



**Under Graduate Programme (4 Years)
Outcome Based Education Curriculum
of
Department of Pali and Buddhist Studies
University of Dhaka
Dhaka 1000, Bangladesh**

**Under the semester system session
2024-2025 to 2028-2029**

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Department of Pali and Buddhist Studies
University of Dhaka, Dhaka 1000
Bangladesh

Under Graduate Programme (4 Years)
Outcome Based Education Curriculum Sub-committee

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Department of Pali and Buddhist Studies
University of Dhaka, Dhaka 1000
Bangladesh

Introduction: Department of Pali and Buddhist Studies, University of Dhaka, offers four years Under Graduate Program. There are 8 Semesters contain 33 full unit Courses. Each Full Unit Course contains 4 credits and 100 Marks. 33 full unit courses contain 132 Credits and 3300 Marks. Besides, there are 8 partial unit courses (8x1) contain 8 credits and 200 Marks. Therefore, 33 full units and 8 partial unit courses contain 140 Credits and 3500 Marks. Below some important features of the Curriculum are given:

1. Vision: The vision of the department is to produce quality graduates with knowledge, values, and an altruistic mindset who contribute toward nation-building.

2. Mission: The mission of the Pāli and Buddhist Studies Department is to

- Produce qualified undergraduates and effective citizens with proper knowledge, moral values, and socio-cultural, disciplined skills to meet the contemporary and forthcoming national and global challenges.
- Develop lifelong learners with excellent leadership skills and an analytical mindset.
- Offer postgraduate qualified, effective, and particular groups of students focused on Buddhist literature, philosophy, and ethical values.
- Build commitment to sustainability through practicing Buddhist ethics, social justice, tolerance, compassion, and loving kindness.

PEO (Program Educational Objectives)

PEOs	Statements
PEO: 1	Create the equal opportunities for the students to obtain under graduate degree (B.A Honors) and post graduate (Master of Arts) level in Pāli and Buddhist Studies.
PEO: 2	Provide promising graduates to develop their capability with modern understanding and experience of academic arena of Pali and Buddhist studies and Indology.
PEO :3	Produce promising graduates with the adequate intellectual ability of understanding, sufficient proficiency and excellent command on the subjects.
PEO: 4	Develop the consciousness of the history of Pāli language-literature, comparative philology and their vital role to building sustainable society.
PEO: 5	Apply knowledge and understanding of the Pali literature, historical happenings of Buddhism, and their influences on subsequent society, civilization, education and culture.
PEO :6	Identify the Buddhist philosophical schools, philosophers and their works.
PEO: 7	Achieve successful completion of the course well designed for the program with unique ability of synthesizing knowledge that they have gathered.
PEO:8	Obtain effective learning that enables the students to every a post graduate program of lessons or to progress a profession related area.
PEO:9	Make capable the students with proper knowledge on GED course (Bengali, English, Computer Science, Projects managements Studies, Development studies-1, Development studies-2, Sociology, Research Methodology) communicative skills and experience (like: computer literature, foreign language, leadership, organizer etc.) and point of view they need to give the best services to the people of state or country.

PEO:10	Prepare the students for acquiring problem solving capabilities and by means of it creating innovative knowledge.
PEO:11	Produce efficient and valuable citizenship/nationality by get SDGs Goals.

1. PLO: The Program Learning Outcomes will allow the Students to

PLOs	Statements
PLO : 1	Understand and discuss the areas of Pali & Buddhist Studies, Pali grammar, philology, literature, history, civilization and Buddhist philosophy etc.
PLO : 2	Enrich the knowledge base of the students by learning the history, politics, socio-cultural and economic aspects, heritage, literature etc. of Bangladesh which will help the students to obtain better facilities.
PLO : 3	Strengthen the understanding level of the students for acquiring better employment by learning Bengali and English Languages, literature and grammar along with fundamentals of ICTs.
PLO : 4	Explore the knowledge base of Pali linguistics; Pali Text based works and Buddhist Values and Ethics etc. of the globe.
PLO : 5	Apply the potentiality, experience, expertise and skills in the field of Research and job market.
PLO : 6	Evaluate the aspects of Buddhism, Buddhist literature, art-architecture, archaeology and Iconography impartiality and rationally.
PLO : 7	Creat new knowledge on different Buddhist aspects through interpreting and exploring its primary and secondary sources.
PLO : 8	Produce qualitative and quantative research in the arena of pali and Buddhist Studies with problems solving ability and creating innovative ideas.
PLO : 9	Generate disciplinary and leadership skills to summarize, interpret and critique the knowledge of Buddhist Studies.
PLO :10	Prepare for efficient and better employment which will help to eradicate poverty and hunger (SDGs goals 4, 8, 10, 11).

Office Hours	
Sunday	8:00 A.M. - 5:00 P.M.
Monday	8:00 A.M. - 5:00 P.M.
Tuesday	8:00 A.M. - 5:00 P.M.
Wednesday	8:00 A.M. - 5:00 P.M.
Thursday	8:00 A.M. - 5:00 P.M.

2. Each Full Unit Course Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50	Summative	
1 st mid	10	Summative	
2 nd Mid	10	Summative	

Attendance and Class Performance/	5+5 = 10	Continuous Assessment	
Quiz	10	Continuous Assessment	
Oral Assessment/ Presentation	10	Continuous Assessment	
Total	100%		

3. Full Unit Course 409 Assessment and Evaluation

Final Examination	80
Viva	20
Total	100

4. Each Partial Unit Course Assessment and Evaluation

Viva	20
Assignment	5
Total	25

5. Grade Scale

Marks (100%)	Letter Grade	Grade Point
80% and above	A+	4.00
75% to < 80%	A	3.75
70% to < 75%	A-	3.50
65% to < 70%	B+	3.25
60% to < 65%	B	3.00
55% to < 60%	B-	2.75
50% to < 55%	C+	2.50
45% to < 50%	C	2.25
40% to < 45%	D	2.00
Less Than 40%	F	0.00

6. Rubrics: Oral assessment= 10%

	Excellent 10-7	Fair 6-3	Insufficient 2-0	Marks 10
Content	Comprehensive and complete information	Coverage of some important information	All major and relevant information left out	
Organization	Clear purpose, supporting points, examples, conclusion	Attempts a purpose, weak examples to support conclusion	Subject and purpose not clear, insufficient evidence and conclusion	
Visual aids	Clear, concise, visually appealing	Too much information and minimal effort for	Too many slides, complete sentences, no key information,	

		visual effect	visually unappealing	
Delivery style	Regular eye contact, body language, appropriate diction, no repetition, fluent	Inadequate energy, slow pace, some repetitions and hesitations	Very low energy, too slow/fast pace, very poor diction, too many distractions/gestures, frequent repetitions and hesitations	
Q &A	Demonstrates all knowledge in a professional manner	Can answer only rudimentary questions	Cannot answer the questions	
Total				10

7. Evaluation Rubrics: Assignment = 20%

Criteria	Excellent 20-14	Fair 13-7	Poor 6-0	Marks 20
a. Identification & Analysis of the Issues/Problems	Identifies & understands all of the main issues in the case study. Insightful and thorough analysis of all the issues	Identifies & understands some of the issues in the case study. Superficial analysis of some of the issues in the case	Identifies & understands few of the issues in the case Study. Incomplete analysis of the issue	
b. Organization of the Paper	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among materials obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among materials obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate an understanding any relationships	
c. Spelling and grammar	Excellent use of vocabulary, register, expressions, grammatical structures and idiomatic language. No spelling mistakes.	Sufficient use of vocabulary, register, expressions, grammatical structures and idiomatic language. Noticeable spelling mistakes.	Inadequate or insufficient use of vocabulary, register, expressions, grammatical structures and idiomatic language. Unacceptable number of spelling mistakes.	

d. Originality	The analysis is original	The analysis relies heavily on already-done research although there are glimpses of original ideas	The analysis is completely based on already-done research with no originality	
e. References &/or Appendices	Properly done in-text citations and primary and secondary references	Moderately covered in-text citations and primary and secondary references	Poorly done in-text citations and primary and secondary references	
Total Marks				20

8. Compulsory Midterm

- In Compulsory Courses One Midterm should be given on Pali Vocabulary and Translation.
- In every Class home task should be given to learn Pali Vocabulary.

9. Rules for the course

- Students need to maintain an attendance record of at least 75% throughout the semester. Students, who have four unauthorized absences may be asked to withdraw from the course.
- Students, who are ten minutes late for a class, will be marked absent. For each absence, 0.5 marks will be deducted.
- Students will not be allowed to sit for any makeup tests except for emergency medical grounds. Applications in this connection must be supported by medical certificates.
- There will be no makeup quizzes. Best score will be counted for those who will attend all quizzes. Otherwise, it will be an average of total quizzes attended.
- The Department will show 'zero tolerance' to a student adopting any unfair means (copying in the exam, plagiarizing the assignments, etc.)

Courses at a Glance

First Year : First Semester

Course Code : PBS 101
Course Title : Life and Basic Teachings of Buddha
Course Code : PBS 102
Title of the Course : Basic Pali Grammar I
Course Code : PBS 103
Title of the Course : History of Pali Language
Course Code : 104
Course Name : Bengali Language and Literature

First Year : Second Semester

Course Code : PBS 105
Title of the Course : History of Pali Literature
Course Code : PBS 106
Title of the Course : Religious and Political History of Buddhism in Ancient India
Course Code : PBS 107
Title of the Course : English Language
Course Code : PBS 108
Title of the Course : ICT Fundamentals and Advanced MS Office Skills

Second Year : Third Semester

Course Code : PBS 201
Title of the Course : Sutta Pitaka : Poetry
Course Code : PBS 202
Title of the Course : Basic Pali Grammar II
Course Code : PBS 203
Title of the Course : Comparative Philology
Course Code : PBS 204
Title of the Course : Project Management

Second Year : Fourth Semester

Course Code : PBS 205
Title of the Course : Sutta Pitaka : Prose
Course Code : PBS 206
Title of the Course : Buddhist Householder's Disciplinary Code
Course Code : PBS 207
Title of the Course : Pali Semi Canonical Texts
Course Code : PBS 208
Title of the Course : Bangladesh Studies

Third Year : Fifth Semester

Course Code : PBS 301

Title of the Course : Vinay Pitaka and Buddhist Principles

Course Code : PBS 302

Title of the Course : Buddhism in Bangladesh

Course Code : PBS 303

Title of the Course : Applied Pali Grammar and Translation

Course Code : PBS 304

Title of the Course : Professional Ethics

Third Year : Sixth Semester

Course Code : PBS 305

Title of the Course : Abhidhamma Pitaka and Theravada Buddhist Philosophy

Course Code : PBS 306

Title of the Course : Pali Chronicle Literature

Course Code : PBS 307

Title of the Course : Buddhist Jataka, Apadana and Fables

Course Code : PBS 308

Title of the Course : Sociology

Fourth Year : Seventh Semester

Course Code : PBS 401

Title of the Course : Grammatical Analysis Pali Texts and Translation

Course Code : PBS 402

Title of the Course : Pali Prosody and Rhetoric's

Course Code : PBS 403

Title of the Course : Early Buddhist Geography and Topography

Course Code : PBS 404

Title of the Course : Research Methodology

Fourth Year : Eighth Semester

Course Code : PBS 405

Title of the Course : Buddhist Arts and Archaeology

Course Code : PBS 406

Title of the Course : Buddhism in Bengali Literature

Course Code : PBS 407

Title of the Course : Applied Buddhism

Course Code : PBS 408

Title of the Course : Mahayana Buddhist Literature and Philosophy

Course Code : PBS 409

Title of the Course : Dissertation

Course Details

Course Details		Instructor Details	
Course Title	Life and Basic Teachings of Buddha	Course Instructor	
Course Code	PBS 101	Designation	
Prerequisite	Curriculum of Undergraduate Programm	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The focal point of this course is to develop the knowledge of the students as to the Life & basic teachings of Buddha. This course covers the whole life history of Buddha, for example Birth, education, four incidents etc, dynasty of Buddha; origin and development Buddhist Sangha; the four noble truths; eightfold paths, dependent origination; Ten Perfections and its nature; the sublime states; Bodhipakkhiya- Dhamma; the theory of Kamma, the doors of Kamma, theory of non-Soul, the doctrine of universal change and impermanence; Nibbāna etc. The course provides the basic knowledge of Buddha's teachings. It will help students to learn the moral values, religious harmony and co-existence.

Course Objectives

- To provide an understanding of the life and teachings of Buddha, especially, the Life and activities of Buddha from Birth to Death (Mahaparinibbana).
- To demonstrate the basic knowledge of the tenants of Buddha, especially the four noble truths, eight-fold paths, dependent origination, ten perfections and their nature, theory of kamma and nibbana etc.
- To enrich the basic concept of Buddhism.
- To develop the analytical knowledge of the students regarding the doctrines of Buddha.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): Students will be able to

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the life story of Siddhartha Gautama from birth to death (Mahaparinibbana).	√	√								
CLO2: Organize the relevant information as to the origin and development of Buddhist Sangha and able to demonstrate the Conversion of Yasa and His Friends, Conversion of Three Kassapa brothers and Conversion of Sāriputta and Moggallāna, the two chief disciples.	√	√							√	
CLO3: Interpret the essence of Four Noble Truths and Eight Noble Paths, and relate the importance of them in human life.	√	√		√		√				
CLO4: Explore critically the theory of Dependent Origination and its application to the cessation of sufferings.	√			√		√		√		
CLO5: Relate the Ten Perfections (Dasa Parami), and its nature and necessity to establish peace and harmony in the society.	√			√		√				
CLO6: Be capable of discussing the importance of Brahma Vihara (The Sublime States) and the process of its practice.	√			√		√				
CLO7: Deliver the theory of Kamma (action) preached by the Buddha and its impact on human life.	√			√						√
CLO8: Critically explain the theory of non-soul, the doctrine of universal change and impermanence and Nibbana and their influence on Indian Philosophy.	√			√	√					
CLO9: Explain with example the Values of Buddha's Teachings and meaning of Pali Words (Vocabulary).	√			√	√		√	√	√	

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<ul style="list-style-type: none"> Life History of Buddha: Siddhartha Gautam's Dynasty, Birth, Four Incidents (Nimittas), Renunciation, Enlightenment, Preaching of Doctrine (Dhammacakkapavattana Sutta), Mahaparinibbana Origin and development of Buddhist Sangha Four Noble Truths, Eight Noble Path Dependent Origination Ten Perfections (Dasa Parami) Brahmavihara, Bodhipakkhiya-Dhamma Kammavada (the theory of Kamma) Anatmavada (the Theory of Non-existence of the Soul) and The Doctrine of Universal Change and Impermanence, Nibbana
References (excerpts are available on Google Classroom)	<p>Davidson, Rhys T. W. ed. (1958). <i>Digha Nikāya</i>. P.T.S. London, Morris, R and Hardy, E. (1985). <i>Majjhima Nikaya</i>. P.T.S. London, Law, B.C. (2000). <i>A History of Pali Literature</i>. Indica Books, Varanasi Norman, K. R. (1983). <i>A History of Indian Literature</i>. Otto Harrassowitz, Wiesbaden</p> <p>Thero, Narada (1973). <i>The Buddha and His Teachings</i>. Colombo</p> <p>মহাশ্চবির, ধর্মত্র (১৯৪১)। মহাপরিনির্বাণ সূত্র। চট্টগ্রাম, বড়ুয়া, রনবীর (১৯৫৭)। মহামানব বুদ্ধ। আভাময়ী বড়ুয়া কৃতক প্রকাশিত, চট্টগ্রাম বড়ুয়া, সুমঙ্গল ও বড়ুয়া, বেলু রাণী (২০১০)। বুদ্ধ বাণীর মূলতত্ত্ব। ঢাকা বিশ্ববিদ্যালয় চৌধুরী, সুকোমল (১৯৯৫)। গৌতম বুদ্ধের ধর্ম - দর্শন। কলিকাতা বড়ুয়া, জিতেন্দ্র লাল (২০১৪)। বৌদ্ধ দর্শনের রূপরেখা। ঢাকা ভিক্ষু, জিনবোধি (১৯৯৩)। বৌদ্ধদর্শনে প্রজ্ঞা তত্ত্ব। বাংলা একাডেমী, ঢাকা বড়ুয়া, রেবতপ্রিয় (১৯৯৩)। বিশুদ্ধিমার্গে বৌদ্ধতত্ত্ব। বাংলা একাডেমী, ঢাকা কিরণ, মোঃ আশিকুজ্জামান খান (২০১৭)। বৌদ্ধ দর্শনে নির্বাণ। অনু প্রকাশনী, ঢাকা</p>

Comment [P1]:

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of Course Topics/Content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	Life story of Buddha – Birth to Marriage along with Buddha's Dynasty, and Pali Vocabulary.	Discussions and Q & A	Individual	1, 9, 10

Week 2	Four Incidents, Renunciation, Enlightenment and Preaching Dharma (Dhammacakkapavattana Sutta), and Pali Vocabulary.	Discussion, Q & A and feedback	Individual and Peer	1, 9, 10
Week 3	Great Demise or Mahaparinibbana and Pali Vocabulary	Discussion, Q & A and feedback	Individual and Peer	1, 9, 10
Week 4	Origin and development of Buddhist Sangha, and Pali Vocabulary	Discussion, Presentation, Q& A.	Individual and Peer	2, 9, 10
Week 5	The Four Noble Truths and The Eight Noble Paths and Pali Vocabulary	Discussion and Q & A.	Individual	3, 9, 10
Week 6	Ten Perfections (Dasa Parami) and Dependent Origination and Pali Vocabulary	Discussion, Presentation and feedback	Individual and Group	4, 5, 9, 10
Week 7	Brahmavihara (The Sublime States) and Pali Vocabulary	Discussion, Q & A, and feedback	Individual and group	6, 9, 10
Week 8	Pali Vocabulary	Discussion, Q & A., Presentation	Individual and group	9, 10
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Kammavada Theory and Pali Vocabulary	Discussion, Q& A and teacher feedback	Individual and Peer	7, 9, 10
Week 11	Anatmavada (the Theory of Non-existence of the Soul) and Pali Vocabulary	Discussion, Q& A and Presentation	Individual and group	8, 9, 10
Week 12		HOLIDAYS		
Week 13	The Doctrine of Universal Change, Impermanence, and Pali Vocabulary.	Discussion, Q& A and feedback	Individual and Peer	8, 9, 10
Week 14	Nibbana and Pali Vocabulary.	Discussion, and Presentation	Individual	8, 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Basic Pali Grammar I	Course Instructor	
Course Code	PBS 102	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

This course introduces the basic concepts of Pali Grammar. It is designed in a view to enrich the students with the knowledge of basic rules and formulas of Pali Grammar. It will mainly focus on introduction of Pali Language and Pali Grammar, especially focus given on : Conjugation of verb, Use of Conjugation of verb, Declension – A and Ā Stem (Sabdarupa A and Ā Stem), Declension – Amha (I), Tumha (You), So (He), Use of Declension, Parts of Speech, Tense and Mode, Gender, Person, Voice, Suffix, Number, Euphony (Sandhi), Comparison of adjective, Pali Numerical, Pali Vocabulary and Translation by using above mentioned Topics.

It will develop the logical, critical and analytical understanding of the students as to above mentioned topics. It will also provide knowledge on the technique of translation from Bengali to Pali and Pali to Bengali.

Course Objectives

- To provide the basic knowledge of Pali grammatical rules along with the background of historical development of Pali language.
- To introduce the basic concept of Pali Grammar, such as Conjugation of verb, Use of Conjugation of verb, Declension – A and Ā Stem (Sabdarupa A and Ā Stem), Declension – Amha (I), Tumha (You), So (He), Use of Declension, Parts of Speech, Tense and Mode, Gender, Person, Voice, Suffix, Number, Comparison of adjective, Pali Numerical, Euphony (Sandhi), Pali Vocabulary etc.
- To equip with the analytical knowledge of basic concepts of Pali grammar.
- To enrich the skill of reading, writing and speaking of Pali language.
- To teach the technique of translation from Bengali to Pali and Pali to Bengali.
- To provide the comparative knowledge (similarity and dissimilarity) between Pali and Bengali, Pali and Sanskrit.
- To develop the skill of Pali Text Translation.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO 1 : Learn the Historical development of Pali Language.	√			√						
CLO2: Identify the similarity and dissimilarity between the languages of Pali and Bengali.	√		√	√			√			
CLO3: Interpret the patterns and formulas of Conjugation of Verb (Dhaturupa) of Pali Language.	√		√	√			√			
CLO4: Deliver the formulas and techniques of Pali Declension (Sabdarupa) of the nouns or noun based words ending with a and ā stem and Amha (I), Tumha (You), So (He).	√		√	√			√			
CLO5 : Explore the rules of Tense and Mood of Pali Language and Characteristics of Parts of Speech of Pali Language.	√		√	√			√			
CLO6 : Explore critically the rules of Gender, Person, Voice, Suffix, Numerical, Comparison of Adjective of Pali Language comparing with those of Bengali Language.	√		√	√			√			
CLO7: Organize the relevant information of Pali Euphony (Sandhi), and compare those to the Bengali contexts and able to solve the problems of Pali Euphony (Sandhi).	√		√	√			√			
CLO8: Create Sentence in Pali with Pali words (Vocabulary).	√		√	√	√		√			
CLO9: Develop the skill of Pali Texts Translation				√	√		√			

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<ul style="list-style-type: none"> ▪ Use of Conjugation of verb, ▪ Declension – A and Ā Stem (Sabdarupa A and Ā Stem), ▪ Declension – Amha (I), Tumha (You), So (He), Use of Declension, ▪ Parts of Speech ▪ Tense and Mode ▪ Gender ▪ Person ▪ Voice ▪ Suffix ▪ Number ▪ Comparison of adjective ▪ Pali Numerical ▪ Euphony (Sandhi) ▪ Pali Vocabulary etc.and Translation by using above mentioned Topics.
References (excerpts are available on Google Classroom)	<p>মহাছবির, জ্ঞানীশ্বর (১৯৬৮)। পালি প্রবেশ। রেঙ্গুন মিশন প্রেস, চট্টগ্রাম</p> <p>বড়ুয়া, পি. আর. (১৯৮৪)। পালি প্রকাশ। নালন্দা, আন্দরকিঙ্গা, চট্টগ্রাম</p> <p>মুৎসুদ্দি, নিরোদ এবং মুৎসুদ্দি, ভূপেন্দ্রনাথ (১৯৮৪)। পালি ব্যাকরণ ও অনুবাদ। মহাবোধি সোসাইটি, কলিকাতা</p> <p>বড়ুয়া, নতুন চন্দ্র (১৯৬৬)। পালি ব্যাকরণ ও সহজ অনুবাদ শিক্ষা। চট্টগ্রাম</p> <p>বড়ুয়া, দিলীপ কুমার ও বড়ুয়া, শান্ত (২০১৮)। পালি ভাষার সহজ ব্যাকরণ। জাতীয় সাহিত্য প্রকাশ, ঢাকা</p> <p>বড়ুয়া, বিমান চন্দ্র (২০১৪)। পালি মঞ্জুষা। পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়</p> <p>Buddhadatta, A. P. (1966). <i>A New Pali Course</i>. P.T.S. London</p> <p>Perniola, V (1998). <i>Pali Grammar</i>. Peridenia University, Candy</p> <p>Geiger, Wilhelm (1996). <i>Pali Literature and Language</i>. Motilal Baranasidass, Delhi</p> <p>Maitreya, Ven. B. Ananda (1986). <i>Pali Made Easy</i>. Anuradhapura University, Sri Lamka</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
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Week 1	Introduction to Pali Language and Pali Grammar, and Pali Vocabulary.	Discussions and Q & A	Individual	1, 2, 8
Week 2	Formula: Conjugation of Verb (Dhaturupa), and Pali Vocabulary.	Discussions and Q& A	Individual	2, 3, 8, 9, 10
Week 3	Use of Verb in Sentences and Pali Vocabulary.	Discussions and Q& A, Presentation and feedback	individual	2, 3, 8, 9, 10
Week 4	Formulas of Declension: A and Ā Stem, and Pali Vocabulary.	Discussion, Q & A, and Presentation	Individual and Group	2, 4, 8, 9, 10
Week 5	Formulas of Declension: Amha (I), Tumha (You), So (He), and Pali Vocabulary.	Discussion, Q & A, Assignment and feedback	Individual	2, 4, 8, 9, 10
Week 6	Use of the above mentioned Declension in Sentences and Pali Vocabulary	Discussion, Q & A, and Presentation	Groups	4, 8, 9, 10
Week 7	Pali Numerical and Vocabulary and their use	Discussion, Q& A, Quiz, Assignment	Individual and Group	6, 8, 9, 10
Week 8	Pali Vocabulary and its use	Discussion, Q& A, Quiz	Individual and Group	8, 9, 10
Week 9	Revisions 1 st Midterm (dd/mm/yy) and 2 nd Midterm			
Week 10	Parts of Speech, Tense and Mode and their use	Discussion, Q& A, Assignment	Individual	5, 8, 9, 10
Week 11	Gender, Person, Voice, Suffix, Number, Comparison of adjective, and their use	Discussion, Q& A,	Individual	6, 9, 10
Week 12	Euphony (Sandhi) and its use, and Pali Vocabulary.	Discussion, Q& A, Quiz	Individual	7, 8, 9, 10
Week 13		Holidays		
Week 14	Method of Translation: Pali to Bengali and Bengali to Pali, and Pali Vocabulary.	Discussion, Q& A, Assignment, feedback	Individual and Group works	8, 9, 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	History of Pali Language	Course Instructor	
Course Code	PBS 103	Designation	
Prerequisite	Curriculum for undrtgraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Coordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The Course will focus on the history of Pali Language. It mainly considers the Pali Alphabets: Vowel and Consonant; Phonological and Morphological characteristics of Pali language; Phonetic change in Pali: Anaptyxis, Insertion, Apophysis, Amplification, Apheresis, Syncopation, Metathesis, Dissimilation, Assimilation, Prothesis, Epenthesis, Umlaut, Haplology, Analogy; Relation of Pali with Sanskrit, Prakrit and Bengali language, Roman Alphabet and Method of Translation and Transliteration: Bengali to Roman and Roman to Bengali.

Course Objectives

Specific learning objectives of the course

- To introduce students with the concept of origin and development of Pali Language and Indo-European Language Family
- To provide the basic knowledge of Pali-Nomenclature along with the meaning and derivation of the word 'Pali', date and socio-religious impact of Pali Language.
- To introduce the Theories about the home or origin of Pali language, especially the Magadhi theory, Western Indian theory and South Indian theory.
- To equip with the analytical knowledge of the basic concepts of Alternative Theories of Magadhi Theory as to the home/origin of Pali language, such as : Rhys David's Theory, E. Windisch's Theory, G. A. Grierson's Theory and Max Walleiser's Theory.
- To enrich the skill of reading, writing and speaking of Pali Language.
- To explore the Relation of Pali with Sanskrit, Prakrit and Bengali Language.
- To provide the comparative knowledge of Roman and Bengali Alphabet.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the History of Pali language and its significance.	√			√						
CLO2: Identify the nomenclature, meaning, derivation of the word 'Pali', date of origin and categorization of Pali language, and its socio-religious effects.	√			√						
CLO3: Interpret on three main theories about the home of Pali language, especially as to the Magadhi Theory, Western Indian Theory and South Indian Theory.	√			√			√	√		
CLO4: Deliver the three alternative theories of Magadhi theory, especially they will be able to learn the Rhys David's Theory, E. Windisch's Theory, G.A. Grierson's Theory and Max Walleiser's Theory	√			√			√	√		
CLO5: Explore knowledge of Pali alphabets, especially vowel and consonant, Short Vowel, Long Vowel, Variable length, Phonological and Morphological characteristics of Pali Language.	√			√			√	√		
CLO6: Explore critically the Phonetic change in Pali, especially, Anaptyxis, Insertion, Apothesis, Amplification, Aphasis, Syncopation, Metathesis, Dissimilation, Assimilation, Prosthesis, Epenthesis, Umlaut, Haplology, Analogy.	√			√				√		
CLO7: Organize the relation between Pali and Sanskrit Language, relation between Pali and Prakrit Language and relation between Pali and Bengali Language.	√		√						√	
CLO8: Develop the knowledge of Roman alphabet and Pali Vocabulary.	√		√	√			√			
CLO9: Create transliterations from Bengali to Roman and Roman to Bengali.	√								√	√
CLO 10: Earn money through Translation of Pali Texts that help to achieve the goal of SDG.				√					√	√

Teaching-learning Contents

<p>1. Introduction of Pali Language:</p> <ul style="list-style-type: none"> ▪ Origin and development of Pali Language: Indo-European Language Family ▪ Pali-Nomenclature ▪ Meaning and derivation, ▪ Date of Pali Language ▪ Impact of Pali Language on Socio-Cultural and Religious Study <p>2. Theories about the home of Pali language</p> <ul style="list-style-type: none"> ▪ Magadhi Theory ▪ Western Indian Theory and ▪ South Indian Theory <p>3. Alternative Theories of Magadhi Theory</p> <ul style="list-style-type: none"> ▪ Rhys David's Theory ▪ E. Windisch's Theory ▪ G. A. Grierson's Theory and ▪ Max Walleiser's Theory <p>4. Characteristics of Pali Language</p> <ul style="list-style-type: none"> ▪ Pali Alphabet: Vowel and Consonant ▪ Roman Alphabet ▪ Phonological and Morphological Characteristics of Pali language ▪ Phonetic change in Pali: Anaptyxis, Insertion, Apoptosis, Amplification, Apheresis, Syncopation, Metathesis, Dissimilation, Assimilation, Prothesis, Epenthesis, Umlaut, Haplology, Analogy. <p>5. Relation of Pali Language with other ancient Indian Language</p> <ul style="list-style-type: none"> ▪ Relation of Pali with Sanskrit, Bengali and Modern Languages. ▪ Relation of Pali with various Prakrit Languages. <p>6. Pali Vocabulary</p> <p>7. Transliteration</p> <ul style="list-style-type: none"> ▪ Bengali to Roman ▪ Roman to Bengali 	<p>References</p> <p>Text and Reference Books</p> <p>মজুমদার, অতীন্দ্র (১৩৮৮ বাংলা)। <i>মধ্য ভারতীয়-আর্য ভাষা ও সাহিত্য</i>। নয়্যা প্রকাশ, কলিকাতা।</p> <p>মজুমদার, পরেশচন্দ্র (২০০০)। <i>সংস্কৃত ও প্রাকৃত ভাষার ক্রমবিকাশ</i>। দে'জ পাবলিশিং, কলিকাতা।</p> <p>ডুয়া, রবীন্দ্র বিজয় (১৯৮০)। <i>পালি সাহিত্যের ইতিহাস</i>। ১ম খণ্ড, বাংলা একাডেমী।</p> <p>বড়ুয়া, রবীন্দ্র বিজয় (১৯৭০)। <i>মধ্য ভারতীয় আর্যভাষা ও সাহিত্য</i>। অভয়তিষ্য প্রকাশনী, চট্টগ্রাম।</p> <p>বড়ুয়া, দিলীপ কুমার (২০১০)। <i>পালি ভাষার ইতিবৃত্ত</i>। বাংলা একাডেমী, ঢাকা।</p> <p>রামেশ্বর, শ (১৯৯৬)। <i>ভাষাবিজ্ঞান ও বাংলা ভাষা</i>। পুস্তক বিপণি, কলিকাতা।</p> <p>সেন, সুকুমার (২০০৪)। <i>ভাষার ইতিবৃত্ত</i>। আনন্দ, কলিকাতা।</p> <p>বড়ুয়া, সুকোমল ও বড়ুয়া, সুমন কান্তি (২০০০)। <i>ত্রিপিটক পরিচিতি এবং অন্যান্য প্রসঙ্গ</i>। বাংলা একাডেমী, ঢাকা।</p> <p>সিকদার, সৌরভ (২০০২)। <i>ভাষাবিজ্ঞানের ভূমিকা ও বাংলা ভাষা</i>। অনন্যা, ঢাকা।</p> <p>সেন, শ্রীমুরারি মোহন (১৯৮৯)। <i>ভাষার ইতিহাস</i>। এস ব্যানার্জি এণ্ড কোং, বামা পুস্তকালয়, কলিকাতা।</p> <p>Law, B. C. (2000). <i>A History of Pali Literature</i>. Indica Books, Varanasi.</p>
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	<p>Gune, D. P. (1918). <i>An Introduction to Comparative Philology</i>. Poona.</p> <p>Junghare, Indira Yaswant (1979). <i>Topics in Pali Historical Phonology</i>. Motilal Banarsidass, New Delhi.</p> <p>Hazra, Kanai Lal (1994). <i>Pali Language and Literature</i>. D. K. Print World (P) Ltd., New Delhi. .</p> <p>Chatterji, Suniti Kumar (1975). <i>The Origin and Development of the Bengali Language</i>, Rupa & Co., Calcutta.</p> <p>Geiger, William (1996). <i>Pali Literature and Language</i>, Munshiram Manoharlal Publishers Pvt. Ltd.</p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	Origin and development of Pali Language: Indo-European Language Family, and Pali Vocabulary.	Discussions and Q & A, Assignment	Individual and Group	1, 2, 8, 10
Week 2	Pali-Nomenclature, Meaning and derivation, Date of Pali Language, and Pali Vocabulary.	Discussion, Q& A, Presentation,	Group	2, 8, 10
Week 3	Impact of Pali Language on Socio-Cultural and Religious Study, and Pali Vocabulary	Discussion, Q& A,	Individual	2, 8, 10
Week 4	Theories about the home of Pali language <ul style="list-style-type: none"> ▪ Magadhi Theory ▪ Western Indian Theory and ▪ South Indian Theory 	Discussion, Q& A, and Presentation	Individual and Group	3, 10
Week 5	Alternative Theories of Magadhi Theory <ul style="list-style-type: none"> ▪ Rhys David's Theory ▪ E. Windisch's Theory ▪ G. A. Grierson's Theory 	Discussion, Q& A, feedback, Assignment	Group	4, 8, 10

	<ul style="list-style-type: none"> Max Walleser's Theory and Pali Vocabulary. 			
Week 6	Pali Alphabet: Vowel and Consonant and Roman Alphabet, and Pali Vocabulary.	Discussion, Q& A and feedback	Individual	5, 8, 10
Week 7	Transliteration <ul style="list-style-type: none"> Bengali to Roman Roman to Bengali And Pali Vocabulary	Discussion, Quize, feedback	Individual	8, 9, 10
Week 8	Pali Vocabulary	Discussion, Q& A	Individual	8
Week 9	Revisions Midterm (dd/mm/yy)			
Week 10	Phonological and Morphological Characteristics of Pali language, and Pali Vocabulary	Discussion, Q& A and feedback	Individual	5, 6, 8, 10
Week 11	Phonetic change in Pali: Anaptyxis, Insertion, Apoptosis, Amplification, Apheresis, Syncopation, Metathesis, Dissimilation, Assimilation, Prothesis, Epenthesis, Umlaut, Haplology, Analogy.	Discussion, Q& A and feedback	Individual	6, 10
Week 12	Relation of Pali with Sanskrit, Bengali and Modern Languages, and Pali Vocabulary.	Discussion, Q& A and Presentation	Group	7, 8, 10
Week 13	Relation of Pali with various Prakrit Language, and Pali Vocabulary.	Discussion and Q& A	Individual	7, 8, 10
Week 14		HOLIDAYS		
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Bengali Language and Literature	Course Instructor	D
Course Code	PBS 104	Designation	
Prerequisite	Curriculum for undrtgraduate programme	Office Room No.	
Course Type	GED	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The course is designed to give the students descriptive knowledge about Bangla phonology, morphology, syntax, semantics, and writing system. It will help them to acquire listening, speaking, reading and writing skills of Bangla language and finally they will have a comprehensive knowledge on literary analysis. After completion of this course the students will be able to know the sounds and sounds system of Bangla, understand the word and word formation rules, get input on Bangla sentences and its meanings, and present and write papers on literary genres. This course will also teach them to craft formal pieces of writing e.g. application, report and CV in Bangla. In addition, this course will also teach them the development of Bangla language and literature throughout history. This course will also make them familiar with important pieces of writing written by prominent figures of Bangla literature. This will aid them in Bangla literary text analysis and also help to understand creative writing.

Course Objectives

- To provide the basic knowledge of the history of Bangla literature along with the background of historical development of Bangla language.
- To introduce the prominent pieces of Bangla literature
- To equip with the analytical knowledge of basic concepts of Bangla grammar.
- To enrich the skill of reading, writing and speaking of Bangla language.
- To teach the technique of formal writing in Bangla
- To develop the skill of Bangla text analysis and interpretation

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the in-depth knowledge of basic Bengali language	√			√						
CLO2: Know our own language, culture and literature.	√		√	√			√			
CLO3: Know Bangladesh and Bengali as a nation	√		√	√			√			
CLO4: Grow personal communication skill development through mother tongue	√		√	√			√			
CLO5: Develop practical application of Bengali language	√		√	√			√			
CLO6: Acquire communication, presentation and pronunciation of Bengali language	√		√	√			√			
CLO7: Motivate themselves to interpret the world with values relevant to Bengali culture	√		√	√			√			

Teaching-learning Contents

Primary text (all posted on Google Classroom)	<ul style="list-style-type: none"> ■ বাংলা ভাষা ও সাহিত্যের উদ্ভব ও ক্রমবিকাশ ■ বাংলা ধ্বনি পরিচয় ■ বাংলা ধ্বনির উচ্চারণ স্থান ও রীতি ■ মুক্তব্যঞ্জন-বাক-প্রত্যয়ের পরিচয় ■ বাংলা শব্দের শ্রেণিবিভাগ ■ বাংলা শব্দগঠন ■ পরিভাষা সমার্থক শব্দ ■ বাংলা বানানের নিয়ম ও প্রকৃতি রিডিং ■ বাংলা বিরাম চিহ্ন ■ সাধু ও চলিতরীতি ■ বাংলা বাক্য গঠন বাক্য শুদ্ধিকরণ ■ বাগধারা, এক কথায় প্রকাশ, ভাষার প্রয়োগ-অপ্রয়োগ। ■ রবীন্দ্রনাথ ঠাকুর: পোস্টমাস্টার ■ মাইকেল মধুসূদন দত্ত: বাংলা ভাষা ■ কাজী নজরুল ইসলাম: মানুষ ■ জীবনানন্দ দাশ: বনলতা সেন ■ শামসুর রাহমান: স্বাধীনতা তুমি ■ প্রবন্ধ ও নিবন্ধ রচনা
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	<ul style="list-style-type: none"> ■ হরপ্রসাদ শাস্ত্রী: তৈল ■ প্রমথ চৌধুরী: বই পড়া ■ আবেদনপত্র রচনা, জীবনবৃত্তান্ত তৈরি, ভাষণ ও প্রতিবেদন রচনার কৌশল
References (excerpts are available on Google Classroom)	<p>শরীফ, আহমদ (১৩৮৫)। বাঙালী ও বাংলা সাহিত্যের ইতিহাস। ঢাকা: বর্ণ মিছিল</p> <p>হালদার, গোপাল (১৯৫৪)। বাংলা সাহিত্যের রূপরেখা (১ম খণ্ড)। কলকাতা: অরুণা প্রকাশনী</p> <p>হক, মুহম্মদ এনামুল (১৯৯১)। মুসলিম বাংলা-সাহিত্য। মুহম্মদ এনামুল হক রচনাবলী (১ম খণ্ড)। ঢাকা: বাংলা একাডেমী</p> <p>শহীদুল্লাহ, মুহম্মদ (১৯৯৮)। বাংলা ভাষার ইতিবৃত্ত। ঢাকা: মাওলা ব্রাদার্স</p> <p>শহীদুল্লাহ, মুহম্মদ (১৯৯৮)। বাঙ্গালা সাহিত্যের ইতিবৃত্ত। ঢাকা: মাওলা ব্রাদার্স</p> <p>সেন, সুকুমার (১৯৭৫)। বাঙ্গালা সাহিত্যের ইতিহাস (১ম, ২য় ও ৪র্থ খণ্ড)। কলকাতা: আনন্দ পাবলিশার্স প্রাইভেট লিমিটেড</p> <p>ভট্টাচার্য, সুভাষ (২০০৩)। বাংলা প্রয়োগ অভিধান। কলকাতা: আনন্দ পাবলিশার্স প্রাইভেট লিমিটেড</p> <p>সিকদার, সৌরভ (২০০৪)। বাংলা ভাষা ও সাহিত্যের ইতিহাস। ঢাকা, হাসি প্রকাশনী</p> <p>সিকদার, সৌরভ। <i>মোদের গরব মোদের আশা শুদ্ধ শিখি বাংলা ভাষা</i>। মাওলা ব্রাদার্স/ রকমারি, ঢাকা</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Bangla literature-based recitation and film-watching are also included in the teaching learning activities. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	বাংলা ভাষা ও সাহিত্যের উদ্ভব ও ক্রমবিকাশ	Discussions and Q & A	Individual	1 and 7
Week 2	বাংলা ধ্বনি, বর্ণ ও অক্ষরের প্রাথমিক পরিচয় বাংলা ধ্বনির উচ্চারণ স্থান ও রীতি	Discussions and Q& A	Individual	2
Week 3	যুক্তব্যঞ্জন বাক-প্রত্যয়ের পরিচয়	Discussions and Q&A, Presentation Paper and teacher feedback	individual	2

Week 4	বাংলা শব্দের শ্রেণিবিভাগ বাংলা শব্দগঠন	Discussion, Q& A, Presentation Paper	Individual and Group	2,3 and 4
Week 5	পরিভাষা সমার্থক শব্দ	Discussion and Q & A Assignment and teacher feedback	Individual	3 and 4
Week 6	বাংলা বানানের নিয়ম ও গ্রুফ রিডিং	Discussion and Q & A, Presentation Paper	Groups	1,2,3 and 7
Week 7	রবীন্দ্রনাথ ঠাকুর: পোস্টমাস্টার	Discussion, Q& A, Quiz, Assignment	Individual and Group	1,2 3 and 7
Week 8	মাইকেল মধুসূদন দত্ত: বাংলা ভাষা কাজী নজরুল ইসলাম: মানুষ জীবনানন্দ দাশ: বনলতা সেন শামসুর রাহমান: স্বাধীনতা ভূমি		Individual and Group	
Week 9	মিডটার্ম পরীক্ষা	Discussion, Q& A, Quiz		2 and 3
Week 10	বাংলা বিরাম চিহ্ন, সাধু ও চলিতরীতি	Discussion, Q& A, Assignment	Individual	5 and 6
Week 11	আবেদনপত্র রচনা, জীবনবৃত্তান্ত তৈরি ভাষণ ও প্রতিবেদন রচনার কৌশল	Discussion, Q& A,	Individual	5 and 6
Week 12	প্রবন্ধ ও নিবন্ধ রচনা : হরপ্রসাদ শাস্ত্রী: তৈল প্রমথ চৌধুরী: বই পড়া	Discussion, Q& A, Quiz	Individual	5 and 6
Week 13	বাংলা বাক্য গঠন বাক্য শুদ্ধিকরণ	Holidays		5 nd 6
Week 14	বাগধারা, এক কথায় প্রকাশ ভাষার প্রয়োগ-অপ্রয়োগ	Discussion, Q& A, Assignment, teacher feedback	Individual and Group works	2, 5 and 6
Week 15	ফাইনাল পরীক্ষা		Individual	

Course Details		Instructor Details	
Course Title	History of Pali Literature	Course Instructor	
Course Code	PBS 105	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The main purpose of the course is to contribute to the knowledge of Pali literature. It mainly considers the origin and historical development of Pāli Literature, compilation of Tipitaka in Pali language, literary values of the Tipitaka, basis of the Tipitaka, Division of the Tipitaka, classification of Pali literature and language used by the Buddha during preachings. The course will also examine the role of Buddhist councils in the development of Pali literature. The course, in particular, aims to provide analytical knowledge on Pali Literature.

Course Objectives

- To introduce the student to the historical development of Pāli Literature.
- To introduce students to the knowledge of the process of compilation of Pāli Tipitaka.
- To make them understand the formation of Pāli Tipitaka and classification of Pāli Literature.
- To develop analytical knowledge as to Pali Literature.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the origin and development of Pali literature.	√	√		√						
CLO2: Explore critically the compilation of Tipitaka, Language of Tipitaka compiled in first council, Language used by the	√	√							√	

Buddha during preachings and Language used in Buddha's visiting places.										
CLO3: Interpret the nine kinds of formation of Buddha's gospel (Navangasatthusasana).	√	√				√				
CLO4: Deliver the basis of Pali Tipitaka, Classification of Pali Literature and the division of Tipitaka.	√	√								
CLO5 Organize the information on the first Council, Second Council, Third Council, and Fourth Council along with their importance.		√								
CLO6: Describe critically the historical, literary, Cultural and socio-religious values of Pali Tipitaka.	√	√								
CLO7: Analysis the subject matter of Tipitaka and its importance in socio-religious life.	√	√				√				
CLO8: Critically explain the subject matter of Pali Semi-Canonicals Texts, Atthakathas and Chronicles.	√			√	√					
CLO9: Develop new Ideas on the teachings of various Pali Literature and Pali Vocabulary.	√			√	√		√	√	√	
CLO10: Write books on Bangalsdehi Buddhism and its culture that help to earn money which helps to achieve the goal of SDG.	√			√		√				

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<ul style="list-style-type: none"> ▪ Origin and Development of Pali Literature ▪ Compilation of Tipitaka, Language of Tipitaka compiled in first council, Language used by the Buddha during preaching, Language used in Buddha's Visiting places, ▪ Navangasutthasasana. ▪ Basis of Pali Tipitaka ▪ Division of Tipitaka ▪ Classification of Pali Literature ▪ Role of Buddhist Councils: First Council, Second Council, Third Council, Fourth Council (held in Ceylon) ▪ Tipitaka: Historical, Literary, Cultural and Socio-religious Values ▪ Introduction of Pali Literature: Tipitaka, Semi Canonicals
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	Texts, Atthakatha and Chronicles.
References (excerpts are available on Google Classroom)	Text and Reference Books : Law,B. C. (2000). <i>A History of Pali Literature</i> . Varanasi Indicia Books, Hazra,Kanai Lal (1994). <i>Pali Language and Literature</i> . New Delhi D. K. Print World (P) Ltd Winternitz,M. (1991). <i>History of Indian Literature</i> . New Delhi Munshiram Manoharlal Pvt. Ltd Barua,Sumangal (1997). <i>Buddhist Councils and Development of Buddhism</i> . Calcutta, Atisa Memorial Publishing Society Geiger,William (1996). <i>Pali Literature and Language</i> .Munshiram Manoharlal Publishers Pvt. Ltd. মজুমদার,অতীন্দ্র (১৩৮৮ বাংলা)। মধ্য ভারতীয়-আর্য ভাষা ও সাহিত্য। কলিকাতা বড়ুয়া,রবীন্দ্র বিজয় (১৯৮০)। পালি সাহিত্যের ইতিহাস। ১ম খণ্ড, বাংলা একাডেমী বড়ুয়া,দিলীপ কুমার (২০১০)। পালি ভাষার ইতিবৃত্ত। ঢাকা, বাংলা একাডেমী বড়ুয়া,দিলীপ কুমার (২০১৩)। পালি অট্টকথার ইতিবৃত্ত। ঢাকা, অ্যাডর্ন প্রকাশনী বড়ুয়া,সুকোমল ও বড়ুয়া,সুমন কান্তি (২০০০)। ত্রিপিটক পরিচিতি ও অন্যান্য প্রসঙ্গ। ঢাকা বাংলা একাডেমী

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Correspondi ng CLOs</u>
Week 1	Origin and Development of Pali Literature, and Pali Vocabulary.	Discussions and Q & A	Individual	1, 2, 9, 10
Week 2	Compilation of Tipitaka, Language of Tipitaka compiled in first council, and Pali Vocabulary.	Discussion, Q& A and feedback	Individual and Group	1, 2, 9, 10
Week 3	Navangasutthasasana and Pali Vocabulary.	Discussion, Q& A	Individual and peer	3, 9, 10
Week 4	Basis of Pali Tipitaka, Division of Tipitaka and Pali Vocabulary	Discussion and Q & A.	Individual	2, 3, 4, 9, 10

Week 5	Classification of Pali Literature and Pali Vocabulary	Discussion, Q& A	Individual	4, 9, 10
Week 6	Role of Buddhist Councils : First Council, Second Council, and Pali Vocabulary	Discussion, Q & A and Presentation	Individual and	5, 9, 10
Week 7	Third Council, Fourth Council (held in Ceylon) and Pali Vocabulary	Discussion, Q & A and Assignment	Individual	5, 9, 10
Week 8	Pali Vocabulary	Discussion, Q & A and Assignment	Individual	9, 10
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Tipitaka: Historical, Literary, Cultural and Socio-religious Values, and Pali Vocabulary.	Discussion, Q& A and Assignment, feedback	Group	1, 6, 9, 10
Week 11 and 12	Introduction of Pali Literature: Tipitaka, Semi Canonicals Texts, and Pali Vocabulary.	Discussion,Q& A	Individual and peer	1, 2, 8, 9, 10
Week 13		HOLIDAYS		
Week 14	Atthakatha and Chronicles and Pali Vocabulary	Discussion,Q& A and Assignment	Individual or Group	1, 2, 8, 9, 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Religious and Political History of Buddhism in Ancient India	Course Instructor	
Course Code	PBS 106	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The main purpose of the course is to introduce the students with the Political and Religious History of Buddhism in Ancient India. Especially, it will consider the socio-religious condition of Pre-Buddhist period, Buddha's period, Pre-Ashokan period (Nanda dynasty), Ashokan period and Post Christian period (until 12th Century). It will also explore the political and religious activities of King Bimbisāra, Ajātasattu, Prasenjit, Udayān and Kālāsoka, Kings of Nanda dynasty, Emperor Ashoka, Kaniska, Harsavardhana, Palas and Sultans along with the political history of Sixteen Janapadas. Moreover, it will help the students to develop the logical and analytical faculties regarding the topics.

Course Objectives

- To introduce students with the Political and Religious History of Buddhism in Ancient India.
- To develop the socio-religious and political knowledge of Sixteen Janapadas.
- To make them understand the gradual development and decline of Buddhism from its introduction to British Period.
- To develop analytical methods.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Understand the Political History of Sixteen Janapadas.	√	√		√			√	√	√	
CLO2: Interpret the Religious and Social Condition in India before preaching Buddhism	√	√				√		√	√	
CLO3: Organize the information on the contribution of Kings Bimbisara, King Prasenjit and King Udayana, King Kalasoka towards Buddhism.	√		√			√		√	√	
CLO4: Develop the knowledge of the socio-religious and political condition of Pre-Ashokan period, especially during the rule of Nanda dynasty.	√	√				√		√	√	
CLO5: Critically explain the Political and Religious condition of Ashokan and Post Ashokan period, especially the role of Emperor Ashoka towards the spread of Buddhism and his administrative and welfare activities.	√	√				√		√	√	
CLO6: Explore the Political history of Early	√	√				√		√	√	

Christian period along with the role of King Kaniska, Harshavardhana and Gupta Kings to the spread of Buddhism.										
CLO7: Relate the Political and religious history of Begal during Pala and post Pala period along with the socio-religious activities.	√	√				√		√	√	
CLO8: Deliver the political and religious condition of ancient India during Sena-Varman and Sultani period.	√	√				√		√	√	
CL09: Creat Ideas on Political and religious history of Buddhism: From Sultani to British Period and use of Pali Vocabulary.	√					√		√	√	
CL10: Contribute to the economic arena by publishing books on history of Buddhism that help to achieve the goal of SDG.	√	√				√		√	√	

Teaching-learning Contents

Primary text	<ul style="list-style-type: none"> ▪ Sixteen Janapadas. ▪ Socio-religious and Political Condition in India during Pre-Buddhist Period. ▪ Contribution of the Kings towards Buddhism in Buddha's Period: Bimbisara, Ajatasattu, Prasenjit, Udayan and Kalasoka. ▪ Political and Religious history of Buddhism during: <ol style="list-style-type: none"> a) Nanda dynasty b) Asokan and Post Asokan Period. c) Early Chiristan Era: Kaniska and Harsavardha d) Guptas e) Pala and Post Pala Period f) Sena Varman Period g) Sultani Period h) Decline and Reformation of Buddhism i) British Period ▪ Pali Vocabulary
References	<p>David's, T. W. Rhys (1988).<i>Buddhist India</i>. Motilal Banarsidass, Bangalow Road, Jawaharnagar, Delhi</p> <p>Smith, V. A. (1999).<i>Early History of India</i>. John Wiley & Sons Ltd, Publication</p> <p>Banerjee, A. C. (1973).<i>Buddhism in Home and Abroad</i>. The world Press private Ltd, Calcutta</p> <p>Law, B. C. (1984).<i>Geographical History of Ancient India</i>. MunsiramManoharlal Publishers, Delhi</p> <p>Hazra, Kanai Lal (2012).<i>Royal Patronage of Buddhism in Ancient India</i>.Published by Buddhist World Press</p> <p>Hazra, Kanai Lal (1995).<i>The Rise and Decline of Buddhism in India</i>.</p>

	<p>MunsiramManoharlal Publishers, Delhi</p> <p>Roy, H. C (1972). <i>Political History of Ancient India</i>. Calcutta</p> <p>Barua, B.M.(1962). <i>Pre Buddhist Indian philosophy</i>. University of Calcutta,</p> <p>Moekergee, RadhaKumud (). <i>Asoka</i>. Motilal Banarsidass</p> <p>Bajipai, Krisna Dutta (1996). <i>Development of Buddhism in Uttar Prades</i>. Banaras, Samvat</p> <p>Barua, Dilip Kumar & Ando, Mitsuru (2002). <i>Syncretism in Bangladeshi Buddhism</i>. Nagoya</p> <p>ভিক্ষু, করুণানন্দ (১৯৯৪)। <i>পালিসাহিত্যে নগরবিন্যাস ও নগরজীবন</i>। বাংলা একাডেমি, ঢাকা</p> <p>বড়ুয়া, তরুন কান্তি (২০২২)। <i>উত্তরাপথ</i>। বলাকা প্রকাশন, চট্টগ্রাম</p> <p>দে, মনিকুমলা হালদার (১৯৯৬)। <i>বৌদ্ধধর্মের ইতিহাস</i>। মহাবোধি বুক এজেন্সি, কলিকাতা,</p> <p>চট্টোপাধ্যায়, সুনীল (১৯৮৩)। <i>প্রাচীন ভারতের ইতিহাস</i>। ১ম ও ২য় খণ্ড, পশ্চিম বঙ্গ রাজ্য পরিষদ, কলিকাতা</p> <p>রায়, অতুল চন্দ্র (১৯৯৫)। <i>ভারতের ইতিহাস</i>। পশ্চিম বঙ্গ রাজ্যপুস্তক পরিষদ, কলিকাতা, ১ম খণ্ড, চতুর্থ মুদ্রণ</p> <p>বন্দোপাধ্যায়, অনুকূল চন্দ্র (১৯৮৯)। <i>বুদ্ধ ও বৌদ্ধধর্ম</i>। কোলকাতা : ফার্মা কেএলএম প্রাইভেট লিমিটেড</p> <p>বড়ুয়া, সুকোমল (২০১৭)। <i>বাংলাদেশের বৌদ্ধ ইতিহাস:ঐতিহ্য ও পূর্বাপর</i>। বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ঢাকা</p> <p>বড়ুয়া, নীরু ও বড়ুয়া, বিমান চন্দ্র (২০২১), <i>প্রাচীন ভারতে প্রাক্ মৌর্যযুগ</i>, ঝুমঝুমি প্রকাশন, ঢাকা</p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Political history of Sixteen Janapadas, and Pali Vocabulary.	Discussions and Q & A	Individual and peer	1, 9, 10
Week 2	Socio-religious and Political Condition in India during pre-Buddhist Period, and Pali Vocabulary.			2, 9, 10
Week 3	Contribution of the Kings towards Buddhism in Buddha's Period : Bimbisara, Ajatasattu,	Q & A and teacher feedback	Individual and peer	3, 9, 10

	Prasenjit, and Pali Vocabulary.			
Week 4	Contribution of the Kings towards Buddhism in Buddha's Period: Udayan, Kalasoka, and Pali Vocabulary.	Q & A and teacher feedback	Individual and peer	4, 9, 10
Week 5	Political and Religious history of Buddhism during Pre-Ashokan: Nanda Dynasty, and Pali Vocabulary.	Presentation, Peer review, Q& A and teacher feedback	Individual and peer	5, 9, 10
Week 6	Political and Religious history of Buddhism during Asokan and Post Ashokan Period and Pali Vocabulary.	Discussion, Q & A and teacher feedback	Individual and peer	6, 9, 10
Week 7	Political and Religious history of Buddhism during Early Christian Era and role of Kaniska, Harsavardhana towards Buddhism, and Pali Vocabulary.	Discussion, Q & A and teacher feedback	Individual and peer	6, 9, 10
Week 8	Political and Religious history of Buddhism during Gupta Period and Pali Vocabulary.	Discussion, Q & A and teacher feedback	Individual	7, 9, 10
Week 9	Revisions Midterm (dd/mm/yy)	Discussion, Q & A and teacher feedback		7, 9, 10
Week 10	Political and Religious history of Buddhism during Pala and Post Pala Period, and Pali Vocabulary.			
Week 11	Political and Religious history during Sen-Varman Period, Sultani Period and Pali Vocabulary.	Discussion, Q & A and teacher feedback	Individual and peer	8, 9, 10
Week 12	Political and Religious Sultani Period to Britishah Period, and Pali Vocabulary.	Discussion, Q & A and teacher feedback	Individual and peer	8, 9, 10
Week 13		HOLIDAYS		

Week 14	Decline and Reformation of Buddhism, and Pali Vocabulary.	Discussion, Q & A and teacher feedback	Individual	9, 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	English Language	Course Instructor	
Course Code	PBS 107	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	GED	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction to the Course

This course aims to help students develop communicative competence in English. To achieve this goal a task-based learner-centered approach will be adopted. Emphasis will be given mostly on writing, as well as on reading, speaking, and grammar. Learners are expected to do a variety of activities in the class as well as homework to become effective writers, readers, and fluent speakers.

Course Objectives

- Students' knowledge of the main types of paragraphs, essays and their structures
- Range and complexity of language used in different types of essays
- Independent reading and writing skills to promote autonomy, confidence and transferability.

MAPPING of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs): The students will be able to

Course Learning Outcomes	Program Learning Outcomes (PLOs)
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(CLOs)	1	2	3	4	5	6	7	8	9	10
CLO1: Understand lectures, ask, and answer questions appropriately, participate in discussions, and take notes.			√							
CLO2: Read and respond to texts using a variety of reading strategies.		√								
CLO3: Write with cohesion, coherence, and accuracy at sentence and paragraph levels.					√					√
CLO4: Generate ideas, plan, and develop a sequence of paragraphs into an essay.			√		√					
CLO5: Transfer the skills of writing paragraphs and essays to written work in other language and literature courses.					√					√

Teaching-Learning Contents

<ul style="list-style-type: none"> ▪ Introduction to formal and informal writing ▪ Features of academic writing ▪ Prewriting (brainstorming and outlining) ▪ Writing thesis statements/topic sentences, developing supporting ideas and arguments, drawing conclusions, essay writing; ▪ Offering collaborative peer feedback on writing tasks ▪ Types of paragraphs and essays <ul style="list-style-type: none"> i) Description ii) Narrative iii) Comparison and contrast iv) Cause and effect v) Argumentation ▪ Reading strategies: skimming, scanning, summarizing, reasoning, making inferences, etc. ▪ Grammar <ul style="list-style-type: none"> i) Subject-verb agreement ii) Fragments and run-ons 	
References	<p>Langan, J. & Winstanley, S. (2002). <i>English skills with readings</i>. McGraw-Hill.</p> <p>Rumisek, L. A., & Zemach, D. E. (2009). <i>Academic writing from paragraph to essay</i>. Edelvives Publications.</p> <p>Langan, J. (2013). <i>College writing skills with readings</i>. McGraw-Hill Education.</p>

	Murphy, R. (2019). <i>English grammar in use</i> . Cambridge university press.
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Mode of Teaching

The course is taught by engaging students in discussion and student-teacher and peer-peer interactions. Pair work, group work and individual work are usually followed to provide an interactive learning environment for the students. Besides, various online platforms (e.g., Google Classroom, Google Forms, Wikis) are often used for sharing reading resources, submitting assignments/portfolios as well as developing students' ICT skills.

Alignment of Course Topics/ Content with CLOs

Week	Topics/ Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to the course, Introduction to formal and informal writing	Discussion and Q&A	Individual & peer	1
Week 2	Features of academic writing	Discussion And Q&A	Individual & peer	1, 2, 5
Week 3	Prewriting (brainstorming and outlining)	Discussion And Q&A	Individual & peer	3, 4, 5
Week 4	Writing thesis statements/topic sentences, developing supporting ideas and arguments, drawing conclusions, essay writing	Discussion And Q&A	Individual & peer	3, 4, 5
Week 5	Offering collaborative and peer feedback on writing tasks		Peer and teacher feedback	
Week 6	Descriptive writing and practice	Discussion And Q&A	Individual & peer	3, 4
Week 7	Narrative Writing and practice	Discussion And Q&A	Individual & peer	3, 4
Week 8	Comparison and contrast writing and practice	Discussion And Q&A	Individual & peer	3, 4
Week 9	Revision Mid-term (dd/mm/yy)		Teacher feedback	
Week 10	Reading strategies: skimming, scanning, summarizing, reasoning, making inferences, etc.	Discussion And Q&A	Individual & peer	2
Week 11	Subject-verb agreement	Discussion And Q&A	Individual & peer	1, 3
Week 12	Fragments and run-ons, Cause and effect writing	Discussion And Q&A	Individual & peer	1, 3, 4

Week 13		Holyday		
Week 14	Argumentative writing	Discussion And Q&A	Individual & peer	3, 4, 5
Week 15	Revision	Discussion And Q&A	Teacher feedback	
Week 16	Oral assessment Final exam (dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	ICT Fundamentals and Advanced MS Office Skills	Course Instructor	
Course Code	PBS 108	Designation	
Prerequisite	Curriculum for undrtgraduate programme	Office Room No.	
Course Type	GED	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section		Office Room	
Class Room	6018	Contact	
Class Time	8.00 am to 5.00 pm	Email	

Rationale of the Course: This course provides students with foundational knowledge of computer hardware, software, networks, and the Internet, along with a comprehensive understanding of essential office applications, such as Microsoft Word, Excel, PowerPoint, and web browsing/searching. Through a blend of theoretical knowledge and practical exercises, students will develop proficiency in computer operation, document creation and formatting, spreadsheet management, presentation design, and effective online navigation. The course aims to equip students with practical computer skills required for both their academic pursuits and personal lives.

Course Format:

Lecturing (Theory)	2 credit	80 Notional hours
Lab-work (Practical)	2 credits	120 Notional hours

Course Content:

[illegible]

<p>2.1 Home Tab</p> <p>2.1.1 Clipboard Group: Format Painter</p> <p>2.1.2 Font Group: Strikethrough, Subscript, Superscript, Small Caps,</p> <p>2.1.3 Styles Group: Creating New Styles</p> <p>2.2 Insert Tab</p> <p>2.2.1 Pages Group: Cover Page, Page Break</p> <p>2.2.2 Tables Group: Creating tables</p> <p>2.2.3 Header & Footer Group: Header, Footer, Page Number</p> <p>2.2.4 Symbols Group: Equation, Symbol</p> <p>2.3 Design Tab</p> <p>2.3.1 Document Formatting Group</p> <p>2.3.2 Page Background Group: Watermark, Page Color, Page Borders</p> <p>2.4 Layout Tab</p> <p>2.4.1 Page Setup Group: Margins, Orientation, Size, Columns, Breaks, Line Numbers</p> <p>2.4.2 Paragraph Group: Indent, Spacing</p> <p>2.4.3 Arrange Group: Position, Wrap Text, Bring Forward, Send Backward</p> <p>2.5 Mailings Tab</p> <p>2.5.1 Create Group: Envelops, Labels</p> <p>2.5.2 Mail Merge: Select Recipients, Edit Recipient List</p> <p>Practice Tasks: Creating a CV, Formatting a business letter, Designing a report with a title page, headings, and footers, Inserting and formatting a table for data presentation, creating a mail merge for personalized letter or invitation, adding a watermark and custom page color to a document, setting up document margins and orientations for printing, etc.</p> <p>3. Features of MS Excel</p> <p>3.1 Columns and Rows</p> <p>Selecting Columns and Rows, Changing Column Width and Row Height, Auto fitting Columns and Rows, Hide/Unhide Columns and Rows, Inserting and Deleting Columns and Rows, Cell, Address of a cell, Components of a cell – Format, value, formula, use of paste and paste special.</p> <p>3.2 Functionality Using Ranges</p> <p>Using Ranges, Selecting Ranges, Entering Information into a Range, Using AutoFill</p> <p>3.3 Creating Formulas</p> <p>Using Formulas, Formula Functions – Sum, Average, IF, Count, Max, Min, Proper, Upper, Lower, Using AutoSum</p> <p>3.4 Spreadsheet Charts</p> <p>Creating Charts, Different types of charts, Formatting Chart Objects, Changing the Chart Type, Showing and Hiding the Legend, Showing and Hiding the Data Table, Moving between Spreadsheets,</p> <p>3.5 Data Analysis</p> <p>Sorting, Filter, Text to Column, Data Validation</p> <p>Practice Tasks: Create a spreadsheet to track your month expenses, Adjust the column widths to ensure all category names are fully visible, Use Insert function to add a new row, Use Formulas to calculate total expense, average spending, and identify spending that exceeds certain limits, Create Charts to visually represent the expenses incurred, etc.</p> <p>4. Features of PowerPoint</p> <p>4.1 Presentations</p>		CLO3
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<ul style="list-style-type: none"> 4.1.1 Understanding Electronic Presentations 4.1.2 Applying a Theme 4.1.3 Typing Text into a Slide 4.1.4 Saving a Presentation 4.1.5 Inserting New Slides 4.1.6 Presenting a Slide Show 4.1.7 Printing Handouts 4.2 Preparing for Presentations <ul style="list-style-type: none"> 4.2.1 Using Slide Sorter View 4.2.2 Reusing Slides 4.2.3 Adding Sections 4.2.4 Adding Notes to Your Slides 4.2.5 Slide Numbers 4.2.6 About Hyperlinks 4.3 Animations and Transitions <ul style="list-style-type: none"> 4.3.1 Understanding Animation 4.3.2 Animating Text 4.3.3 Animating Objects 4.4 Media and Action Buttons <ul style="list-style-type: none"> 4.4.1 Understanding Media in PowerPoint 4.4.2 Inserting an Online Video 4.4.3 Inserting an Online Audio Clip 4.5 Setting Up the Show <ul style="list-style-type: none"> 4.5.1 About Self-Running Presentations 4.5.2 Recording a Slide Show 4.5.3 Setting Up a Self-Running Presentation 4.5.4 Rehearsing Timings 4.5.5 Setting Up a Speaker-Led Show 4.5.6 Creating a Custom Show 4.5.7 Understanding Presenter View 4.6 Brilliant Presentations <ul style="list-style-type: none"> 4.6.1 Planning a Presentation 4.6.2 Make It Readable 4.6.3 The Four Pillars of Great Design 4.6.4 Perfect Presentation Layouts 4.6.5 Presenting Polished Presentations 4.6.6 Presentation Methods and Hardware <p>Practice Tasks: Create a professional presentation on a chosen topic using at least 5 slides. Apply a theme, add media (video and audio), use animations and transitions, incorporate speaker notes and hyperlinks, and set up the presentation for self-running mode.</p>		CLO4
<ul style="list-style-type: none"> 5. Internet Searching and Browsing <ul style="list-style-type: none"> 5.1 Browsing Tools and Techniques 5.2 Searching on the internet: Keyword searching, Boolean Operators, Phrase searching, Truncation and Wildcard 		CLO5

5.3	Using Clouds, Dropbox, Google Drive, Zoom Account Management, and others.		
5.4	Social Networking, e-Commerce, creating a YouTube Profile, LinkedIn, etc.		

Course Learning Outcomes (CLOs): After completing the course, students should be able to:

CLO1	Demonstrate the effective understanding of computer systems, components, network systems, and cloud storage.
CLO2	Use Microsoft Word efficiently to create and format documents, including advanced features such as tables, graphics and mail merge.
CLO3	Develop skills in Microsoft Excel for creating spreadsheets, entering and manipulating data, performing fundamental data analysis, and visualising data.
CLO4	Create visually appealing and engaging presentations using Microsoft PowerPoint, incorporating text, graphics, animations and multimedia elements.
CLO5	Navigate internet search and browsing tools effectively to access online resources and services effectively.

Mapping Course Learning Outcomes (CLOs) with the PLOs:

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1						
CLO2						
CLO3						
CLO4						
CLO5						

After completing the course, the students will be able to:

SL No.	Course Learning Outcome	PLOs	Assessment Rubric Utilised
CLO1	Demonstrate the effective understanding of computer systems, components, network systems, and storage devices.		Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO2	Use Microsoft Word efficiently to create and format documents, including advanced features such as tables, graphics and mail merge.		Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO3	Develop skills in Microsoft Excel for creating spreadsheets, entering and manipulating data, performing fundamental data analysis, and visualising data.		Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO4	Create visually appealing and engaging presentations using Microsoft PowerPoint, incorporating text, graphics, animations and multimedia elements.		Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO5	Navigate internet search and browsing tools effectively to access online resources and services effectively.		Quiz, Application based tasks, PBL Assignment/Presentation, Midterm

Assessment Pattern:

CIE-Continuous Internal Evaluation (Attendance: 10 marks + Continuous evaluation: 40 marks)

Bloom's Category	Quiz	Assignment/ Tasks	Reflection	Midterm Exam	Presentation
Remember	√			√	
Understand	√	√	√	√	√
Apply		√	√	√	√
Analyse		√			√
Evaluate					
Create					

SEE-Semester End Evaluation (Final Written Exam 20 marks + Project Report and Presentation – Practical: 30 marks)

Bloom's Category	Final Exam	Project Report			
Remember	√	√			
Understand	√	√			
Apply	√	√			
Analyse	√	√			
Evaluate	√	√			
Create	√	√			

Learning Resources:

Text Books

Justice, Matthew. *How Computers Really Work: A Hands-On Guide to the Inner Workings of the Machine*

Reference Books (Text Books)

Holler, James. *The Microsoft Office 365 Bible*

Other Resources (Online Resources or others)

Croft, Bruce, Metzler, Donald and Strohman, Trevor. *Search Engines: Information Retrieval in Practice*

ICT Skills Full Book. Available at:
<https://www.coursehero.com/file/51602462/ICT-Skills-Full-Bookpdf/>

Course Details		Instructor Details	
Course Title	Suttapitaka : Poetry	Course Instructor	
Course Code	PBS 201	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The purpose of the course is to contribute to the knowledge of Suttapitaka, especially the poetry portion. Through this course students will be able to enrich their knowledge of the origin, development, formation, essence and teachings of Suttapitaka along with the literary, moral & philosophical values of Suttapitaka (poetry). The course also covers the study of Dhammapada, Suttanipata, Theragatha, Therigatha, Samyutta Nikaya, Khuddakapatha, Cariyapitaka and their importance.

Course Objectives

The objectives of this course are:

- To introduce students to the essence and teachings of Suttapitaka (Poetry Portion).
- To explore the moral, literary & philosophical values of Suttapitaka (Poetry).
- To enrich the knowledge of Pali Vocabulary.
- To develop analytical knowledge of the students regarding the subject matter of Suttapitaka.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Origin, Development and Formation of Sutta Pitaka (Poetry).	√	√		√					√	
CLO2: Learn the Literary, Moral and Philosophical Values of Sutta Pitaka (Poetry)	√	√							√	
CLO3: Deliver the Literary, Ethical and Universal values of Dhammapada, Thera gātha, Their gātha, Suttanipāta	√	√		√					√	
CLO4: Organize the information on the Selected topics from Dhammapada : Yamaka Vagga, Appamada Vagga, Citta Vagga, Brahmana Vagga, Puppha Vagga, and Danda Vagga.	√	√		√				√		
CLO5: Critically explain the Essence and Teachings of the Selected topics from Theragāthā : Vangisa, Ananda, Upali, Sariputta, and Moggallana	√	√	√	√				√	√	
CLO6: Explore the knowledge of the Essence and Teachings of the Selected topics from	√	√						√	√	

Therigāthā: Mahapajapati Gautami, Kisa Gautami, Punnika, Patacara, Isidasi, and Subha.											
CLO7: Evaluate the Essence and Teachings of the Selected topics from Suttanipāta: Dhaniya Sutta, Vasettha Sutta, and Kalahavivada Sutta.	√	√						√	√		
CLO8: Develop the Ideas on the Teachings of the Selected topics from Samyutta Nikāya: Kutika, Jata, Accara, Alavaka, and Kasi Bharadhaja and Selected topics from Khuddakapatha: Mangala Sutta, NidhikundaSutta, and Karaniya Metta Sutta.	√	√						√	√		
CLO 09: Logically Explain the Essence and Teachings of the Selected topics from Cariyapitaka: Nemiraja Cariya, Siviraj Cariya, Vessanta Cariya, and Sasapandit Cariya along with the use of Pali Vocabulary.	√	√						√	√		
CLO10: Contribute to the economic arena by publishing books on history of Buddhism that help to achieve the goal of SDG.	√	√						√	√		

Teaching-learning Contents

<ul style="list-style-type: none"> ▪ Origin, Development and Formation of Suttapitaka (Poetry) ▪ Literary, Moral and Philosophical Values of Sutta Pitaka (Poetry) ▪ Literary, Ethical and Universal value of Dhammapada, Therigāthā, Theragāthā, Suttanipāta ▪ Selected Topics from: <ol style="list-style-type: none"> a) Dhammapada: YamakaVagga, Appamada Vagga, Citta Vagga, Brahamana Vagga, Puppha Vagga, Danda Vagga b) Theragāthā: Vaggisa, Ānanda, Upāli, Sariputta, Moggalāna c) Therigāthā: Mahapajapati Gautami, Kisa Gotami, Punnikā, Patācarā, Isidāsi, Subha d) Suttanipāta: Dhaniya Sutta, Vāsettha Sutta, Kalahavivāda Sutta e) Samyutta Nikāya: Kutikā, Jātā, Accharā, Alavaka, Kasi Bharadhāja f) Khuddakapatha: Mangala Sutta, Nidhikunda Sutta, Karaniya Metta Sutta g) Cariyapitaka: Nemiraja Cariya, Siviraj Cariya, Vessanta cariya, Sasa Pandita cariya ▪ Pali Vocabulary 	
References	<p>Law, B. C. (2000), 3rd ed..<i>A History of Pali Literature</i>. Indica Books, Varanasi</p> <p>D, Anderson and H, Smith ed. (1913).<i>Suttanipata</i>. P.T.S. London</p> <p>Thera, Narada ().<i>The Dhammapada</i>. The corporate Body of the Buddha Educational Foundation, Taiwan</p> <p>Norman, K. R. (1983).<i>A History of Indian Literature</i>. Otto Harrassowitz, Wiesbaden</p> <p>Hazra, Kanai Lal (1994).<i>Pali Language and Literature</i>. D. K. Print World (P) Ltd., New Delhi</p> <p>Winternitz, M. (1991).<i>History of Indian Literature</i>. Munshiram Manoharlal</p>

	<p>Pvt. Ltd, New Delhi</p> <p>বড়ুয়া, রবীন্দ্র বিজয় (১৯৮০)। পালি সাহিত্যের ইতিহাস, ১ম খণ্ড। বাংলা একাডেমী, ঢাকা</p> <p>বড়ুয়া, গিরিশ চন্দ্র। ধর্মপদ। বাংলা একাডেমী, ঢাকা</p> <p>মহাশ্বেতর, সাধনানন্দ (১৯৮৭)। সুত্তনিপাত। রাঙ্গামাটি</p> <p>চৌধুরী, বিনয়েন্দ্রনাথ (১৯৯৫)। বৌদ্ধ সাহিত্য। মহাবোধি বুক এজেন্সি, কলকাতা</p> <p>বড়ুয়া, সুকোমল ও বড়ুয়া, রেবতপ্রিয় (১৯৯৭)। পালি সাহিত্যে ধর্মপদ। বাংলা একাডেমী, ঢাকা</p> <p>শ্রবির (১৯৩৫ বঙ্গাব্দ)। থেরগাথা। রেঙ্গুন বৌদ্ধ মিশন প্রেস, রেঙ্গুন</p> <p>বড়ুয়া, বেলু রানী (২০০৪)। থেরগাথা। বাংলাদেশ রিচার্স ফর বুদ্ধিস্ট স্টাডিজ, ঢাকা</p> <p>বড়ুয়া, সিতাংশু বিকাশ (১৯৮৮)। চরিয়্যাপিটক ও দশ পারমী। চট্টগ্রাম</p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Origin, development and formation of Sutta Pitaka (Poetry). Literary, Moral and Philosophical Values of Sutta Pitaka (Poetry) and Pali Vocabulary	Discussions and Q & A	Individual	1, 10
Week 2	Literary, Ethical and Universal value of Dhammapada, Theirgātha, Theragātha, and Suttanipāta, and Pali Vocabulary	Discussions and Q & A and Presentation	Group	3, 9 & 10
Week 3	Dhammapada: Yamaka Vagga, Appamada Vagga, Citta Vagga, and Pali Vocabulary	Q & A and teacher feedback	Individual and peer	3, 4, 9 & 10
Week 4	Dhammapada: Brahamana Vagga, Puppha Vagga, Danda Vagga, and Pali	Discussions and Q & A., Presentation,	Group	4, 9, 10

	Vocabulary.			
Week 5	Theragāthā: Vaggisa, Ānanda, Upāli, Sariputta, Moggalāna and Pali Vocabulary.	Discussion, Q & A and feedback	Individual and peer	3, 5, 9, 10
Week 6	Therīgāthā: Mahapajapati Gautami, Kisa Gotami, Punnikā, Patācarā, Isidāsi, Subha.	Discussion, Q & A and Assignment	Group	3, 6, 10
Week 7	Suttanipāta: Dhaniya Sutta, Vāsettha Sutta, Kalahavivāda Sutta and Pali Vocabulary	Discussion, Q & A.	Individual	3, 7, 10
Week 8	Pali Vocabulary	Discussion, Q & A and Quiz	Individual	9
Week 9	Revisions Midterm (dd/mm/yy)			
Week 10	Samyutta Nikāya: Kutikā, Jātā, Accharā, Alavaka, Kasi Bharadhāja, and Pali Vocabulary	Discussion, Q & A and feedback	Individual	8, 9, 10
Week 11	Khuddakapatha: Mangala Sutta, Nidhikunda Sutta, Karaniya Metta Sutta	Discussion, Q & A and Presentation	Group	9, 10
Week 12	Cariyapitaka: Nemiraja Cariya, Siviraj Cariya and Pali Vocabulary.	Discussion, Q & A and feedback	Individual	10
Week 13		HOLIDAYS		
Week 14	Cariyapitaka: Vessanta cariya, Sasa Pandita cariya and Pali Vocabulary	Discussion, Q & A and teacher feedback	Individual	10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Basic Pali Grammar II	Course Instructor	
Course Code	PBS 202	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

This course contains the basic concepts of Pali Grammar. It is designed with a view to enriching the knowledge of basic rules and formulas of Pali Grammar. It will mainly focus on Declension – I and Ī Stem (Sabdarupa I and Ī Stem), Declension – Ka (Who), Kim (what), Ya (Which), Use of given Declensions, Use of conjugation verb in Sentence, Compound (Samasa), Case ending (Karaka), Incomplete verb, Causative verb, Participle, Desiderative verb, Transitive verb and Intransitive verb, Indeclinable, Use of Absolute genitive and Absolute locative, Rules of Pali Syntax, Pali Vocabulary and Translation by using above topics.

It will develop the logical, critical and analytical understanding of the students as to above mentioned topics. It will also help to learn the technique of translation from Bengali to Pali and Pali to Bengali.

Course Objectives

- To provide the basic concepts of Pali grammar, mainly focuses will be given on : Declension – I and Ī Stem (Sabdarupa I and Ī Stem), Declension – Ka (Who), Kim (what), Ya (Which), Use of given Declensions and Verb, Compound (Samasa), Case ending (Karaka), Incomplete verb, Causative verb, Participle, Desiderative verb, Transitive verb and Intransitive verb, Indeclinable, Use of Absolute genitive and Absolute locative, Rules of Pali Syntax, Pali Vocabulary and Translation by using above mentioned Topics.
- To equip with the analytical knowledge of basic concepts of Pali grammar.
- To enrich the skills of reading, writing and speaking of Pali language.
- To teach the technique of translation from Bengali to Pali and Pali to Bengali.
- To develop the skill of Pali Text Translation.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO 1: Learn the basic concepts of Pali Grammar.	√			√			√			
CLO 2: Deliver the formulas of following Pali Declension (Sabdarupa) : I and Ī Stem, Declension – Ka (Who), Kim (what), Ya (Which).	√			√			√			
CLO3: Interpret the method of using the above declensions and various verbs in making Pali sentences.	√			√			√			
CLO4: Compare the rules of Pali compound and case ending with those of Bengali and create new idea as to the using of them in making sentences.	√			√			√			
CLO5: Explore the rules of Pali Incomplete Verb and Identify the Gerund and Infinitive in Pali Sentences.	√			√			√			
CLO6: Identify the Causative verb, Desiderative verb, Transitive verb, Intransitive verb, Indeclinable, Absolute genitive and Absolute locative, Participles in Pali Sentences and able to make sentences by using them.	√			√			√			
CLO7 : Organize the relevant information on Compound (Samasa), Pali Syntax and explore the rules of Sentence making in Pali.	√			√			√			
CLO8 : Innovate new Ideas as to Translation from Bengali to Pali and Pali to Bengali by using Pali words or vocabularies.	√			√			√	√		
CLO9: Develop the reading and writing skills of Pali Texts and solve the problems of Pali Grammatical issues.	√			√			√	√		
CLO 10: Help to achieve the goal of SDG by writing books on Buddhism and pali Literature.	√			√					√	√

Teaching-learning Contents

Primary text(all posted on Google	▪ Declension -I and Ī Stem (Sabdarupa I and Ī Stem)
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Classroom)	<ul style="list-style-type: none"> ▪ Declension -Ka (Who), Kim (what), Ya (Which) ▪ Use of given Declensions ▪ Use of Verb ▪ Case ending (Karaka) ▪ Incomplete verb ▪ Causative verb ▪ Transitive verb and Intransitive verb ▪ Participle ▪ Desiderative verb ▪ Indeclinable ▪ Use of Absolute genitive and Absolute locative ▪ Compound (Samasa) ▪ Rules of Pali Syntax, Pali Vocabulary and Translation by using above mentioned Topics.
References (excerpts are available on Google Classroom)	<p>মহাশিবির, জ্ঞানীশ্বর (১৯৬৮)। পালি প্রবেশ। রেঙ্গুন মিশন প্রেস, চট্টগ্রাম</p> <p>বড়ুয়া, পি. আর. (১৯৮৪)। পালি প্রকাশ। নালন্দা, আন্দরকিন্ধা, চট্টগ্রাম</p> <p>মুৎসুদ্দি, নিরোদ এবং মুৎসুদ্দি, ভূপেন্দ্রনাথ (১৯৮৪)। পালি ব্যাকরণ ও অনুবাদ. মহাবোধি সোসাইটি, কলিকাতা</p> <p>বড়ুয়া, নতুন চন্দ্র (১৯৬৬)। পালি ব্যাকরণ ও সহজ অনুবাদ শিক্ষা। চট্টগ্রাম</p> <p>বড়ুয়া, দিলীপ কুমার ও বড়ুয়া, শান্ত (২০১৮)। পালি ভাষার সহজ ব্যাকরণ। জাতীয় সাহিত্য প্রকাশ, ঢাকা</p> <p>বড়ুয়া, বিমান চন্দ্র (২০১০)। পালি মঞ্জুষা। পালি এড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়</p> <p>Buddhadatta, A. P. (1966). <i>A New Pali Course</i>. P.T.S. London</p> <p>Perniola, V (1998). <i>Pali Grammar</i>. Peridenia University, Candy</p> <p>Geiger, Wilhelm (1996). <i>Pali Literature and Language</i>. Motilal Baranassidass, Delhi</p> <p>Maitreya, Ven. B. Ananda (1986). <i>Pali Made Easy</i>. Anuradhapura University, Sri Lamka</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	Formulas of Declension : I	Discussions, Q & A and	Individual	1, 2, 8, 9, 10

	and Ī Stem (Sabdarupa I and Ī Stem), and Pali Vocabulary	Presentation		
Week 2	Formulas of Declension : Declension – Ka (Who), Kim (what), Ya (Which) and pali Vocabulary	Discussions, Q& A Presentation, and feedback	Individual and Group	2, 8, 9, 10
Week 3	Use of Above mentioned Declensions along with verbs, and Pali Vocabulary.	Discussion, Q& A,	Individual and peer	3 , 8, 9, 10
Week 4	Case ending (Karaka) Use of case ending, and Pali Vocabulary.	Discussion, Q & A and Presentation	Individual and peer	1, 4, 8, 9, 10
Week 5	Incomplete verb, Use of Incomplete verb, and and Pali Vocabulary..	Discussion, Q& A, Quiz, and Presentation	Individual and peer	5, 8, 9, 10
Week 6	Causative verb, Transitive verb and Intransitive verb and their use, and and Pali Vocabulary.	Discussion and Q & A and feedback	Individual and peer	6, 8, 9, 10
Week 7	Compound (Samasa), Use of Compound in Sentences and Pali Vocabulary.	Discussion, Q& A, Quiz and Presentation	Individual and peer	7, 8, 9, 10
Week 8	Pali Vocabulary and its use in sentences.	Discussion, Q& A, Presentation, Quiz	Individual	8, 9, 10
Week 9	Revisions 1 st Midterm (dd/mm/yy) and 2 nd Midterm			
Week 10	Participle : Present Participle, making sentence with Present Participle, and Pali Vocabulary.	Discussion, Q& A	Individual	6, 8, 9, 10
Week 11	Participle : Past and Future Participle, making sentence with them, and Pali Vocabulary.	Discussion, Q& A,	Individual	6, 8, 9, 10
Week 12	Desiderative verb, Indeclinable, Absolute genitive, Absolute locative and their use and Pali Vocabulary.	Discussion, Q& A, Quiz	Individual	6, 8, 9, 10
Week 13		Holidays		
Week 14	Pali Syntax and Pali Vocabulary.	Discussion, Q& A, Home task	Individual and Grup	7, 8, 9, 10

Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	
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Course Details		Instructor Details	
Course Title	Comparative Philology	Course Instructor	
Course Code	PBS 203	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section		Office Room	Course Co-ordinator
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

This course provides the students with general concept of Comparative Philology. Basically, through this course students will be able to learn the importance and classification of Philology; history of Indo-European language family; history of Middle Indo Aryan languages; phonological and morphological characteristics of Pāli language, Classical Sanskrit and Prākṛit, Vedic influence on Pāli Language, Grim's Law, Verner's Law, Grassmann's Law and Jacob's Law.

Course Objectives

The objectives of this course are:

- To introduce students to the philological concepts.
- To make them understand the Indo-European Language Family, its classification and importance.
- To equip them with the knowledge of Phonological and Morphological characteristics of Middle Indo Aryan Languages.
- To provide the knowledge as to general characteristics of Pakrit Languages.
- To teach them similarity-dissimilarity between Pāli and Sanskrit, Pāli and Bangla, and Jacob, Grimm, Grassmann and Varner's Law.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs: The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the history and basic concepts of Philology.	√	√								
CLO2: Deliver the history of Indo-European Language Family.	√	√		√						
CLO3: Logically explain the importance of Indo-European and Middle Indo Aryan Language Family.	√	√								
CLO4: Interpret to the history of middle Indo-European Language Family and its importance.	√	√								
CLO5: Organize the information on Phonological and Morphological Characteristics of Pāli, Classical Sanskrit and Prakrit Languages.	√	√								
CLO6: Explain the History of Prakrit Languages.	√	√								
CLO7: Develop the knowledge of the Characteristics of Prakrit Languages: Magadhi, Ardha-Magadhi, Paisachi, Sauraseni and Maharastri Prakrit	√	√								
CLO8: Differentiate the Similarity and dissimilarity between: Pāli and Sanskrit, Pāli and Prakrit, Pāli and Bengali Languages, and use of Pali Vocabulary.	√	√		√						
CLO9: Explain the Laws of Linguistics: Grimm's Law, Verner's Law, Grassmann's Law, Jacob Grimm's Law.	√	√								
CLO10: Contribute to achieve the Goal of SDG by writing books on Pali Literature and Buddhist Studies.	√	√					√			

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<ul style="list-style-type: none"> ▪ Definition and Importance of Philology. ▪ History of Indo-European Language family. ▪ History of Middle Indo Aryan Languages; ▪ Phonological and Morphological Characteristics of Pāli language; Classical Sanskrit and Prakrit. ▪ History of Prakrit Languages. ▪ Phonological and morphological Characteristics of Prakrit Languages : Magadhi, Ardha- Magadhi, Paisachi, Sauraseni and Maharastri Prakrit. ▪ Similarity and dissimilarity between: Pāli and Sanskrit, Pāli and
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	<p>Prākṛit, Pāli and Bengali Languages.</p> <ul style="list-style-type: none"> Development of Linguistics: Grimm's Law, Verner's Law, Grassmann's Law, Jacob Grimm's Law.
References (excerpts are available on Google Classroom)	<p>Joshi, J. R. & Koparkar, D. G. (1985). <i>Introduction to Pāli</i>. University of Poona, Pune</p> <p>Thera, Ananda Maitreya Mahanayaka (1993). <i>Pāli Made Easy</i>, AUM Publishing Co., Ltd., Japan</p> <p>Geiger William (1996) (3rd Edition). <i>Pāli Literature and Language</i>. Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi</p> <p>V. Perniola, <i>Pāli Grammar</i>, P.T.S. Oxford, 1997</p> <p>বড়ুয়া, দিলীপ কুমার (২০১০)। পালি ভাষার ইতিবৃত্ত। বাংলা একাডেমী, ঢাকা</p> <p>মজুমদার, অতীন্দ্র (১৩৮৮ বাংলা)। মধ্য ভারতীয়-আর্য ভাষা ও সাহিত্য। নয়া প্রকাশ, কলিকাতা</p> <p>মজুমদার, পরেশচন্দ্র (২০০০)। সংস্কৃত ও প্রাকৃত ভাষার ক্রমবিকাশ। দে'জ পাবলিশিং, কলিকাতা</p> <p>বড়ুয়া, রবীন্দ্র বিজয় (১৯৭০)। মধ্য ভারতীয় আর্যভাষা ও সাহিত্য। অভয়তিষ্য প্রকাশনী, চট্টগ্রাম,</p> <p>রামেশ্বর, শ. (১৯৯৬)। ভাষাবিজ্ঞান ও বাংলা ভাষা। কলকাতা, পুস্তক বিপণি</p> <p>সেন, সুকুমার (২০০৪)। ভাষার ইতিবৃত্ত। আনন্দ, কলিকাতা</p> <p>সিকদার, সৌরভ (২০০২)। ভাষাবিজ্ঞানের ভূমিকা ও বাংলা ভাষা, অনন্যা, ঢাকা</p> <p>সেন, শ্রীমুরারি মোহন (১৯৮৯)। ভাষার ইতিহাস। এস ব্যানার্জি এণ্ড কোং, কলিকাতা</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of Course Topics/Content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	History and basic concepts of Philology along with its importance and Pali Vocabulary	Discussions and Q & A	Individual	1, 8, 10
Week 2	History of Indo - European Language Family and Pali Vocabulary	Discussion, and Q& A. Presentation	Individual and Group	1, 2, 8, 10
Week 3	History of Middle Indo- Language Family and	Discussion, Q& A and feedback	Individual	3, 4, 8, 10

	its importance, and Pali Vocabulary.			
Week 4	History of Parkrit Languages, and Pali Vocabulary	Discussion, Q & A., and Presentation	Individual and Group	6, 8, 10
Week 5	Phonological and morphological Characteristics of Pakrit Languages: Magadhi, Ardha-Magadhi,	Discussion, Q & A and feedback	Individual and Peer	5, 10
Week 6	Phonological and morphological Characteristics of Pakrit Languages: Paisachi, Sauraseni and Maharastri Pakrit.	Discussion, Q & A and Presentation	Individual and Peer	5, 6, 10
Week 7	Similarity and dissimilarity between: Pāli and Sanskrit, Pāli and Prākrit, Pāli and Bengali Languages.	Discussion, Q & A., Feedback	Individual	6, 8, 10
Week 8	Pali Vocabulary	Q & A	Individual	8
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Development of Linguistics: Grimm's Law and Verner's Law,	Discussion, Q & A and	Individual	9, 10
Week 11	Development of Linguistics: Grassmann's Law and Jacob Grimm's Law.	Discussion, Q& A and feedback	Individual	9, 10
Week 13		HOLIDAYS		
Week 14	Revision	Discussion, Q& A and feedback	Group	
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Project Management	Course Instructor	
Course Code	PBS 204	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	GED	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The purpose of this course is to provide students with an introduction to and engagement in the systematic process and methods essential for project management. The course provides a comprehensive understanding of different components involved in project management, including the stages of planning, designing, implementing, monitoring and assessment. In addition to the theoretical viewpoints in project management, the course also incorporates practical perspectives to enhance students' comprehension of project management within the specific context of a country.

Course Objectives

- To assist students in gaining a wider perspective on the contexts, tools, and issues surrounding project design and analysis.
- To understand the phases of a project, both as discrete and integrated processes, from project planning to project implementation and then monitor and evaluate the project.
- To recognize the theoretical discourses and be able to connect them to practices in context of a particular country.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Design and implement projects for governments as well as non-government agencies by utilizing relevant tools.		√			√		√		√	√
CLO2: Monitor and evaluate projects, especially in a developing country context, by utilizing relevant tools.					√			√		√

Teaching-learning Contents

<ul style="list-style-type: none"> ▪ Introducing ‘project’ and ‘project management’ Concepts ▪ Rationale ▪ Categories ▪ Features and Characteristics ▪ Project Life Cycles ▪ Basic ideas of Project Analysis. ▪ Logical Framework Approach (LFA) for project management Logical frameworks: Vertical and horizontal logic components. ▪ 4x4 matrix ▪ Use of LFA in project design ▪ Analysis, and monitoring, Important analytical tools in Project management SWOT Analysis ▪ Objective Analysis; Problem Analysis; Stakeholder analysis, Developing Terms of Reference (TOR) and Proposals for Projects Understanding the templates of Terms of Reference (TOR) and Call for Proposals (CFPs); Understanding the types of and approaches in developing technical and financial proposals for projects, Practitioners’ perspectives on designing and implementing projects. ▪ Practitioners’ perspectives on relating theoretical perspectives of project design and analysis with the practical aspects of project management in a developing country context ▪ Social Impact Assessment (SIA) of a project Steps in SIA ▪ Advantages and disadvantages of SIA ▪ Risk Assessment Framework for SIA ▪ Biases of SIA ▪ Reporting for SIA ▪ Cost-benefit analysis (CBA) and Social cost-benefit analysis (SCBA) ▪ Understanding Monitoring and Evaluation Concepts and Tools; Making sense of M&E data and communicating the findings. 	
References	<p>Bakewell, O. & Garbutt, A. (2005). The use and abuse of the logical framework approach. Stockholm: SIDA.</p> <p>Chanda, S. (1989). <i>Managing projects in Bangladesh</i>. Dhaka: University Press Limited</p> <p>Choudhury, S. (1993). <i>Project Management</i>. New Delhi: Tata McGraw</p>

	<p>Hill Publishing Co.</p> <p>Curry S. & Weiss J. (2000). <i>Project Analysis in Developing Countries</i>. London: Macmillan Press Ltd.</p> <p>EC (2002). Project Cycle Management Handbook, European Commission, Europe Aid Cooperation Office.</p> <p>Gosling L. and Edwards M. (1995). Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation. London: Save the Children.</p> <p>Singh, K., Chandurkar, D., & Dutt, V. (2017). A practitioners' manual on monitoring and evaluation of development projects. UK: Cambridge Scholars Publishing.</p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of Course Topics/Content with CLOs

Week	Topics/ Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Introducing 'project' and 'project management' Concepts; Rationale; Categories; Features and Characteristics; Project Life Cycles; Project Analysis.	<ul style="list-style-type: none"> • Lecture • Q & A • Cooperative Learning 	Individual & peer	1
2	Logical Framework Approach (LFA) for project management Vertical and horizontal logic components; 4x4matrix; Use of LFA in project design, analysis, and monitoring.	<ul style="list-style-type: none"> • Lecture • Q & A 	Individual & peer	1
3	Important analytical tools in Project management SWOT Analysis; Objective Analysis; Problem Analysis	<ul style="list-style-type: none"> • Lecture • Q & A • Group Work 	Individual & peer	1
4	Understanding the templates of Terms of Reference (TOR) and Call for Proposals (CFPs); Understanding the types of and approaches in developing technical and financial proposals for projects.	<ul style="list-style-type: none"> • Lecture • Q & A 	Individual & peer	1

5	Perspectives on designing and implementing projects; Practitioners' perspectives on relating theoretical perspectives of project design and analysis with the practical aspects of project management in a country context.	<ul style="list-style-type: none"> • Lecture • Group Discussion • Video Clip • Q & A 	Individual & peer	1
6	Designing and presenting innovative projects in groups	<ul style="list-style-type: none"> • Lecture • Group Discussion • Q & A 	Group	1
7	Social Impact Assessment (SIA); Steps in SIA; Advantages and disadvantages of SIA; Risk Assessment Framework for SIA; Biases of SIA; Reporting for SIA.	<ul style="list-style-type: none"> • Lecture • Debate • Q & A 	Individual & peer	1
8	Environmental Impact Assessment (EIA) of a project: History of EIA; Steps in EIA; Advantages and disadvantages of EIA; Risk Assessment Framework for EIA; Biases of EIA; Applications of EIA; Tools in EIA; Reporting for EIA; Combining EIA and SIA to produce Environmental and Social Impact Assessment (ESIA).	<ul style="list-style-type: none"> • Lecture • Group Discussion • Q & A 	Individual & peer	1
9	Midterm (dd/mm/yy)			
10	Cost-benefit analysis (CBA) and social cost-benefit analysis (SCBA) Identifying the Costs and benefits of project; Selected popular measures of Discounted Cash Flows: Net Present Worth, Internal Rate of Return, Others; Economic Appraisal: Use of techniques including had own prices; Analysis of projects with tangible and non-tangible products.	<ul style="list-style-type: none"> • Lecture • Group Discussion • Q & A 	Individual & peer	2
11	Understanding M&E concepts and tools; Role of M&E in project management; M&E and the project cycle; Distinction between M&E; Evaluation and impact evaluation Selecting indicators for M&E; Planning for M&E; Planning tools and	<ul style="list-style-type: none"> • Lecture • Q & A 	Individual & peer	1

	tasks. Midterm (dd/mm/yy)			
12	Making sense of M&E data and communicating the findings Data collection methods: Advantages and limitations of traditional and participatory methods; Inclusion and diversity; Data quality; Positionality and Ethics; Analyzing M&E data; Making sense of qualitative and participatory M&E data; Differences between monitoring and evaluation findings; Using development: Ideologies: Data visualization and Reporting.	<ul style="list-style-type: none"> • Lecture • Group Discussion • Q & A 	Individual & peer	2
13		Holidays		
14.	Field Visit for practical experience about project	<ul style="list-style-type: none"> • Discussion • Teacher's feedback • Students' feedback 		2
15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Suttapitaka : Prose	Course Instructor	
Course Code	PBS 205	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The main purpose of the course is to introduce students to Suttapitaka, especially Prose Part. The course will also offer the students to learn about the moral and philosophical values of Suttapitaka (prose). The course covers the study of the essence and teachings of the subject matter of Digha-Nikaya, Majjhima Nikaya, Samyutta Nikaya, Anguttara Nikaya and Khuddaka Nikaya. The course, in particular, aims to provide both general and theoretical knowledge for analyzing religious tenets and to develop the student's capacity for logical, analytical & critical thinking about such issues.

Course Objectives

- To introduce students to the literary, moral and philosophical values of Suttapitaka (Prose).
- To make them understand as to the subject matter and teachings of Suttapitaka (Prose).
- To provide knowledge on the Buddhist Tenets described in the Suttapitaka (Prose).
- To develop critical thinking regarding the essence and teaching of Sutta Pitaka (Prose).
- To equip them with the skills of textual analysis.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs) Identify	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the Formation, Date of Compilation, Moral, Socio-Political and Literary Values of Suttapitaka (Prose).	√		√						√	
CLO2: Identify and explain the essence and teachings of Brahmajāla Sutta, Samannaphala Sutta, and Tevijja-Sutta of Digha-Nikaya.		√								
CLO3 : Interpret the basic teachings of Dhammacetiya Sutta, Ariyopariyesana Sutta, Sabbasaba Sutta, and Angulimala Sutta , Payasi Sutta of Samyutta Nikaya.	√		√							
CLO4: Critically explain the subject matter and its teaching of Vaccagotta-Samyutta, Mara-Samyutta, Khanda-Samyutta, and Bhojjango-Samyutta of Anguttara Nikaya.				√						
CLO5: Explore the the significance of Kammakarana Vagga, Samacitta Vagga, Pudgala Vagga, and Dasadhamma Sutta, the Sutta of Anguttara Nikaya.	√	√			√					
CLO6: Organize the information on literary and social impact of Apaddana, Petavatthu,										

Vimanavatthu and Buddhavamsa.										
CLO7: Deliver moral values of Dvattimsakāra, Kumāro Panha Chatta, Manavaka Vimana, and Kundali Vimana of Kuddaka Nikaya.	√			√						
CLO8: Demonstrate the moral values of Tikudda Peta and Mattakundali Peta along with the social impact of the stories of Petavatthu.	√			√						
CLO9: Analysis and explore the socio-Religious impact of Bodhi Sutta, Mucalinda Sutta, Raja Sutta, Ayu Sutta of Udana along with the moral values of the Suttas and use of Pali Vocabulary.	√			√						
CLO10: Contribute to achieve the SGD Goal through writing book on Buddhist Literature, Buddhism and its Culture.	√									

Teaching-learning Contents (3)

Primary text(all posted on Google Classroom)	<ul style="list-style-type: none"> ▪ Introduction, Formation, Date of Compilation, Moral, Socio-Political and Literary Values of Sutta Pitak (Prose) ▪ Topics from Digha-Nikaya: <ul style="list-style-type: none"> a. Brahmajāla Sutta b. Samannaphala Sutta c. Tevijja-Sutta. ▪ Topics from Majjhima Nikāya : <ul style="list-style-type: none"> a. Dhammacetiya Sutta b. Ariyopariyosena Sutta, c. Sabbasaba Sutta, d. Angulimala Sutta e. Payasi Sutta. ▪ Topics from Samyutta Nikāya : <ul style="list-style-type: none"> a) Vaccagotta-Samyutta, b) Mara-Samyutta, c) Khanda-Samyutta, d) Bhojjango-Samyutta ▪ Topics from Anguttara Nikāya : a) KammakaranaVagga, b) Samacitta Vagga, c) PudgalaVagga, d) Dasadhamma Sutta ▪ Topics from Kuddaka Nikāya : <ul style="list-style-type: none"> ➤ Literary and social values of Apaddana, Petavatthu, Vimanavatthu, Buddhavamsa. ➤ Khuddaka Pāṭha : Dvattimsakāra, Kumāro Panha ➤ Vimanavatthu : Chatta Manavaka Vimana, Kundali Vimana ➤ Petavatthu : Tikudda Peta, Mattakundali Peta ➤ Udana : Bodhi Sutta, Mucalinda Sutta, Raja Sutta, Ayu Sutta ▪ Pali Vocabulary
References (excerpts are	Law, B. C. Law (2000 reprint). <i>AHistory of Pali Literature</i> . Indica Books, Varanasi

available on Google Classroom)	<p>Norman, K. R (1983). <i>A History of Indian Literature</i>. Otto Harrassowitz, Wiesbaden</p> <p>Hazra, Kanai Lal (1994). <i>Pali Language and Literature</i>. D. K. Print World (P) Ltd., New Delhi</p> <p>Winternitz, M (1991). <i>History of Indian Literature</i>. Munshiram Manoharlal Pvt. Ltd, New Delhi</p> <p>Davids, T. W. Rhys (ed.), <i>Dīgha Nikāya</i>, P.T.S, London, 1958</p> <p>Morris. R and Hardy, E (ed.), <i>Majjhima Nikaya</i>, P.T.S. London, 1985-1900</p> <p>বড়ুয়া, রবীন্দ্র বিজয় (১৯৮০)। <i>পালি সাহিত্যের ইতিহাস</i>, ১ম খণ্ড। বাংলা একাডেমী, ঢাকা</p> <p>ভিক্ষু, শীলভদ্র (১৩৫৩ বঙ্গাব্দ)। <i>দীর্ঘনিকায়</i>, ১ম-৩য় খণ্ড। মহাবোধি সোসাইটি, কলকাতা</p> <p>বড়ুয়া, সুকোমল (১৯৯৮)। <i>কোসল ও মার সংযুক্ত</i>। বাংলা একাডেমী, ঢাকা</p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	Introduction, Formation, Date of Compilation, Moral, Socio-Political and Literary Values of Sutta Pitaka (Prose)	Discussions and Q & A	Individual	1, 10
Week 2	Brahmajāla Sutta of Digha-Nikaya, and Pali Vocabulary.	Discussion, Q& A and Presentation	Group or Individual	2, 9, 10
Week 3	Samannaphala Sutta and Tevijja-Sutta of Digha-Nikaya and Pali Vocabulary	Discussion, Q& A and Assignment	Individual and group	2, 9, 10
Week 4	Dhammacetiya Sutta of Majjhima Nikāya and Pali Vocabulary	Discussion, Q & A and feedback	Individual	3, 9, 10

Week 5	Ariyopariyosena Sutta, and Sabbasaba Sutta of Majjhima Nikāya, and Pali Vocabulary.	Discussion,Q& A and Presentation	Peer	3, 9, 10
Week 6	Vaccagotta samyutta, Marasamyutta, Khanda samyutta, Bhojjango samyutta of Samyutta Nikāya, and Pali Vocabulary.	Discussion, Q & A and Presentation	Peer	4, 9, 10
Week 7	Kammakarana Vagga, Samacitta Vagga, Pudgala Vagga, and Dasadhamma Sutta of Anguttara Nikaya, and Pali Vocabulary.	Discussion, Q & A and Presentation	Peer or Group	5, 9, 10
Week 8	Pali Vocabulary	Discussion, and Q & A	Individual	9
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Literary and socio-religious values of Apaddana, Petavatthu, Vimanavatthu, and Buddhavamsa, and Pali Vocabulary.	Discussion,Q& A and feedback	Individual	6, 9, 10
Week 11	Khuddaka Pāṭha : Dvattimsakāra, Kumāro Panha, Vimanavatthu : Chatta Manavaka Vimana, Kundali Vimana, and Pali Vocabulary.	Discussion,Q& A	Individual	7, 9, 10
Week 12	Udana : Bodhi Sutta, Mucalinda Sutta, Raja Sutta, Ayu Sutta, and Pali Vocabulary.	Discussion, Q & A and Assignment	Individual	9, 10
Week 13		HOLIDAYS		
Week 14	Petavatthu : Tikudda Peta, Mattakundali Peta and revision	Discussion,Q& A and feedback	Individual	8, 9, 10

Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	
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Course Details		Instructor Details	
Course Title	Buddhist House Holder's Disciplinary Code	Course Instructor	
Course Code	PBS :206	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section	N/A22	Office Room	
Class Room		Contact	
Class Time	8.00 am to 5.00 pm	Email	

Introduction

The purpose of the course is to introduce students to the Buddhist disciplinary code of house holders. It will mainly consider the meaning, classification and moral and social values of Buddhist disciplinary code. It will also explore the reciprocal relationship and duties between children and parents, teachers and pupils, husbands and wives, friends and companions, religious teachers and devotees, employers and employees. The course, in particular, will provide the knowledge of socio-religious responsibilities.

Course Objectives

- To learn students with the moral and socio-religious values of the Buddhist disciplinary code along with the classification of house holders.
- To get students acquainted with the Suttas that contained many disciplinary rules along with their essence, ethical values and social impact.
- To expose the various precepts and their socio-religious influences.
- To teach the reciprocal duties and responsibilities of lay Buddhists and members of the Sangha.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10

CLO1: Know the Social and Moral values of Buddhist Disciplinary code and also learn its application in the society.	√	√		√			√		
CLO2: Understand knowledge of the Buddhist house holders and their responsibilities.	√	√		√			√		
CLO3: Identify the subject matter of Sigalovada Sutta and its impact on social life.	√	√		√			√	√	√
CLO4: Apply the teachings of Vyagghapajja Sutta and its role to establish peace and harmony in the society.	√	√		√			√	√	√
CLO5: Discuss the teachings of Dhammika Sutta and Satta Aparihaniya Dhamma along with their role towards the good governance.	√	√		√	√		√		√
CLO6: Explore the messages of Buddha's last preachings and socio-religious impact of the Buddha's last teachings.	√	√		√			√		√
CLO7: Interpret the teachings and influence of five precepts.	√	√		√				√	√
CLO8: Deliver the eight precepts and its role towards the development of moral life.	√	√		√			√	√	√
CLO9: Describe the inner meanings and social impacts of the ten admonitions along with contribution of Vishakha, a great devotee of Buddha's period, towards the Sangha.	√	√		√			√	√	
CLO 10 : elaborate the reciprocal duties and responsibilities between Husband and Wife, Children and Parents, Teacher and Pupil, religious teacher and devotees	√	√		√			√		√

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<ul style="list-style-type: none"> ▪ Social and Moral values of Buddhist Disciplinary code. ▪ Introductory concept, Sources of Householder discipline, Definition of Householder (Grihi), Classification of House Holders. ▪ Digha Nikaya : Sigalovada Sutta, Vyagghapajja Sutta, Dhammika Sutta, Satta Aparihani Dhamma, Mahaparinibbana Sutta. ▪ Pancasila, Atthasila, Cullasila, Majjhimasila, Mahasila
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	<ul style="list-style-type: none"> Ten admonitions (Advices to Visaka) Reciprocal Duties: Husband and Wife, Children and Parents, Teacher and Pupil.
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References (excerpts are available on Google Classroom)	<p>Davids, T. W. Rhys (1958). <i>Dīgha Nikāya</i>, P.T.S, London</p> <p>Chalmers, V. Trecknersnd R. (1887-1902). <i>MajjhimaNikāya</i>, P.T.S, London</p> <p>Barua, Dipak Kumar (2015). <i>Applied Buddhism</i>, Create space Independent Publishing Platform</p> <p>Narayan, S. (1994). <i>Buddhism and World Peace</i>, Inter-India Publications; First Edition.</p> <p>Dhammananda, Sri K (1997). <i>Human Life and Problems</i>, Buddhist Missionary society, Kuala Lumpur, Malaysia</p> <p>Thera, Narada (1998). <i>The Life and Teaching of Buddha</i>, Taiwan</p> <p>Dhammananda, Sri K (1998). <i>Human Life and Problems</i>, Munshiram Manoharlal Publishers Lvt Ltd, Delhi</p> <p>ভিক্ষু, জিনবোধি (২০০৪)। সদ্ধর্ম নীতি মঞ্জুরী, বুদ্ধিস্ট রিসার্চ এন্ড পাবলিকেশন সেন্টার, বাংলাদেশ, চট্টগ্রাম</p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of Course Topics/Content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	Social and Moral values of Buddhist Disciplinary code.	Discussions and Q & A	Individual and peer	1 and 2
Week 2	Introductory concept, Sources of Householder discipline.	Q & A and teacher feedback	Individual and peer	1 and 2
Week 3	Definition of Householder (Grihi), Classification of House Holders.	Q & A and teacher feedback	Individual and peer	1, 2 and 3
Week 4	Digha Nikaya : Sigalovada Sutta, Vyagghapajja Sutta.	Presentation, Peer review Q & A and teacher feedback	Individual and peer	2, 9 & 10

Week 5	Dhammika Sutta, Satta Aparihani Dhamma, Mahaparinibbana Sutta	Discussion & A and teacher feedback	Individual and peer	2, 9 & 10
Week 6	Ten admonitions (Advices to Visaka)	Discussion, Q & A and teacher feedback	Individual	9
Week 7	Pancasila, Atthasila.			1 and 8
Week 8	Cullasila, Majjhimasila, Mahasila	Discussion & A and teacher feedback	Individual and peer	1 and 8
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Reciprocal Duties: Husband and Wife, Children and Parents, Teacher and Pupil.	Discussion Q & A and teacher feedback	Individual and peer	1, 2 and 10
Week 11	Attitude of Buddhism towards Cloning, organ transplantation,	Discussion& A and teacher feedback	Individual	
Week 12	various Bio-medical issues, Other Religions, Vocabulary	Discussion& A and teacher feedback		
Week 13		HOLIDAYS	Individual and peer	7, 8 and 10
Week 14	Revision			
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Pali Semi Canonical Texts	Course Instructor	
Course Code	PBS 207	Designation	Coure Co-ordinator
Prerequisite	Curriculum for undrtgraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section	N/A22	Office Room	
Class Room		Contact	
Class Time	8.00 am to 5.00 pm	Email	

Introduction

The main purpose of the course is to provide students with the knowledge of Pali Semi Canonical Texts, mainly the Milinda Pañha, Nettipakarana and Visuddhimagga. It mainly focuses the literary and doctrinal values of the texts, date of their compilation, their authors, and nature of the subject matters, essence and teachings of the subject matters. It also considers the socio-religious impact of the texts. Moreover, students will have opportunities to study some important Buddhist doctrines and logics of the texts. The course is also aimed to practice moral values intelligibly.

Course Objectives

- To introduce students to the Pali Semi Canonical Texts.
- To introduce students to the teachings of Pali Semi Canonical Texts.
- To discuss the importance of Milinda Pañha.
- To discuss the subject matter of Nettipakarana and its importance.
- To explore the essence and teachings of Visuddhimagga.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs):
The students will be able to

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Know the subject-matter and importance of Pali Semi Canonical Texts.	√	√		√		√				
CLO2: Learn the Concept, Classification and significance of Pali Semi Canonical Texts.	√	√		√		√				
CLO3: Illustrate the subject matter of preface or outer pages of Milinda Panha.	√	√		√		√				
CLO4: Deliver the geography, topography and history of ancient India, particularly Sagal Nagara mentioned in Milinda Panha.	√	√		√		√	√			
CLO5: Gather knowledge on the Characteristics of Saddha, Viriya, Sati, Supina and Nibbana in the light of Milinda Panha. Besides, they will also learn the necessity of practice of above-mentioned topics.	√	√		√		√	√			
CLO6: Realize the wholesome and unwholesome deeds, activities and psychological phenomenon.	√	√		√		√				
CLO7: Describe the subject matter and importance of the study Sixteen Haras and Five Nayas.	√	√		√		√				
CLO8: Elaborate the date of compilation of Visddhimagga and life history of its author.	√	√		√		√				

CLO9: Explain the essence of Sila, Samadhi and Panna and the method of practice of them.	√	√		√		√				
CLO10: Explore the Nomenclature and literary value of Vissuddhimagga.	√	√		√		√				

Teaching-learning Contents

Primary text(all posted on Google Classroom)	Course Contents A. Milinda Pañha : <ul style="list-style-type: none"> Literary and Doctrinal Values Date of compilation, About Author, Bahira Nidanakatha, Mendaka Panha Saddhā Viriya Sati Supina Nibbana B. Nettipakarana : <ul style="list-style-type: none"> * Literary and Doctrinal Values * Uddesabara * Niddesabara * Sixteen Haras * Five Nayas C. Visuddhimagga : <ul style="list-style-type: none"> * Nomenclature * Literary Value * Date of Compilation * Life of Author * Sila Niddesa * Samadhi Niddesa * Panna Niddesa. d. Pali Vocabulary
References (excerpts are available on Google Classroom)	Text and Reference Books: Trenckner, V (1880). <i>Milindapanha</i> , P.T.S. London Warren, H. C (ed.) (1950). <i>Visuddhimagga</i> , Cambridge/Mass, HOS E. Hardy (ed.), (1902). <i>Nettipakarana</i> , P.T.S. London Bhikkhu Nanamoli (1951). <i>The Path of Purification</i> , Colombo Law, B. C. (2000). <i>History of Pali Literature</i> , Indica Books, Varanasi Oskar von Hinuber (1996). <i>A Handbook of Pali Literature</i> , Walter de Gruyter, Berlin Winternitz, M. (1991). <i>History of Indian Literature</i> , Munshiram Manoharlal Publishers Pvt Ltd., New Delhi, (reprint) বড়ুয়া, রবীন্দ্র বিজয় (১৯৮০)। পালি সাহিত্যের ইতিহাস, প্রথম ও দ্বিতীয় খণ্ড, বাংলা একাডেমী, ঢাকা বড়ুয়া, রেবতপ্রিয় (১৯৯২)। বিশুদ্ধিমার্গে বৌদ্ধ তত্ত্ব, বাংলা একাডেমী, ঢাকা

	মহাভবিবর, ধর্মাদার (অনু.) (১৯৯৫)। মিলিন্দ প্রশ্ন, ধর্মাদার বৌদ্ধ গ্রন্থ প্রকাশনী, কলকাতা ভিক্ষু, জিনবোধি (২০১০)। বৌদ্ধ দর্শনে বিমুক্তিমার্গ, বাংলা একাডেমী, ঢাকা মহাভবিবর, শান্ত রক্ষিত (১৯৬৫)। নেতিপ্রকরণ, চট্টগ্রাম ব্রহ্মচারী, শীলানন্দ (১৯৯৮)। বিমুক্তিমার্গ পরিক্রমা, চট্টগ্রাম
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Pali Semi Canonical texts	Discussions and Q & A	Individual and peer	1, 2,
Week 2	Literary and Doctrinal Value of Milinda Pañha	Q & A and teacher feedback	Individual and peer	2
Week 3	Author and Date of Compilation of Milinda Panha	Q & A and teacher feedback	Individual and peer	2
Week 4	Bahira and Nidana Katha of Milinda Panha	Presentation, Peer review, Q & A and teacher feedback	Individual and peer	3
Week 5	Minlinda Panha: Saddha, Viriya,	Discussion & A and teacher feedback	Individual	3
Week 6	Sati, Supina and Nibbana	Discussion, Peer review, Q & A and teacher feedback	Individual and peer	1,4
Week 7	Literary and Doctrinal values of Nettipakarana	Discussion, Q & A and teacher feedback	Individual	1
Week 8	Uddesabara and Niddessabara	Discussion, Q & A and teacher feedback		1 and 4
Week 9	Revisions 1 st Midterm (dd/mm/yy)			

Week 10	Sixteen Haras and Five Nayas	Discussion & A and teacher feedback	Individual and peer	1 and 4
Week 11	Nomenclature and literary value of Vissuddimagga, Date of Compilation of Visuddhimagga and Life of its Author	Discussion & A and teacher feedback	Individual and peer	1,2 and 6
Week 13		HOLIDAYS		
Week 14	Sila Niddesa, Samadhi Niddesa, Panna Niddesa, Vocabulary	Discussion & A and teacher feedback	Individual and peer	8, 9 and 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Bangladesh Studies	Course Instructor	
Course Code	PBS 208	Designation	
Prerequisite	Curriculum for undrtgraduate programme	Office Room No.	
Course Type	GED	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introductio

The aim of this course is to provide students with a comprehensive study of Bangladesh since its independence in 1971. It introduces students to the history, politics, economy, society, culture and heritage of Bangladesh. In addition, this course will focus on the geography and demography of Bangladesh, constitutional development, and foreign policies of Bangladesh.

Course Objectives

The objectives of this course are to:

- give an overview of the historical development of Bangladesh as a nation state.
- familiarize the students about the socio-political, economic, religious and cultural features of Bangladesh and their development process.
- explore the natural features, flora and fauna, minerals, resources of Bangladesh and their influences to the national development.
- familiarize the pupils with government, governance, policies, plans and various development strategies.
- encourage students to offer the best service to build the nation and develop students as patriotic citizens of Bangladesh.

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

The students will be able to-

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO-1: Demonstrate a thorough understanding of Bangladesh's rich heritage, geography, demography, socio-economic, religious, cultural and political development and their influences to the nation building.										
CLO-2: Examine the functioning of the constitution of Bangladesh, various socio-political institutions, and different constitutional bodies, by assessing their influence on political governance.										
CLO-3: Design brief solutions for sustainable development and the integration of 4IR to address diverse environmental and educational concerns and resource management to formulate further strategies for the state.										
CLO-4: Assessing various development procedures and their rationale to the world context by examine economic, communicative and development policies.										
CLO-5: Critically analyse the factors influencing Bangladesh's socio-economic development, foreign policies, and security concerns.										
CLO-6: Build critical reading and writing skills by developing the ability to explain and interpret historical and socio-political scholarship.										

Teaching-learning Contents

Primary texts (all posted on Google Classroom)	<p>1. Geography and demography of Bangladesh: Geographical features and geopolitical importance of Bangladesh- Influences of geography on the politics, society, economy, religion and culture of Bangladesh. Demographic features – population, ethnic composition, religious communities in Bangladesh.</p> <p>2. Emergence of Bangladesh: Historical backgrounds - Partition of Bengal in 1905, Lahore Resolution of 1940, Partition of India and the emergence of Pakistan in 1947. Development of Bengali Nationalism: Language Movement in 1952 and other significant events - Liberation War of 1971 and the emergence of Bangladesh.</p> <p>3. Constitution of Bangladesh: The constitution of Bangladesh of 1972 and its characteristics- the amendments of the constitution up to recent times.</p> <p>4. Political development in Bangladesh: Political parties in Bangladesh - Development of democracy, democratic movements and the governments of Bangladesh. State organs:</p>
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	<p>legislature, executive and judiciary. Formation, jurisdictions and functions of Central and Local governments, E-Governance.</p> <p>5. Education of Bangladesh: Education systems: Primary, Secondary and Tertiary education. National Education Policies - Role of education in human resource development.</p> <p>6. Economy of Bangladesh: Economic developments in Bangladesh-Fiscal and monetary policy: Budget, Executive Committee of the National Economic Council (ECNEC), Central and Commercial banks, Insurances, Share markets- Economic Organizations and their roles- Contribution of agriculture, industries and Readymade Garments (RMG) to the Gross Domestic Products (GDP) of Bangladesh- Exports and imports- Economic growth and poverty alleviation in Bangladesh.</p> <p>7. Development Strategies and Policies: Short term and Long term Development Strategies: 05 Years development Plan, Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs) – Role of NGOs in socio-economic development – Women empowerment- The Fourth Industrial Revolution (4IR) etc.</p> <p>8. Foreign Policy and Security Strategies of Bangladesh: Principles and determinants of Bangladesh's foreign policy. Foreign policy of Bangladesh since 1972. Traditional and non-traditional Security strategies of Bangladesh.</p> <p>9. Resources and Conservation: Types of resources - natural and others. Conservation of natural resources of Bangladesh – flora, fauna, natural resources etc.- Water resource management in Bangladesh- Natural disasters and their management.</p> <p>10. Society and Culture of Bangladesh: Features of the society, Social problems and remedies – moral and ethical values, Civil Society- Art and Literature of Bangladesh: Languages of Bangladesh, Noted literary works, Performing Arts (theater, dance and music, paintings), movies, festivals, mass media, sports, heritage sites of Bangladesh etc.</p> <p>♦ Teacher(s) may instruct students to submit an assignment based on field trip to a historical site or on selected literary works, theater, dance, songs, movies and on any other topics of interest.</p>
References (excerpts will be made available on Google Classroom)	<p>সহায়ক গ্রন্থ :</p> <ol style="list-style-type: none"> 1. ইসলাম সিরাজুল, (১৯৯২), <i>বাংলাদেশের ইতিহাস ১৭০৪-১৯৭১</i>, ১ম-৩য় খণ্ড, বাংলাদেশ এশিয়াটিক সোসাইটি, ঢাকা। 2. ড. মো. মাহবুবুর রহমান (১৯৯৯), <i>বাংলাদেশের ইতিহাস: ১৯৪৭-৭১</i>, সময় প্রকাশন, ঢাকা। 3. ড. আবু মোঃ দেলোয়ার হোসেন (২০০৮), <i>বাংলাদেশের ইতিহাস: ১৯০৫-১৯৭১</i>, বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা। 4. মো. এমরান জাহান ও মোহাম্মদ ছিদ্দিকুর রহমান খান (২০১৮), <i>বাংলাদেশের ইতিহাস: ১৯৭২-২০১৪</i>, অবসর, ঢাকা। 5. এএসএম মাহমুদুল হক (২০১৯), <i>বাংলাদেশের সংবিধান ও প্রাসঙ্গিক আলোচনা (সর্বশেষ সংশোধনীসহ)</i>, সুফি প্রকাশনী, ঢাকা। 6. এম. এম. আকাশ (২০০৪), <i>বাংলাদেশের অর্থনীতি: অতীত বর্তমান-ভবিষ্যৎ</i>, প্যাপিরাস, ঢাকা। 7. আনিসুজ্জামান (১৯৬৪), <i>মুসলিম মানস ও বাংলা সাহিত্য</i>, বাংলা একাডেমী, ঢাকা। 8. মৃদুল কান্তি চক্রবর্তী (১৯৯৯), <i>হাজার বছরের বাঙালি গান</i>, প্যাপিরাস, ঢাকা। 9. সুধীর চক্রবর্তী (২০০০), <i>গান হতে গানে</i>, পত্রলেখা, কলকাতা। 10. সুকুমার বিশ্বাস (১৯৯৮), <i>বাংলাদেশের নাট্যচর্চা ও নাটকের ধারা</i>, বাংলা একাডেমী, ঢাকা। 11. গোলাম মুরশিদ (২০০০), <i>হাজার বছরের বাঙালি সংস্কৃতি</i>, অবসর প্রকাশনী, ঢাকা। 12. শরীফ উদ্দিন আহমেদ সম্পাদিত (২০২১), <i>ঢাকা বিশ্ববিদ্যালয় ইতিহাস ও ঐতিহ্য ১ম ও ২য় খণ্ড</i>, ঢাকা বিশ্ববিদ্যালয়, ঢাকা। 13. মোতাহার হোসেন চৌধুরী (২০১০), <i>সংস্কৃতি-কথা, নগরোজ কিতাবিস্তান</i>, ঢাকা। 14. Haroun Er Rashid (2020), <i>Geography of Bangladesh</i>, Routledge.

15. Dr. Shireen Hasan Osmani (2014), *Evolution of Bangladesh*, A H Development Publishing House, Dhaka.
 16. Harun-or-Roshid (2015), *The Foreshadowing of Bangladesh: Bengal Muslim League and Muslim Politics, 1906-1947*, The University Press Limited, Dhaka.
 17. Archer K Blood (2002), *The Cruel Birth of Pakistan: Memoirs of an American Diplomat*, The University Press Limited, Dhaka.
 18. Akbar Ali Khan (1996), *Discover of Bangladesh*, University press limited (UPL), Dhaka.
 19. [Dilara Choudhury](#) (1997), *Constitutional Development in Bangladesh: Stresses and Strains*, Oxford University Press.
 20. Rounaq Jahan (2017), *Bangladesh Politics: problems and Issues*, (New expanded edition), University Press Limited, Dhaka.
 21. [Raunaq Jahan \(2015\)](#), *Political Parties in Bangladesh Challenges of Democratization*, Prothoma Prokashan, Dhaka.
 22. Bhuiyan Kabir and Md. Monwar, (1999), *Politics of Military Rule and Dilemma of Democratization in Bangladesh*, New Delhi.
 23. A. Alim (1974), *An Introduction to Bangladesh Agriculture*, Swedesh Printing Press, Dhaka.
 24. SM Bokhtiar, Syed Samsuzzaman & Jiban Krishna Biswas (2023), *100 Years of Agricultural Development in Bangladesh*, Bangladesh Agricultural Research Council, Dhaka.
 25. [Anisuzzaman](#), Shamsuzzaman Khan, [Syed Monjurul Islam](#) (2011), *Festivals of Bangladesh*, [Nympha Publication](#), Dhaka
 26. Azizur Rahman Khan (2015), *The Economy of Bangladesh*, Springer, The USA.
 27. *The Millennium Development Goals, Bangladesh progress Report*, GED planning Commission, BBS, Dhaka.
 28. [Harun Ur Rashid \(2005\)](#), *Bangladesh Foreign Policy: Realities, Priorities and Challenges*, Academic Press and Publishers Library, Dhaka.
 29. [Manzoor Ahmed](#) (2011), *Education in Bangladesh*, BRAC University Press, Dhaka.
 30. A. K. Nazmul Karim (1980), *The Dynamics of Bangladesh Society*, New Delhi.
 31. A. F. Salahuddin Ahmed and Bazlul Mobin Chowdhury, (edited), (2004), *Bangladesh: National Culture and Heritage*, Independent University, Dhaka.
 32. N. K. Singh (2003), *Bangladesh: Art and Literary Heritage*, Motilal Books, India & UK.
 33. Nazimuddin Ahmed (1984), *Discover the Monuments of Bangladesh*, The University Press Limited, Dhaka.
- N.B.: In addition to the books listed above, course teachers can refer students to other study materials.

The course is taught by engaging students in discussions through interactions between students and teachers. It follows a student-centered teaching-learning mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners'

individual and peer performances. Field trips may be a part of this course for peer learning.

Mode of teaching

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Geography and demography of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 2	Emergence of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 3	Emergence of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 4	Constitution of Bangladesh	Presentation, Peer review, Q&A and teacher's feedback	Individual and peer	
Week 5	Political development in Bangladesh	Discussion, Q&A and teacher's feedback	Individual	
Week 6	Education of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 7	Economy of Bangladesh	Discussion, Peer review, Q&A and teacher's feedback	Individual and peer	
Week 8	Economy of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 9	1 st Midterm (dd/mm/yy)		Individual	
Week 10	Development Strategies and Policies	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 11	Foreign Policy and Security Strategies of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 12	Resources and Conservation	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 13		HOLIDAYS		
Week 14	Society and Culture of Bangladesh	Discussion, Q&A and teacher feedback	Individual and peer	

Week 15	Society and Culture of Bangladesh	Discussion, Peer Review, Q&A and teacher's feedback	Individual and peer	
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Assessment and evaluation

Assessment strategy	Marks distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative	
1 st mid	10%	Summative	
2 nd Mid	10%	Summative	
Quiz	10%	Continuous Assessment	
Assignment & Presentation	10%	Continuous Assessment	
Attendance	10%	Continuous Assessment	
Total	100%		

Course Details		Instructor Details	
Course Title	Vinaya Pitaka and Buddhist Principles	Course Instructor	
Course Code	PBS 301	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	Course Co-ordinator
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section	N/A22	Office Room	
Class Room		Contact	
Class Time	8.00 am to 5.00 pm	Email	

Introduction

The course contributes to the knowledge of Vinaya Pitaka (Buddhist Principles). It mainly explores Buddhist Principles that are mandatory for buddhist Monks and Nuns. It, in particular, discusses the meaning of the rules mentioned in the Vinaya Pitaka, ethical and judicial values, application of the rules in monastic life, way of life of the monks and nuns, violation of the rules and degree of punishment and accounts of first and second Buddhist council. Finally, the course covers the study of Vinaya Pitaka.

Course Objectives

- To introduce students to the rules of the Vinaya Pitaka(Buddhist Principles).
- To enrich the knowledge regarding monastic life and code of conduct.
- To introduce students to ethical values and judicial impacts of Patimokkha.
- To expose the socio-religious values of Mahavagga.
- To provide knowledge on Cullavagga.
- To explore clear idea about the subject matter of Parivara Patho.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs):
The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the meaning, importance, ethical values and judicial impacts of Pātimokkha.	√	√		√			√		√	
CLO2: Understand the social, religious values of Patimokkha.	√	√		√			√		√	
CLO3: Understand the nature of ecclesiastical punishment for the violation of Parajika and Sanghadises rules.	√			√	√				√	
CLO4: Realize the socio-religious values of Mahavagga.	√	√		√					√	
CLO5: Assess Mahakhandha, Uposatha (Fasting) and Pravaraṇa in the light of Mahāvagga.	√	√		√						
CLO6: Explain the objectives of taking medicine in the light of Buddhist view.	√			√	√		√		√	
CLO7: Illustrate the significance of the subject matter of Kammakkhandhaka, Parivassikkhandhaka and Samathakkhandhaka on the basis of Cullavagga.	√			√			√		√	
CLO8: Explore the teachings of Senasakkhandhaka and Vattakkhandhaka.	√			√			√		√	
CLO9: Explain the essence of Khuddanukhuddaka and Sikkapadam along with their importance.	√			√			√		√	
CLO10: Clarify the religious values of Parivaropado.	√	√		√					√	

Teaching-learning Contents

Primary text (all posted on Google	Pātimokkha : Social, Ethical, Religious Values and Judicial Impact Topics
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Classroom)	<ul style="list-style-type: none"> ▪ Pārajikā ▪ Sanghadisesa ▪ Aniyata, Nissaggiya ▪ Pacittiya ▪ Patidesaniyadhamma ▪ Sekiya ▪ Adhikaranasamatha <p>Mahāvagga : Socio-Religious values</p> <p>Topics</p> <ul style="list-style-type: none"> ▪ Mahākhanda ▪ Uposatha, Pavāra ▪ Vesajjakhandhaka ▪ Kathinakkhandhaka ▪ Civarakkhandhaka <p>Cullavagga : Socio-Religious values</p> <p>Topics</p> <ul style="list-style-type: none"> ▪ Kammakkhandhaka ▪ Parivasikkhandhaka ▪ Samathakkhandhaka ▪ Senasanakkhandhaka ▪ Vattakkhandhaka ▪ Khuddanukhuddaka ▪ Sikkapadam <p>ParivāraPātho : Religious values</p> <p>Topics</p> <ul style="list-style-type: none"> ▪ Bhikkhuvibhanga and ▪ Bhikkhuvibhanga ▪ Pali Vocabulary
References (excerpts are available on Google Classroom)	<p>Oldenberg, Herman (ed.) (1967-1982). <i>Vinaya Pitakam</i>, 5 vol., P.T.S. London</p> <p>Dutt, N. (1941) <i>Early Monastic Buddhism</i>, Calcutta Oriental Press Ltd.</p> <p>Frauwallner E (1956). <i>The Earliest Vinaya, and the Beginner of Buddhist Literature</i>, Oriental Roma</p> <p>DuttSukumar (1924). <i>Buddhist Monarchism</i>, Kegan Paul, Trench, Trubner & Co. Ltd., London</p> <p>Dutt,Sukumar (2000).<i>Buddhist Monks and Monasteries in India</i>, Motilal Banarsidass Publishers Pvt Ltd., Delhi, (rep.)</p> <p>Barua, Sumangal, (1997).<i>Buddhist Council and Development of Buddhism</i>, Atish Memorial Publishing Society, Calcutta</p> <p>Barua,Rabindra Vijay (1978). <i>The Theravada Sangha</i>, The Asiatic Society ofbangladesh, Dhaka</p> <p>Pachow, A(1988).<i>Comparative Study of the Pratimoksha</i>, Kegan Paul,</p>

	<p>Trench, Trubner & Co. Ltd., London</p> <p>Benerjee A. C. (1973). <i>Patimokkha</i>, The World Press Privat Ltd., Calcutta</p> <p>ভিক্ষু, ভদন্ত বুদ্ধবংশ (অনু.) (২০০৭)। <i>পারাজিকা</i>, প্রজ্ঞাবংশ সঙ্ঘ প্রকাশনী, চট্টগ্রাম</p> <p>মহাথের, ভদন্ত প্রজ্ঞাবংশ (অনুবাদ) (২০০৭)। <i>বিনয় পিটকে পরিবার পাঠ</i>, ১ম ও ২য় খণ্ড, শ্রদ্ধাবান উপাসক উপাসিকা কৃতক প্রকাশিত, চট্টগ্রাম</p> <p>ভিক্ষু, ভদন্ত করুণাবংশ (অনুবাদ) (২০০৭)। <i>বিনয় পিটকে পাচিভিয়</i>, শ্রদ্ধাবান উপাসক উপাসিকা কৃতক প্রকাশিত, চট্টগ্রাম</p> <p>মহাথেরো, ভিক্ষু জে. প্রজ্ঞাবংশ (অনুবাদ) (১৯৯৭)। <i>মহাবর্ণপরিচয়মা</i>, বেনীমাধব বড়ুয়া ও মালতী প্রভা বড়ুয়া কৃতক প্রকাশিত, চট্টগ্রাম</p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Ethical values and judicial impacts of Pātimokkha	Discussions and Q & A	Individual and peer	1 and 2
Week 2	Pārajikā and Sanghadisesa	Q & A and teacher feedback	Individual and peer	1 and 2
Week 3	Aniyata, Nissaggiya and Pacittiya	Q & A and teacher feedback	Individual and peer	1 and 2
Week 4	Patidesaniya Dharma and Sekiya	Presentation, Peer review, Q& A and teacher feedback	Individual and peer	1 and 2
Week 5	Adhikarana Samatha, Upasampadā	Discussion & A and teacher feedback	Individual and peer	1 and 2
Week 6	Socio-Religious values of Mahāvagga Mahākhanda, Upasatha and Pavāra	Discussion, Peer review, Q & A and teacher feedback	Individual and peer	3 and 4

Week 7	Vesajakkhandhaka Kathinakkhandhaka and Civarakkhandka	Discussions and Q & A	Individual	5
Week 8	Socio-Religious values of Cullavagga Kammakkhandhaka, Parivasikkhandhaka.	Discussions and Q & A		1 and 6
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Samathakkhandhaka	Discussion & A and teacher feedback	Individual and peer	1 and 7
Week 11	Senasanakkhandhaka and Vattakakkhandhaka	Discussion & A and teacher feedback	Individual and peer	1 and 7
Week 13		HOLIDAYS		
Week 14	Khuddanukhuddaka Sikkapadam Vocabulary	Discussion & A and teacher feedback	Individual and peer	1 and 8
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Buddhism in Bangladesh	Course Instructor	
Course Code	PBS 302	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The main purpose of the course is to introduce the students to the knowledge of Buddhism in Bangladesh. It is mainly designed in order to explore the knowledge of historical and cultural revolution of Bangladeshi Buddhism. It discusses when and how Buddhism was spread in Bangladesh, the condition of Buddhism in Asokan era, Gupta era, Pala era, and Sen-Varman and Muslim Period. Besides, it also focuses on the causes of Decline of Buddhism, Reformation of Theravada Buddhism in Bangladesh along with contemporary socio-religious Rites, Rituals and Festivals. Moreover, it also helps students to learn about the Buddhist Ethnic Groups in Bangladesh.

It will enrich students logical, critical and analytical understanding of the aforesaid topics.

Course Objectives

The objectives of this course are :

- To introduce students to the knowledge of historical and cultural development of Buddhism in Bangladesh.
- To provide knowledge on socio-religious Rites, Rituals and Festivals observed by the Buddhist of Bangladesh.
- To make them understand the Buddhist ethnic groups of Bangladesh and the differences among their socio-religious cultures.
- To enrich students analytical knowledge of Bangladeshi Buddhism and its culture.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)Identify	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn as to the Routes of Introduction of Buddhism in Bangladesh along the condition of Buddhism in Buddha's period.	√	√				√				
CLO2: Identify the Condition of Buddhism in Bangladesh from Ashokan Period to Post Ashokan Period.	√	√				√	√			
CLO3: Interpret the Condition of Buddhism from First Century to Gupta Period.	√	√				√	√			
CLO4: Deliver the Nature of Buddhism between Pala and Post Pala Period.	√	√				√				
CLO5: Explore the Political role of Sena-Varman Dynasties towards the Buddhism.	√	√				√				
CLO6: Explore critically the Condition of Buddhism during Muslim Invasion and rule.	√	√				√				
CLO7: Critically Analysis the Causes of		√				√	√			

Decline of Buddhism in Bangladesh.										
CLO8: Demonstrate the Role of British Ruler and the happenings of Reformation of Theravada Buddhism in Bangladesh.	√	√				√	√		√	
CLO9: Explain the meaning and understanding of Contemporary Socio-Religious Rites, Rituals and Festivals of Buddhists in Bangladesh along with the identity of Buddhist Ethnic Groups of Bangladesh and Pali Words (Vocabulary).	√	√				√	√		√	
CLO10: Write books on Buddhism which help to achieve the goal of SDG.	√	√				√	√		√	

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<ul style="list-style-type: none"> ▪ History of Buddhism in Bangladesh : Buddha's Period to 19th Century. <ul style="list-style-type: none"> i) History of Buddhism in Buddha's Period. ii) History of Buddhism in Ashokan Period. iii) History of Buddhism in Post Ashokan. iv) History of Buddhism : First Century to Gupta Period. v) History of Buddhism: Pala and Post Pala Period. vi) History of Buddhism: Sena-Varman Period and Muslim Period. vii) Decline and Causes of Decline of Buddhism. viii) Reformation of Theravada Buddhism in Bangladesh. ▪ Culture : Contemporary Socio-Religious Rites, Rituals and Festivals <ul style="list-style-type: none"> i) Religious Rites, Rituals and Festivals ii) Social Culture : Social Events : Birth to Death ▪ Introduction of Buddhist Ethnic Groups in Bangladesh <ul style="list-style-type: none"> i) Barua, ii) Chakma, iii) Marma, iv) Rakhain
References (excerpts are	Majumdar, R. C. ed. (1943). <i>History of Bengal</i> . vol. 1., University of Dhaka, Dhaka

available on Google Classroom)	<p>Smith, V. A. (1924). <i>Early History of India including Alexander's Campaigns</i>. Humphrey Milford Press, Oxford</p> <p>Hazra, Kani Lal (1982). <i>The Rise and Decline of Buddhism in India</i>. Munshiram Manoharlal Publishers Pvt. Ltd., Delhi</p> <p>Hazra, Kani Lal (1983). <i>Buddhism in India as Described by the Chinese Pilgrims A.D. 399-689</i>, Munshiram Manoharlal Publishers Pvt. Ltd., Delhi</p> <p>Mitra, R. C. (1954). <i>Decline of Buddhism in India</i>. Visva Bharati, Shantiniketan</p> <p>Barua, Dilip Kumar & Ando, Mitsuru (2002). <i>Syncretism in Bangladeshi Buddhism</i>. Nagoya</p> <p>Chakma, Nani Kumar (1983). <i>Chittagong Hiltracts and Buddhism</i>. Parbatya Bouddha Sangha, rangamati, 1983</p> <p>আলম, মাহবুব (১৯৬৫)। <i>চট্টগ্রামের ইতিহাস</i>। মায়ালোক প্রকাশনী, চট্টগ্রাম</p> <p>দাস, আশা (১৯৬৯)। <i>বাংলা সাহিত্যে বৌদ্ধধর্ম ও সংস্কৃতি</i>। কলিকাতা বুক হাউজ, কলিকাতা</p> <p>সেন, দীনেশ চন্দ্র (১৯৯৩)। <i>বৃহৎ বঙ্গ</i>। দেজ পাবলিশিং, কলিকাতা</p> <p>বড়ুয়া, নূতন চন্দ্র (১৯৮৬)। <i>চট্টগ্রামের বৌদ্ধ জাতির ইতিহাস</i>। কসুম কুমার বড়ুয়া ও চম্পা বড়ুয়া কতক প্রকাশিত, চট্টগ্রাম</p> <p>রায়, নীহাররঞ্জন (১৮০২ বঙ্গাব্দ)। <i>বঙ্গালীর ইতিহাস : আদি পর্ব</i>। দেজ পাবলিশিং, কলিকাতা</p> <p>ভিক্ষু, সুনীথানন্দ (১৯৯৮)। <i>বাংলাদেশের বৌদ্ধ বিহার ও ভিক্ষু জীবন</i>। বাংলা একাডেমী</p> <p>ছবি, ভদন্ত প্রভঞ্জনদ্রষ্টা (১৯৮৭)। <i>পশ্চিম বঙ্গের বৌদ্ধ ধর্ম ও সংস্কৃতি</i>। বোধেন্দু বড়ুয়া কর্তৃক প্রকাশিত, কলিকাতা</p> <p>খান, আবদুল মাবুদ (১৯৯৮)। <i>বান্দরবন জেলার মারমা সম্প্রদায়</i>। ঢাকা</p> <p>বড়ুয়া, জিতেন্দ্র লাল (২০১৮)। <i>বাংলাদেশে বৌদ্ধধর্ম ও বৌদ্ধ সম্প্রদায়</i>। জাতীয় সাহিত্য প্রকাশ, ঢাকা</p> <p>বড়ুয়া, ড. সুকোমল (১৯১৭)। <i>বাংলাদেশের বৌদ্ধ সম্প্রদায় : ইতিহাস, ঐতিহ্য ও পূর্বাশ্রম</i>। বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ঢাকা</p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Buddhism in Bangladesh during Buddha's Period and Pali Vocabulary	Discussions, and Q & A	Individual	1, 9, 10
Week 2	Buddhism in Bangladesh during Ashokan and Post Ashokan Period and Pali	Discussion, and Q & A.	Individual	2, 9, 10

	Vocabulary			
Week 3	Buddhism in Bangladesh : From First Century to Gupta Period and Pali Vocabulary	Discussion, and Q& A.	Individual and peer	3, 9, 10
Week 4	Buddhism in Bangladesh : From Pala Period to Post Pala Period and Pali Vocabulary	Discussion, Q & A., Assignment, feedback	Individual and peer	4, 9, 10
Week 5	Origin, Development and Essence of Mahayana and Tantric Buddhism in Pala and Post Pala Period	Discussion, Q & A and feedback	Individual and group	4, 10
Week 6	History of Buddhism : Sen- Varman and Muslim Period	Discussion, Q & A and Assignment, feedback	Individual and group	5, 10
Week 7	Causes of Decline of Buddhism and Reformation of Theravada Buddhism in Bangladesh : British Period	Discussion, Q & A.,	Individual and peer	7, 8, 10
Week 8	Pali Vocabulary	Discussion, and Q& A.	Individual	9, 10
Week 9	Revisions 1 st and 2 nd Midterm (dd/mm/yy)			
Week 10	Contemporary Buddhist Religious Rites, Rituals and Festivals in Bangladesh	Discussion,Q& A and Report, feedback	Individual and peer	9, 10
Week 11	Contemporary Buddhist Social Events in Bangladesh : From Birth to Death	Discussion,Q& A and Assignment, feedback	Peer and group	9, 10
Week 12	Buddhist Ethnic Groups of Bangladesh	Discussion,Q& A and Report, feedback	Peer and group	9, 10
Week 13		HOLIDAYS		
Week 14	Buddhist Ethnic Groups of Bangladesh.	Discussion,Q& A and Report, feedback	Peer and group	9, 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Pali Applied Grammar and Translation	Course Instructor	
Course Code	PBS 303	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8.00 am to 5.00 pm	Email	

Introduction

This course focuses on the basic formulas and methodology of application of Pali Grammatical rules and formulas in Pali Sentences. It also explores the techniques of translation from Pali to Bengali and Bengali to Pali by using Pali grammatical formulas and rules. It will develop the logical, critical and analytical understanding of the students as to application of Pali grammatical rules and formulas.

Course Objectives

- To provide the knowledge of formulas of the following declension :
 - U and Ū Stem (Sabdarupa U and Ū Stem)
 - Ka (Who), Kim (what), Ya (Which).
- To teach the application of U, Ū, Ka (Who), kim (what) and Ya (Which) Stems Declension and Formation of verb.
- To equip with the analytical knowledge of the rules of Pali Syntax.
- To enrich the knowledge of application and identification of Compound (Samasa), Case ending (Karaka), Incomplete verb, Causative verb, Participle, Desiderative verb, Transitive verb and Intransitive verb, Indeclinable etc. in Pali Sentences.
- To develop the skills of reading and translation of Pali Text.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO 1: Understand the application of Formulas and Rules of Pali Grammar.	√			√	√		√	√		
CLO 2: Apply the formulas of the following Pali Declension (Sabdarupa): U and Ū Stem (Sabdarupa), Declension – Ka (Who), Kim	√			√			√			

(what) and Ya (Which) Stems.										
CLO 3: Interpret the method of using above declensions and various verbs in making Pali sentences.	√			√			√			
CLO4: Explore, apply and identify the following terms in Pali Sentences : Case ending (Kāraka), Incomplete verb, Causative verb, Participle, Desiderative verb, Transitive verb and Intransitive verb, Compounds, Indeclinable etc.	√			√			√	√	√	
CLO5: Compare the rules of Pali and Bengali Grammar and create new idea as to the application of them in making sentences.	√			√			√	√		
CLO6: Organize the relevant information of Pali Syntax and Compound and apply them in making Pali Sentences.	√			√			√	√		
CLO7: Apply the Pali Vocabulary in making Sentences in pali language.	√			√			√	√		
CLO8: Innovate new ideas as to translation from Bengali to Pali and Pali to Bengali by using Pali words or vocabularies.	√			√			√	√		
CLO9: Develop the reading and writing skills of Pali texts and solve the problems of Pali Grammatical errors.	√			√			√	√		
CLO 10: Earn foreign currency through Translating Pali Texts or Exploring information from Pali Texts that help to achieve the goal of SDGs.	√			√					√	√

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<p>A, Declension – U and Ū Stem (Sabdarupa U and Ū Stem Stem), Ka (Who), Kim (what) and Ya (Which) Stems</p> <p>B. Application and Identification of :</p> <ol style="list-style-type: none"> Case ending (Karaka) Incomplete verb Causative verb Participle Desiderative verb Transitive verb and Intransitive verb Compound (Samasa) Indeclinable Rules of Pali Syntax and Its application. Pali Vocabulary Translation by using above topics.
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	14. Pali Text Translation.
References (excerpts are available on Google Classroom)	<p>মহাশ্বেত, জ্ঞানীশ্বর (১৯৬৮)। <i>পালি প্রবেশ</i>. রেন্ডন মিশন প্রেস, চট্টগ্রাম</p> <p>বড়ুয়া, পি. আর. (১৯৮৪)। <i>পালি প্রকাশ</i>. নালন্দা, আন্দরকিন্দ্রা, চট্টগ্রাম</p> <p>মুৎসুদ্দি, নিরোদ এবং মুৎসুদ্দি, ভূপেন্দ্রনাথ (১৯৮৪)। <i>পালি ব্যাকরণ ও অনুবাদ</i>. মহাবোধি সোসাইটি, কলিকাতা</p> <p>বড়ুয়া, নতুন চন্দ্র (১৯৬৬)। <i>পালি ব্যাকরণ ও সহজ অনুবাদ শিক্ষা</i>. চট্টগ্রাম</p> <p>বড়ুয়া, দিলীপ কুমার ও বড়ুয়া, শান্ত (২০১৮)। <i>পালি ভাষার সহজ ব্যাকরণ</i>. জাতীয় সাহিত্য প্রকাশ, ঢাকা</p> <p>বড়ুয়া, বিমান চন্দ্র (২০১৪)। <i>পালি মঞ্জুসা</i>. পালি এড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়</p> <p>Buddhadatta, A. P. (1966). <i>A New Pali Course</i>. P.T.S. London</p> <p>Geiger, Wilhelm (1996). <i>Pali Literature and Language</i>. Motilal Baranasisdass, Delhi</p> <p>Maitreya, Ven. B. Ananda (1986). <i>Pali Made Easy</i>. Anuradhapura University, Sri Lamka</p> <p>Perniola, V (1998). <i>Pali Grammar</i>. Peridenia University, Kandy</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Lignment of course topics/content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	Formulas of Declension and its Application : U and Ū Stem (Sabdarupa),	Discussions and Q & A, Presentation, teacher feedback	Individual	1, 2, 3, 4 and 8
Week 2	Formulas of Declension and Its Application : Ka (Who), Kim (what) and Ya (Which)	Discussions and Q& A Presentation Paper and teacher feedback	Individual and Group	1, 2, 3, 4 and 8
Week 3	Use of Above mentioned Declensions along with verbs.	Discussion, Q& A, Presentation Paper and teacher feedback	Individual and peer	1, 2, 3, 4 and 8
Week 4	Application and Identification of Case ending (Karaka) and Incomplete verb.	Discussion and Q & A Presentation Paper and teacher feedback	Individual and peer	4, 5, 8 and 9
Week 5	Application and Identification of Causative verb.	Discussion, Q& A, Quiz, Presentation Paper	Individual and peer	4, 5, 8 and 9

Week 6	Application and Identification of Participle.	Discussion and Q & A, Presentation Paper and teacher feedback	Individual and peer	4, 5, 8 and 9
Week 7	Application and Meaning of Pali Vocabulary	Discussion, Q& A, Quiz, Presentation Paper	Individual and peer	3, 8, 9 and 10
Week 8	Application and Meaning of Pali Vocabulary	Discussion, Q& A, Presentation Paper, Quiz	Individual	3, 8, 9 and 10
Week 9	Revisions 1 st Midterm (dd/mm/yy) and 2 nd Midterm			
Week 10	Application and Identification of Desiderative verb and Transitive verb, Intransitive verb and Indeclinable.	Discussion, Q& A, Presentation Paper and teacher feedback	Individual	4, 5, 8 and 9
Week 11	Application and Identification of Compound (Samasa).	Discussion, Q& A, Presentation Paper and teacher feedback	Individual	4, 5, 8 and 9
Week 12	Rules of Pali Syntax and Its application.	Discussion, Q& A, Quiz and teacher feedback	Individual	6, 8 and 9
Week 13		Holidays		
Week 14	Pali Text Translation.	Discussion, Q& A, Home task	Individual and Group	7, 8, 9 and 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Professional Ethics	Course Instructor	
Course Code	PBS 304	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	GED	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The purpose of this course is to familiarize students with the tradition of moral philosophy and the use of moral philosophy in the study of ethical and professional behavior in public service. Ethics and professionalism go hand in hand in ensuring efficient and just governance in the functioning of state. These two constitute the two sides of a single coin.

Course Objectives (CO)

The objectives of the course are:

CO1	To provide a basic understanding of a range of the different dimensions of the concept, process and practice of professionalism.
CO2	To furnish a fundamental comprehension of various aspects of the concept, process, and practice of ethics.
CO3	To explore role of civil society and private sector in promotion of ethical and professional standards in public service.

Course Learning Outcome (CLOs)

At the end of the semester, the students will be able to:

CLO1	To help students develop awareness, skills, and values to understand different aspects of ethics and professionalism in public service.
CLO2	To make the students familiar with the values, principles, standards, and codes public servants use in decision making and decision implementation.
CLO3	To help the students developing ethical reasoning skills for identifying and dealing effectively with professional and ethical dilemmas.
CLO4	To raise awareness of contemporary administrative challenges and their professional and ethical implications.

Teaching and Learning Method Classes will be as interactive as possible encouraging students to participate as much as possible. Learning will be thought a combination of class lectures, reviews of books and films as well as assigned research.

Mapping of Course Learning Outcome (CLOs) with Program Learning Outcomes (PLOs)

CLOs	Program Learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: To help students develop awareness, skills, and		√		√	√	√				√

values to understand different aspects of ethics and professionalism in public service.									
CLO2: To make the students familiar with the values, principles, standards, and codes public servants use in decision making and decision implementation.	√		√	√	√				√
CLO3: To help the students developing ethical reasoning skills for identifying and dealing effectively with professional and ethical dilemmas.	√		√	√	√				√
CLO4: To raise awareness of contemporary administrative challenges and their professional and ethical implications.	√		√	√	√				√

Mapping of Course Content with Course Learning Outcomes (CLOs)

Sl. No.	Content of Course	CLOs
1.	The Meaning of Ethics and Professionalism and their Importance. Types of Ethics--Social, Individual, Professional Ethics, Ethics and Professionalism within the Context of Public Administration, Professional Ethics in Public Administration, how can and why should Professionalism and Professional Ethics be promoted?	1
2.	Principles of Professionalism: Roles and Responsibilities of Public Officials, The Value Base of Public Administration, Professional Management and Democracy.	1
3.	Public Professionalism and Ethics in an Era of Radical Transformations: Meaning, Challenges, Factors in Promoting Public Service Professionalism and Ethics.	2
4.	Determinants and Dilemmas of Ethics in Public Administration: Democratic Accountability of Administration, The Rule of Law and the Principle of Legality, Professional Integrity and Responsiveness	3

	to Public.	
5.	Ethical Guidelines: The Constitution and Other Laws, Policy Documents, Codes of conduct, Civil Service Law or Act as Ethical Guidelines, An evaluation of the Application of Ethical Guidelines in Public Administration.	3
6.	Values Forming the Basis of Ethical and Professional Conduct: Political, Economic, Social and Managerial Principles, Religious and Societal Values.	4
7.	Need for Ethical and Professional Behavior in Public Administration in an Era of Globalization: Individual Values, Professional Values, Organizational Values, Legal Values, Public Interest Values, Global Interest Values. The Future of Ethics and Professionalism in Public Administration, Towards Building of a Professional and Ethical Architecture-- Determinants and Challenges.	4
8.	Role of Civil Society and Private Sector in Promotion of Ethical and Professional Standards in Public Administration. Consequences of Failure to Promote a Universal Ethical and Professional Standard in Public Administration.	4

References

1. Gildenhuis, J. S. H. 2004. Ethics and Professionalism: Battle against Public Corruption, Stellenbosch, SUN PRESS.
2. Dobel, J. P. 1999. Public Integrity, Baltimore, Johns Hopkins University Press.
3. Bok, S. 1978. Lying: Moral Choice in Public and Private Life, New York, Vintage Books/Random House.
4. O'Leary, R. 2006. The Ethics of Dissent: Managing Guerrilla Government, Washington, D.C., CQ Press.
5. United Nations, 2000. Professionalism and Ethics in the Public Service: Issues and Practices in Selected Regions, New York, United Nations.
6. Cox III, R. W. 2015. Ethics and Integrity in Public Administration: Concepts and Cases, New York, Routledge.
7. United Nations. 2000. Promoting Ethics in the Public Service, New York, Department of Economic and Social Affairs Division for Public Economics and Public Administration.

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	The Meaning of Ethics and Professionalism and their Importance. Types of Ethics- Social, Individual, Professional Ethics, Ethics and Professionalism within the Context of Public Administration,	Discussions and Q & A	Individual and peer	1
Week 2	Professional Ethics in Public Administration how can and why should Professionalism and Professional Ethics be promoted? Principles of Professionalism: Roles and Responsibilities of Public Officials,	Q & A and teacher feedback	Individual and peer	1
Week 3	The Value Base of Public Administration, Professional Management and Democracy. Public Professionalism and Ethics in an Era of Radical Transformations:	Q & A and teacher feedback	Individual and peer	2
Week 4	Meaning, Challenges, Factors in Promoting Public Service Professionalism and Ethics.	Presentation, Peer review, Q& A and teacher feedback	Individual and peer	3
Week 5	Determinants and Dilemmas of Ethics in Public Administration: Democratic Accountability of Administration,	Discussion& A and teacher feedback	Individual	3
Week 6	The Rule of Law and the Principle of Legality, Professional Integrity and Responsiveness to Public.	Discussion, Peer review, Q & A and teacher feedback	Individual and peer	3
Week 7	Ethical Guidelines: The Constitution and Other Laws, Policy Documents, Codes of conduct, Civil Service Law or Act as Ethical Guidelines,	Discussion, Q & A and teacher feedback	Individual	3

Week 8	An evaluation of the Application of Ethical Guidelines in Public Administration.	Discussion, Q & A and teacher feedback		3
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Values Forming the Basis of Ethical and Professional Conduct: Political, Economic, Social and Managerial Principles, Religious and Societal Values.	Discussion & A and teacher feedback	Individual and peer	4
Week 11	Need for Ethical and Professional Behavior in Public Administration in an Era of Globalization: Individual Values, Professional Values, Organizational Values, Legal Values, Public Interest Values, And Global Interest Values. The Future of Ethics and Professionalism in Public Administration, Towards Building of a Professional and Ethical Architecture-- Determinants and Challenges.	Discussion & A and teacher feedback	Individual and peer	4
Week 13		HOLIDAYS		
Week 14	Role of Civil Society and Private Sector in Promotion of Ethical and Professional Standards in Public Administration. Consequences of Failure to Promote a Universal Ethical and Professional Standard in Public Administration.	Discussion & A and teacher feedback	Individual and peer	4
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Abhidhamma Piṭaka and Theravāda Philosophy	Course Instructor	
Course Code	PBS 305	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section	N/A22	Office Room	
Class Room	6018	Contact	
Class Time	8.00 am to 5.00 pm	Email	

Introduction

This course helps students to acquire knowledge on the Abhidhamma Piṭaka. It especially covers the philosophical, psychological and ethical subject matter of Abhidhamma Pitaka and values of the following of seven treatises of Abhidhamma: Dhammasaṅgaṇi, Vibhaṅga, Dhātukathā, Puggalapaññatti, Kathāvatthu, Yamaka, Paṭṭhāna, which mainly deal with mind (Citta), mental factors (Cetasika), matter (rūpa) and Nibbāna. It also develops the logical, critical and analytical understanding of the students. Finally, the course covers the study of Theravāda philosophy mentioned in Abhidhamma Pitaka.

Course Objectives

- To provide clear idea on the origin, development and formation of Abhidhamma Pitaka.
- To introduce the basic knowledge on the subject matter and importance of seven books of Abhidhamma pitaka.
- To comprehend the philosophical aspects of Theravada Buddhism.
- To understand the similarity and dissimilarity between general philosophy and Theravada philosophy of Buddhism.
- To enrich knowledge on critical and analytical faculties and moral values of the students.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the basic knowledge on the nature and subject matter of general philosophy with religion	√	√		√		√	√			

and science along with the importance of philosophy.										
CLO2: Understand the origin, development, formation of Abhidhamma Pitaka and describe the doctrinal and philosophical aspects and values of Abhidhamma.	√	√		√		√	√			
CLO3: Know the subject matter and importance of following seven books of Abhidhamma: Dhammasaṅgaṇi, Vibhaṅga, Dhātukathā, Puggalapaññatti, Kathāvatthu, Yamaka, and Paṭṭhāna.	√	√		√		√	√	√		
CLO4: Define the essence of Dhammasaṅgaṇi, especially the Kamavacara and Rupavacara Matters and acquire knowledge on Matika and discourse of elements along with significance of them.	√	√		√		√	√			
CLO5: Discuss the characteristics and types of Individuals (Puggala) and importance of Puggalapaññatti along with the subject matter of Eka and Duka Niddesa.	√	√		√		√	√			
CLO6: Organize the reason of the writings of Kathāvatthu, date of compilation and author of it. They will also understand the philosophical and logical methods of argument, and essence and importance of the Kathāvatthu along with the history of the Division of Saṅgha.	√	√		√		√	√			
CLO7: Describe the importance of Yamaka, and essence of Mulayamaka, Khandayamaka, Āyatanayamaka, Dhātuyamaka.	√	√		√		√	√			
CLO8: Gather knowledge on the subject matter of Paṭṭhāna, relation between mind and matter, process of action of mind and matter on the basis of Uttara Pariccheda.	√	√		√		√	√			
CLO9: Explain the subject matter of Vibhaṅga along with the different categories, formulations and psychological phenomena.	√	√		√		√	√			
CLO10: Clarify the characteristics and subject-matter of Paṭṭhāmo, Dutiyo and Chaṭṭa Pariccheda of Abhidhammattha Saṅghaho along with the philosophical importance of it.	√	√		√		√	√			

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<p>A. General Philosophy</p> <ul style="list-style-type: none"> ▪ Introduction to Philosophy ▪ Nature and Subject-matter of Philosophy ▪ Relation of Philosophy with Religion, Philosophy and Science. <p>B. Buddhist Philosophy</p> <ul style="list-style-type: none"> • Introduction of Abhidhamma Piṭaka : Origin and Development of Abhidhamma. • Doctrinal and Philosophical Values of Abhidhamma. • Description of the books of the Abhidhammapiṭaka: Dhammasaṅgaṇi, Vibhaṅga, Dhātukathā, Puggalapaññatti, Kathāvatthu, Yamaka, Paṭṭhāna. • Dhammasaṅgaṇi: Kāmavacara and Rupāvacara • Dhātukathā : Matikā, Saṅghassa Padaniddesa • Puggalapaññatti : Division of Puggala, Eka o Duka Niddesa • Kathāvatthu : Date and Author of Kathāvatthu, Division of Saṅgha (Nikaya) • Yamaka: Mula Yamaka. Khandayamaka, Āyatanayamaka, Dhātuyamaka • Paṭṭhāna : Uttara Priccheda • Vibhaṅga : Abhidhammabhājanīya • Abhidhammattha Saṅghaho : Patamo, Duttiyo, Chatthoparicchedo
References (excerpts are available on Google Classroom)	<p>A. P., Buddhaddutta (1915), <i>Abhidhammavātara and Rupārūpa Vibhaṅga</i>, P. T. S. London</p> <p>Muller E. ed. (1985). <i>Dhammasaṅgaṇi</i>, P.T.S. London</p> <p>Davids, Rhys ed. (1904). <i>Vibhaṅga</i>, P.T.S. London</p> <p>E. R, Gooneratne. ed., (1892). <i>Dhātukatha</i>, P.T.S. London</p> <p>Morris R. (ed.) <i>Puggalapannatti</i> (1983). P.T.S. London</p> <p>Tylor. A. C ed. (1915). <i>Kathavatthu</i>, P.T.S. London,</p> <p>Davids, Rhys ed. (1911). <i>Yamaka</i>, P.T.S. London</p> <p>মুৎসুদ্দি, বীরেন্দ্র লাল (১৯৯৮)। <i>অভিধর্মার্থ সংগ্রহ</i>, চট্টগ্রাম</p> <p>ব্রহ্মচারী, শীলানন্দ, (২০০৪)। <i>অভিধর্ম দর্পন</i>, চট্টগ্রাম</p> <p>চৌধুরী, সুকোমল (১৯৯৮)। <i>গৌতম বুদ্ধের ধর্ম ও দর্শন</i>, কলিকাতা</p> <p>ভিক্ষু, জিনাবোধি (২০১৭)। <i>বৌদ্ধ দর্শনে প্রজ্ঞাতত্ত্ব ও বিমুক্তি মার্গ</i>, বাংলা একাডেমী</p> <p>কিরন, মো. আশিকুজ্জামান খান (২০১৭), <i>বৌদ্ধ দর্শনে নির্বাণ</i>, অনু প্রকাশনী, ঢাকা</p> <p>বড়ুয়া, দিলীপ কুমার ও আনিসুজ্জামান মো: (২০১৮)। <i>বাংলাদেশে বৌদ্ধ দর্শন</i>, জাতীয় সাহিত্য প্রকাশ, ঢাকা</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It

follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of Course Topics/Content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Philosophy Nature and Subject-matter of Philosophy Relation of Philosophy with Religion, Philosophy and Science.	Discussions and Q & A	Individual and Peer	1 and 2
Week 2	Introduction of Abhidhamma Piṭaka: Origin and Development of Abhidhamma.	Q & A and teacher feedback	Individual and Peer	2 and 3
Week 3	Doctrinal and Philosophical Values of Abhidhamma.	Q& A and teacher feedback	Individual and Peer	2, 3, and 4
Week 4	Description of the books of the Abhidhammapiṭaka: Dhammasaṅgaṇi, Vibhaṅga, Dhātukathā, Puggalapaññatti, Kathāvatthu, Yamaka, Paṭṭhāna.	Presentation, Peer review, Q& A and teacher feedback	Individual and Peer	3 and 4
Week 5	Dhammasaṅgaṇi: Kāma vacara and Rupā vacara	Discussion, Q& A and teacher feedback	Individual	5 and 6
Week 6	Dhātukathā : Matikā, Saṅghassa Padaniddesa	Discussion, Peer review, Q& A and teacher feedback	Individual and Peer	6 and 7
Week 7	Puggalapaññatti : Division of Puggala, Eka o Duka		Individual	1 and 8

	Niddesa.			
Week 8	Kathāvatthu : Date and Author of Kathāvatthu, Division of Saṅgha (Nikaya).			1 and 8
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Yamaka: MulaYamaka, Khandayamaka, Āyatanayamaka, Dhātuyamaka	Discussion,Q& A and teacher feedback	Individual and Peer	1, 2 and 7
Week 11	Paṭṭhāna : Uttara Priccheda	Discussion,Q& A and teacher feedback	Individual and peer	1 and 8
Week 13		HOLIDAYS		
Week 14	Vibhaṅga : Abhidhammabhājanīya, Abhidhammattha Saṅghaho : Patamo, Dutīyo, Chattho paricchedo	Discussion,Q& A and teacher feedback	Individual and Peer	1 and 8
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Pali Chronicle Literature	Course Instructor	
Course Code	PBS 306	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

This course explores the importance of the Pali Chronicles. It mainly helps to gather knowledge of the origin and development of Pali Chronicles, its literary and historical value, and classification of chronological Literature. The course will also rummage through the influences of Pali Chronicles on general History and Literature. It will also help the students to demonstrate their knowledge about the Date and Authors of Pali Chronicles. It is designed with a view to enriching students with the knowledge of Socio-religious, geographical, topographical, political, historical and cultural conditions of ancient India, Sri Lanka, Myanmar, Thailand and Bangladesh.

Course Objectives

- To enrich the knowledge of origin, development and literary value of Pali Chronicles.
- To provide the knowledge of socio-religious, geographical and political conditions of ancient India, Sri Lanka and Myanmar.
- To congregate the knowledge of the influences of Pali Chronicles on general History and Literature.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the history of origin and development, literary value, historical importance, classification and characteristics of Pali Chronicle Literature.	√	√				√	√		√	
CLO2: Identify the influences of Pali Chronicles on general History and Literature.	√	√				√		√		
CLO3: Interpret the Date of compilation and Life and works of the Authors of Pali Chronicles along with the characteristics of formation of Pali Chronicles.	√	√			√		√			
CLO4: Organize the information of the socio-religious, geographical and political condition of ancient India, Sri Lanka and Myanmar in the light of Pali Chronicles.	√	√				√	√	√		
CLO5: Explore the literary history of the books written in pali.	√	√				√	√	√		
CLO6: Deliver the propagation of Buddhism in Indian Subcontinent.	√						√			
CLO7: Develop and create knowledge of the history of distribution of Buddha's tooth relics	√	√				√	√	√		

and Buddhist Stupas.										
CLO8: Explore critically the essence and teachings of Pali Chronicles.	√						√	√		
CLO9: Create the new Ideas on the philosophical aspects of Telakatahagatha, and use of Pali Vocabulary.	√	√			√		√			√
CLO10: Contribute to achieving the SDG Goal through writing book on Buddhist History.	√	√				√				

Teaching-learning Contents

Part : A

- Origin and Development, Literary Value, Historical Importance of Pali Chronicles and Classification of Chronicle Literature.
- Influences of Pali Chronicles on General History and Literature.
- Date and Authors of Pali Chronicles.
- Subject-matters of Pali Chronicles.

Part : B

Selected Texts :

- Mahavamsa
- Dipavamsa
- Gandhavamsa
- Sasanavamsa
- Dathavamsa
- Thupavamsa
- Saddhamma-Sangaho
- Telakatahagatha

15. Pali Vocabulary

References

মহাভূবির, ধর্মধার (১৯৬২)। *শাসনবংস*। বৌদ্ধ ধর্মাস্তুর বিহার, কলিকাতা।
 বড়ুয়া, সুমঙ্গল ও বড়ুয়া, বেলু রানী (২০০৪)। *দীপবংস*। বাংলাদেশ রিসার্চ সেন্টার ফর বুডিস্ট স্টাডিজ, ঢাকা।
 দাশ, আশা (২০০৩)। *দীপবংস*। করুণা প্রকাশনী, কলকাতা।
 বড়ুয়া, দিলীপ কুমার (২০০৫)। *গন্ধবংস*। আজকাল প্রকাশনী, ঢাকা।
 বড়ুয়া, দিলীপ কুমার ও তালুকদার, মৈত্রী (২০১১)। *মহাবংস*। এ্যান্ডার্ন প্রকাশনী, ঢাকা।
 বড়ুয়া, রবীন্দ্র বিজয় (১৯৮৮)। *পালি সাহিত্যের ইতিহাস*। ২য় খণ্ড, বাংলা একাডেমী, ঢাকা।
 চৌধুরী, সাধনকমল (২০০৫)। *থুপবংস*। করুণা প্রকাশনী, কলকাতা।
 বড়ুয়া, বিমান চন্দ্র (২০১১)। *দাঠাবংস*। ঢাকা বিশ্ববিদ্যালয়, ঢাকা।
 বড়ুয়া, মিসেস নীরু (২০০৮)। *পালি কাব্যে তেলকটাহ গাথা*। ঢাকা।
 বড়ুয়া, শান্তি (২০০৯)। *ঐতিহাসিক পালি বংস সাহিত্য সমীক্ষা*। আজকাল প্রকাশনী, ঢাকা।
 Geiger, W. (1980). *Mahavamsa*, P.T.S, London.
 Oldenberg, H. (1879). *Dipavamsa*, P.T.S, London.
 Bode, Mabel. (1966). *Sasanavamsa*, P.T.S, London.
 Law, B. C. (2000). *A History of Pali Literature*, Indica Books, New Delhi.
 Hazra, Kanai Lal (1994). *Pali Language and Literature*. D. K. Print World (P) Ltd., New Delhi

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1-2	Origin and Development, Literary Value, Historical Importance and Classification of Chronicle Literature.	Discussions and Q & A	Individual a	1, 10
Week 3	Influences of Pali Chronicles on General History and Literature, and Plai Vocabulary.	Discussion, Q & A and feedback	Individual	1, 2, 9, 10
Week 4	Date, Life and works of Authors of Pali Chronicles, and Pali Vocabulary.	Discussion, Q & A and Assignment	Individual and peer	3, 9, 10
Week 5	Mahavamsa: Subject-Matters and Its Teachings, and Pali Vocabulary.	Discussion, Q & A and Presentation,	Group	3, 4, 5, 6, 9, 10
Week 6	Dipavamsa: Subject-Matters and Its Teachings, and Pali Vocabulary.	Discussion, Q & A and Presentation.	Group	3, 4, 5, 6, 8, 9, 10
Week 7	Sasanavamsa: Subject-Matters and Its Teachings, and Pali Vocabulary.	Discussion and Q & A	Individual	3, 4, 5, 6, 9, 10
Week 8	Dathavamsa: Subject-Matters and Its Teachings, and Pali Vocabulary.	Discussion and Q & A, and Home Task	Individual	3, 4, 5, 6, 7, 8, 9, 10
Week 9	Revisions			

	Midterm (dd/mm/yy)			
Week 10	Pali Vocabulary.	Discussion and Q & A	Individual	9, 10
Week 11	Thupavamsa : Subject-Matters and Its Teachings.	Discussion and Q & A	Individual	3, 4, 5, 6, 8, 9, 10
Week 12	Saddhamma-Sangaho and Gandhavamsa: : Subject-Matters and Its Teachings, and PaLi Vocabulary.	Discussion and Q & A	Individual	5, 6, 8, 9, 10
Week 13		HOLIDAYS		
Week 14	Telakatahagatha: Philosophical aspects of Telakatahagatha, and Revision.	Discussion, Q & A and Presentation	Peer	9, 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Buddhist Jataka, Apadana and Fables	Course Instructor	
Course Code	PBS 307	Designation	
Prerequisite	Curriculum for undrtgraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section		Office Room	Course Co-ordinator
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The Course explores the moral values and teachings of Buddhist Jatakas and Fables. It also helps to know the history and geographical information of ancient India and the influence of Buddhist jatakas and Fables on Modern Literature. On the other hand, it develops the ethical values, Ideology, honesty, justice and integrity among the students.

Course Objectives

- To introduce students to the moral and ethical values of Buddhist jatakas and Fables.
- To enrich the knowledge on the Teaching of Buddhist Jatakas and Fables.
- To develop the honesty, justice, integrity, and fraternity.
- To enrich the analytical skill.
- To develop knowledge of the results of moral and immoral deeds.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the Meaning, Origin, Development, Formation and Numbers of Jatakas.	√	√		√			√	√	√	
CLO2: Deliver the socio-religious and literary values of Jatakas and Buddhist Fables.	√	√		√						
CLO3: Explain critically the impact of Jatakas and Buddhist Fables on Society and world Literature.	√	√		√						
CLO4: Explore the importance of Jataka literature, Apadana and Buddhist Fables.	√	√		√						
CLO5: Organize the information on the following Jatakas : Vessantara Jataka, Khantivada Jataka, Mahakapi Jataka, Mahabodhi Jataka.	√	√		√						
CLO6: Organize the information on following Jatakas : Bidhurapandita Jataka, Rajovada Jataka, Rukkladhamma Jataka, Sibi Jataka and Nigrodhamiga Jataka.	√	√		√						

CLO7: Interpret the impact of Apadana: Nanda, Rahula, Kaludayi, Jheena and Sonakotikann Apadana of human life.	√	√		√						
CLO8: Develop Knowledge of Fables of Dhammapada Atthakatha, especially through the stories of Matthakundalivatthu, Kosambakavatthu and Dhammikaupasakavatthu.	√	√		√						
CLO9: Analyze the literary and social value of Rasavahini, and explain logically the essence and teaching of Dhammasandhikavagga, Nandirajavagga and Mehasenavagga, and use of Pali Vocabulary.	√	√		√						
CLO10: Contribute to achieving the SDG Goal Through writing books on Buddhist Stories and Fables	√									

Teaching-learning Contents

- Meaning, origin, development, formation and numbers of Jataka.
- Socio-religious and literary values of Jatakas and Buddhist Fables.
- Impact of Jataka and Buddhist Fables on Society and world Literature.
- Importance of Jataka literature, Apadana and Buddhist Fables.
- Jataka Texts: Vessantara Jataka, Khantivada Jataka, Mahakapi Jataka, Mahabodhi Jataka, Rukkadhamma Jataka Bidhurapandita Jataka, Rajovada Jataka, Sihacamma Jataka, Sibi Jataka, Nigrodhamiga Jataka.
- Apadana: Nanda, Rahula, Kaludayi, Jheena and Sonakotikann Apadana.
- Dhammapada Atthakatha: Matthakundalivatthu, Kosambakavatthu, Dhammikaupasakavatthu.
- Rasavahini: Literary and social value, Dhammasandhikavagga, Nandirajavagga, Mehasenavagga.
- Pali Vocabulary

References	<p>Fausboll, V ed. (1877-1897). <i>The Jataka</i>, vol. 1-6., P.T.S. London, Burlingum, E.W., <i>Buddhist Legends</i>, Kegan Paul Pvt Ltd, London, Muller and Rogers (1978). <i>Buddhagosa's Parables</i>. Kessinger Publishing, U.S.A</p> <p>Jayawickrama, N. A. (1990). <i>The Story of Gotama Buddha (Jatakanidana)</i>. Oxford</p> <p>Grey, L. (1990). <i>A Concordance of Buddhist Birth Stories</i>. Oxford,</p> <p>ঘোষ, ঈশান চন্দ্র (১৪১৯)। জাতক, ১ম-৬ষ্ঠ খণ্ড। করুণা প্রকাশনী, কলকাতা</p> <p>মহাথের, ধর্মপাল (১৩৬৯)। জাতক নিদান। ধর্মাকুর বিহার, কলকাতা</p> <p>বড়ুয়া, গিরিশ চন্দ্র। জাতকের কথা। বাংলা একাডেমী, ঢাকা</p> <p>বড়ুয়া, সুমন কান্তি এবং বড়ুয়া, শান্তি (২০১১)। জাতক সন্দর্শন। অ্যাডর্ন পাবলিকেশন, ঢাকা</p> <p>বড়ুয়া, সুনন্দা (১৯৯৩)। বাংলা সাহিত্যে বৌদ্ধ উপাখ্যান। বাংলা একাডেমী, ঢাকা</p> <p>বড়ুয়া, দীপঙ্কর শ্রীজ্ঞান (২০০৭)। পালি সাহিত্যে বৌদ্ধ উপাখ্যান : রসবাহিনী এবং অন্যান্য। বাংলা একাডেমী, ঢাকা</p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Meaning, origin, development, formation and numbers of Jataka, and Pali Vocabulary.	Discussions and Q & A	Individual and peer	1, 9, 10
Week 2	Socio-religious and literary values of Jatakas and Buddhist Fables, and Pali Vocabulary.	Discussion, Q & A and feedback	Individual and peer	2, 9, 10
Week 3	Impact of Jataka, Apadana and Buddhist Fables on Society and world Literature, and Pali Vocabulary.	Discussion, Q & A and Presentation	Individual and peer	3, 9, 10
Week 4	Jatakas: Vessantara Jataka, Khantivada Jataka, and Pali Vocabulary.	Q & A and teacher feedback	Individual and peer	4, 5, 9, 10

Week 5	Jatakas: Mahakapi Jataka, Mahabodhi Jataka, and Pali Vocabulary.	Q & A and teacher feedback	Individual and peer	4, 5, 9, 10
Week 6	Jatakas: Rukkadhamma Jakata and Bidhurapandita Jataka, and Pali Vocabulary.	Presentation, Peer review, Q & A and teacher feedback	Individual and peer	4, 6, 9, 10
Week 7	Jatakas: Rajovada Jataka, Sihacamma Jataka, and Pali Vocabulary.	Discussion, Q & A and teacher feedback	Individual and peer	4, 6, 9, 10
Week 8	Jatakas: Sibi Jataka, Nigrodhamiga Jataka.	Discussion, Peer review, Q & A and teacher feedback.	Individual and peer	4, 6, 9, 10
Week 9	Revisions Midterm (dd/mm/yy)			
Week10	Apadana Texts: Nanda, Rahula, Kaludayi, Jheena and Sonakotikann Apadana, and Pali Vocabulary.	Discussion, Peer review, Q & A and teacher feedback	Individual	4, 7, 9, 10
Week11	Pali Vocabulary			9
Week12	Dhammapada Atthakatha: Matthakundalivatthu, Kosambakavatthu, Dhammikaupasakavatthu, and Pali Vocabulary.	Discussion, Q & A and teacher feedback	Individual and peer	8, 9, 10
Week13		HOLIDAYS		
Week14	Rasavahini: Literary and social value, Dhammasandhikavagga, Nandirajavagga, Mehasenavagga, and Pali Vocabulary.	Discussion, Q & A and teacher feedback	Individual and peer	9, 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Sociology	Course Instructor	
Course Code	PBS 308	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	GED	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course co-ordinator
Section		Office Room	
Class Room		Contact	
Class Time	8:00-5:00	Email	

Introduction

Broadly speaking, sociology is the study of society. More specifically, sociology examines the interactions among social institutions, cultures, groups, and individuals. Therefore, we can say that sociology is the study of human groups, organizations and societies and the patterns of similarity and dissimilarity among them. Developing a sociological imagination can be a little uncomfortable at times, but it is also exciting. Ideally throughout the semester, we'll experience some of each and I hope this course will introduce and draw you into our ways of seeing the world, provide you with tools for understanding your own social position and the conditions in which you live, and fuel your passion and vision for a just, equal, peaceful and diverse society.

Course Objectives

- Introduce students to the origin and development of Sociology
- Acquaint with the basic concepts and techniques of studying Sociology; and
- Provide insights regarding the interrelationship among social, political, economic, religious, and other societies

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the basic knowledge of Sociology.	√			√						
CLO2: Have knowledge to discuss the origin and development of Sociology.	√			√		√				

CLO3: Explain the importance of Sociology.	√	√				√				
CLO4: Show proper knowledge of the scientific methods of Sociology.	√	√			√					
CLO5: Assess the structure of the current society.	√	√					√			
CLO6: Explore the basic knowledge on Sociology, with special reference to postmodern structure of IT sector (AI domain), changing patterns of economy, and marriage and family.	√	√			√	√				
CLO7: Identify the religions and religious beliefs from Sociological perspectives.	√				√	√				
CLO8: Identify the characteristics of environment and climate change and how they impact current society.	√					√				
CLO9: Explain the health from Sociological perspectives and Illustrate the value of conducting Sociological research and its impacts on nation building, with special reference to policy making	√	√			√		√	√		
CLO10: Explore the importance of culture, norms, values, beliefs, with special reference to Bangladeshi cultural aspect.	√	√			√	√	√	√		

Teaching-learning Contents

Primary text(all posted on Google Classroom)	Topic #1: Introducing Sociology
	<ul style="list-style-type: none"> • Definition and subject matter • Sociological imagination: Analysis of drinking coffee • Emergence of sociology: Enlightenment, Anti-colonial Revolution in North America (1776), French Revolution (1789) and Industrial Revolution in Europe. • The sociological perspective: Functionalism, Conflict perspective, Symbolic interactionism.
	Topic #2: Sociological Theories
	<ul style="list-style-type: none"> • Auguste Comte • Emile Durkheim • Karl Marx • Max Weber
	Topic #3: Sociological Research Methods
	<ul style="list-style-type: none"> • Qualitative approach: Case studies, Focus group discussion. • Collecting qualitative data: Structured interview. • Quantitative approach: Survey method. • The research process: Defining, Reviewing, Hypothesis

	<p>formulation, Designing, Sampling, Collection of data, Interpretation of data, Report writing and SPSS</p> <p>Topic #4: Marriage, Family & Intimate relationship</p> <ul style="list-style-type: none"> • Definitions; Types of marriage: Polygamy, Monogamy, Exogamy, Endogamy; Types of family relationships: Extended, Joint, Nuclear and Pairing; Origin of family and marriage: Morgan. • Functions of the Family: Protection and socialization of children, emotional support, regulating sexual activity. • Changing pattern of marriage, family & intimate relationship (Giddens, Beck & Bauman) <p>Topic #5: Culture, Society & Socialization</p> <ul style="list-style-type: none"> • Definitions • Aspects and elements of culture. • Agencies of socialization: Family, Schools, Peer groups, Mass media etc. • Gender socialization: gender identity (Sigmund Freud) <p>Topic #6: Religion</p> <ul style="list-style-type: none"> • Sociological conceptualization of religion. • Theories of religion: Religion as opium (Karl Marx), Religion as a spirit (Max Weber) • Religion and politics. <p>Topic #7: Sociology and ICTD (Information and communication technologies for development)</p> <ul style="list-style-type: none"> • Globalization and Technology • The rise of the network society & economy (Manuel Castells) • Present status of knowledge, Knowledge Vs technology & control over information (Lyotard) • The power of machine: Simulacra, Simulation and Sign value (Baudrillard) • Relationship between the global risk society and the development of science and technology (Ulrich Beck) <p>Topic #8: Globalization</p> <ul style="list-style-type: none"> • Approaches to globalization: The skeptics, the hyperglobalizers and transformalists. • Factors contributing to globalization: The rise of information and communication technology, information flows, economic factors and political changes. • Impact of globalization. <p>Topic #9: Sociology of Body and Health</p> <ul style="list-style-type: none"> • Conceptualizing Body: Social construction of Body • The social basis of health: Class and Health, gender and health, race and health.
References	Anthony Giddens, Sociology (Compulsory)

(excerpts are available on Google Classroom)	Richard T. Schaefer, Sociology George Ritzer, Classical Sociological Theory Keith F. Punch, Introduction to Social Research Friedrich Jameson, Postmodernism or the cultural logic of late capitalism Lyotard, The postmodern condition: A report on knowledge Ulrich Beck, The risk society Manuel Castells, The rise of network society
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of Course Topics/Content with CLOs

<u>Week</u>	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Definition and subject matter, Sociological imagination	Discussions and Q & A	Individual and Peer	1
Week 2	Emergence of sociology, The sociological perspective	Q& A and teacher feedback	Individual and Peer	2, 3
Week 3	Auguste Comte, Emile Durkheim	Q& A and teacher feedback	Individual and Peer	3,4
Week 4	Karl Marx, Max Weber	Presentation, Peer review, Q& A and teacher feedback	Individual and Peer	4
Week 5	Sociological Research Methods	Discussion, Q& A and teacher feedback	Individual	5
			Individual and Peer	5
Week 6	Explore the basic knowledge of Buddhist Arts and Archaeology.	Discussion, Peer review, Q& A and teacher feedback	Individual and Peer	6 and 7
Week 7	Marriage, Family & Intimate relationship	Discussions and Q & A	Individual	7

Week 8	Culture, Society & Socialization	Discussions and Q & A		8
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Sociological conceptualization of religion, Theories of religion, Religion and politics. The rise of the network society & economy (Manuel Castells),	Discussion,Q& A and teacher feedback	Individual and Peer	9, 10
Week 11	Knowledge Vs technology & control over information (Lyotard), The power of machine (Baudrillard), The global risk society (Ulrich Beck). Approaches to globalization, Factors contributing to globalization, Impact of globalization;	Discussion,Q& A and teacher feedback	Individual and Peer	10
Week 13		HOLIDAYS		
Week 14	Conceptualizing body and health: Social construction of Body and health, The social basis of health: Class and Health, gender and health, race and health	Discussion,Q& A and teacher feedback	Individual and Peer	10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy).		Individual	10

Course Details		Instructor Details	
Course Title	Grammatical Analysis of Pali Texts and Translation	Course Instructor	
Course Code	PBS 401	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section	N/A22	Office Room	
Class Room		Contact	
Class Time	8.00 am to 4500 pm	Email	

Introduction

This course highlights the grammatical analysis of Pali Texts for students. It helps students to know the formula of translation of Pali Texts and general uses of Pali language. Actually, this course gives a complete idea as to the application of Nominative, Accusative, Instrumental, Dative, Ablative, Genitive, Locative, Vocative; Verb derivation, Adjective, Adverb, Infinitive, gerund, absolute genitive, Causative, Demonstrative, Indeclinable, Participles etc. It also develops the logical, critical and analytical understanding of the students as to above mentioned topics. It will also help to learn the technique of translation from Bengali to Pali and Pali to Bengali.

Course Objectives

- To introduce higher and critical concepts of Pali grammar to the students.
- To provide knowledge on case and case-ending.
- To teach the derivation of verb.
- To understand the application of Participles in Pali.
- To learn the methods and formulation of various type of sentences in Pali for translating from Pali to Bengali or English.
- To develop the skills of translation from Pali Text into Bengali and Bengali to Pali.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO 1: Learn the higher concepts of Pali Grammar.	√			√			√	√		
CLO 2: Acquire the formulation of Pali sentences.	√			√			√	√		

CLO3: Interpret the method of using above Cases and various verbs in making Pali sentences.	√			√			√	√		
CLO4: Relate the rules of Pali Cases and case ending with those of Bengali and Create new knowledge as to the using them in making sentences.	√			√			√	√		
CLO5: Explore the rules of Pali Participles in Pali Sentences.	√			√			√	√		
CLO6: Identify the Case, Tense and Participles in Pali Sentences and make sentences by using them.	√			√			√	√		
CLO7: Invent new Thoughts as to Translation from Bengali to Pali and Pali to Bengali by using Pali words or vocabularies.	√			√			√	√		
CLO8: Get advanced reading and writing skills of Pali Texts and solve the problems of Pali Grammatical issues.	√			√			√	√		
CLO9: Develop the knowledge of Roman alphabet and Pali vocabulary and create transliteration from Bengali to Roman and Roman to Bengali.	√			√			√	√		√
CLO10: Earn money through translation of Pali texts that help to achieve the goal of SDGs.	√			√			√	√		√

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<p>Part: A</p> <ul style="list-style-type: none"> ▪ Case: Nominative, accusative, instrumental, Dative, genitive, Ablative, locative, vocative. ▪ Verb : Verb derivation, adjective, adverb, Infinitive, gerund, absolute Genitive and Ablative, Causative, Demonstrative, indeclination, Present, Past and Future Participle. <p>Abstracts from the Texts :</p> <ul style="list-style-type: none"> ▪ Dhigga Nikaya : Brahmajala Sutta ▪ Majjhima Nikaya : Angulimala Sutta ▪ Khuddaka Nikaya : Theragatha, Therigatha ▪ Dhammapada : Citta vagga, ▪ Jataka : Baka Jataka, Sihacamma Jataka, Jabasakuna Jataka,
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	Part: B ▪ Unseen Translation : Pali to Bengali and Bengali to Pali
References (excerpts are available on Google Classroom)	Text and Reference Books : Warder, A. K. (1974). <i>Introduction to Pali</i> , P.T.S. London (2nd ed.) Thera A. P. Buddhaddatta, (1954). <i>The New Pali Course</i> , 5th ed., the Colombo Apothecaries Co. Ltd, Ceylon Dureiselle, C (1906). <i>A Practical Grammar of the Pali Language</i> , Rangoon Muller, E. (2012). <i>A Simplified Grammar of the Pali Language</i> Perniola, V(1997). <i>Pali Grammar</i> , P.T.S. Oxford, Geiger, William (1996). <i>Pali Literature and Language</i> , 3 rd Edition Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi মহাশ্বেত, জ্ঞানীশ্বর (সংকলিত), <i>পালি প্রবেশ</i> , দীপক বড়ুয়া প্রকাশিত (২য় সংস্করণ), ১৯৯৪ বড়ুয়া, তপন কুমার <i>পালি ব্যাকরণ ও অনুবাদ শিক্ষা</i> , শ্রীমতি নমিতা চৌধুরী কর্তৃক প্রকাশিত, চট্টগ্রাম ১৯৯১ বড়ুয়া দিলীপ কুমার এবং বড়ুয়া, শান্তি <i>পালি ভাষার সহজ ব্যাকরণ</i> , জাতীয় সাহিত্য প্রকাশ, ঢাকা ২০১৯ বড়ুয়া, দীপংকর শ্রীজ্ঞান <i>পালি ব্যাকরণ ও অনুবাদ পরিচিতি</i> , বাংলাদেশ পালি সাহিত্য সমিতি, চট্টগ্রাম, ২০০৯ মুৎসুদ্দি নীরদ রঞ্জন ও মুৎসুদ্দি, ভূপেন্দ্রনাথ <i>পালি ব্যাকরণ ও অনুবাদ শিক্ষা</i> , চট্টোপাধ্যায় ব্রাদার্স, কলিকাতা ১৯৭৮ বড়ুয়া, নতন চন্দ্র <i>পালি ব্যাকরণ ও সহজ অনুবাদ শিক্ষা</i> , পি. আর মল্লিক কর্তৃক প্রকাশিত, চট্টগ্রাম ১৯৫৯ বড়ুয়া, প্রমোদ রঞ্জন <i>পালি প্রকাশিকা</i> , বাংলা একাডেমী, ঢাকা ১৯৮৫ মহাশ্বেত, বংশদীপ কচ্চায়ন ব্যাকরণ, শ্রীপ্রিয়দর্শী ভিক্ষু ও শ্রীশীলবংশ ভিক্ষু কর্তৃক প্রকাশিত, চট্টগ্রাম ১৩৪৭ বঙ্গাব্দ ভট্টচার্য, বিশ্বশেখর <i>পালি প্রকাশ</i> : প্রবেশক, বিশ্বভারতী গ্রন্থালয়, কলিকাতা, ১৩৫৮ বঙ্গাব্দ বড়ুয়া, লোকেন্দ্র লাল <i>পালি ব্যাকরণ</i> , লেখক কর্তৃক প্রকাশিত, চট্টগ্রাম, ১৯৬০ মহাশ্বেত, শান্তরক্ষিত <i>প্রাথমিক পালিভাষা শিক্ষা</i> , প্রকৌশলী এস.পি. বড়ুয়া কর্তৃক প্রকাশিত, চট্টগ্রাম ১৯৬৬ বড়ুয়া, বিমান চন্দ্র <i>পালি মঞ্জুয়া</i> , পালি এন্ড বুদ্ধিস্ট স্টাডিজবিভাগ, ঢাকা বিশ্ববিদ্যালয়, ২০১০

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
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Week 1	Introduction of Cases and case ending and their using in sentences.	Discussions and Q & A, Presentation Paper	Individual	1, 2 and 3
Week 2	Continue (Introduction of Cases and case ending and their using in sentences)	Discussions and Q& A Presentation Paper and teacher feedback	Individual and Group	2 and 3
Week 3	Introduction and use of Verb derivation, Adjective, Adverb.	Discussion, Q& A,	Individual and peer	2 and 3
Week 4	Use of Infinitive, Gerund Genitive and Absolute Genitive.	Discussion and Q & A Presentation Paper and teacher feedback	Individual and peer	4
Week 5	Use of Causative, Denominative and In declination.	Discussion, Q& A, Quiz, Presentation Paper	Individual and peer	5
Week 6	Use of Present, Past and Future Participle.	Discussion and Q & A and teacher feedback	Individual and peer	6
Week 7	Exercise from Pali Texts.	Discussion, Q& A, Quiz, Presentation Paper	Individual and peer	
Week 8	Exercise from Pali Texts and learn Pali Vocabulary.	Discussion, Q& A, Presentation Paper, Quiz	Individual	4
Week 9	Revisions and 1 st Midterm (dd/mm/yy) and 2 nd Midterm			
Week 10	Acquire the knowledge of sentence formation in Pali.	Discussion, Q& A	Individual	6
Week 11	Acquire the knowledge of free writing skill in Pali through practicing the Text Translation.	Discussion, Q& A,	Individual	6
Week 12	Unseen Translation and Pali Vocabulary and its use.	Discussion, Q& A, Quiz	Individual	8 and 9
Week 13		Holidays		
Week 14	Unseen Translation and Pali Vocabulary and its use.	Discussion, Q& A, Home task	Individual and Group	7, 8 and 9

Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	
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Course Details		Instructor Details	
Course Title	Pali Prosody and Rhetoric	Course Instructor	
Course Code	PBS 402	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section	N/A	Office Room	
Class Room		Contact	
Class Time	8.00 am to 6:00 pm	Email	

Introduction

This course will provide Students with the knowledge of Pali Prosody and Rhetoric. It develops the knowledge of determining the Pali Prosody, especially Mattāchanda, Vuttachanda or Akkhārachanda. It also helps the students to enrich the knowledge of Pali Rhetoric and its application. Besides, it will help the students to identify the process of Pali Prosody and Rhetoric.

Course Objectives

- To develop the knowledge on Pali Prosody.
- To teach the method of determination of various Prosody in Pali.
- To provide knowledge on Pali Rhetoric.
- To develop the concept of Bhava (Condition) and concept of Rasa (flavor) in Pali Rhetoric.
- To develop the ability to indicate Pali Chandas.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs):
The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the Origin and Development of Pali Prosody.	√	√		√						

CLO2: Have knowledge on Pali Prosody and its importance in Pali Literature.	√	√		√						
CLO3: Understand the Pali Mattachandas and describe the nature of Mattachandas in Pali literature.	√	√		√		√				
CLO4: Explain the Vuttachandas and its application in Pali literature.	√	√		√		√				
CLO5: Interpret the techniques of identifying Pali prosody.	√	√				√				
CLO 6: Discuss the origin and development of Pali Rhetoric.	√	√		√		√				
CLO7: Acquire the nature and classification of Pali Prosody and its importance.	√	√		√		√				
CLO8: Explore the essence of Shavdalankara and its classification in Pali.	√	√		√		√				
CLO9: Explain the nature of Arthalankara and its classification in Pali.	√	√		√		√				
CLO10: Discuss the Condition (Bhava) and its classification and clarify the Rasa (flavor) and (Bhava) along with its classification and importance in Pali.	√	√		√		√				

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<p>A. Origin and Development of Pali Prosody</p> <p>B. Pali Prosody</p> <ul style="list-style-type: none"> ▪ Definition of the Pali Prosody. ▪ Introduction of Pali Prosody and its importance to the Pali Literature. ▪ Classification of Pali Prosody. ▪ Mattachandas : a. Origin of Mattachandas, b. Classification of Mattachandas, c. The Pāda of Mattachanda ▪ Vuttachandas : a. Origin of Vuttachandas, Classification of Vuttachandas, the Pāda of Vuttachanda ▪ Indicate the Pali Prosody <p>C. Pali Rhetoric</p> <ul style="list-style-type: none"> ▪ Origin and Development of Pali Rhetoric. ▪ Definition of Pali Rhetoric. ▪ Introduction of Pali Rhetoric and its importance to the Pali Literature ▪ Classification of Pali Rhetoric. ▪ Shavdalankara and its classification. ▪ Arthalankara and its Classification.
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	<ul style="list-style-type: none"> ▪ Condition (Bhava) and its Classification. ▪ Rasa (flavor) and its classification ▪ Vuttadaya and Subodhalankara
References (excerpts are available on Google Classroom)	<p>Warder. A.K. (1967), <i>Pali Meter</i>, P. T. S. London</p> <p>জ্ঞানীশ্বর মহাশ্বির সংকলিত (১৯৯৪), <i>পালি প্রবেশ</i>, দীপক বড়ুয়া প্রকাশিত</p> <p>কবিরাজ, বিশ্বনাথ (২০০২), <i>সাহিত্য দর্পণ</i> (১ম পরিচ্ছেদ), অধ্যাপক শ্রী সত্যরঞ্জন বন্দ্যোপাধ্যায় (সংশোধিত), সংস্কৃত পুস্তক ভাণ্ডার, কোলকাতা</p> <p>বিশ্বাস, নরেন (২০০০), <i>অলংকার অবস্থা</i>, ঢাকা</p> <p>বড়ুয়া, সুকোমল (১৯৯৯), <i>পালি ভাষা সাহিত্য ছন্দ ও অলংকার</i>, বাংলা একাডেমী</p> <p>দাস, গঙ্গা (১৯৬৫), <i>ছন্দমঞ্জরী</i>, কলিকাতা</p> <p>চন্দ, মাধবী ও তালুকদার ময়না (২০০৮), <i>অলংকার দর্পণ</i>, ঢাকা বিশ্ববিদ্যালয়</p> <p>নইম, মো. আব্দুল (১৯৯৭), <i>বাংলা অলঙ্কার</i>, ঢাকা</p> <p>ভিক্ষু, শ্রীমৎ আর্থবংশ (১৯৩৭), <i>সুবোধালঙ্কার</i>, চট্টগ্রাম</p> <p>মুখোপাধ্যায়, বিমলাকান্ত (১৩৮৬ বঙ্গাব্দ), <i>সাহিত্যদর্পণঃ</i>, সংস্কৃত পুস্তক ভাণ্ডার, কলিকাতা</p> <p>গোপ, যুধিষ্ঠির (২০০৪), <i>দণ্ডিকৃতঃ কাব্যাদর্শ (প্রথম পরিচ্ছেদঃ)</i>, শ্রীবলরাম প্রকাশনী কোলকাতা</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	Definition of the Pali Prosody.	Discussions and Q & A	Individual and Peer	1 and 2
Week 2	Pali Prosody and its nature	Q& A and teacher feedback	Individual and Peer	1 and 2
Week 3	Mattachandas with classification	Q& A and teacher feedback	Individual and Peer	3
Week 4	Vuttachandas with classification	Presentation, Peer review, Q& A and teacher feedback	Individual and Peer	4
Week 5	Exercises of Pali Prosody	Discussion, Q& A and teacher feedback	Individual	1,2, 3, 4

Week 6	Origin and Development of Rhetoric	Discussion, Peer review, Q& A and teacher feedback	Individual and Peer	6 and 7
Week 7	Shavdalankara and its classification	Discussions and Q & A	Individual	8
Week 8	Arthalankara and its Classification	Discussions and Q & A	Individual	9
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Condition (Bhava) and its Classification	Discussion,Q& A and teacher feedback	Individual and Peer	10
		Discussion,Q& A and teacher feedback	Individual and Peer	
Week 11	Rasa (flavor) and its classification	Discussion,Q& A and teacher feedback	Individual and p Peer	10
Week 13		HOLIDAYS		
Week 14	Indicate the Pali Prosody	Discussion& A and teacher feedback	Individual and Peer	1, 2
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Early Buddhist Geography and Topography	Course Instructor	
Course Code	PBS :403	Designation	
Prerequisite	Every Students should have a curriculum	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section	N/A22	Office Room	
Class Room	6018	Contact	
Class Time	8.00 am to 5.00 pm	Email	

Introduction

The main purpose of the course is to introduce students with the geographical location and topographical condition of Buddhist history, culture and civilization in ancient India, especially about the history of sixteen Janapadas. The course will also introduce students with the geographical location and importance of the Buddhist historical places along with their geo-topographical information. It will also help the students to develop the advanced knowledge on early Buddhism.

Course Objectives

- To introduce the geographical identity and topographical information of ancient India, especially those of Sixteen Janapads.
- To introduce the geographical identity and topographical characteristics of the following Janapadas of ancient Bengal: Samatata, Puṇḍravardhana, Tamralipti, Radha, Gauda, Varendra and Harikela.
- To provide knowledge on the geographical and topographical information of Suvarṇabhūmi, Karnaśuvarṇa, Mājjhīmadesa and Saketa.
- To develop the knowledge of the Buddhist heritages.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs: The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the Geographical history of following Janapads, Anga, Magadha, Kasi, Kosala, Vajji, Malla, Cedi, Vamsa,	√	√				√	√	√		
CLO2: Understand the Geographical history of the following Janapads, Kuru, Pancala, Maccha, Surasen, Assaka, Avanti, Gandhara and Kamboja.	√	√				√	√	√		
CLO3: Analyze the Geographical history of the following Janapadas of ancient Bengal : Samatata, Puṇḍravardhana, Tamralipti, Suvarṇabhūmi, Karnaśuvarṇa, Radha, Gauda, Mājjhīmadesa, Varendra, Harikela	√	√				√	√	√		
CL4: Describe the topographical condition of following four great places along with their historical importance, Lumbini, Buddhagaya, Saranatha and Kusinara	√	√				√	√	√		

CLO5: Develop knowledge of geographical, topographical and civilization of: Kapilavatthu and Varanasi.	√	√				√	√	√		
CLO6: Explore the geographical and topographical condition of Kosambi and Champa City along with their religious activities.	√	√				√	√	√		
CLO7: Interpret the geographical identity and topographical condition of Sankasya and Sravasti with their historical and religious importance.	√	√				√	√	√		
CLO8: Present the geographical and topographical information of Saket and Anuradhapura along with the religious importance.	√	√				√	√	√		
CLO9: Gather knowledge on the geographical identity, topographical and political condition of Gandhara and Taxila along with the religious, educational and cultural activities.	√	√				√	√	√		
CLO10: Enrich the socio-cultural knowledge on the account of sixteen Janapadas and other Buddhist geographical and topographical sites.	√	√				√	√	√		

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<p>Part : A : Geography</p> <ul style="list-style-type: none"> Geographical History of Sixteen Janapads :Anga, Maghadha, Kasi, Kosala, Vajji, Malla, Ceti, Vamsa, Kuru, Pancala, Maccha, Surasen, Assaka, Avanti, Gandhara and Kamboja. Geographical History of Japadas of ancient Bengal Samatata, Pundravardhana, Tamralipti, Suvarnabhumi, Karnasuvarna, Radha, Gauda, Majjhimadesa, Varendra, Harikela <p>Part: B : Topography</p> <ul style="list-style-type: none"> Four great places : Lumbini Buddhagaya, Saranatha and Kusinara Buddhist Important Places : Kapilavatthu, Varanasi, Kosambi, Campa, Samkassya, Sravasti, Saketa <p>Anuradhapura, Gandhara and Taxila</p>
References (excerpts are available on Google Classroom)	<p>Walters, Thomas (2008).<i>On Yaung Chuwang Travels of India</i>, , India</p> <p>Leege, James (1888).<i>A Record of the Buddhist Kingdom</i>, Oxford</p> <p>Tsing I (1896), <i>A Record of the Religion as Practiced in India and the Malaya Archipelago</i></p> <p>Bhattacharya Narendra Nath (1981).<i>History of Researches on Indian Buddhism</i>, South Asia Books; 1st edition, February</p>

	<p>Law, B. C.(1984). <i>Historical Geography of Ancient India</i>, Munsiram Manoharlal Publishers, Delhi</p> <p>Smith, V. A (1999). <i>Early History of India</i>, John Wiley & Sons Ltd, Publication</p> <p>Davids, T. W. Rhys (1943). <i>Buddhist India</i>, Motilal Banarsidass, Delhi</p> <p>Majumder R. C. <i>History of Bengal</i>, Vol. 1 (2006). fourth impression, The University of Dhaka</p> <p>রায়, নীহার রঞ্জন (১৩৫৯)। <i>বাঙ্গালীর ইতিহাস</i>, আদি পর্ব, দেজ পাবলিশিং, কলিকাতা</p> <p>আলম, এ কে এম শামসুল (১৯৭৬)। <i>ময়নামতি</i>, প্রত্নতত্ত্ব অধিদপ্তর</p> <p>কিরন, মো. আশিকুজ্জামান খান (২০১৩)। <i>প্রাচীন বাংলার জনপদ ও বৌদ্ধ ঐতিহ্য</i>, পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ঢাকা</p> <p>নাহরিন, শামীমা (২০১৪)। <i>বাংলাদেশের বৌদ্ধ প্রত্নতত্ত্ব : প্রাচীন বিহার</i>, অনু প্রকাশনী, ঢাকা</p> <p>বড়ুয়া, ড. বিমান চন্দ্র (২০২৩)। <i>প্রাচীন বাংলার বৌদ্ধ দর্শন ও সংস্কৃতি</i>, সালাম এন্ড আকন্দ, ঢাকা</p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of Course Topics/Content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	Geographical history of Sixteen Janapads: Anga, Magadha, Kasi, Kosala, Vajji.	Discussions and Q & A	Individual and peer	1, 2 and 10
Week 2	Geographical history of Sixteen Janapads: Malla, Cedi, Vamsa, Kuru Pancala.	Q & A and teacher feedback	Individual and peer	1 and 10
Week 3	Geographical history of Japadas: Maccha, Surasen, Assaka, Avanti, Gandhara and Kamboja.	Q & A and teacher feedback	Individual and peer	1 & 6
Week 4	Geographical history of Japadas of ancient Bengal: Samatata, Pundravardhana, Tamralipti, Suvarnabhumi, Karnasuvarna	Presentation, Peer review, Q & A and teacher feedback	Individual and peer	6

Week 5	Geographical history of Janapadas of ancient Bengal: Karnasuvarna, Radha, Gauda,	Discussion & A and teacher feedback	Individual	6
Week 6	Geographical history of Janapadas of ancient Bengal: Majjhimadesa, Varendra, Harikela.	Discussions and Q & A	Individual	1, 6
Week 7	Topography : Four great places : Kapilavatthu, Buddhagaya	Discussion, Peer review, Q & A and teacher feedback	Individual and peer	2 & 6
Week 8	Topography : Four great places : Saranatha, Kusinara.	Discussion, Peer review, Q & A and teacher feedback	Individual and peer	2 & 6
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Topography : Kosambi and Champa	Discussion & A and teacher feedback	Individual and peer	2
Week 11	Topography: Sankasya and Sravasti	Discussion & A and teacher feedback	Individual and peer	6
Week 12	Topography: Saket and Anuradhapura	Discussion, Q& A and teacher feedback	Individual and peer	6
Week 13		HOLIDAYS		
Week 14	Topography: Gandhara and Taxila		Individual	1, 6 and 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		individual	

Course Details		Instructor Details	
Course Title	Research Methodology	Course Instructor	
Course Code	PBS 404	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-5:00	Email	

Introduction

The purpose of the course is to contribute to the knowledge of various methods and techniques of research. The course mainly focuses on definition, nature, scope, techniques, steps of research, types of research methodology, logic of research methodology, adoption of research methodology, data collection, documentation, measurement, sampling, techniques of analysis and evolution of data, types of model, limitation of research, questionnaire, preparing bibliography, method of field work and interview, method of reporting research, role of induction and deduction, and method of writing of synopsis or research proposal. It will also explore the logical, critical and analytical understanding of the student.

Course Objectives

- To teach students various research methodologies and techniques along with the definition of research.
- To explore the method of data collection and analysis, sampling, field work and interviews, making questionnaire, bibliography and documentation.
- To enlighten students with the knowledge of various types of research model and limitations of research.
- To teach the method of writing synopsis.
- To develop logical, critical and analytical insight.
- To teach the method of preparing dissertation.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs):

The students will be able to:

Course Learning Outcomes (CLOs)	Program learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10

CLO1: Learn the basic idea of Research, specially meaning and characteristics, approaches to knowledge and rationalism etc.		√			√		√	√		
CLO2: Identify the various types of Research methodology, especially Content Analysis, Descriptive Method, Survey Method, Historical Method, the Case Study etc.		√			√		√	√		
CLO3: Interpret the steps of Research. Basically, it will help the students to learn identification and formulation of the research problem; Choice of the Empirical Variables, Collection of data, Analysis and Interpretation, Reporting the research Findings etc.		√			√		√	√		
CLO4: Deliver the knowledge of the Mode of data Collection. Mainly, it will focus on the Survey of Document, Interview, Observation, Questionnaire, Schedule, data Collection through Agent etc.		√			√		√	√		
CLO5: Explore the knowledge regarding the the Sampling Method. In particular, they will learn the Assumptions of Sampling, Utility of Sampling, Sample Size, Types of Sampling, Random sampling, Systematic sampling etc.		√			√		√	√		
CLO6: Explore the method of Research Design, especially, Meaning of Research Design, Research Question, Hypothesis, Operational Definition of Variable, Model Building, Theoretical Framework, Typical Format of a Research Proposal.		√			√		√	√		
CLO7: Explore critically the Data Presentation and Analysis. They will understand the method of Editing Data, Classification of Data, Measurement, Scales of Measurement, Data Analysis and Interpretation, Data preparation, Data Analysis, Construction of Tables, Qualitative and Quantitative method etc.		√	√		√		√	√		
CLO8: Organize and elaborate the Reporting of Research. Especially they will learn Steps in Report Writing, General Format of a Research Report and Other Format.		√			√		√	√		
CLO9: Demonstrate knowledge of the method of writing synopsis or research proposal. They will also be enlightened with the knowledge of scope of research, problems of research, adoption of research methodology, formation of dissertation,		√			√		√	√		

primary and secondary sources and research plan etc.										
CLO10: Elaborate the process of preparing a dissertation and prepare the Bibliography and Index		√			√		√	√		

Teaching-learning Contents

References	<ul style="list-style-type: none"> ▪ Introduction to Research (Definition, nature and scope of research). ▪ Various types of Research methodologies ▪ Steps of Research ▪ Mode of Data Collection ▪ Sampling ▪ Research Design ▪ Data Presentation and Analysis ▪ Reporting Research ▪ Method of Synopsis Writing ▪ Preparing Dissertation ▪ Bibliography and Index
	<p>Salahuddin M, Aminuzzaman (2011). <i>Essentials of Social Research</i>, Osder Publication, Dhaka</p> <p>Earl, Babbie (1973). <i>Survey ReserachMethods</i>, Belmont: Wadsworth.</p> <p>C. H, Backstorm and G. D. Hursh (1963). <i>Survey Reserach</i>, Evanston, North University Press</p> <p>Blalock,A. B and Jr. H. M. Blalock (1982). <i>Introduction to Social Reserach</i>, London, Prentice Hall</p> <p>Jr. H. M. Blalock and A. B. Blalock (1968). <i>Methodology in Social Reserach</i>, New York, McGraw-Hill</p> <p>Berelson,B (1952). <i>Content Analysis in Communication Reserach</i>, New York, Free Press</p> <p>Bryman, Alan (1989). <i>Reserach Methods and Organization Study</i>, Boston, Unwin Hyman</p> <p>Cochran, W. G. (1963). <i>Sampling Techniques</i>, New York, Wiley</p> <p>Deming,W. E (1950). <i>Some Theory of Sampling</i>, New York, Wiley</p> <p>Russel Ackoff and L. Pritzer (1951). <i>The Methodology of Survey Reserach</i>, IJOAR</p> <p>শাহজাহান তপন (১৯৮৭)। থিসিস ও অ্যাসাইনমেন্ট লিখন পদ্ধতি ও কৌশল। প্রতিভা, ঢাকা</p> <p>শওকতুজ্জামান, সৈয়দ (২০০২)। সামাজিক গবেষণা ও পরিসংখ্যান। রোহেল পাবলিকেশন্স, ঢাকা</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Research (Definition, nature and scope of research)	Discussions and Q & A	Individual and Peer	1 and 2
Week 2-3	Various types of Research methodologies (Content Analysis, Descriptive Method, Survey Method, Historical Method, the Case Study etc.)	Discussions and Q & A	Individual and Peer	2
Week 4	Steps of Research (identification and formulation of the research problem; Choice of the Empirical Variables, Collection of data, Analysis and Interpretation, Reporting the research Findings etc.)	Q& A and teacher feedback	Individual and Peer	3
Week 5	Mode of Data Collection (Survey of Document, Interview, Observation, Questionnaire, Schedule, data Collection through Agent etc.)	Q& A and teacher feedback	Individual and Peer	4
Week 6	Sampling (Assumptions of Sampling, Utility of Sampling, Sample Size, Types of Sampling, Random sampling, Systematic sampling etc.)	Presentation, Peer review, Q& A and teacher feedback	Individual and Peer	5
Week 7	Research Design (Meaning of Research Design, Research Question, Hypothesis, Operational Definition of Variable, Model Building, Theoretical Framework, Typical Format of a Research Proposal.)	Discussion Q& A and teacher feedback	Individual	6 and 7
Week 8	Data Presentation and Analysis (method of Editing Data, Classification of Data, Measurement, Scales of Measurement, Data Analysis and Interpretation, Data preparation, Data Analysis, Construction of Tables, Qualitative and Quantitative method etc.)	Discussion, Peer review, Q& A and teacher feedback	Individual and Peer	7, 8 and 10
Week 9	Revisions Midterm (dd/mm/yy)			
Week 10	Reporting Research (Report Writing, General Format of a Research Report and Other Format.)		Individual	8
Week 11	Method of Synopsis Writing (writing synopsis or research proposal along with scope of research, problems of			9

	research, adoption of research methodology, formation of dissertation, primary and secondary sources and research plan etc.)			
Week 12	Preparing Dissertation	Discussion, Q& A and teacher feedback	Individual and Peer	10
Week 13		HOLIDAYS		
Week 14	Bibliography and Index	Discussion, Q& A and teacher feedback	Individual and Peer	9, 10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Buddhist Arts and Archaeology	Course Instructor	
Course Code	PBS 405	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section	N/A22	Office Room	
Class Room		Contact	
Class Time	8.00 am to 5.00 pm	Email	

Introduction

This course will provide knowledge of Buddhist Arts and Archaeology. Students will be able to learn the definition of archaeology, origin and development of archaeology; Methods of Excavation, how to Define the date of Buddhist archaeological sites and findings; Tourism Value of Buddhist Archaeological Sites, and socio-religious and historical value of Mainamati Salvanvihara, Paharpur Sompur Mahavihara, Vasu Vihar, Nalanda, Vikrimsila Vihara etc.

Course Objectives

- To provide knowledge on general concepts of archaeology.
- To enrich the knowledge of Buddhist Art, archaeology and paintings.
- To clarify the methods of excavation.
- To expose the tourism value of Buddhist Archaeological sites.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs):
The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the basic knowledge of General Archaeology and origin and development of Archaeology.	√	√		√	√	√	√	√		√
CLO2: Understand the importance of Archaeology.	√	√			√	√	√	√		√
CLO3: Deliver knowledge on the method of Archaeological excavation; define the date and preservation of findings.	√	√			√	√	√	√		√
CLO4: Assess the tourism value of Buddhist archaeological sites.	√	√			√	√	√			√
CLO5: Explore the basic knowledge of Buddhist Arts and Archaeology.	√	√		√	√	√	√	√		√
CLO6: Gather knowledge of origin, Development and Importance of Buddhist Arts and Archaeology.	√	√		√	√	√	√	√		√
CLO7: Identify the characteristics of Buddhist Arts-Painting & Terracotta along with its artistic value.	√	√			√	√	√	√		√
CLO8: Explain the Buddhists archaeological sites of Bangladesh, especially of Paharpur Sompur Mahavihar, Vasu Vihar, Halud Vihar, Mahastangarh and Mainamati Salbanvihar.	√	√			√	√	√	√		√
CLO9: Illustrate the archaeological values of Buddhist Sites in India, especially of Nalanda, Vikramsila Vihar, Taxila, Ajanta, Elora, Sanci and Nagarjunkonda etc.	√	√			√	√	√	√		√
CLO10: Explain the importance of Buddhist Archeological Sites in Bangladesh, and their Contribution to the national culture and civilization of Bangladesh.	√	√			√		√	√		√

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<p>Part : A General Archaeology</p> <ul style="list-style-type: none"> ▪ Origin, development and Importance of Archaeology ▪ Method of excavation, Define the date of archaeological sites and findings, Preservation of findings, Tourism value of Archaeological sites. <p>Part : B Buddhist Art and Archaeology Contents</p> <ul style="list-style-type: none"> ▪ Origin, Development and importance of Buddhist Art and
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	<p>Archaeology</p> <ul style="list-style-type: none"> ▪ Buddhist Art - Painting & Terracotta Plaques ▪ Buddhist Archaeology : Paharpur Vihar, Sompur Vihar, Vasu Vihar, Mahasthagarh, Mainamati, Nalanda, Vikasila vihar, Taxila, Ajanta, Elora, Sanci, Nagarjungkonda, Orissa, Barhut, Udayagiri
References (excerpts are available on Google Classroom)	<p>Mitra, Debala (1971). <i>Buddhist Monuments</i>. Sahitya Samsad, Calcutta</p> <p>Brown, Percy (1956) <i>Indian Architecture: Buddhist and Hindu Periods</i>. 3d ed. D. B. Taraporevala Sons, Bombay</p> <p>A. K. M. Shamsul Alam (1985). <i>Sculptural Art of Bangladesh</i>, Department of Archeology, Dhaka</p> <p>Barua, Dipak Kumar (1969). <i>Vihars in Ancient India</i>, Indian Publications, Calcutta</p> <p>N. K. Bhattasali, <i>Iconography of Buddhist and Brahmanical Sculpture in Dacca Museum</i> (1929). Bangladesh National Museum, Dhaka</p> <p>B. Bhattacharyya (1958). <i>The Indian Buddhist Iconography</i>, Firma K. L. Mukhopadhyay, Calcutta</p> <p>K. Ananda Coomaraswami (2001). <i>The Origin of the Buddha Image</i>, Munshirm Manoharlal Pub Pvt Ltd, Delhi</p> <p>K. Ananda Coomaraswami (1935). <i>Elements of Buddhist Iconography</i>, Harvard University Press, Cambridge</p> <p>Rahman, Mukhlesur (1998). <i>Sculpture in the Varendra Research Museum</i>, Bangladesh National Museum, Dhaka</p> <p>সরকার, সাধনচন্দ্র (১৯৯৭)। বৌদ্ধ শিল্প ও স্থাপত্য, মহাবোধি বুক এজেন্সী, করকাতা</p> <p>হোসেন, মো. মোশারফ (২০০২)। পুরাকীর্তি পুরাতত্ত্ব, দিব্যপ্রকাশ, ঢাকা</p> <p>হোসেন, মো. মোশারফ (২০০৬)। হিন্দু জৈন বৌদ্ধ মূর্তিতাত্ত্বিক বিবরণ, দিব্যপ্রকাশ, ঢাকা</p> <p>হোসেন মো. মোশারফ (১৯৯৮)। প্রত্নতত্ত্ব: উদ্ভব বিকাশ, বাংলা একাডেমী, ঢাকা</p> <p>ভট্টচার্য বিনয়তোষ (২০০৫)। বৌদ্ধদের দেব-দেবী, চিরায়ত প্রকাশন, কলকাতা</p> <p>সুনীথানন্দ, ভিক্ষু (১৯৯৯)। বাংলাদেশে বৌদ্ধ ভাস্কর্য, এশিয়াটিক সোসাইটি অব বাংলাদেশ, ঢাকা</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of Course Topics/Content with CLOs

Week	Topics/Content	Teaching-learning	Assessment Strategy	Corresponding CLOs
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		strategy		
Week 1	Basic knowledge of General Archaeology.	Discussions and Q & A	Individual and Peer	1 and 2
Week 2	Discuss the origin and development of Archaeology.	Q& A and teacher feedback	Individual and Peer	1, 2 and 3
Week 3	Explain the importance of Archaeology.	Q& A and teacher feedback	Individual and Peer	3 and 4
Week 4	Show proper knowledge of the method of Archaeological excavation; define the date and preservation of findings.	Presentation, Peer review, Q& A and teacher feedback	Individual and Peer	4
Week 5	Assess the tourism value of Buddhist archaeological sites.	Discussion, Q& A and teacher feedback	Individual	5
Week 6	Explore the basic knowledge of Buddhist Arts and Archaeology.	Discussion, Peer review, Q& A and teacher feedback	Individual and Peer	6, 7
Week 7	Gather knowledge of origin, Development and Importance of Buddhist Arts and Archaeology	Discussions and Q & A	Individual	7
Week 8	Identify the characteristics of Buddhist Arts-Painting & Terracotta along with its artistic value.	Discussions and Q & A	Individual	8
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Explain the Buddhists archaeological sites of Bangladesh, especially of Paharpur Sompur Vihar, Vasu Vihar, Halud Vihar, Mahastangarh and Mainamati.	Discussion, Q& A and teacher feedback	Individual and Peer	9, 10
		Discussion, Q& A and teacher feedback	Individual and Peer	9, 10
Week 11	Illustrate the archaeological values of Buddhist Sites in India, especially of Nalanda, Vikramsila Vihar,	Discussion, Q& A and teacher feedback	Individual and Peer	10

	Taxila, Ajanta, Elora, Sanci and Nagarjungkonda etc.			
Week 13		HOLIDAYS		
Week 14	Explain the importance of Buddhist Archeological Sites in Bangladesh, and their Contribution to the national culture and civilization of Bangladesh. Explain the importance of Buddhist Archeological Sites in Bangladesh, and their Contribution to the national culture and civilization of Bangladesh.	Discussion, Q& A and teacher feedback	Individual and Peer	10, 11
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Buddhism in Bengali Literature	Course Instructor	
Course Code	PBS 406	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section	N/A	Office Room	
Class Room		Contact	
Class Time	8.00 am to 5.00 pm	Email	

Introduction

The course focuses on the life and teachings of Buddha, the influences of Buddhism on Bengali Literature, such as Prose, Poetry, Drama, Nobel and Story. It will also expose the Buddha's teachings in the writings of Bengali writers.

Course Objectives

- গদ্য সাহিত্যে মূল-বিষয়ক ভক্তিবাদ ও কুশল ধর্মের তাৎপর্য সম্পর্কে জানবে।
- পদ্য সাহিত্যে সিদ্ধার্থের জন্মকথা ও লোকশিক্ষা সম্পর্কে মূল ধারণা জ্ঞাত হবে।
- রবীন্দ্রনাথ ঠাকুরের কবিতা ও অন্যান্য লেখকদের মূল বক্তব্য তুলে ধরার প্রয়োজনীয়তা যাচাই করবে।
- নাটক, উপন্যাসের তথ্য সম্পর্কে ধারণা লাভ করা ও বিষয় সংযুক্ত করা শিখবে।
- চর্যাপদের শিক্ষণীয় বিষয় অবগত হবে ও সমাজ-জীবন সম্পর্কে জ্ঞাত হবে।
- লুইপা ও কানুপাদের রাগ পটমঞ্জরীর পাঠ্যবিষয় অবগত হবে।

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs: The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: বুদ্ধ সম্পর্কে জানবে, বৌদ্ধধর্ম সম্পর্কে জ্ঞান লাভ করবে, রবীন্দ্রনাথ ঠাকুর ও তাঁর বৌদ্ধধর্ম চর্চা এবং বৌদ্ধধর্মে ভক্তিবাদ সম্পর্কে জানবে।	√					√	√			
CLO2: কুশলকর্ম এবং অকুশল কর্ম সম্পর্কে জানবে এবং করণীয় ও বর্জনীয় বিষয়ে উপলব্ধি করবে।	√					√				
CLO3: সিদ্ধার্থের পিতা-মাতা, মহামায়ার স্বপ্ন, দৈবজ্ঞ ব্রাহ্মণের ভবিষ্যৎ বাণী এবং সিদ্ধার্থের জন্মের স্থান সম্পর্কে জ্ঞান লাভ করতে পারবে।	√					√				
CLO4: যাপিতজীবনের বরণীয় ও বারণীয় সম্পর্কে শিক্ষা লাভ করবে এবং লোকশিক্ষায় কৃষি ভারদ্বাজের জ্ঞানচক্ষু উদয়, আলবি দস্যুর সৎজ্ঞান উৎপন্ন এবং বুদ্ধের দেশিত শান্তিময় নির্বাণের কথা ব্যাখ্যা করতে পারবে।	√			√		√				
CLO5: রবীন্দ্রনাথ ঠাকুরের শ্রেষ্ঠ ভিক্ষা কী জানতে পারবে, এক দরিদ্র মহিলার ত্যাগ ও দানের মহত্ব জানবে, উপর তলায় আসীন ব্যক্তিদের সাধারণ মানুষের জীবন নিয়ে যে নিষ্ঠুরতা তা জানবে, রাজ-অন্তপুরের এক দাসী কিভাবে নিজের জীবন তুচ্ছ করে, শ্রদ্ধার সাথে বেদিতলে বুদ্ধের পূজা দিলেন তা জানতে পারবে, সামান্য ক্ষতি কিভাবে অসামান্য ক্ষতিতে পরিণত হয়	√	√					√			

জানতে পারবে। অভিসার কবিতায় বৌদ্ধ সন্ন্যাসী উপগুপ্তের, বাসবদত্তার কাহিনী এবং এতে বৌদ্ধধর্মের মূলতত্ত্বের গভীরতার প্রতিফলন সম্পর্কে অনুসন্ধান করতে পারবে।।										
CLO6: স্বামী বিবেকানন্দ বুদ্ধকে কীভাবে ভক্তি ও শ্রদ্ধা এ বিষয়ে বিশ্লেষণ করতে পারবে।	√	√						√		
CLO7: বুদ্ধ পূর্ণিমার কবিতা আলোকে জরা, ব্যাধি, মৃত্যু, সর্বজীবে দয়া এবং বুদ্ধত্ব লাভ সম্পর্কে বর্ণনা করতে পারবে।	√	√				√				
CLO8: কাজী নজরুল ইসলামের আত্মশক্তির কবিতার মাধ্যমে কীভাবে সকল ব্যাধি বিদূষিত করা যায়; বুদ্ধের শরণ কেন শ্রেষ্ঠ শরণ এবং বৌদ্ধ সংঘ কেন শান্তির প্রতীক তা ব্যাখ্যা করতে পারবে। জীবনানন্দ দাশ-এর বুদ্ধের শরণ কেন শ্রেষ্ঠ শরণ এবং বৌদ্ধ সংঘ কেন শান্তির প্রতীক তা জানতে পারবে ও ব্যাখ্যা করতে পারবে। বেগম সুফিয়া কামালের সিদ্ধার্থ কবিতার মাধ্যমে সিদ্ধার্থ জীবনাচার সম্পর্কে বিস্তারিত জানবে এবং নৈতিক জীবন গঠনে সিদ্ধার্থের জীবনাচারের ভূমিকা জানতে ও বিশ্লেষণ করতে পারবে পারবে। মোহিত লাল মজুমদারের বুদ্ধ কবিতার মাধ্যমে বুদ্ধের প্রতি মানবের শ্রদ্ধা প্রদর্শনের কারণ সম্পর্কে জানবে	√	√					√	√		
CLO9: নাটক: নটীর পূজা, রবীন্দ্রনাথ ঠাকুর। রবীন্দ্রনাথ ঠাকুরের নটীর পূজা নাটকে বুদ্ধের প্রতি নটীর শ্রদ্ধা ও পূজা প্রদানের কারণ সম্পর্কে জানবে এবং বিশ্লেষণ করতে পারবে। চণ্ডালিকা নাটকটি পড়ে সকল শ্রেণীর পেশার মানুষের মর্যাদা সম্পর্কে সম্যক ধারণ লাভ করতে পারবে। বিসর্জন নাটক পাঠ করে আত্মত্যাগের মহিমা সম্পর্কে জানবে এবং ব্যাখ্যা পারবে।	√	√					√	√	√	
CLO10: হরপ্রসাদ শাস্ত্রীর কাঞ্চনমালা পাঠ করে আনৈতিক আচার-অনুষ্ঠান বর্জন, কর্ম-কুশলতার মাধ্যমে সাফল্য অর্জনের কথা জানবে। চর্যাপদের উৎপত্তি ও সিদ্ধাচার্যদের জীবনাচার, সমাজজীবন সম্পর্কে অবগত হবে এবং লুইপার ও কানুপার রচিত পদের মাধ্যমে প্রাচীন বাংলার ধর্মীয় ও সমাজ জীবন সম্পর্কে সম্যক জ্ঞান লাভ করতে পারবে।	√	√		√		√		√		

Teaching-learning Contents

Primary text(all posted on Google Classroom)	<p>গদ্য সাহিত্য</p> <p>রবীন্দ্রনাথ ঠাকুর, বৌদ্ধধর্মে ভক্তিবাদ</p> <p>শশিভূষণ তাম্রগুপ্ত, কুশলধর্মের তাৎপর্য</p> <p>পদ্য সাহিত্য</p> <ul style="list-style-type: none"> ■ নবীনচন্দ্র সেন, অমিতাভ : সিদ্ধার্থের জন্ম (প্রথম অধ্যায়) ■ নবীনচন্দ্র সেন, লোকশিক্ষা (অষ্টাদশ অধ্যায়) ■ রবীন্দ্রনাথ ঠাকুর, শ্রেষ্ঠ ভিক্ষা ■ রবীন্দ্রনাথ ঠাকুর, পূজারিনী ■ রবীন্দ্রনাথ ঠাকুর, সামান্য ক্ষতি ■ রবীন্দ্রনাথ ঠাকুর, অভিসার
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	<ul style="list-style-type: none"> রবীন্দ্রনাথ ঠাকুর, শাপমোচন স্বামী বিবেকানন্দ, নমো বুদ্ধায়ঃ কাজী নজরুল ইসলাম, আত্মশক্তি জীবনানন্দ দাশ, বুদ্ধের সরণ বেগম সুফিয়া কামাল, সিদ্ধার্থ মোহিতলাল মজুমদার, বুদ্ধ <p>নাটক</p> <ul style="list-style-type: none"> রবীন্দ্রনাথ ঠাকুর, নটীর পূজা রবীন্দ্রনাথ ঠাকুর, চণ্ডালিকা রবীন্দ্রনাথ ঠাকুর, বিসর্জন <p>চর্যাপদ</p> <ul style="list-style-type: none"> সাহিত্যিক গুরুত্ব ও দর্শন সমাজজীবন লুইপাদ-প্রথম পদ (রাগ পটমঞ্জরী) কানুপাদ-একাদশ পদ (রাগ পটমঞ্জরী)
References (excerpts are available on Google Classroom)	<p>Text and Reference Books :</p> <p>ঠাকুর, রবীন্দ্রনাথ (১৩৭৯)। <i>সঞ্চয়িতা</i>, অষ্টম, সংস্করণ কলিকাতা, বিশ্বভারতী গ্রন্থন বিভাগ</p> <p>ঠাকুর, রবীন্দ্রনাথ (১৩৯২)। <i>বুদ্ধদেব</i>, কলিকাতা, বিশ্বভারতী গ্রন্থন বিভাগ</p> <p>ঠাকুর, রবীন্দ্রনাথ র (১৩৮৮)। <i>কথা ও কাহিনী</i>, বিশ্বভারতী গ্রন্থন বিভাগ, কলিকাতা,</p> <p>ইসলাম, কাজী নজরুল <i>সম্বোধিতা</i> (১৯২৫)। <i>নজরুল ইনস্টিটিউট</i>, ঢাকা</p> <p>চৌধুরী হেমেন্দু বিকাশ (সম্পাদিত)(১৯৯৩)। <i>বুদ্ধ প্রণাম</i>, ১ম সংস্করণ, কলিকাতা, বৌদ্ধ ধর্মাক্কুর সভা</p> <p>শাস্ত্রী, মহামহাপাধ্যায় হরপ্রসাদ (১৯১৬)। <i>হাজার বছরের পুরাণ বাঙ্গালা ভাষায় বৌদ্ধ গান ও দোঁহা</i>, বঙ্গীয় পরিষদ, কলিকাতা</p> <p>সেন, সুকুমার(২০১৫)। <i>চর্যাপদ পদাবলী</i>, সপ্তম সংস্করণ, ভারত, আনন্দ পাবলিশার্স</p> <p>মজুমদার, মোহিতলাল (১৯৩৬)। <i>স্বরগল</i>, কলিকাতা</p> <p>বড়ুয়া, বেলু রানী (২০১৫)। <i>আধুনিক বাংলা কবিতায় বুদ্ধ প্রসঙ্গ</i>, ঢাকা বিশ্ববিদ্যালয়, ঢাকা বিশ্ববিদ্যালয় প্রকাশনা সংস্থা</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corres pondi ng</u>
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				CLOs
Week 1	বৌদ্ধধর্মে ভক্তিবাদ, রবীন্দ্রনাথ ঠাকুর কুশলধর্মের তাৎপর্য, শশি ভূষণ দাশগুপ্ত	Discussions and Q & A	Individual and peer	1 and 2
Week 2	নবীন চন্দ্র সেন, অমিতাভ : প্রথম অধ্যায় সিদ্ধার্থের জন্মকথা, লোকশিক্ষা	Q& A and teacher feedback	Individual and peer	2 and 4
Week 3	শাপ মোচন, শ্রেষ্ঠ ভিক্ষা-রবীন্দ্রনাথ ঠাকুর	Q& A and teacher feedback	Individual and peer	5
Week 4	পূজারিনী, সামান্য ক্ষতি, অভিসার - রবীন্দ্রনাথ ঠাকুর	Presentation, Peer review, Q& A and teacher feedback	Individual and peer	5
Week 5	আত্মশক্তি-কাজী নজরুল ইসলাম বুদ্ধঃ সরণঃ-জীবনানন্দ দাশ সিদ্ধার্থ -বেগম সুফিয়া কামাল	Discussion, Q& A and teacher feedback	Individual	8
Week 6	বুদ্ধ-মোহিতলাল মজুমদার নমো বুদ্ধায়ঃ-স্বামী বিবেকানন্দ	Discussion, Peer review, Q& A and teacher feedback	Individual and peer	1
Week 7	নটীর পূজা-রবীন্দ্রনাথ ঠাকুর	Discussions and Q & A	Individual	9
Week 8	চণ্ডালিকা-রবীন্দ্রনাথ ঠাকুর	Discussions and Q & A	Individual	9
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	বিসর্জন-রবীন্দ্রনাথ ঠাকুর	Discussion, Q& A and teacher feedback	Individual and peer	9
		Discussion, Q& A and teacher feedback	Individual and peer	
Week 11	কাঞ্চনমালা, হরপ্রসাদ শাস্ত্রী	Discussion, Q& A and teacher feedback	Individual and peer	10
Week 13		HOLIDAYS		
Week 14	চর্যাপদ: সাহিত্যিক গুরুত্ব ও দর্শন চর্যাপদে সমাজজীবন লুইপাদ-প্রথম পদ কানুপাদ-একাদশ পদ	Discussion, Q& A and teacher feedback	Individual and peer	10
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Applied Buddhism	Course Instructor	
Course Code	PBS 407	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course CO-ordinator
Section	N/A22	Office Room	
Class Room		Contact	
Class Time	8.00 am to 5.00 pm	Email	

Introduction

The course contains the concept of Applied Buddhism which is the application of Buddha's teachings in our daily life. Applied Buddhism is also regarded as engaged Buddhism. It can be applied in every circumstance in order to bring understanding and solutions to problems in our society. Applied Buddhism offers concrete ways to relieve sufferings and brings peace and happiness in human life. Apart from the commonly discussed philosophical and psychological aspects, more emphasis is given here on the traditional culture and social aspects of Buddhism. It also shares the valuable concepts of to modern society. The purpose of this course is to teach the application of Buddhism in modern society.

Course Objectives

- To introduce students to the concept of Applied Buddhism.
- To provide the students with the knowledge of the application of Applied Buddhism.
- To expose the knowledge of attitude of Buddhism towards modern issues.
- To explore the role of Buddhism in establishing peace and harmony.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the relation between Buddhism and Society, definition and meaning of Applied Buddhism and necessity of applied Buddhism.	√	√		√	√		√	√	√	√
CLO2: Understand the application of the moral teachings of Buddhist Suttas in socio-religious life.	√	√		√			√	√	√	
CLO3: Apply the role of Buddhism to solve the	√	√			√		√	√		√

problem of modern issues.										
CLO4: Discuss the importance of morality, the contribution of Buddhism to developing the morality and role of morality in the society.	√	√		√			√	√		
CLO5: Deliver the importance of human rights and role of Buddhism in enhancing the human rights in society.	√	√		√			√			
CLO6: Discuss the responsibilities of human beings to enhance the good and congenial environment in the world in the light of Buddhism.	√	√			√		√	√		√
CLO7: Illustrate the attitude of Buddhism towards economics and good governance.	√	√			√		√	√		√
CLO8: Discuss the role of Buddhism in establishing equity and tolerance in the society.	√	√		√				√		
CLO9: Explain the importance of globalizaion in Buddhist perspectives.	√	√		√			√			
CLO10: Realize the attitude of Buddhim towards Euthanasia, Sexuality, Abortion, Aids, Gender, Drugs, suicide, Eve-teasing, Races or Racial, Cloning, organ transplantation and Various Bio-medical issues	√	√		√			√			

Teaching-learning Contents

Primary text (all posted on Google Classroom)	Part: A. Buddhism and Society Application of Buddhist Suttas to society: Mahamangala Sutta Karaniyamettha Sutta Parabhava Sutta Agganna Sutta Kutadanta Sutta Part: B. Buddhism and Modern Issues Buddhism and Morality Buddhism and Human Rights Buddhism and World Peace Buddhism and Economics Buddhism and Environment Buddhism and Tolerance Buddhism and Equity Buddhism and Good Governness Buddhism and Globalization Attitude of Buddhism towards: Euthanasia, Sexuality, Abortion, Aids, Gender, Drugs, suicide, Eve-teasing, Races or Racial, Cloning, organ transplantation and Various Bio-medical issues C. Pali Vocabulary
References	Text and Reference Books

(excerpts are available on Google Classroom)	<p> Davids, T. W. Rhys and J. Estlin Carpentered (1890-1911). <i>Dīgha Nikāya</i>, 3 vols., London, P. T. S. Trenckner V. and Chalmers R. (ed.)(1888-1902).<i>MajjhimaNikāya</i>, 3 vols.,London, P. T. S Smith H. (ed.), (1915). <i>Khuddakapatha</i>, P.T.S. London Fausboll, V. (ed.), (1877-1890).<i>The Jataka</i>, P.T.S. London E. Melford Spiro, (1982). <i>Buddhism and Society</i>, University of California Press, London Thera, Narada (1973). <i>The Life and Teachings of Buddha</i>, Colombo T.T. Quang (2009). <i>Buddhism and Globalization</i>, Bliss and Growth, Blag Biz Loy,D. (2007). <i>A Buddhist View of Globalization</i>, Bunkyo University, Japan Payutto,P. A. (1994).<i>Buddhis Economics, A Middle Way for the Market Place</i>, Bangkok R. F. Sizemore, and D.K. Swearer (1990). <i>Ethics, Wealth and Salvation : A Study in Buddhist Social Ethics</i>, Colombia H. N. Hodge, (2009).<i>Buddhism in the Global Economy</i>, Berkeley, US : ISEC David, R. Loy (1999). <i>The Religion often Market in Vision of a New earth : Religious Perspective on Population, Consumption and Ecology</i>, harold Coward and Dan Maguire, New York Barua, Dipak Kumar (2005).<i>Applied Buddhism</i>, CreateSpace Independent Publishing Platform Narayan,S. (1994).<i>Buddhism and World Peace</i>, Inter-India Publications; First Edition ed. Dhammananda,Sri K (1997). <i>Human Life and Problems</i>, Buddhist Missionary society, Kuala Lumpur, Malaysia ভিক্ষু, জিনবোধি সঙ্ঘর্ষ নীতি মঞ্জরী, (২০০৪)। বুদ্ধিস্ট রিসার্চ এণ্ড পাবলিকেশন সেন্টার, চট্টগ্রাম </p>
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Buddhism and Society	Discussions and Q & A	Individual and peer	1, 2 and 3

Week 2	Application of Buddhist Suttas in society	Q& A and teacher feedback	Individual and peer	1, 2 and 3
Week 3	Mahamangala Sutta	Q& A and teacher feedback	Individual and peer	1, 2 and 8
Week 4	Karaniyametta Sutta and Parabhava Sutta	Presentation, Peer review, Q& A and teacher feedback	Individual and peer	1, 2 and 8
Week 5	Agganna Sutta and Kutadanta Sutta	Discussions and Q & A	Individual	1, 2 and 8
Week 6	Buddhism and Modern Issues Buddhism and Morality	Discussion, Peer review, Q& A and teacher feedback	Individual and peer	1, 4, 9 and 10
			Individual and peer	
Week 7	Buddhism and Human Rights Buddhism and World Peace	Discussion, Q& A and teacher feedback	Individual	1, 4, 9 and
Week 8	Buddhism and Politics Buddhism and Economics	Discussion, Q& A and teacher feedback	Individual and peer	4, 6
Week 9	Revisions 1 st Midterm (dd/mm/yy)			
Week 10	Buddhism and Environment Buddhism and Tolerance Buddhism and Good Governances	Discussion& A and teacher feedback	Individual and peer	1, 6, 8 and 10
Week 11	Attitude of Buddhism towards Euthanasia, Suicide, Eve-teasing, Ecology, Sexuality, Abortion Aids, Globalization, and Women rights, Gender, Drugs, Races or Racial	Discussion& A and teacher feedback	Individual and peer	7
Week 12	Attitude of Buddhism towards Cloning, organ transplantation,	Discussion& A and teacher feedback	Individual and peer	7, 8, 9 and 10
Week 13		HOLIDAYS		
Week 14	Attitude of Buddhism towards various Bio-medical issues, Other Religions, Vocabulary	Discussions and Q & A	Individual	7, 8, 9 and 10

Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	
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Course Details		Instructor Details	
Course Title	Mahayana Buddhist Literature and Philosophy	Course Instructor	
Course Code	PBS 408	Designation	
Prerequisite	Curriculum for undergraduate programme	Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-2024	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	Course Co-ordinator
Section	N/A	Office Room	
Class Room		Contact	
Class Time	8.00 am to 5.00 pm	Email	

Introduction

The course provides knowledge of the history of Mahayana Buddhism and Literature. It helps students to acquire knowledge of the Philosophical doctrines and also its multifaceted gradual expansion and development of Mahayana Buddhist idealism. Mainly, it focuses on the various Buddhist philosophical schools and their doctrines to the students. It will also explore the life and works of Buddhist philosophers. Besides, it helps students to enrich their ideas and thinking on philosophical aspects. It develops the logical, critical and analytical knowledge and understanding of the students as to the mentioned topics.

Course Objectives

To introduce the origin and development of Mahayana Buddhism and its philosophy.
 To teach the various Mahayana doctrinal Philosophy and its necessities in human life.
 To discuss the life and works of renowned Mahayana Buddhist Philosophers.
 To develop the critical and analytical knowledge of the students.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs):
The students will be able to:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)									
	1	2	3	4	5	6	7	8	9	10
CLO 1: Learn the basic concepts of Mahayana Buddhist philosophy and literature.	√	√		√		√	√			

CLO 2: Understand the Mahayana Buddhist doctrines and its various thoughts.	√	√		√		√	√			
CLO3: Interpret the following philosophical theories of Mahayana Buddhism: Madhymika School of Sunnavada, Yogacaravada and Vijjanvada (Yogacara School of Subjective Idealism).	√	√		√		√	√			
CLO4: Deliver the following philosophical theories of Mahayana Buddhism: Sautrantika School of Representationism or Bahyanumeya –Vada and Vaibhashika / Bahya Pratyaksha-vada, the Ideal of Bodhisattva.	√	√		√		√	√			
CLO5: Explore the subject matter of Nyayabindu (1 & 2 Chapter) and Abhidharmakosa - 1st Chapter.	√	√		√		√	√			
CLO6: Discuss the subject matter Vigyapti-matratasiddhi (1 & 2 Chapter) and Madhymika Karika (1 & 2 Chapter).	√	√		√		√	√			
CLO7: Interpret the biographical history and works of Nagarjuna,.	√	√				√	√	√		
CLO8: Acquire the biographical history and works of Asanga and Vasuvandu.	√	√				√	√	√		
CLO9: Discuss the life sketch and works of Dignaga and Dharmakirti	√	√				√	√	√		
CLO10: Discuss the importance of Nagarjuna, Asanga, Vasuvandu, Dignaga and Dharmakirti's impact in making idealistic society.	√	√		√		√	√	√		

Teaching-learning Contents

Primary text(all posted on Google Classroom)	Course Contents Part: A <ul style="list-style-type: none"> Origin and Development of Mahayana Buddhism and its philosophy. Philosophy : a) Madhymika School of Sunnavada, Yogacaravada and Vijjanvada (Yogacara School of Subjective Idealism) b) Sautrantika School of Representationism or Bahyanumeya –Vada and Vaibhashika / Bahya Pratyaksha-vada, the Ideal of Bodhisattva.
	Part : B Philosophical Texts <ul style="list-style-type: none"> Nyayabindu (1 & 2 Chapter) Abhidharmakosa - 1st Chapter. Vigyapti-matratasiddhi (1 & 2 Chapter). Madhymika Karika (1 & 2 Chapter). Part : C Life and Works of :

	<ul style="list-style-type: none"> ▪ Nagarjuna ▪ Asanga ▪ Vasubandhu ▪ Dignaga ▪ Dharmakirti.
References (excerpts are available on Google Classroom)	<p>Chawdhury, Sukomal (1976). <i>Analytical Study of the Abhidharmakosa</i>, Calcutta,</p> <p>Chatterjee, A. K (2007). <i>Yogacara Idealism</i>, Motilal Banarsidass, Delhi</p> <p>Dutta, N (2007). <i>Buddhist Sect in India</i>, Motilal Banarsidass, Delhi</p> <p>Murti, T. R. V. (2010) <i>Central Philosophy of Buddhism</i>, MLBD,</p> <p>Lata S. Bapat (1989). <i>Buddhist Logic</i>, Bharatiya Vidya Prakash, Calcutta</p> <p>চৌধুরী সুকোমল অনু. (১৩৯০)। <i>বিজ্ঞপ্তিমাত্রাসিদ্ধি</i>, ধর্মধার বৌদ্ধ গ্রন্থ প্রকাশনী, কলকাতা, বঙ্গাব্দ</p> <p>চৌধুরী, সুকোমল (১৯৯৭)। <i>গৌতম বুদ্ধের ধর্ম-দর্শন</i>, মহাবোধি বুক এজেন্সি, কলিকাতা</p> <p>চক্রবর্তী, সত্যজিত (১৯৯৪)। <i>আচার্য ধর্মরক্ষিতের ন্যায়বিদ্যু</i>, সাহিত্যশ্রী, কলকাতা</p> <p>শাস্ত্রী, শীলাচার (১৯৮৮) <i>মহাযান ধর্মদর্শন</i>, চট্টগ্রাম</p> <p>মহাশিবির, আচার্য্য বিপ্লবানন্দ (১৯৮৮)। <i>বৌদ্ধ দর্শনে সত্য দর্শন</i>, ধর্মধার বৌদ্ধ গ্রন্থ প্রকাশনী, কলিকাতা</p> <p>মোষ, প্রমথ নাথ (১৯৮৮)। <i>ভারতীয় দর্শন</i>, ঢাকা</p> <p>রহমান, মতিউর (২০১৩)। <i>বৌদ্ধ দর্শন</i>, জাতীয় সাহিত্য প্রকাশ, ঢাকা, ২০১৩</p> <p>বড়ুয়া, দিলীপ কুমার ও বড়ুয়া, সুমন কান্তি (২০০৮)। <i>কীর্তিমান বৌদ্ধ সাহিত্যিক ও দার্শনিক</i>, ঢাকা</p> <p>বড়ুয়া, বিমান চন্দ্র (২০২৩)। <i>প্রাচীন বাংলার বৌদ্ধ দর্শন ও সংস্কৃতি</i>, সালাম এন্ড আকন্দ পাবলিকেশন্স, ঢাকা</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
Week 1	Origin and Development of Mahayana Buddhism and its Philosophy.	Discussions and Q & A, Presentation Paper	Individual	1 and 2
Week 2	Introduction of Madhyamika School of Sunyavada, Yogacharavada and Vijjanavada (Subjective Idealism)	Discussions and Q& A Presentation Paper and teacher feedback	Individual and Group	1, 2 and 3

Week 3	Introduction of Sautrantika and vaibhashika School and their Philosophy.	Discussion, Q& A,	Individual and peer	2 and 3
Week 4	Introduction of Buddhist logic and Nyaya, and discussion on the Book of Nyayabindu.	Discussion and Q & A	Individual and peer	4
Week 5	Detail discussion on the 1 st Chapter of the Abhidharmakasa.	Discussion, Q& A, Quiz, Presentation Paper	Individual and peer	5
Week 6	Analytical discussion on the Vijjanavada through the book Vijjapti-matrata-siddhi.	Discussion and Q & A and teacher feedback	Individual and peer	6
Week 7	Discussion on the Book Madhymika-karika.	Discussion, Q& A, Quiz, Presentation Paper	Individual and peer	
Week 8	Life and works of Achariya Nagarjuna and Asanga	Discussion, Q& A,	Individual	4
Week 9	Revisions 1 st Midterm (dd/mm/yy) and 2 nd Midterm			
Week 10	Life and works of Achariya Vasubandu	Discussion, Q& A	Individual	6
Week 11	Life and works of Achariya Dingnaga and Dharmakirti.	Discussion, Q& A,	Individual	6
Week 12	Revisions	Discussion, Q& A, Quiz	Individual	8 and 9
Week 13		Holidays		
Week 14	Revisions	Discussion, Q& A, Home task	Individual and Grup	7, 8 and 9
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)		Individual	

Course Details		Instructor Details	
Course Title	Dissertation	Course Instructor	
Course Code	PBS 409	Designation	
Prerequisite		Office Room No.	
Course Type	Compulsory	Contact	
Academic session	2023-24	Email	
Credit	4	Administrative contact details	
Total Marks	100	Program Officer	
Section		Office Room	
Class Room	6018	Contact	
Class Time	8:00-4:00	Email	

Introduction

This course will help the students to acquire knowledge on dissertation and how to write dissertations Report. It provides preliminary background information that puts their research in contents also clarifies the focus of their study.

Course Objectives

- To have proper knowledge on dissertation.
- To identify the problems of making dissertation.
- To make research dissertation properly.
- To formulate clear statements.
- To specify research aims and objects
- To teach the methods of writing dissertation.
- To teach the knowledge of data collection and analysis, sampling, field work and interviews, making questionnaire, bibliography and documentation.
- To develop the logical, critical and analytical insight.
- To point out value and validity of the dissertation

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10
CLO1: Learn the basic idea of writing dissertation.	√	√		√	√		√	√		
CLO2: Identify the selection of dissertation title.	√	√			√		√			
CLO3 : Understand about literature review.	√	√		√	√	√	√	√		
CLO4: Gather knowledge and apply dissertation methods and design	√	√			√	√	√	√		
CLO5: Evaluate the dissertation Presentation of Research with results	√	√			√	√		√		

CLO6 : Prepare for making Summery, implications, conclusion (discussion), Bibliography and Index		√			√		√	√		
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Teaching-learning Contents

<ul style="list-style-type: none"> ▪ Introduction to dissertation ▪ Selection of dissertation title ▪ Literature Review ▪ Methodology (Research Design and methods) ▪ Presentation of Research with results ▪ Summery, implications, conclusion (discussion) ▪ Bibliography and Index 	
References	<p>Knox E. Katelyn and Deventer Van Allison (2009). <i>The Dissertation-To-Book Work Book</i> (Exercise for Developing and revising your own manuscripts). Chicago, The University of Chicago press</p> <p>Germano William (2004), <i>From Dissertation to Book</i>. Chicago, The University of Chicago press</p> <p>Allison Brain, Phil Race (2004). <i>The Students Guide to Preparing Dissertation and Theses</i>, Tylor and Francis</p> <p>Jamess E Manuch and Park Namg i(2003), <i>Guide to Successful Thesis and Dissertation-A Handbook for Students and Faculty</i>, 5th Edition CRC Press Inc</p> <p>Bryman, Alan (1989). <i>Reserach Methods and Organization Study</i>, Boston, Unwin Hyman</p> <p>C. H, Backstorm and G. D. Hursh (1963). <i>Survey Reserach</i>, Evanston, North University Press</p> <p>Blalock,A. B and Jr. H. M. Blalock (1982). <i>Introduction to Social Reserach</i>, London, Prentice Hall</p> <p>Jr. H. M. Blalock and A. B. Blalock (1968). <i>Methodology in Social Reserach</i>, New York, McGraw-Hill</p> <p>শাহজাহান তপন (১৯৮৭)। থিসিস ও অ্যাসাইনমেন্ট লিখন পদ্ধতি ও কৌশল। প্রতিভা, ঢাকা</p> <p>শওকতুজ্জামান, সৈয়দ (২০০২)। সামাজিক গবেষণা ও পরিসংখ্যান। রোহেল পাবলিকেশন্স, ঢাকা</p>

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to dissertation	Discussions	Individual	
Week 2	Introduction to dissertation	Discussions and Q & A	Individual and Peer	2
Week 3	Selection of dissertation title	Q& A and teacher feedback	Individual and Peer	3
Week 4	Literature Review	Discussions	Individual and Peer	4
Week 5	Literature Review		Individual and Peer	5
Week 6--8	Methodology (Research Design and methods)	Discussions and Q & A	Individual	
Week 9	Revisions 1st midterm(dd/mm/yy)			
Week 10-11	Presentation of Research with results	Discussions and Q & A	Individual	
Week 12	Summery, implications, conclusion (discussion)	Discussions and Q & A	Individual	
Week 13		Holidays		
Week 14	Bibliography and Index	Discussions and Q & A	Individual	
Week 15	Oral assessment on the last two classes (final exam will be held on (dd/mm/yy)		Individual	

THE END

