NATIONAL UNIVERSITY
BANGLADESH

PROVISIONAL

Syllabus

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

Effective from the Academic Year: 2024–2025 and onward

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. By 2042, 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.

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.

Name of the Program: BA Honours in Islamic History and Culture.

Vision of the Department

To become a center of academic excellence in Islamic history and culture by providing quality education, promoting research and critical thinking, preserving cultural heritage, and developing ethical, inclusive, and globally minded graduates who contribute to the sustainable development of Bangladesh and the wider world.

Mission of the Department

The Department is committed to:

1. Providing quality and inclusive education in Islamic history and culture.
2. Promoting rigorous, critical, and interdisciplinary studies.
3. Advancing knowledge of Islamic civilization, society, culture, and heritage.
4. Developing students' intellectual, and professional competencies.
5. Promoting academic integrity, cultural diversity, and social responsibility.
6. Strengthening academic collaboration and community engagement.
7. Supporting National University's commitment to **"Progress for Everyone"** through education, research, and sustainable development.

Program Educational Objectives (PEOs)

The general objectives of the program relate to:

PEO 1: Make the students acquaintance with relevant conceptual and comprehensive knowledge about the Ancient, Medieval and Modern history of the Muslim world in particular and the history of Europe and World in general. It aims to inspire the students for the origin and development of their questioning mind and profound knowledge and also keen thinking along with analytical ability and skills.

PEO 2: Develop the ability to dive into the subject-matter for its effective application in the future professional and practical life.

PEO 3: Building the interpersonal leadership and team building capability towards facing the challenges in the global perspectives.

Program Learning Outcomes (PLOs)

After the completion of this program graduates ought to acquire the following skills.

PLO 1: Basic and specialized knowledge: Basic and specialized knowledge in Islamic History and Culture covering Mediaeval and Modern history of the Middle East, India, Spain, Egypt, Afghanistan, Bengal including the administrative, socioeconomic, intellectual and cultural aspects plus Art and Archaeological themes, Basics of Computer Applications and Fundamentals of Research Methodology and Dissertation writing ought to learn.

PLO2: Intellectual Skills: Research-bent mind, intellectual skills, curiosity and questioning mind are the most important aspects of higher education. It develops among the students gradually through learning history. History also makes a man perfect and informative. Intellectuality develops through learning history.

PLO3: Linguistic Skills: To acquire good knowledge in history linguistic skill is essential for its in-depth study. Original sources of Islamic History and Culture till today are available in Arabic, English, French and German languages. Hence the students ought to acquire knowledge in different languages.

PLO4: Communicative Skills: Expression ability of ideas and subject oriented knowledge and beyond it is essential for advantageous position in the competitive job markets. The students are instructed to prepare themselves in the way.

PLO5: IT Skills: Quality education lies not only in gathering subject oriented knowledge, but also providing themselves with IT skills for interaction on a global stage, where IT is increasingly considered as an effective and convenient means of communication. So, it is important for the students to have the ability to use modern technology for their easy access to have any sorts of information and its proper explanation.

PLO6:Interpersonal and teambuilding Skills: It relates to have respect for other individuals and groups including appreciation of human values and cultural diversity. Ability to work in a team respecting and accommodating others' opinions is important in the present day global and multicultural environmental setting.

PLO7: Numerical Skills: It is essential to have ability to recognize process and interpret numerical information with accuracy to face all sorts of global challenges.

PROVISIONAL

Mapping PEOs with PLOs

	PEO 1	PEO 2	PEO 3
PLO 1	√	√	√
PLO 2		√	
PLO 3	√	√	
PLO 4		√	
PLO 5			√
PLO 6		√	√
PLO 7			√

PROVISIONAL

Course and Marks Distribution
Second Year

Course Code	Course Title	Marks	Credits
	Subject Core Courses		
8221651	History of the Muslim Rule in Syria, Egypt and North Africa (Fatimids, Ayyubids and Mamluks)	100	4
8221653	History of the Sultanate and Mughal Rule in India (712-1857)	100	4
8221655	History of Bengal Up to 1338	100	4
8221657	History of Bengal (1338 to 1757)	100	4
	Allied Courses		
8222059 8222159	Sociology of Bangladesh Or Social Work Practice	100	4
8222259 8241661	Bangladesh Economy Or Islamic Economic System	100	4
	Common Courses		
8221171	Functional English	100	4
8226601	Applied Information and Communication Technology (Applied ICT)	75	3
8226602	Practical: Applied ICT	25	1
8221662	Viva-voce (Islamic History and Culture)	50	2
	Total	**850**	**34**

PROVISIONAL

Course Code: 8221651	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: History of The Muslim Rule in Syria, Egypt and North Africa (Fatimids, Ayyubids and Mamluks)		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course examines the political, religious, administrative, military, socio-economic, intellectual and cultural history of Muslim rule in North Africa, Egypt and Syria under the Fatimids, Ayyubids and Mamluks. It traces the Fatimid establishment of Cairo and its Ismaili Shiʿi institutions, the Ayyubid restoration of Sunni political authority and the leadership of Salah al-Din during the Crusades, and the emergence of the Mamluk Sultanate and its defence of Egypt and Syria against Mongol and Crusader expansion. Alongside political history, the course considers Islamic institutions, scholarship, education, jurisprudence, Sufism, economy, trade, society, women, minorities, science, art and architecture. Primary sources and modern historiography are used to distinguish historical evidence from interpretation and to develop balanced, critical and evidence-based understanding of the Muslim past.

Course Objectives

The course aims to develop students knowledge and analytical understanding of the emergence, development and decline of the Fatimid, Ayyubid and Mamluk states; examine their political institutions, administration, military systems, economy and society; understand the Islamic intellectual, educational and cultural developments of the period; critically examine the roles of Salah al-Din, Baybars and other major historical figures; analyze Muslim responses to the Crusades and Mongol expansion; assess the contributions of these dynasties to Islamic civilization; and develop competence in interpreting primary sources and constructing evidence-based historical arguments while distinguishing the teachings and institutions of Islam from the historically contingent actions of rulers and political groups.

Course Learning Outcomes (CLOs)

Upon successful completion, students will be able to:

CLO	Learning Outcome	Bloom's Level	PLO
CLO 1	Explain the geographical, political, religious and socio-economic background of North Africa, Egypt and Syria and the rise of the Fatimids.	Understand	PLO 1, PLO 2
CLO 2	Analyze Fatimid political authority, administration, economy, religious institutions and intellectual-cultural contributions.	Analyze	PLO 1, PLO 2, PLO 3
CLO 3	Analyze the rise of the Ayyubids, state consolidation under Salah al-Din, and Muslim responses to the Crusades.	Analyze	PLO 1, PLO 2, PLO 3, PLO 4, PLO 7
CLO 4	Analyze the formation, administration, military organization and political economy of the Mamluk	Analyze	PLO 1, PLO 2, PLO 4, PLO 7

PROVISIONAL

	Sultanate.		
CLO 5	Evaluate the Muslim response to the Crusades and Mongol expansion and their significance for the wider Islamic world.	Evaluate	PLO 1, PLO 2, PLO 4, PLO 7
CLO 6	Evaluate Islamic scholarship, education, jurisprudence, theology, Sufism, science, literature, architecture, economy and social institutions under the three dynasties.	Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 7
CLO 7	Critically interpret primary sources and compare them with modern historiographical interpretations.	Analyze / Create	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6
CLO 8	Construct evidence-based historical arguments on selected issues of Fatimid, Ayyubid or Mamluk history.	Create	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6, PLO 7

Course Contents

Week	Topics	Teaching-Learning Strategies	Assessment Strategy	CLOs
1-2	**Historical Setting and Rise of the Fatimids:** Geography of Maghrib, Egypt and Bilad al-Sham; political conditions after Abbasid decentralization; Tulunids and Ikhshidids; Ismaili daʿwah; Fatimid origins; ʿAbd Allah al-Mahdi; conquest of Egypt; Jawhar al-Siqilli; foundation of Cairo; Fatimid claim to the khilafat and Imamate.	Lecture, map study, timeline, discussion	Diagnostic Q/A, Map-marking Task, Short In-Class, Quiz. Or Assignment best based on field trip.	CLO 1, 2
3-4	**Fatimid State, Administration and Economy:** Major Fatimid khalifat political authority; vizierate and bureaucracy; judiciary; provincial administration; military and naval organization; taxation, agriculture and irrigation; Nile economy; coinage; Mediterranean, Red Sea and Indian Ocean trade; relations with Abbasids, Umayyads of al-Andalus and Byzantium.	Lecture, institutional analysis, map/trade-route study	Trade Network Mapping Matrix, Short Descriptive Assignment	CLO 2
5-6	**Fatimid Islam, Society and Civilization:** Ismaili doctrine and daʿwah; Sunni–Shiʿi relations; al-Azhar and Dar al-ʿIlm; Quran, Hadith, jurisprudence, theology, philosophy, medicine and astronomy; literature and manuscripts; architecture; Christians and Jews; women and social life; al-Hakim bi-Amr Allah and historical interpretations.	Source analysis, seminar, visual study	Class Test 1, Primary Source Evaluation	CLO 2, 6, 7
7-8	**Fatimid Crisis, Decline and Legacy:** al-	Causal	Analytical	CLO

PROVISIONAL

	Mustansir; famine and economic crisis; military factionalism; Badr al-Jamali; vizierial government; external pressures; Nur al-Din, Shirkuh and Salah al-Din; abolition of Fatimid rule in 1171; restoration of Sunni institutions; Fatimid legacy.	analysis, lecture, discussion	Essay, Peer Review.	2, 7
9-10	**Rise of the Ayyubids:** Ayyubid family; Nur al-Din Zangi; Shirkuh; Salah al-Din; abolition of the Fatimid Khilafat; consolidation of Egypt; unification/coordination of Egypt and Syria; relations with the Abbasid khilafat; administration, military organization and iqtaʿ; wider Ayyubid expansion.	Lecture, maps, institutional analysis	Midterm Examination, Institutional Case Review	CLO 3
11-12	**Salah al-Din and the Crusades:** Crusader states; Muslim political fragmentation; Hattin; recovery of Jerusalem in 1187; Third Crusade; Richard I; diplomacy and Treaty of Ramla; military leadership and statecraft of Salah al-Din; Muslim and Western historical representations.	Map study, source comparison, debate	Structured In-class Debate, Battle Strategy Diagram Evaluation	CLO 3, 5, 7
13-14	**Ayyubid State and Islamic Civilization:** Succession after Salah al-Din; al-Adil and al-Kamil; family politics and fragmentation; administration, agriculture, taxation and trade; Sunni madrasas; ulama; Sufism; Qur'an, Hadith and Fiqh; science, medicine and literature; architecture; Christians and Jews; women and dynastic politics; transition to Mamluk rule.	Lecture, seminar, comparative analysis	Class Test 2, Thematic Presentation	CLO 3, 6
15-16	**Rise of the Mamluks:** Mamluk institution and military households; recruitment, training and patronage; Shajar al-Durr; Aybak and Qutuz; establishment of the Sultanate in 1250; Bahri and later Burji/Circassian Mamluks; Sultan, amirs, Abbasid khilafat, ulama and bureaucracy; legitimacy and succession.	Lecture, institutional analysis, discussion	Conceptual Flowchart, Political Legitimacy Essay	CLO 4
17-18	**Baybars and Mamluk Consolidation:** Baybars; administrative and military reforms; iqta' provincial government; restoration of the Abbasid Caliphate in Cairo; relations with Anatolia, Syria, Hijaz and other Muslim powers; Mamluk state-building.	Lecture, map study, presentation	Term Paper Outline Submission, Policy Evaluation Task	CLO 4
19-20	**Mamluks against Mongols and Crusaders:** Mongol expansion and fall of Baghdad; Syrian invasion; Battle of ʿAyn Jalut; Qutuz and Baybars; Mamluk–Ilkhanid conflict; defence of Egypt and Syria; campaigns of Baybars and Qalawun; fall of Acre in 1291;	Military-map analysis, source study, debate	Comparative Military Analysis, Short Quiz	CLO 4, 5

PROVISIONAL

	end of Crusader political power in the Levant; diplomacy with Europe.			
21-22	**Mamluk Administration, Economy and Society:** Sultanate and Amirate; military households; iqta and landholding; taxation; agriculture and irrigation; crafts; Cairo, Damascus and Alexandria; Red Sea, Mediterranean and Indian Ocean trade; merchants and artisans; peasants and Bedouins; ulama; Sufis; Christians and Jews; slavery and manumission; women and charitable endowments.	Lecture, economic analysis, case study	Agrarian Matrix, Waqf Document Case Study Assignment	CLO 4, 6
23-24	**Islamic Intellectual and Cultural Civilization under the Mamluks:** Quran, Hadith, Tafsir, Fiqh and theology; four Sunni madhhabs; madrasas, mosques and libraries; Sufism; Ibn Taymiyyah and religious debates; Ibn Khaldun and historical thought; medicine, astronomy and geography; Arabic literature; manuscripts; calligraphy; Mamluk architecture, urbanism and artistic patronage.	Lecture, source and visual analysis, seminar	Critical Historiographical Essay, Architectural Visual Review	CLO 6, 7
25-26	**Later Mamluks and Transformation:** Bahri and Burji periods; political factionalism; Barquq and later rulers; Timur's invasion; Damascus and Aleppo; plague, famine and demographic change; agriculture and economic pressures; Portuguese maritime expansion; changing trade routes; debate concerning Mamluk "decline" and resilience.	Causal analysis, historiographical debate	Research Term Paper Submission	CLO 4, 5, 7
27	**Ottoman Conquest and Historical Legacy:** Ottoman–Mamluk rivalry; Marj-i-Dabiq (1516); conquest of Egypt (1517); continuity of Mamluk elites; political, religious, economic and cultural consequences; legacy of Fatimids, Ayyubids and Mamluks in Egypt, Syria, North Africa and the wider Islamic world.	Comparative analysis, discussion	In-class Comparative Synthesis Task	CLO 5, 6
28	**Sources, Historiography and Comparative Assessment:** Ibn al-Athir, Ibn Khaldun, al-Maqrizi, Ibn Taghribirdi and other chronicles; biographies, inscriptions, coins, architecture and archaeological evidence; source criticism; Muslim and non-Muslim perspectives; comparison of Fatimid, Ayyubid and Mamluk governance, Islamic institutions, military systems, economy and civilization; formulation of evidence-based historical arguments.	Primary-source workshop, seminar, student presentation	Capstone Presentation, Oral Viva, Final Examination	CLO 7, 8

PROVISIONAL

Course Assessment Framework
Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Hitti, Philip K. (2002). *History of the Arabs* (10th ed.). New York: Palgrave Macmillan.

Humphreys, R. Stephen. (1977). *From Saladin to the Mongols: The Ayyubids of Damascus, 1193–1260*. Albany: State University of New York Press.

Ibn Khaldun, A. (1958). *The Muqaddimah: An Introduction to History* (F. Rosenthal, Trans., Vols. 1–3). Princeton University Press.

Ibn Taghribirdi, J. (2005). *History of Egypt, 1382–1469 A.D.: An English Translation of the Chronicles of Ibn Taghribirdi* (W. Popper, Trans., Vols. 1–6). University of California Press.

Irwin, Robert. (1986). *The Middle East in the Middle Ages: The Early Mamluk Sultanate, 1250–1382*. Carbondale: Southern Illinois University Press.

Kennedy, Hugh. (2016). *The Prophet and the Age of the Caliphates: The Islamic Near East from the Sixth to the Eleventh Century* (3rd ed.). London: Routledge

Lev, Yaacov. (1991). *State and Society in Fatimid Egypt*. Leiden: Brill.

Levanoni, Amalia. (1995). *A Turning Point in Mamluk History: The Third Reign of al-Nasir Muhammad ibn Qalawun (1310–1341)*. Leiden: Brill.

Muir, W. The Mamluke or Slave Dynasty Of Egypt, London, 1996

O' Leary, De Lacy., History of the Fatimid Khilafat, London, 1923

Petry, Carl F. (1998). *The Cambridge History of Egypt, Volume 1: Islamic Egypt, 640–1517*. Cambridge: Cambridge University Press.

Walker, Paul E. (2002). *Exploring an Islamic Empire: Fatimid History and Its Sources*. London: I.B. Tauris.

রহমান, শেখ মুহাম্মদ লুৎফর (২০১৭)। *আরব জাতির ইতিহাস* (৪র্থ সংস্করণ)। ঢাকা : ফেমাস বুকস।

রেজা -ই- করিম (১৯৮৯)। *আরব জাতির ইতিহাস*, বাংলা একাডেমি, ঢাকা।

PROVISIONAL

Course Code: 8221653	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: History of the Sultanate and Mughal Rule in India (712-1857)		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course examines the development of Muslim political authority and civilization in the Indian subcontinent from the Arab conquest of Sindh in 712 to the termination of Mughal sovereignty in 1857. It traces the emergence, consolidation, transformation and decline of the Delhi Sultanate and Mughal Empire while situating them within the wider Islamic, South Asian and global historical contexts. Particular attention is given to political institutions, administration, military organization, judicial and revenue systems, economic networks, society, Islamic scholarship, Sufism, literature, art, architecture, inter-community relations and regional political formations. The course also critically examines the contributions and limitations of individual rulers and institutions, the interaction between Islamic and indigenous traditions, the rise of regional powers, European commercial expansion and the transition to British political dominance. Primary and secondary sources are used to develop evidence-based historical reasoning and to distinguish the principles and institutions of Islam from the historically contingent policies and conduct of particular rulers.

Course Objectives

The course aims to enable students to understand the political evolution of Muslim rule in India from 712 to 1857; analyze the institutions of the Delhi Sultanate and Mughal Empire; evaluate administrative, military, judicial and revenue systems; examine socio-economic, religious, intellectual and cultural developments; assess Muslim interactions with diverse Indian communities and regional powers; analyze the causes of imperial expansion, transformation and decline; understand the transition from Mughal to British political authority; and develop competence in primary-source criticism, historiographical analysis, research and evidence-based historical argumentation.

Course Learning Outcomes (CLOs)

CLO	Learning Outcome	Bloom's Level	PLO
CLO 1	Explain the major political developments, dynasties, rulers and turning points in the history of Muslim India from 712 to 1857.	Remember / Understand	PLO 1, PLO 2
CLO 2	Analyze the administrative, military, judicial, land-revenue and fiscal institutions of the Sultanate and Mughal states.	Analyze	PLO 1, PLO 2, PLO 3, PLO 7
CLO 3	Analyze the socio-economic, religious, intellectual and cultural transformation of medieval and early-modern India.	Analyze	PLO 1, PLO 2, PLO 3, PLO 4, PLO 6
CLO 4	Evaluate the causes of the rise, expansion, consolidation, transformation and decline of the Sultanate and Mughal political order.	Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 6

PROVISIONAL

CLO 5	Critically interpret primary and secondary sources and construct evidence-based historical arguments concerning major controversies in Muslim Indian history.	Analyze / Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6
CLO 6	Assess the contribution of Muslim rule to Indian political institutions, economy, education, scholarship, architecture, literature and cultural heritage.	Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6
CLO 7	Compare Muslim Indian developments with wider Islamic and global historical processes and communicate historical findings effectively.	Evaluate / Create	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6

Course Contents

Week	Topics	Teaching–Learning Strategies	Assessment Strategy	CLOs
1-2	**Background and Sources of Muslim India:** Scope and historiography; geography and political condition of early medieval India; Arab conquest of Sindh (712); Muhammad b. Qasim; early Muslim settlements; Umayyad and Abbasid connections; cultural and administrative significance; Arabic, Persian, Sanskrit and archaeological sources.	Lecture, maps, source criticism, discussion	Diagnostic Q/A, Primary Source Evaluation (Chachnama & Epigraphy), Map-marking Exercise Or Assignment best based on field trip.	CLO1, CLO5
3-4	**Formation of the Delhi Sultanate:** Ghurid expansion; Qutb al-Din Aibak; Iltutmish; Razia; Balban; establishment of sovereignty; iqtaʿ; central administration; military organization; relations with regional powers and the Mongols.	Lecture, map analysis, source study	Short In-class Quiz, Comparative Matrix (Balban vs Iltutmish's Sovereignty Concept)	CLO1, CLO2, CLO4
5-6	**Khalji Transformation:** Jalal al-Din Khalji; Alauddin Khalji's expansion; Mongol challenges; market and price regulations; military reforms; land revenue; administrative centralization; Deccan campaigns; debate concerning Alauddin's state-building.	Case study, source analysis, seminar	Class Test 1, Policy Analysis Essay (Market Regulations & Agrarian Control)	CLO2, CLO4, CLO5
7–8	**Tughlaq Experiments and Sultanate Transformation:** Ghiyasuddin Tughlaq; Muhammad bin Tughlaq; capital transfer; token currency; taxation; agricultural policies; administrative experiments; Firuz Shah Tughlaq; irrigation and public works; welfare measures; religious policy; causes of political fragmentation.	Problem-based learning, document analysis, debate	Problem-solving Case Study (Muhammad bin Tughlaq's Fiscal Reforms), in-class Debate	CLO2, CLO4, CLO5

PROVISIONAL

9–10	**Later Delhi Sultanate and Regionalization:** Sayyids and Lodis; Afghan political traditions; provincial autonomy; Bengal, Gujarat, Malwa, Jaunpur, Bahmani and other regional Sultanates; Ibrahim Lodi; First Battle of Panipat (1526); political and cultural significance of regional Muslim states.	Lecture, comparative mapping, presentation	Thematic Presentation on Regional Sultanate Dynamics, Map Analysis Task	CLO1, CLO4, CLO7
11–12	**Babur, Humayun and the Sur Interlude:** Babur's Central Asian background; First Battle of Panipat; Rajput and Afghan challenges; Mughal military methods; Humayun's difficulties; Sher Shah Suri; administrative and revenue reforms; roads, communications and currency; Humayun's restoration.	Comparative analysis, maps, source discussion	Midterm Examination, Comparative Table (Sher Shah's Reforms vs Early Mughal Systems)	CLO1, CLO2, CLO4
13–15	**Akbar and Imperial Consolidation:** Expansion and integration; mansabdari; jagirdari; zabt and revenue administration; Todar Mal; provincial government; military organization; Rajput policy; Sulh-i Kul; religious debates; administration of justice; imperial legitimacy; assessment of Akbar's statecraft.	Lecture, institutional analysis, debate, primary sources	Structured In-class Debate (Sulh-i Kul & Legitimacy), Term Paper Outline Submission	CLO2, CLO3, CLO4, CLO5
16–17	**Jahangir and Shah Jahan:** Succession and imperial governance; Jahangir's political and judicial image; Nur Jahan and court politics; Mughal relations with Safavids, Ottomans and Central Asia; Shah Jahan's administration; Deccan policy; architecture, urbanism and imperial culture; economy and commerce.	Source analysis, visual study, seminar	Class Test 2, Visual Architecture & Court Culture Evaluation Assignment	CLO2, CLO3, CLO6
18–19	**Aurangzeb and the Mughal Empire:** Accession and succession war; imperial expansion; Deccan campaigns; Marathas; Sikh and other regional developments; mansabdari and jagirdari pressures; revenue and military demands; religious and judicial policies; reimposition of jizya; debates over Aurangzeb and the nature of Mughal state and society.	Historiographical debate, primary-source analysis	Historiographical Review Essay (Deccan Ulcer & Agrarian Crisis Under Aurangzeb)	CLO2, CLO3, CLO4, CLO5
20–21	**Mughal Administration, Law and Political Institutions:** Emperor and sovereignty; central and provincial administration; diwan, mir bakhshi,and other offices; mansabdari and jagirdari; judicial hierarchy; qadi and mufti; Islamic law and imperial regulations; zamindars;	Institutional analysis, comparative tables, source study	Flowchart & Rubric Assessment on Institutional Hierarchy (Mansab & Jagir System)	CLO2, CLO5

PROVISIONAL

	land revenue; military structure; strengths and structural tensions of Mughal governance.			
22–23	**Society, Economy and Religious Life:** Agrarian system; peasants and zamindars; urbanization; crafts and manufacturing; internal and overseas trade; ports and merchants; social classes; women and family; Sufi orders; ulama and madrasas; Muslim–Hindu relations; Sikh, Jain and other communities; Bhakti traditions; religious interaction and accommodation.	Lecture, economic maps, discussion, case studies	Research Term Paper Submission (Syncretism, Sufi-Bhakti Interface & Trade Networks)	CLO3, CLO6
24	**Islamic and Indo-Islamic Civilization:** Qur'anic and Hadith scholarship; Fiqh and theology; Persian and Arabic literature; Urdu's development; historiography; education; Sufism; science and medicine; Mughal painting; calligraphy; architecture and garden design; mosques, forts, tombs and cities; Taj Mahal and wider architectural heritage.	Visual analysis, source reading, presentation	Poster/Slide Presentation on Indo-Islamic Architectural and Literary Heritage	CLO3, CLO6, CLO7
25–26	**Mughal Transformation and Rise of Regional Powers:** Bahadur Shah I and successors; succession politics; administrative and fiscal pressures; Marathas, Sikhs, Jats and Rajputs; Bengal, Awadh and Hyderabad; Afghan interventions; Nadir Shah's invasion; Ahmad Shah Abdali; changing balance of power and competing explanations of Mughal decline.	Historiographical seminar, maps, causal analysis	Comparative Seminar Presentation (Centripetal vs Centrifugal Forces in 18th-century India)	CLO4, CLO5, CLO7
27	**European Expansion and the End of Mughal Sovereignty:** Portuguese, Dutch, French and English commercial presence; East India Company; Plassey and Buxar; Diwani of Bengal; Anglo-Mysore and Anglo-Maratha conflicts; Company expansion; changing sovereignty and economy; Mughal emperor under Company authority.	Lecture, maps, documentary analysis	Documentary Source Review (Treaty of Allahabad & Diwani Transfer Analysis)	CLO4, CLO6, CLO7
28	**1857 and the End of the Mughal Era:** Political, economic, military and social causes of the Revolt of 1857; Bahadur Shah II; major centres and leadership; Hindu-Muslim participation; British suppression; trial and exile of Bahadur Shah II; abolition of Mughal sovereignty; competing interpretations of 1857; historical legacy of Muslim rule in India.	Primary-source workshop, debate, research presentation	Comprehensive Course Oral Viva-Voce, Final Examination	CLO4, CLO5, CLO6, CLO7

PROVISIONAL

Course Assessment Framework
Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Ali, M. A. (2006). The Mughal Nobility under Aurangzeb (Rev. ed.). New Delhi: Oxford University Press.

Al-Biruni, Abu Raihan., kitab al Hind (Tr.into English by E.C Sachau), 2 Vols.London, 1990

Chandra, S. (2005). Medieval India: From Sultanat to the Mughals, Part I (1206–1526). New Delhi: Har-Anand Publications.

Chandra, S. (2005). Medieval India: From Sultanat to the Mughals, Part II (1526–1748). New Delhi: Har-Anand Publications.

Habib, I. (1999). The Agrarian System of Mughal India (1556–1707) (2nd ed.). New Delhi: Oxford University Press.

Haleem,Abdul.,History of the Ladhi Sulrans of Delhi and Agra, Dacca, 1961

Jackson, P. (1999). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.

Prasad,Ishwari. A Short History Of musllim Rule in india, allahbad,1939, Medieval india,Allahabad, 1976 Lal, k.s., History of the khaljis, Delhi, 1950,Tughlaq Dynasty, Calcutta, 1963

Richards, J. F. (1993). The Mughal Empire. Cambridge: Cambridge University Press.

Satish Chandra. (2010). Medieval India: Society, the Jagirdari Crisis, and the Village. New Delhi: Har-Anand Publications.

আলীম, আ.ক.ম আবদুল (১৯৭৩)। *ভারতে মুসলিম রাজত্বের ইতিহাস*, ঢাকা: বাংলা একাডেমি

করিম, আব্দুল (১৯৭৪)। *ভারতীয় উপমহাদেশে মুসলিম শাসন*, ঢাকা বাংলা একাডেমি,

ফিরিশতা, আবুল কাসিম হিন্দুশাহ (১৯৭৭)। *ভারতে মুসলিম বিজয়ের ইতিহাস* (তারিখ-ই-ফিরিশতার বাংলা অনুবাদ,অনুবাদক: মুহাম্মদ শহীদুলস্নাহ). ঢাকা: বাংলা একাডেমি

PROVISIONAL

Course Code: 8221655	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: History of Bengal Up to 1338		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course provides a systematic study of the history of Bengal from prehistoric times to the emergence of an independent Bengal Sultanate in the fourteenth century, with particular attention to the region's political evolution, state formation, society, economy, religion, intellectual life and cultural development. It examines the major political formations from ancient Bengal through the Mauryas, Guptas, Gauda and Shashanka, Pala and Sena dynasties, and the establishment and consolidation of early Muslim rule. Archaeological, epigraphic, numismatic, literary and foreign sources are critically examined to reconstruct Bengal's past. The course also explores the development of Buddhism, Hinduism, Jainism and Islam, the expansion of agriculture and trade, the growth of settlements and urban centres, the development of education, literature, art and architecture, and Bengal's connections with wider South Asian and Islamic networks. Particular emphasis is placed on evidence-based historical interpretation, historiographical debates and the distinction between established historical evidence and later assumptions or narratives.

Course Objectives

The course aims to enable students to develop comprehensive knowledge of Bengal's political, social, economic, religious, intellectual and cultural history up to 1338; understand the geographical and historical factors influencing Bengal's state formation; analyze the administrative and socio-economic structures of major dynasties; examine the development and interaction of Buddhism, Hinduism, Jainism and Islam; assess Bengal's regional and transregional commercial, cultural and political connections; critically evaluate archaeological, epigraphic, numismatic and literary evidence; understand the emergence of Muslim political authority and the transition toward an independent Bengal Sultanate; and develop historical research, source criticism, analytical reasoning and academic communication skills.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome	Bloom's Taxonomy	PLO
CLO 1	Explain the major political, social, economic, religious and cultural developments in Bengal from prehistoric times to the emergence of an independent Bengal Sultanate in the fourteenth century.	Understand	PLO 1, PLO 2
CLO 2	Analyze the evolution of state formation, political authority, administration, economy and regional identities under the major kingdoms and dynasties of Bengal.	Analyze	PLO 1, PLO 2, PLO 3, PLO 7
CLO 3	Evaluate the influence of Buddhism, Hinduism, Jainism, Islam and wider cultural, intellectual and economic interactions on the formation and transformation of Bengal's society and civilization.	Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 6

PROVISIONAL

CLO 4	Critically interpret archaeological, epigraphic, numismatic, literary and foreign sources and assess competing historiographical interpretations of early and medieval Bengal.	Analyze / Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 7
CLO 5	Construct coherent, evidence-based historical arguments in written and oral forms through the synthesis of primary and secondary sources.	Create	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6

Course Contents

Week	Topics	Teaching–Learning Strategies	Assessment Strategy	CLOs
1–2	**Introduction, Geography and Sources of Bengal**: Geographical boundaries and physical environment; Bengal Delta; regional divisions; Vanga, Pundra, Gauda, Samatata and Harikela; historiography; archaeological, epigraphic, numismatic, literary and foreign sources; problems of reconstructing early Bengal	Interactive lecture, maps, source analysis, discussion	Diagnostic Q/A, Map-marking Task (Ancient Regional Janapadas), In-class Reflection Notes Or Assignment best based on field trip.	CLO1, CLO4
3	**Prehistoric and Protohistoric Bengal:** Paleolithic, Mesolithic and Neolithic cultures; Chalcolithic settlements; early agriculture; technology; habitation; major archaeological sites; material culture and environmental adaptation	Lecture, archaeological study, visual analysis, map work	Archaeological Site Identification Task (Pandu Rajar Dhibi, Wari-Bateshwar), Short Quiz	CLO1, CLO4
4	**Early Bengal in Literary and Foreign Accounts:** References to Bengal in Vedic, epic, Puranic, Buddhist and Jain literature; Greek and Roman accounts; Chinese travellers; early political communities; Mahajanapada context; emergence of organized political authority	Textual analysis, seminar, comparative source study	Comparative Textual Analysis (Gangaridai in Greco-Roman records vs Puranic accounts)	CLO1, CLO4
5–6	**Mauryan and Gupta Bengal:** Mauryan political influence; Ashokan context; administration and economy; Gupta expansion; provincial organization; land grants; society; Buddhism and Brahmanism; trade and cultural development; inscriptions and archaeological evidence	Lecture, document analysis, comparative study	Class Test 1, Inscription Analysis (Mahasthan Brahmi Inscription & Damodarpur Copper Plates)	CLO1, CLO2, CLO4

PROVISIONAL

7–8	**Gauda and Shashanka:** Emergence of Gauda; Shashanka; political consolidation; relations with Harsha and neighbouring powers; administration; religious policies and historical interpretations; post-Shashanka political fragmentation	Lecture, historical debate, source criticism	Historiographical Debate (Banabhatta and Xuanzang's portrayal of Shashanka vs Modern Views)	CLO2, CLO4
9–11	**The Pala Empire:** Gopala, Dharmapala, Devapala and successors; imperial expansion; administration; land grants; agrarian economy; trade; Buddhism; Mahayana and Vajrayana traditions; Nalanda, Vikramashila and Somapura; international relations; decline of Pala authority	Lecture, maps, case study, source interpretation	Midterm Examination, Monastic Architecture Review (Somapura Mahavihara), Map Assignment	CLO1, CLO2, CLO3, CLO4
12–13	**The Sena Dynasty:** Vijayasena, Ballalasena and Lakshmanasena; political organization; administration; landholding; Brahmanical institutions; caste and social structure; religion; literature; education; economic life; causes of decline	Comparative lecture, seminar, presentation	Comparative Matrix (Pala Buddhist Polity vs Sena Brahmanical Social Order), Short Quiz	CLO2, CLO3, CLO4
14–15	**Society and Economy of Early Bengal:** Agrarian expansion; land grants; village organization; irrigation; agriculture; crafts; internal and maritime trade; ports; merchants; urbanization; social groups; women; labour; coinage and economic evidence	Thematic lecture, source analysis, quantitative exercises	Economic & Trade Analysis Assignment (Tamralipti, Samandar & Cowrie currency system)	CLO1, CLO2, CLO7
16–17	**Religion, Education and Intellectual-Cultural Life:** Buddhism, Hinduism, Jainism and Tantric traditions; monasteries and temples; Brahmanical institutions; education; philosophy; literature; Sanskrit and regional linguistic development; art; sculpture; architecture; intellectual networks	Seminar, textual analysis, visual study, group discussion	Thematic Presentation (Pala-Sena Sculpture, Charyapada & Tantric-Buddhist Networks)	CLO3, CLO4
18–19	**Turkish Conquest of Bengal:** Political condition of Bengal before the conquest; Bakhtiyar Khalji; conquest of Nadia; Lakhnauti; military and political transformation; early Turkish administration; evidence concerning the conquest; historiographical debates	Lecture, map study, debate, source criticism	Class Test 2, Primary Source Evaluation (Tabaqat-i Nasiri accounts of the 1204 expedition)	CLO1, CLO2, CLO4
20–21	**Bengal under Delhi Sultanate Authority:** Early Turkish governors; administrative organization; Lakhnauti; political instability; Iwaz Khalji; Balban's intervention; rebellions; relations with	Lecture, institutional analysis, maps	Case Study / Analytical Essay (Lakhnauti as 'Bulghakpur' and Autonomy vs	CLO1, CLO2, CLO4

PROVISIONAL

	Delhi; emergence of regional political autonomy		Center)	
22–23	**Emergence of Muslim Society and Culture in Bengal:** Muslim settlements; Islamization processes; Sufis and religious networks; ulama; mosques; madrasas; Persian and Arabic influence; agriculture and frontier expansion; interaction with existing communities; social and cultural transformation	Source study, seminar, case study	Historiographical Review Paper (Agrarian Expansion & Sufi Settlement Dynamics in Bengal)	CLO3, CLO4
24–25	**Economic and Cultural Transformation in Early Medieval Bengal:** Expansion of cultivation; riverine frontier; trade routes; ports; coinage; urban centres; crafts; architecture; inscriptions; literary development; Bengal's connections with North India, Southeast Asia and the wider Islamic world	Maps, numismatic analysis, archaeological study	Numismatic & Epigraphic Task (Coinage transition from Sena period to early Sultanate mints)	CLO2, CLO3, CLO7
26	**Emergence of Political Independence:** Decline of effective Delhi control; Fakhruddin Mubarak Shah; Sonargaon; political developments of 1338; Shamsuddin Ilyas Shah and subsequent consolidation; territorial conception of Bengal; administrative independence	Lecture, chronology, historiographical discussion	Chronological Flowchart & In-class Seminar (Transition from Tripartite Rule to Shah-i-Bangalah)	CLO2, CLO4
27–28	**Historical Assessment: From Ancient Bengal to the Independent Sultanate:** Continuity and change; state formation; society and economy; religious and cultural transformation; emergence of Islam; political autonomy; significance of the fourteenth-century transition.	Research seminar, presentation, synthesis, discussion	Capstone Research Presentation, Comprehensive Viva-Voce, Final Examination	CLO3, CLO4, CLO5

Course Assessment Framework
Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

PROVISIONAL

List of Books

Dani, A. H. (1992). *History of Bangladesh: Early Bengal in regional perspectives* (Vol. 1). Asiatic Society of Bangladesh.

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

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

Islam, S. (Ed.). (1997). *History of Bangladesh* (Vols. 1–3). Asiatic Society of Bangladesh.

Majumdar, R. C. (1943). *The history of Bengal* (Vol. 1: Hindu period). University of Dacca.

Majumdar, R. C. (1973). *Bangladesher itihas: Prachin jug* [History of Bangladesh: Ancient

Sarkar, j.n,(1953), History of Bengal, Vol-2. Dhaka University, 1953

মমিন, আব্দুল (সম্পা.) (২০২০)। *বাংলাদেশের ইতিহাস*, ১ম ও ২য় খ-, আঞ্চলিক পরিপ্রেক্ষিতে আদি বাংলা, ঢাকা,বাংলাদেশ এশিয়াটিক সোসাইটি

মজুমদার, রমেশ চন্দ্র (১৩৭৭)। *বাংলাদেশের ইতিহাস* (প্রাচীন যুগ), কলকাতা, বাংলা সন

মুখোপাধ্যায় সুশীল (১৯৮৪)। *ভারতের প্রাচীন ইতিহাস*, ২য় খ-, কলকাতা

রায়, নীহার রঞ্জন.(১৯৪৯)। *বাঙ্গালীর ইতিহাস* (আদিপর্ব), কলকাতা

PROVISIONAL

Course Code: 8221657	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: History of Bengal (1338 -1757)		**Course Type:** Core	**Exam Hours:** 4

Course Description

This course examines the political, administrative, economic, social, religious and cultural transformation of Bengal from the emergence of independent Muslim political authority in the fourteenth century to the Battle of Plassey in 1757. It traces the development, consolidation and transformation of the Bengal Sultanate, the Mughal incorporation and administration of Bengal, the rise of the Nawabi system, and the increasing intervention of European trading companies. Particular attention is given to state formation, territorial expansion, administrative and revenue institutions, agrarian development, commerce, urbanization, maritime connections, religious and intellectual life, literature, architecture and material culture. The course critically examines the interaction between Bengal and wider South Asian and global political and commercial networks and evaluates the complex processes that culminated in the loss of effective independent political authority in 1757. Primary and secondary sources, including Persian chronicles, Bengali literary materials, inscriptions, coins, archaeological evidence and European accounts, are used to develop evidence-based historical interpretation.

Course Objectives

Explain the political evolution of Bengal from the emergence of independent political authority in 1338 to the Battle of Plessey in 1757. Analyze the administrative, military, judicial, revenue and economic institutions of the Bengal Sultanate, Mughal provincial state and Nawabi administration. Evaluate the social, religious, intellectual and cultural transformation of Bengal, including developments in Islam, Sufism, Hindu traditions, literature, education, art and architecture. Analyse agrarian expansion, landholding, trade, commerce, textile production, urbanization, maritime connections and Bengal's integration into regional and global economic networks. Evaluate the interaction of Bengal with the Delhi Sultanate, Mughal Empire, neighbouring powers and European commercial companies, and assess the political and economic processes leading to Plessey. Critically interpret primary and secondary sources and distinguish historical evidence from later interpretations and historiographical assumptions. Construct evidence-based historical arguments through written research, oral presentation, source criticism and comparative historical analysis.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome	Bloom's Level	PLO
CLO 1	Discuss the major political developments and changing centres of political authority in Bengal between 1338 and 1757.	Understand	PLO 1, PLO 2
CLO 2	Analyze the administrative, military, judicial and revenue institutions and the economic structures of Sultanate, Mughal and Nawabi Bengal.	Analyze	PLO 1, PLO 2, PLO 3, PLO 7
CLO 3	Evaluate the social, religious, intellectual, literary,	Evaluate	PLO 1, PLO 2,

PROVISIONAL

	artistic and architectural developments of medieval and early-modern Bengal.		PLO 3, PLO 4, PLO 7
CLO 4	Analyze and evaluate agrarian expansion, trade, commerce, textile production, urbanization and Bengal's regional and global economic connections.	Analyze / Evaluate	PLO 1, PLO 2, PLO 5, PLO 7
CLO 5	Evaluate the expansion of European commercial and political influence and the internal and external factors that culminated in the Battle of Plassey.	Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6
CLO 6	Critically interpret Persian, Bengali and European textual sources, inscriptions, coins, archaeological materials and modern historiography relating to Bengal.	Analyze / Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5
CLO 7	Construct coherent, evidence-based historical arguments by synthesizing primary and secondary sources in written and oral forms.	Create	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6

Course Contents

Week	**Topics to be Covered**	**Teaching–Learning Strategies**	**Assessment Strategy**	**CLOs**
1–2	**Sources, Geography and Historiography of Medieval Bengal** : Geographical setting; Bengal Delta; regional divisions; political geography; Persian chronicles; Bengali literature; inscriptions; coins; archaeology; European accounts; historiographical approaches and source criticism	Interactive lecture, map analysis, source workshop, discussion	Diagnostic Q/A, Primary vs Secondary Source Evaluation, Deltaic Map-marking Task Or Assignment best based on field trip.	CLO 1, CLO 6
3–4	**Emergence of Independent Bengal, 1338–1415:** Decline of effective Delhi authority; Fakhruddin Mubarak Shah; Sonargaon; Shamsuddin Ilyas Shah; unification of Bengal; Ilyas Shahi administration; territorial expansion; relations with Delhi and neighbouring states	Lecture, chronology, maps, source analysis	Chronological Flowchart, Class Test 1 (Unification & Shah-i-Bangalah Concept)	CLO 1, CLO 6
5–6	**The Later Ilyas Shahi and Ganesha Interlude**: Political instability; Ilyas Shahi restoration; Raja Ganesha; Jalaluddin Muhammad Shah; relations between Muslim political authority and regional elites; political legitimacy; historiographical interpretations	Lecture, debate, comparative analysis	Analytical Essay (Legitimacy and Syncretism under Jalaluddin), In-class Debate	CLO 1, CLO 3, CLO 6
7–8	**The Husain Shahi Sultanate, 1494–1538:** Alauddin Husain Shah; Nasiruddin Nusrat	Lecture, maps, source study,	Short Quiz, Regional	CLO 1, CLO 2,

PROVISIONAL

	Shah; territorial expansion; administration; military organization; relations with Assam, Orissa and other neighbouring regions; diplomacy; coinage; political culture	seminar	Diplomacy Case Study, Coinage Analysis Assignment	CLO 6
9–10	**Administration, Economy and Urbanization under the Bengal Sultanate**: Central and provincial administration; military institutions; judicial arrangements; revenue; landholding; agrarian expansion; coinage; trade; ports; river routes; commercial centres; urbanization; state and economy	Institutional analysis, maps, quantitative exercises,	Midterm Examination, Institutional Matrix (Sultanate Revenue & Port Administration)	CLO 2, CLO 4, CLO 7
11–12	**Society, Religion and Culture under the Bengal Sultanate** : Social organization; rural society; elites; peasants and occupational groups; Islam; Sufism; mosques and madrasas; Hindu religious traditions; interaction between communities; literature; Persian and Bengali cultural development; education	Seminar, textual analysis, group discussion, visual study	Thematic Term Paper Outline, Textual Evaluation (Sufi Literature & Vernacular Bengali)	CLO 3, CLO 6
13–14	**Art, Architecture and Material Culture of the Bengal Sultanate**: Sultanate architecture; Adina Mosque; Sixty Dome Mosque; Choto Sona Mosque; Ekdala and Gaur-Pandua; terracotta and stone ornamentation; inscriptions; coins; distinctive features of Bengal's Islamic architecture	visual presentation, site-based study	Architectural Visual Identification Task, Presentation on Sultanate Brick & Terracotta Style	CLO 3, CLO 6
15–16	**Afghan Rule and the Transition to Mughal Bengal:** Afghan political authority; Sher Shah and Bengal; Sur administration; Humayun's intervention; Sulaiman Karrani; Daud Khan Karrani; Mughal-Afghan conflict; Battle of Rajmahal and Mughal conquest	Timeline, map analysis, comparative lecture	Class Test 2, Comparative Analysis (Sur Reforms in Bengal vs Karrani Rule)	CLO 1, CLO 2, CLO 6
17–18	**Mughal Conquest and Incorporation of Bengal:** Akbar's expansion; Munim Khan; Khan Jahan; Mughal campaigns; Battle of Rajmahal; establishment of Mughal authority; Baro-Bhuiyans; Isa Khan; resistance and accommodation; incorporation of Bengal into the Mughal Empire	Maps, case study, primary-source analysis, debate	In-class Structured Debate (Baro-Bhuiyan Resistance: Regional Patriotism vs Feudal Autonomy)	CLO 1, CLO 2, CLO 5
19–20	**Mughal Administration and Revenue System in Bengal:** Subah Bengal; Subahdar; Diwan; Faujdars; Qazis; Kotwals; zamindars; mansabdars; jagirdars; revenue administration; land	Institutional diagrams, lecture, documentary analysis,	Administrative Hierarchy Chart, Quantitative Assignment on	CLO 2, CLO 4

PROVISIONAL

	measurement; agrarian expansion; Mughal administrative integration; Dhaka as provincial capital	quantitative exercises	Land Revenue & Zamindari Tiers	
21–22	**Economy, Trade and Urban Society under the Mughals:** Agriculture; rice production; textiles and muslin; silk; salt; sugar; handicrafts; inland trade; maritime commerce; European merchants; ports; Dhaka, Chittagong, Satgaon, Hugli and Murshidabad; banking and credit; Bengal's position in the Indian Ocean economy	Data, maps, case studies	Trade & Commodity Flow Mapping, Case Study on Dhaka Muslin & Indian Ocean Networks	CLO 2, CLO 4, CLO 7
23	**Society, Religion and Culture in Mughal Bengal:** Social hierarchy; zamindars; peasants; artisans; merchants; women; Islam and Sufi traditions; Hindu religious traditions; religious institutions; education; Persian and Bengali literature; intellectual life; cultural interaction	Seminar, textual analysis, group discussion	Term Paper Submission, Critical Reflection Note on Mughal Agrarian Frontiers & Conversion Dynamics	CLO 3, CLO 6
24	**Architecture, Literature and Cultural Development under Mughal Bengal:** Mughal and regional architectural traditions; Lalbagh Fort; Mughal mosques; terracotta temples; architecture of Bishnupur and Bengal; painting; manuscript culture; Bengali literature; Persian literary culture; cultural patronage	Visual analysis, presentations, comparative study	Visual Analysis Assignment (Mughal Provincial Style vs Bishnupur Terracotta Temples)	CLO 3, CLO 6, CLO 7
25–26	**Nawabi Bengal, 1717–1757:** Murshid Quli Khan; transfer of political centre to Murshidabad; Shuja-ud-Din; Sarfaraz Khan; Alivardi Khan; administrative and revenue reforms; Maratha incursions; regional autonomy; economy and military organization; European settlements and privileges	Lecture, maps, source criticism, seminar	Class Test 3, Comparative Policy Review (Murshid Quli's Malzamini vs Alivardi's Defense Economy)	CLO 1, CLO 2, CLO 4
27–28	**European Commercial Expansion and the Battle of Plassey, 1757:** Portuguese, Dutch, English, French and Danish commercial presence; factories and settlements; European competition; East India Company; farmans and commercial privileges; political intervention; Siraj-ud-Daulah; Calcutta crisis; conspiracy and Mir Jafar; Battle of Plassey; immediate consequences; historiographical interpretations; transition toward Company political dominance	Debate, research presentation, historiographical assessment	Primary-Source Assessment (Farman of 1717 & Plassey Letters), Oral Viva-Voce, Final Examination	CLO 5, CLO 6, CLO 7

PROVISIONAL

Course Assessment Framework
Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Akhtaruzzaman, M. (2009). *Society and urbanization in medieval Bengal*. Asiatic Society of Bangladesh.

Ahmed, R. (Ed.). (2012). *Banglapedia: National Encyclopedia of Bangladesh* (2nd ed.). Asiatic Society of Bangladesh.

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

Habib, I. (1963). *The Agrarian System of Mughal India*. Asia Publishing House.

Karim, A. (2007). *History of Bengal: Muslim Period (1200–1757)*. Academic Publishers.

Marshall, P. J. (1987). *Bengal: The British Bridgehead*. Cambridge University Press.

Ray, A. K. (1979). *The Sultanate of Bengal (1204–1576)*. Firma KLM.

Richards, J. F. (1993). *The Mughal Empire*. Cambridge University Press

Sarkar, J. (1948)| *History of Bengal* (Vol. II). University of Dhaka.

রহিম, এম এ (১৯৯৪), *বাংলার মুসলমানদের ইতিহাস*, ১৭৫৭-১৯৪৭। ঢাকা, আহমদ পাবলিশিং হাউস

হাদিউজ্জামান, সৈয়দ (২০২০)। *বাংলাদেশের ইতিহাসচর্চার ধারা*: ইতিহাসবিদ মুহম্মদ আবদূর রহিম, ঢাকা, ইসলামিক ফাউন্ডেশন (গবেষণা বিভাগ)

PROVISIONAL

Course Code: 8222059	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Sociology of Bangladesh		**Course Type:** Allied	**Exam Hours:** 4

Course Description

This course is designed to provide students with a comprehensive and analytical understanding of Bangladeshi society as a historically evolved, culturally diverse and continuously changing social system. It examines the interaction of historical forces, social institutions, family and kinship, religion and culture, population dynamics, rural and urban transformation, agrarian and industrial structures, class and inequality, education, migration, politics, governance, crime and social change. Particular attention is given to the effects of colonialism, the Pakistan period, the Language Movement, the Liberation War, globalization, urbanization, technological transformation and contemporary socioeconomic change.

Course Objectives

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

Upon completion of the course, students will be able to: The course aims to enable students to connect sociological concepts and theories with the lived realities of Bangladesh, critically assess social problems and institutions, appreciate cultural and ethnic diversity, and develop evidence-based analytical, communicative, collaborative and research-oriented skills relevant to national development.

Course Learning Outcomes (CLOs)

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

CLO	Course Learning Outcome	Bloom's Level	PLO
CLO 1	Explain the historical development, basic characteristics, institutions and structural features of Bangladeshi society.	Understand	PLO 1, PLO 2, PLO 4
CLO 2	Analyze population dynamics, family, kinship, religion, culture, socialization and identity formation in Bangladesh.	Analyze	PLO 1, PLO 2, PLO 3, PLO 4, PLO 6, PLO 7
CLO 3	Examine and evaluate rural transformation, urbanization, agrarian relations, industrialization, migration, employment and socioeconomic change.	Evaluate	PLO 1, PLO 2, PLO 4, PLO 5, PLO 6, PLO 7
CLO 4	Analyze and assess social stratification, inequality, poverty, gender relations, ethnic diversity and changing social classes in Bangladesh.	Analyze / Evaluate	PLO 1, PLO 2, PLO 4, PLO 5, PLO 6, PLO 7
CLO 5	Evaluate political institutions, governance, education, crime, social control and contemporary social problems using relevant sociological concepts and theories.	Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6
CLO 6	Apply sociological perspectives, empirical information and collaborative learning to interpret contemporary	Apply	PLO 1, PLO 2, PLO 3, PLO 4,

PROVISIONAL

	Bangladeshi society and communicate evidence-based conclusions.		PLO 5, PLO 6, PLO 7

Course Content

Week	Topic	Teaching–Learning Strategy	Assessment Strategy	CLOs
1–3	**Chapter 1: Sociological Background and Historical Context** •The physical and environmental factors shaping village society • Impact of British Colonialism, the internal colonialism of the Pakistan era, the Language Movement, and the Liberation War	Interactive Lectures, Historical Timeline Mapping, Group Discussions	Class Test, Practical Exercise, Short Assignment Or Assignment best based on field trip.	CLO3, CLO5
4–6	**Chapter 2: Population Dynamics and Ethnicity** • Population composition including age-sex ratios, marital status, literacy rates, and labor force distribution • Patterns of fertility, mortality, migration, and national population control policies • Cultural profile and societal roles of different ethnic groups in Bangladesh	Demographic Data Analysis, Case Studies on Migration, Documentary Screening	Data Analysis Report, Case Study Evaluation, Quiz	CLO1, CLO3
7–10	**Chapter 3: Socialization, Family, Culture, and Identity** • Evolution and changing structures of marriage, divorce, family configurations, and kinship ties • Nature of socialization, religious beliefs, rituals, language groups, and local cultural patterns • Dilemmas of cultural identity, modernization, globalization of culture, and cultural dependency	Reflective Essays, Small Group Debates, Peer-to-Peer Dialogue	Reflective Essay, Debate Evaluation, Class Test	CLO1, CLO3, CLO5, CLO6
11–13	**Chapter 4: Macroeconomic Structure and Industrialization** • Overview of farm and non-farm economic activities and the complexities of agrarian transformation • Industrial growth patterns, the expansion of the working class/underclass, and the role of the informal economy • Global workforce migration and its role in fostering a remittance-reliant economy	Lecture-Discussion, Economic Report Reviews, Concept Mapping	Concept Mapping Task, Economic Report Review, Quiz	CLO3, CLO5

PROVISIONAL

14–17	**Chapter 5: Rural Society and Urbanization** • Land tenure mechanisms and rural class stratifications • Power Dynamics: Traditional rural community systems, conflict resolution bodies, and social hierarchies (*Samaj*, *Salish*, and Patron-Client networks) • Dynamics and challenges surrounding rural-to-urban domestic migration	Role-Playing (*Salish* system), Guest Speaker Lectures, Problem-Based Learning	Role-Playing Performance, Problem-Based Assessment, Class Test	CLO2, CLO3, CLO6
18–20	**Chapter 6: Social Inequality, Class Structure, and Poverty** • Dimensions of systemic social, income, gender, ethnic, and status inequalities • Middle Class & Poverty: The growth, socio-economic nature, and traits of the emerging middle class alongside historical and current poverty trends	Critical Literature Review, Comparative Analysis, Student Presentations	Literature Review Critique, Student Presentations, Written Assignment	CLO2, CLO4
21–23	**Chapter 7: Politics, State, and Governance** • Structural nature of the state, civil bureaucracy, and political partie • Prevailing political culture, institutional governance issues, and the structural setup of local government bodies	Seminar Presentations, Case Studies on Governance, Group Brainstorming	Case Study Report, Seminar Presentation, Quiz	CLO2, CLO3, CLO5
24–28	**Chapter 8: Crime, Education, and Social Control** • Prevailing patterns of crime, penal frameworks, correctional philosophies, policing styles, and civil society's role in crime prevention • Primary, secondary, and higher education systems; institutional expansion, enrollment/dropout patterns, and curriculum updates • Class variations in education access, social mobility channels, educational policies, systemic barriers, and comprehensive course synthesis	Panel Discussions, Policy Critique Workshops, Collaborative Projects	Policy Critique Workshop, Collaborative Project Report, Final Course Assessment	CLO2, CLO4, CLO6

PROVISIONAL

Course Assessment Framework

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Chowdhury, A. M., & Alam, F. (Eds.). (2002). *Bangladesh at the threshold of the twenty-first century*. Asiatic Society of Bangladesh.

Chowdhury, A. (1982). *Agrarian social relations and rural development in Bangladesh*. Oxford & IBH Publishing.

Karim, A. K. N. (1980). *The dynamics of Bangladesh society*. Vikas Publishing House.

Khan, A. A. (1996). *Discovery of Bangladesh*. University Press Limited.

Rahman, A. (1986). *Bangladesher krishi kathamo* [Agricultural structure of Bangladesh]. University Press Limited.

Siddiqui, K. (2000). *Jagatpur*. University Press Limited.

PROVISIONAL

Course Code: 8222159	**Marks:** 100	**Credits:** 4	**Credit Hours:** 56
Course Title: Social Work Practice		**Course Type:** Allied	

Course Description

This course provides an introductory and comprehensive understanding of Social Work as a knowledge-based, value-oriented and practice-focused discipline. It introduces students to the fundamental concepts, principles, values, ethics, historical development and contemporary fields of Social Work practice in Bangladesh and global context. The course highlights Social Work as an emerging profession in Bangladesh and examines its applications in hospitals, government social welfare programs, NGOs, community settings, probation and correctional services. It also explores major social problems and social services, basic Social Work methods and skills, social research, climate justice, sustainable development, and the implications of the Fourth and Fifth Industrial Revolutions and Artificial Intelligence for Social Work. Through field-based learning, students will develop basic communication, analytical, problem-solving, digital, AI-assisted and employability skills relevant to contemporary society and public and private service sectors.

Course Rationale and Objectives

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

1. **Introduce students to** the fundamental concepts, principles, values, ethics, scope and contemporary relevance of Social Work;
2. **Provide students with** a brief understanding of the historical emergence and development of Social Work in Bangladesh and the global context, and its evolution as an emerging profession;
3. **Familiarize students with** major fields of Social Work practice in Bangladesh, including hospitals, government social welfare services, NGOs, community settings, probation and correctional services;
4. **Develop students' ability to understand and respond to** contemporary social problems through basic Social Work methods, communication, helping, advocacy, networking, problem-solving, climate justice and sustainable development perspectives;
5. **Develop awareness of** the implications of the Fourth and Fifth Industrial Revolutions, Artificial Intelligence and digital transformation for Social Work practice, professional development and employment;
6. **Develop students' basic research, field-based and employability skills** through evidence-based learning, responsible use of AI tools, field observation, teamwork, communication, analytical reasoning and reflective practice.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome	Bloom's Level	PLO
CLO 1	Explain the fundamental concepts, principles, values, ethics, scope, and historical foundations of Social Work, Social Welfare, and related social development practices.	Remember / Understand	PLO 1, PLO 2, PLO 4
CLO 2	Describe and analyze the emergence, development, and	Understand /	PLO 1, PLO

PROVISIONAL

	contemporary practice of Social Work in Bangladesh and the global context.	Analyze	2, PLO 4, PLO 6
CLO 3	Analyze major social problems, social services, Social Work interventions, basic methods, research approaches, and emerging social risks from individual, community, and societal perspectives.	Analyze	PLO 1, PLO 2, PLO 3, PLO 4, PLO 7
CLO 4	Apply basic Social Work knowledge, communication, helping, advocacy, networking, and problem-solving skills to contemporary social issues and field-based situations.	Apply / Evaluate	PLO 1, PLO 2, PLO 4, PLO 6
CLO 5	Evaluate and develop personal digital, AI-assisted, analytical, communication, teamwork, adaptability, and employability skills to respond effectively to the challenges of the Fourth and Fifth Industrial Revolutions.	Evaluate / Create	PLO 2, PLO 4, PLO 5, PLO 6, PLO 7
CLO 6	Develop evidence-informed and socially responsible responses to social problems, climate vulnerability, social inequality, and sustainable development challenges through Social Work perspectives.	Evaluate / Create	PLO 1, PLO 2, PLO 3, PLO 4, PLO 6, PLO 7

Course Content

Week	**Topics**	**Teaching-Learning Strategy**	**Assessment Strategy**	**CLOs Alignment**
1-3	**Chapter 1: Basic concepts and Issues relating to Social Work:** Social Work, Social Welfare, Social Reform, Social Legislation, Social Security, Social Development, Good Governance, Relevancy to social work with allied disciplines.	Interactive lecture; concept mapping; short case analysis; classroom discussion; real-life examples from Bangladesh.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO1, CLO6
4-6	**Chapter 2: Social Work: Global and Bangladesh Perspective:** Origin and evolution of Social Work; major stages of development in the UK and USA, social reform, reformers and humanitarian movements in undivided India; Development of Social Work in Bangladesh.	Lecture; timeline activity; visual presentation; comparative discussion; documentary/video-based learning.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO1, CLO2

PROVISIONAL

7-8	**Chapter 3: Social Work Profession and Its Practice**: Profession, occupation, characteristics of a profession; Social Work as an emerging profession in Bangladesh: problem and prospects, probation, parole and correctional services, counselling and positive parenting.	Case study; practitioner interaction; role play; field-based examples; problem-based learning.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO2, CLO3, CLO4
9-10	**Chapter 4: Social Problems and Social Services in Bangladesh** Concept, characteristics, major social problems in Bangladesh and its interventions, social policy and planning for social problem mitigation.	Problem-based learning; case analysis; group discussion; service-mapping exercise; short presentations.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO4, CLO6
11-13	**Chapter 5: Social Work Methods and Skills**: Types, methods and practicing skills in Social Work; rapport building, advocacy, networking.	Demonstration; role play; simulation; peer learning; skills practice; case exercises.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO4, CLO5
14-16	**Chapter 6: Industrial Transformation and Emerging Technologies:** Renaissance, Industrial Revolution, globalization; 4th IR and emerging social risks; AI and Social Work; digital literacy, analytical ability; communication; problem-solving; adaptability; ethical use of AI; 5th IR and need of human-centered technology.	Interactive lecture; AI-assisted learning; digital tools demonstration; scenario analysis; group problem-solving; presentation.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO5, CLO6
17-19	**Chapter 7: Climate Justice and Sustainable Development**: Climate change and justice; migration and livelihood insecurity; community resilience; Sustainable Development Goals (SDGs), Social Work responses to climate-related problems, Green Social Work.	Case study; community mapping; SDG activity; problem-solving exercise; field observation.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO5, CLO6

PROVISIONAL

20-22	**Chapter 8: Social Research and AI Tools**: Social Research: types, methods, techniques and tools; sampling, qualitative and quantitative data; research proposal; ethics in research; basic use of AI tools in social research.	Mini research exercise; questionnaire design; sampling exercise; data interpretation; AI/digital demonstration; group assignment.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO5, CLO6
23-25	**Chapter 9: Social Work Practice and Field-Based Learning**: Social Work practice in hospital, GO and NGOs, field work, report writing; presentation and teamwork.	Field visit (mandatory); observation; structured field notes; interview with practitioner/ service provider; reflective report; group presentation; viva/field assessment.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO4, CLO5, CLO6
26-28	**Chapter 10: Social Philosophy and Religion**: Social Philosophy, Individualism, Socialism, Practice of Welfare State in Bangladesh, Religions and Humanitarian Basis of Social Work.	Interactive lecture; concept mapping; short case analysis; classroom discussion; real-life examples from Bangladesh.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO1, CLO3, CLO6

Course Assessment Framework
Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

PROVISIONAL

List of Books

Barker, R. L. (1995). *The Social Work Dictionary.* Washington DC: NASW Press.

Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*.Polity Press

Friedlander, W.A. (1977). *An Introduction to Social Welfare*. New York: Prentice Hall.

Houssian, M.N. & Alauddin, M. (1990). *Introduction to Social Work Methods*. Dhaka: Bangladesh, Anwari publication.

Morales, A. & Sheafor, B. W. (1977). *Social Work: A Profession of Many Faces*. Boston: USA,Allyn and Bacon.

Skidmore, R. A. & others. (1993). *Introduction to social work.* New Jersey: USA, Prentice Hall.

ইসলাম, ড. মো. নুরুল (২০১৪)। *সমাজকর্ম পরিচিতি*। তাসমিয়া পাবলিকেশন্স।

ইসলাম, মোঃ শহিদুল এবং হাসান, মো. খালিদ। (২০২৫)। *সমাজকর্ম পরিচিতি*। মাইলস্টোন পাবলিকেশন্স।

উদ্দিন, আহমেদ আয়েশ (১৯৭৮)। *রাষ্ট্রচিন্তা পরিচিতি প্লেটো থেকে মার্ক* (২য় সংস্করণ)। আইডিয়াল লাইব্রেরী।

করিম, রেজাউল (২০০৬)। *সমাজকর্ম: ধারণা , ইতিহাস ও দর্শন*। জ্ঞানকোষ প্রকাশনী।

রহমান, হাবিবুর, দাস, তুলসী, ইসলাম, মো. ফখরন্নল ও ইসলাম, মো. রেজাউল (অনূদিত) (১৯৯৭)। সমাজকর্ম অনুশীলন। *গতিধারা।*

PROVISIONAL

Course Code:8222259	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Bangladesh Economy		**Course Type:** Allied	

Course Description

This course introduces the students about the structure, performance, and policy management of the Bangladesh economy, with emphasis on how economic decisions are shaped by, and in turn shape, political and administrative processes. It begins with an overview of macroeconomic trends in growth, savings, and investment before moving into the fiscal, monetary, and external sectors that underpin national economic management. Particular attention is given to the agriculture and industrial sectors, the role of state-owned enterprises, and the ongoing shift toward private sector-led development. The course also examines employment, wages, and poverty trends alongside government efforts in human development and social protection, and closes with a look at infrastructure, environmental challenges, and Bangladesh's climate vulnerability. Rather than treating economics as a technical subject in isolation, the course consistently draws out its political dimensions: budget-making as a political act, regulatory reform as a contest of interests, and development planning as a reflection of governance priorities. By the end, students should be able to follow Bangladesh's economic policy debates with confidence and understand economic performance as part of the larger picture of governance.

Course Objectives

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

- Build a working understanding of Bangladesh's macroeconomic structure, growth performance, and the institutional framework within which economic policy is formulated and implemented.
- Examine the role and performance of the agriculture, industrial, and external sectors in Bangladesh's development, along with the government policies that shape them.
- Assess the fiscal and monetary management practices of Bangladesh, including public revenue and expenditure, taxation, budgetary management, banking, and financial sector reforms.
- Analyze trends in employment, wages, prices, and poverty in Bangladesh, and evaluate the effectiveness of government programs addressing these areas.
- Develop the ability to critically connect Bangladesh's economic performance with questions of governance, public policy, and political decision-making, so that economic issues can be read through a political science lens.

Course Learning Outcomes (CLOs)

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

CLO	Course Learning Outcome	Bloom's Level	PLO
CLO 1	Demonstrate a clear and working understanding of Bangladesh's macroeconomic performance, national income, savings, and investment trends, and the institutional structure guiding economic policy.	Understand	PLO 1, PLO 2
CLO 2	Analyze the contribution, performance, and challenges of the agriculture, industrial, and external (trade) sectors to	Analyze	PLO 1, PLO 2, PLO 7

PROVISIONAL

	Bangladesh's overall economic development.		
CLO 3	Evaluate the fiscal and monetary management systems of Bangladesh, including public finance, taxation, budgetary practices, banking, and financial sector reforms.	Evaluate	PLO 1, PLO 2, PLO 3, PLO 5, PLO 7
CLO 4	Assess trends in employment, wages, prices, and poverty in Bangladesh, along with the design and effectiveness of related government programs.	Analyze / Evaluate	PLO 1, PLO 3, PLO 4, PLO 7
CLO 5	Critically appraise the political economy dimensions of Bangladesh's development policy, linking economic outcomes with governance, planning, and public administration.	Evaluate	PLO 2, PLO 4, PLO 6

Course Contents

Week	**Topics**	**Teaching-Learning Strategy**	**Assessment Strategy**	**CLOs**
1–3	**Chapter 1: Overview of the Bangladesh Economy:** growth performance, savings and investment trends, and the institutional and policy framework guiding macroeconomic management, including the medium-term macroeconomic framework and ongoing reform programs.	Interactive lectures, discussion on recent Bangladesh Economic Review data	Data interpretation exercise using the latest Bangladesh Economic Review Or Assignment based on field trip.	CLO1
4–7	**Chapter 2: National Income and Price Trends:** sector-wise growth of GDP, savings and investment; consumer price index and inflation; wage trends, labor force, employment, overseas employment, and remittances.	Interactive lectures, data reading exercises, class discussion	Data reading quiz / class test on GDP, prices, and employment trends	CLO1, CLO4
8–10	**Chapter 3: Fiscal Policy and Public Finance Management:** government receipts and tax management, revenue collection, public expenditure and the Annual Development Programme, budget balance and financing, and public debt management.	Interactive lectures, case-based discussion, budget document review	Budget document review report	CLO1, CLO3
11–14	**Chapter 4: Monetary Management and Financial Market Development:** monetary policy, money and credit situation, the banking and non-banking financial sector, interest rate movements, financing of agriculture, industry and SMEs, and capital market development.	Interactive lectures, group discussion, guided reading assignments	Written assignment on banking and financial sector reforms	CLO3

PROVISIONAL

15–19	**Chapter 5: The External Sector:** world trade scenario, export and import policy, tariff structure, Bangladesh's position in the WTO and regional trade arrangements, balance of payments, exchange rate policy, and foreign exchange reserves.	Interactive lectures, group discussion, thematic assignments	Thematic assignment on trade policy and balance of payments	CLO2, CLO5
20–21	**Chapter 6: Agriculture, Industry and State-Owned Enterprises:** management of food grain production and agricultural credit; growth and performance of the manufacturing sector and SMEs; the production, financial performance, and reform of state-owned enterprises.	Interactive lectures, sector case studies, group presentations	Group presentation based on a sector case study	CLO2
22–23	**Chapter 7: Power, Energy, Transport, Communication and Human Development:** power generation and transmission, transport and communication infrastructure, and human development outlays covering education, health, women and children's affairs, and social welfare.	Interactive lectures, documentary screening, group discussion	Reflective assignment following documentary screening	CLO2, CLO4
24–26	**Chapter 8: Poverty Alleviation, Private Sector Development and Environment:** poverty trends and reduction strategies, employment generation programs, a private-investment-friendly environment, privatization and public-private partnership, and environmental and climate change challenges facing Bangladesh.	Interactive lectures, thematic assignments, policy debate	Policy debate evaluation on poverty alleviation and environment	CLO4, CLO5
27–28	Revision, Doubt-clearing Session, and Preparation for the Final Examination	Comprehensive review lecture and open discussion	Comprehensive review test / mock examination covering all chapters	All CLOs

PROVISIONAL

Course Assessment Framework

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Bangladesh Bank. (Current issue). Annual report. Dhaka, Bangladesh: Bangladesh Bank.

Islam, Nurul. (2003). Making of a nation, Bangladesh: An economist's tale. Dhaka, Bangladesh: University Press Limited.

Islam, S. M. Mujahidul. (Latest edition). Bangladesh economy. Dhaka, Bangladesh: Bangladesh Publishers.

Khan, Akbar Ali. (1996). Discovery of Bangladesh. Dhaka, Bangladesh: University Press Limited.

Mahmud, Wahiduddin (Ed.). (n.d.). Bangladesh's development experience: Some selected issues. Dhaka, Bangladesh: University Press Limited.

Ministry of Finance, Government of Bangladesh. (Latest edition). Bangladesh economic review. Dhaka, Bangladesh: Finance Division.

Sen, Binayak, & Ali, Zaidi. (Eds.). (n.d.). Bangladesh development studies (Journal, current issues). Dhaka, Bangladesh: Bangladesh Institute of Development Studies (BIDS).

Sobhan, Rehman. (2016). Untranquil recollections: Nation building in post-liberation Bangladesh. New Delhi, India: SAGE Publications.

অর্থ মন্ত্রণালয়, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার। (২০২৫)। *বাংলাদেশ অর্থনৈতিক সমীক্ষা।* ঢাকা: অর্থ বিভাগ।

ইসলাম, রিজওয়ানুল। (২০১৫)। *উন্নয়ন ভাবনায় কর্মসংস্থান ও শ্রমবাজার*। ঢাকা: ইউনিভার্সিটি প্রেস লিমিটেড (ইউপিএল)।

ইসলাম, রিজওয়ানুল। (২০২৩)। *উন্নয়নের অর্থনীতি*। ঢাকা: ইউনিভার্সিটি প্রেস লিমিটেড (ইউপিএল)।

উলস্নাহ্, মাহবুব। (২০০৩)। *বাংলাদেশ অর্থনীতি*। ঢাকা: বাংলাদেশ পাবলিশার্স।

খান, আকবর আলী। (২০২০)। *দারিদ্র্যের অর্থনীতি: অতীত, বর্তমান ও ভবিষ্যৎ*। ঢাকা: প্রথমা প্রকাশন।

বায়েস, আবদুল ও হোসেন, মাহবুব। (২০১৩)। *গল্পে গল্পে অর্থনীতি।* ঢাকা: এ এইচ ডেভেলপমেন্ট পাবলিশিং হাউজ।

মুহাম্মদ, আনু। (২০১০)। *অর্থশাস্ত্র পরিচয়*। ঢাকা: সংহতি প্রকাশন।

রহমান, রম্নশিদান ইসলাম। (২০১২)। *বাংলাদেশের অর্থনীতি ও উন্নয়ন*। ঢাকা: সাহিত্য প্রকাশ।

PROVISIONAL

Course Code: 8241661	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Islamic Economic System	**Course Type:** Allied		**Exam Hours:** 4

Course Description

This course introduces students to the fundamental principles, institutions and practices of the Islamic economic system. It examines the Qur'anic and Sunnah-based foundations of economic life, the Islamic conception of ownership, wealth, production, consumption, trade, labour, markets, finance and distribution. Particular attention is given to prohibition of riba, gharar and maysir, zakat, waqf, inheritance, charitable institutions, ethical markets and the relationship between individual economic freedom and social responsibility.

The course also examines the historical development of Islamic economic institutions and their contribution to Muslim societies, followed by an assessment of contemporary Islamic banking, Islamic finance, takaful, sukuk, Islamic microfinance and other emerging institutions. Students will critically compare Islamic economic principles with conventional economic approaches and evaluate their relevance to contemporary economic challenges, including poverty, inequality, financial instability and sustainable development.

Course Objectives

The course aims to develop students knowledge of the foundations and principles of Islamic economics; explain the Qur'anic, Prophetic and classical foundations of Islamic economic thought; analyze Islamic approaches to ownership, production, consumption, trade and distribution; evaluate zakat, waqf and inheritance as mechanisms of social and economic justice; examine the prohibition of riba, gharar and maysir; understand Islamic banking and contemporary Islamic financial institutions; compare Islamic and conventional economic systems; and develop the ability to interpret economic information and construct evidence-based arguments concerning Islamic economic issues.

Course Learning Outcomes (CLOs)

Upon successful completion, students will be able to:

CLO	Course Learning Outcome	Bloom's Level	PLO
CLO 1	Explain the philosophical, ethical, Qur'anic and Prophetic foundations of the Islamic economic system.	Understand	PLO 1, PLO 2, PLO 3, PLO 4
CLO 2	Analyze Islamic concepts of ownership, wealth, production, consumption, labour and market exchange.	Analyze	PLO 1, PLO 2, PLO 3, PLO 4, PLO 6, PLO 7
CLO 3	Analyze the principles and economic implications of zakat, waqf, sadaqah and the Islamic law of inheritance.	Analyze	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6, PLO 7
CLO 4	Evaluate the Islamic prohibition of riba, gharar and maysir and distinguish their implications from conventional financial practices.	Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 7
CLO 5	Evaluate Islamic approaches to trade, market regulation, pricing, competition, public welfare and economic justice.	Evaluate	PLO 1, PLO 2, PLO 3, PLO 4, PLO 6, PLO 7
CLO 6	Analyze the development and operation of Islamic banking, Islamic finance, takaful, sukuk and Islamic microfinance.	Analyze	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6,

PROVISIONAL

			PLO 7
CLO 7	Interpret selected economic and financial data and critically compare Islamic economic institutions with conventional economic models.	Analyze / Evaluate	PLO 1, PLO 2, PLO 3, PLO 5, PLO 7
CLO 8	Construct evidence-based arguments and policy recommendations concerning the application of Islamic economic principles to contemporary economic problems.	Create	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6, PLO 7

Course Contents

Week	**Topics**	**Teaching-Learning Strategies**	**Assessment Strategy**	**CLOs**
1–2	**Introduction to Islamic Economics:** Meaning and scope of Islamic economics; economy and economic activity in Islam; objectives of Islamic economic life; relationship between Islam, ethics and economics; distinctive features of Islamic economics; sources of Islamic economic principles.	Lecture, Qur'an and Hadith-based discussion, conceptual analysis	Diagnostic Q/A, Conceptual In-class Quiz, Short Reflection Paper on Islamic vs Neoclassical Economic Axioms	CLO 1
3–4	**Foundations of Islamic Economic Thought** : Qur'anic principles of wealth and economic activity; Sunnah; Islamic jurisprudence; maqasid al-shari'ah; justice, moderation and social responsibility; development of Islamic economic thought; contributions of classical Muslim scholars.	Lecture, source analysis, seminar, discussion	Textual Analysis Assignment (Classical Scholars: Abu Yusuf, Al-Ghazali, Ibn Khaldun), Seminar Discussion Rubric	CLO 1, 2
5–6	**Ownership, Wealth and Property in Islam**: Concept of ownership; Allah as ultimate owner; individual and public ownership; private property; lawful and unlawful wealth; acquisition and use of property; economic freedom and social responsibility; protection of property.	Lecture, textual analysis, comparative discussion	Short Analytical Paper on Trusteeship (Amanah) and Property Rights, Class Test 1	CLO 2
7–8	**Production, Labour and Entrepreneurship:** Islamic principles of production; factors of production; labour and dignity of work; wages; contracts; entrepreneurship; profit; productivity; prohibition of exploitation; business ethics; partnership and cooperation.	Lecture, case study, discussion, problem-based learning	Problem-Solving Case Study on Labour Rights & Wage Determination, Ethical Contract Review Task	CLO 2, 5

PROVISIONAL

9	**Consumption and Islamic Economic Ethics**: Lawful and unlawful consumption; moderation; avoidance of extravagance and waste; consumer responsibility; ethical consumption; environmental responsibility; balance between material and spiritual welfare.	Lecture, case study, discussion	Case Study Analysis on Consumer Behavior (Israf, Tabdhir, and Sustainable Consumption)	CLO 1, 2
10-11	**Islamic Market and Trade System:** Principles of lawful trade; market freedom; mutual consent; fair dealing; honesty and transparency; hoarding; monopoly; fraud and deception; price manipulation; market supervision; hisbah; role of the muhtasib.	Lecture, source analysis, historical case study, debate	In-class Debate (Market Freedom vs Hisbah Price Supervision), Historical Case Review of the Muhtasib	CLO 5
12–13	**Zakat and Redistribution of Wealth**: Meaning and objectives of zakat; eligible assets; nisab; zakatable wealth; categories of beneficiaries; collection and distribution; zakat and poverty reduction; redistribution; zakat institutions in contemporary society.	Lecture, numerical exercises, case study, data analysis	Numerical Calculation Problem Set (Nisab and Complex Asset Valuation), Midterm Examination	CLO 3, 7
14–15	**Waqf, Sadaqah and Social Welfare:** Concept and historical development of waqf; types of waqf; economic functions of waqf; sadaqah and charitable giving; education, healthcare and public welfare; institutional management; contemporary waqf and development.	Lecture, historical analysis, case study, presentation	Group Presentation on Cash Waqf and Modern Socio-Economic Development Models	CLO 3, 6
16–17	**Islamic Inheritance and Distribution of Wealth:** Qur'anic foundations of inheritance; heirs and shares; principles of fara'id; distribution of estates; prevention of concentration of wealth; economic and social implications; comparison with selected conventional approaches.	Lecture, problem-solving, numerical exercises, comparative analysis	Mathematical Estate Distribution Problem-Solving Test (Fara'id Rules and Case Applications)	CLO 3, 7
18–19	**Riba, Gharar and Maysir:** Meaning and forms of riba; Qur'anic prohibition; riba al-nasi'ah and riba al-fadl; concept of gharar; maysir and qimar; rationale for prohibition; contemporary financial applications; debate concerning interest and Islamic finance.	Lecture, Qur'an and Hadith analysis, case study, structured debate	Class Test 2, Analytical Critical Essay (Distinction between Commercial Interest and Usury)	CLO 4
20–21	**Islamic Contracts and Modes of Finance:** Bay', murabaha, mudarabah, musharakah, salam, istisna', ijarah and qard; risk-sharing; asset-backed	Lecture, contract analysis, case study, comparative	Contract Structuring Assignment, Comparative	CLO 4, 6

PROVISIONAL

	transactions; contractual principles; applications in contemporary finance.	exercise	Risk-Sharing Matrix (Mudarabah vs Musharakah vs Debt-Based Modes)	
22–23	**Islamic Banking and Financial Institutions**: Concept and evolution of Islamic banking; Islamic banks and financial institutions; deposit and investment mechanisms; Shariah governance; profit-and-loss sharing; Islamic banking operations; opportunities and challenges.	Lecture, institutional analysis, case study, presentation	Institutional Case Study (Financial Statement Analysis of an Islamic Bank), Shariah Governance Review	CLO 6
24–25	**Contemporary Islamic Finance:** Sukuk; takaful; Islamic capital markets; Islamic investment funds; Islamic microfinance; fintech and digital Islamic finance; Shariah-compliant investment; contemporary regulatory issues.	Lecture, financial-product analysis, data interpretation, seminar	Financial Product Structuring Presentation (Sukuk vs Conventional Bonds / Takaful Operational Models)	CLO 6, 7
26	**Islamic Economics, Poverty, Inequality and Development:** Poverty and inequality in Islamic thought; economic justice; zakat and redistribution; social security; human welfare; development and maqasid al-shari‘ah; sustainable development; Islamic approaches to contemporary economic problems.	Lecture, comparative analysis, case study, policy discussion	Policy Brief Submission (Integrating Zakat, Waqf, and Microfinance for Poverty Alleviation)	CLO 3, 5, 8
27–28	**Islamic and Conventional Economics: Comparative Assessment and Contemporary Prospects:** Islamic and conventional economic assumptions; market and state; interest and risk-sharing; ownership and distribution; welfare and development; strengths and limitations; contemporary relevance of Islamic economics; prospects and challenges in Muslim countries including Bangladesh.	Comparative analysis, seminar, student presentation, policy workshop	Capstone Policy Workshop Presentation, Comprehensive Course Viva-Voce, Final Examination	CLO 4, 5, 7, 8

PROVISIONAL

Course Assessment Framework

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Chapra, M. U. (1992). *Islam and the economic challenge*. Islamic Foundation.

Chapra, M. U. (2000). *The future of economics:* An Islamic perspective. Islamic Foundation.

Chapra, M. U. (2014). *Morality and justice in Islamic economics and finance*. Edward Elgar Publishing.

Iqbal, Z., & Mirakhor, A. (2011). *An introduction to Islamic finance*: Theory and practice (2nd ed.). John Wiley & Sons.

Mannan, M. A. (1983). *Islamic economics: Theory and practice*: A comparative study. Sh. Muhammad Ashraf Publishers.

Naqvi, S. N. H. (1994). *Islam, economics, and society*. Kegan Paul International.

Siddiqi, M. N. (1981). *Muslim economic thinking*: A survey of contemporary literature. International Centre for Research in Islamic Economics, King Abdul Aziz University.

Usmani, M. T. (2001). *An introduction to Islamic finance*. Kluwer Law International.

রহমান, হ. (১৯৮২)। *ইসলামের অর্থনৈতিক ব্যবস্থা* (আবদুল আওয়াল, অনুবাদ)। ইসলামিক ফাউন্ডেশন।

মান্নান, এম. এ. (১৯৮৩)। *ইসলামী অর্থনীতি, তত্ত্ব ও প্রয়োগ*। ইসলামিক রিসার্চ ব্যুরো।

হামিদ, এম. এ. (১৯৯৯)। *ইসলামী অর্থনীতি*। রাজশাহী বিশ্ববিদ্যালয়।

PROVISIONAL

Guidelines of Viva-voce

Course Code: 8221662	**Marks: 50**	**Credits: 2**	**B. A. Hon's 2nd Year**
Course Title: Viva-voce (Islamic History and Culture**)**			

Course Description

The Viva-voce is a comprehensive oral examination designed to evaluate students' overall academic achievement, subject knowledge, communication skills, critical thinking ability, and professional competence acquired in the Islamic History and Culture Program. After the completion of written examinations, this course provides students with an opportunity to demonstrate their understanding of the core areas of Islamic History and Culture including Islamic civilization.

The examination also assesses students' ability to explain Islamic cultural concepts clearly, apply knowledge of Islamic History in practical contexts, analyze academic questions 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 Islamic History and Culture through oral examination.
- Assess students' understanding of the Islamic history, civilization, and Islamic culture.
- Develop students' communication skills, confidence, and ability to present Islamic Historical concepts effectively.
- Evaluate students' analytical thinking and ability to relate Islamic culture to contemporary social issues.
- Assess students' professional attitude, ethical values, and problem-solving ability.
- Prepare students for higher education, research, professional interviews, and career development related to Islamic History and Culture.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcomes (CLOs)	Bloom's Level	PLO
CLO1	Demonstrate comprehensive knowledge of fundamental concepts, principles, and practices of Islamic History and Culture.	Understand (C2)	PLO1
CLO2	Explain and analyze major themes related to the Islamic History and Culture	Understand / Analyze (C2/C4)	PLO1, PLO2, PLO3, PLO4
CLO3	Communicate Islamic culture clearly and confidently through effective oral presentation.	Apply / Analyze (C3/C4)	PLO8
CLO4	Analyze contemporary issues using Islamic culture, and academic approaches.	Analyze / Evaluate (C4/C5)	PLO3, PLO5, PLO9
CLO5	Demonstrate critical thinking, professional ethics,	Apply / Evaluate	PLO9, PLO10

PROVISIONAL

CLO	Course Learning Outcomes (CLOs)	Bloom's Level	PLO
	leadership qualities, and decision-making skills.	(C3/C5)	
CLO6	Show readiness for higher studies, research, professional development, and lifelong learning.	Apply / Create (C3/C6)	PLO6, PLO7, PLO10

Teaching System

The course is conducted through an interactive and student-centered approach. Teaching and learning activities include orientation sessions, revision of core Islamic History and Culture, guided discussions, question-answer sessions, mock viva examinations, individual consultations, self-directed learning, and review of important concepts from previous courses.

Students are encouraged to develop effective communication skills, critical thinking ability, analytical 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 Islamic History and Culture, ability to explain and apply knowledge of Islamic History and Culture, 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.

PROVISIONAL