NATIONAL UNIVERSITY BANGLADESH



Syllabus
Bachelor of Arts (Honors) Second Year
Department of History

Effective from the Session: 2024–2025 and onwards

Mission of the University

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 of the University

We expect that 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.

National University aims to strengthen its positions 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.

Title of Programme: Bachelor of Arts (B.A.) in History

Vision of the Program

To be Bangladesh’s leading and a globally recognised centre for historical study and research, whose graduates and scholarship help individuals and communities understand their past, address present challenges, and advance “Progress for Everyone”.

Mission of the Program

The Department is committed to:

1. **Transformative education:** Deliver inclusive, transformative, outcome-based education in history that develops critical, analytical, communicative and digital competencies.
2. **Pioneering research:** Produce and foster original, source-based and interdisciplinary research on the history, society, culture and heritage of Bangladesh, South Asia and the world.
3. **Collaboration and community engagement:** Build meaningful partnerships with communities, archives, museums, heritage bodies and universities in Bangladesh and abroad to preserve and share historical knowledge.
4. **Global issues and sustainable development:** Apply historical perspectives to pressing national and global issues and contribute to sustainable development.
5. **Values and impact:** Nurture integrity, respect for diversity, social responsibility, leadership and lifelong learning, so that graduates' achievements benefit the individuals and communities they serve.

Alignment with the University Mission and Vision:

M1: transformative education (University Mission).

M2: pioneering research (University Mission).

M3: collaboration with individuals, communities and partners in Bangladesh and around the world; strategic partnerships (University Mission and Vision).

M4: pressing global issues and sustainable development (University Vision).

M5: "Progress for Everyone"; services measured by the achievements of the individuals and communities served (University Mission and Vision).

Program Educational Objectives (PEOs)

Within four years of completing the B.A. (Honours) in History, graduates will:

1. **Professional competence:** Establish themselves in teaching, public service, research, heritage, media or development careers, or in higher studies, applying sound historical knowledge and analytical skills.
2. **Research and inquiry:** Contribute to knowledge through evidence-based research, postgraduate study or publication, using historical methods and digital tools.
3. **Communication and collaboration:** Communicate historical understanding to academic and public audiences and work effectively with communities, institutions and partners at home and abroad.
4. **Heritage and sustainable development:** Help preserve and promote national history and heritage, and use historical perspective to address contemporary and global issues.
5. **Integrity, leadership and lifelong learning:** Act with professional integrity and respect for diversity, take leadership roles, and keep learning throughout their careers.

Mapping PEOs with the Missions

	M1	M 2	M 3	M 4	M 5
PEO1	**3**	–	–	1	2
PEO2	2	**3**	–	2	–
PEO 3	2	1	**3**	–	–
PEO 4	–	2	2	**3**	–
PEO 5	1	–	1	–	**3**

3 = strong, 2 = moderate, 1 = weak, – = no direct contribution.

Program Learning Outcomes (PLOs)

After successful completion of the Honours in History program, graduates will be able to:

PLO1: Historical Knowledge

Demonstrate comprehensive and coherent knowledge of key historical events, periods, civilizations, and transformations at local, national, and global levels.

PLO2: Source Analysis and Interpretation

Critically analyze, interpret, and synthesize historical sources, evidence, and texts using appropriate historical methods and theoretical frameworks.

PLO3: Application of Historical Perspectives

Apply historical understanding to explain contemporary social, political, cultural, and economic issues, showing awareness of continuity and change over time.

PLO4: Research Competence

Design and conduct independent and collaborative historical research using qualitative and/or quantitative methodologies, adhering to academic standards.

PLO5: Communication Skills

Communicate historical ideas, arguments, and findings effectively in written and oral forms, using discipline-specific language and formats, and collaborate with diverse teams and communities.

PLO6: Ethical and Professional Responsibility

Demonstrate ethical reasoning, academic honesty, respect for diversity, and responsible citizenship grounded in historical awareness.

PLO7: Digital and Technological Literacy

Utilize digital tools, databases, and technologies for historical research, archiving, documentation, and presentation in professional settings.

PLO8: Lifelong Learning and Leadership

Engage in lifelong learning, professional development, and leadership in educational, cultural, research, and heritage-related fields.

Mapping between Program Learning Outcome (PLO) &Program Educational Objectives (PEOs)

	PEO1	**PEO2**	**PEO3**	**PEO4**	**PEO5**
PLO1	**3**	1	–	2	–
PLO2	2	**3**	–	–	–
PLO3	2	–	–	**3**	–
PLO4	–	**3**	1	–	–
PLO5	2	1	**3**	–	–
PLO6	–	–	–	2	**3**
PLO7	1	2	2	–	–
PLO8	2	–	–	–	**3**

3 = strong, 2 = moderate, 1 = weak, – = no direct contribution.

Courses, Marks & Credit Distribution

SECOND YEAR

Course Code	Course Type	Paper Title	Marks	Credits
8221551	Core Course	History of Bengal, 1204-1757	100	4
8221553		History of South Asia, 1526-1857	100	4
8221555		History of Ancient Civilization	100	4
8221557		History of Europe, 1453-1815	100	4
8221565	Allied Course	**বাংলা ভাষা ও সাহিত্য** (Bangla Language and Literature)	100	4
8221763		Fundamentals of Philosophy	100	4
8221171	Embedded Course	Functional English	100	4
8226601		Applied Information and Communication Technology (Applied ICT)	75	3
8226602		Practical: Applied ICT	25	1
8221560	Viva-voce (History)		50	2
Total			850	34

Course Code: 8221551	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: History of Bengal 1204-1757		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course examines the political, administrative, religious and cultural history of Bengal from the establishment of Muslim rule in 1204 to the Battle of Plassey in 1757. It begins with the sources of the history of medieval Bengal. Then it traces the Muslim conquest and expansion, the rise and development of the independent Sultanate under the Ilyas Shahi and Husain Shahi dynasties, the Afghan rule of the Sur and Karrani dynasties, the Mughal conquest and the resistance of the Bara Bhuiyans, the expansion of Mughal rule under Mir Jumla and Shaista Khan, and the emergence of the Nawabi administration under Murshid Quli Khan, Alivardi Khan and Sirajuddaula.

The course also studies the administration and land revenue systems of the Sultani, Mughal and Nawabi periods, and the religious and cultural life of Bengal under the Sultans, the Mughals and the Nawabs, including Sufism and the Vaishnava movement of Chaitanya. It closes with the causes, results and impact of the Battle of Plassey in 1757. Through the study of historical sources, students will develop critical and analytical perspectives on the medieval history of Bengal.

Course Objectives

The objective of this course is to give students a coherent account of the political history of Bengal from the establishment of Muslim rule in 1204 to the Battle of Plassey in 1757. It aims to introduce the administration and land revenue systems of the Sultani, Mughal and Nawabi periods, and the religious and cultural life of medieval Bengal. It also aims to train students to use the sources of the history of medieval Bengal and to judge the causes and consequences of major historical events, particularly the Battle of Plassey.

Course Learning Outcomes (CLOs)

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

CLO1: Describe the major political developments in Bengal from 1204 to 1757 under the Sultanate, the Mughals and the Nawabs. (Understand)

CLO2: Explain the administration and land revenue systems of Bengal under the Sultani, Mughal and Nawabi periods. (Understand)

CLO3: Analyze the religious and cultural life of medieval Bengal, including Sufism and the Vaishnava (Bhakti) movement of Chaitanya. (Analyze)

CLO4: Interpret the sources of the history of medieval Bengal and compare historical interpretations. (Analyze)

CLO5: Evaluate the causes, results and impact of the Battle of Plassey and the decline of the Nawabi state, and present the argument in written or oral form. (Evaluate)

Mapping of CLOs with PLOs

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	**3**	–	–	–	–	–	–	–
CLO 2	**3**	–	1	–	–	–	–	–
CLO 3	2	–	–	–	–	2	–	–
CLO 4	–	**3**	–	1	–	–	–	–
CLO 5	1	2	2	–	2	–	–	–

3 = strong, 2 = moderate, 1 = weak, – = no direct contribution.

Course Content

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategy	CLOs
1–3	1. Sources of the history of medieval Bengal: (a) Persian chronicles: Tabaqat-i-Nasiri, Riyaz-us-Salatin, Baharistan-i-Ghaybi; (b) accounts of foreign travellers: Ibn Battuta, Ma Huan and the European travellers; (c) coins and inscriptions; (d) Bengali literary sources; (e) limitations of the sources.	Lecture; guided reading of extracts from chronicles and travellers' accounts; study of coins and inscriptions through images; Q/A session	Diagnostic Q/A, In-class Source Analysis, Written Assignment on Primary Sources	CLO 4
4–7	2. First phase of Muslim conquest and expansion in Bengal: (1204-1322 A.D.) (a) Bakhtiar Khalji, (b) Ghiyasuddin Iwaz Khalji; (c) Mughisuddin Tughril Khan; (d) Sultan Shamsuddin Firuz Shah; (e) Circumstances leading to the independence of Bengal up to Sultan Shamsuddin Ilyas Shah.	Lecture; map work on the routes of conquest; timeline exercise; Q/A session	Map-marking Test (Conquest routes), Class Test 1, Group Discussion Assessment	CLO 1
8–11	3. Second phase of expansion and independent Sultanate: (a) Ilyas Shah, his origin, consolidation of power, estimation; (b) Raja Ganesh; (c) Alauddin Husain Shah: his origin, conquests, character and achievements; (d) Nusrat Shah; (e) achievements of the Ilyas Shahi and	Lecture; group discussion on the achievements of the Ilyas Shahi and Husain Shahi rulers; image-based session on Sultanate monuments	Analytical Essay Assignment, Peer Review, Midterm-1 / Progress Evaluation	CLO 1

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategy	CLOs
	Husain Shahi periods.			
12–15	4. Afghan rule in Bengal (1538-1576): Sher Shah, the Sur and Karrani dynasties; Mughal occupation of Bengal by Akbar and the Battle of Rajmahal; Bengal's resistance to Mughal expansion; the Bara Bhuiyans: Islam Khan. [Note: Topic 3 ends with Nusrat Shah (d. 1532), while the Battle of Rajmahal (1576) was fought against Daud Khan Karrani. The Afghan period between them was missing, so it is added here. "Glories of Ilyas Shahi and Husain Shahi periods" belongs to the Sultanate and is moved to topic 3 as item (e).]	Lecture; map work on the territories of the Bara Bhuiyans; reading from Baharistan-i-Ghaybi; group discussion	Midterm Examination, Presentation on Bara Bhuiyan Resistance, Document Review	CLO 1
16–18	5. Expansion under the Mughals: Mir Jumla; Shaista Khan: his conquests, achievements.	Lecture; comparative discussion of Mir Jumla and Shaista Khan; map work on the conquest of Chittagong	Comparative Rubric Assignment (Mir Jumla vs Shaista Khan), Short Quiz	CLO 1
19–20	6. Murshid Quli Khan as Dewan (1700-17): Revenue reforms; and as Subahdar (1717-1727).	Lecture; case study of the revenue reforms of Murshid Quli Khan; Q/A session	Class Test 2	CLO 1, CLO 2
21	7. Alivardi Khan: capture of power, Maratha raids.	Lecture; map work on the Maratha raids; Q/A session	In-class Q/A	CLO 1
22–23	8. Nawab Siraj-ud-Daulah: Battle of Plassey, its causes, results and impact.	Lecture; structured debate on the causes of the Battle of Plassey; reading of contemporary accounts	Structured In-class Debate (Plassey's Political Fallout), Term Paper Submission	CLO 1, CLO 5
24–25	9. Administration and land revenue system under the Sultani, Mughal and Nawabi periods	Lecture; comparative table of the Sultani, Mughal and Nawabi systems; group work	Comparative Matrix Evaluation, Case Study on Land Revenue Systems	CLO 2
26–28	10. Religious and cultural life under the Sultans, the Mughals and the Nawabs (Sufism, Bhaktibad, Chaitanya and Vaishnavism) [Note:	Lecture; image-based session on architecture; reading of selected literary	Group Project / Viva-Voce, Comprehensive Course Review,	CLO 3

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategy	CLOs
	Kabir and Nanak belonged to North India and the Punjab, not to Bengal. The Bhakti movement in Bengal was led by Sri Chaitanya (1486-1534) during the Husain Shahi period, so he replaces them. The Mughal and Nawabi periods are added so that the topic covers the whole course period, 1204-1757.]	texts; visit to a heritage site or museum where possible	Final Examination	

Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

List of Books

Chaudhury, S. (2000). *The prelude to empire: Plassey revolution of 1757*. Manohar.

Datta, K. K. (1939). *Alivardi Khan and his times*. University of Calcutta.

Eaton, R. M. (1993). *The rise of Islam and the Bengal frontier, 1204–1760*. University of California Press.

Islam, S. (Ed.). (2003). *Banglapedia: National encyclopedia of Bangladesh*. Asiatic Society of Bangladesh.

Karim, A. (1985). *Social history of the Muslims in Bengal: Down to A.D. 1538* (2nd ed.). Baitush Sharaf Islamic Research Institute.

Marshall, P. J. (1987). *Bengal: The British bridgehead, Eastern India 1740–1828*. Cambridge University Press.

Raychaudhuri, T. (1953). *Bengal under Akbar and Jahangir: An introductory study in social history*. A. Mukherjee.

Roy, A. (1983). *The Islamic syncretistic tradition in Bengal*. Princeton University Press.

Roy, A. C. (1963). *Bengal under the Mughals*. University of Dacca.

Sarkar, J. N. (1948). *The history of Bengal (Vol. 2: Muslim Period, 1200–1757)*. University of Dhaka.

Tarafdar, M. R. (1965). *Husain Shahi Bengal, 1494–1538 A.D.* Asiatic Society of Pakistan.

Primary sources (in translation)

Ibn Battuta. (1929). *Travels in Asia and Africa, 1325–1354* (H. A. R. Gibb, Trans.). George Routledge & Sons.

Minhaj-i-Siraj. (1881). *Tabakat-i-Nasiri* (H. G. Raverty, Trans.; Vols. 1–2).

Mirza Nathan. (1936). *Baharistan-i-Ghaybi* (M. I. Borah, Trans.; Vols. 1–2). Government of Assam.

Salim, G. H. (1902). *Riyazu-s-salatin: A history of Bengal* (A. Salam, Trans.). Asiatic Society.

করিম, আবদুল (১৯৯৪)। বাংলার ইতিহাস: মুঘল আমল। ঢাকা। বাংলা একাডেমি।

করিম, আবদুল (২০১৩)। বাংলার ইতিহাস: সুলতানি আমল। ঢাকা। জাতীয় সাহিত্য প্রকাশ।

খান, আকবর আলি (২০১৯)। বাংলায় ইসলাম প্রচারে সাফল্য: একটি ঐতিহাসিক বিশ্লেষণ। ঢাকা। প্রথমা প্রকাশন।

খান, মো. আখির (২০০৫)। বাংলার ইতিহাস। ঢাকা। বাংলা একাডেমি।

তরফদার, মমতাজুর রহমান (১৯৯৫)। হোসেন শাহী বাংলা (অনূদিত)। ঢাকা। বাংলা একাডেমি।

মুখোপাধ্যায়, সুখময় (১৯৮৮)। বাংলায় মুসলিম অধিকারের আদিপর্ব। কলকাতা। আনন্দ পাবলিশার্স।

মুখোপাধ্যায়, সুখময় (২০১৮)। বাংলার ইতিহাসের দুশো বছর: স্বাধীন সুলতানদের আমল। ঢাকা। দিব্যপ্রকাশ।

রহিম, এ. এফ. এম. (১৯৮২)। বাংলার সামাজিক ও সাংস্কৃতিক ইতিহাস (১ম-২য় খণ্ড)। ঢাকা। বাংলা একাডেমি।

রহিম, এ. এফ. এম., চৌধুরী, আবদুল মমিন, ইসলাম, সিরাজুল, ও মাহমুদ, এ. (সম্পা.) (২০১১)। বাংলাদেশের ইতিহাস। ঢাকা। বাংলা একাডেমি।

হোসেন, আশফাক (২০০৮)। বাংলাদেশের ইতিহাসের রূপরেখা। ঢাকা। বাংলা একাডেমি।

Course Code: 8221553	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: History of South Asia, 1526-1857		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course provides a comprehensive understanding of the political, administrative, socio-economic, and cultural history of South Asia from the establishment of the Mughal Empire in 1526 to the Great Revolt of 1857. It examines the sources of Mughal history, the emergence and expansion of the Mughal Empire under Babur, Humayun, Akbar, Jahangir, Shah Jahan, and Aurangzeb, and analyzes the administrative and cultural achievements of the Mughal period. The course also explores the decline of the Mughal Empire, the arrival of European trading companies, Anglo-French rivalry, the rise of British power in Bengal and India, British administrative and revenue policies, constitutional developments, and the causes and significance of the Revolt of 1857. The course aims to develop students' analytical, research, and communication skills through the study of historical sources and interpretations.

Course Objectives (COs)

The objective of this course is to give students a coherent account of the political history of South Asia from the foundation of the Mughal Empire in 1526 to the Great Revolt of 1857. It aims to introduce the administration, society, economy and culture of the Mughal period, and to explain how the decline of the Mughal Empire and the arrival of the European trading companies led to the rise of British power. It also aims to help students assess the impact of the East India Company's administrative, revenue and constitutional policies, and to train them to use historical sources and interpretations.

Course Learning Outcomes (CLOs)

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

CLO1: Describe the establishment and expansion of the Mughal Empire from Babur to Aurangzeb, including the Mughal-Afghan conflicts and the rule of Sher Shah. (Understand)

CLO2: Analyze the administration, social and economic conditions, literature, art and architecture of the Mughal period, using the sources of Mughal history. (Analyze)

CLO3: Evaluate the causes of the downfall of the Mughal Empire and the emergence of European and British dominance in South Asia. (Evaluate)

CLO4: Assess the impact of British administrative, judicial, revenue and constitutional reforms on South Asian society between 1765 and 1857. (Evaluate)

CLO5: Critically examine the causes, nature and results of the Great Revolt of 1857, and present the argument in written or oral form. (Evaluate)

Mapping of CLOs with PLOs

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	**3**	–	–	–	–	–	–	–
CLO 2	2	**3**	–	–	–	–	–	–
CLO 3	2	2	–	–	–	–	–	–
CLO 4	2	–	**3**	–	–	–	–	–
CLO 5	1	**3**	–	1	2	–	–	–

3 = strong, 2 = moderate, 1 = weak, – = no direct contribution.

Course Content

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategy	CLOs
1–2	1. Sources of Mughal History OR Sources of Mughal History: (a) royal memoirs: Baburnama and Tuzuk-i-Jahangiri; (b) court chronicles: Akbarnama and Ain-i-Akbari of Abul Fazl, Muntakhab-ut-Tawarikh of Badauni; (c) accounts of European travellers: Bernier, Tavernier and Manucci; (d) administrative documents, coins and inscriptions; (e) a brief note on the records of the East India Company.	Lecture; guided reading of extracts from Baburnama, Ain-i-Akbari and travellers' accounts; Q/A session	Diagnostic Q/A, Evaluation of Primary vs Secondary Source Analysis Notes	CLO 2
3–10	2. Conditions of the sub-continent on the eve of the Mughal conquest: the Lodi Sultanate, the Rajput states and the regional kingdoms. 3. Mughal and Afghan Rule: (a) Mughal-Afghan conflicts; (b) Babur: battles of Panipat and the foundation of Mughal rule; (c) Humayun: his difficulties on accession and Mughal-Afghan conflicts for supremacy, defeat of Humayun; (d) Sher Shah: founder of the second Afghan empire and his reforms; (e) Akbar: conquest, land revenue systems, religious policy. Rajput policy, Mansabdari system; (f) Jahangir: influence of Nur	Lecture; map work on Mughal territorial expansion; timeline exercise; comparative discussion of Akbar and Aurangzeb	Class Test 1, Map-marking Assignment (Mughal territorial expansion), Comparative Essay (Akbar vs Aurangzeb), Midterm Examination	CLO 1

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategy	CLOs
	Jahan, rebellion of Khurram and Mahabat Khan; (g) Shah Jahan: Deccan and Central Asian policy, administration, zenith of Mughal empire; (h) Aurangzeb: Deccan and religious policy; rise of the Marathas under Shivaji.			
11–13	4. Central and provincial administration, social and economic condition, literature, art and architecture under the Mughals	Lecture; image-based session on Mughal art and architecture; study of the Mansabdari and revenue systems through documents; group discussion	Group Presentation on Mughal Architecture & Art, Short Descriptive Quiz	CLO 2
14–17	5. Causes of the downfall of the Mughal Empire; the Marathas and the Third Battle of Panipat, 1761. 6. The coming of the European trading companies 7. Anglo-French rivalry in the Deccan: causes of French failure and English success. 8. Anglo-French rivalry in Bengal: a brief overview only (the Battle of Plassey is covered in History of Bengal, 1204-1757).	Lecture; discussion of interpretations of Mughal decline; map work on the European trading posts; structured debate on Anglo-French rivalry	Analytical Case Study, In-class Debate (Factors behind Anglo-French power dynamics), Class Test 2	CLO 3
18–19	9. The Rise of English power in Bengal 10. Clive's second Governorship of Bengal 1765-67 11. Warren Hastings (1772-85): administrative and judicial reforms and policy of expansion	Lecture; case study of the Diwani and the reforms of Warren Hastings; group discussion	Policy Review Task	CLO 4
20–22	12. Experiments on land revenue system 1765-1793 13. Administrative reforms of Cornwallis, 1786-93 14. Mysore under Haider Ali and Tipu Sultan 15. Lord Wellesley, 1798-1805 16. Lord Hastings and establishment of British Paramountcy in India; the Anglo-Maratha wars	Lecture; comparative table of the land revenue experiments; map work on British expansion; Q/A session	Map-marking Assignment (British territorial expansion), Short Quiz	CLO 4
23–25	17. William Bentinck, 1828-35	Lecture; document review of the	Term Paper / Research Report	CLO 4

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategy	CLOs
	18. Lord Dalhousie, 1848-56 19. Constitutional development: Regulating Act and the Charter Acts 20. Impact of East India Company's rule on administrative and agrarian structure, traditional industries, judiciary and education.	Regulating Act and the Charter Acts; group discussion on the impact of Company rule	(Agrarian and economic impact of Company rule), Viva-Voce	
26–28	21. The Great Revolt (Sepoy Mutiny) of 1857: its causes, nature and results.	Lecture; discussion of competing interpretations of 1857; reading of contemporary accounts; course review	Historiographical Review Essay (Sepoy Mutiny vs First War of Independence), Course Review, Final Examination	CLO 5

Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

List of Books

Alam, M. (1986). *The crisis of empire in Mughal North India: Awadh and the Punjab, 1707–48*. Oxford University Press.

Ali, M. A. (1966). *The Mughal nobility under Aurangzeb*. Asia Publishing House.

Asher, C. B. (1992). *Architecture of Mughal India*. Cambridge University Press.

Bandyopadhyay, S. (2004). *From Plassey to partition: A history of modern India*. Orient Longman.

Bayly, C. A. (1988). *Indian society and the making of the British Empire*. Cambridge University Press.

Gordon, S. (1993). *The Marathas, 1600–1818*. Cambridge University Press.

Habib, I. (1963). *The agrarian system of Mughal India (1556–1707)*. Asia Publishing House.

Ikram, S. M. (1964). *History of Muslim civilization in India and Pakistan*. Institute of Islamic Culture.

Mahajan, V. D. (1991). *Modern Indian history*. S. Chand & Company.

Majumdar, R. C. (1963). *The Sepoy Mutiny and the Revolt of 1857*. Firma K. L. Mukhopadhyay.

Majumdar, R. C. (Ed.). (1974). *The history and culture of the Indian people* (Vol. 8, The Mughal Empire). Bharatiya Vidya Bhavan.

Majumdar, R. C., Raychaudhuri, H. C., & Datta, K. (1978). *An advanced history of India*. Macmillan.

Metcalf, B. D., & Metcalf, T. R. (2006). *A concise history of modern India* (2nd ed.). Cambridge University Press.

Muir, R. (1934). *The making of British India*. Manchester University Press.

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Prasad, I. (1965). *A short history of Muslim rule in India: From the advent of Islam to the death of Aurangzeb* (Rev. ed.). Indian Press.

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Sarkar, J. N. (1958). *Fall of the Mughal Empire* (Vols. 1–4). M. C. Sarkar & Sons.

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Abul Fazl. (1902–1939). *The Akbarnama* (H. Beveridge, Trans.; Vols. 1–3). Asiatic Society.

Babur. (1922). *The Babur-nama in English (Memoirs of Babur)* (A. S. Beveridge, Trans.). Luzac & Co.

Bernier, F. (1891). *Travels in the Mogul Empire, A.D. 1656–1668*. Archibald Constable and Company.

Jahangir. (1909–1914). *The Tuzuk-i-Jahangiri, or Memoirs of Jahangir* (A. Rogers, Trans.; H. Beveridge, Ed.; Vols. 1–2). Royal Asiatic Society.

আলী, এস. ওয়াজেদ। (১৯৬৮)। আকবরের রাষ্ট্রশাসন। বাংলা একাডেমি।

আলীম, এ. কে. এম. আবদুল। (১৯৯৬)। ভারতের মুসলিম রাজত্বের ইতিহাস। বাংলা একাডেমি।

করিম, আবদুল। (১৯৯১)। ভারতীয় উপমহাদেশে মুসলিম শাসন। বাংলা একাডেমি।

করিম, আবদুল। (২০১৫)। ভারতীয় উপমহাদেশে মুসলিম শাসন। জাতীয় সাহিত্য প্রকাশ।

চট্টোপাধ্যায়, প্রভাত কুমার। (১৯৮৩)। ভারতের ইতিহাস। পশ্চিমবঙ্গ রাজ্য পু□ □ □ক পর্ষদ।

চট্টোপাধ্যায়, প্রভাত কুমার। (১৯৮৭)। আধুনিক ভারত (১ম-২য় খণ্ড)। পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ।

চট্টোপাধ্যায়, সরল। (১৯৮৫)। ভারতের স্বাধীনতা সংগ্রামের ক্রমবিকাশ। প্রগ্রেসিভ পাবলিশার্স।

চৌধুরী, তৌফিক (২০০১)। মধ্য যুগের ভারত (মুঘল আমল)। বাংলা একাডেমি।

মল্লিক, সুশোভন কুমার। (১৯৮৯)। আধুনিক ভারতের দেড়শ বছর (১৭০৭-১৮৫৭)। প্রগ্রেসিভ পাবলিশার্স।

রহিম, আবদুর। (১৯৭৮)। বাংলার মুসলমানদের ইতিহাস। বাংলা একাডেমি।

রায়, অতুল চন্দ্র (১৯৮৮)। ভারতের ইতিহাস। পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ।

সেন, কালীকিঙ্কর দত্ত। (১৯৮৬)। আধুনিক ভারত। পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ।

Course Code: 8221555	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: History of Ancient Civilization		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course introduces the origin and development of human civilization from the prehistoric period to the rise of the classical civilizations of the ancient world. It examines the evolution of early humans, the Neolithic and Urban Revolutions, and the emergence of the first civilizations in Egypt, Mesopotamia, Persia, Phoenicia, Hebrew society, China, Greece, and Rome. The course explores the political institutions, socio-economic structures, religions, philosophies, scientific achievements, legal systems, literature, arts, and cultural legacies of these civilizations. It enables students to understand the foundations of world civilization and their enduring influence on contemporary societies.

Course Objectives

This course enables students to examine the genesis and evolution of human civilization from prehistory through the classical era, explaining the underlying factors that drove their emergence. Students analyze the socio-political, economic, and religious frameworks of major ancient societies while critically evaluating their lasting contributions to law, philosophy, governance, and science. Furthermore, the course cultivates comparative perspectives, equipping learners to apply historical interpretation to interrogate patterns of institutional continuity and societal transformation across time.

Course Learning Outcomes (CLOs)

CLO 1: Describe the origin of civilization and the major stages of human evolution from the Paleolithic to the Neolithic Age. (Understand)

CLO 2: Explain the factors and theories regarding the genesis of civilization and the significance of the Urban Revolution. (Analyze/Understand)

CLO 3: Analyze the political, socio-economic, religious, and cultural characteristics of major ancient civilizations, including Egypt, Mesopotamia, Persia, Phoenicia, Hebrew, China, Greece, and Rome. (Analyze)

CLO 4: Compare major ancient civilizations to evaluate their contributions, cultural legacies (law, governance, philosophy, arts, and sciences), and enduring impact on contemporary society.

(Analyze/Evaluate)

CLO 5: Communicate historical interpretations through applying historical perspectives to explain continuity and change in human civilization. (Apply/Analyze)

Mapping of CLOs with PLOs

	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**
CLO 1	**3**	–	–	–	–	–	–	–
CLO 2	**3**	1	–	–	–	–	–	–
CLO 3	**3**	2	–	–	–	–	–	–
CLO 4	2	–	**3**	–	–	1	–	–
CLO 5	–	–	2	–	**3**	–	–	–

3 = strong, 2 = moderate, 1 = weak, – = no direct contribution.

Course Content

Week	**Course Contents**	**Teaching-Learning Strategies**	**Assessment Strategies**	**Relevant CLOs**
1–4	1. Prologue of Civilization: (a) The Stone Age, Paleolithic Age and Evolution of Man: Java Man, Peking Man, Neanderthal Man, Cro-Magnon Man, their achievements in the later Paleolithic Age (30,000 - 10,000 B.C.), Mesolithic Age. (b) Neolithic Age and Neolithic Revolution: characteristics and significance of	Interactive Lectures, Use of Visual Media, Small Group Discussions, Brainstorming, and Q/A Sessions.	Q/A Sessions, In-class Reflection Note, Short Analytical Quiz (Theories of Civilization Growth).	CLO 1 CLO 2

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategies	Relevant CLOs
	Neolithic Revolution. 2. The Genesis of Civilization: factors responsible for growth; various theories.			
5–7	3. Urban Revolution: (a) Background, criteria and social, economic and political importance of Urban Revolution.	Conceptual Lectures, Media Tools, Collaborative Think-Pair-Share, Brainstorming, and Q/A Sessions.	Concept Mapping / Short-answer interpretive prompts on the criteria and importance of the Urban Revolution	CLO 2 CLO 5
8–11	4. Egyptian Civilization: conditions for the growth of civilization, Egypt was 'the Gift of the Nile,' socio-economic condition, religion, intellectual achievements, writing, science, art and architecture.	Interactive Lectures, Archaeological Media Tools, Primary Source/Inscriptional Analysis, Group Discussions, and Q/A Sessions.	Document-Based Worksheet (Egyptian Religion, State & Monumental Art), In-class Source Critique, Reflection Notes.	CLO 3 CLO 5
12–15	5. Mesopotamian Civilization: (a) the Sumarian civilization: system of law (Code of Dungi), religion, intellectual achievements, system of writing (Cuneiform), literature, art and science. (b) The Babylonian civilization: system of law (Code of Hammurabi), religion.	Thematic Lectures, Primary Legal Text Analysis (Comparative Study of Sumerian & Babylonian Law), Media Demonstrations, and Structured Group Brainstorming.	Poster presentation	CLO 3 CLO 4
16–19	6. Persian Civilization: system of government, Zoroastrianism, a revealed religion, Mithraism, Manicheism, Gnosticism, the combined influence of the several off-shoots of Zoroastrianism, art and architecture.	Interactive Lectures, Media Tools, Thematic Group Discussions on Religious Synthesis, and Q/A Sessions.	Analytical Review Exercise (Imperial Governance & Zoroastrian Ideology), Thematic Group Presentation.	CLO 3 CLO 5
20–23	7. Phoenician Civilization: economy, religion and the alphabet. 8. Hebrew Civilization: origin of the Hebrews, their gradual expansion and settlement.	Interactive Lectures, Map Work on Phoenician Trade Routes, Comparison of Early Alphabets through Visual Media, Guided Classroom Discussions.	Term Paper Outline & Source Review.	CLO 4 CLO 5
24–28	9. Classical Ancient Civilizations	Student Panel	Assignment	CLO 4

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategies	Relevant CLOs
	(China, Greece, and Rome): socio-political systems, philosophical foundations, legal codifications, and cross-cultural legacies in contemporary institutions.	Discussions, Debate Sessions (e.g., Athenian Democracy vs. Roman Republicanism & Legalism), and Synthesis Workshops.	Report, Final Group/Individual Presentation.	CLO 5

Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

List of Books

Briant, P. (2002). *From Cyrus to Alexander: A history of the Persian Empire*. Eisenbrauns.

Burns, E. M., & Ralph, P. L. (1974). *World civilizations* (5th ed.). W. W. Norton & Company.

Burns, E. M., Lerner, R. E., & Meacham, S. (1991). *Western civilizations: Their history and their culture* (10th ed.). W. W. Norton & Company.

Bury, J. B., & Meiggs, R. (1975). *A history of Greece to the death of Alexander the Great* (4th ed.). Macmillan.

Cary, M., & Scullard, H. H. (1975). *A history of Rome down to the reign of Constantine* (3rd ed.). Macmillan.

Childe, V. G. (1942). *What happened in history*. Penguin Books.

Childe, V. G. (1950). The urban revolution. *Town Planning Review, 21*(1), 3–17.

Childe, V. G. (1951). *Man makes himself* (Rev. ed.). Mentor Books.

Davis, H. A. (1968). *An outline history of the world*. Oxford University Press.

Ebrey, P. B. (1996). *The Cambridge illustrated history of China*. Cambridge University Press.

Kramer, S. N. (1963). *The Sumerians: Their history, culture, and character*. University of Chicago Press.

Roux, G. (1992). *Ancient Iraq* (3rd ed.). Penguin Books.

Shaw, I. (Ed.). (2000). *The Oxford history of ancient Egypt*. Oxford University Press.

Starr, C. G. (1974). *A history of the ancient world*. Oxford University Press.

Swain, J. E. (1953). *A history of world civilization*. McGraw-Hill Book Company.

Toynbee, A. J. (1947). *A study of history: Abridgement of Volumes I–VI* (D. C. Somervell, Ed.). Oxford University Press.

Trigger, B. G. (2003). *Understanding early civilizations: A comparative study*. Cambridge University Press.

Wallbank, T. W., Taylor, A. M., & Bailkey, N. M. (1986). *Civilization: Past and present* (Vol. 1, 7th ed.). Scott, Foresman and Company.

আমজাদ, এ. এম. (আবুল মোমেন)। (২০১৩)। সভ্যতার ইতিহাস: প্রাচীন যুগ। ঢাকা। মাওলা ব্রাদার্স।

চক্রবর্তী, রতন লাল (২০১৬)। সভ্যতার পটভূমি। ঢাকা। দিব্য প্রকাশ।

বেগম, নুরুনাহার। (২০১৪)। মানুষের ইতিহাস: প্রাচীন যুগ। ঢাকা। জাতীয় সাহিত্য প্রকাশ।

রহমান, এফ. এম. শামসুর (২০১৫)। প্রাচীন পৃথিবী। ঢাকা। বাংলা একাডেমি।

শাহনাওয়াজ, এ. কে. এম. (আবু খালেদ মোহাম্মদ)। (২০১৭)। বিশ্ব সভ্যতা: প্রাচীন যুগ। ঢাকা। মাওলা ব্রাদার্স।

হোসেন, আবু মোহাম্মদ দেলোয়ার, ও সিকদার, মোহাম্মদ আব্দুল কুদ্দুস। (২০১৮)। সভ্যতার ইতিহাস: প্রাচীন ও মধ্যযুগ। ঢাকা। দিব্য প্রকাশ।

হোসেন, সৈয়দ আনোয়ার (২০০৯)। প্রাচীন চীন সভ্যতা। ঢাকা। বাংলা একাডেমি।

Course Code: 8221557	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: History of Europe, 1453-1815		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course examines the major political, social, economic, intellectual, and cultural transformations in Europe from the fall of Constantinople (1453) to the defeat of Napoleon (1815). It explores the transition from the medieval to the modern world through the Renaissance, Reformation, geographical discoveries, the rise of nation-states, mercantilism, enlightened absolutism, and the French Revolution. The course also analyzes the emergence of modern European political institutions, international relations, and the foundations of contemporary Europe. Through critical examination of historical sources and historiographical debates, students will develop analytical and research skills to understand Europe's transformation and its global impact.

Course Objectives

The objective of this course is to give students a coherent account of the transformation of Europe from the fall of Constantinople in 1453 to the defeat of Napoleon in 1815. It aims to introduce the Renaissance, the Reformation and the geographical discoveries, the rise of nation-states and absolutism, mercantilism and enlightened despotism, and the major European wars of the period. It also aims to help students assess the French Revolution and the Napoleonic era, and to train them to use historical sources and interpretations.

Course Learning Outcomes (CLOs)

CLO 1: Explain the transition from medieval to modern Europe through the Renaissance, the Reformation and the geographical discoveries. (Understand)

CLO 2: Analyze the rise of the European nation-states and the causes and results of the major European wars from the sixteenth to the eighteenth century. (Analyze)

CLO 3: Evaluate absolutism, mercantilism and enlightened despotism and their impact on European society and politics. (Evaluate)

CLO 4: Assess the causes, course and significance of the French Revolution and the Napoleonic era in the development of modern Europe. (Evaluate)

CLO 5: Interpret historical sources and interpretations relating to early modern European history, and present arguments in written or oral form. (Analyze)

Mapping of CLOs with PLOs

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	**3**	–	–	–	–	–	–	–
CLO 2	**3**	1	–	–	–	–	–	–
CLO 3	2	2	–	–	–	–	–	–
CLO 4	2	–	**3**	–	–	–	–	–
CLO 5	–	**3**	–	1	2	–	–	–

3 = strong, 2 = moderate, 1 = weak, – = no direct contribution.

Course Content

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategy	CLOs
1–2	1. Transition from Medieval to Modern Period; the Ottoman conquest of Constantinople (1453) and its impact on Europe. [Note: The course begins in 1453 with the fall of Constantinople, but the Ottoman Empire was not mentioned anywhere in the content. It is added here inside topic 1, so no new topic is created.] 2. Renaissance: definition, Italian Renaissance and characteristics	Lecture; image-based session on Renaissance art; map work on the Ottoman advance; Q/A session	Diagnostic Q/A, Reflection Paper	CLO 1, CLO 5
3–4	3. Reformation and Counter-Reformation movements, and the results of the religious movements.	Lecture; reading of extracts from Reformation texts; group discussion	Class Test 1	CLO 1
5–6	4. Geographical discoveries: causes, main discoveries and effects.	Lecture; map work on the routes of discovery; Q/A session	Map-marking Task (Major exploration routes)	CLO 1
7–9	5. Charles V and Philip II 6. Dutch War of Independence 7. Foundation of the Bourbon Dynasty in France and Henry IV	Lecture; map work on the Habsburg dominions and the Netherlands; group discussion on the rise of nation-states	Analytical Short Essay (Rise of Nation-States), In-class Group Discussion Assessment	CLO 2
10–12	8. Cardinal Richelieu. 9. Thirty Years' War: causes, results and significance.	Lecture; case study of the Peace of Westphalia; map work on the Thirty	Case Study on Treaty of Westphalia (1648), Midterm	CLO 2

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategy	CLOs
		Years' War	Examination	
13–15	10. Internal and foreign policies of Louis XIV 11. Mercantilism: development of industries, trade & commerce.	Lecture; document and data exercise on the mercantilism of Colbert; group discussion on absolutism	Term Paper Submission (Mercantilist Economic Models), Document/Map Analysis	CLO 3
16–18	12. Peter the Great. 13. Enlightened Despots: Frederick II (the Great), Maria Theresa, Joseph II and Catherine II	Lecture; comparative table of the enlightened despots; group discussion	Comparative Rubric Assignment (Absolutism vs Enlightened Despotism), Class Test 2	CLO 3
19–22	14. Austrian War of Succession: causes and results. 15. Seven Years' War: causes and results 16. Partition of Poland.	Lecture; structured debate on the balance of power; map work on the partitions of Poland	Structured In-class Debate (Balance of Power in 18th-century Europe), Quizzes	CLO 2
23–26	17. France on the eve of the Revolution of 1789: political, social, economic conditions and the writings of the intellectuals. 18. The works of the National Constituent Assembly (1789-1791) 19. Reign of Terror (1793-94) 20. The Directory	Lecture; reading of the Declaration of the Rights of Man and of the Citizen; timeline exercise; group presentation	Thematic Group Presentation	CLO 4
27–28	21. Napoleon: reforms, Continental system, downfall.	Lecture; map work on Napoleonic Europe; discussion of interpretations of Napoleon; course review	Historiographical Essay (Napoleonic Era & Modern Europe), Oral Viva, Final Examination	CLO 4, CLO 5

Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

List of Books

Burns, E. M. (1963). *Western civilizations: Their history and their culture* (7th ed.). W. W. Norton & Company.

Cameron, E. (1991). *The European Reformation*. Clarendon Press.

Doyle, W. (1989). *The Oxford history of the French Revolution*. Oxford University Press.

Ergang, R. R. (1954). *Europe from the Renaissance to Waterloo*. D. C. Heath and Company.

Green, V. H. H. (1952). *Renaissance and Reformation*. Edward Arnold.

Hayes, C. J. H. (1953). *Modern Europe to 1870*. Macmillan.

Imber, C. (2002). *The Ottoman Empire, 1300–1650: The structure of power*. Palgrave.

Koenigsberger, H. G., Mosse, G. L., & Bowler, G. Q. (1989). *Europe in the sixteenth century* (2nd ed.). Longman.

Lefebvre, G. (1962–1964). *The French Revolution* (Vols. 1–2). Columbia University Press.

Merriman, J. (1996). *A history of modern Europe: From the Renaissance to the present*. W. W. Norton & Company.

Parker, G. (1984). *The Thirty Years' War*. Routledge & Kegan Paul.

Riker, T. W. (1955). *A history of modern Europe*. Rinehart & Company.

Wakeman, H. O. (1937). *The Ascendancy of France,* 1598–1715. Methuen.

Wallbank, T. W., & Taylor, A. M. (1970). *Civilizations: Past and Present* (Vol. 2). Scott, Foresman and Company.

আলমগীর, মোঃ শাহ । (২০২০)। *ইউরোপের ইতিহাস ১৭৮৯-১৯৪৫*। ঢাকা। সুজন পাবলিকেশন্স।

কালাম, আবুল। (১৯৮৭)। ফরাসী বিপ্লবের ইতিহাস। ঢাকা। বাংলা একাডেমি।

কালাম, আবুল। (১৯৭৪)। ফরাসী বিপ্লবের পটভূমি। ঢাকা। বাংলা একাডেমি।

চক্রবর্তী, সুভাষ রঞ্জন। (১৯৮৬)। ইউরোপের ইতিহাস। কালকাতা পশ্চিমবঙ্গ। রাজ্য পুস্তক পর্ষদ।

মুখার্জী, রীলা | (২০০৪)| রূপান্তরিত ইউরোপ (৯০০-১৮০০)।প্রগ্রেসিভ পাবলিশার্স (কলকাতা)

Course Code: 8221565	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: বাংলা ভাষা ও সাহিত্য (Bangla language and literature)		**Course Type:** Allied	**Exam Hours:** 4

কোর্স বিবরণী

এই কোর্সে বাংলা সাহিত্যের উৎস থেকে শুরু করে আধুনিক কাল পর্যন্ত একটি বিশদ ঐতিহাসিক পর্যালোচনা তুলে ধরা হয়েছে। এতে বাংলা সাহিত্যের ইতিহাস রচনার সমস্যা ও পদ্ধতি, সাহিত্য বিকাশের যুগ বিভাগ এবং প্রাচীন, মধ্য ও আধুনিক সাহিত্য ঐতিহ্যের বৈশিষ্ট্যসমূহ বিশ্লেষণ করা হয়। কোর্সটিতে চর্যাপদ, মঙ্গলকাব্য, বৈষ্ণব সাহিত্য, জীবনী ও অনুবাদ সাহিত্য, আরাকান সাহিত্য, মর্সিয়া, লোকসাহিত্য এবং পুঁথি সাহিত্যের মতো প্রধান প্রধান ধারাগুলো আলোচনা করা হয়েছে। পাশাপাশি রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, মাইকেল মধুসূদন দত্ত, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম এবং বেগম রোকেয়াসহ বিশিষ্ট সাহিত্যিক ও সমাজ সংস্কারকদের অবদান পর্যালোচনা করা হয়। ঐতিহাসিক ও সমালোচনামূলক দৃষ্টিকোণ থেকে আর্থ-সামাজিক ও রাজনৈতিক প্রেক্ষাপটে বাংলা সাহিত্যের বিবর্তন উপলব্ধি করতে এই কোর্সটি শিক্ষার্থীদের সক্ষম করে তোলে।

কোর্সের উদ্দেশ্য

বাংলাদেশের নাগরিক হিসেবে স্ব-ভাষা ও সাহিত্য সর্ম্পর্কে জ্ঞাত হওয়া একজন স্নাতক (পাস) কোর্সের শিক্ষার্থীর জন্য অতি গুরুত্বপূর্ণ। বাংলা ভাষার উৎপত্তি সর্ম্পকে প্রভাবশালী ভাষা-ইতিহাসবিদদের মতামতের ভিত্তিতে এ ভাষার ইতিহাস জানতে পারবে শিক্ষার্থীরা। বাংলা সাহিত্যের সমৃদ্ধ ইতিহাস সম্পর্কে শিক্ষার্থীরা ধারণা লাভ করবে। প্রয়োগিক ক্ষেত্রে বাংলা ভাষার বিভিন্ন দিক

জানা ও অনুশীলনে উদ্দিষ্ট ক্যারিয়ার গঠনে সহায়ক ভূমিকা পালন করবে। বাংলা সাহিত্যের প্রাচীন, মধ্য ও আধুনিক যুগের কবিদের রচনা সম্পর্কে তারা ধারণা লাভ করতে পারবে কোর্সের নির্বাচিত কবিকুল সম্পর্কে পঠনের মাধ্যমে। নির্বাচিত গদ্যলেখক ও নাট্যকারদের সম্পর্কে পাঠের মাধ্যমে বাংলা গদ্যের বিকাশ ও নাটকের বিষয় ও আঙ্গিকের বিবর্তন সম্পর্কে শিক্ষার্থীরা জানতে পারবে।

সার্বিকভাবে বাংলা ভাষা ও সাহিত্য কোর্সের পাঠ ও চর্চার মাধ্যমে স্নাতক (পাস) কোর্সের শিক্ষার্থীদের মধ্যে জ্ঞানস্পৃহা, কর্মদক্ষতা ও সৃজনশীলতার প্রকাশ ঘটানো সম্ভব বিধায় কোর্সটির প্রয়োজনীয়তা অপরিহার্য।

কোর্সের শিখন ফল (Course Learning Outcomes/CLOS)

CLO 1 : শিক্ষার্থীরা বাংলা ভাষার উৎপত্তি ও বাংলা সাহিত্যের ইতিহাস সর্ম্পকে সুস্পষ্ট ধারণা লাভ করতে পারবে।

CLO 2 : প্রয়োগিক তথা কর্মক্ষেত্রে বাংলা ভাষার ব্যবহারের বিভিন্ন দিক সর্ম্পকে জ্ঞাত হতে পারবে।

CLO 3 : বাংলা সাহিত্যের গুরুত্বপূর্ণ কবি, গদ্যকার ও নাট্যকারদের জীবন, সাহিত্যকর্ম ও রচনাবৈশিষ্ট্য জানবার মাধ্যমে শিক্ষার্থীরা ঋদ্ধ হবে এবং এর অনুসরণের মাধ্যমে সৃজনশীলতার প্রকাশে অনুপ্রাণিত হতে পারবে।

CLO 4 : বাংলা ভাষা ও সাহিত্যের ইতিহাস ভাষার প্রয়োগ এবং সৃজনশীলতার চর্চার মাধ্যমে নিজেকে পরিশীলিত করে একইসঙ্গে ক্যারিয়ার গঠনে তা কাজে লাগাতে সক্ষম হতে পারবে।

CLO 5 : কোর্সের পঠনের মাধ্যমে শিক্ষার্থীর নিজস্ব ভাষা ও সাহিত্যের সমৃদ্ধ ভাণ্ডারকে তারা আবিষ্কার করতে পারবে।

পিএলও (PLO)-এর সাথে সিএলও (CLO)-এর ম্যাপিং

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	√	√	√		√			√
CLO 2	√		√		√	√	√	√
CLO 3	√	√	√		√	√		√
CLO 4	√		√		√	√	√	√
CLO 5		√	√	√	√	√	√	√

কোর্সের বিষয়বস্তু

সপ্তাহ	পাঠ্যসূচি	পাঠদান ও শিখন কৌশল	মূল্যায়ন কৌশল	সংশ্লিষ্ট সিএলও (CLOs)
ক-বিভাগ **বাংলা ভাষা ও সাহিত্যের ইতিহাস এবং প্রায়োগিক বাংলা**				
১–৫	১। বাংলা ভাষা ও সাহিত্যের ইতিহাস (উৎপত্তি বিষয়ক বিভিন্ন মত) ২। বাংলা সাহিত্যের ইতিহাস (যুগবিভাগ, বৈশিষ্ট্য ও প্রধান ধারাসমূহের পরিচয়) ৩। বাংলা সাহিত্যে অন্ধকার যুগ ৪। চর্যাপদ, মঙ্গল কাব্য, কৃষ্ণ কৃর্তন কাব্য ৫। আরকান সাহিত্য	বক্তৃতা, দলীয় আলোচনা, মাল্টিমিডিয়া প্রেজেন্টেশন, ব্রেইনস্টর্মিং সেশন, ও প্রশ্নোত্তর পর্ব	নির্ণায়ক প্রশ্নোত্তর, ক্লাস টেস্ট ১, রিফ্লেকশন পেপার, শ্রেণিকক্ষে দলীয় আলোচনা ও মৌখিক মূল্যায়ন	CLO 1 CLO 3 CLO5
৬–৮	৬। সাধু, চলিত ও আঞ্চলিক ভাষার বৈশিষ্ট্য ও পার্থক্য ৭। পত্ররচনা : দাপ্তরিকপত্র, ব্যবসায়-সংক্রান্তপত্র, আবেদনপত্র ও মানপত্র ৮। প্রমিত বাংলা বানানের নিয়ম (বাংলা একাডেমি)	বক্তৃতা, হ্যান্ডস-অন প্র্যাকটিস সেশন, দলীয় কাজ, তুলনামূলক বিশ্লেষণ, ব্রেইনস্টর্মিং সেশন, প্রশ্নোত্তর পর্ব	ব্যবহারিক অনুশীলন মূল্যায়ন, বানানের তাৎক্ষণিক কুইজ, পত্রলিখন অ্যাসাইনমেন্ট, দলীয় কাজের মূল্যায়ন	CLO 2 CLO 4
৯–১২	৯। অনুবাদ : ইংরেজি থেকে বাংলা ১০। প্রতিবেদন লিখন ১১। প্রুফ রিডিং	ইন্টারেক্টিভ ওয়ার্কশপ, পেয়ার ওয়ার্ক (জোড়ায় কাজ), বাস্তব নমুনা বিশ্লেষণ, এডিটিং ও প্রুফ রিডিং ডেমো	অনুবাদ ও প্রতিবেদন মূল্যায়ন, প্রুফ রিডিং প্র্যাকটিক্যাল টেস্ট, পিয়ার রিভিউ (সহপাঠী কর্তৃক মূল্যায়ন), মিডটার্ম	CLO 2

সপ্তাহ	পাঠ্যসূচি	পাঠদান ও শিখন কৌশল	মূল্যায়ন কৌশল	সংশ্লিষ্ট সিএলও (CLOs)
			পরীক্ষা	
খ-বিভাগ **নির্বাচিত সাহিত্যিক-পরিচিতি** (ইতিহাসের ধারায় বাংলা সাহিত্যের প্রাচীন, মধ্য ও আধুনিক যুগের সাহিত্য এবং বিভিন্ন ভাবধারায় কবি-কাব্য ও আধুনিক যুগের নির্বাচিত কবি, গদ্যলেখক ও নাট্যকারদের সম্পর্কে ধারণা প্রদান।)				
১৩–১৭	**নির্বাচিত কবি** লুইপা, কাহ্নপা, বড়ু চণ্ডীদাস, বিদ্যাপতি, শাহ মুহম্মদ সগীর, চণ্ডীদাস, বিজয় গুপ্ত, মুকুন্দরাম চক্রবর্তী	বক্তৃতা, নির্বাচিত কবিতার চরণ বিশ্লেষণ, অডিও-ভিজ্যুয়াল উপকরণ, ইন্টারেক্টিভ আলোচনা ও প্রশ্নোত্তর পর্ব	ক্লাস টেস্ট ২, সংক্ষিপ্ত পাঠভিত্তিক কুইজ, শ্রেণি অংশগ্রহণ মূল্যায়ন	CLO1 CLO 3
১৮–২০	**নির্বাচিত কবি** মাইকেল মধুসূদন দত্ত, কায়কোবাদ, রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম, জসীমউদ্‌দীন, জীবনানন্দ দাশ, ফররুখ আহমদ	বক্তৃতা, দলীয় প্রেজেন্টেশন, আবৃত্তি ও পাঠ পর্যালোচনা, ইন্টারেক্টিভ প্রশ্নোত্তর	ক্লাস টেস্ট ৩, কবিতা বিশ্লেষণের ওপর সংক্ষিপ্ত অ্যাসাইনমেন্ট, প্রেজেন্টেশন রুব্রিক্সভিত্তিক মূল্যায়ন	CLO1 CLO 3
২১–২২	**নির্বাচিত গদ্যলেখক** ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মশাররফ হোসেন, রবীন্দ্রনাথ ঠাকুর, প্রমথ চৌধুরী, রোকেয়া সাখাওয়াত হোসেন, কাজী আবদুল ওদুদ	সেমিনার-স্টাইল লেকচার, প্যানেল আলোচনা, গদ্যরীতি ও দৃষ্টিভঙ্গি তুলনামূলক বিশ্লেষণ, ইন্টারেক্টিভ প্রশ্নোত্তর	টার্ম পেপার জমাদান, টার্ম পেপারের মৌখিক প্রতিরক্ষা (Oral Defense /Viva), শ্রেণিভিত্তিক আলোচনা মূল্যায়ন	CLO1 CLO 3
২৩–২৮	**নির্বাচিত নাট্যকার** মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, রবীন্দ্রনাথ ঠাকুর, মুনীর চৌধুরী, নুরুল মোমেন, সেলিম আল দীন	বক্তৃতা, নাটকীয় দৃশ্য পাঠ/রোল-প্লে (Role-play), নাটকের ভিডিও ক্লিপ প্রদর্শন ও পর্যালোচনা, ইন্টারেক্টিভ আলোচনা	নাটক বিশ্লেষণমূলক প্রবন্ধ বা সমালোচনামূলক রিভিউ লিখন, রোল-প্লে পর্যবেক্ষণ মূল্যায়ন, ফাইনাল বা	CLO1 CLO 3

সপ্তাহ	পাঠ্যসূচি	পাঠদান ও শিখন কৌশল	মূল্যায়ন কৌশল	সংশ্লিষ্ট সিএলও (CLOs)
			সমাপনী মূল্যায়ন	

Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

সহায়ক গ্রন্থ

আনিসুজ্জামান (২০১৪)। *মুসলিম মানস ও বাংলা সাহিত্য*। ঢাকা। চারুলিপি।

আহমাদ, ওয়াকিল (২০২৪)। *বাংলা রোমান্টিক প্রণয়োপাখ্যান*। ঢাকা। খান ব্রাদার্স এন্ড কোম্পানি।

ইকবাল,শহীদ (২০১৪)। *বাংলাদেশের সাহিত্যের ইতিহাস*। ঢাকা। আহমদ পাবলিশিং হাউজ।

কামাল, বেগম আখতার (২০০৫)। *কবিতার নান্দনিকতা: প্রাচীন ও মধ্যযুগ* ।ঢাকা। প্যাপিরাস।

ঘোষ, বিশ্বজিৎ (২০০৯)। *বাংলাদেশের সাহিত্য*। ঢাকা। আজকাল প্রকাশনী।

জয়নুদ্দীন, মোহাম্মদ (১৯৯৮)। *মুনীর চৌধুরীর সাহিত্যকর্ম*। ঢাকা। বাংলা একাডেমী।

বিশ্বাস, সুকুমার (১৯৯৮)। *বাংলাদেশের নাট্যচর্চা ও নাটকের ধারা*। ঢাকা। বাংলা একাডেমি।

ভট্টাচার্য, আশুতোষ (১৯৬১)। *বাংলা নাট্যসাহিত্যের ইতিহাস*। কলকাতা। এ মুখার্জী এন্ড কোং প্রাঃ লিমিটেড।

শরীফ, আহমদ (২০০৫)। *বাঙালী ও বাঙলা সাহিত্য* ১ম খণ্ড ও ২য় খণ্ড। ঢাকা। নিউ এজ পাবিলিকেশন্স।

রহমান, লুৎফর (২০১২)। *বাংলা নাটক ও সেলিম আল দীনের নাটক*। ঢাকা। নান্দনিক।

হক, মুহম্মদ এনামুল (২০১৩)। *মুসলিম বাংলা সাহিত্য*। ঢাকা। মাওলা ব্রাদার্স।

হাই, মুহম্মদ আবদুল ও পাশা, আনোয়ার [সম্পা.] (১৪১৪ বঙ্গাব্দ)। *চর্যাগীতিকা*। ঢাকা। স্টুডেন্ট ওয়েজ।

ক্ষেত্রগুপ্ত (২০০১)। *প্রাচীন কাব্য : সৌন্দর্য জিজ্ঞাসা ও নবমূল্যায়ন*। কলকাতা। পুস্তক বিপণি।

পাদ্দার, অরবিন্দ (১৯৯৯)। *মানবধর্ম ও বাংলা কাব্যে মধ্যযুগ*। কলকাতা। পুস্তক বিপণি।

Course Code: 8221763	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Fundamentals of Philosophy		**Course Type:** Allied	**Exam Hours:** 4

Course Description

This course introduces students to the fundamental concepts, methods, and major branches of philosophy, including epistemology, metaphysics, cosmology, philosophical anthropology, axiology, and philosophy of religion. It explores different theories of knowledge, truth, reality, values, and human existence while examining the relationship between philosophy, science, religion, and common sense. The course develops students' critical thinking, logical reasoning, ethical awareness, and analytical skills, enabling them to understand philosophical ideas and apply them to historical inquiry, interpretation, and contemporary issues.

Course Objectives (COs)

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

CO1. Understand the origin, nature, scope, methods, and major branches of philosophy.

CO2. Explain the principal theories of knowledge, truth, reality, evolution, and human existence.

CO3. Develop critical and logical reasoning to analyse philosophical arguments and diverse worldviews.

CO4. Apply philosophical concepts and ethical principles to historical interpretation and contemporary social issues.

CO5. Strengthen communication, independent learning, and reflective thinking through philosophical inquiry.

Course Learning Outcomes (CLOs)

After completing the course, students will be able to:

CLO1. Explain the fundamental concepts, scope, methods, and branches of philosophy and their relevance to human knowledge and civilization.

CLO2. Compare and evaluate different philosophical theories of knowledge, truth, reality, evolution, values, and religion using logical reasoning.

CLO3. Analyse philosophical problems critically and construct reasoned arguments based on evidence and rational inquiry.

CLO4. Apply philosophical ideas and ethical principles to historical interpretation, cultural understanding, and contemporary societal issues.

CLO5. Demonstrate effective communication, independent learning, and respect for ethical and intellectual diversity in philosophical discussions and academic writing.

Mapping of CLOs with History Programme Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	√		√					√
CLO 2	√	√	√	√				√
CLO 3		√	√	√	√			√
CLO 4	√	√	√		√	√		√
CLO 5				√	√	√	√	√

Course Content

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategy	CLOs
1–4	**1. Meaning and Nature** Origin, nature and scope of philosophy Objective and functions of philosophy; utility of philosophy Methods of Philosophy: authoritarianism, dialectic, dogmatism, criticism and analysis. Philosophy and other pursuits: science, religion and common sense.	Lecture, Group Discussion, Media tools, Interactive brainstorming and Q/A Session	Diagnostic Q/A, Conceptual Quiz (Methods of Philosophy), In-class Critical Reflection Note	CLO 1
5–10	**2. Epistemology** Sources of knowledge: rationalism, empiricism, critical theory of Kant, intuitionism. The nature and object of knowledge: idealism and realism. The problem of the possibility of knowledge: scepticism and reactions to scepticism. Agnosticism and phenomenalism.	Lecture, Group Discussion, Media tools, Interactive brainstorming and Q/A Session	Class Test 1, Epistemological Argument Analysis Essay (Rationalism vs Empiricism), In-class Structured Debate	CLO 2
11–15	**3. Theories of truth** Correspondence, coherence and pragmatic theories. **4. Origin and Nature of the earth** Creation and Evalution Theories of evolution: mechanical, teleological, creative and emergent.	Lecture, Group Discussion, Media tools, Interactive brainstorming and Q/A Session	Midterm Examination, Comparative Matrix Assignment (Theories of Truth & Evolution)	CLO 3 CLO 4
16–23	**5. Cosmology** Concepts of matter, space and time The nature of life: mechanism, vitalism and the concept of emergence.	Lecture, Group Discussion, Media tools, Interactive brainstorming and Q/A Session	Class Test 2, Thematic Group Presentation (Mind-Body Problem /	CLO 3 CLO 4

Week	Course Contents	Teaching-Learning Strategies	Assessment Strategy	CLOs
	6. Ontology Theories of reality: idealism and materialism; monism, dualism and pluralism. **7. Philosophical Anthropology** Mind-body problem Freedom of will Immortality of the soul **8. Axiology** The problem of value: types of value, subjectivity and objectivity of value.		Determinism vs Free Will), Analytical Term Paper	
24–28	**9. Philosophy of Religion** The idea of God: Religious and philosophical, God and the world, Arguments for and against God's existence; Problem of evil.	Lecture, Group Discussion, Media tools, Interactive brainstorming and Q/A Session	Critical Case Review (The Problem of Evil), Comprehensive Course Viva-Voce, Final Examination	CLO 3 CLO 4

Course Assessment Framework

Total Course Marks: 100 Duration of Examination: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

List of Books

Bunnin, N., & Tsui-James, E. P. (Eds.). (2003). The Blackwell companion to philosophy (2nd ed.). Blackwell Publishing.

Edwards, P., & Pap, A. (Eds.). (1963). A modern introduction to philosophy. Free Press of Glencoe.

Hawking, S. (1995). A brief history of time. Bantam Books.

Hirst, R. J. (Ed.). (1970). Philosophy. Routledge & Kegan Paul.

Honer, S. M., & Hunt, T. C. (1982). Invitation to philosophy. Wadsworth.

Hospers, J. (1975). An introduction to philosophical analysis. Allied Publishers.

Kirilenko, G., & Korshunova, L. (1985). What is philosophy? Progress Publishers.

Joad, C. E. M. (1953). Introduction to modern philosophy. Clarendon Press.

Matin, A. (2006). An outline of philosophy. Adhuna Publishers.

Morton, A. (2004). Philosophy in practice (2nd ed.). Blackwell Publishing.

Patrick, G. T. W. (1968). Introduction to philosophy. George Allen & Unwin.

Pritchard, D. (Ed.). (2016). What is this thing called philosophy? Routledge.

Saunders, C., et al. (2007). Doing philosophy: A practical guide for students. Continuum International Publishing Group.

Taylor, A. E. (1961). Elements of metaphysics. University Paperbacks.

Titus, H. H. (1968). Issues in philosophy. Eurasia Publishing House.

Warburton, N. (1999). Philosophy: The basics. Routledge.

Westphal, J. (1998). Philosophical propositions: An introduction to philosophy. Routledge.

ইসলাম, আমিনুল (২০১১)। *জগৎ জীবন দর্শন*। ঢাকা। মাওলা ব্রাদার্স।

ইসলাম, আমিনুল (২০০৯)। *দর্শন ভাবনা, সমস্যা ও সম্ভাবনা*। ঢাকা। অ্যাডর্ন পাবলিকেশন।

খান, গালিব আহসান (২০০৪)। *দর্শনের প্রয়োজনীয়তা*। ঢাকা। প্যাপিরাস।

দেব, গোবিন্দচন্দ্র (১৯৬৬)। *তত্ত্ববিদ্যা সার*। ঢাকা। কেন্দ্রীয় বাংলা উন্নয়ন বোর্ড।

বারী, মুহম্মদ আবদুল (১৯৮৮)। *দর্শনের কথা*। ঢাকা। হাসান বুক হাউস।

মতীন, আবদুল ও প্রদীপ রায় (অনুদিত) (২০১৫)। *দর্শনের রূপরেখা*। ঢাকা। অবসর।

রহমান, এম. মতিউর ও আবদুল হাই ঢালী (২০১৫)। *দর্শনের মূলনীতি*। ৫ম সংস্করণ। ঢাকা। অবসর।

Guidelines of Viva-voce

Course Code: 8221560	**Marks:** 50	**Credits:** 2
Course Title: Viva-voce (History)		
Paper Orientation: Practical		

Course Description

The Viva-voce is a comprehensive oral examination designed to evaluate students' overall academic achievement, historical knowledge, communication skills, critical thinking ability, and professional competence acquired during the Second year History program. Conducted after the completion of written examinations, this course provides students with an opportunity to demonstrate their understanding of core areas covered during the year, including the history of medieval Bengal, the history of South Asia under Mughal and early British rule, ancient civilizations, European history from 1453 to 1815, alongside allied disciplines such as Bangla language and literature and fundamentals of philosophy.

The examination also assesses students' ability to explain historical and socio-cultural concepts clearly, analyze primary and secondary historical sources, evaluate historiographical arguments critically, and demonstrate ethical values, confidence, and readiness for higher studies and professional life.

Course Objectives

The objectives of the course are to:

- Evaluate students' knowledge of major areas of History and allied subjects through oral examination.
- Assess students' understanding of medieval Bengal developments, Mughal administration and decline, ancient civilizational transformations, European modern transitions, philosophical concepts, and linguistic-literary heritage.
- Develop students' communication skills, confidence, and ability to present historical arguments effectively.
- Evaluate students' analytical thinking and ability to relate historical frameworks to contemporary societal issues.
- Assess students' professional attitude, ethical values, and problem-solving ability.
- Prepare students for higher education, research, professional interviews, and career development related to History and the humanities.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO1	Demonstrate comprehensive knowledge of fundamental historical events, periods, civilizations, and texts in History and allied disciplines.	C2 (Understand) / C3 (Apply)	PLO1, PLO2, PLO3
CLO2	Explain and analyze major themes related to medieval Bengal, Mughal rule, ancient civilizations, and European transformations.	C2 (Understand) / C4 (Analyze)	PLO1, PLO2, PLO3, PLO6
CLO3	Communicate historical ideas, arguments, and source interpretations clearly and confidently through effective oral presentation.	C3 (Apply) / C4 (Analyze)	PLO5
CLO4	Analyze historical and contemporary issues using source criticism, ethical values, and academic approaches.	C4 (Analyze) / C5 (Evaluate)	PLO2, PLO5, PLO6
CLO5	Demonstrate critical thinking, professional ethics, leadership qualities, and decision-making skills.	C3 (Apply) / C5 (Evaluate)	PLO6, PLO8
CLO6	Show readiness for higher studies, research, professional development, and lifelong learning in historical analysis and related fields.	C3 (Apply) / C6 (Create)	PLO4, PLO6, PLO8

Teaching System

The course is conducted through an interactive and student-centered approach. Teaching and learning activities include orientation sessions, revision of core History topics (such as the history of medieval Bengal, South Asian Mughal history, ancient civilizations, and early modern Europe), guided discussions, question-and-answer sessions, mock viva examinations, individual consultations, self-directed learning, and review of important concepts from second-year courses.

Students are encouraged to develop effective communication skills, critical thinking ability, source-analysis skills, and confidence for successful performance in the viva-voce examination.

Assessment Strategy

Students will be assessed through a comprehensive viva-voce examination conducted by the designated Examination Committee after completion of written examinations.

The assessment will evaluate students' understanding of second-year History coursework, ability to explain and apply historical knowledge, analytical and critical thinking skills, oral communication ability, professional attitude, confidence, and responsiveness to questions.

The final grade will be awarded based on the overall performance demonstrated during the viva-voce examination.