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## **Words of the Department**

Human beings, as political creatures, have been engaged in politics since the dawn of civilization. Politics is an undeniable part of our lives, and Political Science provides us with the tools to analyze it. Political Science is essentially a systematic and organized study of politics, which deals with systems of governance, power, political thought, and activities. Today, every aspect of the world order is influenced by diplomacy, and Political Science teaches us the principles of diplomacy.

From an individual's perspective, in this ever-evolving society, it is challenging to survive with dignity. Therefore, it is imperative to be a good citizen to live with dignity, and this requires a proper understanding of one's duties, responsibilities, and rights. Politics is not only the exercise of power but also a means of fostering democratic, accountable, and active citizenship. Citizens who are responsible for creating a peaceful and safe society are the hope of future generations. This discipline also allows one to explore the world with a critical and discerning perspective.

As a newly established department in 2018, the Department of Political Science at Varendra University has already set a high standard for teaching and research in its early years. The department attracts a significant number of students each year. Our courses help individuals develop a keen awareness of both national and international politics and cultivate leadership skills from the outset. The Department of Political Science at Varendra University is dedicated to keeping individuals informed about global events, ensuring they stay up-to-date.

With an interactive and up-to-date curriculum that addresses contemporary national and international issues, this department is committed to advancing knowledge through a relentless exploration of current and historical political events. Above all, it is dedicated to helping individuals understand their identity and responsibilities.

# CURRICULUM

DRAFT II (2025)

## Part A

1. **Title of the Academic Program:** Bachelor of Social Science (Honors)
2. **Name of the University:** Varendra University
3. **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.
4. **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 21st century.
5. **Name of the Program Offering Entity:**
  - a. Name of the Faculty Offering the Program: Faculty of Social Science
  - b. Name of the Department Offering the Program: Department of Political Science
6. **Vision of the Department of Political Science:** The Department of Political Science envisions the graduate to be competent, compassionate, ethically driven, and socially responsible through deep learning on governance and politics. Our graduates must be instilled with attributes that will contribute to fostering transformation in international, national, institutional, and individual policy, management, and governing mechanisms. The department has three specific missions:
7. **Mission of the Department of Political Science:** The department of political science functions a hub and aspires the under graduate students to be the part of excellence by unleashing their research and innovation skills on politics and governance by spreading the proper knowledge of social prior to politics and administration producing skilled and globally compatible citizens so that they can profoundly contribute in the process of nation and state building.

Making the students confine the 21st century compatible political and administrative

**M1:** knowledge with proper philosophical and theoretical underpinning through research and deep learning;

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**M2:** Making the students comprehend their learning and synthesising the lessons with the practicalities of the national and international governance of 21st century; and

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**M3:** Forging students as leaders and active citizens well equipped with the ability to be critical, empathetic, and prone to development for the betterment of the planet, nation, institution, and individual.

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8. **Objective of the Department (DO):** The core objective of the department of Political Science is to render a benchmark teaching-learning experiences by offering a platform with best academic and research opportunities for producing compatible graduates of global standards who will be efficient in the field of administration, education, non-government organizations, civil society, and diplomatic arena,

DO1: Ensure and guide the students' socio-political education according to the core spirits of 21st century and the constitution of Bangladesh which will contribute to the state building process.

DO2: Making the students academically sound and research oriented which will end up making one function as an effective bureaucrat as well as to compete in the job market and influence them to be entrepreneurs for the economic redemption of Bangladesh

DO3: Curving the student as responsible citizens devoted to the nation's welfare and prone to positive change.

DO4: Enhancing the latent leadership and diplomatic skills along with the sophisticated knowledge security and strategy among the students in order to ensure a sound political and safe atmosphere from grassroots to international stage.
9. **Name of the Degree:** Bachelor of Social Science (Honors) in Political Science/ BSS (Honors)
10. **Description of the Program:** This is a four-year undergraduate program with 140 credit hours which have been divided in eight semesters. The duration of semester will six months. The students of the department have to study total 42 courses in four year. They have to face year ending viva voce. The

under graduate thesis will be prepared by the students. There are necessary courses of political science and here other social science subjects have also been included in the curriculum so that the students can enrich and be able to keep signature of success in the professional life. Moreover, fundamental English and computer fundamentals have been also included in the curriculum so that the students can be skillful in the communication and information technology. The department is highly committed to prepare students as a skillful and smart person as well as a responsible citizen to the society and the globe.

11. Graduate Attributes of the Department of Political Science Varendra University: There will 5 core graduate attributes of the graduates of the department such as,

1. **Individual Identity with the Spirit of Leadership** with sound theoretical and philosophical understanding.
2. **Academically Sound** with knowledge depleted through research and contemporary case studies.
3. **Innovative and Creative** who is keen to foster positive socio-political transformation.
4. **Politically Modernized** with ethical, critical, analytical, practical, and oral soundness.

12. Program Educational Objectives (PEO): The Political Science Department emphasizes upon the following programs and educational objectives,

<b>PEO1 Fundamental</b>	Letting the students possess essential knowledge on political science that make them confident in analyzing the political phenomena, governance system, international relation and diplomacy in both verbal and normative way.
<b>PEO2 Social</b>	Making them progressive, managerial, leadership-oriented and influential in their career and society in the long run by making them able translating theories to practice.
<b>PEO3 Personal</b>	To enhance the career awareness among the students about both public and private sector of both national and multinational sphere and also making them agile in engaging tasks and succeed in their professional careers through team work, ethical behavior, proactive involvement and effective communication.
<b>PEO4 Thinking</b>	Making them understand the methods applied in Political Science to answer questions about politics which will enhance critical thinking; to construct logical, coherent and lucid arguments; to compile and defragment data and interpret; to generate evidence; and to formulate reasonable conclusions etc.

13. Program Learning Outcomes (PLOs): On completion of the MSS Program, students should be able to:

<b>PLO1 Fundamental</b>	<b>Knowledge and Analytical Skills:</b> Students will gain a comprehensive understanding of political science, enabling them to confidently analyze political phenomena, governance systems, international relations, and diplomacy through both empirical and normative approaches.;
<b>PLO2 Social</b>	<b>Practical Application of Theory:</b> Students will develop the ability to bridge theoretical knowledge with practical applications, equipping them to become progressive thinkers, managers, leaders, and influential members of their careers and society.;
<b>PLO3 Personal</b>	<b>Career Awareness and Professional Agility:</b> Students will build awareness of career paths in both the public and private sectors, at national and multinational levels. They will learn to work effectively within teams, communicate proficiently, uphold ethical standards, and actively contribute to their professional success.;
<b>PLO4 Thinking</b>	<b>Methodological Research and Critical Thinking Skills:</b> Students will understand and apply political science research methods to answer questions about politics, enhancing their critical thinking skills. They will construct logical, coherent arguments, compile and interpret data, generate evidence, and draw well-founded conclusions.

14. Mapping between Mission and PEO:

Relation	Program Educational Objectives
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		PEO1	PEO2	PEO3	PEO4
Mission	M1	*		*	*
	M2		*	*	
	M3			*	*

15. Mapping between PLOs and PEOs:

Relation		Program Learning Outcome			
		PLO1	PLO2	PLO3	PLO4
Program Educational Objective	PEO1	*			
	PEO2		*		
	PEO3			*	
	PEO4				*

16. Mapping Courses with PLOs:

SL.	C Code	Course Title	PLOs			
			1	2	3	4
1.	0312-1101	Introduction to Political Science	x			
2.	0312-1102	Principles of Political Organization	x			
3.	0312-1201	Introduction to International Politics	x			
4.	0312-1202	Politics and Personalities in Indian Sub-Continent		X		
5.	0312-1203	Peace and Conflict Studies		X		
6.	0312-2301	Western Political Thought: Ancient and Medieval Period	X			
7.	0312-2302	Political and Constitutional Development in British India and Pakistan (1757-1947)	X			
8.	0312-2303	Local Governance: Theories and Practices		X		
9.	0312-2304	Political Sociology		X		
10.	0312-2305	The Constitution of the People's Republic of Bangladesh	X			
11.	0312-2401	Western Political Thought: Modern Period	X			
12.	0312-2402	Political History of Modern World	X			
13.	0312-2403	Government and Politics in the UK and the USA	X			
14.	0312-2404	Public Administration In Bangladesh			X	
15.	0312-3501	Government and Politics in Bangladesh since 1971	X			
16.	0312-3502	Party Politics in Bangladesh		X		
17.	0312-3503	Civil Society and Human Rights		X		
18.	0312-3504	Politics of the Middle-East with Special reference to Saudi Arabia and Iran	X			
19.	0312-3505	Political Geography with special reference to Bangladesh		X		
20.	0312-3506	Globalization: International Organizations and Financial Institutions			X	
21.	0312-3601	Comparative Politics				X
22.	0312-3602	Government and Politics in South and South East Asia (Special reference to India, Pakistan, Sri Lanka and Malaysia)	X			
23.	0312-3603	Military and Politics in the Developing Countries with special reference to Bangladesh	X			
24.	0312-3604	Political Economy with Special Reference to Bangladesh				X
25.	0312-3605	Contemporary International Politics	X			
26.	0312-4701	Political System of China and Japan	X			
27.	0312-4702	Democracy and Democratization				X
28.	0312-4703	Gender, Politics and Development		x		
29.	0312-4704	Security Issues and Strategies				X
30.	0312-4801	Public Policy Analysis				x
31.	0413-1103	Introduction to Public Administration			X	
32.	0314-1104	Introduction to Sociology		X		
33.	0311-1204	Introduction to Economics	X			
34.	0031-1205	Professional Skills and Ethics			X	
35.	0231-1002	English Fundamentals			X	
36.	0611-1003	Computer Fundamentals			X	
37.	0222-1001	History of the Emergence of Bangladesh: With Special Emphasis on 1947-1971				X
38.	0031-3606	Global Citizenship Education			X	

39.	0413-4706	Human Resource Management			X	
40.	0542-4705	Basic Statistics				X
41.	0031-4802	Research Methodology				X
42.	0521-4803	Environment Management and Bangladesh				X
43.	0312-1206	VIVA VOCE			X	
44.	0312-2405	VIVA VOCE			X	
45.	0312-3607	VIVA VOCE			X	
46.	0312-4805	VIVA VOCE			X	
47.	0312-4804	Undergraduate Thesis				X

## Part B

### 17. Curriculum Framework:

#### a) Duration of the Program: Years: 4 and Semesters: 8

The BSS (Honors) program is of 4 (four) years duration divided into 8 (eight) Semesters. The duration of the semesters will be,

Name of the Semester	Duration
Spring	January to June
Summer	July to December

#### b) Admission Requirements:

- 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.
- 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 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 this University.

c) **Total Minimum Credit Requirement to Complete the Program:** For the Degree of BSS (Honors), a student shall be required to earn (i) 140 credits including Viva Voce weighted 8 credit hours and Under Graduate Thesis weighted 6 credits, (ii) CGPA of 2.00 and fulfills all requirements of the programmed within a maximum of seven academic years including the year of first admission. For the BSS (Honors) Degree, no grade from any source other than that of the prescribed 140 credit hours shall be considered. A student having F Grade in any course shall not get the Degree.

d) **Total class weeks in a Semester:** For 3 credit hour courses, classes will be held 3 hours in a week. Each semester will consist of 23 weeks (18 weeks for instructions or lectures, 1 week for exam preparation and, 4 weeks for midterm and final examinations). After the end of every final examination, there will be 1 week break for the students.

e) **Minimum CGPA Requirements for Graduation:** CGPA of 2.00 and fulfills all requirements of the programmed within a maximum of seven academic years including the year of first admission. A student having F Grade in any course shall not get the Degree.

f) **Maximum Academic Years of Completion:** Students will be allowed to have a maximum of seven academic years including the year of first admission to complete the graduation.

#### g) Category of Courses:

SL	C Code	Course Title	Type	Credit	Total (Credit)	% (Credit)
48.	0312-1101	Introduction to Political Science	Core	3	06	%87.49
49.	0312-1102	Principles of Political Organization	Core	3		
50.	0312-1201	Introduction to International Politics	Core	3		
51.	0312-1202	Politics and Personalities in Indian Sub-Continent	Core	3		

52.	0312-1203	Peace and Conflict Studies	Core	3				
53.	0312-2301	Western Political Thought: Ancient and Medieval Period	Core	3				
54.	0312-2302	Political and Constitutional Development in British India and Pakistan (1757-1947)	Core	3				
55.	0312-2303	Local Governance: Theories and Practices	Core	3				
56.	0312-2304	Political Sociology	Core	3				
57.	0312-2305	The Constitution of the People's Republic of Bangladesh	Core	3				
58.	0312-2401	Western Political Thought: Modern Period	Core	3				
59.	0312-2402	Political History of Modern World	Core	3				
60.	0312-2403	Government and Politics in the UK and the USA	Core	3				
61.	0312-2404	Public Administration In Bangladesh	Core	3				
62.	0312-3501	Government and Politics in Bangladesh since 1971	Core	3				
63.	0312-3502	Party Politics in Bangladesh	Core	3				
64.	0312-3503	Civil Society and Human Rights	Core	3				
65.	0312-3504	Politics of the Middle-East with Special reference to Saudi Arabia and Iran	Core	3				
66.	0312-3505	Political Geography with special reference to Bangladesh	Core	3				
67.	0312-3506	Globalization: International Organizations and Financial Institutions	Core	3				
68.	0312-3601	Comparative Politics	Core	3				
69.	0312-3602	Government and Politics in South and South East Asia (Special reference to India, Pakistan, Sri Lanka and Malaysia)	Core	3				
70.	0312-3603	Military and Politics in the Developing Countries with special reference to Bangladesh	Core	3				
71.	0312-3604	Political Economy with Special Reference to Bangladesh	Core	3				
72.	0312-3605	Contemporary International Politics	Core	3				
73.	0312-4701	Political System of China and Japan	Core	3				
74.	0312-4702	Democracy and Democratization	Core	3				
75.	0312-4703	Gender, Politics and Development	Core	3				
76.	0312-4704	Security Issues and Strategies	Core	3				
77.	0312-4801	Public Policy Analysis	Core	3				
78.	0413-1103	Introduction to Public Administration	GED	3			36	25.71%
79.	0314-1104	Introduction to Sociology	GED	3				
80.	0311-1204	Introduction to Economics	GED	3				
81.	0031-1205	Professional Skills and Ethics	GED	3				
82.	0231-1002	English Fundamentals	GED	3				
83.	0611-1003	Computer Fundamentals	GED	3				
84.	0222-1001	History of the Emergence of Bangladesh: With Special Emphasis on 1947-1971	GED	3				
85.	0031-3606	Global Citizenship Education	GED	3				
86.	0413-4706	Human Resource Management	GED	3				
87.	0542-4705	Basic Statistics	GED	3				
88.	031-4802	Research Methodology	GED	3				
89.	0521-4803	Environment Management and Bangladesh	GED	3				
90.	0312-1206	VIVA VOCE	Cap.	2	14	10%		
91.	0312-2405	VIVA VOCE	Cap.	2				
92.	0312-3607	VIVA VOCE	Cap.	2				
93.	0312-4805	VIVA VOCE	Cap.	2				
94.	0312-4804	Undergraduate Thesis	Cap.	6				
		<b>Total</b>			<b>142</b>			

18. Year and Semester-wise Distribution of Courses, Credits, Exam Hours and Marks:

Sl.	Year	Sem.	C. Code	Course Title	Credit (VU)
1.	1st	1st	0312-1101	Introduction to Political Science	3
2.			0312-1102	Principles of Political Organization	3
3.			0413-1103	Introduction to Public Administration	3

4.		0314-1104	Introduction to Sociology	3	
5.		0312-1201	Introduction to International Politics	3	
6.		0312-1202	Politics and Personalities in Indian Sub-Continent	3	
7.		0312-1203	Peace and Conflict Studies	3	
8.		0311-1204	Introduction to Economics	3	
9.		0031-1205	Professional Skills and Ethics	3	
10.		0231-1002	English Fundamentals	3	
11.		0312-1206	VIVA VOCE	2	
12.	2nd	0312-2301	Western Political Thought: Ancient and Medieval Period	3	
13.		0312-2302	Political and Constitutional Development in British India and Pakistan (1757-1947)	3	
14.		0312-2303	Local Governance: Theories and Practices	3	
15.		0312-2304	Political Sociology	3	
16.		0312-2305	The Constitution of the People's Republic of Bangladesh	3	
17.		0611-1003	Computer Fundamentals	3	
18.		3rd	0312-2401	Western Political Thought: Modern Period	3
19.			0312-2402	Political History of Modern World	3
20.			0312-2403	Government and Politics in the UK and the USA	3
21.			0312-2404	Public Administration In Bangladesh	3
22.	0222-1001		History of the Emergence of Bangladesh: With Special Emphasis on 1947-1971	3	
23.	0312-2405	VIVA VOCE	2		
24.	4th	0312-3501	Government and Politics in Bangladesh since 1971	3	
25.		0312-3502	Party Politics in Bangladesh	3	
26.		0312-3503	Civil Society and Human Rights	3	
27.		0312-3504	Politics of the Middle-East with Special reference to Saudi Arabia and Iran	3	
28.		0312-3505	Political Geography with special reference to Bangladesh	3	
29.		0312-3506	Globalization: International Organizations and Financial Institutions	3	
30.		5th	0312-3601	Comparative Politics	3
31.			0312-3602	Government and Politics in South and South East Asia (Special reference to India, Pakistan, Sri Lanka and Malaysia)	3
32.			0312-3603	Military and Politics in the Developing Countries with special reference to Bangladesh	3
33.			0312-3604	Political Economy with Special Reference to Bangladesh	3
34.	0312-3605		Contemporary International Politics	3	
35.	0031-3606		Global Citizenship Education	3	
36.	0312-3607		VIVA VOCE	2	
37.	6th	0312-4701	Political System of China and Japan	3	
38.		0312-4702	Democracy and Democratization	3	
39.		0312-4703	Gender, Politics and Development	3	
40.		0312-4704	Security Issues and Strategies	3	
41.		0542-4705	Basic Statistics	3	
42.		0413-4706	Human Resource Management	3	
43.	7th	0312-4801	Public Policy Analysis	3	
44.		031-4802	Research Methodology	3	
45.		0521-4803	Environment Management and Bangladesh	3	
46.		0312-4804	Undergraduate Thesis	6	
47.		0312-4805	VIVA VOCE <sup>0222-2405</sup>	2	
47	4	8	Total	140	

**N: B:** Summative exam time will be 2.5 hour in total for 3 credit courses where 1 hour will be allocated for mid-term examination and rest of the 1.5 hour is for the Final Examination. Time of the continuous internal evaluation or formative assessment will be adjust from the learning time.

Part C  
Course Content and Details

Year: **1st** Semester: **1st**

## 0312-1101

### Introduction to Political Science

1. **Course Code:** 0312-1101
2. **Course Title:** Introduction to Political Science
3. **Course Type:** Core
4. **Year and Semester:** 1<sup>st</sup> Year 1<sup>st</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course provides an introductory overview to the students about the classifications, theories, purposes and applications related to each basic concept of Political Science. The student will learn in this course about the theory of state, government, law, liberty, equality, rights, public opinion, property, nation, election and so on. These are the primary issues which all citizens ought to understand. The course also prepares students for further study in political science of other courses in 4-year long curriculum. by providing conceptual and analytical tools appropriate to the field.
12. **Course Objectives (CO)**  
CO1: To Introduce and induct the students in the domain of the discipline;  
CO2: To help the students to understand and different ideology of Political Science; and  
CO3: To familiarize them with certain concepts ranging from state to rights which constitute the building blocks of the discipline of political science
13. **Course Learning Outcomes (CLO)**  
CLO1: students will be able to define the different basic concepts of Political Science  
CLO2: students will be able to interpret the significance of different basic concepts of Political Science  
CLO3: students will be able to compare the traditional idea of state, sovereignty, right, law, equality, liberty, nationality etc. with modern political idea.

#### 13.1 Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
CLO1	X			-
CLO2	X	x		-
CLO3			x	-

#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Political Science: Nature, method and Scope-Political Science as a science-Approaches-Relation with other Social Sciences.	4 Interactive lectures	Class attendance	CLO1 CLO3
3-4	The State: Concept, Elements, Theories of the Origin, Development and Purpose.	3 Interactive lectures	Active and oral Class Participation	CLO1 CLO3
4-5	Sovereignty: Meaning and Characteristics-History-Forms-Location-Monism and Pluralism.	4 Interactive lectures	Assignment/project	CLO1
6	Political Obligation.	2 Interactive lectures	Presentation	CLO1 CLO2

7-8	Right: Meaning-Classification-Fundamental Human Rights as adopted by the UNO.	2 Interactive lectures, Group Work, and 1 Group Discussion	Sudden Quiz Class test	CLO1 CLO3
8-9	Right: Meaning, Classification, Universal Human Rights as adopted by the United Nations	2 Interactive lectures, Group Work, and 1 Group Discussion	Midterm examination	CLO1 CLO2
9-11	Law: Nature-Kinds-Source-Development-Law and Morality.	2 Interactive lectures		Final Examination
11-12	Liberty: Nature-Kinds-Safeguards-Law and Liberty.	3 Interactive lectures	CLO1	
12-13	Equality-Nature-Kinds Equality and Liberty.	1 Interactive lectures, 3 Class Debate	CLO1	
13-15	Nation and Nationality: Meaning-Elements of Nationality; Nationalism, Meaning, Merits and Demerits-Right of self-determination; Internationalism.	4 Interactive lectures	CLO1 CLO2	
15-18	Electorate: Role and Functions-Universal Adult Franchise-Franchise for Women-Direct & Indirect Election-Secret Ballot & Open Voting-Plural Voting-Separate & Joint Electorate.	5 Interactive lectures	CLO2 CLO3	

### 15. Learning Materials

Ernest Barker: Greek Political Theory-Plato and His Predecessors

G.H. Sabine: History of Political Theory

W A. Dunning: History of Political Theories (Vol. I & II)

Erwin Rosenthal: Medieval Muslim Political Thought

H.K. Sherwaini: Muslim Political Thought and Administration

J. P. Suda: History of Political Thought, Vol. I & II

Russel: A History of Western Political Thought

W. Ebeisten : Great Political Thinkers

Hafiz Habibur Rahman, Political Thought

মু. আয়েশ উদ্দীন: রাষ্ট্রচিন্তা পরিচিতি ১১. সরদার ফজলুল করিম: প্লেটোর রিপাবলিক

সরদার ফজলুল করিম: এরিস্টটলের পলিটিকস্ ১৩. সৈয়দ মকসুদ আলী: রাষ্ট্রবিজ্ঞান

সৈয়দ মকসুদ আলী: প্লেটোর রিপাবলিক

এম. আব্দুর রাজ্জাক: মধ্যযুগের দর্শনের ইতিহাস

## 0312-1102

### Principles of Political Organization

- Course Code:** 0312-1102
- Course Title:** Principles of Political organization
- Course Type:** Core
- Year and Semester:** 1<sup>st</sup> Year 1<sup>st</sup> Semester
- Academic Session:**
- Course Teacher:**
- Pre-requisite:**
- Credit Value:** 3
- Contact Hours:** 60 Hours
- Total Marks:** 100
- Rationale of the Courses:** This course provides an introductory overview to the students about the classifications, theories, purposes and applications related to each basic concept of Political Science. The student will learn in this course about the theory of state, government, law, liberty, equality, rights, public opinion, property, nation, election and so on. These are the primary issues which all citizens ought to understand. The course also prepares students for further study in political science of other courses in 4-year long curriculum by providing conceptual and analytical tools appropriate to the field.
- Course Objectives (CO)**

- CO1 To provide knowledge about the functions of government and the role of political institutions in carrying out those functions and apply them in real life.
- CO2 To give knowledge about the formal political institutions of a state.
- CO3 To identify the basic principles of political institutions and procedures of the political system.
- CO4 To understand the basic concept of the theory of separation of power.
- CO5 To gain knowledge about forms of government and organs of government.

**13. Course Learning Outcomes (CLO)**

- CLO1: Students will be able to interpret, apply, and analyze constitutional knowledge to assess governance practices;
- CLO2: Students will be able to classify and compare different forms of government, recognizing key distinctions and similarities;
- CLO3: Students will be able to demonstrate effective participation and engagement in the roles and functions of government institutions;
- CLO4: Students will be able to evaluate the relationship among the legislature, executive, and judiciary, analyzing their roles both theoretically and practically;
- CLO5: Students will be able to assess the extent of separation of powers and the effectiveness of checks and balances in government systems.

**13.1 Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1		x		
CLO2	x			
CLO3			x	
CLO4				x
CLO5		x		

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-7	Constitution: Definition, necessity, methods of establishing constitution, characteristics of a good constitution, constitutionalism and constitutional government, supremacy of the constitution, amending process and classification of constitution. 7	7 Interactive lectures	Class attendance	CLO1
7-11	Classification and Forms of Government: Democratic and Dictatorial-Totalitarian-Cabinet, Presidential and Collegiate, Constitutional government, Unitary, Federalism-Problems and New Trends. 10	10 Interactive lectures	Active and oral Class Participation	CLO2
11-16	Organs of Governments: Legislature-its importance and functions-delegated legislation, legislative process, legislative power and the constituent power, unicameral and bi-cameral legislature, decline of the power of the legislature. Executive-forms, kinds and functions of executive, requisites of properly organized executive and growing power of the executive. Judiciary- importance, functions-judicial independence-judicial review (USA), Parliamentary Sovereignty (UK) - Rule of Law and Administrative Law. 12	12 Interactive lectures, Class works, Group Discussions.	Assignment/project Presentation Sudden Quiz Class test Midterm examination Final Examination	CLO2 CLO3 CLO4
16-18	Separation of Powers: meaning, origin, variety and significance of the theory-organic and personal separation-separation of powers in the American and	7 Interactive lectures, Class debates.		CLO5

British constitution, criticisms of the theory of separation of powers. 7			
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### 15. Learning Materials

- Agarwal, R.C. (2009). *Political Theory*. New Delhi: S. Chand and Com.
- Corry, J.A. (1963). *Democratic Government and Politics*. Toronto: University Press.
- Dicey, A.V. (1939). *Introduction to Political Science*. London: MacMillan and Co.
- Finer, H. (1954). *The Theory and Practice of Modern Government*. London: Methuen and Co. Ltd.
- Fredrich, C.J. (1966). *Constitutional Government and Democracy*. New York: IBM Publisher & Co.
- Garner, J.W. (1951). *Political Science and Government*. Calcutta: World Press.
- MacIver, R.M. (1966). *Modern State*. London: Oxford University Press.
- Strong, C.F. (1952). *Modern Political Constitution*. London: Sedgwick and Jackson.
- রহমান, মো. মকসুদুর (২০১৮), *রাষ্ট্রীয় সংগঠনের রূপরেখা*, ঢাকা: আলোয়া বুক ডিপো।

## 0413-1103

### Introduction to Public Administration

- Course Code:** 0413-1103
- Course Title:** Introduction to Public Administration
- Course Type:** Core
- Year and Semester:** 1<sup>st</sup> Year 1<sup>st</sup> Semester
- Academic Session:**
- Course Teacher:**
- Pre-requisite:**
- Credit Value:** 3
- Contact Hours:** 60 Hours
- Total Marks:** 100
- Rationale of the Courses:** This is a core course and provides a general introduction to the study of public administration. This course introduces students to the theories, concepts and ideas used in public administration. This is a course that explores how the administration makes and works. This course will provide students with an understanding of the organization, leadership, decision making, public corporation, financial administration, administrative accountability etc. The course is intended for students the opportunity to engage with administration.
- Course Objectives (CO)**
  - CO1: To give knowledge and understanding of fundamental concepts and theories in public administration.
  - CO2: To understand the basic concept of decision making and leadership theory.
  - CO3: To identify the basic principles of bureaucracy and recent trends.
  - CO4: To give knowledge about the formal side of administration.
  - CO5: To make students to assess different sector of public administration.
- Course Learning Outcomes (CLO)**
  - CLO1: Demonstrate basic grasp on the key administrative terms;
  - CLO2: Run critical diagnostics on the various administrative modalities; and
  - CLO3: Sorting out rationale aspects, features, attributes, structures of various administrative mechanisms for an effective administrative setting.

#### a. Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
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CLO1			x	
CLO2				x
CLO3				

#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Public Administration: Meaning, Scope, Nature and Importance, Methods of Study; Private and Public Administration, Relations with other subjects, Politics and Administration, Public Administration and Development Administration, Ecology and Administration	7 Interactive lectures, Group Work, and 1 Group Discussion	Class attendance Active and oral Class Participation Assignment/project Presentation Sudden Quiz Class test Midterm examination Final Examination	CLO1 CLO2 CLO3
3-4	Organization: Definition, Factors of organization, Elements of organization: Division of Work, Hierarchy, Unity of Command, Span of control, Coordination Centralization vs. Decentralization, Communication, Motivation. Theories of Organization	7 Interactive lectures, Group Work, and 1 Group Discussion		CLO1 CLO2 CLO3
4-5	Leadership: Definition, Importance, Styles and Theories of Leadership	3 Interactive lectures		CLO1 CLO2
6	Decision-Making: Steps of Scientific decision-making, Approaches to the decision-making.	3 Interactive lectures Group Work, and 1 Group Discussion		CLO1 CLO2
7-8	Departmentalization, Methods of Departmentalization-merits-demerits.	2 Interactive lectures, Group Work, and 1 Group Discussion		CLO2
8-9	Public Corporation: Definition, Growth and Development of Public Corporation, pattern of management, Problems of control and accountability.	7 Interactive lectures		CLO2 CLO3
10-12	Bureaucracy: Nature and Concept, characteristics of Weberian Bureaucracy, recent trends	3 Interactive lectures		CLO2 CLO3
13-16	Financial Administration: Nature and meaning, Budget formulation and execution, Parliamentary control over finance, role of accounts and audit	3 Interactive lectures		CLO2 CLO3
17-18	Accountability of Public Administration: Various control over administration- department, Legislative and judicial, Ombudsman, Administrative desecration: Extra legal means of control	4 Interactive lectures	CLO2 CLO3	

#### 15. Learning Materials

- White, L. D. (1955). *Introduction to the Study of Public Administration*, UK: The Macmillan Company;
- Marx, F. M. (Ed.) (1946). *Elements of Public Administration*, New York: Prentice-Hall, Inc.
- Gladden, E N, (1968). *The Essentials of Public Administration*. London: Staples Press.
- Pfiffner, John M. and Robert Presthus (1967). *Public Administration*. New York: The Ronald Press.
- Dimock, M.E. and Domock. O.D. (1961). *Public Administration*. New York: Rinehart and Winston.
- Sharma, M. P. (2014). *Public Administration in Theory & Practice*. India: KitabMahal.
- Islam, Shamsul (1975). *Public Corporation in Bangladesh*. Dhaka: Local Government Institute.
- Waldo, Dwight (1953). *Ideas and Issues in Public Administration*. New York: McGraw-Hill.
- রহমান, এমশামসুর (১৯৭৬), *আধুনিক লোকপ্রশাসন*, ঢাকা: বাংলা একাডেমী।
- আহমেদ, কফিলউদ্দিন (২০১৫), *লোকপ্রশাসন পরিচিতি*, ঢাকা: অবসর প্রকাশনা সংস্থা।
- উদ্দীন, মোঃ আনসার (২০০৪), *লোকপ্রশাসন: তত্ত্ব ও প্রয়োগ*, ঢাকা: অধুনা প্রকাশন।

# 0314-1104

## Introduction to Sociology

1. **Course Code:** 0314-1104
2. **Course Title:** Introduction to Sociology
3. **Course Type:** GED
4. **Year and Semester:** 1<sup>st</sup> Year 1<sup>st</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100

**11. Rationale of the Courses:** The course serves as a foundational general education offering by equipping students with a critical understanding of the social structures, processes, and dynamics that shape human behavior and societal interactions. It fosters essential analytical skills by examining core concepts such as culture, socialization, and institutions, enabling students to recognize and evaluate the complex ways in which social forces influence individual and collective experiences. This course promotes a deeper awareness of diversity and social change, encouraging students to critically assess their roles within society and appreciate the interconnectedness of global issues. By engaging with sociological theories and research, students develop a nuanced perspective that enhances their ability to contribute thoughtfully to diverse communities and address contemporary social challenges.

### 12. Course Objectives (CO)

- CO1: to identify and describe fundamental sociological concepts such as culture, socialization, roles, and institutions;
- CO2: give a grounding in the process to apply major sociological theories, including functionalism, conflict theory, and symbolic interactionism, to analyze and interpret social phenomena;
- CO3: to analyze the role and impact of major social institutions (e.g., family, education, and media) on individual behavior and societal trend;
- CO4: to evaluate various forms of social inequality and stratification, including class, race, and gender, and understand their implications for social cohesion and conflict;
- CO5: to develop critical thinking skills to assess the effects of social change, globalization, and cultural diversity on societies and their members.

### 13. Course Learning Outcomes (CLO)

- CLO1: Students will be able to identify and describe fundamental sociological concepts;
- CLO2: Students will be able to use sociological concepts and theories to analyze and interpret social issues and trends;
- CLO3: Students will be able to explain factors contributing to social inequality, such as class, race, and gender, and their effects; and
- CLO4: Students will be able to analyze the impact of social change, globalization, and diversity on communities.

### 14. Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
CLO1	X			

CLO2			X	
CLO3			X	
CLO4		x		x

### 15. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	1. Sociological Perspective: a. Analyzing the sociological perspective b. Science and sociology; social change and sociology; levels of analysis c. The origins of sociology: anti-colonial revolution in North America (1776), French Revolution (1789) and Industrial Revolution d. Sociological paradigms: functionalism, conflict perspective and symbolic interactionism	4 Interactive lectures	Class attendance Active and oral Class Participation Assignment/project Presentation Sudden Quiz Class test Midterm examination Final Examination	CLO1 CLO2 CLO3 CLO4
3-4	2. Social Interaction and Everyday Life a. The study of daily life: civil inattention, Goffman's social construction of reality b. Non-verbal communication: face, gestures and emotion; non-verbal communication and gender c. Social interaction and socialization: meaning and basis of interactions	4 Interactive lectures		CLO1
5-6	3. Socialization a. Culture, society and child socialization: theories of child development – Mead and Piaget; Agencies of socialization – family, schools, peer relationships, mass media b. Gender socialization: gender learning - storybooks and television c. Theories of gender difference: Freud, Chodorow, Gilligan	4 Interactive lectures		CLO1 CLO2 CLO4
7-8	4. Culture a. Culture and human intelligence, elements of culture: symbols, language, values and beliefs b. Material culture and technology c. Cultural diversity: many ways of life in one world d. Theoretical analysis of culture: Functional and conflict analysis	4 Interactive lectures		CLO1 CLO2
9-11	5. Family, Marriage and Intimate Relationships a. The family: basic concepts; types of family; marriage patterns b. The development of family life: kin-based	6 Interactive lectures		CLO1 CLO3

	nuclear, separated nuclear, family with affective individualism; factors affecting family patterns c. Transition and problems in family life – changes in family patterns, same-sex partnership; divorce and separation, remarriage, domestic violence d. Transformation of intimacy and post modernity – Giddens: confluent love, Beck and Beck-Gernsheim: The normal chaos of love, Bauman: liquid love			
12-13	6. Race and Ethnicity a. Social significance of race and ethnicity b. Racial typology and ethnic minorities; racism c. Prejudice and discrimination; theories of prejudice d. Race and ethnicity in Bangladesh	4 Interactive lectures		CLO1 CLO2
14-15	7. Religion and Society a. Sociological conceptualization of religion b. Theories of religion: Marx: religion and inequality; Durkheim: functionalist perspective c. Varieties of religion: Animism, Totemism; Polytheism: Hinduism; Agnosticism: Buddhism, Confucianism, Taoism; Monotheism: Judaism, Christianity, Islam	4 Interactive lectures		CLO1 CLO2 CLO3 CLO4
16-18	8. Economic and Political Institutions a. Economic history: agricultural, feudal and capitalist mode of production b. Social structure of economy, factors associated with economy – production, distribution, and consumption; division of labor c. Global economy and comparative economic systems – capitalism, socialism d. Conceptualizing power and authority: Weber, Lukes, Foucault e. Political system: authoritarianism, democracy, monarchy, totalitarianism f. Theoretical analysis of power in society	6 Interactive lectures		CLO1

### 16. Learning Materials

Lloyd L. Byars and Lesile W. Rue: Personnel/Human Resource Management

David A. DeCenzo and Stephen P. Robbins: Personnel/Human Resource Management

Gary Dessler: Human Resource Management

Md. Omar Ali: Essentials of Human Resource Management

Abdul Awal Khan and Md. Abu Taher: Human Resource Management and Industrial Relations

Babbie, Earl R. 1994. What is Society? Reflections on Freedom, Order, and Change. Thousand Oaks, CA, Pine Forge Press.

Collins, Randall. Sociological Insight: An Introduction to Non-Obvious Sociology. Oxford University Press.

Dandaneau, Steven P. Taking it Big. Thousand Oaks, CA: Pine Forge Press.

- Giddens, Anthony. 1987. *Sociology: A Brief but Critical Introduction*. Second Edition. New York: Harcourt Brace Jovanovich.
- Hachen, David S., Jr. 2001. *Sociology in Action: Cases for Critical and Sociological Thinking*. Thousand Oaks, CA: Pine Forge Press.
- Johnson, Allan. *The Forest and the Trees*. Mayfield.
- Lemert, Charles. *Social Things*, Rowman and Littlefield.
- Levin, W. C. (1994). *Sociological Ideas: Concepts and Applications*. Belmont, CA, Wadsworth.
- Newman, D. M. (2000). *Sociology: Exploring the Architecture of Everyday Life*. Thousand Oaks, CA, Pine Forge Press.
- O'Brien, Jodi. 1999. *Social Prisms*. Thousand Oaks, CA: Pine Forge Press.
- Schwalbe, Michael. 2001. *The Sociologically Examined Life*. Mountain View, CA: Mayfield.
- S. Aminul Islam et. al., 2000. *Introduction to Behavioural Science*, Dhaka: UPL.
- Steve Taylor, 1999. *Sociology, Issues and Debates*, London: Macmillan.
- Neil S. Smelser. 1993, *Sociology*, New Delhi: Prentice-Hall.
- মহাপাত্র, অনাদিকুমার. ২০০৮. বিষয় সমাজতত্ত্ব: প্রত্যয় ও প্রতিষ্ঠান. কলকাতা, ভারতঃ সুহৃদ পাবলিকেশন।
- টম বটোমোর, ১৯৯২, সমাজবিদ্যা: তত্ত্ব ও সমস্যার রূপরেখা, হিমাচল চক্রবর্তী (অনূদিত), কলকাতা: কে পি বাগচী।
- আমিন ইসলাম, ১৯৯১, সমাজ, সংস্কৃতি এবং সাহিত্য, ঢাকা: সমাজ নিরীক্ষণ কেন্দ্র।
- বদরুল আলম খান, ১৯৯২, সমাজতত্ত্ব: সংকট ও সম্ভাবনার দেড়শ' বছর, ঢাকা: বাংলা একাডেমি।

# 0312-1201

## Introduction to International Politics

1. **Course Code:** 0312-1201
2. **Course Title:** Introduction to International Politics
3. **Course Type:** Core
4. **Year and Semester:** 1<sup>st</sup> Year 2<sup>nd</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course is a core course and introduces students to the theories, concepts and ideas used in international politics. This is a course that explores how the world works, why event occur and who affects these events by examining relations between actors. The goal of this course is for you to gains a better understanding of the political world in which we live. Not only does this course offer a way to learn international politics concepts, it also promotes the development of decision making, critical thinking and analytical skills in a dynamic environment.
12. **Course Objectives (CO)**
  - CO1 To understand the basic differences of international relation and international politics.
  - CO2 To provide knowledge about international and regional organizations.
  - CO3 To introduce students with the theories of international politics.
  - CO4 To learn about different issues in international politics.
  - CO5 To analyze power politics and foreign policy of different states.
13. **Course Learning Outcomes (CLO)**
  - CLO1 Students will be able to elucidate the approaches of studying international politics;
  - CLO2 Students will be able to apply the approaches and theories of international politics on various global events;
  - CLO3 Students will be able to evaluate foreign policies in accordance to various national and international interest and interactions; and
  - CLO4 Students will be able to analyze the bilateral and multilateral relations along with regionalism and so on; and
  - CLO5: Students will be able to categorize and explain various forms of power, ranging from soft power to hard power, and from superpowers to regional powers, identifying their roles and influences within different spectrums of global influence.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	X			
CLO2			x	
CLO3		x		
CLO4			X	
CLO5	x			

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
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1-2	Concepts of International Politics: Meaning, Nature and Scope of International Politics. Characteristics of International Politics, Importance of the study of International Politics. Relations between International Politics and International Relations. International Politics as an Academic discipline.	8 Interactive lectures	Class attendance	CLO1 CLO2
3-4	Theories of International Politics (i) Realist Theory of Morgenthau (ii) Classical Approaches.	6 Interactive lectures, Group Work, and Group Discussion	Active and oral Class Participation	CLO1 CLO2
5-6	Power and International Politics: Power; its meaning and definition, Elements of National Power, Concepts of Big Power, Small Power, Super Power, Bipolarity and Multipolarity.	6 Interactive lectures, Group Work, and Group Discussion	Assignment/project Presentation Sudden Quiz	CLO2 CLO4 CLO5
6-7	Issues in International Politics: Nationalism, Imperialism, Colonialism and Neo-colonialism. Non-Alignment, its validity, Globalization and New world order.	5 Interactive lectures Group Work, and Group Discussion	Class test	CLO3 CLO4
8-9	International and Regional Organization. League of Nations, UNO and Its Organs, OIC and SAARC, D-8, ASEAN.	5 Interactive lectures	Midterm examination	CLO5
9-10	Foreign Policy: Its meaning and objectives. Foreign Policy of Bangladesh, State and Non-state actors in Foreign Policy making Process, Bangladesh Perspective.	6 Interactive lectures, Group Work, and Group Discussion	Final Examination	CLO3

#### 15. Learning Materials

Rumki Basu, International Politics: Concepts, Theories and Issues.

Jaglal Haider, Changing Pattern of Bangladesh Foreign Policy: A Comparative Study of the Mujib and Zia Regime.

Jussi M. Hanhimaki, The United Nations: A Very Short Introduction

K. J. Holsti, International Politics

Morton Kaplan, System and Process in International Politics

Charles O Llerche Jrand Said E, Concepts of International Politics

Vinoy Kumar Malhotra, International Relations

মো. আব্দুল ওয়াদুদ উইয়া, আন্তর্জাতিক রাজনীতি: তত্ত্ব ও বাস্তবতা

মো: আব্দুলহালিম. আন্তর্জাতিক সম্পর্কে ও মূলনীতি

মো: সুলতানমাহমুদ, আন্তর্জাতিক সম্পর্কে ও মূলনীতি ও পররাষ্ট্রনীতি

## 0312-1202

### Politics and Personalities in Indian Sub-continent

1. **Course Code:** 0312-1202
2. **Course Title:** Politics and Personalities in Indian Sub-continent
3. **Course Type:** Core
4. **Year and Semester:** 1<sup>st</sup> Year 2<sup>nd</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course is a basic theoretical pre-requisite for completing the 4-year integrated BSS (Honors) in Political Science. The course introduces the students with the eminent political

personalities of the Indian Sub-Continent. By analyzing their biography students will be able to know their social and political contributions in different movements, reformations and renaissance. The course will provide students a detailed understanding about the techniques and strategies these political scholars had adopted during the politics of resistance and freedom in British India. It highlights the role of great political leaders to promote Bengali nationalism that influenced and accelerated the movement for the emergence of Bangladesh.

**12. Course Objectives (CO)**

- CO1 To provide students with in-depth knowledge about politics and personalities of Indian Sub-continent;
- CO2 To serf through the political biography of the prominent political leaders and personalities of Indian sub-continent and their role in nation building process;
- CO3 To focus on the issues that have taken place in the affluent history contributed to create patriotic feelings among the Bengali people;
- CO4 To disperse knowledge on their influences by which historical events took place in the governance system of British India;
- CO5 To enhance the understanding on ideological views of patriotic leaders which they had shown in various political and social movements.

**13. Course Learning Outcomes (CLO)**

- CLO1 Demonstrate possession of basic ideas about the biography of political personalities who have contributed to the political and social development in the Indian Sub-Continent;
- CLO2 examine the influences of politics and personalities of the Indian Sub-continent in the shaping of political and social history;
- CLO3 upheld the effective and compatible ideologies, moral principles and the qualities of leadership qualities of the personalities of the Indian Sub-continent with contemporary and regional settings of politics and society.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1		x	x	x
CLO2	X	x	x	x
CLO3	X	x	x	

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	Reformation Movements: Reformation movements in British India and their political significance	5 Interactive lectures	Class attendance	CLO1 CLO3
3-5	Wahabi movement-Faraiji movement	3 Interactive lectures	Active and oral Class Participation	CLO1 CLO3
4-5	Renaissance Movement: Raja Ram Mohan Roy, Sir Sayed Ahmed Khan, Sayed Amer Ali, N Abdul Latif	8 Interactive lectures	Assignment/project Presentation	CLO1
6-11	Politics of Resistance and Freedom: Titu Mir, Maulana Md. Ali, Surendranath Banerjee, M.K. Gandhi, Jawharlal Nehru, Maulana AbulKalam Azad, C.R. Das, Subhas Chandra Bose, Nawab Sir Salimullah, M.A. Jinnah,	11 Interactive lectures Group Work, and 1 Group Discussion	Sudden Quiz  Class test	CLO1 CLO2
12-14	A.K. Fazlul Huq, H.S. Suhrawardy, Maulana A. Hamid Khan Bhasani	5 Interactive lectures, Group Work, and 1 Group Discussion	Midterm examination	CLO1 CLO3

15-18	Bangabandhu Sheikh Mujibur Rahman	3 Interactive lectures, Group Work, and 1 Group Discussion	Final Examination	CLO1 CLO2
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#### 15. Learning Materials

Ahmed, Nizam. (2000), *Parliament and public spending in Bangladesh: limits and control*. Dhaka: Bangladesh Institute of Parliamentary Studies (BIPS).

Haque, A. F. (2011), *Bangladesh Politics: The Problem of Stability*. Dhaka: Hakkani Publishers.

Ahmed, Nizam (2002), *the Parliament of Bangladesh*. Aldershot, England: Ashgate Publishing Limited.

Ahmed, Nizam. (2012), *Aiding the Parliament of Bangladesh: Experience and Prospect*. Dhaka: The University Press Limited.

Rahim, Muhammad Abdur (1978), *The Muslim Society and Politics in Bengal, A. D. 1957-1947*. Dhaka: University of Dacca.

Mallick, Abdur Rahman and Mallick, E. Ara (1977) *British Policy and the Muslims in Bengal 1757-1856*, Dhaka: Bangla Academy.

রহমান, মো. মকসুদুর (২০১৬), *স্মরণীয় বরণীয় রাজনৈতিক ব্যক্তিত্ব*, ঢাকা: বাংলাদেশ বুক কর্পোরেশন লি.

রহমান, মো. মকসুদুর (২০১৯), *বাংলাদেশের স্বাধীনতারসাতকাহন*, ঢাকা: জ্ঞানকোষ প্রকাশনী।

আলী, সৈয়দ মকসুদ (২০১৯), *রাজনীতি ও রাষ্ট্রচিন্তায় উপমহাদেশ*, ঢাকা: মাওলা ব্রাদার্স।

হক, আবুল ফজল (১৯৯১), *বাংলাদেশের রাজনীতি: সংঘাত ও পরিবর্তন*, রাজশাহী বিশ্ববিদ্যালয় পাঠ্য পুস্তক প্রকাশনা বোর্ড।

আহমদ, প্রফেসর ড. এমাজউদ্দীন (২০১৮), *বাংলাদেশের রাজনীতি: সমস্যা ও সম্ভাবনা*, ঢাকা: শিকড় প্রকাশন

## 0312-1203

### Peace and Conflict Studies

1. **Course Code:** 0312-1203

2. **Course Title:** Peace and Conflict Studies

3. **Course Type:** Core

4. **Year and Semester:** 1<sup>st</sup> Year 2<sup>nd</sup> Semester

5. **Academic Session:**

6. **Course Teacher:**

7. **Pre-requisite:**

8. **Credit Value:** 3

9. **Contact Hours:** 60 Hours

10. **Total Marks:** 100

11. **Rationale of the Courses:** This course is a core course and introduces students to the theories, concepts and ideas used in peace and conflict studies. This is a course that explores how the world works, why event occur and who affects these events. The program in peace and conflict studies will provide you with an understanding of systemic as well as grassroots level perspectives on organized violence, conflict resolution and the concept of peace. The course are intended for students the opportunity to engage with the issues of war, peace and conflict analysis and peace building.

#### 12. Course Objectives (CO)

CO1: To understand and analyze how various types of armed conflict and organize violence arises.

CO2: To provide the student in depth knowledge of peace and conflict studies.

CO3: To enhance their knowledge of this area to an advanced level in order to pursue a career in peace and conflict intervention practice.

CO4: To give knowledge about causes and results of peace and conflicts.

CO5: To critically analyze, understand and respond to major sources of conflict.

#### 13. Course Learning Outcomes (CLO)

CLO1: able to explain the aspects and concepts of peace and conflict studies;

CLO2: analyze the contemporary conflicting issues in the world;

CLO3: identify the barriers of world peace;

CLO4: recommend the ways of establishing peace all over the world; and

CLO5: evaluate the role of international organizations for ensuring peace.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		X		
CLO3		X		x
CLO4				X
CLO5			x	

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-5	Peace: meaning, concept and dimensions of peace; alternative concept of peace; maintenance of peace; legal framework of peace.	10 Interactive lectures, Group Work, and 1 Group Discussion	Class attendance Active and oral Class Participation	CLO1 CLO3
6-9	Conflict: meaning and formation; factors of conflict; causes and consequences of conflict.	7 Interactive lectures, Class Debate, and 1 Group Discussion	Assignment/project Presentation	CLO1 CLO3 CLO4
10-14	Peace and conflict studies: meaning, evolution, development of peace studies; present status of peace and conflict studies.	8 Interactive lectures	Sudden Quiz	CLO1 CLO3 CLO2
14-18	Building a Science of Peace and Conflict studies: different methods and proposals; Problems and Prospects of Human Society in the 21st Century and Peace Studies; International education and world peace; dilemmas and discourses.	9 Interactive lectures Group Work, and 1 Group Discussion	Class test Midterm examination Final Examination	CLO1 CLO2 CLO3 CLO5

**15. Learning Materials**

- Ahmed, Imtiaz (1993). *State and Foreign Policy: India's Role in South Asia*. New Delhi: Vikas Publishing House.
- Ali, S. Mahmood (1993). *The Fearful State: Power, People and Internal War in South Asia*, Zed Books.
- Maniruzzaman, Talukdar (1982), *The Security of Small States in the Third World*. The Strategic and Defense Studies Centre, Australian National University.
- Riaz, Ali (2008), *Islamic Militancy in Bangladesh: A Complex Wave*, London: Routledge.
- Davies, Jane ed. (1996), *Security Issues in the Post-Cold War World*, Edward Edger Publishing.
- Buzan, B. (1987). *An Introduction to Strategic Studies: Military Technology and International Relations*, MacMillan.
- Cairns, Edmund (1997), *A Safer Future: Reducing the Human Cost of War*, Oxfam Publishing.
- Esposito, J. (1992), *The Islamic Threat: Myth or Reality*, London: Oxford University Press.
- Ayoob, Mohammad (1995). *The Third World Security Predicament*, Lynne Rinner Publishers.

# 0311-1204

## Introduction to Economics

1. **Course Code:** 0311-1204
2. **Course Title:** Introduction to Economics
3. **Course Type:** Core
4. **Year and Semester:** 1<sup>st</sup> Year 2<sup>nd</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**

7. Pre-requisite:

8. Credit Value: 3

9. Contact Hours: 60 Hours

10. Total Marks: 100

11. Rationale of the Courses: This is a core course and provides a general introduction to the study of Economics. This course introduces students to the theories, concepts and ideas used in economics. This course will provide students with an understanding of the subject matter of economics, micro and macroeconomics, demand theory, production theory, rent wages, money, bank, international trade etc. The course are intended for students the opportunity to engage and analyze their everyday lives and see economics in real world situation.

12. Course Objectives (CO)

CO1: To gain an understanding of core economic principles.

CO2: To become familiar with salient development in the world economy.

CO3: To give an idea about the theories of economics.

CO4: To apply economic analyses to their everyday lives and see economics in real world situation.

CO5: To identify and discuss the key concepts underlying comparative advantage.

13. Course Learning Outcomes (CLO)

CLO1: Contrast the elements of microeconomics and macroeconomics;

CLO2: Describe fundamental economic concepts and theories (e.g. production, scarcity, opportunity cost, and supply and demand) and their roles in economic decision-making;

CLO3: Analyze economic outcomes of various curves;

CLO4: Compare different economic and market systems (e.g., capitalism, socialism, mixed economies) and their approaches to addressing basic economic questions;

CLO5: Describe the roles of government and central banks in managing the economy, fiscal and monetary policies influence economic stability and growth;

CLO6: describe various theories that determine international trades; and

CLO7: expose various indicators and variables that influence the economic system.

a. Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		x		
CLO3		x		
CLO4	X			
CLO5				x
CLO6			X	
CLO7		x		

14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Definition and Subject matter of Economics: distinction between micro and macroeconomics; some basic economic questions of the Society-Alternative economic system.	4 Interactive lectures	Class attendance Active and oral Class Participation	CLO1 CLO5 CLO6
3-4	The theory of Demand: Concepts and measurement of elasticity of demand; Marshallian theory of demand, the law of equi-marginal utility, derivation of demand curve, importance of the assumption of diminishing marginal utility; the indifference curve analysis-properties of the indifference curve, consumers equilibrium, income, substitution and price effects.	5 Interactive lectures, group discussion, debate	Assignment/project Presentation Sudden Quiz Class test	CLO1 CLO2

5-7	The theory of production: Factors of production, the concept of production functions, returns to scale and marginal productivity, producer's equilibrium, using isoquants.	8 Interactive lectures, group discussion, debate	Midterm examination Final Examination	CLO2 CLO3
8-11	Rent and Wages: Determination of rent, determination of wages, the marginal productivity theory of wages.	5 Interactive lectures		CLO2 CLO3
12-14	International Trade theory: Domestic versus international trade; the theory of comparative Advantage, the balance of payments-the mechanism of balance of payments adjustment under fixed and flexible exchange rates. Free Trade versus protection: Tariffs, Quotas.	4 Interactive lectures, group discussion, debate		CLO2 CLO3 CLO7
15-17	Money: definition and functions of money, Value of money.	5 Interactive lectures, group discussion, debate		CLO3
18	Banks: Commercial and Central Banks: Basic functions, Control of Credit, Methods of Credit Control.	5 Interactive lectures, group discussion, debate		CLO3

### 15. Learning Materials

- Cairncross, A. (1944). Introduction to Economics, England: Butterworths.  
Crowther, G. (1941). An Outline of Money. Scotland: Thomas Nelson Ltd.  
Dewett, K. K (1972). Modern Economic Theory: Micro and Macro Analysis. New Delhi: S. Chand and Co.  
Marshall, A. (1890). Principles of Economics. New York: Prometheus Books.  
Robbins, I. (1945). An Essay on the Nature and Significance of Economic Science. Alabama: Ludwig von Mises Institute.  
Samuelson, P. A. (1948), Economics: An Introductory Analysis. New York: McGraw Hill.  
হক ও রহমান (১৯৬৭), আধুনিক অর্থনীতি, ঢাকা: বাংলাদেশ বুককর্পোরেশন।  
মাহমুদ, সৈয়দ আকমল (১৯৯৮), ব্যষ্টিক ও সমষ্টিক অর্থনীতি, ঢাকা: বইবিতান।

## 0031-1205

### Professional Skills and Ethics

- Course Code:** 0031-1205
- Course Title:** Professional Skills and Ethics
- Course Type:** Core
- Year and Semester:** 1<sup>st</sup> Year 2<sup>nd</sup> Semester
- Academic Session:**
- Course Teacher:**
- Pre-requisite:**
- Credit Value:** 3
- Contact Hours:** 60 Hours
- Total Marks:** 100
- Rationale of the Courses:** This is a core course which provides a general introduction to the study of knowledge and ethics for professional practice. This course introduces students to the professional skills, major ethical frameworks, theories, concepts and their application. This course will provide students with an understanding of the theoretical and applicable form of ethics, justice, and ethical practice in profession, leadership, decision making, team work and self-development. The course are intended for students the opportunity to develop the skills and confront ethical challenges inherent in professionalism.
- Course Objectives (CO)**
  - CO1: To give knowledge about the characteristics of professionalism and skills.
  - CO2: To make understand the importance of ethics and professional ethics.

- CO3: To introduce a comprehensive ethical theories and their application.  
 CO4: To help use communication skills to apply relevant profession.  
 CO5: To enable the students to set goals, manage time effectively and achieve objectives.  
 CO6: To help them exercise judgment, critical thinking and decision making.

**13. Course Learning Outcomes (CLO)**

- CLO1: Students will be to relate ethical concepts in specific profession;  
 CLO2: Students will be able to demonstrate manner and etiquette;  
 CLO3: Students will be able to explain the significance a code of conducts in respective institution;  
 CLO4: Students will be capable of working independently and collaboratively to plan and execute tasks to enrich professional skills and knowledge;  
 CLO5: Students will be able to develop mechanisms for institutions to enhance professionals;  
 CLO6: Students will be able to analyze challenges of an institution and make creative solutions;  
 CLO7: Students will be efficient to examine ethical dilemmas in workplace and develop strategies to solve them.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1				x
CLO2				X
CLO3			X	
CLO4				X
CLO5				x
CLO6		X		
CLO7				x

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	Ethics: Definition of ethics; Characteristics of Ethics; Ethics vs. Morality; Ethical Dilemma; and Dimensions of Ethics: General Ethics; Personal and social ethics; Ethics and religion; Ethical foundation of law; Ethical foundation of economy; Relativist and absolute vision of ethics; Ethics in East vs. West	6 Interactive lectures	Class attendance	CLO1 CLO4
4-8	Theoretical Approaches of Ethics: Virtue Ethics (Aristotle); Deontology (Immanuel Kant); Utilitarianism (Bentham); Utilitarianism (John Stuart Mill); Golden Mean; Good Life (Confucius).	8 Interactive lectures	Active and oral Class Participation Assignment/project Presentation	CLO1 CLO4
9-12	Ethics in education: Role of Ethics in Education; Evolution of Ethics Education; Platonic Educational Philosophy; Ethics and global citizen according to SDG Plagiarism. Professional Ethics: Professional behavior; Confidentiality and privacy; Conflict of interests, working with minors; Setting boundaries.	8 Interactive lectures	Sudden Quiz Class test Midterm examination	CLO1 CLO2 CLO6 CLO7
12-14	Leadership: Qualities of a good leader; Diversity in Leadership; Leadership in working Place: Team Building Accountability and Transparency; Great Leaders in History. Self-Development: Time Management; Resource	8 Interactive lectures	Final Examination	CLO1 CLO3 CLO5

	Management; Decision Making; Effective Communication; Public Speech; Self-Motivation and Assessment.		
15-18	Justice: Types of Justice; Justice, Equality and Fairness; Equality vs. Equity; Human Rights	6 Interactive lectures, Workshops	CLO1 CLO4

#### 15. Learning Materials

Stephen R. Covey (1989). The Seven Habits of Highly Effective People; United States, Free Press  
 Rolf Dobelli (2013). The Art of Thinking Clearly; Switzerland, Harper Collins.  
 John Stuart Makenzie, (2008). A Manual of Ethics. New York: New Central Book Agency.  
 Aristotle. The Nichomachean Ethics. New York: The Ronald Press.  
 John Stuart Mill (1863). Utilitarianism. Cornell University.  
 Immanuel Kant (1785). Groundwork of Metaphysics. Yale University Press  
 Cal Newport (2013). Deep Work: Rules for Focused Success in a Distracted World. Little Brown.  
 নিয়াজ আহমেদ, জামাল উদ্দিন রুমি, কমিউনিকেশন স্কিল

## 0231-1002

### English Fundamentals

1. **Course Code:** 0231-1002
  2. **Course Title:** English Fundamentals
  3. **Course Type:** GED
  4. **Year and Semester:** 1<sup>st</sup> Year 2<sup>nd</sup> Semester
  5. **Academic Session:**
  6. **Course Teacher:**
  7. **Pre-requisite:**
  8. **Credit Value:** 3
  9. **Contact Hours:** 60 Hours
  10. **Total Marks:** 100
  11. **Rationale of the Courses:** 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 increasing students' ability to read textbooks written in English, improving the writing of well-structured paragraphs and short essays, and developing students' verbal communication skill.
  12. **Course Objectives (CO)**  
 The primary objective of this course is to enable students to understand English in the academic context, read texts written in simple English, give presentations fluently in English on any given topic, and develop their writing abilities which will help them to express their views and ideas clearly as well as logically. It will also familiarize students with common conversational and formal spoken English.
  13. **Course Learning Outcomes (CLO)**  
 CLO1: understand reading passages.  
 CLO2: identify and correct basic linguistic errors.  
 CLO3: self-edit and correct grammar, spelling, and punctuation errors in their essays.  
 CLO4: compose coherent paragraphs and essays  
 CLO5: differentiate fact from opinion.  
 CLO6: identify and paraphrase the main ideas and supporting points in a reading text.  
 CLO7: generalize meaning by recognizing and interpreting inferences and deduce the meaning of vocabulary through contextual clues in readings.  
 CLO8: summarize a text objectively.  
 CLO9: communicate effectively in an academic context.
- a. **Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1				
CLO2				x
CLO3				x
CLO4				x
CLO5				x
CLO6				x
CLO7				
CLO8				
CLO9				

#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Course Content	Teaching Strategy	Assessment Strategy	
1	Parts of speech	Scaffolded Instruction(whole task approach, intention-assisting), Direct Instruction (lecture, multimedia presentation, guided practice, gamification, corrective feedback)	Multiple Choice Questions (MCQ) Question & Answer Fill in the Blank Rearranging Information Transfer Error Correction Continuous assessment (Quiz, Oral Presentation, Assignments) Midterm written exam Final written exam	
2	Types of phrases			
3	Types of clauses and sentences			
4	Verb and Phrasal verb			
5	Preposition and Conjunction			
6	Transitional words and Phrases			
7	Subject-verb agreement			
8	Tense			
9	Voice			
10	Making Question (wh question, yes/no question, tag question, embedded question)	Scaffolded Instruction (intention-assisting),Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback)	Multiple Choice Questions (MCQ) Question & Answer Fill in the Blank Rearranging Information Transfer Error Correction Continuous assessment (Quiz, Oral Presentation, Assignments) Midterm written exam Final written exam	
11	Reading Comprehension (reading for gist and detail, reference and inference, finding factual information, finding author's purpose) and High frequency academic vocabulary			
12	Paragraph writing Techniques	Scaffolded Instruction (whole task approach, intention-assisting, expert model presentation), Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Collaborative Learning (Discussion), Self-directed Learning (independent practice, structured writing)		Multiple Choice Questions (MCQ) Question & Answer Fill in the Blank Rearranging Information Transfer Error Correction Continuous assessment (Quiz, Oral Presentation, Assignments) Midterm written exam Final written exam
13	Essay writing Techniques			
14	Resume Writing			
15	Cover Letter Preparation			
16	Email Writing			
17	Précis Writing			
18	Report Writing	Scaffolded Instruction (whole task approach, intention-assisting, expert model presentation), Direct Instruction (multimedia		
19	Common spoken discourse in formal and informal context			

		presentation, guided practice), Collaborative Learning (discussion, role playing, peer assessment, Peer instruction, Socratic seminar)	
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## 15. Assessment and Evaluation

### 15.1 Assessment Strategy

Grades will be calculated per the university grading structure and the individual student will be evaluated based on the following assessment criteria with respective weights.

Continuous Internal Evaluation (CIE)	
Class Attendance	10%
Quizzes	20%
Assignments/Viva/Presentation	20%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Semester End Examination	30%

## 16. Learning Materials

- 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* (8 ed.). Prentice Hall Canada.
- Eastwood, J. (2009). *Oxford Practice Grammar Intermediate* (Pap/Cdr ed.). 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., & 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., & Rumisek, L. (2010). *Academic Writing from Paragraph to Essay*. Hueber Verlag GmbH.

# 0312-2301

## Western Political Thought: Ancient and Medieval Period

1. **Course Code:** 0312-2301
2. **Course Title:** Western Political Thought: Ancient and Medieval Period
3. **Course Type:** Core
4. **Year and Semester:** 2<sup>nd</sup>Year 3<sup>rd</sup>Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This is one of the most basic and fundamental course of Political Science. This course consists of political thought from ancient and medieval period. Actually this course is the heart of political philosophy and thought. This course focus on various political thought and works of most prominent political philosopher like Aristotle, Plato, St. Augustine, St. Thomas Aquinas, Al Farabi, and Ibn Sina.

### 12. Course Objectives (CO)

- CO1 to let the students know about Greek political thought of classical standard represented by Socrates, Plato and Aristotle;
- CO2 to learn about four schools of thought represented by Sophists, Epicureanism, Cynicism and Stoicism;
- CO3 to get them acquainted with Roman contributions to political thought represented by Polybius, Cicero and Seneca.

### 13. Course Learning Outcomes (CLO)

- CLO1 Students will be able to elucidate various political terms (e.g. justice, law, virtue, citizenship) with philosophical essence;
- CLO2 Engaging in debate over the philosophy of different political ideology and thought from ancient and medieval period;
- CLO3 Tracing the philosophical influence of ancient and medieval political ideology in contemporary political setting; and
- CLO4 Applying ancient and Medieval Political Philosophical Concept in alleviating contemporary political issues.

#### a. Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		x		
CLO3				X
CLO4			x	

### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
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1-2	Introduction to Political Thought, The Greek View on Politics, Ideas and Institutions, The Greek City-state, Characteristics of the City-state	5 Interactive lectures		CLO1 CLO3
3-4	Greek Political Thought: Plato and his political philosophy, Plato's Republic(Book): Concept of Justice, Idea of State, Education Theory, The Selection between three classes, Emancipation of Male and Female, Joint Family and Marriage, Questions of Ideals and Practices, Philosopher King, Communism.	9 Interactive lectures, Group Work, and Group Discussion	Class attendance	CLO1 CLO3
5-6	Aristotle'Politics(Book):DefinitionandOrganizationoftheState,Idealstate , Citizenship, Classification of Government, Revolution and Slavery	6 Interactive lectures, Group Work, and Group Discussion	Active and oral Class Participation Assignment/project Presentation	CLO1
6-7	Hellenistic Political Thought, Four School of Thoughts: sophists, Cynicism, Epicureanism and Stoicism	4 Interactive lectures Group Work, and Group Discussion	Sudden Quiz Class test	CLO1 CLO2
8-9	Roman Political Thought on Polybius and Cicero	4 Interactive lectures	Midterm examination	CLO1 CLO4
9-10	Political Thought of the Early Medieval Age, St. Augustine, St. Thomas Aquinas, Ibn Sina, Ibn Khaldun, Ibn Rushd, Dante, Marsillio of Padua and William of Ockham	6 Interactive lectures, Group Work, and Group Discussion	Final Examination	CLO1 CLO3
11-12	Councilor Theory and Movement: Its Failure and Success	2 Interactive lectures		CLO1

### 15. Learning Materials

Ernest Barker : Greek Political Theory-Plato and His Predecessors

G.H. Sabine : History of Political Theory

W A. Dunning : History of Political Theories (Vol. I & II)

Erwin Rosenthal : Medieval Muslim Political Thought

H.K. Sherwaini : Muslim Political Thought and Administration

J. P. Suda : History of Political Thought, Vol. I & II

Russel : A History of Western Political Thought

W. Ebeisten : Great Political Thinkers

Hafiz Habibur Rahman, Political Thought

মু. আয়েশ উদ্দীন : রাষ্ট্রচিন্তা পরিচিতি ১১. সরদার ফজলুল করিম : প্লেটোর রিপাবলিক

সরদার ফজলুল করিম : এরিস্টটলের পলিটিকস্ ১৩. সৈয়দ মকসুদ আলী : রাষ্ট্রবিজ্ঞান

সৈয়দ মকসুদ আলী : প্লেটোর রিপাবলিক

এম. আব্দুর রাজ্জাক : মধ্যযুগের দর্শনের ইতিহাস

## 0312-2302

### Political and Constitutional Development of British-India and Pakistan (1757-1947)

1. **Course Code:** 0312-2302
2. **Course Title:** Political and Constitutional Development of British-India and Pakistan (1757-1947)
3. **Course Type:** Core
4. **Year and Semester:** 2<sup>nd</sup>Year 3<sup>rd</sup>Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3

9. Contact Hours: 60 Hours

10. Total Marks: 100

11. Rationale of the Courses: This course will focus on mainly Constitutional and Political development in British India and Pakistan and the background of the emergence of Bangladesh. The course will focus on various institutional mechanisms, legal development, elite bargaining, political aspirations, social development and the constant reconfiguration of caste, party and religious alliances. In this course, students will engage themselves in a deep, historical institutional analysis. In this course, students will understand India's colonial past and Pakistani rulers and the history of the liberation war of Bangladesh. The importance and relevance of understanding the past is that the roots of many political institutions and ideas, social and economic structures that have enormous effect on politics of Bangladesh today.

12. Course Objectives (CO)

- CO1: Able to understand historical background of the constitutional making and its importance for building a democratic India, the structure of Indian government in Colonial period.
- CO3: To find the origin and role of political parties and evaluate the party politics and elections which have become institutionalized and their impacts upon the political development during the British Colonial and Pakistani rule;
- CO4: To know the historical past of this country under internal colonialism that covered the life of two decades while remaining as eastern part of erstwhile united Pakistan;
- CO5: To develop extensive knowledge about the political and economic development in Pakistani Period.

13. Course Learning Outcomes (CLOs)

- CLO1: Students will remember various provision, acts, laws, ordinances, pacts, doctrines, commissions, proposal during the colonial and company rule in British-India and Pakistan;
- CLO2: Students will critically analyze the impacts of colonial rule in British-India and Pakistan;
- CLO3: Students will be able explain the significance of nationalist movement in the political scenario of during the colonial rule;
- CLO4: Students will be able to analyze the facts and events took place during the nationalist movement against British during the colonial rule in the subcontinent;
- CLO5: Students will be able to justify the role of various political entities (e.g. Congress, Muslim league, Swaraj) in the consolidation of the freedom from the dimension of politics.

a. Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2	x			
CLO3	x			
CLO4				
CLO5		x		x

14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Constitutional reforms in British-India (1905-1947): The Government of India act; 1909, 1919 and 1935; The Cabinet Mission Plan 1946; The India Independence Act 1947.	5 Interactive lectures	Class attendance Active and oral Class Participation	CLO1 CLO2
3-4	Pakistan movement and Bengali sub-nationalism-the partition of Bengal (1905); The Muslim League and the communal relations in India-The Lucknow Pact, the Khilafat and non-cooperation movement, the Bengal	3 Interactive lectures	Assignment/project Presentation	CLO1 CLO3

	pact, the Lahore Resolution and the Scheme sovereign Bengal; the partition of India.		Sudden Quiz	
			Class test	
4-5	Political processes in Pakistan-The politics of constitution making; cultural, economic and political conflicts between East and West Pakistan and growth of Bengali nationalism; the language issue, the united front and the 21-point program (1954), the 6-point program (1966), the 11-Point program and the mass movement of 1969.	8 Interactive lectures	Midterm examination	CLO1
			Final Examination	
6	The General election of 1970; the non-cooperation movement of 1971.	11 Interactive lectures Group Work, and 1 Group Discussion		CLO1 CLO4
7-8	The liberation War and the breakup of Pakistan.	5 Interactive lectures, Group Work, and 1 Group Discussion		CLO1 CLO3
8-9	The role of various parties in the Bangladesh independence movement.	3 Interactive lectures, Group Work, and 1 Group Discussion		CLO1 CLO5

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হক, আবুল ফজল (২০১৮), *বাংলাদেশের রাজনীতি: সংস্কৃতির স্বরূপ*, ঢাকা: অনন্যা।

আহমদ, কফিল উদ্দিন (২০১০), *বাংলাদেশের সংবিধান ও রাজনীতি*, রাজশাহী: শাহপীর প্রিন্টিং প্রেস।

## 0312-2303

### Local Governance: Theories and Practices

1. **Course Code:** 0312-2303
2. **Course Title:** Local Governance: Theories and Practices
3. **Course Type:** Core
4. **Year and Semester:** 2<sup>nd</sup>Year 3<sup>rd</sup>Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**

8. **Credit Value:** 3

9. **Contact Hours:** 60 Hours

10. **Total Marks:** 100

11. **Rationale of the Courses:** This course is a fundamental course that delivers an excellent opportunity to the concerned students to acquire knowledge about local governance of Bangladesh and other countries (UK, USA, France) maintaining top-level sustaining success. It assists to teach the students with varied scenario, historical facts, structural facts, growth and change of Local Governance of Bangladesh and other countries.

12. **Course Objectives (CO)**

CO1 To teach several theories of Local Governance;

CO2 To create a thought among the students about the correlation between local governance and good governance;

CO3 To enrich the students about present condition of Local Governance of Bangladesh

CO4 To teach formation, function, growth of local governance of selected countries (UK, USA, France) and make them enable to create a comparison with Bangladesh;

CO5 To identify the problems of local governance and pave the way for a better version of local governance

13. **Course Learning Outcomes (CLO)**

CLO1: will be able to define basic concepts of local governance in Bangladesh and other countries;

CLO2: will be able to explain challenges faced by local governments;

CLO3: will be able to compare local government systems in Bangladesh with those in other countries, analyzing key differences and similarities;

CLO4: will be able to apply different forms and policies of local governance in Bangladesh to analyze and solve real-world issues;

CLO5: will be able to evaluate the importance and impact of local governance in contemporary global contexts; and

CLO6: will be able to develop innovative ideas and models for improving local governance based on insights from theories and practices.

a. **Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		x		
CLO3	x			
CLO4			x	
CLO5				x
CLO6			x	

14. **Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-4	Introduction to Local Government: Meaning; Principles and Characteristics, Rationale, Types and Models of Local Government. Decentralization and People's Participation: Meaning; types; Importance	7 Interactive lectures, Group Work, and 1 Group Discussion	Class attendance Active and oral Class Participation	CLO1 CLO2 CLO3
4-8	Functioning of Rural and Urban Local self-government of Bangladesh	8 Interactive lectures, Group Work, and 1 Group Discussion	Assignment/project Presentation Sudden Quiz	CLO1 CLO2 CLO6
9-12	Local Government in British Period (1870-1947): Evolution of Local Government in British India. Various	8 Interactive lectures	Class test	CLO1 CLO4

	Acts e.g. Chowkidary Panchayet Act 1870, 1882, 1885; Report on the Decentralization Committee 1907-1909, Morley-Minto Reforms; Montageu-Chelmsford Reforms; Bengal Village Local Government Act 1919; Leving Report 1913-14		Midterm examination Final Examination	
12-14	Local Government in Pakistan Period (1947-1971); Basic Democracies Order of Ayub Khan	4 Interactive lectures Group Work, and 1 Group Discussion		CLO1 CLO2
14-16	Local Government in Bangladesh; (a) Evolution, Structure, Composition and Functions, (b) Central-Local Relations; (c) Local Level Planning; (d) Local Government Finance, (e) Local Government Reform Commissions/ Committees	6 Interactive lectures, Group Work, and 1 Group Discussion		CLO2 CLO5
17-18	Local Government of Selected Developed Countries: A comparative focus on the local government system of the selected countries: United States of America, United Kingdom and France.	3 Interactive lectures		CLO2 CLO3

### 15. Learning Materials

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Ali Ahmed, Administration of Local Self-Government for Rural Areas in Bangladesh

Ali, S, Moqsood: Decentralization and People's participation in Bangladesh, Dhaka, NIPA, 1981.

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Siddiqui, Kamal: Local Government in Bangladesh: Leading Issues and Major Challenges, Dhaka UPL, 2000.

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Tareque M. Taufiqur Rahman and Dr. Md. Habibullah, Upazila Chairman & Local MP's Conflict-Devices to Accommodate.

ড. মো. মকসুদুর রহমান, বাংলাদেশের স্থানীয় স্বায়ত্তশাসন ১১. মো. আনসার উদ্দীন, লোকপ্রশাসন: তত্ত্ব ও প্রয়োগ  
কে এম মহিউদ্দিন ও মোজাম্মেল হক, ইউনিয়ন পরিষদে নারী: পরিবর্তনশীল

## 0312-2304

### Political Sociology

1. **Course Code:** 0312-2304
2. **Course Title:** Political Sociology
3. **Course Type:** Core
4. **Year and Semester:** 2<sup>nd</sup>Year 3<sup>rd</sup>Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100

11. **Rationale of the Courses:** This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. Political Sociology is an inter disciplinary subject which discuss about the state and the society and also highly recognized as an individual discipline. Political Sociology came into existence as a bridge to fill up the gap between Political Science and Sociology. This course is designed to introduce the students with the social basis of power in all institutional sectors of the society. That means it deals social stratification and their consequences in organized politics. The course provides the students with the idea of a network of social relationship to be examined with such

concepts as role, norms, values and social structures.

**12. Course Objectives (CO)**

CO1: To construct throw understanding about Political Sociology and to study the social aspects of politics;

CO2: To offer a comprehensive overview on sociological explanations of political behavior and social institutions and organizations;

CO3: To make the students confident about addressing various approaches to study the state and their dimension in the major themes with critical stands of Political Sociology;

CO4: To make students capable of understanding the processes of political values, political culture and social stratification to understand the contemporary political and ideological challenges.

**13. Course Learning Outcomes (CLO)**

CLO1: Students will be able to identify and clarify various activities and opportunities that are influencing political decision-making and political behavior;

CLO2: They will integrate concepts from political science, sociology, economics, and history to examine the complex interactions between social structures and political processes;

CLO3: Students will be able to critically analyze major approaches & theories in political sociology in context of society; and

CLO4: Students will be able to expound key concepts related to social stratification and social change including power, status, and caste.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		x		
CLO3		x		
CLO4			x	

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	Political Sociology: Definition, Nature and Scope	5 Interactive lectures, Group Work, and 1 Group Discussion	Class attendance	CLO1 CLO2
3-5	Fundamental Concepts: Family, Society, Community, State, Groups, Interest Groups and Pressure Groups-Ends	3 Interactive lectures, Class Debate, and 1 Group Discussion		CLO1 CLO3
5-7	Functions of the State, Democracy, Welfare State, Totalitarianism, Capitalism and Socialism. Comparative Political Systems; Types of political systems: democracy, authoritarianism, totalitarianism Comparative analysis of political structures and processes across different countries; Challenges facing modern political systems (e.g., populism, nationalism)	4 Interactive lectures	Active and oral Class Participation Assignment/project Presentation Sudden Quiz	CLO1
8-10	Social Structure and Institutions	4 Interactive lectures Group Work, and 1 Group Discussion	Class test Midterm examination	CLO1 CLO2
10-11	Social Stratifications	2 Interactive lectures, Group Work, and 1 Group Discussion	Final Examination	CLO1 CLO2 CLO3
11-12	Elite and Power Dynamics and Social Inequality: Distribution of power among social classes, elite theories; Role of institutions in maintaining or	3 Interactive lectures, Group Work, and 1 Group Discussion		CLO1 CLO2 CLO4

	challenging inequalities; and Political implications of social and economic inequalities		
13	Socialization, Political Socialization and Political Participation	2 Interactive lectures, Group Work, and 1 Group Discussion	CLO1 CLO2 CLO3
14-15	Power and Authority: Socio-political perspective	4 Interactive lectures	CLO2 CLO3
16-17	Bureaucracy-Max Weber and societal outcome	4 Interactive lectures	CLO1 CLO2 CLO4
18	Social Change and Revolution	3 Interactive lectures	CLO1 CLO2

### 15. Learning Materials

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কাসেম, মোহাম্মদ আবুল (২০১৮), *তুলনামূলক রাজনীতি*, ঢাকা: আলোয়া বুক ডিপো।

ইসলাম, মো. নজরুল (১৯৮১), *রাজনৈতিক সমাজবিজ্ঞান*, ঢাকা: পুঁথিঘর লি.।

মহাপাত্র, অনাদিকুমার (২০১১), *রাজনৈতিক সমাজতত্ত্ব*, কলকাতা: সুহৃদ পাবলিকেশন্স।

রহমান, মো. মকসুদুর (সম্পা.) (২০১২), *রাজনৈতিক সমাজবিজ্ঞান*, ঢাকা: আবসর প্রকাশন।

## 0312-2305

### The Constitution of the People's Republic of Bangladesh

1. **Course Code:** 0312-2305

2. **Course Title:** The Constitution of the People's Republic of Bangladesh

3. **Course Type:** Core

4. **Year and Semester:** 2<sup>nd</sup>Year 3<sup>rd</sup>Semester

5. **Academic Session:**

6. **Course Teacher:**

7. **Pre-requisite:**

8. **Credit Value:** 3

9. **Contact Hours:** 60 Hours

10. **Total Marks:** 100

11. **Rationale of the Courses:** This course is a basic course and pre-requisite to complete the 4- year integrated BSS (Honors) in Political Science. It will introduce the student with its formulation, background and the fundamental characteristics and its application. This course will also cover constitutional provisions about parliament, its structure, powers and functions of three organs of Government. It also covers the

amendments that have been brought in the constitution, and the role of the constitution as the supreme law. Overall, the central focus of this course is to provide a rich understanding to the students about the constitution of Bangladesh.

### 12. Course Objectives (CO)

- LO1 search for the queries of how the executive, legislature and judiciary is functions and how are they composed and how much is their jurisdictions as well as their rules and procedures and processes;
- LO2 To introduce the students with the constitutional development of Bangladesh;
- LO3 To be make the students theorize and apply the knowledge about the structure and role of government in Bangladesh;
- LO4 To strengthen the foundation of the students about their constitutional principles and articles which are necessary for the students in their further academic and professional life.

### 13. Course Learning Outcomes (CLO)

- CLO1: Students will be able to identify and describe the fundamental principles, structure, and features of the Constitution of Bangladesh.
- CLO2: Students will be able to identify and interpret various articles of the constitution of Bangladesh;
- CLO3: Students will interpret the roles and powers of the legislative, executive, and judicial branches as outlined in the Constitution;
- CLO4: Students will evaluate constitutional provisions related to fundamental rights, duties, and the rule of law in Bangladesh;
- CLO5: Students will critically assess the impact of constitutional amendments on political stability, governance, and democratic development in Bangladesh; and
- CLO6: Students will apply constitutional knowledge to contemporary political and legal issues in Bangladesh.

#### a. Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
CLO1	X			
CLO2	X			
CLO3			x	X
CLO4				x
CLO5				
CLO6		x		

### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-4	As a way of life; As a System of Fundamental Political Institutions; As a Reflection of Class and Power Struggle; As a Mechanism of Conflict Resolution and Conciliation.	5 Interactive lectures	Class attendance Active and oral Class Participation	CLO1 CLO2
5-12	Preamble, Ideological Foundation, Basic Principles of State Policies, Republic; Consensus Building and Legitimacy; Fundamental Rights and their Materialization Dilemma; Role Differentiation and Checks and Balance: Legislature, and Court; Separation and Accountability of Judiciary; Constitutional Interpretation and Judicial Review; Constitution and Rule of Law.	15 Interactive lectures	Assignment/project Presentation Sudden Quiz Class test	CLO1 CLO2 CLO3 CLO4 CLO6
12-18	Amendment, Abrogation and Ratifications; Burning Issues - Constitution and Emergency; Consent, Participation, Pluralism, Transparency and Accountability; Political Parties: Registration, Rules and	16 Interactive lectures, group discussion	Midterm examination Final Examination	CLO1 CLO2 CLO3 CLO5

Procedures, Internal Democracy and Constitutionalism; Caretaker Government, Election Commission and its Separation Independence from Prime Minister's Office; Anti-Corruption Commission and Ombudsman; Elections and Power Transfer.			
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### 15. Learning Materials

- GOB (2011). *The Constitution of the People's Republic of Bangladesh (As amended up to 2011)*. Dhaka: Government Printing Press, Government of the People's Republic of Bangladesh.
- Haque, A. F. (2011). *Bangladesh Politics: The Problem of Stability*. Dhaka: Hakkani Publishers.
- Ahmed, Nizam (2002). *The Parliament of Bangladesh*. Aldershot, England: AshgatePublishingLimited.
- Ahmed, Nizam (2000). *Parliament and Public Pending in Bangladesh: Limits and Control*. Dhaka: Bangladesh Institute of Parliamentary Studies (BIPS).
- Ahmed, Nizam (2012). *Aiding the Parliament of Bangladesh: Experience and Prospect*. Dhaka: The University Press Limited.
- Ahmed, Nizam. (2013). *The Bangladesh Parliament: A Data Handbook*. Dhaka: Institute of Governance Studies.
- Chowdhury, D. (1995). *Constitutional Development in Bangladesh: Stresses and Strains* Dhaka: The University Press Ltd.
- Firoj, J. (2012). *Democracy in Bangladesh: Conflicting Issues and Conflict Resolution 1991-2001*. Dhaka: Bangla Academy Press.
- Firoj, J. (2013). "Forty Years of Bangladesh Parliament: Trends, Achievement and Challenges", *Journal of the Asiatic Society of Bangladesh (Hum.)*, 58, (1) pp. 83-128.
- Mannan, Md. Abdul. (2005). *Elections and Democracy in Bangladesh*, Dhaka: Academic Press.

# 0611-1003

## Computer Fundamentals

### 1. 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.

### 2. Course Objectives:

The course objectives of this course are as to:

- i) Understand the key concepts of computer hardware, software, operating system and networking.
- ii) Apply knowledge and skills gained in the lab to effectively use MS Word, MS PowerPoint, and MS Excel.
- iii) Apply proper etiquette and techniques to use internet, email etc.

### 3. Course Learning Outcomes:

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

- i) Demonstrate understanding of the key concepts of computer hardware and software.
- ii) Apply their knowledge and skills of word processing software.
- iii) Apply their knowledge and skills of application software for spreadsheet analysis
- iv) Understanding the use of internet and email.

### 4. Course Evaluation

- |                                      |     |
|--------------------------------------|-----|
| a) Class Attendance:                 | 10% |
| b) Mid-term Examination:             | 20% |
| c) Final Examination:                | 30% |
| d) Lab based / Continuous Assessment | 40% |

### 5. Course Outline

S/N	Course Content	Teaching Strategy	Assessment
i)	<b>Hardware and software:</b> Hardware Units of Computer (Input, Output, Memory, Arithmetic Logic Unit, Control Unit), Software and its types, Operating Systems, Types of	1. Lectures on different topics 2. Live demonstration	Question & Answer Presentations/ Assignments,

	Computers, Computer Networking, Database Concepts and SQL, Programing Concepts, Number System, E-commerce		Continuous assessment, Midterm written exam
ii)	<b>Word Processing:</b> Creating a new document, Document alignment, Font selection, Super Script, Subscript, Paragraph Indentation, Character Spacing, 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	1. Lectures 2. Live demonstration in the Lab 2. Self-practice in lab and at home	Final written exam
iii)	<b>Spreadsheet 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		Lab Tests
iv)	<b>Presentation Software:</b> Creating slide; Inserting new slides; Viewing slides; Applying design; Slide transition; Animation; Slide Show		
v)	<b>Internet &amp;Email:</b> The use of internet, Searching for information, Downloading appropriate software, basics of email		

## 6. References

1. Peter Norton: Introduction to Computer, McGraw-Hill Publishers
2. J. Stanley Warford: Computer Systems, Jones & Bartlett Publishers
3. Dr. M. Lutfar Rahman and Dr. M. Alamgir Hossain: Computer Fundamentals, Systech Publication Ltd.
4. William S. Davis: Introduction to Computers, McGraw-Hill Publishers
5. Mahbubur Rahman MS Word, Systech Publication Ltd.
6. Mahbubur Rahman, Ms Excel, Systech Publication Ltd.
7. Bappi Ashraf, Mastering MS PowerPoint, Gyankosh Prokashani

# 0312-2401

## Western Political Thought: Modern Period

1. **Course Code:** 0312-2401
2. **Course Title:** Western Political Thought: Modern Period
3. **Course Type:** Core
4. **Year and Semester:** 2<sup>nd</sup>Year 4<sup>th</sup>Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course covers the nature and purpose of political theory in a world of states. The course begins with an overview of the political context from which modern political theory emerged. This is followed by a discussion of the justification of state sovereignty and the legitimacy of absolutist rule. Students will consider the nature and rights of the individual, whether these are compatible with political rule; the use of social contract arguments to explain and justify political obligation; the nature and scope of natural law and the role of property in limiting sovereign power.
12. **Course Objectives (CO)**
  - CO1: To provide an introduction to the great texts of modern political theory;
  - CO2: To examine the meaning and justification of important concepts such as sovereignty, freedom, equality and rights;
  - CO3: To explore rival theoretical frameworks such as democracy, power politics, political party, and separation of powers;
  - CO4: To provide an account of the main concepts used by the thinkers covered on the course;
  - CO5: To develop critical skills necessary to examine and assess complex theoretical arguments and assess their strengths and weaknesses.
13. **Course Learning Outcomes (CLO)**
  - CLO1: Students will be able to describe the process of qualitative change in societal structures, from incremental reforms to radical transformations.
  - CLO2: Students will be able to implement theories from Machiavelli, Hobbes, Locke, Montesquieu, Rousseau and other modern philosopher's to interpret modern political scenarios.
  - CLO3: Students will be able to compare the philosophy of the modern philosophers.
  - CLO4: Students will be able to evaluate the political thoughts of Machiavelli, Hobbes, Locke, Montesquieu, Rousseau and others assessing their impacts on modern politics..

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		x	x	
CLO3		x		
CLO4		x	x	

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	Early Modern Age: Definition of modern political thought; Historical context: Transition from medieval to modern political ideologies; and Key shifts in political theory from the Renaissance to the Enlightenment. Its Political Social and Religious Background	9 Interactive lectures	Class attendance	CLO1 CLO2 CLO3 CLO4
4-6	Beginning of Modern Age: Niccolo Machiavelli Period.	6 Interactive lectures, Group Work, and Group Discussion	Active and oral Class Participation	CLO1 CLO2 CLO3 CLO4
7-9	Protestant Reformation Movement in Early Modern Period: Martin Luther and John Calvin.	5 Interactive lectures, Group Work, and Group Discussion	Assignment/project Presentation	CLO1 CLO2 CLO3 CLO4
10-12	16th Century Political Thought: Jean Bodin and Hugo Grotius. James Harrington.	7 Interactive lectures Group Work, and Group Discussion	Sudden Quiz Class test	CLO1 CLO2 CLO3 CLO4
13-16	17th Century Political Thought: Thomas Hobbes – The concept of the Leviathan, state of nature, and the necessity of a strong sovereign; John Locke – Rights to life, liberty, and property, and the idea of government as a protector of individual rights; Jean-Jacques Rousseau – "The General Will" and the idea of direct democracy; Montesquieu; Edmund Burke.	9 Interactive lectures	Midterm examination Final Examination	CLO1 CLO2 CLO3 CLO4
17-18	18th Century Political thought: Jeremy Bentham and John Stuart Mill – Utility, happiness, and the principle of "the greatest good for the greatest number"; Application of utilitarianism to public policy, law, and ethics; Modern adaptations and critiques, including debates on justice and rights.			CLO1 CLO2

**15. Learning Materials**

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Hallowell, J J (1963), Main Currents in Modern Political Thought, New York: Holt.  
Lamcaster, L W (1971), Master of Political Thought, London: Harrap.  
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 আলি, সৈয়দ মকসুদ (২০০৮). রাষ্ট্রবিজ্ঞান, ঢাকা: মাওলাব্রাদার্স।  
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 উদ্দিন, মুহাম্মদ আয়েশ (২০০২). আধুনিক রাষ্ট্রদর্শন, রাজশাহী: মৌসুমী পাবলিকেশন্স।  
 স্যাবাইন, জর্জ এইচ (১৯৮৮). রাজনৈতিক তত্ত্ব ও ইতিহাস, বাকুড়া: বাকুড়া অনুবাদক।

## 0312-2402

### Political History of Modern World

1. **Course Code:** 0312-2402
2. **Course Title:** Political History of Modern World
3. **Course Type:** Core
4. **Year and Semester:** 2<sup>nd</sup> Year 4<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** The course is about the political history of modern world. It will introduce the students with the political reformation and revolution in Europe at 18th to beginning of 21st century. This course will cover political history and its application; theoretical framework of studying political history: power and political realism, realism versus idealism, concept of ideology in political history; growth and development of the Westphalia system and world war I, treaty of Versailles, cold war, the post-cold war, the political history of the twenty-first century.
12. **Course Objectives (CO)**
  - CO1: To help the students grasp the core concepts development and changes in politics;
  - CO2: To build their foundation for studying the politics of developing countries and understand the politics of developed countries;
  - CO3: To enable the students to understand the impact of reformation and revolutionary movement.
13. **Course Learning Outcomes (CLO)**
  - CLO1: Students will be able to identify and describe key historical events, figures, and movements that shaped the political landscape of the modern world.
  - CLO2: Students will analyze the causes and consequences of significant political revolutions, including the American, French, and Industrial Revolutions, and evaluate their impact on modern governance.
  - CLO3: Students will assess the role of colonialism, imperialism, and decolonization in shaping modern political boundaries and international relations.
  - CLO4: Students will examine the development of major political ideologies (e.g., liberalism, socialism, nationalism) and their influence on state formation and policy-making globally.
  - CLO5: Students will explore the causes, progress, and outcomes of the World Wars, the Cold War, and post-Cold War conflicts, and their effects on contemporary political structures.
  - CLO6: Students will develop a critical understanding of the emergence of international organizations (e.g., UN, NATO) and their roles in fostering global cooperation and conflict resolution.
  - CLO7: Students will be able to connect historical developments to current global political issues,

demonstrating an understanding of how history informs present-day political challenges and opportunities.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			x
CLO2		x		
CLO3				
CLO4				
CLO5	x		x	
CLO6				
CLO7	X			X

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	Understanding Political History and its Application, Theoretical Framework of Studying Political History: Power and Political Realism, Realism versus Idealism, Concept of Ideology in Political history; Growth and Development of the Westphalian System; The French Revolution/Napoleon, 1789-1815; The Industrial & Agricultural Revolutions, 1700-1900;	5 Interactive lectures	Class attendance Active and oral Class Participation	CLO1 CLO2 CLO3 CLO5
4-9	The American Revolution; History of European Integration: Nation-States to Supra-nationalism; European Imperialism in Africa and Asia;	12 Interactive lectures	Assignment/project Presentation Sudden Quiz	CLO 1 CLO6 CLO7
10-13	Nationalism and World War I; Treaty of Versailles, 1914-1917; World War II, 1939-1945; The Post-War Era: Development and fall of the Cold War;	11 Interactive lectures	Class test	CLO1 CLO2
14-18	The Political History of the Middle East; The Post-Cold war Global Political History; The Political History of the Twenty-First Century: Samuel P. Huntington's Theory of 'Clash of Civilization' and Francis Fukuyama's Theory of the "The End of History (?); Asian Political Dynamism: Emergence of Modern Japan, China and India.	8 Interactive lectures	Midterm examination Final Examination	CLO1 CLO2 CLO5

**15. Learning Materials**

- Lynn H. Miller (1994). *Global Order*, Oxford: The Westview Press.  
 Richard W. Sterling (1974). *Macro Politics*, New York: Alfred A. Knopf.  
 Charles W. Kegley, Jr. (1989). et al., *World Politics: Trends and Transformation*, New York: St. Martin's Press.  
 Ramesh Thakur, et. al. (1994), *Reshaping Regional Relations*, Oxford: The Westview Press.  
 Gerard J. Mangone, A (1954). *Short History of International Organization*, New York: MacGraw Hill Book Company, Inc., 1954;  
 Richard H. Hudelson (1993). *The Rise and Fall of Communism*, Oxford: The Westview Press, 1993;  
 Mikiso, Hane (2001), *Modern Japan*, USA: The Westview Press, 2001.  
 Gary D. Allinson (1977). *Japan's Postwar History*, New York: The Cornell University Press.  
 Henrey, Baamford Parkers (1986). *The United State of America: A History*, New Delhi: khosla Publishing House, 1986.  
 Charles Downer Hazen (1977). *Modern Europe*, New Delhi: Schand and Company Limited.  
 V. D Mahajan (1992), *History of Modern Europe*, New Delhi: Schand and Company Limited.

Huntington, Samuel P. (1996). *The Clash of Civilizations and the Remaking of World Order*, New York: Simon & Schuster.

Francis Fukuyama (1992). *The End of History and the Last Man*, Free Press, 1992.

Steve Chan (1990), *East Asian Dynamism*, Oxford: The Westview Press.

J.C. Johari (1996). *International Relations and Politics*, New Delhi: Sterling Publishers Private Limited.

# 0312-2403

## Government and Politics in the UK and the USA

1. **Course Code:** 0312-2403
2. **Course Title:** Government and Politics in the UK and the USA
3. **Course Type:** Core
4. **Year and Semester:** 2<sup>nd</sup>Year 4<sup>th</sup>Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course will discuss constitutional development procedures of the UK, the USA and Switzerland. The major issues of this course are the executive, the legislative process, the judicial system, judicial review, the electoral system (s), the party system, interest groups, lobbying and political culture as well as participation of the selected countries. After conducting this course, students will acquire knowledge about the political and administrative system of those countries
12. **Course Objectives (CO)**
  - CO1: perceiving theoretically and empirically the government and politics of UK and USA;
  - CO2: introducing the students with the fabrication of the political systems, constitutional development, principles and amendment procedures of the global leading political systems;
  - CO3: Acquainting the students with governmental and administrative unit with specific focus on executive, legislature, the judicial system and the electoral system of the selected countries.
  - CO4: discussing comparatively on constitution, legislature, executive, judiciary and other constitutional and political institutions of the selected countries.
13. **Course Learning Outcomes (CLO)**
  - CLO1: explaining the political systems and constitutional development of the UK and the USA will be developed;
  - CLO2: describing the role of various organs of the government of UK and USA;
  - CLO3: comparing among the political systems of the developed countries and the developing ones;
  - CLO4: identifying the influence of the constituency of UK and USA in countries; and
  - CLO5: evaluating the effectiveness of UK and USA political system.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1		x		
CLO2		x		
CLO3		X		
CLO4			x	

CLO5				x
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#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	Sources of the British Constitution: Historical documents- Statutes- Judicial decisions-Commentaries of the eminent writers-Law and Customs of the Parliament and Conventions; Monarchy-King and the Crown: Powers and Prerogatives of the crown-Reasons for the Survival of Monarchy	8 Interactive lectures		CLO1 CLO2 CLO3
4-6	The British cabinet: Basic features of the English Cabinet System- Ministerial Responsibility-Cabinet and Ministry-Role of the British Cabinet-Privacy of the British Cabinet over the Parliament.	6 Interactive lectures, Group Work, and Group Discussion	Class attendance	CLO1 CLO2 CLO3
7-10	The Prime Minister: Power and functions of the British Prime Minister; The British Parliament: Sovereignty of Parliament-The House of Commons- The House of Lords-Committee System in the English Parliament; Judiciary: Nature of the English Judicial system and Rule of Law	6 Interactive lectures, Group Work, and Group Discussion	Active and oral Class Participation Assignment/project Presentation	CLO1 CLO2 CLO3 CLO5
10-12	The U.S.A Constitution: Nature and Characteristics of the U.S.A Constitution; American Federalism: History of American federalism; Theory of Separation of Powers and Checks and Balances in the American System	5 Interactive lectures Group Work, and Group Discussion	Sudden Quiz Class test	CLO1 CLO2 CLO3
12-14	The Presidency international affairs: Mode of Presidential Election- Presidential Powers-President as a Law-maker-President as the highest military officer in The World and as the Sole Spokesman in international affairs	5 Interactive lectures	Midterm examination Final Examination	CLO1 CLO2 CLO3
14-18	The Congress: House of Representative, Speaker of House of representative, Senate-President's relation with the Congress- Committee system in the USA Congress; The Judiciary: The Supreme Court-Judicial Review; Party System Nature, features and activities of American Political Parties	6 Interactive lectures, Group Work, and Group Discussion		CLO1 CLO2 CLO3 CLO4

#### 15. Learning Materials

- Meny, Yves and Andrew Knapp (2005). *Government and Politics in Western Europe: Britain. France, Italy, Germany (Comparative European Politics)*. London: Oxford University Press.
- Brogan, D.W. (1943). *American Political System*. London: Hamish Hamilton.
- Bogdanor, Vernon (1997). *The Monarchy and the Constitution*. London: Oxford University Press.
- Finer, S.E. (1956). *Government of Greater European Powers: A Comparative Study on the Governments and Political Culture of Great Britain, France, Germany & the Soviet Union*. Vol. 1, New York: Holt.
- Laski H. J. (1938). *Parliamentary Government in England*. London: Allen & Unwin.
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- Turpin, Colin & Adam Tomkins (2007). *British Government and the Constitution: Text and Materials*, Cambridge: Cambridge University Press.
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- Doel, D. (1982). *Comparative Government and Politics*. New Delhi: Starling Publishers Limited.
- Zink, Harold (1958). *American Government and Politics*. Princeton, NJ: D Van Nostrand

Company, Inc.  
Lane, Ruth (1997). *The Art of Comparative Politics*. Boston: Allyn and Bacon.  
Curtis, Michael (1997). *Introduction to Comparative Government*. New York: Longman.  
Charlton, Roger (1986). *Comparative Government*. London: Longman.  
Finer. S.E. (1974). *Comparative Government*. London: Penguin Books.  
Maisel, L.Sandy (2007). *American Political Parties and Elections: A Very Short Introduction*. New York: Oxford University Press.  
মহাপাত্র, অনাদিকুমার (১৯৮৯). *নির্বাচিতশাসনব্যবস্থা ও রাজনীতি*, কলকাতা: সুহৃদ পাবলিকেশন্স।  
চক্রবর্তী, সত্যসাধন ও ঘোষ, নির্মলকান্তি (১৯৯৪), কলকাতা: শ্রীভূমিপাবলিশিং কোম্পানি।

# 0312-2404

## Public Administration in Bangladesh

1. **Course Code:** 0312-2404
2. **Course Title:** Public Administration in Bangladesh
3. **Course Type:** Core
4. **Year and Semester:** 2<sup>nd</sup>Year 4<sup>th</sup>Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course is a fundamental theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) program in Political Science. The course is designed to introduce the students with the applicability of Public Administration in Bangladesh. Public Administration is both an academic discipline and at the same time it also deals with the activity of government. The course may contribute to build up an efficient generation, necessary for further development of Bangladesh. Classroom discussion and source materials for the course, field level observation may be the methods in achieving the knowledge of public administration in Bangladesh.
12. **Course Objectives (CO)**
  - CO1: To prepare the students how to use theoretical knowledge of public administration in the field of Bangladesh Public Administration;
  - CO2: To institute the students with the activities of different organizations of Bangladesh government;
  - CO3: To identify the problems existing in the different fields of Public Administration in Bangladesh; LO4: To explore the ways for strengthening the administrative system of Bangladesh.
13. **Course Learning Outcomes (CLO)**
  - CLO1: will demonstrate a theoretical, historical and provisional base of public administration in Bangladesh;
  - CLO2: will analyze the interaction between different government organs/organizations of Bangladesh;
  - CLO3: will be able to apply public administration theories to real-world Bangladesh contexts;
  - CLO4: will be able to analyze the impact of public administration decisions on Bangladesh's socio-economic development; and
  - CLO5: will be able to propose innovative solutions for current challenges in public administration in Bangladesh
  - a. **Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1				
CLO2	x	x		
CLO3		x		
CLO4			x	
CLO5				

#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Historical Background of the Public Administration in Bangladesh: Ancient, Medieval and Modern period.	4 Interactive lectures	Class attendance Active and oral Class Participation Assignment/project Presentation Sudden Quiz Class test Midterm examination Final Examination	CLO1 CLO3
3-4	Ecology of Public Administration in Bangladesh. Pakistan influences upon Bangladesh Administration.	3 Interactive lectures		CLO1 CLO3
5-6	Constitutional Framework of Bangladesh and its Administration: Working of Political executive, President, Prime Minister and Cabinet or Ministers, Rules of Business.	4 Interactive lectures		CLO1
6-7	Organization and Role of the Secretariat, Functions, Role of Secretary, Public Corporations, Boards and Directorates, Relations of Secretariat with the above agencies.	3 Interactive lectures Group Work, and Group Discussion		CLO1 CLO2
8-9	Development plan and administration in Bangladesh: Organization of Planning commission in Bangladesh, Role of National Economic Councils, Project Planning and its implementation in Bangladesh, Role of IMED.	3 Interactive lectures		CLO1 CLO3
9-10	Field Administration in Bangladesh: Role of Divisional Commissioner, Deputy Commissioner, Upazila Parishad Chairman, Upazila Nirbahi Officer with reference to Development Administration.	3 Interactive lectures		CLO1 CLO3
11-12	Administrative Reforms in Bangladesh.	3 Interactive lectures Group Work, and Group Discussion		CLO4
12-13	Bureaucracy in Bangladesh: Its nature and problems, Recruitment, Classification of services, training, promotion and transfer, Relationship between Generalist and Specialists in Bangladesh, Bureaucracy and politics.	4 Interactive lectures		CLO5
14	Administrative Accountability: Its meaning and problems, Methods of Administrative Accountability: a. Ministerial control, b. Parliamentary control, c. Judicial control, and d. Extra-legal control.	2 Interactive lectures Group Work, and Class debate		CLO1
15	Ombudsman in Bangladesh.	2 Interactive lectures Group Work, and Class debate		CLO1 CLO2
16	Women in the Administration of Bangladesh.	2 Interactive lectures and Class debate		CLO2 CLO4
17-18	Historical Background of the Public Administration in Bangladesh: Ancient, Medieval and Modern period.	4 Interactive lectures		CLO1 CLO5

#### 15. Learning Materials

- Chawdhuri, M.A. (1963). The Civil Service in Pakistan. Dhaka.
- Anisuzzaman, M. (1979). Bangladesh Public Administration and Society. Dhaka: Bangladesh Books International.
- Abedin, Najmul (1973). Local Administration and Politics in Modernising societies: Bangladesh and Pakistan. Dhaka: National Institute of Public Administration.
- Ahmed, Emajuddin (1980). Bureaucratic Elites in Segmented Economic Growth: Pakistan and Bangladesh, Dhaka: University Press.
- Ahmed, Ali (1968). Role of Higher Civil Servants in Pakistan. Dhaka: Dacca National Inst. of Public Administration.
- Haque, A.N.S (1970). Administrative Reforms in Pakistan. Dhaka.
- Muhit, A.M.A. (1978). Bangladesh: Emergence of a Nation. Dhaka: Bangladesh Books International.
- Kabir, Rokeya Rahman, (1965). Administrative Policy of the Government of Bengal. Dhaka: National Institute of Public Administration.
- Rashid, R.H. (1977). Geography of Bangladesh. Dhaka: University Press Limited.
- Braibanti, Ralph, (1966). Research on the Bureaucracy of Pakistan. Dasham NC Duke, Dhaka: University Press.
- Ershad, H.M.(1981). Role of Military in the Underdeveloped Countries. Dhaka: Bangladesh Army Journal.
- Rahman, A.T.R (1974). Administration and its Political Environment in Bangladesh. Pacific Affairs, Vol. 1974.
- Majumder, R.C. (1974). History of Ancient Bengal. Calcutta Bharadwaj.
- Sarkar, Jadunath (1963). Mughal Administration. Patna : Superintendent Government printing, Bihar and Orissa.
- Majumder, R.C. (1963). The History and Culture of the Indian People. Bombay, India
- Sarkar, Jadunath, (1972). The History of Bengal. Vol. 02. Dhaka: The University Press.
- Eager, Rowland (1953). The Improvement of Public Administration in Pakistan. Karachi Pakistan.
- Ahmed, Moudud (1979). Bangladesh: Constitutional Quest for Autonomy. Dhaka : UPL.
- Irfan, Nurul (1977). Development Planning in Bangladesh. Dhaka : UPL.
- Majumder, R.C (1973). History of Medieval Bengal. Calcutta: Bharadwaj.
- Ali, A.M.M Shawkat (2011). Bangladesh Civil Service. Dhaka: UPL.
- Ahmed, Emajuddin (1981). Development Administration. Dhaka : Centre for Administrative Studies.
- Ahmed, Sayed Giasuddin (1986). Public Personnel Administration in Bangladesh. Dhaka, Bangladesh: University of Dhaka.
- Khan, M.M. (2013). Administrative Reforms in Bangladesh. Dhaka: The University Press.
- Khan, M.M. (2009). Bureaucratic self-preservation: failure of major administrative reform efforts in the civil service of Pakistan. Dhaka, Bangladesh: University of Dhaka.
- Rahman, Muhammad Mahmudur (2008). Good Governance in Bangladesh: Theoretical Discourses, in Good Governance Initiatives and Impact edited by Ramesh K Arora and R M Khandelwal, New Delhi: Paragon International Publishers.
- আহমেদ, কফিল উদ্দিন(১৯৮৭), বাংলাদেশের লোকপ্রশাসন, ঢাকা: নিবেদন প্রিন্টার্স এন্ড পাবলিকেশন্স।
- আহমেদ, কফিল উদ্দিন(২০১৯), বাংলাদেশের লোকপ্রশাসন তত্ত্ব ও প্রয়োগ, ঢাকা: অবসর প্রকাশন সংস্থা।
- আহমেদ, কফিল উদ্দিন(২০১৫), লোকপ্রশাসন পরিচিতি, ঢাকা: অবসর প্রকাশন সংস্থা।
- আহমেদ, কফিল উদ্দিন(২০১০), বাংলাদেশের সংবিধান ও রাজনীতি, রাজশাহী: সোনিয়া আহমেদ।
- ওহমান,আ: শামসুর(২০১৭), লোকপ্রশাসন, ঢাকা: খান ব্রাদার্স এন্ড কো:।
- আহমেদ, এমাজ উদ্দিন(২০০০), বাংলাদেশের লোকপ্রশাসন, বাঁধন পাবলিকেশন্স।
- উদ্দিন, মো: আনসার(২০১১), লোকপ্রশাসন: তত্ত্ব ও প্রয়োগ, অধুনা প্রকাশন।
- হক, আবুল ফজল(১৯৯৫), বাংলাদেশের শাসন ব্যবস্থা ও রাজনীতি, রংপুর: টাউন স্টোর্স।

## 0222-1001

### History of the Emergence of Bangladesh: With Special Emphasis on 1947-1971

1. **Course Code:** 0222-1001
2. **Course Title:** History of the Emergence of Bangladesh

3. **Course Type:** GED
4. **Year and Semester:** 2<sup>nd</sup>Year 4<sup>th</sup>Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** History of emergence of Bangladesh is the study of the historical facts up to the time of Bangladeshi war of independence. In order to understand the rise of the Bengali nationalism and self-determination movement in what was then East Pakistan from 1947 to 1971, the Course introduce the history of struggle of Bengali nation under the leadership of Bangabandhu Sheikh Mujibur Rahman. The course also introduces about various self-righteous movements which happens since 1947 and finally helped to achieve the independence. The course will enhance the scope of the students to understand the philosophical bases on which the People's Republic of Bangladesh was created.

12. **Course Objectives (CO)**

- CO1 Disperse in-depth knowledge about the struggle of liberation war;
- CO2 Demonstrate understanding of the philosophies of the creation of this state;
- CO3 Introducing the chronological history till liberation war;
- CO4 Introducing the dream of our freedom fighters for which they sacrificed their life..

13. **Course Learning Outcomes (CLO)**

- CLO1 Students will be able to explain the history of Bangladesh chronologically;
- CLO2 Students will be able to analyze the historical events that influence the emergence of Bangladesh;
- CLO3 Students will be able to identify the aspirations of the political events that took place during 1947-1971 in the birth of Bangladesh; and
- CLO4 Students will be able to compare among the aspiration, expectation and reality of free Bangladesh.

a. **Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1		X		
CLO2		x		
CLO3		x		
CLO4			x	

14. **Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Course Content	Teaching- Learning Strategy	Assessment Strategy	CLO Mapping
1.	<b>Partition of India in 1947</b> Lahore conference; United Bangla plan; Two nation theory; Creation of Pakistan and India; Displacement crisis.	Lectures on different topics	Presentations  Assignments	CLO2 CLO3
2.	<b>Language Movement of 1952</b> Primary discussion on Bangla and Urdu language; early stage of movement; Agitation of 1948, 21 February of 1952; Constitutional status of Bangla language.	Interactive group works		CLO1 CLO2 CLO3
3.	<b>Disparity Between Two Wings of Pakistan</b>	Constructive analyze with students		CLO2 CLO3

	Economic disparity; Administrative disparity; Political disparity.			
4.	<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.	Group discussion	Mid Exam	CLO2 CLO3
5.	<b>Mass Upsurge of 1969 and Yahya Khan , General Election of 1970</b> Shorbodolio ChatroShongram Porishad (All Party Student Action Committee); Democratic Action Committee.	Lecture		CLO3 CLO4
6.	Withdrawal of Agartala conspiracy case; Election campaign in East Pakistan, Political condition of west Pakistan.	Case study and lecture		CLO4 CLO5
7.	Result of the election and aftermath condition of election.	Lecture		CLO4
8.	Presentation by students on assigned topic.	Presentation by students		CLO3 CLO4
9.	Revise class	Lecture		CLO4 CLO5
10.	Historic Speech of 7 March, Non-cooperation Movement.	Lecture		CLO4
11.	Genocide of 25 March, Declaration of Independence and Proclamation of Independence.	Group discussion		CLO3 CLO4
12.	Mujibnagar Government.	Lecture		CLO4 CLO5
13.	Contribution of different countries to independence, 14 <sup>th</sup> December Tragedy, 16 <sup>th</sup> December Victory.	Group discussion	Class test	CLO4
14.	Government of Bangabandhu Sheikh Mujibur Rahman.	Lecture		CLO3 CLO4
15.	4 <sup>th</sup> November and 15 <sup>th</sup> August tragedy.	Lecture		CLO4 CLO5
16.	Liberation War: Expectation and Achievement: A Study	Constructive analyze	Final Exam	CLO4
17.	Presentation by students on assign topics	Presentation by students		CLO3 CLO4
18.	Revise class	Lecture		CLO4 CLO5

#### 15. Books Recommended

K.B. Sayeed	: Political System of Pakistan
ডা. মো: মাহবুবর রহমান	: বাংলাদেশের ইতিহাস, ১৯৪৭-১৯৭১।
বশির আল হেলাল	: ভাষা আন্দোলনের ইতিহাস।
আতিউর রহমান	: মুক্তিযুদ্ধের প্রস্তুতি পর্ব : অসহযোগের দিনগুলি।
আবুল মাল আব্দুল মুহিত	: বাংলাদেশ: জাতিরাত্তের উদ্ভব
William Schendel	: A History of Bangladesh

#### Leading Case

Agartala conspiracy case; Indian Independence Act 1947; Constitution of Pakistan 1956; Constitution of Pakistan 1962; Constitution of Bangladesh 1972

# 0312-3501

## Government and Politics in Bangladesh since 1971

1. **Course Code:** 0312-3501
2. **Course Title:** Government and Politics in Bangladesh since 1971
3. **Course Type:** Core
4. **Year and Semester:** 3<sup>rd</sup> Year 5<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course provides an introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the People’s Republic of Bangladesh. Students will study Bangladesh’s foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.
12. **Course Objectives (CO)**
  - CO1: To confer student’s basic knowledge on political institutions in the context of Bangladesh;
  - CO2: To explicate students about the political and governmental policies, processes and procedures relating to Bangladesh politics and society;
  - CO3: To identify the problems that is existed in the politics of Bangladesh.
13. **Course Learning Outcomes (CLO)**
  - CLO1: will be able to analyze post liberation Bangladesh;
  - CLO2: demonstrate a comprehensive understanding on Bangladeshi Constitutionalism;
  - CLO3: critically examine the Political Party System and Electoral Dynamics of Bangladesh;
  - CLO4: will be able to explain Institutional governance in Bangladesh; and
  - CLO5: will be able to evaluate the Post-Independence Political Transitions in Bangladesh.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x		x	
CLO2	x	x		
CLO3		x	x	
CLO4	x		x	x
CLO5		x	x	x

**1. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-4	The emergence of Bangladesh: The level of pre-independence conscience about nation culture, economy and policy	7 Interactive lectures, Group Work, and 1 Group Discussion	Class attendance	CLO1 CLO2 CLO5

4-8	Constitutional Processes in Bangladesh: The politics of constitution-making; salient features of the constitution; the fundamental principles; the fundamental rights; the executive, legislature, and judiciary; the constitutional amendments	8 Interactive lectures, Group Work, and 1 Group Discussion	Active and oral Class Participation Assignment/project Presentation	CLO1 CLO2 CLO3
9-12	Political Processes and the working of the Parliamentary System: the initial crisis (1972-74); the politics of “Second Revolution” and the fall of Awami League regime, the military regime (1975-79): the BNP Regime and its fall, Ershad regime and politics.	8 Interactive lectures	Sudden Quiz Class test	CLO1 CLO2 CLO4
12-14	Elections in Bangladesh: Issues and Verdicts	4 Interactive lectures Group Work, and 1 Group Discussion	Midterm examination	CLO1 CLO2
14-16	Political Parties: Organizations, Leadership, bases of support, ideologies and program	6 Interactive lectures, Group Work, and 1 Group Discussion	Final Examination	CLO2 CLO4 CLO5
17-18	The emergence of Bangladesh: The level of pre-independence conscience about nation culture, economy and policy	3 Interactive lectures		CLO2 CLO3

## 2. Learning Materials

- Ahmed, Emajuddin (ed.) (1989), *Society and Politics in Bangladesh*, Dhaka: Academic Publishers.
- Ahmed, Moudud (1995), *Democracy and the Change of Development: A Study of Politics and Military Interventions in Bangladesh*, Dhaka: The University Press Ltd.
- Ahmed, Moudud (2012), *Bangladesh: A Study of the Democratic Regimes*, Dhaka: The University Press Ltd.
- Akhtar, Muhammad Yeahia (1991), *Electoral Corruption in Bangladesh*, England: Ashgate Publishing Ltd.
- Chakravarty, S.R. (ed.) (1995), *Bangladesh under Mujib, Zia and Ershad*, New Delhi: Har-Anad.
- Choudhury, Dilara (1994), *Constitutional Development in Bangladesh*, Karachi: Oxford University Press.
- Hakim, Muhammad A. (1993), *Bangladesh Politics: The Shahabuddin Interregnum*, Dhaka: the University Press Ltd.
- Harun, Shamsul Huda (1984), *Parliamentary Behavior in a Multi-National State, 1947-58: Bangladesh Experience*, Dhaka: Asiatic Society of Bangladesh.
- Hasanuzzaman, Al Masud and ShamsulAlam (eds.), *Political Management in Bangladesh*, Dhaka: AH Development Public House.
- Hasanuzzaman, Al Masud (1998), *Role of Opposition in Bangladesh Politics*, Dhaka: University Press Ltd.
- Huq, AbulFazal (2011), *Bangladesh Politics: The Problem of Stability*, Dhaka: Hakkani Publishers.
- Jahan, Rounaq (1972), *Pakistan: Failure in National Integration*, New York: Columbia University Press.
- Jahan, Rounaq (1987), *Bangladesh Politics: Problems and Issues*, Dhaka: The University Press Limited.
- Khan, M. Salimulla (ed.), *Politics and Stability in Bangladesh: Problems and Prospects*, Dhaka: Jahangirnagar University.
- Maniruzzaman, Talukdar (1988), *Bangladesh Revolution and Its Aftermath*, Dhaka: UPL.
- হক, আবুলফজল (২০০৭), *বাংলাদেশের শাসনব্যবস্থা ও রাজনীতি*, ঢাকা: অনন্যা।
- হক, আবুলফজল (১৯৯৪), *বাংলাদেশের রাজনীতি: সংঘাত ও পরিবর্তন*, ঢাকা: সুদীপ্তপ্রিন্টার্স এন্ড প্যাব্লিকেশন্স।
- হক, আবুলফজল (২০১৮), *বাংলাদেশের রাজনীতি: সংস্কৃতির স্বরূপ*, ঢাকা: অনন্যা।
- আহমদ, কফিলউদ্দিন (২০১০), *বাংলাদেশের সংবিধান ও রাজনীতি*, রাজশাহী: শাহপীরপ্রিন্টিং প্রেস।
- মাননান, মোঃআবদুল (২০০৩), *বাংলাদেশের গণতন্ত্র: সমস্যা ও সম্ভাবনা*, ঢাকা: আফসারবাদার্স

# 0312-3502

## Party Politics in Bangladesh

1. **Course Code:** 0312-3505
2. **Course Title:** Party Politics in Bangladesh
3. **Course Type:** Core
4. **Year and Semester:** 3<sup>rd</sup> Year 5<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** The course envisioned to expand knowledge on political parties, theories of political party and party systems. It will clarify the description of power politics, of dynamics of collective political action and the intersections of political institutions on the basis of historical, institutional explanations of various phenomena in the field of party politics in Bangladesh. Special attention will be devoted to the institutionalization of parties and party systems of Bangladesh. The course explores the responsibility of parties in democracy.

**12. Course Objectives (CO)**

- CO1 To present the traditional, primarily theoretical approaches to the study of parties and the dynamics of party systems in Bangladesh;
- CO2 To advance knowledge on party system of evolving political system in general and Bangladesh in particular;
- CO3 To provide awareness to the students about the chronological expansion and current edifice of Parties in Bangladesh;
- CO4 To demonstrate the key phenomena of party systems and Political institutions
- LO5 To reveal facts concerning parties character in the electorate, party organizations, and the party in administration.

**13. Course Learning Outcomes (CLO)**

- CLO1 Students will be able to identify various components, features, and conditions of party politics;
- CLO2 Students will be able to explain various theories and trends of party system;
- CLO3 Students will be able to apply and analyze the theories of party politics in Bangladesh setting;
- CLO4 Students will able to describe the nexus between partisan politics and the political culture of Bangladesh; and
- CLO5 Students will be able to evaluate the modalities and efficacies of the partisan politics in Bangladesh.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		x		
CLO3		x		
CLO4		x		x
CLO5				x

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	Political Party: Theories-Duverger, Robert Mitchels. La Palombara, V. I. Lenin	5 Interactive lectures	Class attendance	CLO1 CLO3
3-4	Party System: Multi-Party System, Dual-Party System, Single Party System	3 Interactive lectures, Group Work, and Group Discussion	Active and oral Class Participation	CLO1 CLO5
4-5	Party in Legislature: Formal Role, Legislative	4 Interactive lectures,		CLO1

	Compromise	Group Work, and Group Discussion	Assignment/project Presentation	CLO5
6-8	Political Parties in Bangladesh: Historical development, Leadership, Social Bases, Structure, Ideology-Program, Factionalism and Conflict Resolution, Electoral Behavior, Party-Government Relationship, Party in Opposition, Alliances and Inter- Party Relationship	7 Interactive lectures, Group Work, and Group Discussion	Sudden Quiz Class test Midterm examination	CLO2 CLO5
9-10	Political Party Funding	3 Interactive lectures	Final Examination	CLO3
9-11	Political Parties and Elections in Bangladesh: Overview of Elections and Changing Nature of Party System	3 Interactive lectures		CLO2 CLO3 CLO4
11-13	Defection and Anti-defection law in Bangladesh	3 Interactive lectures		CLO3
13-14	Violence and Party Conflicts in Bangladesh	2 Interactive lectures		CLO1 CLO4
15-18	Political Party and Interest Group	3 Interactive lectures Group Work, and Group Discussion		CLO3

### 15. Learning Materials

- Halim, Md. Abdul (2011), *Constitution, Constitutional Law and Politics: Bangladesh Perspective*, Dhaka: CBC Foundation.
- Ahmed, Emajuddin (1988), *Military Rule and the Myth of Democracy*, Dhaka: University Press Limited.
- Ahmed, Moudud (1995), *Democracy and the Challenge of Development: A Study of Politics and Military Interventions in Bangladesh*, Dhaka: University Press Limited.
- Ahmed, Nizam (2003), "From Monopoly to Competition: Party Politics in the Bangladesh Parliament (1973-2001)", *Pacific Affairs*, Vol.76, No.1.
- Ball, R. Allan (1977), *Modern Politics and Government*, Basingstoke: Palgrave Macmillan.
- Duverger, Maurice (1964), *Political Parties*, New York: John Wiley & Sons First American Edition.
- Hasanuzzaman, Al Masud (1998), *Role of Opposition in Bangladesh Politics*, Dhaka: University Press Ltd.
- Hasanuzzaman, Al Masud (ed.) (1988), *Bangladesh: Crisis of Political Development*. Dhaka: Government & Politics Department. Jahangirnagar University.
- Hasanuzzaman, Al Masud and ShamsulAlam, (2010), *Political Management in Bangladesh*, Dhaka: AH Development Publishing House.
- Hossain, Kamal (2013), *Bangladesh: Quest for Freedom and Justice*. Dhaka: The University Press Ltd.
- Huq, AbulFazl (2011), *Bangladesh Politics: The Problems of Stability*. Dhaka: Hakkani Publishers.
- Jahan, Rounaq (1980), *Bangladesh Politics: Problems and Issues*. Dhaka: The University Press Ltd.
- Jahan, Rounaq (2015), *Political Parties in Bangladesh: Challenges of Democratization*, Dhaka: ProthomaProkashon.
- Khan, M. Salimullah (ed.) (1985), *Politics and Stability in Bangladesh*, Dhaka: Government & Politics Department.
- Khan, Shamsul I and Others (2008), *Political Culture, Political Parties and the Democratic Transition in Bangladesh*. Dhaka: The University Press Limited.
- Mahmud, Md. Sultan (2011), "Problems of Political Development in Bangladesh: Comparative Study between Awami League and BNP Regime," *IBS Journal* ((ISSN 1561-798X) Sylhet.
- Mannan, Md. Abdul (2005), *Election and Democracy in Bangladesh*, Dhaka: Academic Publishers Limited.
- Riaz, Ali (2016), *Bangladesh: A Political History since Independence*, London: I. B. Tauris & Co. Ltd. Riaz, Ali (2017), *Lived Islam & Islamism in Bangladesh*, Dhaka: ProthomaProkashon.
- ইসলাম, মো. নজরুল (১৯৮১), রাজনৈতিকসমাজবিজ্ঞান, ঢাকা: পুঁথিঘরলি।
- কাসেম, মোহাম্মদ আবুল (২০১৯), তুলনামূলকরাজনীতি, ঢাকা: আলোয়ানবুকডিপো।
- আহমেদ, মহিউদ্দীন (২০১৫), জাসদেরউত্থানএবং অস্থিরসময়েররাজনীতি, ঢাকা: প্রথমপ্রকাশন।
- আহমেদ, মহিউদ্দীন (২০১৬), বিএনপি: সময়অসময়, ঢাকা: প্রথমপ্রকাশন।

আহমেদ, মহিউদ্দীন (২০১৬), আওয়ামীলীগ: উত্থানপর্ব ১৯৪৮- ১৯৭০, ঢাকা: প্রথমা প্রকাশন।  
আহমেদ, মহিউদ্দীন (২০১৬), আওয়ামীলীগ: যুদ্ধদিনের কথা ১৯৭১, ঢাকা: প্রথমা প্রকাশন।  
রেহমান, তারেকশামসুর (১৯৯৮), বাংলাদেশের রাজনীতির ২৫ বছর, ঢাকা: মাওলা ব্রাদার্স।  
রহমান, শেখমুজিবুর (২০১২), অসমাপ্ত আত্মজীবনী, ঢাকা ইউ পিএল।  
হক, আবুলফজল (১৯৯১), বাংলাদেশের রাজনীতি: সংঘাত ও পরিবর্তন, রাজশাহী বিশ্ববিদ্যালয় পাঠ্য পুস্তক প্রকাশনা বোর্ড।  
হক, আবুলফজল (১৯৯২), বাংলাদেশের শাসনব্যবস্থা ও রাজনীতি, রংপুর: রংপুর টাউন স্টোর্স।  
হক, আবুলফজল (২০১০), বাংলাদেশের রাজনীতি: সংস্কৃতির স্বরূপ, ঢাকা: মাওলা ব্রাদার্স।  
হালিম, মো. আব্দুল (২০১৫), সংবিধান, সাংবিধানিক আইন ও রাজনীতি: বাংলাদেশ প্রসঙ্গ, ঢাকা: সিসিবিফাউন্ডেশন।

## 0312-3503

### Civil Society and Human Rights

1. **Course Code:** 0312-3503
2. **Course Title:** Civil Society and Human Rights
3. **Course Type:** Core
4. **Year and Semester:** 3<sup>rd</sup> Year 5<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** Civil society and human rights is a Specialized Course for the student of political science. Civil society organizations (CSOs) are key actors in development that have valuable contributions to make. They play a multitude of roles - including in relation to humanitarian assistance, service-delivery, research and policy development, and pursuing accountability from governments and other stakeholders. This course will cover theoretical and practical insights concerning the role of civil society and NGOs and to introduce the students with human rights, the academic literature on human rights and the process of implementation and violation of human rights by the state. In the modern world, civil society often turns out to be a major factor determining politics and policy. Civil society not only exerts direct influence on political institutions but also transform wider public attitudes to politics, governance and democracy. This course will critically examine the links between civil society, NGOs and other development actors, as well as their relationship to the sustainable development goals (SDGs) and key global challenges.
12. **Course Objectives (CO)**
  - CO1: The course is devoted to the historical ideas and contemporary conception of civil society and human rights.
  - CO2: Students will be able to describe the rationale behind the need to engage civil society in development processes;
  - CO3: Students will be able to distinguish the roles and responsibilities of different development actors in ensuring effective engagement of Civil Society Organizations in development;
  - CO4: Providing a balanced perspective on the potential and limits of NGOs as agents of development to the students;
  - CO5: To provide students with a good understanding of the theoretical knowledge about human rights;
  - CO6: To provide information about the situation of human rights in Bangladesh and other surrounding countries;
  - CO7: To give knowledge about the role of different national and international human rights organizations to ensure human rights, home and abroad.
13. **Course Learning Outcomes (CLO)**
  - CLO1: Students will be able to analyze the historical evolution of civil society and NGO issues;

CLO2 Students will be able to apply and analyze theories of civil society in contemporary affairs;  
 CLO3: Students will be able to assess the impact of civil society organizations on development processes.

CLO4: Students will be able to explain the concept, nature, evolution and institutionalization of human rights; and

CLO5: Students will be able to critically assess the role of national and international human rights organizations in promoting and safeguarding human rights.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1		x		
CLO2		x		
CLO3		x		
CLO4				x
CLO5			x	

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	History of the idea of civil society in political thought.	5 Interactive lectures, Group Work, and 1 Group Discussion		CLO1 CLO2
3-5	Civil Society in its contemporary frames: Neo-Toquevillean School and Neo-Gramscian School	3 Interactive lectures, Class Debate, and 1 Group Discussion		CLO1 CLO3
5-7	Concept of civil society and social capital: its relation to state, market, society and democracy; development theory, donor policy and civil society. Concept of Social Capital.	4 Interactive lectures	Class attendance	CLO1
8-10	Civil societies in Europe, America and other established democracies. Civil societies in Asia and other developing worlds, with special reference to Bangladesh.	4 Interactive lectures Group Work, and 1 Group Discussion	Active and oral Class Participation	CLO1 CLO2 CLO4
10-11	The Concept of Human Rights: Meanings, Nature & Scope, Definition, Origin & Development. Evolution of Human Rights from Magna Carta to International Bill of Rights.	2 Interactive lectures, Group Work, and 1 Group Discussion	Assignment/project Presentation	CLO1 CLO2 CLO3
11-12	Theories of Rights: Theory of Natural Rights, Marxist Theory of Rights, Visions of Religion.	3 Interactive lectures, Group Work, and 1 Group Discussion	Sudden Quiz	CLO1 CLO2
13	The European convention on Human Rights; The role of European Commission and European Court of Human Rights.	2 Interactive lectures, Group Work, and 1 Group Discussion	Class test	CLO1 CLO2
14-15	The American Convention on Human Rights; The Inter-American Commission and the court of Human Rights. UNO and Human Rights.	4 Interactive lectures	Midterm examination	CLO1 CLO2 CLO5
16-17	Promoting Human Rights: the role of IGOs, INGOs and Media.	4 Interactive lectures	Final Examination	CLO2 CLO3 CLO4
18	Human Security, Human Rights and Human Development. Human Rights Situation in Bangladesh.	3 Interactive lectures		CLO1 CLO2

**15. Learning Materials**

- Alagappa, Muthiah, ed. (2004). *Civil Society and Political Change in Asia: Expanding and Contracting Democratic Space*. Stanford: Stanford University Press.
- Anheier, K Helmut. (2004). *Civil Society: Measurement, Evaluation, and Policy*. London: Earthscan and CIVICUS.
- Feinberg, Richard, Carlos H. Waisman and Leon Zamosc (2006). *Civil Society and Democracy in Latin America*. New York: Palgrave Macmillan.
- Fisher, Julie. (1998). *Non Governments: NGOs and the Political Development of the Third World*. West Hartford: Kumarian Press.
- Heinrich, V. Finn, ed. (2007). *CIVICUS Global Survey of the State of Civil Society*. Vol. 1 Country Profiles. Bloomfield: Kumarian Press.
- Hulme, David and Michael Edwards eds. (1997). *NGOs, States and Donors*. Hampshire: Palgrave in association with The Save the Children.
- Khan, Mizan R. and Mohammad Humayan Kabir, eds. (2002). *Civil Society and Democracy in Bangladesh*. Dhaka: Bangladesh Institute of International Strategic Studies (BIISS) and Academic Press and Publishers Limited.
- Lele, Jayant and Fahimul Quadir. eds. (2004). *Democracy and Civil Society in Asia*. Vol. I & II, Hampshire: Palgrave, Macmillan.
- Mamoon Muntasir and Jayanta Kumar Roy. (1998). *Civil Society in Bangladesh: Resilience and Retreat*. Dhaka: Subarna.
- Putnam, Robert D. (1993). *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton: Princeton University Press.
- Putnam, Robert D. (2000). *Bowling Alone: Collapse and Revival of American Community*. New York: Simon & Schuster Paperbacks
- Salamon, Lester M. and Helmut K. Anheier., (1994). *The Emerging Sector: The Nonprofit Sector in Comparative Perspective-An Overview*. Baltimore: The John Hopkins University Institute for Policy Studies.
- Donnelly, Jack (2<sup>nd</sup> Ed., 2003). *Universal Human Rights: In Theory and Practice*. Ithaca: Cornell University Press.
- Islam, Md. Shariful (2012). *Human Rights and Governance*, Hong Kong, China: Asian Legal Resource Centre.
- Halim, Abdul (1995). *Women Crisis within Family*, Dhaka: BSEHR.
- Susan, C (2008), *Human Rights and Social Justice in A Global Perspective: An Introduction to International Social Work*, New York: Oxford University Press.

## 0312-3504

### Politics of the Middle-East with Special reference to Saudi Arabia and Iran

1. **Course Code:** 0312-3504
2. **Course Title:** Politics of the Middle-East with Special reference to Saudi Arabia and Iran
3. **Course Type:** Core
4. **Year and Semester:** 3<sup>rd</sup> Year 5<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This is a core course and provides a general introduction to the study of Middle East. This course introduces students to the politics of Middle East. Saudi-Iranian relations are one of the most significant competitions characterizing the vital scene of the Middle East. Both states have frequently carried on as genuine opponents, particularly in the gulf. The students of political science need to be up dated on the politics of Middle East and the governmental development of this region as well.

## 12. Course Objectives (CO)

- CO1 To give knowledge and understanding of Middle Eastern geopolitics.  
 CO2 To understand the problems of intra-regional political interests.  
 CO3 To introduce students with the obstacles in establishing peace in the region.  
 CO4 To gain depth knowledge about Saudi Arabia and Iranian political system.  
 CO5 To provide knowledge about Arab-Israeli conflict and power of petroleum.

## 13. Course Learning Outcomes (CLO)

- CLO1 Describe the political systems of the selected countries;  
 CLO2 Explain the historical developments that have shaped the contemporary political landscape of the Middle East;  
 CLO3 Analyze the geo-political power dynamics in the Middle East;  
 CLO4 Analyze the political situation of Middle East;  
 CLO5 Analyze how sectarianism, especially the Sunni-Shia divide, influences the political dynamics between Saudi Arabia and Iran, as well as within the broader Middle East;  
 CLO6 Formulate informed policy recommendations for international stakeholders to foster stability and address political, economic, and social challenges in the Middle East; and  
 CLO7 Evaluate the international and regional interests in the Middle East.

### a. Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
CLO1		x		
CLO2				x
CLO3			x	
CLO4		X		
CLO5	X			
CLO6		x		
CLO7				x

## 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-5	Historical background, geo-politics of Middle East, society, the people and resources, and state formation;	10 Interactive lectures	Class attendance	CLO1 CLO2
6-9	Political Culture and political system-authoritarianism, monarchical and democratic;	7 Interactive lectures, group discussion, debate	Active and oral Class Participation	CLO1 CLO4
10-13	Conflict and peace process, role of United States and other powers in the Middle East, strategies importance, influence and role of Middle East on world politics and economic development;	9 Interactive lectures, group discussion, debate	Assignment/project Presentation Sudden Quiz	CLO1 CLO2 CLO3
14-16	Islamic revivalism and prospects of democracy, modernization and development	6 Interactive lectures	Class test	CLO2 CLO5
17-18	The Arab-Israeli Conflict and the Power of Petroleum.	4 Interactive lectures, group discussion, debate	Midterm examination Final Examination	CLO6 CLO7

## 15. Learning Materials

- Hajjar, Sami G. (ed.) (1985). *The Middle East: From Transition to Development*, Leiden: EJ Brill. Held, Colbert C. (1989). *Middle East Patterns: Places, Peoples and Politics*, London: Westview Press.  
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 Choudhury, G. W. (1991) *Islam in the Contemporary World*, Dhaka: Academic Publishers.  
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# 0312-3505

## Political Geography with special reference to Bangladesh

1. **Course Code:** 0312-3505
2. **Course Title:** Political Geography with special reference to Bangladesh
3. **Course Type:** Core
4. **Year and Semester:** 3<sup>rd</sup> Year 5<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course is a basic course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The purpose of the course is to understand how the political geography and geopolitics are framed in the nations in terms of power and the spatiality of social life. In this respect, views of different schools of thoughts are considered as well. The course also deals with border, claims, conflict and migration which have been the subject of much debate within political geography. The central focus of this course is to show the geographical aspects of politics.
12. **Course Objectives (CO)**
  - CO1: to demonstrate the geographical dimensions of state power, conflicts, and cooperation among states from political point of view;
  - CO2: To teach pupils how to comprehend the unique forces that shapes the state and its socio-political issues;
  - CO3: To provide pupils with a thorough understanding of Bangladesh's geopolitics with India and Myanmar.
13. **Course Learning Outcomes (CLO)**
  - CLO1: explaining key concepts and theories in political geography, including state formation, borders, geopolitics, and territoriality;
  - CLO2: evaluate Bangladesh's geopolitical importance in South Asia, focusing on its strategic location, historical factors, and relationships with neighboring countries like India, Myanmar, and China;
  - CLO3: explain how Bangladesh's physical geography, including its rivers, coastline, and vulnerability to climate change, influences its domestic politics and policy decisions;
  - CLO4: analyze the political and social implications of Bangladesh's border issues, including land and maritime boundary disputes, cross-border migration, and the Rohingya refugee crisis; and
  - CLO5: spatial analysis techniques to critically assess and propose policy solutions for challenges in urban planning, disaster management, and sustainable development within Bangladesh.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		X		
CLO3	x			

CLO4			x	
CLO5				x

#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	Political Geography: history, definition and nature, scope, approaches and Development	5 Interactive lectures	Class attendance Active and oral Class Participation Assignment/project Presentation Sudden Quiz Class test Midterm examination Final Examination	CLO1
4-5	Major Schools of Geo-political Thought: geo-politics, political landscape school, political ecological school, organism school. Environmental determinism and possibilism	4 Interactive lectures		CLO1 CLO2
6-9	Politico-geographical classification of states: definition of political area, causes of rise and decline of states (centrifugal & centripetal forces), theoretical approaches (functional approaches) to the growth of states such as the determinist view, the concept of natural unit, the organic state model, the concept of nationalism, the cycle theory, the unified field theory.	5 Interactive lectures, group discussion		CLO1 CLO2
10-11	State and Geography: boundaries, frontier, core area, capital and territorial limits and border disputes of Bangladesh with India and Myanmar; history, sources and causes	5 Interactive lectures, class debate		CLO2 CLO5
12-13	Geo-political Aspects of relations between states: conflict between states, claims to territory/ crisis of the territorial state, access to the sea, right of transit.	5 Interactive lectures, class debate		CLO2 CLO3
14	The state as a Politico-Territorial Phenomenon: population and density, national & Socio-economic features and economic elements of political geography	2 Interactive lectures, class debate		CLO1 CLO3
15	Spatial Factors in Political Geography: location, size and shape of the state and geographical constraints of socio-political problem of development.	2 Interactive lectures		CLO1 CLO3
16	Global Strategic Views: Geo-strategy, areal extent of war strategy, rivalry of great powers and location and geo-politico-military strategic importance of Bangladesh.	2 Interactive lectures, class debate		CLO2 CLO4
17	Electoral Studies in Political Geography: development of electoral geography, definition and scope, approaches to the study of electoral geography, electoral systems, territorial constituencies, electoral data and cartographic representation.	3 Interactive lectures, class debate		CLO1 CLO3
17-18	Environmental Politics, Interstate claims and Conflict: the role of resources in generating political conflict; conflicts over resources at regional or global scales; maritime boundary; International Water Treaty Granges; Water Sharing treaty; Trans- boundary River; CHT Peace Accord of 1997 and its implications on Bangladesh politics; Rohingya problem	3 Interactive lectures, class debate		CLO2 CLO5

#### 15. Learning Materials

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Pound, N. J. G. (1972), *Political Geography*, McGraw-Hill Book Company.

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- Jackson, W. A., & Samuels, M. S. (1971) *Politics and Geographic Relationships: Toward A New Focus*. Prentice-Hall.
- Dikshit, R. D. (1999) *Political Geography: The Discipline and its Dimensions*, Tata McGraw-Hill Publishing Company Limited.
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- তাহা, মোহাম্মদ আবু (১৯৯৮), রাজনৈতিক ভূগোল, ঢাকা: বীণাপানিবুকডিপো।

## 0312-3506

### Globalization: International Organizations and Financial Institutions

1. **Course Code:** 0312-3506
2. **Course Title:** Globalization: International Organizations and Financial Institutions
3. **Course Type:** Core
4. **Year and Semester:** 3<sup>rd</sup> Year 5<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course aims to introduce the students about three interrelated factors, namely globalization, International Organizations and International Financial Institutions (IFIs). Concept, basis, formation, presence, role and intertwined aspects and dimensions of these referred three are to be studied here in this course thoroughly so that students get a clear scenario and deep understanding about most influential actors over the global geography, regional settings and national boundaries.
12. **Course Objectives (CO)**
  - CO1: This course has the principal objective to teach the students about three interrelated factors, namely globalization, International Organizations and International Financial Institutions (IFIs).
  - CO2: Teach Concept, basis, formation, presence, role and intertwined aspects and dimensions of these referred three area so that students get a clear scenario and deep understanding about most influential actors over the global geography, regional settings and national boundaries.
  - CO3: Moreover, this would be the understanding that these three factors are in existence and in operation in the modern sense of the term because of the arrival of the entire world under the phase and clutch of finance capital, corporatism and dominant patron capitalism at the center as against crony and subservient lumen and dependent capitalism at the vast periphery and acting as dominated clients.
13. **Course Learning Outcomes (CLO)**
  - CLO1 students will be able to explain the theories that boosts globalization;
  - CLO2 Student will be able to evaluate globalization in context of first to third world;
  - CLO3 Student will be able to evaluate the role of UN from complex perspectives including multiple variables;
  - CLO4 Student will be able to criticize the role of international organizations;
  - CLO5 Students will be able to describe the structure and function of WB, IMF, IDA, ADB, NAFTA, AFTA, EU, SAARC, ASEAN etc.;

CLO6 Students will be able demonstrate the role of foreign delegate in representing national interest in an international organization.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		x	x	
CLO3		x		
CLO4				
CLO5			x	x
CLO6				x

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Globalization: Concept; Nature; Aspects; Trends; Democratization; The community of Democratizes; The concept of world community and its challenges.	4 Interactive lectures		CLO1
3-4	The concept of international organization: Forms of international organization; the United Nations: Origin and development of the UN since 1945, The UN Organizations-UGC, USC, OC, ICJ, UNICEF; UN's achievements and failures. Other international Organizations: OIC, NAM, Commonwealth	5 Interactive lectures, group discussion, debate	Class attendance Active and oral Class Participation	CLO1 CLO2 CLO4 CLO5
5-7	Development of Capitalism: Competitive to monopoly, Industrial capital to finance capital imperialism; World Capitalist system-center-periphery relations	8 Interactive lectures, group discussion, debate	Assignment/project Presentation	CLO1 CLO3
8-11	World trade system, Trade Liberalization GATT; Market economy vs protectionism and regionalism-NAFTA, AFTA; Different rounds of GATT, Dunkel text and structure of WTO, TRIM, TRIP,GATT	5 Interactive lectures	Sudden Quiz Class test	CLO1 CLO2 CLO6
12-14	Uruguay Round and Agriculture; Uruguay Round and Multinational Company or Mega Corporations, Trade Liberalization and WTO; Globalization of Capital	4 Interactive lectures, group discussion, debate	Midterm examination	CLO1 CLO3 CLO6
15-17	World Bank, IMF: Brettonwoods Conference, Creation and Growth of the World Bank and The IMG Affiliated institutions and their functions (IDA, IFC etc.)	5 Interactive lectures, group discussion, debate	Final Examination	CLO2 CLO3
18	Their role in Third World development, Structural adjustment policies and their implications. Neo International Economic Order	5 Interactive lectures, group discussion, debate		CLO2 CLO3

**15. Learning Materials**

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Choudhury, Hasanuzzaman (2008a), Globalization and 'Market Friendly' Myth A Provoking Note, Dhaka: CIR.

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# 0312-3601

## Comparative Politics

1. **Course Code:** 0312-3601
2. **Course Title:** Comparative Politics
3. **Course Type:** Core
4. **Year and Semester:** 3<sup>rd</sup> Year 6<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course provides some signposts to guide students through its contents to make it easier and more interesting for students to understand and absorb its contents. It supplies ideas to understand own political system as well as other political systems. It provides knowledge to the students about the political institutions, processes, practices, issues and customs of different political systems to understand their own. This course gives some ideas about different theories to the students to arrive at valid generalizations about the world of government and politics by means of comparison. Source materials for this course and classroom discussions will be supplied to the students in time with the opportunity to learn about and to analyze the political systems and their institutions, processes, practices and customs etc. through giving theoretical insights.
12. **Course Objectives (CO)**
  - CO1 To make understandings of comparative politics among the students by investigating the central ideas and questions that makes up this field;
  - CO2 To give an idea about own and others political systems and their political institutions to the students;
  - CO3 To provide knowledge to the students about different political processes.
  - CO4 To give students an overview to the conventional and modern approaches to the study of politics.
  - CO5 To explore the assumptions that underpins different political and theoretical traditions in the discipline and the strengths and limitations of each approach.
13. **Course Learning Outcomes (CLO)**
  - CLO1 Explain foundational theories and concepts in comparative politics, including political systems, regime types, democratization, and state-society relations.
  - CLO2 Compare political systems: Analyze the differences and similarities between various political systems, including democracies, authoritarian regimes, and hybrid systems, across diverse countries.
  - CLO3 Assess political culture and ideology: Interpret how cultural, social, and ideological factors influence political behavior and policy outcomes across various political environments.
  - CLO4 Analyze electoral systems and party structures: Compare different electoral systems, party structures, and voting behaviors, and assess their influence on representation, accountability, and political stability.
  - CLO5 Discuss democratization and authoritarian resilience: Analyze factors that promote or inhibit democratization and understand how some authoritarian regimes maintain stability and resist democratization pressures.
  - CLO6 Evaluate global political trends: Analyze contemporary global political trends, such as

populism, globalization, and nationalism, and their implications for different political systems.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1		X		
CLO2	x			
CLO3	x			
CLO4	x			
CLO5		x		
CLO6		x		

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Meaning and Significance of Comparative Politics.	3 Interactive lectures	Class attendance Active and oral Class Participation Assignment/project Presentation Sudden Quiz Class test Midterm examination Final Examination	CLO1
2-6	Characteristics and Limitations of Traditional Approaches to the Study of Politics.	6 Interactive lectures, group discussion, debate		CLO1 CLO6
6-7	Meaning, Characteristics and Edward Shil's Classification of Political System.	4 Interactive lectures, class debates		CLO1
8-9	The System Approach of David Easton: Demand, Support and Feedback.	3 Interactive lectures		CLO1 CLO5
9-10	Functional Model of Gabriel Almond; Input and Output Functions.	3 Interactive lectures, group discussion, debate		CLO3
11	Political Culture: Meaning, Classification and Nature of Political Culture in Bangladesh.	3 Interactive lectures, class debates		CLO3 CLO5
12	Political Socialization: Meaning, Need for recruitment and agencies of Political Socialization.	2 Interactive lectures, class debates		CLO2
13	Modernization: Meaning, Characteristics, Traditional and Modern Society, Political Modernization and Agents of Modernization.	2 Interactive lectures, class debates		CLO1 CLO2 CLO4
14-15	Political Development: Syndromes, Crises of Political Development, Political Development in Bangladesh.	3 Interactive lectures, group discussion, debate		CLO1 CLO2
15-16	The Group Theory: Classification, Group Strategies in Politics and Pressure group.	2 Interactive lectures, group discussion		CLO2 CLO3 CLO5
16-18	The Elitist Approach: Elite Theorists-Vilfredo Pareto, GactanoMosca and Robert Michels.	2 Interactive lectures, group discussion	CLO2 CLO3 CLO5	

**15. Learning Materials**

- Isaac, Allan C. (1975). *Scope and Methods of Political Science*, Illinois: Dorsey.
- Easton, David. (1953). *The Political System: An Inquiry into the State of Political Science*, New York: Knopf.
- Almond, G.A. and Powell, G.B. (1988). *Comparative Politics Today: A Worldview*, Boston: Foresman& Co.
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 কাসেম, মোহাম্মদ আবুল, তুলনামূলকরাজনীতি (রাজশাহী: সোনালীপ্রিন্টিং প্রেস, ১৯৯০)।  
 মান্নান, অধ্যাপক আব্দুল, তুলনামূলকরাজনীতি ও রাজনৈতিকবিশ্লেষণপদ্ধতি (রাজশাহী: সোনালীপ্রিন্টিং প্রেস, ১৯৯০)

## 0312-3602

### Government and Politics of South and South- East Asia with special Reference to India, Pakistan, Sri Lanka and Malaysia

1. **Course Code:** 0312-3602
2. **Course Title:** Government and Politics of South and South- East Asia with special Reference to India, Pakistan, Sri Lanka and Malaysia
3. **Course Type:** Core
4. **Year and Semester:** 3<sup>rd</sup> Year 6<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course is a basic course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course aims to provide the students a broad conceptual and empirical understanding about the dynamic governmental and political process in South Asia. The students will be given opportunity to understand the region, its history, economics, religion, social, cultural perspectives. Moreover, they will discover the intermittent relationship between these aspects and politics.
12. **Course Objectives (CO)**
  - CO1: To render the students fundamental knowledge on the governmental and political matters of South and South East Asian countries;
  - CO2: To capacitate the students in making comparison among South Asian political developments within the regions along with the global context;
  - CO3: To assist the students in the application of the political theories which they have come to know so far on the issues and cases in South and South East South Asian Politics;
  - CO4: To help the students in navigating oral communication skills through discussions, presentations and debates on regional issues.
13. **Course Learning Outcomes (CLO)**
  - CLO1: Students will be able to explain the historical development of political systems in South and South-East Asia, particularly in India, Pakistan, Sri Lanka, and Malaysia;
  - CLO2: Students will critically analyze the political structures and institutions in these countries, understanding their similarities and differences;
  - CLO3: Evaluate Political Processes: Students will evaluate the political processes, including elections, governance, and policy-making, in the context of these nations;
  - CLO4: Students will assess the regional relations and foreign policies of India, Pakistan, Sri Lanka, and Malaysia, and their impact on regional stability and cooperation;
  - CLO5: Students will examine key socio-political issues such as ethnicity, religion, and nationalism, and their influence on the politics of these countries;
  - CLO6: Critical Thinking: Students will enhance their critical thinking abilities by debating and discussing contemporary political challenges facing South and South-East Asia; and

CLO7: Students will learn to analyze and critique public policies in these countries, considering their effectiveness and impact on society.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		x		
CLO3		X		
CLO4				
CLO5		X	x	
CLO6	X			
CLO7		x		

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Geographical introduction of South and South-East Asia, Background of the countries of the Region: History, Society, and Demography	4 Interactive lectures	Class attendance	CLO1 CLO2
3-4	Political Systems	3 Interactive lectures		CLO6 CLO7
5-6	Important Political Institutions: Executive, Legislature, Judiciary and Electorate	4 Interactive lectures	Active and oral Class Participation	CLO6 CLO7
7-8	Political Parties, Leaders and Elections	3 Interactive lectures	Assignment/project Presentation	CLO1 CLO5
9-10	Civil-Military Bureaucracy and Politics	4 Interactive lectures	Sudden Quiz	CLO1 CLO3
11-12	National Integration: Religion, Caste, Ethnicity, Insurgency and Regionalism	4 Interactive lectures, class debate	Class test	CLO1 CLO3
13-14	Political Instability	3 Interactive lectures	Midterm examination	CLO1 CLO2
15	Prospects of Development: Economical, Social, Cultural and Political	4 Interactive lectures, group assignment	Final Examination	CLO7
16	Constitutional and Political Challenges and Prospects	3 Interactive lectures		CLO1
17-18	Regional Conflicts	4 Interactive lectures		CLO3 CLO5

**15. Learning Materials**

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- Edward, Luce (2007). *In Spite of the Gods The Rise of Modern India*, New York: Doubleday Publishers.
- Kipgen, Nehginpao (2016). *Myanmar: A Political History*, Oxford: Oxford University Press.
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- Bertrand, Jacques (2013). *Political Change in Southeast Asia*, Cambridge: Cambridge University

Press.

Case, William (2002). *Politics in Southeast Asia: Democracy or Less*, New Delhi: Taylor and Francis.

Tarling, Nicholas (2010). *Southeast Asia and the Great Powers*, New Delhi: Taylor and Francis.

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## 0312-3603

### Military and Politics in the Developing Countries with Special Reference to Bangladesh

1. **Course Code:** 0312-3603
  2. **Course Title:** Military and Politics in the Developing Countries with Special Reference to Bangladesh
  3. **Course Type:** Core
  4. **Year and Semester:** 3<sup>rd</sup> Year 6<sup>th</sup> Semester
  5. **Academic Session:**
  6. **Course Teacher:**
  7. **Pre-requisite:**
  8. **Credit Value:** 3
  9. **Contact Hours:** 60 Hours
  10. **Total Marks:** 100
  11. **Rationale of the Courses:** The course is furnished to teach the students about the major theoretical and practical perspectives on military and politics in the third world with special reference to Bangladesh. The course provides an opportunity to learn how military and non-military aspects at the national and international security level compete and integrate with each other. Moreover, the course also focuses on identifying and evaluating political, institutional, economic and cultural constraints on the speed and effectiveness of political and economic transition and military involvements directly and indirectly. The course explores factors determining military intervention in politics and disengagement, social, economic and political consequences of military regimes and the military intervention in Bangladesh and so on.
  12. **Course Objectives (CO)**
    - CO1: To acquainted the students about the major theoretical and practical aspects of military involvement in politics from an international perspective;
    - CO2: To enlighten the students about the military intervention in Bangladesh politics;
    - CO3: To understand both the factors and processes of military involvement in and withdrawal from politics;
    - CO4: To enable the students to realize the social, economic, cultural and political consequences of military politics;
    - CO5: To develop their capacity to contribute to the body of knowledge for further higher studies for Masters and PhD degrees .
  13. **Course Learning Outcomes (CLO)**
    - CLO1: Students will assess the dynamics of civil-military relations in Bangladesh, understanding the balance of power between civilian authorities and the military;
    - CLO2: Students will examine the socio-political impact of military rule and interventions on the development and democratization processes in Bangladesh;
    - CLO3: Students will develop research skills by engaging in independent study on specific issues related to military and politics, and presenting their findings effectively;
    - CLO4: Students will enhance their critical thinking abilities by debating and discussing contemporary challenges in civil-military relations in developing countries; and
    - CLO5: Students will learn to analyze and critique policies related to civil-military relations and military interventions, considering their effectiveness and impact on governance and society.
- a. **Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1		X		
CLO2	X			
CLO3				x
CLO4	x			
CLO5				X

#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Characteristics of Developing Country; Theories of Modernization	3 Interactive lectures	Class attendance Active and oral Class Participation Assignment/project Presentation Sudden Quiz Class test Midterm examination Final Examination	CLO1 CLO3
3	Development and Military	3 Interactive lectures		CLO1 CLO3
4	Armed Forces and Features of Armed Forces	3 Interactive lectures		CLO5
5	Political Culture and Military Intervention	2 Interactive lectures		CLO1 CLO4
6	Military Rule in Developing Countries: Asia, Africa, Latin America	2 Interactive lectures		CLO1 CLO3
7	Process of Civilianization of Military Regimes	2 Interactive lectures, class debate		CLO1 CLO5
8	Theories of Civil Military Relations	2 Interactive lectures		CLO1 CLO4
9	Modernization and the Role of Military	2 Interactive lectures, group assignment		CLO1
10	Military Withdrawal from Politics	2 Interactive lectures		CLO1
11	Military as an Agent of Political, Social and Economic Development in Developing Countries	2 Interactive lectures		CLO5 CLO2
12-13	Typology of Military Regimes: Asia, Africa and Latin America	2 Interactive lectures		CLO2 CLO3
14	Military History of Bangladesh	2 Interactive lectures		CLO2 CLO3
15	Organization and Management of Military in Bangladesh	2 Interactive lectures		CLO1 CLO3
16-17	Strategic Thoughts of Military of Bangladesh	3 Interactive lectures and group work		CLO2 CLO4
18	Bangladesh Military and the UN	2 Class presentation		CLO2 CLO3

#### 15. Learning Materials

Vajpeyi, Dharendra K. and Segell, Glen (2016). *Civil-Military Relations in Developing Countries*, Maryland: Rowman& Littlefield Publishers.

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- কাসেম , মোহাঃআবুল(২০১৯) , তুলনামূলকরাজনীতি , ঢাকা: আলিয়াবুকডিপো ।
- রহমান , আ ল ম ফজলুর , সমর দর্শন , বাংলাএকাডেমি ।
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- ইসলাম , মেজররফিকুল পি.এস.সি ,বাংলাদেশ : সামরিকশাসন ও গণতন্ত্রেরসংকট

## 0312-3604

### Political Economy with Special Reference to Bangladesh

1. **Course Code:** 0312-3604
2. **Course Title:** Political Economy with Special Reference to Bangladesh
3. **Course Type:** Core
4. **Year and Semester:** 3<sup>rd</sup> Year 6<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This is a core course and provides a general introduction to the study of political economy. This course introduces students to the theories, concepts and ideas used in political economy. This course will provide students with an understanding of the state and economy, comparative economic system, agriculture, industries, employment, public finance, budget etc. The course are intended for students the opportunity to engage and analyze their everyday lives and see economics in real world situation.
12. **Course Objectives (CO)**
  - CO1 To give knowledge and understanding of fundamental concepts in political economy.
  - CO2 To become familiar with salient development in the world economy.
  - CO3 To apply economic analyses to their everyday lives and see economics in real world situation.
13. **Course Learning Outcomes (CLO)**
  - CLO1 Students will be able to describe the basic terms of political economy;
  - CLO2 will be able to compare different economic systems;
  - CLO3 will be able to evaluate the economic policy of Bangladesh;
  - CLO4 Students will be able to explain the economic functions of government;
  - CLO5 Students will learn to analyze and critique public policies related to economic development, considering their effectiveness and impact on society;
  - CLO6 Students will be able to formulate evidence-based policy recommendations aimed at addressing key issues in Bangladesh's politics- economy nexus; and

CLO7 Students will enhance their critical thinking abilities by debating and discussing contemporary economic challenges and policy responses in Bangladesh.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2	X			
CLO3		X		
CLO4			X	
CLO5	X			
CLO6			x	
CLO7		x		x

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	State and Economy: Development of State Activities-Socio-economic Functions of the Modern States-Relation between Politics and Economics-Economics as a subject-Micro and Macro Economics-Political Economy as a branch of knowledge-Scope and Subject matter-Political Economy in Bangladesh.	5 Interactive lectures, Group Work, and 1 Group Discussion	Class attendance Active and oral Class Participation Assignment/project Presentation Sudden Quiz Class test Midterm examination Final Examination	CLO1 CLO3
3-4	Comparative Economic Systems: Capitalism-Merits and Demerits-Socialism-Merits and Demerits-Mixed Economy-Free Market Economy-Globalization-Merits and Demerits-Intermediate Regime-Characteristics-Nature of Bangladesh Economy.	3 Interactive lectures, Class Debate, and 1 Group Discussion		CLO1 CLO3 CLO6
5-7	Economic Planning: Forms-Aims and Objectives-Problems and Limitations-Planning versus Democracy-The Five-Year Plans of Bangladesh-New Horizon of Planning-Need for Local Planning.	4 Interactive lectures		CLO1 CLO2 CLO3
7-9	State and Agriculture: Importance of Agriculture (in Bangladesh)-Its Characteristics-Causes and Remedies of Low Productivity-Agricultural Policy-Its Principles-Agricultural Policy in Bangladesh-Land Tenure System-Types-Importance-Nature of Land Tenure System in Bangladesh-Land Reforms in Bangladesh.	4 Interactive lectures Group Work, and 1 Group Discussion		CLO1 CLO3 CLO7
10	Population and Employment: Unemployment-Forms-Causes & Remedies-Full Employment-Measures-Nature of Employment in Bangladesh-Trade Unions-Industrial Dispute-Prevention and Remedies-Practice in Bangladesh.	2 Interactive lectures, Group Work, and 1 Group Discussion		CLO2 CLO3 CLO6
10-11	State and Industries: Importance of industries in the national economy of Bangladesh-Causes and Remedies of Industrial backwardness-Steps taken for industrialization-Industrial Policy-Nationalization-Arguments for and against-Causes of failure of nationalized industries in Bangladesh-Denationalization and Privatization-Small and Cottage Industries-Importance in the Economy of Bangladesh-Rural Industrialization.	3 Interactive lectures, Group Work, and 1 Group Discussion		CLO1 CLO3 CLO5

12	Public Finance: Definition-Nature, Scope and Subject Matter-Importance of its study-The Theory of Maximum Social Advantage-Public Finance Vs Private Finance-Public Finance in Bangladesh.	2 Interactive lectures, Group Work, and 1 Group Discussion		CLO1 CLO2 CLO3
13-15	Public Income: Definition-Public Income and Public Revenue-Sources of Public Income-Definition and Nature of Tax-Various Kinds-Canons of Taxation-Principles of Distribution of the Burden of Taxes-Best Tax System-Taxable Capacity-Determinants of Taxable Capacity.	4 Interactive lectures		CLO1 CLO2 CLO3 CLO5
15-16	Public Expenditure: Definition-Importance of Public Expenditure-Forms-Principles of Public Expenditure-Effects of Public Expenditure-Public Expenditure in Bangladesh.	4 Interactive lectures		CLO1 CLO2 CLO3 CLO4
16-18	Budget: Definition of a Budget-The Procedure of Preparing a Budget-Characteristics of a Good Budget-Classification of Budgets-Deficit Budget Vs Deficit Financing-Budget and Fiscal Policy.	3 Interactive lectures		CLO1 CLO2 CLO3

#### 15. Learning Materials

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- Dalton, H. 11<sup>th</sup> ed. (2013). *Principles of Public Finance*. New York and London: Routledge.
- Beard, C. A. 1<sup>st</sup> ed. (2002). *Economic Basis of Politics*, New York: Routledge.
- Robbins, L. (1997) *Economics and Political Economy, Economic Science and Political Economy*, pp 415-428.
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## 0312-3605

### Contemporary International Politics

- 1. Course Code:** PS 0312-3605
- 2. Course Title:** Contemporary International Politics
- 3. Course Type:** Core
- 4. Year and Semester:** 3<sup>rd</sup> Year 6<sup>th</sup> Semester
- 5. Academic Session:**
- 6. Course Teacher:**
- 7. Pre-requisite:**
- 8. Credit Value:** 3
- 9. Contact Hours:** 60 Hours
- 10. Total Marks:** 100
- 11. Rationale of the Courses:** The course is designed to introduce students with the contemporary international politics, basic theories, concepts and patterns in international politics. The objective of the course is to provide them the background knowledge about the politics that happens in the international arena, necessary for students in Political Science. Course chapters are drawn from historic and contemporary issues, enabling the students to grasp a wide range of happening in the international world through conflict, cooperation and use of power. Besides, international theories, patterns and issues that will continue to influence international politics for many years, for example globalization, neo-colonialism, environment movement, terrorism, students will also get to learn international association and regionalism as well as foreign policy.
- 12. Course Objectives (CO)**  
CO1: To introduce students with the facts and realities of international politics since World War II;

- CO2: To help the students to understand the strength and limitations of the theories;
- CO3: To elevate the students ability to analyze and explain the international issues both contemporary and historical from different perspectives and connect them with the past and the present and try to predict the future applying the theories they learn;
- CO4: To provide strategies and techniques to the students for acquiring the necessary knowledge and environment for brain storming that will guide them to rethink the conflicting issues in international politics, identify the international norms and ideologies and at the same time report how it is often violated.
- CO5: To guide the students to sought for solution to the international problems and issues from their capacity.

**13. Course Learning Outcomes (CLO)**

- CLO1: Students will be able to explain and apply major theories of international relations, such as realism, liberalism, and constructivism, to contemporary global issues;
- CLO2: Students will critically analyze the distribution of power in the international system, including the roles of major powers, emerging powers, and international organizations;
- CLO3: Students will evaluate the causes and consequences of international conflicts, including wars, territorial disputes, and interventions, using case studies from recent history;
- CLO4: Students will assess the effectiveness of global governance structures, such as the United Nations, World Trade Organization, and International Monetary Fund, in addressing global challenges;
- CLO5: Students will examine the role of human rights in international politics, including the impact of international human rights treaties and the actions of non-governmental organizations; and
- CLO6: Critical Thinking: Students will enhance their critical thinking abilities by debating and discussing contemporary international political challenges, such as climate change, migration, and cyber security.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	X			
CLO2	X			
CLO3		x		
CLO4			X	
CLO5	x			
CLO6				

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-4	Second world war: Background, causes and polarization; wartime summit diplomacy and the end of World War two;	6 Interactive lectures	Class attendance Active and oral Class Participation	CLO1 CLO2
5-8	the original and phases of the Cold war; Soviet policy in Eastern Europe; policy of Containment-East West Conflict and regional cooperation; Bipolar World System-NATO and WARSAW; peaceful coexistence and <i>detante</i> ; changes in the east European countries and the Soviet Union;	7 Interactive lectures, group discussion, debate	Assignment/project Presentation Sudden Quiz	CLO4 CLO5 CLO6
9-11	the end of the Cold War-unification of Germany; New World Order, uni-polar vs. multi-polar system;	6 Interactive lectures, group discussion, debate	Class test	CLO3

12-13	Clash of civilizations' as the ideological basis of the post-Cold war world order. Neo-conservatism and the US hegemony;	6 Interactive lectures	Midterm examination	CLO3 CLO5
14-16	Global 'War' on Terror', international security and critique; aggression and occupation of Afghanistan and Iraq;	6 Interactive lectures, group discussion, debate	Final Examination	CLO1 CLO2
17-18	Bangladesh in the Global Politics; inter and intra state conflict-US peace keeping operations and the role of Bangladesh.	5 Interactive lectures, class debates		CLO4

#### 15. Learning Materials

- K.J. Holsti, International Politics  
P.A. Reynolds, An Introduction to International Relations  
Hans J. Morgenthau, Politics among Nations: The Struggle for Power and Peace  
J. N. Rosenau, ed., International Politics and Foreign Policy.  
C.J. Bartlett, The Global Conflict: The International Rivals of Great Powers 1880-1990  
H. Sprout and M. Sprout, Foundations of international politics  
N.J. Padelford and Q.A. Lincoln, The Dynamics of International Relations  
David W. Ziegler, War, Peace and International Politics  
Samuel P. Huntington, The Clash of Civilizations  
-----, Who are we? America's great Debate  
David A. Baldwin, ed., Neorealism and Neoliberalism: the Contemporary Debate  
ThierrMeyssan, 9/11 the Big Lie  
Noam Chomsky, 9-11  
-----, failed States: The Abuse of Power and the Assault of Democracy

## 0031-3606

### Global Citizenship Education

1. **Course Code:** 0031-3206
2. **Course Title:** Global Citizenship Education
3. **Course Type:** GED
4. **Year and Semester:** 3<sup>rd</sup> Year 6<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This GED course in political science introduces the general concepts of Global Citizenship Education (GCED). The concept of GCED is significant for political science students because it aligns with the core elements of an Outcome-Based Education (OBE) curriculum, focusing on knowledge, skills, and attitudes. GCED provides a transformative framework that equips students with the knowledge, skills, values, and attitudes needed to address global challenges such as inequality, discrimination, and conflict. The course will explore how GCED can promote inclusion, tolerance, social justice, and peace, particularly in the context of Bangladesh, where diverse social, economic, and cultural dynamics shape the educational landscape. In light of global challenges like migration, climate change, and technological disruptions, new forms of citizenship that transcend national boundaries are increasingly necessary.
12. **Course Objectives (CO)**  
CO1 Introduce students to the fundamental concepts, goals, and principles of Global Citizenship Education and its relevance to political science.

- CO2 Equip students with the ability to critically analyze key global challenges such as inequality, migration, climate change, and technological disruptions, and their impact on local and global governance.
- CO3 Foster critical thinking and problem-solving skills by encouraging students to propose solutions to global challenges through the lens of GCED.
- CO4 Encourage the development of values and attitudes that promote global citizenship, including social justice, inclusion, tolerance, and respect for diversity, both in the global context and within Bangladesh.
- CO5 Enable students to understand how global issues and policies affect local realities, with a particular focus on the socio-economic and cultural dynamics of Bangladesh.
- CO6 Equip students with the knowledge and skills needed to engage in civic action, advocacy, and leadership in addressing global challenges at both the national and international levels.
- CO7 Equip students with the ability to apply the principles of Global Citizenship Education (GCED) to key political science concepts such as governance, international relations, human rights, and democracy. This objective will foster a deeper understanding of how global citizenship shapes political systems and processes, both within Bangladesh and in the international arena.

### 13. Course Learning Outcomes (CLO)

- CLO1 Students will be able to explain the fundamental principles of Global Citizenship Education (GCED);
- CLO2 Able to illustrate its relevance to political science, especially in the context of addressing global challenges;
- CLO3 Critically analyze contemporary global issues, such as inequality, migration, climate change, and their impacts on national and international governance;
- CLO4 Apply GCED concepts to political science theories and concepts, such as human rights, democracy, governance, and international relations, demonstrating their interconnectedness;
- CLO5 Demonstrate problem-solving skills to propose practical and informed solutions to global challenges, particularly those relevant to Bangladesh, within a framework of global citizenship; and
- CLO6 Enhancing civic engagement by identifying and discussing opportunities for advocating social justice, inclusion, and peace in both local and global contexts.

### 14. Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
CLO1		x		
CLO2		x		
CLO3	x			
CLO4				x
CLO5				x
CLO6			x	

### 15. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	<b>Introduction and Evolution:</b> Introduction to the Fundamental Concepts of GCED, Priorities of GCED, Universal Declaration of Human Rights (UN); Convention on the Rights of the Child (UN); World Declaration on Education For All; The Dakar Framework for Action (DFA); The Millennium Development Goals (MDGs); Delors Commission; Bartland Report; and Sustainable Development Goals (SDGs)	7 Interactive lectures	Class attendance Active and oral Class Participation Assignment/project Presentation Sudden Quiz	CLO1 CLO2 CLO3 CLO6
4-6	<b>Concept of Social Inclusion:</b> Social Capital Theories of Pierre Bourdieu and Robert Putnam, Social Exclusion Theories of René Lenoir and Amartya Sen; Capabilities	10 Interactive lectures	Class test	CLO1 CLO2 CLO3

	Approach; Structural Functionalism of Émile Durkheim and Talcott Parsons; Human Rights-Based Approach; Theory of Recognition; Marxist Theory; Social Role Valorization (SRV).		Midterm examination Final Examination	
7-10	<b>Concept of Discrimination:</b> Critical Race Theory (CRT) of Derrick Bell, Kimberlé Crenshaw, Richard Delgado. intersectionality Theories of Kimberlé Crenshaw and Patricia Hill Collins; Social Identity Theory; Social Dominance Theory; Symbolic Interactionism and Labeling Theory; Theory of Prejudice and Authoritarian Personality; Relative Deprivation Theory; Implicit Bias Theory;	12 Interactive lectures, Class works, Group Discussions.		CLO1 CLO2 CLO3
11-13	<b>Environmentalism:</b> Deep and Social Ecology, Ecofeminism, Anthropocentrism, Biocentrism and Ecocentrism, Environmental Justice Theories, Gaia Theory, Sustainable Development Theory; Climate Activism, Conservationism and Preservationism; and Green Political Theory.	7 Interactive lectures, Class debates.		CLO1 CLO2 CLO3
14	<b>Meta –Concept on Sex and Gender:</b> Theories of Gender Identity: Gender Spectrum Studies, Psychology of Gender Identity; Legal and Political Aspects of Gender Identity; Healthcare and Gender Identity; Gender Identity in Religion and Spirituality, and Activism and Advocacy	7 Interactive lectures, Class debates.		CLO1 CLO2 CLO3
15	<b>Empathy and Compassion:</b> Perspective-taking, emotional awareness, kindness, and a commitment to social equity	Simulation		CLO4 CLO5
16	<b>Civic and Political Engagement:</b> Citizenship Education, Advocacy, voting, campaigning, community organizing, and understanding political systems and global governance; and From Citizenship to Global Citizenship.	Group Work		CLO4 CLO5
17	<b>Advocacy and Activism:</b> Public speaking, persuasive writing, networking, grassroots organizing, and engaging in campaigns and movements.	Mock-Practice		CLO4 CLO5
18	<b>Conflict Resolution and Peace building:</b> Mediation, active listening, emotional regulation, problem-solving, and understanding different perspectives.	Simulation		CLO4 CLO5

## 16. Learning Materials

- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- de Beauvoir, S. (1953). *The second sex* (H. M. Parshley, Trans.). Vintage Books. (Original work published 1949)
- Serano, J. (2007). *Whipping girl: A transsexual woman on sexism and the scapegoating of femininity*. Seal Press.
- Stryker, S., & Whittle, S. (Eds.). (2006). *The transgender studies reader*. Routledge.
- Butler, J. (2004). *Undoing gender*. Routledge.
- Halberstam, J. (2018). *Trans: A quick and quirky account of gender variability*. University of California Press.
- Daggers, J. (2019). *Gender and the soul: An exploration of sex, gender, and the soul in Christian thought*. Routledge.
- Butler, J. (1993). *Bodies that matter: On the discursive limits of sex*. Routledge.
- Smit, C. R. (2015). *Sexuality and gender: An introduction to queer theory*. Polity Press.
- Cavarero, A. (2011). *The ethics of gender: New dimensions to religious ethics*. Columbia University Press.

- Carson, R. (1962). *Silent spring*. Houghton Mifflin Harcourt.
- Bookchin, M. (1982). *The ecology of freedom: The emergence and dissolution of hierarchy*. Cheshire Books.
- Klein, N. (2014). *This changes everything: Capitalism vs. the climate*. Simon & Schuster.
- Davies, I., & Connolly, P. (2012). *Education for global citizenship: A guide for schools*. The British Council.
- Oxfam. (2015). *Education for global citizenship: A guide for schools*. Oxfam Publishing.
- UNESCO. (2014). *Global citizenship education: Preparing learners for the challenges of the 21st century*. UNESCO Publishing.
- Kaushik, P., & Wadhwa, D. (2021). *Global citizenship education: A holistic approach*. Routledge.
- Waghid, Y. (2016). *Global citizenship education and the politics of hope*. Routledge.
- Adger, W. N., Arnell, N. W., & Tompkins, E. L. (2005). Successful adaptation to climate change across scales. *Global Environmental Change*, 15(2), 77-86. <https://doi.org/10.1016/j.gloenvcha.2005.01.003>
- Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.
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- Collins, R. (2000). *The sociology of philosophies: A global theory of intellectual change*. Harvard University Press.
- Piketty, T. (2014). *Capital in the twenty-first century* (A. Goldhammer, Trans.). Harvard University Press.
- Wright, E. O. (2010). *Envisioning real utopias*. Verso.
- Anderson, E. (2010). The imperatives of racial justice: A social theory of racism and discrimination. In *The social construction of difference and inequality: Race, class, gender, and sexuality* (pp. 135-144). McGraw-Hill.
- Durkheim, É. (1893). *The division of labor in society* (W. D. Halls, Trans.). Free Press. (Original work published 1893)
- Durkheim, É. (1897). *Suicide: A study in sociology* (J. A. Spaulding & G. Simpson, Trans.). Free Press. (Original work published 1897)
- Durkheim, É. (1912). *The elementary forms of religious life* (J. W. Swain, Trans.). Free Press. (Original work published 1912)
- Durkheim, É. (1933). *The rules of sociological method* (S D. France, Trans.). The Free Press. (Original work published 1922)
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). Greenwood Press.
- Bourdieu, P. (1993). *The field of cultural production: Essays on art and literature*. Columbia University Press.
- Bourdieu, P. (1998). *Practical reason: On the theory of action*. Stanford University Press.
- Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of Democracy*, 6(1), 65-78. <https://doi.org/10.1353/jod.1995.0002>
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster.
- Putnam, R. D., & Feldstein, L. (2003). *Better together: Restoring the American community*. Simon & Schuster.

# 0312-4701

## Political Systems of China and Japan

1. **Course Code:** 0312-4701
2. **Course Title:** Political Systems of China and Japan
3. **Course Type:** Core
4. **Year and Semester:** 4<sup>th</sup> Year 7<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** This course introduces students to the politics, political economy, and international relations of China and Japan. We will cover the role of political parties, the bureaucracy, and Political organizations; economic development and stagnation; relations with the United States and regional neighbors. The course places a particular emphasis on contemporary challenges facing Japan and China, including energy policy and world power diplomacy, Japan's contributions to the liberal international order, and Japan's response to geopolitical challenges, such as the rise of China.
12. **Course Objectives (CO)**
  - CO1: To understand key political and governmental issues facing in China and Japan;
  - CO2: To develop the knowledge about the economic growth of china and Japan against United States of America;
  - CO3: To know about the communism and development;
  - CO4: To Evaluate the impact of Chinese economy on the global economy and world politics.
13. **Course Learning Outcomes (CLO)**
  - CLO1: Students will be able to describe the key political and governmental issues in China and Japan, including the role of political parties, bureaucracy, and political organizations;
  - CLO2: Students will be able to differentiate the economic growth and stagnation of China and Japan in comparison to the United States, and assess the impacts of globalization, trade, and technological advancements on their development;
  - CLO3: Students will be able to evaluate the impact of the Chinese economy on the global economy and world politics, and assess Japan's contributions to the liberal international order and its geopolitical strategies; and
  - CLO4: Students will be able to design and propose innovative policy solutions to address contemporary challenges in China and Japan, such as energy policy, world power diplomacy, and geopolitical tensions, while considering ethical implications and cultural sensitivities.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1				
CLO2				
CLO3				
CLO4				
CLO5				

#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Prelude: The Chinese People's New Democratic Revolution (1949)-Constitutional Development since 1954-Cultural Revolution (1955-1975).	4 Interactive lectures	Class attendance Active and oral Class Participation Assignment/project Presentation Sudden Quiz Class test Midterm examination Final Examination	CLO1 CLO2 CLO3
3-5	Historical Legacies of Feudalism and Confucianism.	5 Interactive lectures, group discussion, debate		CLO1 CLO2 CLO3
5-6	Nationalist Legacy of Sun Yat Sen; Marxist and Maoist Legacies.	3 Interactive lectures, class debates		CLO1 CLO2 CLO4
6-7	Drive Under Jiang Zemin Rehin; Growth Dynamism and an Emerging Super Power; One Country Two Systems Formula.	3 Interactive lectures		CLO1 CLO2 CLO3
8-9	Political History of Traditional Japanese Civilization; Early Modern Political History of Japan: The Historical Changes During the Tokugawa Period (1600-1868);	4 Interactive lectures, group discussion, debate		CLO1 CLO2 CLO3
10-12	Modern Political History of Japan: The Meiji Restoration; Political Development in the Meiji Era; Era of Parliamentary Ascendancy; The Ascendancy of Militarism; War and Defeat; Post War Reforms and Reconstruction; The Post-War US Occupation in Japan; Peace Treaty;	3 Interactive lectures, class debates		CLO1 CLO2 CLO3 CLO5
12-13	The Executive: The Office of the Emperor and its brief history. The Emperor as he is today-The Cabinet-The Prime Minister.	4 Interactive lectures, group discussion, debate		CLO1 CLO2 CLO4
13-14	The Diet: The House of Councilors-The House of Representatives-The Electoral Process.	4 Interactive lectures, class debates		CLO1 CLO2 CLO3
14-18	The Japanese Peace Constitution; Japanese Indigenous Development Strategies: Political Continuity and Stability; The Period of Explosive Growth; Japan as an Economic Super Power	6 Interactive lectures, group discussion, debate	CLO1 CLO2 CLO3	

#### 15. Learning Materials

- Louis, Hayes D (2012). *Political Systems of East Asia: China, Korea, and Japan*, New York: ME Sharpe. Xiaoming, Huang and Jason, Young (2016). *Politics in Pacific Asia: An Introduction*, Basingstoke: Palgrave Macmillan.
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- Scheiner, E. (2006). *Democracy without Competition in Japan: Opposition Failure in One-Party Dominant Japan*. New York: Cambridge University Press.
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- Zhao, D. (2004). *The power of Tiananmen: State-society relations and the 1989 Beijing student movement*. Chicago: University of Chicago Press.
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- Gary . Allinson (1977). *Japan's Postwar History*. New York: The Cornell University Press.
- John W. Hall (1970). *Japan: Fro Prehistory to Modern Times*. New York: Delacorte.
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- Hitashl, Abe (1994). *The Government and Politics of Japan*. Tokyo: University of Tokyo Press.

## PS 0312-4702

### Democracy and Democratization

**16. Course Code:** 0312-4702

**17. Course Title:** Democracy and Democratization

**18. Course Type:** Core

**19. Year and Semester:**

**20. Academic Session:**

**21. Course Teacher:**

**22. Pre-requisite:**

**23. Credit Value:** 3

**24. Contact Hours:** 60 Hours

**25. Total Marks:** 100

**26. Rationale of the Courses:** A course on Democracy and Democratization is essential for understanding the principles, processes, and institutions that underpin democratic systems and their evolution. It examines how societies transition from authoritarian regimes to democratic governance, highlighting the factors that influence these changes, such as economic development, civil society, and international pressures. The course also addresses contemporary challenges to democracy, including populism, authoritarian backsliding, and the impact of technology and globalization. By exploring comparative perspectives, it sheds light on the strengths and weaknesses of democratic and non-democratic systems while fostering critical thinking. Students gain insights into regional variations in democratization and the role of global organizations in promoting democratic values. The interdisciplinary approach integrates political science, sociology, economics, and history, offering a comprehensive understanding of the subject. This knowledge promotes civic engagement, encouraging students to actively participate in democratic processes and evaluate governance systems. Additionally, the course equips learners for careers in public policy, international relations, and development, emphasizing democracy's role in advancing human rights, social justice, and global stability.

#### **27. Course Objectives (CO)**

CO1 Evaluate the factors and conditions that promote or hinder transitions to democracy in diverse global contexts.

CO2 Assess the strengths and weaknesses of democratic and non-democratic systems, with examples from historical and contemporary case studies.

CO3 Critically analyze challenges to democracy, such as authoritarianism, populism, disinformation, and declining civic engagement.

CO4 Examine the Role of Global Actors: Investigate the influence of international organizations, foreign policies, and global movements in supporting or undermining democratization efforts.

#### **13. Course Learning Outcomes (CLO)**

CLO1: Demonstrate a comprehensive understanding of the principles, structures, and processes of

democracy and democratization.

CLO2: Critically analyze historical and contemporary democratization processes across various regions and contexts.

CLO3: Evaluate the factors influencing the success or failure of democratization, including economic, cultural, and institutional variables.

CLO4: Identify and assess key challenges to democratic governance, such as authoritarianism, disinformation, and political polarization.

CLO5: Apply theoretical frameworks and comparative perspectives to analyze governance systems and democratization efforts globally.

CLO6: Develop practical strategies for promoting civic engagement and good governance in diverse socio-political environments.

**28. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1		x		
CLO2			x	
CLO3		X		
CLO4		X		
CLO5			x	
CLO6				

**29. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	<b>Democracy:</b> Origin and development of the concept, Ancient, Medieval and Modern f Defining democracy;	7 Interactive lectures	Class attendance	CLO1 CLO2 CLO3 CLO5
4-6	<b>Types of democracy:</b> Majoritarian, Consensual and Consociational, Parliamentary and Presidential, Representative and Participatory democracy. Democracy as Polyarchy.	10 Interactive lectures		CLO1 CLO2 CLO3
7-10	<b>Democratic Values:</b> Democracy and Equality. Democracy and Participation, Popular Control, Democracy and Justice, Democracy and Tolerance, Democracy and Consensus.	12 Interactive lectures, Class works, Group Discussions.	Active and oral Class Participation	CLO1 CLO2 CLO3 CLO6
11-13	<b>Democratization:</b> Theories of Democratization: Modernization Theory, Historical Sociology and Agency Approach. Democratic Transition/Democratic Consolidation, Associative Democracy, Deliberative Democracy, Engendering Democracy, Grassroots Democracy, Radical Democracy, Democracy and Leadership.	7 Interactive lectures, Class debates.	Assignment/project Presentation  Sudden Quiz  Class test  Midterm examination	CLO1 CLO2 CLO3 CLO6
14-16	<b>Institutions and Democracy:</b> Role of Parliament, Political Parties, Civil Society/Public Sphere, External Actors, the Armed forces and the Working class. Cases of Democratization: The USA, the UK, German, France, India, Indonesia and Bangladesh.	Simulation	Final Examination	CLO4 CLO5
17-18	<b>Current debates on Democracy:</b> Democracy and Development, Democracy and the state, Contestory/Monitory Democracy, Globalization and	Group Work		CLO4 CLO5

	democracy, and Democracy and religion. Democracy in non-Western societies.			
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### 30. Learning Materials

- J. J. Rousseau (1967), *The Social Control* (ed. G.D.H. Cole), London: J. M. Deut. (Original work published in 1762)
- Rajni Kothari (2005), *rethinking democracy*, Delhi: New Orient Longman Private Limited
- David Beetham and Kevin Boyle (eds.) (1995), *Introducing Democracy*, Cambridge: UK, Polity Press/UNESCO Publishing
- David Beetham (ed.) (1994), *Defining and Measuring Democracy*, Landon/Thousands Oaks/New Delhi: SAGE Publications
- David Beetham (2006), *Democracy a Beginner's Guide*, Oxford: One World Elhen Frankel and et.el. (eds.) (2000), *Democracy*, Cambridge: Press Syndicate of University of Cambridge
- John Keane (2009), *The Life and Death of Democracy*, UK: Simon and Schuster UK Ltd.
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- Frank Cunningham (2002), *Theories of Democracy: A critical Introduction*, Routledge: Landon
- Benjamin Barber (1984), *Strong Democracy (Participatory Politics for a New Age)*, Berkeley, Los Angeles, London: University of California Press
- Ian Shapiro and Casiano Hacker Corden (eds.) (1999), *Democracy's Value*, UK: Cambridge University Press
- Axel Hadenius (eds.) (1997), *Democracy's Victory and Crisis*, UK: Cambridge University Press
- Nizam Ahmed (2006), *Limits of Parliamentary Control (Public Spending in Bangladesh)*, Dhaka: The University Press Limited
- Manus I. Midlarsky (ed.) (1997), *Inequality, Democracy and economic development*, UK: Cambridge University Press
- R. A. Dahl (1971), *Polyarchy: Participation and Opposition*, New Haven, CT and London: Yale University Press
- D. Held (1987), *Models of Democracy*, Cambridge: Polity S. P. Huntington (1991), *The Third Wave: Democratization in the Late Twentieth Century*, Norman: University of Oklahoma Press
- J.A. Schumpeter (1952), *Capitalism, Socialism and Democracy* (5th edn.), London: Allen and Unwin
- A. Wheale (1999), *Democracy*, London: Macmillan
- R. Harrison (1993), *Democracy*, London: Routledge
- R. J. Dunn (ed.) (1992), *Democracy: The Unfinished Journey*, Oxford: Oxford University Press

## 0312-4703

### Gender, Politics and Development

1. **Course Code:** 0312-4703
2. **Course Title:** Gender, Politics and Development
3. **Course Type:** Core
4. **Year and Semester:** 4<sup>th</sup> Year 7<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** The purpose of this course is to introduce students to the fundamentals of women, politics, and development. This course will teach the concepts of gender, women's rights, gender and economics,

gender and environment, gender discrimination, gender inequality, women's empowerment, violence and discrimination against women, women's issues in development, and various national and international laws and documents concerning gender issues. Students will gain knowledge about gender issues and women's rights after completing this course.

## 12. Course Objectives (CO)

CO1 Explain the theories around gender.

CO2 Discuss the role of women in society and government.

CO3 Explain the empowerment of women and the disparities that they face.

CO4 To discuss legislation and policies pertaining to women's rights and development.

## 13. Course Learning Outcomes (CLO)

CLO1: Students will be able to describe key gender theories and frameworks, and the role of Gender in every aspects of society.

CLO2 Students will be able to identify and expound feminism and its types, waves along with various modalities.

CLO2: Students will be able to explain the empowerment of women and the disparities they face, and identify strategies to eliminate prejudice and promote equality.

CLO3: Students will be able to analyze the legislation and policies pertaining to women's rights and development, and evaluate their impact on gender issues.

CLO4: Students will be able to evaluate gender issues and women's rights, and develop well-reasoned arguments to advocate for gender equality through written reports, oral presentations, and visual media.

CLO5: Students will be able to design and propose innovative policy solutions to address gender disparities.

CLO5: Students will be able to design and propose innovative policy solutions to address gender disparities.

### a. Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		X		
CLO3				X
CLO4		x		
CLO5				x

## 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Gender and Sex, Role of Gender, Conceptual Perspective: Feminism, Patriarchy Theory, Liberal Feminism, Marxist Feminism, Socialist Feminism, Cultural Feminism.	4 Interactive lectures	Class attendance	CLO1
3-4	Theoretical Perspective: Approaches and Policy Approaches for Women in Development, Critical Evaluation of WID, WAD, WED & GAD.	3 Interactive lectures, group discussion, debate	Active and oral Class Participation	CLO1 CLO2 CLO3
4-5	Women in the Historical Perspective: Historical Evolution of Gender Discrimination in Society, Patriarchy's Effects.	4 Interactive lectures, class debates	Assignment/project Presentation	CLO1 CLO2
6-7	Women in Religion: Women in Islam, Hinduism	3 Interactive lectures	Sudden Quiz	CLO2 CLO3
7-9	Women's Empowerment: Concept and Structure of Women's Empowerment, Indicators of Women Empowerment, Factors Behind Disempowerment of Women and Strategies	5 Interactive lectures, group discussion, debate	Class test	CLO2 CLO3 CLO4
			Midterm examination	CLO2 CLO3 CLO4

	for Empowerment of Women.		Final Examination	
9-12	Violence and Discrimination Issues : Concepts of Aggression and Violence, Different Forms of Violence Against Women; Trafficking of Women and Children, Sexual Abuse, Eve teasing, Child marriage, Sexual harassment, Social Mobilization Strategies for the Elimination of Gender Discrimination.	5 Interactive lectures, class debates		CLO2 CLO3 CLO5
12-13	Gender issues in Development: Women and Poverty, Women and Health, Women's work, wages, economic conditions and migration, Women and Agriculture, Women and Education, Women and Climate Change, Women and Security, Women and War & Arms Conflict.	4 Interactive lectures, group discussion, debate		CLO2 CLO3 CLO2
14-16	Women in International Perspective: United Nations and Women, Women and SDG, Introduction to International Charter, Convention & Declaration on Gender, Emerging Gender issues for the Future International Concerns.	3 Interactive lectures, class debates		CLO2 CLO3
16-18	Women Status in Bangladesh: Women in Bangladesh Constitution, Laws & Rights of Women in Bangladesh, Women in the National Policy of Bangladesh, Implementation Strategies of the National Policy for the Advancement of Women in Bangladesh, National Action Plan for the Advancement of Women in Bangladesh. Women in Politics and Local Government in Bangladesh, NGO's and Women in Bangladesh, Challenges of Gender Mainstreaming in Bangladesh, Role of Women Personalities in Bangladesh.	4 Interactive lectures, group discussion, debate		CLO2 CLO3 CLO5

#### 15. Learning Materials

- Marshall, Barabara A. (1988), *Engendering Modernity: Feminism Social Theory and Social Change*: UK: Polity Press.
- Nelson, Barbara J. and Najma Choudhury (eds) (1994), *Women and Politics Worldwide*, New Haven and London: Yale University Press.
- Gould, Carol (ed) (1997), *Gender: Key Concepts in Critical Theory*, WJ: Humanities Press.
- Stiftung, F.E. (1993). *Women in Politics*, New Delhi: Haranand Publications.
- Mosse, J. Claves. (1993), *Half the World, Half the Chance: An Introduction to Gender and Development*, London: Oxfam.
- Rowbotham, S. (1992), *Women in Movement: Feminism and Social Action*. London: Routledge.
- Rahman, Muhammad Mahmudur, Mobarek, S and Salek, A (2004). *Social Mobilization Strategies for Elimination of Gender Discrimination: with particular emphasis on violence against women, Empowerment*, Vol.11, Dhaka: Women for Women.
- Rahman, Muhammad Mahmudur (2005). *Empowerment of Women in Bangladesh: An Analysis of Theatrical Perspective*, *Social Science Journal*, Vol.10, Rajshahi: Rajshahi University.
- Rahman, Muhammad Mahmudur and Mobarek, Salma (2013). *Reproductive Health Scenario in Rural Women in Bangladesh: An Overview*, *International Journal of South Asian Studies*, Vol.6, No.1, India: Society for South Asian Studies, Pondicherry.
- Rahman, Muhmmad Mahmudur (2016). *Women's Rights: Legal Coverage in Bangladesh*, *South Asian Anthropologist*, Vol, 16, No.1, India: Serials Publications.
- হাসানুজ্জামান ,আলমাসুদ (২০০২), সম্পাদিত বাংলাদেশের নারীর বর্তমান অবস্থা ও উন্নয়ন প্রসঙ্গ, ঢাকা: ইউপিএল।
- মাসুদুজ্জামান হোসেন, সেলিনা স্পাদিত (২০১২), নারীর ক্ষমতা: রাজনীতি ও আন্দোলন, ঢাকা: ইউপিএল।
- মাননান, মোঃ আবদুল (২০১৬), নারী ও রাজনীতি, ঢাকা: অবসর প্রকাশনা সংস্থা।

# 0312-4704

## Security Issues and Strategies

1. **Course Code:** 0312-4704
2. **Course Title:** Security Issues and Strategies
3. **Course Type:** Core
4. **Year and Semester:** 4<sup>th</sup> Year 7<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100

**11. Rationale of the Courses:** This course aims to introduce the students of the central concepts of Security this is a special course to impart education about many security issues in the context of traditional and non-traditional security issues. This course aims to explore State and non-state actors' roles, Human Security Approach, security threats and so on. Emergence of global environment agenda, climate change, damaging dimensions involved, adaptability of the community and comparative perspectives of South Asian countries are to be studied here in this course with the objective of giving proper lessons regarding non-traditional security issues.

**12. Course Objectives (CO)**

- CO1: To indoctrinate the students about the meaning and concerns of Security issues and strategies;
- CO2: To identify the traditional and non- traditional security aspects; LO3: To reflect on the impact of the security threats;
- CO4: To make them think critically in regard to unfolding security threats of develop and developing countries;
- CO5: To give ideas and strategies on ensuring security.

**13. Course Learning Outcomes (CLO)**

- CLO1: Students will be able to describe the concerns of security issues and strategies, including traditional and non-traditional security aspects;
- CLO2: Students will be able to explain different schools of security;
- CLO3: Students will be able to identify common security threats and vulnerabilities, and understand the impact of these threats on both developed and developing countries;
- CLO4: Students will be able to apply incident response procedures and execute appropriate actions during a security incident, reflecting on the impact of security threats;
- CLO5: Students will be able to evaluate security policies and strategies, and assess their alignment with organizational goals and the broader context of global security; and
- CLO6: Students will be able to formulate innovative security strategies to address unfolding security threats, considering ethical implications and the specific needs of both developed and developing countries.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4

CLO1	x	X		
CLO2				x
CLO3	x			
CLO4		X		
CLO5				X
CLO6		x		X

#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	Traditional and Non-traditional Security; Evolution of concepts- Realist school, Critical school and Copenhagen school;	6 Interactive lectures	Class attendance	CLO1 CLO4
4-8	Concepts of Securitization and De-securitization, Definition, methods of securitization - speech act, securitizing actors - military, political parties, media and dominant social groups, impact of securitization	8 Interactive lectures	Active and oral Class Participation	CLO1 CLO4 CLO5
9-12	definition and steps of de-securitization; Human security and securitization	8 Interactive lectures	Assignment/project Presentation	CLO1 CLO2
12-14	Traditional threats to state security, Security concerns under the pretext of 9/11; Non-traditional security threats-cross border arms and drugs smuggling, human trafficking, undocumented population movements, terrorism and climate change	8 Interactive lectures	Sudden Quiz Class test	CLO1 CLO3 CLO5 CLO6
15-18	Case study: securitization of migration in South Asia - population movement and securitization between India and Bangladesh	6 Interactive lectures, Workshops	Midterm examination Final Examination	CLO1 CLO4

#### 15. Learning Materials

- Ralf Emmers, Mely Caballero Anthony and Amitav Acharya edited (2006), *Studying Non-Traditional Security in Asia Trends and Issues*, Marshall Cavendish Academics, Singapore.
- Siddiqui Tasneem (2005), *Migration and Development: pro-poor policy Choices*, Dhaka: UPL.
- Siddiqui Tasneem, Rozana Rashid, Nahid Alam and Rezaul Karim (2006), *Trapped in Confusion: Trafficking of Women and Children from Bangladesh*.
- Lee, James R. (2009), *Climate Change and Armed Conflict: Hot and Cold Wars*, New York: Routledge
- Sehring,
- R. R. Krebs and Jack S. Levy (2001), 'Demographic Change and Sources of International Conflict' in Joshua Karlne (2002), *The Corporate Planet: Ecology and Politics in the Age of Globalization*, University of California Press, 2 September
- L. H. Newton and C. K. Dillington (2006), *Watersheds: Classic Cases in Environmental Ethics*, Thomson Wadsworth, Stamford
- P. B. Hettne, *Poverty and Conflict: The Methodology of a Complex Relationship*
- P. Gilbert (1991), *Terrorism, Security and Nationality*, Cambridge University Press
- A. D. Bhide, *Solid Waste Management in Dhaka, Khulna, Natore*
- M. Hoq & H. Lechner, eds. (1993), *Aspects of Solid Waste Management : Bangladesh Context*, German Cultural Centre, Dhaka
- D. Vogel (1986), *National Styles of Regulation: Environmental Protection in Great Britain and the United States*, Oxford University Press
- Muhammad Nuruzzaman, *Bangladesh In the Web of Creeping Colonialism*
- Obaidur Rahman, *Aaddyapak Yunuser Swapnabilash: Shashakshrenir Motarshagata Dhappabazi*

# 0542-4705

## Basic Statistics

1. **Course Code:** 0312-4705
2. **Course Title:** Basic Statistics
3. **Course Type:** GED
4. **Year and Semester:** 4<sup>th</sup> Year 8<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100

**11. Rationale of the Courses:** Understanding statistics is essential to understand research in the social and behavioral sciences. In this course you will learn the basics of statistics; not just how to calculate them, but also how to evaluate them. This course will also prepare you for the next course in the specialization - the course Inferential Statistics. In the first part of the course we will discuss methods of descriptive statistics. You will learn what cases and variables are and how you can compute measures of central tendency (mean, median and mode) and dispersion (standard deviation and variance). Next, we discuss how to assess relationships between variables, and we introduce the concepts correlation and regression. The second part of the course is concerned with the basics of probability: calculating probabilities, probability distributions and sampling distributions. You need to know about these things in order to understand how inferential statistics work. The third part of the course consists of an introduction to methods of inferential statistics - methods that help us decide whether the patterns we see in our data are strong enough to draw conclusions about the underlying population we are interested in. We will discuss confidence intervals and significance tests. You will not only learn about all these statistical concepts, you will also be trained to calculate and generate these statistics yourself using freely available statistical software.

### 12. Course Objectives (CO)

- CO1: To introduce the students of Political Science with the basics of Statistics;  
CO2: To focus on the implication of statistics in social, political and behavioral study so that the students may become competent in using statistics in their undergraduate thesis and further;  
CO3: To enable the students performing correlation, regression, multiple regressions, logistic regression, linear regression, etc.;
- CO4: To prepare the students for conducting various t-tests, F-test, chi- test and other hypothesis tests.

### 13. Course Learning Outcomes (CLO)

- CLO1: students will be able to describe the basic concepts of statistics;  
CLO2: Students will be able to use descriptive statistical tools;  
CLO3: Students will be able to use inferential statistical tools;  
CLO4: Students will be able to conduct various hypothesis tests as well as comparison to formulate inference in the social, political and behavioral research; and  
CLO5: Students will be capable of using EXCELL, SPSS, R-Program, Strata, ebase and other statistical software packages.

#### a. Mapping of CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4
CLO1				

CLO2				
CLO3		x		
CLO4				x
CLO5			x	

#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Introduction to statistics.	4 Interactive lectures	Class attendance Active and oral Class Participation	CLO1
3-5	Introduction to descriptive statistics such as Formulating mean, medium, mode, standard deviation, central tendency etc. as well as teaching other types to descriptive statistics.	6 Interactive lectures, group discussion, debate		CLO2 CLO3
6-10	The use of frequency, percentages, Graphical and pictorial presentation (column chart, pie chart, line chart, bar chart, Histograms, Scatter plots, Geographical Information Systems (GIS), Sociograms, etc.)	8 Interactive lectures, class debates	Assignment/project Presentation	CLO2 CLO3
10-12	Introduction to inferential statistics such as One sample test of difference/One sample hypothesis test, Confidence Interval, Contingency Tables and Chi Square Statistic, T-test or Anova, Pearson Correlation, Bi-variate Regression, Multi-variate Regression etc.	6 Interactive lectures	Sudden Quiz Class test Midterm examination	CLO2 CLO5
13-16	Urgency of using Statistical Software Packages in Social and Behavioral Research with special reference to Political Science.	8 Interactive lectures, group discussion, debate	Final Examination	CLO4
16-18	Teaching statistical computing technique by using IBM SPSS, R-Programing, STRATA, ebase, Microsoft ECELL etc. for social research.	4 Interactive lectures, class debates		CLO4

#### 15. Learning Materials

Chung, K. L. (2012). Elementary probability theory with stochastic processes. Springer Science & Business Media.

DeGroot, M. H., & Schervish, M. J. (2012). Probability and statistics. Pearson Education.

Feller, W. (2008). An introduction to probability theory and its applications (Vol. 2). John Wiley & Sons.

Lipschutz, S. and J. Schiller (2011). Introduction to Probability and Statistics, McGraw-Hill, N.Y.

Marx, M. L., & Larsen, R. J. (2006). Introduction to mathematical statistics and its applications. Pearson/Prentice Hall.

Schinazi, R. B. (2011). Probability with statistical applications. Springer.

Prof. Dr. M. G. Mostafa, Methods of Statistics (Paperback), Dhaka: Brother's Publication, 2016.

ঘাসান আলী এবং আতিকুর রহমান, সামাজিক গবেষণায় পরিসংখ্যান, ঢাকাঃ প্রফেসর প্রকাশনা।

আব্দুর রাজ্জাক, সামাজিক পরিসংখ্যান পরিচিতি, ঢাকা রুহি প্রকাশনি, ২০১৮।

রহমতুল্লাহ ইমন, গল্পে গল্পে পরিসংখ্যান, ঢাকা, প্রথমা প্রকাশন, ২০১৮।

# 0413-4706

## Human Resource Management

1. Course Code: 0413-4706
2. Course Title: Human Resource Management
3. Course Type: Core
4. Year and Semester: 4<sup>th</sup> Year 7<sup>th</sup> Semester
5. Academic Session:

6. **Course Teacher:**

7. **Pre-requisite:**

8. **Credit Value: 3**

9. **Contact Hours: 60 Hours**

10. **Total Marks: 100**

11. **Rationale of the Courses:** This course will introduce students to the principles of human resource management, including the hiring process, salary and benefits, employee management (recruiting, staffing, performance reviews, and so on), training and development, and employee relations. Furthermore, this course will expose students to more complicated and less well-defined areas of HRM, giving them the opportunity to apply concepts, theories, and best practices to real-world issues. Job analysis and job design, human resource planning, recruitment, selection, training and development, performance appraisal and remuneration, promotion policy, grievance handling, and employee health and safety are all covered in depth in this course. Students will get the capacity to run a human resource department autonomously after completing the course.

12. **Course Objectives (CO)**

CO1: Realizing the significance of HRM as a field of study and as a central management function;

CO2: Understanding the application for HRM in context of behavioral sciences, government regulations, and court decisions;

CO3: Knowing the components of the HRM function (e.g. – recruitment, selection, training and development, etc.) and be familiar with each element’s key concepts & terminology.

13. **Course Learning Outcomes (CLO)**

CLO1 Students will summarize basic HR strategies and their importance in achieving organizational goals;

CLO2 Students will be able to define key terms and concepts in human resource management, such as recruitment, selection, training, and performance appraisal;

CLO3 Students will identify the main functions of HRM, including hiring, training, employee relations, and compensation management;

CLO4 Students will describe the basic processes involved in HR activities, such as the steps in the recruitment and selection process;

CLO5 Students will explain the legal frameworks and regulations that govern HR practices, including labor laws and employment standards;

CLO6 Students will recognize the roles and responsibilities of HR professionals within an organization; and

CLO7 Students will understand how effective HRM contributes to organizational success and employee satisfaction.

a. **Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2	x			
CLO3		X		
CLO4			X	
CLO5				
CLO6				x
CLO7	X		x	

14. **Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
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1	The nature and scope of HRM: Its Nature, Functions and objectives of HRM, Scope, Functions Differences between HRM and PM and Objectives	2 Interactive lectures		CLO1
2-4	The evolution of HRM: Models of HRM, Context of HRM, Organization of HR department, HR management responsibilities of line and staff (HR), managers, HR's role in formulating and executing company, strategy, The image and qualities of a HR manager.	6 Interactive lectures, group Discussion, Project.	Class attendance	CLO2 CLO3
4-9	HR policies and Plans: HR Policies Characteristics of a sound HR Policy, Tips on writing an HR Policy, Distributing and Maintaining an HR Policy, The nature and importance of HR Planning, HR Planning , The linkage between strategic planning and HR planning, HR Planning process, Factors that determine HR plans.	10 Interactive lecture, group discussion, Assignment	Active and oral Class Participation Assignment/project Presentation	CLO2 CLO3 CLO6
10-13	Managing Human Resource Surplus or Shortage: The nature, objectives and importance of recruitment, Recruitment, Philosophies of recruitment, Selection and Alternatives to recruitment.	6 Interactive lectures	Sudden Quiz Class test	CLO2 CLO3 CLO5
13-16	Induction: Sources of Recruitment, Steps in Recruitment and Selection Process, Barriers to effective selection, the nature and Purpose of induction, Different stages in the Induction process.	9 Interactive lecture, group discussion, Assignment	Midterm examination Final Examination	CLO2 CLO3
16-18	The nature and objectives of performance appraisal: Performance, The different stages in the appraisal process, Appraisal Methods of performance appraisal, Measurement errors in performance appraisal, Types of appraisal interview, Differences between job evaluation and performance, Job Evaluation appraisal Job evaluation process, Methods of job evaluation.	3 Interactive lectures		CLO2 CLO4 CLO7

#### 15. Learning Materials

Lloyd L. Byars and Lesile W. Rue : Personnel/Human Resource Management  
David A. DeCenzo and Stephen P. Robbins : Personnel/Human Resource Management  
Gary Dessler : Human Resource Management  
Md. Omar Ali : Essentials of Human Resource Management  
Abdul Awal Khan and Md. Abu Taher : Human Resource Management and Industrial Relations

# 0312-4801

## Public Policy Analysis

1. **Course Code:** 0312-4801
2. **Course Title:** Public Policy Analysis
3. **Course Type:** Core
4. **Year and Semester:** 4<sup>th</sup> Year 8<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** Grounded in the social sciences, public policy analysis aims to provide evidence based analysis and advice to guide the development and implementation of public policy. This course provides students an overview of prospective public policy choice. That is, it examines how analysis techniques can be used to assess whether proposed policy solution are likely to solve policy problems. And this course analyzes the existing public policy of Bangladesh.
12. **Course Objectives (CO)**
  - CO1: To teach the students about analysis techniques and solve the public policy problem by these techniques
  - CO2: To identify policy problems, conceptualizing public policy and identifying public policy alternatives
  - CO3: To coach the students about public policy formation process
  - CO4: To teach various public policy methods and how to apply it.
13. **Course Learning Outcomes (CLO)**
  - CLO1: Students will be able to describe key analysis techniques used in public policy analysis and explain how these techniques can solve public policy problems.
  - CLO2: Students will be able to apply various public policy methods to analyze existing public policies in Bangladesh and assess their effectiveness.
  - CLO3: Students will be able to analyze policy problems, and public policy alternatives using evidence-based analysis.
  - CLO4: Students will be able to evaluate the public policy formation process and the challenges and politics involved in public policy development.
  - CLO5: Students will be able to design innovative public policy solutions, conduct evidence-based impact evaluations, and effectively communicate policy recommendations through various form.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		x		
CLO3				X
CLO4				
CLO5				x

#### 14. Content Specific Course plan with Teaching Learning and Assessment Strategy

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-4	Public Policy: Introduction, Meaning, Scope, Purpose, Significance, Importance, Evolution, Difference Between Public Policy & Public Administration.	8 Interactive lectures	Class attendance Active and oral Class Participation Assignment/project Presentation Sudden Quiz Class test Midterm examination Final Examination	CLO1 CLO3
5-9	Approaches/Models to Policy Analysis: Approach to the Study of Public Policy; System Approach, Structure-Functional Approach, Comprehensive Rational Approach, Behavioral Approach, Bureaucratic Approach etc.	8 Interactive lectures, group discussion, debate		CLO1 CLO3
10-12	Public Policy Making Process: Process of Policy Making; Dynamics in Policy Formulation; Roles of Different Agencies in Policy Making; Globalization & Public Policy Making. Bangladesh Experience; Ministry of Finance, Planning Commission, ECNEC, NEC Experts, Intellectuals, Developing Partners. Illustrating the Formulation Process of Five-Year Plan, Annual Development Program.	7 Interactive lectures, class debates		CLO1
12-14	Actors and Issues of the Policy Process: Analysis the role of political parties, Interest groups, civil society and media in the policy process. Accountability & it's different dimensions in relation to public policy. The role of political, bureaucratic & administrative culture in policy process.	4 Interactive lectures		CLO1 CLO2 CLO4
14-16	Coordination & Policy Implementation: Define coordination; Identify different types of Coordination; Discuss essence of coordination in policy Implementation; Role of intra & inter organizational coordination on policy implementation in the context of Bangladesh; implementation of policy-focus on field administration; Problems of implementation with reference to developing countries.	5 Interactive lectures, group discussion, debate		CLO1 CLO3 CLO5
16-18	Public Policy in Bangladesh: Education Policy, Agriculture Policy; Healthy Policy; Industrial Policy; Energy Policy; Environment Policy etc.; Application of theoretical knowledge to analyze different policies of the government of Bangladesh.	4 Interactive lectures, class debates		CLO1 CLO3 CLO5

#### 15. Learning Materials

- Dye, T. (1981). Understanding Public Policy. The USA: Prentice Hall.
- Jamil, I. et.at. (2011). Understanding Governance & Public Policy in Bangladesh. Dhaka: North South University.
- Anderson, James, E. (2011). Public Policy Making. Boston: Engage Learning, Inc.
- Mahtab, N (1990). Public Policy: A theoretical Perspective. Loc, Vol.1, No.1.
- Smith T.B (1973). Policy Implementation Process. New York.
- Spare, R.K. (1994). Public Policy: Formulation, Implementation & Evaluation. New Delhi: Sterling Publishers Private Ltd.

**0031-4802**

**Research Methodology**

1. **Course code:** 0312-4802
2. **Course Title:** Research Methodology
3. **Course Type:** GED
4. **Year and Semester:** 4<sup>th</sup> Year 8<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100
11. **Rationale of the Courses:** The course will provide an opportunity for students of political science to establish or advance their understanding of research through critical exploration of research language, ethics and approaches. The course introduces the basic concept of research, ethical principles and challenges and the elements of the research process. Students will use these theoretical underpinning to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their work, social, local and global environment.
12. **Course Objectives (CO)**
  - CO1: To give the students lessons about the role and importance of social research;
  - CO2: Identify and discuss the issues and concepts salient to the research process;
  - CO3: To guide the students for selecting research problems, selecting an appropriate research design and implementing research project;
  - CO4: To instruct the students about the concepts and procedures of sampling, data collection, analysis and reporting.
13. **Course Learning Outcomes (CLO)**
  - CLO1: able to write and describe all the concepts of Research Methodology;
  - CLO2: students will be able to demonstrate applicable skills at all the components of designing a research;
  - CLO3: able to identify the research problem regarding social and political issues through literature review;
  - CLO4: students will be to design sample for different research approach; and
  - CLO5: able to craft a research proposal.

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1				
CLO2	x			
CLO3		x		x
CLO4			x	
CLO5				

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-2	Introduction: Meaning, characteristics and purposes of research.	3 Interactive lectures	Class attendance	CLO1 CLO4
2-4	Social Research: Concept, types and tools of social research.	4 Interactive lectures	Active and oral Class Participation	CLO1 CLO4

4-6	Research Problem: Definition of a research problem, selecting the problem, techniques involved in defining a problem.	4 Interactive lectures	Assignment/project Presentation	CLO1 CLO2
6-8	Research Design: Meaning and importance of research design, important concepts relating to research design, different research designs and experimental designs.	4 Interactive lectures	Sudden Quiz Class test	CLO1 CLO3
8-10	Methods of Data Collection: Methods of collecting primary and secondary data, selection appropriate method for data collection, construction of interview Schedule, questionnaires, Interviewing, Sampling.	4 Interactive lectures, Workshops	Midterm examination	CLO1 CLO5
10-12	Sampling Design: Meaning, importance and types of sampling, Census, survey, steps in sampling, criteria for selecting a sampling procedure.	4 Interactive lectures, workshop	Final Examination	CLO1 CLO4
12-14	Data Analysis: Coding, Manual Tabulation, Computer Tabulation	4 Interactive lectures, Project		CLO1
14-16	Proposal Writing: Definition of a research proposal, steps of proposal writing, contents of a standard research proposal.	5 Interactive lectures, assignment and project		CLO1 CLO5
16-18	Interpretation of Data and Research Report Writing: Meaning and techniques of interpretation, mechanism of report writing, the structure and types of research report.	4 Interactive lectures, project		CLO1 CLO2

#### 15. Learning Materials

- Abedin Dr. M. Zainul.(1996) A Hand Book of Research. Dhaka: Book Syndicate.
- Andrew Sayer, (1992). Method in Social Science, London: Routledge.
- Bernard S. Philips, (1976). Social Research: Strategy and Tactics, NewYork: Macmillan.
- Bridget Somekh and Cathy Lewin, (2005). Research Methods in the Social Science, New Delhi: Vistaar Publications.
- Denzin & Lincoln (ed), (1994) Handbook of Qualitative Research. UK: Sage Publication.
- Earl Babbie, (1983).The Practice of Social Research, U.S.A.: Words Worth Publishing Company.
- Ghosh, B.N. (1996) Scientific Method and Social Research. New Delhi: Sterling Publishers Pvt. Ltd.
- Good and Hatt, (1981) Methods in Social Research. New Delhi: McGraw Hill Book Company.
- Ian Shapiro, Rogers M. Smith, and Tarek E. Masoud (eds.), Problems and Methods in the Study of Politics, (2004). New York: Cambridge University Press.
- Kothari, C.R. (1996) Research Methodology (2nd Ed.). New Delhi: Wishwa Prakshan
- Martin Bulmor, (1984). Sociological Research Methods: An introduction, New Brunswick (USA) and London Transaction Publishers.
- S. Bhrad waj, (1989). Case Study Method: Theory and Practice, New Delhi: National Books Organisation.
- Smith et all, (1976). Political Research Methods: Foundations and Techniques, Houghton: Boston.
- Thakur, Devendra, (1997) Research Methodology in Social Science. New Delhi: Deep & Deep Publications
- Wilkinson, T.S. and Bhandarkar, P.L. (1994) Methodology and Techniques of Social Research, Bombay: Himalaya Publishing House.
- Young, P.V. (1996) Scientific Social Surveys and Research. New Delhi: Prentice Hall of India Pvt. Ltd
- মাননান, মোঃ আবদুল (২০০২), সামাজিক গবেষণা ও পরিসংখ্যান পরিচিতি, ঢাকা: অবসর প্রকাশনা।
- আলম, খরশিদ (১৯৯৩), সামাজিক গবেষণা পদ্ধতি, ঢাকা: মিনার্ভা পাবলিকেশন্স।

# 0521-4803

Environment Management and Bangladesh

1. **Course Code:** 0521-4803
2. **Course Title:** Environmental Management and Bangladesh
3. **Course Type:** Core
4. **Year and Semester:** 4<sup>th</sup> Year 8<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100

**11. Rationale of the Courses:** The course will introduce students with the environmental challenges at global and local level and show how environment and development interact with each other. It will also introduce them to various instruments designed to reconcile potentially conflicting concerns for environmental protection and economic development. The course will develop the analytical ability of the students about the contents of environmental issues like environmental policy and governance, environmental dynamics, global climate changes and disaster risk reduction and also climate diplomacy.

**12. Course Objectives (CO)**

- CO1: To understand different concepts of environmental issues;
- CO2: To discuss the major thoughts of different approaches about human and environment relationships;
- CO3: To understand the scientific issues of climate change including global warming, GHGs and to evaluate global commitment to deal with the climate change situation;
- CO4: To discuss evolving facts and theoretical explanation of national and international environmental problems;
- CO5: To evaluate legal and institutional arrangement of environmental governance issues.

**13. Course Learning Outcomes (CLO)**

- CLO1 explain basic philosophical concepts of environmentalism;
- CLO2 will elucidate the imperative of environmental governance from various perspective;
- CLO3 students will be able to expound and illustrate the environmental crises from multiple perspectives;
- CLO4 students will be able to engage in intellectual debate over various environmental concerns;
- CLO5 students will be able to assess environmental policies;
- CLO6 students will be able to explain the emergence of environmental governance; and
- CLO7 students will be able to bridge SDG and environmental issues together made recommendable measures;

**a. Mapping of CLOs with PLOs**

	PLO1	PLO2	PLO3	PLO4
CLO1	x			
CLO2		x		
CLO3	x			
CLO4			x	
CLO5		x		
CLO6				X
CLO7				

**14. Content Specific Course plan with Teaching Learning and Assessment Strategy**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	CLO
1-3	Ecology: Meaning, Types, Components	6 Interactive lectures	Class attendance	CLO1 CLO2

4-5	Sustainable Development: Evolution of Environmentalism, Emergence, Meaning and Features of Development	4 Interactive lectures, group discussion, debate	Active and oral Class Participation	CLO1 CLO2
6-8	Environment and Development: Meaning, Components, Importance of Environment	4 Interactive lectures, class debates	Assignment/project Presentation	CLO5
8-10	Environmental Issues in Bangladesh: Environmental Issues that are facing Bangladesh and their Solutions	4 Interactive lectures	Sudden Quiz	CLO4
10-11	Environmental Initiatives in Bangladesh: Policies, Plans and Programs of Government on Environment	4 Interactive lectures, group discussion, debate	Class test	CLO1 CLO6
11-13	Institutional Make up: Governmental Institutions on Environment	3 Interactive lectures, class debates	Midterm examination	CLO2
13-15	Environment and NGO: Structure, Functions and Role of Different Environmental NGOs. International and Regional Environmental Organization: Role of Different International and Regional Environmental Organizations (UN, World Bank, SAARC, SACEP, ASEAN etc.)	4 Interactive lectures, class debates	Final Examination	CLO1 CLO3 CLO7
16-17	Environmental Conferences: Stockholm Conference 1972, Rio Conference 1992 and Johannesburg Conference 2002	3 Interactive lectures, class debates		CLO7
17-18	Environmental Impact Assessment	4 Interactive lectures, group discussion, debate		CLO3

#### 15. Learning Materials

- Chowdhury, Q. I. (2002). *Bangladesh State of Environment Report 2001*, Dhaka: Forum of Environmental Journalists of Bangladesh.
- Bangladesh Government (2001). *State of Environment Bangladesh*, Dhaka: Ministry of Environment.
- Begum, A. (2008). *Government-NGO Interface in Development Management*, Dhaka: AH Development Publishing House.
- Haque, Mahfuzul (2013). *Environmental Governance: Emerging Challenges for Bangladesh*. Dhaka: A H Development Publishing House.
- Gain, P. (1998). *Bangladesh Environment: Facing the 21<sup>st</sup> Century*, Dhaka: Society for Environment and Human Development.
- Haque M. (2013). *Environmental Governance, Emerging Challenges for Bangladesh*, Dhaka: A H Development Publishing House.
- Haque, A.K.M. Mahmudul (2015). "Environmental Governance of Urban-Local Government in Bangladesh: Policies and Practices", Unpublished PhD dissertation, Institute of Bangladesh Studies (IBS), University of Rajshahi, Bangladesh.
- John W. & S. Buckingham (2014). *Global Climate Change, Understanding Environmental Issues*, Susan Buckingham & Mike Turner (ed.), London: SAGE Publications Ltd.
- Kamal, G. M. (1994). *Environmental Bibliography of Bangladesh*, Dhaka: Swedish International Development Authority.
- Haque, A.K.M. Mahmudul (2017). "Urban Environmental Governance in Bangladesh: Dysfunctionality and Fantasy Law". *Social Science Journal*, University of Rajshahi, Vol. 21 (2018).
- Miller G. T. and E. S. Spoolman (2010). *Environmental Science* (3<sup>th</sup> Ed.), USA: Yolanda Cossio.
- Nishat, A. and M. Ullah (2001). *Bangladesh Environment Outlook 2001*, Dhaka: Center for Sustainable Development.
- Haque, A.K.M. Mahmudul and Salehin, Md. Asfaq (2019). "Climate Change in Bangladesh: Effect versus Awareness of the Local Agencies of Rajshahi City". *Social Science Journal*, University of Rajshahi, Vol. 22 (2019).
- Rahman, A. (1998). *Environment and Poverty*, Dhaka: University Press Ltd.
- Baker, Susan (2006). *Sustainable Development*, London: Routledge.

- Clapp, Jennifer and Helleiner, Eric (2012). 'International Political Economy and the Environment: Back to the Basics? ', *International Affairs*, 88:3 (2012).
- Glasson, John, Therivel, Riki, and Chadwick, Andrew (2013), *Natural and Built Environment Series: Introduction to Environmental Impact Assessment*, 4<sup>th</sup> edition, Florence, KY, USA: Routledge.
- Islam, Nazneen, (2012), *Sustainable Development in Bangladesh*, Dhaka: A H Development Publishing House.
- Nicholson, Simon (2014), *Governance and Global Environmental Issues: Cooperation in the Twenty-First Century*.
- Bepari, Nurul Amin and A.K.M. Mahmudul Haque, (2015) *Environment and Development (Paribesh o Unnayan)* written in Bengali language. Dhaka: Akash Book Dipo.

# 0031-4804

## Undergraduate Thesis

1. **Course Code:** 0312-4804
2. **Course Title:** Undergraduate Thesis
3. **Course Type:** Capstone
4. **Year and Semester:** 4<sup>th</sup> Year 8<sup>th</sup> Semester
5. **Academic Session:**
6. **Course Teacher:**
7. **Pre-requisite:**
8. **Credit Value:** 3
9. **Contact Hours:** 60 Hours
10. **Total Marks:** 100

### 11. Description of Research Monograph

An under graduate thesis is an extended piece of research and writing on a single subject. It allows the student to explore a narrow topic in greater depth than a traditional module, and with applying the methods studied in research methodology. The topic shall be chosen and decided on the student's own area of interest related to political science, social science and development. The student will work with a single supervisor chosen by the Academic Committee of Department of Political Science. This supervisor will provide guidance and support throughout the course of research.

### 12. Learning Objectives (LO)

LO1: To render the students with a real opportunity to apply their gathered knowledge and skills in conducting a social research;

LO2: To provide the students a chance to practice their knowledge of research methodology;

LO3: To provide the students the opportunity to carry out field work, data processing and analyzing a political problem making the complete use of the knowledge which they have gained during their BSS program.

### 13. Research Learning Outcomes (RLO)

RLO1: pin pointing research problems, formulating research questions, setting objective and drawing hypotheses of a research project accordingly;

RLO1: drafting a Research Proposal;

RLO2: using proper tools and techniques for data collection and analysis; and

RLO3: conduct research project independently and drafting correctly along with responding to feedbacks.

### 14. Terms and Conditions

In order to fulfill the requirement of a research monograph, the students will have to select and formulate a research problem related to the political science, social science and development at the beginning of the 7<sup>th</sup> semester. Students must follow the instructions and procedures prescribed by their respective supervisor. The supervisor is appointed by the departmental academic committee, at the beginning of the 7<sup>th</sup> semester among the teachers of the department. The supervisor shall help the student in selecting and developing his/her research problem and guide him/her throughout the whole research process and thesis writing. Students will have to keep regular contact with the supervisor at all phases of the research.

The under graduate thesis must be printed and bound in a prescribed way and be endorsed by the supervisor before submission.

### 15. Phase-wise Activities for Research Monograph

1 <sup>st</sup> Phase	2 <sup>nd</sup> Phase	3 <sup>rd</sup> Phase
<b>Crafting Proposal</b>	<b>Data Collection and processing</b>	<b>Analysis and Report Writing</b>
<ol style="list-style-type: none"> <li>1. Ensure weekly contact with the supervisor</li> <li>2. Topic selection</li> <li>3. Title finalization and notification to the department</li> <li>4. Gathering and reviewing literatures</li> <li>5. Submission the research proposal</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintaining weekly contact with the supervisor</li> <li>2. Visiting data source</li> <li>3. Developing questionnaire / deciding data collection format</li> <li>4. Pilot survey/ testing data collection</li> <li>5. Actual survey/data collection</li> <li>6. Data processing and tabulation</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintaining weekly contact with the supervisor</li> <li>2. Data analysis</li> <li>3. Organizing the chapters of thesis</li> <li>4. thesis writing</li> <li>5. thesis finalization</li> <li>6. thesis submission following the departmental rules</li> </ol>

### 16. Assessment Strategy:

#### Undergraduate Thesis Assessment Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Research Question</b>	Clear, original, and highly relevant to political science.	Clear and relevant, but not highly original.	Somewhat clear, relevance is moderate.	Unclear or irrelevant.
<b>Literature Review</b>	Comprehensive, critical, and well-integrated with the research question.	Adequate, with some critical analysis and integration.	Basic review, lacks critical analysis and integration.	Incomplete or poorly integrated.
<b>Methodology</b>	Appropriate, well-explained, and rigorously applied.	Appropriate and explained, but lacks some rigor.	Somewhat appropriate, with basic explanation.	Inappropriate or poorly explained.
<b>Data Analysis</b>	Thorough, accurate, and insightful.	Accurate and insightful, but not thorough.	Basic analysis, with some inaccuracies.	Inaccurate or lacking insight.
<b>Argumentation</b>	Logical, coherent, and well-supported by evidence.	Generally logical and supported, with minor gaps.	Somewhat logical, with several gaps in support.	Illogical or poorly supported.
<b>Conclusion</b>	Clear, concise, and strongly supported by the research findings.	Clear and supported, but not concise.	Somewhat clear, with moderate support.	Unclear or unsupported.
<b>Originality</b>	Demonstrates significant originality and contributes new insights to the field.	Shows some originality and new insights.	Limited originality, with few new insights.	Lacks originality and new insights.
<b>Writing Quality</b>	Clear, concise, and free of grammatical errors.	Clear and concise, with minor grammatical errors.	Somewhat clear, with several grammatical errors.	Unclear and contains numerous grammatical errors.

<b>Formatting</b>	Consistently follows the required style guide (e.g., APA, MLA) with no errors.	Follows the style guide, with minor errors.	Inconsistently follows the style guide, with several errors.	Does not follow the style guide.
<b>References</b>	Comprehensive, correctly formatted, and relevant.	Adequate and correctly formatted, but not comprehensive.	Basic, with several formatting errors.	Incomplete or incorrectly formatted.

## Part D

### 1. Assessment and Evaluation

Multiple assessment strategies will be applied on the students. First of all, as a part of Continuous Internal Evaluation (CIE) student's attendance in class and overall sessions will be assessed through 10% of the total course marks. Students will be encouraged to active orally in the class with the teacher and participate in the discussion which will be observed and assessed by the course teacher where 10% of the total will be allocated. Students may be assigned by the teacher in preparing any short note, project or a letter which will also be presented by the students themselves and here the allocation of marks for assessment is 10%. Quiz and class test will take place anytime among the allocated weeks with or without notice as per course teachers will. Here, 10% marks is allocated for each of the segment. Finally, as part of the Semester End Examination (SEE) midterm and final examination will be taken as per the university ordinance where 20% and 30% marks will be distributed from the total 100.

### 2. Make-up Procedures

If any classes or sessions failed to take place among the allocated 18 weeks, these will be addressed by the course teacher and will be taken or conducted by the course teacher responsibly within the semester before the final term exam. If any students fail to attend any segment of the assessment he may get the chance to make up before the final exam as per the course teacher's will. Here the course teacher is advised to take the decision as per the validation of student's excuse.

### 3. Grading and Evaluation

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, 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. The plan of the department of Political Science will be,

Type	Name	Marks	%
CIE	Class attendance	10	10
	Active and oral class participation	10	10
	Assignment/project Presentation	10	10
	Quiz	10	10
	Class test	10	10
SSE	Midterm examination	20	20
	Final Examination	30	30
Total		100	100

[Note: Continuous Internal Evaluation (CIE) may be adjusted at the discretion of the course instructor. The allocation of marks can also be modified to more effectively achieve the Course Learning Outcomes (CLOs) and enhance the teaching and learning experience. Any proposed changes must be discussed with the Program Self-Assessment Committee (PSAC) and can only be implemented with prior approval.]

### 3.1) Grading Scale and Grades:

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

### 3.2) Cumulative Grade Point Average:

Student's performance will be evaluated on the basis of Grade Point Average (GPA) semester wise and Cumulative Grade Point Average (CGPA) of total completed courses.

The CGPA will be computed in the following manner:

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

#### 4. Retake, Improvement and Semester Drop

##### 4.1) Retake:

- If a student obtains F grade(s) in any courses for any reasons, s/he must retake the course(s).
- For retake and improvement a student can take a maximum of 12 credits or 4 courses altogether in any semester.
- 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.
- 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.
- Except for Pre-Requisite course(s), a student can retake the course(s) at his/her convenient semester(s).
- 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.
- 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).
- 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.
- Students who want to retake a course must get his/her registration completed at the beginning of each semester.
- A student will have to pay requisite fee of the per credit fees for the retake course(s).
- Retake rules are applicable for both Undergraduate and Graduate/Masters programs.
- 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.

##### 4.2) 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.
- b. 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
- c. For improvement and retake a student can take a maximum of 12 credits or 4 courses altogether in any semester.
- d. 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.
- e. A student will have to pay requisite fee of the per credit fees for the improvement of grades.
- f. If an examinee fails to improve his/her result, the previous result in the software will stand.
- g. 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.

**5) Semester Drop:**

- 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.

## ANNEX

SL.	C. Code	Course Title	PLOs			
			1	2	3	4
<b>Introduction to Political Science</b>						
1.	0312-1101	CLO1: students will be able to define the different basic concepts of Political Science	X			
2.		CLO2: students will be able to interpret the significance of different basic concepts of Political Science	X			
3.		CLO3: students will be able to compare the traditional idea of state, sovereignty, right, law, equality, liberty, nationality etc. with modern political idea.		X		
<b>Principles of Political Organization</b>						
4.	0312-1102	CLO1: Students will be able to interpret, apply, and analyze constitutional knowledge to assess governance practices;	X			
5.		CLO2: Students will be able to classify and compare different forms of government, recognizing key distinctions and similarities;	X			
6.		CLO3: Students will be able to demonstrate effective participation and engagement in the roles and functions of government institutions;		X		
7.		CLO4: Students will be able to evaluate the relationship among the legislature, executive, and judiciary, analyzing their roles both theoretically and practically;		X		
8.		CLO5: Students will be able to assess the extent of separation of powers and the effectiveness of checks and balances in government systems.				X
<b>Introduction to International Politics</b>						
9.	0312-1201	CLO1 Students will be able to elucidate the approaches of studying international politics;	X			
10.		CLO2 Students will be able to apply the approaches and theories of international politics on various global events;				X
11.		CLO3 Students will be able to evaluate foreign policies in accordance to various national and international interest and interactions; and		X		
12.		CLO4 Students will be able to analyze the bilateral and multilateral relations along with regionalism and so on; and	X			
13.		CLO5: Students will be able to categorize and explain various forms of power, ranging from soft power to hard power, and from superpowers to regional powers, identifying their roles and influences within different spectrums of global influence.	X			
<b>Politics and Personalities in Indian Sub-Continent</b>						
14.	0312-1202	CLO1 Demonstrate possession of basic ideas about the biography of political personalities who have contributed to the political and social development in the Indian Sub-Continent;	X			
15.		CLO2 examine the influences of politics and personalities of the Indian Sub-continent in the shaping of political and social history;	X			
16.		CLO3 upheld the effective and compatible ideologies, moral principles and the qualities of leadership qualities of the personalities of the Indian Sub-continent with contemporary and regional settings of politics and society.		X		
<b>Peace and Conflict Studies</b>						
17.	0312-1203	CLO1: able to explain the aspects and concepts of peace and conflict studies;	X			
18.		CLO2: analyze the contemporary conflicting issues in the world;	X			
19.		CLO3: identify the barriers of world peace;	X			
20.		CLO4: recommend the ways of establishing peace all over the world; and				X
21.		CLO5: evaluate the role of international organizations for ensuring peace.				X
<b>Western Political Thought: Ancient and Medieval Period</b>						

22.	0312-2301	CLO1 Students will be able to elucidate various political terms (e.g. justice, law, virtue, citizenship) with philosophical essence;	x			
23.		CLO2 Engaging in debate over the philosophy of different political ideology and though from ancient and medieval period;		X		
24.		CLO3 Tracing the philosophical influence of ancient and medieval political ideology in contemporary political setting;		X		
25.		CLO4 Applying ancient and Medieval Political Philosophical Concept in alleviating contemporary political issues.; and		X		
26.		CLO5 Evaluating the compatibilities of ancient and medieval political and philosophical ideologies with contemporary settings.		X		
<b>Political and Constitutional Development in British India and Pakistan (1757-1947)</b>						
27.	0312-2302	CLO1: Students will remember various provision, acts, laws, ordinances, pacts, doctrines, commissions, proposal during the colonial and company rule in British-India and Pakistan;	X			
28.		CLO2: Students will critically analyze the impacts of colonial rule in British-India and Pakistan;	X			
29.		CLO3: Students will be able to explain the significance of nationalist movement in the political scenario of during the colonial rule;		X		
30.		CLO4: Students will be able to analyze the facts and events took place during the nationalist movement against British during the colonial rule in the subcontinent;	X			
31.		CLO5: Students will be able to justify the role of various political entities (e.g. Congress, Muslim league, Swaraj) in the consolidation of the freedom from the dimension of politics.		X		
<b>Local Governance: Theories and Practices</b>						
32.	0312-2303	CLO1: will be able to define basic concepts of local governance in Bangladesh and other countries;	X			
33.		CLO2: will be able to explain challenges faced by local governments;	X			
34.		CLO3: will be able to compare local government systems in Bangladesh with those in other countries, analyzing key differences and similarities;		X		
35.		CLO4: will be able to apply different forms and policies of local governance in Bangladesh to analyze and solve real-world issues;			X	
36.		CLO5: will be able to evaluate the importance and impact of local governance in contemporary global contexts; and	X			
37.		CLO6: will be able to develop innovative ideas and models for improving local governance based on insights from theories and practices.		X		
<b>Political Sociology</b>						
38.	0312-23 04	CLO1: Students will be able to identify and clarify various activities and opportunities that are influencing political decision-making and political behavior;	X			
39.		CLO2: They will integrate concepts from political science, sociology, economics, and history to examine the complex interactions between social structures and political processes;		X		
40.		CLO3: Students will be able to critically analyze major approaches & theories in political sociology in context of society; and		X		
41.		CLO4: Students will be able to expound key concepts related to social stratification and social change including power, status, and caste.		X		
<b>The Constitution of the People's Republic of Bangladesh</b>						
42.	0312-2305	CLO1: Students will be able to identify and describe the fundamental principles, structure, and features of the Constitution of Bangladesh.	X			
43.		CLO2: Students will be able to identify and interpret various articles of the constitution of Bangladesh;	X			
44.		CLO3: Students will interpret the roles and powers of the legislative, executive, and judicial branches as outlined in the Constitution;	X			

45.		CLO4: Students will evaluate constitutional provisions related to fundamental rights, duties, and the rule of law in Bangladesh;		X		
46.		CLO5: Students will critically assess the impact of constitutional amendments on political stability, governance, and democratic development in Bangladesh; and		X		
47.		CLO6: Students will apply constitutional knowledge to contemporary political and legal issues in Bangladesh.				X
<b>Western Political Thought: Modern Period</b>						
48.	0312-2401	CLO1: Students will be able to describe the process of qualitative change in societal structures, from incremental reforms to radical transformations.	X			
49.		CLO2: Students will be able to implement theories from Machiavelli, Hobbes, Locke, Montesquieu, Rousseau and other modern philosopher's to interpret modern political scenarios.	X			
50.		CLO3: Students will be able to compare the philosophy of the modern philosophers.		X		
51.		CLO4: Students will be able to evaluate the political thoughts of Machiavelli, Hobbes, Locke, Montesquieu, Rousseau and others assessing their impacts on modern politics.		X		
<b>Political History of Modern World</b>						
52.	0312-2402	CLO1: Students will be able to identify and describe key historical events, figures, and movements that shaped the political landscape of the modern world.	X			
53.		CLO2: Students will analyze the causes and consequences of significant political revolutions, including the American, French, and Industrial Revolutions, and evaluate their impact on modern governance.		X		
54.		CLO3: Students will assess the role of colonialism, imperialism, and decolonization in shaping modern political boundaries and international relations.		X		
55.		CLO4: Students will examine the development of major political ideologies (e.g., liberalism, socialism, nationalism) and their influence on state formation and policy-making globally.	X			
56.		CLO5: Students will explore the causes, progress, and outcomes of the World Wars, the Cold War, and post-Cold War conflicts, and their effects on contemporary political structures.	X			
57.		CLO6: Students will develop a critical understanding of the emergence of international organizations (e.g., UN, NATO) and their roles in fostering global cooperation and conflict resolution.	X			
58.		CLO7: Students will be able to connect historical developments to current global political issues, demonstrating an understanding of how history informs present-day political challenges and opportunities.		X		
<b>Government and Politics in the UK and the USA</b>						
59.	0312-2403	CLO1: explaining the political systems and constitutional development of the UK and the USA will be developed;	X			
60.		CLO2: describing the role of various organs of the government of UK and USA;	X			
61.		CLO3: comparing among the political systems of the developed countries and the developing ones;		X		
62.		CLO4: identifying the influence of the constituency of UK and USA in countries; and		X		
63.		CLO5: evaluating the effectiveness of UK and USA political system.				X
<b>Public Administration In Bangladesh</b>						
64.	0312-2404	CLO1: will demonstrate a theoretical, historical and provisional base of public administration in Bangladesh;	X			
65.		CLO2: will analyze the interaction between different government organs/organizations of Bangladesh;	X			
66.		CLO3: will be able to apply public administration theories to real-world Bangladesh contexts;				X

67.		CLO4: will be able to analyze the impact of public administration decisions on Bangladesh's socio-economic development; and	X				
68.		CLO5: will be able to propose innovative solutions for current challenges in public administration in Bangladesh.				X	
<b>Government and Politics in Bangladesh since 1971</b>							
69.	0312-3501	CLO1: will be able to analyze post liberation Bangladesh;	X				
70.		CLO2: demonstrate a comprehensive understanding on Bangladeshi Constitutionalism;	X				
71.		CLO3: critically examine the Political Party System and Electoral Dynamics of Bangladesh;		X			
72.		CLO4: will be able to explain Institutional governance in Bangladesh; and		X			
73.		CLO5: will be able to evaluate the Post-Independence Political Transitions in Bangladesh.					X
<b>Party Politics in Bangladesh</b>							
74.	0312-3502	CLO1 Students will be able to identify various components, features, and conditions of party politics;	X				
75.		CLO2 Students will be able to explain various theories and trends of party system;	X				
76.		CLO3 Students will be able to apply and analyze the theories of party politics in Bangladesh setting;	X				
77.		CLO4 Students will be able to describe the nexus between partisan politics and the political culture of Bangladesh; and	X				
78.		CLO5 Students will be able to evaluate the modalities and efficacies of the partisan politics in Bangladesh.		X			
<b>Civil Society and Human Rights</b>							
79.	0312-3503	CLO1: Students will be able to analyze the historical evolution of civil society and NGO issues;	X				
80.		CLO2 Students will be able to apply and analyze theories of civil society in contemporary affairs;	X				
81.		CLO3: Students will be able to assess the impact of civil society organizations on development processes;	X				
82.		CLO4: Students will be able to explain the concept, nature, evolution and institutionalization of human rights; and	X				
83.		CLO5: Students will be able to critically assess the role of national and international human rights organizations in promoting and safeguarding human rights.		X			
<b>Politics of the Middle-East with Special reference to Saudi Arabia and Iran</b>							
84.	0312-3504	CLO1 Describe the political systems of the selected countries;	X				
85.		CLO2 Explain the historical developments that have shaped the contemporary political landscape of the Middle East;	X				
86.		CLO3 Analyze the geo-political power dynamics in the Middle East;		X			
87.		CLO4 Analyze the political situation of Middle East;		X			
88.		CLO5 Analyze how sectarianism, especially the Sunni-Shia divide, influences the political dynamics between Saudi Arabia and Iran, as well as within the broader Middle East;		X			
89.		CLO6 Formulate informed policy recommendations for international stakeholders to foster stability and address political, economic, and social challenges in the Middle East; and					X
90.		CLO7 Evaluate the international and regional interests in the Middle East.		X			
<b>Political Geography with special reference to Bangladesh</b>							
91.	03 12-	CLO1: explaining key concepts and theories in political geography, including state formation, borders, geopolitics, and territoriality;	X				

92.		CLO2: evaluate Bangladesh's geopolitical importance in South Asia, focusing on its strategic location, historical factors, and relationships with neighboring countries like India, Myanmar, and China;	X			
93.		CLO3: explain how Bangladesh's physical geography, including its rivers, coastline, and vulnerability to climate change, influences its domestic politics and policy decisions;		X		
94.		CLO4: analyze the political and social implications of Bangladesh's border issues, including land and maritime boundary disputes, cross-border migration, and the Rohingya refugee crisis; and				X
95.		CLO5: spatial analysis techniques to critically assess and propose policy solutions for challenges in urban planning, disaster management, and sustainable development within Bangladesh.				X
<b>Globalization: International Organization and Financial Institution</b>						
96.	0312-3506	CLO1 students will be able to explain the theories that boosts globalization;	x			
97.		CLO2 Student will be able to evaluate globalization in context of first to third world;		X		
98.		CLO3 Student will be able to evaluate the role of UN from complex perspectives including multiple variables;		X		
99.		CLO4 Student will be able to criticize the role of international organizations;		X		
100.		CLO5 Students will be able to describe the structure and function of WB, IMF, IDA, ADB, NAFTA, AFTA, EU, SAARC, ASEAN etc.;		X		
101.		CLO6 Students will be able to demonstrate the role of foreign delegate in representing national interest in an international organization.		x		
<b>Comparative Politics</b>						
102.	0312-3601	CLO1 Explain foundational theories and concepts in comparative politics, including political systems, regime types, democratization, and state-society relations.	X			
103.		CLO2 Compare political systems: Analyze the differences and similarities between various political systems, including democracies, authoritarian regimes, and hybrid systems, across diverse countries.		X		
104.		CLO3 Assess political culture and ideology: Interpret how cultural, social, and ideological factors influence political behavior and policy outcomes across various political environments.		X		
105.		CLO4 Analyze electoral systems and party structures: Compare different electoral systems, party structures, and voting behaviors, and assess their influence on representation, accountability, and political stability.		X		
106.		CLO5 Discuss democratization and authoritarian resilience: Analyze factors that promote or inhibit democratization and understand how some authoritarian regimes maintain stability and resist democratization pressures.		X		
107.		CLO6 Evaluate global political trends: Analyze contemporary global political trends, such as populism, globalization, and nationalism, and their implications for different political systems.				
<b>Government and Politics in South and South East Asia (Special reference to India, Pakistan, Sri Lanka and Malaysia)</b>						
108.	0312-3602	CLO1: Students will be able to explain the historical development of political systems in South and South-East Asia, particularly in India, Pakistan, Sri Lanka, and Malaysia;	X			
109.		CLO2: Students will critically analyze the political structures and institutions in these countries, understanding their similarities and differences;		X		
110.		CLO3: Evaluate Political Processes: Students will evaluate the political processes, including elections, governance, and policy-making, in the context of these nations;		X		
111.		CLO4: Students will assess the regional relations and foreign policies of India, Pakistan, Sri Lanka, and Malaysia, and their impact on regional stability and cooperation;		X		

112.		CLO5: Students will examine key socio-political issues such as ethnicity, religion, and nationalism, and their influence on the politics of these countries;				X
113.		CLO6: Critical Thinking: Students will enhance their critical thinking abilities by debating and discussing contemporary political challenges facing South and South-East Asia; and			X	
114.		CLO7: Students will learn to analyze and critique public policies in these countries, considering their effectiveness and impact on society.				X
<b>Military and Politics in the Developing Countries with special reference to Bangladesh</b>						
115.	0312-3603	CLO1: Students will assess the dynamics of civil-military relations in Bangladesh, understanding the balance of power between civilian authorities and the military;		X		
116.		CLO2: Students will examine the socio-political impact of military rule and interventions on the development and democratization processes in Bangladesh;		X		
117.		CLO3: Students will develop research skills by engaging in independent study on specific issues related to military and politics, and presenting their findings effectively;				X
118.		CLO4: Students will enhance their critical thinking abilities by debating and discussing contemporary challenges in civil-military relations in developing countries; and			X	
119.		CLO5: Students will learn to analyze and critique policies related to civil-military relations and military interventions, considering their effectiveness and impact on governance and society.				X
<b>Political Economy with Special Reference to Bangladesh</b>						
120.	0312-3604	CLO1 Students will be able to describe the basic terms of political economy;	X			
121.		CLO2 will be able to compare different economic systems;		X		
122.		CLO3 will be able to evaluate the economic policies of Bangladesh;		X		
123.		CLO4 Students will be able to explain the economic functions of government;		X		
124.		CLO5 Students will learn to analyze and critique public policies related to economic development, considering their effectiveness and impact on society;				X
125.		CLO6 Students will be able to formulate evidence-based policy recommendations aimed at addressing key issues in Bangladesh's politics- economy nexus; and				X
126.		CLO7 Students will enhance their critical thinking abilities by debating and discussing contemporary economic challenges and policy responses in Bangladesh.				X
<b>Contemporary International Politics</b>						
127.	0312-3605	CLO1: Students will be able to explain and apply major theories of international relations, such as realism, liberalism, and constructivism, to contemporary global issues;		X		
128.		CLO2: Students will critically analyze the distribution of power in the international system, including the roles of major powers, emerging powers, and international organizations;				X
129.		CLO3: Students will evaluate the causes and consequences of international conflicts, including wars, territorial disputes, and interventions, using case studies from recent history;		X		
130.		CLO4: Students will assess the effectiveness of global governance structures, such as the United Nations, World Trade Organization, and International Monetary Fund, in addressing global challenges;			X	
131.		CLO5: Students will examine the role of human rights in international politics, including the impact of international human rights treaties and the actions of non-governmental organizations; and		X		
132.		CLO6: Critical Thinking: Students will enhance their critical thinking abilities by debating and discussing contemporary international political challenges, such as climate change, migration, and cyber security.				X
<b>Political System of China and Japan</b>						

133.	0312-4701	CLO1: Students will be able to describe the key political and governmental issues in China and Japan, including the role of political parties, bureaucracy, and political organizations;	X			
134.		CLO2: Students will be able to differentiate the economic growth and stagnation of China and Japan in comparison to the United States, and assess the impacts of globalization, trade, and technological advancements on their development;		X		
135.		CLO3: Students will be able to evaluate the impact of the Chinese economy on the global economy and world politics, and assess Japan's contributions to the liberal international order and its geopolitical strategies; and		X		
136.		CLO4: Students will be able to design and propose innovative policy solutions to address contemporary challenges in China and Japan, such as energy policy, world power diplomacy, and geopolitical tensions, while considering ethical implications and cultural sensitivities.				X
<b>Democracy and Democratization</b>						
137.	0312-4702	CLO1: Demonstrate a comprehensive understanding of the principles, structures, and processes of democracy and democratization.	X			
138.		CLO2: Critically analyze historical and contemporary democratization processes across various regions and contexts.	X			
139.		CLO3: Evaluate the factors influencing the success or failure of democratization, including economic, cultural, and institutional variables.		X		
140.		CLO4: Identify and assess key challenges to democratic governance, such as authoritarianism, disinformation, and political polarization.		X		
141.		CLO5: Apply theoretical frameworks and comparative perspectives to analyze governance systems and democratization efforts globally.		X		
142.		CLO6: Develop practical strategies for promoting civic engagement and good governance in diverse socio-political environments.				X
<b>Gender, Politics and Development</b>						
143.	0312-4703	CLO1: Students will be able to describe key gender theories and frameworks, and the role of Gender in every aspects of society.	X			
144.		CLO2: Students will be able to identify and expound feminism and its types, waves along with various modalities. CLO2: Students will be able to explain the empowerment of women and the disparities they face, and identify strategies to eliminate prejudice and promote equality.		X		
145.		CLO3: Students will be able to analyze the legislation and policies pertaining to women's rights and development, and evaluate their impact on gender issues.		X		
146.		CLO4: Students will be able to evaluate gender issues and women's rights, and develop well-reasoned arguments to advocate for gender equality through written reports, oral presentations, and visual media.		X		
147.		CLO5: Students will be able to design and propose innovative policy solutions to address gender disparities.			X	
<b>Security Issues and Strategies</b>						
148.	0312-4704	CLO1: Students will be able to describe the concerns of security issues and strategies, including traditional and non-traditional security aspects;	X			
149.		CLO2: Students will be able to explain different schools of security;	X			
150.		CLO3: Students will be able to identify common security threats and vulnerabilities, and understand the impact of these threats on both developed and developing countries;		X		
151.		CLO4: Students will be able to apply incident response procedures and execute appropriate actions during a security incident, reflecting on the impact of security threats;		X		

152.		CLO5: Students will be able to evaluate security policies and strategies, and assess their alignment with organizational goals and the broader context of global security; and			X	
153.		CLO6: Students will be able to formulate innovative security strategies to address unfolding security threats, considering ethical implications and the specific needs of both developed and developing countries.				X
<b>Public Policy Analysis</b>						
154.	0312-4801	CLO1: Students will be able to describe key analysis techniques used in public policy analysis and explain how these techniques can solve public policy problems.	X			
155.		CLO2: Students will be able to apply various public policy methods to analyze existing public policies in Bangladesh and assess their effectiveness.		X		
156.		CLO3: Students will be able to analyze policy problems, and public policy alternatives using evidence-based analysis.				X
157.		CLO4: Students will be able to evaluate the public policy formation process and the challenges and politics involved in public policy development.		X		
158.		CLO5: Students will be able to design innovative public policy solutions, conduct evidence-based impact evaluations, and effectively communicate policy recommendations through various form.				X
<b>Introduction to Public Administration</b>						
159.	0413-1103	CLO1: Demonstrate basic grasp on the key administrative terms;	X			
160.		CLO2: Run critical diagnostics on the various administrative modalities; and		X		
161.		CLO3: Sorting out rationale aspects, features, attributes, structures of various administrative mechanisms for an effective administrative setting.				X
<b>Introduction to Sociology</b>						
162.	0314-1104	CLO1: Students will be able to identify and describe fundamental sociological concepts;	X			
163.		CLO2: Students will be able to use sociological concepts and theories to analyze and interpret social issues and trends;		X		
164.		CLO3: Students will be able to explain factors contributing to social inequality, such as class, race, and gender, and their effects; and		X		
165.		CLO4: Students will be able to analyze the impact of social change, globalization, and diversity on communities.		X		
<b>Introduction to Economics</b>						
166.	0311-1204	CLO1: Contrast the elements of microeconomics and macroeconomics;	X			
167.		CLO2: Describe fundamental economic concepts and theories (e.g. production, scarcity, opportunity cost, and supply and demand) and their roles in economic decision-making;	X			
168.		CLO3: Analyze economic outcomes of various curves;		X		
169.		CLO4: Compare different economic and market systems (e.g., capitalism, socialism, mixed economies) and their approaches to addressing basic economic questions;		X		
170.		CLO5: Describe the roles of government and central banks in managing the economy, fiscal and monetary policies influence economic stability and growth;				X
171.		CLO6: describe various theories that determine international trades; and		X		
172.		CLO7: expose various indicators and variables that influence the economic system.		X		
<b>Professional Skills and Ethics</b>						
173.	0031-1205	CLO1: Students will be to relate ethical concepts in specific profession;		X		
174.		CLO2: Students will be able to demonstrate manner and etiquette;		X		
175.		CLO3: Students will be able to explain the significance a code of conducts in respective institution;				X
176.		CLO4: Students will be capable of working independently and collaboratively to plan and execute tasks to enrich professional skills and knowledge;				X

177.		CLO5: Students will be able to develop mechanisms for institutions to enhance professionalis ;			X	
178.		CLO6: Students will be able to analyze challenges of an institution and make creative solutions;			x	
179.		CLO7: Students will be efficient to examine ethical dilemmas in workplace and develop strategies to solve them.				x
<b>English Fundamentals</b>						
180.	0231-1002	CLO1: understand reading passages.	X			
181.		CLO2: identify and correct basic linguistic errors.	X			
182.		CLO3: self-edit and correct grammar, spelling, and punctuation errors in their essays.		X		
183.		CLO4: compose coherent paragraphs and essays		X		
184.		CLO5: differentiate fact from opinion.		X		
185.		CLO6: identify and paraphrase the main ideas and supporting points in a reading text.		x		
186.		CLO7: generalize meaning by recognizing and interpreting inferences and deduce the meaning of vocabulary through contextual clues in readings.				X
187.		CLO8: summarize a text objectively.		x		
188.		CLO9: communicate effectively in an academic context.				X
<b>Computer Fundamentals</b>						
189.	0611-1003	CLO1: Demonstrate understanding of the key concepts of computer hardware and software.	X			
190.		CLO2: Apply their knowledge and skills of word processing software.		X		
191.		CLO3: Apply their knowledge and skills of application software for spreadsheet analysis		X		
192.		CLO4: Understanding the use of internet and email.	x			
<b>History of the Emergence of Bangladesh: With Special Emphasis on 1947-1971</b>						
193.	0222-1001	CLO1 Students will be able to explain the history of Bangladesh chronologically;	X			
194.		CLO2 Students will be able to analyze the historical events that influence the emergence of Bangladesh;	X			
195.		CLO3 Students will be able to identify the aspirations of the political events that took place during 1947-1971 in the birth of Bangladesh; and		X		
196.		CLO4 Students will be able to compare among the aspiration, expectation and reality of free Bangladesh.				x
<b>Global Citizenship Education</b>						
197.	0031-3606	CLO1 Students will be able to explain the fundamental principles of Global Citizenship Education (GCED);	X			
198.		CLO2 Able to illustrate its relevance to political science, especially in the context of addressing global challenges;	X			
199.		CLO3 Critically analyze contemporary global issues, such as inequality, migration, climate change, and their impacts on national and international governance;				X
200.		CLO4 Apply GCED concepts to political science theories and concepts, such as human rights, democracy, governance, and international relations, demonstrating their interconnectedness;		X		
201.		CLO5 Demonstrate problem-solving skills to propose practical and informed solutions to global challenges, particularly those relevant to Bangladesh, within a framework of global citizenship; and		X		
202.		CLO6 Enhancing civic engagement by identifying and discussing opportunities for advocating social justice, inclusion, and peace in both local and global contexts.				X
<b>Human Resource Management</b>						

203.	0413-4706	CLO1 Students will summarize basic HR strategies and their importance in achieving organizational goals;	X				
204.		CLO2 Students will be able to define key terms and concepts in human resource management, such as recruitment, selection, training, and performance appraisal;	X				
205.		CLO3 Students will identify the main functions of HRM, including hiring, training, employee relations, and compensation management;		X			
206.		CLO4 Students will describe the basic processes involved in HR activities, such as the steps in the recruitment and selection process;	X				
207.		CLO5 Students will explain the legal frameworks and regulations that govern HR practices, including labor laws and employment standards;	X				
208.		CLO6 Students will recognize the roles and responsibilities of HR professionals within an organization; and			X		
209.		CLO7 Students will understand how effective HRM contributes to organizational success and employee satisfaction.					X
<b>Basic Statistics</b>							
210.	0542-4705	CLO1: students will be able to describe the basic concepts of statistics;	X				
211.		CLO2: Students will be able to use descriptive statistical tools;		X			
212.		CLO3: Students will be able to use inferential statistical tools;		X			
213.		CLO4: Students will be able to conduct various hypothesis tests as well as comparison to formulate inference in the social, political and behavioral research; and					X
214.		CLO5: Students will be capable of using EXCELL, SPSS, R-Program, Strata, ebuse and other statistical software packages.			X		
<b>Research Methodology</b>							
215.	031-4802	CLO1: able to write and describe all the concepts of Research Methodology;				X	
216.		CLO2: students will be able to demonstrate applicable skills at all the components of designing a research;				X	
217.		CLO3: able to identify the research problem regarding social and political issues through literature review;					X
218.		CLO4: students will be to design sample for different research approach; and					X
219.		CLO5: able to craft a research proposal.					X
<b>Environment Management and Bangladesh</b>							
220.	0521-4803	CLO1 explain basic philosophical concepts of environmentalism;	X				
221.		CLO2 will elucidate the imperative of environmental governance from various perspective;	X				
222.		CLO3 students will be able to expound and illustrate the environmental crises from multiple perspectives;	X				
223.		CLO4 students will be able to engage in intellectual debate over various environmental concerns;		X			
224.		CLO5 students will be able to assess environmental policies;		X			
225.		CLO6 students will be able to explain the emergence of environmental governance; and	X				
226.		CLO7 students will be able to bridge SDG and environmental issues together made recommendable measures;			X		
227.	0312-1207	VIVA VOCE				X	
228.	0312-2406	VIVA VOCE				X	

229.	0312-3607	VIVA VOCE			X	
230.	0312-4805	VIVA VOCE			X	
<b>Undergraduate Thesis</b>						
231.	0312-4804	RLO1: pin pointing research problems, formulating research questions, setting objective and drawing hypotheses of a research project accordingly;	X			
232.		RLO2: drafting a Research Proposal;		X		
233.		RLO3: using proper tools and techniques for data collection and analysis; and		X		
234.		RLO4: conduct research project independently and drafting correctly along with responding to feedbacks.			X	