

**COURSE TITLE: FOURTH YEAR (HONORS) FINAL**

| Course Number | Course Title | Credit | Marks |
|---------------|--|-----------|-------------|
| 401 | Archaeology of Bangladesh (Ancient Period) | 3 | 100 |
| 402 | Islamic History and Civilization | 3 | 100 |
| 403 | Mediaeval Art and Architecture (Excluding South Asia) | 3 | 100 |
| 404 | Mediaeval Art and Architecture of South Asia with special emphasis on Bengal | 3 | 100 |
| 405 | Ceramic Studies | 3 | 100 |
| 406 | Heritage Studies | 3 | 100 |
| 407 | Conservation and Preservation of Archaeological Remains | 3 | 100 |
| 408 | Environmental Archaeology (Geoarchaeology) | 3 | 100 |
| 409 | Environmental Archaeology (Bioarchaeology) | 3 | 100 |
| 410 | Practical: Environmental Archaeology (Geo-archaeology and Bio-archaeology) | 3 | 100 |
| 411 | Theory and Practice in Archaeology | 3 | 100 |
| 412 | Practical: Management and Marketing of Museum and Heritage Sites | 3 | 100 |
| 413 | Emergence of Bangladesh | 3 | 100 |
| 414 | Term Paper / Research Monograph (optional) | 3 | 100 |
| 415 | Viva-Voce | 2 | 50 |
| Total Marks | | 39 | 1350 |



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|---------------------------|--|
| Course Title | : Archaeology of Bangladesh (Ancient Period) |
| Course Code | : 401 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Objectives

The objective of the course is to demonstrate an overview of archaeology of Bangladesh from early historic to Early Medieval Period. The course intends to introduce the archaeological sites of Bangladesh in detail: nature of archaeological sites, paleo-environment, history, stratigraphy, chronology, settlement pattern, technology, trade and trade route, artifacts and significance of artefacts. Therefore the students will be familiar with the archaeological sites of Bangladesh in detail which is core objective of Archaeology in Bangladesh.

Learning outcomes

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

- Learn the nature of archaeological sites.
- Understand the stratigraphy and chronology of archaeological sites.
- Understand the ancient settlement pattern.
- Know about the ancient technology, trade and trade route.
- Understand the paleo-environment of archaeological sites.
- Know the artifacts and their significance.
- Understand the history and heritage of Bangladesh.

Contents

Unit 1: Introduction

Introductory Geology, Geography, Environment and History of Bangladesh
Early Historic Archaeological Sites in Bangladesh

Unit 2: Wari-Bateshwar region

Background of archaeological research in Wari-Bateshwar.
Distribution and nature of archaeological sites in Wari-Bateshwar.
Settlement Archaeology in the Wari-Bateshwar region
Excavations, stratigraphy and chronology of Wari-Bateshwar.
Issues of Second Urbanization in the Wari-Bateshwar region
Material culture: ceramics, beads, coins, terracotta objects, metal objects and other artifacts

Unit 3: Mahasthan region

Distribution and nature of archaeological sites in Bogra district.
Settlement Archaeology of Mahasthan.
Excavations, stratigraphy and chronology of Mahasthan.
Material culture: ceramics, beads, coins, terracotta objects, metal objects and other artifacts.

**Unit 4: Bhorot Bhayana**

Excavations and related issues of Bhorot Bhayana

Unit 5: Kotalipara

Archaeology and related issues of Kotalipara
Early Medieval Sites and Cultural Materials

Unit 6: Mainamati

The archaeology of Mainamati: historical and environmental perspective
Excavations, stratigraphy and chronology in Mainamati.
Issues of Buddhism in Mainamati region
Material Culture: Buddhist Vihara, Stupa, Terracotta Plaque, Ceramics, Coin and other artifacts.

Unit 7. Paharpur Buddhist Vihara World Heritage Site

The archaeology of Paharpur: historical and environmental perspective
Excavations, stratigraphy and chronology.
Issues of Buddhism at Paharpur region
Material culture: Sculpture, Terracotta Plaque, Metal objects and other artifacts.

Unit 8: Savar

Settlement Archaeology of Savar
Excavations, stratigraphy and chronology of Savar.
Issues of Buddhism at Savar
Material culture: Ceramics.
Terracotta objects, metal objects and other artifacts.

Unit 9: Vikrampur

Archaeology of Vikrampur: historical and environmental perspective
Issues of Buddhism in the Vikrampur region.
Material culture: sculpture, inscription. ceramics, terracotta objects, metal objects and other artifacts.

Unit 10: Dinajpur Region

Distribution and nature of archaeological sites in the Dinajpur region
Stratigraphy and chronology of excavated sites in Dinajpur.
Material culture: sculpture, ceramics, terracotta objects, metal objects and other artifacts.

Unit 11: Vitargarh Citadel

Excavations and archaeology of Vitargarh citadel

Recommended readings

- Ahmed, B. (2001) *Narsingdi Zellar Wari-Bateshwar: Akti Pratnatattvik Shamiksha*. Dhaka: Writer's Foundation.
- Ahmed, B. and Islam, M. N. (2011) *The Mahasthan Hoard II of Silver Punch-Marked Coins*. Dhaka: Asiatic Society of Bangladesh.
- Ahmed, B. and Rahman, S. M. (2015) 'Janapada Punch-marked Coins from Wari-Bateshwar, Narsingdi, Bangladesh', in K. Krishna Naik and E. Siva Nagi



- Reddy edited *Cultural Contour of History and Archaeology*, vol. IV, pp. 1-9. Delhi: B. R. Publishing Corporation, Delhi.
- Ahmed, N. (1975) *Mahasthan*. Dhaka: Directorate of Archaeology.
- Alam, S M. and Salles, J. F. (2001) *France-Bangladesh Joint Venture Excavation at Mahasthangarh First Interim Report 1993-1999*. Dhaka: Department of Archaeology.
- Ali, M. (ed.) (1995) *Archaeological Survey Report of Greater Dinajpur District*. Dhaka: Department of Archaeology.
- Ali, M. and Bhattacharya, S. B. (1986) *Archaeological Survey Report of Bogra District*. Dhaka: Directorate of Archaeology.
- Chakrabarti, D. K. (1996) *Ancient Bangladesh*. Dhaka: UPL
- Cunningham, A. (1969) *Archaeological Survey of India Reports. V- 15*. New Delhi: Archaeological survey of India.
- Dani, A. H. (1960) *Prehistory and Protohistory of Eastern India*. Calcutta: Firma K.L. Mukhopadhyay.
- Dikshit, K. N. (1938) *Excavations at Paharpur*. Delhi: Archaeological Survey of India.
- Hoque, M. M. (2002) Landscape and Human Occupation in Bangladesh from Prehistoric Period to the Early Medieval Period, *Pratnattava* 8: 85-98.
- Husain, A. B. M. (ed.) (1997) *Gaur- Lakhnawti*. Dhaka: Asiatic Society of Bangladesh.
- Husain, A. B. M. (ed.) (1997) *Mainamati – Devaparvata*. Dhaka: Asiatic Society of Bangladesh.
- Husain, A. B. M. (ed.) (1997) *Sonargaon –Panam*. Dhaka: Asiatic Society of Bangladesh.
- Majumdar, R. C. (1943) *The History of Bengal*, Vol. 1. Dacca: University of Dacca.
- Pathan, H. (1989) *Pratnattatvic Nidarshan: Wari-Bateshwar*. Narshingdhi: Grantha Suridho Prakasani.
- Rahman S. M. (ed.) (2007) *Archaeological Heritage*, Cultural Survey of Bangladesh, vol. 1. Dhaka: Asiatic Society of Bangladesh.
- Rahman, M. (2015) Surface Archaeology of Kotālipādā, Gopalgang, Bangladesh in K. Krishna Naik and E. Siva Nagi Reddy edited *Cultural Contour of History and Archaeology*, vol. I, pp. 44-57. Delhi: B. R. Publishing Corporation.
- Rahman, M. and Rahman, S. M. (2013) Settlement Pattern of Kotalipada Mud Rampart Area: an ethnoarchaeological analysis. *Pratnatattva* 19: 65-74.
- Rahman, S. M. (2000) *Archeological Investigation in Bogra District, Bangladesh (From Early Historic to Early Medieval Period)* Dhaka: ICSBA.
- Rahman, S. M. and Pathan, H. (2012) *Wari-Bateshwar: Shekorer Sandhane*. Dhaka: Prothoma Prakashani.
- Rashid, H. (1977) *Geography of Bangladesh*. Dhaka: University Press Limited.
- Rashid, M. H. (2009) *The History of Southeast Bengal in the Light of Recent Archaeological Material*. Dhaka: Itihas Academy.
- Sen, S. (2014) Interpreting Transformation of Material Culture in reference to Stratigraphy: Report on the Excavation at Bowalar Mandap Mound, Birampur, Dinajpur, Bangladesh. *Pratna Samiksa*, New Series 4.
- Sen, S. (2015) Settlements on the Changing Alluvial Landscape in Early Medieval Varendri: Survey and Excavation in Domile-Khairghuni, Bangladesh. *Man and Environment* XL(2).
- Sen, S. (2015) The Transformative Context of a Temple in Early Medieval Varendri: Report of the Excavation at Tisheshwarir Aara in Dinajpur District, Bangladesh. *South Asian Studies* 34(1).



- Sen, S. (2017) Landscape Contexts of the Early Medieval Settlements in Varendri/Gauda: An Outline on the basis of Total Surveying and Excavations in Dinajpur-Joypurhat Districts, Bangladesh. *Pratna Samiskha* New Series.
- Sen, S. *et al.* (2014) Crossing the Boundaries of the Archaeology of Somapura Mahavihara: Alternative Approaches and Propositions, *Pratnatattva* 14: 49-79.
- Sen, S. *et al.* (2010) Survey Archaeology in the Margin: Construction and analysis of the initial database of the recognized and recorded archaeological data/places of present Birat Thana, Dinajpur of Northwestern part of Bangladesh, in M. M. Hoque, A. T. M. Atiqur Rahman and Seema Hoque (eds.) *Selected Essays on History and Archaeology: Papers Presented in Memory of Professor. Abu Imam*, pp. 233-331. Dhaka: Centre for Archaeology and Heritage Research.
- Zakaria, A. K. M. (1984) *Bangladesher Pratnasampad*. Dhaka: Shilpakala Academy.



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|---------------------------|--|
| Course Title | : Islamic History and Civilization |
| Course Code | : ARCH 402 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Objectives

The key objectives of the course are:

- To explore key aspects and issues in Islamic Civilizations except for South Asia;
- To explore geographical features of Jaziratul-Arab and Socio-political and cultural conditions of the Arab before the advent of Islam;
- To identify the career of Muhammad (S) and his place in history considering his various renowned reforms
- To understand salient features of the Arab civilization during the role of the Califs (*Khulafa-I-Rashidine*), the Umayyads and the Abbasids;
- To explore political history of the Muslims in different areas of the World (such as Egypt and Spain);
- To a better understanding of the development of religious principles and institution in Islam eventually to be able to distinguish between Muslim philosophy and theology;
- To be able to comprehend Islamic civilization through its contribution to science and literature;
- To write more organized assignments/essays.

Learning outcomes

On completion of the course a student should be able to demonstrate:

- Different aspects of Islamic civilization.
- The historical context in which Islamic societies have shaped regional and global developments
- Sufficient knowledge and understanding to develop a reasoned and consistent position on her or his own about those aspects and contexts.
- The ability to appraise and assess historians analysis;
- The ability to reach conclusions about the strengths and weakness of analysis and to justify these conclusions with historical data;
- The ability to form a constant position of her or his own about questions raised in the course.
- The ability to describe the significant influence of Islam on global history;
- An understanding of political and economic forces shaped social change in Islamic societies;
- The ability to describe the social, political, and economic forces that influence social behavior;
- The ability to communicate the above aspects and contexts clearly and accurately in written work;
- The ability to employ a vocabulary suited to those aspects and contexts;
- The ability to present written work maintaining a standard style of referencing.



Contents

. Unit 1: Introduction to the module

Introduction to Islamic civilization with special reference to the Geographical Features of Jaziratul-Arab; Socio-political and cultural conditions of Arabia before the advent of Islam.

Unit 2: Prophet Mohammad

Birth and boyhood; The early career of Prophet Muhammad; *Hijrat*; Charter of Madina; Battles of the Prophet (*Badar*, *Uhud*, *Khandaq*, *Tabuk*, *Hunayum*, and *Muta*); Prophet Muhammad's policy towards the Jews and the Christians. The Treaty of Hudaibiyah and the conquest of Mecca. Prophet's reforms and his place in history.

Unit 3: Khulafa-I-Rashidine

Hazrat Abu Bakar and the consolidation of Islam; Hazrat Umar and the expansion of Islamic state and Umar's administration; Hazrat Usman and causes of his sedition and assassination; Hazrat Ali's administration and causes of his failure; Civil war in Islam; Battle of Siffin; Arbitration between Imam Hasan and Muawiya; Overall administrative condition during the role of the Caliphs; and urbanization under the role of the Caliphs.

Unit 4: The Umayyad Khilafat

Genealogy of the Umayyad family; Khalifa Muawiya; Yazid and the events of Karbala; Muawiya II; Marwan; Abdul Malik; Walid; Umar II; Hisham; Walid II; Marwan II; and Umayyad government and society; Expansion of Islamic state in the East and the West during the era of the Umayyad Khilafat.

Unit 5: The Abbasids Khilafat

Genealogy of the Abbasids; **Abul Abbas As-Saffah**; **Abu Jafar Al-Mansur**; Harun -ar- Rashid; Al- Amin; Al -Mamun; Mutasim; Mutawakkil; Administration and society under the Abbasids; Barmacids; The development of Arab-Persian Culture.

Unit 6. Rise of the Turks

The Seljuq Turks (Tughril Beg, Alp Arslan, Malik Shah and Nizamul Mulk); The development of science, painting and architecture in the era of the Turks.

Unit 7: Political History of the Muslims in Spain and Egypt

Intellectual development in the period of Fatimid Khilafat; Crusades and their causes.

Unit 8: Religious Principles and Institution in Islam

Different religious principles in Islam; Muslim Philosophy and theology.

Unit 9: Muslim Contributions to Science and Other Branches of knowledge

Muslim contribution to scientific thoughts and progress; Some thoughts on the integration of science with religion.



Recommended Readings

- Ali, Hamid. (1961) *Omar the Empire Builder*. Dacca: Pakistan Press Syndicate.
- Ameer Ali, Syed. (1949) *A Short History of the Saracens*. London: MacMillan and Co.
- Gibbs, H. A. R. (1962) *Studies on the Civilization of Islam*. London: Princeton University Press.
- Glubb, J. B. (1966) *The Great Arab Conquests (630-80)*. New York: Barnes and Noble.
- Hitti, P. K. (1961) *History of the Arabs*. London: MacMillan and Co.
- Hitti, P. K. 1950 *The Arabs, A Short History*. London: MacMillan and Co.
- Husain, Syed A. (1967) *Prophet Muhammad and His Mission*. Bombay: Asia Publishing House.
- Imamuddin, S. M. (1984) *Arab Administration 622-1258*. Delhi: Kitab Bhavan.
- Karim, F. (1955) *The Ideal World Prophet*. Lahore: Book House.
- Lewis, B. and Holt, P. M. (1970) *History of Islam*. London: Cambridge University press.
- Margoliouth, D. S. (1914) *The Early Development of Mohammedanism*. London : Williams and Norgate.
- Martin, L. (1983) *Muhammad : His Life Based on the Earliest Sources*. London: Islamic Texts Society.
- Mirza, M. R. and Siddiqui, M. I. (2003) *Muslim Contributions to Science*. New Delhi: Adam Publishers.
- Ali, M. (1951) *The Early Caliphate*. Lahore: Ahmadiyya Anjuman Ishaat Islam.
- Ali, M. (1947) *The Prophet Mohammad*. London: Ahmadiyya Anjuman Ishaat Islam.
- Muir, W. (1877) *Life of Mahamet*. vols. I – IV. Edinburg: John Grant.
- Muir, W. (1898) *The Caliphate. it's Rise, Decline and Fall*. Elder: The Religious Tract Society.
- O' Leary, Delacy. (1927) *Arabia Before Muhammad*. London: K. Paul, Trench, Trubner and Company, Limited.
- O' Leary Delacy. (1954) *Arabic Thought and its Place in History*. London: Routledge.
- Rahim, A. (2003) *Islamic History*. Delhi: Royal Publisher.
- Shaban, M.A. (1971) *Islamic History- A New Interpretation*. London: Cambridge University Press.
- Siddiqi, A.H. (1980) *Life of Mohammad*. Lahore: Kazi Publications.
- Watt, W.M. (1961) *Muhammad Prophet and Statesman*. London: Oxford University Press.
- Watt, W.M. (1953) *Muhammad at Mecca*. Oxford: Oxford University Press.
- Watt, W.M. (1956) *Muhammad at Medina*. Oxford: Oxford University Press.



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|---------------------------|---|
| Course Title | : Medieval Art and Architecture (Excluding South Asia) |
| Course Code | : ARCH 403 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Objectives

- To understand the development and process of Islamic architecture in terms of socio-political and cultural history of Central and West Asia.
- To learn the pre-Islamic cultural lifestyle and cultural process of Arabian Peninsula in relation architectural development.
- Learn about the cultural ingredients and built form elements of Islamic architecture in course of spatial, political and temporal context.
- Develop understanding on classification and distributions of Islamic architecture with in different political orders.
- Learn about the genesis of Islamic architecture and its pattern.

Learning outcomes

On successful completion of the module, students will be able to.

- Knowledge on identification, documentation and classification of Islamic architecture and pattern of distribution in different region.
- Understandings on archaeological perspective of Islamic architecture and its interactions on the basis of regional variety.
- Knowledge on reading ground plans, built form elements, space organization of Islamic architecture in terms of time, space, form and culture.
- Learn about the evolution of Islamic architecture under different clan and political order.
- Research Exposure on Islamic architecture in Bengal and Bangladesh.

Contents

Unit 1: Background

- i. Outline Beginning of Islam: Revelation, Hijra and Muslim community in Mecca
- ii. Outline basic tenets of Islam, stressing relevance to architecture: Hajj and associated prayer
- iii. Importance of Kaaba as an axis mundi and its uniqueness
- iv. Functionality of Mosque of the Prophet: house, home, prayer and different sorts of gathering
- v. Characteristics of Mosque of the Prophet: rudimentary hypostyle construction and development of components
- vi. Role of Arabia and its philosophy livelihood
- vii. Theological Basis of Architecture :the image of Paradise and its models : Koranic gardens, Dome of Heaven
- viii. Definitions of Islamic architecture: Culture, Religion, Classification, Categorization and Domains of Inherence

**Unit 2: Antecedents of Islamic Architecture**

- i. Historical background: Sasanian empire and Byzantium during emergence of Islam, early Islamic conquests of the Sasanians and of Byzantine territory
- ii. Formation of early Islamic art and architecture: Byzantine and Sasanian heritage, Arabian traditions
- iii. Elements of the Sasanian architectural legacy (specially referring brick or rubble construction coated with plaster, stucco decoration, heavy piers, domes resting on Squinches, the Chahar Taq the form of Zoroastrian fire temples, and the Ivan)
- iv. Early Islamic Settlements of Mecca, Medina: The house of the Prophet at Medina The first garrison towns of Islam: Kufa, Basra, Fustat, Qayrawan

Unit 3: Umayyad Architecture

- i. Historical background: outline the emergence of the Umayyad dynasty and the movement of the capital to Damascus
- ii. Dome of the Rock and classical martyria, the use of a pre-existing site for the Great Mosque of Damascus and the incorporation of extant walls, towers, etc.
- iii. Classical features of the sanctuary facade and courtyard of the Great Mosque, and the use of both classical spolia and mosaic decoration in both buildings
- iv. Respective examples
Qusayr al-Hallabat and Qusur al-Hayr, frescos with classical themes at Qusayr Amra, baths at Qusayr Amra and Hammam as-Sarakh
- v. Elements of Sasanian heritage: domed 4-ivan chamber at Amman, Khirbat al-Mafjar, Qasr al-Kharana

Unit 4: The Abbasid Architecture

- i. Historical background: outline the Abbasid revolution of 750, the moving of the capital to Baghdad, the increasing use of Turkish slave soldiers and the subsequent building of a new capital at Samarra
- ii. Baghdad: description of the round city of al-Mansur, emphasizing that the metropolis
- iii. Samarra palaces: emphasize their size, the speed of construction, the use of brick, ivans and stucco decoration
- iv. Samarra mosques: emphasize size and grandeur, describe ziyadas, stress the Mesopotamian roots of the minarets

Unit 5: The Fatmids Architecture

- i. Great Mosque of Kairouan: describe the development of the North African T-plan;
- ii. Mosque of the Three Doors: description of the phenomenon of the 9-dome mosques
- iii. Ribat: explain the usage of this building type as a monastery-fortress for soldiers
- iv. Mosque of Ibn Tulun: outline the historical circumstances of Ibn Tulun's appointment and the impacts over mosque architecture

Unit 6: The Spread of Islam: Iran and Central Asia; Spain

- i. Historical background: outline the emergence of independent dynasties in the eastern Islamic world pledging nominal allegiance to the caliph in Baghdad



- ii. Materials: remind the students that brick (unbaked for most buildings, baked for monumental constructions)
- iii. Techniques: Sasanian building techniques and development
- iv. Funerary architecture: show that two different forms of mausoleum emerged, the domed square in Central Asia (Samanid and Arab Ata mausolea)

Recommended Readings

- Blair, Sheila S., and Jonathan M. Bloom (1994). *The Art and Architecture of Islam 1250-1800*. New Haven: Yale University Press.
- Barrucand, Marianne, and Achim Bednorz (1992). *Moorish Architecture in Andalusia*. Koln: Taschen.
- Behrens-Abouseif, Doris (1989). *Islamic Architecture in Cairo: An Introduction*. Cairo: The American University in Cairo Press.
- Collin, J. Arabic, (1995) *Ornament*. English translation by Sue Budden. Paris: Bookking International.
- Creswell, K. A. C. (1958) *A Short Account of Early Muslim Architecture*. Beirut: Librairie du Liban.
- Eliade, Mircea (1985). *A History of Religious Ideas*. Volume III. Chicago: The University of Chicago Press.
- Ettinghausen, Richard and Oleg Grabar (1987). *The Art and Architecture of Islam 650-1250*. New Haven: Yale University Press.
- Fakhry, Majid (1983). *A History of Islamic Philosophy*. 2nd ed.. New York: Columbia University Press.
- Field, Robert (1998). *Geometric Patterns from Islamic Art and Architecture*. Tarquin Publications.
- Goodwin, Godfrey (1977). *Ottoman Turkey*. London: Scorpion Publications, Ltd.
- Grabar, Oleg (1987). *The Formation of Islamic Art*. Revised and enlarged edition. New Haven: Yale University Press.
- Hillenbrand, Robert (1994). *Islamic Architecture: Form, Function, and Meaning*. New York: Columbia University Press.
- Hoag, John D (1977). *Islamic Architecture*. Milan: Electra Editrice, (English edition).
- Irwin, Robert (1997). *Islamic Art in Context*. New York: Harry N. Abrams, Inc.
- Kinross, Patrick Balfour, Baron, and the editors of the Newsweek Book Division (1972). *Hagia Sophia*. New York: Newsweek.
- Lall, John (1994) *Taj Mahal and the Saga of the Great Moghals*. London: Tiger Books International.
- Lewis, Bernard (1993). *The Arabs in History*. New edition. Oxford: Oxford University Press.
- Michell, George (ed.) (1978). *Architecture of the Islamic World: its History and Social Meaning*. London: Thames and Hudson.
- Petersen, Andrew (1996). *Dictionary of Islamic Architecture*. New York: Routledge.
- Pope, Aurthur Upham (1965). *Persian Architecture*. New York: George Braziller, Inc.
- Porter, Venetia (1995). *Islamic Tiles*. New York: Interlink Books.
- Rice, David Talbot (1965). *Islamic Art*. London: Thames and Hudson.
- Stierlin, Henri (1998). *Turkey: From the Selcuks to the Ottomans*. Koln: Taschen.



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|---------------------------|--|
| Course Title | : Mediaeval Art and Architecture of South Asia with special emphasis on Bengal. |
| Course Code | : ARCH 404 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Objectives

This course provides a broad overview of the architectural edifices of Sultanate and Mughal period (1192- 1746) of Indian subcontinent. Along with that subject the mediaeval architectural style (Sultanate and Mughal) of Bengal and modern Bangladesh will also be taught in this course.

Learning outcomes

On successful completion of the module, students will be able to.

- The students will achieve the skill to identify different architectural elements and features of historical and period buildings, furthermore the genesis and evolution/ progression of architectural style of Mediaeval Period.
- Will have an understanding of basic architectural terms and will learn to draw different architectural components.
- How different art forms of Islam were introduced and suitably rendered in architecture.
- After finishing this course, the students will easily be able to identify the chronology, scale, proportion and spatial context of a historical building.

Contents

Unit 1: Origin of Muslim architecture in India

Introduction of new building elements and technology in the structures of Indian Subcontinent (Sultanate and Mughal Period)
 Architectural edifices of 7th-8th century.
 Bhambore Mosque at Sindh, Gaznavid structure at Lahore
 Meeting and mingling of two civilizations, political reasons.
 Factors responsible for the excellence of Muslim architecture in India.

Unit 2: Beginning of Muslim architecture in India. Mamluk Style

The Quwwat-ul-Islam mosque - the objectives of setting up this mosque, description, the extent of success, its significance and technology adopted.
 Fusion of a new architectonic style.
 Addition of new elements at a later period.
 The Arhai din ka Jhopra mosque at Ajmer- description, significance, volume, size. Comparison between two mosques and architectural development.

Unit 3: Architectural development under Iltutmish. Mamluk Style

The extension of Quwwat –ul-. Islam. Mosque
 The Qutb Minar- objective behind the construction of this structure, concept of the ruler, description, ornamentation and architectural merits



Tomb of Iltutmish- first attempt to construct a single circular large dome
Tomb of Sultan Ghari- Introduction of an octagonal cenotaph and underground chamber

Unit 4: Architectural development under Balban

Introduction of True Arch. The tomb of Balban

Unit 5: Khalji Style

Influence of Seljuk architecture in Khalji architecture
Building activities of Alauddin Khalji (Extension of Quwwat-ul- Islam Mosque, incomplete construction of Alai Minar, Tomb and Madrasa of Alauddin Khalji
The Alai Darwaza - description, architectural merits, a landmark in the development of Muslim architecture in India, successful installation of a squat and large dome.
Jamia Masjid

Unit 6: Tughlaq Style

Military aspect of Tughlaq architecture, why this aspect was introduced in architecture?
Introduction of new building materials, introduction / addition of trabeate system along with arcuate system, reason behind.
Tughlaqabad and the tomb of Ghiyasuddin Tughlaq
Muhammad Bin Tughlaq's building activities, Begumpur Mosque, Bijoy Mandal, Saath Pool
Firuz Shah Tughlaq as a builder, Kotla Firuz Shah , Asoka Lat building, Firuzian mosques, Madrasa Annex, the tomb of Firuz Shah Tughlaq at Hauz I Khas, Tomb pavilions at Hauz I khas, Khirki Mosque, Kalan Mosque
Nizamuddin and Turkman Gate,
Tomb of Rukn I Alam at Multan, Tomb of Zafar Khan,
Tomb of Khan I Khanan- introduction of octagonal tomb chamber
Continuation of Octagonal tomb style of Isa Khan and Adham Khan

Unit 7: Sayyid and Lodhi Styles

Octagonal tombs of Mubarak Shah Sayyid, Muhammad Shah Sayyid,
Kotla Mubarakpur Mosque
Octagonal tomb of Sikandar Lodi.
Square tomb and Gumbad tombs of Lodhi Period (Sheesh Gumbad Kale Khan Ki Gumbad Bara Gumbad Bare Khan Ki Gumbad Chhote Khan Ki Gumbad)
Bara Gumbad Mosque and Moth Ki Masjid

Unit 8: Drawing of architectural components and ground plans

Drawing of different architectural components (True Arch, False Arch, Trabeate System, Arcuate System, Double Dome, Two Centred Arch, Four Centred Arch, Badshah Ka Takht, Kiosk, Cupola, Buttress, Squinch, Pendentive, Phase of Transition
Ground plan of square and octagonal tombs
Ground plan of Sultani and Mughal Mosques

Unit 9: Reign of Sher Shah Suri of Sasaram. Sur Style

Plan and description, the climax of octagonal tombs, its merits,



introduction of double dome
Qila I kuhna Mosque, Jami Mosque of Rohtasgarh.
Purana Kila, Sher Mandal.

Unit 10: Mughal architectural style

Influence of Babur in the development of
Mughal architectural style in Indian Subcontinent
Kalyan Mosque at Bukhara, Kabuli Bagh mosque at Panipath, Mir Hindu Beg's
Mosque at Sambal, Mir Baqi's Mosque (popularly known as Baburi Mosque) at
Ajodhya
Bagh i- Nilufar, Bagh I Hasht Behest, Bagh I Babur
Tomb of Babur in Kabul
General features of the Mughal Period, differences with the preceding age, the
source and reasons of excellence

Unit 11: Architectural development during the reign of Humayun

Humayun's tomb, influence of Persian style in building execution (successful
installation of Saracenic double dome), Chaharbagh garden, its significance
Kachpura Mosque Agra
Nili Mosque Delhi

Unit 12: Architectural development during the reign of Akbar

Architectural vision of Akbar (An influx of Persian and
Indigenous architectural style)
Remains of Agra Fort.
Tomb of Akbar at Sikandra, Agra
Characteristics of the buildings of Fatehpur Sikri
(Romance in red sandstone) in general
Case study of Diwan I Amm Diawn I khas Buland Darwaja, Jami Mosque,
Tomb of Salim Chisti , Khwabgah , Palace of Jodha Bai, Palace of Birbal,
Turkish Sultana's palace, Maryam's house

Unit 13: Architectural development during the reign of Jahangir

Lahore Fort, Begum Shahi Mosque (Mosque of Maryam Al-Zamani, Lahore)
Tomb of Itmat -ud-Daulah (plan and description, decorative features,
an architectural gem,
a connecting link between Humayun's tomb and Taj Mahal

Unit 14: Architectural development during the reign of Shahjahan

Renovation and rebuilding of monuments at Agra Fort
Shahjahan as a builder- Red Fort
Taj mahal- the architectural gem
Shahjahanabad Fort (The Red Fort Delhi)

Unit 15: Provincial Style.

General architectural features of both religious and secular buildings.
Punjab Jaunpur, Mandu, Gujarat, Gulbarga, Bijapur. A broad overview

Unit 16: Architectural development during Sultanate Period in Bengal

General characteristic of Sultanate and Mughal architectural features



Case Study: Adina Mosque, Eklakhi Tomb, Bagerhat Group of Monuments
Chhoto Sona Masjid

Unit 17: Architectural development during Mughal Period in Bengal

Case Study: Lalbagh fort, Sat Gumbad Mosque, Khwaja Amber Mosque,
Mosque and Tomb of Shah Niyamat ullah Wali.

Unit 18: Art

Calligraphy, Stone carving- inlay work, lattice design, pietradoura,
Polychrome painting, colourful glazed tiles, mosaic work,
Filigree work, Bidri work, Glass work,
Manuscript paintings, Miniature paintings of the Mughal Period (Akbar and
Jahangir)

Recommended Readings

- Ahmed N. (1989) *The Buildings of Khan Jahan In and Around Bagerhat*. Dhaka: University Press Limited
- Ahmed, M. S. A. (2006) *Mosque Architecture in Bangladesh*. Dhaka: UNESCO.
- Ahmed, N. (1984) *Discover the Monuments of Bangladesh A Guide to their History, Location and Development UNESCO*. Dhaka: University Press Limited
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- Asher, C. B. (1992) *Architecture of Mughal India*. Cambridge University Press.
- Beach, C. M. (1992) *Mughal and Rajput Painting*. Cambridge University Press.
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- Brown, P. (1956) *Indian Architecture (Islamic Period)*. Maharashtra: D.B. Taraporevala and Sons and Co. Pvt. Ltd.
- Creighton, H. (1817) *The Ruins of Gaur* London: Black, Parbury and Allen.
- Dani, A. H. (Reprint) (2009). *Dacca: a Record of its Changing Fortunes*. Dhaka: Asiatic Society of Bangladesh.
- Dani, A. H. (1961) *Muslim Architecture of Bengal*. Pakistan: Asiatic Society of Pakistan.
- Das, A. K. (1978) *Mughal Painting during Jahangir's Time*. Dhaka: The Asiatic Society.
- Eaton, R. M. (1978) *The Rise of Islam and Bengal Frontier 1204 -1760*. California: California University Press
- Fergusson, J. (1899). *History of Indian and Eastern Architecture*. USA: Dodd and Mead Co.
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- Hambly, G. (1968) *Cities of Mughal India Delhi Agra and Fatehpur Sikri*. London: Elek Books Ltd.
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- Hasan, M. S. (1987) *Muslim Monuments of Bangladesh*. Dhaka: Islamic Foundation Bangladesh.
- Hasan, M. S. (1979) *Mosque Architecture of Bengal*. Dhaka: University Press Ltd.
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- Hasan, M. S. (1983) *Glimpses of Muslim Art and Architecture*. Dhaka: Islamic Foundation Bangladesh.
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- Hasan, M. S. (2001) *Bangladesher Muslim Purakirti*. Dhaka: Mowla Brothers.
- Hasan, M. S. (2005) *Muslim Shilpokola o Sthapottya*. Dhaka: Novel Publishing House.
- Havell, E. B. (1913) *Indian Architecture its psychology, structure and history from the first Muhammadan invasion to the present day*. New Delhi: S. Chand and Co. (Pvt) Ltd.
- Husain, A. B. M. (1970) *Fathpur Sikri and its Architecture. Bureau of National Reconstruction*. Dacca: East Pakistan Government Press.
- Husain, A. B. M. (1970) *Manara in Indo-Muslim Architecture*. Dacca: Asiatic Society of Pakistan.
- Husain, A. B. M. (2007) *Cultural Survey of Bangladesh Series. vol. 2*. Dhaka: Asiatic Society of Bangladesh
- Karim, A. (1963) *Murshid Quli Khan and his Times*. Dacca: Asiatic Society of Pakistan
- Karim, A. (1964) *Dacca The Mughal Capital*. Dacca: Asiatic Society of Pakistan
- Karim, A. (1989) *Futuhat E Firuzshahi* (Translated in Bengali). Dhaka: Asiatic Society of Bangladesh
- Khaundokar, A. (2011) *Sultanate Architecture of Bengal An Analysis of Architectural and Decorative Elements*. New Delhi: Kaveri Books.
- Kossak, S. (1997) *Indian Court Painting 16th-19th Century*. London: Thames and Hudson.
- Michell, G. (1984) *Art and Archaeology Research Papers . The Islamic heritage of Bengal*. Dhaka: UNESCO
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- Nath, R. (1978) *History of Sultanate Architecture*. Dhaka: Abhinav Publication.
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- Rahman, M. (1996) *Sultani Amole Muslim Sthapotyer Bikash*. Rajshahi: Rajshahi University Press.
- Rahman, P. I. S. M. (1979) *Islamic Calligraphy in Mediaeval India*. Dacca: Dacca University Press Limited.
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- Shafiqullah, S. M. (2012) *Caligraphic Art in Sultanate Architecture*. Dhaka: Asiatic Society of Bangladesh
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|---------------------------|--|
| Course Title | : Ceramic Studies |
| Course Code | : ARCH 405 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Aims of the Course

This course aims to provide students with a broad introduction to the study of ceramics in archaeology and to demonstrate their role in interpreting various aspects of past societies. Students should gain basic skills the study of ceramic assemblages within archaeology, as well as an appreciation of the range of specialist laboratory analyses that may be applied to assemblages. It aims to deliver a solid foundation for students interested in ceramics-based dissertations or wishing to study ceramics at the graduate level.

Learning Outcomes

On successful completion of this course students should:

- Be familiar with the different types of archaeological ceramics in this region.
- Be familiar with the role of ceramics in interpreting the past.
- Be familiar with the physical processes of pottery production.
- Be aware of the relevance of the societal context within which ceramic production, distribution and consumption took place.
- Have an overview of archaeological approaches to the collection, analysis and interpretation of ceramics.
- Be able to evaluate critically published work relating to archaeological ceramics.
- Be able to evaluate the relevance and applicability of various methods of ceramic analysis.
- Be able to devise an effective research plan for the analysis of archaeological ceramic material.

Contents

Unit 1: Introduction: History and Significance (13 hours)

Pottery: Definition and Products, importance of pottery study, History of Pottery, Pottery and Ceramics of different parts of the World.

History of Pottery Studies: The art-historical phase. The typological phase, The contextual phase. Different

Parallel: Ethnography, Technology, Scientific methods, Quantification.

Pottery of Sub Continent: Early Harappan, Harappan, Post Harappan Pottery, Neolithic Pottery in India, characteristics of Ochre Colored Pottery, Black-and- Red Ware, Painted Grey Ware, Black Slipped Ware, Northern Black Polished Ware and Other common wares; Pottery in Bengal of various time period.

Unit 2: Pottery Production (12 hours)

The Raw Materials for Pottery production: Clays and their origin, formation of clay from Earth materials, Definition of Clays.

Properties of Clays : The Clay and Water System. Plasticity, Drying and Shrinkage. Inclusions and Impurities.



Pottery manufacture: Resource; Pottery manufacturing technology; Glazed Pottery technology:(technology of Glazes, chemical composition, coloring and the use of pigment of glazes) ; condition of firing; types of firing and the use of kilns; Impact of weather and climate in pottery making process, Pottery making and demand, pottery making and population pressure. The link between standardization and specialization in pottery production. (Doing ethnographic case studies on these topics)

Unit 3: Pottery Processing and Recording (7 hours)

Integration with research designs. Pottery collection policy and practice (Initial processing, Equipment, Retrieval procedures, Cleaning and Drying, Initial recording and processing. Initial viewing, spot-dating and Sorting, cataloguing, Illustration of Pottery)

Modern Trends in Studying; Ceramics Classification or Typology of Pottery (Intuitive, type variety, quantitative, functional, physical properties And treatment of Decoration and surface Typology). Ceramics: Sherds and Function; Dating with Pots;;Seriation.

Fabric Analysis: Introduction, Equipment, Firing characteristics, Inclusions, The matrix. Creating and using a fabric type series.

Unit 4: Characterization Studies of Pottery(10 Hours): Interpreting Technological and Characterization Studies. The Color of Ceramic Materials. Physical Mechanical and Thermal Properties of Pottery (Microstructure,porosity,hardness and strength,thermal properties and stresses).

Mineralogical analysis (thin section/petrographic method), X-Ray diffraction;Thermal Analysis and Chemical AnalysisClassical Method; Physical Medhods:Optical Emmision Spectroscopy,X-Ray Fluorescence Spectroscopy,Atomic Absorption Spectroscopy'Neutron Activation Analysis,X-Ray Milliprobe,Proton-Induced X-Ray Emission,X-ray photoelectron Spectroscopy. Structural and Microstructural Analysis:Scanning Electron Microscopes;X-Ray Radiography.

Unit 5: Interpretation(12 Hours)

Pottery Manufacture and Use. Pottery Economics: Perspectives on Production and Distribution. Vessel Function: Form, Technology and Use, Pottery Decorative Styles and Stylistic Analysis; Pottery Quantification: Sampling and Counts, weights and vessel equivalents; Classification: Statistical Approaches to Classification. Assemblage composition and Site formation Process, Ceramic Ethnography, Ceramic Ethnoarchaeology, Ceramic Use, Production and Distribution,Reuse ;Ceramic Use and Activity Distribution; Ceramic and Socio-political Organization, Ceramics and the social context of food consumption, study the level of complexity and ceramics variability, Ritual Context.

Change and Continuity: Community and Change in the Modern World; Continuity in Pottery System; Importance of pottery as archaeological evidence in Bangladesh and its potential in the reconstruction and interpretation of past culture and society.

**Recommended Readings**

- Arnold, D. E. (1985) *Ceramic Theory and Cultural Process*. Cambridge University Press, Cambridge.
- Ghosh, A. (ed.) [1989] *An Encyclopedia of Indian Archaeology*.
- Henderson, J. (2000) *The Science And Archaeology Of Materials* Routledge, London.
- Miller, D. (1985) *Artifact as categories: a study of ceramic variability in Central India*. Cambridge University Press Cambridge.
- Orton, C., Tyres, P. and A. Vince (1993) *Pottery in Archaeology*. Cambridge University Press, Cambridge.
- Panja, S., A.K. Nag and S. Bandyopadhyay (2015) *Living with floods*, Primus Books.
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- Rice, P. M. (1987) *Pottery Analysis: A Source Book*. The University of Chicago Press, Chicago
- Sarasswati, B. (1979) *Pottery making cultures and Indian Civilization*. Abhinav, New Delhi.
- Sinopoli, Carla M. (1991) *Approaches to Archaeological Ceramics*. Plenum Press, New York.
- Skibo, J.M. (1992) *Pottery Function*, Plenum Press, New York.
- Skibo, J.M. and G.M. Feinman (ed) 1999 *Pottery and People*, The University of Utah Press, Salt Lake City.



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|---------------------------|--|
| Course Title | : Heritage Studies |
| Course Code | : ARCH 406 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Objectives

Cultural heritage can be defined as the legacy of physical artifacts (cultural property) and intangible attributes of a group or society inherited from the past. Cultural Heritage is a concept which offers a bridge between the past and the future with the application of particular approaches in the present. Due to its attached values for these groups or societies, cultural heritage is maintained in the present and bestowed for the benefit of future generations.

The concept of cultural heritage developed as a result of complex historical processes and is constantly evolving. The concept of the cultural and natural heritage is based on historically changing value systems. These values are recognized by different groups of people. The ideas developed and accepted by these different groups create various categories of cultural and natural heritage (world heritage, national heritage, etc.).

Cultural heritage objects are symbolic. They represent identities in terms of culture and natural surroundings. Connection to and traditional activities around these objects create a sense of community. At the same time, the selection of which objects, monuments or natural environments are preserved sets the future trajectory for various cultural narratives and societal consensus about both the past and present.

This course is intended to introduce the students with heritage legislations of national and international arena. The students shall be known about national as well as international legal instruments in the field of excavation, conservation, restoration, renovation, land acquisition and preservation through this course. The students will be familiar to legal issues in their profession life.

Learning outcomes

On successful completion of the module, students will be able;

- to combines theoretical and practical education, offering a variety of theoretical and methodological approaches with a strong emphasis on practical knowledge and skills.
- to educate individuals who wish to become heritage experts and practitioners.
- to develop and administer by a program committee from different academic disciplines and units.
- to develop aptitudes for the critical assessment of tangible structures and objects such as buildings, monuments, archaeological sites, and works of art; on intangible heritage like traditions, languages, and knowledge; and on environmental heritage connected to human-nature interactions.
- to acquire knowledge on national and international legal instruments in managing archaeological sites.

**Contents****Unit 1: Conceptual Framework**

- Meaning of Culture
 - Illustrate the Bangladeshi cultural pattern
- Meaning of Heritage
 - Mention the types of Heritage: Tangible & Intangible
 - Illustrate the Bangladeshi cultural heritage
- Meaning of Nation & Nationalism
 - Understanding the Bi-nation theory
 - Impacts of Language Movement of 1952
 - Illustrate the nationalistic practices in Bangladesh
- Relationship among culture, heritage & Nationalism
 - Referencing the archaeological evidence & practices of Bangladesh
- Understanding the relationship between History & Heritage
 - Referencing the archaeological evidence & practices of Bangladesh
- Understanding the Role of Oral tradition
 - Safeguarding the cultural heritage
 - Understanding the spatial meaning of cultural heritage
 - Understanding the cultural and physical features of landscape of Bangladesh
 - Understanding the Role of River in Bangla Culture
- History of heritage legislative evolution around the world
 - Charter, Convention, Declaration, Guideline, Protocol, Manual, Member States, Act, Ordinance, Rules, Policy, Signature, Ratification, Charter of Duties
- Meaning of Geographical Indicator (GI) Product
 - Illustrating the GI products of Bangladesh
- Meaning of Intellectual Property (IP)
 - Illustrating the IP of Bangladesh
- Elaborate the relationship among GI, IP & ICH
 - Explain the mechanisms of safeguarding the intangible cultural heritage

Unit 2 : International Legislations and Guidelines

- Convention for the Protection of Cultural Property in the Event of Armed Conflict 1954
- Recommendation on International Principles on Archaeological Excavations 1956
- International charter for the conservation and restoration of monuments and sites 1964
- Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property 1970
- Convention Concerning the Protection of World Cultural and Natural Heritage 1972
- Burra Charter 1979
- Guidelines on Education and Training in the Conservation of Monuments, Ensembles and Sites 1993
- Nara Document on Authenticity 1994
- UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects 1995



- Principles for the Recording of Monuments, Groups of Buildings and Sites 1996
- International Cultural Tourism Charter 1999
- Convention for the Safeguarding of the Intangible Cultural Heritage 2003
- Operational Guidelines for the Implementation of the World Heritage Convention.

Unit 3 : National Legislations

- Conservation Manual 1923
- Archaeological Works Code 1938
- Antiquities Act 1968 (Amendment 1976)
- Antiquities Preservation Rules 1986
- National Culture Policy 2006
- Tourism Act 2010 (Act no 31)
- National Tourism Policy 2010
- Tourism Rules 2011
- Charter of Duties, Department of Archaeology, Government of the People's Republic of Bangladesh.
- The Bangladesh Jatiya Jadughar Ordinance, 1983

Unit 4 : Safeguarding the Cultural Heritage

- Inscription Procedure of the World Cultural Heritage by UNESCO
- Framework of protecting and managing cultural heritage by UNESCO

Unit 5 : Studying the Listed Tangible World Cultural Heritage of Bangladesh

- Ruins of the Buddhist Vihara at Paharpur
- Historic Mosque City of Bagerhat

Unit 6 : Studying the Listed Intangible World Cultural Heritage of Bangladesh

- Baul Songs
- Traditional Art of Jamdani Weaving
- Mangal Shobhajatra on Pahela Baishakh
- Traditional Art of Shital Pati Weaving of Sylhet

Unit 7 : Understanding the Role of Memory

- The World Documentary Heritage of UNESCO
 - The Speech of Bangabandhu Sheikh Mujibur Rahman on 7 March 1971

Recommended Readings

Ahmed, N. (2004). Archeological Sites and Monuments in Bangladesh. In Ahmed A. F. S. And Chowdhury, B. (eds) *Bangladesh National Culture and Heritage: Introductory Reader*. Independent University, Bangladesh

Alam. M. 1998. *Nouka baich Utshab*. Bangla Academy

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- Biswas, H.(1998). *Ganer Bahirana*. Papiras. Kolkata
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- Haq, M. E (1975). *A History of Sufism in Bengal*. Asiatic Society of Bangladesh
- Harvey, P. (2013) *An introduction to Buddhism*. Cambridge University Press,
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|---------------------------|--|
| Course Title | : Conservation and Preservation of Archaeological Remains |
| Course Code | : ARCH 407 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Objectives

This course is intended to introduce the students with conservation, restoration and renovation of archaeological and museum objects. The course will provide guidelines to the students to identify the harmful agents of deterioration, to examine their activities, to provide treatments and to create suitable environment for the treated objects. Several on-site practical have been designed in this module; therefore the students will be familiar to handle conservation tasks in their profession life.

Learning outcomes

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

- Understand of basic technical terms, definitions and functions on conservation of archaeological and museum objects.
- Understand the basic techniques to assess the damaged archaeological and museum objects.
- Acquire knowledge to treat deteriorated buildings and interior materials.
- Acquire knowledge to preserve the treated materials in a unsuitable environmental condition.

Contents

Unit 1 : Introduction

- i. Basic terms: Conservation, Preservation, Restoration, Cultural Property
- ii. History of Conservation in Bangladesh
- iii. Conservation Centers at National, Regional and International Levels
- iv. Journals and Publications
- v. Types of Archaeological materials
- vi. Raw materials for making artifacts

Unit 2 : Causes of deterioration

- i. Environmental factors
- ii. Biological factors
- iii. Human factors

Unit 3 : Traditional techniques in conservation

- i. Traditional techniques in conservation

Unit 4 : Conservation on archaeological excavations

- i. First aid treatment for excavated finds
- ii. Packaging and storage of freshly excavated artifacts
- iii. Protection and presentation of excavated structures
- iv. Conservation on excavation and the UNESCO's recommendation of 1956

**Unit 5 : Conservation of organic objects**

- i. Structure and Composition of organic objects
- ii. Conservation of wood and waterlogged wood
- iii. Conservation of bones/skull and ivory
- iv. Conservation of leather
- v. Conservation of textile
- vi. Conservation of painting
- vii. Conservation of archival materials

Unit 6 : Conservation of metal objects

- i. Electrochemical and Electrolytic reduction methods
- ii. Conservation of gold
- iii. Conservation of silver
- iv. Conservation of copper and its alloys
- v. Conservation of iron

Unit 7 : Conservation of siliceous materials

- i. Composition of siliceous materials
- ii. Conservation of stone
- iii. Conservation of terracotta and pottery
- iv. Conservation of glass

Unit 8 : Architectural conservation

- i. Extrinsic and intrinsic causes of deterioration of buildings
- ii. Conservation of brick built buildings
- iii. Remedial measures against moisture
- iv. Remedial measures against bio-deterioration

Unit 9 : Preventive conservation

- i. Environmental (humidity and UV) control
- ii. Museum architecture
- iii. Exhibition case designing

Unit 10 : Curatorial responsibilities in conservation

- i. Handling of antiquities
- ii. Storage of reserve collection
- iii. Transportation of antiquities

Recommended Readingss

- Agrawal, O. P. (1993) *Preservation of Art Objects and Library Materials*. New Delhi: National Book Trust.
- Ali, Md. S. (2001) *Granthagr o Archives : Babosthapana Khatigrastata Samrakhan* (in Bangla). Dhaka: Magnan Opus.
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|---------------------------|--|
| Course Title | : Environmental Archaeology (Geoarchaeology) |
| Course Code | : ARCH 408 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Objectives

The aim of the course is to provide students with the knowledge base and practical tools necessary to critically evaluate geoarchaeological research, formulate geoarchaeological research questions, and undertake entry-level geoarchaeological investigations. On successful completion of this course, students will

- Understand the main concepts, themes, and approaches that make up the discipline of geoarchaeology, including how it relates to broader archaeological and earth science concerns.
- Understand how a geoarchaeological perspective can be employed to formulate and tackle archaeological research questions in different landscape contexts.
- Acquire a comprehensive overview of the practical approaches that can be employed to study sediments and soils in the course of geoarchaeological research.
- Acquire Field work skills to implement some of these approaches, specifically with a view to undertaking geoarchaeological research during and after the postgraduate course

Learning outcomes

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

A range of generic skills will be sharpened or developed during the course, including summarizing scientific papers, the manipulation of data with spreadsheets, and technical report writing based on laboratory work. In addition, those students who did not possess a background in science will find that they now do!

Contents

Unit 1: Introduction

Archaeology, the Geosciences, and the Anthropocene; Geological context and archaeology with special emphasis on alluvial environment. Late Quaternary chronology, stratigraphy and paleoclimate

Unit 2: Sedimentary environments and depositional processes

Alluvial deposits; fluvial environments

Case studies: American southeast, Wari-Bateswar, Northern part of Bangladesh Lake and marine shoreline environments.

Arid land alluvial and colluvial environments

Aeolian environments and springs

Unit 3: Soil

Soil development



Field methods preparation: sediments and stratigraphy.
Soils and environments

Unit 4: Anthropogenic and biogenic processes and deposits

Cultural deposits and site formation
Biogenic deposits

Unit 5: Post depositional processes

Geophysics: Geophysical prospection methods' XRD, XRF,
Provenance (or is it provenience?) studies: Artifact
Geochemistry and mineralogy
Analysis and interpretation of geochemical data.
How does Geoarchaeology contribute to our understanding of the past?

Recommended Readings

- Arroyo-Kalin, M. (2014). Anthropogenic sediments and soils: Geoarchaeology. In C. Smith (ed.). *Encyclopedia of Global Archaeology*, pp. 279-284. New York: Springer.
- Birkeland, P. W. (1999) *Soils and Geomorphology* (3rd ed.). Oxford: Oxford University Press.
- Brown, A. G. (1997) *Alluvial Geoarchaeology: Floodplain Archaeology and Environmental Change*. Cambridge: Cambridge University Press.
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- Hassan, F. A. (1985). Fluvial Systems and Geoarchaeology in Arid Lands: With Examples from North Africa, the Near East and the American Southwest. In J. K. Stein and W. R. Farrand (eds.), *Archaeological sediments in context*, pp. 53-68. Orono: Center for the Study of Early Man, Institute for Quaternary Studies, University of Maine at Orono.
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- মনসুর, মো: হোসেন (১৯৯৮)। কোয়ার্টারনারী ও বাংলাদেশের ভূতাত্ত্বিক ক্রমবিকাশ। ঢাকা: বাংলা একাডেমী।
- হাসান, মাহবুব ও অন্যান্য (১৯৯৫)। বাংলাদেশ প্রাকৃতিক ভূগোল ও পরিবেশ। ঢাকা: বাংলা একাডেমী।
- Available Online resources will also be explored.



| | |
|---------------------------|--|
| Course Title | : Environmental Archaeology (Bioarcheology) |
| Course Code | : ARCH 409 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Objectives

It gives the better understanding of environmental context of past societies. Study of floral and faunal remains helps to interpret the techniques of hunting and gathering, domestication of plants and animals, subsistence strategies, secondary uses of plants and animals, agriculture and animal husbandry, season of occupation, social and trade contacts, butchering and cooking techniques, tools technology, animal pathology, etc. with the help of certain methodology. This course also focus on the beginning of life on the earth with the help of Paleontology and Geology, fossils, fossilization and their significance in Archaeology.

Detailed Course and Lesson Plan

Required
Numbers of
Classes

Environmental Archaeology – Introduction

THEME 1

Classes 1-3

- Definition & Scope of Environmental Archaeology.
- Introduction to Bio archaeology

THEME 2

Environmental Archaeology – Ecology

Classes 4-6

- Ecology: Introduction
- Environmental Systems,
- Environment & Man.

THEME 3

Palaeontology

Classes 7-11

- Palaeontology: Its history & development from classical stage to the present.
- Evolution of plants and animals over the geological time scale.
- Taxonomy of the animal Kingdom: Classification, Characteristics of fish, amphibians, reptiles, aves and mammals.
- Fossils and fossilization and its importance in Archaeology

THEME 4

Archaeozoology

Classes 12-25

- Archaeozoology: Definition and Scope
- History of archaeozoological studies in South Asia,
- Skeleton of animals
- Significance in reconstruction of past human culture



- e. Methodology to analysis the faunal remains:
 - a. Identification of faunal remains,
 - b. Quantitative analyses,
 - c. Determination of age and sex of animal,
 - d. Metrical analysis
- f. Animal Domestication: Definition, Process of domestication, Theories of domestication, Changes in animal due to domestication, early evidences of domestication in India, Various economic aspects of domestic animals,
- g. Role of Animals in different cultural phases (Mesolithic, Neolithic, Harappan, Chalcolithic and Iron Age and Early Historic periods).
- h. Taphonomy and Palaeoecology, Human activities, non-human agents, Site formation

THEME 5**Archaeobotany**

Classes 26-30

- a. Archaeobotany: Significance of Archaeobotany
- b. Botanical remains: Micro (pollens, diatoms, fossil cuticles, phytoliths) and Macro (food grain, fruits, seeds, etc.)
- c. Other botanical approaches: dendroclimatology, coprolites, wood anatomy
- d. Origin of Agriculture and Plant Domestication.

Recommended Readingss

- Badam, G.L. and V. Sathe. 1995. Palaeontological Research in India : Retrospect and Prospect. *Quaternary Environments and Geoarchaeology of India*, Rajguru Volume (eds. Wadia, S., R. Korisettar and Kale, V.S.) Memoir 32. Bangalore : Geological Society of India. 473-495
- Baker, J. and D. Brothwell 1980. *Animal Diseases in Archaeology*. London: Academic Press.
- Behrensmeyer, A.K. and A. Hill. 1980. *Fossils in the Making : Taphonomy and Palaeoecology*. Chicago : University of Chicago Press.
- Binford, L.R. 1981. *Bones : Ancient Men and Modern Myths*. New York: Academic Press.
- Brothwell, D. and E. Higgs. 1969. *Science in Archaeology*. London: Thames and Hudson.
- Chaplin, R.E. 1971. *The Study of Animal Bones from Archaeological Sites*. London and New York: Seminar Press
- Chattopadhyay, U.C. 2002. Researches in Archaeozoology of the Holocene Period (Including Harappan Tradition in India and Pakistan) in *Indian Archaeology in Retrospect Vol. III Archaeology and Interactive Disciplines* edited by S. Settar and Ravi Korisettar. New Delhi: Indian Council of Historical Research 365-422.
- Clason, A. T. 1979 *Wild and Domestic Animals in Prehistoric and Early Historic India*. Ethnographic and Folk Culture Society : Lucknow.
- Clason, A. T. 1979. *Archaeozoological Studies*. Amsterdam : Elsevier.



- Clutton-Brock, J. 1981. *Domesticated Animals from Early Times*. London : British Museum (Natural History).
- Clutton-Brock, J. 1989. *The Walking Larder: patterns of Domestication, Pastoralism and Predation*. London: Unwin Hyman.
- Cornwall, I. H. 1974. *Bones for the Archaeologist*. London: J. M. Dent and Sons.
- Davis, S.J.M. 1987. *The Archaeology of Animals*. London: B.T. Batsford Ltd.
- Ritz, E.J. and E.S. Wing, 2008. *Zooarchaeology*, Cambridge University press.
- Fuller, D.Q. 2002. Fifty Years of Archaeobotanical Studies in India: Laying a solid Foundation in *Indian Archaeology in Retrospect Vol. III Archaeology and Interactive Disciplines* edited by S. Settar and Ravi Korisettar. New Delhi: Indian Council of Historical Research 247-364.
- Harris, D.R. and Gordon Hillmann. 1989. *Foraging and Farming Evolution of plant Exploitation*. London: Unwin and Hyman.
- Grayson, D.K. 1984. *Quantitative Zooarchaeology*. Orlando, U.S.A: Academic Press.
- Joglekar, P. P. 2015. *Humans and Animals Archaeozoological Approach*. Pune: GayatriSahitya.
- Kajale, M., S. Mulholland and G.Rapp Jr. 1995. Applications of Phytolith Analysis: A Potential tool for Quaternary Environmental and Archaeological Investigations in the Indian Subcontinent. *Quaternary Environments and Geoarchaeology of India*, Rajguru Volume (eds. Wadia, S., R. Korisettar and Kale, V.S.) Memoir 32. Bangalore : Geological Society of India. 530-544
- Mason, I.L. 1984. *Evolution of domesticated animals* (ed.) England: Longman Group Limited.
- Moore, P.D., J.A. Webb and M. E. Collinson. 1991. *Pollen Analysis*. Oxford: Blackwell Scientific Publications.
- Odum, E.P. 1971. *Fundamentals of Ecology*. London: W.B. Sanders co.
- Pawankar, S.J. 2007. *Man and animal relationship in early farming communities of western India, with special reference to Inamgaon*. England: John and Eric Hedges Ltd. British Archaeological Reports. BAR International Series 1639.
- Prater, S. H. 1965. *The book of Indian animals*, Bombay: Bombay Natural History Society.
- Reed, C. 1977. *Origins of Agriculture*. Hague: Mouton Publishers.
- Shipman, Pat 1981. *Life History of a Fossil : An Introduction to Taphonomy and Palaeoecology*. Harvard University Press.
- Singh, H. 1990. *An Introduction to Palaeontology*. New Delhi: Anmol Publications.
- Thomas, P.K. and P.P. Joglekar. 1994. Holocene Faunal Studies in India. *Man and Environment* 18 (1-2): 179-203.



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Ucko, P.J. and G.W. Dimbleby. 1969. The domestication and exploitation of plants and animals. London. Zeuner, F.E. 1963. *A history of domesticated animals*. London: Hutchinson.

Learning outcomes

- i. Students will understand the importance of floral and faunal remains in the reconstruction of human culture.
- ii. Students will get acquainted with the theoretical approaches and the methodology use in Bio archaeology
- iii. Students will be able to identify the floral and faunal remains from the archaeological sites at the taxonomic level and will be able to interpret Bio archaeological data for the reconstruction of human culture



| | |
|---------------------------|---|
| Course Title | : Practical: Environmental Archaeology (Geo-archaeology and Bio-archaeology) |
| Course Code | : ARCH 410 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Objectives

In this course students are introduced to the various scientific methods used for identifying Biological and geological remains collected from archaeological context and analyzing them to understand food habit, raw materials of making tools, then climate and culture. They complete a number of practical in the various laboratories in the Archaeology Department.

Expected outcomes

Students are familiarized with basic descriptive technique and preliminary study of various categories of objects studied by archaeologists, such as plant fossils, animal remains, rocks and minerals, sediments.

Contents

Unit 1: Archaeobotany and Palynology

a. Introduction to different types of plant fossils found in archaeological contexts. b. Study of commonly retrieved representative macro botanical remains especially cereal and pulses such as rice, wheat, barley, lentil/pea etc. with the help of suitable modern and ancient specimens. c. Study of common representative micro botanical remains, especially pollen belonging to grasses, sedges and cheno amaranthus, papilionaceae, compositae etc. and spores of pteridophytes with the help of suitable modern and ancient specimens.

Unit 2: Animal sciences

a. Systematics and classification of animals b. Introduction to Palaeontology. c. Fossilization process d. Fossil preparation techniques e. Introduction to archaeozoology f. Study of complete skeleton of domestic animals g. Axial skeleton b) Appendicular skeleton h. Comparative osteology of select domestic animals (Perissodactyla, Artiodactyla, and Carnivora: Canis familiaris) Alluvial deposits; fluvial environments

Unit 3: Earth Sciences

Properties used in identification of rocks and minerals. b. Field description of Quaternary sediments stratigraphy, sedimentary structures, textures, colour, shape, rounding, weathering, lithology

Unit 4: Soil and sediment

Preliminary study of soils and sediments, pH, colour, texture.

Recommended Readings



- Badam, G. L. (1979) *Pleistocene Fauna of India*. Pune: Deccan College.
- Biswas, A. K. (2005) *Science in Archaeology and Archaeological Materials*. New Delhi.
- Black, C. A; Evans, D. D; White, J. L; Ensminger, L. E. and Clark, F. E. (Eds.) (1965) *Methods of Soil Analysis*, part I Physical and Mineralogical properties and part II Chemical and Microbiological properties, Madison: American Society of Agronomy, Inc.
- Bone, J. F. (1979) *Animal Anatomy and Physiology*. Reston: Reston Publishing Co.
- Brothwell, D. and Pollard, A. M. (2001) *Handbook of Archaeological Sciences*, New York: John Wiley and Sons.
- Brothwell, D. and Higgs, E. (Eds.) (1969) *Science in Archaeology*. London: Thames and Hudson.
- Cornwall, I. W. (1974) *Bones for Archaeologists*, (revised edition), London : L.M. Dent and Sons.
- Deotare, B. C. (1995) Pollen recovery from minerogenic sediments : A methodological approach. *Man and Environment*, XX(2):101 105.
- Erdtman, G. (1969) *Hand book of Palynology*. New York: Hafner.
- Greig, J. (1989) *Handbook for Archaeologists No.4: Archaeobotany* , Strasbourg: European Science Foundation.
- Joshi, R. V. and Deotare, B. C. (1983) *Chemical Analysis of Archaeological Deposits from India*. Pune: Deccan College.
- Kajale, M. D. (1991) Current status of Indian Palaeoethnobotany : Introduced and indigenous food plants with a discussion of the historical development of Indian Agriculture and agricultural system in general, in *New Light on Early Farming*, Jane Renfrew (Ed.), Edinburgh: Edinburgh University press, pp. 155 190.
- Leiggi, P. and May, P. (Eds.) (1994) *Vertebrate Palaeontological Techniques*, Vol. 1, Cambridge University Press.
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- Pearsall, D. (1989) *Palaeoethnobotany Handbook of Procedures*. London: Academic Press.
- Renfrew, J. (1973) *Palaeoethnobotany*, London: Mathuen and Co.
- Romer, A. S. (1967) *Vertebrate Paleontology*, Chicago: University of Chicago Press.
- Schmid, E. (1972) *Atlas of Animal Bones*. London: Elsevier publishing



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|---------------------------|--|
| Course Title | : Theory and Practice in Archaeology |
| Course Code | : ARCH 411 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Objectives

Archaeology, as a discipline, is historically and conceptually connected to the concepts and theories, interpretive frameworks and debates regarding the nature of archaeological data, field practices, and contemporary (ab)uses of the archaeological knowledge. The objectives of this courses are:

- To elaborate upon the basic idea that every interpretation in archaeology is theoretical, that is, framed within certain discourses and conditions.
- To introduce the fundamental notion that past, objects and history are 'theoretical', that is, the typology, terminology and identification of any object and any practice in archaeology are essentially founded on our experience, hence, they are theoretical.
- To make the students realize that theory is essentially entangled to field works and practices in Archaeology
- To introduce the students to the theoretical ideas and debates those are essential and foundational for understanding archaeology and practice of archaeology.
- To contextualize of the concepts and practices in reference to South Asia and Bangladesh will be the key objectives with regard to particular case studies.
- To make the students capable to understand the conceptual terrain of social research and other field oriented research in social sciences and research methodology.

Learning outcomes

- Students are expected to learn the history of thoughts and ideas in archaeology. This learning is essential in the sense that theories are not necessarily some complex ideas. Rather the normalized and taken-for-granted, ordinary ideas are important to determine the way we observe, interpret and practice in relation to our object works and in the field. Without such understanding, it is not possible to make the students aware about the ways of seeing and interpreting the world around us. This course will train the students in understanding the ways archaeologists work in a certain way, interpret the finds in a particular way than the others. It is also important to make the students aware about the multiplicity of ways in which interpretations in archaeology have transformed in reference to their spatio-temporalities. A bunch of students will be trained in practical works to enable them to adapt to the practices in other disciplines also. This would enable them in their future career building in other fields also.

Contents

Unit 1: Concepts, methods and practice

Common sense is not enough: Basics of conceptual and methodological approach to understanding theory and practice
Archaeological theory or theoretical Archaeology?



Theory and practice in Archaeology: The interwoven connections
Interdependence of theory and practice : a continuous struggle
Experimental work on objects and the ways they are identified and classified, how we observe and interpret, how our observations and interpretations on the objects vary.
Movie screening and dialogical session.

Unit 2: Enlightenment, modernity, object and archaeology as a discipline

Archaeological thought and practice prior to culture historical approach:
Antiquarianism and Evolutionary archaeology
Modernity, Duality, Text and Object: The tensions in the history of archaeology

Unit 3: Normative culture, descriptive history and distribution: The epistemology and ontology of archaeology

Culture historical Archaeology: Normative view of culture and descriptive view of history
Basic tenets of culture historical Archaeology: Concept of archaeological culture, diffusionism as the explanation of change; typological classification and 'trade mark artifacts'; archaeological culture as geographically restricted entity;
Colonialism, Nationalism and Culture historical Archaeology
Case Studies on selective works: identifying cultural-historical trends

Unit 4: Paradigmatic shifts: scientism, functionalism, Marxism and processualism

Archaeologies during 1940 to 1970 : Neo-Evolutionary Archaeology, Marxist Archaeology
Processual Archaeology and the critic of culture historical approach.
Neo-evolutionism, Functionalism, Logical Positivism and Processual Archaeology.
Scientism and Processual Archaeology.
System theory and culture process;
H-D method, confirmation, falsification and law formation
Middle range theory and studies: Study of the formation process of Archaeological records, Ethno-archaeology, Experimental Archaeology
Environment and ecology, variability of archaeological record and culture as the extra-somatic means of adaptation
Quantitative methods, sampling and spatial analyses
Behavioral and cognitive archaeology
Archaeological field work and processual archaeology: a formative shift.
Case studies on the basis of archaeological reports and other articles

Unit 5: Critics and Corrections

Critics of Processual Archaeology, formation of Post-Processual Archaeologies and self-correction of processual positions.

Unit 6: Epistemic rapture: Interpretive and phenomenological turns

Critical social theory, Cultural studies and the birth of Post-Processual Archaeology: shifts in the conditioning structures.
Recent theoretical developments in social sciences and post-processualism
Genealogies: Post-Processual Archaeology, Contextual Archaeology and critical archaeology, Cognitive and Interpretive Archaeology, etc.



Basic theoretical considerations of interpretive archaeology.
 Critic of interpretive Archaeology.
 Continuing debates between Processual and Interpretive Approach
 Minor variation in the major theoretical trends in Europe and America.
 Phenomenological Archaeology and Its fundamental arguments.
 Experimental Fieldwork: Ethnography, and Object
 Movie screening and interaction

Unit 7: Processual and Interpretive-Post-processual: towards reconciliation

The impact on field practice and the birth of multiple sub-disciplines like Public Archaeology, Heritage Management, Tourism Management, Gender Studies, Popular Culture, Visual Studies, etc.

Unit 8: Things and Sociality: Self-reflexivity again

Symmetrical archaeology and the re-emergence of things in archaeology
 Social archaeology
 Cultural Resource Management, Politics of Heritage and Neo Liberal Capitalism
 Practical work: Ethnography of things
 Fiction reading on materiality, things and everyday living and presentation

Unit 9: Recent systems of thought in archaeology and geographical and regional variation

Unit 10: Locating the 'self': Archaeology in Bangladesh

Theoretical traditions and practice in Bangladesh Archaeology:
 contextualization and historicization.
 Conscripts of the development of archaeological thinking?: a critic of positions

Unit 11: Case Studies (with emphasis on South Asian Archaeology)

At least five case studies representing various theoretical paradigms will be studied principally to enumerate and interpret interconnection between concepts and action.
 Movie Screening on South Asian Archaeology and practices: critical understanding

Recommended Readingss

- Bahn, P. and Renfrew, C. (2008) *Archaeology: Theory, Methods and Practice*. New York: Thames and Hudson
- Binford, L. (1983) *In Pursuit of the Past: Decoding the Archaeological Record*. London: The University of California Press.
- Buchli, V (ed.) (2002) *The Material Culture Reader*. USA: Berg Publishers
- Clarke, D. L. (ed.) (1977) *Spatial Archaeology*. London: Academic Press.
- David, B. and Thomas, J. (ed.). (2008) *Handbook of Landscape Archaeology*. USA: Left Coast Press.
- Ebert, J. I. (1992) *Distributional Archaeology*. Albuquerque, NM: University of New Mexico Press.



- Guha-Thakurata, T. (2004) *Monuments, Objects and History*. New York: Columbia University Press.
- Hincks, D. and Beaudy, M. C. (2010) *The Oxford Handbook of Material Culture Studies*. New York: Oxford University Press.
- Hodder, I. (1995) *Theory and Practice in Archaeology*. London: Routledge.
- Hodder, I. (2004) *Reading the Past: Current Approaches to Interpretation in Archaeology*. Cambridge: Cambridge University Press.
- Hodder, I. (2009) *The Archaeology of Contextual Meaning*. Cambridge: Cambridge University Press.
- Hodder, I. (ed.) (2001) *Archaeological Theory Today*. Cambridge: Polity Press.
- Johnson, M. (1999) *Archaeological Theory: an introduction*. Oxford: Blackwell Publishers.
- Johnson, M. H. (2006) On the nature of the archaeological theory and theoretical archaeology. *Archaeological Dialogues* 13(2): 117-132
- Merriman, N. (2004) *Public Archaeology*. London: Routledge.
- Meskell, L. and Preucel, R. (2006) *A Companion to Social Archaeology*. Cambridge: Wiley-Blackwell.
- Murray, T. and Evans, C. (2008) *Histories of Archaeology: a Reader in the History of Archaeology*. Oxford: Oxford University Press.
- O'Brien, M; Lyman, R. and M. B. S. (2005) *Archaeology as a Process: Processualism and its Progeny*. Utah: The University of Utah Press.
- Olsen, B. (2003) Material Culture after Text: Re-Membering Things. *Norwegian Archaeological Review* 36(2): 87-104.
- Olsen, B. (2007) Keeping things at arm's length: a genealogy of asymmetry, *World Archaeology* 39(4): 579-588.
- Pinsky, V. and Wylie, A. (1989) *Critical Traditions in Contemporary Archaeology: Essays in the Philosophy, History, and Socio-Politics of Archaeology*. Cambridge: Cambridge University Press.
- Preucel, R. W. and Hodder, I. (1996) *Contemporary archaeology in theory: a reader*. London: Wiley-Blackwell.
- Renfrew, C. (1984) *Approaches to Social Archaeology*. Cambridge: Harvard University Press.
- Salmon, M. (1982) *Philosophy and Archaeology*. New York: Academic Press.
- Schiffer, M. (2000) *Social Theory in Archaeology*. Utah: University of Utah Press.
- Schiffer, M. (2002) *Behavioral Archaeology* (foundations of archaeological inquiry). Utah: University of Utah Press.
- Shanks, M. and Tilley, C. (1993) *Reconstructing Archaeology: Theory and Practice*. London: Routledge.
- Spriggs, M. (1984) *Marxist Perspectives in Archaeology*. Cambridge: Cambridge University Press.
- Thomas, J. (2001) *Interpretive Archaeology: A Reader*. London: Routledge.
- Tilley, C. (1994) *A Phenomenology of Landscape. Places, Paths, And Monuments*. Oxford: Berg.
- Trigger, B. (1989) *A History of Archaeological Thought*. Cambridge: Cambridge University Press.
- Watson, P. J. Leblank, S. A. and Redman, C. L. (1971) *Explanation in Archaeology: an Explicitly Scientific Approach*. New York: Columbia University Press.
- Webmoor, T. (2007) What about 'one more turn after the social' in archaeological reasoning? Taking things seriously', *World Archaeology* 39(4): 547-562.



- Whitley, D. (2006) *Reader in Archaeological Theory: Post-processual and cognitive approaches*. London: Routledge .
- Wilson,L; Dickinson, P and Jeandron, J. (2007) *Reconstructing Human –Landscape Interactions*. UK: Cambridge Scholars Publishing.
- Witmore, C. L. (2007) Symmetrical Archaeology: Excerpts of a Manifesto. *World Archaeology* 39(4): 546-562.
- Wylie, A. (2002) *Thinking from Things: Essays in the Philosophy of Archaeology*. California: University of California Press.
- Yoffee, N. and Sherratt, A. (1993) *Archaeological Theory: Who Sets The Agenda?* Cambridge: Cambridge University Press.



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|---------------------------|---|
| Course Title | : Practical: Management and Marketing of Museum and Heritage Sites |
| Course Code | : ARCH 412 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Practical Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Practical note book 10+Tutorials (3) 20 + Exam 60] |
| Assessment | : Attendance 10%, Note Book 10%, Tutorials 20%, Exam 60% |

Objectives

The Objectives of this course is to introduce management and marketing of the museum. The course will focus on the practical issues of museums in the world context as well as in the Bangladesh. It will also demonstrate to the students to identify the management and marketing challenges and opportunity of the museum as a cultural and educational institute to serve the public as a future leader of Museum. Beside the theoretical learning student will be trained to develop museum marketing strategies, management policies and evaluation and assessment of museum activities through visiting museums, understand the practical contemporary issues and challenges of museums management and Marketing.

Learning outcomes

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

- Define museum Management and Marketing and have the better understanding of the museums as a public institution in the service of the society.
- Develop Management policy documents of museum and develop evaluation tools for the museum they are familiar with.
- Understand the basic technical terms of museum management and marketing of museums.
- Demonstrate the basic management structure of the museum.
- Develop the basic finance and marketing strategies of the museum, collection management policy and care of museum objects.
- Acquire knowledge to develop the financial proposal for museum exhibition and display
- Learn how to develop assessment plan of the museum education program for visitors.
- Workshop on museum marketing.

Contents

Module 1 : Evolution of the Museums and Heritage (*Theoretical*)

Unit- 1: Basic Definition and Scope

Definition and scope of the Management and Marketing of Museum □□scope and function (aims and objectives).

Museology, museography and other developments, e.g. new museology, critical museology, total museology, inclusive museology, heritage study, digital heritage, etc. Inclusion of zoo, botanical garden, planetarium, Science center, reserve forest & sanctuary, Eco-Museum, open-air museum, neighborhood museum, virtual museum, heritage centers, etc., in the ambit of classical museums.

Cultural property: definition, scope and changing concepts, Indian Cultural Policy.

Introducing Laws governing cultural property:

- _ The Indian Treasure Trove Act, 1878.
- _ The Ancient Monuments and Archaeological Sites and Remains Act, 1958.
- _ The Antiquities and Art Treasure Act, 1972.
- _ The Wild Life Protection Act, 1972.



- _ The Indian Museums Act, 1961.
- _ International laws governing cultural heritage, copyright, intellectual properties, etc.
- □ Museology as a profession □ □ Professional ethics.

Unit- 2: Museum Collection Management Practice:**Acquisition:**

- Create Ethical documents for museum of collections.
- Modes of acquisition: Gift/bequeath, excavation, exploration, expedition, loan, exchange, purchase, confiscation, and fabrication.
- Art purchase committee.
- Insurance.
- Replication/duplication, forgery, export/import, auction.

Registration & Documentation:

- Accessioning & deaccessioning.
- Numbering.
- Marking.
- Identification, classification, dating, search of bibliographical reference.
- Cataloguing.
- Indexing.
- Photo documentation.
- Computerized documentation, digital cataloguing.
- Problems in documentation, e.g., fabricated exhibits, plastic art, oral history (nonmaterial culture/ intangible heritage), etc.

Storage & transport of collection.

- Creating Storage Box
- Handling Collection
- Packaging material, methods, etc.
- Transshipment modes, methods, insurance.

Unit- 3: Museum and the community:

- Museum & social interactions/social needs. Social accountability/ responsibilities of museums.
- Museums as means for social change/technology transfer.
- Museum visitor: type, classification, behaviour, etc., visitor service, orientation.
- Community relations. Community access.

Unit- 4: Museum & research:

- Research methodology (principles).
- Research on collection/collection management.
- Research on exhibition.
- Research on education and other programmes.
- Research on environment and conservation.

Research on visitors (Visitor survey & evaluation of museum programmers)

- _ Methods & techniques.
- _ Principles of observation, interview & other methods.
- _ Questionnaire preparation.
- _ Survey design, data collection, data processing, data analysis, data interpretation, reporting.
- _ Use of computers in visitor survey.

Unit- 5: Quality management:

- Concepts, Standards, Ethics.
- Goal setting.
- Quality tools.



Evaluation.
Identification of non-conformance.
Correction.
Social audit in museums.
Museum accreditation.

Unit- 6: Use of Museum Space

Museum Store: material management, stacking/racking, access, climate control, etc., for reserve collection and other materials.
Museum workshop.
Museum laboratory.
Conference hall, projection hall, auditorium.
Exhibition hall.
Museum library.
Restaurant & cafeteria.

Module 2: Museum Technique (*Practical, full marks*)**Unit- 7: Museum Exhibition**

Basic concept of scale, plan, drawings & museum design.
Preparation of gallery layout & sketches.
Preparation of mock-ups, diorama, etc.
Designing & fabrication of various kinds of exhibits/exhibition.
Animation techniques: optical, mechanical, electrical, electromechanical, electronic, computerized, robotics, etc.
Moulding & casting.

Unit – 8: Information Technology

Use of I.T. in museums and other non-profit heritage institutions.
Creation of database □ □ methods, software.
Information processing, storage, access/retrieval, dissemination

Unit- 9: Communication

Communication Principle: Theory, Major models, Communication strategies, interpersonal relations, Verbal & visual communication.

Museum photography/videography

Principles of photography/ videography.
Digital photography, CD/ DVD
Handling & care of audio-visual equipment.
Museum photography/Photo documentation, Silk-screen printing.
Use of computers in exhibit/exhibition designing: use of different software, e.g., AutoCAD, PhotoShop, Illustrator, CorelDraw, Flash, etc., Multimedia, Web page designing.
Use of computers in documentation: use of different software.
Use of computers in visitor survey & data collection.
Evaluation & visitor survey/ minor project/ museum & field visit.

Unit- 10: Museum Techniques and Museum Training.

Display layout/arrangement of pictures/photographs/exhibits, etc.
Preparation of catalogues, labels, etc.
Preparation of layout of poster, folder, guidebook, etc.
Preparation of report, press release, copies for advertisement, etc.
Evaluation/visitor survey/project report/ field report.
Animation techniques: optical, mechanical, electrical, electromechanical, electronic,



computerised, robotics, etc.
Animation techniques: optical, mechanical, electrical, electromechanical, electronic, computerised, robotics, etc.
Interaction/participation modes.
Principles of exhibit lighting.
Audio-visual aids.
Text: content, size, fonts, background, placement, and storyline.
Documentation.
Scheduling.
Evaluation: front-end, formative & summative; correction.

Principles & problems of organising exhibitions in different museum set-up:

Art, History, Archaeology, Anthropology, Ethnic Art, Zoology, Botany, Geology, Geography, Marine Science, Fishery, Forestry, Biography/ Personalia, Literary, Philatelic, Science & Technology, etc.

Administration:

Administrative set-up & control, Governing bodies & other committees, Societies their relationships, rules & procedures, mission/ vision statement, tender, contracts, MOU, etc.

Personnel Management:

Human resource planning & management: personnel patterns, hierarchy, duties & responsibilities, eligibility, recruitment, training, motivation, control, etc. Part-timers, time sharers, volunteers, etc.

Financial Management:

Strategy, planning, fund, fund raising, grant, sponsorship, income generation, budgeting, accounting and financial control, audit.

Marketing & Public relations:

Museum, heritage and non-profit making institution marketing principles & ethics, marketing strategy, types & means, market research.
Mass media relations, advertisement, handouts, briefing for print & electronic media, Reception, Museum shop.
Museum societies, friends of museums, museum club.
Professional organizations like ICOM, American Alliance of Museums (AAM), Museums Association of India (MAI), etc.
Corporate relations and sponsorship.
Heritage, museums and tourism.
Museum Information Service, Information Management.

Recommended Readings

- Alexander, E. P. (1979) Museums in Motion-An introduction to the History and Functions of Museum. *American Association for State and Local History*: 6.
- Agrawal, O. P. (1993) *Preservation of Art Objects and Library Materials*. New Delhi: National Book Trust.
- Annis, S. (1986) The Museum as a staging ground for symbolic action. *Museum* 38, 3: 168-171. Available at: <http://www.mcdonald.cam.ac.uk/iarc/research/publications.htm>
- Barringer, T. (1998) The South Kensington Museum and the Colonial project. In: *Colonialism and the Object: Empire, Material Culture and the Museum*. Routledge: London.
- Brodie, Neil; Doole, Jenny och Watson, Peter, (2000) *Stealing History: The Illicit trade in Cultural Material*. Cambridge: McDonald Institute for Archaeological Research.
- Clifford, J. (1988) *The Predicament of Culture Twentieth Century Ethnography, Literature, and Art*. Cambridge: Harvard University Press.
- Corsane, Gerard (ed.) (2005) *Heritage, Museums and Galleries. an Introductory Reader*. London: Psychology Press.



- Cronyn, J. M. (1999) *The Elements of Archaeological Conservation*. London: Routledge.
- Dwivedi, V. P. and Pant, G. N. (1980) *Museums and Museology New Horizons : Essays in Honour of Dr. Grace Morley*. Delhi: Agam Kala Prakashan.
- Dani, Ahmed Hasan. "Baldha Museum, Dacca." *Museum Journal of Pakistan* (Organ of the Museum Association of Pakistan) Vol. IV, no. 1 April (1952), Karachi
- Edward P. Alexander and Mary Alexander (2008) *Museums in Motion: An Introduction to the History and Functions of Museums*. Lanham: AltaMira Press, pp 1-19.
- Edson, G. and Dean, D. (1994) *The Handbook for Museums*. London: Routledge.
- Eilean, H. G. (1999) *The Educational Role of the Museums*. London: Routledge.
- Firoz, M. and Rahman, H. (1987) *Museums in Bangladesh*. Dhaka: Bangla Academy.
- Firoz, M. and Rahman, H. (1993) *Prospects of Material Folk Culture Studies and Folk Life Museums in Bangladesh*. Dhaka: Bangla Academy.
- Gaynor, K. (1994) *Museum provision and Professionalism*. London: Routledge.
- George E. H. (1998) *Learning in the Museums (Museum meanings)*. London: Routledge.
- Guha- Thakurta, T. (2004) *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India*. USA: Columbia University Press.
- Haque, Enamul, (1970). *Survey of Museums and Archaeological Education and Training in East Pakistan*. Dhaka: Dacca Museum, Dhaka
- Haque, Enamul. (1963) *Treasures in the Dacca Museum, Part I*. Dhaka: Dacca Museum, Dhaka.
- Hooper-Greenhill, E. (2000) *Museums and the Interpretation of Visual Culture*. London: Routledge.
- Hudson, K. (1987) *Museums of Influence*. Cambridge: Cambridge University Press
- Hunter, M. (1985) The Cabinet Institutionalized: the Royal Society's "Repository" and its background. In: *The Origins of Museums*. Oxford: Clarendon Press.
- Thompson, M. A. (1992) *Manual of Curatorship- a Guide to Museum Practice*. Oxford: Butterworth Heinemann.
- Kavanagh, G. (1994) Looking for ourselves. Inside and outside museums. In: *Gender and History*, 6(3): 370-375.
- Walsh, K. (1992) *Representation of the Past: Museum and Heritage in the Post-Modern*. London: Routledge.
- Kotler, W. I. and Kotler, N. G. (1998) *Museum Strategy and Marketing*. California: Jossey Bass.
- Light, R. B. et.al. (1986) *Museum Documentation Systems: Developments and Applications*. London: British Library
- Lord, B. and Gail, D. L. (2001) *The Manual of Museum Exhibitions*. USA: Altamira Press.
- Macmillan, M. (1977) *Pathology of Building Materials*. Rome: ICCROM.
- Mahmud, F. and Rahman, H. (1987) *Museums of Bangladesh*. Dhaka: Bangla Academy
- Fopp, M. A. (1997) *Managing Museum and Galleries*. London: Routledge.
- Parkes, P. A. (1986) *Current Scientific Techniques in Archaeology*. London: Croom Helm.
- Pearce, S. M. (1989) *Museum Studies in Material Culture*. London: Leicester University Press.
- Pollard, A. M. and Heron, C. (1996). *Archaeological Chemistry*, Cambridge: The Royal Society of Chemistry.
- Patrick J. Boylan eds (2004) *Running a Museum: A Practical Handbook, ICOM-International Council of Museums, Paris, France*
- Timothy Ambrose and Crispin Paine (2012). *Museum Basics*. London: Routledge, 12-21.
- Vergo, Peter (1989) The Reticent Object, in: *The New Museology*. pp: 41-59 .
- Walsh, K. (1992) *The Representation of the Past Museums and Heritage in the Post Modern World*. London and New York: Routledge.



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|---------------------------|---|
| Course Title | : EMERGENCE OF BANGLADESH |
| Course Code | : ARCH 413 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Attendance 10 + Tutorials (3) 20 + Exam 70] |
| Assessment | : Attendance 10%, Tutorials 20%, Exam 70% |

Course Description

The main objective of this course is to make students aware of the history of the emergence of independent Bangladesh. The course will highlight the spirit of independence for inspiring the students to uphold that spirit without compromise. The present generation should be sensitized about the sacrifice of many in snatching the independence.

The course includes the following:

Background: The colonial rule through “divide and rule”. The politics of revivalism of religious nationalism by both Hindus and Muslims. Lucknow pact, Khilafat movement, Bengal pact, Jinnah’s two-nation theory, Partition of India

Disillusionment: Question of state language. Response of the Bengali intelligentsia. Disparity and emergence of the notion: “one state two economies”. Consolidation of power by the Punjab dominated military and civil bureaucracy. Deprivation and economic exploitation of 56% by 44%.

Movements: Language movement 1948-1952. Movement against the unjust education policy, 1962. The Magna Carta of the *Bengalees*: Bangabandhu Sheikh Mujib’s six-point program, 1966. “Agartala conspiracy” case and the mass upsurge in 1969. Emergence of Sheikh Mujib as an undisputed leader of the *Bengalees*. 1970 election landslide for the *Bengalees*. Refusal of the Pakistani Junta to hand over power to the democratically elected majority. The 7th March Speech. Formal declaration of independence on the night following 25th March 1971. Liberation War of 1971. Birth of a Nation. 10th April, 1972: The formation of the Government of Independent Bangladesh.

Fight on and off front: Freedom fighters, Sector commanders, Guerilla Groups, Mass participation in war, Women’s participation in the liberation struggle. Participation of ethnic minorities.

State repression and anti liberation activities: Operation search light. Genocides, Mass exodus, Life at refugee camps, Women as war victims, sufferings of children. Arson loot and Destruction, Collaborators, Peace committees, *Rajakar*, *Al-Badar*, *Al Shams*.

The war of independence by the media and in the cultural front: Participation and initiatives in diplomatic, media, sports and cultural front. Swadhin Bangla Betar Kendra, Akashbani and BBC, British and Indian Newspapers, Concert for Bangladesh, Role of India, Role of foreign governments: USSR and the East European countries. USA, UK, China, Non allied countries. Role of the United Nations.

Course learning outcomes

After completing the course, the students will be able to



- a) Understand the history of the emergence of Bangladesh with insights and focus on the glorious war of liberation at the backdrop of Pakistani colonial rule and the atrocities of occupation forces.
- b) Understand the essence of freedom earned through great sacrifice.
- c) Acquaint themselves with the chronological development of our national history and with the protagonists including Bangabandhu Sheikh Mujibur Rahman.
- d) Geographical sovereignty, political independence, economic emancipation, cultural heritage and the right to live without any hindrance. *Bangalee* Nationalism vs Bangladeshi Nationalism. Rising expectation about economic prosperity overnight.

Course Outline

Session 1: Pre-history of the liberation War of Bangladesh

The Uprising of 1857, End of **British Raj** and the birth of East Bengal in 1947: Colonial policy of divide and rule, Hindu-Muslim pact, Lucknow pact, Bengal pact, Communal Award (1935); Lahore resolution (1940), Two Nation Theory of Jinnah, Impact of 2nd World War, Riots in Calcutta and Noakhali, Victory of Labor Party in UK, Plebiscite of 1946. Cabinet mission plan and its impact, Suhrawardy-Kiron Shankar Roy-Sarat Bose Formula of Greater Bengal.

- **Pakistan at its birth**, political process in Pakistan, role of the first constituent assembly, the grand national convention. Growth of opposition politics: Birth of Awami Muslim League and its significance, East Bengal Estate Acquisition Act, 1950
- The word 'PAKISTAN' stands for P=Punjab, A=Afghan (frontier), K= Kashmir, I= Indus and STAN=Baluchistan. No place for East Bengal
- **Language movement (1948-52)**: Rise of Bengali nationalism, reaction of West Pakistan and central Government.
- **Economic deprivation**: Centre's refusal to implement the Krug Missions recommendation for flood control in Bangladesh. The golden fiber jute and its tragedy. Shifting of capital from Karachi to Rawalpindi and then again to Islamabad.
- **Provincial election of 1954 and constitutional crisis**: Formation of United Front, the defeat and decline of Muslim League in East Bengal through election of 1954. The failure of the constitution of 1956 in addressing the grievances of East Bengal. Kagmari conference – the emergence of National Awami Party. Consolidation of the military power in the central government of Pakistan.
- **First Martial Law (1958) and the Ayub Decade**: Basic democracy, 1962 constitution, student movement, presidential election 1964, Monam Khan era in East Pakistan (1962-1968), 1964 state sponsored communal disturbances designed to create division between Hindus and Muslims. Disparity, discrimination and repression by the centre.



FIRST MID TERM:

Recommended Readings:

1. Rahman, Bangabandhu Sheikh Mujibur (2012). *Asomapta Atmajiboni (Unfinished Memoirs)*: University Press Limited, Dhaka
2. Rahman, Bangabandhu Sheikh Mujibur: *Karagarer Rojnamcha*, University Press Limited, Dhaka, 2017
3. Harun-or-Rashid (2007), A move for united independent Bengal - In Sirajul Islam (Ed.), *History of Bangladesh (1704 – 1971), Political History*, Dhaka, Asiatic society of Bangladesh, pages: 311-327
4. Kamal Ahmed (2009), *State against the nation: The decline of the Muslim League I pre-independence Bangladesh, 1947-1954*, Dhaka, UPL, page 205-232

Session 2: Background of liberation war of Bangladesh

- **Indo-Pak war (1965):** Self realization of East Pakistan leaders, crisis: social-economical-political and cultural discriminations, strong student movements since 1962. Cultural awakening after the ban on the centenary celebrations of Rabindranath Tagore in 1961. Contemporary literature: reflection of society.
- **Economy has been always the core issue of upsurge of Nationalism:** Drain of resources from the east to west, “one state two economies”, discrimination in both private and public sector investment, the role of finance commission 1961, realization of “Neo-colonial domination”
- **Beginning of new struggle:** Six-point movement launched by Sheikh Mujib in 1966, Six-point program, Agartala conspiracy case. Mass upsurge of 1969 and emergence of great charismatic leader Bangabandhu Sheikh Mujibur Rahman; Movement of self rule begins, quest of greater autonomy, “Bangabandhu and his speech has become the voice of East Pakistan”.
- **1970 general election:** Basic principles vs one man one vote under LFO. Victory of Bengali nationalistic power; Conspiracy by West Pakistani military-bureaucratic-colonial axis against sharing power, Role of Bhutto. Analysis of the election landslide of the Bangalees in 1970.
- Historic 7th March Speech of Bangabandhu in effect declaring independence: providing the future direction and strategy of imminent war; non-cooperation movement starts; Peoples unity and a nation in the making. Historic 7th March Speech is the part of UNESCO’s world heritage.
- **Genocide of 25th March 1971** under code ‘Operation Searchlight’; Declaration of Independence by Bangabandhu at early hours of 26th March, 1971. Formal declaration of Independence of Bangladesh by Bangabandhu Sheikh Mujibur Rahman. Plea for global recognition and assistance.



SECOND MID TERM:

Recommended Readings:

1. Kamruddin Ahmed, *A social History of East Pakistan*
2. Syed Humayun, *Sheikh Mujib's six-point formula: an analytical study of Break-up of Pakistan*
3. A Tale of Millions by Major (Rtd) Rafiqul Islam
4. Witness to Surrender by Major Siddiq Salek, UPL, 1997
5. Sengupta, Nitish, *Bengal Divided: The Unmarking of A Nation, 1905-1971*
6. Mascarenhas, Anthony (1986), *A Legacy of Blood*, Hodder and Stoughton, London and others

Session 3: Liberation War in 1971

- **‘Proclamation of Independence’** on April 10, 1971; Bangladesh Government at Mujib Nagar: Justification of creating exile government headed by Bangabandhu Sheikh Mujibur Rahman (in absenting) but led on his behalf by Acting President Syed Nazrul Islam and Tajuddin Ahmed; Waging full-scale war against the occupying forces; State policies and war strategies adopted. Role and contributions of Prime Minister Tajuddin Ahmed. Mushtaq-Mahbub Alam Chashi conspiracy (a) no confidence on the Tajuddin Government and (b) in the name of a federal government in Pakistan for ‘saving Bangabandhu’s life’.
- **Creation of freedom fighters:** Guerilla warfare; 11 sectors created, Organized resistance *Mukti Fouj/Mukti Bahini BLF, Mujib Bahini*.
- **The peoples’ war:** Participation of students, women, common people, genocides of common people and planned cleansing of minorities and rapes and atrocities against women by Pakistanis, War and women, Mass exodus of 10 million people to India, etc; Intrigues and indifference Pakistani political, cruelties and conspiracy of Pakistani military leaders like Yahia Khan, Tikka Khan, Rao Farman Ali, AAK Niazi, Khadim Hossain Raja and so on.
- **Role of media during the liberation war:** War of diplomacy and public opinion created throughout the world especially in Europe and America; Swadhin Bangla Betar Kendra, *Mukti Shangrami Shilpi Shangstha*, foreign media BBC and *Akashvani*; newspapers and worldwide public opinion; Concert for Bangladesh at Madison Square Garden, New York by Gorge Harrison, Ravi Shankar, etc. Usage of cultural weaponry.
- **Role of India and Big Powers:** Role of Indira Gandhi and Central Government of India, USSR, USA, China, Britain and other countries concerned; Pro-Pakistan role of the then US President Richard Nixon and Secretary of State Henry Kissinger.
- **Anti-liberation activities:** Peace committee, Al-Badar, Al-Shams, *Rajakar Bahini*, killing of intellectuals, Trail of Bangabandhu in custody in West Pakistan and world reactions.
- **Formation of joint forces and final victory:** Guerilla warfare inside the country, Border skirmishes escalates to major military campaigns, final push. Victory and



Mass surrender of Pakistanis on 16 December 1971; A new nation appeared; Bangabandhu's arrival at his free homeland on January 10 – beginning of a new Journey.

FINAL EXAMINATION:

Recommended Readings:

1. The Constitution of the People's Republic of Bangladesh
2. Blood, Archer K (2004), *The Cruel Birth of Bangladesh*, OPL Publications
3. The Constitution of People's Republic of Bangladesh
4. Khasru, B.Z, *Myths and Facts/Bangladesh Liberation War (How India, US, China and The USSR shaped the outcome)*
5. Jacob, JFR (Lt. Gen.) (1997), *Surrender at Dhaka*, University Press Ltd.
6. Muhit, A M A (1996), *American Response to Bangladesh Liberation War*, Dhaka, UPL Publishers
7. Schendel, Willem Van (2009), *A History of Bangladesh*, Cambridge University Press
8. White House Papers
9. Jahanara Imam (1990), *Of blood and fire, the untold story of Bangladesh's war of independence*

Additional Readings:

1. Harun-or-Rashid, *The foreshadowing of Bangladesh*, UPL, Dhaka
2. Raunaq Jahan, *Pakistan: Failure in National Integration*, Columbia University Press, 1972
3. Moudud Ahmed, *Bangladesh: Constitutional quest for autonomy, 1950-71*
4. Badruddin Umar (2007), *The emergency of Bangladesh*
5. M. Niaz Asadullah, Antonio Savoia and Wahiuddin Mahmud (2014), *Paths to Development: Is there a Bangladesh Surprise?* Working Paper, World Development, Vol.62, pp 138-154
6. Ahmed, Salahuddin, *Bangladesh Past and Present*
7. Maniruzzaman, Talukder (1997), *The Bangladesh Revolution and its Aftermath*, Bangladesh Books International Limited



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|---------------------------|--|
| Course Title | : Term Paper / Research Monograph (optional) |
| Course Code | : ARCH 414 |
| Class Hours | : 4 [3 hours per week (course) + 1 hour (tutorial)] |
| Unit and Marks | : Full Unit Course equivalent to 100 marks. |
| Marks Distribution | : 100 [Synopsis Presentation 10+ Defense 10+ Report writing 70] |
| Assessment | : |