NATIONAL UNIVERSITY BANGLADESH

Syllabus
Bachelor of Social Science (Honors) Second Year
Department of Economics

PROVISIONAL

Effective from the Session: 2024–2025 and onwards

Vision of the University

We expect that on the hundredth anniversary of the National University, our commitment to "Progress for Everyone" will be evident in all areas of our operations and stakeholder engagements.

We leverage our core strength in education, research, and community engagement to address pressing global issues and foster sustainable development.

By 2042, National University aims to strengthen its position as Bangladesh's top academic institution and rank among the world's leading universities. Our focus will be on expanding expertise, building strategic partnerships, and increasing our global influence. Our services will be measured by the achievements of the individuals and communities we serve.

Mission of the University

Promote "Progress for Everyone" by fostering transformative education, conducting pioneering research, and encouraging meaningful collaboration with individuals, communities, and partners both in Bangladesh and around the world.

Name of the Program

Bachelor of Social Science in Economics [B.S.S. (Honours) in Economics], Second Year

Vision of the Department

The Bachelor of Social Science (Honours) in Economics program aims to become a nationally recognized and globally connected undergraduate economics program by providing quality education, promoting research excellence, and developing graduates with analytical capability, ethical responsibility, and commitment to inclusive and sustainable economic development. The program seeks to prepare competent economists who can contribute effectively to policy formulation, business decision-making, research, and social progress at national and global levels.

Mission of the Department

The mission of the Bachelor of Social Science (Honours) in Economics program is to provide comprehensive education in economic theories, quantitative methods, empirical analysis, and policy applications through innovative teaching, research, and practical learning. The program aims to develop graduates capable of analyzing economic problems, evaluating alternative solutions, interpreting economic data, communicating findings effectively, and applying economic knowledge to address real-world challenges. Through interdisciplinary learning, technological competency, ethical practices, and research engagement, the program prepares graduates for professional careers, entrepreneurship, public service, and advanced academic studies.

Program Educational Objectives (PEOs)

The Bachelor of Social Science (Honours) in Economics program graduates will be able to:

PEO1: Economic Knowledge and Understanding

Apply fundamental economic theories, concepts, and methodologies to explain economic behavior, market mechanisms, institutions, and development processes.

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PEO2: Analytical and Decision-Making Ability

Analyze economic issues using quantitative techniques, economic models, and evidence-based approaches to evaluate alternatives and support effective decision-making.

PEO3: Professional and Social Contribution

Demonstrate professional competence, ethical responsibility, communication skills, and research capability to contribute to economic development, policy formulation, business analysis, and lifelong learning.

Program Learning Outcomes (PLOs)

Based on the departmental PEOs and PLOs, the course PLOs are given below.

PLO	Statement
PLO1	Apply advanced economic theory to explain economic phenomena and institutions.
PLO2	Analyze economic problems, theories, and data using critical and analytical reasoning.
PLO3	Use quantitative and econometric methods to estimate and interpret economic relationships.
PLO4	Design and conduct independent economic research.
PLO5	Evaluate economic policies and formulate evidence-based policy solutions.
PLO6	Interpret the structure and challenges of developing economies, with emphasis on Bangladesh, and of sustainable development.
PLO7	Communicate economic ideas and findings effectively, in written and oral forms.
PLO8	Uphold ethical standards and professional responsibility, and commit to lifelong learning.

PEO–PLO Mapping Matrix

PLO / PEO	PEO1	PEO2	PEO3
PLO1	✓		
PLO2	✓	✓	
PLO3		✓	
PLO4		✓	✓
PLO5		✓	✓
PLO6	✓		✓
PLO7			✓
PLO8			✓

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Courses, Marks and Credit Distribution

Second Year

Course Code	Course Title	Marks	Credits	Remarks
8222251	Agricultural and Rural Economics	100	4	SC
8222253	Development Economics	100	4	SC
8222255	Mathematics-II	100	4	SC
8222257	Statistics-II	100	4	SC
8221969	Fundamentals of Political Science	100	4	SSAEC
8222059	Sociology of Bangladesh (or) Bangladesh Society and Culture	100	4	SSAEC
8222263				SSAEC
8221171	Functional English	100	4	CCC
8226601	Applied Information and Communication Technology (Applied ICT)	75	3	CCC
8226602	Practical: Applied ICT	25	1	
8222266	Viva-voce (Economics)	50	2	
	Total =	850	34	

Breakdown of Courses Arrangement for Second Year

Category of Courses		No. of Courses	Credits	Total Credits
A	Subjective Courses (SC)	04	04	16
B	Subject Specific Allied Electives Courses (SSAEC)	02	04	08
C	Common Core Courses (CCC)	02	04	08
D	Viva-voce	01	02	02
Total Courses and Credits for Second Year		**09**	—	34

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DETAILED SYLLABUS

Course Code: 8222251	**Marks:** 100	**Credits:** 4	**Class Hours:** 56 hrs.
Course Title: Agricultural and Rural Economics			

Course Description

This course intends to provide graduate Economics students with a comprehensive grasp of the theoretical underpinnings, institutional frameworks, and policy aspects of agricultural and rural economics. Learners will acquire the ability to articulate the characteristics, extent, and interconnectedness of agricultural and rural economics, analyze the framework and evolution of conventional agriculture, and evaluate agriculture's contributions to economic development and industrialization in terms of products, factors, and markets. They will analyze agricultural systems, encompassing tenurial structures, sharecropping, cooperatives, collectives, subsistence, and capitalist farming, while investigating the impact of technological advancements on production. The program additionally empowers students to evaluate agricultural financing, rural financial markets, and investments in rural areas; scrutinize the aims and obstacles of land reform execution; and comprehend agricultural marketing roles, market frameworks, and deficiencies in developing nations. Learners will utilize analytical instruments to assess and elucidate agricultural supply reactions and commodity pricing using empirical data, as well as evaluate the justification for governmental involvement, encompassing income protection for farmers, price support, and input subsidies. Ultimately, the program enhances students' analytical, research, and policy-assessment abilities, equipping them to devise evidence-driven methods for agricultural advancement, rural progress, and poverty alleviation.

Course Objectives

Agriculture and the rural economy remain central to Bangladesh's growth, employment, food security, and poverty reduction, making their study essential for economists. This course links agricultural theory with developing-country evidence, enabling graduate students to analyze farming systems, rural finance, land reform, marketing, and supply response, and to evaluate government intervention. Using empirical evidence, students will formulate sound strategies for agricultural growth, rural development, and poverty alleviation.

Course Learning Outcomes (CLOs)

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

CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO1	Explain the nature, scope, and interrelationship of agricultural and rural economics, and the features of traditional agriculture in developed and developing countries.	C2 (Understand)	PLO1, PLO2, PLO6, PLO7
CLO2	Evaluate the product, factor, and market contributions of agriculture to economic development and industrialization.	C5 (Evaluate)	PLO1, PLO2, PLO5, PLO6, PLO7
CLO3	Compare farming systems and tenurial arrangements, and analyze the effect of technical change on productivity.	C4 (Analyze)	PLO1, PLO2, PLO5, PLO6

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CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO4	Analyze agricultural credit sources, rural money markets, and investment in the rural economies of less developed countries.	C4 (Analyze)	PLO1, PLO2, PLO5, PLO6
CLO5	Critically assess the objectives, features, and implementation difficulties of land reform, including Khas land in Bangladesh.	C5 (Evaluate)	PLO2, PLO5, PLO6, PLO8
CLO6	Appraise agricultural marketing functions, market structures, market intelligence, and market imperfections in less developed countries.	C5 (Evaluate)	PLO1, PLO2, PLO5, PLO6
CLO7	Apply analytical and empirical tools to estimate and interpret agricultural supply response and commodity pricing.	C3 (Apply)	PLO1, PLO2, PLO3, PLO4, PLO5
CLO8	Formulate evidence-based policy proposals on price support, input subsidies, and farmers' income protection for rural development and poverty reduction.	C6 (Create)	PLO2, PLO4, PLO5, PLO6, PLO7, PLO8

Course Content Design

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
3	**Unit 1: Introduction** 1.1 Definition and nature of agricultural economics; need for a separate study. 1.2 Concept and importance of rural economics. 1.3 Interrelationship between agricultural economics and rural economics. 1.4 Agriculture in developing and developed countries.	Lecture, Discussion	Class test, Question and answer, Assignment	CLO1
4	**Unit 2: Structure and Characteristics of Traditional Agriculture** 2.1 Basic features of traditional agriculture. 2.2 Development in traditional agriculture. 2.3 Lessons from traditional agriculture.	Lecture, Case study	Class test, Question and answer, Assignment	CLO1
3	**Unit 3: Contribution of Agriculture to Economic Development** 3.1 Product contribution. 3.2 Factor contribution. 3.3 Market contribution and their relative importance.	Lecture, Discussion, Data analysis	Class test, Question and answer, Assignment	CLO2

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	3.4 Importance of agriculture for industrial development.			
2	**Unit 4: Types of Farming** 4.1 Farm structure; tenurial relationship. 4.2 Technical changes and productivity. 4.3 Commercial, cooperative, and collective farming. 4.4 Sharecropping. 4.5 Subsistence farming vs. capitalist farming.	Lecture, Case study, Group discussion	Class test, Question and answer, Assignment	CLO3
4	**Unit 5: Agricultural Finance** 5.1 Importance of agricultural credit. 5.2 Sources of agricultural credit: institutional and non-institutional. 5.3 Functions of rural money markets in the LDCs. 5.4 Investment in the rural economy.	Lecture, Case study	Class test, Question and answer, Assignment	CLO4
2	**Unit 6: Land Reform** 6.1 Definition and objectives of land reform. 6.2 Features of past and modern land reforms. 6.3 Difficulties of implementing land reform.	Lecture, Discussion, Case study	Class test, Question and answer, Assignment	CLO5
2	**Unit 7: Agricultural Marketing** 7.1 Role of agricultural marketing. 7.2 Marketing functions and market structure. 7.3 Market intelligence. 7.4 Imperfections of agricultural marketing in LDCs.	Lecture, Discussion, Field-based case study	Class test, Question and answer, Assignment	CLO6
4	**Unit 8: Agricultural Supply Response** 8.1 Pricing of agricultural commodities. 8.2 Concept of supply response. 8.3 Analysis of supply response. 8.4 Evidence of supply response in the LDCs.	Lecture, Practical (estimation using data)	Class test, Question and answer, Assignment	CLO7
4	**Unit 9: Role of Government** 9.1 Rationale for government intervention in agriculture. 9.2 Protection of farmers' income.	Lecture, Policy discussion, Presentation	Class test, Question and answer,	CLO8

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	9.3 Price support and input subsidy.		Assignment, Presentation	
28	**Total**			

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

Recommended Books

Colman, D., & Young, T. (1989). *Principles of agricultural economics: Markets and prices in less developed countries*. Cambridge University Press.

Ghatak, S., & Ingersent, K. (1984). *Agriculture and economic development*. Wheatsheaf Books.

Harriss, J. (Ed.). (1982). *Rural development: Theories of peasant economy and agrarian change*. Hutchinson University Library for Africa.

Hill, B., & Ingersent, K. (1977). *An economic analysis of agriculture*. Heinemann Educational Books.

Lele, U. (1975). *The design of rural development: Lessons from Africa*. Johns Hopkins University Press.

Mellor, J. W. (1966). *The economics of agricultural development*. Cornell University Press.

Southworth, V. R., & Johnston, B. F. (Eds.). (1967). *Agricultural development and economic growth*. Cornell University Press.

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Course Code: 8222253	**Marks:** 100	**Credits:** 4	**Class Hours:** 56 hrs.
Course Title: Economics of Development			

Course Description

This course aims to provide graduate Economics students with a comprehensive understanding of the theoretical foundations, socioeconomic dimensions, and policy implications of economic development, particularly in developing countries such as Bangladesh. Students will examine the nature and scope of development economics, distinguish economic growth from development, and explore traditional and contemporary development perspectives, including Amartya Sen's capability approach and Kuznets' characteristics of modern economic growth. They will analyze comparative development indicators, human development indices, and the structural characteristics of developed and developing economies. The course enables students to critically examine major theories and models of economic growth and development, including Rostow's stages of growth, the Harrod–Domar model, the Lewis and Fei–Ranis structural change models, neoclassical dependence theory, and the Solow growth model. Students will evaluate alternative development strategies, including the Big Push, balanced and unbalanced growth, the low-level equilibrium trap, export-led growth, and import-substitution industrialization. They will apply quantitative tools to measure poverty and inequality, investigate the relationships among population growth, human capital, urbanization, gender disparities, and development, and assess environmental challenges associated with economic progress. Furthermore, students will evaluate the Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), development planning, and the contributions of local governments and nongovernmental organizations (NGOs). Ultimately, the course strengthens students' analytical, quantitative, research, and policy-evaluation skills, enabling them to formulate evidence-based recommendations for inclusive and sustainable economic development.

Course Rationale and Objectives

Understanding economic development is essential for analyzing the structural, institutional, social, and environmental challenges confronting developing economies, particularly Bangladesh. This course integrates development theories with empirical evidence to explain differences in economic growth, human development, poverty, inequality, and structural transformation. It enables graduate students to critically analyze growth models and development strategies, apply quantitative measures to socioeconomic problems, and evaluate the effects of population dynamics, human capital formation, urbanization, and environmental change. Through comparative analysis and policy-oriented learning, students will assess development planning, institutional interventions, and international development initiatives, including the MDGs and SDGs. The course ultimately develops advanced analytical, research, and policy-formulation competencies necessary for promoting inclusive growth, poverty reduction, and sustainable economic development.

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Course Learning Outcomes (CLOs)

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

CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO1	Explain the fundamental concepts, dimensions, and core values of economic development, including traditional and contemporary development perspectives, and interpret comparative development indicators.	C2 (Understand)	PLO1, PLO2, PLO6, PLO7
CLO2	Critically analyze major economic growth and development theories, including stages of growth, structural change, neoclassical dependence, and neoclassical growth models.	C4 (Analyze)	PLO1, PLO2, PLO6
CLO3	Evaluate alternative economic growth and development strategies, including the Big Push, balanced and unbalanced growth, low-level equilibrium trap, export-led growth, and import-substitution industrialization.	C5 (Evaluate)	PLO1, PLO2, PLO5, PLO6
CLO4	Apply quantitative and analytical tools to measure and interpret poverty, income inequality, and their relationships with economic growth and development.	C3 (Apply)	PLO2, PLO3, PLO5
CLO5	Analyze the relationships among population growth, demographic transition, urbanization, human capital formation, gender disparities, and socioeconomic development.	C4 (Analyze)	PLO2, PLO5, PLO6
CLO6	Critically evaluate environmental degradation, climate change, and mitigation and adaptation strategies in relation to sustainable economic development.	C5 (Evaluate)	PLO5, PLO6, PLO8
CLO7	Formulate evidence-based policy recommendations for development planning, institutional interventions, and the achievement of sustainable development goals, with particular reference to Bangladesh.	C6 (Create)	PLO2, PLO4, PLO5, PLO6, PLO7, PLO8

Course Content Design

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
3	**Unit 1: Concepts of Development** 1.1 Nature, scope, and importance of Development Economics. 1.2 Economic growth versus economic development.	Lecture, Discussion, Case study	Class test, Question and answer, Assignment	CLO1

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	1.3 Traditional and contemporary economic views of development. 1.4 Amartya Sen's capability approach to development. 1.5 Kuznets' characteristics of modern economic growth. 1.6 Development and happiness; subjective well-being. 1.7 Core values of development: sustenance, self-esteem, and freedom.			
3	**Unit 2: Comparative Economic Development** 2.1 Basic indicators of economic development: income, growth, and socioeconomic indicators. 2.2 Human Development Index (HDI): concepts, components, and measurement. 2.3 Traditional and contemporary human development indices, including IHDI, GDI, GII, and MPI. 2.4 Characteristics and structural features of developing economies. 2.5 Differences between developed and developing countries. 2.6 Comparative development experiences of Bangladesh and selected developing economies.	Lecture, Discussion, Comparative data analysis	Class test, Question and answer, Assignment	CLO1
6	**Unit 3: Theories of Economic Growth and Development** 3.1 Rostow's stages of economic growth: assumptions, stages, and criticisms. 3.2 Harrod–Domar growth model: savings, investment, capital-output ratio, and growth. 3.3 Structural change models: concepts and significance. 3.4 Lewis dual-sector model: surplus labor and structural transformation. 3.5 Fei–Ranis model: agricultural surplus and labor transfer. 3.6 Neoclassical dependence model: theoretical foundations and criticisms.	Lecture, Model analysis, Diagrammatic explanation, Group discussion	Class test, Analytical questions, Assignment	CLO2

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	3.7 Solow neoclassical growth model: capital accumulation, technological progress, and steady-state growth. 3.8 Comparative analysis and applicability of growth and development theories in developing countries.			
3	**Unit 4: Growth Strategies** 4.1 Concepts and importance of economic growth strategies. 4.2 Big Push theory: indivisibilities, external economies, and coordinated investment. 4.3 Balanced growth strategy: concepts, arguments, and limitations. 4.4 Unbalanced growth strategy: strategic investment and linkage effects. 4.5 Comparative evaluation of balanced and unbalanced growth strategies. 4.6 Nelson's low-level equilibrium trap theory. 4.7 Export-led growth strategy: concepts, advantages, and limitations. 4.8 Import-substitution industrialization: rationale, instruments, and limitations. 4.9 Comparative assessment of growth strategies in Bangladesh and other developing economies.	Lecture, Discussion, Comparative analysis, Case study	Class test, Question and answer, Assignment	CLO3
4	**Unit 5: Poverty, Inequality, and Development** 5.1 Concepts and dimensions of poverty: absolute, relative, and multidimensional poverty. 5.2 Measurement of poverty: poverty line, headcount ratio, poverty gap, and squared poverty gap. 5.3 Concepts and measurement of income inequality. 5.4 Lorenz curve: construction and interpretation. 5.5 Gini coefficient: calculation, interpretation, and limitations. 5.6 Relationship between economic growth and inequality; Kuznets' inverted-U hypothesis.	Lecture, Numerical exercises, Data analysis, Case study	Class test, Numerical problems, Assignment	CLO4

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	5.7 Relationship between economic growth and poverty reduction. 5.8 Women and poverty: gender inequality, economic vulnerability, and social exclusion. 5.9 Poverty and inequality in Bangladesh: trends, challenges, and policy responses.			
4	**Unit 6: Population Growth and Economic Development** 6.1 Population growth and its implications for economic development. 6.2 Demographic transition theory: stages and characteristics. 6.3 Malthusian population model: assumptions, implications, and criticisms. 6.4 Urbanization and rural–urban migration: causes and socioeconomic consequences. 6.5 Investment in education and health: human capital approach. 6.6 Human capital formation, productivity, and economic growth. 6.7 Gender gaps and discrimination in education and health. 6.8 Population dynamics, urbanization, and human development challenges in Bangladesh.	Lecture, Discussion, Demographic data analysis, Case study	Class test, Question and answer, Assignment	CLO5
2	**Unit 7: Environment and Development** 7.1 Relationship between the global environment and economic development. 7.2 Environmental degradation, resource depletion, and economic sustainability. 7.3 Urban development and environmental problems: pollution, waste management, and infrastructure pressures. 7.4 Global warming and climate change: causes and socioeconomic consequences. 7.5 Climate change mitigation strategies: renewable energy, energy efficiency, and emission reduction. 7.6 Climate change adaptation strategies and their relevance to developing economies.	Lecture, Environmental case study, Policy discussion	Class test, Question and answer, Case-based assignment	CLO6

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	7.7 Environmental sustainability and climate-related development challenges in Bangladesh.			
3	**Unit 8: Applied Concepts of Development** 8.1 Millennium Development Goals (MDGs): objectives, achievements, and limitations. 8.2 Sustainable Development Goals (SDGs): objectives, targets, and implementation challenges. 8.3 Comparative assessment of MDGs and SDGs. 8.4 Development planning: concepts, objectives, and rationale. 8.5 Development roles of local government institutions. 8.6 Contributions of nongovernmental organizations (NGOs) to socioeconomic development. 8.7 Development planning and SDG implementation in Bangladesh. 8.8 Formulation of evidence-based policy recommendations for inclusive and sustainable development.	Lecture, Policy analysis, Case study, Group discussion, Presentation	Class test, Question and answer, Assignment, Policy presentation	CLO7

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

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Recommended Books

Meier, G. M., & Rauch, J. E. (Eds.). (2005). *Leading issues in economic development* (8th ed.). Oxford University Press.

Ray, D. (1998). *Development economics*. Princeton University Press.

Sen, A. (1999). *Development as freedom*. Alfred A. Knopf.

Todaro, M. P., & Smith, S. C. (2012). *Economic development* (11th ed.). Addison-Wesley.

United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. https://sdgs.un.org/2030agenda

United Nations Development Programme. (2024). *Human development report 2023/2024: Breaking the gridlock: Reimagining cooperation in a polarized world*. https://hdr.undp.org/content/human-development-report-2023-24

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Course Code: 8222255	**Marks:** 100	**Credits:** 4	**Class Hours:** 56 hrs.
Course Title: Mathematics-II			

Course Description

Mathematics-II is a 56-hour course worth four credits, aimed at enhancing students' mathematical reasoning and their capacity to carefully analyze economic issues. It presents fundamental quantitative methods employed in microeconomic and macroeconomic modeling, allowing students to convert real-world economic scenarios into mathematical representations, resolve them precisely, and analyze the ensuing economic consequences. The curriculum commences with the study of matrix and vector algebra, encompassing matrix operations, rank, determinants, inverse matrices, Jacobian determinants, and bordered Hessian determinants. Learners utilize these instruments for national income and market frameworks. It subsequently explores input-output analysis, including the Leontief technology matrix, Hawkins-Simon conditions, Samuelson's substitution theorem, and both open and closed, as well as decomposable and indecomposable input-output systems. The curriculum further enhances students' understanding of integration and its economic implications, encompassing investment and capital development, marginal and total functions, as well as consumer and producer surplus. Differential and difference equations are utilized to examine dynamic economic phenomena including price adjustment, equilibrium, stability, cobweb models, inventory models, and lagged-income assessment. The concluding segment emphasizes linear programming, encompassing problem formulation, feasible and basic solutions, slack variables, graphical and simplex techniques, duality, and the economic significance of the duality theorem. Students cultivate rational, scientific, and systematic methodologies for quantitative problem-solving through lectures, practical exercises, class assessments, Q&A sessions, and assignments. Upon finishing, they will possess the ability to choose and implement suitable mathematical methods to examine markets, consumer and corporate conduct, national income assessment, resource distribution, and many economic issues.

Course Objectives

Students learn to apply algebraic and calculus tools to solve microeconomic and macroeconomic problems, enhancing their quantitative reasoning and analytical skills, and build a foundation of logical, scientific, and organized thinking that allows students to approach real-world economic and societal dilemmas quantitatively.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO1	Apply matrix algebra, determinants (including Jacobian and Bordered Hessian), and matrix-based national income and market models to economic analysis.	C3 (Apply)	PLO1, PLO2, PLO3
CLO2	Analyze open and closed input-output models, utilizing technological matrices, structural conditions (Hawkins-Simon), and substitution principles.	C4 (Analyze)	PLO1, PLO2, PLO3, PLO6

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CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO3	Apply rules of integral calculus to solve quantitative economic problems.	C3 (Apply)	PLO2, PLO3
CLO4	Formulate and apply first-order differential equations and difference equations to dynamic economic systems.	C3 (Apply)	PLO2, PLO3
CLO5	Solve first-order linear differential equations and evaluate stability and equilibrium conditions across various economic scenarios.	C5 (Evaluate)	PLO1, PLO2, PLO3
CLO6	Apply the Simplex method to solve linear programming optimization problems and interpret their economic significance through duality theory.	C3 (Apply)	PLO1, PLO2, PLO3, PLO5

Course Content Design

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
5	**Unit 1: Matrix Algebra** 1.1 Notations and Definition: Operations of matrix algebra: addition, subtraction and multiplications. 1.2 Determinants, Non-singularity; Minors; Co-factors; Adjoint matrix; Inverse matrix; Properties of Inverse matrix. 1.3 Special Determinants: Jacobian, Hessian, and Bordered Hessian determinants. 1.4 Cramer's Rule. 1.5 Application of matrices in national income model and market model.	Lecture, Practical	Class test, Question and answer, Assignment	CLO 1
4	**Unit 2: Input-Output Model** 2.1 Main idea and assumptions of input-output model; Structure of I-O model. 2.2 Input coefficient matrix, Leontief or Technology matrix, Finding optimal level of output, Hawkins-Simon Conditions. 2.3 Open and closed input-output models.	Lecture, Practical	Class test, Question and answer, Assignment	CLO 2
5	**Unit 3: Integration** 3.1 Rules of integration: Integration by substitution and by parts. 3.2 Economic applications of integration: Marginal function to total function, investment and capital formation; Area under	Lecture, Practical	Class test, Question and answer, Assignment	CLO 3

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	the curve; Consumer's and producer's surplus.			
4	**Unit 4: Differential Equation** 4.1 First order and second order linear differential equations and solutions. 4.2 Homogeneous and non-homogeneous equations; Exact differential equations. 4.3 Convergence of equilibrium; Dynamics of market model. 4.4 Application of differential equation in economics.	Lecture, Practical	Class test, Question and answer, Assignment	CLO 4
5	**Unit 5: Difference Equation** 5.1 First order and second order linear difference equations and solutions. 5.2 Equilibrium in difference equations: Dynamic stability of equilibrium; Convergence to equilibrium and the nature of time path. 5.3 Application of difference equation in economics: Cobweb market model, Lagged income determination model.	Lecture, Practical	Class test, Question and answer, Assignment	CLO 5
5	**Unit 6: Linear Programming** 6.1 Components of linear programming, Formulating a linear programming problem. 6.2 Solutions of Linear Programming: feasible and basic solutions; Graphical and Simplex method. 6.3 Duality: Transformation from Primal to Dual, duality theorem. 6.4 Economic interpretation of the Dual.	Lecture, Practical	Class test, Question and answer, Assignment	CLO 6

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Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

Recommended Books

Bowen, E. K. and Pritchett, G. D. (1987). *Mathematics with Applications in Management and Economics*, Richard D. Irwin INC. Homewood, Illinois**,** USA

Chiang, A. C. and Wainwright, K. (2005). *Fundamental Methods of Mathematical Economics* (4th ed.) McGraw Hill, New York, USA

Dowling, E. T. (2012). *Schaum's outline of introduction to mathematical economics* (3rd ed.). McGraw-Hill Education.

Gujarati, D. N. (1995). Rudiments of matrix algebra. In *Basic econometrics* (3rd ed., Appendix B). McGraw-Hill.

Hoy, M., Livernois, J., McKenna, C., Rees, R. and Stengos, T (2011) *Mathematics for Economists*, 3rd Edition. The MIT Press. Massachusetts, USA

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Course Code: 8222257	**Marks:** 100	**Credits:** 4	**Class Hours:** 56 hrs.
Course Title: Statistics-II			

Course Description

Statistics-II is a four-credit, 56-hour course aimed at enhancing students' statistical thinking, quantitative analysis, and capacity to derive significant conclusions from data. It presents the fundamentals and uses of probability theory, probability distributions, sampling methods, statistical inference, hypothesis testing, analysis of variance, and time-series analysis. The curriculum commences with classical, empirical, and axiomatic methodologies in probability, encompassing random variables, probability functions, expected values, variance, covariance, conditional probability, and Bayes' theorem. Learners analyze significant probability distributions such as binomial, Poisson, uniform, normal, and exponential distributions, alongside the Central Limit Theorem. The curriculum subsequently examines sampling techniques, survey formulation, questionnaire development, sampling and non-sampling inaccuracies, sample size assessment, and sampling distributions. Learners cultivate inferential abilities via point and interval estimation, characteristics of estimators, maximum-likelihood estimation, least-squares estimation, and confidence intervals. They acquire the skills to construct and assess hypotheses, analyze Type I and Type II errors, and implement both parametric and non-parametric tests. The curriculum additionally covers one-way and two-way analysis of variance. The concluding segment analyses the elements and dynamics of time-series data, trend and seasonal assessment, and commercial forecasting. Students acquire the ability to choose suitable statistical techniques, execute precise computations, analyze results critically, and convey evidence-based conclusions through lectures, group discussions, assignments, class assessments, and practical data challenges. The program offers a robust quantitative basis for economics, business, public policy, data analysis, research, and further academic pursuits.

Course Objectives

This course will help the students to analyze data appropriately and interpret and draw conclusions from those analyses. The central objective of the undergraduate major in Statistics is to equip students with the requisite quantitative skills that they can employ and build on in flexible ways. Students are expected to learn concepts and tools for working with data and have experience in analyzing real data. The course will equip the students to understand the fundamentals of probability theory, statistical reasoning and inferential methods, statistical computing, statistical modeling and its limitations, and have skill in description, interpretation, and exploratory analysis of data by graphical and other means; graduates are also expected to learn to communicate effectively.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO1	Apply probability theory, fundamental laws, and probability functions to calculate event probabilities.	C3 (Apply)	PLO2, PLO3
CLO2	Examine the characteristics, properties, and applications of various probability distributions.	C4 (Analyze)	PLO2, PLO3

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CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO3	Design appropriate data collection strategies, including foundational sampling techniques and structured questionnaire design.	C6 (Create)	PLO2, PLO3, PLO4
CLO4	Analyze sampling distribution fundamentals and derive key parameters such as sample mean, standard deviation, and sample size.	C4 (Analyze)	PLO2, PLO3
CLO5	Evaluate estimation concepts alongside estimator properties, and compute Maximum Likelihood and Least Squares estimates.	C5 (Evaluate)	PLO2, PLO3
CLO6	Formulate null and alternative hypotheses, identify Type I and Type II errors, and execute hypothesis testing and inference for single and two-sample parameters.	C3 (Apply)	PLO2, PLO3
CLO7	Comprehend the foundational principles, power, and practical applications of diverse statistical testing frameworks.	C2 (Understand)	PLO2, PLO3
CLO8	Compute analysis of variance (ANOVA) using one-way and two-way classification models.	C3 (Apply)	PLO2, PLO3
CLO9	Analyze time series data by evaluating its components, characteristic movements, classifications, and computational methods.	C4 (Analyze)	PLO2, PLO3, PLO6

Course Content Design

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
4	**Unit 1: Probability** 1.1 Classical and empirical definitions of probability. 1.2 Event, Sample space, and simple problems of Probability. 1.3 Addition rule; Multiplication rule; Conditional probability. 1.4 Discrete and Continuous random variables. 1.5 Probability function and probability density function, Joint probability function. 1.6 Marginal and conditional distributions, Statistical independence. 1.7 Expected Value and Variance, and their Properties; Covariance.	Lecture	Class test, Question and answer	CLO 1

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
3	**Unit 2: Different Probability Distributions and Their Application** 2.1 Binomial, Poisson, and Normal Probability Distribution. 2.2 Central Limit Theorem.	Lecture	Class test, Question and answer	CLO 2
3	**Unit 3: Sampling Distribution and Its Application** 4.1 Types of sampling; Sampling error; Non-sampling error. 4.2 Population and Sampling Distributions. 4.3 Properties of Sampling Distribution. 4.4 Derivation of Sampling Distributions. 4.5 Sampling Distribution of Sample Mean. 4.6 Determining the Sample Size; Z-distribution and t-distribution.	Lecture	Class test, Question and answer	CLO 3, CLO 4
4	**Unit 4: Estimation** 5.1 Estimation: Point and interval estimations. 5.3 Properties of a good estimator. 5.4 Small Sample Properties, Asymptotic Properties. 5.6 Construction of confidence intervals.	Lecture	Class test, Question and answer	CLO 5
4	**Unit 6: Hypothesis Testing** 6.1 Null and Alternative Hypotheses. 6.2 Test Criterion: Type I and Type II Errors, One tailed and two tailed tests, Power of a Test. 6.4 Hypothesis Testing and Inference about a Single mean, Difference of two means 6.5 t and chi-square tests.	Lecture, Group Discussion	Class test, Question and answer, Assignment	CLO 6
3	**Unit 8: Analysis of Variance (ANOVA)** 8.1 Meaning, assumptions and computation of ANOVA. 8.2 One-way classification model and Two-way classification model; F test.	Lecture	Class test, Question and answer	CLO 7, CLO 8
3	**Unit 9: Time Series Analysis** 9.1 Role of Time Series Analysis. 9.2 Components of time-series. 9.3 Characteristic movement of time series, classification, estimation movement, trend of time series.	Lecture	Class test, Question and answer, Assignment	CLO 9

PROVISIONAL

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
4	**Unit 10: Two Variable Simple Linear Regression Model** 10.1 Correlation vs. Regression; Estimation technique (OLS). 10.2 Properties of OLS estimator. 10.3 BLUE. 10.4 Application of Regression.			

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

Recommended Books

Levin, R. I. and Rubin, D. (2019). *Statistics for Management*, Prentice Hall, New Jersey, USA

Lind, D. A., Marchal, W. G. and Wathen, S. (2011). *Statistical Techniques in Business and Economics*, McGraw Hill, New York, USA

Mann, P. S. (2006). *Introductory Statistics*. John Wiley and Sons, New Jersey, USA

Newbold, P. Carlson, W. L. and Thorne, B. M. (2013). *Statistics for Business and Economics*. 8th ed., Prentice Hall, New Jersey, USA

Spiegel, M. R. and Stephens, L.J. (2008). *Theory and Problems of Statistics*. 4th ed., Schaum's Outline Series, McGraw Hill, New York, USA

PROVISIONAL

Course Code: 8221969	**Marks:** 100	**Credits:** 4	**Class Hours:** 56 hrs.
Course Title: Fundamentals of Political Science			

Course Description

This course introduces the fundamental concepts, theories, and institutions of Political Science as a systematic field of social inquiry. It covers the discipline's nature and scope; core concepts such as power, authority, legitimacy, sovereignty, liberty, equality, justice, rights, and citizenship; theories of the state; major political ideologies; forms and institutions of government; political processes; and the political development of Bangladesh. The course is designed for allied-discipline students and aims to develop conceptual vocabulary, analytical skills, and civic literacy in accordance with the BNQF Level 7 descriptor.

Course Objectives

- To introduce learners to the nature, scope, historical evolution, and principal approaches of Political Science.
- To establish accurate command of core concepts of political analysis—power, authority, legitimacy, sovereignty, liberty, equality, justice, rights, and citizenship.
- To familiarize learners with competing theories of the state, major political ideologies, and principal forms and institutions of government.
- To develop the capacity to analyze political processes—parties, elections, interest groups, civil society, and social movements—with reference to Bangladesh and South Asia.
- To enable learners to evaluate competing explanations of democratization, authoritarian persistence, and democratic backsliding, and to communicate structured political arguments observing academic integrity.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO1	Explain the nature, scope, and historical evolution of Political Science and distinguish among traditional, behavioral, post-behavioral, institutional, and rational-choice approaches.	C4 (Analyze)	PLO2, PLO7
CLO2	Apply core concepts of political analysis—power, authority, legitimacy, sovereignty, liberty, equality, justice, rights, and citizenship—to describe and analyze concrete political situations accurately.	C3 (Apply)	PLO2
CLO3	Compare principal theories of the state and major forms of government, relating them to the constitutional and institutional architecture of Bangladesh.	C4 (Analyze)	PLO2, PLO6

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CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO4	Evaluate competing explanations of democratization, hybrid-regime persistence, and democratic backsliding in Bangladesh, defending a reasoned judgment using appropriate evidence, and communicate structured arguments in written or oral form observing academic integrity.	C5 (Evaluate)	PLO2, PLO5, PLO6, PLO7, PLO8

Course Content Design

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
5	**Unit 1: The Discipline and Core Concepts of Political Analysis** Meaning, nature, and scope of Political Science; politics as activity and discipline. Classical inheritance to modern discipline; is Political Science a science? Behavioral, post-behavioral, institutional, and rational-choice approaches. Power: decision-making, agenda-setting, third face; influence, force, coercion. Authority and Weberian typology (traditional, charismatic, legal-rational). Legitimacy and sources of political obligation; sovereignty (internal/external). Liberty (negative/positive), equality (opportunity/outcome), justice (Rawls). Rights, duties, and citizenship.	Interactive lecture; guided reading; concept mapping; structured classroom debate	Formative concept map evaluation; classroom debate peer review; mid-term quiz on core political concepts	CLO1, CLO2
6	**Unit 2: The State, Nation, and Political Ideologies** Definition and elements of the state; distinctions among state, nation, government, civil society. Theories of state origin: divine right, force, social contract, evolutionary. Theories of the state: liberal-pluralist, elite, Marxist, feminist, post-colonial. Nation, nationalism, and imagined communities (Anderson). Liberalism, conservatism, socialism, Marxism, social democracy. Nationalism (civic vs. ethnic), feminism, environmentalism, populism. Ideological landscape of Bangladeshi party politics.	Lecture; small-group case analysis; ideology-placement exercise; manifesto comparison	Group case study report on ideology analysis; written manifesto comparison assignment	CLO2, CLO3

PROVISIONAL

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
5	**Unit 3: Constitution, Forms, and Institutions of Government** Constitution and constitutionalism; classification of constitutions. Rule of law; separation of powers and checks & balances. Unitary vs. federal; parliamentary, presidential, and semi-presidential forms. Legislature (functions, composition, committees); executive (cabinet, PM). Judiciary (independence, judicial review); bureaucracy and local government. Constitution of Bangladesh: fundamental principles, rights, amendment trajectory.	Lecture; constitutional article reading; institutional mapping of Bangladesh	Institutional mapping exercise submission; short-answer analytical test on constitutional amendments	CLO3
6	**Unit 4: Political Processes and Participation** Political culture (Almond & Verba); political socialization and agents. Public opinion and mass media; political participation vs. non-participation. Political parties: origins, typologies, functions, organization, institutionalization. Party systems (Duverger, Sartori); pressure/interest groups. Elections and electoral systems (plurality, PR, mixed); electoral integrity. Civil society, NGOs, social movements; student politics and youth mobilization in Bangladesh.	Lecture; short field-observation task; electoral simulation; group discussion	Field-observation reflective report; group presentation on electoral systems and youth mobilization	CLO3, CLO4
6	**Unit 5: Democracy, Political Change, and Bangladesh in the World** Models of democracy: direct, representative, liberal, deliberative, participatory. Authoritarianism and totalitarianism (Linz); military rule and civil-military relations. Hybrid regimes and competitive authoritarianism; democratic backsliding. Democratization: waves, transition, consolidation, breakdown. Bangladesh trajectory 1971 to present (including July–August 2024 uprising). Bangladesh foreign policy: constitutional mandate, relations with India, China, US, climate diplomacy.	Seminar; student presentations; evidence-based argument workshop; synthesis review	Term paper/policy brief on democratization/ foreign policy; seminar presentation defense; end-of-term examination	CLO4

PROVISIONAL

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

Recommended Books

Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism* (Rev. ed.). Verso. (Original work published 1983)

Hague, R., Harrop, M., & McCormick, J. (2019). *Comparative government and politics: An introduction* (11th ed.). Red Globe Press.

Heywood, A. (2019). *Politics* (5th ed.). Red Globe Press.

Lasswell, H. D. (1936). *Politics: Who gets what, when, how*. McGraw-Hill.

Levitsky, S., & Ziblatt, D. (2018). *How democracies die*. Crown.

Migdal, J. S. (1988). *Strong societies and weak states: State-society relations and state capabilities in the Third World*. Princeton University Press.

Rawls, J. (1971). *A theory of justice*. Harvard University Press.

Riaz, A. (2016). *Bangladesh: A political history since independence*. I.B. Tauris.

Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2017). *Political science: An introduction* (14th ed.). Pearson.

Weber, M. (1946). *Politics as a vocation*. In H. H. Gerth & C. W. Mills (Eds. & Trans.), *From Max Weber: Essays in sociology* (pp. 77–128). Oxford University Press.

PROVISIONAL

Course Code: 8222059	**Marks:** 100	**Credits:** 4	**Class Hours:** 56 hrs.
Course Title: Sociology of Bangladesh		**Course Type:** Allied	**Exam Hours:** 4

Course Description

Sociology of Bangladesh offers a comprehensive exploration of the structural foundations, cultural diversity, and dynamic transformations of Bangladeshi society. Designed to bridge academic theory with everyday reality, the course examines how ecological factors, colonial legacies, and the 1971 Liberation War have shaped the nation's social institutions. Students will critically analyze rural and urban class structures, changing family dynamics, economic shifts driven by the RMG sector and remittances, and the rich tapestry of ethnic coexistence. Through the lens of foundational sociological theories, the curriculum addresses contemporary challenges—including gender inequality, poverty, and climate change vulnerability—empowering students to collaborate effectively and relate sociological insights to national development and real-world issues.

Course Objectives

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

- Develop an understanding of the major features, concepts, and characteristics of Bangladeshi society, including its social, cultural, economic, and political conditions.
- Explain the historical development of Bangladesh society, including the impacts of ecological factors, colonial experiences, the Language Movement, and the Liberation War.
- Understand the structure and functions of major social institutions, including family, culture, education, economy, politics, and governance systems in Bangladesh.
- Analyze contemporary social issues of Bangladesh, including inequality, poverty, gender issues, migration, urbanization, and climate change vulnerability from a sociological perspective.
- Apply basic sociological concepts and theories to understand social problems and social transformation processes in Bangladeshi society.
- Develop awareness of cultural diversity, ethnic coexistence, and changing patterns of identity within Bangladesh.
- Relate sociological knowledge to everyday life, national development, and real-world social challenges.
- Develop collaborative learning skills through discussion, case studies, presentations, and analysis of social issues in Bangladesh.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO1	Appreciate the importance of cultural diversity and ethnic coexistence in Bangladesh.	A3 (Valuing) / C2 (Understand)	PLO3, PLO5, PLO9
CLO2	Analyze several changing social issues of Bangladesh from a sociological perspective.	Analyze (C4)	PLO3, PLO5, PLO6
CLO3	Explain the basic concepts, institutions, and characteristics of Bangladeshi society.	C2 (Understand)	PLO1, PLO4, PLO5

PROVISIONAL

CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO4	Apply fundamental sociological theories to understand social problems in Bangladesh.	C3 (Apply) / C4 (Analyze)	PLO3, PLO5, PLO6, PLO10
CLO5	Illustrate the historical evolution, social background, family system, economy, and political system of Bangladesh.	C2 (Understand) / C4 (Analyze)	PLO4, PLO5, PLO8
CLO6	Collaborate with peers to apply sociological ideas effectively to Bangladeshi society.	C3 (Apply) / A2 (Responding)	PLO8, PLO9, PLO10

Course Content Design

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
1–3	**Chapter 1: Sociological Background and Historical Context** • The physical and environmental factors shaping village society • Impact of British Colonialism, the internal colonialism of the Pakistan era, the Language Movement, and the Liberation War	Interactive Lectures, Historical Timeline Mapping, Group Discussions	Class Test, Practical Exercise, Short Assignment	CLO3, CLO5
4–6	**Chapter 2: Population Dynamics and Ethnicity** • Population composition including age-sex ratios, marital status, literacy rates, and labor force distribution • Patterns of fertility, mortality, migration, and national population control policies • Cultural profile and societal roles of different ethnic groups in Bangladesh	Demographic Data Analysis, Case Studies on Migration, Documentary Screening	Data Analysis Report, Case Study Evaluation, Quiz	CLO1, CLO3
7–10	**Chapter 3: Socialization, Family, Culture, and Identity** • Evolution and changing structures of marriage, divorce, family configurations, and kinship ties • Nature of socialization, religious beliefs, rituals, language groups, and local cultural patterns • Dilemmas of cultural identity, modernization, globalization of culture, and cultural dependency	Reflective Essays, Small Group Debates, Peer-to-Peer Dialogue	Reflective Essay, Debate Evaluation, Class Test	CLO1, CLO3, CLO5, CLO6
11–13	**Chapter 4: Macroeconomic Structure and Industrialization** • Overview of farm and non-farm economic activities and the	Lecture-Discussion, Economic Report	Concept Mapping Task, Economic	CLO3, CLO5

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Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
	complexities of agrarian transformation • Industrial growth patterns, the expansion of the working class/underclass, and the role of the informal economy • Global workforce migration and its role in fostering a remittance-reliant economy	Reviews, Concept Mapping	Report Review, Quiz	
14–17	**Chapter 5: Rural Society and Urbanization** • Land tenure mechanisms and rural class stratifications • Power Dynamics: Traditional rural community systems, conflict resolution bodies, and social hierarchies (Samaj, Salish, and Patron-Client networks) • Dynamics and challenges surrounding rural-to-urban domestic migration	Role-Playing (*Salish* system), Guest Speaker Lectures, Problem-Based Learning	Role-Playing Performance, Problem-Based Assessment, Class Test	CLO2, CLO3, CLO6
18–20	**Chapter 6: Social Inequality, Class Structure, and Poverty** • Dimensions of systemic social, income, gender, ethnic, and status inequalities • Middle Class & Poverty: The growth, socio-economic nature, and traits of the emerging middle class alongside historical and current poverty trends	Critical Literature Review, Comparative Analysis, Student Presentations	Literature Review Critique, Student Presentations, Written Assignment	CLO2, CLO4
21–23	**Chapter 7: Politics, State, and Governance** • Structural nature of the state, civil bureaucracy, and political partie • Prevailing political culture, institutional governance issues, and the structural setup of local government bodies	Seminar Presentations, Case Studies on Governance, Group Brainstorming	Case Study Report, Seminar Presentation, Quiz	CLO2, CLO3, CLO5
24–28	**Chapter 8: Crime, Education, and Social Control** • Prevailing patterns of crime, penal frameworks, correctional philosophies, policing styles, and	Panel Discussions Policy Critique Workshops,	Policy Critique Workshop, Collaborative Project Report, Final	CLO2, CLO4, CLO6

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Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
	civil society's role in crime prevention • Primary, secondary, and higher education systems; institutional expansion, enrollment/dropout patterns, and curriculum updates • Class variations in education access, social mobility channels, educational policies, systemic barriers, and comprehensive course synthesis	Collaborative Projects	Course Assessment	

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

Recommended Books

Chowdhury, A. (1982). *Agrarian social relations and rural development in Bangladesh*. Oxford & IBH Publishing.

Chowdhury, A. M., & Alam, F. (Eds.). (2002). *Bangladesh at the threshold of the twenty-first century*. Asiatic Society of Bangladesh.

Karim, A. K. N. (1980). *The dynamics of Bangladesh society*. Vikas Publishing House.

Khan, A. A. (1996). *Discovery of Bangladesh*. University Press Limited.

Rahman, A. (1986). *Bangladesher krishi kathamo* [Agricultural structure of Bangladesh]. University Press Limited.

Siddiqui, K. (2000). *Jagatpur*. University Press Limited.

PROVISIONAL

Course Code: 8222165	**Marks:** 100	**Credits:** 4	**Class Hours:** 56 hrs.
Course Title: Bangladesh Society and Culture		**Course Type:** Allied	**Exam Hours:** 4

Course Description

This course provides a comprehensive sociological and anthropological analysis of Bangladesh society and culture. Students will explore the historical evolution, social structures, cultural patterns, and contemporary transformations of the country.

Course Objectives

- To provide students with a comprehensive understanding of the historical, social, and cultural evolution of Bangladesh from ancient Bengal to the post-independence era.
- To analyze the core social structures, institutions, and forms of stratification, including class, gender, caste, and power relations in rural and urban settings.
- To explore the pluralistic nature of Bangladeshi culture, covering religious traditions, secular celebrations, folk philosophies, and diverse artistic expressions.
- To examine the socio-economic challenges and cultural dynamics of ethnic minorities and marginalized communities within Bangladesh.
- To critically evaluate the impacts of globalization, urbanization, climate change, and economic transformations on contemporary Bangladeshi society.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO1	oTrace and explain the historical trajectories, turning points, and cultural shifts that shaped the national identity of Bangladesh.	C2 (Understand) / C4 (Analyze)	PLO2, PLO6
CLO2	Critically analyze structural inequalities, power dynamics, and institutional transitions within rural and urban families and communities.	C4 (Analyze)	PLO2, PLO6
CLO3	Demonstrate a nuanced understanding of cultural syncretism, literary heritages, and folk traditions unique to the Bengal delta.	C2 (Understand) / C4 (Analyze)	PLO6
CLO4	Assess the distinct socio-legal and economic vulnerabilities faced by indigenous peoples and marginalized groups in the country.	C4 (Analyze) / C5 (Evaluate)	PLO2, PLO5, PLO6, PLO8
CLO5	Evaluate how global vectors like the Readymade Garment (RMG) industry, international migration, and climate vulnerability drive social change in Bangladesh.	C5 (Evaluate)	PLO2, PLO5, PLO6

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Course Content Design

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
1–3	**Chapter 1: Historical Foundations and Emerging Identity** • Ancient roots: Bengal's early history and archaeological heritage. • Religious shifts: Expansion of Buddhism, Hinduism, Islam, and Christianity. • Colonial impact: British rule, permanent settlement, and social stratification. • Language movement: The 1952 struggle as a cultural turning point. • Independence: The 1971 Liberation War and birth of Bangladesh.	Interactive Lectures Historical Video Screenings Guided Group Discussions	Concept-based short quiz	CLO1
4–7	**Chapter 2: Social Structure and Stratification Class dynamics** • Agrarian structures, elite groups, and urban working class. • Caste system: Historical remnants and manifestation among Hindu communities. • Power relations: Patron-client politics in rural and urban settings. • Inequality: Income distribution, resource access, and social mobility gaps.	Problem-Based Learning (PBL), Case Studies on Power Dynamics, Sociological Concept Mapping	Written assignment on a selected archaeological site	CLO2
8–11	**Chapter 3: Rural and Urban Society** • Village life: The traditional Gram structure, Samaj, and local leadership. • Agrarian economy: Changing faces of farming, sharecropping, and land reforms. • Urbanization: Rapid growth of Dhaka, Chittagong, and secondary cities. • Slum dynamics: Migration, informal economies, and urban poverty challenges.	Comparative Group Analysis Documentary Analysis, Guest Speaker (Urban Planner/NGO)	Class test on the Language Movement and Bengali literature	CLO2

PROVISIONAL

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
12–14	**Chapter 4: Family, Kinship, and Marriage Family types** • Transition from joint families to nuclear households. • Kinship networks: Ghoti and Bangal identities, lineage, and social capital. • Marriage practices: Dowry systems, arranged vs. romantic marriages, and divorce trends. • Gender roles: Patriarchy, decision-making power, and changing family expectations.	Reflexive Dialogue Workshops Genogram (Family Tree) Exercises Think-Pair-Share Activities	Group presentation on a religious festival	CLO3
15–17	**Chapter 5: Religion, Festivals, and Rituals** • Religious pluralism: Syncretism, Sufism, and secularist principles in Bengal. • Major celebrations: Eid, Durga Puja, Christmas, and Buddha Purnima. • Secular festivals: Pohela Boishakh, Nabanna, and national memorial days. • Folk religion: Baul philosophy, local shrines (Mazars), and popular myths.	Field-Observation Presentation Textual Analysis of Baul Songs Group-led Cultural Panels	Written assignment on a selected handicraft tradition	CLO3
18–20	**Chapter 6: Cultural Expressions (Art, Literature, and Media)** • Literary giants: Legacies of Rabindranath Tagore, Kazi Nazrul Islam, and Zainul Abedin. • Folk culture: Lalon Geeti, Bhatiali, Jatra, and traditional embroidery (Nakshi Kantha). • Food culture: Rice, fish, Pitha festivals, and regional culinary variations. • Media landscape: Cinema, television dramas, and the rise of digital social media.	Multimedia Presentations Visual & Textual Artifact Analysis, Class Debate on Digital Media Impacts	Reflective assignment after a performance or recording review	CLO3
21–23	**Chapter 7: Ethnicity and Marginalized Communities** • Chittagong Hill Tracts: Chakma, Marma, Tripura, and other indigenous groups.	Case Study Reviews, Human	Thematic report on a local festival or social custom	CLO4

PROVISIONAL

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	• Plains tribes: Santal, Garo, Khasi, and Oraon communities. • Minority challenges: Land rights, cultural preservation, and state integration. • Other margins: The Bihari camp community and Hijra third-gender rights.	Rights Framework Analysis Guided Empathy Mapping		
24–26	**Chapter 8: Globalization and Contemporary Social Change** • RMG sector: Women's empowerment, labor rights, and economic transformation. • Remittance economy: Impact of Middle East and Western migration on rural life. • Climate vulnerability: Social displacement, river erosion, and adaptation strategies. • Youth culture: Tech adoption, consumerism, and shifting traditional values.	Research Paper Workshops Policy Brief Drafting Simulation Socratic Seminars	Term paper on cultural change and globalization	CLO4
27–28	Revision, Doubt-clearing Session, and Preparation for the Final Examination	Comprehensive review lecture and open discussion	Comprehensive review test covering all chapters	All CLOs

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12. • 10 marks per question (8 × 10 = 80 marks). • Each question may contain a maximum of 3 sub-sections (e.g., a, b, c).	80%

PROVISIONAL

Recommended Books

Ahmed, I. (Ed.). (2013). *Cultural characteristics and culture: Essays in honour of Professor Emeritus Anisuzzaman*. University Press Limited.

Chowdhury, A. M., & Alam, F. (Eds.). (2016). *Bangladesh: History, politics, economy, society*. University Press Limited.

Jansen, E. G. (1987). *Rural Bangladesh: Competition for scarce resources*. University Press Limited.

Kabeer, N. (2000). *The power to choose: Bangladeshi women and labour market decisions in London and Dhaka*. Verso.

Karim, A. K. N. (1980). *The dynamics of Bangladesh society*. Vikas Publishing House.

Lewis, D. (2011). *Bangladesh: Politics, economy and civil society*. Cambridge University Press.

Siddiqui, K., Ahmed, J., Siddiqui, K. F., Shafi, S. A., Islam, M. S., & Asaduzzaman, M. (2010). *Social formation in Dhaka City: A study in third world urban sociology*. University Press Limited.

van Schendel, W. (2020). *A history of Bangladesh* (2nd ed.). Cambridge University Press.

PROVISIONAL

Guidelines of Viva-voce

Course Code: 8222266	**Marks:** 50	**Credits:** 2
Course Title: Viva-voce (Economics)		
Paper Orientation: Practical		**Program:** B.S.S. (Honours) 2nd Year

Course Description

The Viva-voce is a comprehensive oral examination designed to evaluate students' overall academic achievement, subject knowledge, communication skills, critical thinking ability, and professional competence acquired during the Second Year Economics program. Conducted after the completion of written examinations, this course provides students with an opportunity to demonstrate their understanding of core areas covered during the year, including agricultural and rural economics, development economics, mathematical methods, statistical analysis, political science, and sociology of Bangladesh.

The examination also assesses students' ability to explain economic and social concepts clearly, apply quantitative and analytical methods in practical contexts, analyze academic questions critically, and demonstrate ethical values, confidence, and readiness for higher studies and professional life.

Course Objectives

The objectives of the course are to:

- Evaluate students' knowledge of major areas of Economics and allied subjects through oral examination.
- Assess students' understanding of agricultural systems, development theories, mathematical models, statistical inference, political structures, and socioeconomic dynamics of Bangladesh.
- Develop students' communication skills, confidence, and ability to present economic and social concepts effectively.
- Evaluate students' analytical thinking and ability to relate economic theories to contemporary social and policy issues.
- Assess students' professional attitude, ethical values, and problem-solving ability.
- Prepare students for higher education, research, professional interviews, and career development related to Economics and social sciences.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO1	Demonstrate comprehensive knowledge of fundamental concepts, principles, and quantitative tools in Economics and allied disciplines.	C2 (Understand) / C3 (Apply)	PLO1, PLO2, PLO3
CLO2	Explain and analyze major themes related to agricultural economics, development models, mathematical techniques, and statistical evaluation.	C2 (Understand) / C4 (Analyze)	PLO1, PLO2, PLO3, PLO6

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CLO	Course Learning Outcome Statement	Bloom's Level	PLO Mapping
CLO3	Communicate economic ideas and empirical findings clearly and confidently through effective oral presentation.	C3 (Apply) / C4 (Analyze)	PLO7
CLO4	Analyze contemporary economic and social issues using quantitative reasoning, ethical values, and academic approaches.	C4 (Analyze) / C5 (Evaluate)	PLO2, PLO5, PLO6
CLO5	Demonstrate critical thinking, professional ethics, leadership qualities, and decision-making skills.	C3 (Apply) / C5 (Evaluate)	PLO7, PLO8
CLO6	Show readiness for higher studies, research, professional development, and lifelong learning in economic analysis and related fields.	C3 (Apply) / C6 (Create)	PLO4, PLO6, PLO8

Teaching System

The course is conducted through an interactive and student-centered approach. Teaching and learning activities include orientation sessions, revision of core Economics topics (such as agricultural economics, development economics, mathematics, and statistics), guided discussions, question-and-answer sessions, mock viva examinations, individual consultations, self-directed learning, and review of important concepts from second-year courses.

Students are encouraged to develop effective communication skills, critical thinking ability, analytical skills, and confidence for successful performance in the viva-voce examination.

Assessment Strategy

Students will be assessed through a comprehensive viva-voce examination conducted by the designated Examination Committee after completion of written examinations.

The assessment will evaluate students' understanding of second-year Economics coursework, ability to explain and apply economic knowledge, analytical and critical thinking skills, oral communication ability, professional attitude, confidence, and responsiveness to questions.

The final grade will be awarded based on the overall performance demonstrated during the viva-voce examination.

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