto Press.
- Eriksen, T. H., & Nielsen, F. S. (2001). *A history of anthropology*. Pluto Press.
- Haviland, W. A., Prins, H. E. L., Walrath, D., & McBride, B. (2011). *Cultural anthropology: The human challenge* (13th ed.). Wadsworth, Cengage Learning.
- Kottak, C. P. (2012). *Anthropology*. New York, NY: McGraw-Hill.
- Pink, S. (2015). *Doing sensory ethnography*. London: Sage.
- Podolefsky, A., and Peter J. B. (1989). *Applying anthropology: An introductory reader*. California, CA: Mayfield Publishing Company.
- Rapport, N. (2014). *Social and cultural anthropology: The key concepts* (3rd ed.). Routledge.
- Scupin, R., and Christopher R. D. (2015). *Anthropology: A global perspective*. New York: Pearson Education.
- Service, E. (1985). *Cultural anthropology vs social anthropology. In a century of controversy: Ethnological issues from 1860 to 1960*. Orlando: Academic Press, Inc.

Course Code	214003	Marks: 100	Credit: 4	Course Hours: 60
Course Title	Kinship			

Introduction

This course offers a foundational understanding of kinship as a central concept in anthropology. It explores how different societies organize social relationships through descent, marriage, alliance, residence, and related practices. Through classic and contemporary theories, cross-cultural case studies, and attention to South Asian and Bangladeshi contexts, students will learn how kinship shapes identity, gender roles, power structures, and cultural continuity.

Course Objectives

To introduce students to the fundamental concepts, theories, and ethnographic examples of kinship, enabling them to analyze how human societies construct relatedness and social organization through culturally meaningful patterns and practices.

Course Learning Outcomes (CLOs)

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|-------------------------------------|---|
| CLO1 Remember and understand | Define key kinship terms, concepts, and categories used in anthropological studies. |
| CLO2 Understand and analyze | Explain major theories and models of kinship, including descent, alliance, and residence patterns. |
| CLO3 Understand and apply | Identify and compare different kinship systems and terminologies across cultures. |
| CLO4 Analyze | Analyze how kinship intersects with gender, marriage, inheritance, power, and social roles. |
| CLO5 Evaluate and apply | Apply kinship concepts to interpret ethnographic data, including cases from Bangladesh and South Asia. |
| CLO6 Apply and create | Communicate anthropological insights on kinship effectively through oral presentations and written assignments. |

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)-

CLO /PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	✓✓		✓✓	✓✓								
CLO2	✓✓		✓✓	✓✓							✓✓	✓✓
CLO3	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓				✓✓
CLO4	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓			✓✓
CLO5	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓
CLO6	✓✓		✓✓	✓✓		✓✓			✓✓	✓✓	✓✓	✓✓

Correlation: ✓✓ = Strong alignment, ✓ = Moderate alignment, (Blank) = Not directly aligned

Course Contents

SL	Topic	Teaching-Learning Strategy (Bloom's Level)	Alignment to CLOs
1.	Introduction to Kinship: Definitions, importance of kinship in anthropology, kinship and relatedness	Interactive lectures, guided Q&A (Understand)	CLO 1
2.	Basic Concepts and Terminologies: Descent, lineage, clan, kin types vs. kin terms, consanguinity, affinity	Concept mapping, comparative examples (Understand, Apply)	CLO 1, CLO 3
3.	Theoretical Approaches to Kinship: Descent theory, alliance theory, structuralism, feminist and post-structural critiques	Lectures, debates on theoretical perspectives (Analyze, Evaluate)	CLO 2, CLO 4
4.	Descent and Residence Systems: Unilineal (patrilineal/matrilineal), bilineal, ambilineal; patrilocal, matrilocal, neolocal	Case study analysis, kinship diagramming (Apply, Analyze)	CLO 2, CLO 3
5.	Marriage and Alliance Systems: Types of marriage, exchange, incest taboo, cross-cousin marriage, levirate/sororate, dowry vs. bridewealth	Comparative analysis, group discussions (Analyze, Evaluate)	CLO 2, CLO 3, CLO 4
6.	Kinship Terminologies: Classificatory vs. descriptive, Eskimo, Sudanese, Dravidian, Hawaiian, Iroquois systems	Visual kinship charting, interactive lectures (Apply)	CLO 3
7.	Kinship and Gender: Gender roles in kinship systems, inheritance and authority,	Critical readings, seminar discussions (Analyze,	CLO 4, CLO 5

	critiques from feminist anthropology	Evaluate)	
8.	Kinship and Power, Politics, and Property: Kinship and social hierarchy, political alliances, property transmission	Case-based lectures, group discussions (Analyze, Evaluate)	CLO 4, CLO 5
9.	Contemporary Kinship- New Forms and Debates: Reproductive technologies, adoption, fosterage, global kinship trends	Problem-based learning, expert talk (Analyze, Evaluate)	CLO 4, CLO 5
10.	Kinship in South Asia and Bangladesh: Case studies of kinship patterns in Bangladesh; matrilineal communities, Islamic and Hindu kinship norms	Ethnographic case study review (Analyze)	CLO 3, CLO 5
11.	Reading and Interpreting Kinship in Ethnography: Selected ethnographic texts, visual representation of kinship, kinship charts	Ethnographic reading workshops (Apply, Analyze)	CLO 3, CLO 5
12.	Academic Writing and Presentation on Kinship: Writing kinship analysis, presenting comparative studies, and kin diagrams	Writing workshops, peer feedback (Create)	CLO 6

Note: Total Estimated Lesson Time: 60 hours. Several topics support multiple CLOs simultaneously. This structure ensures foundational grounding, comparative analysis, critical thinking, ethnographic relevance (especially to Bangladesh), and student skill development in writing and presenting.

List of Books

- Barnard, A., Good, A., & Firth, R. (1984). *Research practices in the study of kinship*. Academic Press.
- Carsten, J. (2004). *After kinship*. Cambridge University Press.
- Engels, F. (2021). *The origin of the family, private property, and the state* (D. Torr, Ed.; A. West, Trans.; Paperback Edition). Verso Books.
- Evans-Pritchard, E. E. (1940). *The Nuer: a description of the modes of livelihood and political institutions of a Nilotic people*. Patavium Publishing.
- Holý, L. (1996). *Anthropological perspectives on kinship*. Pluto Press.
- Maynes, M. J., Waltner, A., Soland, B., & Strasser, U. (2014). *Gender, Kinship and Power: A comparative and interdisciplinary history*. Taylor and Francis.
- Stack, C. B. (1997). *All our kin*. Basic Books.
- Stone, L. (2001). *New directions in anthropological kinship*. Rowman & Littlefield Publishers.
- Stone, L., & King, D. E. (2019). *Kinship and gender: an introduction* (Sixth edition). Routledge.
- Thorne, B., & Yalom, M. (1992). *Rethinking the family: some feminist questions* (Rev. ed.). Northeastern University Press.

Course Code	214005	Marks: 100	Credit: 4	Course Hours: 60
Course Title	Introduction to Biological Anthropology and Archaeology			

Introduction

This foundational course introduces students to two of the major subfields of anthropology: biological (physical) anthropology and archaeology. It provides a scientific and evolutionary perspective on human origins, biological diversity, and adaptation, alongside a historical approach to studying human societies through material remains. Emphasis is placed on evolutionary theory, primatology, fossil records, dating techniques, and archaeological methods, with examples from South Asia and Bangladesh.

Course Objectives

To equip students with an introductory understanding of the biological and archaeological dimensions of human history, enabling them to grasp the evolutionary, cultural, and methodological foundations of human origins and past societies.

Course Learning Outcomes (CLOs)

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|-------------------------------------|--|
| CLO1 Remember and understand | Describe the scope, goals, and subfields of biological anthropology and archaeology. |
| CLO2 Understand and analyze | Explain major concepts in evolutionary theory, genetics, primate behavior, and fossil evidence. |
| CLO3 Understand and apply | Identify key archaeological methods, dating techniques, and types of material culture. |
| CLO4 Analyze | Analyze human biological variation and adaptation in relation to environment, culture, and evolution. |
| CLO5 Evaluate and apply | Apply archaeological and biological concepts to interpret evidence of the human past in global and South Asian contexts. |
| CLO6 Apply and create | Communicate basic scientific and anthropological ideas effectively in oral and written form. |

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)-

CLO /PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	✓✓		✓✓	✓✓								
CLO2	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓				✓✓	✓✓
CLO3	✓✓		✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓
CLO4	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓
CLO5	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
CLO6	✓✓		✓✓	✓✓		✓✓			✓✓	✓✓	✓✓	✓✓

Correlation: ✓✓ = Strong alignment, ✓ = Moderate alignment, (Blank) = Not directly aligned

Course Contents

SL	Topic	Teaching-Learning Strategy (Bloom's Level)	Alignment to CLOs
1.	Introduction to Biological Anthropology and Archaeology: Scope, objectives, subfields, methods, ethics	Lectures, multimedia presentations (Understand)	CLO 1
2.	Evolutionary Theory and Principles of Genetics: Natural selection, adaptation, Mendelian and molecular genetics	Visual explanations, concept modeling, peer instruction (Understand, Apply)	CLO 2, CLO 4
3.	Primatology: Primate classification, behavior, social organization, conservation	Comparative study, video analysis, concept mapping (Apply, Analyze)	CLO 2, CLO 4
4.	Human Evolution and the Fossil Record: Key hominin fossils, evolutionary trends, paleoanthropology methods	Case study analysis, fossil diagramming, debates (Analyze, Evaluate)	CLO 2, CLO 4, CLO 5
5.	Human Biological Variation and Adaptation: Skin color, altitude and climate adaptations, race and racism debates	Group discussion, media critique, simulation tasks (Analyze, Evaluate)	CLO 2, CLO 4, CLO 5
6.	Introduction to Archaeology: Concepts and History: What is archaeology, historical development, archaeology in South Asia	Timeline construction, local case comparison (Understand, Analyze)	CLO 1, CLO 3
7.	Archaeological Methods and Field Techniques: Survey, excavation, stratigraphy, dating methods (e.g.,	Simulation, mock excavation, field method videos (Apply, Analyze)	CLO 3, CLO 5

	radiocarbon, dendrochronology)		
8.	Material Culture and Interpretation: Stone tools, pottery, architecture, cultural sequences, interpretation frameworks	Object-based learning, comparative analysis (Apply, Evaluate)	CLO 3, CLO 5
9.	Major Archaeological Discoveries in the World and Bangladesh: Indus Valley, Olduvai Gorge, Mahasthangarh, Wari-Bateshwar, Mainamat	Slide lectures, Bangladeshi case reviews (Understand, Evaluate)	CLO 3, CLO 5
10.	Human Origins and the Peopling of the World: Out-of-Africa theory, migration, adaptation to diverse environments	Migration modeling, map work, documentary review (Analyze, Evaluate)	CLO 2, CLO 4, CLO 5
11.	Biological and Archaeological Perspectives on Early Societies: From foraging to farming, early cities and inequality	Thematic lectures, comparative readings (Analyze, Evaluate)	CLO 3, CLO 4, CLO 5
12.	Academic Skills: Communicating Scientific and Anthropological Knowledge: Writing reports, reading scientific texts, kinship diagrams, and presenting archaeological data	Report writing workshop, peer editing (Create)	CLO 6

Note: Topics often support multiple CLOs simultaneously. Time overlaps are designed to reinforce learning rather than duplicate content. This design ensures balanced exposure to scientific reasoning, archaeological literacy, and anthropological interpretation, with attention to Bangladeshi case studies and global perspectives.

List of Books

- Bahn, P. & Renfrew, C. (2008). *Archaeology: Techniques, methods and practice*. New York: Thames and Hudson.
- Barnouv, V. (1989). *Physical anthropology and archaeology* (4th ed.). Georgetown: The Dorsey Press.
- Bennett, K. A. (1979). *Fundamentals of biological anthropology*. W.C. Brown Co. Publishers.
- Birdsell, J. B. (1981). *Human evolution: an introduction to the new physical anthropology* (3rd ed). Houghton Mifflin Co.
- Boaz, N. T. (1996). *Biological anthropology: A synthetic approach to human evolution*. London: Prentice-Hall.
- Campbell, B. G. (2017). *Human evolution: an introduction to man's adaptations* (4th ed.). Routledge.
- Feder, K. L. & Park, M. Alan. (2001). *Human antiquity: An introduction to physical anthropology and archaeology* (4th ed.). New York: McGraw-Hill.
- Jolly, C. J., & White, R. (1995). *Physical anthropology and archaeology* (5th ed.). McGraw-Hill.
- Kottak, C. P. (2003). *Physical anthropology and archaeology*. New York: McGraw-Hill, Inc.
- Trevathan, W., Jurmain, R., Kilgore, L., Ciochon, R., & Bartelink, E. (2017). *Introduction to physical anthropology* (15th ed.). CENGAGE Learning Custom Publishing.

Course Code	214007	Marks: 100	Credit: 4	Course Hours: 60
Course Title	Other Culture			

Introduction

This course introduces students to the anthropological concept of "Otherness"—a key framework for understanding how human difference is constructed, represented, and contested across cultures. By tracing the history of "othering" in classical ethnography and colonial contexts, the course encourages students to critically examine how categories such as race, class, gender, ethnicity, and nation shape cultural perception. Students will also explore efforts to deconstruct and reimagine the boundaries between "self" and "other" in both global and local ethnographic contexts, including Bangladesh.

Course Objectives

To familiarize students with the conceptual and historical dimensions of “Otherness” in anthropology, enabling them to critically evaluate how cultural difference is represented, produced, and challenged through ethnographic writing and social discourse.

Course Learning Outcomes (CLOs)

CLO1 Remember and understand	Define the anthropological concepts of “Other,” “Otherness,” and “Other Culture.”
CLO2 Understand and analyze	Explain how “Otherness” has been historically constructed in colonial and classical ethnography.
CLO3 Understand and apply	Analyze how race, gender, class, and ethnicity contribute to practices of “othering.”
CLO4 Analyze	Evaluate cross-cultural and local expressions of “otherness” in the context of globalization, transnationalism, and diaspora.
CLO5 Evaluate and apply	Identify and assess how anthropologists reflect on “othering” while studying their own culture.
CLO6 Apply and create	Present coherent arguments on the ethics and politics of representation using academic writing and discussion skills.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)-

CLO /PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	✓✓		✓✓	✓✓								
CLO2	✓✓	✓✓	✓✓	✓✓			✓✓	✓✓			✓✓	✓✓
CLO3	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓
CLO4	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓
CLO5	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓		✓✓	✓✓	✓✓
CLO6	✓✓		✓✓	✓✓		✓✓	✓✓		✓✓	✓✓	✓✓	✓✓

Correlation: ✓✓ = Strong alignment, ✓ = Moderate alignment, (Blank) = Not directly aligned

Course Contents

SL	Topic	Teaching-Learning Strategy (Bloom's Level)	Alignment to CLOs
1.	Introduction to the Concept of “Other” and “Otherness”: Definitions, emergence in anthropology, basic distinctions from self vs. other, culture vs. other culture	Introductory lecture, concept mapping, Q&A (Understand)	CLO 1
2.	Historical Roots of “Othering” in Anthropology: Early ethnography, colonial contexts, classic case studies (e.g., Malinowski, Evans-Pritchard, Mead)	Case study analysis, timeline construction (Understand, Analyze)	CLO 2
3.	Critiques of Classical Anthropology and the “Colonial Gaze”: Postcolonial theory, Said’s Orientalism, reflexive turn in anthropology	Reading seminars, debates (Analyze, Evaluate)	CLO 2, CLO 5
4.	Ethnography and the Representation of “Others”: Ethics of representation, voice, authority, anthropologists’ positionality	Ethnographic text analysis, group discussion (Analyze, Evaluate)	CLO 2, CLO 5, CLO 6
5.	Race, Gender, Class, and Ethnicity in the Construction of “Otherness”: Intersectionality, inequality, and power in knowledge	Interactive lecture, comparative analysis (Understand, Analyze)	CLO 3

	production		
6.	“Otherness” across Borders and in Global Flows: Ethnocentrism, Westernization, Globalization, Transnationalism, Diaspora	Multimedia lectures, global case comparisons (Understand, Apply)	CLO 4
7.	Case Studies: Global and Local Expressions of “Otherness”: Marginalized groups, Indigenous peoples, migrant communities, refugees, minorities (incl. Bangladeshi contexts)	Case-based learning, group workshops (Analyze, Evaluate)	CLO 3, CLO 4
8.	Studying One’s Own Culture and the Problem of Internal “Othering”: Reflexivity in native ethnography, insider–outsider dilemmas, ethical and methodological challenges	Reflexive journals, peer feedback sessions (Analyze, Evaluate)	CLO 5
9.	Re-conceptualizing Otherness in Contemporary Anthropology: Hybridity, relational identity, “partial truths,” multi-sited ethnography	Advanced reading seminars, synthesis workshops (Evaluate, Create)	CLO 4, CLO 5
10.	Writing and Communicating Anthropological Arguments: Framing ethnographic essays, presenting analyses of othering, visual and digital storytelling tools	Writing labs, digital storytelling exercises (Create)	CLO 6
11.	Introduction to the Concept of “Other” and “Otherness”: Definitions, emergence in anthropology, basic distinctions from self vs. other, culture vs. other culture	Introductory lecture, concept mapping, Q&A (Understand)	CLO 5
12.	Historical Roots of “Othering” in Anthropology: Early ethnography, colonial contexts, classic case studies (e.g., Malinowski, Evans-Pritchard, Mead)	Case study analysis, timeline construction (Understand, Analyze)	CLO 4, CLO 5

Note: Topics often support multiple CLOs simultaneously. Time overlaps are designed to reinforce learning rather than duplicate content. This design ensures balanced exposure to scientific reasoning, archaeological literacy, and anthropological interpretation, with attention to Bangladeshi case studies and global perspectives.

List of Books

- Anderson, B. (1991). *Imagined communities: An inquiry into the origins and spread of nationalism*. London: Verso.
- Asad, T. (1973). *Anthropology and the colonial encounter*. New York: Humanities Press.
- Gellner, E. (1983). *Nations and nationalism*. Oxford: Blackwell.
- Hall, S. (ed). (1991). *Representations: Cultural representations and signifying practices*. London: Open University Press and Sage.
- Mamdani, M. (2004). *Good Muslim, bad Muslim: America, the Cold War, and the roots of terror*. Pantheon.
- Okely, J. (1996). *Own and other culture*. London: Routledge.
- Said, E. 1978. *Orientalism*. London: Routledge.
- Wolf, E. (1982). *Europe and the people without history*. Berkeley: University of California Press.
- Woodward, K. (1997). *Identity and differences*. London: Open University Press.
- Worsley, P. (1984). *The three worlds*. London: Weidenfeld & Nicolson.

Course Code: 211909	Marks: 100	Credits: 4	Class Hours: 60
Course Title: Introduction to Political Science			

Course Learning Objectives

- To absorb the basic concepts of political organization and their composition, functions and institutional structures;
- To identify various forms of government and organs of the state;
- To identify and explain the central principles, institutions, procedures, and decision-making processes of the political system;
- To evaluate the basic strengths and weaknesses of the political systems of the Western World;
- To give knowledge about the theoretical and practical role of the state, its governmental organs, and the relationship among the legislatures, executives, and the judiciary.

Course Learning Outcomes (CLOs)

At the end of the course, students should be able to:

- CLO 1** Understand the basic concept of political organizations, relations, and functions of institutional structure.
- CLO 2** Think critically about why countries choose different mechanisms and institutions for governing and why these choices are important.
- CLO 3** Develop a sound knowledge of the major concepts, tools of political science, and the relationships among organs of the government and their application in different countries.

Course Contents

SL.	Course Contents	Teaching-Learning Strategy	CLOs
1	Introducing Political Science, Definition, Scope, Nature, State and Society, State and Government, Theories of the Origin of State. Fundamental Concepts: Sovereignty, Law, Liberty, Rights,	Lecture, Assignment	CLO 1

	Nation, Nationalism, and Internationalism.		
2	Constitution: Definition, Necessity, Methods of Establishing Constitution, Characteristics of a Good Constitution, supremacy of the Constitution, amendment process.	Lecture, Assignment	CLO 1
3	Forms of Government: Democracy and Dictatorship, Parliamentary and Presidential, and Unitary and Federal.	Lecture, Assignment	CLO 1 CLO 2
4	Organs of State: Legislature-Its Importance and Functions, Unicameral and Bi-cameral Legislature, Decline of the Power of the Legislature; Executive – Its Importance and Functions, Growing Power of the Executive, Cabinet Dictatorship; Judiciary – Its Importance and Functions, Independence of Judiciary, Judicial Review.	Lecture, Assignment	CLO 2
5	Separation of Powers, Representation: Proportional and Majoritarian Representation, and Consociationalism.	Lecture, Assignment	CLO 3
6	Political party: Origin and development of Political parties, Coalition Politics, Functions of Pressure Groups, Difference between Political Parties and Pressure Groups, Bureaucracy and Pressure Groups.	Lecture, Assignment	CLO 1 CLO 2
7	Public Opinion: Its Meaning, and Significance, State and Civil Society, Governance, Good Governance.	Lecture, Assignment	CLO 3

List of Books

- Ball, A. R., & Peters, B.G. (2000). *Modern politics & government*. Seven Bridges Press.
- Islam, M. (2005). *Constitutional law of Bangladesh*. BILIA.
- Laski, H. J. (1967). *A grammar of politics* (5th ed.). HarperCollins Publishers.
- Lijphart, A. (1977). *Democracy in plural societies: A comparative exploration*. Yale University Press.
- Lijphart, A. (2008). *Thinking about democracy: Power sharing and majority rule in theory and practice*. Routledge.
- March, J. G., & Olsen, J.P. (1989). *Rediscovering institutions: The organizational basis of politics*. Free Press.
- Wilson, J. Q. (1995). *Political organizations*. Princeton University Press.

Course Code: 219901	Marks: 100	Credits: 4	Credit Hours: 60
Course Title: History of Bangladesh: Language, Culture, and Identity			

Course Objective

This course is designed to help undergraduate students from diverse academic backgrounds develop a comprehensive and nuanced understanding of the historical development of Bangladesh, with a particular focus on its language, culture, and identity. By critically examining a variety of historical events, socio-political movements, and cultural shifts from ancient times to the contemporary period, students will have the opportunity to trace the evolution of the Bengali nation. The course aims to foster informed citizenship through an exploration of the Liberation War, identity formation processes, cultural heritage, the lives and contributions of key political figures, and the roles of ethnic minorities. Ultimately, the objective is to equip learners with the intellectual tools necessary to contextualize current national debates and to recognize the role of youth and globalization in shaping the future of Bangladesh.

Course Learning Outcomes (CLOs)

At the end of the course, learners will be able to:

CLO 1: Recall key historical events, dates, movements, personalities, and cultural developments that contributed to the emergence of Bangladesh from the pre-colonial period to the present day.

CLO 2: Demonstrate an understanding of the socio-political, linguistic, and cultural influences that shaped Bengali identity and nationalism, emphasizing the Language Movement, Liberation War, and subsequent democratic uprisings.

CLO 3: Apply their historical and cultural understanding to interpret contemporary national issues and debates relating to identity, political reform, and cultural transformation in Bangladesh.

CLO 4: Analyze how historical events, political ideologies, and social changes are interconnected in shaping the current socio-political landscape of Bangladesh, with a particular emphasis on the roles of movements, minorities, and the youth.

Course Contents

Course Contents	Teaching Learning Strategy	CLOs
1. Pre-colonial Era - Life and Culture of the People in Ancient Bengal - Bengal Under Muslim Rulers: Society, Culture, and Religion - Role of the Sufis in Preaching Islam and Impacts of - Sufism in the Bengali Society - Bengali Society and Culture in the Writings of Foreigners	Interactive lectures	CLO 1-2
2. Colonial Era (18th and 19th Century) - The Battle of Plassey (1757) and the Beginning of British Colonialism - Bengal Renaissance - Reforms in Hindu Society - New Forms in Bengali Literature and Culture - The Muslim Response to Western Education	Interactive lectures, reading, and assignments	CLO 1-2
3. Colonial Era (First Half of the 20th Century) - Partition of Bengal (1905) - Hindu-Muslim Disagreements - Formation of the All India Muslim League (AIML) - Muslim Shahitya Samaj - Buddhir Mukti Andolan: The Urge for Rational Thinking in Bengali Muslim Society - Growth of Religion-based Identity - Politics of Hindutva and the Two-Nation Theory - Spread of Communalism in Society - The Partition of India and Bengal	Interactive lectures and group discussions	CLO 2-3
4. Post-Partition Era (1947-1971) - Language Movement - Political, Economic, and Cultural Aspects - Growth of Vernacular Nationalism - Cultural Activism	Interactive lectures and group discussion	CLO 2-3

5. Changing Bengali Identity • The Evolution of Bengali Identity in the Context of Language, Culture, and Religion • From Ancient Times to the Present • The Role of the Bengali Language in Shaping Identity • The Language Movement of 1952 and Its Long-term Impact on National Consciousness • The Influence of Religion on Bengali Identity • The Impact of Socio-political Movements on Identity Formation • The Liberation War of 1971 • Contemporary Debates on Bengali Identity • The Role of Youth in Redefining Identity • The Influence of Globalization	Interactive lectures and thematic assignments	CLO 2-3
6. Liberation Movement of 1971 and Mass Uprising till 2024 • The Political and Economic Exploitation of East Pakistan by West Pakistan • Six (6) Points Movement, Uprising of 1969 • The 1970 General Elections • The Non-Cooperation Movement and the Declaration of Independence • The Role of AK Fazlul Haque, Huseyn Shaheed Suhrawardy, Maulana Bhashani, Sheikh Mujibur Rahman and Ziaur Rahman • The Liberation War of 1971 • Genocide and Resistance • The Role of the Mukti Bahini • Post-independence Challenges • Nation-building • Political Instability • Mass Uprisings and Democratic Movements • The Anti-Autocracy Movement of the 1980s • The 1990s Movement for Democracy and Afterwards • The 2024 Movements for Political and Social Reforms	Interactive lectures, group discussions, and thematic assignments	CLO 1 CLO 3-4

7. History of Other Ethnic Groups • The Indigenous Communities of Bangladesh • Historical Presence • Cultural Practices • Land Rights and Cultural Assimilation • Contributions and Sacrifices • Political Representation of Ethnic Minorities •	Interactive lectures and group discussions	CLO 4
8. Cultural Heritage and Modern Transformations • The Evolution of Bengali Culture • From Ancient Traditions to Modern Expressions • The Role of Literature, Music, and Art in Shaping Bengali Identity • Contributions of Rabindranath Tagore, Kazi Nazrul Islam, and Other Cultural Icons • The Impact of Globalization on Bengali Culture • The Revival of Traditional Arts • The Role of Youth in Cultural Innovation Urbanization • Environmental Changes • The Commodification of Culture	Interactive lectures, documentary screening, and thematic assignments	CLO 1-4

List of Books

Ahmed, M. (1979). *Bangladesh: The constitutional quest for autonomy*. The University Press Limited.

Ahmed, R. (1981). *The Bengal Muslims 1871-1906: A quest for identity*. Oxford University Press.

Alavi, H. (1972). *The state in post-colonial societies: Pakistan and Bangladesh*. In K. Gough & 11. P. Sharma (Eds.), *Imperialism and revolution in South Asia* (pp. 145-178). New York, NY: Monthly Review Press.

Bernier, F. (2023). *Travels in the Mogul Empire: A.D. 1656-1668*. Chennai: Atlantic Publishers.

Bleie, T. (2005). *Tribal peoples, nationalism, and the human rights challenge*. The Adivasis of Bangladesh. University Press Limited.

Bosc, S. (2011). *Dead reckoning Memories of the 1971 Bangladesh war*. Hurst & Company.

- Eaton, R. M. (1996). *The rise of Islam and the Bengal frontier. 1204-1760*. Berkeley: University of California Press.
- Gilmour, D. (2019), *The British in India: Three centuries of ambition and experience*. London. Penguin.
- Habib, L. (1982). *Cambridge economic history of India. Cambridge*. Cambridge University Press.
- Halim, S., Amanullah, A. S. M., & Nasir, R. 1. (2024). *Society and sociology in Bangladesh: A South Asian perspective*. The University Press Limited.
- Hashmi, T. (2021). *Fifty Years of Bangladesh, 1971-2021 Crises of Culture, Development, Governance and Identity*. Switzerland: Palgrave Macmillan.
- Huq, M. E. (1975). *History of Sufism in Bengal. Dhaka*. Bangladesh Asiatic Society
- Husain, I. (2014). *Karl Marx on India*. New Delhi: Tulika Books.
- Jahan, R. (1972). *Pakistan: Failure in national integration*. Columbia University Press.
- Maniruzzaman, T. (1988). *The Bangladesh revolution and its aftermath* (2nd ed.). Dhaka: University Press Limited. (Original work published 1980)
- Mascarenhas, A. (1986). *Bangladesh: A legacy of blood*. London: Hodder and Stoughton.
- Rashid, H. O. (2015). *The foreshadowing of Bangladesh: Bengal Muslim League and Muslim politics* (3rd ed.). Dhaka: University Press Limited.
- Roy, A. (1984). *The Islamic syncretistic tradition in Bengal*. Princeton. NJ: Princeton University Press.
- Sen, A. (2006). *Identity and violence: The illusion of destiny*. W. W. Norton & Company.
- Umar, B. (2022). *The Emergence of Bangladesh: A History of East Pakistan*. Dhaka: Bangla Gobeshona.

Course Code	219903	Marks: 75	Credits: 3
Course Title:	Information and Communication Technology		

Course Objectives:

The main objective of the course is to develop students' understanding and skills in using, managing, and applying technology to solve problems and enhance various aspects of life and work. Key areas of focus include understanding ICT systems, software, hardware, networks, and their applications.

Course Learning Outcomes: The student will be able to:

CLO 1	Explain foundational ICT concepts, including the information processing cycle.
CLO 2	Operate standard computer hardware and software systems effectively.
CLO 3	Use office productivity tools (Word, Excel, PowerPoint) for academic and professional tasks.
CLO 4	Apply safe internet practices and use internet tools for communication and information retrieval.
CLO 5	Understand and explain the concepts of Data Analytics, Artificial Intelligence (AI), and Machine Learning (ML)
CLO 6	Understand the concept of free-lancing

Course Contents:

Unit	Specific Objectives	Content	Teaching and Learning Approach
Unit 1: Introduction to Information and Communications Technology (ICT) and Computer System	The student will be able to: • Explain the concept of ICT and its related terminologies. • Describe the information processing cycle. • Analyze the impact of ICT on educational,	Definition of ICT, basic concepts and terminologies. Data, Information Application of ICT, Advantages and Disadvantages of ICT, Impact of ICT Career opportunities in ICT education	Classroom Lectures

	social and economic development. • Identify career opportunities in ICT education. • Differentiate among the classes of computers and the usages of them. • Identify the vital components of the Systems Unit.	Information Processing Cycle. Classification of Computers The Vital Components of the Systems Unit.	
Unit 2: Computer Hardware and Software	The student will be able to: • Describe the categories of Computer Hardware. • Describe the commonly used Input and Output devices • Identify the main processing devices, storage devices and media. Identify the main communication devices. • Identify types of Software packages. • Distinguish between an Operating System and Application software. • Identify different types, examples and uses of Operating Systems and Application software • Distinguish between Open Source and Proprietary Software.	Categories of Computer Hardware: Input devices, Processing devices, Output devices, Storage devices Communication devices, Main Processing Devices: The Processor, Control Unit and Arithmetic and Logic Unit Software Packages, Operating Systems, Types and uses of Operating Systems, Types and uses of Application Software: Educational software, Games software, Graphics software Browsers: Internet explorer, Google chrome, Mozilla Firefox, Opera, Internet explorer, Mozilla Firefox; Proprietary and Open Source Software	Classroom lectures and Lab
Unit 3: Introduction to Word Processing Application	• The student will be able to: • Identify Word Processing packages. • Create and save a document using the Word Processor. • Format a Word	Word Processing Packages and Their Uses. Introduction of Microsoft Word Software. File creation and saving: New, Save, Open, Save As. Editing: Copy/Cut, Paste, Undo, Redo, Find, Replace,	Classroom Lectures, Lab, and Hands-on Practice

	document using formatting tools. Demonstrate the ability to perform collaborative editing. • Insert tables in a Word Processing document. • Insert symbols and pictures in Word Processing documents. • Use layout techniques in document creation. • Inserting headers and footers. • Print documents using the various print options.	Clipboard, Sub-Headings And Paragraphs, Text Correction, Wrapping Text, Text Orientation Formatting: Font: Style, Size, Color, Bold, Underline, Italic, Superscript, Subscript, Shadow, Strikeout. Paragraph: Alignment, Bullet & Numbering, Indent, Line Spacing, Table Border Insert: Table, Picture, Shape, Smart Art, Chart, Header, Footer, Page Number, WordArt, Drop Cap, Symbols, Equations, Hyperlink, Comment. Page Design: watermark, page border Layout: Page setup, print	
Unit 4: Spreadsheet Application	• The student will be able to: • Identify Spreadsheet Packages. • Explain the importance of the Spreadsheet application in data management. • Explain related concepts and terminologies in the Spreadsheet. • Identify features in the Spreadsheet application window. • Create and save a Workbook. • Construct and insert simple formulae and	Spreadsheet Packages, e.g. Excel. Importance of Spreadsheet application in Data Management, Related Concepts and Terminologies (e.g., cell(s), rows, columns, worksheet, workbook) Excel Tool Bars: Formatting Bar, Standard Bar, Formula Bar. Types of Data and Their Uses (e.g., number, date, text, currency), Creating and Saving a Workbook, Formula and Functions, Sorting, filtering, validation, creating pivot table. Formatting Worksheet Using Formatting Tools.	Classroom Lectures, Lab and Hands-on Practice

	functions. • Format the worksheet using formatting tools. • Printing a worksheet.	Draw Graph/chart, Printing Worksheet.	
Unit 5: Presentation Application	• The student will be able to: • State the importance of the Presentation application. • Identify the commonly used features of a Presentation application while prepare a presentation. • Create and save presentations using a template, Add new slide(s). Edit text, Format text, Insert objects, images and pictures, Run slide show, Apply transition, animation effects to slides • Select the print option for printing. • Prepare a presentation on a selected topic and present it.	Presentation Applications Packages, Devices used for Presenting, Importance of Presentation Application, Principles for Designing Presentations, Terminologies in Presentation Application (eg, , Slide transitions, Slide show, etc.), Commonly Used Features of Presentation Application Window: Toolbars, Different presentation view modes Prepare a Presentation: Slide creating, editing, theme, background, inserting elements (image, audio, video hyperlink, table, smart art, graph, etc.) and formatting slides, Slide Layout, slide Show, slide transition, animation Effects. Selection of Print Option: Entire presentation, Specific slides, Handouts, Notes pages, outline view of slides.	Classroom Lectures, Lab and Hands-on Practice
Unit 6: Privacy and Security	The student will be able to: • Understand the basics of digital security • Use some security tools. • Understanding digital ethics.	Introduction to Information Security, cybercrime, DoS and DDoS Attack, Key Management, Digital Signature and Certifications, privacy, Data Security, Vulnerability, Threat and Risk, Malware, Social Engineering, Hacking, Plagiarism, Fishing, Software Piracy, Worms and Viruses, Spam, Adware, Malware, Spyware, Antivirus Software	Classroom Lectures, Lab and Hands-on Practice

		Ethics in the digital world	
Unit 7: Using The Internet to Communicate and Accessing Information	• The student will be able to: • Explain basic concepts, requirements, and terminologies of the Internet • Apply the rules and regulations in the use of the internet. • Using email • Use the internet social network to communicate. • Use Uniform Resource Locators (URLs) to access Information. Use search engines to access information • Upload files to virtual drives and work on it.	Internet, Intranet, Extranet, IP Address, Masking, MAC Address, Internet Services, OSI Reference Model, TCP/IP protocol stack, IPv4, IPv6, subnet Masking, MAC Address, Internet Services, Network Configuration and Troubleshooting, Wi-Fi, Broadband, Email Usage. Rules and Regulations in the Use of the Internet: Spam-Unsolicited Emails, People's Privacy, Intellectual Property Rights, etc. E-mail: Creating an Email Account, Sending, Accessing Email Messages, Attaching Documents to Email Messages, Using the Internet: Social Networks to Communicate, Uniform Resource Locators (URLs) to Access Information, Using Search Engines, Downloading Information from the Internet. Transferring Information from the Internet to a Different Application Intellectual Property Rights, ICT Policy, Software Piracy etc. Using Cloud Space: Google Drive, Google Workspace, OneDrive, Dropbox, etc.	Classroom Lectures, Lab and Hands-on Practice
Unit 8: Emerging Technologies: Data analytics, Artificial intelligence, Machine learning	• Define Data Analytics, Artificial Intelligence (AI), and Machine Learning (ML). • Understand how data is collected, processed, and used for decision-	Introduction to Data Analytics: Define Data, Types of Data, Define Data Analytics, Basic Steps in Data Analytics, Applications of Data Analytics, Common Tools of Data Analytics (Excel, Tableau, Power BI,	Classroom Lectures, Lab and Hands-on Practice

	making. • Recognize the role of AI and ML in everyday life. • Explain basic differences between AI and ML. • Discuss benefits and challenges of these technologies. • Recognize current trends and career opportunities in these fields.	Python, SQL, etc.). Artificial Intelligence (AI): Define AI, Objectives of AI, AI capabilities, AI applications (NLP, Image Recognition, Predictive Analytics, Recommender Systems, Robotics, etc.); AI Tools: OpenAI GPT, TensorFlow, PyTorch, Keras, Scikit-learn, etc.), AI in daily life (Voice assistants, facial recognition, GPS route suggestions, chatbots, etc.) . Machine Learning (ML): Define Machine Learning (ML), How It Works, Classification of ML, applications of ML, and common ML platforms (Teachable Machine, TensorFlow, PyTorch, Microsoft Azure Machine Learning, etc.). Relationship Between Data Analytics, AI, and ML Benefits & Challenges of Data Analytics, AI, and ML. Future Trends & Career Paths.	
Unit 9: Introduction to Freelancing	The student will be able to: • Define and explain the fundamental concept and significance of freelancing in the global context. • Identify and categorize various online	Introduction and Basic Concepts, Fields of Freelancing, Essential Skills and Preparation, Introduction to Freelancing Marketplaces, Creating Profile and Portfolio, Earning and Transaction	Classroom Lectures, Practical Demos, Assignments, Discussions

	marketplaces and professional fields. • Develop professional profiles, portfolios, and proposals suitable for freelancing platforms. • Demonstrate the use of online payment systems and financial transaction methods. • Analyze and evaluate strategies for career development and effectively apply techniques to overcome freelancing challenges.	Process, Building a Freelancing Career, Challenges and Solutions.	
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List of Books:

Norton, P. (2008). *Introduction to computers* (9th ed.). The McGraw-Hill.

Comer, D. E. (2018). *The internet book: Everything you need to know about computer networking and how the internet works* (5th ed.). Chapman and Hall/CRC Press.

Lambert, J., & Frye, C. (2015). *Microsoft Office 2016 step by step*. Microsoft Press.

Hassan, N. A., & Hijazi, R. (2017). *Digital privacy and security using Windows: A practical guide*. Apress.

Maheshwari, A. (2024). *Data analytics made accessible*. Jay Cobb.

Russell, S. J., & Norvig, P. (2020). *Artificial intelligence: A modern approach* (4th ed.). Pearson.

Alpaydin, E. (2020). *Introduction to machine learning* (4th ed.). MIT Press.

Course Code	219904	Marks: 25	Credit: 1
Course Title:	Lab: Information and Communication Technology		

Course Objectives:

The main objective of the course is to teach the students' understanding and skills in using, and applying technology to solve problems and enhance various aspects of life and work. It includes assembling hardware, installing software, preparing PPT slides, and producing Word and Excel documents.

Course Learning Outcomes:

The student will be able to:

CLO 1	Learn assembling hardware
CLO 2	Prepare, edit and print Word documents and excel
CLO 3	Prepare Power Point presentation.
CLO 4	Access information from Internet, e-mail
CLO 5	Installation of anti-virus software
CLO 6	Data collection, Prediction, Pattern recognition, classification
CLO 7	Exploring markets, Proposal writing, Simulation strategies

List of Experiments

CLO Addressed	Unit	Experiments	Teaching Learning Approach
CLO1	1-4	- Assemble different hardware - Install different software - Operate the computer - Drive, folder and file management - Maintenance	Lab and Hands-on Practice
CLO 2	3	Word Prepare a Word document on a specific topic	Lab and Hands-on Practice

		(e.g, routine, question paper, CV, reports, applications) • Formatting the document (Alignment, table, border, watermark, etc.), e.g., newspaper article, academic report, or documentation used in daily life, book, poster • Print documents with different paper and printers	
CLO 2	4	• Excel • Prepare a grade sheet • Prepare a family expenditure • Prepare a business expenditure report • Prepare payroll management, with a report • Create graphs on the given data • Print Excel files	Lab and Hands-on Practice
CLO 3	5	Power point • Prepare an academic presentation on a specific topic. • Formatting the slides & using different tools. • Apply animation and transition • Print PPT files in different modes: Hand note, Slides shorter, outline	Lab and Hands-on Practice
CLO4	6	• Install antivirus software, e.g., Norton Antivirus, McAfee, Kaspersky, Avast.	Lab and Hands-on Practice
CLO5	7	• Use of email • Access information from the internet, use a search engine. • Use of virtual drive for collaboration • Google Meet	Lab and Hands-on Practice
CLO6	8	• Data Collection and Visualization (Excel) • Simple Prediction (Excel) • Pattern recognition (Teachable Machine) • Classification (Teachable Machine)	Lab and Hands-on Practice
CLO7	9	Free lancing • Marketplace exploration and portfolio creation • Proposal writing • Payment simulation	Lab, Hands-on, Group Work, Discussion

Instructions for the Lab:

1. Lab sessions should be hands-on, with students engaging in tasks like assembling hardware, installing software, and using office tools.
2. Software like Microsoft Word, Excel, PowerPoint, and Teachable Machine will be used for document creation, data analysis, and basic machine learning.

3. Labs also include antivirus installation, email use, and online collaboration via Google Meet and Drive, emphasizing teamwork and problem-solving.

Instructions for the Lab exam:

1. The lab exam is individual. Students must answer two out of seven questions.
2. Marks distribution: Experiment (20 marks, 10 for each) for practical tasks, Viva-Voce (5 marks) for oral assessment. Total: 25 marks.

List of Books:

Comer, D. E. (2018). *The internet book: Everything you need to know about computer networking and how the internet works* (5th ed.). Chapman and Hall/CRC Press.

Lambert, J., & Frye, C. (2015). *Microsoft office 2016 step by step*. Microsoft Press