OUTCOME-BASED CURRICULUM

BACHELOR OF SOCIAL SCIENCE (HONOURS) IN SOCIOLOGY

Sociology Discipline
Khulna University
September 2022

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OUTCOME BASED EDUCATION

01 Title of the Academic Program

Bachelor of Social Science (Honours) in Sociology

Program Overview

Degree	Bachelor of Social Science (Honours) in Sociology
Abbreviated form of the Degree	BSS (Honours) in Sociology
Discipline/Program Offering Entity (POE)	Sociology Discipline
School	Social Science School
Awarding Institution	Khulna University
Location	Khulna, Bangladesh
Bangladesh National Qualifications Framework (BNQF) Level	7
International Standard Classification of Education (ISCED) Code	0314
Mode of Study	Full Time
Language of Study	English
Applicable Session	2021-22 and onwards

02 Name of the University

Khulna University

03 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.

04 Mission of the University

University Mission & Details

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, free thinking, 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

05 Name of the Discipline/Program Offering Entity (POE)

Sociology Discipline

06 Vision of the Discipline/POE

To generate human resources with academic excellence in theoretical and pragmatic knowledge of Sociology by ensuring students friendly education and field-based social research as well as achieving sociological imagination on social milieu to cope with the ever changing world.

07 Mission of the Discipline/POE

Discipline Mission & Details	
M1	To equip learners with a sound academic foundation providing pragmatic education on Sociology and social research to adapt with changing world.
M2	To generate multifaceted educational experiences among the learners for being rational being who will be able to examine or analyse social phenomena objectively.
M3	To ensure quality education that enables the graduates to equip with global crises.
M4	To foster the graduates for entrepreneurship development with inquisitive professional ethics and social responsibilities.
M5	To create human resources who will be able to communicate meaningfully, act rationally and live generously.

M = Mission of the Discipline/POE

08 Objectives of the Discipline/POE

Discipline Objectives & Details	
01	To embed and broaden the sociological imagination and nurture the capacity to apply theoretical perspectives of Sociology in interpreting social problems and issues and to come up with theoretically recognized and practical oriented policy implications.
02	To cultivate the ability to deal with social phenomena by exploring and evaluating their subjective intricacies and backing them up with quantifiable empirical evidences as per requirement.
03	To substantiate graduates with appropriate up to the minute tools and trainings to reciprocate with the demands of the wide spectrum of both qualitative and quantitative social research methods and to enable them to make the best out of their learned sets of skills.
04	To provide a wholesome teaching-learning experiences which in turn would encourage freshers or graduates to facilitate inclusiveness and to embark on scholarly expeditions filled with compassion and empathy toward the peripheral cohorts.
05	To create an enabling academic environment where the freshers sharpen their arguments from many perspectives with academically sound and scholarly proven evidence to be future leaders or entrepreneurs both national and international levels.

O = Objectives of the Discipline/POE

09 Name of the Degree

Bachelor of Social Science (Honours) in Sociology

10 Description of the Program

Sociology started its journey as a distinct Discipline at Khulna University in Bangladesh under Social Science School in 2002 and its academic program was launched on 02 November, 2003 through Bachelor of Social Science (Honours) in Sociology in the session of 2002-2003. In 2009, it stepped into more advanced level study by introducing Master of Social Science in Sociology program.

BSS (Honours) in Sociology program is designed to endow students with outcome-based education on interrelated facets of social life, including marriage, family, gender, sexuality, race, racism, deviance, conformity, justice, religion, natural and built environments, population, education, value and ethics and so on. Students can have the opportunity to learn from leading scholars who use practical examples, hands-on projects, and their own ongoing research to liven up and extend the classroom. They are being prepared for careers in academia, research, and other professional jobs. Many alumni are, in fact, successful in academic sector, while a substantial number are working in public and private organizations at regional, national and international levels.

BSS (Honours) in Sociology program has been designed for four academic years on a full-time basis (two terms in each session with an intensive research work (Thesis). The maximum time for completion of the degree is seven academic sessions. Each year a total of 40 students can enrol in BSS (Honours) program, and they come from different parts of the country and abroad with diverse and vibrant academic backgrounds.

11 Graduate Attributes

	Graduate Attributes	Domain
GA1	Knowledge and Digital Literacy: Graduates have comprehensive knowledge and understanding of their subject area, the ability to perceive the idea of society, economy, politics, social behavior and human relationships and apply the knowledge to dynamic social world. Moreover, graduates have the capabilities needed to live, learn and work in a digital society. They are able to interpret, analyze and represent information in different settings.	Fundamental
GA2	Teamwork and Communication: Graduates are able to involve in team works that creates mutual respect and understanding.	Social
GA3	Ethical Responsibility: Graduates act in an ethical, righteous and consistent manner based on a strong sense of self and personal values. They are self-aware along with being flexible and resilient. They also have the capacity to accept and give constructive feedback.	Personal
GA4	Creative Thinking: Graduates are able to apply critical and creative thinking to evaluate social problems and issues as well as social reality with theoretical insights and to draw conclusions from information perceiving responses on social facts for facing future challenges.	Thinking

GA = Graduate Attributes

12 Program Educational Objectives (PEOs)

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

	Program Educational Objectives	Domain
PEO1	Produce skilled human resources through proving the basic knowledge in Sociology.	Fundamental
PEO2	Provide pragmatic education among learners on research and creative inquiry to analyze social phenomena and reality.	Fundamental
PEO3	Prepare students in envisaging the multidimensional issues at regional, national and international levels and facilitate framing social policy and planning for sustainable development.	Social
PEO4	Facilitate the learners to be socially aware and professionally competent to adapt with changing world.	Social
PEO5	Foster social norms, values, ethics and other ideas in both social and professional lives and be prepared to work for the humanity.	Personal
PEO6	Build up leadership and teamwork skills among the graduates, along with a strong commitment toward striving for the best endeavor in life.	Personal
PEO7	Equip learners with quality education to examine and evaluate social phenomena and policies in Bangladesh and global perspectives.	Thinking
PEO8	Train learners on analyzing qualitative and quantitative data regarding social phenomena using multifaceted software.	Thinking

PEO = Program Educational Objective

13 Program Learning Outcomes (PLOs)

After successful completion of the degree, the learners will be able to:

A. Fundamental Skills	
PLO1	comprehend substantial knowledge on the basics of Sociology;
PLO2	analyze the concepts of society, community, institution, population, education, health, gender, development, poverty, politics, crime, social structure and so on from sociological perspective;
PLO3	synthesize information from different sources by applying theoretical insights and methods of inquiry in logical and coherent manner of empirical research;
B. Social Skills	
PLO4	internalize social norms and values by maintaining a high quality in moral and ethical principles;
PLO5	identify social problems and issues in regional and global contexts;
PLO6	analyze the structures of societies, institutions and organizations and how these shape individuals' choices, practices and life chances.
C. Personal Skills	
PLO7	participate in civic affairs as an active ambassador for progressive change;
PLO8	develop leadership skills, team building capacity and professionalism; and
PLO9	identify different social problems and issues and justify the strength and weakness of its theoretical approaches.
D. Thinking Skills	
PLO10	examine theoretical as well as empirical orientations to social world with enhanced collating capability;
PLO11	formulate sociological research by applying standard qualitative and quantitative approaches to social research and its designs, methods and techniques;
PLO12	evaluate social policies and planning following methodological approaches to Sociology;

PLO = Program Learning Outcome

14 Mapping Mission of the University with PEOs

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

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							
	PLO2	3	2	1				2	1
	PLO3		3	3	2		1	3	3
Social Domain	PLO4					3	2		
	PLO5	1	2	3				1	
	PLO6	3	2				2	1	1
Personal Domain	PLO7			1	3	1	2	2	
	PLO8		1		2	3	3		1
	PLO9	1	2	1				1	
Thinking Domain	PLO10		3	3			1	2	2
	PLO11		3	3			2	2	3
	PLO12		2	2	3			3	1

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

16 Mapping Courses with PLOs

Course Code and Course Title	Program Learning Outcomes (PLOs)											
	Fundamental Domain			Social Domain			Personal Domain			Thinking Domain		
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
First Year First Term												
0314 16 Soc 1101: Principles of Sociology I	●	●	●			●	●	●	●	●	●	●
0314 16 Soc 1103: Social Anthropology	●	●	●		●	●	●	●	●	●	●	●
0314 16 Soc 1105: Social Problems and Issues	●	●	●		●	●	●		●	●		●
0314 16 Soc 1107: Marriage, Family and Kinship	●	●	●	●		●	●		●	●	●	●
0222 16 HC 1151: Social History and World Civilization	●	●	●	●	●	●		●	●	●	●	●
0313 16 Psy 1153: Social Psychology	●	●	●	●		●	●	●		●	●	●
First Year Second Term												
0314 16 Soc 1201: Principles of Sociology II	●	●	●			●	●	●	●	●	●	●
0314 16 Soc 1203: Rural Sociology	●	●	●	●	●	●	●		●	●	●	●
0314 16 Soc 1205: Peasant Society	●	●	●	●	●	●	●	●			●	●
0314 16 Soc 1212: Viva-voce I	●	●	●	●	●	●	●	●	●	●	●	
0231 16 Eng 1251: Communicative English		●	●				●	●			●	●
0222 16 HC 1253: Social History of Bengal and Emergence of Bangladesh	●	●	●		●	●	●	●	●	●	●	●
0311 16 Econ 1255: Economy and Society	●	●	●	●	●	●	●	●	●			●
0611 16 CSE 1258: Fundamentals of Computer: Lab		●	●				●	●			●	

Course Code and Course Title	Program Learning Outcomes (PLOs)											
	Fundamental Domain			Social Domain			Personal Domain			Thinking Domain		
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
Second Year First Term												
0314 16 Soc 2101: Social Thought	●	●	●	●	●		●	●	●	●	●	●
0314 16 Soc 2103: Sociology of Organization	●	●	●	●	●		●	●		●		●
0314 16 Soc 2105: Sociology of Education	●	●	●	●		●	●	●		●	●	●
0314 16 Soc 2107: Social Inequality	●	●	●			●	●		●	●	●	●
0314 16 Soc 2109: Child Development and Rights	●	●	●	●		●	●	●	●	●	●	●
0542 16 Stat 2151: Social Statistics I	●	●	●	●	●	●		●	●	●	●	
0542 16 Stat 2152: Social Statistics I: Lab and Fieldwork	●	●	●		●	●	●	●		●	●	
Second Year Second Term												
0314 16 Soc 2201: Urban Sociology	●	●	●	●		●		●	●	●	●	●
0314 16 Soc 2203: Political Sociology	●	●	●	●		●	●	●		●	●	●
0314 16 Soc 2205: Tradition, Heritage and Tourism	●	●	●	●	●	●	●	●	●		●	
0314 16 Soc 2206: Tradition, Heritage and Tourism: Fieldwork	●	●		●	●	●	●	●	●	●	●	●
0314 16 Soc 2212: Viva-voce II	●	●	●	●	●	●	●	●	●	●	●	
0111 16 IER 2251: Value and Ethics in Education	●		●	●		●	●	●		●		●
0542 16 Stat 2253: Social Statistics II	●	●	●	●	●	●		●	●	●	●	
0542 16 Stat 2254: Social Statistics II: Lab and Fieldwork	●	●	●		●	●	●	●		●	●	
0321 16 MCJ 2255: Sociology of Mass Communication	●	●	●	●	●	●	●	●	●		●	●

Course Code and Course Title	Program Learning Outcomes (PLOs)											
	Fundamental Domain			Social Domain			Personal Domain			Thinking Domain		
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
Third Year First Term												
0314 16 Soc 3101: Classical Sociological Theory	●	●	●		●	●	●		●	●		
0314 16 Soc 3103: Research Methodology	●	●	●		●	●	●	●	●	●		●
0314 16 Soc 3105: Sociology of Poverty	●	●	●		●	●	●	●	●	●	●	●
0314 16 Soc 3107: Social Demography	●	●	●	●	●	●	●	●	●	●	●	●
0314 16 Soc 3109: Sociology of Work and Occupation	●	●		●	●	●	●	●	●	●		●
0314 16 Soc 3110: Sociology of Work and Occupation: Fieldwork		●				●	●	●		●	●	
0314 16 Soc 3111: Sociology of Disability	●	●		●	●	●	●		●	●	●	●
0521 16 ES 3151: Disaster and Vulnerability Studies	●	●	●		●	●	●	●	●	●	●	●
Third Year Second Term												
0314 16 Soc 3201: Contemporary Sociological Theory	●	●	●		●	●	●		●	●		●
0314 16 Soc 3203: Qualitative and Quantitative Approaches to Social Research	●	●	●		●	●	●	●	●	●	●	
0314 16 Soc 3204: Qualitative and Quantitative Approaches to Social Research: Lab and Fieldwork	●	●	●		●	●	●	●	●	●	●	
0314 16 Soc 3205: Minority and Ethnic Studies	●	●	●		●	●	●	●	●	●	●	●
0314 16 Soc 3206: Minority and Ethnic Studies: Fieldwork	●	●	●		●	●	●	●	●	●	●	●
0314 16 Soc 3207: Sociology of Crime and Criminal Justice	●	●	●	●	●		●		●	●	●	●
0314 16 Soc 3209: Sociology of Religion	●	●	●	●			●	●		●		●
0314 16 Soc 3212: Viva-voce III	●	●	●	●	●	●	●	●	●	●	●	
0521 16 ES 3251: Environmental Sociology	●	●	●		●	●	●	●		●	●	●
0821 16 FWT 3253: Social Forestry	●	●	●		●	●	●	●	●		●	●

Course Code and Course Title	Program Learning Outcomes (PLOs)											
	Fundamental Domain			Social Domain			Personal Domain			Thinking Domain		
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
Fourth Year First Term												
0314 16 Soc 4101: Sociology of Development and Underdevelopment	●	●	●		●	●	●	●	●	●	●	●
0314 16 Soc 4102: Qualitative and Quantitative Analyses of Social Data: Lab			●		●	●	●	●	●		●	●
0314 16 Soc 4103: Social Change	●	●	●		●	●	●	●	●	●	●	
0314 16 Soc 4105: Sociology of Gender	●		●	●		●	●	●	●	●	●	●
0314 16 Soc 4107: Project Designing and Management			●		●	●	●	●	●		●	●
0314 16 Soc 4108: Project Designing and Management: Lab and Fieldwork			●		●	●	●	●	●		●	●
0314 16 Soc 4109: Protest and Social Movement	●	●	●	●	●	●	●	●	●	●		●
0314 16 Soc 4110: Thesis*	●	●	●	●	●	●	●	●	●	●	●	●
0611 16 CSE 4151: Science, Technology and Society	●	●	●		●	●		●	●	●	●	●
Fourth Year Second Term												
0314 16 Soc 4201: Sociology of Health and Illness	●	●	●	●			●	●	●		●	●
0314 16 Soc 4203: Social Policy and Planning	●	●	●	●		●	●	●		●	●	●
0314 16 Soc 4205: Global Society and Culture	●	●	●		●	●	●	●		●	●	●
0314 16 Soc 4207: Sociology of Bangladesh	●	●		●	●	●		●	●		●	●
0314 16 Soc 4209: Migration, Diaspora and Refugee Studies	●	●	●	●	●		●	●	●		●	●
0314 16 Soc 4212: Viva- voce IV	●	●	●	●	●	●	●	●	●	●	●	

17 Structure of the Curriculum

a)	Duration of the Program	04 Years	08 Terms
b)	Admission Requirements	The applicants having HSC or equivalent degree will be eligible for admission into this program. Other terms and conditions are set or revised periodically by the appropriate authority.	
c1)	Graduating Credits / Total Minimum Credit Requirement to Complete the Program	140	
c2)	Available Credits	174.5	
d)	Total Class Weeks in a Term*	14	
e)	Minimum CGPA Requirements for Graduation	2.50	
f)	Maximum Academic Years of Completion	07 Years	

*Term Duration

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

g1) Area-wise Credit Distribution

Area	Course Type	Number of Courses	Credits	Total Credits
General Education (GED) Courses**	Theory	13	39	43.5
	Sessional	03	4.5	
Core/Compulsory Courses	Theory	26	78	90.5
	Sessional	07	12.5	
Optional/Elective Courses	Theory	10	30	34.5
	Sessional	03	4.5	
Capstone Courses***	Sessional	01	6.0	6.0
	Total	63	174.5	174.5

**26.72% from GED courses

*** Thesis, project, internship etc. courses

g2) Category of Courses

Area	Course Type	Course Title	Credits
General Education (GED) Courses	Theory	01. Social History and World Civilization 02. Social Psychology 03. Communicative English 04. Social History of Bengal and Emergence of Bangladesh 05. Economy and Society 06. Social Statistics I 07. Value and Ethics in Education 08. Social Statistics II 09. Sociology of Mass Communication 10. Disaster and Vulnerability Studies 11. Environmental Sociology 12. Social Forestry 13. Science, Technology and Society	39.0

Area	Course Type	Course Title	Credits
	Sessional	01. Fundamentals of Computer: Lab 02. Social Statistics I: Lab and Fieldwork 03. Social Statistics II: Lab and Fieldwork	4.5
Core/ Compulsory Courses	Theory	01. Principles of Sociology I 02. Social Anthropology 03. Social Problems and Issues 04. Marriage, Family and Kinship 05. Principles of Sociology II 06. Rural Sociology 07. Social Thought 08. Sociology of Organization 09. Social Inequality 10. Urban Sociology 11. Political Sociology 12. Classical Sociological Theory 13. Research Methodology 14. Sociology of Poverty 15. Social Demography 16. Contemporary Sociological Theory 17. Qualitative and Quantitative Approaches to Social Research 18. Minority and Ethnic Studies 19. Sociology of Crime and Criminal Justice 20. Sociology of Religion 21. Sociology of Development and Underdevelopment 22. Social Change 23. Sociology of Gender 24. Sociology of Health and Illness 25. Social Policy and Planning 26. Sociology of Bangladesh	78
	Sessional	01. Qualitative and Quantitative Approaches to Social Research: Lab and Fieldwork 02. Minority and Ethnic Studies: Fieldwork 03. Qualitative and Quantitative Analyses of Social Data: Lab 04. Viva-voce I 05. Viva-voce II 06. Viva-voce III 07. Viva-voce IV	12.5
Optional/ Elective Courses	Theory	01. Peasant Society 02. Sociology of Education 03. Tradition, Heritage and Tourism 04. Sociology of Work and Occupation 05. Child Development and Rights 06. Sociology of Disability 07. Project Designing and Management 08. Protest and Social Movement 09. Global Society and Culture 10. Migration, Diaspora and Refugee Studies	30
	Sessional	01. Tradition, Heritage and Tourism: Fieldwork 02. Sociology of Work and Occupation: Fieldwork 03. Project Designing and Management: Lab and Fieldwork	4.5
Capstone Courses	Sessional	01. Thesis	6
		Total	174.5

18 Year/Term-wise Distribution of Courses

Course Code	Course Title	Course Status	Contact Hours/Week		Credits	Prerequisites
			Theory	Sessional		
First Year First Term						
0314 16 Soc 1101	Principles of Sociology I	Core	3.0	-	3.0	None
0314 16 Soc 1103	Social Anthropology	Core	3.0	-	3.0	None
0314 16 Soc 1105	Social Problems and Issues	Core	3.0	-	3.0	None
0314 16 Soc 1107	Marriage, Family and Kinship	Core	3.0	-	3.0	None
0222 16 HC 1151	Social History and World Civilization	Core	3.0	-	3.0	None
0313 16 Psy 1153	Social Psychology	Core	3.0	-	3.0	None
Total	Core Courses: 06, Optional Courses: 00, Theory Courses: 06, Sessional Courses: 00		18.0	-	18.0	
			18.0			
First Year Second Term						
0314 16 Soc 1201	Principles of Sociology II	Core	3.0	-	3.0	None
0314 16 Soc 1203	Rural Sociology	Core	3.0	-	3.0	None
0314 16 Soc 1205	Peasant Society	Optional	3.0	-	3.0	None
0314 16 Soc 1212	Viva-voce I	Core	-	3.0	2.0	None
0231 16 Eng 1251	Communicative English	Core	3.0	-	3.0	None
0222 16 HC 1253	Social History of Bengal and Emergence of Bangladesh	Optional	3.0	-	3.0	None
0311 16 Econ 1255	Economy and Society	Optional	3.0	-	3.0	None
0611 16 CSE 1258	Fundamentals of Computer: Lab	Core	-	2.25	1.5	None
Total	Core Courses: 05, Optional Courses: 03, Theory Courses: 06, Sessional Courses: 02		18.0	5.25	21.5	
			23.25			

Course Code	Course Title	Course Status	Contact Hours/Week		Credits	Prerequisites
			Theory	Sessional		
Second Year First Term						
0314 16 Soc 2101	Social Thought	Core	3.0	-	3.0	None
0314 16 Soc 2103	Sociology of Organization	Core	3.0	-	3.0	None
0314 16 Soc 2105	Sociology of Education	Optional	3.0	-	3.0	None
0314 16 Soc 2107	Social Inequality	Core	3.0	-	3.0	None
0314 16 Soc 2109	Child Development and Rights	Optional	3.0	-	3.0	None
0542 16 Stat 2151	Social Statistics I	Core	3.0	-	3.0	None
0542 16 Stat 2152	Social Statistics I: Lab and Fieldwork	Core	-	2.25	1.5	None
Total	Core Courses: 05, Optional Courses: 02, Theory Courses: 06, Sessional Courses: 01		18.0	2.25	19.5	
			20.25			
Second Year Second Term						
0314 16 Soc 2201	Urban Sociology	Core	3.0	-	3.0	None
0314 16 Soc 2203	Political Sociology	Core	3.0	-	3.0	None
0314 16 Soc 2205	Tradition, Heritage and Tourism	Optional	3.0	-	3.0	None
0314 16 Soc 2206	Tradition, Heritage and Tourism: Fieldwork	Optional	-	2.25	1.5	None
0314 16 Soc 2212	Viva-voce II	Core	-	3.0	2.0	None
0111 16 IER 2251	Value and Ethics in Education	Core	3.0	-	3.0	None
0542 16 Stat 2253	Social Statistics II	Core	3.0	-	3.0	None
0542 16 Stat 2254	Social Statistics II: Lab and Fieldwork	Core	-	2.25	1.5	None
0321 16 MCJ 2255	Sociology of Mass Communication	Optional	3.0	-	3.0	None
Total	Core Courses: 06, Optional Courses: 03, Theory Courses: 06, Sessional Courses: 03		18.0	7.5	23.0	
			25.50			

Course Code	Course Title	Course Status	Contact Hours/Week		Credits	Prerequisites
			Theory	Sessional		
Third Year First Term						
0314 16 Soc 3101	Classical Sociological Theory	Core	3.0	-	3.0	None
0314 16 Soc 3103	Research Methodology	Core	3.0	-	3.0	None
0314 16 Soc 3105	Sociology of Poverty	Core	3.0	-	3.0	None
0314 16 Soc 3107	Social Demography	Core	3.0	-	3.0	None
0314 16 Soc 3109	Sociology of Work and Occupation	Optional	3.0	-	3.0	None
0314 16 Soc 3110	Sociology of Work and Occupation: Fieldwork	Optional	-	2.25	1.5	None
0314 16 Soc 3111	Sociology of Disability	Optional	3.0	-	3.0	None
0521 16 ES 3151	Disaster and Vulnerability Studies	Core	3.0	-	3.0	None
Total	Core Courses: 05, Optional Courses: 03, Theory Courses: 07, Sessional Courses: 01		21.0	2.25	22.5	
			23.25			
Third Year Second Term						
0314 16 Soc 3201	Contemporary Sociological Theory	Core	3.0	-	3.0	None
0314 16 Soc 3203	Qualitative and Quantitative Approaches to Social Research	Core	3.0	-	3.0	None
0314 16 Soc 3204	Qualitative and Quantitative Approaches to Social Research: Lab and Fieldwork	Core	-	2.25	1.5	None
0314 16 Soc 3205	Minority and Ethnic Studies	Core	3.0	-	3.0	None
0314 16 Soc 3206	Minority and Ethnic Studies: Fieldwork	Core	-	2.25	1.5	None
0314 16 Soc 3207	Sociology of Crime and Criminal Justice	Core	3.0	-	3.0	None
0314 16 Soc 3209	Sociology of Religion	Core	3.0	-	3.0	None
0314 16 Soc 3212	Viva-voce III	Core	-	3.0	2.0	None
0521 16 ES 3251	Environmental Sociology	Optional	3.0	-	3.0	None
0821 16 FWT 3253	Social Forestry	Optional	3.0	-	3.0	None
Total	Core Courses: 08, Optional Courses: 02, Theory Courses: 07, Sessional Courses: 03		21.0	7.5	26.0	
			28.5			

Course Code	Course Title	Course Status	Contact Hours/Week		Credits	Prerequisites
			Theory	Sessional		
Fourth Year First Term						
0314 16 Soc 4101	Sociology of Development and Underdevelopment	Core	3.0	-	3.0	None
0314 16 Soc 4102	Qualitative and Quantitative Analyses of Social Data: Lab	Core	-	2.25	1.5	None
0314 16 Soc 4103	Social Change	Core	3.0	-	3.0	None
0314 16 Soc 4105	Sociology of Gender	Core	3.0	-	3.0	None
0314 16 Soc 4107	Project Designing and Management	Optional	3.0	-	3.0	None
0314 16 Soc 4108	Project Designing and Management: Lab and Fieldwork	Optional	-	2.25	1.5	None
0314 16 Soc 4109	Protest and Social Movement	Optional	3.0	-	3.0	None
0314 16 Soc 4110	Thesis*	Core	-	9.0	6.0	None
0611 16 CSE 4151	Science, Technology and Society	Optional	3.0	-	3.0	None
Total	Core Courses: 05, Optional Courses: 04, Theory Courses: 06, Sessional Courses: 03		18.0	13.5	27.0	
			31.5			
Fourth Year Second Term						
0314 16 Soc 4201	Sociology of Health and Illness	Core	3.0	-	3.0	None
0314 16 Soc 4203	Social Policy and Planning	Core	3.0	-	3.0	None
0314 16 Soc 4205	Global Society and Culture	Optional	3.0	-	3.0	None
0314 16 Soc 4207	Sociology of Bangladesh	Core	3.0	-	3.0	None
0314 16 Soc 4209	Migration, Diaspora and Refugee Studies	Optional	3.0	-	3.0	None
0314 16 Soc 4212	Viva- voce IV	Core	-	3.0	2.0	None
Total	Core Courses: 04, Optional Courses: 02, Theory Courses: 05, Sessional Courses: 01		15.0	3.0	17.0	
			18.0			

*Students will go through this course (0314 16 Soc 4110) for the Two Terms (Fourth Year Term I and Term II) and they have to submit the Thesis report at the end of Fourth Year Term II.

19 Course Description

First Year First Term			
Course Code: 0314 16 Soc 1101		Year: First	Term: First
Course Title	Principles of Sociology I		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course introduces students to the complex and dynamic social world. Revolving around both social structural and human interaction, it explains the dynamics of various social institutions like family, marriage, religion, division of labor, and so on; and analyzes the socialization of individual, the construction of gender, social inequality, and distribution of power among other substantive societal issues with attempts to relate these issues by citing relevant examples from societies around the world including Bangladesh.		
Course Objectives	The objectives of this course are to – • introduce students to the origin and development of Sociology; • acquaint with the basic concepts and techniques of studying Sociology; and • provide insights regarding the interrelationship among social, political, economic, religious, and other institutions in societies.		

	Course Contents	CLOs
	Section A	
1	Introducing Sociology: Sociology: definition, nature and scope, Socio-cultural context of the emergence of Sociology –Renaissance, the Age of Enlightenment, the Industrial Revolution, Anti-colonial Revolution in North America (1776), and the French Revolution; Major theoretical perspectives of Sociology; Early contributors to Sociology: Comte, Durkheim, Marx and Weber; Level of analysis- Micro and Macro perspectives; Relation of Sociology with other branches of social sciences.	1, 2
2	Basic Concepts of Sociology: Society; Community; Association; Institution; Culture and its elements; Culture and civilization; Group; Social interaction; Elements and approaches to social structure.	2, 4
3	Methods and Measures in Sociology: Experiment; Survey; Case study; Observation; Content analysis; Focus group discussion; KII; In-depth interview, ;questionnaire and participatory techniques.	1, 2, 3
4	Socialization and Social Process: Meaning of socialization and social processes; Theories of socialization-Cooley, Mead, Piaget, and Freud; Agencies of socialization; Socialization and gender. Social Processes.	3, 4
	Section B	CLOs
5	Marriage, Family and Intimate Relationships: Types and functions of marriage and family; Changes in family patterns; Divorce and separation; Remarriage and reconstituted families; Transformation of intimacy and post modernity.	1, 2, 3
6	Education and Society: Meaning, types, objectives and functions of Education; Education as a social system.	1, 3, 4
7	Religion and Society: Sociological conceptualization of religion; Theorizing the role of religion – Weber and Durkheim; Significance of religious rituals; Varieties of religion: animism and totemism, polytheism and monotheism.	1, 2, 4
8	Economic Institutions: Economy and society; Modes and means of production; Division of labor; Property and private ownership; Comparative economic systems – capitalism, socialism.	2, 3

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	explain the nature of sociology, society, human interaction and behavior;	1, 7, 8. 9
	CLO2	evaluate the various theoretical approaches to the study of society including their relevance in understanding everyday life;	2, 4, 10
	CLO3	analyze the nature and functions of institutions;	2, 6, 8, 9
	CLO4	integrate sociological concepts into daily life to comprehend how wider society influences people's behavior and decisions.	3, 7, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Quiz, class test, and final exam
CLO2	Project and demonstration	Assignment and final exam
CLO3	Lecture and group discussion	Open book exam, Viva-voce, class test and final exam
CLO4	Lecture and group discussion	Viva-voce and final exam

Learning Materials

Recommended Readings	Giddens, A., and Sutton, P. W. (2009). Sociology (6thed.). The Polity Press. Henslin, J. M. (2015). Essentials of sociology: A down-to-earth approach (11thed.). Pearson. Kendall, D. (2016). Sociology in our times: The essentials (10thed.). Cengage Learning. Schaefer, R. T. (2018). Sociology: A brief introduction (13thed.). McGraw-Hill. Tischler, H.L. (2011). Principles of Sociology (11thed.). Wadsworth.

Course Code: 0314 16 Soc 1103		Year: First	Term: First
Course Title	Social Anthropology		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course offers a primary understanding of how individuals adapt to their physical and social environments. It enables them to work efficiently in the global transnational and multicultural society by being able to explain the dynamics of contemporary human condition through the holistic and comparative perspective and to address social practices, political strategies, and cultural meanings with reference to ethnographic methodology and anthropological theorizing. The course also focuses on different organizations and rites of passage across the globe.		
Course Objectives	The objectives of this course are to – • endow with the basic concepts and theories of Social Anthropology. • introduce the research methods used by the anthropologists in the study of culture; and • provide analytical skills to comprehend the complexity and diversity of culture and societies.		

	Course Contents	CLOs
	Section A	
1	Major Fields of Anthropology: Physical and social anthropology; Applied anthropology; Research methods of social anthropology.	1, 3
2	Major Schools of Social Anthropology: Evolutionism; Functionalism; Diffusionism.	2, 3
3	Social Organizations: Marriage – types, functions and importance; Family – types and functions; Theories of incest taboo; Economic transactions in marriage; Kinship and descent – types and functions; Kinship terminology.	1, 3, 4
4	Race, Culture and Personality: Meaning of race; Physical features of major races; Origin and development of culture; Attitude toward cultural variation; Meaning of personality; Ethnographic studies on culture and personality by Benedict Mead and Du Bois.	1, 2, 4
	Section B	CLOs
5	Economic Organizations: Food gathering and food producing economy; Adaptive strategies- foraging, horticulture, agriculture, pastoral, agrarian and industrial societies; Exchange and distribution- reciprocity, Kula Ring, redistribution, Potlatch and market system.	1, 4
6	Political Organization: State and government; Origin of state; Major anthropological theories; Forms of political organization – band, tribe, chiefdom, and state; Centralized and decentralized political system.	1,3, 4
7	Religion: Definition of religion; Theories on the origin of religion – animism and animatism; Magic and religion; Revitalization movements; Shaman, priest, witch and sorcerer.	2, 4
8	Rites of Passages: Major events of life – birth, marriage and death; Beliefs and rituals associated with the major events of life.	3, 4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	explain the scope of anthropology and social anthropology;	1, 2, 3, 5
	CLO2	evaluate the different theoretical perspectives of anthropology and social anthropology;	2, 3, 6
	CLO3	examine the various research methods and techniques used in anthropology and articulate the appropriateness of each to the particular circumstances;	5, 7, 10, 11
	CLO4	identify and compare among social, political and economic organizations in primitive and contemporary societies	4, 8, 9, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva
CLO2	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and presentation	Class test/ quiz/ assignment/ open book exam/ presentation/ viva and final exam
CLO4	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Ember, C. R. and Ember, M. R. (2019). Anthropology (15thed.). Pearson India. Kottak, C. P. (2014). Cultural anthropology (16thed.). McGraw-Hill Education. Haviland, W. A. (2001). Cultural anthropology (10thed.). Wadsworth. Hoebel, E. A. (1958). Man in the primitive world: An introduction to anthropology (2nded.). McGraw-Hill Book Company.
Supplementary Readings	Kottak, C. P. (2005). Anthropology: The exploration of human diversity (11thed.). McGraw-Hill Humanities Harris, M. (1971). Culture, people and nature: An introduction to general anthropology (2nded.). Pearson.

Course Code: 0314 16 Soc 1105		Year: First	Term: First
Course Title	Social Problems and Issues		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course provides sociological insights to identify and address various problems in contemporary societies. It also evaluates wide spectrum of social issues and comes up with potential solutions to overcome the situations.		
Course Objectives	The objectives of this course are to – • acquaint with contemporary social problems and issues; • provide students with knowledge on theories and methodological tools to study social problems; and • disseminate ideas to address major social problems in contemporary Bangladesh and the world.		

	Course Contents	CLOs
	Section A	
1	Introduction to Social Problems and Issues: Meaning, and characteristics of social problems and issues; Types of social problems; Theoretical explanations of social problems; Research methods to analyze social problems.	1, 3
2	Population Problems: Population growth; Population and food production; Population and environment; Population and health; Population and housing; Sociological perspectives of population.	2, 3
3	Cultural Issues and Problems: Cultural diffusion; Cultural lag; Hegemony of alien culture, Globalization and crisis of indigenous culture.	3, 1
4	Rural and Urban Social Problems: Nature of rural and urban problems; Changing rural livelihoods and social problems; Nature of urbanization in developing countries; Social conflict and urban development.	1, 2, 3
	Section B	CLOs
5	Poverty and Social Inequality: Definition and types of poverty; Sociological perspectives of poverty; Definition, dimensions and determinants of social inequality; Theoretical perspectives of social stratification and inequality.	3, 2
6	Issues of Health and Sexuality: Meaning of health and illness; Contemporary global health crisis: COVID-19; Disability and obesity; Substance and non-substance addiction; HIV/AIDS as a threat toward humanity; Patterns of sexual behavior; Sexism; Sexual harassment; Pornography, violence and internet; Child molestation.	1, 3
7	Deviance, Crime and Violence: Meaning of crime and violence; Crime as a social problem; Juvenile delinquency; Human trafficking and prostitution; Suicide; Justice and safety.	1, 3
8	Global Social Problems and Issues: Greenhouse effect; Global warming and climate change; Disaster and environmental issues; War, terrorism and militarism; Illegal immigration; Technology and social change.	1, 3

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	interpret social issues and problems;	1, 2, 7, 10
	CLO2	explain different theories and methodological tools applied to the study of social problems; and	2, 3, 9
	CLO3	identify the possible remedies of major social problems in contemporary Bangladesh and the world.	3, 5, 6, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer session	Quiz, class test and final examination
CLO2	Lecture, tutorial and question-answer session	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final examination
CLO3	Lecture, brainstorming and group discussion	Assignment and final examination

Learning Materials

Recommended Readings	Atkinson, M. P., Korgen, K. O., and Trautner, M. N. (2020). Social problems: Sociology in action (1sted.). Sage. Kornblum, W., and Julian, J. (2003). Social problems. (11thed.). Prentice Hall. Loseke, D. R. (2003). Thinking about social problems: An introduction to constructionist perspectives (2nded.). Routledge. Macionis, J. J. (2019). Social problems (8thed.). Pearson. Mooney, L. A., Knox, D., and Schacht, C. (2016). Understanding social problems (10thed.). Cengage Learning.

Course Code: 0314 16 Soc 1107		Year: First	Term: First
Course Title	Marriage, Family and Kinship		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to provide students with the primary knowledge regarding the role of marriage and family as parts of larger social structure through exploring their origin, forms, and functions. It also examines issues related to marriage, family, and kinship, such as, marriage registration, divorce and separation, incest taboo, kinship terminology, kinship and social structure, and so on. Furthermore, this course focuses on laws related to marriage and family in the context of Bangladesh.		
Course Objectives	The objectives of this course are to – • introduce students to types and functions of marriage, family, and kinship; • endow with different theories related to the origin and development of marriage, family, and kinship; • impart students to different issues related to marriage, family, and kinship, such as marriage registration, divorce and separation, incest taboo, kinship terminology, kinship, and social structure; and • disseminate knowledge about the laws related to marriage and family in the context of Bangladesh.		

Course Contents		CLOs
Section A		
1	Origin and Development of Marriage and Family: Theories on the origin of marriage and family –Morgan, Maine, Westermarck, Briffault, Marx and Engels.	1, 2
2	Marriage: Meaning, forms and functions of marriage; Variation in intimate relationships; Courtship and mate selection; Marriage payments; Marriage in traditional and modern societies, Marital system in different religions; Meaning and theories of incest taboo.	1, 2
3	Family: Meaning, forms and functions of family; The family life cycle; Alternative family patterns and variations in family life.	1, 2
4	Kinship: Meaning, types, and theories of kinship; Kinship relationsand social behavior; Kinship terminology; Kinship and social structure.	1, 2, 3
Section B		CLOs
5	Theoretical Perspective on Changing Structure of Family: Ogburn's theory of social change and family; Burgess and symbolic interaction; Parsons' isolated nuclear family.	2
6	Modernization Processes and Family Life in Bangladesh: Recent trends in marriage and family in Bangladesh; Divorce and separation.	3
7	Marriage Registration: Meaning of marriage registration and its significance in rural and urban societies.	3, 4
8	Legal Aspects of Marriage and Family: Muslim and Hindu family property laws; Laws related to dowry and domestic violence; Laws related to divorce; Child marriage in Bangladesh; Muslim Family Law of 1961.	4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	interpret the concept of marriage, family and kinship as well as explain different forms and functions of marriage, family and kinship;	1, 2, 4, 7, 10
	CLO2	evaluate different theories of marriage, family and kinship;	2, 3, 6, 7
	CLO3	analyze the importance of marriage registration, incest taboo as well as the relationship between kinship and social structure, and differentiate between divorce and separation; and	3, 7, 9, 11
	CLO4	evaluate the laws related to marriage and family in Bangladesh.	10, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Class test/ quiz/ assignment/ presentation/ viva final exam
CLO2	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and group discussion	Class test/ open book exam/ quiz/ assignment/ presentation/ viva final exam
CLO4	Group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Burgess, E. W. (1926). The family as a unity of interacting personalities. Families in Society: The journal of Contemporary Social Services, 7(1), 3-9. Gelles, R. J., and Levine, A. (1995). Sociology: An introduction. McGraw Hill. Giddens, A., and Sutton, P. W. (2009). Sociology (6thed.). The Polity Press. Goody, J. (2013). Comparative studies in kinship. Routledge. Henslin, J. M. (2015). Essentials of sociology: A down-to-earth approach (11th ed.). Pearson. Lauer, R. H., and Lauer, J. C. (2000). Marriage and family (4thed.). McGraw-Hill.
Supplementary Readings	Morgan, L. H. (1985). Ancient society (1st ed.). University of Arizona Press. Nimkoff, M. F. (1947). Marriage and family. Houghton Mifflin. Parkin, D. (1997). Kinship: An introduction to basic concepts (1sted.). Wiley-Blackwell. Ogburn, W. F. (1951). Technology and the changing family. American Journal of Sociology, 57(1,) 20-26. Schaefer, R. T. (2018). Sociology: a brief introduction (13thed.). McGraw-Hill Humanities. Samad, M. 2015. Marriage in changing family pattern of Bangladesh: The present trends. International Journal of Social Work and Human Services Practice, 3(4), 155-161. doi: 10.13189/ijrh.2015.030404 Rasheed, J. M., Rasheed, M. N., and Marley, J. A. (2011). Family therapy: Models and techniques. Sage

Course Code: 0222 16 HC 1151		Year: First	Term: First
Course Title	Social History and World Civilization		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course intends to explore the passage of social history from sociological perspectives. It illustrates the historical development of society and its relations to ancient and medieval social systems, traditions and intellectual developments. The course also offers an understanding of coherent historical development of society from ancient to modern era and provides a platform to reflect on sociological interpretations of the past and present human societies.		
Course Objectives	The objectives of this course are to – • introduce students to sociological analysis of social history; • endow with the formation of society in ancient times; • develop insights on how societies have become more complex, and turned into civilizations with numerous interconnected social organizations; • identify the factors that triggered society to change rapidly from the medieval to modern and post-modern eras.		

Course Contents		CLOs
Section A		
1	Introducing Social History: Meaning, characteristics, scope and recent perspectives in social history; Significance of social history; Relation with history and historical sociology; Source materials of studying social history.	1
2	Stages of Social Development: Stone age; Bronze age; Iron age; Spread of human kind over the globe.	2
3	Classifying Societies: Marx – society and conflict; Lenski- society and technology; Weber – rationalization of society.	2
4	Types of Society: Hunting and food gathering societies; Horticultural society; Pastoral society; Agrarian society; Industrial society.	2, 4
Section B		CLOs
5	Human Civilizations: Mesopotamian civilization; Egyptian civilization; Indus valley civilization; Chinese civilization; Greek civilization; Roman civilization; Aztec civilization.	3
6	Emergence of Feudalism: Occidental and oriental feudalism.	3
7	Age of Enlightenment: Renaissance; The enlightenment; Industrial revolution; French revolution.	2
8	Economic Transition in Modern Society: Meaning and nature of capitalism, socialism and communism; Industrialization and the rise of capitalism in Europe; Capitalism in Indian sub-continent.	2, 4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	interpret the concept, scope and importance of social history and its relation to history and sociology;	1, 2, 4
	CLO2	explain different historical social events and stages of social development;	3, 5, 6, 10
	CLO3	discuss the development and fall of major civilizations;	6, 12
	CLO4	analyze the historical continuity by understanding historical process with some of the main events and ideas in ancient and medieval history.	3, 8, 9, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Lecture, presentation and question- answer session, brainstorming and group discussion	Class test/ quiz/ open book exam/ assignment/ presentation/ Viva and final examination
CLO3	Lecture, group reading, discussion and question-answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO4	Lecture, group/ pair discussion and brain storming	Assignment, Viva-voce and final examination

Learning Materials

Recommended Readings	Childe, G. V. (2016). What happened in history. Aakar Books. Childe, V. Gordon. (2003). Man makes himself. Coronet Books. Edgar, R. R., Hackett, N. J., Jewsbury, G. F., Molony, B. A., and Gordon, M. S. (2007). Civilizations: Past and present (12thed.). Pearson. Higham, C. F. W. (2005) Encyclopedia of ancient Asian civilizations. Facts on File Inc. Khan, F. R. (1967). Social history. Shirin Publications. Swain, J. E. (1938). A history of world civilization. McGraw-Hill.

Course Code: 0313 16 Psy 1153		Year: First	Term: First
Course Title	Social Psychology		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course focuses on the fundamental concepts of social psychology and relates the interdisciplinary knowledge of psychology and sociology to understand human behavior.		
Course Objectives	The objectives of this course are to – • familiarize the meaning, scope and basic concepts of social psychology; • acquaint with theoretical approaches to psychology and social psychology; and • introduce different methods, perspectives and components of social psychology.		

	Course Contents	CLOs
	Section A	
1	Meaning and Perspective of Psychology: Meaning, nature and scope of psychology; Origin and development of psychology; Fields of psychology and doing Psychology.	1
2	Social Psychology: Meaning, origin and development of social psychology; Scope of social psychology; Relations of social psychology to other social sciences.	1, 3
3	Development of Self, Sensation and Perception: Theories of Mead, Cooley, Erikson, Piaget, Freud; Perceptual organizations – Sensation, emotion and perception; Development of personality.	3, 4
4	Motivation: Motivation and social behavior; Biological and social motivation; Theories of motivation; Motivation cycle.	3, 4, 5
	Section B	CLOs
5	Learning: Nature, types and theories of learning.	1, 3
6	Social Attitude and Behavior: Social attitude; Formation and change of attitude; Measurement scales of attitude; Instinct and learned behavior.	4, 5
7	Personality and Leadership: Personality and culture; Impact of culture on personality formation and development; Theories of personality; Process and types of leadership; Personality traits.	3, 4
8	Mass Behavior: Psychology of collective behavior; Bases of group formation; Issues of mass behavior – crowd, audience, mob, rumor, propaganda, fashion, fads, craze, public opinion.	1, 3, 4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	describe the basic concepts of psychology and its theoretical debates and discourses.	1, 2, 6
	CLO2	apply various methods and approaches to psychology in relevant research fields.	7, 8, 11
	CLO3	evaluate theoretical approaches to social psychology and interpret the concepts of mass behavior.	3, 4, 10
	CLO4	analyze self-development, sensation, perception, motivation, social and biological behavior of human kind; and	2, 3
	CLO5	evaluate the theories of learning, formation of attitude and personality traits.	7, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer session	Quiz, Class test, and final examination
CLO2	Lecture, tutorial and question-answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO3	Lecture, brainstorming and pair/group discussion	Assignment/ open book exam and final examination
CLO4	Lecture, brainstorming and pair/group discussion	Assignment and final examination
CLO5	Lecture, brainstorming and pair/group discussion	Assignment and final examination

Learning Materials

Recommended Readings	Hogg, M. A., and Vaughan, G. M. (2010). Essentials of social psychology. Pearson. Kassin, S., Fein, S., and Markus, H. R. (2011). Social psychology (8thed.). Wadsworth. Kruglanski, A. W., and Higgins, E. T. (2007). Social Psychology: Handbook of basic principles (2nd Ed.). Guilford Press. Sanderson, C. (2010). Social psychology. Wiley. vanGinneken, J. (2003). Collective behavior and public opinion: Rapid shifts in opinion and communication. Lawrence Erlbaum.

First Year Second Term			
Course Code: 0314 16 Soc 1201		Year: First	Term: Second
Course Title	Principles of Sociology II		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course is designed to introduce students with the basic concepts of sociology ranging from social stratification, class, social mobility and inequality to more complex issues, such as poverty, health, crime and deviance, power, authority and global governance. It also extends its focus on contemporary affairs including city and urban development, globalization, social change, population and environmental issues and problems.		
Course Objectives	The objectives of this course are to – • provide knowledge on social stratification, class, social mobility, health, poverty and inequality; • make an insight to address crime, deviance, power, authority and governance; • familiarize to the causes and consequences of social change in the light of globalization and urban development; • acquaint with the problems related to population and environment.		

Course Contents		CLOs
	Section A	
1	Social Stratification and Class System: Meaning and types of social stratification; Theories of class and stratification – Marx, Weber, Mills; Measuring class and occupation (Goldthorpe); Social mobility; Social inequality.	1, 2
2	Poverty and Social Exclusion: Meaning and types of poverty; Causes of poverty; Measuring poverty – Townsend's relative deprivation, Gordon's poverty and social exclusion; Poverty in Bangladesh.	1, 2, 3
3	Health and Illness: Conceptualizing body; Social construction of body; Medicine and society; Social basis of health – class and health, Gender and health; Race and health.	1, 4
4	Crime and Deviance: Concepts of crime and deviance; Types of crime; Theories of crime and deviance; Patterns of crime.	2
	Section B	CLOs
5	Political Institutions and Governance: Power and authority; State and government; Constitution; Political systems; Global governance –UN, World Bank and IMF.	1, 2, 3
6	Cities and Urban Spaces: Theorizing urbanism; Urban ecology; Urbanism and the built environment; Development of the city – Industrial revolution and industrialization; Urbanization trends in contemporary world.	1, 3, 4
7	Globalization and Social Change: Conceptualizing globalization; Trends in globalization – hyper globalization; Social change –factors and theories.	1, 2, 4
8	Population and Environment: Ecology and society; Climate change and global social transformation; Politics of climate change; Nexus impact between population and environment.	2, 3, 4

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	justify the significance of sociological perspectives for comprehending Bangladeshi society emphasizing the identification, investigation, and explanation of social issues based on facts;	1, 2, 6, 7, 10
	CLO2	apply sociological theories to contemporary problems affecting people and society;	2, 3, 7, 11
	CLO3	explain changing social patterns over time, space, continuum;	2, 3, 12
	CLO4	examine social problems and issues from a variety of angles and perspectives.	8, 9, 10, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Quiz, class test and final exam
CLO2	Project, lecture and discussion	Assignment, open book examand final exam
CLO3	Lecture and group discussion	Class test, Viva-voce and final exam
CLO4	Lecture and group discussion	Viva-voce/ class test and final exam

Learning Materials

Recommended Readings	Giddens, A., and Sutton, P. W. (2009). Sociology (6thed.). The Polity Press. Henslin, J. M. (2015). Essentials of sociology: A down-to-earth approach (11thed.). Pearson. Kendall, D. (2016). Sociology in our times: The essentials (10thed.). Cengage Learning. Schaefer, R. T. (2018). Sociology: A brief introduction (13thed.). McGraw-Hill. Tischler, H.L. (2011). Principles of Sociology (11thed.). Wadsworth.

Course Code: 0314 16 Soc 1203		Year: First	Term: Second
Course Title	Rural Sociology		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course aims to familiarize students with the nature of communities, power structure, poverty, pattern of land ownership and social stratification systems in rural societies. It also focuses on peasant economy and the interconnections between rural-urban economies and cultures.		
Course Objectives	The objectives of this course are to – • acquaint with the nature, scope, historical background and methods of studying Rural Sociology; • provide knowledge on the changing nature of communities, social institutions, class and power structure in agrarian societies; and • disseminate ideas on the strategies of GOs and NGOs for rural development.		

	Course Contents	CLOs
	Section A	
1	Introduction: Meaning, nature and scope of rural sociology; Emergence of rural sociology; Doing rural sociology.	1
2	Agrarian Structure: Nature of agrarian structure; Land ownership and tenancy relations; Changing agrarian structure; Nature of rural communities.	2,3
3	Rural Social and Power Structure: Class structure in rural societies; Rural power structure –elements and variables; Relationship between rural elites and national power structure; Patron-client relationship; Nature of Samaj and Shalish in rural Bangladesh.	2,3
4	Rural Institutions: Social; Economic; Educational; Religious; Political.	2,3
	Section B	CLOs
5	Peasant Society and Culture: Peasant worldview; Peasant and peasant household; Peasant society and economy; Theoretical approaches – Lenin, and Shanin; Social structure of peasantry; Peasant social mobility.	3
6	Poverty in Rural Society: Nature of rural poverty; Vulnerability and rural society; Non-farming activities and poverty; Changing pattern of poverty.	4
7	Social Change in Rural Society: Factors of rural social change; Rural-urban interactions; Nature and process of innovations in rural society; Nature and impact of green revolution; Impact of globalization on agrarian structure.	2
8	Rural Development: Meaning and importance of rural development; Models of rural development; Success and failure of rural development models; Local government and rural development; GOs' and NGOs' strategies for rural development.	5

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	describe the nature, scope, historical background and methods of studying Rural Sociology;	1, 2
	CLO2	interpret the nature of power structure, land ownership, tenancy pattern, rural institutions and the changing social structure of agrarian society;	3, 5, 6
	CLO3	demonstrate peasant societies from theoretical perspectives;	4, 7
	CLO4	evaluate the nature of rural poverty and vulnerability as well as the impact of non-farming activities on rural society;	9, 12
	CLO5	justify the importance of rural development models along with GOs' and NGOs' strategies for rural development.	10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Discussion, Question and Answer Session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Lecture, Group Reading and Question- Answer Session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO3	Lecture, Brainstorming and Group Discussion	Quiz test, open book exam and final examination
CLO4	Lecture, Group reading, Discussion and Question-Answer Session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO5	Lecture, Group/ Pair Discussion and Brain Storming	Assignment, Viva-voce and final examination

Learning Materials

Recommended Readings	Alvin, L. B. (1958). Rural sociology: An analysis of comparative social life. McGraw-Hill. Jahangir, B. K. (1979). Differentiation, polarization and confrontation in rural Bangladesh. Centre for Social Studies. Long, N. (1982). An Principles of Sociology of rural development. Tavistock Publication. Shanin, T. (1976). Peasants and peasant societies. Penguin Books. Weeks, J. R. (2002). Population: An Introduction to concepts and issues. Wadsworth.
Supplementary Readings	Chitamber, J. B. (1993). Introductory rural sociology. Wiley Eastern. Doshi, S. L. and Jain, P. C. (2001). Rural sociology. Rawat Publications. Sharma, R. K. (2004). Rural sociology. Atlantic Publishers and Distributors.

Course Code: 0314 16 Soc 1205		Year: First	Term: Second
Course Title	Peasant Society		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course intends to introduce students to the concept and historical background of the peasantry as well as the related issues of peasant society while emphasizing on the major discourses related to agrarian structure. It also focuses on social organization, economic and political structures as well as planning and programs of peasant society with reference to the global and national agrarian structure.		
Course Objectives	The objectives of this course are to – • introduce the basic concepts and theories of peasant society; • introduce digitalization in the study of agrarian structure; and • provide analytical skills on the complexity and diversity of culture and peasantry.		

	Course Contents	CLOs
	Section A	
1	Overview of Peasant Society: Peasants and peasant household; Meaning and nature of peasant society; Theoretical approaches.	1, 3
2	Historical Perspective of Peasantry: Peasants in primitive society; Peasants in slavery, feudalistic and capitalistic societies.	2, 3
3	Social Organization in Peasant Society: Types of peasant family; Kinship organization; Community; Rituals; Caste system.	1, 3, 4
4	Technology in Peasantry: Technology in peasantry; Technocracy and peasant production.	1, 2, 4
	Section B	CLOs
5	Economic System: Land distribution, credit and financial sources; Impact of globalization on agrarian structure.	1, 4
6	Politics in Peasant Society: Power structure in peasant society; Peasant mobility; Status and gender differences; Peasant movements; Political role of peasantry.	1,3, 4
7	Peasant Culture: Folk culture; Peasant subsistence; Production culture; Subsistence economy; Intensive subsistence farming; Tradition and modern peasant culture.	1, 3, 4
8	Planning and Programs: Institutional planning – Different programs and their appreciation.	2, 4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	Explain the meaning and scope of peasant society in the agrarian structure;	1, 2, 5,
	CLO2	Analyze the different theoretical perspectives of the peasantry;	3, 6
	CLO3	Justify the various movements and cultural patterns related to the peasantry; and	4, 5, 7
	CLO4	Compare and contrast social, political, and economic organizations involved in peasantry.	5, 8, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Presentation	Class test/ quiz/ assignment/ presentation/ viva
CLO2	Lecture, discussion, question and answer	Class test/ quiz/ assignment/ presentation/ viva final exam.
CLO3	Lecture and Presentation	Class test/ quiz/ open book exam/assignment/ presentation/ viva and final Exam.
CLO4	Lecture and Group Discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam.

Learning Materials

Recommended Readings	Chambers, R., Collier, W., Luming, H., Palmer, F., Apthorpe, R., andPearse A. (1977). Technology and peasant production: A discussion. Development-and-Change, 8(3), 347-373. Hilton, R. H. (1974). Peasant society, peasant movements and feudalism in medieval Europe. In: Landsberger, H. A. (eds) Rural protest: peasant movements and social change. Palgrave Macmillan, doi: 10.1007/978-1-349-01612-9_2 Redfield, R. (2018). Peasant society and culture. Creative Media Partners. Shanin, T. (1976). Peasants and peasant societies. Penguin Books Starosta, W. J., and Merriam, A. H. (1986). The impact of media technology in peasant societies: The case of SITE. Educational Communication and Technology, 34(1), 39–45.

Course Code: 0314 16 Soc 1212		Year: First	Term: Second
Course Title	Viva-voce I		
Course Status	Core		
Credit	2.0		
Prerequisite(s)	None		
Rationale	The course is comprised of a viva-voce which will be carried out on all the offered courses in First Year Term I and Term II.		
Course Objectives	The objectives of this course are to – • measure and evaluate the students through an oral examination on their previous taught/learned courses.		

	Course Contents/Tasks	CLOs
1	All offered courses in First Year Term I and Term II.	1

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	expose their overall views through oral examination in the fields of Sociology	1, 2, 3, 4, 5, 6 8, 9, 10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Oral examination	Viva-voce

Learning Materials

Recommended Readings	All reading materials in First Year Term I and Term II.

Course Code: 0231 16 Eng 1251	Year: First	Term: Second
Course Title	Communicative English	
Course Status	Core	
Credit	3.0	
Prerequisite(s)	None	
Rationale	Competence in language skills is essential for effective communication. For this reason, this course offers the students an opportunity to know the skills of English Language and their appropriate uses.	
Course Objectives	The objectives of this course are to – • provide students with guidelines on English language and their proper applications in everyday life; and • help students in developing communicative competence.	

	Course Contents	CLOs
	Section A	
1	Development of Vocabulary: Processes of word formation and transformation; Proper use of parts of speech.	1, 3
2	Sentence Structure: Structures of basic sentences; Identification of clauses and phrases; Joining sentences; Transformation of sentences; Framing W/H questions.	1, 2
3	Reading and Understanding: Perspectives on reading comprehension; Elements of reading-vocabulary, syntax and meaning; Reading strategies- intensive and extensive reading; Scanning and skimming; Prediction and inference; Reader's expectation and interpretation; Contextual understanding and understanding the whole text; Effective note-taking.	1, 3
4	Reading Comprehension: Going through comprehension quickly and discover the answers of questions; Grasping the meaning of the comprehension.	1, 3
	Section B	CLOs
5	Development of Speaking Skills: Art of good speaking; Notions and functions; Speaker-listener rapport; Intonation and stress.	1, 3
6	Development of Writing Skills: Process of writing; Understanding academic writing- features and elements; Mechanics in writing- capitalization and punctuation; Generating ideas for a writing task; Drafting and supporting ideas with evidence; Integrating data and graphics in texts; Modes of writing; Writing tasks- paragraph, essay, summary, précis, report, abstract, letter of application, assignment, examination paper.	1, 2
7	Development of Listening Skills: Guide lines for developing listening skills; Role of a good listener; Listening comprehension.	1, 3
8	Composition: Paragraph; Essay; Story; Precise; Writing assignment; Official correspondence	1, 2

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	demonstrate vocabulary scientifically, reading strategies and the art of good speaking;	2, 3, 7, 8, 11, 12
	CLO2	generate ideas for a writing task and apply practically different structures of writing; and differentiate between academic writing and non-academic writing;	2, 3, 7, 8, 11, 12
	CLO3	illustrate the listening skills and identify the role of a good listener.	2, 3, 7, 8, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Discussion, question-answer, lecture	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Group work, project work	Class test, assignment and final Exam
CLO3	Presentation and question-answer	Class Test, viva-voce and final exam

Learning Materials

Recommended Readings	Spada, N. (2007). Communicative language teaching. International handbook of English language teaching, 271-288. Richards, J. C. (2005). Communicative language teaching today. Singapore: SEAMEO Regional Language Centre. Hamid, M. O., and Honan, E. (2012). Communicative English in the primary classroom: Implications for English-in-education policy and practice in Bangladesh. Language, Culture and Curriculum, 25(2), 139-156.
Supplementary Readings	Cole, S. (1998). The use of L1 in communicative English classrooms. LANGUAGE TEACHER-KYOTO-JALT-, 22, 11-14. Allen, J. P., and Widdowson, H. G. (1974). Teaching the communicative use of English. Swan, M. (2005). Practical English Usage, 3rd edition, Oxford University Press, Northampton shire.

Course Code: 0222 16 HC 1253		Year: First	Term: Second
Course Title	Social History of Bengal and Emergence of Bangladesh		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course intends to provide students with an understanding of the social history of Bengal and the socio-cultural and politico-economic factors contributing to the emergence of Bangladesh.		
Course Objectives	The objectives of this course are to – • acquaint with the chronology of social history in Bengal; • be aware of the socio-cultural and political-economic factors contributing historical changes in the context of the struggle for freedom from British rule; • run by the disparities that occurred in the Pakistan period; • endow with the role of global political events and local socio-political conditions contributed to the creation of Bangladesh		

Course Contents		CLOs
Section A		
1	Historical Development of Bengal from Ancient to Mughal Era: Origin and formation of Bangalee population; Cultural fault-lines in Bengal – Brahmanism, Sufism, Syncretism and religious tolerance; Cultural pluralism; Overview of Gupta, Paul and Sen era; Social system under Delhi Sultanate and Mughal Administration; Theories of Islamization in Bengal; Muslim preachers and saints.	1
2	Origin and Development of Bengal Village: Origin and development of Bengal village and land tenure system; Economic structure of the village community in Pre-British India and Bengal.	1
3	Bengal under British Rule: Background and consequence of British conquest of Bengal; Permanent Settlement Act of 1793; English education and its impact on society; Bengal renaissance; Socio-religious movements in colonial Bengal.	2
4	Partition of Indian Sub-continent: Divide and rule policy in British India: the genesis of Hindu-Muslim conflict; Unequal formation of capital, class and political parties; Origin and development of Congress and Muslim League; Partition of Bengal 1905-1911; Lahore Resolution 1940; Proposal of undivided Bengal – consequences.	2
Section B		CLOs
5	Pakistan –East vs. West: Linguistic and cultural heterogeneity; Power of cultural, social, political and economic exclusions; Foundation of Awami Muslim League; Internal colonialism and cultural hegemony.	3
6	Rise of Nationalist Movement: The language movement – cultural awakening and the emergence of Bangalee nationalism; United front –election of 1954; Military rule of Ayub Khan and its aftermath; Education movement (1962); Six point movement (1966); Agartola conspiracy case 1968; The mass-upsurge of 1969; Election of 1970; Non-cooperation movement and 7th March speech, 1971;Operation Searchlight; Declaration of independence of Bangladesh.	3
7	Emergence of Bangladesh: The liberation war of 1971; Proclamation of independence and formation of Mujibnagar government; The anti-liberation activities – Pro Pakistan political parties and Pakistani collaborators; Formation of joint command, surrender of Pakistani army and the declaration of glorious victory.	5
8	Global Politics, Decolonization, and the Birth of Bangladesh: Wave of decolonization around the world; Global politics and the birth of Bangladesh – the role of USA, USSR, China, India, Pakistan and UN.	4

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	explain the historical development of Bengal in different dynastic eras;	1, 2, 3
	CLO2	analyze the socio-economic and political changes occurred under British Bengal;	2, 5, 6, 7
	CLO3	assess the socioeconomic, cultural, and political disparities occurred during Pakistan period;	6, 11, 12
	CLO4	analyze the role of global politics in the birth of Bangladesh;	10, 11
	CLO5	Evaluate the socio-economic and political background under which Bangladesh emerged in 1971.	8, 9

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Discussion, Question and Answer Session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Lecture, Presentation and Question- Answer Session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO3	Lecture, Brainstorming and Group Discussion	Assignment / open book exam / and final examination
CLO4	Lecture, Group reading, Discussion and Question-Answer Session	Class test/ quiz/ assignment/ presentation/ viva final examination
CLO5	Lecture, Group/ Pair Discussion and Brain Storming	Assignment, Viva-voce and final examination

Learning Materials

Recommended Readings	Ahmad, K. (1970). A social history of Bengal. Progoti Publishers. Desai, A. R. (2005) Social background of Indian nationalism. Popular Prakashan. Hussain, S. (2011). History of ancient Bengal: Selected essays on state, society, and culture. Institute of Bangladesh Studies. Islam, S. (eds.). (2017). History of Bangladesh 1704-1971 (vol. 1-3). Asiatic Society of Bangladesh Umar, B. (2004). The emergence of Bangladesh: Class struggles in East Pakistan (1947-1958). Oxford University Press Umar, B. (2004). The emergence of Bangladesh: Rise of Bengali nationalism (1958-1971). Oxford University Press
Supplementary Readings	Ahmed, A. F. S. (1965). Social ideas and social changes in Bengal, 1818-1835. Brill Archive. Bose, N. S. (1969). Indian awakening and Bengal. K. L. Mukhopadhyay. Khan, A. A. (2012). Discovery of Bangladesh: Explorations into Dynamics of a Hidden Nation. University Press Ltd. Khan, F. R. (1967). Social history. Shirin Publications.

Course Code: 0311 16 Econ 1255		Year: First	Term: Second
Course Title	Economy and Society		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course intends to deliver a firm understanding of the basic concepts, theoretical understandings and key debates regarding economy and society. It is a vibrant subfield that focuses on the social aspects of economic life. The course explores what economy is, to what extent the perspectives of Economics and Sociology differ and the types of analysis that can be found in both classic and modern economic sociology.		
Course Objectives	The objectives of this course are to – • disseminate ideas on the basic concepts and theories of Economic Sociology; • help the students to find out the relations among economy, society, and development; and • provide knowledge on the basic features of the economy of Bangladesh		

Course Contents		CLOs
Section A		
1	Perspectives of Economy and Society: Social aspects in economic thoughts – Mercantilism, Adam Smith, Ricardo, Marx and Keynes; Social aspects of economic life in sociological thoughts – Spencer, Durkheim, Weber.	1, 2
2	Economy and Social Sub-systems: Economy and culture; Economy and political components; Economy, kinship and ethnic groups.	1, 2
3	Sociological Analysis of Economic Process: Production, distribution, exchange, and consumption; Leisure class; Alienated labor.	1, 2
4	Economy and Development: Characteristics of underdeveloped economies; Pre-requisites for development; Sociological aspects of economic development.	3, 4
Section B		CLOs
5	Conceptualizing of Restructuring: Late capitalism; Disorganized capitalism; Flexible accumulation.	1, 2, 3
6	Shift in the Nature of Production and Work: Contractual labor; Dual labor; Market biography.	1, 3
7	Death of Class and Economy of Bangladesh: Individualized society; Bangladesh economy.	1, 2
8	Economic Inequality and Vulnerability: Poverty; Exclusion; Underclass and social closure.	2, 3, 4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	describe the basic concepts and the theoretical underpinnings of economy and society.	1, 2
	CLO2	analyze the economic and sociological thoughts that influence social aspects of economic life.	2, 3, 6, 7
	CLO3	illustrate the major features of the economy of Bangladesh.	4, 5, 12
	CLO4	explain sociological context of economic development.	2, 3, 8, 9, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer	Class test/ quiz/ assignment/ presentation/ viva
CLO2	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam.
CLO3	Lecture and presentation	Class test/ quiz/ open book exam/ assignment/ presentation/ viva and final exam.
CLO4	Lecture and group discussion	Viva-voce and final exam.

Learning Materials

Recommended Readings	Biggart, N. W. (eds.) (2002). Readings in economic sociology. Blackwell Publishers. Himmelstrand, U. (1987). Economic sociology: Past and present. Current Sociology, 35(1). doi: 10.1177/001139287035001002 Shionoya, Y., and Nishizawa, T. (2008). Marshall and Schumpeter on evolution: Economics sociology of capitalist development. Edward Elgar. Smelser, N. J., and Swedbers, R. (eds.) (2005). The handbook of economic sociology. Princeton University Press. Swedberg, R. (2003). Principles of economic sociology. Princeton University Press.

Course Code: 0611 16 CSE 1258		Year: First	Term: Second
Course Title	Fundamentals of Computer: Lab		
Course Status	Core		
Credit	1.5		
Prerequisite(s)	None		
Rationale	This course provides an overview of the current state of computer knowledge and a practical hands-on introduction to some of the most common tools employed in social science. It also focuses on operating systems of a computer and different software.		
Course Objectives	The objectives of this course are to – • introduce students with operating a computer and its software and their wide range of uses in different aspects of educational career; and • endow with the basics of Microsoft package (Word, Excel, and PowerPoint).		

	Course Contents/Tasks	CLOs
1	Introduction: History; Classification; Uses; Introduction to computer organization.	1, 2
2	Computer Hardware: Overview; Units of computer; Memory; HDD; FDD; RAM; ROM.	1, 2
3	Input and Output Devices: Keyboard; Mouse; Scanners; Printer; Plotters; CD; ROM and their applications.	1, 2
4	Number System: Decimal; Binary; Octal; Hexadecimal and conversion among them; Binary arithmetic.	1, 2
5	Computer Software: Software and its classification; Use of software; Application of software.	1, 2, 4, 5
6	Operative System: Definition; Function and classification.	1, 2, 4
7	Computer Language: Machine language; Assembly language; Mid-level and high level language; Interpreter; Assembler and compilers.	1, 2
8	Networking, Internet and Multimedia: LAN and WAN; E-mail and internet; Introduction to HTML and web programming.	2, 3, 5
9	Application of Computer in Sociology: Word Processing - MS Word; Presentation - MS PowerPoint; Spreadsheet - MS Excel; Database Management - MS Access; Quantitative and Qualitative software - SPSS/NVivo	1, 3, 4, 5

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	operate computer individually;	2, 3, 7, 8, 11
	CLO2	identify the role of an operating system;	3, 11
	CLO3	use word processing software to create, edit, and write reports and assignments;	3, 8, 11
	CLO4	create spreadsheets and charts for problem solving; and	3, 8, 11
	CLO5	use presentation software to create, edit, and produce professional presentations.	3, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, presentation, and lab	Assignment/Quiz/Lab Test
CLO2	Lecture, presentation, and lab	Assignment/Quiz/ Lab Test
CLO3	Lecture, presentation, and lab	Assignment/ Lab Test
CLO4	Lecture, presentation, and lab	Assignment/ Quiz/ Lab Test/ Viva voce
CLO5	Lecture, presentation, and lab	Assignment/ quiz/ / Lab Test

Learning Materials

Recommended Readings	Bartee, T. C. (1985). Digital computer fundamentals. McGraw-Hill, Inc. Mano, M. M., Kime, C. R., and Martin, T. (2000). Logic and computer design fundamentals. Pieprzyk, J., Hardjono, T., and Seberry, J. (2013). Fundamentals of computer security. Springer Science and Business Media. Miller, S.M. (1956). The Meaning of Work. Norton, P. (2008). Introduction to Computer, 6th edition, Tata McGraw-Hill, New Delhi. Subramanian, N. (1986). Introduction to Computers: Fundamentals of Computer Science, Tata McGraw-Hill.
Supplementary Readings	El-Rewini, H., and Abd-El-Barr, M. (2005). Fundamentals of computer organization and architecture. John Wiley and Sons. Snyder, W. E., and Qi, H. (2017). Fundamentals of computer vision. Cambridge University Press. Cowart, R.P. (2018). Microsoft Excel for Beginners, University of Florida. Dr. MCRHRD Institute (2013). Computer Fundamentals and Office Applications, MCRHRD Institute, Hyderabad, India.

Second Year First Term			
Course Code: 0314 16 Soc 2101		Year: Second	Term: First
Course Title	Social Thought		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to introduce political and social philosophies by focusing on major figures in the history of occidental and oriental political and social philosophical thoughts. For the most part, the course revolves around the philosophical thoughts regarding state, education, human nature, law, justice, secular authority, social contract, dialectic idealism, and the implications of these thoughts in modern societies.		
Course Objectives	The objectives of this course are to – • provide knowledge on the nature of oriental and occidental social thoughts; • familiarize with the origin and development of social and political phenomena from philosophical perspectives; • evaluate thoughts of major social trends from ancient to the modern world and trace out the influence of these thoughts on contemporary society.		

	Course Contents	CLOs
	Section A	
1	Plato and Aristotle: Plato– justice; communism; education system; ideal state; Aristotle– theory of state; slavery; law; property; revolution.	1, 2
2	Augustine and Aquinas: Augustine–philosophy of history; the city of god and state; Aquinas–law; welfare state; secular authority.	1, 2, 3
3	Machiavelli: Human nature; Separation of ethics from politics; Forms of government.	2, 5
4	Hobbes, Locke and Rousseau: State of nature, Theory of social contract.	2, 3, 6
	Section B	CLOs
5	Montesquieu and Hegel: Montesquieu-Doctrine of separation of powers; Law and government; Hegel–Dialectic idealism, State and government.	3, 4, 6
6	Kautilya and Al Farabi: Laws of economy and production; Administration and diplomacy; Philosophy of state.	2, 5
7	Ibn Khaldun and Al-Ghazali: New Science–study of culture; Concepts of Assabiyya and Mokaddima; Rise and fall of civilization; Theory of education.	5, 6
8	Edward Said and Karl Wittfogel: Orientalism and oriental despotism.	6

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	explain the growth of ideas and thoughts across the ages based on oriental and occidental society;	1, 2
	CLO2	analyze institutions and organizations designed to provide access and opportunities for bringing reformation in society;	3, 4
	CLO3	draw conclusions on modern and ancient political thought;	5, 11, 12
	CLO4	justify the importance of social thoughts on modern social perspective;	7, 8
	CLO5	demonstrate the political thought of ancient and modern political philosophers; and	2, 7, 10
	CLO6	interpret and criticize different political and social thoughts by forming their own judgments.	9, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Lecture, group reading and question- answer session	Group presentation, assignment and final examination
CLO3	Lecture, brainstorming and group discussion	Quiz test/open book exam/ final examination
CLO4	Lecture, group reading, discussion and question-answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO5	Lecture, group/ pair discussion and brain storming	Assignment, Viva-voce and final examination
CLO6	Lecture, pair reading and discussion	Class test/ quiz/ assignment/ presentation/ viva and final examination

Learning Materials

Recommended Readings	Johari, J. C. (1995). Political thought (modern and recent: Vol. I). Metropolitan Book. Johari, J. C. (1995). Political thought (modern and recent: Vol. II). Metropolitan Book. Rahaman, H. H. (1968). History of political theory (ancient to modern). Ideal Publications. Rahaman. A.H.M. (2001). Western political thought (Plato to Rousseau). Campus Publications.
Supplementary Readings	Stark, W. (1962).The fundamental forms of social thought: An essay in aid of deeper understanding of history of ideas. Routledge. Sabine, G. H. (1937). Political theory. Dryden Press.

Course Code: 0314 16 Soc 2103		Year: Second	Term: First
Course Title	Sociology of Organization		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course intends to focus on the nature, characteristics, and typology of organization theoretically from both contemporary and historical perspectives. It offers a sociological approach to understand the dynamics of organizational analysis, change, design and decision making in the context Bangladesh.		
Course Objectives	The objectives of this course are to – • provide knowledge on the emergence of organization from both historical and sociological perspectives; • familiarize with the change and functions of organization as well as their impacts on pre-modern and modern world with relation to technological innovation.		

	Course Contents	CLOs
	Section A	
1	Introducing Organization: Meaning, definition, and characteristics of organization; Research methods in studying organization; Components of social organization; Types of organization; Typologies of formal organization.	1
2	Organization in Historical Perspectives: Organization in pre-capitalistic and capitalistic societies; Socio-economic structure and organizational technological progress of modern bourgeoisie organization.	1, 3
3	Models and Theories of Organizational Analysis: Psychological, technological and structural-functional approaches; Bureaucracy; Scientific management.	1
4	Technology and Organization: Organization as a socio-technical system; Environment and organizational structure; Technology and alienation.	2, 3
	Section B	CLOs
5	Organizational Design: Meaning and definition of organizational design; Universal perspectives on organizational design; Situational influence on organization.	2, 3
6	Organizational Change: Definition of organizational change; Nature of organizational change; Areas of organizational change.	2
7	Organizational Conflict, Power and Politics: Organizational conflict – Pondy's model; Conflict resolution strategies; Organizational power and its sources; Organizational politics.	2
8	Decision Making in Organization: Meaning and types of decision making; Rational perspectives in decision making, Behavioral aspects of decision making; Group and team decision making in organization.	3

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	examine the theoretical developments in the study of organizations and analyze the impact of complex organizations on modern society.	3, 4, 8, 10
	CLO2	analyze the problems in modern organizations and devise suitable strategies to reduce management-related hazards.	2, 5, 7
	CLO3	evaluate different theoretical paradigms on organizations often with contrasting assumptions and conclusions.	1, 3, 8, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Problem-based learning and presentation	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Griffin, R. W. (2021). Management. Cengage Learning. Jones, G. R., and Jones, G. R. (2013). Organizational theory, design, and change. Pearson. Shaw, G. L., Silverman, D. J., and Pearson, J. C. (1985). Model of cortical organization embodying a basis for a theory of information processing and memory recall. Proceedings of the National Academy of Sciences, 82(8), 2364-2368. Handel, M. J. (eds.). (2003). The sociology of organizations: Classic, contemporary, and critical readings. SAGE.
Supplementary Readings	James, L. R., and Jones, A. P. (1974). Organizational climate: A review of theory and research. Psychological Bulletin, 81(12), 1096. Parker, M. (2000). The sociology of organizations and the organization of sociology: Some reflections on the making of a division of labor. The Sociological Review, 48(1), 124-146.

Course Code: 0314 16 Soc 2105		Year: Second	Term: First
Course Title	Sociology of Education		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to boost the knowledge regarding education from societal perspective and evaluate its systems at both national and global levels. It focuses on the history, philosophy and theories of education as well as methods and strategies of teaching and learning in the light of outcome-based education. It also emphasizes the necessity of curriculum development and the nature of educational inequalities in the societal systems in terms of social class, ethnicity and gender and endow with different educational policies to ensure quality education for all.		
Course Objectives	The objectives of this course are to – • provide ideas on the sociological approach to education; and • acquaint with the major social and philosophical bases of education that influence the teaching and learning activities. • disseminate knowledge on outcome-based education.		

Course Contents		CLOs
	Section A	
1	Sociology of Education: Definition, scope, value and influence of sociology of education; Research methods in sociology of education.	1, 2
2	Structure, Functions and Forms of Education: Meaning, objectives and functions of education; Understanding the structure and processes in education from pre-school to higher education; Formal, informal and non-formal education.	1, 2, 3
3	Education Philosophy and Theories: Philosophy-Idealism, realism, naturalism, existentialism, pragmatism and materialism; Theories- Plato, Aristotle, Rousseau, Montessori, Durkheim, Marx, Weber, Mead, Dewey, Froebel, Herbert, Tagore, Freire, Coleman, Bourdieu, Bernstein and Willis.	2
4	History and Politics in National Education System: Historical development of national education system; Education system in Bangladesh; Politics in educational institutions – a triangulation of power, money and sustainability.	3
	Section B	CLOs
5	Curriculum and Teaching and Learning Methods and Strategies: Curriculum and syllabus; Principles of constructing the curriculum; Devices and innovation in teaching and learning methods and strategies; Teacher's role in society.	1, 2, 3
6	Agencies of Education: School, state and community; State-NGO/local-international interaction; Role of public and private educational institutions in the labor market.	1, 3
7	Education and Social System: Social stratification and education; Social change and education; Social control and education; Values and education; Education and modernization; Education for women, tribes and marginal groups.	1, 2
8	Dynamics of Education Policies in Bangladesh: Critical review of the reports on education commissions; National education policy 2010; Education acts.	2, 3

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	interpret the basic concepts of education;	1, 2, 4, 7, 10
	CLO2	evaluate the philosophical approaches and theories of education;	2, 8
	CLO3	formulate the relationship between education and development	3, 6
	CLO4	justify the necessity of outcome-based education and curriculum.	10, 11
	CLO5	evaluate the education policies of Bangladesh.	10, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Lecture, discussion, question and answer and project	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and discussion	Class test/ quiz/ open book exam/ assignment/ presentation/ viva and final exam
CLO4	Lecture and discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO5	Lecture and discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Arum, R., Beattie, I. R., and Ford, K. (2010). The structure of schooling: Readings in the sociology of education. SAGE Publications. Ballantine, J. H., and Hammack, F. M. (2007). The sociology of education: A systemic analysis. Prentice-Hall. Bourdieu, P., and Passeron, J-C. (1990). Reproduction in education, society and culture. SAGE. Chubb, J. E., and Moe, T. M. (1990). Politics, markets and America's schools. Brookings Institution. Collins, R. (1971). Functional and conflict theories on educational stratification. American Sociological Review, 36(6), 1002-1019. Freire, P. (1970). Pedagogy of the oppressed. Oxford University Press.
Supplementary Readings	Lyotrad, J. F. (1979). The postmodern condition: a report on knowledge. University of Minnesota Press. Sadovnik, A. R., and Coughlan, R. W. (eds.). (2015). Sociology of education: A critical reader. Routledge. Weber, M. (2001). The rationalization of education and training. In: Grusky, D. B. Social stratification: Class, race, and gender in sociological perspective. Routledge.

Course Code: 0314 16 Soc 2107		Year: Second	Term: First
Course Title	Social Inequality		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course provides insights in social inequality the causes and persistence of social inequality in different societies. It focuses on the expressions of social inequality in societies through the lenses of race, ethnicity, caste, age and poverty.		
Course Objectives	The objectives of this course are to – • introduce students to social inequality and the related concepts; • endow with the theories of social inequality; • disseminate knowledge regarding the origin of social inequality and the pattern of inequality across the world; • bring in the pattern of inequality across racial and ethnic minorities, caste, age, poverty and class boundaries.		

Course Contents		CLOs
Section A		
1	Concepts and Theories of Social Inequality: Meaning and nature of social inequality; Determinants of social inequality; Dimensions of social inequality; Techniques of measuring social class and inequality; Sociological perspectives of social inequality.	1, 2
2	Origin of Social Inequality: Ideas of primitive communism and egalitarian society; Historical context of the emergence of private property and social inequality.	1, 3
3	Social Inequality in Agrarian Societies: Basic features of agrarian societies; Development of social inequality in agrarian societies; Social classes and hierarchies in agrarian societies.	1, 3
4	Social Inequality in Industrial Societies: Salient features of industrial societies; Meritocracy; Social inequality in industrial societies.	1, 3
Section B		CLOs
5	Racial, Ethnic Minority Group and Social Inequality: Race, ethnicity and minority group; Prejudice and discrimination; Patterns of race, ethnic relations and social inequality.	4
6	Caste and Social Inequality: Meaning and characteristics of caste; Caste hierarchy and social inequality.	4
7	Age and Social Inequality: Meaning of age and ageism; Theories of aging and ageism; Attitudes toward elderly in different cultures.	2, 4
8	Poverty and Affluence: Meaning and functions of poverty; Culture of poverty; Situational constraint; Alternative to culture of poverty.	2, 4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	interpret the concepts of social inequality, social stratification and social class;	1, 2, 7, 10
	CLO2	criticize different theories of social inequality and stratification as well as apply sociological theories to evaluate social inequality;	2, 9
	CLO3	analyze and evaluate the nature of inequality in different societies;	3, 6
	CLO4	examine social inequality by race, ethnicity, caste, age, poverty and class across the world.	3, 10, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, presentation and discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Lecture, textual analysis, presentation and discussion	Class test/ quiz/ open book exam/ assignment/ presentation/ viva and final exam
CLO3	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Lecture, presentation and discussion	Quiz test, presentation and final exam

Learning Materials

Recommended Readings	Henslin, J. M. (2015). Essentials of sociology: A down-to-earth approach (11th ed.). Pearson. Schaefer, R. T. (2018). Sociology: A brief introduction (13th ed.). McGraw-Hill. Islam, K. M. A. (2004). Social inequality. Azizia Book Depot. Barrow, G. M. and Smith, P. A. (1979). Aging, Ageism and Society. West Publishing Company. Butler, R. N. (1969). Ageism: Another form of bigotry. The Gerontologist, 9(4): 243-246. Karim, R. (2005). The problem of poverty: A theoretical appraisal of its development, measurement and explanations. Social Science Journal, 10. Grabb, E. G. (2007). Theories of social inequality (5th edition). Thomson Nelson. McMullin, J. (2010). Understanding social inequality (2nd edition). Oxford University Press

Course Code: 0314 16 Soc 2109		Year: Second	Term: First
Course Title	Child Development and Rights		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to provide the fundamental notions of child development and rights. It brings in legal position of the child from both national and international perspectives.		
Course Objectives	The objectives of this course are to – • provide conceptual frameworks of childhood, child development and child rights; and • acquaint with the conventions, laws and policies related to children.		

	Course Contents	CLOs
	Section A	
1	Introducing Child Development and Rights: Meaning and definition of child; Child development and child rights; Child rights as an academic discourse; Child rights and human rights; Approaches to studying child development and rights.	1, 3
2	Theoretical Approaches to Child Development: Piaget, Vygotsky, Erikson, Mead, Freud, and Cooley; Aspects of child development – physical, intellectual and social-emotional development.	1, 2, 4
3	Present Situation of Child Rights: Education; Health; Nutrition; Violence and protection.	2
4	Laws on Child Protection: International laws on child protection; Laws of Bangladesh on child protection; Juvenile law of Bangladesh.	5, 6, 7
	Section B	CLOs
5	Conventions on Child Rights: CRC convention; SAARC convention; Child policy of Bangladesh.	3, 5
6	Disadvantaged Children: Victims of riots, disasters and extreme poverty; Forms of violence and exploitation against children; Child labor; Street children; Child negligence.	5, 7
7	Disabled Children: Definition of disabled children; Types of disabled children – physical and mental; Agencies of facilitating the disabled children – GOs and NGOs; Poverty alleviation and education for the disabled children.	5, 6
8	Child Rights and Welfare: Child welfare activities by GOs and NGOs: Save the Children, Aparajeyo Bangladesh, World Vision; Rights based approach to address children's needs and policy implications in the context of Bangladesh.	6, 7

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	demonstrate both theoretical and pragmatic knowledge regarding psycho-social development of children;	1, 2, 3
	CLO2	identify the present situation of the children;	2, 4
	CLO3	justify the child rights, laws and conventions on children;	7, 9
	CLO4	evaluate the theories of child development and policies;	6, 9
	CLO5	evaluate the diversity of international and national legal approaches to protecting the rights of children;	2, 6, 8
	CLO6	clarify how the law works from a practical perspective to protect children; and	9, 10, 11
	CLO7	assess national laws related to child protections.	9, 10, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer	Class test/ quiz/ assignment/ presentation/ viva
CLO2	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam.
CLO3	Lecture and presentation	Class test/ quiz/ open book exam/ assignment/ presentation/ viva and final exam.
CLO4	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam.
CLO5	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam.
CLO6	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam.
CLO7	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam.

Learning Materials

Recommended Readings	Reubins, B. M., and Reubins, M. S. (2018). Pioneers of child psychoanalysis: Influential theories and practices in healthy child development. Routledge. Bremner, J. G., and Slater, A. (eds.). (2008). Theories of infant development. John Wiley and Sons. Hopkins, B., Geangu, E., and Linkenauger, S. (eds.). (2017). The Cambridge encyclopedia of child development. Cambridge University Press. Young, L., O'Leary, P., Foster, H. R., Moore, L., Convery, U., Beddoe, C., and Libesman, T. (2012). Vulnerable children and the law: International evidence for improving child welfare, child protection and children's rights. Jessica Kingsley Publishers. Krason, S. M. (ed.). (2013). Child abuse, family rights, and the child protective system: A critical analysis from law, ethics, and catholic social teaching. Rowman and Littlefield. Jančić, O. C. (ed.). (2015). The rights of the child in a changing world: 25 years after the UN convention on the rights of the child. Springer.
Supplementary Readings	Falch-Eriksen, A., and Backe-Hansen, E. (2018). Human rights in child protection: Implications for professional practice and policy. Springer Nature. Mower, A. G., and MOWER, G. A. (1997). The convention on the rights of the child: International law support for children. Greenwood Publishing Group. Westra, L. (2014). Child law: Children's rights and collective obligations. Springer.

Course Code: 0542 16 Stat 2151		Year: Second	Term: First
Course Title	Social Statistics I		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course intends to introduce students to the basic statistics, descriptive in particular, used in Sociology. The course also familiarizes students with the fundamentals of statistical reasoning and the significance of statistical techniques in social research.		
Course Objectives	The objectives of this course are to – • introduce students to the basics of statistics; • disseminate insight to judge the importance of the applications of statistics in sociology; and • provide knowledge in executing statistical techniques in social research.		

Course Contents		CLOs
Section A		
1	Overview of Statistics: Meaning, nature, scope and importance of social statistics in sociology; The social roots of statistical knowledge; Functions of statistics: uses and abuses; Purpose and limitations of social statistics; Types of variables; Levels of measurement and their implications in data analysis.	1, 2
2	Summarization and Organization of Data: Frequency distribution; Proportion, percentage, ratio and rate; Classification and tabulation – univariate, bivariate and multivariate tables.	1, 2, 3
3	Graphical Presentation of Data: Merits and demerits of using graphs; Rules for a good graph; Types of graphs – bar diagram, histogram, frequency polygon, ogive and the pie chart.	2, 3
4	Measures of Central Tendency: Characteristics of central tendency; Mean– properties, merits and demerits of mean, computing mean; Median– properties, merits and demerits of median, computing median; Mode– properties, merits and demerits of mode, computing mode.	3, 4, 5
Section B		CLOs
5	Measures of Dispersion: Significance of measuring dispersion; Properties of good measures of dispersion; Absolute measures– range, inter-quartile range, mean deviation, standard deviation, variance; Relative measures– coefficient of variation, coefficient of quartile, coefficient of mean deviation.	1, 2, 3
6	Normal Distributions: Standard normal distribution; Areas under the normal curve; Characteristics of normal distribution and its application; Standard normal curve; Use of normal curve to estimate probabilities.	1, 3, 4
7	Non-normal Distribution: Skewness, kurtosis and moments; Importance and use of skewness, kurtosis and moments.	1, 2, 4
8	Correlation: Basic concepts of correlation; Computing correlation – Pearson's Product moment; Spearman's rank order; Interpreting the values of correlation coefficient.	2, 3, 5

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	describe the basics of statistics and relationship with Sociology;	1, 2, 5
	CLO2	differentiate between the descriptive and inferential statistics;	3, 6
	CLO3	apply statistical equations in relevance to sociological research;	6, 8, 9
	CLO4	draw and interpret the graphs/charts/diagrams; and	2
	CLO5	calculate and explain the results of different equations of statistics.	2, 4, 10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, project, discussion	Quiz and class test and final exam
CLO2	Lecture, project, discussion	Class test, open book exam/ and final exam
CLO3	Lecture, project, discussion	Class test, assignment and final exam
CLO4	Lecture, project, discussion	Class test, assignment and final exam
CLO5	Lecture, project, discussion	Class test, assignment and final exam

Learning Materials

Recommended Readings	Field, A. (2013). Discovering statistics using IBM SPSS statistics (4thed.). Sage. Gibbons, J. D. (1993). Nonparametric statistics: an introduction. SAGE. Hinton, R. R. (2004). Statistics explained. Routledge. Kirk, R. E. (1999). Statistics: An introduction. Harcourt Brace College. Pallant, J. F. (2011). SPSS survival manual: A step by step guide to data analysis using SPSS (4thed.). Allen and Unwin. Walsh, A. (1990). Statistics for the social sciences with computer applications. Harper and Row.

Course Code: 0542 16 Stat 2152	Year: Second	Term: First
Course Title	Social Statistics I: Lab and Fieldwork	
Course Status	Core	
Credit	1.5	
Prerequisite(s)	None	
Rationale	The course emphasizes on the application of statistical measures in social sciences with particular focus in sociology. It brings in applying empirical reasoning assisted by appropriate statistical measurements while conducting social research.	
Course Objectives	The objectives of this course are to – • provide practical knowledge on the basics of Statistics; • disseminate insights on the statistical application in Sociology; and • familiarize with techniques of applying statistics in social research.	

	Course Contents/Tasks	CLOs
1	Data Summarizing and Presentation: Frequency distribution and Graphs.	1, 2
2	Central Tendency: Estimating various measures of central tendency and its implications in Sociology.	1, 2, 3
3	Dispersion: Various measures of dispersion; Coefficient of variation and its applicability in sociology.	2
4	Correlation: Relationship between social variables; Calculation and interpretation of correlation coefficient.	3, 4
	Lab and Fieldwork will be carried out in urban and rural areas of Khulna division and so on.	

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	describe the basics of Statistics and its relation with Sociology;	1, 2, 7, 10,11
	CLO2	distinguish between descriptive and inferential statistics;	2, 11
	CLO3	draw and interpret the graphs/charts/diagrams/results.	1, 2
	CLO4	apply statistical equations in relevance to Sociological research;	3, 5, 6, 8

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, project, discussion and team teaching	Class participation, viva and report evaluation
CLO2	Lecture, project, discussion and team teaching	
CLO3	Lecture, project, discussion and team teaching	
CLO4	Lecture, project, discussion and team teaching	

Learning Materials

Recommended Readings	Field, A. (2013). Discovering statistics using IBM SPSS statistics (4thed.). Sage. Gibbons, J. D. (1993). Nonparametric statistics: an introduction. SAGE. Hinton, R. R. (2004). Statistics explained. Routledge. Pallant, J. F. (2011). SPSS survival manual: A step by step guide to data analysis using SPSS (4thed.). Allen andUnwin. Walsh, A. (1990). Statistics for the social sciences with computer applications. Harper and Row.

Second Year Second Term			
Course Code: 0314 16 Soc 2201		Year: Second	Term: Second
Course Title	Urban Sociology		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is intended to introduce a set of key theoretical paradigms to assess how and why cities evolve, how they are structured and operated, and how city dwellers behave within the urban environment and deal with contemporary problems of city life. It also examines the trend and patterns of urbanization in both developed and developing countries. Moreover, it highlights the social problems that cities are currently facing and the policies and planning devised to deal with these multifaceted issues, emphasizing the urban landscapes of Bangladesh.		
Course Objectives	The objectives of this course are to – • provide a critical understanding on the urban way of life by examining major sociological theories of urbanism. • offer insights into the growth and development of urban communities from ancient to modern periods. • endow with urban problems in various nature impeding sustainable urban growth in developed and developing countries.		

	Course Contents	CLOs
	Section A	
1	Introduction: Definition, nature, and scope of urban sociology; Origin and development of urban sociology – early sociologists, German school, Chicago school; Future of urban sociology.	1, 2
2	Growth and Development of Cities: Definition, nature, and types of cities; Ancient urbanization; Theories of ancient urbanization; Classical cities; Medieval order and renaissance cities; Capitalism and cities – pre-industrial, industrial and post-industrial cities.	1, 2
3	Theoretical Perspectives of Urban Development: Political economy and city – Marx, Engels, Weber, Lefebvre; Class conflict and city – Gordon, Storper and Walker, Castells; Class accumulation and city – Harvey, Scott.	1, 2, 3
4	Community and Neighborhood: Meaning, nature, types, and significance of urban community and neighborhood.	2, 3
	Section B	CLOs
5	Nature and Trends of Urbanization: Nature and stages of urbanization; Trends and patterns of urbanization in developed and developing countries – Bangladesh: a case study; Mega cities around the world; Primate city – meaning, nature, types, and patterns.	2
6	People and Lifestyle in Cities: Class difference and spatial location; Race, ethnicity, immigration, and residential segregation; Urban culture – nightlife and gender roles.	2, 3
7	Metropolitan Problems: Racism and ethnic tension; Urban poverty; Unemployment; Income inequality and health vulnerability; Crime and criminality in urban space; Housing crisis and homelessness; Human trafficking and prostitution; Public and social services – land use and solid waste management in cities; Food adultery.	1, 3
8	Social Policy for City Development: Uneven city development and policy; Crisis of local, regional and international governance; Policy for sustainable growth for the green city; Implications of sustainable development goals (SDGs) in Bangladesh.	2, 3

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	explain the gradual development of city life from sociological perspectives;	1, 2, 3
	CLO2	illustrate the significance of community and neighborhood and trace the underlying causes of problems in urban settings;	4, 6
	CLO3	evaluate the trends of regional and global urbanization; and	8, 9
	CLO4	recommend solutions to deal with contemporary urban issues and problems.	10, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Class test and participation, quiz, assignment, and final examination
CLO2	Lecture, presentation, and discussion	Class test/ quiz/ assignment/ presentation/ viva Class test/ quiz/ assignment/ open book exam/ presentation/ viva and final examination
CLO3	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO4	Lecture, group work, and presentation	Class test/ quiz/ assignment/ presentation/ viva and final examination

Learning Materials

Recommended Readings	Abrahamson, M. (2004). Global cities. Oxford University Press. Abrahamson, M. (2013). Urban sociology: A global introduction. Cambridge University Press. Azam, M. G. and M. A. Ali. (2005). Urban sociology (in Bengali). Millennium Publications. Flanagan, W. G. (2010). Urban sociology: Images and structure. Rowman and Littlefield Publishers. Gottdiener, M., and Hutchison, R. (2011). The new urban sociology (4thed.). Westview Press.
Supplementary Readings	Bangladesh Bureau of Statistics. (2015). Changing patterns of urbanization in Bangladesh: An analysis of census data. Hutchison, R. (2010). Encyclopedia of urban studies. SAGE Publications. Kemper, R. V. (1989). Urbanization in Bangladesh: Historical development and contemporary crisis. Urban Anthropology and Studies of Cultural System and World Economic Development, 18(3/4), 365-392. Lin, J., and Mele, C. (eds.). (2013). The urban sociology reader (2nd ed.). Routledge. Macionis, J. J. and Parrillo, V. N. (2013). Cities and urban life (6thed.). Pearson. United Nations. (2015). World urbanization prospects: The 2014 revision.

Course Code: 0314 16 Soc 2203		Year: Second	Term: Second
Course Title	Political Sociology		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course introduces a sociological analysis of basic political concepts and issues. It also examines several key themes and theories related to government and politics.		
Course Objectives	The objectives of this course are to – • provide knowledge on basic concepts of political sociology; and • endow with the theories and functions of the state and government.		

Course Contents		CLOs
Section A		
1	Introducing Political Sociology: Meaning, nature and scope of political sociology; Relations of political sociology with other branches of social sciences; Approaches to sociological analysis of political issues.	1
2	Major Concepts of Political Sociology: Political culture; Political socialization; Political polarization; Political modernization; Political development; Political ideology; Political behavior; Political change; Political cleavages and consensus; Political revolution; Political integration.	2
3	State: Meaning and functions of the state; Theories of the origin and development of state; Forms of state – welfare state and secular state; State and family; State and property; State and law; State and religion; State and education.	2, 3
4	Government: Meaning and functions of government; Forms of government; Organs of government – types, structure and functions.	2
Section B		CLOs
5	Political Systems: Monarchy; Aristocracy; Oligarchy; Dictatorship; Democracy; Authoritarianism.	1, 4
6	Socio – Political Movements: Conservatism; Liberalism; Utilitarianism; Totalitarianism; Capitalism; Socialism; Communism.	1, 4
7	Local Government and Civil Administration: Meaning and theories on separation of power; Electorate; Local government and civil administration in Bangladesh.	2, 3, 4
8	Political System of Bangladesh: Political parties; Cabinet; Civil service; Electorate; Structure and functions of local government in Bangladesh; Political and military elites in Bangladesh; Problems and prospects of institutionalization of democracy in Bangladesh.	4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	describe the meaning of political sociology, its importance and relation with other social sciences;	1, 2
	CLO2	analyze the major concepts and theories of political sociology;	3, 4, 6
	CLO3	interpret and analyze the theories and functions of state and government;	6, 7
	CLO4	explain different socio-political movements and the political system of Bangladesh.	8, 10, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion and group work	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and group discussion	Class test/ quiz/ open book exam/ assignment/ presentation/ viva and final exam
CLO4	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Agarwal, R. C. (2015). Political sociology. S. Chand and Company Ltd. Ashraf, A., and Sharma, L. N. (1983). Political sociology. Universities Press Ltd. Das, G. (1998). King's political sociology. Delhi. Jahan, R. (1980). Bangladesh politics: Problems and issues. University Press Limited. Jangam, R. T. (1993). Textbook of political sociology. Oxford and IBH Publishing. Pathi, S., and Mishra, M. (1998). Political sociology: Ideas and issues (2nded.). Kalyani Publishers. Siddiqui, K. (1994). Local government in Bangladesh (2nded.). University Press Limited. Vatsyayan. 1990. Political sociology. Jai Composing Agency.

Course Code: 0314 16 Soc 2205		Year: Second	Term: Second
Course Title	Tradition, Heritage and Tourism		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to introduce the conceptual approaches to cultural and historical studies which have emerged in the early 1980s'. It also focuses on the history, culture and identity of the people in Bangladesh that led to the institutional development of heritage and tourism in an increasingly globalized cultural landscape.		
Course Objectives	The objectives of this course are to – • disseminate knowledge on culture, tradition, heritage and tourism; and • acquaint with the implications of traditions, cultural heritage and tourism.		

	Course Contents	CLOs
	Section A	
1	Basic Concepts and Scope: Culture, tradition, heritage and tourism.	1
2	Heritage and Identities: Authenticity in heritage, UNESCO heritage; Theories of identity – essentialism and constructivism.	1
3	Authenticity and Tradition: Identifying the origin and authenticating the past; The invention of tradition in modern and late modern societies.	1, 2
4	Imagination and Nostalgia: Role of imagination in constructing reality; Presentism and nostalgia – the past in the present.	1
5	Location of Culture: Territorialization; Deterritorialization; Globalization and modernity; Beyond culture.	1, 2, 3
	Section B	CLOs
6	Transnational Heritage: Policies and practices in manufacturing and marketing heritage for cultural tourism.	2, 3
7	Heritage and Tradition in Bangladesh: Locating heritage sites in Bangladesh; Myths and cultural imagination and heritage in Bangladesh.	2, 3
8	Tourism and Sustainability: Sustainable tourism; Challenges to sustainability of heritage in Bangladesh.	2, 3
9	Tourism in Bangladesh: Impact of tourism on the national economy; Problems and prospects of tourism in Bangladesh; Tourism and endangered heritage; Eco-tourism.	3

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	demonstrate cultural research autonomously in the field of heritage; and	1, 2, 8
	CLO2	evaluate the tourism industry and its impact on the national economy and survival of cultural heritage.	3, 4, 7, 9
	CLO3	identify problems and prospects of the growing tourism industry in Bangladesh.	5, 6, 9, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Lecture, discussion, question and answer, project	Class test/ quiz/ open book exam/ assignment/ presentation/ viva and final exam
CLO3	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/viva and final exam

Learning Materials

Recommended Readings	Timothy, D. J. (2011). Cultural heritage and tourism: An introduction. Channel View Publications Palmer, C., and Tivers, J. (2019).Creating heritage for tourism. Routledge.

Course Code: 0314 16 Soc 2206	Year: Second	Term: Second
Course Title	Tradition, Heritage and Tourism: Fieldwork	
Course Status	Optional	
Credit	1.5	
Prerequisite(s)	None	
Rationale	This course is designed to apply the knowledge achieved from the course- 0314 16 Soc 2205. Special attention will be given to the cultural and historical studies on heritage and tourism in Bangladesh.	
Course Objectives	The objectives of this course are to – • disseminate the knowledge on culture, tradition, heritage and tourism; and • bring in the implications of traditions, cultural heritage and tourism discourse.	

	Course Contents/Tasks	CLOs
1	Field Visits of Heritage Sites and Tourist Spots: Sundarbans, Moynamoti, Mahasthangarh, Paharpur, Srimangal, Cox's Bazar, Saint Martin, Sylhet, and Chittagong Hill Tracts.	1, 2

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	conduct social research autonomously in the field of heritage and tourism; and	1, 2, 4, 6, 8, 10, 11, 12
	CLO2	evaluate the tourism industry and its impact on the national economy and survival of cultural heritage in Bangladesh.	1, 4, 5, 6, 7, 8, 9, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Seminar work and group discussion	Report Submission And Viva-Voce
CLO2	Project and fieldwork	

Learning Materials

Recommended Readings	Timothy, D. J. (2011). Cultural heritage and tourism: An introduction. Channel View Publications Palmer, C., and Tivers, J. (2019). Creating heritage for tourism. Routledge.

Course Code: 0314 16 Soc 2212	Year: Second	Term: Second
Course Title	Viva-voce II	
Course Status	Core	
Credit	2.0	
Prerequisite(s)	None	
Rationale	The course is comprised of a viva-voce which will be carried out on all the offered courses in Second Year Term I and Term II.	
Course Objectives	The objectives of this course are to – • measure and evaluate the students through an oral examination on their previous taught/learned courses.	

	Course Contents/Tasks	CLOs
1	All offered courses in Second Year Term I and Term II	1

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	expose their overall views through oral examination in the fields of Sociology	1, 2, 3, 4, 5, 6, 8, 9, 10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Oral examination	Viva-voce

Learning Materials

Recommended Readings	All reading materials in Second Year Term I and Term II.

Course Code: 0111 16 IER 2251		Year: Second	Term: Second
Course Title	Value and Ethics in Education		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to conceptualize values, and issues related to ethics in education and society.		
Course Objectives	The objectives of this course are to – • develop students' attitudes on the ethics and morality in quality education practices; and • enable students to practice values, ethics and morality in real life in the context of Bangladesh society and culture.		

Course Contents		CLOs
Section A		
1	Value Education: Concept, nature and scope of value education; Value approaches and their importance; Cultural context and value; Contemporary value issues in education	1, 2
2	Ethics and Morality: Nature, definition and basic concepts of ethics and morality; Theories of morality and education;Contemporary ethical issues in education.	1, 2
3	Values and Ideals in Education: National and international considerations; Value education in the education policies; Values and ethics in curriculum and text book; Value, ethics and morality practice in teacher-student relationship;Value and ethics in educational administration and management.	1, 2, 3
Section B		CLOs
4	Beliefs and World Views: Factors influencing a person's worldviews (ethics, environment, upbringing, family, gender, spirituality, religion, history, personal experience); Main elements of different ideological standpoints, such as, feminism, communism, socialism, Marxism, pacifism, nationalism.	1, 2
5	Ethics in Teaching: Ethics for teachers; Ethics in assessment; Ethics in classroom communication; Challenges in ethical practices in modern days; Professional ethics.	1, 2
6	Value and Conflict Resolution: Need for value education in the 21st century; Fostering values - Role of school, home and society; Role of value education in mitigating conflict.	1, 2, 3

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	underline the differences between values and ethics;	1, 4, 10
	CLO2	explain values from different perspectives and its necessities;	1, 3, 4, 6, 10, 12
	CLO3	relate values and ethics embedded in curriculum and its necessities in personal and professional life.	1, 4, 7, 8

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Discussion, question-answer, lecture	Quiz and class test and final exam
CLO2	Discussion, question-answer, lecture, project work	Class test, open book exam, assignment and final exam
CLO3	Presentation,Discussion, question-answer, lecture	Class test, viva-voce and final exam

Learning Materials

Recommended Readings	Barrow, R.(2007). An Introduction to Moral Philosophy and Moral Education, London: Routledge. Boss, J. (2018).Ethics For Life, 7th ed. New York: McGraw-Hill Education. Dewey, J. (2008). Moral Principles In Education. Wildside Press LLC. Gardner, R., Jo C., and Denis, L,. (2003). Education for Values: Morals, Ethics and Citizenship in Contemporary Teaching. London: Routledge. Jenlink, Patrick M.(2014).Educational Leadership and Moral Literacy: The Dispositional Aims of Moral Leaders. RandL Education. Marino and Gordon ,D. (2010). Ethics: The Essential Writings. Modern Library,. Noddings, N. (2013). Caring: A Relational Approach to Ethics and Moral Education. Oakland: University of California Press.
Supplementary Readings	Nucci, Larry P., and Darcia, N. (2008). Handbook of Moral and Character Education. Oxfordshire: Taylor and Francis. Quinn and Michael, J. (2017). Ethics for the Information Age, 7th ed. London: Pearson. Rosenstand, N. (2017). The Moral of the Story: An Introduction to Ethics, 8th ed. New York: McGraw-Hill Education. Ruyter, Doret J., and Siebren, M. (2012). Moral Education and Development. Berlin: Springer Science and Business Media. Strike, Kenneth A., and Kieran, E.(2010). Ethics and Educational Policy. London: Routledge.

Course Code: 0542 16 Stat 2253	Year: Second	Term: Second
Course Title	Social Statistics II	
Course Status	Core	
Credit	3.0	
Prerequisite(s)	None	
Rationale	This course intends to provide an advanced knowledge on the concepts and techniques of Statistics-inferential statistics for data analysis and interpretation. It is concerned with drawing inferences between or among variables on social reality.	
Course Objectives	The objectives of this course are to – • introduce students to the advanced level of statistics; • provide knowledge on the measurements of different inferential statistics; and • endow with the ways of executing statistical tests.	

	Course Contents	CLOs
	Section A	
1	Partial Correlation: Meaning and scope of partial correlation; Semi-partial correlation – comparing independent and dependent; Calculating the effect size-reporting correlation coefficient.	1, 2
2	Probability: Basic concepts; Critical interpretation of probability– mathematical properties of probability; Counting rules of probability; Permutation and Combinations.	1, 2, 3
3	Sampling Distribution: Meaning, importance and function of sampling distribution; Point and interval estimation; Standard errors in sampling distribution; Standard score/z-score.	2
4	Hypothesis Testing: Basic concepts of hypothesis testing; Five-step model for hypothesis testing; Selecting an alpha level.	3
	Section B	CLOs
5	Parametric Test: Basic assumptions, t-test and z-test.	1, 2, 3
6	Non-Parametric Test: Chi-square test; Goodness of fit test; Test of independence; Lambda; Gamma; Cramer's V; Wilcoxon.	1, 3
7	Regression Analysis: Basic concepts of regression analysis –assumptions, scatter plot, regression equation, regression line, intercept, regression coefficient; Linear and logistic regression – bivariate and multivariate.	1, 2
8	Analysis of Variance: Basic concepts of ANOVA; One way and two-way ANOVA; Determining statistical significance and interpretation, ANCOVA; MANCOVA.	2, 3

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	explain the concepts of partial, semi-partial, probability distribution, sampling theory and its calculation and uses in Sociology;	1, 2, 3,
	CLO2	differentiate between the probability and non-probability approaches to sampling;	4, 5, 6, 8
	CLO3	calculate and interpret relevant statistics from a sample and make inferences regarding the population they represent.	8, 9, 10
	CLO4	test hypothesis regarding populations by analyzing sample information and draw conclusions;	8, 9, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer, project	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Lecture, discussion, question and answer, project	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture, discussion, question and answer, project	Class test/ quiz/ open book exam/ assignment/ presentation/ viva and final exam
CLO4	Lecture, discussion, question and answer, project	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Field, A. (2013). Discovering statistics using IBM SPSS statistics (4thed.). Sage. Gibbons, J. D. (1993). Nonparametric statistics: an introduction. SAGE. Hinton, R. R. (2004). Statistics explained. Routledge. Kirk, R. E. (1999). Statistics: An introduction. Harcourt Brace College. Pallant, J. F. (2011). SPSS survival manual: A step by step guide to data analysis using SPSS (4thed.). Allen and Unwin. Walsh, A. (1990). Statistics for the social sciences with computer applications. Harper and Row.

Course Code: 0542 16 Stat 2254	Year: Second	Term: Second
Course Title	Social Statistics II: Lab and Fieldwork	
Course Status	Core	
Credit	1.5	
Prerequisite(s)	None	
Rationale	This course provides an idea on learning by doing on techniques of data analysis using inferential statistics. It is concerned with drawing inferences between or among variables on social phenomena using different statistical software.	
Course Objectives	The objectives of this course are to – • run partial and semi-partial correlation, probability, probability distribution and sample size determination. • provide knowledge in applying inferential statistics on social variables used in social research.	

	Course Contents/Tasks	CLOs
1	Partial Correlation: calculating the effect size-reporting correlation coefficient.	1, 2
2	Probability: counting rules of probability– permutation and combinations.	1, 2, 3
3	Sampling Distribution: standard errors of sampling distribution; standard score/z-score.	2
4	Hypothesis Testing: five-step model for hypothesis testing; selecting an alpha level.	3
5	Parametric Test: assumptions, t test and z test.	1, 2, 3
6	Non-parametric Test: Chi-square test- goodness-of-fit test; test of independence - Lambda; Gamma; Wilcoxon.	1, 3
7	Regression Analysis: regression coefficient; linear and logistic regression-bivariate and multivariate.	1, 2
8	Analysis of Variance: determining statistical significance and interpretation, ANCOVA; MANCOVA.	2, 3
	Fieldwork will be carried out in urban and rural areas of Khulna district and so on.	

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	apply the concepts of probability, probability distribution, sampling theory and different inferential statistics in social research;	1, 2, 3
	CLO2	choose an appropriate probability distribution in determining the probability; and	5, 6, 7, 8
	CLO3	test hypothesis in analyzing sample information and drawing conclusions regarding the underlying population.	7, 9, 11
	CLO4	calculate and interpret the results of regression, ANOVA, ANCOVA and MANCOVA.	9, 10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer and project	Class participation, viva and report evaluation
CLO2	Lecture, discussion, question and answer and project	
CLO3	Lecture, discussion, question and answer and project	
CLO4	Lecture, discussion, question and answer and project	

Recommended Readings	Field, A. (2013). Discovering statistics using IBM SPSS statistics (4thed.). Sage. Gibbons, J. D. (1993). Nonparametric statistics: an introduction. SAGE. Hinton, R. R. (2004). Statistics explained. Routledge. Kirk, R. E. (1999). Statistics: An introduction. Harcourt Brace College. Pallant, J. F. (2011). SPSS survival manual: A step by step guide to data analysis using SPSS (4thed.). Allen and Unwin. Walsh, A. (1990). Statistics for the social sciences with computer applications. Harper and Row.

Course Code: 0321 16 MCJ 2255		Year: Second	Term: Second
Course Title	Sociology of Mass Communication		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course intends to introduce the students to the knowledge of the multi-dimensional relationships among communication, information, media, and society. This course is intended to provide students with the capacity to analyze contemporary issues of media representation, institutional power, media conglomeration, technological development, and cultural diversity.		
Course Objectives	The objectives of this course are to – • provide knowledge on the basic ideas of mass communication research and theories; • disseminate insights on cultural issues and social change from the perspective of mass communication; and • acquaint with the problems of mass communication in developed and third world countries.		

Course Contents		CLOs
Section A		
1	Fundamentals of Mass Communication: Meaning and types of mass communication; History of mass communication; Mass communication process; Nature, scope, and functions of sociology of mass communication.	1
2	Research Methods and Theoretical Perspectives to Mass Communication: Research methods – observation, case study, survey, content analysis, semiological analysis, and conversational analysis; Theoretical perspectives- conflict, functionalist and interactionist perspectives; Social constructionism.	1, 3
3	Technological Developments and Mass Communication: The nature of media technology; Social networking and new media (Facebook, Viber, WhatsApp, Twitter, Blog, Vlog); Media and marketing communication.	1, 2, 4
4	Mass Media and Culture: Communication and mass culture; Communication technology and culture; Mass media and folk culture; Mass media and popular culture; Mass media and postmodern culture.	1, 2, 4
Section B		CLOs
5	Media and Society: Social responsibility of media; Media and democracy; Media and public interest; Agenda setting; Mass media and globalization.	1, 2, 4
6	Mass Media and Social Change: Influence of media on social change; Impacts of media on structural change; Media and creation of new values; Media and social planning for marketization; Role of media in social movements: Media and empowerment.	1, 2, 3, 4
7	Mass Communication in Third World Countries: Nature, impact and role of mass communication in third world countries; Ownership of media and content (political power and multinational companies); Dominant ideology versus cultural contradictions in media; Communication policies and practices in Bangladesh.	1, 2, 4
8	Communication for Development: Role of mass media in rural community development; Mass media and development in education; Political development and mass media; Role of information, communication and technology (ICT) in development; Right to information act (RTI).	1, 2, 3, 4

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	compare and analyze both functions and dysfunctions of communication processes and media in the contemporary social system;	1, 2, 4, 5, 6, 9
	CLO2	demonstrate the impact of technological development on mass media;	1, 2, 3, 5, 8, 9
	CLO3	evaluate the influence of political power and multinational companies in media; and	1, 7, 11, 12
	CLO4	examine the development activities of mass media in developed and third world countries.	1, 2, 4, 8

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva
CLO2	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and presentation	Class test/ quiz/ open book exam/ assignment/ presentation/ viva and final exam
CLO4	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Folkerts, J. (2006). The media in your life: An introduction to mass communication. Pearson Education. Giddens, A. (2006). Sociology(5th ed.). Polity Press. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). SAGE Publications. McQuail, D. (1969). Toward a sociology of mass communications. Macmillan Publishing Company. Thompson, J. B. (1995). The media and modernity: A Social theory of the media. Polity Press.
Supplementary Readings	Lee, L. (2009). History and development of mass communications. Journalism and Mass Communication, 1,158. Wright, C. R. (1979). Sociology of mass communications. Annual Review of Sociology,5, 193-217.

Third Year First Term			
Course Code: 0314 16 Soc 3101		Year: Third	Term: First
Course Title	Classical Sociological Theory		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course intends to introduce significant paradigmatic areas of classical sociological theories with a view to the basic foundational arguments of sociology. It focuses on the philosophical and theoretical explanations of social reality depicted by the pioneers of sociology		
Course Objectives	The objectives of this course are to – • conceptualize the early development of sociological theories; • provide classical theoretical understandings of sociology; and • endow with the background to compare the philosophical stances of both classical and contemporary sociological theories.		

Course Contents		CLOs
Section A		
1	Basic Issues in Sociological Theory: Meaning and nature of sociological theory, Steps of theory construction; Social and intellectual forces on the origin and development of sociological theory.	1, 2
2	Auguste Comte: Positive philosophy and positive politics; Positive science vs. interpretive knowledge; Law of three stages; Social statics and social dynamics.	1, 2, 3
3	Herbert Spencer: Social Darwinism; The social organism; Social self-consciousness.	1, 2, 3
4	Karl Marx: Dialectical and historical materialism; Class and class struggle; Theory of alienation; Modes of production; Labor and capital; State, socialism and communism; Revolution and discourse of social change.	1, 2, 3
Section B		CLOs
5	Emile Durkheim: Analyzing social fact; Social solidarity; Division of labor in society; Religion and society; Anomie and suicide.	1, 2, 3
6	Max Weber: Social stratification; Ideal type, pure type; Rationalization and bureaucracy; Types of authority; The Protestant ethic and the emergence of capitalism.	1, 2, 3
7	Vilfredo Pareto: Logico-experimental method; Logical and non-logical action; Residues and derivation; Circulation of elite.	1, 2, 3
8	Georg Simmel: The metropolis and mental life; Objective vs. subjective culture.	1, 2, 3

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	explain the factors that lead to the development of sociological theory;	1, 2, 7, 10
	CLO2	illustrate the contributions of European and American scholars in the development of Sociology as a distinct discipline;	2, 5, 6
	CLO3	examine and evaluate the basic classical theories of Sociology.	3, 9

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Quiz and class test and final exam
CLO2	Project	Class test, open book exam and final exam
CLO3	Lecture and discussion	Class test, assignment and final exam

Learning Materials

Recommended Readings	Adams, B. N., andSydie, R. A. (2001). Sociological theory. London: Sage Publications. Durkheim, É. (1970). Suicide: A study in sociology. Routledge and Kegan Paul. Marx, K. (1867). Capital: A critique to political economy (vol.1). Penguin Classics. Ritzer, G. (2008). Classical sociological theory. McGraw-Hill. Weber, M. (2002). The protestant ethic and the spirit of capitalism. Penguin Classics.
Supplementary Readings	Collins, R. (1994). Four sociological traditions. Oxford University Press.

Course Code: 0314 16 Soc 3103		Year: Third	Term: First
Course Title	Research Methodology		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course intends to introduce the key components of research and different research methods used by social scientists to collect and analyze data relevant to a wide range of social activities and phenomena. It focuses on conducting social research to generate, disprove, or validate theories through utilizing scientific methods and techniques of data collection and analysis.		
Course Objectives	The objectives of this course are to – • provide knowledge on the basic concepts of social research; • disseminate insights in formulating research problem and design; and • acquaint with research methods and techniques.		

	Course Contents	CLOs
	Section A	
1	Overview of Research: Science, knowledge and common sense; Characteristics and steps of scientific method; Meaning and types of research.	1
2	Basic Concepts of Research Fact; Concept; Variables; Theoretical and operational definitions; Assumptions and hypothesis; Conceptual framework; Proposition; Model; Data; Plagiarism and paraphrasing.	1
3	Theory and Research: Relation between theory and research; Inductive and deductive process of theory construction; Epistemological consideration – positivism, interpretivism; and Ontological considerations-objectivism, constructionism.	1
4	Social Research; Definition of social research; Social research as a scientific method; Limitations of social research.	1
	Section B	CLOs
5	Ethics, Measurement and Scaling Techniques: Ethics in social research; Measurement; Validity and reliability; Objectivity in research; Representativeness; Generalizability.	1, 2
6	Research Problem: Identifying a research problem; Statement of the research problem; Background literature of the research problem; Definition of terms and concepts; Rationale of research; Formulating research questions and objectives; Development of assumption and hypothesis; Theoretical framework; Data collection planning; Time and financial budgeting.	2
7	Research Design: Experimental; Quasi-experimental; Non-experimental; Cross-sectional; Longitudinal; Case study.	2, 3
8	Approaches and Methods in Social Research: Approaches – Quantitative, Qualitative and Participatory Rural Appraisal(PRA); Methods – survey, observation, case study, content analysis, focus group discussion (FGD),key informant interview (KII).	2, 3

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	explain the meaning of science, knowledge, research, design, and so on.	1, 2, 3
	CLO2	formulate research problems and draw appropriate design; and	5, 6, 7, 8
	CLO3	apply scientific method in social research.	9, 10, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Project	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and group discussion	Viva-voce and final exam

Learning Materials

Recommended Readings	Baker, T. L. (1994). Doing social research. McGraw-Hill. Blaikie, N. (2000). Designing social research. Polity Press Bryman, A. (2004). Social research methods. Oxford University Press. Demzin, K. N. and Lincoln, S. Y. (1994). Handbook of qualitative research. Sage. Sarantakos, S. (2005). Social research. Palgrave Macmillan. Silverman, D. (2014). Interpreting qualitative data. SAGE Publications. Creswell, J. W., and Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches. SAGE Publications.
Supplementary Readings	Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? Qualitative Research, 6(1), 97–113. doi: 10.1177/1468794106058877 Johnson, R. B. and Onwuegbuzie, A. J. (2004) Mixed methods research: A research paradigm whose time has come. Educational Researcher, 33, 14-26. doi: 10.3102/0013189X033007014 Johnson, R. B., Onwuegbuzie, A. J., and Turner, L. A. (2007). Toward a definition of mixed methods research. Journal of Mixed Methods Research, 1(2), 112-133. doi: 10.1177/1558689806298224

Course Code: 0314 16 Soc 3105		Year: Third	Term: First
Course Title	Sociology of Poverty		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to provide basic knowledge regarding the conceptual, theoretical, and methodological dimensions of poverty focusing on policies and programs regarding poverty alleviation.		
Course Objectives	The objectives of this course are to – • offer an analysis of the basic concepts of poverty; • disseminate knowledge on different dimensions, approaches, and theories of poverty; and • acquaint with the public policies, programs and approaches to combat poverty.		

Course Contents		CLOs
Section A		
1	Overview of Poverty Analysis: Social inequality; Social stratification; Determinants and dimensions of social inequality; Poverty- absolute and relative; Poverty and social exclusion; Prevalence and trend of world poverty- Poverty in developed, developing and LDCs.	1, 2
2	Dimensions of Poverty: Human poverty; Chronic poverty; Family life cycle poverty; Income and living standard dimension; Security and gender dimension; Regional and seasonal dimension.	2, 5
3	Theories of Poverty and Social Exclusion: Functionalist, conflict, and equilibrium; Theories of poverty and social exclusion.	5
4	Measurements of Poverty: Techniques of measuring poverty and inequality – poverty line, qualitative measures, composite index, quantitative measures, Alternative approach to poverty measurement.	1, 5
Section B		CLOs
5	Social Exclusion and Poverty: Dimensions and factors of social exclusion; The faces of poverty- women, children, aged and people of color.	1,2
6	Economic and Population Growth and Poverty: Economic growth and poverty; Population growth and poverty; Poor health and poverty.	3
7	Poverty Alleviation Approaches: State and poverty; Charity approach; Relief approach; Self-supporting approach; Structural approach; Liberal approach; Human development; Women empowerment approach.	3, 4
8	Poverty Alleviation Strategies in Bangladesh: PRSP; Five years plan; MDGs and SDGs; Safety net program; Re-distribution of land and property; Capital credit for self-employment; Micro finance and credit approach.	3, 4

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	describe the meaning and measurement of poverty, inequality, and exclusion in contemporary society;	1, 2
	CLO2	interpret demographic, economic and political possibilities to explain the intertwined factors of poverty;	1, 5, 6
	CLO3	evaluate the debates on the importance of economic and other policies for poverty reduction and human development;	2, 5, 8, 9, 11, 12
	CLO4	assess the roles of different organizations in reducing poverty; and	5, 10
	CLO5	apply new knowledge to address poverty and social exclusion.	1, 3, 7, 8, 9

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Class test/ quiz/ assignment/ presentation/ viva
CLO2	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam.
CLO3	Lecture, discussion and presentation	Class test/ quiz/ open book exam/ assignment/ presentation/ viva and final exam.
CLO4	Lecture, discussion and presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam.
CLO5	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam.

Learning Materials

Recommended Readings	Alamgir, M. (1978). Bangladesh: A case of below poverty level equilibrium trap. Bangladesh Institute of Development Studies. Arens, J., and van Beurden, J. (1980). Jhagrapur; poor peasants and women in a village in Bangladesh. Arensand Van Beurden. Grusky, D. B. andKanbur, R. (2006). Poverty and inequality. Stanford University Press. Islam, R. (1985). Strategies for alleviating poverty in rural Asia. ILO/ARTEP. Khan, A. R., and Lee, E. (1984). Poverty in rural Asia. International Labor Organization Sen, A. (1982). Poverty and famines: an essay on entitlement and deprivation. Oxford University Press. Siddiqi, K. U. (1980). The political economy of rural poverty in Bangladesh. University of London.
Supplementary Readings	Maloney, C. (1986). Behavior and poverty in Bangladesh. University Press Limited. Townsend, P. (1962). The meaning of poverty. The British Journal of Sociology, 13(3), 210-227.

Course Code: 0314 16 Soc 3107		Year: Third	Term: First
Course Title	Social Demography		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course intends to explore the dynamics of population and issues related to population and society while emphasizing the major themes and topics related to demographic development. It also focuses on the demographic perspectives and theories crucial for the analysis of the social structure and social change with reference to the global and national population problems.		
Course Objectives	The objectives of this course are to – • disseminate knowledge on demographic issues and perspectives; • provide facts on the theories and explanations for population growth and dynamics; • acquaint with the basic demographic processes; and • endow with the population policy of Bangladesh.		

Course Contents		CLOs
Section A		
1	Introduction: World population – past, present, and future; Demography and population studies; Sources of population data; Analytical units of population studies.	1, 2
2	Population Theory: Ancient and medieval writings on population; The classical and neo-classical schools of economics on population theory; Socialist and Marxist views; The demographic transition theory.	1, 2, 3
3	Age and Sex Structure: Determinants and dynamics of age and sex structure; Impacts of age and sex structure on socio-economic development and population processes; Measures of age and sex structure; Population pyramid; Demographic dividend.	2
4	Marriage, Nuptiality and Fertility: Marital status; Mate selection; Nuptiality; Views concerning fertility change; Fertility patterns in developed and developing nations; Measures of fertility.	3
Section B		CLOs
5	Mortality and Population Health: Modern decline of mortality; Epidemiological transition theory; Social structure and mortality control; Differential patterns of morbidity; Basic measures of mortality; Life table.	1, 2, 3
6	Migration and Population Change: Migration and population redistribution; Theories and models of analyzing migration; Causes and consequences of migration; Measures of migration.	1, 3, 4
7	Population Growth and Social Change: Demographic responses to population growth; Population growth and redistribution; Control of population growth; Demographic responses in developing and developed countries.	1, 2, 4
8	Population Change and Policy Response: Critical perspectives of population policy; Implications of population policy; Population conferences and policies.	2, 3, 4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	identify and describe the key components of demography- fertility, mortality and migration and their societal implications;	1, 2, 7, 10,
	CLO2	apply major demographic theories on analyzing the population of Bangladesh;	2, 6, 8, 9
	CLO3	estimate the basic demographic measures related to population structure and dynamics.	3, 4, 5, 12
	CLO4	identify the major social and political factors associated with current population growth, developments and policies.	8, 10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, project and discussion	Quiz and class test and final exam
CLO2	Lecture, project and discussion	Class test, open book exam and final exam
CLO3	Lecture, project and discussion	Class test, assignment, viva-voce and final exam
CLO4	Lecture, project and discussion	Class test, assignment and final exam.

Learning Materials

Recommended Readings	Daugherty, H. G., and Kammeyer, K. C. W. (1995). An introduction to population, Guilford. Matras, J. (1973). Populations and societies. Prentice Hall. Nam, C. B., and Philliber, S. G. (1984). Population: A basic orientation. Prentice Hall. Trovato, F. (2002). Population and society. Oxford University Press. United Nations. (1973). The determinants and consequences of population trends (VI). United Nations. Weeks, J. R. (2002). Population: An introduction to concepts and issues. Wadsworth.

Course Code: 0314 16 Soc 3109		Year: Third	Term: First
Course Title	Sociology of Work and Occupation		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course intends to educate students theoretically about the nature, characteristics, and typology of industry, work and occupation from contemporary and historical perspectives. It offers a sociological approach to understanding the dynamics of the industry and works in the context of both developed and developing countries, including Bangladesh.		
Course Objectives	The objectives of this course are to – • provide knowledge on the emergence of industry, work, and occupation from both historical and sociological perspectives; • offer analysis on types and functions of work as well as their impacts on the pre-modern and modern world concerning technological innovation; and • disseminate insights on the problems of contemporary industries and their effects on working conditions and professionalism, as well as policies to deal with emerging issues more scientifically.		

	Course Contents	CLOs
	Section A	
1	Introduction: Definition, nature, and scope of sociology of work and occupation; Development and Transformation of industrial sociology to sociology of work; Nature and types of work.	1, 2
2	Industry and Work: Industrial revolution and its consequences on wages and working conditions; Definition, features, and types of industry; Development of modern industry and its impacts on work in traditional and modern society.	2
3	Industrial Relations and Working Environment: Major trends and issues of industrial relations; Theoretical approaches – Marxism, Dunlop, Fordism; Industrial conflict, industrial democracy, and resolution; Nature and functions of collective bargaining agency.	1, 2
4	Problems in Workplaces: Alienation and anomie – Marx, Durkheim, and Merton; Automation and technological advancement and its consequences – unemployment, underemployment, poverty, housing, and food crisis; Marginality and conflict of interests; Gender issues in the workplace; Occupational hazards; Industrial policy of Bangladesh.	2
5	Occupation and Work: Meaning, structure, and status of occupation; Occupational principle of work; Socialization in different occupational realms; Professionalism in work organizations; Professionalism and occupational strategies.	2, 3
	Section B	CLOs
6	Work Environment and Work Behavior: Meaning of work environment and work behavior; Factors and impact of work behavior.	2
7	Occupations, Inequality and Work: Labor market segmentation, employment, underemployment, and unemployment; Gender, ethnicity, and occupational inequality; Occupational socialization, careers, and recruitment; Occupational culture, identity, and community; Work, occupation, and satisfaction – local, regional, and international perspectives.	1, 3
8	Industrialization, Industrialism and Post Industrialization: Meaning and preconditions for industrialization; Consequences and impediments of industrialization; Meaning, features and types of industrialism; Post industrialism, characteristics of postindustrial society.	2
9	Workers in Formal and Informal Sector: Meaning of formal Sector and informer sector; Problems and social security of the workers in the informal sector; Difference between formal and informal organization.	2
10	Current Trends, Privatization, and Globalization: Meaning and nature of globalization and privatization; Importance of globalization; Contemporary globalization in the world; New economic policy and its consequence; Impact of globalization in Bangladesh.	3

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	comprehend the perspectives of sociology of work and occupation as distinct science of work and management;	1, 2, 4, 5
	CLO2	understand the development of industry and organization;	6, 7, 9, 10
	CLO3	apprehend the problems in modern industrial society and devise suitable strategies to reduce work and management-related hazards.	5, 8, 9, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Team Teaching	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Problem-based Learning and Presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and Group Discussion	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Edgell, S., & Granter, E. (2019). The sociology of work: Continuity and change in paid and unpaid work (3rded.). SAGE Publications. Faunce, W. A. (1967). Readings in industrial sociology.Appleton-century-Crofts. Gordon, H. (1958). Theory building in social work. University of Toronto Press. Grint, K., & Nixon, D. (2016). The sociology of work (4thed.). Polity. Miller, D. C. & Form, W. H. (1951). Industrial sociology: The sociology of work organization. Harper & Row Publishers.
Supplementary Readings	Parker, S. R., Brown, R. K., Child, J., & Smith, M. A. (1990). The sociology of industry (5thed.). Unwin Hyman Ltd. Smith, J. H. & Reynaud, J. D. (1961). Industrial sociology. UNESCO. Vallas, S. P., Finlay, W., & Wharton, A. S. (2009). The sociology of work: Structures and inequalities (1sted.). Oxford University Press. Volti, R. (2011). An Introduction to the sociology of work and occupations (2nded.). SAGE Publications. Watson, T. J. (2008). Sociology, work and industry (5thed.). Routledge.

Course Code: 0314 16 Soc 3110		Year: Third	Term: First
Course Title	Sociology of Work and Occupation: Fieldwork		
Course Status	Optional		
Credit	1.5		
Prerequisite(s)	None		
Rationale	The course intends to familiarize students with the theoretical ideas on work and industry to enable them to understand how industries evolve, what initiatives are taken by management to stabilize work places and why discrimination exists in work and how they can be resolved. The course correlates its theoretical counterpart of 0314 16 Soc 2113.		
Course Objectives	The objectives of this course are to – • Provide the first-hand experience of conducting fieldwork on extensive areas of work and occupations, especially, in industries.		

	Course Contents/Tasks	CLOs
1	Evolution of industry, Industrial relations and Working environment in Bangladesh.	1
2	Problems and issues in work and work places in Bangladesh.	1
3	Management and organizational analysis of work and industry.	1, 3
4	Technology at workplaces and its problems.	1, 2

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	criticize theoretical and empirical ideas on organization and management of organizations;	2, 6, 7
	CLO2	identify the problems and issues in work and industry;	6, 7,10, 11
	CLO3	analyze the data collected from any organization or industry.	7, 10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Demonstration and team teaching	Class participation, viva and report evaluation
CLO2	Problem-based learning and presentation	Class participation, viva and report evaluation
CLO3	Lecture and group discussion	Class participation, viva and report evaluation

Learning Materials

Recommended Readings	Edgell, S., and Granter, E. (2019). The sociology of work: Continuity and change in paid and unpaid work (3rded.). SAGE Publications. Faunce, W. A. (1967). Readings in industrial sociology. Appleton-century-Crofts. Gordon, H. (1958). Theory building in social work. University of Toronto Press. Grint, K., and Nixon, D. (2016). The sociology of work (4thed.). Polity. Miller, D. C. and Form, W. H. (1951). Industrial sociology: The sociology of work organization. Harper and Row Publishers.
Supplementary Readings	Smith, J. H. and Reynaud, J. D. (1961). Industrial sociology. UNESCO. Vallas, S. P., Finlay, W., and Wharton, A. S. (2009). The sociology of work: Structures and inequalities (1sted.). Oxford University Press. Volti, R. (2011). An Introduction to the sociology of work and occupations (2nded.). SAGE Publications. Watson, T. J. (2008). Sociology, work and industry (5thed.). Routledge. Parker, S. R., Brown, R. K., Child, J., and Smith, M. A. (1990). The sociology of industry (5thed.). Unwin Hyman Ltd.

Course Code: 0314 16 Soc 3111		Year: Third	Term: First
Course Title	Sociology of Disability		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course is designed to introduce the students with the disability from a sociological perspective. It treats disability as a socio-cultural phenomenon and examines the theoretical aspects of disability and their socio-cultural consequences. The course is also intended to bring in the causes of disability, social experience of people with disabilities and the law and public policy that attempt to address the needs of people with disabilities.		
Course Objectives	The objectives of this course are to – • provide knowledge on the disability theories, models and perspectives; • offer insights on the situation and rights of disabled people; and • endow with the organizational and legal systems designed to people with disabilities		

	Course Contents	CLOs
	Section A	
1	Introducing Disability: Definition and types of disability; Sociological importance of studying disability; Means to interpret disability – biomedical, socio-political, functional and environmental; Impacts of disability on the individual and society.	1
2	Sociological Approaches to Chronic Illness and Disability: Sick role behavior of Parsons; Foucauldian perspective on mental health; Goffman's theory of stigmatization.	2
3	Models of Disability: Moral, medical, economic, social and charity models.	1, 2
4	Gender and Disability: The dynamics of gender and disability; Disability from feminist perspective; Gendered disability in Bangladesh.	2
	Section B	CLOs
5	Identity, Experience and Challenges of Disability: Disability and prejudice; Social experience of disability; Identity and rights of disabled; Access to health care, education, income, and employment.	3, 4
6	Disability and Sexuality: Sexual activity; Queers with disabilities; Sexual abuse; Question of consent and intellectual disability.	1, 3
7	Disability, State and Law: Disability and the role of state; Political economy of disabled; Disability and human rights; Laws related to disability; Social security policy in Bangladesh.	4
8	Disability around the World: Disability in the age of globalization; Nature, trend and pattern of disability in developed and developing countries.	5

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	describe disability and disability-related issues within socio-cultural context;	1, 2, 4
	CLO2	evaluate the theoretical approaches to disability studies;	5, 6, 3
	CLO3	assess the challenges and opportunities of people with disabilities around the world;	7, 9, 10
	CLO4	explain the national and international policies related to the rights of disabled people;	8, 10, 11
	CLO5	analyze the trend and pattern of disability throughout the world.	4, 6, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, project and discussion	Quiz and class test and final exam
CLO2	Lecture, project and discussion	Class test and final exam
CLO3	Lecture, project and discussion	Class test, open book exam, assignment and final exam
CLO4	Lecture, project and discussion	Quiz and class test and final exam
CLO5	Lecture, project and discussion	Viva-voce and final examination

Learning Materials

Recommended Readings	Barnes, C., Mercer, G., andShakespear, T. (1992). Exploring disability: A sociological introduction (1sted.). Blackwell Publishers. Barnes, C., Oliver, M., and Barton, L. (eds.). (2002). Disability studies today. Blackwell Publishers. Charmaz, K. (1983). Loss of self: a fundamental form of suffering in the chronically ill. Sociology of Health and Illness, 5(2), 168-195. Davis, L. J. (eds.) (2006). The disabilities reader (2nded.). Routledge. Fine, M. and Asch, A. (1988). Disability beyond stigma: Social interaction, discrimination and activism. Journal of Social Issues, 44(l), 3-21.
Supplementary Readings	Gill, M. (2010) Rethinking sexual abuse, questions of consent, and intellectual disability. Sexuality Research and Social Policy, 7(3), 201-213. Goffman, E. (1963). Stigma: Notes on the management of spoiled identity. Simon and Shuster. Liddiard, K. (2014). The work of disabled identities in intimate relationships. Disability and Society, 29(1), 115-128. Malhotra, R., and Rowe, M. (2013) exploring disability identity and disability rights through narratives: finding a voice of their own. Routledge.

Course Code: 0521 16 ES 3151		Year: Third	Term: First
Course Title	Disaster and Vulnerability Studies		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to endow with the existing climate variability and climate change call for policies to protect vulnerable people who seek their livelihoods in a changing environment. Thus, it emphasizes on the study of disaster and its vulnerabilities, especially, in the context of developing world. This course also focuses on the basics of environment and eco-balancing system.		
Course Objectives	The objectives of this course are to – • familiarize students with basic concepts of disasters and climate vulnerabilities; • provide theoretical and methodological backgrounds of disaster and vulnerability studies; • provide students with the knowledge about the magnitude of different types of disasters from global and local contexts; and • bring in the policy interventions in reducing vulnerability of disasters.		

Course Contents		CLOs
Section A		
1	Introducing Disaster and Vulnerability: Meaning, origin, scope, and classification of disaster; Different approaches to the study of disaster and vulnerability studies and its aftermath.	1, 2
2	Basic Concepts and their Relationship with Disaster: Climate change; Hazard, risk and vulnerability; Emergencies, accidents and warnings; Risk reduction; Preparedness, Planning; Recovery and rehabilitation; Response, restoration and reconstruction.	1, 3, 4
3	Major Disasters in Global and National Contexts: Types of disaster –flood, cyclone, storm, tidal surge, draught, earthquake, tsunami, riverbank erosion, landslide, fire, famine, epidemic; Recent disasters –SIDR, Aila, Nargis; salinity intrusion; Water logging – Bangladesh perspectives.	2, 4
4	Causes and Consequences of Disasters: Causes of disaster–natural, social, geographical, technological and environmental; Consequences of disaster –population, built environment, environmental change; social, economic and psychological impact of disaster.	3, 5
Section B		CLOs
5	Research Methods in Disaster Management: Participatory rural appraisal (PRA); Environmental impact assessment (EIA); Social impact assessment (SIA); Community risk assessment (CRA); Vulnerability matrix.	1, 3, 4
6	Coping Mechanisms and Adaptation Strategies: Types of response-Individual, household, community and organizational/institutional levels (Based on class, gender, ethnicity and other differentiation).	5, 6
7	Disaster Risk Reduction: Principles and practices; Disaster preparedness – Emergency response; damage, loss and need assessment; Indigenous coping mechanisms.	5, 6
8	Disaster Planning and Management: National, regional, community, household, and individual level; Regulatory and institutional framework of Bangladesh; National disaster policy, GO-NGO collaboration; UNICEF, HFA, SFA, SOD, CDMP/Disaster management plan; Climate change strategies and action plan of Bangladesh.	4, 5, 6

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	describe the general concepts, elements and components of disaster and vulnerability.	3, 5, 6
	CLO2	evaluate the theoretical base and policy analytic skills applicable to increasing security and wellbeing of the vulnerable people;	8, 9
	CLO3	apply various tools, methods and approaches to disaster and its extends.	3, 7, 10
	CLO4	Illustrate the basic concepts of disaster planning, management and strategic actions and organize the local communities for awareness activities among them.	1, 2, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Direct instruction (lecture/slide presentation) and interactive instruction (brainstorming and peer partner learning)	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Direct instruction (lecture/slide presentation) and interactive instruction (small group discussion/problem solving)	Class test and final exam
CLO3	Direct instruction (lecture/slide presentation); interactive instruction (informal debate) and indirect instruction (case studies)	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Direct instruction (lecture/slide presentation); interactive instruction (role playing) and indirect instruction (case studies)	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Hannigan, J. A. (2014). Environmental sociology (3rded.). Routledge. Webster, A. (1990). Introduction to the sociology of development (2nded.). Red Globe Press. Gain, P. (1998). Bangladesh environment: Facing the 21st century (2nded.). University Press Limited. Elliot, J. A. (2012). An introduction to sustainable development: The developing world (4thed.). Routledge. Rahman, A. A., Robin, N., and Roncerel, A. (1998). Exploding the population myth consumption versus population: What is the climate bomb? University Press Limited. Imtiaz, A. (eds.). (1999). Living with floods: An exercise from alternative. University Press Limited.

Third Year Second Term			
Course Code: 0314 16 Soc 3201		Year: Third	Term: Second
Course Title	Contemporary Sociological Theory		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course intends to familiarize learners with major paradigms of modern sociological theories developed in the early and mid of the 20th century. The design of the course follows a coherent structure intending to capture the crucial philosophical turn and its socio-political and economic contexts.		
Course Objectives	The objectives of this course are to – • provide students with exposure to modern theoretical underpinnings of sociology, • assist learners in developing skills necessary to use the theoretical perspectives while studying society, • propagate a critical outlook to explore the core debates around modern theoretical arguments of sociology.		

	Course Contents	CLOs
	Section A	
1	Structural Functionalist Perspective: Talcott Parsons; Robert K. Merton.	1, 2, 3
2	Conflict and Neo-Functionalist Perspectives: Ralph Dahrendorf; Randall Collins; Jeffery C. Alexander; Paul Colomy.	1, 2, 3
3	Neo-Marxist and Critical Perspectives: Antonio Gramsci; Georg Lukacs; Jurgen Habermas; Louis Althusser; Nicos Poulantzas.	1, 2, 3
4	Karl Mannheim: Sociology of Knowledge; Ideology and Utopia.	1, 2, 3
	Section B	CLOs
5	Symbolic Interactionist and Exchange Perspectives: George Herbert Mead; Erving Goffman; George Homans; Peter M Blau;	1, 2, 3
6	Phenomenological and Ethnomethodological Perspectives: Edmund Husserl; Harold Garfinkel.	1, 2, 3
7	Critical Theory: Max Horkheimer; Herbert Marcuse.	1, 2, 3
8	Paradigm Shift: Thomas Kuhn.	1, 2, 3

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	evaluate the modern sociological theories and apply these in analyzing relevant social contexts;	1, 2, 5, 6, 7, 10
	CLO2	justify the shifts of ideas as well as major philosophical transitions of sociological theories;	2, 9, 10
	CLO3	propagate a comparative outlook on theoretical issues of Sociology.	3, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, project and discussion	Quiz, class test and final exam
CLO2	Lecture, project and discussion	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture, project and discussion	Class test, Viva-voce and final exam

Learning Materials

Recommended Readings	Dahrendorf, R. (1959). Class and class conflict in industrial society. Stanford University Press. Marcuse, H. (1991). One dimensional man: Studies in the ideology of advanced industrial society (2nded.). Beacon Press. Parsons, T. (1951). The social system. Free Press of Glencoe. Ritzer, G. (2008). Modern sociological theory (7thed.). McGraw-Hill. Scott, J. (2012). Sociological theory contemporary debates. Edward Elger.
Supplementary Readings	Adams, B. N., andSydie, R. A. (2001). Sociological theory. SAGE Publications. Allan, K.. D. (2012). Contemporary social and sociological theory. SAGE Publications. Stark, W. (1962). The fundamental forms of social thought: An essay in aid of deeper understanding of history of ideas. Routledge.

Course Code: 0314 16 Soc 3203		Year: Third	Term: Second
Course Title	Qualitative and Quantitative Approaches to Social Research		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course provides a comprehensive understanding of the diverse research methodologies in social sciences and their ontological and epistemological bases. It focuses on the data management process of qualitative and quantitative research to let students achieve the necessary practical skills.		
Course Objectives	The objectives of this course are to – • familiarize students with quantitative and qualitative approaches to social research; • provide ideas on the techniques of sampling and data collection; • disseminate knowledge regarding data measurement; and • bring in the techniques of presenting and interpreting findings.		

	Course Contents	CLOs
	Section A	
1	Theoretical Approaches in Social Research: Positivism; Interpretive; Social constructionism; Critical and feminist approaches, Participatory approaches; Naturalism.	1, 3
2	Research Design: Basis of choosing research design- qualitative, quantitative and mixed modes.	1, 2, 3
3	Data in Quantitative Research: Sources of data- primary and secondary; Preparation; Matters to be considered in the field; Questionnaire; Interview; Observation; Secondary data- content analysis.	2, 3
4	Quantitative Research- Sampling: Population, sample and sampling-, Types of sampling- probability and non-probability; Sampling technique; Sample size determination.	2, 3
5	Quantitative Research- Data Analysis and Reporting: Data editing and processing; Content analysis; Statistical analysis; Report writing and publishing quantitative data.	2, 3
	Section B	CLOs
6	Qualitative Research: Main steps in qualitative research; Reliability and validity in qualitative research; Preconditions of qualitative research; Critique of qualitative research.	1, 2, 3
7	Data Collection in Qualitative Research-: Sources of data- primary and secondary; Matters to be considered in the field; Ethnography; Observation; Interviewing; Focus group discussions, KII.	2, 3
8	Data Analysis and Reporting in Qualitative Research: General strategies- analytic induction, Grounded theory; Coding, Turning data into fragments and problems with coding; Analytical process:- narrative analysis- thematic, structural, interactional and performative.	2, 3
9	Mixed Mode Research Approach: Breaking down the qualitative/quantitative divide; Combining qualitative and quantitative research; Interpreting Mixed-method research data.	2, 3

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	analyze the theoretical approaches and strategies to conduct social research.	1, 2, 3, 7
	CLO2	explain the use of quantitative, qualitative, and mixed method approaches to social research	5, 6, 8, 9
	CLO3	apply appropriate research approaches by using methodological variation in the use of techniques and tools of data collection, data processing and interpretation of social data.	10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Class test/ quiz/ assignment/ presentation/ viva
CLO2	Lecture, discussion, question and answer, project	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Baker, T. L. (1994). Doing social research. McGraw-Hill. Blaikie, N. (2000). Designing social research. Polity Press Bryman, A. (2004). Social research methods. Oxford University Press. Demzin, K. N. and Lincoln, S. Y. (1994). Handbook of qualitative research. Sage. Sarantakos, S. (2005). Social research. Palgrave Macmillan. Silverman, D. (2014). Interpreting qualitative data. SAGE Publications. Creswell, J. W., and Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches. SAGE Publications.
Supplementary Readings	Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? Qualitative Research, 6(1), 97–113. doi: 10.1177/1468794106058877 Johnson, R. B. and Onwuegbuzie, A. J. (2004) Mixed methods research: A research paradigm whose time has come. Educational Researcher, 33, 14-26. doi: 10.3102/0013189X033007014 Johnson, R. B., Onwuegbuzie, A. J., and Turner, L. A. (2007). Toward a definition of mixed methods research. Journal of Mixed Methods Research, 1(2), 112-133. doi: 10.1177/1558689806298224

Course Code: 0314 16 Soc 3204	Year: Third	Term: Second
Course Title	Qualitative and Quantitative Approaches to Social Research: Lab and Fieldwork	
Course Status	Core	
Credit	1.5	
Prerequisite(s)	None	
Rationale	This course is designed to apply the knowledge achieved from the course- 0314 16 Soc 3203. It emphasizes on the demonstration of skills of different methods and techniques in social research.	
Course Objectives	The objectives of this course are to – • provide knowledge on approaches to social research; • provide ideas on the techniques of sampling and data collection; • disseminate knowledge regarding quantitative and qualitative divide and how to mix them; and • endow with the techniques of presenting and interpreting findings.	

	Course Contents/Tasks	CLOs
1	Theoretical approaches to social research and research strategies.	1, 2, 3
2	Quantitative research- sampling, data collection, data analysis and reporting.	1, 2, 3
3	Qualitative research- steps, sampling, data collection, data analysis and reporting.	1, 2, 3
4	Mixed-method research.	1, 2, 3
5	Seminar/group-work/fieldwork on theoretical approaches in social research and research strategies.	1, 2, 3
	Fieldwork will be carried out in urban and rural areas of Khulna Division and so on.	

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	deal with theoretical approaches and strategies to conduct social research;	1, 2, 3, 7
	CLO2	apply the quantitative, qualitative, and mixed method approaches to social research;	5, 6, 8, 9
	CLO3	identify the methodological variation in the use of tools, techniques of data collection, data processing and interpretation of social data.	10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Seminar work and group discussion	Class participation, viva and report evaluation
CLO2	Fieldwork	
CLO3	Fieldwork	

Learning Materials

Recommended Readings	Baker, T. L. (1994). Doing social research. McGraw-Hill. Blaikie, N. (2000). Designing social research. Polity Press Bryman, A. (2004). Social research methods. Oxford University Press. Demzin, K. N. and Lincoln, S. Y. (1994). Handbook of qualitative research. Sage. Sarantakos, S. (2005). Social research. Palgrave Macmillan. Silverman, D. (2014). Interpreting qualitative data. SAGE Publications. Creswell, J. W., and Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches. SAGE Publications.

Supplementary Readings	Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? QualitativeResearch, 6(1), 97–113. doi: 10.1177/1468794106058877 Johnson, R. B. and Onwuegbuzie, A. J. (2004) Mixed methods research: A research paradigm whose time has come. Educational Researcher, 33, 14-26. doi: 10.3102/0013189X033007014 Johnson, R. B., Onwuegbuzie, A. J., and Turner, L. A. (2007). Toward a definition of mixed methods research. Journal of Mixed Methods Research, 1(2), 112-133. doi: 10.1177/1558689806298224

Course Code: 0314 16 Soc 3205		Year: Third	Term: Second
Course Title	Minority and Ethnic Studies		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course focuses on the experiences of minority people in Bangladesh and the world and adopts a critical understanding of the differences among race, ethnicity, minority groups, and indigenous people. This course also deals with some hegemonic discourses, tools, and lenses that frame, justify, and reinforce the privileges of some groups over others. In addition to that, it focuses on the international conventions, declarations, acts, ordinances and policies to better place the idea of minority groups in society.		
Course Objectives	The objectives of this course are to – • provide knowledge on issues including experiences of minority groups within the context of their cultural heritage and tradition, as well as those of the dominant culture; • offer insights into the major concepts, theories and ideologies in the field of minority and ethnic studies; • deliver the intuitions to scrutinize the intersectionality in social differentiation and discrimination; • recognize the importance of minority studies in movements for social justice; and • disseminate the ideas of historical, social, political and economic effects of discrimination based on group identity.		

Course Contents		CLOs
Section A		
1	Major Concepts: Majority, minority and indigenous people- historical context; Nation and nationality; Ethnic and racial groups; Types of minority.	1, 2, 3
2	Theoretical Debates: Critique of liberal perspective – individual and state; Debates on self-determination of indigenous people.	2, 8
3	Major Issues in Minority and Ethnic Studies: Patterns of immigration and minority issues; Ethnic group and ethnic identity formation.	3, 4, 5
4	Minorities and International Laws: Convention on the elimination of all forms of racial discrimination (1965); UN declaration on the rights of minorities (1992); Convention 107 and 169 of international labor organization.	7, 9
Section B		CLOs
5	Contemporary Racial Inequality: Income and labor market inequality; Inequality in housing and wealth; Education and health inequalities.	7
6	Intersectionality in Ethnic and Minority Studies: Age, race, class, religion, gender and disability; Feminist perspective on race and ethnicity.	6, 7, 8
7	Situation of Minorities and Ethnic Groups: Socioeconomic and political situation; Impacts of development policies and programs; Ethnic cleansing– evidence from developed and developing countries; Geopolitics and minorities.	7, 8
8	Minorities in Bangladesh: Religious minorities; Ethnic communities in CHT and plains; Small ethnic groups; Minority politics in Bangladesh; Minority in constitution and law of Bangladesh; Practice of vested property act in Bangladesh.	4, 5

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	describe the key concepts related to race, ethnicity, minority, indigenous people;	1, 2, 7, 10
	CLO2	extricate key theoretical concepts critical to the analysis of the experiences of racial and ethnic groups;	2
	CLO3	appraise social constructions of race in a domestic and/or international context.;	3
	CLO4	scrutinize historical racial-ethnic conflicts;	1, 11
	CLO5	analyze representations and cultural practices as means to construct or sustain cultural identities;	3
	CLO6	inspect the intersectionality in social differentiation and discrimination;	3, 9
	CLO7	evaluate the production of and responses to social inequities experienced by minorities;	5, 6, 7
	CLO8	demonstrate the theoretical explanations of majority-minority relations; and	6, 7
	CLO9	assess the international attempts to protect the rights of minority groups	8, 10, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Direct instruction (lecture/slide presentation) and interactive instruction (brainstorming and peer partner learning)	Viva-voce, class test and final exam
CLO2	Direct instruction (lecture/slide presentation) and interactive instruction (small group discussion/problem solving)	Class test and final exam
CLO3	Direct instruction (lecture/slide presentation); interactive instruction (informal debate) and indirect instruction (case studies)	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Direct instruction (lecture/slide presentation); interactive instruction (role playing) and indirect instruction (case studies)	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO5	Direct instruction (lecture/slide presentation); interactive instruction (informal debate) and indirect instruction (small group discussion)	Class test and final exam
CLO6	Direct instruction (lecture/slide presentation); interactive instruction (informal debate) and independent study (essays/reports)	Class test and final exam
CLO7	Interactive instruction (informal debate); indirect instruction (small group discussion) and independent study (essays/reports)	Homework and assignment
CLO8	Interactive instruction (informal debate) and indirect instruction (small group discussion/inquiry)	Homework and assignment
CLO9	Interactive instruction (informal debate) and indirect instruction (small group discussion/inquiry)	Homework and assignment

Recommended Readings	Ahmed, I. (eds.). (2019). Genocide and mass violence: Politics of singularity. Centre for Genocide Studies. Barakat, A., Zaman, S., Rahman, A., andPoddar, A. (1997). Political economy of the vested property act in rural Bangladesh. PathakShamabesh. Basu, S., Chaudhury, R., andSamaddar, R. (eds). (2018). The Rohingya in south Asia: People without a state. Routledge. Chatterje, J., andWashbrook, D. (2019). Partition's legacies. SUNY Press. Gain, P. (1998). Bangladesh land forest and forest people. Society for Environment and Human Development. Halim, S. (2004). Listening to the indigenous women: The struggle for a voice in solidarity, our land our life. Bangladesh Indigenous People Forum. Kymlicka, W. (eds.). (1997). The right of minority cultures. Oxford University Press. Rex, J., andGuibernau, M. (eds.). (1999). The ethnicity reader: Nationalism, multiculturalism and migration. Polity Press.
Supplementary Readings	Healey, J. F., Stepnick, A., and O'Brien, E. (2018). Race, ethnicity, gender, and class: The sociology of group conflict and change (8thed.). SAGE Publications. Hughes, M. (2011). Intersectionality, Quotas, and Minority Women's Political Representation Worldwide. American Political Science Review, 3(105): 604–620.doi:10.1017/S0003055411000293 Wirth, L. (1945). The Problem of Minority Groups. In: Linton, R. (eds.) The science of man in the world crisis. Columbia University Press. Wagley, C., and Harris, M. (1958). Minorities in the new world: six case studies. Columbia University Press.

Course Code: 0314 16 Soc 3206		Year: Third	Term: Second
Course Title	Minority and Ethnic Studies: Fieldwork		
Course Status	Core		
Credit	1.5		
Prerequisite(s)	None		
Rationale	This course is designed to study the sub-cultural groups of Bangladesh with particular emphasis on ethnic minorities based on the course 0314 16 Soc 3203. It provides a multidisciplinary analysis of the subordinate/dominant statuses of individuals and groups by recognizing the impact of race/ethnicity, gender, and socioeconomic class of individuals and groups in relation to Bangladesh society. The influence of ethnicity in the lives of some selected minority groups of Bangladesh will be assessed in response to the nation's predominant majority population.		
Course Objectives	The objectives of this course are to – • provide students with the insights on the concepts, theories, and ideologies in the field of minority and ethnic studies; • offer the knowledge on developmental history, culture, experiences of inequality, and current life chances of minority groups in Bangladesh; and • endow with the minority group interactions in Bangladesh focusing on assimilation processes and adjustments.		

	Course Contents/Tasks	CLOs
1	Field visits of different ethnic communities, e.g. Cox's Bazar, Sylhet, Chittagong Hill Tracts, Dinajpur, Rajshahi, Potuakhali, Satkhira and so on.	1, 2, 3, 4, 5

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	justify the sociological usage of majority and minority relations;	1, 2, 7, 10
	CLO2	evaluate the effects of intersectionality on minority groups in Bangladesh;	2, 12
	CLO3	apply critical thinking about prejudice and discrimination;	3, 9
	CLO4	combine theoretical insights with applied methods to contextualize and operationalize minority issues; and	5, 6, 8
	CLO5	assess the international attempts to protect the rights of minority groups.	10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Direct instruction (lecture/slide presentation); interactive instruction (role playing) and indirect instruction (case studies/fieldwork)	Class performance, report writing and Viva-voce
CLO2	Direct instruction (lecture/slide presentation); interactive instruction (informal debate) and indirect instruction (fieldwork)	
CLO3	Interactive instruction (informal debate); indirect instruction (small group discussion) and independent study (fieldwork/essays/reports)	
CLO4	Interactive instruction (informal debate) and indirect instruction (small group discussion/inquiry)	
CLO5	Indirect instruction (reading and small group discussion) and independent study (essays/reports)	

Recommended Readings	Ahmed, I. (eds.). (2019). Genocide and mass violence: Politics of singularity. Centre for Genocide Studies. Barakat, A., Zaman, S., Rahman, A., andPoddar, A. (1997). Political economy of the vested property act in rural Bangladesh. PathakShamabesh. Basu, S., Chaudhury, R., andSamaddar, R. (eds). (2018). The Rohingya in south Asia: People without a state. Routledge. Chatterje, J., andWashbrook, D. (2019). Partition's legacies. SUNY Press. Gain, P. (1998). Bangladesh land forest and forest people. Society for Environment and Human Development. Halim, S. (2004). Listening to the indigenous women: The struggle for a voice in solidarity, our land our life. Bangladesh Indigenous People Forum. Kymlicka, W. (eds.). (1997). The right of minority cultures. Oxford University Press. Rex, J., andGuibernau, M. (eds.). (1999). The ethnicity reader: Nationalism, multiculturalism and migration. Polity Press.
Supplementary Readings	Healey, J. F., Stepnick, A., and O'Brien, E. (2018). Race, ethnicity, gender, and class: The sociology of group conflict and change (8thed.). SAGE Publications. Hughes, M. (2011). Intersectionality, Quotas, and Minority Women's Political Representation Worldwide. American Political Science Review, 3(105): 604–620.doi:10.1017/S0003055411000293 Wirth, L. (1945). The Problem of Minority Groups. In: Linton, R. (eds.) The science of man in the world crisis. Columbia University Press. Wagley, C., and Harris, M. (1958). Minorities in the new world: six case studies. Columbia University Press.

Course Code: 0314 16 Soc 3207		Year: Third	Term: Second
Course Title	Sociology of Crime and Criminal Justice		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to introduce students to the concepts of crime, deviance, and criminal justice from different sociological perspectives. It also examines the criminal justice system, including courts, prison, and policing as well as the methods of crime prevention and corrections (e.g., parole, probation).		
Course Objectives	The objectives of this course are to – • provide knowledge on the meaning and nature of crime and juvenile delinquency from multi-dimensional views; • bring in the theories regarding criminality; • deliver a picture of the criminal justice system and its responses to criminal behavior focusing on assimilation processes and adjustments		

	Course Contents	CLOs
	Section A	
1	Introduction: Definition, nature, and scope of sociology of crime; Development of sociology of crime; Relationship with other social sciences; Research in sociology of crime – official, self-report and victimization data.	1, 2
2	Crime and Deviance: Definition, features and types of crime and deviance; Differences between crime and deviance; Causes of crime; Global and regional perspectives of crime; Impacts of crime on victims and victimization process.	1, 2
3	Juvenile Delinquency: Definition, features, and types of juvenile delinquency; Differences between crime and juvenile delinquency; Causes of juvenile delinquency; Trends of juvenile delinquency – global and regional perspectives; Social means of treating and preventing juvenile delinquency.	1, 2, 3
4	Theoretical Perspectives of Crime: Rational choice theory; Trait theory; Social structure theory; Social process theory; Relevance of different theoretical perspectives to understand crime and criminality in Bangladesh.	2, 3
	Section B	CLOs
5	Introducing Criminal Justice: Meaning and goals of criminal justice; Agencies of criminal justice; Penal history – Bangladesh as a case; Types of jail/prison system; Pitfall of jail/prison system; Criminal and juvenile justice system.	2
6	Criminal Law: Meaning, elements and purpose of criminal law; Sociological theories of the origin of criminal law; Criminal law in Bangladesh.	2, 3
7	Penology and Punishment: Definition and scopes of penology; Punishment as a deterrence of crime and criminality; Types of punishment; Theories of punishment; Debates on punishment.	1, 3
8	Correction and Prevention of Crime: History and forms of correctional services across the globe; Parole and probation; Problems of crime prevention; International perspective of crime prevention.	2, 3

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	interpret and compare crime, deviance, and juvenile delinquency as well as the causes and consequences of crime and juvenile delinquency;	1, 2, 7, 10
	CLO2	evaluate the key theories associated with crime and deviance;	2, 10, 11
	CLO3	demonstrate knowledge of the criminal justice system and analyze the functions of the criminal justice agency; and	3, 5, 9
	CLO4	identify the appropriate methods of controlling criminals and delinquents.	3, 4, 5, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Lecture, presentation, and discussion	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO3	Lecture and presentation	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Lecture, group work, and presentation	Class test/ quiz/ assignment/ presentation/ viva and final examination

Learning Materials

Recommended Readings	Adler, F., Mueller, G. O. W., Grekul, J., and Laufer, W. S. (2008). Criminology (1sted.). McGraw-Hill. Gibbons, D. C. (1973). Society, crime and criminal careers (3rded.). Prentice-Hall. Karzon, S. H. R. (2008). Theoretical and applied criminology. PalalProkashoni. Reckless, W. C. (1955). The crime problem (2nded.). Appleton-Century-Crofts Inc. Siegel, L. J. (2010). Criminology: Theories, patterns, and typologies (10thed.). Wadsworth. Siegel, L. J. (2011). Criminology: The core (4thed.). Wadsworth. Sirohi, J. P. S. (2004). Criminology and penology (6thed.). Allahabad Law Agency. Sutherland, E. H., and Cressey, D. R. (1960). Principles of criminology (6thed.). J. B. Lippincott Company.
Supplementary Readings	Ahuja, R. (2004). Criminology (2nded.). Rawat Publications. McLaughlin, E. and Muncie, J. (eds.). (2001). The SAGE Dictionary of Criminology. London: SAGE Publications. Qadri, A. (2005). Criminology: Problems and perspectives (5thed.). Eastern Book Company. Walsh, D. and Poole, A. (eds.). (1983). A Dictionary of Criminology. London: Routledge and Kegan Paul.

Course Code: 0314 16 Soc 3209		Year: Third	Term: Second
Course Title	Sociology of Religion		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to illustrate the contribution of religion to socialization, social organization, stratification, and change. The course also provides a particular disciplinary perspective, analytical tools and theories for describing, understanding, and explaining the nature and influence of religion in society.		
Course Objectives	The objectives of this course are to – • endow with the influence of religion in society; • provide an explanation of the role of religion on state system and human behavior; and • disseminate ideas on the nature of religious movements and their effects in society.		

	Course Contents	CLOs
	Section A	
1	Sociological Perspectives of Religion: Definition, development and scope of sociology of religion.	1
2	Basic Concepts of Religion: Meaning and types of religion and magic; Difference between religion and magic; Functions of religion; Witchcraft and sorcery; Sacred vs. profane; Church and sect; Denominations and cults.	2, 3
3	Theoretical Perspectives on Religion: Structural functionalism; Conflict perspective; Symbolic internationalism; Religion and post modernism.	1, 2
4	Forms of Religiosity: Fetishism, Totemism and animism; Polytheism and monotheism; Religious fundamentalism; Major religions; Secularism.	2, 5
	Section B	CLOs
5	Religious Movements: Millenarian movements, Movements of Bahais, Ahmadiyas and Ramakrishna Mission; Religious revivalism; Religious reformation.	4, 5
6	Religion and State: Separation of church and state in the west; Theocracy in Islamic state; State and religion in the third world; State and religious education; Modernization and religion; Globalization and religion.	2, 3
7	Religion and Society: Social status, Social class and religious involvement; Ethnicity, gender and religion; Religion and social change; Religion and immigration; Extremism and religion.	3, 4, 5
8	Religion in Bangladesh: Religious denominations in Bangladesh –Vaishnavism, Shaivism, Sahajiya; Religious orders in Bangladesh: Mazhab and Tariqua among Muslims and caste among Hindus; Role of the saints in Bangladesh.	1, 4, 5

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	explain basic concepts of sociology of religion along with the social dynamics of religion with a degree of objectivity;	1, 2, 7, 10
	CLO2	assess the role of religion in maintaining order in the state and sustaining the society;	2
	CLO3	analyze the major institutions of society as agencies of religion;	3, 4
	CLO4	evaluate the nature of religious movements and their effects on society; and	7, 10
	CLO5	defend and justify the position of secularism and religious fundamentalism.	8, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Lecture, presentation and question- answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO3	Lecture, brainstorming and group discussion	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Lecture, group reading, discussion and question-answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO5	Lecture, group/ pair discussion and brain storming	Class test/ quiz/ assignment/ presentation/ viva and final examination

Learning Materials

Recommended Readings	Ralhan, S. S. (2006). Sociology of religion. Commonwealth Publishers. Khan, M. A. (2005). Issues in religion and sociology. ABD Publishers. Durkheim, E. (1995). The elementary forms of religious life (K. E. Fields, Trans.). The Free Press. Weber, M. (1993). The sociology of religion. Beacon Press.
Supplementary Readings	Berger, P. L. (1967). The sacred canopy: Elements of a sociological theory of religion. Anchor Books. Dillon, M. (2003). Handbook of the sociology of religion. University Press. Hamilton, M. B. (1995). The sociology of religion: Theoretical and comparative perspectives. Routledge.

Course Code: 0314 16 Soc 3212		Year: Third	Term: Second
Course Title	Viva-voce III		
Course Status	Core		
Credit	2.0		
Prerequisite(s)	None		
Rationale	The course is comprised of a viva-voce which will be carried out on all the offered courses in Third Year Term I and Term II.		
Course Objectives	The objectives of this course are to – • measure and evaluate the students through oral examination on the taught/learned courses in Third Year.		

	Course Contents/Tasks	CLOs
1	All offered courses in Third Year Term I and Term II	1

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	expose their views through oral examinations in the fields of Sociology.	1, 2, 3, 4, 5, 6, 8, 9, 10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Oral examination	Viva-voce

Learning Materials

Recommended Readings	All suggested readings in Third Year Term I and Term II.

Course Code: 0521 16 ES 3251	Year: Third	Term: Second
Course Title	Environmental Sociology	
Course Status	Optional	
Credit	3.0	
Prerequisite(s)	None	
Rationale	This course is designed for the students to acquaint with the sociological context of the environment. It offers some basic concepts and theoretical approaches to environment and strategies to manage environmental hazards. It deals with insights incorporating the multifaceted interactions between human society and the natural environment. It focuses on the structural issues in human society and how those lead to environmental degradation.	
Course Objectives	The objectives of this course are to – • provide knowledge on the basic concepts and approaches to Environmental Sociology; • disseminate ideas on the key issues in environmental hazards and disasters in the contemporary world; • offer insights on the process of environmental management; and • deliver an illustration on policy issues and planning processes regarding environmental preservations.	

	Course Contents	CLOs
	Section A	
1	Introduction: Meaning of environment; Origin and development of environmental sociology; Relationship between sociology and environmental sociology; New trends and interdisciplinary challenges in environmental sociology.	1, 2
2	Basic Concepts of Environment: Ecology; Ecosystem; Exosphere; Species; Habitat and niche; Food chain.	1, 2, 3
3	Sociological Approaches to Environment: Existential dualism; Eco-centrism vs. Techno-centrism; Human exemptionalism paradigm (HEP) and New ecological paradigm (NEP), Marx, Engels, Weber, and Durkheim's view on environment; Contemporary theoretical approaches to environmental sociology: ecological explanation; risk society and ecological modernization.	2
4	Environmental Issues and Problems: Realism vs. constructivism; Over population and environmental crises.	3
	Section B	CLOs
5	Major Areas of Environmental Management: Land, river, water and wetland; Agriculture, forest and coastal environment; Fisheries and marine biodiversity; Health, industrialization and urbanization.	1, 2, 3
6	Environmental Disasters and Hazards: Greenhouse effect; Air and water pollution; Arsenic; Deforestation; Floods; Cyclones; Rise of river beds and sea level; Salinity; Earthquake.	1, 3
7	Gender and Environmentalism: Eco-feminism and impact of environmental problems on women and children; Gender-based responses to environmental issues.	1, 2
8	Government Policy and Planning: Environmental planning; Global environmental governance; Environmental impact assessment (EIA): Bangladesh perspectives; Environmental education.	2, 3

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	examine major environmental issues in relevance to contemporary society and explain the ongoing transformation;	1, 2, 7, 10
	CLO2	explain how human society is crating environmental problems and responding to them;	2, 5, 6
	CLO3	describe sociological approaches to environmental issues and controversies, applying a range of sociological interpretations of environmental problems;	3, 7, 8
	CLO4	identify the major social and political factors associated with current environmental problems and policies.	10, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and discussion	Quiz, class test and final exam
CLO2	Project and Discussion	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and group discussion	Assignment, class test and final exam
CLO4	Lecture and group discussion	Viva-voce, class test and final exam

Learning Materials

Recommended Readings	Hannigan, J. (2006). Environmental sociology (2nded.). Routledge. Hollander, J. M. (2003). The real environmental crisis. University of California Press. King, L., and McCarthy, D. (2009). Environmental sociology: From analysis to action. Rowman and Littlefield. White, R. (2004). Controversies in environmental sociology. Cambridge University Press.
Supplementary Readings	Dasgupta, S. (2009). Understanding the global environment. Dorling Kindersley. Matthias, G., and Heinrichs, H. (eds.). (2010). Environmental sociology: European perspectives and interdisciplinary challenges. Springer.

Course Code: 0821 16 FWT 3253		Year: Third	Term: Second
Course Title	Social Forestry		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to disseminate the views on types and scope of social forestry and the changes they bring into social systems. It also intends to analyze the policy implications for further improvement of social forestry with a view to ensure sustainable development.		
Course Objectives	The objectives of this course are to – • endow with the basic functions and types of social forestry; • deliver the ideas on the role of social forestry in developing countries; • provide an analysis on the relationship between social forestry and environment; and • acquaint with the implications of social forestry and the necessity for future policy formulation on social forestry.		

	Course Contents	CLOs
	Section A	
1	Introduction: Meaning, importance and emergence of social forestry.	1, 3
2	Types of Social Forestry: Agro-forest; Community forest; Homestead forest; Street forest; Coastal and hill forests.	2, 3
3	Social Forestry Programs in Developing Countries: Situation analysis of Bangladesh, India, South Korea, China and Tanzania regarding social forestry programs and movements.	1, 3, 4
4	Rural Household Consumption and Social Forestry: Fuel, food, fodder, medicine and building materials.	1, 2, 4
	Section B	CLOs
5	Social Forestry, Women and Development: Historical perspectives; Role of women in planting and management of forest resources.	1, 4
6	Ecology, Environment and Forestry: Social, cultural and environmental significance of social forestry in regional and global perspectives.	1, 3, 4
7	Social Forestry and Rural Development: Local resources; Social structure and development perspectives in forestry; Development projects, Forest resources situation; Contribution of forest sector to the national economy and sustainable development.	2, 4
8	Policy and Politics: Forest management policy and politics in regional and global perspectives.	3, 4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	explain the meaning and importance of social forestry;	1, 2, 6
	CLO2	examine the relations among forestry, ecology and women;	6, 7, 9
	CLO3	evaluate the contribution of forest resources to national economy; and	3, 5, 11, 12
	CLO4	evaluate the policy related to forestry.	8, 9, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva
CLO2	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam.
CLO3	Lecture and presentation	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Chowdhury, S. A. (2011). Participation in forestry: Social forestry policy in Bangladesh myth and reality. AHD Publishing House. Hossain, K. M. (1997). The role of homestead forests on contingency situations in rural Bangladesh. The Journal of Social Studies, 75, 80-110. Huq, F. and Alim, A. (1995). Social forestry in Bangladesh: State of art study. BRAC-Winrock International. Sharpe, G. W., Hended, C. W., and Allen, W. F. (1986). Introduction to forestry (4thed.) Mc-Graw Hill. Shiva, V. (1991). Ecology and politics of survival. SAGE Publications. Shrivastava, M. B. (1997). Introduction to forestry. Vikas Publishing House. Wenger, K. E. (1984). Forestry handbook (2nded.). John Wiley and Sons.

Fourth Year First Term			
Course Code: 0314 16 Soc 4101		Year: Fourth	Term: First
Course Title	Sociology of Development and Underdevelopment		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course provides an overview of the mainstream and alternative perspectives of today's development discourse. It focuses on the debates about the origin of modern capitalist development, including colonialism and imperialism. Moreover, this course deals with issues and perspectives that have more recently come to challenge the key assumptions in development with the aim to provide a critical re-examination of core development theories and concepts on industrialization, globalization, foreign aid, debt, trade, development policies and so on.		
Course Objectives	The objectives of this course are to – • familiarize the students with the major theoretical and conceptual approaches, histories, and practices associated with the field of development; • clarify the central dimension of development debates to understand why industrialization remains so crucial in discussion of wealth, poverty and power in the modern global economy; • acquaint students with the nature and development of the global south, its relationship to the global north and major explanations of underdevelopment; and • disseminate ideas to identify and compare the major issues like foreign aid, debt, trade and development policies. And their contribution/ effectiveness in global development.		

	Course Contents	CLOs
	Section A	
1	Approaches to Development and Underdevelopment: Liberal and socialist traditions; Capability approach.	1, 2
2	History of Development and Underdevelopment: European expansion and conquest; Colonialism; Imperialism; De-Colonization; Neo-imperialism.	2, 3
3	Theorizing Development and Underdevelopment: Modernization; Dependency; Neo-liberalism; Neo-structuralism.	1, 5, 6
4	Measurement of Development: Indicators of development; Indices developed by UNDP and World Bank; Other indices of development.	3, 6, 8
	Section B	CLOs
5	Development Actors and Institutions: State and national development agencies; International financial institutions (IFIs) and the UN; The multinational corporations and civil society.	5, 8
6	Industrialization and Development: World Trade Organization (WTO) and industrialization in developing countries; Late-comers in industrialization and Import substitution industrialization (ISI); Foreign investment and industrialization; International division of labor: the global north, the global south.	6, 7, 8
7	Debt, Foreign Aid and Trade: Politics of finance and debt; Third world debt crisis and structural adjustment; The debt regime; Foreign aid, trade and dependence.	6, 7
8	Globalization and Development Futures: Brandt Commission Reports; Crisis of the globalization – Toward post-neoliberalism; Land and labor struggles- Global counter movements; MDGs, SDGs and Inclusive development.	7, 8

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	explain the meanings of development and underdevelopment and how these reflect various theoretical, epistemological and ontological biases;	1, 2, 7, 10
	CLO2	describe the histories and practices associated with the field of development;	2
	CLO3	measure the level of development;	3
	CLO4	assess the role of development partners;	6
	CLO5	explain the meaning of industrialization, trade liberalization, and their importance to development;	5, 6
	CLO6	evaluate the importance of debt, aid and relief in development	7, 8
	CLO7	assess the effect of globalization in contemporary development issues; and	9, 11
	CLO8	evaluate the sociological debates on development with contemporary world affairs.	8, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Direct instruction (lecture/slide presentation) and interactive instruction (brainstorming and informal debate)	Viva-voce, class test and final exam
CLO2	Direct instruction (lecture/slide presentation) and interactive instruction (small group discussion/problem solving)	Class test and final exam
CLO3	Direct instruction (lecture/slide presentation) and indirect instruction (case studies)	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Direct instruction (lecture/slide presentation); interactive instruction (role playing) and indirect instruction (case studies)	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO5	Direct instruction (lecture/slide presentation); interactive instruction (informal debate) and indirect instruction (small group discussion)	Class test and final exam
CLO6	Direct instruction (lecture/slide presentation); interactive instruction (informal debate) and independent study (essays/reports)	Class test and final exam
CLO7	Interactive instruction (informal debate); indirect instruction (small group discussion/inquiry) and independent study (essays/reports)	Homework and assignment
CLO8	Indirect instruction (reading and small group discussion) and independent study (essays/reports)	Homework and assignment

Learning Materials

Recommended Readings	Allen, T., and Thomas, A. (2000). Poverty and development into the 21st century, Oxford University Press Bernstein, H., (1971). Modernization theory and the sociological study of development". Journal of 7 Development Studies, 7(2), 141-160. Harrison, D. H. (1958). The sociology of modernization and development. Routledge. Heyter, T. (1971). Aid as imperialism. Pelican Preston, P.W. (1982). The theories of development. Routledge. Sen, A. (1999). Development as freedom. Anchor Webster, A. (1984). Principles of Sociology of development. McMillan. Frank, A. G. (1971). Sociology of development and the underdevelopment. Pluto Press. Rostow,W. W. (1969). The stages of economic growth. Cambridge University Press.
Supplementary Readings	Nussbaum, M. (2003) Capabilities and Social Justice. International Studies Review, 4(2), 123- 135. Des, G. (2002). Is Sen's capability approach an adequate basis for considering human development? Review of Political Economy, 14(4), 435-461. Allen, T., and Thomas, A. (2000). Poverty and development into the 21st century. Oxford University Press.

Course Code: 0314 16 Soc 4102		Year: Fourth	Term: First
Course Title	Qualitative and Quantitative Analyses of Social Data: Lab		
Course Status	Core		
Credit	1.5		
Prerequisite(s)	None		
Rationale	This course is designed to acquaint with the students to qualitative and quantitative research approaches and its methods and techniques with the relevant literature, coding data by using computer software, writing up the findings, and constructing arguments with both data. This course also focuses on data analysis of the projects using primary data received from survey including interviews, in-depth interviews, focus group discussions, ethnography, participant observation and texts.		
Course Objectives	The objectives of this course are to – • Bring in both qualitative and quantitative methods for analyzing and interpreting data. • provide basic competence in data management and analysis software.		

	Course Contents/Tasks	CLOs
1	Overview of Qualitative Research: Theoretical foundations of qualitative research; Methods in qualitative research.	1, 2
2	Dealing with Data Management Software: Getting familiar with NVivo interface, Learning to import and organize data in NVivo, Doing transcription in NVivo, Understanding the audio wave frame – audio controls understanding the timestamps, managing volume and play speed, inserting document links in transcription, inserting memo in transcription, understanding clip selection icons, clip selection icons in action.	4
3	Data Analysis: Coding in NVivo; Making nodes; Creating case; Case classification; Making relationship; Matrix coding; Coding comparison; Cross-tabulation; Cluster analysis.	3, 5
4	Data Visualization in Nvivo: Understanding word clouds and their use; Creating word cloud of a selected text/document – refining word cloud: creating, importing and exporting stop list – word cloud; Understanding search result – table, hierarchy chart, mind map, project map, concept map.	3
5	Overview of Quantitative Research: Theoretical foundations of quantitative research; Methods of qualitative research; Use of mixed methods.	1, 2
6	Dealing with Data Management Software: Starting SPSS; Entering data; Defining variables; Examining output files; Modifying/transformation of data.	4, 5, 7
7	Data Analysis: Frequency distributions; Measures of central tendency and Measures of dispersion; Graphing basics; Reliability (inter item correlation); Parametric and non-parametric tests- Pearson's correlation coefficient; Cronbach's alpha; Chi square test; t-test; z-test; ANOVA.	6, 8
8	Data Modeling: Exploratory factor analysis; Simple and multiple linear regressions; Path analysis; Structural equation modeling with AMOS.	8, 9

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	collect, organize, analyze, visualize, and publish data from qualitative, quantitative, and mixed methods research;	1, 8, 9, 12
	CLO2	triangulate research and develop better understanding on the methodology;	7, 8, 9, 12
	CLO3	interpret the data and build the relationship among the variables;	7, 8, 9, 12
	CLO4	correlate organized and structured approaches to analysis;	5, 8, 9, 12
	CLO5	demonstrate the procedure to compute statistical measure using statistical software- SPSS and NVivo;	7, 8, 9, 12
	CLO6	demonstrate statistical measures using SPSS;	6, 8, 9, 12
	CLO7	describe the procedure to compute descriptive statistical measures;	7, 8, 9, 12
	CLO8	analyze the data relationship using correlation and measure the probability of events; and	11, 8, 9, 12
	CLO9	predict the variation using regression.	7, 8, 9, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1-9	Lecture, Project/ Problem solving/ Presentation, Team teaching	Class participation, viva and report evaluatio

Learning Materials

Recommended Readings	Richards, L. (1999). Using NVivo in qualitative research. SAGE Publications. Woolf, N. H., and Silver, C. (2017). Qualitative analysis using NVivo: The five-level QDA® method. Routledge.
Supplementary Readings	Field, A. (2005). Discovering statistics using SPSS (2nded.). SAGE. Salcedo, J., and McCormick, K. (2020). SPSS Statistics for Dummies. John Wiley and Sons.

Course Code: 0314 16 Soc 4103		Year: Fourth	Term: First
Course Title	Social Change		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course intends to bring in the theoretical trends, backgrounds and nature of social change around the world. From 1950s onward, the narrative of social change has become the ultimate buzzword as the global order has been going through significant changes since the World War II. Thus, this course is designed to emphasize on the issues of the rapidly changing global structure and explore the process of globalization both in the context of Bangladesh and global society.		
Course Objectives	The objectives of this course are to – • offer students with the knowledge in conceptualizing the social changes in first, second and third worlds; • provide insights on the theoretical perspectives of social change; and • deliver an explanation on the relation between social change and globalization.		

	Course Contents	CLOs
	Section A	
1	Basic Concepts of Social Change: Social change as a concept; Factors of social change; Theoretical perspectives of social change.	1, 2
2	Modernity and Critical Modernity: Basic concepts of modernity – Marx; Weber; Marcuse; Lukács.	1, 2
3	Late Modernity: Characteristics of late modernity –Giddens, Beck.	1, 2
4	Post Modernity and Social Change: Philosophy of post-modernity- Jameson; Lyotard.	1, 2
	Section B	CLOs
5	Rise of Western Civilization: Age of enlightenment and the renaissance; Rise of nation state; Rise of capitalism and industrialization; The slave trade; Colonialization and imposition of western culture.	1, 2
6	Changing Global Order after World War II: Context and consequences of WWII; Post-war reconstruction and new global organizations – UN and World Bank; The new global order: first, second and the third world; Dependent economy and the rise of third world; Comprador state; Development aid; Neo-colonialism.	1, 2
7	Social Change in Late 20th and Early 21st Century: Rise and fall of USA's hegemony; Collapse of the Soviet States' socialism; Neoliberal welfare state; Globalization of poverty.	1, 2
8	Social Change in Contemporary Bangladesh: Major trends and factors of social change; Socio-cultural consequences of social change; Development in contemporary Bangladesh.	1, 2

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	explain the salient features of the discourse of social change and its theoretical underpinnings.	1, 2, 3, 7, 10
	CLO2	examine the historical context and crucial events and dynamics of social change across the twentieth century.	2, 5, 6, 8, 9, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and Discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Problem-based learning, Lecture and presentation	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam

Recommended Readings	Bagchi, A. K. (1982). The political economy of underdevelopment. Cambridge University Press. Beck, U. (1992). Risk society: Toward a new modernity. Sage Giddens, A. (1990). The consequences of modernity. Stanford University Press. Giddens, A. (2002). Runaway world: How globalization is reshaping our lives. Routledge. Harvey, D. (2005). A brief history of neoliberalism. Oxford University Press. Rahman, Z. H., and Hossain, M. (eds.). (1996). Rethinking rural poverty Bangladesh: A case study. University Press limited. Rapley, J. (2007). Understanding development: Theory and practice in the third world. Lynne Rienner. Said, E. W. (1978). Orientalism. Pantheon Books. Weber, M. (2002). The protestant ethic and the spirit of capitalism. Penguin Classics.
Supplementary Readings	Karim, A. K. N. (1956). Changing society in India, Pakistan and Bangladesh. Oxford University Press. Sassen, S. (2007). Sociology of globalization. W. W. Norton and Company. Webster, A. (1997). Introduction to the sociology of development. Palgrave Macmillan.

Course Code: 0314 16 Soc 4105		Year: Fourth	Term: First
Course Title	Sociology of Gender		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course introduces students to the basic concepts and the analytical tools of gender studies. It also examines how power structure including sex/sexuality, gender, race and class intersect to shape individual's life and form the social hierarchies, privileges and inequalities.		
Course Objectives	The objectives of this course are to – • provide knowledge on the emergence of gender and perspectives of gender construction; • disseminate insights to the contextual analysis of social, economic, political and legal issues of women in relation to gender; and • offer explanation on the different schools of feminists' thoughts and integration of women in development.		

	Course Contents	CLOs
	Section A	
1	Basic Concepts of Gender Studies: Emergence and development of gender studies; Meaning of gender; Gender and sex; Gender identity; Gender discrimination; Gender needs-strategies and practices; Gender as social construction.	1
2	Gender Learning: Meaning, theories and agencies of gender socialization; Gender learning and power relation.	2
3	Social Dynamics of Gender: Patriarchy; Gender based division of labor; Gender in workplace; Gender dynamics in class and ethnicity.	1, 2
4	Gender and Social Inequality: Equality and equity; Theories of gender inequality; Universal subordination of women – biological, ideological and materialist arguments; Gender based violence.	1, 2
	Section B	CLOs
5	Gender and Empowerment: Dimensions –power, domination, control, access and welfare; Gender mainstreaming.	1, 2
6	Movements for Social Change: Feminist Epistemology; Waves of feminism; Feminist schools and movements; Contemporary issues and debates –sexuality and intersectionality; Transgender; Gender sexuality and reproductive health issues.	1, 2
7	Gender and Development: Integration of women in development – WID, WAD, GAD; Gender planning frameworks; CEDAW, BEIJING+5,ICPD; Laws and policies regarding advancement of women at national and global levels; Gender and SDGs.	1, 2, 3, 4
8	Media Representations of Gender: Mass media and images of women; Representation of gender in media; Gender inequality in media industry; Gender and ICT; Gender, law and popular culture; Sexual oppression of women in media; Scandal and its impact on women.	2, 3, 4, 5

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	explain the general concepts, elements and components of gender, sex, feminism, theoretical debates and discourses.	1, 3, 6
	CLO2	analyze gender learning, dynamics of gender and gender and development.	4, 6
	CLO3	explain the issues related to socioeconomic and political forces that shape the gender division of labor;	5, 7, 11
	CLO4	organize the local communities for gender awareness activities; and	8, 9
	CLO5	evaluate the impact of digital, print, and social-media technologies in shaping gender relations.	8, 10, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion and group work	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Lecture and group discussion	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO5	Lecture, discussion and group work	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Connell, R. W. (1995): Masculinities. University of California Press. Nanda, S. (20000): Gender diversity: Cross-cultural variations. Waveland Press Inc. Khan, S. (2003). International human rights and equality of women. Women for Women. Whitehead, S. M. (2002). Men and masculinities: Key themes and new directions. Polity Press.

Course Code: 0314 16 Soc 4107	Year: Fourth	Term: First
Course Title	Project Designing and Management	
Course Status	Optional	
Credit	3.0	
Prerequisite(s)	None	
Rationale	This course intends to endow with the students through fundamentals of project designing and management skills needed to successfully launch, lead, and extract the intellectual benefits from projects offered by profit and nonprofit organizations.	
Course Objectives	The objectives of this course are to – • introduce students with the basic concepts of project designing and management; • provide knowledge on the key issues of project designing and management; and • offer ideas on project management and evaluation.	

Course Contents		CLOs
Section A		
1	Basic Concepts and Techniques: Definition, characteristics, types, elements, and importance of project; Management philosophy; Project management knowledge areas; Project lifecycle and project identification.	1, 9
2	Project Planning and Format: Vision, mission, goals, objectives, and strategies of a project; Implementation at inception; Execution and phase out stages; Elements of planning; Project proforma(PP) and technical assistance project proforma (TAPP).	3, 4, 5
3	Government Project Approval Procedure: Approval by the concerned ministry, Planning commission and executive committee of the national economic council (ECNEC); Role and functions of planning commission, Economic relations division (ERD) and ECNEC; Board of investment –roles and functions.	6, 8
4	Logical Framework Approach: Background and practical issues in applying log frame approach; Analysis stage –preparatory analysis, stakeholder analysis, problem analysis, analysis of objectives and strategies.	6, 10
Section B		CLOs
5	Project Appraisal: Technical, institutional, financial and economic appraisal; Cost benefit analysis; Shadow analysis.	2, 3, 7
6	Critical Path Method and Network Analysis: Meaning and use; Procedures, techniques and operation of network analysis.	2
7	Monitoring and Evaluation: Purpose; Project work plan; Monitoring; Regular review; Evaluation and audit; Key task and responsibilities; Key assessments; Tools and documents.	7
8	Developing the Project Proposal: Steps, format and typologies.	1

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	analyze the project management design, development, and deployment;	3, 8, 9, 11, 12
	CLO2	formulate project planning and its approval procedure;	7, 8, 9, 12
	CLO3	evaluate logical framework of a project;	5, 8, 9, 12
	CLO4	align critical resources for effective project implementation;	6, 8, 9, 12
	CLO5	justify the implications, challenges, and opportunities of organizational dynamics in project management;	7, 8, 9, 12
	CLO6	identify and apply key performance metrics for project success;	7, 8, 9, 12
	CLO7.	manage the cost, quality, and delivery of a project;	7, 8, 9, 12
	CLO8	lead the effective project management teams in organization;	7, 8, 9, 12
	CLO9	mitigate the early seeds of failure in the project life cycle.	7, 8, 9, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1, CLO3, CLO4, CLO9	Lecture and Discussion	Class test/ quiz/ assignment/ presentation/ viva
CLO2, CLO5	Lecture and presentation	Class test and participation, assignment and final exam.
CLO6, CLO8	Lecture, Discussion and presentation	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO1, CLO7	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam.

Learning Materials

Recommended Readings	Cleland, D. I. (2007). Project management: Strategic design and implementation. McGraw-Hill Education. Wysocki, R. K. (2011). Effective project management: traditional, agile, extreme. John Wiley and Sons. Dionisio, C. S. (2018). A project manager's book of tools and techniques. John Wiley and Sons.

Course Code: 0314 16 Soc 4108	Year: Fourth	Term: First
Course Title	Project Designing and Management: Lab and Fieldwork	
Course Status	Optional	
Credit	1.5	
Prerequisite(s)	None	
Rationale	This course intends to provide practical skills/expertise concerned to project designing and management techniques based on the theory course0314 16 Soc 4107.	
Course Objectives	The objectives of this course are to – • endow with practical knowledge on the key issues of project designing and management with writing techniques; and • demonstrate the ideas of planning, and evaluating the projects. • acquaint with the writing a project proposal.	

	Course Contents/Tasks	CLOs
1	Project planning and formatting	1, 2, 3
2	Developing project proposal	1, 2, 3

		Upon successful completion of the course, the students will be able to:	Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	demonstrate the major concepts and techniques of project designing;	3, 8, 9, 11
	CLO2	outline the major steps of project designing; and	5, 6, 7, 8, 9, 12
	CLO3	apply the knowledge in preparing and implementing and managing the projects.	7, 8, 9, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1-3	Lecture, Discussion and presentation	Report evaluation and viva-voce

Learning Materials

Recommended Readings	Cleland, D. I. (2007). Project management: Strategic design and implementation. McGraw-Hill Education. Wysocki, R. K. (2011). Effective project management: traditional, agile, extreme. John Wiley and Sons. Dionisio, C. S. (2018). A project manager's book of tools and techniques. John Wiley and Sons.

Course Code: 0314 16 Soc 4109		Year: Fourth	Term: First
Course Title	Protest and Social Movements		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to familiarize students with the dynamics of protests and social movements in the context of both developed and developing countries.		
Course Objectives	The objectives of this course are to – • familiarize students with the protests and social movements occurred throughout the world and the issues related to it; • bring in the reasons behind different protests and social movements; • endow with the theories related to protests and social movements; • acquaint with the consequences of protests and social movements.		

Course Contents		CLOs
Section A		
1	Introduction to Protest and Social Movement: Conceptualization of social movement – protests, collective action, contentious politics, interest politics; New social movements.	1
2	Types of Movement: Making of working – class politics; Civil rights; Women and gay – identity movements; Anti-war movements; Social and animal rights and environmental justice movements; Radical religious movements; The peace movements; Me too movements.	2
3	Reasons behind Joining and Supporting Movements: Poor people's movements; Middle-class radicalism; Anti-capitalism; By-standers; Provocateurs; Leaders; Drop-outs fee-riders.	2
4	Theories of Protest and Movement: Theories of collective action; Resource mobilization theory; Political opportunity structure theories; Dynamics of contention approach; Collective identity framing.	3
Section B		CLOs
5	Participants' Thoughts and Feelings to Movement: Ideology and worldview; Emotions; Framing; Identity solidarity, Commitment.	2, 3
6	Organizing the Way of Movements: Social movement organizations; Social movement tactics; Organizational repertoire and strategies: diffusion, identity politics, information, media.	2, 3
7	Global Transnational Movements: Global justice movement; Transnational movements; Global democracy; The American black civil rights movement; Coalitions; Alliance networks: Boomerang or other models of contention; Global corporations; Media extraction; Displacement.	4, 5
8	Outcome of Social Movements and Protests: Dilemmas of identity politics; Repression, policing and violence; Counterinsurgency, terrorism and radical politics; Defining movement success – 'personal consequences; Do movements matter?'	4, 5

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	explain the nature of protest and social movements;	1, 3, 6
	CLO2	analyze the reasons behind different types of movement occurred throughout the world;	2, 3, 7
	CLO3	examine the theoretical perspectives related to protest and social movements;	7, 8
	CLO4	explain how social movements have shaped global social relations;	4, 5
	CLO5	identify the relationship between social movements and social change.	9, 10, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Lecture, presentation and question- answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO3	Lecture, brainstorming and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO4	Lecture, group reading, discussion and question-answer session	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO5	Lecture, group/ pair discussion and brain storming	Assignment, Viva-voce and final examination

Learning Materials

Recommended Readings	Donatella Della Porta and Diani, Mario. (2006). Social Movement: An Introduction. Oxford: Blackwell. Goodwin, J. and Jasper James M. (Eds.). (2014). The Social Movements Reader: Cases and Concepts. New York: Wiley. Lyman, S. M. (Ed.). 1995. Social Movements: Critiques, Concepts, Case-studies. London: Palgrave Macmillan. Jamal Uddin, Abul Kashem Mohammad. (2017). Renaissance of a Nation for Democracy – Bangladesh Trajectory of Movement and Revolution. Dhaka: Intamin Prokashon. McAdam, D., S. Tarrow and C. Tilly. (2003). Dynamics of Contention. Cambridge: Cambridge University Press. Karl-Dieter, Opp. (2009). Theories of Political Protest and Social Movements: A Multidisciplinary Introduction, Critique, and Synthesis. Oxford: Routledge. Snow, David, A., Soule Sarah A, and Kriesi Hanspeter (Eds.). (2003). The Blackwell Companion to Social Movements. Oxford: Blackwell. Hillstrom, Laurie Collier (2018). The #MeToo Movement: 21st Century Turning Points

Course Code: 0311 16 Soc 4110	Year: Fourth	Term: First
Course Title	Thesis	
Course Status	Core	
Credit	6.0	
Prerequisite(s)	None	
Rationale	This course is designed to enable students to conduct a research independently, develop writing and presentation skills and to equip them to apply qualitative and quantitative approaches to research in explaining respective social phenomenon.	
Course Objectives	The objectives of this course are to – • engage students with empirical works so that they can discover new idea in the light of sociological imagination	

	Course Contents/Tasks	CLOs
1	Different social Phenomena – social, economic, environmental, cultural, political, religious issues and so on.	1, 2, 3

		Upon successful completion of the course, the students will be able to:	Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	apply the knowledge acquired from the major theory and sessional courses on Sociology and social research;	1, 2, 3, 4, 8, 9, 12
	CLO2	design research methodology, set objective(s), formulate research problem, test hypotheses, analyze and interpret data; and	5, 6, 7, 8, 9, 12
	CLO3	present research findings in an organized, compelling, concise form and discuss and interpret results.	7, 8, 9, 10, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1-3	Evaluation of the Thesis: As per the rules of Khulna University.	

Learning Materials

Recommended Readings	Richards, L. (1999). Using NVivo in qualitative research. SAGE Publications. Woolf, N. H., and Silver, C. (2017). Qualitative analysis using NVivo: The five-level QDA® method. Routledge.
Supplementary Readings	Field, A. (2005). Discovering statistics using SPSS (2nded.). SAGE. Salcedo, J., and McCormick, K. (2020). SPSS Statistics for Dummies. John Wiley and Sons.

Course Code: 0611 16 CSE 4151		Year: Fourth	Term: First
Course Title	Science, Technology and Society		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course introduces foundational concepts, themes and questions developed within the interdisciplinary fields of science, technology, and society. It focuses on the sociological perspectives of settling techno-scientific controversies, historical insights into the development of socio-technical systems, philosophical stances on the relationship between technology and humans, and political aspects of negotiations between scientific experts and the public.		
Course Objectives	The objectives of this course are to – • provide knowledge on the issues of 'science-society' relationships, especially concerning risk, expertise, and 'public understanding' of science; • endow with the biotechnology and indigenous people; • offer students insights into some current trends in science and technology policy in third world countries; and • offer an analysis of the relationship between science and power in the postmodern world.		

	Course Contents	CLOs
	Section A	
1	Introduction: Definition, nature and scope of science and technology; Relevance of science and technology to sociology.	1, 3
2	Science and Technology in Sociology: Challenging the image of science; Science as a social construction; Recent sociological trends of interpreting science and technology.	2, 3
3	Culture of Science: Birth of a fact; Science and culture; Worldviews; Feminism and science; Technology in motion.	1, 3, 4
4	Science and Social Institution: Science as social institution; Science and religion; Dangerous icons – from magic and religion to science and law.	1, 2, 4
	Section B	CLOs
5	Rethinking Information Technology: Caught in the world wide web – understanding the digital divide; High-tech education; Politics, civic action and the internet.	1, 4
6	Techno-science in the Third World: The politics of indigenous resources – science, technology and colonialism; From colonialism to bio-colonialism; Toward equity in the exchange of biological resources.	1,3, 4
7	Gender and Ideology of Merit: Women, men and academic science; Women and men in the science-based industry; Beyond stratification in science and engineering – artifacts and research as gendered.	2, 4
8	STS and Power in Postmodern World: Power, values and agency; Metaphors, narratives, and global cultures; Cyborgs, humans and technology; Contemporary society – globalization or bust.	1, 2, 3, 4

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	explain the concepts related to science, technology and society studies and interpretations of scientific information;	1, 2, 5, 6,
	CLO2	examine the involvement and contribution of women in science and scientific research;	3, 6, 9
	CLO3	apply science and technology in societal context; and	5, 9, 10
	CLO4	analyze the relationship between science and power in postmodern world.	6, 8, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Lecture and presentation	Class test/ quiz/ assignment/ presentation/ viva and final exam.
CLO3	Lecture and presentation	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam.

Learning Materials

Recommended Readings	Kleinman, D. L. and Moore, K. (2014). Routledge handbook of science, technology, and society (1sted.). Routledge. Wynne, B. (1995). Public understanding of science. In: Jasanoff, S. et al (eds.) Handbook of science and technology studies. SAGE. Kleinman, D. L. (1991). Science and technology in society: From biotechnology to the internet (1sted.). Wiley-Blackwell. McCarthy, D. R. (2017). Technology and world politics: An introduction (1sted.). Routledge. Sismondo, S. (2010). An introduction to science and technology studies (2nded.). Wiley-Blackwell.

Fourth Year Second Term			
Course Code: 0314 16 Soc 4201		Year: Fourth	Term: Second
Course Title	Sociology of Health and Illness		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is an overview of medical sociology that emerged with the combination of modern sociology and medical development. It conceptualizes the measurement and social distribution of health and explores sociological approaches to comprehend health-related issues and outcomes, organizational dynamics of healthcare and issues related to healthcare reforms in cross-national perspectives.		
Course Objectives	The objectives of this course are to – • offer an understanding of the importance of health from sociological perspective; • provide knowledge on the underlying causes of illness as well as sort out remedies of ailments with possible alternatives; and • disseminate ideas in identifying the social and cultural variations of healing practices across the world.		

	Course Contents	CLOs
	Section A	
1	Introducing Sociology of Health and Illness: Meaning, origin and development of sociology of health and illness; Scope and importance of sociology of health and illness.	1
2	Models of Health and Illness: Medical model and Social model; Epidemiology.	2
3	Sociological Perspective of Health and Illness: Functionalist perspective – the sick role; Interactionist perspective – illness as lived experience.	1, 2
4	Social Basis of Health: Social class, gender, race and health.	1, 2
	Section B	CLOs
5	Determinants and Indicators of Health: Socioeconomic issues –education, occupation and income; Food, water, sanitation and environment; Health services; Maternal and infant mortality; Life expectancy; Disability; Anthropometrical measurement; Malnutrition; Personal hygiene.	1, 2
6	Political and Cultural Construction of Health: Health belief system; Social network; Lay theory of illness; Health in a market economy; Doctor-patient relationship.	1, 2
7	Remedial Measures: Evolution of medicine; Social medicine; Folk medicine; Ethno-medicine; Alternate healing system in cross-cultural settings, Vaccination; Possibilities of telemedicine.	1, 2, 3
8	Healthcare Services: Global and national health policies; Legislation and health management system in Bangladesh; Community health; Contemporary health issues –endemic, pandemic; Constraints of accessing healthcare services.	2, 3

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	describe the methodological practice in Sociology of health and illness;	1, 2, 7, 8, 10
	CLO2	illustrate the different models, indicators, constructions and care services related to health and illness; and	2, 4
	CLO3	examine the health policies in regional and global contexts for upgrading the health management system.	3, 7, 9, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion and group work	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO2	Lecture and discussion	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture and group discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam

Learning Materials

Recommended Readings	Annandale, E. (2014). The sociology of health and medicine: A critical introduction (2nded.). Polity. Bond, J., and Bond, S. (1994). Sociology and health care: An introduction for nurses and other health care professionals (2nded.). Churchill Livingstone. Cockerham, W. C. (2021). Medical sociology (15thed.). Routledge.
Supplementary Readings	Jackson, M. (2014). The history of medicine: A beginner's guide. Oneworld Publications. Pesek, T. J., Helton, L. R., and Nair, M. (2006). Healing across cultures: Learning from traditions. EcoHealth, 3(2), 114-118. doi: 10.1007/s10393-006-0022-z Islam, A., and Biswas, T. (2014). Health system in Bangladesh: Challenges and opportunities. American Journal of Health Research, 2(6), 366-374

Course Code: 0314 16 Soc 4203		Year: Fourth	Term: Second
Course Title	Social Policy and Planning		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course intends to emphasize on the social policies and planning, which generate the conditions for socioeconomic reforms, regulate employment, distribute and redistribute national incomes, shape state-citizen relations and transform social relations. The course provides a comparative overview on different models of social policy across the world and an understanding of Bangladesh's contexts.		
Course Objectives	The objectives of this course are to – • disseminate information about the formulation and implementation of social policy in the global context. • enable students to think critically about the strengths and limitations of different models of social policy; • bring in the role of the state and citizens in shaping social policies; • provide critical understanding of key debates and approaches to social policy; and • offer ideas on the designing and implementation of social policy, taking account of measures of sustainable social development.		

Course Contents		CLOs
	Section A	
1	Introduction to Social Policy: Notion of social policy; Policy cycle and policy process – emergence and evolution of social policy; Agenda setting – taking the demand to government.	1, 2, 3
2	Social Planning and Welfare: Processes, levels and sectors of social planning; Integrating social, economic and environmental planning at local level; Stakeholders' participation in planning.	2, 3, 4
3	Models and Politics of Social Policy and Welfare: Need based or risk based social policy; Debate on targeting and universal approaches in social policy; Players of welfare politics; Models of welfare politics; Models of social policy.	5, 6
4	Basic Issues in Social Policy: Global trends and emerging social policy issues; Contemporary social policy issues in Bangladesh; Social security and safety nets.	6, 7
	Section B	CLOs
5	Financing and Social Policy: National and global issues- Social provisioning in developing countries.	8
6	Impact of Social Policy: Impact of social policy on individual, households, society and state.	6
7	Social Policy and Welfare Services in Bangladesh: Social policies and security services for aged people, children, women, disabled, beggars, addicts and families.	6, 7, 9
8	Future of Social Policy: Globalization and social policy; Impact of globalization on welfare states; Growing demand and pressure for welfare.	7, 9

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	describe the key concepts related to social policy and planning;	1, 2, 7, 10
	CLO2	analyze the contexts in which social policies are designed and implemented;	2, 6
	CLO3	examine the roles of key policy stakeholders including the state in social policy;	3, 6
	CLO4	extricate different levels of government and their responsibilities in relation to social policy and planning;	8, 10
	CLO5	appraise the different models of social policy;	7, 8, 11
	CLO6	describe how public services are organized, and how these are influenced by and in turn influence concepts of poverty and deprivation;	7, 10, 12
	CLO7	assess policy responses to key contemporary social issues;	7, 10, 12
	CLO8	analyze the national and international hindrances to social provisioning; and	3, 10, 12
	CLO9	combine theoretical insights with applied methods to contextualize and operationalize policy making process.	4, 10, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Direct instruction (lecture/slide presentation) and interactive instruction (brainstorming and peer partner learning)	Viva-voce, class test and final exam
CLO2	Direct instruction (lecture/slide presentation) and interactive instruction (small group discussion/problem solving)	Class test and final exam
CLO3	Direct instruction (lecture/slide presentation); interactive instruction (informal debate) and indirect instruction (case studies)	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Direct instruction (lecture/slide presentation); interactive instruction (role playing) and indirect instruction (case studies)	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO5	Direct instruction (lecture/slide presentation); interactive instruction (informal debate) and indirect instruction (small group discussion)	Class test and final exam
CLO6	Direct instruction (lecture/slide presentation); interactive instruction (informal debate) and independent study (essays/reports)	Class test and final exam
CLO7	Interactive instruction (informal debate); indirect instruction (small group discussion) and independent study (essays/reports)	Homework and assignment
CLO8	Interactive instruction (informal debate) and indirect instruction (small group discussion/inquiry)	Homework and assignment
CLO9	Indirect instruction (reading and small group discussion) and independent study (essays/reports)	Homework and assignment

Learning Materials

Recommended Readings	Hall, A., and Midgley, J. (2004). Social policy for development. SAGE. Hudson, J., and Lowe, S. (2007). Understanding the policy process: Analyzing welfare policy and practice. Rawat Publications. Lister, R. (2010). Understanding theories and concepts in social policy. Policy Press. MacPherson, S. (1985). Social policy in the third world: The social dilemmas of underdevelopment. Wheatsheaf Books. Mullard, M., and Spicker, P. (1998). social policy in a changing society. Routledge. Wharf, B., and McKenzie, B. (2015). Connecting policy to practice in the human services (4thed.). Oxford University Press.
Supplementary Readings	Spicker, P. (2014). Social policy: Theory and practice (3rded.). Policy Press. Segal, A., andBrzuzy, S. (1998). Social welfare policy, programs, and practice. F.E. Peacock. Smith, B. (2006). Foundations of social policy: Social justice in human perspective (2nded.). Thomson Brooks/Cole. Burch, H. A. (1997). Basic social policy and planning: Strategies and practice methods. Routledge. Dean, H. (2019). Social policy (3rd ed.). Wiley. Williams, F. (2021) Social policy: A critical and intersectional analysis. Wiley.

Course Code: 0314 16 Soc 4205		Year: Fourth	Term: Second
Course Title	Global Society and Culture		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to acquaint with the historical, social, cultural, economic, political and institutional features of societies around the globe. The course also concentrates on differentiations or regions, examining in depth their geographical, structural and cultural landscapes. Furthermore, it focuses on geographical characteristics and roles of major world regions in producing a global society.		
Course Objectives	The objectives of this course are to – • endow with the political, social, historical, cultural, artistic, literary, geographic, and economic influences on world societies or globalization processes linking world societies; • bring in materials related to world societies and cultures; • provide insights on world societies and cultures.		

Course Contents		CLOs
Section A		
1	India: Nature of Hindu and Muslim culture in India; Social structure and change; Caste system and Indian society; State and agrarian system; Class structure in contemporary India; Social change in modern India.	1, 3
2	Bhutan: Political reformation and modernization; Geography and biodiversity; Government and politics; Culture and social structure.	2, 3
3	China: Pre-modern China –values, philosophy of Confucius and Buddhism; Agrarian Structure; China and the coming of the West; Unsuccessful revolutions – Kuomimtang government, communist revolution; Era of Mao Zedong and cultural revolution.	3, 4
4	Japan: Japan in historical perspective – contact with China, Tokugawa era, Meiji restoration; Occupation reforms; Japanese culture –value of harmony and value of perseverance; Japanese norms; Religion and Japanese Culture; Social structure and group life in Japan; Crime and deviance in Japan.	1, 2, 3
Section B		CLOs
5	Egypt: Egypt in historical perspective; European colonialism; Egyptian culture – religious values, generosity and honor; social structure –extended family, clan, marriage, urban networks; Class structure and inequality in Egypt.	3, 4, 5
6	Mexico: Mexico in historical perspective; Dualities in Mexican culture; Individualism and familism; Compadrezgo and personal networks; Mexican social institutions; Class structure; Political structure.	1, 2, 4
7	United Kingdom: Feudalism; Transition from feudalism to capitalism; Industrial revolution; Development of democracy; Nature of post-industrial/post-modern society; Colonialism and imperialism; Aristocracy and deferential culture; British social institutions and class structure.	2, 3, 5
8	United States: History; Geography; Government and politics; Economy; Demography; Culture and society and class structure.	2, 3, 4

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	explain the multiple global issues, processes, trends and systems;	1, 2, 7, 10
	CLO2	analyze regionally specific economic, political, social, environmental and cultural process;	2, 3, 5
	CLO3	compare the Asian, African and Western cultural identity;	3, 6
	CLO4	assess the historical, institutional and structural diversity that combine the global world;	7, 11, 12
	CLO5	evaluate the socio-cultural differences and interact comfortably and ethically on the global stage.	7, 8, 10

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, project and discussion	Quiz and class test
CLO2	Lecture, project and discussion	Assignment and final exam
CLO3	Lecture, project and discussion	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Lecture, project and discussion	Class test and final exam
CLO5	Lecture, project and discussion	Class test, Viva-voce and final exam

Learning Materials

Recommended Readings	Schneider, L., and Silverman, A. (1996). Global sociology: Introducing five contemporary societies. McGraw-Hill College. Ford, R. B. (1974). Tradition and change in four societies: An inquiry approach hardcover. Rinehart and Winston.
Supplementary Readings	Knox, P., Agnew, J., and McCarthy, L. (2008). The geography of the world economy. Routledge. Harvey, D. (2005). Neoliberalism 'with Chinese characteristics.' In: Harvey, D. (eds.) A brief history of neoliberalism. Oxford University Press. Martson, S., Knox, P., Liverman, D., Casino Jr., V. D., and Robbins, P. (2011). World regions in global context: Peoples, places, and environments (6thed.). Pearson.

Course Code: 0314 16 Soc 4207		Year: Fourth	Term: Second
Course Title	Sociology of Bangladesh		
Course Status	Core		
Credit	3.0		
Prerequisite(s)	None		
Rationale	This course is designed to bring in the historical, socioeconomic and political backgrounds of Bangladesh. It also intends to focus on the issues of contemporary Bangladesh society and culture.		
Course Objectives	The objectives of this course are to – • disseminate ideas on the geography, ecology, social history, society and culture, economy, government and politics of Bangladesh; and • provide insights on the major sociological studies of Bangladesh society and culture.		

	Course Contents	CLOs
	Section A	
1	Overview of Bangladesh Society: Ecology, culture, social structure, class, religion, education, caste and ethnicity in Bangladesh.	1,2
2	Population and Health: Population composition and change; Changing pattern of population and health.	1,2,3
3	Economy of Bangladesh: Rural and urban economy; Economy – formal, informal and non-formal; Emigration and immigration and their impacts on economy.	1,2
4	Politics in Bangladesh: Nature of state, bureaucracy and political culture of Bangladesh; Local government in Bangladesh.	1,2
	Section B	CLOs
5	Religious Beliefs and Social Change: Pattern of religious beliefs and rituals in Bangladesh; Pattern of social change; Modernization and counter-modernization.	1,2
6	Social Inequality and Poverty: Nature of social inequality in Bangladesh; Occupational structure in Bangladesh; Trends of Poverty.	1,2,3
7	Urbanization in Bangladesh: Trends of urbanization in Bangladesh; Problems and issues of urbanization –urban poor, crime; urban planning.	1,2,3
8	Studies on Bangladesh Society: Six Villages of Bengal; Elusive Villages; Jhagrapur; Differentiation, Polarization and Confrontation in Rural Bangladesh; Political Elites in Bangladesh; Peasant Mobility.	1,2,3

	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
Course Learning Outcomes (CLOs)	CLO1	describe the nature and pattern of Bangladesh society and culture;	1, 2, 7
	CLO2	explain and evaluate the socio-economic, political, administrative and constitutional features of Bangladesh; and	1, 2, 5, 8, 11
	CLO3	analyze the existing social problems of Bangladesh.	2, 4, 5, 9, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, project and discussion	Quiz and class test and final exam
CLO2	Lecture, project and discussion	Class test/ quiz/ assignment/ presentation/ viva and final exam
CLO3	Lecture, project and discussion	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam

Recommended Readings	Alcock, P. (2017). Understanding poverty (3rded.). Red Globe Press. Arens, J., and Van Beurden, J. (1977). Jhagrapur; poor peasants and women in a village in Bangladesh. Arensand Van Beurden. Butler, T., and Watt, P. (2007). Understanding social inequality. SAGE Publications. Grusky, D. B. andKanbur, R. (2006). Poverty and inequality. Stanford University Press. Guhathakurta, M., andSchendel, W. V. (2013). The Bangladesh reader: History, culture, politics. Duke University Press. Matras, J. (1973). Populations and Societies. Prentice Hall.

Course Code: 0314 16 Soc 4209		Year: Fourth	Term: Second
Course Title	Migration, Diaspora and Refugee Studies		
Course Status	Optional		
Credit	3.0		
Prerequisite(s)	None		
Rationale	The course is designed to introduce the students to the historical and contemporary migration processes in the context of different world regions with a specific focus on Bangladesh. It addresses the intertwined phenomena of migration, diaspora and refugees through which modern world hasbeen reproducing its current global structure.		
Course Objectives	The objectives of this course are to – • familiarize students with the global migration processes in historical contexts; • bring in the theoretical perspectives used to analyze the contemporary migration processes, transnationalism, diaspora, citizenship, and multiculturalism; and • disseminate the different patterns of human movement in the modern world and its cultural, social, economic and political implications.		

	Course Contents	CLOs
	Section A	
1	Introduction to Migration and Diaspora: Meaning and types of migration; Emigration and immigration; Forced migration; Pre-modern and modern migration; Modern and contested meaning of diaspora and migration; Multifaceted reality of migration and diaspora; Classical debates on diaspora and migration; The root of diasporism; Characteristics of historical diasporism.	1
2	Theorizing Migration: Functionalist theories: push-pull models and neoclassical theory; Historical–structural theories; Putting migrants first: agency, identity and the perpetuation of migration; Network and migration systems theories; Migration transition theories; Assimilation, multiculturalism and transnational approaches; Feminization of migration.	2
3	Historical and Contemporary Migration Processes: Colonialism, industrialization and migration to North America; The interwar period from 1920s to 1930s; Migration in Europe since 1945; Migration in the post-World War II boom; Migration trends of the new millennium; Europe's changing demography; Migration in the USA since 1945; Regional trends of migration; Asian migration to western Europe, contract labor migration to the Middle East; Trends and patterns of Bangladeshi migration.	3
4	South Asian Diaspora: Partition and diaspora studies; Nation, diaspora and region; Negotiating nations.	3
	Section B	CLOs
5	Heterogeneity of Migratory Groups and Politics of Belonging: Typology of diasporas- historical vs. modern; New directions in migratory identity; Fluidity and flexibility among groups; Globalization and politics of belonging- from migrant worker to transnational citizen; Decolonization and rise of nationalism; Ethnicity and Transnationalism; Cosmopolitanism and localism.	4
6	Survival Strategies and Cultural Translation: Systematic assimilation vs. cultural assimilation; Multiculturalism in global world; Presence and crisis of ethno-diasporas in host countries; Consequences of receiving immigrants; Limits of cultural translation; Melting pot vs. mosaics.	4, 5
7	Identity in Homeland and Development through Diaspora: Diaspora and their homelands; Living between and across borders; Diasporas as development partners- formation of diaspora, diaspora knowledge networks – ethnic, national and hometown association; Transnational investments and entrepreneurship; Advocacy and political lobbying; Social and economic remittances; Human capital formation.	4, 5
8	Refugee Studies: Historical background of refugee; Basic elements of constituting a refugee; Key issues related to refugee – migrants, internally displaced people, asylum seekers and stateless people; Causes of refugee flow – political, economic, and environmental factors, ethnic tensions, violations of human rights; The debate between refugee and forced migration studies; Connection among conflict, migration and refugee – The Bihari refugees stranded in Bangladesh, War-driven forced displacement and the Syrian refugee crisis, Rohingya refugee crisis; Migration to Assam and political tension in the host area.	3, 4, 5

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	explain the key concepts related to migration like emigration, immigration, irregular migration, forced migration, transnational migration, diaspora, citizenship and multiculturalism.	1, 2
	CLO2	evaluate the basic theoretical approaches needed for an in-depth understanding of migration and diaspora;	2, 4, 5
	CLO3	describe the migration processes in the past and present;	3, 7
	CLO4	identify the heterogeneity migratory/diasporic groups specially by gender, class, sexuality, caste, religion and the politics of belonging;	1, 3
	CLO5	examine the impacts of migration on the social, economic, cultural and political development of migrant-sending and receiving countries.	8, 9, 11, 12

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, discussion, question and answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO2	Lecture, presentation and question- answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO3	Lecture, brainstorming and group discussion	Class test/ open book exam/ quiz/ assignment/ presentation/ viva and final exam
CLO4	Lecture, group reading, discussion and question-answer session	Class test/ quiz/ assignment/ presentation/ viva and final examination
CLO5	Lecture, group/ pair discussion and brain storming	Assignment, Viva-voce and final examination

Learning Materials

Recommended Readings	Ahmed, I. (eds.) (2010). The plight of the stateless Rohingyas. University Press Limited Anderson, B. (1991). Imagined communities: Reflections on the origin and spread of nationalism. Verso. Bauböck, R., andFaist, T. (2010). Diaspora and transnationalism: Concepts, theories and methods. Amsterdam University Press. Bauböck, R. (2006). Citizenship and migration – concepts and controversies. Amsterdam University Press. Bhabha, H. K. (2004). The location of culture. Routledge. Brettell, C., andHollifield, J. F. (eds.). (2000). Migration Theory. talking across disciplines. Routledge. Cohen, Robert (2008). Global Diasporas: An Introduction. London: Routledge Dufoix, S. (2008). Diasporas. University of California Press

Course Code: 0314 16 Soc 4212		Year: Fourth	Term: Second
Course Title	Viva-voce IV		
Course Status	Core		
Credit	2.0		
Prerequisite(s)	None		
Rationale	The course is comprised of a viva-voce which will be carried out on all the offered courses in Fourth Year Term I and Term II.		
Course Objectives	The objectives of this course are to – • measure and evaluate the students through oral examination on their previous taught/learned courses.		

	Course Contents/Tasks	CLOs
1	All offered courses in Fourth Year Term I and Term II.	1

Course Learning Outcomes (CLOs)	Upon successful completion of the course, the students will be able to:		Mapping with PLOs
	CLO1	expose their views through oral examinations in the fields of Sociology	1, 2, 3, 4, 5, 6, 8, 9, 10, 11

Mapping CLOs with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Oral examination	Viva-voce

Learning Materials

Recommended Readings	All suggested readings in Fourth Year Term I and Term II.

20 Grading and Evaluation

20.1 Grading Scale

a) 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 the project, thesis design, etc. course)	X	

20.1.1 Evaluation of Theory Courses

a) All theory courses will be evaluated out of 100 marks, the distribution of which is given below:

Sl. No.	Items	Marks
1	Attendance and Class Participation	10
2	Continuous Assessments	30
3	Term Final Examination	60
	Total	100

b) The basis for awarding marks for class attendance and participation will be as follows:

Attendance & Participation	Marks
90% or above	10
85 to below 90%	9
80 to below 85%	8
75 to below 80%	7
70 to below 75%	6
65 to below 70%	5
60 to below 65%	4
Below 60%	0

c) The continuous assessments of the theory courses may be conducted in the form of class tests, assignments, homework, presentation, quiz, Viva-voce, etc. The course teacher(s) will evaluate every continuous assessment and share the result with the students within 2(two) weeks of conducting that continuous assessment.

d) The duration of a class test may be 20-45 minutes, and it will preferably be given during class hours.

e) If a student does not attend the class test for reasons satisfactory enough to the course teacher, the course teacher may allow the student one more chance for such assessment during the term; however, it must be held before the term final examinations. A student who has been absent for a short period, up to a maximum of three weeks due to illness, should approach the course teacher(s) or Coordinator(s) for make-up of quizzes/class tests or assignments, etc.,

immediately on returning to the classes. Such request should be supported by a medical certificate endorsed by the Chief Medical Officer of the University. The medical certificate issued by a registered medical practitioner (with the registration number shown explicitly on the certificate) and endorsed by the Chief Medical Officer of the University will also be acceptable only when the student has valid reasons for his/her absence from the University.

f) The number of Continuous Assessments (CAs) in each course will be as follows:

No. of credit(s)	Total no. of CA required	CAs to be consideredfor grading
3 – 4	4 (2 in each section)	Section best assessments shall be averaged for grading
1.5 – 2	3 (at least one in each section)	

g) If two teachers teach a course, both the teachers will conduct continuous assessments individually.

h) Answer scripts of the continuous assessment may be shown to the students to identify their strengths and weaknesses, but those would not be returned to them. The concerned teacher would submit the evaluated continuous assessment answer scripts and attendance register to the Head of the Discipline/Program Offering Entity (POE). The final score of attendance and class participation (out of 10) and continuous assessment (out of 30) should be displayed on the Discipline's notice board/ Discipline website/ Course web page before starting the term final examination.

i) The course teachers must submit the continuous assessment mark sheets to the Chair of the Examination Committee before the starting of the term final examination.

j) The Term Final Examination will carry 60 marks. There will be two separate answer scripts for Section A and Section B in the Term Final Examination.

k) When a student repeats a course in which he/she previously obtained an F grade, he/she will be given just an immediate lower grade that he/she obtained in the repeated course. However, in case he/she obtains a D grade, that will be maintained, and this grade will be shown in the transcript. If a student has to repeat a course due to punishment on him/her, the grade obtained will be maintained. If a student obtains a grade other than an F in a course, he/she will not be allowed to repeat the course for grade improvement.

l) 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 for grade improvement.

m) While registering for a retake/re-retake theoretical course, a student must be given an option to decide whether s/he intends to sit for continuous assessment of the course. If s/he opts to sit for continuous assessments, his/her fresh mark will be counted to prepare the result. However, the class attendance and participation marks will be taken from the previous record.

n) 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 enrol subject to the compliance with: (i) completion of prerequisite courses (if any) and (ii) maximum registration limit of 25 credits per term. However, s/he may not choose to register the optional backlog/retake/re-retake courses first.

o) In addition, 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 a maximum registration limit of 25 credits per term, and (v) the desired advance courses are offered by the Discipline/POE in the current term. However, such advance course registration option will not be applicable for capstone courses like Thesis/Project/ Internship/ Research study/ Monograph/ Portfolio, and so on.

p) A Special Term may be offered for the final year students who have retake/re-retake course(s). In this case, the maximum credit limit for a student will be 15 credits. This will be a Non-Taught Term. The Examination of Special Term will start 4 (four) weeks after publishing 4th-year 2nd Term results and will continue not more than 2 (two) weeks. The continuous assessment marks (40%) will be carried over from previously registered theory course(s), and Special Term Final Examination will carry the remaining (60%) marks. Final Year Term Thesis/Dissertation/Design or Core Sessional(s) supervisor(s)/course teacher(s) in consultation with the Head may allow the student(s) to re-submit the Thesis/

Dissertation Design or Core Sessional(s) within the Special Term schedule. However, it must be within the allowed limits of the Special Term credits.

20.1.2 Evaluation of Sessional Courses

a) All sessional courses will be evaluated out of 100 marks, the distribution of which is given below:

Sl. No.	Items	Marks
1	Attendance/Class Participation/Contact with teachers	10
2	Sessional Evaluation/Internal criticism/Observation	60
3	Viva Voce/ Final Jury	30
	Total	100

b) Sessional evaluation would be done through a laboratory test, class test, quiz, assignment, assigned project, report, oral test, performance/behaviour of the students, etc. The course teacher(s) will complete every sessional evaluation and share the result with the students within 2(two) weeks of conducting that item. Attendance and sessional evaluation mark sheets (out of 10+60=70) will be displayed on the Discipline's notice board/Discipline website/Course web page before starting the term final examination.

c) Viva Voce of each sessional course will usually be conducted by the course teacher(s). The senior most among the course teachers (if any) will be the Chair of the viva board. However, such viva voce/final assessment of a sessional course can also be done through jury board in applicable cases. The jury board will be headed by the Head of the Discipline or any other senior teacher of the Discipline/POE not below the rank of Assistant Professor. The Chairman of the viva/jury board may appoint other teacher(s) as a board member if necessary. A student must attend a sessional evaluation and viva voce. In case of absence in any component, he/she will get an F grade in that course.

d) The course teachers must submit the continuous assessment mark sheets to the Chair of the Examination Committee before the starting of the term final examination.

e) A student may register sessional courses as retake/re-retake (if applicable) on the Discipline Head's written approval. For retake/re-retake sessional courses, no previous records/marks will be counted.

20.1.3 Evaluation of Capstone Courses

a) The distribution of marks for a Capstone (Thesis/ Monograph/ project paper/ etc.) course will be as follows:

Sl. No.	Description	Marks
1	Contact/Discussion/Communication with the Supervisor	10
2	Evaluation	60
3	Oral presentation and/or Viva voce	30
	Total	100

b) There will be two examiners (including the Supervisor) to examine the Thesis. Each examiner will evaluate the Thesis separately, and the average marks will be considered for grading. However, if the marks given by the First and Second Examiners vary 20% or more, a Third Examiner to be appointed by the concerned Examination Committee from the outside the University will evaluate the Thesis Monograph/Project paper. Among these numbers, the average of the closest two numbers will be considered for grading. However, if the marks given by the Third Examiner happen to stand at the middle of the marks given by the first two Examiners, the average of the three marks will be considered for grading.

c) For the thesis/dissertation/final project/other projects like the thesis of the final year students, there will be a presentation and defense session before the defense board. If deemed necessary to the concerned defense board, these sessions might be arranged online. A three-member defense board will evaluate the presentation and defense session. The Supervisor of the thesis/ project/ internship/ research study/ monograph/ portfolio courses will normally be the Chairman of the board while the second examiner and one member nominated by the Head of the Discipline/POE will be the members of the defense board. Every member of the defense board will evaluate individually and the final marks will be calculated by averaging all the marks given by the three members. The defense board members will be remunerated individually as per the approved rate of the university. For Jury board or in other special circumstances, the Head of the Discipline/POE might include additional member(s) in the board for justifiable reasons.

d) A Discipline might allow some students to register for an Internship program/ Project paper/ Monograph/ Research study according to the course curriculum of the respective Discipline. Such an internship program/ Project paper/Research study course might be considered as the substitute of Thesis for those students. The evaluation and related activities of such Internship program/ Project paper/ Research study courses will be similar to Thesis. Usually, a Thesis will carry double weight in terms of credit compared to other alternatives like Project/ Internship/ Research study/ Monograph/ Portfolio and so on.

e) A Discipline might allow splitting the thesis/similar course into more than one term. 'X' grade may be assigned for continuing the same course in multiple terms to assign a complete grade in the last term. Alternatively, multiple courses under thesis/similar course might be assessed by providing complete grades at the end of each term. The curriculum of the concerned Discipline/Entity will clarify all such issues.

20.1.4 Evaluation of Viva Voce

a) There might be a grand viva voce in each term. A student will not usually be allowed to register for more than one course of this type bearing 01 (one) credit in a term. The concerned Examination Committee of that Term will conduct the viva and assess the students. The distribution of marks for viva voce will be as follows:

Description	Marks
Viva voce	100

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,

$$GPA = \sum CiGi/\sum Ci$$

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:
GPA= 3(4.0) + 3(3.0) + 3(3.75) + 2(3.25) + 1(3.5) /(3 + 3 + 3 + 2 + 1) = 3.52

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

20.4 Course Withdrawal

a) 'W' is the corresponding grade for withdrawn of a course, as mentioned in section 20.1.

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

20.5 Incomplete (I) Courses

'I' is the corresponding grade for an incomplete course, as mentioned in section 20.1.

20.6 Retake

Retake related issues are reported in sections 20.1.1 and 20.1.2.

20.7 Grade Improvement

Grade improvement related issues are reported in section 20.1.1.

20.8 Dropout/Cancellation of Studentship

a) A first-year first term student's admission will stand cancelled if he/she fails to complete course registration by ten working days from the beginning of the classes.

b) A first-year first term student's admission will stand cancelled if he/she fails to attend at least 50 percent of classes during ten working days from the beginning of the classes. However, in case of severe illness/accident this provision may be relaxed subject to submission of a medical certificate issued by a registered medical practitioner (with the registration number shown explicitly on the certificate) and endorsed by the Chief Medical Officer of the University.

c) A student's studentship will stand cancelled if he/she fails to comply with registration of minimum credit requirements under article 12.2 of the latest (July 2022) 'Ordinance for Undergraduate Program' of Khulna University. According to that article, a student must register for at least 15 credits per term and may be allowed to register for up to a maximum of 25 credits if recommended by his/her Discipline Head. The Discipline/POE might offer less than, greater than or equal to 25 credits per term as per the approved curriculum. The student will enjoy the option of choosing backlog, re-take, re-retake, advance courses (subject to compliance with applicable requirements/restrictions, as reported in other articles of the Ordinance) in addition to fresh courses to comply with the restriction of maximum 25 credits per term. If any student fails to register, in any way, for minimum credits (15 credits), his/her studentship at the University will stand cancelled. This minimum 15-credit registration limit may be relaxed if: (i) the student requires less than 15-credit to complete his/her graduation, or (ii) the sum of applicable (for the student) credits offered by the Discipline is less than 15-credit in the corresponding term for any valid reason.

d) A student's studentship will stand cancelled if he/she fails to earn minimum credits under article 12.5.2 of the latest (July 2022) 'Ordinance for Undergraduate Program' of Khulna University. According to that article, when a student is going to register for his/her courses in the 3rd year 2nd term, his/her earned credits up to 2nd year 2nd term must be at least 36. Otherwise, his/her studentship at the University will stand cancelled.

Approval Records	
Approving Authority	Date of Approval
Curriculum Committee of the Discipline	August 23, 2022
Executive Committee of the School	September 01, 2022
BOAS (if applicable)	
Academic Council	October 12, 2022
Syndicate (if applicable)	October 20, 2022

Appendix 01: Summary of Major Changes in the OBE Format Curriculum

Program : Bachelor of Social Science (Honours) in Sociology
Discipline : Sociology
School : Social Science School

Sl. No.	Criteria	Existing Curriculum	OBE Curriculum
1	Duration of the Program (in Year)	4	4
2	Total Available Credits	156	174.5
3	Minimum Credit Requirement to Complete the Degree	136	140
4	Available Credits from GED Courses	-	43.5
5	Credits from GED Courses (% of Total Credits)	-	24.99%
6	Credits from GED Courses (% of Required Credits)	-	24.54%
7	Available Credits from Core Theory Courses	90	99
8	Available Credits from Core Sessional Courses (Except Viva-voce)	11	09
9	Available Credits from Optional Theory Courses	47	30
10	Available Credits from Optional Sessional Courses	01	4.5
11	Available Credits from Capstone Courses	-	06
12	Term Duration (in week)	21	22
13	Credits from Newly Introduced Courses	-	30
14	Number of Newly Introduced Courses	-	11
15	Number of Omitted Courses	-	03
16	Change in Course Title (Number of Courses)	-	14
17	Change in Course Status (Number of Courses)	-	10
18	Inter-term Shift (Number of Courses)	-	14
19	Change in Course Contents (Number of Courses)	-	45
20	Name of Majors (if Applicable)	N/A	N/A
21	Name of Modes (if applicable)	-	N/A

N/A= Not Applicable

Add a brief description in plain text to report additional information not covered in the above given table. The description might cover rationale, impact, consequences of the said changes on the environment, society, economy, country etc., as applicable.

Appendix 02: Contributors

Sl. No.	Name	Designation	Designation in Committee
01	Dr. Md. Abdul Jabbar	Professor	Convener
02	Mst. Taslima Khatun	Professor and Head	Member
03	Dr. Selina Ahmed	Professor	Member
04	Dr. Abdullah Abusayed Khan	Professor	Member
05	Dr. Mosammat Rowshan Ara	Professor	Member
06	Dr. Tuhin Roy	Professor	Member
07	Dr. Tunvir Ahamed Shohel	Professor	Member
08	Taufiq-E-Ahmed Shovo	Associate Professor	Member
09	Md. Tanvir Hossain	Associate Professor	Member
10	Nusrat Jahan	Assistant Professor	Member
11	Shahinur Akter	Assistant Professor	Member
12	Dipika Chandra	Assistant Professor	Member
13	S. M. Faizul Haq Eshan	Assistant Professor	Member
14	Afsana Polly	Assistant Professor	Member
15	Ety Rani	Lecturer	Member
16	Rina Aktar	Lecturer	Member
17	Dr. Sadeka Halim	Professor, DU	Expert Member
18	Dr. Bijoykrisha Banik	Professor, RU	Expert Member
19	Subrata Mallick	Assistant Professor, Sociology Dept, Kushtia Govt. College	Alumni
20	M. M. Abdullah Al Mamun Sony	Stipendium Hungaricum Ph.D. Fellow	Alumni
21	Nirmal Sarker	Good Governance and Social Accountability Officer, World Vision Bangladesh	Employer of an Organization
22	Shanto Islam	4th Year Student, Sociology Discipline	Current Student
23	Anjuman Ara Moyna	4th Year Student, Sociology Discipline	Current Student
24	Shapla Parvin	4th Year Student, Sociology Discipline	Current Student
25	Samiul Murad	3rd Year Student, Sociology Discipline	Current Student
26	Ashraful ISlam Shezad	3rd Year Student, Sociology Discipline	Current Student
27	Sumaya Islam Etu	3rd Year Student, Sociology Discipline	Current Student

Appendix 03: PSAC of the Discipline

Sl. No.	Name	Affiliation	Designation
1	Dr. Mosammat Rowshan Ara	Professor, Sociology Discipline, KU	Chairman
2	Dr. Tunvir Ahamed Shohel	Professor, Sociology Discipline, KU	Member
3	Afsana Polly	Assistant Professor, Sociology Discipline, KU	Member

Appendix 04: Faculty Member of the Discipline

Sl. No.	Name	Designation and Email	Remarks
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02	Mst. Taslima Khatun	Professor and Head taslima@soc.ku.ac.bd	
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Appendix 05: Concerned Committee of the Discipline/POE

Sl. No.	Name and Designation	Designation in Committee
01	Dr. Md. Abdul Jabbar, Professor	Convener
02	Mst. Taslima Khatun, Professor and Head	Member
03	Dr. Selina Ahmed, Professor	Member
04	Dr. Abdullah Abusayed Khan, Professor	Member
05	Dr. Mosammat Rowshan Ara, Professor	Member
06	Dr. Tuhin Roy, Professor	Member
07	Dr. Tunvir Ahamed Shohel, Professor	Member
08	Taufiq-E-Ahmed Shovo, Associate Professor	Member
09	Md. Tanvir Hossain, Associate Professor	Member
10	Nusrat Jahan, Assistant Professor	Member
11	Shahinur Akter, Assistant Professor	Member
12	Dipika Chandra, Assistant Professor	Member
13	S. M. Faizul Haq Eshan, Assistant Professor	Member
14	Afsana Polly, Assistant Professor	Member
15	Ety Rani, Lecturer	Member
16	Rina Aktar, Lecturer	Member
17	Prof. Dr. Sadeka Halim, Department of Sociology, University of Dhaka	Expert Member
18	Prof. Dr. Bijoy Krishna Banik, Department of Sociology, University of Rajshahi	Expert Member

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