

CURRICULUM
Bachelor of Social Science with Honors
Program under Semester System

Session: 2022-2023 to 2025-2026



Department of Political Science
Faculty of Social Science
University of Rajshahi
Rajshahi-6205, Bangladesh

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THE DEPARTMENT

The Department of Political Science at the Rajshahi University has more than fifty years' glorious and affluent history of teaching and research. With the leadership of renowned Professor Badaruddin Umar, the department began its journey on September 25, 1963. In 2013, the department celebrated its Golden Jubilee. At different stages of its growth and development, it had homed intellectuals like Professor Badruddin Umar, Professor Talukdar Maniruzzaman, Professor A.N. Shamsul Haque, Professor Golam Morshed, Professor Abul Fazal Huq, Professor Muhammad Ayeshuddin, Professor Golam Kabir, Professor Habiba Zaman, Professor Shamsur Rahman, Professor Sayefullah Bhuyan, Professor Motiur Rahman who had conducted path breaking and influential research on important issues about politics and policy. The present teaching faculties (14 fulltime, 03 part-time) are seriously committed to innovative teaching and research work.

Currently the department accommodates about 600 students, among them 480 in under-graduate, 120 in Masters, 10 in M. Phil and Ph. D programs. Besides, the department offers evening masters program for the professionals coming from different disciplines. It also has collaboration with Open University and provides the necessary teaching staff and logistics for Open University Masters Program in Political Science.

The courses of the department incorporate a creditable range of areas in politics. Students here, study how power and authority pervade almost every aspect of our lives - from the state to the courtroom, class room, work place, community and the family. We believe Politics is not only about power and authority and how these are exercised but also it is about holding power accountable, exercising democratic rights and about active citizenship. It attempts to change the world for the better life. Our curriculum is annually reviewed to keep it updated, addressing national and international issues on politics and development.

The department is fully equipped and adorned with necessary digital facilities like a computer laboratory, overhead projectors and e-resources for students and the faculties. The seminar library, enriched with reference and text books and rare collections, provides an excellent environment for the students to study and research. On a regular basis, the department holds workshops on teaching-learning, innovative courses, ICT application and seminars on important and recent national and international issues. On 15 October 2015, The Department of Political Science was shifted from its formerly location Shahidullah Arts Building to Syed Ismail Hossain Siraji Building, level-03, Eastern part having almost the required facilities.

In sports and other co- curricular activities, The Department of Political Science has occupied a leading position within the university. Football, cricket, badminton players of the department have brought the glory of University Championship to the department for several times. Often, our students represent the Rajshahi University in inter-university tournaments and cultural competitions. Students are also showing their talents in indoor games and community activities.

The department is proud of having thousands of alumni among which a good number of them are well placed in nationally and internationally as successful bureaucrats and other civil servants, professors, researchers, bankers, entrepreneurs, journalists, civil society leaders and even politicians who have excelled themselves as mayors and ministers.

The university is located in the educational city of Rajshahi, a small peaceful setting, enriched with natural beauty. A famous River, the Padma (part of Ganges), runs by the city. The green beauty of the wide university campus adjacent to the Padma River provides a perfect environment for education and research.

THE FACULTY MEMBERS

Chairman of the Department:

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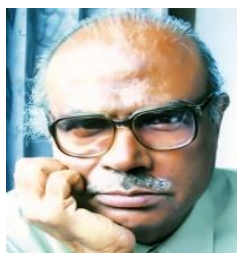
LIST OF EX-CHAIRMEN OF THE DEPARTMENT

Prof. Badruddin Umar



25.09.1963 to 26.12. 1968

Prof. Dr. Talukdar Maniruzzaman



27.12. 1968 to 30.09.1973

Prof. Dr. A. N. Shamsul Haque



04.12.1974 to 03.12.1977

Prof. Golum Morshed



04.12.1977 to 03.12.1980

Prof. Md. Abul Fazal Haq



04.12.1980 to 03.12. 1983

Prof. Md. Ayeshuddin



04.12.1983 to 03.12.1986

Prof. M. Shamsur Rahman



04.12.1986 to 03.12.1989

Prof. M. Sadequl Islam



04.12.1989 to 05.12.1992

Prof. Md. Nazrul Islam Mian



06.12.1992 to 05.12.1995

Prof. Md. Abdul Quasem



06.12.1995 to 05.12.1998

Prof. Dr. Md. Moksuder Rahman



06.12.1998 to 05.12.2001

Prof. Md. Ansar Uddin



06.12.2001 to 05.12.2004

Prof. Dr. Kafil Uddin Ahmed



06.12.2004 to 05.12.2007

Prof. Dr. Md. Aminur Rahman



06.12.2007 to 05.12.2010

Prof. Dr. S.M. Razy



06.12.2010 to 05.12.2013

Prof. Dr. Md. Ruhul Amin



06.12.2013 to 05.12.2016

Prof. Dr. Nasima Zaman



06.12.2016 to 31.01.2018

Prof. Dr. S.M. Akram Ullah



1.2.2018 to 31.1.2021

FORMER FACULTIES OF THE DEPARTMENT

Prof. Badruddin Umar
Prof. Dr. Talukdar Maniruzzaman
Prof. Dr. A. N. Shamsul Haque
Prof. Golum Morshed
Prof. Dr. Abul Fazal Haq
Prof. Md. Ayeshuddin
Prof. M. Shamsur Rahman
Prof. M. Sadequl Islam
Prof. Md. Nazrul Islam Mian
Prof. Md. Abdul Quasem
Prof. Dr. Md. Moksuder Rahman
Prof. Dr. Md. Aminur Rahman
Prof. Md Ansar Uddin
Prof. Dr. Nasima Zaman
Prof. Dr. Kafil Uddin Ahmed
Prof. M. Obaidul Haque
Prof. Syefullah Bhuiyan
Prof. Gias Uddin
Prof. Shamsul Haque Molla
Prof. Matiur Rahman
Prof. Syeed Kamal Mostafa
Prof. Golam Kabir (Bachhu)
Prof. A.A.M. Zahedul Haque (Tuku)
Prof. Habiba Zaman
Prof. Qamruzzaman
Prof. Moslem Uddin
Prof. A.K.M. Abdul Awal Mazumder
Prof. A.T.M. Obaidullah
Prof. Zaglul Haider
Prof. Syeed Iftekhar Ahmed
Prof. Farah Deeba Chowdhury
Prof. Rakiba Yasmin

Political Science Department combined with Sociology Department

Prof. Hasibul Hossain
Prof. Khalid Hossain
Prof. Bazlul Mobin Chowdhury
Prof. Abdul Qadir Bhiyan
Prof. Abdul Ohid Khan

CURRICULUM

Part A

PROGRAM'S VISION, MISSION AND OBJECTIVES

1. Title of the Academic Program : Bachelor of Social Science with Honors

2. Name of the University: University of Rajshahi.

3. Vision of the University: To pursue enlightenment and creativity for producing world-class human resources to cater for the needs of changing time. (পরিবর্তিত সময়ের চাহিদা মেটাতে সক্ষম বিশ্বমানের মানব সম্পদ তৈরীর জন্য জ্ঞান ও সৃজনশীলতার চর্চা করা।)

4. Mission of the University:

- To ensure a world-class curriculum with talented academicians and conducive academic and research environment for generation and dissemination of knowledge. (জ্ঞান সৃষ্টি ও বিতরণের জন্য মেধাবী শিক্ষকমণ্ডলীসহ বিশ্বমানের পাঠ্যক্রম এবং উপযোগী শিক্ষা ও গবেষণার পরিবেশ নিশ্চিত করা।)
- To maintain international standards in education with focus on both knowledge and skills, and humanitarian and ethical values to meet the needs of the society and state. (সমাজ ও রাষ্ট্রের চাহিদা মেটানোর জন্য জ্ঞান ও দক্ষতা এবং মানবিক ও নৈতিক মূল্যবোধের উপর গুরুত্ব দিয়ে শিক্ষায় আন্তর্জাতিক মান বজায় রাখা।)
- To develop strategic partnerships with leading national and international universities, and organizations for academic as well as research collaborations. (শিক্ষা ও গবেষণা সংক্রান্ত সহযোগিতার জন্য শীর্ষস্থানীয় দেশীয় ও আন্তর্জাতিক বিশ্ববিদ্যালয় ও প্রতিষ্ঠানের সাথে কৌশলগত অংশীদারিত্ব গড়ে তোলা।)

5. Core Values:

- Upholding the spirit of war of liberation in all aspects of life. (জীবনের সকল ক্ষেত্রে মুক্তিযুদ্ধের চেতনাকে ধারণ করা।)
- Maintaining honesty and integrity and showing mutual respect. (সততা ও ন্যায়পরায়নতা বজায় রাখা এবং পারস্পরিক শ্রদ্ধা প্রদর্শন করা।)
- Practicing openness, accountability, and transparency in all academic and administrative affairs. (সমস্ত শিক্ষা সংক্রান্ত এবং প্রশাসনিক বিষয়ে উন্মুক্ত, জবাবদিহিতা এবং স্বচ্ছতার অনুশীলন করা।)
- Ensuring justice for all irrespective of gender, caste, disability, belief and religion. (লিঙ্গ, বর্ণ, প্রতিবন্ধীতা, বিশ্বাস এবং ধর্ম নির্বিশেষে সকলের জন্য ন্যায়বিচার নিশ্চিত করা।)
- Inspiring innovation and youth leadership. (উদ্ভাবন ও যুব নেতৃত্বকে অনুপ্রাণিত করা।)

6. Name of the Degree: Bachelor of Social Science (Honors) in Political Science/BSS (Honors)

7. Name of the Faculty Offering the Program: Faculty of Social Science

8. Name of the Department Offering the Program: Department of Political Science

9. Vision of the BSS (Honors) Program in Political Science:

The vision of the program is to nurture undergraduate students with the knowledge, skills and research in governance, politics and other related issues of social sciences and prepare them for the effective use of their knowledge in nation building and state building process.

10. Mission of the BSS (Honors) Program in Political Science:

The Program is designed for the following missions:

M1: To prepare students to become active and to engage them as citizens at the local, national and international levels;

- M2: To prepare students to understand, define and analyze political phenomena;
- M3: To develop the ability of the students to critically examine political events with theory and research-based knowledge;
- M4: To equip the students with problem solving, leadership and teamwork skills, along with a strong commitment to achievements and morality;
- M5: To equip the students to play a leading role in the fields of politics, administration, education, civil society as well as represent the country at international forums.

11. Description of the Program:

This is a four year, 148 credit hours, undergraduate course, comprising of eight semesters, with two semesters for each year. In each semester, the students have to study five courses in average, totaling 46 courses. At the end of each year, they have to face viva voce and in the final year, they will prepare a research monograph. Details are provided in the following sections. The courses cover a wide range of substantive specializations in Politics, like Bangladesh politics, comparative politics, area politics, constitution, political thought, public administration, policy analysis, international politics, peace studies, human rights, civil society, organizations etc. However, other related Social Science subjects like Economics, Sociology, History, Geography, and Management are also included in the program. The purpose of those courses in Politics and Social Sciences is to develop students' critical and creative faculties and higher level of understanding to explore their potentials in explaining and evaluating the politics that takes place both at the micro and macro level of the national and International political systems. However, apart from the subject related courses, this curriculum incorporates courses on English, Statistics, Computer Science and Research Methodology. The aims and objectives of these courses are to develop students' language proficiency, their communication competence, their research and information technology skills and ability. The department encourages students to think broadly, critically and internationally about the core features of democratic and global citizenship.

12. Program Educational Objectives (PEO):

The Political Science Department emphasizes upon the following program educational objectives,

- PEO1: To guide the students to understand political science as a discipline and its principal theoretical frameworks and applications, conceptual vocabularies, and methods of inquiry; its major subfields of study as well as to be familiar with the place of political science in respect to other disciplines of social sciences and history;
- PEO2: To increase knowledge in both classical and modern political thought; of the fundamental values and ethical issues and the frameworks for interpreting and evaluating contemporary political discourses;
- PEO3: To comprehend the facts and concepts about the Bangladesh political system, including its history, philosophical, constitutional and legal foundations, leading political values and ideas, governing institutions, and policy making processes;
- PEO4: To develop knowledge of diversified political systems around the world (South Asia, Southeast Asia, East Asia, Middle East, Europe, North America, Latin America, Africa) from both theoretical and empirical framework;
- PEO5: To understand the methods those are applied in Political Science to answer questions about politics. These enhance the ability to think critically; to construct logical arguments; to collect, analyze, and interpret evidence and data; and to formulate reasonable conclusions;
- PEO6: To provide opportunities to the students to link up theory and practice and to apply politics related knowledge and skills to actual problem-solving and community services;
- PEO7: To guide the students to formulate and express in writing a well-organized argument, supported by evidence and conduct research in Political Science;
- PEO8: To increase awareness of career options available with an undergraduate degree in political science; it's utility in the public and private sectors and international arena.

13. Mapping between Mission and PEO

Mission	Program Educational Objectives (PEO)							
	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
M1	X	X	X			X		X
M2	•	•	X	•	•	X		x
M3	•	•		X		X	X	•
M4	X	X	X		•	•	•	
M5	X	X	X	X		•	X	X

X Strong Contribution

• Weak Contribution

☐ **No Contribution**

14. Program Outcomes (PO)

On completion of the BSS (Honors) Program, students should be able to:

- PO1: summarize theoretical approaches, and apply them to the relevant contemporary political problems;
- PO2: compare and evaluate multiple policies, theories, or concepts from different disciplinary perspectives;
- PO3: compare and contrast the diversity and interdependence of different political structures, institutions, processes, behaviors across and among nations using appropriate theory or mosaic of theories;
- PO4: plan, prepare and write a project, developed logically and consistently, using relevant evidence and examples from the world of politics and governments;
- PO5: present (orally) a coherently and logically written project;
- PO6: review academic and professional literature on selected research topics;
- PO7: select and apply appropriate theories, methodologies and data to their research topics;
- PO8: explore and select career opportunities in academia or public or in international arena, which will match with their planned career routes;
- PO9: achieve specific experiences, skills, and/or academic credentials related to their career paths;
- PO10: demonstrate knowledge and skills necessary for active citizenship.

15. Mapping between PEO and PO

PEOs	Program Outcome (PO)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PEO1	X	X	•				X	X	X	X
PEO2	X	X	X	•	•	•	X	X	X	X
PEO3				X	•		X	•	X	X
PEO4				•	•		X	X	X	
PEO5	•	X	X	X	X	X	X		X	X
PEO6	•	X	•	X	•	X	•		X	•
PEO7		•	•	X	X	X	X	•	X	X
PEO8	•	•	X	•	X	X	X		X	•

X Strong Contribution

• Weak Contribution

☐ **No Contribution**

Part B

CURRICULUM FRAMEWORK AND GENERAL RULES

1. Admission

Students shall be enrolled at the First Semester of an academic year of the BSS (Honours) program in the Department of Political Science as per the University Rules. An academic year means one academic session divided into two successive semesters.

2. Admission Eligibility

Students, passing the Secondary School Certificate (SSC) and the Higher Secondary Certificate (HSC) or equivalent examinations from Bangladesh or from abroad, may be enrolled at Department of Political Science of the Faculty of Social Science on such terms and conditions as may be determined by the University Admission Committee.

3. Admission Cancellation

- a) If a student remains totally absent from all classes without any permission of the concerned authority for 04 (four) consecutive weeks or any period as may be specified by the University authority after the starting of the 1st Year 1st Semester classes, his/her admission shall be cancelled upon a report from the Chairman of the Department of Political Science.
- b) Studentship of a student shall be cancelled if he/she is reported to have taken admission simultaneously in more than one departments/institute of this University or in any other higher education institution with an exception of a Certificate/Diploma course.

4. Re-admission

- a) A student of the 1st year 1st Semester, failing to appear in the Semester Final Examination, shall be eligible for re-admission with the immediate next batch provided that the 'Admission Cancellation' clause is not applicable.
- b) A student, failing to appear in the Semester Final Examination due to the shortage of required class attendance/participation (below 60%), and/or failure to pay the dues shall have to re-admit to the same semester with the subsequent available batch.
- c) A student, failing to obtain minimum Grade Point Average (GPA) and respective minimum Earned Credit Points (ECP) for promotion from one semester to the next, according to the 'Promotion' clause, shall have to re-admit to the same semester with the subsequent available batch.
- d) A student expelled for committing unfair means in the examination or any other reason as the case may be, shall have to re-admit in the same semester with the subsequent available batch, provided that the maximum time limit for that particular semester and for the whole program does not exceed.
- e) On re-admission, grades earned by a student in the concerned semester, shall be cancelled automatically and the student shall have to retake all the course works (Class Tests/Assessments/Mid-Term/Quizzes/Oral tests/Home Assignment/Research Monograph/Research Project/ Seminar/Viva-voce and Semester Final Examination) of that semester. Class attendance of the student shall be counted from the date of his/her re-admission.
- f) A student shall be re-admitted not more than twice in the entire program and shall be required to complete the program within six academic years including the original year of admission.
- g) For re-admission, a student shall have to apply within 02 (two) weeks immediately after the publication of the result or a deadline specified by the department.
- h) On re-admission, the roll number/ID of a student shall remain the same and every roll number/ID shall carry with it the year of admission.

5. Dropping Out

- A re-admitted student failing to secure the required minimum GPA and minimum ECP in a specific semester, as mentioned in Section 12, shall be dropped out of the BSS (Honours) program.
- A student, failing to complete all the eight semesters within six years, shall be dropped out of the BSS (Honours) program.

6. Program and Degree

6.1 Program

- The BSS (Honours) program is of 04 (four) years duration divided into 08 (eight) semesters. Each semester is of 26 (twenty-four) weeks of which 14 (fourteen) weeks for teaching, 02 (two) weeks of Class Tests/Assessments/Mid-Term/Quizzes/Oral tests, 02 (two) weeks for preparatory leave, 02-04 (two-four) weeks for holding the Semester Final Examination, and 02-04 (two-four) weeks for publication of results.
- The program includes Theoretical/Taught course units, Research Monograph, Seminar courses and Viva-voce.
- Each theoretical/taught course unit is of 3-hour lectures per week for 3-credit courses, and 02-hour (two) lectures per week for 2-credit courses. (one credit hour means 1-hour teaching per week in terms of lecture, tutorial, seminar, etc. for 14 weeks; for practical, lab, studio or clinical work it will be 1.5-hour teaching per week for 14 weeks; and for industrial/workplace learning it will be 2 hours session per week for 14 weeks).
- Full marks in each 3-credit course unit (theoretical/taught course) are 100, full marks in each 2-credit course unit (theoretical/taught course/Seminar course/viva-voce) are 50, and full marks in the 4-credit course unit (Research Monograph) is 100, and the total marks for the whole program is 4700.
- The detailed program curricula have been prepared by the Department of Political Science, endorsed by the faculty and approved by the University. Semester and year-wise distribution of courses, credit, exam hours and marks distribution have been shown in the following table.

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

First Year (2022-2023)							
Year & Semester	Course No.	Course Title	Course Type	Credit	Exam Hours	Total Marks	Course Teacher
1 st Year 1 st Semester July-Dec 2022	POL 101	Political Theory	Core	3	3	100	QN
	POL 102	Principles of Political Organization	Core	3	3	100	SM
	POL 103	Constitutional and Political Development of British-India & Pakistan	Core	3	3	100	RA
	POL 104	Patriotism, Ethics and Leadership	GED	3	3	100	MH
	POL 105	Ancient Political Thought	Core	2	2	50	TN
	POL 106	Functional English	GED	2	2	50	TI
1 st Year 2 nd Semester Jan-June 2023	POL 107	Principles of Public Administration	GED	3	3	100	MR
	POL 108	Government and Politics of Bangladesh	Core	3	3	100	RA
	POL 109	Politics and Personalities	Core	3	3	100	BM
	POL 110	Principles of Economics	GED	3	3	100	QN
	POL 111	Medieval Political Thought	Core	2	2	50	
		Viva-voce		2		50	
		Total		32			

Second Year (2023-2024)							
Year & Semester	Course No.	Course Title	Course Type	Credit	Exam Hours	Total Marks	Course Teacher
2 nd Year 1 st Semester July-Dec 2023	POL 201	Early Modern Western Political Thought	Core	3	3	100	TR
	POL 202	Public Administration in Bangladesh	Core	3	3	100	SM
	POL 203	Local Governance: Theories & Practices	Core	3	3	100	MH
	POL 204	Political Systems of Latin America and Africa	Core	3	3	100	QN
	POL 205	Government and Politics of East Asia	Core	3	3	100	TN
	POL 206	Development Studies	GED	3	3	100	
2 nd Year 2 nd Semester Jan-June 2024	POL 207	Comparative Politics and Political Analysis	Core	3	3	100	AU
	POL 208	Governance Studies	Core	3	3	100	
	POL 209	Political Systems of the UK, the USA & Switzerland	Core	3	3	100	SMR
	POL 210	Political History of the Modern World	Core	3	3	100	TR
	POL 211	Political Economy of Bangladesh	Core	3	3	100	BM
	POL 212	Seminar	Core	2		50	
		Viva-voce		2		50	
Total				37			

Third Year (2024-2025)							
Year & Semester	Course No.	Course Title	Course Type	Credit	Exam Hours	Total Marks	Course Teacher
3 rd Year 1 st Semester July-Dec 2024	POL 301	Civil Society, NGOs and Development	Core	3	3	100	MR
	POL 302	Political Systems of Southeast-Asian Countries	Core	3	3	100	MMR
	POL 303	Political Sociology	Core	3	3	100	SMR
	POL 304	Party Politics in Bangladesh	Core	3	3	100	SM
	POL 305	Introduction to International Politics	Core	3	3	100	BM
	POL 306	Project Planning & Management	GED	3	3	100	
3 rd Year 2 nd Semester Jan-June 2025	POL 307	Sociology of Bangladesh	GED	3	3	100	QN
	POL 308	Government and Politics of Middle East	Core	3	3	100	TR
	POL 309	Information Society	GED	3	3	100	Guest teacher
	POL 310	The Constitution of the People's Republic of Bangladesh	Core	3	3	100	MR
	POL 311	Ecology and Environmental Studies	GED	3	3	100	MH
	POL 312	Seminar	Core	2			
		Viva Voce		2			
Total				37			

Fourth Year (2025-2026)							
Year & Semester	Course No.	Course Title	Course Type	Credit	Exam Hours	Total Marks	Course Teacher
4 th Year 1 st Semester July-Dec 2025	POL 401	Defense & Security Studies	Core	3	3	100	
	POL 402	Research Methodology for Social Sciences	Core	3	3	100	AU
	POL 403	State and Human Rights	Core	3	3	100	TN
	POL 404	Introduction to Public Policy	Core	3	3	100	FT
	POL 405	Peace and Conflict Studies	Core	3	3	100	RP
	POL 406	Globalization & International Financial Institutions	GED	3	3	100	
	POL 407	Politics of Identity	Core	2	2	50	

4 th Year 2 nd Semester Jan-June 2026	POL 408	Political Systems of South Asian Countries	Core	3	3	100	MMR
	POL 409	Political Geography: Theories & Practices	Core	3	3	100	BM
	POL 410	Gender and Community Development	GED	3	3	100	MR
	POL 411	Democracy and Democratization	Core	3	3	100	
	POL 412	Quantitative Research Methods in Social Sciences	GED	2	2	50	Guest teacher
	POL 413	Human Resource Management	GED	2	2	50	Guest teacher
	POL 414	Research Monograph with Field Work	Core	4		80+20 =100	
		Viva-voce		2			
		Total		42			
		Grand Total		148			

[Course Teachers (abbreviations): **SMR**: Dr. S.M. Razy; **RA**: Dr. Md. Ruhul Amin; **AU**: Dr. S.M. Akram Ullah; **FT**: Dr. Farhat Tasnim; **MMR**: Muhammad Mahmudur Rahman; **TR**: Dr. Tareque M.T. Rahman; **TN**: Mr. Md. Tareq Nur; **MH**: Dr. A.K.M. Mahmudul Haque; **SM**: Dr. Md. Sultan Mahmud; **QN**: Dr. Mst. Quamrun Nahar; **MR**: Dr. S.M. Mokhlasur Rahman; **BM**: Dr. Bibi Morium; **TI**: Muhammad Tariq-ul-Islam; **KBTI**: Dr. Kamrullah Bin Tareq Islam]

6.2 Degree

- This Bachelor Program under the Faculty of Social Science is a composite program following the Semester System of learning, examination and evaluation. The degree is a terminal degree and is named as 'Bachelor of Social Science' with Honours or BSS (Honours) Degree.
- The name of this Degree under the Faculty of Social Science is BSS (Honours) in Political Science.

7. Language of Instruction

The language of instruction for the BSS (Honours) in Political Science is either Bangla or English, as may be prescribed by the department.

8. Evaluation

Performance of the students shall be evaluated in the following ways:

- (a) Under the Semester Ordinance students' evaluation shall be based on continuous assessment and evaluation of the Semester Final Examination. Of the 100 and 50 full marks of each course unit, 10% shall be for class attendance, 20% for Class Tests/Assessments/Mid-Term/Quizzes/Oral tests, and the rest 70% for the Semester Final Examination. The duration of the Semester Final Examination shall be three hours for a 3-credit course and two hours for a 2-credit course. Marks obtained in Class Tests/Assessments/Mid-Term/Quizzes/Oral tests must be made known to the students before the Semester Final Examination begins. The marks for class attendance/participation shall be counted as per the following rule:

Attendance	Marks
90% and above	100%
85% to below 90%	90%
80% to below 85%	80%
75% to below 80%	70%
70% to below 75%	60%
65% to below 70%	50%
60% to below 65%	40%
Below 60%	0

- (b) The scripts of the Semester Final Examination and Research Monograph shall be examined by two examiners assigned by the Examination Committee from the 'Panel of Examiners' and the Arithmetic Mean of the marks given by the two examiners shall be awarded as the course marks.
- (c) If the marks given by the two examiners differ by 20% or more, the script(s) in question shall be examined by a third examiner and the Arithmetic Mean of the two nearest marks shall be taken. The third examiner shall be recommended by the Examination Committee from the 'Panel of Examiners' other than the members of the Examination Committee or the tabulators.
- (d) If a teacher is unable to examine the script or is restricted by the Examination Rules of the University, he/she shall not evaluate Class Tests/Assessments/Mid-Terms/Quizzes/Oral tests and Semester Final scripts.
- (e) In each course, the total of (i) the average marks awarded by Semester Final examiners (ii) the average of the Class Tests/Assessments/Mid-Terms/Quizzes/Oral tests, and (iii) class attendance/participation marks awarded by the course teacher, shall be converted into 'Letter Grades' as follows:

GRADING SYSTEM

Grading Interval (Marks Obtained)	Letter Grade (LG)	Grade Point (GP)
80% and above	A+	4.00
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.50
65% to less than 70%	B+	3.25
60% to less than 65%	B	3.00
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.50
45% to less than 50%	C	2.25
40% to less than 45%	D	2.00
Less than 40%	F	00

- ii. (a) The result of the Semester Final Examination shall be tabulated by three tabulators recommended by the Examination Committee.
- (b) In the tabulation process, only the total marks of a course shall be rounded-up and the results shall be published in 'Letter Grades' and 'Grade Points'.
- iii. (a) At the end of the 2nd Semester of every academic year, the Examination Committee shall hold a Viva-voce of 2 (two) credits, and award marks vis-à-vis the grade. For the four Viva-voce, a student shall be awarded four Letter Grades (equivalent to eight credits).
- (b) At every second semester of the 2nd & 3rd years, a student shall complete a seminar course of 2 (two) credits which shall be assessed or examined by two examiners, and the average marks shall be awarded for the course.
- iv. Along with the theoretical courses of the 4th Year 2nd Semester, a student shall undergo a Research Monograph with Field Work and shall write a report which shall be handed over to the 4th Year Examination Committee. The Department shall determine the duration of completing Field Work/Research Monograph /Research Project. The students may be notified earlier at the beginning of the 4th Year 1st Semester (if the departments feel to do so) about the Research Monograph which they have to complete in 4th Year 2nd Semester Final Examination. The Research Monograph with Field Work shall be guided by a teacher assigned by the Academic Committee, and the report shall be evaluated by two examiners recommended by the concerned Examination Committee.

9. Definition of Courses

The curriculum of the department consists of four types of courses as follows:

- Theoretical Course:** Includes class lecturing, discussion, academic task, assignment, debate, class report, etc.
- Practical Course:** Include Research Monograph/Research Project/Project Work/Fieldwork and Case study.
- Seminar Course:** Students or student groups shall choose one or more topic(s) relating to the courses being taught, and look for sources and prepare a summary of at least one topic with a comprehensive list of references. Each student or group of students will be graded based on the synopsis prepared and presentation made by them. Two examiners will evaluate it. Student or student groups will be guided through the seminar course by a teacher from the department assigned by the Academic Committee.
- Viva-voce:** Includes Oral Examination on taught courses as well as on Internship/Research Monograph/Research Project/Project Work/Fieldwork at the end of each academic year after completion of taught course examinations.

10. Course Identification

- Each course is designated with a course number by a 02-04 Letter Word (POL) followed by three numbers- (i) first one identifying the academic year (e.g., 1st year, 2nd year, etc.), (ii) second one for identifying the semester (e.g., 1st Semester or 2nd Semester) and (iii) third one for identifying the particular course number. A short representative course title is added beside the course number. For example, POL 414 is a course in the 2nd Semester of 4th Year and course title is 'Research Monograph'.
- The department has included 25% of total credits for General Education (GED) courses.

11. Class Attendance Requirements

The general University Rules shall be applied to the departments of the Faculty of Social Science for class attendance requirements. Accordingly, a student shall have to attend at least 75% of conducted classes, on an average, held in all courses to be eligible for appearing in the Semester Final Examination. However, a student having average attendance between 60% to less than 75% will be considered as 'non-collegiate', and the Chairman of the Department may recommend him/her for condonation on condition that he/she pays a fine of BDT 1000 or as determined by the University Authority. A student shall not be allowed to appear in the Semester Final Examination if his/her average class attendance is below 60% and in such case he/she shall have to re-admit to the next available batch.

For assessment purpose, class attendance shall be considered course wise and a student shall be awarded class attendance marks only in the courses in which 60% or more attendance is achieved. The course teacher shall submit the class attendance register to the Chairman before the Semester Final Examination. The Chairman of the Department shall monitor the class holding and attendance of the students.

12. Promotion

Keeping consistency with the spirit of the semester system, promotion from one semester to the next shall require a student to earn a minimum semester wise GPA (except Viva-voce grade) and a minimum semester wise earned credit point as follows:

Class Year	Minimum GPA	Minimum Earned Credit
1 st Year 1 st Semester to 1 st Year 2 nd Semester	2.00	12
1 st Year 2 nd Semester to 2 nd Year 1 st Semester	2.00	12
2 nd Year 1 st Semester to 2 nd Year 2 nd Semester	2.25	14
2 nd Year 2 nd Semester to 3 rd Year 1 st Semester	2.25	15

3 rd Year 1 st Semester to 3 rd Year 2 nd Semester	2.50	14
3 rd Year 2 nd Semester to 4 th Year 1 st Semester	2.50	15
4 th Year 1 st Semester 4 th Year 2 nd Semester	2.50	16
4 th Year 2 nd Semester	2.50	18

In order to advance to the next semester, students must adhere to the time frame outlined by their department. It is mandatory for students to complete Viva-voce and Seminar courses to qualify for promotion. Additionally, students who have not paid their university fees for the current academic year will not be allowed to be promoted to the next semester.

13. Award of Degree

In order to obtain the Bachelor/Bachelor (Honours) Degree a student must fulfill the followings:

- (i) Bachelor (Honours) Degree program must be completed within minimum period of 4 (four) and maximum of 6 (six) academic years from the date of admission. No student shall be allowed to stay for more than 2 (two) consecutive terms in the same semester.
- (ii) The minimum CGPA for awarding Bachelor (Honours) Degree is 2.50 out of 4.0.
- (iii) Total Credit Point (TCP) required for awarding Bachelor (Honours) Degree is 148 with a condonation of maximum 08 credits.
- (iv) The minimum passing LG shall be 'D' (GP 2.00) in each course.

14. Course Improvements

- i. A promoted student shall only be allowed to appear once for improvement of grades, and twice for clearing F grade in theoretical courses in the immediate next relevant semester. He/she shall be allowed to appear in maximum two theoretical courses in the immediate next relevant semester. This shall be applicable up to the 4th Year 1st Semester.
- ii. Theoretical course improvement shall only be allowed if the earned LG is less than 'B Minus' (GP<2.75).
- iii. In practical course, seminar course and viva-voce, a student shall not be allowed to appear in F-grade clearing or improvement examination.
- iv. A student has to carry his/her previous marks on Continuous Assessment (CA).
- v. In the case of a student's failure to improve course LG at the course improvement examination, the previous grade shall remain valid.

15. Final Result (CGPA) Improvements

A student obtaining Bachelor (Honours) Degree within 4 or 5 academic years shall only be allowed to improve CGPA in the immediate next regular examination after publication of result. A student shall only be allowed to take part in result improvement examination for a maximum of two theoretical courses of the last (8th) semester. Result improvement in theoretical courses shall only be allowed if the earned LG is less than 'B' (GP<3.00).

16. Class Attendance Record for Students

It shall be recorded in every class and finally be handed over to the Chairman and shall be preserved as examination record to the examination committee.

17. Class Test/Class Assessment

The teachers of the courses will assess class tests and provide students with feedback on all types of continuous assessments. Prior to the final examination, the teacher must submit the marks along with the scripts or relevant materials to the examination committee or examination controller.

18. Publication of Result

The Controller of Examinations subject to the approval of the Vice-Chancellor shall publish the semester-wise and final results and thereafter send a copy of the Result Sheet(s) to the Chairman of the concerned department. Published results shall be manifested in the following ways:

- The Semester Final Result Sheet shall show the LG and GP in each course, secured GPA and ECP.
- The Final Result Sheet shall show LG and GP in each course including Internship/Project Work/Research Monographs/Fieldwork and Viva-voce, Total Grade Points secured, Cumulative Grade Point Average (CGPA), ECP and interpretation of the result.
- Both in the semester-wise and final results, numerical marks shall not be shown. The numerical marks for each course shall be documented in the Tabulation Work Sheets and shall be preserved by the Chairman of the Examination Committee.
- The Controller of Examinations shall publish the cumulative result of the BSS (Honours) program and shall provide the Transcript showing course-wise LG, GP, ECP and CGPA) of the students.

19. Title of Semester Final Examination(s)

Class Year and Semester	Title of Examination(s)
1 st Year 1 st Semester	1 st Year 1 st Semester BSS Honours Final Examination 2023
1 st Year 2 nd Semester	1 st Year 2 nd Semester BSS Honours Final Examination 2023
2 nd Year 1 st Semester	2 nd Year 1 st Semester BSS Honours Final Examination 2024
2 nd Year 2 nd Semester	2 nd Year 2 nd Semester BSS Honours Final Examination 2024
3 rd Year 1 st Semester	3 rd Year 1 st Semester BSS Honours Final Examination 2025
3 rd Year 2 nd Semester	3 rd Year 2 nd Semester BSS Honours Final Examination 2025
4 th Year 1 st Semester	4 th Year 1 st Semester BSS Honours Final Examination 2026
4 th Year 2 nd Semester	4 th Year 2 nd Semester BSS Honours Final Examination 2026

20. Computation of the Grade Point Average (GPA)

Grade Point Average (GPA) is the weighted average of grade points in all the courses passed/completed by a student. If a student has passed/completed 06 (six) courses in a semester securing credits C_1, C_2, C_3, C_4, C_5 , and C_6 , and his/her secured grade points (vis-a-vis the LGs) are G_1, G_2, G_3, G_4, G_5 , and G_6 , respectively then his/her GPA in a particular semester is given by:

$$GPA = \frac{\sum C_i G_i}{\sum C_i}$$

Suppose a student has completed six courses in a semester and obtained the following grades:

Course	Credit	Letter Grade (LG)	Grade Point (GP)
POL 207	3	A-	3.5
POL 208	3	B	3.0
POL 209	3	A	3.75
POL 210	3	B+	3.25
POL 211	3	B-	2.75
POL 212	2	A+	4.0

Then the GPA of the student shall be computed as follows:

$$GPA = ((3 \times 3.5) + (3 \times 3.0) + (3 \times 3.75 + (3 \times 3.25) + (3 \times 2.75) + (2 \times 4.0)) / (3 + 3 + 3 + 3 + 3 + 2) = 3.338$$

The CGPA shall be computed in the same way taking all the courses in the 1st Semester through the 8th Semester of the BSS (Honours) program.

21. Adoption of Unfair Means

If any student adopts unfair means in any course of the Semester Final Examination or in In-course/Home Assignment, the invigilator/teacher shall report in writing to the Controller of the Examination through the Chief Invigilator/Chairman of the Examination Committee for onward transmission to the Disciplinary Committee of the University for taking action as per the University Rules.

22. Students' Feedback

All students shall be allowed to express their own opinion and experiences regarding the course through a prescribed form and it should be evaluated confidentially by the departmental academic or special evaluation committee or by the central evaluation committee.

23. Dean's Merit List

A list of students who have been awarded the BSS (Honours) Degree with CGPA of at least 3.75 shall be included in the Dean's Merit List of the year.

24. Administration

Respective statutory authorities of the University shall design the curriculum, allocate courses to be taught among the teachers, constitute Examination Committee and the Panel of Examiners as per the Rules of the University.

At the beginning of a semester:

- a) A course teacher shall provide the students with a course outline indicating the contents and the text books or other readings and resources to be followed, probable dates of Class Tests/Assessments/Mid-Terms/Quizzes/Oral tests.
- b) The Chairman of the Department shall prepare an Academic Calendar indicating 14 (fourteen) weeks of teaching, 02 (two) weeks of Class Tests/Assessments/Mid-Term/Quizzes/Oral tests, 02 (two) weeks of preparation for the examination, 02-04 (two-four) weeks for examination and 02-04 (two-four) weeks for the publications of the results of the semester, and report to the Controller of Examinations. However, the Dean of the Faculty of Social Science shall ensure that the program of the departments be implemented in due time.
- c) The Examination Committee shall recommend 02 (two) question setters and 02 (two) script examiners including the course teacher for each course and moderate the questions, hold Semester Final Examinations and Viva-voce.
- d) The printing of questions and publication of results shall be done by the Examination Committee in cooperation with the Controller of Examinations as per the University Rules.
- e) The Chairman of the Examination Committee shall submit the examination results to the Controller of Examination including a Grade Sheet and a list of students recommended for promotion to the next semester. For the publication of semester-wise and consolidated results, the Chairman of the Examination Committee shall submit the Tabulation Books and list of students recommended for promotion to the Controller of Examinations of the University.
- f) The course teacher shall publish the results of the Class Tests/Assessments/Mid-Term/Quizzes/Oral tests within 10 (ten) working days of the date of holding and submit the average Class Tests/Assessments/Mid-Terms/Quizzes/Oral tests marks to the Chairman of the Examination Committee before the Semester Final Examination starts. Tabulation work shall be started only after all the marks are received by the Chairman of the Examination Committee. Modification of submitted marks shall not be allowed.

- g) Within the framework of these rules and the rules of the University, the Academic Committee of the concerned department may adopt policies for strengthening the academic and co-curricular activities of the department.

25 Evaluation Rubrics

Marks Range, Letter Grade (LG) & Grade Point (GP)	Quality of Answer/ Performance/ Report	Frame of Answer Performance/Report
80% and above LG: A+ GP: 4.00	An outstanding answer/ performance report	<ul style="list-style-type: none"> • Excellent in all respects with evidence of higher level cognitive skills. • Evidence of suggestive readings and study beyond course contents. • Exemplars are well chosen and specified in detail. • An accurate, well organized, well-presented, sharply focused and balanced writing style.
75% to <80% LG: A GP: 3.75	An excellent answer/ performance/ report	<ul style="list-style-type: none"> • In most respect (not in all) showing evidence of extensive knowledge and understanding. • Evidence of suggestive readings and study beyond course contents. • Exemplars are well chosen and specified in detail. • An accurate, well organized, well-presented, sharply focused and balanced writing style.
70% to <75% LG: A- GP: 3.50	A very good answer/ performance/ report	<ul style="list-style-type: none"> • Showing evidence of wide knowledge and understanding of relevant course materials. • Evidence of using substantive number of materials from the reading list. • Mostly accurate and good exemplars. • Well focused arguments but lacks some attributes to an excellent analysis. • An accurate, well organized, well presented, sharply focused and balanced writing style but errors in several places.
65% to <70% LG: B+ GP: 3.25	A good answer/ performance/ report	<ul style="list-style-type: none"> • Evidence of sound knowledge and understanding. • Had followed the course contents with insufficient in-depth analysis. • Exemplars sometimes lack appropriateness. • Writing and presentation is mostly balanced but weaknesses are also evident. • Writing style is matured but some case errors are seen in grammar, spelling and punctuation.
60% to <65% LG: B GP: 3.00	A Competent answer/ performance/ report	<ul style="list-style-type: none"> • Showing reasonable knowledge and understanding of the topic. • May contain errors as well as omissions. • Weak in using examples, logic organization and explanation. • Writing style is matured but often, grammatical, spelling and punctuation errors are found.
55% to <60% LG: B- GP: 2.75	An adequate answer/ performance/ report	<ul style="list-style-type: none"> • Showing a basic understanding of the course content. • Presence of errors and omissions. • 50% important points are included while rest half is missing.. • Lack of consistency. • Weak organization and presentation.

50% to <55% LG: C+ GP: 2.50	A deficient answer/ performance/ report	<ul style="list-style-type: none"> • Showing limited knowledge and understanding of the topic. • Examples are weak and irrelevant. • At least half of the references are relevant. • Organization and presentation is weak. • Sometimes, all the required questions have not been answered in the answer sheet.
45% to <50% LG: C GP: 2.25	A weak answer/ performance/ report	<ul style="list-style-type: none"> • Showing limited knowledge and understanding of the topics. • Significant errors and omissions. • Examples are weak and irrelevant. • At least one third of the references are relevant. • Organization and presentation is weak. • Sometimes, all the required questions have not been answered in the answer sheet.
40% to <45% LG: D GP: 2.00	A poor but compensable answer/ performance/ report	<ul style="list-style-type: none"> • Topic or the problem has been addressed very simply with specific and central question avoided or misrepresented. • Poor organization and presentation. • At least quarter of the references is relevant. • Sometimes, all the required questions have not been answered in the answer sheet.
Less than 40% LG: F GP: 0.00	A poor uncompen- sable answer/ performance	<ul style="list-style-type: none"> • Only partial understanding of the topic. • All the required questions have not been answered. • Answers and presentations are poor lacking substance with evidence of little knowledge.

Part C

COURSE OUTLINE

FIRST YEAR

First Semester (2022-2023)

- 1. Course Code : POL 101**
2. Course Title : Political Theory
3. Course Type : Core
4. Course Level : 1st Year, 1st Semester
5. Session : 2022-2023 (July-Dec.)
6. Pre-requisite : Enrolled at the first semester as per the university rules
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. Mst. Quamrun Nahar, Associate Professor, Department of Political Science, University of Rajshahi

10. Course Description

This is a basic theoretical course and it is one of the pre-requisites to complete the 4-year integrated BSS (Honors) in Political Science. The student will learn in this course about the concepts of state, government, law, liberty, equality, rights, property, nation, election and so on. These are the primary issues which all citizens ought to understand. This course will provide ideas to the students about the classifications, theories, purposes and applications related to each concept. With the proper understanding of these concepts, students shall be well equipped to apply and analyze the theories and notions in persuasion to their study of other courses in 4-year long curriculum.

11. Course Summary

This course mainly introduces the students with the central normative issues in the study of politics. It will focus mainly on those basic issues which all the citizens of a country should know.

12. Course Learning Objectives (LO)

- LO1 : To help the students to grasp the core concepts of politics;
LO2 : To build their foundation for studying Political Science as an undergraduate discipline;
LO3 : To enable the students to understand other courses in their under graduate and graduate studies;
LO4 : To prepare the students to pursue their higher studies in related to social science disciplines.

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

- CLO1 : grasp the core and basic ideas and concepts about politics and political science;
CLO2 : achieve their basic foundations so that they could become ready for understanding more specialized courses in Politics;
CLO3 : equip themselves with necessary knowledge for future professions like teacher, researcher, bureaucrat and even politicians.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO3	Political Science: Nature and Scope-Political Science as a science, Relations with other Social Sciences	4
CLO1 CLO3	Political Theory: Thought and Philosophy; Meaning and Nature, Approaches to the study of Political Science.	4
CLO1	The State: Concept, Theories regarding the Origin of State, Development and Purpose	3
CLO1 CLO2	Sovereignty: Meaning and Characteristics-History-Forms-Location-Monism and Pluralism	3
CLO1 CLO3	Political Obligation: Meaning, Theories, reasons for obeying the state, ways of showing obedience	3

CLOs	Course Contents	Lec.
CLO1 CLO3	Law: Nature, Kinds, Source, Development, Relation between Law and Morality, Rule of law	4
CLO1 CLO2	Right: Meaning, Classification, Universal Human Rights as adopted by the United Nations	4
CLO1	Liberty: Nature, Kinds, Safeguards, Relations between Law and Liberty	3
CLO1	Equality: Nature, Kinds, Relations between Equality and Liberty	3
CLO1 CLO2	Property: Meaning and importance, Kinds, Arguments for & against private property	3
CLO2 CLO3	Nation and Nationality: Meaning, Elements of Nationality; Nationalism and Ultra-nationalism, Differences between Nation and Nationalism, Merits and Demerits, right of self-determination; Internationalism, Globalization	4
CLO2 CLO3	Electorate and Electoral System: Role of the Electorate, Features and Functions of the Electoral System, Kinds and Recent Trends	4

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Agarwal, R. C. (2007). *Political Theory*. New Delhi: S. Chand and Company
- Appadorai, A. (1985). *The Substance of Politics* (11th ed.). Delhi: Oxford University Press.
- Garner, J.W.(1951). *Political Science and Government*. Calcutta: The World Press Private Limited.
- Gettel, R.G. (1967). *Political Science*. Calcutta: The World Press Private Limited.
- Hislope, Robert, and Anthony Mughan (2012). *Introduction to Comparative: The State and its Challenges*. Cambridge: Cambridge University Press.
- Jackson, Nigel A. and Stephen D. Tansey (2015). *Politics: the Basics* 5th ed. London, Routledge.
- Johari, J.C., (2004). *Principles of Modern Political Science*. New Delhi, Sterling Publishers Private Limited.
- Kapur, Anup Chand (1993). *Principles of Political Science*, 18thed. New Delhi: S Chand and Company.
- Laski, Harold J (1992, Indian Reprint) *A Grammar of Politics*. New Delhi: S. Chand & Company LTD
- Mahajan, V.D, (1997). *Political Theory*.4thed. New Delhi:S.Chand and Company
- Roskin, Michael G., and et al. (2014). *Political Science: An Introduction*, 13th ed. (Global Edition). Boston: Pearson Education.

- 1. Course Code : POL 102**
2. Course Title : Principles of Political Organization
(With reference to the constitutions of U.K, U.S.A and Russia)
3. Course Type : Core
4. Course Level : 1st Year, 1st Semester
5. Session : 2022-2023 (July-Dec.)
6. Pre-requisite : Enrolled at the first semester as per the university rules
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. Md. Sultan Mahmud, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. It is a primary course on Political Organizations particularly relevant for students who are interested in politics and government. It includes an introduction to a framework for understanding construction, forms of government and other political institutions. Especially this course explores major concepts prevalent in political science including constitution, government, power, organization, organs of the government, democracy, political party, public opinion, rule of law and so on. For in depth understanding, the course will guide the students to explore various aspects of political and legal institutions of the political systems of UK, USA and Russia.

11. Course Summary

This course is an introduction to develop the basic idea of the students about Political Organizations. It introduces key concepts and ideas of the power structures of government. It helps students to the study and debate about the challenges of modern politics, such as power and identity politics.

12. Course Learning Objectives (LO)

- LO1: To absorb the basic concepts of political organization and their composition, functions and institutional structures;
LO2: To identify various forms of government and organs of the state with the special reference to the U.S.A., U.K and Russia;
LO3: To identify and explain the central principles, institutions, procedures, and decision-making processes of the political system;
LO4: To evaluate the basic strengths and weaknesses of the political systems of U.S.A. U.K., Russia and Bangladesh through the application of political concepts and ideas;
LO5: To give knowledge about the theoretical and practical role of the states, their governmental organs and the relationship among legislatures, executives and judiciaries.

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

- CLO1: understand the basic concept of political organizations, relations and functions of institutional structures;
CLO2: think critically why countries choose different mechanisms and institutions for governing and why these choices are important;
CLO3: develop a sound knowledge about the major theories, concepts, and tools of political science and the relationships among organs of the government and their applications in different countries.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Constitution: The meaning of constitution, methods of establishing constitution, classification of constitution, supremacy of the constitution, pre-requisite of a good constitution-amending process	6
CLO1 CLO2	Forms of Government: Classification of modern governments-unitary and federal government-Parliamentary and presidential government-Constitutional government	4
CLO1 CLO2	Federal Government: Meaning and its nature, pre-requisite of federation, distribution of power, representation in federal legislature-new trends in federalism, Comparison between American and Indian federation.	5
CLO2	Organs of Governments: Legislature-functions-delegated legislation-legislative process, legislative power and the constitutional power, Executive: forms of executive, functions of executive. Judiciary: functions, independence of judiciary, judicial review (USA), Parliamentary Sovereignty (UK)	12
CLO3	Separation of Powers: The origin and significance of the theory-organic and personal separation-separation of powers of the American and British constitution. Criticisms of the theory of separation of powers.	6
CLO1 CLO2	Political Party: Origin and development of Political Parties, Types and roles of Political Parties, Difference between Political Parties and Pressure Groups/Interest Groups	5
CLO3	Public Opinion: Meaning and Significance-agencies of Public Opinion.	4

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course program through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

Agarwal, R.C. (2009). *Political Theory*. New Delhi: S. Chand and Com.
Corry, J.A. (1963). *Democratic Government and Politics*. Toronto: University Press.
Curtis, Michael (1978). *Comparative Government and Politics*. New York: Harper & Row Publishers.
Dicey, A.V. (1939). *Introduction to Political Science*. London: MacMillan and Co.
Dillon, Conley H. et. al. (1970). *Introduction to Political Science*. Toronto: D.Van Nostrand Reinhold Co.
Field, G.C. (1963). *Political Theory*. London: University Paperback.

- Finer, H. (1954). *The Theory and Practice of Modern Government*. London: Methuen and Co. Ltd.
- Fredrich, C.J. (1966). *Constitutional Government and Democracy*. New York: IBM Publisher & Co.
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- Gilchrist, R.N. (1962). *Principles of Political Science*. Madras: Orient Longmans.
- Gwyn, W. B. (1965). *The Meaning of the Separation of Power*. The Hague: Martinus Nijhoff.
- MacIver, R.M. (1966). *Modern State*. London: Oxford University Press.
- Mahmud, Sultan & Marium Bibi (2015). *Rajniti o Kutnikosh* (in Bengali). Dhaka: Aleya Book Depot.
- Mahmud, Sultan (2020). *Bangladesh: Rajnaitik Ghotonalosh* (in Bengali). Dhaka: Mawla Brothers.
- Mahmud, Sultan (2020). *Rajniti Ovidhan* (in Bengali). Dhaka: Aleya Book Depot.
- Majumdar, B.B. (1961). *Principles of Political Science and Government*. Calcutta: Mondol Brothers and Co.
- Rahman, H. Habibur. (1967). *Political Science and Government*. Dacca: Ideal Publication.
- Rahman, Moksuder Md. (2018). *Rashtriya Sangothoner Ruprekha* (in Bengali). Dhaka: Aleya Book Depot.
- Roskin, Michel G., et. al. (2014). *Political Science: An Introduction*. New Jersey: Pearson Education Inc. Thirteenth Eds.
- Sabine, G.H. (1954). *History of Political Theory*. London: George G. Harper and Co. Ltd.
- Strong, C.F. (1952). *Modern Political Constitution*. London: Sedgwick and Jackson.
- Willoughby, F.W. (1919). *The Government of the Modern State*. New York: Appleton Century Crofts.
- মাহমুদ, সুলতান (২০২১), *বাংলাদেশ সংবিধান: প্রেক্ষিত এবং প্রাসঙ্গিকতা*, ঢাকা: আলেক্সা বুক ডিপো।

1. **Course Code** : **POL 103**
2. **Course Title** : Constitutional and Political Development of British-India & Pakistan
3. **Course Type** : Core
4. **Course Level** : 1st Year, 1st Semester
5. **Session** : 2022-2023 (July-Dec.)
6. **Pre-requisite** : Enrolled at the first semester as per the university rules
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. Md. Ruhul Amin, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. 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 about the colonial past India and Pakistan; Pakistani internal colonialism and the history of the liberation war of Bangladesh. The importance and relevance of understanding the past is that the roots of many political institutions and ideas, social and economic structures that have enormous effect on politics of Bangladesh today.

11. Course Summary

The course is designed to introduce the link between democratic and legal movement, religious and ethnic fragmentation during British-India and Pakistan period. Studying the course, students will be taught about the origin, trend, causes and consequences of popular movements and uprisings leading to independent Bangladesh.

12. Course Learning Objectives (LO)

- LO1: To give knowledge about colonialism in India from different perspectives that reveal different facts of colonialism in India: social-economic, political, religious, legal, as well as the political development that took place in Indian Sub-continent;
- LO2: To identify the intensify of social, economic, political and institutional exploitation of British colonial rulers conferred in Indian sub-continent;
- LO3: To find the origin and role of political parties and evaluate the party politics and elections which have become institutionalized and their impacts upon the political development during the British Colonial and Pakistani rule;
- LO4: To understand socio-economic, cultural and political exploitation and colonial style oppression during the Pakistan Era;
- LO5: To develop extensive knowledge about the political development in Pakistani Period.

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

- CLO1: explore and identify the causes and consequences of British colonial rule in Indian sub-continent;
- CLO2: identify and analyze the events, facts and the role of leaders in the anti Pakistani movements of the 23 years of integrated Pakistan;
- CLO3: prepare themselves for other courses on Bangladesh politics, party politics, military rule and so on.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Constitutional Reforms in British-India (1905-1947): The Government of India act; 1909, 1919 and 1935; The Cripps Mission 1942, The Cabinet Mission Plan 1946; The India Independence Act 1947.	10

CLO2 CLO3	Pakistan Movement and Bengali Sub-nationalism-the Partition of Bengal in 1905 and its annulment in 1911: The National Congress, The All India Muslim League and the communal relations in India; The Lucknow Pact, the Khilafat and Non-cooperation Movement, the Bengal Pact, the Lahore Resolution and the Scheme Sovereign Bengal; the Partition of India. The Muslims against the Pakistan Movement	14
CLO3	Political Processes in Pakistan: The politics of Constitution making; cultural, economic and political conflicts between East and West Pakistan and growth of Bengali nationalism; the language issue, the United Front and the 21-point Program (1954), the 6-point Program (1966), the 11-Point Program and the Mass Movement of 1969; the General Election of 1970; the Non-cooperation Movement of 1971; the Liberation War and the break up of Pakistan, the role of political parties in the Independence Movement of Bangladesh.	18

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Broomfield, J. H. (1955). *Elite Conflict in a Plural Society: Twentieth Century Bengal*. Calcutta: Jadavpur University Press.
- Rahim, M. Abdur (1970). *The Muslim Society and Political Bengal*.
- Ahmed, Kamruddin (1975). *A Socio-Political History of Bengal and the Birth of Bangladesh*. Dhaka: Zahiruddin Mahmud inside Library.
- Majumder, Rames Chandra (1963). *History of Freedom Movement in India*. Calcutta: K.L. Mukhopadhyay.
- Gordon, L. A. (1974). *Bengal-The Nationalist movement*. New York: NY Columbia U.P.
- Kabir, Humayun (1943). *Muslim Politics*. Calcutta: K. C. Banerjee.
- 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: University Press Limited.
- Jahan, Rounaq (1972). *Pakistan: Failure in National Integration*. Canada: British Columbia University Press.
- Kabir, Mohammad Ghulam (1980). *Minority of Politics in Pakistan*. India: Vikas Publishing House.
- Moniruzzaman, M. (1980). *Bangladesh Revolution and Its Aftermath*. The University Press Limited (UPL).
- Ahmed, Emajuddin (1980). *Bureaucratic Elite in segmented economic growth: Pakistan and Bangladesh*. Dhaka: University Press.
- Muhit, A. M. A (1992). *Bangladesh: Emergence of a Nation*. Dhaka: The University Press Limited.
- হক, ড. আবুল ফজল (২০০৭), *বাংলাদেশের শাসন ব্যবস্থা*, ঢাকা: অনন্যা।
- হক, ড. আবুল ফজল (১৯৯৪), *বাংলাদেশের রাজনীতি: সংঘাত ও পরিবর্তন (১৯৭১-১৯৯১)*, ঢাকা: সুদীপ্ত প্রিন্টার্স এন্ড প্যাকেজিংস লিঃ
- হক, ড. আবুল ফজল (২০১৮), *বাংলাদেশের রাজনীতি: সংস্কৃতির স্বরূপ*, ঢাকা: অনন্যা।
- কাসেম, মোহঃ আবুল (১৯৯০), *তুলনামূলক রাজনীতি*, ঢাকা: সাহিত্য কোষ।
- রহমান, ড. মোঃ মকসুদুর (২০০৯), *বঙ্গভঙ্গ ও বাঙালীর ঐক্য*, ঢাকা: আলীগড় প্রেস অ্যান্ড পাবলিকেশন্স।
- মান্নান, মোহাম্মদ আবদুল (২০০৭), *বঙ্গভঙ্গ থেকে বাংলাদেশ*, ঢাকা: কথামেলা প্রকাশনা।
- মান্নান, মোহাম্মদ আবদুল (২০০৬), *আমাদের জাতি সত্তার বিকাশধারা*, ঢাকা: কামিয়াব প্রকাশন লিমিটেড।
- আহমেদ, ড. ফকির উদ্দিন (২০১০), *বাংলাদেশের সংবিধান ও রাজনীতি*, রাজশাহী: শাহ পীর চিশ্টি প্রিন্টিং প্রেস।
- নূরুল্লাহ, মুহম্মদ (২০২২), *স্বদেশ সন্দর্শন*, রাজশাহী: পুথিকা প্রকাশনী।
- আহমেদ, আবুল মনসুর (১৯৯৫), *আমার দেখা রাজনীতির পঞ্চাশ বছর*, ঢাকা: খোশরোজ কিতাব মহল।
- রহমান, মো. আমিনুর (২০২১), *বাংলাদেশে আইন প্রণয়ন প্রক্রিয়া*, ঢাকা: সূচয়নী পাবলিশার্স, বাংলা বাজার।
- আমিন, মো. রুহুল, *বাংলায় হিন্দু-মুসলিম সম্পর্ক (১৭৫৭-১৯১৬)*, উত্তরণ অফসেট প্রিন্টিং প্রেস, রাজশাহী।

- 1. Course Code : POL 104**
2. Course Title : Patriotism, Ethics and Leadership
3. Course Type : GED
4. Course Level : 1st Year, 1st Semester
5. Session : 2022-2023 (July-Dec.)
6. Pre-requisite : Enrolled at the first semester as per the university rules
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. A K M Mahmudul Haque, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a fundamental course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. Learning of moral, ethical and patriotic values and leadership plays a vital role for the moral development of the young learners and it has many positive implications for their well being and society as a whole. The course offers to the students an ethical response to contemporary governance deficits. It provides ideas with a comprehensive study about the leadership qualities and the virtues of eminent patriotic leaders in the world. This course will inspire the students to develop leadership skill to motivate people around them for higher achievements. It will also help them to build their skills to listen to one another, to articulate their own values, to assess the reasons behind the political policies, institutions, and social values.

11. Course Summary

This course has been designed to introduce the students with the academic literature on morals, ethics, values, patriotism, nationalism and leadership. The course will also help students to understand the managerial challenges as well as prospects for fostering ethical administrative behavior in government and non-government organizations.

12. Course Learning Objectives (LO)

- LO1: To highlight on normative and empirical approaches to ethics and values and to show how these can be applied to the analysis of governance, policies and processes;
LO2: To study more deeply the major ethical questions raised by and within the governance policies, structures and processes;
LO3: To address the biography of the eminent patriotic leaders and personalities of the world and their role in the society as well as their ideological views that they had shown in many important movements;
LO4: To discuss correlation between governance and ethics that has great relevance for policy makers, strategists and citizens.

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

- CLO1: understand the meanings and importance of ethics and patriotism and their relationship with politics and governance;
CLO2: develop their ideologies and moral principles of ethics, patriotism and qualities of leadership that they can apply in their practical life and in the national and international arena of politics;
CLO3: develop ethical arguments and articulate what is distinctive about such arguments and thus they can apply their reasoning to the issues of nation building.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2	Patriotism: Meaning and Definitions of Patriotism; Types and Importance of Patriotism; Patriotism: Machiavelli's views, Stephen Nathanson's view and George Orwell's view; Patriotism and Nationalism	9
CLO1 CLO2	Ethics: Concept and theories of Ethics, Significance of ethics, Morals, Values and ethics, Virtue ethics; Erosion of Ethics: Causes and Impacts	7
CLO1 CLO3	Governance ethics and Altruism; Ethics in teaching-learning; Workplace ethics; Ethics in Governance; Academic Integrity and Institutional Integrity.	6
CLO1 CLO2 CLO3	Applied ethics with reference to Bangladesh: Problems and prospects of public sector ethics, Political ethics and responsible government, Leadership and organizational ethics, Ethical decision making: steps and importance, Greipp's Model of Ethical Decision Making.	6
CLO1 CLO2	Environmental and ecological ethics: Principles, Importance and Current Issues, Ethics in social media and communication	5
CLO1 CLO3	Leadership: Understanding leadership and misleadership; Character and leadership; Ethical Leadership: Principles, traits, importance and challenges; Virtues of outstanding leaders; Leadership in action, Great Leaders of the World of Democratic as well as Socialistic Movements.	9

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Bowman, James S. and Jonathan, P. West (2015). *Public Service Ethics: Individual and Institutional Responsibilities*. Los Angeles, London. New Delhi, Singapore and Washington DC: Sage.
- Cooper, Terry (2006). *The Responsible Administrator: An Approach to Ethics for the Administrative Role* (Fifth Edition). USA: John Wiley & Sons.
- Frederickson, H.G. and Hart, D.K. (1985). "The Public Service and the Patriotism of Benevolence." *Public Administration Review*. 45 (5).
- Aristotle (2009). *The Nicomachean Ethics*, trans. & eds., Ross, D. and Brown, L. Oxford: Oxford University Press.
- Badiou, A. (2002). *Ethics: An Essay on the Understanding of Evil*, Verso.

- Bowie, Norman E. (2013). *Business Ethics in the 21st Century*, New York: Springer. pp. Caiden, G.E. (2001), 'Corruption and Governance', in Caiden, G.E., Dwivedi, O.P. & Jabbra, J., eds., *Where Corruption Lives*. Bloomfield: Kumarian Press.
- Choudhury, Hasanuzzaman (2017). 'Ethics and Governance', in *Community Legal Support: Empowering Marginalized and Subaltern*. Dhaka: Community Legal Service, YPSA, UKaid, British Council, Maxwell Stamp PLC and CEDR.
- Cohen, A. I. and Wellman, C. H. (2005). *Contemporary Debates in Applied Ethics*. Oxford: The Blackwell Publishing.
- Cooper, T. L. (2001). ed., *Handbook of Administrative Ethics*, 2nd edition. New York: Marcel Dekker.
- Denis, S.M and Thompson, F. (2006). *Public ethics and Governance: Standards and Practices in Comparative Perspective*. New York: Elsevier.
- Douglas, Paul H. (1953). *Ethics in Government*. Cambridge: Harvard University Press.
- Drushel, B. and German, K. (2011). eds., *The Ethics of Emerging Media: Information, Social Norms, and New Media Technology*. London: The Continuum International Publishing Group.
- Dutelle, A.W. (2001). *Ethics for the Public Service Professional*. New York: The Taylor & Francis Group.
- Ottenson, James R. (2006). *Actual Ethics*, New York: Cambridge University Press.
- Sampford, C. and Preston, N. (1998). eds., *Public Sector Ethics: Finding and Implementing Values*. London: Routledge.
- Singer, Peter (1996) (ed). *Applied Ethics*. New York: Oxford University Press.
- Wieland, J (2014). *Governance Ethics: Global Value Creation, Economic Organization and normativity*, Switzerland: Springer International Publishing.
- Hugh LaFollette (2007). *Ethics in Practice: An Anthology*. Malden: Blackwell Publishing.
- Al Gini & Ronald M. Green (2013). *Virtues of Outstanding Leaders*. West Sussex: Blackwell Publishing.
- W. Lillie (1957). *An Introduction to Ethics*, Methuen and Co.
- John Kleinig, Simon Keller, Igor Primoratz (2015). *Ethics of Patriotism: A Debate*. London: John Willey & Sons.
- Thomas E. McCollough (1991). *The Moral Imagination and Public Life: Raising the Ethical Question*. Chatham: Chatham House Publishers.

1. **Course Code** : **POL 105**
2. **Course Title** : Ancient Political Thought
3. **Course Type** : Core
4. **Course Level** : 1st Year, 1st Semester
5. **Session** : 2022-2023 (July-Dec.)
6. **Pre-requisite** : Enrolled at the first semester as per the university rules
7. **Course Credit** : 2
8. **Total Marks** : 50 (Final Exam 35, Mid-term/In-course 10 and Attendance 5)
9. **Course Teacher** : Md. Tareq Nur, Associate Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course is an introduction of the central concepts of Ancient Political Thought. It consists of a close reading of works provided by some of the most influential political thinkers of the ancient world. It focuses on the political philosophy of the thinkers of Ancient and Oriental period, such as Socrates, Plato, Aristotle, Kautilya, Confucius etc. It helps students to understand thinkers view from philosophical and historical perspectives. The main objective of this course is to prepare students on the basis of foundational texts and thinkers of political science. It also considers the key concerns of political thought such as justice and the ideal state and possible regimes, citizenship and civic virtues, law.

11. Course Summary

This course is designed to introduce the students with the history of ancient and oriental political thought and great texts. It helps students to understand different views of political thinkers relating to human nature and design of state and government. On completion of the course, students will be able to apply thoughts, philosophy and theories of ancient and oriental political thinkers for conceiving nexus with particular situations.

12. Course Learning Objectives (LO)

- LO1: To teach students about the meaning and concerns of political thought and the trends of the history of political thought;
- LO2: To identify the contentions and predominant ideas of each period;
- LO3: To throw its ideas on contemporary politics;
- LO4: To think critically in regard to unfolding political realities of a specific time;
- LO5: To give ideas and strategies on the political challenges.

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

- CLO1: attain knowledge and come to terms of political thought in the context of ancient and oriental era;
- CLO2: compare thinkers on similar concepts and use of concepts to analyze new situations;
- CLO3: enhance moral and ethical values.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Introduction to Political Thought, The Greek View on Politics, Ideas and Institutions, The Greek City-state, Characteristics of the City-state, Socrates and Sophists.	4
CLO1 CLO2	Greek Political Thought: Plato's Republic (Book): Concept of Justice, Idea of State, Education Theory, The Selection between three classes, Emancipation of Male and Female, Joint Family and Marriage, Questions of Ideals and Practices, Philosopher King, Communism.	8
CLO1 CLO3	Aristotle's Politics (Book): Definition and Organization of the State, Ideal state, Citizenship, Classification of Government, Revolution and Slavery	4
CLO1	Hellenistic Political Thought, Epicureanism and Stoicism	3
CLO1 CLO2	Roman Political Thought on Polybius and Cicero	3
CLO1 CLO3	Indian Ancient Political Thought : Kautilya	3

CLO2 CLO3	Chinses Ancients Political Thought: Confucious	3
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15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (28 hours) classes, students will be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 2-credit course which contains a total of 50 marks. At the middle of the course, internal evaluation (10 marks) will be done to assess the progress of the students. For internal evaluation students have to attend at least one in-course examination of 1 hour duration. Students will be assessed continuously during the period of the course through class attendance (5 marks). Finally, they will have to sit in for a two hours Semester Final Examination (35 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either in English or Bengali.

17. Recommended Readings

- Barker, Ernest. (1960). *Greek Political Theory: Plato and His Predecessors*. London: Methuen Publishing Ltd.
- Suda, J. P. (1972). *History of Political Thought: Ancient & Mediaval*, Vo.1. Meerut: K Nath & Co.
- Dunning, W. A. (1950). *History of Political Theories, Vol.III*. New York: The MacMillan Company.
- Ebenstein, W. (1972). *Great Political Thinkers*. New Delhi: Oxford & IBH Publishing.
- Gettell, R. G. (1965). *History of Political Thought*. Baltimore: Penguin Books.
- Hallowell, J. J. (1963). *Main Currents in Modern Political Thought*, New York: : Holt.
- Lamcaster, L W (1971). *Master of Political Thought*. London: Harrap.
- MaDonald, L. C. (1968). *Western Political Theory*, New York: Harcourt, Brace & World.
- Mukharjee, Subrata and Sushila Ramaswamy (2017) *A History of Political Thought: Plato to Marx*
- Nelson, B. (2008) *Western Political Thought*. New Delhi: Pearson Longman
- Skoble, A. J. and Machan, T. R. 2nd ed. (2007). *Political Philosophy: Essential Selections*. New Delhi: Pearson Education.
- Burns, T. (2003). 'Aristotle', in Boucher, D. and Kelly, P. (eds.). *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press.
- Bhandari, D. R. (1963) *History of European Political Philosophy*. Bangalore: The Bangalore Printing and Publishing Co. LTD
- Sabine G. H. (1973). *History of Political Theory*, London: Dryden Press.
- Vaughan, C. E. (1960). *Studies in the History of Political Philosophy*, New York: Russell & Russell.
- Rosenthal, Erwin (1958). *Political Thought in Mediaval Islam*, Cambridge: Cambridge University Press.
- উদ্দীন, মুহাম্মদ আয়েশ (১৯৯৫), রাষ্ট্রচিন্তা পরিচিতি: প্রোটো থেকে মার্কস, ঢাকা: আইডিয়াল লাইব্রেরী।
- খান, মো. দরবেশ আলী (২০০৭), প্রোটো ও এরিস্টটলের রাষ্ট্রচিন্তা, ঢাকা: নওরোজ কিতাবিস্তান।

1. **Course Code** : **POL 106**
2. **Course Title** : Functional English
3. **Course Type** : GED
4. **Course Level** : 1st Year, 1st Semester
5. **Session** : 2022-2023 (July- Dec.)
6. **Pre-requisite** : Enrolled at the first semester as per the university rules
7. **Course Credit** : 2
8. **Total Marks** : 50 (Final Exam 35, Mid-term/In-course 10, and Class Attendance 05)
9. **Course Teacher** : Muhammad Tariq-Ul Islam, Associate Professor, Department of English, University of Rajshahi

10. Course Description

This is an important course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course aims to refresh and reactivate students' previously acquired knowledge of the language leading to better reading and writing skills and comprehension through intensive reading of prose pieces. This course is designed to develop their reading, writing, speaking and listening skills in English to help them succeed in the departmental courses as well as in their careers in future.

11. Course Summary

The course mainly focuses on improving student's English reading and writing skill. In this course, students will learn to express themselves creatively and critically. It will not only refresh the students' existing knowledge about English language but also enable them to use the language in diverse situations in an appropriate/effective manner.

12. Course Learning Objectives (LO)

- LO1: To understand words in context and to select the meaning that fits the context;
- LO2: To understand sentence structures; perceive the organization of sentences in a particular paragraph; make inferences; apply ideas from one's past experience to those of the text; identify formal/informal language;
- LO3: To write/articulate grammatically correct, meaningful and comprehensible sentences;
- LO4: To analyze, explain and interpret a particular text; they will learn how to respond to a particular situation; they will also learn how to use the language critically and creatively.

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

- CLO1: know basic grammar matters, exercise different tactics for interpreting essential information after reading a text: develop their knowledge about different types of prewriting, while writing and post writing strategies.
- CLO2: boost their knowledge about writing an effective topic sentence and thesis statement: advance their understanding of 5 types of paragraph writing and three types of essay writing.
- LO3: specializing pre-listening, while listening, and post listening stratagems for effective listening to class lectures, news clips, give short oral presentations and participate in classroom discussions.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	Grammar: Tense, articles, preposition, subject-verb agreement, noun-pronoun agreement, modal, auxiliary verbs, phrase & clauses, conditionals, transformation of sentences, narration, voice, sentence variation, suffix & prefix.	5
CLO1 CLO2 CLO3	Reading: Annotation, skimming, scanning, predicting, inference, analysis, interpretation.	6

CLO1 CLO2 CLO3	Writing Skills: Paragraph writing: (a) paragraph development by listening: (b) paragraph development by examples, (c) paragraph development by comparison: (d) paragraph development by contrast: (e) paragraph development by cause and effect. Writing formal and informal letters: former letter, informal letter, cover letter, CV (British and American Style). Composition: compare and contrast, argumentative composition, cause and effect essay, summery writing.	4
CLO1 CLO2 CLO3	Listening Skills: Strategies of effective listening, note taking, predicting, content, listening for key words, listening for gist, detecting signpost, listening for details, inference.	5
CLO1 CLO2 CLO3	Oral Skills: Brainstorming, discussing and reporting, role playing, debate, impromptu presentation, report presentation, on field visit (Memorial Collections of Martyred and the Martyred Intellectual Memorial of Rajshahi University, Varendra Research Museum, Hydrants (Dhop-Kol), Heritage Achieves, Talaimari War Martyrs Memorial, Martyred Monument, Liberation War Memorial and Lal Kuthir in Rajshahi College, Boro Kuthi of Rajshahi, interviewing a native American on Skype (Life in Silicon Valley), extempore speech interview, brochure presentation, group poster presentation on Animal Farm by George Orwell.	8

15. Teaching Strategies

The course will be taught through a combination of lectures, group discussions, individual/group presentations in the class, simulation of real-life situations, written assignment, communicating with native English Speakers (vis Skype). During the 14-week long (28 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. English will be the medium of instruction.

16. Assessment Strategies

It is a 2-credit course which contains a total of 50 marks. At the middle of the course, internal evaluation (10 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least one in-course examinations of 1 hour duration. Students will be assessed continuously during the period of the course through class attendance (5 marks). Finally, they will have to sit in for a two hours Semester Final Examination (35 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be in English.

17. Recommended Readings

J. Eastwood. *Oxford Practice Grammar*. Oxford University Press.
R. Murphy. *Intermediate English Grammar*. Cambridge University Press.
Grammar and Composition. Houghton Mifflin.
S. Ahmed. *Learning English, The Easy Way*. Friends' Book Corner.
M. Imhoof and H. Hudson. *From Paragraph to Essay*. Longman.
J. Islam. *A Handbook of Paragraph Writing*. Aligarh Library.
J. Islam. *ABC of English Grammar*. Aligarh Library.
M. Shahidullah. *Writing Effective Paragraphs*. Albatross.
Liz and J. Soars. *New Headway*
Geroge Orwell. *Animal Farm*
John Langan. *English Essentials*
Longman Academic Writing Series
Thomson Martinet. *A Practical English Grammar*
Bazermann Weiner. *Writing Skill Handbook*
A. Ashley. *Oxford Handbook of Commercial Correspondence*. Oxford University Press.
Oxford Advanced Learners' Dictionary. New Edition.

FIRST YEAR
Second Semester (2022-2023)

- 1. Course Code : POL 107**
 2. Course Title : Principles of Public Administration
 3. Course Type : GED
 4. Course Level : 1st Year, 2nd Semester
 5. Session : 2022-2023 (Jan.-June)
 6. Pre-requisite : Successful completion of the first year first semester
 7. Course Credit : 3
 8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
 9. Course Teacher : Dr. S.M. Mokhlashur Rahman, Associate Professor, Department of Political Science, University of Rajshahi

10. Course Description

This is a basic theoretical course and it is a pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course is designed to introduce the students with the academic literature on theories of Public Administration. Public Administration is the systematic application of government policy. It covers topics like the origin and growth of Public Administration, major theories of organization, decision making, leadership, bureaucracy, financial administration & administrative accountability.

11. Course Summary

This is a basic course that introduces the students to both the theoretical and practical aspects of public administration. It will groom the students to become public administrators, policy makers, policy executioners and leaders of administration.

12. Course Learning Objectives (LO)

- LO1: To provide a basic understanding about the origin, scope and functions of Public Administration;
 LO2: To teach the students about the use of theories based on critical analysis in the study of Public Administration;
 LO3: To impart knowledge about principles of administration and its application in practical life;
 LO4: To help the students to understand and identify various problems of leadership, decision making & bureaucratic functions.

13. Course Learning Outcomes (CLO): On Completion of the course, students should be able to:

- CLO1: gain a basic understanding of Public Administration;
 CLO2: get ideas about the basic theories and concepts relevant to the field of Public Administration;
 CLO3: critically describe the functions of government and the role of bureaucrats in carrying out those functions and implementing them in real life.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Public Administration: Meaning, Scope, Nature and Importance, Methods of Study; Private and Public Administration, Relations with other subjects, Politics and Administration, Public Administration and Development Administration, Ecology and Administration	8
CLO2 CLO3	Organization: Definition, Factors of organization, Elements of organization: Division of Work, Hierarchy, Unity of Command, Span of control, Coordination Centralization vs. Decentralization, Communication, Motivation. Theories of Organization	8
CLO2 CLO3	Leadership: Definition, Importance, Styles and Theories of Leadership	5
CLO2 CLO3	Decision-Making: Steps of Scientific decision-making, Theories of Decision-Making	4
CLO2 CLO3	Development and significance of public service, Personnel administration: nature and functions	4

CLOs	Course Contents	Lec.
CLO1 CLO2	Bureaucracy: Nature and Concept, characteristics of Weberian Bureaucracy, recent trends	4
CLO1 CLO3	Financial Administration: Nature and meaning, Budget formulation and execution, Parliamentary control over finance, role of accounts and audit	4
CLO2 CLO3	Accountability of Public Administration: Various control over administration-department, Legislative and judicial, Ombudsman, Administrative desecration: Extra legal means of control	5

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

White, L. D. (1955). *Introduction to the Study of Public Administration*. UK: The Macmillan Company;
Marx, F. M. (Ed.) (1946). *Elements of Public Administration*. New York: Prentice-Hall, Inc.
Gladden, E N, (1968). *The Essentials of Public Administration*. London, Staples Press.
Piffner, John M. and Robert Presthus (1967). *Public Administration*. New York: The Ronald Press.
Dimock, M.E. and Domock. O.D. (1961). *Public Administration*. New York: Rinehart and Winston.
Barnard, Chester I. (2005). *The Functions of the Executive*. Cambridge, Mass: Harvard University.
Blau, Peter M. (1987). *Bureaucracy in Modern Society*. Random House.
Haque, A. N. Shamsul (1970). *Administrative Reform in Pakistan*. Dhaka: NIPA.
Gerth, H. A. and C. W. (Mill ed.) (1958). *From Max Weber: Essays in Sociology*. UK: Oxford University Press.
Simon, H. A. (1997). *Administrative Behavior* US: Free Press; Subsequent edition.
Thompson, Victor A, (2015). *Modern Organization*. US: University Alabama Press.
Apoleby, Paul H. (1949). *Policy and Administration*. US: University of Alabama Press.
Alderfer, Harold (1976). *Public Administration in Newer Nation*. New York: Frederick A. Praeger.
Martin, Roscoe E (ed.), (1965). *Public Administration and Democracy*. Syracuse: Syracuse University Press.
Sharma, M. P. (2014). *Public Administration in Theory & Practice*. India: Kitab Mahal.
Islam, Shamsul (1975). *Public Corporation in Bangladesh*. Dhaka: Local Government Institute.
Waldo, Dwight (1953). *Ideas and Issues in Public Administration*. New York: McGraw-Hill.
Avasthi, A. and Maheshwari (1982-83). *Public Administration*. Agra (India): Lakshmi Narayan Agarwala.
Lapalombara, J (ed.) (1963). *Bureaucracy and Political Development*. USA: Princeton Univ Press.
রহমান, এম শামসুর (১৯৭৬), *আধুনিক লোক প্রশাসন*, বাংলা একাডেমী।
রহমান, মো. মকসুদুর (২০১৩), *বাংলাদেশের স্থানীয় স্বায়ত্তশাসন, অবসর প্রকাশনা সংস্থা*।
আহমেদ, কফিল উদ্দিন (১৯৮৭), *বাংলাদেশের লোক প্রশাসন, অবসর প্রকাশনা সংস্থা*।
আহমেদ, কফিল উদ্দিন (২০১৫), *লোক প্রশাসন পরিচিতি*, অবসর প্রকাশনা সংস্থা।
আহমেদ, কফিল উদ্দিন (২০১৯), *বাংলাদেশের লোকপ্রশাসন: ঢাকা: তত্ত্ব ও প্রয়োগ*, অবসর প্রকাশনা সংস্থা।
হক, মোজাম্মেল (১৯৭৬), *লোক প্রশাসন নীতি*, ঢাকা : ইউনিভার্সিটি বুক ডিপো।
ভূঁইয়া, আব্দুল ওয়াদুদ (১৯৯৮), *লোক প্রশাসনের রূপরেখা*, ঢাকা: গে-এব লাইব্রেরি (প্রা:) লিমিটেড।
উদ্দিন, মোঃ আনসার (২০০৪), *লোক প্রশাসন : তত্ত্ব ও প্রয়োগ*, অধুনা প্রকাশন।

1. **Course Code** : **POL 108**
2. **Course Title** : Government and Politics of Bangladesh
3. **Course Type** : Core
4. **Course Level** : 1st Year, 2nd Semester
5. **Session** : 2022-2023 (Jan.-June)
6. **Pre-requisite** : Successful completion of the first year first semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. Ruhul Amin, Professor, Department of Political Science, University of Rjshahi

10. Course Description

This is a history based fundamental course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course is devoted to an analysis of the background and nature of constitutional changes and their impacts on the political processes of the country. It is designed to introduce the students with politics which provides opportunities for learners to broaden their knowledge and skills with a strong foundation of democratic values and state principles. Source materials for the course and classroom discussions will be provided to the students with opportunity to analyze the current and emerging issues in government and politics of Bangladesh through practical aspects.

11. Course Summary

Bangladesh, which emerged as an independent state in 16 December 1971, after having witnessed one of the most brutal bloodbaths in the modern history. The people of Bangladesh had struggled long for a parliamentary democracy with the president as a nominal head and real powers vested in a cabinet collectively responsible to the legislature. But the absence of a clear consensus about the national identity and basic principles of governance, Bangladesh politics has been characterized by arbitrary and disorderly changes. This course will focus on those aspects so that the students could be able to apply their knowledge in analyzing government policies and programs of Bangladesh and contribute to making the political institutions stronger.

12. Course Learning Objectives (LO)

- LO1: To confer student's basic knowledge on political institutions in the context of Bangladesh;
- LO2: To explicate students about the political and governmental policies, processes and procedures relating to Bangladesh politics and society;
- LO3: To devise ways for strengthening our governmental system for making democracy strong;
- LO4: To identify the problems that are existed in the politics of Bangladesh.

13. Course Learning Outcomes (CLO): On completion of the course, the students should be able to:

- CLO1: demonstrate, in both oral and written forms, knowledge and understanding of political and governmental policies to make sense of current world events and contribute to social and political debates;
- CLO2: make a difference between the strengths and weaknesses of the political institutions of Bangladesh;
- CLO3: apply gained knowledge in explanation and illustration of the issues related to Bangladesh politics.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	The emergence of Bangladesh: The level of pre-independence conscience about nation culture, economy and policy	7
CLO1	Constitutional Processes in Bangladesh: The politics of constitution-making; salient features of the constitution; the fundamental principles; the fundamental rights; the executive, legislature, and judiciary; the constitutional amendments	10
CLO1 CLO2	Political Processes and the working of the Parliamentary System: the initial crisis (1972-74); the politics of "Second Revolution" and the fall of Awami League regime, the military regime (1975-79): the BNP Regime and its fall, Ershad regime and politics	12
CLO2 CLO3	Elections in Bangladesh: Issues and Verdicts	5

CLO2	Political Parties: Organizations, Leadership, bases of support, ideologies and	8
CLO3	programs. Religion in Bangladesh Politics	

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Ahmed, Emajuddin (ed.) (1989). *Society and Politics in Bangladesh*. Dhaka: Academic Publishers.
- Ahmed, Moudud (1195). *Democracy and the Change of Development: A Study of Politics and Military Interventions in Bangladesh*. Dhaka: The University Press Ltd.
- Ahmed, Moudud (2012). *Bangladesh: A Study of the Democratic Regimes*. Dhaka: The University Press Ltd.
- Akhtar, Muhammad Yeahia (1991). *Electoral Corruption in Bangladesh*. England: Ashgate Publishing Ltd.
- Chakravarty, S.R. (ed.) (1995). *Bangladesh under Mujib, Zia and Ershad*. New Delhi: Har-Anad.
- Choudhury, Dilara (1994). *Constitutional Development in Bangladesh*. Karachi: Oxford University Press.
- Hakim, Muhammad A. (1993). *Bangladesh Politics: The Shahabuddin Interregnum*. Dhaka: the University Press Ltd.
- Harun, Shamsul Huda (1984). *Parliamentary Behavior in a Multi-National State, 1947-58: Bangladesh Experience*. Dhaka: Asiatic Society of Bangladesh.
- Hasanuzzaman, Al Masud and Shamsul Alam (eds.). *Political Management in Bangladesh*, Dhaka: AH Development Public House.
- Hasanuzzaman, Al Masud (1998). *Role of Opposition in Bangladesh Politics*. Dhaka: University Press Ltd.
- Huq, Abul Fazal (2011). *Bangladesh Politics: The Problem of Stability*. Dhaka: Hakkani Publishers.
- Jahan, Rounaq (1972). *Pakistan: Failure in National Integration*. New York: Columbia University Press.
- Jahan, Rounaq (1987). *Bangladesh Politics: Problems and Issues*. Dhaka: The University Press Limited.
- Khan, M. Salimulla (ed.). *Politics and Stability in Bangladesh: Problems and Prospects*. Dhaka: Jahangirnagar University.
- Maniruzzaman, Talukdar (1988). *Bangladesh Revolution and Its Afermath*. Dhaka: University Press Limited.
- Mannan, Md. Abdul (2005). *Elections and Democracy in Bangladesh*. Dhaka: Academic Press.
- Riaz, Ali (2012). *Inconvenient Truths about Bangladeshi Politics*. Dhaka: Prothoma Prokashan.
- Ziring, Lawrence (1994). *Bangladesh from Mujib to Ershad: An Interpretive Study*. Dhaka: University Press Limited.
- হক, আবুল ফজল (১৯৯৪), *বাংলাদেশের রাজনীতি: সংঘাত ও পরিবর্তন*, রাজশাহী: রাজশাহী বিশ্ববিদ্যালয় প্রকাশনা বোর্ড।
- হক, আবুল ফজল (২০১৩), *বাংলাদেশের শাসনব্যবস্থা ও রাজনীতি*, ঢাকা: অনন্যা প্রকাশনী।
- হক, আবুল ফজল (২০০৭), *বাংলাদেশের রাজনীতি: সংস্কৃতির স্বরূপ*, ঢাকা: অনন্যা প্রকাশনী।
- হাসানুজ্জামান, আল মাসুদ (২০০৯), *বাংলাদেশে সংসদীয় গণতন্ত্র ও গভর্ন্যান্স: ১৯৯১-২০০৭*, ঢাকা: দি ইউনিভার্সিটি প্রেস লি।
- মাননান, মোঃ আবদুল (২০০৩), *বাংলাদেশে গণতন্ত্র: সমস্যা ও সম্ভাবনা*, ঢাকা: আফসার্স ব্রাদার্স।
- রহমান, মো. মকসুদুর (২০১৫), *স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস*, ঢাকা: আলোয়া বুক ডিপো।
- মাহমুদ, সুলতান (২০২০), *বাংলাদেশের দলীয় রাজনীতি*, ঢাকা: অবসর প্রকাশনা সংস্থা।
- নূরুল্লাহ, মুহম্মদ (২০২২), *স্বদেশ সন্দর্শন*, রাজশাহী: পুথিকা প্রকাশনী।
- রহমান, মো. আমিনুর (২০২১), *বাংলাদেশে আইন প্রণয়ন প্রক্রিয়া*, ঢাকা: সূচয়নী পাবলিশার্স, বাংলা বাজার।
- আমিন, মো. রুহুল, *বাংলায় হিন্দু-মুসলিম সম্পর্ক (১৭৫৭-১৯১৬)*, উত্তরণ অফসেট প্রিন্টিং প্রেস, রাজশাহী।

- 1. Course Code : POL 109**
2. Course Title : Politics and Personalities
3. Course Type : Core
4. Course Level : 1st Year, 2nd Semester
5. Session : 2022-2023 (Jan.-June)
6. Pre-requisite : Successful completion of the first year first semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. Bibi Morium, Associate Professor, Department of Political Science, University of Rajshahi

10. Course Description

This is a basic course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course will provide a broad idea about the biography of the eminent political personalities of the Indian Sub-Continent and their social and political contributions in different movements of reformation and renaissance. The course will provide students a detailed understanding about the techniques and strategies that the political scholars adopted in the politics of resistance and freedom in British India. It will also highlight on the role of great political leaders to promote Bengali nationalism that influenced and accelerated the courses of movement for the emergence of Bangladesh.

11. Course Summary

It is basically a history-based course that would allow the students to learn from the past. This course will focus on the role of eminent political leaders in different movements of reformation and renaissance and in the politics of resistance and freedom of the subcontinent. This course will be helpful to groom the students as public administrators, policy makers, policy executioners, managers and leaders of the society as a whole.

12. Course Learning Objectives (LO)

- LO1: To provide students with a good understanding about politics and personalities of Indian Sub-continent;
- LO2: To address the biography of the eminent political leaders and personalities of the world and their role in the nation building process;
- LO3: To focus on the issues that have taken place in the affluent history of our nation building process and put contribution to create patriotic feelings among the Bengali people;
- LO4: To give knowledge about how the influences of historical events took place in the governance system of British India;
- LO5: To acquire knowledge about the ideological views of the patriotic leaders that they had shown in different political and social movements.

13. Course Learning Outcomes (CLO): On completion of the course, the student should be able to:

- CLO1: enhance their knowledge about the role of political personalities in the political and social development of the Indian Sub-Continent;
- CLO2: examine the influences of politics and personalities of the Indian Sub-continent in the design of government and state of this time;
- CLO3: develop their ideologies and moral principles and the qualities of leadership that they can apply in their practical life and in the national and international arena of politics.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	Reformation Movements: Reformation movements in British India and their political significance	5
	Wahabi movement-Faraiji movement	3
	Renaissance Movement: Raja Ram Mohan Roy, Sir Sayed Ahmed Khan, Sayed Amer Ali, N Abdul Latif	8
	Politics of Resistance and Freedom: Titu Mir, Maulana Md. Ali, Surendranath Banerjee, M.K. Gandhi, Jawharlal Nehru, Maulana Abul Kalam Azad, C.R. Das, Subhas Chandra Bose, Nawab Sir Salimullah, M.A. Jinnah	15
	A.K. Fazlul Huq, H.S. Suhrawardy, Maulana A. Hamid Khan Bhasani	6
	Bangabandhu Sheikh Mujibur Rahman	5

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Haque, A. F. (2011). *Bangladesh Politics: The Problem of Stability*. Dhaka: Hakkani Publishers.
- Ahmed, Nizam (2002). *The Parliament of Bangladesh*. Aldershot. England: Ashgate Publishing Limited.
- Ahmed, Nizam. (2000). *Parliament and public spending in Bangladesh: limits and control*. Dhaka: Bangladesh Institute of Parliamentary Studies (BIPS).
- Ahmed, Nizam. (2012). *Aiding the Parliament of Bangladesh: Experience and Prospect*. Dhaka: The University Press Limited.
- Rahim, Muhammad Abdur (1978). *The Muslim Society and Politics in Bengal, A. D. 1957-1947*. Dhaka: University of Dacca.
- Huq, Abul Fazal (1985). *Constitution and Politics in Bangladesh: Conflict, Change and Stability*. Dhaka: Hakkeny Publications.
- Ahamed, Emajuddin (1980). *Bangladesh Politics*.
- Mallick, Abdur Rahman and Mallick, E. Ara (1977). *British Policy and the Muslims in Bengal 1757-1856*. Dhaka: Bangla Academy.
- Gopal, Ram (1964). *Indian Muslims: A Political History*. Asia Pub. House.
- Harun-or-Rashid (2003) *Inside Bengal Politics*, University Press.
- রহমান, মো. মকসুদুর (সম্পাদিত) (২০১৬), স্মরণীয় বরগীয়া রাজনৈতিক ব্যক্তিত্ব, বাংলাদেশ বুক কর্পোরেশন লিঃ।
- রহমান, মো. মকসুদুর (সম্পাদিত) (২০১৯), স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস, ঢাকা: আলিয়া বুকস।
- রহমান, মো. মকসুদুর (২০১৯), বাংলাদেশের স্বাধীনতার সাতকাহন, ঢাকা: জনকোষ প্রকাশনী।
- রহমান, মো. আমিনুর (২০২১), বাংলাদেশে আইন প্রণয়ন প্রক্রিয়া, ঢাকা: সুচয়নী পাবলিশার্স, বাংলা বাজার।
- নূরুল্লাহ, মুহম্মদ (২০২২), স্বদেশ সন্দর্শন, রাজশাহী: পৃথিকা প্রকাশনী।

1. **Course Code** : **POL 110**
2. **Course Title** : Principles of Economics
3. **Course Type** : GED
4. **Course Level** : 1st Year, 2nd Semester
5. **Session** : 2022-2023 (Jan.-June)
6. **Pre-requisite** : Successful completion of the first year first semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. Qamrullah Bin Tariq Islam, Associate Professor, Department of Economics,
University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course has been sketched in line with its rationale i.e. politics and economics are inter-related. It is mapped to introduce the students with the classical books on principles of economics which enable them to understand the economic activities of a state. The course teaches that a good consumer can be a good contributor to the economic development of a country. It helps to understand the economic system suitable for the smooth functioning of democracy in a state.

11. Course Summary

The students (majoring in Political Science) are required this basic course for graduation degree and eventually it grooms them to be teachers, investors, entrepreneurs, policy makers, policy analyst and policy executioners.

12. Learning Objectives (LO)

- LO1 : To introduce the students to the basic concepts, notions and theories of economics;
- LO2 : To give an in-depth understanding and knowledge about economics so that the students can contribute directly or indirectly to the economic development of his/her country;
- LO3 : To enhance the knowledge about national and international economic issues and some relevant policies.

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

- CLO1 : know the significance and role of economics in making the independence of a country successful;
- CLO2 : be skilled in economic activities and analytical in applying the theories and concepts in policy making of a country so that the objectives of national and/or international economic order are fully achieved;
- CLO3 : have a sound knowledge about national and global economic issues that would ultimately help them to solve problems like poverty, income inequality, inflation and lack of economic growth.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Elementary Concepts of Economics: Definition and subject-matter, distinction between microeconomics and macroeconomics, some basic economic questions of the society.	7
CLO1 CLO2	Theories of Demand and Supply: Law of demand, derivation of demand curve, demand curve shifters, law of supply, derivation of supply curve, supply curve shifters, concepts of equilibrium, supply and shortage, price elasticity of demand and supply, income and cross-price elasticities of demand.	8
CLO1 CLO2	Theory of Production: Production function, factors of production, marginal productivity, various costs of production, cost and output, cost in the short run and in the long run, economies of scale.	7

CLO1 CLO2	Theory of Consumer Choice: Budget constraint and consumer's choice, properties of an indifference curve, marginal rate of substitution, consumer equilibrium, income and substitution effects, normal, inferior and Giffen goods.	7
CLO2 CLO3	Elementary Concepts of Macroeconomics: Gross Domestic Product (GDP), components of GDP, definition and measures of inflation, critical evaluation of GDP as a measure of economic growth, indicators of inequality and poverty, relevant public policies.	8
CLO2 CLO3	Theory of International Trade: Domestic versus international trade, benefits of trade, theory of absolute advantage, theory of comparative advantage, free trade versus protectionism, tariff and quotas.	5

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course that contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

Mankiw, N. G. (2017) *Principles of Economics*, 8th edition (South-Western Cengage Learning, 2017).
Mankiw, N. G. and M. P. Taylor (2020) *Economics*, 5th edition (South-Western Cengage Learning, 2020).
Samuelson, P. A. and W. D. Nordhaus (2009) *Economics*, 19th edition (McGraw-Hill, 2009).
Lipsey, R. and A. Chrystal (2007) *Economics*, 11th edition (Oxford University Press, 2007).

- 1. Course Code : POL 111**
2. Course Title : Medieval Political Thought
3. Course Type : Core
4. Course Level : 1st Year, 2nd Semester
5. Session : 2022-2023 (Jan.-June)
6. Pre-requisite : Successful completion of the first year first semester
7. Course Credit : 2
8. Total Marks : 50 (Final Exam 35, Mid-term/In-course 10, and Attendance 5)
9. Course Teacher : Name of the Course Instructor shall be notified at the beginning of the semester

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course is an introduction of the central concepts of Medieval Political Thought. It consists of a close reading of works provided by some of the most influential political thinkers of the medieval world. It focuses on the political philosophy of the thinkers of Medieval period, such as St. Augustine and St. Thomas Aquinas, Ibne khaldun etc. It helps students to understand thinkers view from philosophical and historical perspectives. The main objective of this course is to prepare students on the basis of foundational texts and thinkers of political science. The course simultaneously introduces the students with the middle dark age as well as the revival of the light of logic and the end of Christian dominance in politics and political thought.

11. Course Summary

This course is designed to introduce the students with the history of medieval political thought. It helps students to understand different views of political thinkers relating to human nature and design of state and government. On completion of the course, students will be able to apply thoughts, philosophy and theories of ancient and medieval political thinkers for conceiving nexus with particular situations.

12. Course Learning Objectives (LO)

- LO1: To teach students about the meaning and concerns of political thought and the trends of the history of political thought;
- LO2: To identify the contentions and predominant ideas of each period;
- LO3: To throw its ideas on contemporary politics;
- LO4: To think critically in regard to unfolding political realities of a specific time;
- LO5: To give ideas and strategies on the political challenges.

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

- CLO1: attain knowledge and come to terms of political thought in the context of medieval era;
- CLO2: compare thinkers on similar concepts and use of concepts to analyze new situations;
- CLO3: enhance moral and ethical values.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Introduction to Medieval Political Thought,	3
CLO1 CLO2	Political Thought of the Early Medieval Age, St. Augustine	4
CLO1 CLO3	Pro-papal Doctrines, Pro-Imperial Doctrines, St. Thomas Aquinas	7
CLO1	Dante, Marsillio of Padua and William of Ockham	4
CLO1 CLO2	Conciliar Theory and Movement: Its Failure and Success	4
CLO1 CLO3	Ibn Sina, Ibn Khaldun, Ibn Rushd,	3
CLO2 CLO3	Al-Farabi, Al-Gazzali	3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (28 hours) classes, students will be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 2-credit course which contains a total of 50 marks. At the middle of the course, internal evaluation (10 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least one in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (5 marks). Finally, they will have to sit in for a two hours Semester Final Examination (35 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either in English or Bengali.

17. Recommended Readings

- Barker, Ernest. (1960). *Greek Political Theory: Plato and His Predecessors*. London: Methuen Publishing Ltd.
- Suda, J. P. (1972). *History of Political Thought: Ancient & Mediaval*, Vo,1. Meerut: K Nath & Co.
- Dunning, W. A. (1950). *History of Political Theories, Vol.III*. New York: The MacMillan Company.
- Ebenstein, W. (1972). *Great Political Thinkers*. New Delhi: Oxford & IBH Publishing.
- Gettell, R. G. (1965). *History of Political Thought*. Baltimore: Penguin Books.
- Hallowell, J. J. (1963). *Main Currents in Modern Political Thought*, New York: : Holt.
- Lamcaster, L W (1971). *Master of Political Thought*. London: Harrap.
- Landsay, A. D. (1969). *The Modern Democratic State*. New York: Oxford University Press.
- Laski, H J (1963). *A Defense of Liberty Against Tyrant*. Mass: Peter Smith.
- MaDonald, L. C. (1968). *Western Political Theor.*, New York: Harcourt, Brace & World.
- Nelson, B. (2008) *Western Political Thought*. New Delhi: Pearson Longman
- Skoble, A. J. and Machan, T. R. (2007). *Political Philosophy: Essential Selections*. New Delhi: Pearson Education.
- Burns, T. (2003). 'Aristotle', in Boucher, D. and Kelly, P. (eds.). *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press.
- Sabine G. H. (1973). *History of Political Theory*, London: Dryden Press.
- Vaughan, C. E. (1960). *Studies in the History of Political Philosophy*, New York: Russell & Russell.
- Rosenthal, Erwin (1958). *Political Thought in Medieval Islam*, Cambridge: Cambridge University Press.
- Sherwani, Harron khan, (1962) *Studies in Muslim Political Thought and Administration*. Lahore: SH Muhamad Ashraf.

উদ্দীন, মুহাম্মদ আয়েশ (১৯৯৫), রাষ্ট্রচিন্তা পরিচিতি: প্রোটো থেকে মার্কস, ঢাকা: আইডিয়াল লাইব্রেরী।

খান, মো. দরবেশ আলী (২০০৭), প্রোটো ও এরিস্টটলের রাষ্ট্রচিন্তা, ঢাকা: নওরোজ কিতাবিস্তান।

SECOND YEAR

First Semester (2023-2024)

1. Course Code : POL 201
2. Course Title : Early Modern Western Political Thought
3. Course Type : Core
4. Course Level : 2nd Year, 1st Semester
5. Session : 2023-2024 (July-Dec.)
6. Pre-requisite : Successful completion of the first year second semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. Tareque M. Taufiqur Rahman, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course covers the nature and purpose of political theories. The course begins with an overview of the political context from which modern political theory emerged. This is followed by a discussion of the justification of state sovereignty and the legitimacy of absolutist rule. Students will consider the nature and rights of the individual, whether these are compatible with political rule; the use of social contract arguments to explain and justify political obligation; the nature and scope of natural law and the role of property in limiting sovereign power.

11. Course Summary

This course provides an introduction to the nature of political theory through an examination of the ideas of the most important political thinkers of the early modern period –since the emergence of the state system in the early sixteenth century. The period covers the rise and development of democracy, power politics, political party, and the modern state.

12. Course Learning Objectives (LO)

- LO1: To provide an introduction to the great texts of modern political theory;
- LO2: To examine the meaning and justification of important concepts such as sovereignty, freedom, equality and rights, etc;
- LO3: To explore rival theoretical frameworks such as democracy, power politics, political party, and separation of powers, etc.;
- LO4: To provide an account of the main concepts used by the thinkers covered on the course;
- LO5: To develop critical skills necessary to examine and assess complex theoretical arguments and assess their strengths and weaknesses.

13. Course Learning Outcomes (CLO): At the end of the course, and having completed the set readings and the activities, students should be able to:

- CLO1: demonstrate a familiarity with main ideas of the thinkers discussed in the subject guide;
- CLO2: evaluate the strengths and weaknesses of the arguments employed in the theories studied;
- CLO3: formulate original interpretations of the thinkers covered using the model exam/essay questions.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Early Modern Age: Its Political Social and Religious Background	8
CLO1 CLO2	Beginning of Modern Age: Niccolo Machiavelli Period.	8
CLO2	Protestant Reformation Movement in Early Modern Period: Martin Luther and John Calvin.	7
CLO2 CLO3	16th Century Political Thought: Jean Bodin and Hugo Grotius. James Harrington.	9
CLO2 CLO3	17th Century Political Thought: Thomas Hobbes, John Locke and Jean Jacques Rousseau. Montesquieu, Edmund Burke.	10

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Ebenstein, W (1972). *Great Political Thinkers*. New Delhi: Oxford & IBH Publishing.
- Gettell, R G (1965). *History of Political Thought*. Baltimore: Penguin Books.
- Hallowell, J J (1963). *Main Currents in Modern Political Thought*. New York: Holt.
- Lamcaster, L W (1971). *Master of Political Thought*. London: Harrap.
- Landsay, A D (1969). *The Modern Democratic State*. New York: Oxford University Press.
- Laski, H J (1689). *A Defense of Liberty Against Tyrant*. London: Richard Baldwin.
- Dunning, W A (1950). *History of Political Theories Vol. III*. New York: The Macmillan Company.
- Laski, H J (1963). *A Defense of Liberty Against Tyrant*. Mass: Peter Smith.
- MacDonald, L C (1968). *Western Political Theory*. New York: Harcourt, Brace & World.
- McClelland, J. S. (1996). *A History of Western Political Thought*. London: Rutledge.
- Nelson, B. (2008). *Western Political Thought*. New York: Pearson Longman.
- Bloom, A. (1987). 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*. 2nd Edition. Chicago: Chicago University Press.
- Boucher, D. (2003). 'Rousseau', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press.
- Nelson, B. (2008). *Western Political Thought*. New Delhi: Pearson Longman.
- Skoble, A. J. and T. R. Machan (2007). *Political Philosophy: Essential Selections*. New Delhi: Pearson Education.
- Nelson, B. (2008). *Western Political Thought*. New Delhi: Pearson Longman.
- Saviegar, P. (1988). 'Niccolo Machiavelli: *The Prince and the Discourse*', in Forsyth, M. and Strauss, L. (1987). 'Niccolo Machiavelli', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*. 2nd Edition. Chicago: Chicago University Press,
- Femia, J. (2003). 'Machiavelli', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press.
- Sabine G H (1973). *History of Political Theory*. London: Dryden Press.
- Skoble, A. J. and T. R. Machan, (2007). *Political Philosophy: Essential Selections*. New Delhi: Pearson Education.
- Reeve, C.D.C. (2003). 'Plato', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press.
- Vaughan, C E (1960). *Studies in the History of Political Philosophy*. New York: Russell & Russell.

1. **Course Code** : **POL 202**
2. **Course Title** : Public Administration in Bangladesh
3. **Course Type** : Core
4. **Course Level** : 2nd Year, 1st Semester
5. **Session** : 2023-2024 (July-Dec.)
6. **Pre-requisite** : Successful completion of the first year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. Md. Sultan Mahmud, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course is designed to introduce the students with the applicability of Public Administration in Bangladesh. Public Administration is an academic discipline and at the same time it also deals with the activities of the government. The course may contribute to build up an efficient generation, necessary for further development of Bangladesh. Classroom discussion and referred materials for the course, field level investigation may be the methods in achieving knowledge of public administration in Bangladesh.

11. Course Summary

This course explores the theoretical, historical and pragmatic aspects of Public Administration in Bangladesh. It helps students to build advanced skills, efficiencies and knowledge. This course will enable them to put a greater contribution to the different fields of administrative services in Bangladesh.

12. Course Learning Objective

- LO1: To teach the students how to use theoretical knowledge of Public Administration in the field of Bangladesh Public Administration;
- LO2: To introduce the students with the activities of different organisations of Bangladesh government;
- LO3: To identify the problems existing in the different fields of Public Administration in Bangladesh;
- LO4: To explore the ways for strengthening the administrative system of Bangladesh.

13. Course Learning Outcomes (CLO): After completion of this course, students should be able to:

- CLO1: attain a theoretical and historical base of public administration;
- CLO2: have acknowledgement of the different government organs/organisations of Bangladesh;
- CLO3: attain the efficiency and opportunity to be recruited in both the government and non-government services.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO3	Historical Background of the Public Administration in Bangladesh: Ancient, Medieval and Modern period.	4
CLO1 CLO3	Ecology of Public Administration in Bangladesh. Pakistan influences upon Bangladesh Administration.	3
CLO1	Constitutional Framework of Bangladesh and its Administration: Working of Political executive, President, Prime Minister and Cabinet or Ministers, Rules of Business.	4
CLO1 CLO2	Organisation and Role of the Secretariat, Functions, Role of Secretary, Public Corporations, Boards and Directorates, Relations of Secretariat with the above agencies.	4
CLO1 CLO3	Development plan and administration in Bangladesh: Organisation of Planning commission in Bangladesh, Role of National Economic Councils, Project Planning and its implementation in Bangladesh, Role of IMED.	4
CLO1 CLO3	Field Administration in Bangladesh: Role of Divisional Commissioner, Deputy Commissioner, Upazila Parishad Chairman, Upazila Nirbahi Officer with reference to Development Administration.	4
CLO1	Administrative Reforms in Bangladesh.	4

CLO1	Bureaucracy in Bangladesh: Its nature and problems, Recruitment, Classification of services, training, promotion and transfer, Relationship between Generalist and Specialists in Bangladesh, Bureaucracy and politics.	4
CLO1	Administrative Accountability: Its meaning and problems, Methods of Administrative Accountability: a. Ministerial control, b. Parliamentary control, c. Judicial control and d. Extra legal control.	4
CLO1 CLO2	Ombudsman in Bangladesh.	3
CLO2 CLO3	Women in the Administration of Bangladesh.	4

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Chawdhuri, M.A. (1963). *The Civil Service in Pakistan*. Dhaka.
- Anisuzzaman, M. (1979). *Bangladesh Public Administration and Society*. Dhaka: Bangladesh Books International.
- Abedin, Najmul (1973). *Local Administration and Politics in Modernising societies: Bangladesh and Pakistan*. Dhaka: National Institute of Public Administration.
- Ahmed, Emajuddin (1980). *Bureaucratic Elites in Segmented Economic Growth: Pakistan and Bangladesh*, Dhaka: University Press.
- Ahmed, Ali (1968). *Role of Higher Civil Servants in Pakistan*. Dhaka: Dacca National Inst. of Public Administration.
- Haque, A.N.S (1970). *Administrative Reforms in Pakistan*. Dhaka.
- Muhit, A.M.A. (1978). *Bangladesh: Emergence of a Nation*. Dhaka: Bangladesh Books International.
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- Rahman, A.T.R (1974). *Administration and its Political Environment in Bangladesh*. Pacific Affairs, Vol. 1974.
- Majumder, R.C. (1974). *History of Ancient Bengal*. Calcutta Bharadwaj.
- Sarkar, jadunath (1963). *Mughal Administration*. Patna: Superintendent Government printing, Bihar and Orissa.
- Majumder, R.C. (1963). *The History and Culture of the Indian People*. Bombay, India.
- Sarkar, Jadunath (1972). *The History of Bengal*. Vol. 02. Dhaka: The University Press.
- Eager, Rowland (1953). *The Improvement of Public Administration in Pakistan*. Karachi Pakistan.
- Ahmed, Moudud (1979). *Bangladesh: Constitutional Quest for Autonomy*. Dhaka: UPL.

- Irfan, Nurul (1977). *Development Planning in Bangladesh*. Dhaka: UPL.
- Majumder, R.C (1973). *History of Medieval Bengal*. Calcutta: Bharadwaj.
- Ali, A.M.M Shawkat (2011). *Bangladesh Civil Service*. Dhaka: UPL.
- Ahmed, Emajuddin (1981). *Development Administration*. Dhaka: Centre for Administrative Studies.
- Ahmed, Sayed Giasuddin (1986). *Public Personnel Administration in Bangladesh*. Dhaka, Bangladesh: University of Dhaka.
- Khan, M.M. (2013). *Administrative Reforms in Bangladesh*. Dhaka: The University Press.
- Khan, M.M. (2009). *Bureaucratic self-preservation: failure of major administrative reform efforts in the civil service of Pakistan*. Dhaka, Bangladesh: University of Dhaka.
- Rahman, Muhammad Mahmudur (2008). *Good Governance in Bangladesh: Theoretical Discourses, in Good Governance Initiatives and Impact* edited by Ramesh K Arora and R M Khandelwal, New Delhi: Paragon International Publishers.
- Haque, A.K.M. Mahmudul and Md. Asfaq Salehin, Jannatul Ferdous, Md. Masum Billah, Syed Mohammad Aminur Rahman (2021). Standing committees' responses in promoting peace, justice and strong institution (SDG 16) at local level in Bangladesh. *International Journal of Sustainable Development and Planning* (indexed in Scopus), Vol. 16, No. 5, pp. 811-817.
- আহমেদ, কফিল উদ্দিন (১৯৮৭), *বাংলাদেশের লোক প্রশাসন*, ঢাকা: নিবেদন প্রিন্টার্স অ্যান্ড পাবলিকেশন্স।
- আহমেদ, কফিল উদ্দিন (২০১৯), *বাংলাদেশের লোক প্রশাসন তত্ত্ব ও প্রয়োগ*, ঢাকা: অবসর প্রকাশন সংস্থা।
- আহমেদ, কফিল উদ্দিন (২০১৫), *লোক প্রশাসন পরিচিতি*, ঢাকা: অবসর প্রকাশন সংস্থা।
- আহমেদ, কফিল উদ্দিন (২০১০), *বাংলাদেশের সংবিধান ও রাজনীতি*, রাজশাহী: সোনিয়া আহমেদ।
- রহমান, আ: শামসুর (২০১৭), *লোক প্রশাসন*, ঢাকা : খান ব্রাদার্স অ্যান্ড কো:।
- আহমেদ, এমাজ উদ্দিন (২০০০), *বাংলাদেশ লোক প্রশাসন*, বাঁধন পাবলিকেশন্স।
- আনসার উদ্দিন, মো: (২০১১), *লোক প্রশাসন: তত্ত্ব ও প্রয়োগ*, অধুনা প্রকাশন।
- হক, আবুল ফজল (১৯৯৫), *বাংলাদেশের শাসন ব্যবস্থা ও রাজনীতি*, রংপুর : টাউন স্টোর্স।
- হক, আবুল ফজল (২০১৪), *পরিবর্তন*, মো: ফারুক হোসেন, ঢাকা : বুকস ফেয়ার।
- হক, আবুল ফজল (২০০৭). *বাংলাদেশের রাজনীতি : সংস্কৃতির স্বরূপ*, ঢাকা: অনন্যা।

- 1. Course Code : POL 203**
2. Course Title : Local Governance: Theories and Practices
3. Course Type : Core
4. Course Level : 2nd Year, 1st Semester
5. Session : 2023-2024 (July-Dec.)
6. Pre-requisite : Successful completion of the first year second semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. A K M Mahmudul Haque, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course explores the trends, challenges and opportunities in local governments. It helps build advanced skills and knowledge to enable current and aspiring local government leaders to make a greater contribution to improving economic, social, environmental and governance performance of their organizations for the benefit of communities now and in the future. The course provides the students a comparative study of local governance around the globe especially with reference to Bangladesh, USA, UK and France. Source materials for the course and classroom discussions will be provided to the students with the opportunity to learn to analyze current and emerging issues in local government administration through theoretical lens.

11. Course Summary

This course is designed to introduce the students with the academic literature on theories of local governance which provide opportunities for learners to broaden their knowledge and skills, underpinned with a strong foundation in public service and democratic values and principles.

12. Course Learning Objectives (LO)

- LO1: To teach the students about the use of theory-based critical analysis in the study and in the practice of local governance;
- LO2: To make acquaintance and connectivity between learners and the local government at the rural and urban level within the social, political and environmental domain of the vast population geography;
- LO3: To give knowledge about the existing local government system of Bangladesh and to compare it with local government system of selected developed countries;
- LO4: To identify the problems existing in the field of local government and local self-government in Bangladesh;
- LO5: To devise ways for strengthening our local government system and to establish good governance at the local administration.

13. Course Learning Outcome (CLO): On completion of the course, students should be able to:

- CLO1: understand the theoretical underpinning of local governance and the dynamics of local government effort, their justification and functioning of local government in Bangladesh as a core institution for local governance;
- CLO2: think critically to apply the theories and concepts in the practices of local governance and to make a differentiation between the strengths and weaknesses of the local governance institutions of Bangladesh and selected countries;
- CLO3: have a sound understanding of the current issues in local government and in diverse communities, as well as an ability to relate this knowledge back to their own workplaces.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Introduction to Local Governance: Meaning of Local Governance and Local Government; Actors in Local Governance	6
CLO1	Theories and Models of Local Government: Liberal-Democratic Theory, Radical Elite Theory, Economic Interpretation, Marxist Interpretation; Theory of Decentralization	5
CLO1 CLO2	Differences between Local Government and Local Self-Government; Characteristics, functions and problems of Local Government and Local Self-Government; Central-Local Relationship.	6
CLO2 CLO3	Local Governance in Bangladesh: Historical growth, structure, functions and problems of Local Government and Local Self-Government bodies; Local Government Reforms	5
	Leadership Pattern at the local level; Local government election process; Personnel system in Local Government; Process of decision making; Local Government finance; Local level planning Central control over the local government bodies.	10
CLO2 CLO3	Local Government of Selected Developed Countries: A comparative focus on the local government system of the selected countries: United States of America, United Kingdom and France.	10

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Abedin, Najmul (1973). *Local Administration and Politics in Modernizing Societies: Bangladesh and Pakistan*. Dhaka: Oxford University Press.
- Abul Barkat et al. (2015). *Local Governance and Decentralization: Politics and Economics*. Dhaka: Pathok Shamabesh.
- Ahmed, Ali (1979). *Administration of Local Self-Government for Rural Areas in Bangladesh*. Dhaka: National Institute of Local Government.
- Ali, S. Maqsood (1981). *Decentralization and People's Participation in Bangladesh*. Dhaka. NIPA.
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- Barman, Dalem Chandra (1988). *Emerging Leadership Patterns in Rural Bangladesh*. Dhaka: CSS.
- Cheema, G. S. & Rondinelli, D. A. (eds.). (2007). *Decentralizing Governance: Emerging Concepts and Practices*, Washington, DC: Brookings Institution Press.
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- Chowdhury, S. & Panday, P. K. (2018). *Strengthening Local Governance in Bangladesh Reforms, Participation and Accountability*, Springer.

- Crook, R and James M (1998). *Democracy and Decentralization in South Asia and West Africa: Participation, Accountability and Performance*, Cambridge, UK: Cambridge University Press.
- Ehsan, Shah Md Azimul (2021). The Local Government System in Bangladesh: An Anatomy of Perspectives & Practices (March 7, 2021). South Asian Journal of Policy and Governance, Vol. 44, No. 02, p.1-22., Available at SSRN: <https://ssrn.com/abstract=3799533>.
- Haque, A. K. M. Mahmudul and Ullah, S. M. Akram (2019). "Crises of Governance in Governing Union Parishad of Bangladesh: A Study on Three Selected UPs". *Bangladesh Society for Training and Development Journal*, vol. 27, no. 1 (2019).
- Haque, A.K.M. Mahmudul and Md. Asfaq Salehin, Jannatul Ferdous, Md. Masum Billah, Syed Mohammad Aminur Rahman (2021). Standing committees' responses in promoting peace, justice and strong institution (SDG 16) at local level in Bangladesh. *International Journal of Sustainable Development and Planning* (indexed in Scopus), Vol. 16, No. 5, pp. 811-817.
- Haque, A.K.M. Mahmudul and Razy, S M (2018). "The State of Governance in the Functioning of the Union Parishad in Bangladesh: A Study of Three UPs in Rajshahi District". *Asian Studies, Jahangirnagar University Journal of Government and Politics*, Vol. 37. 09-26.
- Hugh Tinker (1954). *Foundations of Local Self-Government in India, Pakistan and Burma*. London: Athlone Press.
- Jamil, I. et. al., (2011). *Understanding Governance and Public Policy in Bangladesh*, Dhaka: North South University.
- Khan, M. M. (2011). *Local Government in Bangladesh: Some Contemporary Issues and Practices*, Dhaka: AHDPH.
- Maniruzzaman, Md. and A. K. M. Mahmudul Haque (2020). "Historical Evolution of Rural-Local Government in Bangladesh and Its Current State." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, Volume 25, Issue 11, Series 9, pp. 29-38. DOI: 10.9790/0837-2511092938.
- Panday P. K. (2013). *Women's Political Participation in Bangladesh Institutional Reforms, Actors and Outcomes*, Springer.
- Panday, P. K. (2011). "Local Government in Bangladesh." *South Asian Journal*. Available at: <http://publicadministrationbd.blogspot.com/2011/03/>
- Panday, P. K. (2011). Local Government System in Bangladesh: How Far is it Decentralised? *LEX LOCALIS - JOURNAL OF LOCAL SELF-GOVERNMENT*, Vol. 9, No. 3, pp. 205 - 230, July 2011. DOI: [https://doi.org/10.4335/9.3.205-230\(2011\)](https://doi.org/10.4335/9.3.205-230(2011))
- Rahman, Md. Moksuder (2000). *Politics and Development of Rural Local Self-Government in Bangladesh*. Delhi: Devika Publications.
- Roy, N. C. (1936). *Rural Self Government in Bengal*. Calcutta: Calcutta University Press.
- Siddiqui, Kamal (2005). *Local Government in Bangladesh*. Dhaka: University Press Limited.
- Siddiqui, Kamal (ed.) (1992). *Local Government in South Asia: A Comparative Study*. Dhaka: University Press Limited.
- Stones P. (1963). *Local Government for Students*. London: McDonald and Evons.
- Tamanna, Meheri and Farhana Afroz, (2015). Local Government in Bangladesh: The Quest for Legal Reforms. *South Asia Journal*. <http://southasiajournal.net/localgovernmentinbangladeshthequestforlegalreforms/>.
- Tepper, Eliot (1966). *Changing Patterns of Administration in Rural East Pakistan*. Michigan: Michigan state University Press.
- রহমান, মো. মকসুদুর (২০১৯)। *বাংলাদেশের স্থানীয় স্বায়ত্তশাসন*। ঢাকা: অবসর।
- উদ্দীন, মোঃ আনসার (২০০৪)। *লোক প্রশাসন ও তত্ত্ব ও প্রয়োগ*। ঢাকা: অধুনা প্রকাশন।

1. **Course Code** : **POL 204**
2. **Course Title** : Political Systems of Latin America and Africa
3. **Course Type** : Core
4. **Course Level** : 2nd Year, 1st Semester (2/2)
5. **Session** : 2023-2024 (July-Dec.)
6. **Pre-requisite** : Successful completion of the first year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. Mst. Quamrun Nahar, Associate Professor, Department of Political Science, University of Rajshahi.

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. Latin America and Africa are with rich-poor and diverse region, with a wide range of people, culture, political and economic systems, religions and languages. The central aim of this course is to provide students with an introduction to the study of Latin America and African Political Processes. History of Latin America and Africa have been plagued by some of the worst afflictions of the human condition: persistent poverty, authoritarianism, social violence and economic chaos. The search for governability in this region is a struggle that has led many Latin American and African countries to an array of different economic and political “experiments.” just as we may observe in the developing countries in Asia. Moreover, the course focuses in detail upon the political systems of Brazil, Bolivia, South Africa and Nigeria. The course is designed to provide a foundation for fostering innovative theoretical approaches.

11. Course Summary

This course focuses the region, focusing on topics- culture, politics, economy, development, democracy, authoritarianism and related issues.

12. Course Learning Objective (LO)

- LO1: To provide students with concrete knowledge of Latin America and African political System;
- LO2: To analyze complex problems in Latin American and African politics development and encourage students to provide informed arguments on these matters;
- LO3: To focus on Latin America and Africa development dilemmas;
- LO4: To make students to assess competing theoretical interpretations and conflicting evidence for developing cogent arguments to advance a position with sound logic, supported by robust evidence.

13. Course Learning Outcomes (CLO): After completion of the course, students are expected to:

- CLO1: Grasp an overall knowledge about the society, culture, economy and politics of Latin America and Africa in detail about the political systems and mechanism in Brazil, Bolivia, South Africa, Nigeria;
- CLO2: Relate the governments and politics of individual states to Latin America and Africa-wide developments and political experiments to international pressures and to the global political economy;
- CLO3: Compare the political process in Latin America and Africa with that of other Asian regions and gain necessary background quality for the positions as research analysts or development practitioners in international organizations.

14. Course Contents:

CLOs	Course Contents	Lec.
CLO1	Introduction to Latin America and Africa: Geo-political importance of the region, recognizing the political and geographical map, Debt Crisis, Diversity and Disorder in the region	5

CLO1 CLO2	State Formation: Pre-colonial Political Structures and the Legacy of Colonialism, Nationalism, Independence Movements, Religion Ethnicity	5
CLO1 CLO2	Post-Colonial Political Development: Sovereignty, State Formation and Governance, Elections, Political Transitions and Consolidation, Party System, Authoritarianism and Democratization	6
CLO1 CLO2	Political Culture: Inequality, Gender Relations Clientelism, Patronage, Ethnic and Racial Politics	4
CLO1 CLO2 CLO3	Selected States: a. Brazil b. Bolivia C. South Africa D. Nigeria	4
	Development Dilemma: Development, Intervention, Dependency, Challenging aid Debt and the Role of Donors	5
	Regionalism in Latin America and Africa: Latin America its big neighbor America, regional organization and treaties and the African Union and Regional Formations, African States in Global Perspective	5
	Current Issues in Latin America: Neo liberalism and the new lefts, Saving Amazon, and the new issues that are found in 2023	4
	Current Issues in Africa: Conflict, Civil War, Military Politics and Civilian relations, Peace building and Transitional Justice	4

15. Teaching Strategies:

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Class Schedule/Lesson Plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three hours Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either in English or Bengali.

17. Recommended Readings:

- Armony, Ariel C. (2004), *The Dubious Link: Civic Engagement and Democratization*. Stanford: Stanford University Press.
- Arocena, Felipe and Kirk Bowman, (2014), *Lessons from Latin America: Innovations in Politics, Culture, and Development*. Toronto, University of Toronto Press.
- Domínguez, J.I. and Shifter, M., eds. 4th ed, (2013), *Constructing Democratic Governance in Latin America*, Baltimore: The Jhon Hopkins University Press
- Centeno, Miguel and López-Alves, eds. (2000), *The Other Mirror: Grand Theory Through the Lens of Latin America*. Princeton, N.J.: Princeton University Press
- Close, David (2009), *Latin American Politics: An Introduction*, Toronto: University of Toronto Press.
- Coppedge, Micheal. (1994), *Strong Parties and Lame Duck: Presidential Partyarchy and Factionalism in Venezuela*. Stanford: Stanford University Press.
- Helmke, Gretchen and Steven Levitsky, eds. (2006), *Informal Institutions and Democracy: Lessons from Latin America*. Baltimore: Johns Hopkins University Press,
- Huber, Evelyne, and John Stephens. (2012). *Democracy and the Left: Social Policy and Inequality in Latin America*. Chicago: Chicago University Press.

- O'Donnell, Guillermo and Phillippe Schmitter (2013). *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore: The John Hopkins University Press.
- Przeworski, Adam. (2012) "Latin American Political Regimes in Comparative Perspective." In *Routledge Handbook of Latin American Politics*, New York and London: Routledge Press.
- Weyland, Kurt, Raul Madrid, and Wendy Hunter. (2010). *Leftist Governments in Latin America: Successes and Shortcomings*, Cambridge: Cambridge University Press.
- Also, it is required that students be up-to-date on events and issues. Valuable sources include The New York Times (NYT), The Washington Post (Wash. Post), and The Economist; see also the Latin American Weekly Report (LAWR) and Latin American Regional Report.
- Cheeseman, Nic. (2015), *Democracy in Africa: Successes, Failures, and the Struggle for Political Reform*, Cambridge: Cambridge University Press.
- Coleman, J. S. Rose Berg (eds) (1964), *Politics and National Integration in Tropical Africa*, Beckly: Colif UPC.
- Englebert, Pierre and Kevin C. Dunn. (2013), *Inside African Politics*. Lynne Rienner Publishers. ISBN: 978-1-58826-905-8.
- Herbst, Jeffrey (2014), *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press. New Edition.
- Gilbert, Erik and Jonathan T. Reynolds. 3rd ed. (2011). *Africa in World History*. Pearson.
- Gordon, April A. and Donald L. Gordon (eds.). (2007), *Understanding Contemporary Africa*. Lynne Rienner Publishers.
- Gupta, Anirudha (1988), *Politics in Africa: Personalities, Issues and Ideologies*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Khopoya, Vincent. 4th ed. (2012), *African Experience*. New Delhi: Routledge.
- Welch, C, E, eds. (1970), *Soldier and State in Africa*. Evanston: North-Western University Press.
- In addition, students are also expected to keep up daily with current issues and references.

- 1. Course Code : POL 205**
2. Course Title : Government and Politics of East Asia
3. Course Type : Core
4. Course Level : 2nd Year, 1st Semester
5. Session : 2023-2024 (July-Dec.)
6. Pre-requisite : Successful completion of the first year second semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : M. Tareq Nur, Associate Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is one of the prime courses and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course will address the major milestones in the politics and international relations of East Asia. It will analyze the causes and significance for the East Asian countries of events such as the Korean War, the Cultural Revolution, the economic take-off of both Japan and South Korea, China's economic reforms, democratization across the region, and US-China competition. A central theme of the course will be analyzing the decisions that leaders take in order to hold onto power – from repression and liberalization to corruption, purges, and propaganda and how these decisions continue to influence the domestic and international politics of East Asian countries. The course will explore differences in the countries' domestic political systems to help understand major historical and contemporary policies, and the influence of economic and security considerations.

11. Course Summary

The course is about the comparative study of development processes and institutions in different countries of the East Asia. It is an examination of the relationship between politics, culture and society. It helps the students to analyze the regional diversities of East Asian politics.

12. Course Learning Objectives (LO)

- LO1: To understand key political and governmental issues facing East Asian states;
LO2: To develop more in-depth knowledge about the region's countries;
LO3: To make competence to position on the basis of the East Asian experience in the broader field of comparative politics;
LO4: To Evaluate the impact of East Asian countries on the global economy and world politics.

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

- CLO1: Understand the key developments in the politics and international relations of East Asia since;
CLO2: Comprehend how governments in East Asia are structured and how political parties and civil society interact with governments;
CLO3: Provide informed analysis and advice on East Asian leaders' current policy challenges and political decision-making.

14. Course Contents

CLOs	Course Contents		Lec.
CLO1 CLO2 CLO3	Introduction to the East Asia	Introduction and overview of the East Asian Politics, East Asia as a Region-History and Culture, Traditions and Culture, State Building in East Asia, Politics, Regime, and Leadership.	4
	China	Prelude: The Chinese People's New Democratic Revolution (1949)-Constitutional Development since 1954-Cultural Revolution (1955-1975).	6
		The National People's Congress-the highest organ of the state power, President-The Communist Party as the Seat of Sovereign Authority-Democratic Centralism-The Chinese People's Liberation Army and the People's Commune in China.	7
	Japan	Introduction: The New Constitution (1947) Potsdam Declaration; Basic features of the Constitution.	4
		The Executive: The Office of the Emperor and its brief history. The emperor as he is today-The Cabinet-The Prime Minister.	5
		The Diet: The House of Councilors-The House of Representatives-The Electoral Process.	5
		Party and Party Politics, The Japanese Bureaucracy, The Judiciary: Characteristics of the Judicial System, The Supreme Court and High Court, The Summary Court.	5
	South Korea	Korean Politics in Historical Perspective, Dynamics of Democratic Transition in South Korea-Structure, Culture and Leadership Choice, Political Institutions in South Korea, Profile of Political Leadership, The Developmental State and the Korean Economic Miracle, Debates on Korean Unification.	6

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Louis, Hayes D (2012). *Political Systems of East Asia: China, Korea, and Japan*, New York: ME Sharpe.
- Xiaoming, Huang and Jason, Young (2016). *Politics in Pacific Asia: An Introduction*, Basingstoke: Palgrave Macmillan.
- Dower, J. W. (2000). *Embracing Defeat: Japan in the wake of World War II*. New York: WW Norton & Company.
- Shirk, S. L. (2007). *China: Fragile Superpower*. Oxford: Oxford University Press.
- Scheiner, E. (2006). *Democracy without Competition in Japan: Opposition Failure in One-Party Dominant Japan*. New York: Cambridge University Press.
- Grietens, S.C. (2017). *Dictators and Their Secret Police: Coercive Institutions and State Violence*. New York: Cambridge University Press.
- Zhao, D. (2004). *The power of Tiananmen: State-society relations and the 1989 Beijing student movement*. Chicago: University of Chicago Press.
- Diamond, L. and Plattner, M. L. (2013.) (eds.) *Democracy in East Asia: A New century*. Baltimore: Johns Hopkins University Press.
- Gao, C. (2008). *The Battle for China's Past: Mao and the Cultural Revolution*. London: Pluto press.
- Dikötter, F (2013). *The Tragedy of Liberation: A History of the Chinese Revolution 1945-1957*, New Delhi: Bloomsbury Publishing.
- Stueck, W. (2002). *Rethinking the Korean War: A New Diplomatic and Strategic History*. New Jersey: Princeton University Press.
- Kil, Soong Hoom and Moon, Chung-In (2001) (ed). *Understanding Korean Politics: An Introduction*. New York: State University of New York Press.
- Oh, John Kie-chiang (1999). *Korean Politics: The Quest for Democratization and Economic Development*. New York: Cornell University Press.
- Kihl, Young Whan (2015). *Transforming Korean Politics: Democracy, Reform, and Culture*. New Delhi: Tylor and Francis.
- Marvin, Uzo (2016). *South Korea History: Origins of the Korean Nation, The Three Kingdoms Period, The Society, Cultural Identity, Economy, Government*. South Carolina: CreateSpace Independent Publishing Platform.
- Green, C. Jmaes (2018). *Korean Government: An Overview*. South Carolina: CreateSpace Independent Publishing Platform.
- Steve, Chan (1990). *East Asian Dynamism*. Oxford: The Westview.
- Brown, R. H & Cole, A. B (1992) (ed). *Modernization in East Asia: Political, Economic and Social Perspective*. London: Pragers.
- Baum, Richard (1980) (ed). *China's Four Modernizations*. Colorado: The Westview Press.
- Pye, Lucian W (1984). *China: An Introduction*. New York: Little Brown and Company.
- Moise, Edwin E (1995). *Modern China: A History*. London: The Longman.
- Hane, Mikiso (2001). *Modern Japan*. USA: The Westview Press.
- Gary . Allinson (1977). *Japan's Postwar History*. New York: The Cornell University Press.
- John W. Hall (1970). *Japan: Fro Prehistory to Modern Times*. New York: Delacorte.
- Mikkiso, Hane (1986). *Modern Japan: A Historical Survey*. Boulder: Westview Press.
- Hitashl, Abe (1994). *The Government and Politics of Japan*. Tokyo: University of Tokyo Press.

1. **Course Code** : **POL 206**
2. **Course Title** : Development Studies
3. **Course Type** : GED
4. **Course Level** : 2nd Year, 1st Semester
5. **Session** : 2023-2024 (July-Dec.)
6. **Pre-requisite** : Successful completion of the first year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Name of the Course Instructor shall be notified at the beginning of the semester

10. Course Description

The course aims to familiarize students with the field of development studies by covering various concepts, theories, and debates. It serves as a foundation for further exploration and critical thinking in other courses related to development. The course is divided into two main parts. The first part provides a comprehensive analysis of the concept of development, including its nature, dimensions, and measurement. It also delves into the historical background of development studies, discussing its origins, identity, and challenges. The second part focuses on the evolution of development theories, ranging from classical economic theories to contemporary approaches such as neoliberalism, feminism, and alternative development. It covers the colonial, post-colonial, and current periods.

11. Course Summary

The course is intended to be of introductory level which aims to familiarize the students with major trends and important topics in the discourse of development. The course covers a wide range of issues the Developing Countries are confronting with, it has tried to look at those issues on different dimensions and defining them not merely from the perspective of one discipline but from different socio- political and economic dimensions.

12. Course Learning Objectives (LO)

- LO1: To equip students with the abilities and understanding to examine and evaluate the prevailing theories of Development.
- LO2: To possess a comprehensive understanding of the crucial aspects of development those pertain to politics, economics, and social matters.
- LO3: To offer students a structure for in-depth exploration of modern approaches to Ethical Development Studies.
- LO4: To delve into the philosophical, psychological, socio-political, and economic aspects of development and gain insight into the current trajectory of human progress.

13. Course Learning Outcomes (CLO):

- After completion of the course, the students should be able to:
- CLO1: Develop knowledge of, and developed insights into, key issues and concerns of development policy, practice and theory
 - CLO2: Demonstrate ability to understand the history and application of key theoretical approaches to international development
 - CLO3: Demonstrate ability to critically evaluate central themes, propositions and concepts in development studies

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	Understanding Development: Introduction to Development; Definitions and Interpretations of Development; Various Dimensions, Key Actors and Institution of Development, Development as Freedom, Knowledge as a Critical Dimension of Development, Milestones in Developmental Thinking; Colonialism and Its Impact on Developing countries Common Characteristics of Developing Countries	5
	Measuring Development: The Challenge, Development Indicators and their Compatibility; The Human Development Index; Some Structural Characteristics of	5

	LDCs and DCs.	
	Introduction to Development Studies: Origin, Evolution, Nature, Focus, Utility, and Trends, the Future of Development Studies (Global Development Studies); Towards Ethical Development Studies.	5
	Growth and Challenges for 'Development Studies' as a Discipline: Theoretical Impasse; Fifty Years of Development Thinking; Critique of Contemporary Development Models	4
	Major Theories of Development: Introduction to Growth Theories (1945-1973): Rostow's Stages of Growth Theory, The Trickle-down Theory and Western Capitalism, Radical Interpretation of Underdevelopment (Marxist Theory, Dependency and World System Theory), Disenchantment with Trickle-down Theory, Participatory Approach to Development, The Basic Needs Approach	5
	Colonialism, Capitalism and Development	5
	The Latest State of the Art: Economic Development Theorizing since 1980: Alternative Development, Feminist Theories of Development, Institutional Theory, Neoliberalism, and Post Development.	5
	Rural and Urban Development	3
	Role of Education in Development	3
	Human Development	2

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course duration, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1-hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three hours Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Akude, J.M (2014), *Knowledge for Development: A Literature Review and a revolving Research Agenda*. Bonn: German Development Institute.
- Allen, T and Thomas, A. (2000). *Poverty and Development into the 21st Century*.
- Arn, J. (2002), 'The Hydra of Development Studies', *Journal of Contemporary Asia*, 32(2): 171-190.
- Ashcroft B., Griffiths G. and Tiffin H. (2004), *Key Concepts in Post-Colonial Studies*. London and New York: Routledge.
- Bardhan, P. and Udry, C (1999), *Development Microeconomics*. Oxford: Oxford University Press.
- Beer De Frik and Swanepoel, H. (2000). *Introduction to Development Studies*.
- Colman, D and Nixon, F (1994), *Economics of Change in Less Developed Countries*. London: Harvester.
- Cypher, J.M. and Dietz, D.L. (2009), *The Process of Economic Development*. London and New York: Routledge.
- Desai, V and Potter, R.B. (2014), *The Companion to Development Studies*. London and New York: Routledge.
- Eatwell, J. (ed.) (1989), *Economic Development*. New York: Macmillan. *Faith*. Zed Books London.

- Ghatak, S. (2003), *An Introduction to Development Economics*. 4th Edition. London and New York: Routledge.
- Gillis, M et al (1996), *Economics of Development*. New York: Norton.
- Haque, M.S. (1999), *Restructuring Development Theories and Policies: A Critical Study*. Albany: State University of New York Press.
- Haslam, P.A., Schafer, J. and Beaudet, P. (eds.) (2012) *Introduction to International Development: Approaches, Actors and Issues*. Oxford University Press.
- Haynes, J (2005), *Palgrave Advances in Development Studies*. London: Palgrave Macmillan.
- Hirschman, A.O. (1981), 'The Rise and Decline of Development Economics', in A.O. Hirschman (ed.), *Essays in Trespassing Economics to Politics and Beyond*. Cambridge: Cambridge University Press.
- Huque, A.S. (1997), 'The impact of colonialism: thoughts on politics and governance in Bangladesh', *Asian Affairs*, 28:1, 15-27.
- Kingsbury D., Rementi J., McKay J., and Hunt J. (2004), *Key Issues in Development*. Macmillan, Hampshire: Palgrave.
- Lal, Deepak (2000), *The Poverty of 'Development Economics'*. New Delhi: Oxford University Press.
- Landes, David (2002), *The Wealth and Poverty of Nations*. London: Abacus.
- Lange, M.K. (2004), 'British Colonial Legacies and Political Development', *World Development*, 32 (6): 905-922,
- Leftwich, Adrian (2005), 'Politics in Command: Development Studies and the Rediscovery of Social Science', *New Political Economy*, 10(4): 573-607.
- Lehman, David (1979), *Development Theory- Four Critical Studies*. London: Frank Cass and Company Limited.
- Mehmet, Ozay (1995), *Westernizing the Third World*. London and New York: Routledge.
- Meir, G (ed.) (1995), *Leading Issues in Economic Development*. 6th Edition. Oxford: Oxford University Press,
- Meir, G. and Rauch, J.E (2000), *Leading Issues in Economic Development*. 7th Edition. Oxford: Oxford University Press.
- Potter, B Robert and Desai, V. (2000). *The Companion to Development Studies*.
- Rapley, J. (1997). *Understanding Development- Theory and Practice in the Third*
- Rist, G. (2002). *The History of Development-from Western Origin to Global World*. London: UCL Press Limited,

SECOND YEAR
Second Semester (2023-2024)

- 1. Course Code : POL 207**
2. Course Title : Comparative Politics and Political Analysis
3. Course Type : Core
4. Course Level : 2nd Year, 2nd Semester
5. Session : 2023-2024 (Jan.-June)
6. Pre-requisite : Successful completion of the second year first semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. S.M. Akram Ullah, Professor, Department of Political Science,
University of Rajshahi

10. Course Description

This course is a basic theory-based course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course provides some signposts to guide students through its contents to make it easier and more interesting for students to understand and absorb its contents. It supplies ideas to understand own political system as well as other political systems. It provides knowledge to the students about the political institutions, processes, practices, issues and customs of different political systems to understand their own. This course gives some ideas about different theories to the students to arrive at valid generalisations about the world of government and politics by means of comparison. Source materials for this course and classroom discussions will be supplied to the students in time with the opportunity to learn about and to analyze the political systems and their institutions, processes, practices and customs etc. through giving theoretical insights.

11. Course Summary

This course is sketched for bringing students to introduce to the academic literature of comparative politics that provides some opportunities for the students of Political Science to extend their knowledge and skills and strengthen with a basic foundation. It explains why students of Political Science should bother to study comparative politics at all. It adds something of great importance to the student's ability to understand what goes on in the political systems of political world.

12. Course Learning Objectives (LO)

- LO1: To make understandings of comparative politics among the students by investigating the central ideas and questions that makes up this field;
LO2: To give an idea about own and others political systems and their political institutions to the students;
LO3: To provide knowledge to the students about different political processes.
LO4: To endow students an overview to the conventional and modern approaches to the study of politics.
LO5: To explore the assumptions that underpins different political and theoretical traditions in the discipline and the strengths and limitations of each approach.

13. Course Learning Outcome (CLO): On completion of the course, the students should be able to:

- CLO1: understand the central ideas of comparative politics and they will be capable of investigating the questions;

CLO2: arrive at valid generalisations about different political systems, governments and politics and their political institutions and processes by means of comparison;

COL3: apply various approaches to the study of Political Science and its allied segments and in the analysis, explanation and assessment of academic undertakings and accomplishments.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Comparative Politics: Meaning, Significance and Recent Trends	2
CLO1	Traditional Approaches to the Study of Politics: Characteristics and Limitations, Differences between Modern & Traditional Approach	3
CLO1	Political System: Meaning and Characteristics	3
CLO1	Edward Shil's Classification of Political System: Developed, Underdeveloped & Developing	3
CLO3	The System Approach of David Easton: Demand, Support and Feedback, Environment, Conversion of Input into Output	3
CLO3	Functional Model of Gabriel Almond: Input and Output Functions	2
CLO2	Political Culture: Meaning, Classification and Nature of Political Culture in Bangladesh	3
CLO1 CLO2	Political Socialization: Meaning, Need for Recruitment and Agents of Political Socialization & Its Classification	3
CLO1 CLO2	Political Modernization: Meaning, Characteristics, Traditional and Modern Society, Political Modernization and Agents of Modernization, Types of Modernization	4
CLO2 CLO3	Political Development: Syndromes, Crises of Political Development, Political Development in Bangladesh	3
CLO1 CLO2	The Group Theory: Classification and Group Strategies in Politics	3
CLO1 CLO2	Political Party and Pressure Group: Meaning, Classification, Functions and Difference between Political Party and Pressure Group	4
CLO2 CLO3	The Elitist Approach: Elite Theorists-Vilfredo Pareto, Gaetano Mosca and Robert Michels	3
CLO1 CLO2	Integration: Meaning and Classification, Problems of Political Integration in Bangladesh	3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluations (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken

after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Isaac, Allan C. (1975). *Scope and Methods of Political Science*. Illinois: Dorsey.
- Easton, David. (1953). *The Political System: An Inquiry into the State of Political Science*. New York: Knopf.
- Almond, G.A. and Powell, G.B. (1988). *Comparative Politics Today: A Worldview*. Boston: Foresman & Co.
- Almond, G.A. and Powell, G. B. (1966). *Comparative Politics: A Developmental Approach*. Boston: Little, Brown and Co.
- Almond G.A. and Coleman, J.S. (eds.), (1960). *The Politics of the Developing Areas*. Princeton, N.J: Princeton University Press.
- Almond, G.A. and Verba, Sidney (1965). *The Civic Culture*, Boston: Little. Brown and Co.
- Lasswell, Harold D. (1958). *Politics: Who Gets What, When and How*. New York: The World Publishing Company.
- Johari, J.C. (1995). *Introduction to Comparative Politics*. New Delhi: Sterling Publishers Pvt.
- Myron Weiner and Samuel P. Huntington, (1965). *Understanding Political Development*. Boston: Little Brown and Co.
- Kennith, Newton and Deth Jan W. Van (2010). *Foundations of Comparative Politics*. New York : Cambridge University Press.
- O'Neil Patrick H.(1966). *Essentials of Comparative Politics*. New York: W.W. Norton & Company Ltd.
- Wasby, Stephan (1970). *Political Science: The Discipline and Its Dimension*. New York: Scribner.
- আহমদ, এমাজউদ্দীন (১৯৯৫), *তুলনামূলক রাজনীতি ও রাজনৈতিক বিশ্লেষণ*, ঢাকা: বাংলাদেশ বুক করপোরেশন লি।
- মান্নান, মোঃ আব্দুল (২০১১), *তুলনামূলক রাজনীতি ও রাজনীতি বিশেষ পদ্ধতি*, ঢাকা: নভেল পাবলিশার্স।
- আবুল, কাসেম মোহাম্মদ (২০২০), *তুলনামূলক রাজনীতি*, ঢাকা: আলোয়া বুক ডিপো।

1. **Course Code** : **POL 208**
2. **Course Title** : Governance Studies
3. **Course Type** : Core
4. **Course Level** : 2nd Year, 2nd Semester
5. **Session** : 2023-2024 (Jan.-June)
6. **Pre-requisite** : Successful completion of the second year first semester
7. **Course Credit** : 03
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Class Attendance 10)
9. **Course Teacher** : Name of the Course Instructor shall be notified at the beginning of the semester

10. Course Description

This paper contracts with thoughts and diverse dimensions of governance highlighting the key arguments in the contemporary times. There is an essential to know the importance of the idea of governance in the framework of a globalizing world, environment, administration, progress. The spirit of governance is discovered through the numerous good governance initiatives introduced in Bangladesh.

11. Course Summary

This course provides students with a theoretically informed understanding of debates on governance with a reference to globalization and helps them develop a critical mind to enhance their capacity to develop and implement policies in public, private or development organizations. This course recognizes that governance issues do not come neatly packaged into specialist areas. There is a need for cross-cutting learning which will help students identify governance issues in whatever country context they arise and respond to them appropriately whether the vehicle is a project, policy or a program.

12. Course Learning Objectives (LO)

- LO1: Identify the different dimensions of governance;
- LO2: Classify the Structure and process of Governance in Bangladesh;
- LO3: Find the various good governance initiatives introduced in Bangladesh;
- LO4: The course will introduce students" the relations among governance, good governance and sustainable development; and
- LO5: The course intends to familiarize students" with the key challenges governance and how to overcome challenges with special reference to Bangladesh.

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

- CLO1: The students are acquainted with the changing nature of governance in the era of globalization.
- CLO2: The students are introduced to the most contemporary ideas of sustainable development and green governance.
- LO3: The students become familiar with a rigorous introduction to the best practices in Bangladesh on good governance.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	Government and Governance: Concepts a) Role of State in The Era of Globalization b) State, Market and Civil Society, NGOs, Donors c) Democratic Governance-Good Enough Governance, e-Governance, Corporate Governance, NGO Governance, Global Governance, Media Governance, Governance Quality, Local Governance-Urban & Rural (Governance and Citizen), Green Governance, Community Governance, Gender Governance, Sports Governance, Governance Failures & Human Rights Violation	10

CLO1 CLO2 CLO3	Governance And Development Changing Dimensions of Development-Strengthening Democracy through Good Governance- New Public Management Key Governance Institutions: Parliament, Judiciary and Bureaucracy Global/International Governance Institutes: The United Nations (UN), the World Bank (WB), the International Monetary Foundation (IMF), Asian Development Bank (ADB), Japan International Cooperation Agency (JICA), Korean International Cooperation Agency (KOICA)	9
CLO1 CLO2 CLO3	Governance and Service Delivery Institutions: Public Service Delivery- Health, Education, Police, Civic Service Providers (WASA, City Corporation, Pourashava, Union Parishad, Power Generation and Supply Company), Revenue Management and Collection Agencies	5
CLO1 CLO2 CLO3	Attempts at Good governance in Bangladesh Reforming service delivery in Bangladesh by Smart Bhoomisheba (Smart Land Service), Mobile banking, Birth and Death Registration, D-Nothi, NID Service-Technological Impacts Good Governance Initiatives in Bangladesh: Best Practices Citizen's Charter, Right to Information Act, ACC-Anti Corruption Commission, Bangladesh Competition Commission, BFIU-Bangladesh Financial Intelligence Unit, DNC- Directorate of Narcotics Control, CIID- Customs Intelligence and Investigation Directorate, DNCRP- Directorate of National Consumer Rights Protection, BFSA-Bangladesh Food Safety Authority, Department of Environment, Department of Explosives	18

15. Teaching Strategies

The course is will be taught through a combination of lectures, group discussions, individual/group presentations in the class, simulation of real-life situations, written assignment, communicating service providers and service recipients. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the Medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 01-hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either in English or Bengali.

17. Recommended Readings

- Agarwal, Bina (2013). Gender and Green Governance. Oxford: Oxford University Press.
- Arora, R.K and Khandelwal, R.M (2008). Good Governance Initiatives and Impact. New Delhi: Paragon International Publishers.
- Basu, Ipshita, Devine, J. and Wood, G. (2018). Politics of Governance in Bangladesh: Uncertain Landscapes. New Delhi: Routledge.

- Burns, H. W. and Bollier, D (2013), *Green Governance: Ecological Survival, Human Rights and the Law of the Commons*. Cambridge: Cambridge University Press.
- Chakrabarty and Bhattacharya (eds.) (1998). *The Governance Discourse*. New Delhi: Oxford University Press.
- D. Crowther (2008). *Corporate Social Responsibility*. New Delhi: Deep and Deep Publishers.
- Emilio F. Moran (2010). *Environmental Social Science: Human - Environment interactions and Sustainability*, New Jersey: Wiley-Blackwell.
- Evans, J. P. (2012). *Environmental Governance*. New Delhi: Routledge.
- Hye, H.A (2000). *Governance: South Asian Perspectives*. Dhaka: University Press Limited.
- Khan, M.M and Ferdous, J. (2022). *Mapping Out Governance: The Bangladesh Perspective*. New York: Nova Science Publishers.
- Lata, Lutfun Nahar (2023). *Spatial Justice, Contested Governance and Livelihood Challenges in Bangladesh: The Production of Counterspace*. New Delhi: Routledge.
- Mander, H. and Asif, M. (2012). *Good Governance*. Bangalore: Books for Change.
- Munshi, Surendra and Abraham, Biju Paul (eds.) (2004), *Good Governance, Democratic Societies and Globalization*. New Delhi: Sage Publishers.
- Panda, Smita Mishra (2008). *Engendering Governance Institutions: State, Market and Civil Society*. New Delhi: Sage Publications.
- Peters B.G. (1996). *The Future of Governing: Four Emerging Models*. Kansas: University of Kansas Press.
- Rosenau, J. and Czempiel, E., (eds.) (2009). *Governance without Government: Order and Change in World Politics*. Cambridge: Cambridge University Press.
- Siddiquee, N.A (1997). *Decentralization and Development: Theory and Practice in Bangladesh*. Dhaka: Dhaka University Press.
- Smith, B. C (1985). *Decentralization: The Territorial Dimension of The State*. New Delhi: Routledge.
- Smith B.C (1996). *Bureaucracy and Political Power*. New York: Palgrave MacMillan.
- Smith, B.C. (ed.) (2007). *Good Governance and Development*. New York: Palgrave Macmillan.
- Turner M., Hulme D, and McCourt W. (2015). *Governance, Administration and Development Making the State Work*. London: MacMillan.
- Rahman, Muhammad Mahmudur (2005). *Good Governance in Bangladesh: Theoretical Discourses. Administrative Change*. Jaipur: Center for Administrative Change.
- Rahman, Muhammad Mahmudur (2017). *Community Clinics Services in Bangladesh: Challenges and Opportunities. South Asian Anthropologist*. New Delhi: Serials Publications.
- Shoieb, M. Jahan, Asib Ahmed. and Muhammad Mahmudur Rahman (2020). *Role of Non-Governmental Organizations (NGOs) in Making States Accountable Regarding Human Rights Obligations: Theoretical Discourse. Administrative Change*. Jaipur: Center for Administrative Change.
- Mobarek, S. (2021). *Legal Provisions and Its Practices for Revenue Mobilization at Union Parishads in Bangladesh. Dynamics of Public Administration*. New Delhi: DIVA Enterprises Pvt. Ltd.
- Rahman, Muhammad Mahmudur and S. Mobarek (2021). *Revenue Mobilization and Politics at Union Parishad in Bangladesh. South Asian Anthropologist*. New Delhi: Serials Publications.

- 1. Course Code : POL 209**
2. Course Title : Political Systems of the UK, the USA & Switzerland
3. Course Type : Core
4. Course Level : 2nd Year, 2nd Semester
5. Session : 2023-2024 (Jan.-June)
6. Pre-requisite : Successful completion of the second year first semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. S.M. Razy, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a primary course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course will discuss constitutional development of the UK, the USA and Switzerland. The major issues of this course are the executive, legislative and judicial system, judicial review, the electoral system(s), the party system, interest groups, lobbying and political culture as well as participation of the selected countries. After conducting this course, students will acquire knowledge about the political and administrative system of the related countries.

11. Course Summary

This course is designed to introduce the students of Political Science with the government and political systems of the UK, the USA and Switzerland.

12. Course Learning Objectives (LO)

- LO1: To apprehend the government and politics of the selected countries;
LO2: To expose students to the fabrics of the political systems, constitutional development, principles and amendment procedures of the global leading political systems;
LO3: To acquaint students with governmental and administrative units with specific focus on executive, legislative and judicial system and the electoral system of the selected countries.
LO4: To make a comparative study about constitution, legislature, executive, judiciary and other constitutional and political institutions of the selected countries.

13. Course Learning Outcome (CLO): After completion of the course, students should be able to:

- CLO1: explain and discuss the political systems and constitutional development of the UK, the USA and Switzerland;
CLO2: have skills for making comparison between the political systems of the developed countries and the developing ones;
CLO3: apply critical and analytical skill to the study of government and politics.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	UK Sources of the British Constitution: Historical documents-Statutes-Judicial decisions-Commentaries of the eminent writers-Law and Customs of the Parliament and Conventions; Monarchy-King and the Crown: Powers and Prerogatives of the crown-Reasons for the Survival of Monarchy	6
CLO1 CLO2 CLO3		5
CLO1 CLO2 CLO3		5
CLO1 CLO2 CLO3	USA The U.S. Constitution: Nature and Characteristics of the U.S. Constitution; American Federalism: History of American federalism; Theory of Separation of Powers and Checks and Balances in the American System	5
CLO1 CLO2 CLO3		5
CLO1 CLO2 CLO3		6
CLO1 CLO2 CLO3	Switzerland The Country and Its People: Historical background, geographical location and natural resources; The Swiss Constitution: Basic Features of the Swiss Constitution	4
CLO1 CLO2 CLO3		3
CLO1 CLO2 CLO3		3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Brogan, D.W. (1943). *American Political System*. London: Hamish Hamilton.
- Bogdanor, Vernon (1997). *The Monarchy and the Constitution*. London: Oxford University Press.
- Chrimes, S B (1967). *English Constitutional History*. London: Oxford University Press.
- Chien, Tuan-Sheng (1950). *The Government & Politics of China*. Cambridge: Harvard University Press.
- Finer, S.E. (1956). *Government of Greater European Powers: A Comparative Study on the Governments and Political Culture of Great Britain, France, Germany & the Soviet Union*. Vol. 1, New York: Holt.
- Finer, S.E. (1970). *Comparative Government*. Allen lane: Penguin Press.
- Farber, Daniel (2003). *Lincoln's Constitution*. Chicago: University of Chicago Press.
- Wood Gordon (1998). *The Creation of the American Republic (1776-1787)*. Chapel Hill: University of North Carolina Press.
- Laski H. J. (1938). *Parliamentary Government in England*. London: Allen & Unwin.
- Munro, W. B. (1954). *The Governments of Europe*. N.Y. MacMillan.
- Pritchett, C. Herman (1959). *The American Constitution*. New York: McGraw-Hill.
- Turpin, Colin & Adam Tomkins (2007). *British Government and the Constitution: Text and Materials*. Cambridge: Cambridge University Press.
- Mathiot, Andre (1958). *The British Political System*. Stanford: Stanford University Press.
- Doel, D. (1982). *Comparative Government and Politics*. New Delhi: Starling Publishers Limited.
- Zink, Harold (1958). *American Government and Politics*. Princeton, NJ: D Van Nostrand Company, Inc.
- Finer, Herman (1961). *The Theory and Practice of Modern Government*. London: Methuen.
- Lane, Ruth (1997). *The Art of Comparative Politics*. Boston: Allyn and Bacon.
- Curtis, Michael (1997). *Introduction to Comparative Government*. New York: Longman.
- Newman, Michael (1996). *Democracy, Sovereignty and the European Union*. New York: St. Martin's Press.
- Rose, R. (1984). *Understanding Big Government*, London: Sage Publications.
- Charlton, Roger (1986). *Comparative Government*. London: Longman.
- Finer, S.E. (1974). *Comparative Government*. London: Penguin Books.
- Meny, Yves and Andrew Knapp (2005). *Government and Politics in Western Europe: Britain, France, Italy, Germany (Comparative European Politics)*. London: Oxford University Press.
- Storey, William (2007). *US Government and Politics*. Edinburgh: Edinburgh University Press Ltd.
- Wright, Tony (eds.) (2000). *The British Political Process: An Introduction*. London and New York: Routledge.
- Bogdanor, Vernon (1997). *The Monarchy and the Constitution*. New York: Oxford University Press.
- James, Simon (1999). *British Cabinet Government*. London and New York: Routledge.
- Maisel, L.Sandy (2007). *American Political Parties and Elections: A Very Short Introduction*. New York: Oxford University Press.
- Bagehot, Walter (1867). *The English Constitution*. London: Chapman & Hall.

1. **Course Code** : **POL 210**
2. **Course Title** : Political History of the Modern World
3. **Course Type** : Core
4. **Course Level** : 2nd Year, 2nd Semester
5. **Session** : 2023-2024 (Jan.-June)
6. **Pre-requisite** : Successful completion of the second year first semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. Tareque M. Taufiqur Rahman, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This is a basic course and pre-requisite to complete the 4-year integrated BSS (Honours) in Political Science. The central aim of this course is to provide the students overall introduction on the political history of few advanced countries namely the USA, the UK, France, Germany, Russia, China and Japan. This course will make the students aware about the significant political events and processes of these countries.

11. Course Summary

The course will enable the students to understand and explain the political processes of the listed countries from 18th century up to 2001.

12. Course Learning Objectives (LO)

- LO1: To provide a concrete knowledge of major political events of the listed countries;
- LO2: To develop some understandings about the basic political developments of the listed countries;
- LO3: To guide the students to understand the major political issues managed in the listed countries;
- LO4: To introduce broader analytic issues and themes to enable the students to apply appropriate theories and to compare and contrast politics of the listed countries with other developing and the least developed countries.

13. Course Learning Outcomes (CLO): By the end of the course, it is anticipated that the students will be able to:

- CLO1: understand and explain the political processes of the countries concerned;
- CLO2: relate the political events of listed countries with that of the developing and the least developed countries.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	French Revolution and after : the French Revolution and it's impact.	5
CLO1 CLO2	Bismarck and his policy in Germany.	4
CLO1 CLO2	Modern America: The War of Independence, America in the World Politics	4
CLO1 CLO2	Modern Britain: Glorious Revolution, Growth of the British Cabinet, Democratization of the British Parliament.	4
CLO1 CLO2 CLO3	The First World War: The First World War and the Treaty of Versailles.	4

CLO1 CLO2 CLO3	Germany and Italy: The Rise of Hitler & Nazism, the Rise of Mussolini and Fascism in Italy. The Second World War and Peace Settlement.	4
CLO1 CLO2 CLO3	Europe: Political Change in the Eastern Europe, European Union and the New Politico-Economic Order.	4
CLO1 CLO2 CLO3	China: Sun Yat Sen & His Politics, the Revolution of 1911, the Socialist Revolution of 1949, Deng Xiao Ping's Political Reform and Political Order.	5
CLO1 CLO2	Japan: Meiji Era, Japan in the World Politics.	4
CLO1 CLO2	Russia: The October Revolution & its Consequences, Gorvachev's Political Reforms, the Breakdown of Soviet Union.	4

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Cheeseman, Nic. (2015). *Democracy in Africa: Successes, Failures, and the Struggle for Political Reform*. Cambridge: Cambridge University Press.
- Coleman, J, S. Rose Berg (eds) (1964). *Politics and National Integration in Tropical Africa*. Beckly: Colif UPC.
- Englebert, Pierre and Kevin C. Dunn, (2013). *Inside African Politics*. Lynne Rienner Publishers.
- Herbst, Jeffrey (2014). *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press. New Edition.
- Gilbert, Erik and Jonathan T. Reynolds. 3rd ed.(2011). *Africa in World History*. Pearson.
- Gordon, April A. and Donald L. Gordon (eds.). (2007). *Understanding Contemporary Africa*. Lynne Rienner Publishers.
- Gupta, Anirudha (1988). *Politics in Africa: Personalities, Issues and Ideologies*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Khopoya, Vincent. 4th ed. (2012). *African Experience*. New Delhi: Routledge.
- Welch, C, E, eds. (1970). *Soldier and State in Africa*. Evanston: North-Western University Press.
- In addition, students are also expected to keep up daily with current issues and references

- 1. Course Code : POL 211**
2. Course Title : Political Economy of Bangladesh
3. Course Type : Core
4. Course Level : 2nd Year, 2nd Semester
5. Session : 2023-2024 (Jan.-June)
6. Pre-requisite : Successful completion of the second year first semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. Bibi Morium, Associate Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a prime course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The term ‘Political Economy’ reflects the belief that economics of a state is inseparable from politics. It is almost proved that economic factors are crucial in determining political outcomes. Students of political science should not only know political theories, but also understand the economic aspects related with state and proper functioning of state mechanisms. The aim of the course is to familiarize students with fundamental knowledge on relation between politics and economics, different economic systems, and different aspects of macro-economy. The course also deals with economic planning, agriculture, population and employment, public finance, and government budget with a special reference to Bangladesh. International economic organizations are also studied in this course from their functional perspectives.

11. Course Summary

The course mainly focuses on the overall economic performance and contemporary economic issues and problems in Bangladesh. It is expected that on completion of the course, the students will be able to develop their own particular interest in a unique, cross-disciplinary curriculum of the study of political economy.

12. Course Learning Objectives (LO)

- LO1: To introduce students with the study of political economy in terms of production and trade, and their relations with law, custom and government, as well as with the distribution of national income and wealth;
- LO2: To provide a basic knowledge to the students about Bangladesh economy and politics;
- LO3: To provide an understanding about different economic systems, and different aspects of macro-economy;
- LO4: To give a pluralist idea to the students about political economy that covers both mainstream and critical perspectives.

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

- CLO1: use the learning of political economy in academic debate and deliberation and in the analysis where needed;
- CLO2: employ analytical skills to comprehend different factors involved in economic performance of the country with particular focus on Bangladesh;
- CLO3: gain the ability to do group work, engage in intellectual discussion and logically present them, necessary for preparing future civil servants and political analysts.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	State and Economy: Development of State Activities, Socio-economic Functions of Modern States, Relations between Politics and Economics, Economics as a Subject, Political Economy as a Branch of Knowledge, Scope and Subject-matter of Political Economy	5
CLO1 CLO2	Comparative Economic system: Capitalism, Socialism, Mixed Economy, Free Market Economy, Globalization, Intermediate Regime, Nature and Characteristics of Bangladesh economy	3
CLO1 CLO2	State and Agriculture: Agriculture and its Characteristics, importance, Low Productivity, Agricultural Policy, Principles and Agricultural Policy in Bangladesh, Land Tenure System, Types, Importance and Nature of Land Tenure System in Bangladesh, Land Reforms and Importance of Land Reforms in Bangladesh	4
CLO2 CLO3	State and Industry: Definition, Structure, Growth and Importance of Industries in the national Economy of Bangladesh, Causes and Remedies of Industrial Backwardness, steps taken for Industrialization, Categories of Industries: Large, Small and Cottage Industries, A Comparison of Different Industries, The Public and Private Sectors, Nationalization, Denationalization and Privatization, Rural Industrialization	5
CLO2 CLO3	Population and Employment: Unemployment- Forms-Causes & Remedies-Full Employment-Measures- Nature of employment in Bangladesh-Trade Unions-Industrial Dispute- Prevention and Remedies- Practice in Bangladesh	3
CLO1 CLO3	Economic Planning: Forms- Aims and Objectives-Problems and Bangladesh- New Horizon of Planning – Need for local Planning.	3
CLO1 CLO2	Public Finance: Definition-Nature, Scope and Subject Matter-Importance of Its Study-Theory of Maximum Social advantage-Public Finance Vs Private Finance in Bangladesh.	3
CLO1 CLO2 CLO3	Public Income: Definition-Nature and Sources, Public Revenue- Nature of Tax, Various Kinds and Canons of Taxation, Burden of Taxes, Best Tax System, Taxable Capacity- Determinants of Taxable Capacity.	3
CLO1 CLO2	Public Expenditure: Definition-Importance of Public Expenditure- Forms, Principles of Public Expenditure- Effects of Public Expenditure and Public Expenditure in Bangladesh.	4
CLO2 CLO3	Public Debt and Foreign Aid: Definition, Types of Public Debt- Burden of Public Debt, Repayment- Foreign Aid Vs Public Borrowing Implications of Foreign Aid And Public Borrowing	3
CLO1 CLO3	Budget: Definition of Budget, Procedure of Preparing a Budget, Characteristics of a Good Budget, Classification of Budgets, Deficits Budget Vs Deficit Financing Budget and Fiscal Policy.	3
CLO2 CLO3	International Economic Organizations: IMF, ADB, IBRD, WB, WTO.	3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Benjamin, H. 18th ed. (2009). *Economic Development: Principles, Problems and Politics*. McGraw-Hill Publishing Company Limited.
- Dalton, H. 11th ed. (2013). *Principles of Public Finance*. New York and London: Routledge
- Beard, C. A. 1st ed. (2002). *Economic Basis of Politics*. New York: Routledge.
- Robbins, L. (1997). *Economic Science and Political Economy*, pp 415-428
- Rostow, W. W. 3rd ed. (1991). *The Stages of Economic Growth: A Non-Communist Manifesto*, Cambridge: Cambridge University Press.
- Khan, A. R. 3rd ed. (2015). *The Economy of Bangladesh: A Quarter Century of Development*.
- Rahim, A. M. A. Current Issues of Bangladesh Economy

THIRD YEAR
First Semester (2024-2025)

1. **Course Code** : **POL 301**
2. **Course Title** : Civil Society, NGOs and Development
3. **Course Type** : Core
4. **Course Level** : 3rd Year, 1st Semester
5. **Session** : 2024-2025 (July-Dec.)
6. **Pre-requisite** : Successful completion of the second year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. S.M. Moklasur Rahman, Associate Professor, Department of Political Science, University of Rajshahi.

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course will cover theoretical and practical insights concerning the role of civil society and NGOs. Different types of civil society organizations and their strategies, activities and approaches in relation to development and politics shall be highlighted during the course lectures. In the modern world, civil society often turns out to be a major factor determining politics and policies. Civil society exerts not only direct influence on political institutions but also transforms wider public attitudes to politics, governance and democracy. Moreover, in the developing countries, civil society, mainly in the form of NGOs is engaged in development activities. This course will critically examine the links among civil society, NGOs and other development actors, as well as their relationships to the Sustainable Development Goals (SDGs) and key global challenges.

11. Course Summary

This is a core course for the graduation degree in Political Science which introduces the basic idea, concepts and theories of civil society. Moreover, related topics to civil society, like NGOs, development and their impacts on politics and governance are discussed here. This course links politics and policies with the society and organizations. It prepares the students to become civil society leaders, NGO activists as well as development practitioners.

12. Course Learning Objectives (LO)

- LO1: To inform the students about the key concepts, ideas, history, theories in the study of civil society;
LO2: To help them reflect critically on a range of contemporary issues in relation to the politics and civil society;
LO3: To develop the capacity of the students to research, present and critically reflect on civil society and NGO issues;
LO4: To provide a balanced perspective to the students on the potential and limits of NGOs as the agents of development;
LO5: To develop a clear understanding of the current and future challenges that NGOs are facing with relation to development and politics.

13. Course Learning Outcomes (CLO): After completion of this course, students should be able to:

- CLO1: engage in the complexities of researching and resolving civil society, NGO issues;
CLO2: demonstrate the ability to figure out the position and role of the civil society and NGOs in the political system;
CLO3: develop the basic knowledge and know what necessities to become civil society leaders, NGO activists as well as development practitioners.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Key Concepts of Civil Society: Meaning, classification. Mapping the civil society, Function Domain	3
CLO1	Historical and philosophical foundations of the idea of civil society: Thomas Hobbes, John Locke, Immanuel Kant G W F Hegel Alexis de Tocqueville Gramsci. Ibne Kahldun, Civil Society in its Contemporary Frames: Neo-Toquevillean School and Neo-Gramscian School	4
CLO1 CLO2	Civil Society, and the Political System: Civil Society active at different levels of the political system, Relationship between civil society and other actors in the political system Civil Society and Governance, Civil Society and Democracy	5
CLO1 CLO2	Civil Society and Social Capital: Meaning of Social Capital, Classification, Applications (local government, community building, poverty eradication, development), its relation with civil society	5
CLO1 CLO2 CLO3	Civil Society and Environment: Environment problem, convergence, role of civil society in protecting environment. International civil society and environment	4
CLO1 CLO2	NGOs: Meaning, classification, function domain, NGOs as a civil society organization, NGOs as mechanism to development	3
CLO1 CLO2 CLO3	NGOs and development: NGO Laws with reference to Bangladesh, Development and Sustainable Development Goals, Donor and donor policy cooperation between national and international NGOs.	5
CLO2 CLO3	Critical understanding of Civil Society, NGOs and Development: Dark side of civil society, Donor's Agenda, Gap between theory and practice, Optimism	5
CLO1 CLO2	Civil Society and NGO performance in Different Regions: Civil Society and NGOs in Developed and Developing countries: Civil Societies in Europe, America and other Established Democracies, Civil Societies in Asia and other Developing Worlds, with special reference to Bangladesh	5
CLO1 CLO2 CLO3	International Civil Society: Global civil society, Challenges, Tensions, and Successes	3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to participate in group presentations, surprise tests, and submit assignments. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Ahmed, Imtiaz (2021). *Civil Society, State and Democratic Future in Bangladesh*. Dhaka: Prothoma.
- Alagappa, Muthiah, ed. (2004). *Civil Society and Political Change in Asia: Expanding and Contracting Democratic Space*. Stanford: Stanford University Press.
- Anheier, K Helmut. (2004). *Civil Society: Measurement, Evaluation, Policy*. London: Earthscan and CIVICUS.
- Dowla, Asif and Dipal Barua. (2006). *The Poor Always Pay Back: The Grameen II Story*. Bloomfield. Kumarian Press.
- Feinberg, Richard, Carlos H. Waisman and Leon Zamosc. (2006). *Civil Society and Democracy in Latin America*. New York: Palgrave Macmillan.
- Fisher, Julie. (1998). *Non Governments: NGOs and the Political Development of the Third World*. West Hartford: Kumarian Press.
- Heinrich, V. Finn, ed. (2007). *CIVICUS Global Survey of the State of Civil Society*. Vol. 1 Country Profiles. Bloomfield: Kumarian Press.
- Howell, Jude and Jenny Pearce. (2001). *Civil Society and Development: A Critical Exploration*. Boulder, CO: Lynne Rienner Publishers.
- Hulme, David and Michael Edwards eds. (1997). *NGOs, States and Donors*. Hampshire: Palgrave in association with The Save the Children.
- Khan, Mizan R. and Mohammad Humayan Kabir, eds. (2002). *Civil Society and Democracy in Bangladesh*. Dhaka: Bangladesh Institute of International Strategic Studies (BISS) and Academic Press and Publishers Limited.
- Lele, Jayant and Fahimul Quadir. eds. (2004). *Democracy and Civil Society in Asia*. Vol. I & II, Hampshire: Palgrave, Macmillan.
- Lewis David, Nazneen Kanji, Nuno S Themudo. (2020). *Non Governmental Organization and Development*. London: Routledge.
- Mamoon Muntasir and Jayanta Kumar Roy. (1998). *Civil Society in Bangladesh: Resilience and Retreat*. Dhaka: Subarna.
- Momen, M. N. Baikady R. Sheng-Li C., Basavaraj, M. (2020). *Building Sustainable Communities: Civil Society Response in South Asia*. Singapore: Springer.
- Putnam, Robert D. (1993). *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton: Princeton University Press.
- Putnam, Robert D. (2000). *Bowling Alone: Collapse and Revival of American Community*. New York: Simon & Schuster Paperbacks
- Salamon, Lester M. and Helmut K. Anheier. (1994). *The Emerging Sector: The Nonprofit Sector in Comparative Perspective-An Overview*. Baltimore: The John Hopkins University Institute for Policy Studies.
- Stiles, W. Kendal. (2002). *Civil Society by Design: Donors, NGOs and the Intermestic Development Circle in Bangladesh*. Westport: Preager.
- Tasnim, Farhat. (2021). *Civil Society in Bangladesh: Vibrant but not Vigilant*. Singapore: Springer.
- Quadir, Fahimul and Yutaka Tsujinaka (edited). (2015), *Civil Society in Asia: In Search of Democracy and Development in Bangladesh*. Surrey: Ashgate Publishing Limited.

*Online and latest reading materials that shall be used for the course will be provided by the concerned course instructor.

- 1. Course Code : POL 302**
2. Course Title : Political Systems of Southeast-Asian Countries
3. Course Type : Core
4. Course Level : 3rd Year, 1st Semester
5. Session : 2024-2025 (July-Dec.)
6. Pre-requisite : Successful completion of the second year second semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Muhammad Mahmudur Rahman, Professor, Department of Political Science,
University of Rajshahi

10. Course Description

This course is a primary course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course will discuss constitutional development of the Southeast-Asian countries. The major issues of this course are the executive, legislative and judicial system, judicial review, the electoral system(s), the party system, interest groups, lobbying and political culture as well as participation of the selected countries. After conducting this course, students will acquire knowledge about the political and administrative system of the related countries.

11. Course Summary

The course aims at providing the students a broad conceptual and empirical understanding about the dynamic governmental and political process in the region with special reference to the powerful countries in diverse aspects of government and politics of Southeast Asian countries.

12. Course Learning Objectives:

- LO1: To provide the students the basic knowledge about the governmental and political matters of Southeast Asian countries;
- LO2: To prepare them to compare Southeast Asian political developments within the regions and in the global context;
- LO3: To make comparison among developments that have taken place in South Asia and Southeast Asia;
- LO4: To help the students to apply the political theories that they have learnt so far on the issues and cases in Southeast Asian Politics;
- LO5: To guide the students to develop oral communication skills through discussions, presentations and debates on regional issues.

10. Course Learning Outcomes (CLO): After attending the classes, students are expected to be able to:

- CLO1: distinguish key themes in state building and policy making across Southeast Asia;
- CLO2: develop the analytic capacity to consider these themes with specific reference to each country studied as well as in comparative perspectives;
- CLO3: demonstrate the ability to apply abstract analytical theory in the context of one of the key themes by collecting and analyzing relevant data from two countries;
- CLO4: write an original research paper that examines a debate broadly related to state building, political or economic development, social transformation, conflict, or migration.

14. Course Contents

LOs	Course Contents	Lec.
CLO1 CLO3	Background of the countries of the Region: History, Society, and Demography	4
CLO1 CLO3	Political Systems of the Region	3
CLO1	Important Political Institutions: Executive, Legislature, Judiciary and Electorate	5
CLO1 CLO2	Political Parties, Leaders and Elections	4
CLO1 CLO3	Civil-Military Bureaucracy and Politics	4
CLO1 CLO3	National Integration: Religion, Caste, Ethnicity, Insurgency and Regionalism	5
CLO1 CLO2	Political Instability	3
CLO1	Prospects of Development: Economical, Social, Cultural and Political	5
CLO1	Constitutional and Political Challenges and Prospects	4
CLO1 CLO2	Regional and Subregional Organizations, ASEAN and Regional Conflicts.	5

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

Rashid, Rehman (1993). *A Malaysian Journey*. Kuala Lumpur: Areca Books.
Rashid, Rehman (2016). *Peninsula A Story of Malaysia*. Kuala Lumpur: Fergana Art Gallery.
Moten, Abdul Rashid (2008). *Government and Politics in Malaysia*. Singapore: Cengage Learning Asia.
Funston, John (2001). *Government and Politics in Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
Alagappa, Muthia (1995). *Political Legitimacy in Southeast Asia: The Quest for Moral Authority*. Stanford: Stanford University Press.
Bertrand, Jacques (2013). *Political Change in Southeast Asia*. Cambridge: Cambridge University Press.
Case, William (2002). *Politics in Southeast Asia: Democracy or Less*. New Delhi: Taylor and Francis.
Kingsbury, Damien (2016). *Politics in Contemporary Southeast Asia*. New Delhi: Taylor and Francis.
Croissant, Aurel and Lorenz, Philip (2018), *Comparative Politics of Southeast Asia*. New York: Springer Publishing.
Croissant, Aurel and Lorenz, Philip (2017). *Comparative Politics of Southeast Asia An Introduction to Governments and Political Regimes*. New York: Springer Publishing.
Tarling, Nicholas (2010). *Southeast Asia and the Great Powers*. New Delhi: Taylor and Francis.
Osborne, Milton (2016). *Southeast Asia: An Introductory History*. Australia: Allen and Unwin.
Hill, Ronald (2002), *Southeast Asia: People, Land and Economy*. Australia: Allen and Unwin.
Craig A. Lockard (2009). *Southeast Asia in World History*. Oxford: Oxford University Press.
Saravanamuttu, Johan (2010). *Islam and Politics in Southeast Asia*. New Delhi: Taylor and Francis.
Wired and most recent reading materials that shall be used for the course will be supplied by the concerned course teacher.

1. **Course Code** : **POL 303**
2. **Course Title** : Political Sociology
3. **Course Type** : Core
4. **Course Level** : 3rd Year, 1st Semester
5. **Session** : 2024-2025 (July-Dec.)
6. **Pre-requisite** : Successful completion of the second year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. S.M. Razy, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. Political Sociology is regarded as the science of the state and the society. It has been highly recognised as an individual discipline. It is originally an interdisciplinary subject. Because Political Sociology came into existence as bridge to fill up the gap between Political Science and Sociology. This course is designed to introduce the students with the social basis of power in all institutional sectors of the society. That means it deals with social stratification and their consequences in organised politics. The course provides the students with the idea of a network of social relationship to be examined with such concepts as role, norms, values and social structures.

11. Course Summary

This course explores the study of political behaviour within a sociological perspective of framework and the inter-relationship between society and polity, social structures and political institutions. The course has a deliberative overview to explicate the political events with sociological aspects.

12. Course Learning Objectives (LO)

- LO1: To instruct students a historical development of Political Sociology and to study the social aspects of politics;
- LO2: To teach and guide students a comprehensive overview to sociological explanations of political behaviour and social organizations;
- LO3: To give students knowledge and confidence to address various approaches to study the state and their perceptions in the major themes and critical stands of Political Sociology;
- LO4: To make students understandable about the processes of political values, political culture and social stratification to understand the contemporary challenges of political ideologies.

13. Course Learning Outcomes (CLO): On Completion of the course, students should be able to:

- CLO1. prove themselves in both oral and written forms, about knowledge and understanding of sociological principles to make sense of current world events and to contribute to social debates;
- CLO2. recognize and clarify different activities and opportunities influencing political decisions and political behaviour;
- CLO3. acquire the capacity to focus on the organizational analysis of political groups and political leadership;
- CLO4. apply their own talents to analyze the current trends of political aspects with sociological aspects.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO3	Political Sociology: Definition, Nature and Scope	4
CLO1 CLO3	Fundamental Concepts: State, Society, Community, Family, Groups, Interest Groups and Pressure Groups-Ends	6
CLO1	Functions of the State, Democracy, Welfare State, Totalitarianism, Capitalism and Socialism.	6

CLO1 CLO2	Social Structure and Institutions	3
CLO1 CLO3	Social Stratifications	3
CLO1 CLO3	Elite and Mass	3
CLO1 CLO2	Socialization, Political Socialization and Political Participation	5
CLO1	Power and Authority	3
CLO1	Bureaucracy-Max Weber	3
CLO1 CLO2	Change and Revolution	3
CLO4 CLO2	Voting Behaviour	3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Almond, G.A. and Coleman, J.S. (1960). *The Politics of Developing Areas*. Princeton; Princeton University Press.
- Apter, David, E. (1967). *Politics of Modernization*. Chicago: University of Chicago Press.
- Ashraf, A. and Sharma, L. N. (1983). *Political Sociology: A New Grammar of Politics*. India: Madras University Press.
- Barber, Bernard (1957). *Social Stratification: A Comparative Analysis of Structure and Process*. New York: Harcourt.
- Bell, Earl H. (1961). *Social Foundations of Human Behavior*. New: Harper and Brothers.
- Bottomore, T.B. (1971). *Classes in Modern Society*. London: Allen and Unwin.
- Coleman, J.S. (Ed.) (1968). *Education and Political Development*. Princeton: Princeton University Press.
- Coser, Lewis A. (ed.) (1967). *Political Sociology*. New York: Harper & Row Publishers.
- Dahl, Robert A. (1963). *Modern Political Analysis*. New Jersey: Prentice Hall, Englewood Cliffs.
- Dowse, R. E. and Hughes, J. A. (1972). *Political Sociology*. London: John Wiley.
- Hyman, H. (1959). *Political Socialization: A Study in the Psychology of Political Behaviour*. Illinois: Glencoe.
- Lipset, S. M. (ed.) (1969). *Political Man*. London: Heineman.
- Lipset, S. M. and Bendix, R. (Eds.) (1970). *Class, Status and Power: Social Stratification in Comparative Perspective*. London: Routledge and Kegan Paul.
- MacIver, R.M. and Page, C.H. (1959). *Society*. London: MacMillan.
- Mosca, Gaetano (1939). *The Ruling Class*. New York: McGraw Hill.
- Mukhopadhyay, A. K. (1977). *Political Sociology*. Calcutta: K.P. Bagchi Company.
- Pye, Lucian W. and Verba, S. (Eds.) (1965). *Political Culture and Political Development*. Princeton: Princeton University Press.
- Ray, Amal and Bhattacharya, Mohit (1983). *Political Theory: Ideas and Institutions*. Calcutta: The World Press Private Ltd.
- Schumpeter, Joseph A. (1966). *Capitalism, Socialism and Democracy*. London: George Allen and Unwin.
- Wasburn, P.C. (1982). *Political Sociology: Approaches, Concepts, Hypothesis*. New Jersey: Prentice Hall.
- ইসলাম, মো. নজরুল (১৯৮১), *রাজনৈতিক সমাজবিজ্ঞান*, ঢাকা: পুথিঘর লি।
- কাসেম, মোহাম্মদ আবুল (২০১৯), *তুলনামূলক রাজনীতি*, ঢাকা: আলোয়া বুক ডিপো।
- রহমান, মো. মকসুদুর রহমান (সম্পাদিত) (২০১২), *রাজনৈতিক সমাজবিজ্ঞান*, ঢাকা: অবসর প্রকাশনা সংস্থা।

- 1. Course Code : POL 304**
2. Course Title : Party Politics in Bangladesh
3. Course Type : Core
4. Course Level : 3rd Year, 1st Semester
5. Session : 2024-2025 (July-Dec.)
6. Pre-requisite : Successful completion of the second year second semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. Md. Sultan Mahmud, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course is designed to deepen the students' existing knowledge on political parties, theories of political party and party systems. This course can teach them about the nature of power politics, the dynamics of collective political action and the intersections of political institutions in Bangladesh. The course employs the historical, institutional explanations for various phenomena in the field of party politics in Bangladesh. Here special attention will be devoted to the institutionalization of parties and party systems. The course covers the organs and the functions of political parties, the background of party politics, the institutional incentives that shape party politics, and the organizational dilemmas of political parties. The course examines the role of parties in democracy and now it reflects on the normative aspect of contemporary challenges in party politics of Bangladesh. A number of further topics, like the electoral politics, voting behavior, defection, the explanation of electoral success, the nature of charismatic appeals, the differences between mainstream and extremist parties, alliance of and counter alliances in party politics will also be focused in the course.

11. Course Summary

The course focuses on the aspects of party competition and representation and how parties behave in parliaments and governments, how they are related to each other, and on how the format and mechanics of party systems can be changed in course of time.

12. Course Learning Objectives

- LO1: To introduce the students with the major traditional, mainly theoretical approaches to the study of parties, as well as the more contemporary, empirically-based, data on parties, their developments and the dynamics of party systems in Bangladesh;
- LO2: To develop students' knowledge on party systems of developing countries political system in general and Bangladesh in particular;
- LO3: To give clear knowledge to the students about the historical development and contemporary structure of political parties in Bangladesh;
- LO4: To teach the students about the key phenomena such as parties, party systems, stability of party system, relationship between voters and political elites, etc;
- LO5: To impart knowledge regarding the nature of the party, party organizations, and the party in government.

13. Course Learning Outcomes (CLO): At the end of the course, and having completed the set readings and the activities, students should be able to:

- CLO1: address some fundamental questions like why parties form, when, how, and why parties 'matter' and how parties are related to the working of democracy;
- CLO2: become familiar with a number of contemporary political issues and will be able to effectively write and develop arguments in the field of Bangladesh politics;
- CLO3: analyze the candidates and platforms of the political parties as well as evaluate their role in democratic development and demonstrate critical thinking and writing skills related to party politics in Bangladesh.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Political Party: Theories-Duverger, Sartori Mitchels. Palombara, V. I. Lenin.	5
CLO1	Party System: Multi-Party System, Dual-Party System, Single Party System.	4
CLO1	Party in Legislature: Formal Role, Legislative Compromise	4
CLO2	Political Parties in Bangladesh: Historical development, Leadership, Social Bases, Structure, Ideology-Program, Factionalism and Conflict Resolution, Electoral Behavior, Party-Government Relationship, Party in Opposition, Alliances and Inter-Party Relationship.	8
CLO3	Political Party Funding	3
CLO2 CLO3	Political Parties and Elections in Bangladesh: Overview of Elections and Changing Nature of Party System	4
CLO3	Defection and Anti-defection law in Bangladesh.	4
CLO1	Violence and Party Conflicts in Bangladesh.	3
CLO3	Political Party and Interest Group.	3
CLO3	Political Transition and Democratization. Party Faction/Factionalism: Reasons and Implications	4

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Ahmed, Emajuddin (1988). *Military Rule and the Myth of Democracy*. Dhaka: University Press Limited.
- Ahmed, Moudud (1995). *Democracy and the Challenge of Development: A Study of Politics and Military Interventions in Bangladesh*. Dhaka : University Press Limited.
- Ahmed, Nizam (2003). "From Monopoly to Competition: Party Politics in the Bangladesh Parliament (1973-2001)". *Pacific Affairs*, Vol.76, No.1.
- Akhter, Yeahia (2001). *Electoral Corruption in Bangladesh*. England: Ashgate Publishing Limited.
- Ball, R. Allan (1977), *Modern Politics and Government*, Basingstoke: Palgrave Macmillan.
- Bayes, Abdul, and Anu Muhammad (1998). *Bangladesh at 25: An Analytical Discourse on Development*. Dhaka: University Press Ltd.
- Duverger, Mourice (1964). *Political Parties*. New York: John Wiley & Sons First American Edition.

- Ghosh, Shyameli (1992). *The Awami League 1949-71*. Dhaka: Academic Publishers.
- Halim, Md. Abdul (2011). *Constitution, Constitutional Law and Politics : Bangladesh Perspective*. Dhaka: CBC Foundation.
- 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.
- Hossain, Kamal (2013). *Bangladesh: Quest for Freedom and Justice*. Dhaka: The University Press Ltd.
- Huq, Abul Fazl (2011). *Bangladesh Politics: The Problems of Stability*. Dhaka : Hakkani Publishers.
- Jahan, Rounaq (1980). *Bangladesh Politics: Problems and Issues*. Dhaka: The University Press Ltd.
- Jahan, Rounaq (2015). *Political Parties in Bangladesh: Challenges of Democratization*. Dhaka: Prothoma Prokashon.
- Khan, M. Salimullah (ed.) (1985). *Politics and Stability in Bangladesh*. Dhaka: Government & Politics Department.
- Khan, Shamsul I and Others (2008). *Political Culture, Political Parties and the Democratic Transition in Bangladesh*. Dhaka: The University Press Limited.
- Lewis, Davis (2018). *Bangladesh: Politics, Economy and Civil Society*. Dhaka: Prothoma Prokashon.
- Mahmud, Md. Sultan & Bibi Morium (2013). "Civil Society and Political Party in Electoral Democracy." Jahangirnagar University: *Asian Studies*, Vol. 32.
- Mahmud, Md. Sultan & Iqbal Mahmud, (2008). "Political Conflicts and Discourse in Bangladesh: A Critical Understanding." *Human Resource Development Studies*, Vol.1, No.1, December.
- 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.
- Mahmud, Md. Sultan (2017). "Problems of Political Development in Bangladesh: A Case Study of the Caretaker Government (2007-2009)" *Journal of Politics & Administration*, Volume. 3, Number 1, (ISSN 2307-1036). Department of Political Studies, Shahjalal University of Science and Technology, Sylhet.
- Mahmud, Md. Sultan and Mst. Quamrun Nahar (2015). "Electoral Transition and Democratic Governance in Bangladesh: An Analytical Study of Conflicting Issue and Political Culture." *Development Compilation*, Vol. 11, No. 01, March, Dhaka: Bangladesh Institute of Professional Studies.
- Mannan, Md. Abdul (2005), *Election and Democracy in Bangladesh*. Dhaka: Academic Publishers Limited.

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

Palombara, La (ed.) (1974). *Politics within Nations*. New Jersey: 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.

আহমদ, মহিউদ্দিন (২০১৫), *জাসদের উত্থান এবং অস্থির সময়ের রাজনীতি*, ঢাকা: প্রথমা প্রকাশন।

আহমদ, মহিউদ্দিন (২০১৬), *আওয়ামী লীগ: উত্থানপর্ব ১৯৪৮-১৯৭০*, ঢাকা: প্রথমা প্রকাশন।

আহমদ, মহিউদ্দিন (২০১৬), *বিএনপি : সময়-অসময়*, ঢাকা: প্রথমা প্রকাশন।

আহমদ, মহিউদ্দিন (২০১৭), *আওয়ামী লীগ: যুদ্ধদিনের কথা ১৯৭১*, ঢাকা: প্রথমা প্রকাশন।

উল্লাহ, এস.এম. একরাম ও মো. সুলতান মাহমুদ, (২০১১), “বাংলাদেশের জাতীয়সংসদ নির্বাচন: বৈধতার স্বরূপসন্ধান”, রাজশাহী বিশ্ববিদ্যালয়: জার্নাল অব ইনস্টিটিউট অব বাংলাদেশ স্টাডিজ।

মাহমুদ, মো. সুলতান (২০১২), “বাংলাদেশে গণতন্ত্র প্রতিষ্ঠানিকীকরণের সমস্যা: একটি পর্যবেক্ষণমূলক সমীক্ষা”, ঢাকা: উন্নয়ন সংকলন, ভলিউম ০৭, সংখ্যা ০১।

মাহমুদ, সুলতান (২০১৬), *মুক্তিযুদ্ধের একাত্তর*, ঢাকা: আলোয়া বুক ডিপো।

মাহমুদ, সুলতান (২০২১), *মুক্তিযুদ্ধ: প্রস্তুতি থেকে বিজয়*, ঢাকা: কথা প্রকাশ।

মাহমুদ, সুলতান (২০১৯), *বাংলাদেশে রাজনৈতিক উন্নয়ন*, ঢাকা: বটেশ্বর বর্ণন।

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

মাহমুদ, সুলতান (২০২০), *বাংলাদেশ: রাজনৈতিক ঘটনাক্রম, (২০১০-২০১৯)*, ঢাকা: মাওলা ব্রাদার্স।

মাহমুদ, সুলতান (২০২০), *১৬ বছরে শেখ হাসিনার সাফল্য*, ঢাকা: অন্যপ্রকাশন।

মাহমুদ, সুলতান (২০২০), *রাজনীতি অভিধান*, ঢাকা: আলোয়া বুক ডিপো।

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), *বাংলাদেশের শাসনব্যবস্থা 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।

নূরুল্লাহ, মুহম্মদ (২০২২), *স্বদেশ সন্দর্শন*, রাজশাহী: পৃথিকা প্রকাশনী।

হালিম, মো. আব্দুল (২০১৫), *সংবিধান, সাংবিধানিক আইন ও রাজনীতি: বাংলাদেশ প্রসঙ্গ*, ঢাকা: সিসিবি ফাউন্ডেশন।

1. **Course Code** : **POL 305**
2. **Course Title** : Introduction to International Politics
3. **Course Type** : Core
4. **Course Level** : 3rd Year, 1st Semester
5. **Session** : 2024-2025 (July-Dec.)
6. **Pre-requisite** : Successful completion of the second year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. Bibi Morium, Associate Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course is designed to introduce students with the basic theories, concepts and patterns in international politics. The main objective of the course is to provide them the background knowledge about the politics that happens in the international arena, necessary for the students of Political Science. Course chapters are drawn from historic and contemporary issues, enabling the students to grasp a wide range of happenings in the international world through conflict, cooperation and use of power. Besides, international theories, patterns and issues that will continue to influence international politics for many years, for example globalization, neo-colonialism, environment movement, terrorism, etc. Moreover, the students will also get to learn international association and regionalism as well as foreign policy.

11. Course Summary

The course is designed to introduce students with the basic theories, concepts and patterns in international politics. Its objective is to provide them the background knowledge about the politics that happens in the international arena, necessary for students in Political Science.

12. Course Learning Objectives (LO):

- LO1: To introduce students with the basic concepts, notions and theories of international politics;
- LO2: To help the students to understand the strength and limitations of the theories;
- LO3: To elevate the students' ability to analyze and explain the international issues both contemporary and historical from different perspectives and connect them with the past and the present and try to predict the future applying the theories;
- LO4: To provide strategies and techniques to the students for acquiring the necessary knowledge and environment for brain storming that will guide them to rethink the conflicting issues in international politics.
- LO5: To guide the students to seek for solution to the international problems and issues from their capacity.

10. Course Learning Outcomes (CLO): On completion of the course students, should be able to:

- CLO1: understand the basics of International Politics;
- CLO2: link the traditional theories to actual international happenings and understand the basic structure of the global system.
- CLO3: prepare them to take upper level courses in International Politics later on;
- CLO4: engage themselves in group works and intellectual debates, and to logically present themselves, necessary skills for preparing future civil servants, diplomats and academics.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Meaning, Nature, Scope, Subject Matter and Characteristics of International Politics, Importance of the study of International Politics. Relations between International Politics and International Relations. International Politics as an academic discipline.	8
CLO1 CLO2	Realist Theory, Liberalism, Game Theory, Dependency Theory, System Theory, and Decision Making Theory.	7

CLO1 CLO2	Meaning and definition of National power, Elements of National Power, Concepts of Big Power, Small Power, Super Power, Bipolarity and Multi polarity.	7
CLO2 CLO3	Nationalism, Imperialism, Colonialism, Neo-colonialism, Globalization, NAM. International Ethics, International Terrorism, Environmental Issues and recent issues and conflicts.	7
CLO2 CLO3	United Nations, World Bank, IMF, OIC, SAARC, G-8, ASEAN, OECD, EU, BRIC, NAM.	7
CLO1 CLO3	Meaning and Objectives of Foreign Policy and Diplomacy, State and non-state actors in the foreign policy making process.	6

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, debate and presentation. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

This is a 3-credit course. During the six month long semester, students have to take part in UN Model Debate (10 marks), appear at least two surprise tests (2.5+2.5=5 marks) and submit an assignment (5 marks) at the end of the classes. Finally, they have to sit in for a 3-hour written examination (70 marks). 10 marks are for class attendance. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Basu, Rumki (ed.) (2012). *International Politics: Concepts, Theories and Issues*. New Delhi: SAGE Publications.
- Baylis, John, Steve Smith and Patricia Owen (ed.) 6th ed. (2014). *The Globalization of World Politics: An Introduction to International Relations*. Oxford: Oxford University Press.
- Brown, Garrett Wallace, Iain Mclean and Alistair McMillan, (2018). *The Concise Oxford Dictionary of Politics and International Relations*. Oxford: Oxford University Press.
- Basic Facts About United Nations* 42nd Ed. (2017). New York: United Nations Department of Public Information.
- Haider, Jaglul. (2006). *Changing Pattern of Bangladesh Foreign Policy: A Comparative Study of the Mujib and Zia Regime*. Dhaka: University Press Limited.
- Hanhimaki, Jussi M. 2nd ed. (2015). *The United Nations: A Very Short Introduction*, Oxford: Oxford University Press.
- Holsti, K. J. (1995). *International Politics*. New Delhi: Prentice Hall of India Private limited.
- Kaplan, Morton. (2005). *System and Process in International Politics*. Colchester: ECPR
- Lerche Jr., Charles O and E. Said. (1970), *Concepts of International Politics*. 2nd ed. Englewood Cliffs, N.J.: Prentice Hall.
- Malhotra, Vinoy Kumar. (1993). *International Relations*. New Delhi: Anmol Publication.
- Naik, J.A. (1978). *A Textbook of International Relations*. Delhi: Macmillan Company of India Limited
- Morgenthau, Hans J, Kenneth W. Thompson and David Clinton. (2005) *Politics Among Nations: A Struggle for Power and Peace*. 19th ed. McGraw Hill Inc.
- Paddelford, N J & G A Lincoln. (1962). *Dynamics of International Politics*. Macmillan.
- Palmer, Norman D. and Howard C. Perkins (1985). (Indian Reprint) *International Relations*. Delhi: CBS Publishers.
- Roy C Macridis. (1962). *Foreign Policy in World Politics*. Englewood Cliffs, N.J.: Prentice-Hall
- Rourke, John T., and Mark A Boyer. (2003). *International Politics on the World Stage Brief*. 5th ed. Boston: McGraw Hill.
- Rourke, John T. (2011). *Taking Sides: Clashing Views in World Politics*. 15th ed. Boston: McGraw-Hill/Dushkin

1. **Course Code** : **POL 306**
2. **Course Title** : Project Planning and Management
3. **Course Type** : GED
4. **Course Level** : 3rd Year, 1st Semester
5. **Session** : 2024-2025 (July-Dec.)
6. **Pre-requisite** : Successful completion of the second year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Name of the Course Instructor shall be notified at the beginning of the semester

10. Course Description

Every organization, whether formal or informal, manages projects. Both at work and at home, we are working on projects. Across contexts, planning tenets and execution procedures can present opportunities for improving the effectiveness and efficiency of projects. Organizations (and people) can use project management to scope projects, organize activities, use resources, and reduce risks because it gives them the vocabulary and structures to do so.

This course serves as an introduction to the fundamental ideas behind organizing and carrying out projects. In this course, the students will learn how to design, analyze, and manage projects as well as the elements that contribute to project success. Learners will be exposed to cutting-edge approaches and encouraged to think about the difficulties associated with various project kinds.

11. Course Summary

This course is designed with the objective provide students with in-depth understanding about how to start and construct a project plan, including work sequencing, critical path analysis, priority assessment, and risk management. The course will also cover project execution and using the earned value technique for tracking and directing progress.

12. Course Learning Objectives (LO)

- LO1: To review the fundamental project management principles, elements, models, and various project features and to teach about different steps in project planning and planning process;
- LO2: To explain the activities required to get a project approved as well as to plan and monitor a project and to describe the responsibilities as a project manager;
- LO3: To describe the responsibilities of a project director and to identify the factors that cause a project to succeed or fail.

13. Course Learning Outcomes (CLO): On Completion of the course, students should be able to:

- CLO1: demonstrate acquisition of the knowledge and skills of project management based on the Project Management Body of Knowledge (PMBOK);
- CLO2: indicate the importance of both socio-cultural and technical issues in the successful management of a project;
- CLO3: apply modern project management techniques and tools within a professional area of expertise in project selection, portfolio management and risk management.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2	Project Management: concepts and models - definition, features and types of project elements and models- definition, features and types of project, elements and functions of project management, models of project management	5
CLO1 CLO3	Deferent aspects of project: Projects as an alternative approach for development management, traditional management and project management features and difference	5
CLO1 CLO2	Project management- Project Cycle: Project idea, Project identification, Pre-feasibility, Approval, Implementation and Evaluation, Project performance indicators	5

CLOs	Course Contents	Lec.
CLO2 CLO3	Project planning: Steps in project planning, planning process - time planning, manpower, CPM PERT - network analysis, modern project planning systems, project planning methods.	5
CLO1 CLO3	Project direction: Coordination and control, project direction, communication in a project, project coordination, project control, scope/ progress control, performance control, schedule control, cost control, methods of project control, additional factors in the control of projects.	5
CLO2 CLO3	Project feasibility: Different techniques and tool, financial analysis, economic analysis, managerial and administrative feasibility, environmental feasibility, legal feasibility.	4
CLO2 CLO3	Project monitoring: Approaches and techniques	4
CLO1 CLO2	Project evaluation: Objectives, types and methods.	4
CLO1 CLO3	Project development process in Bangladesh: Role of Planning commission, planning units of concern ministries, NEC, ECNEC, donors/ development partners (Bi-lateral and Multi-lateral, NGOs), resource mobilization, procedure for release of funds, financing projects under ADP, problems and issues with particular focus to ADP.	5

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

Anderson, James E. (2011). Public Policymaking. Boston: Engage Learning, Inc.
Dye, T. R. (1980). Understanding policy. New jersey: Prentice Hall
Sapru, R.K. (1994). Public Policy: Formulation and Evolution. New Delhi: Sterling Publishers private limited
Stockey, E- and Zeckhuaser R. (1978). A primer for Policy Analysis. NY: Norton

THIRD YEAR
Second Semester (2024-2025)

- 1. Course Code : POL 307**
2. Course Title : Sociology of Bangladesh
3. Course Type : GED
4. Course Level : 3rd Year, 2nd Semester
5. Session : 2024-2025 (Jan.-June)
6. Pre-requisite : Successful completion of the third year first semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Dr. Mst. Quamrun Nahar, Associate Professor, Department of Political Science, University of Rajshahi.

10. Course Description

This is a basic course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course includes a framework for understanding land tenure system, permanent settlement, western and English education. After completing the course, students will be able to analyze the culture origin, development, ethnocentrism, relativism of Bangladeshi culture. By studying the course, students will be capable of addressing social, economic, political, religious and geographical pattern and structure of Bangladesh.

11. Course Summary

This is a basic course for graduation degree in Political Science. It is so basic, that, without grasping the topics of this course, students will not be able to address the social issues of Bangladesh properly.

12. Course Learning Objectives (LO)

- LO1: To improve their ability after knowing the basic concepts of successful aspects of Bangladesh;
LO2: To enable them to address the social, economic, political, religious and geographical patterns and structures of Bangladesh;
LO3: To enable the students to compare and evaluate various types of cultural crisis and development in different countries in the world.

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

- CLO1: know the core and basic ideas and concepts about the sociology of Bangladesh;
CLO2: develop basic foundations and achieve discipline;
CLO3: have a sound knowledge of current culture and to have ideas about communities in different countries in the aspect of Bangladesh.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO3	Consequences of British occupation of Bengal. Introduction of New Land tenure system. Permanent Settlement Act of 1793-Impact of Permanent Settlement. Emergence of New Land owning classes and the conditions of the Peasantry. Introduction of English education and consequences	10
CLO1 CLO3	Culture-Origin and Development, Ethnocentrism and cultural relativism, Sub-culture variation; Bangladesh culture-its feature; Urban and rural culture, Tribal culture; ethnic identity, Spatial and demographic, cultural integration	10
CLO1	Social Structure of Bangladesh-Influence of Geography on Society and Culture. Pattern of Social stratification in rural and urban areas, Rural-Urban Institutions (Social, Economic, Political and Religious.	9

CLO1 CLO2	Process of Social change in Bangladesh. Industrialization, Urbanization and Rural and Agriculture Development	8
CLO1 CLO3	Social Control Agencies of Social Control-Family, Religion, Law, Education, Norms and Folkways.	5

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

Karim, Nazmul, Abul Khair. (1956). Changing Society in India, Pakistan and Bangladesh.

Dacca: Oxford University Press.

Yarrington, Matt, (2008). Sociology, Dhaka: University Press Ltd.

Judah Matras (1979). Social Inequality Stratification and Mobility, Sociology. Englewood: Prentice Hall. Inc.

Michael Haralmbos (1985). Sociology. London: Bell and Hyman.

Melvin M. Tumin (1994). Social Stratification the Forms and Functions of Inequality. New Delhi: Prentice Hall of India, Private Limited.

Metta Spencer (1979). Alen Inkeles, Foundations of Modern Sociology.

Andre Beteille (1969). Social Inequality. London: Penguin Education.

David Dressler (1969). Sociology. The Study of Human Interaction. Toronto: Random House of Canada Limited.

অনাদি কুমার মহাপাত্র (১৯৯৬), বিষয় সমাজতত্ত্ব, কলকাতা: ইন্ডিয়ান বুক কনসার্ন।

এ. এফ. ইমাম আলি (১৯৯২), সমাজতত্ত্ব, ঢাকা: সেন্টার ফর বাংলাদেশ স্টাডিজ।

হাসানুজ্জামান চৌধুরী (১৯৯৯), সমাজবিজ্ঞান প্রত্যয়, চট্টগ্রাম: দি তাজ লাইব্রেরী।

মুহম্মদ মিজানউদ্দিন (১৯৯১), সমাজবিজ্ঞান প্রত্যয় ও পদ্ধতি, রাজশাহী: পাঠ্যপুস্তক প্রকাশনা বোর্ড।

এ কে নাজমুল করিম (২০০৮), পরিবর্তনশীল সমাজ, ভারত পাকিস্তান ও বাংলাদেশ, ঢাকা: দি ইউনিভার্সিটি প্রেস লিমিটেড।

রংগলাল সেন সম্পাদনা ড. এ. কে. নাজমুল করিম (২০০২), সমাজবিজ্ঞান, ঢাকা: জে. কে. প্রেস এন্ড পাবলিকেশন্স।

ফজলুর রশিদ খান (১৯৭৩), সমাজবিজ্ঞানের মূলতত্ত্ব, ঢাকা: শিরীন পাবলিকেশন্স।

1. **Course Code** : **POL 308**
2. **Course Title** : Government and Politics of Middle East
3. **Course Type** : Core
4. **Course Level** : 3rd Year, 2nd Semester
5. **Session** : 2024-2025 (Jan.-June)
6. **Pre-requisite** : Successful completion of the third year first semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. Tareque M. Taufiqur Rahman, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. Middle East is a deeply tension-prone region since 1948 after the establishment of a state named Israel. The Ottoman Empire was the bonding name of this region up to 1923. After Iran Revolution in 1979, this region has been experiencing a different global response and balance of power. The dominating countries are in a race to have a share of influence over the region. With the treasure of huge petroleum properties, this region is continuously on the attention of global community. The students of Political Science need to be updated on the politics of Middle East and the governmental developments of this region as well. This academic course would keep the learners up to date on the governance and politics of this region.

11. Course Summary

This course is an overview of the political history of the Middle-East in general and a more detail knowledge of the political development of several Middle-East countries in particular. It will provide the students with a critical appreciation of the problems of applying social scientific categories originating in the West to the study of the Middle-East.

12. Course Learning Objectives (LO)

- LO1: To learn about the political developments of Middle East;
 LO2: To understand the complexities of intra-regional political interests;
 LO3: To help the students to focus on the “black-holes” in establishing pace in the region;
 LO4: To introduce students to conceptualize issues from the wider literature on state-society relation.

13. Course Learning Outcomes (CLO): On completion of the course, the students should be able to:

- CLO1: understand the origin and spread of multi-dimensional complexities of Middle East;
 CLO2: analyze the deterrents of peace process in Middle East;
 CLO3: determine and link the international and regional interests in the events of conflicts and peacemaking attempts in the Middle East.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Historical background, people, society and resources, strategic importance, influence and role of Middle East on world politics and economic development	6
CLO2	State Formation in Middle East: Disintegration of Ottoman Empire, State formation in the region, Arab Nationalism, political system : authoritarian, monarchic and democratic	8
CLO2	Israel and Palestine: Origin of the conflict, Zionism, Balfour declaration and British Mandate in Palestine, Arab-Israeli wars: 1948, 1967, 1973, PLO and Hamas, peace, security and negotiations	8

CLO2	Government and Politics of KSA: Establishment of KSA, Constitution, government and politics: institutions and organizations	4
CLO2	Government and Politics of Iran: Political developments up to the fall of Reza Shah Pahlavi, Revolution, leadership of Khomeini and the theory of Belayet al Faqih, Constitution, government and politics: institutions and organizations	6
CLO2	Case Studies: Iraq, Qatar, Turkey, Syria, Yemen	3
CLO2	World Powers in Middle East: Role of US and other powers in the region	3
CLO2 CLO3	Peace Process: Initiatives and Deterrents of peace process in Middle East. Bangladesh's relations with the Middle Eastern Countries: Saudi Arabia, Iran, Qatar, Turkey	4

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Hajjar, Sami G. (ed.) (1985). *The Middle East: From Transition to Development*. Leiden: EJ Brill.
- Held, Colbert C. (1989). *Middle East Patterns: Places, Peoples and Politics*. London: Westview Press.
- Kipper, Judith and Saunders, Harold H. (eds.) (1991). *The Middle East in Global Perspective*. American Enterprise Institute for Public Policy Research: Westview Press.
- Bachrach Jere L. (ed.) (1984). *A Middle East Studies Handbook*. Seattle: University of Washington Press.
- Hourani, Albert H. (1981). *The Emergence of the Modern Middle East*. Berkeley: University of California Press.
- Choudhury, G. W. (1991). *Islam in the Contemporary World*. Dhaka: Academic Publishers.
- Dessouki, Ali E Hillal (ed.) (1982). *Islamic Resurgence in the Arab World*. New York: Praeger.

- 1. Course Code : POL 309**
2. Course Title : Information Society
3. Course Type : GED
4. Course Level : 3rd Year, 2nd Semester
5. Session : 2024-2025 (Jan.-June)
6. Pre-requisite : Successful completion of the third year first semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Part-time Teacher, Department of CSE/ICE, University of Rajshahi or RUET, Rajshahi.

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. We live in an information-rich world. We have easy access to the Internet, which allows us to share information across national and geographic borders almost instantaneously. We communicate in a variety of networked media, about a variety of subjects, with a variety of people, and for a variety of purposes. Information communication technologies (ICTs) grow increasingly “smart” and can do more work that humans used to do. We often hear that online access to information and ICTs are the foundation of our current “Information Society.” ICTs have profound implications for human behavior and well-being. They may alter the way of functions of societies. The flow of information and ICTs reflect and affect the social values and privacy which are therefore morally important for us to consider. This course explores complex interrelationships among technological, economical, cultural, political, and legal influences that shape the information society. Information Society creates an opportunity for students who want to study on technological innovation in the social, historic and scientific context. This course provides an introduction to the students on information and communication technologies, including media and computer-related technologies such as the Internet, WWW, blogs, social networks, mobile technologies, virtual reality, and robots. Basic information and technical literacy skills will develop for the students while discussing fundamental concepts of mediated communication in 21st century contexts.

11. Course Summary

Information Society refers to the body of study and analysis that examines social aspects of computerization - including the roles of information technology in social and organizational change and the ways that the social organization of information technologies are influenced by social forces and social practices. This course is designed for students influencing the information technology in the human context, including cultural heritage, professional concerns, and social inequities. The course introduces the key concepts of information society and situates them into the view of varied perspectives.

12. Course Learning Objectives (LO)

- LO1: To acquire knowledge about historical development of the media industry, including newspapers, radio, film, television, and the Internet;
LO2: To provide knowledge about the concept of information society and its economic, political, and social implications;
LO3: To inform about the social and policy issues affecting the information society;
LO4: To be critically aware of the effects of information and communication technologies on individuals, social institutions and society as a whole;
LO5: To be able to conduct research, analyze, and discuss complex issues and arguments surrounding important moral, political, social, cultural, economic, and historical questions as they pertain to information and ICTs.

13. Course Learning Outcome (CLO): Having successfully completed this course, the students should be able to:

- CLO1: describe the relationship between information technology and society and debate critically a variety of viewpoints surrounding technology and society;
- CLO2: demonstrate familiarity with key international issues such as privacy and information rights and identify the key ethical and legal issues in information technology for society;
- CLO3: justify and use a cohesive code of professional practices pertaining to information systems and describe legal concerns relevant to an IT Manager.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	History of Technology and Information-Critical and Social	3
	Print Culture and Literature	2
	Post Industrial Service Economy	3
	Global Network Society and Media Ethics	3
	Cyberspace and Hypermedia	2
	Big Data, Memory, Privacy and Social Surveillance	3
	Social Networking and Online Immersion	3
CLO2	Information Labor and Digital Divides	3
CLO3	Cultural Property and Information Access	3
	Intellectual Property and Information Resolution	3
	Digital Economy and It's Impact on Society	3
	Social Impacts of Technology and Social Shaping of Technology	3
	Free Speech, Democracy and Information Access	3
	Artificial Intelligence: Key Characteristics, Ethical Issues and Questions	3
	Sustainable Information Infrastructure	2

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

Layon, David (1991). *The Information Society Issues and Illusions*. Cambridge: Polity Books.
 Feather, John P (1998). *The Information Society: A Study on Continuity and Change*. London: Facet Publishing.
 Mattelart, Armand (2003). *The Information Society: An Introduction*, California: Sage Publications.

- Jorgensen, Rikke Frank (ed)(2006). *Human Rights and Global Information Society*. Cambridge: The MIT Press.
- Deniger, James R (1986). *The Control Revolution: Technological and Economic Origins of the Information Society*. Harvard: Harvard University Press.
- Martin, William J and Aslib Gower (1995). *The Global Information Society*. London: Gower Publishing.
- Marsden, C (2000). *Resonating the Global Information Society*, New Delhi: Taylor and Francis.
- Dutton, William H (1999). *Society on the Line Information Politics in the Digital Age*. Oxford: Oxford University Press.
- Peters, Benjamin (ed) (2016). *Digital Keywords A Vocabulary of Information Society and Culture*. Princeton: Princeton University Press.
- James Wright (ed) (2015). *International Encyclopedia of the Social and Behavioral Sciences*. Edinburg: ELSEVIER.
- Hassan, Robert (2008). *The Information Society: Cyber Dreams and Digital Nightmares*. Cambridge: Polity Books.
- Kraut, Robert, Brynin, Malcom and Kiser, Sara (2006). *Computer, Phones, and the Internet: Domesticating Information Technology*. Oxford: Oxford University Press.
- Janssens, Liisa (2016). *The Art of Ethics in the Information Society: Mind You*. Amsterdam: Amsterdam University Press.
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- Katz, Raul Luciano (1988). *The Information Society: An International Perspective*. Connecticut: Greenwood Publishing.
- Druker, Peter (1994). *Post- Capitalist Society*, New York: Harper Business.
- Schiller, Dan (2000). *Digital Capitalism Networking of the Global Market System*. Cambridge: The MIT Press.
- Deuker, Andre (2009). *The Future of Identity in the Information Society: Challenges and Opportunities*. New York: Springer.
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- Backland, Michael (2017). *Information and Society*. Cambridge: The MIT Press.
- Kelleman, Aharan, Corey, Kenneth E and Wilson, Mark I (2013). *Global Information Society: Technology, Knowledge and Mobility*. Maryland: Rowman and Littlefield Publishers.
- Fuchs, Christian, Sandoval, Marisol (ed) (2013). *Critique, Social Media and the Information Society*. New Delhi: Taylor and Francis.
- Lockard, Craig A (2014). *Societies, Networks, and Transitions: A Global History: Since 1750*. San Francisco: Cengage Learning.
- Webster, Frank (2002). *Theories of the Information Society*. New Delhi: Taylor and Francis.
- May, Christopher (2002). *Key Thinkers for the Information Society*. New Delhi: Taylor and Francis.
- Currie, Wendy (2000). *The Global Information Society*. New Jersey: Wiley Publisher.
- Alampay, Erwin (2009). *Living the Information Society in Asia*. New Delhi: International Development Research Centre.
- Morsden, Christopher T (2000). *Regulating the Global Information Society*. New Delhi: Taylor and Francis.
- Lax, Stephen (2009). *Access Denied in the Information Society*. London: Palgrave MacMillan.
- Peltu, Malcom and Dutton, William H (1999). *Society on the Line: Information Politics in the Digital Age*. Oxford: Oxford University Press.
- Baird, Robert M, Ramsower, Reagan and Rosenbaum, Stuart E (2000). *Cyber Ethics: Social & Moral Issues in Computer Age*. New York: Prometheus Books.
- McMichael, Philip (2016). *Development and Social Change: A Global Perspective*. California: Sage Publications.
- Mobarek, Salma (2015). Role of Information Communication Technologies (ICTs) in Empowering Rural Women of Bangladesh” *South Asian Anthropologist*, Vol.15, No.2. India: Serials Publications, 163-171.
- Wired and most recent reading materials that shall be used for the course will be supplied by the concerned course teacher.

1. **Course Code** : **POL 310**
2. **Course Title** : The Constitution of the People's Republic of Bangladesh
3. **Course Type** : Core
4. **Course Level** : 3rd Year, 2nd Semester
5. **Session** : 2024-2025 (Jan.-June)
6. **Pre-requisite** : Successful completion of the third year first semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. S.M. Mokhlasur Rahman, Associate Professor, Department of Political Science, University of Rajshahi.

10. Course Description

This course is a basic course and pre-requisite to complete the 4- year integrated BSS (Honors) in Political Science. It will introduce the students with the formulation of Bangladesh Constitution as well as the fundamental characteristics and its application. This course will also cover constitutional provisions about parliament, its structure, powers and functions of three organs of Government. It will introduce students the amendments that have been brought in the constitution, and the role of the constitution as the supreme law. Overall, the central focus of this course is to provide an enriched idea to the students about the Constitution of Bangladesh.

11. Course Summary

The course is about the constitution of Bangladesh. It will introduce the students with the basic key concepts of the Constitution of the People's Republic of Bangladesh.

12. Course Learning Objectives (LO)

- LO1: Explore the answers of the queries of the composition of executive, legislature and judiciary, how they function, what are their jurisdictions, prerogatives, rules and procedures and processes;
- LO2: To familiarize students with the political and constitutional development of Bangladesh;
- LO3: To be acquainted with theoretical and applied knowledge of structure and role of the government in Bangladesh;
- LO4: To develop a strong foundation of the students about the constitutional principles and articles that is necessary for the students in their further academic and professional life.

13. Course Learning Outcomes (CLO): After completion of the course, students should be able to:

- CLO1: demonstrate academic debate and discussion on issues regarding Bangladesh Constitution and Government;
- CLO2: apply knowledge and understanding while valuing contribution of different regimes towards constitutional and political development since inception of Bangladesh;
- CLO3: practically apply knowledge in analyzing power and citizens' right during their presentations, making assignments and exam preparation.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	The Constitution Making Process in Bangladesh: Preamble to the Constitution and Main Features, Directive Principles of State Policy, Fundamental Rights and Duties, Procedure for the Amendment of the Constitution. Caretaker Government, Major Constitutional Amendments	9
CLO 1 CLO 2	The Executive: The President – Qualification for the Office and the System of Election, Powers and Functions of the President. Methods to impeach the President. The Prime Minister- Powers and Functions, Cabinet, Council of Ministers, Ordinance and Ordinance Making Power, Emergency Provisions	9
CLO 1 CLO 2	The Legislature: Jatiya Sangsad Composition, Powers and Functions, Legislation and Delegated Legislation, Law Making Procedure	9
CLO 2 CLO 3	The Judiciary: Organization, Powers and Functions of the Supreme Court, Appointment, Tenure and Removal of Judges, Organization of Subordinate Courts Characteristics, Rule of Law and Provisions for Ensuring Rule of Law	8
CLO 2 CLO 3	The Election Commission, The Office of the Attorney-General, the Comptroller and Auditor-General, the Public Service Commission, the Information Commission, the Human Rights Commission,	7

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of exam shall be either English or Bengali.

17. Recommended Readings

- GOB (2011). *The Constitution of the People's Republic of Bangladesh (As amended up to 2011)*. Dhaka: Government Printing Press, Government of the Peoples Republic of Bangladesh.
- Haque, A. F. (2011). *Bangladesh Politics: The Problem of Stability*. Dhaka: Hakkani Publishers.
- Ahmed, Nizam (2002). *The Parliament of Bangladesh*. Aldershot, England: Ashgate Publishing Limited.
- Ahmed, Nizam (2000). *Parliament and Public Pending in Bangladesh: Limits and Control*. Dhaka: Bangladesh Institute of Parliamentary Studies (BIPS).
- Ahmed, Nizam (2012). *Aiding the Parliament of Bangladesh: Experience and Prospect*. Dhaka: The University Press Limited.
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- Chowdhury, D. (1995). *Constitutional Development in Bangladesh: Stresses and Strains* Dhaka: The University Press Ltd.
- Halim, Abdul. *Constitutional Law and Politics: Bangladesh Politics*,
- Firoj, J. (2012). *Democracy in Bangladesh: Conflicting Issues and Conflict Resolution 1991-2001*. Dhaka: Bangla Academy Press.
- Firoj, J. (2013). 'Forty Years of Bangladesh Parliament: Trends, Achievement and Challenges', *Journal of the Asiatic Society of Bangladesh (Hum.)*, 58, (1) pp. 83-128.
- Mannan, Md. Abdul (2005). *Elections and Democracy in Bangladesh*, Dhaka: Academic Press.
- Huq, Abul Fazl (1973). *Constitution Making in Bangladesh*. Pacific Affairs, 46(1): 59-76.
- মাহমুদ, সুলতান (২০২১), *বাংলাদেশ সংবিধান: প্রেক্ষিত এবং প্রাসঙ্গিকতা*, ঢাকা: আলোয়া বুক ডিপো।
- নূরুল্লাহ, মুহম্মদ (২০২২), *স্বদেশ সন্দর্শন*, রাজশাহী: পুথিকা প্রকাশনী।

1. **Course Code** : **POL 311**
2. **Course Title** : Ecology and Environmental Studies
3. **Course Type** : GED
4. **Course Level** : 3rd Year, 2nd Semester
5. **Session** : 2024-2025 (Jan.-June)
6. **Pre-requisite** : Successful completion of the third year first semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. A K M Mahmudul Haque, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course will introduce students with the environmental challenges at global and local level and show how environment and development interact with each other. It will also introduce them to various instruments designed to reconcile potentially conflicting concerns for environmental protection and economic development. The course will develop the analytical ability of the students about the contents of environmental issues like environmental policy and governance, environmental dynamics, global climate changes and disaster risk reduction.

11. Course Summary

This course aims at acquainting students with the core concepts, principles, practices and approaches of environmental governance and sustainable development. It will also emphasize on other important aspects of environment such as climate change, disaster management, environmental laws and policies, state of national and global environmental governance, environmental impact assessment, etc. The course will assist the students to realize the present environmental crises and to make them conscious regarding the future demand for sustainable livelihood in the world.

12. Course Learning Objectives (LO)

- LO1: To understand different concepts of environmental and sustainable issues and to prove knowledge about the nexus between environment and development;
- LO2: To discuss the major thoughts of different approaches about human and environment relationships;
- LO3: To understand the scientific issues of climate change including global warming, GHGs and to evaluate global commitment to deal with the climate change situation;
- LO4: To discuss evolving facts and theoretical explanation of national and international environmental problems;
- LO5: To examine legal and institutional arrangement of environmental governance issues like disaster management, environmental impact assessment, waste management, etc.

13. Course Learning Outcomes (CLO): After completion of the course, the student should be able to:

- CLO1: develop a comprehensive understanding about the concept, theories and ideas related to environment and governance, climate change, disaster management, environmental impact assessment, environmental laws and policies, environment and development relationship, and the like;
- CLO2: realize the present environmental crises and make them aware of respect to the future demand for sustainable livelihood in the world;
- CLO3: apply their analytical ability on the issues of national and international environmental governance and sustainable development.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	Environmental Governance: Meaning, importance and components of Environmental Governance; Laws and regulations regarding environment; Linkages of environment and governance, role of Environmental Governance at national and international level; Global Environmental Governance, Dimensions of Global Environmental Problems	7
CLO1 CLO3	Climate Change: Definitions, practical evidences and history of Climate Change; Effects and results of Climate Change, Concept of Greenhouse Gas, Global warming and dealing with the situation	5
CLO1 CLO2	Disaster Management: Concept, phases and approaches; Institutional arrangement of Disaster Management in Bangladesh, Politics and Disaster management, Disaster and national Development, international disaster assistance	4
CLO1 CLO3	Environmental Laws and Policies in Bangladesh: Background and objectives, core environmental laws in Bangladesh; Environmental Conservation Act 1995, Environment Policy 1992 in Bangladesh, Problems of enforcement of environmental laws and policies in Bangladesh	5
CLO1 CLO2	Sustainable Development: Meaning, Approaches and Strategies; State and Global Institutions; State system and International Environmental Law; Environment and Sustainable Development: Revisiting the relationships;	4
CLO2 CLO3	Sustainable Development Goals in the global, regional, national and local orders	3
CLO1 CLO2	Environmental Impact Assessment (EIA): Concept and background of EIA, effectiveness, process, framework of EIA, Writing EIA Report, EIA practices in Bangladesh	4
CLO2 CLO3	Environmental Problems in Bangladesh: State of Environment and Development – Pollution, Deforestation, Land Degradation, Bio-diversity Management	4
CLO2 CLO3	Waste Management: Existing pattern and Policies of Urban Waste management	3
CLO1	Civil Society, NGOs and IGOs in Environment of Bangladesh	3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of exam shall be in English.

17. Recommended Readings

- Bangladesh Government (2001). *State of Environment Bangladesh*. Dhaka: Ministry of Environment.
- Begum, A. (2008). *Government-NGO Interface in Development Management*. Dhaka: AH Development Publishing House.
- Chowdhury, Q. I. (2002). *Bangladesh State of Environment Report 2001*. Dhaka: Forum of Environmental Journalists of Bangladesh.
- Haque, Mahfuzul (2013). *Environmental Governance: Emerging Challenges for Bangladesh*. Dhaka: A H Development Publishing House.
- Gain, P. (1998). *Bangladesh Environment: Facing the 21st Century*. Dhaka: Society for Environment and Human Development.
- Haque M. (2013). *Environmental Governance, Emerging Challenges for Bangladesh*. Dhaka: A H Development Publishing House.
- Haque, A.K.M. Mahmudul (2015). "Environmental Governance of Urban-Local Government in Bangladesh: Policies and Practices." Unpublished PhD dissertation, Institute of Bangladesh Studies (IBS), University of Rajshahi, Bangladesh.
- Haque, A.K.M. Mahmudul (2013). "Concept of Environmental Governance and its Legal Structure in Bangladesh." *Institute of Bangladesh Studies Journal*, University of Rajshahi, Vol. 36 (2013). 59-72.
- John W. & S. Buckingham (2014). *Global Climate Change, Understanding Environmental Issues*, Susan Buckingham & Mike Turner (ed.). London: SAGE Publications Ltd.
- Kamal, G. M. (1994). *Environmental Bibliography of Bangladesh*. Dhaka: Swedish International Development Authority.
- Haque, A.K.M. Mahmudul (2017). "Urban Environmental Governance in Bangladesh: Dysfunctionality and Fantasy Law." *Social Science Journal*, University of Rajshahi, Vol. 21 (2018).
- Miller G. T. and E. S. Spoolman (2010). *Environmental Science* (3th Ed.), USA: Yolanda Cossio.
- Nishat, A. and M. Ullah (2001). *Bangladesh Environment Outlook 2001*. Dhaka: Center for Sustainable Development.
- Haque, A.K.M. Mahmudul (2019). Popular Participation in Environmental Governance in Non-Western Societies: Procedure and Application. Publication as a chapter of book, titled- *Building Sustainable Communities- Civil society Response in South Asia* by Springer International Publishing AG, Switzerland under the imprint of Palgrave MacMillan, 2020.
- Haque, A.K.M. Mahmudul and Salehin, Md. Asfaq (2019). "Climate Change in Bangladesh: Effect versus Awareness of the Local Agencies of Rajshahi City." *Social Science Journal*, University of Rajshahi, Vol. 22 (2019).
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- Rahman, A. and M. A. Ali (2001). *Peoples Report on Bangladesh Environment*. Dhaka: University Press Ltd.
- Rahman, A. and S. Haq (1994). *Environment and Development in Bangladesh*. Dhaka: University Press Ltd.
- Singh, S. (1991). *Environmental Geography*. Allahbad: Prayag Pustak Bhawan.
- Baker, Susan (2006). *Sustainable Development*. London: Routledge.
- Bevir, Mark (2009). 'Environmental governance' in Key Concepts in Governance, Sage publications.
- Clapp, Jennifer and Dauvergne, Peter (2011). *Paths to A Green World? Four Visions for A Healthy Global Environment*, USA: MIT Press.
- Clapp, Jennifer and Helleiner, Eric (2012). 'International Political Economy and the Environment: Back to the Basics?' *International Affairs*, 88:3 (2012).
- Garrett, Hardin (1968). 'The Tragedy of the Commons', *Science*, vol. 162.

- Glasson, John, Therivel, Riki, and Chadwick, Andrew (2013). *Natural and Built Environment Series: Introduction to Environmental Impact Assessment*, 4th edition, Florence, KY, USA: Routledge.
- Islam, Nazneen, (2012). *Sustainable Development in Bangladesh*, Dhaka: A H Development Publishing House.
- Newell, Peter (2007). 'Environmental governance' in Bevir, Mark, (ed.), *Encyclopedia of Governance*, Thousand Oaks: Sage Publication Ltd.
- Nicholson, Simon (2014). *Governance and Global Environmental Issues: Cooperation in the Twenty-First Century*.
- Smith, Roy, Anis, Imad EI and Farrands, Christopher (2013). *Environment-International Political Economy in the 21st Century Contemporary Issues and Analyses*, New York: Routledge, chap. 9.
- Upreti, Bishnu Raj (2013). 'Environmental Security and Sustainable Development' in Rita Floyd and Richard A. Matthew, (eds.), *Environmental Security: Approaches and Issues*.
- Haque, A.K.M. Mahmudul (2017). "Solid Waste Management of Rajshahi City Corporation in Bangladesh: Policies and Practices." *Asian Studies*, Jahangirnagar University Journal of Government and Politics, Vol. 36 (2017).
- Haque, A.K.M. Mahmudul and Ullah, S.M. Akram (2016). "The State of Governance in the Conservation of Ponds in Rajshahi City Corporation." *Institute of Bangladesh Studies Journal*, University of Rajshahi, Vol. 39 (2016).
- Haque, A.K.M. Mahmudul (2012). "Environmental Compliances of Urban Development Projects in Bangladesh." *Institute of Bangladesh Studies Journal*, University of Rajshahi, Vol. 35 (2012).
- Bepari, Nurul Amin and Haque, A.K.M. Mahmudul (2015). *Environment and Development (Paribesh o Unnayan)* written in Bengali language. Dhaka: Akash Book Dipo.
- Haque, A.K.M. Mahmudul, Abdullah Al-Maruf and Tasnim Nazira Rida (2021). "Governance for Sustainable Development to Combat the Impact of Climate Change in a Medium-Sized City in Bangladesh," in *Bangladesh II: Climate Change Impacts, Mitigation and Adaptation in Developing Countries*, Springer Climate, Springer Climate..

FOURTH YEAR
First Semester (2025-2026)

- 1. Course Code : POL 401**
2. Course Title : Defense and Security Studies
3. Course Type : Core
4. Course Level : 4th Year, 1st Semester
5. Session : 2025-2026 (July-Dec.)
6. Pre-requisite : Successful completion of the third year second semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Name of the Course Instructor shall be notified at the beginning of the semester

10. Course Description

Defense and Security Studies is an important area of study centered on understanding political and military strategy, including understanding topics such as the causes of conflict between and within states, military power and effectiveness, intelligence, diplomacy, and deterrence. These subjects are continually important for understanding international politics and security in an increasingly complex world. Defense and Strategic Studies courses and programs are appropriate for current and future security issues, as well as civilians working or seeking to work in industries, government agencies, and think tanks related to international relations and national security programs and policy.

11. Course Summary

The purpose of the course is to equip students for jobs in both the public and private sectors. Those who want to work in the public sector can either take the civil service recruitment exams, which the School of Public Affairs provides preparatory classes for, or apply for contracted state positions in France or other countries, especially in defense or internal security ministries.

12. Course Learning Objectives (LO)

- LO1: To understand the principles of defense and security studies and their application to relevant degree programs such as defense, security, conflict resolution, and peace studies.
- LO2: Establish a strong foundation of knowledge about the functioning of national defense and security systems and institutions, and cultivate the ability to utilize this knowledge in a positive manner.
- LO3: Provide students with the essential skills for studying defense and security matters.
- LO4: Equip students with the necessary skill set to pursue advanced studies in defense, peace, and security studies.

13. Course Learning Outcomes (CLO): After completion of the course, the students should be able to:

- CLO1: understanding of the dynamics of national defense and security, and the impact of these factors on broader socio-economic development and societal well-being.
- CLO2: Foster the development of students' capacity to apply their knowledge to the resolution of societal problems and conflicts.
- CLO3: Stimulate intellectual curiosity among students by exposing them to various aspects of defense and security issues.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	Geopolitics, Defense Economics and Security Challenges in Bangladesh	5
	Security Studies: Meaning, Scope and Field of Security Studies – Securitization.	5
	Threat Analysis and National Security: A Framework of Analysis for Security Studies	5
	Forms of Conventional and Non-Conventional Security, International Arms Restraint – The Laws of War of Just War Theory	5
	Human Security, Food Security, World Health problem and Global Health Security, Economic Security and Globalization, Natural and Man-Made Disasters, Environmental and Ecological Security,	7
	The Emergent Security Issues of Post-Cold War Era – Military Threats, Terrorism and Globalization	7
	Management of Security – National/International – Collective Security-NATO, Cooperative Security - ASEAN, ANZUS – Regional Cooperation with particular reference to South Asia - Disarmament and non-Proliferation, Transnational Crime and Comparative Justice, Crime Against Humanity	5
	Security of Small States with Special reference to Bangladesh.	3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course duration, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1-hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hours Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Buzan, Barry, (1991). *People, States, Fear*, New York: Harvester Wheatsheaf,
Hafiz, A.M., and Khan, Rob A., (eds.), (1987). *Security of Small States*, Dhaka: UPL.
Ken Boulding, (1962). *Conflict and Defense*, New York: Harper Torchbooks.
Lester R. Brown, (1986). “Redefining National Security”, In brown et.al. eds. *State of the World*, Washington, DC: Worldwatch Paper.
Maniruzzaman, T., (1989). *The Security of Small States in the Third World*, Dhaka: Academic Publishers.
Mohammed Ayoob, (1995). *The Third World Security Predicament: State Making, Regional Conflicts, and the International System*, Boulder, Colorado: Lynne Rienner Publishers, Inc.
Olava Otunnu, (1999). *The Peace and Security Agenda of the United Nations: From a Crossroads into the Next Century*, New York: The Crossroad Publishing Company.
Thomas Schelling, (1960). *The Strategy of Conflict*, New York: Oxford University Press.
মাহমুদ, সুলতান (২০২২), *নিরাপত্তা অধ্যয়ন*, ঢাকা: স্টুডেন্ট ওয়েজ।

1. **Course Code** : **POL 402**
2. **Course Title** : Research Methodology for Social Sciences
3. **Course Type** : Core
4. **Course Level** : 4th Year, 1st Semester
5. **Session** : 2025-2026 (July-Dec.)
6. **Pre-requisite** : Successful completion of the third year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. S.M. Akram Ullah, Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The main purpose of this course is to prepare students as future researchers in different research institutions and government and non-government organizations. This course is also for preparing students to be analyst, policy makers, administrators and policy executors. This course is mapped with a plan to help the students in conceptualizing the fundamental ideas used in social research and exploring social phenomena. It will help the students to learn suitable application of different methods or techniques to quantitative and qualitative researches for collecting, tabulizing and analyzing data in different social settings.

11. Course Summary

This course will show a simple way with a clear picture to the students to learn some technical aspects those are inevitably required for preparing a research proposal and a research report.

12. Course Learning Objectives (LO)

- LO1: To show the way to the students to have basic understanding of the underlying concepts of research;
 LO2: To help students to develop a better understanding of research design and techniques;
 LO3: To show the path to the students in exploring and examining qualitative and quantitative data.
 LO4: To make a simple way for students to absorb the terminologies of research, ethical principles and challenges as well as the elements of research process.
 LO5: To guide students to achieve research skill and knowledge in practical research under taking through assignment.

13. Course Learning Outcomes (CLO): On completion of this course, students should be able to:

- CLO1: formulate research questions and develop a coherent research design clearly and precisely indentifying and defining the research problems and parameters;
 CLO2: develop independent thinking for critically analyzing research reports;
 CLO3: write research proposal and report that will be helpful for further higher studies.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO3	Introduction: Meaning, characteristics and purposes of research.	3
CLO1 CLO3	Social Research: Concept, types, basic elements of social research and research design.	4
CLO1	Types of Social Research: Basic Research, Action Research, Evaluative Research, Explanatory Research, Exploratory Research, Descriptive Research, Historical Research, Comparative Research.	4
CLO1 CLO2	Methods of Qualitative Research: Case Study, Focus Group Discussion (FGD), Content Analysis, Observation and Interview.	4
CLO1 CLO3	Methods of Quantitative Research: Social Survey, Experimental Method, Quasi-Experimental Design.	4

CLO1 CLO3	Sampling: Concept, Characteristics, Types of Sampling, Merits and Demerits of Sampling.	4
CLO1 CLO2	Collection of Data: Definition, types of data, methods of collection of Data, Inquiry, types of inquiry, Questionnaire, Framing Questionnaire.	4
CLO1	Steps to write a research Plan: Selection of research title, statement of the problem, Review of literature, objectives, research questions and hypothesis, designing study, collection, tabulization, analysis and interpretation of data, presentation of the findings.	5
CLO1	Research Proposal: Preparation, importance, submission and defense of research proposal.	3
CLO1 CLO2	Ethics and its principles and practices in Social Research: Problems of objectivity in Social Research, Ethical Issues, ASA Ethical Standards, Challenges and Importance of ethics.	4
CLO2 CLO3	Technical Aspects of Research: Preliminaries, main text and finalities of a research report.	3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least one in-course examination and prepare a research proposal individually or in group. Students will also be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Abedin Dr. M. Zainul. (1996) *A Hand Book of Research*. Dhaka: Book Syndicate.
- Andrew Sayer, (1992). *Method in Social Science*, London: Routledge.
- Bernard S. Philips, (1976). *Social Research: Strategy and Tactics*, New York: Macmillan.
- Bridget Somekh and Cathy Lewin, (2005). *Research Methods in the Social Science*, New Delhi: Vistaar Publications.
- Blalock, H.M. (1960) *Social Statistics*. New York: McGraw-Hill.
- Denzin & Lincoln (ed), (1994) *Handbook of Qualitative Research*. UK: Sage Publication.
- Earl Babbie (1983). *The Practice of Social Research*, U.S.A.: Words Worth Publishing Company.
- Ghosh, B.N. (1996) *Scientific Method and Social Research*. New Delhi: Sterling Publishers Pvt. Ltd.
- Good and Hatt, (1981) *Methods in Social Research*. New Delhi: McGraw Hill Book Company.
- Ian Shapiro, Rogers M. Smith, and Tarek E. Masoud (eds.), *Problems and Methods in the Study of Politics*, (2004). New York: Cambridge University Press.
- Kothari, C.R. (1996) *Research Methodology* (2nd Ed.). New Delhi: Wishwa Prakshan
- King, Keohane and Verba (1994). *Designing Social Inquiry*, Princeton; New Jersey: Princeton, University Press.
- Louis Cohen and Michael Holliday (1982). *Statistics for Social Scientists*, London: Harper and Row Publishers.
- Martin Bulmor, (1984). *Sociological Research Methods: An introduction*, New Brunswick (USA) and London Transaction Publishers.
- S. Bhrad waj (1989). *Case Study Method: Theory and Practice*, New Delhi: National Books Organisation.
- Polansky, N.A (ed). (1960) *Social Work Research*. Chicago: The University of Chicago Press.
- Sam Kash Kachigan (1991). *Multivariate Statistical Analysis*, NY: Radius.
- Smith et al. (1976). *Political Research Methods: Foundations and Techniques*, Houghton: Boston.
- Thakur, Devendra (1997) *Research Methodology in Social Science*. New Delhi: Deep & Deep Publications
- William Foote Whyte (1984). *Learning from the Field: A Guide from Experience*, USA: Sage.
- Wilkinson, T.S. and Bhandarkar, P.L. (1994) *Methodology and Techniques of Social Research*, Bambay: Himalaya Publishing House.
- Young, P.V. (1996) *Scientific Social Surveys and Research*. New Delhi: Prentice Hall of India Pvt. Ltd

1. **Course Code** : **POL 403**
2. **Course Title** : **State and Human Rights**
3. **Course Type** : **Core**
4. **Course Level** : **4th Year, 1st Semester**
5. **Session** : **2025-2026 (July-Dec.)**
6. **Pre-requisite** : **Successful completion of the third year second semester**
7. **Course Credit** : **3**
8. **Total Marks** : **100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)**
9. **Course Teacher** : **M. Tareq Nur, Associate Professor, Department of Political Science, University of Rajshahi**

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. Human Rights is a broad field of study covering issues related to the basic freedom and rights to which every person is entitled. This course is designed to introduce the students with the academic literature on human rights and the process of implementation and violation of human rights by the state. This course will provide the students required knowledge, values, and proficiency of human rights that can contribute developing an acceptable human rights culture.

11. Course Summary

This course will teach students to examine their experiences from the human rights point of view enabling them to integrate these concepts into their values and decision-making processes. This course aims at empowering the learners so that they can create skills and behavior that would promote dignity and equality within the community, society, and all over the world.

12. Course Learning Objectives (LO)

- LO1: To provide students with a good understanding of the theoretical knowledge about human rights;
- LO2: To impart knowledge about the importance of human rights in welfare keeping in our own cultural set up;
- LO3: To provide information about the situation of human rights in Bangladesh and other surrounding countries;
- LO4: To give knowledge about the role of different national and international human rights organizations to ensure human rights, home and abroad;
- LO5: To empower the students so that they can remove prejudice, improve relationships and make the most of their lives meaningful.

13. Course Learning Outcomes (CLO): On completion of the course, the student should be able to:

- CLO1: understand the equality and know their rights and understand both how they should be treated, and how they should treat others;
- CLO2: develop a human rights culture among them and apply their knowledge into decision making processes;
- CLO3: develop the skill to do anything positively for their local communities and to better the people around them and create peace for the nation and the globe.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	The Concept of Human Rights: Meaning, Nature & Scope, Definition, Origin and Development. Evolution of Human Rights in the World.	6
	Theories of Rights: Theory of Natural Rights, Marxist Theory of Rights, Visions of Religion.	5
	Human Rights Documents: Universal Declaration of Human Rights (UDHR), 1948, International Covenant on Civil and Political Rights (ICCPR), 1966, International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966. Human Rights in the Modern State, Differences Between Human Rights and Humanitarian Rights, Sources of Modern Humanitarian Rights.	7

The European Convention on Human Rights: the Role of European Commission and European Court of Human Rights. The American Convention on Human Rights; The Inter-American Commission and the court of Human Rights. the United Nations and Human Rights.	6
State in Human Rights: Role of Different International Human Rights Organizations, the Role of IGOs, INGOs and Media.	5
Human Security and Different Aspects Human Security, Human Rights and Human Development.	5
Fundamental Rights in Bangladesh Constitution, Role of Bangladesh Human Rights Commission and Some Leading Human Rights Organizations in Bangladesh.	5
Human Rights Situation in Bangladesh.	3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Donnelly, Jack (2nd Ed., 2003). *Universal Human Rights: In Theory and Practice*. Ithaca: Cornell University Press.
- Lauren, Paul Gordon Lauren (2nd Ed. 2003). *The Evaluation of International Human Rights: Visions Seen*. Philadelphia: University of Pennsylvania Press.
- Islam, Md. Shariful (2012). *Human Rights and Governance*. Hong Kong, China: Asian Legal Resource Centre.
- Halim, Abdul (1995). *Women Crisis within Family*. Dhaka: BSEHR.
- Islam, Muhammad Shariful (2015). *Destitute children in Bangladesh and institutional provisions for their welfare*. Dhaka: OSDER Publication.
- Susan, C (2008). *Human Rights and Social Justice in A Global Perspective: An Introduction to International Social Work*. New York: Oxford University Press.
- United Nations (1989). *Convention on the Rights of the child*. New York: UNO.
- United Nations (1984). *Universal Declaration of Human Rights*. New York: UNO.
- গণপ্রজাতন্ত্রী বাংলাদেশের সংবিধান, (২০১১), আইন, বিচার ও সংসদ বিষয়ক মন্ত্রণালয়, ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।
- রহমান, গাজী শামছুর (১৯৯৩), মৌলিক অধিকার ও মানবাধিকার, ঢাকা: বাংলাদেশ মানবাধিকার বাস্তবায়ন সংস্থা।
- শাহেদ, সৈয়দ মোহাম্মদ, করিম, মোহাম্মদ, সামাদ, মুহাম্মদ (১৯৯৯), মানবাধিকার: ৫০ বছরের অগ্রযাত্রা। ঢাকা: বাংলাদেশ জাতিসংঘ সমিতি।
- রহমান, গাজী শামসুর (১৯৯৪), *মানবাধিকারের ভাষ্য*, ঢাকা: বাংলা একাডেমী।
- হক, আবুল ফজল (১৯৯৬), *আন্তর্জাতিক আইনের মূল দলিল*, ঢাকা: বাংলা একাডেমী।
- ফখরুল ইসলাম (সম্পা.) (২০১৩), *সিভিল সোসাইটি: তত্ত্ব ও প্রয়োগ*, ঢাকা: কথা প্রকাশ।
- ইসলাম, মো. নূরুল (২০১৩). *মানবাধিকার সামাজিক ন্যায়বিচার ও সমাজকর্ম*. ঢাকা: তাসমিয়া পাবলিকেশন।
- তালুকদার, মো. আবদুল হক (২০০৫), *মানবাধিকার ও উন্নয়ন*. ঢাকা: তিতুমীর লাইব্রেরী।
- নজরুল, আসিফ (২০১৮), *মানবাধিকার*, ঢাকা: প্রথম প্রকাশন।

1. **Course Code** : **POL 404**
2. **Course Title** : Introduction to Public Policy
3. **Course Type** : Core
4. **Course Level** : 4th Year, 1st Semester
5. **Session** : 2025-2026 (July-Dec.)
6. **Pre-requisite** : Successful completion of the third year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. Farhat Tasnim, Professor, Department of Political Science, University of Rajshahi

11. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. It is designed to introduce the students with the academic literature on theories of Public Policy and Governance. It will educate the students with core issues of policy process, including policy making, policy implementation, policy evaluation, the role of different actors in the policy process and different theories and models of public policy analysis. It will help the students to apply theoretical knowledge and to analyze different policies of Bangladesh government (education, health, agriculture and so on) and that of other countries.

12. Course Summary

This is a basic course for the graduation degree in Political Science, which grooms the students to become policy makers, policy implementers and apply theoretical knowledge in making both public and private policies.

12. Course Learning Objectives (LO)

- LO1: To teach the students elementary approaches and theories of Public Policy;
 LO2: To acquaint students with numerous tools, techniques, processes & contexts of Public Policy;
 LO3: To help students to understand theories and application of public policy in the context of developing countries in general and Bangladesh in particular.
 LO4: To teach students about the formation process of public policy.

13: Course Learning Outcomes (CLO): After completion of the course, students should be able to:

- CLO1: understand the theories, and approaches of public policy;
 CLO2: identify the actors for the formulation and execution of public policy;
 CLO3: analyze different public policies of Bangladesh by applying their theoretical knowledge.

14: Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO3	Introduction: Meaning, Scope, Purpose, Significance, Importance, Evolution, Difference Between Public Policy & Public Administration.	6
CLO1 CLO3	Approaches/Models to Policy Analysis: Approach to the Study of Public Policy; System Approach, Structure-Functional Approach, Comprehensive Rational Approach, Behavioural Approach, Bureaucratic Approach etc.	7
CLO1	Public Policy Making Process: Process of Policy Making; Dynamics in Policy Formulation; Roles of Different Agencies in Policy Making; Globalization & Public Policy Making. Bangladesh Experience; Ministry of Finance, Planning Commission, ECNEC, NEC Experts, Intellectuals, Developing Partners. Illustrating the Formulation Process of Five-Year Plan, Annual Development Program.	10
CLO1 CLO2	Actors and Issues of the Policy Process: Analysis the role of political parties, interest groups, civil society and media in the policy process. Accountability & it's different dimensions in relation to public policy. The role of political, bureaucratic & administrative culture in policy process.	6

CLO1 CLO3	Coordination & Policy Implementation: Define coordination; Identify different types of Coordination; Discuss essence of coordination in policy Implementation; Role of intra & inter organizational coordination on policy implementation in the context of Bangladesh; implementation of policy-focus on field administration; Problems of implementation with reference to developing countries.	7
CLO1 CLO3	Public Policy in Bangladesh: Education Policy, Agriculture Policy; Healthy Policy; Industrial Policy; Energy Policy; Environment Policy etc; Application of theoretical knowledge to analyze different policies of the government of Bangladesh.	6

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Ahmed, Nizam edited *Public Service Delivery in Bangladesh: Parliament, Public Policy and Local Government*. Dhaka: University Press Limited
- Cairney, Paul. 2nd edition (2020) *Understanding Public Policy: Theory and Practice*. London: Macmillan International and Red Globe Press
- Birkland, Thomas A. 5th Edition. (2020) *An Introduction to the Policy Process*. New York: Routledge.
- Chakrabarty, Bidyut and Prakash Chand (2012) *Public Administration in a Globalizing World: Theories and Practices*. New Delhi: SAGE.
- Goodin, Robert E., Martin Rein, and Michael Moran (2013). Overview of Public Policy: The Public and its Policies, in Robert E. Goodin (edited) *The Oxford Handbook of Political Science*. Oxford University Press. DOI: 10.1093/oxfordhb/9780199604456.013.0043
- Howlette, Michael and Ben Cashore (2014) Conceptualizing Public Policy, in Engeli et al. (eds.) *Comparative Policy Studies*. Palgrave Macmillan.
- Pandey, Pranab and Istiaq Jamil (2011) Challenges of Coordination in Implementing Urban Policy, *Public Organization Review: A Global Journal* No. 11, pp 155-176. DOI: 10.1007/s11115-010-0116-5
- Steets, Julia (2010) *Accountability in Public Policy Partnership*. London: Palgrave Macmillan
- Thomas, John and Merilee S. Grindle (1990) After the Decision: Implementing Policy Reforms in Developing Countries, *World Development*, Vol 18, No 08. pp 1163-1181.

1. **Course Code** : **POL 405**
2. **Course Title** : Peace and Conflict Studies
3. **Course Type** : Core
4. **Course Level** : 4th Year, 1st Semester
5. **Session** : 2025-2026 (July-Dec.)
6. **Pre-requisite** : Successful completion of the third year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Most. Rukshana Parvin, Assistant Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. It explores the processes through which actors have attempted to define and build peace in areas affected by war and violence, particularly since the end of the Cold War. This course offers students the opportunity to engage with conflict management, conflict resolution, conflict transformation, peace building and state building theories and practices.

11. Course Summary

This course mainly concentrates on academic literature on peace and conflict management, intra-state and inter-state conflicts, different aspects of terrorism, forms of security, etc. Having idea on the key theoretical and conceptual constructs of the course, students will be able to contribute to the peace building processes in a wider context.

12. Course Learning Objectives (LO)

- LO1: To provide students skills and knowledge to study and analyse the multifaceted nature of peace and conflict, past and present;
- LO2: To have in-depth knowledge of key theories of causes of conflict and conditions for peace and assess their explanatory powers;
- LO3: To provide a framework to the students for detailed investigation of security and terrorism on a global scale;
- LO4: To explore the military, diplomatic, philosophical, psychological, socio-political, and economic dimensions of human conflict.

13. Course Learning Outcomes (CLO): After completion of the course, the students should be able to

- CLO1: Understand key concepts and theories in Peace and Conflict Studies;
- CLO2: Engage themselves critically with the relevant literature and the most important thinkers in Peace and Conflict Studies;
- CLO3: Apply acquired knowledge and skills in conflict prevention, policy-making, and in conducting research on different areas of peace and conflicts.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	Peace: Meaning, Content and Theories of Peace; Philosophical Perspectives on Peace; UN Peace Building Process and Peace Management; Peace and Development; Process of Negotiation.	6
	Conflict: Meaning, Theories and Psychological Dimensions of Conflict: Structure, Situation, Process, Behavior, Management and Termination of Conflict, Process of Conflict Resolution.	5
	Intra-State and Interstate Conflicts: Civil Wars and Ethnic Conflicts, Causes, Consequences and Resolution	4
	Inter-State and International Conflicts: World Wars, Causes, Consequences and Resolution of Wars, Fall of Soviet Union, France Revolution, Russia Revolution, and Cold War.	5
	Conflict Issues: Conflict within Race, Ethnic Groups, Religious Communities, Minorities, BREXIT issue.	4

Terrorism: Terrorism; Counter Terrorism; Weapons of Terrorism; Terrorist Organization; State Sponsored Terrorism; Politics of Terrorism; Terrorist Attacks; Terrorist Financing; Terrorism and Law; Terrorism and Technology; Terrorism and Economy; Terrorism and Religion, Facing Terrorism by People and Consequence	7
Security: Meaning and Forms of Traditional, Non-Traditional & Human Security, Nuclearization	5
Selected Cases: 9/11, 1/11, Mass Movements of Bangladesh, 1969 & 1990, Chittagong Hill Tracts Peace Accord, Rohingya Issues, Kashmir Issues, Tamil Issues, Iraq War, the Arab Spring, War of Afghanistan, Mass Uprising in Egypt, Libya, Middle East etc.	6

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Ahmed, Imtiaz (1993). *State and Foreign Policy: India's Role in South Asia*. New Delhi, Vikas Publishing House.
- Ali, S. Mahmood (1993). *The Fearful State: Power, People and Internal War in South Asia*. Zed Books.
- Andrew, T. H. Tan and J. D. Kanneth Boutin, (2001). *Non-Traditional Security in South Asia*. Singapore, Select Publishing for Institute of Defense and Strategic Studies.
- Ayoob, Mohammad (1995). *The Third World Security Predicament*. Lynne Rinner Publishers.
- Buzan, B. (1987). *An Introduction to Strategic Studies: Military Technology and International Relations*. MacMillan.
- Cairns, Edmund (1997). *A Safer Future: Reducing the Human Cost of War*. Oxfam Publishing.
- Davies, Jane ed. (1996). *Security Issues in the Post-Cold War World*. Edward Edger Publishing.
- Esposito, J. (1992). *The Islamic Threat: Myth or Reality*. London: Oxford University Press.
- Finer, S. E (1988). *The Man on Horse Back*. Printer Publishers.
- Giddins, A (1985). *The Nation State and Violence*. Polity Press.
- Hafiz, Abdul M. and Khan, Abdur Rob (eds) (1987). *Security of Small States*. Dhaka: UPL.
- Hart, H. L. A (1964). *The Morality of the Criminal Law*. The Megenes Press.
- Hasanuzzaman, Al-Masud (ed), (2010). *Political Management in Bangladesh*, Dhaka.
- Holsti, K. J. (1996). *The State, War, and The State of War*. Cambridge University Press.
- Kaler, M. T (1993). *The New Challenges to Global Security, In: Current History*, April.
- Lipman, Walter (1983). *U.S. Foreign Policy: Shield of the Republic*. Brown and Co.
- Makdum-E-Mulk Mashrafi & Hasibur Rahman (ed). *Politics & Governance in Bangladesh*. Dhaka.
- Maniruzzaman, Talukdar (1982), *The Security of Small States in the Third World*. The Strategic and Defense Studies Centre, Australian National University.
- McNamara, S. Robert (1968). *The Essence of Security*. Harper and Row.
- Riaz, Ali (2008). *Islamic Militancy in Bangladesh: A Complex Wave*. London: Routledge.
- Rothman, Joy (1992). *Violence, Cooperation and Peace*. Sage Publication.
- Waltz, K. N (1954). *Man, the State and War: A Theoretical Analysis*. Colombia University Press.
- মাহমুদ, সুলতান (২০১৮), *বিশ্ব রাজনীতি : অতীত ও বর্তমান*, ঢাকা: আলোয়া বুক ডিপো।
- মাহমুদ, সুলতান (২০১৯), *আন্তর্জাতিক সম্পর্ক: মূলনীতি ও রাষ্ট্রনীতি*, ঢাকা: আলোয়া বুক ডিপো।

1. **Course Code** : **POL 406**
2. **Course Title** : Globalization & International Financial Institutions
3. **Course Type** : GED
4. **Course Level** : 4th Year, 1st Semester
5. **Session** : 2025-2026 (July-Dec.)
6. **Pre-requisite** : Successful completion of the third year second semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Name of the Course Instructor shall be notified at the beginning of the semester

10. Course Description

This unique course is designed for students who would like to explore a more culturally and socially-embedded account of globalization. It is especially useful for students who want to adopt an interdisciplinary approach to understanding complex global challenges. Students targeting a career in research, journalism, public policy, government or NGOs should consider taking this course. It is equally applicable to develop the skills needed for further academic studies.

11. Course Summary

This course aims to provide students with a strong intellectual base to prepare them for a global perspective. By engaging in thorough reading and research on significant global issues, students will gain an understanding of the complex nature of these issues and the pressing need to address them. Additionally, the course will offer students the chance to analyze abundant statistical data and create a detailed book review.

12. Course Learning Objectives (LO)

- LO1: Understand how globalisation differs from older “world systems” in the scale of movement, migration and travel
- LO2: Analyse the ways in which apparently global commodities are used and creatively interpreted in different locations
- LO3: Debate whether the geography of globalisation primarily involves flows from the West to the non-West
- LO4: Examine the impact of the global attention economy on corporations, communities and individuals on how we relate to one another

13. Course Learning Outcomes (CLO): After completion of the course, the students should be able to:

- CLO1: Gain an understanding of how debt is utilized and perceived in various societies and cultural contexts.
- CLO2: Assist learners in comprehending recent advancements in financial globalization, such as the reasons why the practical outcomes may not align with the theoretical advantages.
- CLO3: help them understand the factors driving capital flows and the role of the global financial cycle.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2	Globalization: Concept; Nature; Aspects; Trends; Democratization; The community of Democratizes; The concept of world community and its challenges.	10
	Development of Capitalism: Competitive to monopoly, Industrial capital to finance capital imperialism; World Capitalist system-center-periphery relations; World trade system. Trade Liberalization GATT; Market economy vs protectionism and	13

CLO3	regionalism-NAFTA. AFTA; Different rounds of GATT, Dunkel text and structure of WTO, TRIM, TRIP. GATT; Uruguay Round and Agriculture; Uruguay Round and Multinational Company or Mega Corporations; Trade Liberalization and WTO; Globalization of Capital.	
	World Bank IMF: Brettonwoods Conference, Creation and Growth of the World Bank and The IMG Affiliated institutions and their functions (IDA, IFC etc.). Their role in Third World development, Structural adjustment policies and their implications.	10
	Cultures of global finance and debt, The global knowledge economy, Cultural relativism and global human rights	9

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course duration, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1-hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three hours Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Akude, J.M (2014), *Knowledge For Development: A Literature Review and a revolving Research Agenda*. Bonn: German Development Institute.
- Allen, T and Thomas, A. (2000). *Poverty and Development into the 21st Century*.
- Arn, J. (2002), 'The Hydra of Development Studies', *Journal of Contemporary Asia*, 32(2): 171-190.
- Ashcroft B., Griffiths G. and Tiffin H. (2004), *Key Concepts in Post-Colonial Studies*. London and New York: Routledge.
- Bardhan, P. and Udry, C (1999), *Development Microeconomics*. Oxford: Oxford University Press.
- Beer De Frik and Swanepoel, H. (2000). *Introduction to Development Studies*.
- Colman, D and Nixon, F (1994), *Economics of Change in Less Developed Countries*. London: Harvester.
- Cypher, J.M. and Dietz, D.L. (2009), *The Process of Economic Development*. London and New York: Routledge.
- Desai, V and Potter, R.B. (2014), *The Companion to Development Studies*. London and New York: Routledge.
- Eatwell, J. (ed.) (1989), *Economic Development*. New York: Macmillan.
- Faith. Zed Books London.
- Ghatak, S. (2003), *An Introduction to Development Economics*. 4th Edition. London and New York: Routledge.
- Gillis, M et al (1996), *Economics of Development*. New York: Norton.
- Haque, M.S. (1999), *Restructuring Development Theories and Policies: A Critical Study*. Albany: State University of New York Press.
- Haslam, P.A., Schafer, J. and Beaudet, P. (eds.) (2012) *Introduction to International Development: Approaches, Actors and Issues*. Oxford University Press.
- Haynes, J (2005), *Palgrave Advances in Development Studies*. London: Palgrave Macmillan.

- Hirschman, A.O. (1981), 'The Rise and Decline of Development Economics', in A.O. Hirschman (ed.), *Essays in Trespassing Economics to Politics and Beyond*. Cambridge: Cambridge University Press.
- Huque, A.S. (1997), 'The impact of colonialism: thoughts on politics and governance in Bangladesh', *Asian Affairs*, 28:1, 15-27.
- Kingsbury D., Rementi J., McKay J., and Hunt J. (2004), *Key Issues in Development*. Macmillan, Hampshire: Palgrave.
- Lal, Deepak (2000), *The Poverty of 'Development Economics'*. New Delhi: Oxford University Press.
- Landes, David (2002), *The Wealth and Poverty of Nations*. London: Abacus.
- Lange, M.K. (2004), 'British Colonial Legacies and Political Development', *World Development*, 32 (6): 905-922,
- Leftwich, Adrian (2005), 'Politics in Command: Development Studies and the Rediscovery of Social Science', *New Political Economy*, 10(4): 573-607.
- Lehman, David (1979), *Development Theory- Four Critical Studies*. London: Frank Cass and Company Limited.
- Mehmet, Ozay (1995), *Westernizing the Third World*. London and New York: Routledge.
- Meir, G (ed.) (1995), *Leading Issues in Economic Development*. 6th Edition. Oxford: Oxford University Press,
- Meir, G. and Rauch, J.E (2000), *Leading Issues in Economic Development*. 7th Edition. Oxford: Oxford University Press.
- Potter, B Robert and Desai, V. (2000). *The Companion to Development Studies*.
- Rapley, J. (1997). *Understanding Development- Theory and Practice in the Third*
- Rist, G. (2002). *The History of Development-from Western Origin to Global World*. UCL Press Limited, London
- Jackson, Robert M. Ed., (2001). *Global Issues 00/01*. Guilford, CT: The Dushkin Publishing Group, Inc.
- Brown, Lester, (2001). *State of the World 2001*. New York: W.W. Norton & Company.
- Pickering, Kevin T., and Lewis A. Owen, (1997). *An Introduction to Global Environmental Issues*. New York: Routledge.
- Saign, Geoffrey C., (1994). *Green Essentials*. San Francisco: Mercury House.
- P. Hirst and G Thompson, (1996). *Globalization in Question: The International Economy and the Possibilities of Governance*, Cambridge Polity Press.
- William W Keller and Other, (1998). *The Myth of Global Corporation*, NJ: Princeton University Press.
- মাহমুদ, সুলতান (২০২২), *নিরাপত্তা অধ্যয়ন*, ঢাকা: স্টুডেন্ট ওয়েজ।
- মাহমুদ, সুলতান (২০১৯), *আন্তর্জাতিক সম্পর্ক: মূলনীতি ও পররাষ্ট্রনীতি*, ঢাকা: আলোয়া বুক ডিপো।

1. **Course Code** : **POL 407**
2. **Course Title** : Politics of Identity
3. **Course Type** : Core
4. **Course Level** : 4th Year, 1st Semester
5. **Session** : 2025-2026 (July-Dec.)
6. **Pre-requisite** : Successful completion of the third year second semester
7. **Course Credit** : 2
8. **Total Marks** : 50 (Final Exam 35, Mid-term/In-course 10, and Attendance 5)
9. **Course Teacher** : Name of the Course Instructor shall be notified at the beginning of the semester

10. Course Description

This course covers the construction of various school-based ethnic identities, including politics of recognition, politics of presence, hybrid identities, multiculturalism and unity in diversity, as well as the identities of immigrants, refugees, and stateless persons. This course teaches about a wide range of nations and a wide range of people with challenges. Case studies include the Palestinian issue, the Kashmir issue, the Tamil issue, the Rohingya issue, and identity crises in various geographical locations. With the goal of teaching the students how to deal with the globalised world order, the issue of identity in the era of globalization also receives prominence in this course.

11. Course Summary

This course is designed with the objective to impart students a viewpoint on the identity of human geography as a social entity, no matter how big or small. The areas cover identity conceptualization, identity genesis, and sources like race, ethnicity, gender, religion, and class.

12. Course Learning Objectives (LO)

- LO1: To provide students with in-depth knowledge of human geography identities, as well as origins, conceptualizations, and sources of identities;
- LO2: To use case studies to teach students about the problems and crises relating to identity in various geographies;
- LO3: To give emphasis on the topic of identity in the age of globalization in order to prepare students for the globalised world order.

13. Course Learning Outcomes (CLO): On Completion of the course, students should be able to:

- CLO1: gain knowledge and skills necessary to handle the pressing problem of identity politics as a challenge in today's dominant-dependent unequal relations and between the developed core and backward periphery;
- CLO2: equip themselves with the knowledge, abilities, and skills to handle difficult circumstances and deal with issues that need genuine resolution in a calm and cooperative manner;
- CLO3: learn the art of dealing with the question of identity in logical and rational manner after getting knowledge about politics of identity and the surroundings.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	Identity: Origin and definition; Sources of identity: Race, Ethnicity, Gender, Religion and Class. Schools of (ethnic) identity formation: Primordialism, Instrumentalism and Constructivism. Nation as Imagined Communities (Anderson); Politics of Recognition (Taylor) and Politics of Presence (Anne Phillips) and Hybrid Identities (Homi Bharva)	14
CLO1 CLO2 CLO3	Multiculturalism: Unity and Diversity in USA and UK, Religion and Identity: USA, Israel and Iran; Ethnicity and Identity: Tamils in Sri Lanka, Kashmiri identity in India; State and Identity: Rohingya Issue in Myanmar, CHT Issue in Bangladesh and the Palestine issue in the Middle East. Identity in the age of globalization: Immigration and Refugees	14

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (28 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 2-credit course which contains a total of 50 marks. At the middle of the course, internal evaluation (10 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (5 marks). Finally, they will have to sit in for a two hours Semester Final Examination (35 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Anderson, Benedict (1983), *Imagined Communities, Reflections on the Origin and spread of Nationalism*, London: Vesso
- Billig, M. (1995), *Banal Nationalism*, London: Sage
- Chatterjee, Partha (1993), *The Nation and its Fragments, Colonial and Post colonial Histories*, Oxford: Oxford University Press
- Chatterjee, Partha (2002), *A Princely Imposter? The Kumar of Bhawal and the secret History of Indian Nationalism*, Delhi: Permanent Black
- Chowdhury, Abdul Momin (2011), 'Identity/Alterity: The Bangladesh Perspective', *Journal of the Asiatic Society of Bangladesh (Hum)*, vol. 56(1-2), pp. 11-22
- Gellner, E. (1983). *Nations and Nationalism*, Oxford: Blackwell
- Huntington, Samuel P. (2004), *Who are We? America's Great Debate*. UK: Simon & Schuster UK Ltd.
- Kymlicka, W. (1995), *Multicultural Citizenship: A Liberal Theory of Minority Rights*, Oxford: Oxford University Press
- Norval, Aletta J. (2001), 'The Politics of Ethnicity and Identity' in Kate Nash and Alan Scott, eds., *The Blackwell Companion to Political Sociology*. USA, UK: Blackwell Publishing.
- Phillips, Anne (1995), *The Politics of Presence, The political Representation of Gender, Ethnicity, and Race*, Oxford: Clarendon Press.
- Ramadan, Tariq (2010), *The Quest for meaning. Developing A Philosophy of Pluralism*, London: Allen Lane (Penguin Books).
- Sen, Amartya (2006), *Identity and Violence: The Illusion of Destiny*, London: Allen Lane (Penguin Books).

FOURTH YEAR
Second Semester (2025-2026)

- 1. Course Code : POL 408**
2. Course Title : Political Systems of South Asian Countries
3. Course Type : Core
4. Course Level : 4th Year, 2nd Semester
5. Session : 2025-2026 (Jan.-June)
6. Pre-requisite : Successful completion of the fourth year first semester
7. Course Credit : 3
8. Total Marks : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. Course Teacher : Muhammad Mahmudur Rahman, Professor, Department of Political Science, Rajshahi University

10. Course Description

This course is a primary course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course will discuss constitutional development of the South Asian countries. The major issues of this course are the executive, legislative and judicial system, judicial review, the electoral system(s), the party system, interest groups, lobbying and political culture as well as participation of the selected countries. After conducting this course, students will acquire knowledge about the political and administrative system of the related countries.

11. Course Summary

The course is designed to focus on the states specially the influential countries in various aspects of government and politics of South Asia.

12. Course Learning Objectives (LO)

- LO1: To provide students basic knowledge about the governmental and political matters of South Asian countries;
- LO2: To prepare students to compare South Asian political developments within the region and in the global context;
- LO3: To help the students to apply the political theories that they have learnt so far on the issues and cases in South Asian Politics;
- LO4: To guide the students to develop oral communication skills through discussions, presentations and debates on regional issues;
- LO5: To instruct students write the original research papers that examine debate broadly related to state building, political or economic development, social transformation, conflict, and migration.

13. Course Learning Outcomes (CLO): After attending the classes for this course, students are expected to be able to

- CLO1: distinguish key themes in state building and policy making across South Asia;
- CLO2: develop the analytical capacity to consider these themes with specific reference to each country studied as well as in comparative perspective;
- CLO3: demonstrate the ability to apply abstract analytical theory in the context of one of the key themes by collecting and analyzing relevant data from two countries or multiple regions of a single relevant country.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Background of the countries of the Region: Their History, Society, and Demography.	5
	Political Systems	4
CLO2	Important Political Institutions: Executive, Legislature, Judiciary and Electorate	5
CLO3	Political Parties and Leaders and Elections	4

	Civil Military Bureaucracy and Politics	4
	National Integration: Religion, Caste, Ethnicity, Insurgency and Regionalism	5
	Political Instability	3
	Prospects of Development: Economical, Social, Cultural and Political	5
	Constitutional and Political Challenges and Prospects	4
	Regional and Sub-regional Organizations and Regional Conflicts.	3

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Reading

- Ahmed, Ishtiaq (1996). *State, Nation and Ethnicity in Contemporary South Asia*. London: Pinter and Martin Publishers.
- Rajagopalan, Swarna (2001). *State and Nation in South Asia*. Colorado: Lynne Rienner Publishers.
- Wilson, A J and Definis Dalton, (1982). *The States of South Asia: Problems of National Integration*. Dublin: MW Books.
- Brass, Paul R (2010). *Routledge Handbook of South Asian Politics: India, Pakistan, Sri Lanka, and Nepal*. New Delhi: Taylor and Francis.
- Yogendra K. Malik et al (2001). *Government and Politics in South Asia*. New Delhi: Taylor and Francis.
- Edward, Luce (2007). *In Spite of the Gods the Rise of Modern India*. New York: Doubleday Publishers.
- T.V. Paul (2010). *South Asia Weak States: Understanding the Regional Insecurity Predicament*. Stanford: Stanford University Press.
- Jha, Prashant (2014). *Battles of the New Republic: A Contemporary History of Nepal*. London: C. Hurst and Co. Publishers.
- Adhikari, Aditya (2014). *The Bullet and the Ballot Box: The Story of Nepal's Maoist Revolution*. London: Verso Books.
- Enslin, Elizabeth (2014). *While the Gods Were Sleeping: A Journey through Love and Rebellion in Nepal*. California: Seal Press.
- Lall, Marie (2016). *Understanding Reform in Myanmar: People and Society in the Wake of Military Rule*. London: C. Hurst and Co. Publishers.
- Walton, Matthew J (2016). *Buddhism, Politics, and Political Thought in Myanmar*. Cambridge: Cambridge University Press.
- Kipgen, Nehginpao (2016). *Myanmar: A Political History*. Oxford: Oxford University Press.
- Ahmed, Moudud (2005). *South Asia Crisis of Development: The Case of Bangladesh*. Dhaka: University Press Ltd.
- Chowdhury, Mahfuzul H (2003). *Democratization in South Asia: Lessons from American Institutions*. New Delhi: Taylor and Francis.
- Barfield, Thomas (2012). *Afghanistan: A Cultural and Political History*. Princeton: Princeton University Press.
- Newell, Richard S (1972). *The Politics of Afghanistan*. New York: Cornell University Press.
- Wired and most recent reading materials that shall be used for the course will be supplied by the concerned course teacher.

1. **Course Code** : **POL 409**
2. **Course Title** : Political Geography: Theories and Practices
3. **Course Type** : Core
4. **Course Level** : 4th Year, 2nd Semester
5. **Session** : 2025-2026 (Jan.-June)
6. **Pre-requisite** : Successful completion of the fourth year first semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. Bibi Morium, Associate Professor, Department of Political Science, University of Rajshahi

10. Course Description

This course is a basic course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The purpose of the course is to understand how the political geography and geopolitics are framed in the nations in terms of power and the spatiality of social life. In this respect, views of different schools of thoughts are considered as well. The course also deals with border, claims, conflict and migration which have been the subject of much debate within political geography. The central focus of this course is to show the geographical aspects of politics.

11. Course Summary

The course explores the geographical nature and dynamics of states, the state systems, nationalism and global politics.

12. Course Learning Objective (LO):

- LO1: To show the geographical aspects of state power, conflicts and co-operation among states in political practice;
- LO2: To provide students the ways to understand the special factors that shape the state and socio-political problems in it;
- LO3: To impart knowledge to the students with a rich understanding about geo-politics of Bangladesh with India and Myanmar.

13. Course Learning Outcomes (CLO): On completion of the course, students should be able to

- CLO1: understand various concepts related with political geography, know different schools of geo-political thought, geo-political aspects which classify states as well as governmental relations among states, along with importance of regional and global issues;
- CLO2: practically apply those in analyzing politics, power and conflicts of the Globe politics during their presentations, assignments and exam preparation;
- CLO3: have a good understanding about the geographical phenomenon underpinning international and regional politics, and to compare the explanatory power of each theory.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Political Geography: history, definition and nature, scope, approaches and development	4
CLO1 CLO2	Major Schools of Geo-political Thought: geo-politics, political landscape school, political ecological school, organismic school. Environmental determinism and possibilism	6
CLO1 CLO2	Politico-geographical classification of states: definition of political area, causes of rise and decline of states (centrifugal & centripetal forces), theoretical approaches (functional approaches) to the growth of states such as the determinist view, the concept of natural unit, the organic state model, the concept of nationalism, the cycle theory, the unified field theory.	6
CLO2 CLO3	State and Geography: boundaries, frontier, core area, capital and territorial limits and border disputes of Bangladesh with India and Myanmar; history, sources and causes	5

CLO2 CLO3	Geo-political Aspects of relations between states: conflict between states, claims to territory/ crisis of the territorial state, access to the sea, right of transit.	4
CLO1 CLO3	The state as a Politico-Territorial Phenomenon: population and density, national & Socio-economic features and economic elements of political geography	3
CLO1 CLO3	Spatial Factors in Political Geography: location, size and shape of the state and geographical constraints of socio-political problem of development.	3
CLO2 CLO3	Global Strategic Views: Geo-strategy, areal extent of war strategy, rivalry of great powers and location and geo-politico-military strategic importance of Bangladesh.	3
CLO1 CLO3	Electoral Studies in Political Geography: development of electoral geography, definition and scope, approaches to the study of electoral geography, electoral systems, territorial constituencies, electoral data and cartographic representation.	4
CLO2 CLO3	Environmental Politics, Interstate claims and Conflict: the role of resources in generating political conflict; conflicts over resources at regional or global scales; maritime boundary; International Water Treaty Granges; Water Sharing treaty; Trans-boundary River; CHT Peace Accord of 1997 and its implications on Bangladesh politics; Rohingya problem	4

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Pound, N. J. G. (1972). *Political Geography*. McGraw-Hill Book Company.
- Blij, Harm, H. J. Blij, (1969). *Systematic Political Geography*. John Wiley & Sons.
- Glassner, M. I., & De Blij, H. J. (1980). *Systematic Political Geography*. John Wiley & Sons.
- Nuir, R. (1997). *Political Geography: A New Introduction*. Macmillan International Higher Education.
- Jackson, W. A., & Samuels, M. S. (1971). *Politics and Geographic Relationships: Toward A New Focus*. Prentice-Hall.
- Jones, M. , John, R. , & M. Woods (2004). *An Introduction to Political Geography: Space, Place and Politics*. Routledge.
- Dikshit, R. D. (1999). *Political Geography: The Discipline and its Dimensions*. Tata McGraw-Hill Publishing Company Limited.
- Dwivedi, R. L. (1997). *Fundamentals of Political Geography*. Chaitanya Publishing House.
- Fairgrieve, James (1915). *Geography and World Power*. Pitman
- Painter, J. & Jeffrey, A. (2009). *Political Geography: An introduction to Space and Power*. SAGE Publication Limited.
- Cohen, Saul. B. (2007). *The World Geopolitical System in Retrospect and Prospect*. Journal of Geography, Volume 89, 1990 - Issue 1.
- Cox, K. R. (2002), *Political Geography: Territory, State and Society*, Blackwell Publishers Inc.
- Qureshi, M. S. (Ed). (1984). "Tribal Cultures in Bangladesh", (Vol. 5). *Institute of Bangladesh Studies*, Rajshahi University.
- Fekadu, K. (2014). The Paradox in Environmental Determinism and Possibilism: A Literature Review. *Journal of Geography and Regional Planning*, 7 (7). 132-139.

1. **Course Code** : **POL 410**
2. **Course Title** : Gender and Community Development
3. **Course Type** : GED
4. **Course Level** : 4th Year, 2nd Semester
5. **Session** : 2025-2026 (Jan.-June)
6. **Pre-requisite** : Successful completion of the fourth year first semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Dr. S.M. Mokhlaur Rahman, Associate Professor, Department of Political Science, University of Rajshahi.

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course is designed to introduce the students of Political Science with the basic knowledge of gender and women rights. This course will discuss the theories of gender, women rights, gender and economics, gender and environment, gender discrimination, gender inequality, women's empowerment, violence and discrimination against women, women issues in development and different national and international laws and documents related to gender issues. After completing this course, students will acquire knowledge about gender issues and women rights.

11. Course Summary

This course is designed to introduce the students of Political Science to the basic knowledge of gender and women rights.

12. Course Learning Objectives (LO)

LO1: To explain the theories related to gender.

LO2: To discuss the position of women in the society and the state.

LO3: To explain women empowerment and disparity towards them.

LO4: To discuss the laws and policies regarding women rights as well as women development.

13. Course Learning Outcomes (CLO): Upon completion of the course, students should be able to:

CLO1: conceptualize the theories and issues in regard to gender;

CLO2: find the ways of women empowerment and remove discrimination against women;

CLO3: get intuition about laws and policies in relation to women and gender issues.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Gender and Sex: Gender Discrimination, Gender Stereotype, Gender Transformation, Gender Responsiveness, Gender Aware Policy, Gender Neutral Policy, Gender Specific Policy, Gender Redistributive Policy, Gender Relations, Gender Identities Roles and the Triple Roles of Women, Gender Needs and Gender Analysis. Gender Friendly Environment, Gender Division of labour. Gender Disintegrated Data. Gender Conditioning and Culture Conditioning, Gender Bound, Gender Equality, Gender Equity, Gender Equality, Equality of Opportunity and Equality of Outcome, Gender in Mainstreaming, Gender Condition and Position, Gender Development Index (GDI), Gender Empowerment Measurement (GEM), Community, Development, Community Development.	6
CLO1	Conceptual Perspective: Liberal Feminism, Marxist Feminism, Socialist Feminism, Cultural Feminism, Eco-feminism.	3
CLO1 CLO2	Theoretical Perspective: Approaches and Policy Approaches for Women in Development, Critical Evaluation of WID, WAD, WED & GAD.	3
CLO1	Women in the Historical Perspective: Historical Evolution of Gender Discrimination in	4

CLO2	Society, Patriarchy and it's Effects, Gender Socialization.	
CLO2 CLO3	Women in Religion: Women in Islam, Hinduism	3
CLO2 CLO3	Women's Empowerment: Concept and Structure of Women's Empowerment, Indicators of Women Empowerment, Factors Behind Disempowerment of Women and Strategies for Empowerment of Women.	4
CLO2 CLO3	Violence and Discrimination Issues: Concepts of Agression and Violence, Different Forms of Violence Against Women; Trafficking of Women and Children, Sexual Abuse, Eve teasing, Child marriage, Sexual harrasment, Social Mobilization Strategies for the Elimination of Gender Discrimination.	5
CLO2 CLO3	Gender issues in Development: Women and Poverty, Women and Health, Women's work, wages, women friendly workplace and economic conditions, Women and Agriculture, Women and Education, Women, climate change and migration, Women and Security, Women and War & Arms Conflict, Women and Environment, Women and Media, Women and Technology, Senior Citizen and Children.	5
CLO2 CLO3	Gender in International Perspective: United Nations and Women, Women and SDG, Introduction to International Charter, Convention & Declaration on Gender, Emerging Gender issues of the Future International Concerns.	4
CLO2 CLO3	Gender and Community Development Status in Bangladesh: Women in Bangladesh Constitution, Laws & Rights of Women in Bangladesh, Women in the National Policy of Bangladesh, Implementation Strategies of the National Policy for the Advancement of Women in Bangladesh, National Action Plan for the Advancement of Women in Bangladesh. Women in Politics and Local Government in Bangladesh, NGO's and Women in Bangladesh, Challenges of Gender Mainstreaming in Bangladesh, Senior Citizen and Child Protection Policy and Programs, Community Development Policies and Programs in Bangladesh, Role of Women Personalities in Bangladesh.	5

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1 hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three-hour Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either English or Bengali.

17. Recommended Readings

- Ahmed, Imtiaz (edited), *Women, Bangladesh and International Security: Methods, Discourses and Policies*, The University Press Limited, (Dhaka: 2004).
- Aktar, Shajeda (2011), *let There be Light: Women in the Grassroot Politics in Bangladesh*, Lap Lambert Academic Publishing, (Germany: 2011).
- Aktar, Shajeda (2022), *Empowering Women in Bangladesh: Gender and the Politics of Reserved Seats*, Route ledge, (London and New York: 2022).
- Aktar, Shajeda and S.M. Mokhlasur Rahman (2020), *Disconnected and Dislodged: What Determines Contraceptive Use and Child Preference in the Remote Char Area?* Journal of the institute of Bangladesh Studies, Vol. 43 (2020), Institute of Bangladesh Studies, University of Rajshahi.

- Aktar, Shajeda and S.M. Mokhlasur Rahman (2022), *Education and Gender Mainstreaming in a Patriarchal Setting: What Really Matters in transformative Education for Regeneration and Wellbeing*, edited by Janet J. McIntyre and Yvonne Corcoran, Springer Nature Singapore Pte. Ltd. 2022
- Alston, Margaret (2015), *Women and Climate Change in Bangladesh*, Routledge, (London and New York).
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- Rahman, Muhammad Mahmudur (2016). *Women's Rights: Legal Coverage in Bangladesh*, South Asian Anthropologist, Vol, 16, No.1. India: Serials Publications.
- Bari, Sazzadul, Rifat Hasan Ador, Shekh Sadia Akter and Muhammad Mahmudur Rahman (2023). The Barriers of Women Entrepreneurs in Accessing Market Place and Financial Supports: A Study at Rajshahi City in Bangladesh, *Khulna University Studies Special Issue ICSSI:181-194:2023*. Khulna: Bangladesh. DOI: <https://doi.org/10.53808/KUS.SI.2023.ICSSI76-ss>
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- হাসানুজ্জামান, আল মাসুদ (২০১৩), (সম্পাদিত), *বাংলাদেশের নারী: বর্তমান অবস্থান ও উন্নয়ন প্রসঙ্গ*, দি ইউনিভার্সিটি প্রেস লিমিটেড: ঢাকা।
- চৌধুরী, মো. সাহীদুর রহমান, মোঃ মাহফুজার রহমান, (সম্পাদিত) (২০১৭), *নারী ও সমাজ*, কলম পাবলিকেশনস: ঢাকা।

1. **Course Code** : **POL 411**
2. **Course Title** : Democracy and Democratization
3. **Course Type** : Core
4. **Course Level** : 4thYear, 2nd Semester
5. **Session** : 2025-2026 (Jan.-June)
6. **Pre-requisite** : Successful completion of the fourth year first semester
7. **Course Credit** : 3
8. **Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)
9. **Course Teacher** : Name of the Course Instructor shall be notified at the beginning of the semester

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. Twentieth century has seen the triumph of nation states and democracy. With the end of the cold war and collapse of communism, *Democracy* has turned out to be the only system, theory and ideology for politics and governance. So it has become important for students to understand democracy and its application and comprehend the different types of democratization taking place around the world in different decades. This paper explores democracy as a philosophy, theory, a political system as well as a way of life. It also focuses on the different types of democracy as well as on related political institutions. Democracy has turned out in varying ways in various parts of the world with different levels of modernization, political culture and economic advancement. This paper will concentrate on those issues also. The trends and waves of democracy at certain points of history shall also be taken into consideration in the course work.

11. Course Summary

The course is a 3-credit theoretical course covering the theoretical and practical aspects of democracy and democratization. Not only the traditional and contemporary theories but also various transformations that has taken place in the process of democratization shall be brought under critical review for the students. Students shall also relate different political institutions that are enhancing or conflicting with the democratization process. The course will also help the students to identify the reasons for the different outcomes of democratization that have taken place in different parts of the world during the last century and the present world.

12. Course Learning Objectives (LO)

- LO1: To provide students skills and knowledge to study and analyze the prevalent theories of Democracy and democratization process.
- LO2: To have in-depth knowledge of key political institutions that are related to democracy and assess their influence in the democratization process;
- LO3: To provide a framework to the students for detailed investigation on the democratization process case by case based on theory and fact.
- LO4: To explore the philosophical, psychological, socio-political, and economic dimensions of democracy and to understand the present trend of democracy and predict the future.

13. Course Learning Outcomes (CLO): After completion of the course, the students should be able to:

- CLO1: understand key concepts and updated theories on democracy;
- CLO2: engage themselves critically with the relevant literature and the most important cases in democracy and democratization
- CLO3: apply acquired knowledge and skills in practical policy making, governance and in conducting research on different aspects of democratization that took place in the past and that are happening at present.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	The Concept Democracy: Origin and Development; Definitions, ideology, philosophy	4
	Democratic Values: equality, participation, popular control. Justice, tolerance, rule of the game, consensus.	5
	Types of Democracy: majoritarian, consensual and convocational, parliamentary and presidential, representative, participatory, deliberative. Polyarchy	5
	Theories of Democratization: Modernization theory, Historical Sociology, Agency Approach, S P Huntington's Third Wave democracy, Joel Migdal's Strong Societies and Weak States.	7
	Democratic Transition: democratic institutionalizations, democratic consolidation, democratic development,	5
	Institutions related to Democracy: elections, political parties, parliament, civil society, armed forces, grass-root support base and recent trends	7
	Current Debates on Democracy: Democracy and Development, Democracy and the State, Democracy and Globalization, Democracy and Religion and recent trends	5
	Backslide of Democracy, Illiberal Democracy	4

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (42 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 3-credit course which contains a total of 100 marks. At the middle of the course duration, internal evaluation (20 marks) will be done to assess the progress of the students. For internal evaluation, students have to attend at least two in-course examinations of 1-hour duration each. Students will be assessed continuously during the period of the course through class attendance (10 marks). Finally, they will have to sit in for a three hours Semester Final Examination (70 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either in English or Bengali.

17. Recommended Readings

- Arblaster, Anthony (1994) Democracy, University of Minnesota
- Betham, David (1992) Liberal Democracy and the Limits of Democratization. Political studies, XL Special Issue, 40-53
- Betham, David (1994) Defining and Meaning of Democracy. Sage Publication
- Betham, David (1999) Democracy and Human Rights, Polity press
- Betham, David. (2005) Democracy: A Beginner's Guide. One World Publication
- Dahl, Robert A (1956) A Preface to Democratic Theory. Chicago: The University of Chicago Press
- Dahl, Robert A (1971) Polyarchy: Participation and Opposition. Yale: Yale University Press
- Dahl, Robert A (1998) On Democracy. Yale: Yale University Press
- Dahl, Robert A. (1999) Democracy and its Critics. Yale: Yale University Press
- Dahl, Robert A, Ian Shapiro and Jose Antonio Cheibub (2003) The Democracy Sourcebook. Cambridge: The MIT Press
- Diamond, Larry (1999) Developing Democracy: Towards Consolidation. Baltimore: The Johns Hopkins University Press

- Diamond, Larry (2008) *The Spirit of Democracy: The Struggle to Build Free Societies Throughout the World*. New York: Times Books/Henry Holt and Company.
- Diamond, Larry and Marc Plattner edited (2015) *Democracy in Decline?* Baltimore: The Johns Hopkins University Press
- Downs, Anthony (1957) *An Economic Theory of Democracy*. New York: Harper
- Held, David (2006) *Models of Democracy*. Stanford: Stanford University Press
- Huntington, S P (1991) *The Third Wave: Democratization in the Late Twentieth Century*. Norman: University of Oklahoma Press.
- Journal of Democracy <https://www.press.jhu.edu/journals/journal-democracy>
- Lijphart, Arent 2nd. Ed. (2012) *Patterns of Democracy*. Yale: Yale University Press
- Schumpeter, Joseph A. (1962) *Capitalism, Socialism, and Democracy*. New York: Harper & Row.
- Skocpol, Theda (2003) *Diminished Democracy: From Membership to Management in American Civic Life*. Norman: University of Oklahoma Press.
- Tilly, Charles (2009) *Democracy*. Cambridge: Cambridge University Press Limited
- Tocqueville, Alexis de, (1838). *Democracy in America*. New York: G. Dearborn & Co.,

1. **Course Code** : **POL 412**
2. **Course Title** : Quantitative Research Methods in Social Sciences
3. **Course Type** : GED
4. **Course Level** : 4thYear, 2nd Semester
5. **Session** : 2025-2026 (Jan.-June)
6. **Pre-requisite** : Successful completion of the fourth year first semester
7. **Course Credit** : 2
8. **Total Marks** : 50 (Final Exam 35, Mid-term/In-course 10, and Attendance 5)
9. **Course Teacher** : Part-time teacher from Department of Statistics, University of Rajshahi

10. Course Description

This course is a basic theoretical course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. This course is designed to give knowledge to the students on social statistics and quantitative analysis. Therefore, this course is viewed as an instrument for the students to be the skilled researchers. It is also expected that the students will gather appropriate knowledge of the skilled social workers and would be able to design, conduct and evaluate the program through participating the course. They would also attain required competency for international job market, too.

11. Course Summary

This course will focus on basic concepts of statistics and their applications in social analysis. It will conceptualize different terminologies used in social statistics and sociological examination. These terminologies have both theoretical and practical value in exploring social phenomena. After studying the course, the students will be able to apply their acquired knowledge in selecting proper methods to collect the data, employ the correct analyses, and effectively present the results.

12. Course Learning Objectives (LO)

- LO1: To guide the students to have basic understanding of the underlying concepts of the quantitative research;
 LO2: To help students to conceptualize different terminologies used in statistics and sociological investigation;
 LO3: To provide an opportunity for students to understand the strategies to apply statistical measures in examining and analyzing social phenomena;
 LO4: To help the learners to be able to draw valid conclusions on the specific social issues of the study.

13. Course Learning Outcomes (CLO): On completion of the course, the students should be able to

- CLO1: demonstrate their understanding in basic concepts of social statistics;
 CLO2: apply different tools and techniques in collecting data from different sources;
 CLO3: develop independent thinking for analyzing research report critically.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1 CLO2 CLO3	Social Statistics: Definition of statistics and social statistics; Differences between statistics and social statistics; Characteristics of social statistics; Challenges and prospects of social statistics in approaches and social statistics.	3
	Attributes and Variables: Variables and data; Measurement scales and their applications to categorize social phenomena; Challenges and possibilities of scales.	3
	Frequency Distribution and Graphic Presentation: Definition, importance, uses and types of frequency distribution; Types of data tabulations and frequency distribution; Types of graphs and their applications in social research.	3
	Measures of Central Tendency: Definitions and types of measures of central tendency; Applications of measures of central tendency in social in social research; Advantages and disadvantages of measures of central tendency compared to frequency distributions and graphic presentations.	4

	Measures of Dispersion: Definitions and types of measures of dispersion; Applications of measures of Dispersion in social research; Advantages and disadvantages of measures of dispersions compared to central tendency.	3
	Correlation and Regression: Definitions, uses and limitations of correlation and regression in social research; Degrees and measures of correlation an regression; application of correlation and regression in social research.	3
	Probability: Primary concepts of probability; Addition and multiplication rules of probability; Challenges and prospects of probability in social research.	3
	Binomial Distribution: Definitions, characteristics, problems and prospects of binomial distribution in social research.	2
	Data Analysis Software: Microsoft Excel, Microsoft Access, SPSS and NVivo.	2
	Test of Hypothesis: Types of test – parametric and non-parametric; usefulness and challenges of test of hypothesis in social research.	2

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (28 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, application of formula, solving problems, application of the statistical methos, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 2-credit course which contains a total of 50 marks. At the middle of the course, internal evaluation (10 marks) will be done to assess the progress of the students. For internal evaluation students have to attend at least one in-course examination of 1 hour duration. Students will be assessed continuously during the period of the course through class attendance (5 marks). Finally, they will have to sit in for a two hours Semester Final Examination (35 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either in English or Bengali.

17. Recommended Readings

Blalock, Hubert. M. (1981). *Social Statistics*. Washington: McGraw-Hill International Book Company.
Fielding J. and N. Gilbert. (2006). *Understanding Social Statistics* (2nd ed). London: SAGE Publications.
Frankfort-Nachmias, Chava and Anna Leon-Guerrero. (2002). *Social Statistics for a Diverse Society*, Thousand Oaks. CA: Pine Forge Press.
Hays, William Lee. (1973). *Statistics for the Social Sciences*. New york: Holt, Rinehart and Winston.
Healey, Joseph F. (2012). *The Essentials of Statistics: A Tool for Social Research*. Boston, MA. United States: Wadsworth Cengage Learning.
Taylor, John K and Cheryl Cihon (2004). *Statistical Techniques for Data Analysis*. Boca Raton, FL: Chapman & Hall/CRC.
Uptom, G.J. G. and I. Cook (2014). *Understanding Statistics*, 3rd ed.. Oxford: Oxford University Press.

1. **Course Code** : **POL 413**
2. **Course Title** : Human Resource Management
3. **Course Type** : GED
4. **Course Level** : 4th Year, 2nd Semester
5. **Session** : 2025-2026 (Jan.-June)
6. **Pre-requisite** : Successful completion of the fourth year first semester
7. **Course Credit** : 2
8. **Total Marks** : 50 (Final Exam 35, Mid-term/In-course 10, and Attendance 5)
9. **Course Teacher** : Part-time teacher from the Department of Management Studies, University of Rajshahi

10. Course Description

This course is a basic course and pre-requisite to complete the 4-year integrated BSS (Honors) in Political Science. The course is designed to help students to be acquainted with the fundamentals of Human Resource Management (HRM), covering areas of the employment process, compensation and benefits, employee management (recruiting, staffing, performance reviews, etc.), training and development, employee relations etc. By this course, students will be able to analyze actual situation of human resources in the organization or company and achieve HR goals on the level of the department. This course is indispensable to achieve success and progress of organizations and finally accomplishment of societal needs.

11. Course Summary

This course introduces HRM as a fundamental component of the competitiveness, effectiveness, and sustainability of an organization.

12. Course Learning Objectives (LO)

- LO1: To provide students a systematic and rational understanding of Human Resource Management (HRM), both conceptual understanding and job-oriented practical understanding;
- LO2: To focus on a systematic and scientific approach to the analysis and handling of issues/problems in HRM with especial reference to Bangladesh context;
- LO3: To give knowledge for developing decisions concerning HRM issues on the department level, participate in development of HR policies and practices for the organization or the company and implement HR strategy of the organization;
- LO4: To teach students about the main approaches to HR strategy development and implementation, and different forms and methods of HR functions, such as resource planning, recruitment and selection, training and development, and assessment, various determinants that influence the choice of specific methods of HRM implementation.
- LO5: To recognize emerging trends, opportunities and challenges in performance appraisal.

13. Course Learning Outcomes (CLO): On Completion of the course, students should be able to:

- CLO1: analyze and assess available human resources in the department and make a list training and development processes as well as future trends for HRM globalization;
- CLO2: identify main problems in HRM in the department and propose argued and well-reasoned decisions aimed to solve them;
- CLO3: analyze the influence of different factors that determine the choice of specific methods of HRM practices in the department with their sound knowledge.

14. Course Contents

CLOs	Course Contents	Lec.
CLO1	Introduction to HRM: The central challenges, human factor, definitions, generic purpose, strategic goals, objectives, functions, responsibility for functions, the HRM model, significance and approaches.	3
CLO1 CLO2	Job Analysis and Job Design: Definition, significance and purposes of Job Analysis and Job Design, techniques and elements of Job Design.	2
CLO2 CLO3	HRM Policy and Planning: Meaning, policy areas, factors influencing the designing of HRM policies, formulating and revising HRM policies, meaning, importance and process of HRM planning.	3

CLO2	Recruitment and Selection: Definition, importance, process, and methods, constraints of recruitment, differences between recruitment and selection, the selection process, constraints of selection, methods and types of interview, guideline for employment interview, preparing job application form, method, implementation of plan.	3
CLO2 CLO3	Training and Development and Career Management: Definition of Training & Development, distinction between Training & Development, training and education, need for Training & Development, purposes of Training & Development, learning, learning curves and learning principles, Training methods, process of Training, responsibility of Training in an organization or company and career planning and management.	3
CLO2 CLO3	Management of Discipline: Definition, importance of Discipline, types of Discipline, disciplinary offences approach for Discipline, domestic inquiries and penalties, counseling, and principles of Management of Discipline.	2
CLO3	Performance Appraisal: Meaning, process, methods, performance appraisal and competition advantage, performance appraisal authorities, problems associated with performance appraisal, suggestion to overcome problems.	2
CLO2 CLO3	Compensation and Benefits: Meaning, compensation policies, factors affecting wage mix- theories of wages, incentive wages plans.	2
CLO3	Job Evaluation: Meaning, difference with job analysis, process and methods of job evaluation.	2
CLO2 CLO3	Promotion: Meaning, Bases of Promotion, Types of promotion, demotion, transfer, layoff, termination	2
CLO1 CLO2	Grievance Handling: Definition, importance of grievance handling, causes of grievance, identification of grievance, grievance settlement procedure, alternative methods of grievance handling, principles of grievance handling and strategies.	2
CLO2 CLO3	Health and Safety Administration: Definition, importance of Health and Safety Administration, Hazards and factors affecting Health and Safety Administration, strategies of Health and Safety Administration, and responsibility for Health and Safety Administration.	2

15. Teaching Strategies

The course is based mainly on lectures. An interactive approach will be followed where students will be encouraged to take part in discussion on the topic in each lecture. During the 14-week long (28 hours) classes, students shall be engaged not only in attending classes but also in open discussion and participatory question-answer session, preparing reports and assignments, etc. Lesson plan will be provided at the beginning of the course. Both English and Bengali will be the medium of instruction.

16. Assessment Strategies

It is a 2-credit course which contains a total of 50 marks. At the middle of the course, internal evaluation (10 marks) will be done to assess the progress of the students. For internal evaluation students have to attend at least one in-course examination of 1 hour duration. Students will be assessed continuously during the period of the course through class attendance (5 marks). Finally, they will have to sit in for a two hours Semester Final Examination (35 Marks) on theoretical contents of the course that will be taken after finishing the deliberation of the course contents. Medium of examination shall be either in English or Bengali.

17. Recommended Readings

- Armstrong, M. (1998). *A Handbook of Personnel Management Practice*. London: Kogan Page Ltd.
- Mathis. L. and H. Jackson, (2000). *Human Resource Management*. New York: Southwestern College Publishing.
- Opatha, H.H.D.N.P. (1995). *Personnel Management*. Colombo: Author Publication.
- Opatha, H.H.D.N.P., (2009). *Human Resource Management: Personnel*. Colombo: Dept of HRM, University of Sri Jayewardenepura.
- Schular, R.S. and V.L. Huber, (1990). *Personnel and Human Resource Management*, 4th ed. St. Paul: West Publishing Company.
- Werther, B. W. and Davis, K. (1994). *Human Resources and Personnel Management*, 4th ed. New York: McGraw- Hill Book Company.

POL 414 : Research Monograph with Field Work

1. Course Type : Compulsory Research Project
2. Course Level : 4th Year, 2nd Semester
3. Session : 2025-2026 (Jan.-June)
4. Pre-requisite : Successful completion of the fourth year first semester
5. Course Credit : 4
6. Total Marks : 100 (**Research Report- 80 and Viva-voce- 20**)

8. Description of Research Monograph

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

9. Learning Objectives (LO)

- LO1: To help students to gain a firsthand experience in conducting a research and go through all the major stages in conducting social research;
- LO2: To help the students develop the necessary skills to apply the theoretical knowledge of research methodology that they have learnt in courses POL 402 and POL 412;
- LO3: To provide the students the opportunity to carry out field work, data processing and analyze a political problem making use of the knowledge they have gained during their BSS program in a systematic way.

10. Research Learning Outcomes (RLO): On successful completion of a research monograph, students should be able to

- RLO1: formulate research problem, research questions, objectives and hypotheses of a research project;
- RLO2: use appropriate tools and techniques for data collection and analysis and report writing;
- RLO3: conduct research project independently.

11. Terms and Conditions

In order to fulfill the requirement of a research monograph, the students will have to select and formulate a research problem related to the political science, social science and development at the beginning of the 7th semester. Students must follow the instructions and procedures prescribed by their respective supervisor. The supervisor is appointed by the departmental academic committee, at the beginning of the 7th semester among the teachers of the department. The supervisor shall help the student in selecting and developing his/her research problem and guide him/her throughout the whole research process and monograph writing. Students will have to keep regular contact with the supervisor at all phases of the research. The monograph must be printed and bound in a prescribed way and be endorsed by the supervisor before submission. 20 marks are earmarked for oral examination on the research project.

12. Phase-wise Activities for Research Monograph

1 st Phase	2 nd Phase (Data Collection)	3 rd Phase (Analysis and Report Writing)
Ensure weekly contact with the supervisor	Maintaining weekly contact with the supervisor	Maintaining weekly contact with the supervisor
Topic selection	Visiting data source	Data analysis
Title finalization and notification to the department	Developing questionnaire / deciding data collection format	Organizing the chapters of monograph
Gathering and reviewing literatures	Pilot survey/ testing data collection	Monograph writing
Submission the research proposal	Actual survey/data collection	Monograph finalization
---	Data processing and tabulation	Monograph submission following the departmental rules
---	---	Presentation of the research findings in viva-voce

13. Assessment Strategy: The monograph shall be assessed on the basis of the following attributes and qualities:

- Whether preliminaries are arranged properly and written correctly;
- Ability of the student to articulate and explain the research topic in the monograph.
- Quality of scholarship and research.
- Capability of the student to draw research objectives and key research questions.
- Ability of the student to use appropriate methods, tools and techniques for the research.
- Methods of collecting data and data analysis
- Whether the findings has been identified and directly linked with the research objectives.
- Whether the findings have been critically analyzed.
- The quality of structure, organization and presentation of the monograph.
- Whether the references, bibliography, appendices are written properly. Citations have followed the standard rules; and
- Finally, upon the performance of the student to present the key findings of the research and answer questions in front of the evaluation committee.

Part D

NON- CREDIT PROGRAMS, AWARDS, SCHOLARSHIPS, SERVICES AND EXTRA-CURRICULAR ACTIVITIES

Non- credit Programs

1.1 Excursion

Every year, the Department of Political Science arranges excursion for the students at the Master level as noncredit activity. This excursion is generally a 10-day long tour to politically and historically significant places. Tourist spot, famous for environmental beauty are also included in the tour. The expenses of the excursion are met combined by the central university authority, the departmental development fund and by the student's subscription. This is a non-credit optioned activity for the students. For such yearly excursion always two faculty members are assigned to guide them for planning and executing the 10-day long tour.

2. Awards for Outstanding Achievements

2.1 Dean's Merit List

A list of meritorious students awarded the BSS (Honours) Degree with CGPA of at least 3.85 shall be included in the Dean's Honour List of the year.

2.2 Agrani Bank Gold Medal

Every year Agrani Bank awards the faculty first student from each faculty with a Gold Medal.

2.3 Hall Gold Medal

Besides, different students' halls under the University of Rajshahi also award gold medal to their affiliated students from different departments for their outstanding achievements in BSS (Hons) and MSS exams.

3. Available Scholarships/Stipends

The Department of Political Science offers a small number of stipends for the needy but meritorious students of the department. Besides, centrally Rajshahi University authority and University Grants Commission offer scholarships around the year. Moreover, different private banks, philanthropic foundations and voluntary organizations also offer scholarships from time to time. Every scholarship has conditions, application procedures and strict deadlines. Students are to keep themselves updated about scholarships from the department notice board, website and University website. Details are available at the department office.

4. Services for the Students

4.1 Counseling Cell

The department has recently established counseling cell for the students where they can consult about their problems related to their study, health, familial, mental state, and career developments. The members of the counseling committee shall be available for counseling on specific date and time at Room No 428 (A).

4.2 Seminar Library

The seminar library of the department of Political Science reserves approximately 3100 books (both written in Bangali and English) that are directly related to the departments' curriculum for BSS (Honors), MSS programs and for MPhil, PhD researches. The library remains open from 9:00 am to 5:00 pm in every working day. At a time, 48 students can study in the seminar library room. The students and the teachers have to follow specific rules and procedures for receiving the books.

4.3 Computer Lab

The Department of Political Science has a well-equipped Computer Lab with 32 desktop computers where students from all years can work for research and prepare their assignments, reports and theses. The Computer Lab is also open from 9.00 am to 5.00 pm with a fulltime Lab Assistant in service. However, students can use the lab only on the day time of a week that are specified for their years.

4.4 Other Facilities

Moreover, the University of Rajshahi centrally provides medical and mental counseling services with the help of the Rajshahi University Medical Centre and Mental Health Centre. There are also a central swimming pool, a gymnasium and a stadium for physical fitness. Branches of two government banks- Agrani Bank Ltd. and Sonali Bank Ltd. are active in the campus along with their ATM booth. Moreover, there is a Fast Track of Dutch Bangla Bank for serving the financial related needs of the students and the university staff. The Central Cafeteria provides fresh snacks and lunch during the class time, so do other private restaurants inside the campus area. University provides bus services for the students, teachers and staff. This service covers area that is even beyond the Rajshahi City Corporation boundary. The Teachers Students Centre at the Shaheed Sukhranjan Somaddar (TSCC) building is also working for of the students. The Central University Library is one of the nation's few open book shelf libraries. The library is very rich with updated books, journals as well as unpublished research documents. The archive section of this library and the Varendra Research Museum Library are often considered as the sources for raw data by national and international researchers. The library is now concentrating on developing its website and e-book facilities for the teachers and the students. Recently the University has inaugurated the Central Career Counseling Centre and the Office of the International Affairs to support the students for future career and for international collaboration. Besides, there are university based cultural clubs, sports clubs, voluntary organizations, study groups, and forums where the students from any department can join as members and enhance their inner skills and develop their social network.

5. Extra-curricular Activities

5.1 English Language Club

Political Science English Language Club, RU (PSELC, RU), for the betterment of students' English language skills and communication, was established on the 26th April 2017. The PSELC is run by its own constitution. There is a strong executive body consisting 35 students headed by the existing Chairman of the Department. The major objective of the club is to be prepared the

students to become more efficient, skillful in reading, writing and presenting in English so that they can enter the global job market and make a bright future after graduation. PSELC focuses on English grammar, writing, group conversation, news paper reading, English debate and various types of presentation as well. Besides, it also arranges some competitive exams that may help the students prepare for their job-related exams. PSELC continuously conducts two weekly sessions on Sunday and Wednesday around the year. Sessions are run by the teachers of Political Science and the capable students of the club. It has arrangements for guest speakers. There are more than 300 regular and irregular registered members right now in the Language Club. Any student of Political Science is eligible to be a member of the club. Club membership is open for the students from other departments also.

5.2 Career Counseling Club

Recently the Political Science Department Career Counseling Club has been established. Students shall receive different advices and directions for preparing themselves for the job market from this club. The department shall invite regularly experts, motivational leaders, successful alumni of the department placed in government and private positions as guest speakers. Active participation in the club will help the students to decide their life goals and chalk out their plans for job hunting. This club is linked with the Central Career Counseling Centre of the university.

5.3 Debating Society

The Political Science Debating Society has begun its activities very recently. From this platform the debators of the department shall arrange different types of debate programs and participate in various debate contests arranged nationally and internationally. This society provides a great opportunity to the students of Political Science to nurture their creative minds and sharpen their logical thinking. Discussion and debates on different issues keep them updated about the political happenings around the world. The debating society opens the door to develop dialectical knowledge and the practice of freedom of speech.

5.4 Sports

The Department of Political Science organizes inter-year/ semester sports tournaments (Football and Cricket) every year. Indoor sports tournaments are also organized by the department among students of different sessions. The Football team of the Department of Political Science has already been champion for six times (1996, 2010, 2012, 2013, 2015 and 2016) in our university. Our students often represent the university in inter-university sports and athletics at the national level.

5.5 Others

Cultural functions are often organized by the department, especially on Pahela Baishak, welcoming of the first year students and farewell to the Masters students. Besides, students participate whole heartedly in organizing the Political Science Alumni Reunion that is held every three year when Alumni Reunion is celebrated. Study tours and picnics are routinely organized. Students of Political Science are also members of different university-based organizations dedicated for social welfare and career development for example Nobojagoron Foundation, Shongbadpatra Pathok Forum, University Debating Society and so on.

6. Political Science Alumni Association

Political Science is one of the oldest departments of the University of Rajshahi. The Department is going to celebrate its sixtieth anniversary (Diamond Jubilee in 2023) very soon. The department is proud of having thousands of alumni among which a good number of them are well placed nationally and internationally as successful civil servants, professors, researchers, bankers, entrepreneurs, journalists, civil society leaders and even politicians who have excelled themselves as secretaries, parliament members, mayors and ministers. The Alumni Association of the Department of Political Science is pretty strong and is working for the improvement of the department and supporting the students both financially and for network building. The network built between the ex-students and the department act as an important factor in helping the students to reach their cherished careers. Former students from different generations gather, successful alumni are honored, and strong interactions and connections between the present students and the ex-students are boosted up. Often donations are made by the affluent alumni. This helps the needy students to continue their study in the department.