

CURRICULUM

**Bachelor of Social Science with Honours
Programme under Semester System**

SESSION: 2025-2026 to 2028-2029

**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF SOCIAL SCIENCE**



**UNIVERSITY OF RAJSHAHI
RAJSHAHI-6205, BANGLADESH**

www.ru.ac.bd/politicalsc/

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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:

Muhammad Mahmudur Rahman (MMR)

MSS (DU)

Areas of Interest/Specialization: Government and Politics of South and Southeast Asia, Information Society, Political Theory and Organization, International Politics, Major Foreign Governments and Politics, World Political History, Governance, Gender and Development, Comparative Politics, Bangladesh Politics.

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Dr. S.M. Mokhlasur Rahman (MR)

MSS (RU), MPhil (RU), PhD (RU)

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Md. Isahak Ali

UD Assistant

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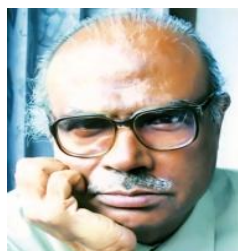
LIST OF EX-CHAIRMEN OF THE DEPARTMENT

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. Golam 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

Prof. Dr. Farhat Tasnim



1.2.2021 to 31.1.2024

FORMER FACULTIES OF THE DEPARTMENT

Prof. Badruddin Umar
Prof. Dr. Talukdar Maniruzzaman
Prof. Dr. A. N. Shamsul Haque
Prof. Golam Morshed
Prof. Dr. Abul Fazal Haq
Prof. Md. Ayesheuddin
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 Deebea Chowdhury
Prof. Rakiba Yasmin

Political Science Department combined with Sociology Department

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

CURRICULUM

Part A

PROGRAM PROFILE AND OBE FRAMEWORK

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.

4. Mission of the University:

UM1: To ensure a world-class curriculum with talented academicians and conducive academic and research environment for generation and dissemination of knowledge.

UM2: 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.

UM3: To develop strategic partnerships with leading national and international universities and organizations for academic as well as research collaborations

5. Name of the Program Offering Entity (POE): Department of Political Science, University of Rajshahi

6. Vision of the Program Offering Entity (POE):

The BSS (Honours) Program in Political Science aspires to nurture competent, ethical, and globally minded graduates equipped with sound knowledge, analytical skills, and research competence in politics, governance, and related social sciences to contribute effectively to democratic governance, nation-building, state-building, and sustainable development.

7. Mission of the Program Offering Entity (POE): The Department of Political Science is committed to achieving its vision through the following missions:

POE-M1: To provide quality education through an outcome-based curriculum that integrates theoretical knowledge, practical skills, research competence, and emerging developments in Political Science and related social sciences.

POE-M2: To foster critical thinking, analytical ability, ethical values, democratic citizenship, leadership, and effective communication skills among students for responsible participation in society and public life.

POE-M3: To promote high-quality research, innovation, policy analysis, and evidence-based knowledge for addressing national, regional, and global political, administrative, governance, and development challenges.

POE-M4: To strengthen collaboration with national and international academic institutions, government agencies, development partners, civil society organizations, and other stakeholders for teaching, research, and knowledge exchange.

POE-M5: To prepare graduates for successful careers in public service, academia, research, diplomacy, international organizations, civil society, media, business, and other professional fields while encouraging lifelong learning and professional development.

8. Objectives of the Program Offering Entity (POE): The Department of Political Science pursues the following objectives:

POE-O1: To provide comprehensive education in Political Science through an interdisciplinary and outcome-based curriculum aligned with national priorities and international academic standards.

POE-O2: To develop students' understanding of political theories, institutions, governance, public policy, international relations, constitutional development, political economy, public administration, and contemporary political issues.

POE-O3: To cultivate critical thinking, analytical reasoning, problem-solving ability, effective communication, teamwork, leadership, and decision-making skills.

POE-O4: To develop students' research capacity by equipping them with qualitative and quantitative research methods, data analysis techniques, academic writing skills, and evidence-based policy analysis.

POE-O5: To instill democratic values, patriotism, integrity, accountability, social justice, respect for diversity, human rights, gender equality, environmental sustainability, and professional ethics.

POE-O6: To encourage innovation, digital literacy, community engagement, and lifelong learning in response to rapidly changing political, technological, and socio-economic environments.

POE-O7: To strengthen partnerships with government agencies, international organizations, universities, research institutes, civil society organizations, and the private sector for academic cooperation, research, internships, and community services.

POE-O8: To produce competent graduates capable of assuming leadership roles in public administration, politics, diplomacy, education, research, development organizations, international institutions, media, and other professional sectors.

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

10. Description of the Program:

The **Bachelor of Social Science (Honours) in Political Science** is a four-year undergraduate program comprising **140 credit hours** distributed over **eight semesters**, with two semesters in each academic year. On average, students undertake five courses per semester, completing a total of **46 courses**, including core, General Education (GED), seminar, viva voce, and research monograph components. The curriculum provides comprehensive knowledge of Political Science through a balanced combination of theoretical, analytical, and practical learning. It covers a wide range of specialized areas, including political theory, political thought, constitutional and comparative politics, Bangladesh politics, public administration, governance, public policy, international politics, political economy, peace and conflict studies, human rights, development studies, environmental governance, security studies, political geography, and regional political systems.

Recognizing the interdisciplinary nature of Political Science, the program also incorporates selected courses from related social science disciplines such as Economics, Sociology, Geography, Management, and Development Studies. These courses broaden students' intellectual perspectives and strengthen their understanding of contemporary political, social, economic, and developmental issues. In addition, the curriculum includes courses on English language, digital literacy, quantitative research methods, research methodology, and statistics to develop students' communication, analytical, research, and information technology competencies. Throughout the program, students participate in seminars, viva voce examinations, and, in the final year, undertake an independent research monograph based on fieldwork to enhance their research capability and problem-solving skills.

The program is designed following the principles of Outcome-Based Education (OBE) to foster critical thinking, analytical reasoning, ethical values, leadership, effective communication, teamwork, and lifelong learning. It prepares graduates to become competent professionals, responsible citizens, and future leaders capable of contributing to democratic governance, public administration, policy analysis, sustainable development, and nation-building in Bangladesh and beyond.

11. Graduate Attributes (based on need assessment):

The Department of Political Science is committed to producing graduates who possess the knowledge, skills, values, and professional competencies required to address contemporary political, administrative, governance, and development challenges. Based on the need assessment conducted through consultations with stakeholders, including employers, alumni, academics, students, and policymakers, the graduates of this program are expected to demonstrate the following attributes:

GA1. Disciplinary Knowledge: Demonstrate comprehensive knowledge and understanding of Political Science, including political theory, governance, public administration, public policy, international relations, constitutional studies, and comparative politics.

GA2. Critical Thinking and Problem Solving: Analyze political, administrative, and social issues critically, evaluate evidence, and develop logical, innovative, and context-specific solutions.

GA3. Research and Analytical Competence: Apply appropriate qualitative and quantitative research methods to investigate political and governance issues, interpret data, and communicate evidence-based findings effectively.

GA4. Communication and Digital Competence: Communicate effectively in oral and written forms and utilize digital technologies and information resources responsibly for academic, professional, and research purposes.

GA5. Leadership and Teamwork: Demonstrate leadership, collaboration, interpersonal skills, and the ability to work effectively in multidisciplinary and multicultural environments.

GA6. Ethical Values and Social Responsibility: Uphold integrity, accountability, democratic values, human rights, gender equality, social justice, and respect for cultural diversity while contributing responsibly to society.

GA7. Global and Sustainable Perspectives: Understand national and global political developments and promote sustainable development, environmental stewardship, peace, and responsible citizenship.

GA8. Lifelong Learning and Professional Development: Exhibit adaptability, self-directed learning, and a commitment to continuous professional development in response to changing societal and technological needs.

12. Program Educational Objectives (PEOs): The Bachelor of Social Science (Honours) in Political Science program aims to achieve the following Program Educational Objectives (PEOs):

PEO1: Develop graduates with a comprehensive understanding of Political Science as a discipline, including its major theoretical frameworks, concepts, methods of inquiry, principal subfields, and interdisciplinary linkages with other social sciences.

PEO2: Equip graduates with knowledge of classical and contemporary political thought, democratic values, ethics, and the ability to critically interpret and evaluate political ideas and contemporary political discourses.

PEO3: Develop a sound understanding of the political system of Bangladesh, including its historical evolution, constitutional and legal foundations, political institutions, governance structures, and public policy processes.

PEO4: Provide knowledge of comparative political systems and governance practices across different regions of the world from both theoretical and empirical perspectives.

PEO5: Develop graduates' critical thinking, analytical reasoning, research competence, and evidence-based problem-solving skills through the application of appropriate political science research methods.

PEO6: Enable graduates to integrate theoretical knowledge with practical applications in governance, public administration, public policy, community engagement, and professional practice.

PEO7: Develop graduates' ability to conduct independent research and communicate ideas effectively through logical reasoning, academic writing, and evidence-based argumentation.

PEO8: Prepare graduates for lifelong learning and diverse career opportunities in public service, academia, research, civil society, international organizations, diplomacy, media, and the private sector.

13. Program Learning Outcomes (PLOs): Upon successful completion of the BSS (Honours) in Political Science, graduates will be able to:

PLO1. Demonstrate comprehensive knowledge of political science, including political theories, institutions, governance, public administration, public policy, and international politics.

PLO2. Critically analyze political, administrative, and governance issues using appropriate theoretical and empirical approaches.

PLO3. Compare and evaluate political systems, institutions, and public policies in national, regional, and global contexts.

PLO4. Conduct independent research by applying appropriate qualitative and quantitative research methods, analyzing data, and drawing evidence-based conclusions.

PLO5. Communicate political ideas, research findings, and policy arguments effectively in both oral and written forms.

PLO6. Apply critical thinking, analytical reasoning, and problem-solving skills to address contemporary political and governance challenges.

PLO7. Demonstrate leadership, teamwork, ethical values, democratic principles, and social responsibility in academic, professional, and community settings.

PLO8. Utilize digital technologies and information resources effectively for learning, research, and professional development.

PLO9. Promote sustainable development, human rights, gender equality, peace, and good governance through informed citizenship and responsible decision-making.

PLO10. Engage in lifelong learning and adapt to changing professional, social, and technological environments.

14. Mapping Mission of the University with PEOs:

Mission	Program Educational Objectives (PEO)							
	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
UM1	3	2	2	2	3	2	3	1
UM2	2	3	3	2	2	3	2	3
UM3				3	2	1	2	2

3 Strong Correlation; 2 Moderate Correlation; 1 Weak Correlation; ☐ No Significant Correlation

15. Mapping PLOs with the PEOs

Learning Objectives (PLO)	Program Educational Objectives (PEO)							
	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
PLO1	3	2	3	2				1
PLO2	3	2	2	3	2	2		
PLO3	2	2	3	3		2		1
PLO4	2			2	3	2	3	

Learning Objectives (PLO)	Program Educational Objectives (PEO)							
	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
PLO5	1	2			2	2	3	2
PLO6	2	2	2	2	3	3	2	2
PLO7		3	2			3	2	3
PLO8					2	2	2	2
PLO9		3	2	2		3	2	2
PLO10		1		1		2	2	3

3 Strong Correlation; 2 Moderate Correlation; 1 Weak Correlation; ☐ No Significant Correlation

16. Mapping Courses with the PLOs:

Course No.	Course Title	PLOs Addressed
0312-101	Political Theory	PLO1, PLO2, PLO6
0312-102	Principles of Political Organization	PLO1, PLO3, PLO6
0312-103	Constitutional and Political Development of British-India & Pakistan	PLO1, PLO3, PLO9
0312-104	Patriotism, Ethics and Leadership	PLO7, PLO9, PLO10
0312-105	Ancient & Medieval Political Thought	PLO1, PLO2
0312-106	Principles of Public Administration	PLO1, PLO6
0312-107	Government and Politics of Bangladesh	PLO1, PLO3, PLO9
0312-108	Politics and Personalities	PLO2, PLO6, PLO7
0312-109	Principles of Economics	PLO2, PLO6
0312-110	Introduction to Computers and Digital Society	PLO8, PLO10
0312-201	Public Administration in Bangladesh	PLO1, PLO3, PLO6
0312-202	Local Governance: Theories & Practices	PLO3, PLO6, PLO9
0312-203	Peace and Conflict Studies	PLO2, PLO7, PLO9
0312-204	Government and Politics of East Asia	PLO3, PLO9
0312-205	Political History of the Modern World	PLO1, PLO3
0312-206	Comparative Politics and Political Analysis	PLO2, PLO3, PLO6
0312-207	Governance Studies	PLO1, PLO2, PLO6, PLO9
0312-208	Political Systems of Latin America and Africa	PLO3, PLO9
0312-209	Political Systems of the UK and USA	PLO3, PLO6
0312-210	Political Economy of Bangladesh	PLO2, PLO3, PLO6

Course No.	Course Title	PLOs Addressed
0312-211	Seminar	PLO4, PLO5, PLO7
0312-301	Civil Society, NGOs and Development	PLO6, PLO7, PLO9
0312-302	Political Systems of Southeast Asian Countries	PLO3, PLO9
0312-303	Political Sociology	PLO1, PLO2, PLO6
0312-304	Project Planning and Management	PLO4, PLO6, PLO7
0312-305	Introduction to International Politics	PLO1, PLO3, PLO9
0312-306	Early Modern Western Political Thought	PLO1, PLO2
0312-307	Sociology of Bangladesh	PLO2, PLO3, PLO9
0312-308	Democracy and Democratization	PLO2, PLO7, PLO9
0312-309	Constitution and Legislative Process of Bangladesh	PLO1, PLO3, PLO9
0312-310	Environmental Governance and Sustainable Development	PLO6, PLO9, PLO10
0312-311	Research Methodology for Social Sciences	PLO4, PLO5, PLO8
0312-312	Seminar	PLO4, PLO5, PLO7
0312-401	Globalization & International Financial Institutions	PLO3, PLO6, PLO9
0312-402	Human Resource Management	PLO6, PLO7, PLO10
0312-403	Introduction to Public Policy	PLO2, PLO3, PLO6
0312-404	Quantitative Research Methods in Social Sciences	PLO4, PLO8
0312-405	State and Human Rights	PLO7, PLO9
0312-406	Defense and Security Studies	PLO3, PLO6
0312-407	Introduction to Development Studies	PLO2, PLO6, PLO9
0312-408	Political Geography: Theories & Practices	PLO2, PLO3
0312-409	Gender and Community Development	PLO7, PLO9
0312-410	Government and Politics of Middle East	PLO3, PLO9
0312-411	Party Politics in Bangladesh	PLO2, PLO3, PLO6
0312-412	Research Monograph with Field Work	PLO4, PLO5, PLO7, PLO8

Part B

ACADEMIC REGULATIONS AND PROGRAMME STRUCTURE

1. Admission Eligibility

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

2. Admission

Students shall be admitted in the First Semester of an academic year of the BSS (Honours) programme in the Department of Political Science as per the University Rules.

3. Admission Cancellation

- a. If a student remains totally absent from all classes without any permission from the Department of Political Science for 04 (four) consecutive weeks or any period as may be specified by the University authority after the start 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 department of this University or in any other higher education institution, except for 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.
- 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 get re-admission to the same semester with the subsequent available batch.
- c. A student, failing to obtain the minimum Year Grade Point Average (YGPA) and respective minimum Earned Credit Points (ECP) for promotion from one academic year to the next, according to the 'Promotion' clause, shall have to get re-admission to the same year 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 get re-admission in the same semester with the subsequent available batch, provided that the maximum time limit for that particular semester and for the whole programme 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/Laboratory Practical/Home Assignment/ Internship/Fieldwork/Field Visit/Project Work/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 programme and shall be required to complete the programme within six academic years.
- 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. A re-admitted student failing to secure the Year Grade Point Average (YGPA) and minimum ECP in an academic year, as mentioned in Section 26, shall be dropped out of the BSS (Honours) programme.
- b. A student, failing to complete all eight semesters within six years, shall be dropped from the BSS (Honours) programme.

6. Name of the Degree

The Bachelor Programme under the Faculty of Social Science shall be a composite programme following the Semester System of learning, examination, and evaluation. The degree shall be a terminal degree and be named as 'Bachelor of Social Science' with Honours or BSS (Honours) Degree. The name of the Degree under the Faculty of Social Science shall bear the name of the respective subjects, e.g., BSS (Honours) in Political Science.

7. Academic Year

The academic year will be divided into two semesters. There will be FOUR academic years and EIGHT semesters of study for the Degree of Bachelor of Social Science/ BSS (Honours).

8. Designation of the Academic Year and Semesters:

Academic Years and Semesters will be designated as the

First Year: BSS Honours First Year First Semester & Second Semester (2026)

Second Year: BSS Honours Second Year First Semester & Second Semester (2027)

Third Year: BSS Honours Third Year First Semester & Second Semester (2028)

Fourth Year: BSS Honours Fourth Year First Semester & Second Semester (2029)

9. Academic Schedule

- a. **Number of weeks in each Semester:** 26 weeks for the Department of Political Science
- b. **Schedule of each Semester for the Department of Political Science:**
 - Teaching: 14 weeks
 - Preparatory Leave: 2 weeks
 - Examination Period: Up to 4 weeks
 - Result Publication: Up to 4 weeks
 - Semester Break: 2 Weeks

10. Programme and Degree

a. Programme

- b. The BSS (Honours) programme shall be of 04 (four) years duration, divided into 08 (eight) semesters. Each semester shall be of 26 (twenty six) 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, up to 04 (four) weeks for holding the semester final Examination, up to 04 (four) weeks for publication of results, and 02 (two) weeks for semester break.

11. Class Hours (Theory and Practical/ Sessional/Studio-based)

- a. **Theory Class:** 1 Credit =1 Class per Week (1 Hour) and so on.
- b. **Practical Class including Sessional/Studio-based Class:** 1 Credit = Class per Course/Week (2- 4 Hours) and so on.

12. Academic Year and Semester-wise Total Marks Distribution:

The programme shall include Theoretical/Taught course units, Fieldwork/Field Visit (if applicable)/ Internship/Project Work/Research Monograph/Research Project course, Seminar courses, and Viva-voce. Theoretical/Taught course units, Fieldwork/Field Visit /Internship/Project Work/Research Monograph/Research Project course, Seminar courses, and Viva-voce shall be distributed over the Semesters as follows:

Table: Semester and Year-wise Programme Structure

First Year (2025-2026)							
Year & Semester	Course No.	Course Title	Course Type	Credit	Exam Hours	Total Marks	Course Teacher
1 st Year 1 st Semester July-Dec 2025	0312-101	Political Theory	Core	3	3	100	QN
	0312-102	Principles of Political Organization	Core	3	3	100	SM
	0312-103	Constitutional and Political Development of British-India & Pakistan	Core	3	3	100	RA
	0312-104	Patriotism, Ethics and Leadership	GED	3	3	100	MH
	0312-105	Ancient & Medieval Political Thought	Core	3	3	100	TN
1 st Year 2 nd Semester Jan-June 2026	0312-106	Principles of Public Administration	GED	3	3	100	MR
	0312-107	Government and Politics of Bangladesh	Core	3	3	100	RA
	0312-108	Politics and Personalities	Core	3	3	100	BM
	0312-109	Principles of Economics	GED	3	3	100	Guest Teacher (GT)
	0312-110	Introduction to Computers and Digital Society	GED	3	3	100	Guest Teacher (GT)
	0312-111	Viva-voce		2		100	
Total				32		1100	
Second Year (2026-2027)							
Year & Semester	Course No.	Course Title	Course Type	Credit	Exam Hours	Total Marks	Course Teacher
2 nd Year 1 st Semester July-Dec 2026	0312-201	Public Administration in Bangladesh	Core	3	3	100	SM
	0312-202	Local Governance: Theories & Practices	Core	3	3	100	MH
	0312-203	Peace and Conflict Studies	Core	3	3	100	RP
	0312-204	Government and Politics of East Asia	Core	3	3	100	TN
	0312-205	Political History of the Modern World	Core	3	3	100	TR
2 nd Year 2 nd Semester Jan-June 2027	0312-206	Comparative Politics and Political Analysis	Core	3	3	100	AU
	0312-207	Governance Studies	Core	3	3	100	MMR
	0312-208	Political Systems of Latin America and Africa	Core	3	3	100	QN
	0312-209	Political Systems of the UK and the USA	Core	3	3	100	SMR
	0312-210	Political Economy of Bangladesh	Core	3	3	100	BM
	0312-211	Seminar	Core	2		100	
	0312-212	Viva-voce		2		100	
Total				34		1200	
Third Year (2027-2028)							
Year & Semester	Course No.	Course Title	Course Type	Credit	Exam Hours	Total Marks	Course Teacher
3 rd Year 1 st Semester July-Dec 2027	0312-301	Civil Society, NGOs and Development	Core	3	3	100	FT
	0312-302	Political Systems of Southeast-Asian Countries	Core	3	3	100	RP
	0312-303	Political Sociology	Core	3	3	100	SMR
	0312-304	Project Planning and Management	GED	3	3	100	Guest Teacher (GT)
	0312-305	Introduction to International Politics	Core	3	3	100	BM
	0312-306	Early Modern Western Political Thought	Core	3	3	100	TR

3 rd Year 2 nd Semester Jan-June 2028	0312-307	Sociology of Bangladesh	GED	3	3	100	QN
	0312-308	Democracy and Democratization	Core	3	3	100	
	0312-309	Constitution and Legislative Process of Bangladesh	Core	3	3	100	MR
	0312-310	Environmental Governance and Sustainable Development	GED	3	3	100	MH
	0312-311	Research Methodology for Social Sciences	Core	3	3	100	AU
	0312-312	Seminar	Core	2		100	
	0312-313	Viva Voce		2		100	
Total				37		1300	

Fourth Year (2028-2029)							
Year & Semester	Course No.	Course Title	Course Type	Credit	Exam Hours	Total Marks	Course Teacher
4 th Year 1 st Semester July-Dec 2028	0312-401	Globalization & International Financial Institutions	GED	3	3	100	
	0312-402	Human Resource Management	GED	3	3	100	Guest Teacher (GT)
	0312-403	Introduction to Public Policy	Core	3	3	100	FT
	0312-404	Quantitative Research Methods in Social Sciences	GED	3	3	100	Guest Teacher (GT)
	0312-405	State and Human Rights	Core	3	3	100	TN
	0312-406	Defense and Security Studies	GED	2	2	100	-
4 th Year 2 nd Semester Jan-June 2029	0312-407	Introduction to Development Studies	Core	3	3	100	FT
	0312-408	Political Geography: Theories & Practices	Core	3	3	100	BM
	0312-409	Gender and Community Development	GED	3	3	100	MR
	0312-410	Government and Politics of Middle East	Core	3	3	100	TR
	0312-411	Party Politics in Bangladesh	Core	3	3	100	SM
	0312-412	Research Monograph with Field Work	Core	3		80+20 =100	
	0312-413	Viva-voce		2		100	
Total				37		1300	
Grand Total				140		4900	

[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; **MH:** Dr. A.K.M. Mahmudul Haque; **SM:** Dr. Md. Sultan Mahmud; **TR:** Dr. Tareque M. Taufiqur Rahman; **QN:** Dr. Mst. Quamrun Nahar; **MR:** Dr. S.M. Mokhlasur Rahman; **TN:** Mr. Md. Tareq Nur; **BM:** Dr. Bibi Morium; **RP:** Dr. Most. Rukshana Parvin]

13.

- a. **Marks Distribution for Theoretical Course**
 - i. Class Attendance/Participation. 10%
 - ii. Class Test/Assessment/Mid-Term/Quiz: 20%
 - iii. Final Examination; 70%
- b. **Marks Distribution for Practical/Sessional/Studio-based/Seminar course**
 - i. Class Attendance/Participation: 10%
 - ii. Continuous Assessment and/or Report: 30%
 - iii. Practical Examination: 60%
- c. For each theoretical/taught course unit, there shall be 3-hour lectures per week for 3-credit courses, and 02-hour (two) lectures per week for 2-credit courses.
- d. Full marks in each 2/3-credit course unit (theoretical/taught course, Internship/Fieldwork/Field Visit/Project Work/Research Monograph) shall be 100, and the total marks for the whole programme shall be 4900.

14. Class Attendance Requirements to Participate in the Semester Final Examination

A student with a minimum 75% class attendance (regular) will be allowed to participate in the semester final examination. But a student with a score in the range of less than 75% and equal to or above 60% will be declared non-collegiate and will be allowed to sit for the semester final examination with a fine of Tk. 1000/-. A student with less than 60% class attendance will be considered as dis-collegiate and will not be allowed to sit for the semester final examination, and in such a case, he/she shall have to re-admit to the next available batch.

For assessment purposes, 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.

15. Practical Examination /Sessional/Studio-based courses

Practical/Sessional/Studio-based course examiner will be internal, with an external examiner from outside the department or university.

Sessional/Studio-based course examiner will be internal, with an examiner from the enlisted panel.

16. Viva-Voce

At the end of the second semester of each academic year, the Viva Voce examination will be conducted by the examination committee in the presence of an external member from outside the department or university.

17. Teaching Feedback

All students will be allowed to express their own opinion regarding course teaching performance in a prescribed form, and it should be evaluated confidentially by the departmental academic or special evaluation committee or by the central evaluation committee.

18. Class Attendance Record for Students

It will be recorded electronically in every class and finally be handed over to the Chairman, and will be preserved as an examination record for future examination committees.

19. Midterm/Class Test/Class Assessment

The teachers of the courses will assess class tests and provide students with feedback on all types of continuous assessments. It should be evaluated by the course teachers, and marks with scripts will be submitted to the examination committee for preservation. Before the final examination, the teacher must submit the marks along with the scripts or relevant materials to the examination committee or examination controller.

20. Examination Committee

- a. There will be separate examination committees for each academic year proposed by the departmental academic committee. The same examination committee will conduct both the semester examinations of the same year. The examination committee will consist of five members.
 - i. Chairman of the committee and three members among the teachers of the department.
 - ii. One external member from outside the department, institute, or university.
- b. There will be one to three additional committee members for the GED courses from the relevant departments (if applicable).

21. Language of Instruction

The language of instruction for the BSS (Honors) programme under the Faculty of Social Science shall be either in Bangla or English, as may be prescribed by the concerned department(s).

22. Evaluation/Grading System

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

i. (a) 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:

Marks on Class Attendance / Participation

Attendance	Marks (%)
90% and above	10
85% to below 90%	9
80% to below 85%	8
75% to below 80%	7
70% to below 75%	6
65% to below 70%	5
60% to below 65%	4
Less than 60%	0

(b) The scripts of the Semester Final Examination/Reports of Internship or Fieldwork or Project Work or Research Monograph or Research Project 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 into consideration. 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

Marks Obtained	Letter Grade	Grade Point
80% and above	A+ (A Plus)	4.00
75% to less than 80%	A (A regular)	3.75
70% to less than 75%	A- (A minus)	3.50
65% to less than 70%	B+ (B plus)	3.25
60% to less than 65%	B (B regular)	3.00
55% to less than 60%	B- (B minus)	2.75
50% to less than 55%	C+ (C Plus)	2.50
45% to less than 50%	C (C regular)	2.25
40% to less than 45%	D (D regular)	2.00
Less than 40%	F (Fail)	0.00

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. Along with the theoretical courses of the 4th Year 2nd Semester, a student shall undergo an Internship/Project Work/Research Monograph/Research Project/Fieldwork/Field Visit, and shall write a report which shall be handed over to the 4th Year Examination Committee. The Department shall determine the duration of completing the Internship/Project Work/Research Monograph/ Research Project/Fieldwork. The students may be notified earlier at the beginning of the 4th Year 1st Semester (if the departments feel to do so) about the specific Internship/Project Work/Research Monograph/Research Project/Fieldwork/Field Visit, which they have to complete in the 4th Year 2nd Semester Final Examination. The Internship/Project Work/Research Monograph/Research Project/Fieldwork/Field Visit 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.

23. Definition of Courses

The curriculum of different departments shall consist of four types of courses as follows:

- a. **Theoretical Course:** Includes class lecture, discussion, academic task, assignment, debate, class report, etc.
- b. **Practical Course:** Include Lab Experiment/Internship/Research Monograph/Research Project/Project Work/Fieldwork and Case study.
- c. **Seminar Course:** Students or student groups shall choose one or more topics relating to the courses being taught, 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. Students or student groups will be guided for the seminar course by a teacher from the department assigned by the Academic Committee.
- d. **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.

24. Annual Promotion/YGPA and Credit Requirement

- a. The Minimum Year Grade Point Average (YGPA) will be: 2.00, 2.25, 2.50, and 2.50, respectively, for First Year, Second Year, and so on.

Class Year	Minimum YGPA	Minium ECP
First Year	2.00	23 (Out of 32)
Second Year	2.25	25 (Out of 34)
Third Year	2.50	28 (Out of 37)
Fourth Year	2.50	28 (Out of 37)

- b. A maximum of 9 credits can be relaxed in one year. If a student fails to meet the annual YGPA and Credit requirement, he/she will be re-admitted in the same year or the next academic year. If a student loses more than 9 credits in the first semester, he/she will be permitted to get readmission in the same semester in the next academic year.
- c. A readmitted student may seek exemption (in any semester) from retaking the courses in which they have already obtained GP 2.75 [LG B- (B minus) or above. In this case, the previously obtained grades in these courses shall be retained when calculating YGPA.
- d. In order to advance to the next academic year, 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.

25. Conditions for Award of Degree

In order to obtain the Bachelor's/Bachelor's (Honors) Degree, a student must fulfill the following conditions.

- i. Bachelor/Bachelor (Honors) Degree program must be completed within a minimum period of 4 and a maximum of 6 academic years from the date of admission for all the Faculty of Social Science. No student will be allowed to stay for more than two consecutive terms in the same semester/year. No student will be allowed to be readmitted more than two consecutive times in the same year.
- ii. The minimum CGPA for awarding a Bachelor's/Bachelor (Honors) Degree is 2.50 out of 4.0.
- iii. Total Credit Points required for awarding a Bachelor's/ Bachelor (Honors) Degree is 140, with an exemption of a maximum of 8 credits.
- iv. Fourth year student eligible for Course Improvement (minimum YGPA 2.50 and maximum credit loss of 9 credits), but not eligible for Award of Degree, will have a result status "Incomplete".
- v. The minimum passing LG shall be 'D' (GP 2.00) in each course.

26. Course Improvement

- i. A student fulfilling annual YGPA and credit requirements will be allowed to improve theoretical course grades or clear F-grades for a maximum of 9 credits altogether. The student will be allowed to appear once in the theoretical course improvement examination in the immediately next similar semesters. To clear F-grades in theoretical and practical sessional studio/viva-voce, etc., courses, the candidate will be allowed to appear in the examination a maximum of two times in immediate consecutive similar semesters. For the fourth year, this opportunity to clear F-grades will be allowed only once in the next immediate similar semester.
- ii. All improvements and F-clearance must be completed within 6 years of admission.
- iii. Theoretical course improvement will only be allowed if the earned grade is less than a letter grade B minus (B-, <2.75)
- iv. In practical/sessional/studio/viva voce. Courses that a student will be allowed to clear only with F grades.
- v. A readmitted student unable to attend classes or class tests will carry his/her previous marks in continuous assessment (CA).
- vi. In case a student fails to improve their course grade in the course improvement examination, the previous grade will remain valid.
- vii. Course improvements or F-clearance after the award of the degree will be treated as 'Result Improvement'.

27. Publication of Result

The Controller of Examinations, subject to the approval of the Vice-Chancellor, shall publish the semester-wise and year 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:

- a. The Semester Final Result Sheet shall show the LG and GP in each course, secured GPA, and ECP.
- b. 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.
- c. Both in the semester-wise and year 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.
- d. The Controller of Examinations shall publish the cumulative result of the BSS (Honours) programme and shall provide the Transcript showing course-wise LG, GP, ECP, and CGPA of the students.

28. Title of Semester Final Examination(s)

Class Year and Semester	Title of Examination(s)
First Year: First Semester	BSS Honours First Year First Semester Examination 2026
First Year: Second Semester	BSS Honours First Year Second Semester Examination 2026
Second Year: First Semester	BSS Honours Second Year First Semester Examination 2027
Second Year: Second Semester	BSS Honours Second Year Second Semester Examination 2027
Third Year: First Semester	BSS Honours Third Year First Semester Examination 2028
Third Year: Second Semester	BSS Honours Third Year Second Semester Examination 2028
Fourth Year: First Semester	BSS Honours Fourth Year First Semester Examination 2029
Fourth Year: Second Semester	BSS Honours Fourth Year Second Semester Examination 2029

29. 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 C1, C2, C3, C4, C5, and C6, and his/her secured grade points (vis-a-vis the LGs) are G1, G2, G3, G4, G5, and G6, respectively then his/her GPA in a particular semester is given by:

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

Course	Credit	Letter Grade (LG)	Grade Point (GP)
0312-206	3	A-	3.5
0312-207	3	B	3.0
0312-208	3	A	3.75
0312-209	3	B+	3.25
0312-210	3	B-	2.75
0312-211	2	A+	4.0

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

$$= 3.338$$

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) programme.

30. Examination Procedures, Mark Submission, and Result Publication Timeline

The entire result publication process will be conducted through an online process. The Exam Committee, Examiners, and other relevant personnel must perform the following roles to ensure the timely publication of the results.

1. The examination committee, headed by the committee chairman, will first assign the Question Setters and the First and Second Examiners (creating the ID).
2. Within 7 days of the Midterm or Internal Evaluation, the course teachers (preferably the First Examiner) will submit the marks in online platform.
3. Within 7 days of completing the course, teachers (preferably the First Examiner) will submit the class attendance for the respective courses online.
4. The chairman of the examination committee, in collaboration with the Exam Controller, will set a schedule for the submission of final examination marks for each course after assigning the scripts to the examiners.
5. The respective examiners are required to submit the final examination marks for their assigned courses within 15 days of receiving the scripts.

6. If any examiner fails to submit the final examination marks within 15 days of the assigned date of script distribution, they must inform the chairman of the examination committee before the end of the submission period. In this case, the chairman, in consultation with the examination committee, may extend the submission date for a maximum of 7 days.
7. For the third examination, the examination committee will complete the procedure within 7 days of the final submission of all course examination marks.
8. After completing the third examination procedures, the examination committee or tabulators will prepare the final results within a maximum of 7 days.

31. Adoption of Unfair Means

If any student adopts unfair means in any course of the Semester Final Examination or in the In-course/ 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.

32. Dean's Merit List

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

33. Execution of the Program

The respective statutory authority of the University shall design the curriculum, allocate courses to be taught among the teachers, constitute the 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 to the students indicating the contents and the textbooks 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, up to 04 (four) weeks for examination and up to 04 (four) weeks for the publications of the results of the semester, 02 (two) weeks for semester break, and report to the Controller of Examinations. However, the Dean of the Faculty of Social Science shall ensure that the programme of the departments is 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, moderate the questions, hold Semester Final Examinations, and Viva-voce.
- d. 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 year. For the publication of year-wise and consolidated results, the Chairman of the Examination Committee shall submit the Tabulation Books and the 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-Term/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.

34. 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	• 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	• In most respects (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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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.

35. Plagiarism and AI Policy for Academic Integrity

This policy is to guide undergraduate students of the Department in maintaining academic honesty, originality, and ethical use of knowledge in all forms of academic work, including assignments, seminar papers, research monographs etc. The Department recognizes that plagiarism—copying or presenting others' ideas, words, or work without proper acknowledgment—is a serious academic offence. In addition, with the growing use of Artificial Intelligence (AI) tools in academic activities, clear guidelines are necessary to ensure that such technologies support learning without undermining independent thinking and scholarly integrity.

Accordingly, while limited and transparent use of AI may be permitted for academic support, students must not present AI-generated content as their own work in assignments, seminar papers, research monographs and other academic researches without proper disclosure. All submitted work must reflect the student's own analysis and understanding, supported by appropriate citation and referencing practices. This policy aims to cultivate critical thinking, intellectual honesty, and responsible use of both traditional and AI-assisted sources in undergraduate academic practice.

1. Plagiarism Policy

1.1 Definition of Plagiarism

'Plagiarism' is a term widely used in academic research to mean copying, or using another person's work, words, images, opinions, discoveries, artwork, music, recordings or computer-generated work such as computer programs, software, websites, the Internet or other electronic resources, either published or unpublished, as one's own personal work intentionally or unintentionally without duly acknowledging the original source.

1.2. Types of Plagiarism

Plagiarism includes two basic types—Intentional and Unintentional. Intentional plagiarism consists of sources not cited, plagiarism, and sources cited but still plagiarized. Non-intentional plagiarism is the situation where an author does not conform to orthodox standards for referencing. It is also a situation

where the writer imitates a source text written in a language that the writer does not understand the technical and conceptual meaning and thus lacks the ability to present the ideas in his/her own words.

1.3. Examples of Plagiarism

Examples of plagiarism include:

- (a) Direct replication of one's work without duly acknowledging the original source;
- (b) Reproducing or transcribing work from one language to another without acknowledging the source;
- (c) Rewording of your own work or that of another without appropriately acknowledging the source;
- (d) Piecing together sections of the works of others or one's own into a new whole;
- (e) Resubmitting work that has hitherto been graded;
- (f) Presenting a jointly produced work (in whole or in part) as one's own independent work;
- (g) Presenting the works of students with or without their consent as one's own; and
- (h) Making use of professionals or professional agencies in producing one's work or submitting works that have been written on one's behalf.

2. Policy on the Use of Artificial Intelligence (AI)

It is still early days and very few universities worldwide have adopted limits for AI use in percentages. Most leading universities are focusing on educating users on the ethical use of AI.

The University of Rajshahi has obtained licences of iThenticate/Turnitin that checks for AI usage in addition to plagiarism / text similarity. This claims to identify separately

- Likely AI-generated text is highlighted cyan.
- Likely AI-generated text that was also likely AI-paraphrased highlighted in purple.

Keeping the above, and our own practicalities in mind, the following policy is recommended:

- a) Plagiarism / Text similarity is to be checked independently of AI following existing rules. The recommendations on AI do not replace those, rather, these are additional requirements.
- b) The maximum limit for AI-generated text should not be more than 30%, whereas the sum of the two types of AI use detected by iThenticate/Turnitin should not be more than 60%.
- c) The **use of generative AI is not allowed** for the Abstract and Conclusions, and discouraged for the chapters on Results and Discussion (or if named differently, chapters relating to these).
- d) The attached guideline is to be provided to all candidates submitting a dissertation.
- e) The guideline includes a Declaration/Checklist that must be placed at a suitable place before the Abstract, i.e. in the Front-matter of a dissertation. The iThenticate/Turnitin report is to be submitted with the dissertation.

3. Ethical Use and Disclosure of AI

The appended declaration is part of the policy of the University of Rajshahi on the ethical and responsible use of Artificial Intelligence (AI) tools in academic research. It aims to promote transparency, ensure academic integrity and align with global best practices on the integration of AI in higher education. The declaration must be placed at a suitable place before the Abstract, i.e. in the Front-matter of a dissertation.

3.1 Definitions

AI tools: Any digital service using artificial intelligence, including generative AI (e.g. ChatGPT, Elicit, Grammarly, Jenni, Paperpal, Quillbot, Scite, Thesify etc.).

AI-assisted writing: Use of AI for minor language, grammar, formatting or structural suggestions.

AI-generated writing: Use of AI to produce substantial content, such as paragraphs, analysis or arguments.

3.2 Scope and Ethical Use Guidelines

- a) Students may use AI for supportive purposes such as language correction, data visualization and formatting assistance.
- b) The **use of generative AI is not allowed** for the Abstract and Conclusions, and discouraged for the chapters on Results and Discussion (or if named differently, chapters relating to these).
- c) For other chapters, the use of AI to generate original content **must be clearly disclosed** and may be subject to further ethical review.
- d) The use of AI must not compromise the originality of the thesis or mislead regarding authorship.
- e) Students are responsible for ensuring that the content represents their own intellectual work.
- f) It should be remembered that plagiarism is a separate issue, and is checked for independently of AI use. Students should remain careful that AI-generated content rely on other sources and may result in plagiarism.

3.3 Declaration on the Use of AI

I declare the following use of AI in my dissertation:

☐ Generative AI **has not been used** for the Abstract or the Conclusions [tick to confirm].

I list below, where and what tools have been used and how they have been used:

	Use	AI Tool(s) used	Which chapter(s) and how many paragraphs/pages?
☐	Background study		
☐	Literature review		
☐	Collecting secondary data		
☐	Generating figures and tables (use also needs to be mentioned in the text and captions)		
☐	Checking language and grammar		
☐	Preparing and correcting the Bibliography / References		
☐	Generating first draft from a few points		
☐	Creating summary from text		
☐	Rewriting / paraphrasing text		
☐	Other		

[Note: Add rows for other uses not listed in the Table. There is no need to mention web or database search, citation formatting, or spell and grammar checks run within word processors, even if some of these services may rely on AI or have generative components.]

I hereby certify that this declaration is complete to the best of my knowledge. I understand that the omission or misrepresentation of my reliance on AI will be considered fraud.

Signature: _____

Name: _____

Student ID: _____

Signature of the Supervisor: _____

4. Violations and Penalties

Any violation of this policy, including plagiarism or misuse of Artificial Intelligence (AI), will be treated as academic misconduct. Students found in breach of the policy may face penalties such as grade reduction, failure in the assignment or course, or further disciplinary action in accordance with the rules and regulations of the University of Rajshahi. The severity of the penalty will depend on the nature and extent of the violation.

5. Implementation and Responsibility

The Department of Political Science shall be responsible for implementing this policy. Course instructors will provide necessary guidance on plagiarism and ethical AI use, monitor student work, and ensure compliance with the policy. Students are expected to familiarize themselves with these guidelines and uphold the principles of academic integrity in all forms of academic work, including assignments, seminar papers, research monographs, etc.

Part C

COURSE OUTLINES

FIRST YEAR

First Semester (2025-2026)

COURSE OUTLINE

COURSE 0312-101: POLITICAL THEORY

Part A: Course Overview

- | | |
|-----------------------|--|
| 1. Course Code | : 0312-101 |
| 2. Course Title | : Political Theory |
| 3. Course Type | : Core (Theoretical) |
| 4. Year and Semester | : 1 st Year, 1 st Semester |
| 5. Academic Session | : 2025–2026 (July–December) |
| 6. Course Teacher | : Dr. Mst. Quamrun Nahar, Professor, Department of Political Science, University of Rajshahi |
| 7. Pre-requisite | : Enrolled at the first semester as per the university rules |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10) |

11. Rationale of the Course:

Political Theory refers to reasons why the course is important and worth learning. It explains the nature, purpose and functioning of the state, government, power, authority and political Institutions. Political Theory encourages students and people to analyze political ideas, politics, and institutions logically rather than accepting them. It will help the students to understand the concepts such as liberty, equality, Justice, rights and democracy. Political Theory provides the students about the principles for evaluating political decisions and public policies, helping leaders, citizens and students make ethical and rational choices. The rationale of the course of Political Theory is to equip students with the knowledge and analytical skills needed to understand political life, evaluate political ideas and institutions and participate effectively and responsibly in democratic society.

12. Course Objectives (CO):

- CO1:** To understand political concepts such as the state, government, authority, liberty, equality, property and rights.
- CO2:** To provide guidelines for good governance by identifying the principles of justice, accountability, democracy and the rule of law.
- CO3:** To explain political institutions by examining how governments and political systems are organized and function.
- CO4:** To promote critical thinking by encouraging the analysis and evaluation of political issues from different perspectives.
- CO5:** To solve political and social problems by applying political principles to issues such as on equality, conflict, human rights and public policy.

CO6: To promote democratic values by encouraging participation, tolerance, freedom and respect for the rights of others.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: At the end of the course students be able to-

CLO1: Define and explain the meaning, nature, scope and significance of Political Theory as well as related all.

CLO2: Understand and analyze the key political concepts such as state, government, sovereignty, law, rights, liberty, equality, property, nation and nationality and electoral system.

CLO3: Demonstrate an understanding of democratic values, citizenship, human rights and political participation.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2		✓								
CLO3										✓

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to political Science, Nature & Scope, Political Science as a science, Relations with other Social Sciences	Lecture, discussion	Class participation	CLO1
Week 2	Political Theory: Meaning, nature, scope and importance, Thought and philosophy, Approaches to the study of political science.	Lecture, discussion	Oral questioning	CLO1, CLO2
Week 3	State: Concept, Meaning and definition, elements, nature, origin, development and purposes	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	Sovereignty: Meaning, Definition, characteristics, Types, theories, Importance, limitations	Lecture, discussion	In-course Exam 1	CLO1, CLO2
Week 5	Political Obligation: Meaning and Definition, Nature, Theories, Political Obligation and Obedience to State, Relation between Political Obligation and Individual Freedom, Political Obligation and Democracy	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	Law: Meaning and Definition, Nature, Kinds, Sources, Relation between Law and freedom, Law and	Lecture, discussion	Case-based discussion	CLO1, CLO2

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
	Social Change, Constitution Law, Human Rights and Law, Gender equality and law			
Week 7	Rule of Law: Meaning and Definition, Historical Development, Essential Features, Rule of Law and Judicial Independence, Rule of Law and Democracy	Lecture, discussion	In-course Exam 2	CLO1, CLO2
Week 8	Right: Meaning and definition, Classifications, Fundamental Rights, Civil, Political, Social and Economical Right, Human Rights as adopted	Lecture, comparative analysis	Reflective note	CLO1, CLO2, CLO3
Week 9	Liberty: Meaning and definition, Nature Types, Safeguards, Liberty and Law Limitations	Lecture, comparative analysis	Assignment 1	CLO1, CLO2, CLO3
Week 10	Equality: Meaning, Nature and Scope, Types, Equality and Liberty,	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Property: Meaning and Definition, Types, Theories, Importance Arguments for and against private property, Property and Justice	Lecture, discussion	Assignment 2	CLO2, CLO3
Week 12	National and Nationality: Meaning, Elements of Nationality, Nationalism and Ultra Nationalism Internationalism, Difference, Merits and Demerits, Right of Self Determination, Globalization	Lecture, discussion	Quiz	CLO2, CLO3
Week 13	Electorate and Electorate System: Meaning, Role, Feature and functions, Kinds and Recent Trends, Voter and Voting Behaviour Political Parties and Election	Lecture, discussion	Group presentation	CLO2, CLO3
Week 14	Democracy: Meaning and Definition, Evolution, Types, Features, Democracy and Election, Democracy in Bangladesh, Conditions	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- 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.

ড. সুলতান মাহমুদ, (অনূদিত), *রাজনৈতিক দর্শন*, ঢাকা: শব্দশৈলী, ২০২৬।

ড. মোঃ মকসুদুর রহমান (২০২৫), *রাষ্ট্রীয় সংগঠনের রূপরেখা*, আলোয়া বুক ডিপো।

COURSE OUTLINE

COURSE 0312-102: PRINCIPLES OF POLITICAL ORGANIZATION

Part A: Course Overview

- | | |
|-----------------------|--|
| 1. Course Code | : 0312-102 |
| 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. Year and Semester | : 1 st Year, 1 st Semester |
| 5. Academic Session | : 2025–2026 (July–December) |
| 6. Course Teacher | : Dr. Md. Sultan Mahmud, Professor, Department of Political Science, University of Rajshahi |
| 7. Pre-requisite | : Enrolled at the first semester as per the university rules |
| 8 Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10) |

11. Rationale of the Course:

Political organization provides the institutional foundation of the modern state and its system of governance. This core theoretical course introduces students to the fundamental concepts, principles, and institutions of political organization, including the constitution, forms of government, organs of the state, democracy, political parties, public opinion, and the rule of law. It also offers a comparative understanding of the constitutional and political systems of the United Kingdom, the United States of America, and Russia. The course develops students' analytical understanding of political and legal institutions and prepares them for advanced studies in political science and related disciplines.

12. Course Objectives (CO):

- CO1:** To introduce students to the fundamental concepts, principles, and institutional foundations of political organization.
- CO2:** To develop students' understanding of constitutions, forms of government, and the structure and functions of the principal organs of government.
- CO3:** To familiarize students with key political institutions and concepts, including democracy, political parties, public opinion, the rule of law, and the separation of powers.
- CO4:** To enable students to compare and evaluate the constitutional and political systems of the United Kingdom, the United States of America, and Russia using comparative political analysis.
- CO5:** To develop students' analytical and critical thinking skills for understanding the organization, functioning, and contemporary challenges of political institutions in different political systems.

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

- CLO1:** Explain the fundamental concepts, principles, and institutional structures of political organization, including constitutions, forms of government, and the organs of the state.
- CLO2:** Analyze and compare the constitutional and political systems of the United Kingdom, the United States of America, and Russia with reference to their governmental institutions and distribution of powers.
- CLO3:** Evaluate political institutions and their relationships in promoting democratic governance and the rule of law across different political systems.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2		✓								
CLO3						✓				

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLO(s)
Week 1	Introduction to Political Organization: Meaning, Nature, Scope and Importance	Lecture, interactive discussion	Class participation	CLO1
Week 2	Constitution: Meaning, Sources, Methods of Establishing Constitutions	Lecture, discussion	Oral questioning	CLO1
Week 3	Classification of Constitutions, Supremacy of the Constitution, Amendment Process	Lecture, comparative discussion	Quiz	CLO1
Week 4	Forms of Government: Unitary and Federal Governments; Parliamentary and Presidential Systems; Constitutional Government	Lecture, comparative analysis	Short written test	CLO1, CLO2
Week 5	Federal Government: Nature, Characteristics, Prerequisites of Federation, Distribution of Powers	Lecture, group discussion	In-course Examination 1	CLO2
Week 6	Representation in Federal Legislature, New Trends in Federalism, Comparison between American and Indian Federations	Lecture, comparative discussion	Reflective note	CLO2
Week 7	Legislature: Structure, Functions, Legislative Process, Delegated Legislation	Lecture, case discussion	Assignment 1	CLO3
Week 8	Executive: Forms, Powers and Functions; Relationship with Legislature	Lecture, discussion	Case-based discussion	CLO3
Week 9	Judiciary: Functions, Independence of Judiciary, Judicial Review (USA) and Parliamentary Sovereignty (UK)	Lecture, comparative analysis	In-course Examination 2	CLO2, CLO3
Week 10	Separation of Powers: Origin, Significance, American and British Practices, Criticisms	Lecture, interactive discussion	Oral questioning	CLO3
Week 11	Political Parties: Origin, Development, Types, Functions; Political Parties vs. Pressure Groups	Lecture, group discussion	Assignment 2 / Report	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLO(s)
Week 12	Public Opinion: Meaning, Importance and Agencies of Public Opinion	Lecture, discussion	Quiz	CLO3
Week 13	Comparative Political Institutions of the United Kingdom, United States of America and Russia	Lecture, comparative analysis, student presentation	Group presentation	CLO2, CLO3
Week 14	Contemporary Issues in Political Organization, Course Review and Comparative Synthesis	Lecture, review session, open discussion	Comprehensive review	CLO3

Remarks

- **Co-curricular Activities:** Classroom discussions, group presentations, comparative case analyses, quizzes, report writing, and assignments are integrated throughout the course.
- **Teaching-Learning Methods:** Lectures, interactive discussions, comparative analyses, case studies, presentations, and participatory learning.
- **Assessment Methods:** Class participation, quizzes, oral questioning, assignments, reflective notes, two in-course examinations, group presentations, and semester final examination.

This course plan is fully aligned with the **Outcome-Based Education (OBE)** framework and matches the structure used in the revised Rajshahi University course outline template.

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a balanced combination of formative and summative assessment methods to ensure the achievement of the Course Learning Outcomes (CLOs). Formative assessment will be conducted throughout the semester through in-course examinations, quizzes, assignments, surprise test, open book test, presentations, class participation, and attendance, providing continuous feedback on students' conceptual understanding, analytical ability, and communication skills. Summative assessment will consist of a comprehensive three-hour Semester Final Examination covering the entire course content. The assessment process is designed to evaluate students' knowledge, critical thinking, comparative analysis, and application of political concepts and institutions in accordance with the principles of Outcome-Based Education (OBE).

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who are unable to participate in an in-course examination, presentation, or other continuous assessment due to illness or other unavoidable circumstances must inform the Course Teacher promptly and submit a written application with valid supporting documents. Subject to approval by the Course Teacher and/or the Departmental Academic Committee, the student may be allowed to take a make-up assessment or an alternative assessment of equivalent academic standard in accordance with the rules and

regulations of the University of Rajshahi. Requests for make-up assessment should normally be submitted within seven (7) working days of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- Agarwal, R.C. (2009). *Political Theory*. New Delhi: S. Chand and Com.
- Corry, J.A. (1963). *Democratic Government and Politics*. Toronto: University Press.
- Curtis, Michael (1978). *Comparative Government and Politics*. New York: Harper & Row Publishers.
- Dacey, 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.
- Garner, J.W. (1951). *Political Science and Government*. Calcutta: World Press.
- Gettell, R.G. (1967). *Political Science*. Calcutta: The World Press (P) Ltd.
- 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.
- Halim, Abdul (2016). *Constitution, Constitutional Law and Politics: Bangladesh Perspective*, CBC Foundation.
- 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 Crotts.
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- মাহমুদ, সুলতান (২০২৫), *রাজনৈতিক দর্শন*, ঢাকা: শব্দশৈলী।
- মাহমুদ, সুলতান (২০২৬), *শান্তি ও সংঘাত অধ্যয়ন*, ঢাকা: অবসর প্রকাশনা সংস্থা।
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- মাহমুদ, সুলতান (২০২০), *রাজনীতি অভিধান*, ঢাকা: আলোয়া বুক ডিপো।
- মাহমুদ, সুলতান (২০২৬), *বিশ্ব রাজনীতি: অতীত ও বর্তমান (নতুন সংস্করণ)*, ঢাকা: আলোয়া বুক ডিপো।
- মাহমুদ, সুলতান (২০২১), *আন্তর্জাতিক সম্পর্ক: মূলনীতি ও পররাষ্ট্রনীতি*, ঢাকা: আলোয়া বুক ডিপো।
- হালিম, আব্দুল (২০১৫), *সংবিধান, সাংবিধানিক আইন ও রাজনীতি: বাংলাদেশ প্রসঙ্গ*, ঢাকা, সিবিসি ফাউন্ডেশন।

COURSE OUTLINE

COURSE 0312-103: CONSTITUTIONAL AND POLITICAL DEVELOPMENT OF BRITISH-INDIA & PAKISTAN

Part A: Course Overview

- | | |
|-----------------------|--|
| 1. Course Code | : 0312-103 |
| 2. Course Title | : Constitutional and Political Development of British-India & Pakistan |
| 3. Course Type | : Core |
| 4. Year and Semester | : 1 st Year, 1 st Semester |
| 5. Academic Session | : 2025–2026 (July–December) |
| 6. Course Teacher | : Dr. Md. Ruhul Amin, Professor, Department of Political Science, University of Rajshahi |
| 7. Pre-requisite | : Enrolled at the first semester as per the university rules |
| 8 Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10) |

11. Rationale of the Course:

The constitutional and political development of British India and Pakistan provides the historical and institutional foundation for understanding the emergence of Bangladesh as an independent state. This course examines the major constitutional reforms, political movements, and socio-political transformations that shaped the Indian subcontinent during the British colonial and Pakistani periods. It explores the evolution of political institutions, constitutional governance, nationalism, communal politics, and the struggle for self-determination. By linking historical developments with the political realities of contemporary Bangladesh, the course develops students' analytical understanding of constitutional evolution, democratic movements, and nation-building, while preparing them for advanced study in Bangladesh politics, constitutional studies, and comparative political development.

12. Course Objectives (CO):

- CO1:** To provide students with a comprehensive understanding of the constitutional and political evolution of British India and Pakistan from colonial rule to the emergence of Bangladesh.
- CO2:** To develop students' knowledge of the major constitutional reforms, political institutions, and administrative changes introduced during the British and Pakistani periods.
- CO3:** To examine the historical development of nationalism, political movements, communal politics, and the role of political parties in shaping the politics of the Indian subcontinent.
- CO4:** To enhance students' understanding of the political, economic, cultural, and constitutional conflicts between East and West Pakistan that contributed to the rise of Bengali nationalism and the Liberation War of Bangladesh.
- CO5:** To develop students' analytical and critical thinking skills for evaluating the constitutional, political, and historical processes that influenced state formation, democratic development, and nation-building in South Asia.

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

- CLO1:** Explain the major constitutional reforms, political institutions, and administrative developments during the British colonial and Pakistani periods in the Indian subcontinent.

CLO2: Analyze the historical evolution of nationalism, political movements, communal politics, and the role of political parties in the constitutional and political development of British India and Pakistan.

CLO3: Evaluate the political, constitutional, economic, and cultural conflicts that shaped Bengali nationalism and the emergence of Bangladesh, and critically assess the constitutional, democratic, and nation-building processes in South Asia.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2			✓							
CLO3				✓						

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLO(s)
Week 1	Introduction to the Course: Colonialism, Constitutional Development and the Historical Background of British Rule in India	Lecture, interactive discussion	Class participation	CLO1
Week 2	Constitutional Reforms in British India: The Government of India Acts of 1909 and 1919	Lecture, document analysis	Oral questioning	CLO1
Week 3	Constitutional Reforms: The Government of India Act, 1935; Cripps Mission (1942); Cabinet Mission Plan (1946); Indian Independence Act (1947)	Lecture, comparative analysis	Quiz	CLO1
Week 4	Partition of Bengal (1905) and Annulment (1911); Rise of Nationalism and Communal Politics	Lecture, group discussion	Short written test	CLO2
Week 5	The Indian National Congress, All-India Muslim League, Lucknow Pact, Khilafat and Non-Cooperation Movements	Lecture, case discussion	In-course Examination 1	CLO2
Week 6	Bengal Pact, Lahore Resolution, United Bengal Scheme, Partition of India, and Opposition to the Pakistan Movement	Lecture, seminar discussion	Reflective assignment	CLO2
Week 7	Constitution-Making in Pakistan and Early Constitutional Developments	Lecture, interactive discussion	Assignment 1	CLO2, CLO3
Week 8	Political, Economic and Cultural Disparities between East and West Pakistan; Rise of Bengali Nationalism	Lecture, comparative discussion	Group discussion	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLO(s)
Week 9	The Language Movement (1952), United Front Election (1954), and the Twenty-One Point Programme	Lecture, documentary analysis	In-course Examination 2	CLO3
Week 10	The Six-Point Programme (1966), Eleven-Point Programme, and the Mass Upsurge of 1969	Lecture, case-based learning	Oral presentation	CLO3
Week 11	The General Election of 1970 and the Non-Cooperation Movement of 1971	Lecture, historical analysis	Assignment 2	CLO3
Week 12	The Liberation War of Bangladesh and the Break-up of Pakistan	Lecture, multimedia presentation, discussion	Quiz	CLO3
Week 13	Role of Political Parties and National Leadership in the Independence Movement of Bangladesh	Student seminar, lecture, group presentation	Group presentation	CLO3
Week 14	Constitutional Legacy of British India and Pakistan, Nation-Building in Bangladesh, and Course Review	Lecture, integrative discussion and review	Comprehensive review	CLO3

Co-curricular Activities

- Analysis of constitutional documents, including the Government of India Acts and constitutional proposals.
- Group presentations on major political leaders, constitutional reforms, and nationalist movements.
- Classroom debates on the Partition of India, the Pakistan Movement, and Bengali nationalism.
- Documentary viewing and discussion on the Language Movement and the Liberation War of Bangladesh.
- Preparation of historical timelines, policy briefs, and analytical reports on constitutional and political developments.
- Seminar presentations on the constitutional legacy of British India and Pakistan and its impact on contemporary Bangladesh.

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

The assessment of this course will follow the principles of Outcome-Based Education (OBE) through a combination of formative and summative assessment methods to ensure the achievement of the Course Learning Outcomes (CLOs). Formative assessment will be conducted throughout the semester through in-course examinations, quizzes, assignments, presentations, class participation, and attendance to evaluate students' understanding of constitutional and political developments in British India and Pakistan, as well as their analytical, historical, and critical thinking skills. Summative assessment will consist of a comprehensive three-hour Semester Final Examination covering the entire course. The assessment process is designed to measure students' ability to interpret historical events, analyze constitutional developments, evaluate political movements, and apply historical knowledge to the understanding of the emergence of Bangladesh.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who are unable to participate in an in-course examination, presentation, or other continuous assessment due to illness or other unavoidable circumstances must inform the Course Teacher promptly and submit a written application with valid supporting documents. Subject to approval by the Course Teacher and/or the Departmental Academic Committee, the student may be allowed to take a make-up assessment or an alternative assessment of equivalent academic standard in accordance with the rules and regulations of the University of Rajshahi. Requests for make-up assessment should normally be submitted within seven (7) working days of the missed assessment.

Part D: Learning Materials

16. Learning Materials

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Majumder, Rames Chandra (1963). *History of Freedom Movement in India*. Calcutta: K.L. Mukhopadhyay.

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

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

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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 প্যাকেজিং 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।

মাহমুদ, সুলতান (২০২১), *বাংলাদেশ সংবিধান: প্রেক্ষিত এবং প্রাসঙ্গিকতা*, ঢাকা: আলেয়া বুক ডিপো।

মাহমুদ, সুলতান (২০২৫), *রাজনৈতিক দর্শন*, ঢাকা: শব্দশৈলী।

মাহমুদ, সুলতান (২০২৬), *শান্তি ও সংঘাত অধ্যয়ন*, ঢাকা: অবসর প্রকাশনা সংস্থা।
মাহমুদ, সুলতান (২০২০), *বাংলাদেশে দলীয় রাজনীতি*, ঢাকা: অবসর প্রকাশনা সংস্থা।
মাহমুদ, সুলতান (২০২০), *রাজনীতি অভিধান*, ঢাকা: আলেক্সা বুক ডিপো।
মাহমুদ, সুলতান (২০২৬), *বিশ্ব রাজনীতি: অতীত ও বর্তমান (নতুন সংস্করণ)*, ঢাকা: আলেক্সা বুক ডিপো।
মাহমুদ, সুলতান (২০২১), *আন্তর্জাতিক সম্পর্ক: মূলনীতি ও পররাষ্ট্রনীতি*, ঢাকা: আলেক্সা বুক ডিপো।
হালিম, আব্দুল (২০১৫), *সংবিধান, সাংবিধানিক আইন ও রাজনীতি: বাংলাদেশ প্রসঙ্গ*, ঢাকা, সিবিসি ফাউন্ডেশন।
আহমেদ, ড. কফিল উদ্দিন (২০১০), *বাংলাদেশের সংবিধান ও রাজনীতি*, রাজশাহী: শাহ পীর চিশতি প্রিন্টিং প্রেস।
আহমদ, আবুল মনসুর (১৯৯৫), *আমার দেখা রাজনীতির পঞ্চাশ বছর*, ঢাকা: খোশরোজ কিতাব মহল।
রহমান, মো. আমিনুর (২০২১), *বাংলাদেশে আইন প্রণয়ন প্রক্রিয়া*, ঢাকা: সুচয়নী পাবলিশার্স, বাংলা বাজার।
আমিন, মো. রুহুল, *বাংলায় হিন্দু-মুসলিম সম্পর্ক (১৭৫৭-১৯১৬)*, উত্তরণ অফসেট প্রিন্টিং প্রেস, রাজশাহী।

COURSE OUTLINE

COURSE 0312-104: PATRIOTISM, ETHICS AND LEADERSHIP

Part A: Course Overview

1. Course Code	: 0312-104
2. Course Title	: Patriotism, Ethics and Leadership
3. Course Type	: GED (General Education)
4. Year and Semester	: 1 st Year, 1 st Semester
5. Academic Session	: 2025–2026 (July–December)
6. Course Teacher	: Dr. A.K.M. Mahmudul Haque, Professor, Department of Political Science, University of Rajshahi
7. Pre-requisite	: Enrolled at the first semester as per the university rules
8. Credit Value	: 3
9. Contact Hours	: 42 hours (3 hours/week × 14 weeks)
10. Total Marks	: 100 (Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Moral, ethical, and patriotic values, together with sound leadership qualities, are foundational to the personal development of young learners and to the wellbeing of society at large. As a General Education Discipline (GED) course offered in the very first semester of the 4-year integrated BSS (Honours) programme, this course lays the foundational ethical and civic groundwork upon which students' subsequent disciplinary study in political science will build. It introduces students to normative and applied ethical reasoning, the meaning and significance of patriotism, and the qualities of ethical leadership, while equipping them to critically examine governance, institutions, and social values through an ethical lens — thereby fostering responsible citizenship and future leadership potential.

12. Course Objectives (CO):

- CO1:** To introduce normative and empirical approaches to ethics and values and demonstrate their application to the analysis of governance, policies, and processes.
- CO2:** To examine in depth the major ethical questions raised within governance policies, structures, and processes.
- CO3:** To study the lives, ideologies, and contributions of eminent patriotic leaders and personalities of the world and their role in society and important movements.
- CO4:** To explore the correlation between governance and ethics and its relevance for policymakers, strategists, and citizens.

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

- CLO1:** Explain the meanings and importance of ethics and patriotism and their relationship with politics and governance.
- CLO2:** Develop personal ideologies and moral principles relating to ethics, patriotism, and leadership qualities, applicable in practical life and in national and international political contexts.
- CLO3:** Construct and articulate ethical arguments, applying such reasoning to issues of governance and nation-building.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1							✓			
CLO2							✓			
CLO3		✓								

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Patriotism: Meaning and Definitions; Types and Importance of Patriotism	Lecture, interactive discussion	Class participation	CLO1
Week 2	Patriotism: Machiavelli's View, Stephen Nathanson's View, and George Orwell's View	Lecture, comparative discussion	Oral questioning	CLO1, CLO2
Week 3	Patriotism and Nationalism	Lecture, guided discussion	Quiz	CLO1, CLO2
Week 4	Ethics: Concept and Theories of Ethics	Lecture, interactive discussion	Short written test	CLO1
Week 5	Significance of Ethics; Morals, Values and Ethics; Virtue Ethics	Lecture, group discussion	In-course Exam 1	CLO1, CLO2
Week 6	Erosion of Ethics: Causes and Impacts	Lecture, case discussion	Case-based discussion	CLO1
Week 7	Governance Ethics and Altruism; Ethics in Teaching-Learning	Lecture, discussion	Reflective note	CLO1, CLO3
Week 8	Workplace Ethics; Ethics in Governance; Academic Integrity and Institutional Integrity	Lecture, case examples	Assignment 1	CLO1, CLO3
Week 9	Applied Ethics with Reference to Bangladesh: Problems and Prospects of Public Sector Ethics; Political Ethics and Responsible Government	Lecture, discussion	In-course Exam 2	CLO1, CLO2, CLO3
Week 10	Leadership and Organizational Ethics; Ethical Decision-Making: Steps and Importance; Greipp's Model of Ethical Decision Making	Lecture, case analysis	Case-based discussion	CLO2, CLO3
Week 11	Environmental and Ecological Ethics: Principles, Importance and Current Issues; Ethics in Social Media and Communication	Lecture, discussion	Assignment 2	CLO1, CLO2

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 12	Leadership: Understanding Leadership and Misleadership; Character and Leadership	Lecture, interactive discussion	Oral questioning	CLO2, CLO3
Week 13	Ethical Leadership: Principles, Traits, Importance and Challenges; Virtues of Outstanding Leaders	Lecture, discussion	Group presentation	CLO2, CLO3
Week 14	Leadership in Action; Great Leaders of the World in Democratic and Socialistic Movements; Course Review	Lecture, synthesis discussion, review	Comprehensive review	CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment comprises two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' understanding of ethical concepts and patriotic and leadership values. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- Aristotle. (2009). *The Nicomachean Ethics* (D. Ross & L. Brown, Trans. & Eds.). Oxford: Oxford University Press.
- Badiou, A. (2002). *Ethics: An Essay on the Understanding of Evil*. London: Verso.
- Bowie, N. E. (2013). *Business Ethics in the 21st Century*. New York: Springer.
- Bowman, J. S., & West, J. P. (2015). *Public Service Ethics: Individual and Institutional Responsibilities*. Los Angeles, London, New Delhi, Singapore, Washington DC: Sage.

- Caiden, G. E. (2001). Corruption and Governance. In G. E. Caiden, O. P. Dwivedi, & J. Jabbra (Eds.), *Where Corruption Lives*. Bloomfield: Kumarian Press.
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- Drushel, B., & German, K. (Eds.). (2011). *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.
- Frederickson, H. G., & Hart, D. K. (1985). The Public Service and the Patriotism of Benevolence. *Public Administration Review*, 45(5).
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- Kleinig, J., Keller, S., & Primoratz, I. (2015). *Ethics of Patriotism: A Debate*. London: John Wiley & Sons.
- LaFollette, H. (2007). *Ethics in Practice: An Anthology*. Malden: Blackwell Publishing.
- Lillie, W. (1957). *An Introduction to Ethics*. London: Methuen and Co.
- McCollough, T. E. (1991). *The Moral Imagination and Public Life: Raising the Ethical Question*. Chatham: Chatham House Publishers.
- Ottenson, J. R. (2006). *Actual Ethics*. New York: Cambridge University Press.
- Sampford, C., & Preston, N. (Eds.). (1998). *Public Sector Ethics: Finding and Implementing Values*. London: Routledge.
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- Wieland, J. (2014). *Governance Ethics: Global Value Creation, Economic Organization and Normativity*. Switzerland: Springer International Publishing.

COURSE OUTLINE

COURSE 0312-105: ANCIENT & MEDIEVAL POLITICAL THOUGHT

Part A: Course Overview

- 1. Course Code** : 0312-105
- 2. Course Title** : Ancient & Medieval Political Thought
- 3. Course Type** : Core
- 4. Year and Semester** : 1st Year, 1st Semester
- 5. Academic Session** : 2025–2026 (July–December)
- 6. Course Teacher** : Md. Tareq Nur, Associate Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Enrolled at the first semester as per the university rules
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

An understanding of ancient and medieval political thought provides the essential intellectual foundation for the study of political science, situating contemporary political concepts within their historical origins. This course introduces students to the political philosophy of major ancient and medieval thinkers, including Socrates, Plato, Aristotle, St. Augustine, and St. Thomas Aquinas, examining enduring concerns such as justice, the ideal state, citizenship, and political obligation. As a core foundational course of the BSS (Honours) programme, it develops students' capacity to critically engage with foundational political texts.

12. Course Objectives (CO):

- CO1:** To teach the meaning and concerns of political thought and its historical trends.
- CO2:** To identify the contentions and predominant ideas of each historical period.
- CO3:** To relate ancient and medieval political ideas to contemporary politics.
- CO4:** To develop students' critical thinking regarding political realities of specific periods.
- CO5:** To provide ideas and strategies for addressing political challenges.

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

CLO1: Demonstrate knowledge of political thought in the ancient and medieval era.

CLO2: Compare thinkers on similar concepts and apply them to new situations.

CLO3: Enhance moral and ethical values drawn from ancient and medieval philosophy.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2		✓								
CLO3						✓				

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Political Thought; The Greek View on Politics and Institutions	Lecture, discussion	Class participation	CLO1
Week 2	The Greek City-State; Socrates and the Sophists	Lecture, discussion	Oral questioning	CLO1
Week 3	Plato's Republic: Concept of Justice, Idea of the State	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	Plato's Republic (continued): Education Theory, Selection between Classes	Lecture, discussion	In-course Exam 1	CLO1, CLO2
Week 5	Plato's Republic (continued): Emancipation of Male and Female, Joint Family and Marriage	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	Plato's Republic (continued): Philosopher King, Communism, Ideals and Practices	Lecture, discussion	Case-based discussion	CLO1, CLO2
Week 7	Aristotle's Politics: Definition and Organization of the State, Ideal State	Lecture, discussion	In-course Exam 2	CLO1, CLO3
Week 8	Aristotle's Politics (continued): Citizenship, Classification of Government, Revolution and Slavery	Lecture, discussion	Reflective note	CLO1, CLO3
Week 9	Hellenistic Political Thought: Epicureanism and Stoicism	Lecture, discussion	Assignment 1	CLO1
Week 10	Roman Political Thought: Polybius and Cicero	Lecture, discussion	Oral questioning	CLO1, CLO2
Week 11	Early Medieval Political Thought: St. Augustine, St. Thomas Aquinas	Lecture, discussion	Assignment 2	CLO1, CLO3
Week 12	Early Medieval Thought (continued): Ibn Sina, Ibn Khaldun, Ibn Rushd	Lecture, discussion	Quiz	CLO1, CLO3
Week 13	Early Medieval Thought (continued): Dante, Marsilius of Padua, William of Ockham; Conciliar Theory and Movement	Lecture, discussion	Group presentation	CLO2, CLO3
Week 14	Comprehensive Review	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- Barker, E. (1960). *Greek Political Theory: Plato and His Predecessors*. London: Methuen Publishing.
- Burns, T. (2003). Aristotle. In D. Boucher & P. Kelly (Eds.), *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press.
- Ebenstein, W. (1972). *Great Political Thinkers*. New Delhi: Oxford & IBH Publishing.
- Rosenthal, E. (1958). *Political Thought in Medieval Islam*. Cambridge: Cambridge University Press.
- Sabine, G. H. (1973). *History of Political Theory*. London: Dryden Press.
- Suda, J. P. (1972). *History of Political Thought: Ancient and Medieval* (Vol. 1). Meerut: K. Nath & Co.
- Vaughan, C. E. (1960). *Studies in the History of Political Philosophy*. New York: Russell & Russell.
- উদ্দীন, মুহাম্মদ আয়েশ। (১৯৯৫)। *রাষ্ট্রচিন্তা পরিচিতি: প্লেটো থেকে মার্কস*। ঢাকা: আইডিয়াল লাইব্রেরি।

FIRST YEAR
Second Semester (2025-2026)

COURSE OUTLINE

COURSE 0312-106: PRINCIPLES OF PUBLIC ADMINISTRATION

Part A: Course Overview

- | | |
|-----------------------|--|
| 1. Course Code | : 0312-106 |
| 2. Course Title | : Principles of Public Administration |
| 3. Course Type | : GED (Theoretical) |
| 4. Year and Semester | : 1 st Year, 2 nd Semester |
| 5. Academic Session | : 2025–2026 (January–June) |
| 6. Course Teacher | : Dr. S.M. Mokhlasur Rahman, Professor, Department of Political Science,
University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the first year first semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Examination: 70; Mid-term/In-course: 20; Attendance: 10) |

12. Rationale of the Course:

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. 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 Objectives (CO):

- CO1:** To provide a basic understanding about the origin, scope and functions of Public Administration;
- CO2:** To teach the students about the use of theories based on critical analysis in the study of Public Administration;
- CO3:** To impart knowledge about principles of administration and its application in practical life;
- CO4:** To help the students to understand and identify various problems of leadership, decision making & bureaucratic functions.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: 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 analyze government functions and bureaucratic roles in policy implementation, and propose evidence-informed measures to strengthen public administration and accountability.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2			✓							
CLO3					✓					

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Public Administration: Meaning, Scope, Nature and Importance	Lecture, interactive discussion	Class participation	CLO1
Week 2	Public Administration and Development Administration, Ecology and Administration	Lecture, case examples	Oral questioning	CLO1
Week 3	Organization: Theories of Organization Definition, Factors of Organization, Elements of Organization	Lecture, guided discussion	Quiz	CLO1
Week 4	Division of Work: Hierarchy, Unity of Command, Span of Control, Coordination	Lecture, comparative discussion	Short written test	CLO1
Week 5	Communication, Motivation, Centralization vs. Decentralization	Lecture, group discussion	In-course Exam 1	CLO1, CLO2
Week 6	Leadership: Definition, Importance, Styles and Theories of Leadership	Lecture, discussion	Reflective note	CLO2
Week 7	Decision-Making: Theories of Decision-Making, Steps of Scientific Decision-Making	Lecture, timeline mapping	Assignment 1	CLO3
Week 8	Personnel Administration: Nature and Functions, Development and Significance of Public Service	Lecture, case discussion	Case-based discussion	CLO3
Week 9	Bureaucracy: Nature and Concept, Characteristics of Weberian Bureaucracy, Recent Trends	Lecture, interactive discussion	In-course Exam 2	CLO2, CLO3
Week 10	Financial Administration: Nature and Meaning, Budget Formulation and Execution	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Parliamentary Control over Finance, Role of Accounts and Audit	Lecture, worked examples	Assignment 2 / Report	CLO3
Week 12	Accountability of Public Administration: Meaning and Methods of Administrative Accountability	Lecture, discussion	Quiz	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 13	Various control over Administration-Department, Legislative and Judicial, Ombudsman	Lecture, comparative analysis	Group presentation	CLO2, CLO3
Week 14	Administrative Desecration: Extra Legal means of Control	Lecture, synthesis discussion, review	Comprehensive review	CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

White, L. D. (1955). *Introduction to the Study of Public Administration*. UK: The Macmillan Company;

Marx, F. M. (Ed.) (1946). *Elements of Public Administration*. New York: Prentice-Hall, Inc.

Gladden, E N, (1968). *The Essentials of Public Administration*. London, Staples Press.

Pfiffner, John M. and Robert Presthus (1967). *Public Administration*. New York: The Ronald Press.

Dimock, M.E. and Domock. O.D. (1961). *Public Administration*. New York: Rinehart and Winston.

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 উদ্দীন (১৯৮৭), *বাংলাদেশের লোক প্রশাসন*, অবসর প্রকাশনা সংস্থা।

আহমেদ, কফিল উদ্দীন (২০১৫), *লোক প্রশাসন পরিচিতি*, অবসর প্রকাশনা সংস্থা।

আহমেদ, কফিল উদ্দীন (২০১৯), *বাংলাদেশের লোকপ্রশাসন: তত্ত্ব ও প্রয়োগ*, ঢাকা: অবসর প্রকাশনা সংস্থা।

হক, মোজাম্মেল (১৯৭৬), *লোক প্রশাসন নীতি*, ঢাকা : ইউনিভার্সিটি বুক ডিপো।

ভূঁইয়া, আব্দুল ওয়াদুদ (১৯৯৮), *লোক প্রশাসনের রূপরেখা*, ঢাকা: গ্লোব লাইব্রেরি (প্রা:) লিমিটেড।

উদ্দীন, মোঃ আনসার (২০০৪), *লোক প্রশাসন : তত্ত্ব ও প্রয়োগ*, অধুনা প্রকাশন।

COURSE OUTLINE

COURSE 0312-107: GOVERNMENT AND POLITICS OF BANGLADESH

Part A: Course Overview

- | | |
|-----------------------|--|
| 1. Course Code | : 0312-107 |
| 2. Course Title | : Government and Politics of Bangladesh |
| 3. Course Type | : Core |
| 4. Year and Semester | : 1 st Year, 2 nd Semester |
| 5. Academic Session | : 2025–2026 (January–June) |
| 6. Course Teacher | : Dr. Md. Ruhul Amin, Professor, Department of Political Science, University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the first year first semester |
| 8 Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10) |

11. Rationale of the Course:

The government and politics of Bangladesh reflect the country's historical experiences, constitutional evolution, democratic aspirations, and institutional development. This course provides students with a comprehensive understanding of the emergence of Bangladesh, its constitutional framework, political institutions, electoral processes, and party politics. It examines the functioning of the parliamentary system, constitutional amendments, political transitions, and the role of political parties in shaping democratic governance. By integrating historical, constitutional, and contemporary perspectives, the course develops students' analytical and critical understanding of Bangladesh's political system and prepares them for advanced study, research, and informed engagement with issues of governance, democracy, and public policy.

12. Course Objectives (CO):

- CO1:** To provide students with a comprehensive understanding of the historical evolution, constitutional development, and political system of Bangladesh.
- CO2:** To develop students' knowledge of the Constitution of Bangladesh, its fundamental principles, constitutional institutions, and the functioning of the parliamentary system.
- CO3:** To familiarize students with the structure, functions, and dynamics of major political institutions, electoral processes, and political parties in Bangladesh.
- CO4:** To enhance students' understanding of the political transitions, democratic development, governance challenges, and the role of political actors in Bangladesh.
- CO5:** To develop students' analytical and critical thinking skills for evaluating contemporary political issues, public policies, and democratic governance in Bangladesh.

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

- CLO1:** Explain the historical evolution, constitutional foundations, and major political institutions of Bangladesh, including the legislature, executive, judiciary, and the parliamentary system.
- CLO2:** Analyze the constitutional and political processes of Bangladesh, including constitution-making, constitutional amendments, democratic transitions, and governance practices.
- CLO3:** Evaluate the roles of elections, political parties, leadership, and public institutions in shaping democratic governance and critically assess political and governance challenges in Bangladesh.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2		✓								
CLO3										✓

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLO(s)
Week 1	Introduction to the Course; Emergence of Bangladesh: Historical Background, National Consciousness, Cultural Identity and the Liberation Struggle	Lecture, interactive discussion	Class participation	CLO1
Week 2	Emergence of Bangladesh: Economic, Political and Social Factors Leading to Independence	Lecture, group discussion	Oral questioning	CLO1
Week 3	Constitution-Making in Bangladesh: Historical Context, Framing Process and Salient Features of the Constitution	Lecture, document analysis	Quiz	CLO1
Week 4	Fundamental Principles of State Policy, Fundamental Rights, and Constitutional Amendments	Lecture, case discussion	Short written test	CLO1, CLO2
Week 5	Constitutional Institutions: Legislature, Executive and Judiciary in Bangladesh	Lecture, comparative analysis	In-course Examination 1	CLO2
Week 6	Parliamentary Government in Bangladesh: Structure, Functions and Challenges	Lecture, discussion	Assignment 1	CLO2
Week 7	Political Development: The Initial Crisis (1972–1974), the Second Revolution and the Fall of the Awami League Government	Lecture, case study	Reflective assignment	CLO2
Week 8	Military Rule in Bangladesh (1975–1979), the BNP Government, and the Ershad Regime	Lecture, seminar discussion	Group discussion	CLO2
Week 9	Elections in Bangladesh: Electoral System, Major Elections, Issues and Electoral Verdicts	Lecture, election data analysis	In-course Examination 2	CLO3
Week 10	Political Parties in Bangladesh: Organization, Leadership, Ideology and Social Bases of Support	Lecture, comparative discussion	Oral presentation	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLO(s)
Week 11	Religion and Politics in Bangladesh: Constitutional and Political Perspectives	Lecture, debate and discussion	Assignment 2	CLO3
Week 12	Contemporary Governance Challenges: Democratic Consolidation, Accountability and Political Participation	Lecture, case analysis	Quiz	CLO3
Week 13	Current Issues in Government and Politics of Bangladesh: Governance, Public Policy and Institutional Development	Student seminar, group presentation	Group presentation	CLO3
Week 14	Course Review: Government, Democracy and the Future of Politics in Bangladesh	Lecture, integrative discussion and review	Comprehensive review	CLO3

Co-curricular Activities

- Analysis of the Constitution of Bangladesh and constitutional amendments.
- Group presentations on political institutions, elections, and political parties.
- Classroom debates on democracy, governance, constitutional reforms, and electoral politics.
- Case studies on major political events and constitutional developments in Bangladesh.
- Analysis of election results, party manifestos, and public policies.
- Seminar presentations on contemporary political issues and democratic governance in Bangladesh.

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

The assessment of this course will follow the principles of Outcome-Based Education (OBE) through a balanced combination of formative and summative assessment methods to ensure the attainment of the Course Learning Outcomes (CLOs). Formative assessment will be conducted throughout the semester through in-course examinations, quizzes, assignments, presentations, class participation, and attendance to evaluate students' understanding of the constitutional and political development of Bangladesh, democratic institutions, electoral politics, and governance issues. Summative assessment will consist of a comprehensive three-hour Semester Final Examination covering the entire course. The assessment process is designed to measure students' knowledge, analytical ability, critical thinking, communication skills, and application of political concepts to the study of government and politics in Bangladesh.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who are unable to participate in an in-course examination, presentation, or other continuous assessment due to illness or other unavoidable circumstances must inform the Course Teacher promptly and submit a written application with valid supporting documents. Subject to approval by the Course Teacher and/or the Departmental Academic Committee, the student may be allowed to take a make-up assessment or an alternative assessment of equivalent academic standard in accordance with the rules and regulations of the University of Rajshahi. Requests for make-up assessment should normally be submitted within seven (7) working days of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- 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.
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- 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.
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- Huq, Abul Fazal (2011). *Bangladesh Politics: The Problem of Stability*. Dhaka: Hakkani Publishers.
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- 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: আলেয়া বুক ডিপো।
- মাহমুদ, সুলতান (২০২০), *বাংলাদেশের দলীয় রাজনীতি*, ঢাকা: অবসর প্রকাশনা সংস্থা।

মাহমুদ, সুলতান (২০২১), *বাংলাদেশ সংবিধান: প্রেক্ষিত এবং প্রাসঙ্গিকতা*, ঢাকা: আলোয়া বুক ডিপো।

মাহমুদ, সুলতান (২০২৫), *রাজনৈতিক দর্শন*, ঢাকা: শব্দশৈলী।

মাহমুদ, সুলতান (২০২৬), *শান্তি ও সংঘাত অধ্যয়ন*, ঢাকা: অবসর প্রকাশনা সংস্থা।

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

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

মাহমুদ, সুলতান (২০২৬), *বিশ্ব রাজনীতি: অতীত ও বর্তমান (নতুন সংস্করণ)*, ঢাকা: আলোয়া বুক ডিপো।

মাহমুদ, সুলতান (২০২১), *আন্তর্জাতিক সম্পর্ক: মূলনীতি ও পররাষ্ট্রনীতি*, ঢাকা: আলোয়া বুক ডিপো।

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

আহমেদ, ড. কফিল উদ্দিন (২০১০), *বাংলাদেশের সংবিধান ও রাজনীতি*, রাজশাহী: শাহ পীর চিশতি প্রিন্টিং প্রেস।

আহমেদ, আবুল মনসুর (১৯৯৫), *আমার দেখা রাজনীতির পঞ্চাশ বছর*, ঢাকা: খোশরোজ কিতাব মহল।

রহমান, মো. আমিনুর (২০২১), *বাংলাদেশে আইন প্রণয়ন প্রক্রিয়া*, ঢাকা: সুচয়নী পাবলিশার্স, বাংলা বাজার।

আমিন, মো. রুহুল, *বাংলায় হিন্দু-মুসলিম সম্পর্ক (১৭৫৭-১৯১৬)*, উত্তরণ অফসেট প্রিন্টিং প্রেস, রাজশাহী।

COURSE OUTLINE

COURSE 0312-108: POLITICS AND PERSONALITIES

Part A: Course Overview

- 1. Course Code** : **0312-108**
- 2. Course Title** : Politics and Personalities
- 3. Course Type** : Core
- 4. Year and Semester** : 1st Year, 2nd Semester
- 5. Academic Session** : 2025–2026 (January–June)
- 6. Course Teacher** : Dr. Bibi Morium, Associate Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Successful completion of the first year first semester
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

An understanding of the eminent political personalities of the Indian Subcontinent and their contributions to reformation, renaissance, and the politics of resistance and freedom is essential for students of political science to appreciate the historical roots of nation-building in Bangladesh. This course examines the biographies, ideologies, and strategies of major reformist and nationalist leaders, culminating in the role of Bangabandhu Sheikh Mujibur Rahman in the emergence of Bangladesh. As a core course of the BSS (Honours) programme, it grooms students to become informed public administrators, policymakers, and leaders grounded in the region's political history.

12. Course Objectives (CO):

- CO1:** To provide students with a good understanding of the politics and personalities of the Indian Subcontinent.
- CO2:** To examine the biographies of eminent political leaders and their role in the nation-building process.
- CO3:** To highlight the affluent history of Bangladesh's nation-building process and cultivate patriotic feelings.
- CO4:** To explain the influence of historical events on the governance system of British India.
- CO5:** To familiarize students with the ideological views of patriotic leaders as shown in various political and social movements.

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

CLO1: Explain the role of political personalities in the political and social development of the Indian Subcontinent.

CLO2: Examine the influence of these personalities on the design of government and state during their time.

CLO3: Develop their own ideologies, moral principles, and leadership qualities applicable in practical, national, and international political life.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO2				✓						
CLO3									✓	

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Reformation Movements: Reformation Movements in British India and Their Political Significance	Lecture, interactive discussion	Class participation	CLO1
Week 2	Wahabi Movement; Faraizi Movement	Lecture, discussion	Oral questioning	CLO1, CLO2
Week 3	Renaissance Movement: Raja Ram Mohan Roy, Sir Syed Ahmed Khan	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	Renaissance Movement (continued): Syed Ameer Ali, Nawab Abdul Latif	Lecture, discussion	In-course Exam 1	CLO1, CLO2
Week 5	Politics of Resistance and Freedom: Titu Mir, Surendranath Banerjee	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	Politics of Resistance and Freedom (continued): M.K. Gandhi, Jawaharlal Nehru	Lecture, discussion	Case-based discussion	CLO1, CLO2, CLO3
Week 7	Politics of Resistance and Freedom (continued): C.R. Das, Subhas Chandra Bose	Lecture, discussion	In-course Exam 2	CLO1, CLO2, CLO3
Week 8	Politics of Resistance and Freedom (continued): Nawab Sir Salimullah, M.A. Jinnah	Lecture, discussion	Reflective note	CLO1, CLO2, CLO3
Week 9	A.K. Fazlul Huq	Lecture, discussion	Assignment 1	CLO1, CLO2, CLO3
Week 10	H.S. Suhrawardy	Lecture, discussion	Oral questioning	CLO1, CLO2, CLO3
Week 11	Maulana A. Hamid Khan Bhasani	Lecture, discussion	Assignment 2	CLO1, CLO2, CLO3
Week 12	Bangabandhu Sheikh Mujibur Rahman: Early Life and Political Career	Lecture, discussion	Quiz	CLO1, CLO2, CLO3
Week 13	Bangabandhu Sheikh Mujibur Rahman: Role in the Liberation Movement	Lecture, discussion	Group presentation	CLO1, CLO2, CLO3
Week 14	Comprehensive Review: Politics and Personalities of the Subcontinent Revisited	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a varied combination of continuous (formative) and summative assessment methods, including in-course/mid-term examinations, quizzes, oral questioning, short written tests, case-based discussions, reflective notes, and assignments, alongside evaluation of class attendance. Summative assessment consists of a Semester Final Examination covering the entire course content.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation, may be given a make-up assessment as per Departmental rules.

Part D: Learning Materials

16. Learning Materials

Ahmed, N. (2000). *Parliament and Public Spending in Bangladesh: Limits and Control*. Dhaka: Bangladesh Institute of Parliamentary Studies (BIPS).

Ahmed, N. (2002). *The Parliament of Bangladesh*. Aldershot: Ashgate Publishing Limited.

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

Ahmed, E. (1980). *Bangladesh Politics*. Dhaka.

Gopal, R. (1964). *Indian Muslims: A Political History*. Bombay: Asia Publishing House.

Harun-or-Rashid. (2003). *Inside Bengal Politics*. Dhaka: University Press Limited.

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

Huq, A. F. (1985). *Constitution and Politics in Bangladesh: Conflict, Change and Stability*. Dhaka: Hakkani Publications.

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

Rahim, M. A. (1978). *The Muslim Society and Politics in Bengal, A.D. 1757–1947*. Dhaka: University of Dhaka.

রহমান, মো. মকসুদুর (সম্পা.)। (২০১৬)। *স্বরণীয় বরণীয় রাজনৈতিক ব্যক্তিত্ব*। ঢাকা: বাংলাদেশ বুক কর্পোরেশন লিমিটেড।

রহমান, মো. মকসুদুর (সম্পা.)। (২০১৯)। *স্বাধীন বাংলাদেশের অভ্যুদয়ের ইতিহাস*। ঢাকা: আলিয়া বুকস।

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

রহমান, মো. আমিনুর। (২০২১)। *বাংলাদেশে আইন প্রণয়ন প্রক্রিয়া*। ঢাকা: সূচয়নী পাবলিশার্স, বাংলাবাজার।

নুরুল্লাহ, মুহাম্মদ। (২০২২)। *স্বদেশ সন্দর্শন*। রাজশাহী: পৃথিবী প্রকাশনী।

COURSE OUTLINE

COURSE 0312-109: PRINCIPLES OF ECONOMICS

Part A: Course Overview

- 1. Course Code** : 0312-109
2. Course Title : Principles of Economics
3. Course Type : GED (General Education)
4. Year and Semester : 1st Year, 2nd Semester
5. Academic Session : 2025–2026 (January–June)
6. Course Teacher : *To be notified at the beginning of the semester*
7. Pre-requisite : Successful completion of the first year first semester
8. Credit Value : 3
9. Contact Hours : 42 hours (3 hours/week × 14 weeks)
10. Total Marks : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Politics and economics are deeply interrelated, and a foundational understanding of economic principles is essential for political science students to comprehend the economic activities and policy choices that shape the functioning of a state and its democracy. This course introduces students to the fundamental concepts of microeconomics and macroeconomics, including demand and supply, production, consumer choice, GDP, inflation, and international trade. As a General Education Discipline (GED) course of the BSS (Honours) programme, it equips students with the economic literacy necessary to contribute meaningfully to national development as informed citizens, policymakers, or professionals in economics-adjacent fields.

12. Course Objectives (CO):

- CO1:** To introduce students to the basic concepts, notions, and theories of economics.
CO2: To provide an in-depth understanding of economics so that students can contribute to their country's economic development.
CO3: To enhance students' knowledge of national and international economic issues and relevant policies.

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

- CLO1:** Explain the significance and role of economics in a country's development and independence.
CLO2: Apply economic theories and concepts analytically to policymaking, in pursuit of national and international economic objectives.
CLO3: Demonstrate sound knowledge of national and global economic issues, including poverty, income inequality, inflation, and economic growth.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2		✓								
CLO3									✓	

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Elementary Concepts of Economics: Definition and Subject Matter	Lecture, interactive discussion	Class participation	CLO1
Week 2	Distinction between Microeconomics and Macroeconomics; Basic Economic Questions of Society	Lecture, discussion	Oral questioning	CLO1
Week 3	Theories of Demand and Supply: Law of Demand, Derivation of Demand Curve, Demand Curve Shifters	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	Law of Supply, Derivation of Supply Curve, Supply Curve Shifters	Lecture, discussion	In-course Exam 1	CLO1, CLO2
Week 5	Concepts of Equilibrium, Surplus and Shortage; Price Elasticity of Demand and Supply; Income and Cross-Price Elasticities	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	Theory of Production: Production Function, Factors of Production, Marginal Productivity	Lecture, discussion	Case-based discussion	CLO1, CLO2
Week 7	Various Costs of Production; Cost and Output; Cost in the Short Run and Long Run; Economies of Scale	Lecture, discussion	In-course Exam 2	CLO1, CLO2
Week 8	Theory of Consumer Choice: Budget Constraint and Consumer's Choice; Properties of an Indifference Curve	Lecture, discussion	Reflective note	CLO1, CLO2
Week 9	Marginal Rate of Substitution; Consumer Equilibrium; Income and Substitution Effects; Normal, Inferior and Giffen Goods	Lecture, discussion	Assignment 1	CLO1, CLO2
Week 10	Elementary Concepts of Macroeconomics: GDP, Components of GDP	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Definition and Measures of Inflation; Critical Evaluation of GDP as a Measure of Economic Growth	Lecture, discussion	Assignment 2	CLO2, CLO3
Week 12	Indicators of Inequality and Poverty; Relevant Public Policies	Lecture, discussion	Quiz	CLO3
Week 13	Theory of International Trade: Domestic vs. International Trade, Benefits of Trade; Theory of Absolute and Comparative Advantage	Lecture, discussion	Group presentation	CLO2, CLO3
Week 14	Free Trade vs. Protectionism; Tariffs and Quotas; Comprehensive Review	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a varied combination of continuous (formative) and summative assessment methods, including in-course/mid-term examinations, quizzes, oral questioning, short written tests, case-based discussions, reflective notes, and assignments, alongside evaluation of class attendance. This variety provides ongoing feedback on students' understanding of both microeconomic and macroeconomic principles. Summative assessment consists of a Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2×10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Lipsey, R., & Chrystal, A. (2007). *Economics* (11th ed.). Oxford: Oxford University Press.

Mankiw, N. G. (2017). *Principles of Economics* (8th ed.). Boston: South-Western Cengage Learning.

Mankiw, N. G., & Taylor, M. P. (2020). *Economics* (5th ed.). Boston: South-Western Cengage Learning.

Samuelson, P. A., & Nordhaus, W. D. (2009). *Economics* (19th ed.). New York: McGraw-Hill.

COURSE OUTLINE

COURSE 0312-110: INTRODUCTION TO COMPUTERS AND DIGITAL SOCIETY

Part A: Course Overview

1. Course Code	: 0312-110
2. Course Title	: Introduction to Computers and Digital Society
3. Course Type	: GED (General Education)
4. Year and Semester	: 1 st Year, 2 nd Semester
5. Academic Session	: 2025–2026 (January–June)
6. Course Teacher	: Guest Teacher, Department of ICE/CSE, University of Rajshahi, or Department of CSE/ETE, RUET, Rajshahi
7. Pre-requisite	: Successful completion of the first year first semester
8. Credit Value	: 3
9. Contact Hours	: 42 hours (3 hours/week × 14 weeks)
10. Total Marks	: 100 (Final Examination: 70; Class Tests/Assignments/Practical Evaluation: 20; Class/Practical Participation: 10)

11. Rationale of the Course:

As digital technologies increasingly shape governance, research, and everyday social and political life, a foundational understanding of computers, ICT, and the digital society is essential for students of political science. This course provides an interdisciplinary introduction to computer systems, networking, and internet technologies, alongside their application in e-governance, e-commerce, and social science research, while critically examining issues of information security, cybercrime, digital inequality, and ICT policy in Bangladesh. As a General Education Discipline (GED) course of the BSS (Honours) programme, it equips students with both the technical competencies and critical perspective necessary for effective participation in the digital society.

12. Course Objectives (CO):

- CO1:** To provide knowledge of the historical development of computers, information systems, and communication technologies leading to the emergence of the digital society.
- CO2:** To provide knowledge of computer and ICT components, networking systems, and internet technologies for information exchange and communication.
- CO3:** To inform students of the social and policy issues affecting the digital society.
- CO4:** To develop students' critical awareness of the effects of ICT on individuals, institutions, and society.
- CO5:** To enable students to research, analyze, and discuss complex moral, political, social, cultural, economic, and historical questions relating to information and ICTs.

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

- CLO1:** Describe the fundamental concepts of computers and ICT and their role in the development of the digital society.
- CLO2:** Demonstrate practical knowledge of basic computer operations, software applications, networking, and internet-based tools.
- CLO3:** Apply a cohesive code of professional practice pertaining to information systems and describe legal concerns relevant to ICT management.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1								✓		
CLO2								✓		
CLO3								✓		

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Computers and ICT: Definitions, History, Generations, and Classification of Computers	Lecture, interactive discussion	Class participation	CLO1
Week 2	ICT Concepts: Data vs. Information, ICT Information Processing Cycle, Components of an ICT System	Lecture, discussion	Oral questioning	CLO1
Week 3	Impacts of ICT on Society: Benefits and Challenges; Role of Computers and ICT in Data Processing for Surveys, Censuses, and Political Polling	Lecture, discussion	Quiz	CLO1, CLO3
Week 4	Computer Hardware Fundamentals: Digital Computers, Primary Storage, CPU, Secondary Storage, Computer Hierarchy, Input and Output Peripherals	Lecture, practical exercise	In-course Exam 1	CLO1, CLO2
Week 5	Computer Software Fundamentals: Operating Systems, System Software, Application Software, Groupware, Multimedia and Enterprise Software	Lecture, practical exercise	Practical exercise	CLO1, CLO2
Week 6	Network Systems Concept: Basic Concept of Networking, Network Structure, Types and Topology	Lecture, discussion	Short written test	CLO1, CLO2
Week 7	Internet Basics, Web Browsers, Email, Cloud Storage, File Sharing, Search Engines and Academic Search Techniques	Lecture, practical exercise	Practical exercise	CLO2
Week 8	ICT Policy in Bangladesh: E-Readiness, E-Commerce	Lecture, discussion	In-course Exam 2	CLO3
Week 9	E-Governance, E-Learning; ICT Acts in Bangladesh; Cyber Law in the Subcontinent	Lecture, case discussion	Case-based discussion	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 10	Information Security: Meaning and Necessity; Types of Threats in Information Security	Lecture, discussion	Reflective note	CLO3
Week 11	Cybercrimes and Protective Measures	Lecture, case discussion	Assignment 1	CLO3
Week 12	Computer and ICT in Social Research: Basic Statistical Tools (Excel) for Quantitative Research	Lecture, practical exercise	Practical exercise	CLO2
Week 13	Practical Experience on MS-Office; Qualitative Data Handling and Visualization	Lecture, practical exercise	Assignment 2	CLO2
Week 14	Comprehensive Review: Computers, ICT, and the Digital Society Revisited	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment, incorporating both theoretical and practical components. Continuous assessment includes class tests, quizzes, oral questioning, short written tests, case-based discussions, reflective notes, practical exercises, and assignments, alongside evaluation of class and practical participation. This variety provides ongoing feedback on students' technical competence and critical understanding of ICT and the digital society. Summative assessment consists of a Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- Class Tests/Assignments/Practical Evaluation: 20 marks
- Class/Practical Participation: 10 marks

b) Summative (70 Marks):

- Final Examination (covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss a class test, quiz, assignment, or practical evaluation due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- Baird, R. M., Ramsower, R., & Rosenbaum, S. E. (2000). *Cyber Ethics: Social & Moral Issues in the Computer Age*. New York: Prometheus Books.
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- Janssens, L. (2016). *The Art of Ethics in the Information Society: Mind You*. Amsterdam: Amsterdam University Press.
- Katz, R. L. (1988). *The Information Society: An International Perspective*. Connecticut: Greenwood Publishing.
- Kelleman, A., Corey, K. E., & Wilson, M. I. (2013). *Global Information Society: Technology, Knowledge and Mobility*. Maryland: Rowman and Littlefield.
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- Lockard, C. A. (2014). *Societies, Networks, and Transitions: A Global History Since 1750*. San Francisco: Cengage Learning.
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- Stair, R. M., & Reynolds, G. W. (2010). *Principles of Information Systems*. Boston: Cengage Learning.
- Turban, E., Rainer, R. K., & Potter, R. E. (2005). *Introduction to Information Technology*. Hoboken: John Wiley & Sons.
- Zin, A. M. (2011). *Fundamentals of Information and Communication Technology (ICT)*. Kuala Lumpur: Prentice Hall.

Note: Additional recent and web-based readings will be supplied by the concerned Course Teacher.

SECOND YEAR
First Semester (2026-2027)

COURSE OUTLINE

COURSE 0312-201: PUBLIC ADMINISTRATION IN BANGLADESH

Part A: Course Overview

1. Course Code	: 0312-201
2. Course Title	: Public Administration in Bangladesh
3. Course Type	: Core
4. Year and Semester	: 2 nd Year, 1 st Semester
5. Academic Session	: 2026–2027 (July–December)
6. Course Teacher	: Dr. Md. Sultan Mahmud, Professor, Department of Political Science, University of Rajshahi
7. Pre-requisite	: Successful completion of the first year second semester
8. Credit Value	: 3
9. Contact Hours	: 42 hours (3 hours/week × 14 weeks)
10. Total Marks	: 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)

11. Rationale of the Course:

Public administration plays a vital role in implementing government policies, delivering public services, and promoting good governance and sustainable development. This course provides students with a comprehensive understanding of the structure, functions, and operation of Bangladesh's public administrative system within its constitutional, legal, and institutional framework. It examines key areas such as public policy-making, bureaucracy, field administration, administrative accountability, ethics, anti-corruption measures, e-governance, and the Right to Information. By integrating theoretical concepts with the practical realities of Bangladesh's administrative system, the course develops students' analytical and problem-solving skills and prepares them for advanced study, research, and careers in public administration and governance.

12. Course Objectives (CO):

- CO1:** To provide students with a comprehensive understanding of the principles, institutions, and administrative framework of public administration in Bangladesh.
- CO2:** To develop students' knowledge of the constitutional, legal, and organizational structure of Bangladesh's public administration, including policy-making and public service institutions.
- CO3:** To familiarize students with contemporary issues in Bangladesh's public administration, including bureaucracy, administrative accountability, ethics, anti-corruption, e-governance, and citizen participation.
- CO4:** To enhance students' analytical and problem-solving skills for evaluating administrative practices, governance challenges, and public sector reforms in Bangladesh.

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

- CLO1:** Explain the historical evolution, constitutional foundations, institutional structure, and core principles of public administration in Bangladesh.
- CLO2:** Analyze the functions and roles of key public institutions, policy-making processes, bureaucracy, and field administration in promoting effective governance.

CLO3: Evaluate contemporary public administration and governance challenges in Bangladesh and critically assess administrative practices, reforms, accountability, and public service delivery.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2			✓							
CLO3										✓

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLO(s)
Week 1	Introduction to Public Administration in Bangladesh: Historical Background and Evolution	Lecture, interactive discussion	Class participation	CLO1
Week 2	Constitutional Framework of Bangladesh and Public Administration: Political Executive, President, Prime Minister, Cabinet and Rules of Business	Lecture, discussion	Oral questioning	CLO1
Week 3	Organization and Role of the Secretariat, Public Corporations, Boards and Directorates; Relationship with the Secretariat	Lecture, case discussion	Quiz	CLO1, CLO2
Week 4	Constitutional and Legal Framework of Policy-Making; Policy Formulation and Citizen Participation in Bangladesh	Lecture, group discussion	Short written test	CLO2
Week 5	Development Administration: Planning Commission, National Economic Council (NEC), Project Planning, Implementation and the Role of IMED	Lecture, case analysis	In-course Examination 1	CLO2
Week 6	Field Administration in Bangladesh: Divisional Commissioner, Deputy Commissioner, Upazila Parishad Chairman and Upazila Nirbahi Officer (UNO)	Lecture, discussion	Reflective assignment	CLO2
Week 7	Administrative Reforms in Bangladesh: Trends, Achievements and Challenges	Lecture, seminar discussion	Assignment 1	CLO3
Week 8	Public Service Ethics, Integrity and Corruption in Bangladesh	Lecture, case study	Group discussion	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLO(s)
Week 9	Anti-Corruption Commission (ACC): Structure, Functions, Challenges and Reform Measures	Lecture, interactive discussion	In-course Examination 2	CLO3
Week 10	Bureaucracy in Bangladesh: Nature, Recruitment, Classification of Services, Training, Promotion, Generalists vs. Specialists and Politics-Bureaucracy Relations	Lecture, comparative discussion	Oral presentation	CLO2, CLO3
Week 11	Administrative Accountability: Ministerial, Parliamentary, Judicial and Extra-legal Controls	Lecture, case-based learning	Assignment 2	CLO3
Week 12	e-Government in Bangladesh: Development, Challenges and Prospects	Lecture, ICT demonstration, discussion	Quiz	CLO3
Week 13	Right to Information Act, 2009: Principles, Implementation and Citizen Empowerment	Lecture, document analysis	Group presentation	CLO3
Week 14	Contemporary Issues and Future Challenges of Public Administration in Bangladesh: Course Review and Integrative Discussion	Lecture, panel discussion, course review	Comprehensive review	CLO3

Co-curricular Activities

- Case studies on administrative reforms and governance in Bangladesh
- Group presentations on public administration institutions and policy issues
- Policy analysis and report writing on governance challenges
- Classroom debates on bureaucracy, accountability, and anti-corruption
- Analysis of government policies, RTI implementation, and e-governance initiatives
- Seminar discussions on contemporary administrative reforms and public service delivery

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

The assessment of this course will follow the principles of Outcome-Based Education (OBE) through a balanced combination of formative and summative assessment methods to ensure the achievement of the Course Learning Outcomes (CLOs). Formative assessment will be conducted throughout the semester through in-course examinations, quizzes, assignments, surprise test, open book examinations, presentations, case analyses, class participation, and attendance to evaluate students' understanding of Bangladesh's public administrative system and their analytical, problem-solving, and communication skills. Summative assessment will consist of a comprehensive three-hour Semester Final Examination covering the entire course. The assessment process is designed to measure students' ability to apply theoretical knowledge to the analysis of public administration, governance, public policy, administrative reforms, and contemporary challenges in Bangladesh.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who are unable to participate in any in-course examination, presentation, assignment, or other continuous assessment due to illness or other unavoidable circumstances must inform the Course Teacher promptly and submit a written application with valid supporting documents. Subject to the approval of the Course Teacher and/or the Departmental Academic Committee, a make-up assessment or an alternative assessment of equivalent academic standard may be arranged in accordance with the rules and regulations of the University of Rajshahi. Requests for make-up assessment should normally be submitted within seven (7) working days of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- Chawdhuri, M.A. (1963). *The Civil Service in Pakistan*. Dhaka.
- Anisuzzaman, M. (1979). *Bangladesh Public Administration and Society*. Dhaka: Bangladesh Books International.
- Abedin, Najmul (1973). *Local Administration and Politics in Modernising societies: Bangladesh and Pakistan*. Dhaka: National Institute of Public Administration.
- Ahmed, Emajuddin (1980). *Bureaucratic Elites in Segmented Economic Growth: Pakistan and Bangladesh*, Dhaka: University Press.
- Ahmed, Ali (1968). *Role of Higher Civil Servants in Pakistan*. Dhaka: Dacca National Inst. of Public Administration.
- Haque, A.N.S (1970). *Administrative Reforms in Pakistan*. Dhaka.
- Muhit, A.M.A. (1978). *Bangladesh: Emergence of a Nation*. Dhaka: Bangladesh Books International.
- Kabir, Rokeya Rahman (1965). *Administrative Policy of the Government of Bengal*. Dhaka: National Institute of Public Administration.
- Rashid, R.H. (1977). *Geography of Bangladesh*. Dhaka: University Press Limited.
- Braibanti, Ralph, (1966). *Research on the Bureaucracy of Pakistan*. Dasham NC Duke, Dhaka: University Press.
- Ershad, H.M. (1981). *Role of Military in the Underdeveloped Countries*. Dhaka: Bangladesh Army Journal.
- Rahman, A.T.R (1974). *Administration and its Political Environment in Bangladesh*. Pacific Affairs, Vol. 1974.
- Majumder, R.C. (1974). *History of Ancient Bengal*. Calcutta Bharadwaj.
- Sarkar, jadunath (1963). *Mughal Administration*. Patna: Superintendent Government printing, Bihar and Orissa.
- Majumder, R.C. (1963). *The History and Culture of the Indian People*. Bombay, India.
- Sarkar, Jadunath (1972). *The History of Bengal*. Vol. 02. Dhaka: The University Press.
- Eager, Rowland (1953). *The Improvement of Public Administration in Pakistan*. Karachi Pakistan.
- Ahmed, Moudud (1979). *Bangladesh: Constitutional Quest for Autonomy*. Dhaka: UPL.
- Irfan, Nurul (1977). *Development Planning in Bangladesh*. Dhaka: UPL.
- Majumder, R.C (1973). *History of Medieval Bengal*. Calcutta: Bharadwaj.
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- 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.
- Talib a. Younis and Iqbal M.D. Mostafa, Accountability in Public Management and Administration in Bangladesh, Glasgow Caledonian University, Uk
- Meghna Sabharwal and Evan M. Berman (ED.), *Public Administration in South Asia India, Bangladesh, and Pakistan*, Taylor & Francis Group
- 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 (২০০৭), *বাংলাদেশের রাজনীতি: সংস্কৃতির স্বরূপ*, ঢাকা: অনন্যা।
- হক, আবুল ফজল (২০১৪), *বাংলাদেশ: রাজনৈতিক সংস্কৃতি*, ঢাকা: মাওলা ব্রাদার্স।
- হক, আবুল ফজল (২০১০), *বাংলাদেশের রাজনীতি: সংস্কৃতির স্বরূপ*, ঢাকা: মাওলা ব্রাদার্স।
- মাহমুদ, সুলতান (২০২১), *বাংলাদেশ সংবিধান: প্রেক্ষিত এবং প্রাসঙ্গিকতা*, ঢাকা: আলোয়া বুক ডিপো।
- মাহমুদ, সুলতান (২০২৫), *রাজনৈতিক দর্শন*, ঢাকা: শব্দশৈলী।
- মাহমুদ, সুলতান (২০২৬), *শান্তি ও সংঘাত অধ্যয়ন*, ঢাকা: অবসর প্রকাশনা সংস্থা।
- মাহমুদ, সুলতান (২০২০), *রাজনৈতিক ঘটনাকোষ*, ঢাকা, মাওলা ব্রাদার্স।

COURSE OUTLINE

COURSE 0312-202: LOCAL GOVERNANCE: THEORIES AND PRACTICES

Part A: Course Overview

- | | |
|-----------------------|--|
| 1. Course Code | : 0312-202 |
| 2. Course Title | : Local Governance: Theories and Practices |
| 3. Course Type | : Core (Theoretical) |
| 4. Year and Semester | : 2 nd Year, 1 st Semester |
| 5. Academic Session | : 2026–2027 (July–December) |
| 6. Course Teacher | : Dr. A.K.M. Mahmudul Haque, Professor, Department of Political Science,
University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the first year second semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Examination: 70; Mid-term/In-course: 20; Attendance: 10) |

11. Rationale of the Course:

Local government constitutes the foundational tier of democratic governance and public service delivery, particularly in a country like Bangladesh where the majority of the population resides in rural and semi-urban settings. This course is designed as a core theoretical course to equip students with a critical understanding of the concepts, theories, and comparative practices of local governance. It builds the analytical foundation necessary for students to evaluate the structure, functioning, and reform of local government institutions in Bangladesh, benchmarked against selected developed democracies (USA, UK, and France), thereby preparing them for further specialized study, research, and professional engagement in governance and public administration.

12. Course Objectives (CO):

- CO1:** To introduce students to theory-based critical analysis in the study and practice of local governance.
- CO2:** To familiarize students with the structure and functioning of local government at rural and urban levels within the social, political, and environmental context of Bangladesh.
- CO3:** To impart knowledge of the existing local government system of Bangladesh in comparison with selected developed countries.
- CO4:** To identify the problems existing in the field of local government and local self-government in Bangladesh.
- CO5:** To develop students' capacity to propose strategies for strengthening local governance and promoting good governance at the local level.

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

- CLO1:** Explain the theoretical foundations, models, and conceptual dynamics of local governance and local government systems.
- CLO2:** Critically compare and evaluate the structure, functions, and performance of local government institutions in Bangladesh vis-à-vis selected developed countries.
- CLO3:** Analyze the evolution, reforms, and contemporary challenges of local governance in Bangladesh and propose evidence-informed measures to strengthen local institutions and accountability.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2			✓							
CLO3							✓			

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Local Governance: Meaning of Local Governance and Local Government	Lecture, interactive discussion	Class participation	CLO1
Week 2	Actors in Local Governance	Lecture, case examples	Oral questioning	CLO1
Week 3	Theories and Models of Local Government: Liberal-Democratic Theory, Radical Elite Theory	Lecture, guided discussion	Quiz	CLO1
Week 4	Economic Interpretation, Marxist Interpretation, Theory of Decentralization	Lecture, comparative discussion	Short written test	CLO1
Week 5	Differences between Local Government and Local Self-Government; Characteristics and Functions	Lecture, group discussion	In-course Exam 1	CLO1, CLO2
Week 6	Problems of Local Government and Local Self-Government; Central-Local Relationship	Lecture, discussion	Reflective note	CLO2
Week 7	Local Governance in Bangladesh: Historical Growth, Structure and Functions	Lecture, timeline mapping	Assignment 1	CLO3
Week 8	Problems of Local Government and Local Self-Government Bodies; Local Government Reforms	Lecture, case discussion	Case-based discussion	CLO3
Week 9	Leadership Pattern at the Local Level; Local Government Election Process	Lecture, interactive discussion	In-course Exam 2	CLO2, CLO3
Week 10	Personnel System in Local Government; Process of Decision-Making	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Local Government Finance; Local-Level Planning	Lecture, worked examples	Assignment 2 / Report	CLO3, CLO4
Week 12	Central Control over Local Government Bodies	Lecture, discussion	Quiz	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 13	Local Government of Selected Developed Countries: United States of America and United Kingdom	Lecture, comparative analysis	Group presentation	CLO2, CLO4
Week 14	Local Government of France; Comparative Synthesis and Review	Lecture, synthesis discussion, review	Comprehensive review	CLO2, CLO4

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- Abedin, N. (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, A. (1979). *Administration of Local Self-Government for Rural Areas in Bangladesh*. Dhaka: National Institute of Local Government.
- Ali, S. M. (1981). *Decentralization and People's Participation in Bangladesh*. Dhaka: NIPA.
- Asaduzzaman, M. (2011). Innovation in Local Governance: Decentralization and Citizen Participation in Bangladesh. In Anttiroiko, A-V., Bailey, S. J., & Valkama, P. (Eds.), *Innovative Trends in Public Governance in Asia*. IOS Press.
- Barman, D. C. (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.
- Cheema, G. S., & Rondinelli, D. A. (1983). *Decentralization and Development*. India and London: SAGE.

- Chowdhury, S., & Panday, P. K. (2018). *Strengthening Local Governance in Bangladesh: Reforms, Participation and Accountability*. Springer.
- Crook, R., & Manor, J. (1998). *Democracy and Decentralization in South Asia and West Africa: Participation, Accountability and Performance*. Cambridge, UK: Cambridge University Press.
- Ehsan, S. M. A. (2021). The Local Government System in Bangladesh: An Anatomy of Perspectives & Practices. *South Asian Journal of Policy and Governance*, 44(2), 1–22.
- Haque, A. K. M. M., & Ullah, S. M. A. (2019). Crises of Governance in Governing Union Parishad of Bangladesh: A Study on Three Selected UPs. *Bangladesh Society for Training and Development Journal*, 27(1).
- Haque, A. K. M. M., Salehin, M. A., Ferdous, J., Billah, M. M., & Rahman, S. M. A. (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*, 16(5), 811–817.
- Haque, A. K. M. M., & 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*, 37, 9–26.
- Tinker, H. (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: A. H. Development Publishing House.
- Maniruzzaman, M., & Haque, A. K. M. M. (2020). Historical Evolution of Rural-Local Government in Bangladesh and Its Current State. *IOSR Journal of Humanities and Social Science*, 25(11), 29–38.
- Panday, P. K. (2013). *Women's Political Participation in Bangladesh: Institutional Reforms, Actors and Outcomes*. Springer.
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- Rahman, M. M. (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, K. (2005). *Local Government in Bangladesh*. Dhaka: University Press Limited.
- Siddiqui, K. (Ed.). (1992). *Local Government in South Asia: A Comparative Study*. Dhaka: University Press Limited.
- Stones, P. (1963). *Local Government for Students*. London: MacDonald and Evans.
- Tamanna, M., & Afroz, F. (2015). Local Government in Bangladesh: The Quest for Legal Reforms. *South Asia Journal*.
- Tepper, E. (1966). *Changing Patterns of Administration in Rural East Pakistan*. Michigan: Michigan State University Press.

মকসুদুর, মো. (২০১৯)। *বাংলাদেশের স্থানীয় স্বায়ত্তশাসন*। ঢাকা: অবসর।

উদ্দীন, মো. আনসার (২০০৪)। *লোক প্রশাসন: তত্ত্ব ও প্রয়োগ*। ঢাকা: অনুপা প্রকাশন।

COURSE OUTLINE

COURSE 0312-203: PEACE AND CONFLICT STUDIES

Part A: Course Overview

- 1. Course Code** : 0312-203
- 2. Course Title** : Peace and Conflict Studies
- 3. Course Type** : Core
- 4. Year and Semester** : 2nd Year, 1st Semester
- 5. Academic Session** : 2026–2027 (July–December)
- 6. Course Teacher** : Dr. Most. Rukshana Parvin, Associate Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Successful completion of the first year second semester
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Peace and conflict studies examine the processes through which actors define and build peace in areas affected by war and violence, particularly since the end of the Cold War. This course explores theories of conflict management, resolution, and transformation, alongside terrorism, security, and select global case studies including Bangladesh's own mass movements. As a core course of the BSS (Honours) programme, it equips students with the theoretical and analytical tools necessary to contribute to peacebuilding and conflict prevention.

12. Course Objectives (CO):

- CO1:** To provide skills to analyze the multifaceted nature of peace and conflict.
- CO2:** To develop in-depth knowledge of theories of conflict causes and peace conditions.
- CO3:** To provide a framework for investigating security and terrorism globally.
- CO4:** To explore the military, diplomatic, philosophical, and socio-political dimensions of conflict.

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

- CLO1:** Understand key concepts and theories in Peace and Conflict Studies.
- CLO2:** Critically engage with relevant literature and major thinkers in the field.
- CLO3:** Apply knowledge to conflict prevention, policymaking, and research.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2		✓								
CLO3				✓						

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Peace: Meaning, Content, Theories, Philosophical Perspectives	Lecture, discussion	Class participation	CLO1
Week 2	UN Peace Building Process; Peace and Development; Negotiation	Lecture, discussion	Oral questioning	CLO1
Week 3	Conflict: Meaning, Theories, Psychological Dimensions	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	Conflict Management, Termination, Resolution Process	Lecture, discussion	In-course Exam 1	CLO1, CLO2
Week 5	Intra-State and Interstate Conflicts: Civil Wars, Ethnic Conflicts	Lecture, discussion	Short written test	CLO2
Week 6	Inter-State and International Conflicts: World Wars, Cold War, Revolutions	Lecture, discussion	Case-based discussion	CLO2
Week 7	Conflict Issues: Race, Ethnicity, Religion, Minorities, BREXIT	Lecture, discussion	In-course Exam 2	CLO2
Week 8	Terrorism: Concepts, Counter-Terrorism, Weapons	Lecture, discussion	Reflective note	CLO2, CLO3
Week 9	Terrorism (continued): State-Sponsored, Politics, Financing, Law	Lecture, discussion	Assignment 1	CLO2, CLO3
Week 10	Terrorism (continued): Technology, Economy, Religion	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Security: Traditional, Non-Traditional, Human Security, Nuclearization	Lecture, discussion	Assignment 2	CLO2, CLO3
Week 12	Selected Cases: 9/11, Bangladesh Mass Movements (1969, 1990), CHT Peace Accord	Lecture, case discussion	Quiz	CLO3
Week 13	Selected Cases (continued): Rohingya, Kashmir, Arab Spring, Middle East	Lecture, case discussion	Group presentation	CLO3
Week 14	Comprehensive Review	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- Ayoob, M. (1995). *The Third World Security Predicament*. Boulder: Lynne Rienner Publishers.
- Buzan, B. (1987). *An Introduction to Strategic Studies: Military Technology and International Relations*. London: Macmillan.
- Holsti, K. J. (1996). *The State, War, and the State of War*. Cambridge: Cambridge University Press.
- Riaz, A. (2008). *Islamic Militancy in Bangladesh: A Complex Web*. London: Routledge.
- Waltz, K. N. (1954). *Man, the State and War: A Theoretical Analysis*. New York: Columbia University Press.
- Hafiz, A. M., & Khan, A. R. (Eds.). (1987). *Security of Small States*. Dhaka: University Press Limited.
- মাহমুদ, সুলতান। (২০১৮)। *বিশ্ব রাজনীতি: অতীত ও বর্তমান*। ঢাকা: আলোয়া বুক ডিপো।
- মাহমুদ, সুলতান। (২০১৯)। *আন্তর্জাতিক সম্পর্ক: মূলনীতি ও রাষ্ট্রনীতি*। ঢাকা: আলোয়া বুক ডিপো।
- মাহমুদ, সুলতান। (২০২৬)। *শান্তি ও সংঘাত অধ্যয়ন*। ঢাকা: অবসর প্রকাশনা সংস্থা।

COURSE OUTLINE

COURSE 0312-204: GOVERNMENT AND POLITICS OF EAST ASIA

Part A: Course Overview

1. Course Code	: 0312-204
2. Course Title	: Government and Politics of East Asia
3. Course Type	: Core
4. Year and Semester	: 2 nd Year, 1 st Semester
5. Academic Session	: 2026–2027 (July–December)
6. Course Teacher	: Md. Tareq Nur, Associate Professor, Department of Political Science, University of Rajshahi
7. Pre-requisite	: Successful completion of the first year second semester
8. Credit Value	: 3
9. Contact Hours	: 42 hours (3 hours/week × 14 weeks)
10. Total Marks	: 100 (Final Examination: 70; Mid-term/In-course Examination: 20; Class Attendance: 10)

11. Rationale of the Course:

East Asia has emerged as one of the most dynamic and influential regions in global politics, economics, and security. Understanding the governmental systems, political institutions, leadership patterns, and historical transformations of major East Asian countries is essential for students of political science and comparative politics. This course examines the political development of China, Japan, and South Korea, highlighting their constitutional evolution, political institutions, party systems, governance structures, democratization, and economic transformation. It also explores regional security, state-building, leadership, and the growing influence of East Asia in international politics. Through comparative analysis, students will develop a comprehensive understanding of how historical experiences, political institutions, culture, and economic development shape governance and public policy in East Asia.

12. Course Objectives (CO):

- CO1:** To introduce students to the historical development, political institutions, governmental structures, and political systems of major East Asian countries.
- CO2:** To develop students' understanding of state-building, leadership, political parties, constitutional development, democratization, and governance in East Asia.
- CO3:** To examine the relationship between politics, economic development, culture, and international relations in East Asian countries.
- CO4:** To enable students to compare the political systems of China, Japan, and South Korea using comparative political approaches.
- CO5:** To develop students' analytical skills for evaluating the contemporary political, economic, and strategic significance of East Asia in regional and global politics.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: Upon successful completion of the course, students should be able to:

- CLO1:** Explain the historical evolution, political institutions, constitutional development, and governance systems of major East Asian countries.
- CLO2:** Compare the political systems, leadership structures, party systems, and public policies of China, Japan, and South Korea using comparative political analysis.

CLO3: Analyze the relationship between political institutions, development, democratization, security, and international politics in East Asia, and critically assess contemporary challenges and the region's global influence.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2		✓								
CLO3										✓

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to East Asia: East Asia as a Region; Historical Evolution, Cultural Traditions, State-building, Political Development, Regime Types and Leadership	Lecture, interactive discussion	Class participation	CLO1
Week 2	Politics and Government of China I: Chinese Revolution (1949), Constitutional Development since 1954, Political Development under Mao Zedong, Cultural Revolution	Lecture, discussion	Oral questioning	CLO1
Week 3	Politics and Government of China II: National People's Congress, Presidency, Communist Party of China, Democratic Centralism, People's Liberation Army, People's Communes, Contemporary Governance	Lecture, case discussion	Quiz	CLO1, CLO2
Week 4	Government and Politics of Japan I: Historical Background, Potsdam Declaration, Constitution of 1947, Basic Features of the Japanese Political System	Lecture, discussion	In-course Examination 1	CLO1
Week 5	Government and Politics of Japan II: Emperor, Cabinet, Prime Minister, Executive-Legislative Relations	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	Government and Politics of Japan III: The Diet (House of Representatives and House of Councillors), Electoral System, Political Parties, Bureaucracy and Judiciary	Lecture, case discussion	Assignment 1	CLO2

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 7	Government and Politics of South Korea I: Historical Development, Democratization, Political Culture, Political Leadership, Constitutional Framework	Lecture, discussion	Group presentation	CLO2
Week 8	Government and Politics of South Korea II: Political Institutions, Developmental State, Korean Economic Miracle, Public Administration and Governance	Lecture, discussion	In-course Examination 2	CLO2, CLO3
Week 9	Korean Peninsula and Regional Security: Korean Unification Debate, North–South Relations, Security Challenges in Northeast Asia	Lecture, case analysis	Case analysis	CLO3
Week 10	Comparative Politics of East Asia: Comparative Analysis of Political Institutions, Party Systems, Leadership and Governance in China, Japan and South Korea	Lecture, comparative discussion	Reflective note	CLO2, CLO3
Week 11	Economic Development and Political Transformation: Developmental State, Market Reforms, State Capacity, Governance and Economic Growth in East Asia	Lecture, seminar discussion	Assignment 2	CLO3
Week 12	East Asia in Global Politics: China's Rise, Japan's Strategic Role, South Korea's Foreign Policy, US–China Strategic Competition and Regional Cooperation	Lecture, case discussion	Student presentation	CLO3
Week 13	Contemporary Issues in East Asian Politics: Democratization, Human Rights, Environmental Governance, Digital Transformation, Regional Integration and Security Challenges	Lecture, group discussion	Group discussion and presentation	CLO3
Week 14	Comprehensive Review: Comparative Government and Politics of East Asia, Regional Trends, Governance, Development and Contemporary Challenges	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment designed to evaluate their understanding of the governmental systems, political institutions, comparative politics, leadership, democratization, and regional dynamics of East Asia. Continuous assessment will include in-course examinations, quizzes, class discussions, case analyses, presentations, assignments, and active participation in classroom activities. Students will also be encouraged to compare political institutions, analyze contemporary political developments, and critically assess governance issues in East Asian countries through evidence-based discussion and written assignments. Summative assessment will consist of a comprehensive Final Examination covering the entire course and assessing the achievement of the Course Learning Outcomes (CLOs).

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination or other assessment due to illness or unavoidable circumstances, supported by valid documentary evidence and approved by the Course Teacher and the Academic Committee, may be allowed to take a make-up assessment or have their marks adjusted in accordance with the rules of the Department and the University. Requests for make-up assessment must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Core Textbooks

Hayes, L. D. (2018). *Political Systems of East Asia: China, Korea, and Japan* (2nd ed.). Routledge.

Huang, X., & Young, J. (2016). *Politics in Pacific Asia: An Introduction*. Palgrave Macmillan.

Rozman, G. (Ed.). (2012). *The East Asian Region: Confucian Heritage and Its Modern Adaptation*. Princeton University Press.

China

Dikötter, F. (2013). *The Tragedy of Liberation: A History of the Chinese Revolution, 1945–1957*. Bloomsbury.

Gao, M. (2008). *The Battle for China's Past: Mao and the Cultural Revolution*. Pluto Press.

Lieberthal, K. (2004). *Governing China: From Revolution through Reform* (2nd ed.). W. W. Norton.

Shirk, S. L. (2007). *China: Fragile Superpower*. Oxford University Press.

Zhao, D. (2004). *The Power of Tiananmen: State–Society Relations and the 1989 Beijing Student Movement*. University of Chicago Press.

Moise, E. E. (1995). *Modern China: A History*. Longman.

Pye, L. W. (1984). *China: An Introduction*. Little, Brown and Company.

Japan

- Dower, J. W. (2000). *Embracing Defeat: Japan in the Wake of World War II*. W. W. Norton.
- Scheiner, E. (2006). *Democracy without Competition in Japan*. Cambridge University Press.
- Hane, M. (2001). *Modern Japan: A Historical Survey*. Westview Press.
- Hall, J. W. (1970). *Japan: From Prehistory to Modern Times*. Delacorte Press.
- Allinson, G. D. (1997). *Japan's Postwar History*. Cornell University Press.
- Abe, H., Shindo, M., & Kawato, S. (1994). *The Government and Politics of Japan*. University of Tokyo Press.

South Korea

- Kil, S. H., & Moon, C. I. (Eds.). (2001). *Understanding Korean Politics*. State University of New York Press.
- Kihl, Y. W. (2015). *Transforming Korean Politics: Democracy, Reform, and Culture*. Routledge.
- Oh, J. K. C. (1999). *Korean Politics: The Quest for Democratization and Economic Development*. Cornell University Press.
- Stueck, W. (2002). *Rethinking the Korean War*. Princeton University Press.
- Green, C. J. (2018). *Korean Government: An Overview*. CreateSpace.
- Marvin, U. (2016). *South Korea History*. CreateSpace.

Comparative Politics and East Asian Development

- Brown, R. H., & Cole, A. B. (Eds.). (1992). *Modernization in East Asia: Political, Economic and Social Perspectives*. Praeger.
- Chan, S. (1990). *East Asian Dynamism*. Westview Press.
- Diamond, L., & Plattner, M. F. (Eds.). (2013). *Democracy in East Asia: A New Century*. Johns Hopkins University Press.
- Grietens, S. C. (2017). *Dictators and Their Secret Police*. Cambridge University Press.

COURSE OUTLINE

COURSE 0312-205: POLITICAL HISTORY OF THE MODERN WORLD

Part A: Course Overview

- 1. Course Code** : 0312-205
2. Course Title : Political History of the Modern World
3. Course Type : Core
4. Year and Semester : 2nd Year, 1st Semester
5. Academic Session : 2026–2027 (July–December)
6. Course Teacher : Tareque M. Taufiqur Rahman PhD, Professor, Department of Political Science, University of Rajshahi
7. Pre-requisite : Successful completion of the first year second semester
8. Credit Value : 3
9. Contact Hours : 42 hours (3 hours/week × 14 weeks)
10. Total Marks : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

An understanding of the political history of major world powers is essential for BSS (Honours) students to critically analyze the origins of contemporary global political systems. This course provides a comparative overview of the political history of the USA, UK, France, Germany, Russia, China, and Japan from the 18th century to 2001, covering revolutions, world wars, and political reforms, and enabling comparison with developing and least-developed countries.

12. Course Objectives (CO):

- CO1:** To provide concrete knowledge of major political events of the countries studied.
CO2: To develop understanding of basic political developments.
CO3: To guide understanding of major political issues managed in these countries.
CO4: To enable comparison with developing and least-developed countries.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: Upon successful completion of the course, students should be able to:

- CLO1:** Explain the political processes of the countries studied.
CLO2: Relate political events of these countries to developing and least-developed countries.
CLO3: Critically evaluate the political and theoretical significance of major historical events (revolutions, world wars, regime transitions) in shaping the modern political order.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2			✓							
CLO3		✓								

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	The French Revolution and Its Impact	Lecture, discussion	Class participation	CLO1, CLO3
Week 2	Bismarck and His Policy in Germany	Lecture, discussion	Oral questioning	CLO1, CLO2
Week 3	Modern America: War of Independence, America in World Politics	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	Modern Britain: Glorious Revolution, Growth of the British Cabinet	Lecture, discussion	In-course Exam 1	CLO1, CLO2
Week 5	Democratization of the British Parliament	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	The First World War and the Treaty of Versailles	Lecture, discussion	Case-based discussion	CLO1, CLO2, CLO3
Week 7	Germany and Italy: Rise of Hitler/Nazism, Mussolini/Fascism	Lecture, discussion	In-course Exam 2	CLO1, CLO2, CLO3
Week 8	The Second World War and Peace Settlement	Lecture, discussion	Reflective note	CLO1, CLO2, CLO3
Week 9	Europe: Political Change in Eastern Europe, EU, New Politico-Economic Order	Lecture, discussion	Assignment 1	CLO1, CLO2, CLO3
Week 10	China: Sun Yat-sen, Revolution of 1911	Lecture, discussion	Oral questioning	CLO1, CLO2, CLO3
Week 11	China: Socialist Revolution of 1949, Deng Xiaoping's Reforms	Lecture, discussion	Assignment 2	CLO1, CLO2, CLO3
Week 12	Japan: Meiji Era, Japan in World Politics	Lecture, discussion	Quiz	CLO1, CLO2
Week 13	Russia: October Revolution, Gorbachev's Reforms, Soviet Breakdown	Lecture, discussion	Group presentation	CLO1, CLO2, CLO3
Week 14	Comprehensive Review	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and

analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Doyle, W. (2001). *The Oxford History of the French Revolution* (2nd ed.). Oxford: Oxford University Press.

Taylor, A. J. P. (1955). *Bismarck: The Man and the Statesman*. London: Hamish Hamilton.

Zinn, H. (2003). *A People's History of the United States*. New York: HarperCollins.

Keegan, J. (1998). *The First World War*. London: Hutchinson.

Shirer, W. L. (1960). *The Rise and Fall of the Third Reich*. New York: Simon & Schuster.

Spence, J. D. (1990). *The Search for Modern China*. New York: W. W. Norton.

Gordon, A. (2003). *A Modern History of Japan*. New York: Oxford University Press.

Figes, O. (1996). *A People's Tragedy: The Russian Revolution, 1891–1924*. New York: Viking.

Service, R. (2009). *The Penguin History of Modern Russia* (3rd ed.). London: Penguin Books.

SECOND YEAR
Second Semester (2026-2027)

COURSE OUTLINE

COURSE 0312-206: COMPARATIVE POLITICS AND POLITICAL ANALYSIS

Part A: Course Overview

- | | |
|-----------------------|--|
| 1. Course Code | : 0312-206 |
| 2. Course Title | : Comparative Politics and Political Analysis |
| 3. Course Type | : Core |
| 4. Year and Semester | : 2 nd Year, 2 nd Semester |
| 5. Academic Session | : 2026–2027 (January–June) |
| 6. Course Teacher | : Dr. S.M. Akram Ullah, Professor, Department of Political Science, University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the second year first semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10) |

11. Rationale of the Course:

Comparative politics equips students with the analytical tools to understand their own political system by examining it alongside others, arriving at valid generalizations about government and politics through systematic comparison. This course introduces students to the central concepts and approaches of comparative politics, including systems theory, structural-functionalism, political culture, socialization, modernization, development, and elite theory. As a core course of the BSS (Honours) programme, it strengthens students' capacity to critically analyze political institutions and processes across diverse political systems, including Bangladesh's own.

12. Course Objectives (CO):

- CO1:** To develop students' understanding of comparative politics by investigating the central ideas and questions of the field.
- CO2:** To provide students with knowledge of their own and other political systems and institutions.
- CO3:** To provide students with knowledge of different political processes.
- CO4:** To give students an overview of conventional and modern approaches to the study of politics.
- CO5:** To explore the assumptions underpinning different political and theoretical traditions and the strengths and limitations of each.

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

- CLO1:** Explain the central ideas of comparative politics and investigate its key questions.
- CLO2:** Arrive at valid generalizations about different political systems, governments, institutions, and processes through comparison.
- CLO3:** Apply various approaches of political science in the analysis, explanation, and assessment of academic and political undertakings.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2			✓							
CLO3		✓								

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Comparative Politics: Meaning, Significance and Recent Trends	Lecture, interactive discussion	Class participation	CLO1
Week 2	Traditional Approaches to the Study of Politics: Characteristics and Limitations, Differences between Modern and Traditional Approaches	Lecture, discussion	Oral questioning	CLO1
Week 3	Political System: Meaning and Characteristics; Edward Shils's Classification of Political Systems	Lecture, discussion	Quiz	CLO1
Week 4	The Systems Approach of David Easton: Demand, Support, Feedback, Environment, Conversion of Input into Output	Lecture, discussion	In-course Exam 1	CLO3
Week 5	Functional Model of Gabriel Almond: Input and Output Functions	Lecture, discussion	Short written test	CLO3
Week 6	Political Culture: Meaning, Classification, and Nature of Political Culture in Bangladesh	Lecture, discussion	Case-based discussion	CLO2
Week 7	Political Socialization: Meaning, Need for Recruitment, Agents and Classification	Lecture, discussion	Reflective note	CLO1, CLO2
Week 8	Political Modernization: Meaning, Characteristics, Traditional vs. Modern Society, Agents and Types	Lecture, discussion	In-course Exam 2	CLO1, CLO2
Week 9	Political Development: Syndromes, Crises of Political Development, Political Development in Bangladesh	Lecture, discussion	Assignment 1	CLO2, CLO3
Week 10	The Group Theory: Classification and Group Strategies in Politics	Lecture, discussion	Oral questioning	CLO1, CLO2
Week 11	Political Party and Pressure Group: Meaning, Classification, Functions and Differences	Lecture, discussion	Assignment 2	CLO1, CLO2

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 12	The Elitist Approach: Elite Theorists – Vilfredo Pareto, Gaetano Mosca, Robert Michels	Lecture, discussion	Quiz	CLO2, CLO3
Week 13	Integration: Meaning and Classification, Problems of Political Integration in Bangladesh	Lecture, discussion	Group presentation	CLO1, CLO2
Week 14	Comprehensive Review: Comparative Politics and Political Analysis Revisited	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a varied combination of continuous (formative) and summative assessment methods, including in-course/mid-term examinations, quizzes, oral questioning, short written tests, case-based discussions, reflective notes, and assignments, alongside evaluation of class attendance. This variety provides ongoing feedback on students' comparative and theoretical understanding of political systems. Summative assessment consists of a Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Almond, G. A., & Coleman, J. S. (Eds.). (1960). *The Politics of the Developing Areas*. Princeton: Princeton University Press.

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Almond, G. A., & Powell, G. B. (1988). *Comparative Politics Today: A World View*. Boston: Scott, Foresman & Co.

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- Newton, K., & Van Deth, J. W. (2010). *Foundations of Comparative Politics*. New York: Cambridge University Press.
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- Weiner, M., & Huntington, S. P. (1965). *Understanding Political Development*. Boston: Little, Brown and Co.
- আহমেদ, এমাজউদ্দীন। (১৯৯৫)। *তুলনামূলক রাজনীতি ও রাজনৈতিক বিশ্লেষণ*। ঢাকা: বাংলাদেশ বুক কর্পোরেশন লিমিটেড।
- মাহান, মো. আব্দুল। (২০১১)। *তুলনামূলক রাজনীতি ও রাজনীতি বিশ্লেষণ পদ্ধতি*। ঢাকা: নভেল পাবলিশার্স।
- আবুল কাসেম, মোহাম্মদ। (২০২০)। *তুলনামূলক রাজনীতি*। ঢাকা: আলোয়া বুক ডিপো।

COURSE OUTLINE

COURSE 0312-207: GOVERNANCE STUDIES

Part A: Course Overview

- 1. Course Code** : 0312-207
- 2. Course Title** : Governance Studies
- 3. Course Type** : Core
- 4. Year and Semester** : 2nd Year, 2nd Semester
- 5. Academic Session** : 2026–2027 (January–June)
- 6. Course Teacher** : Muhammad Mahmudur Rahman, Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Successful completion of the second year first semester
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Governance has emerged as a central concept for understanding how states, markets, and civil society interact in an increasingly globalized world, encompassing dimensions such as democratic governance, e-governance, green governance, and service delivery. This course examines the theoretical foundations and diverse dimensions of governance, key governance institutions at national and global levels, and Bangladesh's own good governance initiatives and reforms. As a core course of the BSS (Honours) programme, it equips students with a critical, cross-cutting understanding of governance issues necessary to develop and implement effective policies in public, private, or development sector contexts.

12. Course Objectives (CO):

- CO1:** To identify the different dimensions of governance.
- CO2:** To examine the structure and process of governance in Bangladesh.
- CO3:** To explore the various good governance initiatives introduced in Bangladesh.
- CO4:** To introduce the relationship among governance, good governance, and sustainable development.
- CO5:** To familiarize students with the key challenges of governance and strategies to overcome them, with special reference to Bangladesh.

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

- CLO1:** Explain the changing nature of governance in the era of globalization.
- CLO2:** Examine contemporary ideas of sustainable development and green governance.
- CLO3:** Demonstrate familiarity with best practices of good governance in Bangladesh.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2									✓	
CLO3	✓									

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Government and Governance: Concepts; Role of the State in the Era of Globalization	Lecture, interactive discussion	Class participation	CLO1
Week 2	State, Market and Civil Society, NGOs, Donors	Lecture, discussion	Oral questioning	CLO1
Week 3	Democratic Governance: Good Enough Governance, e-Governance, Corporate Governance	Lecture, discussion	Quiz	CLO1
Week 4	NGO Governance, Global Governance, Media Governance, Governance Quality	Lecture, discussion	In-course Exam 1	CLO1, CLO2
Week 5	Local Governance (Urban and Rural), Green Governance, Community Governance, Gender Governance, Sports Governance; Governance Failures and Human Rights Violation	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	Governance and Development: Changing Dimensions of Development, Strengthening Democracy through Good Governance, New Public Management	Lecture, discussion	Case-based discussion	CLO1, CLO2
Week 7	Key Governance Institutions: Parliament, Judiciary and Bureaucracy	Lecture, discussion	Reflective note	CLO1, CLO2
Week 8	Global/International Governance Institutions: UN, World Bank, IMF, ADB, JICA, KOICA	Lecture, discussion	In-course Exam 2	CLO1, CLO2
Week 9	Governance and Service Delivery Institutions: Public Service Delivery – Health, Education, Police	Lecture, discussion	Assignment 1	CLO2, CLO3
Week 10	Civic Service Providers (WASA, City Corporation, Pourashava, Union Parishad, Power Generation and Supply); Revenue Management and Collection Agencies	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Attempts at Good Governance in Bangladesh: Reforming Service Delivery through Smart Bhoomiseba, Mobile Banking, Birth and Death Registration, D-Nothi, NID Service	Lecture, case discussion	Assignment 2	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 12	Good Governance Initiatives in Bangladesh: Citizen's Charter, Right to Information Act, Anti-Corruption Commission	Lecture, case discussion	Quiz	CLO3
Week 13	Good Governance Initiatives (continued): Bangladesh Competition Commission, BFIU, DNC, CIID, DNCRP, BFSa, Department of Environment, Department of Explosives	Lecture, case discussion	Group presentation	CLO3
Week 14	Comprehensive Review: Governance Studies Revisited	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a varied combination of continuous (formative) and summative assessment methods, including in-course/mid-term examinations, quizzes, oral questioning, short written tests, case-based discussions, reflective notes, and assignments, alongside evaluation of class attendance. This variety provides ongoing feedback on students' theoretical and applied understanding of governance concepts and Bangladesh's governance initiatives. Summative assessment consists of a Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Agarwal, B. (2013). *Gender and Green Governance*. Oxford: Oxford University Press.

Arora, R. K., & Khandelwal, R. M. (2008). *Good Governance Initiatives and Impact*. New Delhi: Paragon International Publishers.

Basu, I., Devine, J., & Wood, G. (2018). *Politics of Governance in Bangladesh: Uncertain Landscapes*. New Delhi: Routledge.

- Burns, W. C. G., & Bollier, D. (2013). *Green Governance: Ecological Survival, Human Rights and the Law of the Commons*. Cambridge: Cambridge University Press.
- Chakrabarty, B., & Bhattacharya, M. (Eds.). (1998). *The Governance Discourse*. New Delhi: Oxford University Press.
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- Lata, L. N. (2023). *Spatial Justice, Contested Governance and Livelihood Challenges in Bangladesh: The Production of Counterspace*. New Delhi: Routledge.
- Mander, H., & Asif, M. (2012). *Good Governance*. Bangalore: Books for 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.
- Moran, E. F. (2010). *Environmental Social Science: Human–Environment Interactions and Sustainability*. New Jersey: Wiley-Blackwell.
- Munshi, S., & Abraham, B. P. (Eds.). (2004). *Good Governance, Democratic Societies and Globalization*. New Delhi: Sage Publications.
- Panda, S. M. (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 Press of Kansas.
- Rahman, M. M. (2005). Good Governance in Bangladesh: Theoretical Discourses. *Administrative Change*. Jaipur: Centre for Administrative Change.
- Rahman, M. M. (2017). Community Clinics Services in Bangladesh: Challenges and Opportunities. *South Asian Anthropologist*. New Delhi: Serials Publications.
- Rahman, M. M., & Mobarek, S. (2021). Revenue Mobilization and Politics at Union Parishad in Bangladesh. *South Asian Anthropologist*. New Delhi: Serials Publications.
- Rosenau, J. N., & Czempiel, E.-O. (Eds.). (2009). *Governance without Government: Order and Change in World Politics*. Cambridge: Cambridge University Press.
- Shoieb, M. J., Ahmed, A., & Rahman, M. M. (2020). Role of Non-Governmental Organizations (NGOs) in Making States Accountable Regarding Human Rights Obligations: Theoretical Discourse. *Administrative Change*. Jaipur: Centre for Administrative Change.
- 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., & McCourt, W. (2015). *Governance, Administration and Development: Making the State Work*. London: Palgrave Macmillan.

COURSE OUTLINE

COURSE 0312-208: POLITICAL SYSTEMS OF LATIN AMERICA AND AFRICA

Part A: Course Overview

- 1. Course Code** : 0312-208
- 2. Course Title** : Political Systems of Latin America and Africa
- 3. Course Type** : Core
- 4. Year and Semester** : 2nd Year, 2nd Semester
- 5. Academic Session** : 2026–2027 (January–June)
- 6. Course Teacher** : Dr. Mst. Quamrun Nahar, Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Successful completion of the second year first semester
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Latin America and Africa represent politically and culturally diverse regions whose histories of authoritarianism, colonialism, and democratization offer valuable comparative insights for political science students. This course provides students with a detailed study of the political systems of Brazil, Bolivia, South Africa, and Nigeria, examining state formation, political culture, regionalism, and contemporary conflicts. As a core course of the BSS (Honours) programme, it strengthens students' comparative analytical capacity for careers as research analysts or development practitioners.

12. Course Objectives (CO):

- CO1:** To provide concrete knowledge of Latin American and African political systems.
- CO2:** To analyze complex problems in Latin American and African political development.
- CO3:** To focus on development dilemmas in both regions.
- CO4:** To help students assess competing theoretical interpretations and develop sound arguments.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: On completion of the course, students should be able to-

CLO1: Grasp overall knowledge of society, culture, economy, and politics of Latin America and Africa, with detail on Brazil, Bolivia, South Africa, Nigeria.

CLO2: Relate governments and politics of individual states to region-wide developments and global political economy.

CLO3: Compare political processes in Latin America/Africa with Asian regions.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2				✓						
CLO3			✓							

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction: Geo-political Importance, Debt Crisis, Diversity and Disorder	Lecture, discussion	Class participation	CLO1
Week 2	State Formation: Pre-colonial Structures, Legacy of Colonialism	Lecture, discussion	Oral questioning	CLO1, CLO2
Week 3	Nationalism, Independence Movements, Religion, Ethnicity	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	Post-Colonial Development: Sovereignty, State Formation, Governance	Lecture, discussion	In-course Exam 1	CLO1, CLO2
Week 5	Elections, Political Transitions, Party System, Authoritarianism and Democratization	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	Political Culture: Inequality, Gender, Clientelism, Patronage	Lecture, discussion	Case-based discussion	CLO1, CLO2
Week 7	Ethnic and Racial Politics	Lecture, discussion	In-course Exam 2	CLO1, CLO2
Week 8	Selected States: Brazil and Bolivia	Lecture, comparative analysis	Reflective note	CLO1, CLO2, CLO3
Week 9	Selected States: South Africa and Nigeria	Lecture, comparative analysis	Assignment 1	CLO1, CLO2, CLO3
Week 10	Development Dilemma: Intervention, Dependency, Aid, Debt, Donors	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Regionalism: Latin America and Its Neighbors; African Union	Lecture, discussion	Assignment 2	CLO2, CLO3
Week 12	Current Issues in Latin America: Neoliberalism, New Left, Amazon	Lecture, discussion	Quiz	CLO2, CLO3
Week 13	Current Issues in Africa: Conflict, Civil War, Peacebuilding, Transitional Justice	Lecture, discussion	Group presentation	CLO2, CLO3
Week 14	Comprehensive Review	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and

analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

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.

COURSE OUTLINE

COURSE 0312-209: POLITICAL SYSTEMS OF THE UK AND THE USA

Part A: Course Overview

- 1. Course Code** : 0312-209
2. Course Title : Political Systems of the UK and the USA
3. Course Type : Core
4. Year and Semester : 2nd Year, 2nd Semester
5. Academic Session : 2026–2027 (January–June)
6. Course Teacher : Dr. S.M. Razy, Professor, Department of Political Science, University of Rajshahi
7. Pre-requisite : Successful completion of the second year first semester
8. Credit Value : 3
9. Contact Hours : 42 hours (3 hours/week × 14 weeks)
10. Total Marks : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

A comparative understanding of the political systems of the United Kingdom and the United States provides essential insight into two of the world's most influential constitutional traditions — parliamentary and presidential government, respectively. This course examines the constitutional development, executive, legislative, and judicial institutions, electoral systems, and party systems of the UK and the USA. As a core course of the BSS (Honours) programme, it develops students' comparative and analytical skills, enabling them to critically assess these systems and draw meaningful parallels with political systems in developing countries, including Bangladesh.

12. Course Objectives (CO):

- CO1:** To familiarize students with the government and politics of the UK and the USA.
CO2: To expose students to the political systems, constitutional development, principles, and amendment procedures of these global leading political systems.
CO3: To acquaint students with the executive, legislative, judicial, and electoral systems of the selected countries.
CO4: To conduct a comparative study of the constitution, legislature, executive, judiciary, and other political institutions of the selected countries.

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

- CLO1:** Explain and discuss the political systems and constitutional development of the UK and the USA.
CLO2: Develop skills for comparing the political systems of developed and developing countries.
CLO3: Apply critical and analytical skills to the study of government and politics.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1			✓							
CLO2			✓							
CLO3		✓								

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	UK: Sources of the British Constitution – Historical Documents, Statutes, Judicial Decisions, Commentaries, Law and Customs of Parliament and Conventions	Lecture, interactive discussion	Class participation	CLO1
Week 2	UK: Monarchy – King and the Crown, Powers and Prerogatives, Reasons for the Survival of Monarchy	Lecture, discussion	Oral questioning	CLO1
Week 3	UK: The British Cabinet – Basic Features, Ministerial Responsibility, Cabinet and Ministry	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	UK: Role of the British Cabinet; Its Primacy over the Parliament	Lecture, discussion	In-course Exam 1	CLO1, CLO2
Week 5	UK: The Prime Minister – Powers and Functions	Lecture, discussion	Short written test	CLO1
Week 6	UK: The British Parliament – Sovereignty of Parliament, House of Commons, House of Lords, Committee System	Lecture, discussion	Case-based discussion	CLO1, CLO2
Week 7	UK: Judiciary – Nature of the English Judicial System and Rule of Law	Lecture, discussion	Reflective note	CLO1, CLO3
Week 8	USA: The US Constitution – Nature and Characteristics	Lecture, comparative discussion	In-course Exam 2	CLO1, CLO2
Week 9	USA: American Federalism – History; Theory of Separation of Powers and Checks and Balances	Lecture, comparative discussion	Assignment 1	CLO1, CLO2
Week 10	USA: The Presidency – Mode of Election, Presidential Powers	Lecture, discussion	Oral questioning	CLO1, CLO3
Week 11	USA: President as Law-maker, Highest Military Officer, and Sole Spokesman in International Affairs	Lecture, discussion	Assignment 2	CLO1, CLO3
Week 12	USA: The Congress – House of Representatives, Speaker, Senate; President's Relation with Congress; Committee System	Lecture, discussion	Quiz	CLO1, CLO2
Week 13	USA: The Judiciary – Supreme Court, Judicial Review; Party System – Nature, Features, and Activities of American Political Parties	Lecture, discussion	Group presentation	CLO1, CLO2, CLO3
Week 14	Comparative Synthesis: UK and USA in Comparative Perspective; Course Review	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a varied combination of continuous (formative) and summative assessment methods, including in-course/mid-term examinations, quizzes, oral questioning, short written tests, case-based discussions, reflective notes, and assignments, alongside evaluation of class attendance. This variety provides ongoing feedback on students' comparative understanding of the political systems of the UK and USA. Summative assessment consists of a Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- Bagehot, W. (1867). *The English Constitution*. London: Chapman & Hall.
- Bogdanor, V. (1997). *The Monarchy and the Constitution*. London: Oxford University Press.
- Brogan, D. W. (1943). *The American Political System*. London: Hamish Hamilton.
- Charlton, R. (1986). *Comparative Government*. London: Longman.
- Chrimes, S. B. (1967). *English Constitutional History*. London: Oxford University Press.
- Curtis, M. (1997). *Introduction to Comparative Government*. New York: Longman.
- Doel, H. van den (1982). *Comparative Government and Politics*. New Delhi: Sterling Publishers.
- Farber, D. (2003). *Lincoln's Constitution*. Chicago: University of Chicago Press.
- Finer, H. (1961). *The Theory and Practice of Modern Government*. London: Methuen.
- Finer, S. E. (1956). *The Governments of Greater European Powers: A Comparative Study of the Governments and Political Culture of Great Britain, France, Germany and the Soviet Union* (Vol. 1). New York: Holt.
- Finer, S. E. (1970). *Comparative Government*. London: Allen Lane, Penguin Press.
- James, S. (1999). *British Cabinet Government*. London and New York: Routledge.
- Laski, H. J. (1938). *Parliamentary Government in England*. London: Allen & Unwin.
- Lane, R. (1997). *The Art of Comparative Politics*. Boston: Allyn and Bacon.
- Maisel, L. S. (2007). *American Political Parties and Elections: A Very Short Introduction*. New York: Oxford University Press.

- Mathiot, A. (1958). *The British Political System*. Stanford: Stanford University Press.
- Meny, Y., & Knapp, A. (2005). *Government and Politics in Western Europe: Britain, France, Italy, Germany* (Comparative European Politics). London: Oxford University Press.
- Munro, W. B. (1954). *The Governments of Europe*. New York: Macmillan.
- Newman, M. (1996). *Democracy, Sovereignty and the European Union*. New York: St. Martin's Press.
- Pritchett, C. H. (1959). *The American Constitution*. New York: McGraw-Hill.
- Rose, R. (1984). *Understanding Big Government*. London: Sage Publications.
- Storey, W. (2007). *US Government and Politics*. Edinburgh: Edinburgh University Press.
- Turpin, C., & Tomkins, A. (2007). *British Government and the Constitution: Text and Materials*. Cambridge: Cambridge University Press.
- Wood, G. S. (1998). *The Creation of the American Republic, 1776–1787*. Chapel Hill: University of North Carolina Press.
- Wright, T. (Ed.). (2000). *The British Political Process: An Introduction*. London and New York: Routledge.
- Zink, H. (1958). *American Government and Politics*. Princeton: D. Van Nostrand Company.

COURSE OUTLINE

COURSE 0312-210: POLITICAL ECONOMY OF BANGLADESH

Part A: Course Overview

- | | |
|-----------------------|---|
| 1. Course Code | : 0312-210 |
| 2. Course Title | : Political Economy of Bangladesh |
| 3. Course Type | : Core |
| 4. Year and Semester | : 2 nd Year, 2 nd Semester |
| 5. Academic Session | : 2026–2027 (January–June) |
| 6. Course Teacher | : Dr. Bibi Morium, Associate Professor, Department of Political Science
University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the second year first semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Examination: 70; Mid-term/In-course Examination: 20; Class Attendance: 10) |

11. Rationale of the Course:

Political economy examines the dynamic relationship between political institutions, public policies, and economic development. Understanding the political economy of Bangladesh is essential for students of Political Science because economic policies, governance structures, public finance, and development strategies significantly influence political stability, democratic governance, and social transformation. This course introduces students to the interaction between politics and economics, comparative economic systems, public finance, economic planning, agriculture, industrialization, employment, and fiscal policy with special reference to Bangladesh. It also explores contemporary development initiatives such as the Five-Year Plans, the Bangladesh Delta Plan, and the Green Economy. The course equips students with the analytical knowledge and practical understanding necessary to evaluate economic policies and governance challenges from both theoretical and empirical perspectives.

12. Course Objectives (CO):

- CO1:** To introduce the theoretical foundations, scope, and significance of political economy and its relationship with politics, governance, and economic development.
- CO2:** To provide students with comprehensive knowledge of the structure, characteristics, and major sectors of the economy of Bangladesh.
- CO3:** To develop students' understanding of comparative economic systems, public finance, economic planning, industrialization, employment, and fiscal policy.
- CO4:** To familiarize students with contemporary economic challenges and development strategies in Bangladesh, including sustainable development initiatives.
- CO5:** To enable students to critically analyze economic policies, public resource management, and development issues from political and economic perspectives.

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

- CLO1:** Explain the concepts, theories, and scope of political economy and analyze the relationship between politics and economic development.
- CLO2:** Analyze the major sectors, institutions, and policies of the Bangladesh economy, including agriculture, industry, public finance, taxation, and economic planning.

CLO3: Evaluate economic issues, policies, budgeting, foreign aid, and development strategies in Bangladesh using political economy perspectives and evidence-based analysis.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2						✓				
CLO3						✓				

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Political Economy: Development of State Activities; Socio-economic Functions of Modern States; Relationship between Politics and Economics; Economics as a Discipline; Political Economy: Meaning, Scope, and Subject Matter	Lecture, interactive discussion	Class participation	CLO1
Week 2	Comparative Economic Systems: Free Market Economy, Mixed Economy, Planned Economy; Nature and Characteristics of the Bangladesh Economy	Lecture, discussion	Oral questioning	CLO1, CLO2
Week 3	Agriculture in Bangladesh: Characteristics, Importance, Agricultural Policy, Land Tenure System, Land Reforms, and Contemporary Challenges	Lecture, case discussion	Quiz	CLO2
Week 4	State and Industry: Industrial Structure, Industrial Backwardness, Categories of Industries, Public and Private Sectors, Nationalization	Lecture, discussion	In-course Examination 1	CLO2
Week 5	Population and Employment: Population Growth, Labour Force, Unemployment, Full Employment, Trade Unions, Industrial Disputes, and Employment Policies in Bangladesh	Lecture, interactive discussion	Short written test	CLO2, CLO3
Week 6	Economic Planning: Five-Year Plans, Perspective Planning, Local Planning, Sustainable Development, Green Economy, and Bangladesh Delta Plan 2100	Lecture, discussion	Assignment 1	CLO2, CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 7	Public Finance: Meaning, Scope, Importance, Theory of Maximum Social Advantage; Public Finance versus Private Finance in Bangladesh	Lecture, problem-based discussion	Class presentation	CLO2
Week 8	Public Revenue and Taxation: Sources of Public Revenue, Principles of Taxation, Tax Burden, Taxable Capacity, and Public Expenditure	Lecture, discussion	In-course Examination 2	CLO2, CLO3
Week 9	Public Debt and Foreign Aid: Meaning, Types, Burden and Repayment of Public Debt; Foreign Aid versus Public Borrowing; Economic and Political Implications	Lecture, case discussion	Case analysis	CLO3
Week 10	Government Budget: Budget Preparation Process, Characteristics of a Good Budget, Classification of Budgets, Deficit Budget, Deficit Financing, and Fiscal Policy	Lecture, discussion	Reflective note	CLO3
Week 11	Contemporary Economic Issues in Bangladesh: Inflation, Poverty, Income Inequality, Food Security, Regional Disparities, and Sustainable Economic Development	Lecture, seminar discussion	Assignment 2	CLO3
Week 12	Global Economic Institutions and Bangladesh: International Monetary Fund (IMF), World Bank, Asian Development Bank (ADB), World Trade Organization (WTO), and Their Roles in Bangladesh's Development	Lecture, discussion	Oral presentation	CLO3
Week 13	Political Economy of Development in Bangladesh: Governance, Public Policy, Economic Reforms, SDGs, and Emerging Development Challenges	Lecture, case study	Case-based discussion	CLO3
Week 14	Comprehensive Review: Political Economy of Bangladesh Revisited—Current Trends, Challenges, and Future Prospects	Lecture, synthesis discussion, review		CLO2

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

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.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who are unable to appear in an in-course examination due to illness or other unavoidable circumstances, supported by valid documentary evidence and approved by the Course Teacher and the Departmental Academic Committee, may be permitted to take a make-up examination or have alternative arrangements in accordance with the rules and regulations of the University of Rajshahi. Requests for make-up assessment must be submitted in writing within one week of the missed examination.

Part D: Learning Materials

16. Learning Materials

Core Textbooks

Todaro, M. P., & Smith, S. C. (2021). *Economic Development* (13th ed.). Harlow: Pearson.

Gilpin, R. (2001). *Global Political Economy: Understanding the International Economic Order*. Princeton, NJ: Princeton University Press.

Caporaso, J. A., & Levine, D. P. (1992). *Theories of Political Economy*. Cambridge: Cambridge University Press.

Recommended Readings

Beard, C. A. (2002). *The Economic Basis of Politics*. New York: Routledge.

Benjamin, H. (2009). *Economic Development: Principles, Problems and Policies* (18th ed.). New Delhi: McGraw-Hill.

Dalton, H. (2013). *Principles of Public Finance* (11th ed.). London: Routledge.

Khan, A. R. (2015). *The Economy of Bangladesh: A Quarter Century of Development* (3rd ed.). Dhaka: University Press Limited.

Rahman, A. A. M. *Current Issues of Bangladesh Economy*. Dhaka: Academic Publishers.

Robbins, L. (1997). "Economic Science and Political Economy." In *The Economic Journal*, pp. 415–428.

Rostow, W. W. (1991). *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press.

Sen, A. (1999). *Development as Freedom*. Oxford: Oxford University Press.

Stiglitz, J. E. (2018). *People, Power, and Profits: Progressive Capitalism for an Age of Discontent*. New York: W. W. Norton.

World Bank. (Latest edition). *Bangladesh Development Update*. Washington, DC: World Bank.

Government of the People's Republic of Bangladesh. (Latest edition). *Bangladesh Economic Review*. Dhaka: Ministry of Finance.

Government of the People's Republic of Bangladesh. (Latest edition). *Annual Development Programme (ADP)*. Dhaka: Ministry of Planning.

Government of the People's Republic of Bangladesh. (Latest edition). *Five-Year Plan and Perspective Plan of Bangladesh*. Dhaka: Planning Commission.

United Nations Development Programme (UNDP). (Latest edition). *Human Development Report*. New York: UNDP.

Asian Development Bank (ADB). (Latest edition). *Asian Development Outlook*. Manila: Asian Development Bank.

Note: Additional recent books, journal articles, government reports, policy papers, and web-based learning materials will be supplied by the concerned Course Teacher.

COURSE OUTLINE

COURSE 0312-211: SEMINAR

Part A: Course Overview

1. **Course Code** : 0312-211
2. **Course Title** : Seminar
3. **Course Type** : Core
4. **Year and Semester** : 2nd Year, 2nd Semester
5. **Academic Session** : 2026–2027 (January–June)
6. **Course Teacher** : Assigned by the Academic Committee of the Department
7. **Pre-requisite** : Successful completion of the second year first semester
8. **Credit Value** : 2
9. **Contact Hours** : 28 hours (2 hours/week × 14 weeks)
10. **Total Marks** : 100 (Synopsis: 40; Presentation and Defense: 40; Attendance and Participation: 20)

11. Rationale of the Course:

The Seminar course provides students the opportunity to move beyond passive classroom learning toward active, independent engagement with topics drawn from their coursework, developing research, synthesis, and presentation skills essential to academic and professional life. Working individually or in groups under the guidance of an assigned faculty supervisor, students select a topic related to their taught courses, conduct a literature search, and prepare a synopsis supported by a comprehensive list of references. As a core course of the BSS (Honours) programme, it builds foundational academic research and communication competencies that prepare students for more advanced independent research later in the programme.

12. Course Objectives (CO):

- CO1:** To enable students to select and narrow down a research topic relevant to their coursework.
CO2: To develop students' skills in searching for and evaluating academic sources.
CO3: To train students in synthesizing information into a concise, well-referenced synopsis.
CO4: To develop students' oral presentation and academic defense skills.

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

- CLO1:** Identify and formulate a focused topic of study relevant to courses being taught.
CLO2: Search, evaluate, and compile relevant academic sources into a comprehensive reference list.
CLO3: Prepare, present, and defend a well-organized research synopsis on a selected topic before an examination panel.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1		✓								
CLO2				✓						
CLO3							✓			

Part B: Content and Delivery

14. Seminar Plan: Structure and Activities

Given the independent, project-based nature of this course, the semester is organized into phases of guided activity rather than a fixed weekly lecture schedule:

Phase	Weeks	Activities	Supervisor's Role	Assessment Component	Corresponding CLOs
Phase 1: Topic Selection	Weeks 1–3	Student(s) select one or more topics related to courses taught in the semester, in consultation with the assigned supervisor	Guide topic selection, ensure relevance and feasibility	Topic approval	CLO1
Phase 2: Literature Search and Compilation	Weeks 4–8	Student(s) search for and compile relevant academic sources, books, articles, and references	Guide source selection, recommend key literature	Progress review	CLO2
Phase 3: Synopsis Preparation	Weeks 9–12	Student(s) draft and refine a written synopsis of the chosen topic, supported by a comprehensive reference list	Review drafts, provide feedback on structure and content	Synopsis submission (40 marks)	CLO3
Phase 4: Presentation and Defense	Weeks 13–14	Student(s) present the synopsis before an examination panel and respond to questions	Prepare student(s) for presentation	Presentation and Defense (40 marks)	CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Each student or student group is assessed on the quality of the prepared synopsis and the presentation made, evaluated by two examiners appointed by the Departmental Academic Committee.

15.2 Marks Distribution:

Component	Marks
Synopsis (content, organization, referencing)	40
Presentation and Defense	40
Attendance and Participation	20
Total	100

15.3 Examination:

The synopsis and presentation shall be jointly evaluated by two examiners assigned by the Departmental Academic Committee.

15.4 Make-up Procedures:

Students unable to present due to illness or unavoidable circumstances, supported by valid documentation and approved by the Academic Committee, may be granted a rescheduled presentation, as per Departmental and University rules.

Part D: Learning Materials

16. Learning Materials

No fixed reading list applies, as topics are selected by students in consultation with their assigned supervisor from among the courses taught in the relevant semester. Students are expected to identify and compile their own topic-specific references under supervisory guidance, following standard academic citation practices.

THIRD YEAR
First Semester (2027-2028)

COURSE OUTLINE

COURSE 0312-301: CIVIL SOCIETY, NGOs AND DEVELOPMENT

Part A: Course Overview

1. Course Code	: 0312-301
2. Course Title	: Civil Society, NGOs and Development
3. Course Type	: Core
4. Year and Semester	: 3 rd Year, 1 st Semester
5. Academic Session	: 2027–2028 (July–December)
6. Course Teacher	: Dr. Farhat Tasnim, Professor, Department of Political Science, University of Rajshahi
7. Pre-requisite	: Successful completion of the second year second semester
8. Credit Value	: 3
9. Contact Hours	: 42 hours (3 hours/week × 14 weeks)
10. Total Marks	: 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

In the modern world, civil society often plays a major role in shaping politics and policy. Civil society not only exerts direct influence on political institutions but also transforms wider public attitudes to politics, governance, and democracy. Moreover, in developing countries, civil society, primarily through NGOs, is engaged in development activities. 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 regarding development, governance, and politics shall be highlighted in the course lectures. This course will critically examine the links between civil society, NGOs, and other development actors, as well as their relationship to the Sustainable Development Goals (SDGs) and key global challenges. It links politics and policies with society and organizations. The students will prepare themselves to become civil society leaders, NGO activists, and development practitioners.

12. Course Objectives (CO):

- CO1:** To inform the students about the key concepts, ideas, history, and theories in the study of civil society;
- CO2:** To help them reflect critically on a range of contemporary issues in relation to the politics and civil society;
- CO3:** To develop the capacity of the students to research, present and critically reflect on civil society and NGO issues;
- CO4:** To provide a balanced perspective on the potential and limits of NGOs as agents of development to the students;
- CO5:** To develop a clear understanding of the current and future challenges NGOs are facing in relation to development and politics.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: 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, both from national and international perspectives.

CLO 3: Analyze the relationships among civil society, advocacy, politics, democracy, philanthropy, and development, and apply this knowledge in civil society, NGO, and development practice.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1		✓								
CLO2			✓							
CLO3					✓					

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Key Concepts of Civil Society: Meaning, classification. Mapping the civil society, Function Domain	Lecture, interactive discussion	Class participation	CLO1
Week 2	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.	Lecture,	Oral questioning	CLO1
Week 3	Civil Society in its Contemporary Frames: Neo-Toquevillean School and Neo-Gramscian School	Lecture, guided discussion	Quiz	CLO1
Week 4	Civil Society active at different levels of the political system, Relationship between civil society and other actors in the political system	Lecture,	Short written test	CLO3
Week 5	Civil Society and Democracy, Civil Society and Governance,	Lecture, group discussion	In-course Exam 1	CLO1, CLO3
Week 6	Meaning of Social Capital, Classification, Applications (local government, community building, poverty eradication, development), its relation with civil society	Lecture, discussion	Reflective note	CLO2; CLO 3
Week 7	Environmental problems, convergence, and the role of civil society in protecting the environment. International civil society and environment	Lecture, timeline mapping	Assignment 1	CLO3
Week 8	Meaning, classification, function domain, NGOs as a civil society organizations, NGOs as mechanism to development	Lecture, case discussion	Case-based discussion	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 9	NGO Laws with reference to Bangladesh, Development and Sustainable Development Goals,	Lecture, interactive discussion	In-course Exam 2	CLO2, CLO3,
Week 10	Donor and donor policy cooperation between national and international NGOs.	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Critical understanding of Civil Society, NGOs and Development: Dark side of civil society, Donor's Agenda, Gap between theory and practice, Optimism	Lecture, worked examples	Group debate	CLO3
Week 12	Civil Society and NGOs in Developed and Developing countries: Civil Societies in Europe, America, and other Established Democracies	Lecture, discussion	Quiz	CLO 2, CLO3
Week 13	Civil Societies in Asia and other Developing Worlds, with special reference to Bangladesh	Lecture, comparative analysis	Case-based discussion	CLO2, CLO3
Week 14	Global Civil Society, Challenges, Tensions, and Successes	Lecture, synthesis discussion, review	Comprehensive review	CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination that covers the entire course content and assesses students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- 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.
- Diamond, Larry (1999). *Developing Democracies: Towards Consolidation*. Baltimore: The Johns Hopkins University 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 (2011) *Bangladesh: Politics, Economy and Civil Society* Cambridge, Cambridge University Press.
- Lewis David, Nazneen Kanji, Nuno S Themudo (2020) 2nd ed. *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.

COURSE OUTLINE

COURSE 0312-302: POLITICAL SYSTEMS OF SOUTHEAST-ASIAN COUNTRIES

Part A: Course Overview

- 1. Course Code** : 0312-302
- 2. Course Title** : Political Systems of Southeast-Asian Countries
- 3. Course Type** : Core
- 4. Year and Semester** : 3rd Year, 1st Semester
- 5. Academic Session** : 2027–2028 (July–December)
- 6. Course Teacher** : Dr. Most. Rukshana Parvin, Associate Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Successful completion of the second year second semester
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Southeast Asia presents a politically diverse region marked by varied constitutional traditions, national integration challenges, and regional cooperation through ASEAN. This course provides students with a broad conceptual and empirical understanding of the governmental and political processes of Southeast Asian countries, examining institutions, political culture, and regional organizations. As a core course of the BSS (Honours) programme, it develops students' comparative analytical skills, enabling comparison between South and Southeast Asian political developments.

12. Course Objectives (CO):

- CO1:** To provide basic knowledge of the governmental and political matters of Southeast Asian countries.
- CO2:** To prepare students to compare Southeast Asian political developments regionally and globally.
- CO3:** To compare developments in South Asia and Southeast Asia.
- CO4:** To help students apply political theories to Southeast Asian issues and cases.
- CO5:** To develop oral communication skills through discussions and debates.

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

CLO1: Distinguish key themes in state-building and policymaking across Southeast Asia.

CLO2: Develop analytical capacity to examine these themes comparatively.

CLO3: Apply comparative analytical theory and cross-country data to develop an original research paper on state-building, development, or conflict.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2			✓							
CLO3							✓			

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Background of the Region: History, Society, Demography	Lecture, discussion	Class participation	CLO1, CLO3
Week 2	Political Systems of the Region	Lecture, discussion	Oral questioning	CLO1, CLO3
Week 3	Important Political Institutions: Executive and Legislature	Lecture, discussion	Quiz	CLO1
Week 4	Important Political Institutions: Judiciary and Electorate	Lecture, discussion	In-course Exam 1	CLO1
Week 5	Political Parties, Leaders and Elections	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	Civil-Military Bureaucracy and Politics	Lecture, discussion	Case-based discussion	CLO1, CLO3
Week 7	National Integration: Religion, Ethnicity, Insurgency, Regionalism	Lecture, discussion	In-course Exam 2	CLO1, CLO3
Week 8	Political Instability	Lecture, discussion	Reflective note	CLO1, CLO2
Week 9	Prospects of Development: Economic, Social, Cultural, Political	Lecture, discussion	Assignment 1	CLO1
Week 10	Constitutional and Political Challenges and Prospects	Lecture, discussion	Oral questioning	CLO1
Week 11	Regional Organizations: ASEAN and Regional Conflicts	Lecture, discussion	Assignment 2	CLO1, CLO2
Week 12	Comparative Case Analysis: Two-Country Data Collection (Part 1)	Guided research	Quiz	CLO3
Week 13	Comparative Case Analysis (Part 2); Research Paper Development	Guided research	Group presentation	CLO3
Week 14	Comprehensive Review	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Alagappa, M. (1995). *Political Legitimacy in Southeast Asia: The Quest for Moral Authority*. Stanford: Stanford University Press.

Bertrand, J. (2013). *Political Change in Southeast Asia*. Cambridge: Cambridge University Press.

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

Croissant, A., & Lorenz, P. (2018). *Comparative Politics of Southeast Asia*. New York: Springer.

Funston, J. (2001). *Government and Politics in Southeast Asia*. Singapore: Institute of Southeast Asian Studies.

Kingsbury, D. (2016). *Politics in Contemporary Southeast Asia*. New Delhi: Taylor and Francis.

Lockard, C. A. (2009). *Southeast Asia in World History*. Oxford: Oxford University Press.

Osborne, M. (2016). *Southeast Asia: An Introductory History*. Sydney: Allen and Unwin.

Note: Additional readings will be supplied by the concerned Course Teacher.

COURSE OUTLINE

COURSE 0312-303: POLITICAL SOCIOLOGY

Part A: Course Overview

- 1. Course Code** : 0312-303
- 2. Course Title** : Political Sociology
- 3. Course Type** : Core
- 4. Year and Semester** : 3rd Year, 1st Semester
- 5. Academic Session** : 2027–2028 (July–December)
- 6. Course Teacher** : Dr. S.M. Razy, Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Successful completion of the second year second semester
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Political Sociology, an interdisciplinary field bridging political science and sociology, examines the social basis of power across institutional sectors of society, including social stratification, political culture, and the interrelationship between social structures and political institutions. This course introduces students to the sociological explanation of political behavior, organizational analysis of political groups and leadership, and the processes of political socialization and participation. As a core course of the BSS (Honours) programme, it equips students with the interdisciplinary analytical tools needed to understand contemporary political ideologies and challenges through a sociological lens.

12. Course Objectives (CO):

- CO1:** To instruct students on the historical development of Political Sociology and the social aspects of politics.
- CO2:** To provide a comprehensive overview of sociological explanations of political behavior and social organizations.
- CO3:** To equip students with knowledge and confidence to address various approaches to studying the state within Political Sociology.
- CO4:** To help students understand the processes of political values, political culture, and social stratification in relation to contemporary political ideologies.

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

- CLO1:** Demonstrate, in both oral and written forms, knowledge and understanding of sociological principles to make sense of current world events and contribute to social debates.
- CLO2:** Recognize and clarify the activities and factors influencing political decisions and political behavior.
- CLO3:** Analyze political groups, leadership, and contemporary political phenomena using organizational and sociological perspectives.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2		✓								

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO3		✓								

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Political Sociology: Definition, Nature and Scope	Lecture, interactive discussion	Class participation	CLO1, CLO3
Week 2	Fundamental Concepts: State, Society, Community, Family, Groups, Interest Groups and Pressure Groups	Lecture, discussion	Oral questioning	CLO1, CLO3
Week 3	Functions of the State: Democracy, Welfare State	Lecture, discussion	Quiz	CLO1
Week 4	Functions of the State (continued): Totalitarianism, Capitalism and Socialism	Lecture, comparative discussion	In-course Exam 1	CLO1
Week 5	Social Structure and Institutions	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	Social Stratifications	Lecture, discussion	Case-based discussion	CLO1, CLO3
Week 7	Elite and Mass	Lecture, discussion	Reflective note	CLO1, CLO3
Week 8	Socialization, Political Socialization and Political Participation (Part 1)	Lecture, discussion	In-course Exam 2	CLO1, CLO2
Week 9	Socialization, Political Socialization and Political Participation (Part 2)	Lecture, discussion	Assignment 1	CLO1, CLO2
Week 10	Power and Authority	Lecture, discussion	Oral questioning	CLO1
Week 11	Bureaucracy: Max Weber	Lecture, discussion	Assignment 2	CLO1
Week 12	Change and Revolution	Lecture, discussion	Quiz	CLO1, CLO2
Week 13	Voting Behaviour	Lecture, discussion	Group presentation	CLO2, CLO3
Week 14	Comprehensive Review: Political Sociology Revisited	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a varied combination of continuous (formative) and summative assessment methods, including in-course/mid-term examinations, quizzes, oral questioning, short written tests, case-based discussions, reflective notes, and assignments, alongside evaluation of class attendance. This variety provides ongoing feedback on students' sociological and analytical understanding of political phenomena. Summative assessment consists of a Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Almond, G. A., & Coleman, J. S. (Eds.). (1960). *The Politics of Developing Areas*. Princeton: Princeton University Press.

Apter, D. E. (1967). *The Politics of Modernization*. Chicago: University of Chicago Press.

Ashraf, A., & Sharma, L. N. (1983). *Political Sociology: A New Grammar of Politics*. India: Madras University Press.

Barber, B. (1957). *Social Stratification: A Comparative Analysis of Structure and Process*. New York: Harcourt.

Bell, E. H. (1961). *Social Foundations of Human Behavior*. New York: 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, L. A. (Ed.). (1967). *Political Sociology*. New York: Harper & Row.

Dahl, R. A. (1963). *Modern Political Analysis*. New Jersey: Prentice Hall.

Dowse, R. E., & Hughes, J. A. (1972). *Political Sociology*. London: John Wiley.

Hyman, H. (1959). *Political Socialization: A Study in the Psychology of Political Behavior*. Illinois: Glencoe.

Lipset, S. M. (Ed.). (1969). *Political Man*. London: Heinemann.

Lipset, S. M., & Bendix, R. (Eds.). (1970). *Class, Status and Power: Social Stratification in Comparative Perspective*. London: Routledge and Kegan Paul.

MacIver, R. M., & Page, C. H. (1959). *Society*. London: Macmillan.

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

Mukhopadhyay, A. K. (1977). *Political Sociology*. Calcutta: K. P. Bagchi and Company.

Pye, L. W., & Verba, S. (Eds.). (1965). *Political Culture and Political Development*. Princeton: Princeton University Press.

Ray, A., & Bhattacharya, M. (1983). *Political Theory: Ideas and Institutions*. Calcutta: The World Press Private Limited.

Schumpeter, J. A. (1966). *Capitalism, Socialism and Democracy*. London: George Allen and Unwin.

Wasburn, P. C. (1982). *Political Sociology: Approaches, Concepts, Hypotheses*. New Jersey: Prentice Hall.

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

কাসেম, মোহাম্মদ আবুল। (২০১৯)। *তুলনামূলক রাজনীতি*। ঢাকা: আলোয়া বুক ডিপো।

রহমান, মো. মকসুদুর (সম্পা.)। (২০১২)। *রাজনৈতিক সমাজবিজ্ঞান*। ঢাকা: অবসর প্রকাশনা সংস্থা।

COURSE OUTLINE

COURSE 0312-304: PROJECT PLANNING AND MANAGEMENT

Part A: Course Overview

- | | |
|-----------------------|---|
| 1. Course Code | : 0312-304 |
| 2. Course Title | : Project Planning and Management |
| 3. Course Type | : GED (General Education) |
| 4. Year and Semester | : 3 rd Year, 1 st Semester |
| 5. Academic Session | : 2027–2028 (July–December) |
| 6. Course Teacher | : Guest Teacher, Department of Economics, University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the second year second semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Examination: 70; Mid-term/In-course Examination: 20; Class Attendance: 10) |

11. Rationale of the Course

Effective project planning and management have become indispensable in public administration, development organizations, business enterprises, non-governmental organizations (NGOs), and international development agencies. Political Science graduates are increasingly engaged in policy implementation, development planning, governance, and public service, where knowledge of project design, planning, implementation, monitoring, and evaluation is essential. This course introduces students to the principles, techniques, and tools of project planning and management, including project cycle management, feasibility analysis, network planning techniques, project monitoring, evaluation, and risk management. It also familiarizes students with the project development process in Bangladesh, particularly the roles of the Planning Commission, ECNEC, development partners, and the Annual Development Programme (ADP). As a General Education Discipline (GED) course, it equips students with practical managerial competencies that complement their understanding of governance and public policy while enhancing their employability in both public and private sectors.

12. Course Objectives (CO)

- CO1:** To introduce the fundamental concepts, principles, models, and functions of project planning and management.
- CO2:** To develop students' understanding of the project cycle, project planning techniques, project feasibility, implementation, monitoring, and evaluation.
- CO3:** To familiarize students with modern project management tools, including CPM, PERT, project scheduling, coordination, and risk management.
- CO4:** To provide knowledge of the project development and approval process in Bangladesh, including the roles of national planning institutions and development partners.
- CO5:** To enable students to apply project management knowledge and techniques to development planning and governance-related activities.

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

- CLO1:** Explain the concepts, principles, models, and project cycle of project planning and management.
- CLO2:** Analyze project planning, feasibility, implementation, monitoring, evaluation, and control using appropriate project management techniques.

CLO3: Apply project management tools and methods to assess project development and implementation, and evaluate the roles of public institutions and development partners in Bangladesh's development planning.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1		✓								
CLO2						✓				
CLO3						✓				

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Project Planning and Management: Concepts, characteristics, types of projects; elements, functions, and models of project management	Lecture, interactive discussion	Class participation	CLO1
Week 2	Projects and Development Management: Projects as an alternative approach to development management; traditional management versus project management; comparative features and significance	Lecture, discussion	Oral questioning	CLO1
Week 3	Project Cycle Management: Project idea generation, project identification, pre-feasibility study, project approval, implementation, evaluation, and project performance indicators	Lecture, case discussion	Quiz	CLO1, CLO2
Week 4	Project Planning: Steps in project planning; planning process; time planning; manpower planning; introduction to CPM and PERT; network analysis	Lecture, problem-solving exercise	In-course Examination 1	CLO2, CLO3
Week 5	Modern Project Planning Systems: Project scheduling techniques; project planning methods; priority assessment; resource allocation	Lecture, practical exercise	Short written test	CLO2, CLO3
Week 6	Project Direction and Coordination: Project communication, coordination, leadership, supervision, and team management	Lecture, discussion	Group discussion	CLO2

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 7	Project Control: Scope control, progress control, performance control, schedule control, cost control, and techniques of project control	Lecture, case analysis	Assignment 1	CLO2, CLO3
Week 8	Project Feasibility Analysis: Financial, economic, managerial, administrative, environmental, legal, and technical feasibility	Lecture, discussion	In-course Examination 2	CLO2, CLO3
Week 9	Project Monitoring: Concepts, objectives, approaches, monitoring tools, indicators, and reporting techniques	Lecture, case discussion	Case-based discussion	CLO2, CLO3
Week 10	Project Evaluation: Objectives, types, methods, criteria, and evaluation techniques	Lecture, discussion	Reflective note	CLO2, CLO3
Week 11	Project Risk Management: Risk identification, assessment, mitigation strategies, contingency planning, and project success factors	Lecture, practical exercise	Assignment 2	CLO3
Week 12	Project Development Process in Bangladesh (I): Planning Commission, Planning Wings of Ministries, National Economic Council (NEC), and Executive Committee of the National Economic Council (ECNEC)	Lecture, discussion	Oral presentation	CLO3
Week 13	Project Development Process in Bangladesh (II): Development partners (bilateral and multilateral), NGOs, resource mobilization, project financing under the Annual Development Programme (ADP), and fund release procedures	Lecture, case discussion	Case analysis	CLO3
Week 14	Project Planning and Management in Bangladesh: Challenges and issues in project implementation with particular reference to the ADP; comprehensive course review	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

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.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- Mid-term/In-course Examination: **20 marks**
- Class Attendance: **10 marks**

b) Summative (70 Marks):

- Final Examination (covering the entire course content): **70 marks**

15.3 Make-up Procedures:

Students who are unable to appear in an in-course examination due to illness or other unavoidable circumstances, supported by valid documentary evidence and approved by the Course Teacher and the Departmental Academic Committee, may be permitted to take a make-up examination or have alternative arrangements made in accordance with the rules and regulations of the University of Rajshahi. Requests for make-up assessment must be submitted in writing within one week of the missed examination.

Part D: Learning Materials

16. Learning Materials

Core Textbooks

- Gray, C. F., & Larson, E. W. (2021). *Project Management: The Managerial Process* (9th ed.). New York: McGraw-Hill Education.
- Kerzner, H. (2022). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (13th ed.). Hoboken, NJ: John Wiley & Sons.
- Project Management Institute (PMI). (2021). *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)* (7th ed.). Newtown Square, PA: Project Management Institute.

Recommended Readings

- Anderson, J. E. (2011). *Public Policymaking* (7th ed.). Boston: Cengage Learning.
- Cleland, D. I., & Ireland, L. R. (2007). *Project Management: Strategic Design and Implementation* (5th ed.). New York: McGraw-Hill.
- Dessler, G. (2020). *Human Resource Management* (16th ed.). Pearson.
- Dye, T. R. (1980). *Understanding Public Policy*. Englewood Cliffs, NJ: Prentice Hall.
- Gittinger, J. P. (1982). *Economic Analysis of Agricultural Projects* (2nd ed.). Baltimore: Johns Hopkins University Press.
- Meredith, J. R., Shafer, S. M., & Mantel, S. J. (2017). *Project Management: A Strategic Managerial Approach* (10th ed.). Hoboken, NJ: John Wiley & Sons.
- Nicholas, J. M., & Steyn, H. (2020). *Project Management for Engineering, Business and Technology* (6th ed.). New York: Routledge.
- Sapru, R. K. (1994). *Public Policy: Formulation, Implementation and Evaluation*. New Delhi: Sterling Publishers.
- Stokey, E., & Zeckhauser, R. (1978). *A Primer for Policy Analysis*. New York: W. W. Norton.
- United Nations Development Programme (UNDP). (Latest edition). *Handbook on Planning, Monitoring and Evaluating for Development Results*. New York: UNDP.
- World Bank. (Latest edition). *Project Appraisal Document Guidelines*. Washington, DC: World Bank.

Bangladesh Context

Government of the People's Republic of Bangladesh. *Planning Commission Manual for Development Projects (DPP/TPP Guidelines)*. Dhaka: Bangladesh Planning Commission.

Government of the People's Republic of Bangladesh. *Annual Development Programme (ADP)*. Dhaka: Ministry of Planning (Latest Edition).

Government of the People's Republic of Bangladesh. *Public Procurement Act, 2006* and *Public Procurement Rules, 2008* (Latest Amendments).

Note: Additional recent books, journal articles, government reports, case studies, and web-based learning materials will be supplied by the concerned Course Teacher.

COURSE OUTLINE

COURSE 0312-305: INTRODUCTION TO INTERNATIONAL POLITICS

Part A: Course Overview

1. Course Code	: 0312-305
2. Course Title	: Introduction to International Politics
3. Course Type	: Core
4. Year and Semester	: 3 rd Year, 1 st Semester
5. Academic Session	: 2027–2028 (July–December)
6. Course Teacher	: Dr. Bibi Morium, Associate Professor, Department of Political Science University of Rajshahi
7. Pre-requisite	: Successful completion of the second year second semester
8. Credit Value	: 3
9. Contact Hours	: 42 hours (3 hours/week × 14 weeks)
10. Total Marks	: 100 (Final Examination: 70; Mid-term/In-course Examination: 20; Class Attendance: 10)

11. Rationale of the Course:

International politics is a fundamental area of political science that examines the interactions among states, international organizations, non-state actors, and other participants in the global system. In an increasingly interconnected world, understanding international political processes is essential for analyzing issues such as power, security, diplomacy, globalization, international organizations, regional cooperation, and transnational challenges. This course introduces students to the major concepts, theories, and contemporary issues of international politics while providing an understanding of national power, foreign policy, diplomacy, international organizations, and regional integration. It also explores emerging global challenges such as terrorism, neo-colonialism, environmental movements, and globalization. The course equips students with the analytical knowledge and critical thinking skills necessary for understanding international affairs and prepares them for advanced studies in international relations, diplomacy, foreign policy analysis, and global governance.

12. Course Objectives (CO):

- CO1:** To introduce students to the fundamental concepts, theories, and approaches of international politics.
- CO2:** To develop students' understanding of the nature of international power, foreign policy, diplomacy, and the structure of the international system.
- CO3:** To familiarize students with major international organizations, regional groupings, and their roles in promoting international cooperation and global governance.
- CO4:** To develop students' analytical ability to examine contemporary international political issues, conflicts, and global challenges from different theoretical perspectives.
- CO5:** To prepare students for advanced studies and professional careers in international relations, diplomacy, public administration, and foreign policy analysis.

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

- CLO1:** Explain the basic concepts, theories, and evolution of international politics and the structure of the international system.
- CLO2:** Analyze international political issues, national power, foreign policy, diplomacy, and global political developments using appropriate theoretical perspectives.

CLO3: Evaluate the roles of international organizations, regional organizations, and non-state actors in addressing global issues and critically analyze contemporary international political challenges.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2		✓								
CLO3			✓							

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to International Politics: Meaning, Nature, Scope, Subject Matter, Characteristics, Importance of the Study of International Politics; International Politics and International Relations; International Politics as an Academic Discipline	Lecture, interactive discussion	Class participation	CLO1
Week 2	Theoretical Approaches to International Politics: Realism, Liberalism, Game Theory, and their relevance in explaining international political behaviour	Lecture, discussion	Oral questioning	CLO1
Week 3	National Power: Meaning, Elements of National Power; Concepts of Great Power, Small Power, Superpower, Bipolarity, Multipolarity, and Balance of Power	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	Nation-State and Global Politics: Nation-State, Imperialism, Colonialism, Neo-colonialism, and their impact on international politics	Lecture, case discussion	In-course Examination 1	CLO2
Week 5	Globalization and Contemporary Global Issues: Globalization, International Terrorism, Climate Change, Environmental Movements, and Emerging Security Challenges	Lecture, seminar discussion	Short written test	CLO2
Week 6	The United Nations: Origin, Objectives, Principles, Organizational Structure, Functions, Achievements, and Challenges	Lecture, discussion	Assignment 1	CLO2, CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 7	International Economic Organizations: World Bank, International Monetary Fund (IMF), and their roles in global economic governance and development	Lecture, discussion	Class presentation	CLO3
Week 8	Regional Organizations: OIC, SAARC, ASEAN, European Union (EU), BRICS, G-8, OECD, and the Non-Aligned Movement (NAM): Objectives, Structures, and Contemporary Relevance	Lecture, case discussion	In-course Examination 2	CLO3
Week 9	Foreign Policy: Meaning, Objectives, Determinants, and Instruments of Foreign Policy	Lecture, discussion	Case-based discussion	CLO2, CLO3
Week 10	Diplomacy: Meaning, Functions, Types, Contemporary Diplomacy, and Diplomatic Practices	Lecture, role play	Reflective note	CLO2, CLO3
Week 11	Foreign Policy-Making Process: State and Non-State Actors; Public Opinion, Media, Interest Groups, Think Tanks, and International Organizations	Lecture, discussion	Assignment 2	CLO3
Week 12	Bangladesh in International Politics: Principles of Bangladesh's Foreign Policy, Relations with Major Powers and Neighbouring Countries, Regional and Global Engagement	Lecture, case study	Oral presentation	CLO3
Week 13	Contemporary Issues in International Politics: Human Rights, Migration, Refugee Crisis, Cyber Security, Nuclear Proliferation, and Global Governance	Lecture, group discussion	Group presentation	CLO3
Week 14	Comprehensive Review: International Politics Revisited—Theories, Organizations, Foreign Policy, and Contemporary Global Issues	Lecture, synthesis discussion, review		CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment will include in-course examinations, quizzes, assignments, class presentations, group discussions, model debate/role-play activities, oral questioning, and class participation to evaluate students' understanding of theories, concepts, and contemporary issues in international politics.

These assessment methods are designed to develop students' analytical ability, communication skills, critical thinking, and collaborative learning. Summative assessment will consist of a comprehensive Final Examination covering the entire course content to evaluate the achievement of the Course Learning Outcomes (CLOs).

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who are unable to appear in an in-course examination due to illness or other unavoidable circumstances, supported by valid documentary evidence and approved by the Course Teacher and the Departmental Academic Committee, may be permitted to take a make-up examination or complete an alternative assessment in accordance with the rules and regulations of the University of Rajshahi. Requests for make-up assessment must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Core Textbooks

- Baylis, J., Smith, S., & Owens, P. (Eds.). (2023). *The Globalization of World Politics: An Introduction to International Relations* (9th ed.). Oxford: Oxford University Press.
- Basu, R. (Ed.). (2012). *International Politics: Concepts, Theories and Issues*. New Delhi: Sage Publications.
- Goldstein, J. S., & Pevehouse, J. C. (2023). *International Relations* (13th ed.). New York: Pearson.

Recommended Readings

- Basic Facts about the United Nations. (Latest ed.). New York: United Nations.
- Brown, G. W., McLean, I., & McMillan, A. (2018). *The Concise Oxford Dictionary of Politics and International Relations*. Oxford: Oxford University Press.
- Haider, J. (2006). *Changing Pattern of Bangladesh Foreign Policy: A Comparative Study of the Mujib and Zia Regime*. Dhaka: University Press Limited.
- Hanhimäki, J. M. (2015). *The United Nations: A Very Short Introduction* (2nd ed.). Oxford: Oxford University Press.
- Holsti, K. J. (1995). *International Politics: A Framework for Analysis*. New Delhi: Prentice Hall of India.
- Kaplan, M. A. (2005). *System and Process in International Politics*. Colchester: ECPR Press.
- Lerche, C. O., & Said, A. A. (1970). *Concepts of International Politics* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Malhotra, V. K. (1993). *International Relations*. New Delhi: Anmol Publications.
- Morgenthau, H. J., Thompson, K. W., & Clinton, D. W. (2005). *Politics Among Nations: The Struggle for Power and Peace*. New Delhi: McGraw-Hill.
- Naik, J. A. (1978). *A Textbook of International Relations*. Delhi: Macmillan India.
- Nye, J. S., & Welch, D. A. (2023). *Understanding Global Conflict and Cooperation* (11th ed.). New York: Pearson.
- Paddelford, N. J., & Lincoln, G. A. (1962). *The Dynamics of International Politics*. New York: Macmillan.

Palmer, N. D., & Perkins, H. C. (1985). *International Relations* (Indian Reprint). Delhi: CBS Publishers.

Rourke, J. T., & Boyer, M. A. (2003). *International Politics on the World Stage* (5th ed.). Boston: McGraw-Hill.

Rourke, J. T. (2011). *Taking Sides: Clashing Views in World Politics* (15th ed.). Boston: McGraw-Hill/Dushkin.

Viotti, P. R., & Kauppi, M. V. (2022). *International Relations and World Politics* (7th ed.). New York: Pearson.

Bangladesh Context

Government of the People's Republic of Bangladesh. *The Constitution of the People's Republic of Bangladesh* (Latest edition).

Ministry of Foreign Affairs, Bangladesh. *Bangladesh Foreign Policy: Official Documents and Policy Statements* (Latest edition).

Government of the People's Republic of Bangladesh. *Bangladesh Economic Review* (Latest edition).

Note: Additional recent books, journal articles, policy papers, reports of international organizations, and web-based learning materials will be supplied by the concerned Course Teacher.

COURSE OUTLINE

COURSE 0312-306: EARLY MODERN WESTERN POLITICAL THOUGHT

Part A: Course Overview

- 1. Course Code** : 0312-306
2. Course Title : Early Modern Western Political Thought
3. Course Type : Core (Theoretical)
4. Year and Semester : 3rd Year, 1st Semester
5. Academic Session : 2027–2028 (July–December)
6. Course Teacher : Tareque M. Taufiqur Rahman PhD, Professor, Department of Political Science, University of Rajshahi
7. Pre-requisite : Successful completion of the second year second semester
8. Credit Value : 3
9. Contact Hours : 42 hours (3 hours/week × 14 weeks)
10. Total Marks : 100 (Final Examination: 70, Mid-term/In-course: 20, Attendance: 10)

11. Rationale of the Course:

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

12. Course 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.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1		✓								

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO2		✓								
CLO3			✓							

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1,2,3	Early Modern Age: Its Political Social and Religious Background	Lecture, interactive discussion	Class participation	CLO1
Week 4,5,6	Beginning of Modern Age: Nicolo Machiavelli Period.	Lecture, case examples	Oral questioning	CLO1,2
Week 7,8	Protestant Reformation Movement in Early Modern Period: Martin Luther and John Calvin.	Lecture, guided discussion	Quiz	CLO2
Week 9,10,11	16th Century Political Thought: Jean Bodin and Hugo Grotius. James Harrington.	Lecture, comparative discussion	Short written test	CLO2,3
Week 12,13,14	17th Century Political Thought: Thomas Hobbes, John Locke and Jean Jacques Rousseau. Montesquieu, Edmund Burke.	Lecture, group discussion	In-course Exam 1	CLO2,3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up

assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- 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.
- ড. সুলতান মাহমুদ, (অনূদিত), *রাজনৈতিক দর্শন*, ঢাকা: শব্দশৈলী, ২০২৬।

THIRD YEAR
Second Semester (2027-2028)

COURSE OUTLINE

COURSE 0312-307: SOCIOLOGY OF BANGLADESH

Part A: Course Overview

- 1. Course Code** : 0312-307
- 2. Course Title** : Sociology of Bangladesh
- 3. Course Type** : GED (General Education)
- 4. Year and Semester** : 3rd Year, 2nd Semester
- 5. Academic Session** : 2027–2028 (January–June)
- 6. Course Teacher** : Dr. Mst. Quamrun Nahar, Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Successful completion of the third year first semester
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

An understanding of Bangladesh's social structure, cultural evolution, and historical land tenure systems is essential for political science students to address the social, economic, and political dynamics of the country. This course examines the legacy of British colonial land policies, the origin and development of Bangladeshi culture, social stratification, and processes of social change including industrialization and urbanization. As a GED course of the BSS (Honours) programme, it equips students with a sociological foundation necessary for analyzing Bangladesh's contemporary social issues.

12. Course Objectives (CO):

- CO1:** To improve understanding of the successful aspects of Bangladesh's society.
- CO2:** To enable students to address social, economic, political, religious, and geographical patterns of Bangladesh.
- CO3:** To enable comparison of cultural crises and development across countries.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: On completion of the course, students should be able to-

CLO1: Know the core concepts of the sociology of Bangladesh.

CLO2: Develop foundational disciplinary understanding.

CLO3: Demonstrate sound knowledge of current culture and communities in comparative perspective.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2	✓									
CLO3			✓							

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Consequences of British Occupation of Bengal; New Land Tenure System	Lecture, discussion	Class participation	CLO1
Week 2	Permanent Settlement Act of 1793 and Its Impact	Lecture, discussion	Oral questioning	CLO1
Week 3	Emergence of New Land-Ownning Classes; Conditions of the Peasantry	Lecture, discussion	Quiz	CLO1, CLO3
Week 4	Introduction of English Education and Consequences	Lecture, discussion	In-course Exam 1	CLO1, CLO3
Week 5	Culture: Origin and Development, Ethnocentrism, Cultural Relativism	Lecture, discussion	Short written test	CLO1, CLO3
Week 6	Sub-culture Variation; Features of Bangladesh Culture	Lecture, discussion	Case-based discussion	CLO1, CLO3
Week 7	Urban and Rural Culture; Tribal Culture, Ethnic Identity	Lecture, discussion	In-course Exam 2	CLO1, CLO3
Week 8	Spatial and Demographic, Cultural Integration	Lecture, discussion	Reflective note	CLO1, CLO3
Week 9	Social Structure of Bangladesh: Influence of Geography	Lecture, discussion	Assignment 1	CLO1
Week 10	Social Stratification in Rural and Urban Areas; Rural-Urban Institutions	Lecture, discussion	Oral questioning	CLO1
Week 11	Process of Social Change in Bangladesh: Industrialization	Lecture, discussion	Assignment 2	CLO1, CLO2
Week 12	Urbanization and Rural/Agricultural Development	Lecture, discussion	Quiz	CLO1, CLO2
Week 13	Social Control: Agencies – Family, Religion, Law, Education, Norms	Lecture, discussion	Group presentation	CLO1, CLO3
Week 14	Comprehensive Review	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

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

Dacca: Oxford Univvrsity 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 Fucntins of Inequality. New Delhi: Prentice Hall of India, Private Limited.

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

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

David Dressler (1969). Sociology. The Study of Human Interaction. Torento: 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।

আহমেদ, ড. কফিল উদ্দিন ও নাহার, ড. মোসা. কামরুন, (২০২৫), রাজনৈতিক সমাজতত্ত্ব ও বাংলাদেশের সমাজতত্ত্ব, অবসর প্রকাশনা।

COURSE OUTLINE

COURSE 0312-308: DEMOCRACY AND DEMOCRATIZATION

Part A: Course Overview

- 1. Course Code** : 0312-308
2. Course Title : Democracy and Democratization
3. Course Type : Core
4. Year and Semester : 3rd Year, 2nd Semester
5. Academic Session : 2027–2028 (January–June)
6. Course Teacher : *To be notified at the beginning of the semester*
7. Pre-requisite : Successful completion of the third year first semester
8. Credit Value : 3
9. Contact Hours : 42 hours (3 hours/week × 14 weeks)
10. Total Marks : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Democracy has emerged as the predominant political system, theory, and ideology of governance in the contemporary world. This course examines democracy as a philosophy, theory, and political system, alongside the varied processes of democratization, institutionalization, and consolidation across different regions and historical periods. As a core course of the BSS (Honours) programme, it strengthens students' theoretical and analytical foundation for examining democratic institutions and current debates surrounding democratic backsliding and illiberal democracy worldwide.

12. Course Objectives (CO):

- CO1:** To provide students with skills to study and analyze theories of democracy and democratization.
CO2: To develop in-depth knowledge of key political institutions related to democracy.
CO3: To provide a framework for case-based investigation of democratization.
CO4: To explore the philosophical, psychological, socio-political, and economic dimensions of democracy.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs:

- CLO1:** Explain key concepts and current theories of democracy and democratization.
CLO2: Critically engage with relevant literature and major cases of democracy and democratization.
CLO3: Apply acquired knowledge to policymaking, governance, and research on democratization.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2									✓	
CLO3				✓						

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	The Concept of Democracy: Origin, Development, Definitions, Ideology, Philosophy	Lecture, discussion	Class participation	CLO1
Week 2	Democratic Values: Equality, Participation, Popular Control	Lecture, discussion	Oral questioning	CLO1
Week 3	Democratic Values (continued): Justice, Tolerance, Rule of the Game, Consensus	Lecture, discussion	Quiz	CLO1
Week 4	Types of Democracy: Majoritarian, Consensual, Convocational, Parliamentary/Presidential	Lecture, discussion	In-course Exam 1	CLO1, CLO2
Week 5	Types of Democracy (continued): Representative, Participatory, Deliberative, Polyarchy	Lecture, discussion	Short written test	CLO1, CLO2
Week 6	Theories of Democratization: Modernization Theory, Historical Sociology, Agency Approach	Lecture, discussion	Case-based discussion	CLO1, CLO2
Week 7	Theories of Democratization (continued): Huntington's Third Wave, Migdal's Strong Societies and Weak States	Lecture, discussion	In-course Exam 2	CLO2, CLO3
Week 8	Democratic Transition: Institutionalization, Consolidation, Development	Lecture, discussion	Reflective note	CLO2, CLO3
Week 9	Institutions Related to Democracy: Elections, Political Parties	Lecture, discussion	Assignment 1	CLO2
Week 10	Institutions Related to Democracy (continued): Parliament, Civil Society, Armed Forces, Grassroots Support	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Current Debates: Democracy and Development, Democracy and the State	Lecture, discussion	Assignment 2	CLO2, CLO3
Week 12	Current Debates (continued): Democracy and Globalization, Democracy and Religion	Lecture, discussion	Quiz	CLO2, CLO3
Week 13	Backslide of Democracy, Illiberal Democracy	Lecture, discussion	Group presentation	CLO1, CLO3
Week 14	Comprehensive Review	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Beetham, D. (2005). *Democracy: A Beginner's Guide*. Oneworld Publications.

Dahl, R. A. (1998). *On Democracy*. New Haven: Yale University Press.

Diamond, L. (1999). *Developing Democracy: Toward Consolidation*. Baltimore: Johns Hopkins University Press.

Diamond, L., & Plattner, M. (Eds.). (2015). *Democracy in Decline?* Baltimore: Johns Hopkins University Press.

Held, D. (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.

Lijphart, A. (2012). *Patterns of Democracy* (2nd ed.). New Haven: Yale University Press.

Schumpeter, J. A. (1962). *Capitalism, Socialism, and Democracy*. New York: Harper & Row.

Tilly, C. (2009). *Democracy*. Cambridge: Cambridge University Press.

COURSE OUTLINE

COURSE 0312-309: CONSTITUTION AND LEGISLATIVE PROCESS OF BANGLADESH

Part A: Course Overview

- | | |
|-----------------------|---|
| 1. Course Code | : 0312-309 |
| 2. Course Title | : Constitution and Legislative Process of Bangladesh |
| 3. Course Type | : Core (Theoretical) |
| 4. Year and Semester | : 3 rd Year, 2 nd Semester |
| 5. Academic Session | : 2027–2028 (January–June) |
| 6. Course Teacher | : Dr. S.M. Mokhlasur Rahman, Professor, Department of Political Science, University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the third year first semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Examination: 70; Mid-term/In-course: 20; Attendance: 10) |

11. Rationale of the Course:

This course is a core 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. 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 Objectives (CO):

- CO1:** 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;
- CO2:** To familiarize students with the political and constitutional development of Bangladesh;
- CO3:** To be acquainted with theoretical and applied knowledge of structure and role of the government and constitutional institutions in Bangladesh;
- CO4:** 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.
- CO5:** To develop students' capacity to propose strategies for strengthening Constitutional Institutions and promoting good governance at those institutions.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: On 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:** Apply knowledge of power and citizens' rights to analyze the evolution, reforms, challenges, and effectiveness of constitutional institutions in Bangladesh.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2			✓							
CLO3							✓			

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	The Constitution Making Process in Bangladesh: Preamble to the Constitution, Oath, Schedules	Lecture, interactive discussion	Class participation	CLO1
Week 2	Main Features, Directive Principles of State Policy, Fundamental Rights and Duties	Lecture, case examples	Oral questioning	CLO1
Week 3	Procedure for the Amendment of the Constitution. Caretaker Government, Major Constitutional Amendments	Lecture, guided discussion	Quiz	CLO1
Week 4	Constitution, constitutionalism and constitutional law. Constitutional supremacy and judicial review in Bangladesh	Lecture, comparative discussion	Short written test	CLO1
Week 5	The Executive: The President – Qualification, Election procedure, Powers and Functions of the President. Method to impeach the President. Ordinance and Ordinance Making Power, Emergency Provisions	Lecture, group discussion	In-course Exam 1	CLO1, CLO2
Week 6	The Prime Minister- Powers and Functions, Cabinet, Council of Ministers	Lecture, discussion	Reflective note	CLO2
Week 7	The Legislature (Jatiya Sangsa): Composition, Powers and Functions, Legislation and Delegated Legislation, Law Making Procedure	Lecture, timeline mapping	Assignment 1	CLO3
Week 8	Supreme and subordinate legislation formation and functions, Constitutional provisions; Rules of procedure arrangement of Legislative Business, Debate and deliberation	Lecture, case discussion	Case-based discussion	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 9	The Speaker and his designated role, Legislative functions of Jatiya Sangsad; Authority of parliament and stages in the legislative process	Lecture, interactive discussion	In-course Exam 2	CLO2, CLO3
Week 10	Financial functions procedure in parliament; the financial scrutiny by the House, Oversight functions of the parliament; Parliamentary control of the executive	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Parliamentary committees and role and function of the committee, system, Representative functions of the parliament; Policy roles and electoral duties of the MP'S; Sovereignty of the legislature.	Lecture, worked examples	Assignment 2 / Report	CLO3
Week 12	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. Constitution, constitutionalism and constitutional law. Constitutional supremacy and judicial review in Bangladesh	Lecture, discussion	Quiz	CLO3
Week 13	Constitutional Institutions: The Election Commission, The Office of the Attorney-General, the Comptroller and Auditor-General, The Public Service Commission, The Information Commission	Lecture, comparative analysis	Group presentation	CLO2, CLO3
Week 14	Constitutional Institutions: The Human Rights Commission, The Anti-corruption Commission, Administrative Tribunal, International War crime Tribunal	Lecture, synthesis discussion, review	Comprehensive review	CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

GOB (2011). *The Constitution of the People's Republic of Bangladesh (As amended up to 2011)* Dhaka: Government Printing Press, Government of the People's Republic of Bangladesh.

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

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Firoj, J. (2012). *Democracy in Bangladesh: Conflicting Issues and Conflict Resolution 1991-2001*. Dhaka: Bangla Academy Press.

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

COURSE OUTLINE

COURSE 0312-310: ENVIRONMENTAL GOVERNANCE AND SUSTAINABLE DEVELOPMENT

Part A: Course Overview

- | | |
|-----------------------|---|
| 1. Course Code | : 0312-310 |
| 2. Course Title | : Environmental Governance and Sustainable Development |
| 3. Course Type | : GED (General Education) |
| 4. Year and Semester | : 3 rd Year, 2 nd Semester |
| 5. Academic Session | : 2027–2028 (January–June) |
| 6. Course Teacher | : Dr. A.K.M. Mahmudul Haque, Professor, Department of Political Science, University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the third year first semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Examination: 70; Mid-term/In-course: 20; Attendance: 10) |

11. Rationale of the Course:

As global and national development increasingly confronts the challenges of environmental degradation and climate change, an understanding of environmental governance and sustainability has become indispensable for students of political science and public affairs. This course, offered as a General Education Discipline (GED) course in the 4-year integrated BSS (Honours) programme, introduces students to the interaction between environment and development, and to the institutional, legal, and policy instruments designed to reconcile environmental protection with economic growth. It develops students' analytical capacity to critically examine environmental policy and governance, climate change dynamics, disaster risk reduction, and sustainable development, preparing them to engage meaningfully with one of the most pressing governance challenges of our time.

12. Course Objectives (CO):

- CO1:** To familiarize students with core concepts of environmental and sustainability issues and the nexus between environment and development.
- CO2:** To discuss major theoretical approaches concerning human–environment relationships.
- CO3:** To develop students' understanding of the scientific and policy dimensions of climate change, including global warming and greenhouse gases, and to evaluate global commitments to address climate change.
- CO4:** To examine the evolving facts and theoretical explanations of national and international environmental problems.
- CO5:** To analyze the legal and institutional arrangements of environmental governance, including disaster management, environmental impact assessment, and waste management.

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

- CLO1:** Explain the core concepts, theories, and institutional frameworks of environmental governance, climate change, disaster management, and environmental law and policy.
- CLO2:** Assess contemporary environmental crises and articulate the significance of sustainable development for present and future livelihoods.

CLO3: Apply analytical skills to evaluate national and international environmental governance issues and sustainable development practices.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2									✓	
CLO3			✓							

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Environmental Governance: Meaning, Importance and Components; Laws and Regulations Regarding Environment	Lecture, interactive discussion	Class participation	CLO1
Week 2	Linkages of Environment and Governance; Role of Environmental Governance at National and International Level; Global Environmental Governance and Dimensions of Global Environmental Problems	Lecture, guided discussion	Oral questioning	CLO1, CLO2, CLO3
Week 3	Climate Change: Definitions, Practical Evidences and History of Climate Change	Lecture, case examples	Quiz	CLO1, CLO3
Week 4	Effects and Results of Climate Change; Concept of Greenhouse Gas; Global Warming and Dealing with the Situation	Lecture, discussion	In-course Exam 1	CLO1, CLO3
Week 5	Disaster Management: Concept, Phases and Approaches; Institutional Arrangement of Disaster Management in Bangladesh	Lecture, case discussion	Case-based discussion	CLO1, CLO2
Week 6	Politics and Disaster Management; Disaster and National Development; International Disaster Assistance	Lecture, discussion	Short written test	CLO1, CLO2
Week 7	Environmental Laws and Policies in Bangladesh: Background and Objectives; Core Environmental Laws; Environmental Conservation Act 1995; Environment Policy 1992	Lecture, document analysis	Assignment 1	CLO1, CLO3
Week 8	Problems of Enforcement of Environmental Laws and Policies in Bangladesh	Lecture, case discussion	In-course Exam 2	CLO1, CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 9	Sustainable Development: Meaning, Approaches and Strategies; State and Global Institutions; State System and International Environmental Law; Environment and Sustainable Development: Revisiting the Relationships	Lecture, discussion	Reflective note	CLO1, CLO2
Week 10	Sustainable Development Goals in the Global, Regional, National and Local Orders	Lecture, comparative discussion	Assignment 2	CLO2, CLO3
Week 11	Environmental Impact Assessment (EIA): Concept, Background, Effectiveness, Process and Framework; Writing EIA Report; EIA Practices in Bangladesh	Lecture, practical exercise	Practical exercise/report	CLO1, CLO2
Week 12	Environmental Problems in Bangladesh: State of Environment and Development – Pollution, Deforestation, Land Degradation, Bio-diversity Management	Lecture, case discussion	Group presentation	CLO2, CLO3
Week 13	Waste Management: Existing Pattern and Policies of Urban Waste Management	Lecture, discussion	Quiz	CLO2, CLO3
Week 14	Civil Society, NGOs and IGOs in Environment of Bangladesh; Course Review	Lecture, synthesis discussion, review	Comprehensive review	CLO1

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment comprises two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' conceptual and analytical understanding of environmental governance and sustainability issues. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- Bangladesh Government. (2001). *State of Environment Bangladesh*. Dhaka: Ministry of Environment.
- Baker, S. (2006). *Sustainable Development*. London: Routledge.
- Begum, A. (2008). *Government-NGO Interface in Development Management*. Dhaka: AH Development Publishing House.
- Bepari, N. A., & Haque, A. K. M. M. (2015). *Environment and Development (Paribesh o Unnayan)* [in Bengali]. Dhaka: Akash Book Diplo.
- Bevir, M. (2009). Environmental Governance. In *Key Concepts in Governance*. Sage Publications.
- Chowdhury, Q. I. (2002). *Bangladesh State of Environment Report 2001*. Dhaka: Forum of Environmental Journalists of Bangladesh.
- Clapp, J., & Dauvergne, P. (2011). *Paths to a Green World? Four Visions for a Healthy Global Environment*. USA: MIT Press.
- Clapp, J., & Helleiner, E. (2012). International Political Economy and the Environment: Back to the Basics? *International Affairs*, 88(3).
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- Garrett, H. (1968). The Tragedy of the Commons. *Science*, 162.
- Glasson, J., Therivel, R., & Chadwick, A. (2013). *Introduction to Environmental Impact Assessment* (4th ed.). Florence, KY: Routledge.
- Haque, M. (2013). *Environmental Governance: Emerging Challenges for Bangladesh*. Dhaka: A H Development Publishing House.
- Haque, A. K. M. M. (2012). Environmental Compliances of Urban Development Projects in Bangladesh. *Institute of Bangladesh Studies Journal*, 35.
- Haque, A. K. M. M. (2013). Concept of Environmental Governance and its Legal Structure in Bangladesh. *Institute of Bangladesh Studies Journal*, 36, 59–72.
- Haque, A. K. M. M. (2015). *Environmental Governance of Urban-Local Government in Bangladesh: Policies and Practices* (Unpublished PhD dissertation). Institute of Bangladesh Studies (IBS), University of Rajshahi.
- Haque, A. K. M. M. (2017). Solid Waste Management of Rajshahi City Corporation in Bangladesh: Policies and Practices. *Asian Studies, Jahangirnagar University Journal of Government and Politics*, 36.
- Haque, A. K. M. M. (2017). Urban Environmental Governance in Bangladesh: Dysfunctionality and Fantasy Law. *Social Science Journal, University of Rajshahi*, 21.
- Haque, A. K. M. M. (2019). Popular Participation in Environmental Governance in Non-Western Societies: Procedure and Application. In *Building Sustainable Communities – Civil Society Response in South Asia*. Switzerland: Springer/Palgrave Macmillan.

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- Haque, A. K. M. M., & Salehin, M. A. (2019). Climate Change in Bangladesh: Effect versus Awareness of the Local Agencies of Rajshahi City. *Social Science Journal, University of Rajshahi*, 22.
- Haque, A. K. M. M., & Ullah, S. M. A. (2016). The State of Governance in the Conservation of Ponds in Rajshahi City Corporation. *Institute of Bangladesh Studies Journal*, 39.
- Islam, N. (2012). *Sustainable Development in Bangladesh*. Dhaka: A H Development Publishing House.
- Kamal, G. M. (1994). *Environmental Bibliography of Bangladesh*. Dhaka: Swedish International Development Authority.
- Miller, G. T., & Spoolman, E. S. (2010). *Environmental Science* (3rd ed.). USA: Yolanda Cossio.
- Newell, P. (2007). Environmental Governance. In M. Bevir (Ed.), *Encyclopedia of Governance*. Thousand Oaks: Sage Publications.
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- Nishat, A., & Ullah, M. (2001). *Bangladesh Environment Outlook 2001*. Dhaka: Centre for Sustainable Development.
- Rahman, A. (1998). *Environment and Poverty*. Dhaka: University Press Limited.
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- Smith, R., Anis, I. E., & Farrands, C. (2013). *Environment – International Political Economy in the 21st Century: Contemporary Issues and Analyses*. New York: Routledge.
- Upreti, B. R. (2013). Environmental Security and Sustainable Development. In R. Floyd & R. A. Matthew (Eds.), *Environmental Security: Approaches and Issues*.
- Wieland, J. and Buckingham, S. and Turner, M. (Eds.) (2014). *Global Climate Change, Understanding Environmental Issues*. London: SAGE Publications Ltd.

COURSE OUTLINE

COURSE 0312-311: RESEARCH METHODOLOGY FOR SOCIAL SCIENCES

Part A: Course Overview

- 1. Course Code** : 0312-311
- 2. Course Title** : Research Methodology for Social Sciences
- 3. Course Type** : Core
- 4. Year and Semester** : 3rd Year, 2nd Semester
- 5. Academic Session** : 2027–2028 (January–June)
- 6. Course Teacher** : Dr. S.M. Akram Ullah, Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Successful completion of the third year first semester
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Research methodology forms the essential foundation for producing credible, evidence-based knowledge in political science and social research. This course prepares students to conceptualize research problems, design appropriate qualitative and quantitative studies, and analyze social phenomena using suitable methods and techniques, while also addressing research ethics and the responsible use of AI in the research process. As a core course of the BSS (Honours) programme, it equips students with the practical and ethical skills required to prepare research proposals and reports, essential for careers as researchers, analysts, policymakers, and administrators, as well as for pursuing further higher studies.

12. Course Objectives (CO):

- CO1:** To provide students with a basic understanding of the underlying concepts of research.
- CO2:** To help students develop a better understanding of research design and techniques.
- CO3:** To guide students in exploring and examining qualitative and quantitative data.
- CO4:** To familiarize students with research terminologies, ethical principles, challenges, and the elements of the research process.
- CO5:** To guide students in achieving practical research skills and knowledge through assignments.

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

CLO1: Formulate research questions and develop a coherent research design, clearly identifying and defining research problems and parameters.

CLO2: Develop independent thinking for critically analyzing research reports.

CLO3: Write research proposals and reports helpful for further higher studies.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1				✓						
CLO2		✓								

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO3										✓

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction: Meaning, Characteristics and Purposes of Research; Ethics in the Research Process, Values and Ethical Guidelines in Social Research, Uses of AI	Lecture, interactive discussion	Class participation	CLO1, CLO3
Week 2	Social Research: Concept, Types, Basic Elements of Social Research and Research Design	Lecture, discussion	Oral questioning	CLO1, CLO3
Week 3	Types of Social Research: Basic, Action, Evaluative, Explanatory Research	Lecture, discussion	Quiz	CLO1
Week 4	Types of Social Research (continued): Exploratory, Descriptive, Historical, Comparative Research	Lecture, discussion	Short written test	CLO1
Week 5	Methods of Qualitative Research: Case Study, Focus Group Discussion (FGD)	Lecture, practical exercise	In-course Exam 1	CLO1, CLO2
Week 6	Methods of Qualitative Research (continued): Content Analysis, Observation and Interview	Lecture, practical exercise	Case-based discussion	CLO1, CLO2
Week 7	Methods of Quantitative Research: Social Survey, Experimental Method, Quasi-Experimental Design	Lecture, discussion	Reflective note	CLO1, CLO3
Week 8	Sampling: Concept, Characteristics, Types, Merits and Demerits	Lecture, discussion	In-course Exam 2	CLO1, CLO3
Week 9	Collection of Data: Definition, Types, Methods; Inquiry, Types of Inquiry; Questionnaire, Framing a Questionnaire	Lecture, practical exercise	Assignment 1	CLO1, CLO2
Week 10	Steps to Write a Research Plan: Title Selection, Statement of the Problem, Literature Review, Objectives, Research Questions and Hypothesis	Lecture, guided practice	Practical exercise	CLO1
Week 11	Research Design, Collection, Tabulation, Analysis, Interpretation and Presentation of Findings	Lecture, guided practice	Assignment 2	CLO1
Week 12	Research Proposal: Preparation, Importance, Submission and Defense	Lecture, guided practice	Research proposal submission	CLO1, CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 13	Ethics and Its Principles and Practices in Social Research: Problems of Objectivity, Ethical Issues, ASA Ethical Standards	Lecture, discussion	Quiz	CLO1, CLO2
Week 14	Technical Aspects of Research: Preliminaries, Main Text and Finalities of a Research Report; Comprehensive Review	Lecture, synthesis discussion, review	Comprehensive review	CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a varied combination of continuous (formative) and summative assessment methods, including an in-course examination, quizzes, oral questioning, short written tests, case-based discussions, reflective notes, practical exercises, and an individual or group research proposal, alongside evaluation of class attendance. This combination provides ongoing feedback on students' conceptual and practical research skills. Summative assessment consists of a Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course Examination and Research Proposal (individual/group): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment/research proposal submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Abedin, M. Z. (1996). *A Handbook of Research*. Dhaka: Book Syndicate.

Babbie, E. (1983). *The Practice of Social Research*. USA: Wadsworth Publishing Company.

Blalock, H. M. (1960). *Social Statistics*. New York: McGraw-Hill.

Bulmer, M. (1984). *Sociological Research Methods: An Introduction*. New Brunswick, USA, and London: Transaction Publishers.

Bharadwaj, S. (1989). *Case Study Method: Theory and Practice*. New Delhi: National Book Organisation.

Cohen, L., & Holliday, M. (1982). *Statistics for Social Scientists*. London: Harper and Row Publishers.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of Qualitative Research*. UK: Sage Publications.

- Ghosh, B. N. (1996). *Scientific Method and Social Research*. New Delhi: Sterling Publishers.
- Good, C. V., & Hatt, P. K. (1981). *Methods in Social Research*. New Delhi: McGraw-Hill.
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COURSE OUTLINE

COURSE 0312-312: SEMINAR

Part A: Course Overview

1. Course Code : 0312-312
2. Course Title : Seminar
3. Course Type : Core
4. Year and Semester : 3rd Year, 2nd Semester
5. Academic Session : 2027–2028 (January–June)
6. Course Teacher : Assigned by the Academic Committee of the Department
7. Pre-requisite : Successful completion of the third year first semester
8. Credit Value : 2
9. Contact Hours : 28 hours (2 hours/week × 14 weeks)
10. Total Marks : 100 (Synopsis: 40; Presentation and Defense: 40; Attendance and Participation: 20)

11. Rationale of the Course:

The Seminar course provides students the opportunity to move beyond passive classroom learning toward active, independent engagement with topics drawn from their coursework, developing research, synthesis, and presentation skills essential to academic and professional life. Working individually or in groups under the guidance of an assigned faculty supervisor, students select a topic related to their taught courses, conduct a literature search, and prepare a synopsis supported by a comprehensive list of references. As a core course of the BSS (Honours) programme, it builds foundational academic research and communication competencies that prepare students for more advanced independent research later in the programme.

12. Course Objectives (CO):

CO1: To enable students to select and narrow down a research topic relevant to their coursework.

CO2: To develop students' skills in searching for and evaluating academic sources.

CO3: To train students in synthesizing information into a concise, well-referenced synopsis.

CO4: To develop students' oral presentation and academic defense skills.

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

CLO1: Identify and formulate a focused topic of study relevant to courses being taught.

CLO2: Search, evaluate, and compile relevant academic sources into a comprehensive reference list.

CLO3: Prepare, present, and defend a well-organized research synopsis on a selected topic before an examination panel.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1		✓								
CLO2				✓						
CLO3							✓			

Part B: Content and Delivery

14. Seminar Plan: Structure and Activities

Given the independent, project-based nature of this course, the semester is organized into phases of guided activity rather than a fixed weekly lecture schedule:

Phase	Weeks	Activities	Supervisor's Role	Assessment Component	Corresponding CLOs
Phase 1: Topic Selection	Weeks 1–3	Student(s) select one or more topics related to courses taught in the semester, in consultation with the assigned supervisor	Guide topic selection, ensure relevance and feasibility	Topic approval	CLO1
Phase 2: Literature Search and Compilation	Weeks 4–8	Student(s) search for and compile relevant academic sources, books, articles, and references	Guide source selection, recommend key literature	Progress review	CLO2
Phase 3: Synopsis Preparation	Weeks 9–12	Student(s) draft and refine a written synopsis of the chosen topic, supported by a comprehensive reference list	Review drafts, provide feedback on structure and content	Synopsis submission (40 marks)	CLO3
Phase 4: Presentation and Defense	Weeks 13–14	Student(s) present the synopsis before an examination panel and respond to questions	Prepare student(s) for presentation	Presentation and Defense (40 marks)	CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Each student or student group is assessed on the quality of the prepared synopsis and the presentation made, evaluated by two examiners appointed by the Departmental Academic Committee.

15.2 Marks Distribution:

Component	Marks
Synopsis (content, organization, referencing)	40
Presentation and Defense	40
Attendance and Participation	20
Total	100

15.3 Examination:

The synopsis and presentation shall be jointly evaluated by two examiners assigned by the Departmental Academic Committee.

15.4 Make-up Procedures:

Students unable to present due to illness or unavoidable circumstances, supported by valid documentation and approved by the Academic Committee, may be granted a rescheduled presentation, as per Departmental and University rules.

Part D: Learning Materials

16. Learning Materials

No fixed reading list applies, as topics are selected by students in consultation with their assigned supervisor from among the courses taught in the relevant semester. Students are expected to identify and compile their own topic-specific references under supervisory guidance, following standard academic citation practices.

FOURTH YEAR
First Semester (2028-2029)

COURSE OUTLINE

COURSE 0312-401: GLOBALIZATION & INTERNATIONAL FINANCIAL INSTITUTIONS

Part A: Course Overview

- 1. Course Code** : 0312-401
2. Course Title : Globalization & International Financial Institutions
3. Course Type : GED (General Education)
4. Year and Semester : 4th Year, 1st Semester
5. Academic Session : 2028–2029 (July–December)
6. Course Teacher : *To be notified at the beginning of the semester*
7. Pre-requisite : Successful completion of the third year second semester
8. Credit Value : 3
9. Contact Hours : 42 hours (3 hours/week × 14 weeks)
10. Total Marks : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Globalization has fundamentally reshaped economic, political, and cultural relations worldwide, driven substantially by the evolution of international financial institutions such as the World Bank, IMF, and WTO. This course examines the concept and trends of globalization, the development of the world capitalist system and trade liberalization, and the role of international financial institutions in Third World development. As a GED course of the BSS (Honours) programme, it prepares students for careers in research, journalism, public policy, government, and NGOs through an interdisciplinary understanding of global economic governance.

12. Course Objectives (CO):

- CO1:** To understand how globalization differs from earlier world systems in the scale of movement and exchange.
CO2: To analyze how global commodities are used and interpreted differently across locations.
CO3: To debate whether globalization primarily flows from the West to the non-West.
CO4: To examine the impact of the global financial and attention economy on institutions and individuals.

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

- CLO1:** Explain how debt is utilized and perceived across societies and cultural contexts.
CLO2: Assess recent developments in financial globalization and gaps between theory and practice.
CLO3: Analyze the factors driving capital flows and the global financial cycle.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1			✓							
CLO2		✓								
CLO3			✓							

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Globalization: Concept, Nature, Aspects	Lecture, discussion	Class participation	CLO1
Week 2	Globalization: Trends, Democratization, Community of Democracies	Lecture, discussion	Oral questioning	CLO1
Week 3	Concept of World Community and Its Challenges	Lecture, discussion	Quiz	CLO1
Week 4	Development of Capitalism: Competitive to Monopoly; Industrial to Finance Capital Imperialism	Lecture, discussion	In-course Exam 1	CLO2
Week 5	World Capitalist System: Center-Periphery Relations; World Trade System	Lecture, discussion	Short written test	CLO2
Week 6	Trade Liberalization: GATT; Market Economy vs. Protectionism; NAFTA, AFTA	Lecture, discussion	Case-based discussion	CLO2, CLO3
Week 7	GATT Rounds, Dunkel Text, Structure of WTO: TRIMs, TRIPs	Lecture, discussion	In-course Exam 2	CLO2, CLO3
Week 8	Uruguay Round: Agriculture and Multinational Corporations	Lecture, discussion	Reflective note	CLO2, CLO3
Week 9	Trade Liberalization and WTO; Globalization of Capital	Lecture, discussion	Assignment 1	CLO2, CLO3
Week 10	World Bank and IMF: Bretton Woods Conference, Creation and Growth	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	IMF-Affiliated Institutions (IDA, IFC); Role in Third World Development	Lecture, discussion	Assignment 2	CLO2, CLO3
Week 12	Structural Adjustment Policies and Their Implications	Lecture, discussion	Quiz	CLO2, CLO3
Week 13	Cultures of Global Finance and Debt; Global Knowledge Economy	Lecture, discussion	Group presentation	CLO1, CLO2
Week 14	Cultural Relativism and Global Human Rights; Comprehensive Review	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Hirst, P., & Thompson, G. (1996). *Globalization in Question: The International Economy and the Possibilities of Governance*. Cambridge: Polity Press.

Keller, W. W., et al. (1998). *The Myth of the Global Corporation*. Princeton: Princeton University Press.

Stiglitz, J. E. (2002). *Globalization and Its Discontents*. New York: W. W. Norton & Company.

Woods, N. (2006). *The Globalizers: The IMF, the World Bank, and Their Borrowers*. Ithaca: Cornell University Press.

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Jackson, R. M. (Ed.). (2001). *Global Issues 00/01*. Guilford: Dushkin Publishing Group.

মাহমুদ, সুলতান। (২০১৯)। *আন্তর্জাতিক সম্পর্ক: মূলনীতি ও পররাষ্ট্রনীতি*। ঢাকা: আলোয়া বুক ডিপো।

COURSE OUTLINE

COURSE 0312-402: HUMAN RESOURCE MANAGEMENT

Part A: Course Overview

- 1. Course Code** : 0312-402
- 2. Course Title** : Human Resource Management
- 3. Course Type** : GED (General Education)
- 4. Year and Semester** : 4th Year, 1st Semester
- 5. Academic Session** : 2028–2029 (July–December)
- 6. Course Teacher** : *To be notified at the beginning of the semester*
- 7. Pre-requisite** : Successful completion of the third year second semester
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Human Resource Management (HRM) constitutes a fundamental component of organizational competitiveness, effectiveness, and sustainability across public, private, and non-governmental sectors. This course introduces students to the core functions of HRM, including recruitment, training, performance appraisal, compensation, and grievance handling, with particular attention to the Bangladesh context. As a GED course of the BSS (Honours) programme, it equips students with practical and analytical skills relevant to careers in administration, management, and organizational leadership.

12. Course Objectives (CO):

- CO1:** To provide students with a systematic conceptual and practical understanding of HRM.
- CO2:** To develop a scientific approach to analyzing HRM issues, with reference to Bangladesh.
- CO3:** To enable students to develop HR policies and implement HR strategy at the departmental level.
- CO4:** To teach the main approaches to HR strategy, recruitment, training, and assessment.
- CO5:** To familiarize students with emerging trends and challenges in performance appraisal.

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

CLO1: Analyze available human resources and propose training/development processes and future HRM trends.

CLO2: Identify key HRM problems in a department and propose well-reasoned solutions.

CLO3: Analyze factors determining the choice of specific HRM methods and practices.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1					✓					
CLO2		✓								
CLO3					✓					

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to HRM: Central Challenges, Human Factor, Definitions, Strategic Goals	Lecture, discussion	Class participation	CLO1
Week 2	Job Analysis and Job Design	Lecture, discussion	Oral questioning	CLO1, CLO2
Week 3	HRM Policy and Planning	Lecture, discussion	Quiz	CLO2, CLO3
Week 4	Recruitment and Selection: Process and Methods	Lecture, discussion	In-course Exam 1	CLO2
Week 5	Recruitment and Selection (continued): Interview Methods and Guidelines	Lecture, practical exercise	Short written test	CLO2
Week 6	Training and Development and Career Management	Lecture, discussion	Case-based discussion	CLO2, CLO3
Week 7	Management of Discipline	Lecture, discussion	In-course Exam 2	CLO2, CLO3
Week 8	Performance Appraisal	Lecture, discussion	Reflective note	CLO3
Week 9	Compensation and Benefits	Lecture, discussion	Assignment 1	CLO2, CLO3
Week 10	Job Evaluation	Lecture, discussion	Oral questioning	CLO3
Week 11	Promotion, Demotion, Transfer, Layoff, Termination	Lecture, discussion	Assignment 2	CLO2, CLO3
Week 12	Grievance Handling	Lecture, discussion	Quiz	CLO1, CLO2
Week 13	Health and Safety Administration	Lecture, discussion	Group presentation	CLO2, CLO3
Week 14	Comprehensive Review	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

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

COURSE OUTLINE

COURSE 0312-403: INTRODUCTION TO PUBLIC POLICY

Part A: Course Overview

- | | |
|-----------------------|---|
| 1. Course Code | : 0312-403 |
| 2. Course Title | : Introduction to Public Policy |
| 3. Course Type | : Core |
| 4. Year and Semester | : 4 th Year, 1 st Semester |
| 5. Academic Session | : 2028–2029 (July–December) |
| 6. Course Teacher | : Dr. Farhat Tasnim, Professor, Department of Political Science, University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the third year second semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10) |

11. Rationale of the Course:

Public Policy is the core of governance and administration as well as of power politics. It is the program of action by governments to rule and address public problems. The major goals of public policy are to achieve the best interests of society, provide good governance, and enable the public to measure government achievements. The present course grooms the students to become policy makers, policy implementers, and public policy analysts. The course begins with a basic understanding of public policy and its different stages. Then the students are introduced to different approaches to analyze public policy. In the process, they also learn about the different actors in public policy and then concentrate on the models to understand public policy implementation, policy coordination, and accountability. Moreover, special care is taken so that students understand the peculiarity and challenges in making and implementing public policy in developing countries. Finally, for a practical touch, the public policy of process in Bangladesh is also focused on the classes during the course study.

12. Course Objectives (CO)

- CO1:** To teach students about the formation process of public policy.
- CO2:** To teach the students elementary approaches and theories of Public Policy;
- CO3:** To acquaint students with the basic tools, techniques, processes & contexts of Public Policy;
- CO4:** To help students understand theories and applications of public policy in the context of developing countries and Bangladesh in particular.

13: Course Learning Outcomes (CLO) and mapping with Mapping of CLOs with PLOs: After completion of the course, students should be able to:

- CLO1:** Understand the basic theories, approaches, and strategies of public policy and apply them to public policy making;
- CLO2:** Identify the actors for the formulation and execution of public policy;
- CLO3:** Analyze public policies in Bangladesh and apply theoretical knowledge to contribute effectively to policy-making and implementation.

13. 1. Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2			✓							
CLO3										✓

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction: Meaning, Scope, Purpose, Significance, Importance.	Lecture, interactive discussion	Class participation	CLO1
Week 2	The relation between Public Policy and Politics, as well as other Social Sciences.	Lecture, case examples	Oral questioning	CLO1
Week 3	Public Policy Making Process: Policy Cycle, Stages of Policy Making	Lecture, guided discussion	Quiz	CLO1
Week 4	Policy Tools	Lecture, comparative discussion	Short written test	CLO1
Week 5	Strategies of Policy Making, Policy Options	Lecture, group discussion	In-course Exam 1	CLO1, CLO3
Week 6	Policy Feasibility Method: SWOT, Problem Tree, PESTEL; Globalization & Public Policy Making.	Lecture, discussion	Reflective note	CLO 1, CLO2
Week 7	Actors and Issues of the Policy Process: Official Actors in Policy Making	Lecture, timeline mapping	Assignment 1	CLO2
Week 8	Unofficial Actors in Policy making,	Lecture, case discussion	Case-based discussion	CLO2
Week 9	Policy Accountability & it's different dimensions in relation to public policy. The role of political, bureaucratic & administrative culture in policy process.	Lecture, interactive discussion	In-course Exam 2	CLO2, CLO3
Week 10	Coordination & Policy Implementation: Policy implementation approaches: Top down, Bottom up and Synthesis Model. Coordination in the implementation of policy; types of Coordination;	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Problems of implementation and policy reforms with reference to developing countries.	Lecture, worked examples	Assignment 2 / Report	CLO3
Week 12	Approaches/Models to Policy Analysis: Approach to the Study of Public Policy; System Approach,	Lecture, discussion	Quiz	CLO 1, CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
	Window Opportunity Approach, Theory, Institutional Analysis and Development.			
Week 13	Advocacy Coalition Framework, Punctuated Equilibrium	Lecture, comparative analysis	Group presentation	CLO2, CLO3
Week 14	Public Policy process in Bangladesh, Application of theoretical knowledge to analyze different policies of the government of Bangladesh.	Lecture, synthesis discussion, review	Comprehensive review	CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

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
- Howlett, M., & Lejano, R. P. (2012). *Integrating tools for policy analysis and formulation*. Routledge. (Chapter on Policy Tools and Formulation)
- Howlett, M., & Ramesh, M. (Eds.). (2003). *Studying public policy: Policy tools and analytical frameworks*. Edward Elgar Publishing. (Articles on Strategies within the Policy Process)
- Howlett, M. (2014). Tales from the crypt: The rise and fall (and rebirth?) of policy analysis. In M. Moran, M. Rein, & R. A. W. Rhodes (Eds.), *The handbook of organizational studies* (2nd ed., pp. 493-512). Sage Publications. (<https://journals.openedition.org/irpp/pdf/310>)
- 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.

COURSE OUTLINE

COURSE 0312-404: QUANTITATIVE RESEARCH METHODS IN SOCIAL SCIENCES

Part A: Course Overview

- 1. Course Code** : 0312-404
- 2. Course Title** : Quantitative Research Methods in Social Sciences
- 3. Course Type** : GED (General Education)
- 4. Year and Semester** : 4th Year, 1st Semester
- 5. Academic Session** : 2028–2029 (July–December)
- 6. Course Teacher** : *To be notified at the beginning of the semester*
- 7. Pre-requisite** : Successful completion of the third year second semester
- 8. Credit Value** : 3
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Quantitative research methods provide social science students with the statistical literacy necessary to design, conduct, and evaluate empirical research effectively. This course introduces students to social statistics, measures of central tendency and dispersion, correlation and regression, probability, and data analysis software such as SPSS. As a GED course of the BSS (Honours) programme, it equips students with the analytical competencies required for careers in research, social work, and the international job market.

12. Course Objectives (CO):

- CO1:** To provide students with a basic understanding of quantitative research concepts.
- CO2:** To help students conceptualize statistical and sociological terminologies.
- CO3:** To enable students to apply statistical measures in examining social phenomena.
- CO4:** To help students draw valid conclusions on specific social issues.

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

CLO1: Demonstrate understanding of basic concepts of social statistics.

CLO2: Apply tools and techniques for collecting data from various sources.

CLO3: Develop independent thinking for critically analyzing research reports.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1				✓						
CLO2				✓						
CLO3		✓								

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Social Statistics: Definitions, Characteristics, Challenges	Lecture, discussion	Class participation	CLO1
Week 2	Attributes and Variables: Measurement Scales	Lecture, discussion	Oral questioning	CLO1
Week 3	Frequency Distribution and Graphic Presentation	Lecture, practical exercise	Quiz	CLO1, CLO2
Week 4	Measures of Central Tendency (Part 1)	Lecture, practical exercise	In-course Exam 1	CLO1, CLO2
Week 5	Measures of Central Tendency (Part 2): Applications	Lecture, practical exercise	Practical exercise	CLO2
Week 6	Measures of Dispersion	Lecture, practical exercise	Short written test	CLO1, CLO2
Week 7	Correlation and Regression	Lecture, practical exercise	In-course Exam 2	CLO2, CLO3
Week 8	Probability: Concepts and Rules	Lecture, discussion	Case-based discussion	CLO1, CLO3
Week 9	Binomial Distribution	Lecture, discussion	Assignment 1	CLO1, CLO3
Week 10	Data Analysis Software: Excel, Access	Lecture, practical exercise	Practical exercise	CLO2
Week 11	Data Analysis Software: SPSS and NVivo	Lecture, practical exercise	Assignment 2	CLO2, CLO3
Week 12	Test of Hypothesis: Parametric Tests	Lecture, discussion	Quiz	CLO3
Week 13	Test of Hypothesis: Non-Parametric Tests	Lecture, discussion	Group presentation	CLO3
Week 14	Comprehensive Review	Lecture, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2×10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Blalock, H. M. (1981). *Social Statistics*. Washington: McGraw-Hill.

Fielding, J., & Gilbert, N. (2006). *Understanding Social Statistics* (2nd ed.). London: SAGE Publications.

Frankfort-Nachmias, C., & Leon-Guerrero, A. (2002). *Social Statistics for a Diverse Society*. Thousand Oaks: Pine Forge Press.

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

Upton, G. J. G., & Cook, I. (2014). *Understanding Statistics* (3rd ed.). Oxford: Oxford University Press.

COURSE OUTLINE

COURSE 0312-405: STATE AND HUMAN RIGHTS

Part A: Course Overview

- | | |
|-----------------------|--|
| 1. Course Code | : 0312-405 |
| 2. Course Title | : State and Human Rights |
| 3. Course Type | : Core |
| 4. Year and Semester | : 4 th Year, 1 st Semester |
| 5. Academic Session | : 2028–2029 (July–December) |
| 6. Course Teacher | : Md. Tareq Nur, Associate Professor, Department of Political Science,
University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the third year second semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Examination: 70; Mid-term/In-course Examination: 20; Class
Attendance: 10) |

11. Rationale of the Course:

Human rights constitute one of the fundamental pillars of democratic governance, social justice, and sustainable development. This course introduces students to the philosophical foundations, historical evolution, legal frameworks, and institutional mechanisms of human rights at the national, regional, and international levels. It examines the relationship between the state and human rights, focusing on the promotion, protection, and enforcement of civil, political, economic, social, and cultural rights. The course also explores human security, humanitarian law, constitutional rights, international human rights instruments, and the role of governmental and non-governmental organizations in safeguarding human rights. Particular emphasis is given to the human rights situation in Bangladesh, enabling students to critically analyze contemporary challenges and contribute to the promotion of a rights-based democratic society.

12. Course Objectives (CO):

- CO1:** To introduce students to the concepts, theories, evolution, and legal foundations of human rights at the national and international levels.
- CO2:** To develop students' understanding of international human rights instruments, humanitarian law, and the institutional mechanisms for the promotion and protection of human rights.
- CO3:** To examine the relationship between the state, governance, democracy, human security, and human rights.
- CO4:** To familiarize students with the constitutional protection of fundamental rights, the human rights situation in Bangladesh, and the role of national and international human rights organizations.
- CO5:** To develop students' analytical, ethical, and advocacy skills for promoting human rights, equality, social justice, and democratic values in society.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: Upon successful completion of the course, students should be able to:

- CLO1:** Explain the concepts, theories, historical evolution, and legal foundations of human rights and humanitarian law.
- CLO2:** Analyze international and national human rights instruments, institutions, and mechanisms for the promotion and protection of human rights.
- CLO3:** Evaluate human rights and governance challenges in Bangladesh and apply legal, political, and ethical perspectives to analyze policies, governance practices, and community issues.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2						✓				
CLO3					✓					

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Human Rights: Meaning, Nature, Scope, Definitions, Historical Evolution and Development of Human Rights	Lecture, interactive discussion	Class participation	CLO1
Week 2	Theories and Philosophical Foundations of Rights: Natural Rights Theory, Marxist Theory of Rights, Liberal Perspectives, Religious Perspectives on Human Rights	Lecture, discussion	Oral questioning	CLO1
Week 3	International Human Rights Framework: 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)	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	Human Rights and the Modern State: Human Rights and Humanitarian Law; Differences between Human Rights and International Humanitarian Law; Sources of Contemporary Human Rights Law	Lecture, case discussion	In-course Examination 1	CLO1, CLO2
Week 5	Regional Human Rights Systems: European Convention on Human Rights; European Court of Human Rights; American Convention on Human Rights; Inter-American Commission and Court of Human Rights	Lecture, discussion	Short written test	CLO2
Week 6	The United Nations and Human Rights: UN Human Rights System; Human Rights Council; Treaty Bodies; Office of the High Commissioner for Human Rights (OHCHR)	Lecture, discussion	Assignment 1	CLO2

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 7	The State and Human Rights: Responsibilities of the State; Role of IGOs, INGOs, Civil Society, National Human Rights Institutions (NHRIs), and the Media in Human Rights Protection	Lecture, seminar discussion	Group presentation	CLO2, CLO3
Week 8	Human Security, Human Rights and Human Development: Concepts, Dimensions and Interrelationships	Lecture, case discussion	In-course Examination 2	CLO2, CLO3
Week 9	Fundamental Rights under the Constitution of Bangladesh: Constitutional Guarantees, Enforcement Mechanisms, Judicial Protection, and Limitations	Lecture, discussion	Case analysis	CLO3
Week 10	National Human Rights Institutions in Bangladesh: National Human Rights Commission (NHRC); Major Human Rights Organizations; Role of Judiciary and Civil Society	Lecture, discussion	Reflective note	CLO3
Week 11	Human Rights Situation in Bangladesh: Civil and Political Rights; Economic, Social and Cultural Rights; Rights of Women, Children, Minorities, Indigenous Peoples, Persons with Disabilities and Refugees	Lecture, case study	Assignment 2	CLO3
Week 12	Contemporary Human Rights Challenges: Human Trafficking, Torture, Enforced Disappearances, Freedom of Expression, Digital Rights, Privacy, Climate Justice and Environmental Rights	Lecture, case discussion	Student presentation	CLO3
Week 13	Human Rights Advocacy and Promotion: Human Rights Education, Democratic Citizenship, Peace-building, Good Governance and Sustainable Development Goals (SDGs)	Lecture, workshop, group discussion	Group presentation	CLO3
Week 14	Comprehensive Review: Human Rights Theory, International and National Human Rights Systems, Contemporary Human Rights Issues, and Bangladesh Perspective	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment designed to evaluate their understanding of human rights theories, legal frameworks, institutional mechanisms, and contemporary human rights issues. Continuous assessment will include in-course examinations, quizzes, case analyses, assignments, oral presentations, group discussions, reflective writing, and active participation in class activities. Students will also be encouraged to critically examine human rights situations through constitutional analysis, case studies, and policy discussions. Summative assessment will consist of a comprehensive Final Examination covering the entire course and assessing the achievement of the Course Learning Outcomes (CLOs).

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination or other assessment due to illness or unavoidable circumstances, supported by valid documentary evidence and approved by the Course Teacher and the Academic Committee, may be allowed to take a make-up assessment or have their marks adjusted in accordance with the rules of the Department and the University. Requests for make-up assessment must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Core References

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রহমান, গাজী শামসুর (১৯৯৩)। *মৌলিক অধিকার ও মানবাধিকার*। ঢাকা: বাংলাদেশ মানবাধিকার বাস্তবায়ন সংস্থা।

নক, আবুল ফজল (১৯৯৬)। *আন্তর্জাতিক আইনের মূল দলিল*। ঢাকা: বাংলা একাডেমি।

ইসলাম, মো. নুরুল (২০১৩)। *মানবাধিকার, সামাজিক ন্যায়বিচার ও সমাজকর্ম*। ঢাকা: তাসমিয়া পাবলিকেশন।

তালুকদার, মো. আব্দুল হক (২০০৫)। *মানবাধিকার ও উন্নয়ন*। ঢাকা।

নজরুল, আসিফ (২০১৮)। *মানবাধিকার*। ঢাকা: প্রথমা প্রকাশন।

COURSE OUTLINE

COURSE 0312-406: DEFENSE AND SECURITY STUDIES

Part A: Course Overview

- 1. Course Code** : 0312-406
- 2. Course Title** : Defense and Security Studies
- 3. Course Type** : GED
- 4. Year and Semester** : 4th Year, 1st Semester
- 5. Academic Session** : 2028–2029 (July–December)
- 6. Course Teacher** : Muhammad Mahmudur Rahman, Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Successful completion of the third year second semester
- 8. Credit Value** : 2
- 9. Contact Hours** : 42 hours (3 hours/week × 14 weeks)
- 10. Total Marks** : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

Defense and Security Studies constitutes a critical area of political science, addressing the causes of conflict within and between states, military power and effectiveness, intelligence, diplomacy, and deterrence, all of which remain central to understanding international politics and security in an increasingly complex world. This course equips students with a comprehensive understanding of traditional and non-traditional security challenges, including human security, environmental security, and emergent post-Cold War threats such as terrorism, alongside Bangladesh's specific security predicament as a small state. As a core course of the BSS (Honours) programme, it prepares students for careers in government agencies, defense and security institutions, think tanks, and further studies in defense, peace, and security studies.

12. Course Objectives (CO):

- CO1:** To help students understand the principles of defense and security studies and their application to related fields such as conflict resolution and peace studies.
- CO2:** To establish a strong foundation of knowledge about the functioning of national defense and security systems and institutions.
- CO3:** To provide students with the essential skills for studying defense and security matters.
- CO4:** To equip students with the skill set necessary to pursue advanced studies in defense, peace, and security studies.

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

- CLO1:** Explain the dynamics of national defense and security and their impact on broader socio-economic development and societal well-being.
- CLO2:** Apply their knowledge to the resolution of societal problems and conflicts.
- CLO3:** Demonstrate intellectual engagement with various aspects of defense and security issues.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									–

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO2		✓								
CLO3		✓								

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Geopolitics, Defense Economics and Security Challenges in Bangladesh	Lecture, interactive discussion	Class participation	CLO1, CLO2, CLO3
Week 2	Security Studies: Meaning, Scope and Field of Security Studies – Securitization	Lecture, discussion	Oral questioning	CLO1
Week 3	Threat Analysis and National Security: A Framework of Analysis for Security Studies	Lecture, discussion	Quiz	CLO1, CLO3
Week 4	Forms of Conventional and Non-Conventional Security	Lecture, discussion	In-course Exam 1	CLO1
Week 5	International Arms Restraint: The Laws of War and Just War Theory	Lecture, discussion	Short written test	CLO1, CLO3
Week 6	Human Security, Food Security, World Health and Global Health Security	Lecture, discussion	Case-based discussion	CLO1, CLO2
Week 7	Economic Security and Globalization; Natural and Man-Made Disasters	Lecture, discussion	In-course Exam 2	CLO1, CLO2
Week 8	Environmental and Ecological Security	Lecture, discussion	Reflective note	CLO1, CLO2
Week 9	The Emergent Security Issues of the Post-Cold War Era: Military Threats	Lecture, discussion	Assignment 1	CLO2, CLO3
Week 10	Terrorism and Globalization	Lecture, case discussion	Oral questioning	CLO2, CLO3
Week 11	Management of Security: National/ International Collective Security– NATO	Lecture, discussion	Assignment 2	CLO2
Week 12	Cooperative Security: ASEAN, ANZUS, Regional Cooperation with Reference to South Asia	Lecture, comparative discussion	Quiz	CLO2, CLO3
Week 13	Disarmament and Non-Proliferation; Transnational Crime, Comparative Justice, Crime Against Humanity	Lecture, discussion	Group presentation	CLO2, CLO3
Week 14	Security of Small States with Special Reference to Bangladesh; Comprehensive Review	Lecture, synthesis discussion, review	Comprehensive review	CLO1, CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a varied combination of continuous (formative) and summative assessment methods, including in-course/mid-term examinations, quizzes, oral questioning, short written tests, case-based discussions, reflective notes, and assignments, alongside evaluation of class attendance. This variety provides ongoing feedback on students' theoretical and applied understanding of defense and security issues, particularly as they relate to Bangladesh. Summative assessment consists of a Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination, quiz, or assignment submission due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

Ayoob, M. (1995). *The Third World Security Predicament: State Making, Regional Conflicts, and the International System*. Boulder: Lynne Rienner Publishers.

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মাহমুদ, সুলতান। (২০২২)। *নিরাপত্তা অধ্যয়ন*। ঢাকা: স্টুডেন্ট ওয়েজ।

FOURTH YEAR
Second Semester (2028-2029)

COURSE OUTLINE

COURSE 0312-407: INTRODUCTION TO DEVELOPMENT STUDIES

Part A: Course Overview

- | | |
|-----------------------|---|
| 1. Course Code | : 0312-407 |
| 2. Course Title | : Introduction to Development Studies |
| 3. Course Type | : Core |
| 4. Year and Semester | : 4 th Year, 2 nd Semester |
| 5. Academic Session | : 2028–2029 (January–June) |
| 6. Course Teacher | : Dr. Farhat Tasnim, Professor, Department of Political Science, University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the fourth year first semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Semester Final Examination: 70; Mid-term/In-course: 20; Attendance: 10) |

11. Rationale of the Course:

Development is a multidisciplinary field focused on improving human well-being, economic growth, and social progress globally, especially in the developing world. The present 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 development-related courses. 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, alternative development, and the Three Zeros. It covers the colonial, post-colonial, and current periods. The course covers a wide range of issues and paradoxes that developing countries are confronting, and it seeks to examine them from multiple dimensions and to define them not merely from the perspective of a single discipline but across socio-political and economic dimensions.

12. Course Objectives (LO):

- CO1:** To equip students with the abilities and understanding to examine and evaluate the prevailing theories of Development.
- CO2:** To possess a comprehensive understanding of the crucial aspects of development that pertain to politics, economics, and social matters.
- CO3:** To offer students a structure for in-depth exploration of modern approaches to Development Studies.
- CO4:** 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) and mapping with Mapping of CLOs with PLOs: 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 development

CLO3: Critically evaluate key concepts and themes in development studies and communicate evidence-informed proposals for socio-political development at national and international levels.

13. 1. Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2			✓							
CLO3				✓						

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Development; Definitions and Interpretations of Development; Various Dimensions,	Lecture, interactive discussion	Class participation	CLO1
Week 2	Key Actors and Institutions of Development, Common Characteristics of Developing Countries	Lecture, case examples	Oral questioning	CLO1
Week 3	Origin, Evolution, Nature, Focus, Utility, and Trends,	Lecture, guided discussion	Quiz	CLO1
Week 4	The Future of Development Studies (Global Development Studies); Towards Ethical Development Studies.	Lecture, comparative discussion	Short written test	CLO22
Week 5	Development Indicators and their Compatibility; The Human Development Index;	Lecture, group discussion	In-course Exam 1	CLO2, CLO3
Week 6	Democratic index, Some Structural Characteristics of LDCs and DCs.	Lecture, discussion	Reflective note	CLO2
Week 7	Rostow's Stages of Growth Theory, The Trickle-down Theory and	Lecture, timeline mapping	Assignment 1	CLO2
Week 8	Development, Radical Interpretation of Underdevelopment (Marxist Theory, Dependency and World System Theory),	Lecture, case discussion	Case-based discussion	CLO2, CLO3
Week 9	Participatory Approach to Development, The Basic Needs Approach	Lecture, interactive discussion	In-course Exam 2	CLO2, CLO3
Week 10	Alternative Development, Feminist Theories of Development, Institutional Theory,	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Liberalism and Neoliberalism, Post Development, Post-Colonialism.	Lecture, worked examples	Assignment 2 / Report	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 12	Sustainable Development Goals (SDGs)	Lecture, discussion	Quiz	CLO3
Week 13	Rural and Urban Development, Education in Development, Human Development	Lecture, comparative analysis	Group presentation	CLO2, CLO3
Week 14	Micro-Credit, Empowerment and Three Zero Theory	Lecture, synthesis discussion, review	Comprehensive review	CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- 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*.
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- Yunus, Muhammad (2017) *A World of Three Zeros*. New York: Public Affairs

COURSE OUTLINE

COURSE 0312-408: POLITICAL GEOGRAPHY: THEORIES AND PRACTICES

Part A: Course Overview

- | | |
|-----------------------|---|
| 1. Course Code | : 0312-408 |
| 2. Course Title | : Political Geography: Theories and Practices |
| 3. Course Type | : Core |
| 4. Year and Semester | : 4 th Year, 2 nd Semester |
| 5. Academic Session | : 2028–2029 (January–June) |
| 6. Course Teacher | : Dr. Bibi Morium, Associate Professor, Department of Political Science
University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the fourth year first semester |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Examination: 70; Mid-term/In-course Examination: 20; Class
Attendance: 10) |

11. Rationale of the Course:

Political geography examines the spatial dimensions of political processes and the interaction between geography, power, territory, and governance. It provides students with a theoretical and practical understanding of how geographical factors influence the formation of states, geopolitical strategies, territorial conflicts, electoral politics, and international relations. This course introduces major schools of geopolitical thought, politico-geographical theories, state formation, borders, frontiers, maritime boundaries, environmental politics, and resource conflicts with particular emphasis on Bangladesh and South Asia. It also explores contemporary issues such as geopolitical competition, environmental security, transboundary water governance, and electoral geography. The course equips students with analytical and critical thinking skills to understand the geographical foundations of political power and global political dynamics.

12. Course Objectives (CO):

- CO1:** To introduce students to the fundamental concepts, theories, approaches, and contemporary developments in political geography and geopolitics.
- CO2:** To develop students' understanding of the spatial dimensions of state formation, territorial organization, political power, and geopolitical strategies.
- CO3:** To examine the influence of geographical factors on political conflict, cooperation, regional integration, and international relations.
- CO4:** To familiarize students with the geopolitical significance of Bangladesh, including border management, maritime boundaries, environmental politics, and transboundary resource governance.
- CO5:** To develop students' analytical and research skills in applying political geography theories to contemporary political and international issues.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: Upon successful completion of the course, students should be able to:

- CLO1:** Explain the major concepts, theories, and approaches of political geography and geopolitics.
- CLO2:** Analyze the spatial dimensions of political power, state formation, territorial organization, borders, and geopolitical strategies.
- CLO3:** Evaluate regional and global geopolitical, environmental, and electoral issues using political geography concepts, with particular reference to Bangladesh and South Asia.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2						✓				
CLO3									✓	

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Political Geography: Definition, Nature, Scope, Evolution, Approaches, and Significance of Political Geography	Lecture, interactive discussion	Class participation	CLO1
Week 2	Major Schools of Geopolitical Thought: Geopolitics; Political Landscape School; Political Ecology School; Organismic Theory; Cycle Theory; Unified Field Theory	Lecture, discussion	Oral questioning	CLO1
Week 3	Politico-Geographical Classification of States: Political Areas; State Formation; Centripetal and Centrifugal Forces; Rise and Decline of States	Lecture, discussion	Quiz	CLO1, CLO2
Week 4	Spatial Structure of the State: Boundaries, Frontiers, Core Areas, Capitals, Territorial Limits, Border Disputes; Mackinder's Heartland Theory and Spykman's Rimland Theory	Lecture, case discussion	In-course Examination 1	CLO2
Week 5	Geopolitical Relations among States: Territorial Claims, Crisis of the Territorial State, Territorial Sea, Maritime Boundaries, Law of the Sea	Lecture, discussion	Short written test	CLO2
Week 6	The State as a Politico-Territorial Phenomenon: Population, Population Density, National Characteristics, Socio-economic Features, Physical and Economic Elements of Political Geography	Lecture, discussion	Assignment 1	CLO1, CLO2
Week 7	Spatial Factors in Political Geography: Location, Size, Shape of States, Accessibility, Geographical Constraints on Political and Economic Development	Lecture, discussion	Class presentation	CLO2

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 8	Global Strategic Perspectives: Geostrategy, Strategic Importance of Location, Great Power Rivalry, Geopolitical and Geostrategic Importance of Bangladesh	Lecture, case discussion	In-course Examination 2	CLO2, CLO3
Week 9	Electoral Geography: Evolution, Scope, Approaches, Electoral Systems, Constituencies, Electoral Behaviour, Electoral Mapping and Cartographic Representation	Lecture, practical demonstration	Practical exercise	CLO3
Week 10	Environmental Politics and Resource Conflicts: Environmental Security, Resource Politics, Climate Change, Interstate Resource Conflicts, Maritime Resources	Lecture, case discussion	Case analysis	CLO3
Week 11	Transboundary Water Politics: International Water Treaties, Ganges Water Treaty, Teesta Water Sharing, Transboundary Rivers, Hydro-politics in South Asia	Lecture, seminar discussion	Assignment 2	CLO3
Week 12	Political Geography of Bangladesh: Borders with India and Myanmar, Enclaves, Maritime Boundary Settlement, Rohingya Crisis, Border Management	Lecture, case study	Oral presentation	CLO3
Week 13	Contemporary Issues in Political Geography: Globalization, Migration, Refugees, Territorial Conflicts, Geopolitics of the Indo-Pacific Region	Lecture, group discussion	Group presentation	CLO3
Week 14	Comprehensive Review: Political Geography, Geopolitics, Electoral Geography, Environmental Politics, and Contemporary Geopolitical Challenges	Lecture, synthesis discussion, review	Comprehensive Review	CLO2

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment will include in-course examinations, quizzes, assignments, class presentations, group discussions, model debate/role-play activities, oral questioning, and class participation to evaluate students' understanding of theories, concepts, and contemporary issues in international politics. These assessment methods are designed to develop students' analytical ability, communication skills, critical thinking, and collaborative learning. Summative assessment will consist of a comprehensive Final Examination covering the entire course content to evaluate the achievement of the Course Learning Outcomes (CLOs).

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who are unable to appear in an in-course examination due to illness or other unavoidable circumstances, supported by valid documentary evidence and approved by the Course Teacher and the Departmental Academic Committee, may be permitted to take a make-up examination or complete an alternative assessment in accordance with the rules and regulations of the University of Rajshahi. Requests for make-up assessment must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- 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.
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- 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.

Note: Additional recent books, journal articles, policy papers, reports of international organizations, and web-based learning materials will be supplied by the concerned Course Teacher.

COURSE OUTLINE

COURSE 0312-409: GENDER AND COMMUNITY DEVELOPMENT

Part A: Course Overview

- 1. Course Code** : 0312-409
2. Course Title : Gender and Community Development
3. Course Type : GED (Theoretical)
4. Year and Semester : 4th Year, 2nd Semester
5. Academic Session : 2028–2029 (January–June)
6. Course Teacher : Dr. S.M. Mokhlasur Rahman, Professor, Department of Political Science, University of Rajshahi
7. Pre-requisite : Successful completion of the fourth year first semester
8. Credit Value : 3
9. Contact Hours : 42 hours (3 hours/week × 14 weeks)
10. Total Marks : 100 (Final Examination: 70; Mid-term/In-course: 20; Attendance: 10)

11. Rationale of the Course:

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, women rights and community development issue. 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 and children, 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. This course is designed to introduce the students of Political Science to the basic knowledge of gender and women rights.

12. Course Objectives (CO):

- CO1:** To explain the theories related to gender and community
CO2: To discuss the position of women and others community in the society and the state.
CO3: To explain women empowerment and disparity towards them.
CO4: To discuss the women and others community in development issue
CO4: To discuss the laws and policies regarding women rights as well as women development.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: On 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: Analyze laws and policies related to women and gender issues and communicate evidence-informed proposals for gender and community development.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO2			✓							
CLO3		✓								

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1	Gender and Sex: Gender Discrimination, Gender Stereotype, Gender Transformation, Gender Responsiveness, Gender Relations, Gender Identities Roles and the Triple Roles of Women	Lecture, interactive discussion	Class participation	CLO1
Week 2	Gender Needs and Gender Analysis, Gender Friendly Environment, Gender Bound, Gender Equity, Gender Equality, Equality of Opportunity and Equality of Outcome,	Lecture, case examples	Oral questioning	CLO1
Week 3	Gender Aware Policy, Gender Neutral Policy, Gender Specific Policy, Gender Redistributive Policy	Lecture, guided discussion	Quiz	CLO1
Week 4	Gender in Mainstreaming, Gender Condition and Position, Gender Development Index (GDI), Gender Empowerment Measurement (GEM), Community, Development, Community Development	Lecture, comparative discussion	Short written test	CLO1
Week 5	Conceptual and Theoretical Perspective: Liberal Feminism, Marxist Feminism, Socialist Feminism, Cultural Feminism, Eco-feminism, Critical Evaluation of WID, WAD, WED & GAD	Lecture, group discussion	In-course Exam 1	CLO1, CLO2
Week 6	Women's Empowerment: Concept and Structure of Women's Empowerment, Indicators of Women Empowerment, Women's Economic Empowerment, its barrier and future scope, Factors Behind Disempowerment of Women and Strategies for Empowerment of Women, Gender Socialization, Women's Participation in Community Level and Governance system	Lecture, discussion	Reflective note	CLO2

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 7	Violence and Discrimination Issues: Concepts of Aggression and Violence, Different Forms of Violence Against Women; Sexual Abuse and harassment, Patriarchy and its Effects	Lecture, timeline mapping	Assignment 1	CLO3
Week 8	Trafficking of Women and Children, Child marriage, Social Mobilization Strategies for the Elimination of Gender Discrimination	Lecture, case discussion	Case-based discussion	CLO3
Week 9	Gender and Community issues in Development: Women and Poverty, , Gender Division of Labour, Women's work & wages, Women friendly Workplace and Economic Conditions, Women and Education, Women and Health	Lecture, interactive discussion	In-course Exam 2	CLO2, CLO3
Week 10	Climate Change and Migration, Women and Environment, Women and Security, Women and War & Arms Conflict, Women and Media, Women and Technology, Senior Citizen and Children	Lecture, discussion	Oral questioning	CLO2, CLO3
Week 11	Gender in International Perspective: United Nations and Women, Women and SDG, Introduction to International Charter, Convention & Declaration on Gender	Lecture, worked examples	Assignment 2 / Report	CLO3
Week 12	Gender and Community Development Status in Bangladesh: Women in Bangladesh Constitution, Laws, Rules and National Policy and Implementation Strategies for the Advancement of Women in Bangladesh, Social Protection Strategy in Bangladesh	Lecture, discussion	Quiz	CLO3
Week 13	Women in Politics and Local Government in Bangladesh, NGO's and Women in Bangladesh, Challenges of Gender Mainstreaming in Bangladesh	Lecture, comparative analysis	Group presentation	CLO2, CLO3
Week 14	Senior Citizen and Child Protection Policy and Programs, Community Development Policies and Programs in Bangladesh	Lecture, synthesis discussion, review	Comprehensive review	CLO2, CLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- 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*, Routledge, (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).
- Chowdhury, Farah Deebea, *Women's Political Participation in Bangladesh: An Empirical Study*. The University Press Limited, (Dhaka: 2013).
- Gould, Carol (ed) (1997). *Gender: Key Concepts in Critical Theory*. WJ: Humanities Press.
- Islam, Md. Rezoanul and Nasrin Gannat Seba (2019), *Causes and Different Aspects of Gender Inequality in Rural Bangladesh*. Journal of Agricultural and Rural Research, ISSN No. 2523-1189, Vol. 3(2), aicpub.com/journal/jarr-190518-010076-m/
- Khan, Saira Rahman (2001), *The Socio-Legal Status of Bengali Women in Bangladesh: Implications for Development*, The University Press Limited, (Dhaka: 2001).

- Marshall, Barbara A. (1988). *Engendering Modernity: Feminism Social Theory and Social Change*. UK: Polity Press.
- McDowell L. and JP Sharp (ed). *Space, Gender, Knowledge: Feminist Readings*. London: Arnold.
- Mosse, J. Claves. (1993). *Half the World, Half the Chance: An Introduction to Gender and Development*. London: Oxfam.
- Nelson, Barbara J. and Najma Choudhury (eds) (1994). *Women and Politics Worldwide*. New Haven and London: Yale University Press.
- Rahman, Muhammad Mahmudur (2005). *Empowerment of Women in Bangladesh: An Analysis of Theatrical Perspective*, Social Science Journal, Vol.10, Rajshahi: Rajshahi University.
- Rahman, Muhammad Mahmudur and S. Mobarek (2013). Reproductive Health Scenario in Rural Women in Bangladesh: An Overview, *International Journal of South Asian Studies*, Vol.6, No.1, India: Society for South Asian Studies, Pondicherry.
- Rahman, Muhammad Mahmudur, S. Mobarek and A. Salek, (2004). *Social Mobilization Strategies for Elimination of Gender Discrimination: with particular emphasis on violence against women*, Empowerment, Vol.11, Dhaka: Women for Women.
- Rahman, Muhmmad 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>
- Rahman, S.M. Mokhlasur and Md. Mofackharul Islam (2019), *Sanitation Facilities and Girl Students School Attendance Tendency at their Menstruation Period in Rural Bangladesh: A Comparative Study*, Journal of Agricultural and Rural Research, Vol. 03, Number 02, pp. 57-68, May 2019, ISSN 2523-1189.
- Rahman, S.M. Mokhlasur and S.M. Akram Ullah (2017), *The Chronological Development of International Child Marriage Restrain System: A Critical Review*, Rajshahi University Journal of Social Science and Business Studies, Vol. 25, University of Rajshahi.
- Rosaldo, M and Lamphire (ed), (1947). *Women, Culture and Society: A Theoretical Overview*. California: Stanford University Press.
- Rowbotham, S. (1992). *Women in Movement: Feminism and Social Action*. London: Routledge.
- Seba, Nasrin Gannat (2019), *Child Marriage in Bangladesh: Causes, Impacts and Legal Protection System*, Journal of Judicial Administration Training Institute, Vol. XVIII, Judicial Administration Training Institute: Dhaka.
- Seba, Nasrin Gannat and Md. Rezoanul Islam (2020), *Gender Violence in Rural Bangladesh: Types and Impacts*, *Journal of Asian Politics and Society*, Vol IV, Number-I & II, Center for Asian Studies, Department of Political Science: University of Chittagong.
- Seba, Nasrin Gannat, and Al Asad Md. Mahmudul Islam (2020), *Child Trafficking in Bangladesh: Socio-Legal Perspective*, Journal of Judicial Administration Training Institute, Vol. XIX (2020), Judicial Administration Training Institute, Dhaka.
- Stiftung, F.E. (1993). *Women in Politics*. New Delhi: Haranand Publications.
- রহমান, মুহাম্মদ মাহমুদুর (২০২১), বাংলাদেশে সরকারি শিশু দিবাযাত্র কেন্দ্র: বিকাশ, সমস্যা ও সম্ভাবনা, *সমাজ জিজ্ঞাসা*, চতুর্দশ বর্ষ প্রথম ও দ্বিতীয় সংখ্যা, পশ্চিমবঙ্গ: বিদ্যাসাগর সমাজ বিজ্ঞান কেন্দ্র। www.samaj-jijnasa.in
- 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।

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

COURSE OUTLINE

COURSE 0312-410: GOVERNMENT AND POLITICS OF MIDDLE EAST

Part A: Course Overview

- 1. Course Code** : 0312-410
- 2. Course Title** : Government and Politics of Middle East
- 3. Course Type** : Core
- 4. Year and Semester** : 4th Year, 2nd Semester
- 5. Academic Session** : 2028–2029 (January–June)
- 6. Course Teacher** : Tareque M. Taufiqur Rahman PhD, Professor, Department of Political Science, University of Rajshahi
- 7. Pre-requisite** : Successful completion of the fourth year first semester
- 8. Course Value** : 3
- 9. Contact Hours** : 42 hours (3 hours a week, 14 weeks)
- 10. Total Marks** : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10)

11. Rationale of the Course:

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.

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.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2		✓								
CLO3			✓							

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Week 1,2	Historical background, people, society and resources, strategic importance, influence and role of Middle East on world politics and economic development	Lecture, interactive discussion	Class participation	CLO1
Week 3,4	State Formation in Middle East: Disintegration of Ottoman Empire, State formation in the region, Arab Nationalism, political system : authoritarian, monarchic and democratic	Lecture, case examples	Oral questioning	CLO2
Week 5,6	Israel and Palestine: Origin of the conflict, Zionism, Balfour declaration and British Mandate in Palestine, Arab-Israel wars: 1948, 1967, 1973, PLO and Hamas, peace, security and negotiations	Lecture, guided discussion	Quiz	CLO2
Week 7,8	Government and Politics of KSA: Establishment of KSA, Constitution, government and politics: institutions and organizations	Lecture, comparative discussion	Short written test	CLO2
Week 9-11	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	Lecture, group discussion	In-course Exam 1	CLO1, CLO2
Week 12	Case Studies: Iraq, Qatar, Turkey, Syria, Yemen	Lecture, discussion	Reflective note	CLO2
Week 13	World Powers in Middle East: Role of US and other powers in the region	Lecture, timeline mapping	Assignment 1	CLO2
Week 14	Peace Process: Initiatives and Deterrents of peace process in Middle East. Bangladesh's relations with the Middle Eastern Countries: Saudi Arabia, Iran, Qatar, Turkey	Lecture, case discussion	Case-based discussion	CLO2,3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be assessed through a combination of continuous (formative) and summative assessment. Continuous assessment includes two in-course/mid-term examinations and evaluation of class attendance and participation, providing ongoing feedback on students' theoretical understanding and analytical ability. Summative assessment consists of a comprehensive Semester Final Examination covering the entire course content, assessing students' cumulative achievement of the CLOs.

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): 20 marks
- Class Attendance: 10 marks

b) Summative (70 Marks):

- Semester Final Examination (3 hours, covering full course content): 70 marks

15.3 Make-up Procedures:

Students who miss an in-course examination due to illness or unavoidable circumstances, supported by valid documentation and approved by the Course Teacher/Academic Committee, may be given a make-up assessment or have their marks adjusted based on other components, as per Departmental and University rules. Requests must be submitted in writing within one week of the missed assessment.

Part D: Learning Materials

16. Learning Materials

- Hajjar, Sami G. (ed.) (1985). *The Middle East: From Transition to Development*. Leiden: EJ Brill.
- Held, Colbert C. (1989). *Middle East Patterns: Places, Peoples and Politics*. London: Westview Press.
- 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.
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COURSE OUTLINE

COURSE 0312-411: PARTY POLITICS IN BANGLADESH

Part A: Course Overview

- | | |
|-----------------------|---|
| 1. Course Code | : 0312-411 |
| 2. Course Title | : Party Politics in Bangladesh |
| 3. Course Type | : Core |
| 4. Year and Semester | : 4 th Year, 2 nd Semester |
| 5. Academic Session | : 2028–2029 (January–June) |
| 6. Course Teacher | : Dr. Md. Sultan Mahmud, Professor, Department of Political Science, University of Rajshahi |
| 7. Pre-requisite | : Successful completion of the fourth year first semester |
| 8 Credit Value | : 3 |
| 9. Contact Hours | : 42 hours (3 hours/week × 14 weeks) |
| 10. Total Marks | : 100 (Final Exam 70, Mid-term/In-course 20, and Attendance 10) |

11. Rationale of the Course:

Political parties are central institutions of democratic governance and political representation. This course provides students with a comprehensive understanding of the theories, development, organization, and dynamics of party politics in Bangladesh. It examines the evolution of political parties, party systems, electoral politics, political alliances, and contemporary challenges to democratic development. By combining theoretical perspectives with the practical experience of Bangladesh, the course develops students' analytical skills and prepares them for advanced study and research in political science.

12. Course Objectives (CO):

- CO1:** To provide students with a comprehensive understanding of the major theories of political parties, party systems, and democratic representation.
- CO2:** To develop students' knowledge of the historical evolution, organizational structures, leadership, and ideological foundations of political parties in Bangladesh.
- CO3:** To examine the dynamics of electoral politics, party competition, alliances, political financing, and party-government relationships in Bangladesh.
- CO4:** To enhance students' analytical skills in evaluating the roles of political parties in democratic governance, political stability, and institutional development.
- CO5:** To develop students' research, critical thinking, and communication skills for analyzing contemporary issues and challenges in party politics in Bangladesh.

These **Course Objectives (COs)** are designed in accordance with the **Outcome-Based Education (OBE)** framework and emphasize both theoretical understanding and practical analysis of **Party Politics in Bangladesh**.

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

- CLO1:** Explain the major theories of political parties, party systems, and democratic representation, and their relevance to the evolution of party politics in Bangladesh.
- CLO2:** Analyze the historical development, organizational structure, leadership, ideology, electoral behavior, and inter-party relations of political parties in Bangladesh.

CLO3: Critically evaluate party politics, elections, political financing, alliances, and anti-defection mechanisms in Bangladesh and formulate evidence-based arguments on democratic governance and political stability.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2						✓				
CLO3							✓			

Part B: Content and Delivery

14. Course Plan Satisfying Content, CLOs, Co-curricular Activities, Teaching-Learning and Assessment Strategy with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLO(s)
Week 1	Introduction to Political Parties: Meaning, Functions, Evolution, and Major Theories (Duverger, Sartori, Michels, La Palombara, V. I. Lenin)	Lecture, interactive discussion	Class participation	CLO1
Week 2	Party Systems: Single-Party, Two-Party, and Multi-Party Systems; Comparative Perspectives	Lecture, comparative discussion	Oral questioning	CLO1
Week 3	Political Parties in the Legislature: Legislative Functions, Party Discipline, Coalition Building, and Legislative Compromise	Lecture, case analysis	Quiz	CLO1
Week 4	Historical Development of Political Parties in Bangladesh	Lecture, documentary analysis	Short written assignment	CLO2
Week 5	Leadership, Social Bases, Organizational Structure, Ideology, and Party Programs in Bangladesh	Lecture, group discussion	In-course Examination 1	CLO2
Week 6	Party Factionalism, Conflict Resolution, Electoral Behavior, and Party–Government Relations	Lecture, case study	Assignment 1	CLO2
Week 7	Party in Opposition, Political Alliances, and Inter-Party Relations	Seminar, classroom discussion	Group presentation	CLO2
Week 8	Political Party Funding: Sources, Regulations, Transparency, and Accountability	Lecture, policy analysis	Case analysis	CLO3
Week 9	Political Parties and Elections in Bangladesh: Electoral System, Electoral Competition, and Changing Nature of Party Politics	Lecture, election data analysis	In-course Examination 2	CLO3
Week 10	Defection and Anti-Defection Law in Bangladesh: Constitutional and Political Perspectives	Lecture, legal case discussion	Oral presentation	CLO3

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLO(s)
Week 11	Violence, Political Conflicts, and Democratic Stability in Bangladesh	Lecture, debate	Reflective essay	CLO3
Week 12	Political Parties and Interest Groups: Interaction, Influence, and Policy Process	Lecture, comparative analysis	Quiz	CLO3
Week 13	Political Transition, Democratization, and Contemporary Challenges of Party Politics in Bangladesh	Student seminar, panel discussion	Seminar presentation	CLO3
Week 14	Future of Party Politics in Bangladesh: Institutional Reforms, Democratic Consolidation, and Course Review	Lecture, integrative discussion	Comprehensive review	CLO3

Co-curricular Activities

- Seminar presentations on major political parties and party systems.
- Analysis of party constitutions, election manifestos, and campaign strategies.
- Debate on political reforms, electoral integrity, and democratic governance.
- Case studies on elections, coalition politics, party funding, and anti-defection law.
- Group presentations on party ideology, leadership, and political transition.
- Research paper or policy brief on contemporary challenges of party politics in Bangladesh.
- Observation and analysis of parliamentary debates and election-related developments.

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Student learning will be evaluated through a combination of formative and summative assessment methods to ensure the achievement of the Course Learning Outcomes (CLOs). Formative assessment will be conducted throughout the semester through in-course examinations, quizzes, surprise test, open book examinations, assignments, presentations, class participation, and attendance, enabling continuous evaluation of students' conceptual understanding, analytical ability, and critical thinking on party politics and democratic governance. Summative assessment will consist of a comprehensive three-hour Semester Final Examination covering the entire course. The assessment process is designed to measure students' knowledge, comparative analysis, communication skills, and application of theoretical concepts to the study of party politics in Bangladesh in accordance with the principles of Outcome-Based Education (OBE).

15.2 Marks Distribution:

a) Continuous Assessment (30 Marks):

- In-course/Mid-term Examinations (2 × 10 marks): **20 marks**
- Class Attendance: **10 marks**

b) Summative Assessment (70 Marks):

- Semester Final Examination (3 hours, covering the full course content): **70 marks**

15.3 Make-up Procedures:

Students who are unable to participate in an in-course examination, presentation, or other continuous assessment due to illness or unavoidable circumstances must notify the Course Teacher as early as possible and submit a written application with valid supporting documents. Subject to the approval of the Course Teacher and/or the Departmental Academic Committee, a make-up assessment or an alternative assessment of equivalent academic standard may be arranged in accordance with the rules and regulations of the University of Rajshahi. Requests for make-up assessment should normally be submitted within seven (7) working days of the missed assessment.

Part D: Learning Materials

16. Learning Materials

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- Lewis, Davis (2018). *Bangladesh: Politics, Economy and Civil Society*. Dhaka: Prothoma Prokashon.
- Mahmud, Md. Sultan (2026). *Party Politics in Bangladesh*, Rajshahi, Bornashuddho.
- 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.
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- আহমদ, মহিউদ্দিন (২০১৬), *আওয়ামী লীগ: উত্থানপর্ব ১৯৪৮-১৯৭০*, ঢাকা: প্রথমা প্রকাশন।
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- 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।
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- 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।
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- মাহমুদ, সুলতান (২০২৬), *শান্তি ও সংঘাত অধ্যয়ন*, ঢাকা: অবসর প্রকাশনা সংস্থা।
- হালিম, আব্দুল হালিম (২০১৫), *সংবিধান, সাংবিধানিক আইন ও রাজনীতি: বাংলাদেশ প্রসঙ্গ*, ঢাকা, সিবিসি ফাউন্ডেশন।

COURSE OUTLINE

COURSE 0312-412: RESEARCH MONOGRAPH WITH FIELD WORK

Part A: Course Overview

- | | |
|----------------------------------|---|
| 1. Course Code | : 0312-412 |
| 2. Course Title | : Research Monograph with Field Work |
| 3. Course Type | : Compulsory Research Project |
| 4. Year and Semester | : 4 th Year, 2 nd Semester |
| 5. Academic Session | : 2028–2029 (January–June) |
| 6. Course Teacher/
Supervisor | : Assigned individually by the Departmental Academic Committee among the faculty of the Department of Political Science, at the beginning of the 7th Semester |
| 7. Pre-requisite | : Successful completion of Fourth Year, First Semester; prior completion of 0312-311 (Research Methodology for Social Sciences) and 0312-404 (Quantitative Research Methods in Social Sciences) |
| 8. Credit Value | : 3 |
| 9. Contact Hours | : Individualized supervision across two semesters (7th and 8th), following the phase-wise schedule below, in place of standard classroom contact hours |
| 10. Total Marks | : 100 (Research Report: 80; Viva-Voce: 20) |

11. Rationale of the Course:

The Research Monograph with Field Work provides BSS (Honours) students the opportunity to independently apply the research methodologies studied throughout the programme to a self-selected topic in political science, social science, or development. Conducted under the close guidance of an assigned supervisor, this compulsory capstone research project allows students to move beyond classroom learning into firsthand research practice—from problem formulation through fieldwork, data analysis, and monograph writing. As the culminating course of the BSS (Honours) programme, it consolidates students' theoretical, methodological, and analytical training into a substantive, independently conducted piece of scholarship.

12. Course Objectives (CO):

- CO1:** To help students gain firsthand experience in conducting research through all major stages of the social research process.
- CO2:** To help students apply the theoretical knowledge of research methodology gained in Courses 0312-311 and 0312-404.
- CO3:** To provide students the opportunity to carry out fieldwork, data processing, and analysis of a political problem in a systematic way.

13. Research Learning Outcomes (RLO) and Mapping of RLOs with PLOs: On successful completion of the research monograph, students should be able to:

- RLO1:** Formulate a research problem, research questions, objectives, and hypotheses for a research project.
- RLO2:** Apply appropriate tools and techniques for data collection, analysis, and report writing.
- RLO3:** Conduct a research project independently.

13.1 Mapping of RLOs with PLOs

Research Learning Outcomes (RLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
RLO1				✓						
RLO2										
RLO3				✓						✓

Part B: Content and Delivery

14. Phase-wise Research Plan

In place of a weekly lecture schedule, the Research Monograph follows a three-phase, supervised research process across the semester(s), with each phase corresponding to specific RLOs:

Phase	Activities	Supervision/Support Strategy	Assessment Component	Corresponding RLOs
Phase 1: Proposal Development	Weekly contact with supervisor; topic selection; title finalization and notification to the Department; gathering and reviewing literature; submission of the research proposal	Individual supervision, literature review guidance	Preliminary proposal review	RLO1
Phase 2: Data Collection	Weekly contact with supervisor; visiting data sources; developing questionnaire/data collection format; pilot survey/testing; actual survey/data collection; data processing and tabulation	Individual supervision, field guidance, tool development support	Progress review by supervisor	RLO1, RLO2
Phase 3: Analysis and Report Writing	Weekly contact with supervisor; data analysis; organizing monograph chapters; monograph writing; finalization; submission per departmental rules; presentation of findings in viva-voce	Individual supervision, writing and analytical guidance	Research Report and Viva-Voce	RLO2, RLO3

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

The Research Monograph is assessed holistically by the supervisor and/or the departmental evaluation committee, based on a weighted rubric covering the conceptual, methodological, analytical, and presentational quality of the research, followed by an oral defense (viva-voce) before the evaluation committee.

15.2 Marks Distribution:**a) Research Report — 80 Marks**

SL	Criteria for Evaluation	Allocated Marks
1	Title	4
2	Introduction, Research Questions, Objectives and Hypothesis	8
3	Rationale of the Study	8
4	Literature Review	8
5	Theoretical Framework/Conceptualization	4
6	Methodology	8
7	Presentation and Analysis of Findings	24
8	Discussion/Implications and Conclusion	8
9	Quality of Writing – Language, Clarity	4
10	References/Bibliography	4
	Total	80

b) Viva-Voce — 20 Marks

An oral examination assessing the student's ability to present and defend the research findings before the evaluation committee, including responses to questions on methodology, findings, and conclusions.

15.3 Make-up Procedures:

Students unable to submit the monograph or attend the viva-voce due to illness or unavoidable circumstances, supported by valid documentation and approved by the Academic Committee, may be granted an extension or a rescheduled viva-voce, as per Departmental and University rules.

15.4 Evaluation Sheet:

Each research report shall be evaluated by the examiner using the rubric above, with the examiner's name recorded on the evaluation sheet at the time of assessment.

Part D: Learning Materials**16. Supervision and Support Resources**

Students are expected to draw upon the methodological literature covered in **Research Methodology for Social Sciences (0312-311)** and **Quantitative Research Methods in Social Sciences (0312-404)**, alongside subject-specific literature relevant to their chosen research topic, as guided by their assigned supervisor. No fixed reading list applies, given the individualized and topic-specific nature of this research project course; students should compile a topic-specific bibliography in consultation with their supervisor, following standard academic citation rules.

COURSE OUTLINE

COURSE 0312-111, 0312-212, 0312-313, 0312-413: VIVA-VOCE

Part A: Course Overview

- | | |
|--------------------------|---|
| 1. Course Code | : 0312-111, 0312-212, 0312-313, 0312-413 |
| 2. Course Title | : Viva-Voce |
| 3. Course Type | : Core (Compulsory, Comprehensive Oral Examination) |
| 4. Year and Semester | : 1st, 2nd, 3rd, and 4th Year, 2nd Semester of each year (conducted annually) |
| 5. Academic Session | : As per the academic calendar of the concerned batch and year |
| 6. Examination Committee | : Constituted by the Departmental Academic Committee, comprising faculty members of the Department of Political Science |
| 7. Pre-requisite | : Successful completion of the theoretical and practical coursework of the relevant academic year |
| 8. Credit Value | : 2 credits per year (8 credits cumulative across four years of the BSS Honours programme) |
| 9. Contact Hours | : No fixed classroom contact hours; conducted as a single comprehensive oral examination at the end of each academic year, following completion of the year's Semester Final Examinations |
| 10. Total Marks | : 50 marks per year (200 marks cumulative across four years of the BSS Honours programme) |

11. Rationale of the Course:

The annual Viva-Voce serves as a comprehensive oral examination designed to assess students' cumulative understanding, critical thinking, and articulation of the political science concepts and courses studied throughout each academic year. Unlike written examinations, the viva-voce allows examiners to probe students' depth of understanding, ability to make connections across courses, and capacity to think on their feet in response to direct questioning. As a compulsory component of every year of the BSS (Honours) programme, it reinforces academic rigor, oral communication competence, and intellectual confidence, qualities essential for students' future academic and professional pursuits.

12. Course Objectives (CO):

- CO1:** To assess students' cumulative understanding of the courses studied during the academic year.
- CO2:** To evaluate students' ability to articulate political science concepts clearly and confidently in an oral setting.
- CO3:** To assess students' capacity to make connections across different courses and topics studied within the year.
- CO4:** To develop students' oral communication and critical thinking skills through direct examiner interaction.

13. Course Learning Outcomes (CLO) and Mapping of CLOs with PLOs: On completion of each year's Viva-Voce, students should be able to:

- CLO1:** Demonstrate a comprehensive and integrated understanding of the courses studied during the academic year.
- CLO2:** Articulate political science concepts, theories, and their applications clearly and confidently under oral examination.
- CLO3:** Respond critically and analytically to examiner questions, demonstrating independent thinking and the ability to defend a position.

13.1 Mapping of CLOs with PLOs

Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	✓									
CLO2							✓			
CLO3		✓								

Part B: Content and Delivery

14. Structure of the Viva-Voce across the Four Years

Rather than a weekly teaching plan, the Viva-Voce is structured as a **once-yearly comprehensive oral examination**, scoped to the academic content of the relevant year:

Year	Scope of Examination	Examination Timing	Corresponding CLOs
1st Year	Core and GED courses completed in 1st Year (1st and 2nd Semesters)	After completion of 1st Year, 2nd Semester Final Examinations	CLO1, CLO2
2nd Year	Core and GED courses completed in 2nd Year, with cumulative reference to 1st Year foundations	After completion of 2nd Year, 2nd Semester Final Examinations	CLO1, CLO2, CLO3
3rd Year	Core and GED courses completed in 3rd Year, with cumulative reference to prior years	After completion of 3rd Year, 2nd Semester Final Examinations	CLO1, CLO2, CLO3
4th Year	Core and GED courses completed in 4th Year, with comprehensive reference to the entire BSS Honours programme, including the Research Monograph	After completion of 4th Year, 2nd Semester Final Examinations	CLO1, CLO2, CLO3

Each year's Viva-Voce is conducted by an Examination Committee constituted by the Departmental Academic Committee, comprising at least two to three faculty members with relevant subject expertise for that year's coursework.

Part C: Assessment and Evaluation

15. Assessment and Evaluation

15.1 Assessment Strategy:

Each year's Viva-Voce is assessed through direct oral questioning by the Examination Committee, based on a structured rubric evaluating the breadth and depth of the student's understanding, communication skills, and analytical ability.

15.2 Marks Distribution (50 Marks per Year):

SL	Criteria for Evaluation	Allocated Marks
1	Command of Core Concepts Covered in the Academic Year	15
2	Ability to Connect and Integrate Concepts across Courses	10
3	Critical and Analytical Thinking in Responses	10
4	Clarity, Coherence, and Confidence of Oral Expression	10
5	Overall Impression and General Awareness of Contemporary Political Issues	5
	Total	50

15.3 Make-up Procedures:

Students unable to attend the scheduled Viva-Voce due to illness or unavoidable circumstances, supported by valid documentation and approved by the Departmental Academic Committee, may be granted a rescheduled viva within a timeframe determined by the Department, in accordance with University rules.

15.4 Evaluation Sheet:

The Viva-Voce shall be evaluated by the Examination Committee using the rubric above, with the names of all examining committee members recorded on the evaluation sheet at the time of assessment.

Part D: Learning Materials**16. Learning Materials**

No separate reading list applies, as each year's Viva-Voce draws directly on the course materials, textbooks, and readings prescribed for the core and GED courses completed during that academic year. Students are advised to revisit their coursework comprehensively, with particular attention to connecting concepts across courses, in preparation for the oral examination.

Part D

STUDENT SUPPORT, DEVELOPMENT AND ENGAGEMENT

1. Non-credit Programme

1.1 Study Tours/Excursion

The Department organizes study tours/excursions for students to provide experiential learning beyond the classroom. Study tours/excursions may include visits to places of political, historical, cultural, environmental, and administrative significance. Such activities help students connect theoretical knowledge with real-world contexts. The programme is supported through university/departmental resources and student contributions, subject to applicable university rules. Faculty members are assigned to supervise planning, coordination, and implementation.

2. Awards for Outstanding Achievements

2.1 Dean's Merit List

A list of meritorious students awarded the BSS (Honours) Degree with a 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 first-ranking student of each Faculty with a Gold Medal.

2.3 Hall Gold Medal

Various residential halls of the University may award gold medals or other recognitions to outstanding students in accordance with their respective policies.

3. Available Scholarships/Stipends

The Department of Political Science offers a small number of stipends for the needy but regular, meritorious students of the department. The names of the stipends are: Professor Golam Morshed Stipend, Professor Dr. Md. Moksuder Rahman Stipend, Professor Dr. Nasima Zaman Stipend, Azizur Rahman Stipend. Besides, the Rajshahi University authority and the University Grants Commission offer scholarships throughout 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 houses 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 4:00 pm on every working day. The library can accommodate approximately 48 students at a time. The students and the teachers have to follow specific rules and procedures for receiving the books.

4.3 Computer and Digital Learning Laboratory

The Department maintains a computer laboratory equipped to support students' academic work, research, data analysis, assignments, presentations, and thesis preparation. The laboratory also facilitates access to digital learning resources and research tools. Dedicated access schedules may be arranged for different student cohorts.

4.4 University-wide Student Services

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 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 debaters 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.

