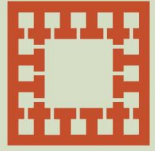


VARENDRA UNIVERSITY



বরেন্দ্র  
বিশ্ববিদ্যালয়

STUDENT

# HANDBOOK

**Bachelor of Social Science (Honors) in Sociology**

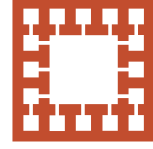
**Department of Sociology**

*School of Arts and Social Science*

**VARENDRA UNIVERSITY**

**Rajshahi 6204, Bangladesh**

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## **STUDENT HANDBOOK**

Bachelor of Social Science (Honors) in Sociology

### **Student Handbook Editing and Publication Committee**

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Assistant Professor

#### **Member Secretary**

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Assistant Professor

**Rawnaq Ara Parvin**  
Assistant Professor

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Lecturer

**Kasob Chandro Biswas**  
Lecturer

**Hosne Ara Begum**  
Lecturer

**Sarkar Tamzid Rahman**  
Lecturer

**Sadia Jebin Sejuti**  
Lecturer

**Khairtun Hisan Tonni**  
Lecturer

Department of Sociology  
Varendra University  
Rajshahi 6204, Bangladesh  
January 2025

Printed By: Sarkar Printing, Ranibazar, Rajshahi





## VICE CHANCELLOR MESSAGE



It is with great delight that I welcome you to the Department of Sociology, Varendra University – a distinguished center of excellence in higher education. As the Vice Chancellor, I feel privileged to be a part of this institution, which empowers students to harness sociological knowledge and apply it to a diverse array of real-world occupations. The discipline of sociology offers invaluable insights, particularly in our increasingly global and inter-connected world. It equips our students with the critical thinking and analytical skills necessary to navigate and address complex social issues. In today's society, understanding the intricate web of social relationships, cultural dynamics, and institutional structures is more important than ever. Our curriculum is designed to reflect this breadth, providing methodologically diverse coursework that prepares students for meaningful engagement in various fields. We believe that the knowledge gained through sociology transcends academic boundaries, enabling students to contribute to their communities and professions. At the heart of our department is a commitment from our innovative and distinguished faculty, who are dedicated to sharing their expertise and passion for sociology. Through their mentorship, students gain the confidence to apply their learning in practical contexts.

Moreover, our extensive network of alumni, connections with development organizations, and academic collaborations enrich the educational experience, offering unparalleled opportunities for personal and professional growth. Together, we strive to ensure that our students are equipped not only for their careers but also for a life of meaningful social engagement. I encourage each of you to take full advantage of these offerings as you embark on this exciting educational journey.

Wish you all the best.

**(Prof. Dr. Ananda Kumar Saha)**

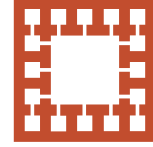
Vice Chancellor (Acting)

Varendra University



## MESSAGE FROM THE COORDINATOR

VARENDRA UNIVERSITY



বরেন্দ্র  
বিশ্ববিদ্যালয়

Dear Students,

Welcome to the Department of Sociology, Varendra University! It is my great pleasure to welcome you into our academic community.

Sociology, as an academic discipline, is important for understanding how society works, how individuals and groups interact, and how social structures influence human behavior, helping to solve social problems and create a more equitable society.

The Department of Sociology, established in 2013, is committed to providing you with a comprehensive education that fosters critical thinking, research skills, and a deep understanding of social dynamics. The Bachelor of Social Science (BSS) Honors and Master of Social Science (MSS) programs here are designed to equip you with relevant courses that address the complexities and intricacies of our society. These programs strictly adhere to the guidelines set by the University Grants Commission (UGC) of Bangladesh, ensuring a high standard of education. Our qualified faculty members are here to support and guide you throughout your academic journey. With their expertise and dedication, they foster an environment that encourages intellectual growth and scholarly inquiry. Our administrative staff also plays a vital role in ensuring that departmental activities run as smoothly and efficiently as possible.







As you progress through your studies, I encourage you to make the most of the opportunities available to you. Engage in academic discussions, participate in departmental activities, and focus on both your academic and personal development. The knowledge and skills you gain here will serve as a solid foundation for your future endeavors.

I wish you all the best in your studies and look forward to seeing your achievements during your time with us.

Warm regards,

**Professor Dr. Md. Siddiqur Rahman**  
Coordinator, Department of Sociology  
Varendra University

## Profile of the Faculties

Name and Designation	Courses Taught	Area of Specialization or Research Interest
 <p><b>Dr. Md. Siddiqur Rahman</b> Co-ordinator Department of Sociology, VU Professor Department of Sociology University of Rajshahi MSS (DU); PhD (UKM) head.sociology@vu.edu.bd</p>	<p>Introduction to Sociology I Introduction to Sociology II Sociology of Social Problems Comprehensive</p>	<p>Medical Sociology Social Structure Society and Culture of Bangladesh</p>
 <p><b>Mst. Sharmin Akter</b> Assistant Professor BSS (Honors); MSS (RU) PhD Fellow Department of Sociology University of Rajshahi Email: sharmin@vu.edu.bd</p>	<p>Medical Sociology Social Gerontology Sociology of Gender Social Stratification Discourses of Development</p>	<p>Gerontological perspectives Gender Issues Health and well-being Social stratification</p>
 <p><b>Mt. Tania Mahzabin</b> Assistant Professor BSS (Honors); MSS (RU); M.Phil (IBS, RU) PhD Fellow, (IBS, RU) Email: tania@vu.edu.bd</p>	<p>Social History of Bangladesh Criminology Sociology of Poverty Industrial Sociology</p>	<p>Adolescent Health Issue Women rights Criminology</p>
 <p><b>Md. Ariful Islam</b> Assistant Professor BSS (Honors); MSS (RU) Email: ariful@vu.edu.bd</p>	<p>Introduction to Sociology Issues and Methods of Social Research Criminology Sociology of Human Rights and Social Justice</p>	<p>Child Issues Women Empowerment Gender Inequality Agriculture Quality Education Climate Change and Disaster Management</p>
 <p><b>Rawnaq Ara Parvin</b> Assistant Professor BSS (Honors); MSS (RU) PhD Fellow Department of Sociology University of Rajshahi Email: rawnaq@vu.edu.bd</p>	<p>Social psychology Sociology of Education Sociology of Organization Sociology of Capitalism Project Planning and Management</p>	<p>Consumer Behavior Adolescence Pregnancies Maternal Health Gender Studies Cultural Sociology Migration and Displacement Cyber-bullying Issues Pandemic Sociology</p>
 <p><b>Md. Bokul Hossain</b> Assistant Professor BSS (Honors); MSS (RU) Email: bokul@vu.edu.bd MPhil Fellow Department of Sociology University of Rajshahi</p>	<p>Practice of Social Research History of Human Civilization Social Change Classical Sociological Theories Applied Sociology Advanced Sociological Theories</p>	<p>Sociological Theory Critical Realism Sociology of Health Ethnic Communities of Bangladesh</p>

## Profile of the Faculties

Name and Designation	Courses Taught	Area of Specialization or Research Interest
 <p><b>Md. Zamil Hosain</b> Lecturer BSS (Honors); MSS (RU) Email: zamil@vu.edu.bd</p>	<p>Ancient and Medieval Social Thought Sociology of Disaster Discourses of Development Sociology of Social Problems Social Policy</p>	<p>Sociological Theories, Urban Development and Social Policy, Childhood and Adolescence, Health and Climate Change, Science, Technology and Society</p>
 <p><b>Kasob Chandro Biswas</b> Lecturer BSS (Honors); MSS (RU) Email: kasob@vu.edu.bd</p>	<p>Society and Culture of Early Bengal Sociology of Economics Science, Technology and Society Social Statistics Sociology of Childhood and Adolencece</p>	<p>Disaster Management and Social Elasticity Public Health Child Issue Agriculture</p>
 <p><b>Mst. Hosne Ara Begum</b> Lecturer BSS(Honors); MSS (RU) Email: hosneara@vu.edu.bd</p>	<p>Social Structure of Bangladesh Marriage, Family and Kinship Industrial Sociology Sociology of Childhood and Adolescence Sociology of Disaster</p>	<p>Gender issue Climate Change and Disaster Management Migration Women empowerment Maternal health Criminology.</p>
 <p><b>Sarkar Tamzid Rahman</b> Lecturer BSS (Honors); MSS (KU) Email: tamzid@vu.edu.bd</p>	<p>Rural Sociology Sociology of Environment Classical Sociological Theories Social Stratification South Asian Studies</p>	<p>Education Health Environmental Issues</p>
 <p><b>Sadia Jebin Sejuti</b> Lecturer BSS (Honors); MSS (RU) Email: sadiajebin@vu.edu.bd</p>	<p>Introduction to Anthropology Marriage Family and Kinship Social Forestry Political Sociology</p>	<p>Socialization and Educational vulnerability Modernity and Culture Gender and society Climate Change and Women's health</p>
 <p><b>Khairtun Hisan Tonni</b> Lecturer (on Probation) BSS (Honors); MSS (SUST) Email: tonni@vu.edu.bd</p>	<p>Social Stratification and Inequality Ethnicity and Ethnic Relations in Bangladesh Sociology of Religion Social Demography</p>	<p>Climate Change Migration Gender</p>

## Office Staff



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Executive (Program Office)  
Department of Sociology  
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BSS (Honors); MSS (RU)  
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Office Assistant  
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Varendra University  
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# **THE ORIGIN OF THE NAME AND LOGO OF VARENDRA UNIVERSITY**

The university is named after Varendra (or Barind), a region of ancient Bengal. The region is located about 300km north-west of the capital of Bangladesh, Dhaka. Historically it is the land of ancient scholars, knowledge and spiritual visions. According to various literary and epigraphic evidences, a unique school of artisans earned a wide reputation here during the period of Pala dynasty, the ruling dynasty in Bengal, from the 8<sup>th</sup> to the 12<sup>th</sup> century, and the streams of art-making sustained until the Sena dynasty, the ruling dynasty in Bengal in the 11<sup>th</sup> and 12<sup>th</sup> centuries.

The idea and spirit of Varendra University is deeply rooted in the Somapura Mahavihara (or the Great Monastery), a renowned intellectual centre that functioned until the 12<sup>th</sup> century. The Mahavihara is located in Naogaon district, the heart of ancient “Varendra”, close to the village of Paharpur. It was one of the leading institutions of higher learning in ancient India. The other institutions include Pushpagiri, Nalanda, and Taxila.

Varendra University began its journey in 2012 with the initiative of the visionary entrepreneur Mr. Hafizur Rahman Khan. It is envisaged to revive the essence of the ancient institution and kindle the spirits of young learners with the same fire that once moved them towards curiosity and creativity.

Situated just a few miles away from the mighty river Padma and the spiritual place of Shah Makhdum, Varendra University is the first Government and UGC approved private university in this region. With 11 departments under three faculties, it is functioning as a premier center for quality education as Somapura Mahavihara did centuries ago. Similarly, it is a home to scholars from diverse backgrounds, dedicated to translating the ethos of the Mahavihara into knowledge and skills applicable to real situations and life of the students.

About 39.65 Bighas of land have been acquired for constructing the permanent campus of the university, only 10 minutes’ drive from the Shah Makhdum Airport, in Rajshahi city. Construction of the state-of-the-art campus on a lush-green fertile land started from March 2018 and now construction is in the final phase.

Varendra University draws its power from the glorious past of the region. Adapted from structural design of the Mahavihara, the logo of the university is a testament to the tradition it upholds, and it reflects the ancient, and therefore tested, structure of a center, the production and the dissemination of knowledge. Eminent Bangladeshi Architect Tariq Mahbub Khan, PhD designed the logo of the university.

## **INTERPRETATION OF THE LOGO**

The square of the logo is the abstract representation of the physical layout of some prominent historic centers of learning in Asia such as the Somapura Mahavihara of Paharpur (770-810 AD), the Darasbari Madrasha at Nawabganj (15th Century AD) etc. of the Varendra area.

The symbolic presentation of the layout – the arrangement of rooms around a courtyard – suggests different stages and levels of education and interaction. The indoor spaces correspond to the individual or group-studies whereas the courtyard

symbolizes the sharing and exchange of knowledge. The overall arrangement also characterizes a disciplined environment for higher education in the context of the Varendra area.



The three colors used in the design – brown (typical color of the soil in the Varendra area), gray and black, the size and shape of the letters that spell VARENDRA UNIVERSITY both in Bangla and English, and the square suggest that Varendra University is an institution which is rooted to the context with a strong connection to its glorious past and aims at promoting and sharing knowledge of international standard.

Architect Tarik Mahbub Khan, PhD

### **PERMANENT CAMPUS**

Varendra University has established a significant portion of its permanent campus on a spacious tract of land in the serene area of Rajshahi Bypass Road, Chandrima, Paba, Rajshahi. The campus now features a state-of-the-art academic building, an administrative building, and a dedicated research center, along with several world-class amenities already in place. These include an auditorium, seminar and conference halls, advanced laboratories, training centers, a central library, a bank, security offices, and extensive parking facilities, including underground parking for nearly 600 cars. Classes are being conducted in this modern facility, with plans to further expand the campus to include additional facilities such as a mosque, cafeteria, gym, swimming pool, indoor games spaces, a medical center, and beautifully landscaped gardens, ensuring a comprehensive environment for academic excellence and personal development.

### **VISION OF THE UNIVERSITY**

The vision of Varendra University is to be established as a top-ranking university nationally and internationally through continuous innovation in education, research, creativity, and entrepreneurship.

### **MISSION OF THE UNIVERSITY**

The mission of VU is to prepare students as competent, compassionate, ethically driven, and socially responsive professionals; to educate them through research for intellectual as well as social transformation and to enhance their lifelong learning capacity for adaptability to face the challenges of the 21<sup>st</sup> century.

### **AIMS AND OBJECTIVES OF THE UNIVERSITY**

VU, in general, aims at preparing its students nurturing their potentialities and proficiencies relating to the development of leadership, entrepreneurship and professionalism. It facilitates students' involvement in higher research and implementation of the technological knowhow and ideas. The University is

committed to work for the sustainable development and changes for the betterment of the society through a fruitful interaction with the government, business and social welfare organizations and with any international organizations as well. In this world of information, VU endeavors to accelerate students' technological, intellectual, social and personal potentials providing them dynamic guidance and latest information about the new technologies of the world so that they can keep pace with the time and contribute to the advancement of the society. In an economically emerging country like Bangladesh, investment in higher education can lead to social returns of 10% by some estimate, which in turn means that these investments lead to increase in labor productivity, and short and long term growth at the same time.

The demand for higher education in Bangladesh is very rapidly increasing. In the public Universities more than 20 students vie for a seat on an average. Moreover, they have to work in an atmosphere where party politics is strongly present, and financial constraint is another hard reality. Students, there, spend much of their energy in political activities rather than devoting themselves in study. The disruption in the schedule of classes during the academic year has given rise to new terms such as 'Session Jam' and 'Session lag'. Students who are entering into a four year honors degree program in a public University have to spare five to six years at least.

Rajshahi is called the 'city of education'. Students of the entire northern region of the country come here for higher education targeting Rajshahi University, Rajshahi University of Engineering and Technology, and Rajshahi Medical College. More than one lakh students apply for admission in Rajshahi University but only five thousand or so get admitted. The rest can hardly enter any other public University. Private Universities are badly needed in the city to cater for the demands in higher education of this domain. Naturally, keeping this inevitability in mind, the sponsors consider the initiative with prime importance to open a University named Varendra University in Rajshahi in 2012. Since then VU has endeavored itself in providing quality education in this region.

The higher demand for tertiary education has led to the emergence and quick development of Private Universities. Most private universities have few departments/ subjects having very high demand in the job market. They ignore the basic spirit of the university itself. A university must teach a wide variety of subjects and cultivate knowledge of as many kinds as possible. Moreover, many of them charge high tuition and other fees but provide inadequate financial support and scholarship for the poor and meritorious students. Varendra University, though very new, is dispensing quality education to the students at a comparatively affordable cost. In addition, it offers adequate scholarships and financial help to the students.

However, the private Universities are contributing significantly to human resource development of the country. As the government alone cannot satisfy the demand of higher education, a public-private partnership can help the country meet the growing demand of higher education in Bangladesh, and Varendra University has been working keeping this spirit in view.

## **OBJECTIVES:**

### **The main objectives of Varendra University are:**

1. To produce graduates of international standard by providing modern, updated and scientific instructions to students and also by engaging them in research and conferring Bachelors', Masters, M. Phil and PhD degrees in different subjects taught at the University. Students will be equipped with the skills and knowledge necessary for playing a leading role in the national and international development sectors.
2. To offer Diploma, Post Graduate Diploma, 4 Year-Bachelors', 1 or 2 Year Masters and other professional or non professional degrees in any technical or non-technical disciplines.
3. To authorize or to affiliate appropriate National or International organizations or bodies necessary for the above stated objectives.
4. To arrange training and education on specialized and newly developed subjects locally and in foreign countries with national and/or international experts.
5. To coordinate academic and/or non-academic research projects for the advancement of science and technology.
6. To collaborate with academic research group and institutions providing research facilities both in home and abroad.
7. To organize meetings, conferences, workshops, seminars and lectures or arrange and form study groups and training on subjects of national and international importance to update and contribute to knowledge and skills.
8. To establish Educational Institutions or outer campus nationally and internationally for training and development subject to the approval of the concerned authority.
9. To publish journals, research papers, books, monograph regarding company activities, research, product specifications and technical notes.
10. To conduct research work in architecture, civil, mechanical, electrical, aeronautical, and chemical and any other engineering problems of industries, factories, aviation, and dockyards; The University will play a key role in making sure that students understand the advances in knowledge and can absorb and utilize their knowledge in their own work for the development of the country.

### **At a Glance**

Name of the University	Varendra University
Year of Establishment	Approval from the Ministry of Education on March 14, 2012 & from the University Grants Commission (UGC) on March 20, 2012

Commencement of Classes	September 24, 2012
Building and Location	<ol style="list-style-type: none"> <li>1. Varendra University, Rajshahi Bypass Road, Chandrima, Paba, Rajshahi-6204</li> <li>2. 529/1, Kazla, Motihar, Rajshahi.</li> </ol>
Permanent Campus	18 Acre of Land at Kharkhari, Paba Upazila (Adjacent to Rajshahi City)
Faculties	<ol style="list-style-type: none"> <li>1. School of Business and Law</li> <li>2. School of Arts and Social Science</li> <li>3. School of Engineering</li> <li>4. School of Science and Technology</li> </ol>
Departments :	<ol style="list-style-type: none"> <li>1. Department of Business Administration</li> <li>2. Department of Computer Science &amp; Engineering</li> <li>3. Department of Electrical &amp; Electronic Engineering</li> <li>4. Department of Economics</li> <li>5. Department of English</li> <li>6. Department of Journalism, communication and media studies</li> <li>7. Department of Law &amp; Human Rights</li> <li>8. Department of Pharmacy</li> <li>9. Department of Public Health</li> <li>10. Department of Sociology</li> <li>11. Department of Political Science</li> <li>12. Department of Islamic History and Culture</li> </ol>
Programs :	<ul style="list-style-type: none"> <li>• Undergraduate</li> <li>• Graduate</li> </ul>
Sessions:	<ul style="list-style-type: none"> <li>• Spring (January-June)</li> <li>• Summer (July-December)</li> </ul>
Total Students:	6500 Students (Approximate)
Scholarship/Tuition fee waiver:	6772 students enjoyed the tuition fees scholarship up to now.
Faculty Members:	230 (Full-Time), 40 (Adjunct)
Officials:	93 Officials
Supporting Staff:	50 Staff
Class Rooms:	84 Classrooms

# ACADEMIC ORDINANCE

Approved by the 9th Syndicate dated 03.06.2024

Incorporated amendments proposed by the 9th Academic Council dated 29.11.2023

Issued on July 04, 2024

In keeping with its philosophy and objectives, Varendra University seeks to promote strong sense of mutual responsibility, respect, trust and integrity among all members of the University Community. To achieve these goals, the university demands of its students, teachers, officers, employees and all others associated with its functioning, very high standard of academic excellence and of other activities. Faculty and students alike are expected to exhibit integrity and competence in their academic fields.

## **1. Vision of Varendra University**

Varendra University holds the vision to emerge as a premiere center of excellence in Arts, Social Science, Business, Law, Science and Engineering by disseminating knowledge to young generation in order to prepare them to face the challenges of life, and to enhance the quality of their living.

## **2. Academic Session**

For semester programs academic season will be as follows:

<b>Name of the Semester</b>	<b>Duration</b>
Spring	January to June
Summer	July to December

It is required to complete one semester within six months ie. 26 weeks. The semester duration is distributed as follows:

1. Preparatory Leave: 02 week
2. Examination: 05 weeks (Mid Term and Final)
3. Result Processing: 02 week
4. Scheduled vacation: 03 weeks
5. Conducting Class:

## **3. Credit Hour**

The education system of Varendra University is based on credit hours.

- a. One (1) credit hour means that the total class hour for each course is 60 minutes in a week.
- b. Two (2) credit hours mean that the total class hour for each course is 120 minutes in a week.

- c. Three (3) credit hours mean that the total class hour for each course is 180 minutes in a week.
- d. For 2 and 3 credit hour courses, classes will be held twice in a week. For Engineering and Pharmacy Departments, 1/1.5 Credit of practical class means 120/180 minutes per week.

#### **4. Use of Credit Hour System**

For undergraduate and graduate students, credit hour system is fixed. But for credit transfer, there is flexibility of completing required number of credit hours for a program.

#### **5. Admission**

##### **a. Admission Committee**

For undergraduate programs, there will be an admission committee, where Pro-Vice Chancellor will be the convener and Deans/Heads/Coordinators of all Faculties/Departments will be the members. Registrar of the university will act as secretary.

##### **b. Functions of the Admission Committee**

The Admission Committee will perform the following functions:

- i. Admission Committee will frame rules and regulations for admission test.
- ii. Admission Committee will fix the date of admission of different faculties/departments.
- iii. Admission Committee will monitor and coordinate the functions related to admission.

##### **c. Admission Requirement**

##### **For Undergraduate Programs**

- i. Total GPA 5 with minimum 2.5 either in SSC or HSC/equivalent is required for admission in Honors Programs. But a student having a minimum GPA 2.00 in SSC/HSC/equivalent with total GPA 6.00 or above may apply (except B.Pharm program).
- ii. Minimum five subjects from O-Level and two subjects from A-Level are required for the admission of new students. Out of seven subjects, students must have obtained B-grade or GPA 4.00 in four subjects and C grade or GPA 3.50 in other three subjects respectively.
- iii. Total GPA of 5.00 in both SSC and HSC Examinations is required for the children of the Freedom Fighter.
- iv. All diploma holders from the Govt. and the UGC or related Council approved Institutions/Institutes will be considered as HSC/Equivalent, and they will have to take usual admission test for any existing programs of Varendra University.

## For Graduate Programs

Students who intend to get themselves admitted into Masters Programs should have at least 5.00 points as shown below without any 3<sup>rd</sup> division/class or 6.00 points with a 3<sup>rd</sup> division/class. The points to be computed as below:

Degree	Points		
	1 <sup>st</sup> Division/Class/ Equivalent (3.5 and above)	2 <sup>nd</sup> Division/Class/ Equivalent (2.50 to 3.49)	3 <sup>rd</sup> Division/Class/ Equivalent (2.00 to 2.49)
SSC/Equiva	3	2	1
HSC/Equiv	3	2	1
Degree Pass	3	2	1
Honors or 4	4	3	2

**Note: 1.** Minimum CGPA 2.00 is required at each level of examination.

### d. Admission Procedure

#### Undergraduate Admission

- i. A student not exceeding 5 years from the passing of his or her HSC/equivalent examinations can apply for undergraduate programs.
- ii. Students appearing at HSC/equivalent examinations can apply for undergraduate programs on certain conditions.

#### Graduate Admission

- iii. For checking admission eligibility of the student, department will arrange written/viva voce examinations. There will be a 3-4 member examination committee headed by the Dean/Head/Coordinator/Senior Faculty of each department. After being selected and approved by the committee, students will get themselves admitted through online within the specific period of time. Departments will send copies of the particulars of eligible candidates (hard copy) to the Office of the Registrar for completing farther necessary steps for admission.
- iv. Students appearing at Degree (Pass) /Honors/equivalent examinations can apply for graduate programs on certain conditions.
- v. Students who obtained their Honors degree from Varendra University are not required to sit for the admission test for Master's Program.

### **e. Admission Test**

For undergraduate programs, departments will make necessary arrangement for holding the admission tests. The successful candidates of written admission tests may be required to appear for oral tests for final selection.

After finalizing admission test result, each department will send the database of selected students (hard and soft copies) to the respective offices (Registrar, IT and Accounts) for taking necessary actions for admission.

### **f. Admission Finalization**

After checking all data/information of Admission form, the department will arrange to circulate qualified student list for admission. Accounts Office will provide registration number to the students after completion of the admission process. After successfully complete admission process, the respective department will send copies of admitted students to the respective offices. Students will collect identity card from Program Office and they will be expected to use their respective registration number in all correspondences. All students are advised to wear their ID card inside and outside the campus.

## **6. Enrollment (Registration)**

- a.** All promoted students will be automatically enrolled for the **next semester**. If a student is not promoted, s/he will also be automatically enrolled for the **existing semester**. But in case of retake or improvement, a student must complete enrollment in due time and collect pay slip from the program office of the respective department.
- b.** During final examination, the Registrar of the University will notify the date of enrolment for retake/improvement and last date of payment of semester fee for the next semester as per the Academic Calendar issued by VU or according to the date decided by the authority.

## **7. Duration of the Program**

- a.** Undergraduate programs will normally be of 4(four) years duration divided into 12 (twelve) semesters starting from the first admission into the programs. However, a student must complete the program within 7 (seven) academic years.
- b.** For semester programs (8 semester programs), a student must complete his/her program within 7 (seven) years.
- c.** Students with credit transfer may complete their program within stipulated time period.
- d.** Duration of Graduate/Masters programs will be fixed by the respective departments. However, students must not get more than two additional years to complete their degree.

## 8. Grading System

VU follows the following Letter Grade and Grade Point system introduced by the UGC as a uniform grading system for all public and private universities:

Numerical Grade	Letter Grade	Grade Point
80% and above	A+	4.00
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.50
65% to less than 70%	B+	3.25
60% to less than 65%	B	3.00
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.50
45% to less than 50%	C	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00

- a. The Letter Grade A+, A, A-, B+, B-, B, C+, C and D are considered as pass grades.
- b. F grade is considered as 'FAIL' and in such cases students must go for retake.
- c. After completion of program, final transcript will be issued mentioning Letter Grade, Corresponding Grade Points, Attempted Credit, Earned Credit and CGPA.
- d. Numerical marks in Grade Sheet/Transcript will not be shown.

### Final Result Preparation:

The Cumulative Grade Point Average (CGPA) will be computed according to following formula:

$$\text{CGPA} = \frac{\text{Sum of (Earned Credit} \times \text{Corresponding Grade Points)}}{\text{Total Credits}}$$

## 9. Evaluation Procedure

Evaluation of students' performance will be based on Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). SEE includes midterm examination and final examination whereas CIE contains class-test, quiz, attendance, presentation and assignments/case study/term paper/project/viva/group work. CIE will cover 50% of the total marks and the remaining 50% are reserved for SEE. For Lab courses evaluation will be based on attendance, Lab assessment, Lab report, Quiz, Viva and Project. This Evaluation Procedure will be effective for the students to be admitted from Spring 2023. The distribution of marks will be done by the concern Department according to their OBE Curriculum.

**Theory Course:**

SEE	Mid Term	20%
	Final	30%
CIE	Class-test, quiz, attendance, presentation and assignments/case study/term paper/project/viva/group work	50%
Total		100%

**Lab Course:**

SEE	Viva / Presentation on Project	20%
	Quiz	20%
CIE	Attendance	10%
	Lab Assessment/Project	30%
	Report	20%
Total		100%

**Note:**

1. The distribution of marks for Pharmacy Department will be based on the instructions of Pharmacy Council of Bangladesh.
2. The distribution of marks for Thesis/Project/Internship/Dissertation and Viva courses will depend on the respective department.

**10. Class Attendance**

- a. Students are required to attend all lectures, tutorials, assignments, lab works etc., of the courses that they have registered in. 75% attendance is required of a student to be eligible to sit for the final examination.
- b. A student having 60% or more but less than 75% attendance will have to pay requisite amount of fine to appear at the final examination (Non collegiate). However, the Noncollegiate fee will not be applied for the semester-dropout students.
- c. A student attending less than 60% classes will not be allowed to sit for the final examination (Discollegiate).
- d. Course teacher will enter the attendance of the student before the final examination in the online database by due date as decided by the department.

**11. Examination**

- a. Midterm and final examinations of all departments will start according to the Academic Calendar.
- b. Head/Coordinator of the Department will officially declare the dates and schedules of midterm and final examinations as per Academic Calendar and will inform it to the Controller of Examinations.

- c. Departments will take necessary steps to conduct midterm and final examinations.
- d. A hard copy of question paper duly signed by the course teacher or a soft copy must be submitted to the Heads/Coordinators of the respective departments.
- e. Heads/Coordinators of the departments may take necessary steps to moderate the question papers.
- f. Students will get their admit cards issued by the Controller of Examinations. Without admit card a student will not be allowed to sit for midterm and final examinations.
- g. If a student does not pay semester fees or other fees (i.e. retake, improvement etc) or if a student is declared discollegiate, Controller of Examinations will not issue him/her Admit Card.
- h. For viva board, there may be external member appointed by the departments for a semester (one external member per section if applicable) and approved by the authority.

## **12. Promotion**

- a. Promotion of the undergraduate and graduate students will be based on the individual semester result.
- b. For promotion to the next semester, a student needs to earn at least 50% of the total credits in the final examination. If the number of earned credits in a semester is a fraction figure, then the number of earned credits will be rounded up. (Example: If the number of total credits is 9, and the fraction figure of the earned credit is 4.5 or above, then the credit will be rounded up as 5).

## **13. Expelled or Absent in course work/Midterm/Final Exam**

- a. If a student fails to sit for midterm/final examination for any valid reason beyond his/her control (such as illness, accident and any other emergency), the student/guardian will have to inform the Head/Coordinator of relevant department and formally submit an application to the Registrar's office through Heads/Coordinators with valid documents (i.e. medical certificate etc.) during the period of the examination. In such cases, university authority will consider the merit of applications and permit accordingly. If university authority permits him/her to sit for examination, the departments will arrange the examinations within seven (7) working days upon receiving the permission.
- b. To attend such delay exam (s), the student will have to pay Delay Exam Fee as decided by the authority. The student must submit the late payment receipt along with the application.
- c. There is no provision for improvement in case of absence in continuous assessments (e.g. assignment, class test, quiz etc.).

- d. A student adopting unfair means in midterm or final examination in any course will be reported to the Disciplinary Committee. This committee will take the necessary decision according to the merits of the individual case.

#### **14. Improvement**

- a. A student obtaining B, B-, C+, C and D grades may improve the grade(s) by appearing in the midterm and final examinations or final examination.

A student may improve above mentioned grade(s) in any semester along with regular courses. In case of improvement after passing all courses of the respective program, a student will be allowed once in the succeeding semester, but s/he has to take approval from the head/coordinator of the department

- b. For improvement and retake a student can take a maximum of 18 credits or 6 courses altogether in any semester.
- c. To prepare the improvement results, the course teachers can only modify midterm and final examination marks of the students in the result automation process. Other marks (i.e., class test, assignment etc.) will be automatically generated by the software from the previous database.
- d. A student will have to pay requisite fee of the per credit fees for the improvement of grades.
- e. If an examinee fails to improve his/her result, the previous result in the software will stand.
- f. If a student improves his/her course(s) after finishing normal duration of the program, s/he will pay only registration fee, exam fee and requisite fee for improve of course(s). If s/he fails again, no refund of fees will be made.

#### **15. Retake**

- a. If a student obtains F grade(s) in any courses for any reasons, s/he must retake the course(s).
- b. For retake and improvement a student can take a maximum of 18 credits or 6 courses altogether in any semester.
- c. If s/he passes after appearing at the retake examination, the (passed) result will be used for calculation of GPA and CGPA, but past grade must be recorded in the students' database; or grade report will be shown as 'R' (Retake). But in final official transcript (after completion of the degree) 'R' will not be shown.
- d. If a student obtains F grade(s) after the end of the program, s/he will get a chance to complete the course (s) within additional 2 years after the

end of his/her specific time of completing the degree. But in case of fail in Pre-Requisite course(s), the student must retake the course in the succeeding semester.

- e. Except for Pre-Requisite course(s), a student can retake the course(s) at his/her convenient semester(s).
- f. A retake student will complete all course curriculums (i.e. class attendance, class test, assignment etc.) including midterm and final examinations of the specific course(s). In special cases, if the student cannot attend classes or continuous assessment (i.e., assignment, class test etc.), previous marks can be accepted to calculate GPA.
- g. If course(s) cannot be offered due to any reason (i.e., course drop or unavailability of students etc.), department can take necessary steps to arrange only midterm and final examination for the retake student(s). In such cases, other marks except midterm and final examination will be carried forward from the previous semester where s/he attended the course(s).
- h. The department may arrange separate examinations with separate questions (for midterm and final examinations only) for retake students if it cannot be accommodated in the regular examination schedule. But the examination must be completed in not more than 7 working days after the completion of midterm or final examinations.
- i. Students who want to retake a course must get his/her registration completed at the beginning of each semester.
- j. A student will have to pay requisite fee of the per credit fees for the retake course(s).
- k. Retake rules are applicable for both Undergraduate and Graduate/Masters programs.
- l. If a student retakes his/her failed course(s) after finishing normal duration of the program, s/he will pay only registration fee, exam fee and requisite fee for retake of course(s). If s/he fails to improve again, no refund of fees will be made.

### **16. Re-Admission**

- a. Students failing to get promotion to the next semester must seek Re-Admission (Re-Ad) within the stipulated time of his/her program.
- b. Grades, other than F, obtained by a student in the preceding semester of re-admission will remain valid; and the student will have to repeat the courses in which s/he did not earn credit (if failed). Improvement (other than F) of any grades (B and lower) may be allowed.
- c. The registration number of the student will remain the same.
- d. Students will have to pay tuition fees only for repeated course (s). Also s/he is to pay other fees (except development fees as it is payable once for a semester).

### **17. Semester Drop & Cancellation of Admission**

- a. After getting enrolled for a semester, if any student fails to continue academic activities (i.e. class, exam, practical, assignment, presentation etc.) up to midterm examination, s/he will be considered as a semester drop student. In this case s/he will not be allowed to sit for the final exam.
- b. After getting enrolled for a semester, if any student completes all academic activities, but fails to appear at the midterm examination, the student may be allowed to sit for the final exam.
- c. Semester drop student may get readmission in the subsequent semester on payment of semester drop fee and his/her paid amount (full/partial) will be adjusted at the time of readmission. However, if any student discontinues the study forever, s/he will not get back the money paid at the time of admission.
- d. In case of semester drop or withdrawal, a student will be considered as a fresh student for the semester. S/he will get all chances for improvement, retake and re-admission like a fresh student. However, a student must complete his/her program within the time mentioned in section 7 from the time of his /her first semester admission.
- e. After cancellation of admission, If a student returns, s/he will be admitted to the same semester by paying the requisite fee (considered as semester drop student), but s/he must complete degree within stipulated time period.
- f. If a student wants to cancel his/her admission, s/he should have to pay requisite fee for Admission Cancellation.

### **18. Academic Dismissal from the Program**

- a. If a student gets admitted by giving fake information.
- b. If a student violates any of the university rules, regulations, code of conduct and examination rules.
- c. VU reserves the right to suspend or expel any student from the university on valid grounds.

### **19. Publication of Results**

- a. Result will be prepared only through automation process.
- b. Course teacher(s) will prepare final results of the specific course(s) by giving entry of marks (i.e., attendance, class test, assignment, presentation, midterm and final examination etc.) into the software within due date declared by the head/coordinator of the department.
- c. After completing data entry, the teacher will finally submit marks to the head of the department through online and submit a signed printed copy of mark sheet to the head/coordinator.

- d. Course teacher(s) are totally responsible for the marks s/he has posted into the software.
- e. Departmental Heads/Coordinators will verify/check the marks after submission by the course teacher(s) if possible. After verifying the results, Head/Coordinator will approve and process the results through online for final approval from the Dean.
- f. Dean of the School will then finally approve and publish final results through online.
- g. Semester final results will be published by the department within 7 working days after the final examination including retake and improvement is over. Results will be shown in the departmental notice boards and also in the VU website. Semester final results will show only Letter Grades and semester GPA.
- h. Only in cases of improvement examinations, students can know their numerical marks from the departments.
- i. Dean of the School will be responsible for the final publication of final results.
- j. Department should preserve a hard copy of results (individual courses and consolidated) and also send another hard copy of the same to the controller of examination.
- k. All results will be published in Individual Letter Grades of the courses and semester GPA. No numerical score will be given to the students either in result sheets or in transcripts.
- l. After publishing final results or Program final results by the Dean of the School, if any error(s) is identified, Heads of the departments will seek permission in written from the Vice Chancellor of the university to correct the result(s) and after getting permission, Head/Coordinator of the departments will take action to correct result with the help of IT department.
- m. In case of correction of semester final grade sheet, Head/Coordinator will inform the Controller of Examinations along with necessary documents.

## ***20. Graduation Requirements***

All required credits of the programs should be earned within the maximum length of period.

- a. Minimum CGPA should be 2.
- b. Students having 'F' grade(s) in any course(s) will not be eligible for the degree.

## ***21. Re-Examination***

- a. Re-examination means scrutinizing of counting mistakes and assessing of unmarked answers if any. Students should apply to the Controller of

Examinations for re-examination of their answer scripts (only final examination) within 7 days from the date of publication of the results with requisite fees per course. The Controller of Examinations will take necessary actions in this regard. No such applications will be accepted after the time mentioned above. Application for re-examination will be allowed only for written final examinations.

- b. The Controller of Examinations Office will preserve used script for current semester and previous two semesters as record.

## **22. Transfer**

### **a. Equivalence Committee for Credit Transfer**

The university will have an Equivalence Committee formed by the Vice Chancellor of the university. The committee will decide all matters relating to credit transfer, equivalence of degrees, diplomas, certificates and any such cases. A student who wants to transfer his/her credit from other University must apply to the respective department with SSC, HSC or Equivalent Mark sheets and Certificates along with syllabus and original partial grade sheet of the University. After applying for credit transfer, Head/Coordinator of the respective department will evaluate and process the application and forward it to the equivalence committee along with the suggestion of credits which can be accepted and also the credits which must have to be completed by the students by mentioning specific semester. The equivalence committee, then, will finally approve after examining all documents, and request the Registrar of the university to formally issue permission letter of credit transfer. The Registrar will also provide letters to the respective departments, applicants and other departments (if required). Head/Coordinator of the concerned department, if not a member of the equivalence committee, must attend the committee meeting on invitation. Registrar of the University will take action to verify the documents (i.e., SSC, HSC results and partial mark sheet) submitted by the applicants. Equivalence policies are as follows:

- i. All four-year diploma holders from Government and UGC or related Council approved Institutions/Institutes can apply for credit transfer for any programs of Varendra University.
- ii. Students from any public and private universities can apply for credit transfer for any programs of Varendra University, subject to the approval of the Equivalence Community.
- iii. All credits from grade B/GPA 3.00/60% of marks in individual course and above can be accepted and transferred to any programs of Varendra University. Only the courses which will match with the syllabus of respective department can be accepted. The letter grades and credit points of accepted courses will be shown as it is in the mark sheet, and will be calculated in the GPA of the respective semester(s). To prepare results of credit transfer students, departmental Heads/Coordinators will take necessary steps to adjust Semester results by accepting transferred credits in automation process.

- iv. A maximum of two years break of study will be allowed for application for credit transfer.
- v. The university may accept maximum 50% of total credits or maximum 50% of total semester (as per Varendra University syllabus) which is a minimum.
- vi. In special/extra ordinary cases, Equivalence Committee reserves all rights to take the final decision.

#### **b. Transfer of Department**

A student can change from one department to another with the permission of the respective departmental Heads/Coordinators, but s/he must appear and pass the admission test of the department s/he seeking transfer for. If a student wants to transfer to another department immediately after registration paying all fees, s/he need not pay any fees for transfer (except higher tuition or any other extra fees); but if more tuition fees are paid during admission in the previous department, the excess amount will not be refunded but readjusted in the next semester of the present department. A student can seek transfer from one department to another within 20 working days from starting of the classes of semester. A student can transfer himself/herself from any semester, but in all cases s/he will get admitted to the first semester of the department transfer sought for.

### **23. Policy for Scholarships**

Scholarship policies for undergraduate students are as follows:

#### **a. Admission Scholarship**

Scholarship rules and regulations for the newly admitted students will be decided by the VU authority.

#### **b. Merit Scholarship**

Merit scholarship (based on final examination) will be awarded according to the following conditions:

- i. Minimum GPA for availing the merit scholarship is 3.40 for Social Science Faculties.
- ii. A 10% of total students appearing at the final examination of each department in each semester will get merit scholarship on the basis of their semester results. In case of final GPA being same of the students, the total marks will be considered. If total marks are also same, both/all students with the same results will be included in the merit scholarship.
- iii. No student can avail of two types of scholarship of the university at a time.
- iv. The amount of scholarship will be decided by the VU authority.
- v. If a student is expelled in midterm or final examination, all kinds of financial benefit(s) will be ceased for the next semester only.

### **c. Freedom Fighter**

Son/daughter of a Freedom Fighter is eligible to get 100% tuition fee waiver. For continuation of this waiver, s/he will have to obtain GPA at least 2.5 in his/her semester result in the following semesters. S/he will be entitled to this benefit one time in a semester.

### **d. Poor but Meritorious**

Three percent of the total students admitted per semester will get 100% tuition fee waiver, considering that these students are belonged to poor family of remote areas but meritorious (merit will be decided by the VU authority). For availing this waiver, the students have to get GPA at least 3.50 in their semester final exam. If any student gets F grade in any course, then s/he will lose this waiver. This benefit may be renewed in the next semester after evaluation of semester final result and financial condition of that student's family.

## ***24. Policies for Refund of Fees***

- a.** A student will be entitled to get 100% refund of the amount paid at the time of admission if the university is unable to offer that particular program.
- b.** If any student is expelled from the university due to fake information during admission or at any stage of the program, s/he will not get any refund of paid amount.
- c.** After completion of the enrollment, in case if any student wish to cancel his/her admission from Varendra University, s/he will not be entitled for any refund.

## ***25. Transcripts***

- a.** Final Transcript will be issued after publication of Program final result by the Controller of Examinations.
- b.** Transcript will be issued after 15 working days of publication of program final result.
- c.** For final/duplicate/urgent transcripts, students will have to apply in the prescribed forms along with a requisite fee.
- d.** A partial (semester) transcript may also be issued on payment of requisite fee for each semester.
- e.** For (semester) final transcript(s), students must take clearance from the Accounts.
- f.** For final transcript, students will have to apply in the prescribed form and must get clearance from the accounts section and respective library.

- g. If final transcript is lost, a student will have to apply to the Controller of Examinations along with the copy of the General Diary (GD) recorded in the police station.
- h. After necessary verification, the Office Controller of Examination will issue a duplicate transcript to the incumbent student and the word 'Duplicate' will be mentioned in the transcript.

## **26. Provisional and Original Certificate**

- a. After formal confirmation of a degree by the Controller of Examinations of VU, Provisional Certificates will be issued to the students prior to the Convocation.
- b. Provisional certificate will be issued after 15 working days of publication of program final result.
- c. The Original Certificates will be issued after the degree is conferred at the Convocation by the Chancellor/his representative of the university, and the Provisional Certificates have to be surrendered by the students (if taken previously) to the office of the Controller of Examinations.
- d. If any Provisional/Original Certificate is lost, a student has to apply to the Controller of Examinations along with the copy of the General Diary (GD) recorded in the police station, and a copy of 'Lost Notice' published in a national daily. Same clause is also applicable to the case of lost Original Certificates.
- e. After necessary verification, office of the Controller of Examinations will issue Duplicate Certificates (Provisional/Original) to the incumbent students, and the word 'Duplicate' will be mentioned in the certificates.
- f. Students will have to pay requisite fees for (i) Provisional Certificate (ii) Original Certificate (iii) Duplicate Certificate (iv) Urgent Certificate (within one day).

## **27. Correction of Name**

- a. The spelling of VU students' names in their Academic Credentials (Provisional Certificate, Original Certificate, Academic Transcript, and Testimonial etc) will be written according to their Original Certificates/Transcripts of SSC/Dhakil/Equivalent Examinations.
- b. After publishing Academic Credentials mentioned above, if any student makes mistakes in writing her / his name during filling in the admission forms, s/he must apply with a fee to the Controller of Examinations for correction of the same. Correction will be done according to their Original Certificates/Transcripts of SSC/Dhakil/Equivalent Examinations.
- c. If any English spelling of a name is not available in the previous certificates/transcripts of a student, the said Academic Credentials will be prepared as per English Spelling written by the student in his/her Admission Form.

## ***Testimonial***

Office of the Controller of Examinations will issue official testimonial to the students upon completion of the program. A requisite fee is applicable.

## ***29. Code of Conduct***

VU is committed to maintaining proper Academic environment. Students should strictly follow the university Rules of Discipline, maintain honesty and punctuality, and have respect for the rights of others within and outside the premises of the university. Politics is completely prohibited in the campus.

Offences include the following:

- a. Verbal, mental, physical or sexual harassment
- b. Physical assault in any form
- c. Direct/ indirect threats of violence
- d. Participation in any activities subversive of discipline of the university or of the State
- e. Willful damage or destruction of any property of the university
- f. Smoking inside university building campus
- g. Possession or use of alcoholic drinks and drugs or any other illegal items
- h. Disobedience, interference, resistance or failure to comply with the instruction/order of the authorized personnel of the university on duty
- i. Unauthorized use of university property
- j. Theft or misappropriation of university properties and materials,
- k. Possession of stolen university property
- l. Adopting unfair means in the examinations
- m. Misconduct in the examination hall

## ***30. Discipline and Conduct Rules for the Students***

- a. An Identity Card will be provided to each student by the university authority. Every student must hang it from neck and show it on demand by any authorized personnel of the university.
- b. Formation of any club/organization/group/society by the students without prior written permission of the authority is strictly forbidden. For organizing any meeting/ cultural function/picnic party, written permission should be taken from the Dean/Head/Coordinator of the respective departments.

## ***31. Disciplinary Procedure***

A Disciplinary Committee will be formed by the authority to examine the violation of Code of Conduct, and to take necessary measures.

### **32. Academic Committee**

Every department will have an Academic Committee consisting of all teachers of the department and will be headed by the Head/Coordinator of the department. The committee will deal with all academic and other matters of the department.

### **33. Syllabus Committee**

Every department will have a Syllabus Committee consisting of all the faculty members headed by the Head/Coordinator of the department. The committee will also consist of two other expert members from other public/private university. The academic committee will recommend and send their names to the authority for approval.

The syllabus committee will sit at least once a year to prepare new syllabuses or to correct/change them or for any such purposes.

**NB: The university authority reserves the rights to change or to modify any clause(s) of the Ordinance. In such cases, the authority should constitute a formal committee to change or modify any clause(s).**

#### **Abbreviations:**

CGPA : Cumulative Grade Point Average

GD : General Dairy

GPA : Grade Point Average

HSC : Higher Secondary Certificate

IM : Improved

NIM : Not Improved

R : Retake

R-Ad : Re-Admission

SGP : Secured Grade Point

SSC : Secondary School Certificate

UGC : University Grants Commission

VU : Varendra University

WD : Withdrawal

# Overview of the Department of Sociology

The Department of Sociology at Varendra University began its academic journey in September 2013 during the Fall semester. The department is currently chaired by the distinguished Professor Dr. Siddiqur Rahman, who also serves as the Coordinator. Since its inception, the department has successfully awarded degrees to 24 undergraduate (BSS Honours) batches and 30 postgraduate (MSS) batches. Graduates from the department have consistently demonstrated their competence and adaptability, contributing to various professional fields, business initiatives, and other significant roles across the nation.

At present, a total of 550 students are pursuing their Honours and Master's degrees in this department. The BSS Honours program runs for eight semesters, while the MSS program is structured to be completed in two semesters. Both programs strictly follow the academic framework and guidelines established by the University Grants Commission (UGC) of Bangladesh. The department has 11 experienced faculty members who work tirelessly in teaching, research, and the overall development of the department. Additionally, the department is supported by a dedicated program officer and an office assistant, who diligently ensure the smooth functioning of departmental activities.

## **Title of the Academic Program**

Bachelor of Social Science (Honors) in Sociology

## **Name of the Degree**

Bachelor of Social Science (Honors) in Sociology

## **Name of the Program Offering Entity (Department/Faculty/Institute)**

Department of Sociology

## **Vision of the Program Offering Entity**

To develop a distinguished department recognized nationally and internationally by fostering continuous progress in education, research, creativity, and industrial entrepreneurship through the pursuit, dissemination, and creation of sociological knowledge.

## **Mission of the Program Offering Entity**

The Department of Sociology encompasses its mission:

- To prepare skilled and competent social researchers and practitioners dedicated to building a fair, compassionate, and sustainable society grounded in ethical values;
- The mission aims to enhance students' ability to critically analyze, interpret, and evaluate social phenomena within national and global contexts;
- While equipping them with the knowledge, training, and strategies needed for success in competitive career markets.

## **Objectives of the Program Offering Entity**

The main objective of this program is to offer outcome based education with up-to-date knowledge in Sociology. The specific objectives of the program are:

- To provide students sociological knowledge about society, social phenomenon and social reality through sociological imagination and sociological perspective;
- To make students understand and apply the concepts, theories, and theoretical perspectives of major courses of the discipline;
- To enable students to discuss the contributions of social thinkers as well as social theorists;
- To introduce students to the social structure of urban and rural societies, i.e. major institutions and associations, groups of those societies and social changes and development occurring within;
- To provide them the processes and procedures of social research as well as how a project is planned and implemented;
- To make them able to link with different issues like family, education, economy, politics, health, religion, population, environment, gender, childhood, old age, crime, poverty, food, disaster, science and technology from sociological perspectives;
- To teach students social norms, values, ethics, manners to be a good human being; and
- To enhance their basic communication skills and presentation quality.

## **Description of the Program**

Sociology is a scientific study of society. It is a sub-branch of social science, studies all patterned relationships in human society from the day-to-day interactions between two people to the intricate relationships between nations. Consequently, sociology's unique feature is its practice of explaining social phenomena with regard to a larger societal context. The 'Bachelor of Social Science (Honours) in sociology' program aims to nurture the sociological imagination, which indicates the ability to extrapolate how society's historical development shapes individual and group behavior, how personal problems and public issues of social structure are interconnected, and how to work with others to improve social conditions. In fashioning the crafts of sociology and promoting critical thinking skills in students, this program offers a wide array of sociology courses over a span of four years. The BSS honors course in Sociology is an integrated four academic years (eight semesters) program and each academic year has two semesters- January to June, July to December. The program includes courses of both theoretical and applied in nature, but more emphasis is given on the applications of the sociological techniques to real life situations. The course is so designed that after successful completion, the graduates are equipped to work efficiently and completely in government and non-government organizations, research organizations, service departments and other related fields. The examination consists of eight parts, one at the end of each semester. Students with high academic attainment in S.S.C and H.S.C. or equivalent levels are eligible for admission. The regulations for admission

of the students and the examinations will be same as those of the BSS honors courses in the Faculty of Arts and Social Sciences.

### Program Education Objectives (PEOs)

<b>PEO1</b>	<b>Subjective and research skills for the solving of social problems:</b> The graduates will have sufficient subjective and research skills for solving various social problems.
<b>PEO2</b>	<b>Self-Awareness:</b> Graduates will learn to be self-reflective and empathetic; They will be able to respect and appreciate other people's points of view and develop a sense of self purpose as well as a capacity for wonder.
<b>PEO3</b>	<b>Management ability and leadership:</b> Graduates will be able to apply their skills in clear communication, efficient teamwork, and time management. Demonstrate adaptability or leadership by, for example, being promoted, moving up to a better job, or by taking a leadership role in a team.
<b>PEO4</b>	<b>Critical Thinking and Effective Communication:</b> The graduates will have a capacity for independent, conceptual and creative thinking; a capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis; a capacity for attentive exchange, informed argument and reasoning; an ability to communicate effectively for different purposes and in different contexts; an ability to work independently and as part of a team; a diverse set of transferable and generic skills.
<b>PEO5</b>	<b>Professionalism:</b> Graduates will possess integrity and will be able to instill confidence in others; they will be adept at team working, adjusting their role as appropriate; they will become lifelong learner; managing their own self development; they will be able to recognize and approaches complex problems by making reasoned, ethical decisions.

### Program Learning Outcomes (PLOs)

<b>PLO1</b>	<b>Sociological knowledge:</b> Graduates will gain sociological knowledge, which will enable them to explain sociological concepts, perspectives, and theories to address social problems and facts. They will also learn to employ sociological imagination using empirical knowledge to explore social reality.
<b>PLO2</b>	<b>Situation/Problem analysis:</b> Graduates will be able to identify, formulate, research and analyze complex social situations/problems.
<b>PLO3</b>	<b>Development of Theories:</b> Graduates exhibit the capacity to understand, locate, assess, produce, and apply sociologically relevant data to test hypotheses and develop solutions to help struggling communities and states communities and states.

<b>PLO4</b>	<b>Integration:</b> Graduates will learn to evaluate various explanations of social phenomena by integrating sociological data, models and theory, and research.
<b>PLO5</b>	<b>Development of Social Policy:</b> Graduates will be able to review and generate social policies to mitigate current social problems.
<b>PLO6</b>	<b>Digital capabilities:</b> Graduates are well prepared for living, learning and working in a digital society.
<b>PLO7</b>	<b>Environment and sustainability:</b> Graduates will understand the impact of development activities on the environment and will emphasize on sustainability when undertaking new development program.
<b>PLO8</b>	<b>Teamwork and communication skills:</b> Graduates will learn to convey ideas and information effectively to a wide range of audiences for a variety of purposes and will contribute in a positive and collaborative manner to achieving common goals.
<b>PLO9</b>	<b>Intercultural and ethical competency:</b> Graduates are responsible and effective global citizens whose personal values and practices are consistent with their roles as responsible members of society.
<b>PLO10</b>	<b>Social intelligence:</b> Graduates will proactively seek and work with the diverse perspectives of other's to effectively navigate complex relationships.

### Mapping PLOs to PEOs

PEO/ PLO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10
PEO1	√	√	√		√		√			
PEO2			√	√			√			
PEO3		√		√		√		√	√	
PEO4						√		√	√	√
PEO5	√				√		√	√	√	√

## Semester Wise Course Distribution

### Degree Plan of BSS Honors in Sociology

\*SEE = Semester End Examination

\*CIE = Continuous Internal Evaluation

BSS Honors 1 <sup>st</sup> Year 1 <sup>st</sup> Semester								
Course Code	Course Title	Marks					Credit	
		SEE		CIE	CA	T		
		SF	MT	CIA				
SOC 1101	Introduction to Sociology I	30	20	40	10	100	3	
SOC 1102	Social History of Bangladesh	30	20	40	10	100	3	
SOC 1103	Social Psychology	30	20	40	10	100	3	
SOC 1104	Society and Culture of Early Bengal	30	20	40	10	100	3	
SOC 1105	History of Human Civilizations	30	20	40	10	100	3	
<b>Total</b>						<b>500</b>	<b>15</b>	
BSS Honors 1 <sup>st</sup> Year 2 <sup>nd</sup> Semester								
Course Code	Course Title	Marks					Credit	
		SF	MT	CIA	CA	T		
SOC 1106	Introduction to Sociology II	30	20	40	10	100	3	
SOC 1107	Introduction to Anthropology	30	20	40	10	100	3	
SOC 1108	Sociology of Economics	30	20	40	10	100	3	
SOC 1109	Social Structure of Bangladesh	30	20	40	10	100	3	
SOC 1110	Seminar and Viva-voce	Seminar		Viva	CA	100	2	
		40		50	10			
ENG 1002	English Fundamentals	30	20	40	10	100	3	
<b>Total</b>						<b>600</b>	<b>17</b>	
BSS Honors 2 <sup>nd</sup> Year 1 <sup>st</sup> Semester								
Course Code	Course Title	Marks					Credit	
		SF	MT	CIA	CA	T		
SOC 1201	Issues and Methods of Social Research	30	20	40	10	100	3	
SOC 1202	Ancient and Medieval Social Thought	30	20	40	10	100	3	
SOC 1203	Rural Sociology	30	20	40	10	100	3	
SOC 1204	Social Stratification and Inequality	30	20	40	10	100	3	
BAN 1001	History of the Emergence of Bangladesh	30	20	40	10	100	3	
<b>Total</b>						<b>500</b>	<b>15</b>	

BSS Honors 2 <sup>nd</sup> Year 2 <sup>nd</sup> Semester								
Course Code	Course Title	Marks					Credit	
		SF	MT	CIA	CA	T		
SOC 1205	Marriage, Family and Kinship	30	20	40	10	100	3	
SOC 1206	Social Gerontology	30	20	40	10	100	3	
SOC 1207	Science, Technology and Society	30	20	40	10	100	3	
SOC 1208	Criminology	30	20	40	10	100	3	
SOC 1209	Social Forestry	30	20	40	10	100	3	
SOC 1210	Seminar and Viva-voce	Seminar		Viva	CA	100	2	
		40	50	10				
CSE 1003	Computer Fundamentals	30		20	40	10	100	3
<b>Total</b>						<b>700</b>	<b>20</b>	
BSS Honors 3 <sup>rd</sup> Year 1 <sup>st</sup> Semester								
Course Code	Course Title	Marks					Credit	
		SF	MT	CIA	CA	T		
SOC 1301	Practice of Social Research	30	20	40	10	100	3	
SOC 1302	Ethnicity and Ethnic Relations in Bangladesh	30	20	40	10	100	3	
SOC 1303	Sociology of Gender	30	20	40	10	100	3	
SOC 1304	Sociology of Education	30	20	40	10	100	3	
SOC 1305	Social Statistics	30	20	40	10	100	3	
SOC 1306	Protest and Social Movement	30	20	40	10	100	3	
<b>Total</b>						<b>600</b>	<b>18</b>	
BSS Honors 3 <sup>rd</sup> Year 2 <sup>nd</sup> Semester								
Course Code	Course Title	Marks					Credit	
		SF	MT	CIA	CA	T		
SOC 1307	Medical Sociology	30	20	40	10	100	3	
SOC 1308	Sociology of Environment	30	20	40	10	100	3	
SOC 1309	Sociology of Poverty	30	20	40	10	100	3	
SOC 1310	Sociology of Religion	30	20	40	10	100	3	
SOC 1311	Sociology of Migration and Diaspora	30	20	40	10	100	3	
SOC 1312	Seminar and Viva-voce	Seminar		Vi va	CA	100	2	
		40	50	10				
<b>Total</b>						<b>600</b>	<b>17</b>	

BSS Honors 4 <sup>th</sup> Year 1 <sup>st</sup> Semester								
Course Code	Course Title	Marks					Credit	
		SF	MT	CIA	CA	T		
SOC 1401	Classical Sociological Theories	30	20	40	10	100	3	
SOC 1402	Urban Sociology	30	20	40	10	100	3	
SOC 1403	Sociology of Social Problem	30	20	40	10	100	3	
SOC 1404	Sociology of Childhood and Child Rights	30	20	40	10	100	3	
SOC 1405	Sociology of Bangladesh	30	20	40	10	100	3	
SOC 1406	Social Change	30	20	40	10	100	3	
<b>Total</b>						<b>600</b>	<b>18</b>	
BSS Honors 4 <sup>th</sup> Year 2 <sup>nd</sup> Semester								
Course Code	Course Title	Marks					Credit	
		SF	MT	CIA	CA	T		
SOC 1407	Modern Sociological Theory	30	20	40	10	100	3	
SOC 1408	Sociology of Organizations	30	20	40	10	100	3	
SOC 1409	Industrial Sociology	30	20	40	10	100	3	
SOC 1410	Political Development in Bangladesh	30	20	40	10	100	3	
SOC 1411	Comprehensive	30	20	40	10	100	3	
SOC 1412	Research Monograph	30	20	40	10	100	3	
SOC 1413	Seminar and Viva-voce	Seminar		Viva	CA	100	2	
		40		50	10			
<b>Total</b>						<b>700</b>	<b>20</b>	

\* SF = Semester Final

\* MT = Mid-Term

\* CIA = Continuous Internal Assessment

\* CA = Class Attendance

# Description of All Courses of the Program

## 1<sup>st</sup> Year 1<sup>st</sup> Semester

### SOC 1101

#### INTRODUCTION TO SOCIOLOGY I

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

#### Course Description

Sociology is the scientific study of society and social relationships. This course will introduce students to the basics of sociology—definition, scope and nature of sociology, sociological concepts, the sociological imagination, importance of studying sociology, and relationship between sociology and other social sciences along its origin and development. Students will be acquainted with the sociological perspectives and a brief understanding on socialization.

#### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To introduce the fresher's to the origin and development of sociology as a separate branch of knowledge;
2. To provide the students with knowledge of the basic concepts of this discipline that will help them develop sociological imagination;
3. Provide insight regarding the relationship among social, political, economic, religious and others institutions in societies.

#### Course Learning Outcomes (CLOs)

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

1. Explain and use basic sociological concepts, perspectives and relate sociology to other disciplines.
2. Illustrate the elements and theoretical underpinnings of socialization, culture and social control and factors affecting social life.
3. Define and describe social structure and its components along with the different social institutions; and
4. Compare between the different social processes and describe the factors related to social change.

#### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition, origin and development, scope, and nature of sociology; Sociological perspective and sociological imagination; Relationship between sociology and other social sciences; Importance of studying sociology; Emergence of sociology in Bangladesh.	1

2	<b>Sociological Perspectives</b>	Functionalism; Conflict; Symbolic Interactionism; Social Exchange, Feminism.	1
3	<b>Factors affecting Social Life</b>	Geography; Heredity; Culture; Technology.	2
4	<b>Basic Concepts of Sociology</b>	Society; Community, Institution; Association; Organization; Group; Role and status; Norms and values; Folkways and mores; <i>Gemeinschaft and Gesellschaft</i> .	1
5	<b>Culture</b>	Definition; Characteristics; Functions; Elements; Aspects of Culture; Cultural lag; Subculture; Culture and civilization. Acculturation, cultural diffusion, cultural trait and cultural complex.	2
6	<b>Socialization</b>	Definition and types of socialization; Stages of socialization; Process of socialization; Agents of Socialization; Elements of socialization; Re-socialization; De-socialization.	2

### Teaching-Learning Strategies

- Class topic informed before lecture;
- Class lecture;
- Presentation by Power Point Text (PPT), white board;
- Interactive discussion on selected readings and materials;
- In-class activities;
- Individual homework/Assignment; and
- To provide necessary class materials.

### Recommended Books

- Appelbaum, R. P., and Chambliss, W. J. (1997). *Sociology: A Brief Introduction*. New York: Longman.
- Barkan, S. E. (2016). *Sociology: Understanding and Changing the Social World*, Comprehensive Edition, v. 1.0. Washington, DC: Flat World Education, Inc.
- Bierstedt, R. (1963). *The Social Order*. New York: McGraw-Hill Company Inc.
- Bottomore, T. B. (1962). *Sociology: a Guide to Problems and Literature*. Revised (ed.). New Delhi Blackie and Son.
- Broom, L., and Selznick, P. (1963). *Sociology*. New York: Harper and Row.

- Eshleman, J. R., Cashion, B. G. and Basirico, L. A. (1993). *Sociology: An Introduction*. 4<sup>th</sup>ed. New York: Harper Collins College Publishers Inc.
- Giddens, A. (2009). *Sociology*. (6th ed.) Cambridge and Maiden, MA: Polity Press.
- Inkles, A. (1971). *What is Sociology?* New Delhi: Prentice-Hall of India Pvt. Ltd.
- MacIver, R. M., and Page, C. H. (1962). *Society: An Introductory Analysis*. New York: Macmillan
- Ogburn, W. F., and Nimkoff, M. F. (1953). *A Handbook of Sociology*. London: Routledge and Kegan Paul Ltd.
- Stolley, K. S. (2005). *The Basics of Sociology*. Westport, CT and London: Greenwood Press.
- Tischler, H. (2011). *Introduction to Sociology*. 10th ed. Belmont, CA: Wadsworth, Cengage Learning.

### **SOC 1102**

#### **SOCIAL HISTORY OF BANGLADESH**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

#### **Course Description**

Social History of Bangladesh is a course that emphasizes how the past reflects on present societies. This course provides students with a sociological understanding of society and culture of early Bengal in different dynastic eras. Besides this, it emphasizes on social structure and the interaction of different groups in different periods.

#### **Intended Learning Objectives (ILOs)**

The major objectives of this course are:

1. To introduce the students to the sociological analysis of social history;
2. To develop students' ability to compare present society and culture with past ones; and
3. To enable the students to critically appreciate the behavior of different groups of people in societies and cultures of early Bengal.

#### **Course Learning Outcomes (CLOs)**

On successful completion of this course, students should be able to:

1. Define the concept, scope and importance of studying social history as well as its relationship with sociology and history;
2. Analyze societies and cultures of early Bengal; and
3. Relate present society and culture with the past ones.

#### **Contents**

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	The concept and scope of social history; and its relation to both sociology and history.	1, 2

Unit	Unit Title	Topics Covered in the Unit	CLOs
2	<b>Historical Development from Ancient to Mughal Era</b>	An overview of the <i>Gupta, Pala and Sena</i> ; Origin and development of Bengal villages; the origin and development of Bengal land tenure system.	2
3	<b>Various Concepts of Village Community in Pre-British India</b>	Economic structure of the village community of pre-British India and Bengal: Factors responsible for the change during the period of transition from Muslim rule to British rule- land tenure system in pre-British Bangladesh; Controversies regarding the existence of private property in land in the Western sense in the pre-British India and Bengal.	2
4	<b>Permanent Settlement Act of 1793 and its Results</b>	Differential spread of sub-infeudation process in the land system of East and West Bengal and its impact upon agrarian class structure of different tenancy laws and their influences upon the peasant society of Bengal.	1, 2
5	<b>English Education and its impact on class formation</b>	Emergence of various new social classes- rises of commercial and industrial capitalist class.	2
6	<b>Socio-Religious Movements</b>	<i>Brahma Samaj</i> ; Young Bengal Movement; <i>Arya Samaj</i> ; Aligarh Movement; <i>Mohammaden Literary Society</i> ; <i>Faraizi Movement</i> .	1, 2
7	<b>Remarkable Events Occurred during British Period</b>	Sepoy Mutiny; The Indian Council Act; Lucknow Pact; The Rowlatt Acts, Partition Plan.	1

### Teaching-Learning Strategies

1. Class topic in formed before lecture;
2. Class lecture;
3. Presentation by Power Point Text(PPT),whiteboard;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Group assignments;
7. Individual or group presentation; and Students' presentation reviewed by other student.

### **Recommended Books**

Bernier, F. (1826). *Travels in the Mogul Empire*. New York: W. Pickering.

Desai, A. R. (1948). *Social Background of Indian Nationalism*. Mumbai: Popular Prakashan.

Gupta, M. N. (1940). *The Land System of Bengal*. Calcutta: University of Calcutta.

Gupta, K. R. and Gupta, J. R. (2008). *Indian Economy*. New Delhi: Atlantic Publishers and Dist.

Habib, I. (1963). *The Agrarian System of Mughal India, 1556-1707*. India: Aligarh Muslim University Asia

Publishing House.

### **SOC 1103 SOCIAL PSYCHOLOGY**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### **Course Description**

As a lively and growing discipline, Social Psychology, can offer a remarkably new, coherent and perfect vision to human nature in the self-centric technology based modern world. Study of social psychology helps man to understand how people living in a society, think about themselves as well as others and interact with others. This course helps the learners to explore the ways how an individual in society can influence others and be influenced by others.

### **Intended Learning Outcomes (ILOs)**

Major objectives of this course are:

1. To introduce the learners to basic concepts, theories, perspectives and empirical findings of social psychology;
2. To help in developing students efficiency and ability to identify how social conditions shapes human behavior and actions;
3. To develop student's competence in researching various social psychological phenomena;and
4. To evaluate the learners to endure the behavior and activities of different groups of people in society.

### **Course Learning Outcomes (CLOs)**

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

1. Express or demonstrate their understanding of the concepts, theories and debates in Social Psychological issues in easy form;
2. Explain human behaviors in specific social situations and/or conditions and identify the dynamics of cooperation and conflict in society; and

3. Measure specific behavioral, characteristics of human beings in society, such as the level of self-esteem, attitude, opinion, and personality.

### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition of social psychology; Subject matter and scope of social psychology; Relationship of social psychology with sociology.	1
2	<b>Group and Individual</b>	Primary and secondary group; Socialization process; Agencies of socialization process; Group dynamics.	2
3	<b>Perception and Sensation</b>	Theories of perception and sensation- Mead, Cooley, Erikson, Piaget, Freud.	1
4	<b>Motivation</b>	Motivation and Social Behavior; Biological and Social Motivation; Theories of Motivation; Motivation Cycle.	1, 3
5	<b>Behavior</b>	Instinctive behavior vs. learned behavior; Learning; Theories of learning- Thorndike, Pavlov, Skinner.	1
6	<b>Attitude</b>	Attitude formation and attitude change; Scales to measure attitude – Thurston scale, Likert scale, Bogardus scale.	1, 2
7	<b>Personality</b>	Personality and culture; Impact of culture on personality formation and development; Theories of personality development – Freud; Adler, etc.	2, 3
8	<b>Leadership</b>	Process of leadership; Types of leadership.	2, 3
9	<b>Mass behavior</b>	Crowd; Audience; Mob; Rumor; Fashion; Fad; Craze; and Propaganda.	2, 3
10	<b>Public opinion</b>	Processes and factors of public opinion; Agencies of public opinion.	2, 3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), whiteboard;
4. Individual assignment; and
5. Group assignments.

### Recommended Books

Hollander, E. P. (1967). *Principles and methods of social psychology*. New York: Oxford University Press.

Young, K. (1958). *Social psychology*. New York: Appleton-Century-Crofts.

Young, K. (2001). *Handbook of social psychology*. London: Routledge.

## **SOC 1104**

### **SOCIETY AND CULTURE OF EARLY BENGAL**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

#### **Course Description**

Human beings are social creatures and they live in society with the experiences of past ones. The course Society and Culture of early Bengal, explain the socio-cultural aspects of early Bengal. It contains the geographical divisions and territories of the early Bengal, infiltration of various ethnic groups in the early Bengal, emergence of village life and community, Socio-economic, political and cultural situations, declining Buddhist community, advent of Muslims in Bengal etc. Students of this course are expected to gain critical knowledge about the origin and development of Bengal as a distinct geographical and political entity.

#### **Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To introduce the students to geographical divisions and territories of the Early Bengal;
2. To develop students' ability to compare present society and culture with past ones;
3. To generate knowledge of socio-economic, political and cultural situations of the different dynasty; and
4. To enrich knowledge about the development of social and political establishments.

#### **Course Learning Objectives (CLOs)**

On successful completion of this course, students are able to:

1. Describe social and cultural aspects of early Bengal;
2. Identify the barriers and progress of socio-cultural and Intellectual development in the past and present society; and
3. Relate present society and culture with the past ones.

#### **Contents**

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Geography and Territory</b>	Geographical divisions and territories of the Early Bengal.	1, 2
2	<b>Infiltration of Various Ethnic Groups in Early Bengal</b>	Infiltration of various ethnic groups in the Early Bengal.	1, 3

3	<b>Beginning of Settlement</b>	Emergence of village life and community.	1, 2
4	<b>The Pre-Pala Era</b>	Socio-economic, political and cultural situations of the <i>Pre-Pala Era</i> .	1, 2
5	<b>Pala Era</b>	Social assimilation and adjustment;	1, 3
6	<b>The Sena Era</b>	Socio-economic, political and cultural Situations of the Sena Era; Rise of occupational groups; Social discrimination; Compartmentalization; Caste groups; Prevalence of purity and pollution; Emergence of the Hindu Bengali society and culture.	1, 2, 3
7	<b>Declining Buddhist Community</b>	Declining Buddhist Community — The growth of sub- cultural groups — <i>Kapalic, Yogi</i> etc.	1, 2, 3
8	<b>Advent of Muslims in Bengal</b>	Theories of Islamization in Bengal; Political change; Muslim preachers; <i>Sufis</i> ; Social Reformatations; Emergence of a new egalitarian society; Development of Bengali language and culture.	1, 2, 3

### Teaching-Learning Strategies

1. Class topic in formed before lecture;
2. Class lecture;
3. Presentation by Power Point Text(PPT),whiteboard;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Group assignments; and
7. Individual or group presentation; and Students' presentation reviewed by other student.

### Recommended Books

Choudhry, A.M.(1967). *The Dynastic History of Bengal*. Dacca: Asiatic Society of Pakistan.

Eaton, R. M.(1996).*The Rise of Islam and the Bengal Frontier,1204-1760*. London: University of California Press.

Gib,H.A.R. (2004).*Travels of Ibn Batuta*. Translated by Iftekhhar Amin. Dhaka: Oitijjhya.

Hossain, S. (1968).*Everyday Lifein the Pala Empire*. Dacca: Asiatic Society of Pakistan.

Hussain,S. (2011). *History of Ancient Bengal: Selected Essays on State, Society and Culture*. Rajshahi: Institute of Bangladesh Studies, University of Rajshahi.

**SOC 1105**  
**HISTORY OF HUMAN CIVILIZATIONS**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

The curriculum of the History of Human Civilizations engaged almost every sphere of human civilization which emphasizes on social structure and the interaction of different groups at different periods. The course also studies origin of the universe and man, different stages of social development, the stages of human society and significant social events. Besides it studies different ancient civilization: Egyptian, Mesopotamian, Sinic, Indian, Greek and Roman, Persian and others, rise and spread of Christianity, Judaism, Islam, Hinduism, Confucianism, Buddhism and Jainism, Islam and medieval knowledge society, crusade, Renaissance, Reformation and Enlightenment movements, French and Industrial revolutions, Colonialism and Imperialism, First and Second World Wars, Cold War and Capitalism, clash of civilizations and New World Order.

**Intended Learning Objectives (ILOs)**

The major objectives of this course are:

1. Students will familiar with some of the main events and ideas about World History and Civilizations;
2. Students will understand the sociological analysis of social history;
3. Students will understand the historical developments and social changes that took place in different regions of the world;
4. Students will gather knowledge about the origins of humankind and the development of civilizations and make compression of the classical and medieval societies; and
5. Students will capable to analysis the chorological development of Bangladesh society.

**Course Learning Outcomes (CLOs)**

On successful completion of this course, students should be able to:

1. Define the concept, scope and importance of studying social history as well as its relationship with sociology and history;
2. Identify and define the world's earliest civilizations, including the Neolithic Revolution, Mesopotamian Civilization, the Egyptian Civilization, the Anatolian Civilizations, the Hellenic Civilization, and the Roman Civilization; and
3. Compare and contrast ancient civilizations and Interpret historical sources from different cultural backgrounds.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Its meaning; Importance and scope; Its relation with sociology.	1
2	<b>Different Approaches to the Study of History of Human Civilizations</b>	Archaeological, Economic, Anthropological and Sociological	1, 3
3	<b>Origin and Evolution of Society</b>	Primitive, Hunting and Food Gathering, Pastoral, Agricultural and Industrial Society.	1
4	<b>Various Civilizations</b>	(a) Civilizations in river-valley regions: Egyptian, Babylonian, Indus, and Chinese Civilizations; (b) Greek and Roman Civilizations.	2
5	<b>Oriental and Occidental Civilizations</b>	Comparative perspectives	3
6	<b>Ancient Civilizations of Bangladesh</b>	Paharpur, Mainamati and Mahastangar	2
7	<b>Modes of Production</b>	Ancient (Slavery), Asiatic, Feudal and Modern bourgeoisie (Capitalism), Controversies Relating to Asiatic Mode of Production and Feudalism with Regards to the Oriental Societies	3
8	<b>Contemporary World</b>	Industrialization; Urbanization; Capitalism; Socialism; Liberalism; Neo-imperialism.	

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Presentation: Power Point Text (PPT), audio-visual, white board;
3. In-class activities;
4. Individual homework's;
5. Group assignments;
6. Question-Answer (Q-A); and
7. Individual or group presentation;
8. To provide necessary class materials.

## Recommended Books

Karim, A. K. N. (1976). *Changing Society in India, Pakistan and Bangladesh*. Nawroze Kitabistan.

Kosambi, D. D. (1965). *The culture and civilisation of ancient India in Historical Outline* (Vol. 358). Routledge and K. Paul.

- Toynbee, A. J. (1987). *A Study of History: Volume I: Abridgement of Volumes I-VI* (Vol. 1). Oxford Paperbacks.
- Haywood, J. (2013). *The Ancient World – A Complete Guide to the Great Civilizations from Egypt and Sumer to the Romans and the Incas*. New York: Metro Books.
- Taylor, A. M. (1944). *Civilization past and present*. Washington: Scott, Foresman and Comp.
- Huntington, S. P. (1996). *The clash of civilizations and the remaking of world order*. New York: Simon & Schuster.
- Winks, R. W. (1993). *World civilization: a brief history*. San Diego, CA: Collegiate Press.
- Marx, K., and Stone, N. I. (2014). *A contribution to the critique of political economy*. Fairford: Echo Library.
- Dobb, M. (1984). *Studies in the development of capitalism*. New York, NY: Internat. Publ.
- Huntington, E. (1972). *Mainsprings of civilization*. New York: Arno.

# 1<sup>st</sup> Year 2<sup>nd</sup> Semester

SOC 1106

## INTRODUCTION TO SOCIOLOGY II

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### Course Description

This course is the continuation of Introduction to Sociology part – I and will introduce students to some basic issues of sociology e. g. social structure, social inequality, social institutions, social processes and social change. As globalization is a central

issue in studying contemporary society, this course will introduce globalization as a social factor. This course will also introduce students about career opportunities in Sociology.

### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To introduce students to the basic ideas of social structure and social institutions.
2. To provide the students with a proper knowledge in the social processes and social change; and
3. To gain general insights into social inequality and the impact of globalization on society as well as the career opportunities in sociology and its use.

### Course Learning Outcomes (CLOs)

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

1. Define and describe social structure and its components along with the different social institutions; different social processes and describe the factors related to social change;
2. Recognize the factors related with social inequality and explain dimensions of social stratification; and
3. Identify career opportunities and research strategies in sociology and explain its uses in the real world.

### Content

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Social Structure</b>	Definition, types and components of social structure; Pre-requisites of society; Marxist and non-Marxist views of social structure.	1
2	<b>Social Inequality and Stratification</b>	Definition, dimensions and forms; Social mobility; Age; Gender; Race and ethnicity.	2

3	<b>Social Institution</b>	Definition; Characteristics; Functions; Forms	1
4	<b>Social Process</b>	Adaptation; Assimilation; Accommodation; Co-operation, Competition and Conflict;	4
5	<b>Social Control</b>	Definition, functions, forms and agencies; Conformity and deviance; Crime.	2
6	<b>Social Change</b>	Definition, types and factors; Evolution, progress, development and change; Social disorganization and social movement, Globalization.	1
7	<b>Career Opportunities in Sociology</b>	Academic Training for Sociologists; Popularity of Studying Sociology; Characteristics of Sociology Students; Professional Sociologists in the Work place (Academics and Beyond): Job Skills, Career Preparation, Sociological Practice, Fields of Professional Work; Professional Sociology Organization.	3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Individual homework/Assignment; and
7. To provide necessary class materials.

### Recommended Books

- Appelbaum, R. P., and Chambliss, W. J. (1997). *Sociology: A Brief Introduction*. New York: Longman.
- Barkan, S. E. (2016). *Sociology: Understanding and Changing the Social World, Comprehensive Edition, v. 1.0*. Washington, DC: Flat World Education, Inc.
- Bierstedt, R. (1963). *The Social Order*. New York: McGraw-Hill Company Inc.
- Bottomore, T. B. (1962). *Sociology: a Guide to Problems and Literature*. Revised ed. New Delhi: Blackie and Son.
- Broom, L., and Selznick, P. (1963). *Sociology*. New York: Harper and Row.
- Eshleman, J. Ross, Barbara G. Cashion, and Laurence A. Basirico. (1993). *Sociology: An Introduction*. 4<sup>th</sup> ed. New York: Harper Collins College Publishers Inc.

- Giddens, A. (2009). *Sociology*. 6th ed. Cambridge and Maiden, MA: Polity Press.
- Inkles, A. (1971). *What is Sociology?* New Delhi: Prentice-Hall of India Pvt. Ltd.
- MacIver, R. M., and Page, C. H. (1962). *Society: An Introductory Analysis*. New York: Macmillan
- Ogburn, W. F., and Nimkoff, M. F. (1953). *A Handbook of Sociology*. London: Routledge and Kegan Paul Ltd.
- Stolley, K. S. (2005). *The Basics of Sociology*. Westport, CT and London: Greenwood Press.
- Tischler, H. (2011). *Introduction to Sociology*. 10th ed. Belmont, CA: Wadsworth, Cengage Learning.

## **SOC 1107**

### **INTRODUCTION TO ANTHROPOLOGY**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

#### **Course Description**

The course of an introduction to anthropology covers the basics of anthropology. It focuses on human cultures and their forms in all times and places. It provides the critical anthropological examination of other cultures with the view of behavior and more importantly through the examination of one's own culture with the view of behavior. The course is highly decorated with attention-grabbing typology, rules and rituals of marriage, family, and kinship throughout the world with a focus on Bangladesh society. The subsistence patterns, and distribution and exchange systems of simple and/or non-industrial societies, and of complex and/or industrial societies are well-organized as one of most important lessons for the learners. The beliefs, taboos and rituals developed in the forms of religion and magic among the different culture groups are embedded in the ground of the present course. The political systems of simple and traditional societies are significantly considered as one of integral parts of anthropology. The racial and ethnic identities of Bangladeshi people are included at the end of the course.

#### **Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To introduce the learners to the basics of anthropology;
2. To develop learners' ability to make critical anthropological examination of other cultures and more importantly of one's own culture;
3. To provide a clear distinction in the socio-cultural world between simple and complex societies with the learners; and
4. To facilitate the learners to use their own common sense assumptions in studying the world of cultural diversity.

## Course Learning Outcomes (CLOs)

On successful completion of this course, learners should be able to:

1. Demonstrate their understanding of major concepts, forms, methods, theories, schools and approaches in anthropology;
2. Apply critical anthropological concepts, theories and methods in studying contemporary cultures, race and ethnicity
3. Define and describe the concept of marriage, family, kinship, religion, magic and inter-relations with each other.
4. Explain and analyze production, exchange and political system.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition, nature, scope and methods of anthropology	1
2	<b>Branches of Anthropology</b>	Physical, social and cultural anthropology; Evolution of man; The primates; Homo sapiens and modern man.	1, 2
3	<b>Concept of Culture</b>	Origin of the concept of culture; Culture vs nature; Patterns of culture; Characteristics of culture, Functions of culture; Cultural universals; Cultural trait and culture complex; Culture of Bangladesh.	2
4	<b>Marriage and Family</b>	Definitions, functions and types of marriage and family.	1, 3
5	<b>Kinship</b>	Typology; Bases and role of kinship; Kinship system in Bangladesh.	1, 3
6	<b>Religion and Magic</b>	Origin of religion; Functions of religion; Religion and cultural change; Distinction between religion and magic; Magical practices and its influences on society; Totem and taboo; Ritual and rites and magic.	1, 2, 3
7	<b>Production System</b>	Food gathering economy: Hunting and gathering; Food producing economy; Pastoralism; Horticulture and agriculture	1, 2, 4
8	<b>Exchange System</b>	Reciprocity; Redistribution and leveling mechanism; Kula ring; Potlatch etc.	4
9	<b>Political Organization</b>	Centralized political system; Band organization and tribal organization; Centralized political system; Chiefdoms and state systems.	4
10	<b>Concept of Race and Ethnicity</b>	Definition; Theories on the origin of race; Ethnic groups and Tribal community in Bangladesh.	2

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation: Power Point Text (PPT), audio-visual, white board;
4. In-class activities;
5. Individual homework;
6. Question-Answer (Q-A); and
7. Community engagement.

## Recommended Books

- Barnouw, V. (1982). *An Introduction to Anthropology*. Vol. 2: Ethnology. 4th ed. Illinois: The Dorsey Press.
- Eller, J. D. (2016). *Cultural Anthropology: Global Forces, Local Lives*. 3rd ed. Oxon and New York: Routledge.
- Eriksen, T. H. (2017). *What is Anthropology?* 2nd ed. London: Pluto Press.
- Friedl, J., and Pfeiffer, J. E. (1977). *Anthropology: The Study of People*. New York: Harper & Row, Publishers, Inc.
- Guest, K. J. 2013. *Cultural Anthropology: A Toolkit for a Global Age*. New York and London: W. W. Norton & Company.
- Haviland, W. A. (1999). *Cultural Anthropology*. 9th ed. Orlando: Harcourt Brace & Company.
- Haviland, W. A. (2010). *Cultural Anthropology: The Human Challenge*. 13th ed. Belmont: Wadsworth, Cengage Learning.
- Kottak, C. P. (2015). *Cultural Anthropology: Appreciating Cultural Diversity*. 6th ed. New York: McGraw-Hill Education.
- Miller, B. D. (2017). *Cultural Anthropology*. 8th ed. Boston: Pearson Education, Inc.
- Peoples, J., and Bailey, G. 2011. *Humanity: An Introduction to Cultural Anthropology*. 9th ed. Belmont: Wadsworth, Cengage Learning.
- Scupin, R. (2016). *Cultural Anthropology: A Global Perspective*. 9th ed. Boston: Pearson Education, Inc. Belmont, and CA: Wadsworth, Cengage Learning.

## SOC 1108

### SOCIOLOGY OF ECONOMICS

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

## Course Description

As a sub-branch of sociology, sociology of economics addresses the social aspects of economic life. This course familiarizes basic economic concepts and processes to the students. As its major theme, this course explains how social norms and

institutions shape, facilitate, alter, and impede economic phenomena at national and global contexts.

### Intended Learning Objectives (ILOs)

Major objectives of this course are:

- To introduce the students to basic theories, concepts, and perspectives in economic sociology;
- To develop students' ability to identify how social forces shape the economic system of a society;
- To develop students' competence in researching social issues related to human economic behavior; and
- To enable the students to live together with people from different economic classes.

### Course Learning Outcomes (CLOs)

On successful completion of this course, the students should be able to:

- Describe the theories and debates in sociology of economics and communicate their understanding in essay form;
- Demonstrate an understanding of socio-political forces that shape human economic actions; and
- Explain why a wide gap between the rich and the poor exists in the world.

### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition, scope, origin, and development of economic sociology; Relationship between sociology and economics.	1
2	<b>Basic Concepts of Economics</b>	Property; Supply; Demand; Market; Production; Factors of production – land, labor, capital, and organization; Prices of the factors of production – rent, wage, interest and profit; National income.	1
3	<b>Thoughts in Economic Sociology</b>	Max Weber; MahbubulHaque; AmartyaSen; Abhijit Banerjee.	1
4	<b>Economic Inequality</b>	Determinants of income and inequality; Measuring inequality—Lorenz curve, Gini coefficient.	3
5	<b>Economy and Other Social Institutions</b>	Economy and politics; Economy and education; Economy and ethnicity; Economy and gender; Economy and religion; Economy and family.	2,3
6	<b>Global Economic Systems</b>	Capitalism; Socialism; Mixed economy; Islamic economy.	1, 2
7	<b>Major Historical Changes</b>	Industrial revolution; Mechanization; Green revolution; Transportation and globalization.	2

8	<b>Economic Process</b>	Production, distribution, consumption and exchange; Money and market; Leisure class; Alienated labor	1,2
9	<b>Labor Market</b>	Types of labor market; Labor union as an occupational association; Social factors related to work group	2,3
10	<b>Economy and Development</b>	Characteristics of underdeveloped economies; Determinants of economic growth; Sociological aspects of development.	1, 2, 3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Presentation: Power Point Text (PPT), audio-visual, white board;
3. In-class activities;
4. Individual homeworks;
5. Group assignments;
6. Question-Answer (Q-A); and
7. Individual or group presentation.

### Recommended Books

- Askari, H., Iqbal, Z., and Mirakhor, A. (2015). *Introduction to Islamic Economics: Theory and Application*. Singapore: John Wiley & Sons Singapore Pte. Ltd.
- Biggart, N. W.(ed). (2002). *Readings in Economic Sociology*. Massachusetts and Oxford: Blackwell Publishers.
- Dewett, K. K., and Chand, A. (2000). *Modern Economic Theory*. Millennium (ed.). New Delhi: Shyamal Charitable Trust.
- Granovetter, M., and Swedberg, R.(eds). (2001). *The Sociology of Economic Life*. Boulder and Oxford: Westview Press.
- Mankiw, N. Gregory. 2015. *Principles of Economics*. 7th ed. Stamford: Cengage Learning.
- Martinelli, A., and Smelser, N. J. (eds). (1990). *Economy and Society: Overviews in Economic Sociology*. London and New Delhi: Sage Publications.
- Rowlinson, M. (1997). *Organizations and Institutions: Perspectives in Economics and Sociology*. London: Macmillan Press.
- Samuelson, P. A. and Nordhaus, W. D. (1983). *Microeconomics*. 5th ed. New York: McGraw-Hill Book Company.
- Sen, A. (2000). *Development as Freedom*. New York: Alfred A. Knopf.
- Smelser, N. J. (1963). *The Sociology of Economic Life*. New Jersey: Prentice-Hall.
- Smelser, N. J., and Swedberg, R. (eds). (2005). *The Handbook of Economic Sociology*. Princeton: Princeton University Press.
- Swedberg, R. (2003). *Principles of Economic Sociology*. Princeton: Princeton University Press.
- Trigilia, C. (2002). *Economic Sociology: State, Market and Society in Modern Capitalism*. Oxford: Blackwell Publishers.

**SOC 1109**  
**SOCIAL STRUCTURE OF BANGLADESH**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### Course Description

The course Social structure of Bangladesh discusses the central concept of sociology, social structure and theories of social structure and forms of social stratification. It emphasizes the major characteristics of social structure of Bangladesh in order to understand Bangladesh society. This course aims to facilitate students' understanding regarding the various components that shape the social structure of Bangladesh. It will also help students to internalize the nature of social structure of pre- and post-independence Bangladesh and develop their sociological insights and students will be able to compare this with modern or present social structure of Bangladesh.

### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To learn about social structure of pre-colonial and colonial Bengal and the major characteristics of social structure of Bangladesh;
2. To understand the basic concepts, and theories of social structure;
3. To acquire theoretical and empirical knowledge on economy and culture of pre-British Bengal; and
4. To create an opportunity for each student to develop a perspective on land reforms and social class.

### Course Learning Outcomes (CLOs)

On successful completion of this course students will be able to:

1. Describe the basic concepts and theories of social structure;
2. Evaluate the nature, history, cultural and economic aspects of the social structure of Bengal;
3. Gather much knowledge about recent social structure of Bangladesh; and
4. Compare the major characteristics of the social structure of Bangladesh in different periods.

### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition of social structure.	1
2	<b>Theories of Social Structure</b>	Social stratification; Social institution and change.	1
3	<b>Social Structure of Pre-colonial Bengal</b>	Economy and culture in Pre-British Bengal.	2
4	<b>Indian Feudalism in Comparison with European Feudalism</b>	Nature of villages and urban economy in Pre-British Bengal.	2

5	<b>Social Structure of Colonial Bengal(British Period)</b>	British conquest of Bengal and its consequences; English education and the raise of educated middle class; Introduction of new land tenure system and the emergence of new social classes; Consequences of British rule; Destruction of indigenous economy; Commercialization of agriculture and its linkages with world economy; Growth of urban centers.	3, 2
6	<b>Major Characteristics of Social Structure of Bangladesh</b>	Rise of Bengali middle classes and the emergence of Bangladesh; Class formation; Class relation and class conflict in rural and urban centers.	2,4
7	<b>Social Structure of Post-Independence Bangladesh</b>	Land reforms; Changes in power structure impact of urbanization and industrialization structural causes of social unrest; Disorder and social disorganization structural problems and development in recent Bangladesh.	2, 4

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. In-class activities;
5. Individual homework;
6. Group assignments;
7. Question-Answer (Q-A);
8. Students' presentation reviewed by other students; and
9. Community engagement.

### Recommended Books

- Bessaignet, P. (1964). *Social Research in East Pakistan*. Dacca: Asiatic Society.
- Beteille, A. 1986. *Studies in agrarian social structure*. London: Oxford University Press.
- Bottomore, T. B. (1971). *Sociology:A guide to problems and literature*. 2nd ed. London: Allen and Unwin.
- Cole, G. D. (2007). *Studies in class structure*. London: Rutledge.
- Gopal, S. (1949). *The permanent settlement in Bengal and its results*. London: Allen and Unwin.

**SOC 1110**  
**SEMINAR AND VIVA VOCE**

Total Marks: 40+50+10 = 100

Credit: 2

Contact Hours: 40

**Course Description**

This course will introduce students with the basic skills required for contemporary job market of Bangladesh as well as the world. Basically, they learn the leadership capability and responsibility, time management, basic computer skills. Besides, student will also learn the etiquettes of formal presentation and viva-voce. Moreover, through this course seminar and viva-voce, students will acquire various techniques of speaking speech and presentation in their daily life.

**ENG 1002**  
**ENGLISH FUNDAMENTALS**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

This course covers the basics of the English language, aiming at improving the linguistic, sociolinguistic, discourse and strategic competence of the students. The course is designed to strengthen students' basic communication skills, including grammar, spelling, punctuation, and sentence construction. Emphasis is placed on the writing of well-structured paragraphs and short essays. Emphasis is also given to increasing students' ability to read textbooks written in English.

**Intended Learning Objectives (ILOs)**

1. To understand English in the academic context, read texts written in simple English;
2. To give presentations fluently in English on any given topic, and
3. To develop their writing abilities which will help them to express their views and ideas clearly as well as logically?

**Course Learning Outcomes (CLOs)**

Upon successful completion of this course, the students should be able to-

1. Understand reading passages easily and identify and correct basic errors in grammar;
2. Self-edit and correct grammar, spelling and punctuation errors in their essays and compose coherent paragraphs, supporting central ideas with specific details; and
3. Produce a well-structured essay, differentiate fact from opinion, identify and paraphrase the main ideas and supporting points in reading.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Problems with</b>	Main Verbs, tense, modals and modal related patterns, causatives, conditionals, subjunctives, infinitives, Have + Participle, Auxiliary Verbs, pronouns, relative pronouns, nouns and adjectives, nouns functioning as adjectives and other parts of speech, determiners, comparatives, prepositions, modifiers, sentence and clauses.	1, 2, 3
2	<b>Word Choices</b>	Vocabulary, antonym, synonym, homonym, homograph, homophone.	1, 2, 3
3	<b>WH questions</b>	WH questions	3
4	<b>Punctuations</b>	Full stop, comma, colon, semi-colon, apostrophe, capital letter, hyphen, quotation marks, title etc.	1, 2, 3
5	<b>Writing Composition and Paragraph</b>	Writing Composition and Paragraph	3
6	<b>Comprehension</b>	Comprehension	2
7	<b>Letter writing</b>	Letter writing	3
8	<b>Seminar or Research Paper Writing and Presentation</b>	Seminar or Research Paper Writing and Presentation	2
9	<b>IPA Symbols</b>	IPA Symbols	1

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. In-class activities;
5. Individual homework;
6. Group assignments;
7. Question-Answer (Q-A);
8. Students' presentation reviewed by other students; and
9. Community engagement.

## Recommended Reading

- Baker, S. (1990). *The Practical Stylist* (7th ed.). HarperCollins College Div.
- Barnet, S., Stubbs, M., Bellanca, P., & Stimpson, P. G. (2002). *Practical Guide to Writing with Readings and Handbook* (8th ed.). Prentice Hall Canada.
- Eastwood, J. (2009). *Oxford Practice Grammar Intermediate* (Pap/Cdred.). Oxford University Press.

- Hewings, M. (2013). *Advanced Grammar in Use* (3rd ed.). Cambridge University Press.
- Hewings, M. (2013). *Advanced Grammar in Use* (3rd ed.). Cambridge University Press.
- Imhoof, M., & Hudson, H. (1975). *From Paragraph to Essay: Developing Composition Writing* (7th ed.). Longman.
- Imhoof, M., & Hudson, H. (1985). *From Paragraph to Essay: Developing Composition Writing*. Longman.
- J Glover, A. (1957). *Build Up Your English*. J. M. Dent and Sons Ltd.
- Lea, D., Hornby, A. S., and Bradbery, J. (2020). *Oxford Advanced Learner's Dictionary*. Oxford University Press.
- Leech, G., & Svartvik, J. (2003). *A Communicative Grammar of English* (3rd ed.). Routledge.
- Murphy, R. (2019). *English Grammar in Use Book* (5th ed.). Cambridge University Press.
- Phillips, D. (2014). *Longman Preparation Course for the TOEFL iBT Test with Answer Key* (3rd ed.). Pearson.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1972). *A Grammar of Contemporary English*. Addison-Wesley Longman Ltd.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language* (2nd ed.). Longman.
- Swan, M. (2017). *Practical English Usage* (4th ed.). Oxford University Press.
- Thomson, A., & Martinet, A. (1986). *A Practical English Grammar* (4th ed.). Oxford University Press.
- Zemach, D. E., and Rumisek, L. (2010). *Academic Writing from Paragraph to Essay*. Hueber Verlag GmbH.

# 2<sup>nd</sup> Year 1<sup>st</sup> Semester

## SOC 1201

### ISSUES AND METHODS OF SOCIAL RESEARCH

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

#### Course Description

This course will help the students in conceptualizing and understanding the basic issues and methods used in qualitative and quantitative research and exploring social phenomena. After understanding the fundamental aspects students will also be able to know the philosophical understandings of qualitative and quantitative research. Finally, students will learn appropriate application of different methods, tools and techniques of qualitative and quantitative researches in collecting and analyzing data in different social settings.

#### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To understand the basic concepts, major characteristics and principles of qualitative and quantitative research;
2. To understand the processes of determining sampling procedures used in qualitative and quantitative research;
3. To understand the selection of qualitative and quantitative data collection methods and tools/techniques as well as data analysis methods and strategies; and
4. To grasp the ways to collect the data that are more validities and reliable, examine validity and reliability and maintain ethical codes of conducts.

#### Course Learning Outcomes (CLOs)

On successful completion of this course, the students should be able to:

1. Describe the basic concepts of research methods;
2. Determine research questions and hypotheses according to the nature of research and research problem;
3. Relate research problems to the type of research in different social settings; and
4. Apply qualitative and quantitative research methods, sampling procedure, data measurement scale, tools/techniques and strategies to collect qualitative and quantitative data directly from the study field/area.

#### Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	<b>Introduction</b>	Definition; Sociology as a science; Research as a source of knowledge; Characteristics and purposes of social research; Qualitative and quantitative research; Stages of social research.	1

2	<b>Basic Concepts of Social Research</b>	Concept; Variable; Proposition; Hypothesis; Research question; Method; Methodology; Data; Theory; Model.	1
3	<b>Scientific Method</b>	Theory and research.	3
4	<b>Types of Social Research</b>	Basic, applied, action, evaluative, explanatory, exploratory, longitudinal, historical and comparative research; Grounded theory.	3
5	<b>Methods and Techniques of Qualitative and Quantitative Data Collection</b>	Ethnography; Life history; Focus group discussion (FGD); Social survey; Experimental design; Participatory method. Observation; Survey, Case study; Content analysis; PRA; RRA; Historical; Philosophical; Experimental and exploratory.	4
6	<b>Tools of Qualitative and Quantitative Data Collection</b>	Structured, semi-structured and unstructured interview schedule and questionnaire.	4
7	<b>Research Steps and Design</b>	Steps and design of social research.	2
8	<b>Sampling</b>	Definitions, characteristics, types, sizes, uses, merits and demerits of sampling.	4
	<b>Data Measurement Scales</b>	Nominal, ordinal, interval, ratio.	4
10	<b>Data Analysis</b>	Comparing methods of data analysis; Coding and concept formation. Dealing with data; Tabulation and calculation of findings.Editing and coding; Data analysis: a. Quantitative(tabulations- univariate, bivariate, multivariate); Data analysis; Use of statistics; Measures of reliability and validity; Hypothesis testing; b. Qualitative(content analysis, triangulation etc.); Report writings; History and philosophy of research methods.	4

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. In-class activities;
5. Individual homework;
6. Group assignments;
7. Question-Answer (Q-A);
8. Students' presentation reviewed by other students; and
9. Community engagement.

## **Recommended Books**

- Andrews, R. (2005). *Research Questions*. First South Asian Edition. London: Continuum.
- Babbie, E. (2010). *The Practice of Social Research*. 12th ed. Belmont, CA: Wadsworth, Cengage Learning.
- Bailey, K. D. (1982). *Methods of Social Research*. (2nd ed.) New York: The Free Press.
- Goode, W. J., and Hatt, P. K. (2001). *Methods in Social Research*. Tokyo: McGraw-Hill.
- Gregory, I. 2005. *Ethics in Research*. First South Asian Edition. London: Continuum.
- Matthews, B., and Ross, L. (2010). *Research Methods: A Practical Guide for the Social Sciences*. Harlow: Pearson Education Limited.
- Mouton, J., and Marais, H. C. (1998). *Basic Concepts: In the Methodology of the Social Sciences*. Pretoria: HSRC Publishers.
- Newman, W. L. (2011). *Social Research Methods: Quantitative and Qualitative Approaches*. (6<sup>th</sup>ed.) New Jersey: Pearson Education, Inc.
- Punch, F. K. (2000). *Developing Effective Research Proposals: Essential Resources for Social Research*. London, Thousand Oaks and New Delhi: SAGE Publications.
- Trochim, W. M. K. (2009). *Research Methods*. 2nd ed. New Delhi: Biztantra Publishing.

## **SOC 1202**

### **ANCIENT AND MEDIEVAL SOCIAL THOUGHT**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

## **Course Description**

The course introduces the development of social thought and political philosophy in the modern era, beginning with the Enlightenment to contemporary 21st century. It will provide an overview of larger trends as well as basic understanding of central thinkers such as Hobbes, Rousseau, Adam Smith, Marx, Foucault and many others. This course focuses on the major contributions of the occidental and oriental political and social thinkers. Emphasis will be given on the nature and source of political authority and the question of distributive justice.

## Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To provide knowledge on the nature of oriental and occidental social thoughts;
2. To acquaint students with the approaches and contributions of the ancient and medieval social thinkers on social development; and
3. To provide an overview of basic understanding of central thinkers.

## Course Learning Outcomes (CLOs)

On successful completion of this course, the students should be able to:

1. A basic understanding of the main trends in political philosophy and sociological theory since the Enlightenment and to our time.
2. Explain human social evolution and growth of ideas and thoughts; and
3. Interpret and criticize different political and social thoughts.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Social Thought in the Antiquity</b>	Greek philosophers: Plato (427-347 BC); Basis of state; Concept of justice Plato's communism; Aristotle (384-322 BC) ;Origin and nature of the state; Aristotle's attitude towards slavery; Theory of property; The middle classes; Causes and prevention of revolution.	1
2	<b>Medieval Social Thought</b>	Augustine (354-430 AD): Foundation of state; The earthly and the heavenly City; St. Thomas Aquinas (1226-1274): Natural law and human law; IbnKhalidun (1332-1406): Assabiya and its difference with that of Durkheim; Causes of the Rise and Fall of Civilization.	1
3	<b>Modern Social Thought</b>	Machiavelli (1469-1527): Rise of bourgeois ideology; Conception of evolution of society; Material interest' and 'Power' as the driving forces of history; Conflict of interests between the masses and the ruling Classes; Hobbes (1588-1679):The State of nature; The meaning of social contract; Civil law and natural law; Locke (1632-1704) :The state of nature; Conceptions of slavery, Property and political society; Vico (1668-1744) : Theory of the evolution of nation; Decline of human society; Montesquieu (1689-1755): The social foundations of governments; Religions and the forms of state; Influence of geography; Rousseau: (1712-1778): Civil state; General Will; Origin of private property and rise of social inequality; Hegel (1770-1831): Hegel's philosophy and bourgeois development in Germany; Nature of Hegel's dialectics.	2,3

4	<b>Contributions on Social Reformations</b>	AbulFazl; Syed Ahmed Khan and Nawab Abdul Latif.	2
5	<b>Social Reformations</b>	Ram Mohan Roy and Vidyasagar.	2,3
6	<b>Orientalism</b>	Edward Said.	2,3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. In-class activities;
5. Book review; and
6. Book Quiz.

### Recommended Books

Augustine, S. (2007). *The Confessions;The City Of God; on Christian Doctrine*. Chicago: Encyclopaedia Britannica.

Aristotle, (2011).*Politics*.London:Betascript Publishing.

Beitzinger, A. J. (2011). *A history of American political thought*. Eugene: Resource Publications.

Chambliss, R. (2016). *Social Thought:From Hammurabi to Comte*. S. L: Forgotten Books.

Hobbes, T. 1996.*Leviathan*. Cambridge: Cambridge University Press.

Plato, (2013).*The Republic*. London: Harvard University Press.

Rousseau, J. J. (1990). *The Social Contract*. Cambridge: Cambridge University Press.

Sabine, H. G., and Thorson, L. T. (1973).*A History of Political Theory*. London: Rinehart and Winston, Inc.

Thomas, D. L. (1995).*Routledge philosophy guidebook to Locke on government*. London: Routledge.

## SOC 1203 RURAL SOCIOLOGY

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### Course Description

The course is designed to understand the theoretical perspectives, approaches and techniques of research in rural sociology. This course is intended to enable student's toexamines the interconnections between rural-urban and local-global economies

and cultures. It is essential to understand rural societies in South Asia with special references to Bangladesh. The course is so planned that it shall help the students to analyze rural societies and dynamics of rural communities such as socioeconomic and cultural changes in agriculture, food systems, the environment, migration, and demographic processes. Thus, the students will be able to understand the nature of rural society and its problems.

### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To understand the dynamics of rural power structures;
2. To comprehend theories of the peasant economy and rural development;
3. To gain theoretical and empirical knowledge of rural sociology in a global context; and
4. To provide each student with the opportunity to develop a perspective on Bangladesh's rural life.

### Course Learning Outcomes (CLOs)

On successful completion of this course, the students should be able to:

1. Illustrate how rural society adds a spatial dimension to concepts, theories, and generalizations in social science.
2. Apply sociological concepts to allay problems and themes in rural society and other communities; and
3. Consider the merits and limitations of various and/or competing points of view while considering issues and topics that impact Bangladesh rural society and other societies across the world.

### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition, scope and importance of rural sociology, Development of rural sociology; Theoretical perspectives in rural sociology.	1
2	<b>Basic Concepts</b>	Rural settlement; Rural community; Village; Rural Society.	2
3	<b>Rural Social Structure</b>	Pattern of rural class; Land ownership and tenancy relation; Landlessness and wage labor relations.	3
4	<b>Rural Power Structure</b>	Nature, Rural elite, Relationship between rural elite and national power structure; Kinship relationship and rural power structure; Nature and functions of village community ( <i>gram samaj</i> ); Rural institutions-formal and informal rural institutions.	1,3
5	<b>Nature of Peasant Society</b>	Definition of peasantry; Theory and concepts regarding peasantry; Organization production school; Lenin's model of peasant polarization; Shanin's model of rural mobility; Patnaik's	1,3

		debate.	
6	<b>Rural Development</b>	Definition and importance of rural development; Issues and strategies of rural development.	1,2
7	<b>Agricultural Development</b>	Introduction; Adoption and consequences of new programs; Technology and institutions.	2,3
8	<b>Rural Social Change</b>	Definition and causes of rural social change; Rural-urban interaction; Recent changes in rural society of Bangladesh.	2,3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), whiteboard;
4. Individual assignment; and
5. Group assignments.

### Recommended Books

Desai, A. R. (1994). *Rural sociology in India*. Mumbai: Popular Prakashan.  
Hillyard, S. (2007). *Sociology of rural life* New York: Berg Publishers.  
Prasad, R. S., Rao, N. S., & Mishra, N. R. (2021). *Block-3 Peasants and Peasantry*.  
VanBeurden, J. (2007). *Jhagrapur Revisited*. Pearl Publications.

## SOC 1204

### SOCIAL STRATIFICATION AND INEQUALITY

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### Course Description

This course examines inequality with an emphasis on race, class, and gender. Social inequality is almost an inevitable reality in all societies. It emphasizes the mechanisms through which inequality develops and comes to be seen as legitimate, natural, and desirable. We will also examine the economic, social, and political consequences of rising inequality. This course focuses on the basic concepts, perspectives and theories of social inequality and social stratification. It endeavors to study the dimensions and determinants of social inequality along with a detailed understanding on social class and the elite.

### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. Help to clarify these basic questions about social stratification, social inequality, and social class;
2. To enhance students' capacity to comprehend theoretical perspectives and consequences of social inequality; and
3. To help them understand the magnitude of social inequality in the world.

## Course Learning Outcomes (CLOs)

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

1. Ability to apply theoretical concepts to the analysis of the real-life manifestations of social inequality;
2. Explain the basic concepts, dimensions, theoretical perspectives and consequences of social inequality; and
3. Appraise the magnitude of social inequality in the world and identify its determinants.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	<b>Introduction</b>	Definition of social stratification; Social inequality; Social mobility; Basic concepts; Social differentiation.	1,2
2	<b>Social Stratification-Directions and Scale of Social Change</b>	Definition, dimensions and forms.	2
3	<b>Theories of Social Inequality and Stratification</b>	The functionalist theories: Durkheim, Davis and Moore The conflict theories: Marx, Engels and Weber.	2
4	<b>Social Inequality</b>	Definition, Origin of social inequality; Inequality in agrarian and industrial societies; Biological and social factors of social inequality.	1,2,3
5	<b>Social Class</b>	Rise of bourgeoisie, middle class, managerial class, and proletariat; Class struggle and alienation; Middle class in the developed and developing countries; Techniques of measuring class and inequality.	2,3
6	<b>Social Structure and Stratification</b>	Social structure and stratification.	3
7	<b>Concept of Elite</b>	Theory and approach of studying elite; Elite and power relations in	2,3
8	<b>Class Struggle and Political Power</b>	Theories of Pareto; Mosca; Mills; Hunter; Dahl; Rose and others.	2
9	<b>Social Stratification and Social Mobility</b>	Meaning and types of social mobility; Causes of social mobility; Comparative studies of social mobility; Problems of studying mobility.	1,2
10	<b>Stratification Pattern</b>	Patterns of social stratification; Inequality and mobility in Bangladesh.	3

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation: Power Point Text (PPT), audio-visual, white board;
4. Individual homework;
5. Question-Answer (Q-A);
6. Individual or group presentation;
7. Students' presentation reviewed by other students; and
8. Community engagement.

## Recommended Books

Bottomore, T. B. (1964). *Elites and Society*. London: Watts.

Dahrendorf, Ralf. (1959). *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press.

Haralambos, M., and Holborn, M.(2004). *Sociology: Themes and Perspectives*. London: Harper Collins.

Kerbo, H. R. (2003). *Social stratification and inequality.Class conflict in historical, comparative,andglobalperspective*. Boston: McGrawHill.

Lenski, G. E. (1966). *Power and Privilege: A Theory of Social Stratification*. UNC Press Books.

Mosca, G. (1939). *The Ruling Class*. New York: McGraw-Hill Book Company.

Matras, J. (1984). *Social Inequality, Stratification and Mobility*. New Jersey: Prentice-Hall.

Tumin, M. (1967). *Social Stratification: The Forms and Functions of Inequality*. New Jersey:

Prentice-Hall.Press.

## BAN 1001

### HISTORY OF THE EMERGENCE OF BANGLADESH

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

## Course Description

History of Emergence of Bangladesh is the study of the Bangladesh liberation war also known as the Bangladesh war of independence and that was a revolution and armed conflict sparked by the rise of the Bengali nationalist and self-determination movement in what was then East Pakistan in 1971. The Course discusses about the struggling life of Bangabandhu Sheikh Mujibur Rahman and the others freedom fighter. The course also introduces about various self-righteous movements which happens during 1947-1971.

## Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To identify and explain the major social milieus in Bangladesh's history From the India's partition (1747) until the establishment of Bangladesh as an independent state in 1971;
2. To recognize and explain why Bangladesh's emergence as a sovereign state was inevitable; and
3. To describe and analyze Bangladesh's early social history in order to broaden their knowledge of patriotism and national integration and progress.

## Course Learning Outcomes (CLOs)

On successful completion of this course, the students should be able to:

1. Students will be able to identify and interpret the major events in Bangladesh's social history throughout this time span;
2. Students will be able to identify and describe the origins and evaluations of Bangla language and social structure using various social paradigms;and
3. Students will be able to recognize and explain the inevitability of Bangladesh's emergence as a sovereign state rooted on patriotism.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Language Movement of 1952</b>	Primary discussion on Bangla and Urdhu language; early stage of movement; Agitation of 1948, 21 February of 1952; Constitutional status of Bangla language.	1, 2, 3
2	<b>Disparity Between Two</b>	Economic disparity; Administrative disparity; Political disparity.	1, 2, 3
3	<b>Military Rule of Ayub Khan and Six Point Movement</b>	Commander-in-Chief of the Pakistan Army; President of the Pakistan; Constitutional and legal reforms; Background of Six point movement; Six point movement; Result of six point movement.	1, 2, 3
4	<b>Mass Upsurge of 1969 and Yahiya Khan, General Election of 1970</b>	ShorbodolioChatroShongramPorishad (All Party Student Action Committee); Democratic Action Committee; Withdrawal of Agartala conspiracy case; Election campaign in East Pakistan, Political condition of west Pakistan; Result of the election and aftermath condition of election.	1, 2, 3

5	<b>Historic Speech of 7 March, Non-cooperation Movement, Genocide of 25 March, Mujibnagar Government, Overall condition of Bangladesh (From 1971- Today)</b>	Importance of 7 march speech; formation of Mujibnagar government; Function of the government.	1, 2, 3
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### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation: Power Point Text (PPT), audio-visual, white board;
4. Individual homework;
5. Question-Answer (Q-A);
6. Individual or group presentation; and
7. Students' presentation reviewed by other students.

### Recommended Books

Muhith, A. M. A. (2016). *History of Bangladesh: A Subcontinental Civilisation*. University Press Limited.

Badrudin, U. (2006). *The Emergence of Bangladesh: Volume 2: The Rise of Bengali Nationalism, 1958–1971*.

# 2<sup>nd</sup> Year 2<sup>nd</sup> Semester

SOC 1205

## MARRIAGE, FAMILY AND KINSHIP

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### Course Description

This course is designed to introduce students with the sociological study of family, marriage and kinship in an attempt to broaden their understanding of social relationships. This course adopts historical and contemporary theoretical perspectives on sociological and anthropological study of family, marriage and kinship in different societies. After completion of the course, students are expected to understand and analyze social systems comprehensively in relation to the said contents.

### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To introduce students to the concept and institution of family, marriage and kinship and how they are inter-related and play important roles in the society;
2. To enable students to explain how the family and marriage are both private relationships and public institutions; and
3. To make the students endure the behavior of different groups by applying historical and theoretical constructions.

### Course Learning Outcomes (CLOs)

On successful completion of this course students are able to:

1. Display their perceptions of the concepts and theories of family and marriage in different contexts;
2. Explain how the changes are taking places in family, marriage and kinship across cultures and why; and
3. Appraise the specific social and economic characteristics of family, marriage and kinship in association with the other important institutions of the society.

### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Importance of studying marriage, family and kinship in sociology.	1, 3
2	<b>Family</b>	Definition, distinctive features, types, and the origin and evolution of family; Merits and demerits of joint/extended and nuclear family; Family as social institution and primary group. Family is universal; Family in Bangladesh	1, 3

3	<b>Theoretical Perspectives of Family</b>	Functionalist; Conflict; Symbolic interactionist; Feminist perspective on family; The family life course development framework; Attachment theories.	1, 3
4	<b>Functions and Changes in Family</b>	Functions of family across societies; Driving forces of changes in family, including pandemic; Changes in structure and functions of family; Conflict between work and family roles; Family stress, crisis, and resilience; Child rearing and parenthood; Living arrangement; Future of family.	1, 2
5	<b>Power Structure of Family</b>	Micro-systemic and macro-systemic views of family power structure; Power, violence, authority and family; Role difference in family planning.	1, 3
6	<b>Marriage</b>	Definition, types and modes of marriage across cultures; Importance and objectives of marriage; Incest; Engagement; Marriage in Islam and Hindu religion; Procedures; Rules; Theories and dimensions of mate selection; Factors affecting marital adjustment; Causes of divorce and its impact.	1, 2, 3
7	<b>Mate Selection</b>	Definition, procedures, rules, theories and dimensions of mate selection.	1, 3
8	<b>Marital Adjustment</b>	Factors affecting marital adjustment; Causes of divorce and its impact, Marriage counseling.	2, 3
9	<b>Kinship</b>	Types of kinship; Kinship symbols; Kinship systems/terminology across different cultures; Importance of kinship; Theories of kinship.	1, 2, 3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. Interactive discussion on selected readings and materials;
5. Individual homework;
6. Question-Answer (Q-A);
7. Individual or group presentation;
8. Students' presentation reviewed by other students; and
9. Community engagement.

### Recommended Books

Broude, Gwen J., (ed). (1994). *Marriage, Family, and Relationships: A Cross-cultural Encyclopedia* Colorado: ABC-CLIO.

Cartwright, D. (1959). *Studies in Social Power*. Ann Arbor, MI: Institute for Social Research, University of Michigan.

- Russell, C. D., and Hill, E. J.(ed.)(2009).*Handbook of Families and Work: Interdisciplinary Perspectives*. Maryland: University Press of America.
- Dressler, D. (1969). *Sociology: The Study of Human Interaction*. New York: Alfred A. Knopf.
- Ember, C. R., and Melvin R. E. (1996). *Sex, Gender, and Kinship: A Cross-Cultural Perspective*. Upper Saddle River, NJ: Prentice-Hall.
- Ember, C. R. and Melvin R. E. (2010). *Cultural Anthropology*. 13th ed. New Jersey: Pearson Education Inc.
- Raymond, F., Hubert, J., and Forge, A. (2006). *Family and Their Relatives*. London: Taylor & Francis.
- Fox, R. (1967). *Kinship and Marriage: An Anthropological Perspective*. Cambridge: Cambridge University Press.
- Fredriksen-Goldsen, K. I., and Scharlach, A. E. (2001). *Families and Work: New Directions in the Twenty-First Century*. New York: Oxford University Press.
- Goode, W. J. (1994). *The Family*. New Delhi: Prentice-Hall.

**SOC 1206**  
**SOCIAL GERONTOLOGY**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

Social gerontology is an introduction to the field of human aging. The aging of population is one of the major challenges of the world. The course of study will include a multidisciplinary examination of the way in which human aging is viewed – how we perceive the process of growing older and how society responds to the issues of aging. To gain an understanding of elderly people by using a bio-psycho-social framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of aging. Particular emphasis will be placed to the changes that are associated with aging and the resulting dynamic interactions between older people and their environment. Finally, the students will be able to understand the problems and prospects of the older people of Bangladesh.

**Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To understand "ageism," and to promote successful aging;
2. To view aging as a phase of growth and development;
3. To understand and to value older people and to replace myths with facts and thus dispel stereotypes about aging; and
4. To differentiate between the "normal" changes that can be expected as we age and the pathological or disease-related changes that may occur.

## Course Learning Outcomes (CLOs)

On successful completion of this course, the students should be able to:

1. Demonstrate an understanding of the nature of social gerontology, theories, historical, contemporary, and cross-cultural issues, attitudes toward older adults, and the major findings from social gerontology about the older adult population;
2. Understand the social policies that can address social problems relevant to older adults including income security programs, private pensions, Medicare and Medicaid; and
3. Possess sociological knowledge as evidenced by the identification of the major concepts.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition; Subject matter of social gerontology; Development of social gerontology as a separate branch of study and its relationships with other social sciences.	1
2	<b>Major Concepts of Social Gerontology</b>	Generation; Maturation and social age; Aging (elderly, old age).	3
3	<b>Research Methods in Social Gerontology</b>	Cross-sectional research; Longitudinal research; Cohort-analysis; Survey methods; Case study; Data sources on the elderly people.	1
4	<b>Sociological Theories of Aging</b>	Activity theory; Disengagement theory; Socio-environmental theory; Multiple-stress theory; Age stratification and phenomenological theory, The conflict approach.	1,3
5	<b>Demography of Aging</b>	Age structure; Vital rates; Dependency Ratio; Population projection; Life	1
6	<b>Health and Aging</b>	Physical decline; Nutrition problem; Changes in reproductive capacity of women; Health status; Framework of diseases – acute and chronic condition.	2
7	<b>Aging and Family</b>	Family roles and social relations; Intergenerational relations and exchange; Generational independence; Grandparent role; Conjugal relationship; Aging and sexuality.	2
8	<b>Economy of Aging</b>	Work, retirement and leisure; Relation between attitude to work and attitude to retirement; Changes in productive capacity; Economic dependency of aging people;	2

		Economic impact on aging population and vice versa.	
9	<b>Social Problem and Aging</b>	Behavior; Medicaid and Medicare abuse; Housing and institutions; Retirement communities; Income; Dependency; Aging	2
10	<b>Aging in Bangladesh</b>	Nature of aging in rural and urban areas; Religion and aging; Death; Health and diseases; Health care system of Bangladesh – policy and programs for the welfare of aged people.	2, 3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. In-class activities;
5. Book review; and
6. Book Quiz.

### Recommended Books

- Christina, V. (2004). *The Social Context of Ageing: A Textbook of Gerontology*. London and New York: Routledge.
- Diana K. H. (1990). *Sociology of Aging*. New York: Harper & Row.
- Georgia M. B., and Smith P. A. (1979.) *Aging, Ageism, and Society*. Minnesota: West Pub. Co.
- Hillier, S. M., Georgia M. B., Patricia A. S., and Hiller, S. 1998. *Aging, the Individual, and Society*. Belmont: Wadsworth Pub. Co.
- John, B., Coleman P. G., and Sheila, P. (2007). *Ageing in Society: An Introduction to Social Gerontology*. London: SAGE Publications.
- Ken, T. (1989). *Ageing in Developing Countries*. Oxford: Oxford University Press.
- Prafulla, C. (2009). *Sunset Years of Life: A Multi-dimensional Study of Rural Elderly*. Kolkata: UrbeePrakashan.
- Settersten, R. A., and Jaqueline, L. A., (eds.). (2011). *Handbook of Sociology of Aging*. New York: Springer.
- Tibbitts, C. (1960). *Handbook of Social Gerontology: Societal Aspects of Aging*. Chicago: University of Chicago Press.
- Vern, L., Bengtson, G. D., Putney, N., and Merril, S. (2008). *Handbook of Theories of Aging*. (2<sup>nd</sup> ed.) New York: Springer.

**SOC 1207**  
**SCIENCE TECHNOLOGY AND SOCIETY**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

The sociological study of science and technology is an interdisciplinary field dedicated to understanding science as social practice. Braiding together insights from history and philosophy of science, sociology of scientific institutions and knowledge, anthropology, feminism, critical race theory, post-colonial studies, and queer theory, science studies views sciences and technologies as crucially enmeshed in human culture and politics. This course surveys canonical and recent theories and methods in science studies. Students will learn definitions of science, technology, and society and their interrelationships along with the origin and development of this field of enquiry and the importance of its study, the relationship between technology and industrialization, colonization, social class, gender, education etc. Moreover, it examines impacts of technology on politics and warfare. Last but not the least it sheds light on the impacts of science and technology on various aspects of Bangladesh society and culture.

**Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. Students will understand how is a scientific fact constructed, what determines the direction of scientific development, what social conditions allow one scientific regime rule over the others, How does a technological system get its form, What are the social and political implications of techno science;
2. Students will learn how science and technology are related to development issues; and
3. Students will understand how science and technology work as social processes e.g. the way technical knowledge is produced by communities, and the way this knowledge in turn can reshape social structures and processes.

**Course Learning Outcomes (CLOs)**

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

1. Analyze science and technology from sociological perspectives in which science and technology are treated as social phenomena;
2. Examine critically the production, dissemination, utilization of science and technology in contemporary society and Deploy theories and methods to analyze interactions between science, technology and society in particular historical and cultural contexts; and
3. Explain development of science, technology and social change in Bangladesh.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition of science, technology and society; Relationship between science, technology and society; Technologies of colonization and conquest; Bridging nature and society.	1
2	<b>Theories and Events</b>	Human technology interactions; Technology transfer: impact of society, adaptation of technology.	1, 3
3	<b>Technology and Behavior</b>	Relationship between technology and race; Technology and gender and technology and class.	1, 2
4	<b>Technology and Industrialization</b>	Arts and industrialization; Technology and its development in the society; Production and technology and its impact; Technological development.	2, 3
5	<b>Education and Modern Socialization</b>	Social and political implications of the new technology; The transportation and communication revolution.	2, 3
6	<b>Technology and Warfare</b>	Technology and arts at the apex of machine age.	2
7	<b>Technology and Bangladesh Society and Culture</b>	Nature's revenge: technology and the environment.	3

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. In-class activities;
5. Book review;
6. Book Quiz;
7. Assignment; and
8. Quiz.

## Recommended Books

- Merton, R. K. (1973). *The sociology of science: Theoretical and empirical investigations*. University of Chicago press.
- Bucchi, M. (2002). *Science in Society*. New York: Routledge.
- Jasanoff, S., Markel, G.E., Petersen, J.C., & Pinch, T. 1995. *Handbook of Science and Technology Studies*. Thousand Oaks, CA: Sage Publications.
- Jasanoff, S. (2012). *Science and Public Reason*. Abingdon, Oxon: Routledge Earthscan.
- Adas, M. (1989). *Machines as the Measure of Men*. London: Cornell University Press.

- Restivo, S. (Ed.). (2005). *Science, Technology, and Society*. UK: Oxford University Press.
- Woolgar, S., & Latour, B. 1986. *Laboratory life: the construction of scientific facts*. Princeton: Princeton University Press.
- Cetina, K. K. (1999). *Epistemic cultures: How the sciences make knowledge*. Harvard University Press.
- Lock, M. M. (2002). *Twice dead: organ transplants and the reinvention of death* (Vol. 1). University of California Press.
- Haenn, N. (2006). *The Journal of Latin American and Caribbean Anthropology*, 11(2), 449.

**SOC 1208  
CRIMINOLOGY**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

Studying crime and criminality by the contemporary sociologists and criminologists have gained a colossal momentum in order to ease its insidious negativity on society. Criminology is such a course which focuses on the complex and wide range of interrelation between society and crime. It outlines the nature, causes, and consequences, types of crime and the distinctiveness of a sociological approach to crime and how it differs from other approaches. This course introduces a range of crime including Juvenile delinquency, Cybercrime, Sexual offences, Child abuse, White collar crime and corporate crime. Besides, this course incorporates biological and psychological determinants of crime as well as gives special attention on the pattern and typology of crimes in Bangladesh. Finally, it looks at the working of social control process focusing justice, punishment and their alternatives.

**Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To understand the nature, causes, and consequences of various forms of crime;
2. To acquire different theoretical understandings of criminal behavior;
3. To understand social dimension and crime, and recidivism; and
4. To achieve knowledge on justice system including Policing, Punishment, Reformation.

**Course Learning Outcomes (CLOs)**

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

1. Interrelate between society and crime;
2. Apply and critique sociological understanding of criminal behavior when students encounter debates upon crime, criminality and the criminal justice system;
3. Interpret the causes of criminality in relation social structural reality; and
4. Identify the escapement of social justice and criminal justice system.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition, Subject-matter and scope of criminology; Criminology as a sub-discipline; Research methods in criminology.	1, 2
2	<b>Crime and Criminal</b>	Problems of defining crime and criminal; Legal definition of crime and sociological definition of crime; nature of crime; Crime and sin; Crime and immorality; Psychology and criminality; Biology and criminality.	1, 2, 3
3	<b>Theoretical Perspectives</b>	Psychological approach : Freudian psychoanalysis; Feeble mindness and crime; Psychopathic personality and crime; Sociological approach : Durkheim's theory of anomie; Merton's theory of deviant behavior; Interactions perspective; Symbolic interactionism and meaning of crime to the criminal; Labeling Theory; Sutherland's theory of differential association; Fillin's theory of differential interaction; Economic approach: Economic factors and crime; Marxist criminology; Institutional and multiple factor approaches.	2, 3
4	<b>Juvenile Delinquency and Juvenile Delinquent Etiology of Delinquency</b>	Child abuse, cybercrime, Juvenile court.	1, 2
5	<b>White Collar Crime</b>	Definition; Nature and Etiology of WhiteCollar Crime.	2
6	<b>Social Dimension and Crime</b>	Gender and crime; Race; Crime and criminal justice.	2, 3
7	<b>Recidivism</b>	Nature of recidivism; Etiology of and solution to recidivism.	2
8	<b>Penology</b>	Punishment; Theories of punishment and limitation of punishment; Forms of punishment.	1, 2, 4
9	<b>Correction and Prevention of Crime</b>	Correctional methods; Probation and parole; Measures for preventing crime; Women in prison; Community alternatives to prisons.	2, 3, 4
10	<b>Crimes and Juvenile Delinquency in Bangladesh</b>	Etiology; Penology and correctional methods; Criminal law in Bangladesh.	3, 4

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. In-class activities;
5. Individual homework;
6. Group assignments;
7. Question-Answer (Q-A);
8. Students' presentation reviewed by other students; and
9. Community engagement.

## Recommended Books

Ferri, E., Smithers, W. W., Kelly, J. I., and Lisle, J. (1917). *Criminal Sociology*. Boston: Little, Brown.

Haskell, M. R., and Yablonsky, L. (1970). *Crime and delinquency Martin R. Haskell Lewis Yablonsky*. Chicago: Rand McNally.

Quinney, R. (1979). *Criminology*. Boston: Little, Brown and Company.

Sutherland, E. H., and Cressey, D. R. (1970). *Criminology, by Edwin H. Sutherland and Donald R. Cressey*. Philadelphia: Lippincott.

Vold, G. B. (2002). *Theoretical Criminology*. New York: Oxford University Press.

## SOC 1209 SOCIAL FORESTRY

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

## Course Description

There has been a gradual move from state control of forests towards the involvement of local people in forest management throughout the developing countries. Millions of people across these countries depend, directly or indirectly, on the range of economic, environmental, and socio-cultural benefits and services derived from forests. Particularly, ethnic minorities and indigenous people in South Asian countries live in rural areas and use forests for their survival. Moreover, their cultural identity and spiritual beliefs are closely associated with forests. This is why the study of forestry gains an especial attention from the social scientists. As an academic course, social forestry will offer a holistic approach—blending the economic, political, environmental, and social aspects of forest management which will target greater benefits to both the people and forests through theoretical and practical knowledge. Upon completion of this course each student will be able to demonstrate knowledge across contemporary issues and challenges in social forestry and apply their analytical abilities to a range of problems, and theories concerning social forestry.

## Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To acquaint students to basic ideas of social forestry;
2. To develop students key ability to explain contemporary issues and challenges in social forestry; and
3. To apply their analytical abilities to a range of problems, and theories concerning social forestry.

## Course Learning Outcomes (CLOs)

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

1. Apply the sociological perspectives and sociological theories to the study of social forestry;
2. Illustrate the key concepts in the study of social forestry; and
3. Understand the importance and role of social forestry in sustaining global climate.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	a. The emergence and development of social forestry b. Understanding social forestry: importance, objectives c. Dimensions of social forestry d. Key concepts in social forestry - social structure, land tenure, tree tenure, social class, political authority and vested groups, indigenous community, vulnerable group	1
2	<b>Participation: Methodology in Social Forestry</b>	a. Participatory techniques for social forestry – PRA and RRA b. Applications of ethnography in forestry	1, 3
3	<b>Types of Social Forestry</b>	a. Homestead, agro and community forest b. Traditional Taungya c. Jhumming d. Strip plantation e. Woodlot plantation f. Urban forestry	1, 2
4	<b>Social Forestry, Gender and Development</b>	a. Women's roles in sustaining forest resources c. Eco-feminism d. Environmentalism and politics: WED approach e. The Chipco Movement and Green Belt Movement	3
5	<b>Social Forestry, Environment and Climate Change</b>	a. The role of social forestry in sustaining global climate b. Balancing environment and reducing green-house effects	1, 2

6	<b>Social Forestry, Food Security, Disasters, and Household Needs</b>	a. The role of social forestry in sustaining food security b. Role of social forestry in disaster response	1, 2
7	<b>Conservation of PGR and Resilience through CBM</b>	a. Conservation of Plant Genetic Resources (PGR) and Resilience through Community Based Biodiversity Management (CBM) b. In situ- ex situ conservation c. International treaties related to conservation d. High yielding and genetically modified technology e. Traditional crop management of the farmers	3
8	<b>Overview of Forest Policies in Bangladesh</b>	a. The Colonial Forest Acts b. The Forest Acts of Pakistan c. The Forest Acts of Bangladesh d. Bangladesh National Forestry Policy 2016 e. Review of social forestry in policy trends	1

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Lecture;
3. Presentation by Power Point Text (PPT), white board;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Individual homework/Assignment; and
7. To provide necessary class materials.

### Recommended Books

- Dove M. R. (1995). *The theory of social forestry intervention: the state of the art in Asia*. Agroforestry Systems, Vol. 30(3): pp. 315–340.
- Gilmour, D. (2016). *Forty years of community-based forestry: a review of its extent and effectiveness*.  
FAO (Food and Agriculture Organization of the United Nations) Forestry Paper 176.
- FAO, Rome. Mulder, M.B. and P. Coppolillo. (2005). *Conservation: Linking ecology, economics, and culture*. Princeton University Press, Princeton, New Jersey.
- Nasreen, M., Mokaddem H., and Kunda, D. (2007). *Sociology of Environment* (Bengali version). Dhaka
- Prabhakar, V. K. (1998). *Social and Community Forestry*. Columbia South Asia Books.
- Razzaque, M. A. and Hossain, M. G. (2007). *The Second Report on Plant Genetic Resources for food and Agriculture*. Bangladesh Agricultural Research Council, Ministry of Agriculture.

Shiva, V. (1991). *Ecology and the Politics of Survival*. Tokyo: United Nations University Press.

Sekhar, N. U. Ivar. J. (2003). *Social Forestry in South Asia Myths and Realities*. Norway: Department of International Environment and Development Studies, Norwegian University of Life Sciences.

**SOC 1210**  
**SEMINAR AND VIVA VOCE**

Total Marks: 40+50+10 = 100

Credit: 2

Contact Hours: 40

**Course Description**

This course will introduce students with the basic skills required for contemporary job market of Bangladesh as well as the world. Basically, they learn the leadership capability and responsibility, time management, basic computer skills. Besides, student will also learn the etiquettes of formal presentation and viva-voce. Moreover, through this course seminar and viva-voce, students will acquire various techniques of speaking speech and presentation in their daily life.

**CSE 1003**  
**COMPUTER FUNDAMENTALS**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

This course deals with the basic knowledge of Computers, hardware, input and output devices, database, networking, and the Internet. Students will be taught the basics of software as well as they will practice application software - MS Word, MS Excel, and MS PowerPoint in the lab and at home. They will also gain hands-on knowledge about the Internet and Email.

**Intended Learning Objectives (ILOs)**

The course objectives of this course are as to:

1. Understand the key concepts of computers, networking and databases;
2. Apply knowledge and skills gained in the lab to effectively use MS Word, MS PowerPoint, and MS Excel; and
3. Apply proper etiquette and techniques to send effective emails in a formal setting.

**Course Learning Outcomes (CLOs)**

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

1. Demonstrate understanding of the key concepts of computers, networking and databases;
2. Apply their knowledge and skills gained in the lab to create documents of standard quality and structure in MS Word;

3. Apply their knowledge and skills gained in the lab to do mathematical and economical calculations and visualization of data in MS Excel;
4. Apply their knowledge and skills gained in the lab to create presentation slides with interesting animation and transition effects in MS PowerPoint; and
5. Apply their knowledge and skills gained in the lab to send emails properly in a formal setting.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Theory</b>	Hardware Units of Computer (Input, Output, Memory, Arithmetic Logic Unit, Control Unit), Software and its types, Operating Systems, Types of Computers, Computer Networking, Database Basics, Programing Concepts, Number System	1
2	<b>Word Processing</b>	Creating a new document, Document alignment, Font selection, Character Spacing, Super Script, Subscript, Paragraph Indentation, Line Spacing, Editing using cut, copy and paste, Inserting Symbol, Bullet & Numbering, Header & Footer, Border and shading, Page setup, Printing a document, Working with picture and drawing, Auto correction, Find & Replace, Using a spell checker, Using Bengali font, Tables and Columns	2
3	<b>Spread-sheet Analysis</b>	Row and column numbering; Inserting and deleting row and column; Changing row height and column width; Freezing & Unfreezing pane; Paste Special; Auto fill; Working with formulas; Conditional formatting; Cell formatting; Page setup; Sorting; Data Filtering; Chart and graphs	3
4	<b>Presentati on Software</b>	Creating slide; Inserting new slides; Viewing slides; Applying design; Slide transition; Animation; Slide Show	4
5	<b>Email &amp; the Internet</b>	Basics of email and using the internet	5

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. In-class activities;

5. Individual homework;
6. Group assignments;
7. Question-Answer (Q-A);
8. Students' presentation reviewed by other students; and
9. Community engagement.

### **Recommended Books**

Peter Norton: Introduction to Computer, McGraw-Hill Publishers

J. Stanley Warford: Computer Systems, Jones & Bartlett Publishers

Dr. M. Lutfar Rahman and Dr. M. Alamgir Hossain: Computer Fundamentals,  
Systech Publication Ltd.

William S. Davis: Introduction to Computers, McGraw-Hill Publishers

Mahbubur Rahman MS Word, Systech Publication Ltd.

Mahbubur Rahman, Ms Excel, Systech Publication Ltd.

Bappi Ashraf, Mastering MS PowerPoint, GyankoshProkashani

# 3<sup>rd</sup> Year 1<sup>st</sup> Semester

## SOC 1301

### PRACTICE OF SOCIAL RESEARCH

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

#### Course Description

Practice of social research is a very important course for all students pursuing the BSS and MSS degree in Sociology. The overall purpose of the course is to introduce vocabulary, concepts, and methods of social research. Students learn the language of research, various methods for conducting research, the use of mixed research methods of data collection and data analysis in different social environments, how to identify and synthesize research literature, how to cite a literature, the sampling procedures of both qualitative and quantitative research, how to develop a sample research proposal, how to prepare a questionnaire for collecting data, how to plan a research study that improves the existing knowledge, and how to formally report research findings.

#### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To understand the vocabulary, concepts, and methods of social research;
2. To familiarize students with quantitative and qualitative approaches to social research;
3. To provide ideas on the techniques of sampling and data collection;
4. To disseminate knowledge regarding data measurement; and
5. To introduce with the techniques of presenting and interpreting findings.

#### Course Learning Outcomes (CLOs)

After completion of this course, it is expected that the students will be able to

1. Identify qualitative and quantitative approaches to social research;
2. Determine sample from population; understand the ethical issues of research and its important in research, learn the techniques of citing references; and
3. Identify sources of data and its collection techniques; describe the levels of measurement and data processing; and explain the process of writing qualitative and quantitative research reports.

#### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Concepts, Conceptualization, Operationalization, Theory, Hypothesis, Methods and research.	1, 2, 3
2	<b>Types of Social Research</b>	Qualitative, Quantitative, Pure, Applied, Evaluative, Action	1, 3
3	<b>Quantitative Research</b>	Observation method, Social survey method, Content analysis.	1

	<b>Methods</b>		
4	<b>Planning and Designing Research</b>	Selecting problems or topic of research; Identifying sources of information; Strategies for overall management of the research; Processing and organizing quantitative data; Classification and tabulation of data; Analysis of tables and referring to conceptual framework.	1, 2
5	<b>Qualitative Research Methods</b>	Text analysis; Field notes; Documents use; Audio-visual recording; Case study; Transcripts; Unobtrusive technique; Ethnography; Use of diaries; Focus group discussion; Participatory methods(s); RRA/PRA.	1
6	<b>Some other Methods in Social Research</b>	Historical method, Comparative method, Sociometry, Experimental method.	1, 2
7	<b>Theory of Measurement</b>	Definitions, types and measurement of validity and reliability.	3
8	<b>Ethics in Research</b>	Definitions, Types and importance of ethics in research.	3
9	<b>Referencing Style</b>	APA, ASA, IEEE, Turabian/Chicago, MLA, Harvard Style, etc.	3
10	<b>Research Proposal</b>	Definition, Purpose, Elements of a research proposal.	1, 2, 3
11	<b>Reporting</b>	Quantitative and qualitative research findings and art of presentation.	3
12	<b>Dissemination and Publication of Research Findings</b>	Workshop; Conference; Seminar; Research report; Working paper; Book; Journal article.	3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. In-class activities;
5. Book review;
6. Book Quiz;
7. Assignment; and
8. Field work.

### Recommended Books

Babbie, E. R. (1989). *The Practice of Social Research*. Belmont: Calif Wadsworth Pub.

Bailey, K. D. (1982). *Methods of Social Research*. New York: London Free Press.

- Baker, T.L. (1994). *Doing Social Research* (2nd Ed.). New York: McGraw-Hill Inc.
- Goode, W. J., and Paul K. H. (1952). *Methods in Social Research*. New York: McGraw-Hill Book Co.
- Kumar, R. 2005. *Research methodology: A step-by-step guide for beginners*. London: SAGE.
- Tim, M. 1997. *Social Research Issues Methods and Process* (2nd Ed.). Buckingham: Open University Press.
- Moser, C. A., and Kalton, G. (1971). *Survey Methods in Social Investigation*. London: Heinemann Educational Press.
- Bernard, S. P. (1976). *Social Research: Strategy and Tactics*. Macmillan: University of Minnesota.
- Young, P. (1966). *Scientific Social Surveys and Research*. New York: Prentice-Hall, Inc.
- Selltiz, C., Lawrence S. W., & Stuart W. C. 1959. *Research Methods in Social Relations*. New York: Holt, Rinehart and Winston.
- Kothari, C. R. (1985). *Research Methodology*. (2nd Ed.) Delhi: New Age International (P) Ltd.

## **SOC 1302**

### **ETHNICITY AND ETHNIC RELATIONS IN BANGLADESH**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

#### **Course Description**

Bangladesh is the amalgam of several ethnic communities strewn across a vast expanse of territory. Excluding the mainstream Bengali culture, these tribal communities prospered and constructed their own cultural system, demonstrating the country's cultural variety. This course will offer the practical understanding of ethnological identities of indigenous communities of Bangladesh and their present condition from the perspective of sovereign dignity. It investigates how sociologists use sociological insights and approaches to address these challenges. It will discuss different international conventions on the rights of indigenous and tribal people to listen to the voices of the subjugated people on the basis of their cultural differences. It will also explore how the nation building process has been accomplished in Bangladesh and thus how the ethnic identities have been marginalized and restricted to survive on the edging. Moreover, the course analyzes the existing ethnic conflicts between the Bengalis and ethnic groups, and those between political factions in the Chittagong Hill Tracts. Finally, students will get a general outline of the social structures of the ethnic groups inhabiting Bangladesh.

#### **Intended Learning Outcomes (ILOs)**

Major objectives of this course are:

1. To acquaint students with the core concepts relating to indigenous cultures' ethnological identity;
2. To familiarize them with sociological perspectives and methods for researching ethnic issues in Bangladesh;

- 3 To help them comprehend the process of ethnic marginalization and the present state of ethnic relations in Bangladesh.; and
- 4 To make them capable of exploring the social structure and culture of Bangladesh's ethnic groups in the twenty-first century.

### Course Learning Outcomes (CLOs)

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

1. Identify the basic concepts and apply theoretical perspectives to a variety of ethnic concerns;
2. Brief on various indigenous and tribal traditions, and assess how the state responded to ethnic identity in the context of a national identity; and
3. Analyze ethnic conflicts in the CHT and assess ethnic stratification that causes discrimination among ethnic groups, as well as identify numerous structural and cultural components of ethnic society.

### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Basic Concepts</b>	Ethnicity; Ethnic relation; Ethnic group; Race; Minority groups; <i>Adivasi</i> ; <i>Upajati</i> ; Nation and Nationalism; Prejudice and discrimination; Stereotype; Cultural pluralism; Ethnocentrism; Ethnic cleansing; Ethnic conflict; Genocide and ethnocide.	1
2	<b>Sociological Theories and Perspectives</b>	Classical sociological theories and ethnicity: Functionalist, Conflict, and Labeling perspectives; Primordialism, Constructivist, and Instrumentalist approaches.	1
3	<b>International Conventions and CHT Peace Accord</b>	A brief introduction to ILO Convention 107, ILO Convention 169, and United Nations Declaration on the Rights of Indigenous Peoples 2007; The Chittagong Hill Tracts Peace Accord 1997.	2,3
4	<b>Nation, Nationalism and Ethnicity</b>	Bengali nationalism and Bengaliness; Ethnic identity crisis and marginalization; Christianization; <i>Jum</i> identity; Activism.	2
5	<b>Ethnic Stratification and Discrimination</b>	Origin; Socio-historical overview; Economic; Religious; Health; Education.	3
6	<b>Ethnic Conflict in the Chittagong Hill Tracts</b>	Historical background; Bengali infiltration; Insurgency; Militarization; Land grabbing; Environmental degradation; Regional politics.	3
7	<b>Ethnic Groups of Bangladesh</b>	General overview of society and culture of the ethnic groups.	2, 3

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation: Power Point Text (PPT), audio-visual, white board;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Group assignments;
7. Question-Answer (Q-A);
8. Individual or group presentation; and
9. Community engagement.

## Recommended Readings

- Malesevic, S. (2004). *The sociology of ethnicity*. London: Sage Publications.
- Noel, D. L. (1968). A theory of the origin of ethnic stratification. *Social problems*, 16(2), 157-172.
- Roy, R. C. K. (2000). *Land rights of the indigenous peoples of the Chittagong Hill Tracts, Bangladesh* (No. 99). Copenhagen: IWGIA.
- Schaefer, R. T. (2019). *Racial and Ethnic Groups*. New York: Pearson Higher Education.
- Uddin, S. M. (2006). *Constructing Bangladesh: Religion, ethnicity, and language in an Islamic nation*. Chapel Hill: The University of North Carolina Press.
- Schendel, W. V., Mey, W., and Dewan, A. K. (2000). *The Chittagong Hill Tracts: living in a borderland*. Dhaka: The University Press Limited.

## SOC 1303

### SOCIOLOGY OF GENDER

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact

Hours: 60

## Course Description

The goal of this course is to understand the social construction of gender and the persistence of gender inequality. The aim of this course is to help students learn how to analyze gender as a social system. Students develop an independent ability to discuss, theories, and analyses the role of gender in societal development. The course covers different empirical and theoretical perspectives in gender studies in relation to how gender, ethnicity, class, religion, ability, and sexuality interplay with societal institutions and the development of society

## Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To familiarize the students with the concepts of sex and gender as used in feminist works;
2. To explain the interrelationships between gender and society;
3. To make student understand the concepts of masculinity and femininity as analytical categories; and
4. To elaborate the concept of patriarchy and male dominance in society and its impact on women.

## Course Learning Outcomes (CLOs)

On successful completion of this course, the students should be able to:

1. Understand basic concepts, debates, perspectives and theories in gender studies;
2. Understand the relevance of gender studies as an academic discipline;
3. Understand feminism, feminist theories, and recent developments in feminist thought and will explore the future of feminism; and
4. Recognize the gender issues in social structure of Bangladesh.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition of gender; Difference between sex and gender; Gender as social construction; Establishment of gender studies as a separate discipline.	1 3
2	<b>Gender and Social Inequality</b>	Universal subordination of women; Theoretical debates; Socio-biological argument; Materialist conception; Private vs. public analysis; Psychoanalytic perspective; Ideological issues. Relative position of man and woman in the society; Division of labor, Prejudice and discrimination-degree; Biological, Psychological and cultural evidences; Ideological perspectives and cultural construction of gender relation and gender rule.	1
3	<b>Sociological Perspectives on Sex and Gender</b>	Theories of sex role socialization: Functionalism; Symbolic interactions; Conflict.	1, 3
4	<b>Contextual analysis</b>	Contextual analysis of social; economic; political and legal issues of women in relation to gender.	2, 4
5	<b>Discrimination of Women in Work Empirical Issues</b>	Women and class; Patriarchy and maternal economy and domestication of women labor; Industrialized economy and dual labor market; Women employment as cheap labor; Women and social mobility.	4
6	<b>Women's Movement for Liberation</b>	Global, Regional and national perspectives; Theories of women's liberation; Socialist feminism; Radical feminism; Women rights feminism.	1, 4
7	<b>Integration of Women in Development Process:</b>	WID, WAD, GAD.	3
8	<b>Women and Environment</b>	Relationship between women and environment; Environmental debates.	4

9	<b>Women in Bangladesh</b>	Problems and prospects of gender studies in Bangladesh; Situation analysis economic, Social, Political and legal; Violence against women. Women's movement in Bangladesh; Boserup: Women's role in economic development barbara backward; The Women's Movement; Women for Women; Women for Women in Bangladesh.	4
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### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board;
4. Individual homework;
5. Question-Answer (Q-A);
6. Individual or group presentation;
7. Students' presentation reviewed by other students; and
8. Community engagement.

### Recommended Books

- Ahmad, A. (1991). *Women and Fertility in Bangladesh*, London: Sage Publication.
- Boserup, E., Kanji, N., Tan, S. F., and Toulmin, C. 2011. *Woman's role in economic development*. London: Earthscan.
- Chodorow, N. J. (1978). *The reproduction of mothering: Psychoanalysis and the sociology of gender*. Berkeley, CA: University of California Press.
- Kuhn, A., and Wolpe, A. 2014. *Feminism and materialism: Women and modes of production*. London: Routledge.
- Lamphere, L., and Rosaldo, M. Z. (2002). *Woman, culture, and society*. Stanford: Stanford University Press.
- Kumar.Raj. (2000). *Women and Equality*. New Delhi: Anmol Publications Pvt. Ltd.
- Mahtab, N. (2007). *Women in Bangladesh: From Inequality to Empowerment*. Dhaka: A. H. Development Publishing House.

### SOC 1304

### SOCIOLOGY OF EDUCATION

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### Course Description

This course examines the structure and process of education as it is manifested in various aspects of social functioning, using sociological viewpoints. Topics include the concepts and approaches of sociology of education, functions, and types of education, and contributions of theorists to the sociology of education with examples from Bangladesh society. Moreover, students will learn to relate

education with other social institutions, such as family, government, religion, and the economy; demographic changes that affect education; the effect of social class on student achievement and teaching; formal and informal positions, roles, and processes in educational institutions. And consider education as a stepping stone to upward social mobility, despite the fact that educational achievement is influenced by social class, status, and power. It also illustrates the extent to which schools may serve as bureaucracies. The primary focus of this course is to orient students with Bangladesh public education system the social impact of education on Bangladesh society.

### **Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To introduce students to the concepts, methods, and contributions of theorists in the field of sociology of education;
2. To demonstrate the role of authority in the teaching profession and within the context of the school's organizational structure;
3. To draw attention to the interaction between education and other social institutions; and
4. To assist students to become familiar with Bangladesh's overall education system, curriculum and demonstrating the social effect of education in Bangladesh.

### **Course Learning Outcomes (CLOs)**

On successful completion of this course students will be able to:

1. Explain the characteristics, functions, forms, and theories of sociology of education;
2. Link education with other social institutions, and evaluate school as an organization; and
3. Discuss educational achievements based on social position and evaluate the education system and education policy in Bangladesh.

### **Contents**

<b>Unit</b>	<b>Unit Title</b>	<b>Topics Covered in the Unit</b>	<b>CLOs</b>
1	<b>Introduction</b>	Definition, scope and importance of studying sociology of education; Origin and development of sociology of education; Research methods in sociology of education.	1
2	<b>Functions of Education</b>	Socialization; Transmission of culture; Social control; Organization and legitimization of knowledge; Social change and innovation.	1,2
3	<b>Types of Education</b>	Formal, informal and non-formal education.	1
4	<b>Theoretical Approaches to Education</b>	Confucius, Plato, Rousseau, Karl Marx, Max Weber, Emile Durkheim, Karl Mannheim, Talcott Parsons and the contemporary thinkers.	1

5	<b>Education and other Social Institutions</b>	Family; Economy, Politics; Religion.	2
6	<b>Sociology of Curriculum</b>	Social influences on curriculum; Construction of curriculum; Curriculum assessment and testing; The hidden curriculum.	1,3
7	<b>Sociology of Teaching</b>	Teaching as a profession; The teacher and her/his training; Role of a teacher.	1,3
8	<b>Education and Social Stratification</b>	Equality in educational opportunity: Public vs private institutions; Education as a determinant of class, Status and power; Education and social mobility; Gender discrimination in education.	1,3
9	<b>School as Organization and Bureaucracy</b>	Purposes of the school; Centralized vs decentralized decision making; Professionals in the education system.	2
10	<b>Education in Bangladesh</b>	Differential access to Education, Syed Amir Ali, Syed Ahmed Khan, KhodaBakhs in English education in Subcontinent; Contributions of Ram Mohan Roy, Ishwarchandra Vidyasagar and Rabindranath Tagore to education in Bangladesh; Education system in Bangladesh; Discrimination in access to education in Bangladesh.	1,3

### **Teaching-Learning Strategies**

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. Interactive discussion on selected readings and materials;
5. Question-Answer (Q-A);
6. Individual or group presentation; and
7. In-class activities.

### **Recommended Books**

- Ballantine, J. and Hammack. F. M. (2015). *The Sociology of Education: A Systematic Analysis*. New York: Routledge.
- Davies, S. and Neil. G. (2006). *The Schooled Society: An Introduction to the Sociology of Education*. Canada: Oxford University Press, USA.
- Mannheim, K. and Stewart. W. A. C. (2001). *An Introduction to the Sociology of Education*. Vol. 9. London: Routledge.
- Morrish, Ivor. (1977). *The Sociology of Education: An Introduction*. London: George Allen and Unwin.
- Richardson, J. G. (1986). *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood Press.
- Swift, D.F. (1969). *The Sociology of Education: Introductory Analytical Perspectives*. New York: Routledge.

**SOC 1305**  
**SOCIAL STATISTICS**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

The course social statistics outlines the measures of association among variables, probability, normal distribution etc. It will introduce learners to the fundamental principles of measuring association and the degree and direction of relationship. It focuses on the various types of tests of hypothesis and the learners will be able to make inference on population based on findings derived from sample survey.

**Intended Learning Objectives (ILOs)**

Major objectives of the course are:

1. To learn how decisions depended on knowing the specific relationship between two or more variables;
2. To introduce the learners how the probability used in decision making process;
3. To learn the required quality to use samples to decide whether a population process a particular character; and
4. To acquaint the learners with different forms of test of hypothesis.

**Course Learning Outcomes (CLOs)**

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

1. Earn ability to apply statistical tools in finding relationship between social variables;
2. Measure the degree and direction of relationship;
3. Estimate parameters by taking a statistics from sample data; and
4. Infer decision-based calculation of test of hypothesis.

**Contents**

Unit	Unit Title	Topics Covered in the Unit	CLO
1	<b>Introduction</b>	Definition of statistics and social statistics; Differences between statistics and social statistics; Characteristics of social statistics; Challenges and prospects of social statistics in its applications to social phenomena; Relationships between qualitative and quantitative research approaches and social statistics.	1, 2, 3
2	<b>Attributes and Variables</b>	Variables and data; Measurement scales and their applications to categorize social phenomena; Challenges and possibilities of scales.	1, 3
3	<b>Frequency Distribution and Graphic Presentation</b>	Definition, importance, uses and types of frequency distribution; Types of data tabulations and frequency distribution; Types of graphs and their applications in social research.	1, 2

4	<b>Measures of Central Tendency</b>	Definitions and types of measures of central tendency; Applications of measures of central tendency in social research; Advantages and disadvantages of measures of central tendency compared to frequency distributions and graphic presentations.	1, 3
5	<b>Measures of Dispersion</b>	Definitions and types of measures of dispersion; Applications of measures of dispersion in social research; Advantages and disadvantages of measures of dispersion compared to central tendency.	2, 3
6	<b>Correlation and Regression</b>	Definitions, uses and limitations of correlation and regression in social research; Degrees and measures of correlation and regression; application of correlation and regression in social research.	1, 2
7	<b>Probability</b>	Primary concepts of probability; Addition and multiplication rules of probability; Challenges and prospects of probability in social research.	1, 3
8	<b>Binomial Distribution</b>	Definition, characteristics, problems and prospects of binomial distribution in social research.	1, 2, 3
9	<b>Normal Distribution</b>	Definition, characteristics, problems and prospects of binomial distribution in social research.	1, 2
10	<b>Test of Hypothesis</b>	Types of test - parametric and non-parametric; Usefulness and challenges of test of hypothesis in social research.	1, 3, 4

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. In-class activities;
5. Individual homework;
6. Group assignments;
7. Question-Answer (Q-A);
8. Students' presentation reviewed by other students; and
9. Community engagement.

### Recommended Books

- Blalock, H. M. (1981). *Social Statistics*. Washington: McGrawHill International Books Company.
- Fielding J., and Gilbert, N. (2006). *Understanding Social Statistics*. 2nd ed. London: SAGE Publications.
- Frankfort-Nachmias, C., and Leon-Guerrero, A. (2002). *Social Statistics for a Diverse Society*. Thousand Oaks, CA: Pine Forge Press.

Hays, W. L. (1973). *Statistics for the Social Sciences*. 2nd Ed. New York: Holt, Rinehart and Winston.

Healey, J. F. (2012). *The Essentials of Statistics: A Tool for Social Research*. Boston, MA, United States: Wadsworth Cengage Learning.

**SOC 1306**  
**PROTEST AND SOCIAL MOVEMENT**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

The objective of this course is to introduce the students about the protests and social movements both theoretically and empirically citing examples from throughout the world and particularly from Bangladesh. After completing the course, the students will be aware about the structural dynamics that provide and shape protests and social movements.

**Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To introduce the definition, origin, and major theoretical debates of protest social movements;
2. To analyze and explain objects of protest and social movement from a sociological perspective;
3. To explain the aspects of global politics and enable prediction about future events; and
4. To understand the human rights, the environmental movements, civil rights movement of 21<sup>st</sup> and late 20<sup>th</sup> Century.

**Course Learning Outcomes (CLOs)**

On successful completion of this course students will be able to:

1. Understand the philosophical perspectives on protest and how social movements have altered the political landscape throughout the world;
2. Investigate the relationship between social movements and social change;
3. Find out the socio-political history and glory of Bangladesh.

**Contents**

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Conceptualization of social movement: Protests, collective action, contentious politics, interest politics, new social movements.	1, 2
2	<b>Classification of Various Movements</b>	Civil rights movement, women movements, anti-war movements, Social, animal rights and environmental justice movements, radical religious movements, peace movement.	1, 2

3	<b>Theories of Protest and Movement</b>	Theories of collective action, resource mobilization theory, political opportunity structure theories, dynamics of contention approach, collective identity framing.	1, 2
4	<b>Who Joins and Supports Movements?</b>	Poor people's movements, middle-class radicalism, anti-capitalism, by-standers, provocateurs, leaders, drop-outs free-riders.	2
5	<b>How Are Movements Organized?</b>	Social movement organizations, social movement tactics, organizational repertoire and strategies: Diffusion, identity politics, information, media.	1, 2
6	<b>Global Transnational Movements</b>	Global justice movement, transnational movements, global democracy, The American black civil rights movement, coalitions, alliance networks: Boomerang or other models of contention, global corporations, media extraction, displacement.	1, 2
7	<b>Decline and Consequences of Movements and Protests</b>	Dilemmas of identity politics, repression, policing, violence, counterinsurgency, terrorism, radical politics, defining movement success, personal consequences	1, 2
8	<b>Major Protests and Movements of Bangladesh</b>	Major protests and movements of pre liberation and post liberation periods of Bangladesh	3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), whiteboard;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Group assignments; and
7. Individual or group presentation; and Students' presentation reviewed by other students.

### Recommended Books

- Donatella, D. P. and Diani, M. (2006). *Social Movement: An Introduction*. Oxford: Blackwell.
- Goodwin, J. and Jasper J. M. (Eds.). (2014). *The Social Movements Reader: Cases and Concepts*. New York: Wiley.
- Lyman, S. M. (Ed.). (1995). *Social Movements: Critiques, Concepts, Case-studies*. London: Palgrave

Macmillan.

Jamal U., Kashem M. A. (2017). *Renaissance of a Nation for Democracy – Bangladesh Trajectory of Movement and Revolution*. Dhaka: Intamin Prokashon.

McAdam, D., S. Tarrow and C. Tilly. (2003). *Dynamics of Contention*. Cambridge: Cambridge University Press.

Karl-Dieter, Opp. (2009). *Theories of Political Protest and Social Movements: A Multidisciplinary Introduction, Critique, and Synthesis*. Oxford: Routledge.

Snow, D, A., Soule S. A., and Kriesi H. (Eds.). (2003). *The Blackwell Companion to Social*

*Movements*. Oxford: Blackwell.

# 3<sup>rd</sup> Year 2<sup>nd</sup> Semester

SOC 1307

## MEDICAL SOCIOLOGY

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### Course Description

Medical Sociology is one of the largest specializations in the field of Sociology. This course will examine the social causes and consequences of health, illness, health care, and the organization/delivery of medical care and health care. There will be a special emphasis on how medical sociologists analyze the relationship between society and health. This course will also provide a broad overview of research and theory on the changing concepts of health, illness and medical practice as well as place these understandings in socio-historical and comparative context.

### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To describe, summarize, and present how sociologists have approached the study of health and medicine;
2. To use empirical data to make clear, coherent, and constructive arguments on a topic in medical sociology;
3. To provide the students with an understanding of the importance of health perceptions in sociology; and
4. To enable students to comprehend the influence of social structure and culture on health and illness.

### Course Learning Outcomes (CLOs)

On successful completion of this course, the students should be able to:

1. Demonstrate comprehension of sociological concepts and issues within the field of medical sociology through written work.
2. Show the ability to critically evaluate concepts in the field of medical sociology through the book review assignment.
3. Demonstrate an understanding of concepts, methods, models, theories and development of medical sociology; and
4. Explain influences of social structure on health, illness and health services.

### Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	<b>Introduction</b>	Definition, scope and importance of medical sociology; Methods, concepts and paradigms of medical sociology.	1, 3
2	<b>Theories and Models of Health and Illness</b>	Theories of medical sociology; Medical model of health and illness (Mechanistic view); Social model of health and illness (social structure, social class, social network, ecology and their relation to health and illness).	3

3	<b>Dimensions, Determinants and Indicators of Health</b>	Perception of health and illness; Health belief system; Cultural construction of health.	4
4	<b>Etiology of Illness</b>	Theory of Humor; Germ and bug theory; Epidemiological triad; Multi-causation theory; Exposure-coping model; Culture blaming vs. blaming the victims approach.	1,3
5	<b>Remedial Measures</b>	Evolution of medicine; Local health care; Alternative healing system in cross-cultural context.	3,4
6	<b>Health Seeking Behavior</b>	Health belief model; Healthcare utilization model.	2
7	<b>Political economy of health</b>	Health in market economy and centrally planned economy; Constraints on people's access to health services; Doctor-patient relationship.	3
8	<b>Nature of Health Services</b>	Convergence theory; Intermediate technology development group; Soft technological determinism and its Implication in Bangladesh; Primary health care - principles, elements, and strategies of primary health care.	2,4
9	<b>Health Policy</b>	Legislation and health management system in Bangladesh; Evaluation of adopted strategies.	2,3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board;
4. Individual homework;
5. Question-Answer (Q-A);
6. Individual or group presentation;
7. Students' presentation reviewed by other students; and
8. Community engagement.

### Recommended Books

- Currer, C., and Stacy, M. (1986). *Concepts of Health, Illness and Disease: A Comparative Perspective*. Oxford: Berg Publishers.
- Helman, C. G. (1994). *Culture, Health and Illness: An Introduction for Health Professionals*. Oxford: Butterworth-Heinemann.
- Mechanic, D. (1978). *Medical Sociology*. New York: Free Press.
- Patrick, D., and Scambler, G. (1986). *Sociology as Applied to Medicine*. New York: Praeger Publishers.

Park, J. E., and Park, K. (1989). *A Textbook of Preventive and Social Medicine*. Jabalpur: BanarsidasBhanot.

Rosengreen, W. R. (1980). *Sociology of Medicine: Diversity, Conflict, and Change*. New York: Harper and Raw Publishers.

### SOC 1308

### SOCIOLOGY OF ENVIRONMENT

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

#### Course Description

This course is an introduction to sociology of environment that explores the relationships between human societies and natural environment, it covers a wide range of topics related to contemporary ecological circumstances, environmental degradation and changes and various environment movements from sociological perspectives. This course also investigates the relationships among various environmental and social problems as well as the political ideologies and movements that define how we think of nature and sustainability.

#### Intended Learning Objectives (ILOs)

The major objectives of this course are

1. To introduce students to basic concepts, theories, perspectives, and empirical findings in sociology of environment;
2. To develop students' ability to analyze how social process and systems define, construct, and affect the environment, and; and
3. To wider learners' competence in finding new research ideas to study environmental issues.

#### Course Learning Outcomes (CLOs)

On successful completion of this course, students' are able to:

1. Explain the introduction between the biophysical environment and human society;
2. Examine theoretical perspectives , approaches and questions that characterize contemporary sociology of environment ; and
3. Generate new knowledge and ideas of environmental problems by identifying theoretical and methodological overlaps, contradictions, and gaps in knowledge and ideas.

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition of some basic concepts: Ecology and environment; Ecosphere and ecosystem-species; Population-habitual and niche-food web; Tropic structure; Social and physical environment: Biogeochemical cycle and their interaction with man and environment; Ecosystem; Aquatic;terrestrial	1, 2

2	<b>Theoretical Approaches in Environmental Sociology</b>	Classical sociological theory and environment; Development of environmentalism; The development of ideas; Eco centrism vs techno centrism-tragedy of the commons' doctrine; Blue print for survival; Limits to growth; Global 2000 rapport; Bright global future; Stockholm toRio	2
3	<b>The Human Species Versus the Natural World</b>	The development of human population and stages of cultural development; Population dynamics and overpopulation; North south differences of population dynamics and ecological balance; Population and resources: interlink-ages between population and environment; Family planning and populationcontrol.	2, 3
4	<b>Major Environmental Issues</b>	Industrialization; Urbanization; Land use and agriculture; Energy consumption; Women and children; What resources Health andsanitation.	3
5	<b>Environmental Hazards and Disasters</b>	Greenhouse effect; Nuclear proliferation; Deforestation; Floods and cyclones; Earthquake and rise of riverbedspoverty	3
6	<b>Disaster Management</b>	Poverty alleviation; Flood control and drainage program; Cyclone management; Relief and rehabilitation; Afforestation and community and social forestry Restructuring the industrial system; National and internationalefforts.	3
7	<b>Environmental Policy, Planning and Research</b>	Environmental planning; Government policies and Programs; Impact evaluation and feedback action environmental research; Impact assessment; Geographic information system; Environmental education and awareness.	2, 3
8	<b>Development and Environment</b>	Technology; Development and environment; Social and economic process and environment; Social values, norms, beliefs and practices and environmental structural change; Sustainable growth and environment eco development strategies for sustainabledevelopment.	3
9	<b>Social Structure and Environment</b>	Human versus social ecology; Social stratification, inequality and environment. Resources allocation; Consumption patterns, life styles and environment.	1

10	<b>Politics of Environmentalism</b>	The political culture of environmental politics; Environmental pressure groups; The role pro government and non-government actors in environmental movement; Rich world, poor world; Trade, debt and aid.	3
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### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board;
4. Individual homework;
5. Question-Answer (Q-A);
6. Individual or group presentation;
7. Students' presentation reviewed by other students; and
8. Community engagement.

### Recommended Books

- Carter, N. (2007). *The Politics of the Environment: Ideas, Activism, Policy*. New York: Cambridge University Press.
- Dasgupta, S. (2009). *Understanding the Global Environment*. Delhi: Dorling Kindersley Pvt. Ltd.
- de-Shalit, A. (2000). *The Environment: Between Theory and Practice*. New York: Oxford University Press.
- Dunlap, R. E., Buttel, F. H., Dickens, P., and Gijswijt, A.(eds). 2002. *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*. Maryland: Rowman& Littlefield.
- Foster, J. B. (1999). *The Vulnerable Planet: A Short Economic History of the Planet*. New York: Monthly Review Press.
- Gross, M., and Heinrichs, H.(eds). (2009). *Environmental Sociology: European Perspectives and Interdisciplinary Challenges*. London: Springer.
- Hannigan, J. (2006). *Environmental Sociology*. Oxon: Routledge.
- King, L.,and McCarthy, D.(eds). (2009). *Environmental Sociology: From Analysis to Action*. New York: Rowman and Littlefield Publishers.
- Peasgood, A.,and Goodwin, M. (2007). *Introducing Environment*. Oxford University Press.
- Redclift, M. and Graham W., eds. (2000). *The International Handbook of Environmental Sociology*. Cheltenham: Edward Elgar Publishing Limited.
- Srivastava, J. P., and Alderman, H.(eds). (1993). *Agriculture and Environmental Challenges*. Washington, D.C.: The World Bank.
- Strange, Tracey and Anne Bayley. (2008). *Sustainable Development: Linking Economy Society, Environment*. Paris: OECD.
- Sutton, Philip W. (2007). *The Environment: A Sociological Introduction*. Cambridge: Polity Press.
- Warf, Barney, ed. (2006). *Encyclopedia of Human Geography*. California: Sage Publications, Inc.

**SOC 1309**  
**SOCIOLOGY OF POVERTY**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

We begin this new century as a nation divided between those who have and those who do not have. There is a gap between the rich and the poor and those in the middle find their lives are also profoundly challenged. In this course students will examine the role of the modern welfare state in people's everyday lives. We will analyze the construction of social problems linked to states of poverty, including hunger, homelessness, health care, disability, discrimination and violence. Besides this, this course emphasizes on the definition, types, measurement, consequences, causal background of poverty; incidence of poverty and poverty alleviation approach in Bangladesh. It will examine theories of the culture of poverty, social stratification and discrimination, concentrated poverty and the underclass, economic and family structure drivers as well as institutional causes of poverty such as education and incarceration. It will also consider how special populations are particularly affected by poverty, such as children.

**Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To understand the nature, causes, factors, consequences and different types of poverty;
2. To acquire different theoretical understandings of poverty;
3. To analyze the construction of social problems linked to states of poverty; and
4. To understand poverty alleviation approach in Bangladesh.

**Course Learning Outcomes (CLOs)**

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

1. Understand the basic concept and theoretical approach of the course;
2. Have idea about poor and non-poor population and their causes;
3. Interpret the causes of poverty in relation social structural reality; and
4. Find out the nature of poverty in different society.
- 5.

**Contents**

Unit	Unit Title	Topics Covered in the Unit	CLO
1	<b>Introduction</b>	Definition, types and dynamics of poverty; Absolute vs. relative poverty; Externality concept of poverty; Structural poverty; Artificial vs. natural poverty; Chronic vs. transient poverty; Emergence of poverty; Poverty and social problems; Political context of poverty; Extent of poverty; International comparison of poverty; Historical roots of western views on poverty-social composition of poverty; Trends in urban and rural poverty in South Asian societies.	1, 2,3

2	<b>Measurement of Poverty</b>	Problems of measurement; Measures of income and expenditure as criteria of poverty; Alternative approaches to poverty measurement.	2, 1
3	<b>Measurement of Poverty Line</b>	Concept of poverty line; Approaches to Poverty Line.	1, 3
4	<b>Explanation of Poverty</b>	Explanations in terms of individual attributes; Cultural explanations and explanations in terms of the role of public social services.	2, 1
5	<b>Dimensions of Poverty</b>	Income dimensions; Nutritional dimensions; Living standard dimensions; Security dimensions; Gender dimension; Regional dimensions; Seasonal dimensions.	1, 3
6	<b>Urbanization and Poverty</b>	Demographic transition; Fertility; Education; Female Labor; Child Labor; Fertility and urban-rural poverty fertility and equality-case studies; Household and poverty; Family structure and poverty; Aging and poverty.	1, 3
7	<b>Racial Discrimination and Poverty</b>	Racism and ethnic minority; Inequality in industrial society.	1, 2
8	<b>Ethnic Minority and Inequality in Colonial Societies</b>	Case studies of the South Asian countries.	2
9	<b>Poverty Alleviation</b>	The politics of poverty; Social security policies; Poverty alleviation strategies for target groups.	2
10	<b>Poverty Alleviation Strategies in Bangladesh</b>	Government initiatives and NGO intervention: Case studies of BRDB, BRAC and Grameen Bank; Future strategies for rural-urban poverty alleviation in Bangladesh.	3, 2

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. In-class activities;
5. Individual homework;
6. Group assignments;
7. Question-Answer (Q-A);
8. Students' presentation reviewed by other students; and

### Recommended Books

Arens, J., and Burden, J. V., (1980). *Jhagrapur*. Bangladesh: Orient Longman.

- Khan, A. R., and Lee, E., (Eds.) 1984.*Poverty in Rural Asia*. International Labour Organisation, Asian Employment Programme (ARTEP).
- Maloney, C., (1986). *Behaviour and Poverty in Bangladesh*. Bangladesh: University Press.
- Moynihan, D. P. (1969).*On Understanding Poverty: Perspectives from Social Science*. New York: Basic Books.
- Rahman H. Z., and Hossain, M. (Eds.) (1995).*Rethinking rural poverty: Bangladesh as a case study*. Thousand Oaks, California: Sage Publications.

**SOC 1310**  
**SOCIOLOGY OF RELIGION**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

Religion is considered to be one of the very few ancient social institutions in human history. Sociological approaches to religion scrutinize how people's religious beliefs and practices would the grater social structure of a society. Thus, in this course students will explore the exquisite interplay between society and religion. Moreover, they will compare religion with other social institutions with a particular emphasis on magic and science. Finally, the course will analyze the dynamic aspect of religion and different religious movements that shaped society and culture at large.

**Intended Learning Outcomes (ILOs)**

Major objectives of this course are:

1. To make students understand the interplay between religion and society;
2. To help students analyze and address the debates relating to the complex and diverse religious phenomena in the context of different social structures; and
3. To make them able to describe how religion and spirituality are experienced differently by people across their life-span.

**Course Learning Outcomes (CLOs)**

On successful completion of this course students will be able to:

1. Discuss the basic issues and theories related to sociology of religion;
2. Describe the basic tenets and beliefs of major religions and compare between religion, magic, and science;
3. Explain interrelationships between religion and other social institutions with an emphasis on dynamics of religion; and
4. Analyze the religious belief and rituals as well as the strategies of mystical attack.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition, scope, origin and development of sociology of religion; Importance of studying sociology of religion; Functions of religions in human societies; Methodological considerations; Approaches to the study of religion.	1
2	<b>Theories of Origin and Development of Religion</b>	Taylor, Frazer, Freud, Durkheim, Marett, Weber, Marx.	1
3	<b>World Religions</b>	Basic elements of Hinduism, Buddhism, Judaism, Christianity, and Islam.	2
4	<b>Magic, Religion and Science</b>	Comparison between magic, religion and science.	2
5	<b>Analysis of Religious Beliefs and Rituals.</b>	Modernity, postmodernity, globalization, fundamentalism and secularism.	4
6	<b>Inter-relations between Religion and Other Social Institutions</b>	Religion and politics; Religion and economy; Religion and health.	3
7	<b>Strategies of Mystical Attack</b>	Magic; Black Magic; Witchcraft and sorcery.	4
8	<b>Dynamics of Religion</b>	Religious movements; Pandemic and religion; Sects and cults; De-secularization, Fundamentalism.	3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. Individual homework;
5. Question-Answer (Q-A);
6. Individual or group presentation;
7. Students' presentation reviewed by other students; and
8. Community engagement.

### Recommended Books

- Davie, G. (2007). *The Sociology of Religion*. London: Sage Publications Limited.
- Dillon, M.(ed.). (2003). *Handbook of the Sociology of Religion*. Cambridge: Cambridge University Press.
- Furseth, I., and Repstad, P. 2006. *An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives*. England: Ashgate Publishing Limited.

- Goode, W. J. (1951). *Religion among the Primitives*. New York: Free Press.
- Hamilton, M. (2001). *The Sociology of religion: Theoretical and Comparative Perspectives*. 2nd Edition. London and New York: Routledge.
- Lessa, W. A., and Vogt, E. Z. (eds). (1979). *Reader in Comparative Religion: An Anthropological Approach*. New York: Harper and Row.
- Robertson, R. (ed.). (1985). *Sociology of Religion*. London: Penguin Books Ltd.
- Turner, B. S. (1991). *Religion and Social Theory*. London: Sage Publications Ltd.
- Turner, B. S., (ed). (2010). *The New Blackwell Companion to the Sociology of Religion*. UK: Blackwell Publishing Ltd.

### **SOC 1311**

### **SOCIOLOGY OF MIGRATION AND DIASPORA**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact

Hours: 60

### **Course Description**

This course addresses the intertwined phenomena of refugees, migration, mobility and Diasporas that shape the modern world. It examines the diverse patterns of human movement in the modern world and explains the cultural, social, economic and political implications of the movement and transnational settlement of people. In this course, students will learn about different key concepts and theoretical models in the study of migration and diaspora. Students are expected to familiar with a range of topics: historical roots of the term diaspora and migration, the multiple meanings and models of diaspora and migration; the relation of migration and diaspora to conquest, colonialism, post colonialism, refugeeism, political exile, etc.; the heterogeneity of diasporic groups, especially by gender, class, sexuality, caste, religion; the problems and potentials of assimilation, acculturation, and transculturation; and nativism and the hostility of host lands. Upon successful completion of this course, students will be able to critically analyze and assess the impact of diasporic/migrant communities on the nation-state and on the formation of ethnic, racial, gendered and national identities.

### **Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To acquaint students to basic ideas and phenomenon of migration in the modern era;
2. To develop students key ability to explain the variables that contract and transform human settlement; and
3. To hone students research skill in the field of migration and diaspora.

### **Course Learning Outcomes (CLOs)**

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

1. Apply the sociological perspectives and sociological theories to the study of refugees, migration, mobility and diasporas;
2. Illustrate the key concepts and theoretical models in the study of migration and diaspora; and
3. Compare between migration and diaspora to conquest, colonialism, post colonialism, refugeeism, political elite etc.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Classical debates on diaspora and migration; The root of diasporism; Characteristics of historical diasporism.	1
2	<b>Global Tribe or Diaspora by Design: The Broadening of Identities</b>	Modern and contested meaning of diaspora and migration; Multifaceted reality of migration and diaspora.	1
3	<b>Theories of Migration and Diaspora</b>	Social Capital\ Chain Migration Theory, Neo-classical Equilibrium Theory, Historical Structural Theory, Migration System Theory, Integrative Theory	
4	<b>Heterogeneity of Migratory/Diasporic Groups</b>	Typology of diasporas: historical vs. modern; New directions in diasporic/migrant identity; Fluidity and flexibility among groups	1, 2
5	<b>The Politics of Belonging</b>	Migration vs. modernity; Decolonization, nationalism, ethnicity and transnationalism; Cosmopolitanism and localism	3
6	<b>Survival Strategies and Cultural Translation</b>	Systematic assimilation vs. cultural assimilation; Consequences of receiving immigrants; Limits of cultural translation; Melting pot vs. mosaics.	1, 3
7	<b>Home and Identity</b>	Diaspora and their homelands; Living between and across borders; Diasporas as development partners and the value of diaspora.	1, 2, 3
8	<b>The South Asian Diaspora</b>	Partition and diaspora studies; Nation, diaspora and region; Negotiating nations.	3
9	<b>Case Study: A Migrant or Diasporic Text</b>	Monica Ali: Brick Lane; Amitabh Ghosh: The Glass Palace; JhumpaLahiri Namesake.	1

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Lecture;
3. Presentation by Power Point Text (PPT), white board;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Individual homework/Assignment; and
7. To provide necessary class materials.

## Recommended Books

Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*.

London: Verso.

Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minnesota: University of Minnesota Press.

Bhabha, H. K. (2004). *The Location of Culture*. London: Routledge.

Cohen, R. (2008). *Global Diasporas: An Introduction*. London: Routledge. Dufoix, S. (2008). *Diasporas*. California: University of California Press.

Koser, Khalid. (2007). *International Migration: A Very Short Introduction*. Oxford: Oxford University Press.

Papastergiadis, N. (2004). *The Turbulence of Migration: Globalization, Deterritorialization, and Hybridity*. Cambridge: Polity Press.

## SOC 1312

### Seminar and Viva voce

Total Marks: 40+50+10 = 100

Credit: 2

Contact

Hours: 40

## Course Description

This course will introduce students with the basic skills required for contemporary job market of Bangladesh as well as the world. Basically, they learn the leadership capability and responsibility, time management, basic computer skills. Besides, student will also learn the etiquettes of formal presentation and viva-voce. Moreover, through this course seminar and viva-voce, students will acquire various techniques of speaking speech and presentation in their daily life.

# 4<sup>th</sup> Year 1<sup>st</sup> Semester

## SOC 1401

### CLASSICAL SOCIOLOGICAL THEORIES

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact

Hours: 60

#### Course Description

This course introduces students to the formative period of sociology and the socio-cultural as well as the intellectual factors behind the emergence of the discipline. It also analyzes the cultural, social, economic, political and intellectual contexts within which the theories developed; and it appraises the extent to which they continue to influence sociological research and thinking. It provides a comprehensive understanding and an in-depth analysis of the proponents of classical sociological theory such as Karl Marx, Emile Durkheim, Max Weber, Herbert Spencer, V. Pareto, and G H Mead. It explains how the theoretical concerns of these scholars laid the foundation for the subsequent development of sociology as a distinct social science discipline with precise theoretical as well as methodological foundations. Thus, the course enables students to develop a sociological perspective and theoretical insights through a systematic analysis of the key theorists of the discipline.

#### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To introduce the students to the classical trends in the sociological theory; and develop student's competence in analyzing the social and intellectual backgrounds under which sociological theory has emerged and developed;
2. To develop student's ability to learn the nature, feature and construction of sociological theory; perspectives and Understand the role of theory in the application of conceptual frameworks in the research process;
3. To compare and contrast various theories and to understand their strengths and weaknesses by the students;
4. To relate classical sociological theories with contemporary problems and issues; and
5. To synthesize, apply and critique classical sociological theory in written papers.

#### Course Learning Outcomes (CLOs)

On successful completion of this course, students are able to:

1. Identifying their ideas of concepts, forms and functions of classical sociological theory;
2. Explain the historical roots of sociology and sociological theory; and compare and contrast major classical social theories; and
3. Measure the strengths and weakness of each theory through critical discussion on classical sociological theories.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Auguste Comte</b>	Humanity and positivism; Three stages of development; Social statics and social dynamics; Hierarchy of sciences.	1, 2, 3
2	<b>Herbert Spencer</b>	Social Darwinism; Evolution of society; Functionalism.	1, 2, 3
3	<b>Karl Marx</b>	Conflict Perspective, Historical and dialectical materialism; Concepts of man, labor, surplus value, alienation; Modes of production; Transition from feudalism to capitalism; Class and class conflicts; Socialism and communism.	1, 2, 3
4	<b>Emile Durkheim</b>	Functional Perspective, Social facts; Division of labor in society; Suicide; Social solidarity; Religion and society.	1, 2, 3
5	<b>Max Weber</b>	Methodology; Economy and society; Religion and society; Power and authority; Rationality.	1, 2, 3
6	<b>V. Pareto</b>	Psycho –analysis; Logico experimental science; Circulation of elite theory, Residue and derivation method.	1, 2, 3
7	<b>G.H. Mead</b>	Interactionism, Concept of self.	1, 2, 3

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Individual homework/Assignment;
7. To provide necessary class materials; and
8. Book review.

## Recommended Books

- Aron, R. (1998). *Main Currents in Sociological Thought: Montesquieu, Comte, Marx, Tocqueville and the Sociologist and the Revolution of 1848*. Somerset: Taylor & Francis Inc.
- Aron, R., Weaver, H., and Howard, R. (1967). *Main Currents in Sociological Thought: Durkheim, Pareto, Weber*. Somerset: Taylor & Francis Inc.
- Bottomore, T. B., and Rubel, M. (1963). *Karl Marx: Selected Writings in Sociology and social Philosophy*. London: Penguin Books.
- Giddens, A., and Dallmayr, F. R. (1982). *Profiles and Critiques in Social Theory*. London: Macmillan.
- Johnson, D. P. (1981). *Sociological Theory: Classical Founders and Contemporary Perspectives*. New York: John Wiley & Sons.
- Johnson, D. P. (2008). *Contemporary Sociological Theory: An Integrated Multi-level Approach*. New York: Springer.
- Ritzer, G. (2007). *Sociological Theory*. Maidenhead: McGraw Hill Higher Education.

Timasheff, N. S. (1976). *Sociological Theory: Its Nature and Growth*. New York: Random House Trade.

Zeitlin, I. M. (2000). *Ideology and the Development of Sociological Theory*. New Jersey: Pearson Education.

**SOC 1402**  
**URBAN SOCIOLOGY**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

This course provides an overview of urban sociology; that studies the structure, environmental process, change, and challenges of an urban area. The course looks at various topics related to urbanization and urbanism, with a general focus on global cities and a focus on national cities and challenges, migration, urban poverty, demographic change economic trends, etc. The history of urbanization and its effects on cities today are among the topics covered. Theories on how cities are formed socially, spatially and, how these two types of organization are related; and how urban life impacts social interaction. Third-world urbanization and urban planning are also focused in urban sociology.

**Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To acquaint students with sociological theories and perspectives on urban reality;
2. To help Students to gain a clear understanding of how urban living has shaped social interaction in the past and present; and
3. To hone Students' ideas on urban social institutions, urban planning, and various social issues that arise in cities.

**Course Learning Outcomes (CLOs)**

On successful completion of this course, students are able to:

1. Demonstrate the fundamental concepts and theories of urban sociology;
2. Explain the theoretical approaches to urban growth; and
3. Apply urban sociological findings to Bangladeshi city life.

**Contents**

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition; Field and relevance of urban sociology; Concept, theories, and methods in urban sociology.	1

2	<b>Development of City(analytical/historic)</b>	Contrasting definition: characteristics common to natural cities-measurement of degree of urbaneness-principles and factors in location of cities-comparative size of cities; Origin and development: pre-historic cities, first classical urban revolution, decline of classic cities; Feudal cities: revival, physical structure, characteristics and decline renaissance cities, second urban revolution, comparison between European and pre-capitalist Indian cities; Urban growth in America: pre-industrial and industrial-immigrants problems, reform movement urban imagery, ambivalence, myth of rural virtue, pre-industrial and industrial cities-why cities have developed, spreaded and declined.	1,2
3	<b>Theories of urban growth</b>	(a) Historical school: social psychological school- early trends in American city theory, the rise of ecological school-alternative theories, contemporary ecology- social area analysis, factorial ecology; (b) Rural-urban dimension in pre-industrial, transitional and industrial societies-folk-urban continuum.	1, 2
4	<b>Urban institution and problems</b>	Family and marriage education; School and welfare; Leisure time activities; Religion and activities; Neighborhoods; networks and association; Social psychology of urban life; Municipality and state: local government, political party, government and politics-informal structure and division; Urban economic organization, development of contemporary economy, problems of human relation in urban economy, corporate bureaucracy, employment trends- labor force market.	1, 2
5	<b>Persistent Urban Space</b>	Problems; Urban crimes; Unrest and social control; Ethnic and racial minorities; Social classes in the majority population; Disorganized areas- effects on personality.	1, 2
6	<b>Third World Urbanization</b>	New urban sociology; Scale and pace of urbanization; World population change; Changing role of cities; The inhabitants; Current problems in developing cities, primacy, over urbanization.	1, 3
7	<b>Extended Urbanization in South East Asia-Bangladesh perspective</b>	Spatial growth; Urban social structure; Informal sector development; Urban governance.	1, 3

### **Teaching-Learning Strategies**

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. Individual homework;
5. Group assignments;
6. Question-Answer (Q-A);
7. Individual or group presentation;
8. Students' presentation reviewed by other students; and
9. Community engagement.

### **Recommended Books**

- Bardo, J. W., and Hartman J. J. (1982). *Urban Sociology: A Systematic Introduction*. USA: F. E. Peacock Publishers.
- Breese, G. (1966). *Urbanization in Newly Developing Countries*. Englewood cliffs, NJ.: Prentice-Hall.
- Fava, S. F. (1968). *Urbanism in World Perspective*.(A Reader Ed.) New York: Thomas Y. Crowell Company.
- Gold, H. (1982). *The sociology of urban life*. Prentice Hall PTR: The University of Virginia.
- Gottdiener, M. and Hutchison. R. (2010). *The New Urban Sociology*. 4th ed. Boulder: Westview Press.
- Lin, J., and Mele, C. (2005). *The Urban Sociology Reader*. London: Routledge.
- Quinn, J. A. (1967). *Urban Sociology*. New Delhi: Eurasia Publishing house (Pvt.) Ltd.
- Sjoberg, G. (1960). *The Preindustrial City: Past and Present*. New York: The Free press.

### **SOC 1403**

#### **SOCIOLOGY OF SOCIAL PROBLEMS**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### **Course Description**

Sociology is the scientific study of social problems. Based on various sociological perspectives and theories this course introduces students to social problems, its relationship with common sense knowledge and the sociological imagination. In order for them to develop a working knowledge on contemporary social problems it focuses on social problems relating to the family, the economy, education, social inequality and social welfare, population and environment and problems relating to deviant behavior. Moreover, it aims at encouraging students to apply sociological knowledge for resolving social problems in Bangladesh society.

## Intended Learning Objectives (ILOs)

The main objectives of this course are:

1. To help the students understand why social problems consist of both subjective concern and objective conditions, and why they are relative;
2. To help students acquire a sociological understanding of social problems that rests heavily on the concept of sociological imagination; and
3. To enable the students to know about various theoretical perspectives, which provide a context for understanding social problems to develop a working knowledge on contemporary social problems?

## Course Learning Outcomes (CLOs)

On successful completion of this course students will be able to:

1. Describesociological perspectives in analyzing the causes and consequences of social problems;
2. Identify and describe social problems in different social groups, institutions and social contexts; and
3. Apply sociological knowledge for resolving social problems in Bangladesh society.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Definition of social problem; Common sense knowledge and sociological imagination; Prioritization of problems; Social problems and sociology.	1
2	<b>Perspectives of Social Problems</b>	Perspectives of social problems- Social pathology perspective; Social disorganization perspective; Value conflict perspective; Deviance perspective; Labeling perspective.	1
3	<b>Problems of Family</b>	Family as controlling institution; Marriage, dowry and conjugal disturbance; Family violence and children; Honor killing; Intimate partner violence; Alternative types of family; Changing roles of family members.	2, 3
4	<b>Problems of Economy</b>	The nature of poverty; The range of unemployment; Agriculture, business and industrial issues; Characteristics of underdevelopments; The changing nature of work.	2, 3
5	<b>Problems of Education</b>	Profile of universal education; Social class, education and deprivation; Problem of quality education; Inequality in the system; Student unrest; Political impact on education.	2, 3
6	<b>Problems of Social Inequality and Welfare</b>	The poor, sick, elderly, women, minorities and the disadvantaged; Lack of essential services- education, health, housing, recreation and food; Vested interests, poor resource and social welfare.	2, 3

7	<b>Population and Environment</b>	Population growth; Trafficking and migration; Environmental degradation.	2, 3
8	<b>Problems of Deviant Behavior in Bangladesh</b>	Variant sexuality; Prostitution and pornography; Deviant behavior and mass media; Mental disorder; Drug addiction; Crime and juvenile delinquency; Corruption; Grabbing and extortion; Terrorism; Violence; Reformation Institution - community and police role in perspective. Lack of political culture; Student politics and personal life	2, 3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. Interactive discussion on selected readings and materials;
5. In-class activities; and
6. Individual homework/assignment.

### Recommended Books

- Broude, G. J.(ed). (1994). *Marriage, Family, and Relationships: A Cross-cultural Encyclopedia*. Colorado:ABC-CLIO.
- Cartwright, D. (1959). *Studies in Social Power*. Ann Arbor, MI: Institute for Social Research, University ofMichigan.
- Dressler, D. (1969). *Sociology: The Study of Human Interaction*. New York: Alfred A. Knopf.
- Ember, C. R., and Ember, M. R. (1996). *Sex, Gender, and Kinship: A Cross-Cultural Perspective*. Upper Saddle River, NJ: Prentice-Hall.
- Ember, C. R., and Ember, M. R. (2010). *Cultural Anthropology*. 13th ed. New Jersey: Pearson EducationInc.
- Firth, R., Hubert, J., and Anthony, F. (2006). *Family and Their Relatives*. London: Taylor & Francis.
- Fox, Robin. (1967). *Kinship and Marriage: An Anthropological Perspective*. Cambridge: Cambridge University Press.
- Goode, W. J. (1994). *The Family*. New Delhi: Prentice-Hall.

## SOC 1404

### SOCIOLOGY OF CHILDHOOD AND CHILD RIGHTS

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### Course Description

Childhood and adolescence education continue to be of high importance in the 21st Century and there is an increased emphasis on children and childhood issues. Sociologists now are far more interested and invested a great deal of their

knowledge and labor in researching children’s life across cultures. Among the modern-day social science academia childhood is unanimously recognized as a social construction and this kind of assertion helped register childhood such a position within the discipline as those enjoyed by the classical sociological ones. In this course students will get a general overview of the sociological studies of children and how childhood has been constructed across societies and cultures and in doing so a historical approach will be adopted. Students will also learn about Socio-cultural context of child development, children’s culture and peer culture, social inequality among the children, child abuse and neglect, social problems of children and children’s rights. This course combines practical experience and research-informed theory to provide students with a thorough, current understanding of the needs of children and adolescents.

### **Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To know the origin and development of childhood issues and help students to conceptualize ‘childhood’ as a social construction;
2. To understand the theories and socio-cultural contexts of child development;
3. To be aware of various social problems of children; and
4. To rationalize the need for children’s rights in society.

### **Course Learning Outcomes (CLOs)**

On successful completion of the course students will be able to:

1. Have knowledge about historical views on childhood and sociological theories of child development;
2. Examine child and adolescent development;
3. Evaluate children’s peer culture and various social problems of children; and
4. Emphasis on children’s rights in family and society.

### **Contents**

<b>Unit</b>	<b>Unit Title</b>	<b>Topics Covered in the Unit</b>	<b>CLOs</b>
1	<b>Introduction</b>	Concepts of childhood and adolescence; Stages of child development; Social construction of childhood; Cross-cultural perspective on childhood and adolescence; Children’s rights.	1, 3, 2
2	<b>Historical Views on Childhood</b>	Philippe Ariès’ ‘centuries of childhood’; Thoughts of John Locke and Jean-Jacques Rousseau.	1, 2
3	<b>Sociological Theories of Child Development</b>	Bowlby’s attachment theory; Bronfenbrenner’s ecological systems theory; James and Prout’s new paradigm for sociology of childhood; Corsaro’s interpretive reproduction theory; Traditional and modern approaches.	2, 1

4	<b>Methods and Ethics in Research</b>	Macro level methods: Demographic studies, Large-scale surveys, Historical methods; Micro level methods: Individual and group studies, Ethnography, and Sociolinguistic analysis, Clinical method, Diary study; Nontraditional methods; Ethical issues in researching children's lives.	2, 3
5	<b>Socio-cultural Context of Child Development</b>	Family process; Family culture; Family routines and rituals; Class differentiation in child development; Parent-child relationship; Child care; Child development in the digital age.	1, 3
6	<b>Children's Culture and Peer Culture</b>	Children's peer cultures in child development; Peer culture in kindergarten and elementary schools; Preadolescent peer cultures.	1, 2
7	<b>Social Inequality</b>	Upper class kids – privilege and everyday life; Underprivileged kids – poverty and everyday life; Children in working poor families; Social inequalities in education and health services.	1, 4
8	<b>Child Abuse and Neglect</b>	Child abuse, neglect and family violence; Misappropriation of child's potentials.	2, 3
9	<b>Social Problems of Children</b>	Children in street situation; Social change and family; Child labor; Child poverty; Crime and delinquency; Natural disaster.	1, 2
10	<b>Children's Rights</b>	The philosophical distinction between moral rights and legal rights; United nations convention on the rights of the child (UNCRC), Child Act 2013 and other national laws and policies on children; Rights based approached to address children's needs; Challenges towards protection of children's rights; Child right convention: Definition, role and limitations of Bangladesh in implementing child right convention	2, 4

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;
4. In-class activities;
5. Individual homework;
6. Group assignments;
7. Question-Answer (Q-A);
8. Students' presentation reviewed by other students; and
9. Community engagement.

### **Recommended Books**

- Aptekar, L., and Stoecklin, D. (2014). *Street Children and Homeless Youth: A Cross-Cultural Perspective*. New York: Springer.
- Archard, D. (2004). *Children: Rights and Childhood*. 2nd ed. London: Routledge.
- Christensen, P., and James, A. 2008. *Research with Children: Perspectives and Practices*. 2nd ed. London: Routledge.
- Clark, R. M. (2010). *Childhood in Society for Early Childhood Studies*. Exeter: LearningMatters Limited.
- Conkbaiyr, M., and Pascal, C. (2014). *Early Childhood Theories and Contemporary Issues: An Introduction*. New York: Bloomsbury.

### **SOC 1405**

### **SOCIOLOGY OF BANGLADESH**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### **Course Description**

This course depicts the historical evidence of the emergence of Bangladesh. How the social structure and process of nationalism flourished while adopted the idea of political unity and over lordship. Reprobating the doctrines many socio-political movements raised. Topics include the phenomena and historic events of the socio-political life of Bangladesh focusing on the sociological background. Moreover, students will learn to relate their knowledge with contemporary Bangladeshi society and current issues by comparing the heritage and tradition of Bangladesh. The primary focus of this course is to orient students to Bangladesh's socio-political and economic structure, social changes, progress, developments, and hindrance.

### **Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To introduce students to the socio-political upheaval of Bangladesh within the social context;
2. To assist students to become familiar with Bangladesh's major historical events that have Emerged Bangladesh sovereignty; and
3. To draw attention to the drawback of Bangladeshi socio-political and economic development.

### **Course Learning Outcomes (CLOs)**

On successful completion of this course students will be able to:

1. Explain the socio-political history and emergence of Bangladesh;
2. Link the pros and cons of Colonialism of Bangladeshi sub-continent with present democratic society and discuss ailments and solutions to the hindrance of Bangladesh's development.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Sociological Background of Pakistan	Overview of British rule; Social and economic impact of British rule in Indian sub-continent; Causes and effects of socio-religious reform movement in 19th century; The British colonialism and its impact: Pakistan era. Causes of creation of Pakistan.	1,3
2	Sociological Background of Bangladesh	The internal colonialism; Language movement; Remarkable events occurred in Pakistan period; Social and economic discrimination; Military administration; Election in 1970; Historic speech of Bangabandhu Sheikh Mujib on March 7, 1971; The liberation war.	1
3	Importance of Studying Sociology in Bangladesh	Transformation of agrarian society; Urbanization; Culture and society; Globalization and culture; Education and religion; Crime and deviance.	2
4	Population and Ethnicity	Population composition; Fertility, mortality and migration; Ethnic group in Bangladesh.	3
5	Economy of Bangladesh	Characteristics of Bangladesh economy; Farm and non-farm activities; Problems of agrarian transformation; Urban economy; Industrial growth; Problems of industrialization; Remittance economy.	3
6	Social inequality and poverty	Nature of Social inequality in Bangladesh; Overall poverty situation of Bangladesh; Social stratification and mobility.	3
7	Politics	Nature of the state; Bureaucracy and political parties in Bangladesh; Political unrest; Role of civil society.	3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. Interactive discussion on selected readings and materials;
5. In-class activities; and
6. Individual homework/Assignment.

### Recommended Books

- Karim, A. K. N. (1976). *Changing Society in India, Pakistan and Bangladesh*. Nawroze Kitabistan.
- Karim, A. K. N. (1980). *The Dynamics of Bangladesh Society*. New Delhi: Vikas.
- Mukherjee, R. (1971). *Six Villages of Bengal*. Bombay: Popular Prakashan.

Habib, I. (1999). *The Agrarian System of Mughal India, 1526-1707*. New York: Oxford University Press.  
 Srinivas, M. N. (1980). *India: Social Structure*. New Delhi: Hindustan Publishing Corporation.

**SOC 1406**  
**SOCIAL CHANGE**

Total Marks: 30+20+40+10 = 100      Credit: 3      Contact Hours: 60

**Course Description**

Society is dynamic and transforms through the constant state of change. Bangladeshi society is gradually changing vividly. This course pursues to examine several sociological theories of social change in the context of patterns, trends, and the nature and causes of social change. The impact of digitalization and automation on the individual to the global level is explored. Using sociological lenses, the course will look at processes of social change, from political reform to social revolution, in some areas of social structure from pre-colonial to post-colonial times.

**Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To introduce the drivers of social change;
2. To make students' worth to reveal the connection between sociological theories and real world outcomes from the egalitarian era to the post-industrial revolution;
3. To elucidate how political changes, cultural diffusion, and diversity cause societal change in current Bangladesh; and
4. To update students on ethical and professional issues regarding the social change in the current world system.

**Course Learning Outcomes (CLOs)**

On successful completion of this course, the students should be able to:

1. Gain an understanding of different sociological perspectives, methods, and theories of societal change;
2. Apply the concepts, nature, trends, and features of social change to specific historical and contemporary phenomena; and
3. Assess critically the best practices of both traditional and catalyst custodial institutions.

**Contents**

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Concepts of Social Change and Development</b>	Interrelationships of change; Evolution, Progress and development, Dimensions and measurement of development, Sources, Types and characteristics of social change.	1, 2
2	<b>Directions and Scale of Social Change</b>	Classification of directions and magnitude of social change; Factors of social change: Technological factors, Demographic factors, Economic factors, Environmental factors, Political factors.	1, 2, 3

3	<b>Theories of Social Change</b>	Evolutionary theories; Conflict theories; and Cyclical theories.	1
4	<b>Theories of Development</b>	Modernization theory; Structural theory, Neo-Marxist and Dependency theory, World system theory.	1, 3
5	<b>Pre-capitalist Social Formations and Developing Societies</b>	Institutional structure and prospect of capitalist development in Indian sub-continent.	3
6	<b>Colonialism</b>	Integration of the developing societies into world capitalism; Changes in agrarian relation, Class formations and the rise of nationalist movement.	2
7	<b>Post-colonial Social Formation</b>	Colonial legacy; Nature of the state; Power structure and classes, Peasant society, Military bureaucracy; and Political parties in post-colonial societies.	3
8	<b>Planned Social Change</b>	Alternative strategies and agencies of inducing change.	2
9	<b>Social and Cultural Change in Bangladesh</b>	Socio-cultural consequences of change and Development in contemporary Bangladesh.	2, 3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), and audio-visual learning, white board;
4. Interactive discussion on selected readings and materials; and
5. Individual or group presentation;
6. Individual or group assignments;
7. In-class activities;
8. Question-Answer (Q-A);and
9. Group Assignments

### Recommended Books

- Appelbaum, R. P. (1981.) *Theories of social change*. Boston: Houghton Mifflin.
- Bernstein, K. (2003). *The story of change: A year in the process*.
- Hoogvelt, A. M. (1988). *The sociology of the developing societies*. Hampshire: Macmillan Education.
- Moore, W E. (1975). *Social Change*. New Delhi: Prentice-Hall of India Private Limited.
- Ogburn, W. F. (1950). *Social Change*. New York: Viking.

# 4<sup>th</sup> Year 2<sup>nd</sup> Semester

SOC 1407

## MODERN SOCIOLOGICAL THEORY

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### Course Description

A theory is a proposed relationship between two or more concepts. In sociology, theories are statements of reason why particular facts about the social world are related. This course is a graduate-level study that introduces students to selected developments in the foundations of sociological theory. It promotes the gradual development of sociological theory in the 20<sup>th</sup> century and emphasize on different perspectives of advanced thinker.

### Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To introduce the advanced trends of the theories of different sociologist;
2. To analyze and explain objects of social reality from a sociological perspective;
3. To explain aspects of the social world and enable prediction about future events; and
4. To understand the gradual development of sociological theory in the 20<sup>th</sup> century.

### Course Learning Outcomes (CLOs)

On successful completion of this course students will be able to:

1. Enrich knowledge which is composed of complex theoretical frameworks and methodology;
2. Evaluate the strengths and weakness of each theory;
3. Analyze the social realities of the theories; and
4. Explore additional theoretical developments independently.
- 5.

### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Theoretical Development of sociology in the 20 <sup>th</sup> Century	1, 2, 3
2	<b>Structural-Functionalist Perspective</b>	Talcott Parsons; Robert Merton.	1, 2, 3
3	<b>Conflict-Functionalist Perspective</b>	Ralf Dahrendorf; Randall Collins.	1, 2, 3
4	<b>Neo-Marxist and Critical Perspective</b>	Antonio Gramsci; GyörgyLukács; JurgenHabermas; Louis Althusser.	1, 2, 3
5	<b>Symbolic Interactionist Perspective</b>	Herbert Mead; Erving Goffman.	1, 2, 3

## Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text(PPT),whiteboard;
4. Interactive discussion on selected readings and materials;
5. In-class activities;
6. Group assignments; and
7. Individual or group presentation; and Students' presentation reviewed by other students.

## Recommended Books

- Bottomore, T. B., and Nisbet, R. (eds.). (1978). *A History of Sociological Analysis*. New York: Basic Books.
- Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., and Virk, I. (eds.). (2007). *Classical Sociological Theory*. Oxford: Blackwell.
- Coleman, J. S. (1990). *Foundations of Social Theory*. London: The Belknap Press of Harvard University Press.
- Dillon, Michelle. (2014). *Introduction to Sociological Theory: Theorists, Concepts and their Applicability to the Twenty-First Century*. 2<sup>nd</sup> ed. Chichester: John Wiley & Sons, Ltd.
- Eisenstadt, S. N., and Helle, H. J. 1985. *Macro-Sociological Theory: Perspectives on Sociological Theory*. Vol. 1 and 2. London: SAGE.
- Giddens, A. (1987). *Social Theory and Modern Sociology*. California: Stanford University Press.
- Ritzer, G. (2004). *Encyclopedia of Social Theory*. Vol. 1 and 2. London: Sage.
- Ritzer, G. (2010). *Sociological Theory*. New York: McGraw-Hill Companies.
- Turner, J. H. (eds.). (2001). *Handbook of Sociological Theory*. New York: Springer.

## SOC 1408

### SOCIOLOGY OF ORGANIZATIONS

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

## Course Description

Organizational sociology is an interdisciplinary discipline devoted to the study of organizations. This course adobe of sociologists, economists, and management experts. Although perspective will be largely sociological in this course, concepts are compared from a range of fields. The goal of this course is to provide students a solid foundation in the sociological research literature on organizations. That will aid a glance at some work that tries to understand and record the social effects of organizations. The course will cover the following topics in the first part of the course: the problem of collective action and how organizations deal with it; the nature of bureaucratic structure and how it differs from both traditional patrimonialism and collectivism/collegiality; rational explanations of organizational structure as a response to the nature of work inputs and outputs. In the second section, topics are included like institutional fields and practices, power and dependency connections, organizational networks, and status hierarchies, all of which are related to the external social context of organizations.

## Intended Learning Objectives (ILOs)

Major objectives of this course are:

1. To introduce students to the concepts, methods, and contributions of theorists in the field of sociology of organizations;
2. To demonstrate the role of authority, status and power in the profession and within the context of the organizational structure;
3. To draw attention to the interaction between organization and other social institutions; and
4. To assist students become familiar with Bangladesh's overall organizational system, and demonstrating the social effect of organization in Bangladesh

## Course Learning Outcomes (CLOs)

On successful completion of this course students will be able to:

1. Explain and comprehend organizational norms, structures, actions, and processes independently;
2. Capable of analyzing the operations of public and commercial organizations in the manufacturing and service sectors, identifying some key challenges that these companies face and offering potential solutions; and
3. Apply personal opinions on situations related to these areas in Bangladesh, as well as themes suggested by the literature or experimentally observable.

## Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>The nature and definition of Organizations</b>	Definition, Characteristics.Organization in Historical Perspectives, Organization in Pre-capitalist Societies, Industrialism and organizations: Complex organization.	1,3
2	<b>Theoretical Models and perspectives</b>	The beginning of Organizational research, technological model structural functionalism, Conflict, symbolic interactionism and exchange theory, system model, action analysis of Organization.	1
3	<b>Nature and Characteristics</b>	Typologies of Organizations, Structural elements of Organizations.	1
4	<b>Technology and Organization</b>	Organization as socio-technical system, Environment and organizational structure, technology and alienation.	1, 2
5	<b>Bureaucracy</b>	Nature and characteristics, The limits of bureaucracy, Work redesign and the limits ofTylorism, Fordism.	2
6	<b>Understanding Society and Human Relations</b>	Debunking motif, Sociological imagination, Blaming-the victim ideology. The work group Earth approaches to Human behavior at work, limitations of Human relations tradition recent studies of work group.	1
7	<b>Decision-making Process in Organization Resources</b>	Power, Authority and organizational goals, communication and the process of decision-making, control and autonomy.	1, 2

8	<b>Patterns of Interactions</b>	Organizational status, roles; role conformity and performance; Achieved status, ascribed status and master status. Non-compliance of roles; Types of conflict; Strategies conflict management. Comparative studies of organizations in capitalist and socialist countries – Authority, Power and Industrial relations in socialist societies.	2, 1
9	<b>Organizations and Underdevelopment in the Third World Countries</b>	Theories of organization. Underdevelopment and development; Organizational problems; Corruption- Industrial relations: Multinational corporation and the Third World.	1

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), and audio-visual learning, white board;
4. Interactive discussion on selected readings and materials; and
5. Individual or group presentation;
6. Individual or group assignments; and
7. In-class activities;

### Recommended Books

- Horton, P. B.(1997). *The Sociology of Social Problems*. 12th ed. Upper Saddle River, N.J.: Prentice Hall.
- Jamrozik, A.,andNocella, L. D. (1998). *The Sociology of Social Problems: Theoretical Perspectives and Methods of Intervention*. Cambridge: Cambridge University Press.
- Kendall, D. 1998. *Social Problems in a Diverse Society*. Boston: Allyn and Bacon.
- Loseke, D. R. (2003). *Thinking About Social Problems (Social Problems and Social Issues)*. 2nd ed. Hawthorne, New York: Aldine de Gruyter.
- Merton, R. K., and Nisbet, R.(1971). *Contemporary Social Problems*. 3rd ed. Brace, Jovanovich: Harcourt.
- Rubington, E., and Weinberg, M. S. (1977). *The Study of Social Problems: Five Perspectives*. 2nd ed. New York: Oxford University Press.
- Silver, I. (2007). *Social Problems: Readings*.New York: W. W. Norton and Company.
- Thio, A., and Taylor, J. D. (2012).*Social Problems*. Sudbury: Jones and Bartlett Learning.

**SOC 1409**  
**INDUSTRIAL SOCIOLOGY**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

**Course Description**

As a vibrant subfield, economic sociology addresses the social aspects of industrial settings. Industrial sociology concerns itself with two basic characteristics of industry and the workplace. It examines the production of goods and services in society, and specifically the nature of the social relations involved in the production process. These social relations may be of a harmonious nature, or they may create conditions of conflict. The second element is the analysis of the tasks that individuals perform in the workplace to see if these tasks provide for the satisfaction of human needs. Understanding the industrial arena from the sociological concept is a major advantage for anyone interested in the workforce.

**Intended Learning Objectives (ILOs)**

Major objectives of this course are:

1. To Provide the Students Sociological understanding of work and industry;
2. To expose the Students with the knowledge of industrialization process and work;
3. To acquaint the student with dynamics of industrial relation and consequences; and
4. To Understand the Problems faced by Labour in Organized and Unorganized Sector.

**Course Learning Outcomes (CLOs)**

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

1. Explain the basic concepts and theories of sociology of work and industry; define the concept of work and describe its development within the historical process, and explain the basic dynamics of conflicts and collaborations in work life and industrial relations;
2. Explain the classical and modern theories on sociology of work and industry, and be able to explicate the transformation and changes that emerged with industrialization; and
3. Explain the process and trends of industrialization in Bangladesh, the industrial development strategies, the historical development of industry, and problems and prospects of industrialization in Bangladesh.

**Contents**

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Nature, scope and rise of industrial sociology; History of industrialization, Ancient and modern, Early industrialization in India, Arts and crafts, Renaissance, Industrial revolution in Europe, Industrial society.	1

2	<b>The Concept of Work</b>	Society, Community, Association, & Institution; Work and art, Nature of industrial work, Work ideology, Work values, Role of work in human life, Work and mental health, Work attitudes, Work involvement, The motivation of work, Work satisfaction, Commitment to industrial work; Development and commitment of industrial labor force in Bangladesh.	1
3	<b>The Worker and The Factory</b>	The factory system, Its characteristic; The formal relations of production in the factory system.	1
4	<b>The Industrial Bureaucracy</b>	The executive in the industrial bureaucracy; The role of worker.	1, 2
5	<b>Industrial Management</b>	Historical background - A sociological view of management; The nature of management; Management structure; Management behavior; Managers' use of time, Decision-making; Conflict within management; Management mobility; Management as social elite.	1, 2
6	<b>Industrial Relations</b>	Approaches of industrial relation: Dunlop approach, Marxist approach, Socio-psychological approach; Social relations at work.	1, 2
7	<b>Industry and The Community</b>	Industry and the family; Industry and education; Industry and social change; shifting values; Influence of convictions; Religion and industrial development; Place of industrial worker in the society; Industry and social stratification.	1, 2
8	<b>Industrial Conflict</b>	Nature and causes of industrial conflict; Role and function of trade unionism; Resolution of industrial conflict; Collective bargaining	2
9	<b>Industrialization and Development</b>	Patterns of industrial development in developing countries; Role of foreign capital and borrowed technology; Technology and social structure; Classification of industries; Role of cottage industries; Labor intensive vs. Heavy industries; Modernization; Social security in industrial society	1, 2
10	<b>Industrialization in Bangladesh</b>	The development of industry and industrial society in Bangladesh; Problem and prospects of Industrialization in Bangladesh	3

### Teaching-Learning Strategies

1. Class topic informed before lecture;
2. Class lecture;
3. Presentation by Power Point Text (PPT), white board;
4. Interactive discussion on selected readings and materials;
5. In-class activities;

6. Individual homework/Assignment; and
7. To provide necessary class materials.

### **Recommended Books**

- Berg, I. (1979). *Industrial Sociology*. New Jersey: Prentice Hall.
- Broom, P., and Selznick, L. 1963. *Sociology*. New York: Harper & Row.
- Faunce, W. A. (1967). *Reading in Industrial Sociology*. New York: Appleton-Century- Crofts.
- Flinn, M. W. (1977). *Origins of the Industrial Revolutions*. London: Barnes & Noble.
- Moore, W. E. (1946). *Industrial Relations and the social order*. New York: Macmillan.
- Parker, S. R., Brown, R. K., Child, J., and Smith, M. A. (1967). *The Sociology of Industry*. London: George Allen and Unwin Ltd.
- Schneider, E. V. (1971). *Industrial Sociology: The Social Relations of Industry and Community*. New York: McGraw-Hill.

## **SOC 1410**

### **POLITICAL DEVELOPMENT IN BANGLADESH**

Total Marks: 30+20+40+10 = 100

Credit: 3

Contact Hours: 60

### **Course Description**

Politics is one of the major social institutions which moulds and affects society in various ways. Through the course students will acquire understanding on the basic concepts of politics and political organizations. Most importantly this course will help the students to understand the political system, political culture and political behavior of the people of Bangladesh from the British colonial period to the present. Students will also gain an idea about the emergence of Bangladesh as a nation state and about the political culture and nature of political movements and their consequences in Bangladesh perspective from a sociological view point.

### **Intended Learning Outcomes (ILOs)**

Major objectives of this course are:

1. To understand the basic concepts of politics and political organizations;
2. To know the dynamics of political system;
3. To acquire theoretical and empirical knowledge on politics of pre-British and British Bengal; and
4. To create an opportunity for students to develop a perspective on politics of Bangladesh and its historical legacy.

### **Course Learning Outcomes (CLOs)**

On successful completion of this course learners will be able to:

1. Use the major concepts and theories of political scene;
2. Describe the functions of institutional structures of political organizations;
3. Explain how the learners influence individual as well as organizational behavior; and

- Discuss the various mechanisms, movements and historical paths across different periods of political development of Bangladesh.

### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	<b>Introduction</b>	Political development; Constitution; State; Government; Political party; Development of political culture and political movements.	1, 2
2	<b>Remarkable Events</b>	Political events occurred during British period; Origin of congress and Muslim league; Activities of all India national congress and Muslim league; Political and administrative impact of British rule in Indian sub-continent; Creation of Pakistan.	2, 3
3	<b>Political Movements</b>	Political movements during soon after creation of Pakistan; Language movement; Formation of united front and the election of 1954; Constitution of 1956; Basic democracy; Students movements.	1, 2, 3
4	<b>Political Development during Pakistan Period</b>	Imposition of martial law and extra-constitutional rule in Pakistan; Constitution of 1962; Movements for autonomy; Six point movement in 1966; Mass upsurge in 1969; Liberation war and the emergence of Bangladesh.	2, 3
5	<b>Political Development during Post Independent Bangladesh</b>	Constitution of 1972 and its' sociological significance; Military intervention in politics; Constitutional amendments during 1972-1990.	1, 2
6	<b>Movements for Restoration of Democracy</b>	Caretaker government; Parliamentary democracy 1991-2007; Recent constitutional amendments.	1, 3
7	<b>Socio-economic and Political Development during Post Independent Bangladesh</b>	Economic policies; Nationalization; Denationalization; Structural adjustment; Political crisis during different regimes; Role of bureaucracy and Political party.	1, 2, 3

### Teaching-Learning Strategies

- Class topic informed before lecture;
- Class lecture;
- Presentation by Power Point Text (PPT), audio-visual, white board and/or flip chart;

4. In-class activities;
5. Individual homework;
6. Group assignments;
7. Question-Answer (Q-A);
8. Students' presentation reviewed by other students; and
9. Community engagement.

### **Recommended Books**

Andaleev, S. S. (Ed.). (2007). *Political Culture in Bangladesh*. Dhaka: University Press Limited.

Jahan, R. (2005). *Bangladesh Politics: Problem and Issue*. Dhaka: University Press Limited.

Maniruzzaman, T. (1971). *The Politics of Development*. Dhaka: Quality Printer Limited.

### **SOC 1411 COMPREHENSIVE**

Total Marks: 30+20+40+10 = 100      Credit: 3      Contact Hours: 60

All the students will sit for a 3:30 hour's comprehensive examination. The question of the examination will be set on the basic of various themes covered by all the courses taught in 4 years. Besides, especial emphasize will be given on introductory sociology, basic concepts of sociology social research methods, sociological theories and theories of social change and developments.

### **SOC 1412 RESEARCH MONOGRAPH**

Total Marks: 90+10 = 100      Credit: 3      Contact Hours: 60

### **Course Description**

Research monograph and viva-voce is the only practical course in honors degree. Student will apply the theoretical knowledge practically regarding research. They also gather practical or field experience through the course. Besides, they will able to explain real situations from sociological point of view.

### **Intended Learning Outcomes (ILOs)**

Major objectives of this course are:

4. To develop research proposal on a real situation;
5. To gather field experience;
6. To write a research report; and
7. To know the dissemination process of field data.

### **Course Learning Outcomes (CLOs)**

On successful completion of this course learners will able to:

1. They will be able to write research proposal;
2. They will learn basic tricks of fieldwork ;
3. They can be able to write a research report; and
4. They will learn the process of dissemination of gathered data.

### Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Research Proposal	Development of research proposal.	1
2	Fieldwork	Fieldwork, Data collection.	2
	Data Analysis	Coding, Tabulation, Classifications, Use of statistical tools and computer software.	2
3	Report Writing, Presentation, and Viva-voce	Report writing, Presentation, and Viva-voce.	3, 4

### Teaching-Learning Strategies

1. Fieldwork;
2. Literature Review;
3. Critical Thinking;
4. Report Writing; and
5. Presentation.

### SOC 1413

#### SEMINAR AND VIVA-VOCE

Total Marks: 40+50+10 = 100

Credit: 2

Contact Hours: 40

### Course Description

This course will introduce students with the basic skills required for contemporary job market of Bangladesh as well as the world. Basically, they learn the leadership capability and responsibility, time management, basic computer skills. Besides, student will also learn the etiquettes of formal presentation and viva-voce. Moreover, through this course seminar and viva-voce, students will acquire various techniques of speaking speech and presentation in their daily life.

# ACADEMIC CALENDAR

## VARENDRA UNIVERSITY Academic Calendar 2025



Date	Day	Academic Activities
<b>*** Spring 2025 ***</b>		
Dec 26, 2024	Thursday	Admission Test, Spring'25 (Pharmacy & Law and Human Rights)
Jan 06	Monday	Admission Test, Spring'25
Jan 12	Sunday	Beginning of Classes: Spring'25 (Except 1 <sup>st</sup> Semester)
Jan 12	Sunday	Registration Open for Retake & Improvement
Jan 13	Monday	Special Admission Test, Spring'25
Jan 15	Wednesday	Last date of Application for Meritorious but Poor Waiver
Jan 20	Monday	Beginning of Classes: Spring'25 (1 <sup>st</sup> Semester)
Jan 21	Tuesday	Submission of Meritorious but Poor Waiver by Department
Jan 23	Thursday	Recipients for Meritorious but Poor Waiver
Jan 23	Thursday	Last date of Registration for Retake and Improvement
Jan 27	Monday	Pay Slip Collection (Except 1 <sup>st</sup> Semester)
Jan 30	Thursday	Last date of 1 <sup>st</sup> Installment without Fine (Except 1 <sup>st</sup> Semester)
Feb 03	Monday	Saraswati Puja
Feb 06	Thursday	Last date of 1 <sup>st</sup> Installment without Fine (1 <sup>st</sup> Semester)
Feb 15*	Saturday	Shah-e-Barat*
Feb 21	Friday	Martyrs and International Mother Language Day
Mar 14	Friday	Varendra University Day
<b>Total Class</b>	-	<b>7 weeks, Before Mid-term Exam</b>
<b>Mar 02-06</b>	<b>Sun-Thur</b>	<b>Preparatory Week (Before Mid-term Exam)</b>
<b>Mar 11-24</b>	<b>Tue-Mon</b>	<b>Mid-term Examination, Spring'25</b>
Mar 20	Thursday	Last date of 2 <sup>nd</sup> Installment without Fine
Mar 26	Wednesday	Independence Day
Mar 28*	Friday	Laylatul-Qadar*
Mar 29-Apr 03*	Sat-Thurs	Eid-ul-Fitr*
Apr 14	Monday	Pohela Boishakh
May 01	Thursday	May Day
May 11*	Sunday	Buddha Purnima*
May 28-29	Wed-Thurs	Attendance Marks Submission in Software by the Teachers
May 29	Thursday	Last date of 3 <sup>rd</sup> Installment without Fine
June 01-02	Sun-Mon	Teachers Assessment by the Students
Jun 05-12*	Thurs-Thurs	Eid-ul-Adha*
<b>Total Class</b>	-	<b>7 weeks, After Mid-term Exam</b>
<b>Jun 08-12</b>	<b>Sun-Thur</b>	<b>Preparatory Week (Before Final Exam)</b>
<b>June 16-30</b>	<b>Mon-Mon</b>	<b>Semester Final Exam, Spring'25</b>
July 10	Thursday	Publication of Semester Final Result, Spring'25

Academic Calendar 2025, Varendra University, Rajshahi

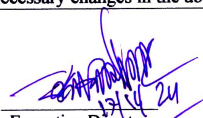
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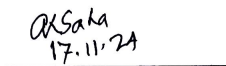
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12.11.24

*Handwritten signature*  
17.11.24

*** Summer 2025***		
June 25	Wednesday	Admission Test, Summer'25 (Pharmacy & Law and Human Rights)
July 06*	Sunday	Ashura*
July 07	Monday	Admission Test, Summer'25
July 14	Monday	Beginning of Classes Summer'25 (Except 1 <sup>st</sup> Semester)
July 14	Monday	Registration Open for Retake & Improvement
July 15	Tuesday	Special Admission Test, Summer'25
July 16	Wednesday	Last date of Application for Meritorious but Poor Waiver
July 21	Monday	Beginning of Classes Summer'25 (1 <sup>st</sup> Semester)
July 22	Tuesday	Submission of Meritorious but Poor Waiver by Department
July 24	Thursday	Recipients for Meritorious but Poor Waiver
July 24	Thursday	Last Date of Registration for Retake and Improvement
July 28	Monday	Pay Slip Collection (Except 1 <sup>st</sup> Semester)
July 31	Thursday	Last date of 1 <sup>st</sup> Installment without Fine (Except 1 <sup>st</sup> Semester)
Aug 07	Thursday	Last date of 1 <sup>st</sup> Installment without Fine (1 <sup>st</sup> Semester)
Aug 16	Saturday	Janmashitami
Sep 05*	Friday	Eid e-Milad-un Nabi*
<b>Total Class</b>	-	<b>7 weeks, Before Mid-term Exam</b>
Sep 07-11	Sun-Thur	Preparatory Week (Before Mid-term Exam)
Sep 14-25	Sun-Thur	Mid-term Examination, Summer'25
Sep 22	Monday	Last date of 2 <sup>nd</sup> Installment without Fine
Oct 01-02	Wed-Thur	Durga Puja
Oct 05	Sunday	World Teachers Day
Nov 25	Tuesday	Last date of 3 <sup>rd</sup> Installment without Fine
Nov 30-Dec 01	Sun-Mon	Attendance Marks Submission in Software by the Teachers
Dec 02-03	Tue- Wed	Teachers Assessment by the Students
<b>Total Class</b>	-	<b>7 week, After Mid-term Exam</b>
Nov 30-Dec 04	Sun-Thur	Preparatory Week (Before Final Exam)
Dec 07-22	Sun-Mon	Semester Final Exam, Summer'25
Dec 16	Tuesday	Victory Day
Dec 25	Thursday	Christmas Day
Dec 30	Tuesday	Publication of Semester Final Result, Summer'25
*** Semester: Spring 2026 ***		
Dec 24, 2025	Wednesday	Admission Test, Spring'26 (Pharmacy & Law and Human Rights)
Jan 05, 2026	Monday	Admission Test, Spring'26
Jan 11, 2026	Sunday	Beginning of Classes: Spring'26 (Except 1 <sup>st</sup> Semester)
* Subject to sighting of the moon.		
Parents' Day will be organized by the departments at a suitable time in each semester.		
Authority reserves the right to make any necessary changes in the above calendar if required.		

  
17.11.24  
Registrar

  
17.11.24  
Executive Director

  
17.11.24  
Vice Chancellor (In-Charge)



Sociology Premier League – 2024



Winter Clothing Distribution Program - 2024 organized by the Department of Sociology and the Sociology Club.



Victory Day celebration by department of sociology



Workshop on "Effective Questionnaire Design and Data Collection Strategies for Undergraduate Researchers"



Fresher's reception and farewell ceremony –summer 2024



Seminar on "Graduate Research Monograph: Showcasing Insights"



Annual junket –summer 2024

Prize giving and farewell ceremony –spring 2024



Distribution of caps, safe drinking water, and food saline among laborers



Tribute by the Sociology Club and Department on March 26, Independence and National Day.

**Varendra University**  
**Department of Sociology**  
**Notice of Academic Committee Meeting**

**Date:** December 24, 2024

**To:** Respected Members of the Academic Committee,

This is to inform you that the **15th Academic Committee Meeting** of the Department of Sociology for the academic year Summer - 2024 will be held on **December 30, 2024 (Monday)** at **12:30 PM** in the Coordinator Room, Department of Sociology, Varendra University.

The agenda items for the meeting are listed below:

**Agenda:**

1. Approval of the Spring-2025 Semester Routine
2. Review of Course Distribution
3. Finalization of Examination Schedule for the Current Semester
4. Approval of the Academic Calendar for Spring-2025
5. Discussion on Class Monitoring Policies for Spring-2025
6. Formation of the Student Handbook Editing and Publication Committee
7. Miscellaneous

**Sincerely,**



Prof. Dr. Md. Siddiqur Rahman  
Coordinator  
Department of Sociology  
Varendra University

## **Minutes of the 15th Academic Committee Meeting**

**Date:** December 30, 2024

**Time:** 12:30 PM

**Venue:** Departmental Meeting Room, Varendra University

**Meeting Reference Number:** SOC/AM/VU/2024

### **Attendees:**

Mst. Sharmin Akter

Assistant Professor, Department of Sociology, Varendra University

Mt. Tania Mahzabin

Assistant Professor, Department of Sociology, Varendra University

Md. Ariful Islam

Assistant Professor, Department of Sociology, Varendra University

Rawnaq AraParvin

Assistant Professor, Department of Sociology, Varendra University

Md. Bokul Hossain

Assistant Professor, Department of Sociology, Varendra University

Md. Zamil Hosain

Lecturer, Department of Sociology, Varendra University

Kasob Chandro Biswas

Lecturer, Department of Sociology, Varendra University

HosneAra Begum

Lecturer, Department of Sociology, Varendra University

Sarkar Tamzid Rahman

Lecturer, Department of Sociology, Varendra University

Sadia Jebin Sejuti

Lecturer, Department of Sociology, Varendra University

Khairtun Hisan Tonni

Lecturer, Department of Sociology, Varendra University

### **Agenda Item 6: Formation of the Student Handbook Editing and Publication Committee**

The committee discussed the necessity of forming a specialized committee to oversee the editing and publication of the Student Handbook. This initiative aims to ensure that students have access to an updated and comprehensive resource outlining academic policies, disciplinary rules, and other essential information.

**Resolution:** The Academic Committee unanimously approved the formation of the Student Handbook Editing and Publication Committee. The structure and responsibilities of the committee are as follows:

#### **Committee Structure:**

<b>Name</b>	<b>Designation</b>	<b>Committee Position</b>
Md. Ariful Islam	Assistant Professor	Convener
Mst. SharminAkter	Assistant Professor	Member
Mt. Tania Mahzabin	Assistant Professor	Member
RawnaqAraParvin	Assistant Professor	Member

<b>Name</b>	<b>Designation</b>	<b>Committee Position</b>
Md. ZamilHosain	Lecturer	Member
KasobChandro Biswas	Lecturer	Member
HosneAra Begum	Lecturer	Member
Sarkar Tamzid Rahman	Lecturer	Member
SadiaJebinSejuti	Lecturer	Member
KhairtunHisanTonni	Lecturer	Member
Md. Bokul Hossain	Assistant Professor	Member Secretary

#### **Responsibilities of the Committee:**

1. Review and update the content of the Student Handbook to align with university policies and objectives, especially IQAC guideline.
2. Ensure the inclusion of academic policies, examination guidelines, and co-curricular activities.
3. Oversee the design, editing, and publication process.
4. Submit a progress report and the final draft for approval by the Academic Committee.

#### **Action Items:**

1. The committee will hold its first meeting by 2 January 2025 to outline its action plan and schedule.
2. A progress report will be submitted at the next Academic Committee meeting.

#### **Adjournment:**

The meeting concluded at 3.00pm, with a vote of thanks to all members for their participation and contributions.

#### **Recorded by:**



Prof. Dr. Md. SiddiqurRahman  
Coordinator  
Department of Sociology  
Varendra University

**Varendra University  
Department of Sociology**

**Notice of the Student Handbook Editing and Publication  
Committee**

**Date:** December 30, 2024

**To:** Respected Members of the Student Handbook Editing and Publication Committee

This is to inform you that the **1st Meeting of the Student Handbook Editing and Publication Committee** will be held as follows:

**Date:** January 2, 2025

**Time:** 12:30 PM

**Venue:** Coordinator Room, Department of Sociology, Varendra University

The agenda for the meeting is as follows:

**Agenda:**

1. Finalization of Content and Structure of the Student Handbook
2. Selection of Printing Press
3. Task Distribution
4. Design of the Cover Page
5. Miscellaneous

Your kind presence and active participation in the meeting will be highly appreciated.

Sincerely,

**Md. Bokul Hossain**

Member Secretary

Student Handbook Editing and Publication Committee

&

Assistant Professor

Department of Sociology

Varendra University

**Varendra University  
Department of Sociology**

**Minutes of the 1st Meeting of the Student Handbook Editing  
and Publication Committee**

**Date:** January 2, 2025

**Time:** 12:30 PM

**Venue:** Coordinator Room, Department of Sociology

**Members Present:**

Mst. Sharmin Akter

Assistant Professor, Department of Sociology, Varendra University

Mt. Tania Mahzabin

Assistant Professor, Department of Sociology, Varendra University

Md. Ariful Islam

Assistant Professor, Department of Sociology, Varendra University

Rawnaq Ara Parvin

Assistant Professor, Department of Sociology, Varendra University

Md. Bokul Hossain

Assistant Professor, Department of Sociology, Varendra University

Md. Zamil Hosain

Lecturer, Department of Sociology, Varendra University

Kasob Chandro Biswas

Lecturer, Department of Sociology, Varendra University

Hosne Ara Begum

Lecturer, Department of Sociology, Varendra University

Sarkar Tamzid Rahman

Lecturer, Department of Sociology, Varendra University

Sadia Jebin Sejuti

Lecturer, Department of Sociology, Varendra University

Khairtun Hisan Tonni

Lecturer, Department of Sociology, Varendra University

**Agenda 1: Finalization of Content and Structure of the Student Handbook**

**Decision 1:** The content and structure of the Student Handbook were finalized as follows:

1. Cover Page
2. Message from the Vice Chancellor
3. Message from the Coordinator
4. Message from the Editorial Board
5. List of Faculty Members
6. Institutional Overview
7. Overview of the Department
8. Academic Calendar
9. Mission, Vision, and Strategic Objectives of HEI

10. Mission, Vision, and Strategic Objectives of POE
11. Outcome-Based Education (OBE) Curriculum
12. Code of Conduct and Disciplinary Regulations
13. Academic Policies and Examination Rules
14. Co-Curricular Programs and Activities
15. Minutes of Meetings
16. Syndicate or Academic Committee Approval
17. Evidence of the Distribution of Student Handbook

### **Agenda 2: Selection of Printing Press**

**Decision 2:** *Sarker Printing Press* was selected for printing the Student Handbook.

### **Agenda 3: Task Distribution**

**Decision 3:** The tasks were distributed among the members as follows:

<b>Task</b>	<b>Assigned Members</b>
Cover Page	All Members
Draft Message from the Vice Chancellor	MSA
Draft Message from the Coordinator	ZH
Draft Message from the Editorial Board	MAI
List of Faculty Members	All Members
Institutional Overview	MBH & Program Office
Overview of the Department	ZH
Academic Calendar	MBH & Program Office
Mission, Vision, and Strategic Objectives of HEI	MBH & Program Office
Mission, Vision, and Strategic Objectives of POE	All Members
Outcome-Based Education (OBE) Curriculum	All Members
Code of Conduct and Disciplinary Regulations	MBH & Program Office
Academic Policies and Examination Rules	MBH & Program Office
Co-Curricular Programs and Activities	HAB & KHT
Minutes of Meetings	MBH & STR
Syndicate or Academic Committee Approval	MBH & Program Office
Evidence of the Distribution of Student Handbook	KCB
Press Visit	MAI, MBH, ZH, KCB
Collaboration and Coordination	MBH KCB

### **Agenda 4: Design of the Cover Page**

**Decision 4:** The cover page design will be finalized based on the collective opinion of all teachers.

**Agenda 5: Miscellaneous**

**Decision 5:** The next meeting of the Student Handbook Editing and Publication Committee will be held on **January 16, 2025.**

The meeting concluded at 2.30pm, with a vote of thanks to all members for their participation and contributions.

**Prepared by**

**Md. Bokul Hossain**

Member Secretary

Student Handbook Editing and Publication Committee

&

Assistant Professor

Department of Sociology

Varendra University

**Varendra University  
Department of Sociology**

**Notice of the Student Handbook Editing and Publication  
Committee**

**Date:** January 2, 2025

**To:** Respected Members of the Student Handbook Editing and Publication Committee

This is to inform you that the **2nd Meeting of the Student Handbook Editing and Publication Committee** will be held as follows:

**Date:** January 16, 2025

**Time:** 12:30 PM

**Venue:** Coordinator Room, Department of Sociology, Varendra University

The agenda for the meeting is as follows:

**Agenda:**

1. Finalization of Quantity of Student Handbook
2. Proof Check and Finalization

Your kind presence and active participation in the meeting will be highly appreciated.

Sincerely,

**Md. Bokul Hossain**

Member Secretary

Student Handbook Editing and Publication Committee

&

Assistant Professor

Department of Sociology

Varendra University

**Varendra University  
Department of Sociology**

**Minutes of the Student Handbook Editing and Publication  
Committee Meeting**

**Date:** January 16, 2025

**Time:** 12:30 PM

**Venue:** Coordinator Room, Department of Sociology

**Members Present:**

Mst. Sharmin Akter

Assistant Professor, Department of Sociology, Varendra University

Mt. Tania Mahzabin

Assistant Professor, Department of Sociology, Varendra University

Md. Ariful Islam

Assistant Professor, Department of Sociology, Varendra University

Rawnaq Ara Parvin

Assistant Professor, Department of Sociology, Varendra University

Md. Bokul Hossain

Assistant Professor, Department of Sociology, Varendra University

Md. Zamil Hosain

Lecturer, Department of Sociology, Varendra University

Kasob Chandro Biswas

Lecturer, Department of Sociology, Varendra University

Hosne Ara Begum

Lecturer, Department of Sociology, Varendra University

Sarkar Tamzid Rahman

Lecturer, Department of Sociology, Varendra University

Sadia Jebin Sejuti

Lecturer, Department of Sociology, Varendra University

Khairtun Hisan Tonni

Lecturer, Department of Sociology, Varendra University

**Agenda 1: Confirmation of the 1st Meeting**

**Decision 1:** All decisions made during the 1st meeting were reviewed and unanimously confirmed by all members.

**Agenda 2: Finalization of Quantity of Student Handbook**

**Decision 2:** It was decided that **250 copies** of the Student Handbook will be printed by **January 18, 2025**.

**Agenda 3: Proof Check and Finalization**

**Decision 3:** All members of the Student Handbook Editing and Publication Committee reviewed the final proof and **approved the Student Handbook for publication.**

The meeting concluded at 2.00pm, with a vote of thanks to all members for their participation and contributions.

**Prepared by:**

**Md. Bokul Hossain**

Member Secretary

Student Handbook Editing and Publication Committee

&

Assistant Professor

Department of Sociology

Varendra University



তারিখ: ২৬.০৪.২০২৩

## বরেন্দ্র বিশ্ববিদ্যালয় একাডেমিক কাউন্সিলের ৮ম সভার কার্যবিবরণী

বরেন্দ্র বিশ্ববিদ্যালয় একাডেমিক কাউন্সিলের ৮ম সভা গত ১৬.০৪.২০২৩ তারিখ বিকেল ৩.০০ ঘটিকায় কাজলা ভবনের বোর্ড রুমে অনুষ্ঠিত হয়। একাডেমিক কাউন্সিলের মাননীয় সভাপতি ও বরেন্দ্র বিশ্ববিদ্যালয়ের উপাচার্য প্রফেসর ড. ওসমান গনি তালুকদার চিকিৎসা ছুটিতে অস্ট্রেলিয়ায় অবস্থান করায় উক্ত সভায় সভাপতিত্ব করেন বরেন্দ্র বিশ্ববিদ্যালয়ের মাননীয় উপ-উপাচার্য ও উপাচার্য (ভারপ্রাপ্ত) প্রফেসর ড. আশিক মোসাদ্দিক। একাডেমিক কাউন্সিলের অন্যান্য সম্মানিত সদস্য হিসেবে সভায় উপস্থিত ছিলেন:

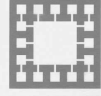
১. প্রফেসর মোঃ শহীদুর রহমান, ডীন, কলা ও সামাজিক বিজ্ঞান স্কুল, বরেন্দ্র বিশ্ববিদ্যালয়
২. প্রফেসর ড. মুহাম্মদ আব্দুল গাফফার খান, ডীন, প্রকৌশল স্কুল, বরেন্দ্র বিশ্ববিদ্যালয়
৩. ড. কানিজ হাবিবা আফরিন, ডীন, ব্যবসায় প্রশাসন ও আইন স্কুল, বরেন্দ্র বিশ্ববিদ্যালয়
৪. ড. মোঃ আব্দুল আউয়াল, সহযোগী ডীন, বিজ্ঞান ও প্রযুক্তি স্কুল, বরেন্দ্র বিশ্ববিদ্যালয়
৫. প্রফেসর ড. মো. ফয়জার রহমান, বিভাগীয় প্রধান, সমাজবিজ্ঞান বিভাগ, বরেন্দ্র বিশ্ববিদ্যালয়
৬. প্রফেসর ড. মো. হাবিবুল্লাহ, বিভাগীয় প্রধান, রাষ্ট্রবিজ্ঞান বিভাগ, বরেন্দ্র বিশ্ববিদ্যালয়
৭. প্রফেসর ড. মোঃ ইলিয়াস হোসেন, কো-অর্ডিনেটর, অর্থনীতি বিভাগ, বরেন্দ্র বিশ্ববিদ্যালয়
৮. প্রফেসর আবু নাসের মো. ওয়াহিদ, কো-অর্ডিনেটর, আইন ও মানবাধিকার বিভাগ, বরেন্দ্র বিশ্ববিদ্যালয়
৯. প্রফেসর ড. তারানন্দ নাঙ্গ, কো-অর্ডিনেটর, ফার্মেসী বিভাগ, বরেন্দ্র বিশ্ববিদ্যালয়
১০. জনাব মো. শাভিল সিরাজ, কো-অর্ডিনেটর, জার্নালিজম, কমিউনিকেশন অ্যান্ড মিডিয়া স্টাডিজ বিভাগ, বরেন্দ্র বিশ্ববিদ্যালয়
১১. সারিনা ইয়াসমিন, সহকারী অধ্যাপক, কম্পিউটার সায়েন্স অ্যান্ড ইঞ্জিনিয়ারিং বিভাগ, বরেন্দ্র বিশ্ববিদ্যালয় (কো-অর্ডিনেটরের প্রতিনিধি)
১২. প্রফেসর ড. তানজিমা ইয়াসমিন, প্রাণরসায়ন ও অনুপ্রাণবিজ্ঞান বিভাগ, রাজশাহী বিশ্ববিদ্যালয়
১৩. প্রফেসর ড. আবু বকর মো. ইসমাইল, ফলিত পদার্থবিজ্ঞান ও ইলেক্ট্রনিক ইঞ্জিনিয়ারিং বিভাগ, রাজশাহী বিশ্ববিদ্যালয়
১৪. সুরঞ্জিত মন্ডল, সদস্য সচিব, একাডেমিক কাউন্সিল ও রেজিস্ট্রার, বরেন্দ্র বিশ্ববিদ্যালয়।

উপাচার্য (ভারপ্রাপ্ত) মহোদয় সভায় উপস্থিত সকল সদস্যবৃন্দকে স্বাগত জানিয়ে সভার কার্যক্রম শুরু করেন। একাডেমিক কাউন্সিলের সভায় গৃহীত সিদ্ধান্তসমূহ নিম্নরূপ:

পাতা ১

VARENDRA UNIVERSITY

H-529/1 Kazla, Motihar, Rajshahi-6204, Bangladesh  
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e-mail : info@vu.edu.bd, Web : www.vu.edu.bd



**প্রস্তাবনা-৫.৪:** ট্রাই-সেমিস্টার পদ্ধতিতে অধ্যয়নরত শিক্ষার্থীদের বাই-সেমিস্টার পদ্ধতিতে পাঠদানের লক্ষ্যে বর্তমান সিলেবাসের কোর্স ও বিষয়বস্তু অপরিবর্তিত রেখে কোর্সসমূহ বাই-সেমিস্টার পদ্ধতিতে পুনঃবিন্যাস করে সকল প্রোগ্রাম বাই-সেমিস্টার পদ্ধতিতে পরিচালনা এবং এক্ষেত্রে জটিলতা নিরসনের লক্ষ্যে ফল-২০২২ সেশনে রেজিস্ট্রেশনকৃত সকল শিক্ষার্থীকে পরবর্তী সেমিস্টারের রেজিস্ট্রেশনের সুযোগ প্রদান। তবে শিক্ষার্থীকে অকৃতকার্য কোর্সসমূহ পরবর্তীতে রিটেক নিয়ে সম্পন্ন করতে হবে।

**সিদ্ধান্ত-৫.৪:** প্রস্তাবনা-৫.৪ অনুমোদিত হলো। মাননীয় সদস্য প্রফেসর ড. তানজিমা ইয়াসমিন সকল শিক্ষার্থীদের শিক্ষা কার্যক্রম বাই-সেমিস্টার পদ্ধতিতে পরিচালনার জন্য বরেন্দ্র বিশ্ববিদ্যালয় কর্তৃপক্ষকে সাধুবাদ জানান।

**প্রস্তাবনা-৫.৫:** ট্রাই-সেমিস্টার পদ্ধতিতে অধ্যয়নরত শিক্ষার্থীদের বাই-সেমিস্টার পদ্ধতিতে পাঠদানের সুবিধার্থে শিক্ষার্থীর নির্ধারিত সময়ের পূর্বে অথবা পরে ভিগ্রি অর্জন (প্রযোজ্য ক্ষেত্রে)।

**সিদ্ধান্ত-৫.৫:** ট্রাই-সেমিস্টার পদ্ধতিতে অধ্যয়নরত শিক্ষার্থীদের বাই-সেমিস্টার পদ্ধতিতে পাঠদানের সুবিধার্থে শিক্ষার্থীর নির্ধারিত সময়ের পূর্বে অথবা পরে ভিগ্রি অর্জন (প্রযোজ্য ক্ষেত্রে সর্বোচ্চ চার মাস) অনুমোদিত হলো।

**প্রস্তাবনা-৫.৬:** ইংরেজী, অর্থনীতি, সমাজবিজ্ঞান, জার্নালিজম, কমিউনিকেশন অ্যান্ড মিডিয়া স্টাডিজ, রাষ্ট্রবিজ্ঞান, ইসলামের ইতিহাস ও সংস্কৃতি, ব্যবসায় প্রশাসন, আইন ও মানবাধিকার, কম্পিউটার সায়েন্স অ্যান্ড ইঞ্জিনিয়ারিং, ইলেকট্রিক্যাল অ্যান্ড ইলেকট্রনিক ইঞ্জিনিয়ারিং এবং ফার্মেসী বিভাগের অনার্স প্রোগ্রামসমূহের OBE কারিকুলাম যা ইতিমধ্যে বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশনে প্রেরণ করা হয়েছে।

**সিদ্ধান্ত-৫.৬:** ইংরেজী, অর্থনীতি, সমাজবিজ্ঞান, জার্নালিজম, কমিউনিকেশন অ্যান্ড মিডিয়া স্টাডিজ, রাষ্ট্রবিজ্ঞান, ইসলামের ইতিহাস ও সংস্কৃতি, ব্যবসায় প্রশাসন, আইন ও মানবাধিকার, কম্পিউটার সায়েন্স অ্যান্ড ইঞ্জিনিয়ারিং, ইলেকট্রিক্যাল অ্যান্ড ইলেকট্রনিক ইঞ্জিনিয়ারিং এবং ফার্মেসী বিভাগের অনার্স প্রোগ্রামসমূহের OBE কারিকুলাম বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশনের অনুমোদন সাপেক্ষে অনুমোদিত হলো।

**প্রস্তাবনা-৫.৭:** ইংরেজী, অর্থনীতি, সমাজবিজ্ঞান, রাষ্ট্রবিজ্ঞান, ব্যবসায় প্রশাসন, আইন ও মানবাধিকার এবং পাবলিক হেলথ বিভাগের মাস্টার্স প্রোগ্রামসমূহের OBE কারিকুলাম যা ইতিমধ্যে বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশনে প্রেরণ করা হয়েছে।

**সিদ্ধান্ত-৫.৭:** ইংরেজী, অর্থনীতি, সমাজবিজ্ঞান, রাষ্ট্রবিজ্ঞান, ব্যবসায় প্রশাসন, আইন ও মানবাধিকার এবং পাবলিক হেলথ বিভাগের মাস্টার্স প্রোগ্রামসমূহের OBE কারিকুলাম বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশনের অনুমোদন সাপেক্ষে অনুমোদিত হলো।

**প্রস্তাবনা-৫.৮:** ব্যবসায় প্রশাসন বিভাগের বিবিএ প্রোগ্রামের OBE কারিকুলামে Major হিসেবে Banking and Insurance ও Tourism and Hospitality Management অন্তর্ভুক্তি যা ইতিমধ্যে বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশনে প্রেরণ করা হয়েছে।

**সিদ্ধান্ত-৫.৮:** ব্যবসায় প্রশাসন বিভাগের বিবিএ প্রোগ্রামের OBE কারিকুলামে Major হিসেবে Banking and Insurance ও Tourism and Hospitality Management অন্তর্ভুক্তি বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশনের অনুমোদন সাপেক্ষে অনুমোদিত হলো।

**প্রস্তাবনা-৫.৯:** Bachelor of Laws in Law and Land Administration, B.Sc. in Civil Engineering, B.Sc. in Electrical and Computer Engineering (ECE), B.Sc. in Nutrition and Food Engineering, B.Sc. in Textile Engineering এবং LLM in Human Rights প্রোগ্রামসমূহের OBE কারিকুলাম যা ইতিমধ্যে বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশনে প্রেরণ করা হয়েছে।

**সিদ্ধান্ত-৫.৯:** Bachelor of Laws in Law and Land Administration, B.Sc. in Civil Engineering, B.Sc. in Electrical and Computer Engineering (ECE), B.Sc. in Nutrition and Food Engineering, B.Sc. in Textile Engineering এবং LLM in Human Rights প্রোগ্রামসমূহের OBE কারিকুলাম বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশনের অনুমোদন সাপেক্ষে অনুমোদিত হলো। মাননীয় সদস্য প্রফেসর ড. আবু বকর মো. ইসমাইল ও প্রফেসর ড. তানজিমা ইয়াসমিন আরও কয়েকটি নতুন প্রোগ্রাম (যেমন: Robotics, Cyber Security, IOT) চালু করার ব্যাপারে প্রস্তাব দেন।

**প্রস্তাবনা-৫.১০:** বরেন্দ্র বিশ্ববিদ্যালয়ের অনুসন্ধানমূহ নাম পরিবর্তন পূর্বক পুনর্গঠন: কলা ও সামাজিক বিজ্ঞান স্কুল, ব্যবসায় ও আইন স্কুল, প্রকৌশল স্কুল এবং বিজ্ঞান ও প্রযুক্তি স্কুল।

**সিদ্ধান্ত-৫.১০:** বরেন্দ্র বিশ্ববিদ্যালয়ের অনুসন্ধানমূহ নাম পরিবর্তন পূর্বক পুনর্গঠন অনুমোদিত হলো। অনুসন্ধানমূহ: কলা ও সামাজিক বিজ্ঞান স্কুল, ব্যবসায় ও আইন স্কুল, প্রকৌশল স্কুল এবং বিজ্ঞান ও প্রযুক্তি স্কুল।

**প্রস্তাবনা-৫.১১:** কলা ও সামাজিক বিজ্ঞান স্কুল এর ডীন হিসেবে প্রফেসর মো. শহীদুর রহমান কে দায়িত্ব প্রদান।

**সিদ্ধান্ত-৫.১১:** কলা ও সামাজিক বিজ্ঞান স্কুল এর ডীন হিসেবে প্রফেসর মো. শহীদুর রহমান কে দায়িত্ব প্রদান অনুমোদিত হলো।

পাতা ৩

  
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Varendra University

Dept. of Sociology

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