



North Bengal International University

Faculty of Social Science

Department of Sociology

**Outcome Based Curriculum for 4-Years BSS (Honors) Program
(Semester: 8)**

Program Code: 13531

Contents

Curriculum

Title of the Academic Program

Name of The University

Vision of the University

Mission of the University

Name of the Program Offering Entity

Vision of the Program

Mission of the Program

Name of the Degree

General Description of the Program

Graduate Profile

Program Educational Objectives (PEOs)

Program Learning Outcomes (PLOs)

Mapping Mission of the University with PEOs

Mapping PLOs with the PEOs

Mapping Courses with the PLOs

Structure of the Curriculum

Degrees Offered

Year and Semester wise Distribution of Courses

Course wise Distribution of Marks

First Year First Semester

SOC 0313-1101 Preliminaries of Sociology

SOC 0313-1102 Cultural Anthropology

SOC 0313-1103 Social Psychology

SOC 0313-1104 Rural Sociology

BAN 0232- 01 Introduction to Bangla Language and Literature

First Year Second Semester

SOC 0313- 1201 Introductory Sociology

SOC 0313-1202 Ancient and Medieval social Thought

SOC 0313-1203 Environmental Sociology

ENG 0232- 02 Introduction to English Language and Literature

SOC 0313- 1000 Seminar and Viva- voce

Second Year First Semester

SOC 0313- 2101 History of Human Civilization

SOC 0313- 2102 Gender Studies

SOC 0313- 2103 Social Structure of Bangladesh

SOC 0313- 2104 Ethnicity and Ethnic Relations in Bangladesh

HUM 0222- 03 Bangladesh Studies

Second Year Second Semester

SOC 0313- 2201 Sociology of Social Problems

SOC 0313- 2202 Social Inequality

SOC 0313- 2203 Marriage and Family

SOC 0313- 2204 Sociology of Education

ICT 0611- 04 Information and Communication Technology

SOC 0313- 2000 Seminar and Viva- voce

Third Year First Semester

SOC 0313- 3101 Methods of Social Research

SOC 0313- 3102 Social Change

SOC 0313- 3103 Social Demography

HUM 0223- 05 Normative and Meta Ethics

CJS 0321- 06 Understanding Communication and Media

Third Year Second Semester

SOC 0313- 3201 Social Statistics

SOC 0313- 3202 Practice of Social Research

SOC 0313- 3203 Industrial Sociology

LAW 0421- 07 Introduction to Law

POL 0312- 08 Introduction to International Relation

SOC 0313- 3000 Seminar and Viva- voce

Forth Year First Semester

- SOC 0313- 4101 Classical Sociological Theory
- SOC 0313- 4102 Political Development in Bangladesh
- SOC 0313- 4103 Sociology of Religion
- SOC 0313- 4104 Economy and Society
- BUS 0417- 10 Entrepreneurship Development and Career Education

Forth Year Second Semester

- SOC 0313- 4201 Criminology
- SOC 0313- 4202 Sociology of Poverty
- SOC 0313- 4203 Medical Sociology
- SOC 0313- 4204 Urban Sociology
- SOC 0313- 4205 Research Project
- SOC 0313- 4206 Comprehensive
- SOC 0313- 4000 Seminar and Viva-voce
- Evaluation process
- Grading system

Title of the Academic Program: BSS (Honors) in Sociology

Name of the University: North Bengal International University

Vision of the University

The vision of the university is to become a leading edge educational institution of the country by providing high quality education to the young generation in order to equip them with the knowledge, skill and attributes necessary for the development of the country. It aims at attracting good students, faculty and staff from home and abroad.

Mission of the University

The mission of North Bengal International University is to achieve the goals of higher education and sustainable economic growth in the country by producing competent graduates in their selected disciplines. To fulfill our vision we are intended to prepare our student as:

1. Critical thinkers with knowledge creation and necessary analytical skills
2. Efficient in oral, written and digital communication
3. Life-long learners with excellent leadership skills
4. Self inspired innovators
5. Conscious about social justice and sustainability

Name of the Program Offering Entity: Department of Sociology

Vision of the Program

Vision of the department is to generate academic excellence with theoretical and pragmatic knowledge in the field of Sociology providing outcome based education and innovating sociological ways of problem-solving to meet changing regional and global needs.

Mission of the Program

The department designs its mission:

- M1. to assist students in learning to think sociologically, and to understand, define, and analyze social phenomena in global and Bangladesh contexts;
- M2. to create sociological knowledge through research and rigorous inquiry;
- M3. to equip students with problem solving, leadership, and teamwork skills, along with a strong commitment to the best possible achievements, maintaining a high quality of moral principles;
- M4. to help develop students' critical thinking skills;
- M5. to teach the students to become socially sentient and professionally competent to adapt to the changing world; and
- M6. to develop human resources with a broad view to serve the society in a meaningful and sustainable way.

Name of the Degree: Bachelor of Social Sciences (BSS)

General Description of the Program

Sociology is a scientific study of society. In changing society human behaviors are influenced by social forces. It is a sub-branch of social science, studies all patterned relationships in social life – from the day-to-day interactions between two people to the intricate relationships between nations. Consequently, sociology's unique feature is its practice of explaining social phenomena with regard to a larger societal context. The 'Bachelor of Social Science (Honours) in Sociology' program aims to nurture the sociological imagination, which encompasses the ability to extrapolate how society's historical development shapes individual and group behavior, how personal troubles and public issues of social structure are interconnected, and how to work with others to improve social conditions. In fashioning the crafts of sociology and promoting critical thinking skills in students, this program offers a wide array of sociology courses over a span of four years.

BSS (Honours) in sociology is an eight-semester undergraduate program in four academic years. The main objective of this program is to orient the students to basic concepts, theories, perspectives, debates, and methods in sociology. Moreover, in line with the latest developments in Bangladesh and global sociology, it offers courses on various contemporary social issues. Similarly, in order to promote fundamental, thinking, social and personal skills in students, this program draws on several theoretical and seminar courses. Furthermore, special emphasis is placed on practical research activities that test students' ability to apply their theoretical knowledge in explaining social phenomena. Finally, as a vibrant academic field that incorporates state-of-the-art teaching-learning methods and techniques, this program employs different in-class and off-the-class individual and group activities.

Graduate Profile

At the end of the program, the students will be able to:

1. **Specialized knowledge in Sociology:** Exhibit knowledge and skills in the field of sociology;
2. **Analytical skills:** Establish a link between theories of sociology and their application;
3. **Intellectual skills:** Apply sociological knowledge and understanding for professional purpose at public, private and international levels;
4. **Critical thinking and problem solving:** Utilize creative and innovative skills in identifying, analyzing and solving social issues;
5. **Investigation skills:** Generate knowledge through research activities;
6. **IT skills:** Demonstrate relevant techniques and abilities to address and solve social and ethical issues;
7. **Ethical stability and sense of accountability:** Develop and demonstrate values and attitudes as a professional, as a national citizen, and as a global citizen contribute to act responsibly within the community;
8. **Teamwork and leadership:** Apply teamwork and leadership skills for efficient performance; and
9. **Lifelong learning:** Pursue personal and professional development in the spirit of lifelong learning.

Program Educational Objectives (PEOs)

The main objective of this program is to offer outcome based education with up-to-date knowledge in Sociology. The specific objectives of the program are:

- PEO1.** to make graduates understand and apply the concepts, theories, and theoretical perspectives of major courses of the discipline;
- PEO2.** to prepare graduates with problem solving, leadership and teamwork skills, along with a strong commitment towards striving for the best possible achievement in Sociology;
- PEO3.** to train them to conduct a social research following all the methodical procedures as well as how a project is planned and implemented;
- PEO4.** to help the learners become socially aware and professionally competent to adapt with changing world; and
- PEO5.** to develop human resources with a broad view to serve the society in a meaningful and sustainable way.

Program Learning Outcomes (PLOs)

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

PLO1	Sociological Knowledge	define the core concepts and describe theoretical traditions of sociology, anthropology, social psychology and so on.
PLO2	Ethics	apply ethical principles and commit to professional ethics and social norms and values by maintaining a high quality in moral principles.
PLO3	Problem design	identify social problems and issues in regional and global contexts.
PLO4	Care for others	analyze the concepts of health and demographic phenomena, religion, education, gender, development, politics, crime, science and technology and so on from sociological perspective.
PLO5	Critical thinking & Problem solving	demonstrate excellent critical thinking and problem solving abilities and will be able to integrate concepts and ideas and skills learned to perform qualitative and quantitative analysis, analytical reasoning, and daily life practical problems .
PLO6	Research skills	formulate sociological research by applying standard qualitative and quantitative methods and apply statistical measurements in social analysis and interpretations of sociological theories.
PLO7	Job skills	able to formulate social policies and planning by applying sociological approaches .
PLO8	Communication	communicate effectively on social activities with the community and society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
PLO9	Entrepreneurship & teamwork	develop leadership skills, team building capacity and professionalism.
PLO10	Lifelong learning	act as a socially sentient and professionally competent person to adapt to the changing world.

Mapping Mission of the university with PEOs

PEOs	Mission 1	Mission 2	Mission 3	Mission 4	Mission 5
PEO 1	√				
PEO 2	√	√			
PEO 3				√	
PEO 4					√
PEO 5			√		

Mapping PLOs with the PEOs

PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PLO 1	√				
PLO 2			√		
PLO 3					√
PLO 4				√	
PLO 5			√		
PLO 6		√			
PLO 7				√	
PLO 8				√	
PLO 9					√
PLO 10					√

Mapping courses with the PLOs

Course code	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
SOC 0313-1101	Preliminaries of Sociology	√					√				
SOC 0313-1102	Cultural Anthropology	√				√					
SOC 0313-1103	Social Psychology	√					√				
SOC 0313-1104	Rural Sociology				√				√		
BAN 0232- 01	Introduction to Bangla Language and Literature			√							√
SOC 0313- 1201	Introductory Sociology	√		√		√	√	√			√
SOC 0313-1202	Ancient and Medieval social Thought	√		√							
SOC 0313-1203	Environmental Sociology				√			√	√		

ENG 0232- 02	Introduction to English Language and Literature					√		√	√		
SOC 0313- 1000	Seminar and Viva- voce					√		√			√
SOC 0313-2101	History of Human Civilization				√	√					
SOC 0313-2102	Gender Studies				√	√			√		
SOC 0313-2103	Social Structure of Bangladesh	√			√	√					
SOC 0313-2104	Ethnicity and Ethnic Relations in Bangladesh			√	√			√			
HUM 0222- 03	Bangladesh Studies			√	√						√
SOC 0313-2201	Sociology of Social Problems			√	√	√					
SOC 0313- 2202	Social Inequality				√	√					
SOC 0313-2203	Marriage and Family				√	√			√		
SOC 0313- 2204	Sociology of Education	√			√	√		√			
ICT 0611- 04	Information and Communication Technology				√			√			√
SOC 0313- 2000	Seminar and Viva- voce					√		√			√
SOC 0313-3101	Methods of Social Research	√	√	√		√	√				
SOC 0313-3102	Social Change	√				√			√		
SOC 0313-3103	Social Demography	√				√					
HUM 0223- 05	Normative and Meta Ethics		√		√						
CJS 0321- 06	Understanding Communication and Media							√	√		
SOC 0313- 3201	Social Statistics	√	√	√		√	√				
SOC 0313- 3202	Practice of Social Research	√	√			√	√	√	√		
SOC 0313- 3203	Industrial Sociology	√		√					√		
LAW 0421- 07	Introduction to Law				√						
POL 0312- 08	Introduction to International Relation				√	√					
SOC 0313- 3000	Seminar and Viva- voce					√		√			√
SOC 0313-4101	Classical Sociological Theory	√				√					
SOC 0313-4102	Political Development in Bangladesh	√			√						
SOC 0313-4103	Sociology of Religion				√	√					
SOC 0313-4104	Economy and Society				√	√					
BUS	Entrepreneurship Development and Career							√	√	√	√

0417- 4109	Education										
SOC 0313-4201	Criminology				√		√				
SOC 0313-4202	Sociology of Poverty			√	√	√					
SOC 0313-4203	Medical Sociology				√						
SOC 0313-4204	Urban Sociology	√			√						
SOC 0313-4205	Research Project			√			√		√	√	
SOC 0313-4206	Comprehensive					√		√			√
SOC 0313- 4000	Seminar and Viva-voce					√		√			√

Structure of the Curriculum

- a. Program duration: 4 Years
- b. Number of semester: 08
- c. Semester duration: 6 Months
- d. Total minimum credit requirement to complete the program: 140 Credits
- e. Total class weeks in a semester: 14weeks
- f. Minimum CGPA requirements for graduation: CGPA 2.00
- g. Maximum academic years of completion: 6 years
- h. Admission Requirements:
 - i. Students who have passed SSC and HSC or any equivalent Public Examination with at least two 2nd divisions or minimum GPA 2.5 in each (5.00 scale) may apply for admission. Students who have minimum 2.00 in any one of SSC or HSC and a total of GPA 6.00 may also apply.
 - ii. For English medium students, minimum 05 subjects in O level and 02 subjects in A level examination are required. A student must secure Grade B or GPA 4.0 in four subjects out of the seven subjects and at least Grade C or GPA 3.5 in the remaining three subjects (A=5, B=4, C=3, D=2 & E=1).
 - iii. The children of Freedom Fighters with a total GPA 5.0 in both SSC and HSC or in equivalent Public Examination may apply for admission with Freedom Fighter Certificate of the Government.
 - iv. For GED students, UGC guidelines will be followed.
- i. Category of courses:
 - General Education (GED)
 - Core Courses
 - Research Project

Degrees Offered

At present department of Sociology offered following degrees:

1. Bachelor of Social Science (Honours)
2. Masters of Social Science 1 Year program
3. Masters of Social Science 2 Year program

Year and Semester wise Distribution of Courses

The program shall include Core Courses, GED Courses, Fieldwork (if applicable), Research Project, Seminar and Viva voce and comprehensive. The taught courses shall comprise teaching of 44 (forty four) course units distributed as follows:

Year and Semester-wise Distribution of Courses and Credit									
Year	Semester	Courses						Total Credit	Total Marks
		Core	GED	Seminar	Research Project	Comprehensive	Total		
First Year	First	4	1	0	0	0	5	16	500
	Second	3	1	1	0	0	5	16	500
	Total						10	32	1000
Second Year	First	4	1	0	0	0	5	16	500
	Second	4	1	1	0	0	6	19	600
	Total						11	35	1100
Third Year	First	3	2	0	0	0	5	17	500
	Second	3	2	1	0	0	6	20	600
	Total						11	37	1100
Fourth Year	First	4	1	0	0	0	5	16	500
	Second	4	0	1	1	1	7	20	650
	Total						12	36	1150
Grand Total							44	140	4350

Course wise distribution of marks

The marks distribution of the taught courses will be 50% for Semester Final Examination [SFE], 20% for Midterm [MT] examination, 10% for Class Test [CT], 10% for Presentation or Assignment

[P/A] and the remaining 10% for class attendance [CA].

The four-year BSS (Honours) Program in Sociology requires completion of courses and research carrying a total of 4350 marks with 140 credits. Each of the taught courses and seminar and viva-voce will carry 100 marks and 3 credits whereas GED courses will carry 100 marks with 4 credits. The semester-wise distribution of courses and allocation of marks and credits for each course are given below.

All the courses offered in each semester are compulsory. Research Project comprises two parts – Research report and Viva-voce – which will be evaluated on 70 and 30 marks respectively. Preparation of research project must comply with the standards set by the department and it must be submitted before the students face Viva-voce board for the BSS Honours Semester-8 Examination. In second, fourth, and sixth semesters, a student has to complete a seminar course of three credit hours, which will involve students/student groups selecting one or more study topics related to the taught courses, searching references and preparing a synopsis on at least one topic with a rich reference list. Each student/group of students shall be evaluated based on their synopsis presented and their understanding of the subject matter evaluated by examiner. In proceeding with the seminar course, students/student groups shall be mentored by a teacher of the concerned department assigned by the Academic Committee.

1 st Year 1 st Semester BSS Honours								
Course Code	Course Title	Marks						Credit
		SFE	MT	CT	P/A	CA	T	
SOC 0313- 1101	Preliminaries of Sociology	50	20	10	10	10	100	3
SOC 0313- 1102	Cultural Anthropology	50	20	10	10	10	100	3
SOC 0313- 1103	Social Psychology	50	20	10	10	10	100	3
SOC 0313- 1104	Rural Sociology	50	20	10	10	10	100	3
BAN 0232- 01	Introduction to Bangla Language and Literature	50	20	10	10	10	100	4
Total							500	16

1 st Year 2 nd Semester BSS Honours								
Course Code	Course Title	Marks						Credit
		SFE	MT	CT	P/A	CA	T	
SOC 0313- 1201	Introductory Sociology	50	20	10	10	10	100	3
SOC 0313- 1202	Ancient and Medieval social Thought	50	20	10	10	10	100	3
SOC 0313- 1203	Environmental Sociology	50	20	10	10	10	100	3
ENG 0232- 02	Introduction to English Language and Literature	50	20	10	10	10	100	4
SOC	Seminar and Viva- voce	Seminar			Viva		100	3

0313- 1000		60	40		
Total				500	16

2nd Year 1st Semester BSS Honours								
Course Code	Course Title	Marks						Credit
		SFE	MT	CT	P/A	CA	T	
SOC 0313- 2101	History of Human Civilization	50	20	10	10	10	100	3
SOC 0313- 2102	Gender Studies	50	20	10	10	10	100	3
SOC 0313- 2103	Social Structure of Bangladesh	50	20	10	10	10	100	3
SOC 0313- 2104	Ethnicity and Ethnic Relations in Bangladesh	50	20	10	10	10	100	3
HUM 0222- 03	Bangladesh Studies	50	20	10	10	10	100	4
Total							500	16

2nd Year 2nd Semester BSS Honours								
Course Code	Course Title	Marks						Credit
		SFE	MT	CT	P/A	CA	T	
SOC 0313- 2201	Sociology of Social Problems	50	20	10	10	10	100	3
SOC 0313- 2202	Social Inequality	50	20	10	10	10	100	3
SOC 0313- 2203	Marriage and Family	50	20	10	10	10	100	3
SOC 0313- 2204	Sociology of Education	50	20	10	10	10	100	3
ICT 0611- 04	Information and Communication Technology	50	20	10	10	10	100	4
SOC 0313- 2000	Seminar and Viva- voce	Seminar 60			Viva 40		100	3
Total							600	19

3rd Year 1st Semester BSS Honours								
Course Code	Course Title	Marks						Credit
		SFE	MT	CT	P/A	CA	T	
SOC 0313- 3101	Methods of Social Research	50	20	10	10	10	100	3
SOC 0313- 3102	Social Change	50	20	10	10	10	100	3
SOC 0313- 3103	Social Demography	50	20	10	10	10	100	3
HUM 0223- 05	Normative and Meta Ethics	50	20	10	10	10	100	4
CMG	Understanding Communication and Media	50	20	10	10	10	100	4

0321-06									
Total								500	17

3rd Year 2nd Semester BSS Honours									
Course Code	Course Title	Marks						Credit	
		SFE	MT	CT	P/A	CA	T		
SOC 0313-3201	Social Statistics	50	20	10	10	10	100	3	
SOC 0313-3202	Practice of Social Research	50	20	10	10	10	100	3	
SOC 0313-3203	Industrial Sociology	50	20	10	10	10	100	3	
LAW 0421-07	Introduction to Law	50	20	10	10	10	100	4	
POL 0312-08	International Relations	50	20	10	10	10	100	4	
SOC 0313-3000	Seminar and Viva-voce	Seminar 60			Viva 40			100	3
Total								600	20

4th Year 1st Semester BSS Honours									
Course Code	Course Title	Marks						Credit	
		SFE	MT	CT	P/A	CA	T		
SOC 0313-4101	Classical Sociological Theory	50	20	10	10	10	100	3	
SOC 0313-4102	Political Development in Bangladesh	50	20	10	10	10	100	3	
SOC 0313-4103	Sociology of Religion	50	20	10	10	10	100	3	
SOC 0313-4104	Economy and Society	50	20	10	10	10	100	3	
BUS 0417-09	Entrepreneurship Development and Career Education	50	20	10	10	10	100	4	
Total								500	16

4th Year 2nd Semester BSS Honours								
Course Code	Course Title	Marks						Credit
		SFE	MT	CT	P/A	CA	T	
SOC 0313-4201	Criminology	50	20	10	10	10	100	3
SOC 0313-4202	Sociology of Poverty	50	20	10	10	10	100	3
SOC 0313-4203	Medical Sociology	50	20	10	10	10	100	3
SOC 0313-4204	Urban Sociology	50	20	10	10	10	100	3

SOC 0313- 4205	Research Project	Project Paper			Viva		100	3
		70			30			
SOC 0313- 4206	Comprehensive	50					50	2
SOC 0313-4000	Seminar and Viva-voce	Seminar			Viva		100	3
		60			40			
Total							650	20

First Year First Semester

Course Code: SOC 0313-1101		Course Title – Preliminaries of Sociology
Course Type: Core		Year/Semester - 1st Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

Sociology is the scientific study of social interaction and social relationships. This course will introduce students to the basics of sociology—definition, scope and nature of sociology, sociological concepts, the sociological imagination, importance of studying sociology, and relationship between sociology and other social sciences along its origin and development. Students will be acquainted with the sociological perspectives and a brief understanding on socialization and culture.

Course Objectives (COs)

Major objectives of this course are:

1. To introduce the freshers to the origin and development of sociology as a separate branch of knowledge;
2. To provide the graduates with knowledge of the basic concepts of this discipline that will help them develop sociological imagination; and
3. To interpret social reality;

Course Learning Outcomes (CLOs)

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

1. explain and use basic-sociological concepts, perspectives and relate sociology to other disciplines;
2. illustrate the elements and theoretical underpinnings of socialization, culture and factors affecting social life; and
3. describe the different research methods used in sociology.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition, Origin and development, Scope and Nature of Sociology; Importance of studying sociology; Relationship between sociology and other social sciences; The Sociological Imagination.	1
2	Sociological Perspectives	Functionalism; Evolutionism; Conflict; Symbolic Interactionism, Structuralism.	1 3
3	Basic Concepts of Sociology	Society; Community, Association; Organization; Institution; Social group; Role and status; Norms and values; Folkways and mores; <i>Gemeinschaft</i> and <i>Gesellschaft</i> .	1
4	Culture	Definition; Characteristics; Functions; Elements; Aspects of culture; Cultural lag; Subculture; Culture and civilization.	2
5	Socialization	Definition and types of socialization; Stages of socialization; Process of socialization; Agents of Socialization; Elements of	2

		socialization; Re-socialization; De-socialization.	
6	Basic Research Strategies and Methods in Sociology	Basic research strategies in sociology; The ethics of social research; Scientific methods: Experiment, survey, case study, observation, content analysis, focus group discussion; interview.	3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2	√									
CLO 3						√				

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture	Written test	1
Sociological Perspectives	Lecture	Assignment, Written test	1 3
Basic Concepts of Sociology	Lecture	In-class activities	1
Culture	Interactive discussion, Lecture	Presentation	2
Socialization	Lecture	Group discussion	2
Basic Research Strategies and Methods in Sociology	Lecture, Interactive discussion	Assignment	3

Recommended Readings

- Bierstedt, Robert. 1963. *The Social Order*. New York: McGraw-Hill Company Inc.
- Bottomore, Thomas Burton. 1962. *Sociology: A Guide to Problems and Literature*. Revised ed. New Delhi: Blackie and Son.
- Giddens, Anthony. 2009. *Sociology*. 6th ed. Cambridge and Maiden, MA: Polity Press.
- Giddens, Anthony, Mitchell Duneier, and Richard Appelbaum. 2005. *Introduction to Sociology*. 5th ed. New York: Norton and Company, Inc.
- MacIver, R. M. and C. H. Page. 1962. *Society: An Introductory Analysis*. New York: Macmillan.
- Macionis, John J. 2018. *Sociology*. 16th ed. Harlow: Pearson Education Limited.
- Ogburn, William Fielding and M. F. Nimkoff. 1953. *A Handbook of Sociology*. London: Routledge and Kegan Paul Ltd.
- Schaefer, Richard T. 2014. *Sociology: A Brief Introduction*. 11th ed. New York: McGraw Hill Education.
- Stolley, Kathy S. 2005. *The Basics of Sociology*. Westport, CT and London: Greenwood Press.

Course Code: SOC 0313-1102		Course Title - Cultural Anthropology
Course Type: Core		Year/Semester - 1st Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

The course of cultural anthropology focuses on human cultures and their forms in all times and places. It provides the critical anthropological examination of culture and how it works, especially, in small societies. Furthermore, it orients about how people in different places adapt to their environment, the various symbolic systems they use to communicate with each other, the political and religious systems that regulate their lives, the ways kinship are formed and regulated. This course may guide the learners to use their own common sense assumptions with thoughtfulness and sensitivity about society in studying the world of cultural diversity.

Course Objectives (COs)

Major objectives of this course are:

1. To introduce the learners to the basics of cultural anthropology;
2. To develop learners' ability to make critical anthropological examination of other cultures and more importantly of one's own culture;
3. To provide a clear distinction in the socio-cultural world between simple and complex societies with the learners; and
4. To facilitate the learners to use their own common sense assumptions in studying the world of cultural diversity.

Course Learning Outcomes (CLOs)

On successful completion of this course, learners should be able to:

1. demonstrate their understanding of major concepts, methods, theories, schools and approaches in cultural anthropology;
2. apply critical anthropological concepts, theories and methods in studying contemporary cultures;
3. measure culture-specific behavioral characteristics of people from different cultural groups; and
4. compare and contrast social, political and economic organizations in primitive and modern societies.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introductory Portrait	Definition and Subject-matter; Origin and Development of cultural anthropology; Holistic approach of anthropology; Branches of cultural anthropology; Methods in cultural anthropology.	1 2
2	Concept of Culture	Definition and characteristics of culture; Ethnocentrism; Traits of culture; Patterns of culture; Cultural relativism; Cultural universals; Methods for learning about culture.	1 2
3	Patterns of Subsistence	Foraging; Pastoralism; Horticulture; Agriculture.	1 3

4	Systems of Distribution and Exchange	Systems of distribution and exchange; Types of reciprocity; Redistribution and leveling mechanisms—Kula Ring, Potlatch.	1 3 4
5	Marriage, Family, Descent, and Kinship	Rules of mate selection; Rules of post-marital residence; Functions and types of family; Kinship typology; Descent principles; Different kinship systems; Kinship system in Bangladesh.	1 3
6	Supernatural Beliefs System	Pattern of supernatural beliefs; Origin of religion; Functions of religion; Religion and magic; Magical practices and influences; Totem and taboo; Rites of passage.	1 3
7	Political Organization	Levels of political integration; Band; Tribe; Chiefdom; State.	1 4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2					√					
CLO 3										
CLO 4										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introductory Portrait	Lecture	Written test	1, 2
Concept of Culture	Lecture	Assignment, Written test	1, 2
Patterns of Subsistence	Lecture, PPT, audio-visual Presentation	Group discussion	1, 3
Systems of Distribution and Exchange	Interactive discussion, Lecture	Presentation, Question-Answer (Q-A)	1, 3, 4
Marriage, Family, Descent, and Kinship	Lecture	In-class activities	1, 3
Supernatural Beliefs System	Interactive discussion	Community engagement, Assignment	1, 3
Political Organization	Lecture	Written test	1, 4

Recommended Readings

- Eller, Jack David. 2016. *Cultural Anthropology: Global Forces, Local Lives*. 3rd ed. Oxon and New York: Routledge.
- Eriksen, Thomas Hylland. 2017. *What is Anthropology?*. 2nd ed. London: Pluto Press.
- Friedl, John and John E. Pfeiffer. 1977. *Anthropology: The Study of People*. New York: Harper & Row, Publishers, Inc.
- Guest, Kenneth J. 2013. *Cultural Anthropology: A Toolkit for a Global Age*. New York and London: W. W. Norton & Company.
- Haviland, William A., Harald E. L. Prins, Bunny McBride, and Dana Walrath. 2010. *Cultural Anthropology: The Human Challenge*. 13th ed. Belmont: Wadsworth, Cengage Learning.
- Kottak, Conrad Phillip. 2015. *Cultural Anthropology: Appreciating Cultural Diversity*. 6th ed. New York: McGraw-Hill Education.

Miller, Barbara D. 2017. *Cultural Anthropology*. 8th ed. Boston: Pearson Education, Inc.
 Peoples, James and Garrick Bailey. 2011. *Humanity: An Introduction to Cultural Anthropology*. 9th ed. Belmont: Wadsworth, Cengage Learning.
 Scupin, Raymond. 2016. *Cultural Anthropology: A Global Perspective*. 9th ed. Boston: Pearson Education, Inc.

Course Code: SOC 0313-1103		Course Title - Social Psychology
Course Type: Core		Year/Semester - 1st Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

The course Social Psychology aims at providing fundamental concepts of Psychology and Social Psychology and relates the interdisciplinary knowledge of Psychology and Sociology. This course explores the ways an individual in society can influence others and be influenced by others and helps us understand how people, living in a society, think about themselves and others, and interact with one another.

Course Objectives (COs)

Major objectives of this course are:

1. To introduce the learners to basic concepts, theories, perspectives, and empirical findings in social psychology;
2. To develop graduates ability to identify how social conditions shape human behavior and actions;
3. To develop graduates competence in researching social psychological phenomena; and
4. To enable the graduates to endure the behavior of different groups of people in society.

Course Learning Outcomes (CLOs)

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

1. express their understanding of the concepts, theories, and debates in social psychology in essay form;
2. explain human behavior in specific social situations and identify the dynamics of cooperation and conflict in society; and
3. measure specific behavioral characteristics of humans in society, such as the level of self-esteem, attitude, and personality.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition and scope of social psychology; Place of social psychology in social sciences; Conducting research in social	1

		psychology.	
2	The Self	Culture and the self; Self-presentation; Self-knowledge; Self-esteem; Self-control.	1 3
3	Sensation and Perception	Absolute and difference thresholds of sensation; Sensory adaptation; Gestalt laws of perception; Top-down and bottom-up processing of perception; Extra-sensory perception; Nonverbal communication; Attribution.	1 2
4	Motivation	Approaches to motivation – drive-reduction, arousal, incentive, and cognitive approaches; Human biological needs and motivation – motivation behind hunger and sex; Human social needs and motivation – motivation behind achievement, affiliation, and power.	1 2
5	Learning	Behaviorism; Associative learning; Cognitive learning.	1, 3
6	Attitude	Attitude formation; Attitude change; Measurement of attitude.	1, 2, 3
7	Personality	Theoretical perspectives on personality development – Psychodynamic (Freud), Genetic (Allport), Life-span (Erikson), Humanistic (Maslow), and Cognitive (George Kelly) approaches.	1 2 3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2										
CLO 3						√				

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture, Group discussion,	Written test	1
The Self	Lecture, Demonstration,	Quiz and Presentation	1, 3
Sensation and Perception	Lecture, Case Study	Written test and Assignment	1, 2
Motivation	Lecture, Directed reading,	Quiz and Class test	1, 2
Learning	Lecture, Directed reading, Tutorial	Oral and Presentation	1, 3
Attitude	Lecture, Demonstration	Written test	1, 2, 3
Personality	Lecture, Demonstration, Case study	Assignment and Presentation	1, 2, 3

Recommended Readings

Aronson, Elliot, Timothy D. Wilson, Robin M. Akert, and Samuel R. Sommers. 2016. *Social Psychology*. 9th ed. Boston: Pearson.

Baumeister, Roy F. and Brad J. Bushman. 2014. *Social Psychology and Human Nature*. 3rd ed. Belmont: Wadsworth-Cengage Learning.

Bordens, Kenneth S. and Irwin A. Horowitz. 2008. *Social Psychology*. 3rd ed. St. Paul: FreeLoad Press.

Branscombe, Nyla R. and Robert A. Baron. 2017. *Social Psychology*. 14th ed. Harlow: Pearson.

- Burton, Lorelle, Drew Westen, and Robin Kowalski. 2019. *Psychology*. 5th Australian and New Zealand ed. Milton: John Wiley & Sons Australia, Ltd.
- Feldman, Robert S. 2013. *Essentials of Understanding Psychology*. 10th ed. New York: The McGraw Hill Companies, Inc.
- Hogg, Michael A. and Graham M. Vaughan. 2010. *Essentials of Social Psychology*. Harlow: Pearson Education Limited.
- Myers, David G. and Jean M. Twenge. 2018. *Exploring Social Psychology*. 8th ed. New York: McGraw-Hill Education.
- Schultz, Duane P. and Sidney Ellen Schultz. 2013. *Theories of Personality*. 10th ed. Belmont: Wadsworth-Cengage Learning.

Course Code: SOC 0313-1104		Course Title – Rural Sociology
Course Type: Core		Year/Semester - 1st Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course aims at understanding the rural society in an extensive and intensive manner. It familiarizes students with the nature of communities, power structure, poverty, pattern of land ownership and class structure in rural society. The course also focuses on peasant economy and the interconnections between rural-urban economy and culture.

Course Objectives (COs)

The major objectives of this course are:

1. To comprehend the dynamics of rural power structure;
2. To understand theories of peasant economy and rural development;
3. To acquire theoretical and empirical knowledge of rural sociology in global context; and
4. To create an opportunity for each student to develop a perspective on Bangladesh rural life.

Course Learning Outcomes (CLOs)

After completion of this course, it is expected that the students will be able to:

1. describe the nature, scope, historical background and methods of studying Rural Sociology;
2. interpret the nature of power structure, land ownership, tenancy pattern and the changing agrarian social structure;
3. comprehend peasant societies from historical perspectives; and
4. analyze the nature of rural poverty and vulnerability as well as the impact of non-farming activities on rural society.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
------	------------	----------------------------	------

1	Introduction	Definition, Nature and Scope of Rural Sociology; Emergence of Rural Sociology; Methods of Studying Rural Sociology.	1
2	Agrarian Structure	Nature of Agrarian Structure; Land Ownership and Tenancy Relations; Changing Agrarian Structure; Nature of Rural Communities.	2
3	Rural Social and Power Structure	Class Structure in Rural Societies; Rural Power Structure- Elements and Variables; Relationship between Rural Elite and National Power Structure; Patron-Client Relationship; Nature of Village <i>Samaj</i> and <i>Shalish</i> .	2
4	Peasant Society and Culture	Peasant and Peasant Household; Peasant Society; Theoretical Approaches- Lenin, and Shanin; Peasant Mobility.	3
5	Poverty in Rural Society	Nature of Rural Poverty; Vulnerability and Rural Society; Non-farming Activities and Poverty; Changing Pattern of Poverty.	4
6	Social Change in Rural Society	Elements of Rural Social Change; Rural-Urban Interaction; Nature and Process of Innovations in Rural Society; Nature and Impact of Green Revolution; Impact of Globalization on Agrarian Structure.	2
7	Rural Development	Meaning and Importance of Rural Development; Models of Rural Development; Success and Failure of Rural Development; GOs' and NGOs' Strategies for Rural Development.	2 4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2				√						
CLO 3										
CLO 4								√		

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture	Written test	1
Agrarian Structure	Lecture	Written test	2
Rural Social and Power Structure	Lecture, PPT	Group discussion, Written test, Question-Answer (Q-A)	2
Peasant Society and Culture	Lecture, PPT	Presentation, Question-Answer (Q-A), Written test	3
Poverty in Rural Society	Lecture	Assignment, Presentation	4
Social Change in Rural Society	Lecture	Written test	2
Rural Development	Lecture, PPT, Interactive discussion on selected readings and materials	Individual homework, Presentation	2 4

Recommended Readings

- Beurden, Jos van. 2007. *Jhagrapur Revisited*. Dhaka: Pearl Publications.
- Desai, A. R. 2009. *Rural Sociology in India*. Mumbai: Popular Prakashan Pvt. Ltd.
- Galeski, Boguslaw. 1972. *Basic Concepts of Rural Sociology*. Translated by H. C. Stevens. Manchester: Manchester University Press.
- Hillyard, Samantha. 2007. *The Sociology of Rural Life*. New York: Berg Publication.
- Jayapalan, N. 2002. *Rural Sociology*. New Delhi: Atlantic Publishers and Distribution Pvt. Limited.
- Sharma, Rajendra Kumar. 2004. *Rural Sociology*. New Delhi: Atlantic Publishers and Distribution Pvt. Limited.

Course Code: BAN 0232- 01	Course Title – Introduction to Bangla Language and Literature
Course Type: General Education (GED)	Year/Semester - 1st Year 1st Semester
Credit Value - 4	Credit Hours - 4
	Total Marks - 100

যৌক্তিকতা:

সাহিত্য হলো মানব মনের বহুবর্ণিত প্রকাশ। আমরা বাঙালি, আমাদের রাষ্ট্রভাষা বাংলা। অসংখ্য তাজা প্রাণ ও রক্তের বিনিময়ে একমাত্র বাঙালিকেই রক্ষা করতে হয়েছে তাদের নিজ ভাষার সম্মান। আজ এ ভাষা অর্জন করেছে আন্তর্জাতিক মাতৃভাষার স্বীকৃতি। ধ্বনিপরিচয় থেকে শুরু করে ব্যবহারিক বাংলাসহ সাহিত্যের নানাবিধ পঠনপাঠনের বিষয়ে আলোকপাতের মাধ্যমে শিক্ষার্থীকে মানব জীবনের সামাজিক, রাজনৈতিক, মানবিক জ্ঞান দান করা সম্ভব। বাংলা ভাষা ও সাহিত্যের জ্ঞান অর্জনের মধ্য দিয়ে বাঙালির আদি থেকে শুরু করে বর্তমানকাল পর্যন্ত টিকে থাকার জন্য নানা আন্দোলন-সংগ্রাম ও গৌরবগাথা যেমন রাষ্ট্রভাষা আন্দোলন, শিক্ষা আন্দোলন, ছয় দফা আন্দোলন, গণ-আন্দোলন ও মুক্তিযুদ্ধের মাধ্যমে অর্জিত স্বাধীনতা সম্পর্কে ধারণা লাভ করতে পারবে। সর্বোপরি, এ কোর্স অধ্যয়নের মাধ্যমে শিক্ষার্থী একজন যোগ্য ও সুদক্ষ নাগরিক হিসেবে নিজেকে সমাজে প্রতিষ্ঠিত করার সুযোগ পাবে।

উদ্দেশ্য

এই বিষয় পঠন শেষে শিক্ষার্থীরা সক্ষম হবে-

- বাংলা ভাষা, সাহিত্য ও সংস্কৃতি চর্চা করবে।
- জাতির ইতিহাস ও ঐতিহ্যের অনুসন্ধানের পাশাপাশি শুদ্ধ ভাষাজ্ঞান ও তা অব্যাহত চর্চা করতে পারবে।
- বাংলা ভাষা ও সাহিত্য অধ্যয়নের মাধ্যমে ভাষা ও সাহিত্যের সামগ্রিক রূপরেখার একটি সংক্ষিপ্ত পরিচয় বিশ্লেষণ করতে পারবে।
- মানবিক ও নৈতিক চিন্তা চেতনার বিকাশ ঘটিয়ে দেশ ও সমাজের কল্যাণ করতে সক্ষম হবে।

কোর্সের শিখন ফল (CLO)

এই কোর্স সমাপ্তির পর শিক্ষার্থীরা সক্ষম হবে-

- বাংলা ভাষা ও সাহিত্যের জ্ঞান লাভ করে তার সঠিক ব্যবহার ও বিকাশ ঘটাবে।
- বাংলা ভাষা ও সাহিত্য পাঠের মাধ্যমে ইতিহাস, ঐতিহ্য, সভ্যতা, সংস্কৃতি ও জীবনদর্শন সম্পর্কে জ্ঞান অর্জন করে চেতনাকে জাগ্রত করবে।
- সাহিত্য পাঠের মাধ্যমে সাহিত্যিকের মননশীল ও সৃজনশীল দৃষ্টিভঙ্গি অনুধাবনের মাধ্যমে বাস্তবতা সম্পর্কে ধারণা অর্জন করবে।

৪. বাংলা সাহিত্যের চর্চা করে চিত্তের ইতিবাচক প্রকাশের মাধ্যমে মানসিক বিকাশ ঘটাবে।
৫. বাংলা ভাষার শুদ্ধ প্রয়োগের মাধ্যমে প্রমিত উচ্চারণ ও শুদ্ধ বানানের যথাযথ ব্যবহার করে ব্যবহারিক ও কর্মমুখী দক্ষতা অর্জন করবে।
৬. নৈতিক ও মানবিক মূল্যবোধের মাধ্যমে চেতনার বিকাশ ঘটিয়ে সমাজ ও দেশের উন্নয়নে সহায়ক ভূমিকা রাখবে।

কোর্স উপাদানসমূহের সার-সংক্ষেপ (Course Content As Summary)

ইউনিট	বিষয়	বিবরণ	CLO
প্রথম খণ্ড: ভাষা ও নির্মিতি			
১	ভাষা	বাংলা ধ্বনি ও বর্ণ, স্বর ও ব্যঞ্জন, বাংলা স্বরধনি ও স্বরবর্ণ, বাংলা ব্যঞ্জনধ্বনি ও ব্যঞ্জনবর্ণের উচ্চারণ, সংযুক্ত ব্যঞ্জনবর্ণ, সাধু ও চলিত (প্রমিত) ভাষা, বাংলা বানানের নিয়ম, যতি চিহ্ন, বঙ্গানুবাদ।	১, ৫
২	নির্মিতি	প্রতিবেদন বা রিপোর্ট	২
৩	নিবন্ধ	ক. একুশে ফেব্রুয়ারি; খ. মুক্তিযুদ্ধ; গ. বাংলা নববর্ষ; ঘ. বাংলার লোকসংস্কৃতি।	৩, ৬
দ্বিতীয় খণ্ড: সাহিত্য			
৪	কবিতা	আবদুল হাকিম-বঙ্গবাণী; মাইকেল মধুসূদন দত্ত- বঙ্গভাষা; রবীন্দ্রনাথ ঠাকুর- নির্ব্বরের স্বপ্নভঙ্গ; কাজী নজরুল ইসলাম- আজ সৃষ্টি সুখের উল্লাসে; জীবনানন্দ দাশ- বাংলার মুখ আমি; হাসান হাফিজুর রহমান- অমর একুশে; শামসুর রাহমান- তোমাকে পাওয়ার জন্য হে স্বাধীনতা;	৩, ৪
৫	ছোটগল্প ও অন্যান্য রচনা	রবীন্দ্রনাথ ঠাকুর- পোস্টমাস্টার; বিভূতিভূষণ বন্দ্যোপাধ্যায়- পুঁইমাচা; আখতারুজ্জামান ইলিয়াস- অপঘাত।	৩, ৪
৬	প্রবন্ধ	বঙ্কিমচন্দ্র চট্টোপাধ্যায়- বাঙ্গালা ভাষা; রবীন্দ্রনাথ ঠাকুর- সভ্যতার সংকট।	৬

কোর্সের শিখন ফলের সাথে প্রোগ্রামের শিখন ফল ম্যাপিং (Mapping CLOs with the PLOs)

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1										
CLO 2										
CLO 3										
CLO 4										
CLO 5										√
CLO 6		√								

বিষয়, শিক্ষাদান- শেখার কৌশল ও মূল্যায়ন পদ্ধতির সাথে কোর্স শিখন ফলের ম্যাপিং (Content, teaching learning & assessment strategy mapped with CLOs)

বিষয়	শিক্ষাদান- শেখার কৌশল	মূল্যায়ন পদ্ধতি	কোর্সের শিখন ফল (CLO)
ভাষা	পাঠদান ও দল ভিত্তিক আলোচনা	ক্লাস টেস্ট (ছোট প্রশ্ন, নৈর্ব্বক্তিক, কুইজ, অ্যাসাইনমেন্ট)	১, ৫
নির্মিতি	পাঠদান, ভিডিও উপস্থাপন ও আলোচনা, সমস্যা সমাধানের জন্য দলভিত্তিক পড়াশোনা	মৌখিক পরীক্ষা ও উপস্থাপনা	২
নিবন্ধ	পাঠদান, প্রশ্নোত্তর পর্ব	লিখিত পরীক্ষা	৩, ৬
কবিতা	পাঠদান, অডিও উপস্থাপন	মৌখিক পরীক্ষা	৩, ৪

ছোটগল্প ও অন্যান্য রচনা	পাঠদান ও দল ভিত্তিক আলোচনা	লিখিত পরীক্ষা	৩, ৪
প্রবন্ধ	পাঠদান ও দল ভিত্তিক আলোচনা	লিখিত পরীক্ষা	৬

অনুসরণীয় গ্রন্থ:

আলীম, আবদুল। ২০১১। *বাংলা বানান ও উচ্চারণ শিক্ষা*। ঢাকা: গতিধারা।
ইসলাম, রফিকুল এবং সৌমিত্র শেখর। ২০১৮। *বাংলা ভাষা ও সাহিত্য*। ঢাকা: বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন।
বন্দ্যোপাধ্যায়, অসিতকুমার। ১৯৯৫। *বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত*। কলকাতা: মর্ডান বুক এজেন্সী প্রাইভেট লিমিটেড।
বিশ্বাস, নরেন। ২০১৭। *বাংলা উচ্চারণ অভিধান*। ২য় সংস্করণ। ঢাকা: বাংলা একাডেমী।
মামুদ, হায়াৎ। ২০০৪। *বাংলা লেখার নিয়মকানুন*। ঢাকা: প্রতীক।
শহীদুল্লাহ, মুহম্মদ। ১৯৫৩/১৯৯৮। *বাংলা সাহিত্যের কথা (১ম ও ২য় খণ্ড)*। ঢাকা: মাওলা ব্রাদার্স।
হক, মাহবুবুল। ১৯৯৪। *বাংলা বানানের নিয়ম*। ঢাকা: সাহিত্য প্রকাশ।
হালদার, গোপাল। ১৯৫৯। *বাংলা সাহিত্যের রূপরেখা (১ম ও ২য় খণ্ড)*। ৩য় সংস্করণ। এ. মুখার্জী অ্যান্ড কোং প্রাইভেট লি।

First Year Second Semester

Course Code: SOC 0313- 1201		Course Title - Introductory Sociology
Course Type: Core		Year/Semester - 1st Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

In short sociology can be defined as the study of social structure and social change. This course will introduce students to five basic issues sociology—social structure, social inequality, social institutions, social processes and social change. As globalization is a central issue in studying contemporary society, this course will introduce globalization as a social factor.

Course Objectives (COs)

Major objectives of this course are to:

1. To introduce students to the basic ideas of social structure and social institutions.
2. To provide the students with a proper knowledge on the social processes and social change;
3. To gain general insights into social inequality and the impacts of globalization on society; and
4. To make students aware of the career opportunities in sociology and its use.

Course Learning Outcomes (CLOs)

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

1. define and describe social structure and its components along with the different social institutions;
2. compare between the different social processes and describe the factors related to social change;
3. recognize the factors related with social inequality and explain dimensions of social stratification; and
4. identify career opportunities and research strategies in sociology and explain its uses in the real world.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Social Structure	Definition, types and components of social structure; Pre-requisites of society; Marxist and non-Marxist views of social structure.	1
2	Social Stratification	Definition, dimensions and forms; Social mobility; Caste and class; Age; Gender; Race and ethnicity.	3
3	Social Institutions	Definition; Characteristics; Functions; Forms.	1
4	Social Processes	Adaptation; Assimilation; Accommodation; Conflict; Co-operation and competition.	2
5	Social Change	Definition, types and factors; Evolution, progress, development and	2

		change; Social disorganization and social movement; Globalization and social change.	
6	Career Opportunities in Sociology	Academic Training for Sociologists; Popularity of Studying Sociology; Characteristics of Sociology Students; Professional Sociologists in the Workplace (Academics and Beyond): Job Skills, Career Preparation, Sociological Practice, Fields of Professional Work; Professional Sociology Organization.	4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2					√					
CLO 3			√			√				
CLO 4							√			√

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Social Structure	Lecture, Interactive discussion	Written test, Assignment	1
Social Stratification	Lecture	Written test	3
Social Institutions	Lecture, Interactive discussion	In-class activities	1
Social Processes	Interactive discussion, Lecture	Presentation	2
Social Change	Lecture, PPT	Individual homework, Assignment	2
Career Opportunities in Sociology	Lecture, discussion, Case study	Seminar, Presentation	4

Recommended Readings

- Bierstedt, Robert. 1963. *The Social Order*. New York: McGraw-Hill Company Inc.
- Bottomore, Thomas Burton. 1962. *Sociology: A Guide to Problems and Literature*. Revised ed. New Delhi: Blackie and Son.
- Giddens, Anthony. 2009. *Sociology*. 6th ed. Cambridge and Maiden, MA: Polity Press.
- Giddens, Anthony, Mitchell Duneier, and Richard Appelbaum. 2005. *Introduction to Sociology*. 5th ed. New York: Norton and Company, Inc.
- MacIver, R. M. and C. H. Page. 1962. *Society: An Introductory Analysis*. New York: Macmillan.
- Macionis, John J. 2018. *Sociology*. 16th ed. Harlow: Pearson Education Limited.
- Ogburn, William Fielding and M. F. Nimkoff. 1953. *A Handbook of Sociology*. London: Routledge and Kegan Paul Ltd.
- Schaefer, Richard T. 2014. *Sociology: A Brief Introduction*. 11th ed. New York: McGraw Hill Education.
- Stolley, Kathy S. 2005. *The Basics of Sociology*. Westport, CT and London: Greenwood Press.

Course Code: SOC 0313-1202		Course Title - Ancient and Medieval Social Thought
Course Type: Core		Year/Semester - 1st Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

Social thought is thinking about social structure in terms of time, circumstances and respective events. The course covers different socio-political issues of Oriental and western region. It provides an overview of larger trends as well as basic understanding of ancient and medieval social thinkers.

Course Objectives (COs)

Major objectives of this course are:

1. To introduce the graduates to fundamental forms, systematic development and schools of social thought;
2. To be acquainted with the approaches and contributions of the ancient and medieval social thinkers; and
3. To comprehend the great social events in relation to the ancient social thinkers.

Course Learning Outcomes (CLOs)

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

1. demonstrate an understanding of the fundamental nature, forms, and schools of social thought;
2. explain main trends of socio-political issues in social thought; and
3. differentiate between ancient and medieval social thoughts.

Course Contents

Unit	Unit Title	Topic Covered in the Unit	CLO
1	Conceptual Aspects	Definition and nature/scope of Social History, Social Philosophy, Social Thought, and Social Theory; Relationships between Social History, Social Philosophy, Social Thought, and Social Theory.	1
2	Origin and Development of Social Thought	Fundamental Forms and Systematic Development of Social Thought, Schools of Social Thought.	1
3	Ancient Social Thought	Plato- Life and Works, Justice, Ideal State, Education system, communism; Aristotle- Life and Works, State, Government, Revolution, Slavery; St. Augustine- Life and Works, City of God, Justice, Slavery, World Peace.	2 3
4	Medieval Social Thought	Thomas Aquinas- Life and Works, School of Scholasticism, Synthetic Philosophy, Law, Slavery, Justice; Ibn Khaldun- Life and Works, Subject Matter of Al-Umran, Philosophy of History, Assabiyah, State; Niccolo Machiavelli- Life and Works, State or Politics, Human Character, Religion and Morality, Methods of Prince; Thomas Hobbes, John Locke, Jean Jacques Rousseau- Life and Works, Social Contract Theory; Giambattista Vico- Life and Works, Different schools	2, 3

		(Cartesian, Descartes), Law of the Three Ages; C. L. Montesquieu- Life and Works, Law, Government, Religion, Impact of Climate on Social Thought or Social Life.	
--	--	--	--

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2			√							
CLO 3										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Conceptual Aspects	Lecture	Written test	1
Origin and Development of Social Thought	Lecture	Written test	1
Ancient Social Thought	Lecture	Group discussion, Written test, Question-Answer (Q-A)	2 3
Medieval Social Thought	Interactive discussion, Lecture	Presentation, Question-Answer (Q-A), Written test	2 3

Recommended Readings

- Barker, Earnest. 1967. *Greek Political Theory: Plato and his Predecessor*. London: Methuen & Co.
- Bogardus, Emory S. 1961. *The Development of Social Thought*. New York: Longmans, Green & Co.
- Chambliss, Rollin. 1966. *Social Thought: From Hammurabi to Comte*. New York: Holt, Rinehart and Winston.
- Dunning, William Archibald. 1970. *A History of Political Theories: Ancient and Medieval*. Allahabad: Central Book Depot.
- Ebenstein, William. 1972. *Great Political Thinkers: Plato to the Present*. New Delhi: Oxford and IBH Publishing.
- Issawi, Charles. 1950. *An Arab Philosophy of History*. New York: John Murray (Publishers) Ltd.
- McClelland, J. S. 1996. *A History of Western Political Thought*. London: Routledge.
- Sabine, George H. 1973. *A History of Political Theory*. New Delhi: Oxford and IBH Publishing Co.
- Shamasastri, R. 1960. *Kautilya's Arthashastra*. Mysore: Mysore Printing and Publishing House.
- Stark, Werner. 1962. *The Fundamental Forms of Social Thought*. London: Routledge & Kegan Paul.
- Wanlass, Lawrence C. 1970. *Gettell's History of Political Thought*. London: George Allen and Unwin Ltd.

Course Code: SOC 0313-1203		Course Title - Environmental Sociology
Course Type: Core		Year/Semester - 1st Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course is designed to understand the sociological context of environment. It offers some basic concepts and theoretical approaches to environment and strategies to manage environmental hazards.

Course Objectives (COs)

The objectives of this course are:

1. To provide knowledge on the basic concepts and approaches to Environmental Sociology;
2. To disseminate ideas on the key issues in environmental hazards and disasters in contemporary world;
3. To offer insights on the process of environmental management; and
4. To provide an illustration on policy issues and planning processes regarding environmental preservations.

Course Learning Outcomes (CLOs)

At the end of the course, the students will be able to:

1. comprehend the concepts and theoretical approaches to Environmental Sociology;
2. analyze how environment and social structure influence each other in an interactive way; and
3. assess policy issues and planning processes and their importance.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Functions of environment; Emergence of environmental sociology and its nature and scope; Importance of studying environmental sociology.	1
2	Sociological Theory and Environment	Social construction of environmental issues; Classical and contemporary sociological approaches for studying environment and society.	1
3	Environment and Development	Poverty, population and environment; Economic growth, industrialization, urbanization and environment; Globalization and environment; Sustainable development.	2 3
4	Environmental Degradation	Socio-political and structural analysis of environmental degradation; Water, air, soil and sound pollution.	2, 3
5	Social Discourse on Environmental Change	Social roots of environmental change; Ecological degradation and world systems; Climate change and its impact; Climate change adaptation and mitigation.	1 2 3
6	Environmental Movement and	Political economy of environmental problems; Politics of natural resources; Environmental impact analysis; Social	2 3

	Protection	impact analysis; Environmental justice; World summits and environmental treaties.	
7	Environment in Bangladesh	Geo-physiographic structure; Climatic condition; Bio-diversity; Laws and policies on environment in Bangladesh.	2,3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2								√		
CLO 3							√			

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture, Group discussion	Written test	1
Sociological Theory and Environment	Lecture, Demonstration,	Quiz, Presentation	1
Environment and Development	Lecture, Case Study	Written test, Assignment	2, 3
Environmental Degradation	Lecture, Directed reading,	Quiz, Class test	2, 3
Social Discourse on Environmental Change	Lecture, Directed reading, Tutorial	Oral, Presentation	1, 2, 3
Environmental Movement and Protection	Lecture, Demonstration	Written test	2, 3
Environment in Bangladesh	Lecture, Demonstration,	Assignment, Presentation	2, 3

Recommended Readings

- Carter, Neil. 2007. *The Politics of the Environment: Ideas, Activism, Policy*. New York: Cambridge University Press.
- Dasgupta, Samir. 2009. *Understanding the Global Environment*. Delhi: Dorling Kindersley Pvt. Ltd.
- Foster, John Bellamy. 1999. *The Vulnerable Planet: A Short Economic History of the Planet*. New York: Monthly Review Press.
- Hannigan, John. 2006. *Environmental Sociology*. Oxon: Routledge.
- Hertel, Thomas W. and Stephanie D. Rosch. 2010. *Climate Change, Agriculture and Poverty*. Washington, D.C.: The World Bank.
- Jorgenson, Andrew and Edward Kick. 2006. *Globalization and the Environment*. Boston: Brill Academic Publishers.
- King, Leslie and Deborah McCarthy, eds. 2009. *Environmental Sociology: From Analysis to Action*. New York: Rowman and Littlefield Publishers.
- Krapivin, Vladimir F. and Costas A. Varotsos. 2007. *Globalization and Sustainable Development: Environmental Agendas*. New York: Springer.
- McBeath, Jerry and Jonathan Rosenberg. 2006. *Comparative Environmental Politics*. The Netherlands: Springer.
- Redclift, Michael and Graham Woodgate, eds. 2000. *The International Handbook of Environmental Sociology*. Cheltenham: Edward Elgar Publishing Limited.

Course Code: ENG 0232- 02		Course Title - Introduction to English Language & Literature
Course Type: General Education (GED)		Year/Semester - 1st Year 2nd Semester
Credit Value - 4	Credit Hours - 4	Total Marks - 100

Course Rationale

This course aims at providing practice in reading, writing, speaking and listening skills of English. Reading skill will focus on guessing word meaning, understanding sentence meaning, scanning, skimming, general comprehension, and summarizing, writing skills will cover writing correct sentences, generating ideas, planning, and writing with good organization. Focus will be on techniques of paragraph and essay development. The course will also provide practice in listening and speaking skills. There will be some literary texts for reading also.

Course Objectives (COs)

The objectives of this course are:

1. To communicate with people of different regions and to maintain social relationships with them.
2. To acquire knowledge from different international books, materials and other resources which is primarily written in English.
3. To be able to get different jobs of local and international sectors and maintain relationships in the sociological as well as operational areas in the company.

Course learning Outcomes (CLOs)

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

1. communicate with others in English.
2. read literary & non literary English texts.
3. develop their listening skill.
4. write paragraph & essays correctly.
5. analyze literary texts.

Course Content

Unit	Unit Title	Topics Covered in the Unit	CLO
Part: A (Language)			
1	Speaking	Introducing self, describe a place, person etc. Formal & informal conversation	1
2	Listening	sound recognition, word recognition, listening for specific meaning and general comprehension.	3
3	Reading	Reading for details or general comprehension, summarizing, predicting, guessing word meaning, understanding sentence meaning	2
4	Writing	Formal and informal letter writing, paragraph and essay writing	4
Part: B (Literature)			

5	Literature	P.B. Shelley: Ozymandias; Robert Browning: My Last Duchess; Alfred Tennyson: The Lotos Eaters; Robert Frost: Stopping by Woods on a Snowy Evening; Katherine Mansfield: The Garden Party; Earnest Hemingway: Old Man at the Bridge; Jonathan Swift: Gulliver’s Travels: Voyage to Lilliput; George Orwell: Animal Farm	5
----------	-------------------	--	---

Mapping of CLOs (Course Learning Outcomes) with PLOs (Program Learning Outcomes)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1								√		
CLO 2							√			
CLO 3										
CLO 4										
CLO 5					√					

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Speaking	Speaking activities: extempore speech, debate etc.	Classroom presentation.	1
Listening	Lectures with discussion sessions.	Internal Assessment (Assignments, Class tests, Midterm) & Final Examination	3
Reading	Communicative approach will be followed in this course; audio lessons will be practiced.	Internal Assessment (Assignments, Class tests, Midterm) & Final Examination.	2
Writing	Students will prepare Presentation.	Internal Assessment (Assignments, Class tests, Midterm) & Final Examination	4
Literature	Task-based, practice oriented class focusing on intensive practice.	Internal Assessment (Assignments, Class tests, Midterm) & Final Examination	5

Recommended Readings

- Abram M. H. 1999. *A Glossary of Literary Terms*. Earl Mepeck.
 Boulton M. 2014. *Anatomy of Fiction*. Routledge.
 Gill. R. 2006. *Mastering English Literature*. Red Globe Press.
 Imhoof and Hudson. 1975. *From Paragraph to Essay*. 7 illustrated reprint. Longman.
 John, Blundel . 1982. *Functions in English*. Oxford University Press.
 Jones, Leo. 1979. *Notions in English*. Cambridge: University Press.
 Kennedy X. J. 2004. *Literature: An Introduction to Fiction, Poetry and Drama*. Longman Publications.
 Kennedy X. J. 2015. *Introduction to Literature*. Pearson.
 Langan, John. 2013. *College Writing Skills and Reading*. New York: McGraw-Hill Education.
 Leech and Svartvick. 2013 *Communicative Grammar of English*. Routledge.
 Murphy, R. 2010. *Introduction to English Grammar*. Cambridge: University Press.
 Nasefield, J.C. 1956. *English Grammar, part iv*. Macmillan.

Course Code: SOC 0313-1000		Course Title – Seminar and Viva-voce
Course Type: Core Oral		Year/Semester - 1st Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Objectives (COs)

The objectives of this course are:

1. To train the students prepare professional assignment;
2. To acquire skills on professional presentation;
3. To acquaint students with the proficient oral examination and critical thinking; and
4. To train them making a PowerPoint presentation.

Course Learning Outcomes (CLOs)

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

1. prepare a professional assignment on specific topics, instant critical thinking, and problem solving;
2. prepare for academic and professional presentation;
3. defend the viva board.

Course Content

Students will be assigned specific topics based on curriculum of previous two semesters. Students will prepare a detailed assignment based on their assigned topics and give oral presentation before exam committee. The student will be asked any question on the basis topic studied throughout his/her 1 year program.

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1					√					√
CLO 2							√			
CLO 3							√			

Second Year First Semester

Course Code: SOC 0313-2101		Course Title - History of Human Civilization
Course Type: Core		Year/Semester - 2nd Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course is designed to provide knowledge regarding the origin and historical development of human civilizations in the world. The course also studies origin of the universe and man, different stages of social development, the stages of human society and significant social event.

Course Objectives (COs)

Major objectives of this course are:

1. To provide knowledge on the nature and patterns of history of human civilization over the globe;
2. To make the students to conceptualize the modes of production and enlightenment patterns of human civilization.

Course Learning Outcomes (CLOs)

At the end of the course, the students will be able to:

1. define the concept, scope and importance of studying social history as well as its relationship with sociology and history;
2. demonstrate both social and historical development of human species in different cultural settings;
3. analyze different human civilizations;
4. explain the features of human civilizations; and
5. compare the structural and development patterns between oriental and occidental civilizations.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introducing History of Human Civilization	Meaning, Importance and Scope; Perspectives and Techniques of Studying History of Human Civilization; Importance of Studying History of Human Civilization.	1
2	Stages of Social Development of Human Species	Archaeological Periods- Paleolithic, Mesolithic and Neolithic; Spread of Man over the Globe.	2
3	Oriental Human Civilization	Egyptian Civilization; Persian Civilization; Indian Civilization; Chinese Civilization.	3
4	Occidental Human Civilization	Greek Civilization; Roman Civilization.	3
5	Mode of Production in Human Civilization	Ancient Mode of Production; Asiatic Mode of Production; Slave Mode of Production; Feudal Mode of Production.	3 4
6	Medieval European	Social Conduction of Feudal System; Spread of Trade and	3

	Human Civilization	Commerce; Urban Development; Religion and Intellectual Development.	4
7	Age of Enlightenment in Human Civilization	Renaissance Movement; Industrial Revolution; French Revolution.	3 4
8	Contemporary World	Industrialization; Urbanization; Capitalism; Socialism; Liberalism; Neo-imperialism.	4 5

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2										
CLO 3					√					
CLO 4										
CLO5										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introducing History of Human Civilization	Lecture	Written test	1
Stages of Social Development of Human Species	Lecture	Written test	2
Oriental Human Civilization	Lecture, PPT	Group discussion, Written test, Question-Answer (Q-A)	3
Occidental Human Civilization	Lecture, PPT	Presentation, Question-Answer (Q-A), Written test	3
Mode of Production in Human Civilization	Lecture	Written test	3 4
Medieval European Human Civilization	Lecture	Assignment	3 4
Age of Enlightenment in Human Civilization	Lecture, PPT	Individual homework, Presentation	3 4
Contemporary World	Lecture, PPT	Individual homework, Presentation	4, 5

Recommended Readings

- Edgar, Robert R., Neil J. Hackett, George F. Jewsbury, Barbara Molony, and Matthew S. Gordon. 2008. *Civilizations: Past & Present*. New York: Learning Solutions.
- Higham, Charles. 2004. *Encyclopedia of Ancient Asian Civilizations*. New York: Facts on File.
- Khan, Fazlur Rashid. 1974. *Social History*. Dacca: Shirin Publications.
- Kosambi, D. D. 1964. *The Culture and Civilisation of Ancient India in Historical Outline*. New Delhi: Vikas Pub. House.
- Ralph, Philip Lee. 1991. *Study Guide for World Civilizations*. New York: Norton.
- Swain, James E. 1938. *A History of World Civilization*. New York: McGraw-Hill Book Co.
- Toynbee, Arnold Joseph. 1962. *A Study of History*. London: Oxford University press.
- Wallbank, T. Walter, Nels M. Bailkey, and Alastair MacDonald Taylor. 1976. *Civilization: Past & Present*. Glenview, IL: Scott, Foresman.

Course Code: SOC 0313-2102		Course Title - Gender Studies
Course Type: Core		Year/Semester - 2nd Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

These courses exposes students to the basic concepts, vocabularies and analytical tools of gender studies and prepare them to engage in discussions of key debates animating the field. It also examines how power structures including sex/sexuality, gender, race, class and intersect to shape our lives and form the social hierarchies, privilege and inequality based on gender.

Course Objectives (COS)

Major objectives of this course are to:

1. provide knowledge on the emergence of Sociology of Gender and perspectives of gender construction;
2. disseminate insights to the contextual analysis of social, economic, political and legal issues of women in relation to gender; and
3. offer explanation on the different schools of feminists' thoughts and integration of women in development.

Course Learning Outcomes (CLOs)

After successful completion of this course the students will be able to-

1. define sex, gender, feminism, gender socialization and other theoretical concepts related to the study of gender;
2. interpret the ways in which gender shapes our everyday lives through the intersections of other social hierarchies;
3. explain the issues related to social, political and economic forces that shape the gender role; and
4. evaluate the impact of digital, print and social-media technologies in shaping gender relations.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Basic Concepts	Emergence and development of gender studies; Gender meaning; Gender and Sex; Gender identity; Gender exploitation; Gender needs-strategic and practical; Gender as social construction.	1
2	Gender Learning	Gender socialization; Theories of gender socialization; Agencies of gender socialization; Gender learning and power relation.	1
3	Social Dynamics of Gender	Patriarchy; Gender division of labour; Gender in workplace; Gender dynamics in class and ethnicity.	2, 3
4	Gender and Social Inequality	Equality and equity; Theories of gender inequality; Universal subordination of women- biological, ideological and materialist arguments; Gender based violence.	2, 3
5	Gender and	Dimensions: power, domination, control, access and	3

	Empowerment	welfare; Gender mainstreaming.	
6	Movements for Social Change	Multiple feminism; Feminist movements; Contemporary issues and debates- Sexuality and Intersectionality.	3
7	Gender and Development	Integration of women in development- WID, WAD, GAD; Gender planning frameworks; CEDAW, BEIJING+5, ICPD.	2
8	Media Representations of Gender	Mass media and images of women; Gender relations in the media and representations; Gender inequality in media industry; Gender and ICT; Gender and popular culture; Sexual oppression of women in media: scandal and its Impact on women.	4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2										
CLO 3					√					
CLO 4								√		

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Basic Concepts	Lecture	Written test	1
Gender Learning	Lecture	Written test	1
Social Dynamics of Gender	Lecture, PPT	Group discussion, Written test, Question-Answer (Q-A)	2, 3
Gender and Social Inequality	Lecture, PPT	Presentation, Question-Answer (Q-A), Written test	2, 3
Gender and Empowerment	Lecture, Demonstration, Case Study	Written test	3
Movements for Social Change	Lecture, Demonstration	Assignment, Written test	3
Gender and Development	Lecture, PPT	Individual homework, Presentation	2
Media Representations of Gender	Lecture, PPT	Individual homework, Presentation	4

Recommended Readings

- Abbott, Pamela and Claire Wallace. 1997. *An Introduction to Sociology: Feminist Perspectives*. 2nd ed. London: Routledge.
- Burn, Meghan, Shawn. 2011. *Women Across Cultures*. 3rd ed. New York: McGraw-Hill.
- Kabeer, Naila. 1995. *Reversed Realities: Gender Hierarchies in Development Thought*. Dhaka: The University Press Limited.
- Khan, Salma. 1988. *The Fifty Percent: Women in Development and Policy Making*. 2nd ed. Dhaka: The University Press Limited.
- Kumar. Raj. 2000. *Women and Equality*. New Delhi: Anmol Publications Pvt. Ltd.
- Mahtab, Nazmunnessa. 2007. *Women in Bangladesh: From Inequality to Empowerment*. Dhaka: A. H. Development Publishing House.

- Moser, C. O. N. 1993. *Gender Planning and Development: Theory, Practice and Training*. London: Routledge.
- Ritzer, George. 1996. *Sociological Theory*. New York: McGraw-Hill.
- Visvanathan, Nalini, Lynn Duggan, Laurie Nisonoff, and Nan Wiegersma. 1997. *The Women, Gender and Development Reader*. 2nd ed. London: Zed Books.
- Young, Kate. 1993. *Planning Development with Women: Making a World of Difference*. London: Macmillan Publishing Limited.

Course Code: SOC 0313-2103		Course Title – Social Structure of Bangladesh
Course Type: Core		Year/Semester - 2nd Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course aims to facilitate students' understanding regarding the various components that shape the social structure of Bangladesh. It will also help students to internalize the nature of social structure of pre- and post-independence Bangladesh and develop their sociological insights.

Course Objectives (COs)

Major objectives of this course are:

1. To understand the basic concepts and theories of social structure;
2. To comprehend the dynamics of social structure;
3. To acquire theoretical and empirical knowledge on economy and culture of pre-British Bengal; and
4. To create an opportunity for each student to develop a perspective on land reforms and social class.

Course Learning Outcomes (CLOs)

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

1. describe the basic concepts and theories of social structure;
2. evaluate the nature, history, cultural and economic aspects of the social structure of Bangladesh; and
3. compare the major characteristics of the social structure of Bangladesh in different periods.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Social stratification, social change, and social structure; Theories of social structure.	1
2	Social Structure of Pre-colonial Bengal	Economy and culture of pre-British Bengal.	2
3	Nature of Indian Feudalism	Indian feudalism in comparison with European feudalism.	1 2
4	Rural and Urban	Nature of Rural and Urban Economy in Pre-British	1

	Economy	Bengal.	2
5	Social Structure of Colonial Bengal (British Period)	British conquest of Bengal and its consequences; English education and the rise of educated middle class; Introduction of new land tenure system and the emergence of new social classes; Consequences of British rule - destruction of indigenous economy, commercialization of agriculture and its linkages with world economy, growth of urban centers.	2 3
6	Major Characteristics of Social Structure of Bangladesh	Rise of Bengali middle classes and the emergence of Bangladesh; Class formation, class relation and class conflict in rural and urban areas.	3
7	Social Structure of Post-Independence and present-day Bangladesh	Land reforms; Changes in power structure; Structural problems and development in contemporary Bangladesh.	3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2				√						
CLO 3					√					

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture, Group discussion, Revision	Written test	1
Social Structure of Pre-colonial Bengal	Lecture, Demonstration,	Quiz and Presentation	2
Nature of Indian Feudalism	Lecture, Case Study	Written test and Assignment	1, 2
Rural and Urban Economy	Lecture, Directed reading,	Quiz and Class test	1, 2
Social Structure of Colonial Bengal (British Period)	Lecture, Directed reading, Tutorial	Oral and Presentation	2, 3
Major Characteristics of Social Structure of Bangladesh	Lecture, Demonstration	Written test	3
Social Structure of Post-Independence and present-day Bangladesh	Lecture, Demonstration, Case study	Assignment and Presentation	3

Recommended Readings

- Bottomore, Thomas Burton. *Sociology: a Guide to Problems and Literature*. 3rd ed. London and Boston: Allen and Unwin.
- Chowdhury, M. Bazlul. 2008. *Class and Social Structure of Bangladesh*. Dhaka: Ankur Prakashani.

- Habib, Irfan. 1999. *The Agrarian System of Mughal India 1556-1707*. 2nd ed. New York: Oxford University Press.
- Karim, A. K. Nazmul. 1976. *Changing Society in India, Pakistan and Bangladesh*. Dhaka: Nawrose Kitabistan.
- Sen, Rangalal. 2000. *Social Structure: Capitalism and Socialism*. Dhaka: New Age Publications.
- Sobhan, Rehman. 1993. *Agrarian Reform and Social Transformation: Preconditions for Development*. London and New Jersey: Zed Books.

Course Code: SOC 0313-2104		Course Title - Ethnicity and Ethnic Relations in Bangladesh
Course Type: Core		Year/Semester - 2nd Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course focuses on the experiences of ethnic people in Bangladesh and the World, and adopts a critical understanding of the difference among race, ethnicity, minority groups and indigenous people. This course also deals with some hegemonic discourses, tools, and lenses that frame, justify, and reinforce privileges of some groups over others. Special attention will be given on international conventions, declarations, acts, ordinances and policies to better place the idea of minority groups in the society.

Course Objectives (COs)

The major objectives of this course are:

1. To provide knowledge on issues including experiences of ethnic groups within the context of their cultural heritage and tradition, as well as those of the dominant culture;
2. To orient them with sociological perspectives and approaches in studying ethnic issues in the context of Bangladesh;
3. To make them understand the process of marginalization of ethnic identities and prevailing structure of ethnic relations in contemporary Bangladesh; and
4. To disseminate the ideas of historical, social, political and economic effects of discrimination based on group identity.

Course Learning Outcomes (CLOs)

After completion of this course, it is expected that the students will be able to:

1. delineate the basic concepts and apply theoretical perspectives in analyzing various ethnic issues;
2. evaluate how state responded to ethnic identity against the backdrop of a national identity; and
3. analyze the trajectories of ethnic conflicts in Bangladesh as well as assess the pros and cons of integrating ethnic groups in national level with an aim to identify various structural and cultural components of ethnic society.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Basic Concepts	Ethnicity; Ethnic relation; Ethnic group; Race; Minority group; <i>Adivasi</i> ; <i>Upajati</i> ; Nation; Nationalism; Prejudice and discrimination; Stereotype; Cultural pluralism; Ethnocracy; Ethnocentrism; Ethnic cleansing; Ethnic conflict; Genocide; Ethnocide.	1
2	Sociological Theories and Perspectives	Functionalist, Conflict, and Labeling perspectives; Primordialist, Constructivist, and Instrumentalist approaches; Classical sociological theories and ethnicity.	1
3	Nation-state and Ethnicity	Bengali nationalism; Formation of nation and marginalization of ethnic identity.	2
4	Ethnic Stratification	Origin, Theories of ethnic stratification; Socio-historical overview of ethnic stratification in Bangladesh.	2
5	Dynamics of Majority-Minority Relations	Majority group responses: Legislative controls; Segregation; Expulsion; Militarization; Annihilation; Hate crimes; Affirmative actions. Minority group responses: Avoidance; Deviance; Defiance; Acceptance; Ethnic revitalization; Ethno politics; Insurgency; Ethnic conflict.	2 3
6	Ethnic Integration	Theories of ethnic integration; Importance and challenges to ethnic integration in Bangladesh.	3
7	Ethnic Groups of Bangladesh	General overview of society and culture of the ethnic groups.	3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2							√			
CLO 3			√							

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Basic Concepts	Lecture	Written test	1
Sociological Theories and Perspectives	Lecture	Written test	1
Nation-state and Ethnicity	Lecture, PPT	Group discussion, Written test, Question-Answer (Q-A)	2
Ethnic Stratification	Lecture, PPT	Presentation, Question-Answer (Q-A), Written test	2
Dynamics of Majority-Minority Relations	Lecture	Written test, Assignment	2 3
Ethnic Integration	Lecture	Assignment	3
Ethnic Groups of Bangladesh	Lecture, PPT, Interactive discussion on selected readings and materials	Individual homework, Presentation, Community engagement	3

Recommended Readings

- Barth, Fredrik, ed. 1969. *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*. Boston: Little, Brown and Company.
- Gain, Philip, ed. 2013. *Survival on the Fringe: Adivasis of Bangladesh*. Dhaka: SEHD
- Eriksen, Thomas Hylland. 2010. *Ethnicity and Nationalism: Anthropological Perspectives*. 3rd ed. Sidmouth: Pluto Press.
- Fenton, Steve. 2010. *Ethnicity*. 2nd ed. Cambridge: Polity Press.
- Kamal, Mesbah, Zahidul Islam, and Sugata Chakma, eds. 2007. *Indigenous People (In Bangla)*. Dhaka: Bangladesh Asiatic Society.
- Marger, Martin N. 2009. *Race and Ethnic Relations: American and Global Perspectives*. 8th ed. Belmont, CA: Wadsworth.
- Mohsin, Amena. 1997. *The Politics of Nationalism: The Case of the Chittagong Hill Tracts Bangladesh*. Dhaka: The University Press Limited.
- Parrillo, Vincent N. 2016. *Understanding Race and Ethnic Relations*. 5th ed. New York: Pearson Education, Inc.
- Phadnis, Urmila and Rajat Ganguly. 2001. *Ethnicity and Nation-building in South Asia*. 2nd ed. New Delhi: Sage Publications.
- Roy, Rajkumari Chandra Kalindi. 2000. *Land Rights of the Indigenous Peoples of the Chittagong Hill Tracts, Bangladesh*. Copenhagen: IWGIA.
- Schaefer, Richard T. 2012. *Racial and Ethnic Groups*. 13th ed. New York: Pearson Education, Inc.

Course Code: HUM 0222- 03		Course Title – Bangladesh Studies
Course Type: General Education (GED)		Year/Semester - 2nd Year 1st Semester
Credit Value - 4	Credit Hours - 4	Total Marks - 100

Course Rationale

The rationale of the course is to give an outline to the students about the sources of the history of ancient, medieval and modern Bengal. This course also provides knowledge about the social, cultural and political aspects of Bangladesh.

Course Objectives (COs)

This course will intend to give an understanding to the students about historical roots of Bangladesh as an impendent state. This course will also explore in great depth political, socio-cultural vicissitude which led to the manifestation of provincial autonomy and finally independence. It also helps students the valiant efforts of the Freedom Fighters of the Liberation War of 1971.

Course Learning Outcomes (CLOs)

At the end of the course students will be able to:

1. recognize the inner significance of the emergence of Bangladesh as a nation and make them patriotic nationals;
2. realize the glorious history of Bengali civilization and communal harmony among the people in comparison to the other parts of the globe;
3. analyze the important aspects of social, political, religious and economic themes of the ancient, medieval and modern Bengal;
4. identify the major sources of history, the religious and other movement of medieval Bengal, Muslim rule, British rule, western education and factors behind the growth of Hindu and Muslim middle class; and
5. know the various development and the heroic efforts of the political parties, leaders and student leaders to become an independence in 1971.

Course Contents

CLOs	Course Contents
2 & 3	Unit 1: Topography of Ancient Bengal, Townships of Ancient Bengal, Shashanka, Pala and Sena Dynasties
2 & 4	Unit 2: Turkish Conquests, Ilyas Shahi Dynasty, Hussain Shahi Dynasty, Akbar's Conquest of Bengal, Bara Bhuiyas and Nawabi Periods, War of Palashi and East India Company, Civil Procedure, Battle of Buxar
4 & 5	Unit 3: British Foundation of Government, Lord Warren Hastings, Lord Cornwallis and Permanent Settlement, Social and Administrative Reforms, Lord Ripon, William Bentinck, Sepoy Mutiny and Rise of Nationalism, Indian Congress and Muslim League, People of Bengal, Ram Mohan Roy, Abdul Latif, Syed Amir Ali, Causes and Reactions to the Partition of Bengal, Non-Cooperation and Khilafat Movement, Lahore Proposal and India Division,

1 & 5	Unit 4: Awami League, Language Movement, Cultural Movement, United Front Elections, Six-Part Movement, People's Uprising, 1970 Elections, Bangladesh's Freedom Struggle
1 & 5	Unit 5: Liberation war and literary and cultural development after 1971, politics after liberation war.

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2										
CLO 3			√							
CLO 4										
CLO 5										√

Content, teaching learning and assessment strategy mapped with CLOs

Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Unit 1	Lecture, PPT, Discussion	Quiz, assignment	2 & 3
Unit 2	Lecture, Participatory Discussion	Written test, presentation	2 & 4
Unit 3	Lecture, Seminar	quiz, assignment	4 & 5
Unit 4	Lecture, Participatory Discussion	Written test, tutorial	1 & 5
Unit 5	Lecture, Participatory Discussion	Written test	1 & 5

Recommended Reading

- Ali, M. Wazed. 2016. *Bangladesh Studies*. Dhaka: Global Study Research and Publications.
- Hannan, Muhammad. 1992. *The History of Bangladesh Liberation War* (In Bengali). Dhaka: Anannya.
- Kamal, Mostafa. 2016. *Bangali, Bangladesh and Bangabandhu*. Dhaka: Anannya.
- Mamoon, Muntassir and Md. Mahbubar Rahman. 2013. *The History of the Emergence of Independent Bangladesh* (In Bengali). Dhaka: Subarna.
- Mukhopadhyay, Sukhamay. 1960. *Two Hundred Years of the History of Bengal: Era of Independent Sultans* (In Bengali). Kolkata: Bharati Book Stal.
- Roy, Niharranjan. 2013. *History of the Bengali People: From Earliest Times to the Fall of the Sena Dynasty*. Translated by John W. Hood. Kolkata: Orient Blackswan Private Limited.
- Rao, V. K. R. V., ed. 1972. *Bangla Desh Economy: Problems and Prospects*. New Delhi: Vikas Publications.
- Umar, Badruddin. 2012. *The Language Movement of East Bengal and Contemporary Politics* (in Bengali). Dhaka: Subarna.
- Five Year Plans of Bangladesh.

Second Year Second Semester

Course Code: SOC 0313-2201		Course Title – Sociology of Social Problems
Course Type: Core		Year/Semester - 2nd Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course is designed for introducing students to various problems in society. This course will also examine a number of social problems and issues and suggest potential solutions to overcome the social problems.

Course Objectives (COs)

The main objectives of this course are:

1. To help the students understand why social problems consist of both subjective concern and objective conditions, and why they are relative;
2. To help students acquire a sociological understanding of social problems that rests heavily on the concept of sociological imagination; and
3. To enable the students to know about various theoretical perspectives, which provide a context for understanding social problems to develop a working knowledge on contemporary social problems.

Course Learning Outcomes (CLOs)

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

1. illustrate sociological perspectives in analyzing the causes and consequences of social problems;
2. identify and describe social problems in different social groups, institutions and social contexts; and
3. apply sociological knowledge for resolving social problems in Bangladesh society.

Course Content

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition of social problem; Common sense knowledge and sociological imagination; Prioritization of problems; Social problems and sociology; Perspectives of social problems- Social pathology perspective; Social disorganization perspective; Value conflict perspective; Deviance perspective; Labeling perspective.	1
2	Problems of Economy	The nature of poverty; The range of unemployment; Agriculture, business and industrial issues; Characteristics of underdevelopments; The changing nature of work.	2
4	Problems of Education	Profile of universal education; Social class, education and deprivation; Problem of quality education; Inequality in the system; Student unrest; Political impact on education.	2
4	Problems of Family	Family as controlling institution; Marriage, dowry and conjugal disturbance; Family violence and children; Honor killing; Intimate	2, 3

		partner violence; Alternative types of family; Changing roles of family members.	
5	Problems of Social Inequality and Welfare	The poor, sick, elderly, women, minorities and the disadvantaged; Lack of essential services- education, health, housing, recreation and food; Vested interests, poor resource and social welfare.	2, 3
6	Population and Environment	Population growth; Trafficking and migration; Environmental degradation.	2, 3
7	Problems of Deviant Behavior in Bangladesh	Variant Sexuality; Prostitution and pornography; Deviant behavior and mass media; Mental disorder; Drug addiction; Crime and juvenile delinquency; Corruption; Grabbing and extortion; Terrorism; Violence; Reformation Institution - community and police role in perspective.	2, 3
8	Global Social Problems and Issues	Greenhouse effect; Global warming and climate change; Environmental issues; War, terrorism and militarism; Illegal immigration; Technology and social change.	3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2			√							
CLO 3					√					

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture	Written test	1
Problems of Economy	Lecture	Written test	2
Problems of Education	Lecture	Written test, Surprise test	2
Problems of Family	Lecture, Case Study	Presentation, Written test	2, 3
Problems of Social Inequality and Welfare	Lecture	Written test, Assignment	2, 3
Population and Environment	Lecture	Assignment, Question-Answer (Q-A)	2, 3
Problems of Deviant Behavior in Bangladesh	Lecture, PPT, Interactive discussion	Individual homework, Presentation, Written test	2, 3
Global Social Problems and Issues	Lecture, Seminar	Question-Answer (Q-A), Written test	3

Recommended Readings

Eitzen, D. Stanley, Maxine Baca-Zinn, and Kelly Eitzen Smith. 2009. *Social Problems*. 11th ed. Boston: Allyn and Bacon.

- Jamrozik, Adam and Luisa D. Nocella. 1998. *The Sociology of Social Problems: Theoretical Perspectives and Methods of Intervention*. Cambridge: Cambridge University Press.
- Kendall, Diana. 1998. *Social Problems in a Diverse Society*. Boston: Allyn and Bacon.
- Lauer, Robert H. and Jeanette C. Lauer. 2006. *Social Problems and the Quality of Life*. 10th ed. Boston: Mcgraw-Hill.
- Loseke, Donileen R. 2003. *Thinking About Social Problems*. (Social Problems and Social Issues). 2nd ed. Hawthorne, New York: Aldine de Gruyter.
- Parrillo, Vincent N., John Stimson, and Ardyth Stimson. 1998. *Contemporary Social Problems*. 4th ed. Boston: Allyn and Bacon.
- Silver, Ira. 2007. *Social Problems: Readings*. New York: W. W. Norton and Company.
- Thio, Alex and Jimmy D. Taylor. 2012. *Social Problems*. Sudbury: Jones and Bartlett Learning.

Course Code: SOC 0313-2202		Course Title – Social Inequality
Course Type: Core		Year/Semester - 2nd Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

Social inequality is almost an inevitable reality in all societies. Based on this premise, this course focuses on the basic concepts, perspectives and theories of social inequality and social stratification. It endeavors to study the dimensions and determinants of social inequality along with a detailed understanding on social class and the elite. This course addresses the types, causes and consequences of social mobility in the context of society of Bangladesh.

Course Objectives (COs)

Major objectives of this course are:

1. To enhance students' capacity to comprehend theoretical perspectives and consequences of social inequality;
2. To help them understand the magnitude of social inequality in the world; and
3. To enable students to explain various causes of inequality focusing on Bangladesh context.

Course Learning Outcomes (CLOs)

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

1. explain the basic concepts, dimensions, theoretical perspectives and consequences of social inequality;
2. appraise the magnitude of social inequality in the world and identify its determinants; and
3. interpret the patterns and causes of inequality and social mobility in Bangladesh.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Basic Concepts	Social differentiation; Social inequality; Social stratification; Social Mobility.	1
2	Major Dimensions and Determinants of Inequality	Wealth and income; Community participation; Justice; Health and longevity; Biological and social factors of social inequality; Common income inequality metrics: Gini Index, 20:20 Ratio, Palma Ratio.	2
3	Theories of Social Inequality and Stratification	Marx and Engels; Weber; Dahrendorf; Lenski; Davis and Moore; Tumin; Anthony Giddens.	1
4	Social Inequality across Societies	Origin of social inequality; Inequality in agrarian and industrial societies.	2 3
5	Social Class	Rise of bourgeoisie, middle class, managerial class, and proletariat; Class struggle and alienation; Middle class in the developed and developing countries; Techniques of measuring class and inequality.	1 2
6	Concept of Elite	Theories and approaches of studying elite; Elite and power relations in societies; The power elite.	1 2
7	Pattern of Social Inequality and Mobility in Bangladesh	Meaning and types of social mobility; Comparative studies of social mobility; Trends of social inequality and mobility; Social mobility in Bangladesh.	3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2					√					
CLO 3										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Basic Concepts	Lecture	Written test	1
Major Dimensions and Determinants of Inequality	Lecture	Written test, Presentation	2
Theories of Social Inequality and Stratification	Lecture	Written test	1

Social Inequality across Societies	Lecture, Case Study	Presentation, Written test	2, 3
Social Class	Lecture	Written test, Assignment	1, 2
Concept of Elite	Lecture	Assignment, Question-Answer (Q-A),	1, 2
Pattern of Social Inequality and Mobility in Bangladesh	Lecture, PPT, Interactive discussion	Individual homework, Presentation, Written test	3

Recommended Readings

- Bottero, Wendy. 2005. *Stratification: Social Division and Inequality*. London: Routledge.
- Crompton, Rosemary. 2008. *Class and Stratification*. 3rd ed. Cambridge: Polity.
- Grabb, Edward G. 2007. *Theories of Social Inequality*. 5th ed. Toronto: Thomson/Nelson.
- Hurst, Charles E., Heather M. Fitz Gibbon, and Anne M. Nurse. 2020. *Social Inequality: Forms, Causes, and Consequences*. 10th ed. New York: Routledge.
- Kerbo, Harold R. 2006. *Social Stratification and Inequality: Class Conflict in Historical and Comparative Perspective*. 6th ed. New York: The Mc-Graw-Hill Companies, Inc.
- Marger, Martin N. 2014. *Social Inequality: Patterns and Processes*. 6th ed. New York: McGraw-Hill.
- McMullin, Julie and Josh Curtis. 2016. *Understanding Social Inequality: Intersections of Class, Age, Gender, Ethnicity, and Race in Canada*. 3rd ed. Toronto: Oxford University Press.
- Sadeque, Syed Zahir. 2018. *Social Classes and Social Stratification in Bangladesh*. Dhaka: Prothoma Prokashan.
- Tumin, Melvin M. 1967. *Social Stratification: The Forms and Functions of Inequality*. New Jersey: Prentice-Hall.

Course Code: SOC 0313-2203		Course Title – Marriage and Family
Course Type: Core		Year/Semester - 2nd Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course makes a sociological analysis of family and marriage which contributes to understand its origin, structure and functions. It examines the background of marriage and family systems throughout the world with its structure, processes, problems and adjustments of contemporary marriage and family life.

Course Objectives (COs)

The objectives of this course are:

1. To disseminate the meaning of marriage and family; and
2. To provide knowledge about the importance of marriage and family historical context.

Course Learning Outcomes (CLOs)

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

1. explain types and functions of marriage and family;
2. evaluate the theories regarding the origin and development of family and marriage;
3. analyze the variation in family life, intimate relationship and mate selection method; and
4. evaluate and justify the laws related to marriage and family in Bangladesh.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Origin and Development of Family and Marriage	Theories- Morgan, Maine, Westermarck, Briffault, Bachofen, Marx and Engels.	2
2	Family	Meaning, Forms and Functions of Family; the Family Life Cycle; Alternative Family Patterns and Variations in Family Life	1
3	Marriage	Meaning, Forms and Functions of Marriage; Variation in Intimate Relationship; Courtship and Mate Selection; Marriage Payments; Marriage in Traditional and Industrial Societies.	2 3
4	Theoretical Perspective on Changing Structure of Family	Ogburn's Theory of Social Change and Family; E. W. Busters and Symbolic Interactions; Talcott Parsons and Isolated Nuclear Family.	2
5	Modernization Processes and Family Life in Bangladesh	Recent Trends in Family and Marriage Patterns in Bangladesh; Divorce and Separation.	1 4

6	Marriage Registration	Meaning of Marriage Registration and its Impact in Rural and Urban Societies.	4
7	Legal Aspects of Marriage and Family	Muslim and Hindu Family Property Laws; Laws Relating to Dowry and Domestic Violence; Laws Relating to Divorce; Child Marriage in Bangladesh; Muslim Family Law of 1961.	4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2					√					
CLO 3										
CLO 4								√		

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Origin and Development of Family and Marriage	Lecture	Written test	2
Family	Lecture	Written test	1
Marriage	Lecture, PPT	Written test	2, 3
Theoretical Perspective on Changing Structure of Family	Lecture, PPT	Presentation, Question-Answer (Q-A), Written test	2
Modernization Processes and Family Life in Bangladesh	Lecture	Written test, Assignment	1, 4
Marriage Registration	Lecture	Assignment	4
Legal Aspects of Marriage and Family	Lecture, PPT, Interactive discussion on selected readings and materials	Individual homework, Presentation, Written test	4

Recommended Readings

- Broude, Gwen J., ed. 1994. *Marriage, Family, and Relationships: A Cross-cultural Encyclopedia*. Colorado: ABC-CLIO.
- Crane, D. Russell and E. Jeffrey Hill, ed. 2009. *Handbook of Families and Work: Interdisciplinary Perspectives*. Maryland: University Press of America.
- Ember, Carol R. and Melvin R. Ember. 1996. *Sex, Gender, and Kinship: A Cross-Cultural Perspective*. Upper Saddle River, NJ: Prentice-Hall.
- Ember, Carol R. and Melvin R. Ember. 2010. *Cultural Anthropology*. 13th ed. New Jersey: Pearson Education Inc.
- Firth, Raymond, Jane Hubert, and Anthony Forge. 2006. *Family and Their Relatives*. London: Taylor & Francis.
- Fredriksen-Goldsen, Karen I. and Andrew E. Scharlach. 2001. *Families and Work: New Directions in the Twenty-First Century*. New York: Oxford University Press.
- Goode, William J. 1994. *The Family*. New Delhi: Prentice-Hall.

Course Code: SOC 0313-2204		Course Title – Sociology of Education
Course Type: Core		Year/Semester - 2nd Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course is designed to boost the knowledge and understanding of education as a social phenomenon, focusing extensively on the interrelations between educational institutions and other social institutions, groups and processes. Discussing the history and philosophies of education, this course examines the significance of curriculum development as well as different social agencies in education, traces educational inequalities, based in ethnicity and gender. It also focuses on the role of teacher and evaluates different educational policies to ensure quality education for all.

Course Objectives (COs)

The objectives of this course are:

1. To provide ideas in understanding the sociological approach to the study of education; and
2. To offer the major social and philosophical bases of education which influence the teaching and learning activities.

Course Learning Outcomes (CLOs)

At the end of the course student will be able to:

1. interpret the basic concepts of education;
2. evaluate the philosophical approaches to education;
3. analyze the sociological foundation of education;
4. formulate the relationship between education and development; and
5. distinguish between curriculum and syllabus.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLOs
1	Sociology of Education	Definition; Scope; Value and influence of sociology of education; Research methods in sociology of education.	2
2	Education	Meanings; Aims; Objectives and functions of education; Formal, Informal and Non-formal education; Bases of education- Philosophical, Social, psychological, Economic and Biological.	1
3	Philosophies of Education	Philosophical Schools- Idealism, Realism, Naturalism, Pragmatism and Marxism; Major Philosophers- Plato, Aristotle, Rousseau, Montessori, Durkheim, Tagore, Bourdeau.	2 3
4	History of Education	Historical development of national educational system; Education system in Bangladesh.	2
5	Curriculum and	Curriculum and Syllabus; Principles of Constructing the	1

	Teaching	Curriculum; Devices and Innovation in Teaching; Teacher's Role in Society.	4
6	Education and Social System	Social Stratification and Education; Social Change and Education; Social Control and Education; Values and Education; Education and Modernization; Education for Women, Tribes and Marginal Groups.	4
7	Education and Development	Education and Development; Education Policy; Education Policy in Bangladesh.	4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2	√									
CLO 3										
CLO 4					√					
CLO 5							√			

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Sociology of Education	Lecture	Written test	2
Education	Lecture	Written test	1
Philosophies of Education	Lecture, PPT	Written test	2 3
History of Education	Lecture	Question-Answer (Q-A), Written test	2
Curriculum and Teaching	Lecture, PPT	Presentation, Assignment	1 4
Education and Social System	Lecture	Assignment	4
Education and Development	Lecture, PPT, Interactive discussion on selected readings and materials	Individual homework, Presentation	4

Recommended Readings

- Ballantine, J. and F. M. Hammack. 2015. *The Sociology of Education: A Systematic Analysis*. New York: Routledge.
- Davies, Scott and Neil Guppy. 2006. *The Schooled Society: An Introduction to the Sociology of Education*. Canada: Oxford University Press, USA.
- Demaine, J., ed. 2001. *Sociology of Education Today*. New York: Palgrave Macmillan.
- Government of the People's Republic of Bangladesh. 2010. *National Education Policy, 2010*. Dhaka: Ministry of Education.
- Gumport, P. J, ed. 2007. *Sociology of Higher Education: Contributions and their Contexts*. Baltimore: Johns Hopkins University Press.

Hallinan, Maureen T., ed. 2006. *Handbook of the Sociology of Education*. Notre Dame: Springer.

Mannheim, Karl and W. A. C. Stewart. 2001. *An Introduction to the Sociology of Education*. Vol. 9. London: Routledge.

Richardson, John G. 1986. *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood Press.

Sharma, Yogendra K. ed. 2003. *Foundations in Sociology of Education*. New Delhi: Kanishka Publishers.

Website of the BANBEIS

Course Code: ICT 0611- 04		Course Title – Information and Communication Technology
Course Type: General Education (GED)		Year/Semester - 2nd Year 2nd Semester
Credit Value - 4	Credit Hours - 4	Total Marks - 100

Course Rationale

To present with the foremost later innovation and to instruct understudies the fundamental concepts of computer systems.

Course Objectives (COs)

Major objectives of this course are:

1. To have solid establishment in understanding the fundamental concepts of distinctive computer systems;
2. To gain solid knowledge and advanced competence on computer; and
3. To present the basics of computing gadgets and software.

Course Learning Outcomes (CLO)

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

1. recognize the most-up-to-date innovation in an ever-changing teach;
2. illustrate the basics of computers and computer terminology, especially with regard to individual computer equipment and computer program; and
3. analyze the essentials of computing contraptions.

Course Content

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Computer Basics	Introduction to Studying Computers, History and development of Computers, Generation of Computers, Types of Computers.	2
2	Computer Hardware and Peripherals	Basic Units of Computer Hardware, Keyboard, Mouse, Internal structure of CPU, Functions of RAM, ROM and Cache memory, Basic functional mechanism of HDD and CD-	2

		ROM, Different types of Monitors, Impact and Non-impact Printers, Scanner, Plotter, Typical Computer specifications.	
3	Software	Classifications, System software, Operating system concepts and importance, components and basic functions of DOS, Windows operating system, Application software's and Utility programs, Computer Virus.	3
4	Data Processing	Concepts of Data, Information, and Database, Traditional File Processing, and DBMS.	3
5	Computer Networks	Computer networks and its goals, Basic concepts on LAN, MAN, WAN and Internet systems, Internet services, Functions of Modem in Internet.	1, 2, 3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1										√
CLO2				√						
CLO3							√			

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Computer Basics	Lecture, Discussion, Audio/Video, Web Material	Class Test, Midterm, Assignment	2
Computer Hardware and Peripherals	Lecture, Discussion, Audio/Video, Web Material	Class Test, Midterm, Assignment, Final Exam	2
Software	Lecture, Discussion, Audio/Video, Web Material	Class Test, Midterm, Assignment, Final Exam, Presentation	3
Data Processing	Lecture, Discussion, Audio/Video, Web Material	Class Test, Midterm, Assignment, Final Exam, Presentation	3
Computer Networks	Lecture, Discussion, Audio/Video, Web Material	Class Test, Midterm, Assignment, Final Exam, Presentation	1, 2, 3

Recommended Readings

Warford, S. J. 1998. *Computer Systems*. 5th ed. Boston: Jones and Bartlett Publishers.

Course Code: SOC 0313-2000		Course Title – Seminar and Viva-voce
Course Type: Core Oral		Year/Semester - 2nd Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Objectives (COs)

The objectives of this course are to:

1. train the students prepare professional assignment;
2. acquire skills on professional presentation;
3. acquaint students with the proficient oral examination and critical thinking; and
4. train them making a PowerPoint presentation.

Course Learning Outcomes (CLOs)

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

1. prepare a professional assignment on specific topics, instant critical thinking, and problem solving;
2. prepare for academic and professional presentation; and
3. defend the viva board.

Course Content

Students will be assigned specific topics based on curriculum of previous two semesters. Students will prepare a detailed assignment based on their assigned topics and give oral presentation before exam committee. The student will be asked any question on the basis topic studied throughout his/her 2 year program.

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3s	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1					√					√
CLO 2							√			
CLO 3							√			

Third Year First Semester

Course Code: SOC 0313-3101		Course Title – Methods of Social Research
Course Type: Core		Year/Semester - 3rd Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

Social scientists use a wide variety of research methods to collect and analyze data relevant to a wide range of social activity and phenomena. The objective of social research is to create, disprove or validate theories through scientific methods and techniques of data collection and analysis.

Course Objectives (COs)

Major objectives of this course are:

1. To understand the basic concepts, major characteristics and principles of qualitative and quantitative research;
2. To know the philosophical perspectives of ontology and epistemology to understand qualitative and quantitative research; and
3. To understand the selection of qualitative and quantitative data collection methods and tools/techniques as well as data analysis methods and strategies.

Course Learning Outcomes (CLOs)

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

1. describe the basic concepts of research methods;
2. determine research questions and hypotheses according to the nature of research and research problem;
3. relate research problems to the type of research in different social settings; and
4. apply qualitative and quantitative research methods, tools/techniques and strategies to collect qualitative and quantitative data directly from the study field/area.

Course content

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition; Research as a source of knowledge; Characteristics and purposes of social research; Qualitative and quantitative research.	1
2	Basic Concepts of Social Research	Concept; Variable; Proposition; Hypothesis; Research question; Method; Methodology; Data; Theory; Model.	1 2
3	Philosophical Perspectives of Research	Ontology and epistemology.	2
4	Types of Social Research	Basic, applied, action, evaluative, explanatory, exploratory, longitudinal, historical and comparative research; Grounded theory.	2

5	Methods of Qualitative and Quantitative Data Collection	Ethnography, Case Study, Focus Group Discussion (FGD), Experimental Design, Text analysis, Participatory methods(s): RRA/PRA, Observation method, Social survey method, Content analysis.	3
6	Tools and Techniques of Qualitative and Quantitative Data Collection	Structured, semi-structured and unstructured interview schedule and questionnaire.	3 4
7	Methods of Qualitative and Quantitative Data Analysis	Comparing methods of data analysis; Coding and concept formation. Dealing with data; Tabulation and calculation of findings.	3 4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2					√	√				
CLO 3			√							
CLO 4		√				√				

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture	Written test	1
Basic Concepts of Social Research	Lecture	Written test	2
Philosophical Perspectives of Research	Lecture	Written test	2
Types of Social Research	Lecture	Question-Answer (Q-A), Written test	2
Methods of Qualitative and Quantitative Data Collection	Lecture, PPT	Assignment, Fieldwork	3
Tools and Techniques of Qualitative and Quantitative Data Collection	Lecture, PPT, Interactive discussion on selected readings and materials	Individual homework	3
Methods of Qualitative and Quantitative Data Analysis	Lecture, PPT	Presentation	3

Recommended Readings

- Babbie, Earl. 2010. *The Practice of Social Research*. 12th ed. Belmont, CA: Wadsworth, Cengage Learning.
- Bailey, Kenneth D. 1982. *Methods of Social Research*. 2nd ed. New York: The Free Press.
- Creswell, J.W. 2009. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 3rd ed. London: SAGE
- Goode, William J. and Paul K. Hatt. 2001. *Methods in Social Research*. Tokyo: McGraw- Hill.
- Gregory, I. 2005. *Ethics in Research*. London: Continuum.

- Kothari, C. R. 1985. *Research Methodology*. 2nd ed. Delhi: New Age International (P) Ltd.
- Matthews, Bob and Liz Ross. 2010. *Research Methods: A Practical Guide for the Social Sciences*. Harlow: Pearson Education Limited.
- Mouton, Johann and HC Marais. 1998. *Basic Concepts: In the Methodology of the Social Sciences*. Pretoria: HSRC Publishers.
- Newman, W. Lawrence. 2011. *Social Research Methods: Quantitative and Qualitative Approaches*. 6th ed. New Jersey: Pearson Education, Inc.
- Punch, F. Keith. 2000. *Developing Effective Research Proposals: Essential Resources for Social Research*. London, Thousand Oaks and New Delhi: SAGE Publications.
- Trochim, William M. K. 2009. *Research Methods*. 2nd ed. New Delhi: Biztantra Publishing.
- Walliman, Nicholas and Bousmaha Baiche. 2001. *Your Research Project: A Step-By-Step Guide for the First-Time Researcher*. London, Thousand Oaks and New Delhi: Sage Publications.

Course Code: SOC 0313-3102		Course Title – Social Change
Course Type: Core		Year/Semester - 3rd Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course is designed to explore the nature and trends of social change in the world including Bangladesh. It is evident that the significance of social change became buzzword after the World War II. Thus, this course will emphasize on the issues of changing global order and the process of globalization.

Course Objectives (COs)

The objectives of this course are:

1. To offer students with the knowledge in conceptualizing the social changes in first, second and third worlds;
2. To provide insights into the theoretical knowledge of social change; and
3. To deliver an explanation on the relation between social change and globalization.

Course Learning Outcomes (CLOs)

After completion of this course, it is expected that the students will be able to:

1. interpret the concepts of social change and its theoretical underpinnings;
2. analyze how western civilization spread across the world;
3. examine the world systems since post-World War II and global order;
4. explain the fall of the USA's and USSR's hegemony; and
5. relate the rise of Asian capitalism and the social change in contemporary Bangladesh.

Course content

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Basic Concepts of Social Change	Social change as a concept; Factors of social change; Theories of social change.	1
2	Rise of Western Civilization	Utopian institution vs western culture; the renaissance; Merchant and industrial capitalism; Development of nation state; Capitalist industrialization; European colonies and imposition of western culture across the globe.	2
3	Social System in First and Second Worlds after World War II	Inter societal system and the first world; Post-war reconstruction and new global organizations- UN and the world bank; State socialism; the Soviet Union and the extension of second world.	3
4	Social System in Third World after World War II	Dependent economy and the rise of third world; Constitutional interdependence and economic dependence; Comprador state; Development aid; Neo-colonialism.	3
5	Changes towards the End of Twentieth Century	Rise and fall of the USA's hegemony; World economic recession and mass unemployment; Seattle meeting of WTO and massive protest.	4
6	Rise of Asian Capitalism and Fall of USSR	Rise of East-Japan and East Asian capitalism; Collapse of the soviet state socialism in 1991; Third worldization of Russia; Globalization of poverty.	4 5
7	Social Change in Contemporary Bangladesh	Major trends, factors and direct of super structural changes; Socio-cultural consequences of change and development in contemporary Bangladesh.	4 5

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2					√					
CLO 3										
CLO 4										
CLO 5								√		

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Basic Concepts of Social Change	Lecture	Written test	1
Rise of Western Civilization	Lecture	Written test	2
Social System in First and Second Worlds after World War II	Lecture	Written test	3
Social System in Third World after World War II	Lecture	Written test, Assignment	3

Changes towards the End of Twentieth Century:	Lecture	Written test, Assignment	4
Rise of Asian Capitalism and Fall of USSR:	Lecture	Written test	4
Social Change in Contemporary Bangladesh	Lecture, PPT,	Individual homework, Presentation, Assignment	4

Recommended Readings

- Giddens, Anthony. 1980. *The Class Structure of the Advanced Societies*. London: Unwin Hyman.
- Harris, J. 1993. *The Sociology of Development*. New York: Longman Inc.
- Karim, A. K. Nazmul. 1976. *Changing Society in India, Pakistan and Bangladesh*. Dhaka: Nawroze Publication.
- MacIver, R. M. and C. H. Page. 1962. *Society: An Introductory Analysis*. New York: Macmillan.
- Moore, W. E. 1975. *Social Change*. New Delhi: Prentice-Hall of India Private Limited.
- Ogburn, William F. 1950. *Social Change*. New York: Viking.
- Ogburn, W. F. and M. F. Nimkoff. 1964. *A Handbook of Sociology*. London: Routledge and Kegan Paul Ltd.
- Rogers, Everett M. 2003. *Diffusion of Innovation*. New York: The Free Press.
- Sadeque, Zahir. 2018. *Social Classes and Social Stratification in Bangladesh*. Dhaka: Prothoma.
- Srinivas, M. N. 2000. *Social Change in Modern India*. New Delhi: Orient Longman India.
- Weinstein, Jay. 2010. *Social Change*. 3rd ed. Lanham: Rowman & Littlefield Publishers.

Course Code: SOC 0313-3103		Course Title – Social Demography	
Course Type: Core		Year/Semester - 3rd Year 1st Semester	
Credit Value - 3	Credit Hours - 3	Total Marks - 100	

Course Rationale

This course is designed to provide basic ideas of Demography and acquaint with basic demographic processes, such as, fertility, mortality and migration. It also focuses on the theories and methods of population analysis.

Course Objectives (COs)

Major objectives of this course are:

1. To disseminate an understanding on demographic perspectives;
2. To introduce the dynamics of population and related issues; and
3. To provide knowledge on the theories and explanations for population growth and transitions.

Course Learning Outcomes (CLOs)

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

1. explain and measure basic concepts of demography and population studies;
2. examine nature, trends and theories of population growth;

3. compare changes in population of their own and other societies through demographic and sociological insights; and
4. appraise best practices of contraception and population policies.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition, scope, origin, development and use of social demography; Relationship of social demography with other relevant sciences; Sources and techniques of demographic data.	1
2	Theories of Population	Pre-Malthusian; Malthusian; Neo-Malthusian	1, 2
3	Population Structure and Composition	Basic ideas of population structure; How population size and structure affect economic, social, cultural and political issues and vice-versa.	1 2
4	Fertility	Definition of fertility and its related concepts measurements of fertility; Frameworks of fertility (intermediate variables) factors of fertility variation.	1 2 4
5	Mortality	Definition of mortality and its related concepts measurements of mortality factors of mortality differentials.	1 3
6	Migration	Definition of migration; Typology of migration; Theories of migration; Causes and consequences of migration with special reference to pandemic and Bangladesh.	1 2 3
7	Population Policy	Nature, types and variables; Objectives and strategies of population policy with reference to Bangladesh.	1 4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2					√					
CLO 3										
CLO 4										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture	Written test	1
Theories of Population	Lecture	Written test	1, 2
Population Structure and Composition	Lecture, PPT	Assignment	1, 2
Fertility	Lecture	Written test	1, 2, 4
Mortality	Lecture	Written test	1, 3
Migration	Lecture, Demonstration	Written test, Presentation,	1, 2, 3
Population Policy	Lecture	Individual homework, Assignment	1, 4

Recommended Readings

- Bulatao, R. and R. Lee, eds. 1983. *Determinants of Fertility in Developing Countries*. London: Academic Press.
- Chattopadhyay, A. K. and A. K. Shaha. 2012. *Demography: Techniques & Analysis*. New Delhi: Viva Books.
- Chowdhury, Hasanuzzaman. 1998. *Society and Population* (in Bangla). Dhaka: New Novel Publishing House.
- Haas, H. D. 2009. *Migration and Development: A Theoretical Perspective*. Oxford: International Migration Institute, University of Oxford.
- Raj, Hans. 1988. *Fundamentals of Demography*. New Delhi: Surjeet Publications.
- Raj, Hans. 1996. *Population Studies*. New Delhi: Surjeet Publications.
- Rosenzweig, Mark R. and Oded Stark. 1997. *Handbook of Population and Family Economics*. Vol. 1A. Amsterdam: Elsevier Science.
- Todaro, Michael P. and Stephen C. Smith. 2002. *Economic Development*. Boston: Addison Wesley.

Course Code: HUM 0223- 05		Course Title – Normative and Meta Ethics
Course Type: General Education (GED)		Year/Semester - 3rd Year 1st Semester
Credit Value - 4	Credit Hours - 4	Total Marks - 100

Course Rationale

Ethics is a branch of philosophy which study human conducts and evaluate them in terms of ethical standard and moral values. The question of what is right, 'what is wrong', 'what is good', 'what is bad', are the core concern of ethics. This course is concerned with the fundamental ethical questions related to human life and it is designed to provide students basic knowledge on morality, values and ethical behavior.

Course Objectives (COs)

Major objectives of this course are:

1. To acquire basic knowledge on moral values and ethical standards;
2. To develop awareness of virtues and vices, moral and immoral actions;
3. To provide knowledge about the ethical standards of action;
4. To develop fellow feeling among the students through moral motivation; and
5. To develop eagerness to be a good citizen through moral motivation.

Course Learning Outcomes (CLOs)

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

1. define normative ethics and distinguish between normative ethics and other branches of ethics, relate ethics to metaphysics, religion and psychology;
2. define moral, immoral and non-moral actions, compare among desire, motive and intention and apply postulates of morality in various cases;

3. assess both subjective ethical relativism and objective ethical absolutism, distinguish between psychological and ethical egoism, point out some differences between the approaches of Bentham and Mill, state the consequences of hedonism, explain Kant's notion of the good will, and Kant's two versions of the categorical imperative;
4. define and distinguish between various kinds of moral concepts such as moral evil, vice, sin and crime etc. and also able to argue in favor and against theories of punishment; and
5. explain the meaning of virtue, distinguish between Plato and Aristotle's concept of virtue, and explain Aristotle's conception of virtue, including his doctrine of the golden mean. Aristotle's conception of virtue, including his doctrine of the golden mean and also able to state different stages of moral life.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition and scope of Ethics; Normative ethics, Meta-ethics and Practical ethics. Origin of ethics, Relation of ethics to metaphysics, religion and psychology.	1
2	Various actions, psychological basis and postulates	Moral, immoral and non-moral actions, psychological basis of morality, desire, universe of desires and conflict of desires, motive and intention, postulates of morality; nature and object of moral judgment.	2
3	Moral standards	Various perspectives of moral standard; the external versus internal moral standards: the law of the Tribe, Society. State and God; Hedonism and its classification, Intuitionism, Rationalism Perfectionism.	3
4	Moral pathology	Moral pathology: Concept of moral evil, vice, sin, crime; Various theories of punishment.	4
5	Various perspectives of virtues	Virtue: The meaning of virtue, Socrates: virtue is knowledge; Plato's treatment of the virtue, Aristotle's concept of virtue.	5
6	Moral progress	Moral progress: different stages or conditions in the evolution of moral life; conditions of moral progress in individual; possibility of moral progress.	4
7	Meta-ethics and main theories of meta ethics	Definition of meta-ethics, Non-naturalism, Emotivism, Prescriptivism, Multi-functionalism, Descriptivism.	5

Mapping CLOs with PLOs

CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2		√								
CLO 3										
CLO 4										
CLO 5										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Introduction	Lecture, PPT, Discussion	Quiz, assignment	1
Various actions, psychological basis and postulates	Lecture, Industrial tour	Written test, presentation	2
Moral standards	Lecture, Seminar	quiz, assignment	3
Moral pathology	Lecture, Participatory Discussion	Written test, tutorial	4
Various perspectives of virtues	Lecture, Participatory Discussion	Written test	5
Moral progress	Lecture, Participatory Discussion	Presentation, Business Plan	4
Meta-ethics and main theories of meta ethics	Lecture, Discussion, Seminar	Written test, quiz	5

Recommended Readings

- Islam, A. B. M. Mahbubul & Md. Sahadat Hossain. 2014. *Application of Ethics morals Manners and Laws*. Bangladesh Institute of Islamic Thought.
- Kant, Immanuel. 1900. *Fundamental Principles of the Metaphysic of Morals*. London: Trans Thomas Kingsmill Abbott, Longmans, Green, and Co.
- Kant, Immanuel. 2002. *Critique of Practical Reason*. Cambridge: Trans, Werner S. Pluhar, Hackett Publishing Company, Inc.
- Lillie, William. 1957. *An Introduction to Ethics*. London: Methuen & Co, ltd.
- Mackenzie, S. John. 1961. *A Manual of Ethics*. London: University tutorial Press Ltd.
- Mill, Stuart John. 1863. *Utilitarianism*. Canada: Batoche Books Limited.
- Moore, E. G. 1903. *Principia Ethica*. London: Cambridge University Press.
- Sinha, Jadunath. 2001. *A Manual of Ethics*. Calcutta: New Central Book Agency (P) Ltd.

Course Code: CJS 0321- 06		Course Title – Understanding Communication and Media
Course Type: General Education (GED)		Year/Semester - 3rd Year 1st Semester
Credit Value - 4	Credit Hours - 4	Total Marks - 100

Course Rationale

Communication and Media has been the core of contemporary civilization across the global. These are prime patrons of our everyday existence. Without understanding the properties, functions and effects of these processes people hardly can confront the influx of changes that tied to crumble the co room of survival and progress.

Communication enhances relationship to the self, other and society and in therefore central to general education. Communication education improves critical thinking's, leadership skills and it is pre-requisite to one's success in personal, professional and social life.

The media are the most influential system of communication which construct and circulate information and organize perception through print picture and sound. Media literacy in general is essential to enhance student's capabilities to understand media systems which are shaping the world.

Course Objectives (COs)

The primary objective of this course is to orient the students to the fundamental concepts of Communication and media. The specific objectives of the course are:

1. To discuss the etymology of the terms communication and media and their definitions;
2. To help the students to discover the communication nature and characteristics of communication and media;
3. To guide the students to understand the typology and functions of communication and media and their effect on individual and society;
4. To facilitate the students in their journey to comprehend leading theories in the respective fields;
5. To help students acquire communication and media making skills;

Course Learning Outcomes (CLOs)

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

1. develop a deeper sense about the process of communication and media and the knowledge that better explain them;
2. explain the history, constituents, nature and characteristics of communication and media;
3. differentiate among different forms of communication and media understand functions and effect of their two processes at individual and societal levels;
4. critically thinking and understanding communication and media theories and can apply to interpret impacts of communication and media; and
5. interact skillfully and can make primary media products.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Etymology and Basic concepts	Etymology and basic concepts of communication, Etymology, definition and characteristics of media, Etymology, definition and characteristics of media	1
2	Media Knowledge	Media typology, Media impacts/ effects	2, 3
3	Communication Knowledge	Definition, Types and functions of communication, Communication skills	3
4	Theories	Theories of communication, Media theories, History of media evolution,	4
5	Media making	Media making i.e. Photography, PowerPoint Presentation, video production etc.	5

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1								√		
CLO 2										
CLO 3										
CLO 4										
CLO 5							√			

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching learning strategy	Assessment strategy	Corresponding CLO
Etymology and Basic concepts	Lecture, Discussion	Presentation, Assignment	1
Media Knowledge	Lecture, Group Discussion	Written Test, Presentation	2, 3
Communication Knowledge	Lecture, Participatory Discussion	Quiz, Assignment	3
Theories	Lecture, Participatory Discussion	Written Test, Assignment	4
Media making	Lecture, Participatory Discussion	Written Test, Presentation	5

Recommended Readings

Carr, David. 2011. *Marshall McLuhan: Media Savant*. The New York Times.

Craig, Robert T. 1999. "Communication Theory as a Field" *Communication Theory*. 9 (2): 119-161. doi.10.1111/j.1468-2885.1999.tb00355.x.

Ferguson, Sherry Devereaux and Jenepher Lennox Terrion. 2014. *Communication in Everyday Life: Personal and Professional Contexts*. Canada: Oxford University Press.

Littlejohn, W. Stephen and Karen A. Foss. eds. 2009. *Encyclopedia of Communication Theory*. Thousand Oaks, CA: SAGE.

McLuhan, Marshall. 2001. *Understanding Media*. 2nd ed. Routledge.

Third Year Second Semester

Course Code: SOC 0313-3201		Course Title – Social Statistics
Course Type: Core		Year/Semester - 3rd Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course provides a broad introduction to statistical concepts and techniques for data analysis. It is basically concerned with the development of an understanding of statistical practice and importantly its application in Sociology.

Course Objectives (COs)

The objectives of this course are:

1. To introduce students with the basics of Statistics;
2. To disseminate insight to judge the importance of the applications of Statistics in Sociology; and
3. To provide knowledge in understanding the way of running statistical tests in social research.

Course Learning Outcomes (CLOs)

At the end of the course, student will be able to:

1. describe the basics of Statistics and relationship with Sociology;
2. draw and interpret the graphs/charts/diagrams;
3. apply statistical tools in finding relationship between social variables and statistical equations in relevance to sociological research;
4. understand sampling theory and inferential statistics and how they are used in sociology; and
5. infer decision-based calculation of test of hypothesis.

Course content

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition, Nature and scope of statistics; Importance of statistics in Sociology; Functions of statistics; Limitations of statistics.	1
2	Social Variables and Measurement Scales	Measurement process; Levels of measurement; Errors in measurement.	1 2
3	Summarization and Organization of Data	Frequency distribution; Proportion, percentage, ratio and rate; Classification and tabulation- univariate, bivariate and multivariate tables.	2
4	Graphical Presentation of Data	Basic techniques for graphical presentation; Variations of basic graphical techniques; Charts/ diagrams.	2

	and Analysis		
5	Measures of Central Tendency	Definitions and types of measures of central tendency; Applications of measures of central tendency in social research; Advantages and disadvantages of measures of central tendency compared to frequency distributions and graphic presentations.	3
6	Measures of Dispersion	Definitions and types of measures of dispersion; Applications of measures of dispersion in social research; Advantages and disadvantages of measures of dispersion compared to central tendency.	3
7	Sampling	Definition; Types of sampling; Importance of Sampling; standard errors of sampling; Z-score.	4
8	Correlation	Relationship between social variables; Calculation and interpretation of correlation coefficient.	3
9	Test of Hypothesis	Types of test - parametric and non-parametric; Usefulness and challenges of test of hypothesis in social research.	5

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2					√	√				
CLO 3			√							
CLO 4		√				√				
CLO 5			√			√				

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture	Written test	1
Social Variables and Measurement Scales	Lecture	Written test	1 2
Summarization and Organization of Data	Lecture	Written test	2
Graphical Presentation of Data and Analysis	Lecture, PPT	Presentation, Assignment	2
Measures of Central Tendency	Lecture	Written test	3
Measures of Dispersion	Lecture,	Written test	3
Sampling	Lecture, PPT,	Individual homework	4
Correlation	Lecture,	Presentation, Assignment	3
Test of Hypothesis	PPT, Interactive discussion	Assignment, Fieldwork	5

Recommended Readings

- Blalock, Hubert. M. 1981. *Social Statistics*. Washington: McGraw-Hill International Book Company.
- Fielding J. and N. Gilbert. 2006. *Understanding Social Statistics*. 2nd ed. London: SAGE

Publications.

Frankfort-Nachmias, Chava and Anna Leon-Guerrero. 2002. *Social Statistics for a Diverse Society*. Thousand Oaks, CA: Pine Forge Press.

Hays, William Lee. 1973. *Statistics for the Social Sciences*. 2nd ed. New York: Holt, Rinehart and Winston.

Healey, Joseph F. 2012. *The Essentials of Statistics: A Tool for Social Research*. Boston, MA, United States: Wadsworth Cengage Learning.

Mian, Muhammad Ali and M. Alimullah Miyan. 1984. *Introduction to Statistics*. 4th ed. Dhaka: Ideal Library.

Taylor, John K and Cheryl Cihon. 2004. *Statistical Techniques for Data Analysis*. Boca Raton, FL: Chapman & Hall/CRC.

Uptom, G. J. G. and I. Cook. 2014. *Understanding Statistics*. 3rd ed. Oxford: Oxford University Press.

Course Code: SOC 0313-3202		Course Title – Practice of Social Research
Course Type: Core		Year/Semester - 3rd Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course provides students with a comprehensive understanding of the diverse research methodologies in social sciences and their ontological and epistemological bases. It focuses on data management process of both qualitative and quantitative research and gain an overview of the necessary practical skills required for their application.

Course Objectives (COs)

Objectives of this course are:

1. To familiarize students with quantitative and qualitative approaches to social research;
2. To provide ideas on the techniques of sampling and data collection;
3. To disseminate knowledge regarding data measurement; and
4. To introduce with the techniques of presenting and interpreting findings.

Course Learning Outcomes (CLOs)

After completion of this course, it is expected that the students will be able to:

1. identify qualitative and quantitative approaches to social research;
2. determine sample from population;
3. identify sources of data and its collection techniques, data measurement and data processing; and
4. explain the process of writing qualitative and quantitative research reports.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Research Strategy	Basis of choosing research design- qualitative, quantitative and mixed methods.	1
2	Sources and Techniques of Data Collection	Sources of data- primary and secondary; Techniques of data collection- Observation; Questionnaire; Interview, KII; Focus Group Discussion; PRA; RRA; Case study; Sampling technique.	1 2
3	Data Measurement	Measurement and research design; Reliability and validity.	3
4	Data Processing and Analysis	Editing and summarizing of data; Computerization of data; Qualitative analysis- concept formation, methods of qualitative data analysis; Quantitative analysis- results with one variable, two and more than two.	3
5	Ethics in Research	Definitions; Types and importance of ethics in research.	4
6	Presentation of Research Findings	Writing research report; Major parts of a research report; Considerable factors of writing a research report; Referencing style.	3 4
7	Dissemination and Publication of Research Findings	Workshop; Conference; Seminar; Research report; Working paper; Book; Journal article.	4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√					√				
CLO 2	√									
CLO 3					√	√		√		
CLO 4		√					√			

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Research Strategy	Lecture	Written test	1
Sources and Techniques of Data Collection	Lecture, Interactive discussion	Presentation, field work	1 2
Data Measurement	Lecture	Written test	3
Data Processing and Analysis	Lecture	Written test, Assignment	3
Ethics in Research	Lecture	Written test	4
Presentation of Research Findings	Lecture, PPT	Written test, Assignment	3, 4
Dissemination and Publication of Research Findings	Lecture, PPT	Seminar, Presentation Assignment	4

Recommended Readings

Babbie, Earl. 2010. *The Practice of Social Research*. 12th ed. Belmont, CA: Wadsworth, Cengage Learning.

- Bailey, Kenneth D. 1982. *Methods of Social Research*. 2nd ed. New York: The Free Press.
- Creswell, J.W. 2009. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 3rd ed. London: SAGE
- Goode, William J. and Paul K. Hatt. 2001. *Methods in Social Research*. Tokyo: McGraw- Hill.
- Gregory, I. 2005. *Ethics in Research*. London: Continuum.
- Kothari, C. R. (1985). *Research Methodology*. 2nd ed. Delhi: New Age International (P) Ltd.
- Matthews, Bob and Liz Ross. 2010. *Research Methods: A Practical Guide for the Social Sciences*. Harlow: Pearson Education Limited.
- Mouton, Johann and HC Marais. 1998. *Basic Concepts: In the Methodology of the Social Sciences*. Pretoria: HSRC Publishers.
- Newman, W. Lawrence. 2011. *Social Research Methods: Quantitative and Qualitative Approaches*. 6th ed. New Jersey: Pearson Education, Inc.
- Punch, F. Keith. 2000. *Developing Effective Research Proposals: Essential Resources for Social Research*. London, Thousand Oaks and New Delhi: SAGE Publications.
- Trochim, William M. K. 2009. *Research Methods*. 2nd ed. New Delhi: Biztantra Publishing.
- Walliman, Nicholas and Bousmaha Baiche. 2001. *Your Research Project: A Step-By-Step Guide for the First-Time Researcher*. London, Thousand Oaks and New Delhi: Sage Publications.

Course Code: SOC 0313-3203		Course Title – Industrial Sociology
Course Type: Core		Year/Semester - 3rd Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course examines the production of goods and services in society, and specifically the nature of the social relations involved in the production process and analysis of the tasks that individuals perform in the workplace to see if these tasks provide for the satisfaction of human needs. Understanding the industrial arena from the sociological concept is a major advantage for anyone interested in the workforce.

Course Objectives (COs)

Major objectives of this course are:

1. To provide the students Sociological understanding of work and industry;
2. To expose the students with the knowledge of industrialization process and work;
3. To acquaint the student with dynamics of industrial relation and consequences; and
4. To understand the Problems faced by labour in organized and unorganized Sector.

Course Learning Outcomes (CLO)

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

1. explain the basic concepts and theories of sociology of work and industry and the basic dynamics of conflicts and collaborations in work life and industrial relations;
2. able to explicate the transformation and changes that emerged with industrialization; and
3. analysis the process and trends of industrialization in Bangladesh, the industrial development strategies, the historical development of industry, and problems and prospects of industrialization in Bangladesh.

Course Content

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Nature, scope and rise of industrial sociology; History of industrialization; Ancient and modern; Early industrialization in India; Arts and crafts; Renaissance; Industrial revolution in Europe; Industrial society.	1
2	The Concept of Work	Society; Community; Association; Institution; Work and art, Nature of industrial work, Work ideology, Work values, Role of work in human life, Work and mental health, Work attitudes, Work involvement, The motivation of work, Work satisfaction, Commitment to industrial work; Development and commitment of industrial labor force in Bangladesh.	1
3	The Industrial Bureaucracy	The executive in the industrial bureaucracy; The role of worker.	1 2
4	Industrial Management	Historical background - A sociological view of management; The nature of management; Management structure; Management behavior: Managers' use of time, Decision-making; Conflict within management; Management mobility; Management as social elite.	1 2
5	Industrial Relations	Approaches of industrial relation: Dunlop approach, Marxist approach, Socio-psychological approach; Social relations at work.	1 2
6	Industry and The Community	Industry and the family; Industry and education; Industry and social change; shifting values; Influence of convictions; Religion and industrial development; Place of industrial worker in the society; Industry and social stratification.	1 2
7	Industrial Conflict	Nature and causes of industrial conflict; Role and function of trade union; Resolution of industrial conflict; Collective bargaining.	2
8	Industrialization in Bangladesh	The development of industry and industrial society in Bangladesh; Problem and prospects of Industrialization in Bangladesh.	3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2								√		
CLO 3			√							

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture	Written test	1
The Concept of Work	Lecture	Written test	1
The Industrial Bureaucracy	Lecture	Written test	1, 2
Industrial Management	Lecture	Written test	1, 2
Industrial Relations	Lecture	Written test, Assignment	1, 2
Industry and The Community	Lecture	Written test	1, 2
Industrial Conflict	Lecture	Written test, Assignment	2
Industrialization in Bangladesh	Lecture	Written test, Field Work	3

Recommended Readings

- Berg, I. 1979. *Industrial Sociology*. New Jersey: Prentice Hall.
- Broom, P, and Selznick, L. 1963. *Sociology*. New York: Harper & Row.
- Faunce, W. A. 1967. *Reading in Industrial Sociology*. New York: Appleton-Century- Crofts.
- Flinn, M. W. 1977. *Origins of the Industrial Revolutions*. London: Barnes & Noble.
- Moore, W. E. 1946. *Industrial Relations and the social order*. New York: Macmillan.
- Parker, S. R., Brown, R. K., Child, J., and Smith, M. A. 1967. *The Sociology of Industry*. London: George Allen and Unwin Ltd.
- Schneider, E. V. 1971. *Industrial Sociology: The Social Relations of Industry and Community*. New York: McGraw- Hill Book Co.

Course Code: LAW 0421- 07		Course Title – Introduction to Law
Course Type: General Education (GED)		Year/Semester - 3rd Year 2nd Semester
Credit Value - 4	Credit Hours - 4	Total Marks - 100

Course Rationale

Introduction to law is an investigation of an abstract, general and theoretical nature which seeks to lay bare the essential principles of law. This course reflects on the nature of legal rules and the underlying meaning of legal concept. It comprises philosophy of law and to reflect on the known rules of law, what it is for a rule to be a legal rule, and what distinguishes law from morality, etiquette and other related phenomena. This course also comprises some legal theories of law which serve to emphasis the different facets of law and build up a complete picture of legal concepts. There will be an attempt to describe the function and operation of law in society.

Course Objectives (COs)

Major objectives of the course are:

1. To inform students about the notion of law,
2. To enable the students to understand the sources of law with proper chronology, concept of State, and the relationship of State and law;
3. To familiarize the students with the concept of legal and artificial person, ideas of enforcement of legal rights,
4. To acquaint students with the principles of natural justice; civil and criminal administration of justice and an idea of entire judicial mechanism of the state; and
5. To inform students about theories and practices of punishment.

Course Learning Outcome (CLOs)

On successful completion of this course the learners should be able to:

1. describe the relation of State and law and be able to use the legal mechanism for enforcing legal rights;
2. demonstrate skills to determine right and wrong, breach of rights and duties along with the knowledge of prescribing proper punishment;
3. differentiate among different types of sources of law and the hierarchy of the sources in different legal systems; and
4. explain the Constitution of Bangladesh.

Course Content

Unit	Course Content	CLO
1	Historical Development of Law, Nature and Classification of Laws, Law and Morals.	1
2	Sources of Law, Theories of Punishment, Forms of Punishment, Law and Society, Role of Law in the Development of the Society	1
3	Traffic Rules of Bangladesh & Fine, Muslim succession, the Consumer Rights Protection Act- 2009, Digital Security Act- 2018, Muslim family law ordinance, ICT Act-2006	1 & 2
4	Legal Awareness, Social Value of Law, Public Interest Litigation, Alternative	3 & 4

	Dispute Resolution,	
5	Emergence of Bangladesh, Framing of the Constitution of Bangladesh, Proclamation of Independence Order, Supremacy of the Constitution, Features of Bangladesh Constitution, Preamble, Supremacy of the Constitution, Fundamental Principles of State Policy and Fundamental Rights their Enforcement, Emergency Provisions, Amendment Procedure;	1 & 2
6	The President- Modes of Election and Terms of Office, Power and Functions, Legislative Power, Ordinance Making Power, Immunities and Prerogative of Mercy, Impeachment and Removal of the President, Non-Party Care-Taker Government: Composition, Functions and Debates; Local Government, Defense Services;	2 & 4
7	Terms and Tenure of office, Power and Functions of the Prime Minister and different Ministers, Ministerial Responsibility and Accountability;	3 & 4
8	Parliament, Its Composition, Powers and Functions, Privileges and Immunities, Qualification and Disqualification for Election to Parliament, Legislative and Financial or Fiscal Powers and Procedures, Delegated Legislation, Powers and Functions of the Speaker and Deputy Speaker, Sovereignty of the Parliament, Vacation of Seat of the Members of Parliament;	1, 3 & 4
9	Composition, Structure, Jurisdiction and Powers of the Supreme Court, Appointment of the Judges, Superintendence of Subordinate Courts, Separation of Powers, Administrative Tribunals, Supreme Judicial Council, Attorney General, Constitutional Remedies, Ombudsman, Writ, Judicial Review; Establishment and Functions of the Election Commission; RPO 1972, Code of Conduct 2013	1,3 & 4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1				√						
CLO2				√						
CLO3										
CLO4										

Content Teaching-Learning & Assessment Strategy Mapped with CLOs

Contents	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
Unit 1	Lecture/ Discussion	Question & Answer	1
Unit 2	Lecture	Presentation/ Assignment	1
Unit 3	Lecture /Discussion	Class Test /Oral test	1 , 2
Unit 4	Lecture /Discussion Analysis of Case Laws	Class Test	3, 4
Unit 5	Lecture /Discussion	Class Test /Oral test	1, 2
Unit 6	Lecture	Group Work	2, 4
Unit 7	Lecture/ Discussion	Group presentation	3, 4
Unit 8	Participatory Discussion	Assignment	1, 3, 4
Unit 9	Lecture/ Discussion	Question & Answer	1, 3, 4

Recommended Readings

- Halim, Abdul. 2008. *Constitution ,Constitutional Law and Politics: Bangladesh Perspective*. Dhaka: Beacon Publications.
- Kamal , Mustafa. 1994. *Bangladesh Constitution : Trends and Issues*. Dhaka: University of Dhaka.
- Mahajan, V. D. 2006. *Jurisprudence & Legal Theory*. Eastern Book Company.
- Ministry of Law, Justice and Parliamentary Affairs, *the Constitution of the People's Republic of Bangladesh*. 2017. GoB, BG Press Dhaka.
- Salmond ,W. Jhon and P. J. Fitzgerald. 1966. *Salmond on Jurisprudence*.12th ed. London: Sweet & Maxwell.

Leading Cases

- Abul Ala Moududi V. Govt. of West Pakistan 17 PLD (SC) 209; PLD 1964
- Anwar Hossain Chowdhury V. Bangladesh (1989) BLD (SPL) 2
- Aruna Sen V. Bangladesh (1975) 27 DLR (HCD) 122
- Dr. Mohiuddin Farooque V. Bangladesh (1997) 17 BLD (AD)
- Habibur Rahman V. Bangladesh 26 DLR SC
- Kazi Muklesur Rahman V. Bangladesh 26 DLR (AD) 44
- S.P. Gupta V. Union of India AIR 1982 SC
- Secretary Ministry of Finance V. Masdar Hossain and Others (2000), 52 DLR (AD) 82

Course Code: POL 0312- 08		Course Title – Introduction to International Relation
Course Type: General Education (GED)		Year/Semester - 3rd Year 2nd Semester
Credit Value - 4	Credit Hours - 4	Total Marks - 100

Course Rationale

This course provides an introduction to the nature of international relations (IR), through an examination of the ideas of the most important international relations (IR) theorists of the early modern period – that is since the emergence of the state system in the early period. It covers the rise and development of international relations of states, power politics, political parties, and the modern state.

Course Objectives (COs)

The objectives of this course are:

1. To provide introduction knowledge of international relations of states in the world system;
2. To apply theoretical tools to make sense of synchronous issues of the world; and
3. To examine the approaches of state and non- state actors in world politics context.

Course Learning Outcomes (CLOs)

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

1. demonstrate a familiarity with main ideas of the thinkers discussed in the subject guide;
2. evaluate the strengths and weaknesses of the arguments employed in the theories studied;
3. formulate original interpretations of the thinkers covered using the model exam/essay questions.
4. apply themselves as think-tanks of the states.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Knowing the Discipline	Definition, Nature, Scope, and Evolution of IR as an Academic Discipline.	1
2	Actors of International Relations I	State actor: Definition, Evolution, and its Role, Concepts of Sovereignty, Nations, Nations –States, Current Challenges for the Westphalia Order.	1 2
3	Actors of the International Relations II	Non-State Actors in International Politics: Evolution, and It's Role	1 2
4	Elements of International Relations	Concept of Power: Hard, Soft and Smart Power, Emerging role of Soft Power in International Relations, National Power in IR, Balance of Power and Collective Security, Case Studies of Power through state and non-state actors.	1 2 3
5	Basic Theories and Perspective in IR	Realism and Non- realism, Liberalism and Neo-liberalism, Social Constructivism, Marxist Perspective of IR, Critical Theory in IR Gender and International Relations.	2 3
6	Basic Concept in IR	Levels of Analysis, Game Theory, Geo-politics and Geo-economics, Diplomacy and Foreign policy.	2, 3 4
7	Methodological Approaches to the Study of International Relations	The Traditionalist approach, The Behaviouralist approach of IR, Alternative critical approaches.	3 4
8	Globalization and International Organizations	What is Globalization ? Relevance of globalization in Contemporary IR, British Commonwealth of Nations, The League of Nations, The UNO, Non –Aligned Movement (NAM), OIC.	2 3 4
9	Engaging the World	IR and the Policy World, The First World War, The Second World, Origins of Cold War, Fall of Soviet Union.	2 3, 4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1				√						
CLO2										
CLO3										
CLO4					√					

Content, Teaching-Learning and Assessment Strategy mapped with CLOs

Contents	Teaching- Learning Strategies	Assessment Strategies	Corresponding CLOs
Knowing the Discipline	Lecture, Group discussion, Revision	Written test	1
Actors of International Relations I	Lecture, Demonstration,	Quiz and Presentation	1, 2
Actors of the International Relations II	Lecture, Case Study	Written test and Assignment	1, 2
Elements of International Relations	Lecture, Directed reading,	Quiz and Class test	1, 2, 3
Basic Theories and Perspective in IR	Lecture, Directed reading, Tutorial	Oral and Presentation	2, 3
Basic Concept in IR	Lecture, Demonstration, Discussion	Written test	2, 3, 4
Methodological Approaches to the Study of International Relations	Lecture, Demonstration, Case study	Assignment and Presentation	3, 4
Globalization and International Organizations	Lecture, Assignment, Presentation	Quiz and Class test	2, 3, 4
Engaging the World	Lecture, Case study	Written test	2, 3, 4

Recommended Readings

- Brown, Chris and Kirsten Ainley. 1997. *Understanding International Relations*. Palgrave Macmillan.
- Chimni, B.S. and Siddharth Mallavarapu. 2012. *International Relations: Perspective for the Global South*. Pearson.
- Goldstein, S. Joshua and Jon C. Pevehouse. 2011. *International Relations*. Pearson.
- Kaufman, P. Joyee. 2022. *Introduction to International Relations: Theory and Practice*. Rowman & Littlefield.
- Lawson, Stephanie. 2008. *Short Introductions: International Relations*. Oxford University Press.
- Morgenthau J. Hans. 1948. *Politics among Nation*. McGraw-Hill co.
- Shimko, L. Keith. 2005. *International Relations: Perspective and Controversies*.

Course Code: SOC 0313-3000		Course Title – Seminar and Viva-voce
Course Type: Core Oral		Year/Semester – 3rd Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Objectives (COs)

The objectives of this course are:

1. To train the students prepare professional assignment;
2. To acquire skills on professional presentation;
3. To acquaint students with the proficient oral examination and critical thinking; and
4. To train them making a PowerPoint presentation.

Course Learning Outcomes (CLOs)

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

1. prepare a professional assignment on specific topics, instant critical thinking, and problem solving;
2. prepare for academic and professional presentation; and
3. defend the viva board.

Course Content

Students will be assigned specific topics based on curriculum of previous two semesters. Students will prepare a detailed assignment based on their assigned topics and give oral presentation before exam committee. The student will be asked any question on the basis topic studied throughout his/her 3 year program.

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1					√					√
CLO 2							√			
CLO 3							√			

Fourth Year First Semester

Course Code: SOC 0313-4101		Course Title – Classical Sociological Theory
Course Type: Core		Year/Semester – 4th Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course examines the foundational theories that have engaged major classical social theorists. It analyzes the cultural, social, economic, political and intellectual contexts within which they developed; and it appraises the extent to which they continue to influence sociological research and thinking.

Course Objectives (COs)

Major objectives of this course are:

1. To introduce the students to the classical trends in the sociological theory;
2. To develop student's competence in analyzing the social and intellectual backgrounds under which sociological theory has emerged and developed;
3. To develop student's ability to learn the nature, feature and construction of sociological theory; and
4. To compare and contrast various theories and to understand their strengths and weaknesses by the students.

Course Learning Outcomes (CLOs)

On successful completion of this course, students are able to:

1. identifying their ideas of concepts, forms and functions of classical sociological theory;
2. explain social and intellectual forces in understanding the origin of sociological theory; and
3. measure the strengths and weakness of each theory through critical discussion on classical sociological theories.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Formation and Development of Sociological Theory	Concept; Types and Role of Sociological Theory; Problem of Theory Formation in Sociology; Social and Intellectual Forces in the Development of Sociological Theory.	1 2
2	Auguste Comte	Life and Works, Positivism, Law of the Three Stages, The Science of Society (Social Static and Dynamic), Hierarchy of Sciences.	2 3
3	Herbert Spencer	Life and Works, Evolution, Physical Evolution, Organic Analogy.	2 3
4	Karl Marx	Life and Works, Historical Materialism, Class Struggle, Alienation, Surplus Value.	2 3
5	Emile Durkheim	Life and Works, Social Facts, Division of Labor, Suicide, Religious Life.	2 3

6	Max Weber	Life and Works, Social Actions, Ideal Type, Authority, Protestant Ethic and Capitalism, Bureaucracy.	2 3
7	Georg Simmel	Social Differentiation, Social Integration, Social Structure.	2 3
8	Vilfredo Pareto	Life and Works, Social Actions, Residues, Derivations, Circulation of Elite.	2 3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2	√									
CLO 3					√					

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching-Learning strategy	Assessment strategy	Corresponding CLOs
Formation and Development of Sociological Theory	Lecture	Written test	1, 2
Auguste Comte	Lecture	Written test, Presentation	2, 3
Herbert Spencer	Lecture	Written test	2, 3
Karl Marx	Lecture	Written test	2, 3
Emile Durkheim	Lecture	Written test, Assignment	2, 3
Max Weber	Lecture	Written test	2, 3
Georg Simmel	Lecture	Written test, Assignment	2, 3
Vilfredo Pareto	Lecture	Written test, Presentation	2, 3

Recommended Readings

- Aron, Raymond. 1967. *Main Currents in Sociological Thought*. 2 Vols. Translated by Richard Howard and Helen Weaver. London: Penguin Books.
- Coser, Lewis A. 2014. *Masters of Sociological Thought*: New Delhi: Rawat Publications.
- Johnson, Doyle Paul. 2008. *Contemporary Sociological Theory: An Integrated Multi-Level Approach*. New York: Springer.
- Ritzer, George. 2007. *Sociological Theory*. 7th ed. Maidenhead: McGraw-Hill Higher Education.
- Sorokin, Pitirim A. 1964. *Social and Cultural Mobility*. New York: The Free Press.
- Timasheff, Nicholas S. 1976. *Sociological Theory: Its Nature and Growth*. 4th ed. New York: Random House Trade.
- Zeitlin, I. M. 2000. *Ideology and the Development of Sociological Theory*. 6th ed. New Jersey: Person Education.

Course Code: SOC 0313-4102		Course Title – Political Development in Bangladesh
Course Type: Core		Year/Semester - 4th Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

Politics is a major social institution and it moulds and affects society in various ways. This course will help students to understand the basic concepts of politics and political organizations, political system, political culture and political behavior of the people of Bangladesh from the British colonial period to the present. Students will gain an understanding about the emergence of Bangladesh as a nation state and about the political culture and nature of political movements and their consequences in Bangladesh from a sociological view of point.

Course Objectives (COs)

Major objectives of this course are:

1. To understand the Basic Concepts of Politics and Political Organization;
2. To comprehend the dynamics of political system;
3. To acquire theoretical and empirical knowledge on politics of pre-British and British Bengal; and
4. To create an opportunity for each student to develop a perspective on politics of Bangladesh and its historical legacy.

Course Learning Outcomes (CLOs)

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

1. use the major concepts and theories political science;
2. describe the functions of institutional structures of political organization;
3. explain how they influence individual and organizational behaviors; and
4. discuss the different mechanisms, movements and historical paths across different periods of political development of Bangladesh.

Course Content

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Basic Concepts of Politics and Political Organization	Constitution, state, government; Political party, legislature; Development of political culture and political movements.	1
2	Political System	Overview of political systems during British period.	2
3	Growth of Nationalism in British India	Origin of Indian national congress and muslim league; Conflict within all Indian nationalism; Two nation theory; Lahore resolution of 1940; Partition of India in 1947.	2 4
4	Resistance against Disparity	Search for identity and the emergence of Bengali nationalism; Language movement; United front and the Election of 1954; Constitution of 1956.	3 4
5	Road to	Movement for autonomy; 6-point program; Mass upsurge in	3

	Independence	1969; Liberation struggle and the emergence of Bangladesh in 1971.	
6	Rule of Law	Constitution making in Bangladesh and the restoration of representative government; Constitution of 1972 and its sociological significance; Significance of amendments of military rule in Bangladesh; Dissolution of multi-party democratic system.	2
7	Military Rule in Post-independence Bangladesh and Movements for Democracy in Bangladesh	Military intervention in politics and subsequent constitutional amendments; Process of legitimization and civilianization of military administration (1975-1990). Movements for the restoration of democracy in 1980s.	4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2				√						
CLO 3										
CLO 4										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Basic Concepts of Politics and Political Organization	Lecture	Written test	1
Political System	Lecture	Written test	2
Growth of Nationalism in British India	Lecture	Written test	2, 4
Resistance against Disparity	Lecture	Written test	3, 4
Road to Independence	Lecture, Demonstration	Written test, Assignment	3
Rule of Law	Lecture	Written test	2
Military Rule in Post-independence Bangladesh and Movements for Democracy in Bangladesh	Lecture	Written test, Assignment	4

Recommended Readings

- Andaleeb, S. S. 2007. *Political Culture in Bangladesh*. Dhaka: University Press Limited.
- Choudhury, Sirajul Islam, ed.. 1997. *History of Bangladesh 1704-1971*. Vol. 1. Dhaka: Asiatic Society of Bangladesh.
- Jahan, R. 2005. *Bangladesh Politics: Problems and Issues*. Dhaka: University Press Limited.
- Khan, Samsul I., S. Aminul Islam, and Imdadul M. Haque. 2008. *Political Culture, Political Parties and the Democratic Transition in Bangladesh*. Dhaka: The University Press Limited.
- Lewis, David. 2018. *Bangladesh: Politics, Economy and Civil Society*. Dhaka: Prothoma Prokashan.

- Mahajan, V. D. 1960. *Constitutional History of India*. New Delhi: University of Delhi.
- Maniruzzaman, T. 1971. *The Politics of Development*. Dhaka: Quality Printer Limited.
- Pye, Lucian W. 1966. *Aspects of Political Development: An Analytic Study*. 3rd ed. Canada: Little Brown and Company.
- Riaz, Ali. 2016. *Bangladesh: A Political History since Independence*. London: I. B. Tauris.
- Von Der Mehden, Fred. 1970. *Politics of the Developing Nations*. New Jersey: Prentice Hall.

Course Code: SOC 0313- 4103		Course Title – Sociology of Religion
Course Type: Core		Year/Semester - 4th Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course is designed to provide a particular disciplinary perspective and analytical tools and theories for describing, understanding, and explaining the nature and influence of religion in society.

Course Objectives (COs)

The objectives of this course are:

1. To offer an interpretation on the influence of religion in society;
2. To provide an explanation on the role of religious debates for mending state system as well as human behavior; and
3. To disseminate ideas in explaining the nature of religious movements and its effects on society.

Course Learning Outcomes (CLOs)

At the end of the course the students will be able to:

1. explain basic concepts along with the social dynamics of religion with a degree of objectivity;
2. identify the role of religion for maintaining order in state and sustaining the society;
3. explain the nature of religious movements and its effects on society; and
4. defend and justify the position of secularism and religious fundamentalism.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Sociological Perspectives of Religion	Definition and Scope of Sociology of Religion; Functions of Religion; Development of Sociology of Religion.	1
2	Basic Concepts of	Meaning, Definition, Types of Magic; Difference between	1

	Religion	Religion and Magic; Witchcraft and Sorcery; Sacred and Profane; Church and Sect; Denominations and Cults.	
3	Theories of Religion	Marx, Durkheim, Weber.	1
4	Forms of Religiosity	Fetishism, Totemism and Animism; Polytheism and Monotheism; Religious Fundamentalism-Islam, Hinduism, Christianity, Buddhism, Judaism; Secularism- Meaning and Nature; Secularism in West, Problems of Secularism in Third World Countries.	4
5	Religious Movements	Millenarian Movements, Movements of <i>Bahais</i> , <i>Ahmadiyahs</i> and <i>Ramakrishna Mission</i> ; Religious Revivalism; Religious Reformation.	3
6	Religion and State	Separation of Church and State in the West; Theocracy in Islamic State; State and Religion in the Third World; State and Religious Education; Modernization and Religion; Globalization and Religion.	2
7	Religion and Society	Social Status, Social Class and Religious Involvement; Ethnicity, Gender and Religion; Religion and Social Change; Religion and Immigration; Terrorism and Religion.	2

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2					√					
CLO 3										
CLO 4										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Sociological Perspectives of Religion	Lecture	Written test	1
Basic Concepts of Religion	Lecture	Written test, Question- Answer	1
Theories of Religion	Lecture	Written test	1
Forms of Religiosity	Lecture, Interactive discussion	Written test, Assignment	4
Religious Movements	Lecture, demonstration	Written test, Assignment	3
Religion and State	Lecture, PPT	Presentation, Assignment	2
Religion and Society	Lecture, PPT	Presentation, Assignment	2

Recommended Readings

- Davie, Grace. 2007. *The Sociology of Religion*. London: Sage Publications Limited.
- Dillon, Michele, ed. 2003. *Handbook of the Sociology of Religion*. Cambridge: Cambridge University Press.
- Furseth, Inger and Pal Repstad. 2006. *An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives*. England: Ashgate Publishing Limited.
- Hamilton, Malcolm. 2001. *The Sociology of religion: Theoretical and Comparative Perspectives*.

2nd Edition. London and New York: Routledge.

Lessa, William A. and Evon Z. Vogt, eds. 1979. *Reader in Comparative Religion: An Anthropological Approach*. New York: Harper and Row.

Robertson, R., ed. 1985. *Sociology of Religion*. London: Penguin Books Ltd.

Turner, Bryan S. 1991. *Religion and Social Theory*. London: Sage Publications Ltd.

Turner, Bryan S., ed. 2010. *The New Blackwell Companion to the Sociology of Religion*. UK: Blackwell Publishing Ltd.

Course Code: SOC 0313- 4104		Course Title – Economy and Society
Course Type: Core		Year/Semester - 4th Year 1st Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course is designed to disseminate ideas among the students about economic life of human being in the society. The course will emphasize on the historical development of economy in the society and relations of economy to society.

Course Objectives (COs)

The major objectives of this course are:

1. To familiarize students with on the basic concepts and theories of Economics and Economic Sociology; and
2. To help the students to find out the relations between economy, society and development.

Course Learning Outcomes (CLOs)

After completion of this course, it is expected that the students will be able to:

1. describe the basics of economics and economic sociology and its theoretical underpinnings;
2. analyze the economic and sociological thoughts that influence social aspects of economic life; and
3. demonstrate an understanding of socio-political forces that shape human economic actions; and
4. explain sociological context of economic development.

Course Content

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Historical Development of Economic Sociology	Social Aspects in Economic Thought- Mercantilism, Adam Smith, Ricardo, Marx and Deynes; Social Aspects of Economic Life in Sociological Thought- Spencer, Durkheim, Weber.	1
2	Basic Concepts of Economics	Property; Supply; Demand; Market; Production; Factors of production – land, labor, capital, and organization; Prices of the	1 2

		factors of production – rent, wage, interest and profit; National income.	
3	Economy and Social Sub-systems	Economy and Culture; Economy and Political Components; Economy, Kinship and Ethnic Groups.	3
4	Sociological Analysis of Economic Process	Production, Distribution, Exchange and Consumption; Leisure Class; Alienated Labor.	2 4
5	Economy and Development	Characteristics of Underdeveloped Economies; Essential Pre-requisite for Development; Sociological Aspects of Economic Development.	4
6	Global Economic Systems	Capitalism; Socialism; Mixed economy; Islamic economy.	1 3
7	Economic Inequality and Vulnerability	Poverty; Exclusion; Underclass and Social Closure.	3 4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2					√					
CLO 3										
CLO 4										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Historical Development of Economic Sociology	Lecture	Written test	1
Basic Concepts of Economics	Lecture, PPT	Written test, Question-Answer	1, 2
Economy and Social Sub-systems	Lecture	Written test	3
Sociological Analysis of Economic Process	Lecture, Interactive discussion	Written test, Assignment	2, 4
Economy and Development	Lecture, demonstration	Written test, Assignment	4
Global Economic Systems	Lecture, PPT	Presentation, Assignment	1, 3
Economic Inequality and Vulnerability	Lecture, PPT	Presentation, Assignment	3, 4

Recommended Readings

- Biggart, Nicole Woolsey, ed. 2002. *Readings in Economic Sociology*. Massachusetts and Oxford: Blackwell Publishers.
- Dewett, Kewal Krishan and Adarsh Chand. 2000. *Modern Economic Theory*. Millennium ed. New Delhi: Shyamal Charitable Trust.

- Granovetter, Mark and Richard Swedberg, eds. 2001. *The Sociology of Economic Life*. Boulder and Oxford: Westview Press.
- Greiner, Alfred and Willi Semmler. 2008. *The Global Environment, Natural Resources, and Economic Growth*. New York: Oxford University Press.
- Mankiw, N. Gregory. 2015. *Principles of Economics*. 7th ed. Stamford: Cengage Learning.
- Martinelli, Alberto and Neil J. Smelser, eds. 1990. *Economy and Society: Overviews in Economic Sociology*. London and New Delhi: Sage Publications.
- Rowlinson, Michael. 1997. *Organisations and Institutions: Perspectives in Economics and Sociology*. London: Macmillan Press.
- Sen, Amartya. 2000. *Development as Freedom*. New York: Alfred A. Knopf.
- Smelser, Neil J. 1963. *The Sociology of Economic Life*. New Jersey: Prentice-Hall.
- Smelser, Neil J. and Richard Swedberg, eds. 2005. *The Handbook of Economic Sociology*. Princeton: Princeton University Press.
- Swedberg, Richard. 2003. *Principles of Economic Sociology*. Princeton: Princeton University Press.
- Trigilia, Carlo. 2002. *Economic Sociology: State, Market and Society in Modern Capitalism*. Oxford: Blackwell Publishers.

Course Code: BUS 0417- 09		Course Title – Entrepreneurship Development and Career Education
Course Type: General Education (GED)		Year/Semester - 4th Year 1st Semester
Credit Value - 4	Credit Hours - 4	Total Marks - 100

Course Rationale

The prime objective of this course is to introduce students to the fundamentals of Entrepreneurship Development. The purpose is to create awareness among students and motivate them to choose entrepreneurship as a career. Generating “self employment” and developing the spirit of self reliance among the individuals with special reference to youths & rural masses. Another objective is creating awareness amongst youths to make dreamy in entrepreneurship as career.

Course Objectives

This course has been divided in two parts. Part-I describes the Self employment and part-II describe job employment. However, the overall course has been designed describing different theoretical concepts and ideas of entrepreneurship. Incorporating real life examples and make the students aware about the general procedure and mechanisms of creative, innovative entrepreneurial venturing. Make the participants understand the importance of becoming entrepreneur both from macro and micro perspectives. Introduce theories and academic discussions about entrepreneurship and economic development. Career Education encompasses

career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

Course Learning Outcomes (CLOs)

At the end of the course students will be able to:

1. recognize the meaning, process, theories and historical outset of innovation and development of the businesses venture;
2. initiate business enterprise to solve the problems and practices the entrepreneurial strategies linking with economic development of the country;
3. develop ideas about the various activities, programs, policies, institutions for developing and supporting entrepreneurship development in Bangladesh;
4. identify and describes the factors involved in the career development process in formal and informal employment. Describe the impact of demographic, economic, and organizational changes on the world of work and their personal career development decisions; and
5. reflecting their own personal priorities, skills, interests, strengths, and values using a variety of contemporary assessment tools and activities.

Course Content

Unit	Unit Title	Topics Covered in the Unit	CLO
Part-I: Self Employment (Formal and Informal)			
1	The Foundation of Entrepreneurship	Definition of entrepreneur and entrepreneurship, Classification of entrepreneurs, Characteristics and qualities of entrepreneur, Functions of entrepreneur, Entrepreneur vs. Manager, Entrepreneurial environment, intra-preneurship, Entrepreneurship. Modern technology used in SME, Agricultural and Farming enterprise, Online business models and start-up	1, 5
2	Institutional arrangements, Theories and Models on Entrepreneurship	Psychological theories, Socio-psychological and cultural theories. Other theories, Model of entrepreneurial motivation, Assistance and entrepreneurial development cycle. SME Foundation, Chambers of Commerce, FBCCI, Industrial Policy, Jubo Unnayan training institutes, High-tech Park etc.	3
3	Women Entrepreneurship and Social Entrepreneurship	Concept- Women and economic development- Problems- Prospects and success factors of women entrepreneurship Development in Bangladesh. Women chambers of commerce and industries, Background of social entrepreneurship, characteristics and Concept of social entrepreneurship & social entrepreneur- drivers of social entrepreneurship- typologies of social entrepreneurship- importance of social entrepreneurship- challenges and opportunities of social entrepreneurs. Concept- principles- types and model of social business- social entrepreneurship	2, 3

		in Bangladesh- Cases of social entrepreneurs.	
4	Entrepreneurship Development in Bangladesh	Problems and prospects of entrepreneurship development in Bangladesh-Policy guidelines and sources of institutional assistances for entrepreneurship development. Role of BSCIC, Universities and government & non-government organizations in the development of entrepreneurship development in Bangladesh-Different schemes of entrepreneurial training in Bangladesh.	2
5	Entrepreneurship Education, Training and Nurturing	Introduction, how can we reinvigorate dynamism through entrepreneurship? What is entrepreneurship education, and why teach entrepreneurship? What to teach and how to teach? Teachers and educators, School-enterprise cooperation Evaluation of quality, results and impact, Factors of success, and good practice in delivering entrepreneurship education, Risks and obstacles, Some examples of good practice.	3
6	Framework of new Business Development	Planning as Part of the Business Operation, what is Business Plan? The Different Types of Business Plans, who needs a business plan? Presenting the Plan, preparing a business plan, Outline of a Business Plan, Using and Implementing the Business Plan.	1, 5
Part-II: Job Employment (Formal)			
7	Career	Concept of Career, Why is Career Education Important? Growth stage of life and career, Meaning of Career Planning, Need for career planning, Objectives of career planning, Career planning process	4
8	Career Development	Concept of Career Development, Significance of Career Development, Process of Career Development, Factors that Influence Career Development, Strategies for Career Development	4
9	Career Management	Success Stories of the Entrepreneur, Career in government organization, Banks, NBF, Multinational Companies, International Financial and non financial Agencies.	5

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1										
CLO 2										
CLO 3									√	√
CLO 4							√	√		
CLO 5									√	

Content, teaching learning and assessment strategy mapped with CLOs

Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
The Foundation of Entrepreneurship	Lecture, PPT, Discussion	Quiz, assignment	1, 5
Institutional arrangements, Theories and Models on Entrepreneurship	Lecture, Industrial tour	Written test, presentation	3
Women Entrepreneurship and Social Entrepreneurship	Lecture, Seminar	quiz, assignment	2, 3
Entrepreneurship Development in Bangladesh	Lecture, Participatory Discussion	Written test, tutorial	2
Entrepreneurship Education, Training and Nurturing	Business Plan Competition	Written test	3
Framework of new Business Development	Ideas and innovation Fair	Presentation, Business Plan	1, 5
Career	Lecture, Discussion, Seminar	Written test, quiz	4
Career Development	Lecture, Discussion, Case Studies	Presentation, assignment	4
Career Management	Listening success stories of entrepreneurs	Presentation, assignment	5

Recommended Readings

Copulsky W. 1974. *Entrepreneurship and Corporation*. AMACOM Publication

Khan, A. R. 2000. *Entrepreneurship - Small Business Management and Lives of Successful Entrepreneurs*. Ruby Publications

Khanka S. S. 2007. *Entrepreneurial Development*. 1/e Rev. edi. Chand S. & Co Ltd. India.

Ministry of Industry, GoB. 2016. *Industrial Policy*. Ministry of Industry Dhaka, Bangladesh.

Sabur, K. M. 2013, *Handbook of Entrepreneurship Development*. Dhaka Chamber of Commerce and Industry (DCCI).

Schumpeter J. 1934. *The Theory of Economic Development: An Inquiry Into The Profit, Capital, Credit, Interest and the Business Cycle*. Tr. Opie, Redvers Harvard University Press.

Fourth Year Second Semester

Course Code: SOC 0313-4201		Course Title – Criminology
Course Type: Core		Year/Semester - 4th Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course is designed to introduce students with the knowledge and understanding of crime, deviance and criminal justice from sociological perspectives. It also examines the criminal justice system including courts, prison, police, as well as the methods of crime prevention and corrections.

Course Objectives (COs)

The objectives of this course are:

1. To acquire different theoretical understandings of criminal behavior;
2. To understand the nature, causes, and consequences of various forms of crime.;
3. To orient with research methods used in sociological criminology; and
4. To achieve knowledge on justice system including policing, punishment, reformation.

Course Learning Outcomes (CLOs)

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

1. interpret and compare crime, deviance and juvenile delinquency as well as the causes and consequences of crime and juvenile delinquency in relation social structural reality;
2. evaluate the key theories associated with crime and deviance;
3. apply social science methods and techniques to do criminological research; and
4. identify the loophole of social justice and criminal justice system.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition, subject matter and scope of criminology; Development of criminology as a separate branch of study.	1
2	Basic Concepts	Crime; Deviance; Morality and immorality; Law and society; Social justice.	1
3	Theories of Crime	Differential association; Strain model; Control model; Labeling theory; Conflict theory; Social disorganization theory; Anthropological, biological, economic, psychological, and geographical aspects; Relevance of models in examination of crime in Bangladesh.	1 2
4	Research Methods in Criminology	Elements of crime; Methods of measuring crime; Research ethics; Police statistics; Victimization survey and self-report study.	3
5	Crimes in Bangladesh	Juvenile delinquency; Sexual offences; Child abuse; Cyber crime; Corruption and crime; Militancy; White collar crime;	1 4

		Gender-based crime; Ethnic and racial, Green criminology discrimination; Human trafficking; Corporate crime; Gang crime; Pandemic-induced crime.	
6	Penology and Punishment	Definition and scope of penology; Punishment as a deterrence of crime/ criminality; Types of punishment; Theories of punishment; Debates on punishment.	4
7	Correction and Prevention of Crime	History and forms of correctional services across the globe; Parole and probation; Problems involved in crime prevention; International perspective of crime prevention.	4

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2										
CLO 3						√				
CLO 4										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture	Written test	1
Basic Concepts	Lecture, PPT	Written test, Question-Answer	1
Theories of Crime	Lecture	Written test	1, 2
Research Methods in Criminology	Lecture, Interactive discussion	Written test	3
Crimes in Bangladesh	Lecture, demonstration	Written test, Assignment	1, 4
Penology and Punishment	Lecture, PPT	Written test, Question-Answer	4
Correction and Prevention of Crime	Lecture	Presentation, Written test	4

Recommended Readings

- Adler, Freda, Gerhard O. W. Mueller, and S. Laufer William. 2018. *Criminology*. New York: McGraw-Hill Education.
- Carrabine, Eamonn, Paul Iganski, Maggy Lee, Ken Plummer, and Nigel South. 2009. *Criminology: A Sociological Introduction*. London: Routledge.
- Franzese, Robert J. 2009. *The Sociology of Deviance: Difference, Tradition and Stigma*. Boston: Charles C. Thomas Pub Ltd.
- Lilly, J. Robert, Francis T. Cullen, and Richard A. Ball. 2019. *Criminological Theory: Context and Consequences*. California: SAGE.
- Siegel, Larry J. 2006. *Criminology*. 9th ed. Belmont, CA: Thomson/Wadsworth Publishing Company.
- Siegel, Larry J. 2007. *Criminology: Theories, Patterns and Typologies*. 9th ed. Belmont, CA: Wadsworth Publishing Company.

Sutherland, Edwin and Donald R. Cressey. 1978. *Criminology*. Philadelphia: J. B. Lippincott Company.

Treadwell, James. 2006. *Criminology*. New Delhi: SAGE Publications.

Course Code: SOC 0313- 4202		Course Title – Sociology of poverty
Course Type: Core		Year/Semester - 4th Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course is designed to provide basic knowledge on the conceptual, theoretical and methodological dimensions of poverty. This course will focus on various policies and programs related to poverty alleviation.

Course Objectives (COs)

The main objectives of the course are:

1. To offer an analysis on the basic concepts of poverty;
2. To disseminate knowledge on different dimensions, approaches and theories of poverty; and
3. To offer an analysis of public policies and approaches to poverty reduction.

Course Learning Outcomes (CLOs)

On successful completion of this course students are enabled to:

1. comprehend the meaning and measurement of poverty, inequality and exclusion in modern society;
2. interpret population variables as well as economic and political possibilities to explain the intertwined factors of poverty;
3. review the debates on the importance of economic and other policies for poverty reduction and human development;
4. assess the roles of different organizations in reducing poverty; and
5. apply new knowledge to address poverty and social exclusion.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Basic Concepts	Social Inequality; Social Stratification; Class and Status; Power; Rank and Hierarchy; Prestige and Privilege; Determinants of Social Inequality; Dimensions of Social Inequality; Poverty- Absolute and Relative; Social Exclusion; Vulnerability and Capability; Analysis of the Relationship of Poverty and Exclusion.	1
2	Dimensions of Poverty	Human Poverty; Chronic Poverty; Family Life Cycle Poverty; Income and Living Standard Dimension; Security and Gender Dimension; Regional and Seasonal Dimension.	2
3	Theories of Social	Functionalist, Conflict and Equilibrium; Theories of Social	1

	Inequality and Poverty	Inequality; Theories of Poverty and Social Exclusion.	2 5
4	Measurements	Techniques of Measuring Social Class and Inequality; Poverty Line; Qualitative Measures; Composite Index; Quantitative Measures; Alternative Approach to Poverty Measurement.	2 5
5	Extent and Trend of World Poverty	Poverty in Developed, Developing and LDC Countries.	3
6	Poverty Alleviation Approaches	Role of State in Poverty Creation and Alleviation; Charity/Relief Approach; Self-Supporting Approach; Structural Approach; Liberal Approach; Human Development and Women Empowerment Approach.	4 5

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2					√					
CLO 3										
CLO 4										
CLO 5			√							

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Basic Concepts	Lecture	Written test	1
Dimensions of Poverty	Lecture, PPT	Written test	2
Theories of Social Inequality and Poverty	Lecture	Written test	1, 2, 5
Measurements	Lecture, Interactive discussion	Written test, Question-Answer	2, 5
Extent and Trend of World Poverty	Lecture, demonstration	Written test, Assignment	3
Poverty Alleviation Approaches	Lecture, PPT	Written test, Presentation	4, 5

Recommended Readings

- Arens, J. and J. V. Beurden. 1977. *Jhagrapur: Poor Peasant and Women in a Village in Bangladesh*. 2nd ed. Amsterdam.
- Khan, Azizur Rahman and Eddy Lee. eds. 1984. *Poverty in Rural Asia*. Bangkok: International Labour Organization.
- Maloney, C. 1991. *Behaviour and Poverty in Bangladesh*. Dhaka: University Press.
- Moynihan, D. P. 1969. *On Understanding Poverty: Perspectives form Social Science*. New York: Basic Books.
- Rahman, Hossain Zillur and Mahbub Hossain. eds. 1995. *Rethinking Rural Poverty: Bangladesh as a Case Study*. Dhaka: The University Press Limited
- Sen, Amartya. 1983. *Poverty and Famine: An Essay on Entitlement and Deprivation*. Oxford University Press.

Siddiqui, Kamal Uddin. 1980. *The Political Economy of Rural Poverty in Bangladesh*. PhD Dissertation, Department of Economic and Political Studies, SOAS, University of London. Retrieved September 3, 2022 (<http://eprints.soas.ac.uk/28560/1/10672719.pdf>)

Course Code: SOC 0313- 4203		Course Title – Medical Sociology
Course Type: Core		Year/Semester - 4th Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

Medical sociology introduces students to the debates relating to socio-culturalism vs. political economy of health. It also helps students to evaluate current health policy and health programs in their own society.

Course Objectives (COs)

The main objectives of the course are:

1. To provide the students with an understanding of the importance of health perceptions in sociology;
2. To enable students to comprehend the influence of social structure and culture on health and illness; and
3. To help the students to develop critical analytical skills to explore the social implications of advanced health care technologies and strategies.

Course Learning Outcomes (CLOs)

On successful completion of this course students are enabled to:

1. demonstrate an understanding of concepts, methods, models, theories and development of medical sociology;
2. explain the influences of social structure on health, illness and health services, and participate in contemporary debates on health care;
3. employ sociological perspectives in analyzing the nature of health organizations, health care delivery system and current health policy of Bangladesh; and
4. explain the importance of theories of embodiment in comprehending health, illness and political economy of health.

Course Contents

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition, scope and importance of medical sociology; Methods, concepts and paradigms of medical sociology.	1
2	Concepts, Theories and Models of Health and Illness	Medical model of health and illness; (Mechanistic view); Social model of health and illness (social structure, social class, social network, ecology, culture and their relation to health and illness); definition, dimensions, determinants and	1 2 3

		indicators of health.	
3	Etiology of Illness	Definition; Theory of Humor; Germ and bug theory; Epidemiological triad; Multi-causation theory; Exposure-coping model; Culture blaming vs. blaming the victim approach.	1 2
4	Remedial Measures	Evolution of medicine; Local health care; Explanatory model; Alternative healing system in cross-cultural context.	2 3
5	Political Economy of Health	Health in market economy and centrally planned economy (Marxist and dependency theories); Constraints on people's access to health services; Nature of doctor-patient relationship; Vaccination; Possibilities of tele-medicine.	4
6	Nature of Health Services and Health Policy	Convergence theory; Intermediate technology development group; Primary health care; Legislation and health management system in Bangladesh; Evaluation of adopted strategies.	3

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1				√						
CLO 2				√						
CLO 3										
CLO 4										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture	Written test	1
Concepts, Theories and Models of Health and Illness	Lecture, PPT	Written test	1, 2, 3
Etiology of Illness	Lecture	Written test	1, 2
Remedial Measures	Lecture, Interactive discussion	Written test, Question-Answer	2, 3
Political Economy of Health	Lecture, demonstration	Written test, Assignment	4
Nature of Health Services and Health Policy	Lecture, PPT	Written test, Presentation	3

Recommended Readings

- Currer, Caroline and Meg Stacy. 1986. *Concepts of Health, Illness and Disease: A Comparative Perspective*. Oxford: Berg Publishers.
- Helman, Cecil G. 1994. *Culture, Health and Illness: An Introduction for Health Professionals*. Oxford: Butterworth-Heinemann.
- Islam, N. ed. 1999. *Sociology, Health, Women and Environment*. Dhaka: BSA
- Johnson, Thomas M. and Carolyn F. Sargent. 1990. *Medical Anthropology: Contemporary Theory and Method*. New York: Praeger Publishers.

- Mechanic, David. 1978. *Medical Sociology*. New York: Free Press.
- Park, J. E. and K. Park. 1989. *A Textbook of Preventive and Social Medicine*. Jabalpur: Banarsidas Bhanot.
- Patrick, Donald and Graham Scambler. 1986. *Sociology as Applied to Medicine*. New York: Praeger Publishers.
- Rosengren, William R. 1980. *Sociology of Medicine: Diversity, Conflict, and Change*. New York: Harper and Raw Publishers.

Course Code: SOC 0313- 4204		Course Title – Urban Sociology
Course Type: Core		Year/Semester - 4th Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks - 100

Course Rationale

This course is intended to introduce the students to a set of key theoretical paradigms to assess how and why cities were evolved, how they are structured and operate, and how city dwellers behave within city environment and deal with contemporary problems of city life. It also examines the trend and patterns of urbanization in both developed and developing countries, the social problems that cities are currently facing as well as the policies and planning they are devising to deal with multifaceted issues, with an emphasis on Bangladesh.

Course Objectives (COs)

The objectives of this course are:

1. To provide critical understanding of urban way of life by examining major sociological theories of urbanism;
2. To offer insights into the growth and development of urban communities of both ancient and modern periods; and
3. To outline urban problems of various nature impeding sustainable urban growth both in developed and developing countries.

Course Learning Outcomes (CLOs)

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

1. explain the basic concepts and theories of urban sociology;
2. appraise the gradual development of city life from sociological perspectives;
3. illustrate the significance of community and neighborhood and trace the underlying causes of problems in urban settings;
4. evaluate the trends of regional and global urbanization; and
5. recommend solutions to deal with contemporary urban issues and problems.

Course Content

Unit	Unit Title	Topics Covered in the Unit	CLO
1	Introduction	Definition, nature and scope of Urban Sociology; Origin and development of Urban Sociology – Early Sociologists, German School, Chicago School; Future of Urban Sociology – Understanding New Urban Structure and Cultural Crisis, Social Network, Isolation and Inquiry in City Life.	1
2	Growth and Development of Cities	Definition, Nature and Types of City; Ancient Urbanization; Theories of Ancient Urbanization; Classical Cities; Medieval Order and Renaissance Cities; Capitalism and Cities – Pre-industrial, Industrial and Post-industrial Cities.	2
3	Theoretical Perspectives of Urban Development	Political Economy and City – Marx, Engels, Weber, Lefebvre; Class Conflict and City – Gordon, Storper and Walker, Castells; Class Accumulation and City – Harvey, Scott.	1
4	Urban Social Structure and Organizations of Urban Life	Urban Community; Neighborhood; Family; Religion; Stratification; Race; Ethnicity; Urban culture.	3
5	Nature and Trends of Urbanization	Definition; Nature and stages of urbanization; Trends and patterns of urbanization in develop and developing countries- Bangladesh: a case study; Mega cities; Primate cities	4
6	Metropolitan Problems	Racism and ethnic tension; Urban poverty, Unemployment; Inequality; Crime; Slum, Human trafficking and prostitution; Waste management in cities.	5
7	Social Policy for City Development	Uneven city development and policy; Crisis of local, regional and state governance; Policy for sustainable growth of green city; Implications of Sustainable Development Goals (SDGs) in Bangladesh.	5

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									
CLO 2				√						
CLO 3										
CLO 4										

Content, teaching learning and assessment strategy mapped with CLOs

Content	Teaching- Learning strategy	Assessment strategy	Corresponding CLOs
Introduction	Lecture	Written test	1
Growth and Development of Cities	Lecture	Written test	2
Theoretical Perspectives of Urban	Lecture	Written test	1

Development			
Urban Social Structure and Organizations of Urban Life	Lecture, Interactive discussion	Written test, Assignment	3
Nature and Trends of Urbanization	Lecture, demonstration	Written test, Assignment	4
Metropolitan Problems	Lecture, PPT	Presentation, Assignment	5
Social Policy for City Development	Lecture, PPT	Presentation, Assignment	5

Recommended Readings

- Bardo, John W. and John J. Hartman. 1982. *Urban Sociology: A Systematic Introduction*. Itasca: F.E. Peacock Publishers.
- Gottdiener, Mark and Ray Hutchison. 2010. *The New Urban Sociology*. 4th ed.. Boulder: Westview Press.
- Lin, Jan and Christopher Mele. 2005. *The Urban Sociology Reader*. London: Routledge.
- Michello, Janet. 2005. *Urban Sociology*. Dubuque, IA: Kendall Hunt Publishing.
- Nottridge, Harold E. 2007. *The Sociology of Urban Living*. London and New York: Routledge.
- Quinn, James A. 1967. *Urban Sociology*. New Delhi: Eurasia Publishing house (Pvt.) Ltd.
- Rahman, Golam. 2008. *Town Planning and the Political Culture of Planning in Bangladesh*. Dhaka: A.H. Development Pub. House.

Course Code: SOC 0313- 4205		Course Title – Research Project
Course Type: Core		Year/Semester - 4th Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks – 100 (Research Report- 70 and viva-voce- 30)

Course Rationale

The course research project as an essential part of the BSS (Honours) program in sociology is to help the students acquire research skills through employing theoretical knowledge on research methodology, carrying out field work and following an appropriate research process. It will give them an opportunity to empirically go through all the major stages of conducting a social research.

Course Objectives (COs)

The objectives of the course are:

1. To offer knowledge on the basic concepts of research project; and
2. To provide knowledge on the key issues of research project.

Course Learning Outcomes (CLOs)

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

1. formulate research problem, research question, objective and hypothesis of a research project;
2. use appropriate tools and techniques for data collection and analysis;
3. write research report and disseminate the findings; and
4. conduct research project independently.

Terms and Conditions

In order to fulfill the requirement of producing a research project a student will have to select and formulate a research problem related to the socio-anthropological features of Bangladesh society. Students must follow the instructions and procedures prescribed by their respective supervisors. The supervisors (who are appointed by the department) will also follow the gradual progress of the students' research. Students will have to keep continuous contact with their supervisors from the 1st phase of writing the research proposal to the final reporting. The research project should be printed and bound in a prescribed way and be endorsed by the supervisor before submission. Twenty marks are earmarked for oral examination on the research project.

Phase-wise activities for Research Project

1st Phase: 3rd Year 1st Semester BSS Honours

1	Ensure weekly contact with supervisor
2	Topic selection
3	Title finalization
4	Gathering and reviewing literature
5	Research proposal submission
6	Field visit and rapport building

2nd Phase: 3rd Year 2nd Semester BSS Honours

7	Maintain weekly contact with supervisor
8	Questionnaire construction
9	Testing questionnaire in the field
10	Questionnaire finalization
11	Data collection

3rd Phase: 4th Year 1st Semester BSS Honours

12	Maintain weekly contact with supervisor
13	Data tabulation
14	Data analysis
15	Organizing chapters and their sub-topics
16	Draft research project

4th Phase: 4th Year 2nd Semester BSS Honours

17	Maintain weekly contact with supervisor
18	Research project finalization
19	Research project report submission before SF Examination
20	Presentation of research findings in viva-voce on research project

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1						√				
CLO 2						√				
CLO 3			√					√		
CLO 4			√							

Course Code: SOC 0313- 4206		Course Title – Comprehensive
Course Type: Core		Year/Semester - 4th Year 2nd Semester
Credit Value - 2	Credit Hours - 2	Total Marks – 50

Course Rationale

The course is comprised of written examination which will be held on all the courses from first year to the fourth year.

Course Objective (CO)

Objective of this is:

1. To assess students' sociological understanding through comprehensive written examinations taken on their previously learned courses.

Course Learning Outcome (CLO)

At the end of the course students will be able to:

1. justify and apply their insights through written examinations in the fields of sociology.

Course Content

All the courses from first year to the fourth year.

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	√									

Course Code: SOC 0313-4000		Course Title – Seminar and Viva-voce
Course Type: Core Oral		Year/Semester - 4th Year 2nd Semester
Credit Value - 3	Credit Hours - 3	Total Marks – 100

Course Objectives (COs)

The objectives of this course are:

1. To train the students prepare professional assignment;
2. To acquire skills on professional presentation;
3. To acquaint students with the proficient oral examination and critical thinking; and
4. To train them making a PowerPoint presentation.

Course Learning Outcomes (CLOs)

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

1. prepare a professional assignment on specific topics, instant critical thinking, and problem solving;
2. prepare for academic and professional presentation; and
3. defend the viva board.

Course Content

Students will be assigned specific topics based on curriculum of previous two semesters. Students will prepare a detailed assignment based on their assigned topics and give oral presentation before exam committee. The student will be asked any question on the basis topic studied throughout his/her 4 year program.

Mapping CLOs with PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1					√					√
CLO 2										
CLO 3							√			

Evaluation Process

Students' Academic Performance Evaluation		
Evaluation Systems	<ul style="list-style-type: none"> • Semester Final Examination • Mid-term Examination • Class test • Assignment/ Presentation • Class Attendance 	
Means of Evaluation	<ul style="list-style-type: none"> • Descriptive Questions • Short Questions • Quiz Type Questions • Multiple Choice Questions • Individual Presentations 	<ul style="list-style-type: none"> • Assignments • Group Presentations • Debates • Field visits • Oral Tests

General Criteria of Evaluation

In order to assess Midterm and Semester Final answer scripts accurately the department has determined a range of general criteria of answer. These are as follows:

Grade Interval	80% and above	Letter Grade	A+ [A Plus]
Quality of Answer	Outstanding	Grade Point	4.00
• Accuracy in Evidence Presentation	<ul style="list-style-type: none"> ○ Excellent in almost all respects ○ Extensive knowledge and understanding of question topic ○ Evidence of higher-level cognitive skills 		
• Analytical Skills	○ Very much critical, efficient and creative		
• Evidences of Reading and Study	○ Evidence of studying referred and additional relevant readings		
• Salient Points of Answer	○ All salient points are explained with appropriate depth and detail		
• Organization and Presentation	○ Logical sequencing of content with very convincing presentation		
• Exemplars	Well-chosen and specified in detail		
• Writing Style of Answer	<ul style="list-style-type: none"> ○ Appropriate vocabulary and mature sentence construction ○ Correct grammar 	<ul style="list-style-type: none"> ○ Spelling ○ Punctuation ○ Legible handwriting 	

Grade Interval	75% to less than 80%	Letter Grade	A [A Regular]
Quality of Answer	Excellent	Grade Point	3.75
• Accuracy in Evidence Presentation	<ul style="list-style-type: none"> ○ Excellent in most respects ○ Extensive knowledge and understanding of question topic 		
• Analytical Skills	○ Very critical, efficient and creative		
• Evidences of Reading and Study	○ Evidence of substantial referred and relevant additional readings		

• Salient Points of Answer	○ Almost all the salient points are included	
• Organization and Presentation	○ Logical sequencing of content with convincing presentation	
• Exemplars	Well-chosen and specified in detail	
• Writing Style of Answer	○ Mature ○ Correct grammar	○ Spelling ○ Punctuation ○ Legible handwriting

Grade Interval	70% to less than 75%	Letter Grade	A- [A Minus]
Quality of Answer	Very Good	Grade Point	3.50
• Accuracy in Evidence Presentation	○ Wide range of knowledge and understanding of question topic		
• Analytical Skills	○ Critical, Efficient and Creative		
• Evidences of Reading and Study	○ Evidence of substantial reading ○ Good number of sources from the reading list		
• Salient Points of Answer	○ Majority of the salient points ○ Factual and/or conceptual		
• Organization and Presentation	○ Fairly logical sequencing of content with fairly convincing presentation		
• Exemplars	○ Mostly accurate and good		
• Writing Style of Answer	○ Mature ○ Legible hand writing ○ Correct grammar	○ Spelling ○ Punctuation ○ May have errors in several cases	

Grade Interval	65% to less than 70%	Letter Grade	B+ [B Plus]
Quality of Answer	Good	Grade Point	3.25
• Accuracy in Evidence Presentation	○ Sound knowledge and understanding of question topic with some predominant weaknesses		
• Analytical Skills	○ Quite critical ○ Quite efficient and	○ Quite critical	
• Evidences of Reading and Study	○ Evidence of reading study materials on the question topic		
• Salient Points of Answer	○ May include a majority of salient points with insufficient depth		
• Organization and Presentation	○ May lack logical sequencing of content with fairly convincing presentation		
• Exemplars	○ Appropriate		
• Writing Style of Answer	○ Mature ○ Errors in grammar in some cases ○ Errors in spelling in some cases ○ Errors in punctuation in some cases		

Grade Interval	60% to less than 65%	Letter Grade	B [B Regular]
Quality of Answer	Competent	Grade Point	3.00
• Accuracy in Evidence Presentation	<ul style="list-style-type: none"> ○ Reasonable knowledge and understanding of question topic ○ Answer may have more flaws or less depth ○ Answer may contain errors as well as omissions 		
• Analytical Skills	<ul style="list-style-type: none"> ○ Fairly critical ○ Fairly creative 		
• Evidences of Reading and Study	<ul style="list-style-type: none"> ○ Less than convincing proof of studying the prescribed materials 		
• Salient Points of Answer	<ul style="list-style-type: none"> ○ A little more than half of the salient points included 		
• Organization and Presentation	<ul style="list-style-type: none"> ○ Weak logical sequencing of content with fairly convincing presentation 		
• Exemplars	<ul style="list-style-type: none"> ○ Fairly appropriate 		
• Writing Style of Answer	<ul style="list-style-type: none"> ○ Fairly mature ○ Often errors seen in grammar 	<ul style="list-style-type: none"> ○ Often errors seen in spelling ○ Often errors seen in punctuation 	

Grade Interval	55% to less than 60%	Letter Grade	B- [B Minus]
Quality of Answer	Adequate	Grade Point	2.75
• Accuracy in Evidence Presentation	<ul style="list-style-type: none"> ○ Basic knowledge and understanding of question topic 		
• Analytical Skills	<ul style="list-style-type: none"> ○ Adequate 		
• Evidences of Reading and Study	<ul style="list-style-type: none"> ○ Weak evidence of reading and study 		
• Salient Points of Answer	<ul style="list-style-type: none"> ○ At least half of the salient points ○ Important points may be missing ○ Inconsistent focus on the question topic 		
• Organization and Presentation	<ul style="list-style-type: none"> ○ Weak logical sequencing of content with hardly convincing presentation 		
• Exemplars	<ul style="list-style-type: none"> ○ Few and not very relevant 		
• Writing Style of Answer	<ul style="list-style-type: none"> ○ May lack maturity ○ Gross errors in grammar in some cases ○ Errors in spelling in many cases ○ Errors in punctuation in some cases 		

Grade Interval	50% to less than 55%	Letter Grade	C+ [C Plus]
Quality of Answer	Deficient	Grade Point	2.50
• Accuracy in Evidence Presentation	<ul style="list-style-type: none"> ○ Limited knowledge and understanding of question topic 		
• Analytical Skills	<ul style="list-style-type: none"> ○ Visible weakness in critical thinking 	<ul style="list-style-type: none"> ○ Not efficient and ○ Lacking creativity 	
• Evidences of Reading and Study	<ul style="list-style-type: none"> ○ Not much evidence of studying the prescribed materials 		
• Salient Points of Answer	<ul style="list-style-type: none"> ○ At least half of the salient points are included ○ Some important points are missed 		
• Organization and Presentation	<ul style="list-style-type: none"> ○ Poor logical sequencing of content with hardly convincing presentation 		
• Exemplars	<ul style="list-style-type: none"> ○ Weak, or ○ Irrelevant, or 	<ul style="list-style-type: none"> ○ Poorly expressed, or ○ Incompletely presented 	

• Writing Style of Answer	<ul style="list-style-type: none"> ○ May lack maturity ○ Gross errors in grammar in many cases ○ Errors in spelling in many cases ○ Errors in punctuation in some cases
---------------------------	---

Grade Interval	45% to less than 50%	Letter Grade	C [C Regular]
Quality of Answer	Weak	Grade Point	2.25
• Accuracy in Evidence Presentation	○ Very limited knowledge and understanding of question topic		
• Analytical Skills	<ul style="list-style-type: none"> ○ Poor critical thinking ○ Not efficient and ○ Lacking creativity 		
• Evidences of Reading and Study	○ Limited evidence of studying the prescribed readings		
• Salient Points of Answer	<ul style="list-style-type: none"> ○ Only some of the salient points are mentioned ○ No identification of the most pertinent salient points 		
• Organization and Presentation	○ Very weak logical sequencing of content with hardly convincing presentation		
• Exemplars	<ul style="list-style-type: none"> ○ Very weak, or ○ Non-existent 		
• Writing Style of Answer	<ul style="list-style-type: none"> ○ May lack maturity and legibility of hand writing ○ Gross errors in grammar in many cases ○ Gross errors in spelling in many cases ○ Errors in punctuation in some cases ○ Repetition of same points 		

Grade Interval	40% to less than 45%	Letter Grade	D [Pass]
Quality of Answer	Poor but Compensable	Grade Point	2.00
• Accuracy in Evidence Presentation	○ Very poorly organized or presented relevant knowledge		
• Analytical Skills	<ul style="list-style-type: none"> ○ Poor critical thinking ○ Not efficient and ○ Poor creativity 		
• Evidences of Reading and Study	○ Poor evidence of study		
• Salient Points of Answer	<ul style="list-style-type: none"> ○ No identification of the salient points ○ Very substantial answer on the general topic ○ Specific and central question: seriously misinterpreted or avoided 		
• Organization and Presentation	○ Very weak logical sequencing of content with poorly convincing presentation		
• Exemplars	○ May be no exemplar		
• Writing Style of Answer	<ul style="list-style-type: none"> ○ May lack maturity ○ Hand writing may be difficult to read ○ Gross errors in grammar in many cases ○ Gross errors in spelling in many cases ○ Errors in punctuation in some cases ○ Repetition of same points 		

Grade Interval	Less than 40%	Letter Grade	F [Fail]
Quality of Answer	Poor and Un-compensable	Grade Point	0.00
• Accuracy in Evidence Presentation	<ul style="list-style-type: none"> ○ Lacking substance and understanding of question topic ○ Little knowledge relevant to the question ○ May only show a partial understanding of the question topic 		
• Analytical Skills	<ul style="list-style-type: none"> ○ Very poor critical thinking ○ Not efficient and ○ Very poor creativity 		
• Evidences of Reading and Study	<ul style="list-style-type: none"> ○ No or poor evidence of reading and study 		
• Salient Points of Answer	<ul style="list-style-type: none"> ○ No identification of the salient points ○ Poor and un-compensable answer 		
• Organization and Presentation	<ul style="list-style-type: none"> ○ Very weak logical sequencing of content with poorly convincing presentation with significant errors 		
• Exemplars	<ul style="list-style-type: none"> ○ Irrelevant to the topic in question or not presented properly 		
• Writing Style of Answer	<ul style="list-style-type: none"> ○ May lack maturity ○ Hand writing may not be legible ○ Gross errors in grammar in many cases ○ Gross errors in spelling in many cases ○ Errors in punctuation in many cases ○ Repetition of same points 		

Grading System

- **Grading Scale and Grades**

The national uniform grading policy framed by the UGC will be followed. It will be as follows:

Numerical Grade	Letter Grade	Grade Point
80% or 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+ (B 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)	00

- **GPA and CGPA Calculation:**

Students CGPA will be calculated by multiplying the grade point of each course with the credits of each course, and the scores of all course thus calculated will be totaled and divided by the number of credits, and the result will be the GPA of a semester.

Total of earned Grade point of each course × credit of a course / Total number of credits=GPA.
For example,

Course	Grade Point	Credit	Total
101	2.00	3	6.00
102	3.00	3	9.00
103	4.00	3	12.00
104	2.00	3	6.00
105	2.75	3	7.5
		15	40.5

In this example, $GPA=40.5/15=2.7$

Course Withdrawal

Student from other Public and Private Universities can transfer their credits to North Bengal International University, but the courses which have been done should be equivalent to the courses of North Bengal International University, and semesters with GPA 2.5 and above only will be accepted for transfer. Equivalence will be evaluated by the Chairperson of the Department concerned. All important decisions regarding academic matters including changes in curriculum will be taken in the Academic Council.

Retake Examination

If students fail or remain absent in course/s i.e. if they get „F“ grade they may be allowed to sit for the Retake Examination within 3 (three) consecutive chances following the examination in which they fail/absent. A candidate may appear in not more than two (2) courses [maximum credit 8) at a time along with the next semester final examination and not more than four (4) courses [maximum credit 16] within the scheduled time i.e. in 3 consecutive chances. The results of the candidates taking Retake Examination will be published in the Semester Final Examination in which they appear.

Grade Improvement

Students will have the opportunity to improve their grades within 3 consecutive changes in Honors and 1 consecutive change in Masters Examination. They may appeared, if necessary, in their previous Mid Term, Assignment, Attendance, Class Test etc. consulting with the respective course teacher. For such improvements students will have to fill up prescribed forms and submit to the Controller of Examinations“ office through the respective departments with requisite examination fees introduce by the University. If the grades do not improve, the earlier grade will remain valid. The students are required to complete their four years (Hons) course within six years.