



**UNITED INTERNATIONAL UNIVERSITY**  
Department of Computer Science and Engineering (CSE)  
**Course Syllabus**

**Part A: Introduction**

1	Course Title	History of the Emergence of Bangladesh
2	Course Code	BDS 1201
3	Pre-requisites	N/A
4	Course Type	Core Course
5	Credit Hours	2.00
6	Contact Hours	3 Hours/Week
7	Semester	1 <sup>st</sup> / 2 <sup>nd</sup>
8	Total Marks	100
9	Course Instructor's Information	Mallika Datta Email: <a href="mailto:mallika@eds.uiu.ac.bd">mallika@eds.uiu.ac.bd</a> Cell: 01303-721539
10	Course Rationale	Bangladesh was born as an Independent Country of the Bangali Nation from a series of conflicts. Struggles, Popular Movement among different forces from a geographical area that constituted British India. This course examines the series of events through which the conflicts and fights leading to the creation of a new country. We do so by asking questions: who, what, when, where, why? Who were individuals and groups in conflict? Why? What led to war? Who engaged in the fighting? Who led? Who supported which side? By asking questions and seeking answers, we can better understand the emergence of Bangladesh in 1971.
11	Course Objectives	<ul style="list-style-type: none"><li>• To understand the society of Bangladesh both from theoretical and historical perspectives</li><li>• To explore the history of the emergence of Bangladesh</li><li>• To provide the understanding on the historical background and structural changes of Bangladesh society</li><li>• Promote a <b>sense of citizenship</b> and respect for the history of Bangladesh</li></ul>

**Part B: Content of the Course**

12	Course Contents (approved by UGC)	Partition of India (1947) and the then Bengal; Language Movement (1952); Movement for Autonomy; 6-point and 11-Point Programs; The 1970 Election; Speech on 7th of March 1971; Military Action, Genocide in the East Pakistan; The Liberation War; The Emergence of Bangladesh as a Sovereign Independent State in 1971; Constitution of Bangladesh and citizen rights; Culture: Cultural diffusion and change, Bengali culture and problems of society; social problems of Bangladesh; Social change: theories of social change; social change in Bangladesh; urbanization process and its impact on Bangladesh society.
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13	Course Outcomes (COs)	COs	Description											
		CO1	Students will be able to know the historical background, structural and social changes of Bangladesh in different eras											
		CO2	Students will have a conceptual understanding of the social changes in Bangladesh											
		CO3	Students will have knowledge over the historical background of popular movements for establishing rights of the Bangali											
		CO4	Students will gain knowledge about the role of prominent actors in the emergence of Bangladesh											
14	Mapping of COs and Program outcomes													
	COs	Program Outcomes (POs)												
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
		CO1			C			C			C			
		CO2			C			C			C			
		CO3			C			C			C			
		CO4									C			
15	Mapping COs with Teaching-Learning and Assessment Strategy													
	Class/ Week	Topics/Assignments			Course Outcomes (COs)		Reading Reference		Teaching-Learning Strategies		Assessment Strategies			
	1	Introduction - Course description, learning methods and outcomes, assessment procedure, etc.			CO2		Lecture Slides and Text/ Ref. Book		Lecture/Group Discussion/ Exercise		Class Tests/Assignments /Quizzes/Exam			
	2	Profile of Bangladesh: (Introducing Bangladesh) - Basic information regarding location, territory, area, people, resources, administrative units, structure of government etc.			CO1		Lecture Slides and Text/ Ref. Book		Lecture/Group Discussion/ Exercise		Class Tests/Assignments /Quizzes/Exam			
	3	Introduction to Bangladesh: History of Ancient (Ganga Redai, Gupta, Pal & Sen) and Medieval Bengal (Independent Sultan Rule)			CO1, CO2		Lecture Slides and Text/ Ref. Book		Lecture/ History related video		Group Discussion			
	4-5	Rise of Colonialism– From the Mughal empire to the British empire			CO2		Lecture Slides and Text/ Ref. Book		Lecture/ History related video		Class Tests/Assignments /Quizzes/Exam			
	6	Political History of British Colonial Rule in Bengal (1757-1857)			CO1, CO2, CO3		Lecture Slides and Text/ Ref. Book		Lecture/Group Discussion/ Exercise		Class Tests/Assignments /Quizzes/Exam			
	7	British Colonial Bengal: Aspects of Nationalist Politics during the			CO1, CO2		Lecture Slides and Text/ Ref. Book		Lecture/Group Discussion/ Exercise		Class Tests/Assignments /Quizzes/Exam			

		<b>Colonial Rule (1857-1935)</b> The British impact, colonial conflicts Rise of Bengali nationalism, Bengal partition-1905, formation of Muslim League in Dhaka and annulment of the partition				
8		<b>Two Nations Theory, united Bengal movement, Lahore resolution, 1946 election, riot</b>	CO1, CO2	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise	Class Tests/Assignments /Quizzes/Exam
9		<b>Emergence of Pakistan (1935-1947)</b> Partition of India, creation of West and East Pakistan	CO1, CO2, CO3	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise	Class Tests/Assignments /Quizzes/Exam
10-12		<b>Becoming Pakistan:</b> Structure of the state and disparity - The New Polity in Pakistan	CO2, CO3	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise / Audio-visual	Class Tests/Assignments /Quizzes/Exam
13		<b>The discrimination between east and west Pakistan</b> (Economic, Political, Social, Military and Cultural)	CO2, CO3	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise	Class Tests/Assignments /Quizzes/Exam
14		<b>Language Movement and the Rise of Political Identity:</b> Early phase of the language movement, The height of language movement in 1952, language movement and awakening of the masses	CO2	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise / Audio-visual	Class Tests/Assignments /Quizzes/Exam
15		<b>Field Trip</b> to Liberation War Museum	CO1, CO2, CO3, CO4		Lecture/Group Discussion/ Exercise / Assignment / Audio-visual	Assignments/Quizzes / Presentation Skill Implementation
16		<b>Prominent Leaders &amp; Political Parties of East Pakistan</b>	CO4	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise / Audio-visual	Class Tests/Assignments /Quizzes/Exam
17		<b>Crisis of Democracy</b> - Election of 1954 and United Front's victory, Toppling of United Front ministry, The military coup d'état and Ayub Khan's martial rule	CO3, CO4	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise	Class Tests/Assignments /Quizzes/Exam
18		<b>Rise of the nationalism &amp; Movements for Autonomy</b>	CO3, CO4	Lecture Slides and Text/ Ref.	Lecture/Group Discussion/	Class Tests/Assignments

	- 1960's students' movement, Six points demand, Agartala conspiracy case, 11 points demand, 1969 mass movement and the fall of Ayub Khan		Book	Exercise / Audio-visual	/Quizzes/Exam
19	<b>Non Cooperation Movement in East Pakistan</b> - Cyclone of 1970 and response of Yahiya government, reaction of the Bengali people, election result and the aftermath	CO3, CO4	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise / Audio-visual	Class Tests/Assignments /Quizzes/Exam
20	<b>Liberation war and the birth of Bangladesh --</b> Historic 7 th March speech, Declaration of Independence, Mujibnagar Government	CO1, CO3	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise	Class Tests/Assignments /Quizzes/Exam
21	<b>The Emergence of Bangladesh as a Sovereign Independent State -</b>  Genocide of 1971- Operation Searchlight Refugee Crisis, Global Role and Responses, Role of Media (shadin Bangla Betar kendra)	CO1, CO3, CO4	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise	Class Tests/Assignments /Quizzes/Exam
22	-Gerilla War, Peace Committee, -Rajakar, Albodor & Alshams. -Birth of Independent Bangladesh	CO1, CO3, CO4	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise	Class Tests/Assignments /Quizzes/Exam
23	<b>Bangabandhu Sheikh Mujibur Rahman's Regime</b>	CO2, CO4	Book review	Lecture/Group Discussion/ Exercise	Class Tests/Assignments /Quizzes/Exam
24	<b>Constitution of Bangladesh and citizen rights</b>	CO2, CO4	Lecture Slides and Text/ Ref. Book	Lecture/Group Discussion/ Exercise	Class Tests/Assignments /Quizzes/Exam
	<b>FINAL EXAM</b>				

### Part C: Assessment and Evaluation Methods

Assessment Strategy	Assessment Types	Marks
Formative Assessment	Attendance	5%
	Assignments (Presentation/ poster presentation & assignments)	15%
	Class Tests	10%
Summative Assessment	Mid Term	30%
	Final Exam	40%

## Grading System

Letter Grade	Marks %	Grade Point	Letter Grade	Marks%	Grade Point
A (Plain)	90-100	4.00	C+ (Plus)	70-73	2.33
A- (Minus)	86-89	3.67	C (Plain)	66-69	2.00
B+ (Plus)	82-85	3.33	C- (Minus)	62-65	1.67
B (Plain)	78-81	3.00	D+ (Plus)	58-61	1.33
B- (Minus)	74-77	2.67	D (Plain)	55-57	1.00
			F (Fail)	<55	0.00

## Part D: Learning Resources

<b>Text Book</b>	<p>রমেশচন্দ্র মেজোদার (২০২১). বাংলাদেশের মধ্য ইতিহাস - ১০ খণ্ড (প্রাচীন যুগ). [তদবধি প্রকাশ]</p> <p>মুহাম্মদ হাবিবুর রহমান (২০২০). গঙ্গাঋতু থেকে বাংলাদেশ [বাংলা একাডেমি]</p> <p>মুনসীর মুন এবং থা. হাবিবুর রহমান (২০১৩). স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস [সুবর্ণ]</p> <p>Willem van Schendel (2009). A History of Bangladesh [Cambridge University Press]</p>
<b>Online Resources</b>	Banglapedia - <a href="https://en.banglapedia.org/index.php?title=Main_Page">https://en.banglapedia.org/index.php?title=Main_Page</a>
<b>Reference</b>	<p>Ramesh Chandra Majumdar (Ed.) (1943). The History of Bengal - Volume 1. [University of Dacca, Dacca]</p> <p>Sirajul Islam (ed.) (1997). History of Bangladesh, 1704-1971. [Asiatic Society of Bangladesh, Dhaka]</p> <p>Ahmed, Sufia (1996). Bangladesh Studies [The University Press Ltd.]</p>
<b>LMS URL</b>	

### **Appendix-1: Program outcomes**

<b>POs</b>	<b>Program Outcomes</b>
<b>PO1</b>	An ability to apply the knowledge of mathematics, science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems.
<b>PO2</b>	Identify, formulate, research and analyze complex engineering problems and reach substantiated conclusions using the principles of mathematics, the natural sciences and the engineering sciences.
<b>PO3</b>	An ability to design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety and of cultural, societal and environmental concerns.
<b>PO4</b>	An ability to conduct investigations of complex problems, considering experimental design, data analysis and interpretation and information synthesis to provide valid conclusions.
<b>PO5</b>	An ability to create, select and apply appropriate techniques, resources and modern engineering and IT tools, including prediction and modeling, to complex engineering activities with an understanding of their limitations
<b>PO6</b>	An ability to apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice.
<b>PO7</b>	An ability to understand the impact of professional engineering solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.
<b>PO8</b>	An ability to apply ethical principles and commit to the professional ethics, responsibilities and the norms of the engineering practice.
<b>PO9</b>	An ability to function effectively as an individual and as a member or leader of diverse teams and in multidisciplinary settings.
<b>PO10</b>	An ability to communicate effectively about complex engineering activities with the engineering community and with society at large. Be able to comprehend and write effective reports, design documentation, make effective presentations and give and receive clear instructions.
<b>PO11</b>	An ability to demonstrate knowledge and understanding of engineering and management principles and apply these to one's work as a team member or a leader to manage projects in multidisciplinary environments.
<b>PO12</b>	An ability to recognize the need for and have the preparation and ability to engage in independent, life-long learning in the broadest context of technological change.