Institute of Bangladesh Studies
MPhil/ PhD Programme

COURSE CURRICULUM

Submitted to the
Institute Quality Assurance Cell (IQAC)
University of Rajshahi

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Institute of Bangladesh Studies
University of Rajshahi

Contents

Institute of Bangladesh Studies
University of Rajshahi

Courses			Credit Points	Number of Classes and Hours			
				Number of classes	Class Contact Hours	Class Preparatory Hours	Total Combined hours
A. Bangladesh History							
Core (compulsory)	611	Ancient and Medieval History of Bengal	4	20	30	10	40
	612	History of Modern Bengal	2	10	15	5	20
	613	Emergence of Bangladesh	2	10	15	5	20
		Sub Total	8	40	60	20	80
B. Life and Society of Bangladesh							
Core (compulsory)	621	Bangladesh Economy	2	10	15	5	20
	622	Bangladesh Politics	2	10	15	5	20
	623	Bangladesh Society and Development	2	10	15	5	20
	624	Cultural Philosophy of Bangladesh	2	10	15	5	20
Optional (any two courses)	625/A	Bangladesh Geography					
	625/B	Bangladesh Folklore					
	625/C	Bangladesh Law	2 X 2	10 X 2	15 X 2	5 X 2	40
	625/D	Business Fundamentals					
	625/E	Anthropology					
	625/F	Psychology					
		Sub Total	12	60	90	30	120
C. Research Methods and skills							
Core (compulsory)	631	Research Fundamentals and Design	4	20	30	10	40
	632	Research Frame and Methodology Scale	3	15	22.5	7.5	30
	633	Research Writing and Style	4	20	30	10	40
	634	Quantitative Research Methods	3	15	22.5	7.5	30
	635	Statistical Computing	3	15	22.5	7.5	30
	636	Field Research	2	10	15	5	20
	637	Language Development Skills: Bangla	3	15	22.5	7.5	30
	638	Language Development Skills: English	3	15	22.5	7.5	30
		Sub Total	25	125	187.5	62.5	250
		TOTAL	45	225	337.5	112.5	450

Institute of Bangladesh Studies
University of Rajshahi

Course Outline

Course Code: 611
Course Title: Ancient and Medieval History of Bengal
Course Teacher: Professor Mohammad Najimul Hoque, Professor, Institute of Bangladesh Studies

Course credit: 4
Prerequisite: None
Course Hours: 20

Course Description:
History is the reading of the past – particularly, the people, societies, events and problems of the past – and our attempts to understand them. It gives us a sense of identity by interpreting where we have come from and who we are. The history of Ancient & Medieval Bengal is associated with the history of the greater Indian subcontinent and the adjacent regions of South Asia and Southeast Asia. So this course will educate the fellows with the main features of Bengal history from the perspective of broader Indian culture, politics, society, economy and religion. Students are desired to concentrate on pre-Gupta, Pala and Sena in the ancient period and Khilji, Ilyas Shahi, Habshi and Mughal dynasty in particular.

Intended Learning Objectives (ILOs):
    1. To point out the significant aspects of the establishment of rule in Ancient and Medieval Bengal;
    2. To identify the dynasty-wise political rule in Ancient and Medieval period;
    3. To be informed of the socio-cultural and economic changes that shaped the peoples' condition and thinking during the time mentioned.

Course Learning Outcome (CLO):
    1. To be familiar with the backdrop and inception of Ancient period in Bengal;
     2. To know the administrative pattern and nature of the Ancient and medieval rulers in Bengal;
- To correlate and synthesize the political power and their effects on socio-cultural and economic life of the general people.
- To identify the nature of religious harmony among the different segments of people.

Learning Outcome	Course content	Teaching-learning strategy	Assessment Strategy
1	Sources of Ancient & Medieval Bengal History. Physical Geography and People	Lecture Exercise	Attendance(10), Class participation & presentation (30), Term paper or Written Examination(60)
1	Early History: Pre-Gupta Period, Spread of Aryan culture	Participatory lecture & open discussion	
3	Gupta: Rule, regional rulers, Shashanka	Participatory lecture & open discussion	
3	Palas: Rise, imperialism, setback, regional dynasties	Participatory lecture & open discussion	
3	Senas: Rise, consolidation, setback, demise.	Participatory lecture & open discussion	
2	Administration system of Ancient period	Participatory lecture & open discussion	
3	Society, Religious and Economy of Ancient period	Participatory lecture & open discussion	
2	Muslim conquest of Bengal and the Khilji	Participatory lecture &

	administration	open discussion
2	Bengal under the Mamluks-The Balaban dynasty	Participatory lecture & open discussion
2,3	Foundation of the Independent Sultanate in the Eastern Bengal-The Rise of Ilyas Shahi dynasty	Participatory lecture & open discussion
3	The House of Raja Ganesh- Restoration of the Ilyas Shahi dynasty	Participatory lecture & open discussion
3	The Habshi rule - The Hussain Shahi dynasty of Bengal	Participatory lecture & open discussion
3	Afghan occupies Bengal and the end of Bengal Sultanate - Imperial Afghan rule in Bengal	Participatory lecture & open discussion
3	The Mughal conquest of Bengal- Man Singh Kachhwa, Viceroy- The Bara Bhuiyans	Participatory lecture & open discussion
3	State of Bengal under Akbar	Participatory lecture & open discussion
3	State of Bengal under Empire Jahangir & Shajahan	Participatory lecture & open discussion
3	Bengal under Subahdar Mir Jumla & Shaista Khan	Participatory lecture & open discussion
3	Bengal under the Nawabs-Murshed Kuli Khan and Ali Vardi Khan.	Participatory lecture & open discussion
3,4	Nawab Siraj-ud-Dowlah- The Battle of Plassy and its aftermath	Participatory lecture & open discussion

Suggested Reading Lists:

Ali, A.K.M. Yaqub (1998) *Aspects of Society and Culture of the Varendra (1200-1576),* Rajshahi: Sazzadur Rahim.

Ali, Mohammad Mohar(1986) *History of the Muslims of Bengal,* Vol.1A & Vol.1B, Dhaka: Islamic Foundation.

Chaudhury, T. K. Ray (1968) *Bengal Under Akbar & Jahangir*, Delhi.

Chowdhury, Abdul Momin (1967) *Dynastic History of Bengal,* 750-1200 A.D., Dhaka: Asiatic Society of Pakistan.

Chowdhury, Abdul Momoin & Ranabir Chakravarti eds (2019) *History of Bangladesh Early Bengal in Regional Perspectives* (up to c 1200 CE), vo. 1 & 2, Dhaka: Asiatic Society of Bangladesh.

Enamul, H.(1975) *A History of Sufism in Bengal*, Dhaka.

Eaton, Richard M. (1997) *The rise of Islam and the Bengal frontier, 1204-1760*, Delhi: Oxford University Press.

Fazl, Abul(1912) *Akbarnama*, Eng. tr. by A. S. Beveridge, Cacutta: Asiatic Society of Bengal.

Fazl, Abul (1873) *Ain–i–Akbari*, Eng. tr. H. Blochmann, Vol.1,11 & 111, by H.S.Jarret, Calcutta: Asiatic Society of Bengal.

G. Srinivasachari (1965) *Advanced history of India*, New Delhi: Allied publishers Pvt. Ltd.

Husain, Shahanara (2011) *History of Ancient Bengal*, Rajshahi: IBS.

----------------------- (1968) *Everyday Life in the Pala Empire*, Dhaka: Asiatic society of Pakistan.

-----------------------(1968) *The Social life of women in early medieval Bengal*, Dhaka: Asiatic

Karim, Abdul (1959) *Social History of the Muslims in Bengal (Down to 1538),* Dacca : The Asiatic Society of Bengal.

Karim, Abdul (1959) *Corpus of the Muslim Coins of Bangal.* Dacca: The Asiatic Society of Bengal.

Karim, Abdul (1963) *Murshid Kuli Khan & His Times*, Dhaka: Asiatic society of Bangladesh.

Karim, Abdul (1992 & 1995) *History of Bengal: Mughal Period,* Vol I & I1 Rajshahi: IBS, Rajshahi university.

Kamaruddin A (1970) *A Social History of Bengal* (3rd edition), Dacca: Progati Publishers.

Monahan, F.J. (1925) *The Early History of Bengal*, London: Oxford University press.

Mahmood, A.B.M. (1970) *The Revenue Administration of North Bengal*, Dacca.

Majumder, R.C (1974) *History of Bengal* (Ancient period), Kolkata: G. Bhardulaj.

Majumder, R.C (ed) (1943) *History of Bengal,* Vol. I, Dhaka: University of Dhaka.

R.C. Majumder, & other (1976) *Advanced History of India*, India: Macmillan & Co..

Rahim, M.A. (1963&1967) *Social and Cultural History of Bengal*, Vols, I & II, Karachi: Pakistan Publishing House

Salahuddin, A.F. (1965) *Social Ideas and Social Changes in Bengal, 1818-1835*, Leidin: E.J.brill.

Sarkar, J. N ed. (2006) *History of Bengal*, Vol.11, Dhaka: University of Dhaka.

Sinha, N.K. (1961) *Economic History of Bengal From Plassey to the Permanent Settlement*, Vol.I, Calcutta.

Smith, V. A. (1961) *Oxford history of India,* 3rd edition, India: Oxford University Press.

Sayeed, Abdus (2009) *History of the Afghan rule in Bengal*, Chittagong: Chittagong University.

Sur, A. k (1963) *History and Culture of Bengal*, Calcutta.

Tarafdar, M.R. (1965) *Husain Shahi Bengal*, Dhaka: Asiatic Society of Bengal.

ইসলাম, এস.এম রফিকুল(২০০১) *প্রাচীন বাংলার সামাজিক ইতিহাস: সেনযুগ*, ঢাকা: বাংলা একাডেমি।

ইসলাম, কাবেদুল (২০০১) *বাংলাদেশের ভূমিরাজস্ব ব্যবস্থা*, ১ম, ২য় ও ৩য় খণ্ড, ঢাকা: মাওলা ব্রাদার্স।

করিম, আবদুল (১৯৯৩) *বাংলার মুসলমানদের সামাজিক ইতিহাস (১৫৫৮ পর্যন্ত)*, ঢাকা: বাংলা একাডেমি।

করিম, আবদুল (১৯৯৯) *বাংলার ইতিহাস- সুলতানী আমল*, ঢাকা: জাতীয় গ্রন্থ প্রকাশনী।

করিম, আবদুল (১৯৯২) *বাংলার ইতিহাস: মোগল আমল*, ১ম খণ্ড, রাজশাহী: আইবিএস।

মজুমদার,রমেশচন্দ্র সম্পা.(২০০৫) *বাংলাদেশের ইতিহাস-মধ্যযুগ*, কলিকাতা: জেনারেল প্রিন্টার্স এন্ড পাবলিশার্স প্রা: লি.।

মজুমদার, রমেশচন্দ্র (১৯৯৮) *বাংলাদেশের ইতিহাস*, ১ম খণ্ড, কলকাতা: জেনারেল প্রিন্টার্স এন্ড পাবলিশার্স।

মিনহাজ-ই-সিরাজ (১৯৮৩) *তবকাত-ই-নাসিরী*, আ.কা.যাকারিয়া অনু.ও সম্পা. ঢাকা: বাংলা একাডেমি।

মৈত্রেয়, অক্ষয়কুমার (২০১২) *সিরাজদ্দৌলা*, ঢাকা: দিব্য প্রকাশ, ।

রহিম,এম.এ (১৯৮২) *বাংলার সামাজিক ও সাংস্কৃতিক ইতিহাস*, ২য় খণ্ড, মোহাম্মদ আসাদুজ্জামান ও ফজলে রাব্বি অনুদিত, ঢাকা: বাংলা একাডেমি।

রহিম, এম.এ. এবং অন্যান্য (১৯৮৭) *বাংলাদেশের ইতিহাস*, ঢাকা: নওরোজ কিতাবিস্তান।

রহমান, মোঃ হাবিবুর (২০০৩) *সুবা বাংলার ভূ-অভিজাততত্ত্ব*, ঢাকা: বাংলা একাডেমি ।

রায়, নীহাররঞ্জন (১৪০৭) *বাঙালীর ইতিহাস:আদিপর্ব*, কলকাতা: দে'জ পাবলিশিং।

হোসেন, শাহানারা (২০১২) *প্রাচীন বাংলার ইতিহাস*, রাজশাহী: আইবিএস, ২০১২।

Institute of Bangladesh Studies
University of Rajshahi

Course Outline

Course Code: 612
Course Title: History of Modern Bengal
Course Teacher: Professor Mohammad Najimul Hoque, Professor, Institute of Bangladesh Studies

Course credit: 2
Prerequisite: None
Course Hours: 10

Course Description:
History provides a sense of backdrop for our lives and our survival. It helps us to realize the way things are and ways that we might move toward the future. The Battle of Plassy is a turning point in Bengal that shaped the fate of Bengal for the next 200 hundred years. It witnessed the domination of the Company and the British power in context of politics, society, economy, culture and religion. It also noticed many reform movements among the Hindus and Muslims to uphold the rights of the depressed people. Leaders from different segments raised their voice against the British rule but the two main nations, Hindus and Muslims became divided that shaped the fate of India forever. Students are required to concentrate on issues that enforced the leaders of India became segregated and make them enemy to each other. They also have to learn the process and phenomenon of partition of India as we bear the legacy till today.

Intended Learning Objectives (ILo):
1. To point out the significant aspects of the establishment of Company (English East India Company and subsequently British Imperial rule) rule in Bengal;
2. To identify the Company policy in Bengal that shacked the people of Bengal as well as India; and
3. To be informed about the reforms movements initiated by the people of Bengal;

Course Learning Outcome (CLO):
1. To be familiar with the backdrop and inception of Modern period in Bengal;
2. To be acquainted with different religious movements in Bengal those were initiated by both Muslims and Hindu leaders.
3. To identify the movements that were directed for the interest of the general people of Bengal.
4. To identify the reforms related acts and mitigation policy framed by the British power;
5. To map out the activities and role of political parties in Bengal that paved the way for partition of India as well as Bengal.

Learning Outcome	Course content	Teaching-learning strategy	Assessment Strategy
1	The Battle of Boxar & the subsequent development. Bengal under the English East India Company	Lecture Exercise	
1	The question of Dewani – Famine of 1770	Participatory lecture & open discussion	
1	The revenue policy and the Permanent Settlement	Participatory lecture & open discussion	
3	The Education Policy of the East India Company – Social Condition of the Muslims and Hindus	Participatory lecture & open discussion	Proposed (100) Attendance(10) Class participation &
3	Muslims Reforms movement– Faraidi	Participatory lecture	

	movement, Wahabi movement, Tarikaye Mohammadi movement.	& open discussion	presentation (30) Term paper or Written examination (60)	
3	Hindu reforms movement– Rammohan movement. Rising of the Fakirs and Sannyasis- Peasant uprising.	Participatory lecture & open discussion		
4	The Great uprising of 1857 and the role of the Muslims of Bengal– aftermath development	Participatory lecture & open discussion		
3	Nawab Abdul Latif Khan Bahadur – Syed Ameer Ali –The foundation of the Indian Muslim League and its activities from 1906 to 1947	Participatory lecture & open discussion		
4	The Partition of Bengal 1905 and its annulment, 1911	Participatory lecture & open discussion		
3	The Lucknow Pact, 1916 – The Khilafat movement and its consequences, The Non-Cooperation movement, 1920–22.	Participatory lecture & open discussion		
3	A. K. Fazlul Haque in Bengal Politics – the Hindu–Muslim cooperation and the Bengal Pact.	Participatory lecture & open discussion		
3,4	Government of India Act 1935, Election of 1937, First Haque Ministry, Lahore resolution	Participatory lecture & open discussion		
4	Nazimuddin ministry and famine of 1943, Election of 1946, Suhrawardy's ministry,	Participatory lecture & open discussion		
3,4	Cabinet Mission plan, Reaction of Congress and Muslim League,	Participatory lecture & open discussion		
4,5	Movement for united independent Bengal, Mountbatten plan and Partition of India,1947	Participatory lecture & open discussion		

Suggested Reading Lists:

Ahmed.A.F.S(1965) *Social Ideas and Social Changes in Bengal (1818-1935)*, Leiden: E. J. Brill.

Ali, M. Mohar (2003) *History of the Muslims of Bengal*, Vol. 1A & 1B, Dhaka: Islamic Foundation Bangladesh.

Charles Stewart (1905) *History of Bengal*, Calcutta.

Gopal, Ram (1963) *How the British Occupied Bengal*, London: Asia Pub. House.

Islam, Sirajul (ed.)(1995) *History of Bangladesh*, 3, Vols. Dhaka: Asiatic Society of Bangladesh

Mallick, A.R. (1977) *British Policy and the Muslims in Bengal (1757-1856)*, Dhaka: Bangla Academy.

Majumdar, R.C (1960) *Bengal in the Ninteenth Century*, Calcutta.

Majumdar, R.C(1957) *Sepoy Munity and the Indian Revolt of 1857*, Calcutta.

Muin-ud-Din, A.K (1965)*History of the Fara'idi Movement in Bengal (1818-1906)*, Karachi: Pakistan Historical Society.

Rahim, Abdur (2011) *The Muslim Society and Politics in Bengal A.D. 1757-1947*, Dhaka: University of Dhaka.

Sinha, N.K (1967) *The History of Bengal 1757-1947*, Calcutta: University of Calcutta.

Sinha, D.P (1964) *The Educational Policy of the East India Company in Bengal*, Calcutta: Punthi Pustak.

Sinha, N.K (1968) *Economic History of Bengal* (From Plassy to the Permanent Settlement) Vol.I, Culcutta: Farma K.L Mukhapaddaya.

Sinha, N.K (1967) *History of Bengal (1757-1905)*, Calcutta: Calcutta University.

আল-মাসুম , মো.আব্দুল্লাহ (২০০৭) *বাংলার মুসলিম সমাজে আধুনিক শিক্ষার অগ্রগতি (১৮৮৫-১৯২১)* , ঢাকা: বাংলা একাডেমি।

ইসলাম , সিরাজুল সম্পা (২০১১) *বাংলাদেশের ইতিহাস ১৭০৪-১৯৭১* , ৩ খণ্ড, ঢাকা: এশিয়াটিক সোসাইটি, ১৯৯৩।

ইসলাম , সিরাজুল (১৯৮৪) *বাংলার ইতিহাস : ঔপনিবেশিক শাসন কাঠামো* , ঢাকা: বাংলা একাডেমি।

করিম ,আবদুল (১৯৯৯) *বাংলার ইতিহাস-মুসলিম বিজয় থেকে সিপাহী বিপ্লব পর্যন্ত, (১২০০-১৮৫৭ খ্রি.),*

ঢাকা: জাতীয় গ্রন্থ প্রকাশ।

ফজল, আবুল (২০১৩) *বাংলাদেশের শাসনব্যবস্থা ও রাজনীতি*, ঢাকা: অনন্যা।

বাছির, আবদুল (২০১২) *বাংলার কৃষক বিদ্রোহ ও মধ্যবিত্তশ্রেণি*, ঢাকা: বাংলা একাডেমি।

মজুমদার, রমেশচন্দ্র (১৯৭৪) *বাংলাদেশের ইতিহাস (আধুনিক যুগ)*, কলিকাতা।

মৈত্রেয়, অক্ষয়কুমার (২০০৩) *সিরাজউদ্দৌলা*, ঢাকা: দিব্য প্রকাশ।

রহমান, মো. মাহবুবর (২০০৮) *বাংলাদেশের ইতিহাস*, ঢাকা: তাম্রলিপি।

রহিম, এম, এ (১৯৮৯)   *বাংলার মুসলমানদের ইতিহাস (১৭৫৭-১৯৪৭)*, ঢাকা: আহমদ পাবলিশিং হাউস।

রহিম, এম এ ও অন্যান্য (১৯৮৫) *বাংলাদেশের ইতিহাস*, ঢাকা: নওরোজ কিতাবিস্তান।

হারুন-অর-রশিদ (২০১৬) *বাংলাদেশের রাজনীতি সরকার ও শাসনতান্ত্রিক উন্নয়ন ১৭৫৭-২০০০*, ঢাকা: নিউ এজ পাবলিকেশন্স।

Institute of Bangladesh Studies
University of Rajshahi
Course Outline

Course Code: 613
Course Title: **Emergence of Bangladesh**
Course Teacher: *Professor Dr. Md. Mahbubar Rahman*,
Department of History, University of Rajshahi &
Adjunct Professor, IBS, RU
Course Credit: 2
Number of Classes: 10
Class Hours: 20

Course Description:
This course will provide an understanding about the historical roots of Bangladesh as an independent state and a modern society, and also will present a short account of works of Bangabundhu Sheikh Mujibur Rahman, architect of the independent Bangladesh and its 'Father of the Nation'. The course provides intimate understanding of the emergence of Bangladesh both from local and global historical perspective.

Intended Learning Objectives (ILOs) (Maximum of 5 ILOs):
This course will enable the IBS fellows to learn about
1. the complex events leading up to the independence of the country in 1971, including anti-colonial movements, the heroic actions of political and student leaders, and the valiant struggle of the Freedom Fighters during the liberation war in 1971.
2. the works of Bangabandhu Sheikh Mujibur Rahman, architect of the independent Bangladesh and its 'Father of the Nation
3. the Bangladesh liberation war and war damage in general and role of different stakeholders and interest groups

Course Learning Outcome (CLO) (Maximum of 3 CLO):
On the successful completion of this course, IBS fellows will be able to:
1. Understand events leading up to the independence of the country, including anti-colonial movements, the heroic actions of political and student leaders, and the valiant struggle of the Freedom Fighters during the liberation war in 1971.
2. Appreciate the works of Bangabandhu Sheikh Mujibur Rahman
3. Know the Bangladesh liberation war and war damage in general and role of different stakeholders and interest groups

Learning Outcomes	Course content	Teaching-learning strategy	Assessment Strategy
1, 2	Session-1 **The Pakistan Period (1947-1952)** Confrontation between Pakistan's two wings over issues like language, autonomy, economic policy, Language movement (1947-52) and its significance		Attendance (10%) In course Examination/ Tutorial/ Quiz/ Class Test (20%) Final Examinat
1,2	Session-2 **The Pakistan Period (1947-1958)** From Parliamentary democracy (1947-1958) to military dictatorship (1958-1962) Decline of Muslim League and emergence of Awami League The Provincial election of 1954..the East Pakistan govt. (1954-1958) Coup d'etat of 1958		

Learning Outcomes	Course content	Teaching-learning strategy	Assessment Strategy
			ion (70)
1, 2	Session-3: **Ayub Khan's dictatorship (1958-1969)** Rise of Pakistan's bureaucratic and military institution Students Movements against Ayub rule, 1962 Demanding autonomy by presenting six-point programme by Sheikh Mujibur Rahman of Awami League, 1966	Lecture/ Discussion	
2	Session-4: **The emergence of Sheikh Mujibur Rahman as a popular leader**		
1,2	Session-5: **Agartala conspiracy case and the mass upsurge** Agartala case and mass upsurge of 1969 The fall of Ayub Khan and new Martial Law rule of Yahya		
1.2	Session-6: **Pakistan's first general election for the national assembly in 1970 and its significance**		
1,2	Session-7: **Conspiracy and Movement** Conspiracy of Yahya Khan, Zulfikar Ali Bhutto and the Military bureaucratic elites not to give power to Sheikh Mujib Non-cooperation movement of March 1971 & 7 March speech of Bangabandhu Sheikh Mujibur Rahman		
1,2	Session-8: **Pakistan's armed forces wage war on the people of East Pakistan/Bangladesh** Pakistan army's genocide of March 25, 1971 Declaration of Independence of Bangladesh by Bangabandhu Shiekh Mujibur Rahman		
2, 3	Session-9: **The Bangladesh Liberation War: Responses and Roles** Full blown army attack on East Pakistan/ Bangladesh citizen and arrest of Bangabandhu The Bangladesh response Formation of government-in-exile (Mujibnagar Govt.) and proclamation of independence. Formation of muktibanhini (Freedom fighters) The Pakistan army created peace committees and Para military groups (Rajakar, Al-Shams, Al Badr), Miharis to counter the freedom Fighter. Role of Mujibnagar government. Role of Women political parties, students, teachers, peasants, professional groups, laborer, aboriginals, Bengalees working Army, Border guards (East Pakistan Rifles), police, Ansars (Para Militia) Role of media, Radio, Role of Bengalees living broad Diplomatic activities, and international involvement: Role of India, UK, USA, China, Soviet Union, Muslim communities, UNO		
2,3	Session-10: **The Bangladesh Liberation War** *Damages, and Victims* War victims (3 million innocent inhabitants and 0.6 million women and killing writers, professor, artists, doctors and other professional. War damage War refugees Victory day (16 December 1971): Surrender of 90,000 Pakistani war prisoners. Release of Bangabandhu Sheikh Mujibur Rahman (8 January 1972) and return home on 10 January and assumed the power		

Suggested Reading Lists/Essential Readings:

Ahmed Moudud, *Bangladesh: Era of Shekdh Mujibur Rahman*, Dhaka: University Press Ltd. 1990.

Ahmed, Moudud, *Bangladesh: Constitutional Quest for Autonomy*, Dhaka: University Press, Limited, 1991.

Bhaiyan, Md. Abdul Wadud, *Emergence of Bangladesh and Role of Awmai League*, Delhi: Vikas Publishing House, 1982.

Callard, Keith, *Pakistan: A Political Study*, London: Geogre Allen & Unwin and Karachi: Oxford University Press, 1957

Ghosh Shayamoli, *The Awami Leage 1949-1971*, Dhaka: Academic Publishers, 1990.

Hossain, Dr. Kamal, *Bangabandhu and Bangladesh*, London: Radical Asia Books, 1977.

Islam, Rafiqul, *A Tale of Millions*, Dacca: Bangladesh Book International. 1981.

Islam, Sirajul (ed.) *History of Bangladesh, 1704-1991, 8 vols.*, Dhaka: Asiatic Society of Bangladesh, 1997.

Jahan, Rounaq, *Bangladesh Politics: Problems and Issues*, Dhaka: UPL, 1987.

Jahan, Rounaq, *Pakistan: Failure in National Integration*, London: Columbia University Press, 1972.

Mamoon Muntasir (ed.) *Bangabandhupadia*, Dhaka: Ahishu Academy

Mamoon, Muntassir (ed.) *Father of the Nation: His Life and Achievements*

Muhit, A. M. A., *Bangladesh: Emergence of Nation*, Dacca: Bangladesh Books International Ltd., 1978.

Salik, Siddik, *Witness to Surrender*, Oxford: University Press Limited, 1978.

Sen, Rangalal, *Political Elites in Bangladesh*, Dhaka: University Press Limited, 1986.

Talukder Maniruzzamen, *Radical Politics and Emergence of Bangladesh*, Dacca:

Van Schendel, Williem, *History of Bangladesh*, Cambridge: Cambridge University Press, 2009.

আবু আল সাঈদ, *আওয়ামী লীগের শাসনকাল (১৯৫৬-৫৮ এবং ১৯৭১-৭৫)*, ঢাকা: আগামী প্রকাশনী, ১৯৯৫

আবুল মাল আব্দুল মুহিত, *বাংলাদেশ: জাতি রাষ্ট্রের উদ্ভব*, ঢাকা: সাহিত্য প্রকাশ, ২০০০

আসাদুজ্জামান আসাদ, *একাত্তরে গণহত্যা ও নারী নির্যাতন*, ঢাকা: সময় প্রকাশন, ১৯৯২

আনিসুজ্জামান, *আমার একাত্তর*, ঢাকা: সাহিত্য প্রকাশ, ১৯৯৭

আতিউর রহমান ও লেনিন আজাদ, *ভাষা আন্দোলন: অর্থনৈতিক পটভূমি*, ঢাকা: ইউপিএল, ১৯৯০

বদরুদ্দীন উমর, *পূর্ববঙ্গে ভাষা আন্দোলন ও তৎকালীন রাজনীতি*, ৩ খণ্ড ঢাকা: মাওলা ব্রাদার্স, ১৯৮৫

বশীর আল হেলাল, *ভাষা আন্দোলনের ইতিহাস*, ঢাকা: বাংলা একাডেমি, ১৯৮৫

মইদুল হাসান, *মূলধারা ৭১*, ঢাকা: ইউপিএল, ১৯৮৬

এইচ.টি.ইমাম, *বাংলাদেশ সরকার, ১৯৭১*, ঢাকা: আগামী প্রকাশনী

মওদুদ আহমদ, *বাংলাদেশ স্বায়ত্তশাসন থেকে স্বাধীনতা*, ঢাকা: ইউপিএল, ১৯৯৬

মওদুদ আহমদ, *বাংলাদেশ শেখ মুজিবুর রহমানের শাসনকাল*, ঢাকা: ইউপিএল, ১৯৯৪

মুনতাসীর মামুন ও জয়ন্ত কুমার রায়, *বাংলাদেশে সিভিল সমাজ প্রতিষ্ঠার সংগ্রাম*, ঢাকা: অবসর প্রকাশনা সংস্থা, ১৯৯৫

মুনতাসীর মামুন, *ইতিহাসের আলোয় শেখ মুজিবুর রহমান*, ঢাকা: আগামী প্রকাশনী, ১৯৯৫

মোহাম্মদ ফায়েক-উজ্জামান, *মুজিবনগর সরকার*

মোঃ মাহবুবর রহমান, *বাংলাদেশের ইতিহাস ১৯৪৭-৭১*, ঢাকা: সময় প্রকাশন, ১৯৯৯

হাসান হাফিজুর রহমান (সম্পা.) *বাংলাদেশের স্বাধীনতা যুদ্ধ, দলিলপত্র ১৫ খণ্ড*, ঢাকা: তথ্য মন্ত্রণালয়, ১৯৮২

সিরাজুল ইসলাম (সম্পা.), *বাংলাদেশের ইতিহাস ১৭০৪-১৯৭১,৩ খণ্ড*, ঢাকা: এশিয়াটিক সোসাইটি অব বাংলাদেশ, ১৯৯৩

Institute of Bangladesh Studies
University of Rajshahi

Course Outline

Course Code: 621
Course Title: **Bangladesh Economy**
Course Teacher: Dr. Md. Abdur Rashid Sarker, Professor, Department of Economics, and
Adjunct Professor, Institute of Bangladesh Studies, University of Rajshahi
Course Credit: 2
Pre-requisite: None
Number of Classes: 10
Class hours: 20

Course Description

This core course aims to make IBS fellows acquainted with an overview of the Bangladesh economy. It covers simple but fundamental topics including GDP and its major subsectors such as agriculture, industry and service. It also includes some burning issues of our economy encompassing financial sector, regional disparity, poverty alleviation, corruption, and sustainable development goals (SDGs). The ultimate goal of this course is to make research fellows interested in research issues relating to Bangladesh Economy in a way that they are able to think like a social scientist having some essential knowledge on economics.

Intended Learning Objectives (ILOs)

1. To introduce IBS fellows to the basic understanding of economics that all economic agents comprising individuals, firms, and governments make use in their decision-making processes.
2. To provide some basic and much-talked macroeconomic knowledge particularly on GDP, GNP, Inflation, unemployment etc.
3. To analyse the trend in the structural transformation of Bangladesh economy.
4. To critically discuss some pressing issues such as loan default, inequality, corruption, and poverty

Course Learning Outcomes (CLOs):

On the successful completion of this course, IBS fellows will be able to:

1. Analyse puzzling economic issues more rationally.
2. Understand how Bangladesh economy has been flourishing / performing in different aspects over last four decades.
3. Locate and interpret challenges ahead of Bangladesh economy and their remedial measures towards building long-cherished poverty and hunger free Bangladesh.

Learning Outcome	Course content	Teaching-learning strategy	Assessment Strategy
1	Basic understanding of economics and a brief overview of Bangladesh Economy	Lecture/ Discussion	Attendance 10%, Class Participation 10%, In Course Exam/ Quiz 20%, Final Exam/ Essay 60%
1,2	Major macroeconomic concepts: GDP, GNP, GNI, economic growth, unemployment, inflation, exports , imports, and so on		
1, 2	From a Bottomless Basket to a Tiger Economy: Bangladesh's graduation from LDCs to a developing country		
2, 3	Structural changes in Bangladesh Economy: Comparing agriculture, industry and service sectors over last 47 years		
1, 3	Financial Sector with a Particular Focus on		

	Banking Sector, its Problems and Remedies		
3	Poverty Alleviation, Inequality and its Sources		
3	Corruption and Development		
2, 3	Contemporary Developmental issues: From MDG to SDGs; Achievements and Challenges		

Suggested Reading Lists/ Essential Readings

- Khan, A. R. (2015), The Economy of Bangladesh: A Quarter Century of Development, Springer.
- Helal, M. and Hossain, M.A. (2013) Four Decades of Economic Development of Bangladesh: An Assessment, *Journal of the Asiatic Society of Bangladesh,* Vol. 58(2), 2013, pp. 335-362.
- Paul, B. K. (2019) Empowering Economic Growth for Bangladesh: Institutions, Macro Policies, and Investment Strategies, The University Press Limited (UPL).
- Khan, A. R., & Sen, B. (2001) Inequality and Its Sources in Bangladesh: 1991/92 to 1995/96: An Analysis Based on Household Expenditure Surveys. *Bangladesh Development Studies*, *27*(1), 1-50.
- Osmani, S. R., & Sen, B. (2011) Inequality in rural Bangladesh in the 2000s: Trends and causes. *The Bangladesh Development Studies*, 1-36.
- Bardhan, P. (1997) Corruption and development: a review of issues. *Journal of economic literature*, *35*(3), 1320-1346.
- Government of Bangladesh (2019) Bangladesh Economic Review, Ministry of Finance, Bangladesh Government Press.
- খালেদ খো. ই. (2010) ব্যাংকিং সংস্কার ও ব্যবস্থাপনা, মাওলা ব্রাদার্স
- রহমান রু. ই. (2012) বাংলাদেশের অর্থনীতি ও উন্নয়ন: স্বাধীনতার পর ৪০ বছর, সাহিত্য প্রকাশ

Institute of Bangladesh Studies
University of Rajshahi

Course Outline

Course Code:	622
Course Title:	**Bangladesh Politics**
Course Teacher:	Dr. Md. Ruhul Amin, Professor, Department of Political Science, and Adjunct Professor, Institute of Bangladesh Studies, University of Rajshahi
Course Credit:	2
Pre-requisite:	None
Number of Classes:	10
Class hours:	20

Course Description

The course is designed to extend the students' existing knowledge on politics of Bangladesh. This course can teach us about the nature of power politics, about the dynamics of collective political action. In this course, students will engage themselves in a deep, historical institutional analysis. It will focus on the background of the emergence of Bangladesh. To explain the political development of British-India and Pakistan, 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 understand India's colonial past and Pakistani rulers and the history of the liberation war of Bangladesh. The course employs historical, institutional explanations for various phenomena in the field of party politics and political culture in Bangladesh. Special attention will be devoted to the political movements in Bangladesh. The course covers the military politics, student politics, and ideology in Bangladesh politics. The course examines the nature of democracy in Bangladesh.

Intended Learning Objectives (ILOs)

1: To give knowledge about foundation of Bangladesh from different perspectives: social-economic, political, religious, legal, as well as the political development.
2: To identify the gravity of social, economic, political and institutional exploitation of British colonial rulers conferred in Indian sub-continent;
3: To find the origin and role of political parties and the political movements in Bangladesh and its impacts towards political development during the British Colonial and Pakistani rule;
4: To give clear knowledge to the students about the historical development and contemporary structure of Political Parties, student politics and army politics in Bangladesh
5: To impart knowledge regarding the nature of democracy, ideology in Bangladesh politics, electorate, party organizations, and the party in government.

Course Learning Outcomes (CLO): At the end of the course, students should be able to:

1: explore and identify the causes of liberation and consequences of British colonial rule in Indian sub-continent;
2: identify and analyze the events, facts of Bangladesh politics and the political movements in Bangladesh;
3: prepare themselves for the further academic on Bangladesh politics, party politics, military rule and so on.

Course Contents

Learning Outcomes	Course content	Teaching-learning strategy	Assessment Strategy
1	Foundation of Bangladesh Politics: Geographic Location and the Natural Environment	Lecture Exercise	

	Bengal Politics under British and Pakistan Colonial Rule	Lecture Exercise Open discussion Debates Attendance	Proposed (100) Attendance (10)
1, 2	Bengal Politics under British and Pakistan Colonial Rule	Lecture Exercise Open discussion Debates Attendance	Proposed (100) Attendance (10) In course Examination/ Tutorial/ Quiz/ Class Test (as per ordinance) (20) Final Examination (70)
2	Emergence of Bangladesh and Related Politics	Lecture Exercise Open discussion Debates Attendance	
2	Political Movements in Bangladesh	Lecture Exercise Open discussion Debates Attendance	
2	Political Culture in Bangladesh	Lecture Exercise Open discussion Debates Attendance	
2, 3	Political Parties in Bangladesh	Lecture Exercise Open discussion Debates Attendance	
3	Student politics in Bangladesh	Lecture Exercise Open discussion Debates Attendance	
3	Army and Politics in Bangladesh	Lecture Exercise Open discussion Debates Attendance	
3	Democracy in Bangladesh	Lecture Exercise Open discussion Debates Attendance	
3	Ideology in Bangladesh Politics	Lecture Exercise Open discussion Debates Attendance	

Suggested Reading Lists/Essential Readings:

Ahmed, Emajuddin (1980). Bureaucratic Elite in segmented economic growth: Pakistan and Bangladesh. Dhaka : University Press.

Ahmed, Kamruddin (1975). A Socio-Political History of Bengal and the birth of Bangladesh. Dhaka: Zahiruddin Mahmud inside Library.

Callard, Keith (1957). Pakistan: A Political Study. London: Allen and Unwin.

Choudhury, G. W. (1970). Constitutional Development in Pakistan. London: Longman ELT.

Chowdhury, G. W. (1994). The Last Days of United Pakistan. Dhaka : UPL.

Duverger, Mourice (1964), Political Parties, New York: John Wiley & Sons First American Edition.

Ghosh, Shyameli (1992), *The Awami League 1949-71,* Dhaka: Academic Publishers.

Gordon, L. A. (1974). *Bengal-The Nationalist movement.* New York: NY Columbia U.P.

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 Shamsul Alam, (2010), *Political Management in Bangladesh,* Dhaka: AH Development Publishing House.

Heyood, Andrew (2013), *Politics,* London: MacMillan Education UK.

Huq, Abul Fazl (2011), *Bangladesh Politics: The Problems of Stability.* Dhaka : Hakkani Publishers.

Jahan, Rounaq (1972). *Pakistan: Failure in National Integration*. Canada: British Columbia University Press.

Jahan, Rounaq (1980), *Bangladesh Politics: Problems and Issues.* Dhaka: The University Press Ltd.

Jahan, Rounaq (2015), *Political Parties in Bangladesh: Challenges of Democratization*, Dhaka: Prothoma Prokashon.

Kabir, Humayun (1943). *Muslim Politics*. Kolkata: K. C. Banerjee.

Kabir, Mohammad Ghulam (1980). *Minority of Politics in Pakistan*. India :Vikas Publishing House.

Mahmud, Md. Sultan & Riajul Janna (2019), "The Nature and the Impact of Campaigning for Candidates in the Electoral System of Bangladesh: A Field Level Study" presented and published in the 5th International Student Symposium, Federation of International Student Associations, Trakya University, Edirne, Turkey.

Mahmud, Md. Sultan (2011), "Problems of Political Development in Bangladesh : Comparative Study between Awami League and BNP Regime," IBS Journal ((ISSN 1561-798X)

Mahmud, Md. Sultan (2018), "An Assessment of Party Effectiveness in Bangladesh : A Quest for Good Governance", presented in 6th International Social Sciences and Business Research Conference, 29 August– 1 September, Katholieke Universiteit Leuven, Belgium.

Mahmud, Md. Sultan (2019), "A Study on Inter-Political Party Violence in Bangladesh", presented and published in the 5th National and International Conference on Political Science and Public Administration, Rajabhat University, Thailand.

Majumder, Rames Chandra (1963). *History of freedom movement in India*. Kolkata: K.L. Mukhopadhyay.

Mannan, Md. Abdul (2005), *Election and Democracy in Bangladesh*, Dhaka: Academic Publishers Limited.

Moniruzzaman, M. (1980). *Bangladesh Revolution and Its Aftermath*. The University Press Limited (UPL).

Muhit, A. M. A (1992). *Bangladesh: Emergence of a Nation*. Dhaka: The University Press.

Newman, Sigmund (ed.) (1956), *Modern Political Parties*, Chicago: The University of Chicago Press.

Palombara, La (ed.) (1974), *Politics within Nations*, New Jersy: Prentice-Hall.

Rahman, Sheikh Mujibur (2012), *The Unfinished Memoirs*, Dhaka: The University Press Ltd.

Riaz, Ali (2016), *Bangladesh: A Political History since Independence*, London: I. B. Tauris& Co. Ltd.

Riaz, Ali (2017), *Lived Islam & Islamism in Bangladesh*, Dhaka: Prothoma Prokashon.

মাহমুদ, সুলতান (২০২০), *বাংলাদেশে দলীয় রাজনীতি*, ঢাকা: অবসর প্রকাশন।

রহমান, শেখ মুজিবুর (২০১২), *অসমাপ্ত আত্মজীবনী*, ঢাকা: ইউনিভার্সিটি প্রেস লি.।

রেহমান, তারেক শামসুর (১৯৯৮), *বাংলাদেশের রাজনীতির ২৫ বছর*, ঢাকা: মাওলা ব্রাদার্স।

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

হক, আবুল ফজল (১৯৯২), *বাংলাদেশেরশাসনব্যবস্থা ও রাজনীতি*, রংপুর: রংপুর টাউন স্টোর্স।

হক, আবুল ফজল (২০১৪), *বাংলাদেশ: রাজনৈতিক সংস্কৃতি*, ঢাকা: মাওলা ব্রাদার্স।

হক, আবুল ফজল (২০১০), *বাংলাদেশের রাজনীতি : সংস্কৃতির স্বরূপ*, ঢাকা: মাওলা ব্রাদার্স।

Course Code: 623
Course Title: **Bangladesh Society and Development**
Course Teacher: Dr. Jakir Hossain, Professor, IBS
Course Credit: 2
Number of Classes: 10
Class Hours: 20

Course Description:
The course Bangladesh Society and Development introduces development sociology of Bangladesh by analyzing socio-economic development issues and challenges conceptually and empirically. The conflicting claims of various disciplines and professions in the socio-economic development process, partially accounts for the contradictory character of their prescriptions and responses to development situations. The course introduces macro-level paradigmatic issues and more specific micro-level implementation or practical concerns. The course does not try to force an artificial idea of unity. It offers instead, two complementary approaches: ample opportunity for teacher to present separately his distinctive contributions, ideas and findings based on development sociology, and opportunities for synthesis relying on teacher-fellow interaction.

Intended Learning Objectives (ILOs:
The learning objectives of the course are to:
1. explore and analyse critical aspects of the theory and practice of development sociology
2. explore the socio-economic development issues in the light of contemporary trends in the world economy; and
3. analyse key socio-economic development issues and challenges facing Bangladesh.

Course Learning Outcome (CLOs):
At the end of the course, fellows are expected to be equipped with
1. solid grounding in development principles and skills needed to build on detailed study of specific socio-economic development issues covering sectoral and thematic areas;
2. theoretical tools and empirical evidence necessary for an in-depth understanding on Bangladesh's development issues in the light of contemporary trends in the world economy; and
3. Relevant understanding and necessary skills for analysis of the development process within a framework of historical, socio-economic and political factors that shape the development opportunities and challenges in Bangladesh.

Teaching and Learning Strategies
The course is imparted through a mixture of lectures, structured presentation and informal class discussion. Each topic will be introduced in a lecture and then discussed in some detail in class presentation, class discussion and group discussion formats. The unit coordinator will present the outlines of the key themes of the session. Fellows' participation will consist not only of questions and comments on the lecture themes, but will include small interventions prepared in advance with the guidance of the coordinator. The role of lectures in BSD unit is to give overall orientation and to present a framework that will be useful in giving coherence and strength to individual analyses. The teaching priority is on developing the participants' skill to explore and analyze critical aspects of the theory and practice of development sociology, as well as to attain broader perspectives on development issues and challenges facing Bangladesh.

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Learning Outcome	Course content	Teaching-learning strategy	Assessment Strategy
1	Perspective Setting: Society and Development	Lecture/ class presentation, class discussion and group discussion	Essay (40 percent); Development competency test (20 percent); Quiz (10 percent); Class attendance, (10 percent); Class presentation and discussion (10 percent); Group work (10 percent)
1,2	Competing Views on Society and Development I: neoliberalism		
1, 2	Competing Views on Society and Development II: structuralism		
2, 3	Poverty and Injustice		
2, 3	Social Capital		
2, 3	Empowerment		
2, 3	Decent Work		
2, 3	Social Protection		
2, 3	Food Security		
2, 3	Land Tenure and Agrarian Reform		
2, 3	Education and Development		
2, 3	Migration and Development		
2, 3	Informality and Development		
2, 3	Globalization and Economic Integration		
2, 3	Industrial Relations		
2, 3	Wage Setting and Livelihoods		
2, 3	Rights and Representation		

Attendance Policy
Students are expected to be in attendance for each class throughout the semesters.

Academic Integrity
Any instance of academic dishonesty (as defined by the University) will result in failure of the course. Violations will also be reported to the appropriate University authorities for further action.

Grading Scale
The grade hierarchy in the following manner, as prescribed by the IBS, will be maintained.

Grade	Mark Range	Grade Point	Evaluative Remarks
A+	80% above	4.00	Very Excellent
A	75%-79%	3.75	Excellent
A−	70%-74%	3.50	Very Good
B+	65%-69%	3.25	Good
B	60%-64%	3.00	Fair
C+	55%-59%	2.75	Satisfactory
C	50%-54%	2.50	Pass
D+	45%-49%	2.25	Accepted as Pass if the overall IBS course aggregate is above 2.5 points
D	40%-44%	2.00	
F	≤ 39%	0.00	Fail

Suggested Readings:

Willis, Katie. *Theories and practices of development*. Taylor & Francis, 2011.
http://www.ru.ac.bd/wp-content/uploads/sites/25/2019/03/408_03_Willis-Theories-and-Practices-of-Development-2011.pdf

Sobhan, Rehman. *Challenging the injustice of poverty: Agendas for inclusive development in South Asia*. SAGE Publications India, 2010.

Rowland, J. "Questioning Empowerment. Oxfam." (1997).

Ghai, Dharam. "Decent work: Concept and indicators." *Int'l Lab. Rev.* 142 (2003): 113.
http://clasarchive.berkeley.edu/Academics/courses/center/fall2007/sehnbruch/ILOGhai.pdf

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Institute of Bangladesh Studies
University of Rajshahi
Course Outline

Course Code: 624
Course Title: **Cultural Philosophy of Bangladesh**
Course Teacher: Dr. M. Mostafa Kamal
Course Credit: 2
Number of Classes: 10
Class Hours: 15

Course Description:
In the anthropological use of the term, "culture" refers to all the practices of information exchange that are not genetic or epigenetic. This includes all behavioral and symbolic systems. Cultural Philosophy is the means by which every culture provides itself with justification for its values, beliefs, thoughts etc; and worldview and also serves as a catalyst for progress. Cultural Philosophy critically questions and confronts established beliefs, customs, practices, thoughts and institutions of a society. However, the present course named Cultural Philosophy of Bangladesh offers ideas, thought and significances of culture especially about material and non-material culture. Material culture refers to the physical objects, resources, and spaces that people use to define their culture. Non-material culture refers to the nonphysical ideas that people have about their culture, including beliefs, values, thoughts, rules, norms, morals, language, organizations, and institutions that contribute to a society's overall culture.

Intended Learning Objectives (ILOs):
The learning objectives of the course are to:
1. Understand the material culture and its significances in our society;
2. Know the nonmaterial culture and its influences on our beliefs, values, thoughts, rules, norms, morals, language, organizations, and institutions; and
3. Identify the contribution of material and nonmaterial culture on our life and society.

Course Learning Outcomes (CLOs):
At the end of the course, fellows are expected to be equipped with
1. Knowing material culture and its significances in our society
2. Understanding nonmaterial culture and its influences on our beliefs, values, thoughts, rules, norms, morals, language, organizations, and institutions; and
3. Recognizing the contribution of material and nonmaterial culture on our life and society

Learning Outcome	Course content	Teaching-learning strategy	Assessment Strategy
1	Introduction to Culture of Bangladesh	Lecture/ class presentation, class discussion and group discussion	Class attendance, (10 percent); Class discussion and participation (10 percent); Field survey (20 percent), Assignment (60 percent)
1	Theory of Material and Nonmaterial Culture		
1, 2	State of material and nonmaterial culture in Bangladesh		
2, 3	Significance of material and nonmaterial culture in Bangladesh		
2, 3	Contribution of material and nonmaterial culture in our life and society		

Teaching and Learning Strategies

The course is imparted through a blend of lectures, structured presentation and informal class discussion. Each topic will be introduced in a lecture and then discussed in some detail in class presentation, class discussion and group discussion. The teaching priority is on understanding the culture, material and nonmaterial culture so that the participants' can recognize the present state Bangladesh's culture and its importance in our life and society. Also fellows will understand about the contribution of material and nonmaterial culture in our life and society and also in our changing society.

Class Format

The working sessions are organized each in one and half hours to include set lecture, individual participation, and group work. The final evaluation of the course work will be based on participation and contribution of the students to the course in general, and individual and group work in particular.

Attendance Policy

Students are expected to be in attendance for each class throughout the semesters.

Academic Integrity

Any instance of academic dishonesty (as defined by the University) will result in failure of the course. Violations will also be reported to the appropriate University authorities for further action.

Grading Scale

The grade hierarchy in the following manner, as prescribed by the IBS, will be maintained.

Grade	Mark Range	Grade Point	Evaluative Remarks
A+	80% above	4.00	Very Excellent
A	75%-79%	3.75	Excellent
A–	70%-74%	3.50	Very Good
B+	65%-69%	3.25	Good
B	60%-64%	3.00	Fair
C+	55%-59%	2.75	Satisfactory
C	50%-54%	2.50	Pass
D+	45%-49%	2.25	Accepted as Pass if the overall IBS course
D	40%-44%	2.00	aggregate is above 2.5 points
F	≤ 39%	0.00	Fail

Suggested Readings:

Mbih J. Tosam, Peter Takov edited. Philosophy in Culture: A Cross-cultural Perspective, Langaa Research & Publishing Common Initiative Group (CIG), Mankon, Bamenda, 2018.

Morton White, A Philosophy of Culture: The Scope of Holistic Pragmatism, Princeton University Press, 2005. Amazon.com

Urmi Rahman, Bangladesh Culture Smart!: The Essential Guide to Customs & Culture, December, 2014

Institute of Bangladesh Studies
University of Rajshahi

Course Outline

Course Code: 625A
Course Title: **Bangladesh Geography**
Course Teacher: **Dr.** Raquib Ahmed, Professor, Geography and Environmental Studies, and
             Adjunct Professor, Institute of Bangladesh Studies
             Phone: 760284 and 01711479075, Email: raquib_ahmed@yahoo.com
Course credit: 2
Prerequisite: None
Course Hours: 20

Course description:

The course contains a triangular perimeter of (i) human activities, (ii) physical set up (iii) and resultant environmental aspects. Due to fast transformation and growth of the country both environment and human activity is affected. The long-term consequences of this are a concern both in terms of living quality and economic sustainability. The broad synthesis of the course is geography's relation with environment. The course targets to offer participants with information on (i) physical setup of Bengal landscape, (ii) pattern of economic activities, (iii) impact of human activities' on environment, (iv) possible environmental future and government's plan.

Learning objectives:

1. Students will know about Bangladesh geography as a complementary platform for general Bangladesh studies.
2. Students will learn about Bangladesh's physical geography in brief along with climate pattern.
3. Students will know about global change and its impact on Bangladesh's transformation processes.
4. They will also know transformation processes and possible environmental consequences of human activities involved in the process.
5. They will have understanding of geography's relation with other subjects which would enable them to identifying issues for further research.

Teaching/learning strategies:

Teaching and learning will be conducted through (i) frontal lectures, (ii) open discussion among students and teacher, (iii) debate discussion on raised issues appeared from I and II. The course is composed of 100 marks out of which 10 is for attendance, 20 is for assignment and 70 is for final examination.

Learning objectives	Course content	Teaching/learning strategies
1 and 2	Bangladesh in transformation: physically and cultural	I
1 and 2	Climate pattern and its influence on economic system	1
3	Bangladesh under the pressure of possible global climate change impact	1 and II
3	Regionalization in South Asia and the position of Bangladesh	I
4	Areas of major environmental concerns in Bangladesh	I and III
4	Water – future prime crisis of Bangladesh	1
	Pattern of urbanization and urban environmental degradations in Bangladesh	I and III
5	Bangladesh: economic growth and regional inequality	II and III

| 5 | Agricultural transformation and land use changes | I |
| 4 | Bangladesh's policies towards climate change issues: adaptations and mitigation | I and II |

Learning outcomes:
- When students will learn Bangladesh from a multi-disciplinary approach this course will take them to a better position to understand research problems with a wider angle of views.
- Students will get knowledge on awareness on environmental aspects in Bangladesh as well as Bangladesh's position in global context.
- Enhanced knowledge of geographic method for investigating development inequalities and environmental aspects is another outcome.
- They will have a better understanding about Bangladesh's position in the region and in the globe as an active partner.

Selected references:
Rashid, H. (1991), Geography of Bangladesh, University Press Ltd. Dhaka.
Bramer, H. (   ), Geography of Bangladesh, University Press Ltd. Dhaka.
Wadia, D.N. (1951), Geology of India, Oxford University Press.
SEHD (2002), Bangladesh Environment Facing the 21st Century, SEHD Publication, Dhaka.
Myrdal, G. (1971), Asian Drama, Vintage Books, New York.
Planning Commission, Bangladesh Govt. (2017), Bangladesh Delta Plan.

Institute of Bangladesh Studies
University of Rajshahi

Course Outline

Course Code: 625/B
Course Title: **Bangladesh Folklore**
Course Teacher: Dr. Md. Abul Hasan Chowdhury, Professor, Folklore, and
                    Adjunct Professor, Institute of Bangladesh Studies

Course credit: 2
Prerequisite: None
Course Hours: 20

Content:
1. Prelude: Definition, Area, Nature, Theory and Practice
2. History of Folklore Studies: Home and Abroad
3. Folklore Collection Research Method
4. Oral Folklore of Bangladesh: Proverb, Riddle, Folktale, Legends, Ballads, etc.
5. Folksongs of Bangladesh: Tradition and Transformation
6. Folk Arts of Bangladesh: Diversities and Prosperities
7. Folkgame of Bangladesh: Past and Present
8. Folk Theatre and Folk Dance of Bangladesh
9. Folk Religion of Bangladesh: Believes, Rituals and Literature
10. Folk wisdom and Technology of Bangladesh

Course description:

Folklore (oral Literature, Dance, Drama, Believe, Ritual etc) is a rich resource for understanding and interpreting people and their worldviews. This course examines the central issues of Folkloreistics. In addition, students will learn about the history of folklore studies, the process of creating folklore and the people who maintain folklore traditions, A variety of theories and methods applied in folklore studies during the past two centuries will be introduce in readings and lectures.

Course objectives:

Through lectures, class discussion, readings and written work, the course will introduce students to the most well-known folkloric elements of Bangladesh. In addition, students will learn about how a item of folklore originates within various social and cultural contexts understanding what Folklorists do and how their work is relevant to culture, explaining the major theories of folklore to rituals, material culture and oral lore are the basic goals of the course. Further, we will encounter and critique some classic analytical approaches to folklore. More ever, students will be trained to analyze primary texts closely and deeply: to make connections among texts, authors, and cultural events.

Expected outcomes:

The course is designed to encourage and enable students to achieve the following goals:
1. To evaluate major concepts, generes, theories and methodology within the academic field of folklore today.
2. To compare and interpret examples of folklore geners: What we say, What we do, What we make as folk.
3. To collect and analyse folklore through carrying out fieldwork project
4. Comprehend various texts the represent folklore of Bangladesh.

Evaluation Method: Assignment, Tutorial, Group Presentation and Written Examination.

Selected references:

অরুণ কুমার রায় : লোকায়ন চর্চার ভূমিকা

আশরাফ সিদ্দিকী : লোকসাহিত (১ম ও ২খণ্ড)

আশুতোষ ভট্টাচার্য : বাংলা লোকসাহিত্য (প্রথম খণ্ড)

ওয়াকিল আহমদ : বাংলার লোকসংস্কৃতি

ওয়াকিল আহমদ : লোককলা তত্ত্ব ও মতবাদ

দুলাল চৌধুরী (সম্পা.)   : বাংলার লোকসংস্কৃতির বিশ্বকোষ

মযহারুল ইসলাম   : ফোকলোর পরিচিত ও পঠন-পাঠন

পবিত্র চক্রবর্তী   : বাংলার লোকসংস্কৃতি চর্চার ইতিহাস

পল্লব সেনগুপ্ত   : লোকসংস্কৃতির সীমানা ও স্বরূপ

মুহম্মদ আবদুল জলিল   : বাংলাদেশের ফোকলোর চর্চার ইতিবৃত্ত

Alan Dundes   : Interpreting Folklore

Alan Dundes (Ed.)   : The Study of Folklore

Kenneth Mary Clark   : Introducing Folklore

Richard M. Dorson   : Folklore and Folk life: Essays towards a Discipline of Folk Studies

Richard M. Dorson   : Folklore and Folklife : An Introduction

Institute of Bangladesh Studies
University of Rajshahi

Course Outline

Course Code: 625/C
Course Title: **Bangladesh Law**
Course Teacher: Dr. Md. Hasibul Alam Prodhan, Professor, Law, and
Adjunct Professor, Institute of Bangladesh Studies

Course credit: 2
Prerequisite: None
Course Hours: 20

Course Description:
It is expected that the Bangladesh Studies Scholars will have a thorough knowledge of the legal system of the country, constitutional rights of the people, and various legal issues and legal remedies. Keeping this view in mind, the course Bangladesh Law mainly introduces evolution of Laws and Legal System in Bangladesh, Constitution of Bangladesh and Fundamental Rights, Structure and Functioning of Courts in Bangladesh and some constant rising crime issues and their legal remedies. It introduces Right to Information Act (RTIA) and the recent development of Public Interest Litigation (PIL) giving importance the establishment of good governance in Bangladesh. As an important part of our judicial system, there are a lot of tribunals are immensely playing momentous role in the judiciary among them Administrative Tribunal and Special Tribunal for Women and Children Repression Prevention are also introduced in this course.

Intended Learning Objectives (ILOs):
The learning objectives of the course are to:
1. provide knowledge regarding the concept of law and evolution of Laws and Legal System in Bangladesh;
2. understand the fundamental spirit of our Constitution and how the fundamental rights are promulgated there;
3. explore a clear idea about the Structure and Functioning of the existing Courts and Tribunals in Bangladesh;
4. know about the rising crimes happened in Bangladesh and their legal remedies and
5. analyze the role of the Right to Information Act (RTIA), Legal Aid, and Public Interest Litigation in establishing rule of law and good governance in Bangladesh.

Course Learning Outcome (CLO):
At the end of the course, research fellows are expected to be able to:
1. Understand the development of Laws and Legal System in Bangladesh and their constitutional rights;
2. Comprehend the Structure and Functioning of the existing Courts in Bangladesh;
3. Know the rising crimes happened in Bangladesh and their legal remedies.

Teaching and Learning Strategies
The classroom is a dynamic atmosphere, bringing together research fellows from different disciplines with various abilities and personalities. A combination of teaching strategies such as lectures, structured presentation, class discussion and group discussion is used in teaching the course. Each topic will be introduced in a lecture and then discussed in some detail in class presentation, class discussion and group discussion formats. The frameworks of the key themes of the session will be presented by the unit coordinator. Research fellows' participation will include slight interventions prepared in advance with the

guidance of the coordinator as well as consist of questions and comments on the lecture themes. Encouraging research fellows to ask questions and investigate their own ideas not only help to gain a deeper understanding of academic concepts but also improve their problem-solving skills. The role of lectures in BL (Bangladesh Law) unit is to give overall direction and to present an outline that will be useful in giving rationality and strength to individual analyses. The teaching priority is on developing the participants' skill to explore and analyze the critical aspects of the theory and practice of the legal system of the country, constitutional rights of the people, court structure and various legal issues and legal remedies.

Learning Outcome	Course content	Teaching-learning strategy	Assessment Strategy
1	Definition of Law, Sources of Law and Classification of law and punishment related theories)	Lecture/ class presentation, class discussion and group discussion	Proposed (100) Class Attendance (10) In course examination/ Tutorial/Quiz /Class Test (as per ordinance) (20) Final Examination (70)
1,2	Evolution of Laws and Legal System in Bangladesh		
2, 3	Proclamation of Independence, Constitution of Bangladesh and Fundamental Rights		
2, 3	Structure and Functioning of Courts in Bangladesh		
4	Sexual Offences in Bangladesh and Legal Remedies		
4	The Constant Rising of Cyber Crime in Bangladesh and Legal Remedies		
4	Child/ Juvenile Delinquency in Bangladesh and Child/Juvenile Justice Administration		
3	Tribunals of Bangladesh: Administrative Tribunal and Special Tribunal for Women and Children Repression Prevention		
5	Recent Development of PIL in Bangladesh and Its Application		
5	Right to Information Act to establish Good Governance in Bangladesh and Legal Aid for the Vulnerable People to ensure access to justice		

Grading Scale
The grade hierarchy in the following manner, as prescribed by the IBS, will be maintained.

Grade	Mark Range	Grade Point	Evaluative Remarks
A+	80% above	4.00	Very Excellent
A	75%-79%	3.75	Excellent
A−	70%-74%	3.50	Very Good
B+	65%-69%	3.25	Good
B	60%-64%	3.00	Fair
C+	55%-59%	2.75	Satisfactory
C	50%-54%	2.50	Pass
D+	45%-49%	2.25	Accepted as Pass if the overall IBS course aggregate is above 2.5 points
D	40%-44%	2.00	
F	≤39%	0.00	Fail

Attendance Policy
Research fellows are expected to be in attendance for each class throughout the semester.

Academic Integrity
Any instance of academic dishonesty (as defined by the University) will result in failure of the course. Violations will also be reported to the appropriate University authorities for further action.

Suggested Readings:
Books recommended
Paranjape, N.V.: *Studies in Jurisprudence and Legal Theory,* Eighth Edition, Allahabad: Central Law Agency, , 2016
V.D. Kulshreshtha: *Landmarks in Indian Legal and Constitutional History,* Seventh Edition, Lucknow: Eastern Book Company, 1995
Islam , Mahamudul: *Constitutional Law of Bangladesh,* Third Edition, Dhaka: Mullick Brothers, 2012.
Kamal, Mustafa (Justice): *Bangladesh Constitution: Trends and Issues,* Second edition, Dhaka: University of Dhaka, 1994.
Ahmed, Naim : *Public Interest Litigation: Constitutional Issues and Remedies*, Dhaka :BLAST, 1999
Bakshi, P.M.: *Public Interest Litigation,* New Delhi: Ashoka Law House, 1999
Mathew, P.D.: *Free legal services to the Poor,* New Delhi : Indian Social Institute, 1996

Statutes
- ✓ The Information & Communication Technology Act (ICT), 2006
- ✓ Digital Security Act, 2018
- ✓ The Pornography Control Act,2012
- ✓ The Right to Information Act, 2009.
- ✓ The Administrative Tribunal Acy,1980
- ✓ Legal Aid Services Act, 2000, Bangladesh
- ✓ Legal Services Authority Act, 1987, India
- ✓ Children Act, 2013
- ✓ Women and Children Repression Prevention Act, 2000

Institute of Bangladesh Studies
University of Rajshahi

Course Outline

Course Code: 625/D
Course Title: Business Fundamentals
Course Teacher: Dr. Shah Azam Shantoonu, Professor, Marketing, and
Adjunct Professor, Institute of Bangladesh Studies

Course credit: 2
Prerequisite: None
Course Hours: 20

Course description
This course deals with the fundamental functional areas of business. Topics include business organization, environment, human resources, marketing, accounting, finance, and international concerns. This course is designed to give the students a general overview of the business world today. The course also includes topics related to contemporary business research. Upon completion of the course, the students will have both theory based knowledge and application skills regarding the overall business world.

Intended Learning Objectives (ILOs):
The main objectives of this course are to:
1. Identify and understand basic business terminology across a variety of business topics;
2. Examine how business operates in the social, political, and economic climates, to identify common business practices and problems;
3. Explore career opportunities in business.
4. Explore various aspects of business research and analyze recent development of research.

Course Learning Outcome (CLOs):
After successful completion of this course, fellows will be able to:
1. Describe general business theory within the major domains of Marketing, Business Formation, Finance, Ethics, Entrepreneurship, and Management.
2. Evaluate Current Events in Business in relationship to the General Business Theories.
3. Describe business systems, levels of governance, and techniques for managing a firm.
4. Figure out the problems that need to be researched for the overall development of business.

Teaching and Learning Strategies
The course is imparted through a mixture of lectures, structured presentation and informal class discussion. Each topic will be introduced in a lecture and then discussed in some detail in class presentation, class discussion and group discussion formats. The unit coordinator will present the outlines of the key themes of the session. The teaching priority is on developing the participants' skill to explore and analyze critical aspects of the theory and practice of businesses across countries around the world. .

Learning Outcomes	Course contents	Teaching-learning strategy	Assessment Strategy
1, 2	The Changing Face of Business	Lecture/ class presentation, class	Essay (40 percent); Mid Term test (20 percent); Quiz (10 percent); Class attendance, (10 percent); Class presentation and discussion
1, 3	Business Environment		
1, 3	Business Ethics and Social Responsibility		
1	Forms of Business and Entrepreneurship		
1, 3	Managing a Business, Employees, Teamwork		

		discussion	(10 percent);
1, 2	Marketing	and group	Group work (10 percent)
1, 2	Products, Distribution, Promotion, Pricing	discussion	
1, 3	Managing Technology and Information		
1, 2	Accounting and Finance		
4	Business Research		

Attendance Policy
Students are expected to be in attendance for each class throughout the semesters.

Academic Integrity
Any instance of academic dishonesty (as defined by the University) will result in failure of the course. Violations will also be reported to the appropriate University authorities for further action.

Grading Scale
The grade hierarchy in the following manner, as prescribed by the IBS, will be maintained.

Grade	Mark Range	Grade Point	Evaluative Remarks
A+	80% above	4.00	Very Excellent
A	75%-79%	3.75	Excellent
A−	70%-74%	3.50	Very Good
B+	65%-69%	3.25	Good
B	60%-64%	3.00	Fair
C+	55%-59%	2.75	Satisfactory
C	50%-54%	2.50	Pass
D+	45%-49%	2.25	Accepted as Pass if the overall IBS course
D	40%-44%	2.00	aggregate is above 2.5 points
F	$\leq 39\%$	0.00	Fail

Text book:
Luis E. Boon & David L. Curtz (2012). *Contemporary Business,* 15th ed., USA*:* John Wiley & Sons, Inc.

William G. Zikmund, Jon C. Carr, Mitch Griffin, Business Research Method, 9th ed., Cengage Learning.

Institute of Bangladesh Studies
University of Rajshahi

Course Code: 625/E
Course Title: Anthropology
Course Teacher: Bokhtiar Ahmed, Professor, Anthropology, and
Adjunct Professor, Institute of Bangladesh Studies

Course credit: 2
Prerequisite: None
Course Hours: 20

Course description:
Anthropology is a distinct disciplinary tradition with a profound and increasing influence on theories and research methods in the fields of social sciences, cultural studies and many other branches of liberal humanities. This course is a general introduction to its key theory and methods, designed for postgraduate research students with diverse disciplinary background. It primarily aims to-a) build cognitive capacity of students as competent participant in the discipline's theoretical discourse and knowledge sharing practices; b) familiarize them with tools and techniques used in anthropological research tradition. The pragmatic objective of the course is to facilitate students to adopt anthropological approaches and research tools in their research project while maintaining scientific relevance clarity.

Intended Learning Outcomes (ILO)
1) Students will have a firm knowledge and understanding on anthropological paradigms, along with the historical genealogy of the discipline and its research traditions.
2) Student will be able to explain and apply evolutionary, relativist and action-oriented perspectives and research epistemologies associated to them.
3) Student will be able to explain and apply structural and constructionist perspectives and research epistemologies deriving from them.
4) Students will demonstrate capacity to integrate and apply ethnographic research methods in research projects.
5) Students will achieve proven ability to analyze ethnographic data using qualitative tools and techniques.

Course Learning Outcomes (CLO)
1. Knowledge and understanding of anthropological paradigms and research epistemologies.
2. Primary capacity and skills to use ethnographic methods in data collection.
3. Ability to apply basic qualitative techniques in data analysis.

ILO	Course Content	Teaching-Learning Strategy	Assessment Strategy
1	Introduction to Anthropology and its genealogical roots	Lecture seminar Focused discussion Reading exercise	Short Question Answer (SQA) Analytical essay and anecdotes In-course Exam Summative Exam
1	Sub-fields of anthropology and their affinity to other discipline		
2,1	Evolutionary Perspectives and research epistemologies	Lecture seminar Focused discussion Reading exercise Group exercise and presentation	
2, 1	Relativist perspective and research epistemologies		
2, 1	Functional Perspectives		
4	Ethnographic Fieldwork and its historical legacy	Lecture seminar Focused discussion Reading exercise	

4	Ethnographic tools and techniques	Lecture seminar Focused discussion Reading exercise Group exercise and presentation	
2,1	Other action-oriented perspectives and research epistemologies	Lecture seminar Focused discussion Reading exercise Group exercise and presentation Film Screening	
3,1	Structural perspective and analytical techniques	Lecture seminar Focused discussion Reading exercise Group exercise and presentation	
3,1	Post-structural perspectives	Lecture seminar Focused discussion Reading exercise	
3, 1	Postmodern perspectives	Lecture seminar Focused discussion Reading exercise Film screening	
4, 5	New Ethnography and emergent research imaginations	Lecture seminar Focused discussion Reading exercise Group exercise and presentation	
5, 4	Nature and scopes of ethnographic data		
5, 4	Tools and Techniques of Qualitative Data Analysis		

Essential Readings:

Eller, J. D. (2009). Cultural anthropology: Global Forces, Local Lives. New York: Routledge.

Barrett, Stanely R 2009, *Anthropology: A Student's Guide to Theory and Method,* University of Toronto Press, Toronto.

Murchison, Julian M. 2010, Ethnography Essentials: Designing, Conducting, and Presenting Your Research, Jossy-Bass, San Francisco.

Dey, Ian 1993, Qualitative data analysis: A user-friendly guide for social scientists, Routledge, London Silverman, David (ed.), 2002, *Qualitative Research: Theory, Method, and Practice*, Sage Publications, London.

Institute of Bangladesh Studies
University of Rajshahi

Course Code: 625/F
Course Title: **Psychology**
Course Teacher: **Dr. Mahbuba Kaniz Keya**, Professor, Psychology, and
　　　　　　　Adjunct Professor, Institute of Bangladesh Studies

Course credit: 2
Prerequisite: None
Course Hours: 20

Course description:
The course discussed the theories and application of psychological principles, in the behavioral, social and cognitive areas of human development. The course provides an introduction to the basic concepts and core topics within contemporary psychology. Core topic will include the psychological foundation of behavior e. g. biological, cognitive, and affective basis of behavior, individual differences between people with respect to their intelligence and personality, the development of the individual over the life span, the study of person in a social context, issues related to individual adjustment and maladjustment as well as psychopathology. A primary goal of this learner and learning process focused course was to introduce the research aspect of the psychology field as well as psychology in practice.

Intended learning outcome (ILOs):
1. Students will be able to understand the major concepts, theoretical perspectives and empirical findings in psychology.
2. Students will be able to use critical and creative thinking, skeptical inquiry and scientific approach to address the issues related to behavior and mental process.
3. Students will be able to apply psychological principles to individual, interpersonal, group, societal and mental health issues.
4. Students will learn about a variety of separate areas of study within psychology.
5. Students will value empirical evidences, act ethically and recognize role and responsibility as a member of society and improve their capacity for self- reflection and appraisal as well.

Course Learning Outcome (CLOs):
On successful completion of psychology course, student should be able to:
1. explain key areas of basic psychological inquiry.
2. understand human development, the person in their sociocultural context and recognize mental disorders.
3. apply the psychological principles and findings to practical problems to diverse population.

Learning outcome	Course content	Teaching learning strategy	Assessment
1	How psychology developed, psychology today. Definition and goals of psychology, Branches and research areas in psychology. Professional specialities in psychology, themes related to psychology.	Lecture	Assignment Quiz
1.2	Perspectives in psychology	Lecture	Student assigned readings Presentation

1,2,3	Psychological Foundations of Behavior: a) Biological basis of behavior: Brain & behavior, Hormones &behavior b) Cognitive affective basis of behavior: Learning, memory, perception, cognition, motivation, emotion. c) Individual behavior: Intelligence and psychological testing, Personality and Assessment.	Lecture Group-discussion	Presentation Assignment Class test
2,3	**Social Basis of Behavior:** Social psychology, Social cognition & perception, Attribution & attitudes, Conformity, Prejudice & bias, Sex roles, Behaviors in groups.	Lecture Videos Group-discussion	Role play Quiz
2,3	**Human Development:** Stages of life span, Characteristics and development of: Prenatal, Infancy, Childhood, Adolescence & Adulthood.	Lecture Group-discussion	Student assigned readings, Class test Role play
2	**Psychological Disorders:** Normal versus abnormal The major disorders: Anxiety disorders, Somatoform disorder, Dissociative disorder, Mood disorder, Schizophrenia & Personality disorder, Mental Retardation & Autism.	Lecture videos Case studies	Presentation (Group) Quiz
	Contemporary Issues in Psychology: Stress-coping and health, Internate revolution Vs psychology, Person in environment, Organizational behavior, leadership, creativity.	Lecture & sharing Group-discussion	Assignment, Literature Review, Presentation

Suggested Reading:

Feldman, R.S, (2018) Essentials of Understanding Psychology,13thed, The Mcgraw - Hill companies, Inc. New York, USA.
Weiten, W, (2016), Psychology – Themes & Variations, 10thedition, Broowks/Cole publishing company, USA.
Baron, R.A and Byrne, D (2011), Social psychology, 13thed, Pearson publications.

Institute of Bangladesh Studies
University of Rajshahi
Course Outline

Course Code: 631
Course Title: **Research Fundamentals and Design**
Course Teacher: Dr. M. Mostafa Kamal
Course Credit: 4
Number of Classes: 20
Class Hours: 30

Course Description:
The course named Research Design offers the ideas and practical guidelines in setting the appropriate tools and techniques in respect of IBS fellows' research problem and objectives. This course will provide an opportunity for fellows to understand about qualitative, quantitative and mixed method research and their designing. Fellows of IBS will understand the meaning and characterization of different research approaches and how to design research proposal from objective setting to data collection, analysis and drawing an inference. Fellows comprehension will lead them to develop an appropriate tools and techniques in respect of different research approaches. They will able to examining the applications, strengths and major criticisms of different tools and technique use in qualitative, quantitative and mixed methods research. Research fellows will capable to select and use the proper tools and techniques to sketch out proper results, findings and make suggestions that how research findings will be useful in needs context.

Intended Learning Objectives (ILOs):
The learning objectives of the course are to:
1. understand the quantitative, qualitative, and mixed methods approaches and their distinctions, significant and needs ;
2. recognize the types of different tools and techniques suited for investigating different types of problems and questions within quantitative, qualitative, and mixed methods approaches; and
3. identify, evaluate, and justify to set appropriate tools and techniques in a research proposal.

Course Learning Outcomes (CLOs):
At the end of the course, fellows are expected to be equipped with
1. Knowing different types of research tools and techniques in research process within quantitative, qualitative, and mixed methods approaches;
2. Recognizing the justification of using different tools and techniques in quantitative, qualitative, and mixed methods approaches; and
3. Comprehending to set appropriate tools and techniques in respect of fellows' research problem and questions.

Learning Outcome	Course content	Teaching-learning strategy	Assessment Strategy
1	Introduction to research	Lecture/ class presentation, class discussion and group discussion	Research proposal (60 percent); Research proposal presentation (20 percent); Class attendance, (10 percent); Class discussion and participation (10 percent);
1	Research Approaches		
1, 2	Conceptualizing Research Problem		
2, 3	Research Questions and objectives		
2, 3	Qualitative Data collection tools		
2, 3	Quantitative data collection		
2, 3	Data Collection in Mixed Method		
2, 3	Quantitative and Qualitative Data Analysis		
, 3	Data Analysis in Mixed method approach		
2, 3	Drawing inference		

Teaching and Learning Strategies

The course ised impart through a combination of lectures, structured presentation and informal class discussion. Each topic will be introduced in a lecture and then discussed in some detail in class presentation, class discussion and group discussion. The teaching priority is on developing the participants' skill to explore and analyze critical aspects of the theory and practice of research process within quantitative, qualitative, and mixed methods approaches. The research design sessions offer a critical analysis, evaluation, justification and validity of selecting different types of data collection and data analysis tools and techniques in research process within qualitative, quantitative and mixed method approaches. The course will offer theoretical aspect and practice of designing research proposal so that a fruitful inference can be drawn.

Class Format

The working sessions are organized each in one and half hours to include set lecture, individual class participation, and group work. The final evaluation of the course work will be based on participation and contribution of the fellows to the course in general, and individual and group work in particular.

Attendance Policy

Students are expected to be in attendance for each class throughout the semesters.

Academic Integrity

Any instance of academic dishonesty (as defined by the University) will result in failure of the course. Violations will also be reported to the appropriate University authorities for further action.

Grading Scale

The grade hierarchy in the following manner, as prescribed by the IBS, will be maintained.

Grade	Mark Range	Grade Point	Evaluative Remarks
A+	80% above	4.00	Very Excellent
A	75%-79%	3.75	Excellent
A−	70%-74%	3.50	Very Good
B+	65%-69%	3.25	Good
B	60%-64%	3.00	Fair
C+	55%-59%	2.75	Satisfactory
C	50%-54%	2.50	Pass
D+	45%-49%	2.25	Accepted as Pass if the overall IBS course
D	40%-44%	2.00	aggregate is above 2.5 points
F	$\leq 39\%$	0.00	Fail

Suggested Readings:

Bryman, Alan. *Social research methods*. Oxford university press, 2016.
https://www.managementboek.nl/code/inkijkexemplaar/9780199689453/social-research-methods-engels-alan-bryman.pdf

Kristin G Esterberg, Qualitative Methods in Social Research, Chapter 1, What is Social Research, Boston, McGraw Hill, 2002

Turabian, Kate L. *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. University of Chicago Press, 2018.
Mackenzie, Noella, and Sally Knipe. "Research dilemmas: Paradigms, methods and methodology." *Issues in educational research* 16, no. 2 (2006): 193-205.
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qamoZPnxVdFoYRnvB8hPoQi1pZEXoyIaUFGZOQlOqtLKLSnRydNdnoI2pjAGh3BDMCPwclcI-
hpbkGtXjRaqOc89sVPp2u14lKoI1Z6KiqoWD1JgdoS99KT~OBUqAJWW1h3gxN3uNzuQuWKEjPVTBQ10Cp
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bmmwj4WlUz1V7x6G6j5kn3VwCr3s92RM3M1fUMk8a3e9DxAKhTgLIXcpB24bW8Or8n2QABalHTqtQIjVWF
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Kumar, Ranjit. *Research methodology: A step-by-step guide for beginners*. Sage Publications Limited, 2019.
http://dln.jaipuria.ac.in:8080/jspui/bitstream/123456789/5070/1/Research%20Methodology%20A%20Step-
by-Step%20Guide%20for%20Beginners%20by%20Ranjit%20Kumar.pdf

Kothari, Chakravanti Rajagopalachari. *Research methodology: Methods and techniques*. New Age
International, 2004.
http://dl.saintgits.org/xmlui/bitstream/handle/123456789/1133/Research%20Methodology%20C%20R%20K
othari%20%28Eng%29%201.81%20MB.pdf?sequence=1&isAllowed=y

Institute of Bangladesh Studies
University of Rajshahi
Course Outline

Course Code: 632
Course Title: **Research Frame and Methodology Scale**
Course Teacher: Dr. Jakir Hossain, Professor, IBS
Course Credit: 2
Number of Classes: 10
Class Hours: 20

Course Description:
The Research Frame and Methodology Scale (RFMS) course provides ideas and practical guidelines in framing and scaling the envisaged dissertations of the fellows at the Institute of Bangladesh Studies. RFMS provides an opportunity for fellows to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. By examining the applications, strengths and major criticisms of methodologies drawn from both the qualitative and quantitative traditions, this course permits an understanding of the various decisions and steps involved in crafting (and executing) a research methodology, as well as a critically informed assessment of published research. Participants are expected to use theoretical underpinnings 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.

Intended Learning Objectives (ILOs):
The learning objectives of the course are to:
1. Understand the research terminology and assess published research, and the elements of the research process within quantitative, qualitative, and mixed methods approaches;
2. Identify the types of methods best suited for investigating different types of problems and questions; and
3. Identify, explain, compare, and prepare the key elements of a research proposal/report.

Course Learning Outcomes (CLOs):
At the end of the course, fellows are expected to be equipped with
1. Knowing research terminology, and research process within quantitative, qualitative, and mixed methods approaches;
2. Understanding the deepening divide as well as the contours of the research problem and methodological design; and
3. Solid grounding in prepare the key elements of a research proposal/report.

Learning Outcome	Course content	Teaching-learning strategy	Assessment Strategy
1	Introduction to research	Lecture/ class presentation, class discussion and group discussion	Research Matrix (60 percent); Research proposal presentation (20 percent); Class attendance, (10 percent); Class discussion and participation (10 percent);
1	Thinking like a researcher		
1, 2	From Ideas to Researchable Problem		
2, 3	Problems and Research Questions		
2, 3	Conceptualizing Research Organization		
2, 3	Methods of data collection		
2, 3	Balancing Research Methods and Tools		
2, 3	Uses of Participatory Research Methods		
2, 3	Engaging Sources and Taking Stands		
2, 3	Establishing Claims		

Teaching and Learning Strategies

The course is imparted through a mixture of lectures, structured presentation and informal class discussion. Each topic will be introduced in a lecture and then discussed in some detail in class presentation, class discussion and group discussion formats. The teaching priority is on developing the participants' skill to explore and analyze critical aspects of the theory and practice of research process within quantitative, qualitative, and mixed methods approaches. The RFMS sessions offer a critical analysis of current trends, and intend to form stand(s) to the processes of idea formation to study implementation to study validation. The sessions are geared towards deriving critical thoughts by the IBS Fellows to take stands on study conceptualization, implementation, and validation, and subsequent research action.

Class Format

The working sessions are organized each in one and half hours to include set lecture, individual participation, mock test, and group work. The final evaluation of the course work will be based on participation and contribution of the students to the course in general, and individual and group work in particular.

Teaching and Learning Strategies

The course is imparted through a mixture of lectures, structured presentation and informal class discussion. Each topic will be introduced in a lecture and then discussed in some detail in class presentation, class discussion and group discussion formats. The unit coordinator will present the outlines of the key themes of the session. Fellows' participation will consist not only of questions and comments on the lecture themes, but will include small interventions prepared in advance with the guidance of the coordinator. The role of lectures in BSD unit is to give overall orientation and to present a framework that will be useful in giving coherence and strength to individual analyses. The teaching priority is on developing the participants' skill to explore and analyze critical aspects of the theory and practice of development sociology, as well as to attain broader perspectives on development issues and challenges facing Bangladesh.

Attendance Policy

Students are expected to be in attendance for each class throughout the semesters.

Academic Integrity

Any instance of academic dishonesty (as defined by the University) will result in failure of the course. Violations will also be reported to the appropriate University authorities for further action.

Grading Scale

The grade hierarchy in the following manner, as prescribed by the IBS, will be maintained.

Grade	Mark Range	Grade Point	Evaluative Remarks
A+	80% above	4.00	Very Excellent
A	75%-79%	3.75	Excellent
A−	70%-74%	3.50	Very Good
B+	65%-69%	3.25	Good
B	60%-64%	3.00	Fair
C+	55%-59%	2.75	Satisfactory
C	50%-54%	2.50	Pass
D+	45%-49%	2.25	Accepted as Pass if the overall IBS course
D	40%-44%	2.00	aggregate is above 2.5 points
F	≤ 39%	0.00	Fail

Suggested Readings:

Bryman, Alan. *Social research methods*. Oxford university press, 2016.
https://www.managementboek.nl/code/inkijkexemplaar/9780199689453/social-research-methods-engels-alan-bryman.pdf

Kristin G Esterberg, Qualitative Methods in Social Research, Chapter 1, What is Social Research, Boston, McGraw Hill, 2002

Turabian, Kate L. *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*. University of Chicago Press, 2018.

Mackenzie, Noella, and Sally Knipe. "Research dilemmas: Paradigms, methods and methodology." *Issues in educational research* 16, no. 2 (2006): 193-205.
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Kumar, Ranjit. *Research methodology: A step-by-step guide for beginners*. Sage Publications Limited, 2019.
http://dln.jaipuria.ac.in:8080/jspui/bitstream/123456789/5070/1/Research%20Methodology%20A%20Step-by-Step%20Guide%20for%20Beginners%20by%20Ranjit%20Kumar.pdf

Kothari, Chakravanti Rajagopalachari. *Research methodology: Methods and techniques*. New Age International, 2004.
http://dl.saintgits.org/xmlui/bitstream/handle/123456789/1133/Research%20Methodology%20C%20R%20Kothari%20%28Eng%29%201.81%20MB.pdf?sequence=1&isAllowed=y

Institute of Bangladesh Studies
University of Rajshahi
Course Outline

Course Code: 633
Course Title: **Research Writing and Style**
Course Teacher: Dr. Swarochish Sarker, Professor, IBS
Course Credit: 2
Number of Classes: 10
Class Hours: 20

Course Description:
Research findings are usually presented in the form of research article, dissertation or book chapter. It is quite important to know the formats of these research papers, use of footnotes, endnotes and citations, the effective use of words and sentences, the rules of punctuation, etc. All these together form the 'style'. Among these, specifically notes and references are usually found to be unique for different universities and research institutions.

Course Objectives (ILO)
This course is designed to offer academic support to the MPhil and PhD research scholars of Institute of Bangladesh Studies so that they get familiar with academic writing styles. This will enable them to prepare good research papers and dissertations. The specific objectives are that the fellows will be able to:
1. Recognize different types and styles of research papers.
2. Arrange chapters in keeping with their research proposal.
3. Acquire the skills of writing research articles, editing and proofreading.
4. Use citations, quotations, notes and bibliography in an appropriate manner.
5. Apply terminology, abbreviation, punctuation, symbols etc as required.

3. Expected Learning Outcomes
Upon successful completion of this course, the research scholars will be able to effectively present their research findings in their research paper or dissertation. The specific outcomes are that they will be–
1. familiar with the variety and format of research papers;
2. able to present research findings; and
3. able to use citations, footnotes, endnotes, bibliography, etc.

4. Course Outline
This course is planned to be delivered in 20 sessions. The learning outcomes, tentative topic titles, teaching-learning strategy and assessment criteria are as follows:

Learning Outcome	Syllabus	Teaching-Learning Strategy	Assessment Criteria
1	Parts of a Book, Dissertation, Research Paper and a Research Proposal	Every session will be of 1:30 hour duration. Specific topics will be presented through lecture and PowerPoint presentations. Presentations will include question-answer session and participants will have the opportunity to provide relevant feedback.	There will be two class tests the dates of which will be notified at least two weeks prior the tests. Also, every fellow has to submit one term paper as part of individual evaluation. For this purpose, they
1	Research Planning and Supervision		
1	Variation of Styles in Thesis Writing		
1	Research Proposal		
2	Preparation of Writing a Research Paper/ Thesis		
2	Techniques of Data Collection		
2	Writing Techniques of a Research Paper and Thesis		
2	Introduction and Conclusion of Research Paper		

2	Editing of a Research Paper/Thesis	Besides these, two hours of intensive one-to-one session will be there to support the scholars in pin-pointing their strengths and areas to improve. Every research scholar will receive guidance on how they can make their presentation of research findings in a better way.	have to prepare one research article. Fellows will be assessed based on the quality of their language and research quality expressed in the research article (60%), class tests (30%) and session attendance (10%).
3	Features of Note-Bibliography Style		
3	Features of Author-Date Style		
3	Names, Terminology and Glossary		
3	Abbreviations and Acronyms		
3	Alphabetic Order in Research		
3	Use of Numbers and Numerical Words in Research		
3	Calendar in Research Paper		
3	Quotations		
3	Footnotes and Endnotes		
3	Bibliography		
3	Typography and Printing Design		

Bibliography

American Psychological Association. *Publication Manual of the American Psychological Association, 6th Editio*n. Boston: CreateSpace Independent Publishing Platform, 2015.

Garner, Bryan A. *The Elements of Legal Style.* 2nd ed. New York: Oxford University Press, 2002.

Harvard Law Review Association. *The Bluebook: A Uniform System of Citation.* 17th ed. Cambridge, MA: Harvard Law Review Association, 2000.

Joseph Gibaldi (ed.). *MLA Style Manual and Guide to Scholarly Publishing.* 2nd ed. New York: Modern Language Association of America, 1998.

The University of Chicago Press. *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers.* 15th rev. ed. Chicago and London: University of Chicago Press, 2003.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations.* 8th ed. Chicago and London: University of Chicago Press, 2013.

Institute of Bangladesh Studies
University of Rajshahi
Course Outline

Course Code: 634
Course Title: **Quantitative Research Methods**
Course Teacher: Dr. Md. Kamruzzaman, Associate Professor, IBS
Course Credit: 3
Number of Classes: 15
Class Hours: 30

Course Description:
This course is designed to introduce Statistics and its applications, collections, arrangement, analysis and presentation of data for developing the fellow's basic skills about the identification of central value of a data set and also compare the variability between two or more sets of data. Besides this, fellows also familiarize with probability concept, computational rules and its distribution. It also covers the nature and strength of the relationship between two or more variables and determination of the average rate of change of one variable with respect to other changing variables. Finally, they acquire knowledge about sampling techniques, sampling distributions and its application in testing different hypothetical statement regarding the population parameters based on sample observations.

Intended Learning Objectives (ILOs):
- Fellows will be able to understand to define statistics, and its applications, collections, arrangement, analysis and presentation of data in more effective ways.
- Fellows will gain basic skills about the identification of central value of a data set and also compare the variability between two or more sets of data.
- Fellows will understand probability concept, computational rules and its distribution.
- Fellows will learn many tools to examine the strength and direction of a relationship between two or more variables and also determine the rate of change of one variable with respect to other changing variables.
- Fellows will improve their knowledge about sampling techniques, sampling distributions and its application in testing different hypothetical statement regarding the population parameters based on sample observations.

Course Learning Outcome (CLO):
Upon completion of the course, fellows should be able to:
- Understand clearly that how statistical tools and techniques used for solving different types of real life problems in the field of social science research.
- Used appropriate measurements for analyzing and interpreting primary and secondary data for drawing more accurate conclusion.
- Obtain more reliable results that will be help for predicting the future events based on present and past events.

Learning Outcomes	Course Content	Teaching Learning Strategy	Assessment Strategy
1	History, Definition, Classification, Scope, Limitation, Uses & abuses of statistics. Population, Sample, Parameter, Statistic, Variables, Attributes & types of variable.	Lecture, and class discussion	
1	Level of variable measurements, Data, Information, Ungroup and group data, Merits and demerits of ungroup and group data, Frequency distribution.		

1	Shape of the distribution, Graphical representation of data (Histogram, Bar diagram, Pie-chart, Stem and Leaf diagram, Box plot).	
2	Measurements of central tendency- Mean (Arithmetic, Geometric, Harmonic and Weighted), Median & Mode based on sample, population, ungroup and group data, Computation, Properties and Identification of best measurement.	Attendance (10) Assignment (20) Presentation (20) Class Participation (20) Final Examination (30) Comprehensive Examination (Pass/Fail)
2	Outlier, Outlier detection and influence on Mean, Median and Mode, Shape of the distribution, Box plots and its uses, Positional measures- Quartiles, Deciles and Percentiles.	
2	Dispersion: Absolute measures (Range, Mean Deviation, Variance, Standard Deviation and Quartile Deviation), Computation, Properties & Uses.	
2	Relative measures (Coefficient of mean deviation, Coefficient of quartile deviation and coefficient of variation), Computation, Properties, Uses and Identification of best measurement.	
2	Moments and its application, Skewness, Kurtosis, Normal curve and application.	
2, 3	Univariate and bi-variate variables, Correlation, Scatter diagram, Pearson's correlation coefficient (r), Coefficient of determination (r^2) and its interpretation. Spearman's rank correlation and interpretations; Partial correlations and interpretations.	
2, 3	Regression analysis, Assumptions, Simple regression model, Estimation of regression coefficients, Fitted regression equation, Difference between regression and correlation, Multiple regression, estimation of regression coefficients.	
3	Experiment, Outcomes, Sample Space, Trials, Event, Mutually exclusive and inclusive events, Probability of an event, Probability limits. Additive rules, Complementary rules, Multiplicative rules of probability, Conditional probability, Probability distributions, Related problems.	
2, 3	Sampling, Reasons for drawing a sample from a population, Sampling procedures, Probability sampling- Simple random sampling, Systematic random sampling, Stratified random sampling and Cluster random sampling.	
2, 3	Non-probability sampling - Purposive sampling, Occasional sampling, Snowball sampling, Quota sampling and theoretical sampling, Sampling distribution of sample means.	
3	Hypothesis and its types, Test and its types, Level of significance, Type-I and Type-II error, Test statistic, Critical region and P-value.	
3	One sample, double samples and several samples test for population mean, Equality of variance test, Association of attributes test, Correlation coefficient test, and Regression coefficient test.	

Suggested Reading Lists/Essential Readings:

Lind, D. A. Marchal, W. G. and Wathen, S. A. (2018): Statistical Techniques in Business and Economics (16th edition), MC Graw Hill Education, New York.

David, F. N. (2008): A First Course in Statistics, 6th ed., Charles Griffin, London.

Cochran, W. G. (2002): Sampling Techniques, 4thed. Wiley, N.Y.

Draper, N. R. and Smith, H. (2003): Applied Linear Regression, 3rded, Wiley, N.Y.

Parzen, E. (1992): Modern Probability Theory and Its Applications, Wiley, N.Y.

Rao, C. R. (2007): Linear Statistical Inference and its Applications, 6th ed. Wiley, N.Y.

Singh, D. and Chaudhary, F. S. (1986): Theory and Analysis of Sample Survey Designs, Wiley Eastern Ltd.

Institute of Bangladesh Studies
University of Rajshahi
Course Outline

Course Code: 635
Course Title: **Statistical Computing**
Course Teacher: Dr. Md. Kamruzzaman, Associate Professor, IBS
Course Credit: 3
Number of Classes: 15
Class Hours: 30

Course Description:
The course is designed as a series of activities that can be used to help you familiarize yourself with some basic statistical analyses and how they can be carried out in IBM SPSS. Understanding the fundamental principles underlying descriptive and inferential statistical reasoning; ability to perform current statistical analysis, selecting the most appropriate techniques and methods for collecting and processing statistical data; ability to use appropriate procedures in handling data files and performing statistical analysis, and to interpret the outputs provided by the program; acquiring sensitivity and critical thinking towards the arguments and conclusions based on social science research.

Intended Learning Objectives (ILOs):
- Fellows will be equips with practical skills that are necessary for preparing data, performing statistical analysis on real data sets and presenting analysis results using SPSS in short duration but minimum errors in social science research.
- Fellows will be able to analyze both qualitative and quantitative data easily and they have the freedom to choose a graph that will suitably represent the distribution of their data.
- Fellows will understand how data will be imported from other software like MS Excel and also they can complete most basic data analysis through menus and dialog boxes without having to actually learn the SPSS language.
- Fellows will learn many tools to compute nature and strength of a relationship between two or more variables and also determine the changing behavior of one variable with respect to other variables easily.

Course Learning Outcome (CLO):
Upon completion of the course, fellows should be able to:
- Enter, editing, coding, cleaning, estimating missing values and managing data for statistical analyzing.
- Prepare frequency distribution and appropriate graphs, charts, tables for presenting data as most effective ways and also compute the value of descriptive statistics
- Compute the value of correlation and regression coefficients for interpreting relationship between two or more variables and also carry out hypothesis testing.
-

Learning Outcomes	Course Content	Teaching Learning Strategy	Assessment Strategy
1	Definition, Related keywords, Data window, Variable window, Output window, Syntax window, Case and variable, Variable name, Variable naming rules, Level of measurements.	Practical session in computer lab	
1	Value level, Variable types, Variable width, Decimal location, Missing value and Alignment, variable format, Data file, Save data file, Close/Exit data file, Open existing data file, Prepare data file using fill-up questionnaires.		

2	Transformation from ungroup to group variable; Recode into different variables, Compute new variable using existing variable, Working data on different viewpoints. Frequency distribution, Bar diagram, Pie-Chart, Histogram with Normal Curve, Related problems.	Attendance (10) Assignment (20) Presentation (20) Class Participation (20) Final Examination (30)
2	Descriptive statistics- Sum, Minimum, Maximum, Arithmetic mean, Geometric mean, Harmonic mean, Weighted mean, Median, Mode, Range, Mean Deviation, Quartiles, Interquartile Range, Quartile Deviation, Deciles, Percentiles, Standard Deviation, Standard Error, Skewness and Kurtosis, Related problems.	
2	Arithmetic mean, Geometric mean, Harmonic mean, Median and Mode for group data, Cross table for two or more categorical or Ordinal variables, Box plot, Steam and Leaf display, Line charts for single and multiple variables.	
3	Single mean test, Double mean test, Several mean Test, Single variance test, Double variance test, Equality of several variance test.	
3	Cross table for two or more categorical or Ordinal variables; Compute expected cell frequencies, Raw total, Column total, Grand total; Compute the value of single or/and Double variables Chi-square test Statistic, P-value and Test of association between with two or more attributes.	
2, 3	Scatter diagram, Pearson's Correlation Coefficient, Coefficient of determination, Spearman's Rank correlation, Correlation Matrix, Testing correlation coefficient, Partial correlation and interpretations.	
2, 3	Checking Normality assumption, Checking Assumptions of Regression analysis, Regression Coefficients, ANOVA table, Compute P-value and testing Regression coefficients and interpretations.	
2, 3	Checking Normality of error term for multiple regression model; Checking independence of error term for multiple regression model.	
2, 3	Regression for dummy predictors, Estimates of regression coefficients, ANOVA of dummy predictor variables, Testing regression coefficients, P-Value and interpretations.	
2, 3	Logistic Regression, Estimation and interpretation of Binary Logistic Regression coefficients, Model diagnostics, Test of model fit.	
2, 3	Variables Selection, R-Square statistics, Classifications, Odds Ratio, Strength of Logistic Regression relationship, Comparing accuracy rates, Multicollinearity problems, Prediction.	
2, 3	Time series data, Problems of time series data, Lag or backshift operator, Lead or forward shift operator, Differencing, Autocorrelation Function (ACF), Partial Autocorrelation Function (PACF), Stationarity and Its checking, Unit Root, Trend, Checking properties of time series and making data stationary.	
2, 3	Univariate mean models time series (Autoregressive model, Moving Average model, Auto Regressive Moving Average model, Auto Regressive Integrated Moving Average model), Testing relationships among variables, AR, MA, ARMA and ARIMA models and Forecasting, Cointegration, Stationary time series (White Noise Process), Non-stationary time series (Random Walk), Correlogram related problems.	

Suggested Reading Lists/Essential Readings:

Ajai S. G. & Sanjaya S. G. (2009): Statistical Methods for Practice and Research: A Guide to Data Analysis using SPSS, 2nd edition, SAGE Publication Ltd., United Kingdom.

Carver, R. H. & Nash, J. G. (2012): Doing data analysis with SPSS®: version 18.0, international edition (5thed.), Duxbury Press.

Field, A. (2005): Discovering Statistics using SPSS, 2nd ed., Sage Publications.

Peck, R., Olsen, C. & Devore, J. (2012): Introduction to statistics and data analysis (4th ed.), Brooks/Cole.

Institute of Bangladesh Studies
University of Rajshahi
Course Outline

Course Code:	637
Course Title:	**Language Development Skills: Bangla**
Course Teacher:	Dr. Swarochish Sarker, Professor, IBS
Course Credit:	3
Number of Classes:	15
Class Hours:	30

কোর্স পরিচিতি: ইনস্টিটিউট অব বাংলাদেশ স্টাডিজের গবেষকগণ বাংলা ও ইংরেজি ভাষায় তাঁদের গবেষণাপত্র রচনা করেন। গবেষণাপত্রাদিতে ব্যবহৃত বাংলা ভাষা জীবনের অন্যান্য ক্ষেত্রে ব্যবহৃত বাংলা ভাষার চেয়ে কিছু স্বতন্ত্র। এই ভাষায় দক্ষতা অর্জন করতে প্রশিক্ষণের প্রয়োজন। এই বিবেচনায় এবং বিশেষভাবে গবেষকদের ভাষাদক্ষতা বৃদ্ধির লক্ষ্যে প্রমিত বাংলা ভাষার ব্যাকরণ ও শৈলীর গুরুত্বপূর্ণ কিছু দিক এই কোর্সের আলোচ্য। বাংলা ভাষার ইতিহাস এবং বাংলা ভাষা সম্পর্কিত কিছু বিষয়ও এই কোর্সের অন্তর্ভুক্ত।

কোর্সের লক্ষ্য (আইএলও)

ইনস্টিটিউট অব বাংলাদেশ স্টাডিজের গবেষকগণ যাতে বাংলা ভাষা ব্যবহারে অধিক দক্ষ হয়ে উঠতে পারেন, সেই লক্ষ্যে কোর্সটি পরিকল্পিত। এই কোর্সের সুনির্দিষ্ট লক্ষ্য নিম্নরূপ:

১. বাংলা ভাষার সাধারণ বৈশিষ্ট্য ও ইতিহাস সম্পর্কে জানা;
২. বাংলা শব্দের গঠন সম্পর্কে অবগত হওয়া;
৩. শুদ্ধ ভাষায় লেখার যোগ্যতা অর্জন করা;
৪. শুদ্ধ উচ্চারণ করতে পারা;
৫. নির্ভুলভাবে প্রবন্ধের বাক্য রচনা করতে পারা।

সম্ভাব্য শিখনফল

এই কোর্স সফলভাবে সম্পন্ন করতে পারলে একজন গবেষক বাংলা ভাষায় নির্ভুলভাবে গবেষণা-প্রবন্ধ রচনা করতে পারবেন। বিশেষভাবে –

১. বাংলা ভাষা সম্পর্কিত প্রাসঙ্গিক তথ্যাদির সঙ্গে পরিচিত হবেন।
২. বাংলা শব্দের শুদ্ধ প্রয়োগ করতে পারবেন।
৩. গবেষণা-প্রবন্ধের জন্য বিশুদ্ধ বাক্য রচনা করতে পারবেন।

কোর্স রূপরেখা

সম্পূর্ণ কোর্সটি ২০টি সেশনে পরিকল্পিত। সেশনগুলোর শিখনফল নির্দেশ, সম্ভাব্য শিরোনাম, শিখন-কৌশল ও মূল্যায়ন পদ্ধতি নিম্নরূপ:

শিখনফল	পাঠ্যসূচি	শিখন-কৌশল	মূল্যায়ন পদ্ধতি
১	বাংলা, বাঙালি, বাংলাভাষী	প্রতিটি সেশনের কালপরিধি	ক্লাসে মোট ২টি শ্রেণী-
১	বাংলা ভাষা বিষয়ক সাধারণ জিজ্ঞাসা	১ ঘণ্টা ৩০ মিনিট।	অভীক্ষা বা পরীক্ষা গ্রহণ করা
১	বাংলা ভাষা ও বাংলা লিপির ইতিহাস	সেশনগুলোতে পাওয়ার	হবে। কোর্স মূল্যায়নের জন্য
২	বাংলা শব্দভাণ্ডার ও শব্দের গঠন	পয়েন্ট প্রেজেন্টেশনের	একটি টার্ম পেপার জমা
২	বাংলা বানান ভুল: কারণ ও প্রতিকার	মাধ্যমে আলোচ্য বিষয়ের	দিতে হবে। টার্ম পেপারের
২	বানান-সংস্কার ও প্রমিত বানান	সঙ্গে শিক্ষার্থীর পরিচয়	ভাষাগত ও গুণগত মানের
২	বানান শুদ্ধির ব্যাকরণবিধি	ঘটানোর চেষ্টা থাকবে।	উপরে (৬০%), শ্রেণী-
২, ৩	যতি ও সংকেত	থাকবে প্রশ্নোত্তর পর্ব ও	অভীক্ষার মূল্যায়ন (৩০%)
১	বাংলা উচ্চারণসূত্র	শিক্ষার্থীদের প্রতিক্রিয়া	এবং ক্লাসে উপস্থিতির হারের

২	আন্তর্জাতিক ধ্বনি বর্ণমালা ও বর্ণীকরণ	জানানোর সুযোগ।	(১০%) উপরে গবেষকের চূড়ান্ত গ্রেডিং নির্ভর করবে।
২	প্রতিবর্ণীকরণ		
৩	বাংলা বাক্যগঠন		
৩	প্রবন্ধের বাক্য		
৩	বর্গ পুনর্বিন্যাস		
৩	বাক্য সম্পাদনা		

সহায়ক পাঠ্য বিষয়

চৌধুরী, জামিল। *আধুনিক বাংলা অভিধান*। ঢাকা: বাংলা একাডেমি, ২০১৬।

বাংলা একাডেমি। *প্রমিত বাংলা বানানের নিয়ম*। ঢাকা: বাংলা একাডেমি, ২০১২।

মুরশিদ, গোলাম ও স্বরোচিষ সরকার, সম্পা.। *বিবর্তনমূলক বাংলা অভিধান*। ৩ খণ্ড। ঢাকা: বাংলা একাডেমি, ২০১৪।

রফিকুল ইসলাম ও পবিত্র সরকার, সম্পা.। *বাংলা একাডেমি প্রমিত বাংলা ভাষার ব্যাকরণ*। ২ খণ্ড। ঢাকা: বাংলা একাডেমি, ২০১২।

সরকার, পবিত্র। *বাংলা বানান সংস্কার: সমস্যা ও সম্ভাবনা*। কলকাতা: দে'জ, ১৯৮৭।

সরকার, স্বরোচিষ। *সর্বস্তরে বাংলা ভাষা: আকাঙ্ক্ষা ও বাস্তবতা*। ঢাকা: কথাপ্রকাশ, ২০১৫।

সরকার, স্বরোচিষ। *অকারণ ব্যাকরণ*। ঢাকা: কথাপ্রকাশ, ২০১৯।

Institute of Bangladesh Studies
University of Rajshahi

Course Outline

Course Code:	638
Course Title:	**Language Development Skills: English**
Course Teacher:	Professor Dr. Md. Shahidullah, Director, Institute of English and Other Language, University of Rajshahi & Adjunct Professor, IBS, RU
Course Credit:	3
Number of Classes:	15
Class Hours:	30

Course Objectives: The objectives of this course is to
1. Help students build their vocabulary;
2. Help students develop intelligible pronunciation with a proper understanding of the places and manners of articulation of the consonant and vowel sounds, stress and intonation, and with appropriate elision and assimilation, and to familiarize them with IPA symbols and help them consult dictionary, especially for pronunciation.
3. Help students brush up their knowledge of grammar and provide practice in using grammar in their speaking and writing.
4. Provide practice in close, and critical reading with focus on the advanced reading skills like guessing meaning by using linguistic and contextual clues, interpreting long sentences, surveying text organization, interpreting texts,, evaluation of texts, understanding mood, tone and attitude in texts.
5. Help students develop their writing skills with focus on grammatical accuracy, and appropriateness of style according to audience and purpose; formal and informal writing, with special focus on style and other features of thesis and research paper writing through developing their awareness of theses aspects of writing and practice in the classroom.
6. Train learners to speak with good (intelligible) pronunciation, grammatical accuracy, fluency, appropriateness and range; help them talk about persons, places, things, culture and tradition, norms and values, historical episodes and incidents, problems and prospects of Bangladesh, other national and international issues; talk about functions like agreeing and disagreeing, likes and dislikes, asking for and giving opinions, talking about likes and dislikes, habits and hobbies; presentation and participation in seminars; asking questions and making comments in seminars and classes.
7. Train scholars to translate texts from Bangla into English and Vice-versa.

Learning outcomes:
1. Scholars will have a good command of required vocabulary.
2. Students will understand IPA symbols, and pronunciation of words as shown in dictionary. They will be able to understand pronunciation of native and non-native speakers of English from different countries; they will also have an intelligible level of pronunciation.
3. Scholars will be able to use grammar effectively in their speaking and writing and demonstrate those in their performance in their writing and speaking; they will speak and write with grammatical accuracy while writing and speaking in English in their everyday life, and also in their writing of the thesis and presentations at IBS and afterwards, in their professional life.
4. Scholars will be able to read extensively and intensively, closely and critical with an in-depth understanding of the text; they will be able to understand word meanings by using linguistic and contextual clues, analyzing sentence and text structures, they will also understand author's attitude, mood and tone; they will be able to do locate, read and understand literature on their fields of study, and other types of texts during research at IBS and afterwards in their professional life.
5. Scholars will be able to write essays, assignments, thesis and research papers, with correct grammar, logical organization, and appropriate style with appropriate tone and author's voice.

6. Scholars will be able speak good English with intelligible pronunciatrion, appropriate choice of words, fluency, and appropriateness. They will be able to present and participate in seminars at IBS, and also at national and international seminars and conferences.
7. They will be to translate texts from English into bangle and vice-versa.

Content:
1. **Vocabulary:** students will develop 10 thousand word level of university vocabulary; They will learn to change words into different parts of speech and make sentences with them; word formation, word function, word structure (suffix, prefix and root), multiple meanings of words; use words in context.
2. **Pronunciation**: IPA symbols; places and manners of articulation of the consonant and vowel sounds of English' voiced and voiceless sounds; types of vowels; stress, intonation, elision, assimilation, transcription from English into IPA and IPA into English.
3. **Grammar Revision and Use of grammar**: Subject-verb agreement, pronoun agreements, sentence types, conversion of sentences; Direct and Indirect speeches; Active and Passive voices; Corrections, Editing incorrect texts.
4. **Reading:** Reading English Texts in the learners' subject and other areas for understanding surface and inner meaning. Reading will also focus on:
   a. Extracting specific information, general comprehension, Finding out main idea and supporting details; surveying text organization and links between/among ideas of different sentences in a text; Guessing word meaning by using linguistic and contextual clues and applying learners' background knowledge; Interpreting texts, evaluating texts; commenting on styles.
5. **Writing:** Writing different types of sentences, correcting incorrect sentences; organizing sentences into coherent and cohesive paragraphs; arranging jumbled sentences into a paragraph, arranging jumbled paragraphs into an essay; preparing outline of essays; arranging and rearranging chapters of a thesis or book;
6. **Speaking :** Intelligible pronunciation, Formal and informal speech, presentation in seminars; Functions-Asking questions, asking for clarification, making comments; describing persons, places, things; talking about historical incidents/episodes; cultures, values and norms, national and international issues, problems and prospects of our society, likes and dislikes, habits and hobbies, sharing experiences, introducing, facing an interview and the like.
7. **Translation: Translation of English texts into Bangla and Bangla texts into English:**

Number of Classes: 15

Teaching Methods: Interactive teaching and learning with active engagement of learners; focus will also be on learning by doing; task sheets and reading materials as needed will be supplied. Books and materials will be supplied.

Testing and Evaluation: One short task on each of the 7 areas mentioned above. 1 Assignment; class participation, short presentation and internal assessment.

1.	Short tasks 8 (one on each of the 7 areas above (2 on no. 7) :	=8x5	= 35
2.	Assignment 2	= 15 x2	= 30
3.	Presentation:	= 1	=10
4.	Class participation		=10
5.	Class attendance		=10
	Total:		100

Match of Learning Objectives, Learning Outcomes and Content

Learning Outcome	Learning Objectives	Course Content	Testing and Evaluation
1	1	1	
2	2	2	1-7 of outcome
3	3	3	
4	4	4	1-7 of objectives
5	5	5	
6	6	6	1-7 contents
7	7	7	

Recommended Readings:

Reading:

Alderson, C and Urquhart, A H (eds.)	Reading in a Foreign Language
Barr, P. Clegg. J. & Wallace, C	Advance Reading Skills
Michael, S	Class Readers
Queen, D (ed.)	Oxford English Grammar
Salchs, T U	Heinemann Guided Readers' Handbook
Wallace, C	Configurations: American Short Stories for the EFL Classroom
Walter, C	Now Read On
Williams, E	Reading
	Authentic Reading
	Reading in the Language Classroom

Writing:

Anderson, J, Duston B H & Poole, M	Thesis and Assignment Writing
Fowles, R H	The Little Brown Handbook
	Heath Guide to Writing 1990
Gibaldi, J & Achtert, WS	MLA Handbook for Writers of Research Papers
Greenberg, K L	Advancing Writer, Book-2
Jordon, RR	Academic Writing
Langhan	College Writing Skills (International edition)
Stephens, M	Practice Advance Writing

Speaking

Leo Jones: Notions in English
John Blundel et. al. Functions of English
Harmer, Jeremy. English Speaking Practice