



**Outcome Based Education (OBE) Curriculum of
Master of Development and Policy Studies (MDPS)**

**Economics Discipline
Khulna University, Khulna – 9208
Bangladesh**

September, 2022

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Part A

1. Title of the Academic Program

Master of Development and Policy Studies

Program Overview	
Degree	Master of Development and Policy Studies
Abbreviated form of the Degree	MDPS
Program type*	i) Coursework : CW
	ii) Mixed-mode (Dissertation) : MD
	iii) Mixed-mode (Project) : MP
	iv) Mixed-mode (Internship) : MI
Discipline/Program Offering Entity (POE)	Economics Discipline
School	Social Science
Awarding Institution	Khulna University
Location	Khulna, Bangladesh
Bangladesh National Qualifications Framework (BNQF) Level	9
International Standard Classification of Education (ISCED) Code	0311
Mode of Study	Full-Time
Language of Study	English
Applicable Session	2022-23 and onwards

* CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship)

2. Name of the University

Khulna University

3. Vision of the University

Creation of global leaders who will contribute to make knowledge-based just society through accelerating inclusive and transformative growth of Bangladesh and the world. The university aims to achieve this vision through scholarly enquiry and contribution to the global knowledge pool.

4. Mission of the University

UM*	University Mission (UM)
UM1	Explore human potential to the fullest extent and produce self-motivated, aspiring leaders to work for the betterment of the humankind based on wisdom, freethinking, creativity and unhindered intellectual exercises.
UM2	Ensure a transformative educational experience that enables creative learning entrepreneurship and inquisitiveness among the students.
UM3	Create an inclusive research environment that enables graduates to make demonstrable economic and social impacts through translating knowledge and innovation into practice driven by moral values and professional ethics.

* UM = University Mission

Slogan of the University

Learn, Lead and Live

Learn: Students will enjoy unhindered learning facilities at KU;

Lead: Through proper learning they will emerge as global leaders;

Live: While learning, leading & serving they will enjoy self-living, will make the world safe & livable for others too.

5. Name of the Discipline/POE

Economics Discipline

6. Vision of the Discipline/POE

To establish Economics Discipline as a center of excellence in teaching, learning, research, industry-academia linkage, leadership, and community service

7. Mission of the Discipline/POE

M	Mission (M)
M1	To offer outcome-based education through blended teaching method focusing knowledge on multifarious economic and social issues
M2	To produce competent economics graduates equipped with solid theoretical and research-based knowledge regarding cutting-edge issues, fortified with talent in innovation, self-learning, and career competitiveness
M3	To prepare graduates for the fast-changing global economic affairs and for achieving socioeconomic enhancement along with sustainable development
M4	To develop a collaborative learning environment and prioritize to solo cognitive development of the learner so that they obtain necessary knowledge, values, and expertise in their prospective professional premises
M5	To develop scholarship in academia inspired from the classical and neo-classical scholarly relation

8. Objectives of the Discipline/POE

Economics Discipline is intended to produce high quality graduates who are intellectually and technically competent in building global careers in various fields of economics; and, thus, contribute to welfare of mankind.

The objectives of Economics Discipline include the following:

O	Objective (O)
O1	To produce quality graduates who are eager and prepared to solve economic problems using their theoretical and applied knowledge
O2	To equip students with diverse knowledge and skill necessary for them to achieve their goals, including preparation for higher studies in economics and related fields
O3	To acquaint students with the economy in which they live and provide them with

O	Objective (O)
	an understanding of how economics relate to other branches of social science
O4	To deliver quality teaching that substantially helps in promoting cognitive development and building strong ethical foundation among the students
O5	To develop professional competence among students for meeting job market demand

9. Name of the Degree

Master of Development and Policy Studies (MDPS)

10. Description of the Program

In the present time, development field is directly related with policy implications. Considering this demand of the professional students, Economics Discipline of Khulna University has offered Master of Development and Policy Studies (MDPS). This is a unique and prestigious interdisciplinary degree program that supports mid-career professionals. As it is a week-end program and the classes occur at evening, so that the job holders can easily attend the class. In addition, the people who have the plan to involve their career in public and private development sector as well as policy-oriented organization, this is the best degree for them. At present, Economics discipline has 19 full-time faculty members, among them 8 faculty members are professor, 5 faculty members have already completed their Ph.D. and 8 are yet to complete their Ph.D. degree soon. All faculty members have outstanding academic records in their Masters and Ph.D. degrees from home and top-ranked renowned Universities worldwide. They are specialized in different research and development sectors like education, environment, climate change, disaster management, health, poverty, banking, gender studies, public policy and so on.

The main objective of the master's program in development policy is to provide top-quality, personalized education and the coverage of the curriculum is good and helpful for their future career. The diversified curriculum of this program maintains trending issues of development and also foresees the next crisis that the economy or society might face. The medium of instruction of this program is English and there is global accepted course-credit system. As a result, the professional students can get extra benefit in the private or foreign organizations.

The program equips graduates to contribute to social, political and economic development worldwide. It provides training in contemporary development theories and shows the ways to apply those theories in real life problem and policy diagnosis for societal development. In short, MDPS program helps students develop critical thinking on development issues and problems. Furthermore, there is an ample opportunity to carry researches under top-notch researchers' supervision on development issues and policies which often make graduates development expert and enhances their employability in both local and global job market.

11. Graduate Attribute

GA	Graduate Attribute (GA)	Domain
GA1	Understanding of advanced level theories and approaches of development and policy formulation	Fundamental domain
GA2	Ability to participate in and contribute to policy debate development issues	Fundamental domain
GA3	Skills to apply development theories, policies and approaches to	Fundamental

GA	Graduate Attribute (GA)	Domain
	development related problems and policy issues	domain
GA4	Contribution to multidimensional and integrated social development programs and local, national and global level policy framing	Social domain
GA5	Development of leadership skills to deal with local, national and global development issues	Social domain
GA6	Contribution to policy discussion for pluralistic socio-economic development	Social domain
GA7	Synthesis of contemporary development issues and policy debate from a multidisciplinary approach	Thinking domain
GA8	Skills to frame integrated policies considering all risk and uncertainty to implement development project successfully	Thinking domain
GA9	Efficiency in impact evaluation of development and policy intervention	Thinking domain
GA10	Ability to contribute to find out evidence-based policy solutions for the development problems	Personal domain
GA11	Ability to accept and adapt with the changes for keeping pace with change in society and the concept of development	Personal domain
GA12	Capable to understand and carry on both academic and practice-based researches	Personal domain

12. Program Educational Objective (PEO)

The program is intended to produce high quality graduates who will be intellectually and technically competent in building careers in various fields of development and policy studies. The objectives of the program are to:

PEO	Program Educational Objective (PEO)	Domain	Applicable Course Mode**
PEO1	Introduce graduates with advanced level theories, approaches and practices in the field of development problems and policy issues.	Fundamental domain	CW, MD, MP, MI
PEO2	Develop necessary skills to dig deep of social problems and frame solution-based policies to these problems.	Fundamental domain	MD, MP, MI
PEO3	Enhance graduates' ability to undertake multidisciplinary approaches to design and implement social policy intervention toward sustainable development.	Social domain	MD, MP
PEO4	Provide academic and research collaboration with scholars, professionals and institutions so that graduates comply with employer needs,	Social domain	CW, MD, MP, MI
PEO5	Enhance graduates' ability to assess impact evaluation of development and policy interventions.	Thinking domain	MD
PEO6	Develop graduates' skills to delve the sources of	Thinking	CW, MD

PEO	Program Educational Objective (PEO)	Domain	Applicable Course Mode**
	policy failures and undertake relevant corrective measures.	domain	
PEO7	Nourish norms, values and ethics in graduates' mindset in order to implement development policies toward societal betterment.	Personal domain	CW, MD, MP, MI
PEO8	Excel them in leadership and teamwork for solving development problems.	Personal domain	CW, MD, MP, MI

** CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship)

13. Program Learning Outcome (PLO)

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

PLO	Program Learning Outcome (PLO)	Domain	Applicable Course Mode**
PLO1	Conceptualize development theories and policies for diverse development problems.	Fundamental domain	CW, MD, MP, MI
PLO2	Apply skills to review and synthesize development policy issues to contribute to the design of the policy intervention.	Fundamental domain	MD, MP
PLO3	Exchange knowledge, ideas, and facts among the stakeholders of the society including working in other institutes for short duration to be acquainted with organizational culture and working procedure.	Social domain	CW, MD, MP, MI
PLO4	Introduce and implement social intervention effectively to bring positive behavioral change toward sustainable development	Social domain	MD
PLO5	Develop critical thinking ability for evidence- and practice-based solution through policy discussion.	Thinking domain	CW, MD, MP, MI
PLO6	Assess and integrate alternative development approaches for appropriate policy framing.	Thinking domain	CW, MD, MP
PLO7	Imbues normative and ethical aspects in themselves to accomplish development projects.	Personal domain	CW, MD, MP, MI
PLO8	Excel in problem identification in development field, and lead a team through collaboration with multi-agencies for pluralistic social development.	Personal domain	CW, MD, MP, MI

**

CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship)

14. Mapping Mission of the University with PEO

PEO \ Mission	UM1	UM2	UM3
PEO 1	1	1	2
PEO 2	3	3	3

PEO \ Mission	UM1	UM2	UM3
PEO 3	3	2	3
PEO 4		2	2
PEO 5		1	2
PEO 6	2	1	2
PEO 7	3	2	3
PEO 8	3	2	

Level of Association: 3-High, 2-Medium, 1-Low

15. Mapping PLO with PEO

Program Learning Outcomes (PLO)		Program Educational Objective (PEO)							
		PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Fundamental Domain	PLO 1	3	3	2	2	2	2	1	1
	PLO 2	2	3	2	2	3	3	1	2
Social Domain	PLO 3	1	3	3	3	2	2	2	3
	PLO 4	2	2	3	3	2	3	2	3
Thinking Domain	PLO 5	1	2	2	2	3	3	2	2
	PLO 6	2	2	3	2	3	3	1	2
Personal Domain	PLO 7	1	1	1	2	1	1	3	2
	PLO 8	2	2	2	3	3	2	3	3

Level of Association: 3-High, 2-Medium, 1-Low

16. Mapping Courses with PLO

Course Code and Course Title	Course Mode	PLO							
		Fundamental Domain		Social Domain		Thinking Domain		Personal Domain	
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
First Year First Term									
0311 15 Econ 5121: Principles of Economics	CW, MD, MP, MI	3	3			2	3		
0311 15 Econ 5123: Livelihood and Food Security	CW, MD, MP, MI	3	3		2		2		
0311 15 Econ 5125: Poverty and Inequality	CW, MD, MP, MI	3	3	3	3	3	3		3
0311 15 Econ 5127: Development Issues in South-western Bangladesh	CW, MD, MP, MI	3	3	3	3	2	2		
0311 15 Econ 5130: Comprehensive Viva Voce – I	CW, MD, MP, MI	2				2		3	3
0388 15 DS 5171: Development Theories and Policies	CW, MD, MP, MI	3	3		2	3	2		
0388 15 DS 5173: NGOs in Development	CW, MD, MP, MI	2		2		2	2	2	3
0314 15 Soc 5175: Sociology and Anthropology	CW, MD, MP, MI	3	2	2	2	2	2		
0314 15 Demo 5177: Population Policy and Gender Studies	CW, MD, MP, MI	3	2	2	2	2	3		
0811 15 AT 5179: Agricultural Policy and Rural Development	CW, MD, MP, MI	3	3	2		3	2	2	
First Year Second Term									
0311 15 Econ 5221: Research Methodology	CW, MD, MP, MI	2	3				3	3	
0311 15 Econ 5223: Political Economy of Development	CW, MD, MP, MI	3	3		2	2			
0311 15 Econ 5225: Trade Policy and Development	CW, MD, MP, MI	3	3	2		2	2		3
0311 15 Econ 5227: Industrial Policy and Development	CW, MD, MP, MI	2	3	2	1	2	2		3
0311 15 Econ 5229: Forest Economics and Policy	CW, MD, MP, MI	3	2	2	2		2		1
0311 15 Econ 5230: Comprehensive Viva Voce – II	CW, MD, MP, MI	3	2	2	2	3	2	1	2
0311 15 Econ 5232: Dissertation Part–I–M	MD*	2	2			2		3	3
0388 15 DS 5271: Governance and Development	CW, MD, MP, MI	2		1	2	2	2		3
0388 15 DS 5273: Education and Health in Development	CW, MD, MP, MI	3	2	2	2	3	2		
0542 15 Stat 5275: Statistics for Social Research	CW, MD, MP, MI	2	2			3	3		
0731 15 URP 5277: Urbanization and Development	CW, MD, MP, MI	3	2	2	2	2	2		2
0521 15 ES 5279: Environmental Policy and Development	CW, MD, MP, MI	3	3	2	3	2	2		

Course Code and Course Title	Course Mode	PLO							
		Fundamental Domain		Social Domain		Thinking Domain		Personal Domain	
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Second Year First Term									
0311 15 Econ 6121: Resource Management and Sustainable Development	CW, MD, MP, MI	3	3	2	2	2	2		3
0311 15 Econ 6123: Project Management	CW, MD, MP, MI	3	2	2	3	2	2	3	1
0311 15 Econ 6125: Globalization and Regional Integration	CW, MD, MP, MI	3	1	2		2	2		
0311 15 Econ 6127: Public Policy and Development	CW, MD, MP, MI	3	3	2	2	3	3		3
0311 15 Econ 6130: Comprehensive Viva Voce – III	CW, MD, MP, MI	3	2			2	2	3	3
0311 15 Econ 6132: Dissertation Part–II–M	MD*	2	2	2				3	3
0311 15 Econ 6134: Project	MP	2	1	2		1		3	2
0311 15 Econ 6136: Internship	MI	2	1	3	3	1	2	3	2
0388 15 DS 6171: Ethics in Development	CW, MD, MP, MI	2		2	2	1		3	2
0388 15 DS 6173: Contemporary Development Practices	CW, MD, MP, MI	2	3	2	2	3	2	2	2
0521 15 ES 6175: Climate Change and Disaster Management	CW, MD, MP, MI	3	2	2	2	2	3		
0314 15 Soc 6177: Human Rights and Development	CW, MD, MP, MI	2	2	2	2	2	3		

CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship)

* The students intended to complete MDPS degree under Mixed Mode (Dissertation) must have to decide at the beginning of first year second term and accordingly complete the registration of the related course(s). In extreme cases, students might be allowed to switch mode, subject to approval of the academic committee of the Discipline.

Part B

17. Structure of the Curriculum

a)	Duration of the Program	1.5 Years	03 Terms
b)	Admission Requirements	<p>Candidates seeking admission into this Master's program must possess a three/four/five-year Bachelor's degree in any subject from a recognized university (home and abroad); with 16 years of schooling (or 15 years of schooling with 2 years of job experience for candidates having a three year bachelor degree) with a minimum CGPA/Class/Division as per ORDINANCE FOR MASTER'S PROGRAMS – 2022. For job experience (after graduation) equivalent to at-least executive or second class officer level is required. Other terms and conditions are set to revise periodically by the appropriate authority subject to the approval of EC, BOAS, and AC.</p> <p>Applicants having 'Appeared certificate' of Bachelor degree may be admitted to the Master's program. But s/he has to submit the original Transcript, Provisional Certificate/Certificate/Migration Certificate of Bachelor degree (and Master's degree if applicable) within two months of admission. Otherwise, his/her admission will be canceled. Other terms and conditions are set or revised periodically by the appropriate authority.</p>	
c1)	Graduating Credits/Total Minimum Credit Requirement to Complete the Program	42 (Distribution reported in section g1.6)	
c2)	Available Credits	Reported in section g1.6	
d)	Total Class Weeks in a Term*	14	
e)	Minimum CGPA Requirements for Graduation	2.50	
f)	Maximum Academic Years of Completion	3 Years	

* Term Duration

Teaching and Learning	Preparatory Leave	Term Final Examination	Term Break	Total
14 Weeks	2 Weeks	4 Weeks	2 Weeks	22 Weeks

g1) Area-wise Credit Distribution

Area	Type	Number of Course	Credit	Total Credit
General Education (GED) Courses**	Theory	8	24	24
	Sessional	0	0	
Core/Compulsory Courses	Theory	3	9	12
	Sessional	3	3	

Optional/Elective Courses	Theory	16	48	51
	Sessional	1	3	
Capstone Courses	Sessional	3	24	24
Total		34	111	111

** 21.62% from GED courses

g1.1) Master's by Course Work [CW]

Area	Type	Number of Course	Credit	Total Credit
General Education (GED) Courses **	Theory	8	24	24
	Sessional	0	0	
Core/Compulsory Courses	Theory	3	9	12
	Sessional	3	3	
Optional/Elective Courses	Theory	16	48	48
	Sessional	0	0	
Capstone Courses	Sessional	0	0	0
Total		30	84	84

** 28.57% from GED courses

g1.2) Mixed Mode (Dissertation) [MD]*

Area	Type	Number of Course	Credit	Total Credit
General Education (GED) Courses **	Theory	8	24	24
	Sessional	0	0	
Core/Compulsory Courses	Theory	3	9	12
	Sessional	3	3	
Optional/Elective Courses	Theory	16	48	51
	Sessional	1	3	
Capstone Courses	Sessional	1	12	12
Total		32	99	99

** 24.24% from GED courses

* The students intended to complete MDPS degree under Mixed Mode (Dissertation) must have to decide at the beginning of first year second term and accordingly complete the registration of the related course(s).

g1.3) Mixed Mode (Project) [MP]

Area	Type	Number of Course	Credit	Total Credit
General Education (GED) Courses **	Theory	8	24	24
	Sessional	0	0	
Core/Compulsory Courses	Theory	3	9	12
	Sessional	3	3	
Optional/Elective Courses	Theory	16	48	48
	Sessional	0	0	
Capstone Courses	Sessional	1	6	6
Total		31	90	90

** 26.66% from GED courses

g1.4) Mixed Mode (Internship) [MI]

Area	Type	Number of Course	Credit	Total Credit
General Education (GED) Courses **	Theory	8	24	24
	Sessional	0	0	
Core/Compulsory	Theory	3	9	12

Courses	Sessional	3	3	
Optional/Elective Courses	Theory	16	48	48
	Sessional	0	0	
Capstone Courses	Sessional	1	6	6
Total		31	90	90

** 26.66% from GED courses

g1.6) Credit and Duration of the Program

Program Type		Min. Credit from Coursework	Credit from Research	Total Credit (Min.)	Available Credit***	Min. Duration (Year)	Max. Duration (Year)
Coursework	CW	42	0	42	84	1.5	3.0
Mixed-mode (Dissertation)	MD	27	15	42	99	1.5	3.0
Mixed-mode (Project)	MP	36	06	42	90	1.5	3.0
Mixed-mode (Internship)	MI	36	06	42	90	1.5	3.0

* CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship)

g2) Category of Courses

Area	Course Type	Course Title	Credit
General Education (GED) Courses	Theory	01. Sociology and Anthropology 02. Population Policy and Gender Studies 03. Agricultural Policy and Rural Development 04. Statistics for Social Research 05. Urbanization and Development 06. Environmental Policy and Development 07. Climate Change and Disaster Management 08. Human Rights and Development	24
	Sessional	-	00
Core/ Compulsory Courses	Theory	01. Principles of Economics 02. Development Theories and Policies 03. Research Methodology	09
	Sessional	01. Comprehensive Viva Voce – I 02. Comprehensive Viva Voce – II 03. Comprehensive Viva Voce – III	03
Optional/ Elective Courses	Theory	01. Livelihood and Food Security 02. Poverty and Inequality 03. Development Issues in South-western Bangladesh 04. NGOs in Development 05. Political Economy of Development 06. Trade Policy and Development 07. Industrial Policy and Development 08. Forest Economics and Policy 09. Governance and Development 10. Education and Health in Development 11. Resource Management and Sustainable Development 12. Project Management	48

Area	Course Type	Course Title	Credit
		13. Globalization and Regional Integration 14. Public Policy and Development 15. Ethics in Development 16. Contemporary Development Practices	
	Sessional	01. Dissertation Part–I–M	03
Capstone Courses	Sessional	01. Dissertation Part–I–M 02. Project 03. Internship	24
Total			111

18. Year/Term-wise Distribution of Courses

First Year First Term							
Course Code	Course Title	Applicable Program Type	Course Status	Contact Hours/Week		Credit	Prerequisite
				Theory	Sessional		
0311 15 Econ 5121	Principles of Economics	CW, MD, MP, MI	Core	3	0	3	None
0311 15 Econ 5123	Livelihood and Food Security	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 5125	Poverty and Inequality	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 5127	Development Issues in South-western Bangladesh	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 5130	Comprehensive Viva Voce – I	CW, MD, MP, MI	Core	0	1.5	1	None
0388 15 DS 5171	Development Theories and Policies	CW, MD, MP, MI	Core	3	0	3	None
0388 15 DS 5173	NGOs in Development	CW, MD, MP, MI	Optional	3	0	3	None
0314 15 Soc 5175	Sociology and Anthropology	CW, MD, MP, MI	Optional	3	0	3	None
0314 15 Demo 5177	Population Policy and Gender Studies	CW, MD, MP, MI	Optional	3	0	3	None
0811 15 AT 5179	Agricultural Policy and Rural Development	CW, MD, MP, MI	Optional	3	0	3	None
Total	Core Courses: 03, Optional Courses: 07, Theory Courses: 09, Sessional Courses: 01			27.0	1.5	28	-
				28.5			
First Year Second Term							
Course Code	Course Title	Applicable Program Type	Course Status	Contact Hours/Week		Credit	Prerequisite
				Theory	Sessional		
0311 15 Econ 5221	Research Methodology	CW, MD, MP, MI	Core	3	0	3	None
0311 15 Econ 5223	Political Economy of Development	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 5225	Trade Policy and Development	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 5227	Industrial Policy and Development	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 5229	Forest Economics and Policy	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 5230	Comprehensive Viva Voce – II	CW, MD, MP, MI	Core	0	1.5	1	None
0311 15 Econ 5232	Dissertation Part–I–M	MD	Optional	0	3	3	None
0388 15 DS 5271	Governance and Development	CW, MD, MP, MI	Optional	3	0	3	None
0388 15 DS 5273	Education and Health in Development	CW, MD, MP, MI	Optional	3	0	3	None
0542 15 Stat 5275	Statistics for Social Research	CW, MD, MP, MI	Core	3	0	3	None
0731 15 URP 5277	Urbanization and Development	CW, MD, MP, MI	Optional	3	0	3	None
0521 15 ES 5279	Environmental Policy and Development	CW, MD, MP, MI	Optional	3	0	3	None
Total				30	4.5	34	-
				34.5			

Second Year First Term							
Course Code	Course Title	Applicable Program Type	Course Status	Contact Hours/Week		Credit	Prerequisite
				Theory	Sessional		
0311 15 Econ 6121	Resource Management and Sustainable Development	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 6123	Project Management	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 6125	Globalization and Regional Integration	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 6127	Public Policy and Development	CW, MD, MP, MI	Optional	3	0	3	None
0311 15 Econ 6130	Comprehensive Viva Voce – III	CW, MD, MP, MI	Core	0	1.5	1	None
0311 15 Econ 6132	Dissertation Part–II–M	MD	Optional	0	12	12	None
0311 15 Econ 6134	Project	MP	Optional	0	6	6	None
0311 15 Econ 6136	Internship	MI	Optional	0	6	6	None
0388 15 DS 6171	Ethics in Development	CW, MD, MP, MI	Optional	3	0	3	None
0388 15 DS 6173	Contemporary Development Practices	CW, MD, MP, MI	Optional	3	0	3	None
0521 15 ES 6175	Climate Change and Disaster Management	CW, MD, MP, MI	Optional	3	0	3	None
0314 15 Soc 6177	Human Rights and Development	CW, MD, MP, MI	Optional	3	0	3	None
Total	Core Courses: 01, Optional Courses: 11, Theory Courses: 08, Sessional Courses: 04			24	25.5	49	-
				49.5			

19. Course Description

First Year First Term

Course Code: 0311 15 Econ 5121	Year: First	Term: First
Course Title: Principles of Economics		
Course Status: Core		
Credit: 3.0		
Prerequisite(s): None		
Rationale	This course is designed to orient the students of this program with basic economic concepts/terminologies/tools/theories/models to make them perceive more clearly real-life economic issues.	
Course Objectives	The aim of this course is to: <ul style="list-style-type: none"> • Acquaint students with basic notions and ideas used in economics • Make students understand the link between economic concepts and real-life practices • Develop skills to analyze day to day economic issues 	

Course Content		CLOs
Section A		
1	Introduction: Definition, nature and scope of economics; Microeconomics versus macroeconomics; Positive versus normative economics; Economic versus free good; Concept of – scarcity, choice, opportunity cost; Basic economic problems – what to produce, how to produce, and for whom to produce; Basic economic activities – production, distribution, exchange and consumption; Economic system and its types – capitalistic, socialistic, mixed; Solution of basic economic problems under different economic systems; Circular flow of income; Production possibility curve.	1, 5
2	Demand and Supply: Concept of demand/supply; Law of demand/supply; Determinants of demand/supply; Demand/supply functions; Demand/supply curves; Movement along demand/supply curves; Causes of shifting of demand/supply curves; Concept and measurement of demand elasticity – price elasticity, income elasticity and cross elasticity; Concept and measurement of supply elasticity. Market demand curve; Market equilibrium, shift of equilibrium; Concepts of consumers’ and producers’ surplus.	1, 2, 5
3	Theory of Consumer Behaviour: Concept of utility, total utility and marginal utility; Law of diminishing marginal utility; Indifference curve analysis; Budget constraint; Consumers’ equilibrium; Change in consumers’ equilibrium due to change in income and prices; Concept of price-consumption curve and income-consumption curve; Derivation of demand curve from indifference curve analysis.	1, 2, 5
4	Theory of Production: Concept of production; Factors of production; Short-run and long-run production function; Total, average and marginal product; Law of variable proportion; Law of diminishing return; Isoquant curve, Isocost line; Producers’ equilibrium; Cost of production: fixed cost and variable cost, total, average and marginal cost; Total, average and	1, 2, 5

	marginal revenue; Characteristics of perfectly competitive and monopoly markets.	
Section B		CLOs
5	Basic Macroeconomic Concepts: – GNP, GDP, NNP, NI, PI, DI; Interrelationship among these concepts; Nominal and real GNP/GDP; Growth of GNP/GDP; Potential and actual GNP/GDP; GNP/GDP as an indicator of economic welfare; Fluctuation in GNP/GDP; Business cycle; Stabilization policy; Fiscal policy and monetary policy.	1, 5
6	National Income Accounting: Concept of final good and intermediate good; Government expenditure, tax, subsidy and transfer payment; Measuring GNP/GDP/National income – product method, income method, expenditure method; Problem of double counting and value added approach; Importance of national income accounting; Problems of national income accounting.	1, 3, 5
7	Consumption, Savings, Capital and Investment: Consumption expenditure and savings; Interrelation between consumption expenditure and savings; Concepts of marginal propensity to consume (MPC), marginal propensity to save (MPS), average propensity to consume (APC), average propensity to save (APS); Concept of and interrelation between capital and investment; Investment decision – role of interest rate, internal rate of return (IRR) and net present value (NPV).	1, 3, 5
8	Inflation and Unemployment: Concept of inflation; Measurement of inflation – consumers’ price index, producers’ price index and GNP deflator; Types and causes of inflation – cost-push, demand-pull, mixed; Cost of inflation; Remedies for inflation; Concept of full-employment; Measurement of unemployment; Types of unemployment – voluntary, involuntary, cyclical, seasonal, frictional, structural and disguised; Cost of unemployment; Policies to curb unemployment.	1, 4, 5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Identify key terminologies/concepts/variables used in economics	1
	CLO2	Understand the nature of consumer and producer behavior and apprehend how buyers and sellers interact in the market to settle equilibrium price and quantity.	1, 2
	CLO3	Identify the determinants of national income and employment.	1, 2
	CLO4	Explore the root causes of unemployment and inflation occurring in the economy.	1, 2, 5
	CLO5	Analyze real life happenings in the sphere of economics, on the basis of acquired theoretical knowledge.	1, 2, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Continuous Assessment and Final Exam
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO3	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO4	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO5	Lecture and Presentation	Assignment, Group Discussion, and Final Exam

Learning Materials

Recommended Readings

- Lipsey, R.G., Steiner, P.O., Purvis, D.D. and Courant, P.N. (1990). *Macroeconomics*, 9th edition, Harper Collin Publications, Illinois.
- Salvatore, D. (2011). *Theory and Problems of Microeconomic Theory*, 4th edition, McGraw-Hill Inc., New York.
- Samuelson, P.A. and Nordhaus, W. (2005). *Economics*, 18th edition, Tata McGraw-Hill, New Delhi.

Supplementary Readings

- Andrew B. Abel and Ben S. Bernanke. (2011). *Macroeconomics*, 7th Edition, Pearson Education, Inc.
- Gould, J.P. and Lazear, E.P. (1993). *Micro Economic Theory*, 6th edition, Richard D. IRWIN Inc., Illinois.
- Karl, E. Case and Ray, C. Fir. (2007). *Principles of Economics*, 8th Edition, Pearson Education Inc.
- Diulio, E.A. (1990). *Theory and Problems of Macro Economic Theory*, 2nd edition, McGraw-Hill Inc., New York.
- N. Gregory Mankiw. (2007). *Economics: Principles and Applications*, 4th Edition, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited.
- Nobbs, J. and Hopkins, I. (1995). *Economics - A Core Text*, 4th edition, McGraw International (UK) Ltd., London.
- Pindyck, R.S. and Rubinfeld, D.L. (2008). *Micro Economics*, 7th edition, Prentice-Hall Inc., New Delhi.
- Richard T. Froyen, (2005). *Macroeconomics*, 2nd Edition, Pearson Education Asia.
- Ruffin, R.J. and Gregory, P.R. (1990). *Principles of Economics*, 4th edition, Scott, Foreman and Company, Illinois.
- Stiglitz, J. E. and Carl E. Walsh. (2007). *Principles of Micro Economics*, 4th edition, W.W. Norton & Company, Inc., New York, International Student Edition.
- Varian, H.R. (2009). *Intermediate Microeconomics: A Modern Approach*, 8th edition, W.W. Norton and Company, New York.

Course Code: 0311 15 Econ 5123		Year: First	Term: First
Course Title: Livelihood and Food Security			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course will explore various issues that deals with food security and livelihood pattern. It encompasses aspects of sustainable livelihoods, pillars of food security, agricultural policy with respect to food security, and ways to assess food security. This course will also cover food supply problem at national and global level, role of different institutions and social safety net programs to address food security, and finally identify the existing challenges in achieving food security in Bangladesh.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Provide a brief overview of food and nutrition, malnutrition, food security, and livelihood pattern. • Assess livelihood approaches, pillars of food security, and role of market to address vulnerabilities in rural and urban areas. • Develop skill to identify elements and utilize necessary tools for measuring food security. • Reveal the causes of global inequalities in food supply and associated policies to achieve food security. 		

Course Content		CLOs
Section A		
1	Livelihood and Food Security: Defining livelihood approaches; Livelihood concepts: resources, land, labor, capital, technologies, constraints - tenure, credit; Defining food security; Three pillars of food security; Current issues on food security - hunger hotspots, future food supply and famine, globalization of food tastes - under and over nutrition; Environmental issues resulting from food production.	1
2	Sustainable Livelihood Approaches: Conceptual framework of sustainable livelihood; Basic definitions; Components - vulnerability context, livelihood resources or assets, policies, institutions and processes, Livelihood strategies; Sustainable livelihood assessment; Livelihood outcomes; Adaptation and coping strategy.	1
3	Agricultural Policies and Food Security: Issues in agricultural sector and scope for optimism; Food security and bio-fuels-emerging challenges, opportunities, risks and policy responses; Food security initiatives at international level; South-south cooperation; Importance of trade for food security; Regional and sub-regional integration; Food security and WTO's agreement on agriculture.	1, 2, 5
Section B		
4	Food Security Assessment: Measurement of food security - examples of indicators; Important element in food security assessment - livelihood, vulnerability, coping strategy; Difference between the programs that addresses food security and food aid; Elements of emergency food security situation and current malnutrition; Steps in	1, 3

	food security assessment; Tools for measuring food security.	
5	Food Supply Problem: Food supply and security patterns; Patterns of food supply and law of diminishing returns; Spatial variation of food supply-human and physical factors; Role of food security with regard to rural and urban poverty; Causes of global inequalities in food supply; Vulnerable groups and food security; Environmental alternatives in food production; Management and responses to food insecurity.	1, 4
6	Food Security in Bangladesh: Challenges to food security in Bangladesh- an underdeveloped agriculture, barriers to market access, effects of globalization, government policies; Food security interventions- nutritional intervention, facilitating market access, rural off-farm opportunities, capacity building, gender sensitive development, building coping strategy, good governance, inter-linkage of these strategies.	1, 2, 4, 5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand livelihood approaches and food security covering the concept of availability, accessibility, utilization, and stability of food.	1
	CLO2	Analyze the relationship between food and agricultural activities and assess the emerging risks associated with food security and agricultural issues in Bangladesh and internationally.	1, 2, 4, 6
	CLO3	Recognize the tools and indicators used to determine the food and nutrition security.	1, 6
	CLO4	Comprehend the causes of global inequalities in food supply and emerging alternatives to eliminate food and nutrition insecurity.	1, 2, 6
	CLO5	Evaluate relevant government policies and the role of different institutions to achieve food security.	1, 2, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Continuous Assessment and Final Exam
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO3	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO4	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO5	Lecture and Presentation	Assignment, Group Discussion, and Final Exam

Learning Materials

Recommended Readings

- Cromwell, E. and Slater, R. (2004). Food Security and Social Protection.
- Nath, N.C. (2015). 'Food Security of Bangladesh: Status, Challenges and Strategic Policy Options', Rethinking Political Economy of Development, Presented at 19th Biennial Conference of the BEA, 8-10 January.
- UNICEF (2021). The State of Food Security and Nutrition in the World.

Supplementary Readings

- Breuer, N. (2009). *Household Resilience: Linking Sustainability, Food Security and Improved Livelihoods in an Agrosocioecosystem*, 1st edition, Lambert Academic Publishing, Saarbrücken.
- Eneyew, A. (2010). *Livelihood Strategies and Food Security in Southern Ethiopia: empirical Evidence and Policy Options*, 1st edition, VDM Verlag Dr. Muller, Saarbrücken.
- Ingram, J., Ericksen, P. and Liverman, D. (2010). *Food Security and Global Environmental Change*, 1st edition, Earthscan, Washington, DC.
- Mutea, E., Bottazzi, P., Jacobi, J., Kiteme, B., Speranza, C.I. and Rist, S. (2019). Livelihoods and Food Security among Rural Households in the North-western Mount Kenya Region, *Frontiers in Sustainable Food Systems*, 3, p. 98.
- Pottier, J. (1999). *Anthropology of Food: The Social Dynamics of Food Security*, 1st edition, Blackwell Publishers Ltd., Cambridge.
- Raj, K.M. (2007). *Gender, Food Security, and Rural Livelihoods*, Stree.
- Rao, J.M. (2006). *Manual on Food Security: Concepts and Issues*, National Food Policy Capacity Strengthening Programme.
- Redwood, M. (2009). *Agriculture in Urban Planning: Generating Livelihoods and Food Security*, 1st edition, IDRC, Ottawa.
- Swaminathan, M.S. (2011). *In Search of Biohappiness: Biodiversity and Food, Health and Livelihood Security*, 1st edition, World Scientific Publishing Company Private Ltd., Toh Tuck Link.

Course Code: 0311 15 Econ 5125		Year: First	Term: First
Course Title: Poverty and Inequality			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course is designed to orient the students of this program with the twin problems of poverty and inequality as faced by all the countries of the world; whether, rich or poor, developed or developing.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Acquaint students with basic concepts and ideas related with the issue of poverty. • Make students perceive different issues and aspects related to inequality. • Help students understanding the link between poverty and inequality. 		

Course Content		CLOs
Section A		
1	Poverty: Concept of poverty; Who are the poor?; Classification of poverty; Approaches to defining poverty – monetary income, capability approach, social exclusion, participatory approach; Problems of interpreting each approach; Rural poverty; Women and poverty; Ethnic minority and poverty.	1, 2, 4, 5
2	Poverty Measurement: Dimensions of poverty; Poverty estimates and generating poverty lines (identification issue); Poverty measures (aggregation issue); Concept of poverty line; Methods of fixing poverty lines; Cost of basic needs method – cost of basic food need, cost of basic non-food need; Food energy method; Measures of poverty – incidence of poverty, depth of poverty, poverty gap, poverty severity.	1, 2, 4, 5
3	Poverty and Wellbeing: Conceptualizing human wellbeing – adopting capability approach; New definition of wellbeing; Ecological, physical, material and moral model of wellbeing; Relationship between objective and subjective measures of wellbeing. Poverty analysis – income or consumption poverty profile; Qualitative analysis of poverty.	1, 4, 5
4	Poverty Reduction in Bangladesh: Anti-poverty programs: cash versus in kind; Social impact of policy reforms on the rural sector; Poverty perspectives of international development agencies; Causes of poverty at macro and micro levels; Gender dimensions; Rural-urban linkages; Extent of poverty in urban and rural areas in Bangladesh; Political economy of combating rural poverty; Inclusive development, governance reforms and poverty reduction; Empowerment; Democracy; Collective action.	1, 4, 5
Section B		CLOs
5	Inequality: Definition of inequality; Issues on inequality; Why does inequality matter?; Types of inequality – inequality in income, asset and other human rights; Social inequality; Horizontal and vertical inequality; Relationship between horizontal and vertical inequality; Dimensions of horizontal and vertical inequality, Policy implications for reducing horizontal and vertical inequality.	1, 3, 4, 5
6	Methods of Measuring Inequality: Range; Range ratio; Mcloone index; Coefficient of variation; Gini-coefficient and its interpretation; Theil's T statistics.	1, 3, 4, 5
7	Theories of Inequality: Origin of social inequality; Social inequality in	

	horticultural societies; Social inequality in agrarian societies; Social inequality in industrial societies; Racial, ethnic minority groups and social inequality; Gender and social inequality; Caste and social inequality; Age and social inequality; Kuznets inverted U hypothesis; Relationship between growth and inequality.	1, 4, 5
8	Poverty, Inequality and Development: Poverty versus inequality; Problem of rising poverty and inequality; Economic characteristics of poverty groups – rural poverty, women and poverty, ethnic minority and poverty; Political economy channels; Social conflict channels; Labour and capital market imperfections; Policy options for addressing poverty and inequality.	1, 4, 5

	Upon completion of this course the students will be able to:	Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1 Conceptualize different concepts/ideas/terms/notions related with poverty and inequality.	1
	CLO2 Classify and measure different types of poverty.	1
	CLO3 Categorize various kinds of inequality.	1
	CLO4 Analyze real life situations with respect to poverty and inequality.	5, 6
	CLO5 Evaluate existing policies and recommend relevant ones to tackle these twin problems.	2, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Continuous Assessment and Final Exam
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO3	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO4	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO5	Lecture and Presentation	Assignment, Group Discussion, and Final Exam

Learning Materials

Recommended Readings

- Grusky, D. and Kanbur, R. (2006). *Poverty and Inequality (Studies in Social Inequalities)*, Stanford University Press, California.
- Kerbo, H. (2005). *World Poverty: The Roots of Global Inequality and The Modern World System*, McGraw-Hill, London.
- Rycroft, R.S. (2013). *The Economics of Inequality, Poverty, and Discrimination in the 21st Century*, ABC-CLIO, California.

Supplementary Readings

- Page, B.I. and Simmons, J.R. (2002). *What Government Can Do: Dealing With Poverty and Inequality*, University of Chicago Press, Chicago.
- Royce, E. (2008). *Poverty and Power: The problem of Structural Inequality*, Rowman & Littlefield, Maryland.
- Wolff, E.N. (2009). *Poverty and Income Distribution*, Wiley-Blackwell Malden, Massachusetts.

Course Code: 0311 15 Econ 5127		Year: First	Term: First
Course Title: Development Issues in South-western Bangladesh			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course is intended to equip students with a broader view of south-western part, especially targeting the key economic sectors and associated challenges being faced by coastal communities. Alongside, this course provides a synthesized picture of the south-western part that makes it distinct from rest of Bangladesh and hint at issues and areas that need to be addressed for well-being of the coastal communities.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Improve understanding of socio-economic features and livelihood pattern of the south-western region of Bangladesh • Explore and examine the problems and prospects of agriculture and industry sector with special emphasis on south-west region of Bangladesh. • Elucidate the potential of blue economy and its contribution to regional and national economy. • Capture the main challenges, impacts, and effects of climate change on livelihood, and identify levels of disaster resilience and existing coping strategies being utilized. 		

Course Content		CLOs
Section A		
1	Introduction: Socio-economic features of South-western (SW) Bangladesh; Economic activities; National versus regional economy; Comparison of south-western part with the other parts of Bangladesh; Livelihood pattern; Employment opportunity; Land distribution; Land use pattern; Local govt.	1
3	Agriculture and Economy: Agricultural activities; Cropping pattern; Climate-smart agricultural practice; Agro-forestry; Fishery; Shrimp-paddy conflict; Salinity problem; Water logging- Problems and prospects.	2
4	The Sundarbans: History; Features; Contribution to economy; Dependency on the forest; Preservation, maintenance and sustainability; Threats and potentials.	3
Section B		CLOs
5	Industry and Economy: Main industrial products; Major industrial establishments; Sourcing, production and distribution channel; BSCIC; EPZ; SME; Industrial finance; Contribution to economy; Investment climate; Threats and opportunities.	4
6	Blue Economy: Special features; Activities; Dependency; Opportunities and threats; Linkages; Contribution to regional and national economy.	5
7	Environment and Natural Disaster: Efficient and sustainable utilization of resources; Climatic condition; Environmental hazards; Pollution; Natural versus man-made disaster; adaptation and mitigation activities; Impact on economy; Organizational and government intervention.	6
8	Problems and Prospects of South-western Bangladesh: Budget allocation; Fresh water crisis; Energy sector; Coal-based power plant;	4,7

	Available resources in the region; Feasibility of ship-breaking industry in the region; Alternative sources of investment.	
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Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the socio-economic features, livelihood, and land use pattern in the south-western part of Bangladesh.	1
	CLO2	Analyze the problems and prospects of agriculture and allied sectors in south-western part and their contribution to national economy.	1, 2, 3, 5, 6
	CLO3	Investigate the potential of the Sundarbans and its contribution to national economy.	1, 2, 3, 4, 5, 6
	CLO4	Evaluate investment climate and current contribution of industry sector, i.e. BSCIC, SMEs, and EPZ in the south-western part.	1, 2, 3, 5, 6
	CLO5	Acquire deeper understanding about the potential of blue economy.	1, 2, 3, 4, 5, 6
	CLO6	Examine the environmental risks, climatic conditions, periodic natural disasters, and associated coping and adaptation strategies taken by the coastal communities.	1, 2, 3, 4, 5, 6
CLO7	Assess the budgetary allocation and resource utilization pattern in the south-western part of Bangladesh.	1, 2, 3, 5, 6	

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Continuous Assessment, Assignment, and Final Exam
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO3	Lecture and Presentation	Assignment and Final Exam
CLO4	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO5	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO6	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO7	Presentation of Journal Article	Presentation, Quiz, Class Work, Final Exam

Learning Materials

Recommended Readings

- Ahsan, M.N. (2016). *Disaster Preparedness at Household and Community Levels: The Case of Cyclone Prone Coastal Bangladesh*, Unpublished Ph.D Dissertation, National Graduate Institute for Policy Studies.
- Ahsan, M.N., Hadiujjaman, S., Nasrin, N., Akter, M., Parvin, G.A. and Hossain, M.S. (2021). Willingness to pay for Improved Safe Drinking Water in a Coastal Urban Areas of Bangladesh, *Water Policy*.
- Awal, A.M. (2021). Exploring the major Climate-smart Agricultural Practices for Dry Season Crop Production in Salinity Affected Fallow Land in the Coastal Areas of Bangladesh, *International Journal of Environment and Climate Change*, 11(10), pp. 185-192.
- Ahsan, M.N., Khatun, A., Islam, M.S., Vink, K., Ohara, M. and Fakhruddin, B.S.H.M. (2020). Preferences for Improved Early Warning Services Among Coastal Communities at Risk in Cyclone Prone South-west Region of Bangladesh, *Progress in Disaster Science*.
- Haider, M.Z. (2010). Raw Material Sourcing and Firm Performance: Evidence from Manufacturing Firms in South-West Bangladesh, *The Bangladesh Development Studies*, Vol. XXXIII, No. 4, Dhaka.
- Islam, M.A. and Haider, M.Z. (2016). Performance Assessment of Mongla Seaport in Bangladesh, *International Journal of Transportation Engineering and Technology*, 2(2), pp. 15-21.
- Morshed, M.M., Islam, M.S., Lohano, H.D. and Shyamsundar, P. (2020). Production Externalities of Shrimp Aquaculture on Paddy Farming in Coastal Bangladesh, *Agricultural Water Management*.

Supplementary Readings

- Ahsan, M.N., Khatun, F., Kumar, P., Dasgupta, R., Johnson, B.A. and Shaw, R. (2021). Promise, Premise, and Reality: The Case of Voluntary Environmental Non-Migration Despite Climate Risks in Coastal Bangladesh, *Regional Environmental Change*, 22(1).
- Alam, J. (2013). *Determinants of Land Use Change in South-west Region of Bangladesh*, Unpublished Bachelor Dissertation, Economics Discipline, Khulna University, Khulna.
- BBS (2022). *Preliminary Report on Household Income and Expenditure Survey*, Bangladesh Bureau of Statistics (BBS), Planning Division, Ministry of Planning, Govt. of the People's Republic of Bangladesh, Dhaka.
- BBS (2022). *Final Report on Economic Census, Part 1 & 2*, Bangladesh Bureau of Statistics (BBS), Ministry of Planning, Govt. of the People's Republic of Bangladesh, Dhaka.
- BBS (2022). *Survey of Manufacturing Industries (SMI) 2019*, Bangladesh Bureau of Statistics (BBS), Planning Division, Ministry of Planning, Govt. of the People's Republic of Bangladesh, Dhaka.
- BBS (2022). *Statistical Yearbook of Bangladesh 2021*, Bangladesh Bureau of Statistics (BBS), Planning Division, Ministry of Planning, Government of People's Republic of Bangladesh, Dhaka. [The said publication of other years may also be consulted].
- MoF (2022). *Economic Review of Bangladesh 2022*, Ministry of Finance, Government of People's Republic of Bangladesh, Dhaka. [The said publication of other years may also be consulted].
- Haider, M.Z. and Hasan, K.M. (2010). Investment Climate in South-West region of Bangladesh: A Study of the Manufacturing Sector, Working Paper, No. 4, Investment Climate Series, Economic Research Group, Dhaka.
- Haider, M.Z., Dutta, C.B. and Siddiqui, O.I. (2015). Role of Bangladesh Small and Cottage Industries Corporation in Poverty Reduction, *South Asia Economic Journal*, 16(10), pp. 103-121.

- Haider, M.Z., Hossain, T. and Siddiqui, O.I. (2016). Impact of Remittance of Consumption and Savings Behavior in Rural Areas of Bangladesh, *Journal of Business*, 1(4), pp. 25-34.
- Haldar, K.P. Saha, S.K., Ahmed, M.F. and Islam, S.N. (2016). Coping Strategy for Rice Farming in Aila Affected South-West Region of Bangladesh, *Journal of Science, Technology & Engineering Informatics*, 4(2), pp. 313-326.
- Islam, M.S., Ferdousy, S., Afrin, S., Ahsan, M.N. Hadier, M.Z. and Das, D.K. (2020). How does Farmers' Field Schooling Impact Eco-efficiency? Empirical Evidence from Paddy Farmers in Bangladesh, *China Agricultural Economics Review*.
- Nupur, J.M. (2010). Problems and Prospects of Shrimp Farming in Bangladesh, *AIUB Bus Econ Working Pape* , No. 2010-05, Dhaka.
- Rahman, M.M. (2009). *Homestead Plant Biodiversity in the South-western Coastal Zone of Bangladesh: Way Forward to Identification, Utilization and Conservation*, Research Grant Report CF#13/07, National Food Policy Capacity Strengthening Programme (NFPCSP), Dhaka.

Course Code: 0311 15 Econ 5130	Year: First	Term: First
Course Title: Comprehensive Viva Voce – I		
Course Status: Core		
Credit: 1.0		
Prerequisite(s): None		

Rationale	The ‘Comprehensive Viva Voce – I’ aims to develop interview skill and the knowledge depth of the students. The course inspires the students to gain knowledge on etiquette of viva. The course also aims to develop oral presentation skills of the students and review subjective knowledge learned throughout first year first term of the program.
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Encourage the students to review the knowledge gained throughout first year first term of the program. • Motivate students to learn etiquette of viva voce examination. • Increase the art of argument in the academic debate. • Develop capacity to link theoretical issues to real life problems. • Attain desired attributes of the program up to first year first term.

Course Content		CLOs
	The ‘ Comprehensive Viva Voce – I ’ course requires the students to face a viva voce/ defense board at the end of the first year first term. The concerned Examination Committee/ Academic Committee of the Discipline will form viva voce board to conduct the viva and assess the students out of 100 marks. If deemed necessary to the concerned Examination Committee, these sessions might be arranged online. The contents of this viva voce will include the gained knowledge, issues covered and concepts handled through the theory/sessional courses upto first term of the program.	1-6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Review subjective knowledge gained through first term of this program.	1
CLO2	Improve oral presentation skill.	7, 8	
CLO3	Build up art of academic debates with viva-voce board members.	7, 8	
CLO4	Develop consistency of knowledge level between written scripts and oral expression.	1, 7, 8	
CLO5	Relate economic theories with practical life.	5, 8	
CLO6	Crosscheck the attainment of graduate attributes and program objectives at the end of first year first term.	8	

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	As reported for various courses	Viva-voce
CLO2	As reported for various courses	Viva-voce
CLO3	As reported for various courses	Viva-voce
CLO4	As reported for various courses	Viva-voce
CLO5	As reported for various courses	Viva-voce
CLO6	As reported for various courses	Viva-voce

Learning Materials

Recommended Readings

As recommended for other courses in this terms.

Course Code: 0388 15 DS 5171		Year: First	Term: First
Course Title: Development Theories and Policies			
Course Status: Core			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course is designed to acquaint students with the fundamental concepts and issues of development theories and policies so that students can think and analyze the growth process and development pattern of both developed and developing countries.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Facilitate students conceptualizing the meaning and implication of development • Make students understand cotemporary approaches to development • Introduce students with a wide range of development theories, both classical and neoclassical perspectives and theories of growth in an advanced way • Acquaint students with the idea of political economy of development and governmental policies that affect development 		

Course Content		CLOs
Section A		
1	Meaning and Measurement of Development: Concept of development and growth; Traditional and new approaches to development; Classification and characteristics of developed, underdeveloped, developing and newly industrialized countries; Economic and non-economic factors of development.	1, 2
2	Approaches to Development: Endogenous growth approach, exogenous growth approach; Top down/trickle down approach; Growth pole approach; Bottom up/grass roots development; Participatory approach to development; Regional development; Export led growth; Import substitution; Local economic development; Green revolution and agricultural modernization; Basic need approach; Green growth; Green economy; Blue economy.	2
3	Theories of Balanced and Unbalanced Growth: Rosenstein Rodan's big push theory; Leibenstein's critical minimum effort thesis; Nelson's low level equilibrium trap theory; Hirschman's unbalanced growth theory.	3, 4
4	Endogenous Growth and Technological Change: Meaning; Patterns of endogenous growth; Role of technological change in economic development; Capital intensity of techniques in developing countries; Conflict between employment and output and employment and saving in the choice of technique; Aggregative implications of factor substitution.	3, 4
Section B		CLOs
5	Development Gap and Measurement of Poverty: Development gap and income distribution in the world economy; Measurement and comparability of per capita income as an index of development; Measuring poverty; Tackling poverty; Human poverty index and human development index; Economic, social and psychological factors behind poverty; Kuznets' hypothesis regarding relation between income distribution and GNP.	1, 2, 4

6	Classical and Neo-Classical Theories of Development: Adam Smith's theory; Ricardian theory; Marxian theory; Keynesian theory; Rostow's stages of economic growth; Lewis' theory of development; Fei-Ranis model.	4, 5, 6
7	Policies of Development: Washington Consensus and Neo Liberal Economics; Poverty Reduction Strategy Papers (PRSP); Key lessons from MDGs; Policy coherence for development in the post-2015 agenda.	5, 6
8	Role of Government: Defining government's proper role in the economy; Role of government as a fundamental determinant of economic growth; maintenance of the rule of law, size of government, practice of planning; Unintended consequences of well-intended government policies and programs; Poverty and quality of government; Democracy and economic growth; Government and competition.	5, 6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Inculcate the real meaning of development.	1
	CLO2	Identify the agents and factors that affect development.	1
	CLO3	Realize theoretical underpinning of different approaches and theories of development.	1, 4, 5
	CLO4	Demonstrate growth strategies followed by today's developing world.	1, 2, 5
	CLO5	Evaluate development-oriented strategies so far undertaken by Bangladesh government.	1, 2, 5, 6
	CLO6	Use development theories in decision making process.	1, 2, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Continuous Assessment and Final Exam
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO3	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO4	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO5	Lecture and Presentation	Assignment, Group Discussion, and Final Exam
CLO6	Lecture	Final Exam

Learning Materials

Recommended Readings

Jhingan, M.L. (2003). *The Economics of Development and Planning*, 34th edition, Vrinda Publication, Delhi.

Meier, G.M. (2004). *Leading Issues in Economic Development*, Oxford University Press, New York.

Nafziger, W.E. (1997). *Economics of Developing Countries*, 3rd edition, Prentice Hall, New Jersey.

Supplementary Readings

Cypher, J.M. and James, L.D. (2009). *The Process of Economic Development*, 3rd edition, Routledge, Taylor and Francis Group, London.

Hagen, E.E. (1971). *Economic Development*, 6th edition, Free Press, New York

Higgins, B.H. (1992). *Economic Development: Problems, Prospects and Policies*, 5th edition McGill-Queen's University Press, Montreal.

Kindelberger, C.P. and Herrick, B. (1965). *Economic Development*, 5th edition, McGraw-Hill Inc., New York.

Ray, D. (2007). *Development Economics*, New York University.

Rostow, W.W. (1990). *The Stages of Economic Growth: A Non-Communist Manifesto*, 3rd edition, Cambridge University Press, London.

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

Shrivastava, O.S. (1987). *Advanced Economics of Development and Planning*, 2nd revised edition, Allied Publisher Pvt. Ltd., Mumbai.

Thirlwall, A.P. (2006). *Growth & Development: With Special Reference to Developing Economies*, Palgrave Macmillan, Singapore.

Todaro, M. P. and Smith, S. C. (2012). *Economic Development*, 10th edition, Addison Wesley, Harlow.

Weil, D. N. (2013). *Economic Growth*, 3rd edition, Pearson International Education, Harlow.

Course Code: 0388 15 DS 5173		Year: First	Term: First
Course Title: NGOs in Development			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	In the 21st Century, a robust international public sector is gaining prominence and expanding, joining governments, international organizations, and businesses in enforcing global norms, creating regimes, and providing development aid and humanitarian assistance. This dynamic course will explore international nongovernmental organizations (NGOs) in the new global landscape, covering four major areas: history and trends, internal management, roles, and future directions.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Appreciate a variety of analytical frameworks to analyze and evaluate international NGO management and strategy. • Develop expertise in conducting and analyzing major management challenges facing international NGOs. • Develop a multidisciplinary toolkit for engagement with international NGOs. 		

Course Content		CLOs
Section A		
1	Introduction: Type of NGO; Nature of business; Sectors covered; Operating region; Volume of business; GO-NGO collaboration; Role in economic development; Institutes dealing with NGO: PKSF, NGO Affairs Bureau (NGOAB); Functions and funding strategies; Core program; Lending activities.	1
2	Rise and Growth of NGOs: NGOs and civil society; Overseas aid and NGOs in the South; NGOs in the North; Transnational civil society and NGOs; NGOs and different theories.	1
3	GO-NGO Programs: Importance of NGOs in rural and urban development; Various programs run by NGOs in rural and urban poverty alleviation, their success and failure; Organization and health management (Family Planning and Reproductive Health) programs; Organization and management of education programs.	2
4	NGOs and Policies: Donor policies (multilateral, bilateral, foundations, Northern NGOs); State policies towards NGOs; Policy management by the NGOs; NGO and donors; NGO and government; NGO and business; NGO, state and donor partnership; NGO and community development, organization development and group formation; Organization and management of micro credit and finance.	3, 4
Section B		CLOs
5	Finance in NGO: Major sources of fund and its utilization for international NGOs operating in Bangladesh; Finance for domestic NGO and fund utilization; Nature of financial management and status of audit of NGO fund; Difference in funding strategy between banking sector and NGO; Real interest rate in NGO.	3
6	Professionalism in NGO Work: Working with donors, clients, state and	3

	media; Preparing information documents; Preparing project proposals; Evaluating and monitoring projects and reporting to the donors.	
7	NGOs and Development: Development programs in Bangladesh; Importance of NGOs in rural and urban development; NGOs for - education, income generation, women empowerment, social forestry, disable people, drinking water supply, sanitation, communication, natural disasters, community development, capacity building, leadership building.	4
8	Development and The Aid Industry: International NGO and Foreign Assistance Partnerships: Supporting Maternal and Child Health through “Saving Lives at Birth”	2, 4

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Assess NGO management structures and procedures for efficiency and effectiveness.	3, 5, 6
	CLO2	Compare and contrast GO and NGO programs and assess their need in economic development.	1, 5, 6
	CLO3	Comprehend the financing and professionalism needed in NGO management.	3, 5, 7, 8
	CLO4	Identify NGO performance issues and appropriate improvement measures.	3, 5, 6, 7

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Presentation, Final Examination
CLO2	Lecture and Presentation	Continuous assessment, Final Examination
CLO3	Lecture	Continuous assessment, Assignment, Final Examination
CLO4	Presentation	Group Discussion, Final Examination

Learning Materials

Recommended Readings

- Davies T. (2013). NGOs: A Long and Turbulent History, [Online], Available at: <http://www.theglobaljournal.net/article/view/981/>.
- Ebrahim, A. (2005). *NGOs and Organizational Change: Discourse, Reporting, and Learning*, Cambridge University Press, Cambridge.
- Lewis, D. and Wallace, T. (2000). *New Roles and Relevance: Development NGOs and the Challenge of Change*, Kumarian Press, Chicago.

Supplementary Readings

- Ahmad, M.M. (2001). *Understanding the South: How Northern Donor Agencies and NGOs Understand the Needs and Problems of Southern NGO Clients*, Springer, New Delhi.
- BIDS (2001). Bangladesh Human Development Report 2000, Bangladesh Institute of Development Studies (BIDS), Dhaka.
- Doane, D. (2017) The Future of Aid: Will International NGOs Survive? [Online], Available at: <https://www.theguardian.com/global-development-professionals-network/2016/feb/23/the-future-of-aid-will-international-ngos-survive>.

- Goldston J. (2017) Talking Justice: Civil Society under Attack. Open Society Foundations. <https://www.opensocietyfoundations.org/podcast/civil-society-under-attack>
- Rahman, H.Z. and Hossain, M. (1995). *Rethinking Rural Poverty: Bangladesh As a Case Study*, Sage Publications India Pvt. Ltd., India.
- Tomasi, S. (2014) Does Aid Have A Future? Organization for Economic Development and Co-operation (OECD), Available at; <https://www.oecd.org/dac/financingsustainabledevelopment/ERG%20S2%20Jan%202014%20%20Does%20Aid%20Have%20a%20Future%20-%20Serge%20Tomasi%202014%2001.pdf>.

Course Code: 0314 15 Soc 5175		Year: First	Term: First
Course Title: Sociology and Anthropology			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course examines the myriad ways that anthropologists engage with and contribute to development. It combines sociological theory and anthropological case studies to help students develop a critical knowledge of development and insights into a range of contemporary challenges (e.g., poverty, gender inequality, migration, urbanization) that development institutions seek to address. The course traces the history of development, from its roots in enlightenment thought to contemporary market-based interventions, and explores the encounters between development policy and practice and the social and natural worlds of its beneficiaries.		
Course Objectives	<p>The aim of this study is to:</p> <ul style="list-style-type: none"> • Gain familiarity with how an anthropological and/or ethnographic perspective contributes to the study of global challenges • Develop the capacity for conceptual and ethical reflection on what and how anthropologists can contribute in societal development 		

Course Content		CLOs
Section A		
1	Theoretical Perspectives of Sociology and Anthropology: Functionalist, conflict and interactionist perspective; Evolutionism; Diffusionism; Structuralism; Creationalism, catastrophism and uniformitarianism; Cultural anthropology; Archeological anthropology; Biological anthropology; Linguistic anthropology.	1
2	Development in Sociology: Development as a sociological concept; Change, progress and development; Historical background of development and underdevelopment; Mercantilism, colonialism, imperialism, neo-colonialism and globalization.	2
3	Theoretical Perspectives of Development: Modernization, dependency, world system and Neo-Marxist theories.	2, 3
4	Urbanization, Industrialization and Development: Nature of urbanization in developing countries; Structure plan, master plan and detailed area plan of major cities in Bangladesh; Growth of mega cities; Urban primacy; Problems and prospects of industrialization in developing countries under the hegemony of WTO / GATT, Bill Warrens thesis on industrialization.	1, 2
Section B		CLOs
5	Overview: Major Theoretical Currents in Development Policy and Practice	
6	Governance and Development: Functions of state; Democracy; Dictatorship and military involvement; Bureaucracy governance and good governance, corruption, political instability and development.	3, 4
7	Culture and Development: Modernity and tradition; Cultural lag and economic dependence, culture of poverty, technology and changing culture in developing countries.	4

8	Foreign Aid and Trade: Types and nature of foreign aid; Aid dependency; Westernization; Foreign trade and global politics.	3
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Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand and critically evaluate the main theories, concepts and debates in the field of anthropology of development and sustainability.	1, 2, 5
	CLO2	Critically analyze development practices from an anthropological and culture-sensitive societal perspective.	1, 2, 4, 5, 6
	CLO3	Situate different actors in the development sector (international agencies, non-governmental, governmental, civil society, and so on).	3, 4, 5, 6
	CLO4	Reflect on the role of anthropology directly applied to development and social change.	1, 2, 3, 5

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Presentation, Final Examination
CLO2	Lecture and Presentation	Continuous assessment, Final Examination
CLO3	Lecture	Continuous assessment, Assignment, Final Examination
CLO4	Presentation	Group Discussion, Final Examination

Learning Materials

Recommended Readings

- Crewe, E. and R. Axelby. (2012). *Anthropology and Development: Culture, Morality and Politics in a Globalised World*, Cambridge: Cambridge University Press.
- Gardner, K. and D. Lewis. (2015). *Anthropology and Development: Twenty First Century Challenges*, London: Pluto Press.
- Schaefer, R.T. (2004). *Sociology: A Brief Introduction*, McGraw-Hill, New York.

Supplementary Readings

- Alavi, H. and Shanin, T. (1982). *Introduction to the Sociology of "Developing Societies"*, Monthly Review Press, New York.
- Brightman, M. and J. Lewis. (2017). *The Anthropology of Sustainability: Beyond Development and Progress*, London: Palgrave MacMillan.
- Havilan, W. (1983). *Cultural Anthropology*, Wadsworth-Thomson Learning, Oregon.
- Hoogvelt, A.M. (1976). *The Sociology of Developing Societies*, Macmillan, London.
- Kottak, C.P. (2011). *Cultural Anthropology: Appreciating Cultural Diversity*, McGraw-Hill, New York.
- McMichael, P. (2011). *Development and Social Change: A Global Perspective*, Pine Forge Press- Sage, London.
- Spybey, T. (1992). *Social Change, Development and Dependency: Modernity, Colonialism and the Development of the West*, Polity Press, Cambridge.
- Preston, P. (2011). *Theories of Development*, Routledge, New York.
- Stiglitz, J.E. (2002). *Globalization and its Discontents*, W.W. Norton & Company Ltd., New York.
- Webster, A. (1984). *Introduction to the Sociology of Development*, Macmillan, London.

Course Code: 0314 15 Demo 5177	Year: First	Term: First
Course Title: Population Policy and Gender Studies		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	The aim of this course is to make the students familiar with the concepts, theories of population and their application in formulating population policy and planning. In addition, this course offers students the opportunity to study gender in a variety of historical periods and geographical areas using academic, political, and feminist perspective.
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Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Equip students with a clear idea about the evolution and present scope of demography, population projection and age-sex structure, regional variation, nature, and theories and debates on population. • Develop skill regarding projection techniques to formulate population policy. • Understand gender studies as an academic field of study, be familiar with its major concepts, history, assumptions, and theories, and recognize its epistemological and methodological diversity and character.
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Course Content		CLOs
Section A		
1	Basic Demographic Processes: Demography – definition, nature, scope, and importance; Fecundity; Fertility; Mortality and migration; Desired fertility and population policy.	1
2	Population Composition and Projection: Dynamics of age-sex structure; Impact of age-sex structure on development; Concept of population projection and forecast; Measurement of Population growth; Population policy options in developing world; Population projection.	1, 2
3	Theories and Debates on Population: Pre-Malthusian, Malthusian, Marxist, Neo-Malthusian, Optimum and demographic transition theories.	1
4	Population Policy: Population Policy; Origin; Evolution; Impact; Twentieth century population policy-continuity and discontinuity; Population policy of Bangladesh;	3
5	Gender Studies: Feminism and history of feminist thought; Theoretical perspectives of feminism – liberal, neo-liberal, Marxist, socialist, radical, black, post-modernist.	4, 5
Section A		CLOs
6	Gender Planning and Frameworks: Harvard analytical framework; Moser framework; Longwe framework; Social relations approach.	4, 6
7	Gender and Development Policy: Integration of women in development; Women empowerment approaches – WID, WAD, GAD; Gender Policy – CEDAW, BEIJING+5, ICPD; Women’s development policy in Bangladesh.	4, 6
8	Gender Mainstreaming: Background; Key terms; Expectations; Outcomes; Strategies to institute gender mainstreaming policy; Developing a gender mainstreaming policy.	4, 6

9	Gender and Politics: Women's role in politics; Political awareness and leadership development; Global politics of population control.	5, 7
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Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Demonstrate an understanding of demographic and related theories, population dynamics, and different indicators and frameworks for measuring fertility and mortality.	1, 4
	CLO2	Use projection techniques in other social sector projections.	1, 2, 5
	CLO3	Assess the role of government interventions, policies, and programs in controlling population.	2, 3, 4, 5, 6
	CLO4	Utilize key concepts, terminology, and theoretical frameworks central to the field of gender studies.	1, 2
	CLO5	Locate feminist movement and their histories socially and politically as they pertain to Bangladesh and internationally.	1, 2, 3, 5
	CLO6	Evaluate development policies and articulate connections between global, regional, and local issues, and their relationship to women's experiences and to human rights, with an awareness of the importance of context.	2, 3, 4, 5, 6
	CLO7	Analyze evidence related to institutional context of gender and phenomena in politics.	2, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Continuous Assessment and Final Exam
CLO2	Lecture and Presentation	Continuous Assessment and Final Exam
CLO3	Lecture and Presentation	Continuous Assessment and Final Exam
CLO4	Lecture and Presentation	Assignment and Final Exam
CLO5	Lecture and Presentation	Assignment, Group Discussion and Final Exam
CLO6	Lecture and Presentation	Assignment, Group Discussion and Final Exam
CLO7	Review of Journal Articles	Class Assignment, Final Examination

Learning Materials

Recommended Readings

- Carmichael, G.A. (2016). *Fundamentals of Demographic Analysis: Concepts, Measures and Methods*. Switzerland: Springer.
- Coles, A., Gray, L. and Momsen, J. (2015). *Handbook of Gender and Development*. Routledge.
- Raj, H. (1978). *Fundamentals of Demography: (Population Studies with Special Reference to India)*. Surjeet Publ.

Supplementary Readings

- Caselli, G., Vallin, J. and Wunsch, G. (2006). *Demography*, Elsevier Inc., New York.
- Ennaji, M. (2016). Women, Gender, and Politics in Morocco, *Social Sciences*, 5(4), p. 75.
- Hunt, J. (2016). Gender and Development, *International Development: Issues and Challenges*, Palgrave Macmillan.
- Jacobb, S.S. and David, A.S. (2012). *The Methods and Materials of Demography*, 2nd Edition, Elsevier.
- Lucas, D. (2017). *Beginning Population Studies*. Canberra, ACT: Development Studies Centre, The Australian National University.
- MacGregor, S. (2017). *Gender and Environment: An Introduction*, In *Routledge Handbook of Gender and Environment* (pp. 1-24), Routledge.
- March, C., Smyth, I.A. and Mukhopadhyay, M. (1999). *A Guide to Gender: Analysis Frameworks*, Oxfam, UK.
- Parpart, J.L., Connelly, P. and Barriteau, V.E. (2000). *Theoretical Perspectives on Gender and Development*, IDRC, Ontario.
- Pilcher, J. and Whelehan, I. (2016). *Key Concepts in Gender Studies*. Sage.
- Ram, F., Unisa, S. and Sekher, T.V. (2011). Population, Gender and Reproductive Health, In *International Conference on Emerging Population Issues in the Asia-Pacific Region: Challenges for the 21st Century (2006: International Institute for Population Sciences, Mumbai)*. Rawat Publications.
- Rao, M. (Ed.). (2017). *The Lineaments of Population Policy in India: Women and Family Planning*, Taylor & Francis.
- Rao, M. and Sexton, S. (Eds.). (2010). *Markets and Malthus: Population, Gender and Health in Neo-liberal Times*, SAGE Publications India.
- Riley, N. E. and Brunson, J. (2018). *International Handbook on Gender and Demographic Processes*, New York, NY, USA: Springer.
- Sobhan, R. and Khundker, N. (2001). *Globalisation and Gender: Changing Patterns of Women's Employment in Bangladesh*, University Press Limited (UPL), Dhaka.
- Skiadas, C. H. and Skiadas, C. (2020). *Demography of Population Health, Aging and Health Expenditures*, Springer International Publishing.
- Tong, R. and Botts, T.F. (2018). *Feminist Thought: A More Comprehensive Introduction*, Routledge.
- Owen, J.E., Berenbau, S.A. and Liben, S.L. (2009). *Gender Development*, Psychology Press, Taylor & Francis Group, New York.

Course Code: 0811 15 AT 5179		Year: First	Term: First
Course Title: Agricultural Policy and Rural Development			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course intends to train students with the basic concepts of agricultural socio-economic development theories which in turn make them understand, participate and contribute to the policy debate of agro-based rural development.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Help students understand the basic ideas, concepts and knowledge of agricultural policy debate and associated rural development • Make students capable to evaluate the effects of market mechanisms, interventions and government policy on agricultural and rural development • Demonstrate how agricultural policy discussion and debate shape rural development 		

Course Content		CLOs
Section A		
1	Agricultural Development Problem: Problems of Bangladesh agriculture - low-productivity, unemployment, disguised unemployment, dependence on nature, traditional cultivation technique.	1
2	Agricultural Policy Analysis: Market, policy and state; Scope, objectives, constraints and instruments of agricultural policy; Measurement of policy intervention effects; Peasants and policy; Problems of agricultural and rural development policies in Bangladesh; Determinants of policy impacts on women.	3, 4
3	Marketing and Price Policy: Marketing of agro-products; Problems and related issues; Marketing policy - scope, objectives, instruments, impact, effectiveness, problems and prospects; Lessons of marketing policy experience; Price policy - scope, objectives, instruments, impact, effectiveness, problems and prospects; Lessons of price policy experience.	3, 4
4	Input and Credit Policy: Objectives and instruments of input policy; Impact and effectiveness of input policy; Fertilizer policy; Lessons of input policy experience; Objectives, instruments and institutions of traditional credit policy; Defects of traditional credit policy; Objectives, instruments, institutions and other dimensions of modern credit policy; Peasants vis-à-vis old and modern credit policy.	2, 3, 4
Section B		CLOs
5	Land Reform Policy and Diffusion of Modern Technology: Nature, scope and definitions; Land tenure system and land reform policies in Bangladesh; Objectives and instruments of land reform policy; Impact and effectiveness of land reform policy; Lessons from historical experience; Current and future relevance; Diffusion of modern technology - concept, scope, constraints, impact, effectiveness, failure; Policy revision.	1, 3, 4
6	Theories and Approaches in Rural Development: Meaning and significance of rural development; Efforts of pre-liberation and post-liberation periods - V-AID, Comilla Model, Green Revolution, <i>Swanirvar</i> Bangladesh Movement, <i>Gram Sarkar</i> , IRDP; <i>Akti Bari Akti Khamar</i> .	1, 2, 3

7	Dimensions of Rural Development: Rural poverty; Rural unemployment; Rural infrastructural facilities - health, water, sanitation, education and transportation; Rural industrialization; Local level planning and Peoples' participation in development programs; Agencies Associated with Rural Development in Bangladesh - BADC, BRDB, LGRD, PKSF, NGOs - BRAC, Proshika, ASA, Grameen Bank.	1, 2, 3
8	Government Intervention: Strategies by government to intervene to the agricultural market; government intervention, rural poverty and food security; subsidy on inputs, elimination of intermediaries, knowledge dissemination for technology diffusion.	3, 4

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Conceptualize the basic ideas and knowledge of agricultural policy to solve real-life agricultural operations and related problems for rural development.	1
	CLO2	Discuss the agents and factors of agriculture sectoral development in order accelerate rural development.	2, 3
	CLO3	Evaluate government and non-government organization's policies and interventions on agricultural rural development.	2, 3, 5, 6 7
	CLO4	Select optimal policy solutions and interventions for agricultural and rural development.	2, 3, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Continuous Assessment and Final Exam
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO3	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO4	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam

Learning Materials

Recommended Readings

- Esposti, R. and Sotte, F. (2013). Evaluating the Effectiveness of Agricultural and Rural Policies: An Introduction, *European Review of Agricultural Economics*, 40(4), pp.535-539.
- Huttunen, S. (2019). Revisiting Agricultural Modernization: Interconnected Farming Practices Driving Rural Development at the Farm Level, *Journal of Rural Studies*, 71, pp.36-45.
- Rivera, W.M. and Qamar, M.K., (2003). *Agricultural extension, rural development and the food security challenge*, Rome: Food and Agriculture Organization of the United Nations.
- Supplementary Readings**
- Cypher, J.M. and James, L.D. (2009). *The Process of Economic Development*, 3rd edition, Routledge, Taylor and Francis Group, London.
- Jhingan, M.L. (2003). *The Economics of Development and Planning*, 34th edition, Vrinda Publication, Delhi.
- Meier, G.M. (2004). *Leading Issues in Economic Development*, Oxford University Press,

New York.

Ray, D. (2007). *Development Economics*, New York University.

Setty, E. D. (2002). *New Approaches to Rural Development*, Anmol Publications, New Delhi.

Thirlwall, A.P. (2006). *Growth & Development: With Special Reference to Developing Economies*, Palgrave Macmillan, Singapore.

Todaro, M. P. And Smith, S. C. (2012). *Economic Development*, 10th edition, Addison Wesley, Harlow.

First Year Second Term

Course Code: 0311 15 Econ 5221	Year: First	Term: Second
Course Title: Research Methodology		
Course Status: Core		
Credit: 3.0		
Prerequisite(s): None		
Rationale	The ‘Research Methodology’ course attempts to acquaint the students with the concepts, steps and techniques of accomplishing a research. It will help the students to design a research. It will assist the students to focus on preparing research proposal, designing sampling plan, applying appropriate measurement and scaling techniques, developing questionnaire, collecting and analyzing data and concluding a research successfully.	
Course Objectives	The aim of this course is to: <ul style="list-style-type: none"> • Assist the students in designing a research appropriately. • Develop expertise of the students in sampling and data collection. • Train the students in analyzing data. • Guide the students for concluding a research successfully. 	

Course Content		CLOs
Section A		
1	Introduction: Definition of research; Rationale of research; Scope of research; Necessity of research; Research gap; Objective of research; Types of research; Methods of research; Research method versus methodology; Social research.	1, 2
2	Research Design: Features of a good research; Components of research design - comparison, manipulation, control and generalization; Types of research design; Steps of a research; Ethics; Plagiarism.	1, 2, 3, 7
3	Research Proposal: Components of a research proposal; Title; Objective; Research question; Study rationale; Study design; Work plan; Budget; Methods; Study team; Expected output; Study versus project proposal.	2, 3, 7
4	Sampling: Population versus sample; Census versus survey; Sampling frame; Operational definition of sample; Sampling techniques; Steps in sampling; Sample size; Sampling error; Randomness.	3, 5
Section B		CLOs
5	Measurement and Scaling Technique: Definition and purpose of measurement and scaling; Measurement and scaling of qualitative and quantitative data; Types; Nominal scale; Ordinal scale; Interval scale; Ratio scale; Likert scale; Semantic differential (SD) scale.	4, 5
6	Data Collection: Data type; Method of collecting data; Variables; Unit of measurement; Time period; Survey team formulation; Approaches for data collection - Focus group discussion (FGD), Key informant interview (KII), Case study, Questionnaire survey; Training to enumerators; Demonstration; Execution; Precautionary measures in data collection.	3, 4, 5
7	Data Processing, Presentation and Analysis: Data entry; Data cleaning; Coding; Data processing; Procedure of data presentation; Qualitative versus quantitative approaches to data analysis; Statistical and mathematical tools for data analysis – Mean, Median, Mode, Percentile,	4, 5, 6

	Cross-tabulation, Graph, Comparison, Hypothesis testing, t-test, Correlation, Regression.	
8	Concluding a Research: Key findings of data analysis; Arrangement and interpretation of findings; Discussing results to compare and contrast the findings with available literature; Report writing; Layout of a research report; Citation and referencing.	1, 4, 5, 6, 7

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Design a research.	1, 7, 8
	CLO2	Prepare a research proposal.	7, 8
	CLO3	Construct a suitable sampling plan.	7, 8
	CLO4	Apply appropriate measurement and scaling techniques in a research.	7, 8
	CLO5	Collect required data for a research.	7, 8
	CLO6	Analyze data using appropriate analytical techniques.	2, 7, 8
	CLO7	Conclude a research successfully.	2, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz, Continuous Assessment, Final Exam
CLO2	Lecture and Group Discussion	Continuous Assessment and Final Exam
CLO3	Lecture and Group Discussion	Viva-voce and Final Exam
CLO4	Presentation	Continuous Assessment, Final Exam
CLO5	Group Discussion and Field visit	Assignment and Final Exam
CLO6	Presentation and Group Discussion	Continuous Assessment, Assignment, Final Exam
CLO7	Presentation and Group Discussion	Viva-voce and Final Exam

Learning Materials

Recommended Readings

- Crano, W.D., Brewer, M.B. and Lac, A. (2014). *Principles and Methods of Social Research*, 3rd edition, Routledge.
- Kothari, C. (2004). *Research Methodology: Methods and Techniques*, New Age International, New Delhi.
- Nachmias, C. and Nachmias, D. (2007). *Research Methods in the Social Sciences*, Macmillan, Singapore.

Supplementary Readings

- Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practices*, Global Text Project.
- Bolton, K. and Brace, I. (2022). *Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research*, 5th edition, Kogan Page, London.
- Braun, V. and Clark, V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners*, 1st edition, SAGE Publications Ltd., California.
- Bryman, A., Bell, E., Reck, J. and Fields, J. (2021). *Social Research Methods*, 1st edition, Oxford University Press.

- Corbetta, P. (2003). *Social Research - Theory, Methods and Techniques*, 1st edition, SAGE Publications Ltd.
- De Vaus, D. (2001). *Research Design in Social Research*, Sage Publication, London.
- Ghosh, B.N. (1996). *Scientific Method and Social Research*, 3rd edition, Sterling Publishers Pvt. Ltd., New Delhi.
- Kalton, G. (2020). *Introduction to Survey Sampling (Quantitative Applications in the Social Sciences)*, 2nd edition, SAGE Publications Ltd., California.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- Lohr, S.L. (2021). *Sampling: Design and Analysis*, 3rd edition, Chapman & Hall, London.
- Neuman, W.L. (2009). *Social Research Methods: Qualitative and Quantitative Approaches*, 7th edition, Pearson.
- Punch, K.F. (2014). *Introduction to Social Research - Quantitative and Qualitative Approaches*, 3rd edition, SAGE Publications Ltd., California.
- Rodney, S. and Roberts, L. (2002). *Contemporary Social Research Methods*, 3rd edition, Wadsworth / Thomson Learning, Belmont.

Course Code: 0311 15 Econ 5223		Year: First	Term: Second
Course Title: Political Economy of Development			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course is designed to help students understand about the development processes and policies from a political economy perspective. This course provides students with a core competency in development theory and policy relevant to the local and global politics in order to ensure development.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • To engage with a range of political and developmental theories essential for understanding modern development processes and policies. • To explore the role of development institutions, their policies and strategies on socio-economic developmental issues. • To focus on the role of finance (including taxation, microcredit, inflation) in economic growth and development. 		

Course Content		CLOs
Section A		
1	Introduction: Concept, meaning and definition of political economy; Mercantilism and Physiocracy; Classical; Ideas of Marx and Lenin.	1, 2
2	Economics Systems and the Role of Government: Capitalism, socialism and communism; Government regulations and Parkinson's law.	2, 3
3	Emergence of the Modern State - Taxes and War: Positive theories of the origin of states; Critical role of war in state-making; Structural transformation; Role of technology; Role of trade and public institutions.	3, 4, 5
Section B		
4	Theories of Social and Economic Development: Theories of the role of public sector and public finance in social and economic development; State-centric aspects of governance; Societal aspects of governance; Functioning of political institutions within their societal context; Social justice and access for the poor through harnessing an active civil society; Significance of globalization processes for international and national institutions; Creation of effective and legitimate legal, administrative, financial and policy-making institutions.	2, 3, 4
5	State Formation and Development: Colonialism, collaboration and resistance; Nationalism and decolonization; Class formation and political identities; Politics and policy; Politics, values and conflicts; Ethnicity; Cold war order and the post-cold war order; Post-cold war (dis) order; State failure and civil conflict under post-bipolarity; Approaches to conflict management and state reconstruction; Post-conflict peace-building and peace-consolidation: challenges and dilemmas; Writing the political agenda of development; The World Bank and beyond; Culture and values; Democracy and development; Political agenda of development.	2, 3, 4

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the key politically linked development theories, debates and approaches, and critically evaluate each.	1, 5
	CLO2	Explore the diversity of economic and political structures in developing countries.	1, 2
	CLO3	Apprehend how political institutions shape economic policy.	1, 2, 4, 5
	CLO4	Discover the ways through which political economy influence development policy and practice.	1, 2, 5
	CLO5	Evaluate empirically the role of local and global political institutions on development.	1, 2, 5

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Continuous Assessment and Final Exam
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO3	Lecture and Presentation	Continuous Assessment and Final Exam
CLO4	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO5	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam

Learning Materials

Recommended Readings

Economics, I.I.T.D. (2021). Political Economy of Development. *Economics*, 91(11), p.2659.

Turner, M. and Hulme, D. (1997). *Governance, Administration and Development: Making the State Work*, Macmillan Basingstoke, London.

Van Waeyenberge, E., Fine, B. and Bayliss, K., 2011. *The political economy of development: The World Bank, neoliberalism and development research*, Pluto Press.

Supplementary Readings

Helpman, E. (2009). *The Mystery of Economic Growth*, Harvard University Press, Massachusetts.

Hoogvelt, A. (2001). *Globalization and The Postcolonial World: The New Political Economy of Development*, John Hopkins University Press, Maryland.

Lake, D.A. and Rothchild, D.S. (1998). *The International Spread of Ethnic Conflict: Fear, Diffusion, and Escalation*, Princeton University Press, New Jersey.

Szulczyk, K.R. (2012). *The Economics of Government*, Create Space Independent Publishing Platform, Oregon.

Course Code: 0311 15 Econ 5225	Year: First	Term: Second
Course Title: Trade Policy and Development		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	The objective of this course is to provide an understanding of contemporary Trade policies and the relationships between public policy and economic theory in the context of a globalized world economy and the resultant impact of these aspects on societal development. Students will review and consider the theories underlying international trade to gain an understanding of the rationale for trade, the gains from trade, how trade effects economic welfare.
Course Objectives	<ul style="list-style-type: none"> • Provide an understanding of contemporary trade policies and the relationships between public policy and economic theory in the context of a globalized world economy. • Acquaint students to focus on the external impact of trade on growth and development.

Course Content		CLOs
Section A		
1	Introduction: Meaning and importance of international trade; Distinction between international and interregional trade; Trading pattern of developing economies; Global trading pattern; E-commerce; Contemporary national and global trade policy.	1
2	Theories of International Trade: Purpose of international economic theories and polices; Theories of absolute and comparative cost advantage; Haberler's theory of opportunity cost; Law of reciprocal demand; Heckscher-Ohlin model; Leontief paradox.	2
3	Commercial Policy: Meaning; Free trade vs. restrictive trade; Argument for and against free trade and restrictive trade; Trade barriers; Arguments for and criticism of export-led economic growth and import-substitution policy; Trade liberalization; Trade openness; Concept and types of trade barriers; Arguments for and against trade barriers; Basic tariff analysis - cost, benefit, effect.	2, 3
4	Trade Policy in Bangladesh: Export policy; Import policy; Major issues in export and import policies; Effectiveness, drawbacks, recommendations; Bilateral trade agreement; Regional and multilateral trade agreement.	1, 2
Section B		CLOs
5	WTO and Trade Policy: Importance of international trade and multilateral trading system; Evolution of multilateral trading system - from GATT to WTO; Overview of GATT; WTO principles and rule-based regime; Trade negotiation; Agreement on Agriculture (AoA); Non-Agricultural Market Access (NAMA); General Agreement on Trade in Services (GATS); WTO and Regional Trade Agreements (RTAs); Development dimension of WTO and aid for trade.	2, 4
6	Trade and Aid: Trade versus aid; Meaning and measurement of aid; Aid fragmentation; Aid orphans; Aid predictability; Aid effectiveness; Aid effectiveness in global perspective; Measures to enhance aid	3, 4

	effectiveness.	
7	Foreign Direct Investment and Multinational Companies: Meaning, forms, global trends, bi-lateral contracts; Performance of MNCs; Merits and demerits of MNCs operation; Implications for the developing economies.	3, 4
8	Impact of Global War on Trade: Reasons of Russia and Ukraine war; Impact of this war on product pricing of basic goods and services; Impact of this war on developed and developing countries; Other Contemporary issues.	3

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Apprehend how trade and development objectives can be integrated to promote sustainable economic growth.	1, 2, 3, 5
	CLO2	Learn how to use decision-making analysis to determine an appropriate trade and development strategy for a developing country.	2, 3, 5, 6
	CLO3	Gain greater insights into how aid can help to foster growth and development in Bangladesh.	2, 5, 6
	CLO4	Understand some of the current issues in trade policy and how these methods have been used and adapted to examine them.	1, 2

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Presentation, Final Examination
CLO2	Lecture and Presentation	Continuous assessment, Final Examination
CLO3	Lecture	Continuous assessment, Assignment
CLO4	Lecture and Presentation	Group Discussion, Final Examination

Learning Materials

Recommended Readings

- Krugman, P.R. and Obstfeld, M. (2012). *International Economics: Theory And Policy*, 8th, Pearson Education, India.
- Salvatore, D. (2001). *International Economics*, 7th edition, John Wiley and Sons Inc., New York.
- Sodersten, B. and Reed, G. (1994). *International Economics*, 3rd edition, Macmillan Press Limited, London.

Supplementary Readings

- Akgul, Z., N. B. Villoria, and T. W. Hertel, (2016). GTAP-HET: Introducing Firm Heterogeneity into the GTAP Model. *Journal of Global Economic Analysis* 1(1), pp. 118-180
- Ellsworth, P.T. and Leith, J.C. (1974). *International Economy*, McGraw-Hill Inc., New York.
- Husted, S. and Melvin, M. (1958). *International Economics*, 4th edition, Addison Wesley Longman Inc., New York.
- Kabala, E., Kalenga, W. C. and Mulenga, J. et al (2020). Textbook on Trade Policy and Development. Copperbelt University, Mulungushi University and University of Zambia. Stockholm and Lusaka, Available at:

<https://www.enhancedif.org/en/system/files/uploads/textbook-on-trade-policy-and-development-july2020-ver1.pdf>.

Kindleberger, C.P. (1970). *Power and Money; the Economics of International Politics and the Politics of International Economics*, Basic Books, New York.

Krugman, P., M. Obstfeld and M. Melitz, (2015). *International Trade: Theory and Policy*, Pearson, 10th edition.

Feenstra, R. C. and A. M. Taylor. (2015). *International Trade*, 3rd edition, Worth Publishers.

Spybey, T. (1992). *Social Change, Development and Dependency: Modernity, Colonialism and the Development of the West*, Polity Press, Cambridge.

Stiglitz, J.E. (2002). *Globalization and its Discontents*, W.W. Norton & Company Ltd., New York.

Webster, A. (1984). *Introduction to the Sociology of Development*, Macmillan, London.

Course Code: 0311 15 Econ 5227	Year: First	Term: Second
Course Title: Industrial Policy and Development		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		
Rationale	This course attempts to conceptualize the students about the interaction and interdependency between economics and industry. Specifically, it focuses on industrial classification, efficiency, location, concentration, diversification and finance related issues. It also highlights on industrial sector of Bangladesh.	
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Conceptualize the interdependency between industry and economics. • Give an orientation of industrial efficiency, concentration and location choice. • Develop understanding of industrial theories and finance. • Enhance knowledge about industrial sector of Bangladesh. 	

Course Content		CLOs
Section A		
1	Introduction: Scope of industrial economics; Firm versus Industry; Classification of firms; Firm size; Market structure, conduct and performance - SCP paradigm; Industrial sector's contribution to economy - developed and underdeveloped country perspective.	1
2	Concepts in Industrial Development: Structure; Cluster; Concentration; Competitiveness; Efficiency; Intensity; Sick industry; Industrial revolution; Patterns of industrial development; Capital versus labour intensive industrial expansion; Industrial development pattern in developed and developing countries; Structural changes over time.	2, 3
3	Industrial Process and Finance: Production process; Just-in-time technique; Inventory management; Supplier-producer-buyer relationship; Sources of industrial finance; Need for finance; Types of finance; Short-run versus long-run finance; Internal versus external finance; Industrial finance - Bangladesh perspective.	3
4	Industrial Policy: Formulation of industrial policy - process, associated organs, implementing agencies; Nationalization vs. Privatization policy; Industrial policies of Bangladesh - overview, objectives, features, duration, comparison, strength, weakness.	6
Section B		CLOs
5	Integration and Diversification: Concepts of diversification, integration, merger and acquisition; Horizontal versus vertical perspectives; Backward versus forward linkage integration; Specialization versus full package supply of industrial goods; Product and market diversification; Diversification and competitiveness; Role of multinational companies.	5
6	Policy for Industrial Technology Transfer and Trade: Transfer and adaptation of technology; Research and development for technological advancement; Innovation; Preferential trading agreements; Free trade arrangements; Quota and duty structure; Bilateral and multi-lateral agreements.	4, 6
7	Social Dimension of Industry Sector: Wage discrimination; Minimum	6

	wage; Women empowerment; Exploitation of workers; Socio-economic condition of industrial workers; Factory environment; Code of conduct; Trade union activities.	
8	Industry Sector of Bangladesh: Leading industries; Production, employment and export status of industrial sector; Changes in internal composition of Bangladesh industrial sector - causes and consequences; Locational position of industries in Bangladesh; Industrial policy; Incentives for domestic / foreign investment accumulation.	6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Realize the importance of industrial economics and classify firms and quantify efficiency of manufacturing units.	1, 5, 6
	CLO2	Understand the history, dynamics of market structure, theories and industry performance.	1, 5
	CLO3	Measure industrial concentration, efficiency, industrial process and utilization of industrial finance.	3, 4, 5, 6
	CLO4	Explore the factors determining industrial location, technology and trade.	1, 2,3, 5, 6
	CLO5	Examine the necessity of diversification and integration and analyze the inter-industry relationship.	2, 3, 5, 6
	CLO6	Diagnose industrial sector of Bangladesh, policy and social dimension of it.	1, 2, 3, 4, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz, Continuous Assessment, Final Examination
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, Final Examination
CLO3	Lecture and Presentation	Continuous Assessment, Final Examination
CLO4	Lecture and Group Discussion	Presentation, Assignment, Final Examination
CLO5	Lecture	Viva, Class Assignment, Final Examination
CLO6	Journal Article Study	Presentation, Final Examination

Learning Materials

Recommended Readings

Barthwal, R.R. (2004). *Industrial Economics: An Introductory Text Book*, 2nd edition, New Age International (P) Ltd., New Delhi.

Huq, M. and Love J. (2001). *Strategies for Industrialization: The Case of Bangladesh*, University Press Limited, Dhaka.

Singh, B. (1996). *Managing Industrial Economy*, Anmol Pub., India.

Supplementary Readings

Carlton, D.W. and Perloff, J.M. (2000). *Modern Industrial Organization*, 3rd edition, Addison Wesley Longman, Inc., New York.

Haider, M.Z. and Hasan, K.M. (2010). Investment Climate in South-West region of Bangladesh: A Study of the Manufacturing Sector, Working Paper, No. 4/2010, Investment Climate Series, Economic Research Group, Dhaka.

Hoque, M.Z. (2004). *Industrial Loan Default: The Case of Bangladesh*, University Press Limited, Dhaka.

OECP (1989). *Technology and Global Competition - The Challenge for Newly Industrializing Economies*, Oxford and IBH, India.

Course Code: 0311 15 Econ 5229	Year: First	Term: Second
Course Title: Forest Economics and Policy		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		
Rationale	The aim of the course is for students to gain critical awareness of the need for an effective forest policy in order to sustainably manage forests and strengthen their multifunctional role. Through the acquisition of specialized knowledge, they will be able to understand the interaction of the forest with the social, economic and cultural environment and the organization of the national forest policy to achieve the maximum possible social prosperity	
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Develop the ability to evaluate the impacts of multiple-use forestry decisions using economic principles • Apply quantitative economic theory to analyze and solve real-world forest management problems and issues. 	

Course Content		CLOs
Section A		
1	Introduction: Features; Distinguishing forestry from other industries and their implications to economic analysis; Need to study forest economics.	1
2	Review of Forest Investment Financial Analysis: Valuing Forest Investments Over time; Interest rates; Time preferences; Compounding and discounting; Accounting for inflation, Nominal and Real rates of return, and Interpretation of return rates.	2
3	Demand of Forest Products: Timber demand and supply; Pricing of forest products and trends in timber prices; Derived demand for timber, Short and long-run timber supply, Timber sales and long-run projections of timber supply and prices.	2, 3
4	Forest Management under Risk and Uncertainty: Differences between risk and uncertainty; Risk preference; Risk and uncertainty associated with natural disturbance events and market fluctuations and risk management (strategies for minimizing the risk); Methods of incorporating uncertainty and risk into financial analysis of forest investments.	1, 2
Section B		CLOs
5	Forest Valuation and Timberland Investment: Calculating value of timberland; Timber and bare land; Appraisal methods; Timberland investment options; Stand-alone timberland investing, Investment portfolio diversification and investment strategies.	2
6	Forest Nonmarket Goods and Services: Use and non-use forest values; Positive and negative externalities; Concepts of willingness-to-pay and willingness-to-accept; Valuation of forest nonmarket benefits using stated and revealed preference methods.	3, 4
7	Protective Forests: Protection of forest wealth and Resilience to climate change; Appropriate policies for sustainable forest management; Protective measures for the Sundarban.	4
8	Challenges of Forest Owners: Supervisory role of the State – Exploitation of public forests; Costs of forest exploitation.	3

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Apply basic and advanced forest economics concepts and theoretical models to solve problems related to the management, allocation, and utilization of forest resources.	1, 2, 6
	CLO2	Understand economic relationships between forestry and other sectors and be able to determine potential shifts in management of forest resources in response to changes in these sectors.	1, 2, 3, 4, 6
	CLO3	Select and use appropriate financial criteria to compare forest investments, conduct complex sensitivity analyses, and generate recommendations based on the management objectives.	1, 2, 4, 6
	CLO4	Identify and account for risk and uncertainty associated with forest investments and conduct long-term economic analyses.	2, 3, 4, 6, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Presentation, Final Examination
CLO2	Lecture and Presentation	Continuous assessment, Final Examination
CLO3	Lecture	Continuous assessment, Assignment, Final Examination
CLO4	Presentation	Group Discussion, Final Examination

Learning Materials
Recommended Readings

Foster, B.B. (1984). A Service Foresters' Guide to Investment Terminologies--Which Ones Are Most Easily Understood By Landowners?, *Southern Journal of Applied Forestry*, 8, pp. 115-119.

Klemperer, W.D. (1981). Interpreting the Realizable Rate of Return, *Journal of Forestry*, 79, pp. 616-617.

Rose, D., Blinn, C.R., Brand, G.J. (1989). *A Guide to Forestry Investment Analysis*, U.S. Dept. of Agriculture, Forest Service, North Central Forest Experiment Station, St. Paul, MN.

Supplementary Reading

Aronow, M.E., Binkley, C.S. and Washburn, C.L. (2004). Explaining Timberland Values in the United States, *Journal of Forestry*, 102, pp. 14-18.

Barlow, S.A., Munn, I.A., Cleaves, D.A. and Evans, D.L. (1998). The Effect of Urban Sprawl on Timber Harvesting: A Look at Two Southern States, *Journal of Forestry*, 96, pp. 10-14.

Beuter, J.H. and Alig, R.J. (2004). Forestland Values, *Journal of Forestry*, 102, pp. 4-8.

Bullard, S. H., Gunter, J. E., Doolittle, M. L. and Arano, K.G. (2002). Discount Rates for Nonindustrial Private Forest Landowners in Mississippi: How High a Hurdle?, *Southern Journal of Applied Forestry*, 26, pp. 26-31.

Calish, S., Fight, R.D. and Teegarden, D.E. (1978). How Do Nontimber Values Affect

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- Douglas-fir Rotations, *Journal of Forestry*, 76, pp. 217-221.
- Fortson, J.C. and Field, R.C. (1979). Capital Budgeting Techniques for Forestry: A Review, *Southern Journal of Applied Forestry*, 3, pp. 141-143.
- Foster B.B. and Brooks, G.N. (1983). Rates of Return: Internal or Composite, *Journal of Forestry*, 81, pp. 669-670.
- Gregersen. H. M. (1975). Effect of Inflation on Evaluation of Forestry Investments, *Journal of Forestry*, 73, pp. 570-572.
- Harou, P.A. (1983). A Note on the Real Rate of Discount, *Forest Science*, 29, pp. 249-252.
- Huang, C. H. and Kronrad, G.D. (2006). The Effect of Carbon Revenues on the Rotation and Profitability of Loblolly Pine Plantations in East Texas, *Southern Journal of Applied Forestry*, 30, pp. 21-29.
- Klemperer, W.D. (1976). Economic Analysis Applied to Forestry: Does It Short-Change Future Generations?, *Journal of Forestry*, 74, pp. 609-611.
- Klemperer, W.D. (1981). Realizable Rate of Return: A Rejoinder, *Journal of Forestry*, 79, pp. 673- 673.
- Mills, W.L. (1988). Forestland: Investment Attributes and Diversification Potential, *Journal of Forestry*, 86, pp. 19-24.
- Schallau, C.H. (1980). Wirth, Reinvestment Rate and the Analysis of Forestry Enterprises, *Journal of Forestry*, 78, pp. 740-742.
- Thomson. T.A. (1992). Risk and Return from Investments in Pine, Hardwoods, and Financial Markets, *Southern Journal of Applied Forestry*, 16, pp. 20-24.
- Wear, D.N. Newman, D.N. (2004). The Speculative Shadow over Timberland Values in the US South, *Journal of Forestry*, 102, pp. 25-31.

Course Code: 0311 15 Econ 5230		Year: First	Term: Second
Course Title: Comprehensive Viva Voce – II			
Course Status: Core			
Credit: 1.0			
Prerequisite(s): None			
Rationale	The ‘Comprehensive Viva Voce – II’ aims to develop interview and viva-voce skill of the students. The course inspires the students to gain knowledge on etiquette of viva. The course also aims to develop oral presentation skills and self-expressive capacity of the students and review subjective knowledge learned throughout first year second term of the program.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Review the academic knowledge gained from theoretical and sessional courses learned in first year second term of the program. • Motivate students to learn viva voce protocol and art of oral expression. • Develop capacity to link theoretical knowledge to concurrent economic phenomenon. • Advance ability to participate in thematic academic discussion for assessing existing and alternate solutions. • Attain desired attributes of the program up to first year second term. 		

Course Content		CLOs
The ‘ Comprehensive Viva Voce – II Voce ’ requires the students to face a viva voce/ defense board at the end of the first year second term. The concerned Examination Committee/ Academic Committee of the Discipline will form viva voce board to conduct the viva and assess the students out of 100 marks. If deemed necessary to the concerned Examination Committee, these sessions might be arranged online. The contents of this viva voce will include the gained knowledge, issues covered and concepts handled through the theory/sessional courses conducted in first year second term of the program.		1-6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Review subjective knowledge gained through first year second term of the program.	1
	CLO2	Share and discuss economic problems in different contexts.	1, 3, 4, 8
	CLO3	Develop art of academic debates with various stakeholders of the society.	3, 8
	CLO4	Discuss about alternatives with policy making units.	2, 3, 6, 7
	CLO5	Enlarge critical thinking to link theoretical knowledge and applicability of economic theories in personal, regional, national and international context.	2, 3, 5, 6
	CLO6	Crosscheck the attainment of graduate attributes and program objectives at the end of first year second term.	3, 4, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	As reported for various courses	Viva-voce
CLO2	As reported for various courses	Viva-voce
CLO3	As reported for various courses	Viva-voce
CLO4	As reported for various courses	Viva-voce
CLO5	As reported for various courses	Viva-voce
CLO6	As reported for various courses	Viva-voce

Learning Materials

Recommended Readings

As reported for various courses offered in this term.

Course Code: 0311 15 Econ 5232		Year: First	Term: Second
Course Title: Dissertation Part–I–M			
Course Status: Optional*			
Credit: 3.0			
Prerequisite(s): None			
Rationale	The focus of the 0311 15 Econ 5232 course is to assist students further development of literature review and possible methodological means of investigation around their research topic. Emphasis will be on how to construct a research question under the guidance of supervisor. The core objective of this course is to provide guidance to the Master’s students so that they can understand basic concepts of research, conduct literature review, understand theory, and define research problem. In addition, students should be able to understand the purposes, assumptions, and logic inherent in research methodologies. The evaluation process of the course will be determined by the discipline in consistent with the existing rules and regulations of Khulna University.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Describe the research process. • Outline the element of a dissertation. • Describe in detail the procedures to be used for preparing dissertation. • Define a research problem and design an appropriate data collection proposal. • Develop knowledge of specific procedures or techniques of gathering information within a given set of methods or in a particular context of inquiry. 		

* *Core for Mixed mode (Dissertation) group students.*

Course Content		CLOs
	The course will cover exercise on the following:	
1	Selection of Topic	1
2	Introduction: Preliminary works and motivation of the dissertation; Selection of topic; Objective(s) and research question formulation; Problem statement; Structure of the report	2
3	Literature Review: <ul style="list-style-type: none"> ○ A survey of the literature (journals, conferences, book chapters) on the areas relevant to the research questions. ○ Original conclusions from such review. ○ Identification of gaps to be overcome with this master’s dissertation. 	3, 4
4	Research Design: Survey; Secondary study; Case study; Experimental; Ethnographic	5, 6
5	Sampling: Types and importance; Methods of sampling; Sampling and non-sampling error.	5
6	Techniques of Data Collection: Interview; Observation; In-depth case interviews; Focus group discussions (FGDs); Key informants’ interviews (KIIs); Community mapping.	5, 6
7	Data Collection Instruments: Interview schedule; Guideline and checklist.	5
8	Estimation	6
9	Preparation of Reference and Bibliography	3

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Select a research topic of interest.	1, 7, 8
	CLO2	Develop a clear and concise purpose of statement, delineated by research objectives.	1, 5, 7, 8
	CLO3	Prepare a comprehensive review of empirical literature related to selected topic.	1, 5, 7, 8
	CLO4	Device a conceptual model relevant to the research.	3, 7, 8
	CLO5	Carry out a wide range of strategies for data collection and analysis including observational and participatory techniques, interviewing methods, survey design, ethnographic approaches, cognitive tasks, sampling, content analysis, and coding.	2, 3, 5, 6
	CLO6	Design appropriate research method(s)/technique(s) to answer research question(s).	2, 5, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Continuous Assessment and Viva-voce
CLO2	Lecture, Presentation and Group Discussion	Continuous Assessment and Viva-voce
CLO3	Lecture, Presentation and Group Discussion	Continuous Assessment and Viva-voce
CLO4	Lecture, Presentation and Group Discussion	Continuous Assessment and Viva-voce
CLO5	Lecture, Presentation and Group Discussion	Continuous Assessment and Viva-voce
CLO6	Lecture and Presentation	Continuous Assessment and Viva-voce

Learning Materials

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.
- Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*, 5th edition, Allyn and Bacon, Boston.
- Punch, K.F. (2014). *Introduction to Social Research - Quantitative and Qualitative Approaches*, 3rd edition, SAGE Publications Ltd., California.

Supplementary Readings

- Bolton, K. and Brace, I. (2022). *Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research*, 5th edition, Kogan Page, London.
- Braun, V. and Clark, V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners*, 1st edition, SAGE Publications Ltd., California.
- Kalton, G. (2020). *Introduction to Survey Sampling (Quantitative Applications in the Social Sciences)*, 2nd edition, SAGE Publications Ltd., California.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- Lohr, S.L. (2021). *Sampling: Design and Analysis*, 3rd edition, Chapman & Hall, London.
- Marshall, C. and Rossman, G. (2016). *Designing Qualitative Research*, 6th edition, Thousand Oaks, CA: Sage.

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- Nachmias, C.F. and Nachmias, D. (1996). *Research Methods in the Social Sciences*, 5th edition, E. Arnold, London.
- Rodney, S. and Roberts, L. (2002). *Contemporary Social Research Methods*, 3rd edition, Wadsworth / Thomson Learning, Belmont.
- Turabian, K.L., Booth, W.C., Colomb, G.G. and Williams, J.M. (2013). *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition, Chicago, IL: University of Chicago Press.

Course Code: 0388 15 DS 5271		Year: First	Term: Second
Course Title: Governance and Development			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course is designed to acquaint students with the fundamental concepts of government, politics, governance and development. It will also provide insight into the political beliefs and functions which is complementary to the understanding of the modern world.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Acquaint students with the fundamental terminologies related to government, politics and governance. • Make students understand cotemporary approaches to development. • Acquaint students with the idea of political economy of development and governmental policies that affect development. • Make the students familiar with forms and organs of government, public administration, and civil rights. 		

Course Content		CLOs
Section A		
1	Introducing Governance: Definition, nature, type and scope of government; Good governance; Formation and organs of government; Theories of state development.	1
2	Governance and Development: Theories of the role of the public sector and public finance in social and economic development; State-centric aspects of governance; Societal aspects of governance; Functioning of political institutions within their societal context; Social justice and access for the poor through harnessing in an active civil society.	1, 2
3	Forms and Organs of Government: Democracy; Dictatorship; Unitary; Federal; Parliamentary and presidential forms of government; Legislature, executive and judiciary.	3
4	Globalization and Development: Significance of globalization processes for international and national institutions; Creation of effective and legitimate legal, administrative, financial and policy-making institutions; Writing the political agenda of development; The World Bank and beyond; Culture and values; Democracy and development; Political agenda of development.	2, 4
Section B		CLOs
5	Civil Rights and Civil Liberties: Ideas of rights; Positive and negative rights; Human rights and fundamental rights; Equity and equality; Freedom and obedience; Development of civil liberties and civil rights by judicial interpretation; Knowledge of substantive rights and liberties.	4, 5
6	Colonial Legacy and Development: Nationalism; Colonialism, collaboration and resistance; Decolonization; Neo-colonialism, class formation, political identities; Politics and policy.	4, 5
7	Conflict and Inequality: Politics, values and conflicts; Ethnicity; Cold war order and the post-cold war order; State failure and civil conflict under post-bipolarity; Approaches to conflict management and state reconstruction; Post-conflict peace-building and peace-consolidation -	4, 5

	challenges and dilemmas.	
8	Politics and Instability in Developing Countries: Military intervention and withdrawal; Corruption; Underdevelopment of development; Role of culture in development; Traditions and modernity.	6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the basic concepts of government, politics and governance.	1, 4, 5, 6
	CLO2	Realize the relationship between governance and development.	2, 4, 5, 6
	CLO3	Realize the organs of government, electoral processes and policies in a variety of countries around the world and the ability to compare the effectiveness or impact of differing political arrangements across countries.	1, 3, 4, 5, 6
	CLO4	Make them aware regarding colonial legacy, globalization and development.	1
	CLO5	Identify civil rights, civil liberties, conflict and inequality.	4, 5, 6
	CLO6	Evaluate the basic strengths and weaknesses of politics and instability in developing countries.	5

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz, Continuous Assessment, Final Examination
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, Final Examination
CLO3	Lecture and Presentation	Continuous Assessment, Final Examination
CLO4	Lecture and Group Discussion	Presentation, Assignment, Final Examination
CLO5	Lecture	Viva, Class Assignment, Final Examination
CLO6	Journal Article Study	Presentation, Final Examination

Learning Materials

Recommended Readings

- Garner, J.W. (1989). *Political Science and Government*, IRWIN Inc., Illinois.
- Kapur, A.C. (1999). *Principles of Political Science*, 20th edition, S. Chand and Company Limited, India.
- White, L.D. (1992). *Introduction to the Study of Public Administration*, Allen and Unwin, Australia.

Supplementary Readings

- Goldin, I. and Reinert, K. (2012). *Globalization for Development: Meeting New Challenges*, Oxford University Press, Oxford.
- Jaffe, E.D. (2006). *Globalization and Development*, Infobase Publishing, New York.

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- Kalb, D., Pansters, W.G. and Siebers, H. (2004). *Globalization and Development: Themes and Concepts in Current Research*, Springer, India.
- Khan, S.I., Islam, S.A. and Haque, M.I. (2008). *Political Culture, Political Parties and the Democratic Transition in Bangladesh*, The University Press Limited, Dhaka.
- Lake, D.A. and Rothchild, D.S. (1998). *The International Spread of Ethnic Conflict: Fear, Diffusion, and Escalation*, Princeton University Press, New Jersey.
- McGinnis, M.D. (1999). *Polycentric Governance and Development: Readings From the Workshop in Political Theory and Policy Analysis*, University of Michigan Press, Michigan.
- Turner, M. and Hulme, D. (1997). *Governance, Administration and Development: Making the State Work*, Macmillan Basingstoke, Toronto.
- UNCTAD (2010). The Least Developed Countries Report 2010, [online], Available at: <http://unctad.org/en/Pages/ALDC/Least%20Developed%20Countries/The-Leas-Developed-Countries-Report.aspx>.

Course Code: 0388 15 DS 5273	Year: First	Term: Second
Course Title: Education and Health in Development		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	Education and health are two major issues related with development. The development policy depends on the upgradation system of education as well as health. The priority of these issues are vast because it can produce human capital.
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Conceptualize the education system, its stakeholders and financing system. • Develop knowledge about health economics, public health, health service and finance related issues. • Enhance the capability to implement the policies related with education and health.

Course Content		CLOs
Section A		
1	Education and Development: Education; Concepts: Schooling, curriculum, syllabus, text book and assessment; Education and employment; Education for economic growth and development; Education in human capital development; Democracy and education; Education and culture.	1
2	National Education System: Historical development of national education system; National education systems in the global political economy; Education system of Bangladesh; Formal, informal and non-formal education in Bangladesh.	1
3	Stakeholders in Education and Financing: Government; NGOs; Civil society; Teachers' association; Family; Community; School management; Media; Use of technology; Sources of finance in education; Public and Private Financing in education; Allocation in education and Annual Development Plan (ANP); Cost in education; Rate of return of education; Financial constraints and its impact on educational development.	2
4	Gender and Education: Education and gender inequality; Education and women empowerment.	3
5	Education Policy: Education policy in developed and developing countries; Education policy in Bangladesh.	3
Section B		CLOs
6	Health Economics: The health care economy is massive; Health is uncertain and contagious; Health economics is public finance; Welfare economics; A special note for non-American readers.	4
7	Health and Development: Social, economic and political components of development and their interactions with health and diseases; Mortality and fertility; Determinants of health and diseases; Theories of health promotion.	4
8	Public Health Economics: Economic epidemiology; The demand for self-protection; The SIR model of infectious disease; Disease control;	4

	Applications of economic epidemiology; Obesity; The widespread rise in obesity; What explains increasing obesity; The costs of obesity; Is obesity a public health crisis; Obesity contagion in social networks; Other justifications for public health intervention.	
9	Health Services and Finance: Health management system in Bangladesh; Constraints in peoples' access to health services; Role of ICDDR, B, BIRDEM, BRAC and BIRPERHT in providing health service; Sources of financing in health care programs; Health care expenditures; Financial flaws in the health sector; Trade of between better / faster services and cheaper services; Financing of health care and resource constraints; Measuring health benefits..	5
10	Government Intervention and Health Policy: Provision of private and public health; Effects of government regulations; Health services and the non-profit sector; Health policies in Bangladesh.	5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the basic concepts of government, politics and governance.	1, 3
	CLO2	Realize the relationship between governance and development.	2, 3, 5
	CLO3	Realize the organs of government, electoral processes and policies in a variety of countries around the world and the ability to compare the effectiveness or impact of differing political arrangements across countries.	2, 3, 4, 5
	CLO4	Make them aware regarding colonial legacy, globalization and development.	1, 2, 3, 4
	CLO5	Identify civil rights, civil liberties, conflict and inequality.	2, 3, 4, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz, Continuous Assessment, Final Exam
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, Final Exam
CLO3	Lecture and Presentation	Continuous Assessment, Final Exam
CLO4	Lecture and Group Discussion	Presentation, Assignment, Final Exam
CLO5	Lecture	Viva, Class Assignment, Final Exam

Learning Materials

Recommended Readings

- Bhattacharya, H. and Tu. (2013). *Health Economics*, Palgrave Macmillan, (BHT).
- David M. C. (2005). *Your Money or Your Life*, Oxford University Press.
- Folland, Goodman. and Stano. (2013). *The Economics of Health and Health Care*, 7th Edition Prentice Hall.
- Halsey, A.H., Lauder, H., Brown, P. and Wels, A.S. (1997). *Education: Culture, Economy, and Society*, Oxford University Press, Oxford.

Supplementary Readings

- Mundial, B. (1995). *Priorities and Strategies for Education: A World Bank Review*, World Bank, Washington, D.C.
- Polachek, S.W. and Siebert, W.S. (1993). *The Economics of Earnings*, Cambridge University Press, Cambridge.
- Psacharopoulos, G. and Woodhall, M. (1985). *Education for Development: An Analysis of Investment Choices*, Oxford University Press, Oxford.
- Skilbeck, M. (2000). *Education for All—Global Synthesis*, UNESCO, New York.

Course Code: 0542 15 Stat 5275		Year: First	Term: Second
Course Title: Statistics for Social Research			
Course Status: Core			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course is designed to provide an understanding for the students on statistical concepts and hypothesis testing so that they can apply these techniques in both academic and practice-based researches along with in real-life decision making under risky and uncertain situations.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • To understand fundamental concepts in probability and statistics. • To apply statistical concepts of probability and statistics in solving various logical problems. • To use the statistical techniques to collect data, to analyze them, to interpret the results and to draw conclusion from the results. 		

Course Content		CLOs
Section A		
1	Introduction to Statistics: Population and sample; Discrete and continuous variables; Random variables; Statistical methods; Scope, importance and limitations of statistics.	1
2	Collection and Presentation of Data: Data sources; Methods of collecting data; Designing a Questionnaire; Tabulation of data; Arranging data using the data array and the frequency distribution; Construction of a frequency distribution; Graphical representation of quantitative and qualitative data - histogram, ogive, pie-chart, bar diagram and frequency polygon, box plot.	1
3	Measurement and Scale: Nominal, ordinal, interval, ratio variable; Various scales - absolute measurement scale, relative measurement scale, Likert scale, graphic rating scale, semantic differential scale, bipolar scale.	1
4	Measure of Central Tendency: Different measures of central tendency; Mean: types - arithmetic mean, geometric mean, harmonic mean; Computation, properties, use, advantage and disadvantage of arithmetic and geometric mean; Median determination; Advantages and disadvantages of median; Mode determination; Advantages and disadvantages of mode; Relationship between various measures of central tendency; Quartiles, deciles and percentiles.	1, 2
Section B		CLOs
5	Measures of Dispersion: Definition, importance and computation, application of different measures of dispersion (absolute and relative) - range, quartiles, percentiles, inter-quartile range, mean deviation, standard deviation, variance and coefficient of variation; Properties of standard deviation.	1, 2
6	Correlation and Regression Analysis: Types of correlation; Coefficient of correlation; Limitations of correlation; Measures of correlation; Relationship between correlation and regression; Definition of regression; Scatter diagram; Method of least squares; Estimation of regression.	1, 2, 3, 4

7	Probability and Probability Distributions: Definition of probability; Independent and dependent events; Mutually exclusive events; Concepts and theories of probability - total and compound; Set theories; Sequence of events; Normal distribution; Binomial distribution; Relation between binomial and poisson distributions; Multinomial distribution.	1, 2
8	Test of Hypothesis: Level of significance; Testing the significance of difference between two sample mean and population mean; Test of significance for attributes; Testing the significance between two sample means; Test of significance of coefficient of correlation.	1, 2, 3, 4

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Acquainted with the key terminologies, concepts, theories and techniques of statistics.	1
	CLO2	Understand statistical tools used in logical decision-making process and academic researches.	2, 5
	CLO3	Apply the techniques in finding evidence based for both academic and practice-based researches	2, 5, 6
	CLO4	Formulate policies and choose an optimal one for practical solutions for real-life development problems	1, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Continuous Assessment and Final Exam
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO3	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO4	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam

Learning Materials

Recommended Readings

- Levin, R.I. (2011). *Statistics for management*, Pearson Education India.
- Sachs, L. (2012). *Applied statistics: a handbook of techniques*, Springer Science & Business Media.
- Weiers, R.M. (2010). *Introduction to Business Statistics*, Cengage Learning, Ohio.

Supplementary Readings

- Field, A. (2009). *Discovering Statistics Using SPSS*, Sage publication, London.
- Wackerly, D., Mendenhall, W. and Scheaffer, R.L. (2014). *Mathematical Statistics with Applications*, Cengage Learning.
- Webster, A. (1998). *Applied Statistics for Business and Economics: An Essentials Version*, Irwin / McGraw-Hill, New York.

Course Code: 0731 15 URP 5277		Year: First	Term: Second
Course Title: Urbanization and Development			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course examines relationship between urbanization and development, paying close attention to the ways that public and private sector priorities, legal framework, land use protocols, and infrastructure policies determine the growth and structure of cities in the late industrialized world. It further focuses on key issues that emerge in rapidly growing cities of the developing world, ranging from land use, growth management, transportation, economic development, housing and community development, environmental challenges and planning, fragmented sprawling, and underserved landscape that often lack effective institutions for sustainable metropolitan management.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Identify and characterize processes of urbanization and patterns of urban development. • Describe the work of early and contemporary scholars and theorists in the field of urban studies. • Understand the key issues and policy debates in the areas of economic development, housing, transportation, poverty, rural-urban migration, and sustainable development. 		

Course Content		CLOs
Section A		
1	Historical Perspective on Urbanization: Civilization and urbanization; Characteristics of patterns of early urbanization; Urbanization in the 18 th century and beyond; Characteristics of modern urbanization.	1, 2
2	Urbanization: Meaning and measure of urbanization; Types of urban centers - comparative perspective; Urban area analysis; Urban land use analysis; Urban area classification system; Trend and development of global cities; Sustainable cities.	1, 2
3	Urbanization and Economic Development: Urban agglomeration, industrialization and modernization; Urban bias theory; Christaller's central place theory; Urbanization and development in regional perspective: Central and South America, Asia-Pacific, Middle East and North Africa, Sub-Saharan Africa.	2, 3
Section B		CLOs
4	Market Forces in Growth and Development of Cities: Economic reasons for urbanization; Locations of firms and cities; Urban economic growth.	1, 2, 4
5	Urban Environment: Housing demand and supply; Public utilities and services provision; Urban informal activity; Poverty and migration; Slum and squatter; Urban congestion and crime.	2, 4
6	Sustainable Urban Development: Meaning and challenges to urban development; Environmental, social and economic forces of	1, 4, 5

	development; Globalized cities and sustainable development.	
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Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Demonstrate in-depth knowledge of urbanization, its characteristics, trends and development of global cities.	1, 2
	CLO2	Understand how and why different forms of urbanization in developed and developing countries have developed, and their implications for population distribution, economy, society, and environment.	1, 2, 4, 5, 6
	CLO3	Review competing models for the provision of urban services, conceive of and articulate thoughtful arguments both for and against the models.	1, 2, 3, 4, 5, 6, 8
	CLO4	Evaluate key issues and policies in the areas of economic development including housing policies, slum settlement and its problems, poverty, environmental risks, and human mobility.	2, 3, 4, 5, 6, 8
	CLO5	Investigate the challenges of urban development and assess the issues related to globalized cities and sustainable development.	2, 3, 5, 6, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Continuous Assessment and Final Exam
CLO2	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO3	Lecture and Presentation	Continuous Assessment and Final Exam
CLO4	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO5	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam

Learning Materials

Recommended Readings

Abu-Lughod, J. and Hay, R. J. (2013). *Third World Urbanization*, Routledge.
 Beall, J., Guha-Khasnobis, B. and Kanbur, R. (2010). *Urbanization and Development: Multidisciplinary Perspectives*, Oxford University Press.
 O' Sullivan, A. (2007). *Urban Economics*, McGraw-Hill / Irwin, London.

Supplementary Readings

Beall, J., Guha-Khasnobis, B. and Kanbur, R. (2012). *Urbanization and Development in Asia: Multidimensional Perspectives*, Oxford University Press.
 Gugler, J. (2004). "Introduction." In *World Cities beyond the West: Globalization, Development, and Inequality*, New York, NY: Cambridge University Press, pp. 1-26. ISBN: 9780521536851.
 Hossain, M. F. (2019). *Sustainable Development for Mass Urbanization*, Elsevier.
 Higgins, B. (1968). *Economic Development: Problems, principles and Policies*, W.W. Norton & Company Ltd., New York.

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- Hirsch, W.Z. and Hirsch, W.Z. (1973). *Urban Economic Analysis*, McGraw-Hill, New York.
- Nath, V. (2007). *Urbanization, Urban Development, and Metropolitan Cities in India*. Concept Publishing Company.
- Ramsamy, E. (2006). *World Bank and Urban Development: From Projects to Policy*, Routledge.
- Shen, J. (2018). *Urbanization, Regional Development and Governance in China*, Routledge.
- Speare, A., Liu, P. K. and Tsay, C.L. (2019). *Urbanization and Development: The Rural-Urban Transition in Taiwan*, Routledge.
- Tannerfeldt, G. and Ljung, P. (2012). *More Urban Less Poor: An Introduction to Urban Development and Management*, Routledge.

Course Code: 0521 15 ES 5279		Year: First	Term: Second
Course Title: Environmental Policy and Development			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	The ‘Environmental Policy and Development’ course attempts to accustom the students with the concepts, ideas, procedures, steps and techniques of handling environmental issues from policy and development perspectives. It will help the students to understand the agriculture-environment-development nexus. It will assist the students to focus on performing environmental valuation, contributing in environmental decision-making process, ensuring sustainable development, managing environmental pollution and formulating environmental policy.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Assist the students in understanding the agriculture-environment-development nexus. • Develop expertise of the students for performing environmental valuation. • Guide the students for contribution towards sustainable development. • Support the students in formulating environmental policy. 		

Course Content		CLOs
Section A		
1	Environment and Development: Natural resource, Ecology, Biodiversity, Economics and the Environment; Environment and Development; Environment and Population; Economic growth and Environment; Environment-Poverty nexus; Environmental Kuznets Curves.	1, 3
2	Agriculture, Environment and Development: Salinity and agricultural production; Pesticide and fertilizer use in agriculture; Waste-water irrigation; Crop residue burning; Shifting cultivation; Technology adoption.	1, 4
3	Environmental Valuation: Incremental benefit; User versus existence value; Damage function method; Contingent valuation method; Averting expenditure method; Travel cost method; Hedonic price method.	2, 5
4	Benefits-cost Analysis: Present value determination; Inflation correction; Present value of benefits and costs; Benefit-cost ratio.	2, 5
Section B		CLOs
5	Environmental Decision Making: Public policy process; Environmental public policy development; Key players in environmental decision making – Environmentalists, Private firms, Govt., Scientists and Economists.	3, 5
6	Environmental Pollution and Threat: Major polluting sources; Threats; Environmental pollution – Local, National and Global perspectives; Impacts of pollution; Environmental degradation; Natural hazards - Flood, Cyclone and Riverbank erosion; Environmental impact of human interference.	4, 5

7	Sustainable Development: Concept and criticism of conventional development; Concept, Objectives, Goals, Importance and Approaches of Sustainable Development; Strong versus weak sustainability approach; Sustainable development and environmental accounting; Policy approach for sustainable society.	4, 5
8	Environmental Policy Issues: Pollution control strategies; Environmental policy and practice of Bangladesh; National environment policy; Environment control act; Bangladesh environment conservation act; Bangladesh environment protection act; International environmental policy and legislations; International environmental conservations; Policies and strategies on environment protection; Impact of the environment protection on economy.	3, 5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Demonstrate in-depth knowledge of urbanization, its characteristics, trends and development of global cities.	1, 5
	CLO2	Understand how and why different forms of urbanization in developed and developing countries have developed, and their implications for population distribution, economy, society, and environment.	1, 2, 3, 5, 6
	CLO3	Review competing models for the provision of urban services, conceive of and articulate thoughtful arguments both for and against the models.	2, 3, 4, 5, 6
	CLO4	Evaluate key issues and policies in the areas of economic development including housing policies, slum settlement and its problems, poverty, environmental risks, and human mobility.	2, 3, 4, 5, 6
	CLO5	Investigate the challenges of urban development and assess the issues related to globalized cities and sustainable development.	2, 3, 4, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz, Continuous Assessment, Final Exam
CLO2	Lecture and Group Discussion	Continuous Assessment and Final Exam.
CLO3	Lecture and Group Discussion	Viva-voce and Final Exam.
CLO4	Presentation	Continuous Assessment and Final Exam.
CLO5	Group Discussion and Presentation	Assignment and Final Exam.

Learning Materials

Recommended Readings

- Callan, S.J. and Thomas, J.M. (2013). *Environmental Economic and Management: Theory, Policy and Applications*, 6th edition, South-Western, Cengage Learning, Boston.
- Dorfman, R. and Dorfman, N.S. (1993). *Economics of the Environment- Selected Readings*, W.W. Norton and Company, New York.
- Tietenberg, T. (2006). *Environmental and Natural Resource Economics*, 7th edition, Addison Wesley, New York.

Supplementary Reading

- Al-Saidi, M. (2018). *Environmental Policy and Sustainable Development*, Springer.
- Elahi, K.M., Ahmed, K.S. and Mafizuddin, M. (1991). Riverbank Erosion, Flood and Population Displacement in Bangladesh, *Riverbank Erosion Impact Study*, Dhaka.
- Hanley, H., Shogren J.F. and White, B. (2004). *Environmental Economics in Theory and Practice*, Macmillan India Ltd., New Delhi.
- Haque, A.K.E., Murty, M.N. and Shyamsundar, P. (2011). *Environmental Valuation in South Asia*, Cambridge University Press, Delhi.
- Harris, J.M. (2006). *Environmental and Natural Resource Economics: A Contemporary Approach, 2nd Edition*, Global Development and Environment Institute, Tufts University.
- Kolstad, C.D. (2000). *Environmental Economics*, Gopsons Papers Ltd., India.
- Pearce D. and Turner, R.K. (1998). *Economics of Natural Resources and Environment*, McGraw-Hill, New York.
- Pouloupoulos, S. and Inglezakis, V. (eds.) (2016). *Environment and Development: Basic Principles, Human Activities, and Environmental Implications*, Elsevier, Amsterdam.
- Sterner, T. (2003). *Policy Instruments for Environmental and Natural Resource Management*, Resources for the Future, Washington, DC.
- Vig, N.J., Kraft, M.E. and Rabe, B.G. (2021). *Environmental Policy: New Directions for the Twenty-First Century*, 11th edition, SAGE Publications Ltd., India.

Second Year First Term

Course Code: 0311 15 Econ 6121	Year: Second	Term: First
Course Title: Resource Management and Sustainable Development		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		
Rationale	This course communicates why natural resources are vital for human survival now and in the future in connection with development discourse. Therefore, their proper use and management are imperative. Notwithstanding the importance of natural resources for human existence and environmental productivity, human activities have been identified as the overriding factors for causing natural resource degradation, depletion, and extinction.	
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • To explain students with contemporary issues in natural resources assessment and management • To gain an understanding of principles of environmentalism and the history of the conservation movement. • To understand the impacts and consequences of human activity on natural resources. • To understand the appropriate resource conservation. 	

Course Content		CLOs
Section A		
1	Fundamentals of Natural Resource: Definition; Concept and Classification of Natural Resources; Non-renewable and Renewable Resources; Historical Approach to natural resource scarcity and Distribution of Natural Resource Worldwide	1, 4
2	Natural Resource Economics: Theories of Natural Resource Use; Tragedy of the Commons; Efficiency and Deadweight Loss	1, 3
3	Classification Methods: Land Covers Classification; Forest Inventory; Landscape Ecology; Biophysical Surveys; Land Systems; Land Capability and Suitability; Parametric Methods.	2, 3
4	Benefit-Cost Analysis: Benefit-cost Analysis; Measuring Benefits; Measuring Nonmarket Environmental Benefits; Measuring Costs	4
5	Tools and Techniques: Scale Sample Design; Logistics and Implementation; Costs; Land Tenure System; Data Collection; Accuracy Assessment; Application of GIS and Remote Sensing; Land and Natural Resource Tenure System.	4
Section B		
6	Political Economy of Natural Resource Management: Natural Resource Wealth; World War and Between; Large-Scale Commercial Agriculture; Continued Dependence on Natural Resource Wealth; Institutional Reform; Corruption and Collusion; Political Accountability and Transparency.	2, 3
7	Energy and Mineral Resource Management: Present Situation at National Level; Sustainable Consumption of Energy and Mineral Resource; Limitation in the Future; Best Available Option for Future;	3, 4

	Solar Power; Wind Power and Nuclear Power.	
8	Forest Resources: Ecosystem Based Management; Preservation and Restoration; Role of Forest; Indigenous Community and Forest.	4
9	National Policies and Prospects: Objectives; Current Status in Energy.	3, 4
10	Natural Resource Management Institutions: Concerned Ministry; UNEP; FAO; WFP and IUCN.	4

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Demonstrate knowledge and understanding of methods of assessing and managing natural resources.	1, 5
	CLO2	Evaluate various approaches in the study of natural resource management in one's society.	1, 2, 3, 5, 6
	CLO3	Assess and plan for addressing contemporary issues in natural resource management.	2, 3, 4, 5, 6
	CLO4	Implement Natural Resources Management projects for sustainable development.	2, 3, 4, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz, Continuous Assessment, Final Exam
CLO2	Lecture, Presentation, and Case Studies	Continuous Assessment, Assignment and Final Exam.
CLO3	Lecture, Presentation, and major event observation (virtual)	Continuous Assessment, Assignment and Final Exam.
CLO4	Lecture and Group Discussion	Class presentation and Final Exam.

Recommended Readings

- Anderson, D. A. (2019). *Environmental Economics and Natural Resource Management*, 5th edition, Routledge.
- Barbier, E. B. (2005). *Natural Resources and Economic Development*, Cambridge University Press.
- Tietenberg, T. and Lewis, L. (2018). *Environmental and Natural Resource Economics*, 11th edition, Routledge.

Supplementary Readings

- Conard, J.M. (2010). *Resource Economics*, 2nd edition, Cambridge University Press, Cambridge.
- Cunningham, W.P. and Saigo, B.W. (1999). *Environmental Science: A Global Concern*, 7th edition, McGraw-Hill College, New York.
- Fisher, A.C. (2008). *Resource and Environmental Economics*, Cambridge Surveys of Economic Literature, Cambridge University Press, Cambridge.
- Harris, J. M. and Roach, B. (2021). *Environmental and Natural Resource Economics: A Contemporary Approach*. 5th edition, Routledge.
- Imam, B. (1990). *Bangladeshe Tel Samvabana O Haripur Oil Bitarka*, The University Press Limited, Dhaka, Bangladesh.
- Pearce, D.W. and Turner, R.K. (1990). *Economics of Natural Resources and the Environment*, The Johns Hopkins University Press, Baltimore.

- Shrivastava, M.C. (1997). *Introductions to Forestry*, 2nd edition, Vikas Publishing House Pvt. Ltd., India.
- Turner, R.K. (1994). *Environmental Economics – An Elementary Introduction*, 5th edition, Harvester Wheatsheaf, London.
- Van den Bergh, J. C. (Ed.). (2002). *Handbook of Environmental and Resource Economics*, Edward Elgar Publishing.

Course Code: 0311 15 Econ 6123		Year: Second	Term: First
Course Title: Project Management			
Course Status: Optional			
Credit: 03			
Prerequisite(s): None			
Rationale	Project planning and evaluation technique is an important branch of knowledge which provides students with an overview of project management. Especially, the main focus of this course is to provide students clear articulation on project planning and evaluation. Besides, a discussion of the different types of projects, the project life cycle as well as the intricacies of defining and monitoring project resources, cost, scope and schedule are included in this course.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Acquaint students with basic concepts of project planning and make them capable to apply their knowledge for comparing different projects and their applicability. • Train up students in learning and applying the tools and techniques in initiating and planning a project such as estimating the project budget and cost, developing a project plan, developing a project schedule, management of risks, preparing project proposals, mobilizing the project resources, and evaluating which project to select. 		

Course Content		CLOs
1	Introduction: Definition; Development process, plan, program and project; Basic features of a project; Purpose and types of projects; Institutions and organizations involved in formulation, implementation, monitoring and evaluation of a project.	1
2	Project Planning and Analysis: Overview of project planning; Necessity; Types; Steps; Eligibility; Merits and demerits; Availability of fund; Terms of Reference (TOR); Generation and screening of project ideas; Market and demand analysis; Technical analysis; Financial estimates and projections. Quality control mechanism; Physical, financial and economic viability; Contract signing.	3
3	Project Formulation: Micro development projects; Projects for commercial enterprises; Project Concept Paper (PCP), Project Proforma (PP); Technical Assistance Project Proforma (TAPP).	2
4	Capital Budgeting: Benefit-cost ratio; Internal Rate of Return; Net Present Value and Modified Net Present Value; Pay Back Period; Profitability Index; Project Implementation procedure; Capital rationing; Discounting; Social cost-benefit analysis,	3
5	Risk and Return Analysis: Portfolio related risk measurement; Mean-variance portfolio constructions- two asset portfolio; n th asset portfolio; feasible region and efficient frontier; risk-return preference; optimal portfolio; Optimal portfolio with lending borrowing possibilities; Capital budgeting and portfolio theory.	3, 4
6	Logical Framework: Background, practical issues in applying the logical framework approach; The analysis stage: preparatory analysis, stakeholder analysis, problem analysis, analysis of objectives, and	2

	analysis of strategies.	
7	Special Decision Situations: Mutually exclusive project selection decision with unequal project life; Optimal timing decision; Determination of project's economic life, inflation and project's capital budgeting; investment in capabilities.	5
8	Network Techniques for Project Management: Development of project network; Time estimation; Determination of the critical path; Scheduling when resources are limited; PERT model; CPM model; Network cost system; Log frame analysis.	6
9	Plans and Projects in Bangladesh: Concerned ministry; Planning commission; Executive Committee of the National Economic Council (ECNEC); Economic Relations Division (ERD); Board of investment – roles and functions; Five-year and annual development plans.	7

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the core concepts of project planning.	1, 5
	CLO2	Analyze the process of project formulation, approval and implementation procedure in a logical sequence.	1, 2, 3, 5
	CLO3	Conduct out project evaluation and take appropriate decision for secured capital budgeting.	2, 3, 5,
	CLO4	Assess the risk and return for investment and optimal portfolio management.	2, 3, 5, 6
	CLO5	Decide the right investment option for a project based on its optimal economic life.	2, 3, 5, 6
	CLO6	Apply network techniques to develop project scheduling and analyze factors affecting project schedule.	5, 6, 7
	CLO7	Evaluate implementation process of projects in Bangladesh.	2, 3, 5, 6, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Class lecture and Group Discussion	Assignment, Quiz test and Final Examination
CLO2	Class Lecture	Assignment, Quiz test and Final Examination
CLO3	Class Lecture and Exercise of Mathematical Problems	Assignment, Quiz test and Final Examination
CLO4	Class Lecture and Special Case Study	Assignment, Quiz test and Final Examination
CLO5	Class Lecture and Exercise of Mathematical Problems	Assignment, Quiz test and Final Examination
CLO6	Class Lecture	Poster Presentation, Debate and Final Examination
CLO7	Presentation	Class Work, Assignment, Final Exam

Learning Materials

Recommended Readings

- Harrison, F. and Lock, D. (2017). *Advanced project management: a structured approach*, Routledge.
- Heagney, J. (2016). *Fundamentals of Project Management*, 5th edition, Amacom Division of American Management Association International. Pearson Business.
- Stephen, B. and Rob, C. (2007). *Brilliant Project Management: What the Best Project Mangers Know, Say and Do*, Harlow: Pearson, Prentice Hall.

Supplementary Readings

- Bredillet, C., Yatim, F. and Ruiz, P. (2010). Project Management Deployment: The Role of Cultural Factors, *International Journal of Project Management*, 28(2), pp. 183-193.
- Bodie, Z., Kane, A. and Marcus, A. (2014). *EBOOK: Investments-Global edition*, McGraw Hill. <http://asadpriyo.weebly.com/uploads/4/5/1/4/45143247/chpt07.pdf>.
- Hoda, R. and Murugesan, L. K. (2016). Multi-level Agile Project Management Challenges: A Self-organizing Team Perspective, *Journal of Systems And Software*, 117, pp. 245-257.
- Horine, M.G. (2012). *Project Management Absolute Beginner's Guide*, 3rd Edition, Que.
- Islam, M. S. and Suhariadi, B. T. (2018). Construction Delays in Privately Funded Large Building Projects in Bangladesh. *Asian Journal of Civil Engineering*, 19(4), pp. 415-429.
- Mahmud, S. (2017). Resilience and Emotional Intelligence: A Focus on Leadership at Project Management in Construction Sector of Bangladesh, *International Journal on Leadership*, 5(2), p. 12.
- Meredith, J. R., Shafer, S. M. and Mantel Jr, S. J. (2017). *Project Management: A Strategic Managerial Approach*, John Wiley & Sons.
- Tereso, A., Ribeiro, P., Fernandes, G., Loureiro, I. and Ferreira, M. (2019). Project Management Practices in Private Organizations, *Project Management Journal*, 50(1), pp. 6-22.

Course Code: 0311 15 Econ 6125	Year: Second	Term: First
Course Title: Globalization and Regional Integration		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	Regional integration helps countries overcome divisions that impede the flow of goods, services, capital, people and ideas. These divisions are a constraint to economic growth, especially in developing countries. Globalization and regional integration blend the extent of policy convergence induced by the tendency of non- state actors to move between policy jurisdictions in an attempt to maximize the utility that they derive from loyalty to a given jurisdiction.
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Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Acquaint students with the blessing of regional integration in the current era of globalization. • Internalizing the regional aspects and help the students to gain the positivity of globalization.
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Course Content		CLOs
Section A		
1	Globalization: Meaning of globalization; Emergence of globalization; Fuelling factors; Globalization - a challenge or a wave for the third world countries; Components and dimension of globalization; Gainers and losers of globalization; Criteria for measuring globalization; Political economy of globalization.	1
2	Regional Economics: Concept and approaches in regional economics; Scope of regional economics; Importance of studying regional economics; Meaning of regional economic development; Regional planning; Need for balanced regional development.	2
3	Regional Integration: South-south trade and economic integration; Economic integration - theory and practice; Rationale of economic integration - trade creation and trade diversion; Regional trading blocs - problems and prospects; Basic concepts of SAPTA and SAFTA; Trade and market integration; Monetary and financial integration; Free movement of people; Physical integration.	2, 3
4	Theory of Economic Integration: Preferential trading club; Free trade area; Customs union; Common market and economic union; Customs union - static effect and dynamic effect; Trade creation and trade diversion effect.	1, 2
Section B		CLOs
5	Regional Financial and Monetary Cooperation: Regional cooperation for development financing; Regional development bank; Regional bond market; Monetary cooperation.	2, 4
6	Globalization and Environment: Major environmental issues; Factors responsible for influencing the relationship between globalization and environment; Chernobyl Nuclear disaster; Global warming; Kyoto protocol; Hubbert Peak theory.	3, 4
7	Ethical Issues in Global Arena: Eras of internalization; MNCs and the global environment; Ethical issues in global business- questionable marketing and safety practices, sweatshop and labor abuse, corruption, bribery and	3, 4

	questionable payments; Arguments for and against bribery; Trends against bribery; Dilemma of the Multinational Corporations; Ethical choices in home versus host country situations; Integrative Social Contract Theory (ISCT); Four actions for improving international business ethics; Global codes and standards developed by international organizations; Fundamental international rights; Moral guidelines for MNCs.	
8	Regional Trading Blocks: EU, NAFTA, SAFTA - basic concepts, problems and prospects; MERCOSUR.	3

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Conceptualize the issue of globalization and comprehend its economic impact.	1, 5
	CLO2	Trace the impact of regional integration on international value chain.	1, 3, 5, 6
	CLO3	Develop ethical insights needed to be considered in shaping regional activities in the context of a globalized world.	2
	CLO4	Understand the impact of regional trade blocks from socio-political perspective.	1, 3, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Presentation, Final Examination
CLO2	Lecture and Presentation	Continuous assessment, Final Examination
CLO3	Lecture	Continuous assessment, Assignment, Final Examination
CLO4	Lecture and Presentation	Group Discussion, Final Examination

Learning Materials

Recommended Readings

- Goldin, I. and Reinert, K.A. (2006). *Globalization for Development: Trade, Capital, Aid, Migration and Policy*, World Bank, Washington, DC.
- Huq, M. (2001). *Globalisation and Human Development - Human Development in South Asia*, University Press Limited (UPL), Dhaka.
- Thirlwall, A.P. (2006). *Growth & Development: With Special Reference to Developing Economies*, Palgrave Macmillan, Singapore.

Supplementary Readings

- Bowen, A. and Mayhew, K. (1991). *Reducing Regional Inequalities*, LSE, London.
- Devi, L. (1997). *Planning Development and Regional Disparities*, Anmol Publication, New Delhi.
- Dinello, N.E. and Aryeetey, E. (2007). *Testing Global Interdependence: Issues on Trade, Aid, Migration and Development*, Edward Elgar Publishing, New York.
- Leigh, N.G. and Blakely, E.J. (2013). *Planning Local Economic Development: Theory and Practice*, Sage Publication, London.
- Mann, M. (2013). *The Sources of Social Power, Vol. 4: Globalizations*, Cambridge: CUP.
- Mann, M. (2011). *Power in the 21st Century: Conversations with John A. Hall*, Cambridge: Polity.
- Todaro, M.P. (1992). *Economics for a Developing World*, Prentice Hall, New York.

Course Code: 0311 15 Econ 6127	Year: Second	Term: First
Course Title: Public Policy and Development		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	This course presents an introduction to policy and development discourse. It focuses on the institutions and processes by which public policy is made, accounted for and evaluated. Making a policy does not take place within a vacuum rather it is based on rules and procedures and thus institutions shape the policy process. In addition, this course takes a comparative perspective and reviews political institutions across countries and different levels of governance.
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • To provide students with a broad discussion on institutions and the role of institutions in policy making, the functioning of state apparatus and the relation between the state, market and civil society • To combine both theoretical and experimental insights to understand the dynamics of policy formulation and implementation • To help students identify the room for improving the policy making scenario

Course Content		CLOs
Section A		
1	Conceptualizing Institutions: Concept of institution; Institutions and organizations; Functions of social institutions, Institutional Theories, Political Institution, Limitations of the nation state/ international institutions, Social movements.	1, 4
2	Conceptualizing Public Policy-making: State theory and the rise of the regulatory state, public choice perspective, Institutional analysis, policy communities, Rational Choice in Public Policy, Bounded Rationality, Incrementalism, Rhetoric, Narrative policy analysis	1, 2, 3
3	Modeling the Policy Process: The institutional analysis and development framework, The advocacy coalition framework, The punctuated equilibrium theory Policy network models, Social Construction, Multiple-Streams Framework, Garbage Can Model.	2, 3
4	Agenda-setting and Decision-making: Attention, politics and the public, Focusing events and policy windows, political discourse, media, Civil Society, Interest & Pressure Groups.	4, 5
5	Technological Change and Mode of Governance: Governance in Digital Era, E-Governance: concepts, ideas and practices, Bureaucracy and the role of IT, Responsive Policy making and the role of IT	4, 5
Section B		CLOs
6	Policy, Culture and Ethics: Comparative Public Policy, Culture in Policy Analysis, Ethical Issues and Public Policy, Democracy, Citizenship and Public Policy.	2, 3
7	Implementation: Bureaucracy Disagreement and dispute resolution Governance, networks and intergovernmental systems, Performance Management.	3, 4

8	Evaluation: Policy feedback and learning, Policy evaluation, public participation, Argumentative Policy Analysis, Policy Impact, Politics of Policy Evaluation.	4, 5
9	Policy Dynamics: Stability and change, Policy dynamics and history, Path dependency, Evolutionary perspectives, Structured policy narratives.	3, 4
10	Public Policy Making in Bangladesh: Major Institutional frameworks, role of legislature, political parties, bureaucratic elites, Interest groups, media, donors in making public policy.	4, 5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the basic concepts of public policy process including power, institutions, political systems, state, political conflict, and citizenship.	1, 4, 5
	CLO2	Compare major political institutions and actors involved in the public policy process.	2, 3, 4, 5, 6
	CLO3	Deduct and interpret the role of values in making a public policy.	2, 3, 4, 5, 6
	CLO4	Examine how public policy issues come onto the agenda, and how they are managed.	2, 3, 5, 6
	CLO5	Reflect on the politics and practices of implementing and evaluating public policy.	2, 3, 4, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz, Continuous Assessment and Final Exam
CLO2	Lecture, Presentation, and Case Studies	Continuous Assessment, Assignment and Final Exam.
CLO3	Lecture, Presentation, and major event observation (virtual)	Continuous Assessment, Assignment and Final Exam.
CLO4	Lecture and Group Discussion	Class presentation and Final Exam.
CLO5	Lecture and Consultation key issues of policy document	Report preparation and Final Exam.

Learning Materials

Recommended Readings

- Dunn, W. N. (2015). *Public Policy Analysis*, Routledge.
- Fischer, F. and Miller, G. J. (Eds.). (2017). *Handbook of Public Policy Analysis: Theory, Politics and Methods*, Routledge.
- Weimer, D. L. and Vining, A. R. (2017). *Policy Analysis: Concepts And Practice*, Routledge.

Supplementary Readings

- Ansell, C. and Gash, A. (2008). Collaborative Governance in Theory and Practice, *Journal of Public Administration Research and Theory*, 18(4), pp. 543-571.
- Rittel, H. W. and Webber, M. M. (1973). Dilemmas in a General Theory of Planning, *Policy Sciences*, 4(2), pp. 155-169.
- Walters, L. C., Aydelotte, J. and Miller, J. (2015). *Putting More Public in Policy Analysis. In The Age of Direct Citizen Participation*, Routledge.

Course Code: 0311 15 Econ 6130	Year: Second	Term: First
Course Title: Comprehensive Viva Voce – III		
Course Status: Core		
Credit: 1.0		
Prerequisite(s): None		

Rationale	The ‘Comprehensive Viva Voce – III’ aims to review subjective knowledge learned throughout second year first term of the program, and develop depth of academic knowledge, ability to defend one’s standing. The course inspires the students to grow in cognitive domain focusing attitude and communication skill. The course also aims to develop students’ identity in expressing ideas, thoughts in a logical manner.
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Review the academic knowledge gained from theoretical and sessional courses learned in second year first term of the program. • Attain self-confidence to express own ideas and thoughts in an academic ground. • Develop capacity to link subjective knowledge local, national and international economic phenomenon. • Attain qualities to assessing existing policy and alternate solutions based on evidences. • Attain desired attributes of the program up to second year first term.

Course Content		CLOs
	The ‘ Comprehensive Viva Voce – III Voce ’ requires the students to face a viva voce/ defense board at the end of the second year first term. The concerned Examination Committee/ Academic Committee of the Discipline will form viva voce board to conduct the viva and assess the students out of 100 marks. If deemed necessary to the concerned Examination Committee, these sessions might be arranged online. The contents of this viva voce will include the gained knowledge, issues covered and concepts handled through the theory/sessional courses conducted in second year first term of the program.	1-6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Review subjective knowledge gained through second year first term of the program.	1, 3, 7, 8
	CLO2	Sharpen communication skill with various stakeholders.	3, 7, 8
	CLO3	Develop art of academic debates with various stakeholders of the society.	3, 7, 8
	CLO4	Discuss about alternatives with various policy making units at a time.	3, 5, 6, 7, 8
	CLO5	Enhance critical thinking and ethical aspects, and consider local aspects for policy debates.	3, 5, 6, 7, 8
	CLO6	Crosscheck the attainment of graduate attributes and program objectives at the end of second year first term.	3, 5, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	As reported for various courses	Viva-voce
CLO2	As reported for various courses	Viva-voce
CLO3	As reported for various courses	Viva-voce
CLO4	As reported for various courses	Viva-voce
CLO5	As reported for various courses	Viva-voce
CLO6	As reported for various courses	Viva-voce
CLO6	As reported for various courses	Viva-voce

Learning Materials

Recommended Readings

As reported for various courses.

Course Code: 0311 15 Econ 6132		Year: Second	Term: First
Course Title: Dissertation Part–II–M			
Course Status: Optional*			
Credit: 12.0			
Prerequisite(s): None			
Rationale	<p>0311 15 Econ 6132 is intended for preparing Master’s dissertation and enable students to defend it before their dissertation committee. The students need to contact/get the approval of the supervisor at every stage. Moreover, the supervisor may assign some additional tasks, if needed. The dissertation coordination committee in consultation with the supervisor and concerned examination committee will declare the deadlines of various tasks like draft submission, final dissertation submission, defense and so on. The evaluation process of the course will be determined by the discipline in consistent with the existing rules and regulations of Khulna University. Students are strongly recommended to complete/register ‘0311 15 Econ 5232: Dissertation - I’ course before registering ‘0311 15 Econ 6132’ course.</p>		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Guide students to choose, motivate, and apply relevant theory and method, and organize the dissertation to answer the research question(s) posed. The choice of theory and method should reflect the ability to apply one’s knowledge gained from master level studies. • Develop students’ potential to analyze, present, and motivate one’s conclusions from a personal conducted study. 		

* *Core for Mixed mode (Dissertation) group students.*

Course Content		CLOs
	The course will cover exercise on the following:	
1	Review of Dissertation Proposal: Introduction; Review of relevant research; Materials and methods	1, 2, 3, 4
2	Formatting of Dissertation: Paper structure; Length; Citations; Grammar/Spelling/Punctuation.	1, 6
3	Dissertation Draft Preparation: Introduction; Review of relevant research; Methods (model, analysis, and solution); Findings (results/analyses); Discussion (interpretation, connection to existing research, implications, limitations of the study); Conclusion; Reference; Appendix (if required).	1, 2, 3, 4, 5
4	Submission and Dissemination	1, 6
5	Dissertation Defense	1, 6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Develop the capacity to carry out independent research.	1, 7, 8
	CLO2	Identify and formulate well-defined research question(s) within particular field of interest.	1, 7, 8
	CLO3	Evaluate, integrate, and present previous scientific studies relevant to the research question(s).	1, 3, 7, 8
	CLO4	Demonstrate developed methodological knowledge in	1, 3, 7, 8

		relation to the method(s) chosen for dissertation work and an ability to assess strengths and limitations of the chosen method(s).	
	CLO5	Analyze data and draw conclusions in accordance with established research methods and ethical guidelines.	1, 7, 8
	CLO6	Produce a dissertation following prescribed standard and communicate the results of dissertation through speech and writing.	1, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Continuous Assessment and Viva-voce
CLO2	Lecture	Continuous Assessment and Viva-voce
CLO3	Lecture, Presentation and Group Discussion	Continuous Assessment and Viva-voce
CLO4	Lecture, Presentation and Group Discussion	Continuous Assessment and Viva-voce
CLO5	Lecture, Lab and Group Discussion	Continuous Assessment and Viva-voce
CLO6	Presentation	Continuous Assessment and Viva-voce

Learning Materials

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.
- Nachmias, C.F. and Nachmias, D. (1996). *Research Methods in the Social Sciences*, 5th edition, E. Arnold, London.
- Punch, K.F. (2014). *Introduction to Social Research - Quantitative and Qualitative Approaches*, 3rd edition, SAGE Publications Ltd., California.

Supplementary Readings

- Bolton, K. and Brace, I. (2022). *Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research*, 5th edition, Kogan Page, London.
- Braun, V. and Clark, V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners*, 1st edition, SAGE Publications Ltd., California.
- Kalton, G. (2020). *Introduction to Survey Sampling (Quantitative Applications in the Social Sciences)*, 2nd edition, SAGE Publications Ltd., California.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- Lohr, S.L. (2021). *Sampling: Design and Analysis*, 3rd edition, Chapman & Hall, London.
- Marshall, C. and Rossman, G. (2016). *Designing Qualitative Research*, 6th edition, Thousand Oaks, CA: Sage.
- Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*, 5th edition, Allyn and Bacon, Boston.
- Rodney, S. and Roberts, L. (2002). *Contemporary Social Research Methods*, 3rd edition, Wadsworth / Thomson Learning, Belmont.
- Turabian, K.L., Booth, W.C., Colomb, G.G. and Williams, J.M. (2013). *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition, Chicago, IL: University of Chicago Press.

Course Code: 0311 15 Econ 6134		Year: Second	Term: First
Course Title: Project			
Course Status: Optional*			
Credit: 6.0			
Prerequisite(s): None			
Rationale	<p>0311 15 Econ 6134 is intended for preparing Master's project and enable students to defend it before their evaluation committee. The students need to contact/get the approval of the supervisor at every stage. Moreover, the supervisor may assign some additional tasks, if needed. The committee in consultation with the supervisor and concerned examination committee will declare the deadlines of various tasks like draft submission, final dissertation submission, defense and so on. The evaluation process of the course will be determined by the discipline in consistent with the existing rules and regulations of Khulna University.</p>		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Guide students to choose, motivate, and apply relevant theory and method, and organize the dissertation to answer the research question(s) posed. The choice of theory and method should reflect the ability to apply one's knowledge gained from master level studies. • Develop students' potential to analyze, present, and motivate one's conclusions from a personal conducted study. 		

* *Core for Mixed mode (Project) group students.*

Course Content		CLOs
	The course will cover exercise on the following:	
1	Review of Dissertation Proposal: Introduction; Review of relevant research; Materials and methods	1, 2, 3, 4
2	Formatting of Dissertation: Paper structure; Length; Citations; Grammar/Spelling/Punctuation.	1, 6
3	Dissertation Draft Preparation: Introduction; Review of relevant research; Methods (model, analysis, and solution); Findings (results/analyses); Discussion (interpretation, connection to existing research, implications, limitations of the study); Conclusion; Reference; Appendix (if required).	1, 2, 3, 4, 5
4	Submission and Dissemination	1, 6
5	Dissertation Defense	1, 6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Develop the capacity to carry out independent research.	1,2, 3, 7, 8
	CLO2	Identify and formulate well-defined research question(s) within particular field of interest.	1,2, 7, 8
	CLO3	Evaluate, integrate, and present previous scientific studies relevant to the research question(s).	1,2,7, 8
	CLO4	Demonstrate developed methodological knowledge in relation to the method(s) chosen for dissertation work and an ability to assess strengths and limitations of the chosen method(s).	2, 7, 8

	CLO5	Analyze data and draw conclusions in accordance with established research methods and ethical guidelines.	2, 3, 7, 8
	CLO6	Produce a project paper within a given time frame with established standard and communicate the results of project through speech and writing.	1,2, 3, 4 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Continuous Assessment and Viva-voce
CLO2	Lecture	Continuous Assessment and Viva-voce
CLO3	Lecture, Presentation and Group Discussion	Continuous Assessment and Viva-voce
CLO4	Lecture, Presentation and Group Discussion	Continuous Assessment and Viva-voce
CLO5	Lecture, Lab and Group Discussion	Continuous Assessment and Viva-voce
CLO6	Presentation	Continuous Assessment and Viva-voce

Learning Materials

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.
- Nachmias, C.F. and Nachmias, D. (1996). *Research Methods in the Social Sciences*, 5th edition, E. Arnold, London.
- Punch, K.F. (2014). *Introduction to Social Research - Quantitative and Qualitative Approaches*, 3rd edition, SAGE Publications Ltd., California.

Supplementary Readings

- Bolton, K. and Brace, I. (2022). *Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research*, 5th edition, Kogan Page, London.
- Braun, V. and Clark, V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners*, 1st edition, SAGE Publications Ltd., California.
- Kalton, G. (2020). *Introduction to Survey Sampling (Quantitative Applications in the Social Sciences)*, 2nd edition, SAGE Publications Ltd., California.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- Lohr, S.L. (2021). *Sampling: Design and Analysis*, 3rd edition, Chapman & Hall, London.
- Marshall, C. and Rossman, G. (2016). *Designing Qualitative Research*, 6th edition, Thousand Oaks, CA: Sage.
- Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*, 5th edition, Allyn and Bacon, Boston.
- Rodney, S. and Roberts, L. (2002). *Contemporary Social Research Methods*, 3rd edition, Wadsworth / Thomson Learning, Belmont.
- Turabian, K.L., Booth, W.C., Colomb, G.G. and Williams, J.M. (2013). *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition, Chicago, IL: University of Chicago Press.

Course Code: 0311 15 Econ 6136		Year: Second	Term: First
Course Title: Internship			
Course Status: Optional*			
Credit: 6.0			
Prerequisite(s): None			
Rationale	The ' Internship ' course attempts to help the students accomplishing an internship in a development project successfully. The internship guides the students to plan and concentrate on a specific issue for undertaking an independent internship research under the guidance of a supervisor. It provides an opportunity for the students to develop their skills in executing an internship project effectively, efficiently and smartly. It covers the application and synthesis of knowledge, acquired in the undergraduate program. It facilitates the students towards writing and presentation skills. It enables the students to handle internship project on economic, social, environmental and related other dimensions. It also helps the students to interact and build network with the organization and people.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Motivate the students toward undertaking internship under the guidance of a supervisor. • Guide the students to follow the sequential steps for successfully completing an internship. • Acquaint the students for collecting data. • Demonstrate the students with various analytical tools and techniques. • Inspire the students for drafting a good internship paper. 		

* *Core for Mixed mode (Internship) group students.*

Course Content		CLOs
1	Research design	1
2	Methodology	2
3	Data collection	3
4	Data analysis	4
5	Result and Discussion	5
6	Citation and references	5
7	Report writing	5
8	Dissemination	6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Undertake an independent internship project.	1, 7, 8
	CLO2	Sequentially follow the steps for accomplishing an internship project successfully.	1, 7, 8
	CLO3	Design and execute the data collection procedure.	3, 7, 8
	CLO4	Analyze data through using appropriate tools and techniques.	3, 7, 8
	CLO5	Prepare a formal project paper.	7, 8
	CLO6	Disseminate the project findings for society's welfare.	7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Continuous Assessment and Viva-voce
CLO2	Lecture	Continuous Assessment and Viva-voce
CLO3	Lecture, Presentation and Group Discussion	Continuous Assessment and Viva-voce
CLO4	Lecture and Group Discussion	Continuous Assessment and Viva-voce
CLO5	Lecture, Presentation and Group Discussion	Continuous Assessment and Viva-voce
CLO6	Presentation	Continuous Assessment and Viva-voce

Learning Materials

Recommended Readings

Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.

Nachmias, C.F. and Nachmias, D. (1996). *Research Methods in the Social Sciences*, 5th edition, E. Arnold, London.

Punch, K.F. (2014). *Introduction to Social Research - Quantitative and Qualitative Approaches*, 3rd edition, SAGE Publications Ltd., California.

Supplementary Readings

Bolton, K. and Brace, I. (2022). *Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research*, 5th edition, Kogan Page, London.

Braun, V. and Clark, V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners*, 1st edition, SAGE Publications Ltd., California.

Kalton, G. (2020). *Introduction to Survey Sampling (Quantitative Applications in the Social Sciences)*, 2nd edition, SAGE Publications Ltd., California.

Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.

Lohr, S.L. (2021). *Sampling: Design and Analysis*, 3rd edition, Chapman & Hall, London.

Marshall, C. and Rossman, G. (2016). *Designing Qualitative Research*, 6th edition, Thousand Oaks, CA: Sage.

Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*, 5th edition, Allyn and Bacon, Boston.

Rodney, S. and Roberts, L. (2002). *Contemporary Social Research Methods*, 3rd edition, Wadsworth / Thomson Learning, Belmont.

Turabian, K.L., Booth, W.C., Colomb, G.G. and Williams, J.M. (2013). *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition, Chicago, IL: University of Chicago Press.

Course Code: 0388 15 DS 6171		Year: Second	Term: First
Course Title: Ethics in Development			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course is designed to acquaint students with the fundamental concepts of norms, values, ethics and their relation with development. These concepts will make student aware of ethics in economics and business. They will also be able to assess policies ethically.		
Course Objectives	<ul style="list-style-type: none"> • Facilitate students conceptualizing the meaning and implication of norms, values and ethics. • Make students understand cotemporary approaches to ethics in development. • Acquaint students with the idea of political economy of development, government policies and related ethical issues. 		

Course Content		CLOs
Section A		
1	Introduction: Meaning and importance of ethics; Ethics and morality; History and evolution of values and ethics; Ethics theories - Abramson, Gilligan, Levy, Keith-Lucas, Loewenberg, Reamer facts; Prevention of injustice; Emphasis on cooperation; Balance between material and spiritual well-being; Concept of trust; Universal brotherhood; Selflessness.	1, 2
2	Values: Nature of values -Value spectrum of 'good' life; Psychological values - Integrated personality, Mental health; Societal values - modern search for a 'good' society, justice, democracy, secularism, rule of law; Values in Bangladesh constitution; Aesthetic values - perception and enjoyment of beauty, simplicity, clarity; Moral and ethical values - nature of moral judgments; Canons of ethics; Ethics of virtue; Ethics of duty; Ethics of responsibility; Value crisis in contemporary society; Values, means and ends.	1, 2
3	Religion and Ethics: Major influence on world affairs - Buddhism, Christianity, Islam, Hinduism, Judaism and Sikhism; Historical development and contemporary manifestations; Developing knowledge and understanding of different practices and beliefs and their underpinning concepts and principles.	1, 2
4	Ethics in Economics: Positive and normative economics; Ethical principles of a market economy; Speculation; Truthfulness; Trust; Sincerity; Brotherhood; Science and knowledge; Justice; Adherence to contracts; Refraining from false advertisement and misrepresentation; Accurate measurement and weight; Abstaining from hoarding and profiteering; Disposition of surplus produce; Prohibition of interest and unlawful trade; Fair recruitment practices; Fair treatment of workers; Reduction of wastage; Protection of environment.	3, 4
Section B		CLOs
5	Ethics in Business: Business ethics as a discipline; Self-regulation; Conscience; Moral codes of conduct; Corporate values and business motivation; Multinational companies; National interest and corporate	3, 4

	responsibility.	
6	Ethical Assessment of Policies: Special categories of persons victimized by current development practices such as women, children, dispersed and nomadic population; Ethnic and cultural minorities; Ethics in workplace; Discrimination; Harassment; Gender inequality.	5
7	Ethics in Income Distribution: Meaning, nature and determinants of income distribution; Conventional rules of income distribution; Absence of ethics in conventional income distribution system; Concept of equal and equitable income distribution.	4, 5
8	Issues in Contemporary Social and Political Philosophy: Distributive justice; Liberalism versus communitarianism and metaphysics of social explanation - citizenship, nationalism, punishment and democracy in the light of these themes.	6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Inculcate the real meaning of norms, values and ethics.	1, 7
	CLO2	Conceptualize theoretical underpinning of different approaches of religion and ethics.	1, 4, 7
	CLO3	Realize importance of ethics in economics and business.	1, 3, 4, 5, 7, 8
	CLO4	Understand ethical principles of an economy, viz., justice, distribution, speculation, truthfulness, trust, sincerity, brotherhood, science and knowledge.	1, 3, 4, 5, 7, 8
	CLO5	Develop awareness regarding victimized persons such as women, children, dispersed and nomadic population.	1, 3, 4, 7, 8
	CLO6	Comprehend issues like justice, liberalism, nationalism and democracy in the light of norms, values and ethics.	1, 3, 4, 5, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz, Continuous Assessment and Final Exam.
CLO2	Lecture and Group Discussion	Continuous Assessment and Final Exam.
CLO3	Lecture and Group Discussion	Viva-voce and Final Exam.
CLO4	Presentation	Continuous Assessment and Final Exam.
CLO5	Group Discussion and Field visit	Assignment and Final Exam.
CLO6	Presentation and Group Discussion	Continuous Assessment, Assignment and Final Exam.

Learning Materials**Recommended Readings**

- Beesley, M.E. and Evans, T. (1978). *Corporate Social Responsibility: A Reassessment*, Croom Helm, London.
- Chowdhury, S. and Bhattacharjee, S. (2002). *Blending the Best of the East and the West in Management Education*, Excel Books, New Delhi.
- Hasan, M.S. and Ahmed, K. (2004). *Ethics in Business and Management*, (ed.), Islamic Foundation, Bangladesh

Supplementary Reading

- Ahmed, S. and Husaini, W. (1980). *Islamic Science: An Introduction to Islamic Ethics, Law, Education, Economics, Politics, Sociology and System Planning*, Goodword Books, New Delhi.
- Alexander, L., Beitz, C.R. and Alexander, L.A. (1985). *International Ethics*, Princeton University Press, New Jersey.
- Ghosh, B. (2009). *Ethics in Management and Indian Ethos*, 2nd edition, Vikas Publishing House, New Delhi.
- LaFollette, H. (2002). *Ethics in Practice: An Anthology*, Blackwell, New York.
- Meier, G.M. (2004). *Leading Issues in Economic Development*, Oxford University Press, New York.
- Nafziger, W.E. (1997). *Economics of Developing Countries*, 3rd edition, Prentice Hall, New Jersey.
- Sen, A. (1999). *Development as Freedom*, Oxford University Press, New York.
- Todaro, M. P. and Smith, S. C. (2012). *Economic Development*, 10th edition, Addison Wesley, Harlow.
- Young, I.M. (1990). *Justice and The Politics of Difference*, Princeton University Press, New Jersey.

Course Code: 0388 15 DS 6173		Year: Second	Term: First
Course Title: Contemporary Development Practices			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course is designed to acquaint students with the local, national and global level development problems and the contemporary development practices to deal with these problems. The understanding of these approaches will help students deal with development issues for policy framing.		
Course Objectives	<ul style="list-style-type: none"> • Orient students with different forms of development practices. • Implement these contemporary development practices to bring sustainable development. 		

Course Content		CLOs
Section A		
1	Introduction: Concept and measurement of development; Development in historical context - colonialism, development policy 1945-1980; Static approaches.	1
2	Approaches to Development: Classical approach: Physiocrats, Critique of mercantilism, laissez faire, Ricardo -comparative advantage and labor theory of value; Say's law of markets; Neo-classicism; Emergence of marginalism; Great depression and the crisis of economic policy; Collapse of Keynesian consensus; Postcolonial critiques; Feminist critiques; Anti-development.	1
3	Alternative Paradigm: Dependency theories; World system; Unequal exchange; Evolutionary economics; Institutional economics; Post-modernism - deconstruction, cultural revitalism; Chaos theory and the limits to rationality.	3
4	Contemporary Issues and Approaches: State and development; Agency and actors; Discourses, measurement, risk and contingency; Knowledge and progress; Individual choice and development; Power, democracy and development.	1, 2, 3
Section B		CLOs
5	Development and Economic Growth: Neo-liberal deregulation and structural adjustment implemented by the IMF and World Bank; Reform of international finance - Bretton Woods, reserve currencies and the burden of adjustment; Reflections on the politics of development.	1
6	Development in Local Context: Good Governance agenda; Role of aid; Conflict and development; Alternative visions for development; Relationship between policy and practice.	1, 3
7	Environment, Health and Development: Sustainable development and climate change; Health and development; Children and development; Food provision and hunger.	2, 3

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Introduce the contemporary development practices.	1, 2, 3, 5, 6
	CLO2	Apply the contemporary development practices for effective changes.	1, 2, 4, 5, 6, 7, 8
	CLO3	Infuse new innovative practices into the contemporary development practices in order to solve local and national level development problem.	1, 2, 3, 4, 5, 6, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
1	Lecture and Group Discussion	Viva-voce and Final Exam.
2	Presentation	Continuous Assessment and Final Exam.
3	Group Discussion and Field visit	Assignment and Final Exam.

Learning Materials

Recommended Readings

- Dickson, A.K. (1997). *Development and International Relations*, Polity Press, Cambridge.
- Desai, V. and Potter, R.B. (2013). *The Companion to Development Studies*, Routledge, New York.
- Joyce, P., & Laverick, W. (2021). *Policing: Development and Contemporary Practice*. Sage.
- Amer, R., Swain, A. and Öjendal, J. (2012). *The Security-development Nexus: Peace, Conflict and Development*, Anthem Press, London.

Supplementary Readings

- Abrahamsen, R. (2000). *Disciplining Democracy: Development Discourse and Good Governance in Africa*, Zed Books, London.
- Barber, W.J. (2010). *A History of Economic Thought*, Wesleyan University Press Connecticut, Wesleyan.
- Bennett, J. (2009). *Vibrant Matter: A Political Ecology of Things*, Duke University Press, North Carolina.
- Carbonnier, G. and Sumner, A. (2012). Reframing Aid in a World Where the Poor Live in Emerging Economies, *International Development Policy: Aid, Emerging Economies and Global Policies*, 3(3).
- Cornwall, A., Harrison, E. and Whitehead, A. (2007). *Feminisms in Development: Contradictions, Contestations and Challenges*, Zed Books, London.
- Malhotra, K. (2003). *Making Global Trade Work for People*, Earth Scan Publication, London.
- Screpanti, E. and Zamagni, S. (1995). *An Outline of The History of Economic Thought*, Oxford University Press, Oxford.
- Sen, A. (1999). *Development as Freedom*, Oxford University Press, Oxford.
- Stiglitz, J.E. and Charlton, A. (2005). *Fair Trade for All: How Trade Can Promote Development*, Cambridge University Press, Cambridge.
- Vos, R. (2013). *Who Gains from Free Trade: Export-Led Growth, Inequality and Poverty in Latin America*, Routledge, New York.

Course Code: 0521 15 ES 6175	Year: Second	Term: First
Course Title: Climate Change and Disaster Management		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	The course provides an orientation on contemporary economic issues related with climate change and disaster risk reduction. From the economics perspective this course explains the functioning of the market mechanism and its failure in addressing climate change impacts and disaster risks together with various options for climate and disaster risk reduction - policies.
Course Objectives	The aim of this course is to: <ul style="list-style-type: none"> • Orient with basic principles of social and political theory and apply them in explaining actual social dynamics of climate change and disaster risk reduction policy • Introduce students with different policies/frameworks on climate and disaster (e.g., Paris Agreement, Sendai Framework, and etc.). • Introduce students with climate change adaptive actions and disaster risk reduction strategies

Course Content		CLOs
Section A		
1	Introduction: Origin, scope and classification of climate change and disaster; Importance of studying climate change and natural hazard triggered disaster.	1, 4
2	Economic Modeling of Global Climate Change: Role of economic models in greenhouse debate; Overview of G-cubed multi-country model; Different models and cost of Kyoto protocol, Green New Deal (GND), Clean Development Mechanism (CDM).	1, 2, 3
3	Mitigation and Adaptation: Different strategies and coping mechanism with climate change; Role of technology in adapting with climate change; Business responses to climate change; Politics, policy and law in climate change; Uncertainties about the predicted socio-economic and environmental impacts of climate change; Costs of mitigation and adaptation; Problems of international cooperation.	2, 3
4	Developing Countries and Climate Change: Impacts of climate change on developing countries; Carbon funds and CDM; CDM and sustainable development.	4, 5
5	Climate Change, Bangladesh and Global Policies: NAPA; Green Climate Fund for Bangladesh; Various development programs adopted for addressing climate change impacts in Bangladesh; Role of government and non-government agencies for adapting with climate change impacts, Delta Plan 2100, IPCC Assessment Reports, Paris Agreement, Kyoto Protocol, Sustainable Development Goals (SDGs).	4, 5
Section B		CLOs
6	Basic Concepts of Disaster: Basic concepts of disaster cycle (preparedness, rescue, relief, rehabilitation and reconstruction); Natural hazards; Human-induced hazards; Industrial hazards; Distinction between hazard and disaster; Interaction among hazard, vulnerability, and disaster risk.	2, 3

7	Disaster Risk Reduction: Principles and practices; Disaster preparedness; Emergency response; Losses, relief and economic considerations of disaster; Need assessment; Indigenous coping mechanism; Protective Action Decision,	3, 4
8	Disaster Planning and Management: National, regional, community, household and individual level development planning; Regulatory and institutional framework for disaster planning and management in Bangladesh; National Disaster Policy; GO-NGO collaboration and activities to disaster mitigation and preparedness; Disaster Pressure and Release (PAR) Model; DPSIR; Nature based solution to disaster risk.	4, 5
9	Community Based Approaches to Disaster Management: Participatory methods; Community mobilization; Facilitating self-help initiatives; Sustaining long-term community based disaster management.	3, 4
10	Disaster and Development Policies: Linkages between disasters and development; Impact of disasters on development; Disaster-development continuum, Politics, Policy and law in DRR in Bangladesh; UNDRR frameworks, Sendai Framework for Disaster Risk Reduction (SFDRR), similarities and contrast between SFDRR and SDGs.	4, 5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Identify and discuss the prevailing theories, basic concepts, typology of climate change, natural hazards triggered disasters, and analytical methods.	1,
	CLO2	Explain the concepts of vulnerability and resilience and use it as an analytical tool.	1, 2, 3, 4, 5
	CLO3	Evaluate and discuss climate change policies and disaster management practices and policies at local, national and international levels.	1, 2, 3, 4, 5, 6
	CLO4	Analyze the climate and disaster risk policies and realize the importance of climate change adaption and disaster risk reduction.	2, 3, 4, 5, 6
	CLO5	Relate social and natural-science aspects of climatic extreme events and disaster management and acquaint with contemporary global policy/framework addressing climate change and disaster risk.	1, 2, 3, 4, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz, Continuous Assessment and Final Exam.
CLO2	Lecture, Presentation, and Case Studies	Continuous Assessment, Assignment and Final Exam.
CLO3	Lecture, Presentation, and major event observation (virtual)	Continuous Assessment, Assignment and Final Exam.
CLO4	Lecture and Group Discussion	Class presentation and Final Exam.
CLO5	Lecture and Consultation key issues of policy document	Report preparation and Final Exam.

Learning Materials

Recommended Readings

- Kelman, I., Mercer, J. and Gaillard, J. C. (2017). *The Routledge Handbook of Disaster Risk Reduction Including Climate Change Adaptation*, London: Routledge.
- Owen, A.D. and Hanley, N. (ed.) (2004). *The Economics of Climate Change*, Routledge, New York.
- Wisner, B., Blaikie, P., Cannon, T. and Davis, I. (2014). *At Risk: Natural Hazards, People's Vulnerability and Disasters*, Routledge.

Supplementary Readings

- Aronoff, K., Battistoni, A., Cohen, D. A. and Riofrancos, T. (2019). *A Planet to Win: Why We Need A Green New Deal*, Verso Books.
- Davis, I. R., and Alexander, D. E. (2022). A Glass Half-Full or Half-Empty? A Dialogue on Progress in Disaster Risk Reduction. Retrieved from https://www.ucl.ac.uk/risk-disaster-reduction/sites/risk_disaster_reduction/files/half-glass_report_27-04-2022.pdf
- IPCC Sixth Assessment Report: <https://www.ipcc.ch/assessment-report/ar6/>
- Kelman, I. (2020). *Disaster By Choice: How Our Actions Turn Natural Hazards into Catastrophes*, Oxford University Press.
- Shaw, R. (2020). Thirty Years of Science, Technology, and Academia in Disaster Risk Reduction and Emerging Responsibilities, *International Journal of Disaster Risk Science*, doi:10.1007/s13753-020-00264-z.
- Shaw, R., Mallick, F. and Islam, A. (2013). *Disaster Risk Reduction Approaches in Bangladesh*. Tokyo: Springer Japan.

Course Code: 0314 15 Soc 6177		Year: Second	Term: First
Course Title: Human Rights and Development			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course attempts to conceptualize the students about the rights of the citizen and its connection with the development. Specifically, it focuses on the ideas, theories, laws and applications of human rights.		
Course Objectives	<ul style="list-style-type: none"> • Conceptualize the ideas and origin of human rights. • Classify the human rights and understand the different theories of human rights. • Enhance knowledge about human rights law in Bangladesh and different countries. 		
Course Content			CLOs
Section A			
1	Understanding Human Rights: Ideas of human rights; Origin and development of the duties; Human dignity; Natural rights, human rights and fundamental rights; Equity and equality, liberty, fairness, civil obedience, freedom, happiness and well-being.		1
2	Theoretical Perspectives of Human Rights and Social Justice: Legal philosophical and political perspectives of human rights; Classical theories; Multi-cultural recognition of human rights; Liberalism and Marxism; Interdisciplinary and multi-disciplinary approaches of human rights; Main critiques of the human right discourse.		2
3	Classification of Human Rights: Economic, social and cultural rights; Protection of minorities; UN convention for child right, parents right; Civil and political rights, rights to life; Freedom from torture and slavery; Right to fair trial, freedom of speech and thought; Rights to debates; Rights of women and children; Rights of minority and indigenous people; Human rights in various religious philosophy; Right to information; Right to self-determination; Crimes against humanity; Refugee rights.		1
4	Human Rights Law in Bangladesh: Constitution of Bangladesh; Fundamental rights related articles in part III of the constitution of Bangladesh; Barriers to implement the law and its solution.		4
Section B			CLOs
5	Human Rights and Development: Economic, political and socio-cultural rights of human being; Putting human rights principles into development practice; Violations of human rights as an impediment to development.		3
6	Human Right System across Regional Boundaries: European system; African system; Asian system; Inter-American system; Arab League system; Human right situation in Bangladesh; State of social justices in Bangladesh; NHRC.		4
7	Application of Human Rights: Role of government and NGOs in promotion and protection of human rights; Strategies and tools for applications of human rights; Human right campaign; Material dissemination for promotion of human rights.		4
8	International Human Rights Law and Institution: United Nations' charter; Universal declaration of human rights; International treaties;		4

Customary international laws; International humanitarian law; CEDAW, CRC.

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Develop knowledge about human rights, dignity, fundamental rights, equity and its classification.	1, 6
	CLO2	Realize the importance of classical and Marxian theories of human rights.	1
	CLO3	Measure the economic, political, social rights for the development of an economy.	2, 3, 4, 5, 6
	CLO4	Examine the human rights international law and the difference of the law in Bangladesh and its application.	2, 3, 4, 5, 6

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz, Continuous Assessment and Final Exam.
CLO2	Lecture and Presentation	Continuous Assessment, Assignment and Final Exam.
CLO3	Lecture and Presentation	Continuous Assessment and Final Exam.
CLO4	Lecture and Group Discussion	Presentation, Assignment and Final Exam.

Learning Materials

Recommended Readings

- Brownlie, I. and Goodwin-Gill, G.S. (2002). *Basic Documents on Human Rights*, Oxford University Press, Oxford.
- Donnelly, J. (2013). *Universal Human Rights in Theory and Practice*, Cornell University Press, New York.
- Lauren, P.G. (2011). *The Evolution of International Human Rights: Visions Seen*, University of Pennsylvania Press, Philadelphia.

Supplementary Readings

- Barry, B. (2005). *Why Social Justice Matters*, Polity, London.
- Khan, B.U. (1998). *Fifty Years of Universal Declaration of Human Rights Law*, Abul Publishers, Dhaka.
- Khan, M.Z. (1967). *Islam and Human Rights*, International Publishers, Dhaka.
- Patwari, A.B.M. and Islam, M. (1995). *Human Rights in Contemporary International Law*, Humanist and Ethical Association of Bangladesh, Dhaka.
- Rawls, J. (1999). *A Theory of Justice*, Belknap Press, Harvard.
- Sen, A.K. (2009). *The Idea of Justice*, Harvard University Press, Massachusetts.
- Singh, N. (1982). *Human Rights and the Future of Mankind*, Humanities Press, New Delhi.
- Steiner, H.J., Alston, P. and Goodman, R. (1996). *International Human Rights in Context*, Clarendon Press, Oxford.
- Tomuschat, C. (2008). *Human Rights: Between Idealism and Realism*, Oxford University Press, Oxford.

20. Grading and Evaluation

20.1.1 Grading Scale

Letter Grades and corresponding Grade Points will be awarded following provisions shown below:

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+ (C plus)	2.50
45 to less than 50%	C (regular)	2.25
40 to less than 45%	D	2.00
Less than 40%	F	00
Incomplete	I	
Withdrawn	W	
Continuation (for project, thesis design, etc. course)	X	

20.1.2 Cumulative Grade Point Average (CGPA)

GPA will be calculated as per the standard practices at the undergraduate level of Khulna University. A student's performance will be evaluated in terms of three indices, viz. Term Grade Point Average (TGPA), Yearly Grade Point Average (YGPA), and Cumulative Grade Point Average (CGPA). The TGPA is computed by dividing the total points earned in a Term by the number of credits taken in the Term. The YGPA is computed by dividing the total grade points earned in two Terms in a year by dividing the number of credits taken in that year. The CGPA is computed by dividing the total grade points accumulated up to date by the total completed credits. Thus a student who has earned 275 grade points in attempting 100 credits of courses would have an overall CGPA of 2.75. The students will be awarded the Degree with Distinction, if their CGPA is 3.75 or above.

20.1.3 Evaluation of Theory Courses

All theory courses will be evaluated out of 100 marks. The marks will be distributed as follows:

Attendance:	10 Marks
Continuous Assessments:	30-40 Marks
Term Final:	50-60 Marks
Total:	100 Marks

20.1.4 Evaluation of Sessional Courses

All sessional courses will be evaluated out of 100 marks. The marks will be distributed as follows:

Attendance:	10 Marks
Sessional Assessments:	60 Marks
Viva voce:	30 Marks
Total:	100 Marks

- (a) For both theory and sessional courses, attendance shall carry 10 marks and the basis for awarding marks will be as follows:

Attendance (%)	Marks
≥ 90	10
85 to < 90	9
80 to < 85	8
75 to < 80	7
70 to < 75	6
65 to < 70	5
60 to < 65	4
< 60	0

- (b) The continuous assessments (30 to 40 marks) for theory courses may be conducted in the form of written class examinations, assignments, home-works, presentations, quizzes, viva voce, mid-term, etc. For any theoretical course, there shall be at least four assessments. Section best (A & B) assessments shall be counted. A mid-term Examination may be taken if a Discipline/POE opts for it. The concerned Discipline will allocate marks for mid-term and continuous other evaluations in such a case. The course teachers must submit the continuous assessment and sessional assessment mark sheets to the Chair of the Examination Committee before the starting of the Term final examination.
- (c) The remaining 50 to 60 marks will be allocated for the term final examination.
- (d) A student who fails in any course(s) in the Term final examinations or who registered for the course(s) but did not sit for the examination, the concerned course(s) will be considered as retake course(s).
- (e) A student retaking theory course(s) for clearing/passing or improvement must appear at the mid-term (if any) and Term final examinations. A student may attend continuous assessments also on the written approval of the Discipline Head; otherwise, the marks of continuous assessments will be maintained from the student's previous records. The marks of attendance will be carried forward from earlier Term. The obtained grade will be downgraded in case of retaking course(s).
- (f) Examination procedure related other guidelines of the latest 'Ordinance for Undergraduate Examination' of Khulna University will generally be applicable for the Master's programs, if not conflicting with this Ordinance.

20.1.5 Evaluation of Viva Voce

A Discipline may include Viva Voce of 01 credit at the end of each Term. The concerned Examination committee of that Term will conduct the viva and assess the students out of 100 marks.

20.1.6 Dissertation under Mixed-mode

- i) There will be two components of the Dissertation, namely Dissertation Part–I–M in one Term for proposal development, and Dissertation Part–II–M in another term for completing the Dissertation. The total credit for the Dissertation will be between 15 to 20 credits. The credit allocation for proposal development and dissertation parts will be 3-5 credits and 12-15 credits, respectively.
- ii) A Dissertation (both proposal and Dissertation) will be evaluated out of 100 marks.

Marks distribution of Dissertation Part–I–M will be as follows:

- | | |
|-----------------------------|----------|
| a) Assessment of Supervisor | 30 marks |
| b) Proposal Presentation | 70 marks |

Marks distribution for Dissertation Part–II–M will be as follows:

- | | |
|-------------------------------|----------|
| a) Assessment of Supervisor | 20 marks |
| b) Dissertation Evaluation | 50 marks |
| c) Defense (Oral examination) | 30 marks |

- iii) Dissertation Part–I–M will usually commence in the Master’s first-year second-term and Dissertation Part–II–M in the second-year first-term (final Term).
- iv) The final evaluation of the Dissertation Part–II–M will be made at the end of the final Term. However, the evaluation of the Dissertation Part–I–M will be done in the corresponding Term.
- v) A student registered for Dissertation will undertake research work under the guidance of a supervisor and a co-supervisor (if necessary).
- vi) The research needs to be carried out in this University or at the appropriate place(s) approved by the Supervisor in consultation with the Discipline Head.
- vii) There shall generally be one Supervisor for each student, but a co-supervisor may also be appointed if needed. A teacher not below the rank of Assistant Professor will act as supervisor/co-supervisor. However, a Lecturer with MPhil/ Master’s by Research/ Ph.D. degree is eligible to supervise/co-supervise a student. Co-supervision may also be allowed from other Disciplines of Khulna University/other universities or research institutes.
- viii) If a student has any grievance about a Supervisor, or if a Supervisor has any complaint against a student, s/he may inform the Discipline Head about the issue in writing. The Discipline will decide such matters.
- ix) Pursuant to the leave rules of Khulna University, a Supervisor can remain absent from Khulna University (not more than six months) while continuing as a Supervisor. The online defense may be arranged in such cases if deemed necessary. Otherwise, the Co-supervisor (if any) or any other competent person will act as the Supervisor as per the guideline of the concerned Examination Committee. This will be applicable for projects and internships also.

- x) Every student submitting a dissertation in partial fulfillment of the requirements of a degree will be required to appear at proposal presentation for Dissertation Part–I–M and defense board of Dissertation Part–II–M respectively on the dates fixed by the Discipline Head in consultation with the Supervisor(s). Such presentation and defense may be arranged online if deemed necessary to the concerned authority. A student must satisfy the examiners that s/he is capable of undertaking independent work and affording evidence of satisfactory knowledge related to the theory and techniques used in his/her research work.
- xi) A student must submit the required number of printed and soft copies of Dissertation Part–II–M in the approved format through the Supervisors to the Discipline Head by a date to be fixed by the Discipline. The Dissertation will not usually be considered for evaluation if the plagiarism detection system yields a similarity index of more than 25% (excluding bibliography/references, quotes, and small sources with source exclusion threshold of ten-word counts). This will be applicable to the dissertations written in English. The curriculum of the concerned program will provide a specific guideline on this issue.
- xii) Each student shall certify that the research work is his/her own and that the work was not submitted elsewhere for any other degree or diploma - the entire work has not been published as a monograph or a book before the Degree is awarded.
- xiii) If any change is required in the title/supervisor/co-supervisor/examiner/etc., the Discipline Head will send it to the BOAS through EC.

20.1.7 Project under Mixed-mode

- (i) A student undertaking a project work will register 03-06 credits usually in the second-year first-term (final Term) under the guidance of a Supervisor. A teacher with MPhil/ Master’s by Research/ Ph.D. degree can supervise a student. The project work should be carried out in this University or at the appropriate place(s) approved by the Supervisor in consultation with the Discipline Head.
- (ii) A project will be evaluated out of 100 marks. Marks distribution of the project will be as follows:

Assessments of the Supervisor	20 marks
Project Report evaluation	50 marks
Defense (Oral examination)	30 marks

- (iii) Final evaluation of the project report will usually be made at the end of the final Term for the student.
- (iv) A student must submit the required number of printed and soft copies of the project report in the approved format through the supervisors to the Discipline Head by a date to be fixed by the Discipline. The project report will not usually be considered for evaluation if the plagiarism detection system yields more than 25% (excluding bibliography/references, quotes, and small sources with a source exclusion threshold of ten-word counts). This will be applicable to the reports written in English. The curriculum of the concerned program will provide a specific guideline on this issue.
- (v) Each student shall certify that the research work is his/her own and that the work was not submitted elsewhere for any other degree or diploma - the entire work has not been published as a monograph or a book before the Degree is awarded.

20.1.8 Internship under Mixed-mode

(i) A student may be offered an internship usually in the second-year first-term (final Term). In such a case, the credit will be 03-06 Credits. There will be a Supervisor. A teacher with a post-graduate degree is capable of supervising an internship. The evaluation of the internship will be as follows:

- | | | |
|----|--|----------|
| a) | Continuation of the work (by Supervisor) | 20 marks |
| b) | Report evaluation | 50 marks |
| c) | Defense (Oral examination) | 30 marks |

(ii) A student must submit the required number of printed and soft copies of the internship report in the approved format through the supervisors to the Discipline Head by a date to be fixed by the Discipline. The report will not usually be considered for evaluation if the plagiarism detection system yields more than 25% (excluding bibliography/references, quotes, and small sources with a source exclusion threshold of ten-word counts). This will be applicable to the reports written in English. The curriculum of the concerned program will provide a specific guideline on this issue.

(iii) Each student shall certify that the research work is his/her own and that the work was not submitted elsewhere for any other degree or diploma - the entire work has not been published as a monograph or a book before the Degree is awarded.

20.1.9 Credit Requirement and Duration of the Program

The required credits and duration for Master's Programs are mentioned below.

Program type	Credit Requirement				Program Duration			
	Coursework (Min.)	Dissertation (Min.)	Dissertation (Max.)	Total (Min.)	Term (Min.)	Year (Min.)	Term (Max.)	Year (Max.)
Coursework	40	-	-	40	02	1.0	06	3.0
Mixed-mode (Dissertation)	20	15	20	40	03	1.5	06	3.0
Mixed-mode (Project)	20	3	6	40	03	1.5	06	3.0
Mixed-mode (Internship)	20	3	6	40	03	1.5	06	3.0

The details of each Term Duration will be as follows:

Item	Duration
Teaching and continuous assessment/ Contact with Supervisor	14 weeks
Preparatory leave before: Final Examination/ Seminar/ Defense	02 weeks
Final Examination/ Seminar/ Defense	(Maximum) 04 weeks
Term Break	02 weeks
Total	22 weeks

20.1.10 Course Types

The courses included in the Master's curriculum may be divided into three groups as follows:

- (i) **Core Courses:** Core courses are obligatory for a degree.
- (ii) **Optional Courses:** Any other courses students may undertake to earn the Degree.

(iii) **Major Courses:** A Discipline may offer courses from one or more major areas (if any), and after completing a certain number of credits from that area (as reported in the following table), a student can achieve a Master's degree with a major in a specified field, and that will be mentioned in the Transcript, e.g., MS in Agrotechnology (Horticulture). The curriculum of the concerned program will provide a detailed description of such cases.

Credit Requirements for Offering Major

Program type	Min. credit requirement from major area*			
	Coursework (Min.)	Dissertation (Min.)	Dissertation (Max.)	Min. from Major Area
Coursework	20	-	-	20
Mixed-mode (Dissertation)	9	15	20	20
Mixed-mode (Project)	15	3	6	20
Mixed-mode (Internship)	15	3	6	20

* For achieving a Master's degree with a major in a specified field under a mixed-mode scheme, the concerned dissertation must be directly linked with the 'major area' under consideration.

(iv) **Viva Voce:** A Discipline may include Viva Voce of 01 credit at the end of each Term. The concerned Examination committee of that Term will conduct the viva and assess the students out of 100 marks.

(v) **Assignment of Credit:**

Theory Courses: For theory courses, one-hour face-to-face learning (e.g., lecture, tutorial, seminar) per week will be equivalent to one credit.

Sessional Courses: For sessional courses, 1.5-hour face-to-face learning (e.g., lab work, studio, fieldwork, or clinical work) per week is equivalent to 1.0 credit. For industrial/workplace learning, 2-hour learning per week is equivalent to 1.0 credit.

In addition to face-to-face and other means of learning, online teaching-learning might be exercised if deemed necessary to the Discipline/POE.

20.1.11 Course Registration

- (i) Each student will get oneself registered with the University. S/he will fill in the course registration form in consultation with the Program Coordinator under the guidance of the Discipline Head. The Program Coordinator will verify the form and submit it to the Discipline Head for forwarding it to the Registrar's office. Such submission might be made online, when and where applicable. The Registrar's office will be responsible for its distribution to relevant authorities (Disciplines and the Controller of Examinations). Course registration will be permitted within five working days at the beginning of each Term. Late registration will be permitted up to the next five working days on payment of a late fee. Student(s) having outstanding dues to the University shall not be permitted to register.
- (ii) A student has to register for the backlog/retake/re-retake core courses first followed by the fresh courses offered by the Discipline for the term s/he is going to enroll subject to the compliance with: (i) completion of prerequisite courses (if any) and (ii) maximum credit registration limit per Term. However, s/he may not choose to register the optional backlog/retake/re-retake courses first.

- (iii) A student may be allowed to register for advance course(s) in a term subject to: (i) his/her all backlog/retake/re-retake and offered core courses are either clear or registered, (ii) his/her current terms' offered all core courses are registered, (iii) completion of corresponding prerequisite courses (if any), (iv) compliance with maximum credit registration limit per Term, and (v) the desired advance courses are offered by the Discipline/POE in the current Term. However, such an advance course registration option will not be applicable for capstone courses like Thesis/ Project/ Internship/ and so on.
- (iv) A student retaking/re-retaking the course will be awarded the immediate lower grade he/she obtains, and this grade will be shown and maintained on the Transcript.
- (v) A Discipline/POE will not continue an optional course if less than 30 percent of students (of total seats for that batch) register for that course within ten working days from the beginning of classes. The situation will be solved by dropping that optional course through applying article 10.3 of MS Ordinance by the next five working days. The Coordinator will maintain such records and act accordingly. However, the concerned Discipline/POE might relax this clause for only final term/year optional courses if it is deemed necessary (for example, the studentship will be toward termination or the student will have to wait for additional term/year if the considered optional course(s) are not offered).
- (vi) A Discipline/POE may offer a major in an area if at least seven (07) students (per batch) register for that major area. Similarly, in case of offering multiple master's program, a Discipline/POE may offer a master's program if at least seven (07) students (per batch) register for that specific master's program. However, this minimum requirement (07 students per batch per major area or per master's program) is not applicable if a Discipline/POE does not offer any major or master's programs.

20.1.12 Limits on the Credits to be taken in a Term

Discipline Head may allow a student to register up to a maximum of 25 credits if recommended by the Program Coordinator. However, there is no minimum credit limit per Term in Master's level study.

20.1.13 Course Adjustment Procedure

A student will have the option to add or drop course(s) from his/her registration list within fifteen working days from the beginning of classes. This can be done with the advice of the concerned Program Coordinator and consent of the Discipline Head. Adjustment of initially registered courses in any Term can be made by duly filling in the Adjustment Form. The Registrar's office will do the needful.

20.1.14 Withdrawal from a Term

If any student cannot complete the Term Final Examination due to severe illness or serious accident, he/she may apply to the Dean through the Head for total withdrawal from the Term within eight working days after the end of the Term Final Examination. However, s/he may choose not to withdraw from any sessional courses if the grade obtained in such a course is 'C' or better. A medical certificate endorsed by the Chief Medical Officer of the University must support the application. The Dean of the concerned school will decide on such an application and inform the Registrar. If a student is allowed to withdraw from a Term, he/she will have to register as fresh for the Term he/she has withdrawn. However, he/she may be allowed to register for backlog courses, if offered.

20.1.15 Absence in a Term

A student may be absent from continuous assessments (quizzes/class test/field works, etc.) during the Term. Such absences will naturally reduce points/marks, which count towards the final grade. Absence in the Mid Term (if any) and the Term Final Examination will result in 'F' grade. A student who has been absent for short periods, up to a maximum of three weeks due to illness, should request the Course Teacher or Program Coordinator to makeup continuous assessments immediately on returning to the class. A medical certificate should support such request from the Chief Medical Officer of Khulna University. The medical certificate issued by registered medical practitioners (with the registration number shown explicitly on the certificates) and endorsed by the Chief Medical officer of the University will also be acceptable only in those cases where the student has valid reasons for his absence from the University.

20.1.16 Special Term

Students having any retake/re-retake course(s) may apply for a special Term to complete the total required course (maximum 09 credits) in that Term. The special Term will be offered for the final term students who have retake/re-retake courses. The examination will start four (04) weeks after publication of the result and will continue not more than 2 (two) weeks. The marks of both attendance and continuous assessments will be carried over from the previous record.

20.1.17 Registration for Improvement

If any student gets a 'D' to 'C+' grade in any course, s/he may be allowed to repeat that course to improve the grade. The previous grade will be replaced from the grade sheet in such a case.

20.1.18 Backlog

If a student obtains an 'F' grade in any Core course in any term, this 'F' grade will not be counted for Grade Point Average (GPA) but will be shown on the grade sheet, and in such case, he/she will have to retake the course to complete the Degree. If a student does not register for an offered Theory or Sessional course in his/her applicable Term (for example, '0541 12 Math 5101' course in his/her Master's first year first term, '0541 12 Math 5203' course in his/her Master's first year second term, '0541 12 Math 6104' course in his/her Master's second year first term), that course will be considered as a 'Backlog' course for that student in the subsequent terms. If a student gets an 'F' grade in an Optional course, he/she may, subject to availability, choose to take an optional substitute course. In such a case, that substitute course will be deemed as a fresh course. In case of registering for a Backlog Theory or Sessional course, a student has to face/appear/attend 100 marks evaluation, like a fresh course.

20.1.19 Credit Transfer/ Credit Waiver

This ordinance permits credit transfer to facilitate educational mobility. That transfer of credit(s) may be inward or outward. In the case of outward credit transfer, a student of Khulna University has to apply to the Registrar through the Head of the Discipline/POE for getting a credit transfer certificate. The application must be supported by necessary documents, including a copy of the grade sheet(s). Accordingly, the Registrar will issue a credit transfer certificate mentioning the number of credits already completed at Khulna University.

In case of inward credit transfer, students from other Universities/ Institutions may apply to the Registrar of Khulna University for credit transfer. The application must be

supported by necessary documents, including a copy of grade sheet(s) and curriculum. The Registrar's office will forward the application to the concerned Discipline/POE. A three-member committee headed by the Discipline Head and two senior most teachers will assess the application and recommend for approval to the Registrar. The maximum limit of credit transfer from other Universities/ Institutions will be less than or equal to 50 percent of the total credits required to complete the concerned Degree. The final transcript of such students will show only the number of credits transferred.

The same process may be applied for handling the credit waiver related applications. However, the maximum limit of inward credit waiver from other Universities/ Institutions should be less than or equal to 20 percent of the total credits required to complete the concerned Degree.

20.2 Grades

Grade related issues are reported in section 20.1.

20.3 Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

a) Grade Point Average (GPA) is the weighted average of Grade Points obtained in all the courses passed/completed by a student. For example, if a student has passed/completed five courses in a term having credits of C1, C2, C3, C4, and C5 and his/her points in these courses are G1, G2, G3, G4, and G5, respectively, then,

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

b) A Numerical Example: Suppose a student has completed five courses in a term and obtained the following grades:

COURSE	CREDIT	GRADE	GRADE POINT
A	3	A+	4.00
B	3	C+	3.00
C	3	A	3.75
D	2	B	3.25
E	1	B+	3.50

Then his/her GPA for the term will be computed as follows:

$$\text{GPA} = \frac{3(4.0) + 3(3.0) + 3(3.75) + 2(3.25) + 1(3.5)}{3 + 3 + 3 + 2 + 1} = 3.52$$

c) A student's performance will be evaluated in terms of three indices- Term Grade Point Average (TGPA), Yearly Grade Point Average (YGPA), and Cumulative Grade Point Average (CGPA). The TGPA is computed by dividing the total points earned in a Term by the number of credits taken in the Term. The YGPA is computed by dividing the total grade points earned in two Terms in a year by dividing the number of credits taken in that year. The CGPA is computed by dividing the total grade points accumulated till date by the total completed credits. Thus a student who has earned 275 grad points in attempting 100 credits of courses would have an overall CGPA of 2.75.

20.4 Course Withdrawal

a) 'W' is the corresponding grade for withdrawn of a course, as mentioned in section 20.1.1.

b) If any student cannot complete the Term Final Examination due to severe illness or serious accident, he/she may apply to the Dean through the Head of the concerned Discipline for total withdrawal from the Term within eight working days after the Term Final Examination. However, he/she may choose not to withdraw from any sessional

course if the grade obtained in such a course is C or better. A medical certificate endorsed by the Chief Medical Officer of the University must support the application. The Dean of the concerned School will decide on such an application and inform the Academic Council. If a student is allowed to withdraw from a Term, he/she will have to register as fresh from the Term he/she has withdrawn. However, he/she may be allowed to register for backlog courses, if offered.

20.5 Incomplete (I) Courses

'I' is the corresponding grade for an incomplete course, as mentioned in section 20.1.1.

20.6 Retake

Retake related issues are reported in section 20.1.

20.7 Grade Improvement

Grade improvement related issues are reported in section 20.1.

20.8 Dropout/Cancellation of Studentship

Dropout/Studentship cancellation related guidelines of the latest 'Ordinance for Undergraduate Examination' of Khulna University will generally be applicable for the Master's programs, if not conflicting with this Ordinance.

20.9 Publication of Results

- (i) The Controller of Examinations will publish the result and preserve all the records for one year after the Degree is awarded. The result will be published subject to completing the required number of credits and fulfilling other requirements (for example, article/paper for 'Master's by Research' mode students) within the stipulated time limit, as applicable.
- (ii) A student can have his/her results re-examined by applying to the Controller of Examinations within 15 working days from the date of publication of results. However, s/he has to pay a re-examination fee fixed by the concerned authorities. The Controller of Examinations will take necessary measures regarding the matter in consultation with the Chairman of the Examination Committee. Answer script re-scrutiny and result re-examination related rules of the latest 'Ordinance for Undergraduate Examination' of Khulna University will generally be applicable for the Master's programs also.

20.10 Subsequent Ordinances

For related/relevant issues, which are not covered (or not cleared) here, provisions of the latest 'Ordinance for Undergraduate Program' and 'Ordinance for Undergraduate Examination' of Khulna University may be consulted and applied, if not conflicting with this Ordinance.

21. MDPS Operational Manual

Master of Development and Policy Studies (MDPS) program under Economics Discipline of Khulna University is a paid master's program which intends to produce local, national and global level development professionals for achieving sustainable development. All the rules noted in sections 1-22 of the 'ORDINANCE FOR MASTER'S PROGRAMS – 2022' of Khulna University will be applicable for this program.

In addition, for efficient management of this program, the Discipline Head will appoint a Program Coordinator for 18 months duration who will assist in all affairs related to the program. Coordinator-ship will rotate among the teachers of the discipline having postgraduate degree and not below the rank of Assistant Professor. One teacher will not be able to hold the positions of both Head of the Discipline and Coordinator of the program simultaneously. In the tenure of Head-ship, if he/she had to disregard Coordinator-ship, he/she would be able to hold the position of Coordinator, after completing the tenure of Head-ship, but has to wait till end of tenure of the existing Coordinator. The Coordinator should maintain the MDPS fund including a bank account jointly with the Head of the discipline and must submit a financial report at the end of his/her tenure to the Head of the discipline.

In light of section 21 of the 'ORDINANCE FOR MASTER'S PROGRAMS – 2022' of Khulna University the Economics Discipline proposes the following items of Academic Fess and Expenditure for this program subject to approval of competent authorities.

Financial Fee and Cost Structure

The minimum tuition fees for MDPS program is as follows:

Revenues: The tuition fee for MDPS program is as follows:			
For University: Admission and Other Fees	BDT*	Total (BDT*)	Remark
Admission fees	1,500		For once
Fee book	20		For once
Transport	1,500		BDT 500X3 terms
Sports	300		BDT 100X3 terms
Student welfare	300		BDT 100X3 terms
Health Card	60		BDT 20X3 terms
Cultural	600		BDT 200X3 terms
Religious	300		BDT 100X3 terms
Grade-sheet	150		BDT 50X3 terms
BNCC	240		BDT 80X3 terms
		4,970	
For MDPS: Regular Fees			
Term Fees	9,000		BDT 3000X3 terms
Discipline Development Fund	7,500		For once
Course Registration Fees			
Theory	1,800		Per credit
Sessional (Viva-voce / Dissertation Part-I-M)	2,000		Per credit
Capstone Course	2,200		Per credit

Mode-wise Registration Fees				
For Course Work mode		<u>76,200</u>	<u>92,700*</u>	BDT 1800X39 theory+2000X3 sessional credits
For Project/Internship mode		<u>79,200</u>	<u>95,700**</u>	BDT 1800X30 theory+2000X3 sessional Viva-voce+2000X3 sessional Dissertation Part-I –M + 2200X6 Project/Internship credits
For Dissertation mode		<u>81,600</u>	<u>98,100 **</u>	BDT 1800X24 theory+2000X3 sessional Viva-voce+2000X3 sessional Dissertation Part-I –M +2200X12 Dissertation Part-II–M credits
For retake and re-retake course registration fees				
Theory	Retake	2,500		Per credit
	Re-retake	3,500		Per credit
Sessional	Retake	2,500		Per credit
	Re-retake	3,500		Per credit
Capstone courses	Retake	3,000		Per credit
	Re-retake	4,000		Per credit

Estimated Expenditures: Expense items and amount for MDPS program is as follows:					
Payment to proper authority's fund	BDT*				Remark
	Term	1 st	2 nd	3 rd	
Contribution per student to university fund	CW	6400	6400	4240	20% of the revenue earned from each student per term
	MP/MI	6400	6520	4720	
	MD	6400	5440	6280	
	Term	1 st	2 nd	3 rd	
Contribution per student to the discipline development fund	CW	4800	4800	3180	15% of the revenue earned from each student per term
	MP/MI	4800	4890	3540	
	MD	4800	4080	4710	
	Term	1 st	2 nd	3 rd	
Contribution per student to Deans fund	CW	800	800	530	2.5% of the revenue earned from each student per term
	MP/MI	800	815	590	
	MD	800	680	785	
	Term	1 st	2 nd	3 rd	
Transport per kilometer	115				This rate is subject to be changed in accordance with university's transportation directives
Administrative expenses					
Head's honorarium	6000				Per month
Coordinator's honorarium	7500				Per month
Administrative officer's remuneration	5000				Per month
Staff's remuneration	5000				Per month
Cleaner	1500				Per month
Coordinators imprest fund	2500				Per month
Academic expenses and remuneration					
Class	1300				Per hour
Class test	50				Per test (max. 4)
Question paper	2400				Per set
Evaluation of final answer script	100				Per section
Scrutiny	15				Per script
Viva-voce	50				Per student per member

<i>Dissertation/Project/Internship expenses</i>			
Supervision	Dissertation	5000	Per student
	Project/Internship	4000	Per student
Evaluation	Dissertation	2500	Per paper
	Project/Internship	2500	Per paper
Board Member-Dissertation/ Project/Internship		500	Per student per member
<i>Examination Management Expenses</i>			
<i>Examination committee</i>			
Chairman (01)		3000	Per term per batch
Member (04 members)		1500	Per term per batch per member
<i>Question moderation</i>			
Chairman (01)		2500	Per term per batch
Member (04 members)		2000	Per term per batch per member
<i>Tabulation and result preparation</i>			
Course wise		300	Per course per term per tabulator
Student wise		60	Per student per tabulator (3 member including chairman)
Student-wise grade and GPA list preparation		15	Per student per term; computer section of controller office
Verification of grade sheet		10	Per student per term; computer section of controller office
Chief invigilator		800	Per hour
Invigilator		700	Per hour
Officer		250	Per hour
Staff		200	Per hour
Office of the controller of examination		2000	Per batch
Remuneration of the controller of examination		2000	Per term
Academic Section		2000	Per batch

* Bangladeshi Taka

**Admission and other fees'' (BDT 4,970) is not included in 'MDPS Regular and Registration Fees' item

***In case of Khulna university employee, course registration fees will be waived by 25%.

University will provide classrooms, electricity, term-final examination arrangement, transportation facilities for the teachers and students during evening time. Concerned Discipline will be responsible for furnishing classrooms, computer lab and physical facilities and the School will provide assistance in all requirements for conducting MDPS program. The full amount payable by the students at the beginning of each term and at the commencement of the program will be deposited in the MDPS Account. The Coordinator will transfer aforementioned amount to proper authority's fund (university fund, discipline development fund and Dean's fund) at the end of each Term. The Dean and Head of the discipline will spend from these mentioned funds for the development purpose of the School and Discipline respectively. Remunerations and other operating expenses for the program will be distributed and spent on a term-by-term basis on the recommendation of the Coordinator through the Head of the Discipline. Any amount collected in excess of the said expenditure will remain with the MDPS account and will be spent either for the development purpose of the discipline or for the contingencies/shortages with other batches. Any academic, financial, administrative and other issues not mentioned in this curriculum and operation manual will be settled by the academic committee of the discipline, subject to approval of appropriate authorizes, if deemed necessary.

22. Summary of Major Changes in OBE Format Curriculum

Sl. No.	Criteria	Existing Curriculum	OBE Curriculum
1	Duration of the Program (in Year)	16 months	18 months
2	Total Available Credits	87	111
3	Minimum Credit Requirement to Complete the Degree	48	42
4	Available Credits from GED Courses	-	08
5	Credits from GED Courses (% of Total Credits)	-	21.62
6	Credits from GED Courses (% of Required Credits)	-	57.14
7	Available Credits from Core Theory Courses*	18	12
8	Available Credits from Core Sessional Courses*	-	3
9	Available Credits from Optional Theory Courses*	57	69
10	Available Credits from Optional Sessional Courses*	-	3
11	Available Credits from Capstone Courses	12	24
12	Term Duration (in week)	16	22
13	Credits from Newly Introduced Courses	-	12
14	Number of Newly Introduced Courses	-	06
15	Number of Omitted Courses	-	-
16	Change in Course Title (Number of Courses)	-	04
17	Change in Course Status (Number of Courses)	-	02
18	Inter-term Shift (Number of Courses)	-	01
19	Change in Course Contents (Number of Courses)	-	34
20	Name of Majors (if Applicable)	-	N/A
21	Name of Modes (if applicable)	-	Course Work; Dissertation; Project; and Internship Mode

* including GED

Economics Discipline of Khulna University offers Master of Development and Policy Studies (MDPS), a multidisciplinary program, in order to produce top-quality and skilled development professionals who will contribute to the local, national and global level socio-economic development directly and indirectly. In this regard, Economics discipline has revised the program curriculum from the existing curriculum extensively in order to provide them outcome based education in compliance with BNQF (Bangladesh National Qualifications Framework) and KU ORDINANCE FOR MASTER'S PROGRAMS – 2022. The revision includes three major aspects: i) structural, ii) academic and iii) outcome based revisions.

Under structural changes, minimum credit requirements for students to be awarded with MDPS degree is reduced from 48 to 42 credits while length of academic terms are increased from 04 to 06 months so that course teachers can provide more concentration on a specific course in order to achieve course learning outcomes precisely and effectively. Besides, this curriculum offers four streams of education: Course Work (CW), Dissertation (MD), Project (MP) and Internship (MI) so that every student has equal opportunity to choose their desired mode of education to develop themselves as development professionals on their own terms.

Finally, this curriculum provides maximum flexibility to course teachers to evaluate students in response to course specific CLOs.

Under academic changes, OBE curriculum of MDPS program offers 02 new courses, namely: i) Development Issues in South-western Bangladesh and ii) Forest Economics and Policy in order to provide more attention to local level socio-economic problems and its solution; and socio-economic interdependence of local economy and world's largest mangrove forest Sunderbans. In addition; this curriculum offers around 22% credits from General Education (GED) courses in order to supplement the basic courses of Development and Policy Studies so that student can easily understand and connect the development concepts and policy frames to the practice and real development issues and problems. For those students who are willing to develop their carrier in the research sector, the academic curriculum of this program allows student to undertake Dissertation (for academic research) and Project (for practice based research) while those are willing to build their career as administrators in Non-Government Organizations (NGOs), they are allowed to engage Internships with NGOs for hands-on experience and to take more courses under CW mode for depth theoretical knowledge in development and policy issues. For preparing students for undertaking researches in the final term, this program offers Dissertation Part – I to prospective research students. Finally, this curriculum offers a Comprehensive Viva-voce in each term which imbues knowledge into students' mindset and sharpens their skills to respond to questions and problems with spontaneous answers.

Under outcome-based revision, OBE curriculum designs Course Learning Outcomes (CLOs) in order to meet Program Learning Outcomes (PLOs) targeted to contribute in improving fundamental, social, thinking and personal domain. Each of courses improves fundamental and critical thinking domain of knowledge from moderate to high level with a few exceptions. Almost 9% courses contribute to social domain of knowledge highly while more than 38% courses contribute to social domain moderately in reference to interact with stakeholders and bring positive behavioral change toward sustainable development. More importantly, around 32% courses are designed to develop graduates' leadership skills at very high level. On the other hand; around 35% are designed to imbue ethical and normative qualities in graduates' attributes from moderate to very high level. Finally, this curriculum allows different types and flexible approaches of evaluation i.e. class tests, presentations, quizzes, viva-voce and final examinations in order to achieve course specific CLOs which will in turn meet PLOs. A comparative statistics between existing and proposed curriculum is presented for better understanding of the major changes in the proposed curriculum.

23. Approval Records

Approving Authority	Date of Approval
Curriculum Committee of the Discipline	August 07, 2022
Executive Committee of the School	September 01, 2022
BOAS (if applicable)	September 22, 2022
Academic Council	
Syndicate (if applicable)	

24. Contributors

Serial No.	Name	Address
1	Mahmood Hossain, Ph.D	Vice-Chancellor, Khulna University
2	Md. Nasif Ahsan, Ph.D	Dean, Social Science School, Khulna University
3	Md. Sharif Hasan Limon	Director, Students Affairs, Khulna University
4	Mohammed Ziaul Haider, Ph.D	Director, Institutional Quality Assurance Cell (IQAC), Khulna University
5	Jagadish Chandra Joardar, Ph.D	Additional Director, IQAC, Khulna University
6	Md. Matiul Islam, Ph.D	Additional Director, IQAC, Khulna University
7	Md. Mostafizur Rahman	Additional Director, IQAC, Khulna University
8	Khan Mehedi Hasan, Ph.D	Head, Economics Discipline, Khulna University
9	Mst. Taslima Khatun	Professor & Head, Sociology Discipline, Khulna University
10	Abdullah Abusayed Khan, Ph.D	Professor, Sociology Discipline & Head (In-charge), MCJ Discipline, Khulna University
11	Mohammed Ziaul Haider, Ph.D	Professor, Economics Discipline, Khulna University
12	Shahnewaz Nazimuddin Ahmed, Ph.D	Professor, Economics Discipline, Khulna University
13	Fauzia Hamid, Ph.D	Professor, Economics Discipline, Khulna University
14	Md. Nasif Ahsan, Ph.D	Professor, Economics Discipline, Khulna University
15	Sk. Sharafat Hossen	Professor, Economics Discipline, Khulna University
16	Nurun Naher Moni	Professor, Economics Discipline, Khulna University
17	Kaniz Fatima Mohsin	Professor, Economics Discipline, Khulna University
18	Khan Mehedi Hasan, Ph.D	Professor, Economics Discipline, Khulna University
19	Champa Bati Dutta	Associate Professor, Economics Discipline, Khulna University
20	Nishad Nasrin	Associate Professor, Economics Discipline, Khulna University
21	Md. Firoz Ahmed	Associate Professor, Economics Discipline, Khulna University
22	Fariha Farjana	Associate Professor, Economics Discipline, Khulna University
23	Md. Sariful Islam	Associate Professor, Economics Discipline, Khulna University
24	Debasish Kumar Das	Assistant Professor, Economics Discipline, Khulna University
25	Tasnim Murad Mamun	Assistant Professor, Economics Discipline, Khulna University
26	Sazia Ahmed	Assistant Professor, Economics Discipline, Khulna University
27	Sk. Faijan Bin Halim	Assistant Professor, Economics Discipline, Khulna University
28	Syed Afroz Keramat	Lecturer, Economics Discipline, Khulna University

Serial No.	Name	Address
		University
29	Fahmida Akter Oni	Lecturer, Economics Discipline, Khulna University
30	Mohammad Amzad Hossain	Professor, Department of Economics, Jahangirnagar University
31	Kazi Mostafa Arif, Ph.D	Professor, Department of Economics, Islamic University
32	Sultana Fatima Tariq, Ph.D	Associate Professor, Economics Department, Sundarban Govt. Adarshe Collage, Khulna
33	Sabekun Naher	Manager, Knowledge Management, Unnayan, Khulna
34	Howlader Mehedi Hasan	Assistant Professor, Economics Department, Sundarban Govt. Adarshe Collage, Khulna
35	Mohibullah	Student, MSS 2 nd year, Economics Discipline, Khulna University
36	Meher Nigar	Student, MSS 2 nd year, Economics Discipline, Khulna University
37	Nisat Yesmine	Student, MSS 2 nd year, Economics Discipline, Khulna University
38	Rabbani Akter	Student, MSS 2 nd year, Economics Discipline, Khulna University
39	Sajib Chowdhury	Student, MSS 1 st year, Economics Discipline, Khulna University
40	Md. Ashiqur Rahman	Student, MSS 1 st year, Economics Discipline, Khulna University
41	Sharmin Akter Keya	Student, MSS 1 st year, Economics Discipline, Khulna University

25. PSAC of the Discipline

Serial No.	Name and Address	Designation	Remarks
1	Khan Mehedi Hasan, Ph.D Professor & Head, Economics Discipline, KU	Chairman	
2	Md. Nasif Ahsan, Ph.D Professor, Economics Discipline, KU	Member	
3	Sk. Faijan Bin Halim Assistant Professor, Economics Discipline, KU	Member	

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