



Outcome Based Education (OBE) Curriculum of Master of Social Science in Economics

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

September, 2022

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Part A

1. Title of the Academic Program

Master of Social Science in Economics

Program Overview

Degree	Master of Social Science in Economics
Abbreviated form of the Degree	MSS in Economics
Program type	i) Coursework : CW
	ii) Mixed-mode (Dissertation) : MD
	iii) Mixed-mode (Project) : MP
	iv) Mixed-mode (Internship) : MI
	v) Master's by Research : RM
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

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.

7. Mission of the Discipline/POE

M	Mission (M)
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 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 Social Science in Economics

10. Description of the Program

The MSS program in Economics at Khulna University is intended to provide students with greater practical economic knowledge and skills for formulating policies in the relevant area. This MSS program, in compliance with the Bangladesh National Quality Framework (BNQF), prepare students with cutting edge knowledge and skills in economic science in the face of global change challenges by focusing on the established and contemporary theories and practices considering sustainable development goals (SDGs) and human welfare. The teaching approach in MSS program in this Discipline deviates from the conventional method by being more realistic and evidence based. This program is an excellent ingredient to pursue careers in both public and private sectors. In a dynamic setting, advanced knowledge on core economic concepts including microeconomics, macroeconomics, and econometrics is taught. Students can engage in in-depth research during a special research period so that they can contribute to the policy implications of the relevant research subject as young researchers.

11. Graduate Attribute

GA	Graduate Attribute (GA)	Domain
GA1	Expertise in advanced theories, techniques and approaches of economics	Fundamental domain
GA2	Ability to apply and synchronize ideas, frameworks /models and empirics to regional, national and global economic issues	Fundamental domain
GA3	Participation in national and international arena with a sense of responsibility, accountability and morality	Social domain
GA4	Efficient in transmitting and exchanging ideas, and competent in collaborative work	Social domain
GA5	Integration and analysis of multidisciplinary approaches in line with theoretical and practical aspects of economics.	Thinking domain
GA6	Proficiency in synthesizing and evaluating economic literature on cutting-edge issues for effective policy formulation.	Thinking domain
GA7	Openness to new concepts, ideas, and know-how, and accommodative capacity to the ever-changing world.	Personal domain
GA8	Commitment to applying acquired knowledge, compliance with and sensitive to existing/standard rules and regulations.	Personal domain
GA9	Conducting research reflecting social accountability and maintaining ethical standard.	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 economics. The objectives of the program are to:

PEO	Program Educational Objective (PEO)	Domain	Applicable Program Type
PEO1	Develop graduates' caliber to critically assimilate and examine information on theoretical and empirical aspects of economics.	Fundamental domain	CW, MD, MP, MI, RM
PEO2	Enhance graduates' analytical ability and problem-solving aptitude to deal with pragmatic socioeconomic issues.	Fundamental domain	CW, MD, MP, MI, RM
PEO3	Enable graduates to articulate rational and time-demanding policies enhancing socioeconomic well-being.	Social domain	CW, MD, MP, RM
PEO4	Develop conducive environment to promote academic and research collaboration with relevant stakeholders.	Social domain	CW, MD, MP, MI, RM
PEO5	Apply critical thinking for effective decision making based on empirical evidences.	Thinking domain	CW, MD, MP, MI, RM
PEO6	Encourage graduates to undertake research-oriented activities for holistic societal development.	Thinking domain	MD, MP, MI, RM
PEO7	Nurture norms, values and ethics in shaping students' mindset to serve the society.	Personal domain	CW, MD, MP, MI, RM
PEO8	Nourish human capital to prepare future leaders who think like economists and want to serve society.	Personal domain	CW, MD, MP, MI, RM

CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship); RM: Master's by Research

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 advanced economic theories and models to visualize, articulate and analyze diverse economic problems in the local, national, and global spheres.	Fundamental domain	CW, MD, MP, MI, RM
PLO2	Enhance potential to analyze and synthesize economic issues to conduct independent research and disseminate findings to expand the knowledge frontier.	Fundamental domain	MD, MP, RM

PLO	Program Learning Outcome (PLO)	Domain	Applicable Course Mode
PLO3	Exchange ideas, facts, and knowledge with relevant stakeholders of the society.	Social domain	CW, MD, MP, MI, RM
PLO4	Enrich capability to deal with different social strata and maintain effective collaboration for achieving sustainable societal development.	Social domain	CW, MD, MP, MI, RM
PLO5	Apply critical thinking and perform socioeconomic analysis for the evidence-based solution.	Thinking domain	MD, RM
PLO6	Examine alternative policy options to choose the optimal one for rendering appropriate recommendations.	Thinking domain	CW, MD, MP, MI, RM
PLO7	Embrace a conducive working environment through internalizing normative and ethical aspects.	Personal domain	CW, MD, MP, MI, RM
PLO8	Utilize leadership capacity; collaborate with multi-agencies, and boosting the positive working environment to attain desired goals.	Personal domain	CW, MD, MP, MI, RM

CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship); RM: Master's by Research

14. Mapping Mission of the University with PEO

Missions PEOs	UM1	UM2	UM3
PEO1	3	2	2
PEO2	3	2	3
PEO3	3	2	3
PEO4	1	1	2
PEO5	3	3	3
PEO6	1	1	3
PEO7	3	2	3
PEO8	3	2	1

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

15. Mapping PLOs with PEOs

Program Learning Outcomes (PLOs)		Program Educational Objectives (PEOs)							
		PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
Fundamental domain	PLO1	3	2	2	1	1	1	2	2
	PLO2	2	3	2	1	3	2	1	2
Social domain	PLO3	2	1	1	3	1	1	2	2
	PLO4	1	1	3	3	1	1	1	3
Thinking domain	PLO5	3	3	2	1	3	2	3	2
	PLO6	1	3	3	1	3	3	2	1
Personal	PLO7	1	1	1	1	1	1	3	2

Program Learning Outcomes (PLOs)		Program Educational Objectives (PEOs)							
		PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
domain	PLO8	1	1	2	3	1	1	2	3

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

16. Mapping Courses with PLOs

Course Code and Course Title	Applicable Program Type*	PLOs							
		Fundamental Domain		Social Domain		Thinking Domain		Personal Domain	
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
First Year First Term									
0311 15 Econ 5101: Advanced Microeconomics	CW, MD, MP, MI	3	3			2	2		2
0311 15 Econ 5102: Dissertation Part-I-R	RM	2	3	2		3	2		1
0311 15 Econ 5103: Advanced Development Economics	CW, MD, MP, MI	3	2	1	2	3	2		2
0311 15 Econ 5104: Scientific Writing Skill-I	CW, MD, MP, MI		3			2	2	2	1
0311 15 Econ 5105: Agricultural Economics and Policy	CW, MD, MP, MI	3	2	1	2	3	3	2	2
0311 15 Econ 5107: Environmental Economics and Policy	CW, MD, MP, MI	3	3	2	3	3	3	2	3
0311 15 Econ 5109: International Economics	CW, MD, MP, MI	3	3			3	2	2	2
0311 15 Econ 5110: Comprehensive Viva Voce – I	CW, MD, MP, MI	3	3	3	2	3	3		2
0311 15 Econ 5111: Labor Economics	CW, MD, MP, MI	3	3	2	1	2	3	2	2
0311 15 Econ 5113: Economics of South-western Bangladesh	CW, MD, MP, MI	2	2	2	3	3	2	2	2
0413 15 BA 5151: Economics of Banking	CW, MD, MP, MI	3	2	1	1	2	2	1	2

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

* CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship); RM: Master's by Research

The students intended to complete MSS in Economics degree under 'RM' mode must have to decide at the beginning of first year first term and accordingly complete the registration of the related course(s). The students intended to complete MSS in Economics degree under 'MD' mode have to decide at the beginning of first year second term and accordingly complete the registration of the related course(s). The rest may decide at the beginning of second year first term to proceed under 'MP', 'MI' or 'CW' mode and accordingly complete the registration of the related course(s). Students intended to proceed through 'MD', 'MP', 'MI' or 'CW' mode, in extreme cases, might be allowed to switch mode, subject to approval of the academic committee of the Discipline.

Course Code and Course Title	Applicable Program Type*	PLOs							
		Fundamental Domain		Social Domain		Thinking Domain		Personal Domain	
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
First Year Second Term									
0311 15 Econ 5201: Advanced Macroeconomics	CW, MD, MP, MI	3	3		1	2	3		1
0311 15 Econ 5202: Dissertation Part-II-R	RM	2	3	2	2	3	2	2	2
0311 15 Econ 5203: Advanced Research Methods	CW, MD, MP, MI	2	3	2		3	2	2	1
0311 15 Econ 5204: Scientific Writing Skill-II	MD, MP, MI	2	3				1	3	3
0311 15 Econ 5205: Industrial Economics and Policy	CW, MD, MP, MI	3	2	2	2	2	3	1	1
0311 15 Econ 5207: Natural Resource Management	CW, MD, MP, MI	2	2	2	3	2	3	2	2
0311 15 Econ 5209: Health Economics and Policy	CW, MD, MP, MI	3	2	2	2	3	3	2	2
0311 15 Econ 5210: Comprehensive Viva Voce – II	CW, MD, MP, MI	3		3	2	3	3		2
0311 15 Econ 5211: Advanced Econometrics	CW, MD, MP, MI	3		2		3	3		
0311 15 Econ 5212: Dissertation Part-I-M	MD	2	3	2	2	3	2	2	2
0413 15 BA 5251: International Business	CW, MD, MP, MI	3	1	2	2	3	2	2	2
0521 15 ES 5253: Climate Change and Disaster Management	CW, MD, MP, MI	3	3	2	2	2	3	2	2

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

* CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship); RM: Master's by Research

The students intended to complete MSS in Economics degree under 'RM' mode must have to decide at the beginning of first year first term and accordingly complete the registration of the related course(s). The students intended to complete MSS in Economics degree under 'MD' mode have to decide at the beginning of first year second term and accordingly complete the registration of the related course(s). The rest may decide at the beginning of second year first term to proceed under 'MP', 'MI' or 'CW' mode and accordingly complete the registration of the related course(s). Students intended to proceed through 'MD', 'MP', 'MI' or 'CW' mode, in extreme cases, might be allowed to switch mode, subject to approval of the academic committee of the Discipline.

Course Code and Course Title	Applicable Program Type*	PLOs							
		Fundamental Domain		Social Domain		Thinking Domain		Personal Domain	
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Second Year First Term									
0311 15 Econ 6101: Islamic Economics	CW, MD, MP, MI	2	2	2		3	2	3	2
0311 15 Econ 6102: Dissertation Part-III-R	RM	2	3	2		3	3		2
0311 15 Econ 6103: Food Security and Livelihood Pattern	CW, MD, MP, MI	2	3	2	2	3	2	3	2
0311 15 Econ 6105: Public Economics	CW, MD, MP, MI	3	3	1	2	3	2	2	2
0311 15 Econ 6107: Ethics in Economics	CW, MD, MP, MI	3	2	2	2	3	2	3	2
0311 15 Econ 6109: Migration and Displacement	CW, MD, MP, MI	3	2	2	2	1	2	1	2
0311 15 Econ 6110: Comprehensive Viva Voce – III	CW, MD, MP, MI	3		3	3	2	2	2	2
0311 15 Econ 6111: Socio-economic Perspective of 4IR	CW, MD, MP, MI	2	2			2	2	3	
0311 15 Econ 6112: Dissertation Part-II-M	MD	2	3	2	2	3	3	2	2
0311 15 Econ 6114: Project	MP	2	3	2	2	2	3	2	2
0311 15 Econ 6116: Internship	MI	1	2	3	3	2	2	2	3
Second Year Second Term									
0311 15 Econ 6202: Dissertation Part-IV-R	RM	2	3	2	2	3	3	2	2

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

* CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship); RM: Master's by Research

The students intended to complete MSS in Economics degree under 'RM' mode must have to decide at the beginning of first year first term and accordingly complete the registration of the related course(s). The students intended to complete MSS in Economics degree under 'MD' mode have to decide at the beginning of first year second term and accordingly complete the registration of the related course(s). The rest may decide at the beginning of second year first term to proceed under 'MP', 'MI' or 'CW' mode and accordingly complete the registration of the related course(s). Students intended to proceed through 'MD', 'MP', 'MI' or 'CW' mode, in extreme cases, 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*	1.5-2.0 Years	3-4 Terms
b) Admission Requirements	<p>i. Candidates seeking admission into this Master’s program must possess a minimum three/four/five-years Bachelor degree from a recognized university (home and abroad); with a minimum of 16 years of schooling (or 15 years schooling with 2 years job experience for candidates having three-year Bachelor degree); and a minimum CGPA 2.50 or Second Class/Division. Other terms and conditions are set to revise periodically by the appropriate authority subject to the approval of EC, BOAS, and AC.</p> <p>ii. Candidates seeking admission into the ‘Masters by Research’ program must have either (i) Dissertation or similar type of courses at the Bachelor level, or (ii) publish at least one article in a reputed journal as the first author.</p> <p>iii. For the candidates seeking admission into the ‘Masters by Research’ program, the admission committee/academic committee/supervisor, based on candidate’s academic transcript, may recommend to register and complete additional courses. In such case(s), the Discipline Head will inform the Academic Section and Controller of Examination to do the needful.</p> <p>iv. Applicants having ‘Appeared certificate’ of Bachelor degree may be admitted to the Master’s program. But he/she has to submit the original Transcript, Provisional Certificate/Certificate/Migration Certificate of Bachelor degree 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>	
c-1) Total Minimum Credit Requirement to Complete the Program/ Graduating Credit	Reported in section g1.6	
c-2) 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	3.0	

* Details are reported in Table g1.6.

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

As per the Khulna University ordinance for Master’s Program 2022, there are three types of programs namely:

- (i) Master’s by Course work
- (ii) Master’s by Mixed-mode:
 - (a) Dissertation Group (course work + dissertation)
 - (b) Project Group (course work + project)

- (c) Internship Group (course work + internship)
 (iii) Master's by Research

g1) Area-wise Credit Distribution

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

Area	Course Type	Number of courses	Credits	Total credits
General Education (GED) Courses*	Theory	03	09	09
	Sessional	-	-	
Core/Compulsory Courses	Theory	04	12	15
	Sessional	03	03	
Optional/Elective Courses	Theory	15	45	47
	Sessional	01	2	
Capstone Courses (Dissertation, Project, Internship courses)	Theory	-	-	-
	Sessional	-	-	
Total		26	71	71

* 13% from GED courses

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

Area	Course Type	Number of courses	Credits	Total credits
General Education (GED) Courses*	Theory	03	09	9
	Sessional	-	-	
Core/Compulsory Courses	Theory	04	12	15
	Sessional	03	03	
Optional/Elective Courses	Theory	15	45	49
	Sessional	02	04	
Capstone Courses (Dissertation, Project, Internship courses)	Theory	-	-	15
	Sessional	02	15	
Total		29	88	88

*10% from GED courses

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

Area	Course Type	Number of courses	Credits	Total credits
General Education (GED) Courses*	Theory	03	09	09
	Sessional	-	-	
Core/Compulsory Courses	Theory	04	12	15
	Sessional	03	03	
Optional/Elective Courses	Theory	15	45	49
	Sessional	02	04	
Capstone Courses (Dissertation, Project, Internship courses)	Theory	-	-	06
	Sessional	01	06	
Total		28	79	79

* 11% from GED courses

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

Area	Course Type	Number of courses	Credits	Total credits
General Education (GED) Courses*	Theory	03	09	09
	Sessional	-	-	
Core/Compulsory Courses	Theory	04	12	15
	Sessional	03	03	
Optional/Elective Courses	Theory	15	45	49
	Sessional	02	04	
Capstone Courses (Dissertation,	Theory	-	-	06

Project, Internship courses)	Sessional	01	06	
Total		28	79	79

* 11% from GED courses

g1.5) Master's by Research Mode [RM]

Area	Course Type	Number of courses	Credits*	Total credits
Core/Compulsory Courses	Theory	-	-	-
	Sessional	-	-	
Capstone Courses (Dissertation, Project, Internship courses)	Theory	-	-	45
	Sessional	04	45	
Total		04	45	45

* For the candidates seeking admission into the 'Masters by Research' program, the admission committee, based on candidate's academic transcript, may recommend to register and complete additional courses. In such case(s), the Discipline Head will inform the Academic Section and Controller of Examination to do the needful.

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	40	0	40	71	1.5	3.0
Mixed-mode (Dissertation) MD	25	15	40	88	1.5	3.0
Mixed-mode (Project) MP	34	06	40	79	1.5	3.0
Mixed-mode (Internship) MI	34	06	40	79	1.5	3.0
Research mode RM	0	45	45	45	2.0	3.0

* The students intended to complete MSS in Economics degree under '**RM**' mode must have to decide at the beginning of first year first term and accordingly complete the registration of the related course(s). The students intended to complete MSS in Economics degree under '**MD**' mode have to decide at the beginning of first year second term and accordingly complete the registration of the related course(s). The rest may decide at the beginning of second year first term to proceed under '**MP**', '**MI**' or '**CW**' mode and accordingly complete the registration of the related course(s). Students intended to proceed through '**MD**', '**MP**', '**MI**' or '**CW**' mode, in extreme cases, might be allowed to switch mode, subject to approval of the academic committee of the Discipline.

*** All are not mutually exclusive.

g2) Category of Courses

Area	Course Type	Course Title	Credits
General Education (GED) Courses	Theory	1. Economics of Banking 2. International Business 3. Climate Change and Disaster Management	09
	Sessional	-	00
Core/Compulsory Courses	Theory	1. Advanced Microeconomics 2. Advanced Development Economics 3. Advanced Macroeconomics 4. Advanced Research Methods	12
	Sessional	1. Comprehensive Viva Voce - I 2. Comprehensive Viva Voce - II 3. Comprehensive Viva Voce - III	03

Area	Course Type	Course Title	Credits
Optional/ Elective Courses	Theory	1. Agricultural Economics and Policy 2. Environmental Economics and Policy 3. International Economics 4. Labor Economics 5. Economics of South-western Bangladesh 6. Industrial Economics and Policy 7. Natural Resource Management 8. Health Economics and Policy 9. Advanced Econometrics 10. Islamic Economics 11. Food Security and Livelihood Pattern 12. Public Economics 13. Ethics in Economics 14. Migration and Displacement 15. Socio-economic Perspective of 4IR	45
	Sessional	1. Scientific Writing Skill-I 2. Scientific Writing Skill-II	04
Capstone Courses	Sessional	1. Dissertation Part-I-R 2. Dissertation Part-II-R 3. Dissertation Part-III-R 4. Dissertation Part-IV-R 5. Dissertation Part-I-M 6. Dissertation Part-II-M 7. Project 8. Internship	72
Total			145

18. Year/Term-wise Distribution of Courses

First Year First Term							
Course Code	Course Title	Applicable Program Type**	Course Status	Contact Hours/Week		Credits	Prerequisites
				Theory	Sessional		
0311 15 Econ 5101	Advanced Microeconomics	CW, MD, MP, MI	Core*	3.0	-	3.0	None
0311 15 Econ 5102	Dissertation Part-I-R	RM	Core*	-	12.0	8.0	None
0311 15 Econ 5103	Advanced Development Economics	CW, MD, MP, MI	Core*	3.0	-	3.0	None
0311 15 Econ 5104	Scientific Writing Skill-I	CW, MD, MP, MI	Optional	-	3.0	2.0	None
0311 15 Econ 5105	Agricultural Economics and Policy	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 5107	Environmental Economics and Policy	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 5109	International Economics	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 5110	Comprehensive Viva Voce - I	CW, MD, MP, MI	Core*	-	1.5	1.0	None
0311 15 Econ 5111	Labor Economics	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 5113	Economics of South-western Bangladesh	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0413 15 BA 5151	Economics of Banking	CW, MD, MP, MI	Optional	3.0	-	3.0	None
Total	Core courses: 04; Optional Courses: 07 Theory courses: 08; Sessional course: 03			24.0	16.5	35.0	
				40.5			

* Valid for applicable program type only.

** CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship); RM: Master's by Research

The students intended to complete MSS in Economics degree under '**RM**' mode must have to decide at the beginning of first year first term and accordingly complete the registration of the related course(s). The students intended to complete MSS in Economics degree under '**MD**' mode have to decide at the beginning of first year second term and accordingly complete the registration of the related course(s). The rest may decide at the beginning of second year first term to proceed under '**MP**', '**MI**' or '**CW**' mode and accordingly complete the registration of the related course(s). Students intended to proceed through '**MD**', '**MP**', '**MI**' or '**CW**' mode, in extreme cases, might be allowed to switch mode, subject to approval of the academic committee of the Discipline.

First Year Second Term							
Course Code	Course Title	Applicable Program Type**	Course Status	Contact Hours/Week		Credits	Prerequisites
				Theory	Sessional		
0311 15 Econ 5201	Advanced Macroeconomics	CW, MD, MP, MI	Core*	3.0	-	3.0	None
0311 15 Econ 5202	Dissertation Part-II-R	RM	Core*	-	15.0	10.0	None
0311 15 Econ 5203	Advanced Research Methods	CW, MD, MP, MI	Core*	3.0	-	3.0	None
0311 15 Econ 5204	Scientific Writing Skill-II	MD, MP, MI	Optional	-	3.0	2.0	None
0311 15 Econ 5205	Industrial Economics and Policy	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 5207	Natural Resource Management	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 5209	Health Economics and Policy	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 5210	Comprehensive Viva Voce - II	CW, MD, MP, MI	Core*	-	1.5	1.0	None
0311 15 Econ 5211	Advanced Econometrics	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 5212	Dissertation Part-I-M	MD	Core*	-	4.5	3.0	None
0413 15 BA 5251	International Business	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0521 15 ES 5253	Climate Change and Disaster Management	CW, MD, MP, MI	Optional	3.0	-	3.0	None
Total	Core courses: 05; Optional Courses: 07 Theory courses: 08; Sessional course: 04			21.0	24.0	37.0	
				45.0			

* Valid for applicable program type only.

** CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship); RM: Master's by Research

The students intended to complete MSS in Economics degree under 'RM' mode must have to decide at the beginning of first year first term and accordingly complete the registration of the related course(s). The students intended to complete MSS in Economics degree under 'MD' mode have to decide at the beginning of first year second term and accordingly complete the registration of the related course(s). The rest may decide at the beginning of second year first term to proceed under 'MP', 'MI' or 'CW' mode and accordingly complete the registration of the related course(s). Students intended to proceed through 'MD', 'MP', 'MI' or 'CW' mode, in extreme cases, might be allowed to switch mode, subject to approval of the academic committee of the Discipline.

Second Year First Term							
Course Code	Course Title	Applicable Program Type**	Course Status	Contact Hours/Week		Credits	Prerequisites
				Theory	Sessional		
0311 15 Econ 6101	Islamic Economics	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 6102	Dissertation Part-III-R	RM	Core*	-	18.0	12.0	None
0311 15 Econ 6103	Food Security and Livelihood Pattern	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 6105	Public Economics	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 6107	Ethics in Economics	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 6109	Migration and Displacement	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 6110	Comprehensive Viva Voce - III	CW, MD, MP, MI	Core*	-	1.5	1.0	None
0311 15 Econ 6111	Socio-economic Perspective of 4IR	CW, MD, MP, MI	Optional	3.0	-	3.0	None
0311 15 Econ 6112	Dissertation Part-II-M	MD	Core*	-	18.0	12.0	None
0311 15 Econ 6114	Project	MP	Core*	-	9.0	6.0	None
0311 15 Econ 6116	Internship	MI	Core*	-	9.0	6.0	None
Total	Core courses: 05; Optional Courses: 06 Theory courses: 06; Sessional course: 05			18.0	55.5	55.0	
				75.0			

* Valid for applicable program type only.

** CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship); RM: Master's by Research

The students intended to complete MSS in Economics degree under '**RM**' mode must have to decide at the beginning of first year first term and accordingly complete the registration of the related course(s). The students intended to complete MSS in Economics degree under '**MD**' mode have to decide at the beginning of first year second term and accordingly complete the registration of the related course(s). The rest may decide at the beginning of second year first term to proceed under '**MP**', '**MI**' or '**CW**' mode and accordingly complete the registration of the related course(s). Students intended to proceed through '**MD**', '**MP**', '**MI**' or '**CW**' mode, in extreme cases, might be allowed to switch mode, subject to approval of the academic committee of the Discipline.

Second Year Second Term							
Course Code	Course Title	Applicable Program Type**	Course Status	Contact Hours/Week		Credits	Prerequisites
				Theory	Theory		
0311 15 Econ 6202	Dissertation Part-IV-R	RM	Core*	-	22.5	15.0	None
Total	Core courses: 01; Optional Courses: 00 Theory courses: 01; Sessional course: 01			0	22.5	15.0	
				22.5			

* Valid for applicable program type only.

** CW: Course Work; MD: Mixed Mode (Dissertation); MP: Mixed Mode (Project); MI: Mixed Mode (Internship); RM: Master's by Research

The students intended to complete MSS in Economics degree under '**RM**' mode must have to decide at the beginning of first year first term and accordingly complete the registration of the related course(s). The students intended to complete MSS in Economics degree under '**MD**' mode have to decide at the beginning of first year second term and accordingly complete the registration of the related course(s). The rest may decide at the beginning of second year first term to proceed under '**MP**', '**MI**' or '**CW**' mode and accordingly complete the registration of the related course(s). Students intended to proceed through '**MD**', '**MP**', '**MI**' or '**CW**' mode, in extreme cases, might be allowed to switch mode, subject to approval of the academic committee of the Discipline.

19. Course Description

Course Code: 0311 15 Econ 5101	Year: First	Term: First
Course Title: Advanced Microeconomics		
Course Status: Core		
Credit: 3.0		
Prerequisite(s): None		
Rationale	This course is designed to equip the students of this program with the advanced tools and theories of microeconomics. It also helps to understand the linkage between theory and practices. Students involved in this course will be able to apply the knowledge with respect to practical policy measures.	
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Acquaint students with advanced concept of microeconomic theories. • Improve student's domain of analytical ability which enable them to apply theoretical knowledge in practical fields. 	

Course Content		CLOs
Section A		
1	Economics of Consumer Behaviour: Utility analysis-cardinal and ordinal utility; Monotonic and non-monotonic utility; Assumption of utility-transitivity, consistency, and non-satiation; Concept of consumer's equilibrium under monotonic and non-monotonic utility; Derivation of demand function in 'n' commodity case; Derivation of inverse price-demand relationship; Choice of utility index; Concept of risk-neutral, risk-lover and risk-avertter attitude; Indirect utility function and duality in consumption.	1, 2
2	Theory of Revealed Preference: Concept of revealed preference; Direct and indirect revealed preference; Weak and strong axioms of revealed preference; Deduction of Slutsky theorem from revealed preference theory; Cost of living index (Paasche and Laspeyre) and relevant analysis with revealed preference theory, distinction between preference and revealed preference.	2
3	Economics of Production: Homogeneous and non-homogeneous production function; Cobb-Douglas production function – concept, derivation of elasticity of substitution; Expansion path; Cost function and input demand function; Marginal productivity theory of distribution; Euler's theorem and Cobb-Douglas production function and its properties; CES production function and its properties; Translog production function; Isoelastic elasticity of substitution (IEES) production functions.	1, 2
4	Analysis of Market Equilibrium: Walrasian and Marshallian conditions of static stability; Dynamic stability – lagged adjustment, continuous adjustment, dynamic equilibrium with lagged adjustment; Use of difference equation in market equilibrium analysis–stability of equilibrium, divergence and convergence to equilibrium; The cobweb model: iterative solutions and difference equation solutions.	3
5	Social Choice and Welfare: Social choice and Arrow's theorem; Measurability, comparability and some possibilities – Rawlsian form, utilitarian form, flexible forms; Social choice and the Gibbard-Satterthwaite theorem.	4

Section B		CLOs
6	Non-Linear Programming: Concept and characteristics of non-linear programming; Kuhn-Tucker condition – rationale and economic interpretation; Concept of saddle-point; Concept of local and global optima; Concave and convex function; Separable programming-adjacency condition; Restricted-entry criterion; Inducing separability; Linear approximations of nonlinear program.	5
7	Activity Analysis: Concept of activity analysis; Assumptions of activity analysis; Comparison between activity analysis and linear programming; Comparison between classical and linear programming production function; Derivation of iso-quant from multi-process activities.	7
8	Theory of Game: Basic idea – concept of pay-off and pay-off matrix, zero-sum game and non-zero-sum game, dominant strategy, mixed strategy, maxi-min strategy, mini-max strategy; Prisoner’s dilemma; Solution of problem of game theory; Limitations of game theory; Nash equilibrium – choice from all game forms, choice from a subset of game forms; Zero-sum and non-zero sum games; Bayesian Nash equilibrium; Bargaining theory; Stable matching theory; Strategic decision making – strategic form of games, dominant strategies, Nash equilibrium, incomplete information; Extensive form of games – game trees: a diagrammatic representation, an informal analysis of take-away; Extensive form game strategies, strategies and payoffs; Games of perfect information and backward, induction strategies; Games of imperfect information and sub-game; Perfect equilibrium; Sequential equilibrium.	6
9	Application of Microeconomics: Exercise with field-level/hypothetical data on utility, production and cost; Orientation to and understanding of the basic concepts of microeconomics prevailing in surroundings.	1-7

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Comprehend advanced microeconomic theories.	1, 2
	CLO2	Analyze the consumer behavior from the lens of revealed preference.	1, 2, 5
	CLO3	Understand the stability conditions of a market and draw conclusion on the pattern of the time path.	1, 2, 5, 6
	CLO4	Assess the criteria of attaining optimal social welfare.	6, 8
	CLO5	Conduct optimization for multiple non-linear constraints.	5, 6, 8
	CLO6	Apply the idea of game theory for optimal decision making under the theoretical shed of zero-sum and non-zero-sum game.	2, 6
	CLO7	Carry out activity analysis and apply it in practical field.	2, 5

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Class lecture	Quiz test, Class Test and Term Final Examination
CLO2	Class Lecture and Exercise of Mathematical Problems	Quiz test, Class Test and Term Final Examination
CLO3	Class Lecture and Exercise of Mathematical Problems	Quiz test, Class Test and Term Final Examination
CLO4	Class Lecture and Exercise of Mathematical Problems	Quiz test, Class Test and Term Final Examination
CLO5	Class Lecture and Exercise of Mathematical Problems	Quiz test, Class Test and Term Final Examination
CLO6	Class Lecture, Data Analysis and Interpretation	Assignment Submission and Presentation
CLO7	Class Lecture	Class Assignment

Learning Materials

Recommended Readings

- Henderson, J.M. and Quandt, R.E. (1980). *Microeconomic Theory: A Mathematical Approach*, 3rd edition, McGraw-Hill Book Company, International Editions, Economic Series, New York.
- Ruffin, R.J. and Gregory, P.R. (1993). *Principles of Economics*, Scott, Foreman and Company, Illinois.
- Salvator, D. (1992). *Theory and Problems of Microeconomic Theory*, 3rd edition, McGraw-Hill Inc., New York.

Supplementary Readings

- Chambers, C.P., and Echenique, F. (2016). *Revealed Preference Theory* (Vol. 56). Cambridge University Press.
- Gould, J.P. and Lazear, E.P. (1993). *Micro Economic Theory*, 6th edition, Richard D. IRWIN Inc., Illinois.
- Growiec, J., and Muck, J. (2020). Isoelastic Elasticity of Substitution Production Functions, *Macroeconomic Dynamics*, 24 (7), pp. 1597-1634, doi:10.1017/S1365100518000950
- Jehle, G.A. and Reny, P.J. (2011). *Advanced Microeconomic Theory*, Pearson Education Limited, England.
- Nobbs, J. and Hopkins, I. (1995). *Economics - A Core Text*, 4th edition, McGraw-Hill International (UK) Ltd., London.
- Pindyck, R.S. and Rubinfeld, D.L. (1995). *Micro Economics*, 3rd edition, Prentice-Hall, New York.
- Samuelson, P.A. and Nordhaus, W. (1998). *Economics*, 16th edition, Tata McGraw-Hill, New Delhi.

Course Code: 0311 15 Econ 5102		Year: First	Term: First
Course Title: Dissertation Part-I-R			
Course Status: Core			
Credit: 8.0			
Prerequisite(s): None			
Rationale	<p>0311 15 Econ 5102 serves as an introductory course in the preparation of introduction and literature review as part of dissertation. Students will submit an acceptable draft of the first two chapters (introduction and literature review) of their dissertation part by the end of the course.</p> <p>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"> • Describe the research process. • Outline the element of a dissertation. • Describe in detail the procedures to be used for preparing dissertation. • Assist student writing a narrative that presents a compelling need for study. 		

Course Content		CLOs
1	Selection of Topic	1
2	Introduction: <ul style="list-style-type: none"> ○ Preliminary works and motivation of the dissertation. ○ Selection of topic ○ Study background ○ Objective(s) ○ Problem statement ○ Structure of the report 	2, 3, 4
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. 	2, 4, 5
4	Reference and Bibliography Preparation	2, 5

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, 2, 3, 5
CLO2	Use online/offline resources to develop their proposal.	2, 5	
CLO3	Develop a clear and concise purpose of statement, delineated by research objectives.	2, 3, 5, 8	
CLO4	Device a conceptual model relevant to their research.	1, 5	
CLO5	Prepare a comprehensive review of the empirical literature related to their topic.	5, 6	

Mapping CLO with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO2	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO3	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO4	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO5	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense

Learning Materials

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*, 5th edition, Allyn and Bacon, Boston.

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.
- Lohr, S.L. (2021). *Sampling: Design and Analysis*, 3rd edition, Chapman & Hall, London.
- 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.
- Roberts, C. and Hyatt, L. (2019). *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*, 3rd edition, Thousand Oaks, CA: Corwin.
- 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 5103		Year: First	Term: First
Course Title: Advanced Development Economics			
Course Status: Core			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course is designed to acquaint students a comprehensive idea regarding development issues, concepts and theories so that students can think and analyze the growth process and different development models. This course is also designed to make them aware about the role of government, culture and institution in economic development.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • 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 different theories and perspectives of development. • Support students understand contemporary approaches to development. • Make them aware about cultural influence, government role and governmental policies that affect development. 		

Course Content		
Section A		CLOs
1	Introduction: Concept of economic development and growth; Nature and scope of development economics; Traditional and new approaches to economic development; Role of institutions in economic development; Measurement of economic development; Measurement of GDP; Comparing GDP with PPP and market exchange rates; Past and contemporary patterns and trends in development.	1, 2
2	Differences in Economic Growth among the Countries: Importance of growth; Exponential growth, Rule of 72; Methodological difficulties in economic analysis; Determinants of growth – proximate and fundamental determinants of growth; Proximate determinants of growth – inputs (physical and human capital), productivity (technology and efficiency), differences in productivity as a source of growth differences: technology and efficiency.	1, 2
3	Different Development Models: Factor accumulation; Poverty trap and big push; Development through self-discovery; Randomized experiments model.	2
4	Population Growth and Economic Development: Role of population as a fundamental determinant of growth; Fertility and old age security hypothesis, micro and macro inertia; Trading off quantity for quality of children – a generic model; Fertility choices in context of developed and developing countries; Fertility choices in historical perspectives; Population growth and economic development – demand driven and supply driven view, farm behavior and consumer demand; Relevance of Malthus’s theory at the present day world; Demographic dividend; Forecasting population; Resources and environment at the global level.	3
Section B		CLOs
5	Role of Government: Defining government’s role in the economy; Role of	4

	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.	
6	Role of Culture: Importance of culture as a fundamental determinant of economic growth; Limitations of cultural explanations for economic growth; Effects of culture on economic growth – openness to new ideas, hard work, savings behavior, trust, social capital, social capability; Determinants of culture: climate and natural resources, cultural homogeneity and social capital; Population density and social capability; Economic growth and cultural change; Government policy and cultural change.	4
7	Geography and Economic Development: Regional differences of geography, climate and natural resources; Impact of these differences on economic growth – location, trade and growth, geographic concentration and spillovers; Effect of geography on government – climate and agriculture, climate and disease, climate and human effort; Relationship between natural resources and growth; Explanations for the resource curse.	5
8	Contemporary National and International Issues in Development: Sustainable Development Goals; Special programs of the government; Different megaprojects of the government; International market of essential products; Energy crisis.	6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Realize theoretical underpinning of different approaches and theories of development.	1, 2
	CLO2	Diagnose the economic growth and contemporary global development issues.	1, 2, 5, 6
	CLO3	Grow awareness about the effect of population growth on economic development.	3, 5, 8
	CLO4	Assess cultural influence, role of government policies with respect to issues of development.	2, 4, 5, 6, 8
	CLO5	Understand geopolitical importance in economic development.	1, 2, 5, 6
	CLO6	Explore the contemporary national and international issues in economic development.	2, 4, 6

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

CLO6	Lecture, Case Study and Group Discussion	Continuous Assessment, Assignment and Final Exam
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Learning Materials

Recommended Readings

- Jhingan, M.L. (2003). *The Economics of Development and Planning*, 34th edition, Vrinda Publication, Delhi.
- Kindelberger, C.P. and Herrick, B. (1965). *Economic Development*, 5th edition, McGraw-Hill Inc., New York.
- Todaro, M. P. and Smith, S. C. (2012). *Economic Development*, 10th edition, Addison Wesley, Harlow.

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.
- 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.
- 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.

Course Code: 0311 15 Econ 5104		Year: First	Term: First
Course Title: Scientific Writing Skill-I			
Course Status: Optional			
Credit: 2.0			
Prerequisite(s): None			
Rationale	In this course, helps students to acquaint how to write opinion papers and analyze scientific papers using knowledge about the nature of science and argumentation. The course also addresses the basics about what is science, what constitutes a good argument, and how argumentation is used when writing and analyzing scientific papers and argumentative essays (opinion papers) or debating about controversial topics. The course is built on a couple of basic convictions about science, writing, debating, and argumentation.		
Course Objectives	The aim of this course is to: <ul style="list-style-type: none"> • Develop skill of the students to prepare logical argument for scientific writing. • Train students to justify the arguments while writing report. • Explain various arguments and debate based on real life scientific experiment. • Build up ability to write a quality report. 		

Course Content		CLOs
1	Literature study	1
2	Lectures and Scientific Discussion and Debate	2, 4
3	Extensive peer feedback	3
4	Analyzing Scientific Papers in Terms of Characteristics of Science and Argumentation	4, 5
5	Writing, Analyzing and Structuring Opinion Papers	4, 5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Recognize the philosophy of science.	5, 6, 7
	CLO2	Understand the importance of argumentation in scientific works.	2, 7
	CLO3	Realize how to structure argumentation for writing and debating.	2, 5, 7
	CLO4	Appraise how to analyze an opinion paper.	2, 5, 6
	CLO5	Acquire skill of how to write an opinion paper (argumentative essay).	8

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

Learning Materials

Recommended Readings

As discussed by the course teacher during class.

Course Code: 0311 15 Econ 5105	Year: First	Term: First
Course Title: Agricultural Economics and Policy		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	This course provides a rigorous training on understanding and application of agricultural economic theories to the real-life agricultural operations. This course will also help students to evaluate the effects of market mechanisms, interventions and government policy on agricultural development. It will demonstrate how agricultural production, farm household behavior and production surpluses, and supply responses affect market behavior. This course have paid a special attention to agricultural trade policy, which is a burning issue for a country at risk in food security.
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Introduce the students with the neoclassical theories of agricultural farm production along with profit-maximizing and risk averse farm behavior • Apply advanced level of agricultural economic theories for solving real-life agricultural farm development problems • Analyze the policy impacts of targeted interventions on agricultural economic issues • Select optimal policy interventions among the alternatives for agricultural development

Course Content		CLOs
Section A		
1	Introduction and the Neoclassical Theory of Farm Production: Importance of agriculture in Bangladesh; Risk and uncertainty in agriculture - factors behind, types, related issues, decision-making and steps to mitigate, plight of the farmers and their protest; Farm decision-making - the production function, substitution between inputs, enterprise choice, constrained production; Peasant and political economy; Concepts in Marxian political economy; Peasants and the state.	1
2	Profit Maximizing and Risk-averse Peasant: Peasants and economic efficiency - allocative, technical, economic efficiency; Uncertainty and peasants - types of uncertainty, risk and uncertainty, risk behavior, expected utility and decision theory.	1, 2, 4
3	Drudgery-averse Peasant: Peasants as consumers and producers; Concept of separability and non-separability; Chayanov farm household model; Policy aspects.	1, 2, 3
4	Farm Household Model: Household decisions with a labor market; New home economics; Barnum-Squire farm household model; Policy aspects.	1, 2
Section B		
5	Sharecropper Peasant: Agrarian institutions and peasants as share tenants; Models of sharecropping; Risk-imperfect and missing markets; Interlocked markets; Diversity of agrarian contracts.	1, 3, 4
6	Market Failure and Household Behavior: Concept of market failure from agricultural economics perspective; Peasant household behavior with missing	1, 2, 3, 4

	markets; Transaction cost – definition and types, effect of transaction cost on household supply response.	
7	Agricultural Development: Historical perspective of agricultural development; Reform in agriculture, SAP (Structural Adjustment Program) in SSA countries; Agricultural development pattern in transition countries.	1
8	Agricultural Trade Policy and WTO: Agricultural trade – main features, basic problems, trade policies in DCs and their impact on LDCs’ trade, export instability and economic growth; Cartels in commodity trade; Integrated commodity agreement and compensating financing schemes; WTO – advantages and disadvantages in relation to Bangladesh agriculture, issues on agricultural subsidization and patent laws.	1, 4

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand, relate and apply the advanced level of agricultural economic theories to solve real-life agricultural operations and related problems.	1, 2, 5, 6
	CLO2	Analyze peasants’ decision-making process under risk and uncertainty for individual farm development.	1, 2, 3, 4, 5, 6, 8
	CLO3	Investigate farm behavior in response to market failure and effects of market mechanisms, interventions and government policy on market failure correction.	1, 2, 3, 4, 5, 6, 8
	CLO4	Select optimal policy solutions and interventions in face of local, national and global demand and supply shocks.	5, 6, 7

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz tests
CLO2	Lecture, presentation	Continuous Assessment, Final Exam
CLO3	Lecture, group work	Continuous Assessment, Final Exam
CLO4	Lecture, group discussion	Viva-voce, Final exam

Learning Materials

Recommended Readings

Barkley, A. and Barkley, P.W., (2016). *Principles of Agricultural Economics*. Routledge.
 Debertin, D.L., (2012). *Agricultural Production Economics*, 2nd edition, Pearson Education, N.J, USA.
 Gardner, B.L., Evenson, R.E., Rauser, G.C. and Pingali, P. eds., (2001). *Handbook of Agricultural Economics: Agricultural development: farmers, farm production and farm markets* (Vol. 3). Elsevier.

Supplementary Readings

Afrin, S., Haider, M.Z. and Islam, M.S. (2017). Impact of Financial Inclusion on Technical Efficiency of Paddy Farmers in Bangladesh, *Agricultural Finance Review*, 77(4). pp. 484-505.

- Das, N., de Janvry, A. and Sadoulet, E., (2019). Credit and Land Contracting: A Test of the Theory of Sharecropping, *American Journal of Agricultural Economics*, 101(4), pp.1098-1114.
- Islam, M.S. and Haider, M.H. (2018). Poverty and Technical Efficiency in Presence of Heterogeneity in Household Behaviours: Evidence from Bangladesh, *International Journal of Social Economics*, 45(11), pp.1490-1514.
- Key, N., Sadoulet, E., De Janvry, A. (2000). Transactions Costs and Agricultural Household Supply Response, *American Journal of Agricultural Economics*, 82(1), pp. 245-259.

Course Code: 0311 15 Econ 5107	Year: First	Term: First
Course Title: Environmental Economics and Policy		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	This course attempts to diagnosis environmental phenomena from economic perspective. It tries to train the students for managing the environment effectively and efficiently. It attempts to address environmental hazards from economic viewpoint. It explores environmental quality. The course aims to provide input in formulation and modification of environmental policy.
Course Objectives	The aim of this course is to: <ul style="list-style-type: none"> • Solve environmental problems from economic viewpoint. • Develop mechanism of internalizing externalities. • Assist for managing environmental quality. • Guide for environmental valuation.

Course Content		CLOs
Section A		
1	Introduction: Natural resource; Ecology; Environment; Environmental economics; Biodiversity; Sustainable development; Pollution.	1
2	Market for Environmental Issues: Market equilibrium; Public good; Externality; Modeling the market of a public good; Modeling negative externality; External cost; Competitive versus efficient equilibrium; Property right; Coase theorem; Common property resources.	1
3	Economic Solution to Environmental Problems: Market instruments; Pollution charge; Subsidy; Deposit-refund system; Pollution permit trading system; Benefit-cost analysis; Environmental impact assessment.	1, 2
4	Environmental Valuation: Environmental values – user versus non-user; Household health production function; Travel cost method; Hedonic price model; Contingent valuation method; Production, cost and profit function estimation for valuing the environment.	1, 2, 3, 6
5	Agriculture, Environment and Development: Salinity and agricultural production; Pesticide and fertilizer use in agriculture; Waste-water irrigation; Crop residue burning; Shifting cultivation; Environment and development.	3, 5, 7
6	Environment and Population in Global Perspective: Population growth and change in the demographic structure: trends and diversity; Environmental crisis due to population explosion; Population and environmental complex inter-relationship.	5
Section B		CLOs
7	Air Quality: Ozone depletion; CFC; GHG; Global warming; Strategic response to global warming - pollution charge, gasoline tax, Btu tax, carbon tax, tradable permit system for CO ₂ emissions; Welfare loss from urban air pollution; Health impact of air pollution; Vehicular air pollution; Indoor air pollution problem.	5, 6, 7
8	Water Quality: Sources of water; Types of pollutants; Benefit-cost analysis of water quality control policy; Effluent limit; Effluent fee; Tradable effluent permit market; Flat fee, Declining block and increasing block pricing	5, 6, 7

	structure of water supplies; Cost of arsenic contamination; Cost of water borne diseases; Demand for improved household water supply.	
9	Solid Waste Management: Sources and types of waste; Environmental controls for solid waste management; Municipal solid waste (MSW); Modeling the market for MSW management service; Market approach to MSW policy.	4, 5, 7
10	Forest and Natural Disaster: Forest ecosystem; Inland forestry; Valuation of forest recreational amenities; Mangrove; Frequency, severity and impacts of natural disaster; Role of mangrove during storm.	5, 7
11	Environmental Issues of Bangladesh: Natural hazards- flood, cyclone and riverbank erosion; Environmental impact of human interference; Environmental policy of Bangladesh government.	5, 7

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Internalize the impacts of externality.	1, 2, 5, 6
	CLO2	Analyze economic solution to environmental problems.	2, 5, 6, 7
	CLO3	Accomplish environmental valuation.	1, 2, 5, 6
	CLO4	Apprehend way to proper waste management.	2, 3, 4, 5, 6, 7, 8
	CLO5	Handle environmental issues in Bangladesh.	4, 5, 6, 8
	CLO6	Critically analyze environmental quality.	2, 5
	CLO7	Contribute in formulating policies for utilizing resources efficiently.	5, 6, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz and Continuous Assessment
CLO2	Lecture, Presentation, and Case Studies	Assignment and Final Exam
CLO3	Lecture, Presentation, and Case Studies	Continuous Assessment, Assignment and Final Exam
CLO4	Lecture, Field Visit and Group Discussion	Class presentation and Final Exam
CLO5	Lecture, Presentation, and Case Studies	Continuous Assessment, Assignment and Final Exam
CLO6	Lecture, Presentation, and Case Studies	Continuous Assessment, Assignment and Final Exam
CLO7	Lecture and Group Discussion	Class presentation and Final Exam

Recommended Readings

- Anderson, D.A. (2019). *Environmental Economics and Natural Resource Management*, 5th Edition, Routledge.
- Callan, S.J. and Thomas, J.M. (2013). *Environmental Economic and Management: Theory, Policy and Applications*, 6th edition, South-Western, Cengage Learning, Boston.
- Tietenberg, T. and Lewis, L. (2018). *Environmental and Natural Resource Economics*, 11th edition, Routledge.

Supplementary Readings

- Alauddin, M. and Tisdell, C. (1998). *The Environment and Economic Development in South Asia: An Overview Concentrating on Bangladesh*, 1st edition, Palgrave Macmillan.
- Atapattu, S.A., Gonzalez, C.G. and Seck, S.L. (eds.) (2020). *The Cambridge Handbook of Environmental Justice and Sustainable Development*, Cambridge University Press.
- Elahi, K.M., Ahmed K.S. and Mafizuddin, M. (ed.) (1991). *Riverbank Erosion, Flood and Population Displacement in Bangladesh, Riverbank Erosion Impact Study*, J.U., Dhaka.
- Halvorson, C. (2021). *Valuing Clean Air: The EPA and the Economics of Environmental Protection*, Oxford University Press.
- 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. (eds.) (2011). *Environmental Valuation in South Asia*, Cambridge University Press, Delhi.
- Harris, J. M. and Roach, B. (2021). *Environmental and Natural Resource Economics: A Contemporary Approach*. 5th edition, Routledge.
- Kolstad, C.D. (2010). *Environmental Economics*, 2nd Edition, Oxford University Press.
- Lee, S., Pollitt, H. and Fujikawa, K. (eds.) (2019). *Energy, Environmental and Economic Sustainability in East Asia: Policies and Institutional Reforms*, 1st edition, Routledge.
- Lewis, L. and Tietenberg, T. (2019). *Environmental Economics and Policy*, 7th edition, Routledge.
- Managi, S. (ed.) (2015). *The Routledge Handbook of Environmental Economics in Asia*, 1st edition, Routledge.
- Pearce, D.W. and Turner, R.K. (1990). *Economics of Natural Resources and the Environment*, The Johns Hopkins University Press, Baltimore.
- Smith, S. (2011). *Environmental Economics: A Very Short Introduction*, 1st edition, Oxford University Press.
- Stern, T. (2003). *Policy Instruments for Environmental and Natural Resource Management, Resources for the Future*, Washington, DC.
- Thampapillai, D. J., and Ruth, M. (2019). *Environmental Economics: Concepts, Methods and Policies*, Routledge.

Course Code: 0311 15 Econ 5109	Year: First	Term: First
Course Title: International Economics		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		
Rationale	This course intends to focus on advanced level theories in the fields of international trade, exchange rate regimes, international capital flows and speculation, multilateral and regional trade agreements and related trade policy.	
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Make students familiar with advanced level theories/models used to explain international trade and international economics. • Provide knowledge and develop skills to compare different theories and their applicability. • Train up students to analyze commercial policy and different issues on regional integration, balance of payment and exchange rates. 	

Course Content		CLOs
Section A		
1	Specific Factors and Income Distribution: Specific factors model – assumptions of the model, production possibilities, prices, wages, and labor allocation, relative prices and distribution of income; International trade in the specific factors model – resources and relative supply, trade and relative prices, pattern of trade; Income distribution and the gains from trade.	1
2	Standard Trade Model: Standard model of a trading economy; Economic growth – shift of the RS curve, growth and the production possibility frontier, relative supply and the terms of trade, international effects of growth; International transfers of income; Effects of transfer on the terms of trade; Presumptions about the terms of trade effects of transfers.	1
3	Economies of Scale, Imperfect Competition and International Trade: An overview of economies of scale and market structure; Theory of imperfect competition; Monopoly, monopolistic competition and trade; Effects of increased market size; Gains from an integrated market; Economies of scale and comparative advantage; Theories of external economies; External economies and international trade.	1, 2, 4
4	Third world and Trade Development: Theory of Rybczynski; Theory of immiserization; GATT/WTO; Trading in goods, services and intellectual ownership; UNCTAD; Terms of trade; Deterioration of terms of trade; Tariff and trade; Stolper-Samuelson theorem; Non-tariff barriers and trade agreements; Political economy of non-tariff barriers; Regionalism and multilateralism; Various forms of economic integration: Theory of customs union.	2, 4
Section B		CLOs
5	Exchange Rates and Foreign Exchange Market: Asset approach; Exchange rates and international transactions; Foreign exchange market; Demand for foreign currency assets; Equilibrium in the foreign exchange market; Money, interest rate and exchange rate; Demand for money by individuals; Money supply and exchange rate in the short run; Money, price level and exchange rate in the long run; Inflation and exchange rate dynamics; Interest rates, expectations and	1, 3

	equilibrium.	
6	Macroeconomic Policy and Coordination under Floating Exchange Rate: Case for floating exchange rates and the case against floating exchange rates; Macroeconomic interdependence under a floating rate – exchange rate as an automatic stabilizer; Are fixed exchange rates even an option for most countries?	1, 3
7	Direct Foreign Investment: Motives for Direct Foreign Investment (DFI); Comparing benefits of DFI among countries; Comparing benefits of DFI over time; Benefits of international diversification; Host government views on DFI – incentives to encourage DFI, barriers to DFI, government-imposed conditions to engage in DFI.	1, 4, 5
8	Current Issues in International Economics: WTO; Doha Round; International cartels with special reference to OPEC and oil price; Trade and energy security; Convertibility of currency – current account and capital account convertibility; Analysis of DFI and foreign portfolio investment (FPI); International trade policy; Theory of international finance; Open economy policy analysis; Currency crisis.	1, 5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand various advanced theories and issues related to international trade and international economics.	1, 2
	CLO2	Evaluate economic effects of free trade agreements and other types of preferential agreements.	1, 2, 5, 6, 7
	CLO3	Apprehend functioning of the foreign exchange market and determination process of exchange rate.	1, 2, 5, 6, 7
	CLO4	Examine international trade and economic development dynamics.	1, 2, 5, 6, 7, 8
	CLO5	Acquaint with current economic issues related with international economics.	1, 2, 5

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

Recommended Readings

- Ellsworth, P.T. and Leith, J.C. (1974). *International Economy*, McGraw-Hill Inc, New York.
- Krugman, P.R. and Obstfeld, M. (2003). *International Economics: Theory and Policy*, 6th edition, Pearson Education, New Delhi.
- Sodersten, B. and Reed, G. (1994). *International Economics*, 3rd edition, MacMillan Press Limited, London.

Supplementary Readings

- Caves, R.E., Frankel, J.A. and Jones, R.W. (1996). *World Trade and Payments: An Introduction*, 5th edition, Harper Collins, New York.
- Chacoliades, M. (1994). *International Monetary Theory and Policy*, McGraw-Hill Inc., London.
- Chacoliades, M. (1996). *International Trade and Policy*, McGraw-Hill Inc, New York.
- Husted, S. and Melvin, M. (1958). *International Economics*, 4th edition, Addison Wesley Longman Inc., New York.
- Kindelberger, C.P. (1993). *International Economics*, 4th edition, Richard D. Irwin Inc., Illinois.

Course Code: 0311 15 Econ 5110	Year: First	Term: First
Course Title: Comprehensive Viva Voce- I		
Course Status: Core		
Credit: 1.0		
Prerequisite(s): None		

Rationale	Viva voce is a form of oral assessment that helps students develop valuable communication skills. The ‘Comprehensive Viva Voce- I’ aims to develop interview 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 of the students and review subjective knowledge learned in the first term of MSS 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 term of the MSS program. • Motivate students to acquire etiquette of viva voce examination. • Increase the art of argument in the academic debate. • Develop capacity to link theoretical issues to real life problems.

Course Content		CLOs
	The ‘ Comprehensive Viva Voce – I ’ requires the students to face a viva voce/defense board at the end of the concerned term 1. The concerned Examination Committee of that Term will conduct the viva voce 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 up to 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 year of this program.	
CLO2	Improve oral presentation skill.		4, 8
CLO3	Develop art of academic debates with viva-voce board members.		-
CLO4	Advance consistency of knowledge level between written scripts and oral expression.		4, 5, 8
CLO5	Relate economic theories with practical life.		2, 3, 6
CLO6	Crosscheck the attainment of graduate attributes and program objectives at the end of term 1.		-

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.

Course Code: 0311 15 Econ 5111	Year: First	Term: First
Course Title: Labor Economics		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	This course helps economists to understand labor related problems e.g issues on fair wage or salaries workers, welfare of workers, labor productivity, workers safety, gender related matters, job security, trade unions. Division and specialization of labor only work when individuals can purchase what they do not produce in markets. Learning about economics helps you understand the major problems facing the world today, prepares you to be a good citizen, and helps you become a well-rounded thinker.
Course Objectives	The aim of this course is to: <ul style="list-style-type: none"> • Acquaint with students with different theories relevant in the field of labor economics. • Improve student's domain of analytical ability to conceptualize how the dynamics of labor market work and wage rate is determined. • Introduce students with different labor laws and their implications in securing welfare of the labors.

Course Content		CLOs
Section A		
1	Introduction: Definition, nature and scope, importance; Necessity for separate study; Relation between economics and labor economics.	1
2	Approaches to Labor Supply: Approaches to labor supply and family coordination of time allocation and commodity demand; Incorporating gender and generational bargaining; Human capital; Job tenure; Union status; Discrimination as wage determinants; Wage inequality as affected by skill supplies; Minimum wages, unions, immigration and international trade; Interpretation of compensating variations in wages as evidence on employer demands; Job and location amenities.	2
3	Labor Demand: Labor demand curve for short and long-run; Employment decision in short and long-run; Concept of elasticity; Marshall's rules of derived demand; Capital-skill complementarity hypothesis; Impact of Immigrants.	1, 2
4	Unemployment: Definition of unemployment; Types of unemployment; Steady-state rate of unemployment; Wage offer distribution; Sequential and non-sequential search; Asking wage; Temporary layoffs; Sectoral shifts hypothesis; Philips curve	3
Section B		CLOs
5	Labor Market Discrimination: Race and gender in labor market; Discrimination coefficient; Employment decision in discriminatory and non-discriminatory firms; Statistical discrimination; Measuring discrimination; Mincer-Polachek Hypothesis; Occupational crowding hypothesis.	4
6	Trade Unions: Determinants of union membership; Monopoly unions; Contract curve; Hicks paradox; Wage effects of unions – wage gain, wage gap, spillover effects, wage dispersion; Exit-voice hypothesis; Arbitration; Unions and	6

	resource allocation; Collective bargaining: Economic sanctions of collective bargaining, Bargaining power in collective bargains, Counteracting pressures – Employer’s resistance, Potential impact on union, Internal trade union problems and collective bargaining, Looking into the 21st Century.	
7	Labor Mobility: Gain from migration; Return and repeat migration; Family migration; Cohort effects; Roy model; Efficient turnover hypothesis; State dependence; Job turnover.	5
8	Labor Market of Bangladesh: Labor force survey; Labor supply; Sector-wise employment scenario; Skill and wage of workers; Child labor issue; Labor contracts; Unionism; Bangladesh Labor Act 2006.	1-6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the core ideas and theories of labor economics.	1, 5
	CLO2	Conceptualize the mechanisms of labor market equilibrium from the approaches of labor supply and demand.	1, 5
	CLO3	Identify the facts behind labor-owner conflict, favoritism, and wage discrimination.	1, 2, 3, 4, 5, 6, 7, 8
	CLO4	Analyze the reason behind labor migration.	1, 2, 3, 4, 5, 6
	CLO5	Assess the importance of labor law and wage policy to secure labor right.	2, 3, 5, 6, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Class lecture	Quiz test, Class Test and Term Final Examination
CLO2	Class Lecture	Quiz test, Class Test and Term Final Examination
CLO3	Class Lecture	Quiz test, Class Test and Term Final Examination
CLO4	Class Lecture	Quiz test, Class Test and Term Final Examination
CLO5	Class Lecture	Quiz test, Class Test and Term Final Examination

Learning Materials

Recommended Readings

Altonji, J.G. and Blank, R.M. (1999). *Handbook of Labor Economics*, Elsevier, Amsterdam.
 Borjas, G.J. (1996). *Labor Economics*, McGraw-Hill Companies Inc., New York.
 Lewis, H.G. (1962). *Aspects of Labor Economics*, Princeton University Press, New Jersey.

Supplementary Readings

Ashenfelter, O.C. and Layard, R. (1986). *Handbook of Labor Economics*, Elsevier, Amsterdam.
 Becker, G.S. (1971). *The Economics of Discrimination*, 2nd edition, University of Chicago Press, Chicago.
 Blundell, R., Chiappori, P.A., Magnac, T. and Meghir, C. (2007). Collective Labour Supply: Heterogeneity and Non-participation, *The Review of Economic Studies*, 74(2), pp. 417-445.

- Chantarat, T., Mentzer, K. M., Van Riper, D. C., and Hardeman, R. R. (2022). Where are the Labor Markets?: Examining the Association Between Structural Racism in Labor Markets and Infant Birth Weight, *Health & Place*, 74, p. 102742.
- Chavez, K., Weisshaar, K., and Cabello-Hutt, T. (2022). Gender and Racial Discrimination in Hiring Before and During the COVID-19 Pandemic: Evidence from a Field Experiment of Accountants, 2018–2020, *Work and Occupations*, p. 07308884221094539.
- Gregory, T., and Zierahn, U. (2022). When the Minimum Wage Really Bites Hard: The Negative Spillover Effect on High-Skilled Workers, *Journal of Public Economics*, 206, p. 104582.
- Hamermesh, D.S. (1993). *Labor Demand*, Princeton University Press, New Jersey.
- Killingsworth, M.P. (1983). *Labor Supply*, Cambridge University Press, Cambridge.
- Korpi, M., and Clark, W. A. (2015). Internal Migration and Human Capital Theory: To What Extent is it Selective? *Economics Letters*, 136, pp. 31-34.
- Morrison, P. S., and Clark, W. A. (2011). Internal Migration and Employment: Macro Flows and Micro Motives, *Environment and Planning*, 43(8), pp. 1948-1964.

Course Code: 0311 15 Econ 5113		Year: First	Term: First
Course Title: Economics of 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 local administration 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 coastal 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; Area coverage; Economic activities; National versus regional economy; Age, sex, education, income and occupation-wise population distribution; Comparison of south-western part with the other parts of Bangladesh; Livelihood pattern; Employment opportunity.	1
2	Local Administration: District; Thana; Union; Village; Municipality; Rural-urban distribution of population and economic activities; Land distribution; Land use pattern; Local govt.	1
3	Agriculture and Economy: Agricultural activities; Area coverage; Crops; Cropping pattern; Climate-smart agricultural practice; Fishery; Shrimp-paddy conflict; Salinity problem; Water logging – problems and prospects.	2
4	Forestry and Economy: Agro-forestry; The Sundarbans; History; Features; Contribution to economy; Dependency on the forest; Preservation, maintenance and sustainability; Threats and potentials.	2
5	Industry and Economy: Main industrial products; Major industrial establishments; Sourcing, production and distribution channel; BSCIC; EPZ; SME; Industrial finance; Contribution to economy; Threats and opportunities.	3
Section B		CLOs
6	Investment Climate: Business environment; Investment opportunities; Credit market; Physical infrastructure; Law and order situation; Assistance from local and national govt.	3
7	Seaport: Connectivity; Access; Location; Capacity; Earnings; Maintenance;	4

	Problems and prospects.	
8	Coastal Economy: Special features; Activities; Dependency; Risks; Returns; Linkages; Contribution to regional and national economy.	4
9	Disaster: Natural versus man-made; Frequency, severity and impact; Adaptation and mitigation activities; Pre, during and post disaster activities; Organizational and government intervention.	5
10	Environment: Efficient and sustainable utilization of resources; Climatic condition; Environmental hazards; Pollution; Impact on economy; Precautionary measures; Sustainability.	5
11	Problems and Prospects of South-western Bangladesh: Budget allocation; Fresh water crisis; Energy sector; Coal-based power plant; Available resources in the region; Feasibility of ship-breaking industry in the region; Alternative sources of investment.	3, 6

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 pattern, and role played by the local administration in the south-western part of Bangladesh.	1, 2, 3, 5
	CLO2	Analyze the problems and prospects of agriculture and allied sectors in south-western part and their contribution to national economy.	1, 2, 3, 4, 5, 6, 7, 8
	CLO3	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, 7, 8
	CLO4	Acquire deeper understanding about the potential of seaport in the coastal economy.	1, 3, 4, 5, 6
	CLO5	Examine the environmental risks, climatic conditions, periodic natural disasters, and associated coping and adaptation strategies taken by the coastal communities.	1, 2, 4, 5, 6
	CLO6	Assess the budgetary allocation and resource utilization pattern in the south-western part of Bangladesh.	1, 2, 5, 6, 7, 8

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	Continuous Assessment, 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

Learning Materials

Recommended Readings

- 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.
- 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.

Supplementary 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., Khatun, A., Islam, M.S., Vink, K., Ohara, M., 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*.
- 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). *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].
- 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). *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.
- 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.
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- 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.
- Haider, M.Z. (2010). Raw Material Sourcing and Firm Performance: Evidence from Manufacturing Firms in South-West Bangladesh, *The Bangladesh Development Studies*, XXXIII (4).
- 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*.
- 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].
- 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*.
- Nupur, J.M. (2010). Problems and Prospects of Shrimp Farming in Bangladesh, *AIUB Bus Econ Working Paper Series*, 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: 0413 15 BA 5151	Year: First	Term: First
Course Title: Economics of Banking		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		
Rationale	This course aims to give the students a clear view about banking sector: types of banking services, forms of savings and investment, role of banking sector in trade, business, capital market and economic development.	
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Provide knowledge about relation between banker and customer. • Introduce learners to different types of banking service, savings and loan options. • Give the students idea about the types and trend of banking services. • Assess role of banking sector in expanding trade, business and economics development. 	

Course Content		CLOs
Section A		
1	Relationship between Banker and Customer: Definition – banking, banker, customer; General relationship between banker and customer – bankers as agent, trustee, executor and administrator; Obligations of a banker; Garnishee order; Banker’s rights.	1, 2
2	Negotiable Instrument: Definition, essential features; Holder and holder in due course; Payment in due course; Meaning and legal provision of endorsement.	1, 2
3	Liquid Assets: Significance; Forms – statutory cash reserve; Balance with other banks; Money at call and short notice; Liquidity vs. profitability dilemma; Liquidity management.	2
4	Crossing of Cheque: Definition; Types and bankers obligations; Not negotiable crossing; Account payee crossing; Double crossing; Banker’s precautions in making payment of cheque; Refusal of cheque.	2
5	Letter of Credit: Meaning; LC margin; Parties involved in LC process; LC mechanism; Necessity, advantages and disadvantages in business operation; LC types – revocable and irrevocable, confirmed and unconfirmed, fixed and revolving, cumulative and non-cumulative, red clause and green clause, back to back LC.	2, 4
Section B		CLOs
6	Electronic Banking: Concept, purpose and services of electronic banking; Products of electronic banking; Mobile banking – functions and advantages; Some concepts – ATM, debit card, credit card: advantages and disadvantages; Security level of devices.	4, 5
7	Loans and Advances: Principles of sound lending; Creditworthiness of borrowers; Factors considering advances; Style of credit – cash credit, overdraft, loan system and purchase, discounting of bills, consortium, commercial paper.	3
8	Secured Advances: Types of securities; General principles of secured advances; Advances against – goods, documents of title to goods, stock exchange securities, Government securities, corporate securities share, fixed	2,

	deposit receipts; Ideal features of investment in securities; Lien, pledge and hypothecation; Mortgage – meaning, forms and types.	
9	Investment Management: Meaning, objectives and functions of bank investment; Considerations of selecting investment portfolio.	3, 4

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Develop awareness regarding customers' right and obligations to the bank and bankers' obligations and rights.	8
	CLO2	Clarify various aspects of secured transaction in banking business and role of banking in business.	2, 3, 4, 6, 7
	CLO3	Acquire the forms and options of savings and investment and compare among alternatives, and various theories and approaches of investment and their appraisal.	1, 2, 5, 6, 7
	CLO4	Gain knowledge on role of banking in international trade and commerce.	1, 2, 5, 6
	CLO5	Identify various aspects of security and services of internet and online banking.	1, 6, 7

Mapping CLO with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz and Continuous Assessment, presentation, Final Exam
CLO2	Lecture and Presentation	Quiz and Continuous Assessment, presentation, Final Exam
CLO3	Lecture and Presentation	Quiz and Continuous Assessment, presentation, Final Exam
CLO4	Lecture and Group Discussion	Quiz and Continuous Assessment, presentation, Final Exam
CLO5	Lecture and Group Discussion	Quiz and Continuous Assessment, presentation, Final Exam

Learning Materials

Recommended Readings

- Chandler, L.S. (1959). *The Economics of Money and Banking*, 3rd edition, Harper and Brothers, New York.
- Khan, G.R. and Aziz, M.A. (1974). *Money and Banking in Everyday Life*, 3rd edition, Nawroze Kitabistan, Dhaka.
- Mishkin, F.S. (1989). *The Economy of Money, Banking and Financial Markets*, 2nd edition, Scot, Foresman Company, Illionis.

Supplementary Readings

Horne, J.C.V. and Wachowicz, jr., J.M. (2005). *Financial Management*, 11th edition, Prentice-Hall of India Private Limited, New Delhi.

Maxwell, F.J. (1994). *Money, Interest and Banking in Economic Development*, 2nd edition, John Hopkins University Press, London.

Newson, P. (2017). *Interest Rate Risk in the Banking Book*, Risk Books, London

Tanan, M. L. (2007). *Banking Law and Practice in India*, 20th edition, New Delhi.

Various bank order, ordinance, laws and rules circulated by Bangladesh Bank

Varshney, P.N. (2005). *Banking Law and Practice*, 19th edition, Sultan Chand & Sons, New Delhi.

Course Code: 0311 15 Econ 5201	Year: First	Term: Second
Course Title: Advanced Macroeconomics		
Course Status: Core		
Credit: 3.0		
Prerequisite(s): None		
Rationale	This course deals with advanced level theories/models/issues/policies in the field of macroeconomics.	
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Acquaint students with advanced level theories/models used to explain macroeconomic issues of a country. • Develop skills to make students capable to compare different theories and their applicability. • Help students analyze macroeconomic policy(s) and related real life issues. 	

Course Content		CLOs
Section A		
1	Money Demand, Money Supply and Interest Rate: Components of money demand; Tobin's model of transaction demand; Different versions of quantity theory of money – Fisher, Cambridge, Friedman; Income velocity of money and its impact on – demand for money, inflation and disinflation, expectation; Inflation and interest rate – Fisher's equation, concept of money multiplier, commercial banks and the money multiplier, money supply function; Instruments of monetary control.	1, 2
2	Inflation and Monetary Policy: Inflation, money growth and interest rates; Monetary policy and the term structure of interest rates; Microeconomic foundation of stabilization policy; Optimal monetary policy in a simple backward-looking model; Optimal monetary policy in a simple forward-looking model; Additional issues in the conduct of monetary policy; Dynamic inconsistency of low-inflation monetary policy; Empirical applications; Seignorage and inflation problems.	1, 2, 3
3	Budget Deficits and Fiscal Policy: The government budget constraint; The Ricardian equivalence result; Ricardian equivalence in practice; Tax-smoothing; Political-economy theories of budget deficits; Strategic debt accumulation; Delayed stabilization; Empirical application: Politics and deficits in industrialized countries; Costs of deficits; Model of debt crises problems.	1, 3
4	Investment: Investment and the cost of capital; Model of investment with adjusted costs; Tobin's q model – analysis, implications, empirical application, q and investment, effects of uncertainty; Kinked and fixed adjustment costs; Financial-market imperfections; Empirical application: Cash flow and investment problem.	1
Section B		CLOs
5	Unemployment: Theories of unemployment; Generic efficiency-wage model; More general version; Shapiro-Stiglitz model; Contracting model; Search and matching model; Implication; Empirical applications.	1
6	Foreign Sector and Balance of Payments: Current account and product market equilibrium; Capital account and balance of payments equilibrium; Balance of payments adjustment and the LM curve; Balance of payments adjustment policy with fixed and flexible exchange rates; Determination of exchange rate; Internal	1, 4

	and external equilibrium.	
7	Theory of Growth: Definition; Source; Trend line; Costs and types of economic growth; Concept of steady state; Concept of saving, investment, capital accumulation and output growth; Population growth and output growth; Limits of growth; Growth model – generalized Harrod-Domar Model, Domar Model, Harrod Model, knife-edge/razor-edge problem; neo-classical growth theory; Solow Growth Model – output growth without and with technological progress	1, 5
8	Cross-country Income Differences: Extending the Solow model to include human capital; Empirical application: Accounting for cross-country income differences, social infrastructure; Empirical application: Social infrastructure and cross-country income differences; Beyond social infrastructure; Differences in growth rates problems	1, 6

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Acquaint with various advanced theories/models and issues related to macro economy.	1, 5
	CLO2	Apprehend money market mechanism and the process of interest rate determination.	1, 2, 5, 6
	CLO3	Comprehend the concepts of monetary and fiscal policy and the way they work.	1, 2, 6, 8
	CLO4	Realize the working of foreign exchange market and exchange rate determination.	1, 2, 5, 6
	CLO5	Understand about the process of growth of an economy.	1, 2, 4, 5, 6
	CLO6	Carry out cross-country comparison with respect to income differences.	2, 5, 6

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	Quiz test and Final Examination
CLO3	Class Lecture and Exercise of Mathematical Problems	Group Assignment, Continuous Assessment and Final Examination
CLO4	Class Lecture	Continuous Assessment and Final Examination
CLO5	Class Lecture and Exercise of Mathematical Problems	Individual Assignment, Continuous Assessment and Final Examination
CLO6	Class Lecture	Poster Presentation and Final Examination

Recommended Readings

- Branson, W.H. (1979). *Macro Economic Theory and Policy*, 2nd edition, AITBS, Delhi.
- Dornbusch, R., Fischer, S. and Stratz, R. (1998). *Macro Economics*, 7th edition, McGraw-Hill Inc., Illinois.
- Shapiro, E. (1999). *Macro Economic Analysis*, 5th edition, Galgotia Publications (P.) Ltd., New Delhi.

Supplementary Readings

- Diulio, E.A. (1990). *Theory and Problems of Macro Economic Theory*, 2nd edition, McGraw-Hill Inc., New York.
- Gardner, A. (1973). *Macro Economic Theory*, 3rd edition, Macmillan Company, New York.
- Lipshey, R.G., Steiner, P.O., Purvis, D.D. and Courant, P.N. (1999). *Macroeconomics*, 9th edition, Harper Collin Publishers, New York.
- Nobbs, J. and Hopkins, I. (1995). *Economics - A Core Text*, 4th edition, McGraw-Hill International, London.
- Ruffin, R.J. and Gregory, P.R. (1983). *Principles of Economics*, Scott, Foreman and Company, Illinois.
- Samuelson, P.A. and Nordhaus, W. (1998). *Economics*, 16th edition, Tata McGraw-Hill, New Delhi.
- Steiner, P.O. and Lipshey, R.G. (1993). *Economics*, Harper Collins College Publications, New York.

Course Code: 0311 15 Econ 5202	Year: First	Term: Second
Course Title: Dissertation Part-II-R		
Course Status: Core		
Credit: 10.0		
Prerequisite(s): None		

Rationale	<p>To register this course, a student must attend 0311 15 Econ 5102: Dissertation Part-I-R.</p> <p>The focus of the 0311 15 Econ 5202 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.</p> <p>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"> • Define a research problem and design an appropriate data collection proposal. • Understand the foundations of quantitative, qualitative, and mixed method of research. • Develop knowledge of specific procedures or techniques of gathering information within a given set of methods or in a particular context of inquiry.

Course Content		CLOs
1	Research Design: Survey; Secondary study; Case study; Experimental; Ethnographic	1, 2
2	Sampling: Types and importance; Methods of sampling; Sampling and non-sampling error.	3
3	Techniques of Data Collection: Interview; Observation; In-depth case interviews; Focus group discussions (FGDs); Key informants' interviews (KIIs); Community mapping.	3
4	Data Collection Instruments: Interview schedule; Guideline and checklist.	3
5	Data Coding and Cleaning	3
6	Estimation Strategy	4

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the nature of the development of and/or testing of theory, and the use of theory in improving research.	1, 2, 5
	CLO2	Acquaint with a variety of research methods.	2
	CLO3	Carry out a wide range of strategies for data collection and analysis including observational and participatory techniques, interviewing skills, survey design, ethnographic approaches, cognitive tasks, sampling, content analysis, and coding.	2, 3, 4, 5, 7, 8

CLO4	Design an appropriate research method(s)/technique(s) to answer their research question(s).	2, 3, 5, 6
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Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO2	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO3	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO4	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense

Learning Materials

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*, 5th edition, Allyn and Bacon, Boston.

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.
- Islam, M.R. (2019). *Social Research Methodology and New Techniques in Analysis, Interpretation and Writing*, USA: IGI Global.
- Kalton, G. (2020). *Introduction to Survey Sampling (Quantitative Applications in the Social Sciences)*, 2nd 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.
- 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.

Course Code: 0311 15 Econ 5203		Year: First	Term: Second
Course Title: Advanced Research Methods			
Course Status: Core			
Credit: 3.0			
Prerequisite(s): None			
Rationale	The ‘Methods in Social Research’ course attempts to acquaint with the students with the concepts, phases and techniques of accomplishing social research. It will help the students to address a suitable research problem. Accordingly, this course will help to focus on identifying smart research question, designing sampling plan, developing questionnaire, collecting data, undertaking qualitative and quantitative research, conducting and concluding social research successfully.		
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Introduce the students with the phases of a social research. • Develop expertise of the students in sampling and data collection. • Prepare students in undertaking a qualitative and/or quantitative research. • Make the students able to conduct and conclude a social research successfully. 		

Course Content		CLOs
Section A		
1	Background: Scope, importance, objectives, steps, types and limitations - of research.	1, 2
2	Social Research: Definition and foundation of social science; Dialectics of social research; Social science paradigms; Ethics and politics of social research.	1, 2, 7
3	Topic Selection: Defining and justifying a research problem; Interest of the researcher; Research gap; Generalization versus specification; Ease of handling; Availability and access to information; Literature support; Replication; Value addition.	1, 2
4	Research Objective: Developing research questions; General vs. specific research objectives; Methodology for attaining the research questions and/or objectives.	1, 2
5	Qualitative Research: Focus group discussion (FGD); Key informant interview; Case study; Participatory rural appraisal (PRA); Participatory action research (PAR).	5, 7
Section B		
6	Sampling Plan: Census vs. survey; Steps in sampling design; Criteria for sampling; Types of sampling; Operational definition of sample; Treatment for missing samples; Randomness; Limitations.	3, 7
7	Questionnaire Design: Operational definition of related variables and items; Check list; Objective and research question-centric question formation; Language of the questionnaire; Lay out of the questionnaire; Length of a questionnaire; Open versus close-ended questions; Multiple response questions; Clarity and specificity of the questions; Pilot survey; Edition and modification of questionnaire; Use of codes; Sequence of questions; Finalizing questionnaire.	4, 6, 7
8	Scaling Technique: Definition, types, reliability, validity, properties and	6, 7

	difficulties of scaling; Nominal, ordinal, interval and ratio scale; Likert scale; Semantic differential (SD) scale.	
9	Quantitative Analysis: Quantitative techniques to address research problem; Hypothesis testing; Confidence interval; Inference; t test; Z test; F test; Chi-square test; Correlation; Regression.	6, 7
10	Concluding a Research: Key findings of data analysis; Arrangement of findings; Discussing to compare and contrast the results with available literature; Report writing; Citation and referencing.	7

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Identify a suitable research problem.	1, 2, 5
	CLO2	Select a smart research question.	2, 5
	CLO3	Design a sampling plan.	2, 5
	CLO4	Develop a questionnaire.	2, 3, 5, 8
	CLO5	Initiate qualitative research.	2, 5, 7
	CLO6	Perform quantitative analysis using appropriate analytical techniques.	1, 2, 5
	CLO7	Conduct and conclude a social research.	2, 5, 6

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

Learning Materials

Recommended Readings

- Kothari, C. (2004). *Research Methodology: Methods and Techniques*, New Age International, New Delhi.
- 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.

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 ed., SAGE Publications Ltd.
- Crano, W.D., Brewer, M.B. and Lac, A. (2014). *Principles and Methods of Social Research*, 3rd edition, Routledge.
- 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.
- Nachmias, C. and Nachmias, D. (2007). *Research Methods in the Social Sciences*, Macmillan, Singapore.
- Rodney, S. and Roberts, L. (2002). *Contemporary Social Research Methods*, 3rd edition, Wadsworth / Thomson Learning, Belmont.

Course Code: 0311 15 Econ 5204	Year: First	Term: Second
Course Title: Scientific Writing Skill-II		
Course Status: Optional		
Credit: 2.0		
Prerequisite(s): None		

Rationale	This course teaches students how to write a scientific paper from the information gathered by literature study or empirical research. During this course appropriate contents of other courses, will be tailored to the existing course, depending on the level and the type of writing product the students write in the course. This course provides a general overview and some theoretical background on various aspects of academic writing, including: 1) text structure and parts, 2) international standards for illustrations and referencing, and 3) use of the English language for increased readability. During three weekly interactive classes, a combination of theoretical background and examples will be discussed.
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Appreciate the importance of communicating clearly in writing as an academic scientist • Help the students to apply the rules of scientific writing to their subsequent research reports • Teach students correctly use and cite external sources • Acquaint students with scientific report writing in detail and write up one scientific report

Course Content		CLOs
1	Literature Study	1
2	Lectures and Scientific Discussion and Debate	2
3	Extensive Peer Feedback	3
4	Analyzing Scientific Papers in Terms of Characteristics of Science and Argumentation	4
5	Writing, Analyzing and Structuring Opinion Papers	4
6	Instruction and Activities; Writing Practice; Feedback on the Students' Own Writing	5
7	Citing References	5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Comprehend the steps in the writing process and follow these steps in their own writing assignments.	7
	CLO2	Recognize how to structure information in a scientific paper.	8
	CLO3	Realize the characteristics of a scientific writing style and apply this in their own writing.	6, 8
	CLO4	Use figures and tables in an optimal way.	7
	CLO5	Incorporate appropriately the components of a scientific research report (cover, title, abstract, table of contents,	2

	introduction, methods, results, conclusions, references, tables/graphs, appendices, etc.).	
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Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Presentation and Group Discussion and Argument	Assignment and Viva-voce
CLO2	Lecture and Presentation	Viva-voce
CLO3	Presentation and Group Discussion	Assignment and Viva-voce
CLO4	Lecture and Presentation	Continuous Assessment, Assignment and Viva-voce
CLO5	Lecture, Presentation and Group Discussion	Final Paper Submission

Learning Materials

Recommended Readings

As discussed by the course teacher during class.

Course Code: 0311 15 Econ 5205		Year: First	Term: Second
Course Title: Industrial Economics and Policy			
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. • Provide 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	Historical Pattern of Industrial Development: Capital versus labour intensive industrial expansion; Industrial development pattern in developed and developing countries; Structural changes over time.	2
3	Concepts and Basic Theories of Industrial Economics: Absolute vs. comparative advantage; Flying-guess; Industrial cluster; Porter’s theory; Weber’s theory; Supply chain management; Sick industry.	2
4	Industrial Efficiency: Concept of efficiency; Determinants of efficiency; Measurement of efficiency; Constrained output maximization; Constrained cost minimization; Profit maximization; Revenue maximization; Efficiency and decision-making process; Market structure for firm and industry.	3
5	Industrial Finance: 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
Section B		CLOs
6	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
7	Technology 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
8	Industrial Process: Production process; Just-in-time technique; Inventory management; Supplier-producer-buyer relationship.	3

9	Social Dimension of Industry Sector: Wage discrimination; Minimum wage; Women empowerment; Exploitation of workers; Socio-economic condition of industrial workers; Factory environment; Code of conduct; Trade union activities.	6
10	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
	CLO2	Understand the history, dynamics of market structure, theories and industry performance.	1, 3, 5
	CLO3	Measure industrial concentration, efficiency, industrial process and utilization of industrial finance.	2, 3, 4, 5, 6
	CLO4	Explore the factors determining industrial location, technology and trade.	2, 3, 4, 5, 6, 7
	CLO5	Examine the necessity of diversification and integration and analyze the inter-industry relationship.	2, 4, 6
	CLO6	Diagnose industrial sector of Bangladesh and social dimension of it.	2, 4, 6

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

Learning Materials

Recommended Readings

- Barthwal, R.R. (2004). *Industrial Economics: An Introductory Text Book*, 2nd edition, New Age International (P) Ltd., New Delhi.
- Carlton, D.W. and Perloff, J.M. (2000). *Modern Industrial Organization*, 3rd edition, Addison Wesley Longman, Inc., New York.
- Singh, B. (1996). *Managing Industrial Economy*, Anmol Pub., India.

Supplementary Readings

- 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.
- Huq, M. and Love J. (2001). *Strategies for Industrialization: The Case of Bangladesh*, (ed.), 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 5207		Year: First	Term: Second
Course Title: Natural Resource Management			
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"> • Acquaint students with contemporary issues in natural resources assessment and management • Gain an understanding of principles of environmentalism and the history of the conservation movement. • Understand the impacts and consequences of human activity on natural resources. • Realize 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		CLOs
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; Solar power; Wind power and nuclear power.	3, 4
8	Forest and Fishery Resources: Ecosystem based management; Preservation and	4

	restoration; Role of forest; Indigenous community and forest.	
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, 3, 4, 8
	CLO2	Evaluate the various approaches in the study of natural resources management.	1, 2, 5, 6, 7
	CLO3	Assess, and plan for addressing contemporary issues in natural resource management.	2, 3, 4, 5, 6, 7
	CLO4	Implement natural resources management projects for sustainable development.	2, 3, 4, 5, 6, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz and Continuous Assessment
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

Learning Materials

Recommended Readings

- Barbier, E. B. (2005). *Natural resources and economic development*, Cambridge University Press.
- Harris, J. M. and Roach, B. (2021). *Environmental and natural resource economics: A contemporary approach*, 5th edition, Routledge.
- 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.
- Fisher, A.C. (2008). *Resource and Environmental Economics*, Cambridge Surveys of Economic Literature; Cambridge University Press, Cambridge.

Course Code: 0311 15 Econ 5209	Year: First	Term: Second
Course Title: Health Economics and Policy		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		
Rationale	This course is essential to identify the basic of health economics. In advance level, student should accelerate their knowledge on health care financing, market, cost of health, health policy and economic evaluation of health.	
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Understand the basic terms, tools, theories of health economics • Analyze the demand for health care, supply of health service, its production and market system • Encourage the students about the research on health financing and implement the health policy • Recognize the efficiency, framing of economic evaluation of health and decision-making process and modelling 	

Course Content		CLOs
Section A		
1	Health Economics and Demand for and Supply of Health Care: Definition, scope and Importance; Relevance of economics in health care; Equity and efficiency of health economics; Major public and private institutions related to health issue; Demographic and health related statistics; Inter-dependency between health and environment; Production; Demand for health care; Elasticity; Supply of health care.	1, 2
2	Market and Cost of Health Service: Efficiency and competitive markets; Competitive markets in health care; Market failure and the economic theory of government; Market failure in health care; Which resources to include; How to measure resource use; Valuing resources; Data collection techniques; Sources of price/cost data for resource use in the health sector.	1, 3
3	Health Care Financing: 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.	1, 4
4	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.	1, 4
Section B		CLOs
5	Efficiency and Economic Evaluation: What is economic evaluation and how important is it; Types of economic evaluation; Economic evaluation as comparison; How are economic evaluations designed and conducted; A final note on equity.	1, 5
6	Framing an Economic Evaluation: Introduction; Objectives of the analysis; Audience for the evaluation; Viewpoint (or perspective) of the analysis; Analytic horizon; Specifying the intervention(s); Specify the options for comparison.	1, 6
7	The Role of Decision Analysis in Economic Evaluation: Decision analysis for	1, 7

	medical decision-making; Is decision analysis being used today?	
8	Introduction to Economic Modelling: Scoping the research question; Constructing a decision tree; Estimating probabilities; Assigning values to consequences (for costs and outcomes); Averaging out and folding back to estimate expected values and summary measures; Testing results using sensitivity analysis; Markov modelling.	7

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the basic ideas, tools and scopes of health economics.	1
	CLO2	Explore the production, supply of healthcare and demand for health care and its elasticity.	1, 2, 3, 4, 5
	CLO3	Analyze the market issues of health and cost of health.	1, 2, 3, 4, 5, 6
	CLO4	Delineate the financing and policy process for improving the health status of populations.	2, 3, 4, 5, 6, 7, 8
	CLO5	Depict how economic evolution can contribute to different types of policy questions.	1, 5, 6
	CLO6	Discuss the potential implications of different frames of reference on the cost-effectiveness ratios and the policy decisions, and effects of the decisions on health providers, funders and patients/families.	3, 4, 5, 6, 8
	CLO7	Explain the role of decision analysis and modelling of economic evaluation of health economics.	1, 2, 5, 6, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Quiz and Continuous Assessment
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	Continuous Assessment, Assignment and Final Exam
CLO6	Lecture and Presentation	Continuous Assessment, Assignment and Final Exam
CLO7	Lecture and Presentation	Continuous Assessment, Assignment and Final Exam

Recommended Readings

Bhattacharya, Hyde, and Tu (2013). *Health Economics*, Palgrave Macmillan.

Culyer, Anthony J., and Joseph P. (2000). *Handbook of Health Economics*, New York: Elsevier, 1(A, B).

Folland, Goodman, and Stano. (2013). *The Economics of Health and Health Care*, 7th Edition, Prentice Hall.

Supplementary Readings

Cutler, D.M. (2005). *Your Money or Your Life*, Oxford University Press.

Deb, Norton, and Manning (2017). *Health Econometrics Using Stata*.

Pauly, Mark V., Thomas G. Mcguire, and Pedro P. Barros. (2011). *Handbook of Health Economics*, New York: Elsevier.

Sloan and Hsieh (2016). *Health Economics*. 2nd Edition.

Course Code: 0311 15 Econ 5210	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 of the MSS 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 throughout in the year 1 of the program. • Motivate students to recognize 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 year 1.

Course Content		CLOs
	The ‘ Comprehensive Viva Voce – II ’ requires the students to face a viva voce/defense board at the end of the concerned term 2 (end of year 1). The concerned Examination Committee of that Term will conduct the viva voce 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 up to second term (in 1 year) 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 of the program.	-
	CLO2	Share and discuss economic problems in different contexts.	1, 4
	CLO3	Develop art of academic debates with various stakeholders of the society.	3, 4, 8
	CLO4	Discuss about alternatives with policy making units.	4, 6, 8
	CLO5	Enhance critical thinking to link theoretical knowledge and applicability of economic theories in personal, regional, national and international context.	5
	CLO6	Crosscheck the attainment of graduate attributes and program objectives at the end of year 1.	-

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.

Course Code: 0311 15 Econ 5211	Year: First	Term: Second
Course Title: Advanced Econometrics		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	This course offers an advanced level application of econometrics need for various fields of economics. It will help students understand advanced level researches published top journals and publishing avenues. This course will help design methods for top notch researches. These econometric tools and methods will help draw precise policy decision.
Course Objectives	The aim of this course is to: <ul style="list-style-type: none"> • Help students understand top-notch researches in the top economics publishing avenues. • Design advanced methods of social science research. • Fix the adverse effects of different types biases. • Simulate policies for practical solutions.

Course Content		CLOs
Section A		
1	Introduction: Concept of data; Measurement scale; Hypothesis testing; Confidence interval; Single versus multiple regression; OLS approach; Dummy variable; Multicollinearity; Heteroscedasticity; Autocorrelation; Model specification error; Nonlinear regression.	1
2	Impact evaluation (IE) and Instrumental variable (IV) Regression: Endogeneity, Objective of IE, Difficulties in conducting IE, counterfactual; Methods to build a control group and selection bias, IV and compliance: not full compliance (intention to treat (ITT)), full compliance (treatment of treated), model set-up and discussion of IV for IE, testing endogeneity and over-identification, Lewbel Instrumental Variable regression model.	1, 2, 3, 4
3	Non-Experimental Impact evaluation technique: Propensity Score Matching: overview, basic settings, balancing scores, propensity scores, main theorems, detecting confounding variables, disadvantages. Endogenous switching regression models: overview, model setup, treatment and heterogeneity effects, and Rho significance level	1, 2, 3, 4
4	Experimental Impact Evaluation technique: Overview, Counterfactual evaluation design, approaches: randomized control trials (RCT) and natural experiment; biases: selection bias, secular trend bias, interfering events, maturation, debates.	1, 2, 3, 4
Section B		CLOs
5	Non-market Valuation techniques: Choice experiments, contingent valuation, travel cost method and hedonic pricing method	1, 2, 3, 4, 5
6	Distributed Lag Model: Role of lag in economics; Reasons for lag; Estimation of distributed lag model; Ad-hoc estimation; Koyck approach; Almon approach.	1, 2, 3
7	Autoregressive Model: Autoregressive versus distributed lag model; Estimation of autoregressive model; Method of instrumental variable (IV); Durbin h test to detect autocorrelation in autoregressive model; Granger	1, 2, 3

	test.	
8	Simultaneous Equation Model: Definition and nature of simultaneous equation; Demand-supply model; Keynesian model of income determination; Wage-price model; IS model; LM model; Simultaneous equation bias; Recursive model; Indirect least square method; Two stage least square method; Hausman specification test to check simultaneity.	1

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand basic concepts and terminologies of different methods of advanced econometric methods.	1
	CLO2	Design and apply these advanced econometric methods for social science researches.	2, 5
	CLO3	Estimate, validate and check robustness of the estimated results.	2
	CLO4	Simulate results to draw solution-based policy suggestions for the practical social science problem.	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, Presentation, and Lab	Continuous Assessment, Group Discussion, and Final Exam
CLO3	Lecture, Presentation, and Lab	Continuous Assessment, Problem Set, Group Discussion, and Final Exam
CLO4	Lecture, Presentation, and Lab	Continuous Assessment, Problem Set, Group Discussion, and Final Exam

Learning Materials

Recommended Readings

Dougherty, C. (2011). *Introduction to Econometrics*, Oxford university press.
Kennedy, P. (2008). *A Guide to Econometrics*, John Wiley & Sons.
Wooldridge, J.M. (2015). *Introductory Econometrics: A Modern Approach*, Cengage learning.

Supplementary Readings

Ferraro, P.J., 2009. Counterfactual Thinking and Impact Evaluation in Environmental Policy, *New directions for evaluation*, (122), pp.75-84.
Gujarati, D.N. Porter, D.C. and Gunasekar, S. (2012). *Basic Econometrics*, Tata mcgraw-hill education.
Gujarati, D.N., Porter, D.C. and Gunasekar, S. (2009). *Basic Econometrics*, 5th Edition, Tata McGraw-Hill Education private Ltd., New Delhi, 784.
Judge, G.G. (1982). *Introduction to the Theory and Practice of Econometrics*.
Khandker, S.R., Koolwal, G.B. and Samad, H.A., 2009. *Handbook on impact evaluation: quantitative methods and practices*, World Bank Publications.

- Maddala, G.S. (1986). *Limited-dependent and Qualitative Variables in Econometrics*, Cambridge university press.
- Rao, B.B. (2007). *Cointegration for the Applied Economist*, 2nd Edition, Palgrave MacMillan, New York.
- Stock, J.H. and Watson, M.W. (2020). *Introduction to Econometrics*, 4th ed., Pearson Education.
- Studenmund, A.H. (2014). *Using Econometrics a Practical Guide*, Pearson.
- White, H. and Sabarwal, S., 2014. Quasi-experimental Design and Methods, *Methodological briefs: impact evaluation*, 8(2014), pp.1-16.

Course Code: 0311 15 Econ 5212		Year: First	Term: Second
Course Title: Dissertation Part-I-M			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	<p>The focus of the 0311 15 Econ 5212 course is to deal with both the theoretical and practical aspects of designing research and successfully defending the design in their final defense. The purpose of the course is to assist students through the proposal and dissertation writing processes and equip students with growing ability to read and think critically; to avoid plagiarism; to understand what is expected of them when writing a dissertation; and to understand the importance of research design.</p> <p>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"> • Define a research problem and design an appropriate data collection proposal. • Understand the foundations of quantitative, qualitative, and mixed method of research. • Develop knowledge of specific procedures or techniques of gathering information within a given set of methods or in a particular context of inquiry. 		

Course Content		CLOs
1	Critical Reading and Thinking: Reading critically; Reading during a tight time-frame bound; Applying student's critical reading to research; Critical thinking and discovering the 'right' question(s).	1, 2
2	Foundations of Research Design: Theory on social science research; philosophy of social science; qualitative vs. quantitative research; explanatory; exploratory; and descriptive research; causality; bias in the research process; ethical issues; exploratory and explanatory research; units of analysis; cross-sectional vs. longitudinal design; conceptualization and operationalization; independent/dependent variables; validity and reliability; common mistakes. in research; Survey; Secondary study; Case study; Experimental; Ethnographic.	3
3	Sampling: Types and importance; Methods of sampling; Sampling and non-sampling error.	3
4	Techniques of Data Collection: Interview; Observation; In-depth case interviews; Focus group discussions (FGDs); Key informants' interviews (KIIs); Community mapping.	3
5	Data Collection Instruments: Interview schedule; Guideline and checklist.	3

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the nature of the development of and/or testing of theory, and the use of theory in improving research.	1
	CLO2	Gather knowledge about a variety of research methods.	2
	CLO3	Carry out a wide range of strategies for data collection and analysis including observational and participatory techniques, interviewing skills, survey design, ethnographic approaches, cognitive tasks, sampling, content analysis, and coding.	2, 3, 4, 5, 7, 8
	CLO4	Design an appropriate research method(s)/technique(s) to answer their research question(s).	2, 3, 4, 5, 6, 7

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO2	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO3	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO4	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense

Learning Materials

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- 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.
- Islam, M.R. (2019). *Social Research Methodology and New Techniques in Analysis, Interpretation and Writing*, USA: IGI Global.
- Kalton, G. (2020). *Introduction to Survey Sampling (Quantitative Applications in the Social Sciences)*, 2nd 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.
- Nachmias, C.F. and Nachmias, D. (1996). *Research Methods in the Social Sciences*, 5th edition, E. Arnold, London.
- 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.

Course Code: 0413 15 BA 5251		Year: First	Term: Second
Course Title: International Business			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course provides students with a basic understanding of the broad field of international business, presenting views from both the home and host country perspectives. Students in other programs also find the course very useful in achieving a fundamental understanding of international business operations.		
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 and politics. • Make the students understand with forms and organs of government, public administration, and civil rights. • Conceptualize existing political system of Bangladesh. • Build knowledge of key theories and concepts, historical developments, organizations and modern issues in political science. 		

Course Content		CLOs
Section A		
1	Introduction: International business; Key concepts in international trade and investment; International business versus domestic business; Participates in international business; Why do firms pursue internationalization strategies? Necessity of studying international business.	1, 2
2	Basic Concepts in International Business: Spot settlement; Direct and indirect quotations; Cross rates; Purposes of forward contract; Option forward and cross forward; Factors affecting forward rates; Swaps	1, 2
3	Parties and Organizations Involved in International Business: Exporter; Banking; Insurance; PSI; Freight forwarder; Cargo services; CFS; Customs; Port; Shipper; Government; Agent.	3
4	Shipment: Export by sea and air; Process and formalities; Major uncertainties and problems of Bangladesh in shipment; CFS and its role in expanding business; Suggestions for smooth shipment; Functions and roles of logistics and forwarder in international business.	4
5	Methods of Payment in International Business: Advance remittance open account; Consignment sale; Bill for collection; Counter trade; Letter of credit.	2, 3
6	Fund Transfer System: Nostro and vostro accounts; SWIFT; Payment systems; Necessity and suggestions for transferring fund in proper ways; Hundi; Spot cash.	2
Section B		CLOs
7	E-commerce: Concept of e-commerce; Types and dimensions of e-commerce; Application of e-commerce in business operation; Impact of e-commerce on business man and on the market; Global trend in e-commerce; Status of e-commerce in Bangladesh for domestic market and link to global market.	5, 6
8	Licensing, Franchising and Other Contractual Strategies: Nature of contractual entry strategies in international business; Licensing; Advantages and disadvantages of licensing; Franchising; Advantages and disadvantages of	2, 4

	franchising; Other contractual entry strategies; Management of licensing and franchising.	
9	Global Sourcing: Trends toward outsourcing; Global sourcing and off shoring; Evolution of global sourcing; Benefits and challenges of global sourcing for the firm; Implementing global sourcing through supply-chain management; Risks in global sourcing; Strategies for minimizing risk in global sourcing; Implications of global sourcing for public policy and corporate citizenship.	4, 5
10	Marketing in the Global Environment: Global marketing strategy; Standardization and adaptation of the international marketing program; Global branding and product development; International pricing; International marketing communications; International distribution; Ethical dimensions of international marketing.	5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Clarify the fundamental theories, purposes and practices of international business, and better understand why companies engage in it.	1, 7
	CLO2	Recognize and appreciate the complexity of entering an international market.	5
	CLO3	Understand the relationship between government (foreign and domestic) and international business.	1, 3, 4, 5, 6, 7
	CLO4	Apprehend the impact of physical, cultural, political, legal and financial forces on international business.	1, 2, 3, 4, 5, 6
	CLO5	Realize the importance of developing tolerance and respect for other cultures to enhance their chances of success in the international market.	1, 4, 5, 7, 8

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

Learning Materials

Recommended Readings

- Caves, R.E., Frankel J.A. and Jones, R.W. (1996). *World Trade and Payments: An Introduction*, 5th edition, Harper Collins, New York.
- Cavusgil, S.T., Knight, G. and Reise, J.R. (2008). *International Business: Strategy, Management, and*

the New Realities, Pearson Education, Inc., USA.

Marko, P. (2020). *Geopolitical Alpha: An Investment Framework for Predicting the Future, 1st Edition*. ISBN-13: 978-1119740216.

Hill, W. L. C. (2016). *International Business: Competing in the Global Marketplace*. McGraw-Hill Higher Education, 11th Edition. ISBN: 978-1-259-57811-3.

Supplementary Readings

Ali, S.A. (1995). *Foreign Exchange and Financing of Foreign Trade*, Lita Academics, Dhaka.

[i]. www.bloomberg.com/businessweek, Website of Business Week.

[ii]. www.ft.com, Website of Newspaper.

[iii]. www.globaltrademag.com, Website of Magazine.

[iv]. www.joc.com, Website of Commerce.

[v]. www.manufacturing.net.

[vi]. www.economist.com, Website of News.

[vii]. www.wsj.com, Website of News.

Course Code: 0521 15 ES 5253	Year: First	Term: Second
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	<p>The aim of this course is to:</p> <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.	2, 4
	CLO3	Examine climate change policies and disaster management practices and policies at local, national and international levels.	2, 3, 4, 5, 6, 8
	CLO4	Analyze the climate and disaster risk policies and realize the importance of climate change adaption and disaster risk reduction.	2, 5, 6, 8
	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.	2, 5, 6, 7

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz and Continuous Assessment
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. (2004). *The Economics of Climate Change*, Routledge, New York.
- Shaw, R., Mallick, F. and Islam, A. (2013). *Disaster Risk Reduction Approaches in Bangladesh*. Tokyo: Springer Japan.

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
- Wisner, B., Blaikie, P., Cannon, T. and Davis, I. (2014). *At Risk: Natural Hazards, People's Vulnerability and Disasters*, Routledge.

Course Code: 0311 15 Econ 6101	Year: Second	Term: First
Course Title: Islamic Economics		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		
Rationale	This course deals with economic problems in the light of rules and regulations as prescribed by the Holy Qur'an and Hadith. In this course economic problems will be addressed from the perspective of Islamic rules and regulations. This course is also designed to acquaint students with the fundamental concepts of Islam and their relation with development.	
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Acquaint students about the concept of unity of Allah (SWT). • Provide knowledge about the relation between man and creator. • Facilitate students conceptualizing the meaning and implication of Islamic ideologies and its implications in Economics. • Illuminate key economic variables from the viewpoint of Islam. • Understand students about resource ownership and distribution. 	

Course Content		CLOs
Section A		
1	Basic Concepts of Islamic Faith: Concept of Unity of Allah (SWT); Man as vicegerent of Allah (SWT); Seeking self-purification and perfection; Seeking self-discipline and self-development, justice, equity, benevolence, trusteeship by Allah (SWT); Collective welfare; Pursuit of knowledge; Accountability to Allah (SWT) and society; Pre-destination and volition of human action.	1, 2
2	The <i>Shar'iah</i>: Definition of <i>Shar'iah</i> ; Genesis of the <i>Shar'iah</i> – primary sources, secondary sources; <i>Ijma</i> ; <i>Ijtehad</i> and <i>Qias</i> .	1, 2
3	Fiscal Operation in an Islamic State: Source of guidance; Historical development of Islamic fiscal policy; Objectives of fiscal operation in an Islamic economy; Nature and scope of national budget in an Islamic economy; Taxation in an Islamic economy.	3
4	Issues on Market, Pricing and Inflation in an Islamic Economy: Market mechanism in Islam; Relevance of monopoly and oligopoly market from Islamic perspective; Pricing mechanism in Islam; Treatment of inflation.	4, 5
Section B		CLOs
5	Distribution in Islam: Income and wealth as conceived in Islam; Rules of distribution and redistribution of income and wealth; Property rights; Islamic law of inheritance; Economic empowerment of women; Concept of equitable distribution of income and wealth.	4, 5
6	International Trade: Cooperation among Muslim states; Trade possibility; Concept of Islamic Common Market – structural requirements, problems, prospects and potentials; Rules and conditions to be followed in trade with non-Muslim countries.	5
7	New Economic Order: The new economic order as visualized in Islam – national sphere; international sphere; Concept of model Muslim state.	6
8	Patterns of Development in Islamic Countries: Middle East countries – Saudi Arabia; Iran; Iraq; Turkey; United Arab Emirates; Egypt; Qatar; Oman; South	6

	and Southeast Asian countries – Pakistan; Indonesia; Malaysia; Rules enacted and strategies followed; Applicability in case of Bangladesh.	
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Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Inculcate the real meaning of Islamic Economics.	1
	CLO2	Assess the <i>Shar'iah</i> principles in all spheres of human life.	1, 2, 3, 5
	CLO3	Conceptualize fiscal operation in an Islamic state.	1, 2, 3, 5, 8
	CLO4	Understand Islamic principles of an economy, justice, distribution, trust and other related issues.	1, 2, 3, 5, 6, 7, 8
	CLO5	Realize issues related with market, pricing and international trade in an Islamic economy.	1, 2, 5, 7, 8
	CLO6	Develop awareness about the patterns of development in Islamic countries and new economic order.	-

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Quiz and Continuous Assessment
CLO2	Lecture, Presentation, and Case Studies	Assignment and Final Exam
CLO3	Lecture, Presentation, and Case Studies	Continuous Assessment, Assignment and Final Exam
CLO4	Lecture, Field Visit and Group Discussion	Class presentation and Final Exam
CLO5	Lecture, Presentation, and Case Studies	Continuous Assessment, Assignment and Final Exam
CLO6	Lecture, Presentation, and Case Studies	Continuous Assessment, Assignment and Final Exam

Learning Materials

Recommended Readings

- Chapra, M.U. (1992). *Islam and the Economic Challenge*, The Islamic Foundation, Markfield Dawah Centre, Leicester, UK, and International Institute of Islamic Thought, Herndon, USA.
- Hamid, M.A. (2002). *Islamic Economics: An Introductory Analysis*, 2nd edition, Dhaka, Bangladesh.
- Nayyer, M. (2006). *Islamic Economics: A Welfare Approach*, Adam Publishers and Distributors, New Delhi, India.

Supplementary Readings

- Alam, Shamsul A.Z.M. (2003). *Islami Arthanitir Ruprekha*, Islamic Foundation Bangladesh, November.
- Ali, A.Y. (1934). *The Holy Qur'an: Text, Translation and Commentary*, Muhammad Ashraf Publishers, Lahore.
- Chapra, M.U. (1985). *Towards a Just Monetary System*, The Islamic Foundation, Leicester, UK.

- Hassan, M. K. (2003). *Globalization and the Muslim World*, Bangladesh Institute of Islamic Thought (BIIT), Dhaka, December.
- Rab, M.A. (2003). *Al-Qurane Arthoniti* (Economics as per Al-Quran), 2nd Edition, Board of renowned Ulema and Economists of the country under research program of 1985-90, Islamic Foundation Bangladesh, Dhaka, Bangladesh.
- Rahman, S.M.H. (1996). *IslamiArthoniti: Nirbachito Probondho* (Islamic Economics: Selected Articles), The Rajshahi Students Welfare Foundation, Rajshahi, Bangladesh.
- Sharif, M. R. (2004). *Islami Arthanitir Bastobayon: Samashaya O Sambhabona*, Research Department, Islamic Foundation Bangladesh, October.

Course Code: 0311 15 Econ 6102		Year: Second	Term: First
Course Title: Dissertation Part-III-R			
Course Status: Core			
Credit: 12.0			
Prerequisite(s): None			
Rationale	<p>To register this course, a student must attend 0311 15 Econ 5202: Dissertation Part-II-R.</p> <p>0311 15 Econ 6102 is designed to aid students with data analysis and interpretation skills and enable them to utilize and communicate data in a meaningful way. 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"> • Accustom the students for collecting required data. • Assist students in preparing raw data for analysis. • Acquaint students with different types of data and designs. • Develop competencies in performing statistical/econometric tests. • Train the students in using STATA / R / Python. 		

Course Content		CLOs
	The course will cover exercise on the following:	
1	Introduction to types of data	1, 2
2	Descriptive statistics	1, 2
3	Normality tests	1, 2
4	Hypothesis testing	1, 2
5	Parametric and non-parametric tests	1, 2
6	Diagnostic tests	1, 2
7	Post hoc tests	1, 2
8	Other analysis	1, 2
9	Overview of statistical package software	3

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand specific data analysis procedures, as justified by the logic of particular scientific methods.	1, 2
	CLO2	Independently formulate, define, and analyze statistical/econometric problem.	1, 2, 5, 6
	CLO3	Develop the capacity to utilize statistical software and orally present and defend an independent scientific work.	2, 3, 5, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO2	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense
CLO3	Guidance of Supervisor, Seminar	Assessment of Supervisor, Defense

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- 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.
- Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method*, Sage Publisher, Inc.
- Islam, M.R. (2019). *Preparation and Development of Data Collection Instruments for Social Research*. In M.R. Islam, *Social Research: A handbook for Students in Developing Countries*, England Springer: Netherlands (in Press).
- Kalton, G. (2020). *Introduction to Survey Sampling (Quantitative Applications in the Social Sciences)*, 2nd edition, SAGE Publications Ltd., California.
- Lohr, S.L. (2021). *Sampling: Design and Analysis*, 3rd edition, Chapman & Hall, London.
- Nachmias, C.F. and Nachmias, D. (1996). *Research Methods in the Social Sciences*, 5th edition, E. Arnold, London.
- 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.

Course Code: 0311 15 Econ 6103		Year: Second	Term: First
Course Title: Food Security and Livelihood Pattern			
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, role of market in livelihood, 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 programmes 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"> • Acquaint students with the concepts of food and nutrition, malnutrition, food security, and livelihood pattern. • Enable graduates to critically assess livelihood approaches, pillars of food security, and role of market to address vulnerabilities in rural and urban areas. • Develop students' 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	Introduction: Definition of food security and livelihood pattern; Different types of security – human security, economic security, food security, health security, environmental security, personal security, community security, political security; Objectives; Importance of studying about food security; Livelihood pattern and its scope.	1
2	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
3	Role of Market in Livelihoods: Market accessibility; Government policies and accessibility; Functions of market; Labor market assessment; Value chain analysis; Mapping the value chain; Changes in market forces and vulnerabilities in urban and rural population.	2
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 food security assessment; Tools for measuring food security.	3
Section B		CLOs
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	4

	groups and food security; Environmental alternatives in food production; Management and responses to food insecurity.	
6	Food Security and Institutional Setup: Ministry of food and disaster management; Food planning and monitoring committee; Composition of the FPMC; Food planning and monitoring unit; Role of FPMU; Activities of FPMU; Programs of different departments and agencies; Food policy working group; Composition of the FPWG.	5
7	Food Security and Social Safety Net Programs: Social safety net programs; Brief scenario of social safety net programs; Types of social safety net programs; Major social safety net programs; Issues and challenges of social safety net programs; Early warning for food security.	5
8	Achieving Food Security in Bangladesh – Challenges and Issues: 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.	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 in Bangladesh and internationally.	1, 2
	CLO2	Identify how changes in market forces (accessibility, function, and value chain) affect the livelihood pattern among rural and urban population.	1, 2, 3, 4, 5, 8
	CLO3	Recognize the tools and indicators used to determine the food and nutrition security.	2, 5, 6
	CLO4	Comprehend the causes of global inequalities in food supply and emerging alternatives to eliminate food and nutrition insecurity.	2, 6, 7
	CLO5	Evaluate relevant government policies and the role of different institutions to achieve food security.	2, 3, 5, 6, 7, 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 and Final Exam
CLO3	Lecture and Presentation	Continuous Assessment, Assignment, and Final Exam
CLO4	Lecture and Presentation	Assignment and Final Exam
CLO5	Lecture and Presentation	Assignment, Group Discussion, and Final Exam

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.
- Raj, K.M. (2007). *Gender, Food Security, and Rural Livelihoods*.

Supplementary Readings

- Breuer, N. (2009). *Household Resilience: Linking Sustainability, Food Security and Improved Livelihoods in an Agro socio ecosystem*, 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, pp. 98.
- Pottier, J. (1999). *Anthropology of Food: The Social Dynamics of Food Security*, 1st edition, Blackwell Publishers Ltd., Cambridge.
- 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.
- UNICEF (2021). *The State of Food Security and Nutrition in the World*.

Course Code: 0311 15 Econ 6105		Year: Second	Term: First
Course Title: Public Economics			
Course Status: Optional			
Credit: 3.0			
Prerequisite(s): None			
Rationale	This course examines the role of the public sector in the economy with an emphasis on government expenditure programs and tax policy. The aim of the course is to provide an understanding of the nature of government intervention in the economy and the response of individuals and firms to government programs and policies. The course explores both theoretical models and empirical evidence.		
Course Objective	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Aid students to use the tools of microeconomics and empirical analysis to study the impact of government policies on economic behavior and the distribution of resources in the economy. 		

Course Content		CLOs
Section A		
1	Introduction: Definition, scope and importance of public policy; Interdisciplinary nature of public policy - political, economic, social and ethical; Steps to be followed in policymaking; Factors influencing public policy; Mechanics of public policy – making, implementation and evaluation; Problems of public policy making.	1
2	Dynamics of Public Policy: Approaches to public policy; Policy analysis – a profession and a process; Actors, institutions and instruments; Deciding how to decide – experts, people and the market; Benchmark for performance; Limits of policy analysis; Review of policy analysis approach; Implementing policy reforms; Managing policy implementation; Citizen participation in the policy process; Advocacy for policy reform; Policy monitoring.	2, 4
3	E-governance and IT: E-governance – concept and application; Information system planning for government offices; Managing ICT to support e-governance; ICT in education; E-commerce/e-business; Cyber law and security issues; Case studies of ICT applications in development from around the world.	2
4	Externality: Nature of the Problem; Bilateral versus unilateral externality; Remedial measures – tax, liability, and regulation; Coase theorem; Ex-ante regulation versus ex-post liability; Price versus quantity regulation; Externality and land use regulations.	3
Section B		CLOs
5	Public Goods and Public Procurement: Public goods; Public versus private provisions; Public versus private investment; Procurement contracts; Public Private Partnerships (PPPs) versus privatization; Risk allocation and moral hazard; Incentives and outcomes under PPP contracts.	1, 2
6	Policy Evaluation: Concept of policy evaluation; Effectiveness; Efficiency; Equity; Fairness; Democratic; Types of evaluation research design; Ethical issues; Politics of policy evaluation.	4
7	Taxation: Direct tax, optimal taxation; Property and wealth taxes; Stamp-	

	duty tax; Indirect tax and goods and services tax; Tax administration; Tax evasion and black income.	3
8	Problems with Delivering Public Services: Factors responsible for failure of public action; Accountability; Evolution in thinking on accountability of public services; Voice, exit and accountability triangle and related complications.	1, 3

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Understand the basics of public policy and its relation with economics.	1
	CLO2	Comprehend the objectives and core concepts of government interventions in markets.	1
	CLO3	Portray the need of making policy and shape using the available goods and services as in the economy.	2, 3, 4, 5, 6, 7, 8
	CLO4	Develop basic analytical competency to evaluate public policies.	2, 4, 5, 6, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Presentation	Quiz and Continuous Assessment and Final Exam
CLO2	Lecture, Presentation, and Case Studies	Continuous Assessment, Assignment and Final Exam
CLO3	Lecture, Presentation, Group Discussion	Continuous Assessment, Assignment and Final Exam
CLO4	Lecture, Journal Article and Group Discussion	Class presentation and Final Exam

Learning Materials

Recommended Readings

- Atkinson, A. and Stiglitz, J. (2015). *Lectures on Public Economics*, McGraw-Hill; reprinted by Princeton University Press.
- Garner, J.W. (1989). *Political Science and Government*, IRWIN Inc., Illinois.
- Stiglitz, J. and Rosengard, J. (2015). *Economics of the Public Sector*, 4th edition, W. W. Norton and Company.

Supplementary Readings

- Bhuiyan, M.A.W. (1999). *Adhunik Rastrobiggan (Bangla)*, 15th edition, Globe Library (P) Ltd., Dhaka.
- Islam, S.S. (1999). *Snatok Rastrobiggan (Bangla)*, 7th edition, Hasan Book House, Dhaka.
- Jahan, R. (1980). *Bangladesh Politics: Problems and Issues*, The University Press Limited, Dhaka.
- James, M. (2011). *Tax by Design*, Oxford University Press. Available at <https://www.ifs.org.uk/publications/5353>.

- Kapur, A.C. (1999). *Principles of Political Science*, 20th edition, S. Chand and Company Limited, 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.
- Thomas, J. M. (2012). *The Economic Theory of Eminent Domain: Private Property, Public Use*, 1st edition, Cambridge University Press.
- White, L.D. (1992). *Introduction to the Study of Public Administration*, Allen and Unwin, Australia.

Course Code: 0311 15 Econ 6107	Year: Second	Term: First
Course Title: Ethics in Economics		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	This course aims to give the students a clear view about ethical considerations in main economic activities: i.e. production, consumption, distribution of goods and services. The students will be able to understand about nature and extent of problems and institutional approaches in controlling failures in the mentioned issues focusing Bangladesh.
Course Objectives	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> • Introduce learners about ethical concepts and issues related to main economic activities. • Aware students about ethics from religious and ethical grounds. • Give the students idea about the types, dimensions, area, and extends of ethical deviation in production, consumption, and distribution. • Assess role of state organizations in tackling ethical deviations.

Course Content		CLOs
Section A		
1	Introduction: Ethics - meaning, basic rules; Source of guidance - revelations of different religions, viz., Judaism, Christianity, Islam, Hinduism and other major religions; Ethical rules depicted by above religions.	1
2	Fundamental Ethical Axioms: Unity; Equilibrium; Free will; Responsibility; Human relationship; Perception; Motivation; Safety and security; Discipline; Success and failure; Need for integrated and holistic knowledge.	1
3	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.	1, 4
4	Production Ethics: Meaning, nature and types of production; Conventional rules underlying production decision; Concept of absence of ethical rules in conventional production system; Ethical rules for production and their introduction; Conservation and ethical use of natural resource; Economics of wastage / mis-utilization and over utilization of natural resource.	2, 4
Section B		CLOs
5	Consumption Ethics: Meaning, nature and types of consumption; Conventional rules underlying consumption decision; Concept of absence of ethical rules in conventional consumption system; Concept of frugality in consumption; Ethical rules for consumption and their introduction; Concept of high-mass consumption; Wastage of food; Unequal distribution of food.	2, 4
6	Ethics in Income Distribution: Meaning, nature and determinants of income distribution; Conventional rules of income distribution; Theories on income distribution and their basic flaws; Absence of ethical rules in conventional	2, 3, 5

	income distribution system; Introduction of ethical rules; Concept of equal and equitable income distribution.	
7	Ethics in Exchange/Trade and Business: Meaning, nature and types of exchange/trade and business; Conventional rules of exchange/trade and business; Absence of ethical rules in conventional exchange/trade and business system; Introduction of ethical rules; Hoarding; Unlimited profiteering; False advertisement; Food adulteration; Eulogy.	2, 5
8	State Intervention in Bangladesh: Organizations related control hoarding, food adulteration, standardization, and ensure consumers' right etc. Nature of operation, effectiveness of statement intervention, challenges, and way forward.	3, 4, 5

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Perceive ethical issues affecting daily life from humanitarian and religious perspectives.	1, 7
	CLO2	Clarify the nature, forms, dimensions, and extents of malpractices in various stages of production, distribution, exchange, etc.	2, 7
	CLO3	Investigate organizations for controlling market failure and their nature of operations, success, failure, and challenges.	3, 4, 5, 8
	CLO4	Identify deviations from ethical perspectives at individual, business entity and state level.	3, 4, 5, 6, 7, 8
	CLO5	Consult various laws, coverage, applicability, challenges related to controlling market failure and ethical deviations.	1, 6, 7, 8

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

Learning Materials

Recommended Readings

Anderson, A. (1995). *Value in Ethics and Economics*, revised edition, NY.

Hasan, M.S. and Ahmad, K. (2004). *Ethics in Business and Management*, (ed.), Islamic Foundation, Bangladesh.

Sen, A. (1991). *On Ethics and Economics*, Wiley-Blackwell, London.

Supplementary Readings

Ahmed, S.W.H. (1980). *Islamic Sciences: An Introduction to Islamic Ethics, Law, Education, Economics, Politics, Sociology and Systems Planning*, Goodword Books, New Delhi.

The Consumers' Right Protection Act 2009: Bangladesh.

Various laws related to hoarding, consumers protecting, consumptions circulated by various state organizations of Bangladesh.

Course Code: 0311 15 Econ 6109	Year: Second	Term: First
Course Title: Migration and Displacement		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		
Rationale	This course examines the patterns of human movement in the modern world. The course will also explore the attitudes, values, and language embedded in the state, media, and civil society which shape local and global responses to refugee movements.	
Course Objectives	The aim of this course is to: <ul style="list-style-type: none"> • Educate students about the key policy debates on migration and development • Encourage students to develop and apply a critical outlook to understanding global migrations, refugee crisis, and diasporas 	

Course Content		CLOs
Section A		
1	Migration and Development: Defining concepts and debates; Who Moves and Why; Return migration; Inputs from the Migration Process and Development Outcomes; Migration, development and capability; Migration and development: what comes first? Theories of Migration- Neoclassical theories of migration; New Economics of Migration	1, 2
2	Migration and Household Wellbeing: The Poverty-Reducing Impact of Migration; Managing migration for poverty reduction? Remittance flows and the impact on household well-being; Remittances and sustainable livelihoods framework for households; Migrants and their Destination; Migration as crisis or resistance?	1, 3
3	Migration and the State: Migrant Transnationalism - Diaspora and Transnational Social Spaces; Relationship Between Migrants and the “Host” Society; Implications of Transnational Social Spaces for the Territorial Organization of Politics; Transnational migration and development.	1, 4
4	Policy Initiatives in Migration-Development Nexus: Remittances and remittance-led development; Barriers to Migration; Policies to Increase the Returns from Migration; How Can Developing Country Governments Facilitate International Migration for Wellbeing?	1, 4, 5
Section B		CLOs
5	Migration and Displacement: Causes of migration and displacement; Forced Migration - Concepts, Causes and Responses; Refugee Flows; Immigrants; Economic Migrants; Asylees; Stayers; Displaced Persons; Exiles; New Types of Refugees; Refugee Warriors, Refugees and Terrorism.	1, 5
6	History and Analysis: Refugee Crisis around the World; Historical Scope of the Refugee Problem - Numbers, Sources and Responses; Post-Cold War Opportunities; From Nansen to Lubbers - the Development of an International Response to Refugee Problems; Analysis of Refugees by Types and Classes.	1, 3
7	International Protection of Refugees: the Classic Definition; Well-Founded Fear of Persecution; Seeking Asylum; Refugee Status Determination; the Rise of Restrictionism; Humanitarian Responses to Refugees - Institutions and Obligations; International asylum and migration cooperation.	1, 4

8	Resolving Displacement: Resettlement; Voluntary Repatriation; Moral Dilemmas and Debates.	5
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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 basic ideas, concepts, and theories of migration and displacement.	1
	CLO2	Explore the push and pull factors of migration.	1, 2, 3, 4, 5
	CLO3	Identify the aspiration and capacity factors of migration and displacement.	1, 2, 3, 4, 5, 6
	CLO4	Critically analyze key principles (legal, political and ethical) related to refugees and forced migration.	1, 2, 5, 6, 7, 8
CLO5	Engage in contemporary debates on forced migration and humanitarian responses from an inter-disciplinary perspective, drawing on insights from historical and current cases.	2, 3, 4, 6, 7, 8	

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

Learning Materials

Recommended Readings

Bakewell, O. (2011). Conceptualising Displacement and Migration: Processes, Conditions, and Categories, *The migration-displacement nexus: Patterns, processes, and policies*, 32, p. 14.

Lucas, R. E. (2005). *International Migration and Economic Development: Lessons from Low-Income Countries*, Edward Elgar Publishing.

McLeman, R. and Gemenne, F. (Eds.). (2018). *Routledge Handbook of Environmental Displacement and Migration*, London/New York: Routledge.

Supplementary Readings

Adams Jr, R. H., & Page, J. (2005). Do International Migration and Remittances Reduce Poverty in Developing Countries?, *World development*, 33(10), pp. 1645-1669.

Banerjee, P. (2014). Forced Migration in South Asia. In *The Oxford handbook of refugee and forced migration studies*.

- Black, R., Adger, W. N., Arnell, N. W., Dercon, S., Geddes, A. and Thomas, D. (2011). The Effect of Environmental Change on Human Migration, *Global Environmental Change*, 21, pp. S3-S11.
- Black, R., Arnell, N. W., Adger, W. N., Thomas, D. and Geddes, A. (2013). Migration, Immobility and Displacement Outcomes Following Extreme Events, *Environmental Science & Policy*, 27, pp. S32-S43.
- Carling, J. (2014). Scripting Remittances: Making Sense of Money Transfers in Transnational Relationships, *International Migration Review*, 48, pp. S218-S262.
- Crawley, H., & Skleparis, D. (2018). Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe's 'Migration Crisis', *Journal of Ethnic and Migration Studies*, 44(1), pp. 48-64.
- Eastmond, M. (2007). Stories as Lived Experience: Narratives in Forced Migration Research, *Journal of Refugee Studies*, 20(2), pp. 248-264.
- Koser, K. and Martin, S. (2011). *The migration-displacement nexus: Patterns, processes, and policies*, Berghahn Books.
- Manou, D., Baldwin, A., Cubie, D., Mihr, A. and Thorp, T. (2017). *Climate Change, Migration and Human Rights: Law and Policy Perspectives*, Taylor & Francis.
- Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A. and Taylor, J. E. (1993). Theories of International Migration: A Review and Appraisal, *Population and Development Review*, pp. 431-466.
- Murrugarra, E., Larrison, J. and Sasin, M. (Eds.). (2010). *Migration and Poverty: Towards Better Opportunities for the Poor*, World Bank Publications.
- Preuß, H. J., Beier, C. and Messner, D. (Eds.). (2021). *Forced Displacement and Migration: Approaches and Programmes of International Cooperation*, Springer Nature.

Course Code: 0311 15 Econ 6110	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 3 consecutive terms of the MSS 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 3 consecutive terms of the program. • Create 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. • Achieve desired attributes of the program up to a MSS graduate conducting 1.5 years of formal education.

Course Content		CLOs
	The ‘ Comprehensive Viva Voce – III ’ requires the students to face a viva voce/defense board at the end of the concerned term 3 (end of MSS degree). The concerned Examination Committee of that Term will conduct the viva voce 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 up to third term (in 1.5 years) 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 1.5 years of MSS program.	1
	CLO2	Sharpen communication skill with various stakeholders.	3, 4
	CLO3	Develop art of academic debates with various stakeholders of the society.	3, 4
	CLO4	Discuss about alternatives with various policy making units at a time.	3, 4, 6, 8
	CLO5	Enhance critical thinking and ethical aspects, and considers local aspects for policy debates.	5, 7
	CLO6	Crosscheck the attainment of graduate attributes and program objectives at the end of MSS program.	-

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.

Course Code: 0311 15 Econ 6111	Year: Second	Term: First
Course Title: Socio-economic Perspective of 4IR		
Course Status: Optional		
Credit: 3.0		
Prerequisite(s): None		

Rationale	This course explores the major socio-economic issues of technological and social change called the Fourth Industrial Revolution (4IR). This course reviews the various approaches that develop economic and technological foundation for consideration of which technology may emerge as the principal change agent. Particular attention also needs be paid to fundamental principles (such as trust, sharing, community, etc.) and ‘anchors’ in economic development (such as healthcare, education, and government) as a way to develop a more comprehensive understanding of the Fourth Industrial Revolution.
Course Objectives	The aim of this course is to: <ul style="list-style-type: none"> • Develop an understanding of the role that technologies play in paradigm shifts and the related societal-economic-political changes • Prepare an informed, comprehensive view on how the future will be significantly different from the last century • Improve a view on where the most significant societal-economic-political opportunities will be in the future

Course Content		CLOs
Section A		
1	Background of 4IR: Evolution of 4IR; Key concepts of 4IR; relevance of for my art with contemporary socio-economic development in both developed and developing countries.	1, 2
2	Key Elements of 4IR: Contemporary technologies and their impacts; Role of technologies that shaped human behavior in recent decades; Importance of technologies in policy formulation for development discourse.	1, 3
3	Technological Pillars of 4IR: Cyber security, cloud computing, mobile technologies, cognitive computing, Internet of Things (IoT), robotics, big data analysis.	1, 4
4	4IR and Development: Strategies toward skills development for people to cope with 4IR, Mainstreaming prospective components of 4IR with policy framework for economic development of Bangladesh.	1, 4
Section B		CLOs
5	Prospects of 4IR with Different Sectors of Bangladesh Economy: Mainstreaming components of 4IR with agricultural production, manufacturing, and service sectors; Key challenges and opportunities.	1, 2
6	Capacity Development and 4IR: Challenge identification and mitigation in employment generation considering impacts of 4IR in domestic economy; way forward to internalize the positive externalities from 4IR impacts; safety and security concerns from 4IR.	1, 3
7	International Trading and 4IR: Effects of 4IR in international trade balancing for Bangladesh; prospects and challenges posed by effects of 4IR in gains from trading for Bangladesh and required policy intervention.	1, 3, 4

8	Way Forward of 4IR from Bangladesh Perspective: Where would we stand with creation of ours?; Ethical issues related with different effects of 4IR.	4
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Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Develop the skills necessary to properly assess the full range of social, economic and political impacts of new technologies.	1, 7
	CLO2	Recognize to assess future social and entrepreneurial opportunities.	1, 2, 5, 7
	CLO3	Self-assess one's skills as a social commentator and futurist.	5, 6, 7
	CLO4	Create the opportunity to re-assess the current life plan from a more informed perspective.	1, 2, 5, 7

Mapping CLO with the Teaching-Learning and Assessment Strategy		
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CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Quiz and Continuous Assessment
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

Arthur, W. B. (2009). *The Nature of Technology: What It Is and How It Evolves*, Simon and Schuster.

Kuhn, T. S. (1970). *The Structure of Scientific Revolutions* (Vol. 111), University of Chicago Press: Chicago.

Perez, C. (2003). *Technological Revolutions and Financial Capital*, Edward Elgar Publishing.

Supplementary Readings

Bhuiyan, A. B., Ali, M. J., Zulkifli, N. and Kumarasamy, M. M. (2020). Industry 4.0: Challenges, Opportunities, and Strategic Solutions for Bangladesh, *International Journal of Business and Management Future*, 4(2), pp. 41-56.

Chaka, C. (2020). Skills, Competencies and Literacies Attributed to 4IR/Industry 4.0: Scoping Review, *IJLA journal*, 46(4), pp. 369-399.

Rymarczyk, J. (2021). The Impact of Industrial Revolution 4.0 on International Trade, *Entrepreneurial Business and Economics Review*, 9(1), pp. 105-117.

Course Code: 0311 15 Econ 6112	Year: Second	Term: First
Course Title: Dissertation Part-II-M		
Course Status: Core		
Credit: 12.0		
Prerequisite(s): None		

Rationale	<p>To register this course, a student must attend 0311 15 Econ 5212: Dissertation Part-I-M.</p> <p>The focus of the 0311 15 Econ 6112 course is to deal with practical aspects data collection, analyze, extracting the dormant pattern of the data, and connect with the theoretical framework. In addition, students will recognize how to prepare their final research document for submission</p> <p>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.

Course Content		CLOs
	The course will cover exercise on the following:	
1	Data Coding and Cleaning	1, 2, 3, 4
2	Estimation Strategy	1, 2, 3, 4
3	Review of Dissertation Proposal: Introduction; Review of relevant research; Materials and methods	1, 2, 3, 4
4	Formatting of Dissertation: Paper structure; Length; Citations; Grammar/Spelling/Punctuation.	1, 6
5	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
6	Submission and Dissemination	1, 6
7	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, 5, 6, 8
	CLO2	Identify and formulate a well-defined research question(s) within particular field of interest.	1, 2, 5, 6, 7
	CLO3	Evaluate, integrate, and present previous scientific studies relevant to the research question(s).	2, 5, 6
	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, 5, 6

	CLO5	Analyze data and draw conclusions in accordance with established research methods and ethical guidelines.	2, 3, 4, 5, 6, 7
	CLO6	Produce a dissertation within a given time frame with established standard and communicate the results of dissertation in speech and writing.	2, 3, 4, 5, 6, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO2	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO3	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO4	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO5	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO6	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination

Learning Materials

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, WishwaPrakashan, New Delhi.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*, 5th edition, Allyn and Bacon, Boston.

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.
- 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.
- 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.

- 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 6114		Year: Second	Term: First
Course Title: Project			
Course Status: Core			
Credit: 6.0			
Prerequisite(s): None			
Rationale	<p>The focus of the 0311 15 Econ 6114 course is to deal with practical aspects of designing project and successfully defending the design in their final defense. The purpose of the course is to assist students through the proposal and project writing processes and equip students with growing ability to read and think critically; to avoid plagiarism; to understand what is expected of them when writing a project report.</p> <p>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 project to answer the critical question(s) posed. • Develop students' potential to analyze, present, and motivate one's conclusions from a personal conducted study. 		

Course Content		CLOs
	The course will cover exercise on the following:	
1	Project design: Reading during a tight time-frame bound; Applying student's critical reading to research; Critical thinking and discovering the 'right' question(s).	1, 2, 3, 4
2	Sampling: Types and importance; Methods of sampling; Sampling and non-sampling error.	4
3	Data Collection Techniques and Instruments: Interview; Observation; In-depth case interviews; Focus group discussions (FGDs); Key informants' interviews (KIIs); Community mapping; Interview schedule; Guideline and checklist.	1, 2, 3, 4
4	Coding and Cleaning, and Estimation Strategy	1, 2, 3, 4
5	Formatting of Research Report: Paper structure; Length; Citations; Grammar/Spelling/Punctuation.	1, 2, 3, 4
6	Research Report Draft Preparation: Introduction; Review of relevant project report; Methods (model, analysis, and solution); Findings (results/analyses); Discussion (interpretation, connection to existing project, implications, limitations of the study); Conclusion; Reference; Appendix (if required).	1, 5
7	Submission and Dissemination	1, 2, 3, 4, 5
8	Project Defense	1, 5

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 project.	1, 2, 3, 5, 6, 7, 8
	CLO2	Identify and formulate a well-defined research question(s) within particular field of interest.	1, 2, 5, 6
	CLO3	Evaluate, integrate, and present previous scientific studies relevant to the critical question(s) of the project.	2, 5, 6
	CLO4	Demonstrate developed methodological knowledge in relation to the method(s) chosen for project work and an ability to assess strengths and limitations of the chosen method(s).	2, 5, 6
	CLO5	Analyze data, draw conclusions, and produce a project report following prescribed guideline and established standard and communicate the results of project report through speech and writing.	2, 3, 4, 5, 6, 7

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO2	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO3	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO4	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO5	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination

Learning Materials

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*, 5th edition, Allyn and Bacon, Boston.

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.
- 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.
- 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.
- 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 6116	Year: Second	Term: First
Course Title: Internship		
Course Status: Core		
Credit: 6.0		
Prerequisite(s): None		

Rationale	<p>The focus of the 0311 15 Econ 6116 (Internship) course is to offer first-hand practical experience and sharpen students' skills in organizations. Moreover; this program provides the interns an opportunity to be assessed by prospective employers as well as enables them to establish and ex and their network of contracts.</p> <p>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"> • Provide students the opportunity to work in any institution (research/non-research). • Develop students' practical knowledge and enhance their skills by participating day to day practical activities/operations of the institution/organization.

Course Content		CLOs
1	Internship: During the internship phase; students will be working at their internship placement for certain hours a week; from Sundays to Wednesdays.	1, 2, 3
2	Written Report: By the end of the internship phase; students will have written a formal analytical essay related to their; comprised of 5 separate sections (General Introduction — The Company — The Intercultural Experience — The Professional Experience — General Conclusion).	1, 2, 3
3	Individual Guidance: Students will communicate with their supervisors to refine the writing of their final report.	1, 2, 3

Course Learning Outcomes (CLOs)	Upon completion of this course the students will be able to:		Mapping with PLOs
	CLO1	Acquaint with the practical operations of the organization along with the rules and regulations of profession.	1, 2, 3, 4, 5, 6, 7, 8
	CLO2	Communicate, work, and manage them effectively and efficiently in a real-world professional atmosphere.	2, 3, 4, 5, 6, 7, 8
	CLO3	Explore the effective way to solve the problem within an organization.	2, 3, 4, 5, 6, 7

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO2	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination

CLO3	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
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Learning Materials

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- Weighart, S. (2009). *Learning from Experience: A Resource Book by and for Co-Op/Internship Professionals*. Mosaic Eye.

Supplementary Readings

- Baird, B. N., & Mollen, D. (2018). *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions*. Routledge.
- 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.
- 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.
- Nachmias, C.F. and Nachmias, D. (1996). *Research Methods in the Social Sciences*, 5th edition, E. Arnold, London.
- 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.
- 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 6202	Year: Second	Term: Second
Course Title: Dissertation Part-IV-R		
Course Status: Core		
Credit: 15.0		
Prerequisite(s): None		
Rationale	<p>To register this course, a student must attend 0311 15 Econ 6102: Dissertation Part-III-R.</p> <p>The course 0311 15 Econ 6202 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 deadline so various tasks like draft submission, final dissertation submission, defense and so on.</p> <p>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. 	

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, 5, 6, 7, 8
	CLO2	Identify and formulate well-defined research question(s) within particular field of interest.	1, 2, 5, 6
	CLO3	Evaluate, integrate, and present previous scientific studies relevant to the research question(s).	2, 5, 6
	CLO4	Demonstrate developed methodological knowledge in relation	2, 5, 6

		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.	2, 3, 4, 5, 6, 7
	CLO6	Produce a dissertation within a given time frame with established standard and communicate the results of dissertation through speech and writing.	2, 3, 4, 5, 6, 7, 8

Mapping CLO with the Teaching-Learning and Assessment Strategy		
CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO2	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO3	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO4	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO5	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination
CLO6	Guidance of Supervisor, Seminar	Assessment of Supervisor, Evaluation, Defense/Oral examination

Learning Materials

Recommended Readings

- Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*, 2nd edition, Wishwa Prokashan, New Delhi.
- Kumar. R. (2019). *Research Methodology - A Step-by-Step Guide for Beginners*, 5th edition, SAGE Publications Ltd., California.
- 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.
- 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.
- Nachmias, C.F. and Nachmias, D. (1996). *Research Methods in the Social Sciences*, 5th edition, E. Arnold, London.

- 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.

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 in one Term for proposal development, and Dissertation Part-II 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 will be as follows:

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

Marks distribution for Dissertation Part-II 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 will usually commence in the Master's first-year second-term and Dissertation Part-II in the second-year first-term (final Term).

iv) The final evaluation of the Dissertation Part-II will be made at the end of the final Term. However, the evaluation of the Dissertation Part-I 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 and defense board of Dissertation Part-II 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 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 Master’s by Research Program

(i) The students under ‘Master’s by Research’ program have to register for four parts of the Dissertation as follows:

Sl. No.	Course	Year	Term	Min. credit	Max. credit
1	Dissertation Part-I	1	1	8	10
2	Dissertation Part-II	1	2	10	15
3	Dissertation Part-III	2	1	12	15
4	Dissertation Part-IV	2	2	15	20

(ii) A Dissertation (Part I-IV) will be evaluated out of 100 marks. Marks distribution of Dissertation Part-I, II, and III will be as follows:

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

(iii) Marks distribution for Dissertation Part-IV will be as follows:

- Assessment of Supervisor 20 marks
- Dissertation Evaluation 50 marks
- Defense (Oral examination) 30 marks

(iv) Usually research topic selection, title, rationale, objective, research question, literature review, sampling, research design, experiment, survey, data/information collection, analysis, result, discussion, policy implication, limitation, reference, annex, etc. related various issues will be covered (as applicable) under these four parts. The curriculum of the concerned program will provide a detailed description of coverage, objective, learning outcome, credit, etc., of these four parts.

(v) A student registered for Dissertation will undertake research 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 normally 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.
- (x) Final evaluation of the Dissertation Part-IV will be made at the end of the final Term. However, the Dissertation Part-I, II, and III will be evaluated in the corresponding terms.
- (xi) Every student submitting a dissertation in partial fulfillment of the requirements of a degree will be required to appear at a seminar presentation for Dissertation Part-I, II, and III and defense board for Dissertation Part-IV respectively on the dates fixed by the Discipline Head in consultation with the Supervisor (s). Such seminar 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.
- (xii) After successfully completing the seminar and dissertation defense boards, the Chairman of the concerned boards shall arrange to send six-monthly progress reports for each student in each Term to the Dean for approval. Accordingly, the Dean will approve the progress reports and report to BOAS. Progress reports shall be submitted before the end of each Term, even if the Supervisor is on leave; otherwise, the student(s) shall not be allowed to register for the following Term.
- (xiii) A student must publish (or at least accepted for publication) an article/paper in a peer-reviewed journal or a peer-reviewed conference paper in order to complete 'Master's by Research' Degree.
- (xiv) A student must submit the required number of printed and soft copies of Dissertation Part-IV 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.
- (xv) 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.
- (xvi) If any change is required in the title/supervisor/co-supervisor/examiner/etc., the Discipline Head will send it to the BOAS through EC.

20.1.10 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
Research	-	45	60	45	04	2.0	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

20.1.11 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
Research	-	45	60	45

* For achieving a Master's degree with a major in a specified field under a mixed-mode or 'Master's by Research' 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.

20.1.12 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.

(iv) 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).

20.1.13 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.

20.1.14 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.

20.1.15 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.

20.1.16 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.

20.1.17 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.

20.1.18 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.

20.1.19 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.

20.1.20 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

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

- 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.
- 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. Summary of Major Changes in the OBE Format Curriculum

Serial No.	Criteria	Existing Curriculum	OBE Curriculum	
1	Duration of the Program (in Years)	1.5	Coursework, Mixed-mode	1.5
			Research-mode	2
2	Total Available Credits	81	Coursework	71
			Mixed-mode (Dissertation)	88
			Mixed-mode (Project)	79
			Mixed-mode (Internship)	79
			Research mode	45
3	Minimum Credit Requirement to Complete the Degree	36	Coursework	40
			Mixed-mode (Dissertation)	40
			Mixed-mode (Project)	40
			Mixed-mode (Internship)	40
			Research mode	45
4	Available Credits from GED Courses	-	Coursework, Mixed-mode	9
			Research-mode	0
5	Credits from GED Courses (% of Total Credits)	-	Coursework	13
			Mixed-mode (Dissertation)	10
			Mixed-mode (Project)	11
			Mixed-mode (Internship)	11
			Research mode	0
6	Credits from GED Courses (% of Required Credits)	-	Coursework, Mixed-mode	10
			Research-mode	0
7	Available Credits from Core Theory Courses*	12	12	
8	Available Credits from Core Sessional Courses*	0	3	
9	Available Credits from Optional Theory Courses*	48	54	
10	Available Credits from Optional Sessional Courses*	21	4	
11	Available Credits from Capstone Courses	-	72	
12	Term Duration (in weeks)	13	14	

Serial No.	Criteria	Existing Curriculum	OBE Curriculum
13	Credits from Newly Introduced Courses	-	73
14	Number of Newly Introduced Courses	-	13
15	Number of Omitted Courses	-	1
16	Change in Course Title (Number of Courses)	-	6
17	Change in Course Status (Number of Courses)	-	0
18	Inter-term Shift (Number of Courses)	-	4
19	Change in Course Contents (Number of Courses)	-	All Courses
20	Name of Majors (if Applicable)	-	N/A
21	Name of Modes (if applicable)	-	Coursework Mixed-mode (Dissertation) Mixed-mode (Project) Mixed-mode (Internship) Research mode

* including GED

Notable Features of the OBE Format Curriculum

- i. MSS curriculum has complied with the rules of the Bangladesh National Qualification Framework (BNQF), the structure of the Outcome-based Curriculum of the University Grants Commission (UGC) of Bangladesh, and the ordinance of Khulna University. So, it is expected that the government's objective to develop skilled human resources will be possible through the advanced level of the MSS curriculum.
- ii. OBE-based MSS curriculum has been prepared and modified several times by consultation and communication with the stakeholders (external from other universities, expert members of IQAC, employers from public, private, and NGOs, alums, and current students) through email, over the phone, workshop, meeting. The stakeholders' opinions and suggestions have been attempted to address and accordingly the graduate attributes are framed according to the demand of the stakeholders as well as the job market.
- iii. Major internationally renowned courses like Scientific Writing Skill, Migration and Displacement, Socio-economic Perspective of 4IR, and research-oriented sessional courses have been added. The students will enhance their knowledge about the fourth industrial revolution and the technological transformation, migration and its outcome, and sustainable development. The implication of those courses will be expected to prepare the future researcher community to identify the scope of socioeconomic development.

- iv.** Comprehensive viva-voce has been kept at the end of each term to improve the students' communication skills. They will share and present their ideas and thinking and prepare themselves for the oral presentation.
- v.** The notable change of the OBE-based MSS curriculum is to unify the different modes of study, creating the research avenue for the graduates. There are five modes - Coursework/Mixed-mode (Dissertation/Project/Internship)/Research. As a result, some students will get the avenue to proceed through the coursework only. In addition, research-capable students will get more opportunities to work on their preferred domains and utilize their skills properly. Ultimately, the graduates will contribute to the future welfare of the community, society, economy, and the country through their rigorous research skills.
- vi.** With the OBE-based MSS curriculum, graduates will be experts in advanced theoretical and applied economics. They will efficiently identify and address local, regional, national, and global economic problems. The proposed courses will prepare a graduate incorporating the skills like communication, critical-thinker, leadership, policy-oriented, and most importantly, devoted to the country's welfare.

22. 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)	

23. Contributors

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24. 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. Fajjan Bin Halim Assistant Professor, Economics Discipline, KU	Member	

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